

# Weekly Checklist



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

	Reading	Writing	Math/Science
<b>MON</b> 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Rip Is It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry using 2 sight words <input type="checkbox"/> One letter D letter practice page <input type="checkbox"/> Handwriting first and last name	<p>Optional math sheets!            Watch what's happening with the baby chicks and start a journal on their development.</p>
<b>TUE</b> 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Rip Is It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry using 'Who is...' <input type="checkbox"/> One letter D letter practice page <input type="checkbox"/> Handwriting first and last names	
<b>WED</b> 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Rip Is It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry using a word from the regular word list. <input type="checkbox"/> One letter D letter practice page <input type="checkbox"/> Handwriting first and last names	
<b>THU</b> 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Rip Is It</i> <input type="checkbox"/> Reading Log 10-15mins <input type="checkbox"/> Complete 1 to 2 story questions from reading log	<input type="checkbox"/> Journal entry using a word from the regular word list. <input type="checkbox"/> One letter D letter practice page <input type="checkbox"/> Handwriting first and last names	
<b>FRI</b> 20 to 75 min.	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 dictation words <input type="checkbox"/> Read weekly story <i>Rip Is It</i>	<input type="checkbox"/> Journal entry 'This weekend I want to...' <input type="checkbox"/> One letter D letter practice page <input type="checkbox"/> Handwriting first and last names	

# 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?



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

# Parent Instructions for ECRI Routines

*\*We suggest you repeat these routines daily*

## Irregular Word Reading:

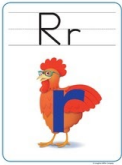
Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. Say the word, next have your student read the word out loud as you slide your finger. Next, you will tap under each letter and say each letter then, have your student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

say	new	said	play
-----	-----	------	------

## Irregular Word Reading

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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.

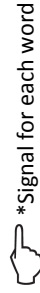
• Spelling Error: **My turn. This letter is [spelling]. Your turn. Everyone, letter? Let's start again.** Re-present the missed word using steps 1 through 4 above. Continue presenting the remaining words.

say	new	said	play
them	give	say	new
said	your	who	go
for	here	they	soon

### 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.

Dudley Duck

Reggie Rooster

Gerlie Goose

Iggy Iguana

## Sound-Spelling Card Introduction and Practice

*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.**



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

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 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. 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.

d	r	g	a
r	g	i	d
d	n	i	f
i	b	r	d

## 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.



d	r	g	a
r	g	i	d
d	n	i	f
i	b	r	d

## 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.  
**Sound?**
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.

sip	dip	sap	it
tap	big	pat	Pam

## 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.

# 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:





# Rip Is It

by Wendy Sinclair

illustrated by Diane Blasius



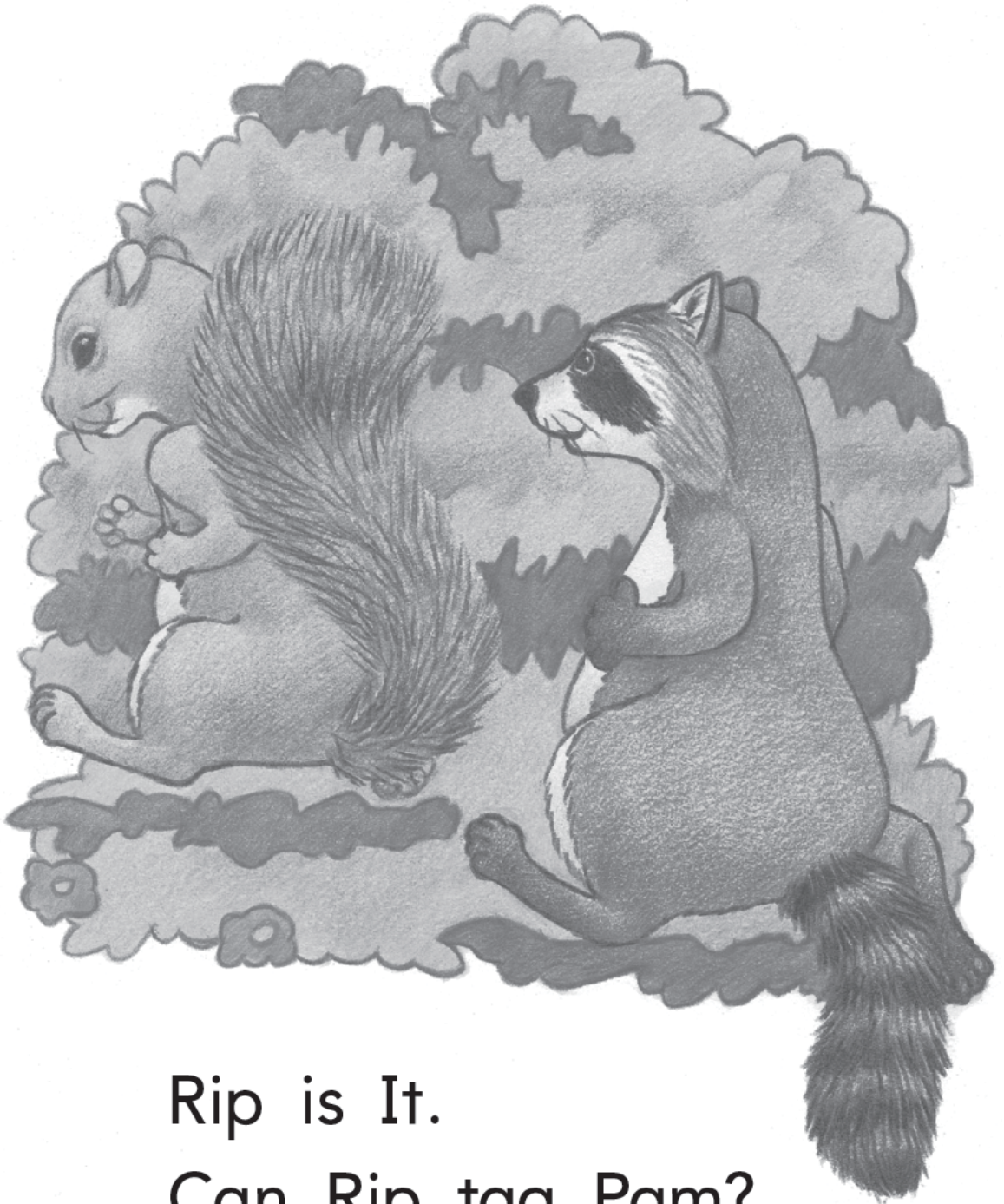
Rip is It. Rip ran.  
Pam ran and ran.



Rip ran into Pam!  
Rip can tag Pam.



Pam will be It now.  
Can Pam tag Rip?



Rip is It.

Can Rip tag Pam?



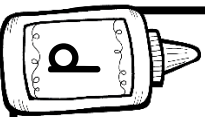
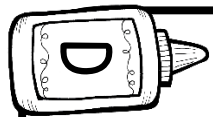


Pam ran and ran.

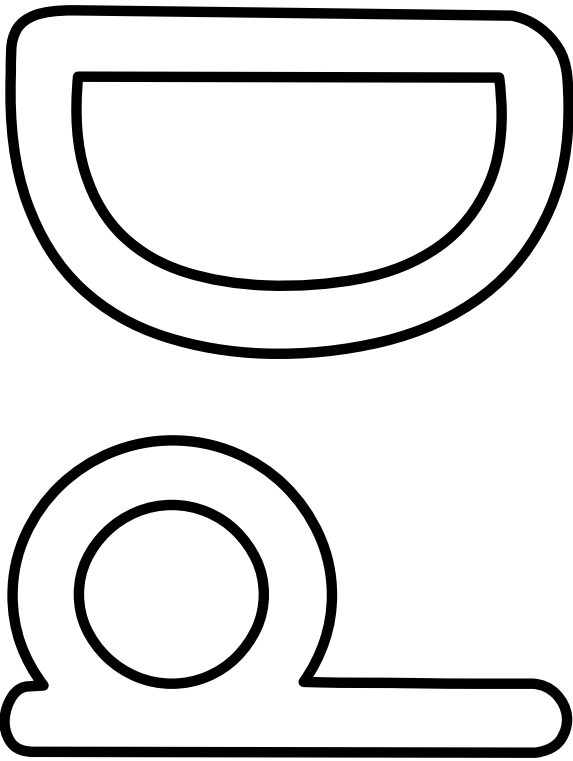


Can Rip tag Pam now?

# All About Letter



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

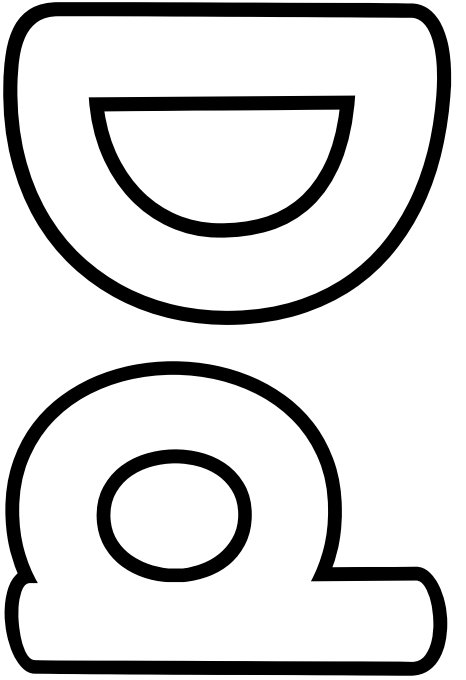


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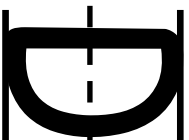




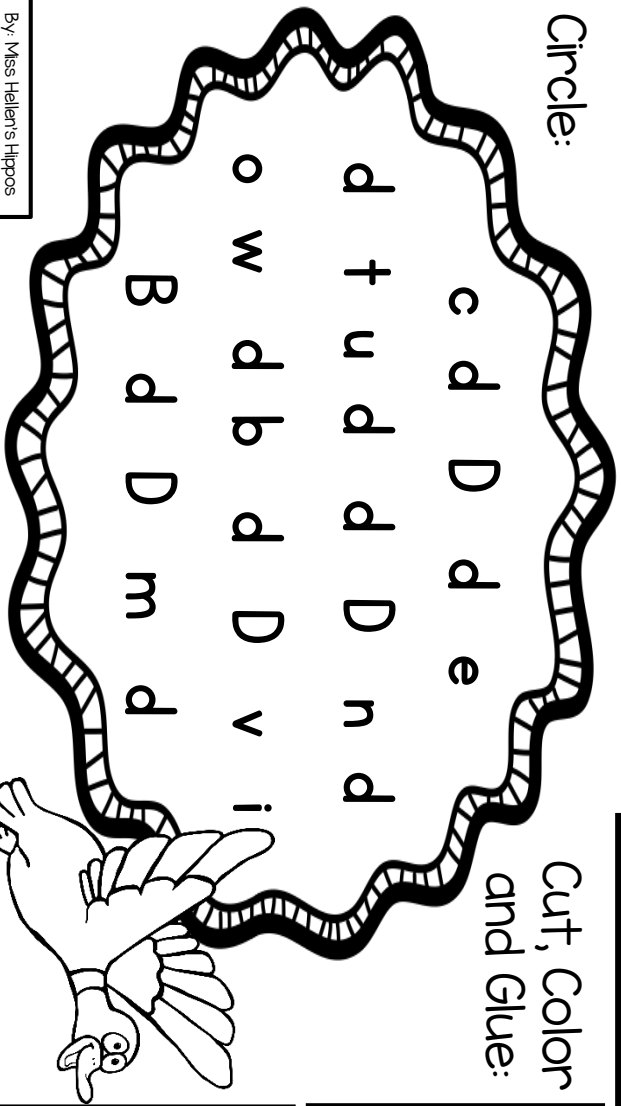
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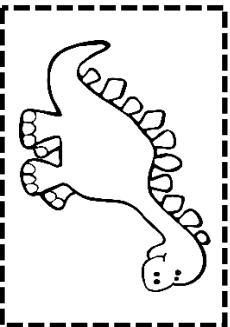
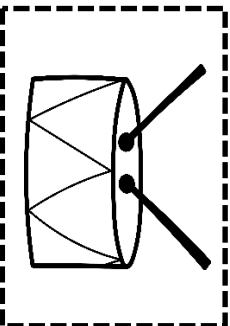
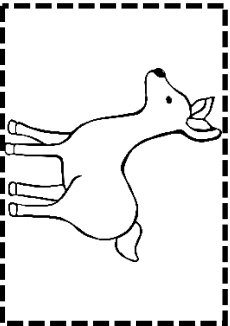
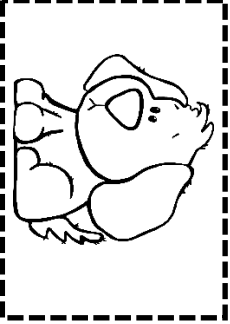
Circle:



Cut, Color  
and Glue:

glue picture	glue picture
dinosaur	drum
glue picture	glue picture
deer	dog

By: Miss Hellen's Hippios





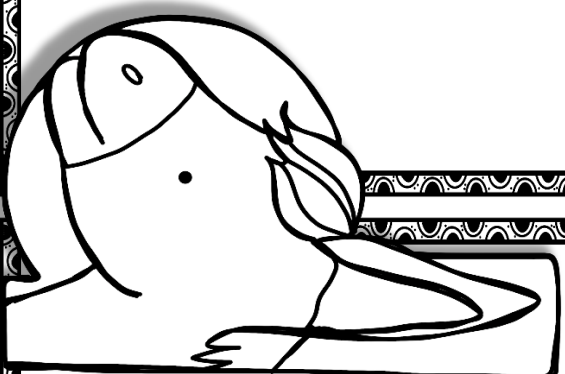
Directions: Cut out the pictures and sort into groups of pictures that start with Dd, and those that don't. Glue into the correct box.

# Alphabet Sort!

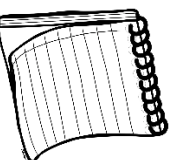
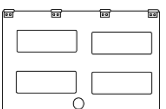
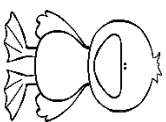
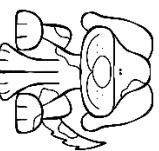
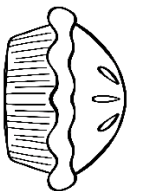
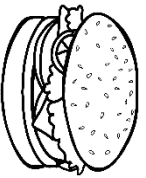
# Dd

## Dd

## Not Dd



By: Miss Hellen's Hippios





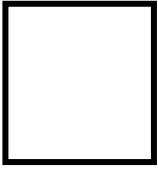


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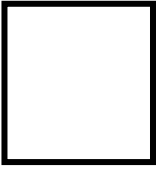
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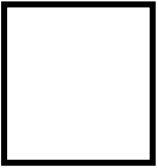
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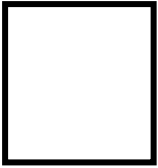
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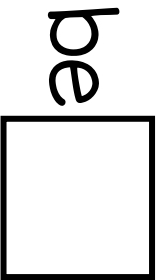
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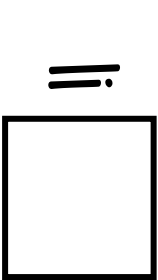
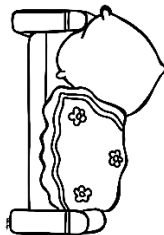
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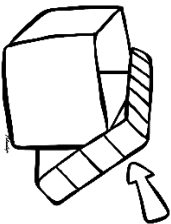
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Dd I see I see I see I see I see I see

Illustrate:

Read:

I see a dinosaur!

Cut and glue:

--	--	--	--

Write the sentence:

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Dd I see a dinosaur!



see	a	dinosaur.	I
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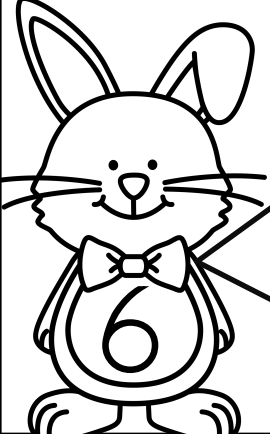
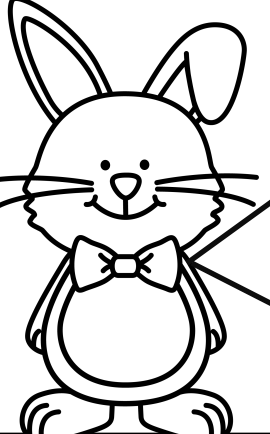
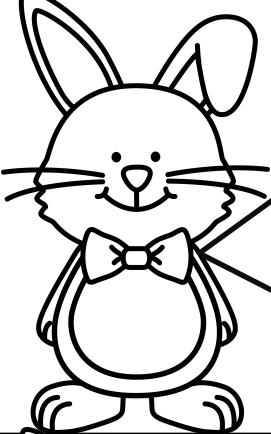
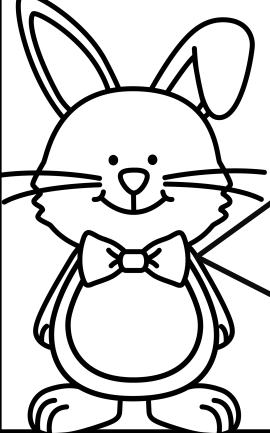
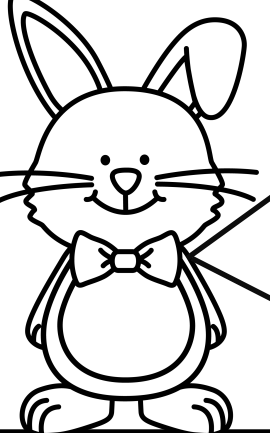
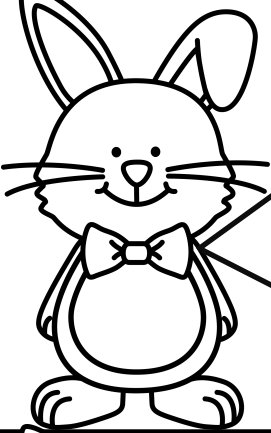
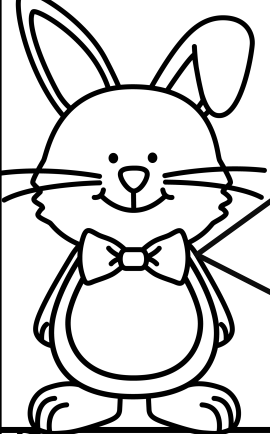
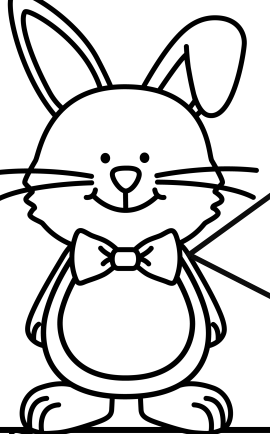
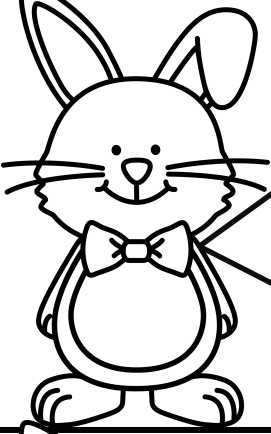
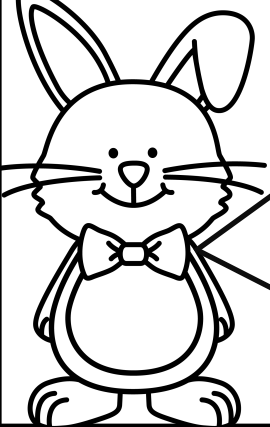
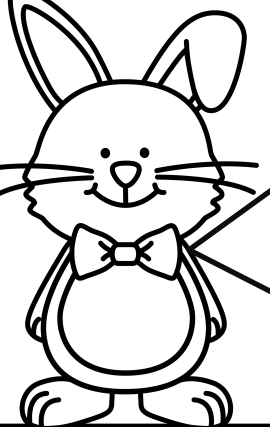
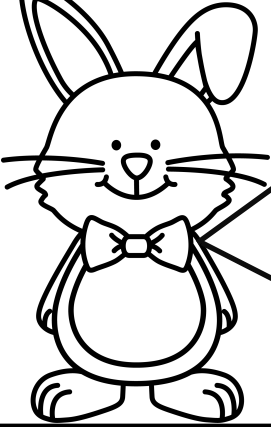


Name \_\_\_\_\_

# Number Bonds I



Directions: Complete the number bonds by tracing the numbers on the eggs (parts) and writing the sum (whole) on the bunny. The first one has been done for you.

 3 3	 5 3	 7 2
 3 7	 1 8	 4 3
 0 6	 6 3	 5 5
 5 2	 4 4	 2 6

Name \_\_\_\_\_

# Number Bonds II

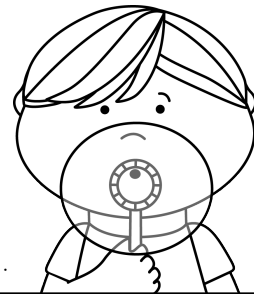


Directions: Complete the number bonds by tracing the numbers on the egg (parts) bunny (whole). Find the missing part. The first one has been done for you.

<p>7 4 3</p>	<p>5     3</p>	<p>6 3     </p>
<p>8 3     </p>	<p>9 5     </p>	<p>4     2</p>
<p>8     4</p>	<p>5     1</p>	<p>10 5     </p>
<p>6     2</p>	<p>9 7     </p>	<p>7     5</p>

Name \_\_\_\_\_

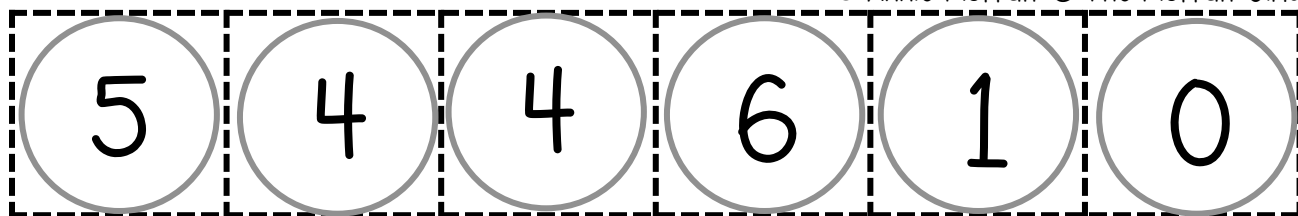
# Bubble Bonds



Directions: Cut and paste the bubbles to make each number bond true.

<p>10 is connected to 5 and a blank circle.</p>	<p>5 is connected to 4 and a blank circle.</p>
<p>6 is connected to 2 and a blank circle.</p>	<p>7 is connected to 1 and a blank circle.</p>
<p>8 is connected to 4 and a blank circle.</p>	<p>5 is connected to 5 and a blank circle.</p>

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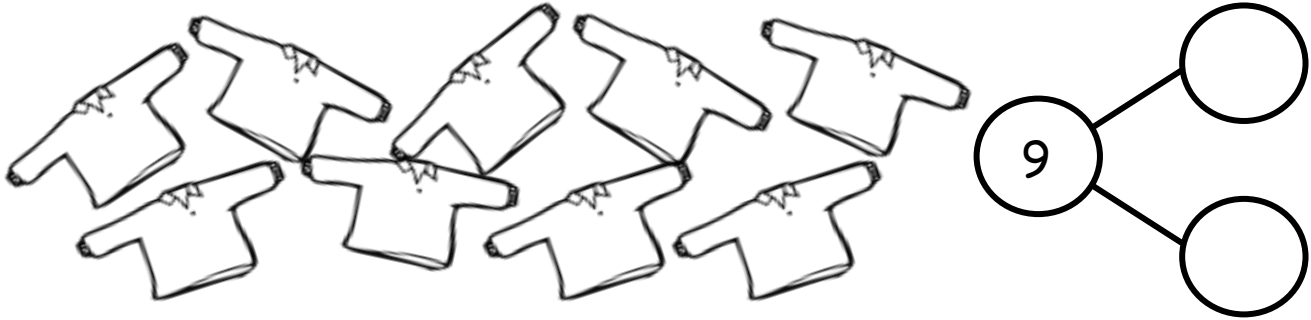




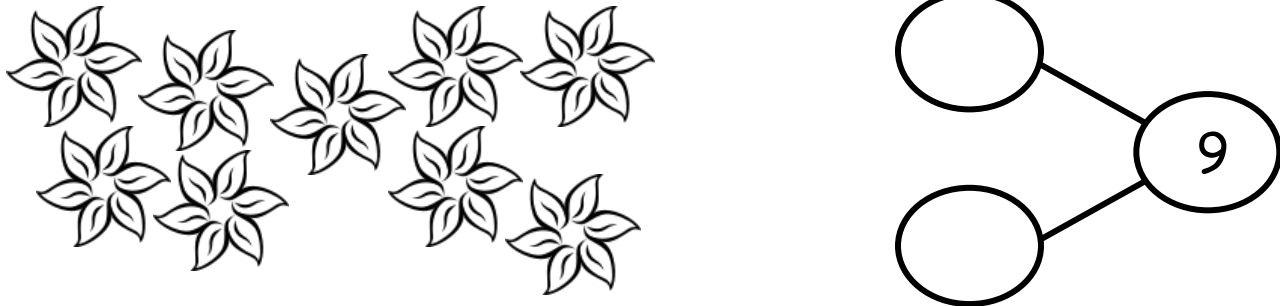
Name \_\_\_\_\_

Date \_\_\_\_\_

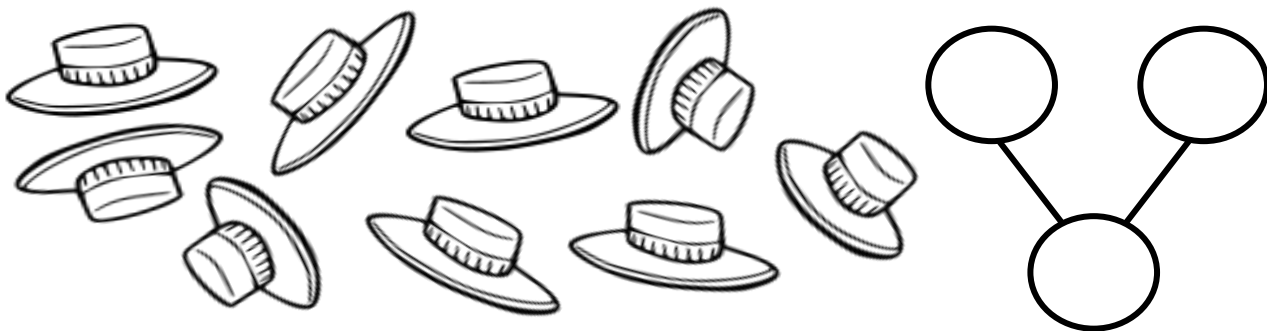
There are 9 shirts. Color some with polka dots and the rest with stripes. Fill in the number bond.



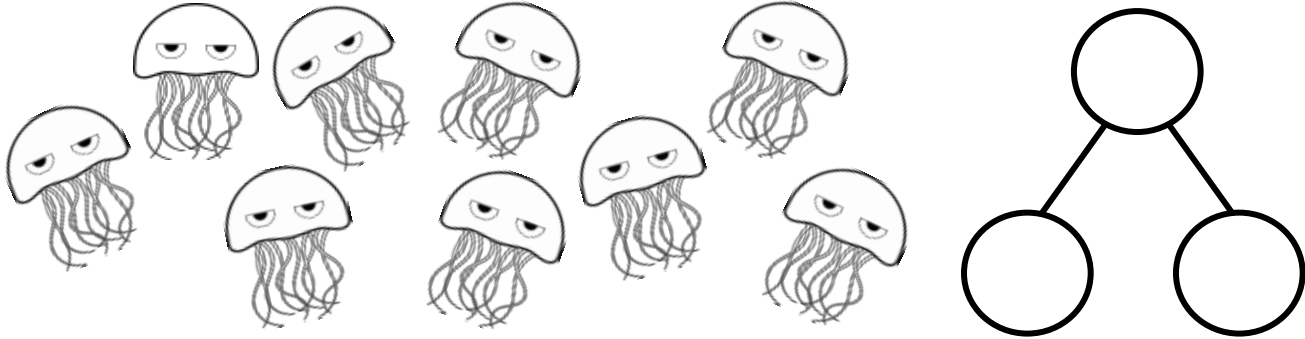
There are 9 flowers. Color some yellow and the rest red. Fill in the number bond.



There are 9 hats. Color some brown and the rest green. Fill in the number bond.



There are 9 jellyfish. Color some blue and the rest a different color. Fill in the number bond.



There are 9 butterflies. Color some butterflies orange and the rest a different color. Fill in the number bond.



Draw 9 balloons. Color some red and the rest blue. Make a number bond to match your drawing.