

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=PLXQ8OasKBSfi8e6kZmcyla3G/osp3qkNN&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: “Foundations Level 2 Unit 12 Vowel Teams oi and oy” https://www.youtube.com/watch?v=myjL8l0EHoc and “Digraph /oy, oi/ Sound - Phonics by TurtleDiary” https://www.youtube.com/watch?v=Hbt0Thvs1GE. On another sheet of paper or a whiteboard, have your child write these words. (boy, oil, toy, soil, joy, enjoy, join, soy, moist, boil, ploy, coin, oyster, spoil) Then have your child read them aloud to you when they finish.</p> <p>Sounds & Real Words Fluency Practice Review Monday- Thursday: Fluency Timing Recording Sheets Unit 9 Only use the Unit 9- Sounds page 1 again & Real Words page 3 this week- 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 - “ Solids, Liquids. Gases” https://www.greatschools.org/library/cms/98/25798.pdf Read the article with your child. Using 3 different colored crayons, help your child highlight the characteristics of solids, liquids, and gas. (Ex: With a yellow crayon, you may highlight the words, “Solids are substances that retain their shape and do not flow.” The characteristics of a liquid might be highlighted in green, while the characteristics of gas would be a third color like orange.) After highlighting the characteristics of each, have some visual examples on hand to show your child. (Ex:a toy could be a solid,- it doesn’t change shape, water in a glass could be a liquid - demonstrate how the water changes shape if you pour it into a bowl, and the air you breathe can be a gas.Take a big breath and blow it back out.) Today’s goal is to help them to see the differences in the three states of matter.</p> <p>Writing: Title - “ The Little Snowman” In this week’s writing, your child will make up a story about what happens to a little snowman when the temperature outside begins to rise. To prepare for this writing assignment, talk about how a snowman might change from a solid to a liquid, and then to a gas and why.</p>
Day 2	<p>Foundations: Daily Warm-up Monday- Friday Letter Sounds: Watch all videos from Day 1-Have your child say and follow along.</p> <p>Lesson: Watch again: “Foundations Level 2 Unit 12 Vowel Teams oi and oy” https://www.youtube.com/watch?v=myjL8l0EHoc and “Digraph /oy, oi/ Sound - Phonics by TurtleDiary” https://www.youtube.com/watch?v=Hbt0Thvs1GE. Using the words below have your child complete a “vowel team oy and oi” word sort. Have your child write the vowel teams at the top of the paper: oy oi . On another sheet of paper or a</p>

	<p>whiteboard, have your child write these words- (boy, oil, toy, soil, joy, enjoy, join, soy, moist, boil, ploy, coin, oyster, spoil) Then have him or her sort the words under each heading. Have your child read them aloud to you when they finish.</p> <p>Sounds & Real Words Fluency Practice Review Monday- Thursday: Fluency Timing Recording Sheets Unit 9 Only use the Unit 9- Sounds page 1 again & Real Words page 3 this week- 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 - " Solids, Liquids. Gases" Take out the passage from Day 1. Remind your child about the three states of matter and their characteristics by rereading the text together. Have your child complete the worksheet by writing in an S, L, or G in the boxes beside the pictures. (S for solid, L for liquid, and G for gas) Page 2 has the answers on it so don't let your child see it before completing the activity. The "Science Investigation" part can be ignored because it calls for things that most of us don't keep at our homes. After completing the top part of the worksheet, check your child's answers to see if they understand the differences in the three states of matter. If they don't, you may want to go over the lesson from Day 1 again.</p> <p>Writing: "The Little Snowman" Tell your child to begin thinking about their story ideas. Here are some questions to get them to thinking: Will the little snowman be a girl or a boy? (Snowman or Snowgirl?) Who built the little snowman? Where was the little snowman built? What happened to the little snowman as the temperature arose? How did the person who built it feel about that? What happened to the little snowman at the end of the story? Once they have some answers for these questions in their head, they can begin writing their story.</p>
Day 3	<p>Fundations: Daily Warm-up Monday- Friday Letter Sounds: Watch all videos from Day 1-Have your child say and follow along.</p> <p>Lesson: Watch again: "Fundations Level 2 Unit 12 Vowel Teams oi and oy" https://www.youtube.com/watch?v=myjL8l0EHoc or "Digraph /oy, oi/ Sound - Phonics by TurtleDiary" https://www.youtube.com/watch?v=Hbt0Thvs1GE. Before writing: Review with your child how to tap out sounds when spelling words. "Fundations - Tapping Out Sounds" https://www.youtube.com/watch?v=1q5v8G_X9go Have your child choose 2 different "oy and oi" vowel team words from the list on Day 2 above. Write a complete sentence for each word he or she chooses. Have him or her circle or highlight the vowel team oy and oi 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> <p>Sounds & Real Words Fluency Practice Review Monday- Thursday: Fluency Timing Recording Sheets Unit 9 Only use the Unit 9- Sounds page 1 again & Real Words page 3 this week- 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 - " Solids, Liquids. Gases"</p>

	<p>In today's lesson, you will do an experiment with your child to further demonstrate the three states of matter. You will need an ice tray, water, a pot, and the stove. Begin by filling up an ice tray with water. Talk about how water is a liquid. It changes shape to whatever you put it in, and it can be poured. Put the ice tray in the freezer, After a few hours, take the frozen ice cubes out of the tray and place them in a pot. Let your child touch the cubes. Talk about how the water has now become a solid. Talk about how it retains its shape even though you put it in a different container. (the pot) Once your child understands, tell them that you are going to demonstrate how to change these solid ice cubes back into a liquid and then to a gas. Put the pot of ice cubes on the stove on high heat. Let your child watch from a distance. As the pot heats up the ice cubes will melt and there will be water in the pot. Take the pot off the stove and show your child how the solid cubes have turned back into a liquid. Put the pot back on the stove and let it keep heating up. When you start seeing steam from the pot, tell your child that the liquid in the pot is changing to a gas in the form of steam. Let it continue for a minute or so, and then cut it off. Explain that if you let it keep boiling, the water would keep changing to steam until there was no more water in the pot, but for safety reasons, you're not going to leave it on that long. Once the water turns to steam, it evaporates into the air and we can no longer see it because it has changed to a gas. To see if your child understands about the three states of matter, have your child write about the differences in solids, liquids, and gases.</p> <p>Writing: Continue working on "The Little Snowman" Parents, you may want to help them check their spelling as they go along. They can sound out smaller words and you can correct the bigger spelling errors.</p>
Day 4	<p>Fundations: Daily Warm-up Monday- Friday Letter Sounds: Watch all videos from Day 1-Have your child say and follow along.</p> <p>Lesson: Watch again: "Fundations Level 2 Unit 12 Vowel Teams oi and oy" https://www.youtube.com/watch?v=myjL8l0EHoc or "Digraph /oy, oi/ Sound - Phonics by TurtleDiary" https://www.youtube.com/watch?v=Hbt0Thvs1GE. Before writing: Review with your child how to tap out sounds when spelling words. "Fundations - Tapping Out Sounds" https://www.youtube.com/watch?v=1g5v8G_X9go</p> <p>Dictation- Say the words out loud one at a time in this order. Tell them that the first 5 words will have the /oy/ vowel team spelling. The next 5 will have /oi/ spelling. Have your child tap out the words as he or she writes the words. (boy, joy, toy, ploy, enjoy, coin, soil, moist, oil, spoil) *If your child misspells any of these words. Have him or her fix the words. Go over the sounds of the "oy and oi" vowel teams again. Have your child read the words to you.</p> <p>Sounds & Real Words Fluency Practice Review Monday- Thursday: Fluency Timing Recording Sheets Unit 9 Only use the Unit 9- Sounds page 1 again & Real Words page 3 this week- 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/ Extension Activity Passage - " Solids, Liquids. Gases" See if your child can reread the passage from Day 1 by himself or herself. Write the following questions on a piece of notebook paper and see if your child can answer the questions by using the passage they just read.</p>

1. What are the three states of matter?
2. How is a solid different from a liquid?
3. Looking around your house, find examples of solids, liquids, and gases and write their name in the chart under the correct heading.

Solids	Liquids	Gases

Writing: Finish writing the rough draft of “**The Little Snowman**” Parents, you may want to help them check their spelling as they go along. They can sound out smaller words and you can correct the bigger spelling errors.

Day 5

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

Lesson: Dictation- Say the sentence 2 times to your child: “**Does the boy like to plant seeds in the soil?**” Then have your child repeat it with you. Next have your child write the sentence using a capital letter and a question mark. *If your child misspells any of these words. Have him or her fix the words. Tell your child to circle the **Trick Words** (does, like, the)

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.

Reading Extension Activity:

Nature exploration - Go outside in your yard and see if you can find examples of solids in nature. Once you find some, bring them inside and add their names to the chart you created on Day 4. What liquids and gases might you find in nature? If you can think of some, add them to your chart as well. Remember to save your work so that when you return to school, you can bring it in to show me what you did.

Writing: “The Little Snowman” - On Friday work with your child on editing. Then have your child write the final draft using correct capital letters, spelling and punctuation.