

Weekly Checklist

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

| | Reading | Math | Optional Work |
|---------------------------------|--|---|--|
| MON 20 to 75 min. | <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 | <input type="checkbox"/> <i>Choose a Unit and Measure</i> | <input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board Living & Non-Living Things: <input type="checkbox"/> Go on adventure and search for Living & Non-Living things. <input type="checkbox"/> Sort Living & Non-Living things in the graphic organizer |
| TUE 20 to 75 min. | <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 | <input type="checkbox"/> <i>Throw, Estimate, and Measure</i> | <input type="checkbox"/> Squiggle Story Living & Non-Living Things: <input type="checkbox"/> Compare & Contrast - Earthworm vs. a stick. |
| WED 20 to 75 min. | <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 | <input type="checkbox"/> <i>Measure Together</i> | <input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board Living & Non-Living Things: <input type="checkbox"/> Nature Hunt for Organisms <input type="checkbox"/> Journal Nature Hunt discoveries |
| THU 20 to 75 min. | <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 | <input type="checkbox"/> <i>Mystery Lengths</i> | <input type="checkbox"/> Picture of the Day Living & Non-Living Things: <input type="checkbox"/> Organism Study - draw and journal facts about your chosen organism |
| FRI 20 to 75 min. | <input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Write 3 sentences using dictation words. <input type="checkbox"/> Read weekly story | <input type="checkbox"/> <i>Assessment</i> <input type="checkbox"/> <i>Optional math fluency</i> | <input type="checkbox"/> Select 1 to 2 squares from the Sightword Choice Board Living & Non-Living Things: <input type="checkbox"/> Continue with chosen organism study |

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.

| | | | |
|------|-------|--------|-------|
| knew | large | though | write |
|------|-------|--------|-------|

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.

| | | | |
|-------|-------|--------|-------|
| knew | large | though | write |
| field | into | coming | down |
| four | give | great | idea |

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 | ar | ur | or |
| ar | y | ore | 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.

| | | | |
|----------|-------------|-----------|-----------|
| action | lecture | creatures | mention |
| mixture | furniture | action | ladybug |
| jumped | saying | quickly | wonderful |
| fraction | information | fracture | explained |


Regular Word Reading

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










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










 *Signal for each word







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










 Correcting Student Errors









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

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

| | | | | | | | | |
|---|--|---|--|--|---|--|--|---|
|  j ge gi_ _dge |  k c _ck |  l _le |  m |  n kn_ _gn |  o |  p |  qu_ |  r wr_ |
|---|--|---|--|--|---|--|--|---|

| | | | | | | | |
|--|--|---|---|--|---|--|---|
|  s ce ci_ |  t _ed |  u |  v |  w_ |  _x |  y_ |  z _s |
|--|--|---|---|--|---|--|---|

| | | | | | | | | |
|--|--|--|--|---|--|--|---|---|
|  a a_e ai _ay |  e e_e ee ea_y _ie |  i i_e ie igh_y |  o o_e oa ow _oe |  u u_e _ue _ew |  sh |  wh_ |  th |  ch _tch |
|--|--|--|--|---|--|--|---|---|

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

Dictation

Practice writing words. No more than 4 regular words a day. Pick three words and write a sentence.

1.

2.

3.

4.

1.

2.

3.

4.

1.

2.

3.

4.

1.

2.

3.

4.

1.

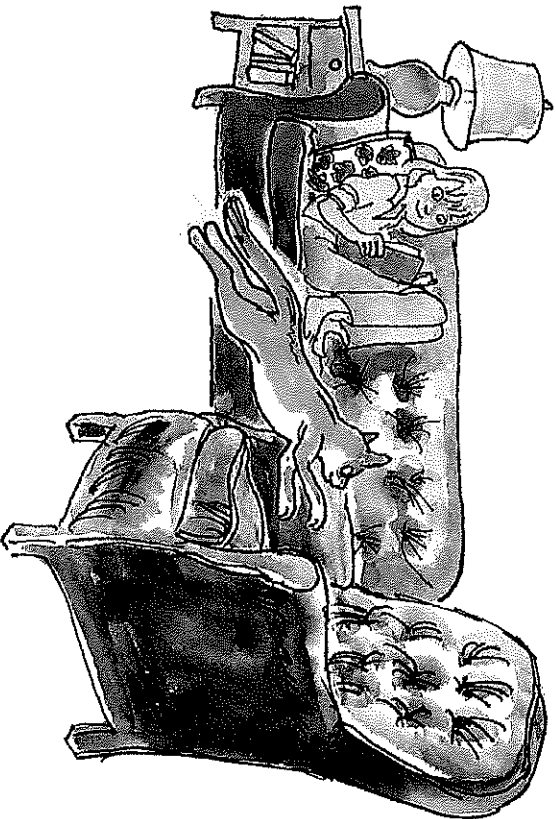
2.

3.

Name _____

Fraidy Cat

by Bobbie N. Zaide
illustrated by Sandy Kossin



My cat Fraidy is mostly playful. She likes to run and leap all over. At times, though, she can make big problems. That's what happened last week.

33



The day began. Mom made toast. I began to put jam on my toast. One drop of jam dripped off my plate. Sadly, it landed on Fraidy. That jam would lead to a big problem!

34



I leaned down quickly to help Fraidy.
I tried wiping that sticky jam off her fur.
Yet Fraidy would not let me. She had
another idea. Suddenly she leaped right
out the open kitchen window!

35



Fraidy can be such a handful of
problems! Mom and I made a speedy
dash out of the house to catch that cat.
At first we didn't see her. Then she cried
softly. Fraidy had run up a tree! She sat
safely on a high branch.

36



"Fraidy, kindly get down right now,"

I said sweetly. "Fraidy, get down."

Fraidy didn't move. I cried to her again, but she stayed firmly in place.

She had a needy look on her face.

"Mom," I sighed, "Fraidy is afraid."

37



"I've got an idea," Mom said.

She went back inside. Then she came back with a plateful of cat food. "This may get her down," Mom told me. "Come and get it, Fraidy! It is cat food, Fraidy!" Mom cried in a hopeful tone.

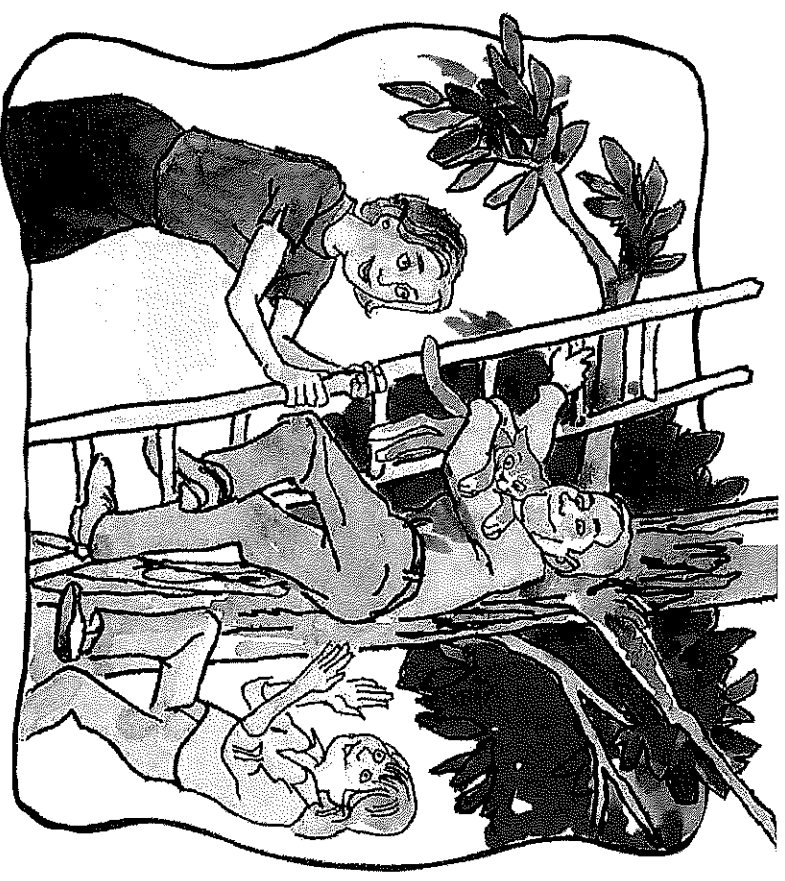
38



Mom and I both waited. We just knew that Fraidy would gladly run to us. That didn't happen, though. Fraidy sat with that same painful look on her face.

"There is just one more thing that we can try," Mom suggested.

39



Mom told Dad about Fraidy. Dad had a long ladder on his truck that he used when he painted the house. Dad came swiftly. He got that cat down in no time.

Like I told you, at times Fraidy can make big problems!

40

Reading Strategy BINGO

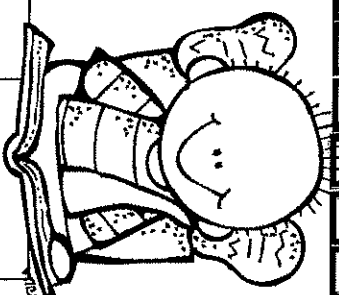
Name: _____ Due Date: _____ Period: _____

| 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>Date: _____ Pages: _____</p> | <p>Date: _____ Pages: _____</p> | <p>Date: _____ Pages: _____</p> | <p>Date: _____ Pages: _____</p> |
| <p>Connect</p> | <p>Define</p> | <p>Summarize</p> | <p>FREE CHOICE</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>Choose at least 2 words you do not know and define them by either context clues, or using a dictionary.</p> | <p>In 2-3 sentences, write the main ideas from the text you read.</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 | | | | |

Choose a Unit and Measure

Choose 6 items in the classroom. Circle which unit of measure would be most appropriate and then measure.

| | | | |
|-----------|--|-------------------------|----------------------------|
| object #1 | | inches feet yards | ----- inches/feet/yards |
| object #2 | | inches feet yards | ----- inches/feet/yards |
| object #3 | | inches feet yards | ----- inches/feet/yards |
| object #4 | | inches feet yards | ----- inches/feet/yards |
| object #5 | | inches feet yards | ----- inches/feet/yards |
| object #6 | | inches feet yards | ----- inches/feet/yards |

Throw, Estimate *and* Measure

Make a paper airplane. Starting at a marked line on the room, throw the airplane. Estimate how far you threw it, then measure. Repeat 6 times.



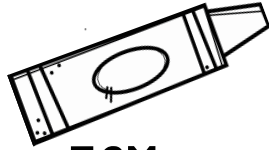
| Throw | Estimate | Actual Length |
|-------|----------------------------|----------------------------|
| #1 | ----- inches/feet/yards | ----- inches/feet/yards |
| #2 | ----- inches/feet/yards | ----- inches/feet/yards |
| #3 | ----- inches/feet/yards | ----- inches/feet/yards |
| #4 | ----- inches/feet/yards | ----- inches/feet/yards |
| #5 | ----- inches/feet/yards | ----- inches/feet/yards |
| #6 | ----- inches/feet/yards | ----- inches/feet/yards |

Measured together

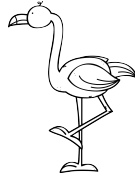
Solve the word problems below using the measurements given.



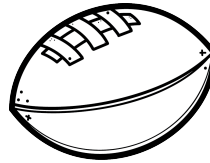
18CM



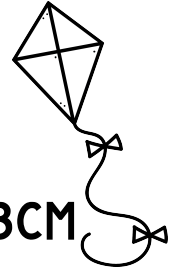
7CM



85CM



22CM



33CM

How long are the football and worm when put together?

How much longer is the kite than the crayon?

Which two items are 55 CM when put together?

Mystery Lengths

Solve each word problem. Show your match thinking using tape diagrams.

Hank has a string that is 28 inches long. Theo has a string that is 12 inches shorter. How long is Theo's string?

Tessa has 70 cm of ribbon. She used 53 cm of ribbon to wrap a gift. How much ribbon does she have left?

Carter paints a triangle that has 3 equal sides. One of the sides is 9 cm. How total length of the triangle?

Sally is making a square garden. She uses 2 yards of wood to make the first side. How many yards of wood will she need in all?

Jake jumped 49 cm and then Andy jumped. Together they jumped 87 cm. How far did Andy jump?





Assessment

M7.LI6-20

Name: _____

Score: _____

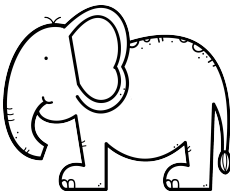

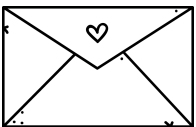

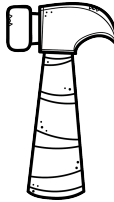
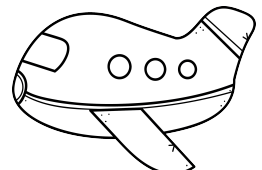
Measure the length between the pirate and the objects using a ruler in inches and centimeters. Answer the questions about each set.

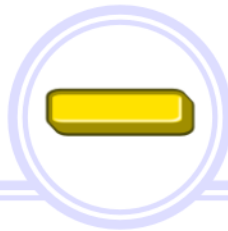
| | |
|--|-----------------------------------|
|   | <p>_____inches</p> <p>_____cm</p> |
|   | <p>_____inches</p> <p>_____cm</p> |

How much farther away is the ship than the hat? _____ inches

How much farther away is the ship than the hat? _____ cm

For each object, circle the unit of measurement that would be the most appropriate to use.

| | | | |
|---|--|--|--|
|  | <p>INCHES</p> <p>FEET</p> <p>YARDS</p> |  | <p>INCHES</p> <p>FEET</p> <p>YARDS</p> |
|  | <p>INCHES</p> <p>FEET</p> <p>YARDS</p> |  | <p>INCHES</p> <p>FEET</p> <p>YARDS</p> |
|  | <p>INCHES</p> <p>FEET</p> <p>YARDS</p> |  | <p>INCHES</p> <p>FEET</p> <p>YARDS</p> |



Name: _____

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

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

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

$$\begin{array}{r} 93 \\ +63 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 42 \\ +30 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ +17 \\ \hline \end{array}$$

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

$$\begin{array}{r} 94 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ +75 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 47 \\ +99 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ +59 \\ \hline \end{array}$$

$$\begin{array}{r} 88 \\ -25 \\ \hline \end{array}$$

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

$$\begin{array}{r} 14 \\ +15 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ +32 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 72 \\ -67 \\ \hline \end{array}$$

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

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

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

$$\begin{array}{r} 78 \\ -50 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ +91 \\ \hline \end{array}$$

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

$$\begin{array}{r} 12 \\ +95 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ -59 \\ \hline \end{array}$$

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

$$\begin{array}{r} 18 \\ +14 \\ \hline \end{array}$$

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

$$\begin{array}{r} 85 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

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

$$\begin{array}{r} 92 \\ -58 \\ \hline \end{array}$$

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

Total: 40

Goal: _____

Complete: _____

Correct: _____

Place Value

How many sets of
one thousands are
in the number
6,702?

Place Value

What is the largest
whole number you
can make using the
digits 5,1,0 and 8?

Place Value

How many 100s are
in the number
9,147?

Place Value

What is the
smallest whole
number you can
make using the
digits 8,5,2 and 3?

Answer

1

Answer

6

Answer

2,358

Answer

8,510

Place Value

How many sets of
one thousands are
in the number
7,389?

Place Value

What is the largest
whole number you
can make using the
digits 9,7,0 and 3?

Place Value

How many 1000s
are in the number
12,513?

Place Value

What number is in
the 100s place in
the number 20,941?

Answer

2

Answer

7

Answer

9

Answer

9,730

Weekly Sight Word list

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

- ☐ knew
- ☐ large
- ☐ thought
- ☐ write
- ☐ field
- ☐ into
- ☐ coming
- ☐ down
- ☐ four
- ☐ give
- ☐ great
- ☐ idea

Sight Word Choice Board

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

Write this week's sight words 3 times each, with each time being in a different color

was

was

was

Type each word 5 times, each in a different font and print.

DOWN

down

down

down

Make a matching game (on index cards).



Write a sentence using each word.

The cat climbed down the tree.

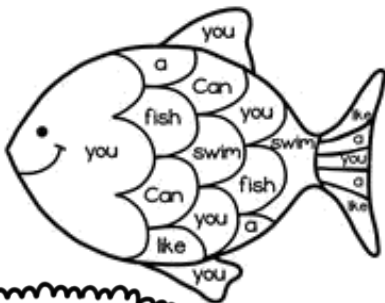
Write as many rhyming words as you can come up with for each word.



Cut out letters from newspaper/magazine to glue down to make words.



Draw a picture and "hide" your words inside.



Write your words with glue and use coffee, rice, etc. to make the words show up.



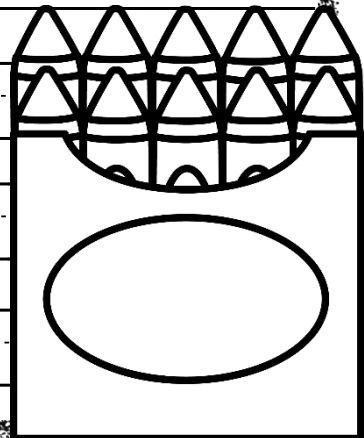
Write your words as "bubble" words.

That

Squiggle Story

Name: _____

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



Describe & infer with

PICTURE OF THE DAY

Weekly Assessment #6

Name:



Observations/Details:

1.

2.

3.

4.

5.

I infer

because

K-5 PE

Week May 18th-22th

The physical activity log will allow you to record specific physical activities of your choosing throughout the week. The duration of these activities will count towards your weekly physical education minutes (30 minutes a day). Please use the physical activity log below or come up with one on your own. Write your activities and total minutes/hours every day. Examples of these activities can include biking, basketball, jumping on the trampoline, walks, runs, soccer, etc.

Physical Education Activity Log

[illegible]

Information to Parents & Guardians,

This week we are on to the next adventure! This unit is more self directed and interest driven. AND it requires you to get outside and explore!

There is so much to learn just out your back door. Take a trip with your family up into the woods, or just right in your backyard. Keep your eyes open and be sure to look ALL around. That is the key, LOOK with exploring eyes. You might notice when you stop to really look around, you will see things you've never seen before.

To start, let's talk about **Living and Non-Living** things. *A Living thing needs food, water and air to grow. A Non-Living thing does not need food, water or air to grow AND does not grow.* As you explore outside find at least 4 Living things & 4 Non-Living things and sort them out in the chart below.

| LIVING | NON-LIVING |
|--------|------------|
| | |
| | |
| | |
| | |

Compare & Contrast

How are Living & Non-Living things different? Go find an **earthworm and a stick** about the same size. Now, you are going to perform a simple experiment, record your observations, and form a conclusion. Lay the earthworm and the stick on their own paper plate (or whatever suits you best). Now perform the below tests:

What happens when you touch it?

What happens when you put a drop of water on it?

What happens when you feed it?

Record your observations in the table below:

| | Touch it | Drop water on it | Feed it |
|------------------|-----------------|-------------------------|----------------|
| Earthworm | | | |
| Stick | | | |

What conclusion can you make based on your observation of Living and Non-Living things?

Organism Study

Now that you have a good idea of what a Living thing is defined as we can go on a nature hunt! Oh, and bring your journal! If you have a magnifying glass bring that too! Another word for a Living thing is an **Organism**. As you go out into your backyard, or with your parents into the woods, look for different Organisms that are interesting to you. When you stop to study an organism make sure you spend a lot of time really looking at it. How do you know it is a Living thing? Draw the details of the organism. Really look at its location. Why do you think it likes it there? Is it receiving food of some sort there? Write your thoughts and questions. Include details! When you get back home do some research on the organisms you found. I cannot wait to hear about what you saw and learned.

If you need an example of an organism to study I suggest **Lichen or Mushrooms**. But be careful! Some mushrooms are poisonous. Have the adult with you do the touching of the mushrooms. Research types of mushrooms. Draw and write about the mushrooms you find. Below are some links that might help you get started. Remember, this is only a suggestion. You are the leader here. You have the freedom to explore any organism of your choice.

<http://elementalblogging.com/homeschool-science-lichens/>

<https://handbookofnaturestudy.com/2016/03/outdoor-hour-challenge-lichen-on-rocks-and-more.html/>

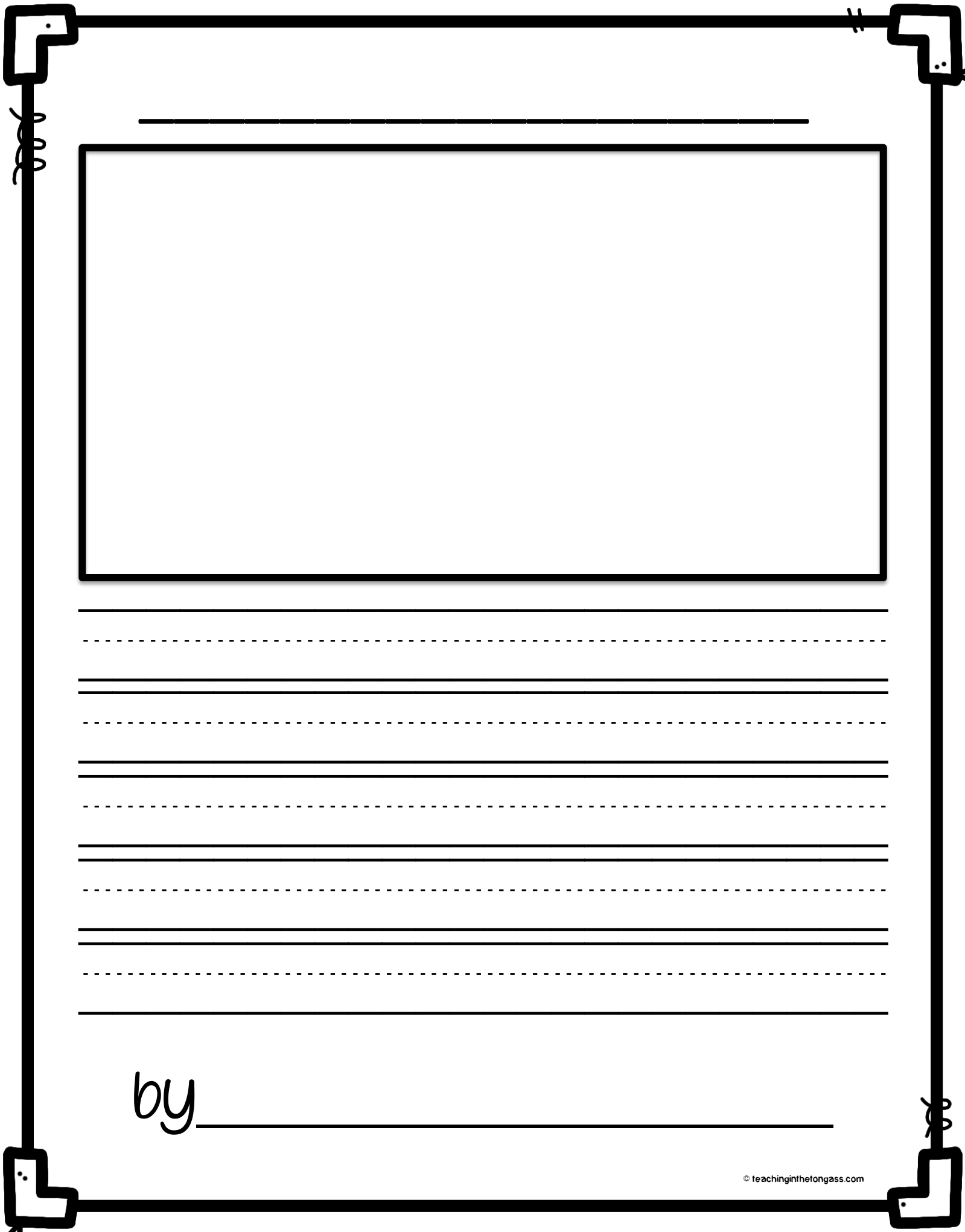
<http://ourjourneywestward.com/lichen-vs-moss/>

<https://thecraftyclassroom.com/2015/10/24/mushroom-science-printables/>

<https://www.giftofcuriosity.com/mushroom-spore-prints>

<http://www.treehousekidsmagazine.com/2018/09/the-magical-and-mysterious-mushroom.html#.XrXlyY7YrnG>

Enjoy and Have Fun!



by _____