

# May 4-8 Weekly Checklist

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

|                               | Reading  | Writing   | Math   | Science   |
|-------------------------------|--|---|--|---|
| <b>MON</b><br><br>1-2<br>hour | <input type="checkbox"/> Review ECRI routines<br><input type="checkbox"/> 2 to 4 dictation words<br><input type="checkbox"/> Read "What I Want To Be."   | <input type="checkbox"/> Word Search  | <input type="checkbox"/> Complete Dimes and Pennies<br><input type="checkbox"/> Optional: Fluency practice with flashcards       | <input type="checkbox"/> Choose at least two outer planets and read information<br><input type="checkbox"/> Complete Lab Journal<br><input type="checkbox"/> Optional: complete at least 2 models of outer planets<br><input type="checkbox"/> Complete Journal Entry: Select one planet, write at least 3 sentences about what you learned and include a drawing.<br><input type="checkbox"/> <b>Turn in: Journal Entry Page</b> |
| <b>TUE</b><br><br>1-2<br>hour | <input type="checkbox"/> Review ECRI routines<br><input type="checkbox"/> 2 to 4 dictation words<br><input type="checkbox"/> Reread "What I Want To Be."<br><input type="checkbox"/> Complete Target Skill: Sequence of Events | <input type="checkbox"/> Select a text<br><input type="checkbox"/> Write and draw in the Sequence of Events Flow Chart graphic organizer what happens first and next. | <input type="checkbox"/> Complete Which is Greater<br><input type="checkbox"/> Optional: Fluency practice with flashcards        |   |
| <b>WED</b><br><br>1-2<br>hour | <input type="checkbox"/> Review ECRI routines<br><input type="checkbox"/> 2 to 4 dictation words<br><input type="checkbox"/> Reread "What I Want To Be."<br><input type="checkbox"/> Complete Write About It: Text to Text     | <input type="checkbox"/> ABC order  | <input type="checkbox"/> Complete Which is Less<br><input type="checkbox"/> Optional: Fluency practice with flashcards           |   |
| <b>THU</b><br><br>1-2<br>hour | <input type="checkbox"/> Review ECRI routines<br><input type="checkbox"/> 2 to 4 dictation words<br><input type="checkbox"/> Reread "What I Want To Be."<br><input type="checkbox"/> Complete Target Skill: Sequence of Events | <input type="checkbox"/> Reread text from Tuesday<br><input type="checkbox"/> Complete Graphic Organizer: write and draw what happens last                            | <input type="checkbox"/> Complete Greater, Less, or Equal<br><input type="checkbox"/> Optional: Fluency practice with flashcards |   |
| <b>FRI</b><br><br>1-2<br>hour | <input type="checkbox"/> Review ECRI routines<br><input type="checkbox"/> Write three sentences using dictation words.<br><input type="checkbox"/> Write a story using long o words.   | <input type="checkbox"/> High Frequency Word Sentences<br><input type="checkbox"/> <b>Turn In Sequence of Events Flow Chart Graphic Organizer</b>                     | <input type="checkbox"/> Assessment<br><input type="checkbox"/> <b>Turn In Assessment Page</b>                                   |   |

## Total Minutes:

# May

# Reading Log

[illegible]

# Parent Instructions for ECRI Routines

*\*We suggest you repeat these routines daily*

## Irregular Word Reading:

Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. As you slide your finger, read the word out loud to your student. Point to the word again and slide your finger underneath it as your student now reads the word out loud. Next, you will tap under each letter and your student will spell the word. Repeat the first step by having your student read the word a second time.

## Irregular Word Reading Continued:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

## Sound Spelling Review:










Your student is going to practice saying sounds. Point to a spelling, have them say the sound in their head. You will then tap under the spelling and your student will say the sound out loud.










## Regular Word Reading:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

## Dictation:


Your student is going to practice writing words. Select no more than 4 words from the **Regular Words list**. You will say the word out loud (without a visual example) and your student will write the word down on the dictation page.

|   |   |   |   |   |  |   |   |   |
|---|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |
| a   | b   | c<br>k<br>_ck   | d<br>_ed  | e   | f  | g   | h_  | i   |

|   |   |   |   |   |  |   |   |   |
|---|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |
| j<br>ge<br>gi_<br>dge   | k<br>c<br>_ck   | l<br>_le  | m   | n<br>kn_<br>gn  | o  | p   | qu_   | r<br>wr_  |

|  |   |   |  |   |  |   |   |   |
|--|---|---|--|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |
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|  |   |   |   |   |  |   |   |   |
|--|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |  |
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|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  |  |  |
| aw<br>au  | ow<br>ou  | ir<br>er<br>ur  | oo<br>ew<br>ue<br>ou<br>u_e   | oo  | _oy<br>oi   | or<br>ore   | ar  |

|      |       |      |       |
|------|-------|------|-------|
| done | paper | were | great |
|------|-------|------|-------|

## Irregular Word Reading

You're going to learn to read new words using *say-it, spell-it, say-it*.



\*Signal for *say-it, spell-it, say-it*

1. Touch to the left of the word.  
**My turn. The word is...** Slide finger under the word [word].
2. Touch to the left of the word.  
**Your turn. Word?** Slide finger under the word for the students to respond.
3. Touch to the left of the word.  
**Spell [word].** Tap under each letter as students spell the word.
4. Touch to the left of the word.  
**Word?** Slide finger under the word for the students to respond.
5. Repeat steps 1 through 4 for the remaining words.



Correcting Student Errors

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

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

## Irregular Word Reading (continued)

**You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.**

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



\*Signal for each word

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



Correcting Student Errors

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



## Sound-Spelling Card Practice

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

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



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

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



**Correcting Student Errors**

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

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

## Sound-Spelling Review: Advanced

**You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.**

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



\*Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors

1. **My turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
2. **Your turn.** Follow the signal for each sound-spelling\* and re-present the missed sound-spelling.
3. Back up two sound-spellings and continue presenting the sounds on the chart.

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

## Regular Word Reading

You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

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



*\*Signal for each word*

1. Touch to the left of the word.
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



*Correcting Student Errors*

1. **My turn.** Re-present the missed word.
2. **Your turn.** Re-present the missed word.
3. **Now let's practice blending that word.** Follow the blending routine used in the previous blending activity to have students practice blending the missed word.
4. Back up two words and continue presenting the words on the chart.

slow

bowl

coat

Joan

## Dictation 2: Advanced

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

**You're going to practice writing words.**

**Your turn.** Use the routine for each word.\*



\*Routine for each word

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

Dictation

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

|    |
|----|
| 1. |
|    |
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| 2. |
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| 3. |
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| 4. |
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| 5. |
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| 6. |
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Dictation

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

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| 1. |
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| 2. |
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| 3. |
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| 4. |
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| 5. |
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| 6. |
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# What I Want to Be



by Bernadette Meyers  
illustrated by Karen Dugan



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Today I decided what I want  
to be when I grow up. In the  
morning I told my sister Elena.

"I know what I want to be!"  
I said.

"You do?" asked Elena.



I said, "Yes, I want to be a dancer just like you!"

"Then you should come to practice with me, Sophia," said Elena. "You can see the **work** I do every day."

3



So I went to practice with Elena. She stretched and jumped. She stood on her toes and twirled.

I tried to do everything she did, but it was too hard. I almost fell down.

I felt tired and sweaty when we **were done**. Dancing is very hard work!

4



"Maybe I won't be a dancer after all," I said. "Your work is very tiring."

"Let's **talk** about it at lunch," said Elena.

We went to a restaurant and saw our neighbor Alicia. She is a chef at the restaurant. When she brought us our food, I had an idea.

5



"Alicia," I said, "I know what I want to be when I grow up. I want to be a chef."

"Really?" she **laughed**. "Then you should come to the kitchen **soon** and watch what I do."

"That's a **great** idea!" I said.

6



After lunch, I went to the kitchen with Alicia. Everyone was rushing and yelling.

Alicia had fun cooking, but I didn't have much fun watching her. The kitchen was too noisy and hot for me.

7



Then I saw a reporter eating at a table. He was writing about the restaurant.

I had an idea. I could be a reporter! Reporters look for news, and then they write a story. They just need **paper** and a pencil!

8



Later, I looked for news in my neighborhood. I saw workers building a new playground.

This is news! I thought.

I had my paper and pencil with me, so I drew a lot of pictures. I didn't have time to write any words.



At dinner, I told my family about the reporter at the restaurant. I showed them my drawings of the playground.

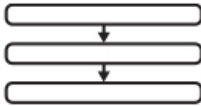
"You have done a lot of work on these drawings! Will you be a reporter one day?" Elena asked.

"No," I said. "I changed my mind. I want to be an artist!"

# Responding

## ✓ **TARGET SKILL** Sequence of Events

What happened first in the story?  
What happened next? What  
happened last? Make a chart.



## **Write About It**

**Text to Text** Think about the work people do in a different story. Write two sentences that tell how the jobs in that story are different from the jobs in this story.



## **WORDS TO KNOW**

done  
great  
laughs

paper  
soon  
talks

were  
work

## **LEARN MORE WORDS**

artist

dancer

reporter



## **TARGET SKILL** Sequence of Events

Tell the order in which things happen.



## **TARGET STRATEGY** Monitor/Clarify

Find ways to figure out what doesn't make sense.

**GENRE** Realistic fiction is a story that could happen in real life.

Name \_\_\_\_\_

# Flow Chart: Sequence of Events

Graphic Organizer 6

Title: \_\_\_\_\_

**First**



**Next**



**Finally**



Name \_\_\_\_\_

# Flow Chart: Sequence of Events

Graphic Organizer 6

Title: \_\_\_\_\_

**First**

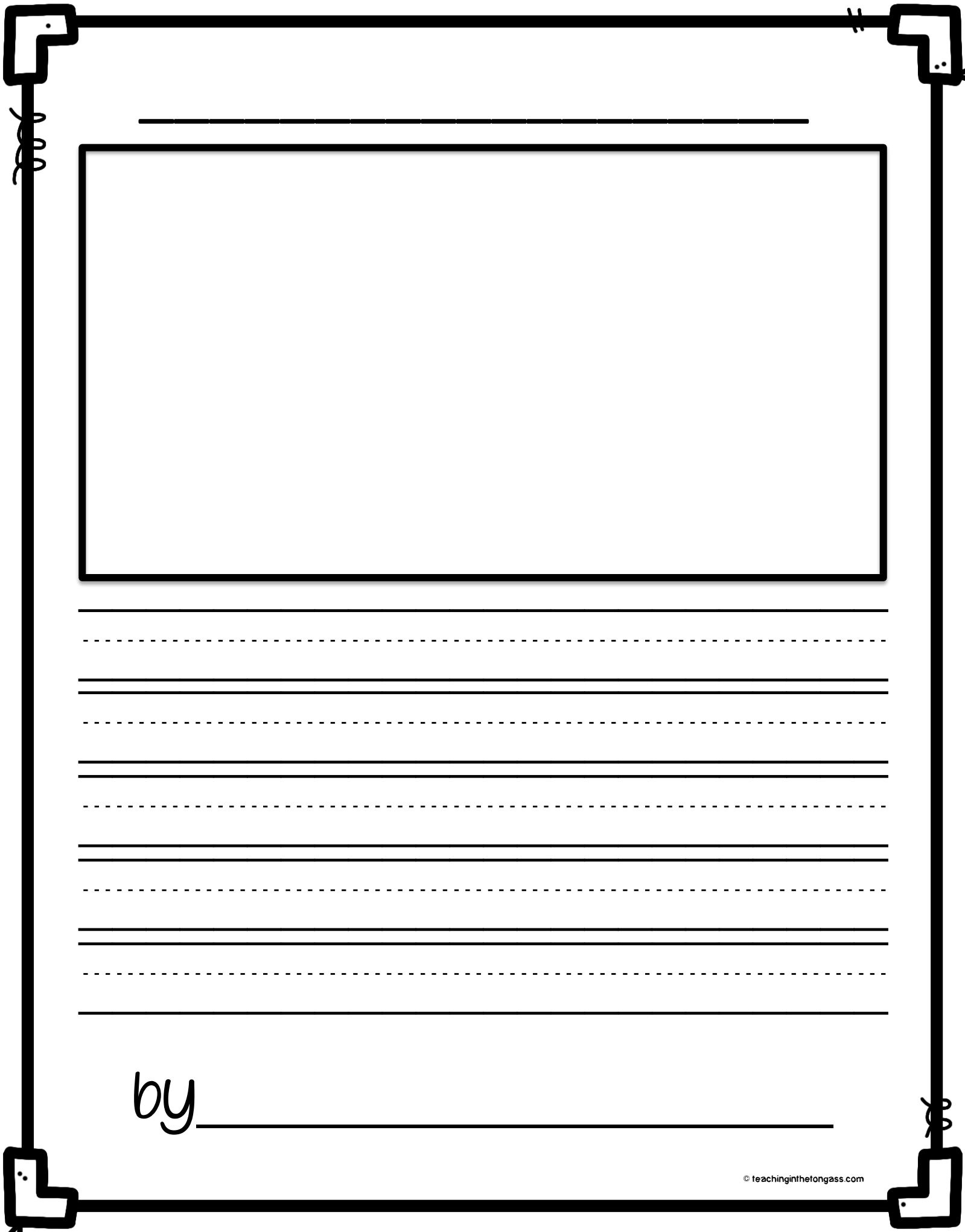


**Next**

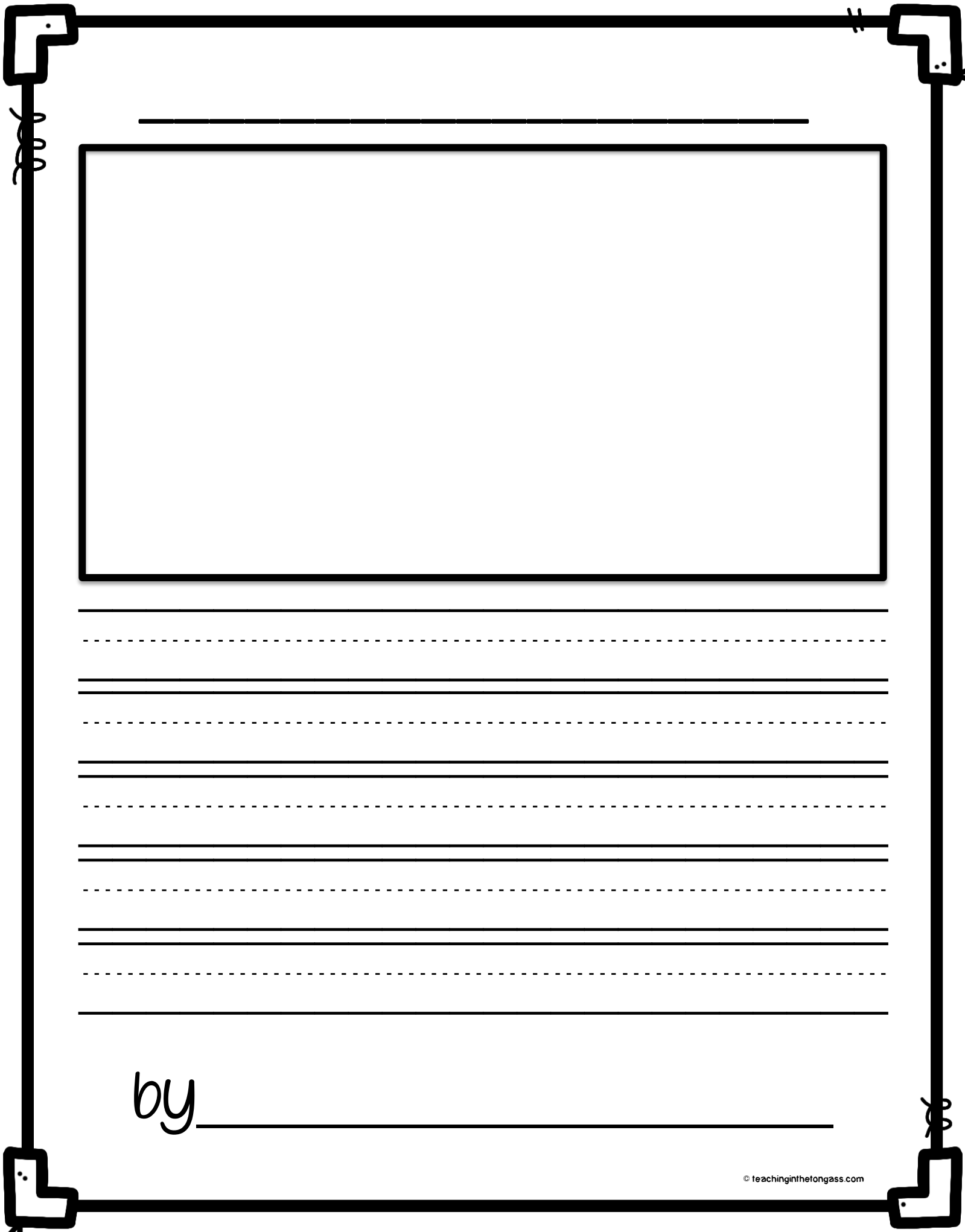


**Finally**





by



by

Name \_\_\_\_\_

# WORD SEARCH

Lesson 19—Tomas Rivera

work

great

talk

paper

were

soon

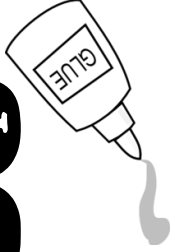
laugh

done

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

Name \_\_\_\_\_

# ABC Order



Lesson 19—Tomas Rivera

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |
| 8 |  |



work

great

talk

paper

were

soon

laugh

done

Name \_\_\_\_\_

# HIGH FREQUENCY

## WORD SENTENCES

Lesson 19—Tomas Rivera

### Word Bank

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

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

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

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

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

# Dimes and Pennies

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



| Tens | Ones |
|------|------|
| 2    | 1    |

| Tens | Ones |
|------|------|
| 6    | 0    |

| Tens | Ones |
|------|------|
| 3    | 2    |

| Tens | Ones |
|------|------|
| 1    | 5    |

| Tens | Ones |
|------|------|
| 4    | 2    |

| Tens | Ones |
|------|------|
| 2    | 4    |

|                  |
|------------------|
| 0 ones<br>6 tens |
|------------------|

|                  |
|------------------|
| 3 tens<br>2 ones |
|------------------|

|                  |
|------------------|
| 5 ones<br>1 tens |
|------------------|

|                  |
|------------------|
| 2 tens<br>1 ones |
|------------------|


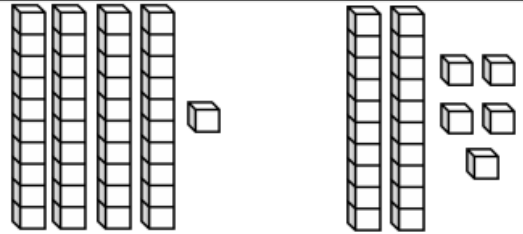
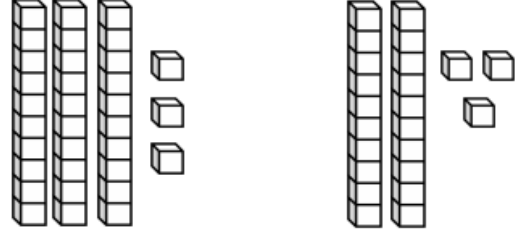

|                  |
|------------------|
| 2 ones<br>4 tens |
|------------------|

|                  |
|------------------|
| 2 tens<br>4 ones |
|------------------|



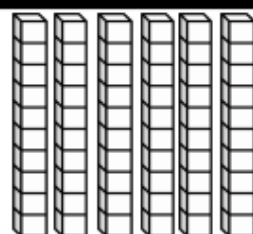
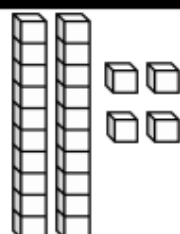
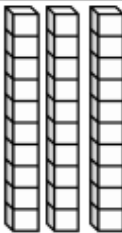



# Which *is* Greater?

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

|   |  |
|---|--|
|  <p>_____</p>  |  <p>_____</p>  |
|  <p>_____</p> |  <p>_____</p> |
| <p>5 ones<br/>3 tens</p> <p>_____</p>   | <p>5 tens<br/>3 ones</p> <p>_____</p>  |
| <p>3 tens<br/>1 ones</p> <p>_____</p>   | <p>8 ones<br/>2 tens</p> <p>_____</p>  |

# Which *is* Less?

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

|   |  |  |   |
|---|--|--|---|
| <br>_____  | <br>_____ | <br>_____  | <br>_____  |
| <br>_____ | <br>_____ | <br>_____ | <br>_____ |
| 5 ones<br>3 tens<br>_____   | 5 tens<br>3 ones<br>_____  | 8 ones<br>2 tens<br>_____  | 2 ten<br>4 ones<br>_____  |
| 3 tens<br>1 ones<br>_____   | 2 ones<br>7 tens<br>_____  | 4 tens<br>8 ones<br>_____  | 7 ones<br>2 tens<br>_____   |

# Greater, Less *or* Equal

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

76

18

99

99

6

60

12

21

54

54

75

75

37

73

23

43

65

22

45

12

>

<

=

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>

=

>

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=

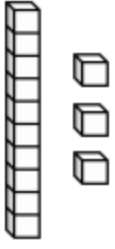
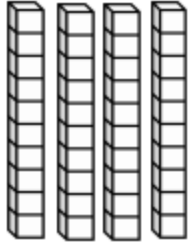


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# Assessment

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

Score: \_\_\_\_\_

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

|   |  |
|---|--|
| <br>_____  | <br>_____   |
| <br>_____ | <br>_____ |

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

|   |   |
|---|---|
| <b>2 tens</b><br><b>3 ones</b><br>_____ | <b>5 tens</b><br><b>3 ones</b><br>_____ |
| <b>1 ten</b><br><b>6 ones</b><br>_____  | <b>1 ten</b><br><b>2 ones</b><br>_____  |

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

|           |  |           |
|-----------|--|-----------|
| <b>65</b> |  | <b>78</b> |
|-----------|--|-----------|

|           |             |  |
|-----------|-------------|--|
| <b>43</b> | <b>&lt;</b> |  |
|-----------|-------------|--|

|           |  |           |
|-----------|--|-----------|
| <b>41</b> |  | <b>14</b> |
|-----------|--|-----------|

|           |             |  |
|-----------|-------------|--|
| <b>89</b> | <b>&gt;</b> |  |
|-----------|-------------|--|

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

More than  
10

Less than  
10

Equal to  
10

0

$0+0$

zero

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |

1

$0+1$

one

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| ● |  |  |  |  |  |
|   |  |  |  |  |  |

2

$0+2$

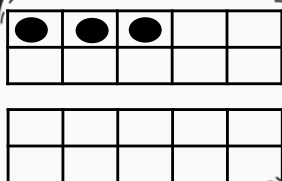
two

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| ● | ● |  |  |  |  |
|   |   |  |  |  |  |

3

$$1+2$$

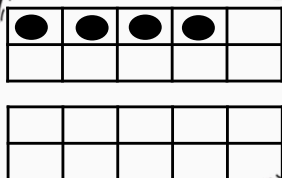
three



4

$$2+2$$

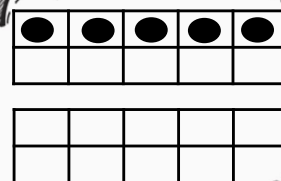
four



5

$$2+3$$

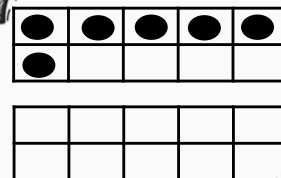
five



6

$$3+3$$

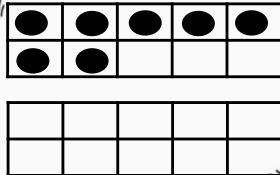
six



7

$$3+4$$

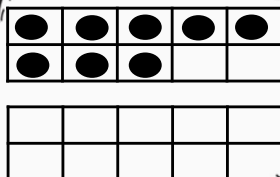
seven



8

$$4+4$$

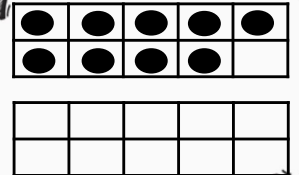
eight



9

$$5+4$$

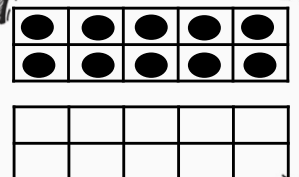
nine



10

$$5+5$$

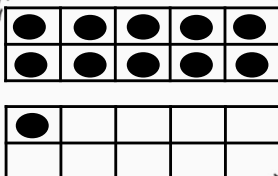
ten



11

$$6+5$$

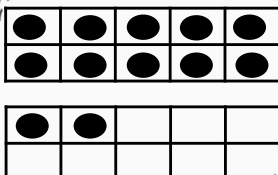
eleven



12

$$6+6$$

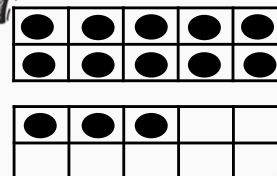
twelve



13

$$7+6$$

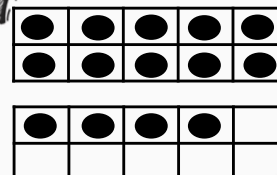
thirteen



14

$$7+7$$

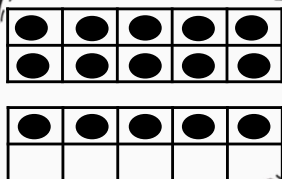
fourteen



15

$$7+8$$

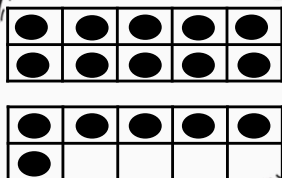
fifteen



16

$$8+8$$

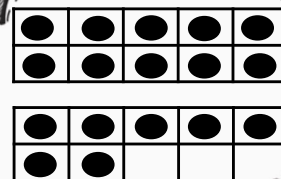
sixteen



17

$$9+8$$

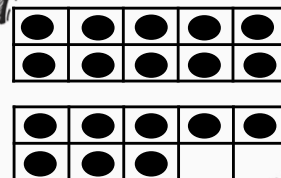
seventeen



18

$$9+9$$

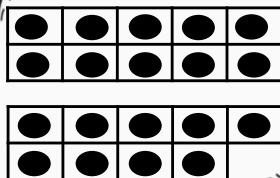
eighteen



19

$$10+9$$

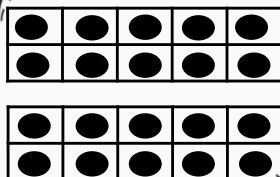
nineteen



20

$$10+10$$

twenty



## Information to Parents & Guardians,

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

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

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

**Enjoy and Have Fun!**

### FUN SOLAR SYSTEM SCIENCE ACTIVITIES

#### Outer Planets

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

#### Jupiter

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

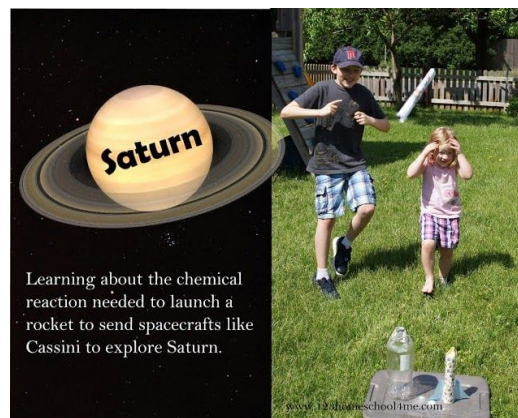


**Hurricane Science Experiment** To help us remember The Great Red Spot on Jupiter, that is similar to a hurricane on Earth, make a *classic science project*- a hurricane in a bottle. You will need 2 empty soft drink bottles, water, food coloring, and duck tape. You can add glitter too! Fill one bottle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

## Saturn

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

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



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

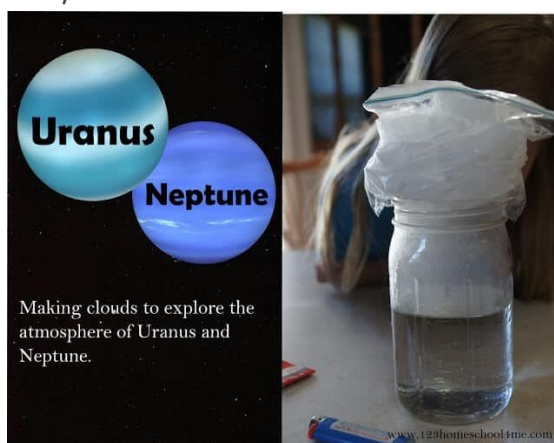
*Hint: Rockets launch best with less weight. So, although building a cardboard tube or plastic bottle rocket is fun..... consider just a piece of regular paper wrapped around the tube for a better launch. Experiment a bit and see what makes the most impressive height.*

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

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

## Uranus

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



## Clouds in a Jar

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

## Neptune for Kids

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

## Lab Journal

### Question



### Predict



### Test/Outcome

