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>Accommodations for Non-Digital Learning at Home</th>
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<tbody>
<tr>
<td><strong>Classroom Environment</strong></td>
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<tr>
<td>Break tasks into manageable chunks.</td>
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<td>Provide 2-3 step directions.</td>
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<td><strong>Check for understanding before proceeding with multi-step directions.</strong></td>
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<tr>
<td><strong>Provide visual supports when introducing new concepts or skills.</strong></td>
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<td><strong>Allow Breaks</strong></td>
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<td><strong>Provide frequent reinforcement.</strong></td>
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</table>
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. Promoting:

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:**

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>
<tbody>
<tr>
<td>Time TBD</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></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>
</tr>
<tr>
<td></td>
<td>2. Complete an extension activity.</td>
<td>2. Have your child complete a counting activity.</td>
<td>2. Complete a sorting activity in</td>
<td>2. Have your child complete an extension activity.</td>
<td>2. Complete a craft.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
<td></td>
<td>3.</td>
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</tr>
</tbody>
</table>

Non-Digital Remote Learning Family Learning Weekly Sample Schedule

<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>Literacy</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>Enrichment</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Skill Practice</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Total District Recommended Instructional Minutes</td>
<td>60 MPD</td>
<td>90 MPD</td>
<td>120 MPD</td>
<td>180 MPD</td>
<td>270 MPD</td>
</tr>
<tr>
<td>Enrichment Activity</td>
<td>Time TBD</td>
<td>Based on Grade of Your Child</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>---------------------</td>
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<tr>
<td>Have your child engage in a movement or sensory activity: walk, run, blow bubbles, take deep breaths, etc.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Literacy
**Time TBD**
Based on Grade of Your Child

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

### Enrichment Activity
**Time TBD**
Based on Grade of Your Child

Exercise: Repeat 3x *Modify as needed for your child’s physical access.*
- 10 jumping jacks
- 10 arm circles
- 10 trunk twists
- 10 squats
- 10 sit ups

Exercise: Use a hallway or sidewalk to do the following: *Modify as needed for your child’s physical access.*
- run forward
- run backward
- skip
- gallup
- fly like an airplane

Exercise: Repeat 3x *Modify as needed for your child’s physical access.*
- 10 jumping jacks
- 10 arm circles
- 10 trunk twists
- 10 squats
- 10 sit ups

Exercise: Use a hallway or sidewalk to do the following: *Modify as needed for your child’s physical access.*
- run forward
- run backward
- skip
- gallup
- fly like an airplane

Dance Party with your Family!
<table>
<thead>
<tr>
<th>Project</th>
<th>Select 1 Activity from the Home Activity Guide under: Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time TBD</td>
<td>Select 1 Activity from the Home Activity Guide under: Math</td>
</tr>
<tr>
<td>Based on Grade of Your Child</td>
<td>Select 1 Activity from the Home Activity Guide under: Independent Functioning</td>
</tr>
<tr>
<td></td>
<td>Select 1 Activity from the Home Activity Guide under: Social Studies</td>
</tr>
<tr>
<td></td>
<td>Select 1 Activity from the Home Activity Guide under: Science</td>
</tr>
</tbody>
</table>
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-SRrc0k9Pn5cGOhyi3_TLa4RxNEBx/view?usp=sharing

3. **Prompting:**
   https://docs.google.com/document/d/1ia5b-VFluy4TLtjyecJMcWxoEIVizzDTTc39vLeaBvQ/edit?usp=sharing

4. **Communication Boards:**
   https://drive.google.com/file/d/1SgRdFVqGTI6Q6kf_UvXnXIT-K4sUtBq1/view?usp=sharing

5. **Home Activity Guide:**
   https://drive.google.com/file/d/1XGEn7NNZ-IsLeJyiz0TzN4AZnPzNqilw/view?usp=sharing

6. **Weekly Schedule:**
   https://drive.google.com/file/d/17SFtBcF8LIOWDZ-gcMDxEWAqu3HFak/-/view?usp=sharing

7. **Unique Learning System: Literacy Activities:**
   https://drive.google.com/file/d/17SFtBcF8LIOWDZ-gcMDxEWAqu3HFeul/-/view?usp=sharing
Visuals to Support Non-Digital Cluster Remote Learning

- Independent Functioning
- Project
- Family
- Crayons
- Social Studies
- Enrichment
- Friends
- Glue
- Science
- Cooking
- Music
- Scissors
- Math
- Experiment
- Break
- Paper
- Reading
- Craft
- Work
- Pencil
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</td>
<td>PK K-2 3-5 6-8 9-12 ALL</td>
</tr>
<tr>
<td>Label Items</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Identify Items</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>ABC train</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use scribbles or letter-like forms to represent written language. Provide writing utensil and paper. Say “show me how you write your name.”</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Tracing/Writing Letters</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Writing Name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice writing their name using paper and pencil or other manipulatives (e.g., as magnets, cutout letters in sand). Add other personal information in address when mastering their first and last name.</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Journal</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Reading Aloud</td>
<td></td>
<td></td>
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<tr>
<td>Read a story aloud to the student. Story levels can start at picture books and progress to chapter books.</td>
<td>y</td>
<td>y</td>
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<tr>
<td>Independent Reading</td>
<td></td>
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<tr>
<td>After reading or listening to a story or passage, use the SWBS system. For example, Little Red Riding Hood—(S) Someday Big Wolf (W) They went hungry (B) They hid in the brick house (S) So he went hungry (S). 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 the story’s place?”.</td>
<td>y</td>
<td>y</td>
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<tr>
<td>Reading Comprehension</td>
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<td>After reading or listening to a story or passage, use the SWBS system. For example, Little Red Riding Hood—(S) Someday Big Wolf (W) They went hungry (B) They hid in the brick house (S) So he went hungry (S). 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 the story’s place?”.</td>
<td>y</td>
<td>y</td>
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<tr>
<td>Math</td>
<td></td>
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<tr>
<td>Constructing sets</td>
<td>y</td>
<td>PreK K-2 3-5 6-8 9-12 ALL</td>
</tr>
<tr>
<td>Compare quantities</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Combine sets</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Clock Face</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Color Hunt</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Coin Sort</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>Coin counting</td>
<td>y</td>
<td>y</td>
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<tr>
<td>Home Activities to Support Remote Learning</td>
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<tr>
<td>Independent Functioning</td>
<td>Social Studies</td>
<td>Science</td>
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<tr>
<td>-------------------------</td>
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</tr>
<tr>
<td>Wash hands</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Making the bed</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Brushing Teeth</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Wiping a table</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Washing dishes</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Sorting Dishes</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Sorting Utensils</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Mealtime Jobs</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Empty Trash</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Wiping a table</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
<tr>
<td>Sorting food groups</td>
<td>Sorting food groups</td>
<td>Food Prep</td>
</tr>
</tbody>
</table>

**Independent Functioning**

- **Wash hands**
  - Teach steps in the process. Practice counting to twenty, sing "Happy Birthday." Song while practicing several times.
- **Making the bed**
  - Break each step into small manageable steps. Begin with the step that the child is able to do before moving on to the next step.
- **Brushing Teeth**
  - Break each step into small manageable steps. Practice brushing with the child.
- **Wiping a table**
  - After eating breakfast, lunch, and dinner, practice wiping the table. Teach the process in small steps.
- **Washing dishes**
  - After eating breakfast, lunch, and dinner, practice washing dishes. Teach the process in small manageable steps.
- **Sorting Dishes**
  - Sort the dishes into three piles: dishes, utensils, and dry cleaning.
- **Sorting Utensils**
  - After the dishes and utensils are washed and dried, have the child sort them into their proper place.
- **Mealtime Jobs**
  - Empty small trash bins into a larger bin within the house.

**Social Studies**

- **Sorting food groups**
  - Sort food into bins according to which food group they belong.
- **Sorting clothing items**
  - 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 your body?
- **Sorting food/non-food items**
  - Sort food and clothing items by group.
- **Placing word cards with objects**
  - Place word cards with the corresponding object found at home.
- **Sorting playing cards**
  - Sort the cards into piles of red and black.
- **My Important People**
  - Create a family and friend tree to help your child recognize the most important people in her life.

**Science**

- **Sorting food groups**
  - Sort food into bins according to which food group they belong.
- **Sorting clothing items**
  - 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 your body?
- **Sorting food/non-food items**
  - Sort food and clothing items by group.
- **Placing word cards with objects**
  - Place word cards with the corresponding object found at home.
- **Sorting playing cards**
  - Sort the cards into piles of red and black.
- **My Important People**
  - Create a family and friend tree to help your child recognize the most important people in her life.
- **Recycling Activity**
  - Sort the cards into piles of red and black.
- **Weather**
  - Create a family and friend tree to help your child recognize the most important people in her life.
- **Bathtub Water Science**
  - Explore water at bath time with plastic containers of different shapes and sizes.
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

<table>
<thead>
<tr>
<th>try</th>
<th>slow</th>
<th>fun</th>
<th>Zach</th>
<th>amusement park</th>
</tr>
</thead>
<tbody>
<tr>
<td>move</td>
<td>fast</td>
<td>scary</td>
<td>merry-go-round</td>
<td>roller coaster</td>
</tr>
<tr>
<td>look</td>
<td>back and forth</td>
<td>big</td>
<td>pirate ship ride</td>
<td>waterslide</td>
</tr>
<tr>
<td>choose</td>
<td>down</td>
<td>slippery</td>
<td>balloon dart game</td>
<td>air</td>
</tr>
</tbody>
</table>

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
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?

![Diagram showing a question mark, a face, and another question mark.]

- Library
- School
- Amusement Park
2. How does the merry-go-round move?
3. How does the roller coaster move?

- Fast
- Slow
- Circle
4. How does the water on the waterslide move?

- up
- down
- zigzag
5. What does the balloon dart game look like?

- Fun
- Pretty
- Scary
Main Idea and Key Details

Who is the main character in this story?

a. Brent  
b. Mom  
c. Zach

What is this story about?

○ a. Zach flies on an airplane.

○ b. Zach goes to an amusement park.

○ c. Zach stays home.

<table>
<thead>
<tr>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
</tr>
<tr>
<td>Next</td>
</tr>
<tr>
<td>Last</td>
</tr>
</tbody>
</table>

Important Idea or Lesson

What is an important idea or lesson you learned from the story?

○ a. Zach needs to go on every ride at the amusement park.

○ b. Zach cannot go to the amusement park.

○ c. Zach can choose what to try at the amusement park.
Main Idea and Key Details

Who is the main character in this story?

- a. Brent
- b. Mom
- c. Zach

What is this story about?

- a. Zach flies on an airplane.
- b. Zach goes to an amusement park.
- c. Zach stays home.

Events

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Important Idea or Lesson

What is an important idea or lesson you learned from the story?

- a. Zach needs to go on every ride at the amusement park.
- b. Zach cannot go to the amusement park.
- c. Zach can choose what to try at the amusement park.
**Main Idea and Key Details**

Who is the main character in this story?

- a. Brent
- b. Mom
- c. Zach

What is this story about?

- a. Zach flies on an airplane.
- b. Zach goes to an amusement park.
- c. Zach stays home.

---

**Events**

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**Important Idea or Lesson**

What is an important idea or lesson you learned from the story?

- a. Zach needs to go on every ride at the amusement park.
- b. Zach cannot go to the amusement park.
- c. Zach can choose what to try at the amusement park.
Literature Chart - Template C Fill-in Cards

Zach sees the pirate ship move back and forth.

Zach sees the merry-go-round move slowly.

Zach sees the roller coaster move fast.

Literature Chart - Template B Fill-in Cards

Zach sees the pirate ship move back and forth.

Zach sees the merry-go-round move slowly.

Zach sees the roller coaster move fast.

Literature Chart - Template A Fill-in Cards

Zach sees the pirate ship move back and forth.

Zach sees the merry-go-round move slowly.

Zach sees the roller coaster move fast.
Chapter 1: Choosing Activities
The Kinder family is at an amusement park. They see roller coasters and rides. They see games, shops and places to eat.
The amusement park is very big. The family will spend all day at the park. But, they cannot do everything. The Kinders must choose what to do.
Mr. Kinder has a map of the amusement park. The family looks at the map. Each person chooses one thing to do. The family will do those things first.
Gwen chooses the water rides.

Gwen will slide down the waterslide. Gwen can also float around in a tube. Gwen loves to play in the water.
Ben chooses the roller coasters.

Roller coasters move very fast.

They make turns and loops. Ben wants to ride down the big hills.
Jen chooses to ride the Ferris wheel. The Ferris wheel moves slow. People go up very high. Jen wants to ride to the top of the Ferris wheel.
Mr. Kinder chooses to play games. People throw balls or rings to win some games. People get prizes if they win. Mr. Kinder wants the family to win prizes.
Mrs. Kinder chooses to shop at the gift shop. Gift shops sell items like T-shirts and mugs. Mrs. Kinder wants everyone to buy something. Later on, they can think about their trip.
The family will go to the water rides first. Next, they will ride roller coasters. Then, they will ride the Ferris wheel. Finally, they will play games and shop.
Choosing Activities

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. The Kinder family is at an ________.

2. The Kinders must ________ what to do.

3. Gwen will slide down the ________.

4. Roller coasters move very ________.

5. Jen wants to ride to the ________ of the Ferris wheel.
Chapter 1: Choosing Activities

Name: ______________________

1. The Kinder family is at an __________.

2. The Kinders must __________ what to do.

3. Gwen will slide down the __________.

4. Roller coasters move very __________.

5. Jen wants to ride to the __________ of the Ferris wheel.
1. The Kinder family is at an .
2. The Kinders must _______ what to do.

3. Gwen will slide down the _______.
4. Roller coasters move very _____________.

5. Jen wants to ride to the ____________ of the Ferris wheel.
1. What is this chapter about?
   a. restaurant  
   b. library  
   c. amusement park

2. What will Gwen slide down?
   a. wall  
   b. waterslide  
   c. tube

3. How do roller coasters move?
   a. fast  
   b. slow  
   c. steady

4. Where does Jen want to ride to on the Ferris wheel?
   a. side  
   b. top  
   c. bottom

5. What is important to know about this chapter?
   ○ a. The Kinders are having a picnic.
   ○ b. The Kinders go to a movie.
   ○ c. The Kinders must choose what to do.
1. What is this chapter about?
   a. restaurant  
   b. library  
   c. amusement park

2. What will Gwen slide down?
   a. wall  
   b. waterslide  
   c. tube

3. How do roller coasters move?
   a. fast  
   b. slow  
   c. steady

4. Where does Jen want to ride to on the Ferris wheel?
   a. side  
   b. top  
   c. bottom

5. What is important to know about this chapter?
   O a. The Kinders are having a picnic.
   O b. The Kinders go to a movie.
   O c. The Kinders must choose what to do.
Chapter 1: Choosing Activities

1. What is this chapter about?

- Restaurant
- Library
- Amusement park
2. What will Gwen slide down?

- Wall
- Waterslide
- Tube
3. How do roller coasters move?

- Steady
- Slow
- Fast
4. Where does Jen want to ride to on the Ferris wheel?

- Side
- Top
- Bottom
5. What is important to know about this chapter?

- The Kinders are having a picnic.
- The Kinders go to a movie.
- The Kinders must choose what to do.
Use your chapter book to help you fill in the blank.

1. There are a lot of ________ things to do at the amusement park.

2. The Kinder family looks at the ________ of the park.

3. Gwen loves to play in the ________.

4. You ________ float around in the water.

5. Ben can't wait to ride ________ the big hills.
These questions may have more than one correct answer:

6. What does a roller coaster make a lot of?
   - a. songs
   - b. turns
   - c. loops

7. What does Jen want to ride to see the whole amusement park?
   - a. Ferris wheel
   - b. chair swing ride
   - c. merry-go-round

8. What do you throw to win some games?
   - a. birds
   - b. balls
   - c. rings

9. How can each family member win a prize at the park?
   - a. Lose a game at the amusement park.
   - b. Win a game at the amusement park.
   - c. Buy a prize at the gift shop.

10. How can the Kinder family remember their trip to the amusement park?
    - a. They can each buy a souvenir from the gift shop.
    - b. They can buy a snack from the concession stand.
    - c. They can buy a bottle of water to drink.
Chapter 2:
Fast, Slow, Up and Down in the Water
The Kinder family walks to the water rides. They change into their swimsuits and put on sunscreen. They see waterslides. They see people floating on tubes in the water. There are kids playing at a splash pad.

“I’m ready to ride the waterslide,” says Gwen.

What does the Kinder family see when they get to the water rides?
Gwen, Ben and Mr. Kinder climb the stairs to get to the top of the waterslide. “These are a lot of stairs. The waterslide is very tall,” says Gwen. “We have to go up the stairs first. Then, we can slide down,” says Mr. Kinder.

In what direction are Gwen, Ben and Mr. Kinder moving when they climb the stairs?
Gwen, Ben and Mr. Kinder reach the top of the stairs. They take turns sliding down the waterslide. At the bottom of the waterslide, they splash into a pool of water. “That was fun! We moved fast down the waterslide,” says Gwen. “I was a little scared,” says Ben. “I slid down too fast.”

Describe the motion of Gwen, Ben and Mr. Kinder on the waterslide.
“How about we try a ride that doesn’t move so fast?” asks Mr. Kinder. “Let’s float on the Relaxing River.” They go to the entrance of the ride. Each person gets a tube. They sit on top of the tubes and float in the water.

*What ride will Gwen, Ben and Mr. Kinder get on next?*
"The water will push our tubes in a big circle around the water rides. The water moves slowly. Speed is how fast or slow something moves. The speed of this ride is slower than the waterslide," says Mr. Kinder.

What is the speed of the tubes in the water? In what direction are the tubes moving?
“We moved fast down the waterslide.

But, we are moving slowly on our tubes,” says Gwen.

“You’re right,” says Mr. Kinder. “People and objects can move at different speeds like fast and slow. They can also move in different directions like up, down and around.”

*What words can describe speed? What words can describe direction?*
Gwen, Ben and Mr. Kinder find Mrs. Kinder and Jen. Jen is playing at the splash pad. “Look at the water,” says Gwen. “It pushes up out of the ground and then falls back down.” “The water is moving fast as it sprays up into the air,” says Ben.

*What is the speed of the water at the splash pad? In what direction(s) is it moving?*
“Water rides move people all around. People climb up waterslides and move down them fast. People float on tubes in the water. The tubes carry them around in a circle,” says Mr. Kinder. “Now, let’s look at our map to see where we will go. Our next stop is the roller coasters.”

Name one thing at the water rides that moves. How does it move?
Fast, Slow, Up and Down in the Water

- walk
- float
- down
- family
- water ride
- waterslide
- people

- ride
- slide
- fast
- tube
- water
- splash pad
- Gwen

- move
- splash
- fun
- Ben
- Mr. Kinder
- pool
- speed

- fall
- slow
- circle
- direction
- Jen

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. The family walks to the __________.

2. Gwen, Ben and Mr. Kinder move fast __________ the slide.

3. Gwen thinks the waterslide is __________.

4. The tubes move around in a big __________.

5. Water rides __________ people all around.
1. The family walks to the [ ]

2. Gwen, Ben and Mr. Kinder move fast [ ] the slide.

3. Gwen thinks the waterslide is [ ]

4. The tubes move around in a big [ ]

5. Water rides [ ] people all around.
1. The family walks to the \[\square\].
2. Gwen, Ben and Mr. Kinder move fast the slide

3. Gwen thinks the waterslide is
4. The tubes move around in a big

5. Water rides people all around.
1. What is this chapter about?
   a. water rides       b. roller coasters       c. Ferris wheels

2. What direction do Gwen, Ben and Mr. Kinder move on the waterslide?
   a. over             b. down               c. under

3. What does Gwen think the waterslide is?
   a. fun              b. silly             c. boring

4. What do the tubes move around?
   a. triangle         b. square             c. circle

5. What is important to know about this chapter?
   ○ a. Water rides move people all around.
   ○ b. Water rides do not move people.
   ○ c. People do not ride water rides.
1. What is this chapter about?
   a. water rides  
   b. roller coasters  
   c. Ferris wheels

2. What direction do Gwen, Ben and Mr. Kinder move on the waterslide?
   a. over  
   b. down  
   c. under

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   a. fun  
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1. What is this chapter about?

- "water rides"
- "roller coasters"
- "Ferris wheels"
2. What direction do Gwen, Ben and Mr. Kinder move on the waterslide?

- over
- down
- under
3. What does Gwen think the waterslide is?

fun

silly

boring
4. What do the tubes move around?

- circle
- square
- triangle
5. What is important to know about this chapter?

Water rides move people all around.

Water rides do not move people.

People do not ride water rides.
Use your chapter book to help you fill in the blank.

1. Gwen, Ben and Mr. Kinder _________ the stairs.

2. The waterslide is very _________.

3. They have to go _________ the stairs first.

4. They moved _________ down the slide.

5. Ben was a little _________.
These questions may have more than one correct answer:

6. How does water move the tubes?
   - a. pushes them
   - b. sinks them
   - c. sits on them

7. What is how fast or slow something moves?
   - a. direction
   - b. flavor
   - c. speed

8. What can move at different speeds?
   - a. nothing
   - b. people
   - c. objects

9. Why does the water spray up into the air at the splash pad?
   - a. The water is moving slowly.
   - b. The water is moving fast.
   - c. The water falls back down to the ground.

10. What is true about water rides?
    - a. People do not move on water rides.
    - b. People can slide fast down waterslides.
    - c. People can float slowly around in a tube.
Chapter 3: Gravity on a Roller Coaster
The Kinder family walks to the roller coasters. There are many different roller coasters to ride. The roller coasters have a lot of turns and loops. They have really big hills. “I can’t wait to ride a roller coaster,” says Ben.

Describe the roller coasters the Kinder family sees.
“How do roller coaster cars move?” asks Ben. “Roller coaster cars move on a track by a force. A force is a push or a pull. Different forces cause roller coaster cars to move on the track,” says Mr. Kinder.
“Some roller coasters start with the roller coaster cars being pulled up a hill. A motor is underneath the track. It is connected to a chain. The motor pulls the chain. The chain slowly pulls the roller coaster cars up the hill,” says Mr. Kinder.

Describe how some roller coaster cars move up a hill.
“What happens at the top of the hill?” asks Ben. “Gravity pulls the roller coaster cars down the hill. Gravity is a force that pulls people and objects toward the ground. Gravity pulls us back down to the ground when we jump up in the air,” says Mr. Kinder.

What is gravity? How does gravity help the roller coaster cars move?
“At the top of the hill, gravity starts to pull the roller coaster cars down. The roller coaster cars move faster as gravity pulls on them. They are moving very fast at the bottom of the hill. The roller coaster cars use this speed to move through other turns and loops on the track,” says Mr. Kinder.

Describe how the speed of the roller coaster cars change as they go down a hill.
“Some roller coaster cars use magnets to move. Magnets can pull or push other objects. Forces from magnets pull on metal objects. For example, a magnet pulls a paper clip toward it. Forces from a magnet can push away another magnet if it gets too close,” says Mr. Kinder.

What can forces from magnets do to other objects?
"A roller coaster track can have powerful magnets on it. Forces from the magnets on the track pull and push the roller coaster cars. They make the roller coaster cars move faster or slower. They help them turn and stop," says Mr. Kinder.
“Roller coaster cars move slowly up hills and fast down hills. They turn and go around loops. Gravity helps move roller coaster cars,” says Ben.

“You’re right! Now, let’s look at the map for the next stop after our ride,” says Mr. Kinder. “Next, we’re going to the Ferris wheel.”

*Do you think riding a roller coaster would be fun or scary? Why?*
Gravity on a Roller Coaster

Within each category, pictures are listed from left to right in the order in which they appear in the text.
Chapter 3: Gravity on a Roller Coaster

Name: ______________________

1. have turns and loops.

2. Gravity roller coaster cars down a hill.

3. Magnets help the roller coaster cars go and slow.

4. Magnets help the roller coaster cars and stop.

5. helps roller coaster cars move.
1. Have turns and loops.

2. Gravity roller coaster cars down a hill.

3. Magnets help the roller coaster cars go and slow.

4. Magnets help the roller coaster cars and stop.

5. Helps roller coaster cars move.
1. have turns and loops.
2. Gravity

roller coaster cars down a hill.

and slow

3. Magnets help the roller coaster cars go

up
4. Magnets help the roller coaster cars and stop.

5. Helps roller coaster cars move.
1. What is this chapter about?
   
   a. games   b. roller coasters   c. food

2. What does gravity do to roller coaster cars?
   
   a. pulls   b. pushes   c. throws

3. How do magnets help roller coaster cars go?
   
   a. over   b. still   c. fast

4. What do magnets help roller coaster cars do?
   
   a. dance   b. turn   c. jump

5. What is important to know about this chapter?
   
   ○ a. Gravity makes people hungry.
   ○ b. Gravity makes things float in the air.
   ○ c. Gravity helps roller coaster cars move.
1. What is this chapter about?
   a. games    b. roller coasters    c. food

2. What does gravity do to roller coaster cars?
   a. pulls    b. pushes    c. throws

3. How do magnets help roller coaster cars go?
   a. over    b. still    c. fast

4. What do magnets help roller coaster cars do?
   a. dance    b. turn    c. jump

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   ○ b. Gravity makes things float in the air.
   ○ c. Gravity helps roller coaster cars move.
1. What is this chapter about?

- Food
- Roller coasters
- Games
2. What does gravity do to roller coaster cars?

- Pulls
- Pushes
- Throws
3. How do magnets help roller coaster cars go?
4. What do magnets help roller coaster cars do?

- Dance
- Turn
- Jump
5. What is important to know about this chapter?

Gravity helps roller coaster cars move.

Gravity makes things float in the air.

Gravity makes people hungry.
Use your chapter book to help you fill in the blank.

1. Roller coaster cars move on a track by a _________.

2. A force is a _________ or a pull.

3. The chain _________ pulls the roller coaster cars up the hill.

4. At the top of the hill, gravity starts to pull the roller coaster cars _________.

5. The roller coaster cars are moving very fast at the _________ of the hill.
These questions may have more than one correct answer:

6. What do roller coaster cars use speed to move through?
   - a. turns
   - b. loops
   - c. rocks

7. What do magnets pull on?
   - a. clothing
   - b. metal objects
   - c. paper

8. What can pull and push roller coaster cars?
   - a. forces from magnets
   - b. clouds in the sky
   - c. nothing

9. How do roller coaster cars move as gravity pulls on them?
   - a. They move faster.
   - b. They move through turns and loops.
   - c. They move slowly across.

10. What changes the way roller coaster cars move?
    - a. Magnets can change the speed of roller coaster cars.
    - b. Gravity makes roller coaster cars move.
    - c. Rain helps roller coaster cars move.
### Mary Beth's Cotton Candy and Pretzels

Mary Beth is selling items at the concession stand. She sells 1 cotton candy. She sells 3 soft pretzels. How many items does Mary Beth sell altogether?

- **Number of cotton candies Mary Beth sells:** 1
- **Number of soft pretzels Mary Beth sells:** 3

**How many items does Mary Beth sell altogether?**

### Ryan and Randy's Ice Cream Cones

Ryan and Randy are selling ice cream cones at the concession stand. Ryan sells 3 ice cream cones. Randy sells 2 ice cream cones. How many ice cream cones do they sell altogether?

- **Number of ice cream cones Ryan sells:** 3
- **Number of ice cream cones Randy sells:** 2

**Number of ice cream cones they sell altogether?**
### Math Story 2
#### Adding to 10 Horizontal

**Danielle is counting items at the concession stand. She counts 4 corn dogs and 3 slices of pizza. How many items does Danielle count altogether?**

Number of corn dogs Danielle counts:

![Corn dogs](image)

Number of slices of pizza Danielle counts:

![Pizza slices](image)

\[
4 + 3 = \_
\]

Number of items altogether?

**Randy is handing out items at the concession stand. He hands out 5 drinks. He hands out 4 cotton candies. How many items does Randy hand out altogether?**

Number of drinks Randy hands out:

![Drinks](image)

Number of cotton candies Randy hands out:

![Cotton candies](image)

\[
5 + 4 = \_
\]

Number of items altogether?
Math Story 3
Adding to 20 Vertical

Ryan is selling items at the concession stand. He sells 10 ice cream cones and 7 soft pretzels. How many items does Ryan sell altogether?

- Number of ice cream cones Ryan sells: 10
- Number of soft pretzels Ryan sells: 7

Mary Beth is counting items at the concession stand. She counts 12 drinks and 6 corn dogs. How many items does Mary Beth count altogether?

- Number of drinks Mary Beth counts: 12
- Number of corn dogs Mary Beth counts: 6

How many items does Mary Beth count altogether?
Brent and Danielle are selling items at the concession stand. Brent sells 13 slices of pizza. Danielle sells 6 slices of pizza. How many slices of pizza do they sell altogether?

\[
\begin{array}{ccc}
13 & + & 6 \\
\text{Number of slices of pizza Brent sells} & \text{Number of slices of pizza Danielle sells} & \text{Number of slices of pizza they sell altogether?}
\end{array}
\]

Mary Beth and Randy are filling drinks at the concession stand. Mary Beth fills 11 drinks. Randy fills 6 drinks. How many drinks do they fill altogether?

\[
\begin{array}{ccc}
11 & + & 6 \\
\text{Number of drinks Mary Beth fills} & \text{Number of drinks Randy fills} & \text{Number of drinks they fill altogether?}
\end{array}
\]
Mary Beth is handing out items at the concession stand. She hands out 20 corn dogs, 12 soft pretzels and 5 ice cream cones. How many items does Mary Beth hand out altogether?

Number of corn dogs Mary Beth hands out: 20

Number of soft pretzels Mary Beth hands out: 12

Number of ice cream cones Mary Beth hands out: 5

How many items does Mary Beth hand out altogether?

Danielle is selling items at the concession stand. She sells 22 drinks, 13 slices of pizza and 12 cotton candies. How many items does Danielle sell altogether?

Number of drinks Danielle sells: 22

Number of slices of pizza Danielle sells: 13

Number of cotton candies Danielle sells: 12

How many items does Danielle sell altogether?
Randy is counting items at the concession stand. He counts 15 soft pretzels, 11 ice cream cones and 20 corn dogs. How many items does Randy count altogether?

\[
\begin{align*}
15 &\quad + \quad 11 &\quad + \quad 20 &\quad = \quad \boxed{} \\
\text{Number of soft pretzels Randy counts} &\quad \text{Number of ice cream cones Randy counts} &\quad \text{Number of corn dogs Randy counts} &\quad \text{Number of items Randy counts altogether?}
\end{align*}
\]

Ryan is handing out items at the concession stand. He hands out 12 cotton candies, 24 drinks and 10 slices of pizza. How many items does Ryan hand out altogether?

\[
\begin{align*}
12 &\quad + \quad 24 &\quad + \quad 10 &\quad = \quad \boxed{} \\
\text{Number of cotton candies Ryan hands out} &\quad \text{Number of drinks Ryan hands out} &\quad \text{Number of slices of pizza Ryan hands out} &\quad \text{Number of items Ryan hands out altogether?}
\end{align*}
\]
Randy is selling items at the concession stand. He sells 36 corn dogs and 43 soft pretzels. How many items does Randy sell altogether?

Number of corn dogs Randy sells: 36

Number of soft pretzels Randy sells: 43

How many items does Randy sell altogether?

Mrs. B's class is handing out items at the concession stand. They hand out 41 drinks and 47 ice cream cones. How many items do they hand out altogether?

Number of drinks they hand out: 41

Number of ice cream cones they hand out: 47

How many items do they hand out altogether?
Randy is selling items at the concession stand. He sells 52 slices of pizza and 44 soft pretzels. How many items does Randy sell altogether?

52 slices of pizza + 44 soft pretzels = Number of items Randy sells altogether?

Mrs. B's class is handing out items at the concession stand. They hand out 65 cotton candies and 31 drinks. How many items does the class hand out altogether?

65 cotton candies + 31 drinks = Number of items Mrs. B's class hands out altogether?
Mary Beth is handing out cotton candy at the concession stand. She has 5 cotton candies to hand out. She hands out 3 cotton candies. How many cotton candies does Mary Beth have left to hand out?

Number of cotton candies Mary Beth has: 

\[5\] - \[3\]

How many cotton candies does Mary Beth have left to hand out?

Ryan and Randy are filling drinks at the concession stand. Ryan fills 6 drinks. Randy fills 5 drinks. How many more drinks does Ryan fill than Randy?

Number of drinks Ryan fills: \[6\] - \[5\]

Number of drinks Randy fills:

How many more drinks does Ryan fill than Randy?
Ryan is selling ice cream cones at the concession stand. He has 8 ice cream cones. He sells 3 ice cream cones. How many ice cream cones does Ryan have left?

Number of ice cream cones Ryan has:

Number of ice cream cones Ryan sells:

Number of ice cream cones Ryan has left?

Danielle and Mary Beth are counting soft pretzels at the concession stand. Danielle counts 9 soft pretzels. Mary Beth counts 6 soft pretzels. How many more soft pretzels does Danielle count than Mary Beth?

Number of soft pretzels Danielle counts:

Number of soft pretzels Mary Beth counts:

How many more soft pretzels does Danielle count?
Brent is handing out corn dogs at the concession stand. He has 14 corn dogs. He hands out 10 of the corn dogs. How many corn dogs are left to hand out?

Number of corn dogs Brent has: 14
Number of corn dogs Brent hands out: 10

How many corn dogs are left to hand out?

Ryan and Danielle are selling slices of pizza. Ryan sells 18 slices of pizza. Danielle sells 13 slices of pizza. How many more slices of pizza does Ryan sell than Danielle?

Number of slices of pizza Ryan sells: 18
Number of slices of pizza Danielle sells: 13

How many more slices of pizza does Ryan sell than Danielle?
Mary Beth is handing out cotton candy at the concession stand. She has 17 cotton candies. She hands out 16 cotton candies. How many cotton candies does Mary Beth have left to hand out?

\[
\begin{array}{ccc}
17 & - & 16 \\
\text{Number of cotton candies Mary Beth has} & & \text{Number of cotton candies Mary Beth hands out} \\
& & \text{Number of cotton candies Mary Beth has left to hand out?}
\end{array}
\]

Randy and Ryan are filling drinks at the concession stand. Randy fills 19 drinks. Ryan fills 15 drinks. How many more drinks does Randy fill than Ryan?

\[
\begin{array}{ccc}
19 & - & 15 \\
\text{Number of drinks Randy fills} & & \text{Number of drinks Ryan fills} \\
& & \text{How many more drinks does Randy fill?}
\end{array}
\]
Mary Beth is selling ice cream cones at the concession stand. She has 38 ice cream cones. She sells 26 ice cream cones. How many ice cream cones are left to sell?

<table>
<thead>
<tr>
<th>has 38 ice cream cones</th>
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<tbody>
<tr>
<td>sells 26 ice cream cones</td>
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Number of ice cream cones Mary Beth has: 38

Number of ice cream cones Mary Beth sells: 26

How many ice cream cones are left to sell?

Randy and Ryan are counting soft pretzels left at the concession stand. Randy counts 44 soft pretzels. Ryan counts 23 soft pretzels. How many more soft pretzels does Randy count than Ryan?

<table>
<thead>
<tr>
<th>44 soft pretzels</th>
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<tbody>
<tr>
<td>23 soft pretzels</td>
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</tbody>
</table>

Number of soft pretzels Randy counts: 44

Number of soft pretzels Ryan counts: 23

How many more soft pretzels does Randy count than Ryan?
Mary Beth is handing out corn dogs at the concession stand. She has 47 corn dogs. She hands out 34 corn dogs. How many corn dogs does Mary Beth have left to hand out?

47 corn dogs  -  34 corn dogs  =  

Number of corn dogs Mary Beth has  
Number of corn dogs Mary Beth hands out  
Number of corn dogs Mary Beth has left to hand out?

Ryan and Randy are counting slices of pizza at the concession stand. Ryan counts 49 slices of pizza. Randy counts 18 slices of pizza. How many more slices of pizza does Ryan count than Randy?

49 slices of pizza  -  18 slices of pizza  =  

Number of slices of pizza Ryan counts  
Number of slices of pizza Randy counts  
How many more slices of pizza does Ryan count?
Cut down the middle and attach two columns together to create a vertical guide for students.

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

Danielle has 42 photos.

She gave away 26 photos.

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 4.

Write the number 3 in the box.

**Step 4: Borrow 1.**

Write a 1 beside the 2.

The 2 is now a 12!

**Step 5: Subtract.**

Write the 6 down.

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

Write the 1 down.

You have your answer! The answer is 16!
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 $\frac{2}{3}$ 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.

5.
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.
<table>
<thead>
<tr>
<th>Step</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put flour, cornmeal, sugar, baking powder and salt into bowl. Stir.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Put egg, milk and vegetable oil into bowl. Stir.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Put mixture into muffin pans. Fill each cup ( \frac{2}{3} ) full.</td>
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<td>Put one hot dog piece into center of each muffin cup.</td>
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<tr>
<td>Bake for 8 minutes.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Remove from oven. Let cool.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
<tr>
<td>Eat.</td>
<td><img src="https://via.placeholder.com/150" alt="Image" /></td>
</tr>
</tbody>
</table>
Mrs. B's class is buying souvenirs at the amusement park gift shop.

<table>
<thead>
<tr>
<th>8¢</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>35¢</td>
<td></td>
</tr>
<tr>
<td>80¢</td>
<td></td>
</tr>
<tr>
<td>$1.00</td>
<td></td>
</tr>
</tbody>
</table>
Mrs. B's class is buying souvenirs at the amusement park gift shop.

<table>
<thead>
<tr>
<th>Price</th>
<th>Coins</th>
</tr>
</thead>
<tbody>
<tr>
<td>8¢</td>
<td><img src="penny.jpg" alt="Penny" /> x 8</td>
</tr>
<tr>
<td>35¢</td>
<td><img src="nickel.jpg" alt="Nickel" /> x 7</td>
</tr>
<tr>
<td>80¢</td>
<td><img src="dime.jpg" alt="Dime" /> x 8</td>
</tr>
<tr>
<td>$1.00</td>
<td><img src="quarter.jpg" alt="Quarter" /> x 4</td>
</tr>
</tbody>
</table>

How much will it cost? Match the coins. Count the coins.
Brent is buying items that are on sale at the amusement park gift shop.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunscreen</td>
<td>65¢</td>
</tr>
<tr>
<td>Ride Ticket</td>
<td>72¢</td>
</tr>
<tr>
<td>Teddy Bear</td>
<td>95¢</td>
</tr>
<tr>
<td>Mug</td>
<td>99¢</td>
</tr>
</tbody>
</table>

How much will it cost? Count the coins.
Brent is buying items that are on sale at the amusement park gift shop.

How much will it cost? Match the coins. Count the coins.

<table>
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<th>99¢</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="SUNSCREEN" /></td>
<td><img src="image" alt="BASKETBALL" /></td>
<td><img src="image" alt="BEAR" /></td>
<td><img src="image" alt="MUG" /></td>
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Unique Learning System®, Summer 2020

HS, Summer Unit, Physical Science/Transition. At the Amusement Park
Lesson 22, Money, Gift Shops Galore, Level 1 & 2
Mary Beth is buying items at the amusement park gift shop.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visor</td>
<td>$3.75</td>
</tr>
<tr>
<td>Blanket</td>
<td>$3.86</td>
</tr>
<tr>
<td>T-shirt</td>
<td>$4.04</td>
</tr>
<tr>
<td>Belt</td>
<td>$4.75</td>
</tr>
</tbody>
</table>
Mary Beth is buying items at the amusement park gift shop.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
<th>Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visor</td>
<td>$3.75</td>
<td>$1, $0.25, $0.10, $0.05</td>
</tr>
<tr>
<td>Blanket</td>
<td>$3.86</td>
<td>$1, $0.25, $0.10, $0.05</td>
</tr>
<tr>
<td>T-shirt</td>
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<tr>
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</table>
Mrs. B's class is buying items at the amusement park gift shop.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$7.10</td>
</tr>
<tr>
<td></td>
<td>$7.33</td>
</tr>
<tr>
<td></td>
<td>$8.21</td>
</tr>
<tr>
<td></td>
<td>$9.30</td>
</tr>
</tbody>
</table>
Mrs. B's class is buying items at the amusement park gift shop.

How much does it cost? Find the amount of money for each.

- $7.10
- $7.33
- $8.21
- $9.30
Brent wants to buy a souvenir at the amusement park gift shop. He buys a souvenir magnet for $2.14.

How much does the souvenir magnet cost? $ ____________

How many dollars should he use to pay? $ ____________

(Use the "one-up" method.)

Show the number of bills.

![One dollar bill]
Brent wants to buy a souvenir at the amusement park gift shop. He buys a souvenir magnet for $2.14.

How much does the souvenir magnet cost? $2.14

How many dollars should he use to pay? $3.00

(Use the "one-up" method.)

Show the number of bills.
Danielle wants to buy a souvenir at the amusement park gift shop. She buys a souvenir key chain for $4.15.

How much does the souvenir key chain cost? $ __________

How many dollars should she use to pay? $ __________

(Use the "one-up" method.)

Show the number of bills.

[Image of a one-dollar bill]
Danielle wants to buy a souvenir at the amusement park gift shop. She buys a souvenir key chain for $4.15.

How much does the souvenir key chain cost? $4.15

How many dollars should she use to pay? $5.00

(Use the "one-up" method.)

Show the number of bills.
Randy wants to buy his sister a souvenir at the amusement park gift shop. He buys a stuffed animal for $7.49.

How much does the stuffed animal cost? $ __________

How many dollars should he use to pay? $ __________

(Use the "one-up" method.)

Show the number of bills.
Randy wants to buy his sister a souvenir at the amusement park gift shop. He buys a stuffed animal for $7.49.

How much does the stuffed animal cost? $7.49

How many dollars should he use to pay? $8.00

(Use the "one-up" method.)

Show the number of bills.
Danielle needs to buy sunscreen at the amusement park gift shop to use during the day. She buys sunscreen for $5.12.

How much does the sunscreen cost? $ ___________

How many dollars should she use to pay? $ ___________

(Use the "one-up" method.)

Show the number of bills.

[Image of a dollar bill]
Danielle needs to buy sunscreen at the amusement park gift shop to use during the day. She buys sunscreen for $5.12.

How much does the sunscreen cost?  $5.12

How many dollars should she use to pay?  $6.00

(Use the "one-up" method.)

Show the number of bills.