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:

### Accommodations for Non-Digital Learning at Home

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

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

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

3. Prompting:

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

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

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

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

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

5. **Home Activities to Support Remote Learning**: These are activities that can engage your children using common household items and do not require digital or printing access. The list contains a variety of activities/suggestions across all levels to support remote learning.
   a. Create a routine/schedule for the chosen activities and integrate them throughout your daily activities.  
   b. Address activities in smaller increments of time over several sessions at different times of day. Build on the amount of time for each activity or step.

6. **Unique Learning System Academic Content:**
Materials are from a specialized learning curriculum called *Unique* and are based on Common Core State Standards. Here are some strategies and tips for supporting your child in learning with these materials. Thank you for your time, energy, and support in leading these activities at home!

**Stories:**

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>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>
</tbody>
</table>

**Total District Recommended Instructional Minutes**

- **60 MPD**
- **90 MPD**
- **120 MPD**
- **180 MPD**
- **270 MPD**

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

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Practice</strong></td>
<td>Focus: Literacy</td>
<td>Focus: Math</td>
<td>Focus: Literacy</td>
<td>Focus: Math</td>
<td>Focus: Cooking/Craft</td>
</tr>
<tr>
<td><strong>Time TBD</strong></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 a comprehension activity.</td>
<td>2. Have your child complete a counting activity.</td>
<td>2. Complete a comprehension activity.</td>
<td>2. Have your child complete a sorting activity in</td>
<td>2. Complete a craft.</td>
</tr>
<tr>
<td></td>
<td>3. Complete an extension activity.</td>
<td>3. Complete an extension activity.</td>
<td>3. Complete an extension activity.</td>
<td>3. Complete an extension activity.</td>
<td>3. Complete an extension activity.</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>
</tr>
<tr>
<td>---------------------</td>
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<td>-----------------------------</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Have your child engage in a movement or sensory activity: walk, run, blow bubbles, take deep breaths, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Activity</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
</table>
| 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  
- Epic Books  
- StoryLineOnline  
- Youtube Read Alouds  |
| If you have access to technology, listen to a story on:  
- Epic Books  
- StoryLineOnline  
- Youtube Read Alouds |

<table>
<thead>
<tr>
<th>Enrichment Activity</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
</table>
| 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  
- gallop  
- fly like an airplane |

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*Modify as needed for your child’s physical access.  
- 10 jumping jacks  
- 10 arm circles  
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- 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  
- gallop  
- fly like an airplane |

| Dance Party with your Family! |

| Practice writing name. |
| Practice writing home address. |

<table>
<thead>
<tr>
<th>Enrichment Activity</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
</table>
| Engage in a reading activity from the list below:  
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- Read/Listen to a Magazine  
- Read/Listen to a Packaging Label  
- Read/Listen to a Recipe  |
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- Read/Listen to a Recipe  |
| If you have access to technology, listen to a story on:  
- Epic Books  
- StoryLineOnline  
- Youtube Read Alouds  |
<table>
<thead>
<tr>
<th>Project</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Select 1 Activity from the Home Activity Guide under:</strong></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td><strong>Select 1 Activity from the Home Activity Guide under:</strong></td>
<td>Independent Functioning</td>
<td></td>
</tr>
<tr>
<td><strong>Select 1 Activity from the Home Activity Guide under:</strong></td>
<td>Science</td>
<td></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-SRrc0k9Pn5cGOhy13_lLTa4RxBx/view?usp=sharing

3. **Prompting:**
   https://docs.google.com/document/d/1ia5b-VFluy4TLtyecJMKwSxOElVizzDHTtcpE9vLeaBvQ/edit?usp=sharing

4. **Communication Boards:**
   https://drive.google.com/file/d/1SgRdFVqGTfIQ6kf_uVnXIT-K4sUtxOq1/view?usp=sharing

5. **Home Activity Guide:**
   https://drive.google.com/file/d/1XGEn7NNZ-ISLeJyizoTzN4AZnPzNqilw/view?usp=sharing

6. **Weekly Schedule:**
   https://drive.google.com/file/d/17SFtBCf8LIOWDZ-gcMDxEWaqu3HFuel-/view?usp=sharing

7. **Unique Learning System: Literacy Activities:**
   https://drive.google.com/file/d/17SFtBCf8LIOWDZ-gcMDxEWaqu3HFuel-/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
Remote Learning Choice Board

Reading
Math
Social Studies
Science
My Choice
Art
Music
Independent Functioning
Cooking
## Home Activities to Support Remote Learning

<table>
<thead>
<tr>
<th>Activities</th>
<th>Quick Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sing/Say Alphabet</td>
<td>Show/Point to household items/rooms and ask “What is this?” to match printed word</td>
<td>y</td>
</tr>
<tr>
<td>Label items</td>
<td>to items</td>
<td>y</td>
</tr>
<tr>
<td>Identify items</td>
<td>Present a choice of household items and ask “Show me/Give me the________.”</td>
<td>y</td>
</tr>
<tr>
<td>ABC train</td>
<td>Place the corresponding upper and lower case letters together. (Marker, index cards,</td>
<td>y</td>
</tr>
<tr>
<td>Writing</td>
<td>pieces of paper)</td>
<td>y</td>
</tr>
<tr>
<td>Tracing/Writing Letters</td>
<td>Trace/write the letters in the spaces provided (Construction paper and marker)</td>
<td>y</td>
</tr>
<tr>
<td>Writing Name</td>
<td>Practice writing their name using paper and pencil or other manipulatives (ie as</td>
<td></td>
</tr>
<tr>
<td></td>
<td>magnets, cutout letters in sand) Add other personal information ie address when</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mastering their first and last name.</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>Show or have your child draw a picture and dictate a word or sentence through</td>
<td></td>
</tr>
<tr>
<td></td>
<td>writing on a</td>
<td></td>
</tr>
<tr>
<td>Sorting Upper and lowercase letters</td>
<td>Sort the index cards into two piles; one for uppercase and one for the lowercase</td>
<td>y</td>
</tr>
<tr>
<td>Sorting Word Cards</td>
<td>letters. (Index cards and marker)</td>
<td>y</td>
</tr>
<tr>
<td>Sequence ABC’s</td>
<td>Put cards in sequence alphabetically.</td>
<td>y</td>
</tr>
<tr>
<td>Alphabetizing Word Cards</td>
<td>Sort/alphabetize cards by their first letter</td>
<td>y</td>
</tr>
<tr>
<td>Matching Letters</td>
<td>Place letters in a field of 3 on a table. Give student a letter and tell them to</td>
<td>y</td>
</tr>
<tr>
<td>Read Aloud</td>
<td>Read a story aloud to the student. Story levels can start at picture books and</td>
<td>y</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>progress to chapter books</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>After reading or listening to a story or passage, use the SWBS system. For</td>
<td>y</td>
</tr>
<tr>
<td></td>
<td>example, Little Red Riding Hood- (S)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Somebody-Big Bad Wolf, (W) Wanted-pigs for dinner; (B) But-they hid in the brick</td>
<td></td>
</tr>
<tr>
<td></td>
<td>house; (S) So-he went hungry.</td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Ask comprehension questions after each sentence or two gradually building to</td>
<td>y</td>
</tr>
<tr>
<td></td>
<td>paragraph (who, what, when, where, why, how). Include inference questions, such</td>
<td></td>
</tr>
<tr>
<td></td>
<td>as “what would you do?” in relation to the characters in the story.</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constructing sets</td>
<td>Count and construct sets of objects up to the number 5. &quot;Count five crayons.&quot;</td>
<td></td>
</tr>
<tr>
<td>Compare quantities</td>
<td>Separate a pile of objects (i.e. forks and spoons). Compare the piles. Ask, &quot;Are</td>
<td>Y</td>
</tr>
<tr>
<td>Combine sets</td>
<td>they equal? &quot;Which one has more?&quot;</td>
<td></td>
</tr>
<tr>
<td>Clock Face</td>
<td>On a sheet of paper draw a circle, label and cut out numbers 1-12. Place the</td>
<td>Y</td>
</tr>
<tr>
<td>Color Match</td>
<td>numbers on the face of the clock in order.</td>
<td></td>
</tr>
<tr>
<td>Matching Numbers</td>
<td>Place numbers in a field of 3 on a table. Give student a number and tell them to</td>
<td>y</td>
</tr>
<tr>
<td>Color Hunt</td>
<td>Give clues and challenge your child to find things of a certain color</td>
<td>y</td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td>Sort the cards into four piles: hearts, diamonds, spades, and clubs. Sort cards</td>
<td>y</td>
</tr>
<tr>
<td>Coin Sort</td>
<td>in to piles red and black. Sort cards according in numeric value.</td>
<td>y</td>
</tr>
<tr>
<td>Coin counting</td>
<td>Use plastic cups, label them numbers 1-10 for pennies, 5-50 for nickels, 10-50</td>
<td>y</td>
</tr>
<tr>
<td></td>
<td>for dimes. Have the student fill up the cup in according to the number of pennies,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nickels, dimes that should be place in the valued cup.</td>
<td>y</td>
</tr>
<tr>
<td>Activity</td>
<td>Grades</td>
<td>K-2</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------</td>
<td>-----</td>
</tr>
<tr>
<td>Find common household items and have the child sort by different attributes (socks, cups, colors, toys).</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Sorting Objects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sort/Match different shapes.</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Puzzles</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Sorting food groups</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Sorting clothing items</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Sorting food/nonfood items</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Sorting Important People</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting food groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting clothes</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Sorting food/nonfood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Sorting food groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorting clothes</td>
<td></td>
<td>Y</td>
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</table>
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. The roller coaster looks scary. 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

<table>
<thead>
<tr>
<th>try</th>
<th>slow</th>
<th>fun</th>
<th>Zach</th>
<th>amusement park</th>
</tr>
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<td><img src="image3" alt="Fun Icon" /></td>
<td><img src="image4" alt="Zach Icon" /></td>
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</table>

<table>
<thead>
<tr>
<th>move</th>
<th>fast</th>
<th>scary</th>
<th>merry-go-round</th>
<th>roller coaster</th>
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<td><img src="image8" alt="Scary Icon" /></td>
<td><img src="image9" alt="Merry-Go-Round Icon" /></td>
<td><img src="image10" alt="Roller Coaster Icon" /></td>
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<th>waterslide</th>
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<td><img src="image14" alt="Pirate Ship Ride Icon" /></td>
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<table>
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<tr>
<th>choose</th>
<th>down</th>
<th>slippery</th>
<th>balloon dart game</th>
<th>air</th>
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<td><img src="image18" alt="Slippery Icon" /></td>
<td><img src="image19" alt="Balloon Dart Game Icon" /></td>
<td><img src="image20" alt="Air Icon" /></td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
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
- down
- back and forth
- in the air
Addie’s Choices at the Amusement Park

Unleveled

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

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<th>Icon</th>
<th>Text</th>
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<th>Text</th>
<th>Icon</th>
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<td><img src="image" alt="Down" /></td>
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<td><img src="image" alt="Amusement Park" /></td>
<td>amusement park</td>
<td><img src="image" alt="Choice" /></td>
<td>choice</td>
<td><img src="image" alt="Ride" /></td>
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<td>want</td>
<td><img src="image" alt="Up" /></td>
<td>roller coaster</td>
<td><img src="image" alt="Hopper" /></td>
<td>hopper</td>
<td><img src="image" alt="Bumper Car" /></td>
<td>bumper car</td>
<td><img src="image" alt="Game" /></td>
<td>game</td>
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<td>play</td>
<td><img src="image" alt="Fast" /></td>
<td>dunk tank game</td>
<td><img src="image" alt="Balloon Dart Game" /></td>
<td>balloon dart game</td>
<td><img src="image" alt="Ring Toss Game" /></td>
<td>ring toss game</td>
<td><img src="image" alt="Ball" /></td>
<td>ball</td>
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<td>eat</td>
<td><img src="image" alt="Fun" /></td>
<td>snack</td>
<td><img src="image" alt="Corn Dog" /></td>
<td>corn dog</td>
<td><img src="image" alt="Cotton Candy" /></td>
<td>cotton candy</td>
<td><img src="image" alt="Soft Pretzel" /></td>
<td>soft pretzel</td>
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</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
roller coaster

hopper

bumper car
dunk tank game

balloon dart game

ring toss game
corn dog

soft pretzel

fun

cotton candy

fast

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

<table>
<thead>
<tr>
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<th>Addie's Choice</th>
<th>Your Choice</th>
</tr>
</thead>
<tbody>
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<td></td>
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<tr>
<td>dunk tank game</td>
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<th>Addie's Choice</th>
<th>Your Choice</th>
</tr>
</thead>
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<tr>
<td>cotton candy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>corn dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soft pretzel</td>
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</table>
The roller coaster moves.

The hopper moves.

The pirate ship ride moves.
The Ferris wheel moves

The bumper car moves

The merry-go-round moves
The roller coaster moves .

The hopper moves .

The pirate ship ride moves .
The Ferris wheel moves

The bumper car moves

The merry-go-round moves
For hands-on instruction, print, cut out and laminate.

<table>
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<table>
<thead>
<tr>
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<th>up</th>
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<th>back and forth</th>
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</table>
First I will ride the [ ]

Then I will ride the [ ]
My Ride Choices

First I will ride the

Then I will ride the
Humpty Dumpty

Humpty Dumpty

Sat on a wall.

Humpty Dumpty

Had a great fall.
All the king's horses,
And all the king's men.
 Couldn't put Humpty
Together again.
For hands-on instruction, print, cut out and laminate.
Rhyme Time

- can
- fan
- pan
- pin
- spin
- bin
Rhyme Time

cot

dot

pot
Syllables

game
clown

ride
balloon

arcade
waterslide
Sound Imagery

Addie puts her hands in the air and says /a/, /a/, /a/ as she rides the roller coaster.

Addie plays the balloon dart game at the amusement park. She points the dart at the balloons and says /b/, /b/, /b/.

Aa

Zach loves the food at the amusement park. He takes a bite of the pretzel and says /m/ /m/ /m/ /m/ /m/ /m/.

Zach listens to the roller coaster go up the big hill, /t/, /t/, /t/.

Mm

Tt
Phonemic Awareness

1 + 1 = 2

ax

add

ant

bun

bag

bus
<table>
<thead>
<tr>
<th>map</th>
<th>mop</th>
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<tbody>
<tr>
<td>mug</td>
<td>10</td>
</tr>
<tr>
<td>tot</td>
<td>tub</td>
</tr>
</tbody>
</table>
Phonemic Awareness

A  a

B  b
Phonemic Awareness

M m
T t
Aa
Bb
M m
T t
maze

mountain

Moon
ticket
tent
train
For hands-on instruction, print, cut out and laminate.
What We Ride

What We Eat
What We Ride
What We Eat
roller coaster
Ferris wheel
pirate ship ride
merry-go-round
hopper
bumper cars
1. What ride would you like to try?

- Ferris wheel
- Bumper cars
- Merry-go-round
- Roller coaster
2. What color bumper car would you choose?

<p>| | |</p>
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<td>blue</td>
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<tr>
<td><img src="image" alt="red crayon" /></td>
<td><img src="image" alt="blue crayon" /></td>
</tr>
<tr>
<td>orange</td>
<td>green</td>
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<tr>
<td><img src="image" alt="orange crayon" /></td>
<td><img src="image" alt="green crayon" /></td>
</tr>
</tbody>
</table>
3. What would you eat at the amusement park?

- french fries
- snow cone
- cotton candy
- soft pretzel
4. How does your favorite ride move?

- up and down
- around
- fast
- slow
5. Where would you visit in the summer?

- amusement park
- beach
- fair
- other
1. What ride would you like to try?
2. What color bumper car would you choose?
3. What would you eat at the amusement park?
4. How does your favorite ride move?
5. Where would you visit in the summer?

<table>
<thead>
<tr>
<th>merry-go-round</th>
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</thead>
<tbody>
<tr>
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<td>green</td>
</tr>
<tr>
<td>Ferris wheel</td>
<td>roller coaster</td>
<td>orange</td>
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</table>
Riding the Bumper Cars

Addie is at the amusement park. She wants to ride the bumper cars.

- Color Addie's shirt blue.

Addie's mom likes to ride the bumper cars too.

- Color Addie's mom's car orange.

Addie chooses a bumper car.

- Color Addie's car purple.

Addie says, "Look, there is a bumper car. Let's ask Dad to ride. DAAAAAAD!"

- Color the empty car green.
Riding the Bumper Cars
Patterns

- Ferris Wheel
- Merry-Go-Round
- Roller Coaster
- Bumper Car
Find the Circle. Find the Square. Find the Triangle.
Move the circles to the top.
Move the squares to the top.
Move the triangles to the top.
Ten Path
Help Zach slide down the waterslide. Count as you go.
Zach sees 3 pretzels. How many pretzels does Zach see?

Elsie sees 2 pretzels. How many pretzels does Elsie see?
Zach counts 10 ice cream bars. How many ice cream bars does Zach count?

Zach

10

7 8 10

Elsie counts 6 ice cream bars. How many ice cream bars does Elsie count?

Elsie

6

8 6 9
Zach sees 14 boxes of popcorn. How many boxes of popcorn does Zach see?

<table>
<thead>
<tr>
<th>Zach</th>
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</thead>
</table>

| 14 | 12 | 11 |

Elsie sees 11 boxes of popcorn. How many boxes of popcorn does Elsie see?

<table>
<thead>
<tr>
<th>Elsie</th>
<th>11</th>
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</thead>
</table>

| 12 | 11 | 15 |
Zach counts 20 corn dogs. How many corn dogs does Zach count?

Zach

20

17 16 20

Elsie counts 19 corn dogs. How many corn dogs does Elsie count?

Elsie

19 19 18 16
How many?

How many?

How many?

How many?

6 7 8 9 10
Zach counts 2 french fries. Count 2 french fries.

Elsie counts 5 french fries. Count 5 french fries.

Who counts more?
Zach counts 4 pretzels. Count 4 pretzels.

Elsie counts 8 pretzels. Count 8 pretzels.

Who counts less?

Zach

Elsie
Zach counts 17 corn dogs. Count 17 corn dogs.

Elsie counts 12 corn dogs. Count 12 corn dogs.

Who counts more?
Zach sees 13 ice cream bars. Count 13 ice cream bars.

Zach

Elsie sees 18 ice cream bars. Count 18 ice cream bars.

Elsie

Who sees less?

Zach
Elsie
<table>
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<th>Trace</th>
<th>Write</th>
<th>Count</th>
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<td><img src="image" alt="5" /></td>
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<td>9</td>
<td><img src="image" alt="9" /></td>
<td></td>
<td><img src="image" alt="5" /></td>
</tr>
</tbody>
</table>
Addie goes to the amusement park.
She can try many different things.
Who goes to the amusement park?
What does Addie eat?
What does Addie ride?

Addie eats an ice cream treat.
Addie plays a basketball game.

Addie rides on the merry-go-round.
Addie stands in line.

What does Addie do first?
What does Addie do second?
What does Addie do third?

Addie is excited to ride the Ferris wheel.
Addie looks out from the top of the ride.

Addie steps into the Ferris wheel car.