

# Week 5: September 14-18 Weekly Assignments

<b>Date</b>	<b>Daily agenda and to do list.</b>
<b>Monday</b> September 14, 2020 9:00 to 11:30 am	<ul style="list-style-type: none"><li><input type="checkbox"/> Math: Review Battling Bugs Math Game (Lesson 1)5</li><li><input type="checkbox"/> ELA Skills Block: Review "Count It Out"</li></ul>
<b>Tuesday</b> September 15, 2020 9:00 to 11:30 am	<ul style="list-style-type: none"><li><input type="checkbox"/> Math: Review Adding with a Number Line to 20 Mat (Lesson 16)</li><li><input type="checkbox"/> ELA Skills Block: Cycle 4 Decodable Student Reader - "Stuck Up High"</li></ul>
<b>Wednesday</b> September 16, 2020 9:00 to 11:30 am	<ul style="list-style-type: none"><li><input type="checkbox"/> Math: Story Problems to Solve Together (Lesson 17)</li><li><input type="checkbox"/> ELA Skills Block: Fluency with Cycle 4 Decodable Excerpt</li><li><input type="checkbox"/> ELA Skills Block: Snap and Trap Wordlist</li></ul>
<b>Thursday</b> September 17, 2020 9:00 to 11:30 am	<ul style="list-style-type: none"><li><input type="checkbox"/> Math: Addition Table (Lesson 18)</li><li><input type="checkbox"/> ELA Skills Block: Silly Sentences using words with "igh", "ie", and "y".</li></ul>
<b>Friday</b> September 18, 2020 11:10 to 12:10 am	<ul style="list-style-type: none"><li><input type="checkbox"/> Crew: Genealogy Activity</li><li><input type="checkbox"/> Progress Monitoring Continues</li><li><input type="checkbox"/> Aloha Friday → Dress Up as a Video Game Character</li></ul>



Name: \_\_\_\_\_

Date: Sep. 14, 2020 Math Lesson 15

### Review Battling Bugs Math Game

Learning Target: I can fluently add and subtract within 20. (2.OA.2).

Vocabulary: sum (addition), difference (subtraction)

Materials: Dice, coloring pencil, and a playing buddy (siblings, mom, etc.)

Unit 1 Module 3 | Session 4 class set, plus more as needed and 1 copy for display

#### 11 Battling Bugs Record Sheet, Version A

Playing for Spider \_\_\_\_\_ Playing for Fly \_\_\_\_\_

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won by  points.



**Review Count It Out**

I can divide a word into syllables, identify each syllable type, and count how many syllables it contains.



I can read a multisyllabic word with the vowel teams "ee," "ea," and "y."

**Read the words. Count it out. Divide the words with a / by clapping out the parts. Write down the number of parts you count out next to the word.**

between

sunbeam

seashell

streamer

concealer

pinwheel

parakeet

seventeen

engineer



Name: \_\_\_\_\_

Date: Sep. 15, 2020 Math Lesson 16

### Review Adding with a Number Line to 20 Mat

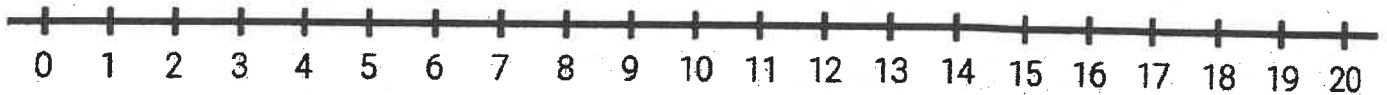


Learning Target: I can fluently add and subtract within 20. (2.OA.2).

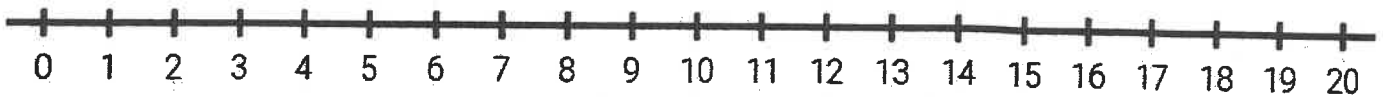
Vocabulary: number line

**Direction:** Using the number line below, solve the equations by making the appropriate jumps. Remember to always start the jump from the higher or bigger number.

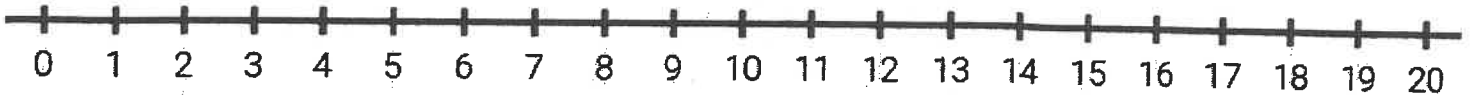
1.  $9 + 8 =$  \_\_\_\_\_



2.  $5 + 6 =$  \_\_\_\_\_



3.  $7 + 13 =$  \_\_\_\_\_







Name \_\_\_\_\_

September 15, 2020, Skills Block: Lesson 16

## Review Syllable Sleuth



I can identify the vowel sounds 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 "igh" and "ie."

**Put a dot under each vowel sound. Draw a slash / after each syllable or part. Write down the number of syllables next to the word.**

pigtail

driveway

carlape

zipper

decay

trying



Name: \_\_\_\_\_ Date: Sep. 16, 2020 Math Lesson 17 (U1.M4.L2)



Learning Target: I can solve one-step addition and subtraction story problems. (2.OA.1)

I can explain what the word "difference" means.

Vocabulary: sum or total, difference

Unit 1 Module 4 | Session 2 1 copy for display



## Story Problems to Solve Together

For each problem below:

- Read the information and the question.
- Use a number rack, bead string, or number line to model and solve the problem.
- Write the answer.
- Use numbers, drawings, and/or words to explain how you solved it.

- 1** Kim picked 6 flowers. Alan picked 5 more flowers. How many flowers did they have in all?

Kim and Alan picked \_\_\_\_\_ flowers in all.



- 2** Jon baked 12 muffins. He ate 3 muffins for lunch. His sisters ate the rest of the muffins, so that none were left. How many muffins did his sisters eat?

Jon's sisters ate \_\_\_\_\_ muffins.



- 3** Alex found some sea shells on the beach. His brother gave him 2 more shells. Now Alex has 9 shells for his collection. How many shells did Alex find at first?

Alex found \_\_\_\_\_ shells at first.



## Story Problem Strips

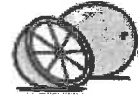
- 1** Dan caught 7 fish in the morning and 6 fish in the afternoon. How many fish did Dan catch in all?

Dan caught \_\_\_\_\_ fish in all.



- 2** Sasha had 12 oranges, but then she gave Patty 7 oranges. How many oranges does Sasha have now?

Sasha has \_\_\_\_\_ oranges now.



- 3** Kate had 11 pencils. She gave some of her pencils to her friend, Sara. Now Kate has 5 pencils left. How many pencils did Kate give to Sara?

Kate gave \_\_\_\_\_ pencils to Sara.



- 4** Tessa made a lot of clay beads. She gave 9 clay beads to her sister. Now Tessa has 5 clay beads left. How many clay beads did Tessa make to begin with?

Tessa made \_\_\_\_\_ clay beads to begin with.



- 5** Chang threw his ball up in the air 17 times. He dropped the ball 7 times. How many times did Chang catch the ball?

Chang caught the ball \_\_\_\_\_ times.



- 6** Rosa drew 11 faces on her paper, and then she erased 4 of them. How many faces are left on Rosa's paper?

There are \_\_\_\_\_ faces left on Rosa's paper.



- 7** Bob made 15 paper airplanes. Tim made 7 paper airplanes. How many more paper airplanes does Bob have?

Bob has \_\_\_\_\_ more paper airplanes than Tim.



- 8** Carmen's team won 8 soccer games. Rob's team won 6 more games than Carmen's team. How many games did Rob's team win?

Rob's team won \_\_\_\_\_ soccer games.



- 9** Lulu rode her bike for 19 miles. Lulu rode her bike 12 more miles than Todd. How many miles did Todd ride his bike?

Todd rode his bike \_\_\_\_\_ miles.



More practice with solving story problems.

**Cycle 4 Decodable Student Reader -  
"Stuck Up High"**



I can fluently read through the story and retell it in my own words.

**Read the story. Highlight the sight words listed below.**

## **Sight Words: boy, only, open, tree**

Chip the cat does not like to go up high. But tonight is the only night that he might. The sky is full of stars. Chip has never seen a shooting star. He thinks it will be easy to see once he is at the top of a tall tree. He starts to go up. He slips on a branch and almost falls. What a fright! But he still goes higher. Now he is at the top. The moonlight shines on the leaves. It shines on the ground below. Chip watches and watches. Then something bright in the night sky shoots by! A shooting star! What a sight! Now it is time to get down. But how? Chip cries for help. Nobody is there. He tries to fall asleep, but he can't. He stays all night. The next day, he hears a boy in the park. He cries once for help. Pat and James hear him. They call for help. The firefighter brings her supplies to the park. She goes up to get Chip. She opens her arms. Chip jumps to her. Do you think Chip will ever go up into a tree again?



Name: \_\_\_\_\_ Date: Sep. 17, 2020 Math Lesson 18 (U1.M4.L3)



Learning Target: I can use strategies to add with sums to 20 (1.OA.6)

I can define what the word "sum" means.

Vocabulary: sum or total (addition), difference (subtraction)

Direction: Use the legend (or key on the right) and color the addition facts given.

NAME \_\_\_\_\_

DATE \_\_\_\_\_



### Addition Table

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

### Legend

- BLUE Add Zero facts
- GREEN Count On facts
- RED Add Ten facts
- YELLOW Add Nine facts
- BROWN Doubles facts
- PURPLE Doubles Plus or Minus One facts
- ORANGE Make Ten facts
- WHITE Leftover facts





### Silly Sentences

Writing Using Words with "igh", "ie" and "y" in the chart below.



I can use spelling patterns I know to spell words correctly in my silly sentence(s).

**Direction:** Using the words below, write three silly sentences. See an example below.

# Words Rule List

pie	die	tie
lie	cry	fry
pry	spy	try
my	by	why
shy	night	right

**Silly sentence example:** I would die to fry my pie on the right night.

