



LA MESA-SPRING VALLEY SCHOOLS

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HOME INDEPENDENT WORK PACKET

SDC GREEN GROUP

PACKET 1 APRIL 13 - APRIL 24

Weeks One and Two

Green Group

Weeks One and Two

Morning Songs and Math Songs can be practiced every day.

Morning Songs

Good Morning: <https://www.youtube.com/watch?v=TFVjU-dsIM8>

Get Dressed For the Day: https://www.youtube.com/watch?v=KDE6i_ZZkFU

Kindness Song: <https://www.youtube.com/watch?v=H98Rfljxmsc>

It's A Beautiful Day: <https://www.youtube.com/watch?v=Iw8FddccIkQ>

Math Songs:

Days of the Week: <https://www.youtube.com/watch?v=3tx0rvuXIRg>

Months of the Year: <https://www.youtube.com/watch?v=Fe9bnYRzFvk>

3D Shapes: <https://www.youtube.com/watch?v=guNdJ5MtX1A>

Shapes Song: <https://www.youtube.com/watch?v=OEbRDtCAFdU>

Color Songs Playlist:

<https://www.youtube.com/watch?v=I6ILheTtuq4&list=PLRAAAwYUzqsmMWmm5Xgm9vGRR7occyNKs>

Weeks One and Two

April 13, 2020 – April 17, 2020

And

April 20, 2020 – April 24, 2020



Good Morning

<https://www.youtube.com/watch?v=TFVjU-dsIM8>

Get Dressed For the Day

https://www.youtube.com/watch?v=KDE6i_ZZkFU

Kindness Song

<https://www.youtube.com/watch?v=H98Rfljxmsc>

It's A Beautiful Day

<https://www.youtube.com/watch?v=Iw8FddccIkQ>

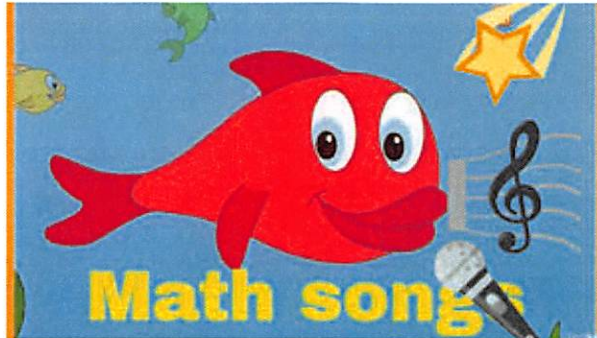
Weeks One and Two

Math Songs

April 13, 2020 – April 17, 2020

And

April 20, 2020 – April 24, 2020



Days of the Week

<https://www.youtube.com/watch?v=3tx0rvuXIRg>

Months of the Year

<https://www.youtube.com/watch?v=Fe9bnYRzFvk>

3D Shapes

<https://www.youtube.com/watch?v=guNdJ5MtX1A>

Shapes Song

<https://www.youtube.com/watch?v=OebRDtCAFdU>

Color Songs Playlist

<https://www.youtube.com/watch?v=I6ILheTtuq4&list=PLRAAAwYUzqsmMWm5Xgm9vGRR7occyNKs>

English and Language Arts Green Group

Week One

117-122 Unit Target High Frequency Words
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Pg.49-50 Resources for asking comprehension questions
Pg.60-73 Week One after reading the story

Pg.131-133 Spelling week one
Pg.136-138 Spelling week one
Pg.141-144 Spelling week one

Week Two

Reread the Story: Clarence Works for Money

Pg. 59 Week Two after re-reading the story
Pg.153-155 Spelling week two
Pg.158-160 Spelling week two
Pg. 163-166 Spelling week two

Pg.174-175 Rhyming Word Stories
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Math

Green Group

Week One

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Pg. 391 horizontal subtraction to 20
Pg. 394 horizontal subtraction to 20

Writing Weeks One and Two: Green Group

Pg.611-615; 622 Journal Writing

Additional Optional Activities Weeks One and Two

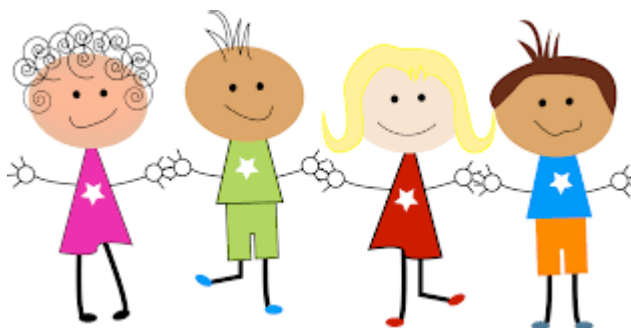
Pg. 429-435 Optional craft

Beginning Reader video: <https://www.youtube.com/watch?v=5j2-qd9zrS4>

Meet the Math Facts video: https://www.youtube.com/watch?v=8cR_1Qi-tP4&t=2862s

A Couple More Options

Weeks One and Two



Craft Pages 429-435

Beginning Reader video

<https://www.youtube.com/watch?v=5j2-qd9zrS4>

Meet the Math Facts video

https://www.youtube.com/watch?v=8cR_1Qi-tP4&t=2862s



Unit Overview

Earning Money

In this unit, students learn about how people earn money by doing a job or chore and how money is needed to buy products and services.

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Portions of this lesson collect student daily performance data.



Instructional Target

Social Studies Standards for Economics

- Recognize that people earn money by doing a job or performing a chore.
- Recognize that people must have money if they wish to buy products and services.



Differentiated Tasks

Level 3 Students will...

- Identify earning money with working at a job or completing a chore.
- Identify forms of money used to buy goods and services.

Level 2 Students will...

- Recognize that completing a job or chore can result in a reward in the form of a sticker, money or some other item.
- Recognize that money is used to buy things.

Level 1 Students will...

- identify jobs or chores in the classroom and at home.
- Identify forms of money (coins, bills, debit cards, etc.)

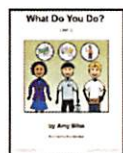


Standards Connection



Clarence Works for Money

In the Leveled Book, students are introduced to different chores that can be done to earn money. Students follow Clarence as he completes different chores to earn money to buy a toy truck. After reading this book, encourage students to discuss jobs or chores they can do at school or at home to earn money. Then, complete lessons 2, 16, 18 and 19 to help students think about different ways to earn money.



What Do You Do?

In this unit's Easy Read Book, students read about Ruby's mom, Lee's dad and Tracy's dad and their different jobs. Students are introduced to the concept of working to earn money and how money is needed to buy products and services. Point out how each character has a different job and how they each earn money to buy a house, clothes and food. After reading this book, have students discuss the different jobs the parents have and why they need to earn money. Then, in lessons 14 and 17, discuss different items students want to buy, how they can earn money to buy the items and what can be used to buy something. Throughout the unit, encourage students to make connections with different jobs and items they can buy when they earn money.



Earning and Spending Money

There are many ways to earn and spend money. In Lesson 26, students will follow directions to make Cherry Limeade and sell the Cherry Limeade to earn money. Additionally, in Lesson 27, students will practice using money to make a purchase and then identify what they can buy with the money they have left. As you work through these lessons, have students practice exchanging real or play money to make purchases. Encourage students to make connections with their everyday experiences with money, such as in the cafeteria or outside of school. Consider implementing a token economy within the classroom and assign classroom jobs for students to earn incentives, such as play money. Create a class store for students to make purchases with the money they earn.



The n2y Library has several books that may build and extend understanding of the unit concepts:

- **Community Helpers** (Level aa, D) introduces various community workers, including mechanics and cashiers.
- **I Can Do That** (Level B) presents various chores that can be done in the home.
- **Joey Has a Job** (Unleveled) describes what Joey does in his job as a bagger in a grocery store.
- **The People In Town** (Level E) tells about people in a town and the jobs they do.
- **Saving Money** (Unleveled) introduces the concept of saving money and putting it in the bank.

Lesson 1 - Leveled Book

Clarence Works for Money

1



Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Craft and Structure:** Recognize the difference between books that tell stories and books that give information.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story. Compare characters and events in a story.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

Reading Standards for Informational Text

- **Craft and Structure:** Use text features to locate key information in a text.

Reading Standards for Foundational Skills

- **Print Concepts:** Demonstrate understanding of print features (left to right, page to page, etc.).
- **Fluency:** Read appropriately leveled text with purpose and understanding.



Differentiated Tasks

Level 3 Students will...

- Describe characters, setting and events from a story.
- Distinguish a text that tells a story from a text that gives information.
- Describe characters and events based on illustrations from a story.
- Describe similarities and differences between two characters or events in a story.
- Independently read literature stories and poems that have been adapted to student reading level.
- Locate the title, author and illustrator of a story.
- Independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading.
- Independently read text stories that are selected at the personal reading level.

Level 2 Students will...

- Use picture supports to identify characters, setting and events from a story.
- Identify a text that tells a story and a text that gives information.
- Point to pictures within a story to identify named characters and events.
- Match similarities and differences between two characters in a story.
- Read supported and shared literacy stories and poems that have been adapted to student reading level.
- Locate the title of a story.
- Participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading with support.
- Read a leveled text with support (e.g., omitted words, picture supports, etc.).

Level 1 Students will...

- Select a picture to identify a character or an event from a story (single option or errorless choice).
- Make a selection of a text that tells a story or a text that gives information.
- Select a character or event when presented with an illustration from a story.
- Select two characters from a story (errorless choice).
- Actively participate in supported reading of literature stories and poems that have been adapted to student ability level.
- Make a selection to indicate the title of a book.
- Attend to shared story reading, giving supported indicators to turn the page or read more.
- State a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).



Topic Connection

In this unit, students learn about how people earn money by doing a job or chore, and how money is needed to buy products and services. This unit's Leveled Book, *Clarence Works for Money* introduces students to different chores people may do to earn money. To learn more about how this book develops social studies concepts, visit the Social Studies Connection page in the Unit Overview.



Topic Words



buy* chore cost money* work*



Literacy Words

author cover illustrator story*
book illustration/picture* read* title

* Power Words

Benchmark Assessments

- Early Emerging Reading Rubric
- Phonemic Awareness Phoneme Blending
- Reading Level Assessment and all Benchmark Assessments in the Reading area of Unique GPS

An informal assessment of a verbal student's reading abilities may be obtained using the Monthly Tools: Reading Observation.

Monthly Checkpoints

- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2



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ELEM, Unit 23, Economics, Earning Money
Lesson 1, Leveled Book, Clarence Works for Money





4

Lesson 1 - Leveled Book
Clarence Works for Money

1



Lesson at a Glance

	Activity 1	Activity 2	Activity 3	Activity 4	Activity 5
 Instructional Activities	Read Aloud 1	Read Aloud 2	Continued Read Alouds	Guided/Shared Reading	Self-Selected Reading
 See how these activities fit into the Suggested Monthly Plan .					
 ULS Materials and Resources	<i>Clarence Works for Money</i> (Level D) Communication Board		<i>Clarence Works for Money</i> (Level D) Communication Board Standards Connection	<i>Clarence Works for Money</i> (Levels D, C, aa) Communication Board	n2y Library Books What Kind of Book?
	Instructional Guide: Active Participation Scripts SymbolStix PRIME L ³ Skills: Language Arts Skills				
 Additional Materials	Books from the school or classroom library to use for self-selected reading. Real or play money				

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ELEM, Unit 23, Economics, Earning Money
Lesson 1, Leveled Book, Clarence Works for Money

Lesson 1 - Leveled Book

Activity 1 - Read Aloud 1

1
Activity 1



Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading levels.



Instructional Routine



Before Reading

- Use Lesson 12, Activity 1 to introduce the Topic Words: buy, chore, cost, money and work.
- Continue talking about money. Ask a focus question such as, "What do you use money for—to buy things or to sleep?" Discuss student responses. Have students discuss different items and services people can pay for with money.
- Display *Clarence Works for Money* (Level D) and read the title, author and illustrator's names.
- Do a picture walk. Point to the different chores Clarence is doing and name the items he is working with. Say, "There are many different chores people can do to get money. As I read today, it is your job to remember one chore Clarence does to get money."
- Review the learning goal with students: **I will remember one chore Clarence does to get money.**

During Reading

Model Fluent Reading

- Read aloud with fluency and expression.

- Emphasize the names of each chore Clarence does to earn money, such as 'wash car', 'put away food', 'fold clothes' and 'take out trash' by raising your voice as you read them.

Comment on Characters, Setting and Events

- Comment aloud about how the illustrations help you know what chores Clarence does to earn money. For example, on page 3, say, "The story says that Clarence washes the car outside. I can see Clarence holding a hose next to a car. Clarence is washing a car." Continue reading and commenting on details in the illustrations that support information.

After Reading

- Revisit the learning goal. Ask, "What is one chore Clarence does to get money in the story?"

Level 3: Prompt the student to identify and describe one chore Clarence does to get money in the story. Ask a question, such as, "What chore does Clarence do?"

Level 2: Have the student identify one chore Clarence does to get money, with support. Picture supports such as the Communication Board and story illustrations may be used as needed.

Level 1: Have the student identify one chore Clarence does to get money by making a selection (may be single option or errorless choice). For example, display the picture for 'wash car' and say, "Show me a chore Clarence does to get money." Picture supports may include story illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.

- Continue discussion by talking with students about different chores. Ask students about the chores they or their parents do at home.



Check Understanding ?

- ✳ **Level 3:** Can the student identify and describe one chore Clarence does to get money from the story?
- ✳ **Level 2:** Can the student identify one chore Clarence does to get money from the story using picture supports as necessary?
- ✳ **Level 1:** Can the student identify one chore Clarence does to get money from the story by making a selection (may be single option or errorless choice)?

Lesson 1 - Leveled Book

Activity 2 - Read Aloud 2

1
Activity 2



Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story. Compare characters and events in a story.
- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.



Instructional Routine



Before Reading

- Display **Clarence Works for Money** (Level D) and read the title, author and illustrator's names.
- Prompt recall of the story by asking a focus question such as, "What did Clarence do in the story—play games or do chores?" Remind students that Clarence does many different chores to get money. Say, "In our story, Clarence does different chores to get money to buy something. As I read today, it is your job to remember how much money Clarence gets for each chore."
- Review the learning goal with students: **I will remember how much money Clarence gets for each chore.**

During Reading

Develop Print Concepts

- Read aloud using your finger or a pointer to track the print from left to right, top to bottom and page to page.
- Point out the difference between text and pictures.
- Emphasize where you start reading on a page.

Build Comprehension

- Use the illustrations to discuss how much money Clarence gets when he does a chore. For example, after reading page 4, say, "The picture shows Clarence putting food away and above him it shows \$2.00. He gets \$2.00 for putting the food away."
- Use real or manipulative dollar bills to simulate Clarence earning and saving money. For example, read page 3 and say, "Clarence gets \$2.00 for washing the car. I am going to give you \$2.00. Before Clarence washed the car, he didn't have any money. Now, he has \$2.00. Let's see what else Clarence does to get money." Continue reading the story. Give the student \$2.00 more each time Clarence completes another chore. Have students count the total amount of money to see how Clarence is getting more for the chores he completes. Ask questions such as, "How much money does Clarence have?"

After Reading

- Revisit the learning goal. Ask, "How much money does Clarence get for each chore?"

Level 3: Prompt the student to identify and describe how much money Clarence gets for each chore.

Level 2: Have the student identify how much money Clarence gets for each chore, using picture supports as needed. Picture supports may include story illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.

Level 1: Have the student identify how much money Clarence gets for each chore by making a selection (may be single option or errorless choice). For example, display the picture for '\$2.00' and say, "Show me how much money Clarence gets for each chore." Picture supports may include story illustrations, the Communication Board, unit symbols or symbols from SymbolStix PRIME.

- Continue discussion by talking with students about money they earn from doing chores and different types of money, including coins and bills.



Check Understanding ?

- ❄ **Level 3:** Can the student identify and describe how much money Clarence gets for each chore from the story?
- ❄ **Level 2:** Can the student identify how much money Clarence gets for each chore from the story using picture supports as necessary?
- ❄ **Level 1:** Can the student identify how much money Clarence gets for each chore from the story by making a selection (may be single option or errorless choice)?

Lesson 1 - Leveled Book

Activity 3 - Continued Read Alouds

1
Activity 3



Instructional Targets



Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled text with purpose and understanding.



Instructional Routine



Before Reading

- Display **Clarence Works for Money** (Level D) and read the cover. Use the Standards Connection to review the features and content of the book. Encourage students to ask and answer questions about the details of the book.
- Introduce the reading by asking a focus question such as, "What does Clarence buy with his money—a new shirt or a toy truck?" Remind students that the story mentions that Clarence buys a toy truck. Say, "As I read today, I am going to leave some words out of our story. Your job is to fill in the missing words."
- Review the learning goal with students: **I will fill in missing words.**

During Reading

Build Fluency

- Read aloud with fluency and expression until you come to the word(s) you want students to fill in. In this story, students might fill in the word or phrase: 'Clarence' and '\$2.00 more'. Choose one word or phrase for students to fill in during each read aloud. With repeated reading, students might eventually read the full sentence: "Clarence gets \$2.00 more."

Level 3: Pause and give the student the opportunity to read the word(s) independently.

Level 2: Pause and explain that you want the student to read the next word(s). Have the student read the word(s) using picture supports as necessary.

Level 1: Pause and explain that you want the student to read the next word(s). Have the student use their active response mode to participate in reading the word(s).

Develop Vocabulary

- Continue to use the illustrations to define verbs related to chores Clarence does to get money. For example, on page 3 of the book, point to the illustration and say, "Clarence is washing the car. This means he uses water and soap to get the car clean."

After Reading

- Revisit the learning goal. Provide feedback, such as, "You did a great job filling in the missing words. Thank you for reading with me."
- Use Lesson 2, Activities 1, 2 and/or 3 to further develop comprehension.



Check Understanding ?

- ✳ **Level 3:** Can the student read the missing word(s) independently?
- ✳ **Level 2:** Can the student state or point to a picture of the missing word(s) when prompted?
- ✳ **Level 1:** Can the student use their active response mode to participate in reading the missing word(s)?

Lesson 1 - Leveled Book

Activity 4 - Guided / Shared Reading

1
Activity 4



Instructional Targets



Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.

Reading Standards for Foundational Skills

- **Print Concepts:** Demonstrate understanding of print features (left to right, page to page, etc.).
- **Fluency:** Read appropriately leveled text with purpose and understanding.

This Leveled Book is presented in three leveled formats: Level D, Level C and Level aa (captioned). Select the level of book and the reading routine appropriate for each student.



Instructional Routine

Guided Reading



or



Before Reading

- Introduce the book by having students share what they have learned about earning money.
- Use the Topic Words in conversation about the book. Have students locate the words in the book.
- Read the first three pages aloud, introducing students to the structure of the language.
- Review the learning goal with students:
I will read a story.

During Reading

- Listen as students read quietly to themselves.
- Monitor print concepts and fluency.
- Model, prompt or support use of skills and strategies.

After Reading

- Revisit the learning goal and talk with students about the book.
- Have students locate the High-Frequency Words: get, more, if, has, food, money, house and clothes.
- Have students locate and name the letters they are learning in this unit (Lesson 11). Review their letter-sounds.



Instructional Routine

Shared Reading



or



Before Reading

- Introduce the book by having students share what they have learned about earning money.
- Use the Topic Words in conversation about the book. Help students locate the words in the book.
- Review the learning goal with students:
I will read a story.

During Reading

- Read aloud while students follow along.
- Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board.
- Monitor print concepts and fluency.
- Model and support use of skills and strategies.

After Reading

- Revisit the learning goal and talk with students about the book.
- Have students locate the High-Frequency Words: get, more, if, has, food, money, house and clothes.
- Have students locate and name the letters they are learning in this unit (Lesson 11). Review their letter-sounds.



Check Understanding



Level 3: Can the student independently demonstrate print concepts? How?
Can the student independently read stories adapted to personal reading level?



Level 2: Can the student demonstrate basic print concepts with support? How?
Can the student read stories adapted to personal reading level with support?



Level 1: Can the student attend to story reading? How?
Can the student actively participate in reading stories adapted to student ability level? How?

Lesson 1 - Leveled Book

Activity 5 - Self-Selected Reading

1
Activity 5



Instructional Target

Reading Standards for Literature

- **Craft and Structure:** Recognize the difference between books that tell stories and books that give information.

Reading Standards for Informational Text

- **Craft and Structure:** Use text features to locate key information in a text.

Reading Standards for Foundational Skills

- **Fluency:** Read appropriately leveled text with purpose and understanding.



Instructional Routine



or



Introduce

- Tell students they will choose a book to read. Ask a focus question such as, "Would you like to read a book about money or working?" Talk with students about their choices.
- Explain that when choosing a book, it is important to think about the topic, or what the book is about, as well as how hard or easy the book will be to read. Say, "Today, your job is to choose a book to read. Then you will find out if the book tells a story or gives information."
- Review the learning goal with students: **I will choose a book to read.
I will find out if it tells a story or gives information.**

Model

- Display 4-5 books on various topics written at various levels from the class, school or n2y Library.
- Model previewing a book to determine if the topic interests you and determining whether it is too hard, too easy or just right. For example, read a few pages of one of the books and say, "This book is about _____. I'm not really interested in _____, so I don't think I want to read it." Read a page aloud, counting the number of mistakes you make. Continue modeling until you find a book that you can read with only 2-3 mistakes per page.
- After reading, model using the What Kind of Book? checklist to determine if the book was a story or an informational text. For example, say, "Are there characters in this book? Yes there are. I will mark 'yes.'"
- Explain how sometimes a text will both have features of both a story and an informational text, but they should use their completed checklist to determine if there are more story features or informational text features.

Practice

- Level 3:** Have the student choose a book to read from the class, school or n2y Library. Remind the student to ask, "What is this book about? Is this book too hard, too easy or just right?" Have the student complete the What Kind of Book? checklist independently to determine what type of text they read.
- Level 2:** Have the student choose a book to read from the class, school or n2y Library. Provide visual supports as necessary. Have the student complete the What Kind of Book? checklist with support to determine what type of text they read.
- Level 1:** Using the student's interests and independent reading level as a guide, provide the student with a field of 2 to 3 appropriate books from which to choose. Have the student use his or her active participation mode to select a book to read. Have the student complete the What Kind of Book? checklist by making an errorless choice to determine what type of text they read.

Review

- Revisit the learning goal. Guide students to recall two things to think about when choosing a book to read. Review the books students selected. Ask questions such as, "Did you read a book that tells a story or a book that gives information? How do you know?"

Throughout the Unit

- Engage students in self-selected reading using the reading routine appropriate for each student. Reading routines may include: partner reading (with an adult or peer), shared reading or supported reading.
- Meet with individual students to discuss the books they are reading. Ask questions such as, "Do you like this book? Why or why not? Is this book too easy, too hard or just right? Do you have any questions about this book?"



Check Understanding ?

- ✳ **Level 3:** Can the student distinguish a text that tells a story from one that gives information?
- ✳ **Level 2:** Can the student identify a text that tells a story? Can the student identify a text that gives information?
- ✳ **Level 1:** Can the student make a selection of a text that tells a story? Can the student make a selection of a text that gives information?

Lesson 1 - Leveled Book Standards Connection

1
Standards Connection

Instructional Targets

Reading Standards for Literature

- **Key Ideas and Details:** Identify characters, setting and events in a story.
- **Integration of Knowledge and Ideas:** Use illustrations to describe characters and events in a story.
- **Craft and Structure:** Identify who is telling a story.

Reading Standards for Informational Text

- **Craft and Structure:** Use text features to locate key information in a text.

Differentiated Tasks

Level 3 Students will...

- Describe characters, setting and events from a story.
- Describe characters and events based on illustrations from a story.
- Determine if a story is being told by the writer or a character.
- Locate the title, author and illustrator of a story.










Level 2 Students will...

- Use picture supports to identify characters, setting and events from a story.
- Point to pictures within a story to identify named characters and events.
- Identify a character who is talking in a story.
- Locate the title of a story.

Level 1 Students will...

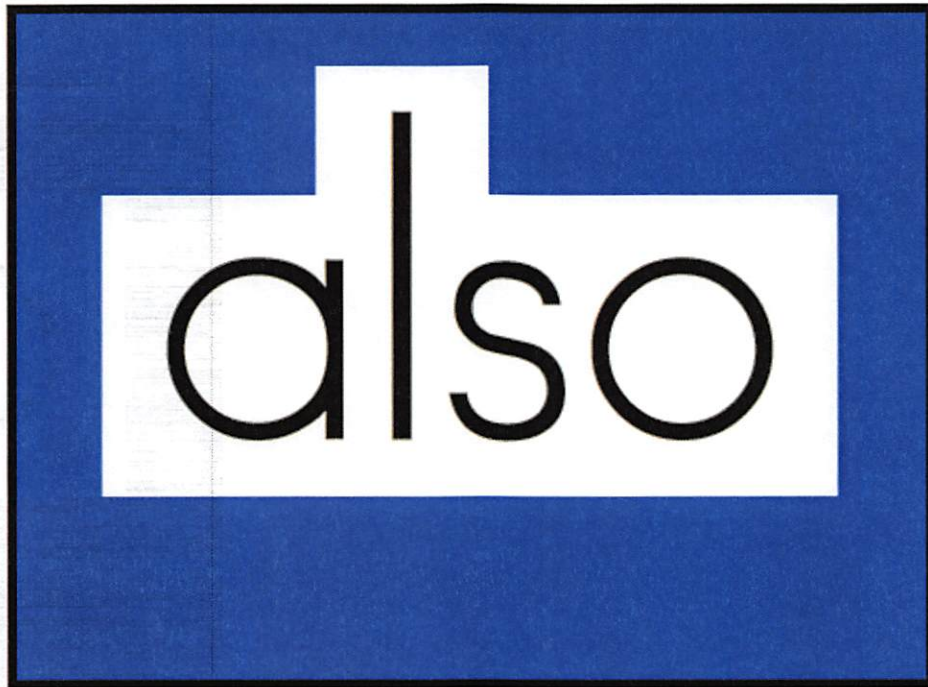
- Select a picture to identify a character or an event from a story (single option or errorless choice).
- When presented with an illustration from a story, select a character or an event.
- Select a picture to identify a character who is talking in a story.
- Make a selection to indicate the title of a book.

Have students work in pairs alternating asking and answering questions about the details of the book. Have students use features and pictures from the book to answer and complete the chart

Leveled Book Standards Connection		1 Standards Connection
	Question to Ask	Answer
Title 	What is the name of the story?	
Author 	Who wrote the story?	
Illustrator 	Who drew the pictures?	
Characters 	Who are the people/animals in the story?	
Setting 	Where does the story happen?	
Events 	What happened in this story?	
Narrator 	Who is talking in this story?	<div>Author </div> <div>Character </div>

2 Copyright © 2019 n2y, LLC. All rights reserved. Unique Learning System®, n2y, LLC

ELEM, Unit 23, Economics, Earning Money Lesson 1, Leveled Book, Clarence Works for Money



if

when

so

has

food

house

more

money

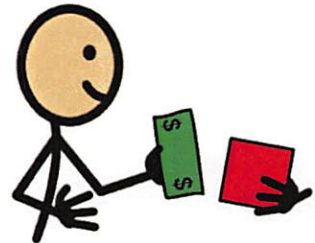
clothes

leave

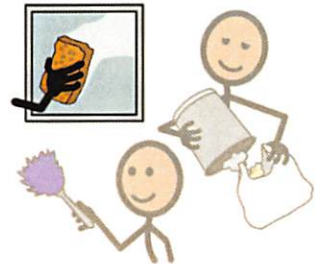
bank



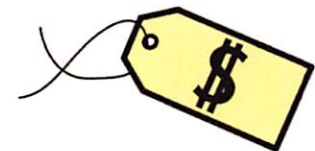
buy



chore



cost



earn



home



job



money

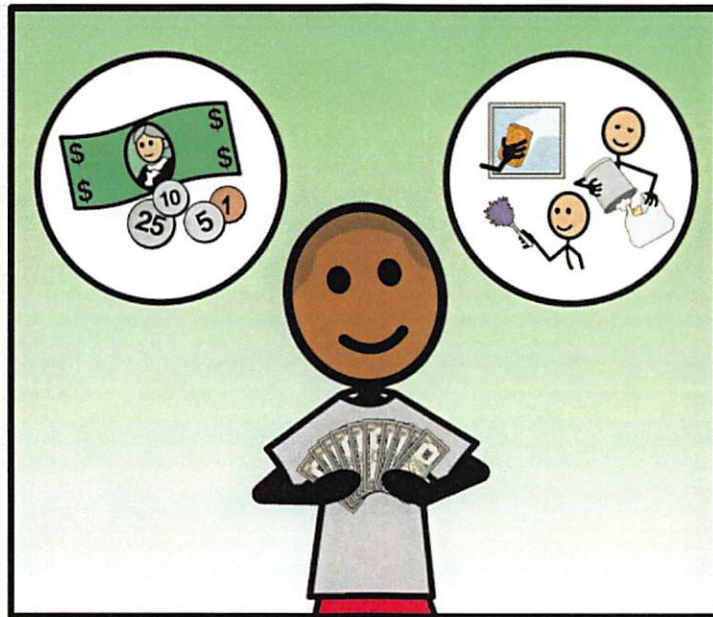


work



Clarence Works for Money

Level D

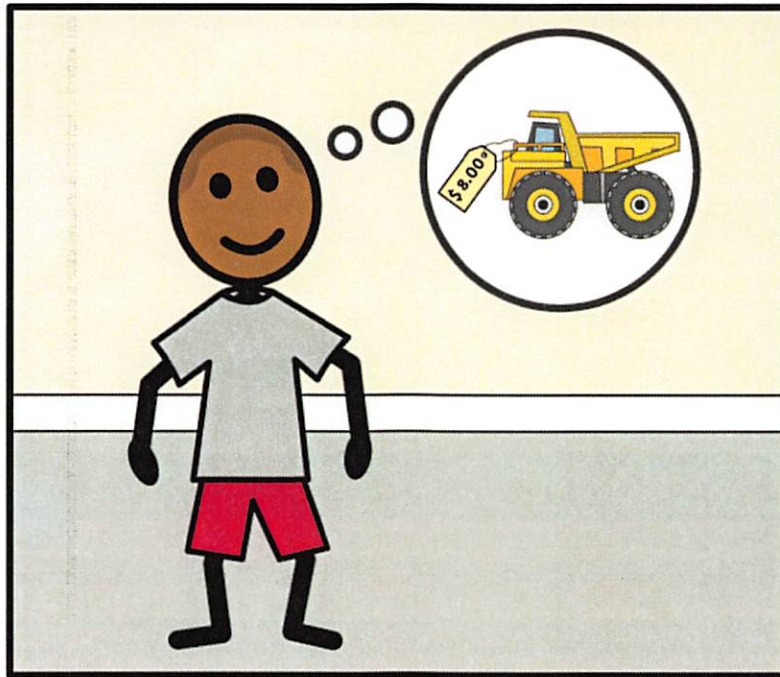


by Emily Weinberger

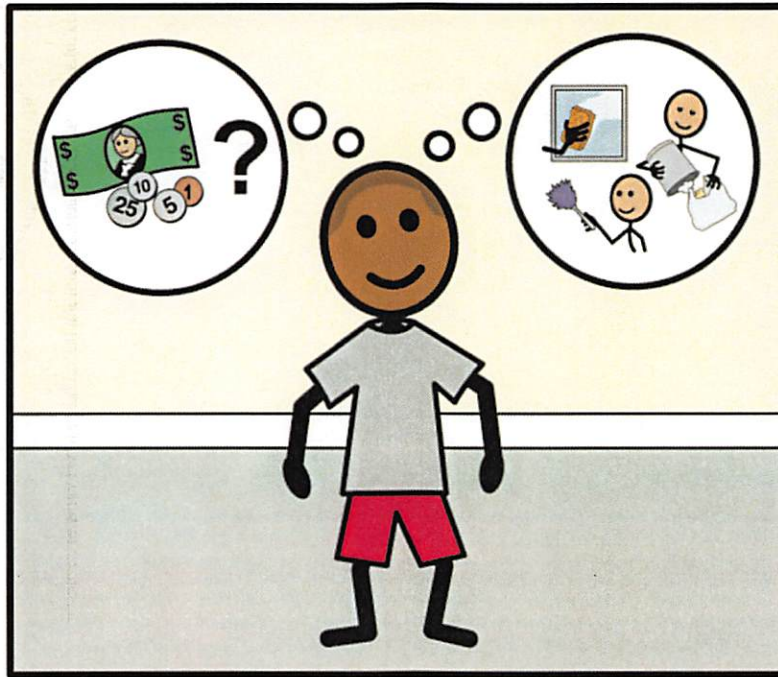
Illustrated by Alex Wisehart

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Unique Learning System®, April 2020

ELEM, Unit 23, Economics, Earning Money
Lesson 1, Leveled Book, Clarence Works for Money, Level D



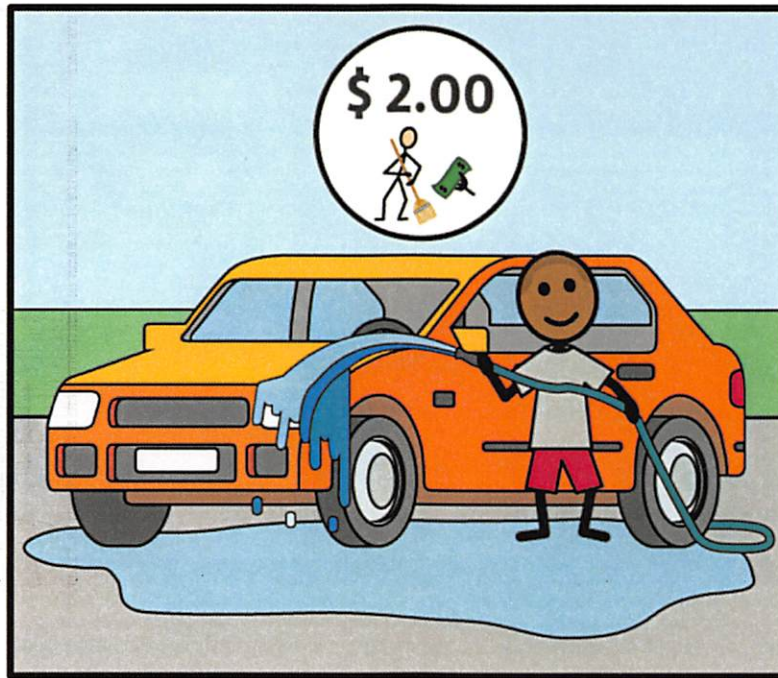
Clarence wants a new toy truck.
It costs \$8.00.
Clarence needs money to buy it.



How can Clarence get money ?

Clarence can get money if he does chores.

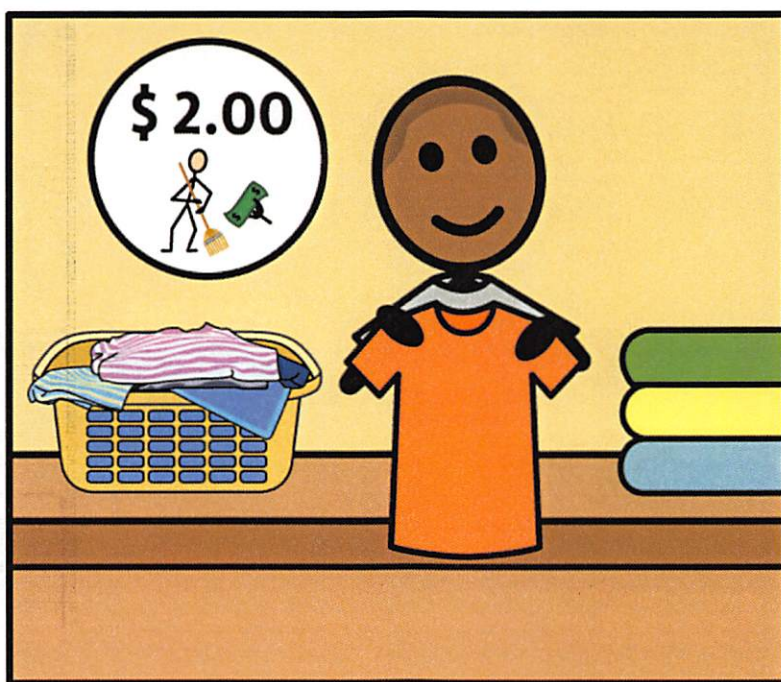
He can do chores at his house.



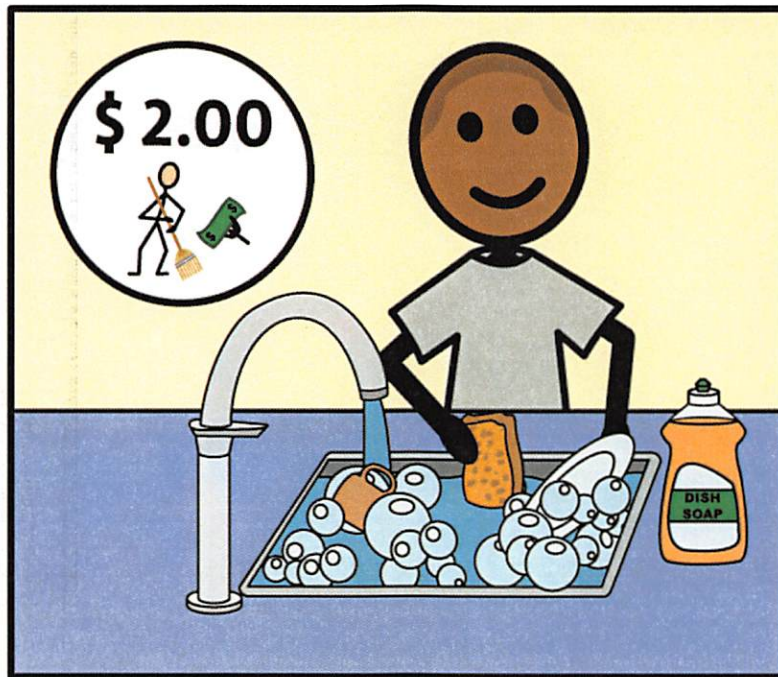
Clarence can get \$2.00 if he washes the car.
He washes the car outside.
Clarence gets \$2.00.



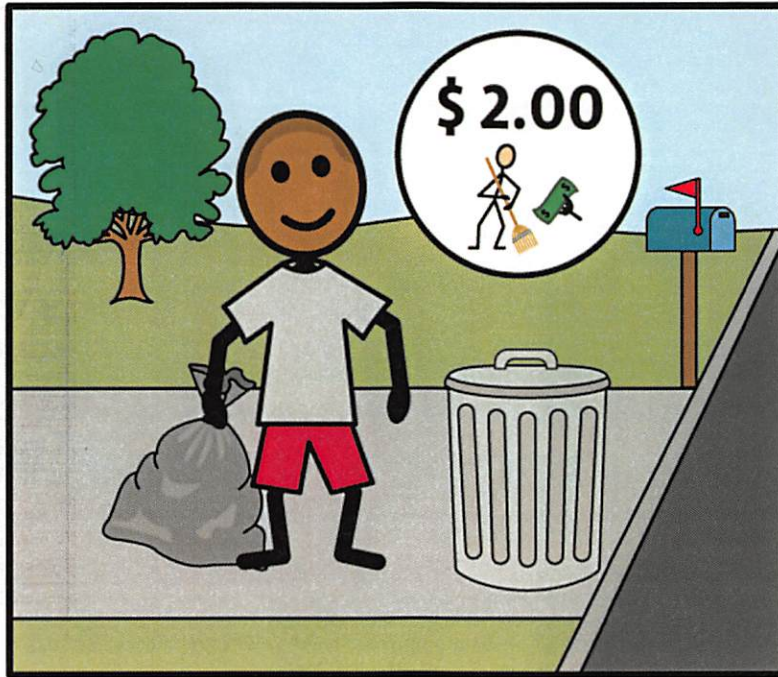
Clarence can get \$2.00 more if he puts away the food.
He puts the food on the shelves.
Clarence gets \$2.00 more.



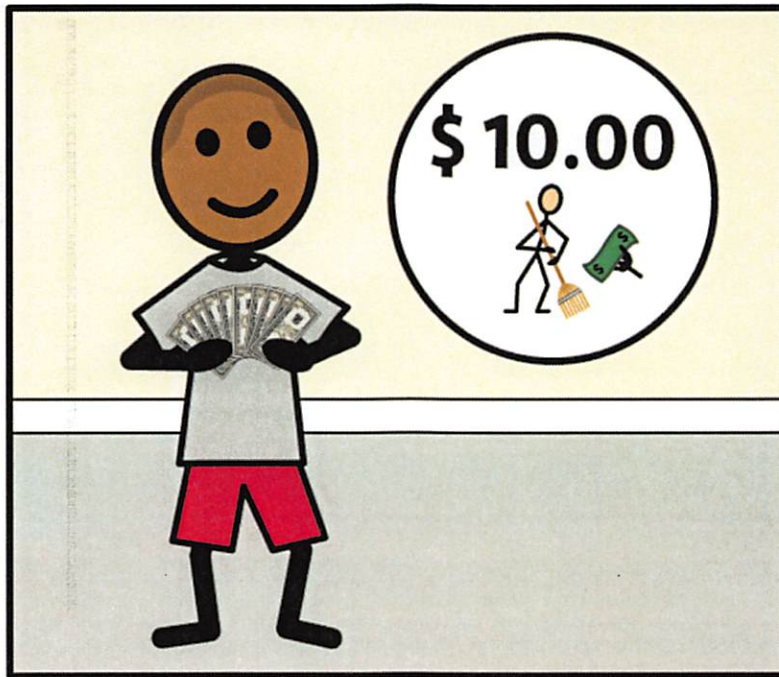
Clarence can get \$2.00 more if he folds the clothes.
He folds the clothes in the basket.
Clarence gets \$2.00 more.



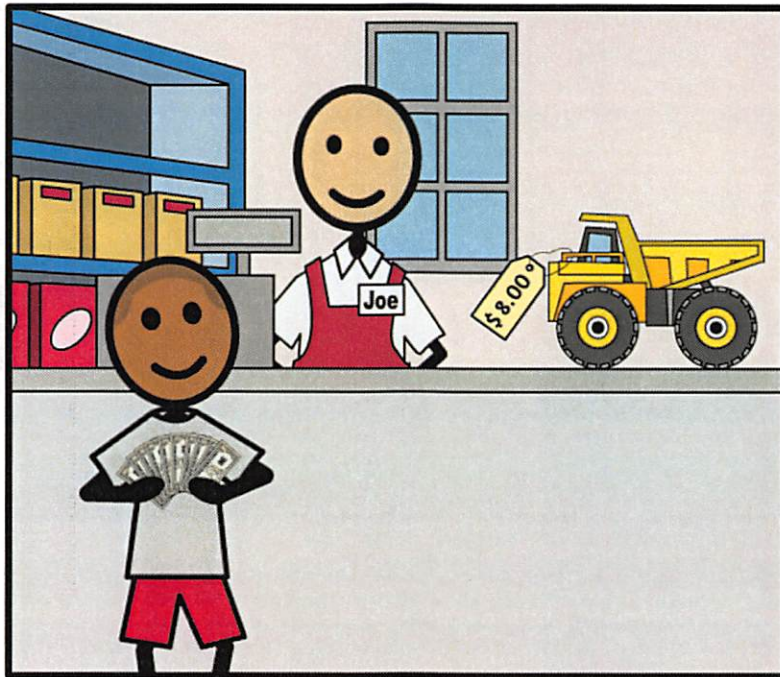
Clarence can get \$2.00 more if he washes the dishes.
He washes the dishes in the sink.
Clarence gets \$2.00 more.



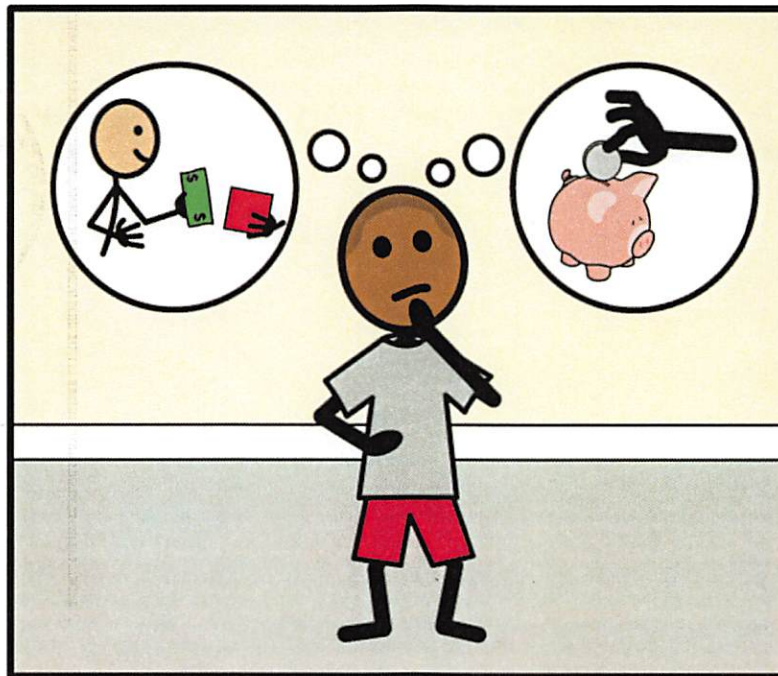
Clarence can get \$2.00 more if he takes out the trash.
He takes the trash out to the trash can.
Clarence gets \$2.00 more.



Clarence counts the money he got.
He has \$10.00 total !
He has money to buy the toy truck !



Clarence buys the new toy truck.
He counts his money again.
He still has some money left.



What should Clarence do with his money ?
Should he buy something else ?
Should he save it for later ?










The End

Title of Book: _____

Author: _____







☐












Story

	 Yes	 No
 Are there characters?		
 Is there a setting?		
 Is there a beginning, middle and end?		
 Are there illustrations?		
 Did the author make up a story?		

☐

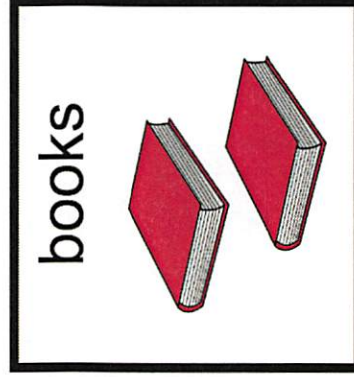
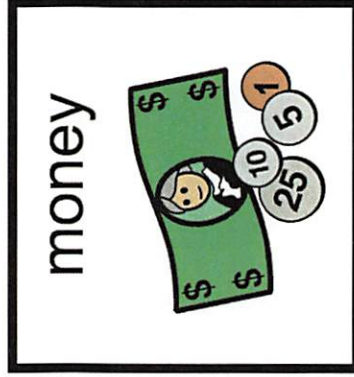
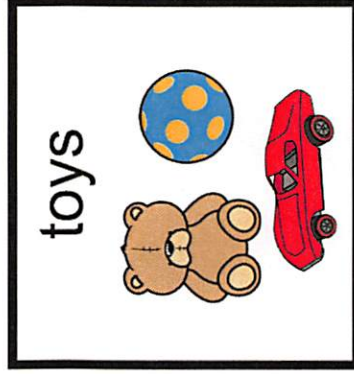
Informational Text

	 Yes	 No
 Is there a main idea?		
 Does it tell about facts?		
 Are there photographs or text features?		
 Is the text written to give information?		

	 Question to Ask	 Answer
Title 	What is the name of the story?	
Author 	Who wrote the story?	
Illustrator 	Who drew the pictures?	
Characters 	Who are the people/animals in the story?	
Setting 	Where does the story happen?	
Events 	What happened in this story?	
Narrator 	Who is talking in this story?	<div>Author </div> <div>Character </div>

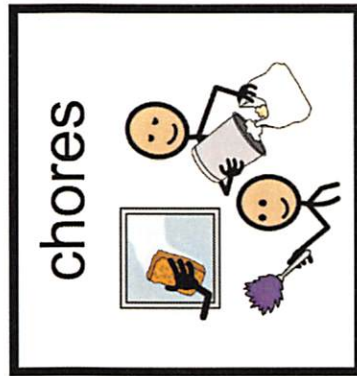


1. What does Clarence need ?

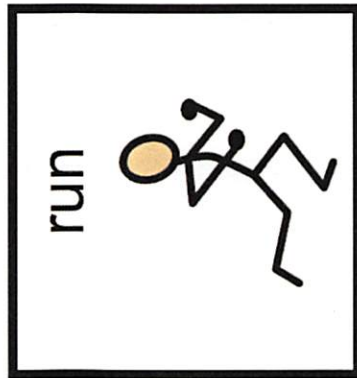




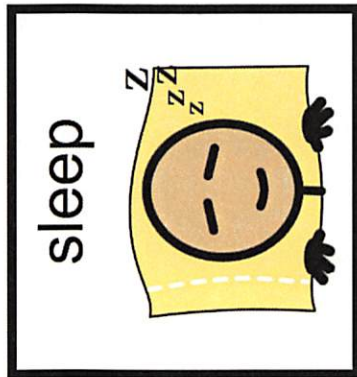
2. What can Clarence do to get money?



chores



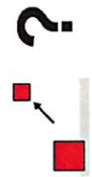
run



sleep



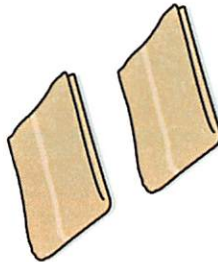
3. What does Clarence put away ?



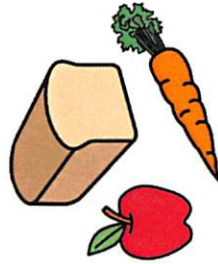
shoes

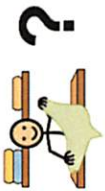


towels



food

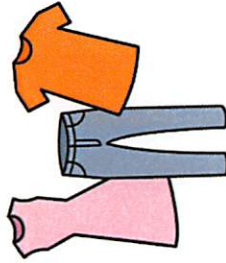




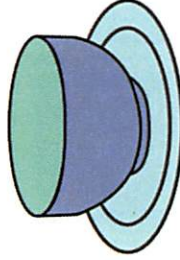
trash



clothes

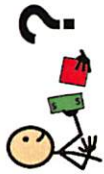


dishes





5. What does Clarence buy ?



baseball



horn

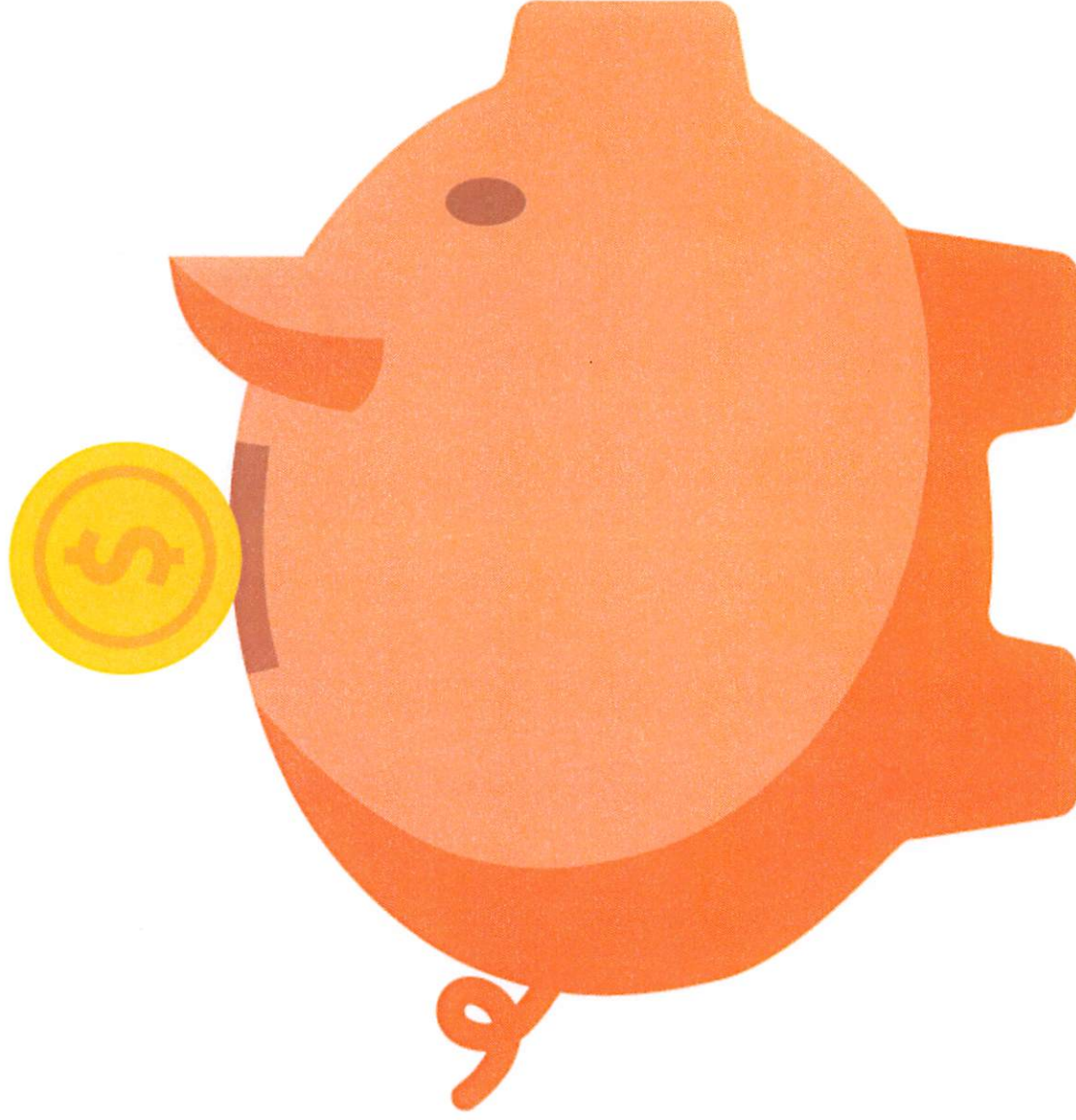


toy truck





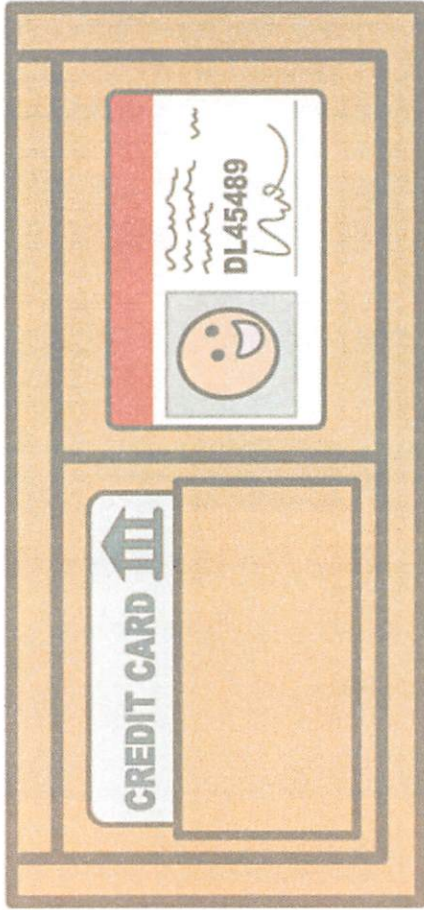
What chores does Clarence Do?



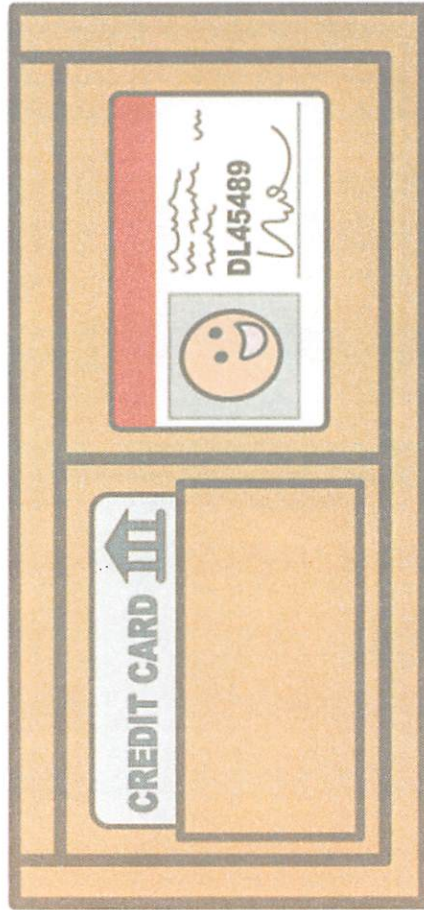
Money Earned=



Who is in the story?

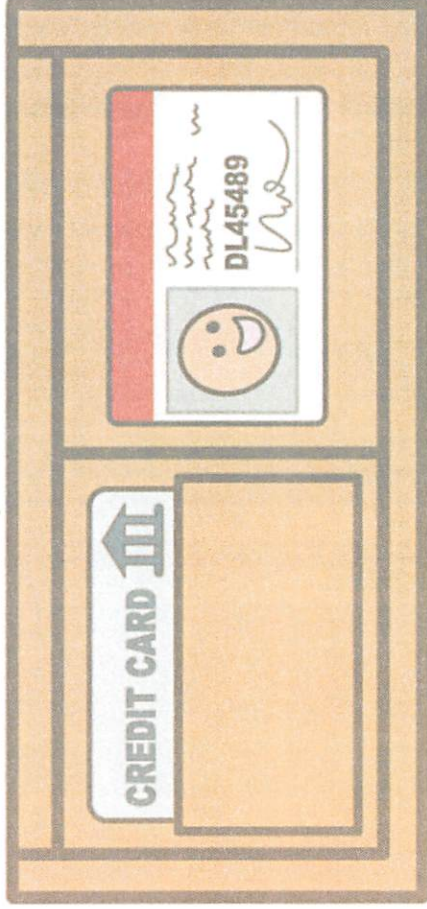


Where does this story take place?

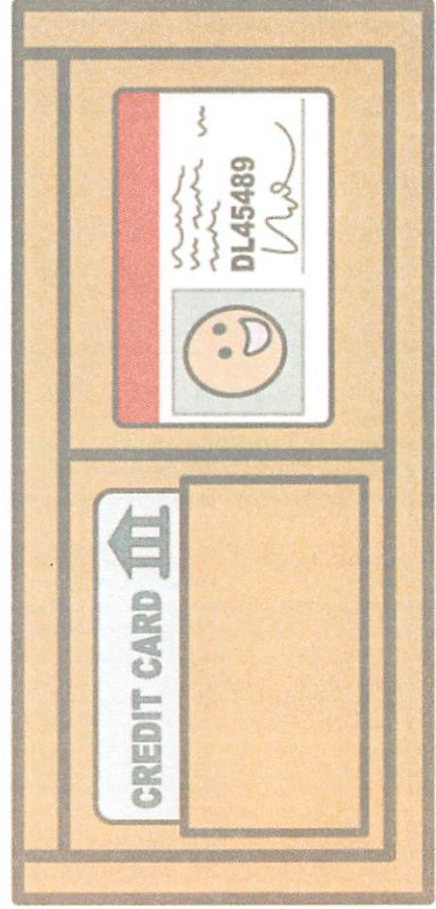




What does the character do?

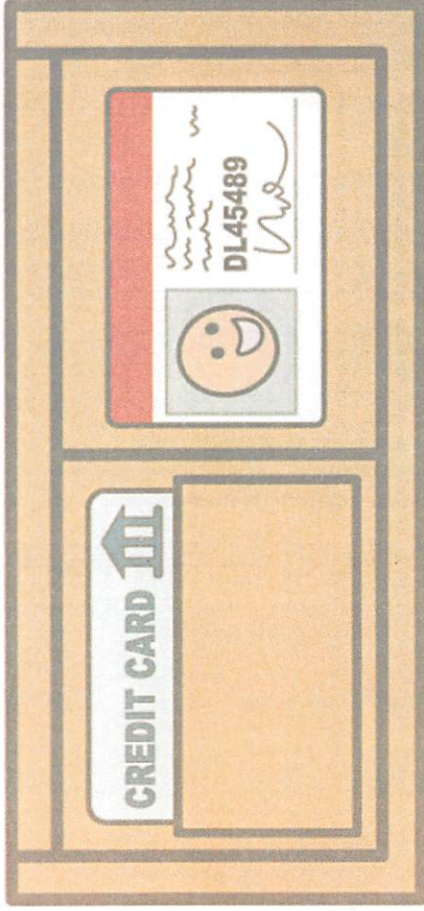


What does the character buy?

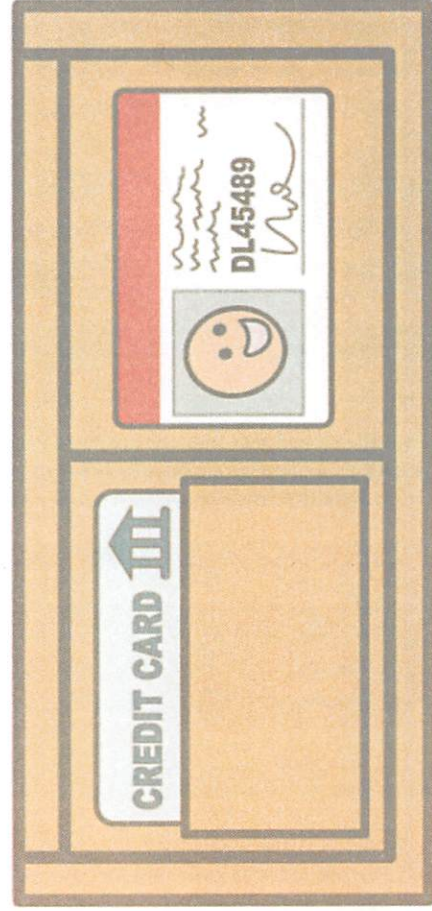




Who is in the story?

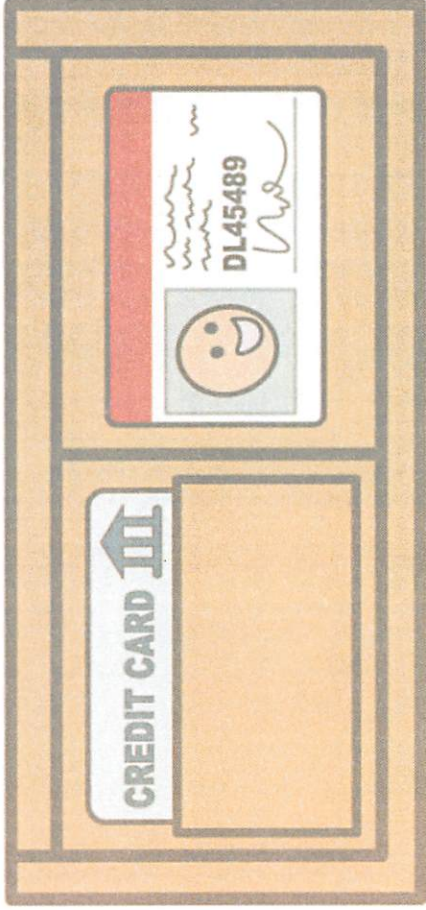


Where does this story take place?

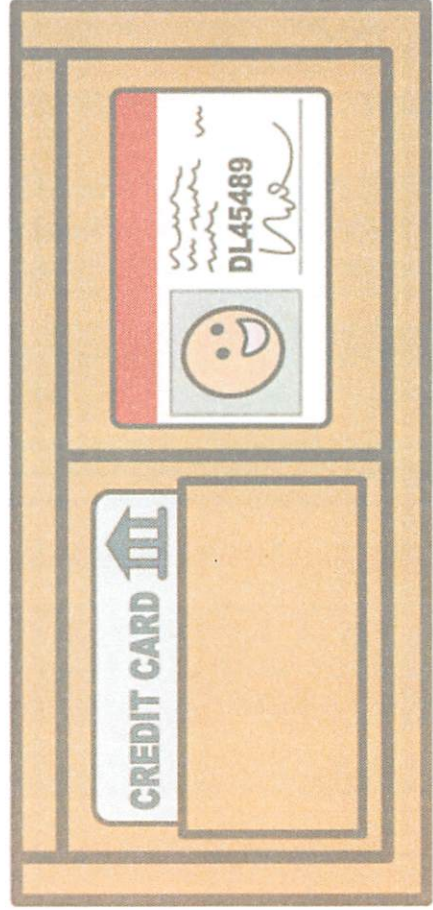




What does the character do?



What does the character buy?





For hands-on instruction, print, cut out and laminate.

takes out trash 	washes car 	puts away food 	walks the dog 
cleans his room 	washes dishes 	folds clothes 	



Mrs. B	Clarence
Drew	library
school	house
plays games with friends	does chores to earn money
cooks a meal	toy truck
hat	book



For hands-on instruction, print, cut out and laminate.

 Mrs. B	 Clarence
 Drew	 library
 school	 house
 plays games with friends	 does chores to earn money
 cooks a meal	 toy truck
 hat	 book



Main Idea: What is the message in this story?



Who or what is this story about?

	In the beginning...
	Then...
	At the end...

High-Frequency Spelling List 1

also

get

if

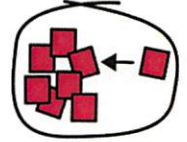
when

so

has

High-Frequency Spelling List 1

also



get



if

if

when

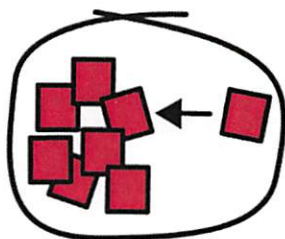


so

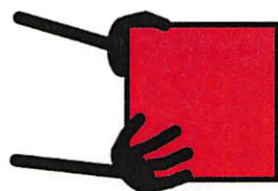


has





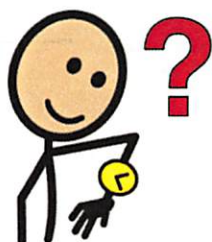
also



get

if

if



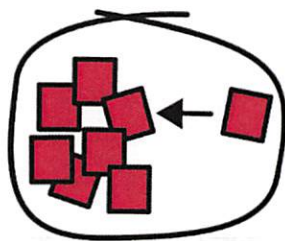
when

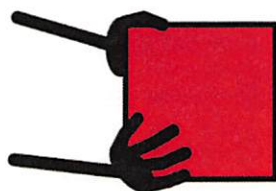


so

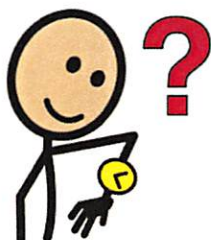


now





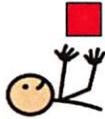
if



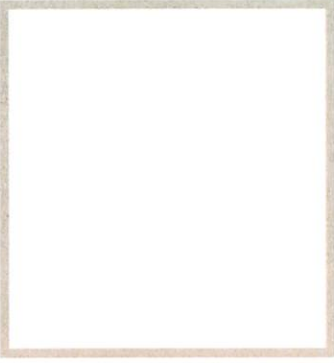




1. I want to



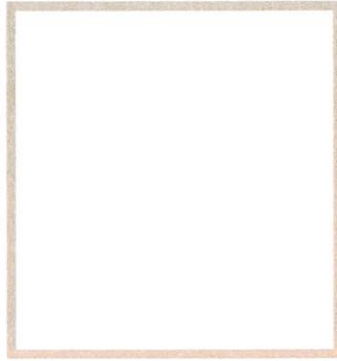
a job.



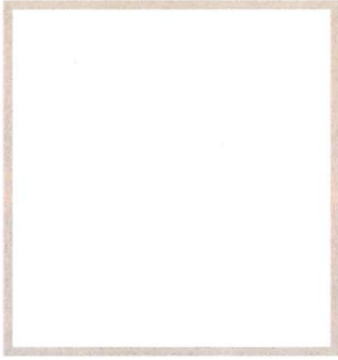
2. Clarence,



do you want to go shopping?



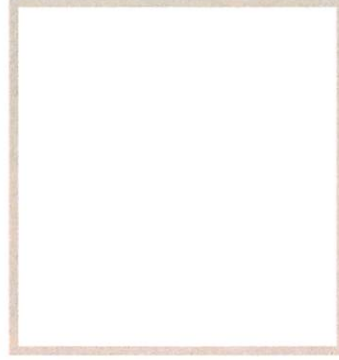
3. He



washes the dishes.



4. Clarence

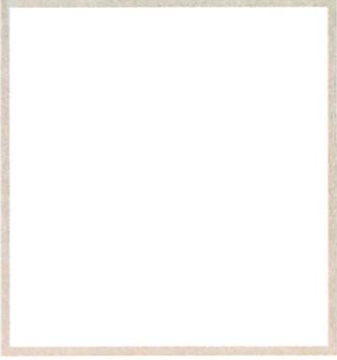


\$10.00.

\$10.00



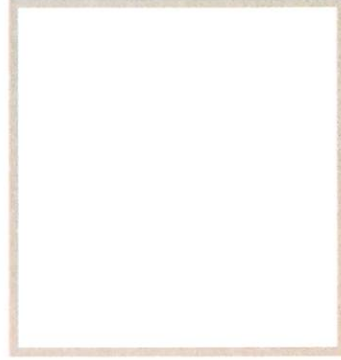
5. Do you know



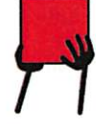
the shirt has a price tag ?



6. People work



they can get money.



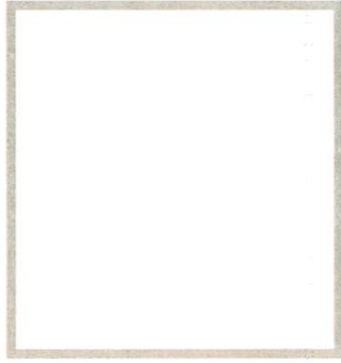
1. What word starts like home ?



And
It
WORD
Up



?



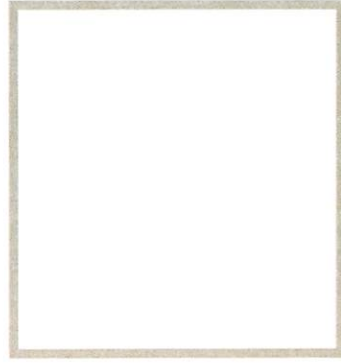
2. What word starts like all ?



And
It
WORD
Up



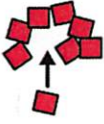
?



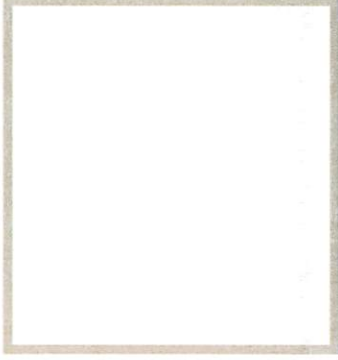
3. What word rhymes with pen ?



And
It
WORD
Up



?



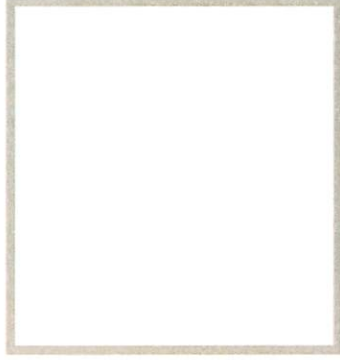
4. What word starts like good ?



And
It
WORD
Up



?

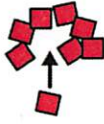




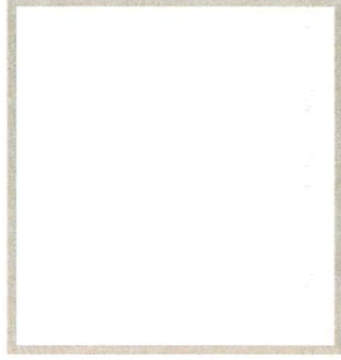
5. What word rhymes with toe ?



And
It
WORD
Up



?



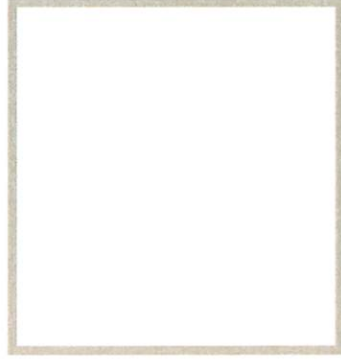
6. What word ends like stuff ?



And
It
WORD
Up



?





For hands-on instruction, print, cut out and laminate.

Fill-In

also 	get 	if	when 	so 	has
also 	get 	if	when 	so 	has
also	get	if	when	so	has

Word Study

also 	get 	if	when 	so 	has
also 	get 	if	when 	so 	has
also	get	if	when	so	has

High-Frequency Spelling List 2

food

house

more

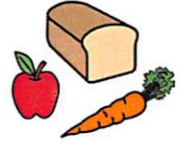
money

clothes

leave

High-Frequency Spelling List 2

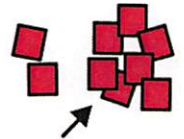
food



house



more



money

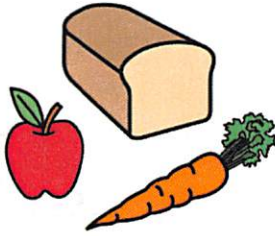


clothes



leave

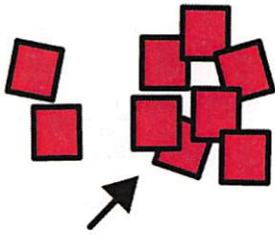




food



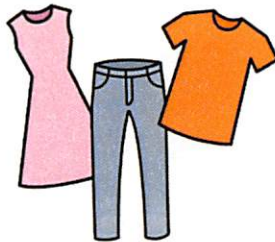
house



more



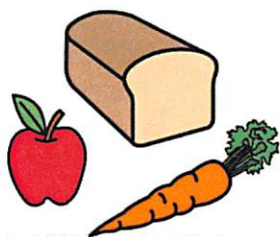
money



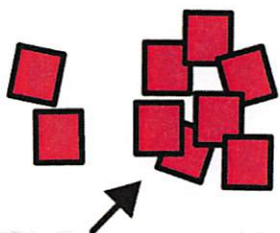
clothes



leave







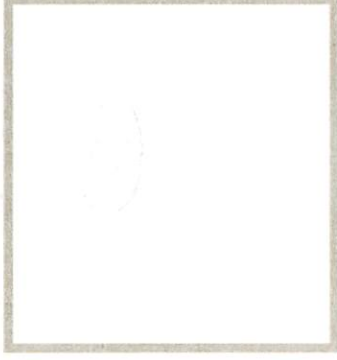
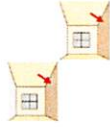




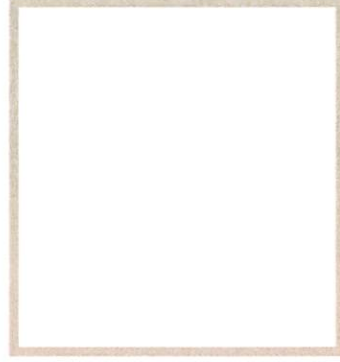




1. Mop the floors in the



2. My favorite

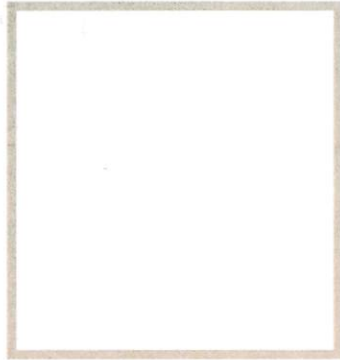


is pizza.





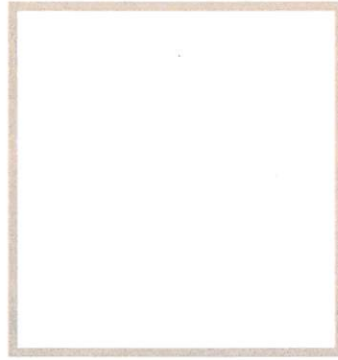
3. Clarence needs



money for his toy truck.



4. I

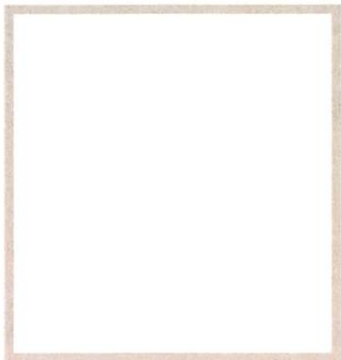


for work at 8:00 a.m.





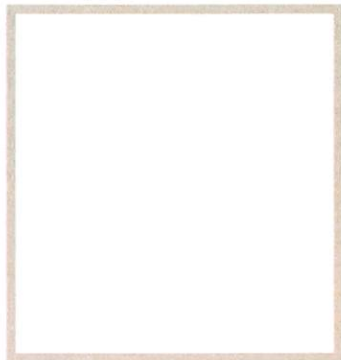
5. I keep



in a bank.



6. I can fold



as a chore.

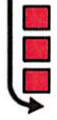




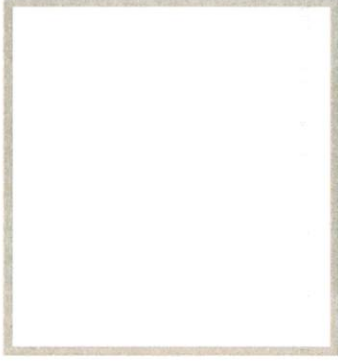
1. What word starts like ham ?



And
It
WORD
Up



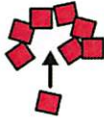
?



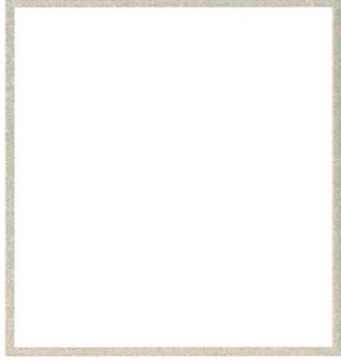
2. What word rhymes with honey ?



And
It
WORD
Up



?



3. What word starts like farm ?



And
It
WORD
Up



?



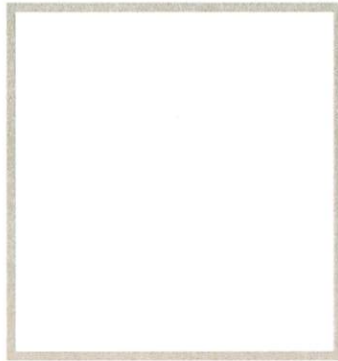
4. What word starts like library ?



And
It
WORD
Up



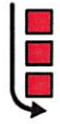
?



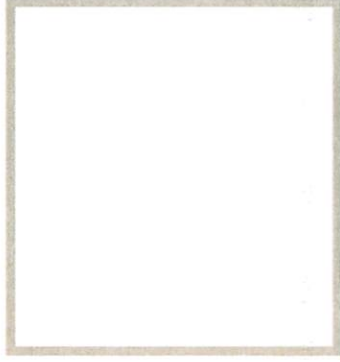
5. What word starts like clap ?



And
It
WORD
Up



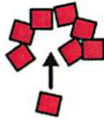
?



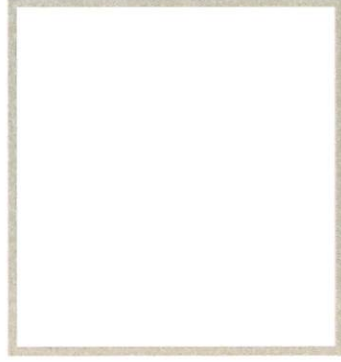
6. What word rhymes with store ?



And
It
WORD
Up



?





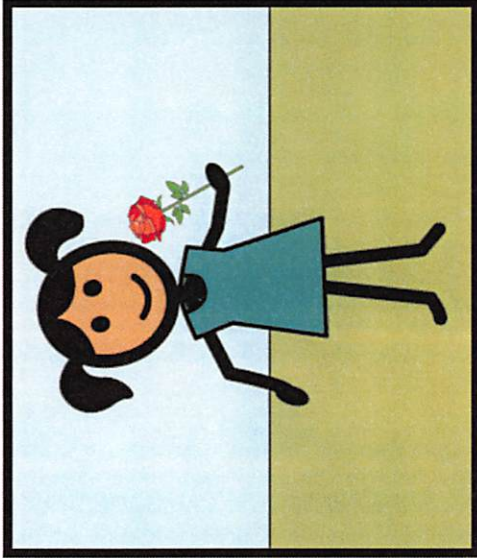
For hands-on instruction, print, cut out and laminate.

Fill-In

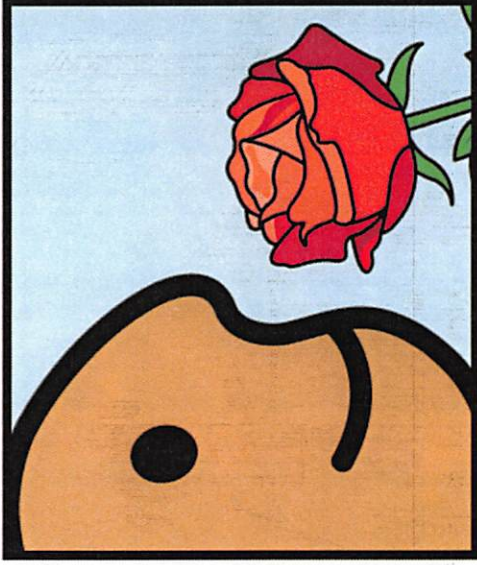
food 	house 	more 	money 	clothes 	leave
food 	house 	more 	money 	clothes 	leave
food	house	more	money	clothes	leave

Word Study

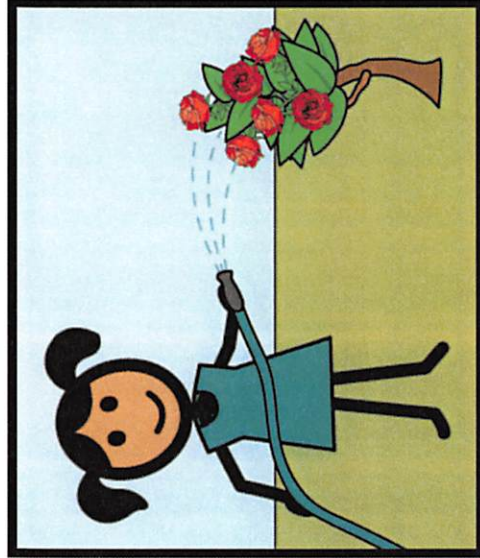
food 	house 	more 	money 	clothes 	leave
food 	house 	more 	money 	clothes 	leave
food	house	more	money	clothes	leave



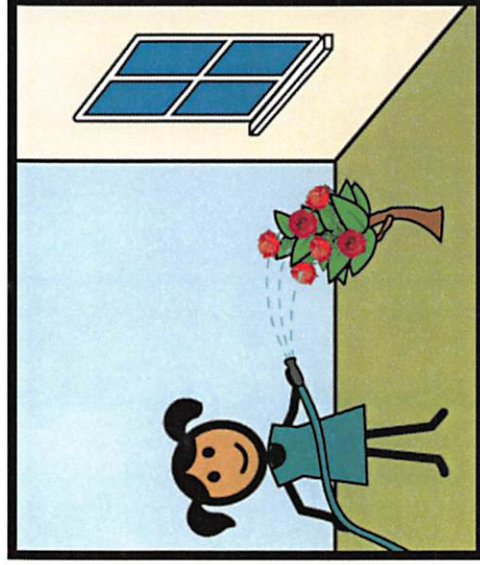
I smell a rose.



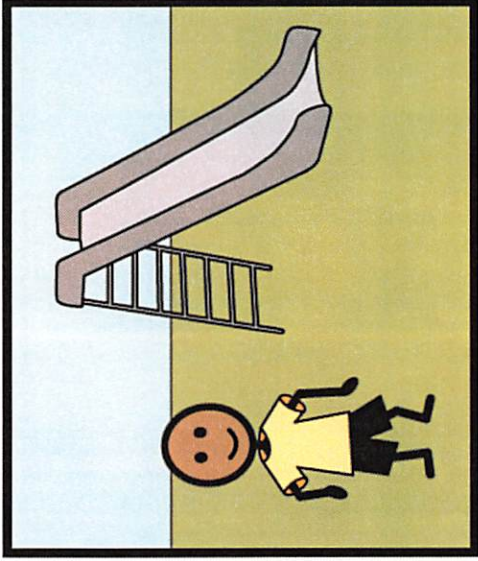
I smell a rose with my nose.



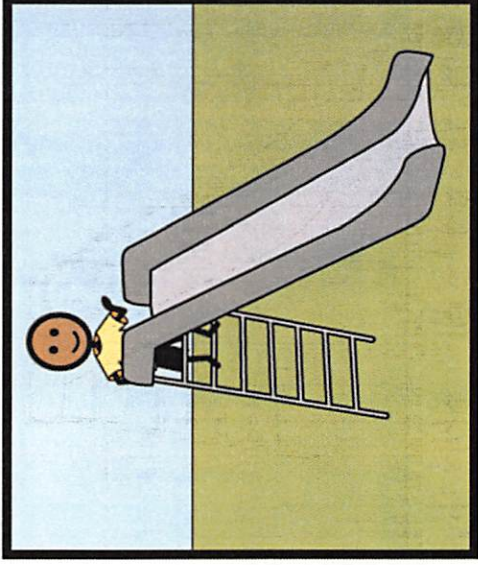
I use the hose to water the rose.



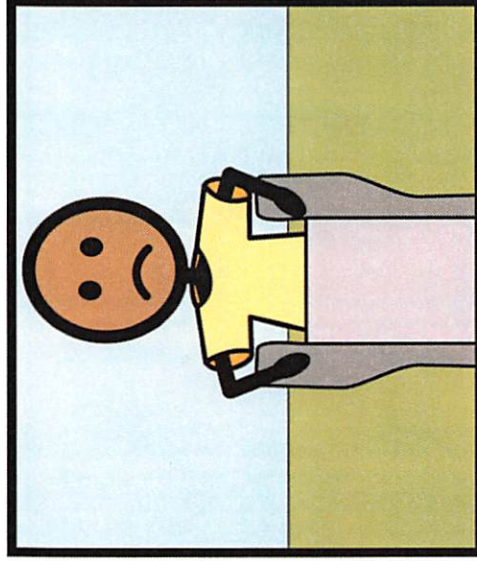
I close the window before I water the rose with the hose.



He wants to ride.



He wants to ride the slide.



The slide isn't wide enough to ride.



He will ride the slide on his side because it isn't wide.




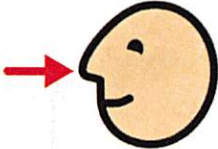

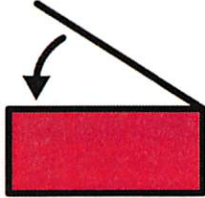
pose



hide

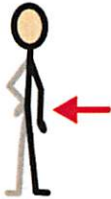





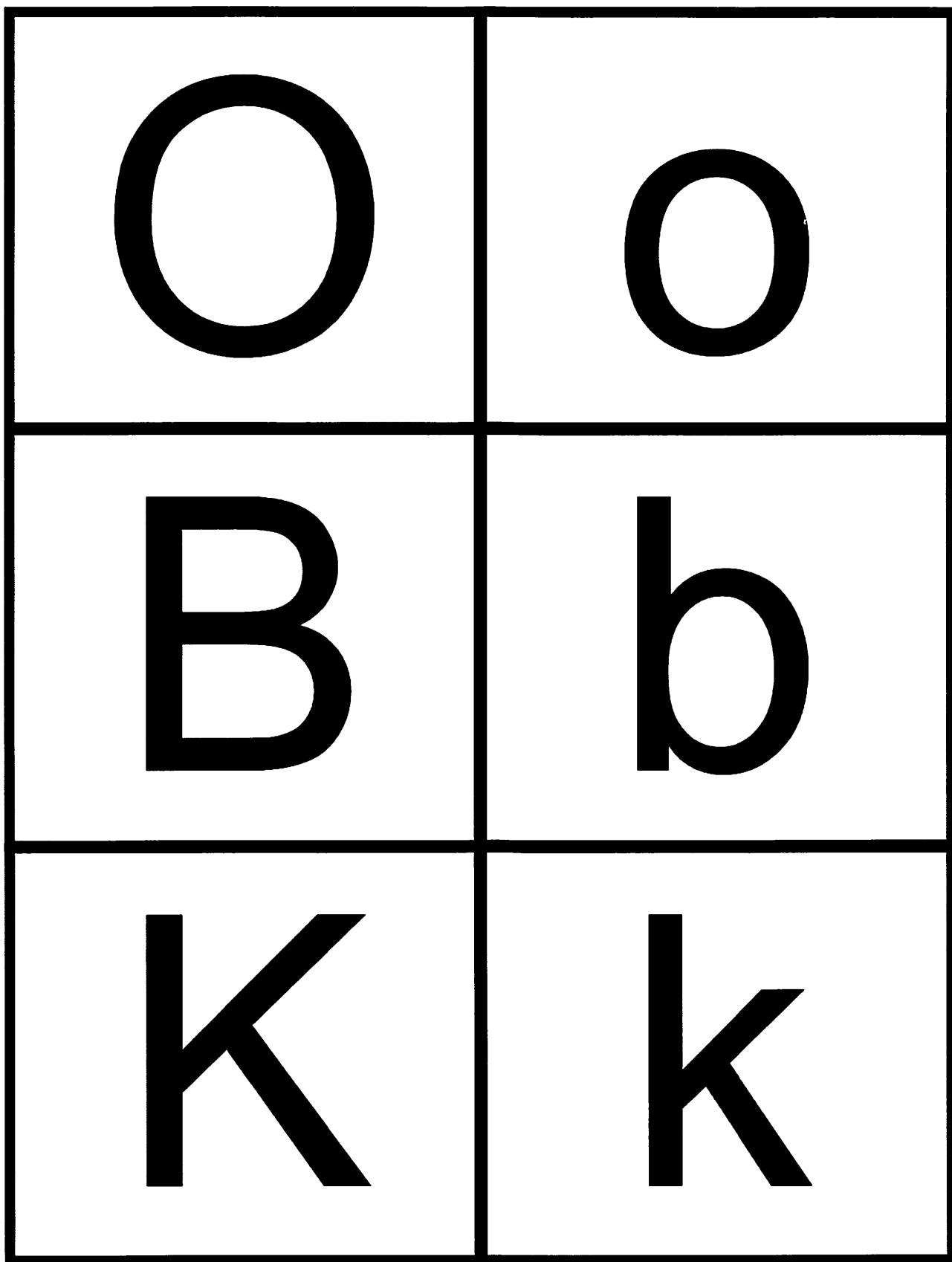
For hands-on instruction, print, cut out and laminate.

r	n	h	cl
rose 	nose 	hose 	close 
rose	nose	hose	close



For hands-on instruction, print, cut out and laminate.

s	r	w	sl
side 	ride 	wide 	slide 
side	ride	wide	slide



L

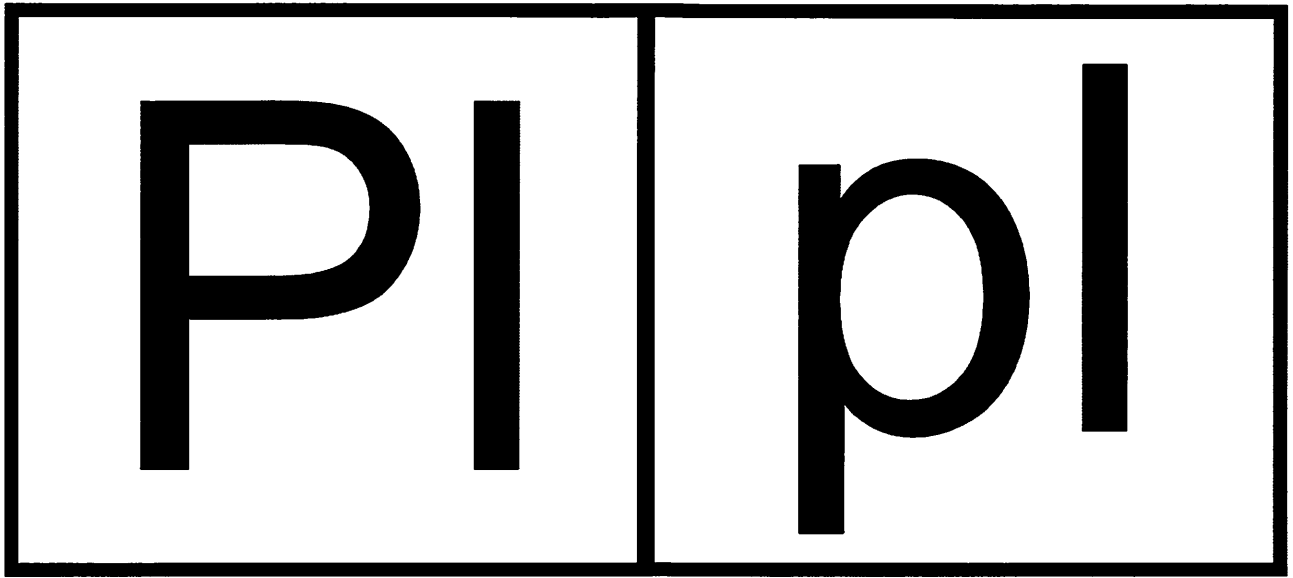
I

R

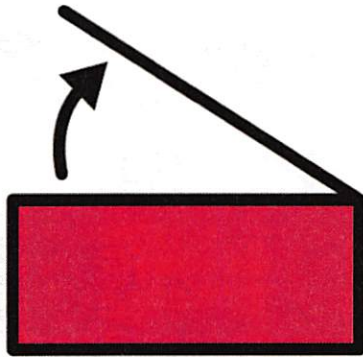
r

W

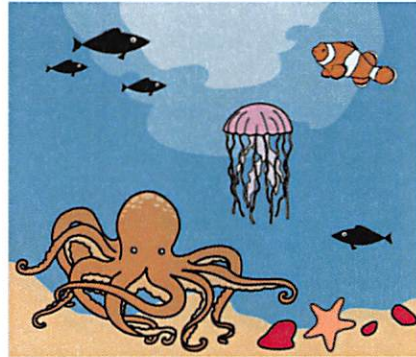
w



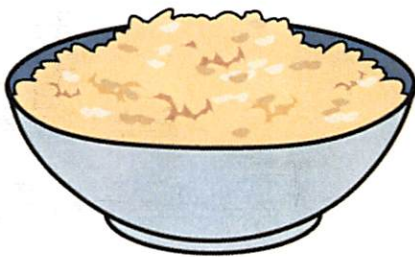
open



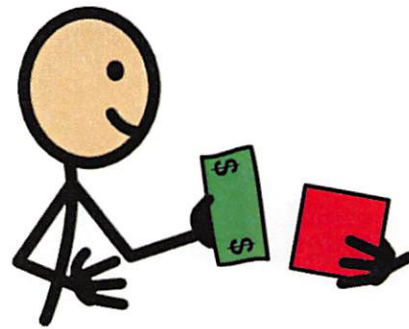
ocean



oatmeal



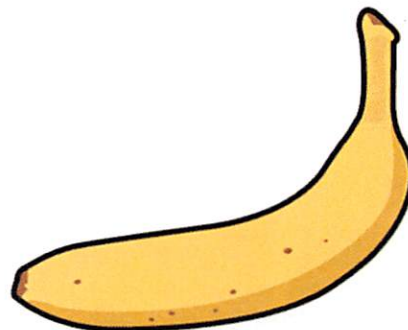
buy



bank



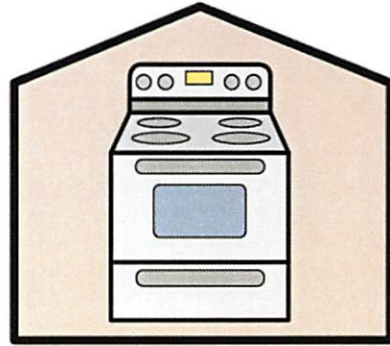
banana



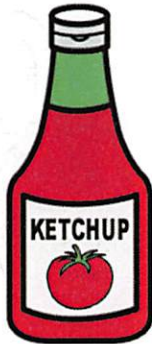
key



kitchen



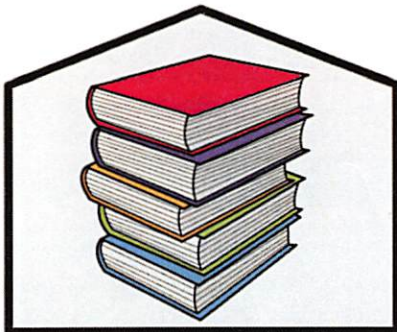
ketchup



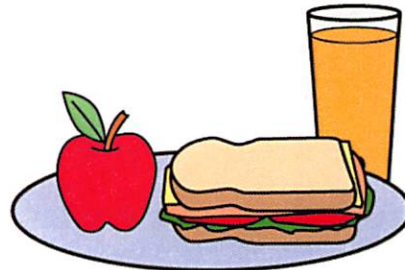
lock



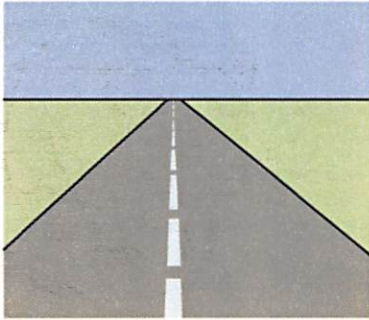
library



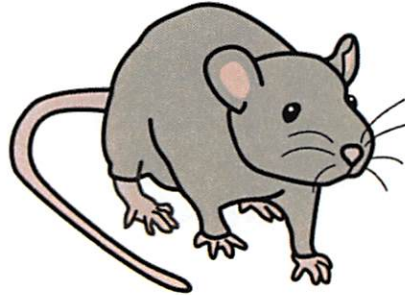
lunch



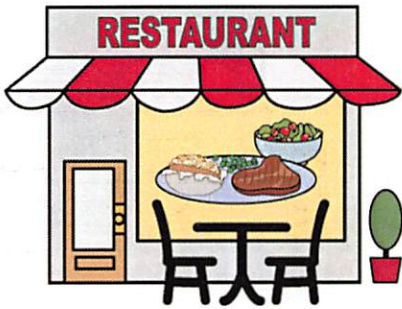
road



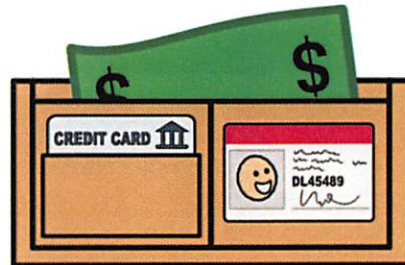
rat



restaurant



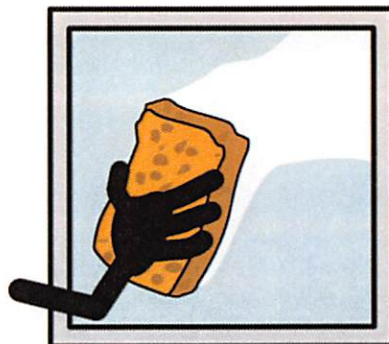
wallet



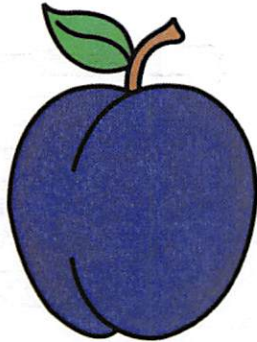
work



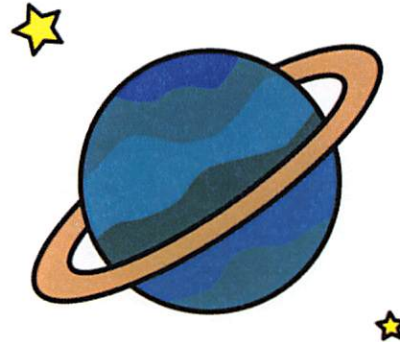
wash



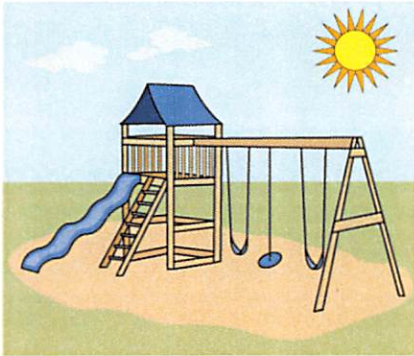
plum



planet

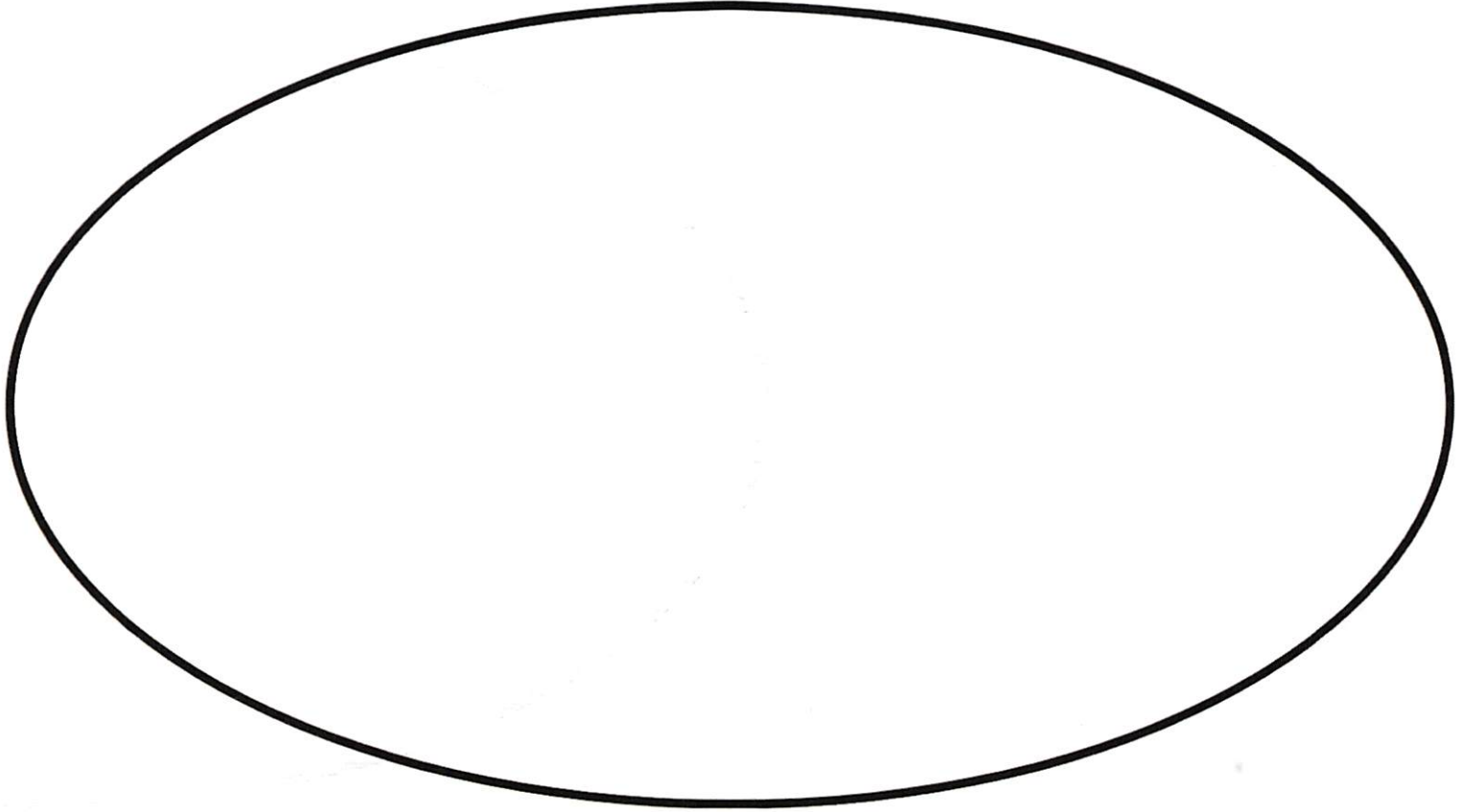


playground

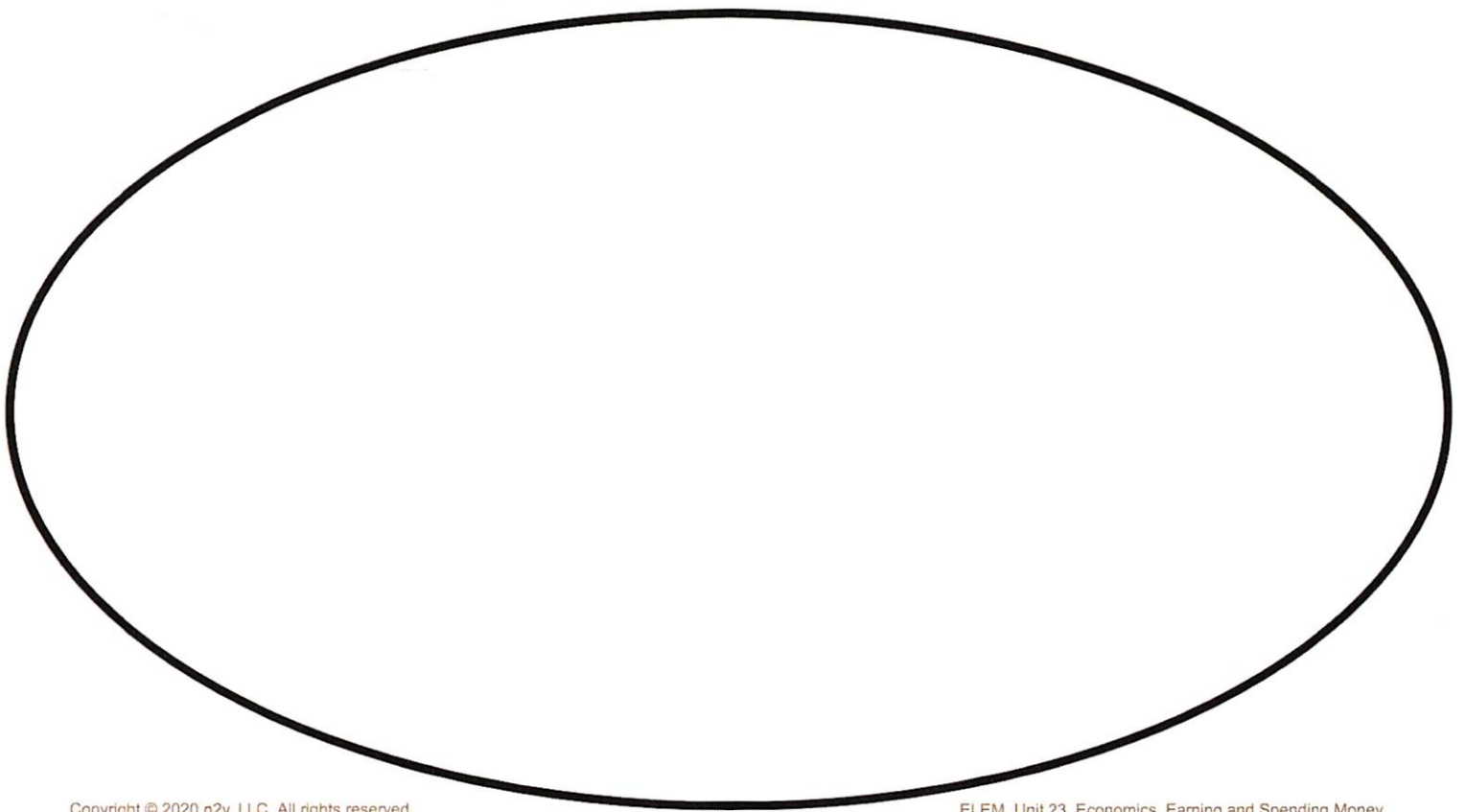




Firefighters




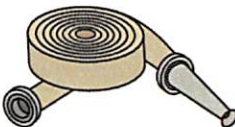










Doctors & Nurses





For hands-on instruction, print, cut out and laminate.

fire station 	firefighter jacket 	fire truck 	fire hose 
firefighter hat 	fire 	hospital 	ambulance 
white coat 	cast 	stethoscope 	sick 

Instructional Targets

Math Standards for Counting and Cardinality

- **Know number names and the count sequence:** Count by ones to 10, 20 and 100. • Count by 10s to 100. • Read and write numerals to 10 and 20. • Count forward beginning from a given number in a sequence.
- **Count to tell the number of objects:** Demonstrate one-to-one correspondence when counting. • Count a number of objects to tell how many.
- **Compare numbers:** Indicate whether the number of objects in one group is more, less or equal to the number of objects in another group.

Math Standards for Operations and Algebraic Thinking

- **Represent and solve problems involving addition and subtraction:** Model putting together (addition, more, equal) and taking away (subtraction, less, equal) with objects and representations. • Solve real-life addition and subtraction problems within the ranges of 1-10 and 1-20.
- Understand and use +, - and = symbols when solving problems.

Math Standards for Numbers and Operations in Base Ten

- **Understanding place value:** Skip count by 2s and 5s to 20 and 50; by 10s to 20, 50 and 100. • Compare two numbers to determine >, < or =.

Level 3 Students will...

- Independently count a number of objects.
- Independently count a number of objects by 10 up to 100.
- Independently read and write numerals to 20.
- Independently count forward beginning from a given number.
- Identify the number of each object when counting.
- Count a number of objects and identify the associated numeral.
- Count objects in two defined groups and determine which group contains more or less than other or whether the groups are equal.
- Independently use objects to model the process of adding or subtracting.
- Add and subtract numbers within the context of a real-world scenario.
- Read, write and solve a math sentence.
- Skip count (by 2s, 5s or 10s) to a given number (20, 50, 100).
- Compare numbers to 20 to determine more, less or equal.

Level 2 Students will...

- Count a number of objects with support.
- Count a number of objects by 10 up to 100 with support.
- Read and write numerals to 20 with support.
- Count forward from a number with support (e.g., number line or other visual supports).
- Match objects to a corresponding number (one-to-one match) to count.
- Count and report the total number of objects in a set with support.
- Pair object from two groups to determine which group has more or less than the other or whether the groups are equal.
- Use models or objects to represent numbers in an addition or subtraction problem with support.
- Use models or objects to add or subtract in the context of a real-world scenario.
- Record pictures and numbers to model and solve a math sentence.
- Use a model to skip count by 2s, 5s and 10s.
- Compare numbers to 20 with a model to determine more, less or equal.

Level 1 Students will...

- Count to a given number through an active participation response (e.g., voice output device, eye gaze, choice board).
- Count by 10s to a given number through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select and write numerals to 20 through an active participation response.
- Participate in a counting forward activity by selecting the number counted from a field of choices (may be errorless choice).
- Participate in counting by matching an object to a number through an active participation response.
- Count and report the total number of objects in a set using an active participation response (e.g., voice output device, eye gaze, choice board).
- Select numbers (errorless choice) to count and compare numbers within a math problem involving the concepts of more and less.
- Select objects to match the numbers in an addition or subtraction problem (may be errorless choice).
- Participate in adding or subtracting by counting sets of objects through an active participation response (e.g., voice output device, eye gaze, choice board).
- Select a number (errorless choice) to represent numbers within a math sentence.
- Count objects and form groups of 2s, 5s and 10s through an active participation response.
- Compare two sets of objects to determine more, less or equal.



Topic Connection

In this unit, students learn about how people earn money by doing a job or chore and how money is needed to buy products and services. The scenarios in this lesson involve two characters, Paige and Drew, who are doing chores at their homes to earn money.



Topic Words

chore home*
earn money*



Math Words

add count less* number same*
altogether equal sign numeral subtract
compare left more plus sign

* Power Words

Benchmark Assessments

- Math Problem Solving: Add and Subtract
- Basic Math: Numbers and Counting to 20
- Early Learning: Emerging Math
- Emerging Skills: Early Emerging Math
- Emerging Skills: Number Match

Monthly Checkpoints

- Level 2 and 3 Mathematics, Questions 1 - 10
- Level 1 Combined Content, Questions 5 and 6

Paige has 1 shirt. Count 1 shirt.

Paige



1

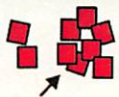


Drew has 3 shirts. Count 3 shirts.

Drew



3



Who has more?

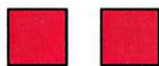
Paige



Drew



same





Who has less?

Paige



Drew



same

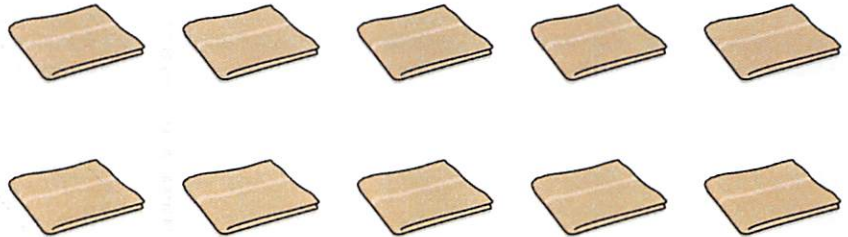


Paige has 10 towels. Count 10 towels.

Paige



10

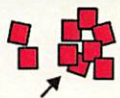
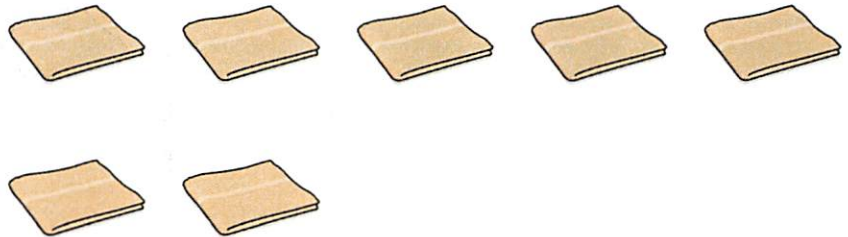


Drew has 7 towels. Count 7 towels.

Drew



7

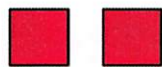
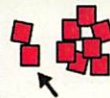


Who has more?

Paige

Drew

same


☐
☐
☐


Who has less?

Paige

Drew

same


☐
☐
☐

Paige has 4 trash bags. Count 4 trash bags.

Paige



4

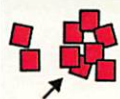


Drew has 9 trash bags. Count 9 trash bags.

Drew



9



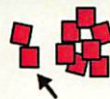
Who has more?

Paige

Drew

same





Who has less?

Paige

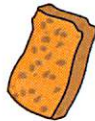
Drew

same



Paige uses sponges. How many sponges does Paige use?

Paige



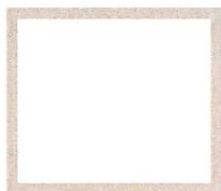
4

1

2

Drew counts spray bottles. How many spray bottles does Drew count?

Drew



5

8

7

Paige uses 2 sponges. How many sponges does Paige use?

Paige



Drew counts 5 spray bottles. How many spray bottles does Drew count?

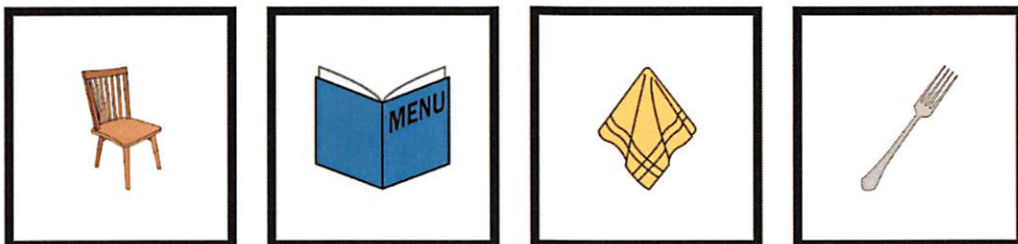
Drew



Finish the Pattern
What comes next?

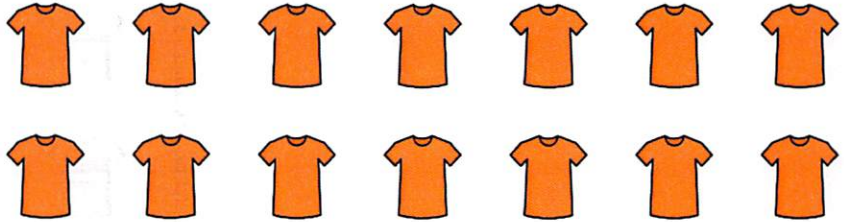
Name: _____



Paige folds shirts. How many shirts does Paige fold?

Paige



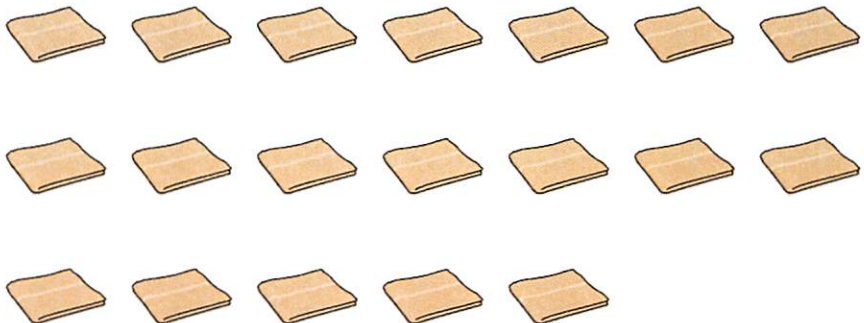
10

18

14

Drew puts away towels. How many towels does Drew put away?

Drew



12

19

16

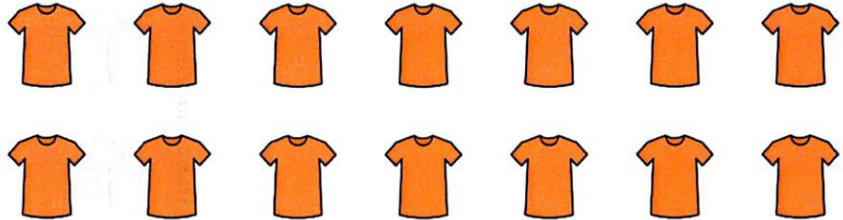
Name: _____

Paige folds 14 shirts. How many shirts does Paige fold?

Paige



14



10

18

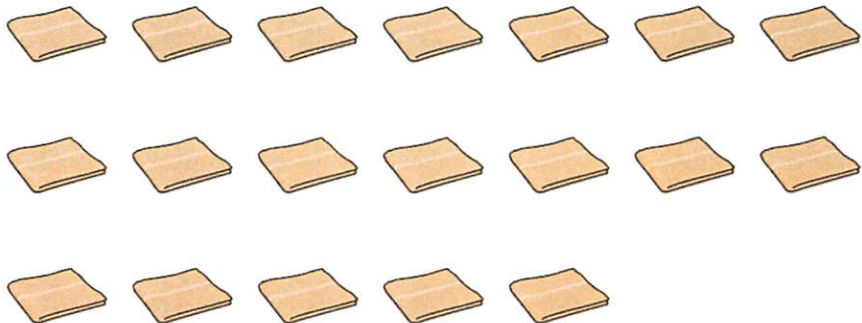
14

Drew puts away 19 towels. How many towels does Drew put away?

Drew



19



12

19

16



For hands-on instruction, print, cut out and laminate.

Number Sense 6
How Many? 1 - 5

Name: _____



How many?



How many?



How many?



How many?



1

2

3

4

5



For hands-on instruction, print, cut out and laminate.

Number Sense 7
How Many? 6 - 10

Name: _____



How many?



How many?



How many?



How many?



6

7

8

9

10



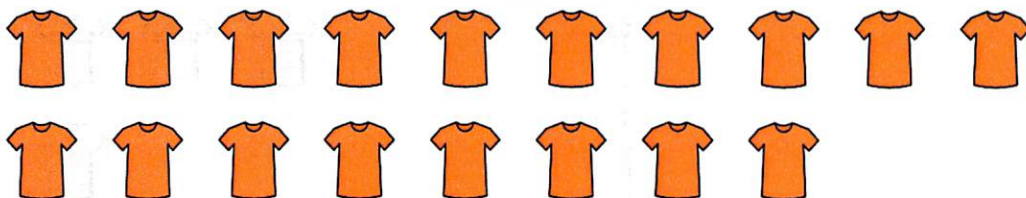
For hands-on instruction, print, cut out and laminate.

Number Sense 8
How Many? 11 - 20

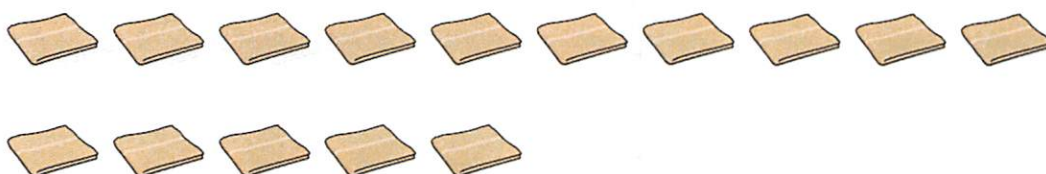
Name: _____



How many?



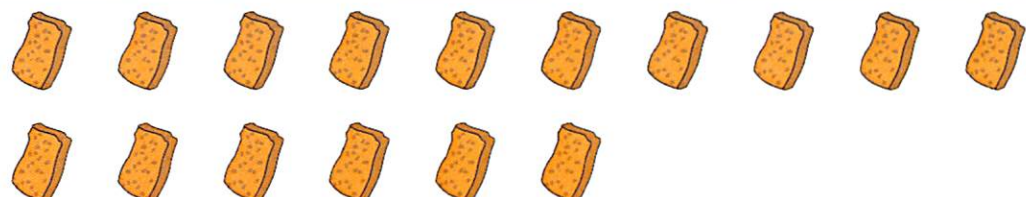
How many?



How many?



How many?



11	12	13	14	15
16	17	18	19	20

Paige folds 2 towels.

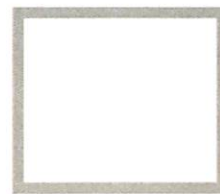


Drew folds 2 towels.

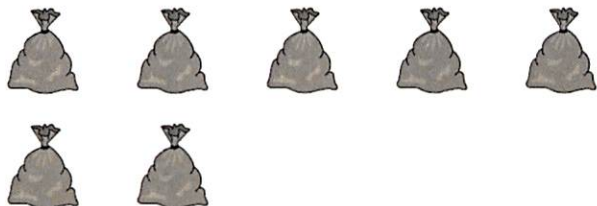


How many altogether?

+



Paige counts 7 trash bags.



Drew counts 2 trash bags.



How many altogether?

+



Paige uses 4 sponges.

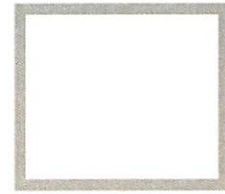


Drew uses 1 sponge.



How many altogether?

+



Paige has 5 spray bottles.

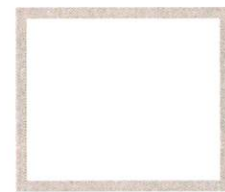
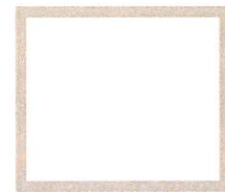


Drew has 3 spray bottles.




How many altogether?

+



Paige puts away 4 shirts.

Drew puts away 2 shirts.

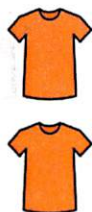
 How many altogether?



+




=



Paige uses 9 trash bags.

Drew uses 1 trash bag.

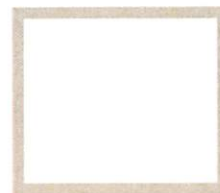
 How many altogether?



+




=



Paige folds 4 towels.

Drew folds 4 towels.

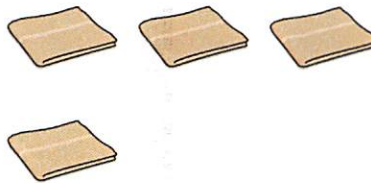
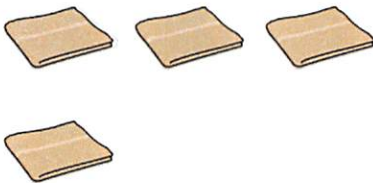
 How many altogether?



+




=



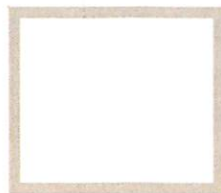
Paige puts away 2 sponges.

Drew puts away 1 sponge.

 How many altogether?



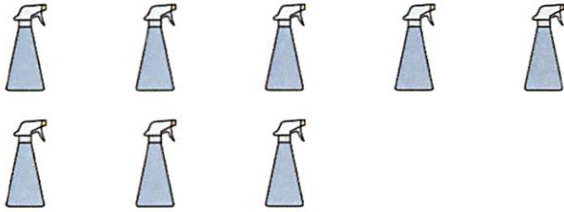
+



=



Paige counts 8 spray bottles.



Drew counts 5 spray bottles.

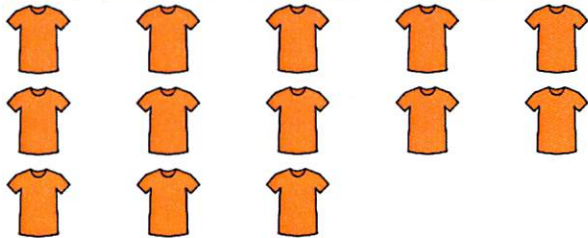


How many altogether?

+



Paige folds 13 shirts.

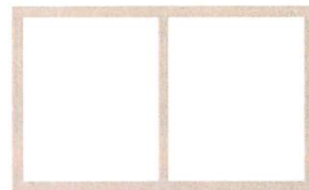


Drew folds 6 shirts.

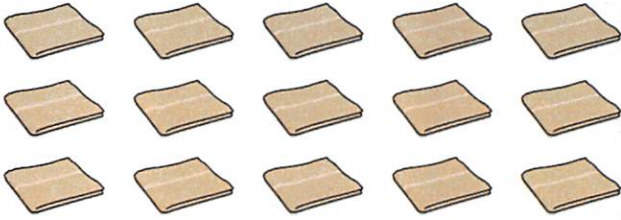


How many altogether?

+



Paige puts away 15 towels.

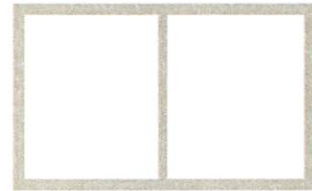


Drew puts away 5 towels.



How many altogether?

+



Paige throws away 9 trash bags.

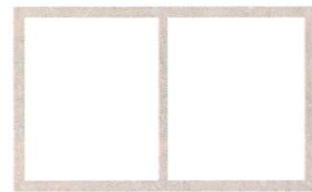
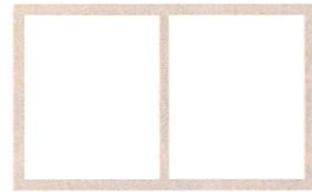


Drew throws away 8 trash bags.



How many altogether?

+



Paige counts 6 sponges.

Drew counts 6 sponges.



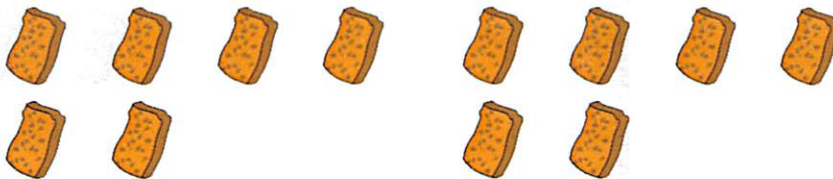
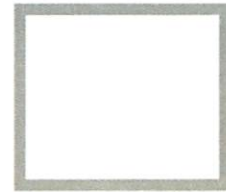
How many altogether?



+



=



Paige uses 13 spray bottles.

Drew uses 5 spray bottles.



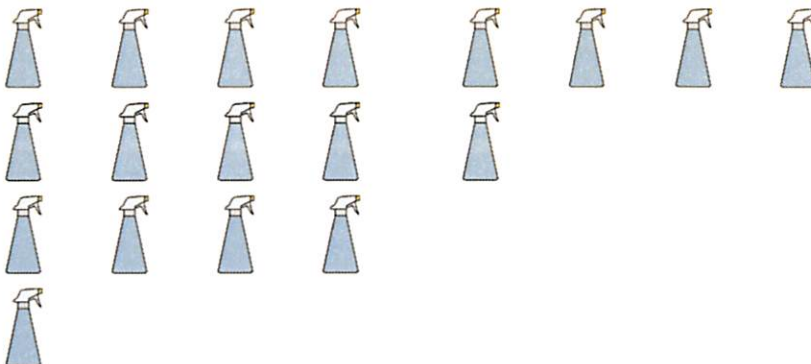
How many altogether?



+




=



Paige puts away 10 shirts.

Drew puts away 6 shirts.

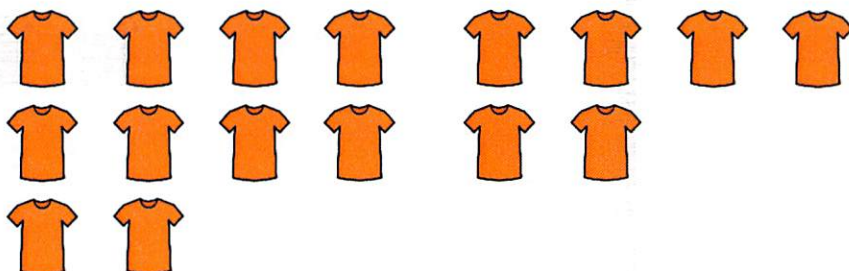
 How many altogether?



+




=



Paige folds 14 towels.

Drew folds 1 towel.

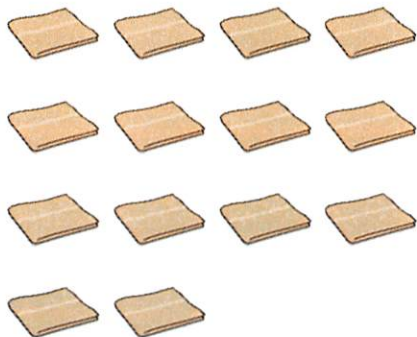
 How many altogether?

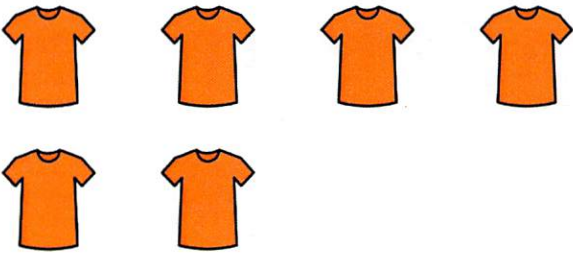

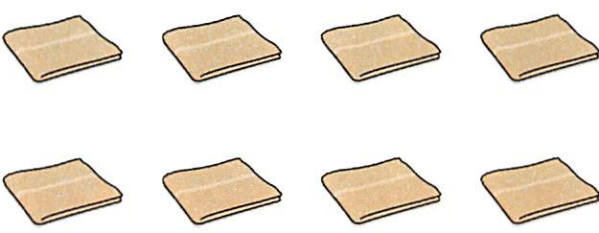



+

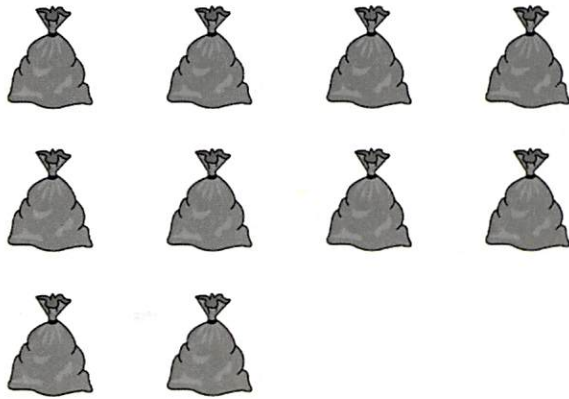


=



<p>Paige has 6 shirts.</p>	
	<div style="text-align: right;"> <div style="border: 1px solid gray; width: 100px; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid gray; width: 100px; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid gray; width: 100px; height: 80px;"></div> </div>
<p>She puts away 4 shirts.</p>	
<p>X cross off</p>	
<p> How many are left?</p>	
<p>Drew counts 8 towels.</p>	
	<div style="text-align: right;"> <div style="border: 1px solid gray; width: 100px; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid gray; width: 100px; height: 80px; margin-bottom: 10px;"></div> <div style="border: 1px solid gray; width: 100px; height: 80px;"></div> </div>
<p>He puts away 2 towels.</p>	
<p>X cross off</p>	
<p> How many are left?</p>	

Paige sees 10 trash bags.

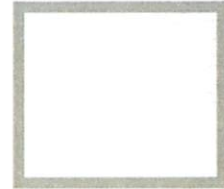


She throws away 3 trash bags.

~~X~~ cross off



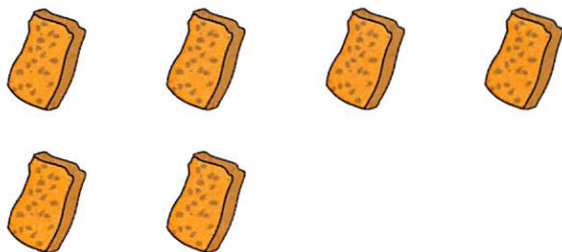
How many are left?



-



Drew has 6 sponges.



He puts away 5 sponges.

~~X~~ cross off



How many are left?



-



Paige counts 5 spray bottles.

She puts away
2 spray bottles.



How many are left?



-



=



 cross off



Drew folds 8 shirts.

He puts away 3 shirts.



How many are left?




-



=




 cross off



Paige counts 10 towels.

She puts away 4 towels.

 How many are left?



-



=




 cross off



Drew sees 9 trash bags.

He throws away 1 trash bag.

 How many are left?



-

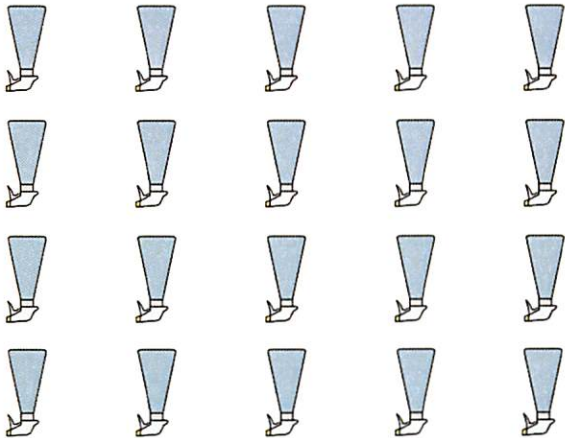
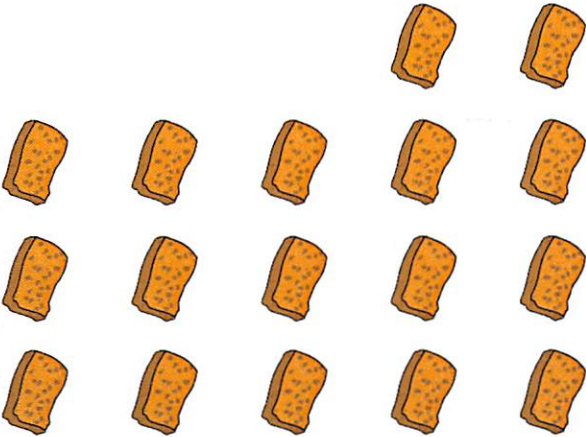




=



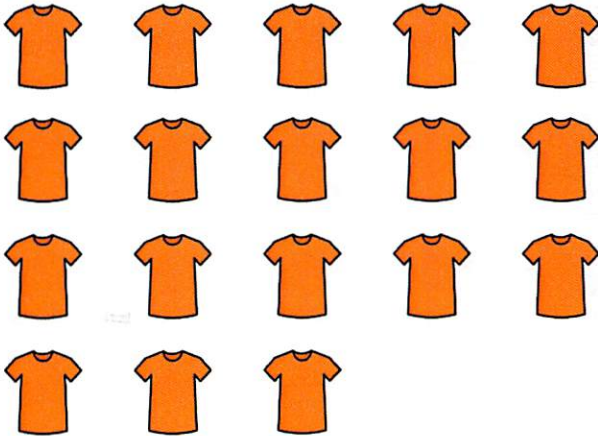
 cross off



<p>How many are left?</p> <p>cross off</p> <p>He puts away 7 spray bottles.</p> 	<p>Drew sees 20 spray bottles.</p>
<p>How many are left?</p> <p>cross off</p> <p>She puts away 6 sponges.</p> 	<p>Paige has 17 sponges.</p>

Paige folds 18 shirts.

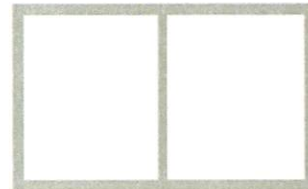
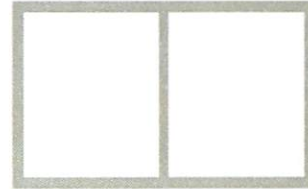
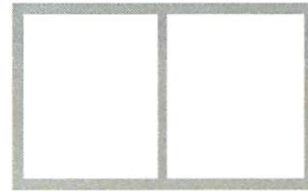


She puts away 11 shirts.

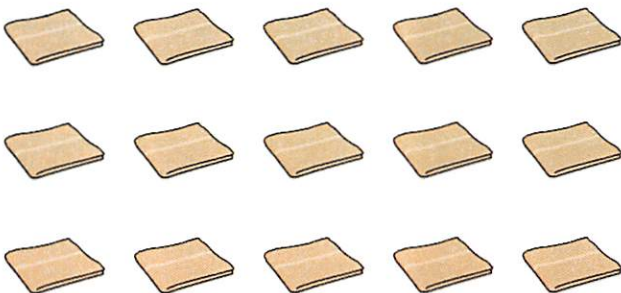
~~X~~ cross off



How many are left?



Drew counts 15 towels.

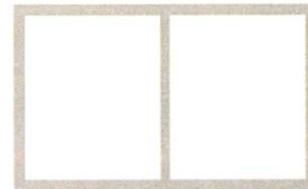
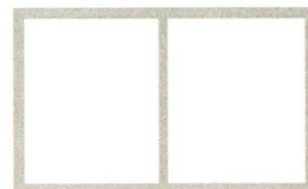


He puts away 7 towels.

~~X~~ cross off




How many are left?




Paige sees 19 trash bags.

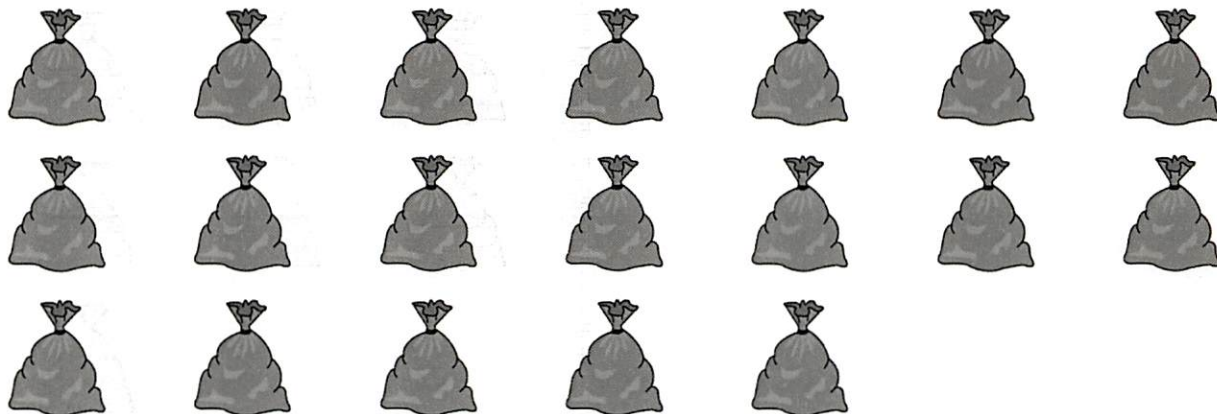
She throws away 5 trash bags.

 How many are left?

-


=

 **cross off**




Drew has 18 sponges.

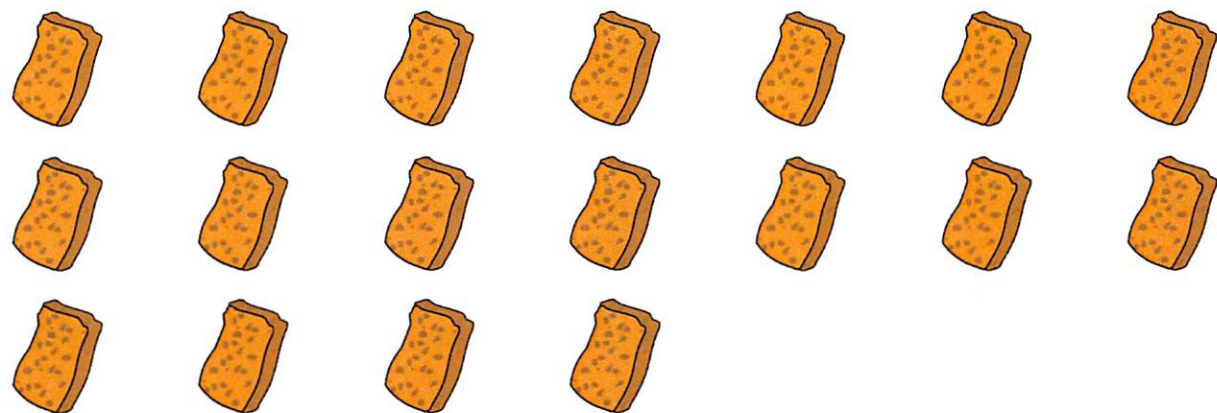
He puts away 8 sponges.

 How many are left?

-


=

 **cross off**



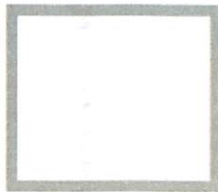
Paige counts 16 spray bottles.

She puts away 1 spray bottle.

 How many are left?



-



=




 **cross off**



Drew folds 20 shirts.

He puts away 3 shirts.

 How many are left?




-



=



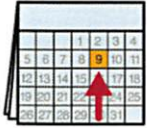
 **cross off**





Journal #1

Date: _____

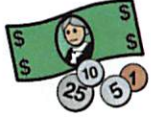


Today we . . .



Journal #2

Date: _____



I need money.



Journal #3

Date: _____



I am going shopping.



Journal #4

Date: _____



I want to have a job one day.



Journal #2

Date: _____



I need money



I can earn money by



I earned















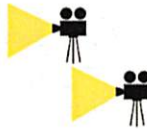



I will spend my money on



For hands-on instruction, print, cut out and laminate.



Journal #2

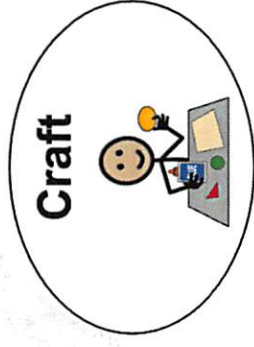
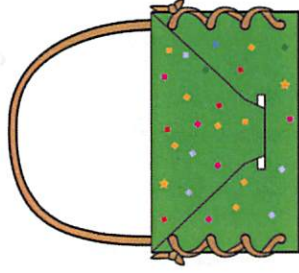
<p>working</p> 	<p>doing chores</p> 	<p>helping others</p> 	<p>selling things</p> 
<p>\$1.00</p> 	<p>\$2.00</p> 	<p>\$3.00</p> 	<p>\$4.00</p> 
<p>\$5.00</p> 	<p>\$6.00</p> 	<p>clothes</p> 	<p>games</p> 
<p>movies</p> 	<p>books</p> 	<p>toys</p> 	<p>food</p> 



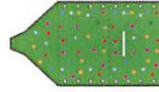
NEED



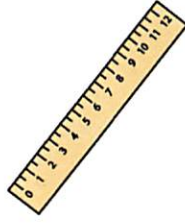
Lunch Money Locket



cardstock locket
pattern, decorated



ruler



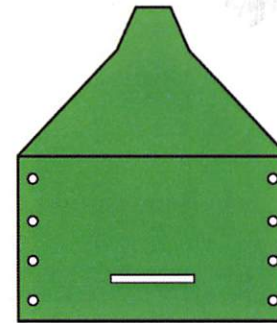
scissors



yarn



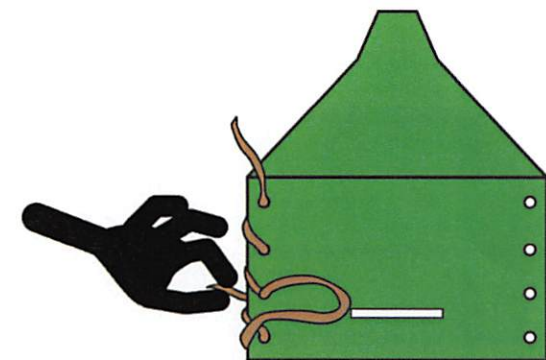
1. Fold up the bottom of the locket so the holes along the sides match up.



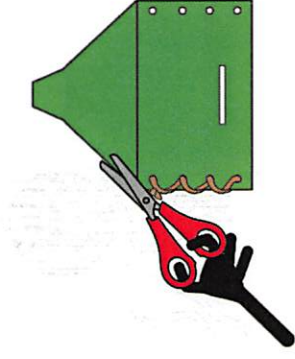
2. Measure and cut two 14-inch pieces of yarn.



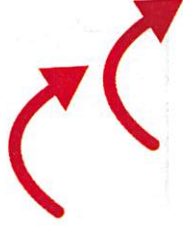
3. Starting at the top of the left side, lace one piece of yarn through the holes. Continue lacing until you reach the last hole. Lace the yarn back through the holes to the top.



4. Tie the ends of yarn together and cut off any extra yarn.



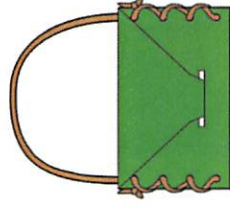
5. Repeat steps 3 and 4 on the right side of the locket.



6. Measure and cut a 24-inch piece of yarn.

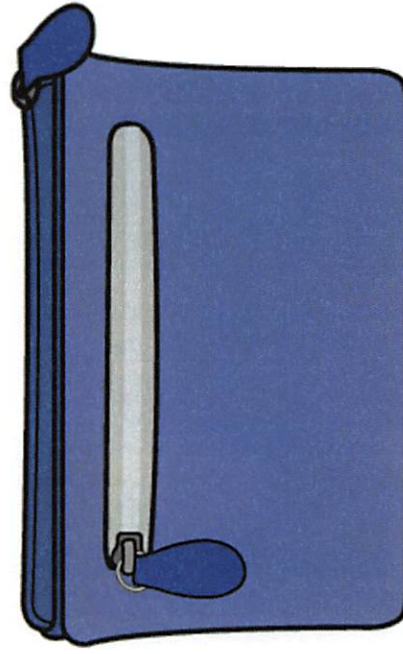
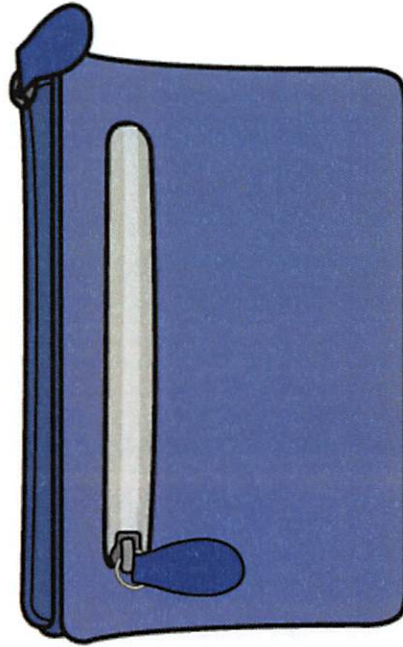
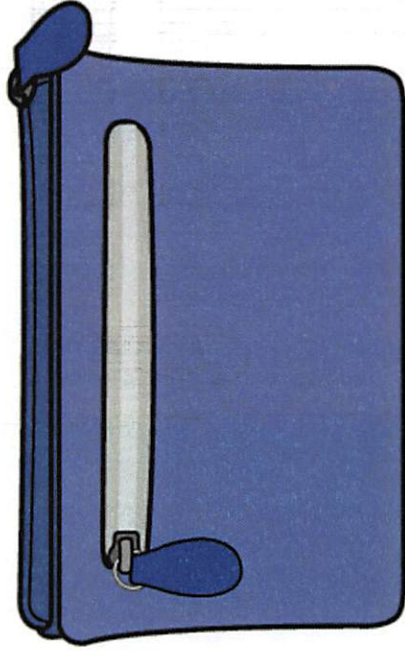
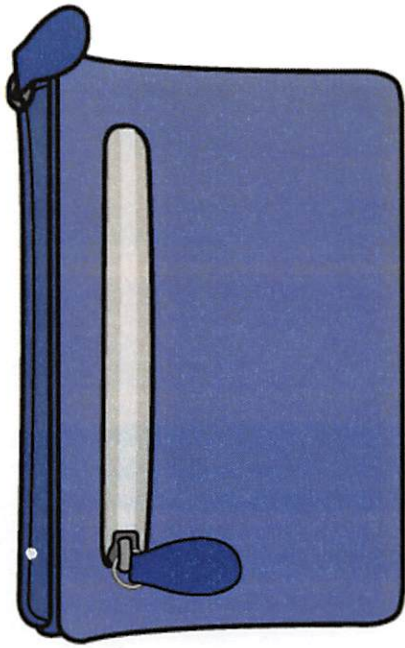


7. Tie each end of the string to the top holes on each side of the locket.

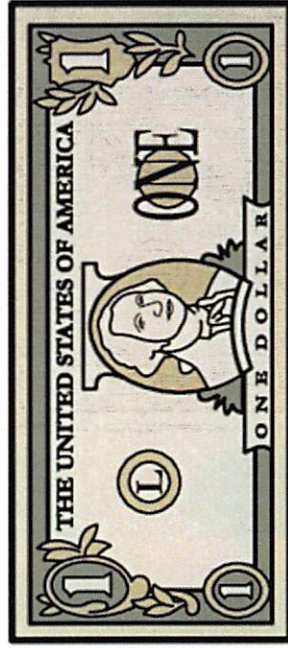




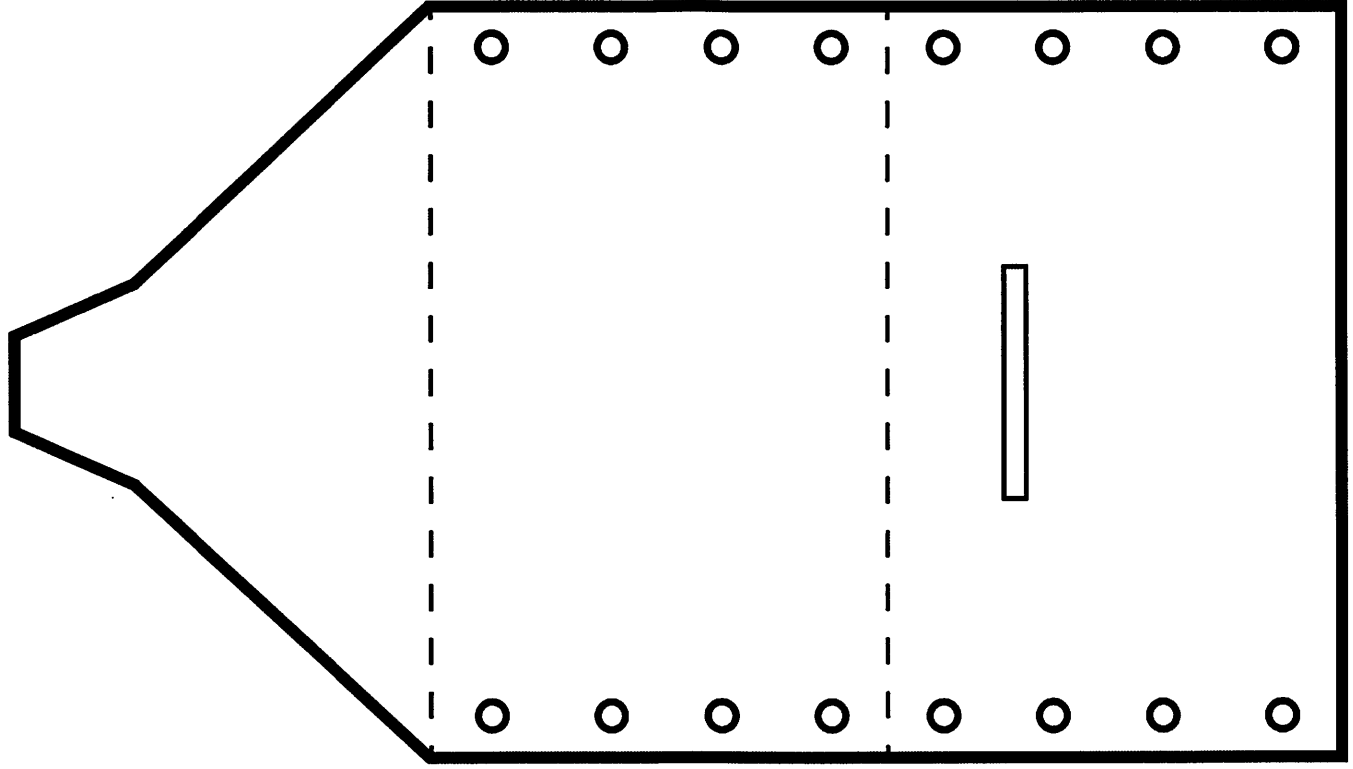
For hands-on instruction, print, cut out and laminate.



For hands-on instruction, print, cut out and laminate.

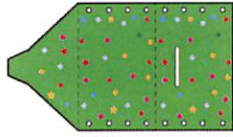


For hands-on instruction, print, cut out and laminate.

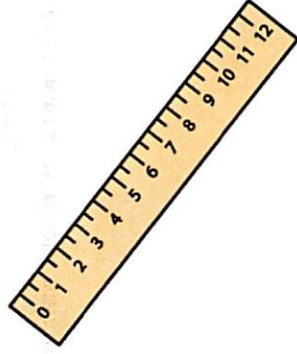




locket
pattern



ruler



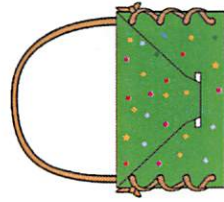
scissors



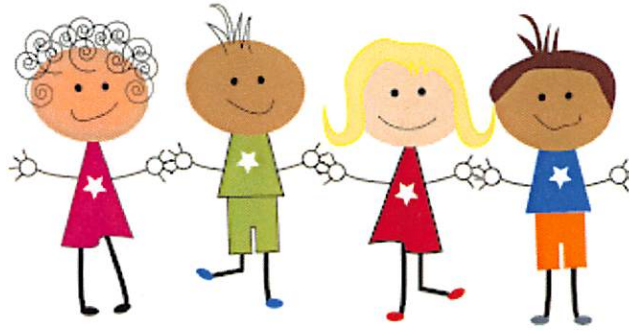
yarn



Lunch Money
Locket



A Couple More Options



Craft Pages 429-435

Beginning Reader video

<https://www.youtube.com/watch?v=5j2-qd9zrS4>

Meet the Math Facts video

https://www.youtube.com/watch?v=8cR_1Qi-tP4&t=2862s