

# Week 7: September 28-October 2, Weekly Assignments

Date	Daily agenda and to do list.
<b>Monday</b> <b>September 28, 2020</b> 9:00 to 11:30 am	<ul style="list-style-type: none"> <li><input type="checkbox"/> Math: Review &amp; Assessment - U1 Post-assessment Part 1 (Lesson 23)</li> <li><input type="checkbox"/> ELA Skills Block: Writing → Silly Sentences</li> </ul>
<b>Tuesday</b> <b>September 29, 2020</b> 9:00 to 11:30 am	<ul style="list-style-type: none"> <li><input type="checkbox"/> Math: Review &amp; Assessment - U1 Post-assessment Part 2 (Lesson 24)</li> <li><input type="checkbox"/> ELA Skills Block: Reading Fluently</li> </ul>
<b>Wednesday</b> <b>September 30, 2020</b> 9:00 to 11:30 am	<ul style="list-style-type: none"> <li><input type="checkbox"/> Math: Review &amp; Assessment - U1 Post-assessment Part 3 of 3 (Lesson 25)</li> <li><input type="checkbox"/> ELA Skills Block: Assessment - Review Reading and Writing Module 1 Spelling Patterns</li> </ul>
<b>Thursday</b> <b>October 1, 2020</b> 9:00 to 11:30 am	<ul style="list-style-type: none"> <li><input type="checkbox"/> Math: Review &amp; Assessment Reflection</li> <li><input type="checkbox"/> ELA Skills Block: Assessment Module 1 Spelling Patterns</li> </ul>
<b>Friday</b> <b>October 2, 2020</b> 11:10 to 12:10 am	<ul style="list-style-type: none"> <li><input type="checkbox"/> Crew: Awards and Virtual Celebration</li> </ul>



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

**U1 Post-assessment Part 1** → Direction: Read the directions carefully before solving the problems.

Unit 1 Module 4 | Session 5 class set, plus 1 copy for display

NAME \_\_\_\_\_

DATE \_\_\_\_\_



**Unit 1 Post-Assessment page 1 of 3**

**1** How many more beads do you need to make 20?

<b>a</b>		I need _____ beads.
<b>b</b>		I need _____ beads.
<b>c</b>		I need _____ beads.
<b>d</b>		I need _____ beads.

**2** There are 20 beads in all. How many are hidden behind the shade?

<b>a</b>		There are _____ beads hidden.
<b>b</b>		There are _____ beads hidden.
<b>c</b>		There are _____ beads hidden.
<b>d</b>		There are _____ beads hidden.
<b>e</b>		There are _____ beads hidden.

*(continued on next page)*

## Silly Sentences

**Interactive Writing Using Words with "oa" and "ow" in the chart below.**



I can read, identify the syllable type, and spell words with the spelling patterns "ow" and "oa".



I can write a sentence using words with the spelling patterns "ow" and "oa".

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

blow	shadow	float
moan	grow	snow
yellow	toast	coach
boat		

Example: I **blow** my **shadow** to **float** into the **yellow coach**.

1.

2.

3.



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

U1 Post-assessment Part 2 → Direction: Read the directions carefully before solving the problems.

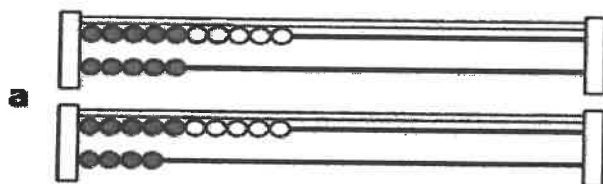
Unit 1 Module 4 | Session 5 class set, plus 1 copy for display

NAME \_\_\_\_\_

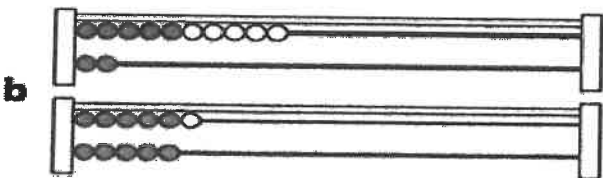
DATE \_\_\_\_\_

**Unit 1 Post-Assessment page 2 of 3**

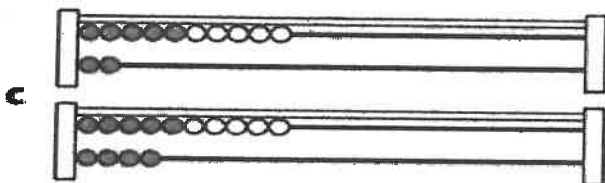
**3** Circle the number rack that has more beads. Then figure out how many more beads it has.



The rack I circled has \_\_\_\_\_ more bead (or beads) than the other rack.

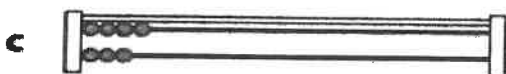
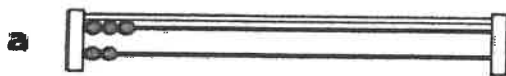


The rack I circled has \_\_\_\_\_ more bead (or beads) than the other rack.



The rack I circled has \_\_\_\_\_ more bead (or beads) than the other rack.


**4** Circle the number racks that show an *odd* number of beads.



(continued on next page)

## Reading Fluently

 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).

**Read the passage below. Record yourself reading the passage and post it to your class dojo portfolio.**

### “Friends at School” (pages 2-3)

Today is the first day of school. “Are you ready for school?” asks Dad. Sam is unsure. “What if none of my friends are in my class? What if I do not know anybody?” Sam says.

“You will meet new friends!” says Dad. “Eat your oatmeal. Then we will walk to school.” Sam eats his oats. Then Sam and Dad walk to school.

#### Rubric

Smoothly	4	3	2
	I read in phrases while self correcting unfamiliar words.	I read mostly in phrases and occasionally pause for unfamiliar words.	I often pause while reading to decode words. I repeat some words or short phrases during reading.



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

**U1 Post-assessment Part 3** → Direction: Read the directions carefully before solving the problems.

Unit 1 Module 4 | Session 5 class set, plus 1 copy for display

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Unit 1 Post-Assessment page 3 of 3**

**5** For each problem below,

- Read the information and the question
- Use numbers, drawings, or words to find the answer
- Show all of your work
- Write the answer on the line

**a** Misty picked 8 flowers. Alex picked 4 more flowers. How many flowers did they pick in all?



Misty and Alex picked \_\_\_\_\_ flowers in all.

**b** Peter baked 13 large cookies. He ate some of the cookies after his lunch. When his sisters finished their lunch, they wanted some cookies also. There were 9 cookies left. How many cookies did Peter eat?



Peter ate \_\_\_\_\_ cookies.


**6** Follow these instructions to solve the addition problems.

- Put a *red* circle around the Add Ten facts. Then go back and solve them.
- Put a *brown* circle around all the Doubles facts. Then go back and solve them.
- Put a *purple* circle around all the Doubles Plus or Minus One facts. Then go back and solve them.
- Put an *orange* circle around the Make Ten facts. Then go back and solve them.

$\begin{array}{r} 3 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$
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$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$
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**Assessment**  
**Reading and Writing Module 1 Spelling Patterns**

 I can review the long vowel spelling patterns from Module 1: CVC3, "ai", "ay", "ea", "ee", "-ey" (at the end of a two-syllable word), "igh", "ie", "-y" (at the end of a one-syllable word), "oa", and "ow".

 I can apply what I've learned to read and write words in isolation and in text.

**Direction: Read, sort, and write the words into the correct spelling pattern column below. The first word has been done for you.**


Long "a"	Long "e"	Long "i"	Long "o"
pay			

pay	paid	coat	play
teach	need	snow	happy
night	pie	toast	shy

Name \_\_\_\_\_

October 1, 2020, Skills Block: Cycle 1

## Assessment Module 1 Spelling Patterns

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 I can apply what I've learned to read and write words in isolation and in text.

### Part 1: Decoding Single-Syllable Words in Isolation

Handwriting practice lines for Part 1, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).

### Part 2: Decoding Two-Syllable Words in Isolation

Handwriting practice lines for Part 2, consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



Name: \_\_\_\_\_ Date: Oct. 1, 2020 Math Lesson 25 (U1.M4.L5)



Learning Target: I can use strategies to add and subtract with sums and minuends to 20.

### Assessment Review Reflection

A series of ten horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name: \_\_\_\_\_ Date: Oct. 1, 2020 Math Lesson 25 (U1.M4.L5)



Learning Target: I can reflect on what I know on strategies to add and subtract with sums and minuends to 20.

### Assessment Review Reflection

A series of ten sets of handwriting lines for reflection. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.