

Week of May 4 - May 8 Foundations/ Reading Comprehension Activities/ Writing
(click on the blue links for the resources)

Day 1	<p>Foundations Daily Warm-up Monday- Friday Letter Sounds: Have your child say and follow along: "Foundations Full Chart Recording" https://www.youtube.com/watch?v=mrVfF6tpKM0&list=PLXQ8OasKBSfi8e6kZmcyla3Glosp3qkNN&index=2 "FUNdations welded sounds" https://www.youtube.com/watch?v=mv939ab1PgA "FUN Phonics Practice Video: Vowel Teams with Sound" https://www.youtube.com/watch?v=G-z1wAeps9k</p> <p>Lesson: Watch: "Vowel Teams ee ea ey unit 11 level 2" https://www.youtube.com/watch?v=GcA9fcfxP1E On another sheet of paper or a whiteboard, have your child write these words. (eat, jeep, read, seat, feet, key, beep, monkey, seed, leap, treat, hockey, sleep, meat, turkey, meet, donkey, sheep) Then have your child read them aloud to you when they finish.</p> <p>Sounds & Real Words Fluency Practice Monday- Thursday: Fluency Timing Recording Sheets Unit 9 Only use the Unit 9- Sounds page 1 & Real Words page 2- recording pages in the packet or print out- time your child for 20 sec. each day and fill in charts. Watch and Say the words before she does- Practice both lists: First List 100 Sight Words Practice and Second List of 100 Sight Words</p> <p>Reading Comprehension Passage -"Plants and Animals in Mexico" https://www.readworks.org/article/Plants-and-Animals-in-Mexico/58c32001-0d43-4d7b-85fd-18487d95cb0d#/articleTab:content/questionsetsSection:content/ Read the article together, pointing out the word desert. Tell your child that once you finish reading the article, he or she will learn more about deserts by watching a short video. https://www.youtube.com/watch?v=gaZKEc59g1w After watching the video about deserts, talk about some of the characteristics of a desert. (Can be hot or cold depending on its location, gets very little rain throughout the year, has special plants called cacti that hold water on the inside of them, etc.) Have your child write a couple of sentences telling what he or she learned by watching the video. Once they have written their sentences, they may draw a picture to match what they've written.</p> <p>Writing: In this week's writing, your child will be writing an opinion piece on whether or not they would rather live in a desert or a rainforest. To help them prepare for this writing, talk about what they just learned about deserts from the video. Ask them to tell you some things they would like and not like about living in a desert. They will not start writing until Day 3.</p>
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Day 2	<p><i>Fundations</i> <i>Daily Warm-up Monday- Friday Letter Sounds:</i> <i>Watch all videos from Day 1- Have your child say and follow along.</i></p> <p><i>Lesson:</i> Watch Again: “Vowel Teams ee ea ey unit 11 level 2” https://www.youtube.com/watch?v=GcA9fcfxP1E Using the words below have your child complete a “long e” word sort. Have your child write the vowel teams at the top of the paper: ee ea ey. On another sheet of paper or a whiteboard, have your child write these words. (eat, jeep, read, seat, feet, key, beep, monkey, seed, leap, treat, hockey, sleep, meat, turkey, meet, donkey, sheep) Then have him or her sort the words under each heading. Have your child read them aloud to you when they finish.</p> <p><i>Sounds & Real Words Fluency Practice Monday- Thursday:</i> Fluency Timing Recording Sheets Unit 9 Only use the Unit 9- Sounds page 1 & Real Words page 2- recording pages in the packet or print out- time your child for 20 sec. each day and fill in charts. Watch and Say the words before she does- Practice both lists: First List 100 Sight Words Practice and Second List of 100 Sight Words</p> <p><i>Reading/Comprehension</i> Passage - “Plants and Animals in Mexico” Have your child reread the passage again today so that they can practice reading and sounding words.(Link on Day 1) Tell your child that today they are going to learn about another ecosystem from the article - rainforests. Have them watch the video and then follow the same steps as on Day 1 to help them to process what they learned after watching the video. (Talk about rainforests, write a few sentences about what they learned and draw a picture to match their sentences.) https://www.youtube.com/watch?v=KMdD6TTDZ_g</p> <p><i>Writing:</i> In this week’s writing, your child will be writing an opinion piece on whether or not they would rather live in a desert or a rainforest. To help them prepare for this writing, talk about what they just learned about rainforests from today's video. Ask them to tell you some things they would like and not like about living in a rainforest. They will not start writing until Day 3.</p>
Day 3	<p><i>Fundations</i> <i>Daily Warm-up Monday- Friday Letter Sounds:</i> <i>Watch all videos from Day 1-Have your child say and follow along.</i></p> <p><i>Lesson:</i> Before writing: Review with your child how to tap out sounds when spelling words. “<i>Fundations - Tapping Out Sounds</i>” https://www.youtube.com/watch?v=1g5v8G_X9go Have your child choose 3 different “long e” vowel team words, one of each ee, ea and ey from the list on Day 2. Write a complete sentence for each word he or she chooses. Have him or her circle or highlight the “long e” vowel team word he or she used in each sentence. Then draw a picture to go with each sentence. *Remind your child to tap out the sounds when spelling and remind him or her to use a capital letter at the beginning and period at the end of the sentence.</p>

Sounds & Real Words Fluency Practice Monday- Thursday: [Fluency Timing Recording Sheets Unit 9](#) Only use the **Unit 9- Sounds page 1 & Real Words page 2-** recording pages in the packet or print out- time your child for 20 sec. each day and fill in charts. Watch and Say the words before she does- Practice both lists: [First List 100 Sight Words Practice](#) and [Second List of 100 Sight Words](#).

Reading/Comprehension

Passage - "Plants and Animals in Mexico"

Reread the passage again. (Link in Day 1) Now that your child has learned about deserts and rainforests, help them compare and contrast the two. (show how they are alike and different)

Make a chart like the one below and have them fill it in. Have them use the information from the article and from the videos to complete the chart.(The similarities would be written in the middle. The differences would be written on the sides under their heading.)

Deserts	How are they similar?	Rainforests

Writing: Today, your child will choose which ecosystem they'd rather live in - a desert or a rainforest. In an opinion writing, they will need an opening sentence, 3 reasons to support that opening sentence, and a closing sentence. This is a total of 5 sentences.

Here is an example of an opinion writing:

My favorite food is pizza. It is yummy! I can put whatever toppings I like on it. I like pepperoni, sausage, and cheese on mine. This is why pizza is my favorite food.

After your child has chosen an ecosystem, have them begin writing their opinion piece.

Day 4

Fundations

Daily Warm-up Monday- Friday Letter Sounds: *Watch all videos from Day 1-Have your child say and follow along.*

Lesson: Watch Again: "Vowel Teams ee ea ey unit 11 level 2"

<https://www.youtube.com/watch?v=GcA9fcxP1E> Review with your child how to tap out sounds when spelling words. "Fundations - Tapping Out Sounds"

https://www.youtube.com/watch?v=1g5v8G_X9go

Dictation- Say the words out loud one at a time in this order. Tell them that the first 5 words will have the /ee/ vowel team spelling. The next 5 will have /ea/ and the last 5 will have /ey/. Have your child tap out the words as he or she writes the words. (**jeep, meet, feet, beep, seed, read, eat, seat, treat, leap, key, donkey, monkey, turkey, hockey**)

*If your child misspells any of these words. Have him or her fix the words. Go over the sounds of the "long e" vowel teams again. Have your child read the words to you.

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	<p>charts. Watch and Say- Practice both lists: First List 100 Sight Words Practice and Second List of 100 Sight Words.</p> <p>Reading/Comprehension</p> <p>Passage - “Plants and Animals in Mexico”</p> <p>Have your child reread the passage. (By now your child should be able to read this passage again with very little help from you.) Tell him or her that he or she will be answering questions about what they read. Pull up the question page below. If you cannot print it, write down questions 1 - 4 on a piece of paper and have your child answer the questions. Please encourage your child to look back in the story for the answer before marking a choice.</p> <p>https://www.readworks.org/article/Plants-and-Animals-in-Mexico/58c32001-0d43-4d7b-85fd-18487d95cb0d#!articleTab:questionsets/questionsetsSection:3867/</p> <p>Writing: Finish writing your rough draft opinion piece about which ecosystem you would like to live in - the desert or the rainforest. Correct spelling errors within your piece.</p>
Day 5	<p>Fundations</p> <p>Daily Warm-up Monday- Friday Letter Sounds: <i>Watch all videos from Day 1- Have your child say and follow along.</i></p> <p>Lesson: Dictation- Say the sentence 2 times to your child: “The donkey went to sleep on the seat of the jeep.” Then have your child repeat it with you. Next have your child write the sentence using a capital letter and a period. *If your child misspells any of these words. Have him or her fix the words. Tell your child to circle the Trick Words (went, on, the, of)</p> <p>Word & Fluency Phrase Practice : High Frequency Words & Fry’s Sight Word Phrases- Students practice reading words aloud, try 25 words at a time (count each word in phrases). Time your student for one minute and keep track of your child’s progress on both. Goal 25 words per minute. When your child can read the first 25 on each list in a minute go to the next 26-50 and so on. Goal is to know 100 words or more.</p> <p>Reading/Comprehension</p> <p>Passage - “Plants and Animals in Mexico”</p> <p>Have your child reread the passage. Tell him or her that he or she will be answering questions about what they read. Pull up the question page below. If you cannot print it, write down questions 5-8 on a piece of paper and have your child answer the questions. Please encourage your child to look back in the story for the answer before writing his or her answer.</p> <p>https://www.readworks.org/article/Plants-and-Animals-in-Mexico/58c32001-0d43-4d7b-85fd-18487d95cb0d#!articleTab:questionsets/questionsetsSection:3867/</p> <p>Writing: Take out your rough draft that you finished on Day 4. Make sure you fix any errors related to capitalization or punctuation. Make sure you have 5 sentences as directed in Day 3. Rewrite your rough draft in your best handwriting. Save this writing to bring back to school with all of your other written assignments.</p>