

Weekly Checklist

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

	Reading	Math
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>Composite Shapes</i>
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>Partition and Color</i>
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>Color it in</i> <input type="checkbox"/> <i>Split it up</i>
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>Morning or Night</i> <input type="checkbox"/> <i>Assessment</i> <input type="checkbox"/> <i>Optional math fluency</i>

Parent Instructions for ECRI Routines

**We suggest you repeat these routines daily*

Irregular Word Reading:

Your student is going to learn to read new words using say-it, spell-it, say-it. Point to a word and slide your finger underneath it. As you slide your finger, read the word out loud to your student. Point to the word again and slide your finger underneath it as your student now reads the word out loud. Next, you will tap under each letter and your student will spell the word. Repeat the first step by having your student read the word a second time.

Irregular Word Reading Continued:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

Sound Spelling Review:

Your student is going to practice saying sounds. Point to a spelling, have them say the sound in their head. You will then tap under the spelling and your student will say the sound out loud.

Regular Word Reading:

Your student is going to practice reading words. Point to a word and have your student say the word in their head. Slide your finger under the word. Your student will read the word out loud as you slide your finger.

Dictation:

Your student is going to practice writing words. Select no more than 4 words from the Regular Words list. You will say the word out loud (without a visual example) and your student will write the word down on the dictation page.

our	through	were	young
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Irregular Word Reading



*Signal for *say-it, spell-it, say-it*

You're going to learn to read new words using *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.

our	through	were	young
without	surprised	leaves	only
hear	learn	learning	here

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.

o	al	aw	ow
kn_	gn	a	al

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.

leaves	lawn	floss	salt
coffee	softball	law	winning
all	walk	awful	wallpaper
author	umpire	sliders	clenched

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.










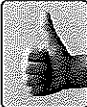

Correcting Student Errors









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.

1.

2.

2.

3.

3.

4.

4.

1.

1.

2.

2.

3.

3.

4.

4.

1.

2.

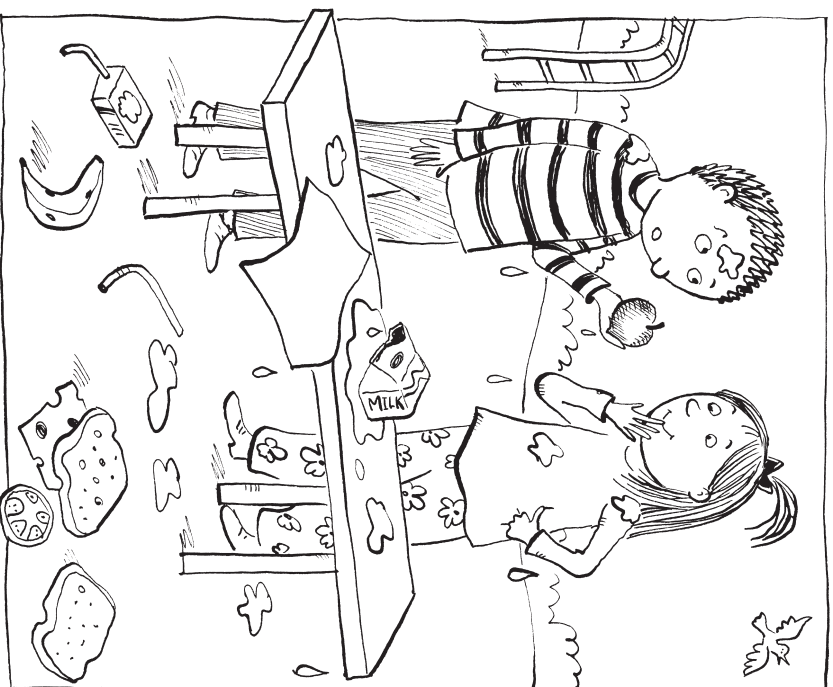
3.

Name _____

Paul Caused It!



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"I am so, so sorry," said Paul. "It was my fault! I was the cause!"

"My food is all around," said Meg, "but it is fine because we can clean up the mess."

"Yes, we can," said Paul. "Then we can split what we can still eat!"

At lunchtime, Paul was at the park.

He was drinking his milk with a straw. He saw a bench so he sat down to finish drinking. When Paul sat on the bench, he caused it to tip! The food launched up, up, up!



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Meg saw it all happen. "My lunch," she yelled. "You caused my food to launch up!"

Paul reached up with his hand to try to help Meg catch her lunch.

Just then, the straw fell out and the milk spilled. Paul and Meg were standing right under the milk when it spilled! This caused Paul and Meg to get wet and sticky!

Reading Strategy BINGO

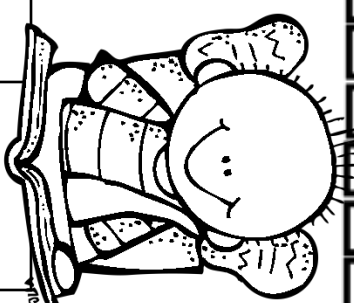
Name: _____ Due Date: _____ Period: _____

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

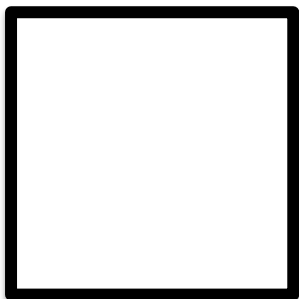


	Book Title	Minutes Read	Tricky Words Record any words that you had trouble with while reading.	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				

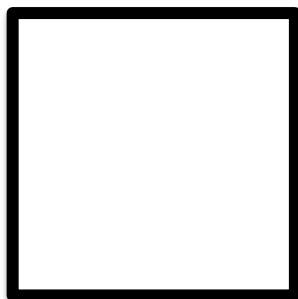
Composite Shapes

Draw lines to solve each task to show equal parts (half, third or forth).

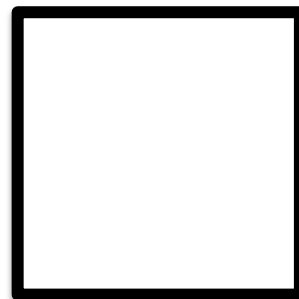
Make 4 squares



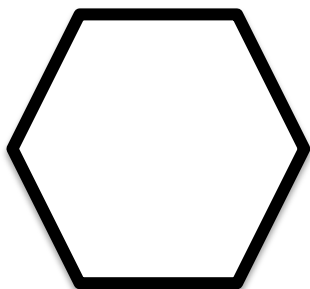
Make 2 rectangles



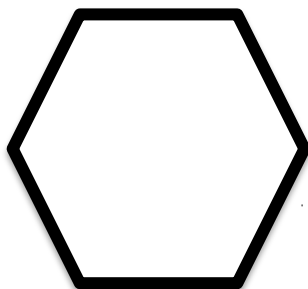
Make 2 triangles



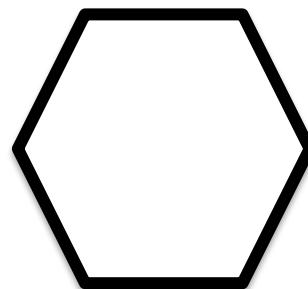
Make 2 trapezoids



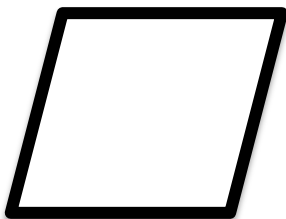
Make 3 rhombus



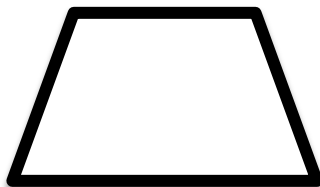
Make 6 triangles



Make 2 triangles



Make 3 triangles



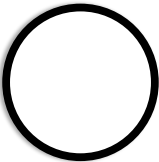
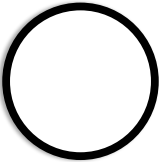
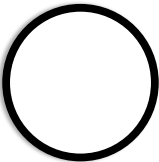
Make 2 squares

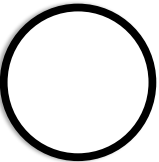
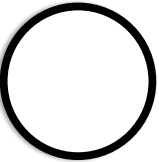
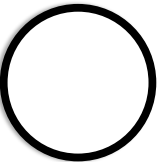


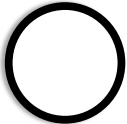
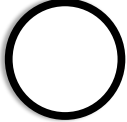
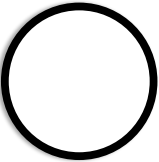
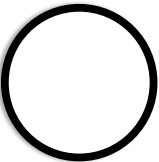


Partition and Color

Partition and shade the following shapes according to the description given.

		
1 HALF	1 THIRD	1 FOURTH

		
2 HALVES	2 THIRDS	2 FOURTHS

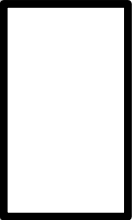
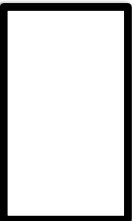
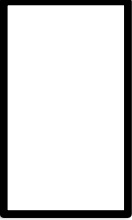
			
3 HALVES	3 THIRDS	3 FOURTHS	

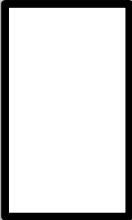
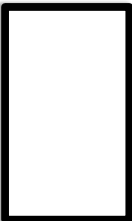
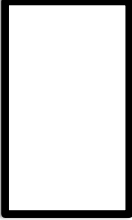
M8.L10







Partition and Color

Partition and shade the following shapes according to the description given.

		
1 HALF	1 THIRD	1 FOURTH

		
2 HALVES	2 THIRDS	2 FOURTHS

			
3 HALVES	3 THIRDS	3 FOURTHS	

M8.L10

Color it in

Color in to make the fraction true.

$\frac{3}{4}$		$\frac{4}{4}$	
$\frac{1}{3}$		$\frac{2}{4}$	
$\frac{3}{2}$		$\frac{1}{2}$	
$\frac{1}{4}$		$\frac{2}{4}$	
$\frac{2}{2}$		$\frac{3}{3}$	
$\frac{2}{4}$		$\frac{3}{4}$	

M8.L11

Split it up

Split each shape two different ways to show equal parts.

HALVES	THIRDS	FOURTHS

SARAH

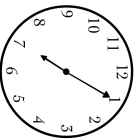
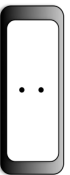
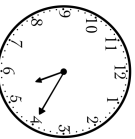
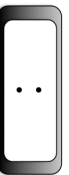
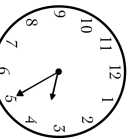
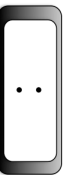
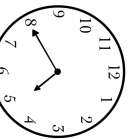
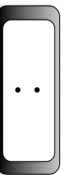
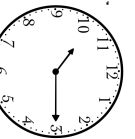
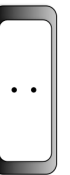
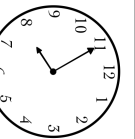
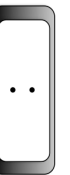
MIKE

Sarah and Mike cut their brownies in half in different ways. Their friend, Joe, asks for half of Sarah's because it is the bigger half. Is he correct? Explain your answer.

M8.L12

Morning or Night

Write the time you see on each clock. Then, circle whether you would be doing the activity in the A.M. or P.M.

EAT BREAKFAST			A.M. P.M.
WATCH T.V.			A.M. P.M.
DO HOMEWORK			A.M. P.M.
PLAYDATE			A.M. P.M.
SNACK			A.M. P.M.
GET DRESSED FOR SCHOOL			A.M. P.M.

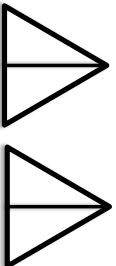

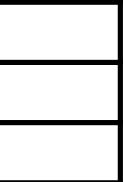

M8.LI5

Assessment


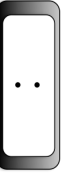


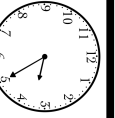

M8.LI-16

Name: _____
Score: _____

Color it in to make the fractions true.

$\frac{3}{2}$		$\frac{3}{4}$	
$\frac{1}{3}$		$\frac{4}{4}$	

Finish the chart by writing the time and what time of day it would happen.

EAT BREAKFAST			A.M. P.M.
PUT ON PAJAMAS			A.M. P.M.
HAVE A PLAYDATE			A.M. P.M.

Write the elapsed time.

8:00 A.M. → 6:00 P.M. -----
12:00 P.M. → 12:30 P.M. -----
4:00 A.M. → 4:00 P.M. -----

Adding/Subtracting 2-Digit Numbers (H)

Name: _____

Date: _____

Calculate each sum or difference.

$$\begin{array}{r} 76 \\ + 65 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 67 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 66 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 70 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ - 86 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ - 69 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ - 74 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ - 57 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ + 23 \\ \hline \end{array}$$

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

$$\begin{array}{r} 72 \\ + 29 \\ \hline \end{array}$$

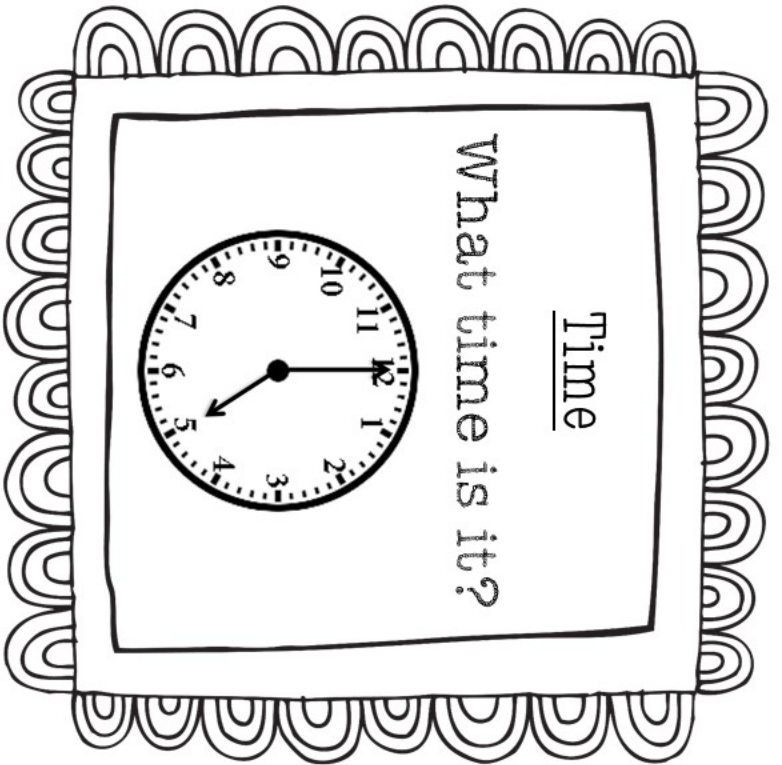
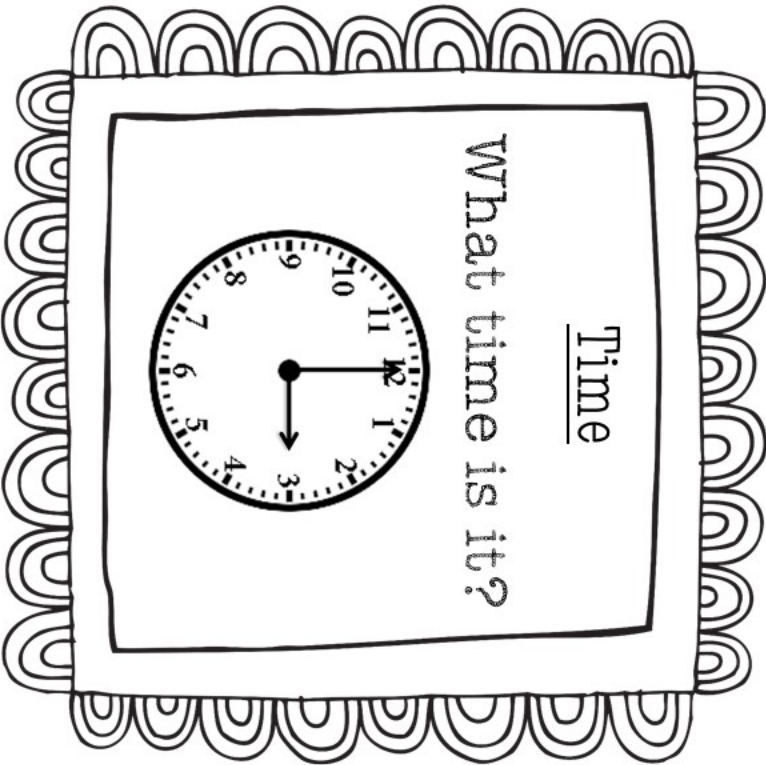
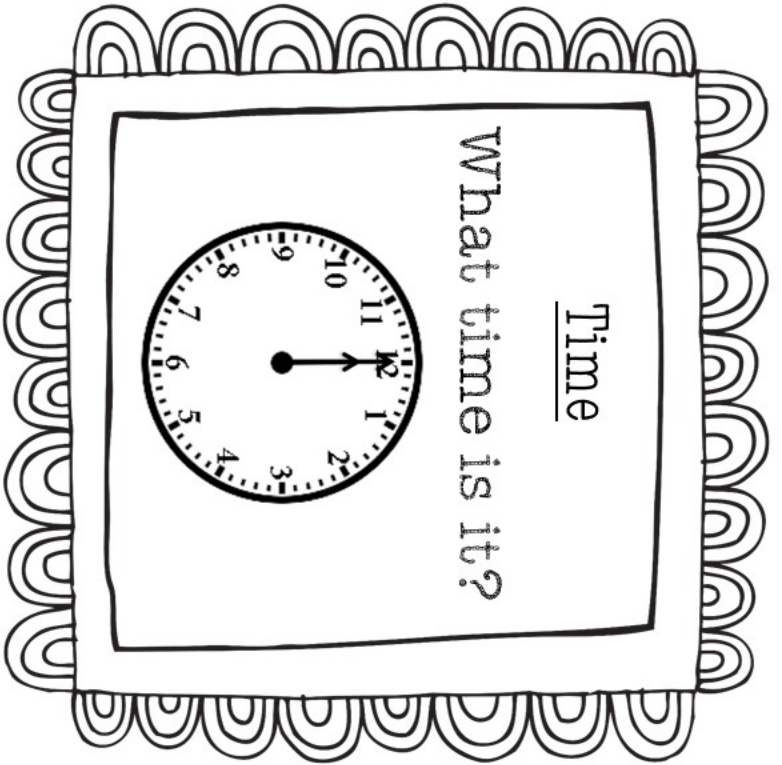
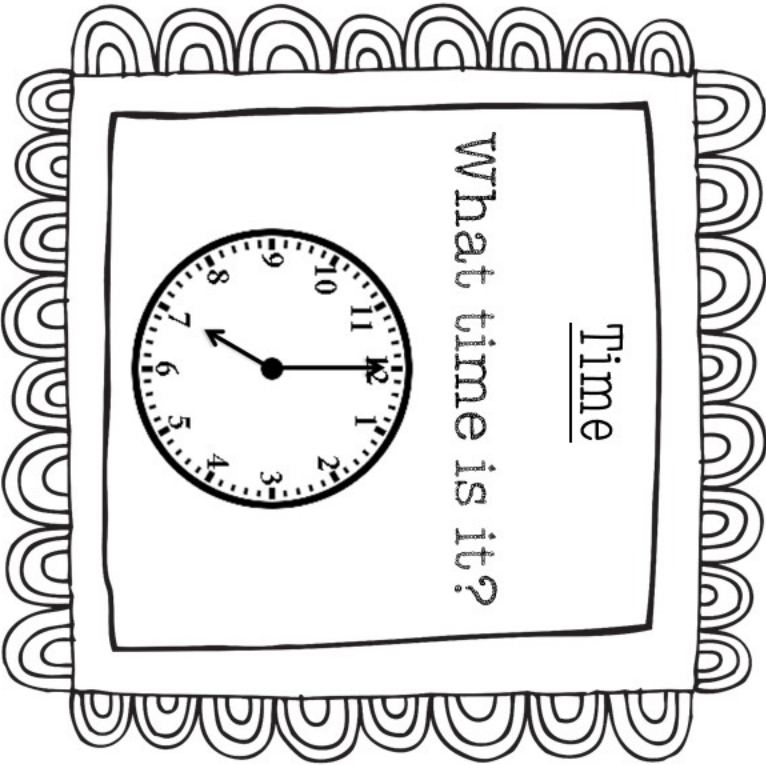
$$\begin{array}{r} 63 \\ - 14 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 83 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ + 98 \\ \hline \end{array}$$

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



Answer

12:00

Answer

7:00

Answer

5:00

Answer

3:00

