

Weekly Checklist

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

	Reading	Math
MON 20 to 75 min.	☐ Review ECRI routines ☐ Dictation: No more than 4 words ☐ Read weekly story/Reading log ☐ Complete 1 to 2 Reading Strategy Bingo Squares	☐ <i>Composite Shapes</i>
TUE 20 to 75 min.	☐ Review ECRI routines ☐ Dictation: No more than 4 words ☐ Read weekly story/Reading log ☐ Complete 1 to 2 Reading Strategy Bingo Squares	☐ <i>Partition and Color</i>
WED 20 to 75 min.	☐ Review ECRI routines ☐ Dictation: No more than 4 words ☐ Read weekly story/Reading log ☐ Complete 1 to 2 Reading Strategy Bingo Squares	☐ <i>Color it in</i> ☐ <i>Split it up</i>
THU 20 to 75 min.	☐ Review ECRI routines ☐ Dictation: No more than 4 words ☐ Read weekly story/Reading log ☐ Complete 1 to 2 Reading Strategy Bingo Squares	☐ <i>Morning or Night</i> ☐ <i>Assessment</i> ☐ <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.

- *Signal for each sound-spelling
- Correcting Student Errors
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.

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).

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.



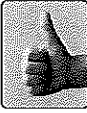
Correcting Student Errors

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 _____

The Softball Game

by Morris Ayin

illustrated by Elizabeth Allen



It is fall. Trees in the park have yellow and red leaves. Two teams play softball under these trees.

Paul is at bat for the Sliders. It is the last inning in this game with the Hawks.

73



The score is Sliders 2, Hawks 2. "Let's go, Paul!" Coach called. "We can win this game with just one more run!"

The pitcher for the Hawks tossed the softball. Paul wanted to hit a home run. He swung hard but missed the ball. "Strike!" the umpire called.

74



Paul clenched his jaw. He wanted to launch that softball over the wall!

The pitcher tossed the ball. Paul swung hard but he missed it. This time, he began to fall. A small but funny feeling ran down his arm. Coach saw Paul fall on the base.

75



Coach ran over to talk to Paul.

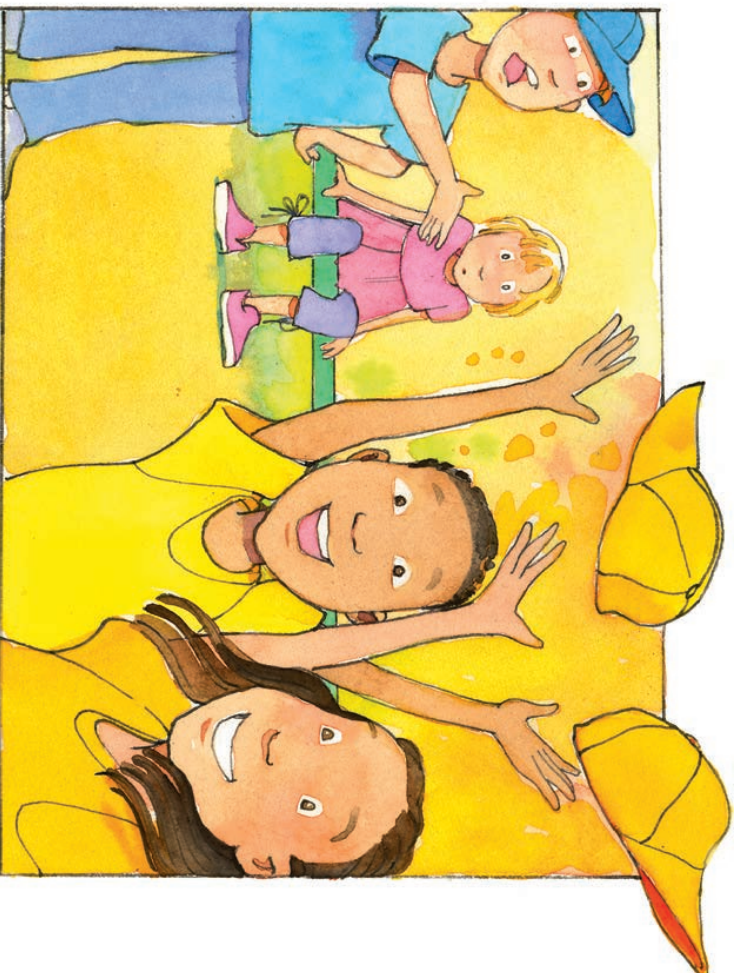
"Go now and let Nurse Donna see this arm," Coach ordered.

Paul walked over to Nurse Donna. She felt his arm. She saw that it was okay.

"No more playing today," she said.

"Just watch, Paul. Just watch."

76



The Sliders had no player to replace Paul. "That means we win this game!" the Hawks cried. The happy Hawks tossed Hawk caps all over.

"Not so fast!" Paul cried. "My sister Shawna can play for me. Shawna plays well and she can hit."

77



"No! Shawna is too young! She can't play!" the Hawks yelled.

Coch coach talked with the umpire. She looked in her rule book. "There is no law about age," the umpire called. "So Shawna can play after all."

78



Shawna walked to home plate.

"We can win this game with just one more run!" Coach called to Shawna.

Shawna wanted to win for Paul. The pitcher for the Hawks tossed the softball. Shawna swung hard.

79



Whack! The softball sailed through the air. Shawna watched it as she ran. Her ball sailed over the wall. Shawna had hit a home run! She slid into home plate. Then Shawna jumped back up! The winning Sliders tossed caps all over. "My small sister can do big things!" Paul called.

80

Reading Strategy BINGO

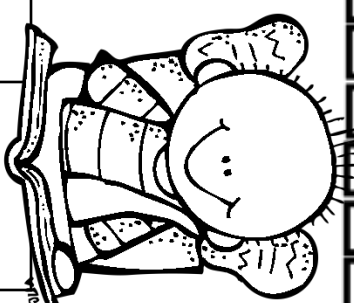
Name: _____ Due Date: _____ Period: _____

Predict	Infer	Visualize	Question
Make a prediction about what will happen next in the story.	Make an inference about the events in the story.	Draw a picture of an event in the story.	Write a question that this story made you think.
Date: _____ Pages: _____	Date: _____ Pages: _____	Date: _____ Pages: _____	Date: _____ Pages: _____
Connect	Define	Summarize	FREE CHOICE
Make a connection to the story or the characters. Identify it as: a) Text to Self b) Text to World c) Text to Text/Media.	Choose at least 2 words you do not know and define them by either context clues, or using a dictionary.	In 2-3 sentences, write the main ideas from the text you read.	Choose any of the other options and repeat it.
Date: _____ Pages: _____	Date: _____ Pages: _____	Date: _____ Pages: _____	Date: _____ Pages: _____

Title: _____ Author: _____

Name: _____

Weekly Reading Log

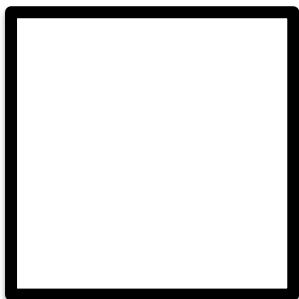


	Book Title	Minutes Read	Tricky Words Record any words that you had trouble with while reading.	Parent Initials
Monday				
Tuesday				
Wednesday				
Thursday				

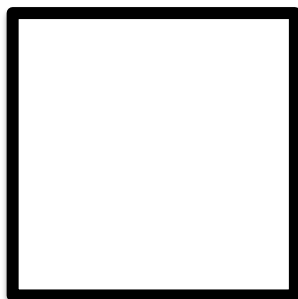
Composite Shapes

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

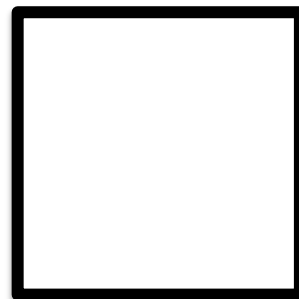
Make 4 squares



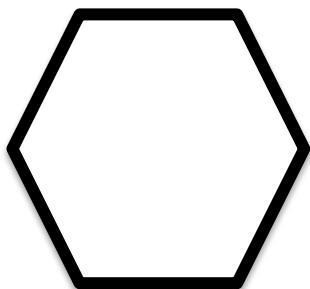
Make 2 rectangles



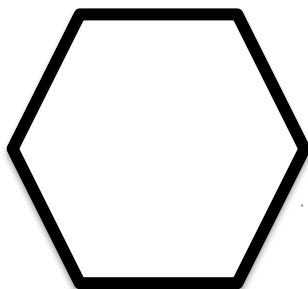
Make 2 triangles



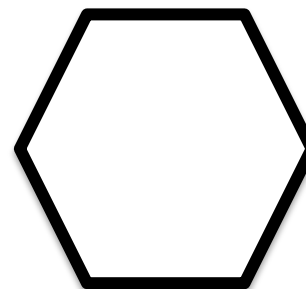
Make 2 trapezoids



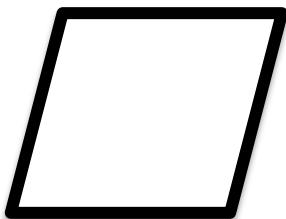
Make 3 rhombus



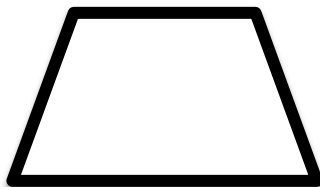
Make 6 triangles



Make 2 triangles



Make 3 triangles



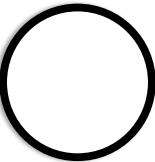
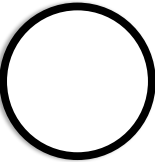
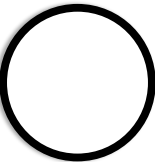
Make 2 squares

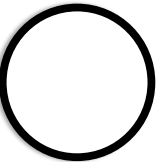
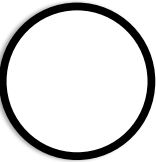
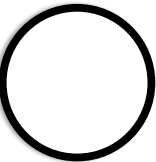


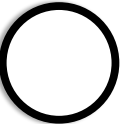
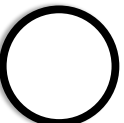
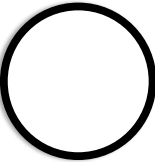
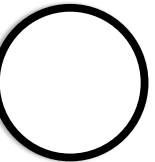


Partition and Color

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

		
1 HALF	1 THIRD	1 FOURTH

		
2 HALVES	2 THIRDS	2 FOURTHS

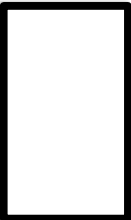
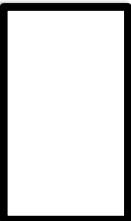
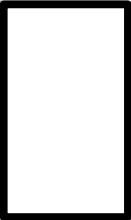
			
3 HALVES	3 THIRDS	3 FOURTHS	

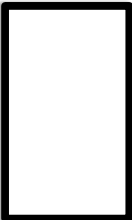
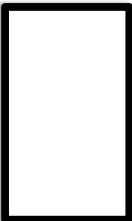
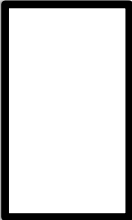
M8.L10

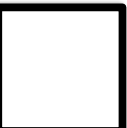
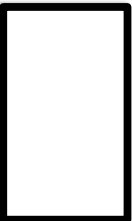
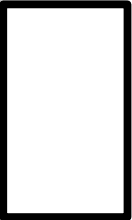


Partition and Color

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.

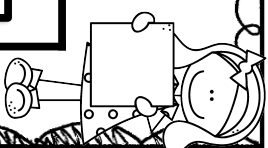
HALVES	THIRDS	FOURTHS

SARAH

MIKE

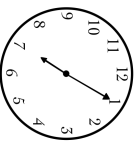
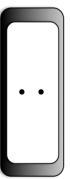
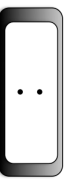
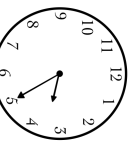
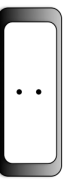
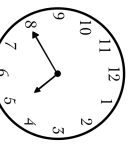
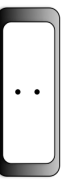
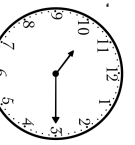
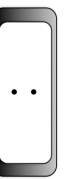
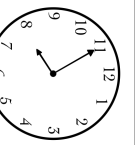
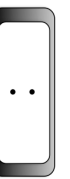
Sarah and Mike cut their brownies in half in different ways. Their friend, Joe, asks for half of Sarah's because it is the bigger half. Is he correct? Explain your answer.

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.

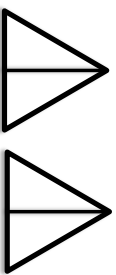
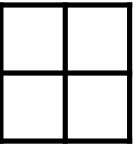
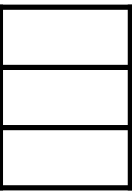
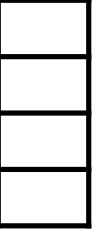
M8.LI5

Assessment

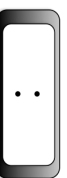
M8.LI-16

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

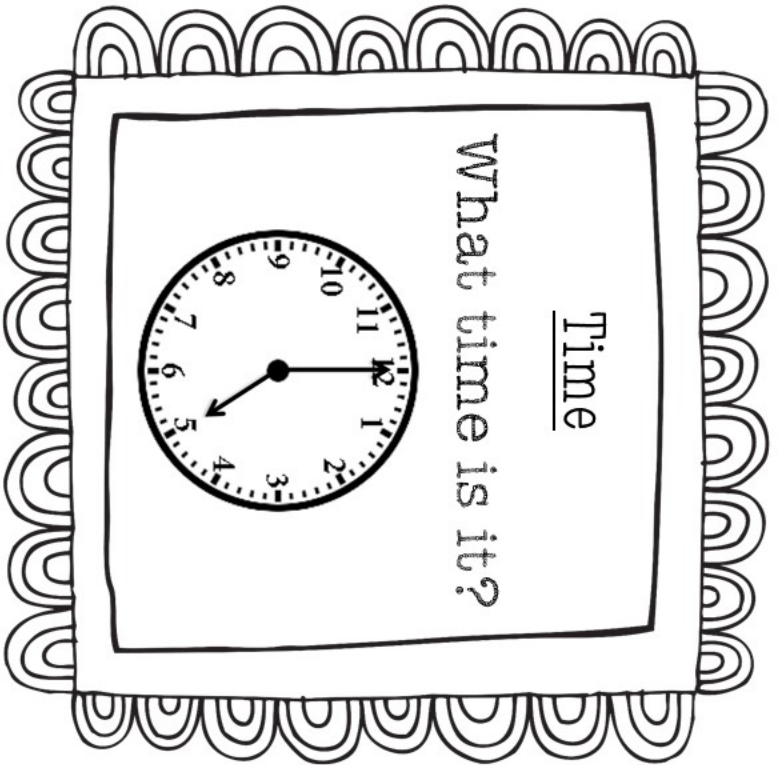
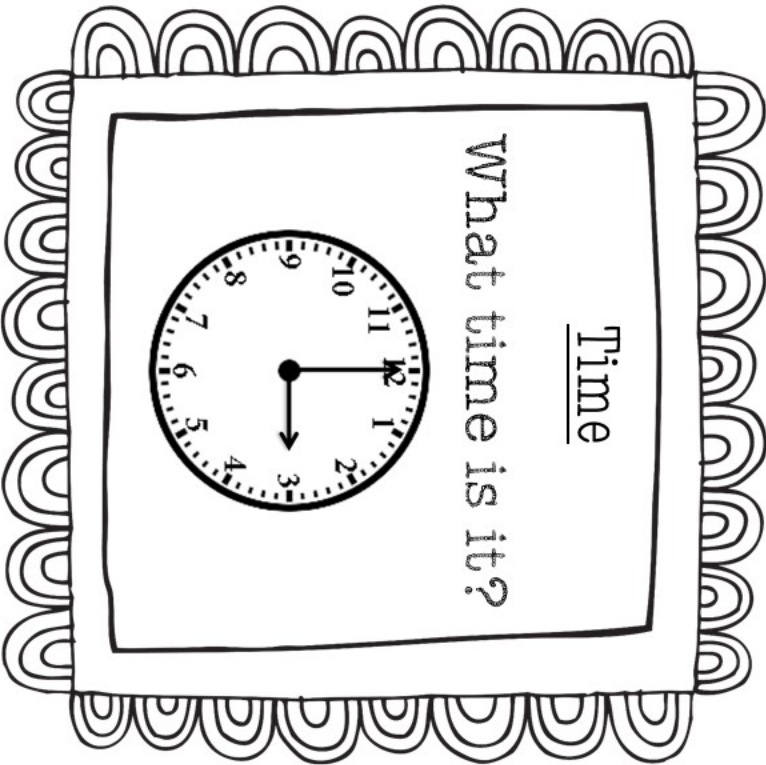
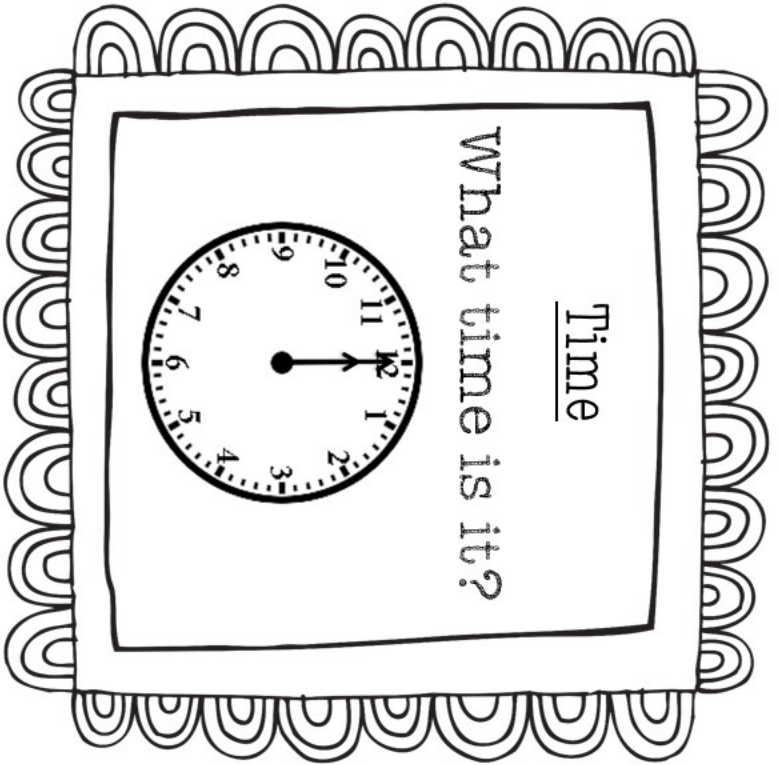
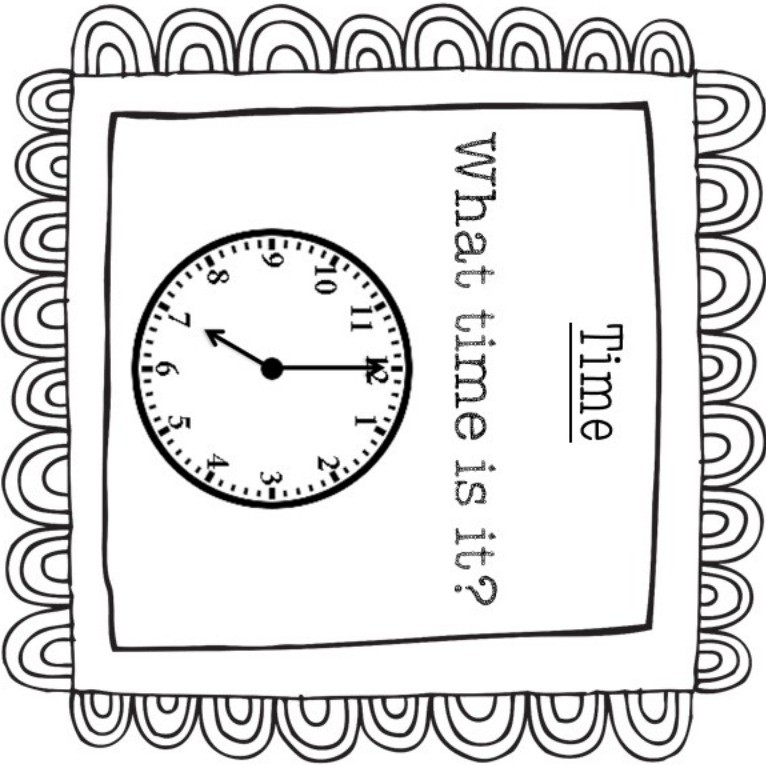
$$\begin{array}{r} 63 \\ - 14 \\ \hline \end{array}$$

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

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

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

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



Answer

12:00

Answer

7:00

Answer

5:00

Answer

3:00

