

# May 11-15 Weekly Checklist

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

	Reading	Writing	Math	Science (Optional)
<b>MON</b>  <b>1-2 hour</b>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Read "We Ate Bread."	<input type="checkbox"/> Word Search	<input type="checkbox"/> Add'em Subtract'em	<input type="checkbox"/> This week, work at your own pace to learn about the sun and the moon. <input type="checkbox"/> Choose one of the activities and complete the Lab Journal Page: write and draw one question you have, what your prediction is, and what you learned or what the outcome was. <input type="checkbox"/> <b>Turn in: Lab Journal Page</b>
<b>TUE</b>  <b>1-2 hour</b>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "We Ate Bread."	<input type="checkbox"/> Select and read a short story <input type="checkbox"/> Write and draw what happened in that story on the T-Map: Cause and Effect	<input type="checkbox"/> Add It Up	
<b>WED</b>  <b>1-2 hour</b>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "We Ate Bread"	<input type="checkbox"/> ABC order	<input type="checkbox"/> Break It Down	
<b>THU</b>  <b>1-2 hour</b>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "We Ate Bread."	<input type="checkbox"/> Reread story from Tuesday <input type="checkbox"/> Complete T-Map: Cause and Effect; why did that happen? Write and draw.	<input type="checkbox"/> Quick Ten	
<b>FRI</b>  <b>1-2 hour</b>	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> Circle short e words in "We Ate Bread" (e, _ea)	<input type="checkbox"/> High Frequency Word Sentences <input type="checkbox"/> <b>Turn In T-Map Cause and Effect</b>	<input type="checkbox"/> Assessment <input type="checkbox"/> <b>Turn In Assessment Page</b>	

# 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 _ea	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 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

door	old	want	more
------	-----	------	------

## 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.



door	old	want	more
try	wash	use	mother
want	old	door	more
wash	use	mother	try

## 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.



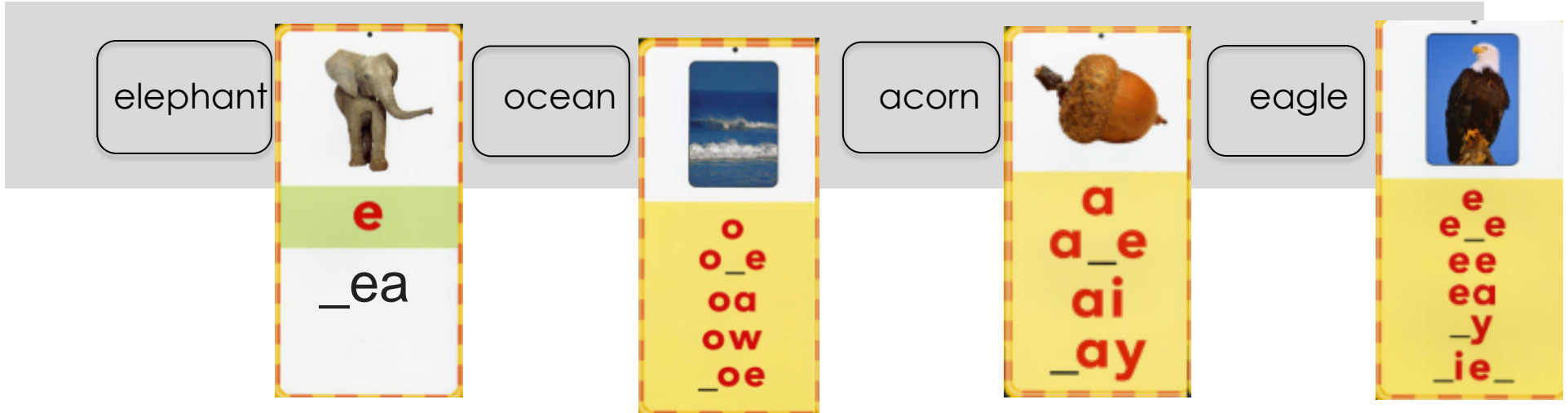
\*Signal for each word

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



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



**Correcting Student Errors**

*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.**

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.

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.

For the ea spellings on this page students will practice both short and long e sound.

Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 4, Lesson 20, Day 3

ea	oa	ai	ow
ee	ay	i_e	o_e
ee	ow	ea	u_e
ai	ea	oa	ay

## 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.

windmill	boasted	meant	bread
feather	railroad	playpen	roast
read	daytime	inside	paintbrushes
topside	spread	rosebud	glowed

## Regular Word Reading

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

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



*\*Signal for each word*

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



*Correcting Student Errors*

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

boasted

daytime

inside

paintbrushes

## 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.





We made bread for the next day. First we read what we needed. Then we worked step by step.

We will eat bread for breakfast!

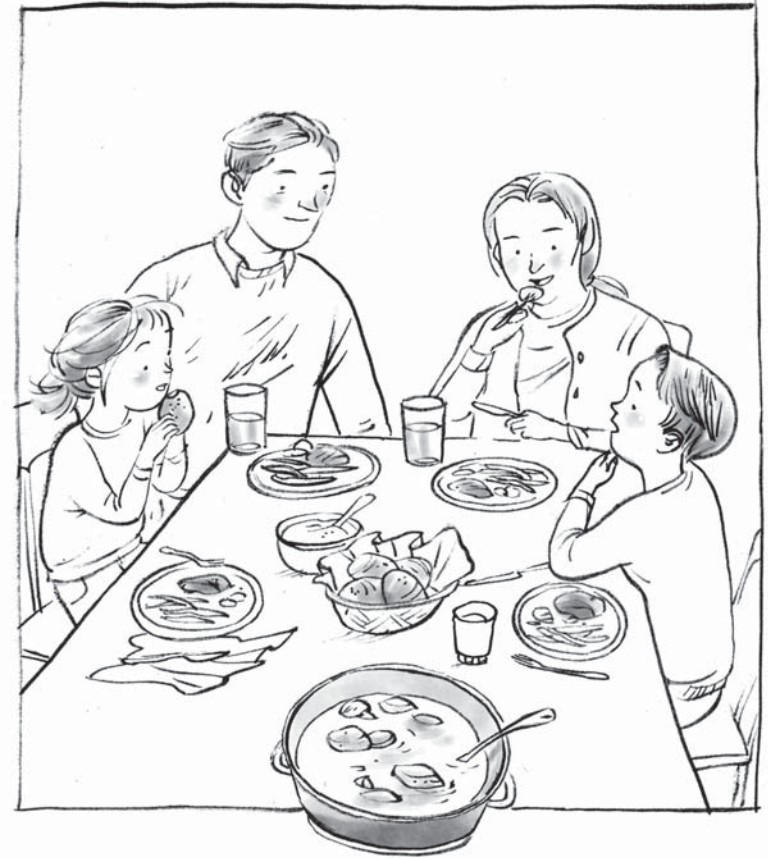
# We Ate Bread



We ate bread for breakfast. This loaf fed us all. We made toast with the bread and ate it with jam.



We ate bread at lunch. We sliced the bread. We put cheese on one slice. Then a slice of bread went on top!



We ate bread with meat and beans. This time we ate little buns of bread.

Name \_\_\_\_\_

# T-Map: Cause and Effect

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

What happened?	Why?

Name \_\_\_\_\_



# WORD SEARCH

Lesson 20—Little Rabbit's Tale

want

old

try

use

more

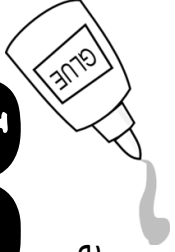
wash

mother

door

Name \_\_\_\_\_

# ABC Order



## Lesson 20—Little Rabbit's Tale

1	
2	
3	
4	
5	
6	
7	
8	



want

old

try

use

more

wash

mother

door

Name \_\_\_\_\_

# HIGH FREQUENCY

## WORD SENTENCES

Lesson 20—Little Rabbit's Tale

### Word Bank

want    old    try    use

more    wash    mother    door

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

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

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

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

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

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

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

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



# Add *Em* Subtract *Em*

Match the correct number of tens to make the equation true.

3 tens + 2 tens

3 tens - 2 tens

5 tens + 1 ten

5 tens - 1 ten

7 tens + 4 tens

7 tens - 4 tens

9 tens + 1 ten

9 tens - 1 ten

2 tens + 0 tens

2 tens - 2 tens

6 tens

0 tens

11 tens

4 tens

1 ten

3 tens

10 tens

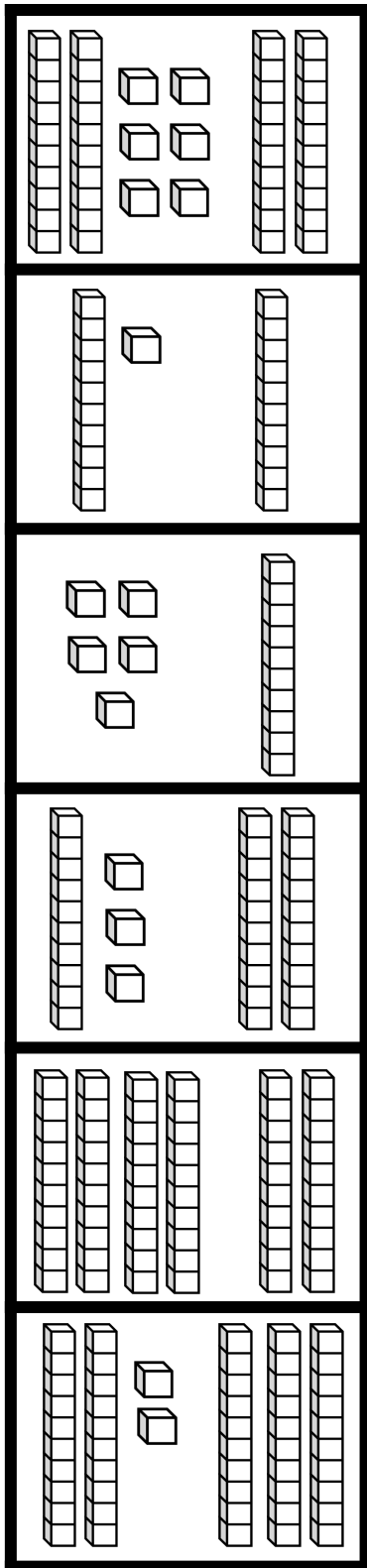
5 tens

2 tens

8 tens

# Add *it* Up

Match the picture with the tens chart and the tens and equation.



Tens	Ones
2	1

Tens	Ones
5	2

Tens	Ones
4	6

Tens	Ones
1	5

Tens	Ones
6	0

Tens	Ones
3	3

$$5+10=---$$

$$26+20=---$$

$$13+20=---$$

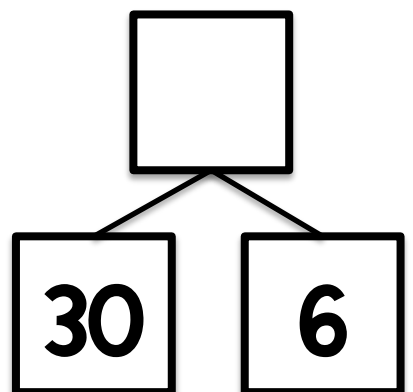
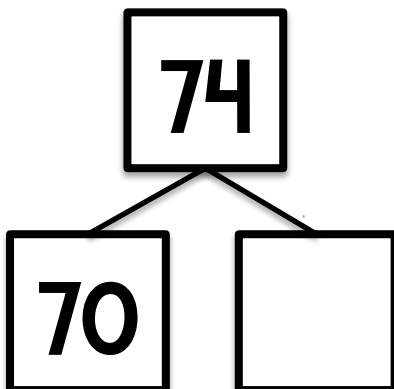
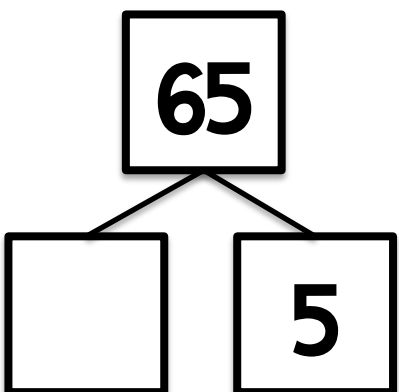
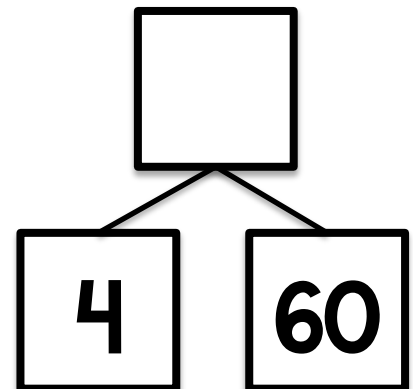
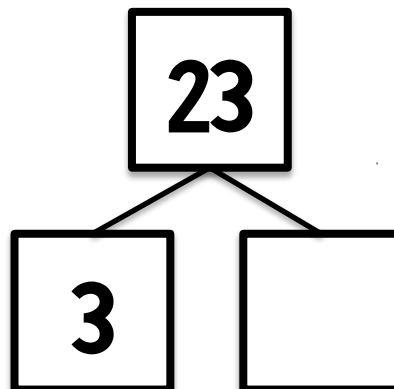
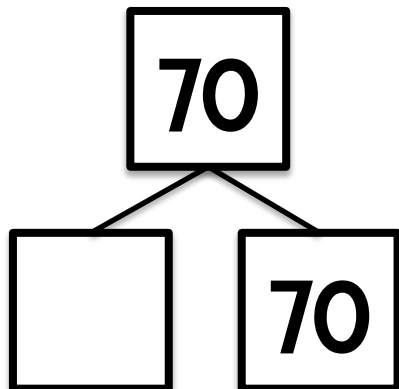
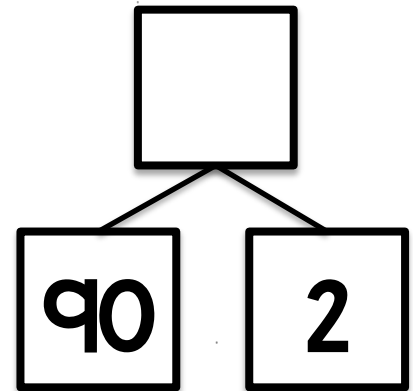
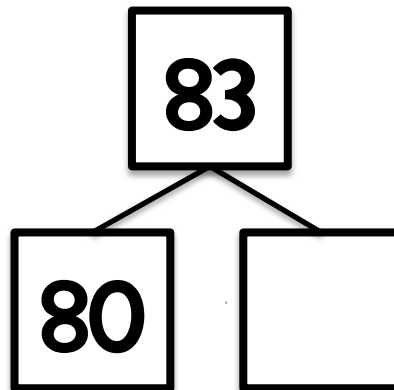
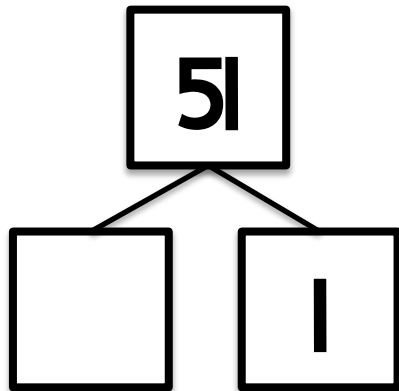
$$40+20=---$$

$$26+20=---$$

$$22+30=---$$

# Break *it* Down

Find either the missing part or whole of each number bond.



# Quick Ten

Solve each problem by drawing quick tens. Do you see a pattern?

$3+6=_____$

$13+6=_____$

$23+6=_____$

$33+6=_____$

$43+6=_____$

$53+6=_____$

# Assessment

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

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

Solve the equations by answering with either a two digit number or how many tens.

$$3 \text{ tens} + 2 \text{ tens} = \underline{\hspace{2cm}}$$

$$8 \text{ tens} - 2 \text{ tens} = \underline{\hspace{2cm}}$$

$$5 \text{ tens} + 1 \text{ ten} = \underline{\hspace{2cm}}$$

$$7 \text{ tens} - 1 \text{ ten} = \underline{\hspace{2cm}}$$

Use quick tens to draw and solve each equation.

Draw Quick  
Tens



$$14 + 30 = \underline{\hspace{2cm}}$$

$$22 + 20 = \underline{\hspace{2cm}}$$

Quickly solve the equations by find the pattern when adding ten more.

$$6 + 4 = \underline{\hspace{1cm}}$$

$$16 + 4 = \underline{\hspace{1cm}}$$

$$26 + 4 = \underline{\hspace{1cm}}$$

$$36 + 4 = \underline{\hspace{1cm}}$$

$$3 + 5 = \underline{\hspace{1cm}}$$

$$13 + 5 = \underline{\hspace{1cm}}$$

$$23 + 5 = \underline{\hspace{1cm}}$$

$$33 + 5 = \underline{\hspace{1cm}}$$

## Information to Parents & Guardians,

This week we will wrap up our unit of the **Solar System** by learning about the **Sun** and the **Moon**!

Keep the previous week's packet pages that shared the resource page which included other fun factual sights, videos, books, and songs related to the Solar System. **Explore** those sights about the sun and moon, 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 **many more fun science activities** below that relate to this week's study on the Sun and Moon. While engaging in the fun, stop a moment to **journal your predictions, observations, and conclusions**. Again, if you take any pictures, send them my way!

Below are some sites that include more learning about the Sun and Moon. The first site is **Mystery Science**. It includes a lot of information from our friend Doug, as well as some really fun activities. Take a look!

<https://mysteryscience.com/sky/sun-moon-stars>

<https://mysteryscience.com/mini-lessons/blood-moon>

<https://mysteryscience.com/mini-lessons/lunar-eclipse#slide-id-5549>

<https://mysteryscience.com/mini-lessons/moon-travel>

<https://mysteryscience.com/mini-lessons/astronaut-and-sun>

<https://mysteryscience.com/mini-lessons/moon>

<https://mysteryscience.com/watching/mystery-5/sunlight-warmin-g-engineering/129?r=7726369>

**Enjoy and Have Fun!**



## FUN SOLAR SYSTEM SCIENCE ACTIVITIES

### The Sun Solar System

The Sun is a star, the biggest thing in our universe, and very hot - 10,000 degrees on the outside and millions of degrees on the inside. In your research you can look up more about solar flares, sun spots, and how the sun is actually all the colors of the rainbow! Did you know that the sky looks blue because it has a shorter wave that hits the layer of gases in our atmosphere? There are so many things to learn about the Sun.

<https://mysteryscience.com/mini-lessons/rainbows#slide-id-8205>



Help kids understand the power of the sun, and the importance of not staring at the sun, with this simple experiment. For this *classic* experiment, kids use a magnifying glass to direct the sun's ray to burn a hole in a leaf.

*Note: This should only be done carefully with adult supervision. I recommend you take the opportunity to talk about safety first.*

<https://mysteryscience.com/mini-lessons/dangerous-sun>

### Stonehenge and the Sun

Did you know you can tell time and seasons using our Solar System? Read about historical **Stonehenge**. Many people believe it was used to tell when Spring had arrived . This was useful for helping them know when to plant and harvest crops.



## Solar Oven Science Project

The sun heats things up! You can make a solar oven to harness the energy from the sun. When making a solar oven, the plastic wrap creates a greenhouse, the aluminum foil reflects the sun rays back into the box, and the black tape draws in and holds the heat. You can make the solar oven extra hot by adding wadded up paper to insulate the bottom. I've heard of solar ovens reaching 320 degrees fahrenheit . If you have a thermometer you can measure the heat within your solar oven.

You can make your own s'mores or even melt cheese on top of individual-sized pizzas inside your solar oven. Take pictures of your food experiments and send it to me!

There are many sights where you can go and see other solar oven creations. Below are a few to explore:

[https://www.icanteachmychild.com/make-your-own-solar-oven/?\\_szp=367169](https://www.icanteachmychild.com/make-your-own-solar-oven/?_szp=367169)

<https://redtri.com/sun-science-experiments/slide/6>



## Make Sun Tea

Believe it or not, making a batch of sun tea is an excellent lesson in the power of sunshine. It's a lesson in heat—seeing how long it takes the water to heat enough to really diffuse the tea bags or fresh herbs—and it teaches kids about currents as the water heats up, something you can view as the tea begins to diffuse into the clear water. Don't shake or stir, just let nature take its course.



## Sundial for Kids

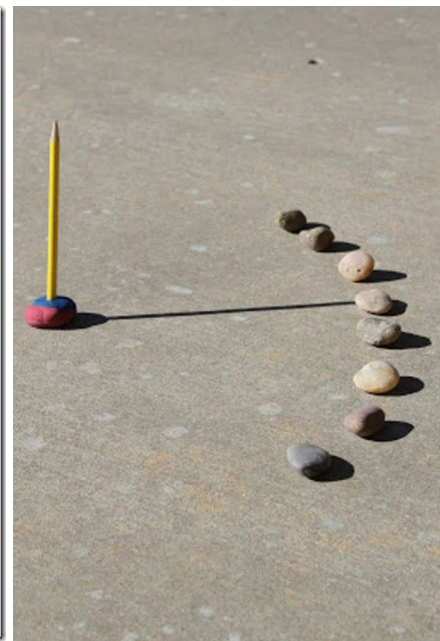
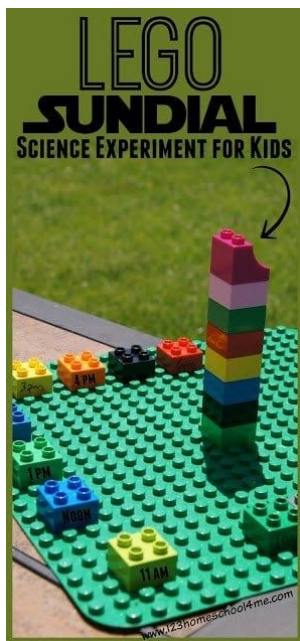
Homemade sundials are a fun way for kids to tell time based on the position of the sun. You can make a sundial out of Legos, sticks and rocks, in the dirt, on the driveway with chalk, in the sand...You can even make a human sundial. You just have to be creative and make sure it is always in the full sun out of the way of shadows. Each hour mark where your "stick" or other straight standing marker creates a shadow on the ground/picnic table/deck. See below for some websites to help you create your own idea.

<https://theresjustonemommy.com/paper-plate-sundial-stem-activity/>

[https://www.education.com/activity/article/Make\\_Sundial/](https://www.education.com/activity/article/Make_Sundial/)

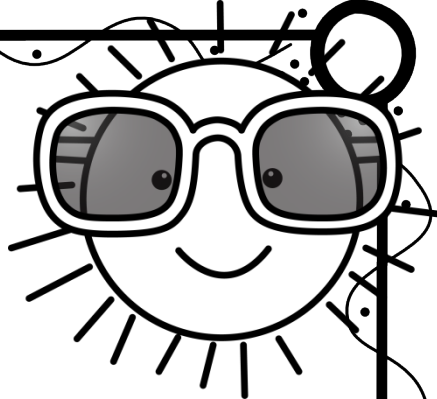
<https://sciencing.com/strange-interesting-sundials-8631377.html>

<https://mysteryscience.com/mini-lessons/places-times>



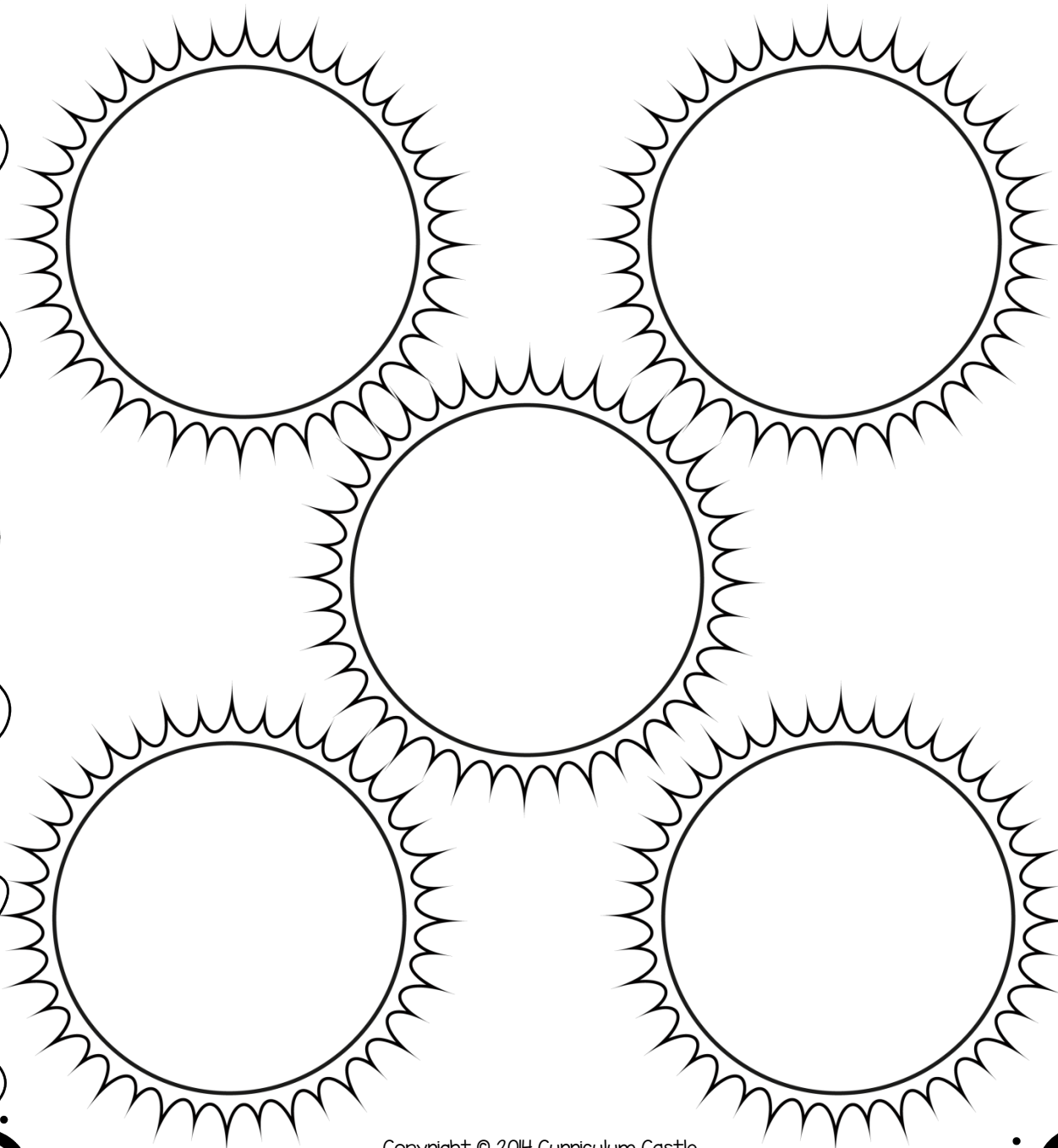


Name: \_\_\_\_\_



# ALL About the Sun

Directions: In each sun, write down words that describe the sun.



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



Without the Sun, our Earth...

---

---

---

---

---

---

---

---



# Sun Investigation:

## Making a Solar Oven

### Materials:

- small clear plastic cups
- large foam cups
- apple chunks coated with cinnamon and sugar
- plastic wrap
- rubber bands
- black construction paper
- aluminum foil
- tape
- gravel or small rocks
- copies of pages 37-38 for students



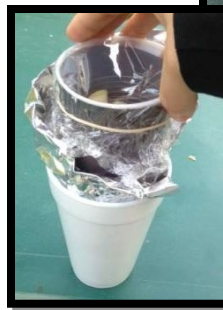
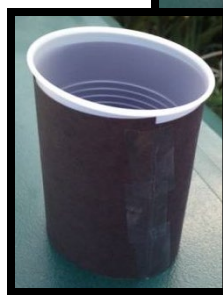
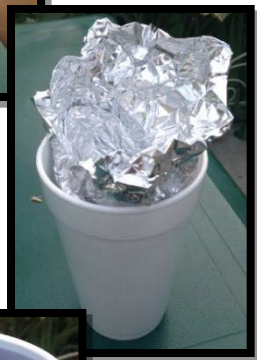
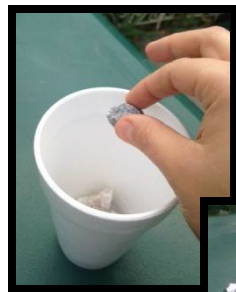
### Directions:

1. Have students work in pairs or small groups and guide them through the directions on page 37 to make the solar apple baker.
2. Have the students carry their baker outside and place it in a sunny location where it won't be disturbed.
3. After several hours, have the students bring their baker back into the classroom and taste the apples.
4. Students can now complete the "Sun Investigation" (page 38) and share their observations with the class!

\* NOTE: Conduct this experiment on a hot, sunny day!

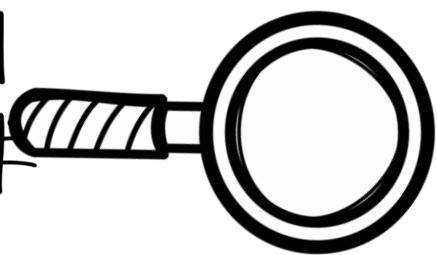
# Making a Solar Apple Baker!

1. Put a handful of gravel in the bottom of the foam cup (this keeps the baker standing upright).
2. Roll the foil (shiny side in) into a cone shape and tape the edges.
3. Place the foil cone into the foam cup.
4. Cover the outside of the plastic cup with black construction paper and tape the paper in place.
5. Put the apple slices in the plastic cup and cover the top with plastic wrap. Secure the wrap with a rubber band.
6. Place the apple-filled cup inside the foil cone.



How it works: The plastic covering helps to trap the Sun's heat energy, while the foil reflects more energy into the baker. The black paper absorbs more heat. When you place the baker inside the foam cup, the foam acts like an insulator that keeps heat inside while cooking the apples!

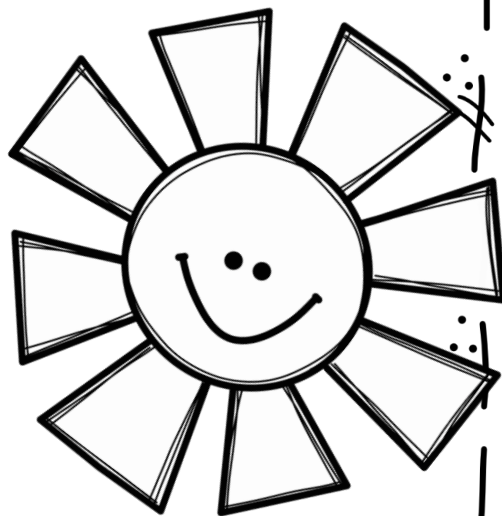
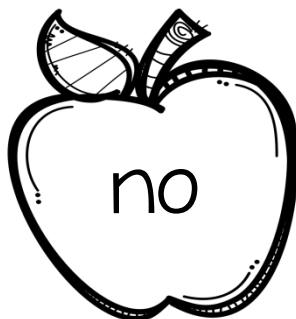
Name: \_\_\_\_\_



# Sun Investigation:

Making a Solar Oven

Did your apples cook?



The apples look \_\_\_\_\_

The apples smell \_\_\_\_\_

The apples feel \_\_\_\_\_

The apples taste \_\_\_\_\_

Explain in your own words how  
the apple baker worked:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Phases of the Moon

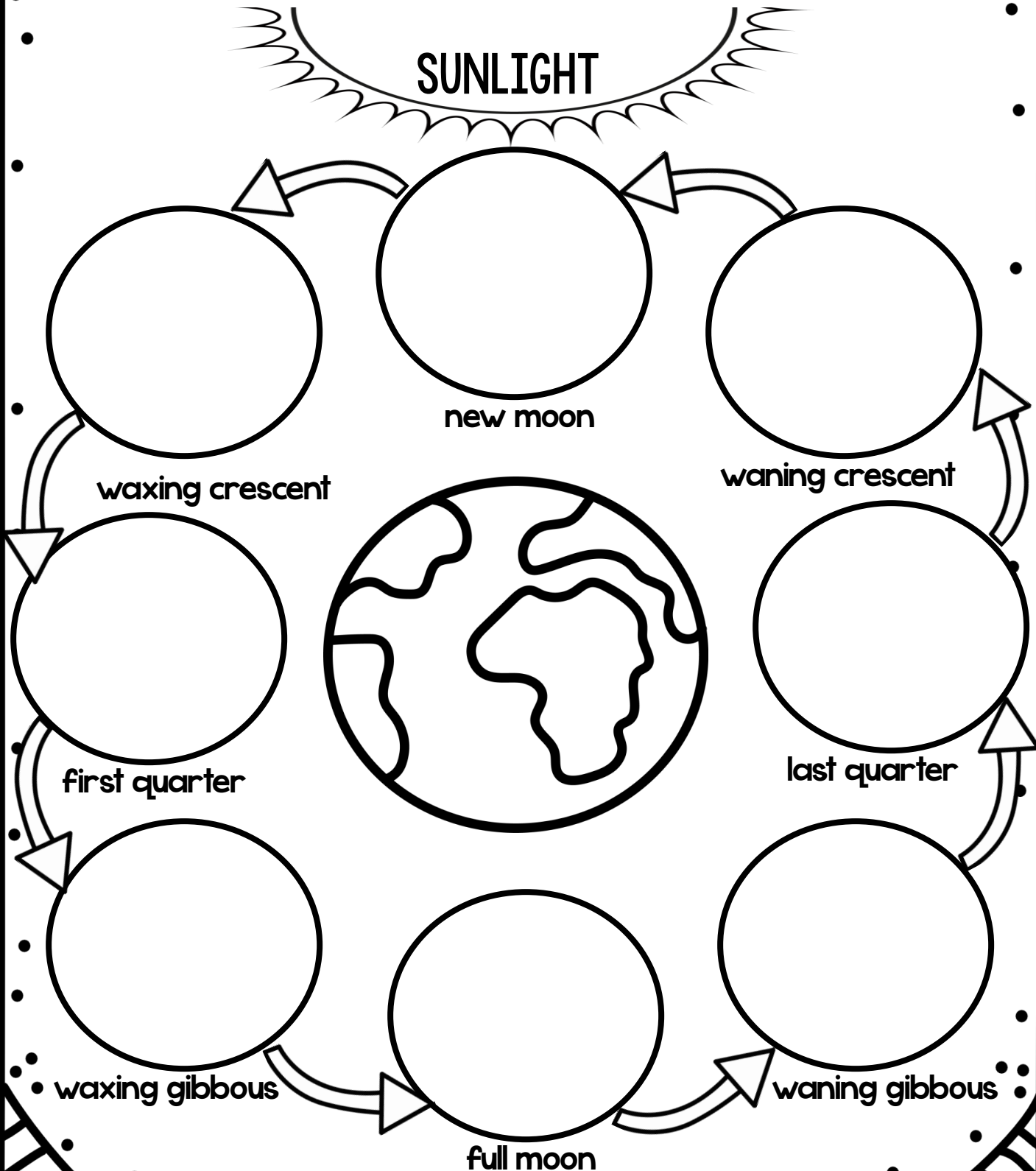
**SUNLIGHT**



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

# Phases of the Moon

Directions: Color in each of the moon phases.



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

# MY MOON TRACKER

Directions: Each month the moon passes through eight phases. Track how much of the moon you can see each night by drawing its shape. What patterns do you see?

SUNDAY

MONDAY

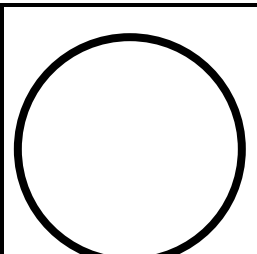
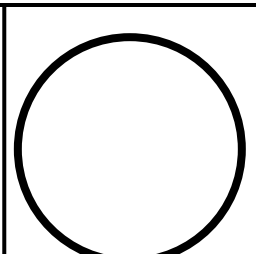
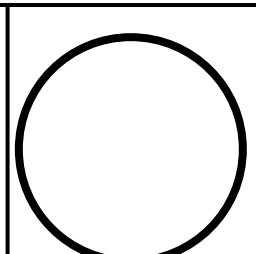
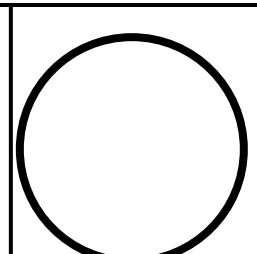
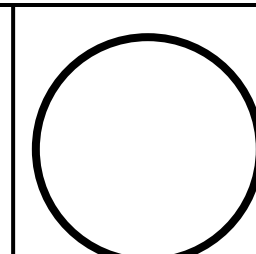
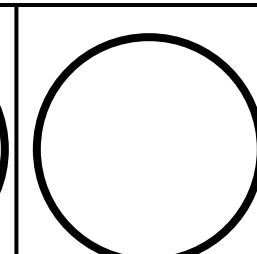
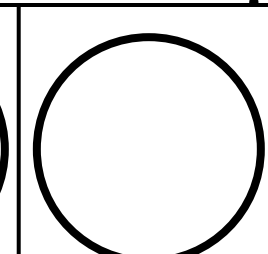
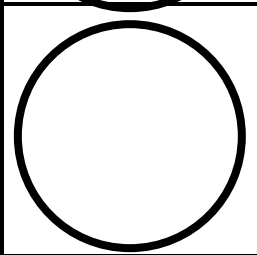
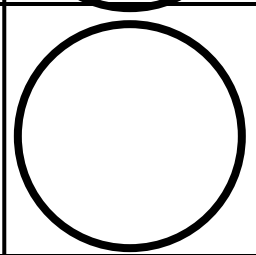
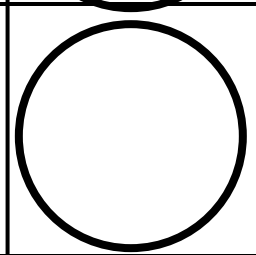
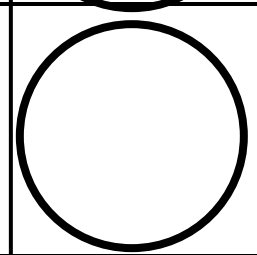
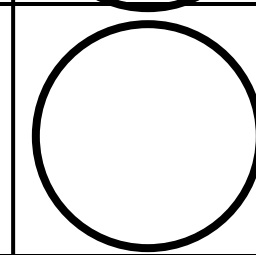
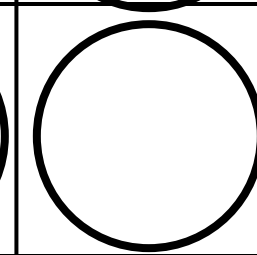
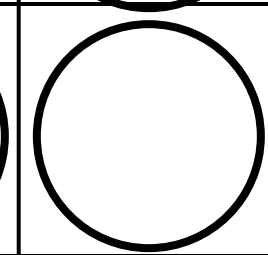
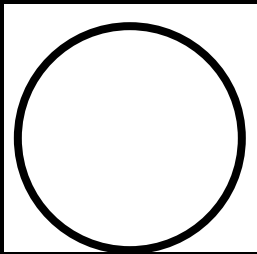
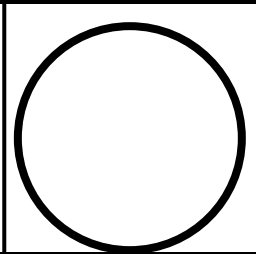
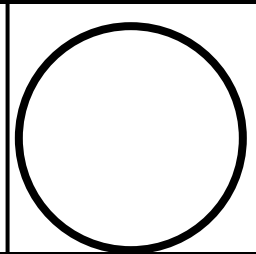
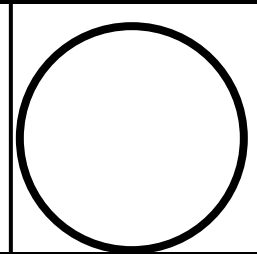
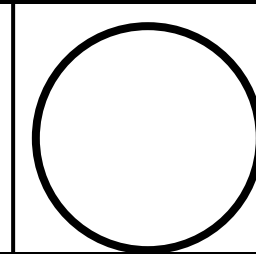
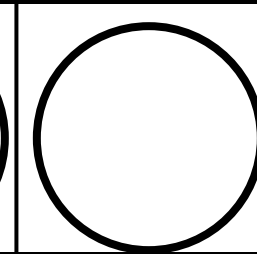
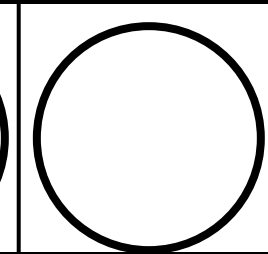
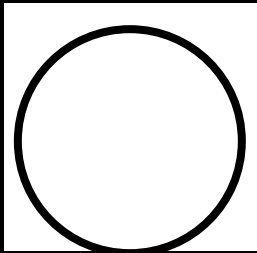
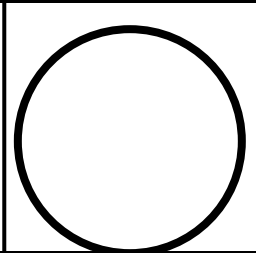
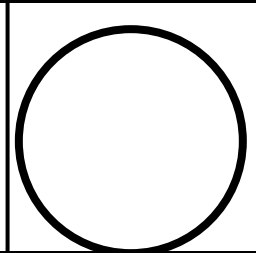
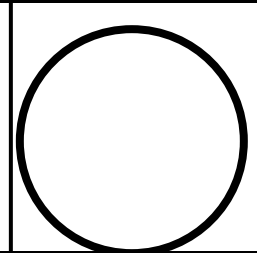
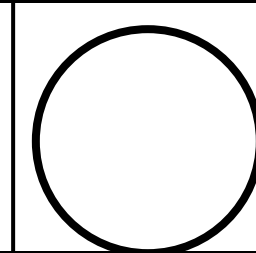
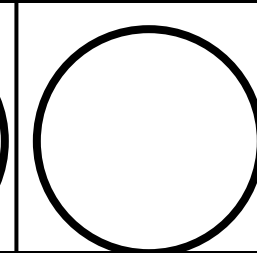
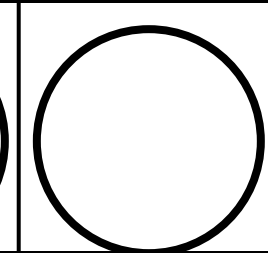
TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

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

## Lab Journal

### Question



### Predict



### Test/Outcome

