

# Week 6: September 21-25 Weekly Assignments

| <b>Date</b>  | <b>Daily agenda and to do list.</b>  |
|--|--|
| <b>Monday</b><br>September 21, 2020<br>9:00 to 11:30 am    | <ul style="list-style-type: none"><li><input type="checkbox"/> Math: Which Strategy? Part 1 &amp; 2 (Lesson 19)</li><li><input type="checkbox"/> ELA Skills Block: Snap and Trap Word Sort</li></ul>                   |
| <b>Tuesday</b><br>September 22, 2020<br>9:00 to 11:30 am   | <ul style="list-style-type: none"><li><input type="checkbox"/> Math: Which Strategy? Part 3 of 3 (Lesson 20)</li><li><input type="checkbox"/> ELA Skills Block: Long Vowel Word Sort: /a/, /i/, and /e/</li></ul>      |
| <b>Wednesday</b><br>September 23, 2020<br>9:00 to 11:30 am | <ul style="list-style-type: none"><li><input type="checkbox"/> Math: Fact Strategy Practice (21)</li><li><input type="checkbox"/> ELA Skills Block: Syllable Sleuth Worksheet</li></ul>                                |
| <b>Thursday</b><br>September 24, 2020<br>9:00 to 11:30 am  | <ul style="list-style-type: none"><li><input type="checkbox"/> Math: Find each sum and each difference (Lesson 22)</li><li><input type="checkbox"/> ELA Skills Block: Cycle 5 Decodable "Friends at School".</li></ul> |
| <b>Friday</b><br>September 25, 2020<br>11:10 to 12:10 am   | <ul style="list-style-type: none"><li><input type="checkbox"/> Crew: Finish-up Genealogy Activity</li><li><input type="checkbox"/> Aloha Friday → Kumu Look-alike Day</li></ul>  |





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

I can define the word "total".

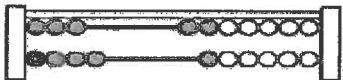

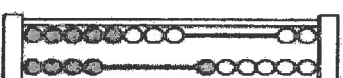


Vocabulary: sum or total (addition), difference (subtraction)

Direction: Using the Addition Table from the last session, solve and check off which strategy was used in solving the equations below.



### Which Strategy? page 1 of 3

1 Put a check in the box next to the strategy you used.

|           |   |   |
|-----------|---|---|
| <b>ex</b> |  | $\begin{array}{r} 4 \\ + 3 \\ \hline 7 \end{array}$ |
| <b>a</b>  |  | $\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$   |
| <b>b</b>  |  | $\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$   |
| <b>c</b>  |  | $\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$   |
| <b>d</b>  |  | $\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$   |

| My strategy was |                          |         |          |         |                          |          |          |                 |
|-----------------|--------------------------|---------|----------|---------|--------------------------|----------|----------|-----------------|
| Add Zero        | Count On (by 1, 2, or 3) | Add Ten | Add Nine | Doubles | Double Plus or Minus One | Make Ten | Leftover | I just knew it. |
|                 |                          |         |          |         | ✓                        |          |          |                 |
|                 |                          |         |          |         |                          |          |          |                 |
|                 |                          |         |          |         |                          |          |          |                 |
|                 |                          |         |          |         |                          |          |          |                 |
|                 |                          |         |          |         |                          |          |          |                 |

*(continued on next page)*



**Snap and Trap Word Sort**

I can find regularly spelled high-frequency words in a list of words. (RF.2.3a)



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

**Read the words below. Decide and sort words into snap("play fair") or trap ("don't play fair") words.**

| Snap | Trap |
|------|------|
|      |      |

|      |      |      |      |
|------|------|------|------|
| boy  | only | open | once |
| by   | ever | that | what |
| tree | made | went | with |
| can  | will |      |      |

**Direction: Practice your fluency on an excerpt from the decodable “Stuck Up High”. See if you can recognize any trap words. Highlight the trap words you see.**

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.



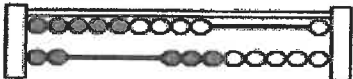
Learning Target: I can use strategies to add with sums to 20. (1.OA.6)

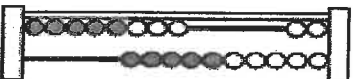
I can define the word "strategies" in my own words.


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

Direction: Using the Addition Table from a previous session, solve and check off which strategy was used in solving the equations below.

**Which Strategy?** page 3 of 3

**j**   $\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$

**k**   $\begin{array}{r} 8 \\ + 0 \\ \hline \end{array}$

**l**   $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$

| My strategy was |                          |         |          |         |                          |          |          |                 |
|-----------------|--------------------------|---------|----------|---------|--------------------------|----------|----------|-----------------|
| Add Zero        | Count On (by 1, 2, or 3) | Add Ten | Add Nine | Doubles | Double Plus or Minus One | Make Ten | Leftover | I just knew it. |
|                 |                          |         |          |         |                          |          |          |                 |
|                 |                          |         |          |         |                          |          |          |                 |
|                 |                          |         |          |         |                          |          |          |                 |

**2** Find each sum.

$5 + 5 = \underline{\quad}$        $6 + 8 = \underline{\quad}$        $1 + 7 = \underline{\quad}$        $7 + 3 = \underline{\quad}$

$8 + 7 = \underline{\quad}$        $2 + 9 = \underline{\quad}$        $7 + 4 = \underline{\quad}$        $3 + 8 = \underline{\quad}$





**Word Sort: Long Vowel Spelling Patterns**

I can review what I have learned about long vowel spelling patterns for /a/, /i/, and /e/.



I can use the long vowel spelling patterns "ai", "ay", "ea", "ee", "igh", "ie", and "-y" to spell one-syllable words and read two-syllable words.

**Direction:** Read and sort the long vowel sound words into the correct column below.

**Long Vowel Words Sort**

| Long "a" | Long "e" | Long "i" |
|----------|----------|----------|
|          |          |          |

|       |       |       |
|-------|-------|-------|
| tried | braid | stay  |
| tree  | happy | shy   |
| tidy  | night | teach |





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

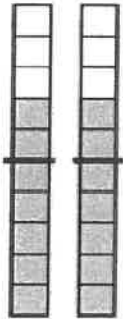
Vocabulary: sum or total (addition), difference (subtraction), strategies



**Fact Strategy Practice page 1 of 2**

**1** Color the ten-strips to match each addition problem. Write the answer.

**ex**



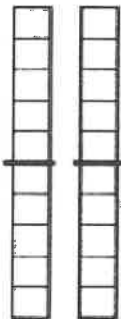
$$\begin{array}{r} 7 \\ +7 \\ \hline 14 \end{array}$$

**a**



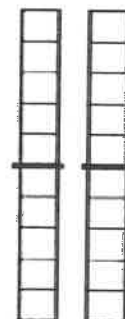
$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

**b**



$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

**c**



$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$

**d**



$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

**e**



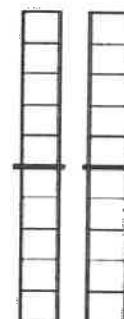
$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

**f**



$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

**g**



$$\begin{array}{r} 10 \\ +9 \\ \hline \end{array}$$

**2** Find each difference.

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

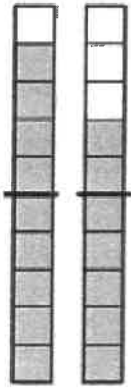
$$\begin{array}{r} 17 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

**Fact Strategy Practice** page 2 of 2

**3** Color the ten-strips to match each addition problem. Write the answer.

**ex**



$$\begin{array}{r} 9 \\ + 7 \\ \hline 16 \end{array}$$

**a**



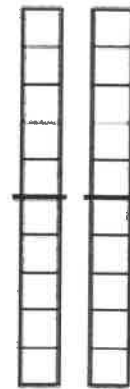
$$\begin{array}{r} 9 \\ + 3 \\ \hline \end{array}$$

**b**



$$\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$$

**c**



$$\begin{array}{r} 10 \\ + 8 \\ \hline \end{array}$$

**d**



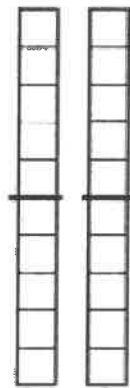
$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

**e**



$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

**f**



$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

**g**



$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$$

**4** Find each difference.

$$\begin{array}{r} 16 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$


$$\begin{array}{r} 13 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$

## Syllable Sleuth Worksheet

 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 "oa" and "ow".

**Direction: Put a dot under each vowel sound. Then, draw a / after each syllable or part. Write down the number of syllables next to the word.**

encode

snow

silent

open

wishbone

grow

replied

coach

pienut



Name: \_\_\_\_\_ Date: Sep. 24, 2020 Math Lesson 22 (U1.M4.L5)



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

**Find each sum.**

$5 + 5 = \underline{\quad}$

$6 + 8 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$8 + 7 = \underline{\quad}$

$2 + 9 = \underline{\quad}$

$7 + 4 = \underline{\quad}$

$3 + 8 = \underline{\quad}$

**Find each difference.**

$$\begin{array}{r} 16 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$





## Cycle 5 Decodable: "Friends at School"

### Highlight Sight Words



I can read high-frequency words and words that "don't play fair": school, sure, none, and friends.



I can read the decodable text "Friends at School."

**Direction:** Read and highlight the sight words listed in the decodable.

**Sight Words:** school, sure, none, friends

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. Sam slowly walks into his new class. He looks around for friends that he knows. "Hi, Sam! I am Mr. Moats. I will be your teacher this year!" "Follow me to your new desk," says Mr. Moats. Sam follows him. Then he sees Nell! Nell has been his friend for a long time. Sam smiles at Nell as he sits at his desk. It looks like Nell has grown taller over the summer. Then he feels somebody tap his elbow. "Hi! Can I borrow a pen? None of mine are in my bag," says a boy sitting behind Sam. "Sure! You can borrow this one," says Sam. He hands the boy a pen. "Thanks! My name is Owen. I am new in this school." "My name is Sam," says Sam. "I will show you around. I will help you meet new friends." Dad was right. Sam has an old friend in his class. And now he has a new friend, too! He will show Owen around school. He is sure he will like his new class.

**Direction:** Highlight the words with the new rule sound. Read the word. Sort the word into the correct column.

| “oa” in the middle | “ow” at the end |
|--------------------|-----------------|
|                    |                 |

|       |      |        |
|-------|------|--------|
| grow  | snow | yellow |
| toast | boat | coach  |
| coast | know | own    |