Remote Learning Non-Digital Cluster Packet

Dear Parent/Guardians, Families, and Students,

We hope that you continue to remain safe and healthy during this time. This packet is intended for students that participate in a significantly modified curriculum in a CPS cluster classroom. Inside this packet you will find resources and tools to help set up your child for learning in the home.

1. Setting Up a Learning Environment:

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Accommodations for Non-Digital Learning at Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Environment</td>
</tr>
<tr>
<td>Break tasks into manageable chunks.</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>
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<tr>
<td><strong>Maintain simplified, routine directions if accessing technology for remote learning.</strong></td>
</tr>
<tr>
<td><strong>Give a moment of wait time when asking a child to complete a task. We recommend a parent or caregiver count to 10 inside their head before giving another prompt or direction.</strong></td>
</tr>
<tr>
<td><strong>Consider reviewing or repeating activities within this packet to increase overall understanding.</strong></td>
</tr>
<tr>
<td><strong>Provide visual supports when introducing new concepts or skills.</strong></td>
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<tr>
<td><strong>Allow Breaks</strong></td>
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<tr>
<td><strong>Provide frequent reinforcement.</strong></td>
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</tbody>
</table>
2. Schedules & Routines for Remote Learning:

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

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

3. Prompting:

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

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

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

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

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

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

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

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

**Core Vocabulary Board:**
What is it? Communication boards can be used to introduce the power of language and of Core Vocabulary. They can be used to model language and increase participation. Combined with activity specific words, they can be used to make activities, such as reading books, accessible and engaging.
- Use this with your child to talk about a story. You can use this board by modeling different words and pointing to the matching picture. Point to the vocabulary word and picture as you model connections you are making to the text.
- If able, have your child point to the vocabulary word or use this board to foster communication.
- Consider referencing this board while asking questions or having your child provide answers.

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

**Math Activities:**
- Engage your child with the different math activities. Consider using everyday items from home as counters and visual examples (pencils, pens, spoons, pieces of paper, etc.) to further support learning.
- Feel free to cut and manipulate the worksheets/documents to best support your child visually.
Dear Chicago Public Schools Student & Family,

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

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus:</strong> Literacy</td>
<td>Using the packet, work with your child to- 1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td>Using the packet, work with your child to- 1. Complete 2-3 different math activities. 2. Have your child complete a counting activity</td>
<td>Using the packet, work with your child to- 1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td>Using the packet, work with your child to- 1. Complete 2-3 different math activities. 2. Have your child complete a sorting activity in</td>
<td>Using the packet, work with your child to- 1. Complete a recipe. 2. Complete a craft.</td>
</tr>
<tr>
<td><strong>Focus:</strong> Math</td>
<td>Using the packet, work with your child to- 1. Complete 2-3 different math activities.</td>
<td></td>
<td>Using the packet, work with your child to- 1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total District Recommended Instructional Minutes</strong></td>
<td>60 MPD</td>
<td>90 MPD</td>
<td>120 MPD</td>
<td>180 MPD</td>
<td>270 MPD</td>
</tr>
</tbody>
</table>

Non-Digital Remote Learning Family Learning Weekly Sample Schedule
<table>
<thead>
<tr>
<th>Enrichment Activity</th>
<th>if provided. Practice writing name.</th>
</tr>
</thead>
<tbody>
<tr>
<td>if provided. Practice writing home address.</td>
<td>your home using everyday items (crayons, utensils, stickers, etc.)</td>
</tr>
<tr>
<td>Enrichment Activity</td>
<td>Time TBD Based on Grade of Your Child</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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Time TBD Based on Grade of Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage in a reading activity from the list below:</td>
<td>- 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>If you have access to technology, listen to a story on:</td>
<td>- Epic Books - StoryLineOnline - Youtube Read Alouds</td>
</tr>
</tbody>
</table>

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<tr>
<th>Enrichment Activity</th>
<th>Time TBD Based on Grade of Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise: Repeat 3x</td>
<td>*Modify as needed for your child’s physical access.</td>
</tr>
<tr>
<td>10 jumping jacks</td>
<td>10 arm circles</td>
</tr>
<tr>
<td>10 trunk twists</td>
<td>10 squats</td>
</tr>
<tr>
<td>10 sit ups</td>
<td></td>
</tr>
<tr>
<td>Exercise: Use a hallway or sidewalk to do the following:</td>
<td>*Modify as needed for your child’s physical access.</td>
</tr>
<tr>
<td>run forward</td>
<td>10 arm circles</td>
</tr>
<tr>
<td>run backward</td>
<td>10 trunk twists</td>
</tr>
<tr>
<td>skip</td>
<td>10 squats</td>
</tr>
<tr>
<td>gallow</td>
<td>10 sit ups</td>
</tr>
<tr>
<td>fly like an airplane</td>
<td></td>
</tr>
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<tr>
<td>gallow</td>
<td>10 sit ups</td>
</tr>
<tr>
<td>fly like an airplane</td>
<td></td>
</tr>
<tr>
<td>Dance Party with your Family!</td>
<td></td>
</tr>
<tr>
<td>Project Time TBD Based on Grade of Your Child</td>
<td>Select 1 Activity from the Home Activity Guide under: <strong>Language Arts</strong></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>listen</th>
<th>time to work</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Listening" /></td>
<td><img src="image" alt="Time to work" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>working</th>
<th>good</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Working" /></td>
<td><img src="image" alt="Good" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>leisure break</th>
<th>bathroom break</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Leisure break" /></td>
<td><img src="image" alt="Bathroom break" /></td>
</tr>
<tr>
<td>Activities</td>
<td>Quick Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Home Activities to Support Remote Learning</strong></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>Sing/Say Alphabet</td>
<td>Show/Point to household items/rooms and ask &quot;What is this?&quot; to match printed word to items</td>
</tr>
<tr>
<td>Label items</td>
<td>Present a choice of household items and ask &quot;Show me/Give me the_______.&quot;</td>
</tr>
<tr>
<td>Identify items</td>
<td>Place the corresponding upper and lower case letters together. (Marker, index cards, or pieces of paper)</td>
</tr>
<tr>
<td>ABC train</td>
<td>Use scribbles or letter like forms to represent written language. Provide writing utensil and paper, say &quot;show me how you write your name.&quot;</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Tracing/Writing Letters</td>
<td>Place the letters in the spaces provided.</td>
</tr>
<tr>
<td>Writing Name</td>
<td>Practice writing their name using paper and pencil or other manipulatives (ie as magnets, cutout letters in sand) Add other personal information ie address when mastering their first and last name.</td>
</tr>
<tr>
<td>Journal</td>
<td>Show or have your child draw a picture and dictate a word or sentence through writing on a</td>
</tr>
<tr>
<td>Sorting Upper and lowercase letters</td>
<td>Sort the index cards into two piles; one for uppercase and one for the lowercase letters. (Index cards and marker)</td>
</tr>
<tr>
<td>Sorting Word Cards</td>
<td>Sort the cards into four piles matching the first letter of each word.</td>
</tr>
<tr>
<td>Sequence ABC’s</td>
<td>Put cards in sequence alphabetically.</td>
</tr>
<tr>
<td>Alphabetizing Word Cards</td>
<td>Sort/alphabetize cards by their first letter.</td>
</tr>
<tr>
<td>Matching Letters</td>
<td>Place letters in a field of 3 on a table. Give student a letter and tell them to match.</td>
</tr>
<tr>
<td>Read Aloud</td>
<td>Read a story aloud to the student. Story levels can start at picture books and progress to chapter books</td>
</tr>
<tr>
<td>Independent Reading</td>
<td>High Interest material i.e, favorite book, comic books, magazines, ... Start with a small amount of time and build on that time. If student is not yet independent sit with them and help them turn the right way and turn pages.</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>After reading or listening to a story or passage, use the SWBS system. For example, Little Red Riding Hood- (S) Somebody-Big Bad Wolf, (W) Wanted-pigs for dinner; (B) But-they hid in the brick house; (S) So-he went hungry.</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Ask comprehension questions after each sentence or two gradually building to paragraph (who, what, when, where, why, how). Include inference questions, such as &quot;what would you do?&quot; in relation to the characters in the story.</td>
</tr>
<tr>
<td>Math</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>
</tr>
<tr>
<td>Compare quantities</td>
<td>Separate a pile of objects (i.e. forks and spoons). Compare the piles. Ask, &quot;Are they equal?&quot; &quot;Which one has more?&quot;</td>
</tr>
<tr>
<td>Combine sets</td>
<td>Count and construct two sets of objects up to 10 (toy cars, legos, blocks, forks and spoons, cups) objects each and then combine them and count to make one set.</td>
</tr>
<tr>
<td>Clock Face</td>
<td>On a sheet of paper draw a circle, label and cut out numbers 1-12. Place the numbers on the face of the clock in order.</td>
</tr>
<tr>
<td>Color Match</td>
<td>Copy patterns of colored objects (beads, colored goldfish, lego's,etc.) and then create their own patterns.</td>
</tr>
<tr>
<td>Matching Numbers</td>
<td>Place numbers in a field of 3 on a table. Give student a number and tell them to match.</td>
</tr>
<tr>
<td>Color Hunt</td>
<td>Give clues and challenge your child to find things of a certain color.</td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td>Sort the cards into four piles: hearts, diamonds, spades, and clubs. Sort cards in to piles red and black. Sort cards according in numeric value.</td>
</tr>
<tr>
<td>Coin Sort</td>
<td>Recycle an old fruit salad tray container as a sorting tray. Leave coins in the center section, then label each section for quarters, dimes, nickels and pennies.</td>
</tr>
<tr>
<td>Coin counting</td>
<td>Use plastic cups, label them numbers 1-10 for pennies, 5-50 for nickels, 10-50 for dimes. Have the student fill up the cup in according to the number of pennies, nickels, dimes that should be place in the valued cup.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sorting Objects</td>
<td>Find common household items and have the child sort by different attributes (socks, cups, colors, toys)</td>
</tr>
<tr>
<td>Identifying shapes</td>
<td>Sort/Match different shapes.</td>
</tr>
<tr>
<td>Puzzles</td>
<td>Use single insert pieces up to 500 pieces jigsaw puzzles.</td>
</tr>
<tr>
<td>Story Problems</td>
<td>Use common items to create addition and subtraction sentences (example: Start with five potato chips, add one more then ask &quot;how many&quot; and state the sentence 5 +1= 6, then eat 2, then state 6-2=4).</td>
</tr>
<tr>
<td>Independent Functioning</td>
<td>Teach steps in the process, Practice counting to twenty, sing &quot;Happy Birthday&quot; Song... while practicing several times a day.</td>
</tr>
<tr>
<td>Wash hands</td>
<td>Teach steps in the process, Practice counting to twenty, sing &quot;Happy Birthday&quot; Song... while practicing several times a day.</td>
</tr>
<tr>
<td>Making the bed</td>
<td>Break each step into small manageable steps. Begin with the step that the child is able to do/assist and build in more steps as the child masters the first step.</td>
</tr>
<tr>
<td>Brush Teeth</td>
<td>Break each step into small manageable steps. Begin with the step that the child is able to do/assist and build in more steps as the child masters the first step.</td>
</tr>
<tr>
<td>Wiping a table</td>
<td>After eating breakfast, lunch and/or dinner, practice wiping down the table. Teach the process in small steps.</td>
</tr>
<tr>
<td>Washing Dishes</td>
<td>After eating breakfast, lunch and/or dinner, practice washing dishes. Teach the process in small manageable steps.</td>
</tr>
<tr>
<td>Sorting Utensils</td>
<td>After the dishes are washed and dried, have the student sort place the utensils back in there spot.</td>
</tr>
<tr>
<td>Mealtime Jobs</td>
<td>Setting the table (start with just the napkin adding pieces as the child masters each item) and clearing the table.</td>
</tr>
<tr>
<td>Empty Trash</td>
<td>Empty small trash bins into larger bins within the house.</td>
</tr>
<tr>
<td>Food Prep</td>
<td>Suggested activities include stirring and measuring with guidance.</td>
</tr>
<tr>
<td>Packaging activity</td>
<td>Take one item from each bowl, work from left to right. Place one item into a zipper bag. Seal the bag and place it in the large bowl at the end. (Zipper bags,container for bagged items, 3-5 bowls filled with items of your choice.)</td>
</tr>
<tr>
<td>Folding paper</td>
<td>Folding paper in 1/3.</td>
</tr>
<tr>
<td>Stuffing envelopes</td>
<td>Place index cards into envelopes</td>
</tr>
<tr>
<td>Cross stacking construction paper</td>
<td>Sort construction paper into color piles, take a piece of paper from each pile from left to right and put at the end of the line.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Sort food into bins according to which food group they belong.</td>
</tr>
<tr>
<td>Sorting food groups</td>
<td>What do you wear on your head? What do you wear on your legs? What do you wear on your feet? What do you wear on the upper body?</td>
</tr>
<tr>
<td>Sorting clothing items</td>
<td>What do you wear on your head? What do you wear on your legs? What do you wear on your feet? What do you wear on the upper body?</td>
</tr>
<tr>
<td>Sorting food/nonfood items</td>
<td>Sort food and clothing items by group</td>
</tr>
<tr>
<td>Placing word cards with objects</td>
<td>Place word cards with its corresponding object found at home.</td>
</tr>
<tr>
<td>Sorting playing cards</td>
<td>Sort the cards into four piles: hearts, diamonds, spades, and clubs. Sort cards into piles of red and black.</td>
</tr>
<tr>
<td>My Important People Tree</td>
<td>Create a family and friend tree to help your child recognize the most important people in her life.</td>
</tr>
<tr>
<td>Weather</td>
<td>Look at newspaper, phone, weather forecast...... and talk about the weather connecting it to what is happening outside</td>
</tr>
<tr>
<td>Label parts of the body</td>
<td>Match the words for the parts of the body with the corresponding part of the body.</td>
</tr>
<tr>
<td>Bathtub Water Science</td>
<td>Explore water at bath time with plastic containers of different shapes and sizes.</td>
</tr>
<tr>
<td>Recycling Activity</td>
<td>Sort through the newspaper, separate the sales papers from the printed newspaper and place them into the appropriate pile.</td>
</tr>
<tr>
<td>Sink or Float</td>
<td>Children test objects in water to see if they will float or sink.</td>
</tr>
<tr>
<td>Actividad</td>
<td>Descripción rápida</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------</td>
</tr>
<tr>
<td><strong>Artes del lenguaje</strong></td>
<td></td>
</tr>
<tr>
<td>Cante/diga el alfabeto</td>
<td>Sí</td>
</tr>
<tr>
<td>Etiquete los artículos</td>
<td>Sí</td>
</tr>
<tr>
<td>Identifique los artículos</td>
<td>Presente una selección de artículos de la casa y pida “Muestrame el [artículo]”</td>
</tr>
<tr>
<td>Trazar/escribir cartas</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Escritura</strong></td>
<td></td>
</tr>
<tr>
<td>Use garabatos o formas similares a las letras para representar el lenguaje escrito.</td>
<td>Sí</td>
</tr>
<tr>
<td>Presente una selección de artículos de la casa y pida “Muéstrame el [artículo]”</td>
<td>Sí</td>
</tr>
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<td><strong>Trazar/escribir letras</strong></td>
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</tr>
<tr>
<td>Clasifique las tarjetas de letras en dos montones: uno para las mayúsculas y otro para las minúsculas. (Tarjetas y marcador)</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Diario</strong></td>
<td></td>
</tr>
<tr>
<td>Escriba el nombre</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Matemáticas</strong></td>
<td></td>
</tr>
<tr>
<td>Formar conjuntos</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Lectura en voz alta</strong></td>
<td></td>
</tr>
<tr>
<td>Lea un cuento en voz alta al estudiante.</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Comprensión de lectura</strong></td>
<td></td>
</tr>
<tr>
<td>Use el sistema de comprensión después de cada frase.</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Matemáticas</strong></td>
<td></td>
</tr>
<tr>
<td>Formar conjuntos</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Lectura independiente</strong></td>
<td></td>
</tr>
<tr>
<td>Material de alto interés, por ejemplo, libro de cuentos, revista de historietas, revistas...</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Comprender lectura</strong></td>
<td></td>
</tr>
<tr>
<td>Use preguntas de comprensión después de cada frase.</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Artes del lenguaje</strong></td>
<td></td>
</tr>
<tr>
<td>Cante/diga el alfabeto</td>
<td>Sí</td>
</tr>
<tr>
<td>Etiquete los artículos</td>
<td>Sí</td>
</tr>
<tr>
<td>Identifique los artículos</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Trazar/escribir cartas</strong></td>
<td></td>
</tr>
<tr>
<td>Clasifique las tarjetas de letras en dos montones: uno para las mayúsculas y otro para las minúsculas. (Tarjetas y marcador)</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Diario</strong></td>
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</tr>
<tr>
<td>Etiquete los artículos</td>
<td>Sí</td>
</tr>
<tr>
<td>Identifique los artículos</td>
<td>Sí</td>
</tr>
<tr>
<td>Caza de colores</td>
<td>Dé pistas y desafíe a su hijo a encontrar cosas de un cierto color.</td>
</tr>
<tr>
<td>Clasificar tarjetas de juego</td>
<td>Ordene las tarjetas en cuatro pilas: corazones, diamantes, espadas y tréboles. Clasifique las tarjetas en pilas rojas y negras. Clasifique las tarjetas según su valor numérico.</td>
</tr>
<tr>
<td>Clasificación de monedas</td>
<td>Recicle un viejo contenedor de ensalada de frutas como una bandeja de clasificación. Deje las monedas en la sección central, luego etiquete cada sección con las monedas de 25, 10, 5 y 1 centavo.</td>
</tr>
<tr>
<td>Contar monedas</td>
<td>Use vasos de plástico, etiquételos con los números 1-10 para las monedas de 1 centavo, 5-50 para las de 5 centavos, 10-50 para las de 10 centavos. Haga que el estudiante llene el vaso de acuerdo al número de monedas de 1, 5, y 10 centavos que deberían colocarse en el vaso valuado.</td>
</tr>
<tr>
<td>Clasificar los objetos</td>
<td>Encuentre artículos comunes de la casa y haga que el niño los clasifique según diferentes atributos (calcetines, tazas, colores, juguetes).</td>
</tr>
<tr>
<td>Identificar las formas</td>
<td>Organic paree diferentes formas.</td>
</tr>
<tr>
<td>Rompecabezas</td>
<td>Use piezas individuales de rompecabezas de hasta 500 piezas.</td>
</tr>
<tr>
<td>Problemas de historias</td>
<td>Utilice elementos comunes para crear ecuaciones de suma y resta (por ej., empiece con cinco papas fritas, añada una más y píquete “cuántas” y diga la frase 5 +1= 6, luego coma 2, luego diga 6-2=4).</td>
</tr>
<tr>
<td>Funcionamiento independiente</td>
<td></td>
</tr>
<tr>
<td>Lavarse las manos.</td>
<td>Enseñe los pasos en el proceso. Practique contar hasta veinte, cante la canción del “Cumpleaños Feliz”... practicando varias veces al día.</td>
</tr>
<tr>
<td>Hacer la cama</td>
<td>Dóival cada paso en pequeños pasos manejables. Comience con el paso que el niño sea capaz de hacer/ ayudar e incluya más pasos a medida que el niño domine el primer paso.</td>
</tr>
<tr>
<td>Cepillarse los dientes</td>
<td>Dóival cada paso en pequeños pasos manejables. Comience con el paso que el niño sea capaz de hacer/ ayudar e incluya más pasos a medida que el niño domine el primer paso.</td>
</tr>
<tr>
<td>Lavar los platos</td>
<td>Después de desayunar, almorzar y/o cenar, practique lavar los platos. Enseñe el proceso en pequeños pasos manejables.</td>
</tr>
<tr>
<td>Clasificar utensilios</td>
<td>Después de que los platos estén lavados y secados, haga que el estudiante clasifique y ponga los utensilios en su lugar.</td>
</tr>
<tr>
<td>Trabajos a la hora de la comida</td>
<td>Ponga la mesa (empiece con sólo la servilleta agregando piezas a medida que el niño domine cada artículo) y despeje la mesa.</td>
</tr>
<tr>
<td>Vaciarse las basuras</td>
<td>Vacie pequeños contenedores de basura en contenedores más grandes dentro de la casa.</td>
</tr>
<tr>
<td>Preparación de comida</td>
<td>Las actividades sugeridas incluyen revolver y medir con orientación, practique la manera correcta de abrir los contenedores y otros paquetes, como las bolsas de celofán.</td>
</tr>
<tr>
<td>Actividad de empaquetar</td>
<td>Tome un artículo de cada tazón, trabaje de izquierda a derecha. Coloque un artículo en una bolsa con cremallera. Selle la bolsa y colóquela en el tazón grande al final. (Bolsas con cremallera, contenedor para artículos embolsados, 3-5 tazones llenados con los artículos de su elección).</td>
</tr>
<tr>
<td>Doblar papel</td>
<td>Doble el papel en tercios.</td>
</tr>
<tr>
<td>Rellenar sobres</td>
<td>Coloque tarjetas en sobres.</td>
</tr>
<tr>
<td>Papel de construcción de aplamamiento cruzado</td>
<td>Clasifique el papel de construcción en pilas de colores, tome un trozo de papel de cada pila de izquierda a derecha y póngalo al final de la línea.</td>
</tr>
<tr>
<td>Estudios Sociales</td>
<td></td>
</tr>
<tr>
<td>Clasificar grupos de alimentos</td>
<td>Clasifique los alimentos en contenedores según el grupo de alimentos al que pertenecen.</td>
</tr>
<tr>
<td>Clasificar las prendas de vestir</td>
<td>¿Qué te pones en la cabeza? ¿Qué te pones en las piernas? ¿Qué te pones en los pies? ¿Qué te pones en la parte superior del cuerpo?</td>
</tr>
<tr>
<td>Actividad</td>
<td>Descripción</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clasificar artículos alimentarios/no alimentarios</td>
<td>Clasifique los alimentos y la ropa por grupo.</td>
</tr>
<tr>
<td>Colocar tarjetas de palabras con objetos</td>
<td>Coloque tarjetas de palabras con su correspondiente objeto encontrado en casa.</td>
</tr>
<tr>
<td>Clasificar cartas de juego</td>
<td>Clasifique las cartas en cuatro pilas: corazones, diamantes, espadas y tréboles. O clasifique las tarjetas en pilas de rojo y negro.</td>
</tr>
<tr>
<td>Mi árbol de personas importantes</td>
<td>Cree un árbol de la familia y los amigos para ayudar a su hijo a reconocer a las personas más importantes de su vida.</td>
</tr>
<tr>
<td>Ciencia</td>
<td></td>
</tr>
<tr>
<td>Clima</td>
<td>Mire el periódico, el teléfono, el pronóstico del tiempo... y hable sobre el clima conectándolo con lo que está sucediendo afuera.</td>
</tr>
<tr>
<td>Etiquete las partes del cuerpo</td>
<td>Paree las palabras de las partes del cuerpo con la correspondiente parte del cuerpo.</td>
</tr>
<tr>
<td>Ciencia del agua de la bañera</td>
<td>Explore el agua a la hora del baño con recipientes de plástico de diferentes formas y tamaños.</td>
</tr>
<tr>
<td>Actividad de reciclar</td>
<td>Ordene el periódico, separe los periódicos de las ventas del periódico impreso y colóquelos en la pila correspondiente.</td>
</tr>
<tr>
<td>Hundirse o flotar</td>
<td>Los niños prueban los objetos en el agua para ver si flotan o se hunden.</td>
</tr>
</tbody>
</table>
IRWIN FAMILY HELPS ANIMALS

A famous family helps many wild animals.

This family is the Irwin family from Australia.

The Irwin family has a TV show.

The Irwin family owns a zoo called the Australia Zoo.
Australia had big wildfires in 2019 and 2020.

Wildfires burn quickly through the wilderness.

The wildfires hurt many wild animals.

The Irwin family wanted to help the animals.

The Irwin family brought animals to the Australia Zoo.
The Australia Zoo is in Queensland, Australia.

The Australia Zoo includes a hospital for wild animals.

Doctors cared for the hurt animals at the hospital.

The animals included koalas, bilbies, kangaroos, foxes, and platypuses.
Some animals had burns from the wildfires.

Doctors gave medicine to the animals.

Doctors cared for the animals day and night.

The Irwin family helped care for the animals too.

Together, they have helped more than 90,000 animals!
The Irwin family has helped animals for many years.

A famous zookeeper was part of the Irwin family.

That zookeeper was Steve Irwin.

Steve helped animals his whole life.

Steve died in 2006.
The Irwin family continues to help animals.

The Irwin family includes Steve’s wife, Terri Irwin.

Steve + Terri have two kids.

Their daughter Bindi Irwin is 21 years old.

Their son Robert Irwin is 16 years old.
The Irwin family started a TV show in 2018.

This TV show is called “Crikey! It’s the Irwins.”

The TV show is about the Irwin family.

The TV show films the Irwin family caring for animals.

It films the Irwin family helping animals around the world.

*Click on the video link to see a clip of the show:
The Irwin family loves animals!

They care for animals at the Australia Zoo.

The Irwin family helped animals after the Australia wildfires.

They cared for animals at the zoo hospital.

Would you like to care for animals?
IRWIN FAMILY

The Irwin family cares for animals at the Australia Zoo.

Terri Irwin is from Eugene, Oregon.

She met and married Steve Irwin in Australia.

Bindi Irwin was married at the Australia Zoo in March.

Robert Irwin is a wildlife photographer.
AUSTRALIA ZOO

The Australia Zoo is in Queensland, Australia.

The Australia Zoo is 50 years old in 2020!

Steve Irwin's parents started the Australia Zoo in 1970.

Zoo visitors can learn about many animals.

They can feed and pet animals too.
QUEENSLAND, AUSTRALIA

The Australia Zoo is in Queensland, Australia.

Queensland is an area in northeastern Australia.

The Coral Sea is off the coast of Queensland.

The Great Barrier Reef is in the Coral Sea.

Many people snorkel and dive around the reef.
Choose the pictures about IRWIN FAMILY HELPS ANIMALS.
1. WHAT is the paper about?

2. WHO helps many wild animals?

3. WHERE did the Irwin family bring animals?

4. WHERE is the Irwin family from?

5. WHERE did doctors care for animals?

6. WHAT are koalas and kangaroos?
ACROSS

4  help
6  wilderness
7  hurt
8  wild animals
9  zookeeper

DOWN

1  family
2  Australia
3  wildfires
5  medicine
Who Do We Look Like?

Level C

by Claire Repp

Illustrated by Todd Gardner
I have big ears.
I have a long trunk.
Who do I look like?
I look like my mother. 
I am a baby elephant.
I have big teeth.
I have a flat tail.
Who do I look like?
I look like my father.
I am a baby beaver.
I have a long neck.
I have long legs.
Who do I look like?
I look like my mother.

I am a baby giraffe.
Who do I look like?
I have flippers.
I have black and white feathers.
I am a baby penguin.

I look like my father.
I have strong legs.
I sleep in a pouch.
Who do I look like?
I look like my mother. I am a baby kangaroo.
We look like our parents.
The End
# Who Do We Look Like?

<table>
<thead>
<tr>
<th>have</th>
<th>big</th>
<th>skin</th>
<th>ears</th>
<th>trunk</th>
<th>mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>look</td>
<td>long</td>
<td>elephant</td>
<td>teeth</td>
<td>tail</td>
<td>father</td>
</tr>
<tr>
<td>like</td>
<td></td>
<td>beaver</td>
<td>neck</td>
<td>leg</td>
<td>tongue</td>
</tr>
<tr>
<td>strong</td>
<td></td>
<td>giraffe</td>
<td>feather</td>
<td>flipper</td>
<td>beak</td>
</tr>
<tr>
<td></td>
<td></td>
<td>penguin</td>
<td>pouch</td>
<td>kangaroo</td>
<td>baby animal</td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
Who Do We Look Like?

Name: ______________________

1. What is this story about?
   young plants
   baby animals
   animal trainers

2. Who does the baby elephant look like?
   mother
   aunt
   bird

3. Who does the baby beaver look like?
   flower
   father
   uncle

4. What do penguins have for catching fish?
   beak
   arms
   trunk

5. Which animal has strong back legs for jumping?
   fish
   giraffe
   kangaroo
Baby animals look like their parents.

<table>
<thead>
<tr>
<th>Baby Animal</th>
<th>Parent Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>baby elephant</td>
<td></td>
</tr>
<tr>
<td>baby beaver</td>
<td></td>
</tr>
<tr>
<td>baby giraffe</td>
<td></td>
</tr>
<tr>
<td>baby penguin</td>
<td></td>
</tr>
<tr>
<td>baby kangaroo</td>
<td></td>
</tr>
<tr>
<td>Parent Animal</td>
<td>Baby Animal</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>elephant</td>
<td>baby elephant</td>
</tr>
<tr>
<td>beaver</td>
<td>baby beaver</td>
</tr>
<tr>
<td>giraffe</td>
<td>baby giraffe</td>
</tr>
<tr>
<td>penguin</td>
<td>baby penguin</td>
</tr>
<tr>
<td>kangaroo</td>
<td>baby kangaroo</td>
</tr>
</tbody>
</table>
Activity 2:

parents | plants | cars

<table>
<thead>
<tr>
<th>kangaroo</th>
<th>giraffe</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Kangaroo" /></td>
<td><img src="image" alt="Giraffe" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>elephant</th>
<th>beaver</th>
</tr>
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<tbody>
<tr>
<td><img src="image" alt="Elephant" /></td>
<td><img src="image" alt="Beaver" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>penguin</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Penguin" /></td>
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</table>
### Activity 3, Template C:

<table>
<thead>
<tr>
<th>features</th>
<th>leaves</th>
<th>thorns</th>
</tr>
</thead>
<tbody>
<tr>
<td>trunk</td>
<td>flat tail</td>
<td></td>
</tr>
<tr>
<td>long neck</td>
<td>flippers</td>
<td></td>
</tr>
<tr>
<td>strong legs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Activity 3, Template B:

<table>
<thead>
<tr>
<th>trunk</th>
<th>flat tail</th>
</tr>
</thead>
<tbody>
<tr>
<td>long neck</td>
<td>flippers</td>
</tr>
<tr>
<td>strong legs</td>
<td></td>
</tr>
</tbody>
</table>
High-Frequency Spelling List 1

like
kind
ear
I
am
who

like
gkind
eas
I
am
who

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Unique Learning System®, May 2020

INT, Unit 24, Life Science, We Look Alike!
Lesson 8, High-Frequency Spelling List 1
like
kind
ear
I
am
am
who
am
1. An elephant's \underline{tusk} is big.

2. I \underline{do not like} snakes.

3. Bears have the same \underline{color} of fur.

4. A baby duck looks \underline{like} its mother.

5. What do you look like?

6. I \underline{am not a baby}. 
1. An elephant's [ ] is big.

2. do not like snakes.

3. Bears have the same [ ] of fur.

4. A baby duck looks [ ] its mother.

5. do you look like?

6. I [ ] not a baby.
1. What word starts like king?  

2. What word rhymes with zoo?  

3. What word starts like ant?  

4. What word starts like ivy?  

5. What word rhymes with bike?  

6. What word ends like car?
1. What word starts like king?

2. What word rhymes with zoo?

3. What word starts like ant?

4. What word starts like ivy?

5. What word rhymes with bike?

6. What word ends like car?
<table>
<thead>
<tr>
<th>Who</th>
<th>am</th>
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</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>ear</td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>ear</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>who</th>
<th>am</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>ear</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Word Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>kind</td>
</tr>
</tbody>
</table>

| like       |
| kind       |

For hands-on instruction, print, cut out and laminate.
High-Frequency Spelling List 1

like
kind
ear
I
am
who

High-Frequency Spelling List 1

like
kind
ear
I
am
who
1. An elephant's [ ] is big.

2. do not like snakes.

3. Bears have the same [ ] of fur.

4. A baby duck looks [ ] its mother.

5. do you look like?

6. I [ ] not a baby.
1. An elephant's ________ is big.

2. ________ do not like snakes.

3. Bears have the same ________ of fur.

4. A baby duck looks ________ its mother.

5. ________ do you look like?

6. I ________ not a baby.
1. What word starts like king?

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6. What word ends like car?
<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>am</td>
<td></td>
<td>Who</td>
<td>am</td>
<td></td>
</tr>
<tr>
<td>ear</td>
<td>-</td>
<td></td>
<td>ear</td>
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<td></td>
</tr>
<tr>
<td>kind</td>
<td>like</td>
<td></td>
<td>kind</td>
<td>like</td>
<td></td>
</tr>
<tr>
<td></td>
<td>II</td>
<td></td>
<td></td>
<td>II</td>
<td></td>
</tr>
</tbody>
</table>

**Fill-In Word Study**

- Who
- am
- ear
- kind
- like

*INT: Unit 24, Life Science, We Look Alike! Lesson 8, High-Frequency Spelling List 1*
Emily sees 4 puppies. Count 4 puppies.

Chris sees 6 puppies. Count 6 puppies.

Who sees more?
Emily Chris same

Who sees less?
Emily Chris same
Emily sees 10 kittens. Count 10 kittens.

Chris sees 8 kittens. Count 8 kittens.

Who sees more? Emily and Chris see the same number.

Who sees less? Emily and Chris see the same number.
Emily sees 9 ducklings. Count 9 ducklings.

Chris sees 9 ducklings. Count 9 ducklings.

Who sees more? Emily and Chris see the same number of ducklings.

Who sees less? Emily and Chris see the same number of ducklings.
### Who sees more?

- **Emily** sees 16 piglets.
- **Chris** sees 15 piglets.

### Who sees less?

- **Emily** sees 12 puppies.
- **Chris** sees 11 puppies.

### Do they see the same?

- **Emily** sees 20 kittens.
- **Chris** sees 20 kittens.
Emily sees puppies. How many puppies does Emily see?

Emily

17 12 19

Chris sees puppies. How many puppies does Chris see?

Chris

11 13 15
Emily sees 19 puppies. How many puppies does Emily see?

19

Chris sees 15 puppies. How many puppies does Chris see?

15
Number Sense 6
How Many? 1 - 10

How many?

How many?

How many?

How many?

1 2 3 4 5
6 7 8 9 10
### Number Sense 8
Teaching Comparing Numbers

<table>
<thead>
<tr>
<th>&gt; means greater than (bigger)</th>
<th>8 is bigger than 4.</th>
<th>8 is greater than 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily has 8 apples.</td>
<td></td>
<td>Chris has 4 apples.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&lt; means less than (smaller)</th>
<th>3 is smaller than 7.</th>
<th>3 is less than 7.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily has 3 footballs.</td>
<td></td>
<td>Chris has 7 footballs.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>= means equal to (the same)</th>
<th>6 is the same as 6.</th>
<th>6 is equal to 6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily has 6 leaves.</td>
<td></td>
<td>Chris has 6 leaves.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Number</td>
<td>Description</td>
<td>Number</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>29</td>
<td>Emily sees 29 kittens.</td>
<td>29</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>44</td>
<td>Emily sees 44 puppies.</td>
<td>48</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>48</td>
</tr>
<tr>
<td>37</td>
<td>Emily sees 37 baby giraffes.</td>
<td>36</td>
</tr>
<tr>
<td>37</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Number Sense 10</td>
<td>Comparing Numbers to 100</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Means greater than</th>
<th>Means less than</th>
<th>Means equal to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emily sees 81 piglets.</td>
<td>Chris sees 80 piglets.</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

| Emily sees 95 puppies.    | Chris sees 95 puppies.    |                |
| 95                        | 95                        |                |

| Emily sees 64 kittens.    | Chris sees 75 kittens.    |                |
| 64                        | 75                        |                |

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Unique Learning System®. May 2020
Emily sees 22 ducklings. She wants to know how many tens and how many ones are in 22.

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

**How many 10s:**

**How many 1s:**
Chris sees 43 piglets. He wants to know how many tens and how many ones are in 43.

<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:   
Emily sees 35 kittens. She wants to know how many tens and how many ones are in 35.

How many 10s:  

How many 1s:  

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INT, Unit 24, Life Science, We Look Alike!
Lesson 16a, Number Sense - Counting, Place Value and Rounding, Babies, Babies, Babies
Chris sees 59 piglets. He wants to know how many tens and how many ones are in 59.

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

How many 10s: 

How many 1s: 

Copyright © 2020 n2y, LLC. All rights reserved. Unique Learning System®, May 2020
Emily feeds 321 kittens each month. She wants to know how many hundreds, how many tens and how many ones are in 321.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

How many 100s: 

How many 10s: 

How many 1s:
Chris feeds 534 puppies each month. He wants to know how many hundreds, how many tens and how many ones are in 534.

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
</table>

![Dog icon]

- How many 100s: 
- How many 10s: 
- How many 1s: 

Copyright © 2020 n2y, LLC. All rights reserved.
Unique Learning System®, May 2020
Emily feeds 482 kittens each month. She wants to know how many hundreds, how many tens and how many ones are in 482.

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

- How many 100s:  
- How many 10s:   
- How many 1s:    

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Unique Learning System®, May 2020
Chris feeds 627 piglets each month. He wants to know how many hundreds, how many tens and how many ones are in 627.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
</table>

- How many 100s:  
- How many 10s:   
- How many 1s:    

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Unique Learning System®, May 2020
Emily sees 6 kittens.

Chris sees 3 kittens.

How many altogether?

Emily sees 4 piglets.

Chris sees 4 piglets.

How many altogether?
<table>
<thead>
<tr>
<th>Emily sees 6 kittens.</th>
<th>+</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris sees 3 kittens.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many altogether?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emily sees 4 piglets.</td>
<td>+</td>
<td>4</td>
</tr>
<tr>
<td>Chris sees 4 piglets.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How many altogether?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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<td>---</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>+ 3</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>+ 4</td>
</tr>
</tbody>
</table>

Name: ____________________
<table>
<thead>
<tr>
<th>Emily sees 2 ducklings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![2 ducklings]</td>
</tr>
<tr>
<td>How many altogether?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chris sees 8 ducklings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![8 ducklings]</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily sees 5 puppies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![5 puppies]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chris sees 1 puppy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![1 puppy]</td>
</tr>
<tr>
<td>+</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Emily sees 2 ducklings.

Chris sees 8 ducklings.

How many altogether?

Emily sees 5 puppies.

Chris sees 1 puppy.

How many altogether?
Adding to 10 Vertical

2 + 8 = 10

5 + 1 = 6
Emily sees 3 baby giraffes.  Chris sees 2 baby giraffes.  How many altogether?

\[ \square + \square = \square \]

Emily sees 4 ducklings.  Chris sees 5 ducklings.  How many altogether?

\[ \square + \square = \square \]
### Emily sees 3 baby giraffes. Chris sees 2 baby giraffes.

| 3 | + | 2 | = |

Emily sees 4 ducklings. Chris sees 5 ducklings.

| 4 | + | 5 | = |
3 + 2 = 

4 + 5 =
<table>
<thead>
<tr>
<th>Emily sees 1 kitten.</th>
<th>Chris sees 1 kitten.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Kitten" /></td>
<td><img src="image2" alt="Kitten" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>=</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily sees 2 ducklings.</th>
<th>Chris sees 5 ducklings.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Ducklings" /></td>
<td><img src="image4" alt="Ducklings" /></td>
<td></td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>=</td>
</tr>
</tbody>
</table>
Emily sees 1 kitten.  
Chris sees 1 kitten.  
How many altogether?

Emily sees 2 ducklings.  
Chris sees 5 ducklings.  
How many altogether?
1 + 1 =

2 + 5 =
<table>
<thead>
<tr>
<th><strong>Emily feeds 11 kittens.</strong></th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of 11 kittens" /></td>
<td></td>
</tr>
<tr>
<td><strong>Chris feeds 5 kittens.</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image of 5 kittens" /></td>
<td></td>
</tr>
<tr>
<td><strong>How many altogether?</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emily feeds 7 puppies.</strong></th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Image of 7 puppies" /></td>
<td></td>
</tr>
<tr>
<td><strong>Chris feeds 8 puppies.</strong></td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Image of 8 puppies" /></td>
<td></td>
</tr>
<tr>
<td><strong>How many altogether?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Emily feeds 11 kittens.

Chris feeds 5 kittens.

How many altogether?

Emily feeds 7 puppies.

Chris feeds 8 puppies.

How many altogether?
<table>
<thead>
<tr>
<th>Emily feeds 6 kittens.</th>
<th>Chris feeds 6 kittens.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Kittens" /></td>
<td><img src="image" alt="Kittens" /></td>
</tr>
</tbody>
</table>

How many altogether?

<table>
<thead>
<tr>
<th>Emily feeds 9 piglets.</th>
<th>Chris feeds 7 piglets.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Piglets" /></td>
<td><img src="image" alt="Piglets" /></td>
</tr>
</tbody>
</table>

How many altogether?
<table>
<thead>
<tr>
<th>Emily feeds 6 kittens.</th>
<th>+</th>
<th>Chris feeds 6 kittens.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="kittens.png" alt="Kittens" /></td>
<td></td>
<td><img src="kittens.png" alt="Kittens" /></td>
</tr>
<tr>
<td>How many altogether?</td>
<td></td>
<td>How many altogether?</td>
</tr>
</tbody>
</table>

**Emily feeds 9 piglets.**

![Piglets](piglets.png)

**Chris feeds 7 piglets.**

![Piglets](piglets.png)

How many altogether?
Number Sense 26, Level 1
Adding to 20 Vertical

Name: __________________________

6 + 6 = __

9 + 7 = __
<table>
<thead>
<tr>
<th>Emily sees 4 ducklings.</th>
<th>Chris sees 15 ducklings.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Ducklings" /></td>
<td><img src="image2" alt="Ducklings" /></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily sees 12 kittens.</th>
<th>Chris sees 5 kittens.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Kittens" /></td>
<td><img src="image4" alt="Kittens" /></td>
<td></td>
</tr>
<tr>
<td>Emily sees 4 ducklings.</td>
<td>Chris sees 15 ducklings.</td>
<td>How many altogether?</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><img src="4" alt="Duckling Images" /></td>
<td><img src="15" alt="Duckling Images" /></td>
<td>![Blank Box]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily sees 12 kittens.</th>
<th>Chris sees 5 kittens.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="12" alt="Kitten Images" /></td>
<td><img src="5" alt="Kitten Images" /></td>
<td>![Blank Box]</td>
</tr>
</tbody>
</table>
4 + 15 = 

12 + 5 =
Emily sees 11 piglets.  
Chris sees 2 piglets.  
How many altogether?

Emily sees 10 puppies.  
Chris sees 4 puppies.  
How many altogether?
<table>
<thead>
<tr>
<th>Emily sees 11 piglets.</th>
<th>Chris sees 2 piglets.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="11 piglets" /></td>
<td><img src="image2" alt="2 piglets" /></td>
<td><img src="image3" alt="Blank" /></td>
</tr>
<tr>
<td><img src="image4" alt="11 piglets" /></td>
<td><img src="image5" alt="2 piglets" /></td>
<td><img src="image6" alt="Blank" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily sees 10 puppies.</th>
<th>Chris sees 4 puppies.</th>
<th>How many altogether?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="10 puppies" /></td>
<td><img src="image8" alt="4 puppies" /></td>
<td><img src="image9" alt="Blank" /></td>
</tr>
<tr>
<td><img src="image10" alt="10 puppies" /></td>
<td><img src="image11" alt="4 puppies" /></td>
<td><img src="image12" alt="Blank" /></td>
</tr>
</tbody>
</table>
11 + 2 = □

10 + 4 = □
Emily sees 5 piglets.

Chris sees 4 piglets.

Alec sees 6 piglets.

How many altogether?

Emily sees 7 puppies.

Chris sees 5 puppies.

Alec sees 5 puppies.

How many altogether?
<table>
<thead>
<tr>
<th><strong>Emily sees 5 piglets.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of 5 pigs]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chris sees 4 piglets.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of 4 pigs]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Alec sees 6 piglets.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of 6 pigs]</td>
</tr>
</tbody>
</table>

How many altogether?

<table>
<thead>
<tr>
<th><strong>Emily sees 7 puppies.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of 7 puppies]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chris sees 5 puppies.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of 5 puppies]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Alec sees 5 puppies.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image of 5 puppies]</td>
</tr>
</tbody>
</table>

How many altogether?
<table>
<thead>
<tr>
<th>Emily sees 2 puppies.</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="2 puppies" /></td>
<td></td>
</tr>
<tr>
<td>Chris sees 7 puppies.</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="7 puppies" /></td>
<td></td>
</tr>
<tr>
<td>Alec sees 4 puppies.</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="4 puppies" /></td>
<td></td>
</tr>
<tr>
<td>How many altogether?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily sees 6 piglets.</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="6 piglets" /></td>
<td></td>
</tr>
<tr>
<td>Chris sees 8 piglets.</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="8 piglets" /></td>
<td></td>
</tr>
<tr>
<td>Alec sees 4 piglets.</td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="4 piglets" /></td>
<td></td>
</tr>
<tr>
<td>How many altogether?</td>
<td></td>
</tr>
<tr>
<td><strong>Emily sees 2 puppies.</strong></td>
<td>2</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---</td>
</tr>
<tr>
<td><strong>Chris sees 7 puppies.</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Alec sees 4 puppies.</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>How many altogether?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Emily sees 6 piglets.</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Chris sees 8 piglets.</strong></td>
<td>8</td>
</tr>
<tr>
<td><strong>Alec sees 4 piglets.</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>How many altogether?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Name: ____________________

Adding 3 Numbers to 20 Vertical

2 + 7 + 4 = ____________________

6 + 8 + 4 = ____________________
<table>
<thead>
<tr>
<th>Emily sees 3 kittens.</th>
<th>Chris sees 10 kittens.</th>
<th>Alec sees 7 kittens.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Images of kittens" /></td>
<td><img src="image2" alt="Images of kittens" /></td>
<td><img src="image3" alt="Images of kittens" /></td>
</tr>
</tbody>
</table>

How many altogether?

<table>
<thead>
<tr>
<th>Emily sees 1 baby giraffe.</th>
<th>Chris sees 11 baby giraffes.</th>
<th>Alec sees 1 baby giraffe.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Images of baby giraffes" /></td>
<td><img src="image5" alt="Images of baby giraffes" /></td>
<td><img src="image6" alt="Images of baby giraffes" /></td>
</tr>
</tbody>
</table>

How many altogether?
### Adding 3 Numbers to 20 Horizontal

<table>
<thead>
<tr>
<th>Emily sees 3 kittens.</th>
<th>Chris sees 10 kittens.</th>
<th>Alec sees 7 kittens.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="3 kittens" /></td>
<td><img src="image" alt="10 kittens" /></td>
<td><img src="image" alt="7 kittens" /></td>
</tr>
<tr>
<td>[3 + 10 + 7 = ]</td>
<td></td>
<td>How many altogether?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily sees 1 baby giraffe.</th>
<th>Chris sees 11 baby giraffes.</th>
<th>Alec sees 1 baby giraffe.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="1 baby giraffe" /></td>
<td><img src="image" alt="11 baby giraffes" /></td>
<td><img src="image" alt="1 baby giraffe" /></td>
</tr>
<tr>
<td>[1 + 11 + 1 = ]</td>
<td></td>
<td>How many altogether?</td>
</tr>
</tbody>
</table>
3 + 10 + 7 =

How many altogether?

1 + 11 + 1 =

How many altogether?
Number Sense 32, Level 3
Adding 3 Numbers to 20 Horizontal

Emily sees 3 puppies.  Chris sees 2 puppies.  Alec sees 6 puppies.

\[
\begin{array}{ccc}
\text{Emily sees 7 ducklings.} & \text{Chris sees 4 ducklings.} & \text{Alec sees 6 ducklings.}
\end{array}
\]
<table>
<thead>
<tr>
<th>Emily sees 3 puppies.</th>
<th>Chris sees 2 puppies.</th>
<th>Alec sees 6 puppies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 + 2 + 6 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Images of puppies]</td>
<td>[Images of puppies]</td>
<td>[Images of puppies]</td>
</tr>
</tbody>
</table>

How many altogether?

<table>
<thead>
<tr>
<th>Emily sees 7 ducklings.</th>
<th>Chris sees 4 ducklings.</th>
<th>Alec sees 6 ducklings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 4 + 6 =</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Images of ducklings]</td>
<td>[Images of ducklings]</td>
<td>[Images of ducklings]</td>
</tr>
</tbody>
</table>

How many altogether?
3 + 2 + 6 =

How many altogether?

7 + 4 + 6 =

How many altogether?
<table>
<thead>
<tr>
<th>Emily feeds 38 kittens.</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris feeds 11 kittens.</td>
<td></td>
</tr>
<tr>
<td>How many altogether?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emily feeds 16 piglets.</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris feeds 21 piglets.</td>
<td></td>
</tr>
<tr>
<td>How many altogether?</td>
<td></td>
</tr>
<tr>
<td><strong>Emily feeds 38 kittens.</strong></td>
<td><img src="image1.png" alt="Cat" /></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>How many altogether?</strong></td>
<td><img src="image2.png" alt="38" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chris feeds 11 kittens.</strong></th>
<th><img src="image3.png" alt="Cat" /></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image4.png" alt="11" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Emily feeds 16 piglets.</strong></th>
<th><img src="image5.png" alt="Pig" /></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How many altogether?</strong></td>
<td><img src="image6.png" alt="16" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Chris feeds 21 piglets.</strong></th>
<th><img src="image7.png" alt="Pig" /></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image8.png" alt="21" /></td>
</tr>
</tbody>
</table>
Number Sense 33, Level 1
Adding 2-Digit Numbers to 50 - No Carrying

1. Use manipulatives to solve:
   
   Cat: 38
   + 11
   ______

2. Use manipulatives to solve:
   
   Pig: 16
   + 21
   ______
Emily feeds 12 kittens.

Chris feeds 23 kittens.

How many altogether?

Emily feeds 10 piglets.

Chris feeds 14 piglets.

How many altogether?
| Emily feeds 12 kittens. | \[ \begin{array}{|c|c|c|c|} \hline 1 & 2 \hline \end{array} \] 

Chris feeds 23 kittens. 

\[ \begin{array}{|c|c|c|c|} \hline + & 2 & 3 \hline \end{array} \] 

How many altogether?

| Emily feeds 10 piglets. | \[ \begin{array}{|c|c|c|c|} \hline 1 & 0 \hline \end{array} \] 

Chris feeds 14 piglets. 

\[ \begin{array}{|c|c|c|c|} \hline + & 1 & 4 \hline \end{array} \] 

How many altogether?
use manipulatives to solve

1 2
+
2 3
_____

use manipulatives to solve

1 0
+
1 4
_____

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Number Sense 35
Adding 2-Digit Numbers - Teaching How to Carry

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

Step 1: Set up your addition problem.
Emily has 26 pencils.
Chris has 18 pencils.
Add this side first.

Step 2: Add.

\[
\begin{array}{c}
6 \\
+ 8 \\
\hline
14
\end{array}
\]

Step 3: Write down the number.
Write the number 4 on this side.

Step 4: Carry the number.
Write the number 1 in the box.

Step 5: Add the other side.
Write the 4 down.

You have your answer!
The answer is 44!
### Number Sense 35
Adding 2-Digit Numbers - Carrying Guide

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

<table>
<thead>
<tr>
<th>Step 1: Set up your addition problem.</th>
<th>Step 4: Carry the number.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Add this side first." /></td>
<td>Write the number in the box.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Add.</th>
<th>Step 5: Add the other side.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Addition" /></td>
<td>Write the number down.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Write down the number.</th>
<th>You have your answer!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the number on this side.</td>
<td>Here is the answer!</td>
</tr>
</tbody>
</table>
Emily feeds 16 puppies.

Chris feeds 26 puppies.

How many altogether?

Emily feeds 27 kittens.

Chris feeds 17 kittens.

How many altogether?
Emily feeds 16 puppies.

Chris feeds 26 puppies.

How many altogether?

Emily feeds 27 kittens.

Chris feeds 17 kittens.

How many altogether?
<table>
<thead>
<tr>
<th>Use manipulatives to solve</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Dog" /></td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use manipulatives to solve</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><img src="image2.png" alt="Cat" /></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Emily feeds 15 piglets.

Chris feeds 18 piglets.

How many altogether?

Emily feeds 19 kittens.

Chris feeds 28 kittens.

How many altogether?
<table>
<thead>
<tr>
<th>Number Sense 37, Level 2</th>
<th>Adding 2-Digit Numbers to 50 - Carrying</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emily feeds 15 piglets.</strong></td>
<td>![Piglet Image] ![Number 15 Image] ![Addition Symbol] ![Number 18 Image] ![Blank Space] ![Blank Space]</td>
</tr>
<tr>
<td><strong>Chris feeds 18 piglets.</strong></td>
<td>![Piglet Image] ![Number 18 Image] ![Blank Space] ![Blank Space]</td>
</tr>
<tr>
<td><strong>How many altogether?</strong></td>
<td>![Blank Space] ![Blank Space]</td>
</tr>
<tr>
<td><strong>Emily feeds 19 kittens.</strong></td>
<td>![Kitten Image] ![Number 19 Image] ![Addition Symbol] ![Number 28 Image] ![Blank Space] ![Blank Space]</td>
</tr>
<tr>
<td><strong>Chris feeds 28 kittens.</strong></td>
<td>![Kitten Image] ![Number 28 Image] ![Blank Space] ![Blank Space]</td>
</tr>
<tr>
<td><strong>How many altogether?</strong></td>
<td>![Blank Space] ![Blank Space]</td>
</tr>
</tbody>
</table>
Use manipulatives to solve:

15

+ 18

 ---

Use manipulatives to solve:

19

+ 28

---
Step 1: Look at the addition problem.

48
+ 27
_____

Step 2: What is the top number?

48

Step 3: Push the numbers.

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

4 8

Note: If you make a mistake, push clear.

C

Step 4: What are you doing?

Adding? +
Subtracting? -
Multiplying? ×
Dividing? ÷

You are adding. Push the plus sign.

Step 5: What is the bottom number?

27

Step 6: Push the numbers.

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

2 7

Note: If you make a mistake, push clear.

Step 7: Solve the problem.

Push the equal sign. The answer is 75. 75 is on the screen.

= 75
Emily feeds 10 kittens. Chris feeds 33 kittens.

10
+
33

How many altogether?

Emily feeds 26 puppies. Chris feeds 22 puppies.

26
+
22

How many altogether?
Emily feeds 54 piglets. Chris feeds 37 piglets.

\[
\begin{align*}
54 & + 37 \\
\hline
81 &
\end{align*}
\]

How many altogether?

Emily feeds 42 ducklings. Chris feeds 47 ducklings.

\[
\begin{align*}
42 & + 47 \\
\hline
89 &
\end{align*}
\]

How many altogether?
January 24, 2017
A baby Nile hippo was born 6 weeks early at the Cincinnati Zoo. She weighed 29 lbs. She was the smallest hippo to ever survive.

March 16, 2017
Fiona ate hay for the first time. It had to be chewed up by her mom first.

May 10, 2017
Fiona had a dental checkup. She started to grow teeth on the top of her mouth.

January 31, 2017
The baby hippo was named Fiona, which means "fair."

April 5, 2017
Fiona played with a sprinkler. This helped with her senses.

January 24, 2018
Fiona celebrated her 1st birthday.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24, 2017</td>
<td>A baby Nile hippo was born 6 weeks early at the Cincinnati Zoo. She weighed 29 lbs. She was the smallest hippo to ever survive.</td>
</tr>
<tr>
<td>January 31, 2017</td>
<td>The baby hippo was named Fiona, which means &quot;fair.&quot;</td>
</tr>
<tr>
<td>March 16, 2017</td>
<td>Fiona ate hay for the first time. It had to be chewed by her mom first.</td>
</tr>
<tr>
<td>April 5, 2017</td>
<td>Fiona played with a sprinkler. This helped with her senses.</td>
</tr>
<tr>
<td>May 10, 2017</td>
<td>Fiona had a dental checkup. She started to grow teeth on the top of her mouth.</td>
</tr>
<tr>
<td>January 24, 2018</td>
<td>Fiona celebrated her 1st birthday.</td>
</tr>
</tbody>
</table>
Banana Penguins

**NEED**

- 6 bananas, peeled
- 12-oz bag chocolate chips
- 12 edible candy eyes
- 1 C chocolate candies, orange
- Plastic knife
- Small microwave-safe bowl
- Spoon

*Always consider student food allergies when preparing recipes.*

1. Cut each banana ⅔ of the way down into large and small banana pieces.

2. Put chocolate chips into bowl.

3. Microwave for 30 seconds. Stir.

4. Repeat step 3 until chocolate is smooth and melted.
5. Dip rounded end of banana pieces into melted chocolate. Slowly twist to make tuxedo shape.

6. Put candy eyes and chocolate candies onto melted chocolate for eyes and beak.

7. Spoon melted chocolate onto cut end of banana pieces.

8. Put chocolate candies onto melted chocolate for feet.

9. Eat.
Recipe review

Recipe: ____________________________________________

Reviewed by: ______________________________________

What was in it?

[Blank spaces for four items]

How did it taste?

- yummy
- OK
- yucky

How was it to make?

- easy
- OK
- hard

Was it healthy?

- yes
- OK
- no