

Skills Block

Week 4: November 9 - 13 Weekly Assignments

Date	Daily Agenda and To Do List
Monday November 9, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: Home Connection Unit 2 Module 1 Session 1 (U2M1S1), pgs. "These Beans Have Got To Go!", pgs. 1-4<input type="checkbox"/> Skills Block: Engagement Text "Where's Goldie?"<input type="checkbox"/> ELA: Speaking and Listening → Schools Around the World
Tuesday November 10, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Tens, Dollars & Quarters" U2M1S3, pgs 1-2<input type="checkbox"/> Skills Block: Interactive Writing<input type="checkbox"/> ELA: Close Read-aloud, Session 1 → <i>Off to Class</i>, pgs. 12-13 "Protecting the Amazon"
Wednesday November 11, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Cubes & Tens" U2M1S5, pgs. 1-2<input type="checkbox"/> Skill Block: Fluency Decodable Reader Cycle 8<input type="checkbox"/> ELA: Close Read-aloud, Session 2 → <i>Off to Class</i>, pgs. 12-13
Thursday November 12, 2020 9:00am to 12:30pm	<ul style="list-style-type: none"><input type="checkbox"/> Math: "Add, Subtract & Compare" U2M2S1, pgs. 1-2<input type="checkbox"/> Skills Block: Decoding, Fluency, and Spelling<input type="checkbox"/> ELA: Close Read-aloud, Session 3 → "Out of the Rubble" from <i>Off to Class</i>, pgs. 18-19
Friday November 13, 2020 11:10am - 12:10pm	<ul style="list-style-type: none"><input type="checkbox"/> Crew with Kumu Kalani<input type="checkbox"/> Progress Monitor with Kumu Folau

Name: _____

Date: Monday Nov. 9, 2020 Skills Lesson 37

Engagement Text



Learning Target: I can read high-frequency words and words that "don't play fair": "together", "whole", "hello", "weird", "where's", "she's", "there's", "it's".



I can read the decodable text: "Where's Goldie?"

Vocabulary: apostrophe, grapple, retelling

Material: pencil, highlighter, decodable "Where's Goldie?", Snap or Trap high-frequency words, Snap or Trap T-chart

Direction: Read the decodable "**Where's Goldie?!"**. Highlight the high-frequency words listed below. Sort each word into its column: SNAP or TRAP. Then take a video clip of yourself reading the decodable and post it on your ClassDojo Portfolio.

High-frequency words:							
together	whole	hello	weird	where's	she's	there's	it's

Snap or Trap T-chart

Snap	Trap

Where's Goldie?

Cycle 8 Decodable Student Reader

Sam and Nell walk to school together sometimes. The air is starting to get cold. It is almost winter. They walk into school and then into their class. "Hello, Mr. Moats," says Sam as he walks over to the fish tank. It's Sam's job to feed the class goldfish, Goldie.

But Goldie is gone. The tank that holds her is gone. Sam looks around. He looks behind the desk. He can't find her! "Where's Golde?" asks Sam. "She's not in her tank. She's gone!" Nell walks over. She looks for the goldfish. She can't find her. "That's so weird! Do you think a child in our class has her?" asks Nell. "Maybe we should make a poster. We can post it on the school and the street. It will tell people that our goldfish has been stolen. Maybe she was stolen and then the robber sold her to another class." Mr. Moats walks over. "OK, guys. There's no reason to get upset. I am sure we will find her." Just then, Owen walks in with his mom. His mom is holding something big. It is a fish tank!

"Owen! You had Golde?" asks Sam. "Yes. I stayed late at school on Friday because my mom was late. Mr. Pack asked if I could take her home. The heat was broken and he was afraid Goldie would be too cold," says Owen. "She's a lucky fish! I am sure it was very cold in here. Thanks for taking care of Goldie for us!" says Mr. Moates.

Interactive Writing

Learning Target: I can read, identify the syllable type, and spell words with the spelling patterns "ind," "ild," "old," and "ost." (RF.2.3, L.2.2)



I can write a sentence using words with the spelling patterns "ind," "ild," "old," and "ost" and contractions containing "is." (L.2.2)

Vocabulary: interact, interactive, proficient

Material: Words Rule Word Cards, whiteboard and dry-erase markers, pencil, Four-column T-chart

Direction: Take a closer look at the words. Cut and sort them into the right four-column T-chart below.

Words Rule Word Cards

blind	scold	mind
hold	most	child
wild	grind	behind
bedpost	most	blind
fold	told	wildcat

Four-column T-Chart

"ild"	"ind"	"old"	"ost"

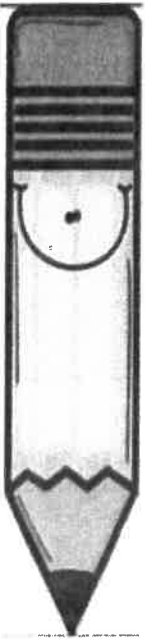
Direction: Using the words from the Four-column T-chart above and the "Writing Checklist", write 3 silly sentences.


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.

✓	YES	NO
Capital letter		
Finger space		
Punctuation		
Spell words		

Fluency



Learning Target: I can find regularly spelled words in a list of words. (RF.2.3a, RF.2.3f)



I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)

Vocabulary: excerpt, expression, grapple, phrase

Material: pencil, Excerpts from the Decodable Reader "Where's Goldie?", Snap or Trap Word List and T-chart

Direction: Sort the high-frequency words into "Snap" or "Trap" words. While reading the decodable reader excerpts, highlight the words that you can find in the excerpts. Record yourself reading the excerpts and post it on ClassDojo.

High-frequency words:									
together	whole	hello	weird	is	that	there's	it	them	sometimes

Snap or Trap T-chart

Snap	Trap

**Excerpts from Decodable Reader:
"Where's Goldie?" (pages 2 and 4)**

Excerpt #1:

Sam and Nell walk to school together sometimes. The air is starting to get cold. It's almost winter. They walk into school and then into their class. "Hello, Mr. Moats," says Sam as he walks over to the fish tank.

Excerpt #2:

It's Sam's job to feed the class goldfish, Goldie. But Goldie is gone. The tank that holds her is gone. Sam looks around. He looks behind the desk. He can't find her!

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Decoding, Fluency, and Spelling: Mid-Module 2 Assessment



Learning Target: I can review the vowel spelling patterns from Cycles 6-8: r-controlled ("ar", "er", "ir", and "ur"), "oi", "oy", "ou", and "ow", "ild", "old", "in", and "ost".

Vocabulary: feedback, goal

Material: pencil, Bossy "r" word list, Mid-Module 2 Assessment

Direction: Review bossy "r" word list before mid-module 2 assessment.

Words Rule Word Cards

forbid

transform

pattern

occur

whimper

antler

disturb

suburb

confirm

tractor

intern

blister

Phase: Partial Full Consolidated

Part 1: Decoding Single-Syllable Words in Isolation

Directions: Student reads up to and including appropriate phase words. Teacher annotates reading behaviors.

Partial	jar shirt found moy toil cow rind host child fold
Full and Consolidated	smarts burnt scout ploy hoist grinds

Part 2: Decoding Two-Syllable Words in Isolation

Directions: Student reads up to and including appropriate phase words. Teacher annotates reading behaviors.

Partial	finding garden older
Full	smarter remind power pointy scolding
Consolidated	employ turmoil mildsnop houndstooth

Part 3: Automatic High-Frequency Word Reading in Isolation

Directions: These are the high-frequency words used in this module. Administer this part of the assessment to any student(s) you want to assess to determine automaticity. Teacher annotates reading behaviors.

yellow orange great colors their people don't doesn't
isn't didn't together whole hello weird there's where's
it's she's