

May 18-22 Weekly Checklist

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

	Reading	Writing	Math	Science (Optional)
MON 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Read "At the Shore."	<input type="checkbox"/> Word Search	<input type="checkbox"/> Match and Solve	*At your own pace <input type="checkbox"/> Review Living and Non-Living things. Find 1-4 living things, and 1-4 non-living things outside and complete the chart. <input type="checkbox"/> Compare and contrast an earthworm and a stick. <input type="checkbox"/> Organism study: go on a nature hunt to find a living thing. Write and draw about what you find.
TUE 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "At the Shore."	<input type="checkbox"/> Select and read a text <input type="checkbox"/> Write and draw the Setting and Characters on the Story Map: Story Structure Page	<input type="checkbox"/> Find the Match	
WED 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "At the Shore"	<input type="checkbox"/> Alphabetical Order	<input type="checkbox"/> Complete 1 to 3 problems on Sketch and Solve	
THU 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "At the Shore."	<input type="checkbox"/> Reread text from Tuesday <input type="checkbox"/> Write and draw the Beginning, Middle, and End on the Story Map: Story Structure Page <input type="checkbox"/> Turn in the Story Map: Story Structure Page	<input type="checkbox"/> Complete 1 to 3 problems on Sketch and Solve <input type="checkbox"/> Turn in Find the Match	

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 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	 ong n(k)
---	--	---	--	---	--	--	---	---

 a a_e ai _ay	 e e_e ee _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 u_e	 oo	 _oy oi	 or ore	 ar
--	--	--	--	--	--	---	--

few


night

loudly

window

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.

few	night	loudly	window
noise	story	shall	world
night	few	loudly	window
world	noise	shall	story

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

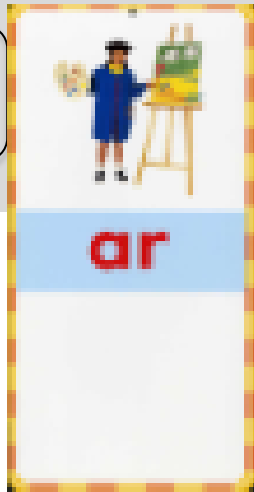
1. Touch to the left of the word. **Word?**
2. Wait 2 seconds for students to think.
3. Slide finger under the word.



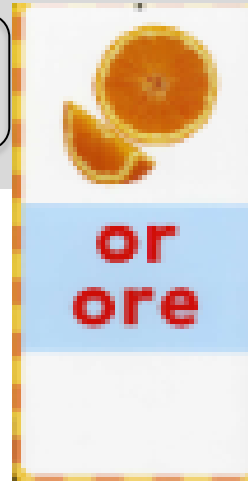
Correcting Student Errors

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.

artist



orange



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.

or	ar	ore	ee
or	ar	ore	ea
ar	ore	ai	or
ow	wr	oa	ch

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.**

star	started	March	marched
park	sharp	dark	march
short	sports	wore	store
needed	weekend	note	came

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.**

short

sports

wore

store

Dictation 2: Advanced

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.

2.

3.

4.

5.

6.

Dictation

Name: _____

1.

2.

3.

4.

5.

6.

At the Shore

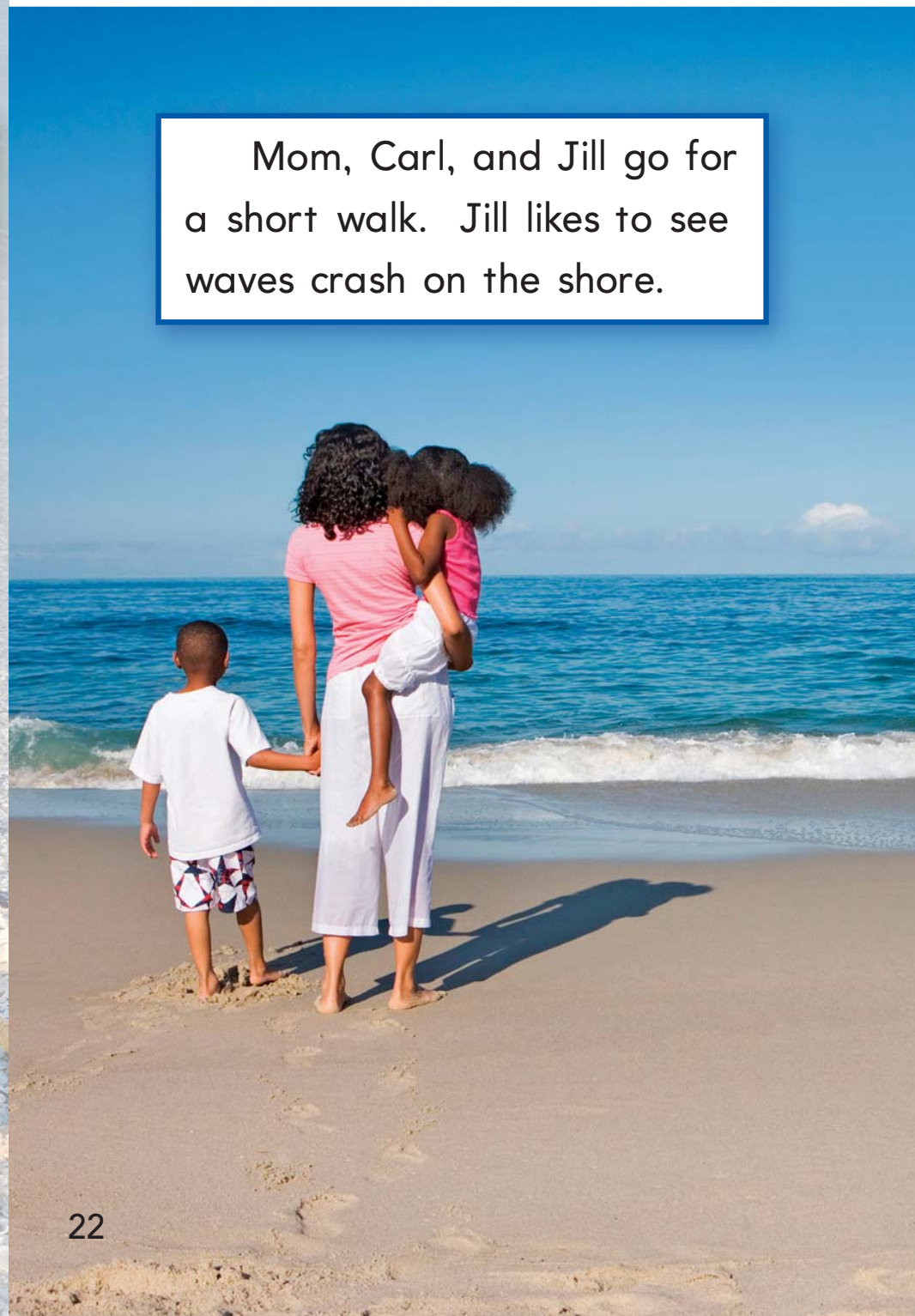
by Jared Chiang

This is the shore. It is where land and sea meet.

You can see sand, grass, and shells on the shore.



Carl's home is on the shore. Carl can see the sea from his window.



Mom, Carl, and Jill go for a short walk. Jill likes to see waves crash on the shore.



Tess is Carl's pal. She hunts for seashells.

23



Carl sees a crab in its shell. The crab will grow too big for that shell. Then it must find a shell that fits!

24

Carl and Tess see a few seagulls. More and more seagulls will come. Seagulls hunt for food in the sea and on the shore.



25

Carl hopes to get a sailboat. Carl will sail far. He will see the world. Then he will head back home and write a story.



26

Name _____

Story Map: Story Structure

Title or Topic: _____

Setting	Characters
<p style="text-align: center;">Plot</p> <p>Beginning</p> <p>Middle</p> <p>End</p>	

Name _____

t	u	r	n	e	d	i	p	o
u	y	t	r	n	i	g	h	t
a	s	d	f	g	h	j	k	l
w	i	n	d	o	w	i	u	y
t	r	e	w	t	o	l	d	q
s	b	e	t	t	e	r	d	f
g	h	j	p	r	e	t	t	y
t	h	o	u	g	h	t	d	c
t	r	e	w	i	n	d	o	w

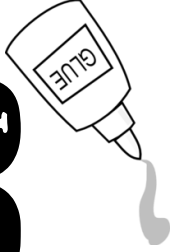
WORD SEARCH

Lesson 21—The Tree

- told
- night
- pretty
- window
- thought
- better
- turned
- saw

Name _____

A B C O r d e r



Lesson 21—The Tree

1
2
3
4
5
6
7
8



told

night

pretty

window

thought

better

turned

saw

Match and Solve



Match the equation with the picture then solve the equation. Circle any groups of ten made by the ones when put together.

$\begin{array}{r} 16 + 2 = ___ \\ \swarrow \quad \searrow \\ 10 \quad 6 \end{array}$	$\begin{array}{r} 7 + 33 = ___ \\ \swarrow \quad \searrow \\ 30 \quad 3 \end{array}$	$\begin{array}{r} 45 + 4 = ___ \\ \swarrow \quad \searrow \\ 40 \quad 5 \end{array}$
$\begin{array}{r} 25 + 3 = ___ \\ \swarrow \quad \searrow \\ 20 \quad 5 \end{array}$	$\begin{array}{r} 3 + 21 = ___ \\ \swarrow \quad \searrow \\ 20 \quad 1 \end{array}$	$\begin{array}{r} 9 + 11 = ___ \\ \swarrow \quad \searrow \\ 10 \quad 1 \end{array}$

Find *the* Match

Match the picture with the equations and tens or ones breakdown.

$$2 + \underline{\quad} = 9$$

$$7 + \underline{\quad} = 10$$

$$\underline{\quad} + 2 = 4$$

$$\underline{\quad} + 5 = 5$$

$$6 + \underline{\quad} = 8$$

$$3 + \underline{\quad} = 7$$

$$4 - 2 = \underline{\quad}$$

$$9 - 2 = \underline{\quad}$$

$$5 - 5 = \underline{\quad}$$

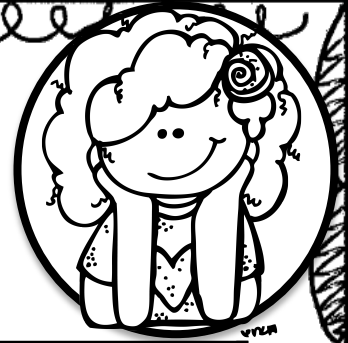
$$10 - 7 = \underline{\quad}$$

$$7 - 3 = \underline{\quad}$$

$$8 - 6 = \underline{\quad}$$

Sketch *and* Solve

Draw a picture to help you solve the problem.



Jonah has 13 frogs. 5 are boys and the rest are girls. How many are girls?

Marcie wants 3 green candies and 9 blue candies. How many candies does she want?

Levi sees some red flowers and 10 blue flowers. He saw 18 in all. How many flowers were red?

Taylor eats 17 grapes. 5 grapes are red and the rest are green. How many are green?

Jimmy wants 6 chocolate chip cookies and 8 peanut butter cookies. How many cookies does he want?

Carla has some gold fish and 9 beta fish. She has 16 fish in all. How many are gold fish?

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-mysteriou-s-mushroom.html#.XrXlyY7YrnG>

Enjoy and Have Fun!

