

May 26-28 Weekly Checklist

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

	Reading	Writing	Math	Science (Optional)
MON 1-2 hour	<input type="checkbox"/> Memorial Day	<input type="checkbox"/>	<input type="checkbox"/>	*At your own pace
TUE 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Read "Fox and Crow."	<input type="checkbox"/> Inference Map: Conclusions: Select a text and find 3 details.	<input type="checkbox"/> Tape Diagram	<input type="checkbox"/> Review new vocabulary: Germination, Seed, Roots, Shoot, and Seedling <input type="checkbox"/> Review Parts of Plants and complete Labeling parts of plants
WED 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "Fox and Crow"	<input type="checkbox"/> Inference Map: Conclusions: Reread text from Tuesday and find the conclusion	<input type="checkbox"/> Match it Solve it 1	<input type="checkbox"/> Review Plant Life cycle and complete life cycle worksheet
THU 1-2 hour	<input type="checkbox"/> Review ECRI routines <input type="checkbox"/> 2 to 4 dictation words <input type="checkbox"/> Reread "Fox and Crow."	<input type="checkbox"/> Complete Word Search <input type="checkbox"/> Turn in the Inference Map	<input type="checkbox"/> Match it Solve it 2 <input type="checkbox"/> Turn in Match it Solve it 1	

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	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 ee ea_y _ie	i_e ie igh_y	o_e oa ow _oe	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

baby

follow

years

begins

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.

baby	follow	years	begins
learning	young	eight	until
begins	follow	baby	years
eight	young	learning	until

Irregular Word Reading (continued)

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

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



*Signal for each word

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



Correcting Student Errors

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



Sound-Spelling Card Practice

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

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



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

1. Touch to the side of the picture. **Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.



Correcting Student Errors

1. **Let's practice this one together.** Touch to the side of the picture. **The card is [card name]. Card?** (pause) Tap to the side of the picture.
2. Touch to the side of the picture. **The sound is [sound]. Sound?** (pause) Tap to the side of the picture.
3. Touch to the side of the spelling. **The spelling is [spelling]. Spelling?** (pause) Tap to the side of the spelling.
4. Repeat step 3 for each additional spelling on the card.
5. Use signal for practice** to present two other sound-spelling cards and re-present the missed card.
6. Continue presenting the sound-spelling cards.

ir	or	er	ar
ur	ore	ur	ore
ir	or	er	ar
ee	a	ea	a_e

Sound-Spelling Review: Advanced

You're going to practice saying sounds. When I point to a spelling, say the sound in your head. When I tap, say the sound out loud. I'll show you how to say the sounds for the first two spellings.

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



*Signal for each sound-spelling

1. Touch to the left of the sound-spelling.
- Sound?**
2. Wait 2 seconds for students to think.
3. Tap finger(s) under the sound-spelling (use one finger for each of the letters in the spelling).



Correcting Student Errors

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

perk	dirt	turned	curb
sweet	sticks	flakes	boasted
burn	skirt	burst	chirping
Gert's	birds	surfing	whirling

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.**

dirt

skirt

chirping

burst

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.

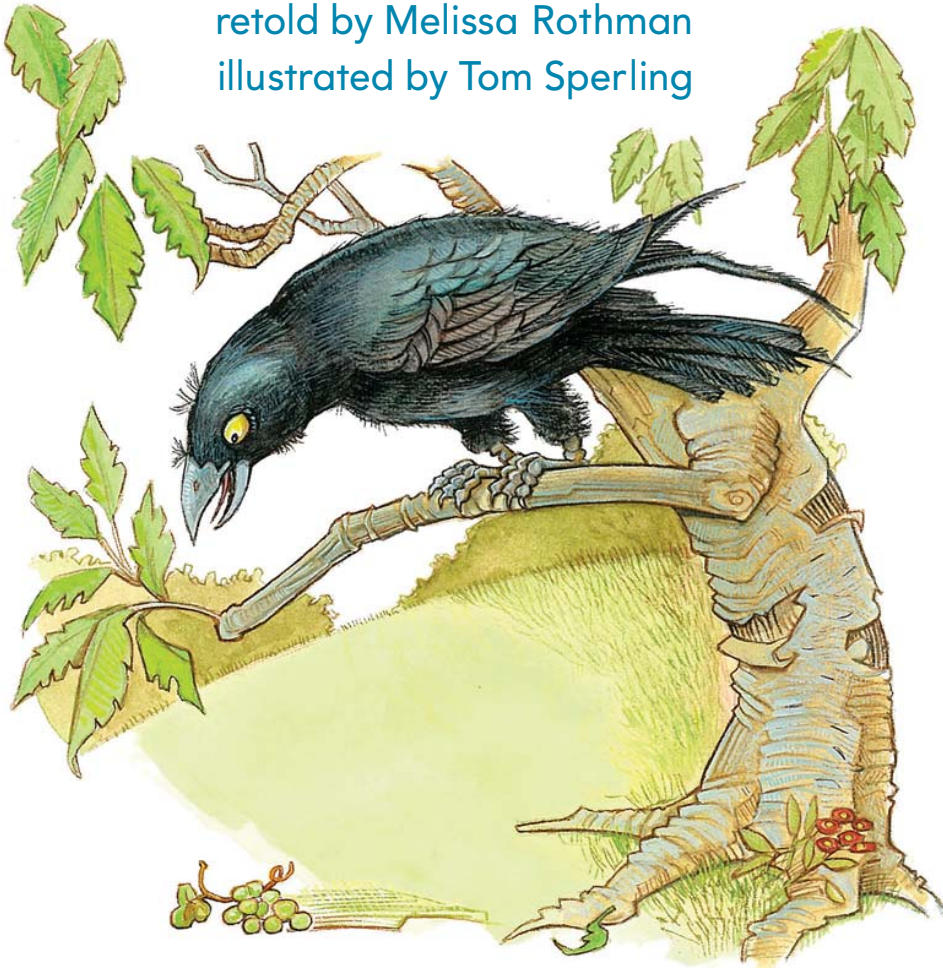
4.

5.

6.

Fox and Crow

retold by Melissa Rothman
illustrated by Tom Sperling



Crow is perched in a birch tree.
She sees some grapes on the ground.

51



Crow grabs the grapes and goes
back to her perch.

52



Fox passes by. It seems as if he has not had a meal in years.

Fox thinks, "If that bird speaks, she will drop those grapes."

53



First Fox asks, "What is your name?"

Crow turns her back.

54



Next Fox asks, "Crow, are you feeling well?"

Crow will not speak. Crow will not stir.



Then Fox tells Crow, "It's sad that a bird as nice as you cannot sing."

Crow whirls, and then she blurts, "Sir, I am learning to sing!"



The grapes land in soft dirt.
As Crow sings, Fox eats them up.
Then he smiles, turns, and trots off.

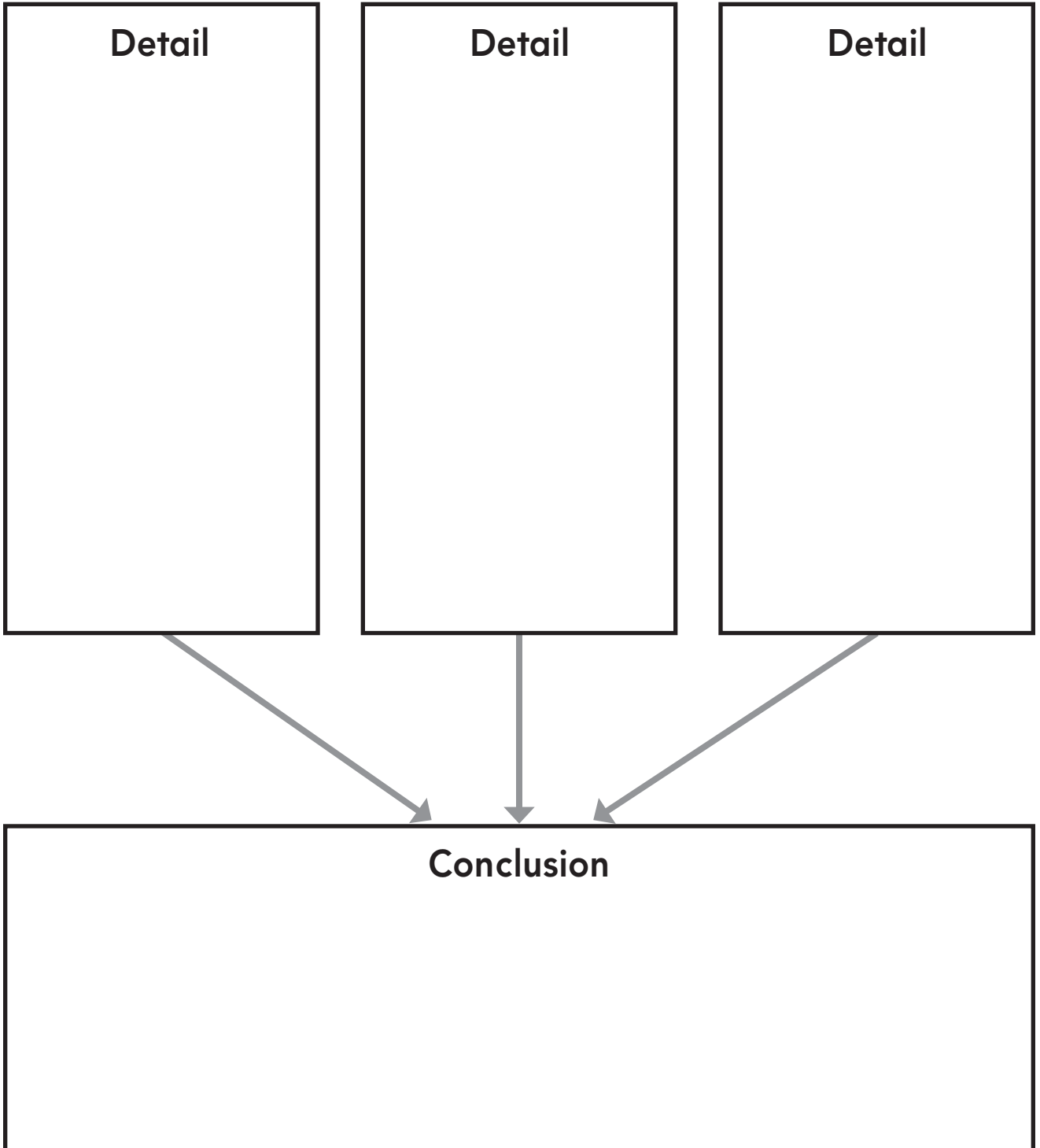


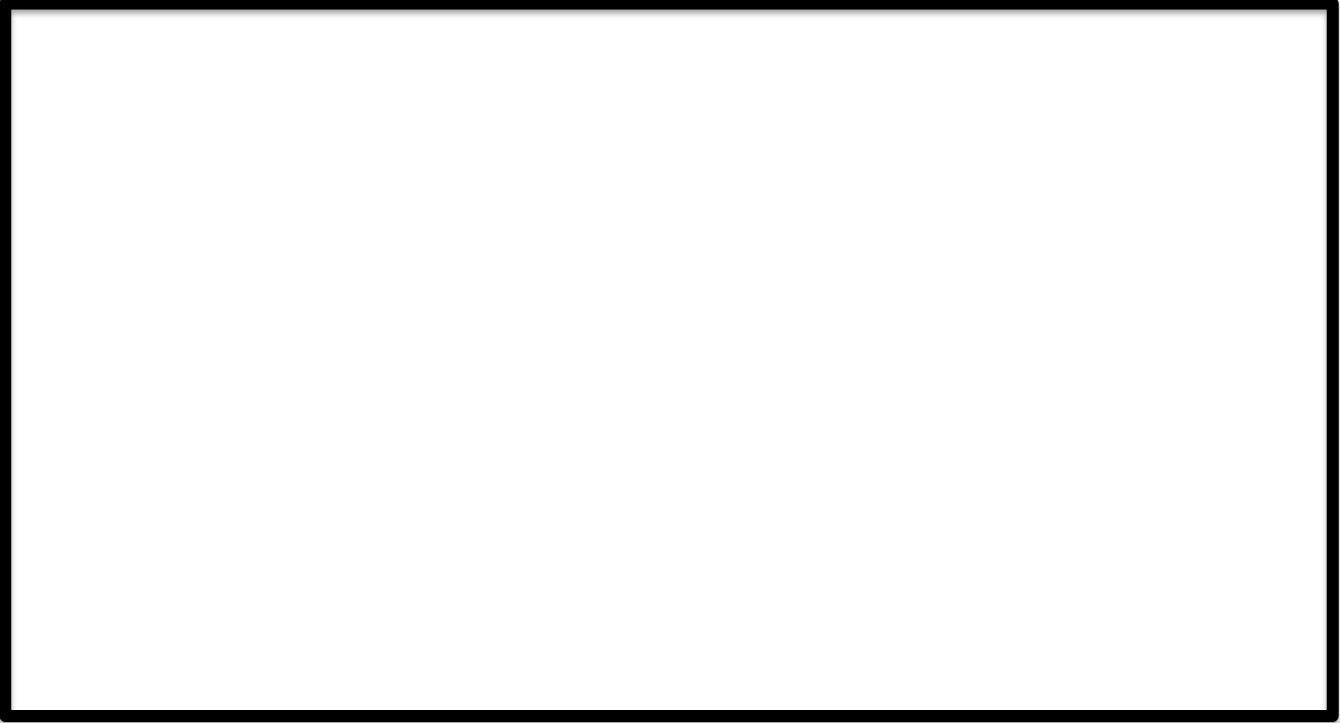
Fox tricked Crow this time, but
Crow has learned. Fox will not trick
her next time!

Name _____

Inference Map: Conclusions

Title: _____





.....

.....

.....

.....

.....

.....

by _____

Name _____

l	e	a	r	n	i	n	g	m
n	i	b	v	c	x	z	a	q
w	g	s	b	a	b	y	x	d
c	h	e	d	c	v	f	r	t
g	t	b	f	o	l	l	o	w
b	p	l	o	i	k	m	j	u
a	u	n	t	i	l	y	h	b
b	g	t	y	e	a	r	s	r
y	o	u	n	g	r	f	v	b

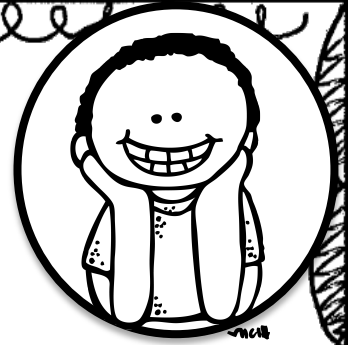
WORD SEARCH

Lesson 22—Amazing Animals

- learning
- begins
- until
- eight
- young
- follow
- years
- baby

Tape Diagram

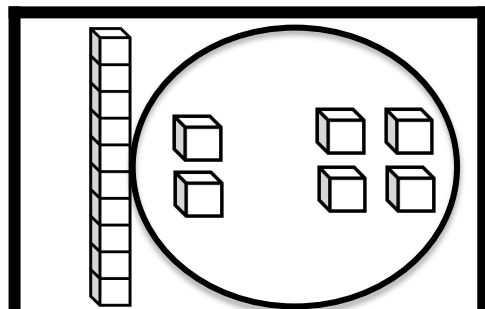
Create an equation that matches the tape diagram.



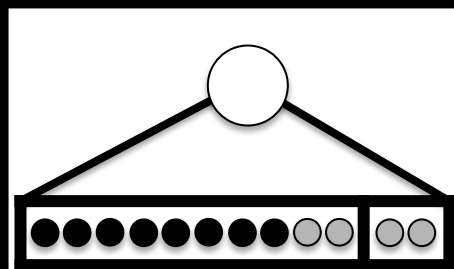
A blank equation template consisting of a horizontal line with a plus sign and an equals sign, followed by a blank space for the result.	A tape diagram with a total of 13 circles. The first 10 circles are black, and the last 3 are gray. The tape is divided into two sections: a left section with 10 black circles and a right section with 3 gray circles. Above the tape is a triangle with a circle at its top vertex.
A blank equation template consisting of a horizontal line with a plus sign and an equals sign, followed by a blank space for the result.	A tape diagram with a total of 13 circles. The first 10 circles are black, and the last 3 are gray. The tape is divided into two sections: a left section with 10 black circles and a right section with 3 gray circles. Above the tape is a triangle with a circle at its top vertex.
A blank equation template consisting of a horizontal line with a plus sign and an equals sign, followed by a blank space for the result.	A tape diagram with a total of 13 circles. The first 10 circles are black, and the last 3 are gray. The tape is divided into two sections: a left section with 10 black circles and a right section with 3 gray circles. Above the tape is a triangle with a circle at its top vertex.
A blank equation template consisting of a horizontal line with a plus sign and an equals sign, followed by a blank space for the result.	A tape diagram with a total of 13 circles. The first 10 circles are black, and the last 3 are gray. The tape is divided into two sections: a left section with 10 black circles and a right section with 3 gray circles. Above the tape is a triangle with a circle at its top vertex.
A blank equation template consisting of a horizontal line with a plus sign and an equals sign, followed by a blank space for the result.	A tape diagram with a total of 13 circles. The first 10 circles are black, and the last 3 are gray. The tape is divided into two sections: a left section with 10 black circles and a right section with 3 gray circles. Above the tape is a triangle with a circle at its top vertex.

Match it Solve it

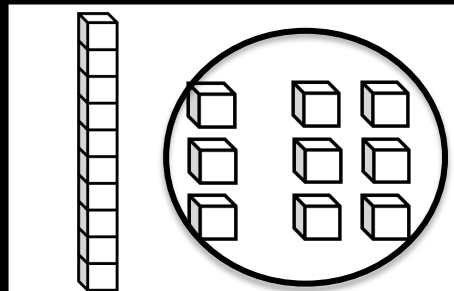
Match the picture with its equation and then solve the problem.



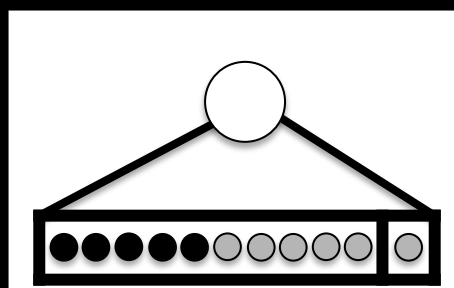
$$13+6=---$$



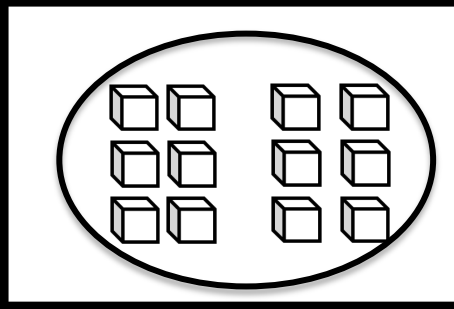
$$12+4=---$$



$$8+4=---$$



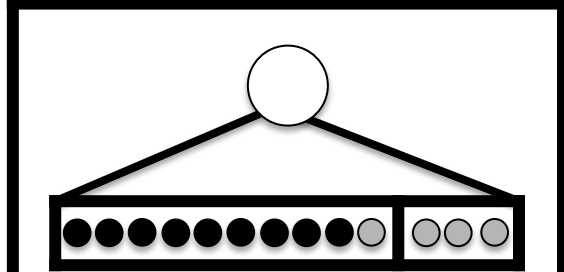
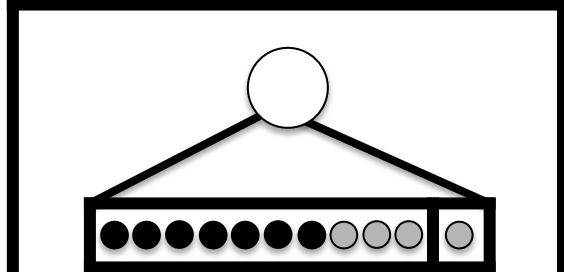
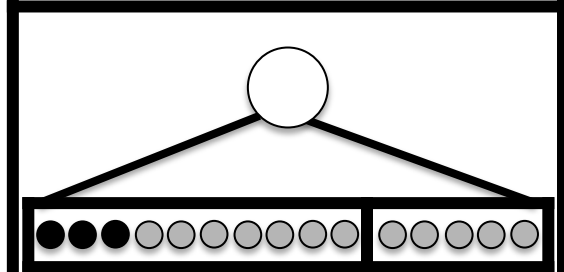
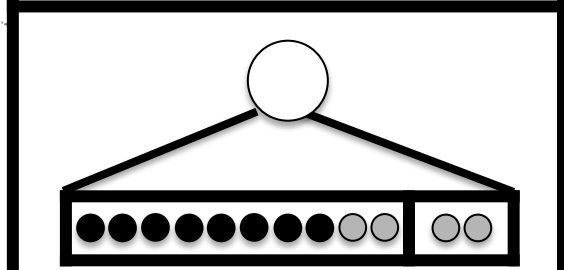
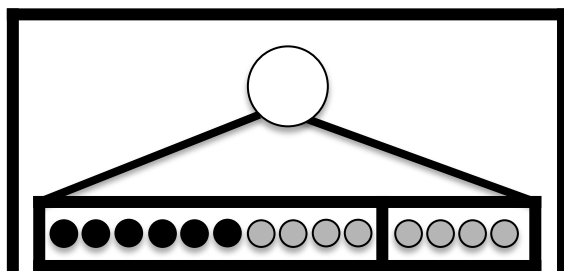
$$6+6=---$$



$$5+6=---$$

Match it Solve it

Match the picture with its equation and then solve the problem.



$$7+4=---$$

$$3+12=---$$

$$6+8=---$$

$$9+4=---$$

$$8+4=---$$

Information to Parents & Guardians,

This week we are moving into **Parts of Plants and Plant Life Cycle** by engaging in some fun hands-on activities. A favorite quote of mine is, “*Nothing should be given to the brain that is not first given to the hand.*” - Maria Montessori. So, with that said, in order to learn about parts of plants and their life cycle you are going to need seeds, dirt, and your hands! This unit will cover *germination, parts of the seed, parts of the plant, and the needs of the plant in order to grow through its life cycle.* To start, you can conduct a simple science experiment that includes planting seeds and observing the process of seed germination and the life cycle. You will need patience and more time than just this week. I promise you, if you have patience, next week’s packet will include more on gardening with this week’s seeds and experiments.



To begin, introduce new vocabulary: *germination, seed, roots, shoot, and seedling.* Then, you will want to see what kind of seeds you have and can germinate from home. This can include beans, corn, herbs, flower bulbs, etc. There are different methods in which you can watch your seeds that will make for lots of engagement, different observations, comparisons, and abilities to see details.

One method is with use of a clear jar:

- 1) Plant a bean or corn seed in a small clear jar along with wadded up paper towels.
- 2) Pour some water inside to make everything wet.

Another method is with a clear jar and soil:

- 1) Plant a bean or corn seed in a clear jar with soil at the bottom.
- 2) Water the soil, keeping everything damp.

If you do both, it is a great way to do a **Compare and Contrast**. Think critically, ask yourself questions about what you observed. For example, which one started the germination process faster? Or, which one grew a longer root system.

After about a week you should see a remarkable transformation. Take out the seedlings and really take a good look. **Journal** what you see!



A fun method of observation with bulbs & a glass vase:

- 1) Plant bulbs, such as Daffodil bulbs, into a glass vase. You can put shells or marbles on the bottom to allow space for the roots to grow, but it is not necessary.
- 2) Fill water up to enough to cover the bulbs.

Lastly, herbs in a ice-block maker:

- 1) Add soil to each ice-block square.
- 2) Add herb seeds to each ice-block square.
- 3) Water as needed in order to keep damp.

This is another great way to do a **Compare & Contrast** with the sizes of seeds, length of time in which it took to germinate, etc. **Journal, journal, journal!!**



During the time that it takes for the seeds and bulbs to germinate it allows for the perfect opportunity to observe and identify the parts of a plant. Attached is a worksheet your kiddo can complete as he/she learns each part. I have also included a list of books, some Mystery Science with Doug that extends the learning of plants and how they grow, as well as some links to some educational videos and songs.

Check out these videos and songs about parts of plants and their life cycles!

Parts Of A Plant | The Dr. Binocs Show | Learn Videos For Kids

<https://www.youtube.com/watch?v=p3St51F4kE8>

How Does A Seed Become A Plant?

<https://www.youtube.com/watch?v=tkFPyue5X3Q>

Look Inside a Flower! | Science Project for Kids

<https://www.youtube.com/watch?v=R9sn7HZM7uY>

The Parts of a Plant (song for kids about flower/stem/leaves/roots)

https://www.youtube.com/watch?v=ql6OL7_qFgU

Check out these books about plants and their life cycles!

Many times you can find these stories on YouTube as a read aloud. Once you find a book you like, other similar books will pop up to listen to as well.

“If You Plant a Seed” by Kadir Nelson

“The Tiny Seed” by Eric Carle

“From Seed to Plant” by Gail Gibbons

“Plantzilla” by Jerdine Nolen

“National Geographic: Seed to Plant” by Kristin Baird Rattini

“Planting A Rainbow” by Lois Ehlert

Check out the Mystery Science links below!

Mystery Science has engaging videos, easy to follow and prepped lesson plans, and hands on activities. The kids love Mystery Science! I hope you check out at least one of the following.

Mystery Science: Seed Dispersal (How did a tree travel halfway around the world?)

<https://mysteryscience.com/plants/mystery-1/seed-dispersal/84?r=7726369>

Mystery Science: Roots, Water, Minerals (Do plants eat dirt?)

<https://mysteryscience.com/plants/mystery-2/roots-water-minerals/85?r=7726369>

Mystery Science: Light, Leaves, Competition (How do trees grow so tall?)

<https://mysteryscience.com/plants/mystery-3/light-leaves-competition/86?r=7726369>

Mystery Science: Plant Adaptations (Where do plants grow best?)

<https://mysteryscience.com/plants/mystery-5/adaptations-habitat/88?r=7726369>

Enjoy and Have Fun!

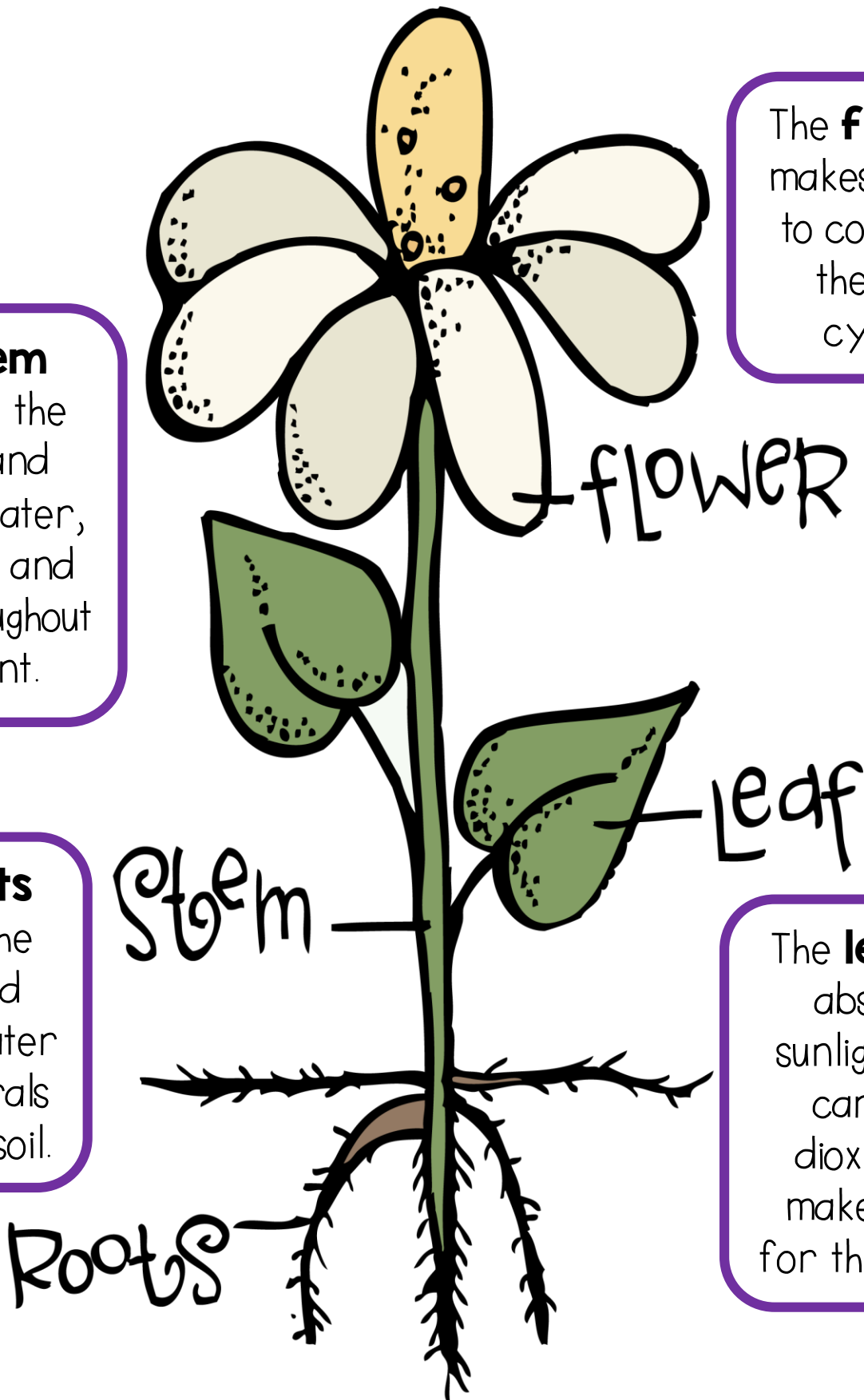
Parts of A Plant

The **stem** supports the leaves and carries water, minerals, and food throughout the plant.

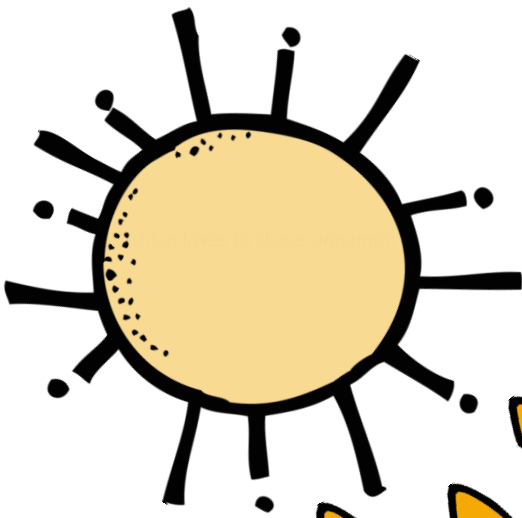
The **flower** makes seeds to continue the life cycle.

The **roots** anchor the plant and absorb water and minerals from the soil.

The **leaves** absorb sunlight and carbon dioxide to make food for the plant.



Photosynthesis



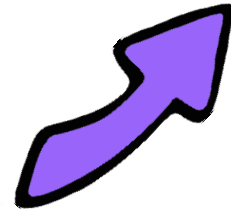
Energy



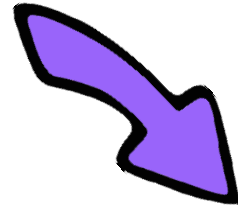
Carbon
Dioxide



Oxygen
is released



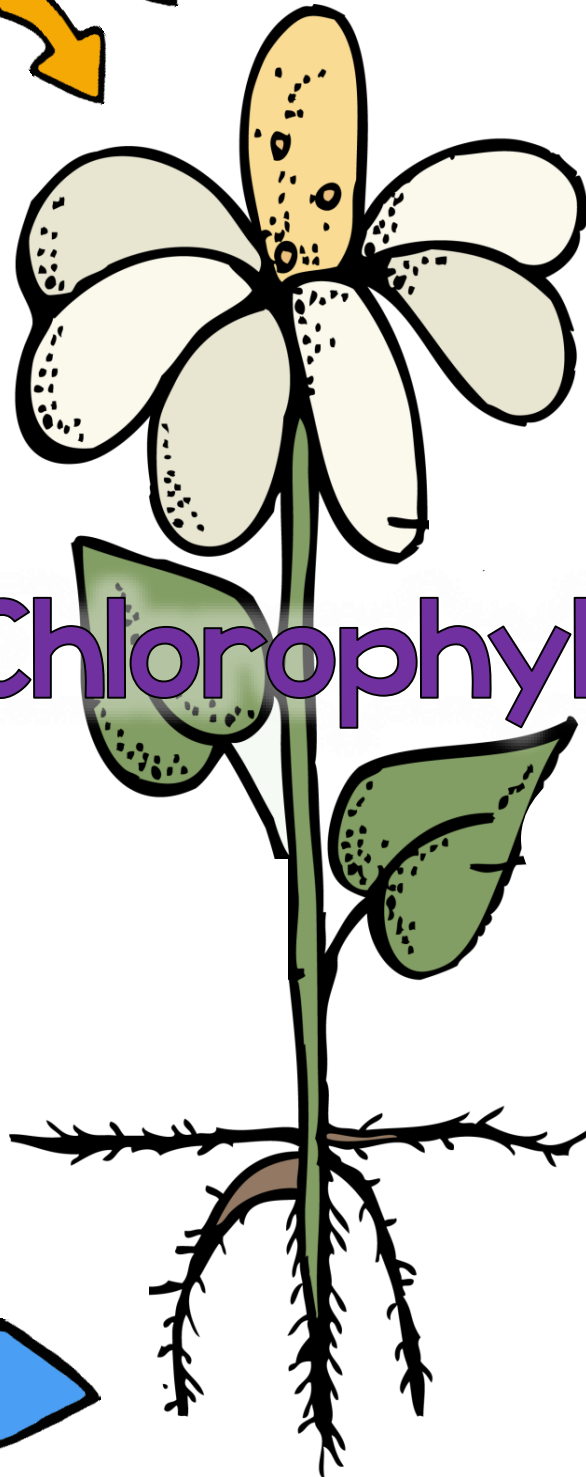
Chlorophyll



Water is
absorbed

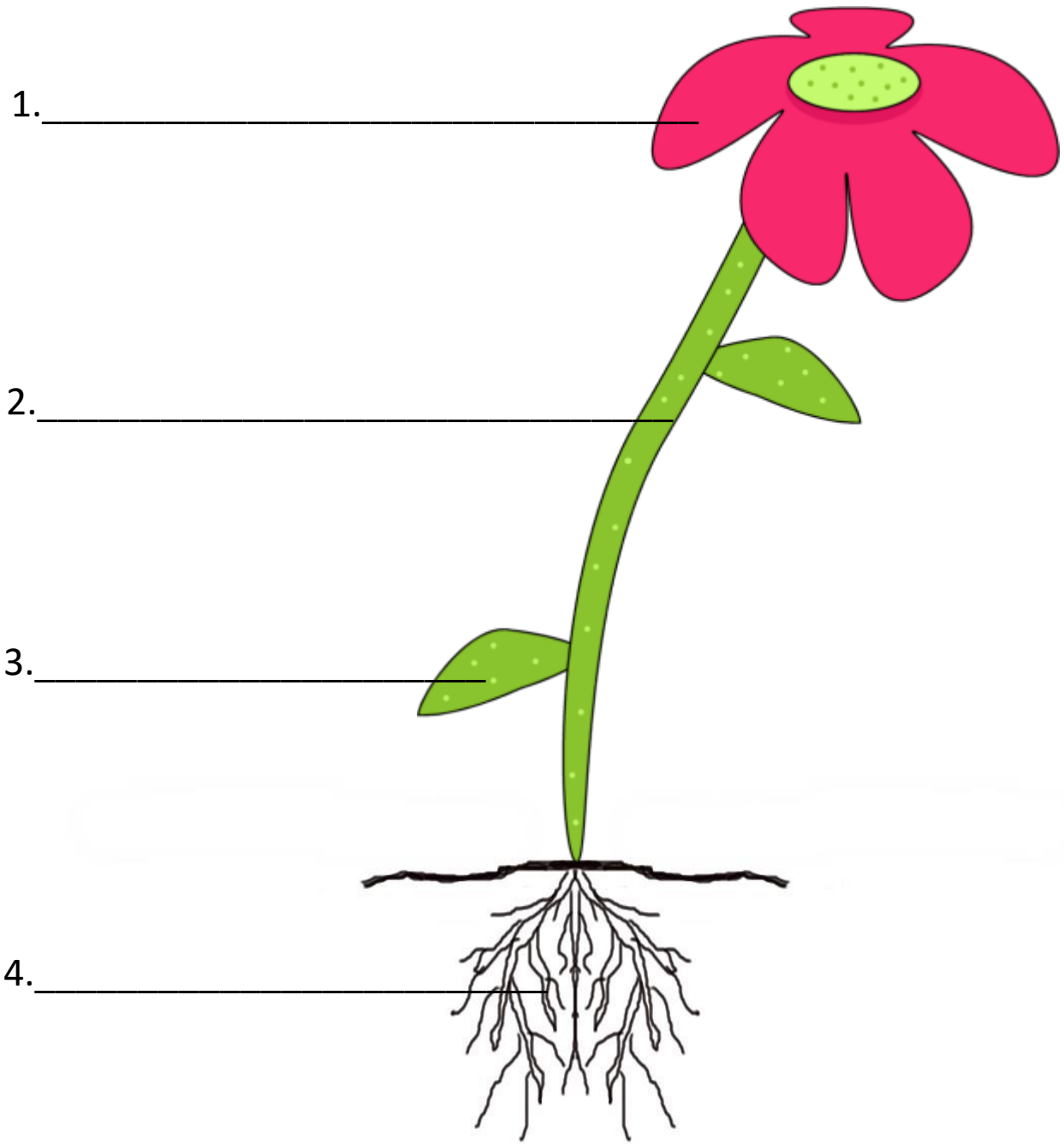


Glucose
is formed



Name: _____

Label the parts of the plant.



roots

leaf

stem

flower

Name: _____

Word Bank:
sprout
flower
plant
seed

Plant Life Cycle

