

May 4-8 Weekly Checklist

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

	Reading	Writing	Math	Science
MON 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Read "A Snow Map."	<input type="checkbox"/> Word Search	<input type="checkbox"/> Complete Dimes and Pennies <input type="checkbox"/> Optional: Fluency practice with flashcards	<input type="checkbox"/> Choose at least two outer planets and read information. <input type="checkbox"/> Complete Lab Journal <input type="checkbox"/> Optional: complete at least 2 models of outer planets <input type="checkbox"/> Complete Journal Entry: Select one planet, write at least 1 sentence about what you learned and include a drawing. <input type="checkbox"/> Turn in: Journal Entry Page
TUE 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "A Snow Map."	<input type="checkbox"/> Select a text <input type="checkbox"/> Write and draw in the Sequence of Events Flow Chart graphic organizer what happens first and next.	<input type="checkbox"/> Complete Which is Greater <input type="checkbox"/> Optional: Fluency practice with flashcards	
WED 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "A Snow Map."	<input type="checkbox"/> ABC order	<input type="checkbox"/> Complete Which is Less <input type="checkbox"/> Optional: Fluency practice with flashcards	
THU 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "A Snow Map."	<input type="checkbox"/> Reread text from Tuesday <input type="checkbox"/> Complete Graphic Organizer: write and draw what happens last.	<input type="checkbox"/> Complete Greater, Less, or Equal <input type="checkbox"/> Optional: Fluency practice with flashcards	
FRI 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Circle long o sounds in "A Snow Map." (o, o_e, oa, ow)	<input type="checkbox"/> High Frequency Word Sentences <input type="checkbox"/> Turn In Sequence of Events Flow Chart Graphic Organizer	<input type="checkbox"/> Assessment <input type="checkbox"/> Turn In Assessment Page	

Total Minutes:

Reading Log

[illegible]

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.

								
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	ong n(k)

								
a a_e ai _ay	e e_e ee ea_y _ie	i i_e ie 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

done

paper

were

great

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.

done	paper	were	great
soon	work	laugh	talk
done	great	paper	were
talk	soon	work	laugh

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.



Sound-Spelling Card Practice

Materials: Sound-spelling cards from your core reading program.

You're going to practice the sound-spelling card(s). When I tap the card you'll say the name, sound or spelling. Your turn.



****Signal to practice the sound-spelling card**

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.



Correcting Student Errors

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

oa	ay	ow	kn
oa	ai	ow	ay
ow	ee	oa	ai
kn	ng	ay	ea

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.
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.

oak	show	snow	snowed
Shep	boat	goat	plain
slow	bowl	coat	Joan
knows	ring	smile	playing

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.
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.

slow

bowl

coat

Joan

Dictation 2: Advanced

Materials: paper and pencil, or small white board, and marker and eraser for each student

You're going to practice writing words.

Your turn. Use the routine for each word.*



*Routine for each word

1. **Pencils down. The word is [word].**
What's the word? Tap.
2. Tell the students a sentence using the word. **[Sentence]**
3. Have students repeat the word. **What's the word?** Tap.
4. **Say the sounds in [word] in your head.**
5. **Pick up your pencil. Write the word.**
Monitor and provide feedback to individuals.
6. After the students have written the word, write the correct spelling of the word on the board for all students to see. If students wrote the word incorrectly, have students rewrite the correct spelling of the word.
7. Repeat steps 1 through 6 for each of the words on the list.

Dictation

Name: _____

1.

2.

3.

4.

5.

6.

Dictation

Name: _____

1.

2.

3.

4.

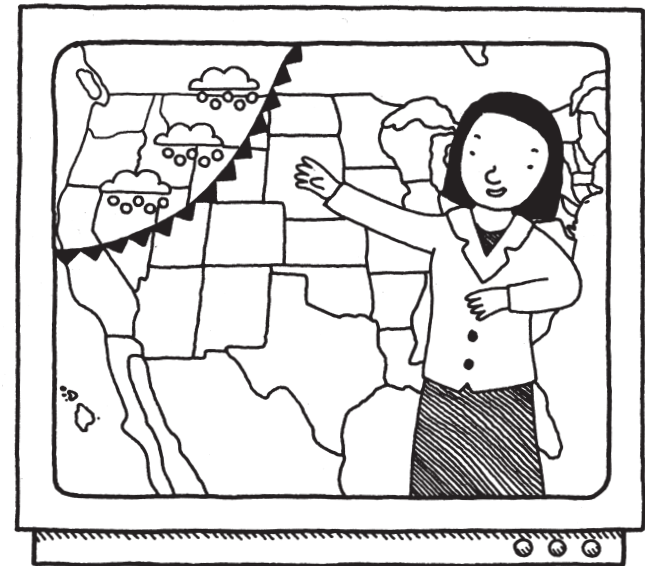
5.

6.

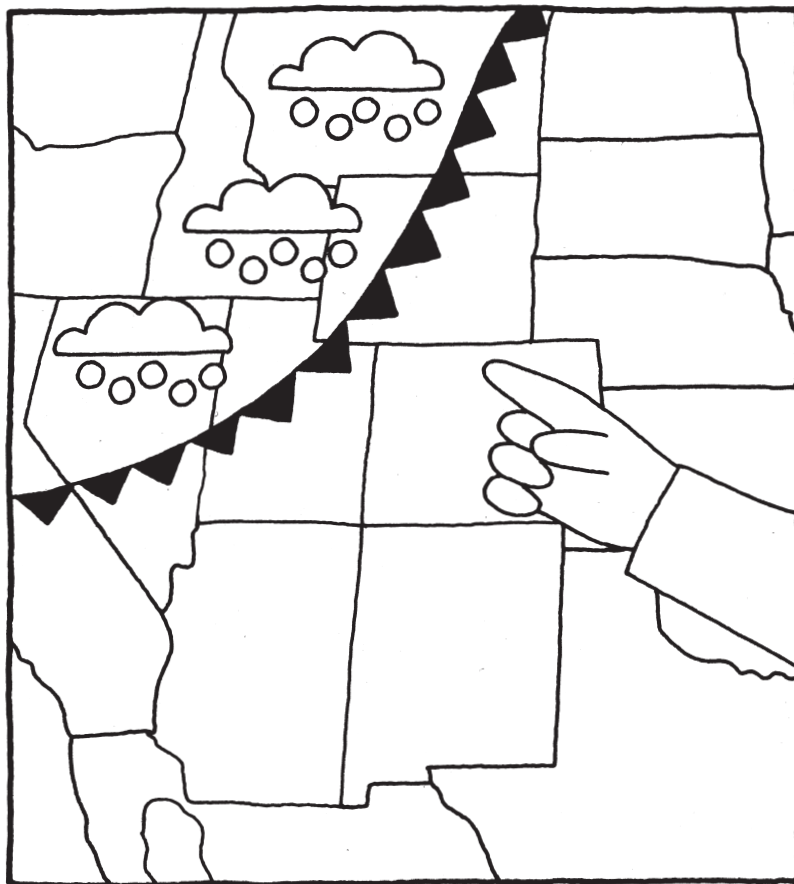


Now we know when the snow
will fall. We will get our coats.
We will get our dog's coat, too.
Let it snow, snow, snow!

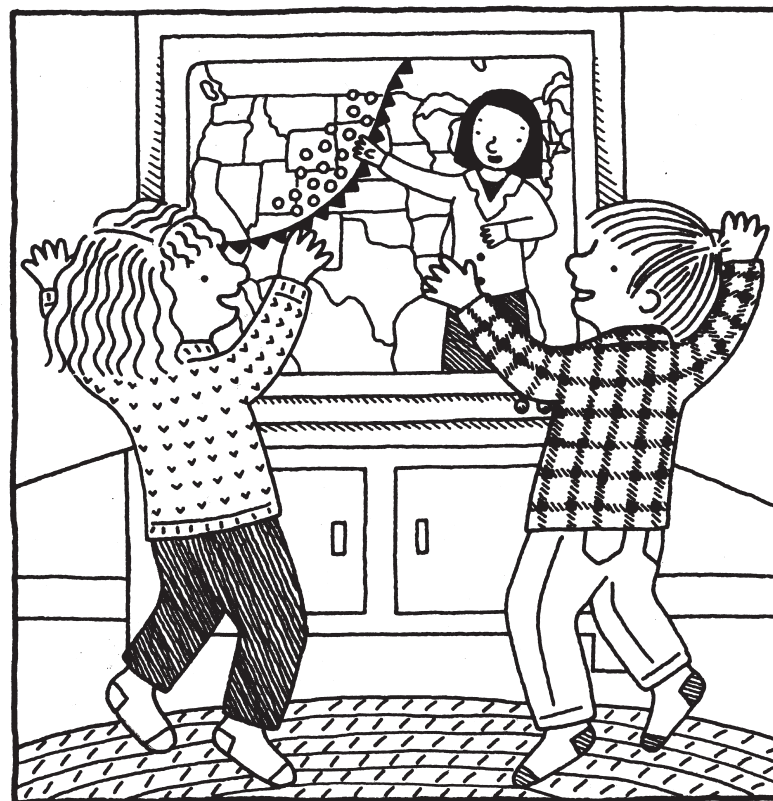
A Snow Map



Lee Chen has a map that
shows where it will snow.



Lee Chen shows us that a slow wind will blow the snow over the hills.



Then Lee Chen shows us that the wind will blow fast. Soon the snow will fall on our home.

Name _____

Flow Chart: Sequence of Events

Graphic Organizer 6

Title: _____

First

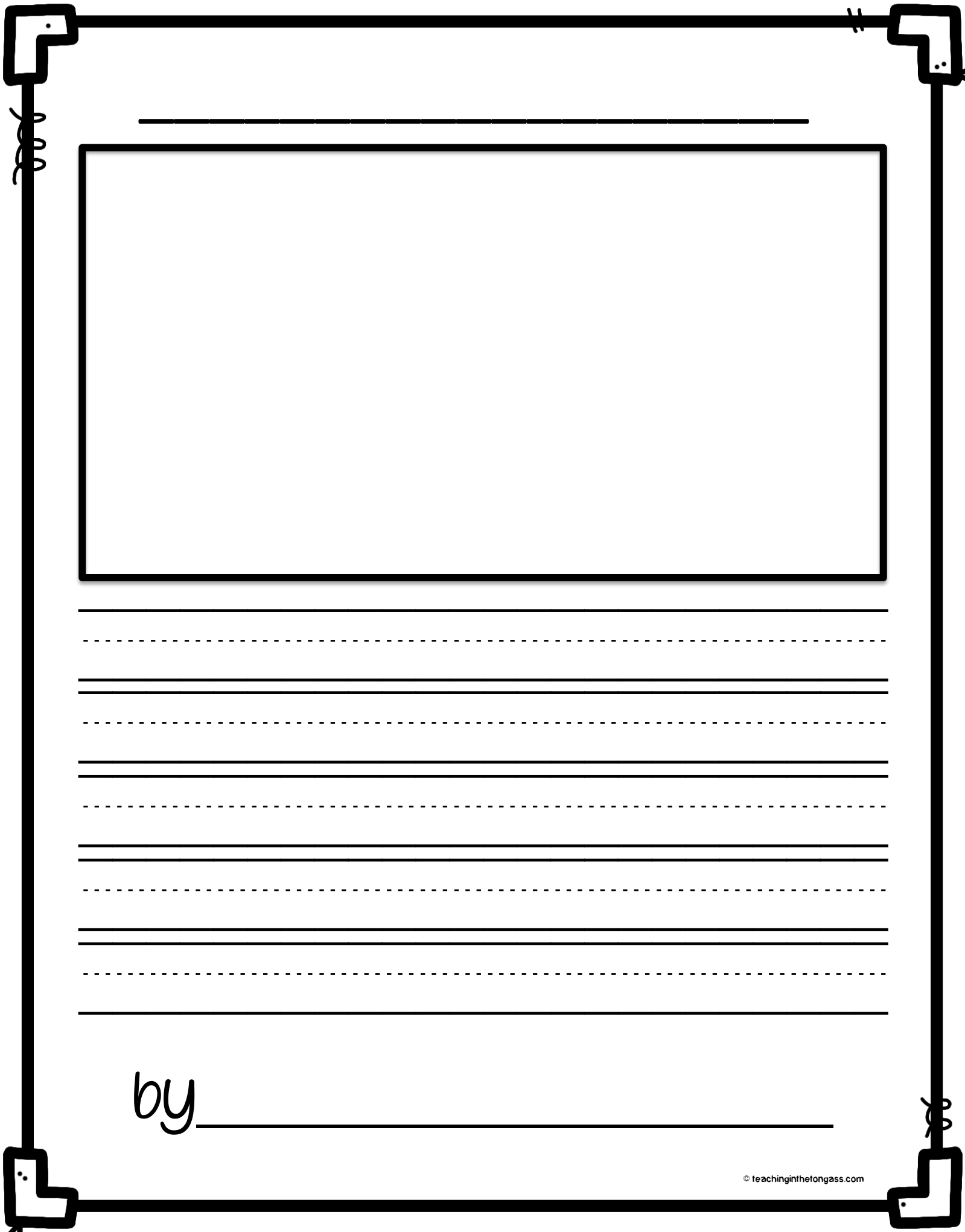


Next

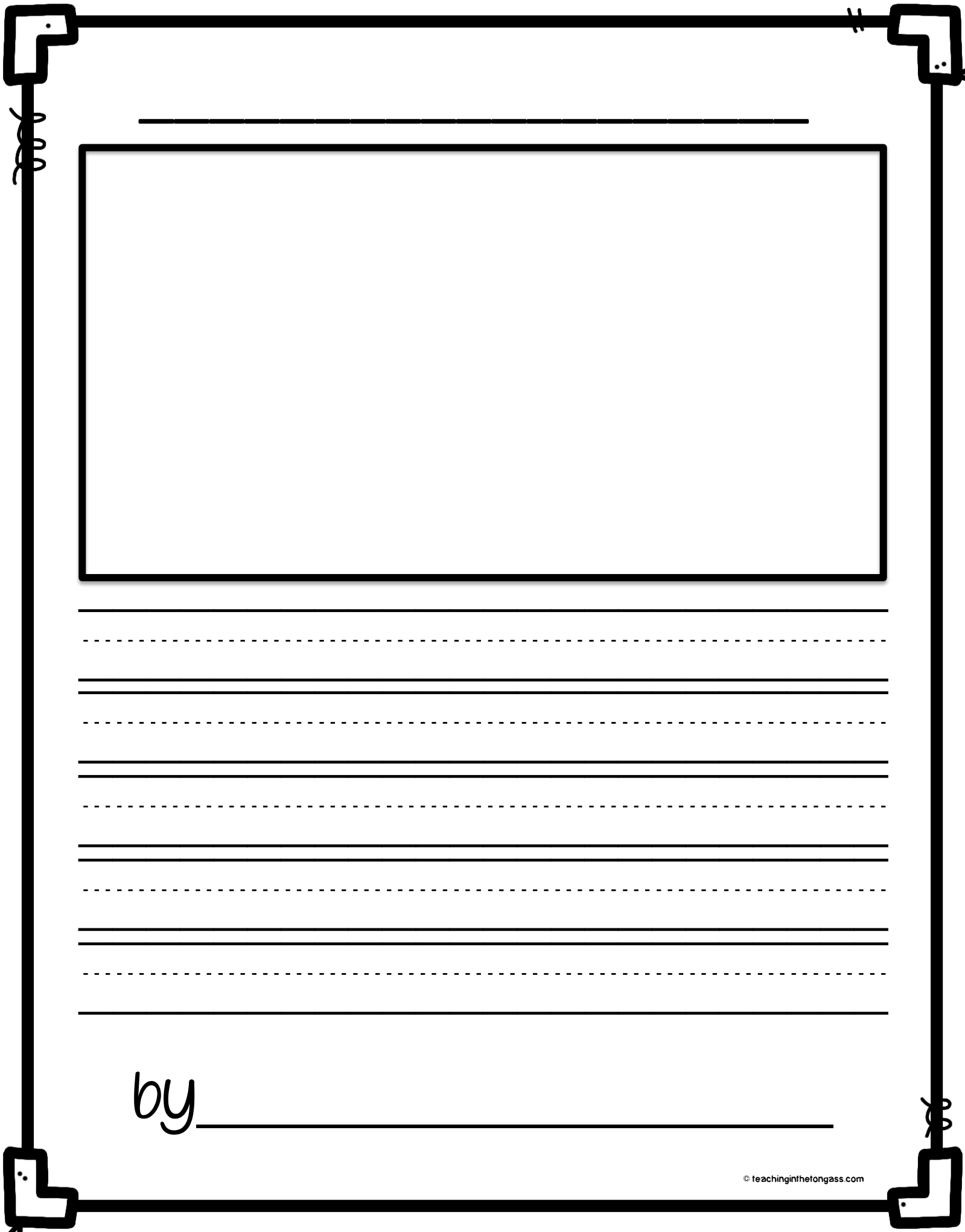


Finally





by _____



by _____

Name _____

WORD SEARCH

Lesson 19—Tomas Rivera

work

great

talk

paper

were

soon

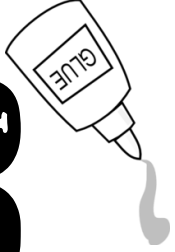
laugh

done

m	n	b	v	w	o	r	k	c
g	r	e	a	t	c	x	z	a
s	d	t	a	l	k	f	g	h
q	e	t	u	w	e	r	e	e
w	r	y	i	o	k	h	f	s
x	v	n	p	a	p	e	r	f
f	l	a	u	g	h	c	d	e
s	o	o	n	d	g	k	o	r
g	f	g	c	d	d	o	n	e

Name _____

ABC Order



Lesson 19—Tomas Rivera

1	
2	
3	
4	
5	
6	
7	
8	



work

great

talk

paper

were

soon

laugh

done

Name _____

HIGH FREQUENCY

WORD SENTENCES

Lesson 19—Tomas Rivera

Word Bank

work	great	talk	paper
were	soon	laugh	done

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Dimes and Pennies

Match the picture with the tens chart and the tens and ones number breakdown.



Tens	Ones
2	1

Tens	Ones
6	0

Tens	Ones
3	2

Tens	Ones
1	5

Tens	Ones
4	2

Tens	Ones
2	4

0 ones 6 tens

3 tens 2 ones

5 ones 1 tens


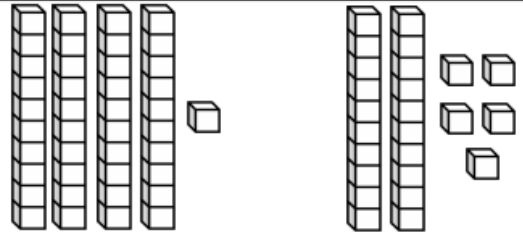
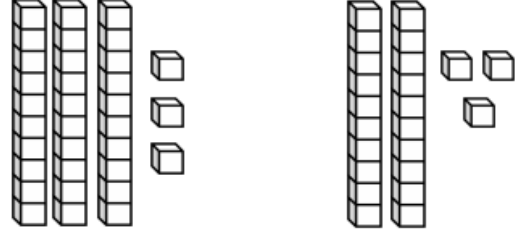

2 tens 1 ones

2 ones 4 tens

2 tens 4 ones



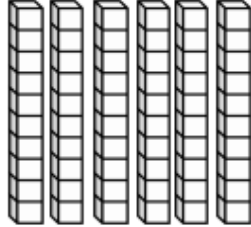
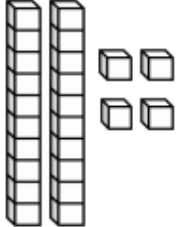
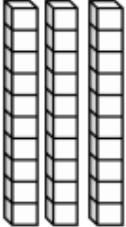



Which *is* Greater?

Write how many each pair has. Then, circle the number that is greater..

 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>
 <p>_____</p> <p>_____</p>	 <p>_____</p> <p>_____</p>
<p>5 ones 3 tens</p> <p>_____</p> <p>5 tens 3 ones</p> <p>_____</p>	<p>8 ones 2 tens</p> <p>_____</p> <p>2 ten 4 ones</p> <p>_____</p>
<p>3 tens 1 ones</p> <p>_____</p> <p>2 ones 7 tens</p> <p>_____</p>	<p>4 tens 8 ones</p> <p>_____</p> <p>7 ones 2 tens</p> <p>_____</p>

Which *is* Less?

Write how many each pair has. Then, circle the number that is less.

 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
5 ones 3 tens _____	5 tens 3 ones _____	8 ones 2 tens _____	2 ten 4 ones _____
3 tens 1 ones _____	2 ones 7 tens _____	4 tens 8 ones _____	7 ones 2 tens _____

Greater, Less *or* Equal

Put the correct symbol in the space to make the number sentence true.

76

18

99

99

6

60

12

21

54

54

75

75

37

73

23

43

65

22

45

12

>

<

=

<

>

=

>

<

=

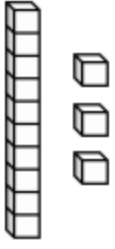
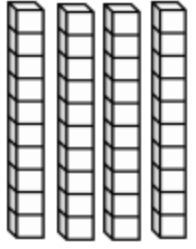


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Assessment

Name: _____

Score: _____

Write how many each pair has. Then, circle the number that is greater..

 _____	 _____
 _____	 _____

Write the two digit number using the tens and ones breakdown. Then, circle the number that is less..

2 tens 3 ones _____	5 tens 3 ones _____
1 ten 6 ones _____	1 ten 2 ones _____

Write in the missing number or symbols to make the statement true.

65		78
-----------	--	-----------

43	<	
-----------	-------------	--

41		14
-----------	--	-----------

89	>	
-----------	-------------	--

More Than,
Less Than,
or Equal to 10
Sorting Activity

More than
10

Less than
10

Equal to
10

0

0+0

zero

1

0+1

one

●					

2

0+2

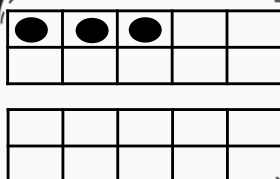
two

●	●				

3

$$1+2$$

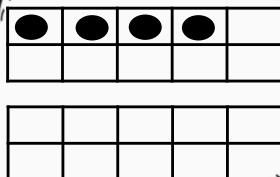
three



4

$$2+2$$

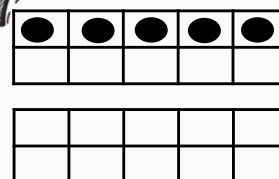
four



5

$$2+3$$

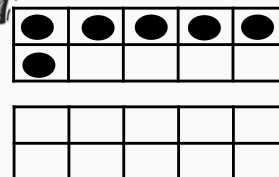
five



6

$$3+3$$

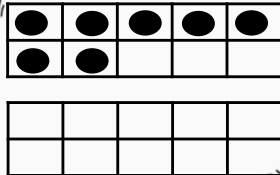
six



7

$$3+4$$

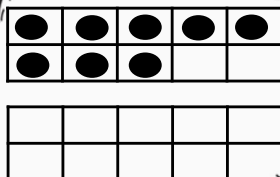
seven



8

$$4+4$$

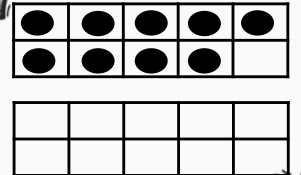
eight



9

$$5+4$$

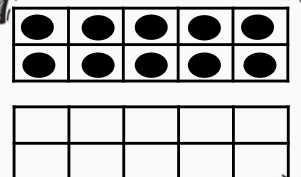
nine



10

$$5+5$$

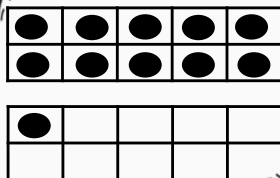
ten



11

$$6+5$$

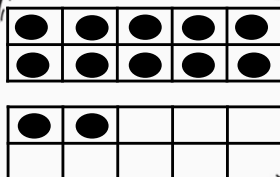
eleven



12

$$6+6$$

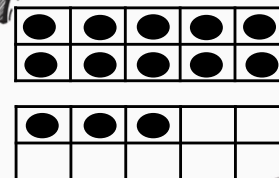
twelve



13

$$7+6$$

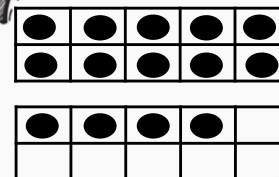
thirteen



14

$$7+7$$

fourteen



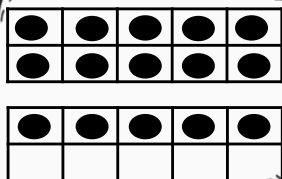
15

$$7+8$$

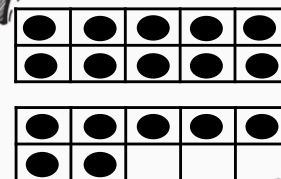
17

$$9+8$$

fifteen



seventeen



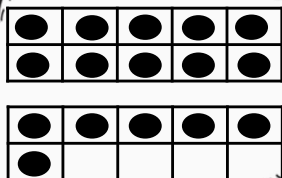
16

$$8+8$$

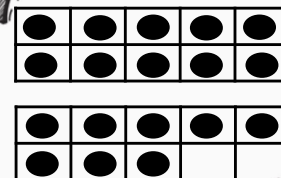
18

$$9+9$$

sixteen



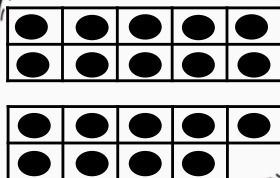
eighteen



19

$$10+9$$

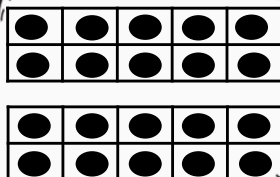
nineteen



20

$$10+10$$

twenty



Information to Parents & Guardians,

This week we continue on with learning about the Planets of our **Solar System**. Last week we learned about the 4 Inner Planets. This week we will learn about the **4 Outer Planets**. Next week we will finish off with learning and observing the Moon and the Sun.

Keep last week's packet pages that shared information about each planet, as well as the resource page that included other fun factual sights, videos, books, and songs related to the Solar System. **Explore** those sights and **journal** your findings and curiosities with writing and drawings. When your journal entry is complete, please **take a picture of your recordings and send it to me**.

I have included **4 more fun science activities** below that relate to this week's Outer Planets. While engaging in the fun, stop a moment to make a **prediction** of what you think will happen and why. Write/Draw this using the Prediction Worksheet. Once you are done with the activity record the **results**. I would love to see pictures of these too!

Enjoy and Have Fun!

FUN SOLAR SYSTEM SCIENCE ACTIVITIES

Outer Planets

We are continuing on with our solar system unit. We've talked about **the inner planets**, and now we are ready to start learning about the 4 Outer Planets. These gaseous outer planets include Jupiter, Saturn, Uranus, and Neptune. This is a really fun, hands on unit to help kids learn while having fun.

Jupiter

Jupiter is the first of the outer planets and is the biggest planet in our solar system. It is known as a gas giant because it is made up mostly of gases - hydrogen and helium. Although the swirly patterns are pretty to look at, they are actually clouds indicative of very stormy skies including the Great Red Spot with a hurricane type storm that travels around the planet for the last 300 years. Jupiter also has rings too, rotates quickly, has more than 60 satellites (or moons), and the spacecraft Galileo.

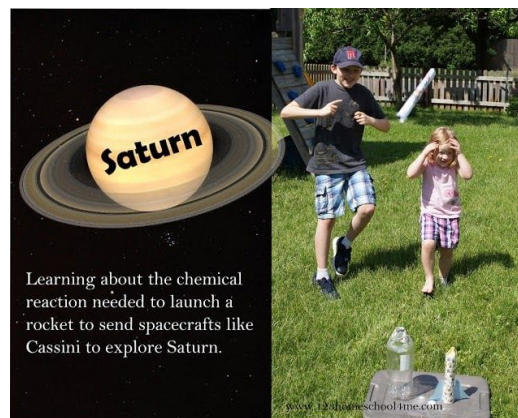


Hurricane Science Experiment To help us remember The Great Red Spot on Jupiter, that is similar to a hurricane on Earth, make a *classic science project*- a hurricane in a bottle. You will need 2 empty soft drink bottles, water, food coloring, and duck tape. You can add glitter too! Fill one bottle $\frac{3}{4}$ full, duck tape the 2nd bottle to the other upside down. When secure, flip the water filled bottle to the top and watch the hurricane.

Saturn

Saturn is the most famous planet in our solar system with its beautiful, recognizable rings. It actually has thousands of rings made up of dust, ice, and rocks orbiting the planet. Saturn is almost like Jupiter's twin - both gaseous planets with hydrogen and helium and more than 30 moons each. Saturn's beauty is also due to the clouds and violent storms on the planet with 1,000 miles an hour winds.

In studying about Saturn you can learn about the **Cassini Mission** - unmanned spacecraft sent to explore the planet and its moons. It is taller than a 2-story building and needed the help of a powerful rocket to lift it off the ground into outer space.



Rocket Science Experiment for Kids Make your own rockets to explore how chemical reactions can launch a rocket. You will need plastic film canisters, Alka Seltzer tablets, and creativity.

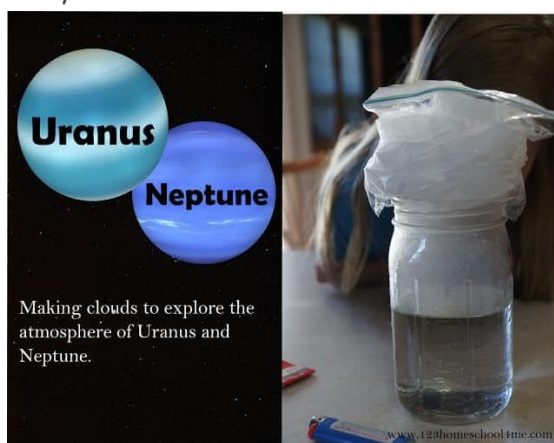
Hint: Rockets launch best with less weight. So, although building a cardboard tube or plastic bottle rocket is fun..... consider just a piece of regular paper wrapped around the tube for a better launch. Experiment a bit and see what makes the most impressive height.

Fill a canister with about 1 TBLS warm water (*note cap will be the bottom of your rocket*). When ready to launch, open the lid and add 1/2 Alka Seltzer tablet, then quickly put back on the lid and place on the ground. Countdown to rocket launch . . .

Curious about the science behind the rocket launch? *The Alka Seltzer mixed with water causing a chemical reaction where gases are created. Because the canister has only so much space once there is no more room for the growing number of gasses, the pressure will make it launch. In case you are wondering, using more Alka Seltzer will not cause it to go higher. The amount of gas or pressure in the canister will be the same, but because there is more of the reactor it will happen quicker. So, step back quicker as the launch will happen sooner, but the height will be the same. For a higher launch you'll need to find a larger container.*

Uranus

Uranus is a large gas giant with not only hydrogen and helium, but methane gases too (*which gives it the blue color*). Interestingly, this planet is lying down -the North/South poles are horizontal and therefore its rings go around the planet instead of through it. Another interesting is that this planet was actually discovered by homeschoolers - William & Caroline Herschel in 1781.



Clouds in a Jar

To make clouds in a jar all you need is a large jar half filled with warm water, a bag of ice, and a match. (Have an adult be in control of the match part.) Light the match and toss it in the jar and quickly cover with a bag of ice. Kids will be amazed by the clouds that form.

Neptune for Kids

Neptune is a twin planet to Uranus. It also is a gas giant with hydrogen, helium, and methane gas making it look blue. After the discovery of Uranus, scientists suspected there was another planet because of the gravitational pull on Uranus; they finally found Neptune in 1846. Neptune has a *Great Dark Spot (like Jupiter's red spot)* that is a powerful storm. But unlike storms on earth where we have water rain down, scientists believe based on the methane that diamond dust forms in the storm and falls from the clouds.

One of its moons, Triton is a whopping - 400 F and is filled with geysers. However, since there is no water it most likely spews a mixture of chemicals.

Name _____ Date _____

Lab Journal

Question



Predict



Test/Outcome

