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. Inside this packet you will find resources and tools to help set up your child for learning in the home.

1. Setting Up a Learning Environment:

   It is important to set up a clear space within your home for your child to engage in learning activities. Here are some tips to support setting up a learning environment:

   A. Find a consistent space within your home for your child to complete school work throughout the day. It could be a room, table spot, desk, tv tray, or something different.

   B. Find a seating option in your home that is most comfortable for your child. It could be a dining chair, living room chair, on a carpet square, exercise ball or something different.

   C. Determine if the learning space is free of distractions or interruptions via the television, family pet, or day-to-day family conversations/interactions.

   D. Consider labeling the learning space using the attached visuals. Labels in the learning space or home environment could help the child understand the expectations throughout the day.

   E. Consider using a timer to set up a work/break schedule. If the student is able to complete a task or work for a certain number of minutes, consider allowing them a 5 or 10 minute break in between activities to move around, get a drink, or talk with a family member. By using a timer or structured system, this will help create a predictable rhythm of learning within your home.

   F. Chicago Public Schools has recommended different accommodations that families can utilize at home. Please see below:

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<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Remote Learning Environment</th>
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</thead>
<tbody>
<tr>
<td>Break tasks into manageable chunks.</td>
<td>- Chunk tasks in the family schedule, in student assignments, and in lessons as necessary.</td>
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<tr>
<td></td>
<td>- If the student utilized this support in school, consider a checklist or task list.</td>
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<td></td>
<td>- Use the attached visuals to create a schedule that works for your child at home.</td>
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<tr>
<td>Provide 2-3 step directions.</td>
<td>- Minimize oral directions or instructions that you give your child.</td>
</tr>
</tbody>
</table>
| **Check for understanding before proceeding with multi-step directions.** | • Provide clear, concise directions while engaging your child in activities.  
• Maintain simplified, routine directions if accessing technology for remote learning.  
• Model to students what you are expecting them to do prior to asking them to do it.  
• Provide a moment of wait time when asking a child to complete a task. We recommend a parent or caregiver count to 10 inside their head before giving another prompt or direction.  
• Consider reviewing or repeating activities within this packet to increase overall understanding. |
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<tbody>
<tr>
<td><strong>Provide visual supports when introducing new concepts or skills.</strong></td>
<td>• Utilize the visual supports and Communication Core Board to support student understanding and comprehension.</td>
</tr>
</tbody>
</table>
| **Allow Breaks** | • Schedule breaks within the family schedule and/or student learning routine. Breaks could be 2 minutes to 30 minutes long depending on your child’s needs.  
• Activities to do during a break include but are not limited to:  
  ○ Going for a walk, getting a drink, watching a short preferred video (2-3 minutes), listening to a song, dance, play with a fidget, play a quick game, or talk with a family member. |
| **Provide frequent reinforcement.** | • Give your child choices of what they can work on, “Would you like to start with math or reading?”  
• Ask your child what type of break they would like to take prior to starting an assignment or activity. This will allow you an opportunity to remind them of the fun activity they can participate in once they complete the assignment.  
• Praise your child for a job well done and do so frequently! Some children benefit from positive praise every minute and others benefit from it less frequently. Be specific with your praise, “You did a great job reading that word!” or “I like when you communicate your wants and needs!” |
Use individual student schedules. Use the visuals attached to this packet to create your own visual schedule. Consider cutting them out and organizing them based on your child’s learning schedule.

2. Schedules & Routines for Remote Learning:

It is important to create a consistent and routine schedule to support your child during remote learning. In this packet, we have attached a daily and weekly sample family learning schedule to use as a reference. Every child’s learning style and needs are unique, therefore we encourage you to modify this schedule as for what works best for your child and family. We recommend using the attached visuals and template to support your child’s instruction and understanding at home.

Recommendations for Visuals at Home:
1. Cut visual pictures out and use them to label different areas and/or items in your home.
2. Utilize these icons to help build a schedule for your child each day.
3. Utilize these visuals to support your child’s understanding during instruction utilizing Unique Learning Materials.
4. Use the Remote Learning Choice Board that is attached to allow your student to point or verbalize what they would like to do first or next. Consider using this Choice Board as a Bingo Board for an additional supplemental activity!

3. Prompting:

PROMPTING TYPES-
Visual Prompt: To provide a visual reminder or indicator as a prompt for an answer.
Verbal Prompt: To prompt a child’s response through a verbal statement or question.
Gestural Prompt: To use body language to gesture or prompt a child’s response.
Model Prompt: To show a child how to complete a problem, activity, or task.
Partial Physical Prompt: To gently touch a child’s hand or arm using a finger or open palm to begin work or initiating a problem.
Full Physical Prompt: To put your hands over a child’s hands (hand-over-hand) to initiate and/or complete a task.

PROMPTING AMOUNT-
Independent: 0 prompts
Minimal: 1-2 prompts
Moderate: 3-5 prompts
Maximum: 6 or more prompts

PROMPTING HIERARCHY-
The Prompting Hierarchy is a strategy to increase and decrease the type and amount of prompts you give a student. If teaching a new skill, start at the bottom with more prompts and move up to less prompts. If maintaining or practicing a skill that has been taught, start from the top and move your way down as you increase the type and amount of prompts you give your child to help them find success. The less intensive prompts you give, the more independent the student will be. The more intensive prompts you give, the less independent the student will be. If able, talk with your child’s teacher to see what type and level of prompts they receive for different activities and subjects.

4. Communication:
In this packet, you will find a Communication Core Board. This tool has 36 “core” words that can be used for you and your child to communicate. Please see below for different ways to utilize it.

1. Point to one, two, or three symbols while communicating a message to your child:
   “I” + “like” + “you”
   “You” + “do” + “good”
   “More”?
   “Help”?
2. Ask your child to point to words to help clarify their wants and needs or to initiate their wants or needs.
3. Use this to support prompting during activities or provide further clarification.

5. Home Activities to Support Remote Learning: These 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 and integrate them throughout your daily 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.

6. Unique Learning System Academic Content:
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!

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

**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.
- 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.
- If able, have your child point to the vocabulary word or use this board to foster communication.
- Consider referencing this board while asking questions or having your child provide answers.

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

**Math Activities:**
- 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.
- Feel free to cut and manipulate the worksheets/documents to best support your child visually.
Dear Chicago Public Schools Student & Family,

In this document, you will find a sample of how to schedule your time daily and weekly. We understand that the learning style and needs of your child are unique, therefore this is to serve as a model and tool for scheduling your child's learning at home. Please reference the grade for your child's recommended minutes. These minimum time requirements are not meant to be the number of minutes spent engaging directly with activities or using a specific educational program or technology. Rather, they should reflect a balance of engagement activities. These engagement thresholds include both digital interaction and assigned work.

<table>
<thead>
<tr>
<th></th>
<th>Pre-K</th>
<th>Grades K-2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td><strong>Enrichment</strong></td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td><strong>Skill Practice</strong></td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total District Recommended Instructional Minutes</strong></td>
<td>60 MPD</td>
<td>90 MPD</td>
<td>120 MPD</td>
<td>180 MPD</td>
<td>270 MPD</td>
</tr>
</tbody>
</table>

**Non-Digital Remote Learning Family Learning Weekly Sample Schedule**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Practice</strong></td>
<td>Focus: Literacy</td>
<td>Focus: Math</td>
<td>Focus: Literacy</td>
<td>Focus: Math</td>
<td>Focus: Cooking/Craft</td>
</tr>
<tr>
<td>Time TBD</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
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<td></td>
<td>3. Complete an extension activity</td>
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<tr>
<td>Enrichment Activity</td>
<td>Time TBD</td>
<td>Based on Grade of Your Child</td>
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<tr>
<td>Practice writing name.</td>
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<tr>
<td>in your home using everyday items (towels, socks, books, etc.)</td>
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<tr>
<td>Practice writing home address.</td>
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<tr>
<td>your home using everyday items (crayons, utensils, stickers, etc.)</td>
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<tbody>
<tr>
<td>Have your child engage in a movement or sensory activity: walk, run, blow bubbles, take deep breaths, etc.</td>
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<tr>
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<th>Time TBD</th>
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<tbody>
<tr>
<td>Engage in a reading activity from the list below:</td>
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<tr>
<td>- Read/Listen to a Book</td>
<td></td>
<td></td>
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<tr>
<td>- Read/Listen to a Magazine</td>
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<tr>
<td>- Read/Listen to a Packaging Label</td>
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<tr>
<td>- Read/Listen to a Recipe</td>
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<tr>
<td>If you have access to technology, listen to a story on:</td>
<td></td>
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<tr>
<td>- Epic Books</td>
<td></td>
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<tr>
<td>- StoryLineOnline</td>
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<tr>
<td>- YouTube Read Alouds</td>
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<tr>
<td>Exercise: Repeat 3x</td>
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<tr>
<td>*Modify as needed for your child’s physical access.</td>
<td></td>
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<tr>
<td>- 10 jumping jacks</td>
<td></td>
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<tr>
<td>- 10 arm circles</td>
<td></td>
<td></td>
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<tr>
<td>- 10 trunk twists</td>
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<tr>
<td>- 10 squats</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 10 sit ups</td>
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<tr>
<td>Exercise: Use a hallway or sidewalk to do the following:</td>
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<td>*Modify as needed for your child’s physical access.</td>
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<td>- run forward</td>
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<tr>
<td>- run backward</td>
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<td>- gallop</td>
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<tr>
<td>- fly like an airplane</td>
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<tr>
<td>Dance Party with your Family!</td>
<td></td>
<td></td>
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<tr>
<td>Activity</td>
<td>Discipline</td>
<td></td>
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<td>----------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Functionality</td>
<td></td>
<td></td>
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<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
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</tr>
</tbody>
</table>

Based on Grade of Your Child
listen

time to work

working

good

leisure break

bathroom break
Remote Learning Choice Board

- Reading
- Math
- Social Studies
- Science
- My Choice
- Art
- Music
- Independent Functioning
- Cooking
<table>
<thead>
<tr>
<th>Activities</th>
<th>Quick Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
<td>PK</td>
</tr>
<tr>
<td>Sing/Say Alphabet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Label items</td>
<td>Show/Point to household items/rooms and ask &quot;What is this?&quot; to match printed word to items</td>
<td></td>
</tr>
<tr>
<td>Identify items</td>
<td>Present a choice of household items and ask &quot;Show me/Give me the___________.&quot;</td>
<td></td>
</tr>
<tr>
<td>ABC train</td>
<td>Place the corresponding upper and lower case letters together. (Marker, index cards, or pieces of paper)</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Use scribbles or letter like forms to represent written language. Provide writing utensil and paper, say &quot;show me how you write your name.&quot;</td>
<td>y</td>
</tr>
<tr>
<td>Tracing/Writing Letters</td>
<td>Trace/write the letters in the spaces provided (Construction paper and marker)</td>
<td>y</td>
</tr>
<tr>
<td>Writing Name</td>
<td>Practice writing their name using paper and pencil or other manipulatives (ie as magnets, cutout letters in sand) Add other personal information ie address when mastering their first and last name.</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>Show or have your child draw a picture and dictate a word or sentence through writing on a</td>
<td></td>
</tr>
<tr>
<td>Sorting Upper and lowercase letters</td>
<td>Sort the index cards into two piles; one for uppercase and one for the lowercase letters. (Index cards and marker)</td>
<td>y</td>
</tr>
<tr>
<td>Sorting Word Cards</td>
<td>Sort the cards into four piles matching the first letter of each word.</td>
<td>y</td>
</tr>
<tr>
<td>Sequence ABC's</td>
<td>Put cards in sequence alphabetically.</td>
<td>y</td>
</tr>
<tr>
<td>Alphabetizing Word Cards</td>
<td>Sort/alphabetize cards by their first letter</td>
<td>y</td>
</tr>
<tr>
<td>Matching Letters</td>
<td>Place letters in a field of 3 on a table. Give student a letter and tell them to match.</td>
<td>y</td>
</tr>
<tr>
<td>Read Aloud</td>
<td>Read a story aloud to the student. Story levels can start at picture books and progress to chapter books</td>
<td></td>
</tr>
<tr>
<td>Independent Reading</td>
<td>High Interest material i.e, favorite book, comic books, magazines,. Start with a small amount of time and build on that time. if student is not yet independent sit with them and help them turn the book the right way and turn pages.</td>
<td>y</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>After reading or listening to a story or passage, use the SWBS system. For example, Little Red Riding Hood- (S) Somebody-Big Bad Wolf, (W) Wanted-pigs for dinner; (B) But-they hid in the brick house; (S) So-he went hungry.</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Ask comprehension questions after each sentence or two gradually building to paragraph (who, what, when, where, why, how). Include inference questions, such as “what would you do?” in relation to the characters in the story.</td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
<td>PreK</td>
</tr>
<tr>
<td>Constructing sets</td>
<td>Count out and construct sets of objects up to the number 5. &quot;Count five crayons.”</td>
<td></td>
</tr>
<tr>
<td>Compare quantities</td>
<td>Separate a pile of objects (i.e. forks and spoons). Compare the piles. Ask, “Are they equal?” &quot;Which one has more?&quot;</td>
<td></td>
</tr>
<tr>
<td>Combine sets</td>
<td>Count out and construct two sets of objects up to 10 (toy cars, legos, blocks, forks and spoons, cups) objects each and then combine them and count to make one set.</td>
<td></td>
</tr>
<tr>
<td>Clock Face</td>
<td>On a sheet of paper draw a circle, label and cut out numbers 1-12. Place the numbers on the face of the clock in order.</td>
<td></td>
</tr>
<tr>
<td>Color Match</td>
<td>Copy patterns of colored objects (beads, colored goldfish, lego’s,etc.) and then create their own patterns.</td>
<td></td>
</tr>
<tr>
<td>Matching Numbers</td>
<td>Place numbers in a field of 3 on a table. Give student a number and tell them to match.</td>
<td></td>
</tr>
<tr>
<td>Color Hunt</td>
<td>Give clues and challenge your child to find things of a certain color</td>
<td></td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td>Sort the cards into four piles: hearts, diamonds, spades, and clubs. Sort cards into piles red and black. Sort cards according in numeric value.</td>
<td></td>
</tr>
<tr>
<td>Coin Sort</td>
<td>Recycle an old fruit salad tray container as a sorting tray. Leave coins in the center section, then label each section for quarters, dimes, nickels and pennies.</td>
<td></td>
</tr>
<tr>
<td>Coin counting</td>
<td>Use plastic cups, label them numbers 1-10 for pennies, 5-50 for nickels, 10-50 for dimes. Have the student fill up the cup in according to the number of pennies, nickels, dimes that should be place in the valued cup.</td>
<td></td>
</tr>
</tbody>
</table>
### Sorting Objects
Find common household items and have the child sort by different attributes (socks, cups, colors, toys).

### Identifying Shapes
Sort/Match different shapes.

### Puzzles
Use single insert pieces up to 500 pieces jigsaw puzzles.

### Story Problems
Use common items 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).

### Independent Functioning

<table>
<thead>
<tr>
<th>Task</th>
<th>PreK</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash hands</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teach steps in the process, Practice counting to twenty, sing &quot;Happy Birthday&quot; Song... while practicing several times a day.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making the bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break each step into small manageable steps. Begin with the step that the child is able to do/assist and build in more steps as the child masters the first step.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush Teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break each step into small manageable steps. Begin with the step that the child is able to do/assist and build in more steps as the child masters the first step.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wiping a table</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After eating breakfast, lunch and/or dinner, practice wiping down the table. Teach the process in small steps.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washing Dishes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After eating breakfast, lunch and/or dinner, practice washing dishes. Teach the process in small manageable steps.</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting Utensils</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the dishes are washed and dried, have the student sort place the utensils back in there spot.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mealtime Jobs</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Setting the table (start with just the napkin adding pieces as the child masters each item) and clearing the table</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empty Trash</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empty small trash bins into larger bins within the house</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Prep</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suggested activities include stirring and measuring with guidance</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Packaging activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take one item from each bowl, work from left to right. Place one item into a zipper bag. Seal the bag and place it in the large bowl at the end. (Zipper bags, container for bagged items, 3-5 bowls filled with items of your choice.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folding paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Folding paper in 1/3.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stuffing envelopes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place index cards into envelopes</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross stacking construction paper</td>
<td>Sort construction paper into color piles, take a piece of paper from each pile from left to right and put at the end of the line.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting food groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sort food into bins according to which food group they belong.</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting clothing items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you wear on your head? What do you wear on your legs? What do you wear on your feet? What do you wear on the upper body?</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting food/nonfood items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort food and clothing items by group</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placing word cards with objects</td>
<td>Place word cards with its corresponding object found at home.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort the cards into four piles: hearts, diamonds, spades, and clubs. Sort cards into piles of red and black.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My Important People Tree</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Create a family and friend tree to help your child recognize the most important people in her life.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
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</tr>
<tr>
<td>Look at newspaper, phone, weather forecast..... and talk about the weather connecting it to what is happening outside</td>
<td>y</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Label parts of the body</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Match the words for the parts of the body with the corresponding part of the body.</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathtub Water Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore water at bath time with plastic containers of different shapes and sizes</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recycling Activity</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Sort through the newspaper, separate the sales papers from the printed newspaper and place them into the appropriate pile.</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sink or Float</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Children test objects in water to see if they will float or sink.</td>
<td>y</td>
<td>y</td>
<td>y</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THANKING HOSPITAL WORKERS

Hospital workers are very busy now.

Many people are sick with the coronavirus.

Hospital workers are helping sick people become healthy.

Hospital workers work in hospitals.
People who are very sick may go to hospitals.

People who are hurt may go to hospitals too.

People who are sick or hurt need help.

Hospital workers can help these people.

Hospitals have many kinds of hospital workers.
A hospital worker may be:

- a doctor,
- a nurse,
- a therapist,
- an aide,
- or a pharmacist.

Hospital workers do many things!

- do surgery,
- take a temperature,
- give medicine,
- and more.
Hospital workers include janitors and cafeteria workers too.

Janitors make hospitals clean.

A clean hospital can help people be healthy.

Cafeteria workers cook food in hospitals.

Eating good food can help people be healthy.
All hospital workers are important!

People can thank hospital workers any time.

A good time to thank hospital workers is National Hospital Week.

National Hospital Week is May 10 - 16 in 2020.

This week celebrates hospital workers.
People can do things to thank hospital workers.

People can make cards, send emails, and write letters.

People can send food to hospitals.

Hospital workers can enjoy the food.
People can thank hospital workers on social media too.

They can say why hospital workers are important.

People can share pictures and videos.

They can share stories about hospital workers.

People can use #MyHospital in their posts.
Cities across the U.S. have hospitals.

Many hospital workers are very busy now!

They are helping people sick with the coronavirus.

Many people are thanking hospital workers.

How can you thank a hospital worker?
HOSPITAL WORKERS

Hospital workers work in hospitals.

Hospital workers help people feel better.

Hospital workers use many tools to help people.

These tools include stethoscopes, thermometers, shots, bandages and more.
HOSPITALS

Hospitals are in cities around the world.

Hospitals have rooms with hospital beds.

Hospitals have waiting rooms and emergency rooms.

They have X-ray machines, medicine, MRI machines, wheelchairs and more.
Choose the pictures about THANKING HOSPITAL WORKERS.
1. WHAT is the paper about?

2. WHO are helping sick people become healthy?

3. WHERE do hospital workers work?

4. WHAT is May 10-16?

5. WHAT may hospital workers give to sick people?

6. WHO is not a hospital worker?
ACROSS

3  hurt
4  janitors
6  sick
7  healthy

DOWN

1  thank
2  important
3  hospital
5  busy
7  help
The Mixed Up Nest

Level F/G

by Claire Repp

Illustrated by Todd Gardner
Mama Duck went out for a walk. When she came back, there were five eggs in her nest. “Look at all these different eggs!” Mama Duck said. “I only had one egg in my nest. Now there are five. Which one is mine?”
Mama Duck looked at the eggs. In some ways the eggs were different. In some ways the eggs were the same. “I can’t tell which egg is mine,” said Mama Duck. “I guess I will have to wait for the eggs to hatch.”
Mama Duck waited and waited. Finally, an egg hatched. “That’s not my baby!” said Mama Duck. “That baby has four legs. My baby should have two legs, just like me.”
“No, that is my baby!” said Mama Alligator.
Mama Duck waited and waited. Finally, another egg hatched. “That’s not my baby!” said Mama Duck. “That baby has a long, thin beak. My baby should have a wide bill, just like me.”
“No, that is my baby!” said Mama Hummingbird.
Mama Duck waited and waited. Finally, another egg hatched. “That’s not my baby!” said Mama Duck. “That baby has a long, thin body and no legs or wings. My baby should have wings, just like me.”
“No, that is my baby!” said Mama Snake.
Mama Duck waited and waited. Finally, another egg hatched. “That’s not my baby!” said Mama Duck. “That baby has fur. My baby should have feathers, just like me.”
“No, that is my baby!” said Mama Platypus.
Mama Duck waited and waited. Finally, the last egg hatched. “This baby has two legs and a bill just like me,” said Mama Duck. “This baby has wings and feathers just like me. This baby is a baby duck!”
“Yes, this is my baby!” said Mama Duck.
The End
The Mixed Up Nest

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. What was in Mama Duck's nest?
   - flowers
   - rocks
   - eggs

2. What did the eggs do?
   - grow
   - hatch
   - roll away

3. Who did the first egg belong to?
   - Mama Duck
   - Mama Bear
   - Mama Alligator

4. What was in the last egg?
   - baby duck
   - baby snake
   - baby turtle

5. Who did the baby duck look like?
   - Mama Snake
   - Mama Duck
   - Mama Platypus
Who was the main character in the story?
What baby animals hatched from the eggs?
Which baby belonged to Mama Duck?
What will Mama Duck's baby look like?
For hands-on instruction, print, cut out and laminate.
<table>
<thead>
<tr>
<th>4</th>
<th>four legs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>two legs</td>
</tr>
<tr>
<td></td>
<td>thin beak</td>
</tr>
<tr>
<td></td>
<td>wide bill</td>
</tr>
<tr>
<td></td>
<td>wings</td>
</tr>
<tr>
<td></td>
<td>fur</td>
</tr>
<tr>
<td></td>
<td>feathers</td>
</tr>
<tr>
<td></td>
<td>no legs</td>
</tr>
<tr>
<td>color</td>
<td>baby</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td><img src="palette.png" alt="Palette" /></td>
<td><img src="baby.png" alt="Baby" /></td>
</tr>
<tr>
<td>father</td>
<td><strong>Free Space</strong></td>
</tr>
<tr>
<td><img src="father-family.png" alt="Father and Family" /></td>
<td></td>
</tr>
<tr>
<td>mother</td>
<td>parent</td>
</tr>
<tr>
<td><img src="mother-family.png" alt="Mother and Family" /></td>
<td><img src="parent.png" alt="Parent" /></td>
</tr>
<tr>
<td>same</td>
<td>size</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td><img src="image1.png" alt="square" /></td>
<td><img src="image2.png" alt="squares" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>plant</th>
<th>Free Space</th>
<th>baby</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="plant" /></td>
<td><img src="image5.png" alt="free" /></td>
<td><img src="image6.png" alt="baby" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>feature</th>
<th>father</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="feature" /></td>
<td><img src="image8.png" alt="father" /></td>
<td><img src="image9.png" alt="mother" /></td>
</tr>
<tr>
<td>mother</td>
<td>feature</td>
<td>size</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td><img src="image" alt="Family" /></td>
<td><img src="image" alt="Feature" /></td>
<td><img src="image" alt="Rectangles" /></td>
</tr>
<tr>
<td>shape</td>
<td>Free</td>
<td>same</td>
</tr>
<tr>
<td><img src="image" alt="Shapes" /></td>
<td><img src="image" alt="Free Space" /></td>
<td><img src="image" alt="Rectangles" /></td>
</tr>
<tr>
<td>baby</td>
<td>plant</td>
<td>color</td>
</tr>
<tr>
<td><img src="image" alt="Baby" /></td>
<td><img src="image" alt="Plant" /></td>
<td><img src="image" alt="Color Palette" /></td>
</tr>
</tbody>
</table>
Emily sees 8 kittens.

3 kittens run away.

\[\times\ \text{cross off}\]

How many are left?

Chris sees 7 puppies.

5 puppies run away.

\[\times\ \text{cross off}\]

How many are left?
Emily sees 8 kittens.

3 kittens run away.

How many are left?

Chris sees 7 puppies.

5 puppies run away.

How many are left?
Emily sees 6 ducklings.

3 ducklings swim away.

\[ \text{cross off} \]

How many are left?

Chris sees 9 puppies.

8 puppies run away.

\[ \text{cross off} \]

How many are left?
Emily sees 6 ducklings.

3 ducklings swim away.

**cross off**

How many are left?

Chris sees 9 puppies.

8 puppies run away.

**cross off**

How many are left?
Subtracting to 10 Vertical

6 - 3 = __

9 - 8 = __
<table>
<thead>
<tr>
<th>Emily sees 7 ducklings.</th>
<th>7 ducklings swim away.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Ducklings" /></td>
<td><img src="image2.png" alt="Ducklings" /></td>
<td><img src="image3.png" alt="Ducklings" /></td>
</tr>
</tbody>
</table>

**Cross off**

<table>
<thead>
<tr>
<th>Chris sees 8 kittens.</th>
<th>2 kittens run away.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Kittens" /></td>
<td><img src="image5.png" alt="Kittens" /></td>
<td><img src="image6.png" alt="Kittens" /></td>
</tr>
</tbody>
</table>

**Cross off**
<table>
<thead>
<tr>
<th>Emily sees 7 ducklings.</th>
<th>7 ducklings swim away.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of 7 ducklings" /></td>
<td><img src="image2.png" alt="Image of 7 ducklings" /></td>
<td><img src="image3.png" alt="Blank square" /></td>
</tr>
<tr>
<td><strong>× cross off</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ![Image of 7 ducklings](image4.png) | ![Image of 7 ducklings](image5.png) | ![
| ![Image of 7 ducklings](image6.png) | ![Image of 7 ducklings](image7.png) | ![Blank square](image8.png) |

<table>
<thead>
<tr>
<th>Chris sees 8 kittens.</th>
<th>2 kittens run away.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9.png" alt="Image of 8 kittens" /></td>
<td><img src="image10.png" alt="Image of 8 kittens" /></td>
<td><img src="image11.png" alt="Blank square" /></td>
</tr>
<tr>
<td><strong>× cross off</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image12.png" alt="Image of 8 kittens" /></td>
<td><img src="image13.png" alt="Image of 8 kittens" /></td>
<td><img src="image14.png" alt="Blank square" /></td>
</tr>
</tbody>
</table>
7 - 7 =

8 - 2 =
**Emily sees 5 kittens.**

1 kitten runs away.

How many are left?

\[ \begin{array}{ccc}
\times \text{cross off} \\
\hline
\text{Cat} & - & \text{Cat} \\
\hline
\end{array} \]

**Chris sees 10 ducklings.**

3 ducklings swim away.

How many are left?

\[ \begin{array}{ccc}
\times \text{cross off} \\
\hline
\text{Duck} & - & \text{Duck} \\
\hline
\end{array} \]
Emily sees 5 kittens.  1 kitten runs away.  How many are left?

\[5 \quad - \quad 1 \quad = \quad \]

\(\times\) cross off

Chris sees 10 ducklings.  3 ducklings swim away.  How many are left?

\[10 \quad - \quad 3 \quad = \quad \]

\(\times\) cross off
5 - 1 = ___

10 - 3 = ___
Emily has 18 kittens to feed. She feeds 12 kittens. **Cross off**

How many are left to feed?

Chris has 15 piglets to feed. He feeds 10 piglets. **Cross off**

How many are left to feed?
Emily has 18 kittens to feed.

She feeds 12 kittens.

**cross off**

How many are left to feed?

Chris has 15 piglets to feed.

He feeds 10 piglets.

**cross off**

How many are left to feed?
**Emily sees 13 ducklings.**

6 ducklings swim away.

**cross off**

How many are left?

---

**Chris sees 19 kittens.**

15 kittens run away.

**cross off**

How many are left?
Emily sees 13 ducklings.

6 ducklings swim away.

\(\times\) cross off

How many are left?

Chris sees 19 kittens.

15 kittens run away.

\(\times\) cross off

How many are left?
Number Sense 46, Level 1
Subtracting to 20 Vertical

Name: ____________

13
- 6
---

19
- 15
---

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INT, Unit 24, Life Science, We Look Alike!
Lesson 16c, Number Sense - Subtraction, Babies, Babies, Babies, Level 1
Emily needs to feed 39 kittens.

She feeds 13 kittens.

How many are left to feed?

Chris needs to feed 46 puppies.

He feeds 36 puppies.

How many are left to feed?
<table>
<thead>
<tr>
<th><strong>Emily needs to feed 39 kittens.</strong></th>
<th><strong>She feeds 13 kittens.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Cat" /></td>
<td><img src="image2.png" alt="Cat" /></td>
</tr>
<tr>
<td>How many are left to feed?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chris needs to feed 46 puppies.</strong></th>
<th><strong>He feeds 36 puppies.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Dog" /></td>
<td><img src="image4.png" alt="Dog" /></td>
</tr>
<tr>
<td>How many are left to feed?</td>
<td></td>
</tr>
</tbody>
</table>
use manipulatives to solve

39
- 13

use manipulatives to solve

46
- 36
Emily sees 25 kittens.

20 kittens run away.

How many are left?

Chris sees 26 ducklings.

14 ducklings swim away.

How many are left?
Emily sees 25 kittens.

20 kittens run away.

How many are left?

Chris sees 26 ducklings.

14 ducklings swim away.

How many are left?
**Use manipulatives to solve**

25

- 20

---

**Use manipulatives to solve**

26

- 14

---
**Number Sense 49**  
Subtracting 2-Digit Numbers - Teaching How to Borrow

Cut down the middle and attach two columns together to create a vertical guide for students.

<table>
<thead>
<tr>
<th>Step 1: Set up your subtraction problem.</th>
<th>Step 4: Borrow 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emily had</strong> 42 notebooks.</td>
<td>Write a 1 beside the 2.</td>
</tr>
<tr>
<td><strong>She gave away</strong> 26 notebooks.</td>
<td>The 2 is now a 12!</td>
</tr>
<tr>
<td>Subtract this side first.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you subtract 6 from 2?</td>
<td>Write the 6 down.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>No! You need to borrow!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Borrow 1 from your neighbor.</th>
<th>Step 6: Subtract the other side.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cross off</strong> the 4.</td>
<td>Write the 1 down.</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>You have your answer!</td>
</tr>
<tr>
<td><strong>- 1</strong></td>
<td>The answer is 16!</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td></td>
</tr>
</tbody>
</table>

Write the number 3 in the box.

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INT, Unit 24, Life Science, We Look Alike!  
Lesson 16c, Number Sense - Subtraction, Babies, Babies, Babies
Cut down the middle and attach two columns together to create a vertical guide for students.

**Step 1: Set up your subtraction problem.**

Subtract this side first.

**Step 2: Look at the subtraction problem.**

Can you subtract 6 from 2?

No! You need to borrow!

**Step 3: Borrow 1 from your neighbor.**

Cross off the number.

Write the number in the box.

**Step 4: Borrow 1.**

**Step 5: Subtract.**

Write the number down.

**Step 6: Subtract the other side.**

Write the number down.

You have your answer!
<table>
<thead>
<tr>
<th><strong>Emily needs to feed 34 piglets.</strong></th>
<th>![Piglet]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>She feeds 16 piglets.</strong></td>
<td>![Piglet]</td>
</tr>
<tr>
<td><strong>How many are left to feed?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Chris needs to feed 40 kittens.</strong></td>
<td>![Kitten]</td>
</tr>
<tr>
<td><strong>He feeds 13 kittens.</strong></td>
<td>![Kitten]</td>
</tr>
<tr>
<td><strong>How many are left to feed?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Emily needs to feed 34 piglets.

She feeds 16 piglets.

How many are left to feed?

Chris needs to feed 40 kittens.

He feeds 13 kittens.

How many are left to feed?
<table>
<thead>
<tr>
<th><strong>Emily sees 33 puppies.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Dog" /></td>
</tr>
<tr>
<td>28 puppies run away.</td>
</tr>
<tr>
<td><img src="image" alt="Dog" /></td>
</tr>
<tr>
<td>How many are left?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chris sees 50 ducklings.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Duck" /></td>
</tr>
<tr>
<td>35 ducklings swim away.</td>
</tr>
<tr>
<td><img src="image" alt="Duck" /></td>
</tr>
<tr>
<td>How many are left?</td>
</tr>
</tbody>
</table>
Emily sees 33 puppies.

28 puppies run away.

How many are left?

Chris sees 50 ducklings.

35 ducklings swim away.

How many are left?
Number Sense 51, Level 1
Subtracting 2-Digit Numbers to 50 - Borrowing

Name: _______________________

**use manipulatives to solve**

![Dog](image)

33

- 28

__________

**use manipulatives to solve**

![Duck](image)

50

- 35

__________
### Step 1: Look at the addition problem.

| 48 | - 27 |

### Step 2: What is the top number?

48

### Step 3: Push the numbers.

Find the 4. Push the 4. The 4 will show up on the screen. Find the 8. Push the 8. The 8 will show up on the screen.

### Step 4: What are you doing?

- Adding? +
- Subtracting? -
- Multiplying? \( \times \)
- Dividing? \( \div \)

You are subtracting. Push the minus sign.

### Step 5: What is the bottom number?

27

### Step 6: Push the numbers.

Find the 2. Push the 2. The 2 will show up on the screen. Find the 7. Push the 7. The 7 will show up on the screen.

Note: If you make a mistake, push clear.

### Step 7: Solve the problem.

Push the equal sign. The answer is 21. 21 is on the screen.

= 21
Emily needs to feed 48 piglets. She feeds 11 piglets.

\[
\begin{align*}
48 - 11 &= \_\_
\end{align*}
\]

How many are left to feed?

Emily needs to feed 37 kittens. She feeds 24 kittens.

\[
\begin{align*}
37 - 24 &= \_\_
\end{align*}
\]

How many are left to feed?
Chris sees 85 ducklings. 50 ducklings swim away.

\[ 85 - 50 = \_\_\_ \]

How many are left?

Chris sees 72 kittens. 23 kittens run away.

\[ 72 - 23 = \_\_\_ \]

How many are left?
**Rounding to the Nearest 10 - Example 1**

Find the number you want to round on the number line.

Count down to the nearest 10.

13 is 3 units away from 10.

Count up to the nearest 10.

13 is 7 units away from 20.

The answer is the closer number. 3 units is closer than 7 units. 10 is closer than 20. Round down to 10.

**Rounding to the Nearest 10 - Example 2**

Find the number you want to round on the number line.

Count down to the nearest 10.

15 is 5 units away from 10.

Count up to the nearest 10.

15 is 5 units away from 20.

When the number you are rounding is right in the middle, round up. 15 is not closer to 10 or 20. It is right in the middle. Round up to 20.
Emily sees 8 baby giraffes. She wants to round 8 to the nearest 10.

Find the number 8 on the number line. Is 8 closer to 0 or 10?

How many units from 8 to 0?

How many units from 8 to 10?

8 is closer to

Emily rounds 8 to
Emily sees 8 baby giraffes. She wants to round 8 to the nearest 10.

Find the number 8 on the number line. Is 8 closer to 0 or 10?

How many units from 8 to 0?

How many units from 8 to 10?

8 is closer to

Emily rounds 8 to
Chris sees 12 puppies. He wants to round 12 to the nearest 10.

Find the number 12 on the number line. Is 12 closer to 10 or 20?

How many units from 12 to 10? How many units from 12 to 20?

12 is closer to 10.

Chris rounds 12 to 10.
Chris sees 12 puppies. He wants to round 12 to the nearest 10.

Find the number 12 on the number line. Is 12 closer to 10 or 20?

How many units from 12 to 10?

How many units from 12 to 20?

12 is closer to

Chris rounds 12 to
Emily sees 39 puppies. She wants to round 39 to the nearest 10.

Find the number 39 on the number line. Is 39 closer to 30 or 40?

How many units from 39 to 30?

How many units from 39 to 40?

39 is closer to

Emily rounds 39 to
Emily sees 39 puppies. She wants to round 39 to the nearest 10.

Find the number 39 on the number line. Is 39 closer to 30 or 40?

How many units from 39 to 30? __________

How many units from 39 to 40? __________

39 is closer to __________

Emily rounds 39 to __________
Chris sees 42 kittens. He wants to round 42 to the nearest 10.

Find the number 42 on the number line. Is 42 closer to 40 or 50?

How many units from 42 to 40?

How many units from 42 to 50?

42 is closer to

Chris rounds 42 to
Chris sees 42 kittens. He wants to round 42 to the nearest 10.

Find the number 42 on the number line. Is 42 closer to 40 or 50?

How many units from 42 to 40? How many units from 42 to 50?

42 is closer to 40. Chris rounds 42 to 40.
### Rounding to the Nearest 100 - Example 1

Think about where the number you want to round falls on the number line.

100 110 120 130 140 150 160 170 180 190 200

Does the number fall below the halfway point? If it does, round down.

100 110 120 130 140 150 160 170 180 190 200

### Rounding to the Nearest 100 - Example 2

Think about where the number you want to round falls on the number line.

100 110 120 130 140 150 160 170 180 190 200

Does the number fall at or above the halfway point? If it does, round up.

100 110 120 130 140 150 160 170 180 190 200
Emily feeds 319 piglets this month. She wants to round 319 to the nearest 100.

Find 319 on the number line.

Does 319 fall below the halfway point?
- yes
- no

Does 319 fall at or above the halfway point?
- yes
- no

Does Emily round up or down?
- up
- down

Emily rounds 319 to

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Emily feeds 319 piglets this month. She wants to round 319 to the nearest 100.

Find 319 on the number line.

Does 319 fall below the halfway point?
- yes
- no

Does 319 fall at or above the halfway point?
- yes
- no

Does Emily round up or down?
- up
- down

Emily rounds 319 to
Chris feeds 499 piglets this month. He wants to round 499 to the nearest 100.

Find 499 on the number line.

Does 499 fall below the halfway point?

Does 499 fall at or above the halfway point?

Does Chris round up or down?

Chris rounds 499 to
Chris feeds 499 piglets this month. He wants to round 499 to the nearest 100.

Find 499 on the number line.

Does 499 fall below the halfway point?

- yes
- no

Does 499 fall at or above the halfway point?

- yes
- no

Does Chris round up or down?

- up
- down

Chris rounds 499 to ___.
Emily feeds 683 kittens this month. She wants to round 683 to the nearest 100.

Find 683 on the number line.

Does 683 fall below the halfway point?

- yes  
- no

Does 683 fall at or above the halfway point?

- yes  
- no

Does Emily round up or down?

- up  
- down

Emily rounds 683 to 700.
Emily feeds 683 kittens this month. She wants to round 683 to the nearest 100.

Find 683 on the number line.

Does 683 fall below the halfway point?

yes

no

Does 683 fall at or above the halfway point?

yes

no

Does Emily round up or down?

up

down

Emily rounds 683 to
Chris feeds 830 kittens this month. He wants to round 830 to the nearest 100.

Find 830 on the number line.

800 810 820 830 840 850 860 870 880 890 900

Does 830 fall below the halfway point?

- yes
- no

Does 830 fall at or above the halfway point?

- yes
- no

Does Chris round up or down?

- up
- down

Chris rounds 830 to
Chris feeds 830 kittens this month. He wants to round 830 to the nearest 100.

Find 830 on the number line.

Does 830 fall below the halfway point?

- yes
- no

Does 830 fall at or above the halfway point?

- yes
- no

Does Chris round up or down?

- up
- down

Chris rounds 830 to .
Baby Animals

Baby animals look like their parents.

They can look like their mother.

They can look like their father too.
A baby animal's body will be covered like its parents.

Baby animals can have fur.

Baby animals can have feathers.

Baby animals can have scales.
Baby animals get their color from their parents.

Baby animals can be white.

Baby animals can be black.

Baby animals can be many colors.
Baby animals can have stripes.

Baby animals can have spots.
Baby animals can have two legs or four legs.

2 or 4

Baby animals can have wings or flippers.

A baby animal will look like its parents.
Baby Animals

Within each category, pictures are listed from left to right in the order in which they appear in the text.
Nonfiction Article 1: “Baby Animals”

Name: _____________________

1. Baby animals look like their _______

2. A baby animal can have ______ or feathers.

3. Baby animals can be many other ______

4. ______ can have stripes.

5. Baby animals can have two or four ______
1. Baby animals look like their ____________.

2. A baby animal can have ____________ or feathers.

3. Baby animals can be many other ____________.

4. ____________ can have stripes.

5. Baby animals can have two or four ____________.
<table>
<thead>
<tr>
<th>legs</th>
<th>colors</th>
<th>fur</th>
<th>parents</th>
<th>Baby animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>legs</td>
<td>colors</td>
<td>fur</td>
<td>parents</td>
<td>Baby animals</td>
</tr>
<tr>
<td>legs</td>
<td>colors</td>
<td>fur</td>
<td>parents</td>
<td>Baby animals</td>
</tr>
</tbody>
</table>
Mom and Baby Cactuses

Craft

NEED

5 foam eggs
egg carton, 2-cup section

toothpicks, broken in half

paintbrush
green, white and black paint

small artificial flowers

glue
artificial moss

ruler

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1. Paint eggs green. Let dry.

2. Glue moss into bottom of each cup.

3. Use toothpicks to stack 3 eggs on top each other.

5. Use toothpicks to stack 2 eggs on top of each other.


7. Use black and white paint, broken toothpicks and flowers to decorate cactuses. Let dry.

8. Use ruler to measure how tall each cactus is. Which cactus is the mom? Which cactus is the baby?