April 20-24 Weekly Checklist

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

	Reading	Writing	Math
MON 20 to 45 min.	❑ Review ECRI routines ❑ 2 to 4 dictation words ❑ Read weekly story ❑ Complete 1 to 2 story questions	❑ Mixed up high frequency words	❑ Optional math practice **Directions:** work at students' own pace to complete math.
TUE 20 to 45 min.	❑ Review ECRI routines ❑ 2 to 4 dictation words ❑ Read weekly story ❑ Complete 1 to 2 story questions	❑ Word search	
WED 20 to 45 min.	❑ Review ECRI routines ❑ 2 to 4 dictation words ❑ Read weekly story ❑ Complete 1 to 2 story questions	❑ ABC order	
THU 20 to 45 min.	❑ Review ECRI routines ❑ 2 to 4 dictation words ❑ Read weekly story ❑ Complete 1 to 2 story questions	❑ Sentence Writing	
FRI 20 to 45 min.	❑ Review ECRI routines ❑ Write 3 sentences using dictation words. ❑ Read weekly story ❑ Look for 'long e' words in weekly story	❑ Write and draw about your favorite animal.	

Name: Total Minutes:

April Reading Log

Date	Title	Mins	parent Initials

Parent Instructions for ECRI Routines

**We suggest you repeat these routines daily*

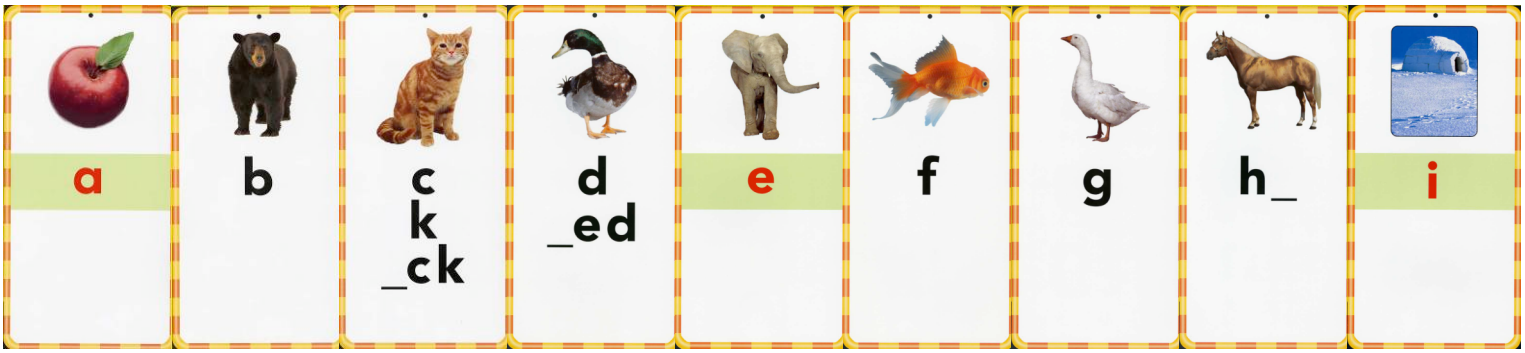
Irregular Word Reading:
Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. As you slide your finger, read the word out loud to your student. Point to the word again and slide your finger underneath it as your student now 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.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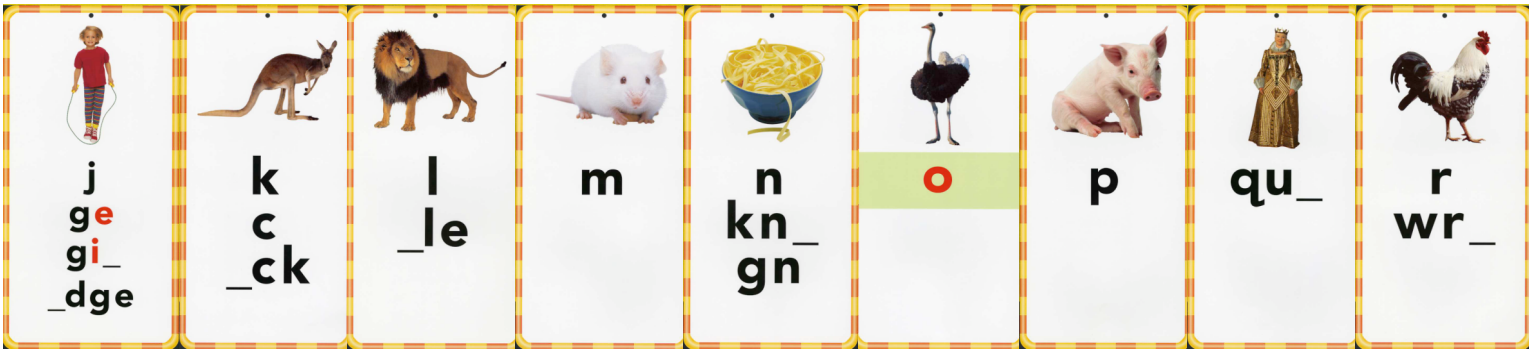
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aw
au
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ou
ir
er
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oi
or
ore
ar

about	don't	by	maybe

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 4, Lesson 17, Day 3

about	don't	by	maybe
car	sure	could	there
don't	by	about	maybe
sure	there	could	car

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.

ee	ng	ea	e
e_e	ng	ee	n(k)
ea	n(k)	e_e	ng
ee	e	n(k)	e_e

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.

bring	Ming	song	singing

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.

1.

2.

3.

4.

5.

6.

1.

2.

3.

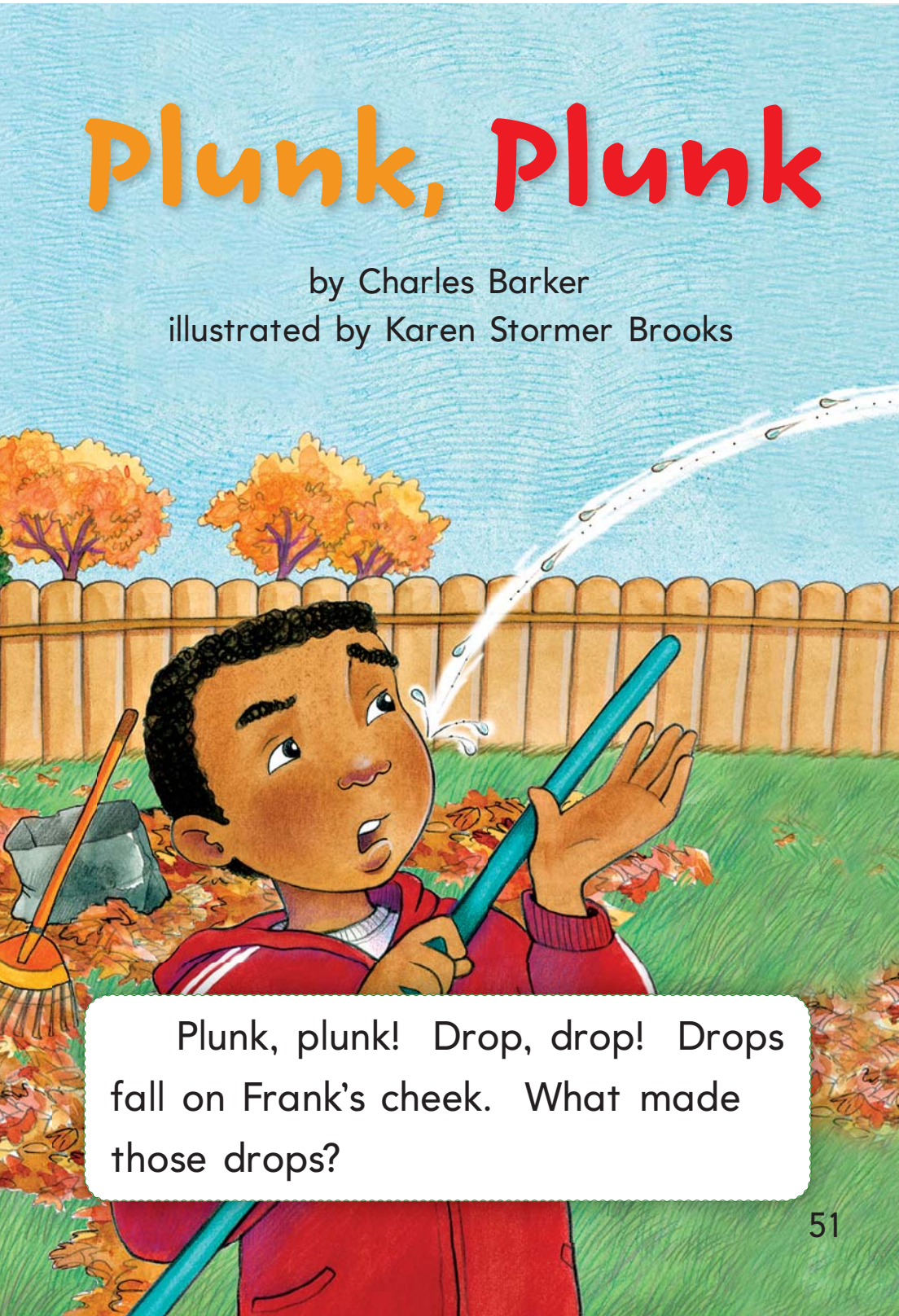
4.

5.

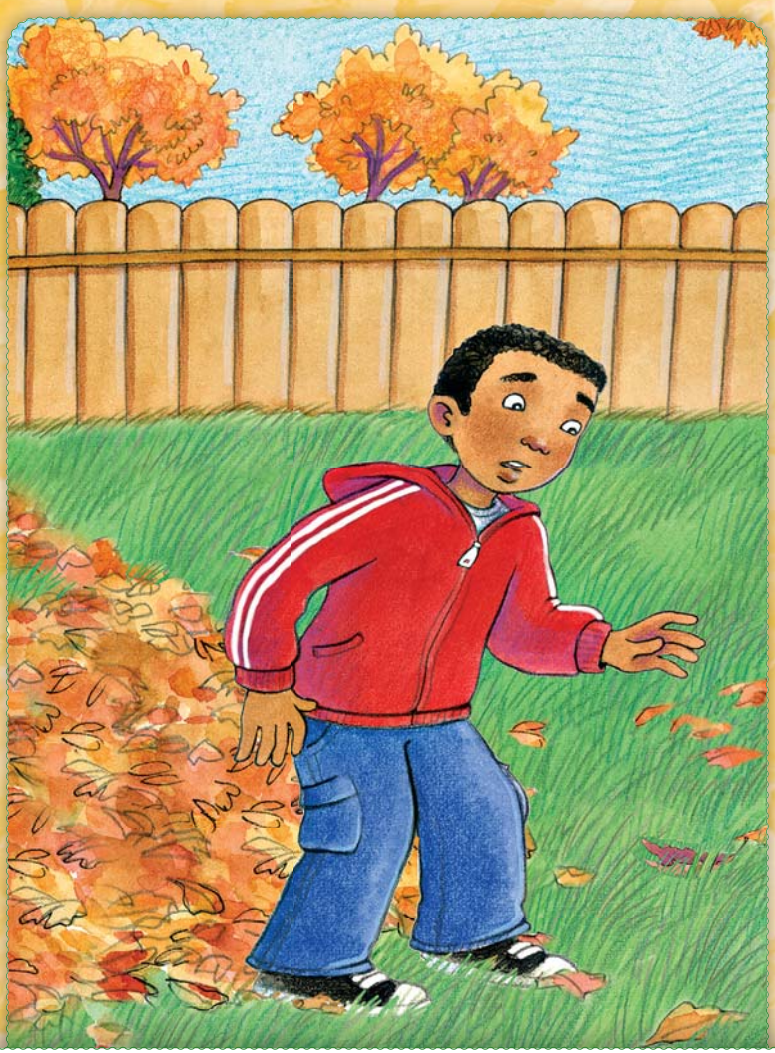
6.

Plunk, Plunk

by Charles Barker
illustrated by Karen Stormer Brooks

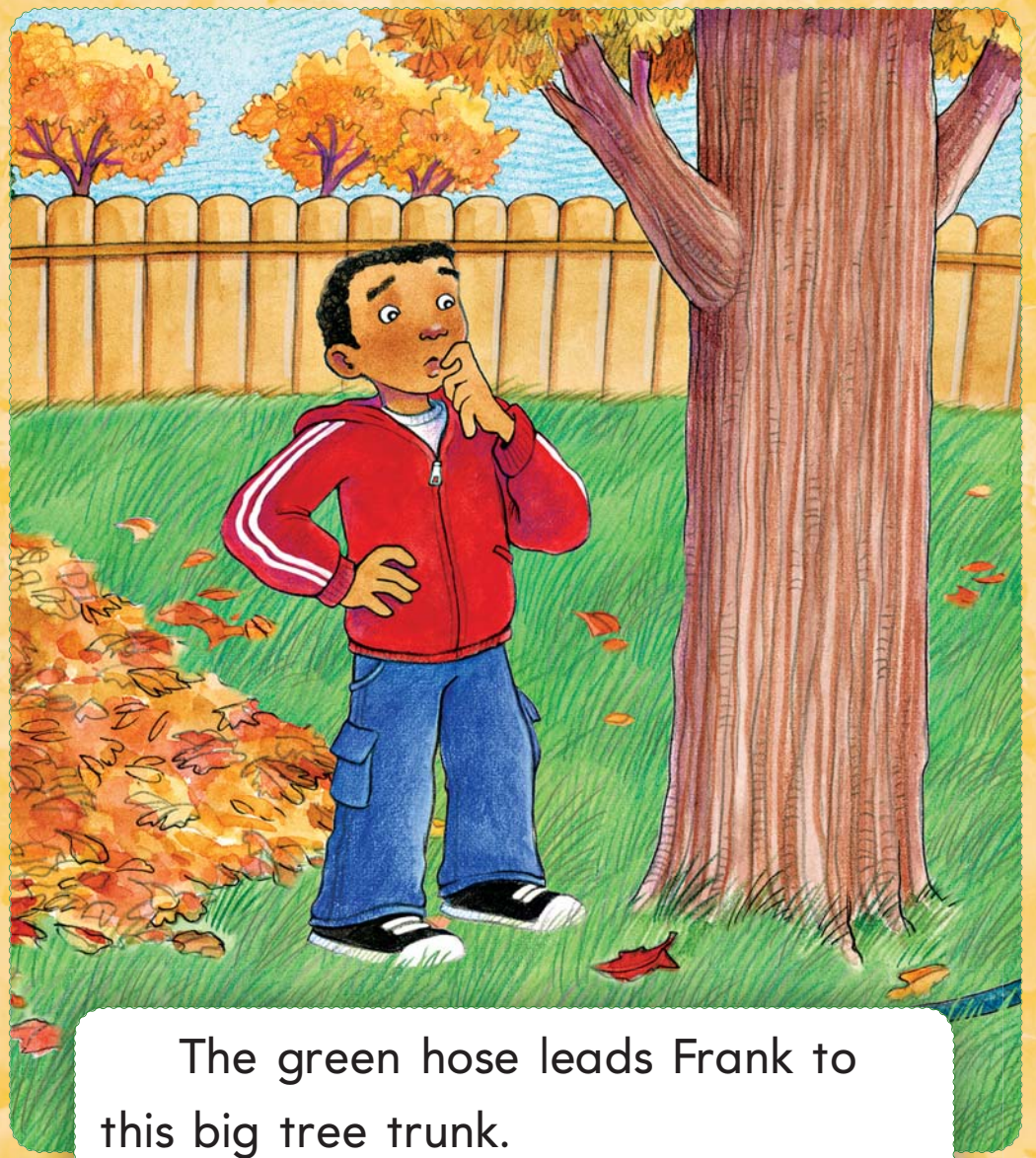


Plunk, plunk! Drop, drop! Drops fall on Frank's cheek. What made those drops?



The drops got big. Plunk, plunk. Did Frank see what made those drops? No, but Frank did see a hint.

A green hose is in the green grass. Frank thinks it made the drops. He is sure it did.



The green hose leads Frank to this big tree trunk.

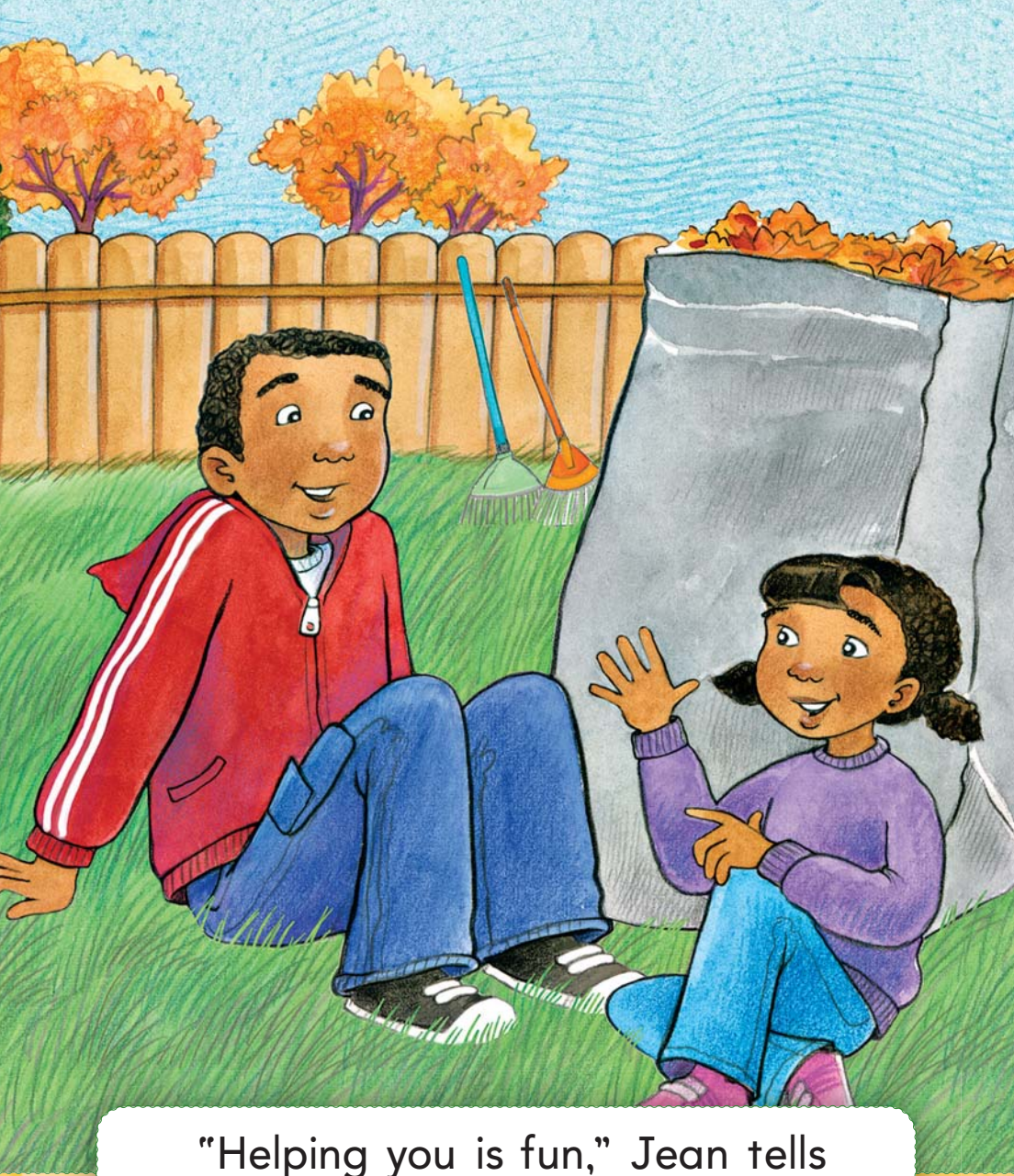
"Who is back there? I think it's Jean. Is it? Is it Jean?" asks Frank.

"Yes, Frank. It's me. Did you get wet?" asks Jean. "I hope you think it was fun."

"It was fun," Frank tells Jean. "Will you help me rake? We can sing as we rake. Rake, rake, rake. Sing, sing, sing."

"Which song will we sing?" Jean asks.

"Let's make up a song! Ink-a-dink-a-dee!" sings Frank. "Sing with me!"



"Helping you is fun," Jean tells Frank, "and it's fun to sing!"

"Ink-a-dink-a-thanks!" Frank sings.

Weekly Story Questions

Directions: Read the weekly story aloud and answer 1 to 2 questions daily

1. **Where is the setting of this story?**

2. **Who is this story about? Describe them.**

3. **Does the main character have a problem? What is it?**

4. **How is the problem solved? (What is the solution?)**

5. **What is the scariest, funniest, saddest, most interesting, or most funny part of the story? Read it aloud.**

6. **Do you like this story? Why or why not?**

Name _____

MIXED UP HIGH FREQUENCY WORDS

Lesson 17—The Big Trip

	Pencil	Pen	Crayon	Marker
ndot’				
tbuoa				
rca				
bmaey				
yb				
dculo				
heert				
eurs				

Name _____

WORD SEARCH

Lesson 17—The Big Trip

there

by

sure

could

don’t

car

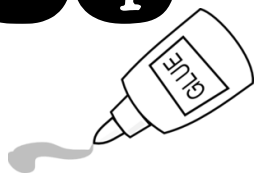
about

maybe

Name _____

ABC Order

Lesson 17—The Big Trip



1
2
3
4
5
6
7
8

there

by

sure

could

don't

car

about

maybe

Name _____

HIGH FREQUENCY WORD SENTENCES

Lesson 17—The Big Trip

Word Bank

there by sure could

don't car about maybe

1.

2.

3.

4.

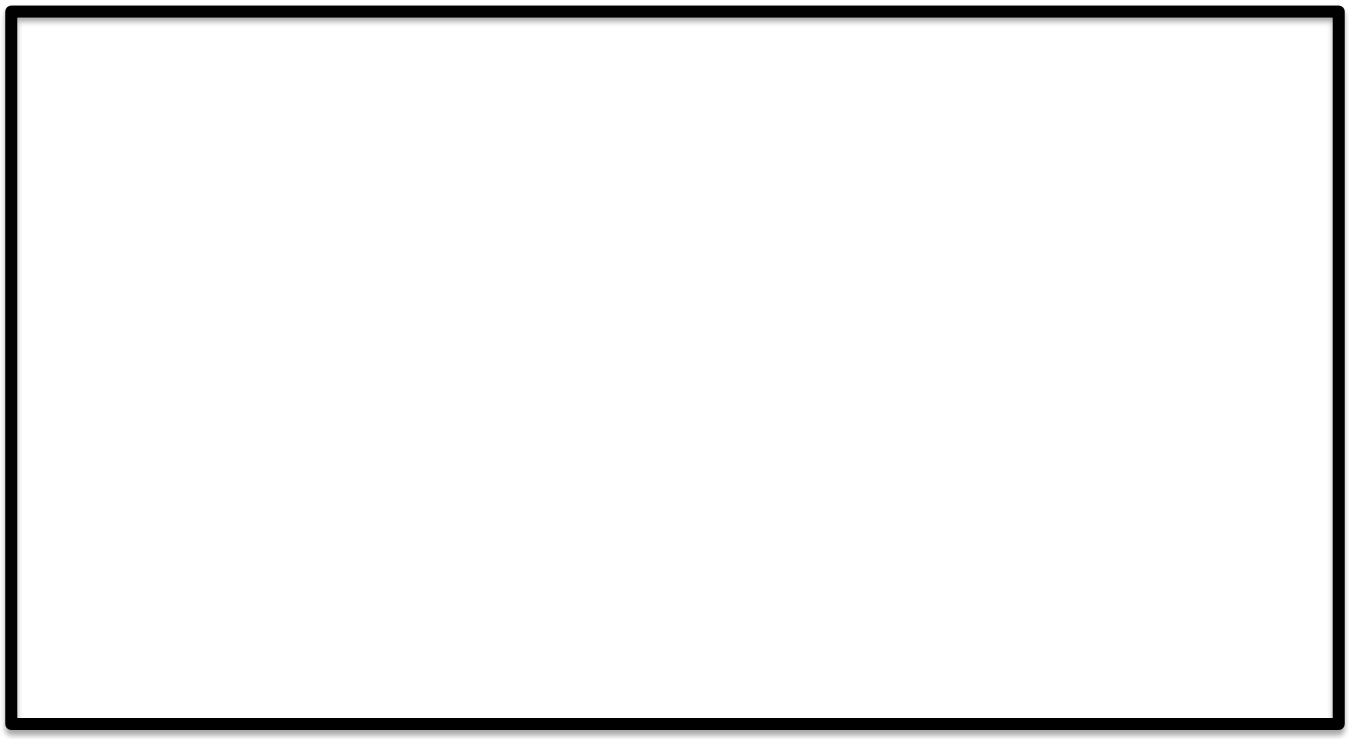
5.

6.

7.

8.

_____



by _____

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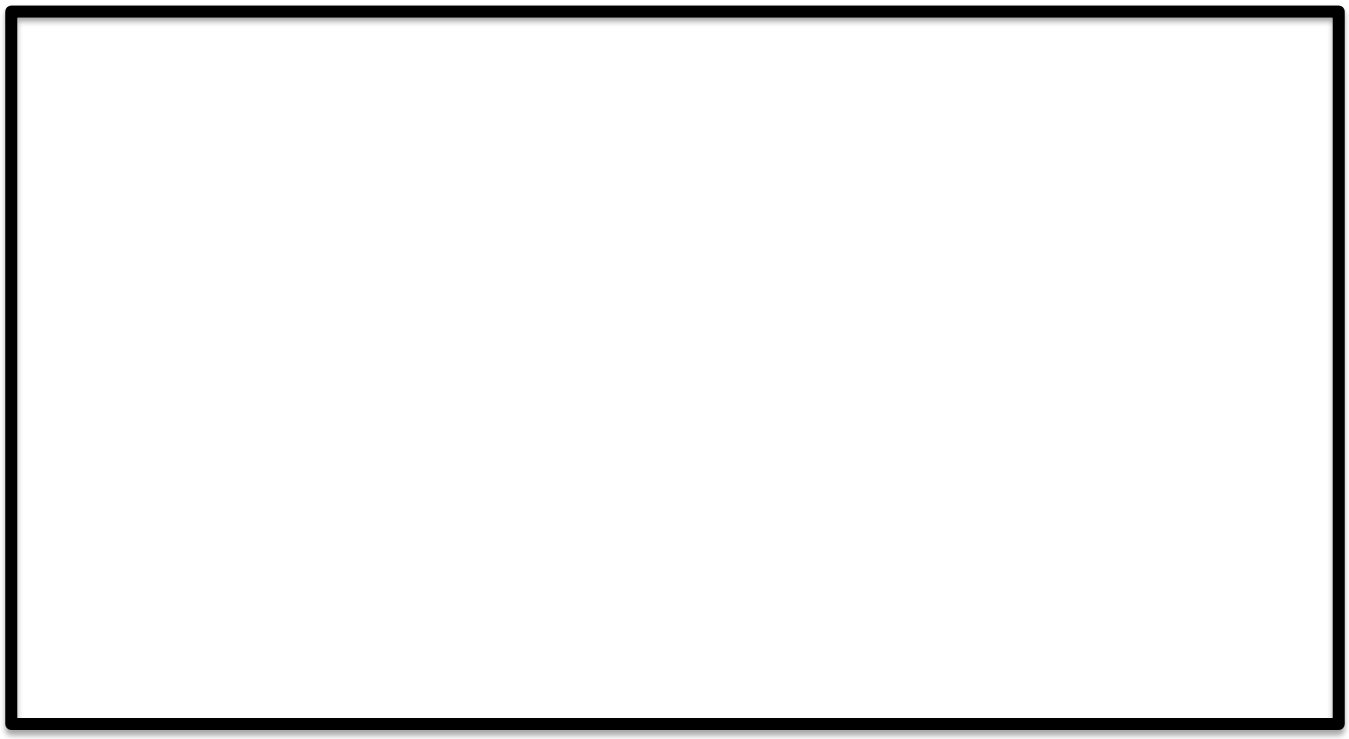

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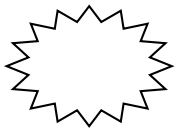
Number Correct: 

Name _____ Date _____

*Write the missing number from each subtraction sentence. Pay attention to the = sign.

1.	2 – 1 = ☐		16.	☐ = 10 – 0	
2.	1 – 1 = ☐		17.	☐ = 10 – 1	
3.	1 – 0 = ☐		18.	☐ = 9 – 1	
4.	3 – 1 = ☐		19.	☐ = 7 – 1	
5.	3 – 0 = ☐		20.	☐ = 6 – 1	
6.	4 – 0 = ☐		21.	☐ = 6 – 0	
7.	4 – 1 = ☐		22.	☐ = 8 – 0	
8.	5 – 1 = ☐		23.	8 – ☐ = 8	
9.	6 – 1 = ☐		24.	☐ – 0 = 8	
10.	6 – 0 = ☐		25.	7 – ☐ = 6	
11.	8 – 0 = ☐		26.	7 = 7 – ☐	
12.	10 – 0 = ☐		27.	9 = 9 – ☐	
13.	9 – 0 = ☐		28.	☐ – 1 = 7	
14.	9 – 1 = ☐		29.	☐ – 0 = 8	
15.	10 – 1 = ☐		30.	9 = ☐ – 1	

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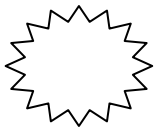
Number Correct: 

Name _____ Date _____

*Make a ten to add.

1.	9 + 1 + 3 = ☐		16.	6 + 4 + 5 = ☐	
2.	9 + 1 + 5 = ☐		17.	6 + 4 + 6 = ☐	
3.	1 + 9 + 5 = ☐		18.	4 + 6 + 6 = ☐	
4.	1 + 9 + 1 = ☐		19.	4 + 6 + 5 = ☐	
5.	5 + 5 + 4 = ☐		20.	4 + 5 + 6 = ☐	
6.	5 + 5 + 6 = ☐		21.	5 + 3 + 5 = ☐	
7.	5 + 5 + 5 = ☐		22.	6 + 5 + 5 = ☐	
8.	8 + 2 + 1 = ☐		23.	1 + 4 + 9 = ☐	
9.	8 + 2 + 3 = ☐		24	9 + 1 + ☐ = 14	
10.	8 + 2 + 7 = ☐		25.	8 + 2 + ☐ = 11	
11.	2 + 8 + 7 = ☐		26.	☐ + 3 + 4 = 13	
12.	7 + 3 + 3 = ☐		27.	2 + ☐ + 6 = 16	
13.	7 + 3 + 6 = ☐		28.	1 + 1 + ☐ = 11	
14.	7 + 3 + 7 = ☐		29.	19 = 5 + ☐ + 9	
15.	3 + 7 + 7 = ☐		30.	18 = 2 + ☐ + 6	

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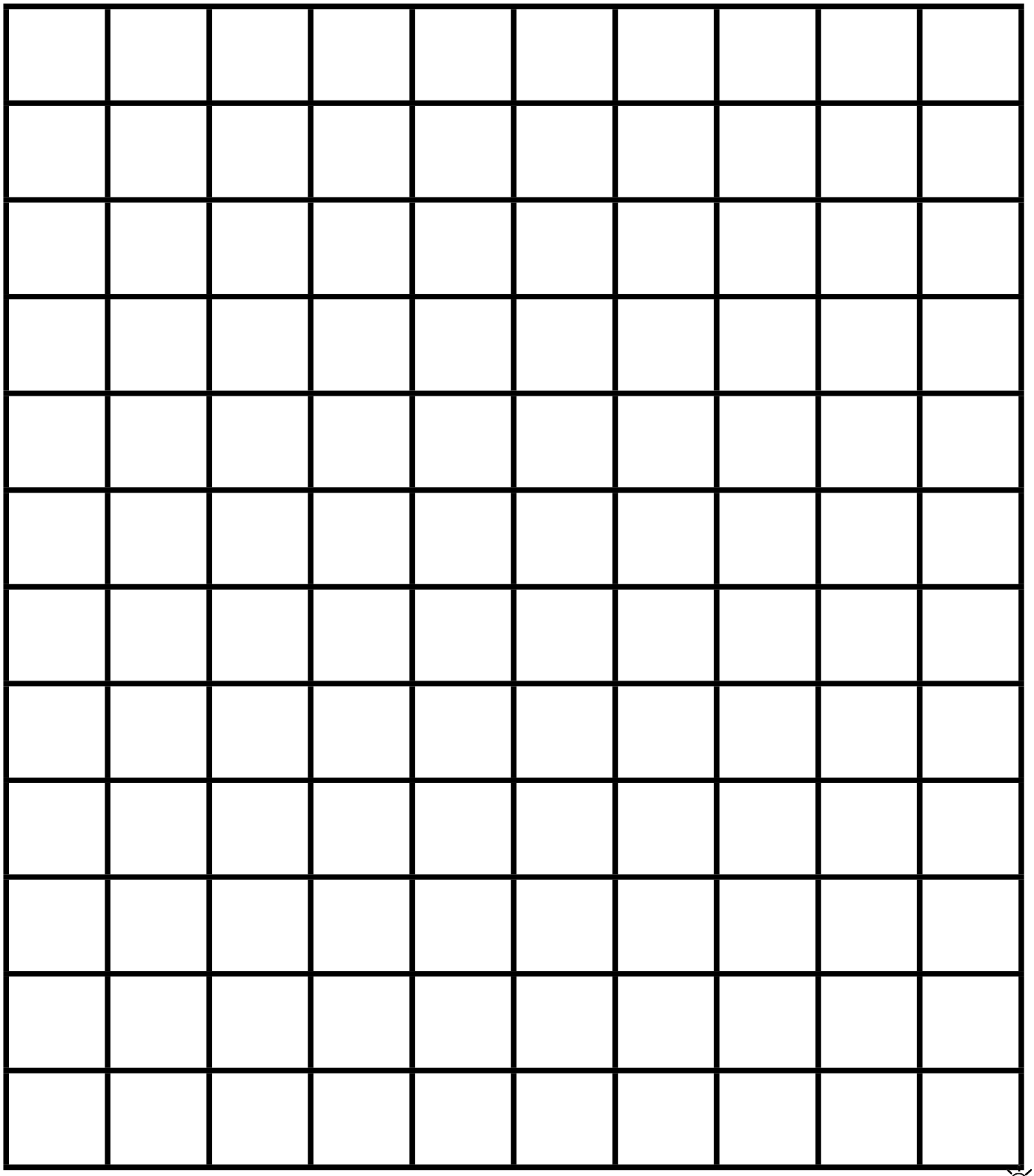
Write numbers from 1 to 120.

120 Board

Name _____



Teacher Tam 2013

Ten *More* Ten *Less*

Use the ten charts to determine if the answer is ten more or ten less. Circle the correct answer.

Tens	Ones
5	6

ten more / ten less

Tens	Ones
4	6

Tens	Ones
3	2

ten more / ten less

Tens	Ones
2	2

Tens	Ones
7	5

ten more / ten less

Tens	Ones
8	5

Tens	Ones
2	9

ten more / ten less

Tens	Ones
1	9

Tens	Ones
4	1

ten more / ten less

Tens	Ones
5	1

The animals are sleeping.

Lee is sweeping. She keeps the place nice.

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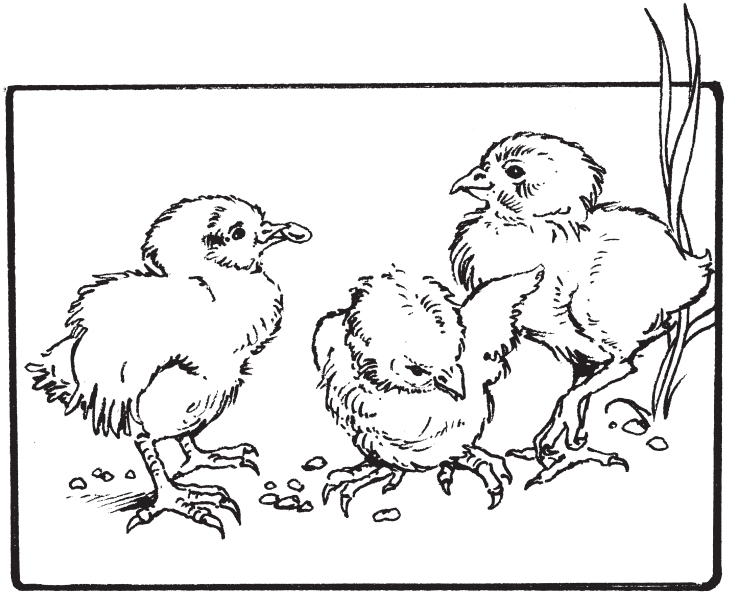
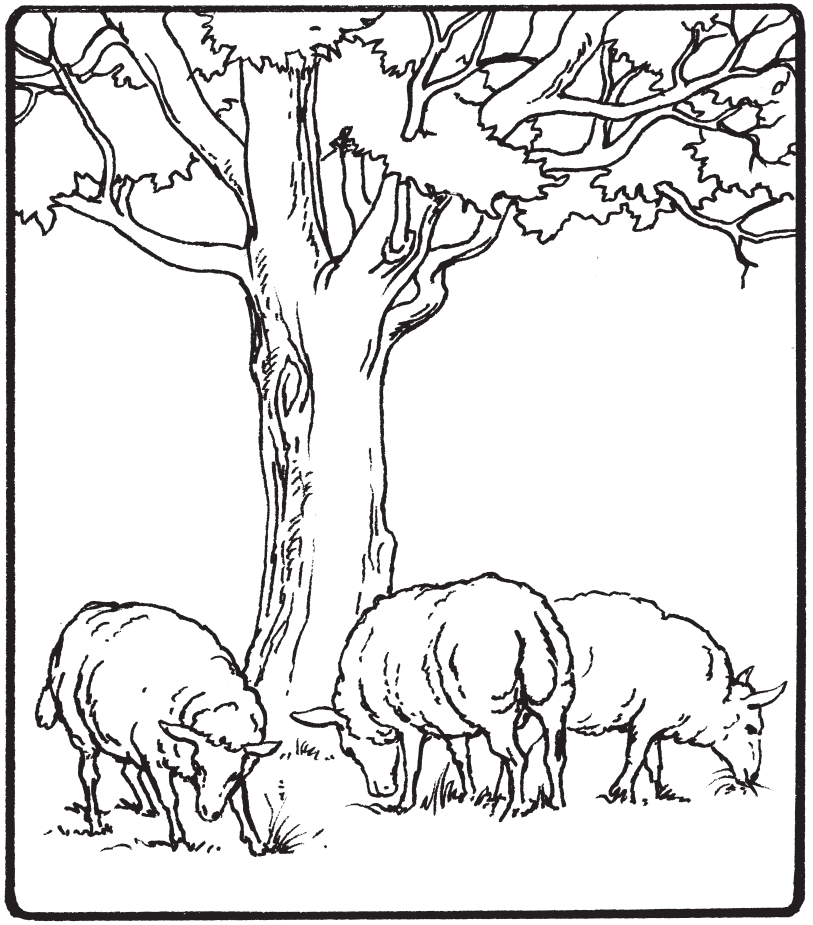
long *e (e, ee)*

BOOK 117

Meet the Animals



Meet three chicks. Chicks go "cheep, cheep, cheep!" Chicks feed on seeds and greens.



See three sheep by a tree.
Sheep feed on green grass.

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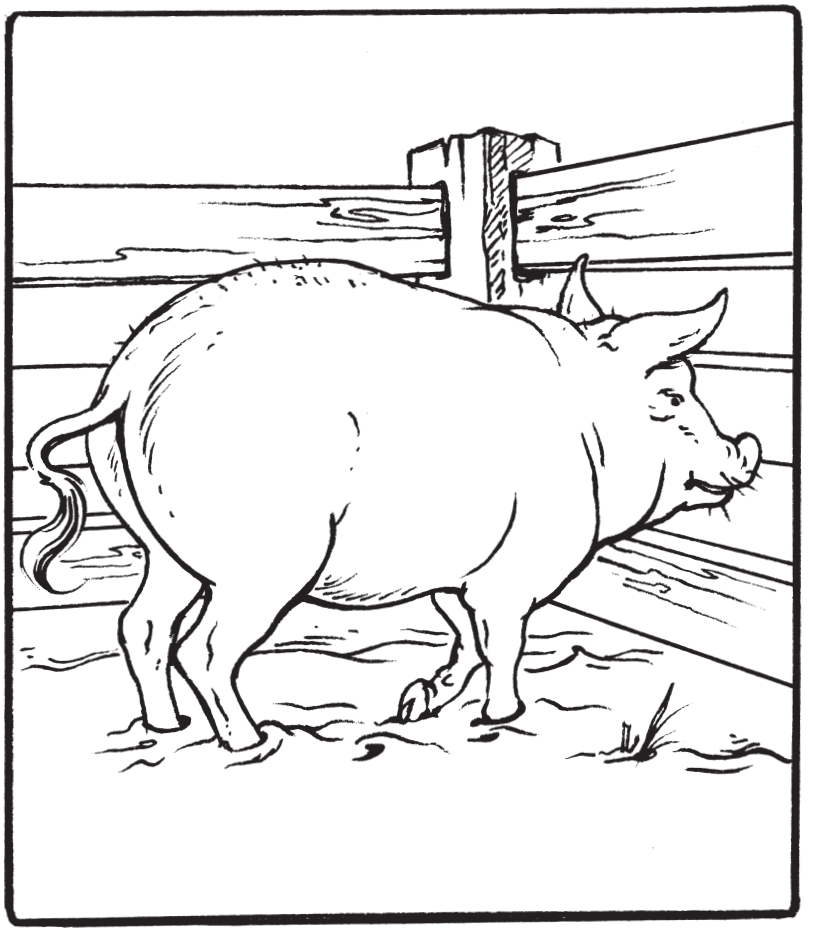

Meet a pig. Pigs like to be in mud. This pig's feet are deep in nice damp mud.