# Weekly Checklist 2

	 Reading	Writing	Math/Science
MON 20 to 75 min.	Review ECRI routines  2 dictation words  Read weekly story <u>The Big Dig</u> and <u>We Fit</u> Reading Log 10-15mins  Complete 1 to 2 story questions from reading log	Journal entry: What did you do over the weekend? One J practice page Write new sight words (ate, could, she) three times Journeys workbook Volume 2 page 25 Pick one sight word activity	<ul> <li>□ Math: Page 292</li> <li>□ Optional Science: Solar System Science</li> <li>□ Outdoor math activities for fun, send pictures!</li> </ul>
TUE 20 to 75 min.	Review ECRI routines  2 dictation words  Read weekly story <u>The Big Dig</u> or <u>We Fit</u> Reading Log 10-15mins  Complete 1 to 2 story questions from reading log	☐ Journal entry: "I could _ ☐ One J practice page ☐ Write new sight words (ate, could, she) three times ☐ Journeys workbook Volume 2 page 26 ☐ Pick one sight word activity	<ul> <li>□ Math: Page 304</li> <li>□ Optional Science: Solar System Science</li> <li>□ Outdoor math activities for fun, send pictures!</li> </ul>
WED 20 to 75 min.	<ul> <li>Review ECRI routines</li> <li>2 dictation words</li> <li>Read weekly story <u>The Big Dig</u> or <u>We Fit</u></li> <li>Reading Log 10-15mins</li> <li>Complete 1 to 2 story questions from reading log</li> </ul>	□ Journal entry: What do you think is inside the chicken egg? □ One J practice page □ Write new sight words (ate, could, she) three times □ Journeys workbook Volume 2 page 27 □ Pick one sight word activity	☐ Math: Page 315 ☐ Optional Science: Solar System Science
THU 20 to 75 min.	<ul> <li>□ Review ECRI routines</li> <li>□ 2 dictation words</li> <li>□ Read weekly story <u>The Big Dig</u> or <u>We Fit</u></li> <li>□ Reading Log 10-15mins</li> <li>□ Complete 1 to 2 story questions from reading log</li> </ul>	<ul> <li>Journal entry: Use at least one of the new sight words in a sentence.</li> <li>One X practice page</li> <li>Handwriting first and last names</li> <li>Journeys workbook Volume 2 page 28</li> <li>Pick one sight word activity</li> </ul>	☐ Math: Page 326 ☐ Optional Science: Solar System Science
FRI 20 to 75 min.	<ul> <li>Review ECRI routines</li> <li>2 dictation words</li> <li>Read weekly stories <u>The Big Dig</u> and <u>We Fit</u> (If you can, send a video to your teacher!)</li> </ul>	□ Journal entry 'This     weekend I want to'     □ One X practice page     □ Handwriting first and last     names     □ Journeys workbook     Volume 2 page 29     □ Pick one sight word     activity	<ul><li>□ Math: Page 327 and 330</li><li>□ Optional Science: Solar System Science</li></ul>

# Reading Log to do

- 1. Read a book by yourself or with a grown-up.
- 2. Put your name and the title of the book at the top of a new page.
- **3.** Choose one of the ideas and write one or two sentences about your book. Remember, not all of the questions make sense for every book.
- **4.** Don't forget to tell why or how you know, or both if you can!



How did the story end?	Who is your favorite character?	Is this book like any other book you have read? Which one?
How does the main character feel in this book?	Which words in the book were tricky?	Where does the story take place (the setting)?
What is your favorite part of the story?	What is the big problem in the story? How is it solved?	What did you learn from reading this book?
What friend or family member might like this book?	When does the story take place (the setting)?	At the end, did any characters change from how they felt at the beginning?
What is your favorite picture in the book?	What did the author want you to learn?	What surprised you in the book?

# Parent Instructions for ECRI Routines

\*We suggest you repeat these routines daily

# <u>Irregular Word Reading:</u>

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. Say the word, next have your student read the word out loud as you slide your finger. Next, you will tap under each letter and say each letter then, have your student do it Repeat the first step by having your student read the word a second time.

# <u>Irregular Word Reading Continued:</u>

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.

# Alpha Friend Card Practice:

You're going to practice the Alpha card(s). You will then tap next to the picture card and your student will say the name, sound and spelling out loud.



(Card: Reggie Rooster, Sound rrrr, Name R)

## **Letter Name Review:**

Your student is going to practice letter names. Point to a letter, say then name in their heads. You will then tap under the letter and your student will say the letter name.

## Sound Spelling Review:

Your student is going to practice saying sounds. Point to a letter, have them say the sound in their head. You will then tap under the letter 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. Pick 2 to 4 words from the **Regular Words list**. You will say the word out loud (without a visual example) ask how many sounds in word and say them say word again and then write it.

# QTO

# could

# she

# good

# Irregular Word Reading

You're going to learn to read new words using say-it, spell-it, say-it.

 Touch to the left of the word.
 My turn. The word is... Slide finger under the word [word].

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.

 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

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

 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.

from	this	find	where
many	SO	Of	ate
she	could	then	WGS
poob	she	could	ate
Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 4, Lesson 20, Day 4	Teach this lesson prior to the Tier 1 classroom		

# Irregular Word Reading (continued)

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

Model until students are successful with the 1. My turn. Use the signal for each word.\*

2. Your turn. Go back to the first word on the chart. Use the signal for each word.\* routine.

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. 3. Let's do some individual turns.I will touch 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.

# 24 Correcting Student Errors

2. Back up two words and use the signal for 1. Follow the say-it, spell-it, say-it steps 1 through 4 for each missed word.

each word\* to continue presenting the words

on the chart.



# Sound-Spelling Card Introduction and Practice

\*Signal to introduce a new sound-spelling card

> Materials: Sound-spelling cards from your core reading program.

spelling card(s). When I tap the card, you'll You're going to learn the new soundrepeat the name, sound, or spelling.

The sound is [sound]. Sound? (pause) Tap

2. Touch to the side of the picture.

Tap to the side of the picture.

The card is [card name]. Card? (pause)

1. Touch to the side of the picture.

sound-spelling card(s). When I tap the Now you're going to practice the new card you'll say the name, sound or spelling. Your turn.

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

Card? (pause) Tap to the side of the 1. Touch to the side of the picture. picture.

Sound? (pause) Tap to the side of the 2. Touch to the side of the picture. picture.

Spelling? (pause) Tap to the side of the 3. Touch to the side of the spelling.

5. Repeat steps 1 through 4 for each of

(pause) Tap to the side of the spelling. 4. Repeat step 3 for each additional

3. Touch to the side of the spelling. The spelling is [spelling]. Spelling?

to the side of the picture.

4. Repeat step 3 for each additional spelling on the card.

# 27 Correcting Student Errors

1. Let's practice this one together.

sound-spelling card\* steps 1 through 4. 2. Follow the signal to introduce a new

3. Practice two other sound-spelling

the signal to practice the sound-spelling 4. Re-present the missed card following card\*\* steps 1 though 4.

5. Continue presenting the sound-spelling









0	×	Ω	<b>_</b> •	
×	<u>Ω</u>	<b>_</b> .	•	
<b>_</b> .	0	×	×	Teach this lesson prior to the Tier 1 classroom
•	<b>_</b> .	Q	0	Tier 1 classroom core reading instruction of: Unit 5, Lesson 21, Day 4

# Letter Name Review

Vou're going to practice saying letter names.

When I point to a letter, say the letter name in your head. When I tap, say the letter name out loud. I'll show you how to say the names for the first two letters.

- 1. My turn. Use the signal for each letter name.\* Model until students are successful with the routine.
- Your turn. Go back to the first letter on the chart. Use the signal for each letter name. \*
   Let's do some individual turns. I will touch next to a letter; everyone will say the name of the letter in their head. I will call one student's name and only that student will say the letter

name out loud. Call on two to three students.

- \*Signal for each letter name
- Touch to the left of the letter. Name?
   Wait 2 seconds for students to think.
- 3. Tap finger under the letter.

# Correcting Student Errors

- 1. My turn. Re-present the missed letter name.
- 2. Your turn. Re-present the missed letter
- 3. Back up two letters and continue presenting the letter names on the chart.

		Teach this lesson prior to the Tier 1 classroom	Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 5, Lesson 21, Day 4
j	•—	X	0
Ο	•	X	5
×	P	0	·
0	×	j	•—

# Sound-Spelling Review: Beginning

you how to say the sounds for the first two letters. When I touch under the letter, say the sound out loud as long as I touch under the letter. I'll show You're going to practice saying sounds. When I point to a letter, say the sound in your head.

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

# Correcting Student Errors \*Signal for each sound-spelling

- 1. My turn. Follow the signal for each soundspelling\* and re-present the missed sound-1. Touch to the left of the sound-spelling.
  - spelling.
- 2. Your turn. Follow the signal for each soundspelling\* and re-present the missed sound-
- 3. Back up two sound-spellings and continue presenting the sounds on the chart. spelling.

For continuous sounds, touch under the sound-

spelling for 2 seconds.

3. For stop sounds, tap finger under the sound-

spelling.

- or -

2. Wait 2 seconds for students to think.

Sound?

can	
dig	Teach this lesson prior to the Tier 1 classroon
dog	Teach this lesson prior to the Tier 1 classroom core reading instruction of: Unit 5, Lesson 21, Day 4
log	ion of: Unit 5, Lesson 21, Day 4

# 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.

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.
- 2 Correcting Student Errors
- 1. My turn. Re-present the missed word.
- 2. **Your turn.** Re-present the missed word.
- 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.



# DICTATION PAPER

# DICTATION

# CORRECTIONS



1.	1.
2	2.
<b>5</b>	<b>3.</b>
<b>4.</b>	4
5	5.
<b>3</b>	6.
1	7
3	8.
	9
)	10.
SPELLING	State D A
SCORE:	

# The Big Dig

by David Michaels illustrated by Robin Koontz



Pip will dig and dig. Pip will go find Sid.



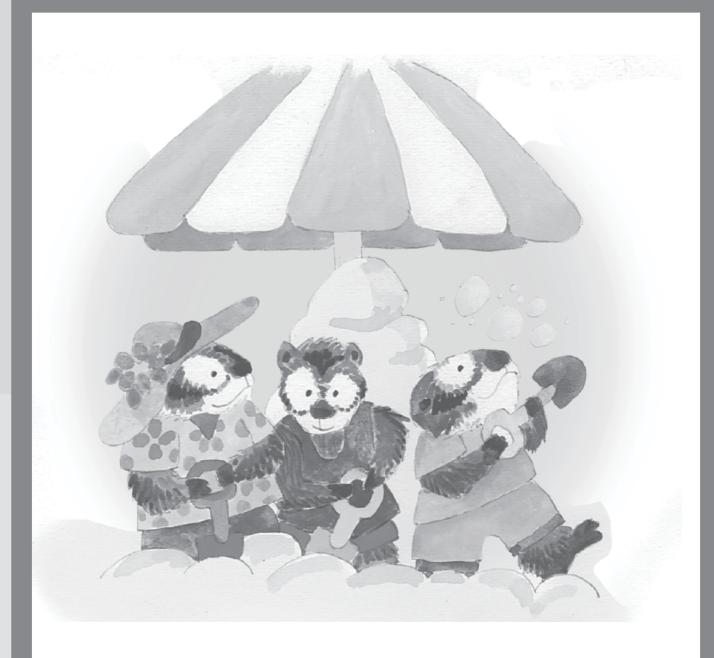
Tap, tap. Sid, are you here?
Tap, tap. Come and dig, Sid!



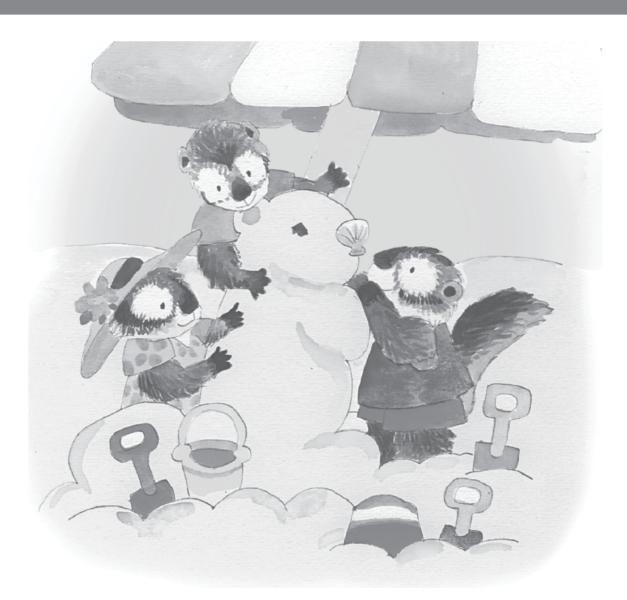
Sid is in. Pip did find Sid.



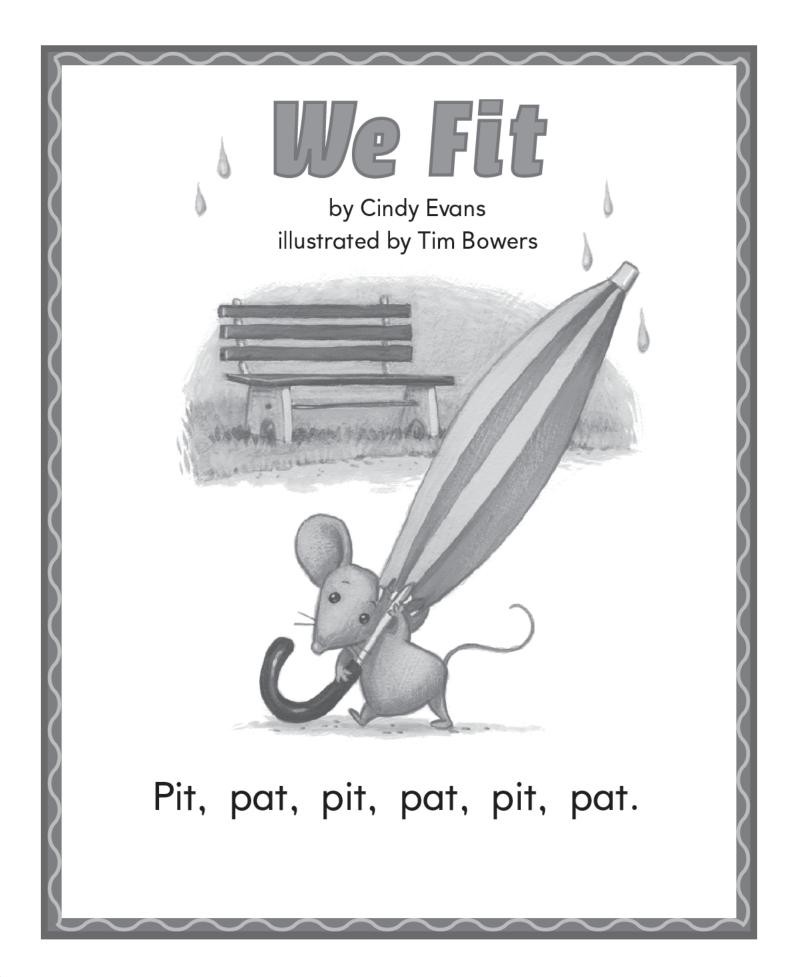
Pip can dig.
Sid can dig with Pip.
Pip and Sid dig and dig.

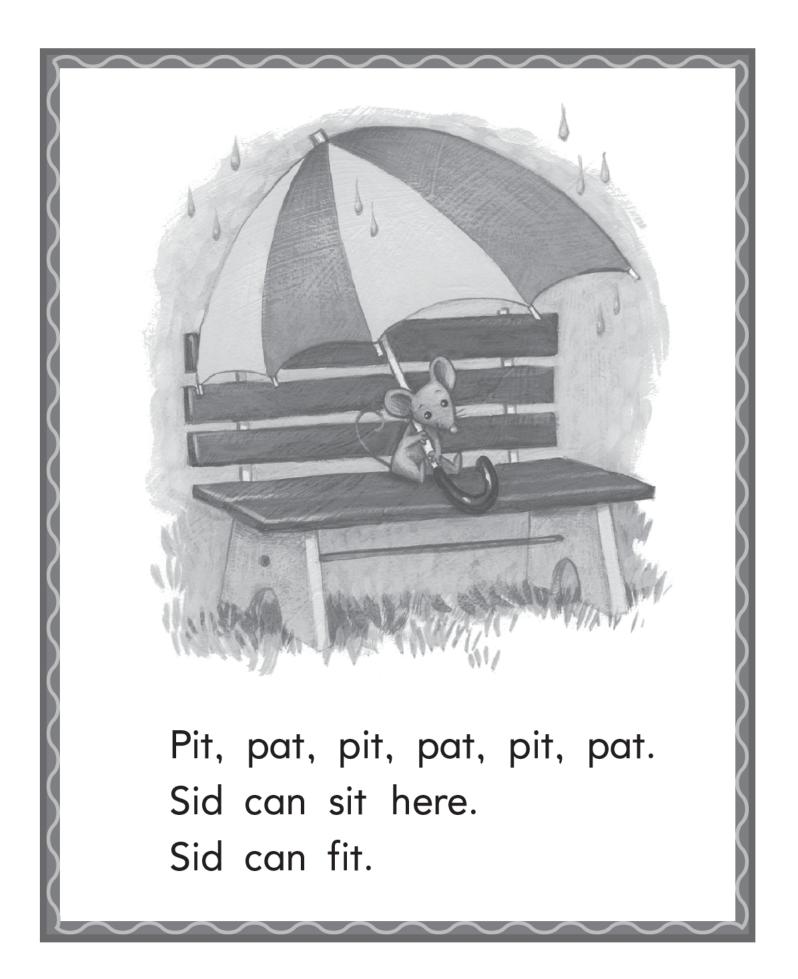


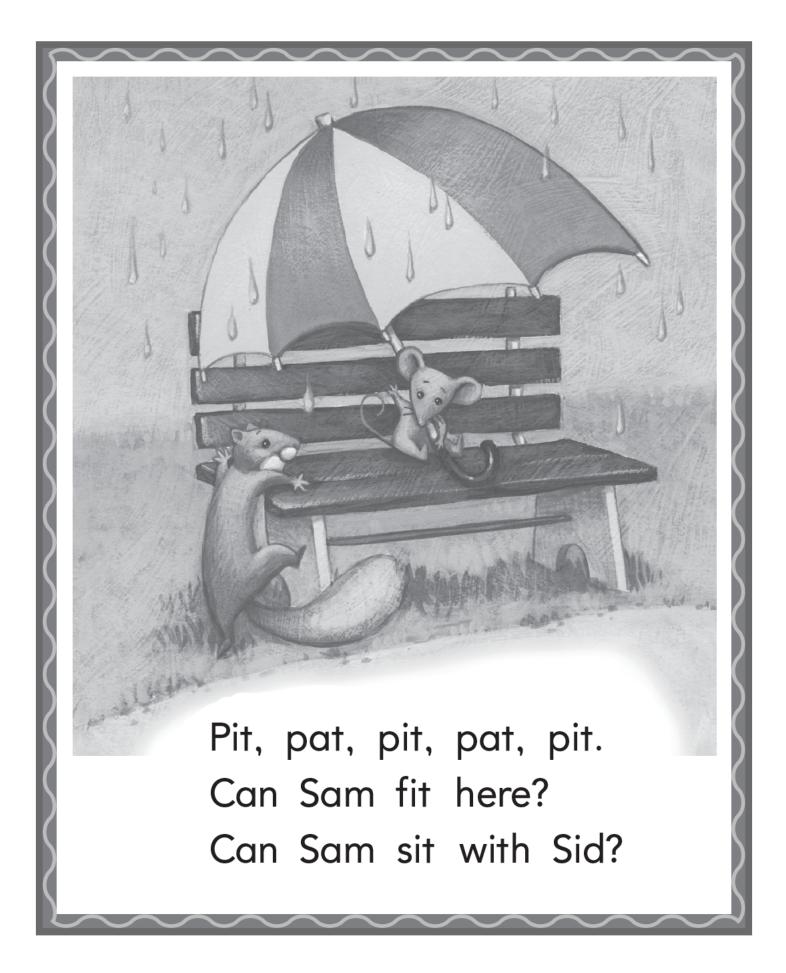
Tim can dig with Pip.
Tim can dig with Sid.
Tim, Pip, and Sid can dig.

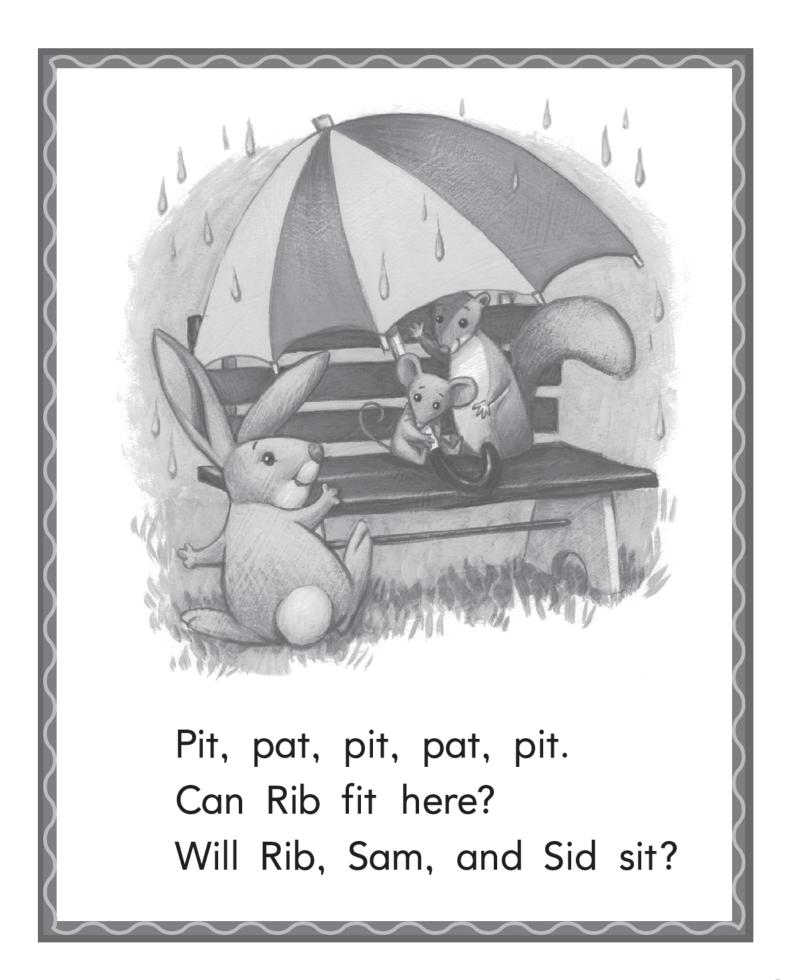


Pip can pat it.
Sid can pat it.
Tim can pat it.
It is big!









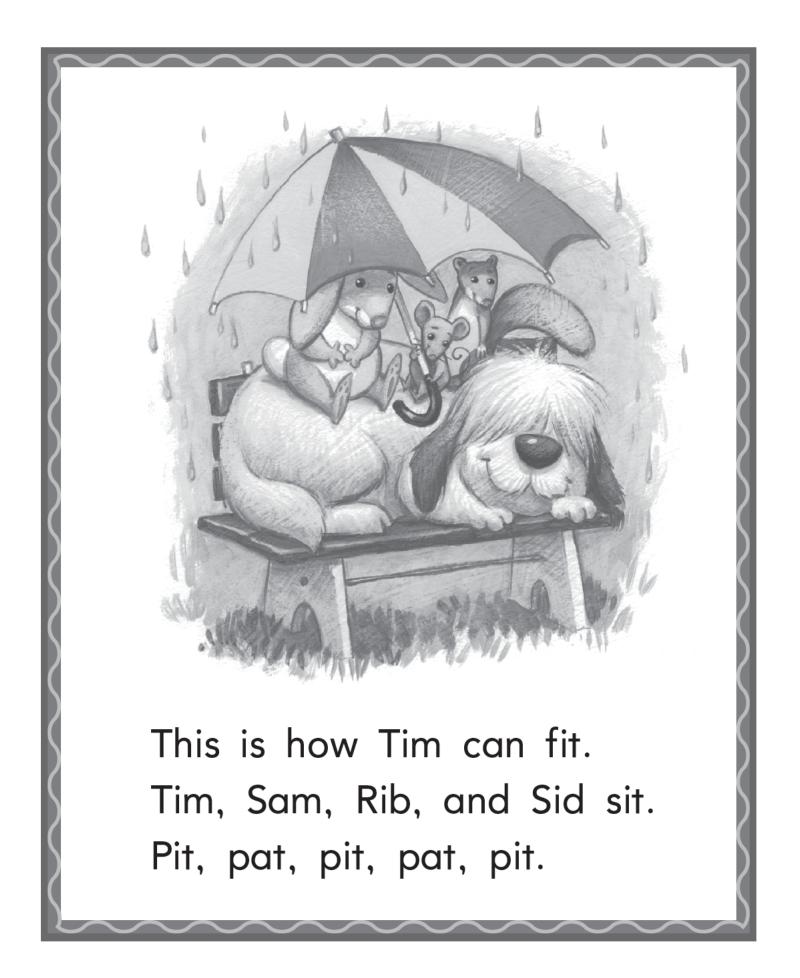


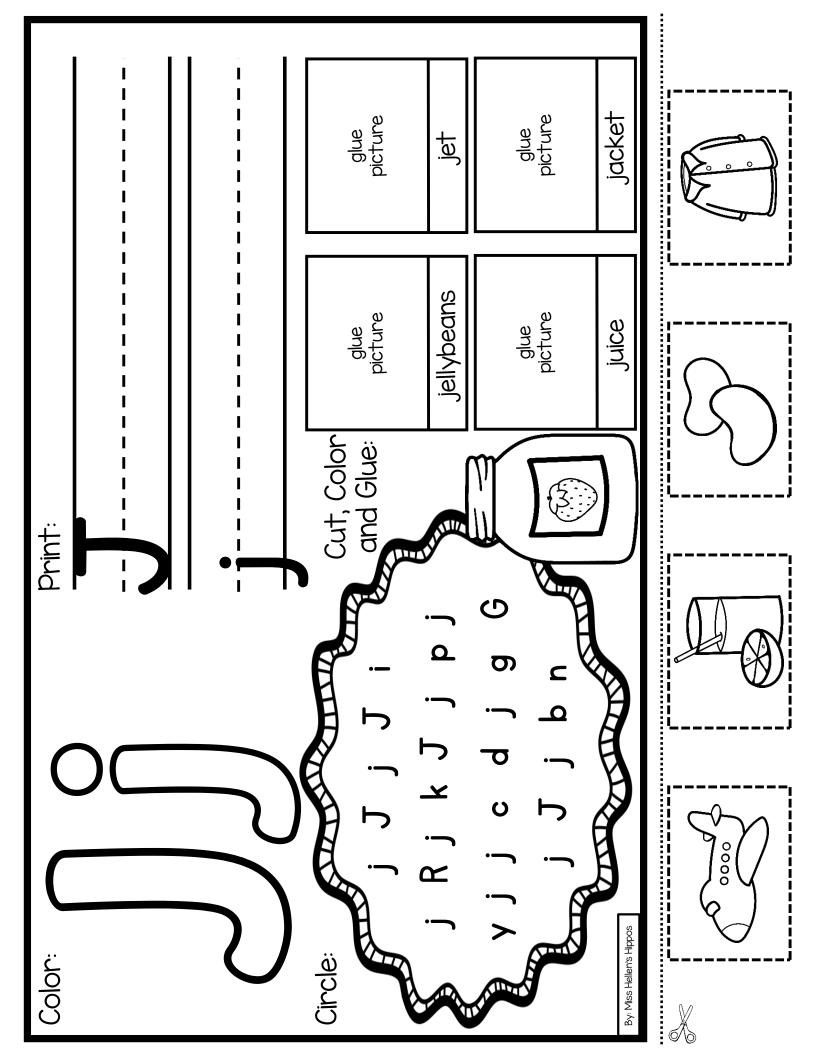
Pit, pat, pit, pat, pit.

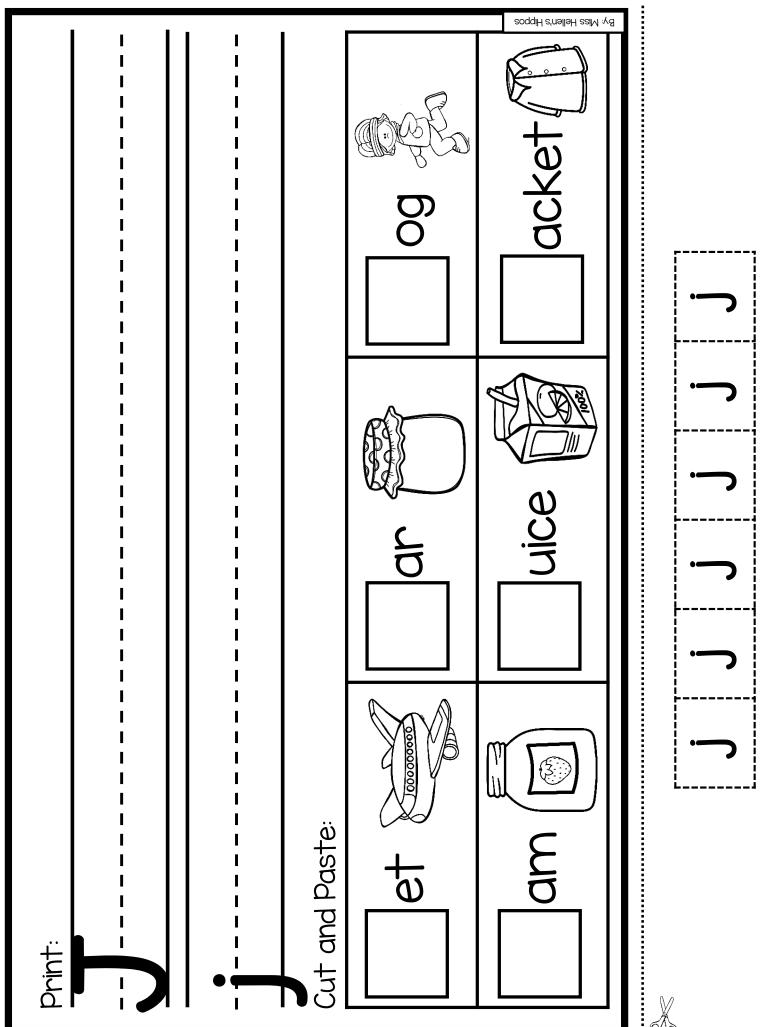
Sid can fit. Sam can fit.

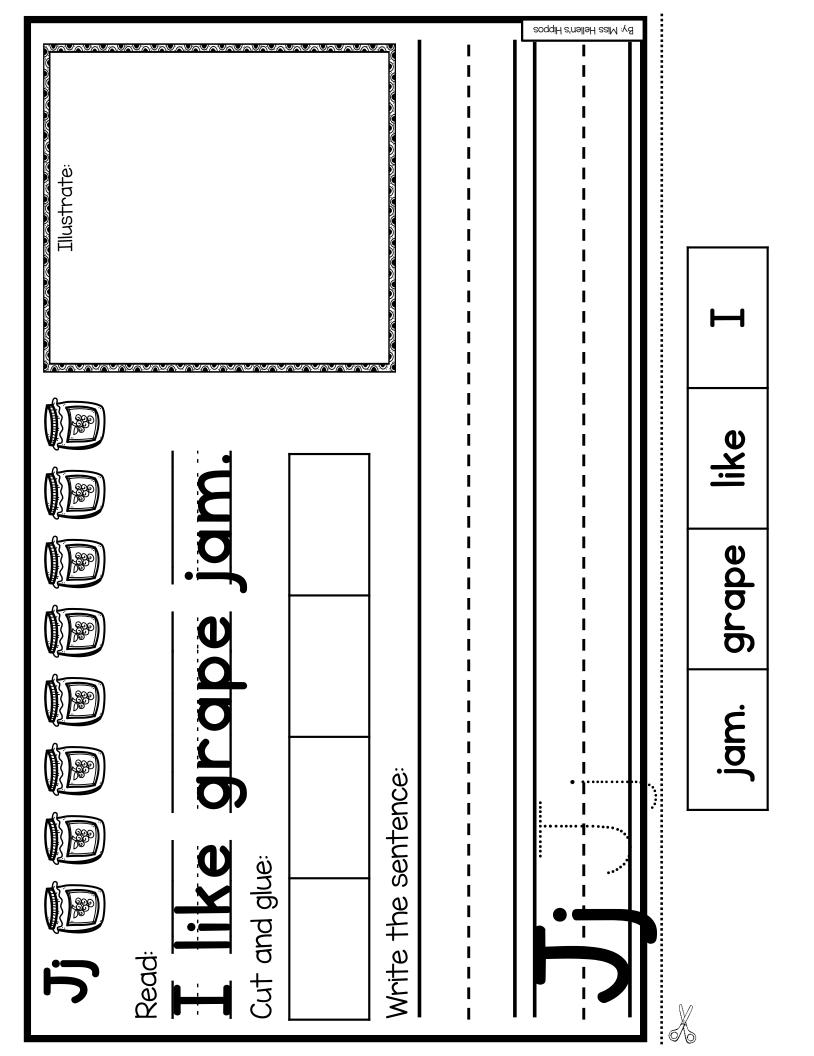
Rib can fit.

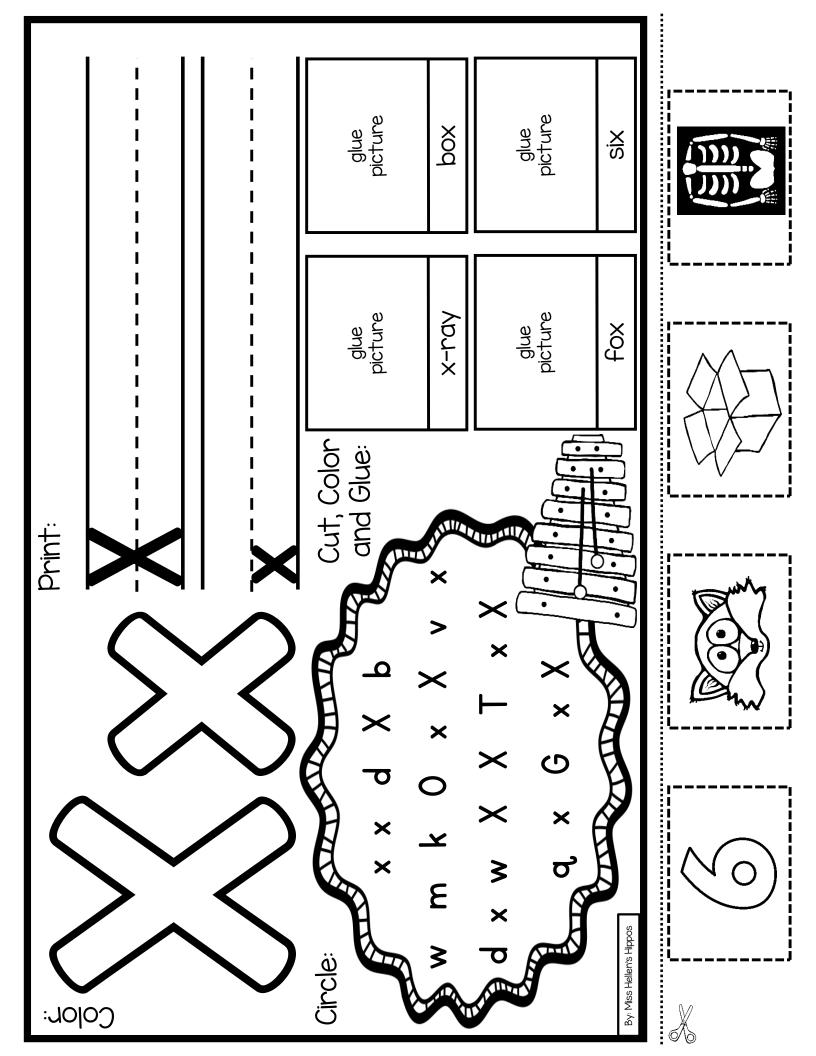
How will Tim fit?

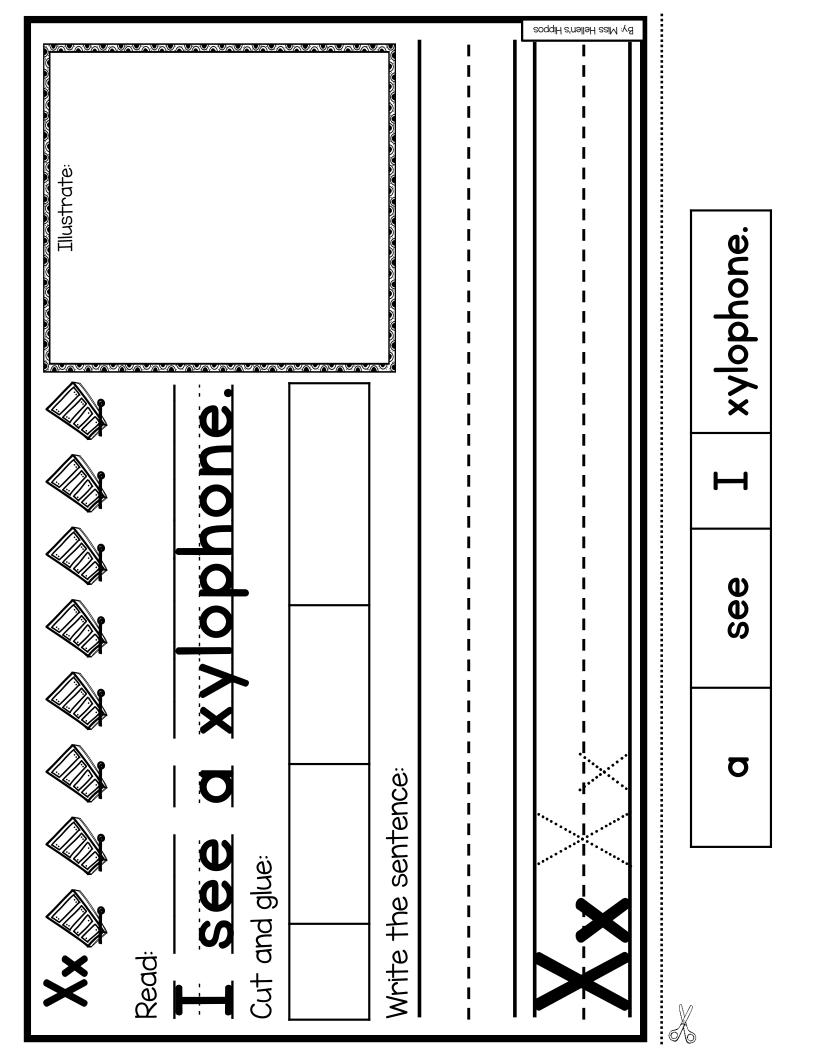




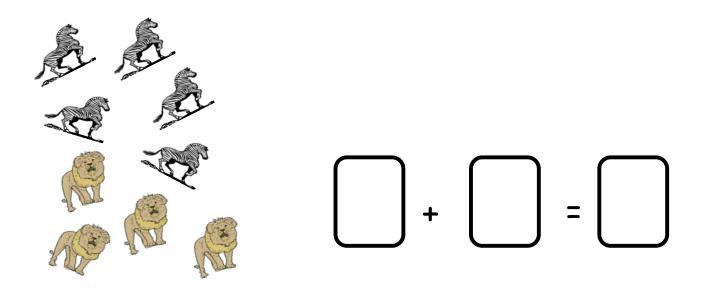








Shane played with 5 toy zebras and 4 toy lions. He had 9 animal toys in all. Draw black and tan circles to show the zebras and the lions in the 5-group way. Fill in the number sentence.



Jimmy had 9 marbles. 8 were red, and 1 was green. Draw the marbles in the 5-group way. Fill in the number bond and number sentence.

Lesson 30:

Represent pictorial decomposition and composition addition stories to 9 with 5-group drawings and equations with no unknown.



Make 2 groups. Circle 1 of the groups. Write a number sentence to match. Find as many partners of 10 as you can.

Draw 10 dots the 5-group way. Make 2 groups. Circle one of the groups. Write a number sentence to match your drawing.

Name	Date
Draw the story.	Fill in the number sentence.
Zayne had 6 roun did Zayne have in	d crackers and 3 square crackers. How many crackers all?
<b>+</b>	=
Riley had 9 crayo Riley have in all?	ns. Her friend gave her 1 crayon. How many crayons did
+	=



Lesson 31:

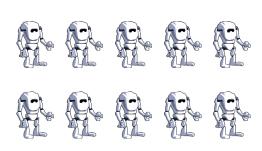
Solve add to with total unknown and put together with total unknown problems with totals of 9 and 10.



Kate has 9 heart stickers. Some are yellow, and the rest are green. Show two different ways Kate's stickers could look. Fill in the number sentences to match.



Danny has 10 robots. Some are red, and the rest are gray. Show two different ways Danny's robots could look. Fill in the number sentences to match.





Lesson 32:

Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings.

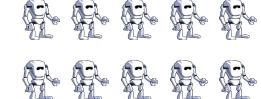


Name Date
-----------

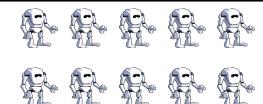
Color the robots to match the number sentence. Tell a story about the

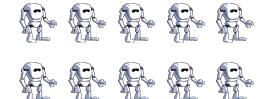
robots.

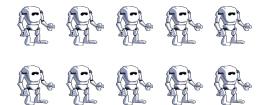
10 = 5 + 5



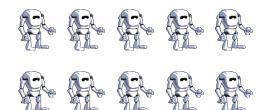
$$10 = 6 + 4$$







$$10 = 9 + 1$$

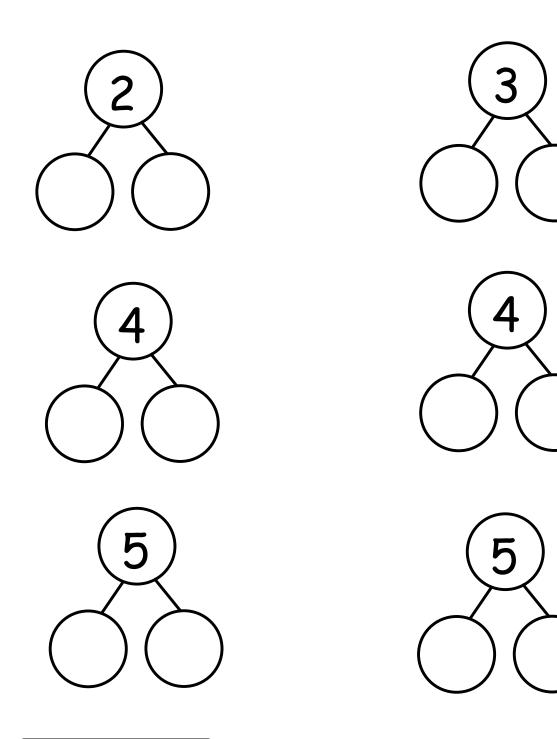




Lesson 32:

Solve both addends unknown word problems with totals of 9 and 10 using 5-group drawings.





break apart numbers



Lesson 32:

Solve both addends unknown word problems with totals of 9 and 10  $\,$ using 5-group drawings.



# Information to Parents & Guardians,

This week we continue on with learning about the Planets of our **Solar System.** Last week we learned about the 4 Inner Planets. This week we will learn about the **4 Outer Planets**. Next week we will finish off with learning and observing the Moon and the Sun.

Keep last week's packet pages that shared information about each planet, as well as the resource page that included other fun factual sights, videos, books, and songs related to the Solar System. **Explore** those sights 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 **4 more fun science activities** below that relate to this week's Outer Planets. While engaging in the fun, stop a moment to make a **prediction** of what you think will happen and why. Write/Draw this using the Prediction Worksheet. Once you are done with the activity record the **results**. I would love to see pictures of these too!

# **Enjoy and Have Fun!**

# FUN SOLAR SYSTEM SCIENCE ACTIVITIES

## **Outer Planets**

We are continuing on with our solar system unit. We've talked about the inner planets, and now we are ready to start learning about the 4 Outer Planets. These gaseous outer planets include Jupiter, Saturn, Uranus, and Neptune. This is a really fun, hands on unit to help kids learn while having fun.

## Jupiter

Jupiter is the first of the outer planets and is the biggest planet in our solar system. It is known as a gas giant because it is made up mostly of gases - hydrogen and helium. Although the swirly patterns are pretty to look at, they are actually clouds indicative of very stormy skies including the Great Red Spot with a hurricane type storm that travels around the planet for the last 300 years. Jupiter also has rings too, rotates quickly, has more than 60 satellites (or moons), and the spacecraft Galileo.



Hurricane Science Experiment To help us remember The Great Red Spot on Jupiter, that is similar to a hurricane on Earth, make a classic science project—a hurricane in a bottle. You will need 2 empty soft drink bottles, water, food coloring, and duck tape. You can add glitter too! Fill one bottle  $\frac{3}{4}$  full, duck tape the 2nd bottle to the other upside down. When secure, flip the water filled bottle to the top and watch the hurricane.

## Saturn

Saturn is the most famous planet in our solar system with it's beautiful, recognizable rings. It actually has thousands of rings made up of dust, ice, and rocks orbiting the planet. Saturn is almost like Jupiter's twin - both gaseous planets with hydrogen and helium and more than 30 moons each. Saturn's beauty is also due to the clouds and violent storms on the planet with 1,000 miles an hour winds.

In studying about Saturn you can learn about the <u>Cassini Mission</u> - unmanned spacecraft sent to explore the planet and its moons. It is taller than a 2-story building and needed the help of a powerful rocket to lift it off the ground into outer space.



Rocket Science Experiment for Kids Make your own rockets to explore how chemical reactions can launch a rocket. You will need plastic film canisters, Alka Seltzer tablets, and creativity.

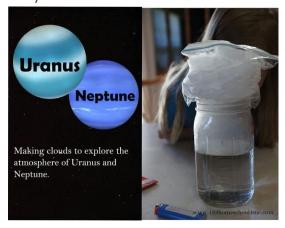
Hint: Rockets launch best with less weight. So, although building a cardboard tube or plastic bottle rocket is fun.... consider just a piece or regular paper wrapped around the tube for a better launch. Experiment a bit and see what makes the most impressive height.

Fill a canister with about 1 TBLS warm water *(note cap will be the bottom of your rocket)*. When ready to launch, open the lid and add 1/2 Alka Seltzer tablet, then *quickly* put back on the lid and place on the ground. Countdown to rocket launch . . .

Curious about the science behind the rocket launch? The Alka Seltzer mixed with water causing a chemical reaction where gases are created. Because the canister has only so much space once there is no more room for the growing number of gasses, the pressure will make it launch. In case you are wondering, using more Alka Seltzer will not cause it to go higher. The amount of gas or pressure in the canister will be the same, but because there is more of the reactor it will happen quicker. So, step back quicker as the launch will happen sooner, but the height will be the same. For a higher launch you'll need to find a larger container.

## Uranus

Uranus is a large gas giant with not only hydrogen and helium, but methane gases too (which gives it the blue color). Interestingly, this planet is lying down -the North/South poles are horizontal and therefore its rings go around the planet instead of through it. Another interesting is that this planet was actually discovered by homeschoolers - William & Caroline Herschel in 1781.



## Clouds in a Jar

To make clouds in a jar all you need is a large jar half filled with warm water, a bag of ice, and a match. (Have an adult be in control of the match part.) Light the match and toss it in the jar and quickly cover with a bag of ice. Kids will be amazed by the clouds that form.

# Neptune for Kids

Neptune is a twin planet to Uranus. It also is a gas giant with hydrogen, helium, and methane gas making it look blue. After the discovery of Uranus, scientists suspected there was another planet because of the gravitational pull on Uranus; they finally found Neptune in 1846. Neptune has a Great Dark Spot (like Jupiter's red spot) that is a powerful storm. But unlike storms on earth where we have water rain down, scientists believe based on the methane that diamond dust forms in the storm and falls from the clouds.

One of its moons, Triton is a whopping - 400 F and is filled with geysers. However, since there is no water it most likely spews a mixture of chemicals.

Name	Do	ate
		G10
	Lab Journal	
Question		
QUESTIONS		
Predict		
I know! I know!		
Test/Outcome		

# MATH OUTSIDE

Many of us have access to the outdoors. So, I thought it would be fun to throw out some ideas that include some math activities your kiddo can do with sticks and stones. This week I have included some practice involving 2D & 3D shapes, tallying and grouping (or bundling as my class has called it). I also included a really cool link below that shares many more activities that includes such ideas as:

Nature Patterns
Counting with Flower Petals
An Outdoor Number Hunt
An Outdoor Shape Hunt
Pinecone Counting
A Garden Number Line
Measuring with Sticks
Finding Sums with Rocks

http://findingthegoldengleam.com/2012/09/best-activities-learn-math-outdoors/







- 1. Break the sticks into similar lengths. Ours were around 6 inches long. Make at least 100 sticks of the same size. This may sound like a lot, but it took 2 kids less than 10 minutes to collect and break ours. These sticks will be used as tally marks for this activity.
- 2. Use a stone or driveway as your work station. We tried making tally marks on the rocks and grass, but they were harder to see. A flat surface was much easier to make and count on.
- 3. Explain to your child that a tally is a way to mark or record your counting. Today, we are making tally marks using our sticks.
- 4. Demonstrate how to place 1, 2, 3, 4 sticks straight up and the 5th at a diagonal.
- 5. Encourage your child to practice building sets of 5 tally marks.
- 6. When they become familiar with building the sets of 5, then use those sets to count by 5's to 100 (or however many tally mark sticks you made in step 1). We didn't quite have enough to make 100 on our first try, so the kids stopped tallying for a minute and gathered more sticks.
- 7. After you reach 100 mix all the tally sticks together. Call out a number and have your child build that number with tally marks. Have them count out loud as they point to their sets to demonstrate an understanding. When the number has been made, place all the sticks back in the pile and call out another number. Example. 18. For the number 18, children would build 5 sets of 5 tally marks each with 4 sticks down and 1 diagonal. Then place an additional 3 sticks next to the set. See image.

I hope you have time to explore math outdoors! Share with me your learning by taking pictures and journaling your discoveries.