

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>	<ul style="list-style-type: none"> <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 	<p><input type="checkbox"/> <i>Shop 'til you Drop</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board <input type="checkbox"/> Solar System: <input type="checkbox"/> <i>Sun Experiments & Moon tracker</i> <input type="checkbox"/> <i>Journal Sun & Moon observations</i>
<p>TUE</p> <p>20 to 75 min.</p>	<ul style="list-style-type: none"> <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 	<p><input type="checkbox"/> <i>Sketch and Share</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Squiggle Story <input type="checkbox"/> Solar System: <input type="checkbox"/> <i>All about the Sun & Without the Sun writing prompts</i> <input type="checkbox"/> <i>Journal Sun & Moon observations</i>
<p>WED</p> <p>20 to 75 min.</p>	<ul style="list-style-type: none"> <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 	<p><input type="checkbox"/> <i>How Far Away</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board <input type="checkbox"/> Solar System: <input type="checkbox"/> <i>Solar Oven Experiment</i> <input type="checkbox"/> <i>Journal Sun & Moon observations</i>
<p>THU</p> <p>20 to 75 min.</p>	<ul style="list-style-type: none"> <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 	<p><input type="checkbox"/> <i>Measure and Compare</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Picture of the Day <input type="checkbox"/> Solar System: <input type="checkbox"/> <i>Phases of the Moon</i> <input type="checkbox"/> <i>Journal Sun & Moon observations</i>
<p>FRI</p> <p>20 to 75 min.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Write 3 sentences using dictation words. <input type="checkbox"/> Read weekly story 	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Assessment</i> <input type="checkbox"/> <i>Optional math fluency</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board <input type="checkbox"/> <i>Journal Sun & Moon observations</i>

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.

into	their	toward	what's
------	-------	--------	--------

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.

into	their	toward	what's
nothing	took	out	found
everyone	field	floor	one

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.

or	oy	ur	or
Or	er	ir	th

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.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 5, Lesson 22, Day 3

largest	higher	darker	shortest
quizzes	Vermont	smartest	nickels
see	threw	longer	thinking
kindest	between	brighter	maddest

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.

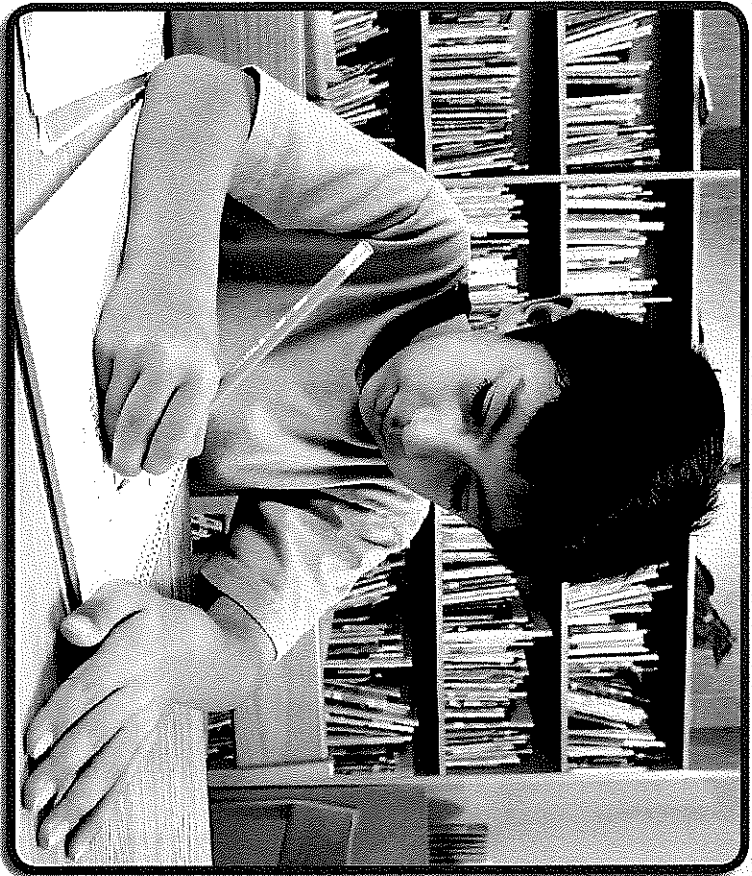
2.

3.

Name _____

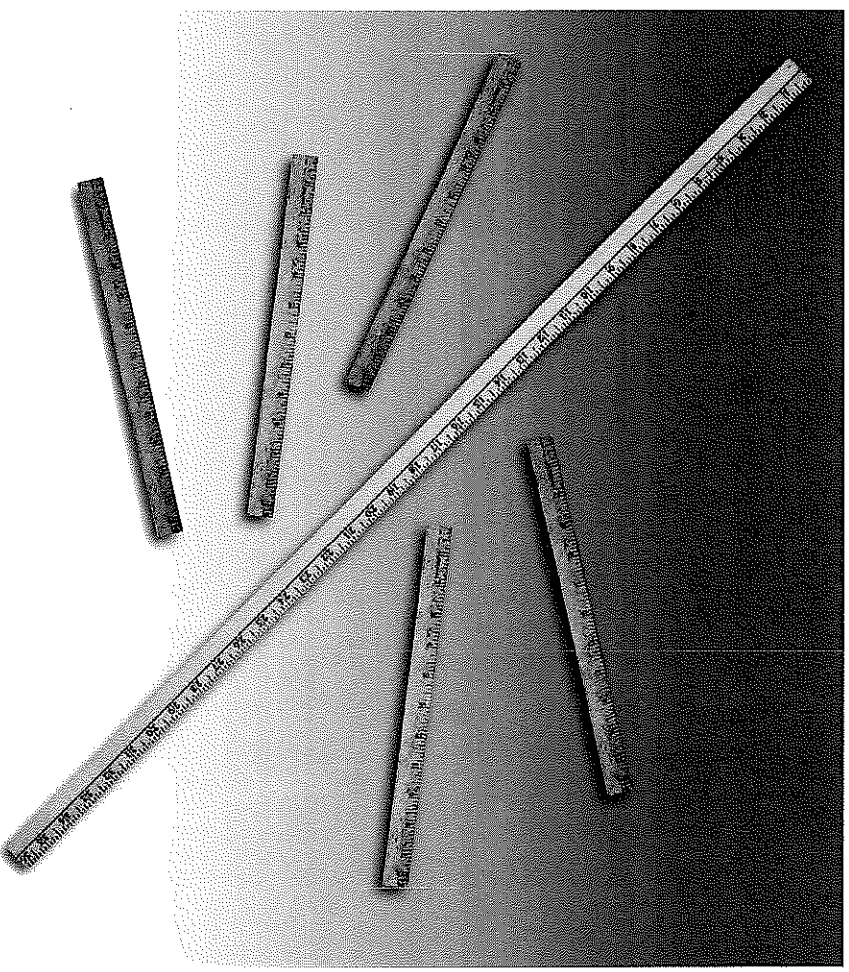
Get Smarter!

by Beth Dimm



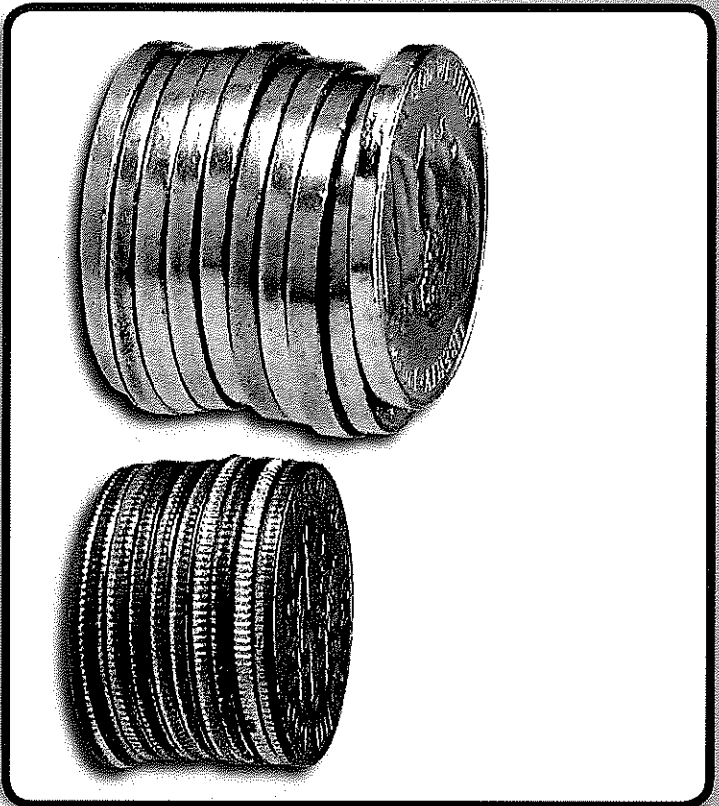
Be smart. Be smarter. Be the smartest you can be! Start by reading these quiz pages and train your brain.

25



Which is longer, five feet or one yard? Think hard and don't rush. Five feet is sixty inches long. One yard is thirty-six inches long. So five feet is much, much longer! That's smart thinking!

26



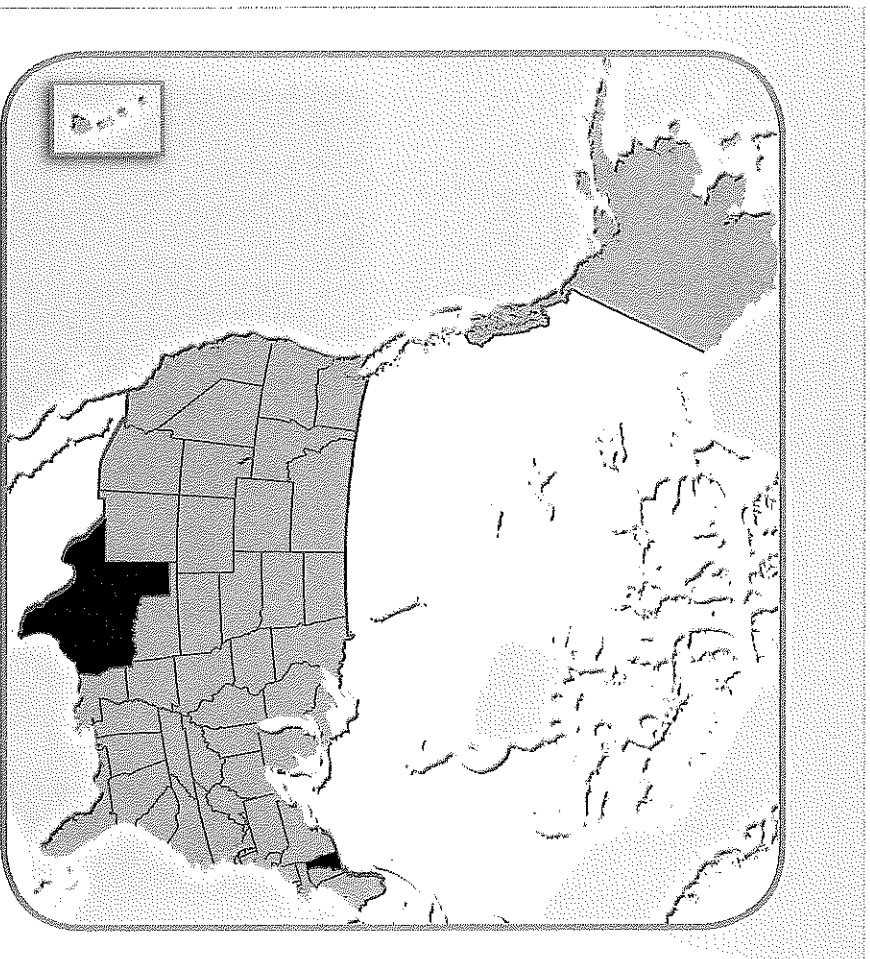
What's higher, a pile of ten nickels or ten dimes? Place them side by side. The nickel pile is higher. Nickels are thicker than dimes. Yet dimes can get you twice as much stuff in stores!

27



What's older, a dam or a foal? Both dams and foals are horses. A foal is a baby horse. A dam is its mother. So that means dams must be older than foals. Don't you feel much smarter?

28



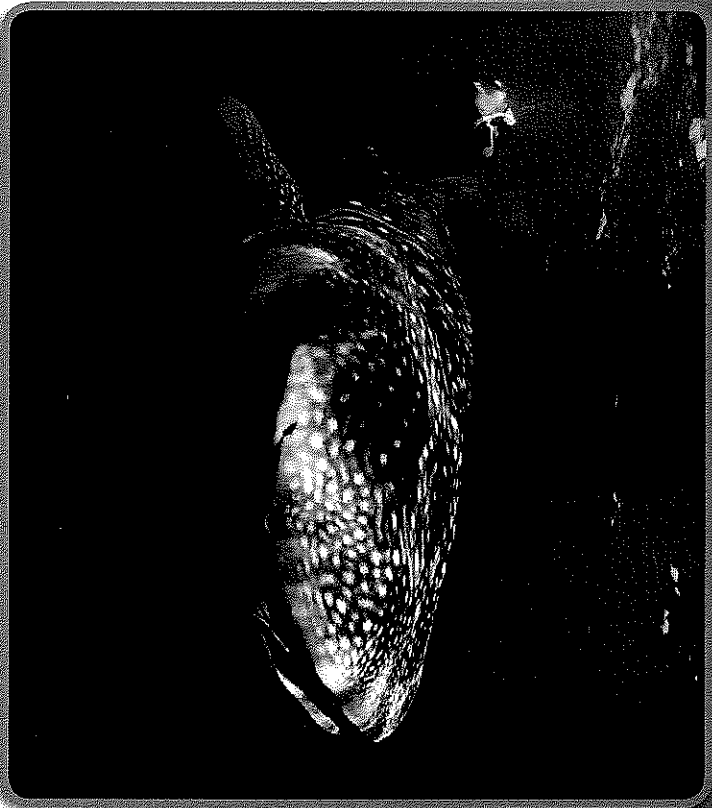
Which is a bigger state, Texas or Vermont? Texas is much bigger. It is about thirty times bigger in size than Vermont. In fact, Texas is the second biggest state in our land.

29



This quiz is about the sea: Which is wider, the floor in your home or in the sea? The sea floor is miles and miles and miles wide. The floor in your home is not that wide!

30



What's the longest fish in the sea?
It's the whale shark. Whale sharks are
sharks, not whales. Whale sharks can be
more than forty feet long. That's as long
as a long bus!

31



What's the longest of all the words
you can use? "Smiles"! "Smiles" is the
longest. There's a "mile" between the
first and last letter. That's far!
Quizzes solved! You are on your way
toward being smarter.

32

Reading Strategy BINGO

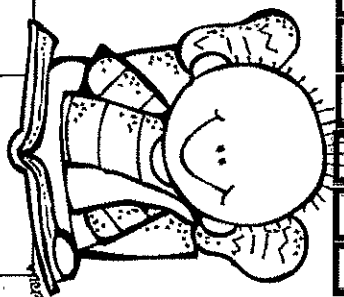
Name: _____ Due Date: _____ Period: _____

<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: _____

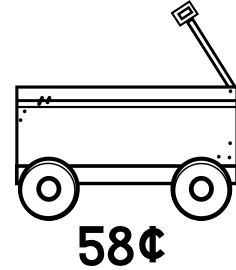
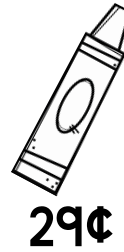
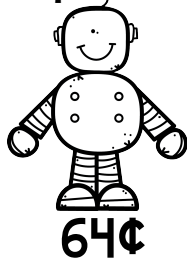
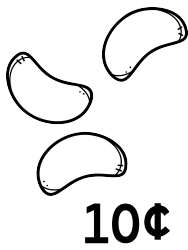
Weekly Reading Log



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

Shop 'til you Drop

Solve the word problems below. Show your math thinking.



You have \$1. Choose any two items and see if you can buy them both with your dollar.

ITEM	PRICE

CAN YOU BUY IT?
 YES
 NO

You have \$1. Choose two different items and see if you can buy them both with your dollar.

ITEM	PRICE

CAN YOU BUY IT?
 YES
 NO

You have \$1. Choose any three items and see if you can buy them all with your dollar.

ITEM	PRICE

CAN YOU BUY IT?
 YES
 NO

Sketch and Solve

Solve each word problem. Show your match thinking using pictures.

Hank has 3 ten dollar bills, 10 five dollar bills and 8 one dollar bills. He has \$12 more than Theo. How much does Theo have?

Tessa has 7 ten dollar bills, 4 five dollar bills and 12 one dollar bills. She spends \$38 on shoes. How much money does she have left?

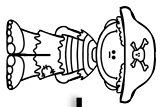
Carter had 75 cents. He can only find 1 quarter, 3 dimes, and 2 nickels. What coin is he missing?

Sally has 3 quarters, 1 nickel and a penny. She buys an ice cream for \$65 cents. How much money does she have left?

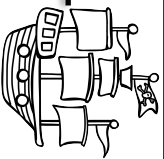
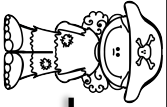
Jake found 6 ten dollar bills, 7 five dollar bills and 2 one dollar bills. He gives \$48 to his friend Tyler. How much does he have left?

M7.L13

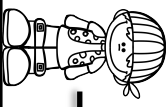
How far Away?
Measure how far each pirate is from the item they are searching for.



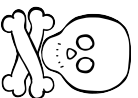
-----inches



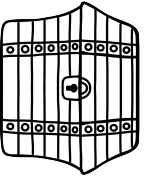
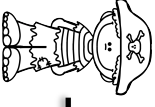
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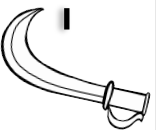
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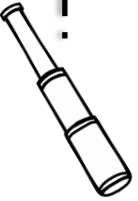
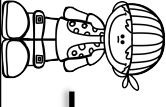
-----inches



-----inches









-----inches



-----inches

Measure and Compare

Measure each length below.

1		--- in.
2		--- in.
3		--- in.
4		--- in.
5		--- in.
6		--- in.

Which line was the longest? 1 2 3 4 5 6

Which line was the shortest? 1 2 3 4 5 6

What is the difference between the longest and shortest? (Write an equation to show your thinking)

What is the difference between line 2 and 5? (Write an equation to show your thinking)

M7.L16

Assessment

M7.LII-15

Name: _____

Score: _____

Solve the problems below. Show your math thinking.





You have \$1. You buy ice cream for 26¢ and a cookie for 33¢. How much money do you have left?

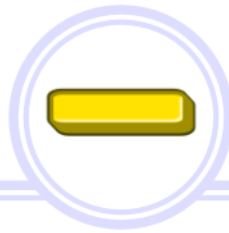
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You have 2 ten dollar bills, 3 five dollar bills and 12 one dollar bills. Your friend gives you \$18. How much money do you have now?

--

Measure the length between the pirate and the objects using a ruler.

 ----- 	-----inches
 ----- 	-----inches



Name: _____

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

$$\begin{array}{r} 92 \\ - 87 \\ \hline \end{array}$$

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

$$\begin{array}{r} 40 \\ + 33 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 70 \\ - 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 59 \\ + 37 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 92 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 88 \\ - 41 \\ \hline \end{array}$$

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

$$\begin{array}{r} 34 \\ + 76 \\ \hline \end{array}$$

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

$$\begin{array}{r} 80 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 23 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ + 99 \\ \hline \end{array}$$

$$\begin{array}{r} 79 \\ + 78 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ + 96 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ + 85 \\ \hline \end{array}$$

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

$$\begin{array}{r} 60 \\ + 21 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 63 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 79 \\ - 68 \\ \hline \end{array}$$

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

Total: 40

Goal: _____

Complete: _____

Correct: _____

Money

Who spent more?

Ivy

Jack



Money

Who spent more?

Molly

Nicole



Money

Who spent more?

Kelly

Liam

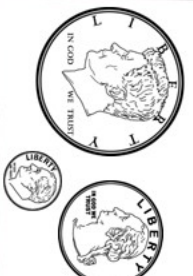


Money

Who spent more?

Owen

Polly



Answer

Ivy

Answer

Nicole

Answer

Liam

Answer

Owen

Word Problem

Kristen has 5 marbles.
Mitch has 4 marbles.
How many marbles
are in all?

Word Problem

Patrick has 9 baseball
cards. He gives 2
cards to his sister.
How many baseball
cards does he have
left?

Word Problem

There were 8 slices of
pizza. Maggie ate 3
slices. How many
slices were left?

Word Problem

Dad eats 6 blue jelly
beans and 5 green
jelly beans. How many
jelly beans did he eat
in all?

Answer

5 slices

Answer

9
marbles

Answer

11 jelly
beans

Answer

7 baseball
cards

Weekly Sight Word List

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

- into
- their
- toward
- what's
- nothing
- took
- out
- found
- everyone
- field
- floor
- one

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

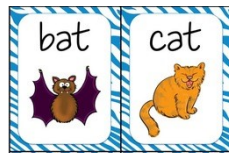
Make a matching game (on index cards).



Write a sentence using each word.

The cat climbed down the tree.

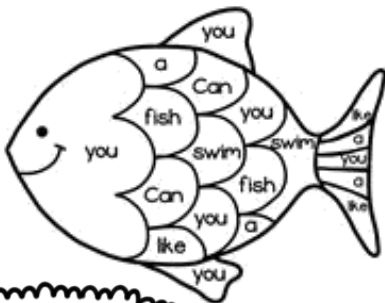
Write as many rhyming words as you can come up with for each word.



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.



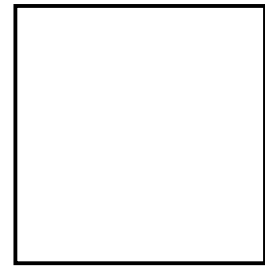
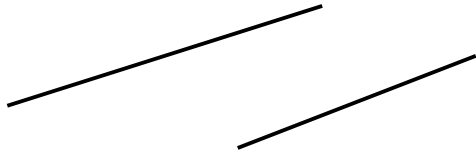
Write your words as "bubble" words.

That

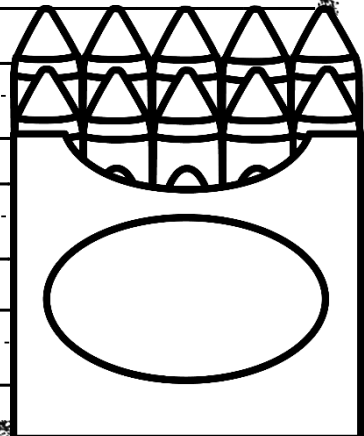
Squiggle Story

Name: _____

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



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



DESCRIBE & INFER with

PICTURE OF THE DAY

Weekly Assessment #5

Name:



Observations/Details:

1.
2.
3.
4.
5.

I infer

because

Information to Parents & Guardians,

This week we will wrap up our unit of the **Solar System** by learning about the **Sun** and the **Moon**!

Keep the previous week's packet pages that shared the resource page which included other fun factual sights, videos, books, and songs related to the Solar System. **Explore** those sights about the sun and moon, 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 **many more fun science activities** below that relate to this week's study on the Sun and Moon. While engaging in the fun, stop a moment to **journal your predictions, observations, and conclusions.** Again, if you take any pictures, send them my way!

Below are some sites that include more learning about the Sun and Moon. The first site is **Mystery Science.** It includes a lot of information from our friend Doug, as well as some really fun activities. Take a look!

<https://mysteryscience.com/sky/sun-moon-stars>

<https://mysteryscience.com/mini-lessons/blood-moon>

<https://mysteryscience.com/mini-lessons/lunar-eclipse#slide-id-5549>

<https://mysteryscience.com/mini-lessons/moon-travel>

<https://mysteryscience.com/mini-lessons/astronaut-and-sun>

<https://mysteryscience.com/mini-lessons/moon>

<https://mysteryscience.com/watching/mystery-5/sunlight-warming-engineering/129?r=7726369>

Enjoy and Have Fun!

FUN SOLAR SYSTEM SCIENCE ACTIVITIES

The Sun Solar System

The Sun is a star, the biggest thing in our universe, and very hot - 10,000 degrees on the outside and millions of degrees on the inside. In your research you can look up more about solar flares, sun spots, and how the sun is actually all the colors of the rainbow! Did you know that the sky looks blue because it has a shorter wave that hits the layer of gases in our atmosphere? There are so many things to learn about the Sun.

<https://mysteryscience.com/mini-lessons/rainbows#slide-id-8205>



Help kids understand the power of the sun, and the importance of not staring at the sun, with this simple experiment. For this *classic* experiment, kids use a magnifying glass to direct the sun's ray to burn a hole in a leaf.

Note: This should only be done carefully with adult supervision. I recommend you take the opportunity to talk about safety first.

<https://mysteryscience.com/mini-lessons/dangerous-sun>

Stonehenge and the Sun

Did you know you can tell time and seasons using our Solar System? Read about historical **Stonehenge**. Many people believe it was used to tell when Spring had arrived . This was useful for helping them know when to plant and harvest crops.



Solar Oven Science Project

The sun heats things up! You can make a solar oven to harness the energy from the sun. When making a solar oven, the plastic wrap creates a greenhouse, the aluminum foil reflects the sun rays back into the box, and the black tape draws in and holds the heat. You can make the solar oven extra hot by adding wadded up paper to insulate the bottom. I've heard of solar ovens reaching 320 degrees fahrenheit . If you have a thermometer you can measure the heat within your solar oven.

You can make your own s'mores or even melt cheese on top of individual-sized pizzas inside your solar oven. Take pictures of your food experiments and send it to me!

There are many sights where you can go and see other solar oven creations. Below are a few to explore:

https://www.icanteachmychild.com/make-your-own-solar-oven/?_szp=367169

<https://redtri.com/sun-science-experiments/slide/6>



Make Sun Tea

Believe it or not, making a batch of sun tea is an excellent lesson in the power of sunshine. It's a lesson in heat—seeing how long it takes the water to heat enough to really diffuse the tea bags or fresh herbs—and it teaches kids about currents as the water heats up, something you can view as the tea begins to diffuse into the clear water. Don't shake or stir, just let nature take its course.



Sundial for Kids

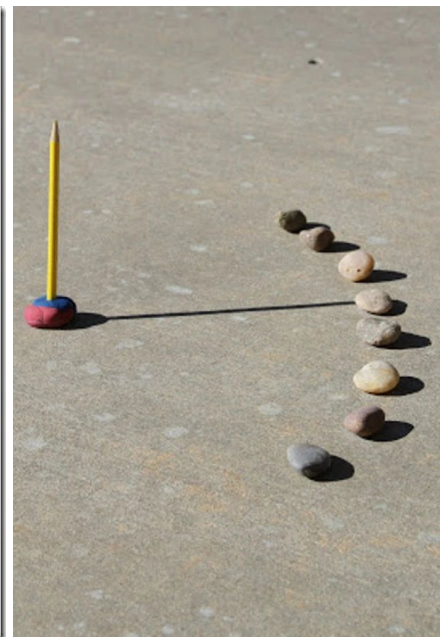
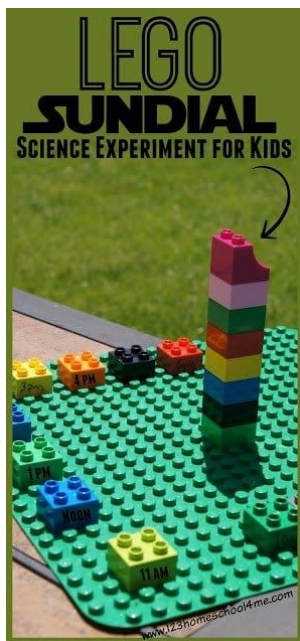
Homemade sundials are a fun way for kids to tell time based on the position of the sun. You can make a sundial out of Legos, sticks and rocks, in the dirt, on the driveway with chalk, in the sand...You can even make a human sundial. You just have to be creative and make sure it is always in the full sun out of the way of shadows. Each hour mark where your "stick" or other straight standing marker creates a shadow on the ground/picnic table/deck. See below for some websites to help you create your own idea.

<https://theresjustonemommy.com/paper-plate-sundial-stem-activity/>

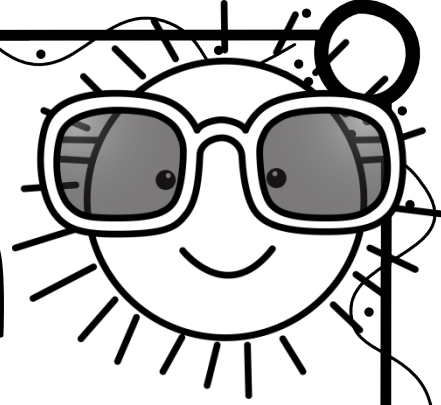
https://www.education.com/activity/article/Make_Sundial/

<https://sciencing.com/strange-interesting-sundials-8631377.html>

<https://mysteryscience.com/mini-lessons/places-times>



Name: _____



ALL ABOUT THE SUN

Directions: In each sun, write down words that describe the sun.

Five large, empty sun outlines arranged in a cross pattern (top-left, top-right, center, bottom-left, bottom-right). Each sun has a scalloped outer edge representing rays. The interiors are completely blank, intended for students to write descriptive words.

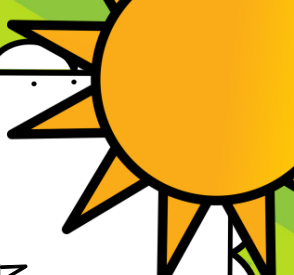
Name: _____



A large empty rectangular box for drawing or writing.

Without the Sun, our Earth...

Seven horizontal lines for writing.



SUN INVESTIGATION:

Making a Solar Oven

Materials:

- small clear plastic cups
- large foam cups
- apple chunks coated with cinnamon and sugar
- plastic wrap
- rubber bands
- black construction paper
- aluminum foil
- tape
- gravel or small rocks
- copies of pages 37-38 for students

Directions:

1. Have students work in pairs or small groups and guide them through the directions on page 37 to make the solar apple baker.
2. Have the students carry their baker outside and place it in a sunny location where it won't be disturbed.
3. After several hours, have the students bring their baker back into the classroom and taste the apples.
4. Students can now complete the "Sun Investigation" (page 38) and share their observations with the class!

• NOTE: Conduct this experiment on a hot, sunny day!

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Making a Solar Apple Baker!

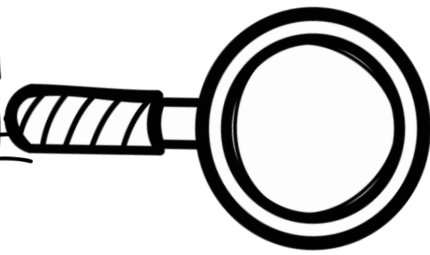
1. Put a handful of gravel in the bottom of the foam cup (this keeps the baker standing upright).
2. Roll the foil (shiny side in) into a cone shape and tape the edges.
3. Place the foil cone into the foam cup.
4. Cover the outside of the plastic cup with black construction paper and tape the paper in place.
5. Put the apple slices in the plastic cup and cover the top with plastic wrap. Secure the wrap with a rubber band.
6. Place the apple-filled cup inside the foil cone.



How it works: The plastic covering helps to trap the Sun's heat energy, while the foil reflects more energy into the baker. The black paper absorbs more heat. When you place the baker inside the foam cup, the foam acts like an insulator that keeps heat inside while cooking the apples!

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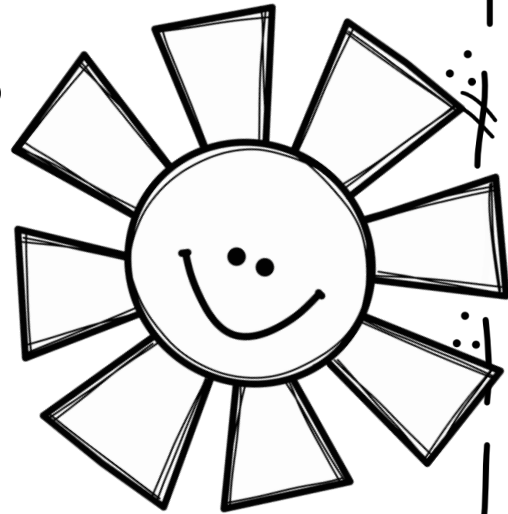
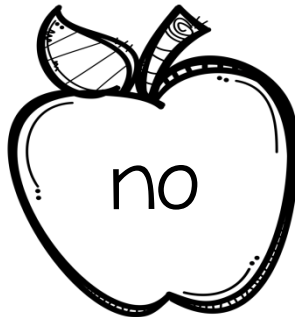
Name: _____



Sun Investigation:

Making a Solar Oven

Did your apples cook?



The apples look _____

The apples smell _____

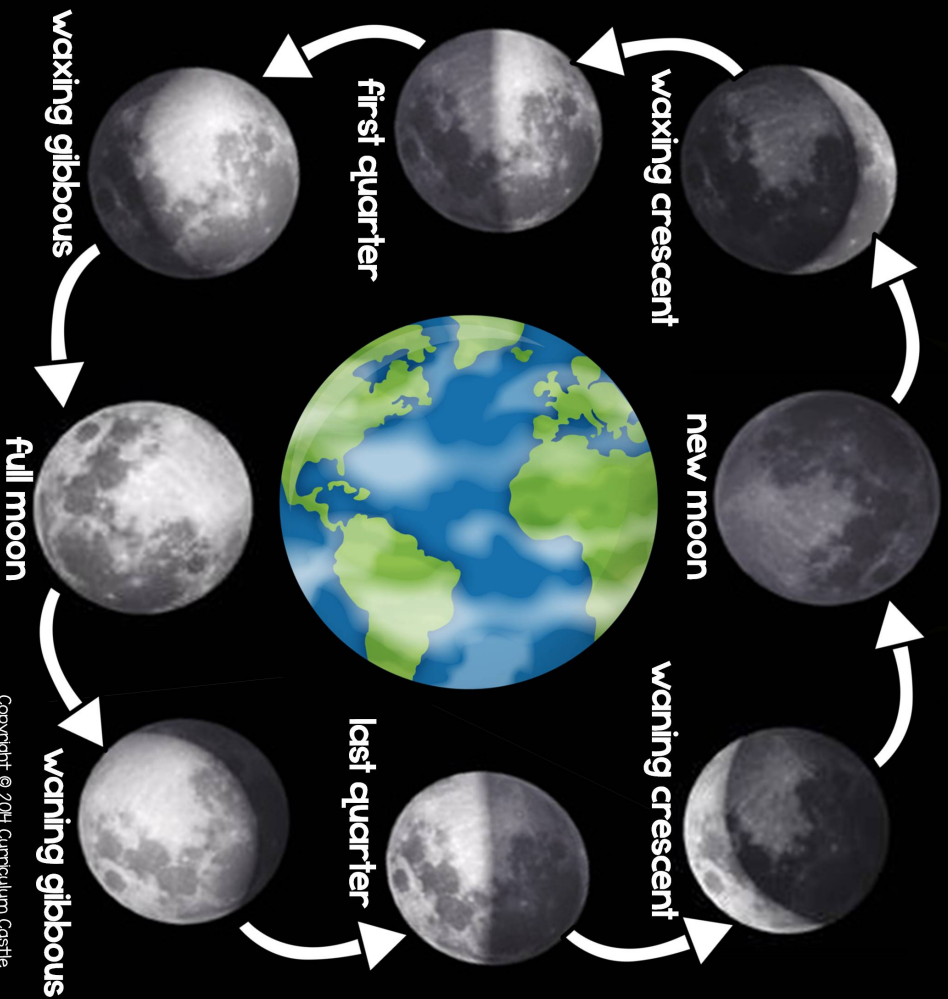
The apples feel _____

The apples taste _____

Explain in your own words how the apple baker worked:

Phases of the Moon

SUNLIGHT



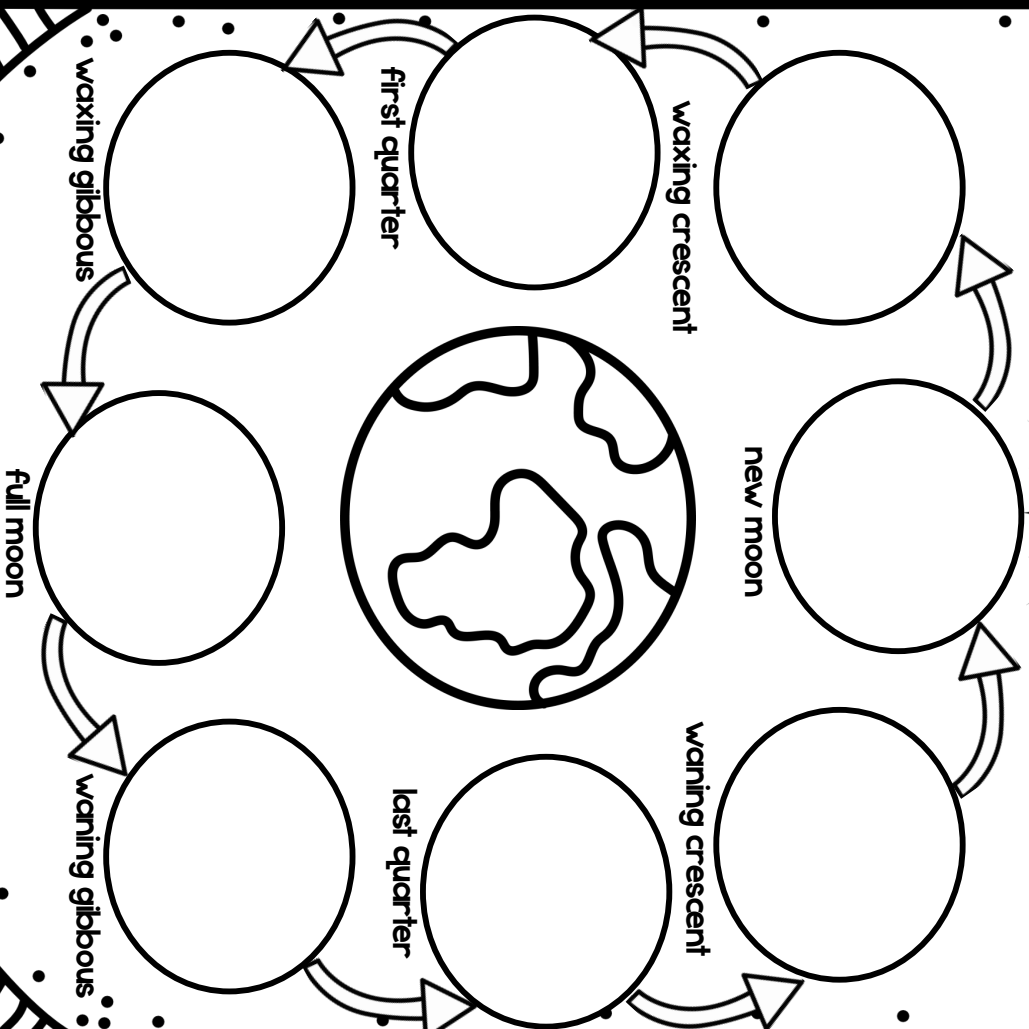
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Name: _____

Phases of the Moon

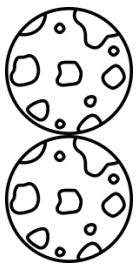
Directions: Color in each of the moon phases.

SUNLIGHT



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MUMMOON TRACKER



Name: _____

Directions: Each month the moon passes through eight phases. Track how much of the moon you can see each night by drawing its shape. What patterns do you see?

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY