

Week 7: November 30-December 4, 2020 Weekly Assignments

Date	Daily agenda and to do list.
Monday November 30, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: Telling Time on 2 Kinds of Clocks ○ Skills Block: Engagement Text (M2C10L47) ○ ELA Module: “How are schools around the world different? How are they similar?” <ul style="list-style-type: none"> ○ Contrast and Compare Boat Schools to My School (M1U3L1)
Tuesday December 1, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: Review Telling Time ○ Skills Block: Interactive Writing (M2C10L48) ○ ELA Module: Compare and Contrast Tent Schools to My School
Wednesday December 2, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: ○ Skills Block: Fluency (M2C10L49) ○ ELA Module: Compare and Contrast Doorstep Schools to My School
Thursday December 3, 2020 9:00 to 12:30 pm	<ul style="list-style-type: none"> ○ Math: ○ Skills Block: Star Words (M2C10L50) ○ ELA Module: Research School Team
Friday December 4, 2020 11:10 to 12:10 pm	<ul style="list-style-type: none"> ○ Crew: Review Cycles 9 and 10 Words ○ Progress Monitoring

Name: _____ Date: Monday Nov. 30, 2020 Math

Telling Time



Learning Target:

- I can tell time in 5-minute increments.
- I can read the time on the face of the analog clock and write it on the digital clock.

Vocabulary: analog clock, digital clock

Material: Pencil, worksheet, thinking cap

Direction: Look at the clock. Match the hands to the correct name on the right.

Analog clock

Match the clock **hand** to the correct label to the right:

Minute Hand

Hour Hand









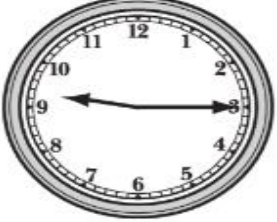

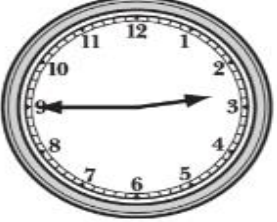

Second Hand

The image shows an analog clock face with numbers 1 through 12. A vertical red arrow points from 12 to 6. To the right of the clock, there are three horizontal red arrows pointing to the right, intended for matching with the labels on the right.

What time is it on the clock? ____:____ o'clock.

**Telling Time on Two Kinds of Clocks** page 1 of 2

1 Read each of these clock faces and write the time on the digital clock.

<p>a</p>  	<p>b</p>  	<p>c</p>  
<p>d</p>  	<p>e</p>  	<p>f</p>  

Name: _____ Date: Monday Nov. 30, 2020 Skills
M2C10L47 – Engagement Text



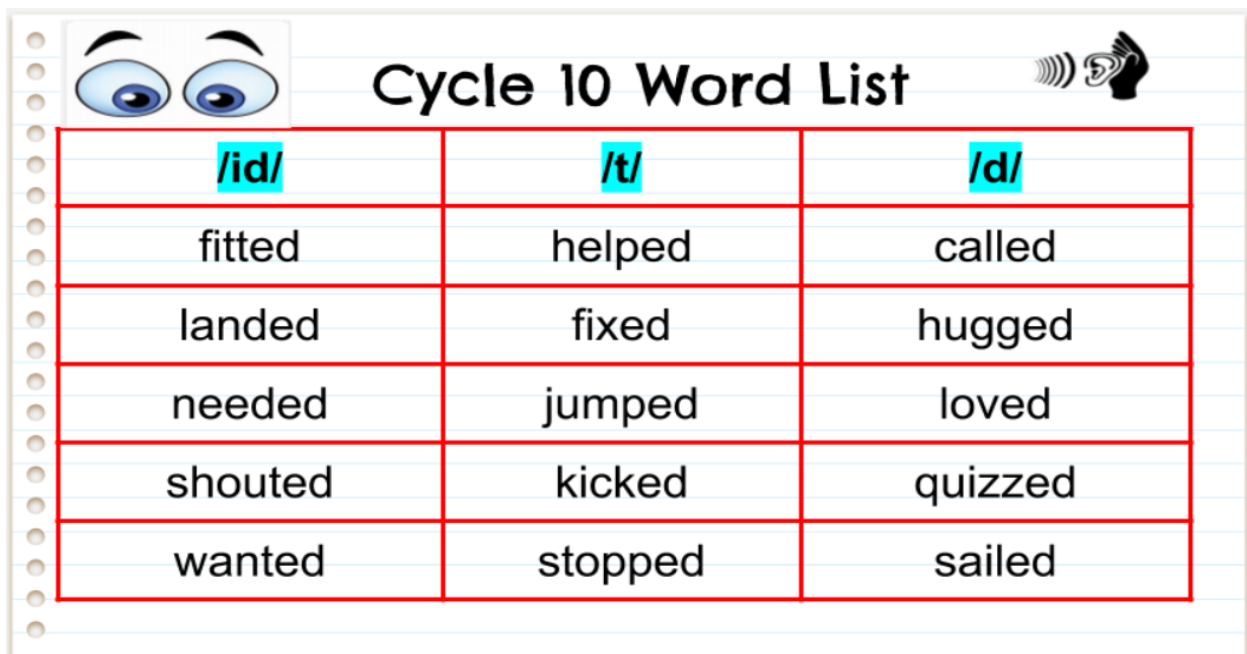
Learning Target:

- I can retell the events from the current edition of the Sunnyside Gazette: “Sunnyside High School Band Going to State Championship!”
- I can read high-frequency words that “don’t play fair”: “would”, “you’d”, “o’clock”. (RF.2.3f)

Vocabulary: comprehension, grapple, responsibility

Material: Pencil, worksheet, thinking cap

Direction: Review the word list and high-frequency words below. This list will get you ready to listen to the read-aloud of the Sunnyside Gazette: “Sunnyside High School Band Going to State Championship!” by Rita Reportalot.



/id/	/t/	/d/
fitted	helped	called
landed	fixed	hugged
needed	jumped	loved
shouted	kicked	quizzed
wanted	stopped	sailed

High-frequency word list: anything, could, he'd, I'd, you'd, o'clock, walked, played.

Text-specific Questions from the read-aloud:

- 1) What is the Sunnyside High School Band getting excited about?
- 2) How many times in a row have the band been invited to this event?
- 3) When are they playing?
- 4) What time are they playing?

Direction: Read the following excerpt from the decodable Text "The Marching Band" below and highlight the sight words. Record yourself reading it and post it on ClassDojo.

Sight Words / High-frequency words

anything	could	he'd	I'd
you'd	o'clock	walked	played

**Excerpt from Decodable Reader:
"The Marching Band" (pages 6-7)**

The football game began. People cheered and chanted for the players. Then, at half time, music filled the air again. Sam cheered and clapped for the band as they marched back on the field.

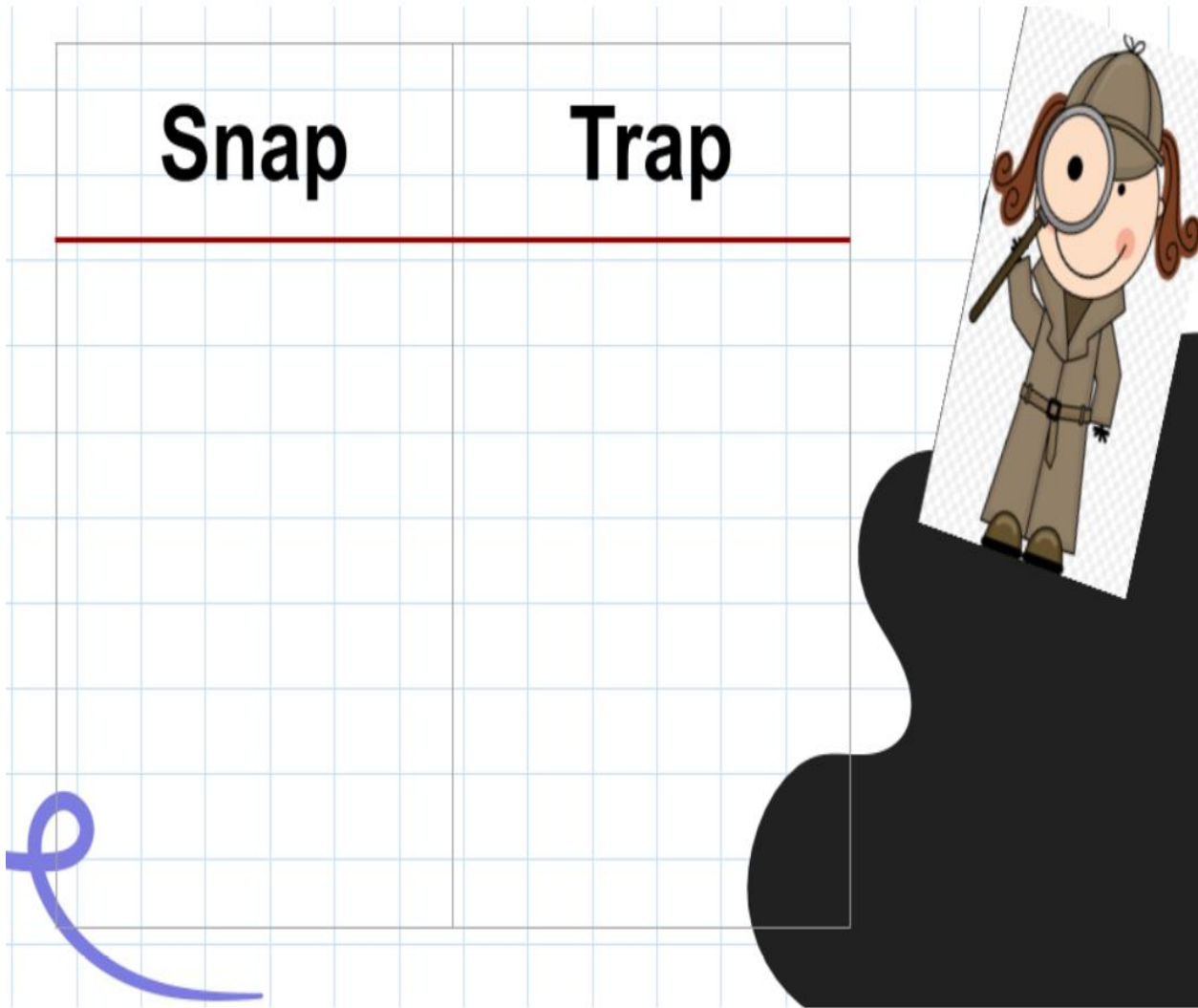
Then the band left and the game started again. Sam said, "I'd like to play in a band some day." He dreamed about it while other people watched the football game.

Direction: Sort the sight words into "SNAP" or "TRAP" words in the chart below.

Sight Words / High-frequency words

anything	could	he'd	I'd
you'd	o'clock	walked	Played

Snap	Trap
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Name: _____ Date: Monday Nov. 30, 2020 ELA
 M1U3L1: Focused Read-aloud: Contrasting and Comparing My School and a Boat School in Bangladesh



Learning Target:

- I can contrast and compare my own school with a boat school in Bangladesh.
- I can build on others' ideas while participating in a collaborative conversation about how schools are different.
-

Vocabulary: **contrast, compare, build-on**



Material: Pencil, packet material, Boat School anchor chart

Direction: Listen to the read-aloud (pg. 8-9). Using the guiding questions: "How are schools around the world different? How are they similar? Read the following to help you with contrasting and comparing the Boat School to your school. Then finish the charts below with "Contrast..." and "Compare...".



Language for Contrasting and Comparing Anchor Chart

When we compare, we can say ...	When we contrast, we can say ...
<p>The school in the rain-forest and our school are similar because they both have computers.</p> <p>_____ and _____ are similar because _____ and _____ are alike because</p>	<p>The school in the rain-forest and our school are different because they are in different types of villages.</p> <p>_____ and _____ are different because</p>
<p>The school in the rain-forest and our school both teach kids reading and math.</p> <p>_____ and _____ both _____</p>	<p>Unlike our school, the school in the rainforest is powered by solar panels.</p> <p>Unlike _____, _____ is _____</p>
<p>One similarity between our schools and the school in the rainforest is that they both offer classes for students and adults.</p> <p>One similarity between _____ and _____ is</p>	<p>One difference between the school in the rainforest and our school is that our school has easy access to many places.</p> <p>One difference between _____ and _____ is</p>

Direction: Contrast the Boast School to your school.

Contrast: The Two Schools Are Different	
Boat School 	My School 
Has monsoons	Has lots of snow
Picks up students	Parents/family member drop kids off
90 boat schools	One of my school
Six days a week	Five days a week
Learn Bengali	Learn Spanish, Tongan, Hawaiian, and Samoan

Direction: Compare the Boast School to your school.

Compare: The Two Schools Are Similar	
Boat School 	My School 
Stop at different villages to pick them up	Parents/family members may go through different neighborhoods to pick us up.
Math	Math
Reading	Reading
Writing	Writing
English	English

Name: _____ Date: Tuesday December 1, 2020


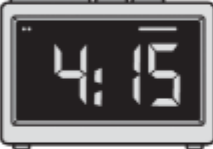










Math Review Telling Time Continues









Learning Target:

- I can tell time in 5-minute increments.
- I can read the time on the face of the analog clock and write it on the digital clock.

2 Draw hour and minute hands on the clock faces to show the times below.

<p>a</p>  	<p>b</p>  	<p>c</p>  
<p>d</p>  	<p>e</p>  	<p>f</p>  

3 Circle the time that people would probably do each of these things on a school day.

Activity	a.m.	p.m.
a Eat dinner 	6:00 a.m.	6:00 p.m.
b Eat breakfast 	7:00 a.m.	7:00 p.m.
c Watch TV 	5:00 a.m.	5:00 p.m.
d Do homework 	4:00 a.m.	4:00 p.m.
e Turn on a night-light 	8:30 a.m.	8:30 p.m.
f Ride a bike 	3:30 a.m.	3:30 p.m.

Name: _____ Date: Tuesday, December 1, 2020 Skills
M2C10L48 – Interactive Writing



Learning Target:

- I can read and spell words that follow the 1-1-1 doubling rule and magic “e” rule for vowel suffixes “-ed”. (RF.2.3, L.2.2)
- I can write a sentence using words that follow the 1-1-1 doubling rule or magic “e” rule for vowel suffixes “ed” and contractions containing “would”. (L.2.2)

Vocabulary: interact, proficient, pattern

Material: pencil, thinking cap, Writing Checklist, and worksheets

Direction: Using the 1-1-1 doubling rule, complete the chart below.

(1-1-1 doubling rule says: When the word has one syllable, one consonant at the end, and one short vowel, we need to double the ending consonant when adding a suffix that starts with a vowel, like “-ed”.) The first example has been done for you.


Ex: fit/fitted	hug/	stop/	quiz/	chop/
scan/	shred/	tag/	rub/	drag/

Direction: When words end in a magic “e”, you need to drop the magic “e” to add the “-ed” ending. Practice with the following words. The first example has been done for you.

Ex: scare /scared	care/	change/	love/	skate/
like/	smile/	play/	surprise/	dare/

Direction: Using the word lists above, write your own 3 silly sentences. Make sure you follow the **Writing Checklist** when writing.

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.

1.

2.

3.

Three sets of handwriting lines for writing. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Name: _____ Date: Tuesday, December 1, 2020 ELA U3L2



Learning Target:

- I can contrast and compare my own school with a tent school in Haiti.
- I can clarify and ask questions about others' ideas while participating in a conversation about how schools are similar.

Vocabulary: **clarify, build-on**

Material: pencil, Language Dive guide III, worksheets, Language for Comparing and Contrasting

Direction: Following discussion norms, discuss what the sentence strip chunks below may mean to you.

Directions: Create sentence strip chunks as shown below. Follow the instructions in the Language Dive Guide.

Lesson 2



Besides having standard classes



like reading, math and French,

they

played games and sang songs.

Direction: Listen to the read-aloud pages 18-19. Then respond to the charts below by filling the differences (contrast) and the similarities (compare) charts.

Contrast: The Two Schools Are Different	
Tent School 	My School 
Earthquake destroyed their schools	No earthquake destroyed my school.

Compare: The Two Schools Are Different	
Tent School 	My School 
Schools are near camps.	Schools are near homes.

Name: _____ Date: Wednesday December 2, 2020

Math Review Number Line



Learning Target:

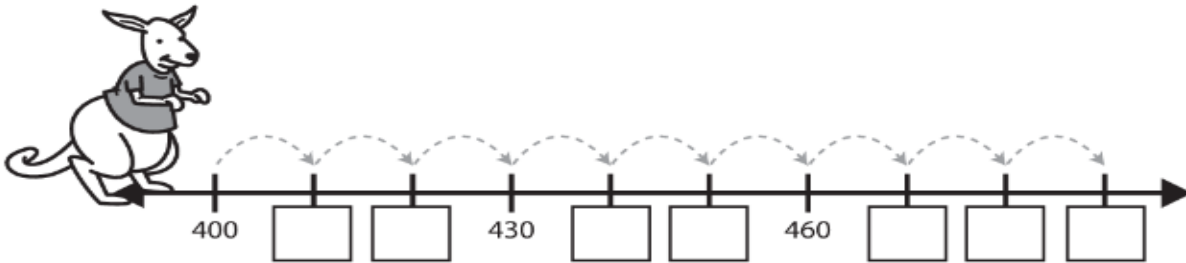
- I can skip-count by 1s, 5s, and 10s.

Vocabulary: number line, skip-count,

Material: pencil, number rack, worksheet

Direction: Read the directions on what to do before starting.

- Help Cangaroo hop from 400 to 490.
 - First, fill in the missing numbers along the number line.
 - Then trace Cangaroo's hops all the way to 490.



- Trace each of the numbers below. Then draw a line from each number to the description that matches best. (The first one is done for you.)

400	4 hundreds and 50 ones
410	460 ones
420	$400 + 40 + 0$
430	$200 + 200 + 40 + 40$
440	4 hundreds
450	3 hundreds and 12 tens
460	$500 - 10$
470	2 hundreds and 27 tens
480	410 ones
490	4 hundreds and 3 tens

Name: _____ Date: Wednesday, December 2, 2020 Skills
M2C10L49: Fluency



Learning Target:

- I can find regularly spelled high-frequency words in a list of words. (RF.2.3)
- I can read a text fluently (smoothly, with expression and meaning, rereading and self-correcting when necessary). (RF.2.4)

Vocabulary: grapple, excerpt, contraction

Material: pencil, highlighter, Decodable Text "The Marching Band"

Direction: Read the sight words below. Sound them out. Decide which ones are "SNAP" words (play fair or follow word rules) and which ones are "TRAP" words (do not follow word rules or don't play fair). Sort them according to the correct column below.

anything	could	he'd	I'd
you'd	o'clock	played	Walked

SNAP or TRAP T-chart

Snap	Trap

Direction: Read the Decodable Text "The Marching Band" below and highlight the sight words. Record yourself reading it and post your video clip on your ClassDojo Portfolio.

Cycle 10 Decodable Student Reader - The Marching Band



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

Sight Words: anything, could, he'd, I'd, you'd, o'clock, played, walked

It was Friday night, and Sam wanted to go to the high school football game. It started at 7 o'clock. He did not know much about football. What he really wanted to see was the band. Sam liked to make music. He played the drums, horns, even a bell. He'd play just about anything he wanted to hear the big marching band play music together. Sam and Dad walked to the high school. Sam asked if they could get a snack. The game was packed with people. After they grabbed a snack, Sam and Dad finally found a seat. Then the band marched out. One member banged the drum over and over. They all played music together as they marched. He'd never seen anything like it! Sam loved the band. The football game began. People cheered and chanted for the players. Then, at half time, music filled the air again. Sam cheered and clapped for the band as it marched back on the field. Then the band left, and the game started again. Sam said, "I'd like to play in a band someday." He dreamed about it while other people watched the football game. The game ended at 9 o'clock. As they walked home, Sam said, "Dad do you think I could play the drum like the boy in the band?" "I am sure you'd be a great drummer," Dad said. Sam grinned and dreamed about the day he would get to march out on that field.

Name: _____ Date: Wednesday, December 2, 2020 ELA U3L3





Learning Target:

- I can contrast and compare my own school with a doorstep school in India.
- I can respond to others' ideas while participating in a collaborative conversation about similarities in the schools we have researched.



Vocabulary: compare, contrast, respond

Material: pencil, Language for Comparing and Contrasting anchor chart, worksheet

Direction: Listen to the read-aloud pages 50-51. Then, respond to the charts below by filling it in following discussion norms.




Contrast: The Two Schools Are Different	
Doorstep School 	My School 
Live in big city	Live in small town
Kids have to work	Kids don't work
Schools come to kids	Kids go to school.
Kids take care of brother/sister	Kids go to daycare/grandparents/family member
Kids can come and go whenever	Kids stay in school.

Compare: The Two Schools Are Similar

Doorstep School			My School		
Cabinets			Cabinets		
Books			Books		
Toys			Toys		
Help from teachers			Help from teachers		
Reading, writing, math, social studies, science, art			Reading, writing, math, social studies, science, art		

Research Schools Voting Sheet

Name: _____ Date: _____

School to Research	My Voting Number
A Boat School 	
A Tent School 	
A Doorstep School 	

Lesson 3

[A Boat School](#): Floating school in Bangladesh

[A Tent School](#): [Out of the Rubble](#)

[A Doorstep School](#): [A school on wheels](#)

Name: _____ Date: Thursday December 3, 2020

Math Review Number Line



Learning Target:

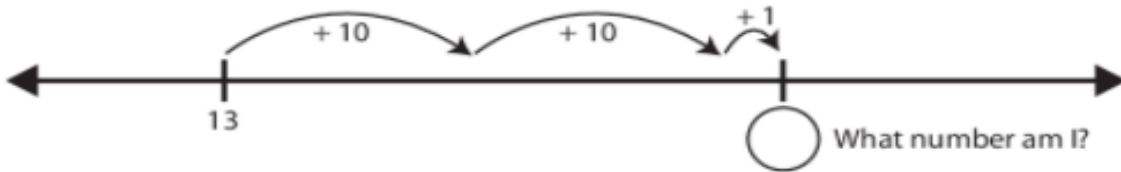
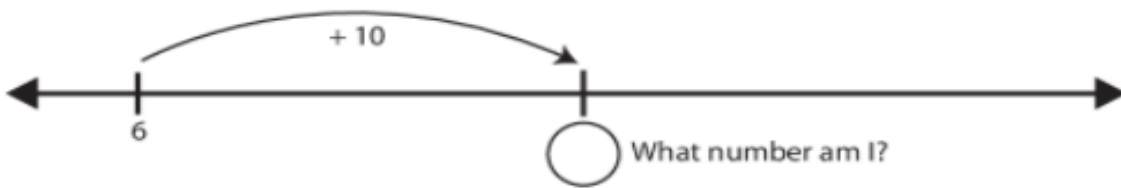
- I can skip-count by 1s, 5s, and 10s.

Vocabulary: number line, jumps, intervals

Material: pencil, number rack, worksheet

Direction: Look at the number line first. See what number you are going to start from. Then determine the jump and the interval before labeling the number that is asked.

Write the number that belongs in the circle under each of the number lines below.



On the number line below, put your pencil on 15.

- Take a skip-jump of 10 on the line, and mark where you landed with the correct number.
- Take another skip-jump of 10 on the line, and mark where you landed with the correct number.



Name: _____ Date: Thursday, December 3, 2020 Skills
M2C10L50 Star Words



Learning Target:

- I can identify the sound of “-ed” when adding it to the end of a CVC, VVC, VCC, and CVCe base word. (RF.2.3, L.2.2)
- I can read and spell CVC, VVC, VCC, and CVCe words with suffix “-ed”. (RF.2.3., L2.2.)

Vocabulary: **exercise, modify, workout**

Material: pencil, word stars, word list

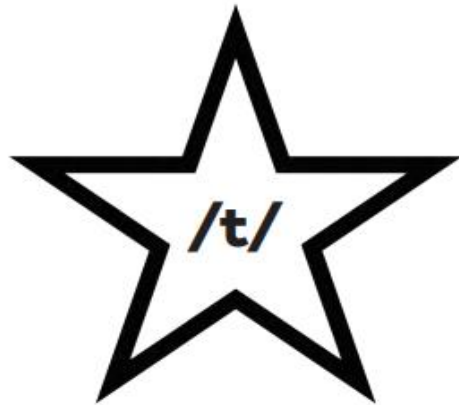
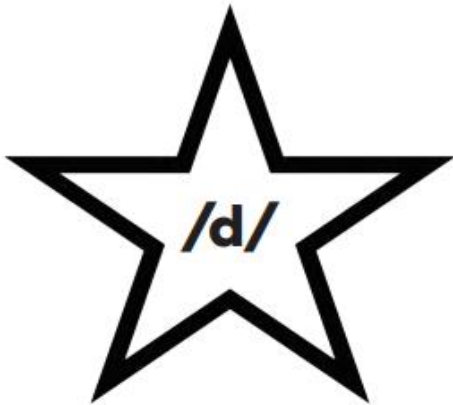
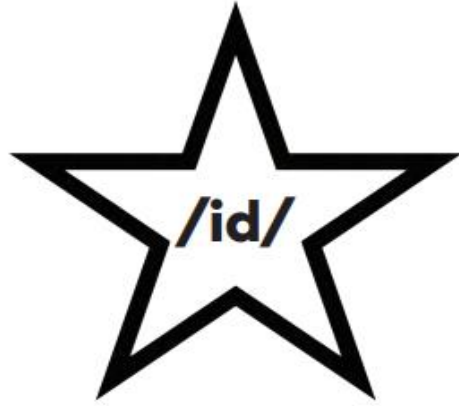
Direction: Read and review the word lists (for Word Stars) below with a family member. Chose a word list from Student A or Student B. Then, add “-ed” at the end of each word. Identify the sound “-ed” makes at the end of each word with your family member.

Word Lists (for Word Stars)

Student A		Student B	
look	dust	peek	count
need	join	dream	laugh
join	scream	curl	wish
shout	burn	jump	call
bank	help	nod	step
brush	allow	score	fast
hop	drop	plan	chat
save	stir	note	wash
lob	hope	shape	rip
code	grab	rob	drag
stuff	hiss	band	live

Word Stars

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



Syllable Slice

Directions: Segment syllables in each word with a slice (/). Write the total number of syllables after you "slice."

Example: nap/kin 2

entertain _____

lighten _____

absolute _____

fasten _____

incomplete _____

magnetic _____

disinfect _____

construct _____

prefer _____

farther _____

sharpen _____

create _____

Name: _____ Date: Thursday, December 3, 2020 ELA U3L4



Learning Target:





- I can research a school to find more details about how it is similar to and different from my school.
- I can respond to others' ideas during a collaborative conversation about an interesting fact from our research.

Vocabulary: research, detail, team

Material: pencil, research schools voting sheet,





Direction: Highlight the school you researched. Then write down 2 contrasting details you heard from the read-aloud and two contrasting details from your own or team's research.

Research Schools Team Chart

Constrast: The Two Schools Are Different	
Research School   	Our School 
Public Notes from <i>Off to Class</i>	
Detail #1:	
Detail #2:	
Group Research from <i>Videos and Pictures</i>	
Detail #1:	
Detail #2:	

Direction: Highlight the school you researched. Then write down 2 similar details you heard from the read-aloud and two similar details from your own or the team's research.

Research Schools Team Chart

Compare: The Two Schools Are Similar	
Research School <div style="display: flex; justify-content: space-around; font-size: small; margin-top: 5px;"> <div style="text-align: center;">  <p>A Boat School</p> </div> <div style="text-align: center;">  <p>A Tent School</p> </div> <div style="text-align: center;">  <p>A Doorstep School</p> </div> </div>	Our School <div style="text-align: center; margin-top: 5px;">  <p>Pacific Heritage ACADEMY</p> </div>
Public Notes from <i>Off to Class</i>	
Detail #1:	
Detail #2:	
Group Research from <i>Videos and Pictures</i>	
Detail #1:	
Detail #2:	

Name: _____ Date: Friday, December 4, 2020 CREW



Learning Target:

- I can follow directions and do my best coloring.

Material: color pencils or crayons, color page

Direction: Follow the directions and color the page below with the color that matches the number.

