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></th>
<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>
<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>
<td>● Minimize oral directions or instructions that you give your child.</td>
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<tr>
<td>Provide 2-3 step directions.</td>
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<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>
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</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>
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<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>
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<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>
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<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>
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<td></td>
<td><strong>Activities to do during a break include but are not limited to:</strong></td>
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<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>
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</tr>
<tr>
<td><strong>Provide frequent reinforcement.</strong></td>
<td><strong>Give your child choices of what they can work on, “Would you like to start with math or reading?”</strong></td>
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<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>
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<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>
<td></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>
<tbody>
<tr>
<td></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>
</tbody>
</table>

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Enrichment</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Skill Practice</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>50</td>
</tr>
</tbody>
</table>

Total District Recommended Instructional Minutes: 60 MPD - 90 MPD - 120 MPD - 180 MPD - 270 MPD
<table>
<thead>
<tr>
<th>Enrichment Activity Time TBD Based on Grade of Your Child</th>
<th>Practice writing name.</th>
<th>Practice writing home address.</th>
<th>your home using everyday items (towels, socks, books, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrichment Activity Time TBD Based on Grade of Your Child</td>
<td>Have your child engage in a movement or sensory activity: walk, run, blow bubbles, take deep breaths, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Time TBD Based on Grade of Your Child</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Literacy Time TBD Based on Grade of Your Child</td>
<td>If you have access to technology, listen to a story on: - Epic Books - StoryLineOnline - Youtube Read Alouds</td>
<td>If you have access to technology, listen to a story on: - Epic Books - StoryLineOnline - Youtube Read Alouds</td>
<td>If you have access to technology, listen to a story on: - Epic Books - StoryLineOnline - Youtube Read Alouds</td>
</tr>
<tr>
<td>Enrichment Activity Time TBD Based on Grade of Your Child</td>
<td>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</td>
<td>Exercise: Use a hallway or sidewalk to do the following: *Modify as needed for your child’s physical access. - run forward - run backward - skip - gallow - fly like an airplane</td>
<td>Exercise: Use a hallway or sidewalk to do the following: *Modify as needed for your child’s physical access. - 10 jumping jacks - 10 arm circles - 10 trunk twists - 10 squats - 10 sit ups</td>
</tr>
<tr>
<td>Enrichment Activity Time TBD Based on Grade of Your Child</td>
<td>Dance Party with your Family!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>Time TBD Based on Grade of Your Child</td>
<td>Select 1 Activity from the Home Activity Guide under: Language Arts</td>
<td>Select 1 Activity from the Home Activity Guide under: Math</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_lLTa4RxB_EX/view?usp=sharing

3. **Prompting:**
   https://docs.google.com/document/d/1ia5b-VFluy4TLlyeJMc9Wx0iEVIzzDTTcapE9vLeaBvQ/edit?usp=sharing

4. **Communication Boards:**
   https://drive.google.com/file/d/1SgRdFVqGTfI6kfuUvXnXIT-K4sUtx0Q1/view?usp=sharing

5. **Home Activity Guide:**
   https://drive.google.com/file/d/1XGe7NNZ-ISLeJyizoTzN4AZnNZnNqilw/view?usp=sharing

6. **Weekly Schedule:**
   https://drive.google.com/file/d/17SFtBCf8LIOWDZ-gcMDxEWaqu3HFeul-/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

- **Reading**
- **Math**
- **Science**
- **Social Studies**
- **Independent Functioning**
- **Craft**
- **Experiment**
- **Cooking**
- **Enrichment**
- **Project**
- **Work**
- **Break**
- **Music**
- **Friends**
- **Family**
- **Pencil**
- **Paper**
- **Scissors**
- **Glue**
- **Crayons**
listen

time to work

working

good

leisure break

bathroom break
<table>
<thead>
<tr>
<th>Activities</th>
<th>Quick Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Activities to Support Remote Learning</strong></td>
<td><strong>PK</strong></td>
</tr>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Sing/Say Alphabet</td>
<td>Use song lyrics to engage students in learning activities.</td>
</tr>
<tr>
<td>Label items</td>
<td>Identify and label objects and materials to reinforce learning concepts.</td>
</tr>
<tr>
<td>ABC train</td>
<td>Practice identifying letters and numbers in the environment.</td>
</tr>
<tr>
<td>Writing</td>
<td>Write short sentences or stories to enhance language development.</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Ask comprehension questions to assess understanding of text.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td></td>
</tr>
<tr>
<td>Constructing sets</td>
<td>Count objects up to 10, 100 or more.</td>
</tr>
<tr>
<td>Compare quantities</td>
<td>Compare quantities up to 100 and beyond.</td>
</tr>
<tr>
<td>Combine sets</td>
<td>Add numbers up to 100 and beyond.</td>
</tr>
<tr>
<td>Sorting Word Cards</td>
<td>Sort words into categories such as nouns, verbs, adjectives, etc.</td>
</tr>
<tr>
<td>Matching Word Cards</td>
<td>Match words with pictures to reinforce vocabulary.</td>
</tr>
<tr>
<td>Sorting/organizing</td>
<td>Separate objects into categories and arrange them in a logical order.</td>
</tr>
<tr>
<td>Coin counting</td>
<td>Use coins and manipulatives to practice counting and understanding value.</td>
</tr>
<tr>
<td>Coin Sort</td>
<td>Sort coins into categories such as pennies, nickels, etc.</td>
</tr>
<tr>
<td>Activity</td>
<td>Grades</td>
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<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Sorting Objects</td>
<td></td>
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<tr>
<td>Find common household items and have the child sort by different attributes (socks, cups, colors, toys)</td>
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<tr>
<td>Identify shapes</td>
<td></td>
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<tr>
<td>Sort/Match different shapes</td>
<td></td>
</tr>
<tr>
<td>Puzzles</td>
<td></td>
</tr>
<tr>
<td>Use single insert pieces up to 500 pieces jigsaw puzzles</td>
<td></td>
</tr>
<tr>
<td>Story Problems</td>
<td></td>
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<tr>
<td>Teach steps in the process. Practice counting to twenty, sing &quot;Happy Birthday&quot; Song... while practicing several times a day</td>
<td></td>
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<tr>
<td>Independent Functioning</td>
<td></td>
</tr>
<tr>
<td>Teach steps in the process. Practice counting to twenty, sing &quot;Happy Birthday&quot; Song... while practicing several times a day</td>
<td></td>
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<tr>
<td>Wash hands</td>
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<tr>
<td>Teach steps in the process. Practice counting to twenty, sing &quot;Happy Birthday&quot; Song... while practicing several times a day</td>
<td></td>
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<tr>
<td>Making the bed</td>
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<tr>
<td>Break each step into small manageable steps, begin with the step that the child is able to do stress and build in more steps as the child masters the first step</td>
<td></td>
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<tr>
<td>Brush Teeth</td>
<td></td>
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<tr>
<td>After eating breakfast, lunch and or dinner, practice washing dishes. Teach the process in small steps.</td>
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<tr>
<td>Wiping a table</td>
<td></td>
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<tr>
<td>After eating breakfast, lunch and or dinner, practice washing dishes. Teach the process in small steps.</td>
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<tr>
<td>Washing Dishes</td>
<td></td>
</tr>
<tr>
<td>After eating breakfast, lunch and or dinner, practice washing dishes. Teach the process in small steps.</td>
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</tr>
<tr>
<td>Sorting/Denising</td>
<td></td>
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<tr>
<td>After the dishes are washed and dried, have the student sort the pieces as the child masters each step</td>
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<tr>
<td>Mealtime Jobs</td>
<td></td>
</tr>
<tr>
<td>Set the table (start with just the napkin adding pieces as the child masters each step) and clearing the table</td>
<td></td>
</tr>
<tr>
<td>Food Prep</td>
<td></td>
</tr>
<tr>
<td>Take one item from each of the bowls, work from left to right. Place one item into a zipper bag. Seal the bag and place it in the hang bowl at the end. (Zipper bags contain for bagged items of your choice.</td>
<td></td>
</tr>
<tr>
<td>Packing activity</td>
<td></td>
</tr>
<tr>
<td>Stuffing envelopes</td>
<td></td>
</tr>
<tr>
<td>Place one item from each of the bowls, work from left to right. Place one item into a zipper bag. Seal the bag and place it in the hang bowl at the end. (Zipper bags contain for bagged items of your choice.</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Sorting food groups</td>
<td></td>
</tr>
<tr>
<td>Sort food bins according to which food group they belong.</td>
<td></td>
</tr>
<tr>
<td>Sorting clothing items</td>
<td></td>
</tr>
<tr>
<td>What do you wear on your head?</td>
<td></td>
</tr>
<tr>
<td>What do you wear on your legs?</td>
<td></td>
</tr>
<tr>
<td>What do you wear on the upper body?</td>
<td></td>
</tr>
<tr>
<td>Sorting food/nonfood items</td>
<td></td>
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<tr>
<td>Sort food and clothing items by group</td>
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<tr>
<td>Place word cards with its corresponding object found at home.</td>
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</tr>
<tr>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td></td>
</tr>
<tr>
<td>Place cards into groups of Fruits, Spoons, Spades, and Clubs. Sort cards into piles of red and black.</td>
<td></td>
</tr>
<tr>
<td>My Important People</td>
<td></td>
</tr>
<tr>
<td>Create a family and friend tree to help your child recognize the most important people in her life.</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td></td>
</tr>
<tr>
<td>Look at newspaper, phone, weather forecast... and talk about the weather connecting it to what is happening outside.</td>
<td></td>
</tr>
<tr>
<td>Bathtub Water Science</td>
<td></td>
</tr>
<tr>
<td>Explore water at bath time with plastic containers of different shapes and sizes</td>
<td></td>
</tr>
<tr>
<td>Recycling Activity</td>
<td></td>
</tr>
<tr>
<td>Skate through the newspaper, separate thesales pages from the printed newspaper and place them into the appropriate pile</td>
<td></td>
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<tr>
<td>Sink or Float</td>
<td></td>
</tr>
<tr>
<td>Children test objects in water to see if they will float or sink</td>
<td></td>
</tr>
</tbody>
</table>

* Y indicates the activity is suitable for the grade level indicated.
At the Amusement Park

Level D

by Jen Voight

Illustrated by Alex Wisehart
Zach is at the amusement park. He is ready to try new things. What will Zach try?
Zach is at the merry-go-round.
The merry-go-round moves slowly.
The merry-go-round looks fun.
Will Zach try it?
Would you try it?
Zach is at the roller coaster. The roller coaster moves fast. Will Zach try it? Would you try it?
Zach is at the pirate ship ride. The pirate ship moves back and forth. The pirate ship looks big. Will Zach try it? Would you try it?
Zach is at the waterslide.
The water on the waterslide moves down.
The waterslide looks slippery.
Will Zach try it?
Would you try it?
Zach is at the balloon dart game. The dart moves in the air. The balloon dart game looks fun. Will Zach try it? Would you try it?
Zach likes to go to the amusement park. There are many things for him to try. He can choose the things he wants to try. What would you try at the amusement park?
The End
# At the Amusement Park

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>try</td>
<td>slow</td>
<td>fun</td>
<td>Zach</td>
<td>amusement park</td>
</tr>
<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>
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Within each category, pictures are listed from left to right in the order in which they appear in the text.
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<td></td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Illustrator</td>
<td>Who drew the pictures?</td>
<td></td>
</tr>
<tr>
<td>Characters</td>
<td>Who are the people/animals in the story?</td>
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<tr>
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<td>Events</td>
<td>What happened in this story?</td>
<td></td>
</tr>
<tr>
<td>Narrator</td>
<td>Who is talking in this story?</td>
<td>Author</td>
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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?

![Question mark] = ![Zach] = ![Amusement Park]
2. How does the merry-go-round move?
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?

- fast
- slow
- down
- back and forth
- 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
- Back and forth
- In the air
For hands-on instruction, print, cut out and laminate.
### Main Idea:
What is the message in this story?

---

### Who or what is this story about?

---

### In the beginning...

---

### Then...

---

### At the end...

---
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

<table>
<thead>
<tr>
<th>go</th>
<th>choose</th>
<th>down</th>
<th>Addie</th>
<th>amusement park</th>
<th>choice</th>
<th>ride</th>
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<tbody>
<tr>
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<td>up</td>
<td>roller coaster</td>
<td>hopper</td>
<td>bumper car</td>
<td>game</td>
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<tr>
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<td>throw</td>
<td>fast</td>
<td>dunk tank game</td>
<td>balloon dart game</td>
<td>ring toss game</td>
<td>ball</td>
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<td>pay</td>
<td>fun</td>
<td>snack</td>
<td>corn dog</td>
<td>cotton candy</td>
<td>soft pretzel</td>
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Within each category, pictures are listed from left to right in the order in which they appear in the text.
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<tr>
<td>Illustrator</td>
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<tr>
<td>Characters</td>
<td>Who are the people/animals in the story?</td>
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<tr>
<td>Events</td>
<td>What happened in this story?</td>
<td></td>
</tr>
<tr>
<td>Narrator</td>
<td>Who is talking in this story?</td>
<td>Author</td>
</tr>
</tbody>
</table>
Addie's Choices at the Amusement Park

Name: ______________________

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?

- arts and crafts
- choices
- muffins
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
## Making Choices

### Rides

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</tr>
<tr>
<td>hopper</td>
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<td>bumper cars</td>
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### Games

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### Snacks

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<tr>
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<tr>
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Addie's Choices

ACROSS

2 🍟.url 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
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
**Main Idea:** What is the message in this story?

Who or what is this story about?

<table>
<thead>
<tr>
<th>In the beginning...</th>
</tr>
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<tbody>
<tr>
<td>Then...</td>
</tr>
<tr>
<td>At the end...</td>
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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
I
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. Which ride will you choose?

2. Look at the roller coaster.

3. I want to ride it.

4. Will you ride with me?

5. This is 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?
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<td>Which</td>
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</table>
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

ELEM, Summer Unit, Physical Science/Transition. At the Amusement Park
Lesson 7, High-Frequency Spelling List 2
1. want
2. one
3. would
4. she
5. the
6. in
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 want to ride the merry-go-round.

2. That is slow.
3. Does \text{ want to ride with me? }

4. It \text{ be fun to ride with you.}
5. We have to wait on the line.

6. Throw the 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?
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**Word Study**

Fill-In
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Spelling List 3

cab

job

crab

soap
1. The __ has claws.

2. The man is driving a __ .

3. I fell and now I have a __ .

4. Ouch! Don't __ me!
1. The __________ has claws.

2. The man is driving a __________.

3. I fell and now I have a __________.

4. Ouch! Don't touch me!
1. The ____ has claws.

2. The man is driving a ____.
3. I fell and now I have a .

4. Ouch! Don't me!
1. What word starts like jump?

2. What word starts like car?

3. What word starts like scary?

4. What word starts like crayon?
1. What word starts like jump?

2. What word starts like car?

3. What word starts like scary?

4. What word starts like crayon?
1. What word starts like jump?

2. What word starts like car?
3. What word starts like scary?

4. What word starts like crayon?
High-Frequency Spelling List 4

run

fun

Sun

bun

run

fun

Sun

bun
run
fun
Sun
bun
1. The [ ] is shining in the sky.

2. It is going to be a [ ] day.

3. How fast can you [ ]?

4. I'd like my hamburger with a [ ].
1. The [ ] is shining in the sky.

2. It is going to be a [ ] day.

3. How fast can you [ ]?

4. I'd like my hamburger with a [ ].
1. The sun is shining in the sky.

2. It is going to be a sunny day.
3. How fast can you?

4. I'd like my hamburger with a .
1. What word starts like ride?

2. What word starts like bug?

3. What word starts like face?

4. What word starts like sand?
1. What word starts like ride?

2. What word starts like bug?

3. What word starts like face?

4. What word starts like sand?
1. What word starts like ride?

2. What word starts like bug?
3. What word starts like face?

4. What word starts like sand?
Fill-In

run  fun  Sun  bun

run  fun  Sun  bun

run  fun  Sun  bun

Word Study

run  fun  Sun  bun

run  fun  Sun  bun

run  fun  Sun  bun
Xx

X-ray
vest
Zz
zip
jar
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<td><img src="image" alt="Water" /></td>
<td><img src="image" alt="Wet" /></td>
<td><img src="image" alt="Wasp" /></td>
</tr>
<tr>
<td>kid</td>
<td>kick</td>
<td>kayak</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td><img src="image" alt="Stick Figure Parent and Child" /></td>
<td><img src="image" alt="Stick Figure Running" /></td>
<td><img src="image" alt="Kayak" /></td>
</tr>
<tr>
<td>egg</td>
<td>energy</td>
<td>elk</td>
</tr>
<tr>
<td><img src="image" alt="Egg" /></td>
<td><img src="image" alt="Energy Symbol" /></td>
<td><img src="image" alt="Elk" /></td>
</tr>
<tr>
<td>ear</td>
<td>eagle</td>
<td>eel</td>
</tr>
<tr>
<td><img src="image" alt="Ear" /></td>
<td><img src="image" alt="Eagle" /></td>
<td><img src="image" alt="Eel" /></td>
</tr>
<tr>
<td>umbrella</td>
<td>under</td>
<td>uncle</td>
</tr>
<tr>
<td><img src="image" alt="Umbrella" /></td>
<td><img src="image" alt="Red Square" /></td>
<td><img src="image" alt="Uncle and Family" /></td>
</tr>
<tr>
<td>uniform</td>
<td>United States</td>
<td>unicorn</td>
</tr>
<tr>
<td>----------</td>
<td>----------------</td>
<td>----------</td>
</tr>
<tr>
<td><img src="uniform.png" alt="Image" /></td>
<td>![Image](United States.png)</td>
<td><img src="unicorn.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Xbox®</th>
<th>van</th>
<th>violin</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="Xbox.png" alt="Image" /></td>
<td><img src="van.png" alt="Image" /></td>
<td><img src="violin.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>volcano</th>
<th>yogurt</th>
<th>yard</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="volcano.png" alt="Image" /></td>
<td><img src="yogurt.png" alt="Image" /></td>
<td><img src="yard.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>yell</th>
<th>zero</th>
<th>zigzag</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="yell.png" alt="Image" /></td>
<td><img src="zero.png" alt="Image" /></td>
<td><img src="zigzag.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>zoo</strong></td>
<td><strong>jump</strong></td>
<td><strong>jellyfish</strong></td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td><img src="image" alt="Zoo" /></td>
<td><img src="image" alt="Jump" /></td>
<td><img src="image" alt="Jellyfish" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>July</strong></th>
<th><strong>quick</strong></th>
<th><strong>quiet</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="July Calendar" /></td>
<td><img src="image" alt="Quick" /></td>
<td><img src="image" alt="Quiet" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>quilt</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Quilt" /></td>
</tr>
</tbody>
</table>
Listen to the word ____________________.

Clap the parts.

How many parts are in this word?

1    2    3
The letter is ________.

Find two words that begin with the letter ________.
Find the letter for the sound you hear at the beginning.
Find the letter for the sound you hear at the end.
move

fast

slow

up
down
ride
choice
fun
try
move

fast

slow

up

down

ride
choice

fun

try
Match Game Rules

1. Put the cards facedown on the table.

2. Pick who will go first.

3. Player 1 turns over a card.
   Say the name of the card.

4. Player 1 turns over another card.
   Say the name of that card.

5. Do they match?
   - YES - Player keeps the match.
   - NO - Player turns the cards over again.

6. Who is next? Everyone takes a turn.

When all the cards are gone:

1 2 3 Count the matches.

Who has the most?

Cheer for the winner!
## Movement at the Amusement Park

<table>
<thead>
<tr>
<th></th>
<th>my turn</th>
<th>move</th>
<th>fast</th>
<th>slow</th>
<th>ride</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>![my turn]</td>
<td>![move]</td>
<td>![fast]</td>
<td>![slow]</td>
<td>![ride]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>That's the same.</th>
<th>try</th>
<th>up</th>
<th>down</th>
<th>choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>![That's the same.]</td>
<td>![try]</td>
<td>![up]</td>
<td>![down]</td>
<td>![choice]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>your turn</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![your turn]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Zach is at the fast. 
roller coaster. Would 
you try it? are
moves roller coaster

There many things
to do. Addie choices.
has to make Addie is having a fun day!
Zach is at the fast.

roller coaster. Would you try it? are
moves roller coaster

There are many things to do. Addie choices.
has to make Addie is having a fun day!
<table>
<thead>
<tr>
<th>Adjective</th>
<th>Preposition</th>
<th>Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>A word that describes something.</td>
<td>A word that describes the position of something.</td>
<td>A word that connects two ideas in the same sentence.</td>
</tr>
<tr>
<td>Noun / Pronoun</td>
<td>Question Word</td>
<td></td>
</tr>
<tr>
<td>A word that names a person, place or thing. / A word that takes the place of a noun.</td>
<td>A word that is used at the beginning of a question.</td>
<td></td>
</tr>
</tbody>
</table>
My Ride Choices

First I will ride the ____________________.

Then I will ride the ____________________.
First I will ride the \_\_\_ \_.

Then I will ride the \_\_\_ \_.
My Ride Choices

First I will ride the __________.

Then I will ride the __________.
<table>
<thead>
<tr>
<th>merry-go-round</th>
<th>roller coaster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ferris wheel</td>
<td>hopper</td>
</tr>
<tr>
<td>pirate ship ride</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>merry-go-round</th>
<th>roller coaster</th>
</tr>
</thead>
<tbody>
<tr>
<td>hopper</td>
<td>Ferris wheel</td>
</tr>
<tr>
<td>pirate ship ride</td>
<td></td>
</tr>
</tbody>
</table>

For hands-on instruction, print, cut out and laminate.
I am (Not) Scared

I am brave!

I am not scared of ______________.
I Am (Not) Scared

I am brave!

I am not scared of
I Am (Not) Scared

I am brave!

I am not scared of...
<table>
<thead>
<tr>
<th>snakes</th>
<th>roller coasters</th>
</tr>
</thead>
<tbody>
<tr>
<td>water rides</td>
<td>bugs</td>
</tr>
<tr>
<td>aliens</td>
<td>the dark</td>
</tr>
<tr>
<td>thunderstorms</td>
<td>loud noises</td>
</tr>
</tbody>
</table>
Lesson 16 - Literary Experience - Informational Text
Activity 2 - Make It Move

Instructional Target

Standards for Physical Science
Explore the way things move (fast or slow, in a straight line, etc.).

Instructional Routine

Introduce
- Prompt recall of the story by asking a focus question such as, "Name a way that something can move." Review words such as up, down, fast, slow, straight, curvy, etc. Then display the Movement Mats and say, "We are going to explore movement by making the marker move a specific way on each mat. Your job is to move the marker and describe its motion."
- Review the learning goal with students: I will move the marker and describe its motion.

Model
- Display a Movement Mat. Read the heading at the top and call attention to the start and the stop.
- Model moving the marker and describing its motion. For example, display the Moving Up Mat, and say, "I am going to make the marker move up. The arrow is pointing up, not down. The start is at the bottom. The end is at the top." Model moving the marker and say, "I moved the marker from the bottom to the top. I moved the marker up."
- Challenge students to move the marker in different ways on each mat.

Provide Practice
- Provide appropriate alternatives to fit students' needs and abilities. This activity can be printed and used with concrete manipulatives, such as a bingo marker. The Movement Mats can be laminated and students can draw on them using a dry erase marker.

  Level 3: Have the student move the marker on the mats independently. Have the student describe the motion of the marker.

  Level 2: Have the student move the marker on the mats with support. Have the student identify the motion of the marker with support. Picture supports may include unit symbols or story illustrations.

  Level 1: Have the student use his or her active participation response to move the markers on the mats. Have the student identify that the marker is moving by making an errorless choice. For example, display the symbol for 'move' and ask, "What are you making the marker do?"

Review
- Revisit the learning goal by inviting students to model moving the marker on the different mats for their peers.
- Have students revisit this activity throughout the unit.

Check Understanding

🌟 Level 3: Can the student describe the motion of an object?
🌟 Level 2: Can the student identify ways objects can move?
🌟 Level 1: Can the student identify an object that is moving?
Lesson 16 - Literary Experience - Informational Text
Standards Connection

Instructional Target

Standards for Writing
- **Production and Distribution of Writing**: With guidance and support, use digital tools to produce writing.
- **Research to Build and Present Knowledge**: Participate in shared research and writing projects. Recall information from experiences or shared information gathering.

Standards for Speaking and Listening
- **Presentation of Knowledge and Ideas**: Add visuals or audio to enhance a story or an experience.

Differentiated Tasks

**Level 3** Students will...
- With support, students will select and use digital tools to generate sentences.
- Recall details from shared research to contribute to shared writing.
- Select and use visual and audio components to enhance a presentation.

**Level 2** Students will...
- With support, students will use digital tools to generate a sentence.
- Share information, using picture support in a shared research and writing task.
- With support, add visual and audio components to a presentation.

**Level 1** Students will...
- With support and adaptive tools, students will use digital tools to complete a sentence.
- Select a picture from an errorless choice to contribute to a shared research and writing task.
- Participate in creating visual and audio components to support a presentation.

Have students use digital tools to conduct a research project and present additional information about motion.

Have students use the Research Template to gather information about a topic. Students can gather information from a variety of sources, including the n2y Library, books, magazines or the internet. Have students use their research to create a presentation.

**Groove and Move**

by Kathy Staugler

Windows and doorways

Windows and doorways

Windows and doorways

Windows and doorways

Have students present their research slides to the class, providing support in operating visual or audio components as needed. PowerPoint presentations can be made switch accessible by using a switch interface and switch.

Microsoft PowerPoint is a presentation tool that has multimedia features. Add pictures and text to a slide, animate the pictures or text, include internet video links and even add recorded speech messages on the slides. Combine all slides to make a class report including students' research.

Websites, such as SymbolStix PRIME, are another place for students to find pictures to add to their presentations. These pictures may be used in other digital projects as well. For example, encourage students to insert pictures into a word processing program, a digital slide show or another format that allows for text entry. Generate sentences to go with these pictures. Have students use their sentences on their presentation slides.
Moving Down

Start

End
Moving in a Curved Line
Moving in Straight Lines
Moving Fast

Start

End
Moving Slow

Start

End
<table>
<thead>
<tr>
<th>move</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>up</td>
<td>down</td>
</tr>
<tr>
<td>forward</td>
<td>backward</td>
</tr>
<tr>
<td>straight line</td>
<td>curved line</td>
</tr>
<tr>
<td>fast</td>
<td>slow</td>
</tr>
<tr>
<td>speed</td>
<td>force</td>
</tr>
<tr>
<td>push</td>
<td>pull</td>
</tr>
<tr>
<td>gravity</td>
<td>stop</td>
</tr>
</tbody>
</table>
What do you want to learn more about?

How will you learn about it?
- books/magazines
- internet
- other:

What did you learn?

What will you add to your presentation?
- pictures
- sounds
- voice recording
- videos
- other:
Writing Time

Draw a picture of your favorite ride or game at the amusement park.

Illustration:
Having Fun at the Amusement Park

What is your favorite ride or game at the amusement park?

By: __________________

How does it move or how do you play?

How does it make you feel?

Why is it your favorite?
Write about your favorite ride or game at the amusement park.
Write about your favorite ride or game at the amusement park.

My favorite thing to do is ____________________.

It ____________________.

It's my favorite because ____________________.

It makes me feel __________.
Writing Time - Review and Revise

- Do I have a **capital letter** at the beginning of the sentence?
- Do I have a **period** at the end of the sentence?
- Does my sentence make sense when I say it out loud?
- Are there any spelling words to check?
Writing Time - Share

Speaker:
Talk loud enough to be heard.
Say your words clearly.
Look at the people you are talking to.

Listener:
Look at the person who is talking.
Listen to what the person is saying.
Ask questions when it is time.

Speaking and Listening with Support:
Pay attention to the person who is talking.
Use your pictures or talker to share your writing.
Repeat your message if not understood.
What We Ride
What We Eat
french fries
funnel cake
soft pretzel
bumper cars
pirate ship ride
corn dog
cotton candy
ice cream
hopper
roller coaster
merry-go-round
Ferris wheel
Paige has 4 key chains. Count 4 key chains.

Drew has 3 key chains. Count 3 key chains.

Who has more? Paige, Drew, same

Who has less? Paige, Drew, same
Paige has 5 mugs. Count 5 mugs.

Drew has 2 mugs. Count 2 mugs.

Who has more?
Paige, Drew, same

Who has less?
Paige, Drew, same
Paige has 7 pins. Count 7 pins.

Who has more?
Paige: same
Drew: same

Who has less?
Paige: same
Drew: same
Paige sees T-shirts. How many T-shirts does Paige see?

Paige

8  4  5

Drew sees mugs. How many mugs does Drew see?

Drew

1  0  2
Paige sees 8 T-shirts. How many T-shirts does Paige see?

Paige

8

Drew sees 2 mugs. How many mugs does Drew see?

Drew

2
Paige counts pins. How many pins does Paige count?

Drew counts key chains. How many key chains does Drew count?
Paige counts 16 pins. How many pins does Paige count?

Drew counts 18 key chains. How many key chains does Drew count?
How many?

How many?

How many?

How many?

11 12 13 14 15
16 17 18 19 20
1 2 3  Drew counts 6 mugs. Then he counts some more.
   - - -  Start counting at 6. How many altogether?

6

1 2 3  Paige counts 4 pins. Then she counts some more.
   - -  -  Start counting at 4. How many altogether?

4

1 2 3  Drew counts 7 key chains. Then he counts some more.
   - - -  Start counting at 7. How many altogether?

7

1 2 3  Paige counts 2 T-shirts. Then she counts some more.
   - -  -  Start counting at 2. How many altogether?

2
<table>
<thead>
<tr>
<th>Count by 2s</th>
<th>Count by 5s</th>
<th>Count by 10s</th>
<th>Count by 50s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td></td>
<td>50</td>
<td>250</td>
</tr>
</tbody>
</table>
Paige counts 4 mugs.

Drew counts 2 mugs.

How many altogether?

Paige counts 3 key chains.

Drew counts 2 key chains.

How many altogether?
Paige counts 4 mugs.

Drew counts 2 mugs.

How many altogether?

Paige counts 3 key chains.

Drew counts 2 key chains.

How many altogether?
Adding to 10 Vertical

1. 4 + 2 = 6
2. 3 + 2 = 5
Paige counts 6 pins.

Drew counts 1 pin.

How many altogether?

Paige counts 8 T-shirts.

Drew counts 2 T-shirts.

How many altogether?
Paige counts 6 pins.

Drew counts 1 pin.

How many altogether?

Paige counts 8 T-shirts.

Drew counts 2 T-shirts.

How many altogether?
Adding to 10 Vertical

6 + 1 = 7

8 + 2 = 10
<table>
<thead>
<tr>
<th>Paige sees 7 pins.</th>
<th>Drew sees 2 pins.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>=</td>
</tr>
</tbody>
</table>

Paige sees 3 mugs. | Drew sees 3 mugs. | How many altogether? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>=</td>
</tr>
<tr>
<td>Paige sees 7 pins.</td>
<td>Drew sees 2 pins.</td>
<td>How many altogether?</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paige sees 3 mugs.</th>
<th>Drew sees 3 mugs.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image" /></td>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Number Sense 13, Level 1
Adding to 10 Horizontal

7 + 2 = 

3 + 3 = 

Name: ____________________________
Paige sees 6 T-shirts. + Drew sees 2 T-shirts. = How many altogether?

Paige sees 4 mugs. + Drew sees 1 mug. = How many altogether?
<table>
<thead>
<tr>
<th>Paige sees 6 T-shirts.</th>
<th>Drew sees 2 T-shirts.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>=</td>
</tr>
<tr>
<td><img src="image1.png" alt="T-shirts" /></td>
<td><img src="image2.png" alt="T-shirts" /></td>
<td><img src="image3.png" alt="Blank Box" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paige sees 4 mugs.</th>
<th>Drew sees 1 mug.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>=</td>
</tr>
<tr>
<td><img src="image4.png" alt="Mugs" /></td>
<td><img src="image5.png" alt="Mug" /></td>
<td><img src="image6.png" alt="Blank Box" /></td>
</tr>
</tbody>
</table>
Number Sense 14, Level 1
Adding to 10 Horizontal

Name:

6 + 2 =

4 + 1 =

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ELEM, Summer Unit, Physical Science/Transition, At the Amusement Park
Lesson 19a, Number Sense - Number Recognition, Counting and Addition, In the Gift Shop, Level 1
Paige buys 8 mugs.

Drew buys 6 mugs.

How many altogether?

Paige sees 9 key chains.

Drew sees 4 key chains.

How many altogether?
Paige buys 8 mugs.

Drew buys 6 mugs.

How many altogether?

Paige sees 9 key chains.

Drew sees 4 key chains.

How many altogether?
Adding to 20 Vertical

8 + 6 =

9 + 4 =
Paige counts 11 pins.

Drew counts 5 pins.

How many altogether?

Paige buys 10 T-shirts.

Drew buys 10 T-shirts.

How many altogether?
<table>
<thead>
<tr>
<th>Paige counts 11 pins.</th>
<th>+</th>
<th>Drew counts 5 pins.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="paige_pins.png" alt="Image" /></td>
<td></td>
<td><img src="drew_pins.png" alt="Image" /></td>
</tr>
</tbody>
</table>

How many altogether?

<table>
<thead>
<tr>
<th>Paige buys 10 T-shirts.</th>
<th>+</th>
<th>Drew buys 10 T-shirts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="paige_shirts.png" alt="Image" /></td>
<td></td>
<td><img src="drew_shirts.png" alt="Image" /></td>
</tr>
</tbody>
</table>

How many altogether?
Adding to 20 Vertical

1 1
+ 5
---

1 0
+ 1 0
---
<table>
<thead>
<tr>
<th>Paige counts 13 key chains.</th>
<th>Drew counts 6 key chains.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image of key chains" /></td>
<td><img src="image2" alt="Image of key chains" /></td>
<td><img src="image3" alt="Image of key chains" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paige counts 7 pins.</th>
<th>Drew counts 8 pins.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Image of pins" /></td>
<td><img src="image5" alt="Image of pins" /></td>
<td><img src="image6" alt="Image of pins" /></td>
</tr>
</tbody>
</table>
Paige counts 13 key chains.  

\[ 13 + 6 = \square \]

Paige counts 7 pins.  

\[ 7 + 8 = \square \]
Number Sense 17, Level 1
Adding to 20 Horizontal

Name: ______________________

13 + 6 = ___________

7 + 8 = ___________

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Unique Learning System®, Summer 2020

ELEM, Summer Unit, Physical Science/Transition, At the Amusement Park
Lesson 10a, Number Sense - Number Recognition, Counting and Addition, In the Gift Shop, Level 1
<table>
<thead>
<tr>
<th>Paige sees 6 T-shirts.</th>
<th>Drew sees 6 T-shirts.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of 6 T-shirts" /></td>
<td><img src="image2.png" alt="Image of 6 T-shirts" /></td>
<td><img src="image3.png" alt="Image of empty box" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paige counts 11 pins.</th>
<th>Drew counts 3 pins.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Image of 11 pins" /></td>
<td><img src="image5.png" alt="Image of 3 pins" /></td>
<td><img src="image6.png" alt="Image of empty box" /></td>
</tr>
</tbody>
</table>
### Number Sense 18, Level 2
Adding to 20 Horizontal

<table>
<thead>
<tr>
<th>Paige sees 6 T-shirts.</th>
<th>Drew sees 6 T-shirts.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="T-shirts" /></td>
<td><img src="image2" alt="T-shirts" /></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>=</td>
<td><img src="image3" alt="Blank" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paige counts 11 pins.</th>
<th>Drew counts 3 pins.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Pins" /></td>
<td><img src="image5" alt="Pins" /></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>=</td>
<td><img src="image6" alt="Blank" /></td>
</tr>
</tbody>
</table>
6 + 6 = 

11 + 3 =
Addition Problem

\[ \_ \_ \_ \ + \_ \_ \_ \ = \_ \_ \_ \]
How many 10s?  

How many 1s?
<table>
<thead>
<tr>
<th>Problem</th>
<th>Image</th>
<th>Equation</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paige picks up 10 mugs.</td>
<td><img src="image1.png" alt="Mugs" /></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>She puts away 4 mugs.</td>
<td><img src="image2.png" alt="Mugs" /></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Cross off</strong></td>
<td></td>
<td></td>
<td>The number of mugs left:</td>
</tr>
<tr>
<td>Drew picks up 4 T-shirts.</td>
<td><img src="image3.png" alt="T-shirts" /></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>He puts away 2 T-shirts.</td>
<td><img src="image4.png" alt="T-shirts" /></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>Cross off</strong></td>
<td></td>
<td></td>
<td>The number of T-shirts left:</td>
</tr>
</tbody>
</table>
Paige picks up 10 mugs.

She puts away 4 mugs.

**cross off**

How many are left?

Drew picks up 4 T-shirts.

He puts away 2 T-shirts.

**cross off**

How many are left?
Subtracting to 10 Vertical

- 10 - 4

- 4 - 2
Paige counts 9 pins.

She moves 4 pins to a new shelf.

**cross off**

How many are left?

Drew counts 8 key chains.

He moves 7 key chains to a new shelf.

**cross off**

How many are left?
Paige counts 9 pins.

She moves 4 pins to a new shelf.

\[ \begin{array}{c}
\times \text{ cross off} \\
\text{How many are left?}
\end{array} \]

Drew counts 8 key chains.

He moves 7 key chains to a new shelf.

\[ \begin{array}{c}
\times \text{ cross off} \\
\text{How many are left?}
\end{array} \]
### Paige picks up 5 mugs.
- She puts away 1 mug.
- **How many are left?**

\[
\begin{array}{ccc}
\text{5} & - & \text{?} \\
\text{3} & = & \text{2}
\end{array}
\]

**Cross off**

### Drew has 6 key chains.
- He gives away 3 key chains.
- **How many are left?**

\[
\begin{array}{ccc}
\text{6} & - & \text{?} \\
\text{3} & = & \text{3}
\end{array}
\]

**Cross off**
**Number Sense 21, Level 2**
**Subtracting to 10 Horizontal**

<table>
<thead>
<tr>
<th>Paige picks up 5 mugs.</th>
<th>She puts away 1 mug.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>-</td>
<td>=</td>
</tr>
<tr>
<td>√ cross off</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Drew has 6 key chains. | He gives away 3 key chains. | How many are left? |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>-</td>
<td>=</td>
</tr>
<tr>
<td>√ cross off</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paige has 10 T-shirts.</td>
<td>She gives away 2 T-shirts.</td>
<td>How many are left?</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>[Image of 10 T-shirts]</td>
<td>[Image of 2 T-shirts crossed off]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>( )</td>
<td>( = )</td>
<td>( )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drew buys 3 pins.</th>
<th>He gives 3 pins to friends.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Image of 3 pins]</td>
<td>[Image of 3 pins crossed off]</td>
<td>[Blank]</td>
</tr>
<tr>
<td>( )</td>
<td>( = )</td>
<td>( )</td>
</tr>
<tr>
<td>Paige has 10 T-shirts.</td>
<td>She gives away 2 T-shirts.</td>
<td>How many are left?</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><img src="image1" alt="10 T-shirts" /></td>
<td><img src="image2" alt="2 T-shirts" /></td>
<td></td>
</tr>
<tr>
<td><strong>X</strong> cross off</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="10 T-shirts" /></td>
<td><img src="image4" alt="2 T-shirts" /></td>
<td></td>
</tr>
<tr>
<td><img src="image5" alt="10 T-shirts" /></td>
<td><img src="image6" alt="2 T-shirts" /></td>
<td></td>
</tr>
<tr>
<td><img src="image7" alt="10 T-shirts" /></td>
<td><img src="image8" alt="2 T-shirts" /></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drew buys 3 pins.</th>
<th>He gives 3 pins to friends.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image9" alt="3 pins" /></td>
<td><img src="image10" alt="3 pins" /></td>
<td></td>
</tr>
<tr>
<td><strong>X</strong> cross off</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image11" alt="3 pins" /></td>
<td><img src="image12" alt="3 pins" /></td>
<td></td>
</tr>
<tr>
<td><img src="image13" alt="3 pins" /></td>
<td><img src="image14" alt="3 pins" /></td>
<td></td>
</tr>
<tr>
<td><img src="image15" alt="3 pins" /></td>
<td><img src="image16" alt="3 pins" /></td>
<td></td>
</tr>
</tbody>
</table>
10 - 2 = 0

3 - 3 = 0
Paige has 18 pins.

She gives away 5 pins.

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

\( \text{How many are left?} \)

Drew has 15 mugs.

He gives away 7 mugs.

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

\( \text{How many are left?} \)
Paige has 18 pins.

She gives away 5 pins.

How many are left?

Drew has 15 mugs.

He gives away 7 mugs.

How many are left?
Paige has 17 pins.

She gives away 10 pins.  

\[ \text{Cross off} \]

How many are left?

Drew picks up 16 T-shirts.

He puts back 5 T-shirts.  

\[ \text{Cross off} \]

How many are left?
Paige has 17 pins.

She gives away 10 pins.

How many are left?

Drew picks up 16 T-shirts.

He puts back 5 T-shirts.

How many are left?
17
- 10
---

16
- 5
---
Paige has 12 key chains. She gives away 2 key chains. How many are left?

- Cross off

Drew picks up 19 pins. He puts 7 pins on the shelf. How many are left?

- Cross off
# Number Sense 25, Level 2
**Subtracting to 20 Horizontal**

<table>
<thead>
<tr>
<th>Paige has 12 key chains.</th>
<th>She gives away 2 key chains.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="12 key chains" /></td>
<td><img src="image2" alt="2 key chains" /></td>
<td></td>
</tr>
<tr>
<td><strong>-</strong></td>
<td><strong>=</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image3" alt="Cross off" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Drew picks up 19 pins.</th>
<th>He puts 7 pins on the shelf.</th>
<th>How many are left?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="19 pins" /></td>
<td><img src="image5" alt="7 pins" /></td>
<td></td>
</tr>
<tr>
<td><strong>-</strong></td>
<td><strong>=</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image6" alt="Cross off" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number Sense 25, Level 1
Subtracting to 20 Horizontal

Name: ______________________

12 - 2 = □

19 - 7 = □
### Paige has 17 key chains.
She passes out 3 key chains.
**How many are left?**

\[
\begin{array}{ccc}
\text{Paige has 17 key chains.} & \quad & \text{She passes out 3 key chains.} \\
\hline
\text{\[\times\text{cross off}\]} & - & \text{\[\text{\[\times\text{cross off}\]}\]} \\
\end{array}
\]

### Drew has 18 T-shirts.
He gives away 9 T-shirts.
**How many are left?**

\[
\begin{array}{ccc}
\text{Drew has 18 T-shirts.} & \quad & \text{He gives away 9 T-shirts.} \\
\hline
\text{\[\times\text{cross off}\]} & - & \text{\[\text{\[\times\text{cross off}\]}\]} \\
\end{array}
\]
Paige has 17 key chains. She passes out 3 key chains. How many are left?

\[
\begin{array}{c}
17 \\
\times \text{cross off}
\end{array}
- \begin{array}{c}
3 \\
\end{array}
= \begin{array}{c}
\text{ } \\
\end{array}

\begin{array}{c}
\text{key chains}
\end{array}

\begin{array}{c}
\text{key chains}
\end{array}

Drew has 18 T-shirts. He gives away 9 T-shirts. How many are left?

\[
\begin{array}{c}
18 \\
\times \text{cross off}
\end{array}
- \begin{array}{c}
9 \\
\end{array}
= \begin{array}{c}
\text{ } \\
\end{array}

\begin{array}{c}
\text{T-shirts}
\end{array}

\begin{array}{c}
\text{T-shirts}
\end{array}
17 - 3 = 

18 - 9 = 

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Unique Learning System®, Summer 2020

ELEM, Summer Unit, Physical Science/Transition, At the Amusement Park
Lesson 19b, Number Sense - Subtraction and Place Value, In the Gift Shop, Level 1
Drew has 16 mugs. Show how many 10s.
Show how many 1s.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many 10s: [ ]
How many 1s: [ ]
Paige has 19 pins. Show how many 10s.
Show how many 1s.

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many 10s: [ ]

How many 1s: [ ]
Drew has 8 T-shirts. Show how many 10s. Show how many 1s.

How many 10s:  
How many 1s:
Paige has 14 key chains. Show how many 10s. Show how many 1s.

- How many 10s:
- How many 1s: