Remote Learning Non-Digital Cluster Packet

Dear Parent/Guardians, Families, and Students,

We hope that you continue to remain safe and healthy during this time. This packet is intended for students that participate in a significantly modified curriculum in a CPS cluster classroom. Materials are from a specialized learning curriculum called Unique and are based on Common Core State Standards. Here are some strategies and tips for supporting your child in learning with these materials. Thank you for your time, energy, and support in leading these activities at home!

1. **Stories:**
   a. If able, have your child highlight or support your child in highlighting key vocabulary.
   b. If able, have your child touch or support your child in touching key vocabulary words.
   c. Consider asking your child questions about the story and have them respond in their preferred style of communication.

2. **Core Vocabulary Board:**
   What is it?
   Communication boards can be used to introduce the power of language and of Core Vocabulary. They can be used to model language and increase participation. Combined with activity specific words, they can be used to make activities, such as reading books, accessible and engaging.
   a. Use this with your child to talk about a story. You can use this board by modeling different words and pointing to the matching picture. Point to the vocabulary word and picture as you model connections you are making to the text.
   b. If able, have your child point to the vocabulary word or use this board to foster communication.
   c. Consider referencing this board while asking questions or having your child provide answers.

3. **Comprehension Questions/Tasks:**
   a. If able, have your child select the correct answer by circling, pointing, or verbalizing the answer.
   b. If your child requires fewer options, consider cutting out the choices to present them to your child one or two options at a time.
   c. Use visual pictures to cut and glue the answers on the document.
   d. Encourage your child to participate verbally, through the Core Vocabulary Board, their communication system, eye gaze, etc.

4. **Math Activities:**
   a. Engage your child with the different math activities. Consider using everyday items from home as counters and visual examples (pencils, pens, spoons, pieces of paper, etc.) to further support learning.
   b. Feel free to cut and manipulate the worksheets/documents to best support your child visually.

5. **The Home Activities to Support Remote Learning** are activities that can engage your children using common household items and do not require digital or printing access. The list contains a variety of activities/suggestions across all levels to support remote learning.
   a. Create a routine/schedule for the chosen activities
   b. Address activities in smaller increments of time over several sessions at different times of day. Build on the amount of time for each activity or step.
<table>
<thead>
<tr>
<th>Activities</th>
<th>Quick Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td></td>
<td>ALL</td>
</tr>
<tr>
<td>Sing &amp; Say Alphabet</td>
<td>Use picture books, comic books, and/ or familiar objects to represent written language, say, &quot;show me how you write your name.&quot;</td>
<td>K-2, PK, 3-5, 6-8, 9-12</td>
</tr>
<tr>
<td>Sorting Objects</td>
<td>Story Problems</td>
<td>Puzzles</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>Find common household items and have the child sort by different attributes (socks, cups, colors, toys)</td>
<td>Use short stories to create addition and subtraction sentences (Example: Start with five potato chips, add one more then ask &quot;how many,&quot; and state the sentence 5 + 1 = 6, then eat 2, then state 6 - 2 = 4).</td>
<td>Use single-insert pieces up to 500 pieces jigsaw puzzles.</td>
</tr>
<tr>
<td>Sorting shapes</td>
<td>Identifying shapes</td>
<td>Puzzles</td>
</tr>
<tr>
<td>Sorting by color</td>
<td>Sorting by color</td>
<td>Puzzles</td>
</tr>
<tr>
<td>Sorting by type</td>
<td>Sorting by type</td>
<td>Puzzles</td>
</tr>
<tr>
<td>Sorting by size</td>
<td>Sorting by size</td>
<td>Puzzles</td>
</tr>
<tr>
<td>Sorting by weight</td>
<td>Sorting by weight</td>
<td>Puzzles</td>
</tr>
<tr>
<td>Sorting by function</td>
<td>Sorting by function</td>
<td>Puzzles</td>
</tr>
</tbody>
</table>

**Table Notes:**
- **Sorting Objects:** Find common household items and have the child sort by different attributes (socks, cups, colors, toys).
- **Story Problems:** Use short stories to create addition and subtraction sentences (Example: Start with five potato chips, add one more then ask "how many," and state the sentence 5 + 1 = 6, then eat 2, then state 6 - 2 = 4).
- **Puzzles:** Use single-insert pieces up to 500 pieces jigsaw puzzles.
- **Independent Functioning:** Teach step by step so that the child can build in more manageable steps if needed.
- **Social Studies:** Sorting food groups.
- **Science:** Look at newspaper, phone, weather forecast... and talk about the weather connecting it to what is happening outside.
- **Recycling Activity:** Sort trash into bins according to which group it belongs.
- **Bath Tub Water Science:** Explain parts of the body with the corresponding object found at home.
- **Weather:** Create a family and friend tree to help your child recognize the most important people in her life.
- **My Important People:** Sort through the newspaper, separate the sales papers from the printed newspaper and place them into the appropriate pile.
Having a phone is a big responsibility.

Remember to:

- Keep your phone in a safe place.
- Keep your phone charged.
- Follow your phone plan.
Do not call or text people you don't know.

Add friends and family to your phone contacts.

Check your messages.
Being Safe With Your Phone

Be safe with photos and videos on your phone.

- Don’t share with strangers.

- Always ask before taking pictures or videos.

- They should be safe and kind.

If something uncomfortable happens, tell an adult.
Having a phone is a big responsibility.

It is important to be safe when using your phone.
<table>
<thead>
<tr>
<th>keep</th>
<th>call</th>
<th>safe</th>
<th>important</th>
<th>phone</th>
<th>responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>text</td>
<td>add</td>
<td>always</td>
<td>kind</td>
<td>phone contact</td>
<td>message</td>
</tr>
<tr>
<td>share</td>
<td>ask</td>
<td>uncomfortable</td>
<td></td>
<td>photo</td>
<td>video</td>
</tr>
<tr>
<td>take picture</td>
<td>tell</td>
<td>stranger</td>
<td>adult</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
Jim is at the local coffee shop by himself. He gets up to use the restroom. He leaves his phone on the table so he can still sit there when he comes back.

Discuss what is unsafe in this scenario. What should Jim do to be safe with his phone?

- Hide his phone under napkins on the table.
- Take his phone to the restroom.

Libby got a text message that says, "How are you doing?" Libby does not know the phone number. She texts back, "I am good. How are you?"

Discuss what is unsafe in this scenario. What should Libby do to be safe with her phone?

- Show the text message to her mom.
- Text back, "My name is Libby."
Carly is eating lunch in the cafeteria. She sees some boys fighting. She uses her phone to take a video of the boys.

**Discuss what is unsafe in this scenario. What should Carly do to be safe with her phone?**

- Keep taking video.
- Walk away from the fight.

Tori is using her phone to make new friends on social media. She sends a picture of herself in her swimsuit to someone named, "Johnny B."

**Discuss what is unsafe in this scenario. What should Tori do to be safe with her phone?**

- Don't send photo.
- Ask Johnny B for a photo.
Choose your favorite character for your game piece:
<table>
<thead>
<tr>
<th>You dropped your cell phone in the sink. It got wet. It won’t work anymore. You have no way to make a call.</th>
<th>Your phone bill says you have a late fee. You didn’t pay your bill last month. Your phone may be shut off.</th>
</tr>
</thead>
</table>
| **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** | **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** |
| You tried to call your friend. His dad answered the phone and told you not to call so late at night. | You keep getting a call from someone trying to offer you a credit card. You’re not sure what to do. |
| **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** | **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** |
| You took your cell phone to work. You put it in your locker. At the end of the day you open your locker. Your cell phone is gone. | You are out to eat with your family. Your friend keeps calling your cell phone. It’s interrupting dinner. |
| **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** | **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** |
| You called on your phone and ordered a pizza. You wait and wait. The pizza never comes. | You have not been feeling well for several days. You need to call a doctor. |
| **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** | **Is this an emergency?**  
**Who can help?**  
**What will you say or do?** |
# Solving a Problem

## 1. Is this an emergency?
- Is someone seriously hurt? [ ]
- Is someone in serious danger? [ ]
- Does something need to be done right now? [ ]

## 2. Who can help you?

## 3. How can you get help?

## 4. What will you say?

I need __________. I am at __________.

The help is for ____________________.

The problem is ____________________.

## 5. What will you do?

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TRANSITION, Unit 22, Who’s Calling?
Lesson 7, Daily Living Club, Problem Solving Game, Phone Fumbles
<table>
<thead>
<tr>
<th></th>
<th>myself</th>
<th>parents</th>
<th>supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>team</td>
<td>member</td>
<td>friend</td>
<td>aide</td>
</tr>
<tr>
<td>police</td>
<td>officer</td>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>call</td>
<td>text</td>
<td>in-person</td>
<td></td>
</tr>
<tr>
<td>stay with</td>
<td>injured person</td>
<td>move to a safe</td>
<td>go get help</td>
</tr>
<tr>
<td></td>
<td></td>
<td>area; call for help</td>
<td></td>
</tr>
</tbody>
</table>
What’s in My Wallet?

Skill: $ and ¢ Amounts / Counting up to $10.00

How much money is in my wallet?

A car charger costs $8.73.

I have: Total: $0.00

I need: Total: $0.00

Do I have enough money? (count using “one-up” method)

yes ☑️ no ☞

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What’s in My Wallet?

Skill: $ and ¢ Amounts / Counting up to $10.00

How much money is in my wallet?

A large pizza costs $9.50.

I have:

Total: $0.00

I need:

Total: $0.00

Do I have enough money? (count using “one-up” method)

yes

no
What’s in My Wallet?
Skill: $ and ¢ Amounts / Counting up to $20.00

<table>
<thead>
<tr>
<th>How much money is in my wallet?</th>
<th>$ __ <strong>.</strong> __</th>
</tr>
</thead>
</table>

A stylus pen costs $15.90.

<table>
<thead>
<tr>
<th>I have:</th>
<th>Total: $0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I need:</th>
<th>Total: $0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do I have enough money?
(count using the "one-up" method)

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>✨</td>
<td>😞</td>
</tr>
</tbody>
</table>

BONUS: If no, how much more would I need?
Subtract to find out.

\[
\begin{align*}
\text{Need} & \quad \text{Have} \\
\text{Total} & = \text{How much more?}
\end{align*}
\]

\[
\begin{align*}
\text{Need} & = \quad \text{Have} \\
\text{Total} & \quad \text{How much more?}
\end{align*}
\]
# What’s in My Wallet?

Skill: $ and ¢ Amounts / Counting up to $20.00

## How much money is in my wallet?

$ __ __ . __ __

## An address book costs $11.46.

### I have:

Total: $0.00

### I need:

Total: $0.00

## Do I have enough money?

(count using the "one-up" method)

- **yes**
- **no**

## BONUS:

If no, how much more would I need?

Subtract to find out.

- **(Need)**
  - $ __ __ . __ __

- **(Have)**
  - $ __ __ . __ __

= $ __ __ . __ __ (How much more?)
Phone Costs
Mrs. Cole is talking to her class about budgeting money.

She reminds them to plan to use money wisely.

A plan for how to use money is called a budget.
Money is needed for different things.

Money in your checking account is for monthly bills.

Money in your wallet is for everyday things.

Money in your savings account is for emergencies or big expenses.
Mrs. Cole tells the class that phones are things we need.

We need a phone for many things.
A phone plan tells you how you can use your phone.

It is your job to pay for your phone.

It is your job to pay for your phone plan too.
3-Way Budget Planning

Tina wants a phone.

She wants to play games.

She wants to text friends.
3-Way Budget Planning

Karla wants a phone.

She wants to use the internet.

She wants to use apps.
Jamie needs a phone.

He needs to tell the van when to pick him up for work.
Tina, Karla and Jamie want phones.

They will think about what they can pay for.
3-Way Budget Planning

Things to remember:

- Look for a phone you can pay for.

- Look for a phone that will do what you want.

- Look for a phone that will last a long time.
3-Way Budget Planning

Good questions to ask:

• What do you need a phone to do?

• What do you want a phone to do?

• What cost is best for your budget?
<table>
<thead>
<tr>
<th>use</th>
<th>need</th>
<th>many</th>
<th>Mrs. Cole</th>
<th>money</th>
<th>plan</th>
<th>budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>pay</td>
<td>want</td>
<td></td>
<td>checking account</td>
<td>bill</td>
<td>wallet</td>
<td>savings account</td>
</tr>
<tr>
<td>text</td>
<td>tell</td>
<td></td>
<td>phone</td>
<td>phone plan</td>
<td>Tina</td>
<td>game</td>
</tr>
<tr>
<td>pick up</td>
<td></td>
<td></td>
<td>Karla</td>
<td>internet</td>
<td>Jamie</td>
<td>van</td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
Jamie needs to pay for his monthly phone plan. It will cost him $63.00. Where should Jamie get the money for his phone plan?

Checking Account (monthly bills)
Wallet (everyday things)
Savings Account (something big)

Tina's sink is leaking. She calls a plumber to fix it. The plumber costs $94.00. Where should Tina get the money for the plumber?

Checking Account (monthly bills)
Wallet (everyday things)
Savings Account (something big)
3-Way Budget Planning

Karla uses her phone to dial the phone number to the pizza place. She orders a large pizza for $12.00. Where should Karla get the money for the pizza?

Checking Account
(monthly bills)

Wallet
(everyday things)

Savings Account
(something big)

Tina accidentally dropped her phone in the toilet. She needs to buy a new phone. The new phone costs $247.00. Where should Tina get the money for the new phone?

Checking Account
(monthly bills)

Wallet
(everyday things)

Savings Account
(something big)
3-Way Budget Planning

Karla lost her headphones at the gym. A new pair of headphones will cost $7.99. Where should Karla get the money for the headphones?

Checking Account (monthly bills)  
Wallet (everyday things)  
Savings Account (something big)

Jamie wants to buy a new case for his phone. The case will cost $13.45. Where should Jamie get the money for the phone case?

Checking Account (monthly bills)  
Wallet (everyday things)  
Savings Account (something big)