

# June 1-4 Weekly Checklist

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

	Reading	Writing	Math
<b>MON</b>  1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2-4 dictation words <input type="checkbox"/> Read "Good Homes"	<input type="checkbox"/>	<input type="checkbox"/> A "Shade" Grater
<b>TUE</b>  1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "Good Homes"	<input type="checkbox"/> Write about your favorite day this year.	<input type="checkbox"/> Surf Board Addition
<b>WED</b>  1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "Good Homes"	<input type="checkbox"/> Popsicle Punctuation	<input type="checkbox"/> Flip Flop Number Order
<b>THU</b>  1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "Good Homes"	<input type="checkbox"/> Write about 3 things you learned this year.  <input type="checkbox"/>	<input type="checkbox"/> Mermaid Math

# 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.

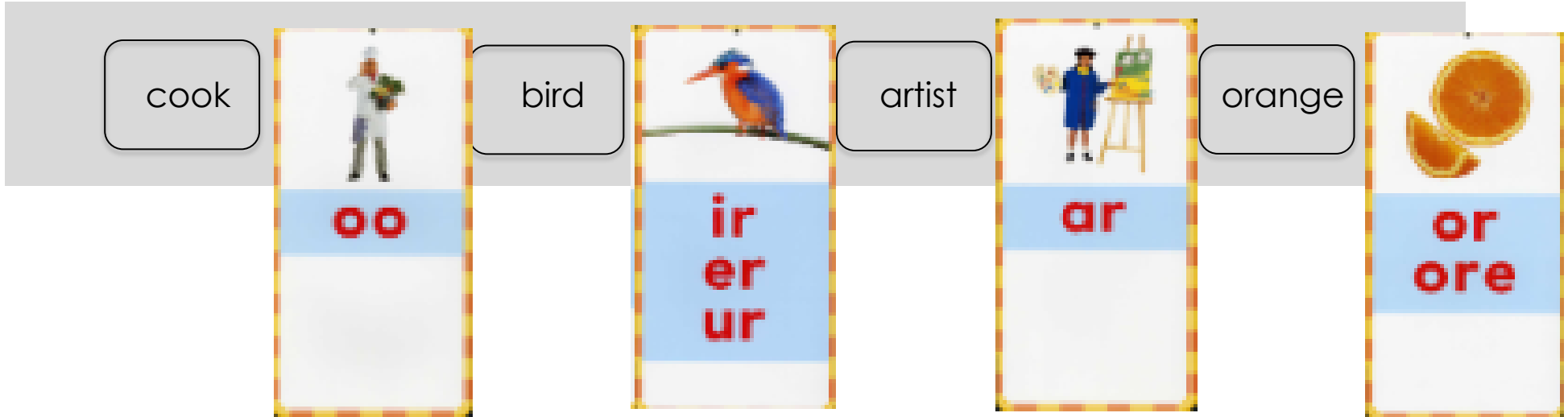
								
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## Sound-Spelling Card Practice

*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.

oo	ir	or	er
ar	ur	ore	oo
ir	or	oo	ore
er	ar	ur	ay

## 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.**

wood	nook	shook	brook
fork	shore	term	bird
sister	stood	yellow	pillows
Dennis	when	problems	likes

## 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.**

sister

stood

yellow

pillows

## Dictation 2: Advanced

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*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.
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2.
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3.
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4.
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5.
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6.
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**Dictation**

Name: \_\_\_\_\_

1.
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2.
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# Good Homes

by Louise Tidd



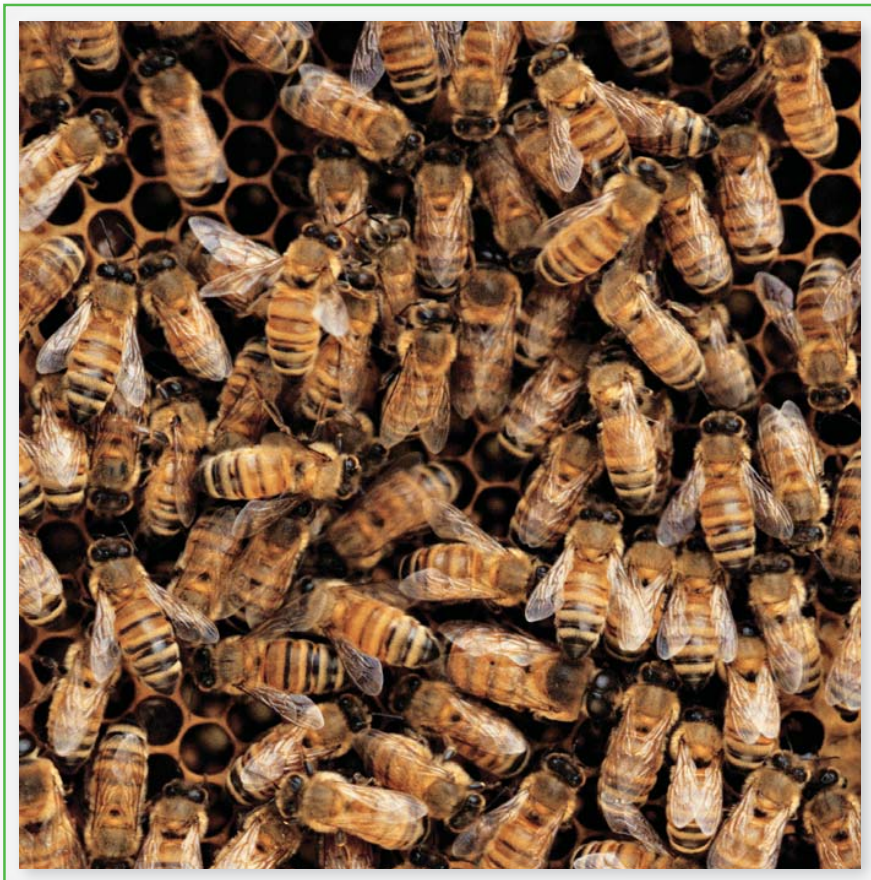
These insects are bees.  
Can you hear them buzz?

83



Bees live together in hives.  
Hives are good homes for bees.

84



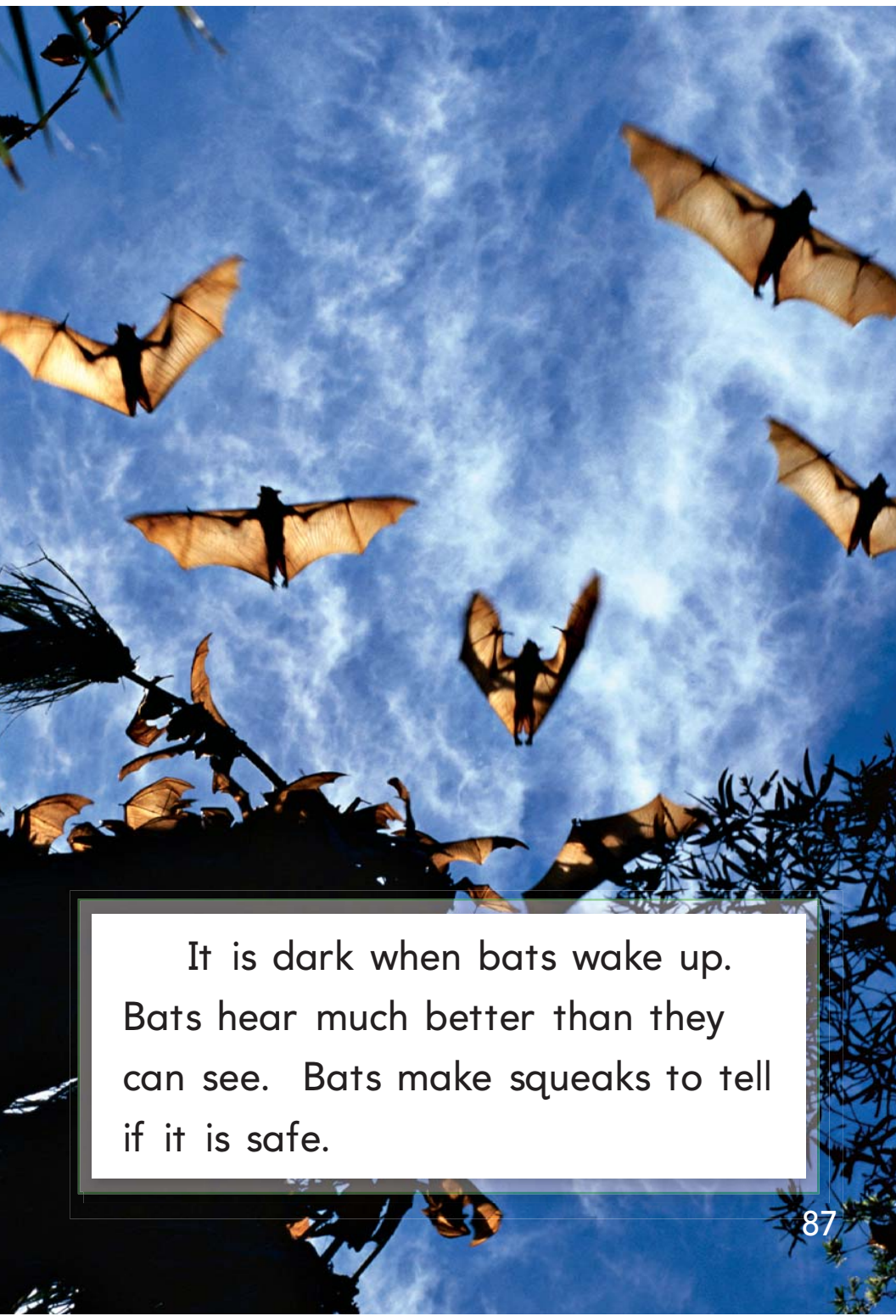
Each hive has a queen. The queen bee does nothing but lay eggs. That is her job. These bees feed their queen bee.

85



Caves make good homes for bats. Bats sleep all day. They hook their back feet in cracks. Bats sleep upside down.

86



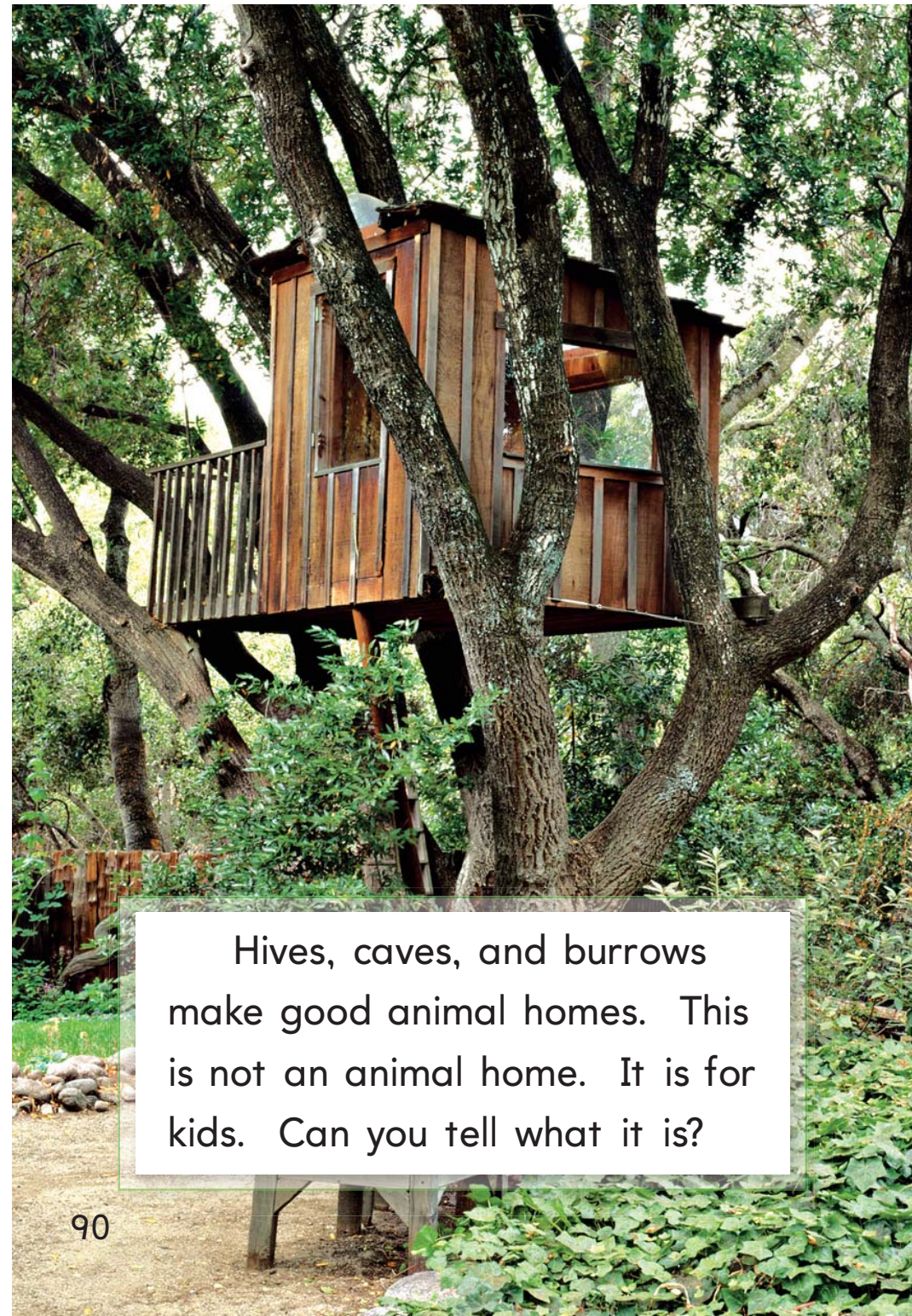
It is dark when bats wake up. Bats hear much better than they can see. Bats make squeaks to tell if it is safe.




This cute fellow is a rabbit. Rabbits dig burrows. A burrow is a big hole.



If one rabbit sees a problem, it thumps its foot. Then the rabbits run back in their burrow to be safe.



Hives, caves, and burrows make good animal homes. This is not an animal home. It is for kids. Can you tell what it is?



# My Favorite Day

What was your favorite day at school this year? Why?

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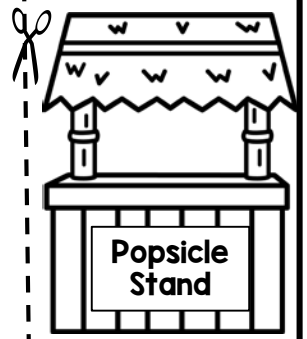
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Name: \_\_\_\_\_

# Popsicle Punctuation

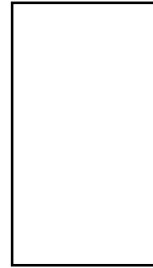
Directions: Cut out the punctuation pieces on the right. Glue them in the correct place at the end of the sentence.



1) That turtle is huge



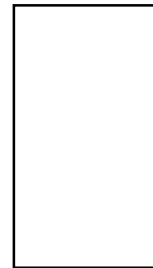
2) Did you see the bird



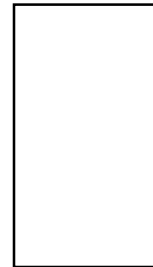
3) I ate a sandwich



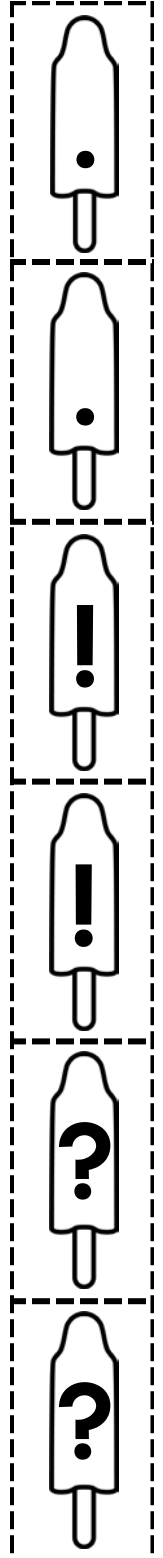
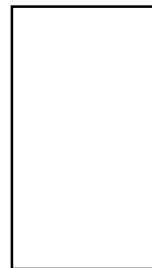
4) We went on vacation



5) Do you like the ocean



6) Watch out for the crab



# Here's What I Learned...

What are 3 things that you learned this year?

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

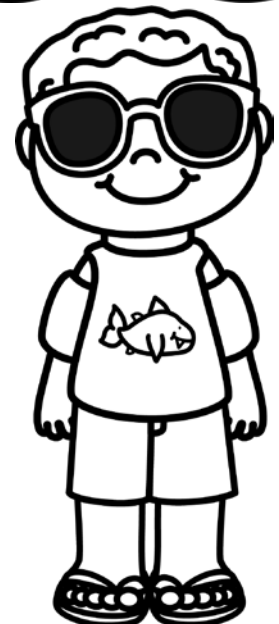
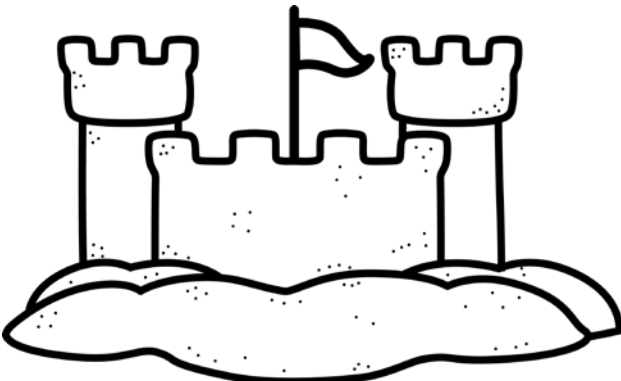
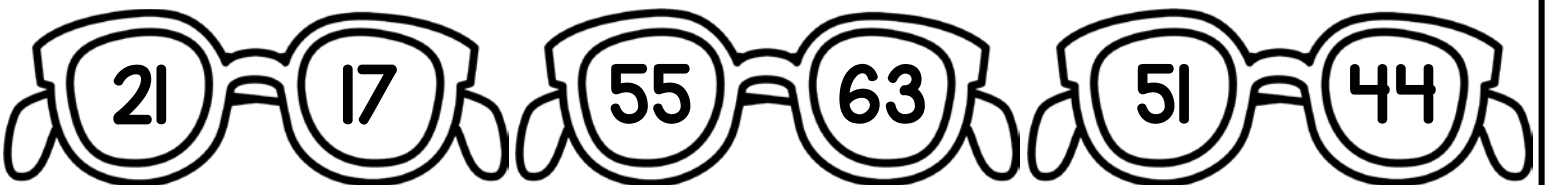
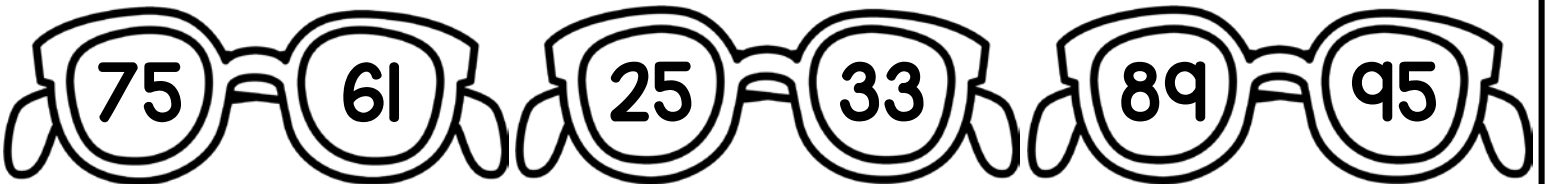
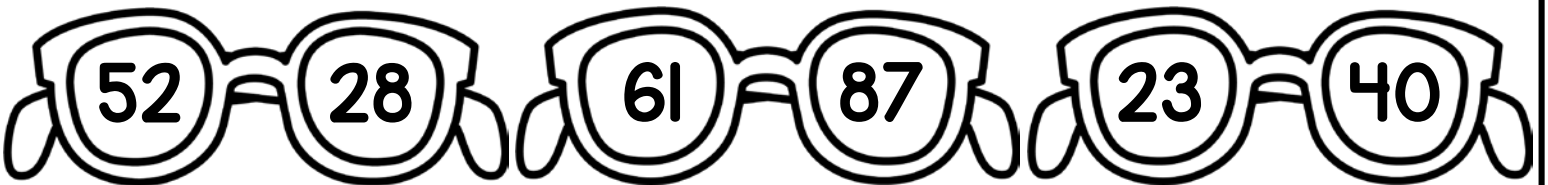
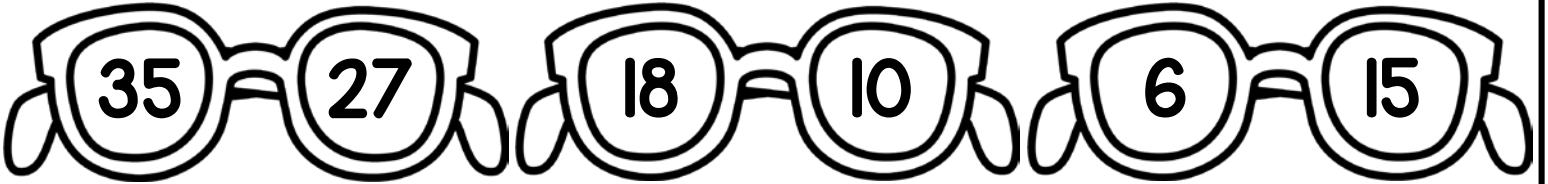
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# A "Shade" Greater

Directions: Look at each pair of sunglasses. Compare the numbers. Color in the side that shows the greater number.



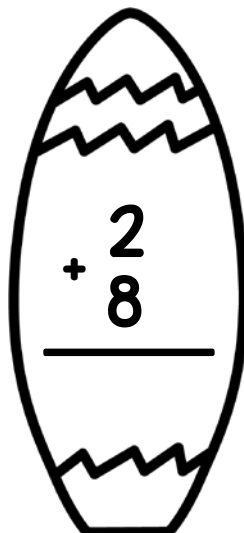
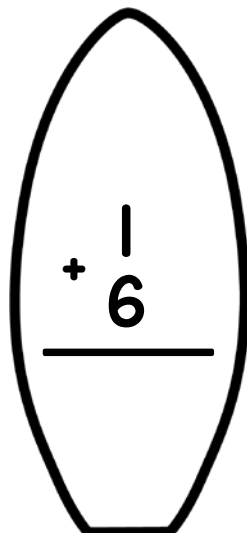
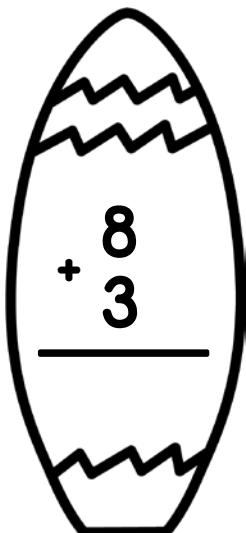
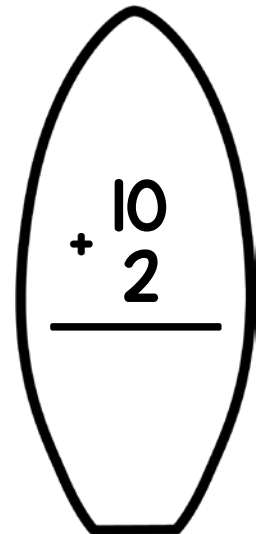
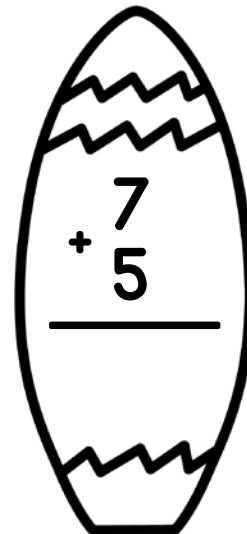
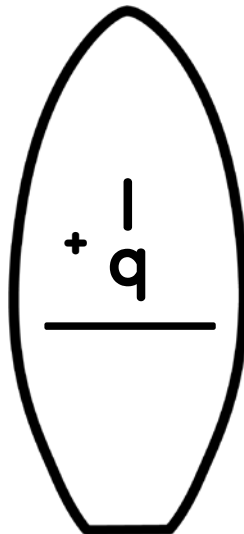
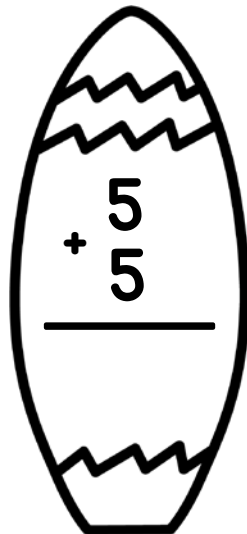
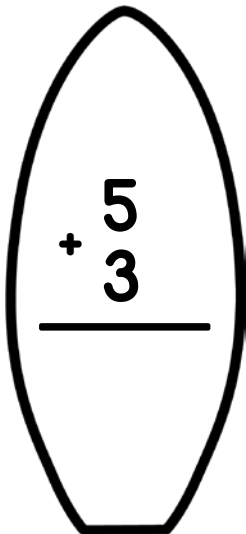
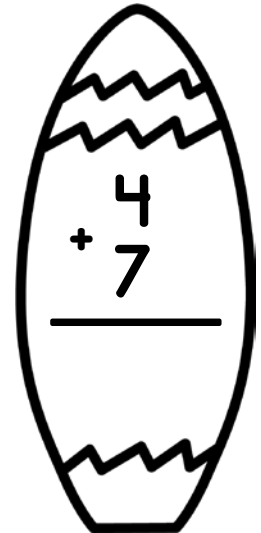
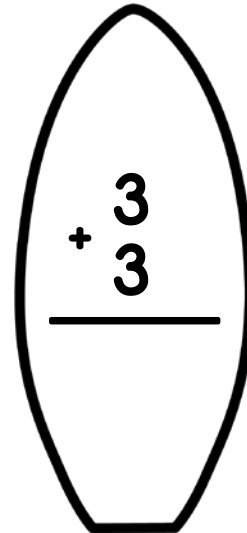
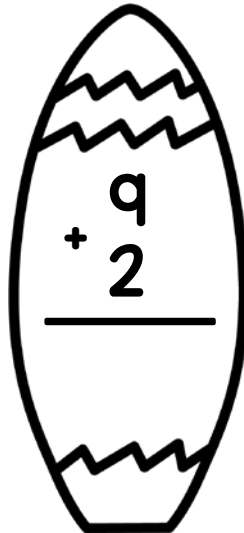
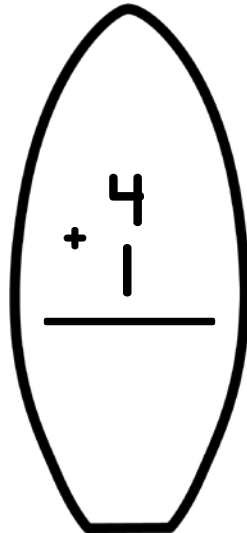
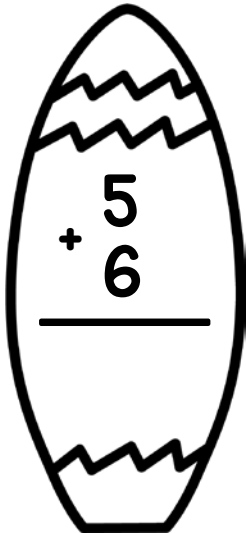


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Surf Board Addition

Directions: Write the sums on each surfboard. Then, color all of the odd sums blue and the even sums green.

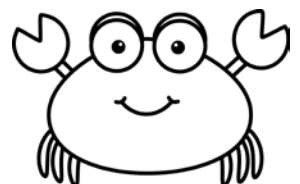
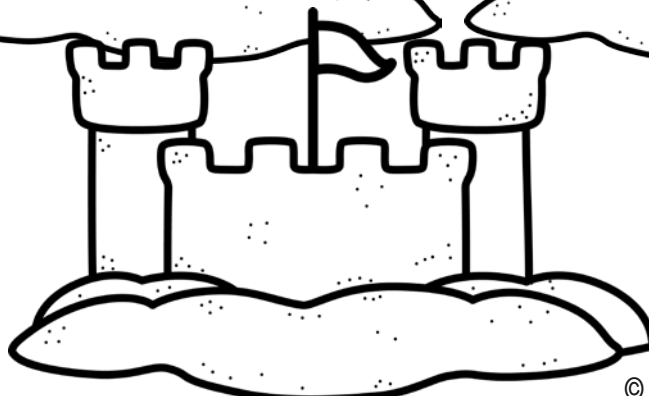
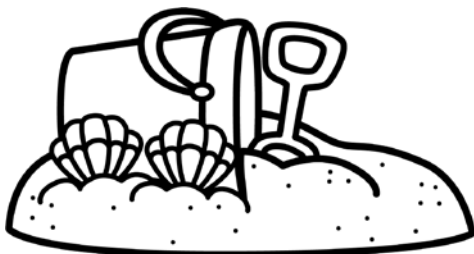
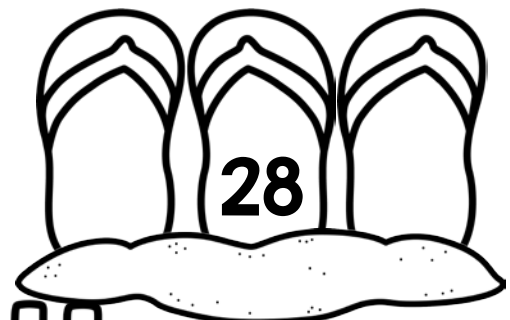
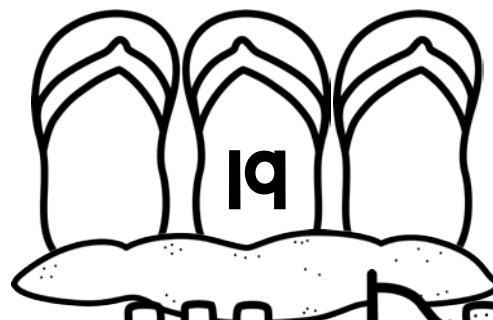
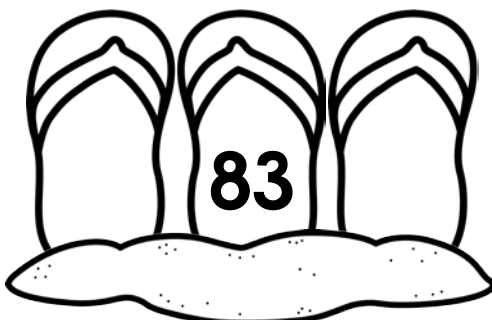
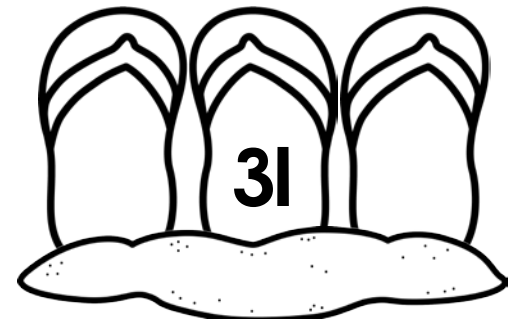
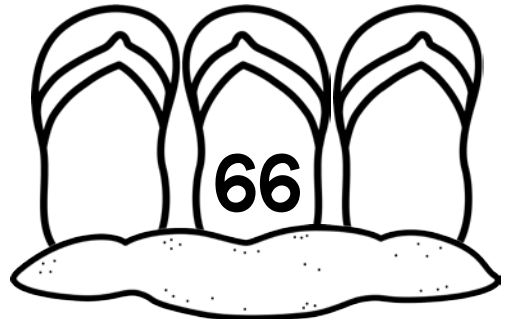
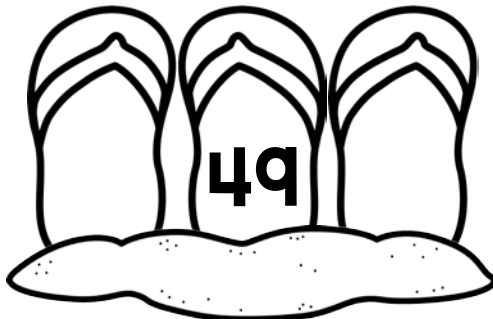
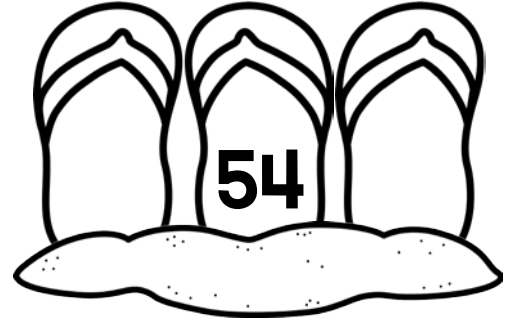
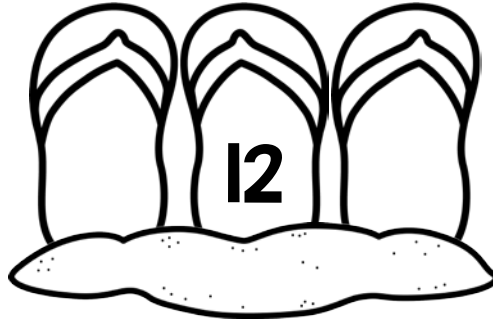
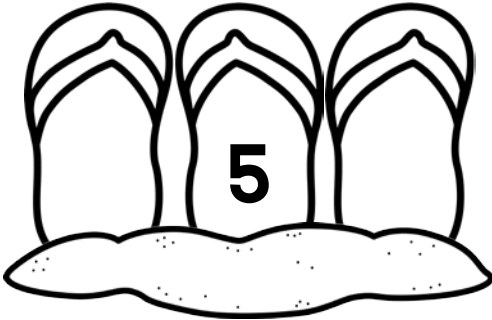


Name: \_\_\_\_\_

Date: \_\_\_\_\_

# FLIP FLOP Number Order

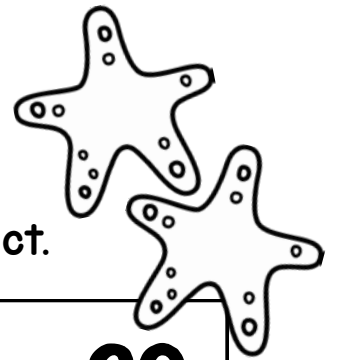
Directions: Write the number that comes before and after the number shown. Then, color the even numbers blue and the odd numbers orange!



















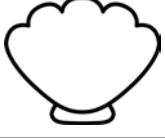



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Mermaid Math



Directions: Fill in the shell with the missing addition or subtraction symbol to make the number sentence correct.

5  5 = 10	15  5 = 20
7  1 = 8	2  10 = 12
8  5 = 3	20  2 = 18
10  6 = 4	3  4 = 7
9  4 = 5	6  5 = 11
12  3 = 15	13  3 = 10
7  4 = 11	11  5 = 16
10  2 = 8	12  6 = 6
1  6 = 7	14  4 = 18
4  2 = 2	16  3 = 19

