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. 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:

<table>
<thead>
<tr>
<th>Classroom Environment</th>
<th>Remote Learning Environment</th>
</tr>
</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>
</tr>
<tr>
<td></td>
<td>• If the student utilized this support in school, consider a checklist or task list.</td>
</tr>
<tr>
<td></td>
<td>• Use the attached visuals to create a schedule that works for your child at home.</td>
</tr>
<tr>
<td>Provide 2-3 step directions.</td>
<td>• Minimize oral directions or instructions that you give your child.</td>
</tr>
<tr>
<td><strong>Provide clear, concise directions while engaging your child in activities.</strong></td>
<td><strong>Model to students what you are expecting them to do prior to asking them to do it.</strong></td>
</tr>
<tr>
<td><strong>Maintain simplified, routine directions if accessing technology for remote learning.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Check for understanding before proceeding with multi-step directions.</strong></td>
<td><strong>Consider reviewing or repeating activities within this packet to increase overall understanding.</strong></td>
</tr>
<tr>
<td><strong>Provide visual supports when introducing new concepts or skills.</strong></td>
<td><strong>Utilize the visual supports and Communication Core Board to support student understanding and comprehension.</strong></td>
</tr>
<tr>
<td><strong>Allow Breaks</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Activities to do during a break include but are not limited to:</strong></td>
</tr>
<tr>
<td></td>
<td>○ 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</td>
</tr>
<tr>
<td></td>
<td><strong>Provide frequent reinforcement.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Give your child choices of what they can work on, “Would you like to start with math or reading?”</strong></td>
</tr>
<tr>
<td></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>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!”</strong></td>
</tr>
</tbody>
</table>
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-
**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:
- 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.

### 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.

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

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

### Math Activities:
- k. 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.
- l. 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>Skill Practice</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>
| Focus: Literacy | Using the packet, work with your child to- 1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity | Focus: Math | Focus: Literacy | Focus: Math | Focus: Cooking/Craft
| Focus: Math | Using the packet, work with your child to- 1. Complete 2-3 different math activities. 2. Have your child complete a counting activity | | Using the packet, work with your child to- 1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity | | Using the packet, work with your child to- 1. Complete 2-3 different math activities. 2. Have your child complete a sorting activity in |
| Focus: Cooking/Craft | | | | | Using the packet, work with your child to- 1. Complete a recipe. 2. Complete a craft. |
### Enrichment Activity
Based on Grade of Your Child

**Time TBD**

#### Have your child engage in a movement or sensory activity: walk, run, blow bubbles, take deep breaths, etc.

<table>
<thead>
<tr>
<th>Exercise: Repeat 3x *Modify as needed for your child’s physical access.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 10 jumping jacks</td>
</tr>
<tr>
<td>- 10 arm circles</td>
</tr>
<tr>
<td>- 10 trunk twists</td>
</tr>
<tr>
<td>- 10 squats</td>
</tr>
<tr>
<td>- 10 sit ups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise: Use a hallway or sidewalk to do the following: *Modify as needed for your child’s physical access.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- run forward</td>
</tr>
<tr>
<td>- run backward</td>
</tr>
<tr>
<td>- skip</td>
</tr>
<tr>
<td>- gallup</td>
</tr>
<tr>
<td>- fly like an airplane</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise: Use a hallway or sidewalk to do the following: *Modify as needed for your child’s physical access.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- run forward</td>
</tr>
<tr>
<td>- run backward</td>
</tr>
<tr>
<td>- skip</td>
</tr>
<tr>
<td>- gallup</td>
</tr>
<tr>
<td>- fly like an airplane</td>
</tr>
</tbody>
</table>

| Dance Party with your Family! |

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### Literacy
Based on Grade of Your Child

**Time TBD**

#### Engage in a reading activity from the list below:
- Read/Listen to a Book
- Read/Listen to a Magazine
- Read/Listen to a Packaging Label
- Read/Listen to a Recipe

If you have access to technology, listen to a story on:
- Epic Books
- StoryLineOnline
- Youtube Read Alouds

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### Practice writing

1. Spell your name.
2. Practice writing your address.
3. Practice writing your home address.
4. Practice writing your name.
5. Practice writing your home address.

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### Everyday items
(towels, socks, books, etc.)
Select 1 Activity from the Home Activity Guide under:

<table>
<thead>
<tr>
<th>Project</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Language Arts</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Math</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th></th>
</tr>
</thead>
</table>

| Science |  |
Non-Digital Cluster Packet Support Video Series

Chicago Public Schools has provided non-digital cluster instructional materials for students without access to technology during Remote Learning. To support instruction at home, please use this video series to support understanding and implementation of the resources provided. These videos cover topics and tools that can also support students engaging in digital learning that may be using printed resources for support. We recommend talking with your child's classroom teacher for additional details tailored to supporting the unique learning needs of your child.

1. Visuals & Visual Schedules:
   https://drive.google.com/file/d/17NAeywSk0fDmLGWcPXidjad4GkRDX_vM/view?usp=sharing

2. Choice Boards:
   https://drive.google.com/file/d/1l7-SRrc0k9Pn5cGOhol3_tLTa4RxBNEBx/view?usp=sharing

3. Prompting:
   https://docs.google.com/document/d/1ia5b-VFluy4TLtyecJMrkWxoELvizzTTtcpE9vLeaBvQ/edit?usp=sharing

4. Communication Boards:
   https://drive.google.com/file/d/1SgRdFVqGTFiQ6kf_uVnXIT-K4sUtqOq1/view?usp=sharing

5. Home Activity Guide:
   https://drive.google.com/file/d/1XGE7NNZ-ISLeJyizotzN4AZnPzNqilw/view?usp=sharing

6. Weekly Schedule:
   https://drive.google.com/file/d/17SFtBCf8LlOWDZ-gcMDxEWaqu3HFeul/-view?usp=sharing

7. Unique Learning System: Literacy Activities:
   https://drive.google.com/file/d/17SFtBCf8LlOWDZ-gcMDxEWaqu3HFeul/-view?usp=sharing
listen
time to work

working
good

leisure break
bathroom break
<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></td>
</tr>
<tr>
<td>Sing/Say Alphabet</td>
<td>y y</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>y</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>y y y</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 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 y 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 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 y y</td>
</tr>
<tr>
<td>Sequence ABC’s</td>
<td>Put cards in sequence alphabetically.</td>
<td>y y y</td>
</tr>
<tr>
<td>Alphabetizing Word Cards</td>
<td>Sort/alphabetize cards by their first letter</td>
<td>y y y 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 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>y</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 right way and turn pages.</td>
<td>y y y y 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>y</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 &quot;what would you do?&quot; in relation to the characters in the story.</td>
<td>y</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructing sets</td>
<td>Count out and construct sets of objects up to the number 5. &quot;Count five crayons.&quot;</td>
<td></td>
</tr>
<tr>
<td>Compare quantities</td>
<td>Separate a pile of objects (i.e. forks and spoons). Compare the piles. Ask, &quot;Are they equal?&quot; &quot;Which one has more?&quot;</td>
<td>y</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>y y y</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>y y</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>y y</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>y y</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 in to 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>y y y y y</td>
</tr>
<tr>
<td>Sorting Objects</td>
<td>Puzzles</td>
<td>Story Problems</td>
</tr>
<tr>
<td>----------------</td>
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<td>----------------</td>
</tr>
<tr>
<td>Find common household items and have the child sort by different attributes (socks, cups, colors, toys)</td>
<td>Use single insert pieces up to 500 pieces, jigsaw puzzles, puzzles.</td>
<td>Use common items 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>
</tr>
<tr>
<td>Organizing objects</td>
<td>Identifying shapes</td>
<td>Sorting clothing items</td>
</tr>
<tr>
<td>Sorting objects by similarity</td>
<td>Sort/Match different shapes.</td>
<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>
</tr>
</tbody>
</table>
At the Amusement Park

Level B

by Jen Voight

Illustrated by Alex Wisehart
Zach is at the amusement park.
The merry-go-round moves slowly.
The roller coaster moves fast.
The pirate ship moves back and forth.
The water on the waterslide moves down.
The dart moves in the air.
What would you try?
The End
At the Amusement Park

Within each category, pictures are listed from left to right in the order in which they appear in the text.
At the Amusement Park

Name: ____________________

1. Where is Zach?
   - library
   - school
   - amusement park

2. How does the merry-go-round move?
   - slow
   - down
   - straight

3. How does the roller coaster move?
   - circle
   - slow
   - fast

4. How does the water on the waterslide move?
   - up
   - down
   - zigzag

5. What does the balloon dart game look like?
   - fun
   - pretty
   - scary
At the Amusement Park

1. Where is Zach?
   - library
   - school
   - amusement park

2. How does the merry-go-round move?
   - slow
   - down
   - straight

3. How does the roller coaster move?
   - circle
   - slow
   - fast

4. How does the water on the waterslide move?
   - up
   - down
   - zigzag

5. What does the balloon dart game look like?
   - fun
   - pretty
   - scary
1. Where is Zach?

library  school  amusement park
2. How does the merry-go-round move?

- slow
- down
- straight
3. How does the roller coaster move?

circle  slow  fast
4. How does the water on the waterslide move?

- Up
- Down
- Zigzag
5. What does the balloon dart game look like?

- Fun
- Pretty
- Scary
Zach is at the merry-go-round. Show Zach how the merry-go-round moves.

How does the merry-go-round move?

- Back and forth
- Down
- Slow
- Fast

in the air
Zach is at the roller coaster. Show Zach how the roller coaster moves.

How does the roller coaster move?

- fast
- slow
- down
- back and forth
- in the air
Zach is at the pirate ship ride. Show Zach how the pirate ship ride moves.

How does the pirate ship ride move?

- fast
- slow
- down
- back and forth
- in the air
Zach is at the waterslide. Show Zach how the water moves.

How does the water move?

- fast
- slow
- down
- back and forth
- in the air
Zach is at the balloon dart game. Show Zach how the dart moves.

How does the dart move?

- fast
- slow
- down
- back and forth
- in the air
For hands-on instruction, print, cut out and laminate.
<table>
<thead>
<tr>
<th><strong>Main Idea:</strong> What is the message in this story?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Details:</strong></td>
</tr>
<tr>
<td><strong>In the beginning...</strong></td>
</tr>
<tr>
<td><strong>Then...</strong></td>
</tr>
<tr>
<td><strong>At the end...</strong></td>
</tr>
</tbody>
</table>
Addie’s Choices at the Amusement Park

Level E

by Emily Weinberger

Illustrated by Alex Wisehart
Addie is at the amusement park. There are many things to do. Addie has to make choices.
Addie goes to the rides. Addie sees...

- a roller coaster
- a hopper
- bumper cars

"Which one should I choose?" asks Addie.
"I want to go on the roller coaster," says Addie. Addie waits in line. She waits. She waits some more.
"Now it’s my turn!" says Addie. She gets in and pulls down the lock bar.
"Here we go! Up! Down! Fast! Whee! This is fun!" says Addie.
Addie goes to the games. Addie sees...

- a dunk tank game
- a balloon dart game
- a ring toss game

"Which one should I choose?" asks Addie.
"I want to play the dunk tank game," says Addie. Addie waits in line. She waits. She waits some more.
"Now it’s my turn!" says Addie. She throws balls at the target.
"Here I go! Throw! Hit! Drop! Splash! This is fun!" says Addie.
Addie goes to the snack stand. Addie sees...

- a corn dog
- cotton candy
- a soft pretzel

"Which one should I choose?" asks Addie.
"I want to eat a corn dog," says Addie. Addie waits in line. She waits. She waits some more.
"Now it’s my turn!" says Addie. Addie orders and pays for her food.
"Time to eat! Mmm! Hot! Yum! Gulp! This is tasty!"
says Addie.
Addie is having a fun day! "It’s time to choose another ride!" says Addie. What should she choose next?
The End
Addie's Choices at the Amusement Park

Within each category, pictures are listed from left to right in the order in which they appear in the text.
<table>
<thead>
<tr>
<th></th>
<th><strong>Question to Ask</strong></th>
<th><strong>Answer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>What is the title of this story?</td>
<td></td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>Who is the author of this story?</td>
<td></td>
</tr>
<tr>
<td><strong>Illustrator</strong></td>
<td>Who is the illustrator of this story?</td>
<td></td>
</tr>
<tr>
<td><strong>Characters</strong></td>
<td>Who are the characters in this story? Describe a character.</td>
<td></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Where does the story happen? Describe the place.</td>
<td></td>
</tr>
<tr>
<td><strong>Events</strong></td>
<td>What happened in this story? Describe the event.</td>
<td></td>
</tr>
<tr>
<td><strong>Narrator</strong></td>
<td>Who is talking in this story?</td>
<td></td>
</tr>
</tbody>
</table>
1. What does Addie have to make at the amusement park?

   muffins   choices   arts and crafts

2. Which ride does Addie choose?

   roller coaster   hopper   cotton candy

3. Which game does Addie choose?

   checkers   dunk tank game   ring toss game

4. Which snack does Addie choose?

   soft pretzel   flower   corn dog

5. What is Addie's day like?

   fun   boring   sad
1. What does Addie have to make at the amusement park?
   - muffins
   - choices
   - arts and crafts

2. Which ride does Addie choose?
   - roller coaster
   - hopper
   - cotton candy

3. Which game does Addie choose?
   - checkers
   - dunk tank game
   - ring toss game

4. Which snack does Addie choose?
   - soft pretzel
   - flower
   - corn dog

5. What is Addie's day like?
   - fun
   - boring
   - sad
1. What does Addie have to make at the amusement park?

muffins

choices

arts and crafts
2. Which ride does Addie choose?

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hopper

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3. Which game does Addie choose?

- checkers
- dunk tank game
- ring toss game
4. Which snack does Addie choose?

- corn dog
- flower
- soft pretzel
5. What is Addie's day like?

fun

boring

sad
# Making Choices

## Rides
<table>
<thead>
<tr>
<th>Addie's Choice</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>roller coaster</td>
<td></td>
</tr>
<tr>
<td>hopper</td>
<td></td>
</tr>
<tr>
<td>bumper cars</td>
<td></td>
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</tbody>
</table>

## Games
<table>
<thead>
<tr>
<th>Addie's Choice</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>balloon dart game</td>
<td></td>
</tr>
<tr>
<td>ring toss game</td>
<td></td>
</tr>
<tr>
<td>dunk tank game</td>
<td></td>
</tr>
</tbody>
</table>

## Snacks
<table>
<thead>
<tr>
<th>Addie's Choice</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>cotton candy</td>
<td></td>
</tr>
<tr>
<td>corn dog</td>
<td></td>
</tr>
<tr>
<td>soft pretzel</td>
<td></td>
</tr>
</tbody>
</table>
Addie's Choices

ACROSS

2 🍩WXYZ Which snack does Addie choose?

3 🌟ADDIE Who is the character in the story?

5 😖[text missing] What does Addie have to make?

6 🎡[text missing] Where is Addie?

Word Bank

amusement park
corn dog
Addie
roller coaster
choices
dunk tank
Addie's Choices

2 🍩corn dog
3 ADdIe
4 DUNK TANK
5 CHOICES
6 AMUSEMENT PARK

ACROSS

2 🍩 Which snack does Addie choose?
3 🌟 Who is the character in the story?
5 🥫 What does Addie have to make?
6 🎡 Where is Addie?

DOWN

1 🎡 Which ride does Addie choose?
4 🎡 Which game does Addie choose?

Word Bank

- amusement park
- corn dog
- Addie
- roller coaster
- choices
- dunk tank
Let’s Ride!

Amusement parks have many types of rides. You can choose what you want to ride.
The merry-go-round is a slow ride. The floor spins around. The seats move up and down.
Log rides are fun and wet!
The logs float up and down hills. They make a big splash!
Bumper cars are small electric cars. They bump into each other. The force of the bump pushes other cars.
A free fall ride is fast. A cart moves up a tall track. It waits at the top. It drops. Gravity pulls the cart quickly down the track.
Roller coasters come in many sizes. If a roller coaster has big hills, it moves fast. Some go upside down. Which ride will you choose?
Let's Ride!

Amusement parks have many types of rides.

You can choose what you want to ride.
The merry-go-round is a slow ride.

The floor spins around.

The seats move up and down.
Log rides are fun and wet!

The logs float up and down hills.

They make a big splash!
Bumper cars are small electric cars.

They bump into each other.

The force of the bump pushes other cars.
A free fall ride is fast.

A cart moves up a tall track.

It waits at the top.

It drops.

Gravity pulls the cart quickly down the track.
Roller coasters come in many sizes.

If a roller coaster has big hills, it moves fast.

Some go upside down.

Which ride will you choose?
<table>
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<tr>
<th>choose</th>
<th>want</th>
<th>slow</th>
<th>around</th>
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<th>ride</th>
<th>merry-go-round</th>
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<td><img src="image" alt="move" /></td>
<td><img src="image" alt="up" /></td>
<td><img src="image" alt="down" /></td>
<td><img src="image" alt="floor" /></td>
<td><img src="image" alt="log ride" /></td>
<td><img src="image" alt="hill" /></td>
</tr>
<tr>
<td><img src="image" alt="float" /></td>
<td><img src="image" alt="bump" /></td>
<td><img src="image" alt="small" /></td>
<td><img src="image" alt="fast" /></td>
<td><img src="image" alt="bumper car" /></td>
<td><img src="image" alt="force" /></td>
<td><img src="image" alt="free fall ride" /></td>
</tr>
<tr>
<td><img src="image" alt="push" /></td>
<td><img src="image" alt="pull" /></td>
<td><img src="image" alt="quick" /></td>
<td><img src="image" alt="upside down" /></td>
<td><img src="image" alt="cart" /></td>
<td><img src="image" alt="gravity" /></td>
<td><img src="image" alt="roller coaster" /></td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. The merry-go-round is a _______ ride.

2. Log rides float _______ and down hills.

3. The _______ of the bump pushes other cars.

4. _______ pulls the cart quickly down the track.

5. If a roller coaster has big hills, it moves _______.
1. The merry-go-round is a ___________ ride.

2. Log rides float ___________ and down hills.

3. The ___________ of the bump pushes other cars.

4. ___________ pulls the cart quickly down the track.

5. If a roller coaster has big hills, it moves ___________.

Name: ____________________________
1. The merry-go-round is a ride.
2. Log rides float and down hills.

3. The of the bump pushes other cars.
4. pulls the cart quickly down the track.

5. If a roller coaster has big hills, it moves
<table>
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<th>Gravity</th>
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<table>
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<td><img src="image5.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Pick a Park!

There are many types of parks in the world.

- Some parks have rides.
- Some parks have games.
- Some parks have both.
- Some parks do not have either.
Water Parks

• You can swim.
• You can go down slides.
• You must wear a swimsuit.
• You should bring a towel and sunscreen.
• Think about the costs at a water park.
Amusement Parks

• You can go on rides.
• You can play games.
• You should wear sneakers.
• You should bring a wallet.
• Think about the costs at an amusement park.
National Parks

• You can learn about nature.
• You can go camping.
• You can pack a picnic.
• You should wear comfortable clothes.
• Think about the costs at a national park.
Pick a Park!

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. You can _____ at a water park.

2. You must wear a swimsuit at a _____.

3. You can go on rides at an _____.

4. You can _____ games at an amusement park.

5. You can camp overnight at a _____.
1. You can _______ at a water park.

2. You must wear a swimsuit at a _______.

3. You can go on rides at an _______.

4. You can _______ games at an amusement park.

5. You can camp overnight at a _______.

Name: ____________________
1. You can ride a water slide at a water park.
2. You must wear a swimsuit at a .

3. You can go on rides at an .
4. You can play games at an amusement park.

5. You can camp overnight at a
<table>
<thead>
<tr>
<th>national park</th>
<th>water park</th>
<th>swim</th>
<th>play</th>
<th>amusement park</th>
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<td><img src="image3.png" alt="Swim" /></td>
<td><img src="image4.png" alt="Play" /></td>
<td><img src="image5.png" alt="Amusement Park" /></td>
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<tr>
<td>national park</td>
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<td>swim</td>
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<td>amusement park</td>
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<td><img src="image4.png" alt="Play" /></td>
<td><img src="image5.png" alt="Amusement Park" /></td>
</tr>
<tr>
<td>What do you want to learn about?</td>
<td>Where can you learn about this?</td>
<td>This is what I learned:</td>
<td>How will you share what you have learned?</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>------------------------</td>
<td>------------------------------------------</td>
<td></td>
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<td></td>
<td>online library</td>
<td>3.</td>
<td>media presentation</td>
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</table>

**Other**
High-Frequency Spelling List 1

you
is
at
which
I
try

High-Frequency Spelling List 1

you
is
at
which
I
try
you
is
at
which
try
1. ride will you choose?

2. Look the roller coaster.

3. want to ride it.

4. Will ride with me?

5. This fun!

1. ride will you choose?

2. Look the roller coaster.

3. want to ride it.

4. Will ride with me?

5. This fun!

1. Which ride will you choose?

2. Look at the roller coaster.
3. **want** to **ride** **it.**

4. **Will** **ride** with **me?**
5. This fun!

1. What word starts like apple?

2. What word rhymes with blue?

3. What word starts like train?

4. What word rhymes with quiz?

5. What word ends like lunch?

6. What word has one letter?
1. What word starts like apple?

2. What word rhymes with blue?

3. What word starts like train?

4. What word rhymes with quiz?

5. What word ends like lunch?

6. What word has one letter?
1. What word starts like apple?

2. What word rhymes with blue?
3. What word starts like train?

4. What word rhymes with quiz?
5. What word ends like lunch?

6. What word has one letter?
High-Frequency Spelling List 2

want
one
would
she
the
in

High-Frequency Spelling List 2

want
one
would
she
the
in

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Unique Learning System®, Summer 2020

INT. Summer Unit, Physical Science/Transition. At the Amusement Park
Lesson 9, High-Frequency Spelling Lists 2 and 3
1. I ______ to ride the merry-go-round.

2. That ______ is slow.

3. Does ______ want to ride with me?

4. It ______ be fun to ride with you.

5. We have to wait ______ line.

6. Throw ______ dart at the target.
1. I  to ride the merry-go-round.

2. That  is slow.

3. Does  want to ride with me?

4. It  be fun to ride with you.

5. We have to wait  line.

6. Throw  dart at the target.
1. I like to ride the merry-go-round.

2. That is slow.
3. Does want to ride with me?

4. It be fun to ride with you.
5. We have to wait

6. Throw a dart at the target.
1. What word starts like this? 

2. What word rhymes with should? 

3. What word rhymes with Sun? 

4. What word rhymes with bee? 

5. What word starts like insect? 

6. What word ends like tent?
1. What word starts like this? 

2. What word rhymes with should? 

3. What word rhymes with Sun? 

4. What word rhymes with bee? 

5. What word starts like insect? 

6. What word ends like tent?
1. What word starts like this?

2. What word rhymes with should?
3. What word rhymes with Sun?

4. What word rhymes with bee?
5. What word starts like insect?

6. What word ends like tent?
can
ride
look
some
like
play
1. Roller coasters  ____________ go fast.

2. ____________ at the tall hill.

3. The Ferris wheel is my favorite  ____________.

4. ____________ people are scared of roller coasters.

5. I like to  ____________ the ring toss game.

6. Do you  ____________ amusement parks?
1. Roller coasters go fast.

2. at the tall hill.

3. The Ferris wheel is my favorite .

4. people are scared of roller coasters.

5. I like to the ring toss game.

6. Do you amusement parks?
1. Roller coasters  
   fast.

2. at the tall hill.

   go
3. The Ferris wheel is my favorite.

4. People are scared of roller coasters.
5. I like to

toss the ring.

6. Do you

amusement parks?
1. What word starts like coin?

2. What word rhymes with side?

3. What word starts like plum?

4. What word rhymes with gum?

5. What word rhymes with bike?

6. What word ends like work?
1. What word starts like coin?

2. What word rhymes with side?

3. What word starts like plum?

4. What word rhymes with gum?

5. What word rhymes with bike?

6. What word ends like work?
1. What word starts like coin?

2. What word rhymes with side?
3. What word starts like plum?

4. What word rhymes with gum?
5. What word rhymes with bike?

6. What word ends like work?
Baked Corn Dog Muffins

**NEED**

- ½ C flour
- ½ C cornmeal
- ¼ C sugar
- 1 t baking powder
- ½ t salt
- 2 T egg, whisked
- ½ C whole milk
- 2 T vegetable oil
- 6 hot dogs, each cut into 4 pieces
- cooking spray
- 2 (12-cup) mini muffin pans
- large bowl
- spoon

* Always consider student food allergies when preparing recipes.

1. Preheat oven to 425 degrees.

2. Spray cooking spray into muffin pans. Set aside.
3. Put flour, cornmeal, sugar, baking powder and salt into bowl. Stir.

4. Put egg, milk and vegetable oil into bowl. Stir.

5. Put mixture into muffin pans. Fill each cup ⅔ full.
6. Put one hot dog piece into center of each muffin cup.

7. Bake for 8 minutes.

8. Remove from oven. Let cool.

9. Eat.
Baked Corn Dog Muffins

1.

2.

3.

4. Put egg, milk and vegetable oil into bowl. Stir.

5.
Baked Corn Dog Muffins

6. Bake for 8 minutes.

7. 

8. 

9. 
Recipe review

Recipe: ________________________________

Reviewed by: _________________________

What was in it?

What did it taste?

How was it to make?

Was it healthy?
flour

cornmeal

sugar

baking powder

salt

egg
milk
vegetable oil
hot dogs
cooking spray
mini muffin pans
large bowl
spoon

Baked Corn Dog Muffins

flour
cornmeal
sugar
baking powder
salt
egg
milk
vegetable oil
hot dogs
Preheat oven to 425 degrees.

Spray cooking spray into muffin pans. Set aside.

Put flour, cornmeal, sugar, baking powder and salt into bowl. Stir.

Put mixture into muffin pans. Fill each cup ⅔ full.

Put one hot dog piece into center of each muffin cup.

Remove from oven. Let cool.

Eat.
Ring Toss Game

NEED

paper towel tube  6 paper plates  paint  paintbrush  craft decorations (glitter, stickers, etc.)

ruler  pencil  scissors  tape  chalk
Ring Toss Base:

1. Paint and decorate tube and top of one plate. Let dry.

2. Measure and mark 5 (½-in) slits on bottom of tube.

3. Cut each slit.
4. Fold tabs out. Tape tabs onto base plate.

Tossing Rings:

1. Paint and decorate tops and bottoms of remaining paper plates. Let dry.

2. Cut out center of plates.
3. Using chalk, make a line to stand behind a few feet away from base.

4. Take turns tossing the rings over the tube.
<table>
<thead>
<tr>
<th>paper towel tube</th>
<th>paper plates</th>
</tr>
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<tbody>
<tr>
<td>paint</td>
<td>paintbrush</td>
</tr>
<tr>
<td>craft decorations</td>
<td>ruler</td>
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