

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>Cross it Out</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board <input type="checkbox"/> Space: <input type="checkbox"/> Do an Outer planet science experiment and make a experiment prediction <ul style="list-style-type: none"> <input type="checkbox"/> Journal planet fact
<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>What's it Cost?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Squiggle Story <input type="checkbox"/> Space: <input type="checkbox"/> Do an Outer planet science experiment and make a experiment prediction <ul style="list-style-type: none"> <input type="checkbox"/> Journal planet fact
<p>WED</p> <p>20 to 75 min.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dication: 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"/> Space: <input type="checkbox"/> Do an Outer planet science experiment and make a experiment prediction <ul style="list-style-type: none"> <input type="checkbox"/> Journal planet fact
<p>THU</p> <p>20 to 75 min.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Dication: 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>Same Amount, Different Way</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Picture of the Day <input type="checkbox"/> Space: <input type="checkbox"/> Do an Outer planet science experiment and make a experiment prediction <ul style="list-style-type: none"> <input type="checkbox"/> Journal planet fact
<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>Math Outdoor Activities</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.

move	nothing	one	out
------	---------	-----	-----

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.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 5, Lesson 21, Day 3

move	nothing	one	out
ready	laugh	behind	voice
took	ground	across	voice

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.

ir	or	ur	or
ur	y	er	ge

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.

turned	urge	purse	move
dirty	urgent	turkey	whisper
fern	ever	remember	feather
sister	corner	slippery	thirsty

Regular Word Reading

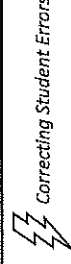
You're going to practice reading words. When I point to a word, say the word in your head. When I slide my finger, read the word out loud. I'll show you how to read the first two words.

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.

















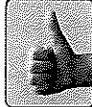

Correcting Student Errors









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 ee ea_y _ie	 i_e ie igh_y	 o_e oa ow_oe	 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.

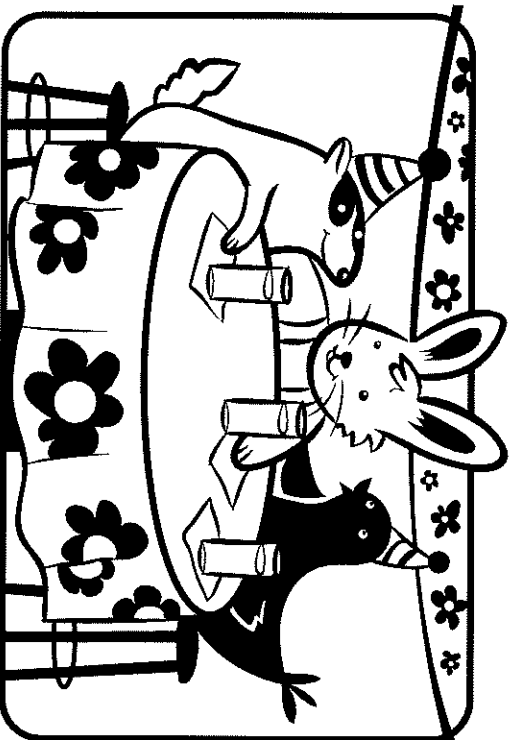
1.

2.

3.

Name _____

Mister Fern's Big Day

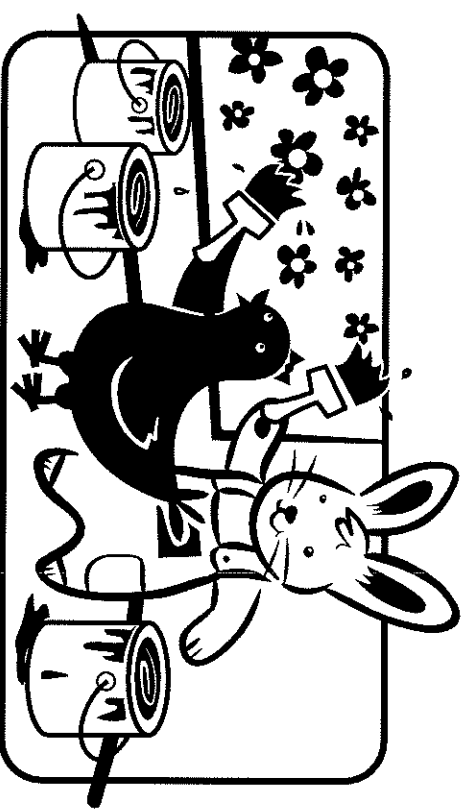


All of a sudden, Mister Fern walked in. He saw the big poster with the border of flowers.

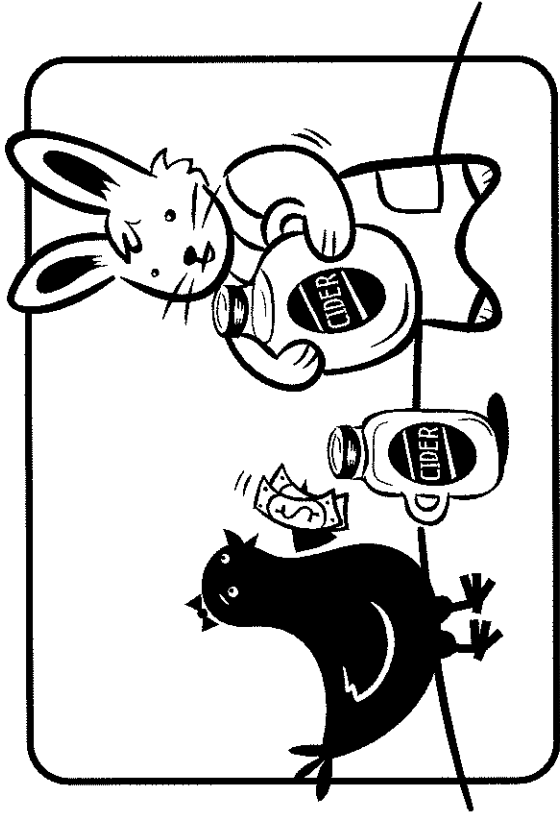
"I am sorry your party is such a disaster," said Miss Hen.

"No, it isn't," said Mister Fern.

"Having friends is what matters!" So Mister Fern and his friends had a great time anyway!



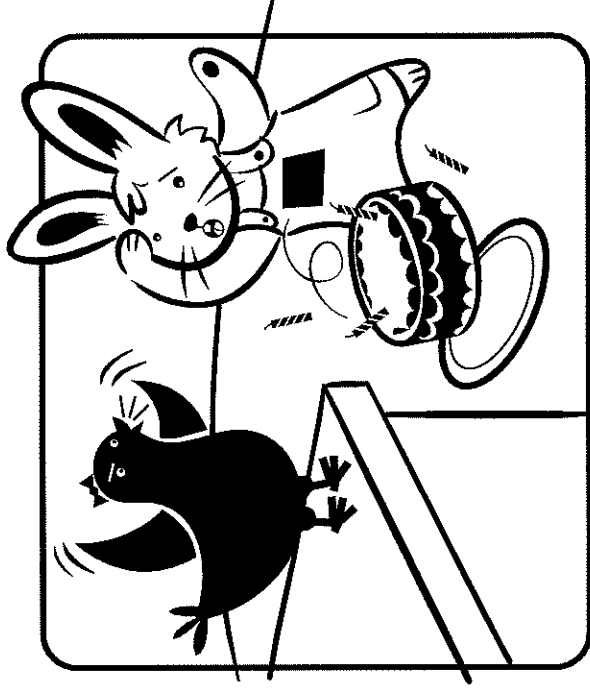
Mister Bunny and Miss Hen planned a party for Mister Fern. They wanted Mister Fern to be surprised on his big day! Mister Bunny and Miss Hen made a big poster with flowers around its border. "I think Mister Fern will like this," said Miss Hen.



Mister Bunny and Miss Hen went to the grocer's to get stuff for the party. They got sandwiches and cake. Then they got cider from the cooler.

"I like cider," said Mister Bunny.
"Perhaps we should get this big jug."
"No," said Miss Hen. "The smaller jug of cider is cheaper."

© Houghton Mifflin Harcourt Publishing Company



At home, Miss Hen put the sandwiches in the toaster. The sandwiches started to get too crispy!

Then Mister Bunny dropped Mister Fern's cake!

"This is a disaster!" cried Miss Hen.

Reading Strategy BINGO

* Select 1 to 2 squares daily

Name: _____

Due Date: _____

Period: _____

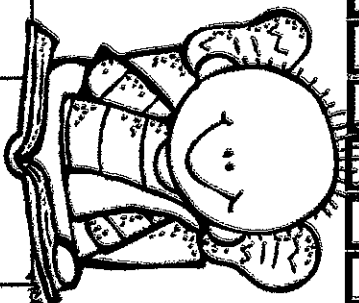
Predict	Infer	Visualize	Question
<p>Make a prediction about what will happen next in the story.</p>	<p>Make an inference about the events in the story.</p>	<p>Draw a picture of an event in the story.</p>	<p>Write a question that this story made you think.</p>
<p>Connect</p> <p>Make a connection to the 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>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>Summarize</p> <p>In 2-3 sentences, write the main ideas from the text you read.</p>	<p>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				

Cross it Out

Count each set of money. Cross out the incorrect amount of money in each set.

52¢		62¢
-----	--	-----

72¢		76¢
-----	--	-----

96¢		\$1.00
-----	--	--------

44¢		54¢
-----	--	-----

43¢		50¢
-----	--	-----

70¢		61¢
-----	--	-----

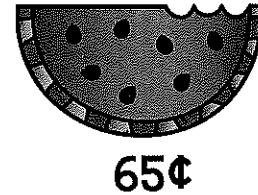
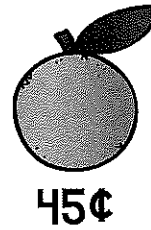
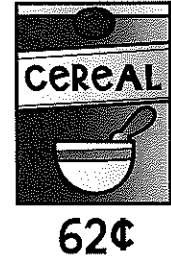
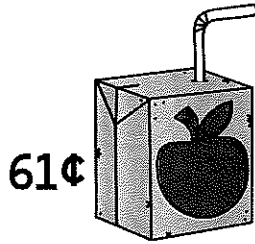
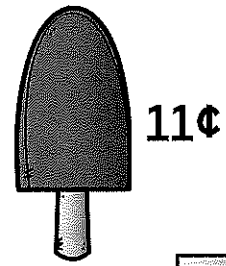
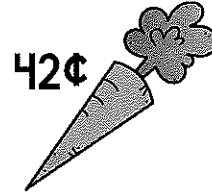
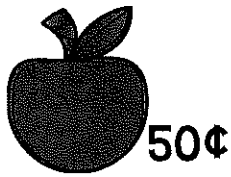
92¢		76¢
-----	--	-----

35¢		40¢
-----	--	-----

68¢		95¢
-----	--	-----

77¢		\$1.00
-----	--	--------

FOOD PRICES



M7.L7

What's it Cost?

Look at the price of each of the items using the sheet provided. Determine how much money you need to buy the items. Show your work in the space provided.

$$\text{Apple} + \text{Broccoli} = \square$$

$$\text{Jam} + \text{Carrot} = \square$$

$$\text{Chocolate} + \text{Ice Cream} = \square$$

$$\text{Watermelon} + \text{Popcorn} = \square$$

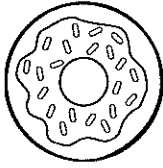
$$\text{Cereal} + \text{Donut} = \square$$

$$\text{Apple Juice} + \text{Orange} = \square$$

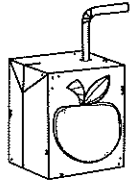
M7.L7

Shop 'til you Drop

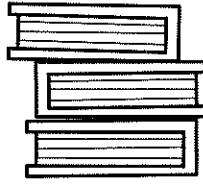
Solve the word problems below. Show your math thinking.



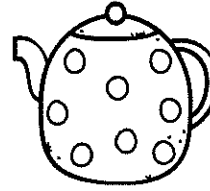
\$12



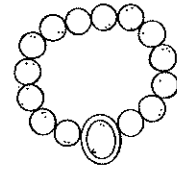
\$9



\$10



\$36



\$15

You have \$60. You buy a donut and juice. How much money do you have left?

You have 3 ten dollar bills, 4 five dollar bills and 2 one dollar bills. You buy a teapot and necklace. How much money do you have left?

You have \$45. You buy three books. How much money do you have left?

Same Amount Different Way

Match the money to the equal amount using a line. Write the total amount of money shown.

Two quarters, two dimes, one nickel, and a circle with a cent symbol.

Four quarters and one dime, and a circle with a cent symbol.

Two quarters, two dimes, one nickel, and a circle with a cent symbol.

Four quarters and one dime, and a circle with a cent symbol.

One quarter, one dime, one nickel, and a circle with a cent symbol.

Ten quarters and one dime, and a circle with a cent symbol.

Three quarters, four dimes, one nickel, and a circle with a cent symbol.

Three quarters, four dimes, one nickel, and a circle with a cent symbol.

Five quarters, three dimes, one nickel, and a circle with a cent symbol.

Five quarters, three dimes, one nickel, and a circle with a cent symbol.



Name: _____

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

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

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ -27 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ +4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 55 \\ -33 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +42 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ +53 \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ -57 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ +12 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ +46 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ +19 \\ \hline \end{array}$$

$$\begin{array}{r} 94 \\ +93 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ +32 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ +22 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ +72 \\ \hline \end{array}$$

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

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ +95 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ +80 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ +37 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -18 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ +10 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ +90 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ +57 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ +33 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ -38 \\ \hline \end{array}$$

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

Total: 40	Goal: _____	Complete: _____	Correct: _____
-----------	-------------	-----------------	----------------

Money

How much money is shown below?



Money

How much money is shown below?



Money

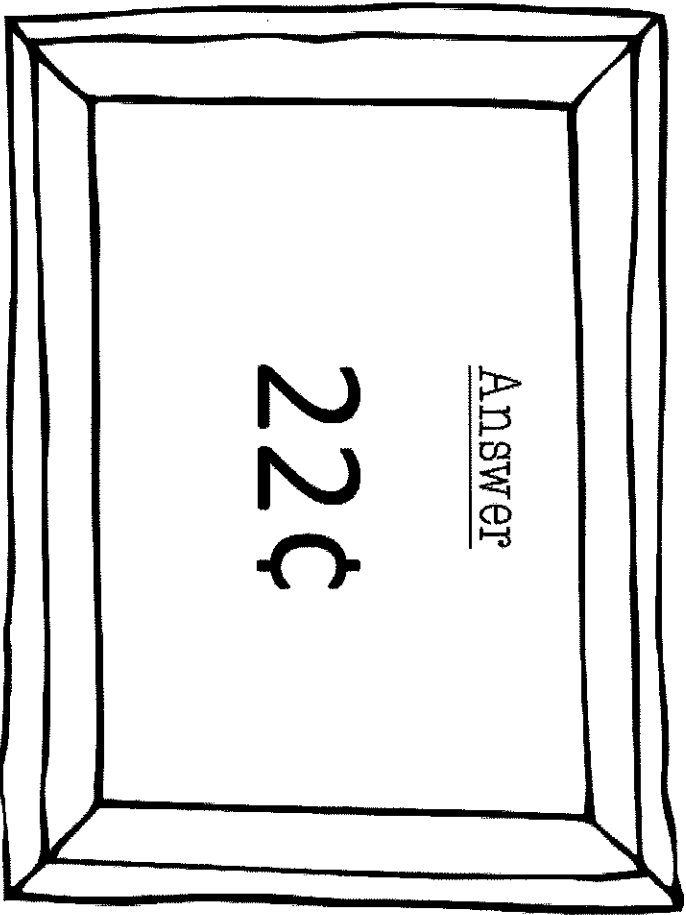
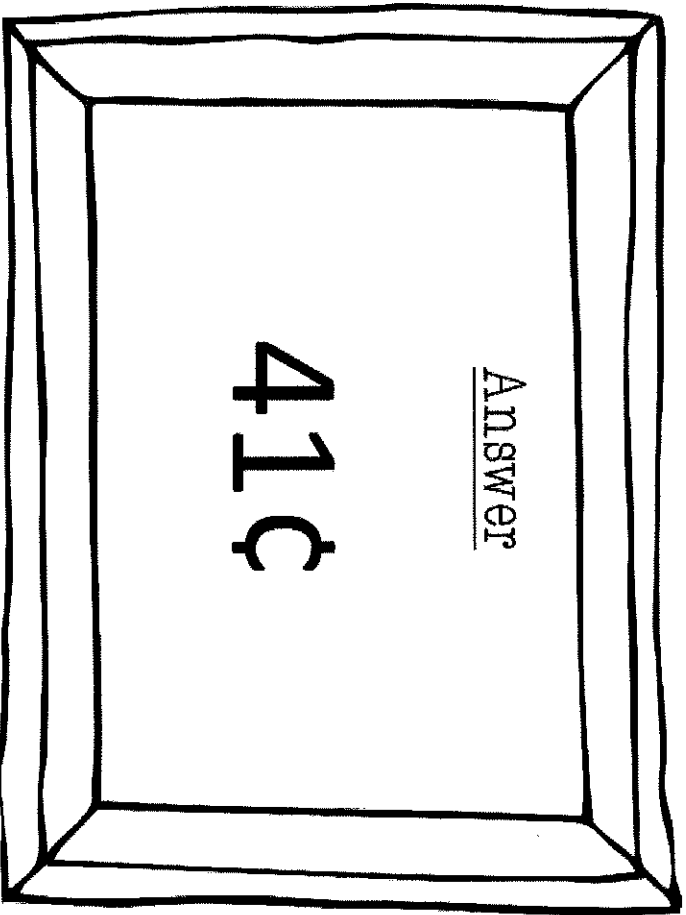
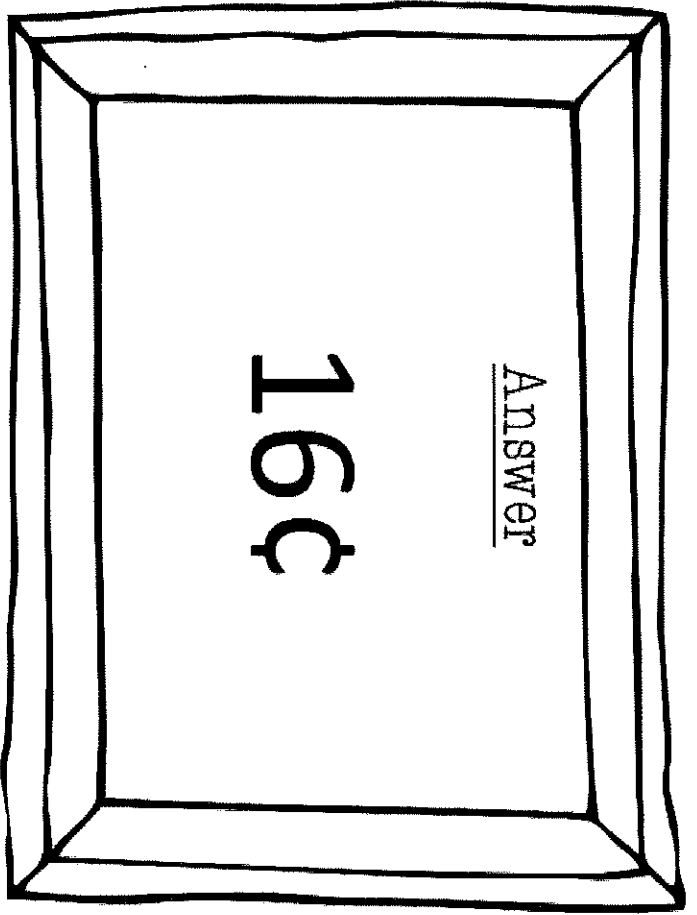
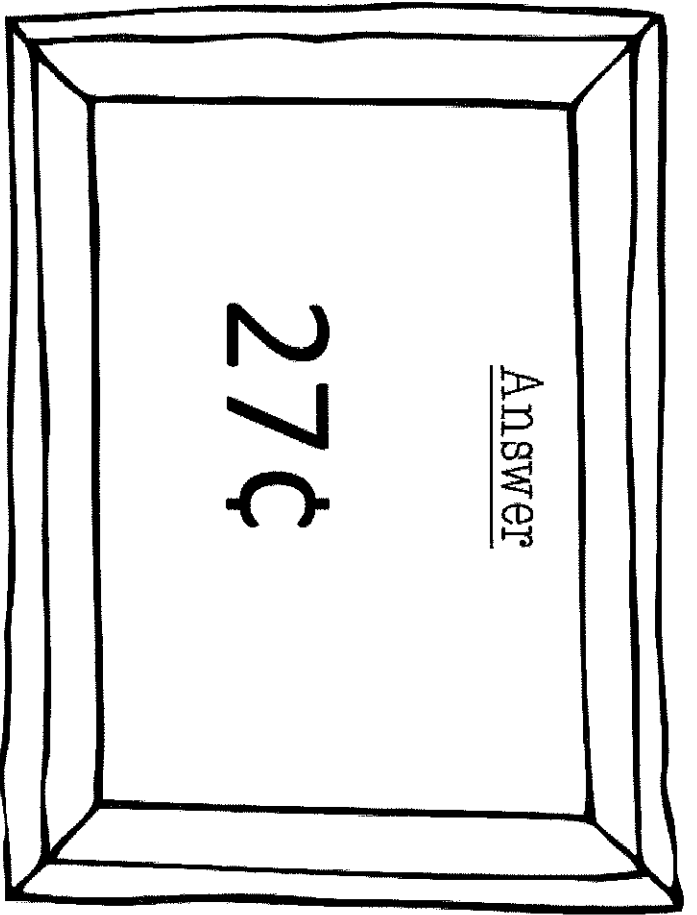
How much money is shown below?

$$10\phi + 10\phi + 1\phi + 1\phi$$

Money

How much money is shown below?

$$25\phi + 10\phi + 5\phi + 1\phi$$



Money

How much money is shown below?



Money

How much money is shown below?



Money

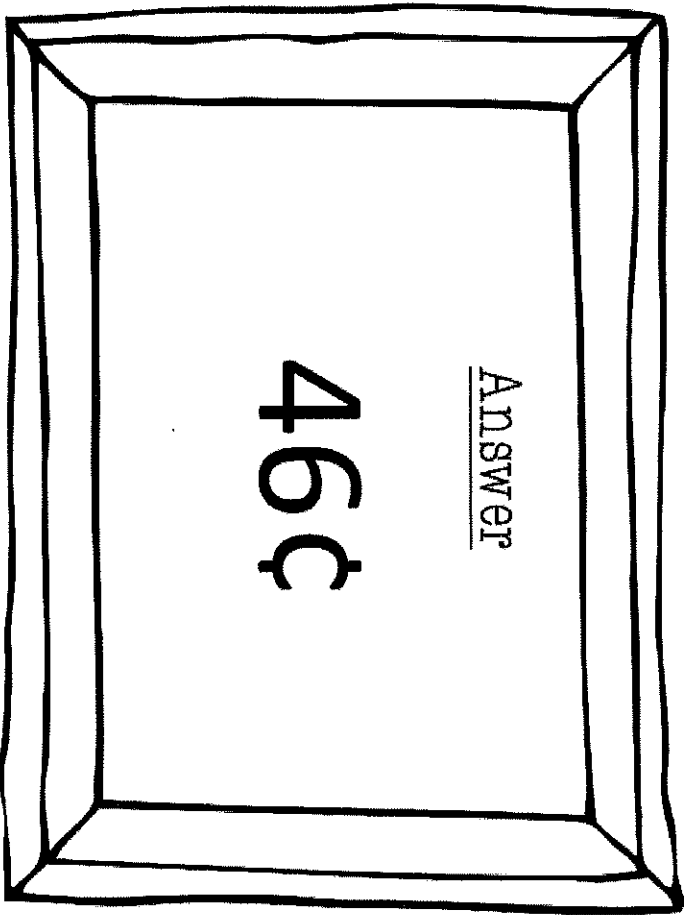
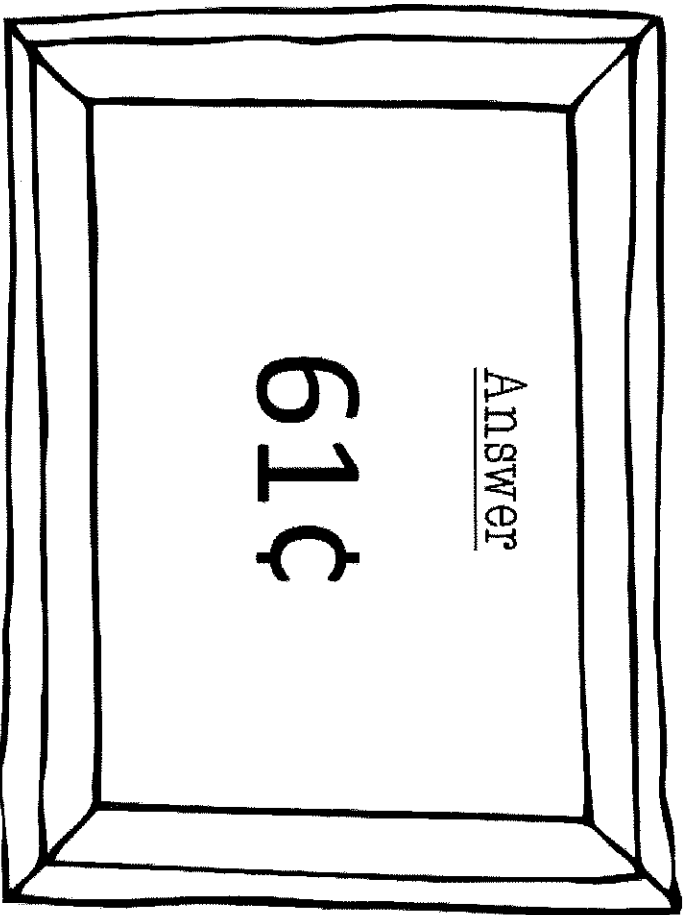
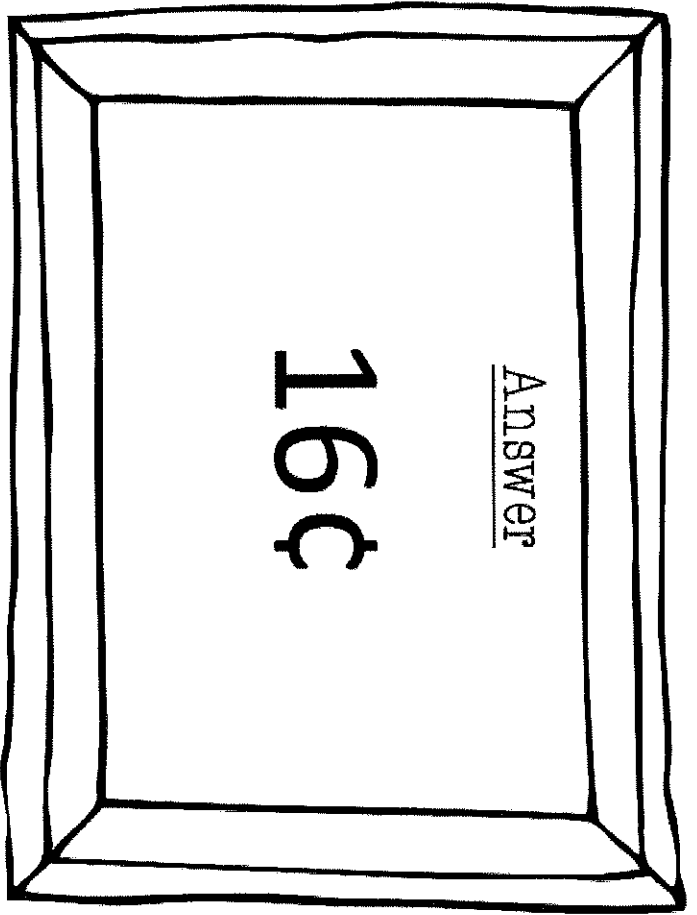
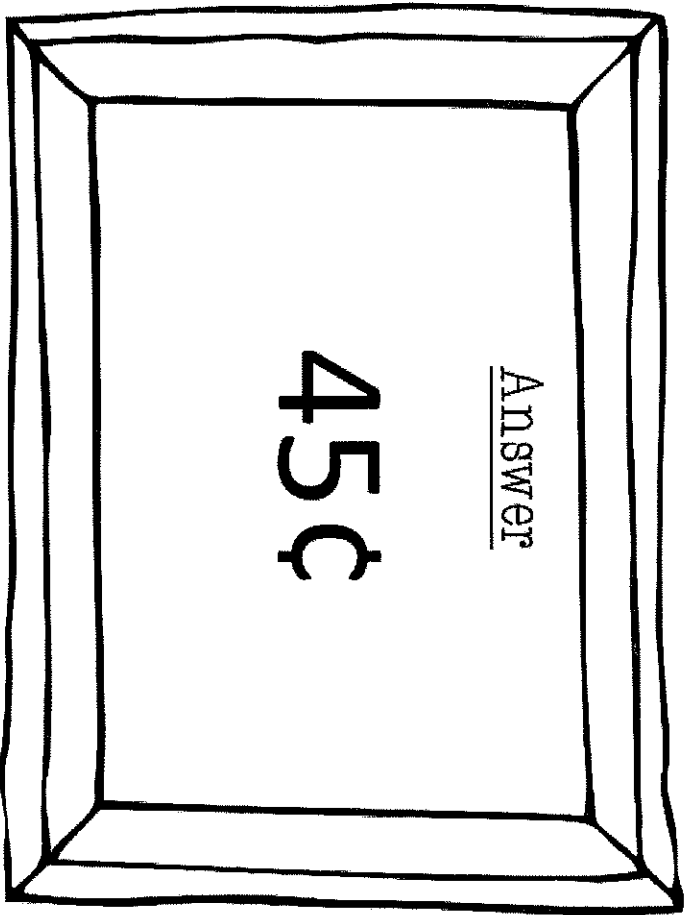
How much money is shown below?

$$25\phi + 10\phi + 10\phi + 1\phi$$

Money

How much money is shown below?

$$50\phi + 10\phi + 1\phi$$



Money

Who earned more?

Abby

Bryan



Money

Who earned more?

Claire

Dean



Money

Who earned more?

Evelyn

Frank

$10\phi + 25\phi$

$50\phi + 5\phi$

$+ 1\phi$

Money

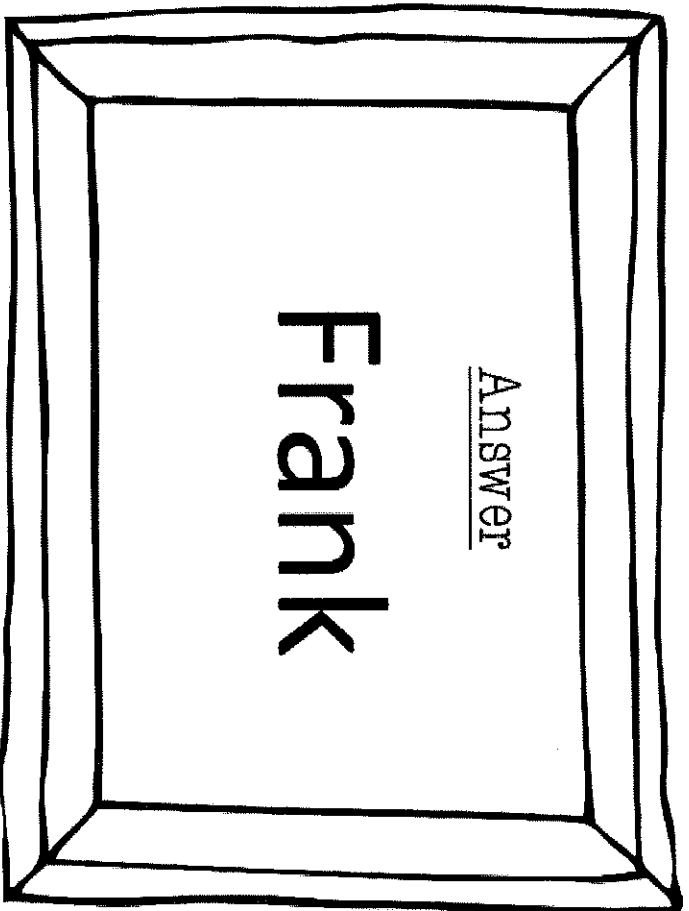
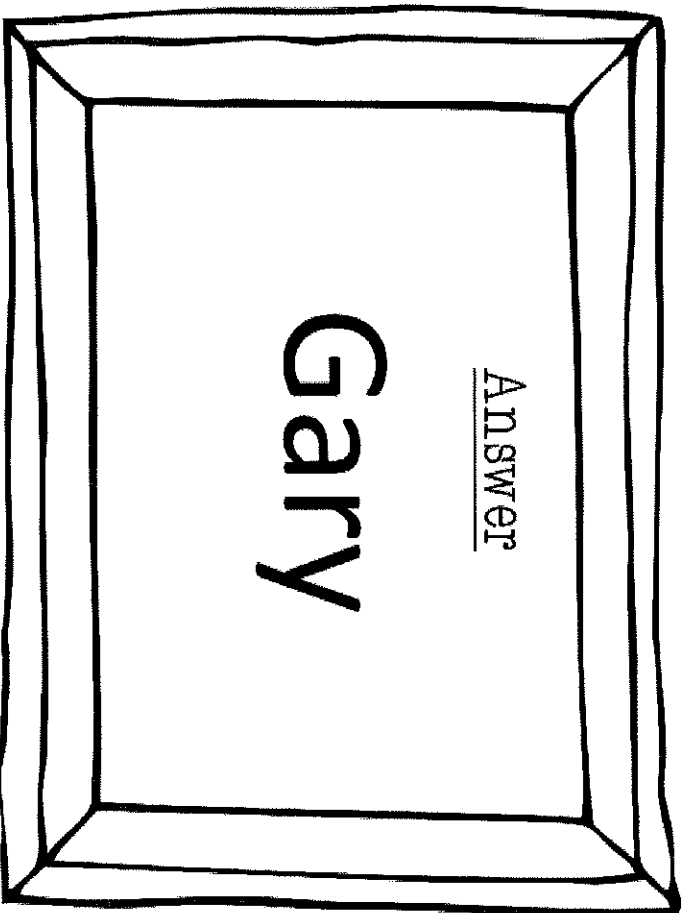
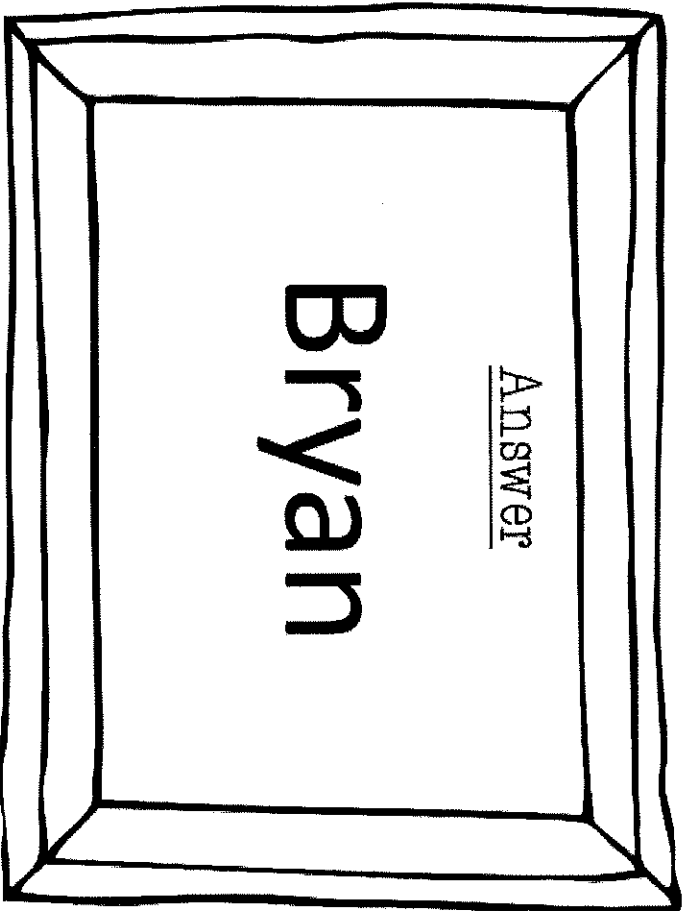
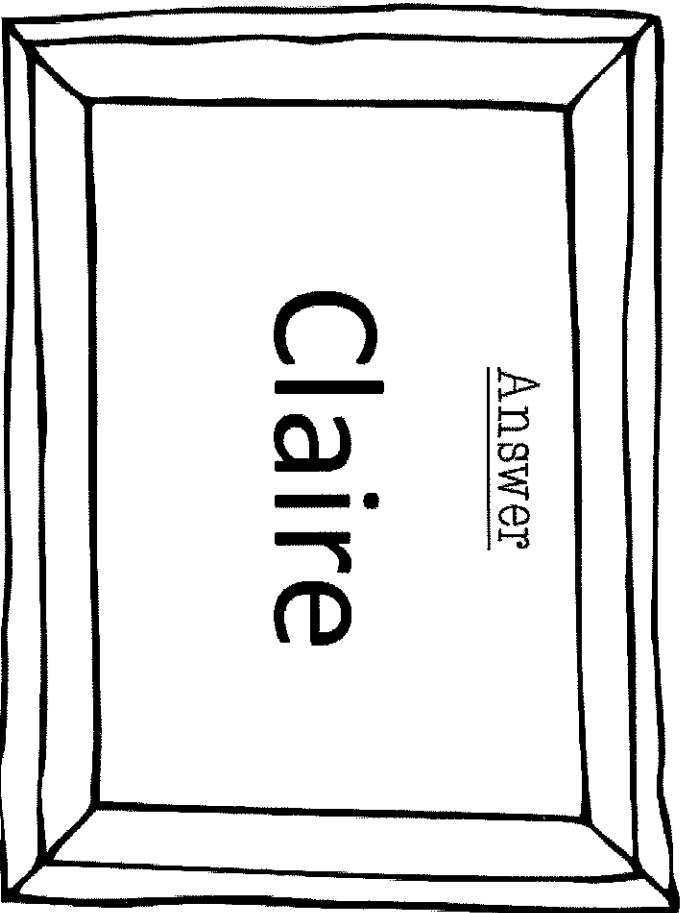
Who earned more?

Gary

Holly

$50\phi + 25\phi$

$25\phi + 25\phi$



Weekly Sight Word list

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

- move
- nothing
- one
- out
- ready
- laugh
- behind
- voice
- took
- ground
- across
- does

Sight Word Choice Board

Choose one activity to complete each night - Monday through Thursday.

<p>Write this week's sight words 3 times each, with each time being in a different color</p> <p>was was was</p>	<p>Type each word 5 times, each in a different font and print.</p> <p>DOWN down down down down</p>	<p>Make a matching game (on index cards).</p> 
<p>Write a sentence using each word.</p> <p>The cat climbed <u>down</u> the tree.</p>	<p>Write as many rhyming words as you can come up with for each word.</p> 	<p>Cut out letters from newspaper/magazine to glue down to make words.</p> 
<p>Draw a picture and "hide" your words inside.</p> 	<p>Write your words with glue and use coffee, rice, etc. to make the words show up.</p> <p>Coffee</p>	<p>Write your words as "bubble" words.</p> <p>That</p>

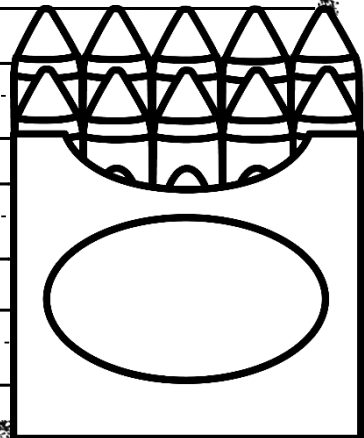
Squiggle Story

Name: _____

Directions: Draw a detailed picture & write a 3 to 6 sentence story based on that picture.



Handwriting practice lines consisting of solid top and bottom lines and a dashed middle line, repeated across the page.



DESCRIBE & INFER with

PICTURE OF THE DAY

Weekly Assessment # 1

Name:



Observations/Details:

1.
2.
3.
4.
5.

I infer

because

.....
.....
.....

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!

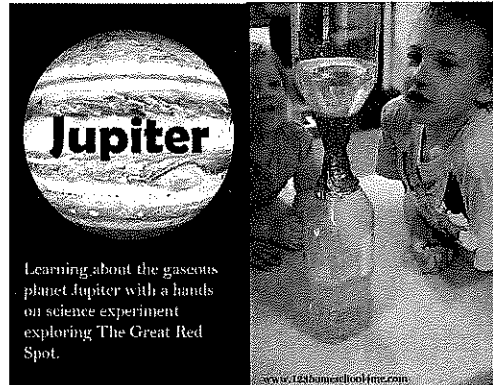
FUN SOLAR SYSTEM SCIENCE ACTIVITIES

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.

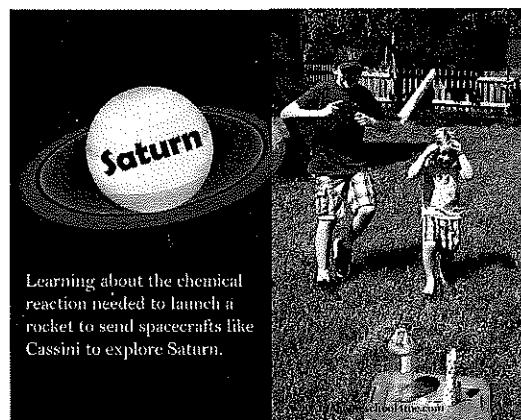


Hurricane Science Experiment To help us remember The Great Red Spot on Jupiter, that is similar to a hurricane on Earth, make a *classic science project*- a hurricane in a bottle. You will need 2 empty soft drink bottles, water, food coloring, and duck tape. You can add glitter too! Fill one bottle $\frac{3}{4}$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

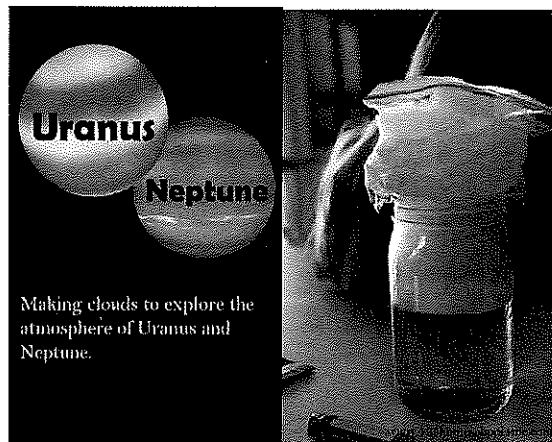
Hint: Rockets launch best with less weight. So, although building a cardboard tube or plastic bottle rocket is fun..... consider just a piece or regular paper wrapped around the tube for a better launch. Experiment a bit and see what makes the most impressive height.

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 _____

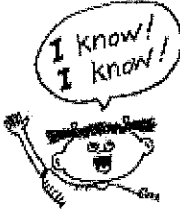
Lab Journal

Question




A cartoon illustration of a person with a question mark above their head, sitting at a desk with the word "QUESTIONS" written below. The entire illustration is contained within a rounded rectangular box.

Predict



A cartoon illustration of a person shouting "I know! I know!" with a speech bubble above their head. The entire illustration is contained within a rounded rectangular box.

Test/Outcome



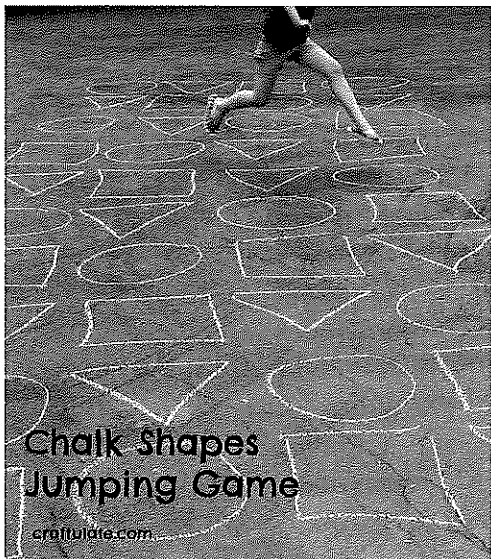
A cartoon illustration of a person with glasses looking at a piece of paper with a pencil. The entire illustration is contained within a rounded rectangular box.

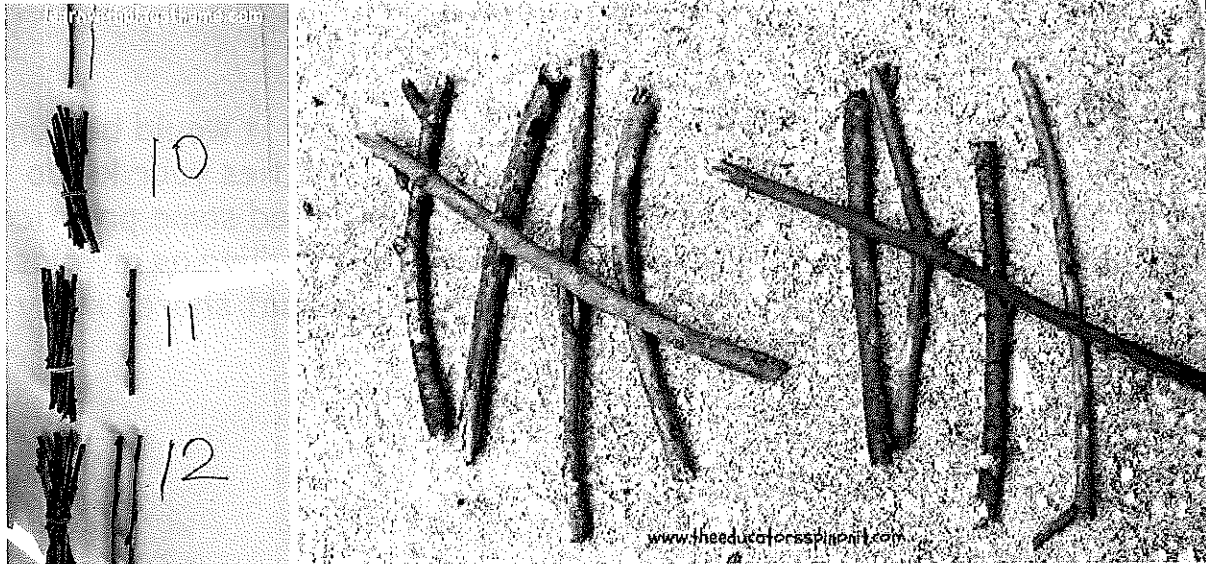
MATH OUTSIDE

Many of us have access to the outdoors. So, I thought it would be fun to throw out some ideas that include some math activities your kiddo can do with sticks and stones. This week I have included some practice involving 2D & 3D shapes, tallying and grouping (or bundling as my class has called it). I also included a really cool link below that shares many more activities that includes such ideas as:

Nature Patterns
Counting with Flower Petals
An Outdoor Number Hunt
An Outdoor Shape Hunt
Pinecone Counting
A Garden Number Line
Measuring with Sticks
Finding Sums with Rocks

<http://findingthegoldengleam.com/2012/09/best-activities-learn-math-outdoors/>





1. Break the sticks into similar lengths. Ours were around 6 inches long. Make at least 100 sticks of the same size. This may sound like a lot, but it took 2 kids less than 10 minutes to collect and break ours. These sticks will be used as tally marks for this activity.
2. Use a stone or driveway as your work station. We tried making tally marks on the rocks and grass, but they were harder to see. A flat surface was much easier to make and count on.
3. Explain to your child that a tally is a way to mark or record your counting. Today, we are making tally marks using our sticks.
4. Demonstrate how to place 1, 2, 3, 4 sticks straight up and the 5th at a diagonal.
5. Encourage your child to practice building sets of 5 tally marks.
6. When they become familiar with building the sets of 5, then use those sets to count by 5's to 100 (or however many tally mark sticks you made in step 1). We didn't quite have enough to make 100 on our first try, so the kids stopped tallying for a minute and gathered more sticks.
7. After you reach 100 mix all the tally sticks together. Call out a number and have your child build that number with tally marks. Have them count out loud as they point to their sets to demonstrate an understanding. When the number has been made, place all the sticks back in the pile and call out another number. Example. 18. For the number 18, children would build 5 sets of 5 tally marks each with 4 sticks down and 1 diagonal. Then place an additional 3 sticks next to the set. See image.

I hope you have time to explore math outdoors! Share with me your learning by taking pictures and journaling your discoveries.