

Weekly Checklist



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

	Reading	Writing	Math/Science
MON 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Go For It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log <input type="checkbox"/> Journeys workbook Volume 2 pages 19-20	<input type="checkbox"/> Journal entry: What did you do over the weekend? <input type="checkbox"/> One O letter practice page <input type="checkbox"/> Write new sight words (good, was, then) three times	<input type="checkbox"/> Math: Number bonds Page 267 <input type="checkbox"/> Optional Science: Solar System Science
TUE 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Go For It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log <input type="checkbox"/> Journeys workbook Volume 2 page 21	<input type="checkbox"/> Journal entry: What is something you are good at? <input type="checkbox"/> One O letter practice page <input type="checkbox"/> Write new sight words (good, was, then) three times	<input type="checkbox"/> Math: Page 268 <input type="checkbox"/> Optional Science: Solar System Science
WED 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Go For It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log <input type="checkbox"/> Journeys workbook Volume 2 page 22	<input type="checkbox"/> Journal entry: What was your favorite part of the story? <input type="checkbox"/> One letter O letter practice page <input type="checkbox"/> Write new sight words (good, was, then) three times	<input type="checkbox"/> Math: Page 277 <input type="checkbox"/> Optional Science: Solar System Science
THU 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Go For It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log <input type="checkbox"/> Journeys workbook Volume 2 page 23	<input type="checkbox"/> Journal entry: Use at least one of the new sight words in a sentence. <input type="checkbox"/> One letter O practice page <input type="checkbox"/> Handwriting first and last names	<input type="checkbox"/> Math: Page 278 <input type="checkbox"/> Optional Science: Solar System Science
FRI 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Go For It</i> <input type="checkbox"/> Journeys workbook Volume 2 page 24	<input type="checkbox"/> Journal entry 'This weekend I want to...' <input type="checkbox"/> One letter O practice page <input type="checkbox"/> Handwriting first and last names	<input type="checkbox"/> Math: Page 279 <input type="checkbox"/> Optional Science: Solar System Science

Reading Log to do

1. Read a book by yourself or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
4. Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character? 	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story? 	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

Parent Instructions for ECRI Routines

**We suggest you repeat these routines daily*

Irregular Word Reading:

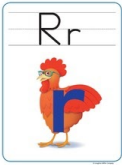
Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. Say the word, next have your student read the word out loud as you slide your finger. Next, you will tap under each letter and say each letter then, have your student do it 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.

Alpha Friend Card Practice:

You're going to practice the Alpha card(s). You will then tap next to the picture card and your student will say the name, sound and spelling out loud.



(Card: Reggie Rooster, Sound rrrr, Name R)

Letter Name Review:

Your student is going to practice letter names. Point to a letter, say then name in their heads. You will then tap under the letter and your student will say the letter name.

Sound Spelling Review:

Your student is going to practice saying sounds. Point to a letter, have them say the sound in their head. You will then tap under the letter 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. Pick 2 to 4 words from the **Regular Words** list. You will say the word out loud (without a visual example) ask how many sounds in word and say them say word again and then write it.



Aa

Andy Apple



Bb

Benny Bear



Cc

Callie Cat



Dd

Dudley Duck



Ee

Edna Elephant



Ff

Fifi Fish



Gg

Gertie Goose



Hh

Hattie Horse



Ii

Iggy Iguana



Jj

Jumping Jill



Kk

Keely Kangaroo



Ll

Larry Lion



Mm

Mimi Mouse



Nn

Nyle Noodle



Oo

Ozzy Octopus



Pp

Pippa Pig



Qq

Queenie Queen



Rr

Reggie Rooster



Ss

Sammy Seal



Tt

Tiggy Tiger



Uu

Umbie Umbrella



Vv

Vinny Volcano



Ww

Willy Worm



Xx

Mr. X-ray



Yy

Yetta Yo-yo



Zz

Zelda Zebra



sh



ch



th



wh

good	was	then	say
------	-----	------	-----

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.

good	was	then	say
new	said	was	then
good	from	came	but
on	will	be	into

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.

- My turn.** Use the signal for each word.* Model until students are successful with the routine.
- Your turn.** Go back to the first word on the chart. Use the signal for each word.*
- 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

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



Correcting Student Errors

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

Ozzie Octopus

Dudley Duck

Reggie Rooster

Gerlie Goose

Sound-Spelling Card Introduction and Practice



**Signal to introduce a new sound-spelling card*

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

You're going to learn the new sound-spelling card(s). When I tap the card, you'll repeat the name, sound, or spelling.

1. 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 picture.
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. Repeat steps 1 through 4 for each of the new cards.



Correcting Student Errors

1. **Let's practice this one together.**
2. Follow the signal to introduce a new sound-spelling card* steps 1 through 4.
3. Practice two other sound-spelling cards.
4. Re-present the missed card following the signal to practice the sound-spelling card** steps 1 through 4.
5. Continue presenting the sound-spelling cards.



Now you're going to practice the new 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.

o	g	i	q
r	d	n	o
o	r	b	i
d	o	g	o

Letter Name Review

You're going to practice saying letter names.
When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

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



*Signal for each letter name

1. Touch to the left of the letter. Name?
2. Wait 2 seconds for students to think.
3. Tap finger under the letter.



Correcting Student Errors

1. **My turn.** Re-present the missed letter name.
2. **Your turn.** Re-present the missed letter name.
3. Back up two letters and continue presenting the letter names on the chart.

o	g	i	a
r	d	n	o
o	r	b	i
d	o	g	o

Sound-Spelling Review: Beginning

You're going to practice saying sounds. When I point to a letter, say the sound in your head. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show you how to say the sounds for the first two letters.

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. For stop sounds, tap finger under the sound-spelling.

— Or —

For continuous sounds, touch under the sound-spelling for 2 seconds.



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.

mop	cat	dot	fan
on	cot	can	if

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.**

DICTATION PAPER

DICTATION

CORRECTIONS



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SPELLING
SCORE:



Go for It!

by William Alfred
illustrated by Jill Dubin



Here is Pat. Pat can dig it.
Go for it, Pat!
Dig it, Pat. Dig it.



Nan can sit and dab it.
Go for it, Nan!
Dab it, Nan. Dab it.



Mim can sip it.
Go for it, Mim!
Sip it, Mim. Sip it.



Dan can tap it for sap.
Go for it, Dan!
Tap it, Dan. Tap it.



Sid can pat the big pig.
Go for it, Sid!
Pat the pig, Sid.



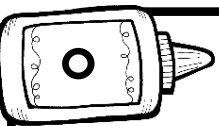
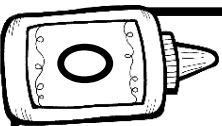
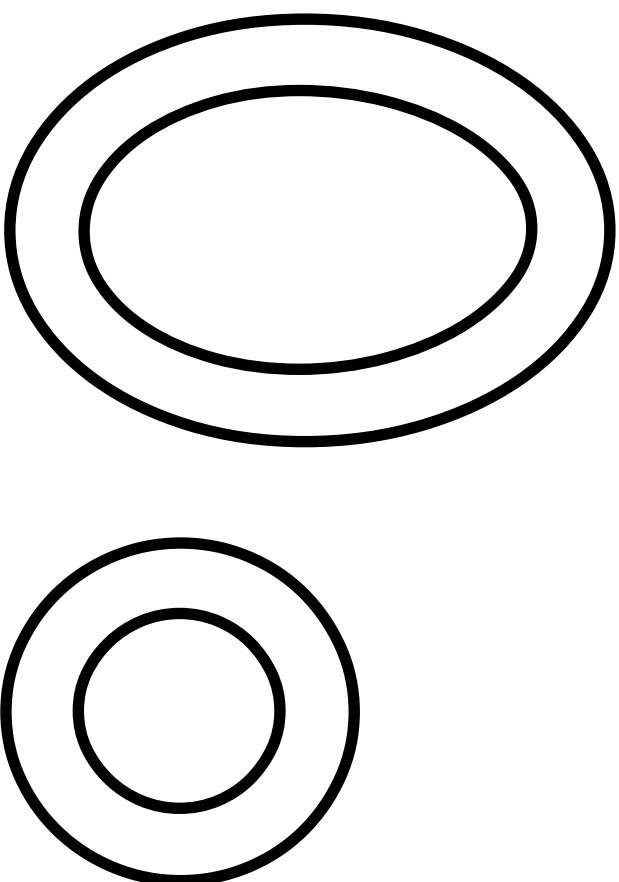
Tad and Pam can dip.
They go for it!
Dip, Tad! Dip, Pam!



Cut all the uppercase and lowercase cards out and use them for any of the following activities:

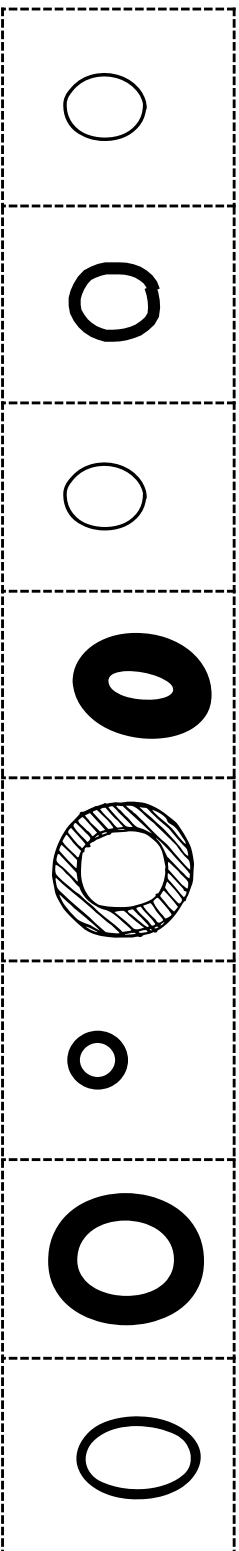
- Matching uppercase to lowercase letters
- Put in alphabetical order with uppercase letters
- Put in alphabetical order with lowercase letters
- Play memory but turning all the letters over and matching uppercase to lowercase
- Using the lowercase letters use as flashcards and practice letter names
- Using lowercase letters use as flashcards practicing letter sounds
- Do a sprint and time yourself and how fast you can say all the letter names, and try beating your time!
- Pull the lowercase letters : a,t,c,p,m,f,b,i,j,n,g,d and make words, write them down and share with your teacher

All About Letter

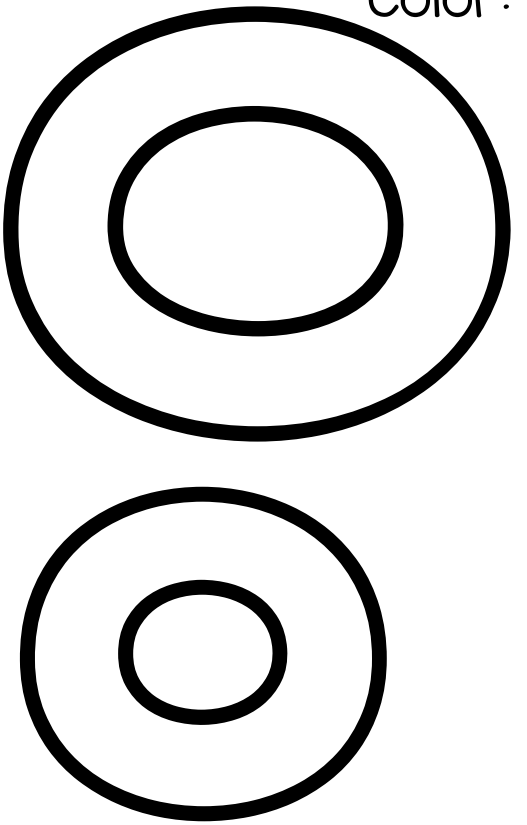


Name: _____

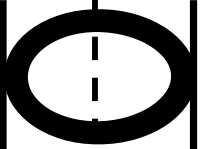
By: Miss Helen's Hippos



Color:



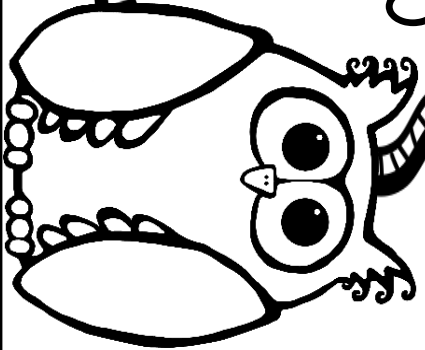
Print:



Circle:

Y o O h o
V o q p o O
d o o h a o +
o c o o h a o +
O g o o O

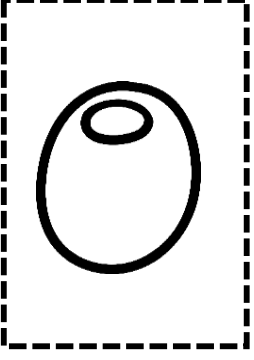
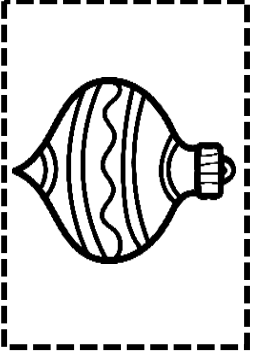
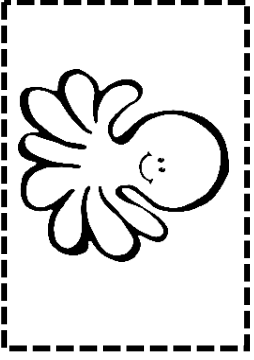
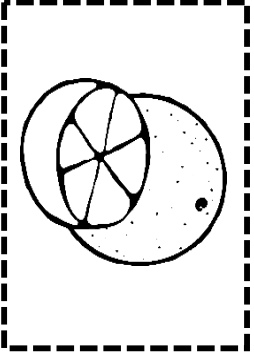
Cut, Color
and Glue:



glue picture	olive
glue picture	orange
octopus	ornament

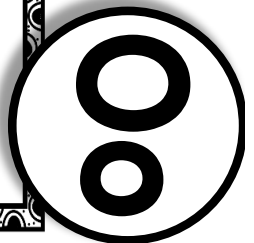
glue picture	orange
glue picture	ornament

By: Miss Helen's Hips



Directions: Cut out the pictures and sort into groups of pictures that start with Oo, and those that don't. Glue into the correct box.

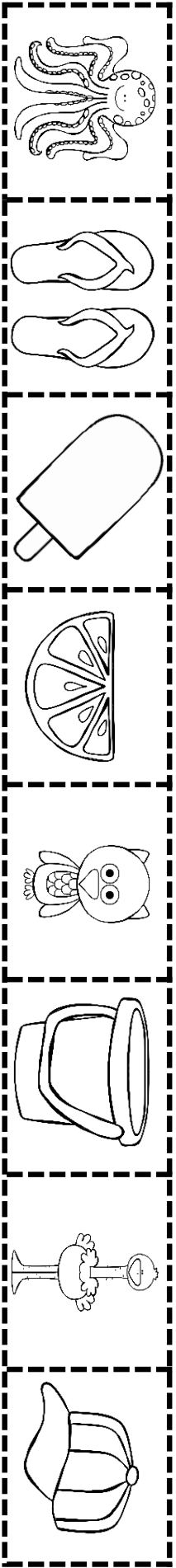
Alphabet Sort!



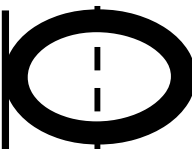
Oo

Not Oo

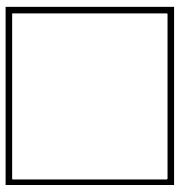
By: Miss Helen's Hoppers



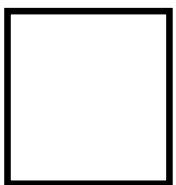
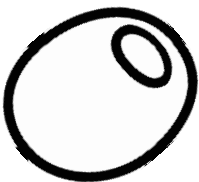
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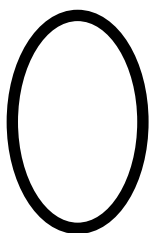
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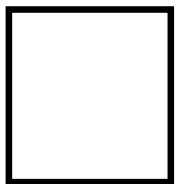
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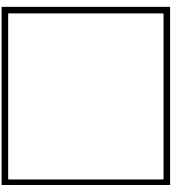
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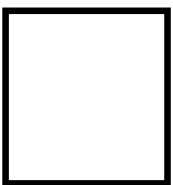
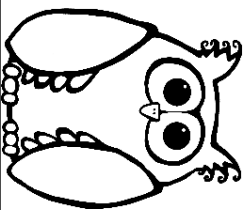
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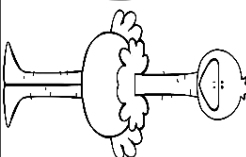
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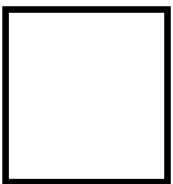
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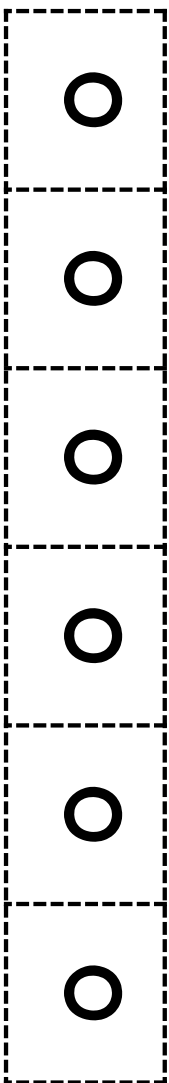
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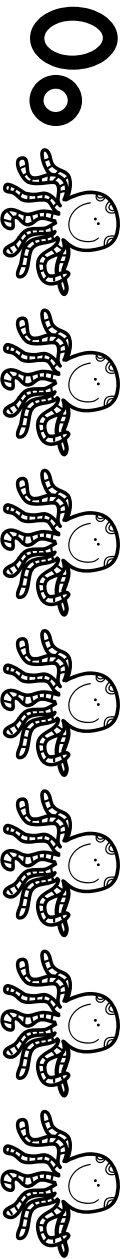


s



b





Read:

The octopus is big.

Cut and glue:

--	--	--	--

Write the sentence:

Oo

o o

Illustrate:

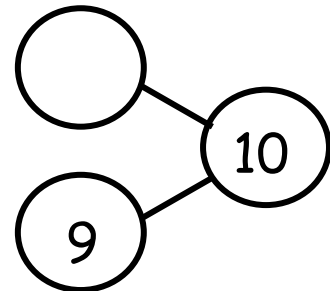
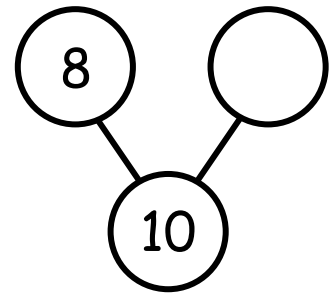
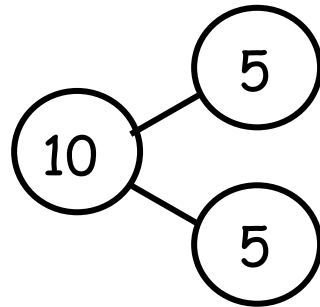
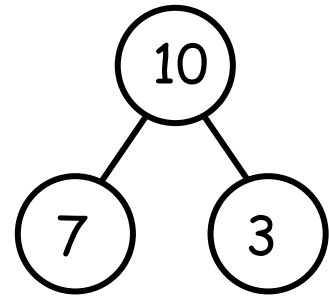


octopus	is	The	big.
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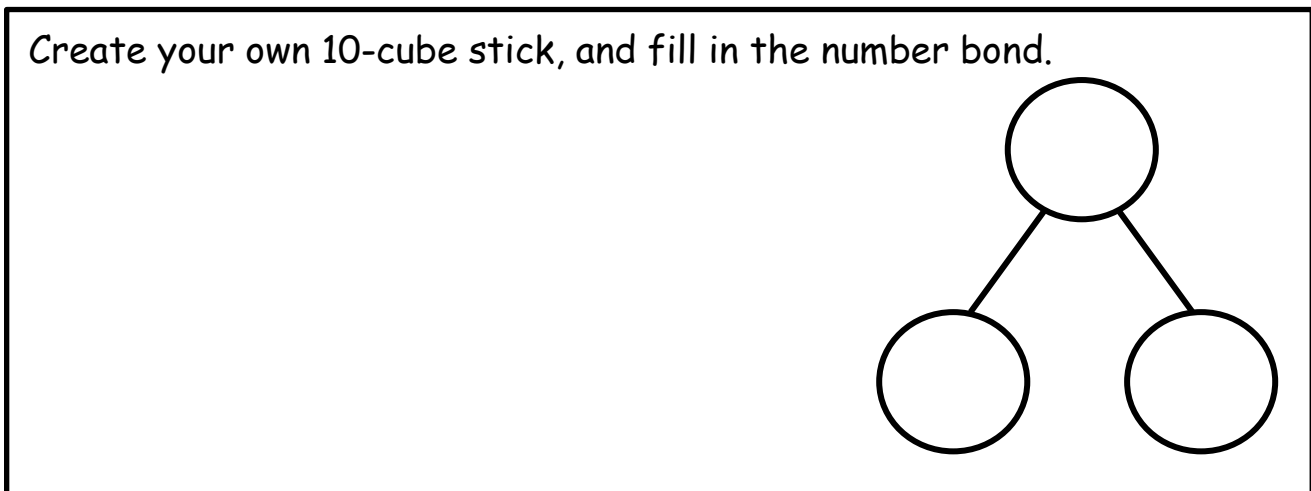
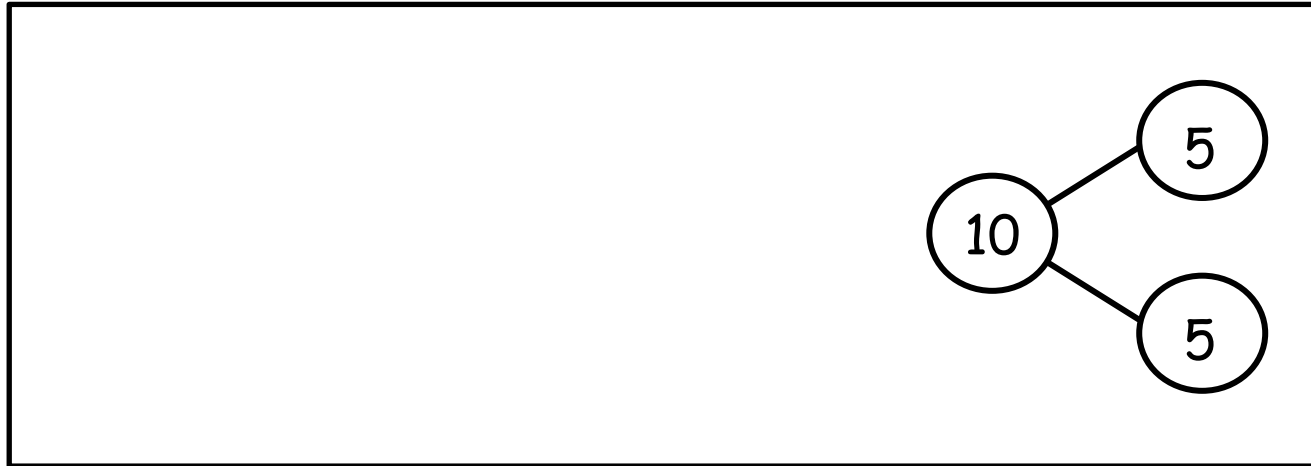
Name _____

Date _____

These squares represent cube sticks. Look at the linking cube sticks. Draw a line from the cube stick to the number bond that matches. Fill in the number bond if it is not complete.



Draw and color cube sticks to match the number bonds.



Name _____

Date _____

Write a number bond to match each domino.

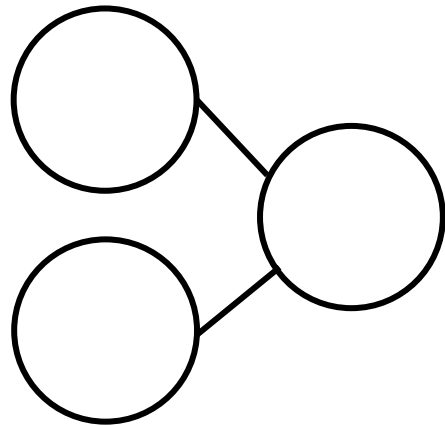
On the back of your paper, draw 1 of the dominoes and a blank number bond. Pretend you are the teacher, and ask an adult at home to fill it in.

Name _____

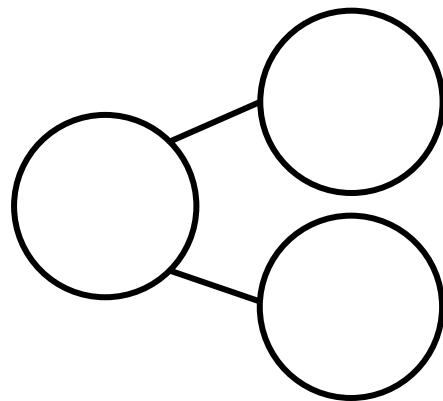
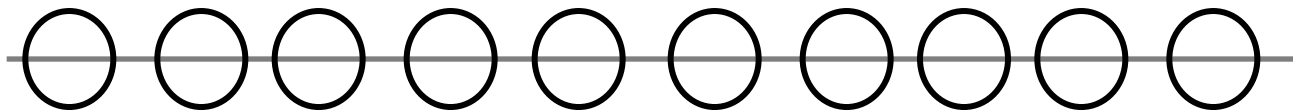
Date _____

Pretend this is your bracelet.

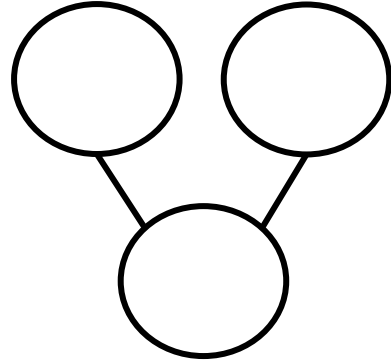
Color 5 beads blue and the rest green. Make a number bond to match.



Color some beads yellow and the rest orange. Make a number bond to match.



There were 10 dragons playing. Some were flying, and some were running. Draw the dragons. Fill in the number bond.



Create your own story of 10. Draw your story and a number bond to go with it.

FUN SOLAR SYSTEM SCIENCE ACTIVITIES

Inner Planets

Mercury

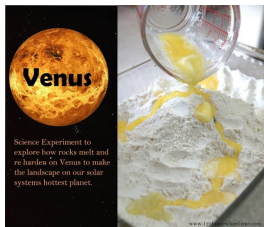
Mercury is a small planet and the planet closest to the sun. Only one spacecraft (*Mariner 10*) has gotten close to Mercury. During the day it is more than 750 F, but at night it gets down to -300 F.



We made a model of mercury by mixing 1 cup of flour, 1/4 cup salt, 1 tsp oil, and 1/4 cup water. After we'd shaped it we hit the planet with rocks of different sizes to make the craters Mercury is known for.

Venus

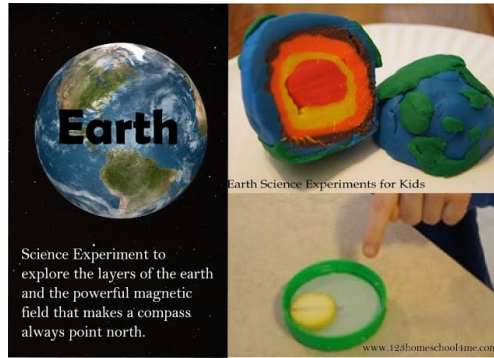
Venus is the hottest planet in the whole solar system because of its location near the sun and dense atmosphere that traps in the sun's heat. There are volcanoes that spew lava on its surface.



Venus Science Experiment To help the kids understand that Venus was so hot that rocks melted we set up this simple **science experiment**. We made a mound by overturning a custard dish and covering it and the surrounding area with flour. I showed them a 1/4 stick of butter that was solid like rocks. I melted it in the microwave just like the heat melts rocks on Venus. Then we poured it over the center of the overturned custard dish so the kids would see it form streams. When it cooled down the butter turned back hard, just like the rocks on Venus.

Earth

Read several books on earth and discuss how the earth is the perfect home, the layers of the earth, how the atmosphere protects us (keeping us warm and burning up meteors before they hit the earth), how our tilt gives us seasons, and more.



Earth Science Experiment For hands on activities consider **making a playdough earth** (showing the layers) or **make a compass** (because of our powerful magnetic field a compass always points north). Find a plastic lid (think the size of a mayonnaise jar) and fill it with water. Slice a carrot, zucchini, etc. Strike a needle with a magnet 40 times and insert it in the veggie. Put veggie in the lid with water & watch it work! Goofy that it was pretty cool!!

Mars

The reason this planet is called the red planet is because the red look comes from the iron in the dirt. Talk about how scientists are hoping to have a colony on Mars someday (you can read more about the **2025 Mars settlement**)

This terrestrial planet has mountains, valleys, and volcanoes including a volcano called **Olympus Mons** the largest volcano in our whole solar system.



Homemade Volcano To make our Olympus Mons we put red construction paper on a baking sheet. We put an empty 2L bottle in the center.

We wadded up paper around the 2L bottle to make the volcano. Then we covered the entire surface with our **favorite playdough recipe** tinted **brown**. The volcano looked amazing!
Now for the eruption! We put 6 tsp baking soda in the bottle. In a separate measuring cup put 2 cups vinegar, red food coloring, and a squirt of dish detergent. When you are ready for the eruption pour the vinegar mixture into the bottle and stand back - **it is going to erupt!**