

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 Lesson: Watch: "Foundations Level 2 Unit 13 Vowel Teams oe, oa ow" https://www.youtube.com/watch?v=aRDTB2nB83s and "Vowel Teams OA, OE, and OW" https://www.youtube.com/watch?v=h0ud0BDDtdw On another sheet of paper or a whiteboard, have your child write these words. (boat, show, Joe, doe, flow, blow, goat, snow, toe, row, road, grow, load) Then have your child read them aloud to you when they finish. Sounds & Real Words Fluency Practice Review Monday- Thursday: Fluency Timing sheets- use the recording pages in the packet and record or if using online resources record on another sheet of paper if you are unable to print out- time your child each day and fill in charts. Watch and Say the words before she does- Practice: "First 100 Sight Words - Kindergarten and First Grade Sight Words - Fry Words - Dolch - Learn to Read"- https://www.youtube.com/watch?v=7K_Ff7Qe6mU&t=10s and "Second 100 Sight Words - List 2 - Kindergarten First Grade Sight Words Dolch Fry Words Learn to Read" https://www.youtube.com/watch?v=4HY56wu1GuU&t=29s</p> <p>Reading/Comprehension: Passage - Hickory, Dickory, Dock! https://www.biglearners.com/blGetFile.php?fileType=WORKSHEET&fileCode=e336eff7784cada43a49b3454f176228 Help your child break apart the words in this nursery rhyme as they try to read it with you. (Ex: Look at the word hickory. Sound out hick. Tell your child that or says /or/. Then reread with the or. Tell your child that y is pretending to be a vowel. In this case, a long e. Now put all the letters together to read the word hickory.) Once you've sounded out the words in the nursery rhyme while reading it the first time, reread it with them again slowly without stopping to sound. Talk to your child about how some of the words in this poem rhyme. Tell them that rhyming words have the same middle and ending sounds. Read the poem once more to your child and see if they can pick out the words that rhyme. (Dock and clock) For added practice with rhyming, say a 1 - syllable word and see if your child can think of a word that would rhyme with that word. Ex: hot and not, ran and can, pat and sat, etc. The goal is to see if they understand what rhyming words are.</p> <p>Writing: Title - "If I Were an Animal" In this week's writing, your child will be writing about what animal they would want to be if they were an animal, and what would they do?. For today, explain to your child that the main character in the poem they read today, was a mouse. This mouse liked running up and down through the clock. Tell them to think about what animal they would want to be if they had been born an animal. Ask them to not only choose what animal they would want to be, but also what they would do as an animal. The actions of the animal can be silly and fictional or serious and real. Let your child decide as they think about the topic.</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. Lesson: Watch again: Watch: "Foundations Level 2 Unit 13 Vowel Teams oe, oa ow" https://www.youtube.com/watch?v=aRDTB2nB83s and "Vowel Teams OA, OE, and OW" https://www.youtube.com/watch?v=h0ud0BDDtdw . Using the words below have your child complete a "vowel team oa, oe, ow" word sort. Have your child write the vowel teams at the top of the paper: oa oe ow</p>

	<p>. On another sheet of paper or a whiteboard, have your child write these words- (boat, show, Joe, doe, flow, blow, goat, snow, toe, row, road, grow, load) Then have him or her sort the words under each heading. Have your child mark up the blends, digraphs, and vowels teams. Then have your child read them aloud to you when they finish.</p> <p>Sounds & Real Words Fluency Practice Review Monday- Thursday: See Day 1</p> <p>Reading/Comprehension Passage - "Hickory, Dickory, Dock!" Reread the passage. Write the following questions down on paper and see if your child can find the answer in the poem and write it on the paper with the question. You may want to have your child color the answer on the story if you printed it. Otherwise they can just show you where the answer is by pointing before they write the answer.</p> <ol style="list-style-type: none"> 1. What happened before the clock struck one? 2. What happened after the clock struck one? <p>You may have noticed that first graders sometimes have trouble with direction words. Using objects like small toys, have your child practice moving the objects to show direction words by giving them directions. (Words to practice: before, after, over, under, between, and beside. Example of a direction: Put the blue car before the yellow car.)</p> <p>Writing: "If I Were an Animal" Ask your child about the animal they chose and the actions of their animal. Allow them to begin writing their thoughts down.</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 13 Vowel Teams oe, oa ow" https://www.youtube.com/watch?v=aRDTB2nB83s . 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</p> <p>Have your child choose 3 different "oa, oe, ow" 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 oa, oe, and ow 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: See Day 1</p> <p>Reading/Comprehension: Passage - " Hickory, Dickory, Dock!" Reread the passage. Write the following down on paper and see if your child can write a response. Say, "Let's make a prediction. What do you think the mouse will do next?" Have your child write down his/her prediction to practice sounding and writing words. Allow your child to draw or paint a picture to match his/her prediction.</p> <p>Writing: Continue working on "If I Were an Animal" Parents, you may want to make sure that they have complete sentences, and help them check their spelling as they go along. They can sound out smaller words and you can correct the bigger spelling errors.</p>

<p>Day 4</p>	<p><i>Foundations: Daily Warm-up Monday- Friday Letter Sounds: Watch all videos from Day 1-Have your child say and follow along.</i></p> <p>Lesson: Watch again: “Foundations Level 2 Unit 13 Vowel Teams oe, oa ow” https://www.youtube.com/watch?v=aRDTB2nB83s . Before writing: Review with your child how to tap out sounds when spelling words. “Foundations - 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 /oa/ vowel team spelling. The next 5 will have /oe/ spelling. And the last 5 will have the /ow/ spelling. Have your child tap out the words as he or she writes the words. (boat, coat, road, load, toad, toe, doe, Joe, foe, woe, snow, blow, grow, show, mow, row) *If your child misspells any of these words. Have him or her fix the words. Go over the sounds of the “oa, oe and ow” vowel teams again. Have your child read the words to you.</p> <p>Sounds & Real Words Fluency Practice Review Monday- Thursday: See Day 1</p> <p>Reading/Comprehension/ Extension Activity</p> <p>Passage - “ Hickory, Dickory, Dock!”</p> <p>Today, you will be talking about Cause and Effect with your child. Cause means “Why?”. Effect means “What happened?”. I find it easier to flip these around when trying to teach them. Here’s an example: Jane was crying because she got hit with a ball.</p> <p>What happened? (Effect) Jane was crying.</p> <p>Why? (Cause) She got hit with a ball.</p> <p>Give several real life examples to your child when trying to explain this concept. Once you’ve given some examples, reread the passage again with your child, allowing him or her to do most of the reading. Have your child go back and look at line 4. (The mouse ran down) Ask your child, “Is this a cause or an effect?”. (Effect because it tells what happened.) Ask your child, “What was the cause?” Why did the mouse run down? (Because the clock struck 1.) To extend your child’s deeper level of thinking, you may want to also ask, “Why do you think the mouse ran down when the clock struck 1? (It probably scared him because more than likely it was loud.)</p> <p>Writing: Finish writing the rough draft of “ <i>If I Were an Animal</i>”.</p>
<p>Day 5</p>	<p><i>Foundations: Daily Warm-up Monday- Friday Letter Sounds: 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: “Joe the goat loves to run and play in the snow!” Then have your child repeat it with you. Next have your child write the sentence using a capital letter and a period or exclamation point. *If your child misspells any of these words. Have him or her fix the words. Tell your child to circle the Trick Words (play, and, run)</p> <p>Sight Word Practice:</p> <p>Watch and Say the words before she does- Practice: <i>First 100 Sight Words - Kindergarten and First Grade Sight Words - Fry Words - Dolch - Learn to Read-</i> https://www.youtube.com/watch?v=7K_Ff7Qe6mU&t=10s and <i>Second 100 Sight Words - List 2 - Kindergarten First Grade Sight Words Dolch Fry Words Learn to Read</i> https://www.youtube.com/watch?v=4HY56wu1GuU&t=29s</p> <p>Reading Extension Activity:</p> <p>Review with your child what cause and effect means. (See day 4)</p> <p>See if your child can identify the cause and effect in the sentences below:</p> <ol style="list-style-type: none"> 1.The boy got a dollar for cleaning his room. (E- The boy got a dollar. C- He cleaned his room) 2. Mom is making a cake for my birthday. (E- Mom is making ahttps://www.youtube.com/watch?v=7K_Ff7Qe6mU&feature=youtu.be cake. C- It’s my birthday.) 3. Because it was raining, we couldn’t go outside to play. (E- We couldn’t go outside to play. C- It was raining.) <p>Writing: “ If I Were an Animal” - On Friday work with your child on editing. Then have your child write the final draft using correct capital letters, spelling and punctuation. This would be the copy that you turn in with their work.</p>

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