

Week 3: November 2 - 6 Weekly Assignments

Date	Daily agenda and to do list.
Monday November 2, 2020 9:00 to 12:30pm	<ul style="list-style-type: none"> <input type="checkbox"/> Math: Math Assessment → Place Value Checkpoint <input type="checkbox"/> ELA: Read-aloud pages 9-14 of "The Invisible Boy". <input type="checkbox"/> Skills Block: Interactive Writing with Spelling Patterns "oi", "oy", "ou", "ow" and contractions containing "not".
Tuesday November 3, 2020 9:00 to 12:30pm	<ul style="list-style-type: none"> <input type="checkbox"/> Math: Measuring Beans with Non-standard Units. <input type="checkbox"/> ELA: Read-aloud pages 15-20 of "The Invisible Boy" <input type="checkbox"/> Skills Block: Fluency Practice with excerpt from "A New Playground!"
Wednesday November 4, 2020 9:00 to 12:30pm	<ul style="list-style-type: none"> <input type="checkbox"/> Math: Measuring Household Items Using Non-standard Units <input type="checkbox"/> ELA: Read-aloud pages 21-26 of "The Invisible Boy" - How does Brian feel? <input type="checkbox"/> Skills Block: Word Stars
Thursday November 5, 2020 9:00 to 12:30pm	<ul style="list-style-type: none"> <input type="checkbox"/> Math: Math Assessment → Measuring Checkpoint <input type="checkbox"/> ELA: Unit 1 Assessment → Writing in Response to "The Invisible Boy". <input type="checkbox"/> Skills Block: Cycle 8 Word List and Spelling Pattern
Friday November 6, 2020 11:10 - 12:00pm	<ul style="list-style-type: none"> <input type="checkbox"/> Crew and Progress Monitoring

Name: _____

Date: Thursday Nov. 5, 2020 Skills Lesson 36



Learning Targets: I can identify the vowel spellings in a word to help me determine how many syllables are in the word and use that information to decode it.



I can read, identify the syllable type, and spell words with the spelling patterns "ind", "old", "ost", and "ild".

Material: Thinking cap, pencil

Direction: Read the following high-frequency words and Cycle 8 word list to get familiar with them.

High-frequency and Cycle 8 Word List

"ild"	"ind"	"old"	"ost"
child	behind	bold	most
mild	blind	cold	post
wild	kind	hold	postcard
	find	gold	host
		golden	

High-frequency Words: together, whole, hello, weird, wher's, she's, there's, it's

Syllable Sleuth Word List

(Direction: Tap each word out. Then slice each word with a slash / to see how many syllables each word has).

higher	faster
highest	fastest
darker	flying
darkest	rowing

Name: _____ Date: Thursday Nov. 5, 2020 ELA Lesson 11



Learning Target: I can describe what happens in the text to make Brian Feel more visible.

Vocabulary: compassion, respect

Material: pencil/color pencils

Direction: Listen very carefully as Kumu reads pages 27-30 of "The Invisible Boy" as a close read-aloud. Then answer the text-based questions and draw a picture of how Brian feels from the evidence in the book.

Unit1 Assessment: Writing in Response to "The Invisible Boy".

How does Brian feel at lunch? _____

What detail in the text or picture helps you know how Brian feels? _____

What in the story makes him feel this way? _____

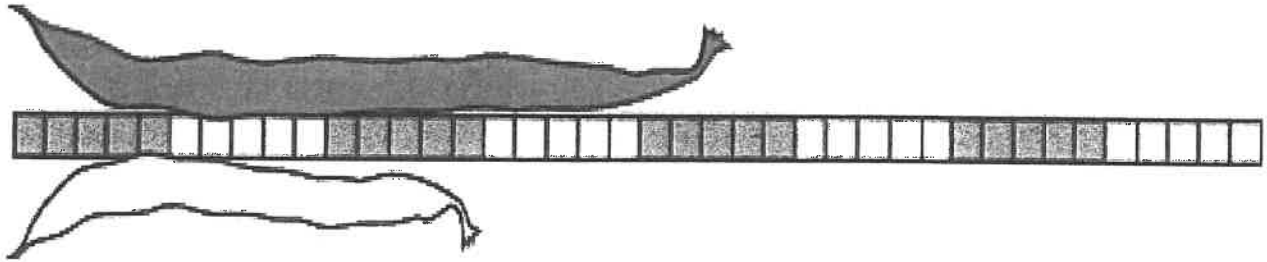
Was Brian feeling invisible or visible in this part of the story? How do you know? _____

Picture

Measuring Checkpoint page 2 of 2

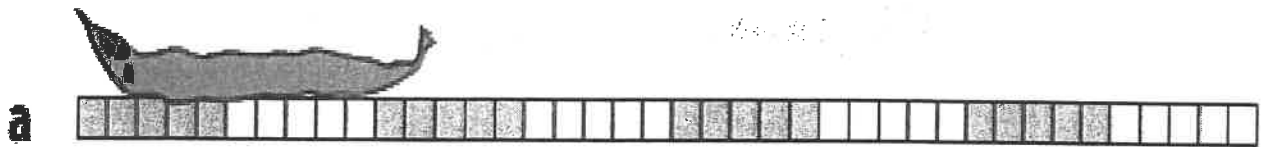
3 Which bean is longer?

Circle the answer: gray bean white bean

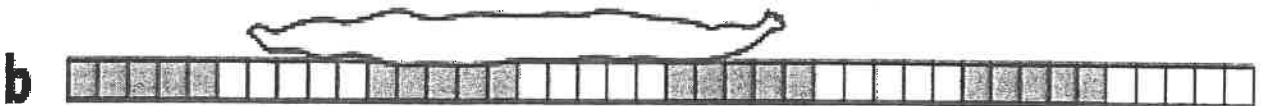


How much longer? _____ squares

4 How long are the beans?



Gray bean: _____ squares



White bean: _____ squares

Math Assessment

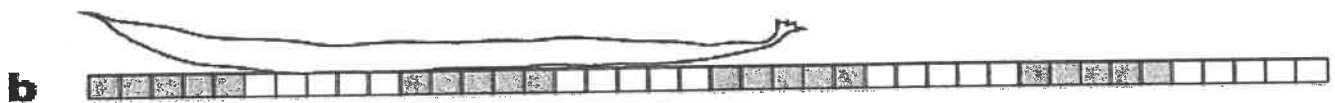


Measuring Checkpoint page 1 of 2

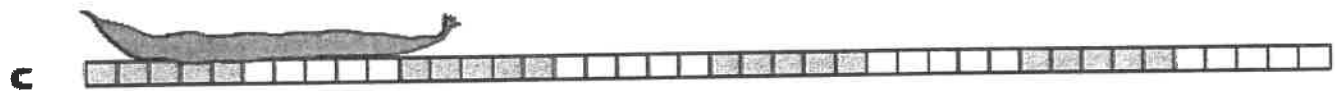
1 How long are the beans?



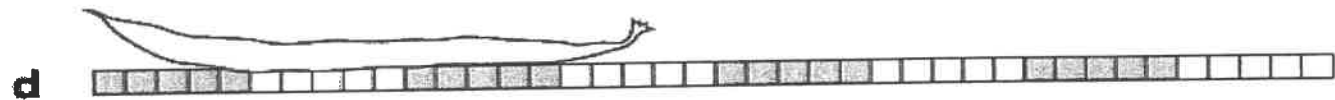
Gray bean: _____ squares



White bean: _____ squares

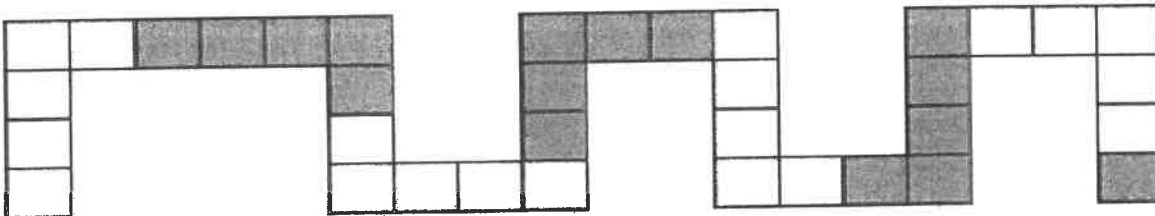


Gray bean: _____ squares



White bean: _____ squares

2 How many squares long is the snake?



The snake is _____ squares long.

(continued on next page)

Word Stars

Directions: Write one word on each side of the star's points (10 words on each star).



Directions: Write one word on each side of the star's points (10 words on each star).



Name: _____

Date: Wednesday Nov. 4, 2020 Skills Lesson 35



Learning Targets: I can identify the correct spelling patterns for one-syllable words with "oi", "oy", "ou", and "ow".



I can read and spell words with "oi", "oy", "ou", and "ow".

Material: pencil

Direction: Using the word list below, write one word on **each side** of the star's points. When finished, you should have 10 words on each star.

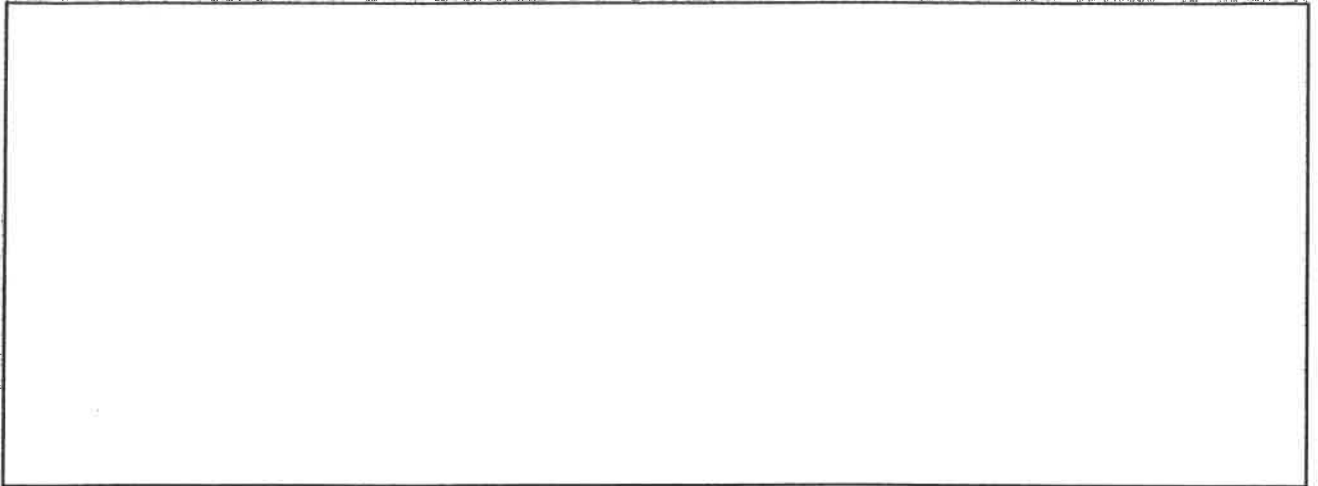
Group A

Group B

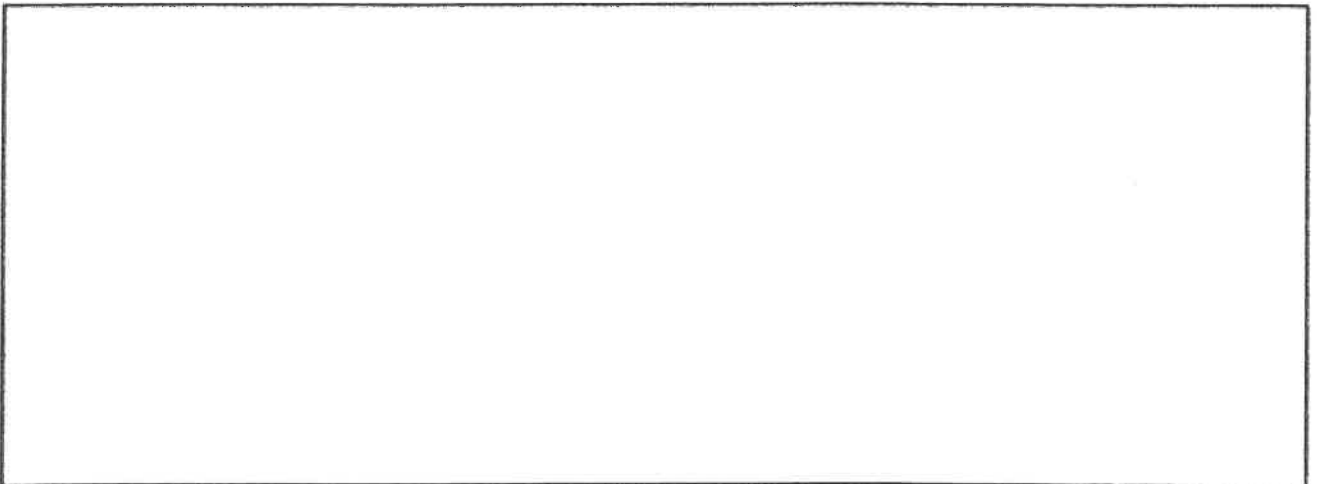
coin	chow
boy	loud
point	join
bow	soy
ouch	coy
void	how
ground	spoil
ploy	convoy
wow	allow
bound	mount

proud	cow
Troy	slouch
groin	decoy
joint	loin
brow	batboy
vow	oink
joy	hoist
Roy	round
pouch	now
pound	plow

Thinking notes:



Draw a hole:





Learning Target: I can describe the changes in the illustrations to learn more about Brian.

Vocabulary: compassion, respect

Material: pencil/color pencils

Direction: Listen very carefully to Kumu reads pages 21-26 of "The Invisible Boy". Then answer the questions and draw a picture of how Brian feels from the evidence (text or illustrations) in the book.

How does Brian feel in class?

What detail in the text or picture helps you know how Brian feels?

What in the story makes him feel this way?

Picture

Name: _____ Date: Wednesday Nov. 4, 2020 Math Lesson 35







Learning Target: I can measure the length of an object in non-standard units.

Vocabulary: ones, tens, hundreds, estimate

Materials: Unifix cubes and pencil.

Direction: Find the following items and measure them using the unifix cubes. Write down your estimate.

Household Items:	How many cubes? (Make your best estimate?)
 pencil	
 crayon	
 notebook	
 ruler	
Your item choice.	

Snap or Trap T-chart

Snap (you can say it in a snap)	Trap



Learning Targets: I can find regularly spelled high-frequency words in a list of words.



I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary).

Material: pencil, highlighter

Direction: Read the following excerpt from the decodable **"A New Playground!"** (pages 6-7). Highlight the high-frequency words listed below. Sort each word into a column: SNAP or TRAP. Then take a video clip of yourself reading the excerpt and post it your ClassDojo Portfolio.

High-frequency words:								
their	people	don't	doesn't	there	can't	which	isn't	didn't

"A New Playground!" (excerpt from pages 6-7)

Sam saw James at the playhouse. He joined him there. "Don't you think you are too big for the playhouse?" asked Sam. "I am here with Pat. But it doesn't matter how big I am. The playhouse is still fun!" said James.

Sam and James played there for some time. Then they joined Pat in the sandbox. There was a big mound of sand with lots of sand toys. "I don't think we are too big for the sandbox. Do you?" asked Sam. "No way. We can enjoy the sandbox if we are big or small!" said James.



Learning Target: I can describe how Brian responds to events by looking closely at the illustrations and words.

Vocabulary: respect, describe

Material: pencil/color pencils

Direction: Listen very carefully to Kumu reads pages 15-20 of "The Invisible Boy". Then answer the questions and draw a picture of how Brian feels from the evidence in the book.

How does Brian feel at recess?

What detail in the text or picture helps you know how Brian feels?

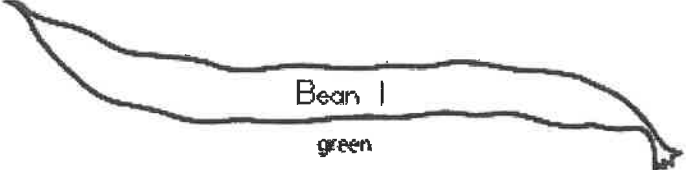

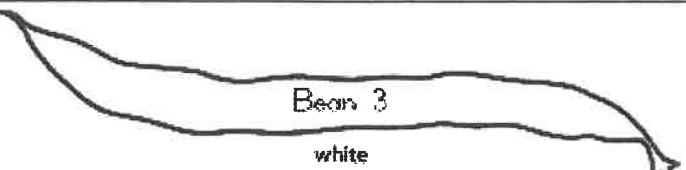
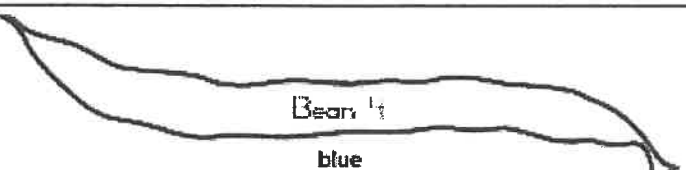
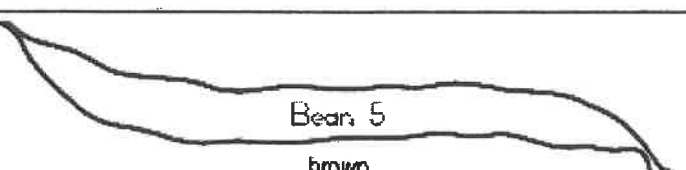
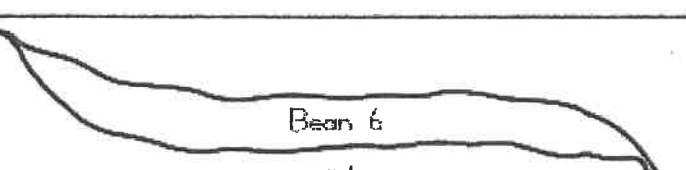
What in the story makes him feel this way?

Picture



Measuring Jack's Beans

- 1 Use Unifix cubes to measure each of the strips Jack cut to match the lengths of the beans on the giant bean stalk. Write the length of each bean below.

	Jack's Beans	How many cubes?
2	 <p>Bean 1 green</p>	
3	 <p>Bean 2 yellow</p>	
4	 <p>Bean 3 white</p>	
5	 <p>Bean 4 blue</p>	
6	 <p>Bean 5 brown</p>	
7	 <p>Bean 6 red</p>	

- 8 When you are finished measuring all the paper strips, color each bean on this sheet to match the color name below the drawing.



Learning Target: I can measure the length of an object in non-standard units.

Vocabulary: greater than, less than, length

Materials: Unifix cubes, strips of adding machine tape, and pencil/crayon

Direction: Read each direction carefully. Then, use the unifix cubes to measure the beans.

Unit 2 Module 2 | Session 2 1 copy for display

 **Measuring Beans**

Which bean is the longest?



How much longer?

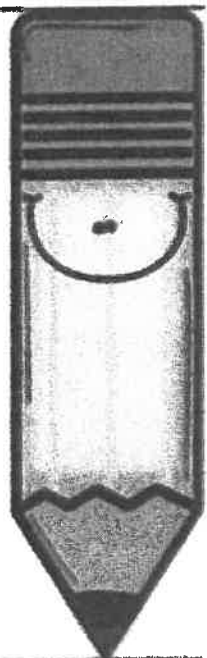
How can we use Unifix cubes to measure these two beans?

1.

2.

3.

Writing Checklist



Use a capital letter at the beginning of the sentence.

Example: My boat is yellow.

Use finger spaces between each word.

Example: My_boat_is_yellow. 

Use ending punctuation. (. ? !)

. telling

? questioning

! yelling

Use the word list to spell the words correctly.

Name: _____

Date: Monday Nov. 2, 2020 Skills Lesson 33



Learning Targets: I can read, identify the syllable type, and spell words with the spelling patterns "oi", "oy", "ou", and "ow".



I can write a sentence using words with the spelling patterns "oi", "oy", "ou", "ow" and contractions containing "not" (don't, doesn't).

Material: Pencil, highlighter

Direction: Using the word list and Writing Checklist below, write three sentences. They can be silly ones too.

Words Rule Word Cards

coin

join

void

spoil

choice

boy

destroy

employ

soy

ploy

ouch

loud

hound

county

bow

plow

wow

pow

How does Brian feel on Monday morning?

What detail in the text or picture helps you know how Brian feels?

What in the story makes him feel this way?

Picture



Learning Target: I can respond to questions using details from the text to support my answers.

Vocabulary: shyly, respond

Material: pencil/color pencils

Direction: Listen very carefully to Kumu reads pages 9-14 of "The Invisible Boy". Then answer the questions and draw a picture of how Brian feels from the evidence in the book.

How does Brian feel at lunch?

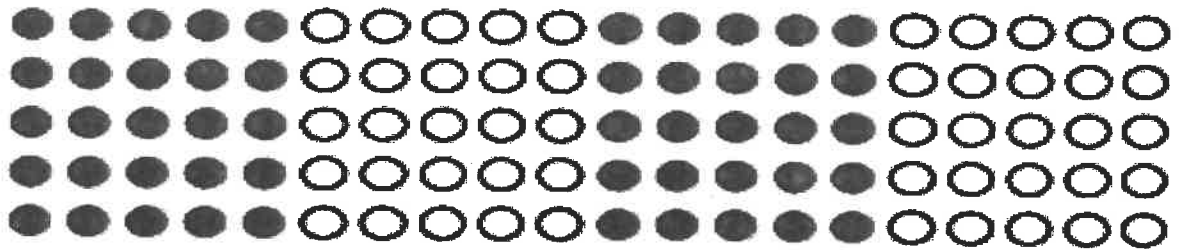
What detail in the text or picture helps you know how Brian feels?

What in the story makes him feel this way?

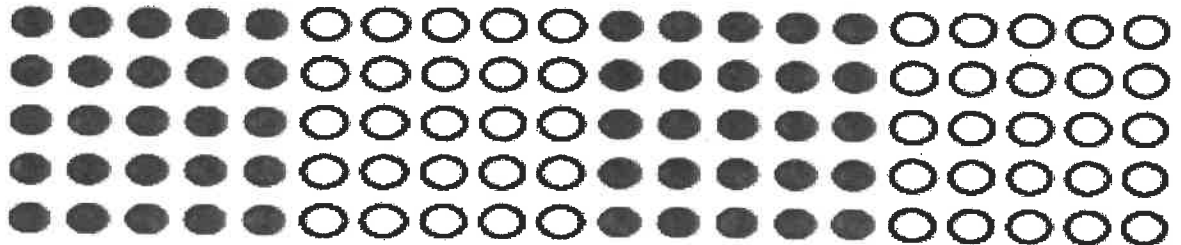
Picture

Place Value Checkpoint page 2 of 2

6 Put a circle (or circles) around 62 dots.



7 Put a circle (or circles) around 62 dots in a different way.



8 643

a What is the digit in the **hundreds** place? _____

b What is the digit in the **tens** place? _____

c What is the digit in the **ones** place? _____

9 294

a What is the digit in the **hundreds** place? _____

b What is the digit in the **tens** place? _____

c What is the digit in the **ones** place? _____

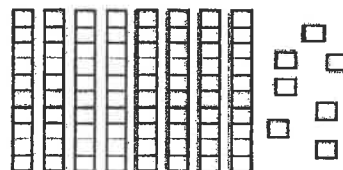
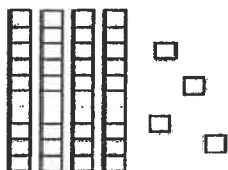
Math Assessment

Materials: Ten units and pencil.

Direction: Read each direction carefully before beginning.

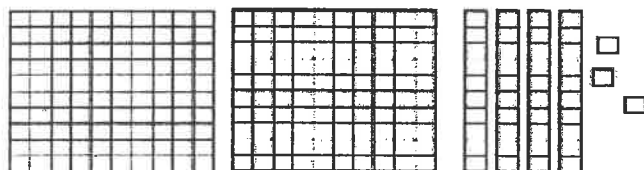
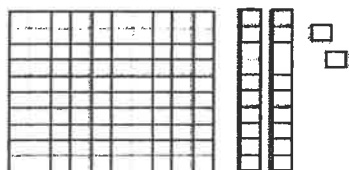


Place Value Checkpoint page 1 of 2



1 How many units in all? _____

2 How many units in all? _____



3 How many units in all? _____

4 How many units in all? _____

5 What number am I? You may use blocks or linking cubes to help.

a I have 2 tens and 3 ones.	What number am I? _____
b I have 1 ten and 7 ones.	What number am I? _____
c I have 5 tens and 8 ones.	What number am I? _____
d I have 1 ten and 12 ones.	What number am I? _____
e I have 1 hundred, 4 tens, and 2 ones.	What number am I? _____
f If you gave me 3 more tens, I would be 81.	What number am I? _____
g I have 2 hundreds and 3 ones.	What number am I? _____
h I have 1 hundred, 12 tens, and 2 ones.	What number am I? _____

(continued on next page)