

Weekly Checklist

***This is a suggested timeline. Please work at your students' own pace.**

	Reading	Math	Optional Work
<p>MON</p> <p>20 to 75 min.</p>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dictation: No more than 4 words <input type="checkbox"/> Read weekly story/Reading log <input type="checkbox"/> Complete 1 to 2 Reading Strategy Bingo Squares	<input type="checkbox"/> <i>Choose a Unit and Measure</i>	<input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board Living & Non-Living Things: <input type="checkbox"/> Go on adventure and search for Living & Non-Living things. <input type="checkbox"/> Sort Living & Non-Living things in the graphic organizer
<p>TUE</p> <p>20 to 75 min.</p>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dictation: No more than 4 words <input type="checkbox"/> Read weekly story/Reading log <input type="checkbox"/> Complete 1 to 2 Reading Strategy Bingo Squares	<input type="checkbox"/> <i>Throw, Estimate, and Measure</i>	<input type="checkbox"/> Squiggle Story Living & Non-Living Things: <input type="checkbox"/> Compare & Contrast - Earthworm vs. a stick.
<p>WED</p> <p>20 to 75 min.</p>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dictation: No more than 4 words <input type="checkbox"/> Read weekly story/Reading log <input type="checkbox"/> Complete 1 to 2 Reading Strategy Bingo Squares	<input type="checkbox"/> <i>Measure Together</i>	<input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board Living & Non-Living Things: <input type="checkbox"/> Nature Hunt for Organisms <input type="checkbox"/> Journal Nature Hunt discoveries
<p>THU</p> <p>20 to 75 min.</p>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dictation: No more than 4 words <input type="checkbox"/> Read weekly story/Reading log <input type="checkbox"/> Complete 1 to 2 Reading Strategy Bingo Squares	<input type="checkbox"/> <i>Mystery Lengths</i>	<input type="checkbox"/> Picture of the Day Living & Non-Living Things: <input type="checkbox"/> Organism Study - draw and journal facts about your chosen organism
<p>FRI</p> <p>20 to 75 min.</p>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Write 3 sentences using dictation words. <input type="checkbox"/> Read weekly story	<input type="checkbox"/> <i>Assessment</i> <input type="checkbox"/> <i>Optional math fluency</i>	<input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board Living & Non-Living Things: <input type="checkbox"/> Continue with chosen organism study

Parent Instructions for ECRI Routines

**We suggest you repeat these routines daily*

Irregular Word Reading:

Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. As you slide your finger, read the word out loud to your student. Point to the word again and slide your finger underneath it as your student now reads the word out loud. Next, you will tap under each letter and your student will spell the word. Repeat the first step by having your student read the word a second time.

Irregular Word Reading Continued:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

Sound Spelling Review:

Your student is going to practice saying sounds. Point to a spelling, have them say the sound in their head. You will then tap under the spelling and your student will say the sound out loud.

Regular Word Reading:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

Dictation:

Your student is going to practice writing words. Select no more than 4 words from the Regular Words list. You will say the word out loud (without a visual example) and your student will write the word down on the dictation page.

knew

large

though

write

Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.



*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word.
My turn. The word is... Slide finger under the word [word].

2. Touch to the left of the word.
Your turn. Word? Slide finger under the word for the students to respond.

3. Touch to the left of the word.
Spell [word]. Tap under each letter as students spell the word.

4. Touch to the left of the word.
Word? Slide finger under the word for the students to respond.

5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors

• **Word Error: My turn. This word is [word]. Your turn. Everyone, word? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

• **Spelling Error: My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

knew	large	though	write
field	into	coming	down
four	give	great	idea

Irregular Word Reading (continued)

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. My turn. Use the signal for each word.* Model until students are successful with the routine.
2. Your turn. Go back to the first word on the chart. Use the signal for each word.*
3. Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.



*Signal for each word

1. Touch to the left of the word. Word?
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



Correcting Student Errors

1. Follow the say-it, spell-it, say-it steps 1 through 4 for each missed word.
2. Back up two words and use the signal for each word* to continue presenting the words on the chart.

ir	ar	ur	or
ar	y	ore	ge

Sound-Spelling Review: Advanced

You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

1. My turn. Use the signal for each sound-spelling. * Model until students are successful with the routine.
2. Your turn. Go back to the first sound-spelling on the chart. Use the signal for each sound-spelling.*
3. Let's do some individual turns. I will touch next to a sound-spelling; everyone will say the sound in their head. I will call one student's name and only that student will say the sound out loud. Call on two to three students.



*Signal for each sound-spelling

1. Touch to the left of the sound-spelling. **Sound?**
2. Wait 2 seconds for students to think.
3. Tap (finger/s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors

1. My turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
2. Your turn. Follow the signal for each sound-spelling* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

action	lecture	creatures	mention
mixture	furniture	action	ladybug
jumped	saying	quickly	wonderful
fraction	information	fracture	explained

Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

1. My turn. Use the signal for each word.* Model until students are successful with the routine.
2. Your turn. Go back to the first word on the list. Use the signal for each word.*
3. Let's do some individual turns. I will touch next to a word; everyone will say the word in their head. I will call one student's name and only that student will say the word out loud. Call on two to three students.

 *Signal for each word

1. Touch to the left of the word.
Word?
2. Wait 2 seconds for students to think.
3. Slide finger under the word.

 Correcting Student Errors

1. My turn. Re-present the missed word.
2. Your turn. Re-present the missed word.
3. Now let's practice blending that word. Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

 a	 b	 c k _ck	 d _ed	 e	 f	 g	 h_	 i
--	--	--	---	--	---	--	---	--

 j ge gi_ _dge	 k c _ck	 l _le	 m	 n kn_ _gn	 o	 p	 qu_	 r wr_
---	--	---	--	--	---	--	--	---

 s ce ci_	 t _ed	 u	 v	 w_	 _x	 y_	 z _s
--	--	---	---	--	---	--	---

 a a_e ai _ay	 e e_e ea_ _y _ie	 i i_e igh _y	 o o_e oa ow _oe	 u u_e _ue _ew	 sh	 wh_	 th	 ch _tch
--	---	--	--	---	--	--	---	---

 aw au	 ow ou	 ir er ur	 oo ew ue ou u _e	 oo	 _oy oi	 or ore	 ar
---	---	---	--	---	--	--	---

Dictation

Practice writing words. No more than 4 regular words a day. Pick three words and write a sentence.

1.

1.

2.

2.

3.

3.

4.

4.

1.

1.

2.

2.

3.

3.

4.

4.

1.

2.

3.

Name _____

How We Use WOOL



by Elizabeth Wells

 **HOUGHTON MIFFLIN HARCOURT**
School Publishers

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Wool

Wool is a kind of soft fiber, or material. People use wool to make clothes, blankets, and other things. Wool is thick and strong. Wool keeps people warm when the weather is cold. Something made out of wool is called “woolen.” When the wind blows, you might wear a woolen scarf.



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Woolen Clothes

Wool is good for making many kinds of clothes. There are woolen hats. There are woolen sweaters. There are woolen socks. You can even wear a woolen coat or woolen pants! People started using wool to make clothes a long time ago.

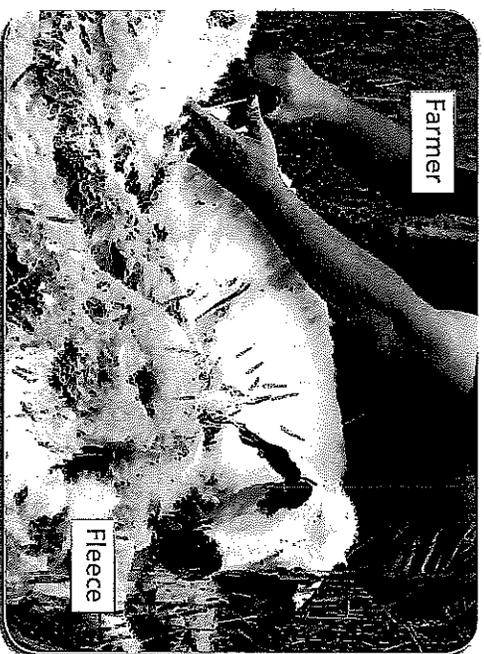


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Cutting Fleece

People make wool from the fleece, or hair, of animals. Usually, people use fleece from sheep to make wool. Farmers wait until the sheep's fleece grows long and thick. The farmers use special sharpening tools to get ready to cut the sheep's fleece. When the fleece is long enough, farmers cut it off. It is like cutting a person's hair.



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3/10

4/10

Combing Wool

Next, people wash the wool. They must take out any small pieces of dirt that are stuck inside the wool. Then they must comb the wool to smooth it out. Long ago, people used special wooden tools to comb wool. Now big machines comb wool. But some people still like to comb wool by hand.



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Marketing Yarn

After people comb the wool, they pull it into long strands. Then they make yarn by spinning, or twisting, the strands. Some people spin wool into yarn by hand. They use a spinning wheel to spin wool into yarn. But most of the time, big machines in factories do this work.



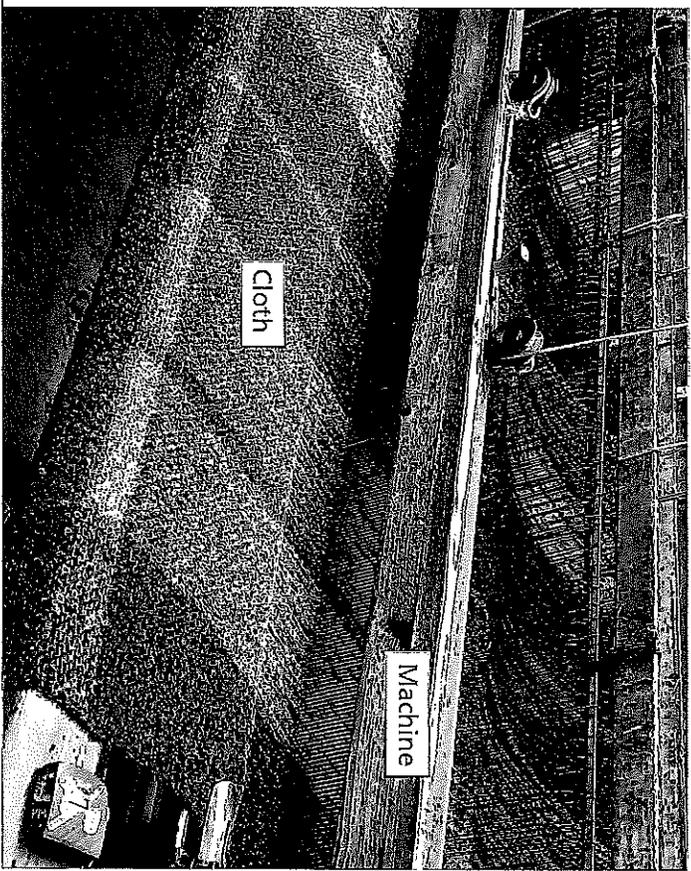
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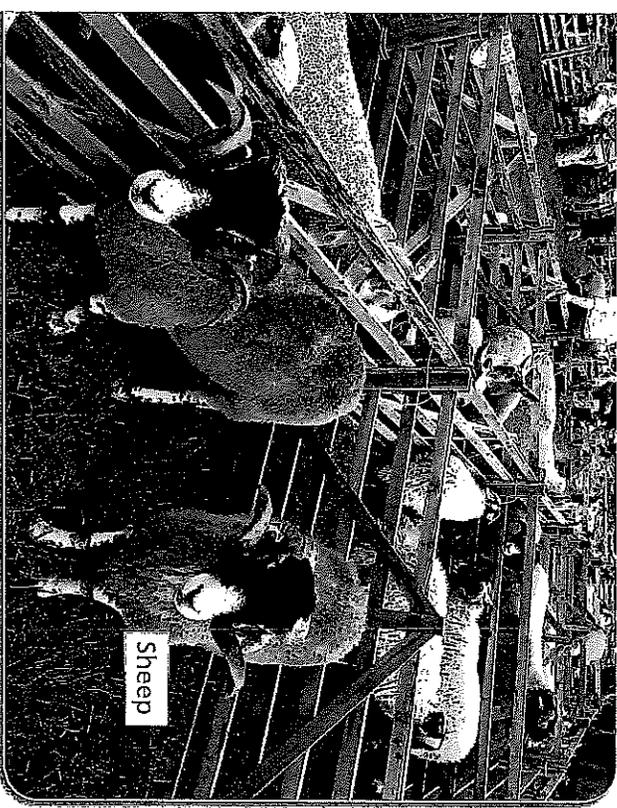
Making Cloth

Machines can also make yarn into cloth. A special dye is used to make the yarn colorful. Then machines weave the yarn into cloth. This cloth is used for making clothes such as scarves, socks, and hats.



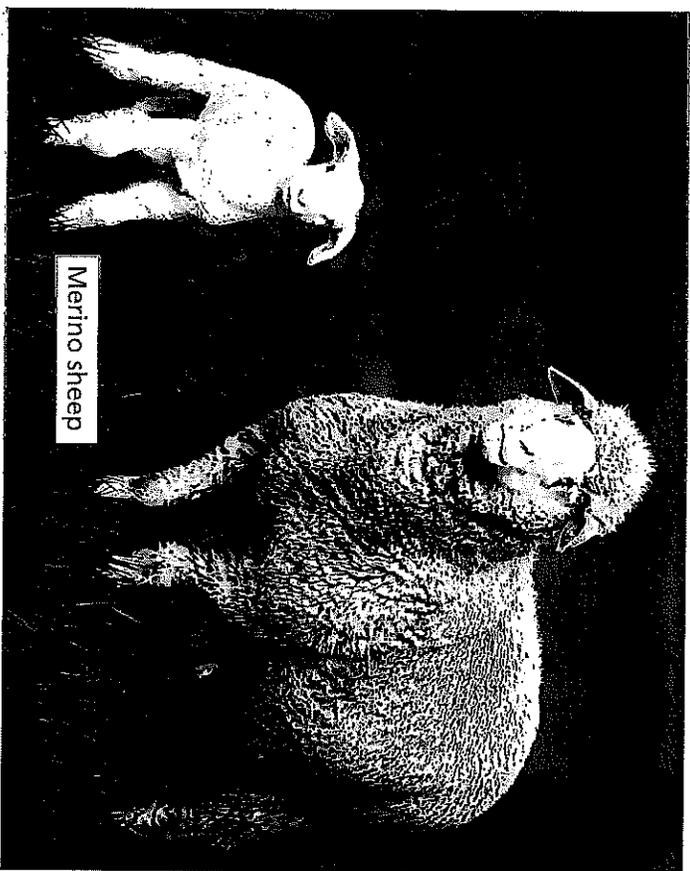
Kind of Sheep

Most wool comes from sheep. There are sheep in the United States. There are also sheep all over the world. Not all sheep are the same. There are different kinds of sheep, and they make different kinds of wool.





One kind of sheep is the Merino sheep. This sheep comes from Spain. A Merino sheep has a white coat that is very thick. Merino wool is very soft and pretty. People like to wear clothes made from merino wool.



Merino sheep

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Some special kinds of wool do not come from a sheep. Cashmere wool comes from Cashmere goats. People need to use fleece from many goats just to make one sweater. Cashmere wool is very soft and very warm. The softness of cashmere cannot be duplicated!

Cashmere Goats



Cashmere goat

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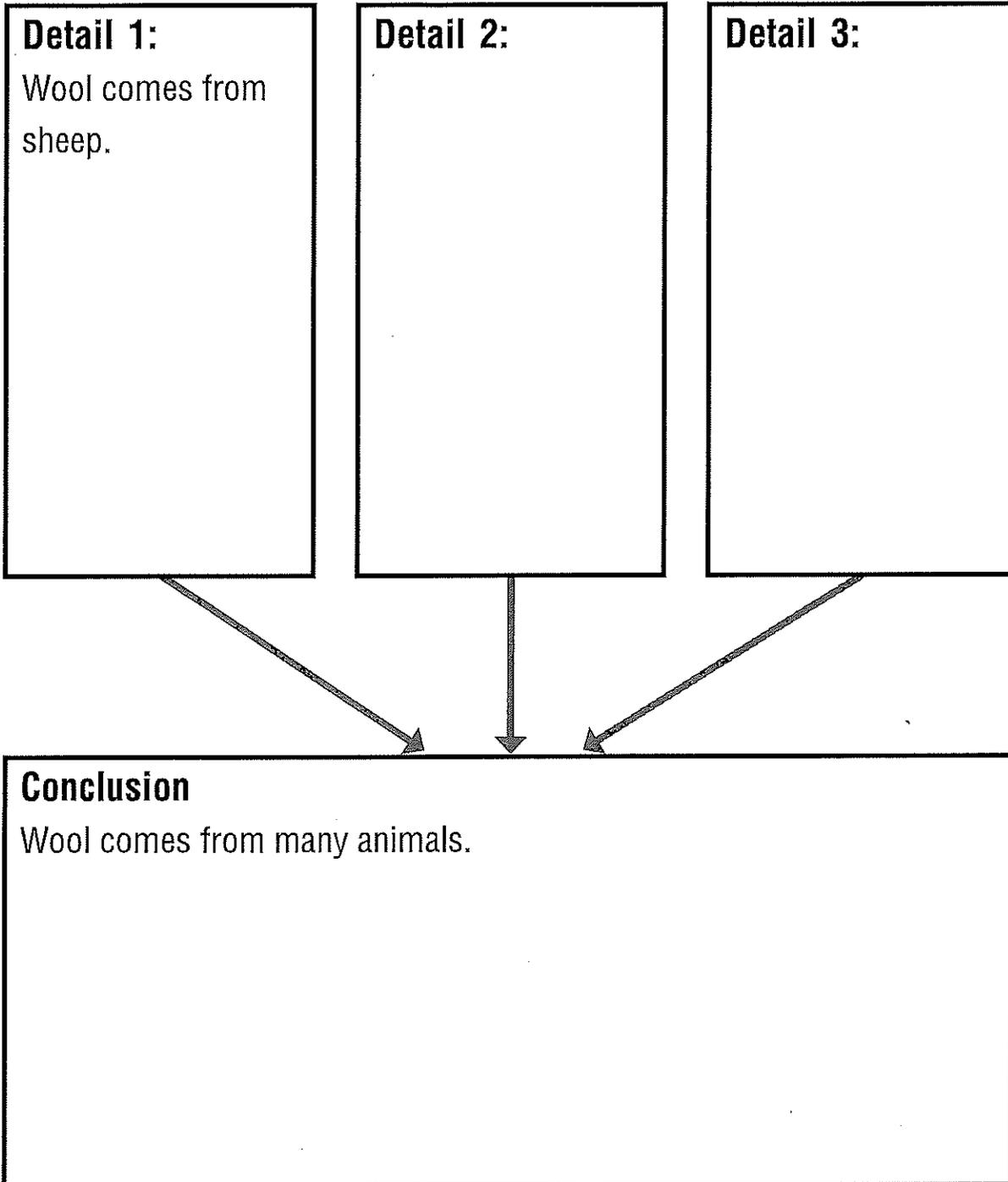
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Name _____ Date _____

Inference Map: Conclusions

Title How We Use Wool

How We Use Wool
Graphic Organizer 8



Reading Strategy BINGO

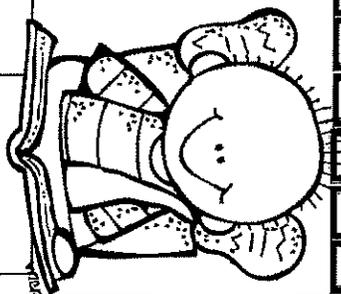
Name: _____ Due Date: _____ Period: _____

<p style="text-align: center;">Predict</p> <p>Make a prediction about what will happen next in the story.</p>	<p style="text-align: center;">Infer</p> <p>Make an inference about the events in the story.</p>	<p style="text-align: center;">Visualize</p> <p>Draw a picture of an event in the story.</p>	<p style="text-align: center;">Question</p> <p>Write a question that this story made you think.</p>
<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>
<p style="text-align: center;">Connect</p> <p>Make a connection to the story or the characters. Identify it as:</p> <ul style="list-style-type: none"> a) Text to Self b) Text to World c) Text to Text/Media. 	<p style="text-align: center;">Define</p> <p>Choose at least 2 words you do not know and define them by either context clues, or using a dictionary.</p>	<p style="text-align: center;">Summarize</p> <p>In 2-3 sentences, write the main ideas from the text you read.</p>	<p style="text-align: center;">FREE CHOICE</p> <p>Choose any of the other options and repeat it.</p>
<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>	<p>Date: _____ Pages: _____</p>

Title: _____ Author: _____

Name: _____

Weekly Reading Log



	Book Title	Minutes Read	Tricky Words Record any words that you had trouble with while reading.	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				

Choose a Unit and Measure

Choose 6 items in the classroom. Circle which unit of measure would be most appropriate and then measure.

object #1		inches feet yards	----- inches/feet/yards
object #2		inches feet yards	----- inches/feet/yards
object #3		inches feet yards	----- inches/feet/yards
object #4		inches feet yards	----- inches/feet/yards
object #5		inches feet yards	----- inches/feet/yards
object #6		inches feet yards	----- inches/feet/yards

Throw, Estimate and Measure

Make a paper airplane. Starting at a marked line on the room, throw the airplane. Estimate how far you threw it, then measure. Repeat 6 times.



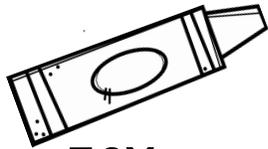
Throw	Estimate	Actual Length
#1	----- inches/feet/yards	----- inches/feet/yards
#2	----- inches/feet/yards	----- inches/feet/yards
#3	----- inches/feet/yards	----- inches/feet/yards
#4	----- inches/feet/yards	----- inches/feet/yards
#5	----- inches/feet/yards	----- inches/feet/yards
#6	----- inches/feet/yards	----- inches/feet/yards

Measured together

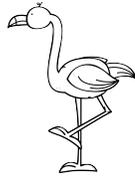
Solve the word problems below using the measurements given.



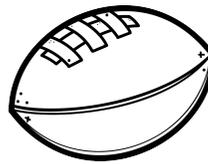
18CM



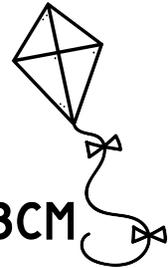
7CM



85CM



22CM



33CM

How long are the football and worm when put together?

How much longer is the kite than the crayon?

Which two items are 55 CM when put together?

Mystery Lengths

Solve each word problem. Show your match thinking using tape diagrams.

Hank has a string that is 28 inches long. Theo has a string that is 12 inches shorter. How long is Theo's string?

Tessa has 70 cm of ribbon. She used 53 cm of ribbon to wrap a gift. How much ribbon does she have left?

Carter paints a triangle that has 3 equal sides. One of the sides is 9 cm. How total length of the triangle?

Sally is making a square garden. She uses 2 yards of wood to make the first side. How many yards of wood will she need in all?

Jake jumped 49 cm and then Andy jumped. Together they jumped 87 cm. How far did Andy jump?

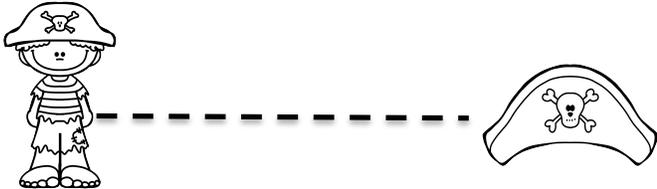
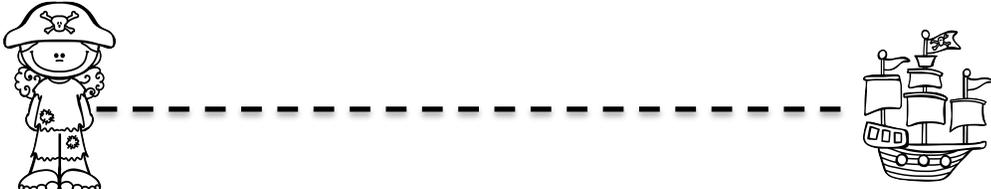
Assessment

M7.L16-20

Name: _____

Score: _____

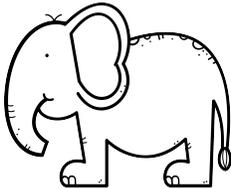
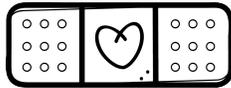
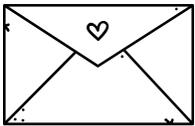
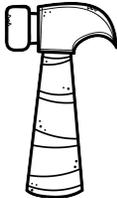
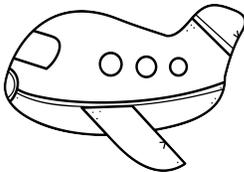
Measure the length between the pirate and the objects using a ruler in inches and centimeters. Answer the questions about each set.

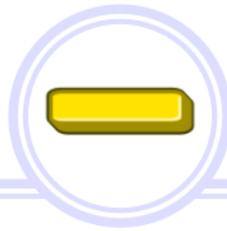
	<p>_____inches _____cm</p>
	<p>_____inches _____cm</p>

How much farther away is the ship than the hat? _____ inches

How much farther away is the ship than the hat? _____ cm

For each object, circle the unit of measurement that would be the most appropriate to use.

	<p>INCHES FEET YARDS</p>		<p>INCHES FEET YARDS</p>
	<p>INCHES FEET YARDS</p>		<p>INCHES FEET YARDS</p>
	<p>INCHES FEET YARDS</p>		<p>INCHES FEET YARDS</p>



Name: _____

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ +95 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ +63 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 42 \\ +30 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ +17 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ +75 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ +99 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ +59 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -25 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 72 \\ -67 \\ \hline \end{array}$$

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

$$\begin{array}{r} 95 \\ -38 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 78 \\ -50 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +91 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ +95 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ -59 \\ \hline \end{array}$$

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

$$\begin{array}{r} 18 \\ +14 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 85 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ +92 \\ \hline \end{array}$$

$$\begin{array}{r} 92 \\ -58 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

Total: 40

Goal: _____

Complete: _____

Correct: _____

Place Value

How many sets of
one thousands are
in the number
6,702?

Place Value

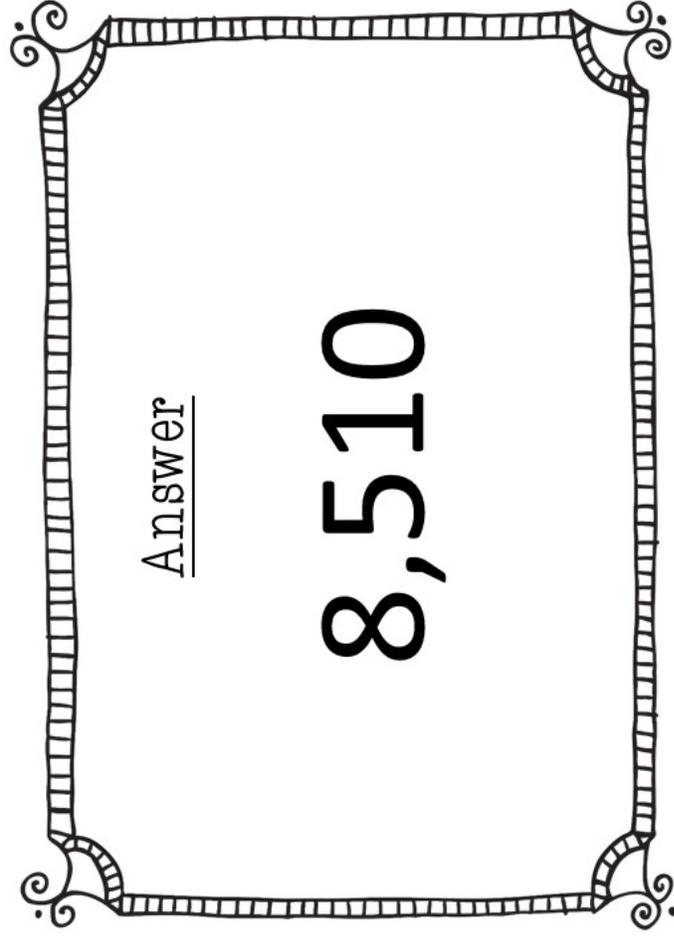
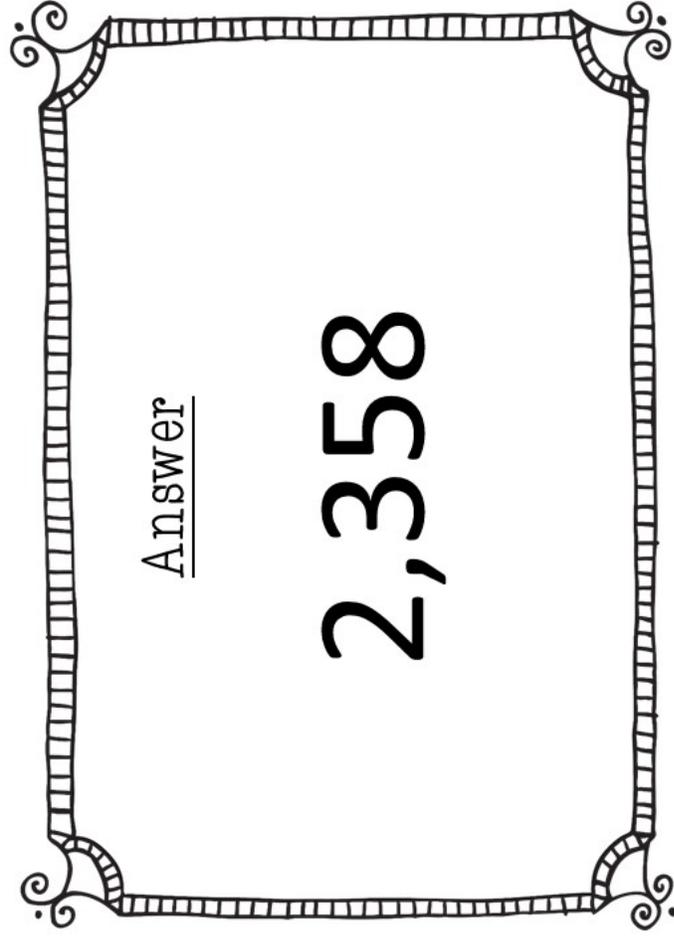
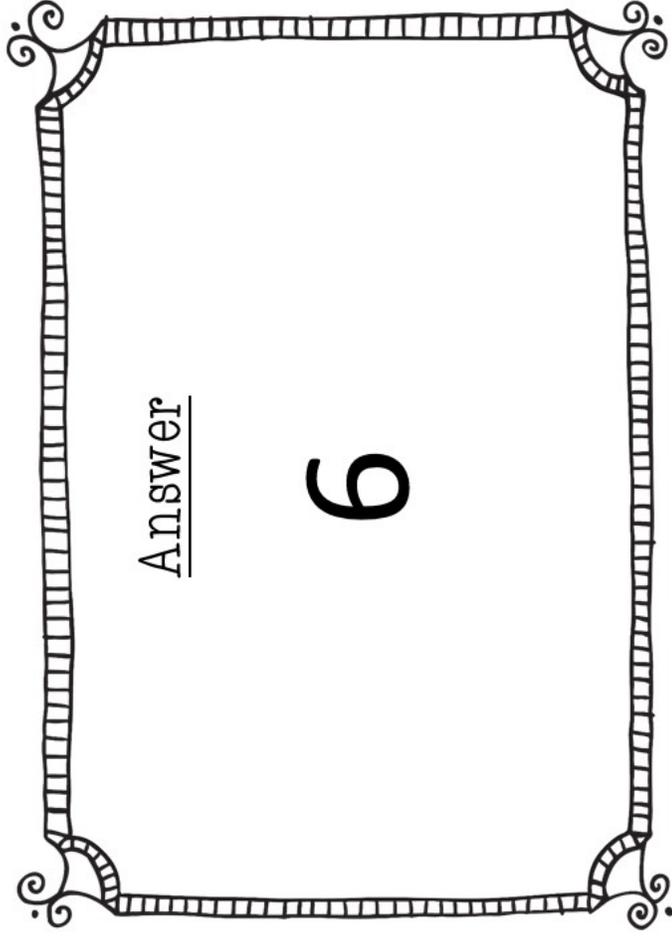
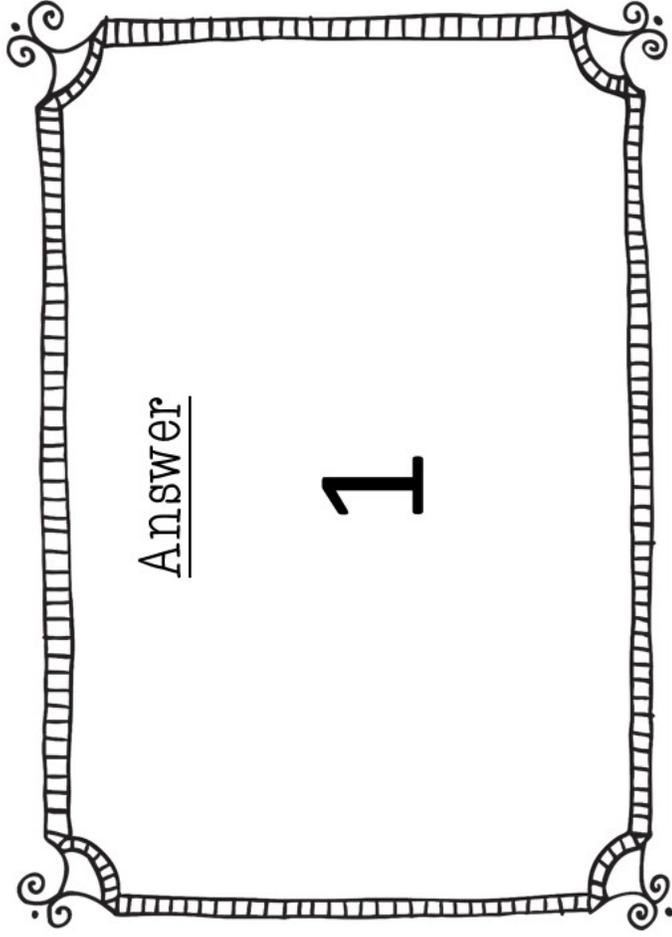
What is the largest
whole number you
can make using the
digits 5,1,0 and 8?

Place Value

How many 100s are
in the number
9,147?

Place Value

What is the
smallest whole
number you can
make using the
digits 8,5,2 and 3?



Place Value

How many sets of
one thousands are
in the number
7,389?

Place Value

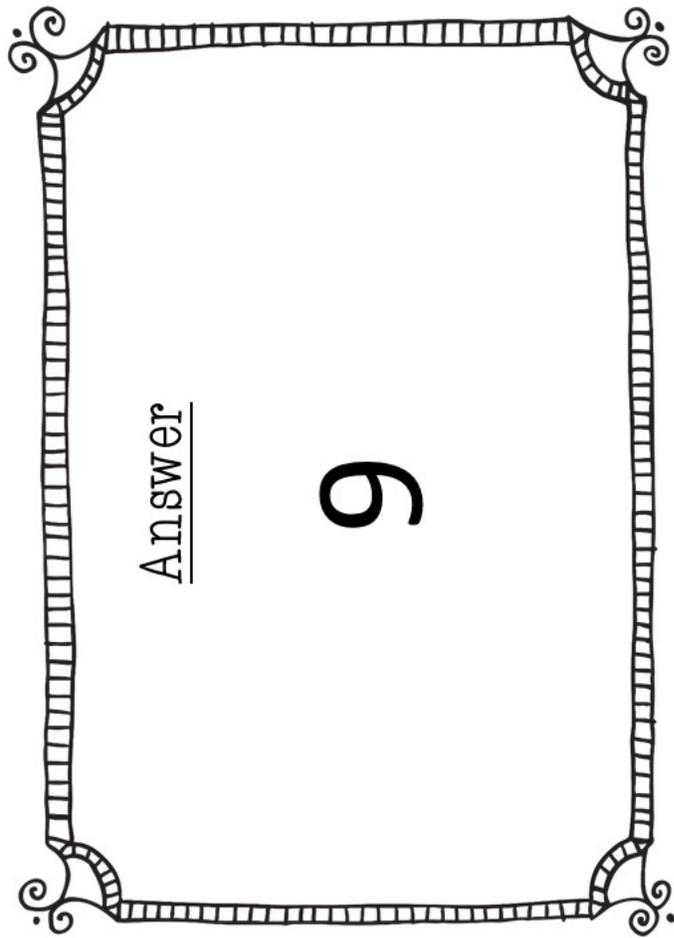
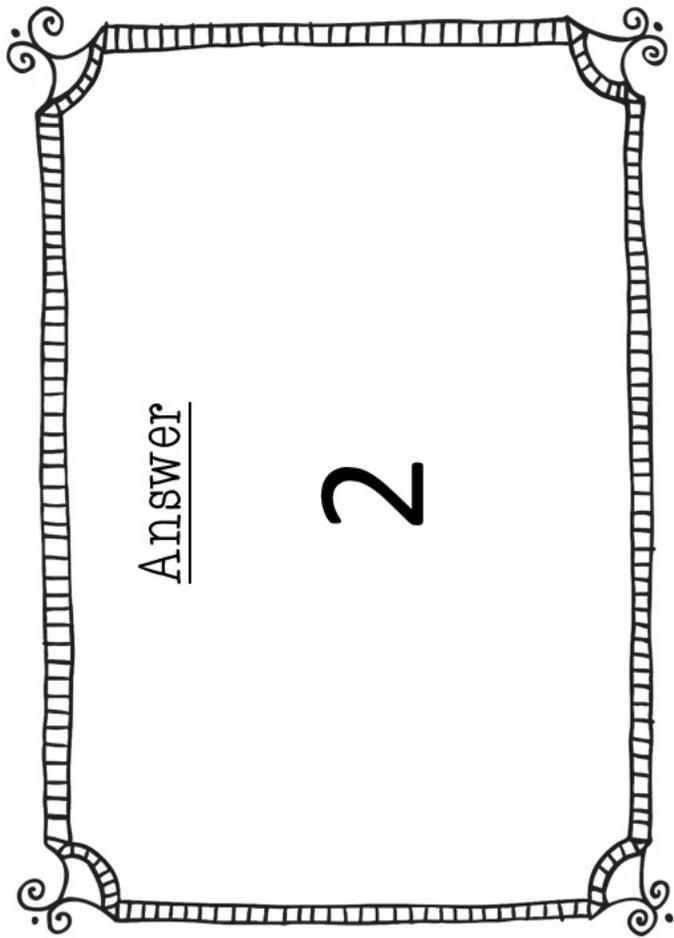
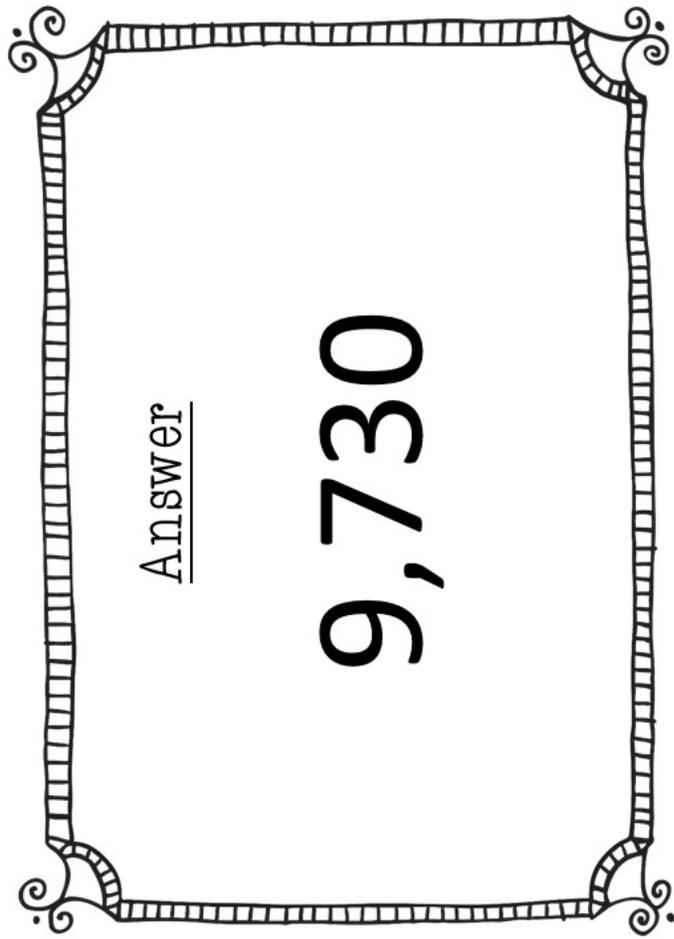
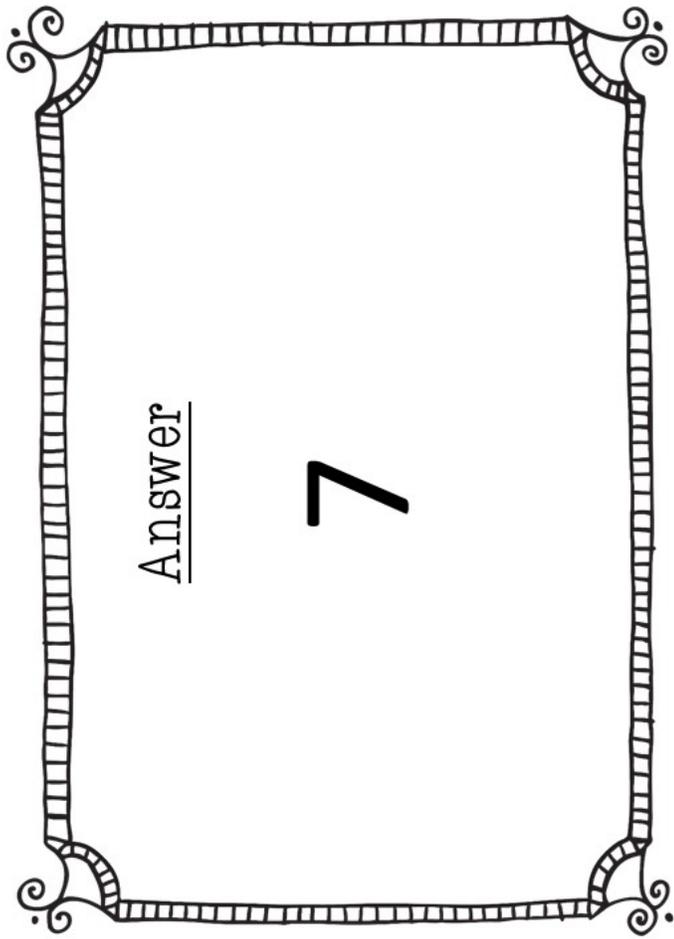
What is the largest
whole number you
can make using the
digits 9,7,0 and 3?

Place Value

How many 1000s
are in the number
12,513?

Place Value

What number is in
the 100s place in
the number 20,941?



Weekly Sight Word List

Directions: Use the words on this list to complete optional activities on the Sight Word Choice board daily.

- knew
- large
- thought
- write
- field
- into
- coming
- down
- four
- give
- great
- idea

Sight Word Choice Board

Choose one activity to complete each night - Monday through Thursday.

Write this week's sight words 3 times each, with each time being in a different color

was
was
was

Type each word 5 times, each in a different font and print.

DOWN
down
down
down
down

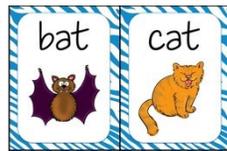
Make a matching game (on index cards).



Write a sentence using each word.

The cat climbed down the tree.

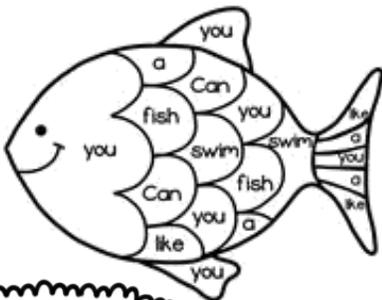
Write as many rhyming words as you can come up with for each word.



Cut out letters from newspaper/magazine to glue down to make words.



Draw a picture and "hide" your words inside.



Write your words with glue and use coffee, rice, etc. to make the words show up.



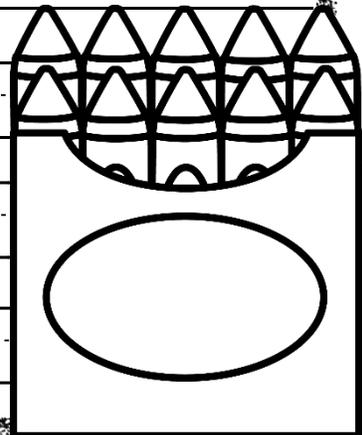
Write your words as "bubble" words.

That

Squiggle Story

Name: _____

Directions: Draw a picture and write a 3 to 6 sentence story.

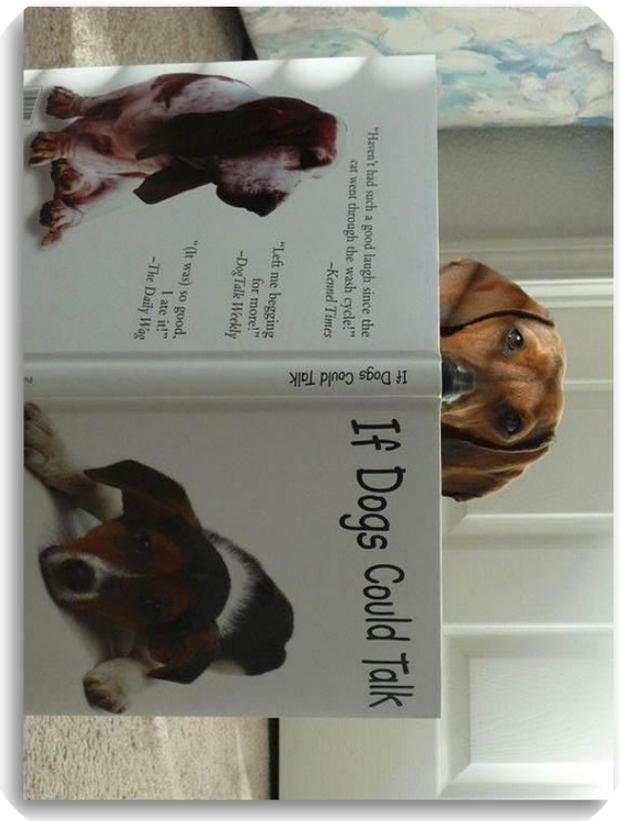


DESCRIBE & INFER with

PICTURE OF THE DAY

Weekly Assessment #6

Name:



Observations/Details:

1.
2.
3.
4.
5.

I infer

because

Information to Parents & Guardians,

This week we are on to the next adventure! This unit is more self directed and interest driven. AND it requires you to get outside and explore!

There is so much to learn just out your back door. Take a trip with your family up into the woods, or just right in your backyard. Keep your eyes open and be sure to look ALL around. That is the key, LOOK with exploring eyes. You might notice when you stop to really look around, you will see things you've never seen before.

To start, let's talk about **Living and Non-Living** things. *A Living thing needs food, water and air to grow. A Non-Living thing does not need food, water or air to grow AND does not grow.* As you explore outside find at least 4 Living things & 4 Non-Living things and sort them out in the chart below.

LIVING	NON-LIVING

Compare & Contrast

How are Living & Non-Living things different? Go find an **earthworm and a stick** about the same size. Now, you are going to perform a simple experiment, record your observations, and form a conclusion. Lay the earthworm and the stick on their own paper plate (or whatever suits you best). Now perform the below tests:

What happens when you touch it?

What happens when you put a drop of water on it?

What happens when you feed it?

Record your observations in the table below:

	Touch it	Drop water on it	Feed it
Earthworm			
Stick			

What conclusion can you make based on your observation of Living and Non-Living things?

Organism Study

Now that you have a good idea of what a Living thing is defined as we can go on a nature hunt! Oh, and bring your journal! If you have a magnifying glass bring that too! Another word for a Living thing is an **Organism**. As you go out into your backyard, or with your parents into the woods, look for different Organisms that are interesting to you. When you stop to study an organism make sure you spend a lot of time really looking at it. How do you know it is a Living thing? Draw the details of the organism. Really look at its location. Why do you think it likes it there? Is it receiving food of some sort there? Write your thoughts and questions. Include details! When you get back home do some research on the organisms you found. I cannot wait to hear about what you saw and learned.

If you need an example of an organism to study I suggest **Lichen or Mushrooms**. But be careful! Some mushrooms are poisonous. Have the adult with you do the touching of the mushrooms. Research types of mushrooms. Draw and write about the mushrooms you find. Below are some links that might help you get started. Remember, this is only a suggestion. You are the leader here. You have the freedom to explore any organism of your choice.

<http://elementalblogging.com/homeschool-science-lichens/>

<https://handbookofnaturestudy.com/2016/03/outdoor-hour-challenge-lichen-on-rocks-and-more.html/>

<http://ourjourneywestward.com/lichen-vs-moss/>

<https://thecraftyclassroom.com/2015/10/24/mushroom-science-printables/>

<https://www.giftofcuriosity.com/mushroom-spore-prints>

<http://www.treehousekidsmagazine.com/2018/09/the-magical-and-mysteriou-s-mushroom.html#.XrXlyY7YrnG>

Enjoy and Have Fun!

