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>
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<tr>
<td>Break tasks into manageable chunks.</td>
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<tr>
<td>Provide 2-3 step directions.</td>
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</table>
| **Check for understanding before proceeding with multi-step directions.** | **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.**  
| **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!”**  
|
Use individual student schedules.

- Use the visuals attached to this packet to create your own visual schedule. Consider cutting them out and organizing them based on your child’s learning schedule.

2. Schedules & Routines for Remote Learning:

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

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

3. Prompting:

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

PROMPTING AMOUNT-
PROMPTING HIERARCHY-

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

4. Communication:

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

1. Point to one, two, or three symbols while communicating a message to your child:
   “I” + “like” + “you”
   “You” + “do” + “good”
   “More”?
   “Help”?

2. Ask your child to point to words to help clarify their wants and needs or to initiate their wants or needs.

3. Use this to support prompting during activities or provide further clarification.

5. Home Activities to Support Remote Learning: These are activities that can engage your children using common household items and do not require digital or printing access. The list contains a variety of activities/suggestions across all levels to support remote learning.

   a. Create a routine/schedule for the chosen activities and integrate them throughout your daily activities.

   b. Address activities in smaller increments of time over several sessions at different times of day. Build on the amount of time for each activity or step.

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

**Stories:**
- 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>Focus: Literacy</td>
<td>Using the packet, work with your child to-</td>
<td>Focus: Math</td>
<td>Focus: Literacy</td>
<td>Focus: Math</td>
<td>Focus: Cooking/Craft</td>
</tr>
<tr>
<td>Time TBD</td>
<td>1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
</tr>
</tbody>
</table>

Non-Digital Remote Learning Family Learning Weekly Sample Schedule

<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>Focus: Literacy</td>
<td>Using the packet, work with your child to-</td>
<td>Focus: Math</td>
<td>Focus: Literacy</td>
<td>Focus: Math</td>
<td>Focus: Cooking/Craft</td>
</tr>
<tr>
<td>Time TBD</td>
<td>1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
<td>Using the packet, work with your child to-</td>
</tr>
</tbody>
</table>
Have your child engage in a movement or sensory activity: walk, run, blow bubbles, take deep breaths, etc.

<table>
<thead>
<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></td>
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<tr>
<td>- 10 jumping jacks</td>
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<td>- 10 arm circles</td>
<td></td>
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<tr>
<td>- 10 trunk twists</td>
<td></td>
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<tr>
<td>- 10 squats</td>
<td></td>
</tr>
<tr>
<td>- 10 sit ups</td>
<td></td>
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</tbody>
</table>

*Modify as needed for your child’s physical access.

Exercise: Use a hallway or sidewalk to do the following:
- run forward
- run backward
- skip
- gallop
- fly like an airplane

Dance Party with your Family!

If provided, practice writing name.

Practice writing name.

If provided, practice writing home address.

Practice writing home address.

In your home using everyday items (towels, socks, books, etc.)

In your home using everyday items (crayons, stickers, etc.)

Try writing your home address.

Try writing your home address.

Try writing name.

Try writing name.

Based on Grade of Your Child

Based on Grade of Your Child

Literacy Activity

- Read/Listen to a Book
- Read/Listen to a Magazine
- Read/Listen to a Packaging Label
- Read/Listen to a Recipe

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

- Read/Listen to a Book
- Read/Listen to a Magazine
- Read/Listen to a Packaging Label
- Read/Listen to a Recipe

If you have access to technology, listen to a story on:
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- Read/Listen to a Packaging Label
- Read/Listen to a Recipe

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

Enjoy your Family!
<table>
<thead>
<tr>
<th>Project</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select 1 Activity from the Home Activity Guide under: <strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 Activity from the Home Activity Guide under: <strong>Math</strong></td>
<td></td>
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<tr>
<td></td>
<td>Select 1 Activity from the Home Activity Guide under: <strong>Independent Functioning</strong></td>
<td></td>
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<tr>
<td></td>
<td>Select 1 Activity from the Home Activity Guide under: <strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select 1 Activity from the Home Activity Guide under: <strong>Science</strong></td>
<td></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
listen
time to work

working
good

leisure break
bathroom break
<table>
<thead>
<tr>
<th>more</th>
<th>different</th>
<th>same</th>
<th>some</th>
<th>finished</th>
<th>stop</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>help</td>
<td>put</td>
<td>all</td>
<td>can</td>
<td>when</td>
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<tr>
<td>make</td>
<td>turn</td>
<td>do</td>
<td>up</td>
<td>on</td>
<td>who</td>
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<tr>
<td>get</td>
<td>look</td>
<td>open</td>
<td>that</td>
<td>in</td>
<td>why</td>
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<tr>
<td>want</td>
<td>go</td>
<td>he</td>
<td>she</td>
<td>here</td>
<td>what</td>
</tr>
<tr>
<td>like</td>
<td>not</td>
<td>you</td>
<td>it</td>
<td>where</td>
<td></td>
</tr>
<tr>
<td>Activities to Support Remote Learning</td>
<td>Quick Description</td>
<td>Grade Level</td>
<td>PK</td>
<td>K-2</td>
<td>3-5</td>
</tr>
<tr>
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<tr>
<td>Language Arts</td>
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<td>y</td>
<td>y</td>
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<tr>
<td>Sing/Say Alphabet</td>
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<td>y</td>
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<tr>
<td>Identify Items</td>
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<td>y</td>
<td>y</td>
<td>y</td>
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<tr>
<td>ABC train</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Reading Comprehension</td>
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<td>y</td>
<td>y</td>
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<tr>
<td>Math</td>
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</tbody>
</table>

**Home Activities to Support Remote Learning**

**Quick Description**

**Grade Level**

- PK
- K-2
- 3-5
- 6-8
- 9-12
- ALL
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>PreK</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
<th>ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorting Objects</td>
<td>Find common household items and have the child sort by different attributes (socks, cups, colors, toys)</td>
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<td>Y</td>
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<tr>
<td>Identifying shapes</td>
<td>Sort/Match different shapes.</td>
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<tr>
<td>Puzzles</td>
<td>Use single insert pieces up to 500 pieces jigsaw puzzles</td>
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<td>Y</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>
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<tr>
<td>Independent Functioning</td>
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<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>
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<td>y</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>
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</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>
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<td>y</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>
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</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>
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<td>y</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>
<td></td>
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<td>y</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>
<td></td>
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<tr>
<td>Empty Trash</td>
<td>Empty small trash bins into larger bins within the house</td>
<td></td>
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<tr>
<td>Food Prep</td>
<td>Suggested activities include stirring and measuring with guidance</td>
<td></td>
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<td>y</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>
<td></td>
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</tr>
<tr>
<td>Folding paper</td>
<td>Folding paper in 1/3.</td>
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</tr>
<tr>
<td>Stuffing envelopes</td>
<td>Place index cards into envelopes</td>
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</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>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Sorting food groups</td>
<td>Sort food into bins according to which food group they belong.</td>
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<td>y</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>
<td></td>
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<td>y</td>
</tr>
<tr>
<td>Sorting food/nonfood items</td>
<td>Sort food and clothing items by group</td>
<td></td>
<td></td>
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<td>y</td>
</tr>
<tr>
<td>Placing word cards with objects</td>
<td>Place word cards with its corresponding object found at home.</td>
<td></td>
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<td>y</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>
<td></td>
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</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>
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</tr>
<tr>
<td>Science</td>
<td></td>
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<tr>
<td>Weather</td>
<td>Look at newspaper, phone, weather forecast…..and talk about the weather connecting it to what is happening outside</td>
<td></td>
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</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>
<td></td>
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</tr>
<tr>
<td>Bathtub Water Science</td>
<td>Explore water at bath time with plastic containers of different shapes and sizes</td>
<td></td>
<td></td>
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<td></td>
<td>y</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>
<td></td>
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<td>y</td>
</tr>
<tr>
<td>Sink or Float</td>
<td>Children test objects in water to see if they will float or sink.</td>
<td></td>
<td></td>
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<td>y</td>
</tr>
<tr>
<td>Actividad</td>
<td>Descripción rápida</td>
<td>Nivel de grado</td>
<td>Pre-escolar</td>
<td>3-5</td>
<td>6-8</td>
<td>9-12</td>
<td>TODOS</td>
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<tr>
<td><strong>Artes del lenguaje</strong></td>
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<td></td>
</tr>
<tr>
<td>Cante/diga el alfabeto</td>
<td>Sí</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
</tr>
<tr>
<td>Etiquete los artículos</td>
<td>Muestre/señale artículos de la casa/habitaciones y pregunte “¿Qué es esto?” para hacer coincidir la palabra impresa con el artículo.</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
</tr>
<tr>
<td>Identifique los artículos</td>
<td>Presente una selección de artículos de la casa/palada. Muestre/mostrar la palabra.</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
<td>Si</td>
</tr>
<tr>
<td><strong>Escritura</strong></td>
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</tr>
<tr>
<td>Use garabatos o formas similares a las letras para representar el lenguaje escrito.</td>
<td>Proporcione utensilios de escritura y papel, diga “muéstrame cómo escribes tu nombre.”</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Trazar/escribir cartas</strong></td>
<td></td>
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<tr>
<td>Trazar/escribir cartas</td>
<td>Ponga letras en un campo de 3 sobre una mesa. Dele al estudiante una letra y digale que la paree.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Escritura</strong></td>
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<tr>
<td><strong>Diario</strong></td>
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</tr>
<tr>
<td>Diario</td>
<td>Haga que el estudiante haga un dibujo y dicte una palabra o oración escribiendo sobre un tema de interés.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Clasificar las letras</strong></td>
<td></td>
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</tr>
<tr>
<td>Clasificar las tarjetas</td>
<td>Clasifique tarjetas en dos montones: uno para las mayúsculas y otro para las minúsculas.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Clasificar las tarjetas de palabras</strong></td>
<td></td>
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</tr>
<tr>
<td>Clasificar tarjetas de palabras</td>
<td>Ordene las tarjetas en cuatro montones que coincidan con la primera letra de cada palabra.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
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</tr>
<tr>
<td><strong>Matemáticas</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Formar conjuntos</strong></td>
<td></td>
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</tr>
<tr>
<td>Formar conjuntos</td>
<td>Haga preguntas de comprensión después de cada frase o dos o tres elaborando gradualmente al párrafo (¿qué, quién, cuándo, dónde, por qué, cómo) e incluya preguntas de inferencia, como “¿qué haría?” en relación con los personajes de la historia.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Compare conjuntos</strong></td>
<td></td>
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</tr>
<tr>
<td>Compare conjuntos</td>
<td>Compare los montones. Pregunte “¿Son iguales?”</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Combine conjuntos</strong></td>
<td></td>
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</tr>
<tr>
<td>Combine conjuntos</td>
<td>Haga preguntas de comprensión después de cada frase y dos o tres elaborando gradualmente al párrafo (¿qué, quién, cuándo, dónde, por qué, cómo) e incluya preguntas de inferencia, como “¿qué haría?” en relación con los personajes de la historia.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Haga números</strong></td>
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<tr>
<td>Haga números</td>
<td>Haga el estudiante dibujar un círculo, etiquetas y recorte números del 1 al 12. Coloque los números en el canto del reloj en orden.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Comprender el color</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Comprender el color</td>
<td>Copie los patrones de objetos de color que el estudiante dibuje en el libro de actividades.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td><strong>Cuaresma</strong></td>
<td></td>
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<tr>
<td>Cuaresma</td>
<td>Dele los números en el canto del reloj en orden.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
</tr>
<tr>
<td>Actividad</td>
<td>Descripción</td>
<td>Pre-ES</td>
<td>Kinder-2</td>
<td>3-5</td>
<td>6-8</td>
<td>9-12</td>
<td>TODOS</td>
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</tr>
<tr>
<td><strong>Caza de colores</strong></td>
<td>Dé pistas y desafíe a su hijo a encontrar cosas de un cierto color.</td>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
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</tr>
<tr>
<td><strong>Clasificar tarjetas de juego</strong></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>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Clasificación de monedas</strong></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>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Contar monedas</strong></td>
<td>Use vasos de plástico, etiquételes 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>
<td>Sí</td>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Clasificar los objetos</strong></td>
<td>Encuentre artículos comunes de la casa y haga que el niño los clasifique según diferentes atributos (calcetines, tazas, colores, juguetes).</td>
<td>Sí</td>
<td>Sí</td>
<td></td>
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</tr>
<tr>
<td><strong>Identificar las formas</strong></td>
<td>Organice/paree diferentes formas.</td>
<td>Sí</td>
<td>Sí</td>
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</tr>
<tr>
<td><strong>Rompecabezas</strong></td>
<td>Use piezas individuales de rompecabezas de hasta 500 piezas.</td>
<td>Sí</td>
<td>Sí</td>
<td></td>
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<tr>
<td><strong>Problemas de historias</strong></td>
<td>Utilice elementos comunes para crear ecuaciones de suma y resta (por ej., empiece con cinco papas fritas, añada una más y pregunte “cuántas” y diga la frase 5 +1= 6, luego coma 2, luego diga 6-2=4).</td>
<td>Sí</td>
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<tr>
<td><strong>Funcionamiento independiente</strong></td>
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<tr>
<td><strong>Lavarse las manos.</strong></td>
<td>Enseñe los pasos en el proceso. Practique contar hasta veinte, cante la canción del “Cumpleaños Feliz”... practicando varias veces al día.</td>
<td>Sí</td>
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<tr>
<td><strong>Hacer la cama</strong></td>
<td>Divida 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>
<td>Sí</td>
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<tr>
<td><strong>Cepillarse los dientes</strong></td>
<td>Divida 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>
<td>Sí</td>
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<tr>
<td><strong>Limpia una mesa</strong></td>
<td>Después de desayunar, almozar y/o cenar, practique limpiar la mesa. Enseñe el proceso en pequeños pasos.</td>
<td>Sí</td>
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<tr>
<td><strong>Lavar los platos</strong></td>
<td>Después de desayunar, almozar y/o cenar, practique lavar los platos. Enseñe el proceso en pequeños pasos manejables.</td>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Clasificar utensilios</strong></td>
<td>Después de que los platos estén lavados y secados, haga que el estudiante clasifique y ponga los utensilios en su lugar.</td>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Trabajos a la hora de la comida</strong></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>
<td>Sí</td>
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<tr>
<td><strong>Vaciar la basura</strong></td>
<td>Vacíe pequeños contenedores de basura en contenedores más grandes dentro de la casa.</td>
<td>Sí</td>
<td>Sí</td>
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<tr>
<td><strong>Preparación de comida</strong></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 colafán.</td>
<td>Sí</td>
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<tr>
<td><strong>Actividad de empacar</strong></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, contenedores para artículos embolsados, 3-5 tazones llenados con los artículos de su elección).</td>
<td>Sí</td>
<td></td>
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<tr>
<td><strong>Doblar papel</strong></td>
<td>Doble el papel en tercios.</td>
<td>Sí</td>
<td></td>
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<tr>
<td><strong>Rellenar sobres</strong></td>
<td>Coloque tarjetas en sobres.</td>
<td>Sí</td>
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<tr>
<td><strong>Papel de construcción de aplanamiento cruzado</strong></td>
<td>Clasifique el papel de construcción en pilas de colores, tome un trozo de papel de cada plía de izquierda a derecha y póngalo al final de la línea.</td>
<td>Sí</td>
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<tr>
<td><strong>Estudios Sociales</strong></td>
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</tr>
<tr>
<td><strong>Clasificar grupos de alimentos</strong></td>
<td>Clasifique los alimentos en contenedores según el grupo de alimentos al que pertenecen.</td>
<td>Sí</td>
<td>Sí</td>
<td></td>
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</tr>
<tr>
<td><strong>Clasificar las prendas de vestir</strong></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>
<td>Sí</td>
<td>Sí</td>
<td></td>
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</tr>
<tr>
<td>Clasificar artículos alimentarios</td>
<td>Colocar tarjetas de palabras con objetos</td>
<td>Clasificar cartas de juego</td>
<td>Mi árbol de personas importantes</td>
<td>Ciencia del agua de la bañera</td>
<td>Actividad de reciclar</td>
<td>Hundirse o flotar</td>
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<tr>
<td>Clasifique los alimentos y la ropa por grupo.</td>
<td>Coloque sus tarjetas de palabras con su correspondiente objeto encontrado en casa.</td>
<td>Clasifique las cartas en cuatro pilas: corazones, diamantes, espadas y tréboles. O clasifique las tarjetas en pilas de rojo y negro.</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>
<td>Explore el agua a la hora del baño con recipientes de plástico de diferentes formas y tamaños.</td>
<td>Ordene el periódico, separe los periódicos de las ventas del periódico impreso y colóquelos en la pila correspondiente.</td>
<td>Los niños prueban los objetos en el agua para ver si flotan o se hundan.</td>
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</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 and 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?
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.

koala

dictionary

help

wilderness

wildfire

hurt

plant

family

sewing machine

wild animals

Australia

kangaroo

zookeeper

zoo

medicine

tornado

April 27, 2020
1. WHAT is the paper about?
   - Sharing Happiness
   - Greta Thunberg and Earth
   - Irwin Family Helps Animals

2. WHO helps many wild animals?
   - Irwin family
   - Susan B. Anthony
   - Martin Luther King Jr.

3. WHERE did the Irwin family bring animals?
   - International Spy Museum
   - NASCAR Hall of Fame
   - Australia Zoo

4. WHERE is the Irwin family from?
   - Iceland
   - Australia
   - Taiwan

5. WHERE did doctors care for animals?
   - school
   - hospital
   - museum

6. WHAT are koalas and kangaroos?
   - wild animals
   - farm animals
   - sea animals
ACROSS

4  🧑‍🤝‍🧑 help
6  🌿 wilderness
7  🧑‍⚕️ hurt
8  🐿️ wild animals
9  🧑‍❤️‍🧑 zookeeper

DOWN

1  🙆‍♀️ family
2  🇦🇺 Australia
3  ⫶ wildfires
5  🏥 medicine

April 27, 2020
Who Do You Look Like?

Level C

by Amy Bihm

Illustrated by Katie Zolnowski
Carrie and Jeff are sister and brother. They look alike but they also look different.
Carrie and Jeff have traits. The traits are in their DNA.
Carrie and Jeff get their DNA from their parents. Who do they look like?
Carrie has brown hair like her mom.
Jeff has blond hair like his dad.
Carrie has brown eyes like her mom.
Jeff has blue eyes like his dad.
Carrie is short like her mom.
Jeff is tall like his dad.
Who do they look like?
Who do you look like?
The End
<table>
<thead>
<tr>
<th>look</th>
<th>alike</th>
<th>different</th>
<th>Carrie</th>
<th>Jeff</th>
<th>sister</th>
<th>brother</th>
</tr>
</thead>
<tbody>
<tr>
<td>have</td>
<td>special</td>
<td>brown</td>
<td>trait</td>
<td>gene</td>
<td>DNA</td>
<td>parents</td>
</tr>
<tr>
<td>make</td>
<td>blue</td>
<td>short</td>
<td>brown hair</td>
<td>blond hair</td>
<td>mother</td>
<td>father</td>
</tr>
<tr>
<td>get</td>
<td>tall</td>
<td>eye</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. Carrie and Jeff are sister and

2. Carrie and Jeff look

3. Carrie and Jeff have special

4. These traits are in genes in their

5. Carrie and Jeff get their DNA from their
1. Carrie and Jeff are sister and          .

2. Carrie and Jeff look          .

3. Carrie and Jeff have special          .

4. These traits are in genes in their          .

5. Carrie and Jeff get their DNA from their          .
🌟 Main Idea and Key Details

🌟 Who are the main characters in this story?

a. Carrie and Jeff  

b. Mrs. Blair  

c. grandparents

🌟 What is this story about?

a. Carrie and Jeff look like their parents.  

b. Carrie and Jeff go on a family trip.  

c. Carrie and Jeff are friends from school.

📅 Events

First

Next

Last

🏠 Important Idea or Lesson

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

a. Carrie and Jeff get their DNA from their teacher.  

b. Carrie and Jeff are cousins.  

c. Carrie and Jeff get traits from their parents in their DNA.
### Literature Chart - Template C Fill-in Cards

<table>
<thead>
<tr>
<th>Carrie has brown hair like her mom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrie and Jeff look alike but also look different.</td>
</tr>
<tr>
<td>Jeff has blue eyes like his dad.</td>
</tr>
</tbody>
</table>

### Literature Chart - Template B Fill-in Cards

<table>
<thead>
<tr>
<th>Carrie has brown hair like her mom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Carrie and Jeff look alike but also look different.</td>
</tr>
<tr>
<td>[ ] Jeff has blue eyes like his dad.</td>
</tr>
</tbody>
</table>

### Literature Chart - Template A Fill-in Cards

<table>
<thead>
<tr>
<th>Carrie has brown hair like her mom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Carrie and Jeff look alike but also look different.</td>
</tr>
<tr>
<td>[ ] Jeff has blue eyes like his dad.</td>
</tr>
</tbody>
</table>
Chapter 1:
Living Things and Cells
Mr. Kinder is Todd’s science teacher.

Mr. Kinder will teach the class about living things.

They will learn how people, animals and plants are alike.
Mr. Kinder tells the class that people are like animals.

People are like plants too.

People, animals and plants all have cells.
Mr. Kinder tells the class about cells.

Cells are part of every living thing.

Cells are too small to see.
There are many types of cells.

Cells have different jobs.

All of the cells must work together.
There are cells in Todd's body.

There are cells in the hamster.

There are cells in the class plant.
What have we learned?

- Living things are made of cells.
- Cells are very small.
- There are many types of cells.
- Cells have different jobs.
# Living Things and Cells

<table>
<thead>
<tr>
<th>teach</th>
<th>learn</th>
<th>science</th>
<th>living</th>
<th>Mr. Kinder</th>
<th>Todd</th>
<th>teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>tell</td>
<td>have</td>
<td>alike</td>
<td>small</td>
<td>class</td>
<td>thing</td>
<td>people</td>
</tr>
<tr>
<td>see</td>
<td>work</td>
<td>many</td>
<td>different</td>
<td>animal</td>
<td>plant</td>
<td>cell</td>
</tr>
<tr>
<td>make</td>
<td></td>
<td></td>
<td></td>
<td>job</td>
<td>body</td>
<td>hamster</td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. What is this chapter about?
   a. living things  
   b. states  
   c. trees

2. What has cells along with plants and animals?
   a. buildings  
   b. bicycles  
   c. people

3. What are cells?
   a. small  
   b. red  
   c. large

4. What do cells have?
   a. different jobs  
   b. different colors  
   c. different money

5. What is important to know about this chapter?
   - a. Todd is in class.
   - b. Living things are made of cells.
   - c. Mr. Kinder likes science.
# Brushing Teeth

<table>
<thead>
<tr>
<th>Are you ready to brush your teeth?</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have your toothbrush and toothpaste ready?</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Put toothpaste onto toothbrush.</td>
</tr>
<tr>
<td>3</td>
<td>Spit out the toothpaste.</td>
</tr>
<tr>
<td>4</td>
<td>Rinse your mouth with water.</td>
</tr>
<tr>
<td>5</td>
<td>Spit out the water.</td>
</tr>
<tr>
<td>6</td>
<td>Wipe your mouth.</td>
</tr>
</tbody>
</table>

Did you complete all of the steps for brushing your teeth? | yes | no |
## Flossing Teeth

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Pull out a piece of dental floss.</td>
</tr>
<tr>
<td>8</td>
<td>Slide floss between all of your teeth. Back and forth.</td>
</tr>
</tbody>
</table>

Did you complete all of the steps for flossing your teeth?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>

Are you ready to floss your teeth?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>

Do you have your dental floss ready?

<table>
<thead>
<tr>
<th></th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>
### Using Mouthwash

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Swish mouth with mouthwash.</td>
</tr>
<tr>
<td>10</td>
<td>Spit out the mouthwash.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you complete all of the steps for using mouthwash?</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>

---

**Are you ready to use mouthwash?**
- yes
- no

**Do you have your mouthwash ready?**
- yes
- no
Chapter 2: DNA and Genes
Todd wants to know more.

He asks what they will learn next.

"We will learn about DNA," says Mr. Kinder.
Living things are made of cells.

Cells have something special inside called DNA.
DNA is a set of directions.

DNA is grouped together in genes.

Genes tell the cell what to do.

Genes tell the cell what to be.
Every living thing has its own DNA.

People, animals and plants have DNA.

Traits in DNA make things tall or short.
• Every cell has DNA.

• DNA gives directions.

• DNA and genes make living things look different.
<table>
<thead>
<tr>
<th>know</th>
<th>ask</th>
<th>living</th>
<th>Todd</th>
<th>DNA</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn</td>
<td>make</td>
<td>special</td>
<td>thing</td>
<td>cell</td>
</tr>
<tr>
<td>have</td>
<td>tell</td>
<td>tall</td>
<td>directions</td>
<td>gene</td>
</tr>
<tr>
<td>do</td>
<td>give</td>
<td>short</td>
<td>people</td>
<td>animal</td>
</tr>
<tr>
<td>look</td>
<td></td>
<td>different</td>
<td>plant</td>
<td>trait</td>
</tr>
</tbody>
</table>

Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. What is this chapter about?
   a. clothes
   b. skin
   c. DNA

2. What is DNA?
   a. story
   b. directions
   c. TV show

3. What has DNA?
   a. plants
   b. cup holders
   c. eyeglasses

4. What is in DNA that makes some things tall?
   a. colors
   b. paper
   c. traits

5. What is important to know about this chapter?
   ○ a. Plants are green.
   ○ b. Living things are all the same.
   ○ c. DNA and genes make living things look different.
Mary Beth is counting items in the school flower garden. She counts 4 shovels. She counts 2 pots. How many items does Mary Beth count altogether?

Number of shovels Mary Beth counts:

Number of pots Mary Beth counts:

How many items does Mary Beth count altogether?

Ryan and Randy are planting flowers in the school flower garden. Ryan plants 3 flowers. Randy plants 5 flowers. How many flowers do they plant altogether?

Number of flowers Ryan plants:

Number of flowers Randy plants:

Number of flowers they plant altogether?
Danielle is counting items in the school flower garden. She counts 1 bag of soil and 6 seeds. How many items does Danielle count altogether?

Number of bags of soil Danielle counts:

Number of seeds Danielle counts:

\[ 1 + 6 = \square \]

Randy is sorting items for the school flower garden. He sorts 6 flowers. He sorts 3 pots. How many items does Randy sort altogether?

Number of flowers Randy sorts:

Number of pots Randy sorts:

\[ 6 + 3 = \square \]
Ryan is collecting items for the school flower garden. He collects 13 shovels and 3 bags of soil. How many items does Ryan collect altogether?

Number of shovels Ryan collects: 13

Number of bags of soil Ryan collects: + 3

How many items does Ryan collect altogether?

Mary Beth is counting items in the school flower garden. She counts 8 flowers and 6 rocks. How many items does Mary Beth count altogether?

Number of flowers Mary Beth counts: 8

Number of rocks Mary Beth counts: + 6

How many items does Mary Beth count altogether?
Brent and Danielle are planting seeds in the school flower garden. Brent plants 11 seeds. Danielle plants 4 seeds. How many seeds do they plant altogether?

\[
\begin{array}{ccc}
11 & + & 4 \\
\text{Number of seeds Brent plants} & & \text{Number of seeds Danielle plants} \\
& & \text{Number of seeds they plant altogether?}
\end{array}
\]

Mary Beth and Randy are filling pots with soil in the school flower garden. Mary Beth fills 12 pots. Randy fills 6 pots. How many pots do they fill altogether?

\[
\begin{array}{ccc}
12 & + & 6 \\
\text{Number of pots Mary Beth fills} & & \text{Number of pots Randy fills} \\
& & \text{Number of pots they fill altogether?}
\end{array}
\]
Mary Beth is collecting items for the school flower garden. She collects 20 seeds, 1 bag of soil and 8 rocks. How many items does Mary Beth collect altogether?

Number of seeds Mary Beth collects: 20

Number of bags of soil Mary Beth collects: 1

Number of rocks Mary Beth collects: 8

How many items does Mary Beth collect altogether?

Danielle is handing out items to students in the school flower garden. She hands out 10 flowers, 12 pots and 2 shovels. How many items does Danielle hand out altogether?

Number of flowers Danielle hands out: 10

Number of pots Danielle hands out: 12

Number of shovels Danielle hands out: 2

How many items does Danielle hand out altogether?
Randy is counting items in the school flower garden. He counts 33 seeds, 13 bags of soil and 3 rocks. How many items does Randy count altogether?

\[
\begin{align*}
33 & + 13 + 3 \\
\text{Number of seeds Randy counts} & \quad \text{Number of bags of soil Randy counts} & \quad \text{Number of rocks Randy counts} & \quad \text{Number of items Randy counts altogether?}
\end{align*}
\]

Ryan is putting away items from the school flower garden in the shed. He puts away 22 flowers, 14 pots and 1 shovel. How many items does Ryan put away altogether?

\[
\begin{align*}
22 & + 14 + 1 \\
\text{Number of flowers Ryan puts away} & \quad \text{Number of pots Ryan puts away} & \quad \text{Number of shovels Ryan puts away} & \quad \text{Number of items Ryan puts away altogether?}
\end{align*}
\]
Randy is sorting items into piles in the school flower garden. He sorts 40 seeds and 38 rocks. How many items does Randy sort altogether?

40 seeds  
38 rocks

Number of seeds Randy sorts:  

Number of rocks Randy sorts: + 38

How many items does Randy sort altogether?

Mrs. B’s class is setting out items for the school flower garden. They set out 30 bags of soil and 26 pots. How many items do they set out altogether?

30 bags of soil  
26 pots

Number of bags of soil they set out:  

Number of pots they set out: + 26

How many items do they set out altogether?
Randy is watering items in the school flower garden. He waters 55 seeds and 22 flowers. How many items does Randy water altogether?

55 seeds  +  22 flowers  =  

Number of seeds Randy waters

Mrs. B’s class is counting items for the school flower garden. They count 45 pots and 40 shovels. How many items does the class count altogether?

45 pots  +  40 shovels  =  

Number of pots Mrs. B’s class counts

Number of shovels Mrs. B’s class counts

Number of items Mrs. B’s class counts altogether?
### Math Story 9
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>Danielle has 26 photos.</td>
<td>Write the number 1 in the box.</td>
</tr>
<tr>
<td>Brent has 18 photos.</td>
<td></td>
</tr>
</tbody>
</table>

Add this side first.

<table>
<thead>
<tr>
<th>Step 2: Add.</th>
<th>Step 5: Add the other side.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>+ 8</td>
<td>+ 1</td>
</tr>
<tr>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
</tr>
</tbody>
</table>

Write the 4 down.

<table>
<thead>
<tr>
<th>Step 3: Write down the number.</th>
<th>You have your answer!</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>+ 8</td>
<td>+ 18</td>
</tr>
<tr>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>14</td>
<td>44</td>
</tr>
</tbody>
</table>

Write the number 4 on this side.

The answer is 44!
**Math Story 9**  
**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>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>Write the number down.</td>
<td></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>

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Unique Learning System®, May 2020  
MIDDLE, Unit 24, Life Science, I Look Like My Parents  
Lesson 19a, Math Story Problems - Addition, Flower Garden
Danielle is putting away items from the class flower garden in the shed. She puts away 19 bags of soil and 36 shovels. How many items does Danielle put away altogether?

Number of bags of soil Danielle puts away: $\boxed{19}$

Number of shovels Danielle puts away: $\boxed{36}$

How many items does Danielle put away altogether?

Ryan is planting items in the school flower garden. He plants 47 flowers and 24 seeds. How many items does Ryan plant altogether?

Number of flowers Ryan plants: $\boxed{47}$

Number of seeds Ryan plants: $\boxed{24}$

How many items does Ryan plant altogether?
Mary Beth is handing out items to students in the school flower garden. She hands out 25 shovels. She hands out 27 pots. How many items does Mary Beth hand out altogether?

Number of shovels Mary Beth hands out: 25

Number of pots Mary Beth hands out: 27

How many items does Mary Beth hand out altogether?

Brent is collecting items for the school flower garden. He collects 49 seeds and 15 bags of soil. How many items does Brent collect altogether?

Number of seeds Brent collects: 49

Number of bags of soil Brent collects: 15

How many items does Brent collect altogether?
Danielle is putting away items from the school flower garden in the shed. She puts away 26 shovels and 35 pots. How many items does Danielle put away altogether?

Number of shovels Danielle puts away: 26

Number of pots Danielle puts away: 35

How many items does Danielle put away altogether? 61

Mary Beth is watering items in the school flower garden. She waters 56 flowers. She waters 28 seeds. How many items does Mary Beth water altogether?

Number of flowers Mary Beth waters: 56

Number of seeds Mary Beth waters: 28

How many items does Mary Beth water altogether? 84
Step 1: Set up your addition problem.

Danielle has 265 photos.
Brent has 187 photos.

Add this side first.

Step 2: Add.

\[
\begin{array}{c}
5 \\
+ 7 \\
\hline
12
\end{array}
\]

Step 3: Write down the number.

Write the number 1 in the box.
Write the number 2 on this side.

Step 4: Carry the number.

\[
\begin{array}{c}
1 \\
6 \\
+ 8 \\
\hline
15
\end{array}
\]

Write the number 1 in the box.
Write the number 5 in the middle.

Step 5: Add the other side.

\[
\begin{array}{c}
1 \\
2 \\
+ 1 \\
\hline
4
\end{array}
\]

Write the 4 down.

You have your answer!

\[
\begin{array}{c}
2 \\
6 \\
5 \\
+ 1 \\
8 \\
7 \\
\hline
4 \\
5 \\
2
\end{array}
\]

The answer is 452!
Math Story 13
Adding 3-Digit Numbers - 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></th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Add this side first.</td>
<td></td>
</tr>
<tr>
<td>Write the number 1 in the box.</td>
<td>Write the number in the middle.</td>
</tr>
<tr>
<td>Write the number down.</td>
<td></td>
</tr>
<tr>
<td>Write the number 1 in the box.</td>
<td></td>
</tr>
<tr>
<td>Write the number on this side.</td>
<td>This is the answer!</td>
</tr>
</tbody>
</table>

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Unique Learning System®, May 2020

MIDDLE, Unit 24, Life Science, I Look Like My Parents
Lesson 19a, Math Story Problems - Addition, Flower Garden
Randy and Ryan are planting seeds in the school flower garden. Randy plants 122 seeds. Ryan plants 116 seeds. How many seeds do they plant altogether?

Number of seeds Randy plants: 122

Number of seeds Ryan plants: 116

How many seeds do they plant altogether?

Danielle is handing out items to students in the school flower garden. She hands out 109 flowers and 56 shovels. How many items does Danielle hand out altogether?

Number of flowers Danielle hands out: 109

Number of shovels Danielle hands out: 56

How many items does Danielle hand out altogether?
Mrs. B's class is planting items in the school flower garden. They plant 137 seeds and 90 flowers. How many items do they plant altogether?

Number of seeds the class plants: 137
Number of flowers the class plants: + 90

How many items do they plant altogether?

Brent is counting items for the school flower garden. He counts 250 bags of soil and 183 rocks. How many items does Brent count altogether?

Number of bags of soil Brent counts: 250
Number of rocks Brent counts: + 183

How many items does Brent count altogether?
Mary Beth is filling pots with soil in the school flower garden. She has 9 pots. She fills 1 pot with soil. How many pots does Mary Beth have left to fill with soil?

Number of pots Mary Beth has: [9] - [1] = [8]

Number of pots Mary Beth fills with soil:

How many pots does Mary Beth have left to fill with soil?

Ryan and Randy are planting flowers in the school flower garden. Ryan plants 6 flowers. Randy plants 5 flowers. How many more flowers does Ryan plant than Randy?


Number of flowers Randy plants:

How many more flowers does Ryan plant than Randy?
Math Story 2
Subtracting to 10 Horizontal

Ryan is handing out shovels to students in the school flower garden. He has 9 shovels. He hands out 4 shovels. How many shovels does Ryan have left to hand out?

Number of shovels Ryan has:

Number of shovels Ryan hands out:

\[ 9 - 4 = \]

Number of shovels Ryan has
Number of shovels Ryan passes out
Number of shovels Ryan has left to hand out?

Danielle and Mary Beth are moving rocks out of the school flower garden. Danielle moves 9 rocks. Mary Beth moves 7 rocks. How many more rocks does Danielle move than Mary Beth?

Number of rocks Danielle moves:

Number of rocks Mary Beth moves:

\[ 9 - 7 = \]

Number of rocks Danielle moves
Number of rocks Mary Beth moves
How many more rocks does Danielle move?
### Problem 1
Brent is planting seeds in the school flower garden. He has 17 seeds. He plants 6 seeds. How many seeds are left to plant?

- Number of seeds Brent has: 17
- Number of seeds Brent plants: 6

<table>
<thead>
<tr>
<th>How many seeds are left to plant?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Problem 2
Ryan and Danielle are watering flowers in the school flower garden. Ryan waters 18 flowers. Danielle waters 5 flowers. How many more flowers does Ryan water than Danielle?

- Number of flowers Ryan waters: 18
- Number of flowers Danielle waters: 5

<table>
<thead>
<tr>
<th>How many more flowers does Ryan water than Danielle?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Mary Beth is counting bags of soil for the school flower garden. She has 19 bags of soil. She counts 9 bags of soil. How many bags of soil does Mary Beth have left to count?

\[ 19 - 9 = \quad \text{Number of bags of soil Mary Beth has left to count?} \]

Randy and Ryan are planting flowers in the school flower garden. Randy plants 15 flowers. Ryan plants 1 flower. How many more flowers does Randy plant than Ryan?

\[ 15 - 1 = \quad \text{How many more flowers does Randy plant?} \]
### Math Story 5
**Subtracting to 50 Vertical**

**Mary Beth is watering seeds in the school flower garden.**
She has 45 seeds. She waters 24 seeds.
**How many seeds does Mary Beth have left to water?**

<table>
<thead>
<tr>
<th>45 seeds</th>
<th>waters 24 seeds</th>
</tr>
</thead>
</table>

Number of seeds Mary Beth has: 45

Number of seeds Mary Beth waters: 24

**How many seeds does Mary Beth have left to water?**

- **Randy and Ryan are putting shovels away from the school flower garden.**
  Randy puts away 39 shovels. Ryan puts away 16 shovels.
**How many more shovels does Randy put away than Ryan?**

<table>
<thead>
<tr>
<th>39 shovels</th>
<th>16 shovels</th>
</tr>
</thead>
</table>

Number of shovels Randy puts away: 39

Number of shovels Ryan puts away: 16

**How many more shovels does Randy put away than Ryan?**
Mary Beth is counting pots in the school flower garden. She has 41 pots. She counts 10 pots. How many pots does Mary Beth have left to count?

Mary Beth has 41 pots. She counts 10 pots. How many pots does Mary Beth have left to count?

\[ 41 - 10 = \] Number of pots Mary Beth has left to count.

Ryan and Randy are removing rocks from the school flower garden. Ryan removes 47 rocks. Randy removes 36 rocks. How many more rocks does Ryan remove than Randy?

Ryan removes 47 rocks. Randy removes 36 rocks. How many more rocks does Ryan remove than Randy?

\[ 47 - 36 = \] How many more rocks does Ryan remove?
Cut down the middle and attach two columns together to create a vertical guide for students.

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

Danielle has 42 photos. She gave away 26 photos.

Subtract this side first.

**Step 2: Look at the subtraction problem.**

Can you subtract 6 from 2?

No! You need to borrow!

**Step 3: Borrow 1 from your neighbor.**

Cross off the 4.

Write the number 3 in the box.

**Step 4: Borrow 1.**

Write a 1 beside the 2.

The 2 is now a 12!

**Step 5: Subtract.**

Write the 6 down.

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

Write the 1 down.

You have your answer! The answer is 16!
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 subtraction problem.</th>
<th>Step 4: Borrow 1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subtract this side first.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Can you subtract 6 from 2?</td>
<td>Write the number down.</td>
</tr>
<tr>
<td>No! You need to borrow!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Borrow 1 from your neighbor.</th>
<th>Step 6: Subtract the other side.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross off the number.</td>
<td>Write the number down.</td>
</tr>
<tr>
<td>Write the number in the box.</td>
<td>You have your answer!</td>
</tr>
</tbody>
</table>
Ryan is filling pots with soil in the school flower garden. He has 44 pots. He fills 25 pots with soil. How many pots does Ryan have left to fill with soil?

Number of pots Ryan has:

\[
\begin{array}{c}
4 \\ 4 \\
\end{array}
\]

Number of pots Ryan fills with soil:

\[
\begin{array}{c}
- \\ 2 \\ 5
\end{array}
\]

How many pots does Ryan have left to fill with soil?

Brent and Mary Beth are watering flowers in the school flower garden. Brent waters 63 flowers. Mary Beth waters 25 flowers. How many more flowers does Brent water than Mary Beth?

Number of flowers Brent waters:

\[
\begin{array}{c}
6 \\ 3
\end{array}
\]

Number of flowers Mary Beth waters:

\[
\begin{array}{c}
- \\ 2 \\ 5
\end{array}
\]

How many more flowers does Brent water than Mary Beth?
Mary Beth is planting seeds in the school flower garden. She has 32 seeds. She plants 13 seeds. How many seeds does Mary Beth have left to plant?

Number of seeds Mary Beth has: \[32\]

Number of seeds Mary Beth plants: \[-13\]

How many seeds does Mary Beth have left to plant?

Ryan and Randy are putting away shovels in the garden shed. Ryan puts away 25 shovels. Randy puts away 14 shovels. How many more shovels does Ryan put away than Randy?

Number of shovels Ryan puts away: \[25\]

Number of shovels Randy puts away: \[-14\]

How many more shovels does Ryan put away than Randy?
### Step 1: Set up your subtraction problem.

Danielle had 315 photos.

She gave away 127 photos.

Subtract this side first.

### Step 2: Look at the subtraction problem.

Can you subtract 7 from 5?

```
  5
- 7
```

No! You need to borrow!

### Step 3: Borrow 1 from your neighbor.

Cross off the 1.

```
  1
- 1
```

Write a 0 in the box.

Write a 1 beside the 5.

### Step 4: Subtract.

```
  3 1 5
- 1 2 7
```

Write the 8 down.

### Step 5: Borrow 1.

```
  0 / Cross off the 3.
- 1
```

Write a 2 in the box.

Write a 1 beside the 0.

### Step 6: Subtract.

```
  10 Write 8 in the box.
- 2
```

Write 1 in the box.

You have your answer!
Math Story 10
Subtracting 3-Digit Numbers - Guide

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

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<thead>
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</tr>
<tr>
<td>Write a 1 beside the number.</td>
<td></td>
</tr>
</tbody>
</table>
Mary Beth is watering items in the school flower garden. She waters 270 flowers. She waters 113 seeds. How many more flowers does Mary Beth water than seeds?

Number of flowers Mary Beth waters: 270
Number of seeds Mary Beth waters: 113

How many more flowers does Mary Beth water than seeds?

Ryan and Randy are counting rocks in the school flower garden. Ryan counts 197 rocks. Randy counts 159 rocks. How many more rocks does Ryan count than Randy?

Number of rocks Ryan counts: 197
Number of rocks Randy counts: 159

How many more rocks does Ryan count than Randy?
Danielle is planting seeds in the school flower garden. She has 403 seeds. She plants 350 seeds. How many seeds are left to plant?

Number of seeds Danielle has: 403
Number of seeds Danielle plants: 350

How many seeds are left to plant?

Ryan and Randy are counting bags of soil for the school flower garden. Ryan counts 400 bags of soil. Randy counts 215 bags of soil. How many more bags of soil does Ryan count than Randy?

Number of bags of soil Ryan counts: 400
Number of bags of soil Randy counts: 215

How many more bags of soil does Ryan count than Randy?
**Positive and Negative Numbers**

Zero is the middle of all numbers. Zero has no value. All negative numbers are to the left of zero. All positive numbers are to the right of zero.

![Number Line Diagram](image)

**Numbers** that are equal distance from zero are opposites.

For example, -4 and +4 are opposites because they are both 4 units from zero.

![Number Line Diagram](image)

Adding opposite numbers will always equal zero. For example, +4 + -4 = 0 or -4 + +4 = 0

Positive and Negative numbers describe opposite relationships:

- Positive is opposite of Negative
- Up is opposite of Down
- Above is opposite of Below
- How much you have is opposite of How much you owe
Mary Beth is removing rocks from the school flower garden. She removes 4 rocks. Draw a blue point on the number of rocks Mary Beth removes on the number line. Write the sign and fill in the number.

How many rocks does Mary Beth remove?

[-10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10]

Ryan borrowed 5 shovels from Randy. He owes Randy 5 shovels. Draw a red point on the number of shovels Ryan owes on the number line. Write the sign and fill in the number.

How many shovels does Ryan owe?

[-10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10]
Mary Beth is cleaning the garden shed. The temperature today is 10 degrees above zero. Draw a blue point on the temperature on the number line. Write the sign and fill in the number.

What is the temperature today?

Ryan is stacking bags of soil in the greenhouse. The temperature today is -6 degrees. Draw a red point on the temperature on the number line. Write the sign and fill in the number.

What is the temperature today?
Adding Positive and Negative Numbers

Example 1: \(-4 + +4\)

Start at the first number given. \(-4 + +4\)

The 2nd number tells you how many units to move. If the 2nd number is positive, move it to the right. \(-4 + +4\)

The answer is where you end up.

Example 2: \(-2 + -3\)

Start at the first number given. \(-2 + -3\)

The 2nd number tells you how many units to move. If the 2nd number is negative, move it to the left. \(-2 + -3\)

The answer is where you end up.
Mary Beth is filling pots with soil in the school flower garden. She has 7 pots. She owes Ryan 6 pots. If she gives Ryan the pots she owes him, how many will she have left? Use the number line to solve the problem.

How many pots does Mary Beth have?

How many pots does Mary Beth owe Ryan?

How many pots does Mary Beth have left?
Mary Beth is filling pots with soil in the school flower garden. She has 7 pots. She owes Ryan 6 pots. If she gives Ryan the pots she owes him, how many will she have left? Use the number line to solve the problem.

How many pots does Mary Beth have?

How many pots does Mary Beth owe Ryan?

How many pots does Mary Beth have left?
Ryan owes Randy 3 seeds. Ryan owes Mary Beth 4 seeds. How many seeds does Ryan owe altogether? Use the number line to solve the problem.

How many seeds does Ryan owe Randy?

How many seeds does Ryan owe Mary Beth?

How many seeds does Ryan owe altogether?
Ryan owes Randy 3 seeds. Ryan owes Mary Beth 4 seeds. How many seeds does Ryan owe altogether? Use the number line to solve the problem.

How many seeds does Ryan owe Randy?

How many seeds does Ryan owe Mary Beth?

How many seeds does Ryan owe altogether?
Mary Beth is planting flowers in the greenhouse. When Mary Beth started planting seeds, the temperature was -8 degrees. By noon, it went up 10 degrees. What was the temperature at noon? Use the number line to solve the problem.

What was the temperature when Mary Beth started?

How much did the temperature go up?

What was the temperature at noon?
Mary Beth is planting flowers in the greenhouse. When Mary Beth started planting seeds, the temperature was -8 degrees. By noon, it went up 10 degrees. What was the temperature at noon? Use the number line to solve the problem.

What was the temperature when Mary Beth started?

How much did the temperature go up?

What was the temperature at noon?
Ryan owes Mary Beth 9 pots. He gives her 4. How many pots does he still owe Mary Beth? Use the number line to solve the problem.

How many pots does Ryan owe Mary Beth?

How many pots does Ryan give to Mary Beth?

How many pots does Ryan still owe Mary Beth?
Ryan owes Mary Beth 9 pots. He gives her 4. How many pots does he still owe Mary Beth?

Use the number line to solve the problem.

How many pots does Ryan owe Mary Beth?

How many pots does Ryan give to Mary Beth?

How many pots does Ryan still owe Mary Beth?
Mary Beth is going to the zoo with her class. The bus leaves at 9:00 a.m.

Show this time on the clock.

The bus arrives at the zoo at 9:30 a.m.

Show this time on the clock.

Mary Beth gets on the bus to go home at 1:30 p.m.

Show this time on the clock.
Randy is at the zoo with his class. He goes to the reptile exhibit.

Randy sees the snakes at: ________________

Randy goes to the tiger exhibit.

Randy sees the tiger cubs at: ________________

Randy and his class finish looking at all of the exhibits at the zoo.

Randy and his class leave the zoo at: ________________
Brent is looking at the zoo feeding schedule. The monkeys eat at 7:30 a.m.

Show this time on the clock.  

This time is: 

morning  

afternoon  

evening

Brent is looking at the zoo feeding schedule. The elephants eat at 2:15 p.m.

Show this time on the clock.  

This time is: 

morning  

afternoon  

evening

Brent is looking at the zoo feeding schedule. The tigers eat at 6:30 p.m.

Show this time on the clock.  

This time is: 

morning  

afternoon  

evening
Mary Beth is going to the zoo with her class. She needs to follow the schedule.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Time of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 a.m.</td>
<td>The class leaves school on the bus.</td>
<td>morning afternoon evening</td>
</tr>
<tr>
<td>9:15 a.m.</td>
<td>The bus arrives at the zoo.</td>
<td>morning afternoon evening</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>Mary Beth looks at a map of the zoo.</td>
<td>morning afternoon evening</td>
</tr>
<tr>
<td>10:00 a.m.</td>
<td>Mary Beth visits the giraffe exhibit.</td>
<td>morning afternoon evening</td>
</tr>
<tr>
<td>11:45 a.m.</td>
<td>Mary Beth visits the panda bear exhibit.</td>
<td>morning afternoon evening</td>
</tr>
<tr>
<td>12:45 p.m.</td>
<td>Mary Beth visits the birdhouse.</td>
<td>morning afternoon evening</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>Mary Beth and her class leave the zoo.</td>
<td>morning afternoon evening</td>
</tr>
</tbody>
</table>
Randy is going through the aquarium at the zoo. He does not know how long it will take to see everything. He starts at 1:00 p.m.

If it takes 30 minutes to see everything, what time will he finish?

__________________________

If it takes 1 hour to see everything, what time will he finish?

__________________________

If it takes 1 hour and 30 minutes to see everything, what time will he finish?

__________________________

Ryan is taking the bus to the zoo. He does not know how long it will take to get there. The bus leaves at 8:00 a.m.

If it takes 30 minutes to get there, what time will he arrive?

__________________________

If it takes 45 minutes to get there, what time will he arrive?

__________________________

If it takes 1 hour to get there, what time will he arrive?

__________________________
Make a schedule for Danielle. She is visiting the zoo with her class.

- Danielle leaves for school at 8:00 a.m.
- At 8:45 a.m., she gets on the school bus to go to the zoo.
- After 45 minutes, the bus arrives at the zoo.
- Danielle stops at the monkey exhibit at 10:30 a.m.
- She watches the monkeys for 30 minutes.
- At 11:15 a.m., Danielle eats lunch with her classmates.
- 1 hour later, Danielle gets on the bus to go back to school.

Plan a schedule for Danielle.

___________ Danielle leaves for school.

___________ Danielle gets on the school bus to go to the zoo.

___________ The bus arrives at the zoo.

___________ Danielle stops at the monkey exhibit.

___________ Danielle finishes watching the monkeys.

___________ Danielle eats lunch with her classmates.

___________ Danielle gets on the bus to go back to school.
Make a schedule for Brent. Brent is going to the zoo. He wants to see animals and go to the gift shop to buy souvenirs.

- At 8:30 a.m., Brent stops at the seal exhibit.
- He leaves the seal exhibit after 30 minutes.
- At 11:00 a.m., Brent goes to the zoo gift shop.
- He shops for 15 minutes.
- At 1:45 p.m., Brent goes to the rhinoceros exhibit.
- He watches the rhinoceros for 45 minutes.
- He leaves the zoo at 3:00 p.m.

**Plan a schedule for Brent.**

__________ Brent stops at the seal exhibit.

__________ Brent leaves the seal exhibit.

__________ Brent goes to the zoo gift shop.

__________ Brent leaves the zoo gift shop.

__________ Brent goes to the rhinoceros exhibit.

__________ Brent finishes watching the rhinoceros.

__________ Brent leaves the zoo.
Candy Cells

**NEED**

- 1 C hot water
- 1 pkg gelatin powder (light colored or clear)
- ½ C ice cubes
- 6 fruit strips
- 3 gumballs
- medium bowl
- spoon
- 3 clear plastic cups

*Always consider student food allergies when preparing recipes.*

1. Put hot water and gelatin powder into bowl. Stir.

2. Put ice cubes into gelatin mixture.

4. Line 2 fruit strips inside each plastic cup.

5. Pour gelatin mixture into cups to make cell model.

6. Refrigerate mixture for 4 hours.

7. Put 1 gumball into center of each cell model.

8. Eat.