



Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

## *Office of Exceptional Student Education*

# Distance Learning Packet

## ASD Program

# Autism Spectrum

# Disorders PK-5

Week 1: April 14 – April 17, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

Contact Compliance for more information at (313) 240-4377 or [detroitk12.org/admin/compliance](http://detroitk12.org/admin/compliance).



## Week of 4/13/20 to 4/17/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Student will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 1 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 1 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 1 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 1 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 1 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

☀️ Week 1 Days 1-5 ☀️

Directions: Practice writing your first and last name . Parents, use the first line to write your child's name as a guide if needed.

Day1

Day2

Day3

Day4

Day5



# I Know Important Information

Week 1



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_

My Address is \_\_\_\_\_

My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_

My Address is \_\_\_\_\_

My Address is \_\_\_\_\_

My Address is \_\_\_\_\_

My Telephone Number is \_\_\_\_\_

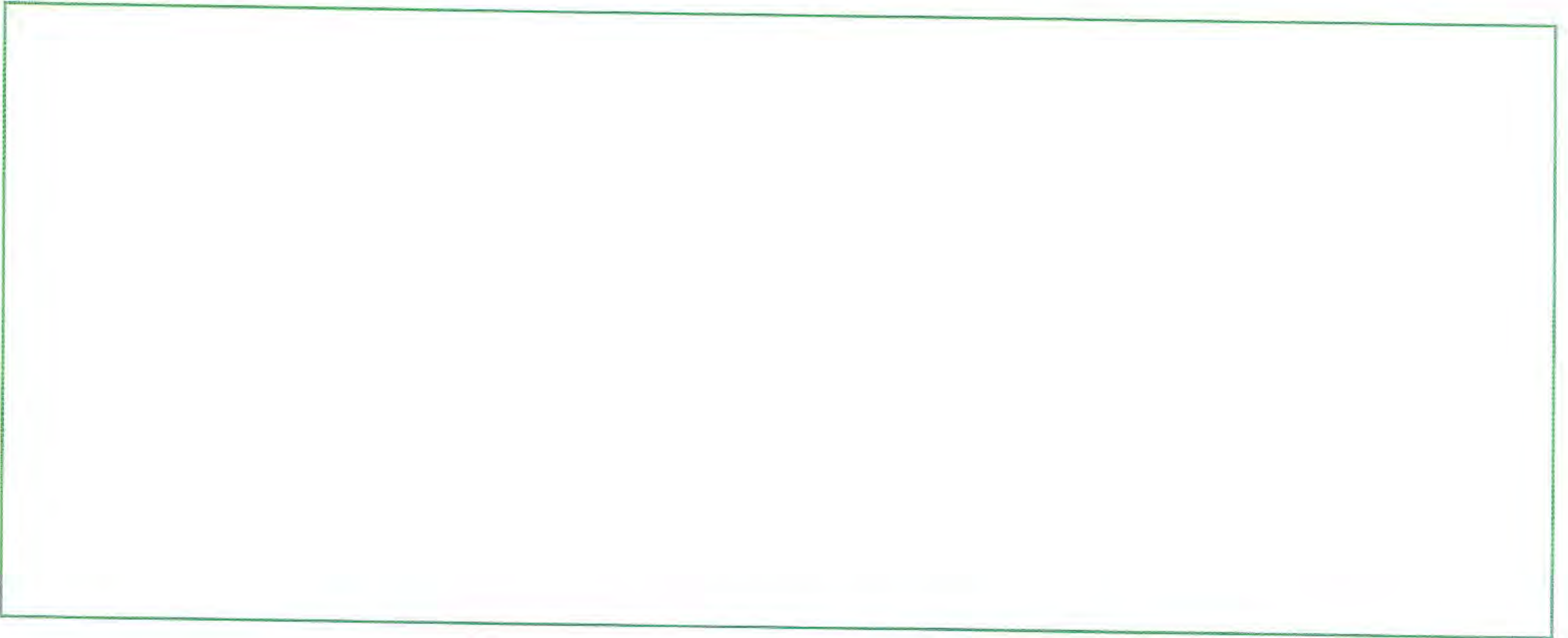
My Telephone Number is \_\_\_\_\_

My Telephone Number is \_\_\_\_\_



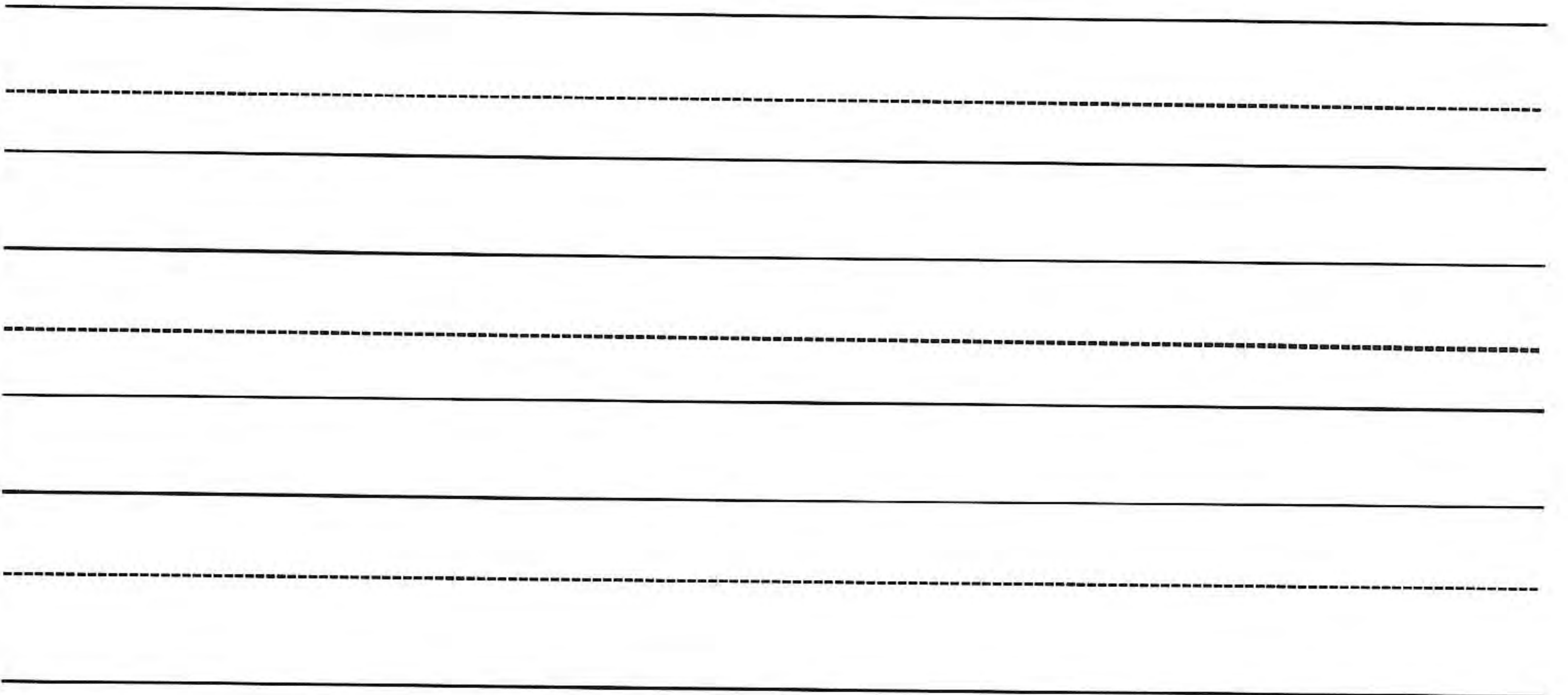
# Journal Writing

WEEK 1

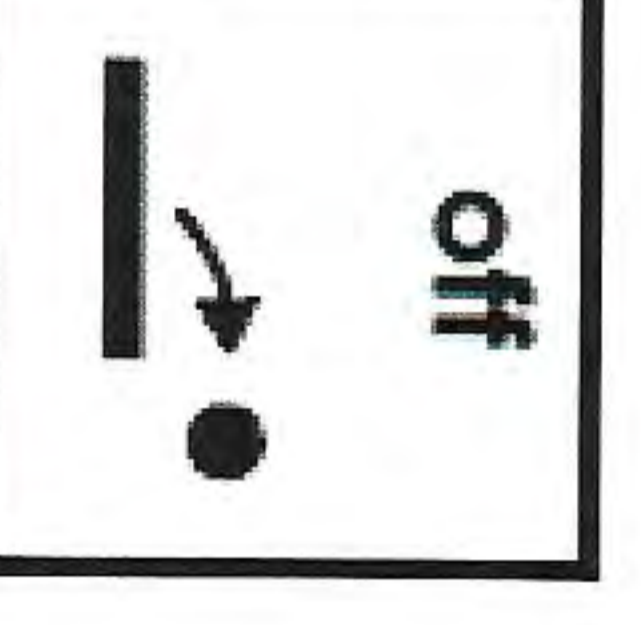
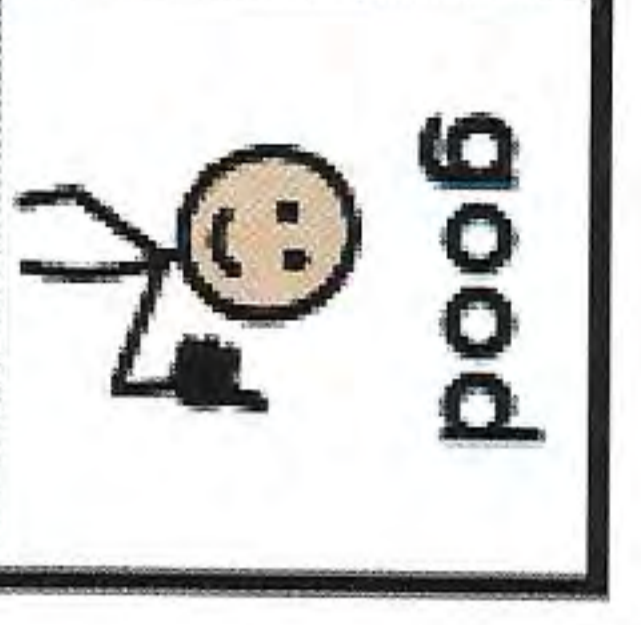
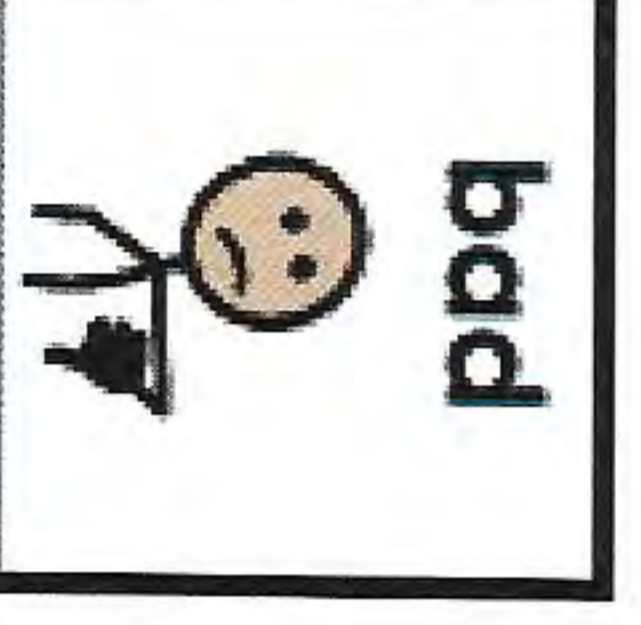
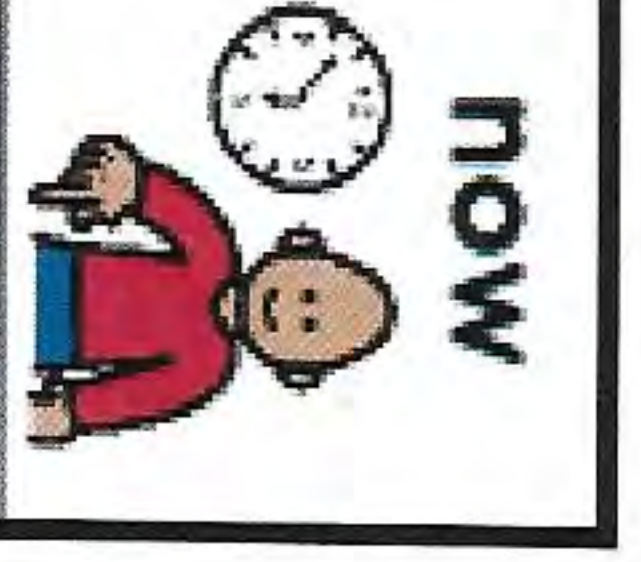
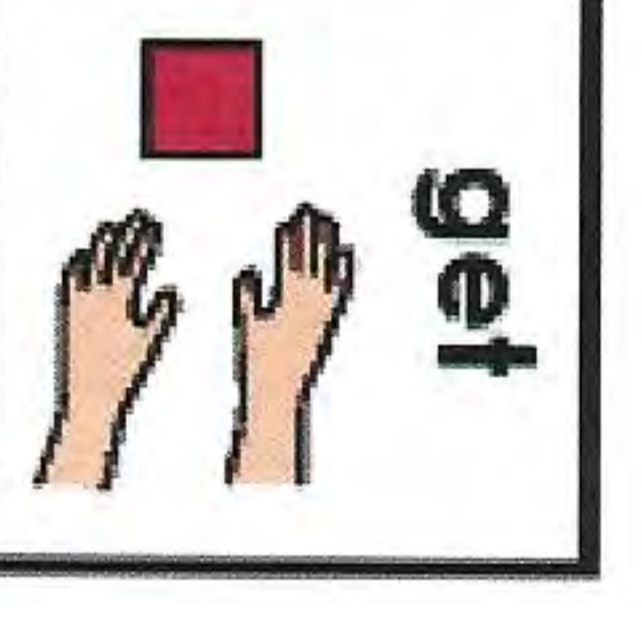
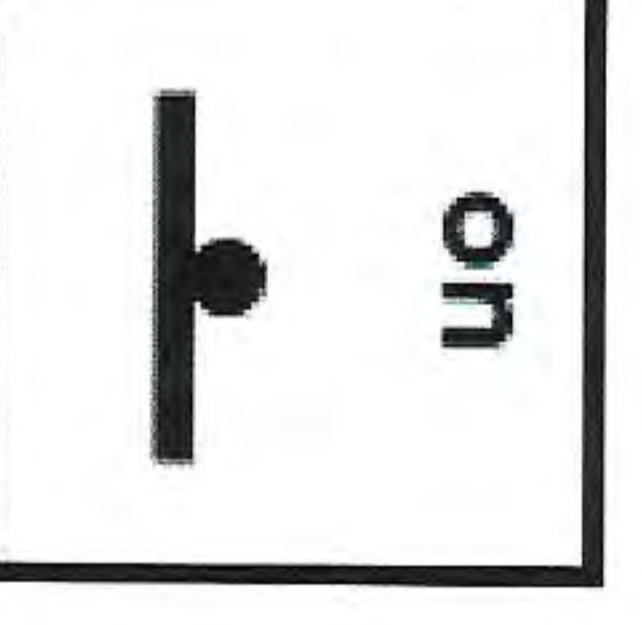
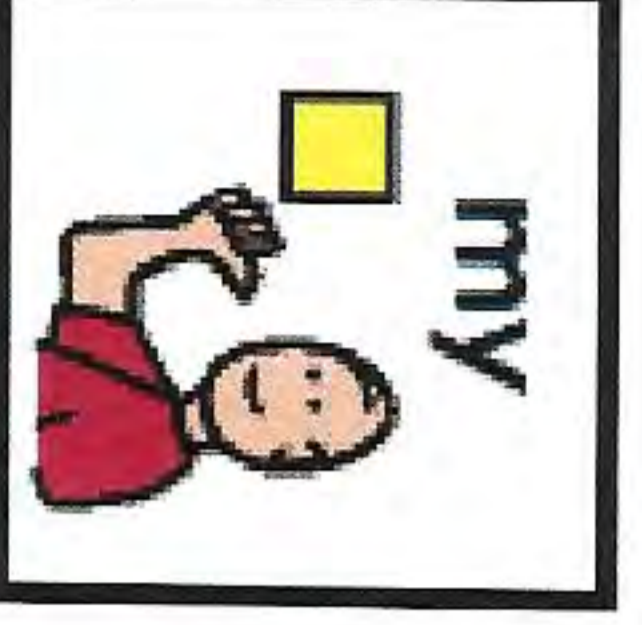
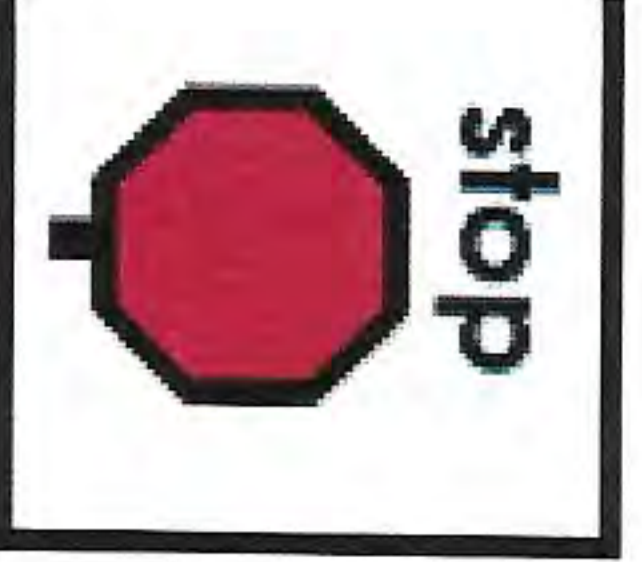
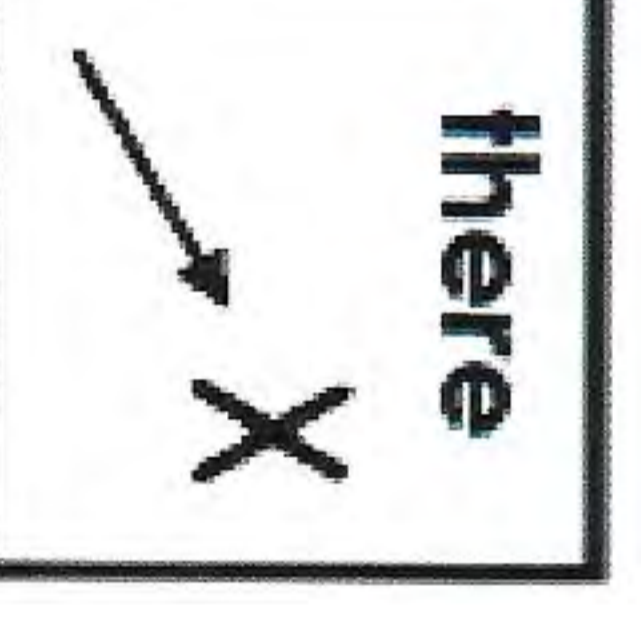
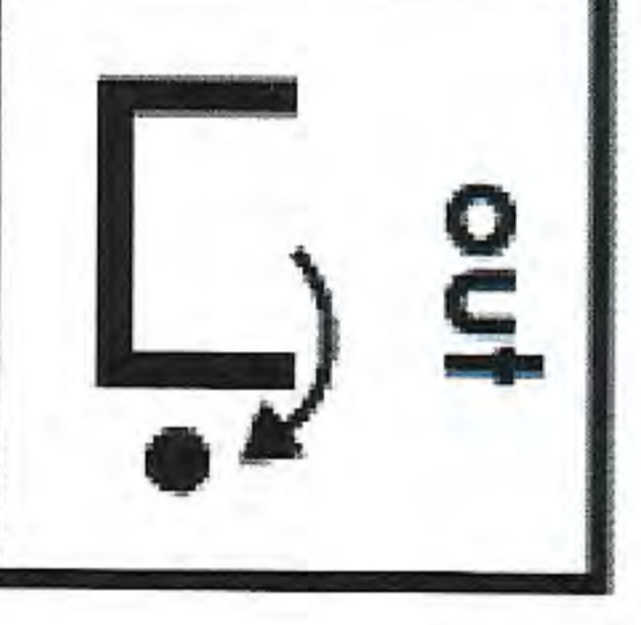
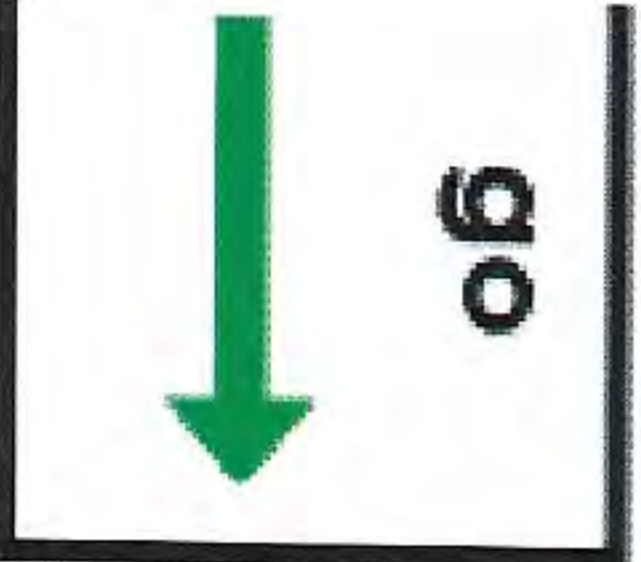
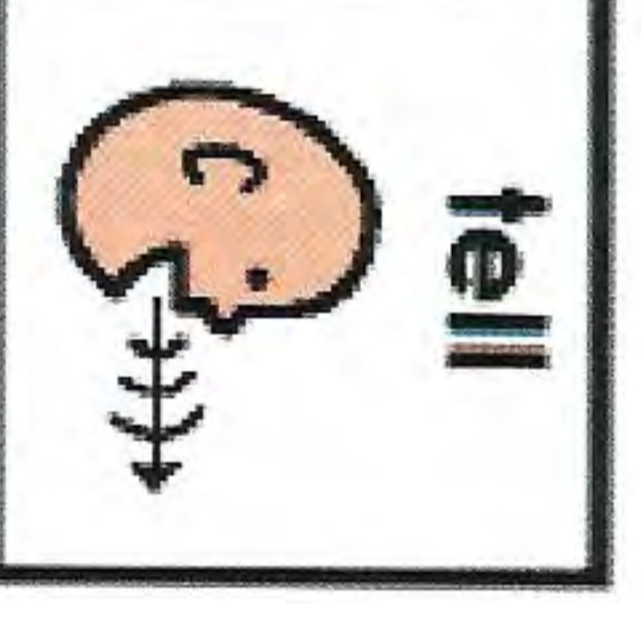
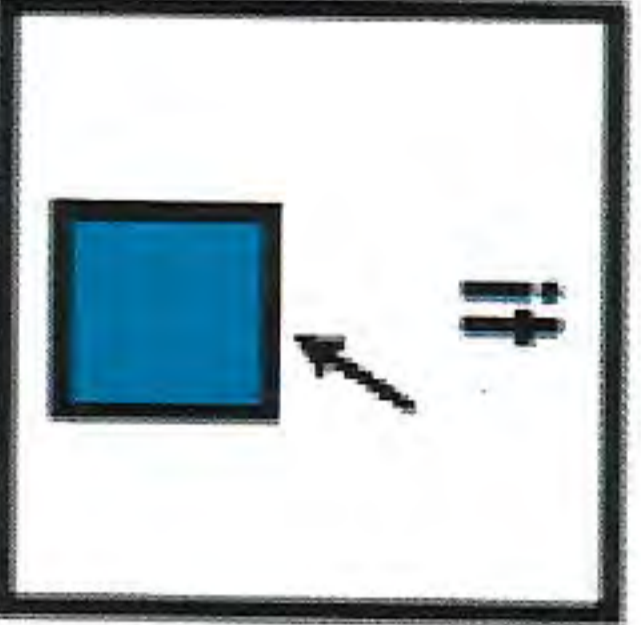
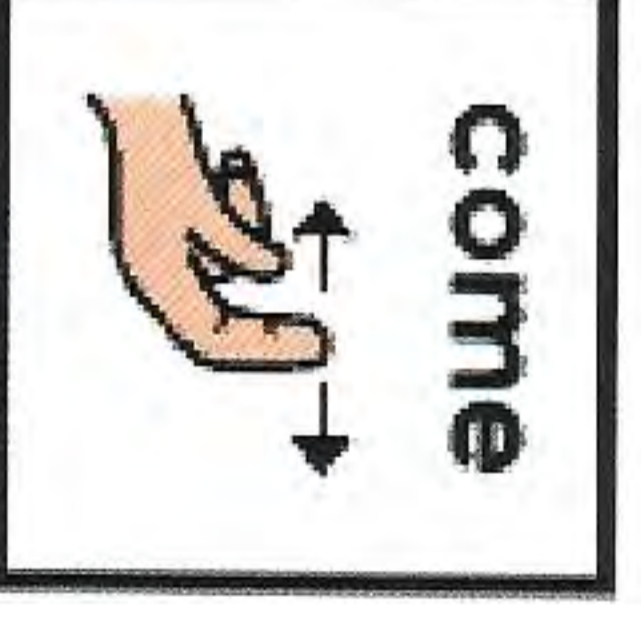
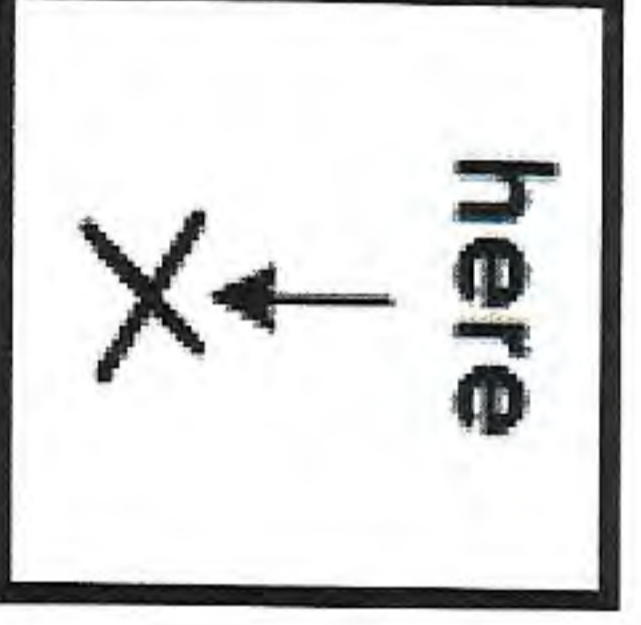
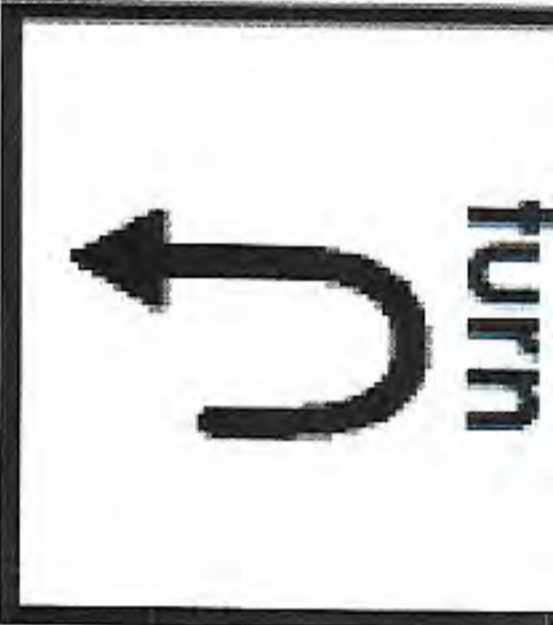
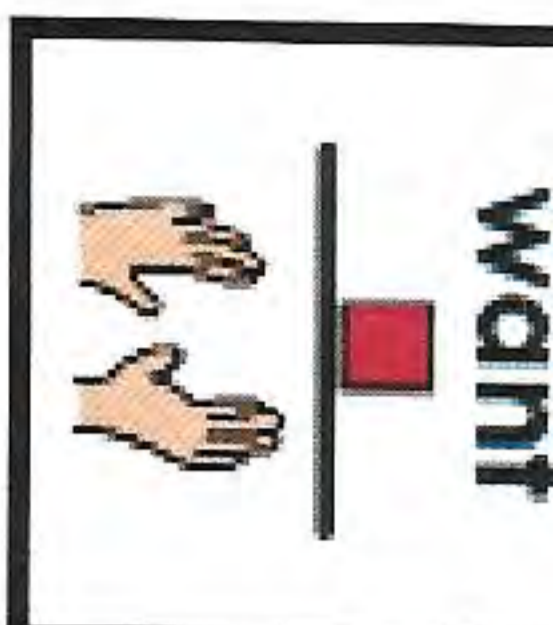
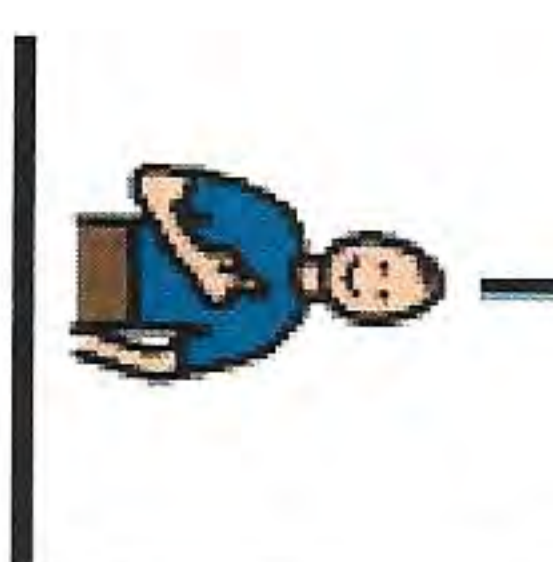


**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).







help

no

like

that

here

come

you

more

it

do

in

tell

go

done

what

put

out

there

stop

my

where

who

on

get

now

bad

good

why

off

some

want

different

turn

feel

is



C

A

S

C  
C

P

C

V

D

C

S

C

C

G

C

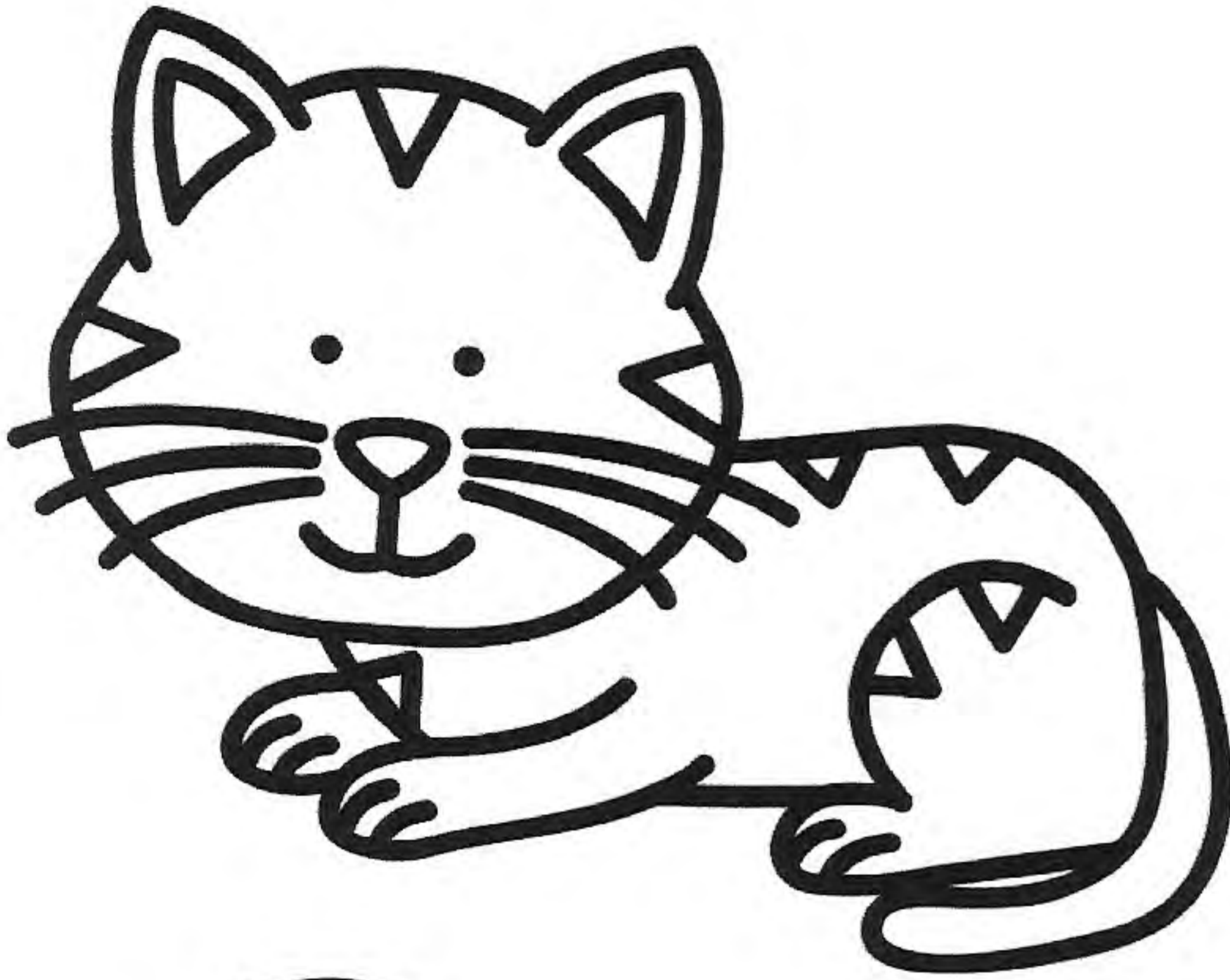
F

C



Name: \_\_\_\_\_

Date: \_\_\_\_\_



C

c



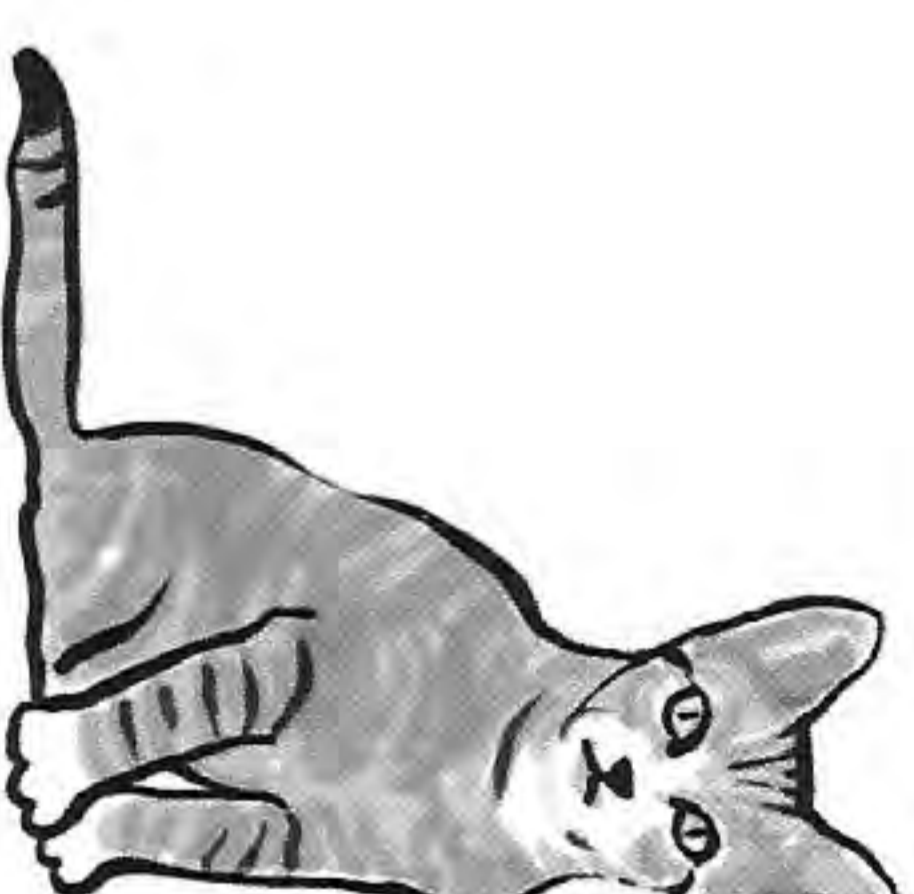
C

c

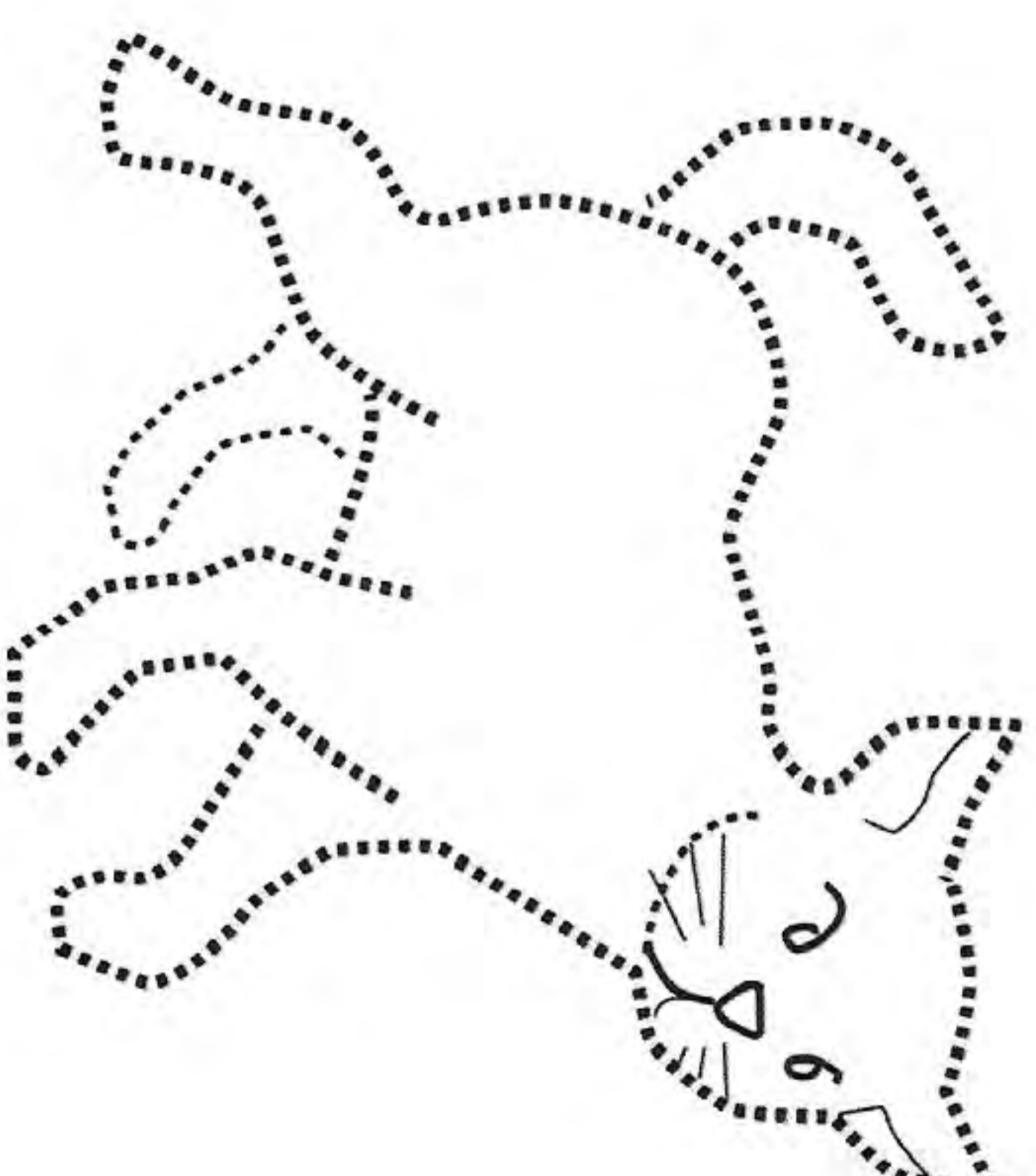
c	C	C	c	C
c	C	C	C	C

Practice oral and written recognition.

Cat



Cat



cat







Trace the cat.



## **A words**

**Practice oral recognition.**

**car**

**caterpillar**

**cow**

**camel**

**cat**

**can**

**cup**

Cc



There go the cars!

Cow's car is fast.



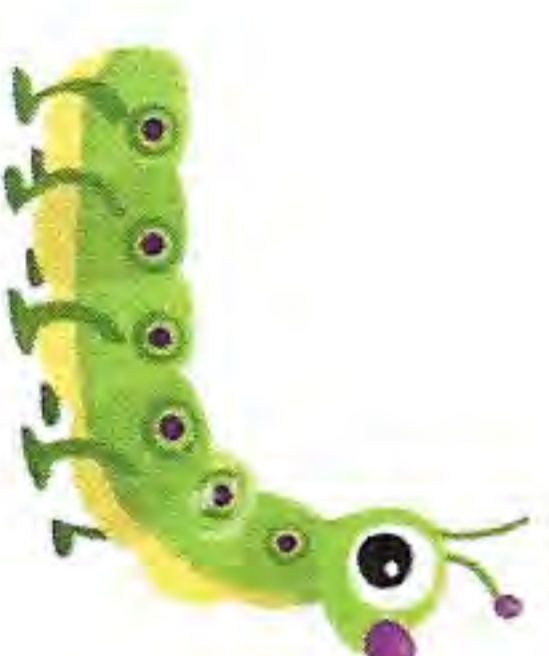
Camel's car is faster.



Cat's car is fastest,



but Caterpillar wins!





Name \_\_\_\_\_

# Practice Sheet

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz



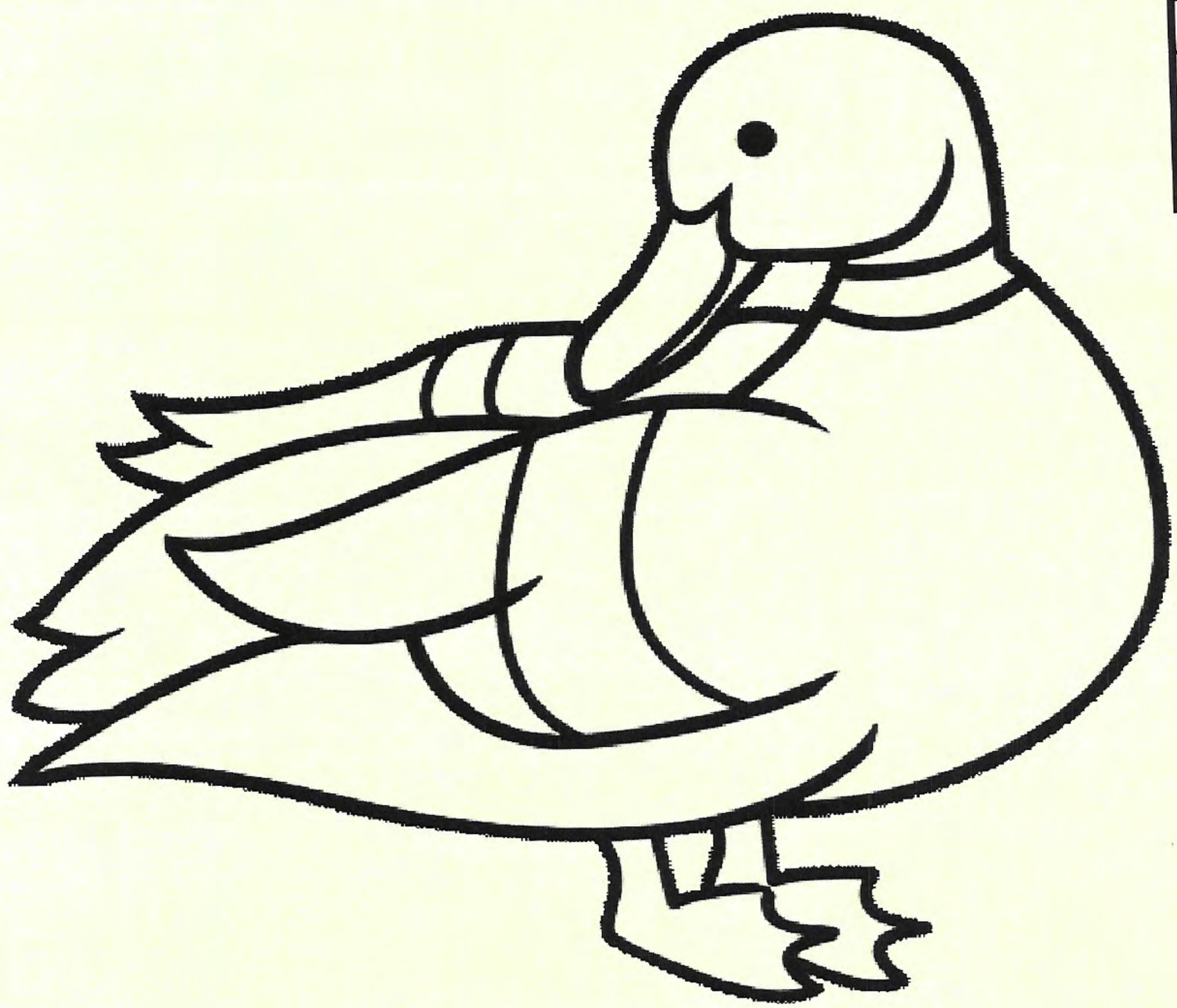
Name: \_\_\_\_\_

Read, mark the answer, and color.

Date: \_\_\_/\_\_\_/\_\_\_

### Data Collection

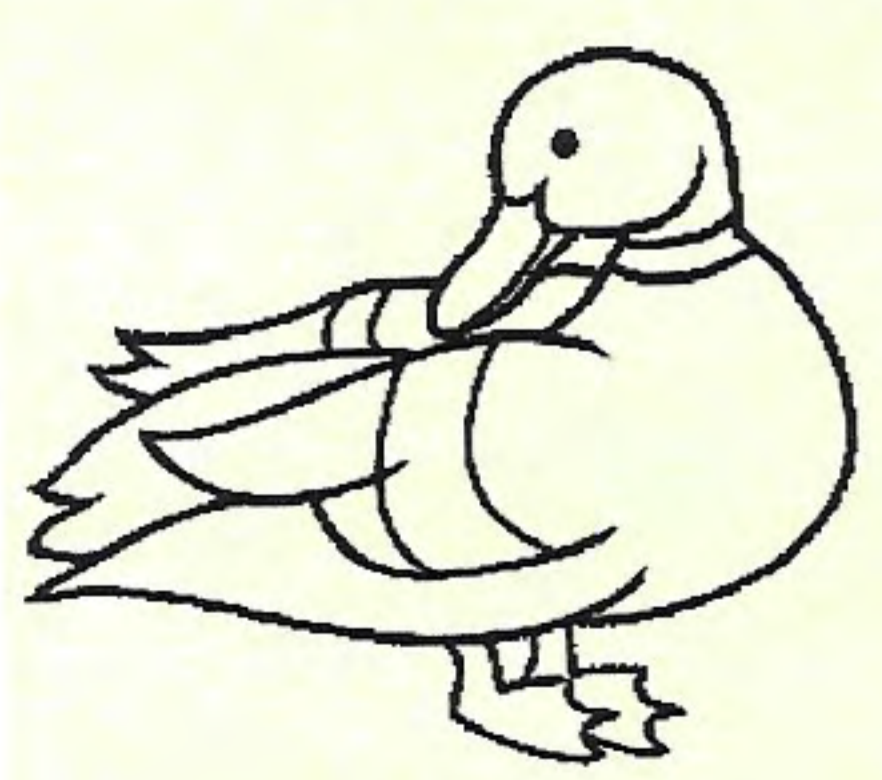
Reads # words.	/8
Colors duck.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



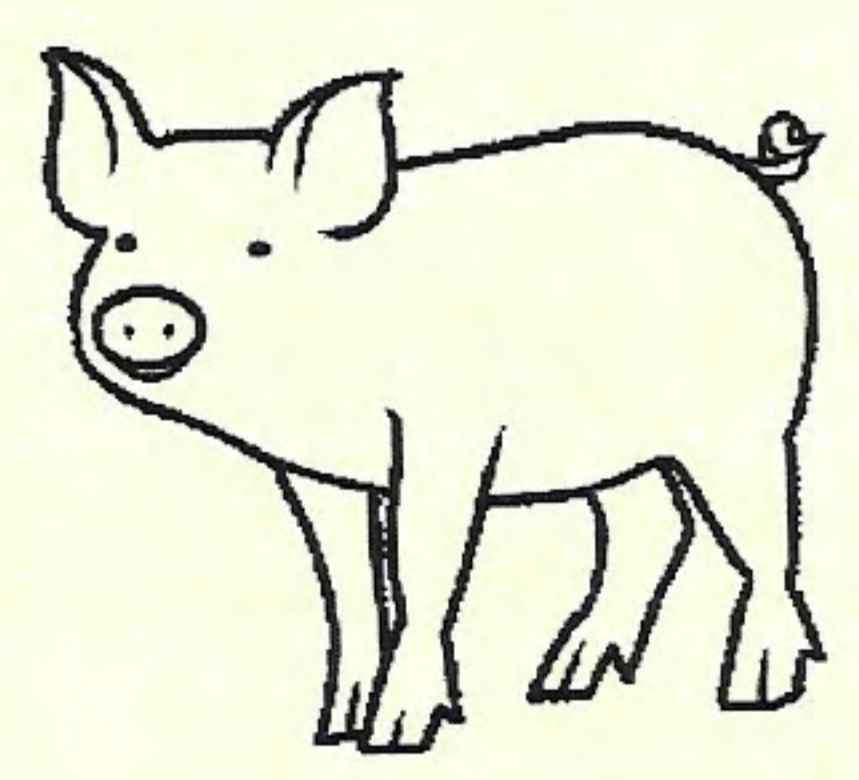
I see a duck.

The duck is yellow.

What do you see?

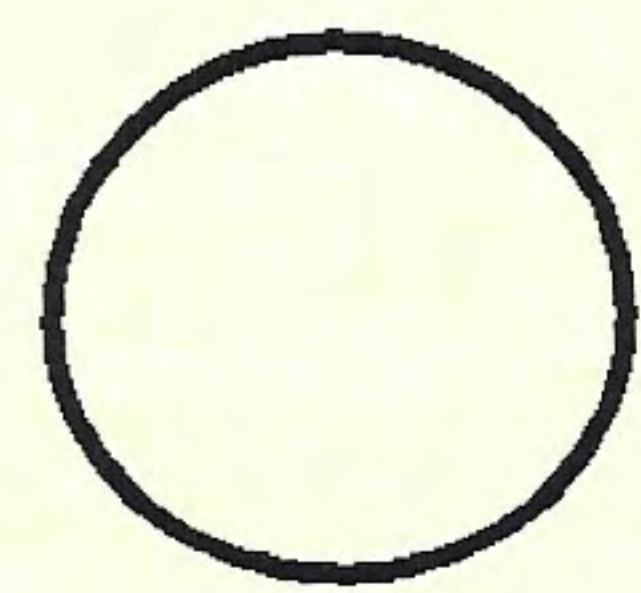


duck

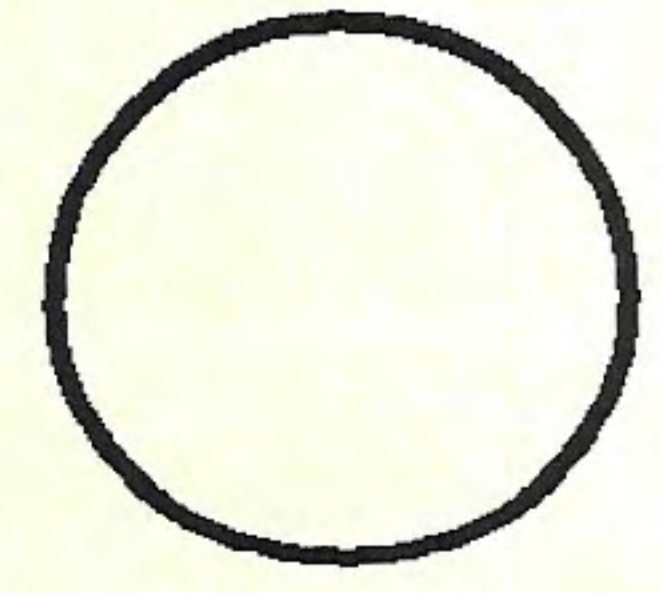


pig

What color is the duck?



red



yellow



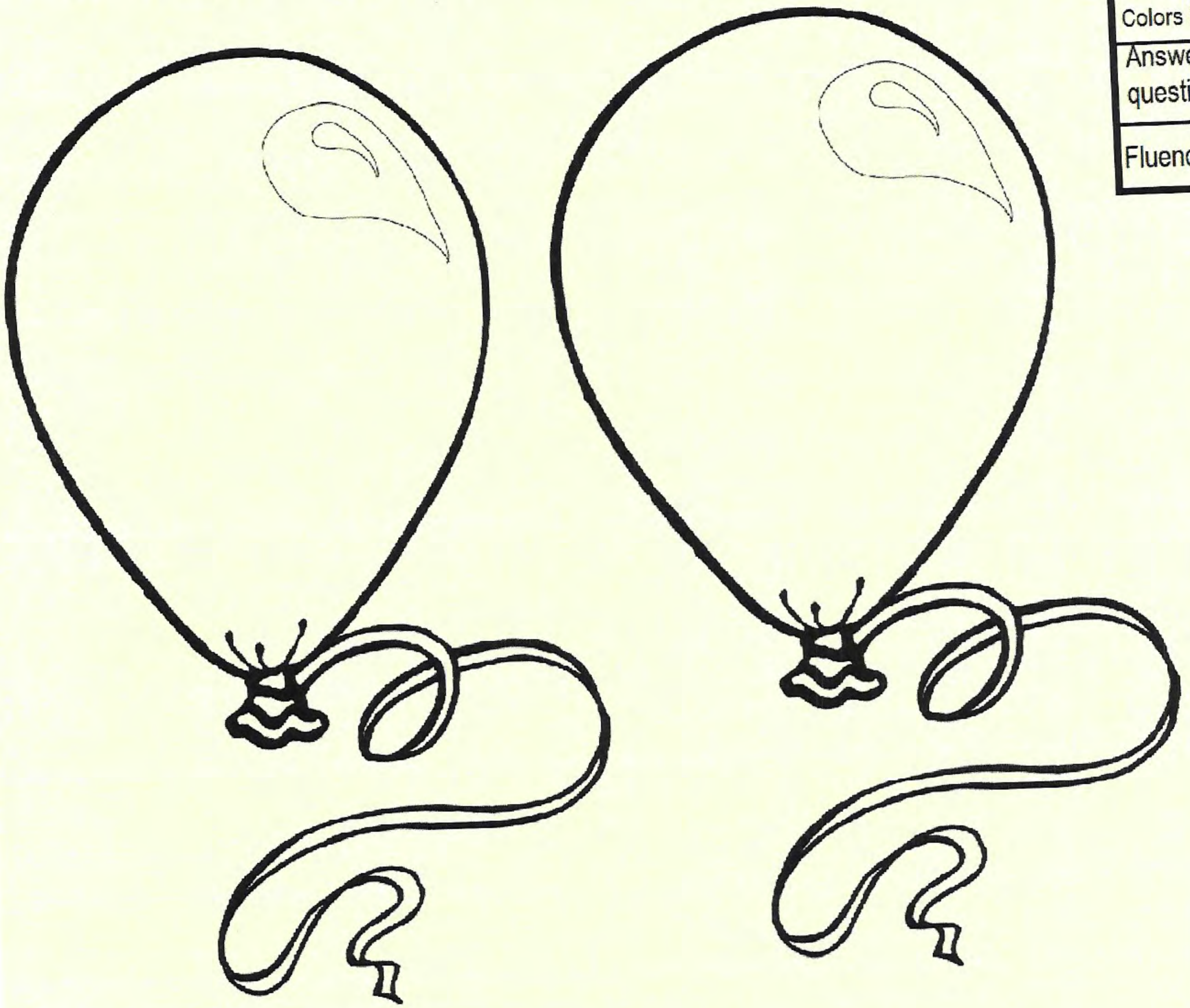
Name: \_\_\_\_\_

Read, mark the answer, and color.

Date: \_\_\_/\_\_\_/\_\_\_

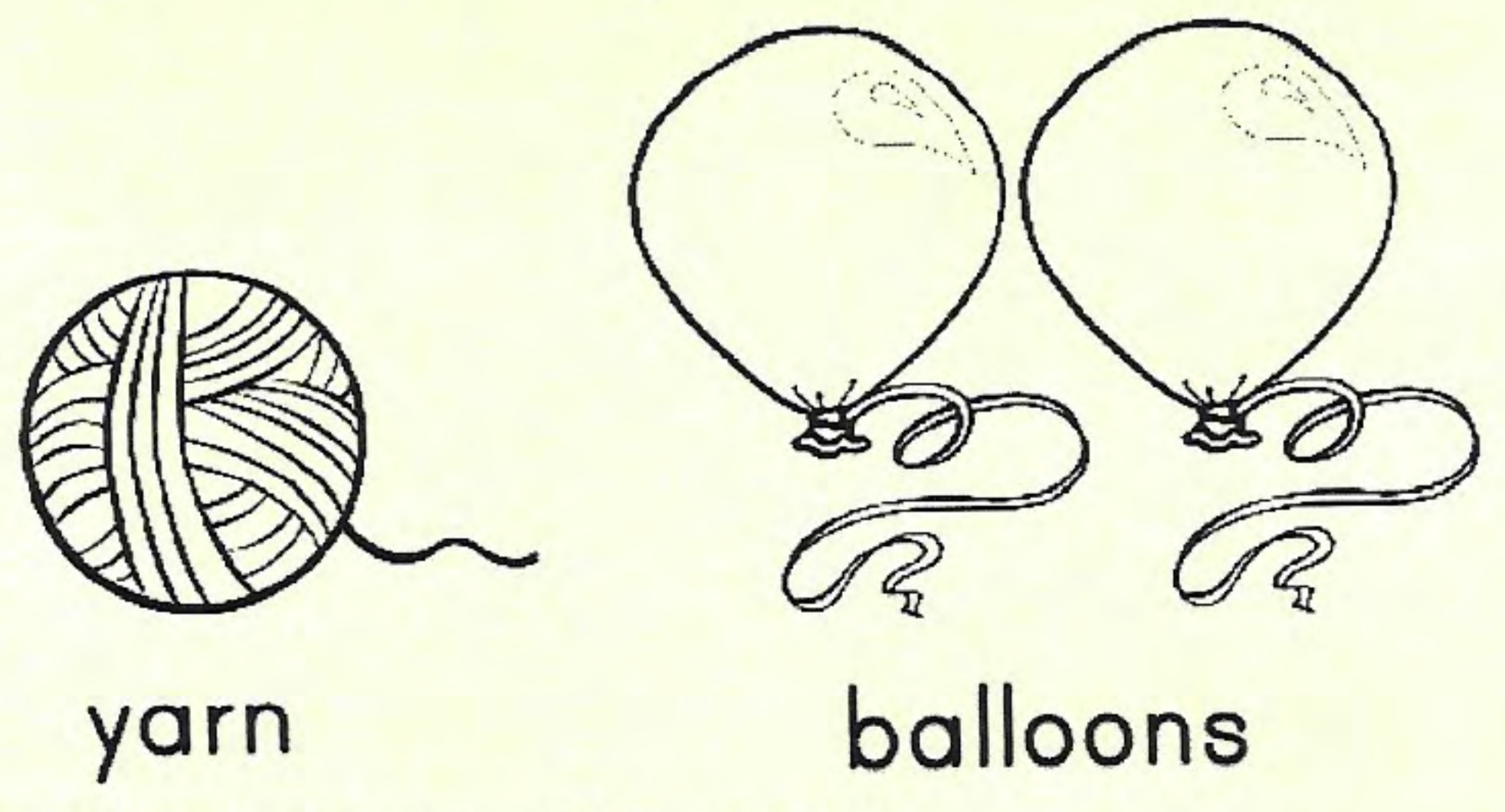
**Data Collection**

Reads # words.	/8
Colors balloons yellow.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



I see two balloons.  
The balloons are yellow.

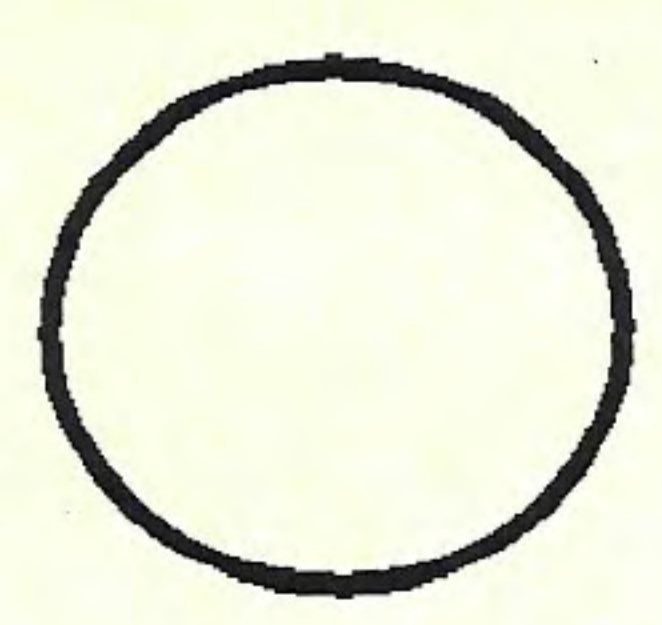
What do you see?



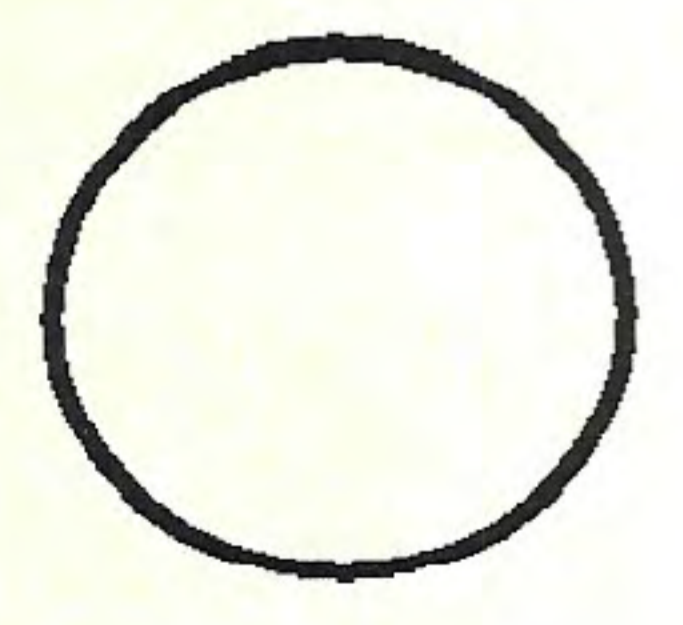
yarn

balloons

What color are the balloons?



yellow



blue



# TOUCHMATH®

Each numeral from 1 through 9 has TouchPoints corresponding to the digit's value.

- Numerals 1 through 5 have single TouchPoints.
- Numerals 6 through 9 have double TouchPoints.

Students count aloud as they touch the single TouchPoints once and double TouchPoints twice. This multisensory approach engages students on auditory, visual, and tactile/kinesthetic levels. To ensure that students arrive at the right answer, it is important that they touch the TouchPoints in the correct Touching/Counting Pattern for each numeral. The Touching/Counting Patterns are shown below.



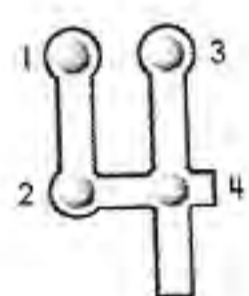
The one is touched at the top while counting: "One."



The two is touched at the beginning and the end of the numeral while counting: "One, two."



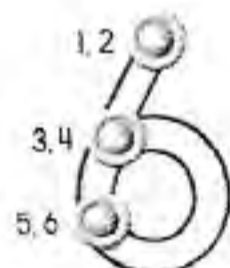
The three is touched at the beginning, middle, and end of the numeral while counting: "One, two, three."



The four is touched and counted from top to bottom on the down strokes while counting: "One, two, three, four." For the closed shaped 4, use the same square counting pattern. To help students remember the first TouchPoint, it may be referred to as being in "outer space."



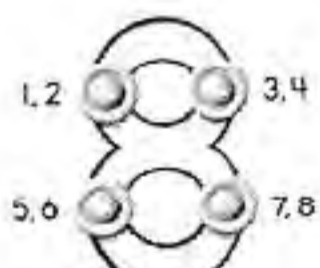
The five is touched and counted in the sequential order pictured: "One, two, three, four, five." To help in remembering the fourth TouchPoint, it may be referred to as the "belly button."



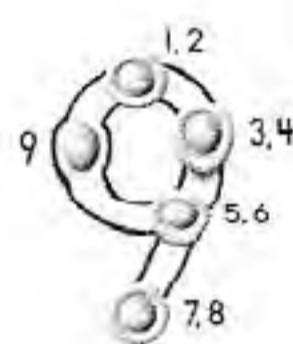
The six begins the use of double TouchPoints which are touched and counted twice. The six is touched and counted from top to bottom: "One-two, three-four, five-six."



The seven is touched and counted from top to bottom, counting the double TouchPoints first: "One-two, three-four, five-six," followed by the single TouchPoint: "seven." The single TouchPoint can be thought of as the nose. Teachers sometimes tell young or students needing intervention to "touch him on the nose" to help them remember the final TouchPoint.



The eight is touched and counted from left to right: "One-two, three-four, five-six, seven-eight." Tell young or students needing intervention that the eight looks like a robot. Count his head first and then his body. You may also tell students the eight is touched in the same pattern as you write the letter Z.



The nine is touched and counted from top to bottom, counting the double TouchPoints first: "One-two, three-four, five-six, seven-eight," followed by the single TouchPoint: "nine." To the tune of "Head, Shoulders, Knees, and Toes," have the students touch these body parts with both hands while singing "head, shoulders, knees, and toes, touch the nose" (with one finger). This will physically show the nine TouchPoint counting pattern.



The zero has no TouchPoints, so you never touch and count zero.

Displaying TouchMath posters in the classroom will help students master the Touching/Counting Patterns. Information on appropriate posters may be found in your current TouchMath catalog or at [www.touchmath.com](http://www.touchmath.com)

TM9303

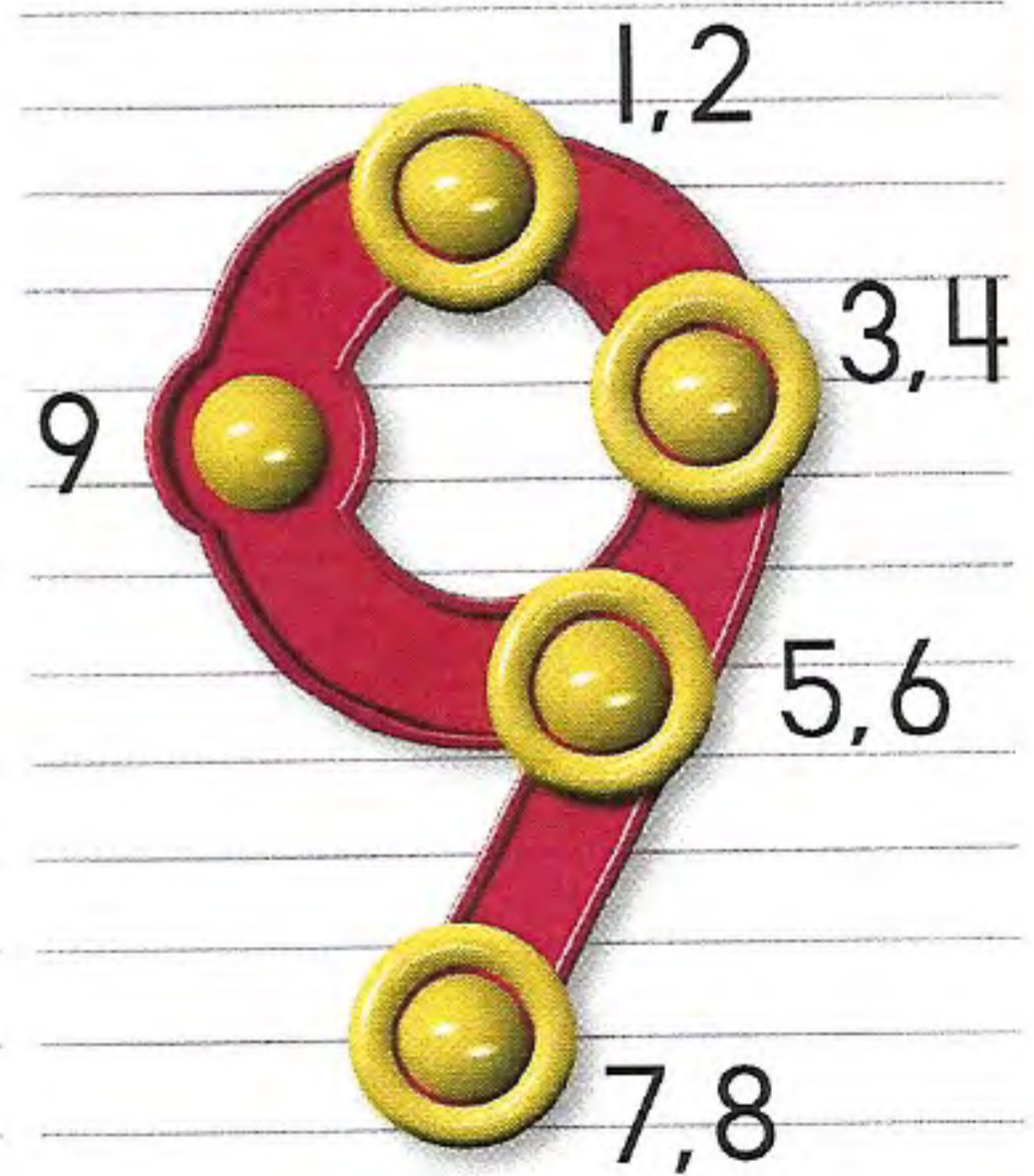
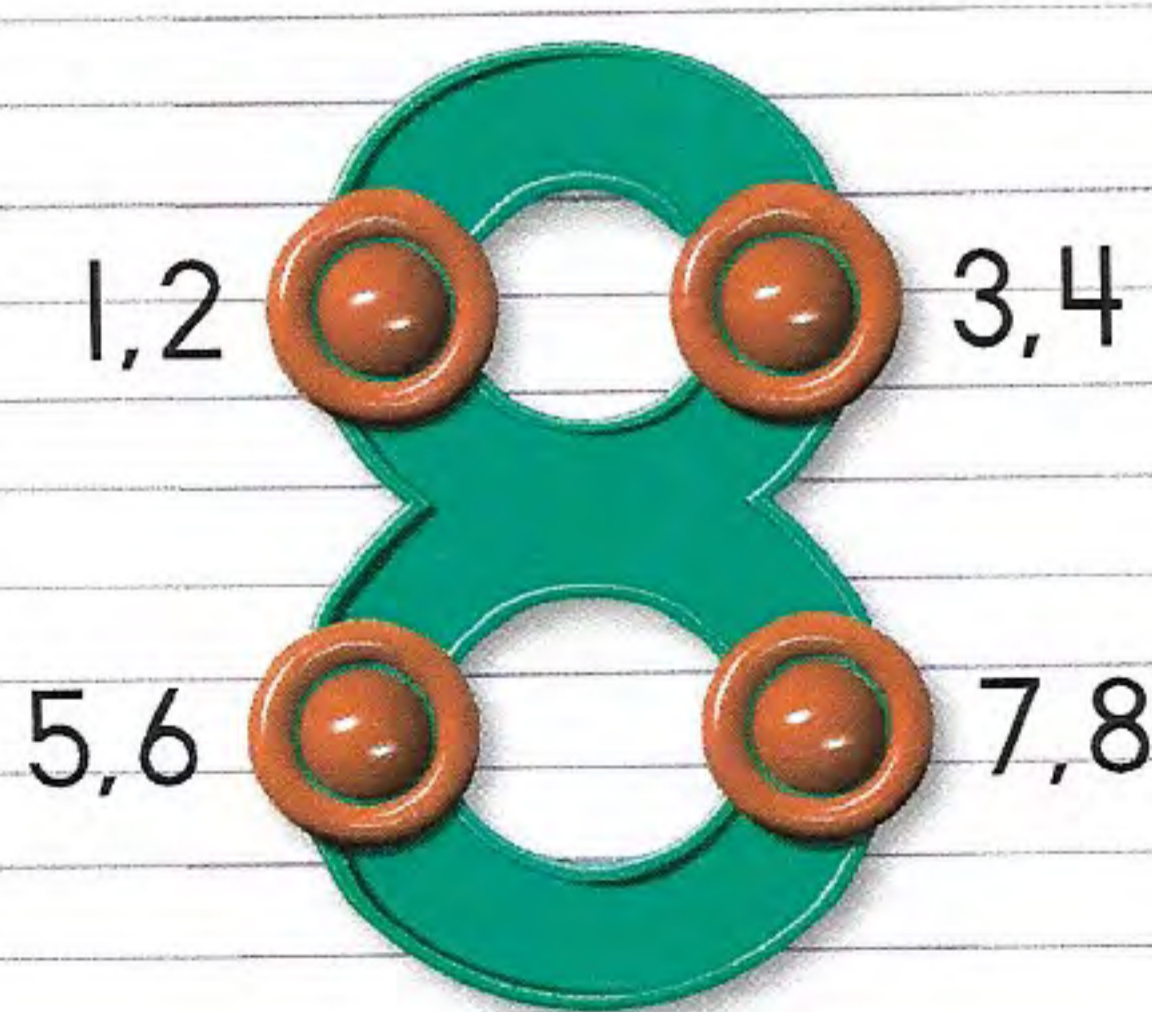
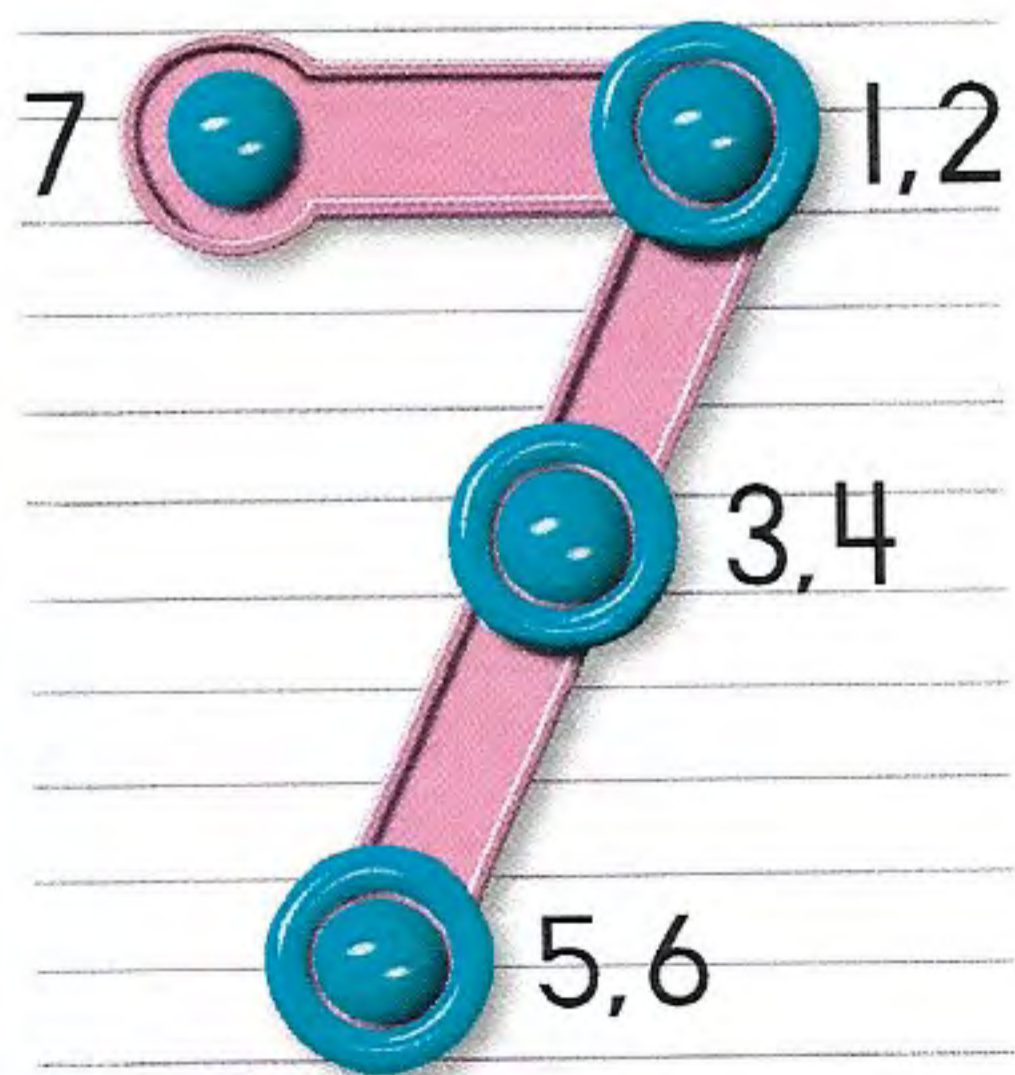
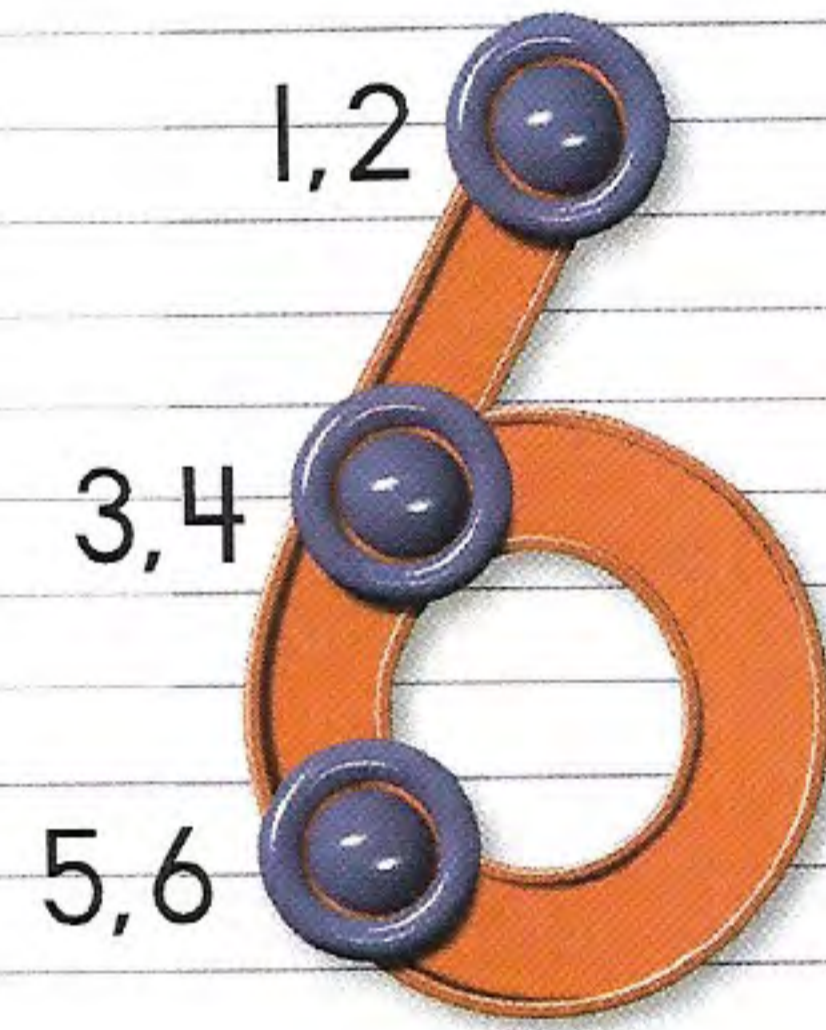
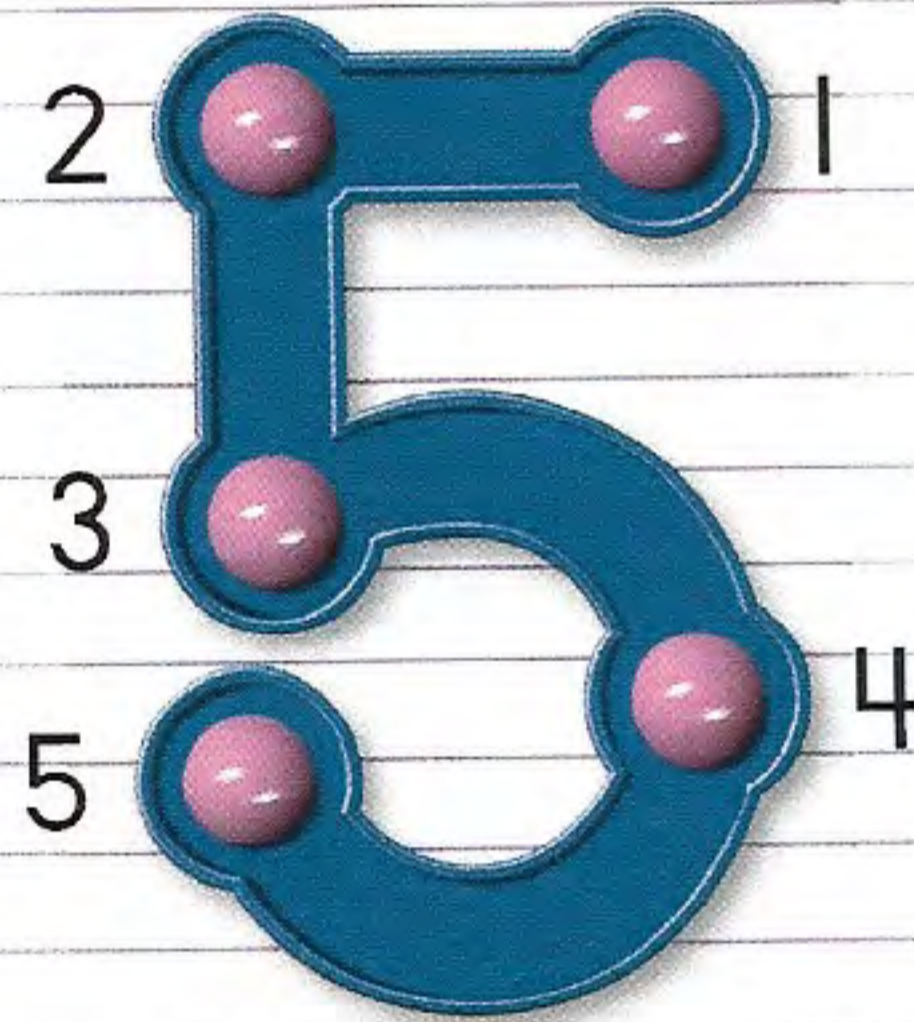
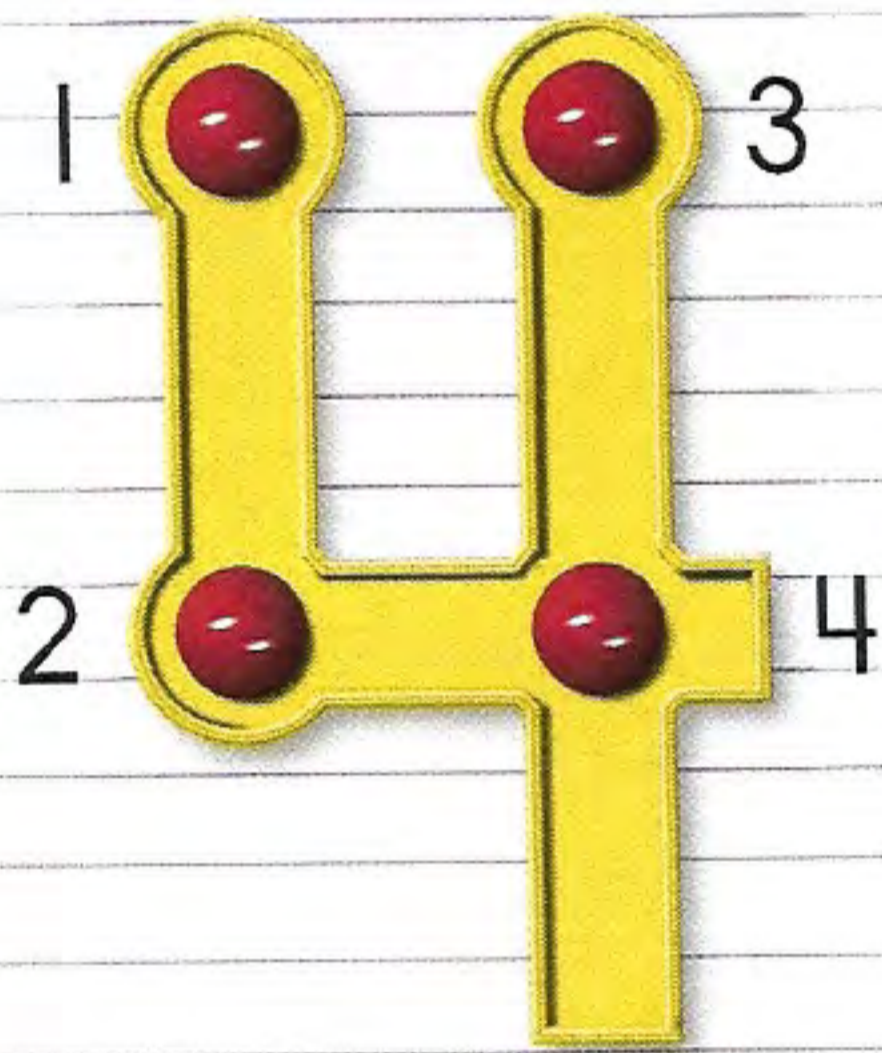
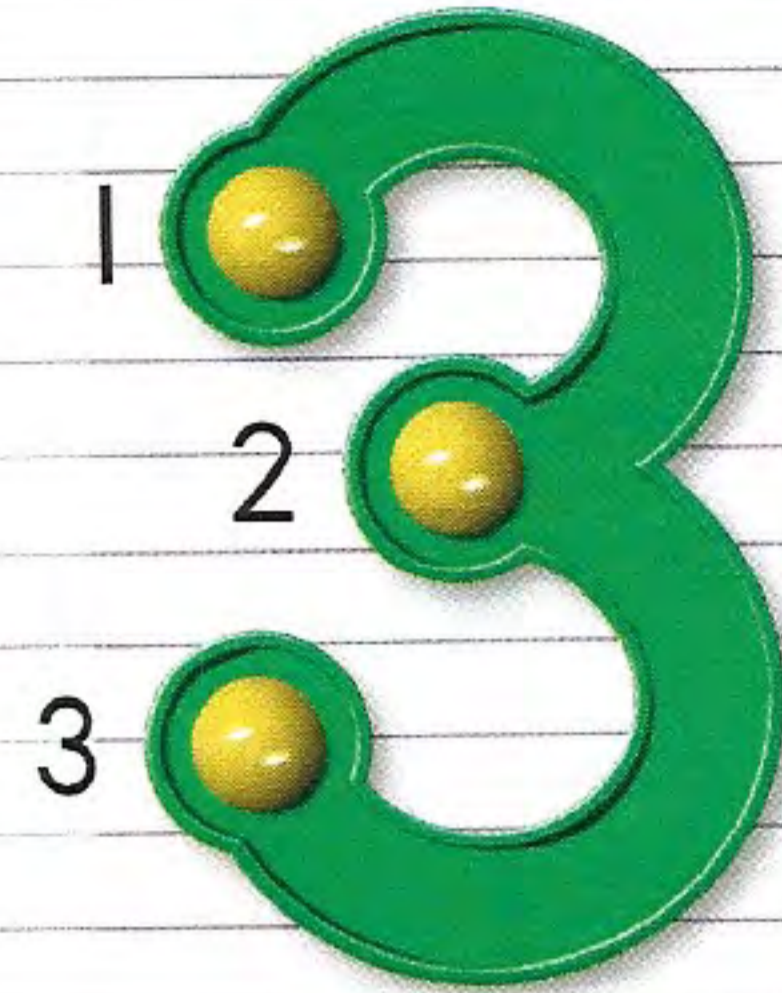


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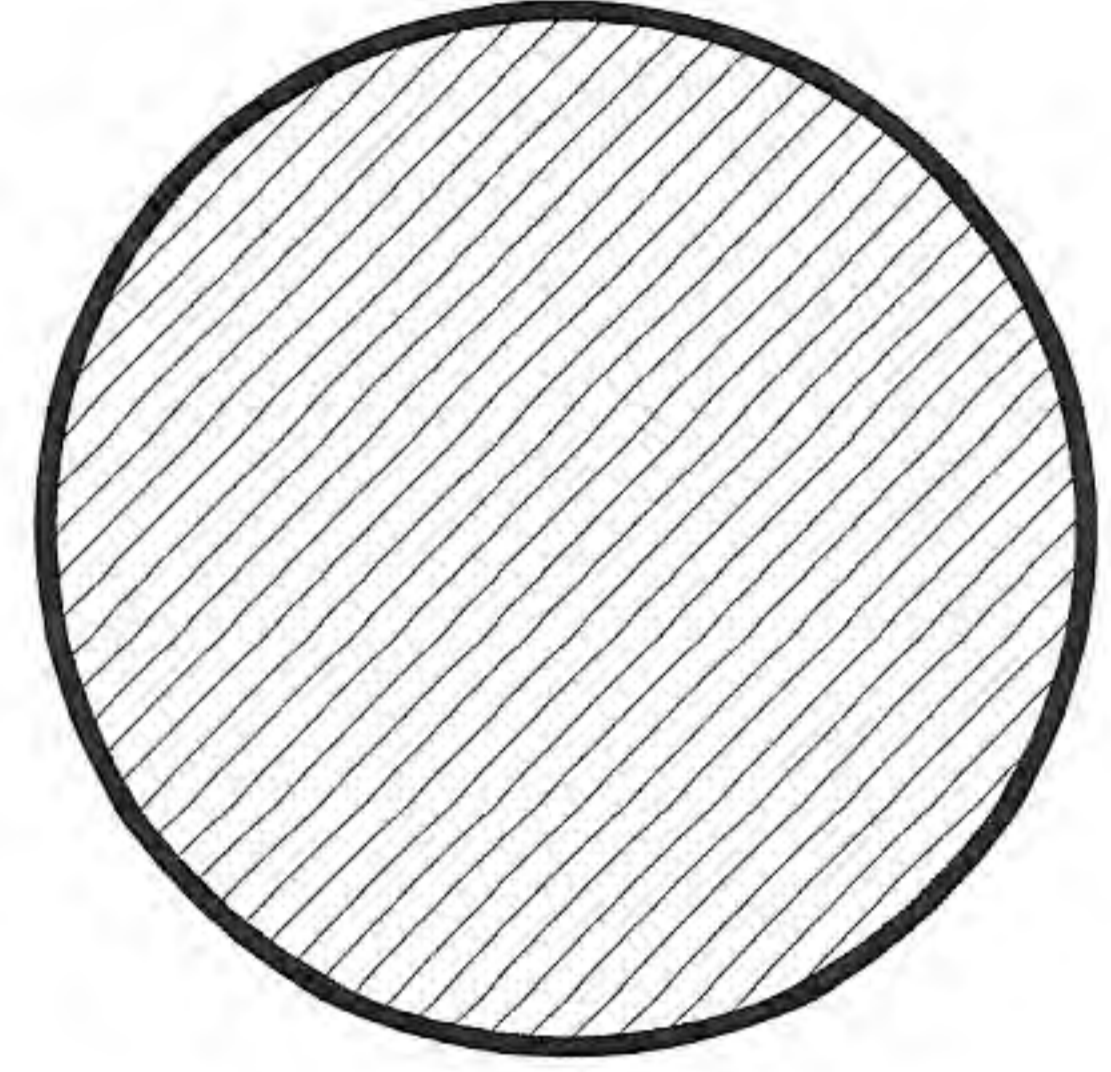
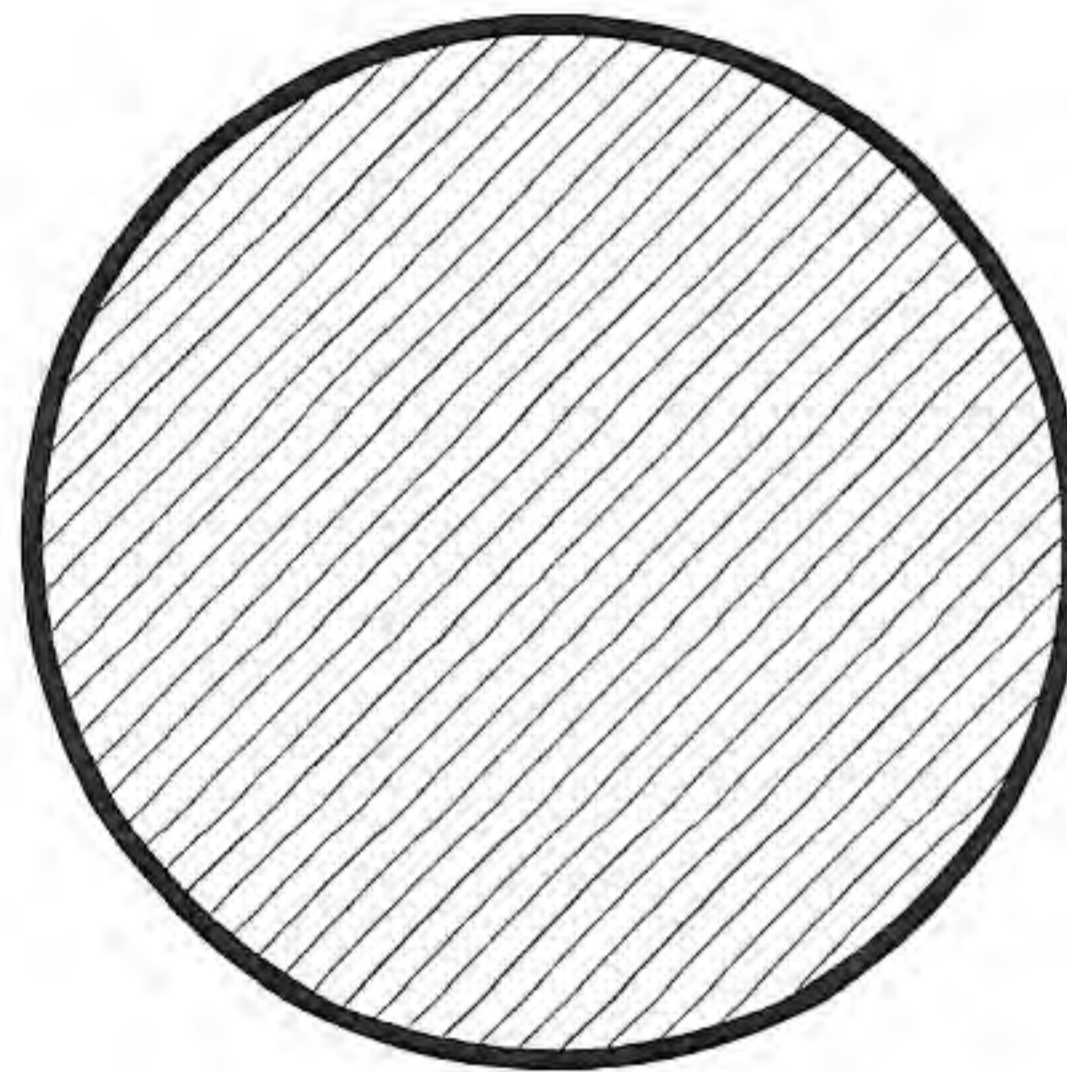
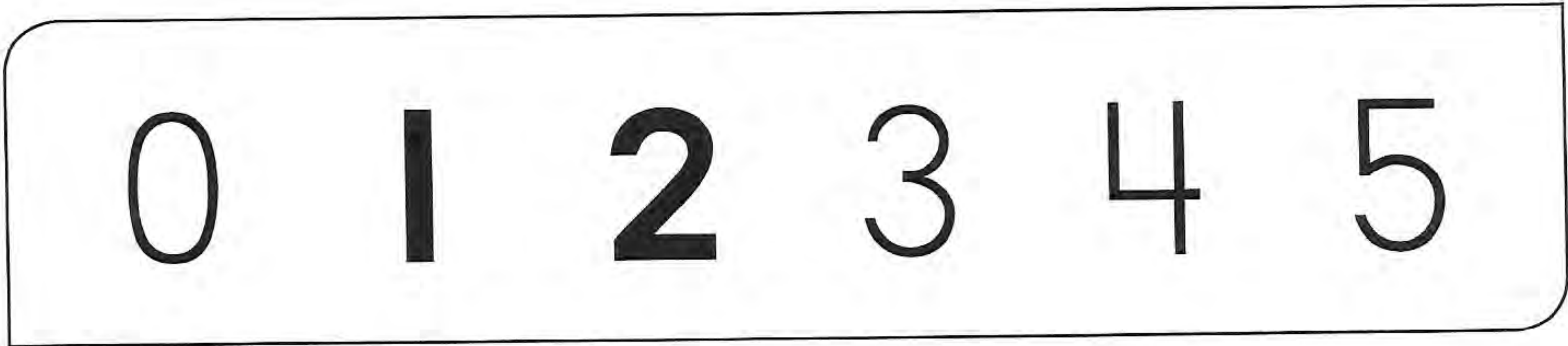




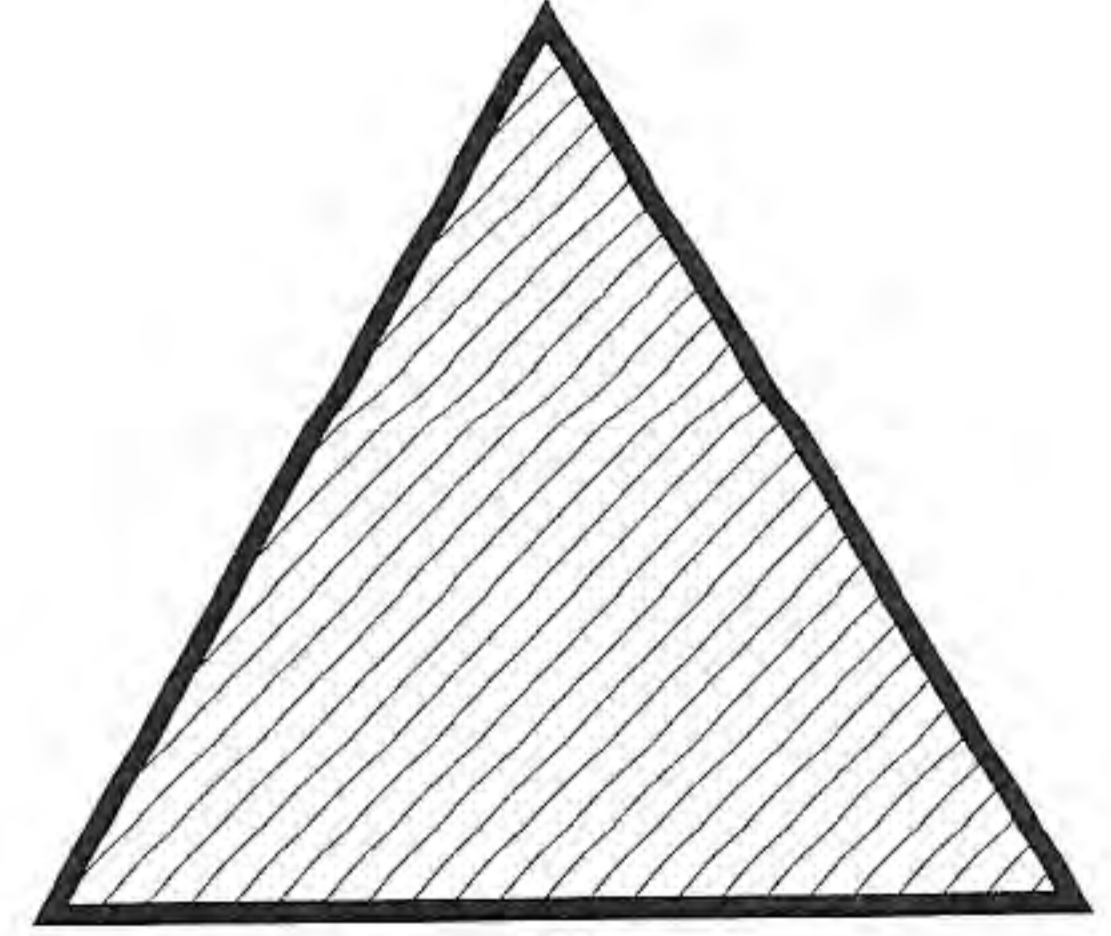
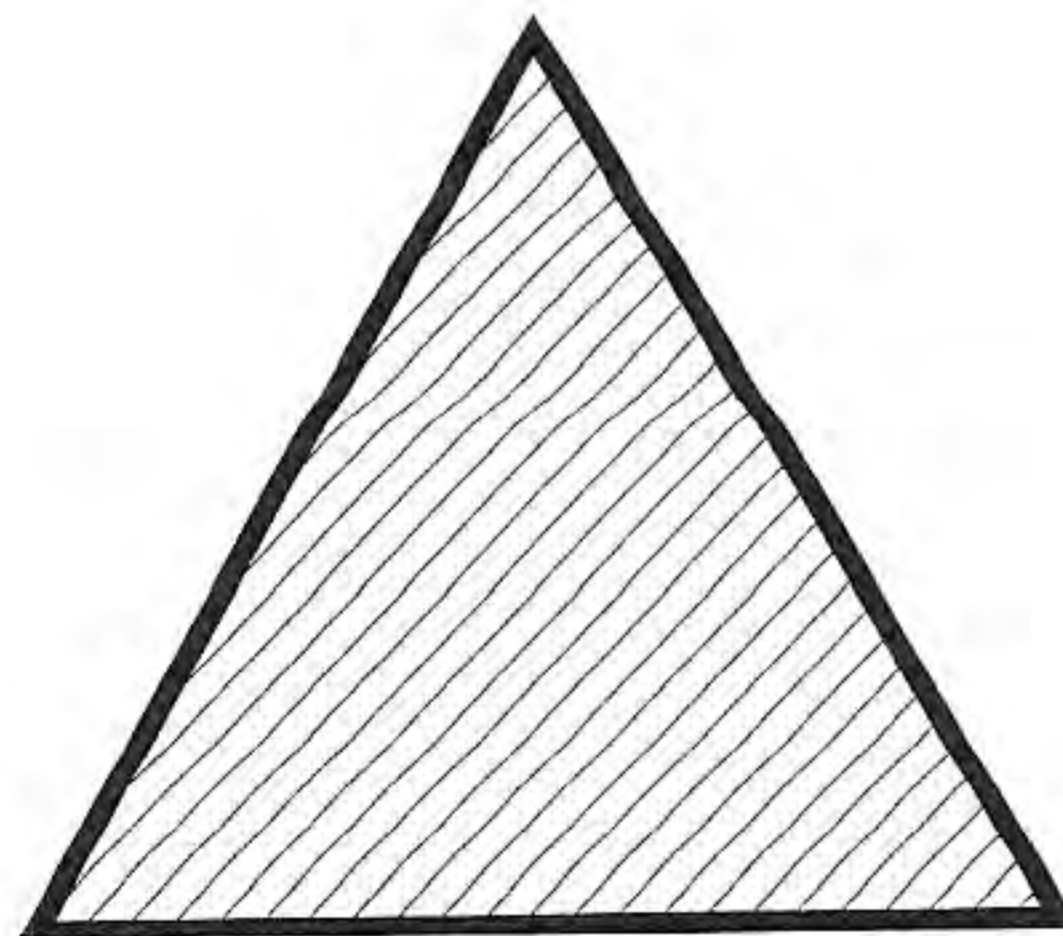




Name \_\_\_\_\_



True     False

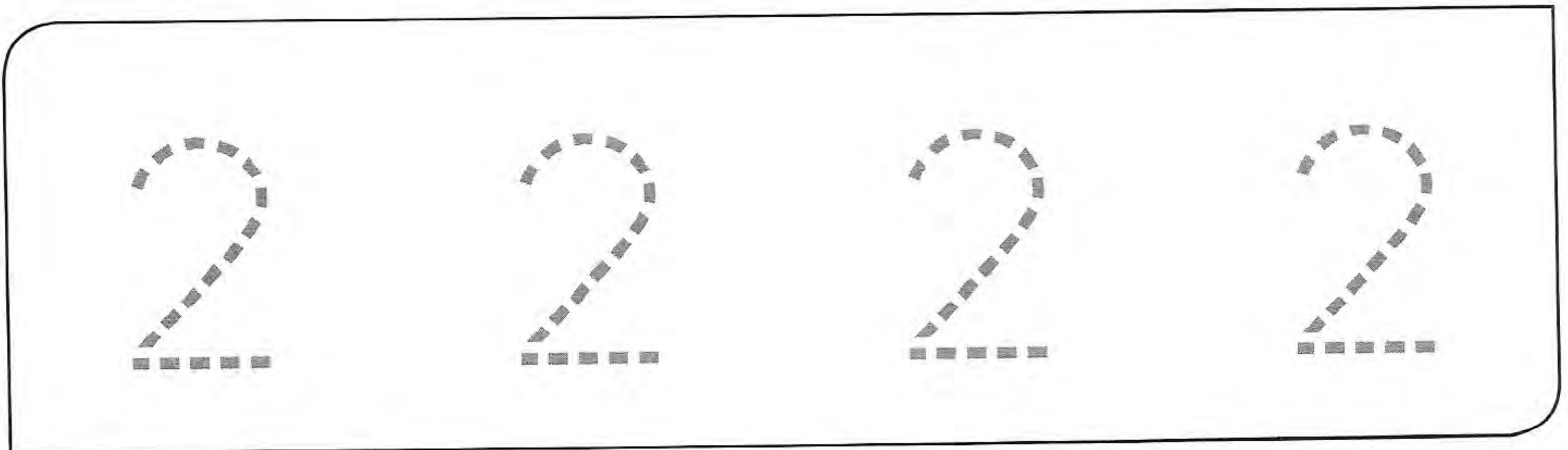
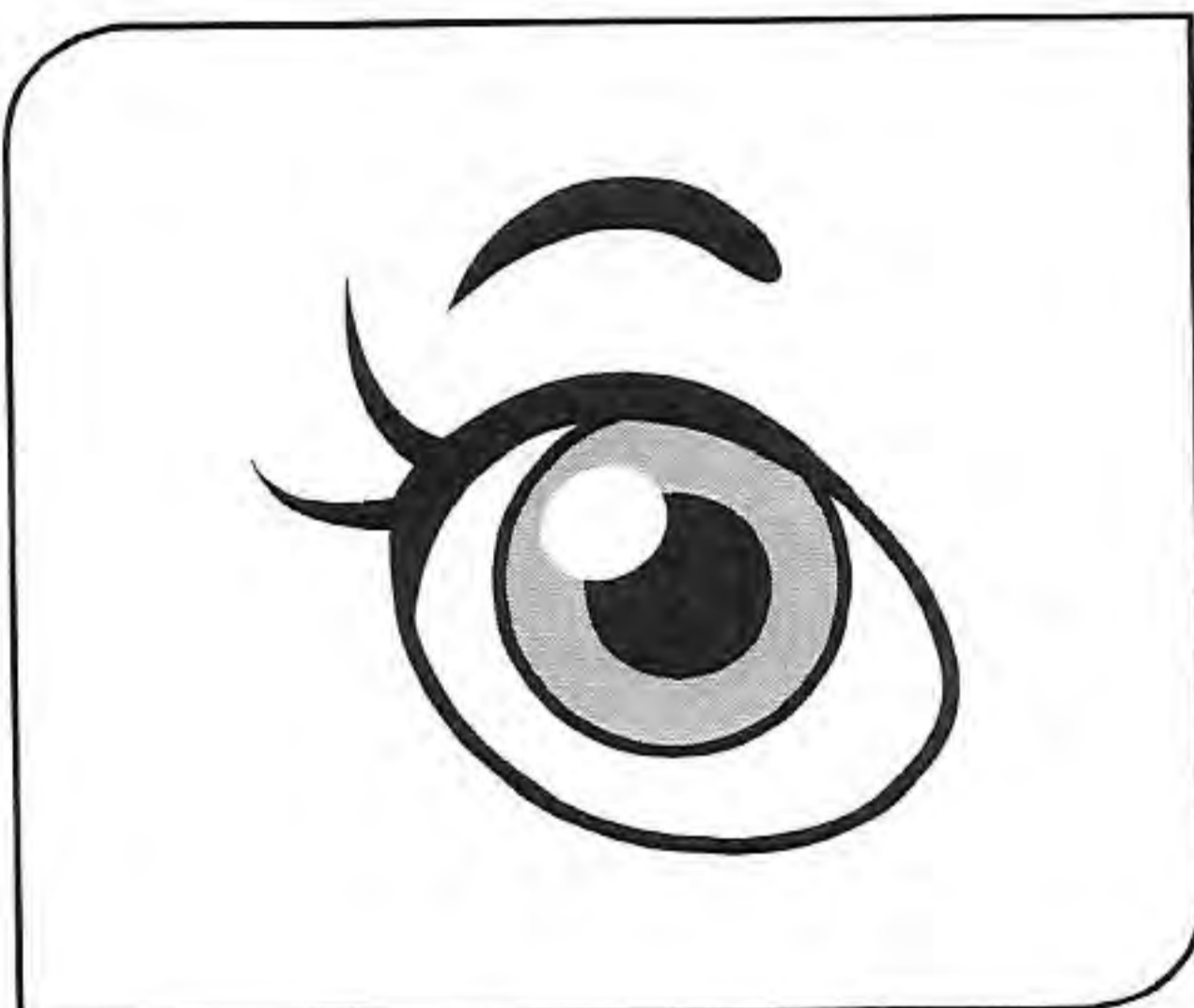
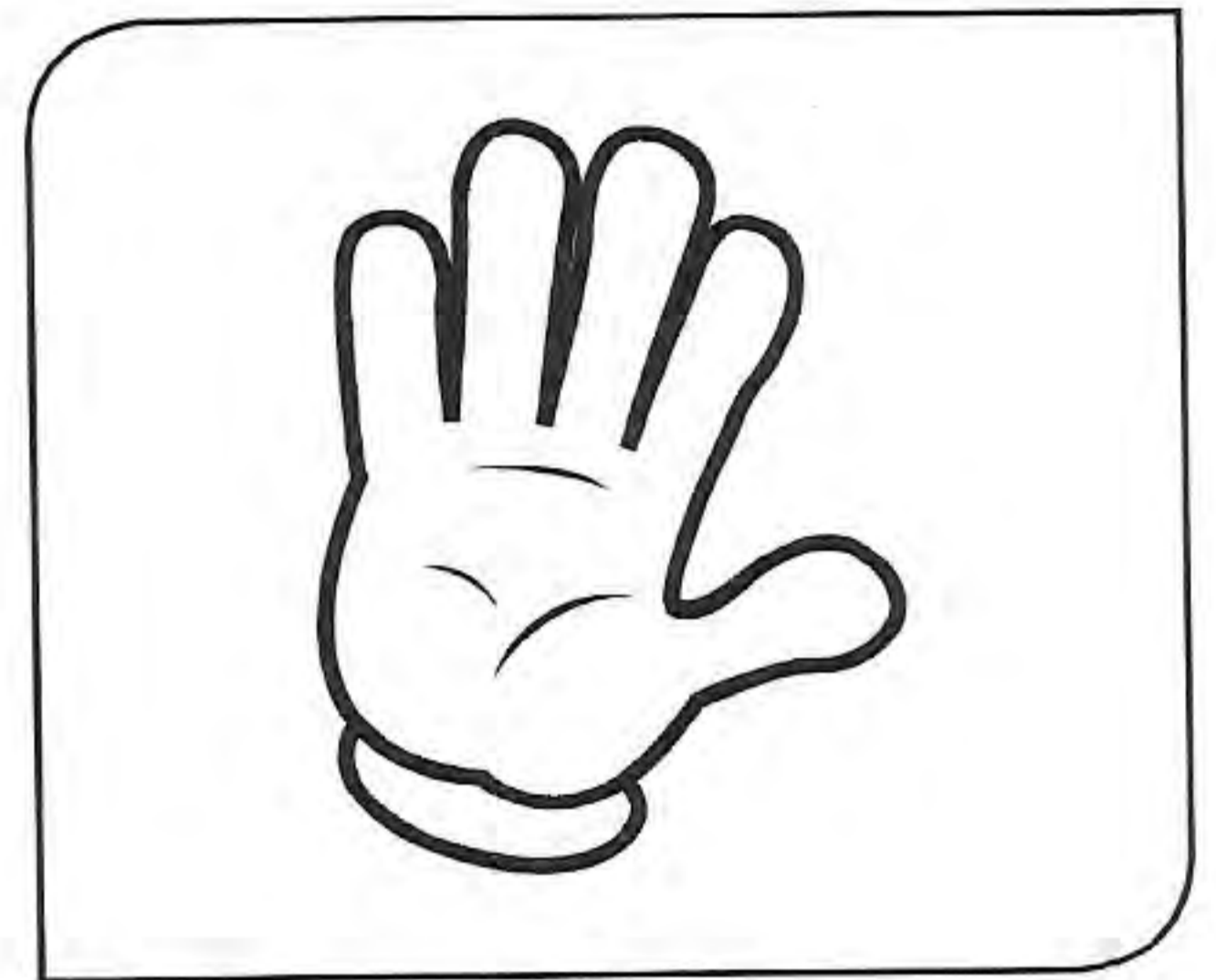
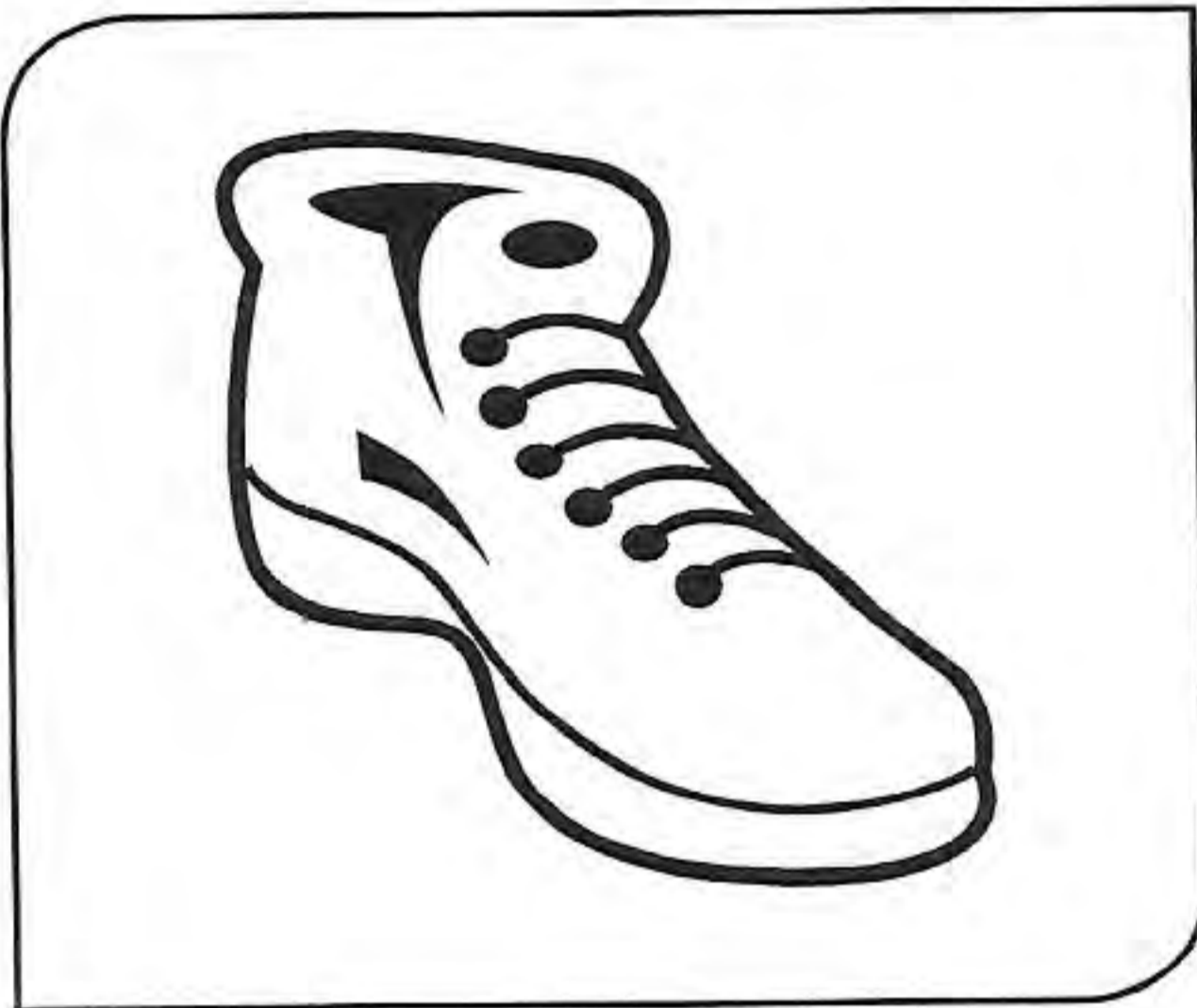
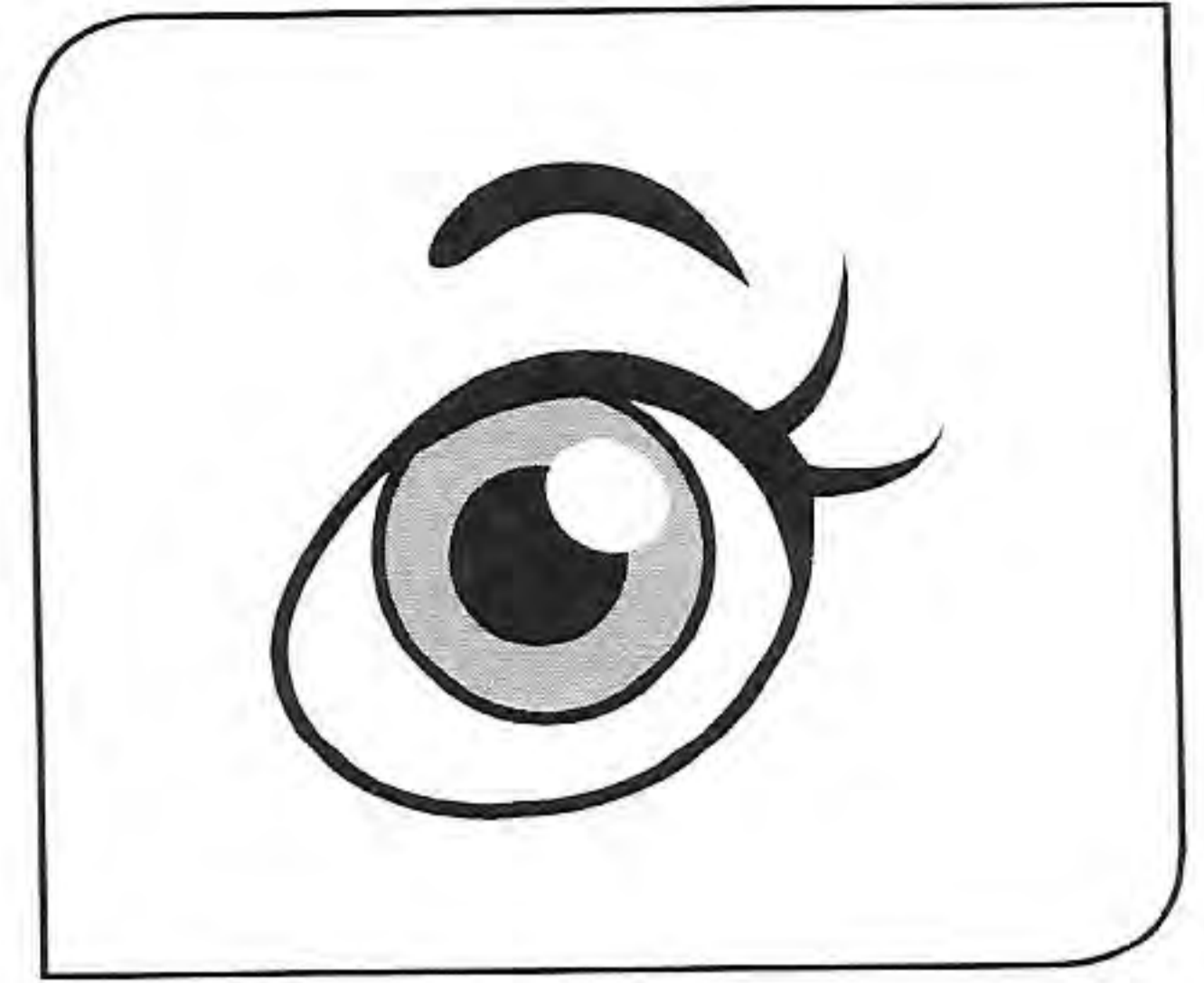
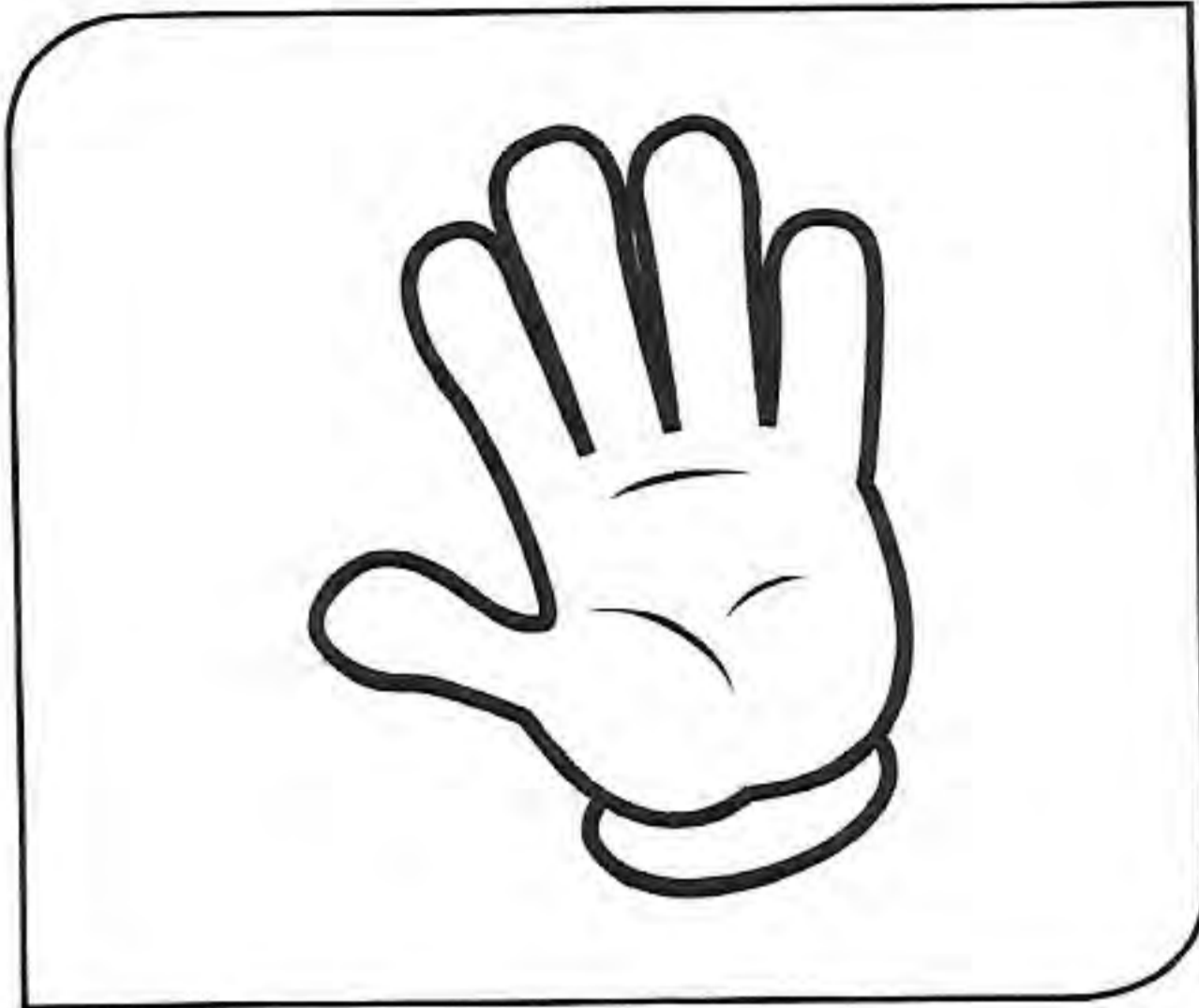


True     False





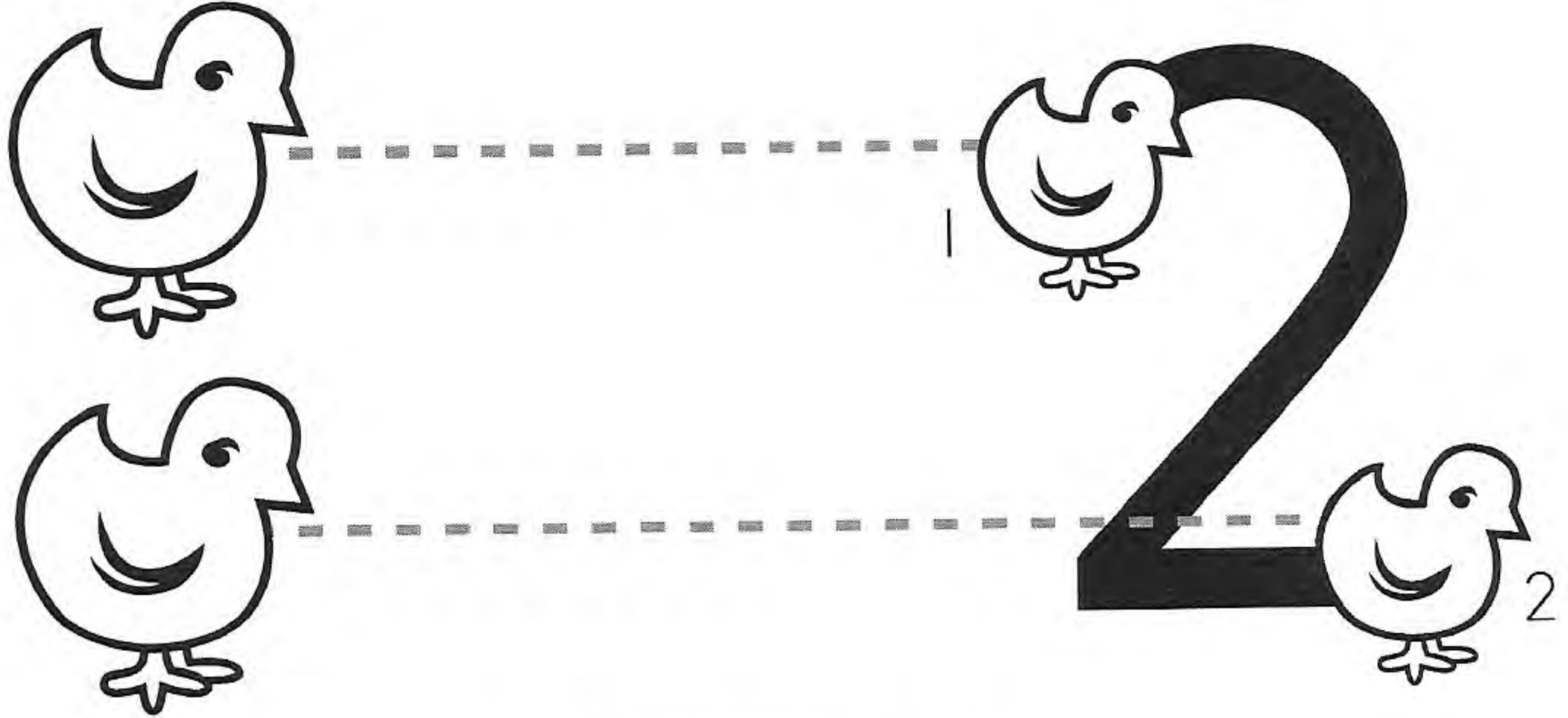
Name \_\_\_\_\_





Name \_\_\_\_\_

0 1 2 3 4 5





Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

$$\begin{array}{r} 1 \\ + 2 \\ \hline \end{array}$$
$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$$
$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

5 + 1 = \_\_\_\_\_

6 + 1 = \_\_\_\_\_

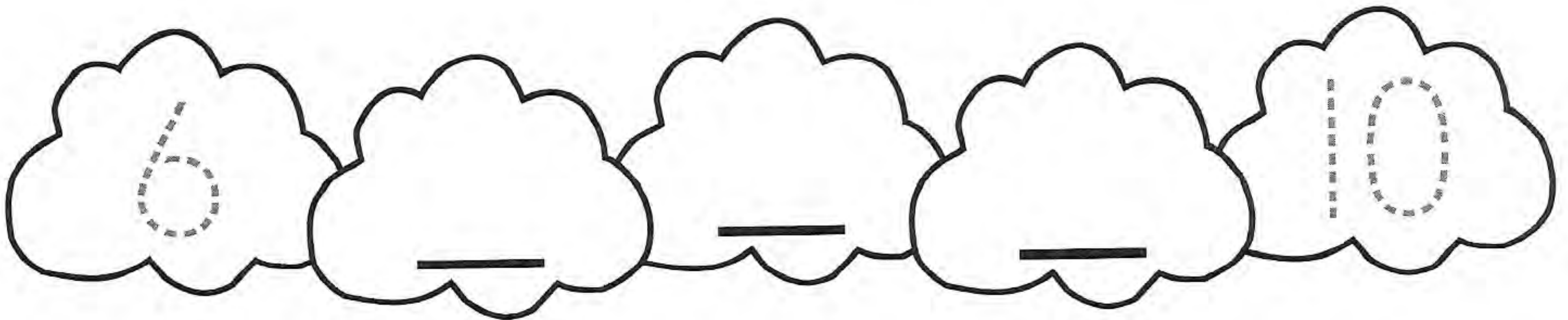
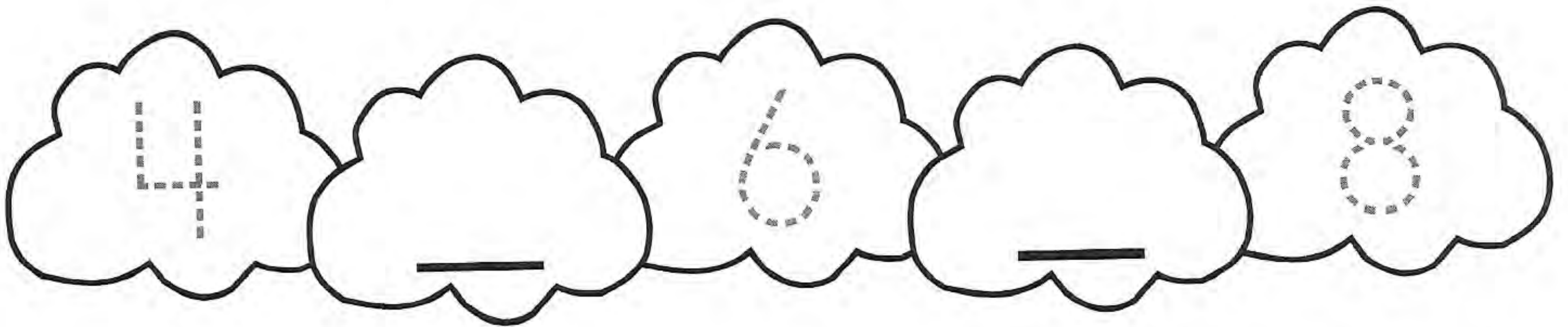
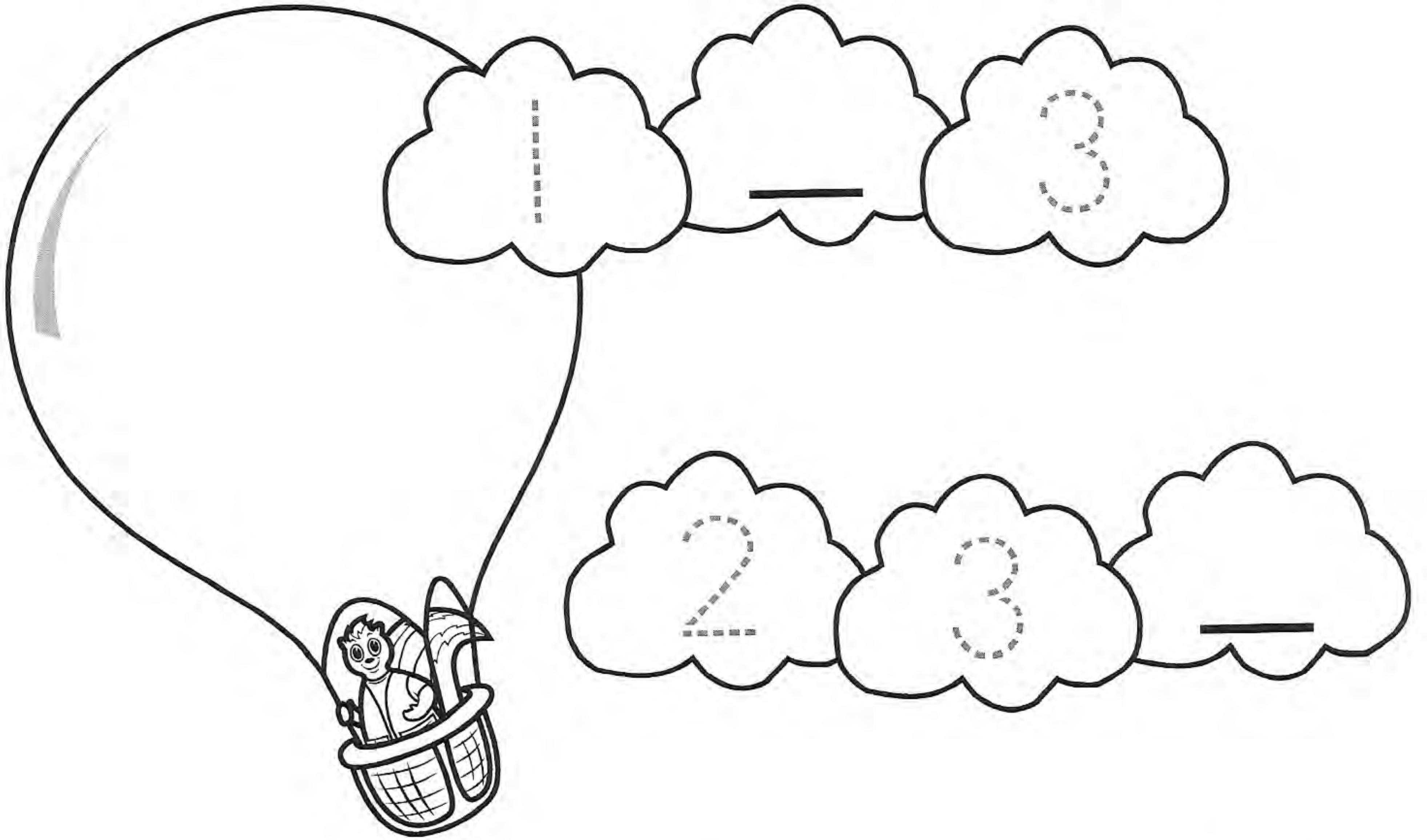
7 + 1 = \_\_\_\_\_

8 + 1 = \_\_\_\_\_

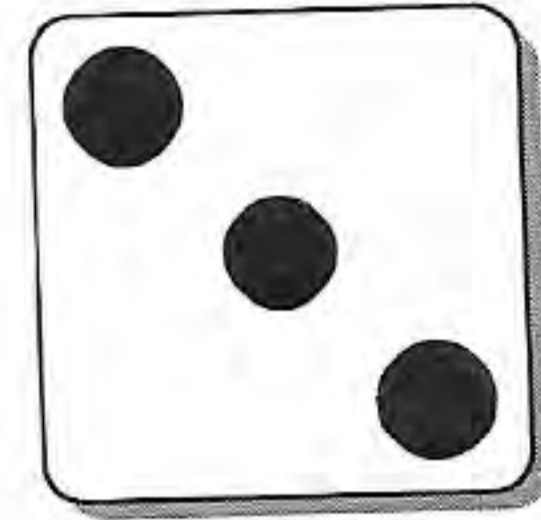


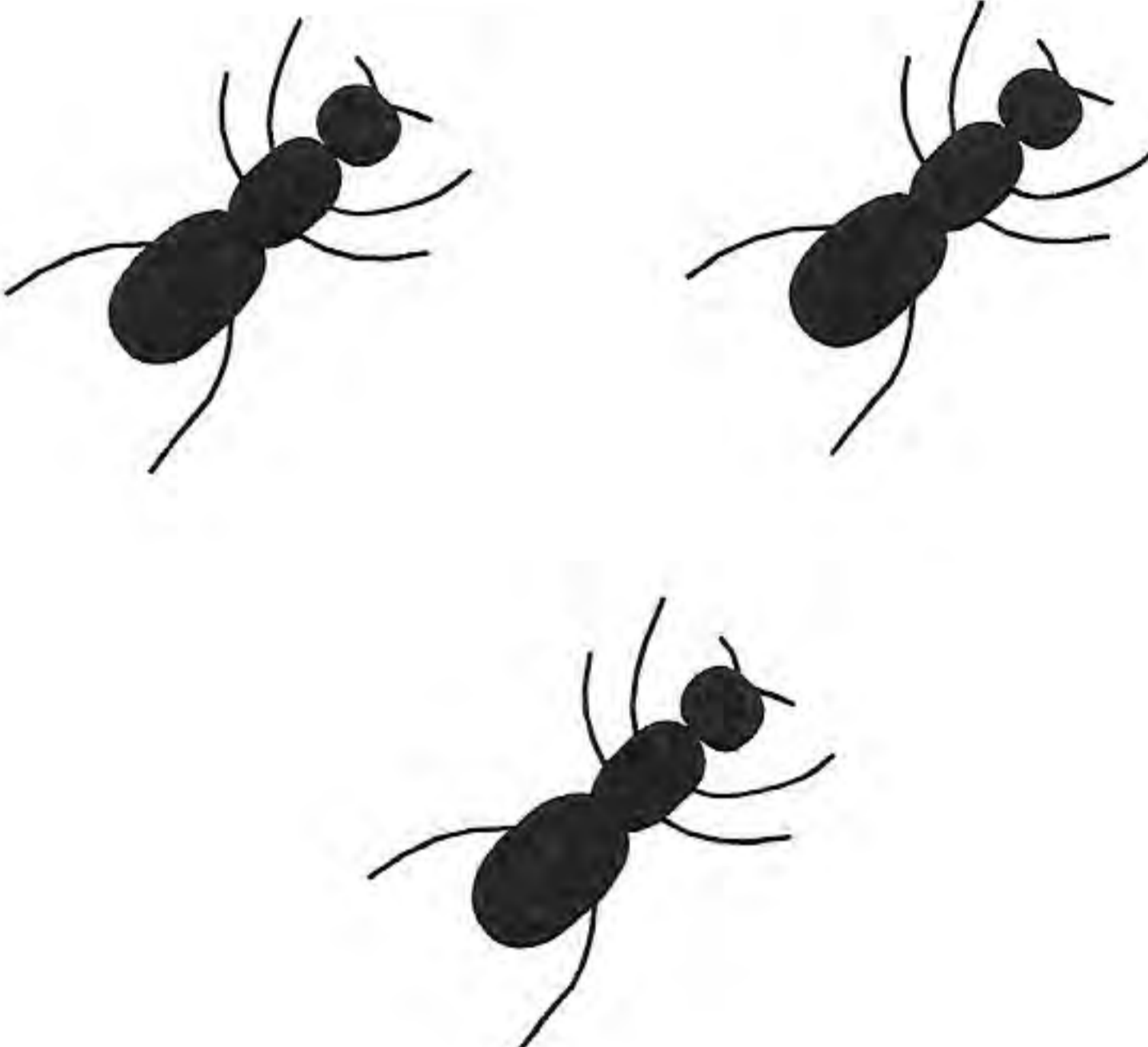


Name \_\_\_\_\_



Name: \_\_\_\_\_



	
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Tracing practice for the number 3. It shows a large solid 3 with a starting dot and arrow, a medium solid 3, a dotted 3, and four individual dots on a line with a dashed midline.

Tracing practice for the word 'three'. The word is written in a dotted font on a line with a dashed midline.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

Trace over the large 3 with your finger, then count the number of dots on the die. Next, count the 3 objects, then draw 3 dots (or circles) in the second box. Trace each number beginning at the big dot, then trace the word three. Use the extra space on the lines for more practice.



Name: \_\_\_\_\_

# Add Within 10

1

10 apples + 1 crossed-out apple = 10

2

5 apples + 1 crossed-out apple =

3

5 apples + 1 apple =

4

2 apples + 3 apples =

5

8 apples + 1 crossed-out apple =

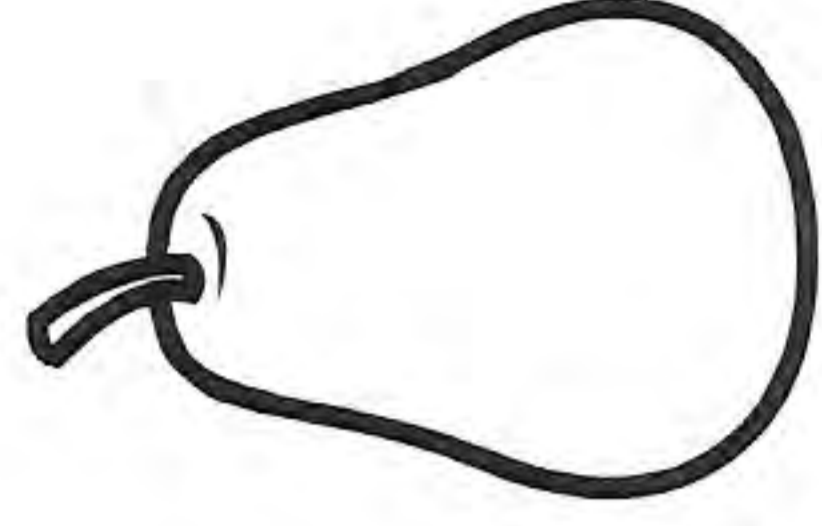
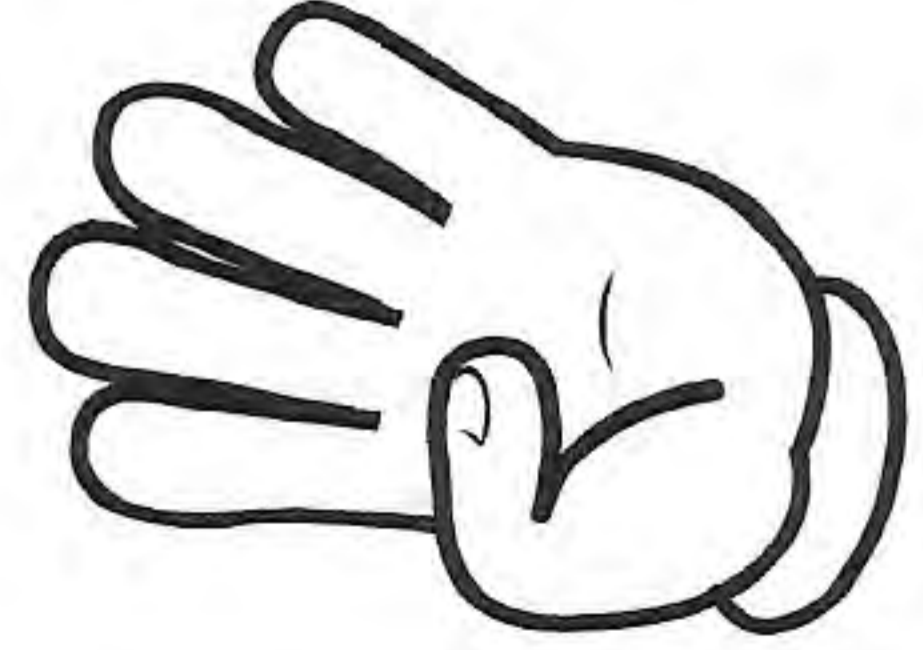
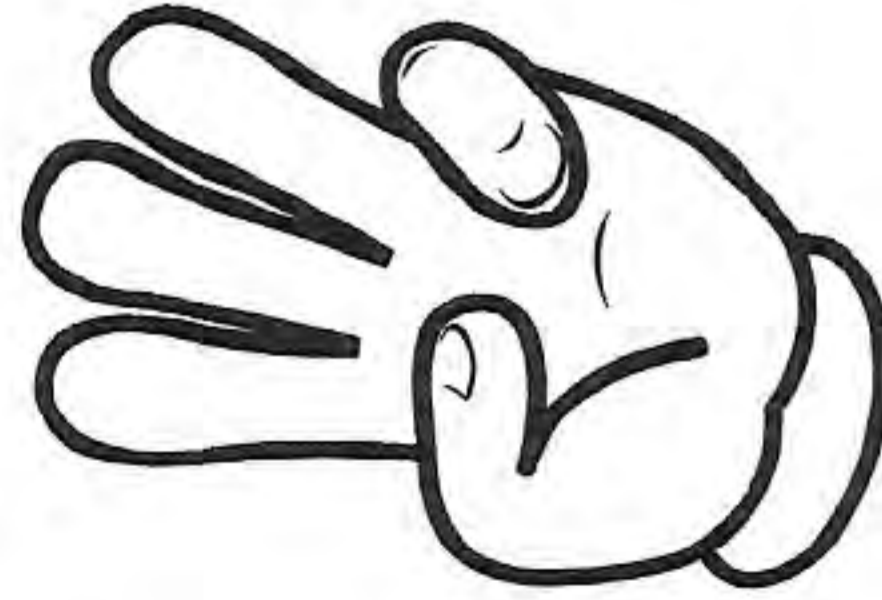
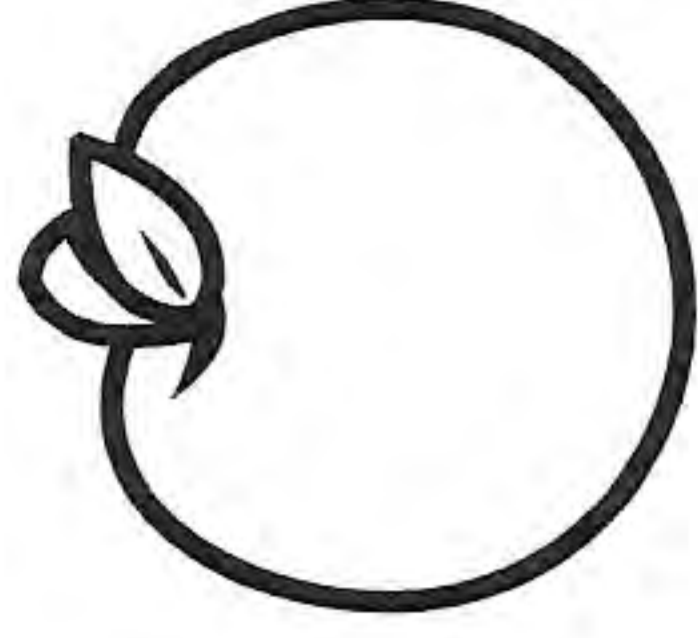
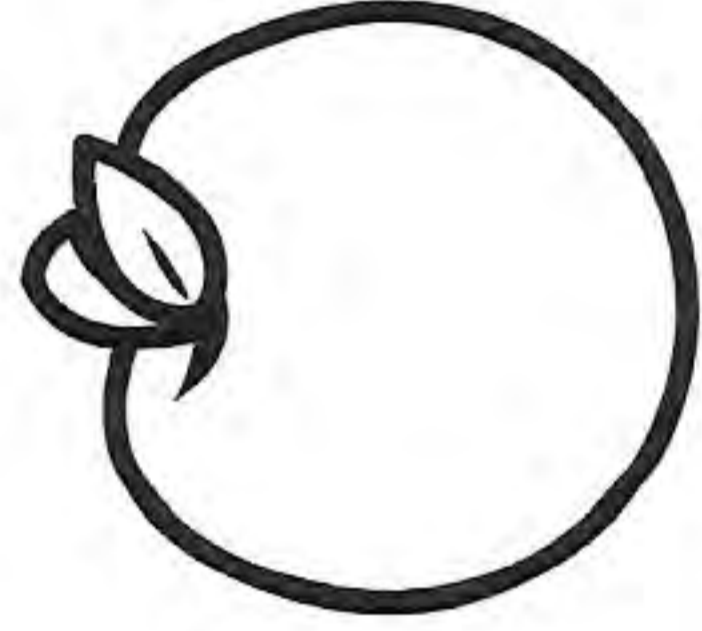
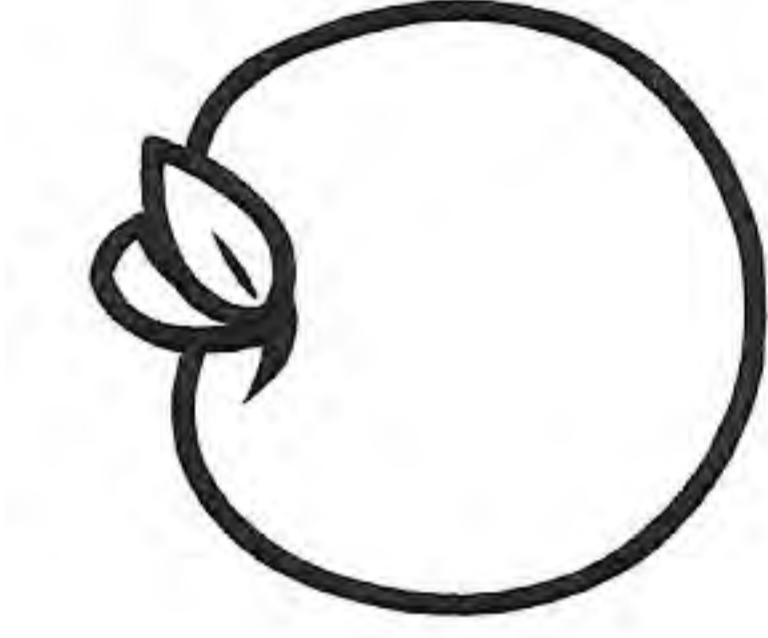
6

1 apple + 1 apple =

- |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

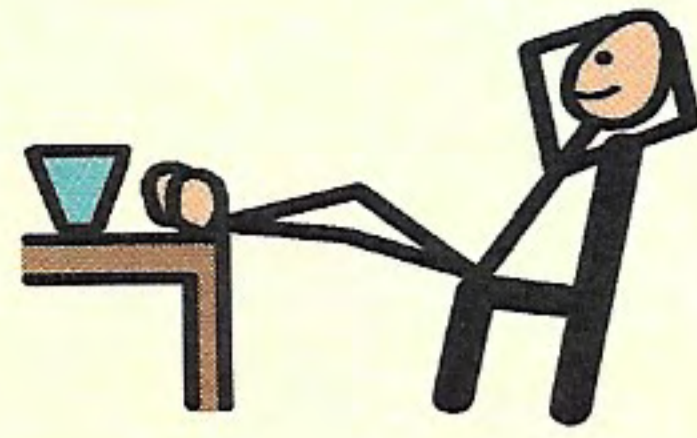
Look at the objects in each set, then add the objects and write the answer in the space provided.

Name \_\_\_\_\_





## Steps to Calm Down



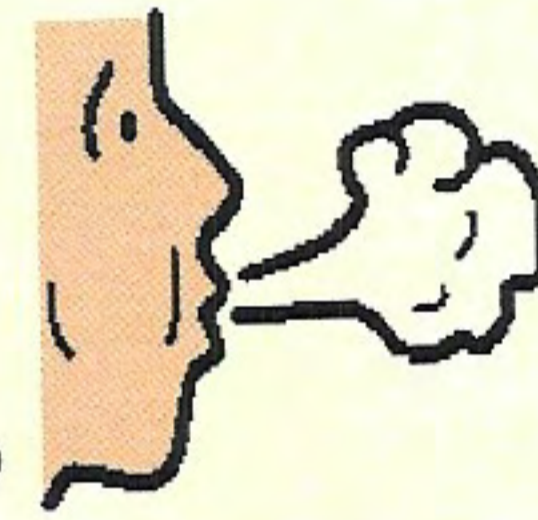
**1. Ask for a break.**

*break*

**2. Sit down in break area.**



**3. Take 3 deep breaths.**



**4. Count to 10...Slowly!**



**5. Are you calm?**





# Here are some things I can do when I am tired:

---



Say, "Can I take a break?"



Put my head down.



Close my eyes and count to ten.



Lie on the couch.



Take a nap.



Listen to music.





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “No!”</li> <li>● “No more”</li> <li>● “I no (<i>don't</i>) like it”</li> <li>● Yes/No questions</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Non desired activities or objects.</li> <li>● Liked and disliked food items.</li> <li>● Sorting or matching activity and make intentional mistakes (“Is this right? No!”, Not that)</li> <li>● Play loud, annoying music</li> <li>● Make recipes try to put silly things in (sock, ball, paper)</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Answering “Do you like it?” questions with yes or no answers</li> <li>● Do you want one? Yes or No.</li> <li>● Making social choices, “Do we eat with our toes/pick our noses?” (manners)</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● Baby Sister Says No by Mercer Mayer</li> <li>● No David by David Shannon</li> <li>● That’s Not.... by Fiona Watt</li> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “no” books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Yes/no questions</li> <li>● Line up - those who are not wearing.</li> <li>● When taking attendance, say a famous person/character and have the kids say, “NO”.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● 5 Little Monkeys with a parachute.</li> <li>● Would you rather with physical activities and have students say yes/no to the actions.</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Five Little Monkeys</li> <li>● Sing a song with the wrong words and have them shout out “no” for the wrong words</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Now its my turn</li> <li>● I want it now!</li> <li>● Now you can go</li> <li>● Done now?</li> <li>● What now</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Recipes- asking what now?</li> <li>● Making animal sounds, now I am a dog, a cat, etc...</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Now with turn taking</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for books</li> <li>● Ten Little Pirates</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Predictive writing with “XX did XX last night, Now XX is at school”</li> <li>● In terms of classroom jobs</li> <li>● Daily schedule</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Simon says, using the word ‘now’</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Watch me whip/Nae Nae</li> <li>● Found a Peanut</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>• Request</li> <li>• Comment</li> <li>• Command</li> <li>• Exclaim</li> <li>• Question</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>• "That's bad"</li> <li>• "I feel bad"</li> <li>• "It is bad"</li> <li>• "My bad"</li> <li>• "Do you feel bad"</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>• Food tasting</li> <li>• Ned's Head</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>• Good vs bad. Behavior</li> <li>• Circles - good touch vs. bad</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Turkey Trouble, Turkey Claus, Turkey, Turkey Trick or Treat by Silvano</li> <li>• Bad Kitty by Nick Bruel</li> <li>• The Three Little Pigs</li> <li>• Alexander and the Horrible, No Good, Very bad Day~Judith Viorst</li> <li>• <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for "bad" books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>• Good vs bad behavior</li> <li>• Good match/bad match</li> <li>• Good weather/bad weather</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>• Good vs. Bad playground behavior (teacher demonstrates bad way, kids show good way, ie going up slide, swing on tummy, etc)</li> <li>• Good shot/bad shot (shooting hoops, bowling, etc)</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>• Kidz Bop 10 Bad Day</li> <li>• Bad -MJ</li> <li>• Bad to the bone</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Comment</li> <li>● Command</li> <li>● Exclaim</li> <li>● Question</li> </ul>	<p style="text-align: center;"><u>Expansion:</u></p> <ul style="list-style-type: none"> <li>● (You) come here.</li> <li>● I want to come.</li> <li>● Who is coming/going?</li> <li>● Come on!</li> <li>● Come in/out.</li> <li>● Come help me.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Tape a square on the floor and take turns inviting friends to “come in”</li> <li>● Go around to different doors in the building and take turns telling friends to “come in” or “come out”</li> </ul>	<p style="text-align: center;"><u>Social Focus:</u></p> <ul style="list-style-type: none"> <li>● Invitations, ie “come sit by me, come play with me, come over</li> </ul>
<p style="text-align: center;"><u>Reading:</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “come” books</li> <li>● <u>Here comes Grandma</u> by J Lord</li> <li>● <u>Here comes a bus</u> by Zeifert</li> <li>● <u>The Rain Came down</u> by David Shannon</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● “Come” to circle, table, calendar time, line up, etc</li> <li>● Who came to school today?</li> <li>● When someone knocks on the door- “Come in.”</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Come and go game- come closer and go farther away</li> <li>● “Non-contact” version of Red Rover (“Can ____ come over?”</li> <li>● Hide and seek, “here I come”</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● She’ll be Comin’ Round the Mountain</li> <li>● Celebrate good times come on</li> <li>● Here comes the sun</li> </ul>



## Calendar Activities for April-June

Dear Parents,

The ASD teachers and staff hope that you and your family are staying healthy and safe during this time of uncertainty. To keep your child current with what they would typically learn in school, we have put together this packet including a Calendar section. Calendar activities are important to do daily with your child to keep them current on day to day activities as well as keeping current on what day, month and season it is. If you have any questions on the following activities that have been provided please do not hesitate to email me at [lori.sneddon@detroitk12.org](mailto:lori.sneddon@detroitk12.org)

Sincerely,  
Lori Sneddon  
ASD Teacher  
Cooke STEM Academy

If you have laminate or a plastic cover for the "Daily Calendar Work Page", "Daily Weather Work Page" and the "Activity and Emotion Page" and a black marker you can have your child write on the pages and erase each day. If you do not have a plastic covering of any type, then have your child point to each day, weather type, season, activity and emotion. Of course, you can also make copies too if you have access to a copier.

These pages should be used daily and are good for kids of any age. We are asking you to complete this activity daily over the next 9 weeks just as they would in school for the remainder of the year.

- **Daily Calendar Work Page:** Circle or point to the correct day, date, and month. Then circle or point to what day yesterday and tomorrow are. Finally circle or point to what 'special events' are that day at school. (This part can be skipped or changed due to the fact that school is closed. An idea might be to ask your child to point to the special activity is their favorite.)
- **Daily Weather Work Page:** Circle or point to the temperature, season, weather and the appropriate clothing choices. You might even take your child outside in the backyard to feel what the temperature is and also to check the weather out.
- **Activity and Emotion page:** Circle or point to what you did last night, how you feel, how you slept, and how breakfast was. Great way to begin talking about the past and work on answering questions.

In this Calendar Section you will also find calendars for the months of April, May and June. Each day, use the calendar to discuss upcoming events or Holidays. You can write on the calendar your own upcoming events such as birthdays or even special dinner days. Have your child cross off the days that have passed, with assistance if needed. Discuss with your child what day it is and point to it on the calendar. Talk about how many days are in each month and after



crossing off days that have passed, count how many days until the end of the month. If your child is able to, have them tell you what events are coming up on the calendar. Find a place to hang this calendar up so your child can see it daily. Again, this activity should be done daily over the next 9 weeks just as they would do in school. Along with this activity you may want to check out [www.starfall.com](http://www.starfall.com) where your child can do interactive calendar activities. Many teachers use this website for elementary learners.

After discussing the days of the week, months of the year and seasons of the year you may want to consider going on to [www.youtube.com](http://www.youtube.com) and search the following songs:

-Days of the Week Song by the Singing Walrus

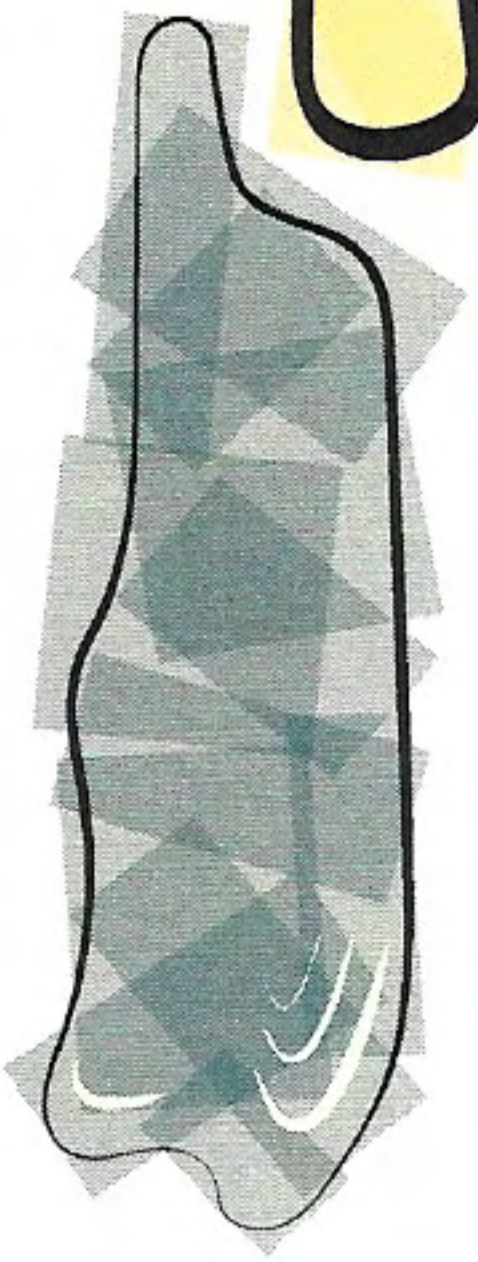
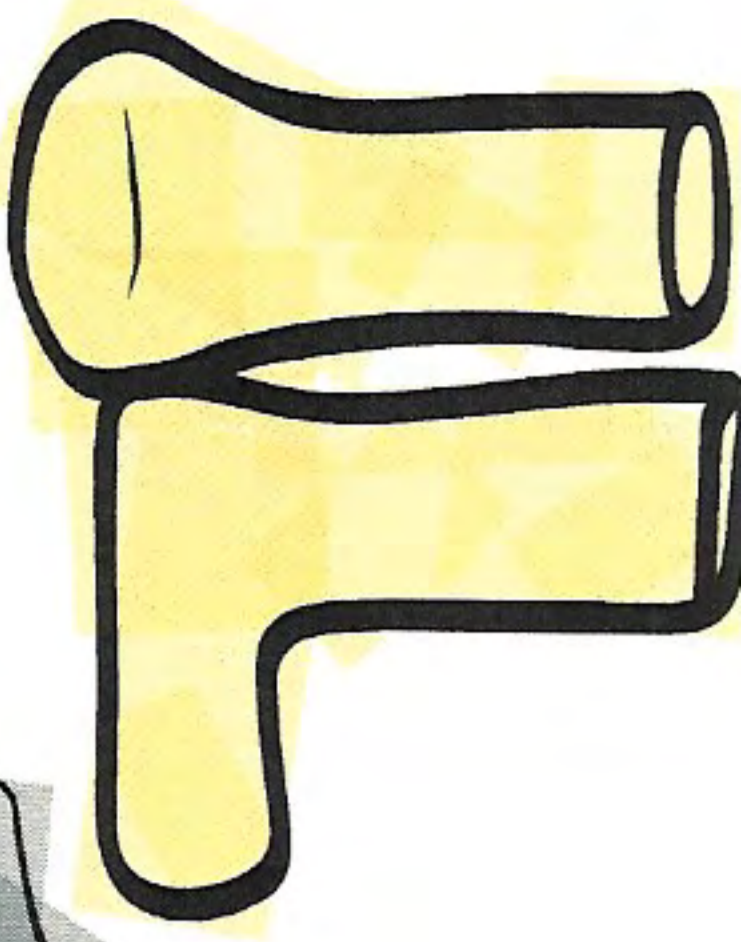
-Months of the Year Song by the Singing Walrus

-Seasons Song by Have Fun Teaching

Kids absolute love to learn through music so feel free to search other songs related to calendar topics and have fun singing and learning with your child!

Finally, in this Calendar Section you will find daily activity calendars for the months of April-June. Each day, locate what day and date it is on the calendar and read, or have your child read if they are able to, the activity for the day. Some activities you may not be able to do, that's ok! Maybe repeat an activity for an activity you are unable to do for whatever reason. These are fun activities for each day and you can even make up you own! Enjoy learning, singing and exploring with your child through these various calendar activities!

















































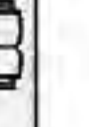













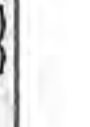

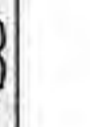

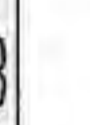

# April

2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	1 April Fool's Day	2	3	4
5	6	7	8	9	10 Good Friday	11
12 Easter	13	14	15	16	17	18
19	20	21	22 Earth Day	23	24	25
26	27	28	29	30	1	2



# April 2020

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
  <b>Build up and topple down</b> Place one block on the floor or a low table and stack more on top one at a time. Count the blocks as you add them to the tower. Build the tower as high as you can and then let your child knock it down with his hands or feet	  <b>Read to your baby</b> Show her picture books with bright colors and high-contrast patterns. She'll love looking at the pictures and listening to your voice	1   <b>Guessing Game</b> Use cups or bowls that are small enough for your child to manipulate and a small toy. You hide the toy under a container and baby has to figure out where it is.	2   <b>Discovering textures-sticky</b> Put the contact paper sticky side up on the floor and taped it down with Duct tape. Allow baby to walk or crawl on the contact paper.	3   <b>Beautiful Baby</b> In front of the mirror, try on different hats, making funny faces, and tell your child how beautiful he or she is.	4   <b>Facetime</b> "Tummy time" for infants on a mirror. It builds the muscles that baby needs to crawl, walk, sit and do so many important things.	5   <b>Squeeze and Squish</b> Squish and squeeze objects with your child such as an orange, lemon, or a toy to see and hear the cause and effect.
6   <b>Build up and topple down</b> Place one block on the floor or a low table and stack more on top one at a time. Count the blocks as you add them to the tower. Build the tower as high as you can and then let your child knock it down with his hands or feet	7   <b>Read to your baby</b> Show her picture books with bright colors and high-contrast patterns. She'll love looking at the pictures and listening to your voice	8   <b>Sound recognition</b> Provide toys that make different sounds, including musical toys that make noise when touched. Your baby will learn that hitting the toy will make a pleasant noise	9   <b>Sing to your baby</b> Play music. Sing! Your child will love whatever music you play for her, so choose something you like to listen to as well.	10   <b>Tell a story</b> Talk to your baby, tell about your day, maintaining eye contact	11   <b>Name Things</b> Name things and people that surround your baby	12   <b>Hide and Seek</b> Play hide and seek (partially hide an object under a blanket and ask your baby to find it)
13   <b>Holding and dropping</b> Offer toys that your baby can close her hand around. Encourage her to use her hands to grasp and release objects.	14   <b>Something Interesting</b> Hold your baby or place him where he can hold his head up and look at interest thing. Describe what you see.	15   <b>Following Directions</b> Give your toddler simple directions, like to pick, bring or find something.	16   <b>Hide and Seek</b> Play hide and seek (partially hide an object under a blanket and ask your baby to find it)	17   <b>Mobile Toys</b> Have toys that can make different movements, so that your baby learns about up and down, right and left.	18   <b>Reading time</b> Read to your baby, describe and name things you see in pictures	19   <b>Dancing Partners</b> Encourage your child to dance and make music with pans, pots, etc or dance holding her.
20   <b>Tickle, Tickle (2)</b> Talk to your baby softly. Describe what she is feeling..	21   <b>Sounds Walk</b> Take your child outside and describe the sounds you are hearing. Ex. Birds chirping.	22   <b>Bubble Bath</b> Give your child a bubble bath. Talk about temperature of water, shape of bubbles, pop them as you count them	23   <b>Mystery Box</b> Have a variety of objects in a box. Start by describing each object using concepts such as soft, small, hard or big.	24   <b>Shake and follow</b> Shake a rattle in various positions to encourage your baby to stretch and reach for it as she follows the sound.	25   <b>Kitchen Band</b> Have a variety of kitchen gadgets and encourage child to bang two hands holding objects together.	26   <b>Drop, Drop</b> Have a large clear plastic container and make a hole on the lid. Have smaller lids available for child to drop in the containers.
27   <b>Let's take a walk</b> Take your baby for a walk and name things and people that surround your baby.	28   <b>Pat-a-Cake</b> Sing the song: Pat-a-cake and clap baby's hands as you sing the song.	29   <b>Changing Time</b> As you change your child, name the clothes as you put them on him or her.	30   <b>New Words</b> Find opportunities to teach your child new words. If your child says "Ba" you say words that start with the same sound such as bottle and ball.			

Child's Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

Date \_\_\_\_\_

Tally \_\_\_\_\_

# of  + \_\_\_\_\_ = \_\_\_\_\_

# of  = \_\_\_\_\_

Total \_\_\_\_\_



# Letter Cards

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P



# Letter Cards

Q

R

S

T

U

V

W

X

Y

Z



b	MOVE BACK 1	n	p	i	e
j					t
s	w	g	FREE	a	x
MOVE AHEAD 1					k
z					MOVE AHEAD 2
d	u	MOVE BACK 2	o	r	m
y					v
l	f	q	FREE	c	h



# Missing Letters GAME



# Missing Letters Game

## Materials

- Game board
- Number cube or die
- Game card (one per player)
- Game marker (one per player)
- Dry erase pen (one per player)
- Paper towels

## How to Play

1. Choose a game marker. Place it on any "letter" space. (Players may share a space.)
2. Take turns rolling the number cube. Move that number of spaces (in any direction), then follow the directions on the space, as indicated below:
  - "Letter" space: Check your game card for that letter of the alphabet. Write the letter in the correct place if it is missing.
  - "Free" space: Fill in any one missing letter on your game card.
  - "Move ahead..." or "Move back..." space: Move as directed and check your game card for that letter. Write the letter, if it is missing.
3. Keep playing until one player fills in all missing letters on his or her game card (or play until all players complete their cards). Erase your game card and play again.

## Missing Letters

A B \_ D \_ F G \_ \_ J  
K L \_ N \_ P \_ R \_ T  
U \_ W X \_ Z



# Missing Letters Game Cards

## Missing Letters 2

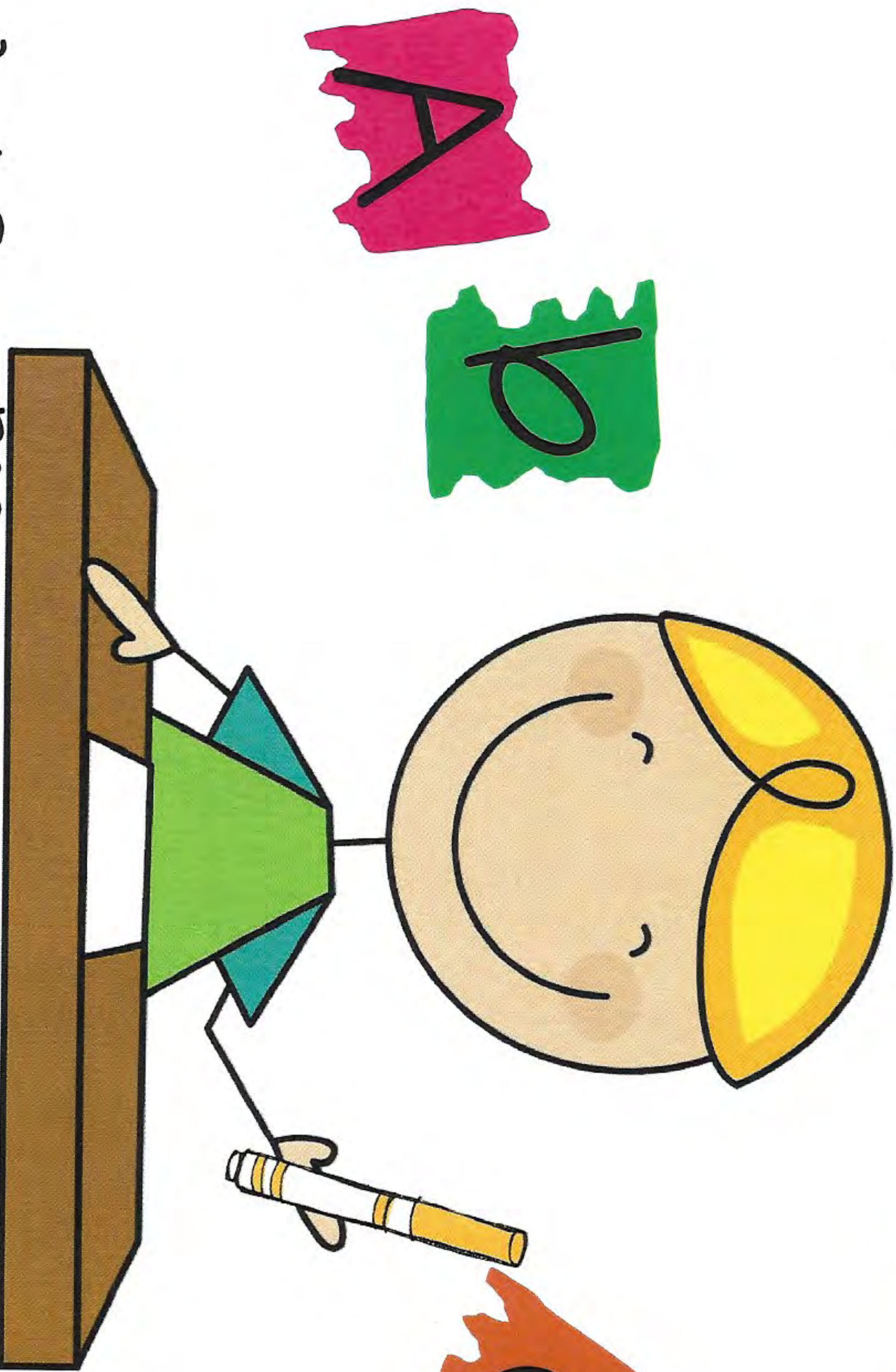
A \_ C \_ E F \_ H I \_  
\_ L M \_ O \_ Q R S \_  
U V \_ X Y \_

## Missing Letters 3

\_ b \_ d \_ f g \_ i j  
\_ \_ m n \_ p \_ r s \_  
u v w \_ y z



# Highlight-a-Letter!



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[www.withinspiredapple.blogspot.com](http://www.withinspiredapple.blogspot.com)

Graphics by JW Illustrations, KPM Doodles, & Teaching in a Small Town

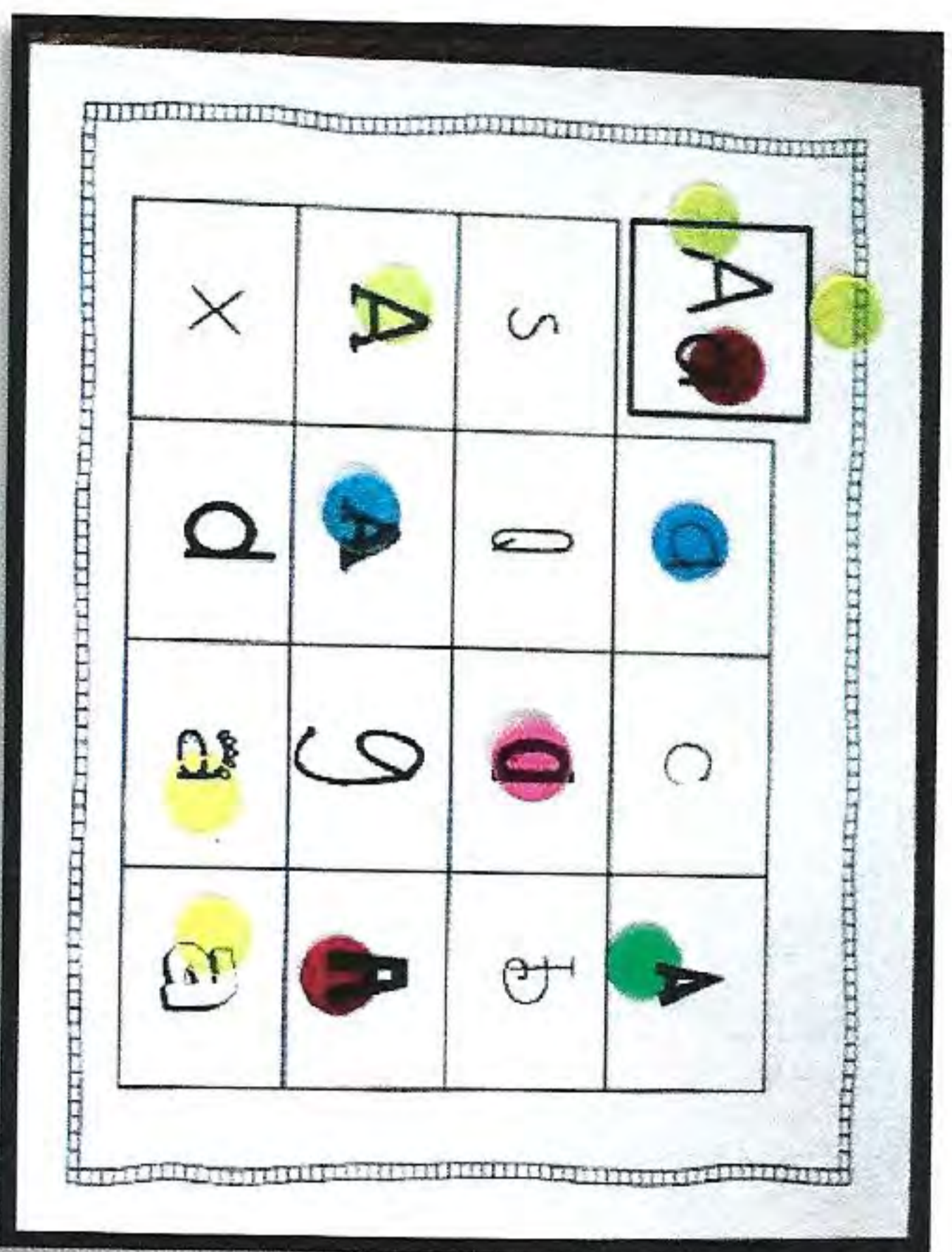
Fonts from Kevin & Amanda, KG Fonts, & Hello Literacy



# Grab Your Highlighter & Go!

This activity can be used for many purposes! Use it for small group instruction, RTI, morning work, homework, etc!

Students cover the focus letter (pictured in the left-hand corner of each mat) throughout the grid. If you don't have clear, plastic chips, slip the activity mat into a plastic sleeve and let students use dry-erase markers to highlight the letters.



This activity sheet can be used as a follow-up to the activity mat or can be used independently. Students use a highlighter to find the focus letter throughout the grid. Then, they practice writing the focus letter in upper- and lower-case.



A a

d

c

A

s

o

D

F

A

A

G

A

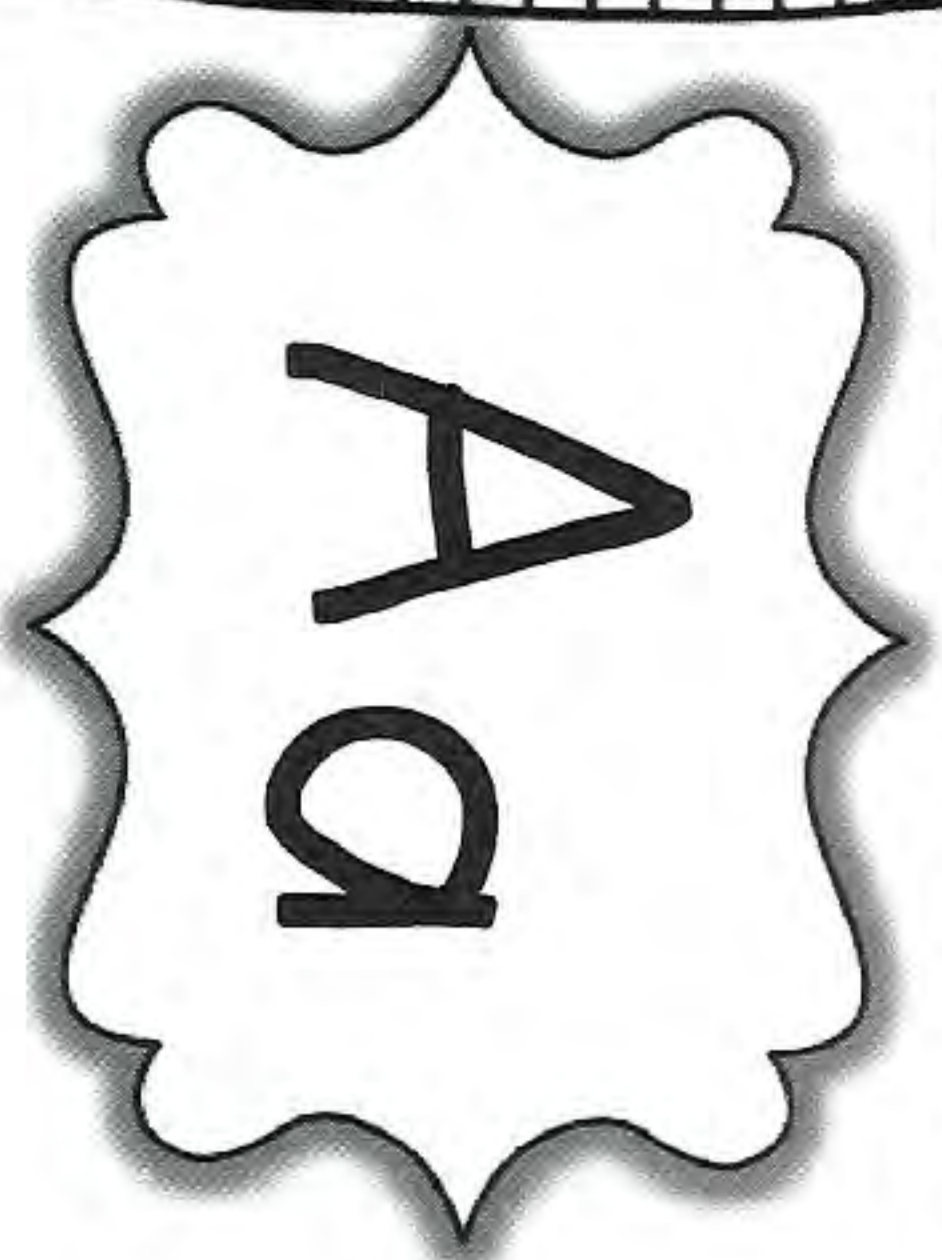
x

p



g

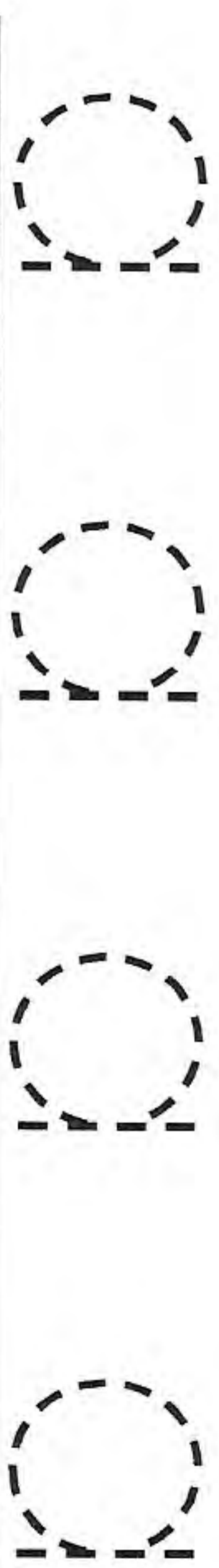
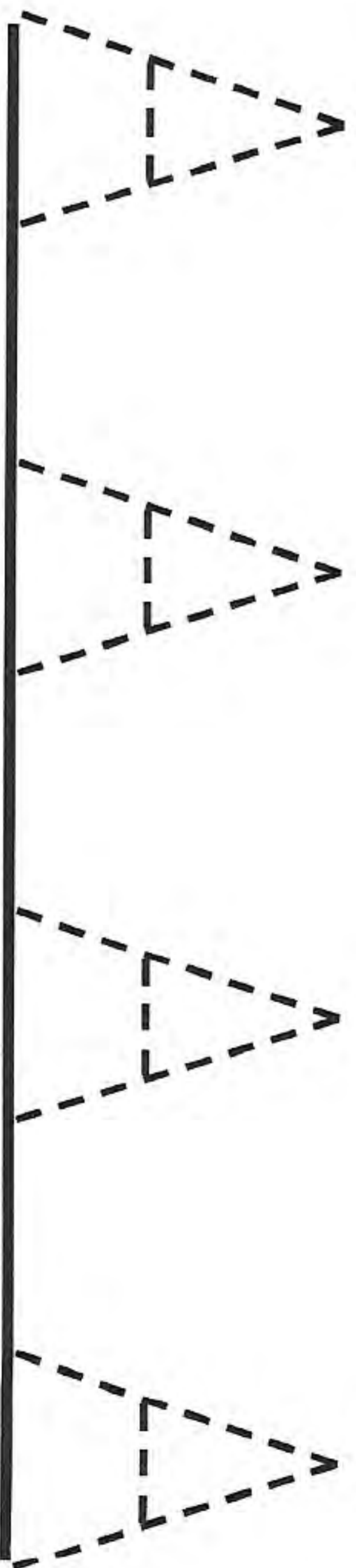




# Highlight -a- Letter!

Highlight the letters Aa. Then trace and write the letters.

A	i	h	a
U	x	a	B
A	o	f	a
a	y	A	d





## **A words**

**Practice oral recognition.**

**ant**

**an**

**anthill**

**at**

**apple**

**are**

**apple pie**

**on**



**A a**

**Ants, ants, ants!**

**Ants on an anthill,**

**Ants on an apple,**

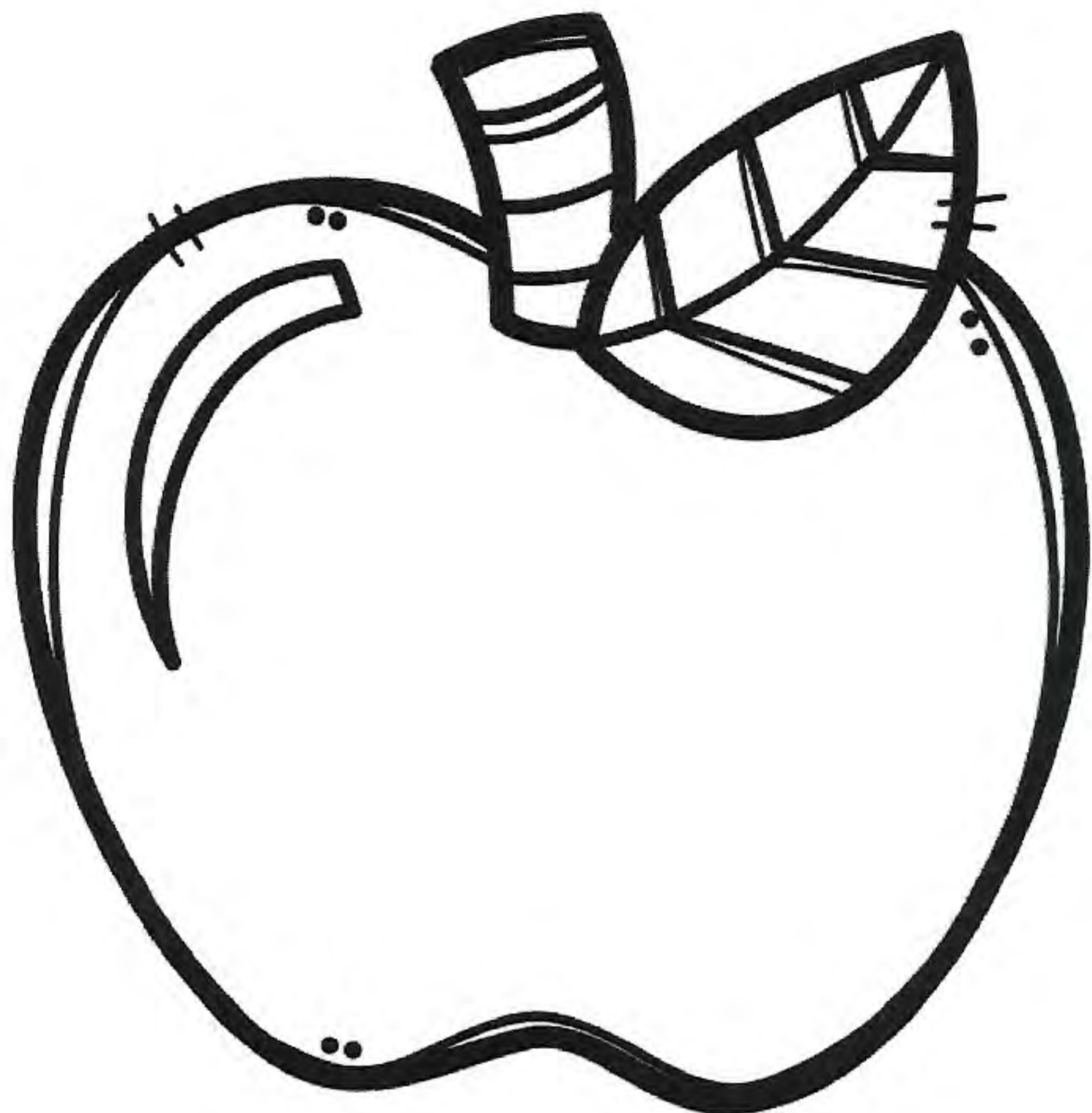
**And ants on our apple pie.**

**Oh, my!**



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**A**

**a**

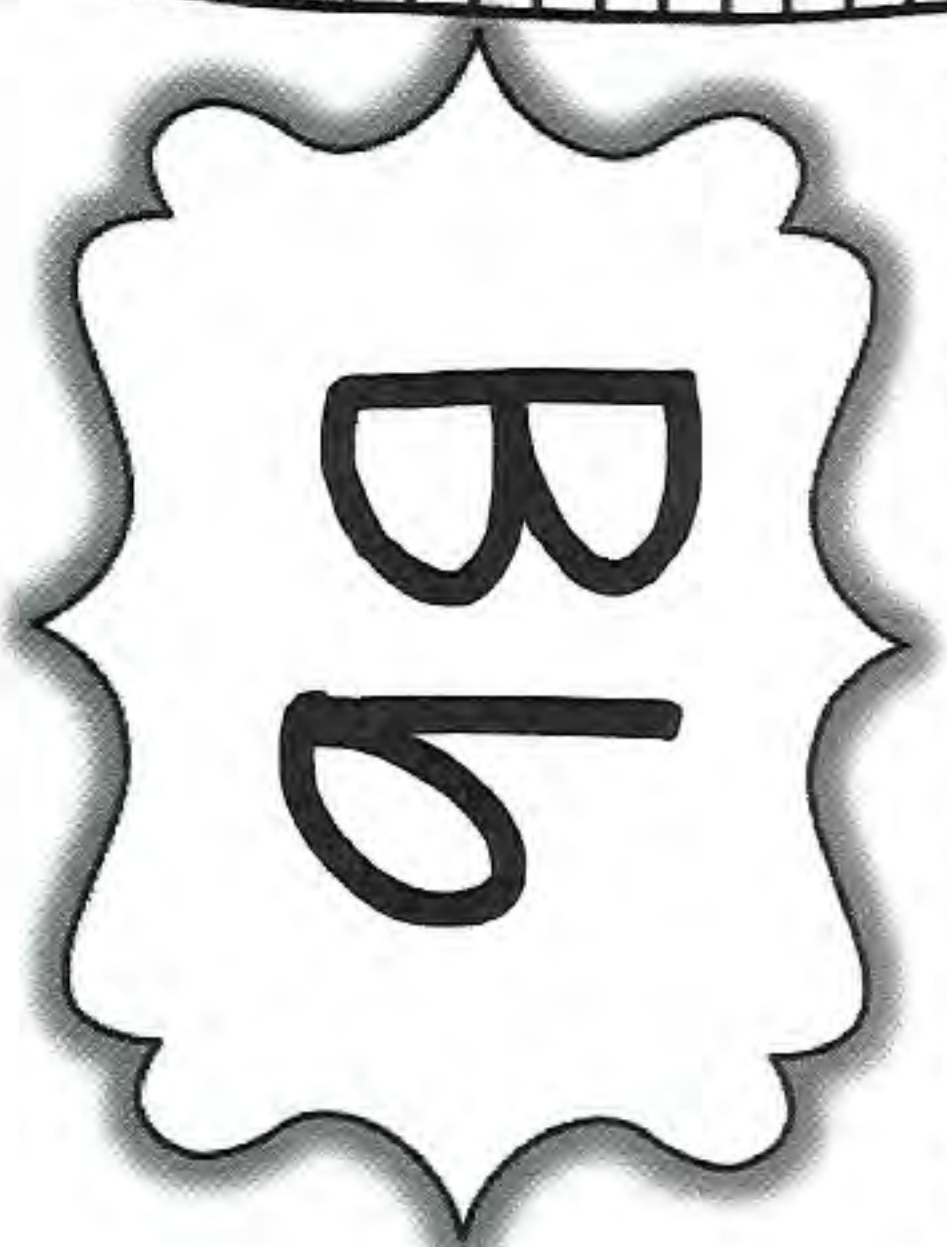


**A a**

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A	A	a	A	a
a	a	A	a	A





# Bb Highlight-a-Letter!

Highlight the letters Bb. Then trace and write the letters.

b	n	b	B
B	x	B	M
b	q	b	Z
B	B	A	d

B B B B

b b b b



b	Q	A	Q
---	---	---	---

C	D	B	Q
---	---	---	---

b	B	A	b
---	---	---	---

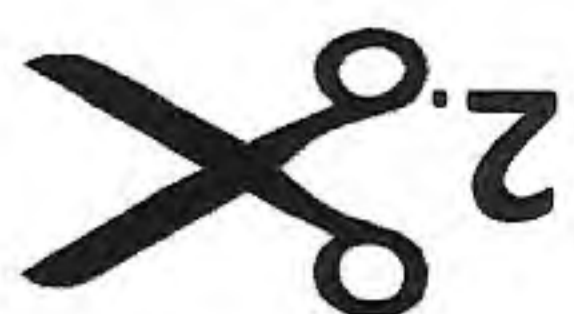
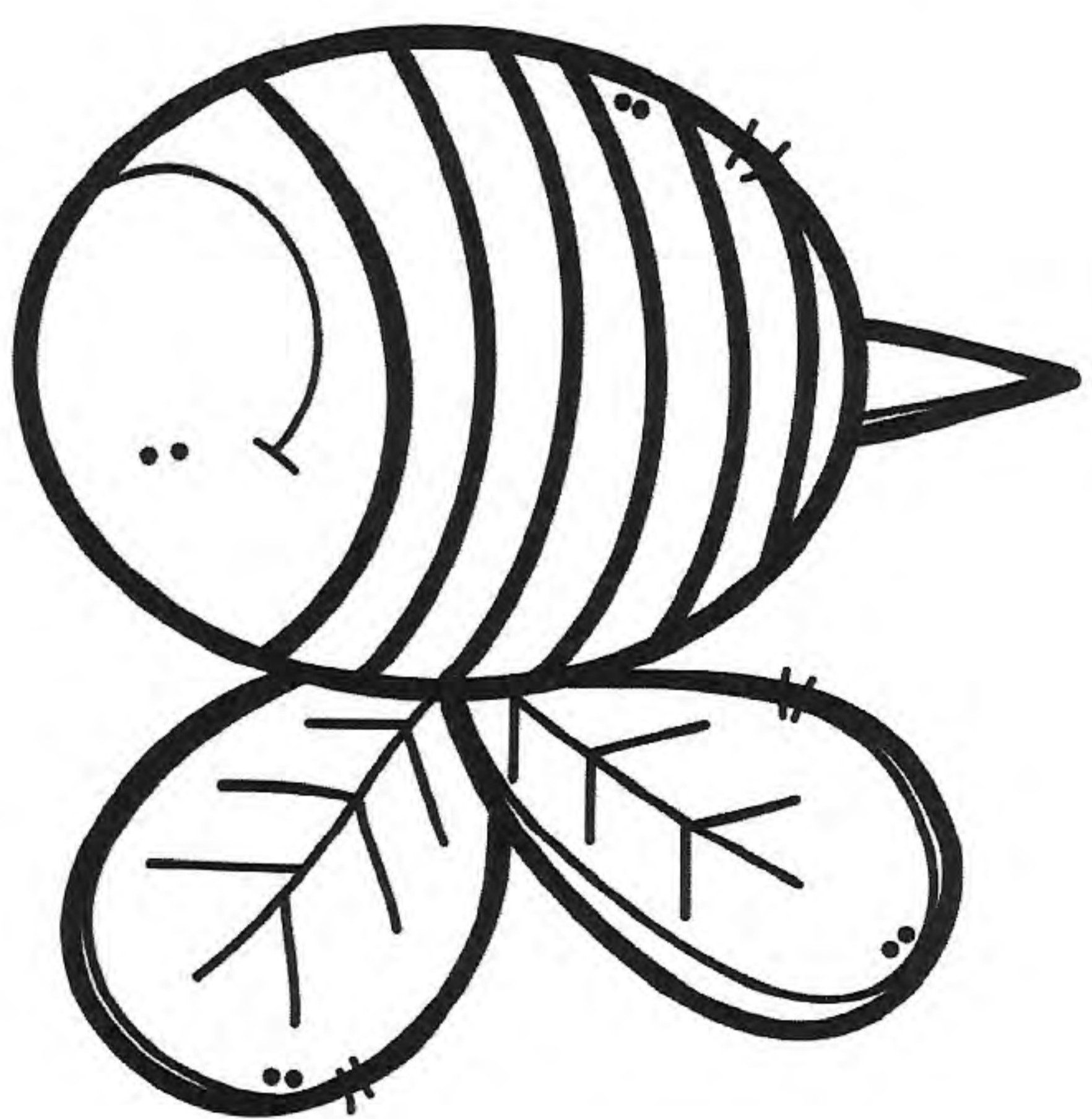
<b>Bb</b>	S	B	b
-----------	---	---	---



B	B	B	B	B
b	b	b	b	b

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**B b**




**B**

**b**

Name: \_\_\_\_\_

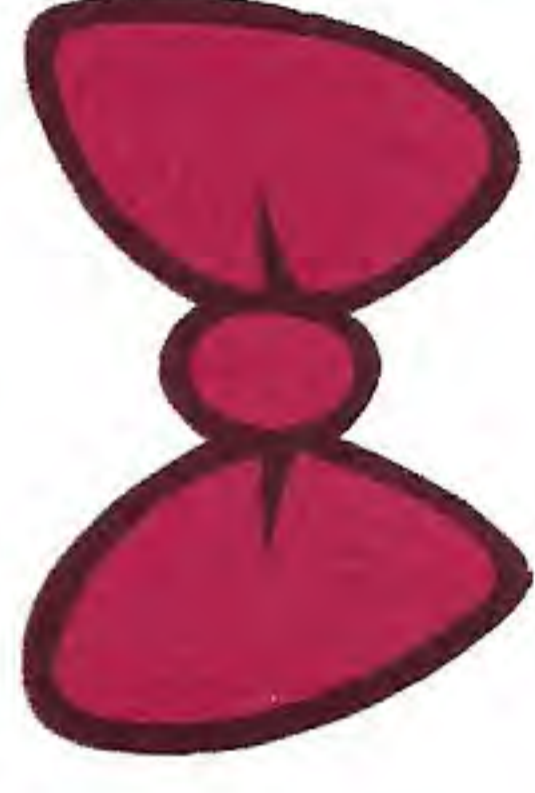
Date: \_\_\_\_\_



Bb



I see a bee,



a bee on a bow,



a bow on a bear,

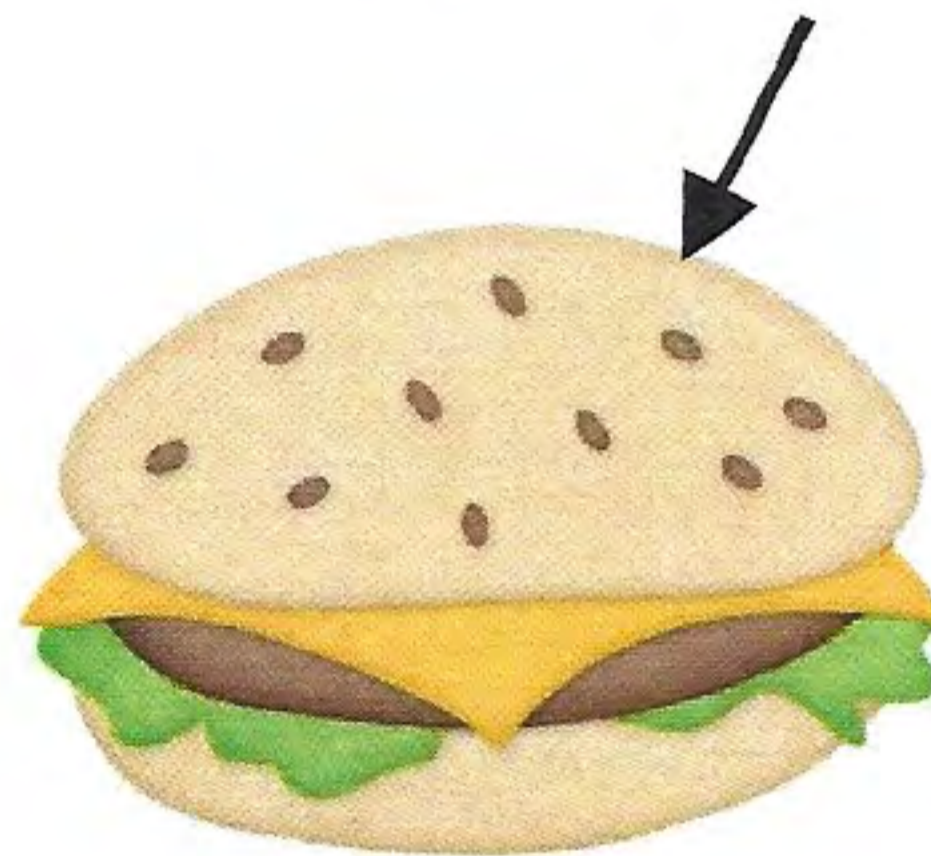
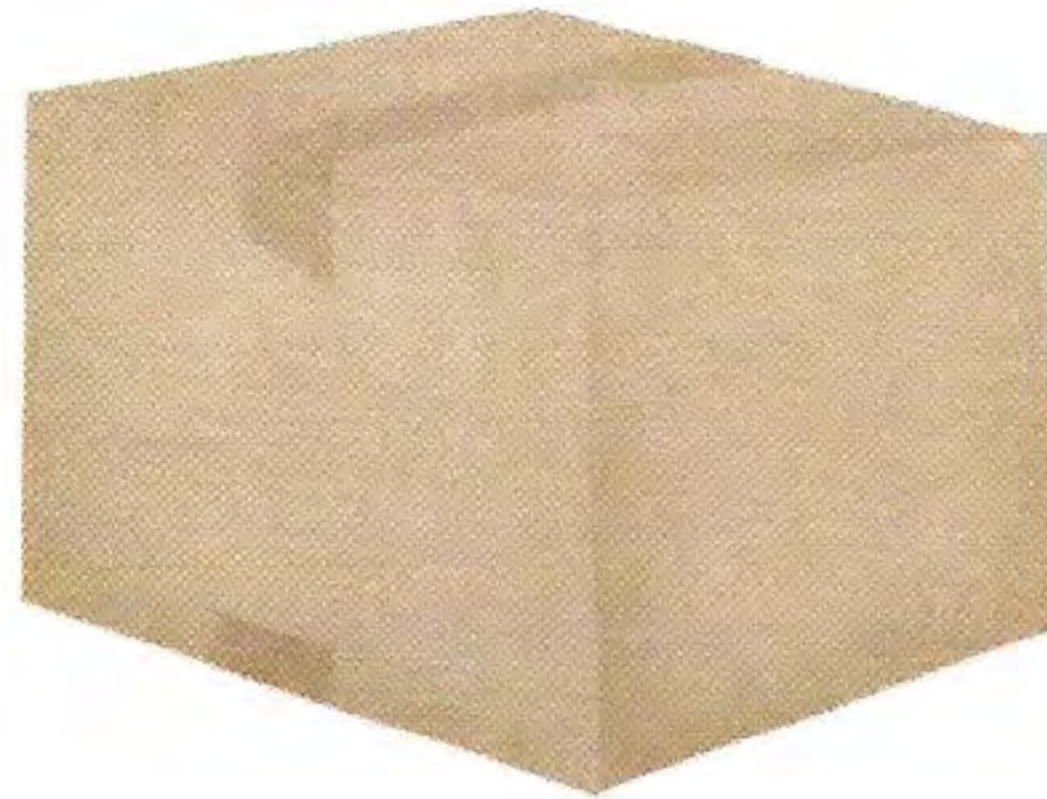


and a bear on a bus.

What a fuss!



# Bb



bag

bat

bus

bed

beg

big

bin

box

bug

bun





Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 2: April 20 – April 24, 2020

Students Rise. We all Rise





## Week of 4/20/20 to 4/24/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 2 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 2 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 2 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 2 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 2 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

## Week 2 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

Day1

Day2

Day3

Day4

Day5



# I Know Important Information

Week 2



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_

My Address is \_\_\_\_\_

My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

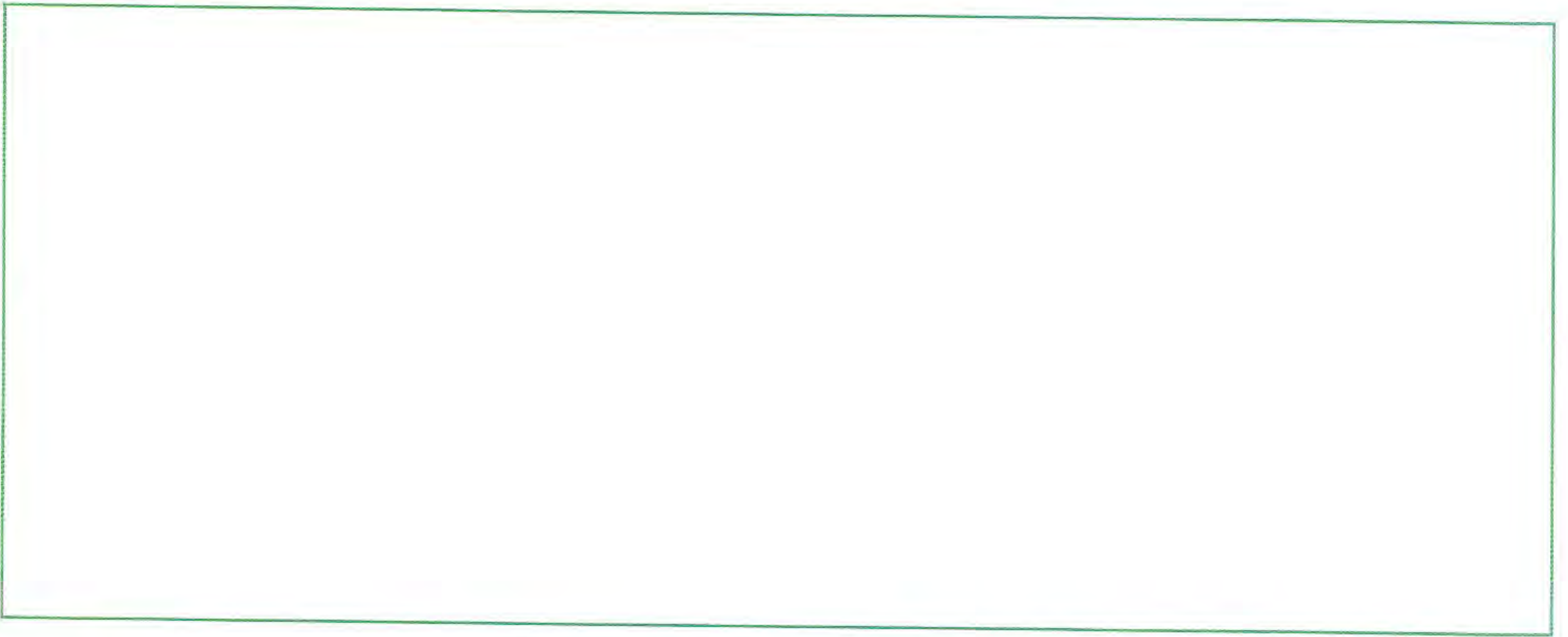
My Address is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My Telephone Number is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



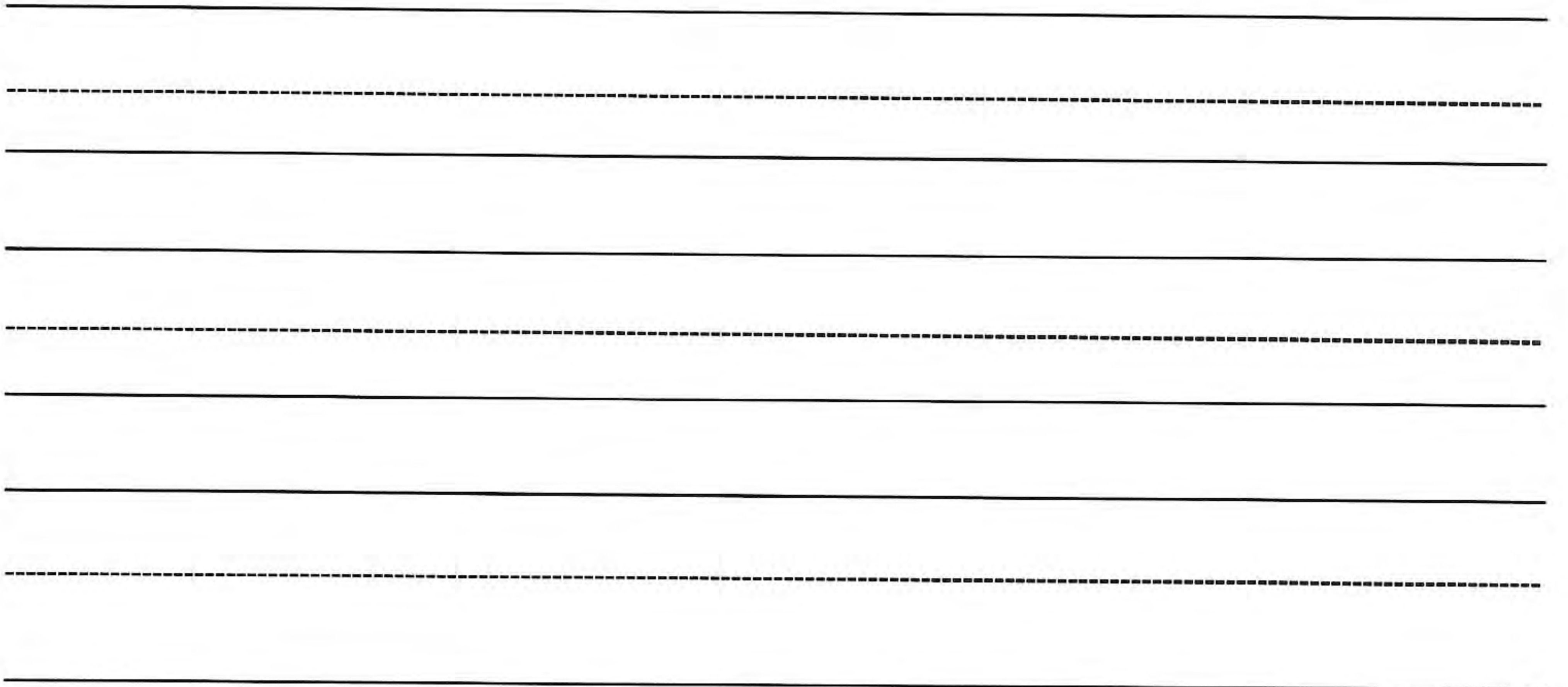
# Journal Writing

WEEK 2



**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).





# FREE EDUCATIONAL WEBSITES FOR KIDS

For Links Visit FromABCsToACTs.com

PBS Kids

Make Me Genius

Starfall

The Magic School Bus

Cool Math

Highlights Kids

ABCya

National Geographic Kids

The KIDZ Page

Funbrain

NGAkids Art Zone

BBC History for Kids

Storyline Online

Steve Spangler Science

Mission US

The Happy Scientist

Khan Academy

Cells Alive

KidsReads

Google Earth

Youngzine

Fuel the Brain

Mr. Nussbaum

Exploratorium

Turtle Diary

e-Learning for Kids

Sesame Street

Fun Fonix

Seussville

Tvokids

The Story Starter

NASA Kids' Club

Crypto Club

Earthquakes for Kids

Smithsonian Learning Lab

Study Jams

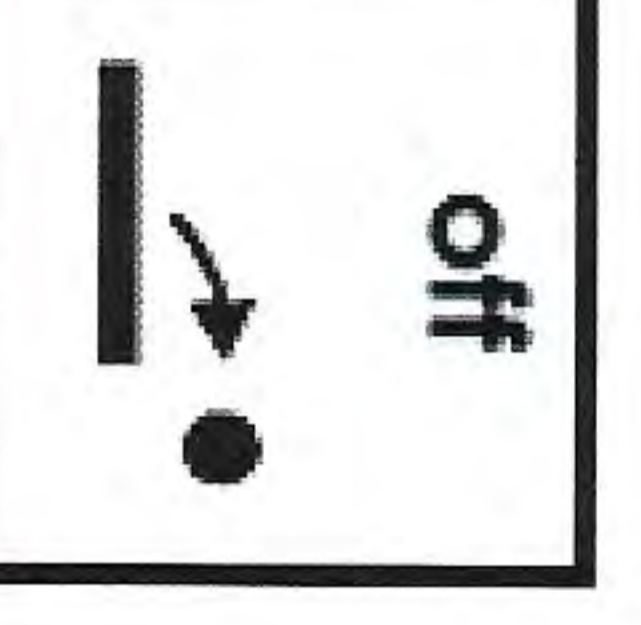
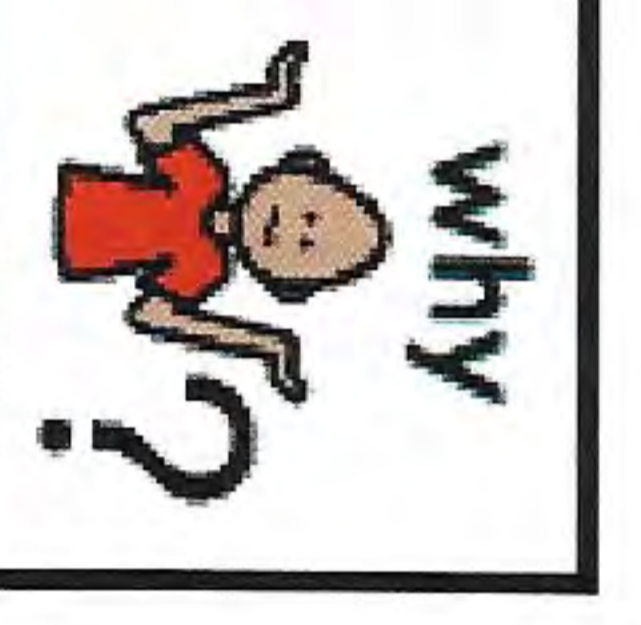
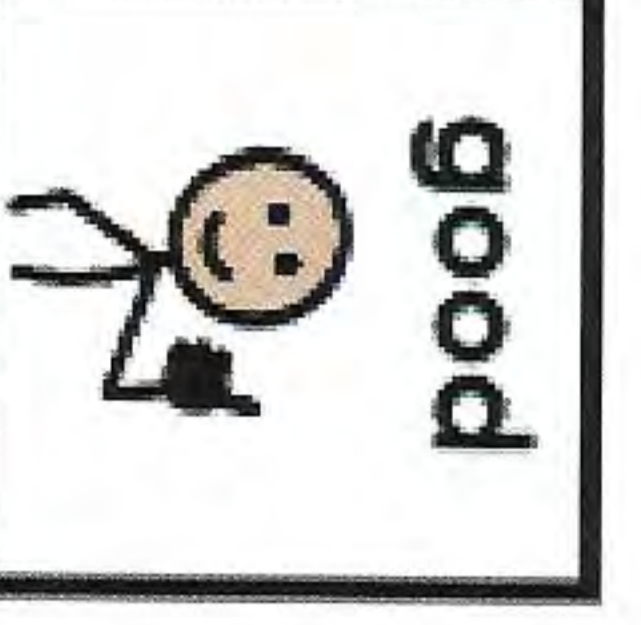
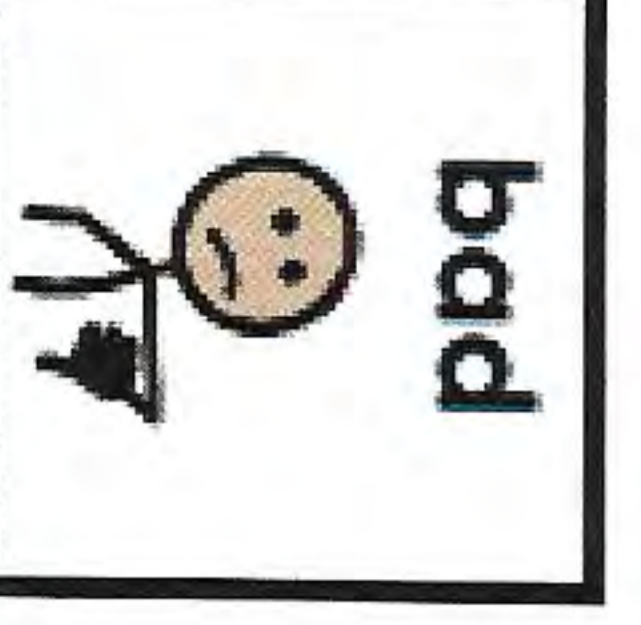
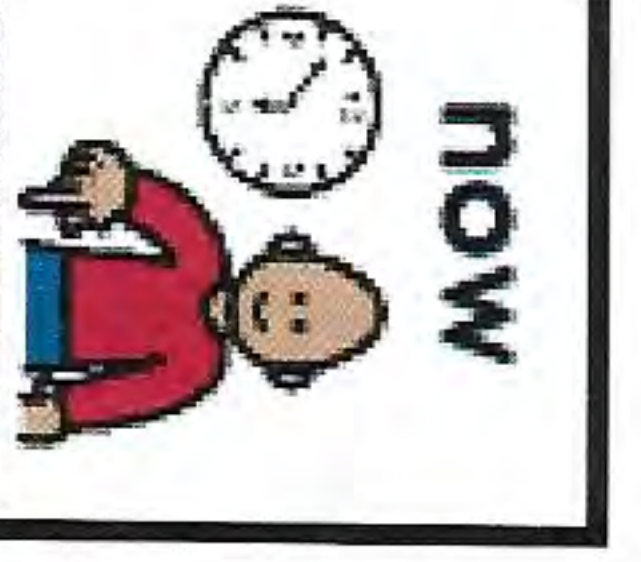
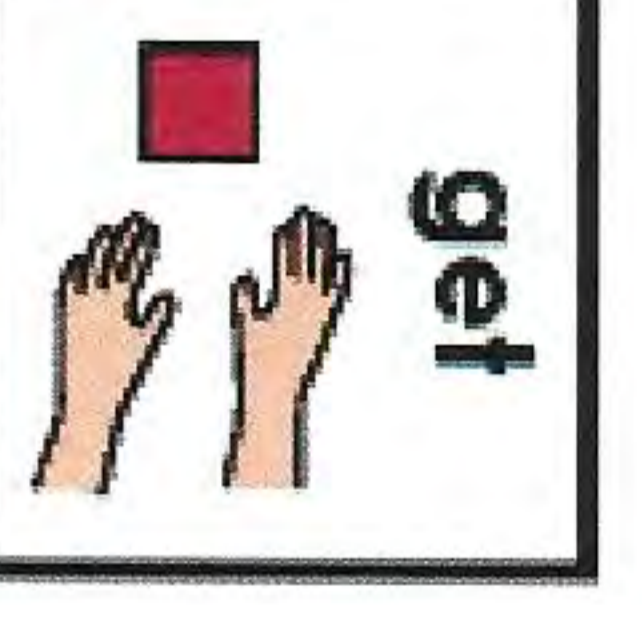
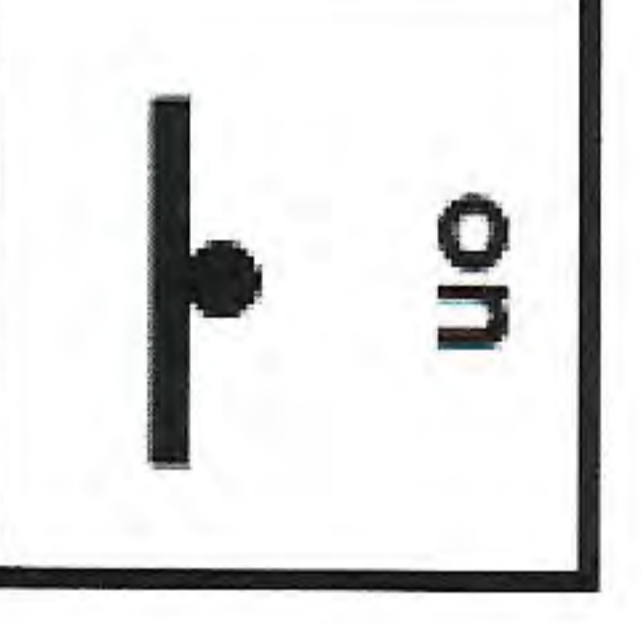
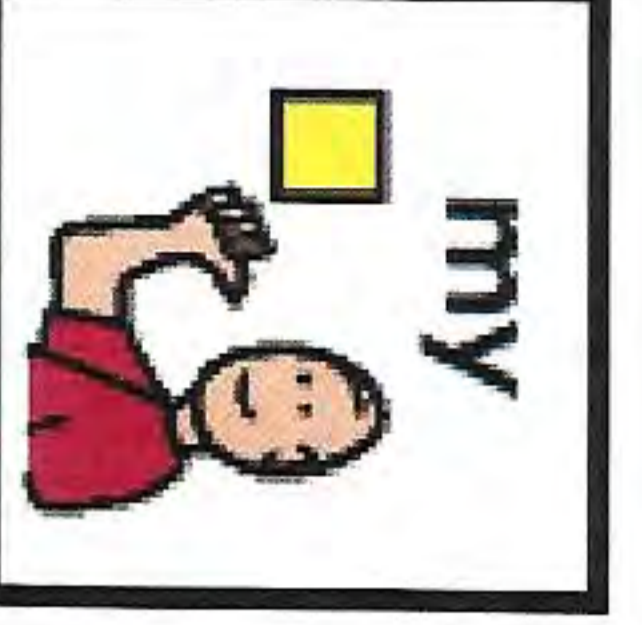
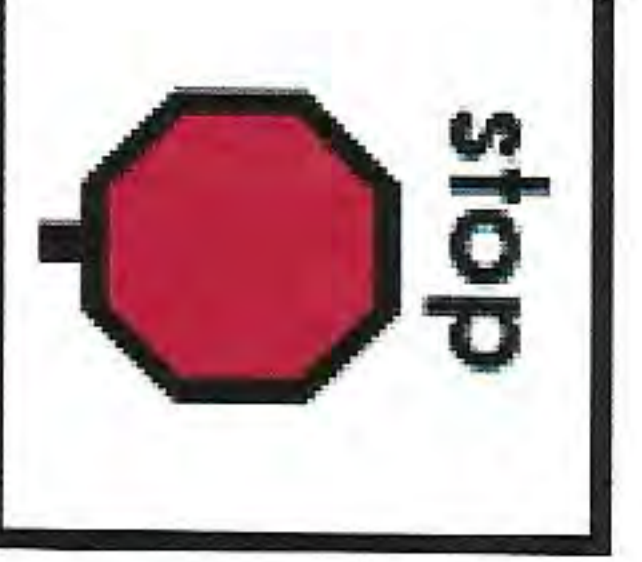
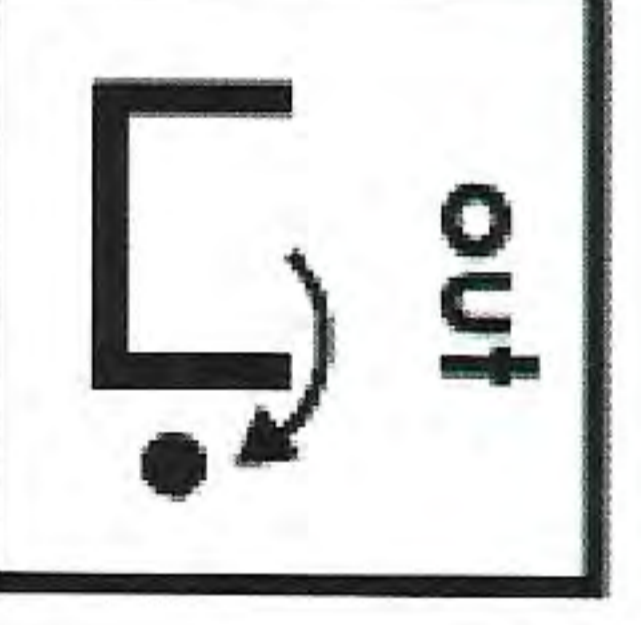
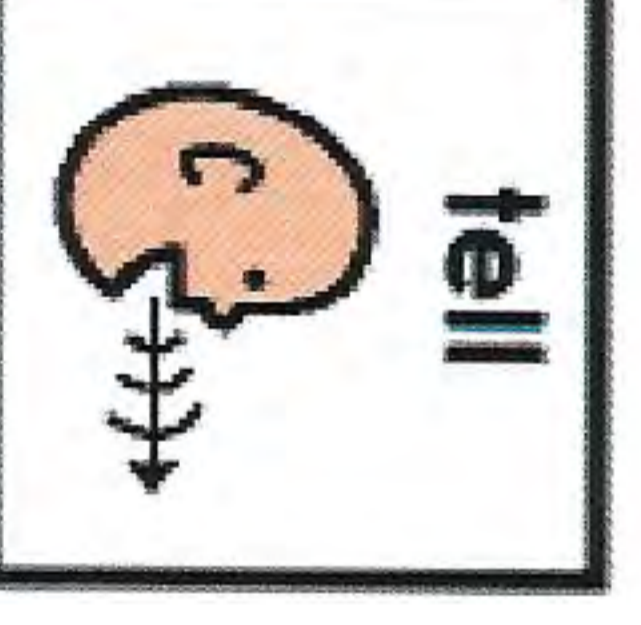
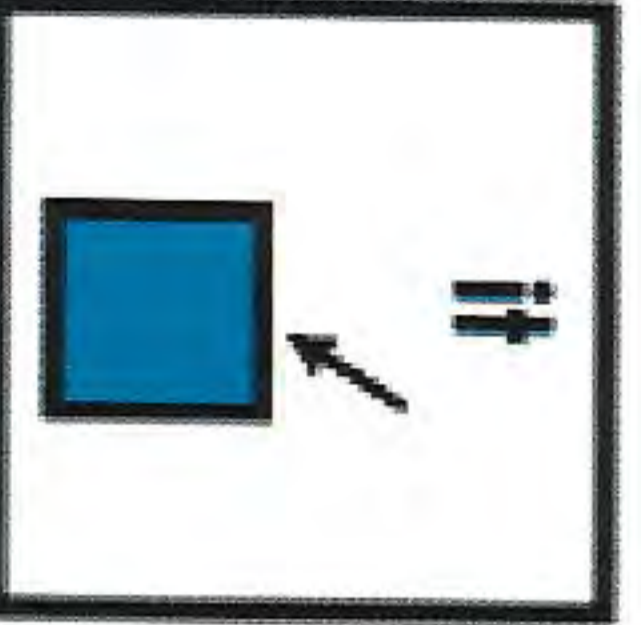
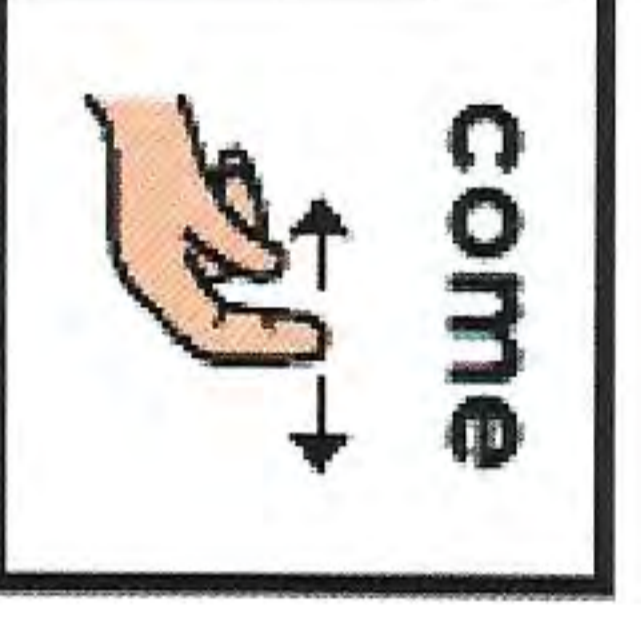
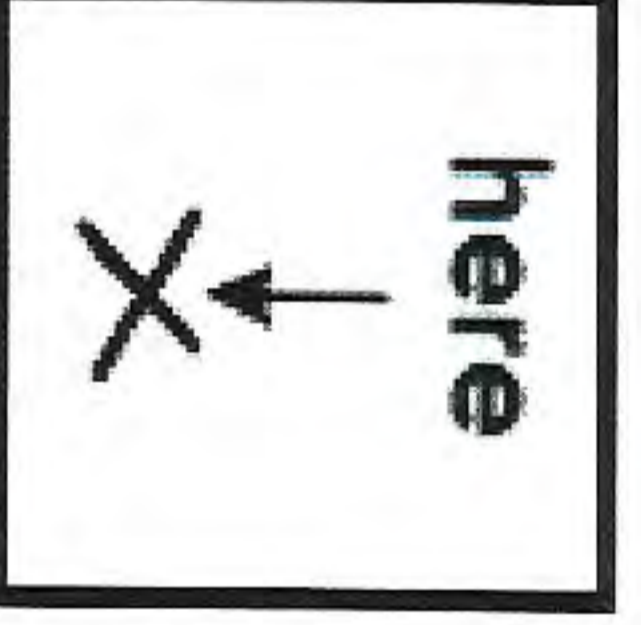
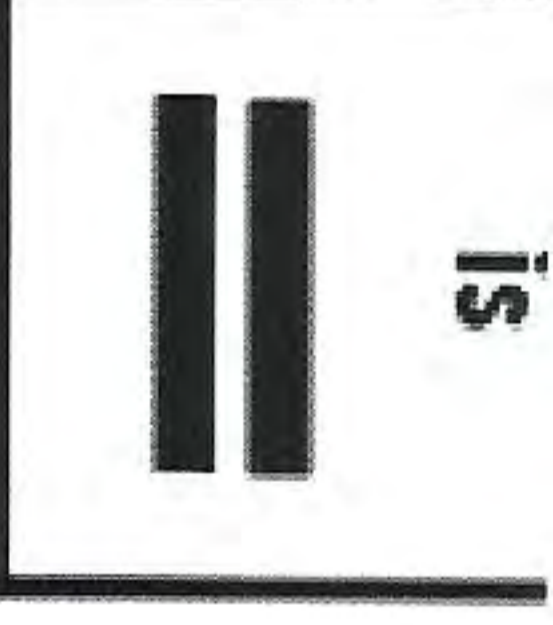
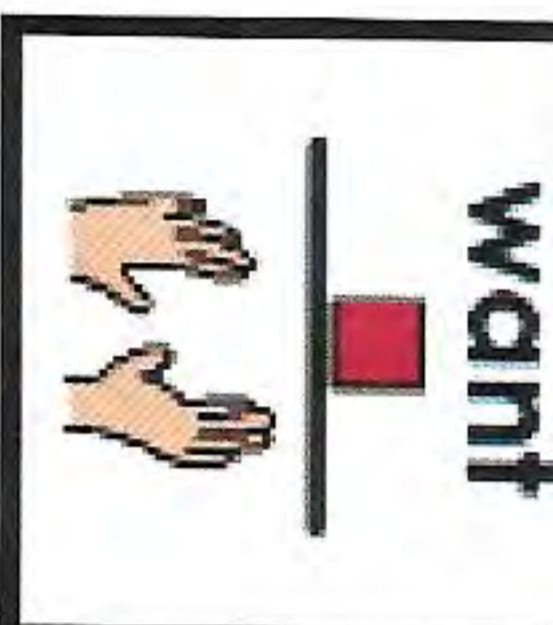
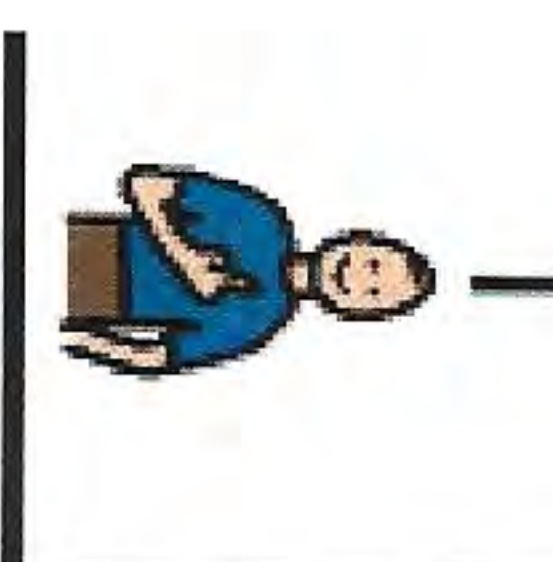
Grid Club

Magic Tree House

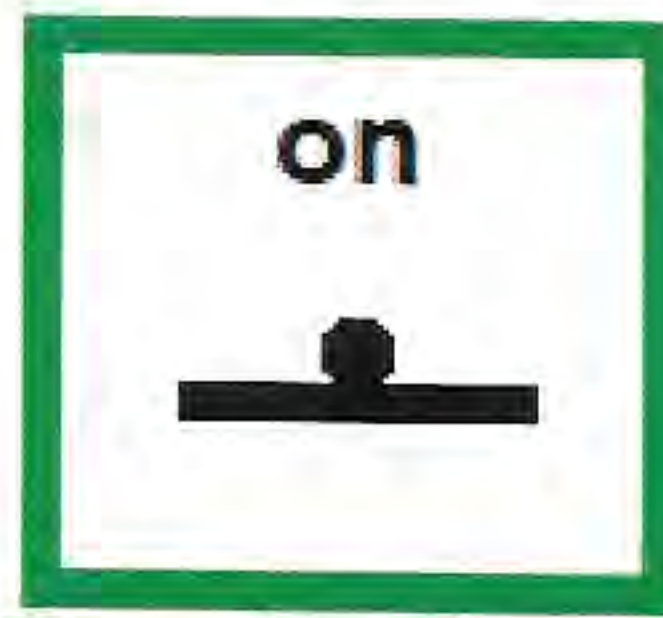
DOGO News

Science Bob



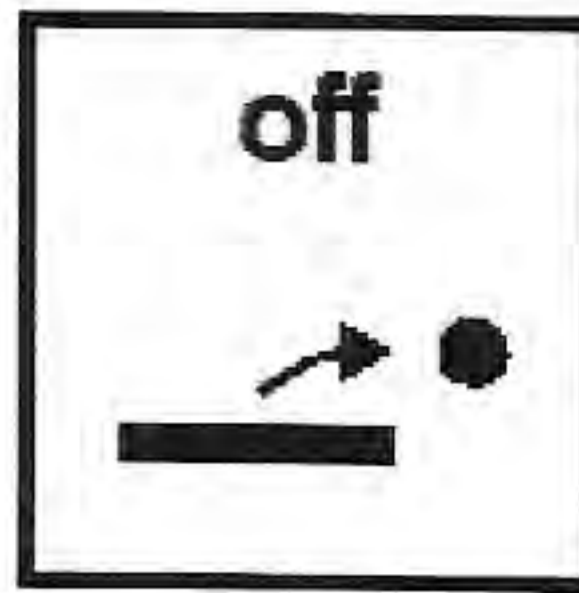






<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Question</li> <li>● Request</li> <li>● Comment</li> <li>● Command</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Put it on.</li> <li>● I want it on.</li> <li>● Get on!</li> <li>● Is it on?</li> <li>● Turn it on.</li> <li>● Is it on or off?</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Cooking-turn on blender, microwave, oven</li> <li>● Mr. Potato Head- putting on objects</li> <li>● Dress up-putting on clothing</li> <li>● Lacing beads, stacking toys, blocks</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Conservation in the classroom- What is going on?</li> <li>● When joking- "Come on!"</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for "on" books</li> <li>● <u>Ten Little Ladybugs</u></li> <li>● <u>Way Far Away on Wild Safari</u></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Sorting animal habitats -on a farm, in a house, etc.</li> <li>● Sorting vehicles-car on the road vs plane in the sky</li> <li>● Count the sounds</li> <li>● Turn on/off lights, smartboard, fan, music. etc.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Get on/off playscape or swings</li> <li>● Hide and seek</li> <li>● Don't step on the lava! Game <a href="http://handsonaswegrow.com/floor-is-lava">handsonaswegrow.com/floor-is-lava</a></li> <li>● Parachute- monkeys jumping on the bed</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Wheels on the Bus</li> <li>● Down on Grandpa's Farm</li> <li>● 5 Little Monkeys</li> <li>● Going on an bear hunt</li> </ul>





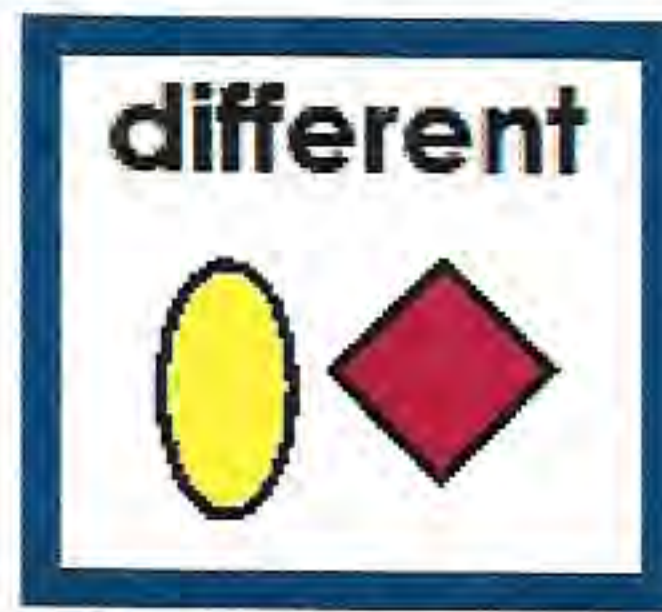
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Turn it off!</li> <li>● Get off.</li> <li>● It is off.</li> <li>● Off we go!</li> <li>● Is it on or off?</li> <li>● Don't turn it off!</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Mr. Potato Head-putting things off or on</li> <li>● Cooking-turning off/on microwave, blender, etc.</li> <li>● Chipper chat magnetic wand on and off</li> <li>● Lacing beads, stacking toys</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Asking-Where are you off to?</li> <li>● Joking- You are way off.</li> <li>● Count down and blast off</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://Tarheelreaders.org">Tarheelreaders.org</a></li> <li>● <a href="#"><u>Off we go</u></a></li> <li>● <a href="#"><u>Five Little Monkey's</u></a></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Take your coat, hat, gloves, etc. off</li> <li>● Turn off lights, fan, smartboard, etc.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Scavenger hunt-turn flash lights on/off</li> <li>● Balance beam-getting on/off</li> <li>● Trampoline on/off</li> <li>● Walk the line-don't fall off</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Five Little Monkeys, etc .... (search youtube)</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “You do it”</li> <li>● “Do you want?”</li> <li>● “You do/I do”</li> <li>● “I do not like/want”</li> <li>● Do you feel good?</li> <li>● Do you like it?</li> <li>● What can we do?</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Charades “What did I do?”</li> <li>● Auditory CDs: Play a sound and ask, Do you know what it is?</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Play game with group, choose action and have child say “I can do it.” For example say “I can jump” “Can you do it?” The child says “I do it”, then they jump</li> <li>● During lunch, “Do you want more?”</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● From Head to Toe~ Eric Carle</li> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “do” books.</li> <li>● Brown Bear Brown bear books</li> <li>● Do You Want To Be My Friend - Eric Carle</li> <li>● What do you do with a tail like this? Steve Jenkins</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Predictive writing (what do you do at a party, at holidays, on the weekend).</li> <li>● What did you do this weekend?</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Can you do it? Choose an action, then choose a friend to “do it”.</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Do the hokey pokey</li> <li>● Do the hustle</li> <li>● Do you want to build a snowman?</li> <li>● Do you know the muffin man?</li> <li>● Do you want to be my friend read aloud by Loony Tricky</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Comment</li> <li>● Command</li> <li>● Question</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “I want something different”</li> <li>● “They are different”</li> <li>● “Something is different”</li> <li>● “You want different?”</li> <li>● “That’s different”</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Cotton Balls/Pom Poms (different colors/sizes)</li> <li>● Offer non-preferred item then have student ask for something different.</li> <li>● The Same or Different Game on youtube.</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Learning to request something “different” instead of throwing/pushing the non-preferred item</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● “Same, Same but Different” by Jenny Sue Kostecki-Shaw</li> <li>● “Croc-Gu-Phant” by Sara Ball</li> <li>● “It’s Ok to Be Different” by Todd Parr read aloud: <a href="https://www.youtube.com/watch?v=shYf3prwXJU">https://www.youtube.com/watch?v=shYf3prwXJU</a></li> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “different” books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Identify shapes, colors, and letters that are different during reading or math.</li> <li>● Point out when something is “different” in the schedule.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Requesting a change in activity</li> <li>● Have a cup with sticks one for each gross motor activity, pick a stick to do a different activity.</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● “Same and Different Song” by Rockin’ English</li> <li>● Different Colors -Kidz Bop</li> </ul>



# Letter Cards

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p



# Letter Cards

q

r

s

t

u

v

w

x

y

z



# Missing Letters Game Cards

## Missing Letters 4

a \_ c \_ e \_ g h i \_

k l \_ n o \_ q \_ s \_

u v w \_ y \_

## Missing Letters

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



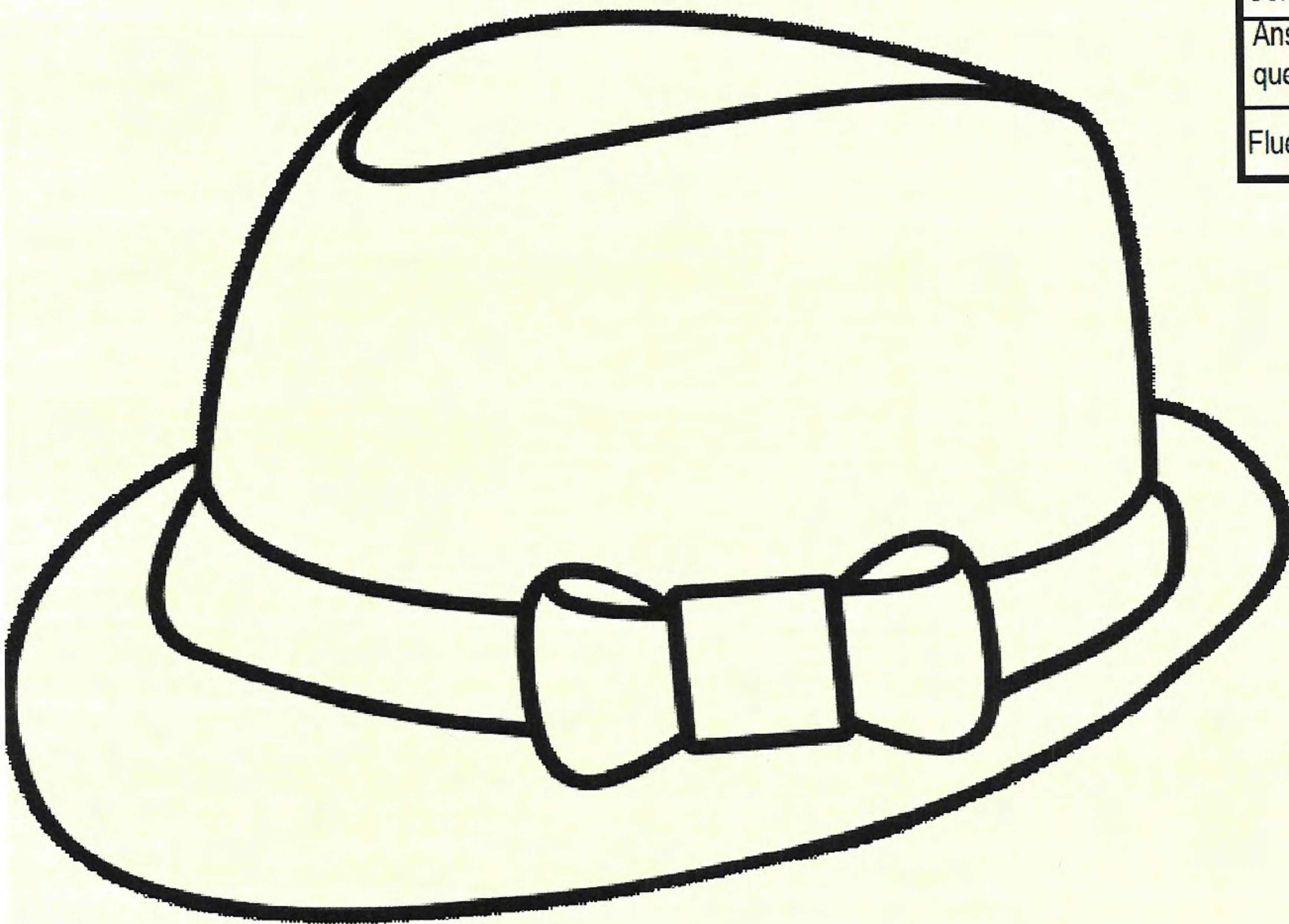
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

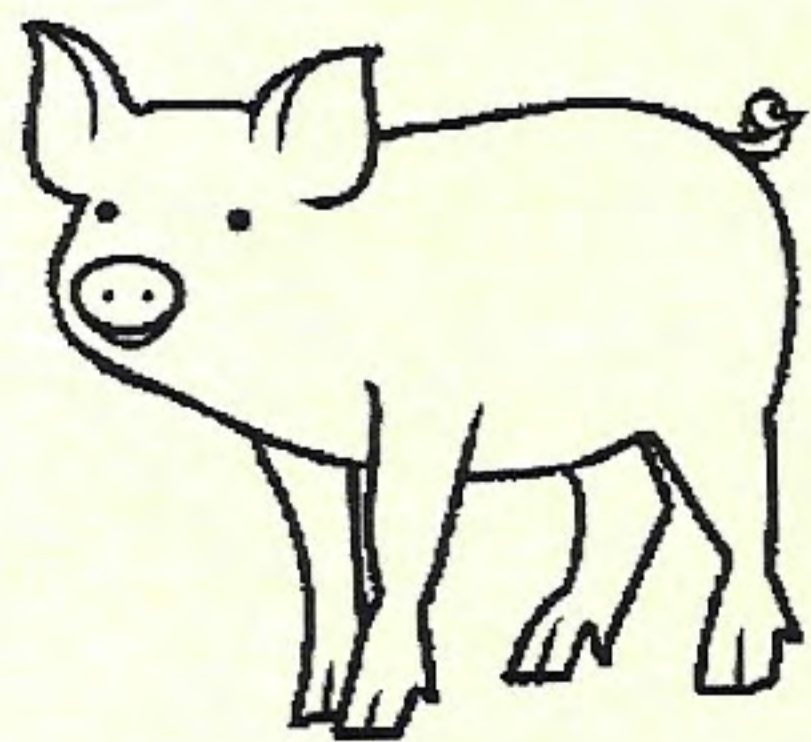
**Data Collection**

Reads # words.	/8
Colors hat red.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

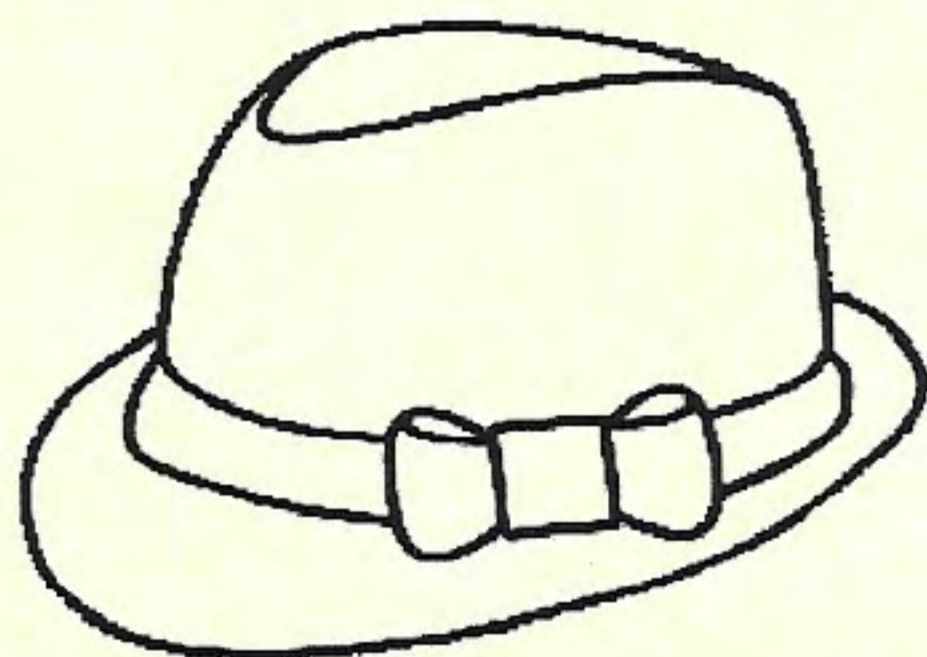


I see a hat.  
The hat is red.

What do you see?

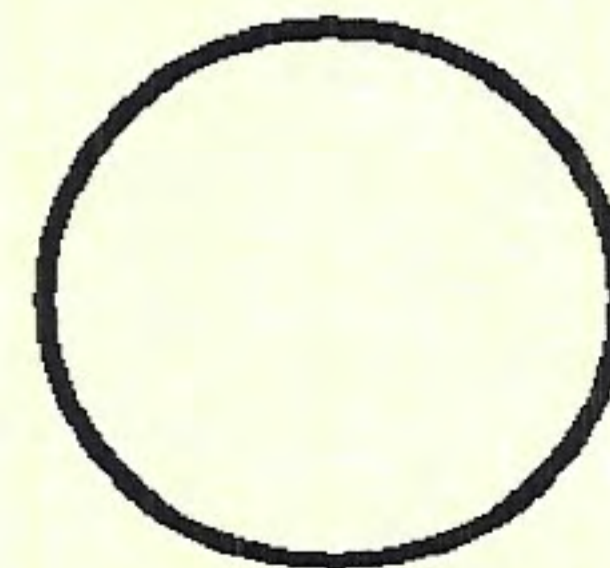


pig

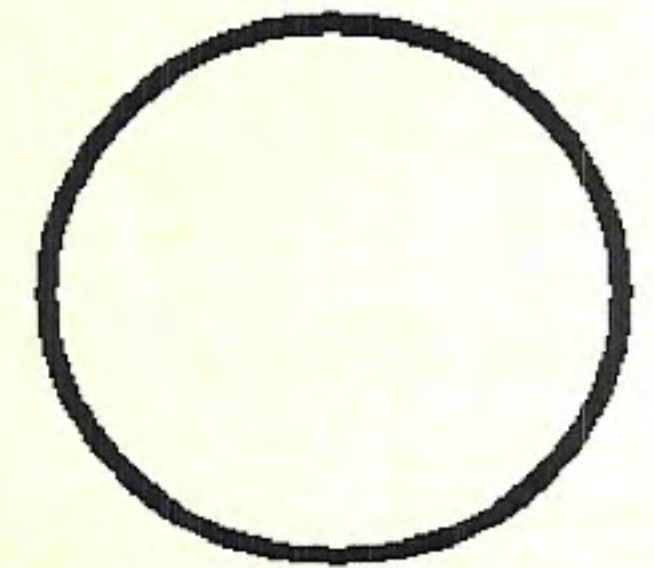


hat

What color is the hat?



pink



red



Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

### Data Collection

Reads # words.	/8
Colors frog green.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

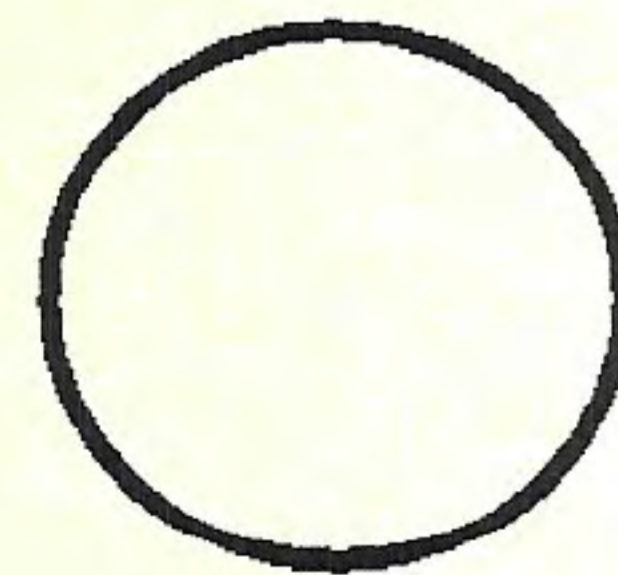
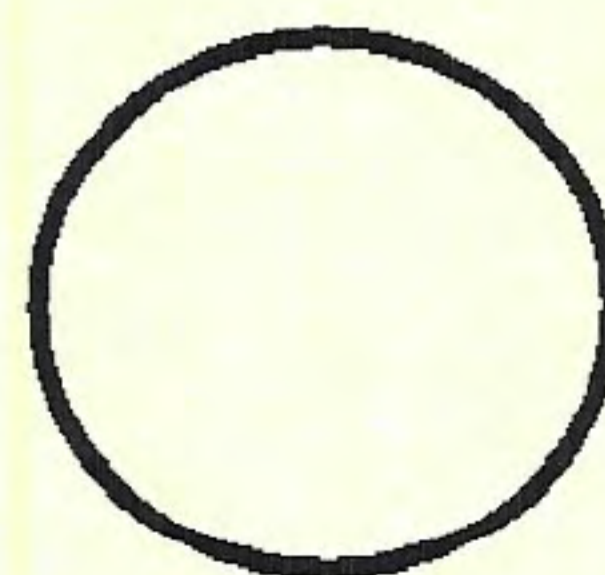
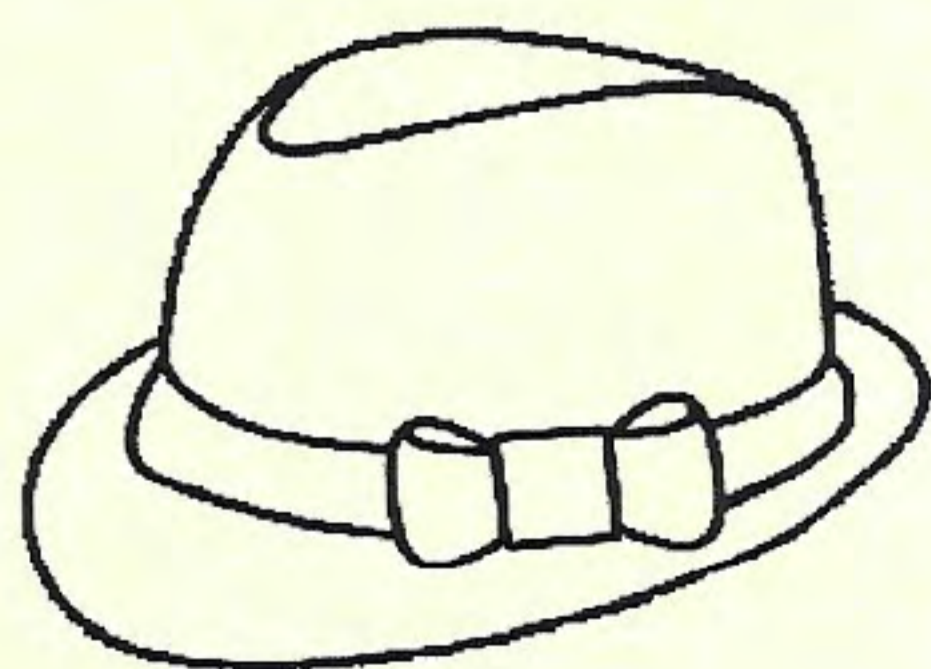
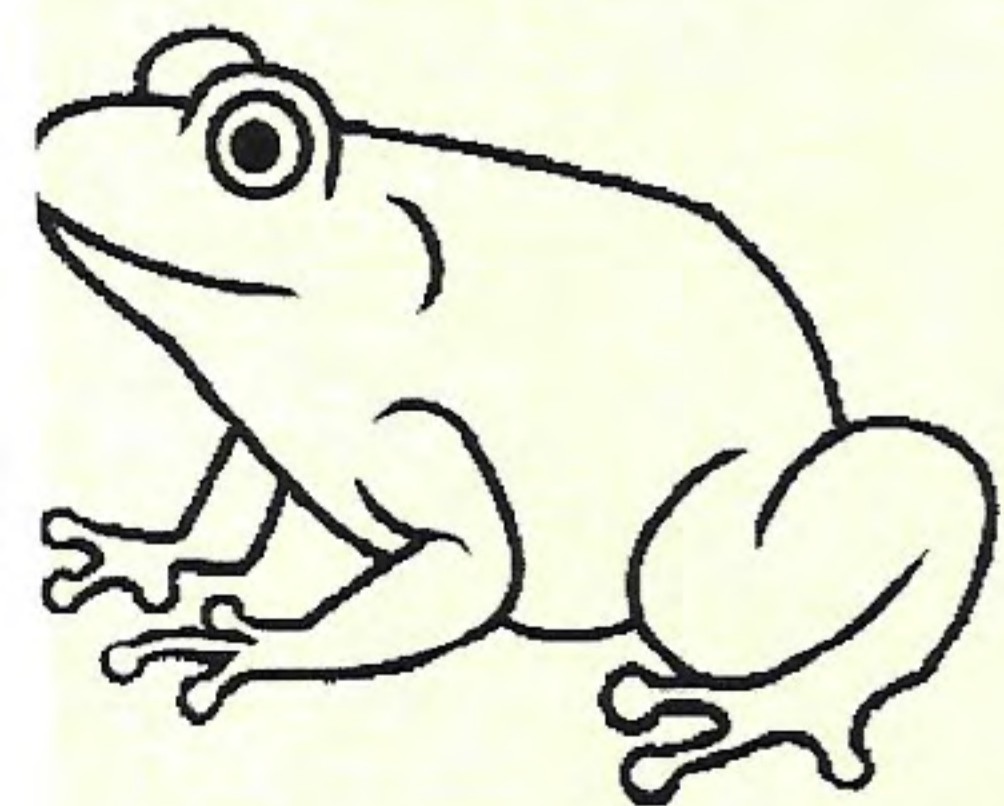


I see a frog.

The frog is green.

What do you see?

What color is the frog?



frog

hat

green

red



# Dd Highlight-a-Letter!

Highlight the letters Ddc. Then trace and write the letters.

v	D	h	D
c	x	d	D
f	j	d	a
o	p	c	d

D

D

D

D

d

d

d

d



D

d

C

D

C

D

y

D

d

V

D

S

Dd

S

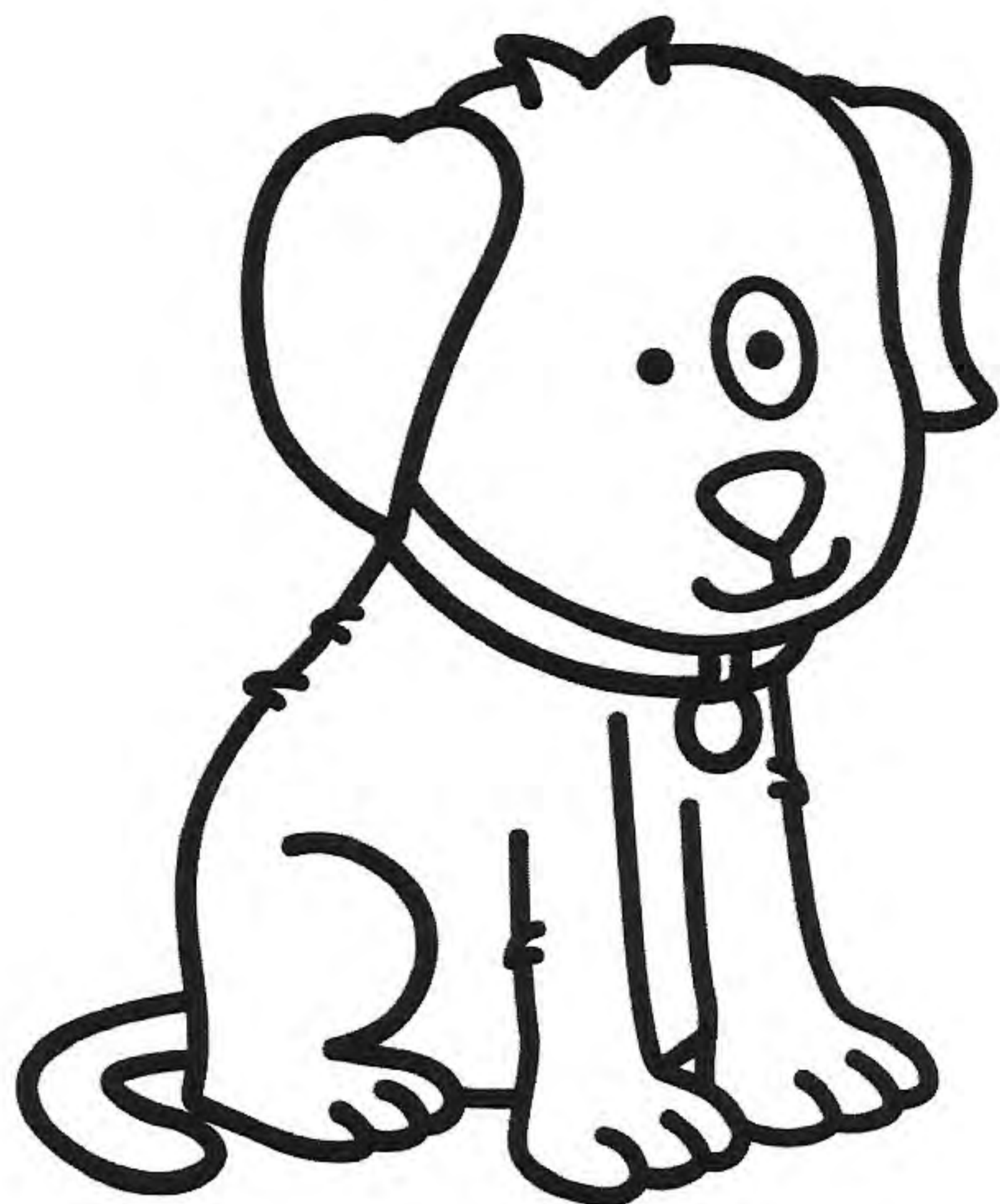
A

d



Name: \_\_\_\_\_

Date: \_\_\_\_\_



D

d

D d



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D	d	D	d	d
d	D	d	D	D



## **D words**

Practice oral recognition.

dog

duck

dive

dig

do

deer

dolphins



Dd



Do ducks like to swim?



Do dogs like to dig?



Do deer like to run?

Do dolphins like to dive?



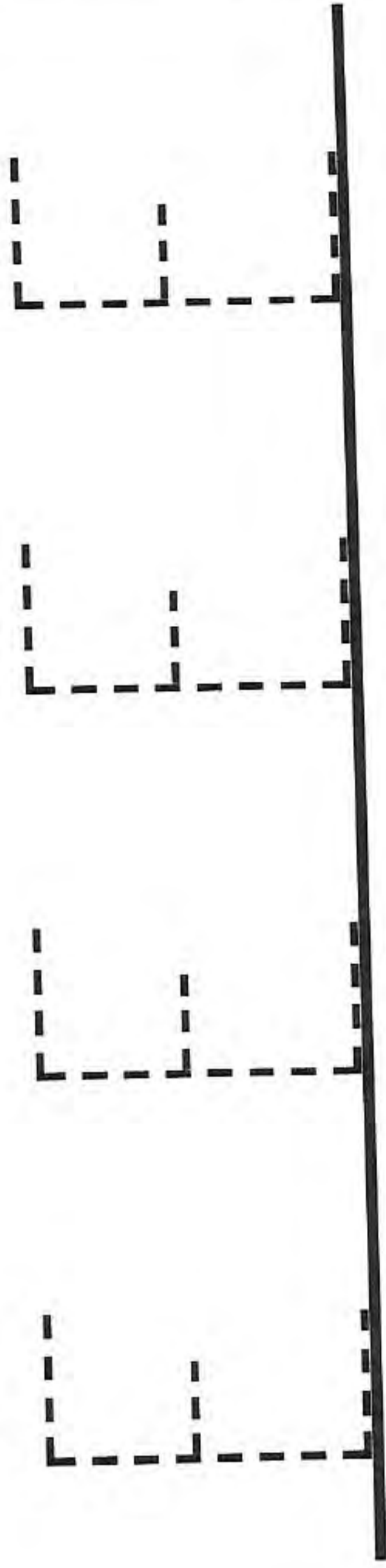
Yes. They do. Do you?



# Ee Highlight-a-Letter!

Highlight the letters Ee. Then trace and write the letters.

E	E	E	c
e	e	e	e
e	e	K	a
e	E	C	E





c

d

e

f

e

e

g

h

E

v

u

e

E

e

s

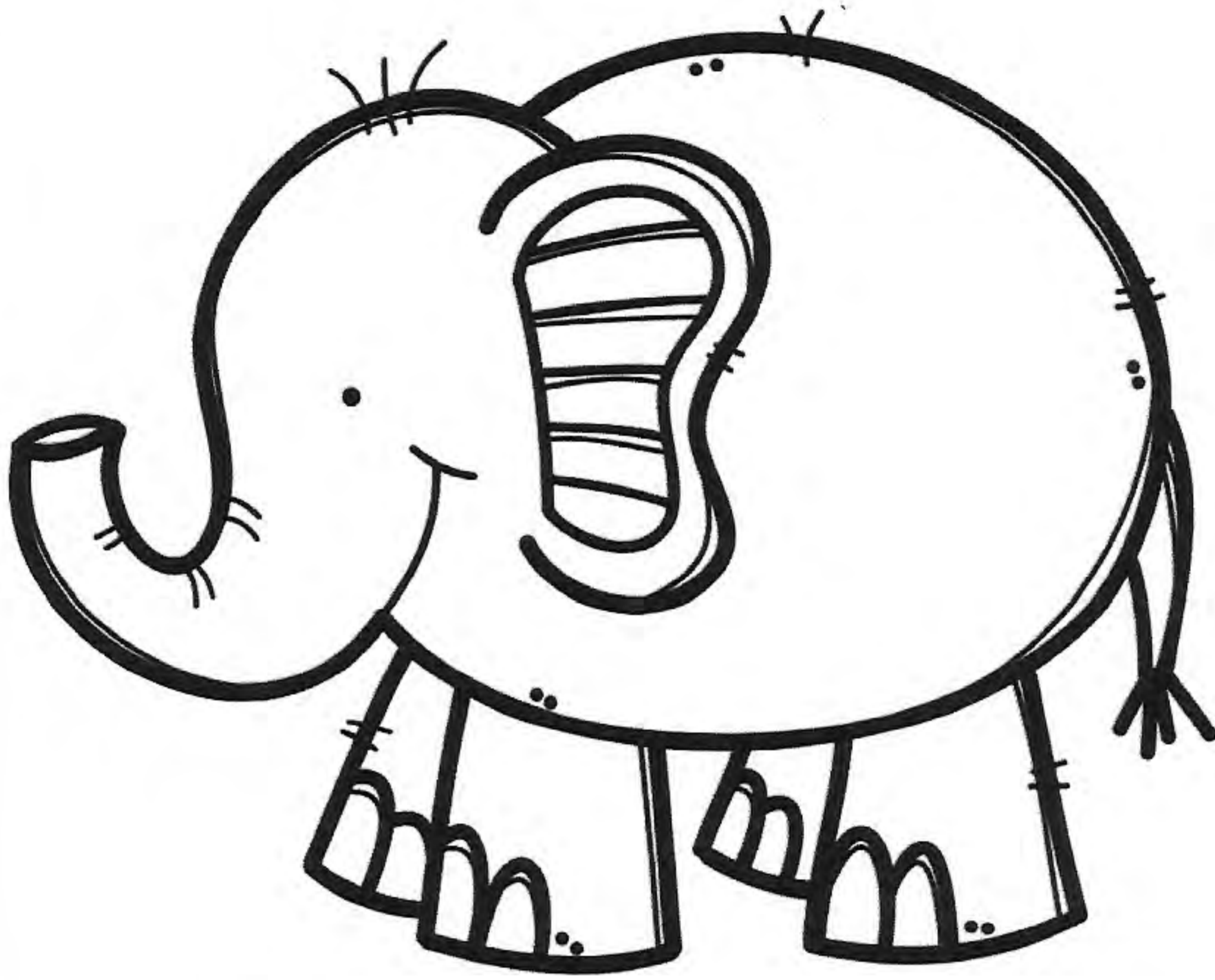
h

c



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**E**

**e**



**E e**

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e	E	e	E	e
E	e	e	E	E



# E - Word List

egg

eat

every

eight 8

elephant

## High frequency words

These, are, my, with



# Ee

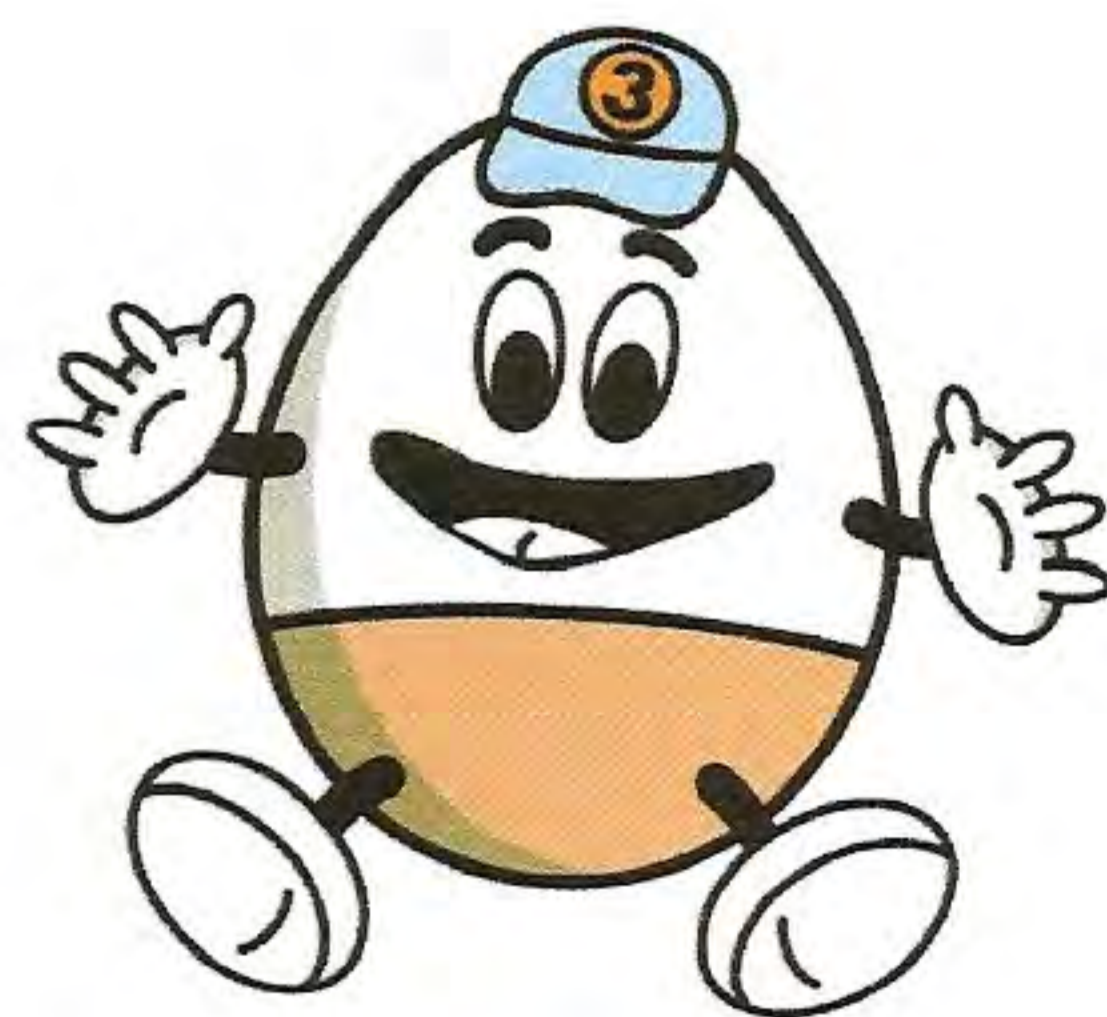


These eggs are duck eggs.

These eggs are fish eggs.

These eggs are turtle eggs.

These eggs are my eggs,  
with legs!





# Ff Highlight-a-Letter!

Highlight the letters Ff. Then trace and write the letters.

E	F	h	f
C	U	f	F
N	A	j	f
F	f	C	F

F F F

f f f



F

f

P

f

F

J

F

f

K

V

f

D

Ff

S

F

f



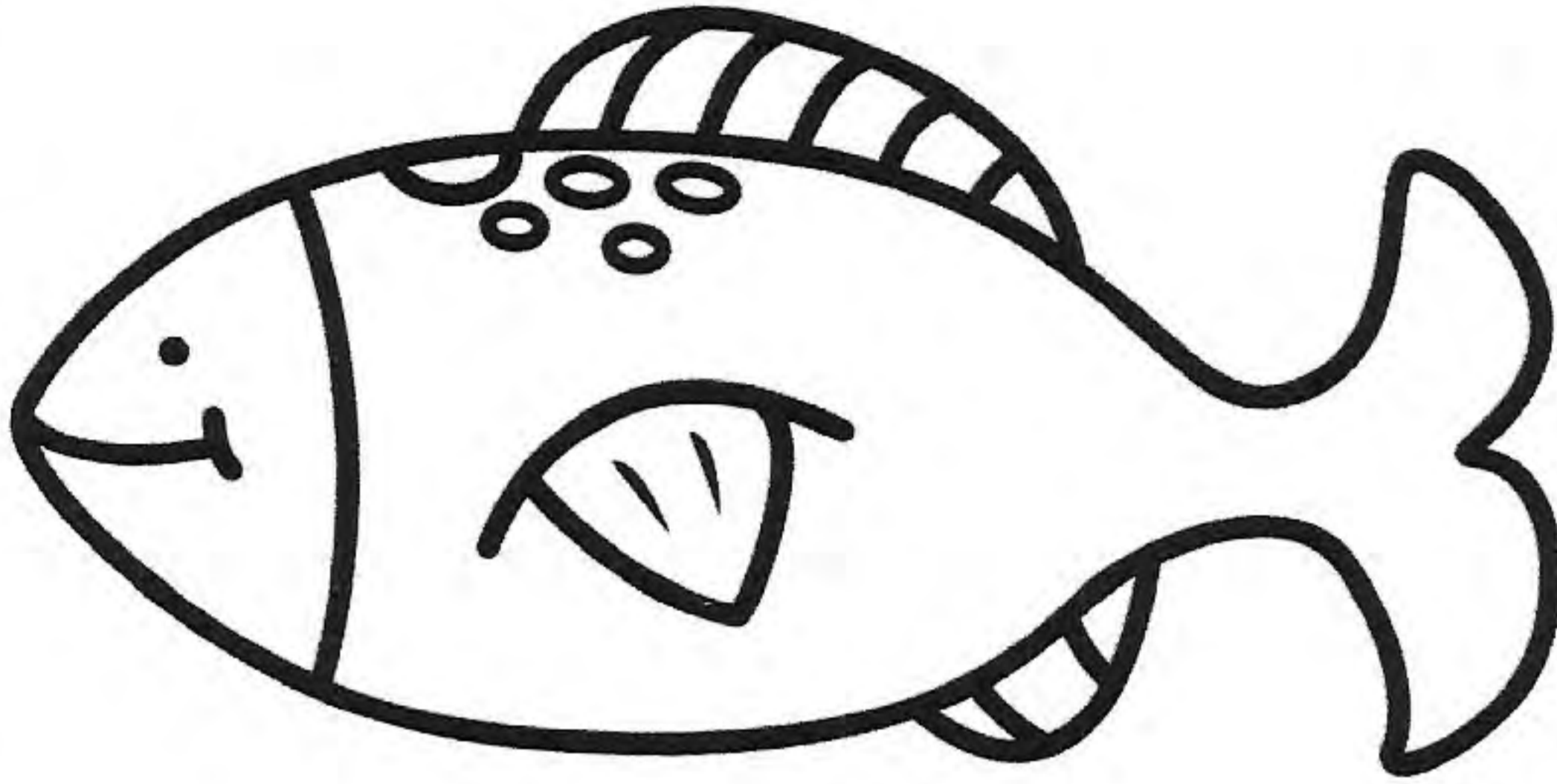
Name: \_\_\_\_\_

Date: \_\_\_\_\_



**F**

**f**



**F**

**f**



f	f	<b>F</b>	<b>F</b>	f
<b>F</b>	<b>F</b>	f	f	<b>F</b>



# Ff - Word List

fox

foot

fish

farm

fly

fence

five 5

forest

fan

fork

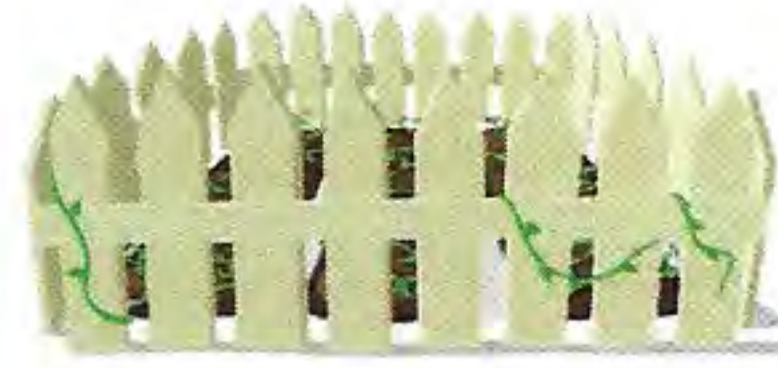
## High frequency words

These, are, my, with,

the, my, is, for



# Ff



Run fast, mama fox,  
through the forest,  
under the fence,  
past the farm,  
into your den. Home again.



Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

5 + 2

This problem shows the number 5 with five touch points (dots) and five crayon objects. The number 2 has two touch points and two crayon objects. A horizontal line is drawn below the plus sign for the answer.

6 + 2

This problem shows the number 6 with six touch points and six crayon objects. The number 2 has two touch points and two crayon objects. A horizontal line is drawn below the plus sign for the answer.

7 + 2

This problem shows the number 7 with seven touch points and seven crayon objects. The number 2 has two touch points and two crayon objects. A horizontal line is drawn below the plus sign for the answer.

8 + 2

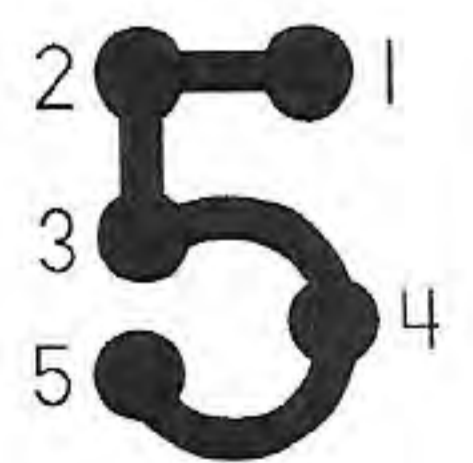
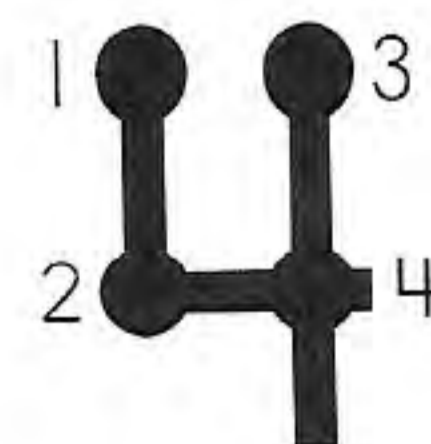
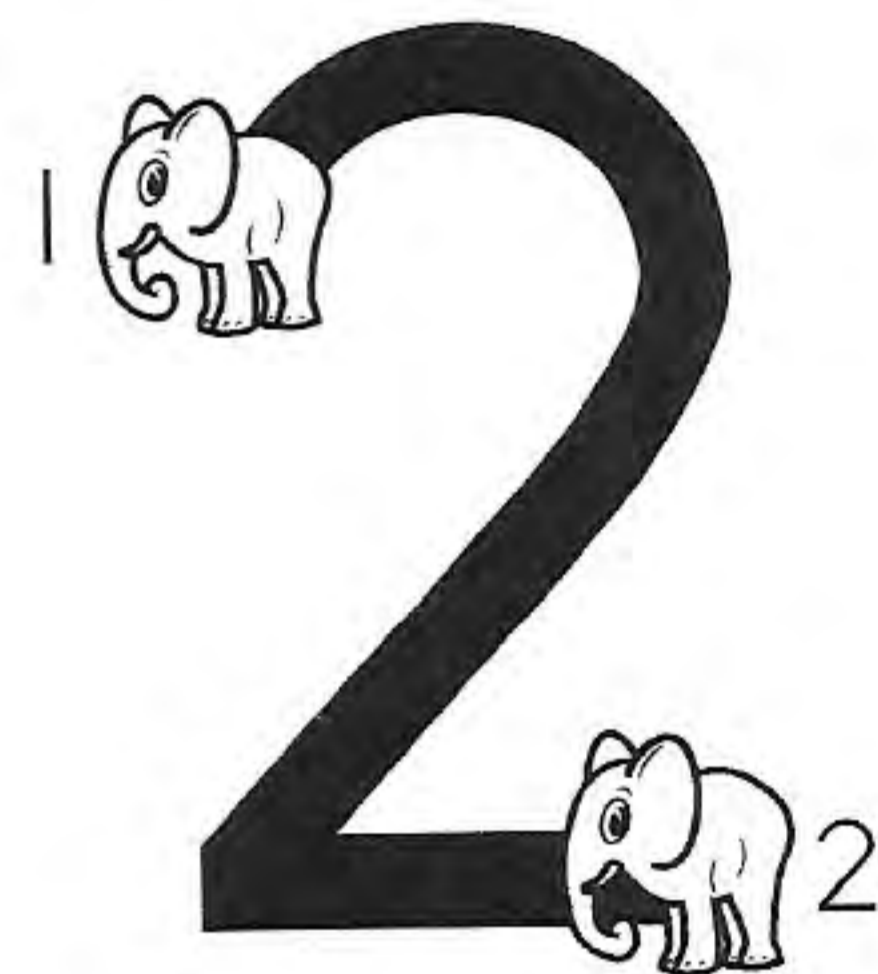
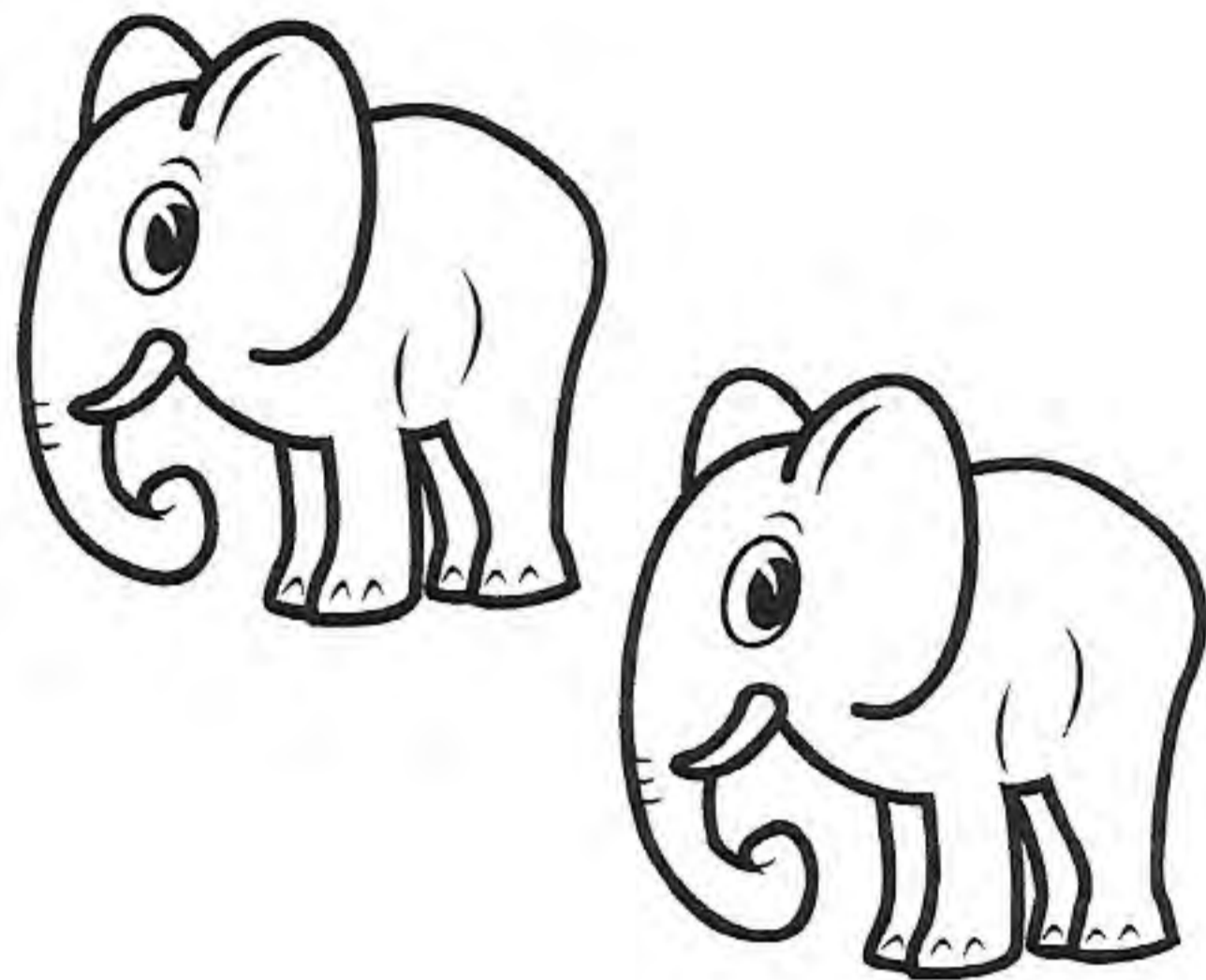
This problem shows the number 8 with eight touch points and eight crayon objects. The number 2 has two touch points and two crayon objects. A horizontal line is drawn below the plus sign for the answer.





Name \_\_\_\_\_

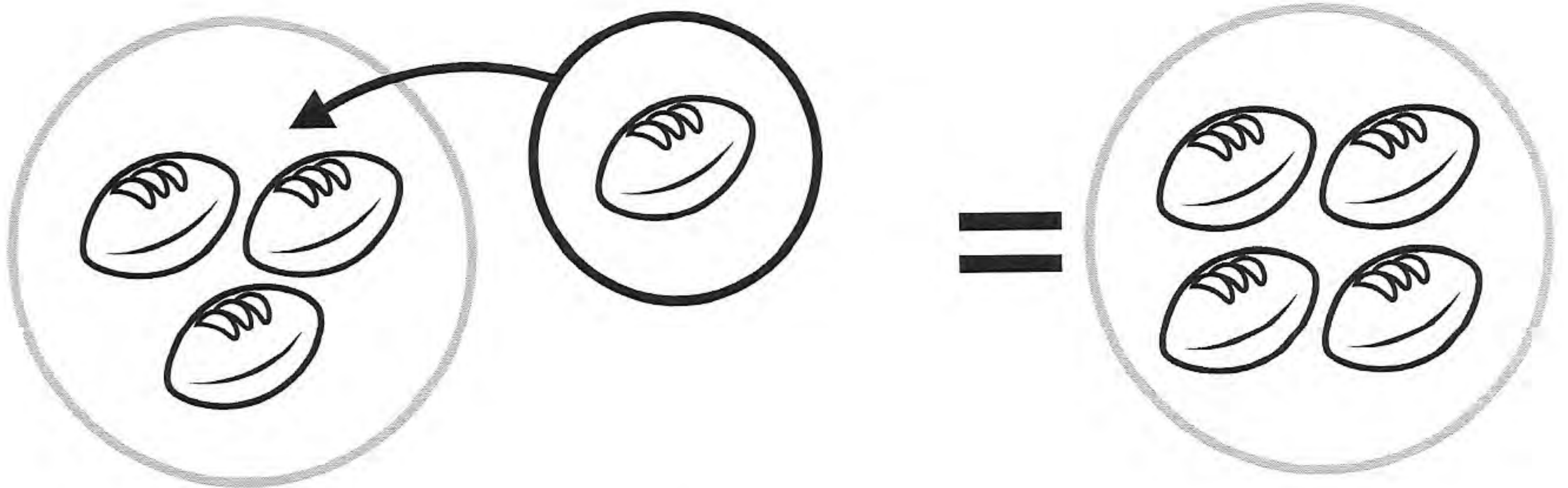
t w o







Name \_\_\_\_\_



$$3 + 1 = 4$$

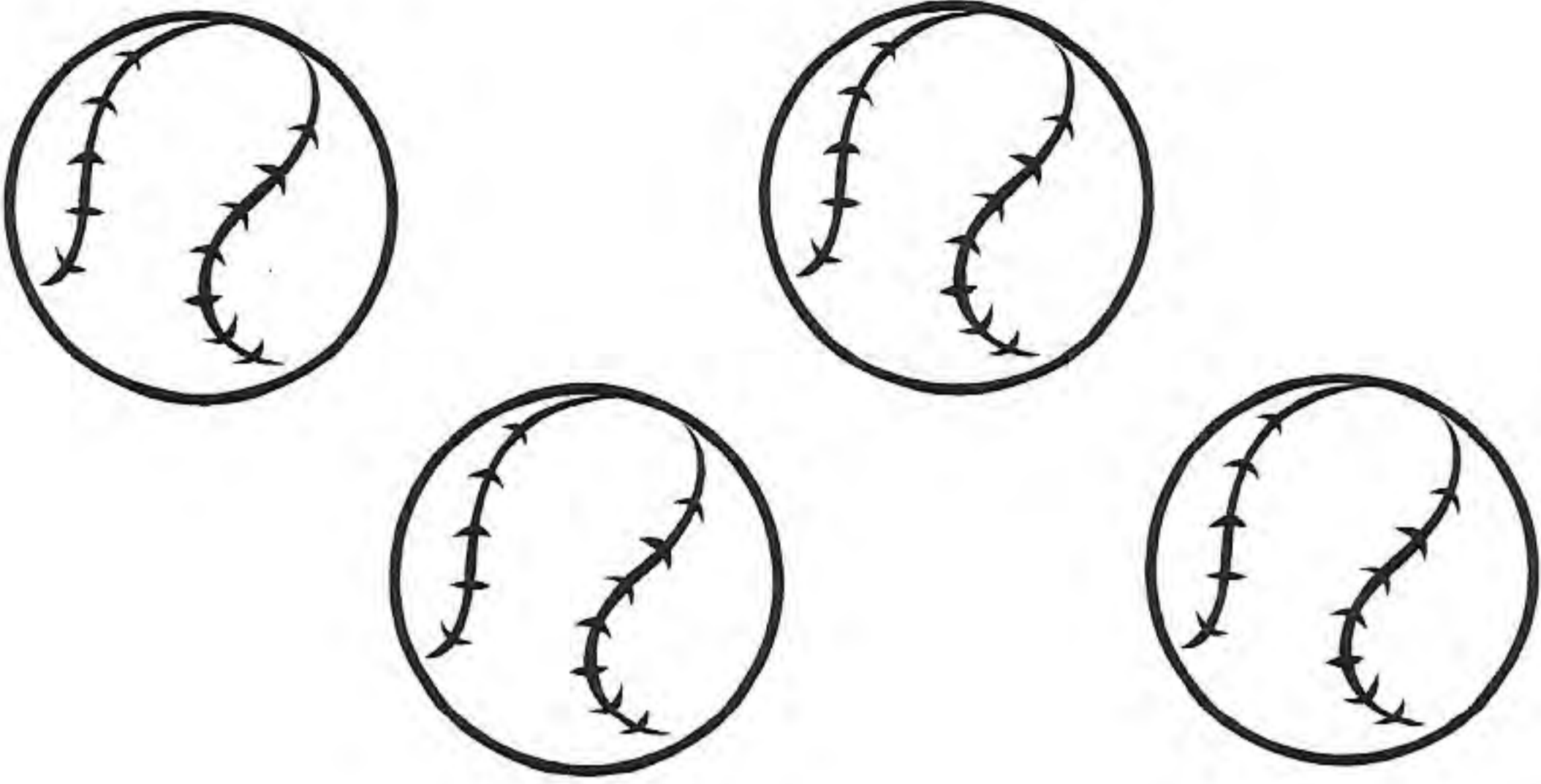
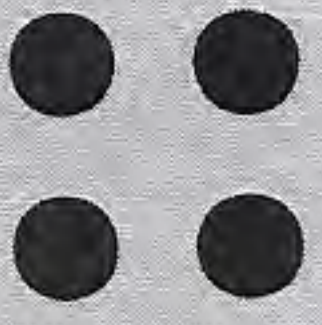



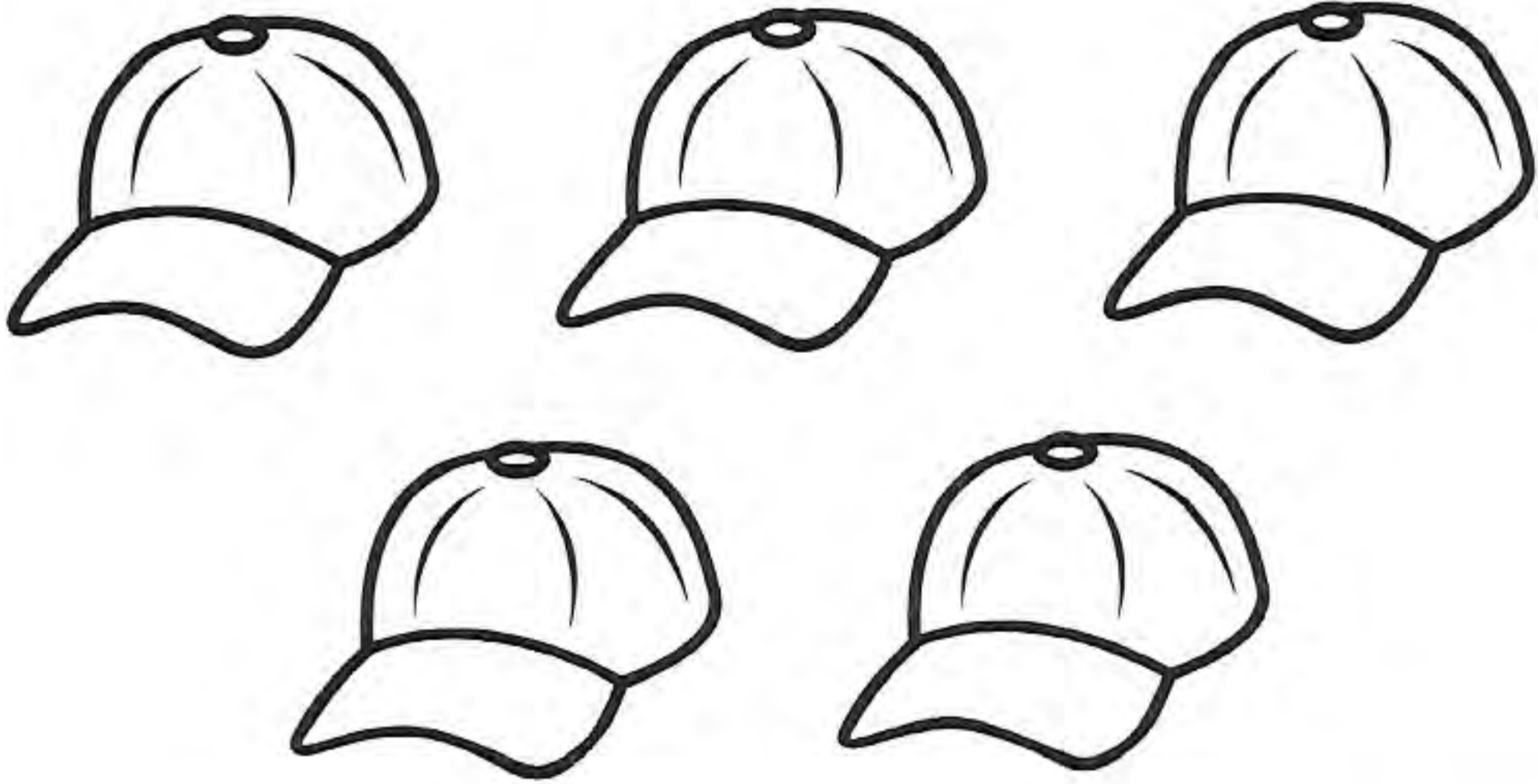









Name \_\_\_\_\_

**Directions:** Color the boxes that match the number of objects in the picture.

	4	
		6

	6	
		5

	7	
		7



Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

9 + \_\_\_\_\_

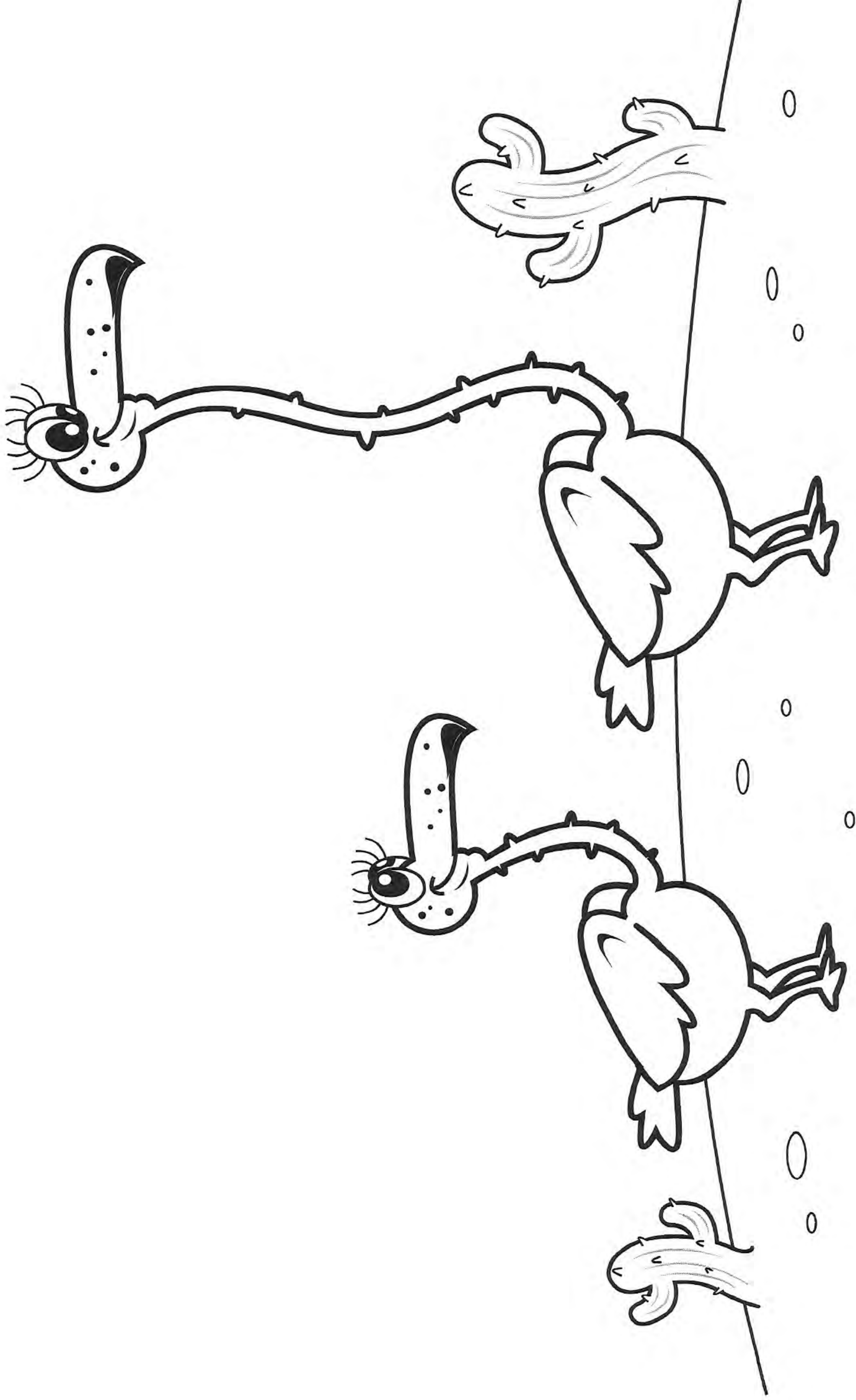
5 + \_\_\_\_\_

8 + \_\_\_\_\_

7 + \_\_\_\_\_



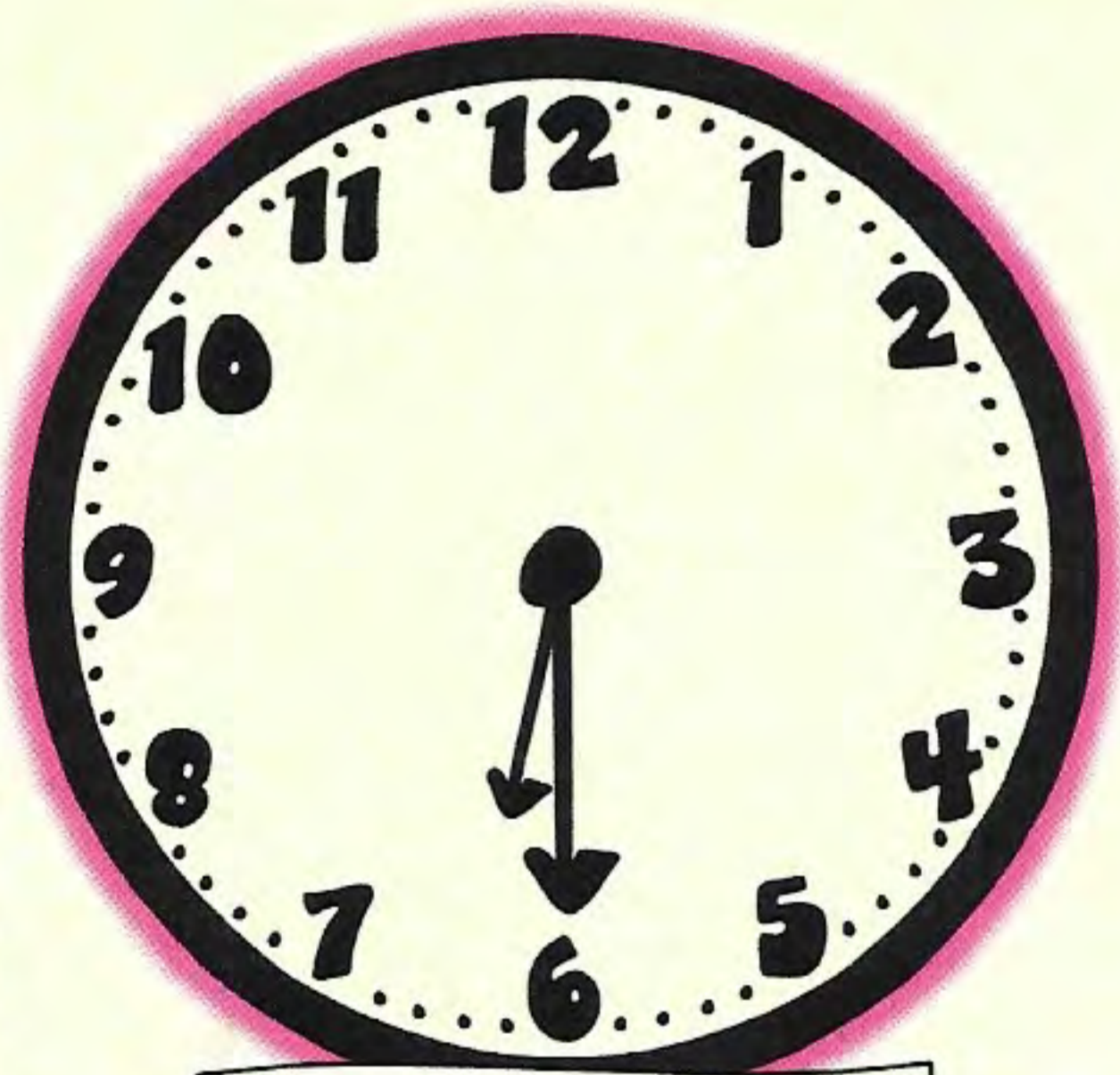
Name \_\_\_\_\_





# Telling Time Unit

- A Free Mini-Unit  
Made by Love to Learn, 2013



**6:30**

Tick  
Tock



**11:20**



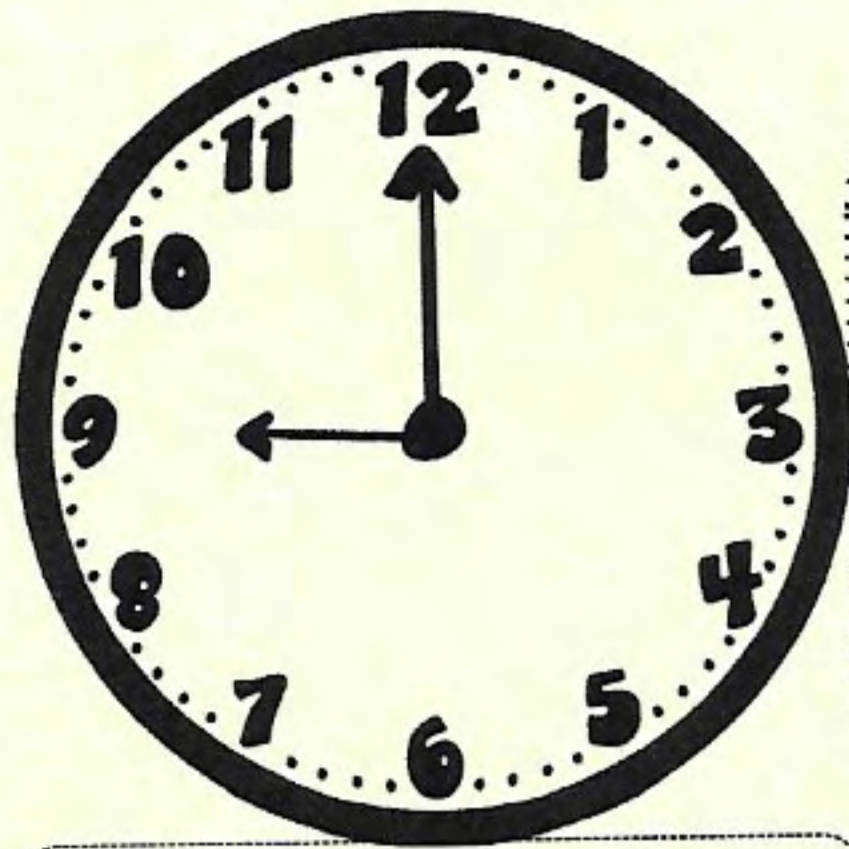
**9:00**



Name: \_\_\_\_\_

# What Do You Do?

Look at each clock. Write down what you do at each time shown on the clocks.



\_\_\_\_\_

\_\_\_\_\_

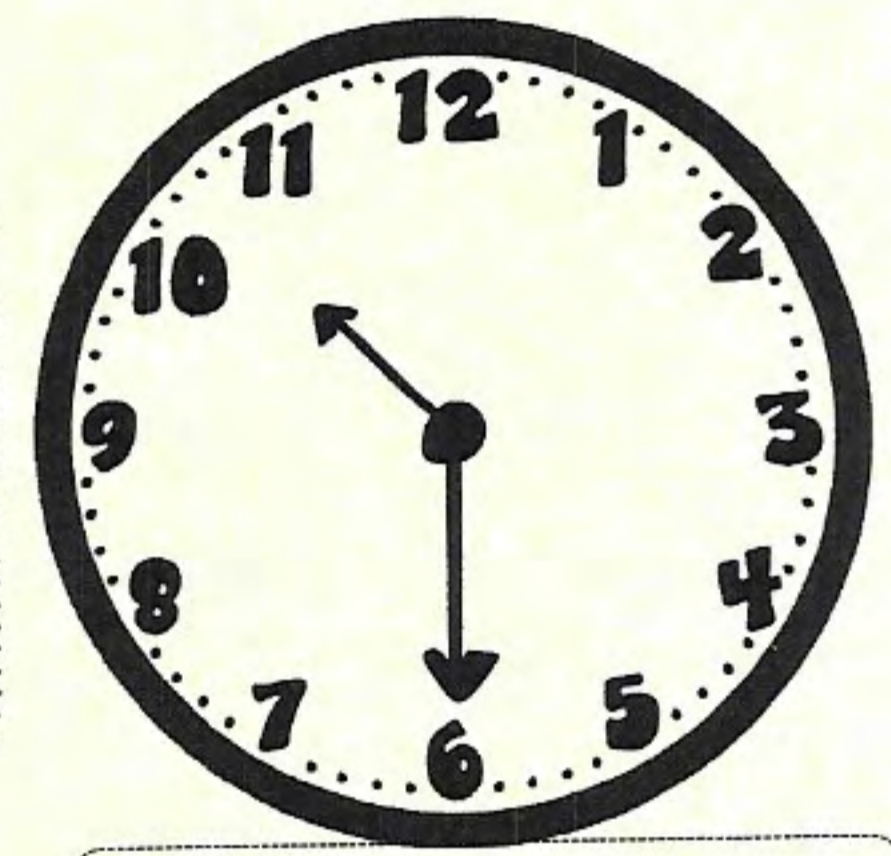
\_\_\_\_\_

In the morning

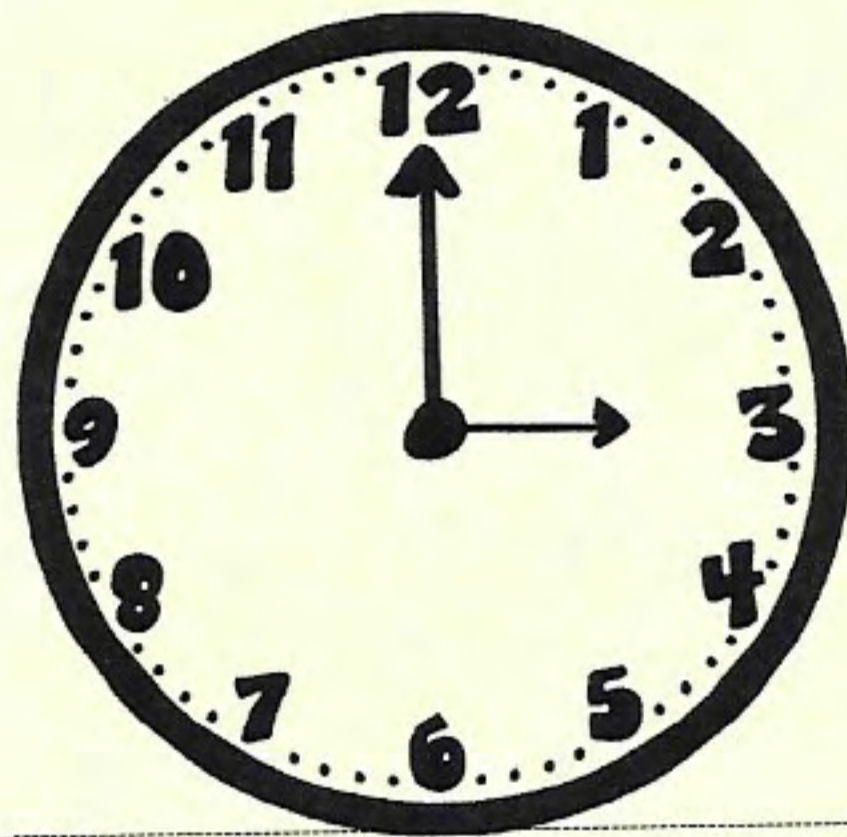
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



In the morning



\_\_\_\_\_

\_\_\_\_\_

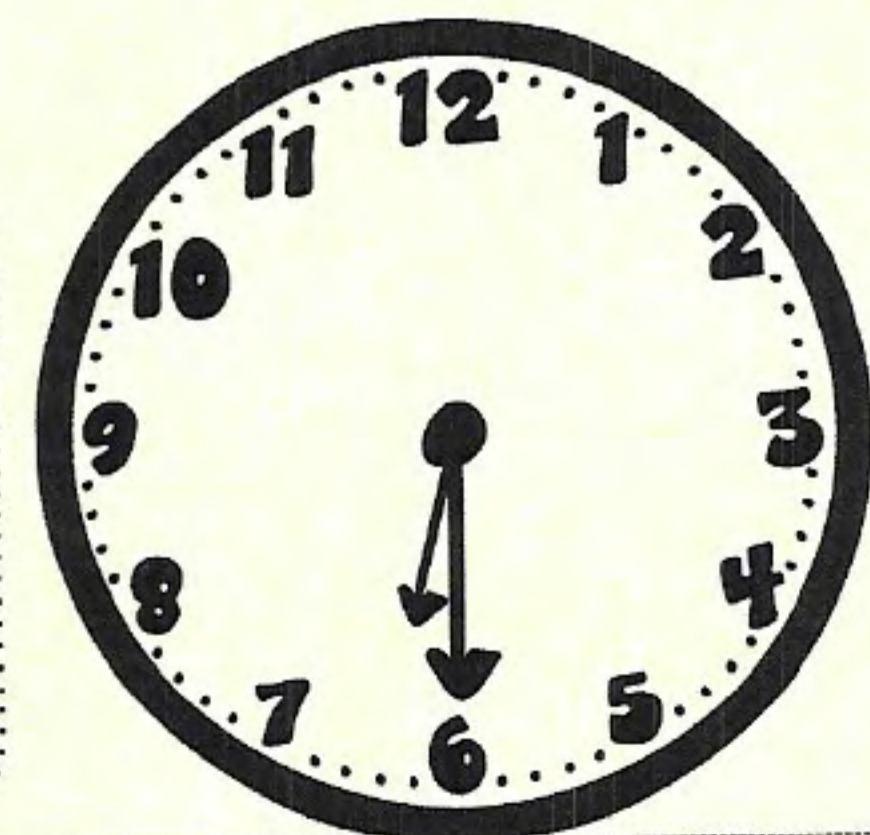
\_\_\_\_\_

In the afternoon

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



In the evening



# Here are some things I can do when I am lonely:

---



Look at a photo album.



Talk to someone.



Write a letter.



Call someone.



Play with a pet.





Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 3: April 27 – May 1, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

Contact Compliance for more information at (313) 240-4377 or [detroitk12.org/admin/compliance](http://detroitk12.org/admin/compliance).





## Week of 4/27/20 to 5/1/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 3 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 3 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 3 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 3 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 3 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

Week 3 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

\_\_\_\_\_

-----

\_\_\_\_\_

Day1

\_\_\_\_\_

-----

Day2

\_\_\_\_\_

-----

Day3

\_\_\_\_\_

-----

Day4

\_\_\_\_\_

-----

Day5

\_\_\_\_\_

-----

\_\_\_\_\_



# I Know Important Information

Week 3



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_  
My Address is \_\_\_\_\_  
My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_  
\_\_\_\_\_

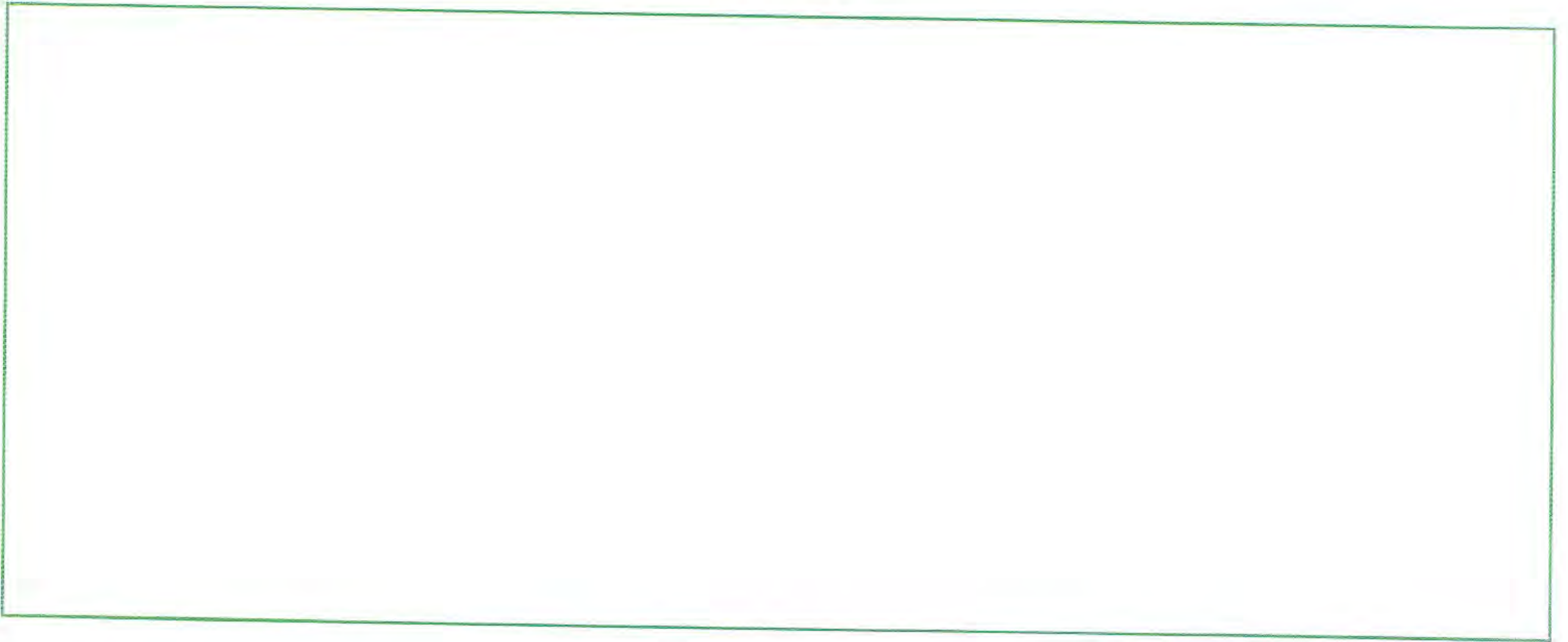
My Address is \_\_\_\_\_  
\_\_\_\_\_

My Telephone Number is \_\_\_\_\_  
\_\_\_\_\_



# Journal Writing

WEEK 3



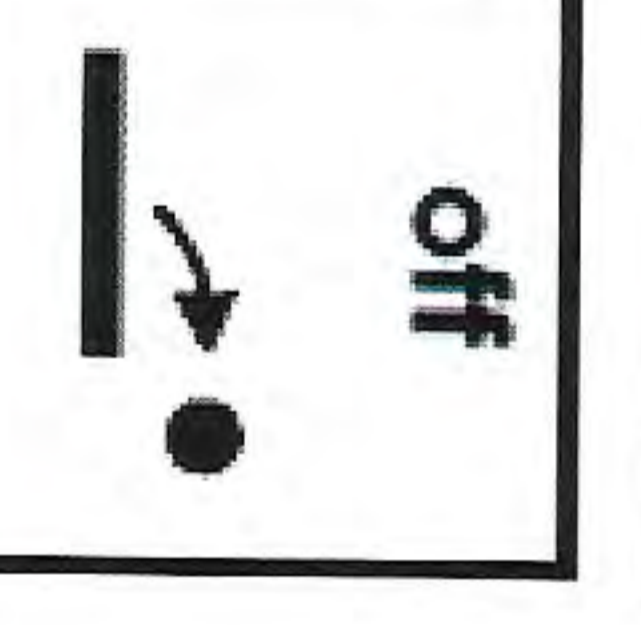
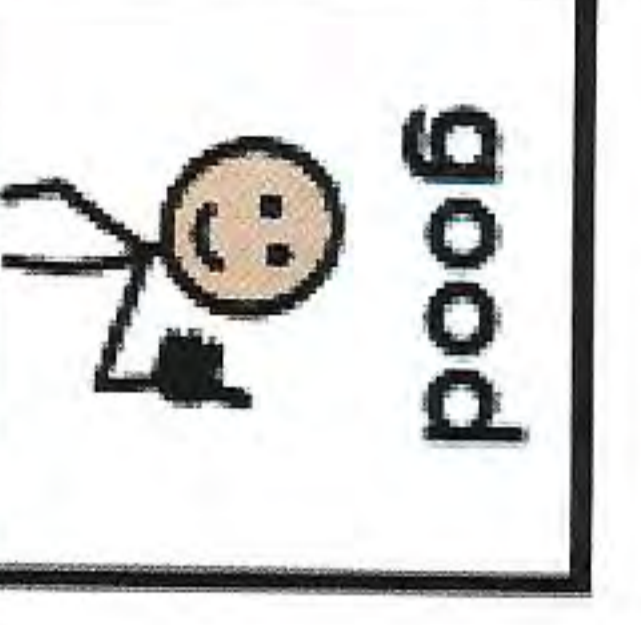
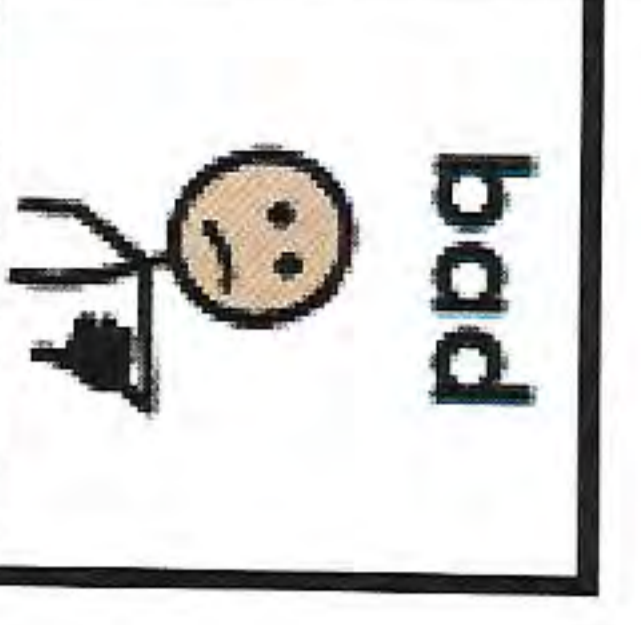
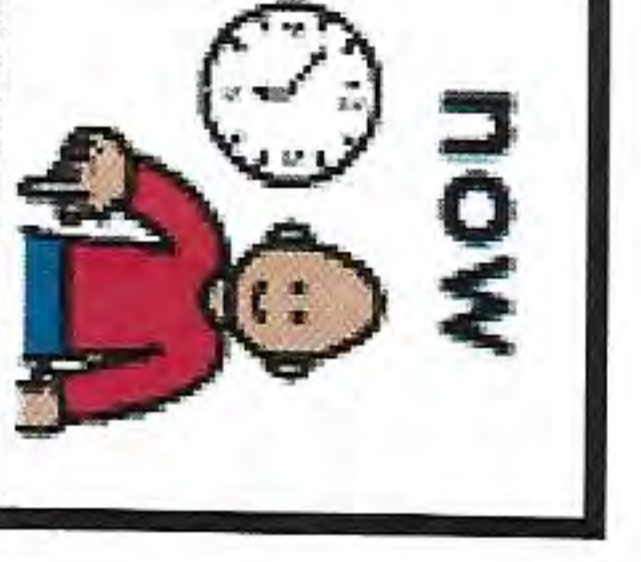
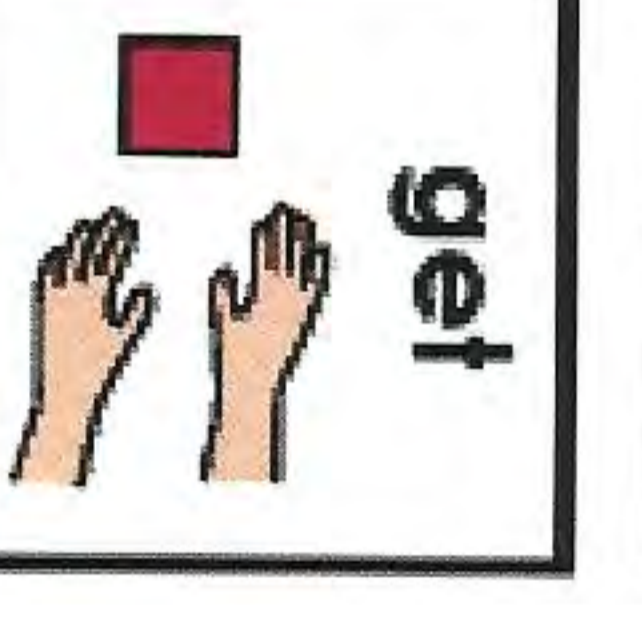
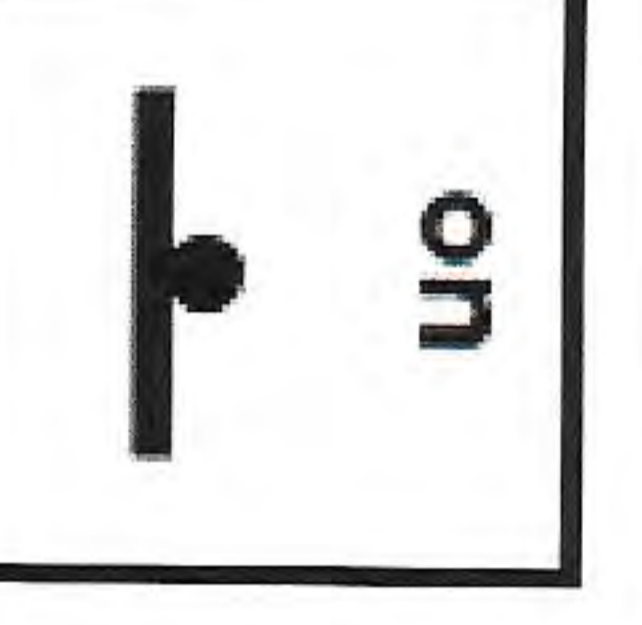
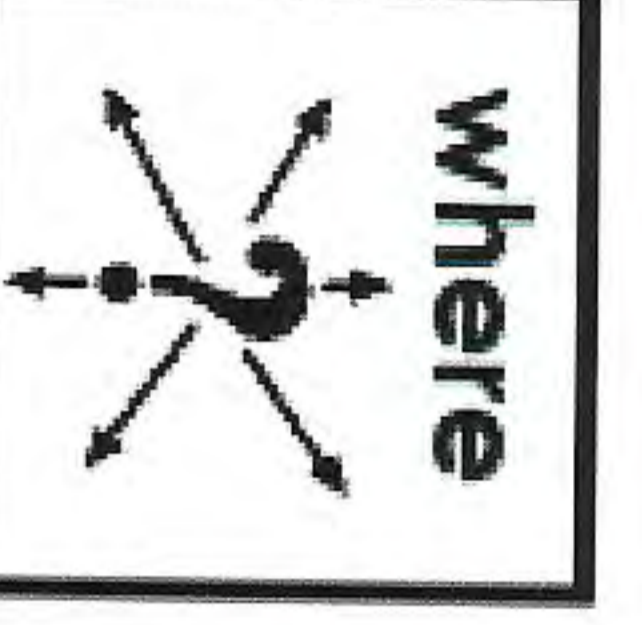
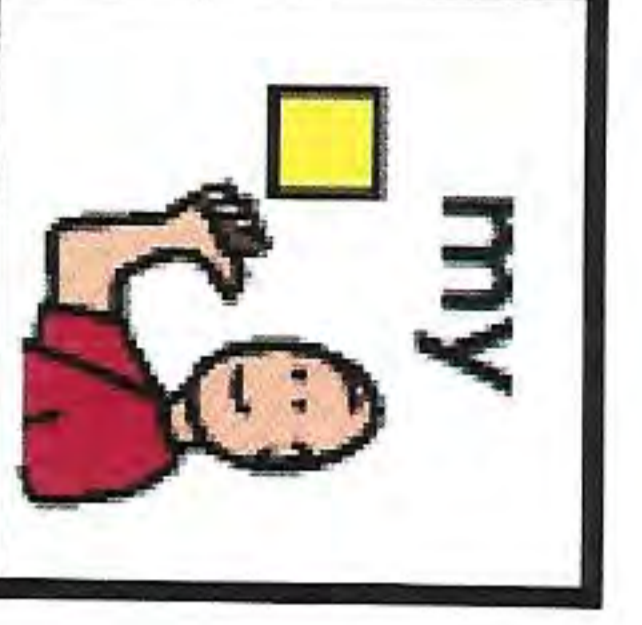
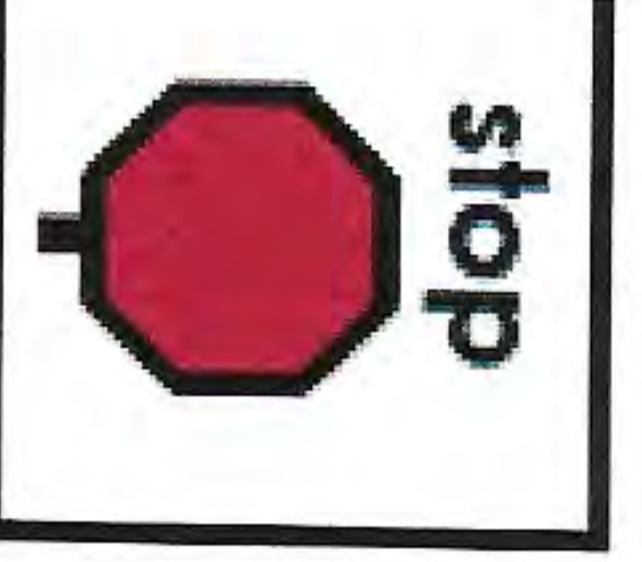
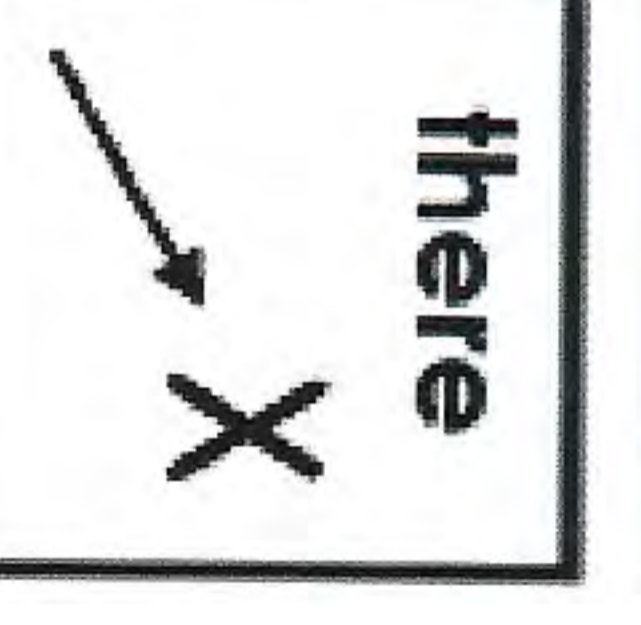
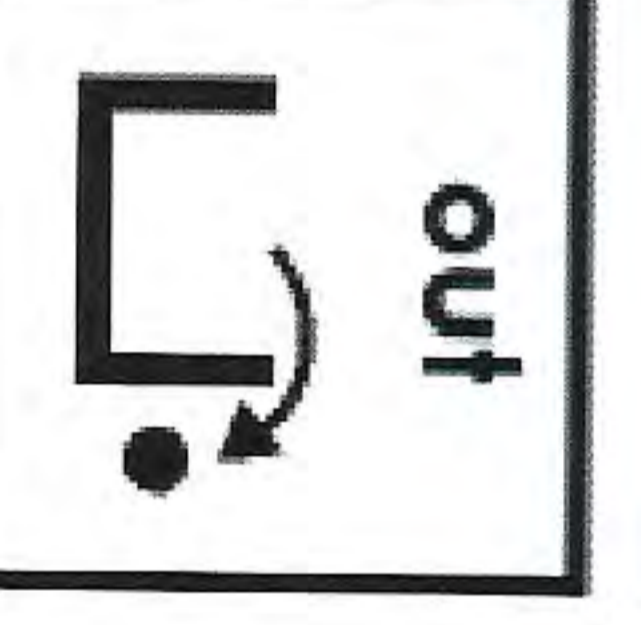
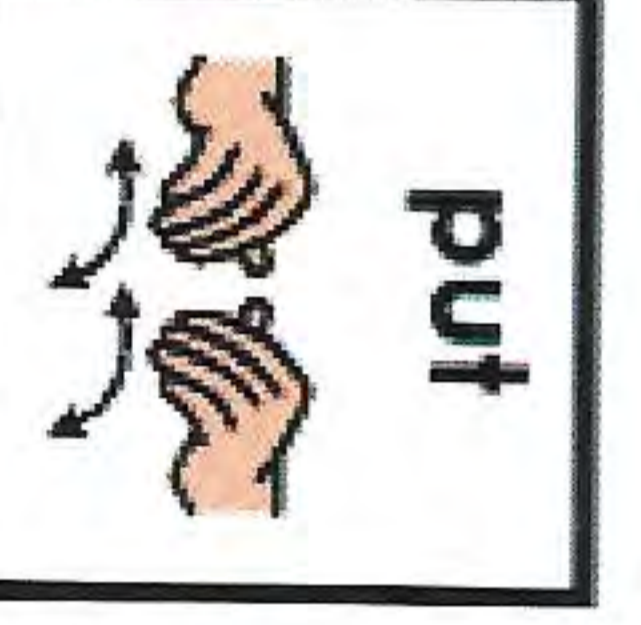
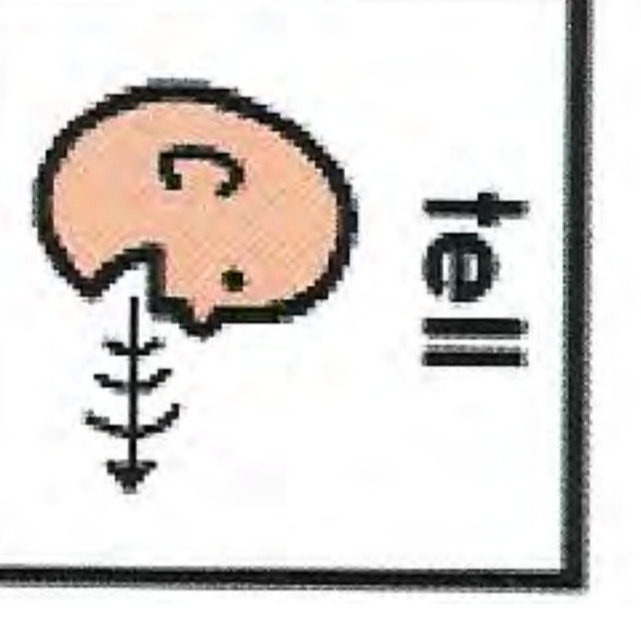
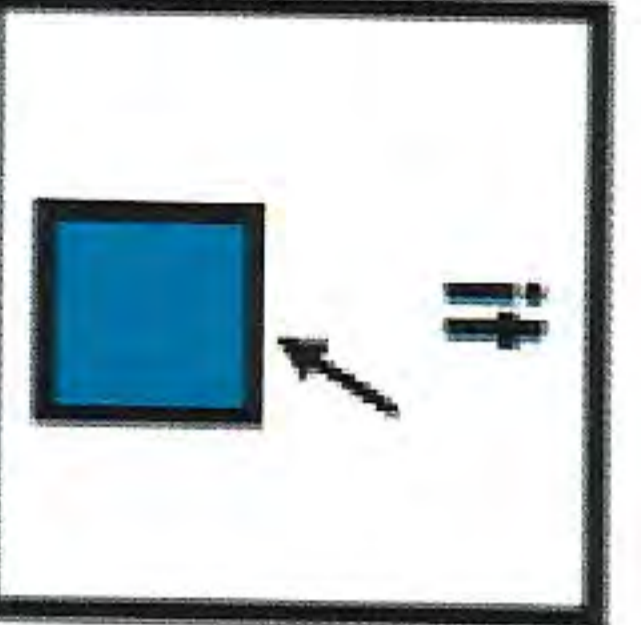
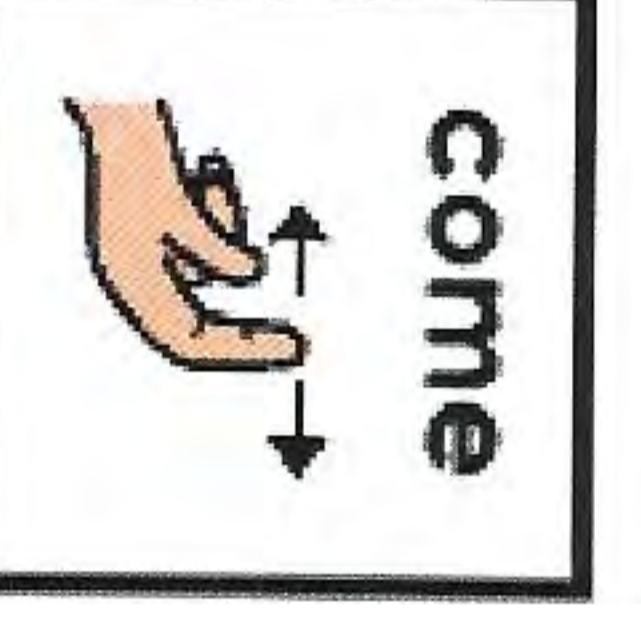
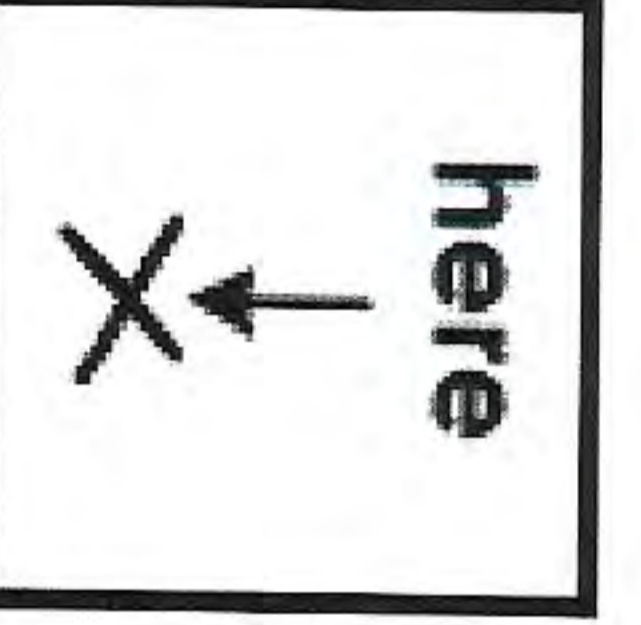
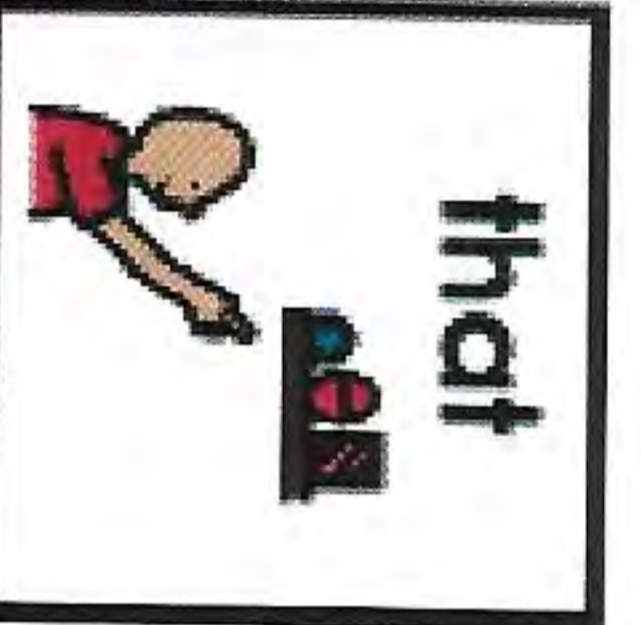
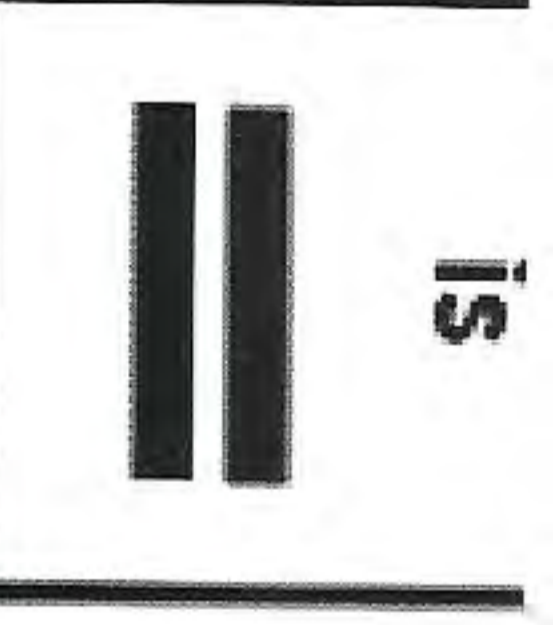
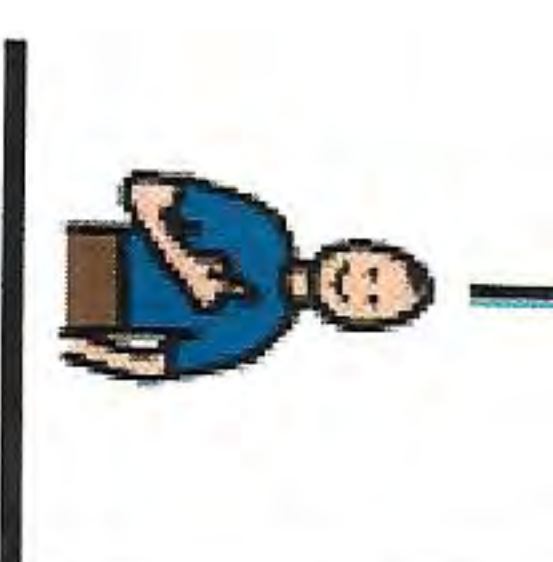
**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).

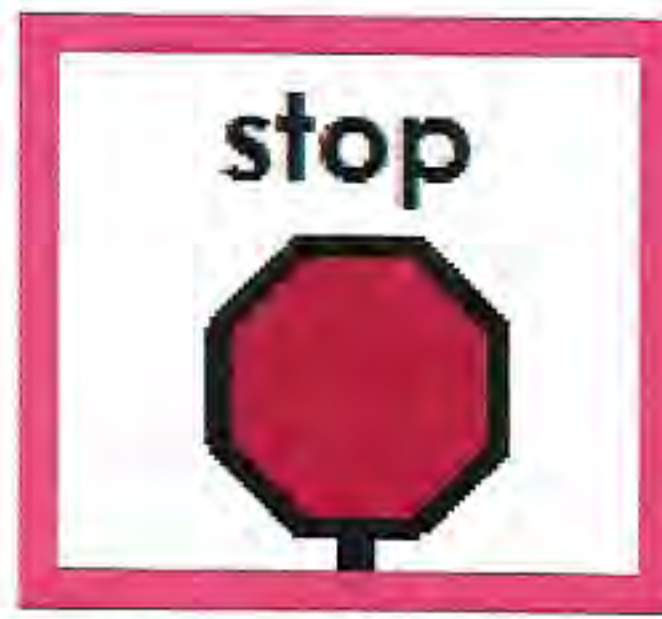


Four sets of horizontal writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



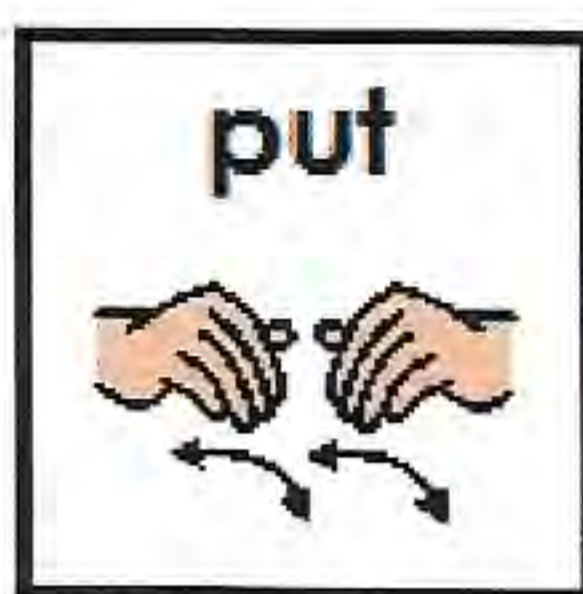






<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “Stop”</li> <li>● “Stop it”</li> <li>● “Stop that”</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Red Light STOP, Green Light GO</li> <li>● Toy Cars</li> <li>● Spinning Top</li> <li>● Anything with an on/off switch</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● When you are out in the community, point out the times that you have to stop for safety...red lights, stop signs, crossing the street, waiting for family, etc.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● “Go Go Go, Stop” by Charise Mericle Harper</li> <li>● “Bus Stop, Bus Go” by Daniel Kirk</li> <li>● “Go Dog Go” by Dr. Seuss</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● This is an important safety command that can be used any time it appears a student’s safety could be threatened.</li> <li>● Great for science... objects “go” in motion, then objects “stop”.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Stop and Go while swinging</li> <li>● Stop and Go while walking in a line</li> <li>● Red Light, Green Light</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Can’t Stop the Feeling by Justin Timberlake</li> <li>● “Stop” by Patty Shukla</li> <li>● The freeze</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “Put Here”</li> <li>● “Put on/off”</li> <li>● “Put in/out”</li> <li>● “Not put on”</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Allow them to direct activity where to put something</li> <li>● Mr. Potato Head~put on different parts</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Tell other people where to “put” things</li> <li>● When playing a game allow them to direct activity of where to put something</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● Put Me in the Zoo</li> <li>● Froggy Gets Dressed</li> <li>● Never Put a Frog in the Kitchen Sink</li> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “put” books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Put your coat/shoes etc. on</li> <li>● Put your folder in your backpack/desk/bin</li> <li>● Put your name on your paper.</li> <li>● Put your garbage in the garbage can.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● When cleaning allow them to “put in/out” of container</li> <li>● When getting dressed focus on where to “put” clothing. HAT- “put on head”</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Put Your Records On</li> <li>● Hokey Pokey</li> <li>● Put a Little Love in Your Heart</li> <li>● Clean up song -super simple songs: <a href="https://www.youtube.com/watch?v=SFE0mMWbA-U">https://www.youtube.com/watch?v=SFE0mMWbA-U</a></li> </ul>



done



<p><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"><li>● Request</li><li>● Comment</li><li>● Command</li><li>● Exclaim</li><li>● Question</li></ul>	<p><u>Expansion</u></p> <ul style="list-style-type: none"><li>● I'm done</li><li>● All done</li><li>● Are we done?</li><li>● I want to be done.</li></ul>
<p><u>Toys/Activities</u></p> <ul style="list-style-type: none"><li>● Snacks/meals/recipes</li><li>● Non-preferred activities<ul style="list-style-type: none"><li>○ Sensory activities</li><li>○ Work activities</li></ul></li><li>● Stamping/coloring activities with an end goal.</li></ul>	<p><u>Social Focus</u></p> <ul style="list-style-type: none"><li>● When it's time to clean up your game, you can model "we're done".</li><li>● If you notice your child pushing something away, you can prompt them to say "all done".</li></ul>
<p><u>Reading</u></p> <ul style="list-style-type: none"><li>● "The Very Hungry Caterpillar" by Eric Carle (when the Caterpillar is done eating the food item, say "all done!")</li><li>● "It's Mine" by Leo Lionni</li><li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for "done" books</li></ul>	<p><u>Classroom Application</u></p> <ul style="list-style-type: none"><li>● Students can verbalize "all done" when finished with a work task.</li><li>● Teacher can model "we're done" at the end of activities.</li><li>● "I'm done" with my break.</li></ul>
<p><u>Gross Motor</u></p> <ul style="list-style-type: none"><li>● When done with a physical activity, state "I'm done, your turn."</li></ul>	<p><u>Songs</u></p> <ul style="list-style-type: none"><li>● We are Done - Madden Brothers</li><li>● All Done Transition Song: <a href="https://www.youtube.com/watch?v=tjIB-0A8E-M">https://www.youtube.com/watch?v=tjIB-0A8E-M</a></li></ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>• Request</li> <li>• Comment</li> <li>• Command</li> <li>• Exclaim</li> <li>• Question</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>• "I feel/you feel"</li> <li>• "It feels"</li> <li>• "Feel it"</li> <li>• "I feel good/bad"</li> <li>• My turn feel?</li> <li>• Do you want to feel?</li> <li>• Do you feel what's in there?</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>• Touch/Feel Cards</li> <li>• Shape it Sand or other sensory slime, etc (make it as a recipe!)</li> <li>• Sensory box- it feels good/bad or fringe feel board</li> <li>• Neds Head</li> <li>• Surprise box, beans, rice, sand- hide objects and tell what you "feel" as you reach in</li> <li>• Show pictures of scenes, ask how would you feel?(i.e., bday party, falling off bike)- students responds "I feel good/bad"</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>• Talk about how people are feeling (print out chart to hang on wall so kids can ask each other/ask them daily) <a href="http://pin.it/YqjsVBU">http://pin.it/YqjsVBU</a></li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>• <u>"The Way I Feel"</u></li> <li>• <u>I feel silly</u> by Jamie Lee Curtis</li> <li>• <u>Bear Feels Scared</u></li> <li>• <u>Bear Feels Sick</u></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>• List words that rhyme with "feel"</li> <li>• Predictive writing: "X feels happy when ___", X feels sad when ____, etc</li> <li>• Glue different textures on paper hands.</li> <li>• Classroom question of the day. "Do you like how this feels?" With different textures. Kids put their face/name under yes/no</li> </ul>



Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

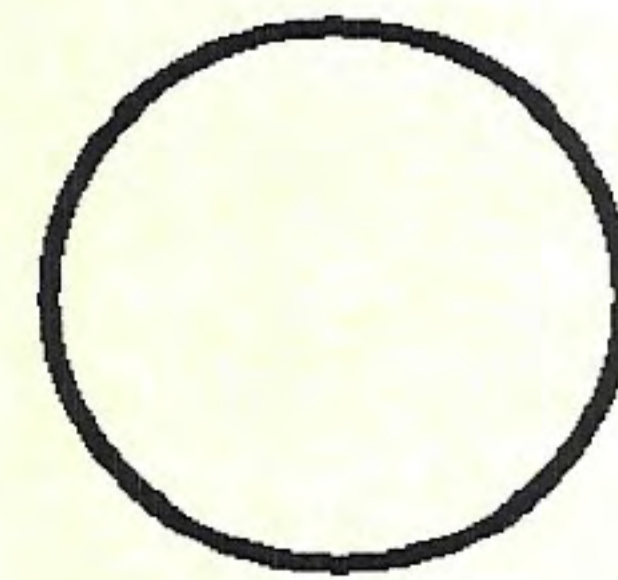
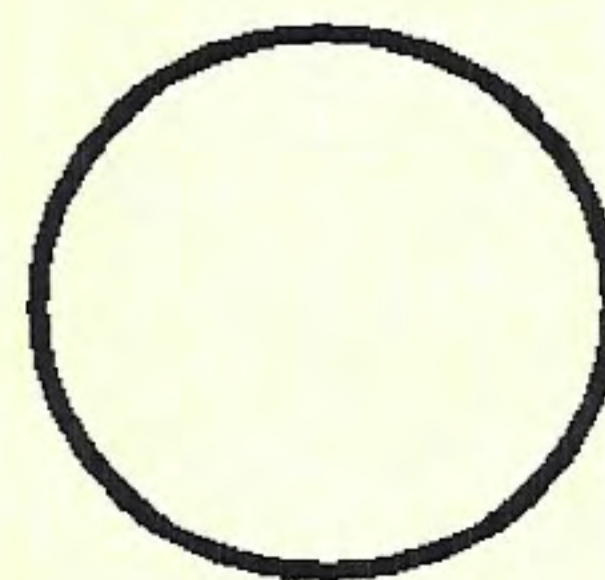
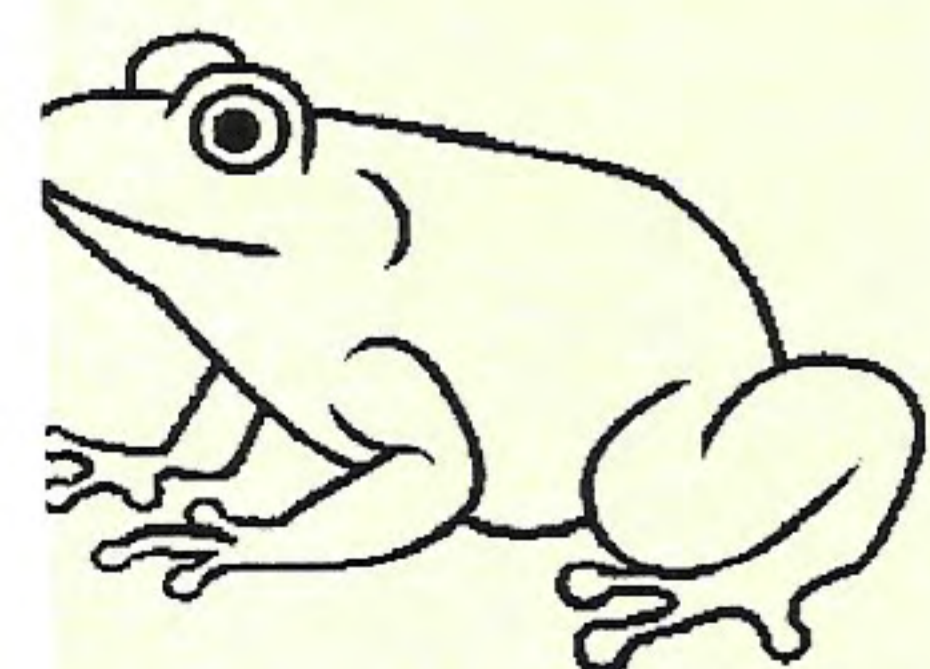
Reads # words.	/8
Colors ant black.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



I see an ant.  
The ant is black.

What do you see?

What color is the ant?



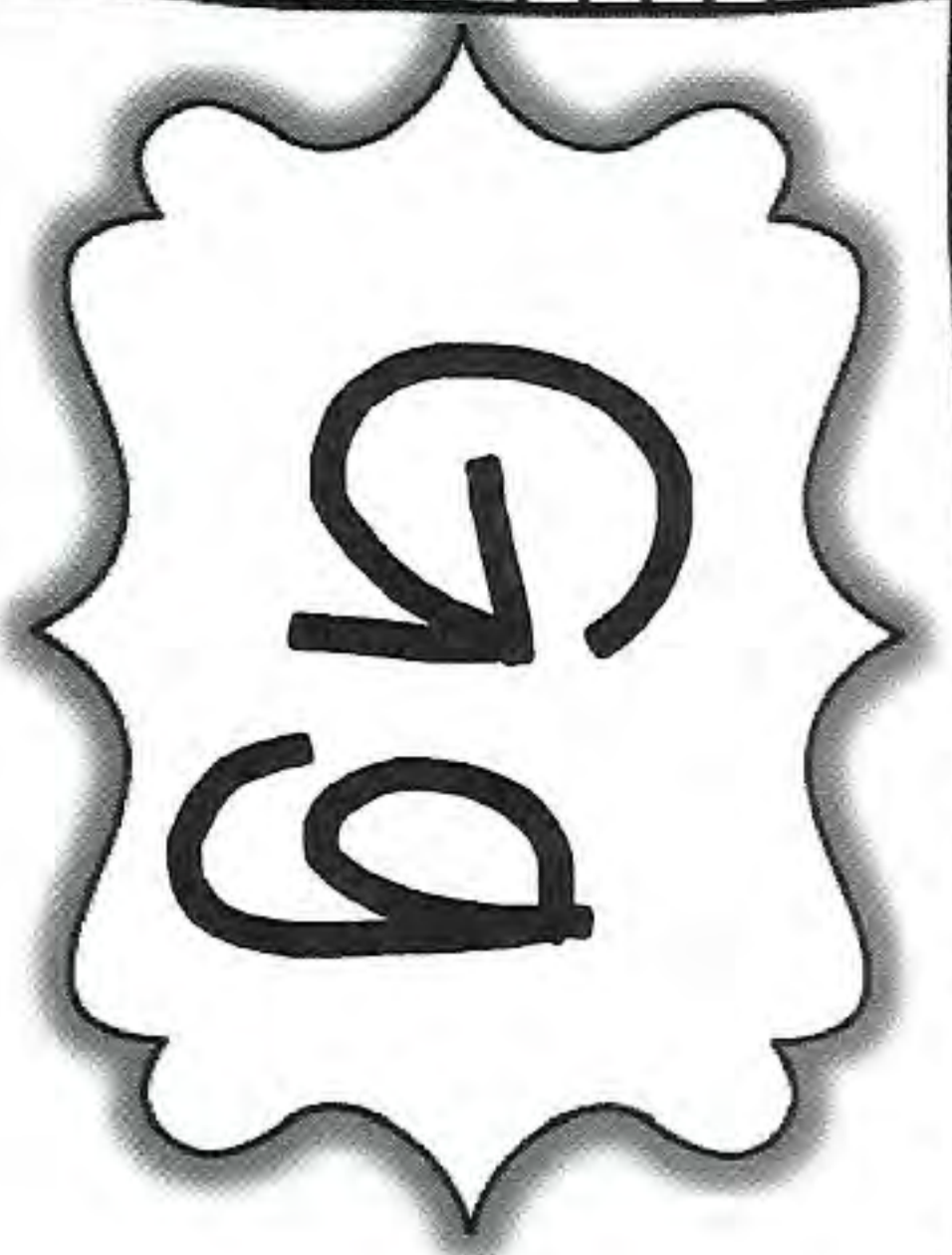
frog

ant

black

green

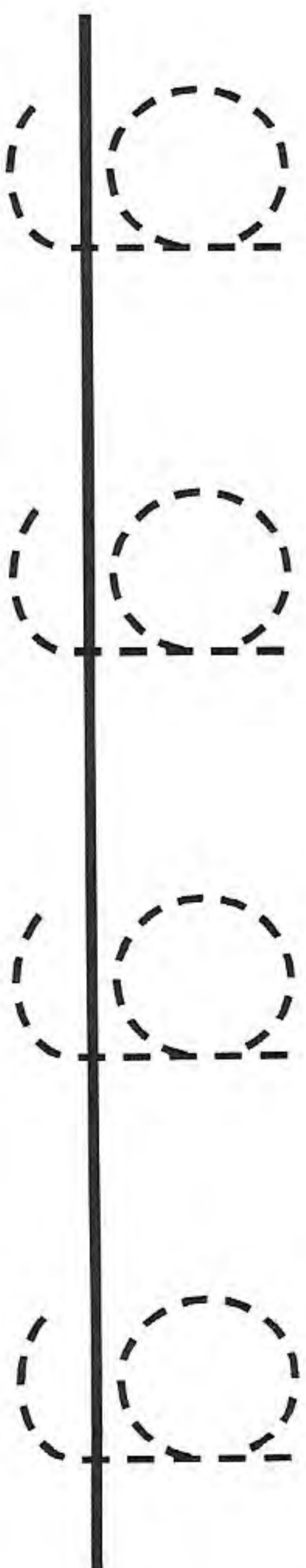
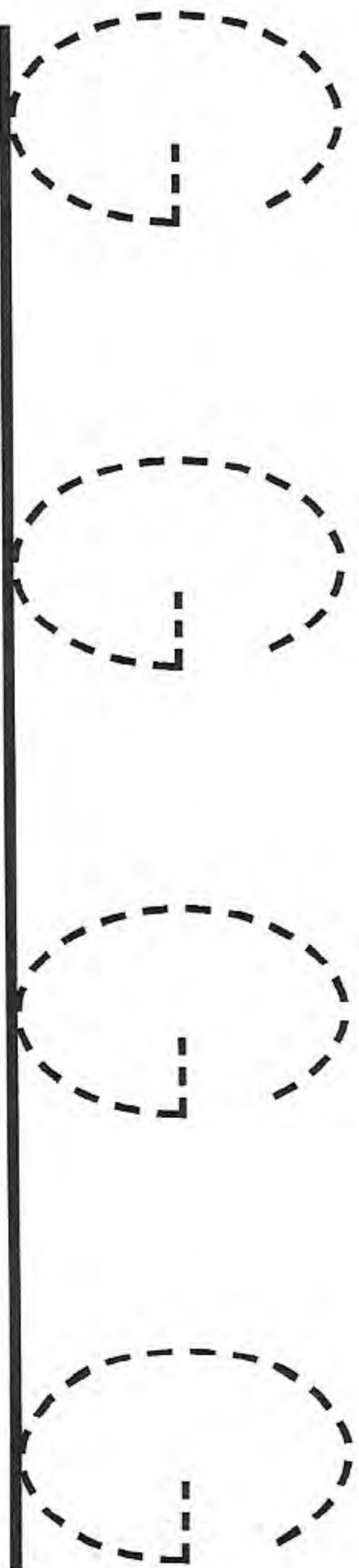




# Highlight-a-Letter!

Highlight the letters Gg. Then trace and write the letters.

G	C	W	G
C	X	g	L
g	G	j	a
G	g	C	G





Gg

g

F

G

G

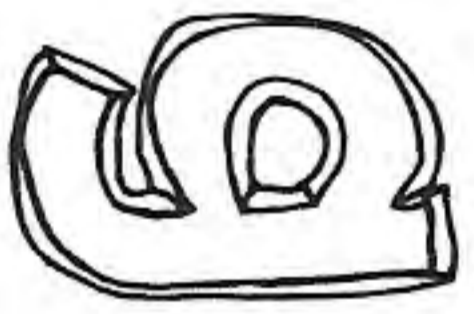
V

F

g

V

G



G

g

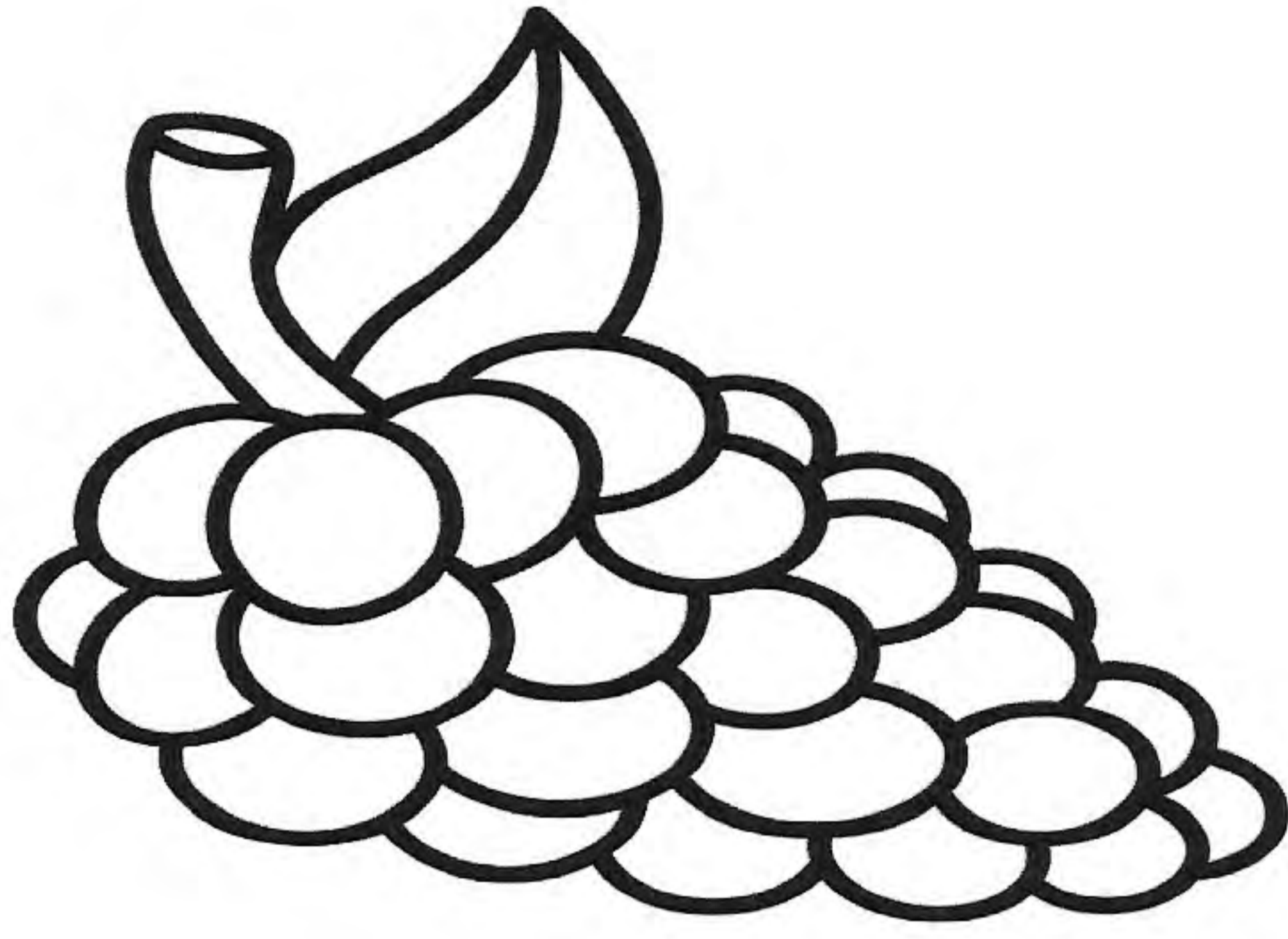
P





Name: \_\_\_\_\_

Date: \_\_\_\_\_



**G**

**g**



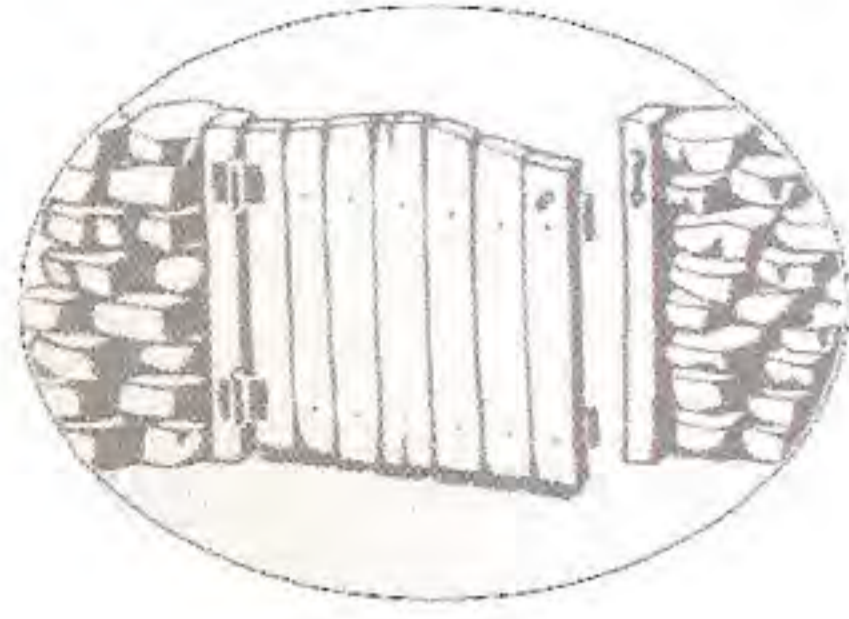
**Gg**

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G	g	G	g	G
g	G	g	G	g



# Gg



The garden gate is open.

The goat goes in the gate.

The goose goes in the gate.

The gorilla goes in the gate,

But he's too late!



# Gg - Word List

Girl

goes

gate

game

goat

green

get

good

gift

garden

gorilla

goose

## High frequency words

These, are, my, with,

the, my, is, for, in, but





# Hh Highlight-a-Letter!

Highlight the letters Hh. Then trace and write the letters.

h	H	H	c
c	r	a	g
h	l	j	h
G	k	#	H

H H H H

h h h h

\_\_\_\_\_



HN

#

H

f

H

b

n

p

F

n

F

U

n

f

H

f

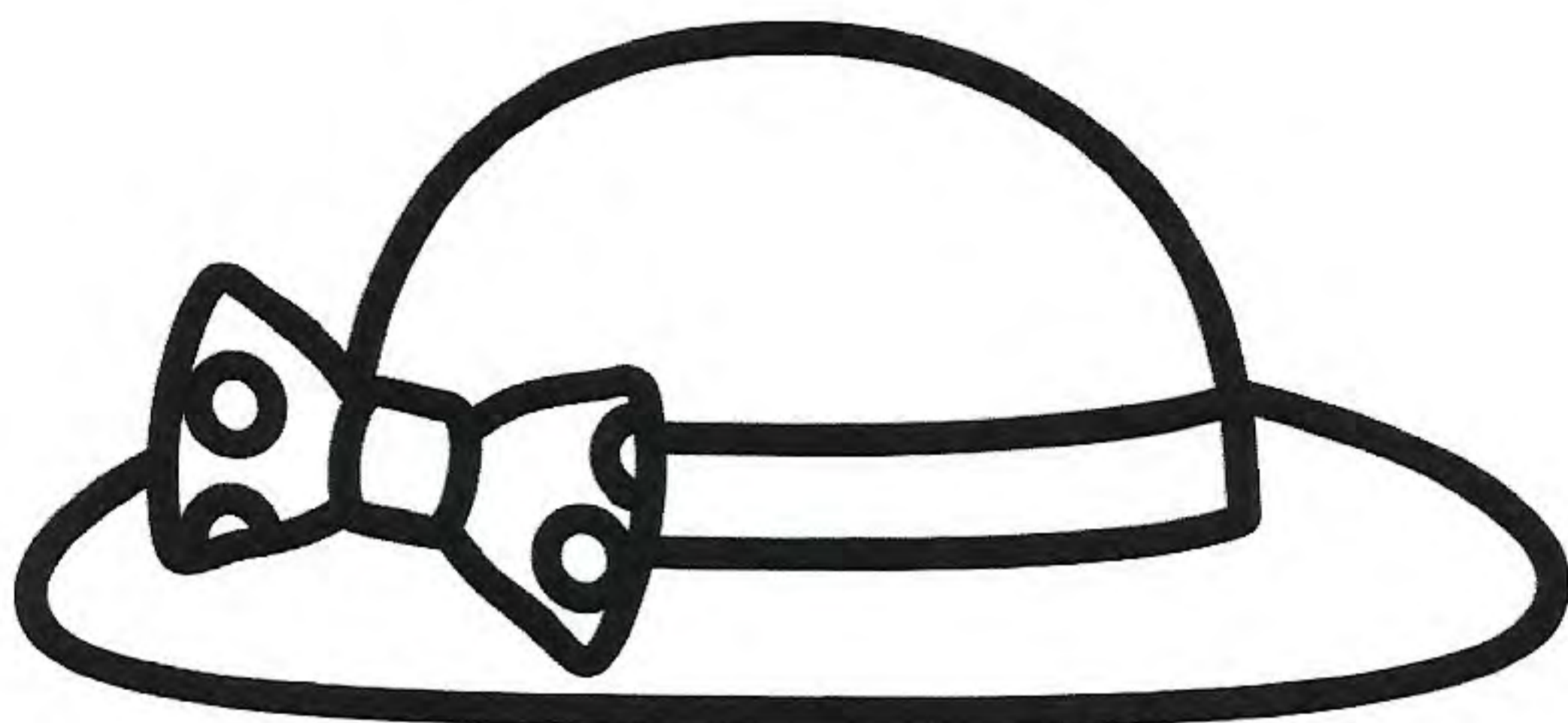


Name: \_\_\_\_\_

Date: \_\_\_\_\_



H h



H h


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H	H	h	H	H
h	h	h	H	h



# Hh - Word List

hat

heart

hen

help

his

hello

her

Hi

hand

house

hose

hills

## High frequency words

These, are, my, with, his, her

the, my, is, for, in, but, I



# Hh



Say hello to the house,

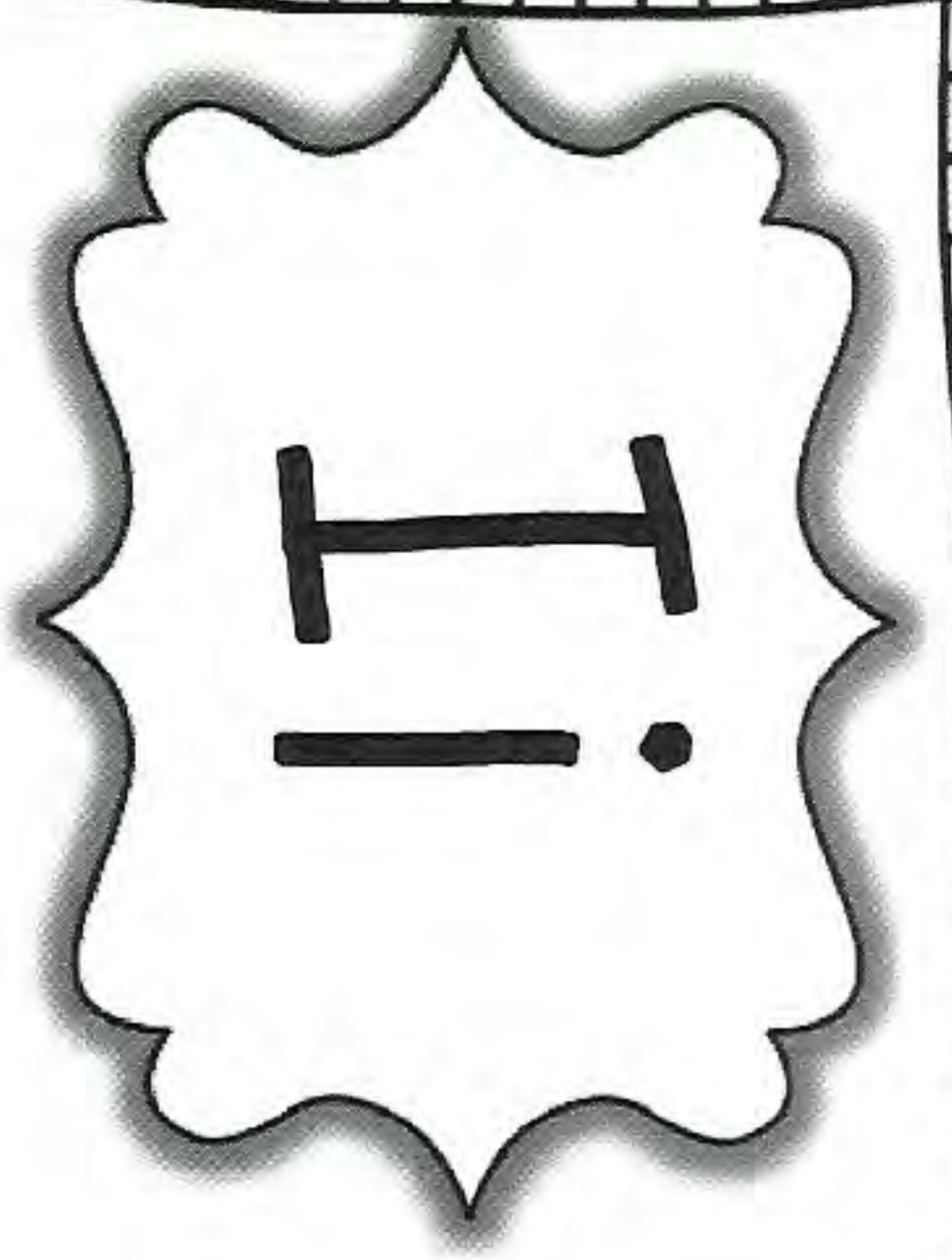
Hello to the horse,

Hello to the hills,

And hello to the hens,

All ten!





# Highlight -a- Letter i

Highlight the letters i. Then trace and write the letters.

i	i	s	c
c	i	I	G
i	X	m	i
	i	C	I

i i i i  
 i i i i

i i i i  
 i i i i



I

I

S

Hi

P

E

J

i

ki

ii

I

S

u

N

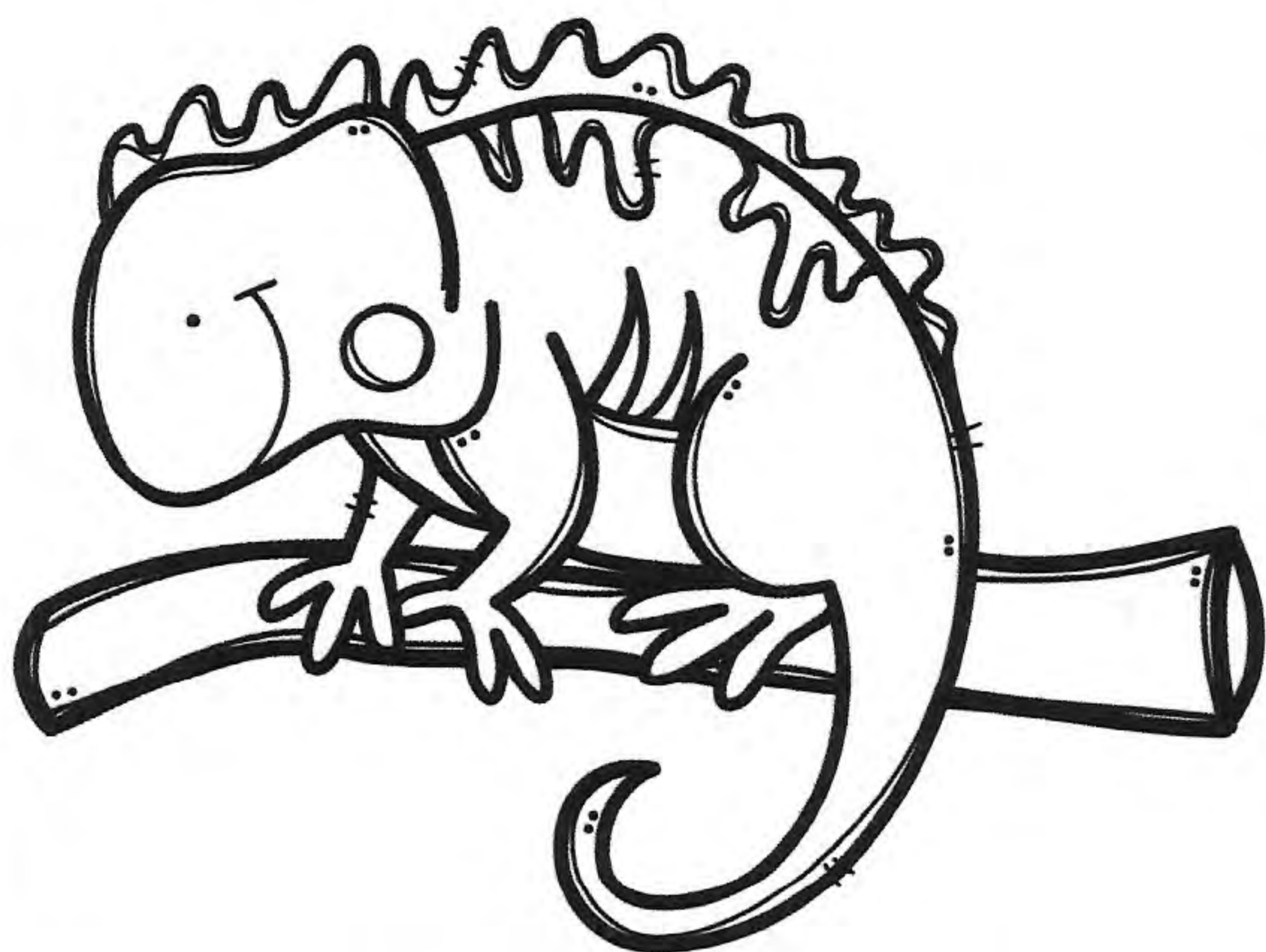
i

I



Name: \_\_\_\_\_

Date: \_\_\_\_\_



I

i

I i



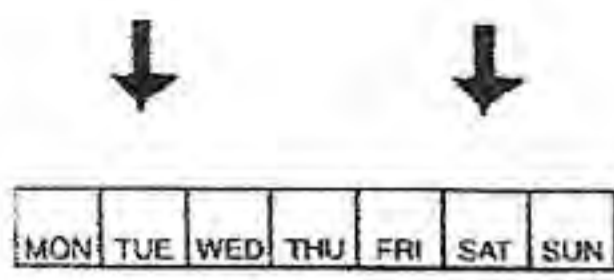
© Teaching RichaRichi 2017

i	i	I	I	i
i	I	I	i	i



# Washing Hands

---



Sometimes my hands look dirty.



I can wash the dirt off my hands.



I wash my hands before I eat.



After I use the bathroom, I wash my hands.



It is important to wash my hands.



Washing my hands keeps me healthy.



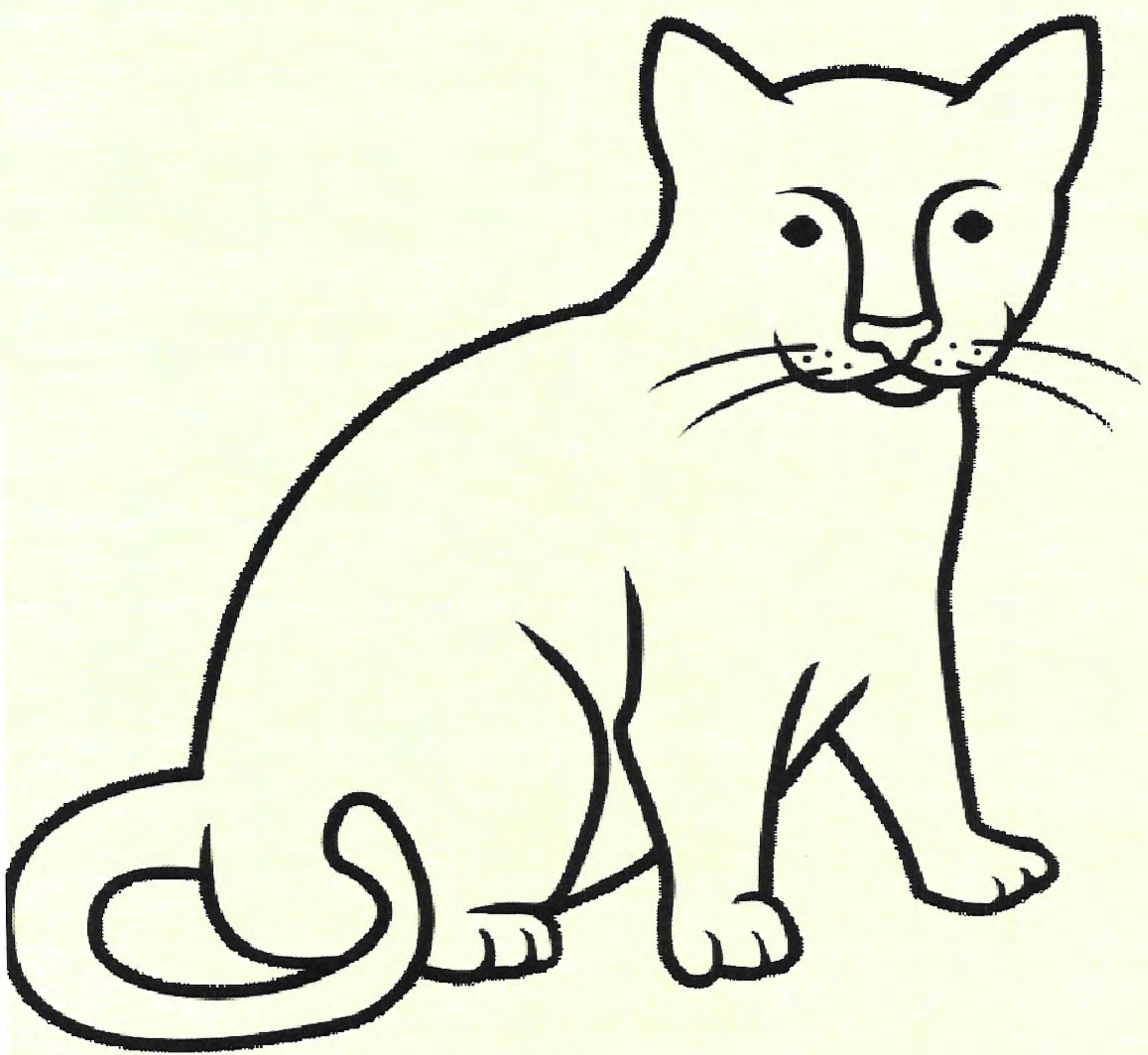
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

Reads # words.	/8
Colors cat gray.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

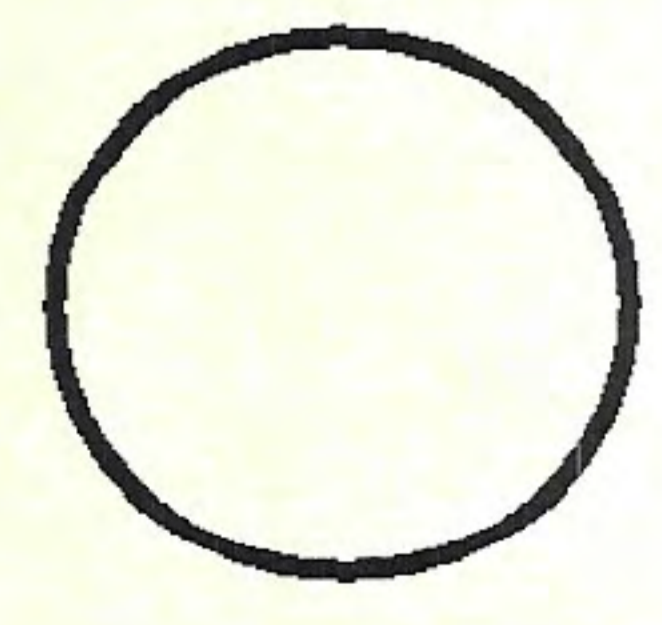
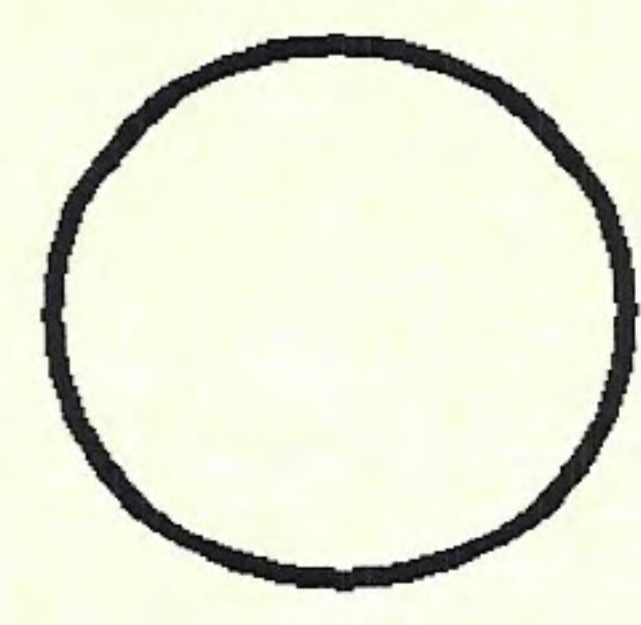
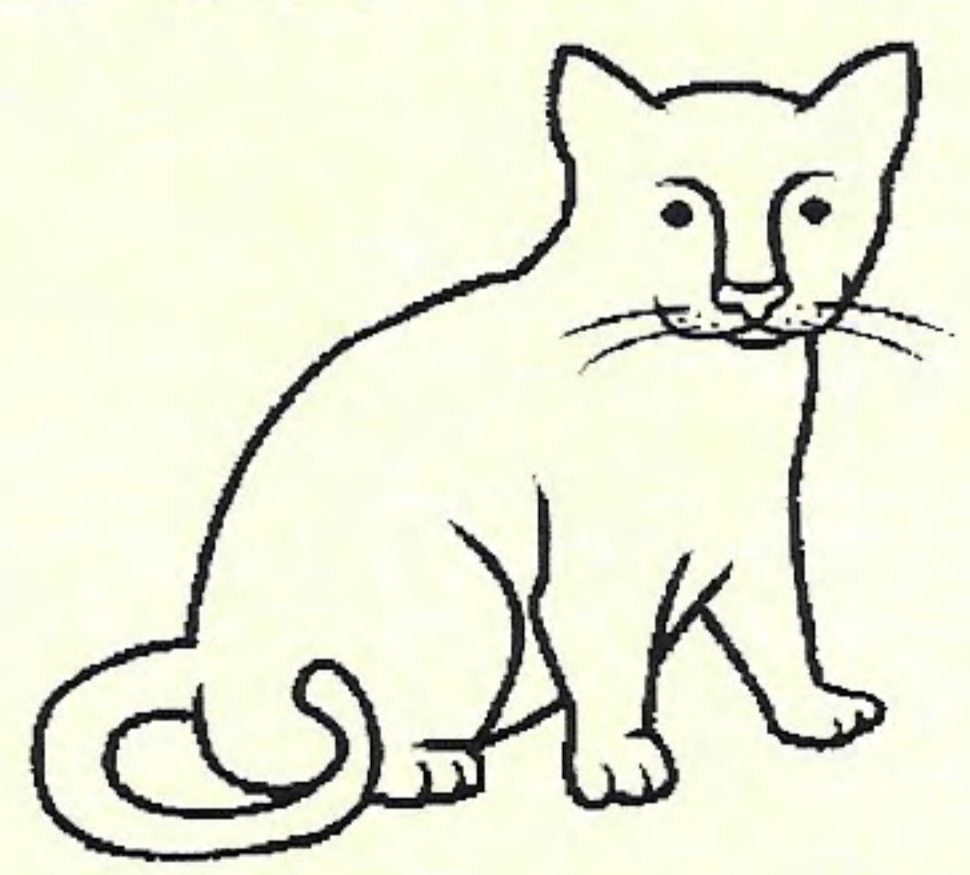
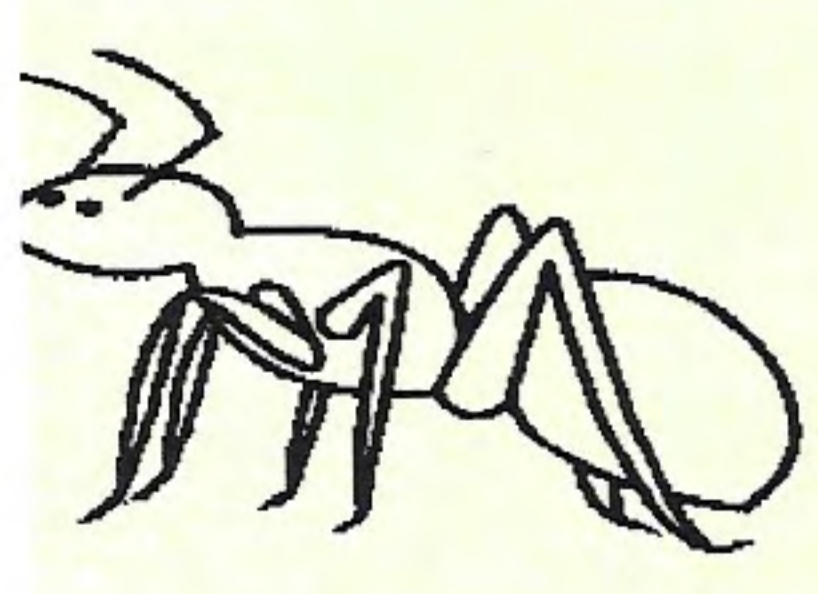


I see a cat.

The cat is gray.

What do you see?

What color is the cat?



ant

cat

black

gray



Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

1 + 1 =

2 + 1 =

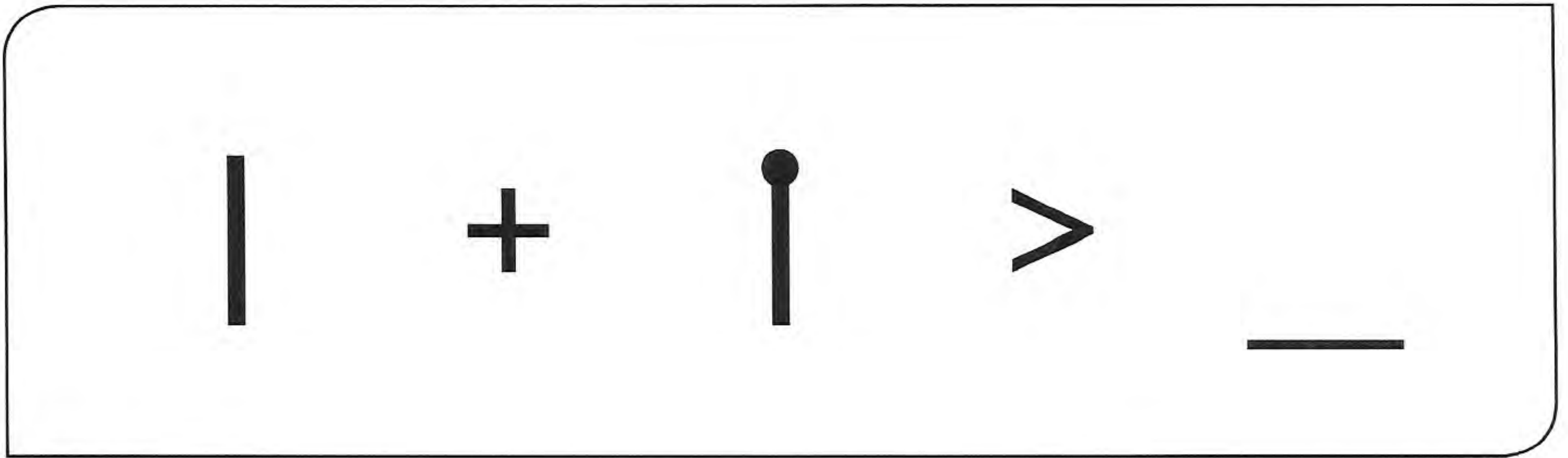
3 + 1 =

4 + 1 =









Name \_\_\_\_\_




$$\begin{array}{r} 3 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \square \end{array}$$

5  in the  . 4  at the  .

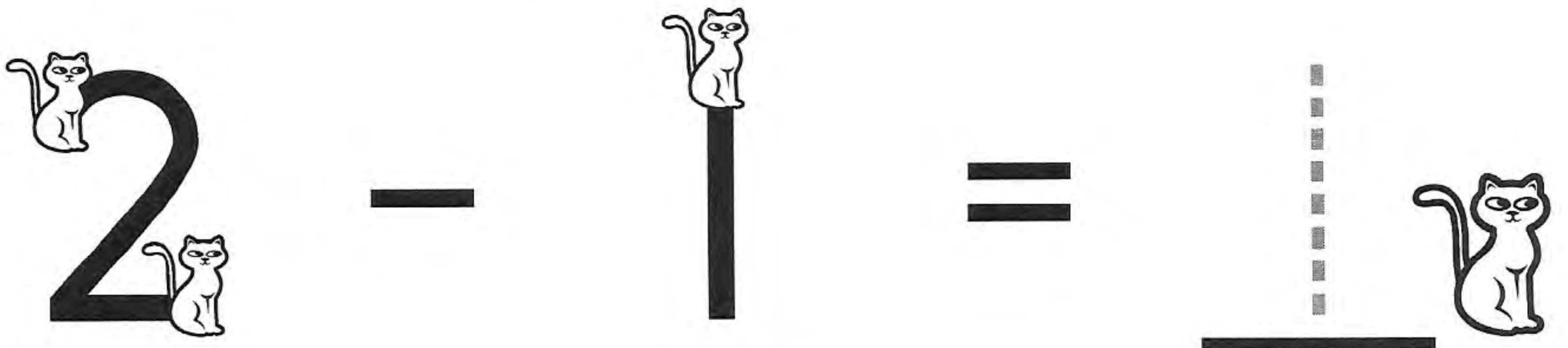
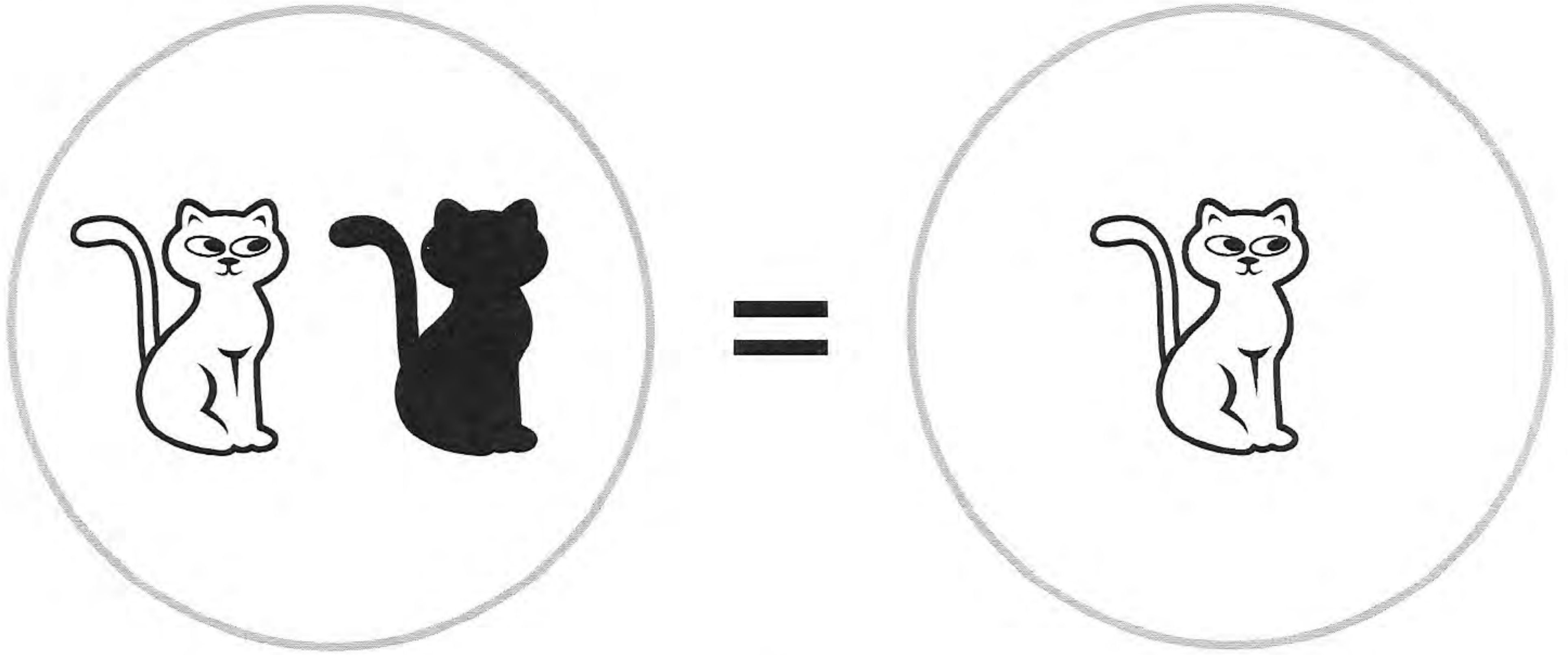
How many  altogether?

\_\_\_\_\_ 





Name \_\_\_\_\_







Name \_\_\_\_\_

A row of five dice showing 1, 2, 3, 4, and 5 dots. Curved arrows above each die point to the left, indicating a sequence from 5 to 1. Below each die is a dashed number for tracing: 1, 2, 3, 4, and 5. Each number is positioned above a solid horizontal line.

A row of five dice showing 1, 2, 3, 4, and 5 dots. Curved arrows above each die point to the left, indicating a sequence from 5 to 1. Below each die is a dashed number for tracing: 1, 2, 3, 4, and 5. Each number is positioned above a solid horizontal line.

A row of five dice showing 1, 2, 3, 4, and 5 dots. Curved arrows above each die point to the left, indicating a sequence from 5 to 1. Below each die is a dashed number for tracing: 1, 2, 3, 4, and 5. Each number is positioned above a solid horizontal line.





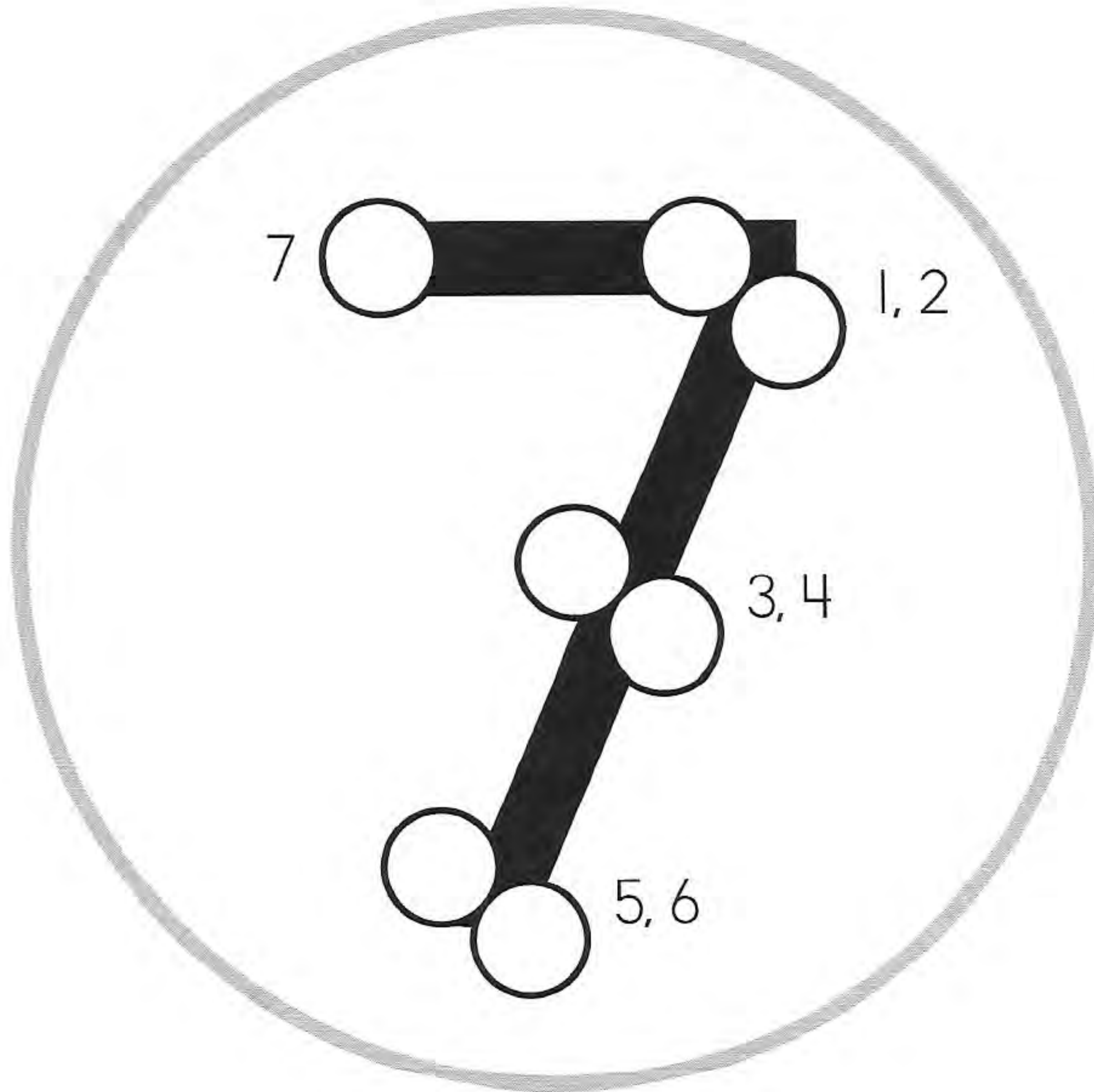
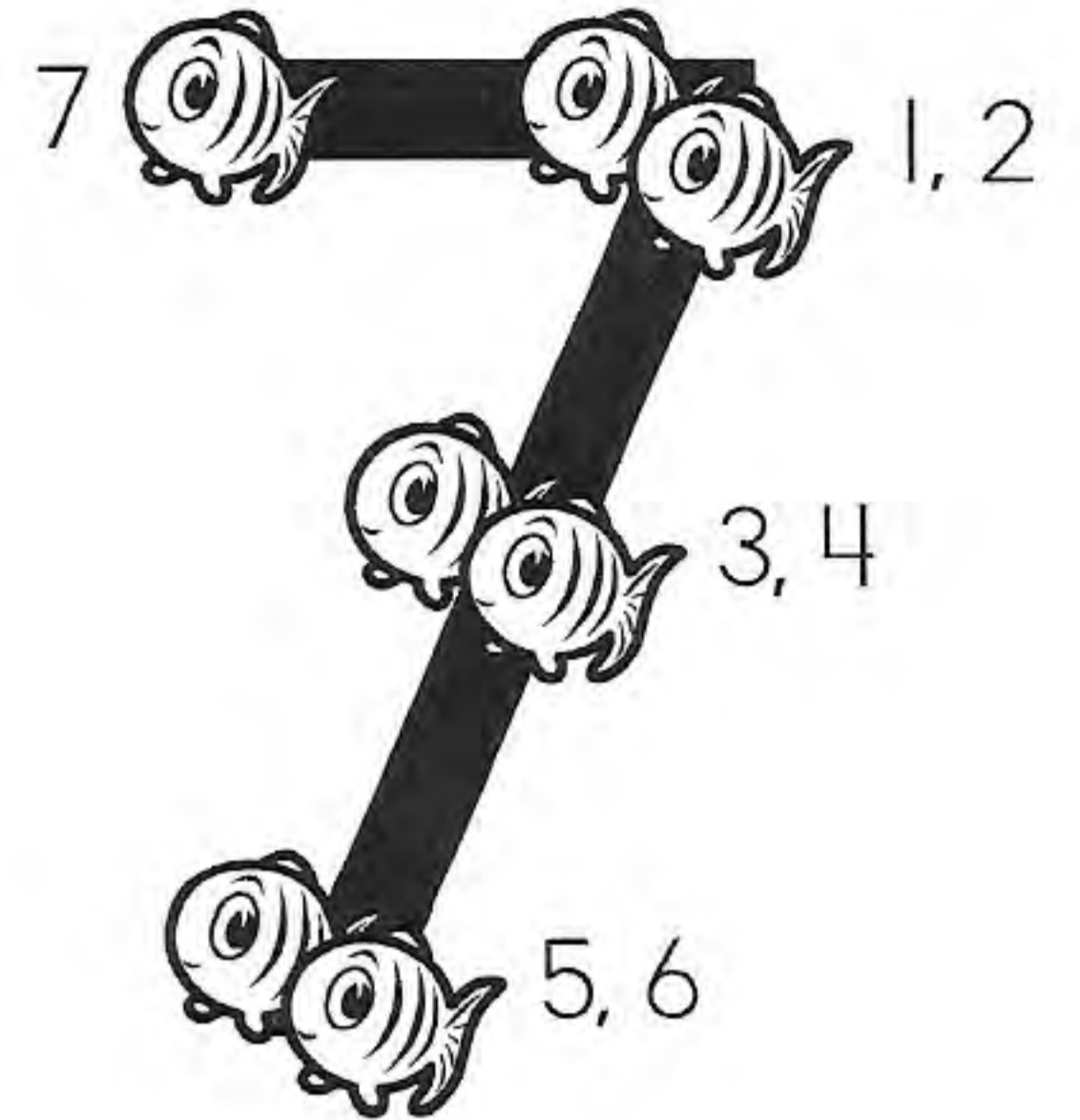
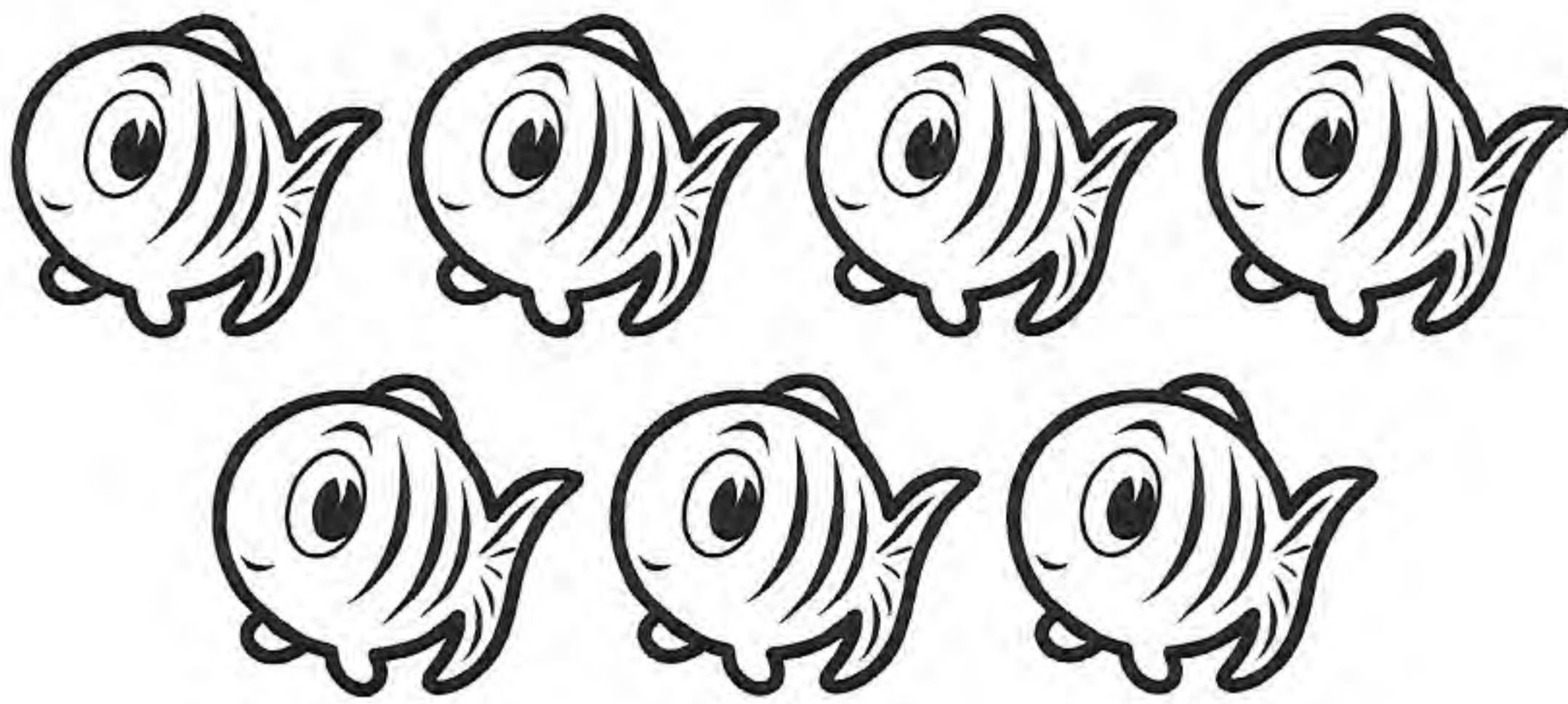
Name \_\_\_\_\_

6



8

9





Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

9 + 2 =

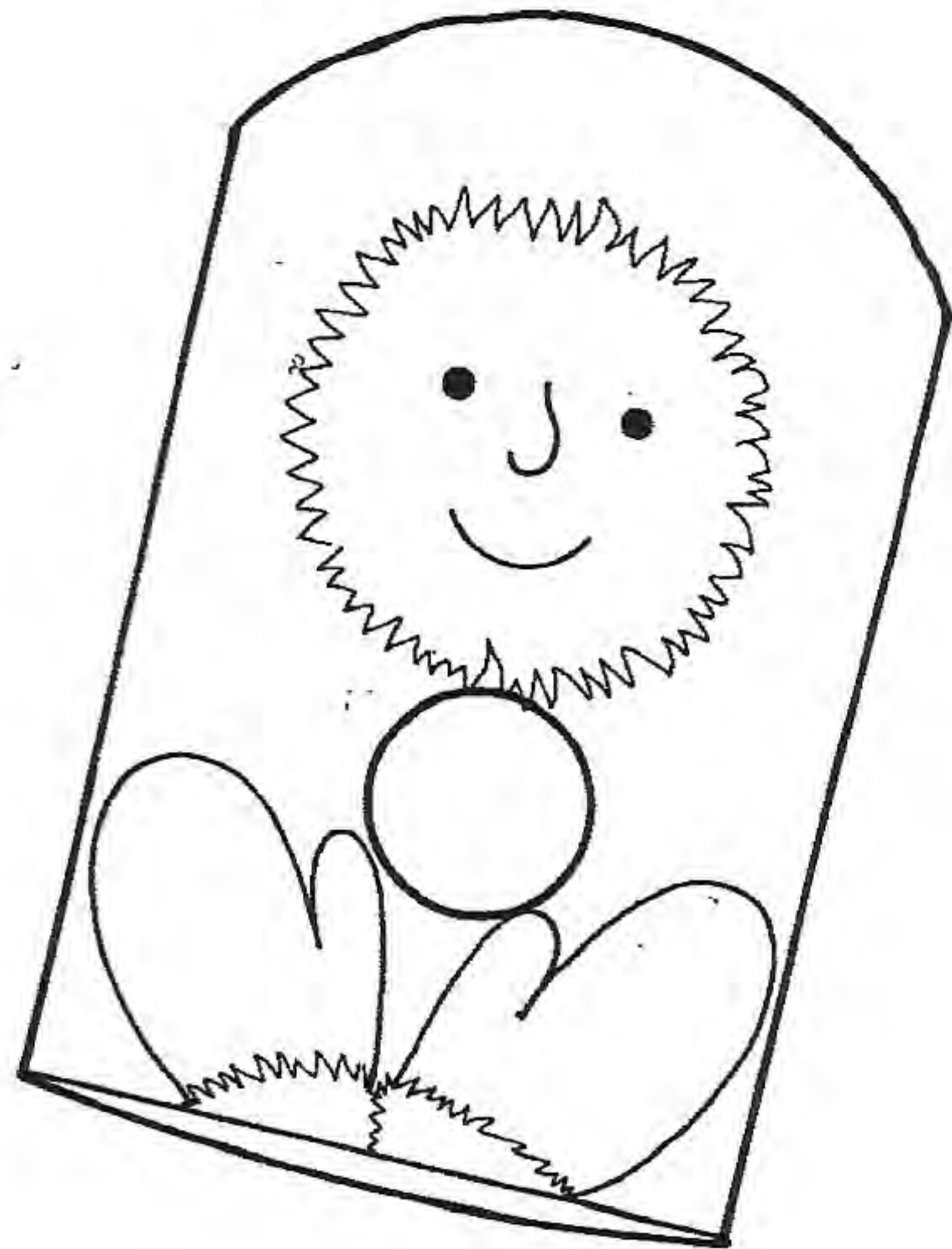
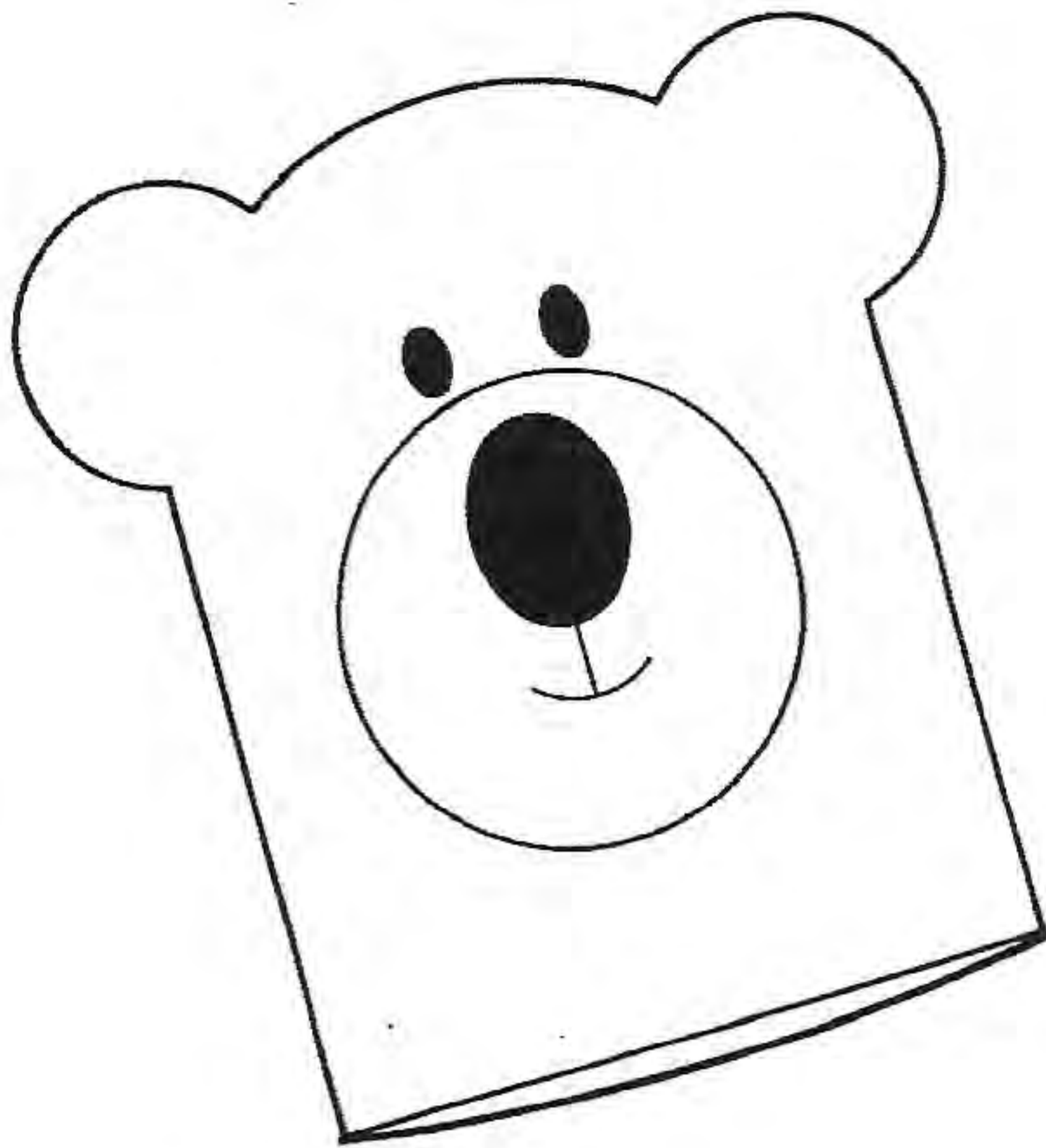
7 + 2 =

6 + 2 =

3 + 2 =



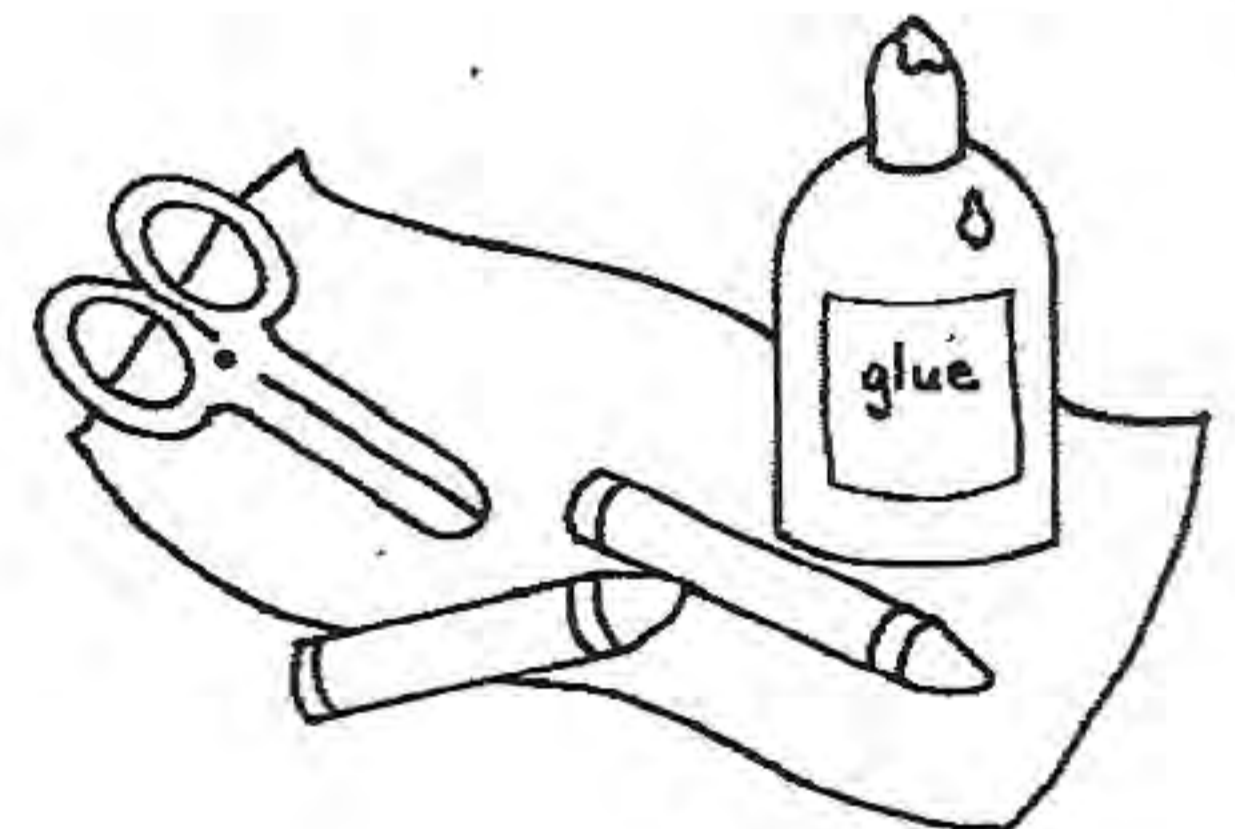
# Polar Bear and Eskimo Puppets



Put the Eskimo on one hand and the polar bear on the other. Now you're ready to share what you've learned about their homeland. Or you might want to create an adventure for the two characters to act out.

## Materials:

- Reproduce the patterns on pages 60-61
- Crayons, scissors and glue



## Steps to follow:

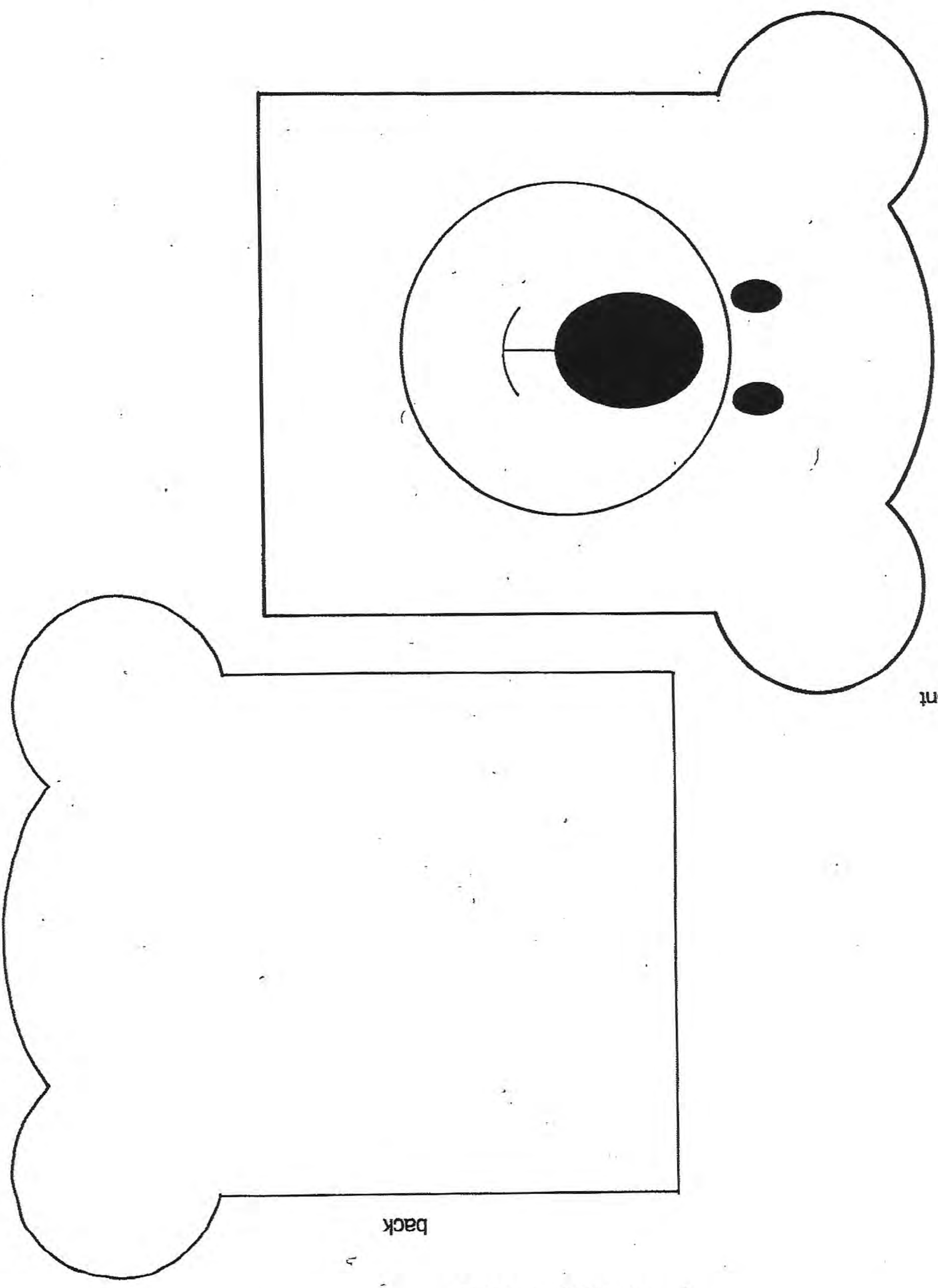
### 1. Eskimo

Color the Eskimo and cut out the pattern.  
Fold on the center line and paste around the edges.  
Slip a hand inside the puppet.

### 2. Polar Bear

Color the bear pattern. Cut out the back and the front of the pattern. Apply paste around the side and top of the pieces. Paste the front to the back. Tell a story with the puppet.





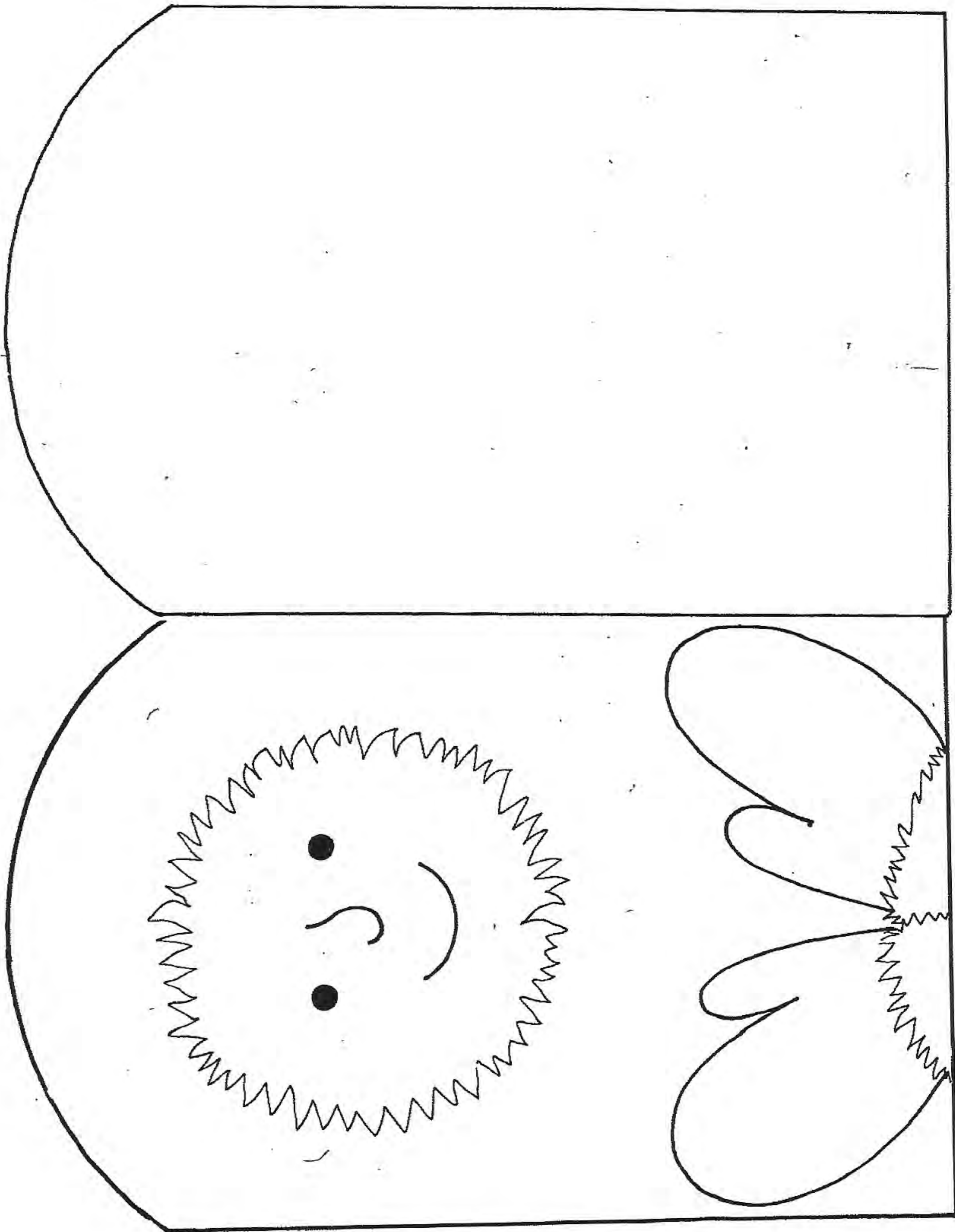
front

back

Polar Bear



# Eskimo Puppet Pattern





hello



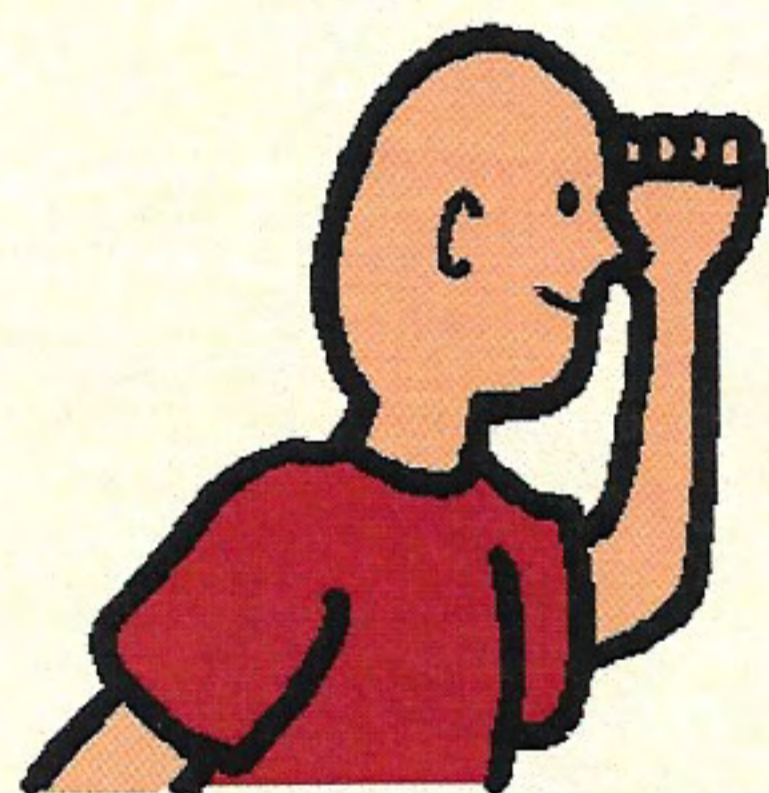
goodbye



How are you?



I see





# Choice Board

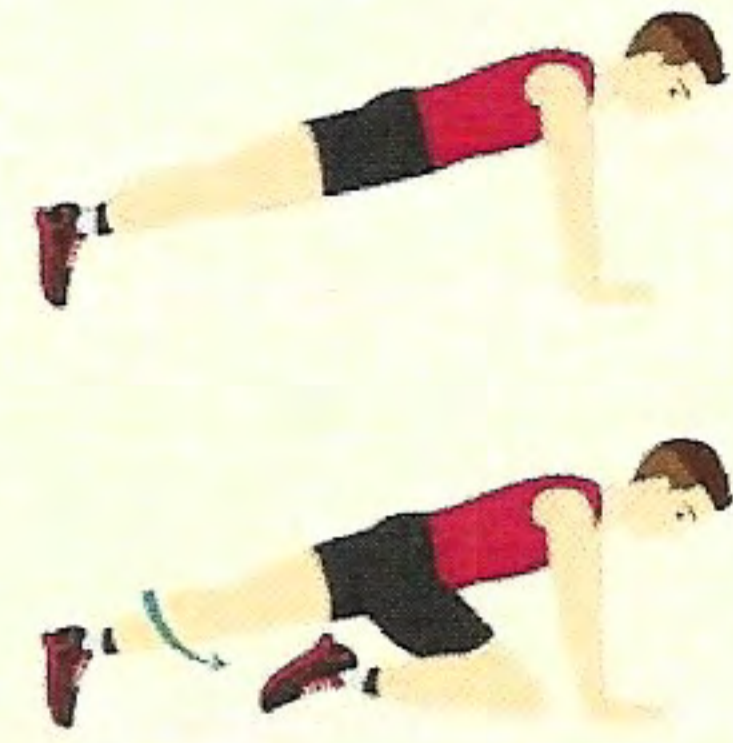
I must choose three activities that make a tic-tac-toe.



Run in place for 60 seconds

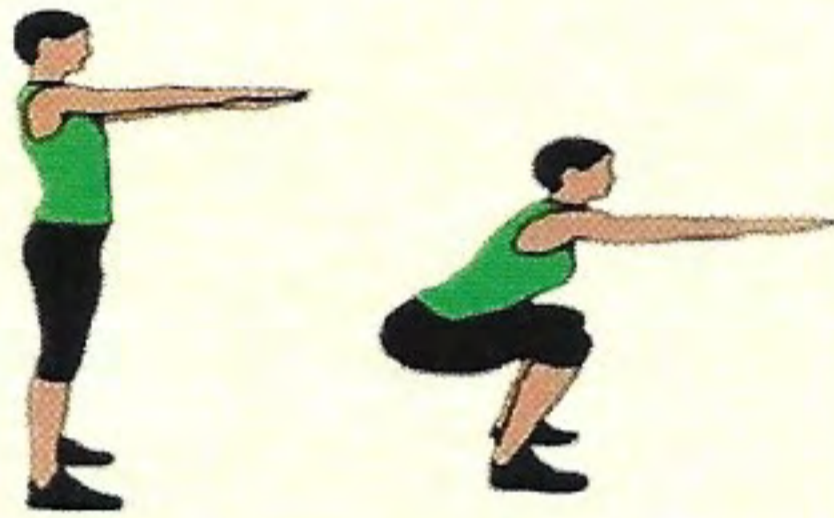


30 jumping jacks



shutterstock.com • 1585381312

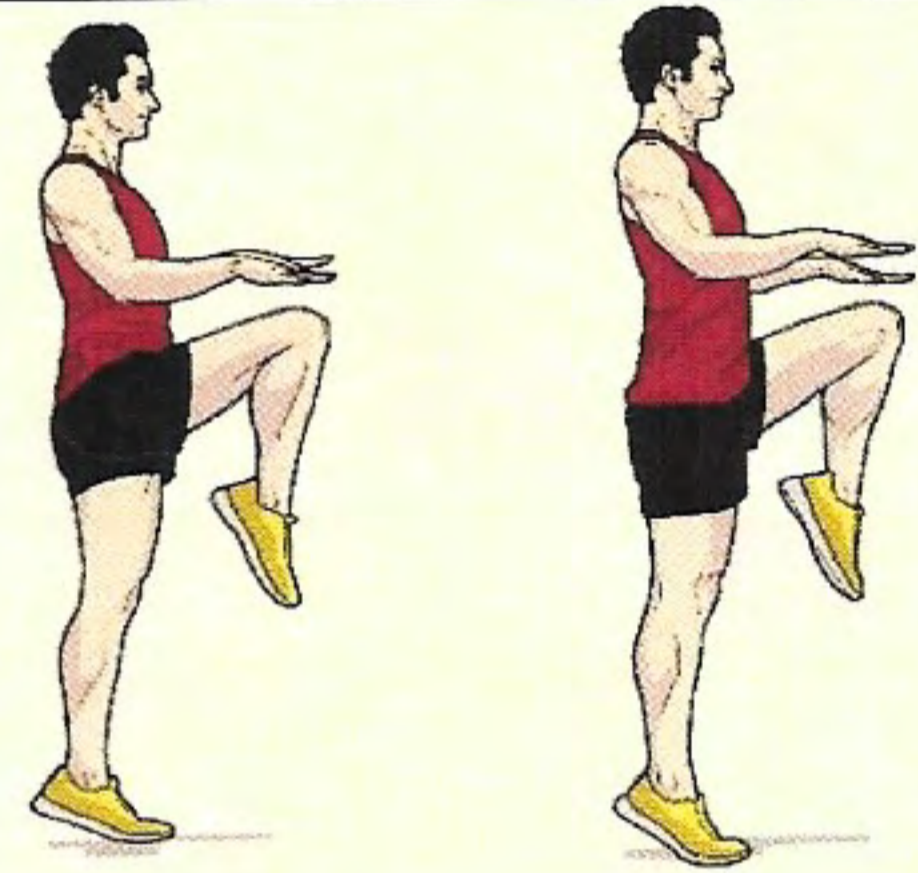
30 mountain climbers



15 squats



30 toe raises



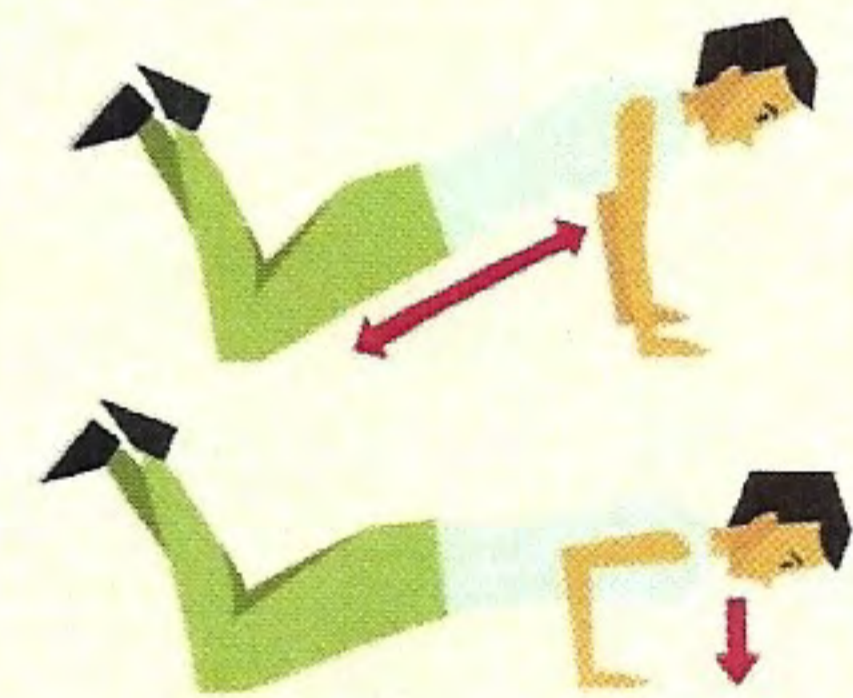
30 high knees



20 lunges



15 crunches



10 modified push-ups

M. Tinnon/Adapted PE





Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 4: May 4 – May 8, 2020

Students Rise. We all Rise





## Week of 5/4/20 to 5/8/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 4 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 4 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 4 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 4 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 4 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

Week 4 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

\_\_\_\_\_

-----

\_\_\_\_\_

Day1

\_\_\_\_\_

-----

Day2

\_\_\_\_\_

-----

Day3

\_\_\_\_\_

-----

Day4

\_\_\_\_\_

-----

Day5

\_\_\_\_\_

-----

\_\_\_\_\_



# I Know Important Information

Week 4



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_  
My Address is \_\_\_\_\_  
My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_  
-----

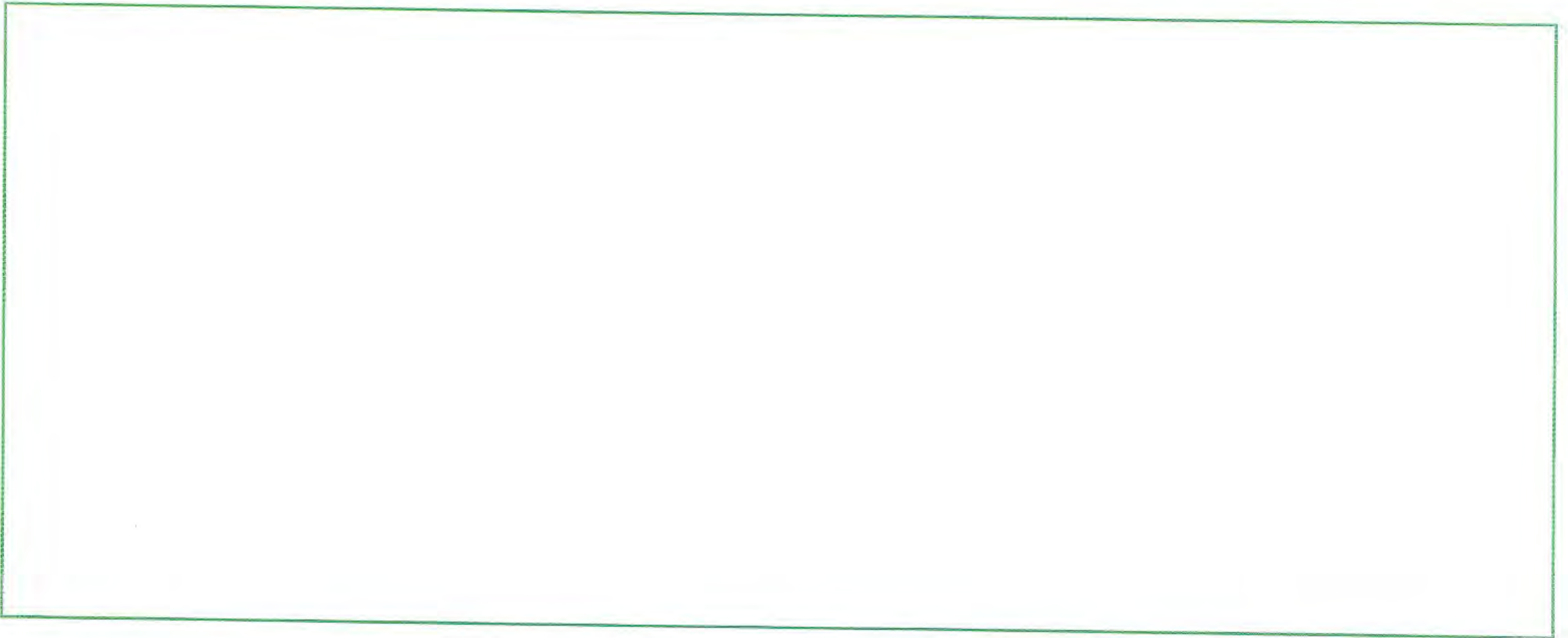
My Address is \_\_\_\_\_  
-----

My Telephone Number is \_\_\_\_\_  
-----



# Journal Writing

WEEK 4



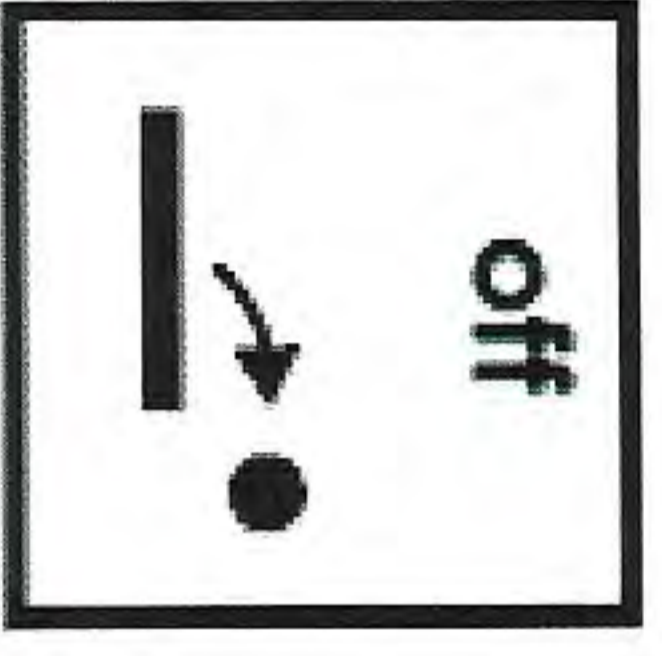
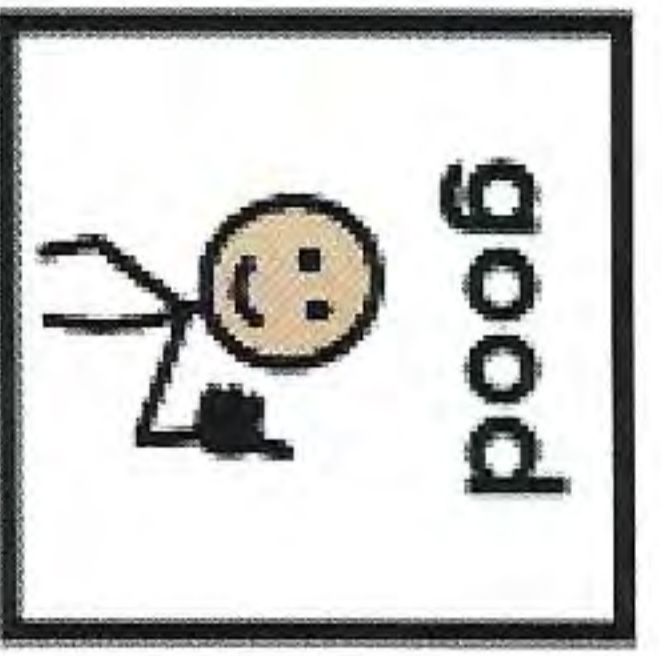
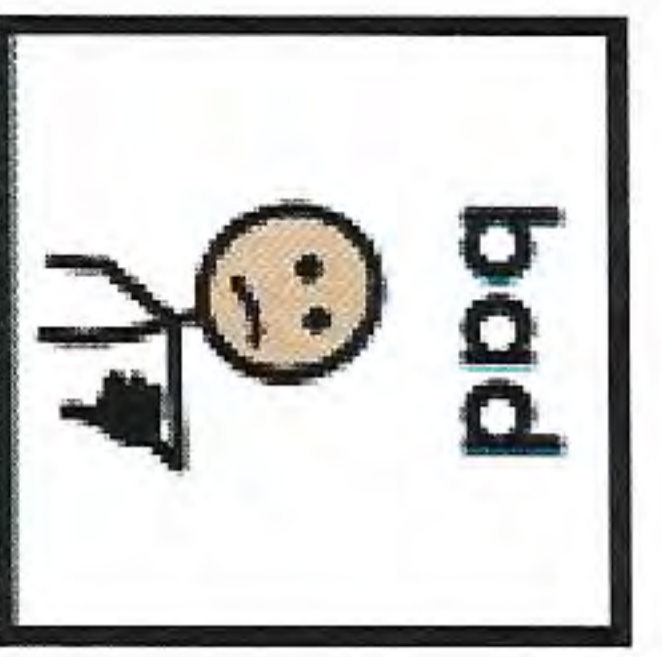
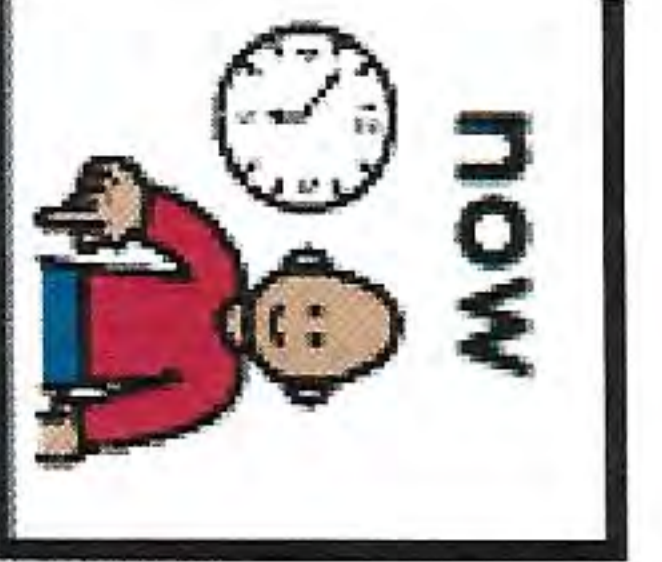
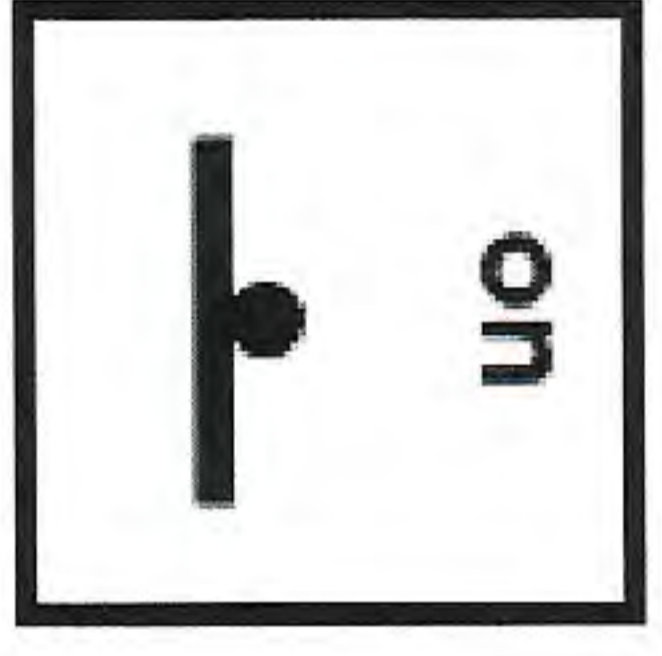
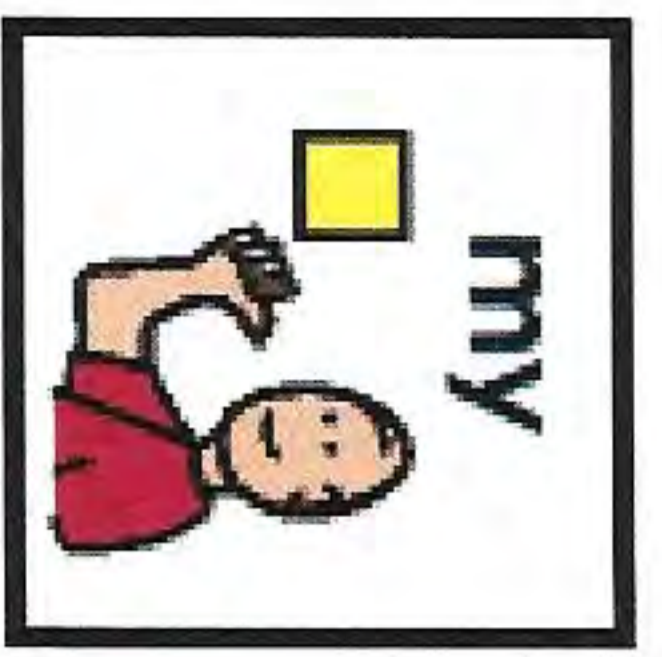
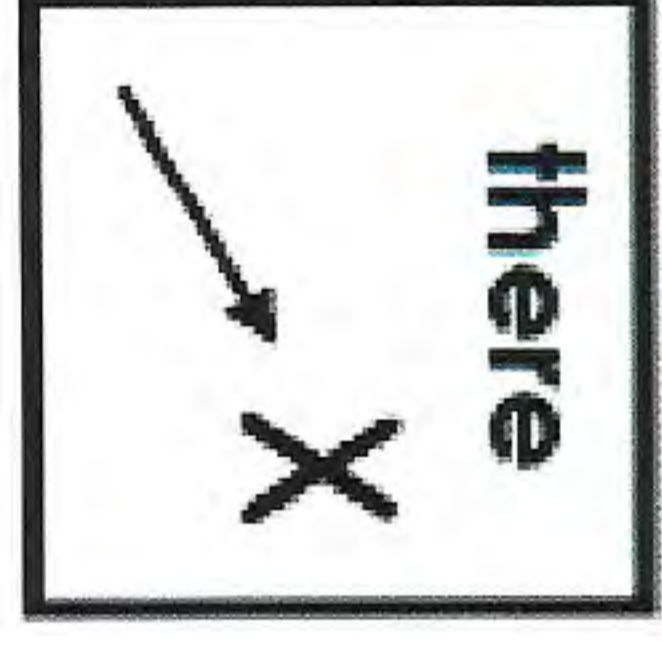
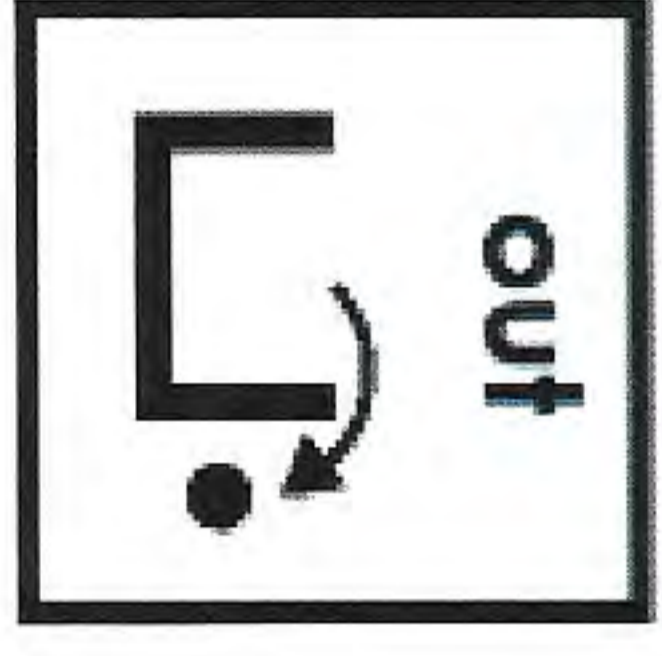
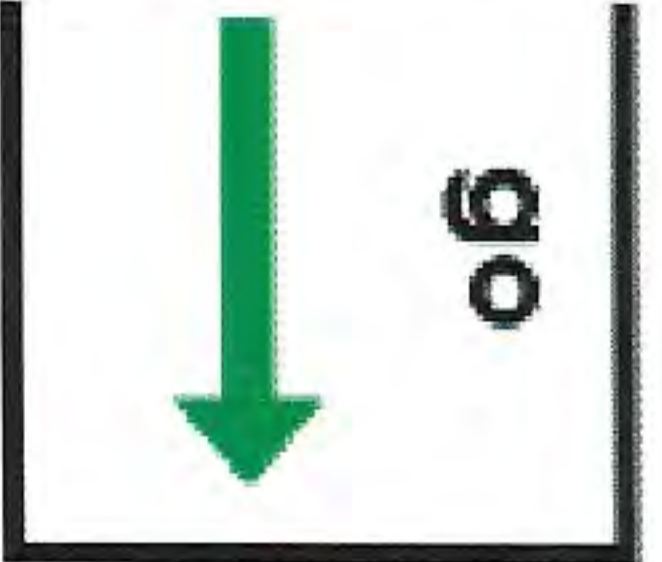
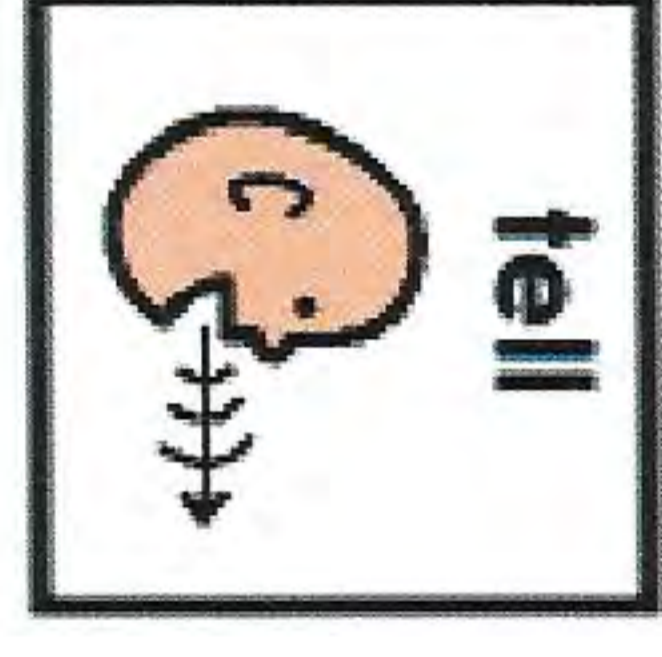
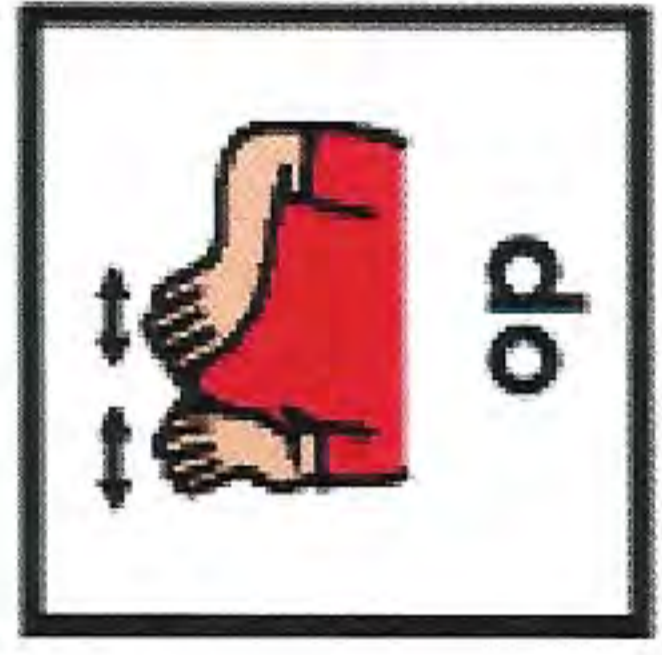
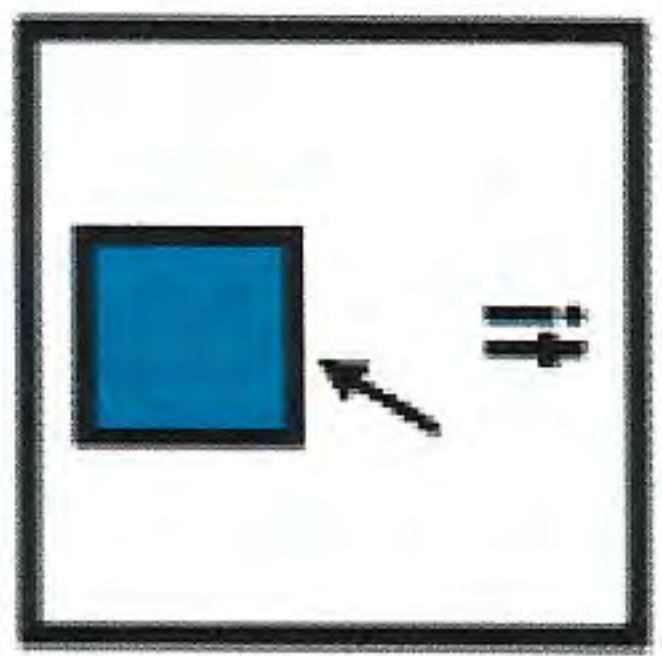
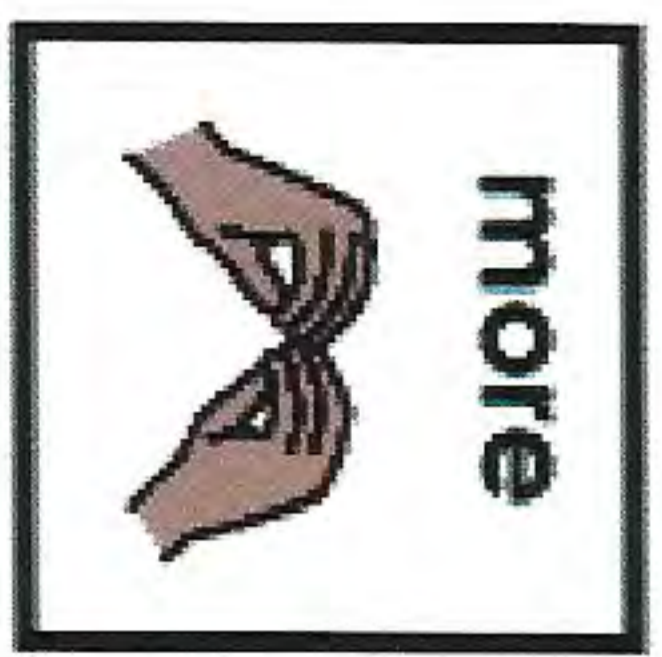
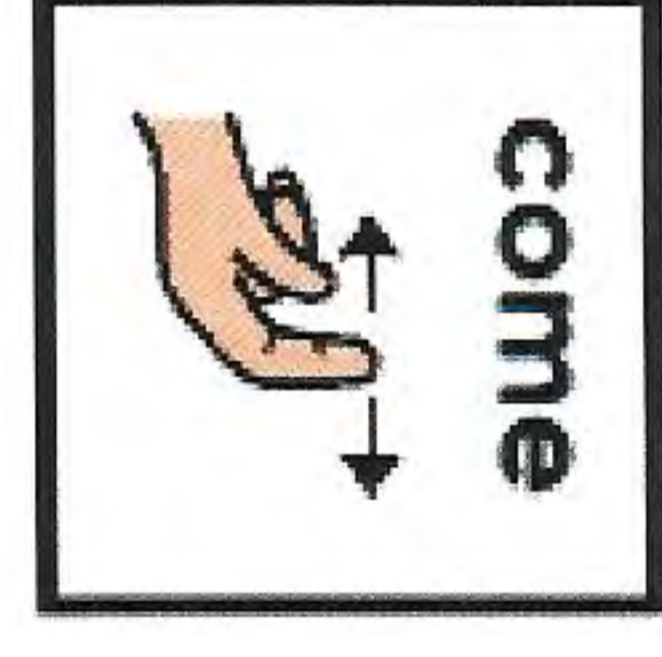
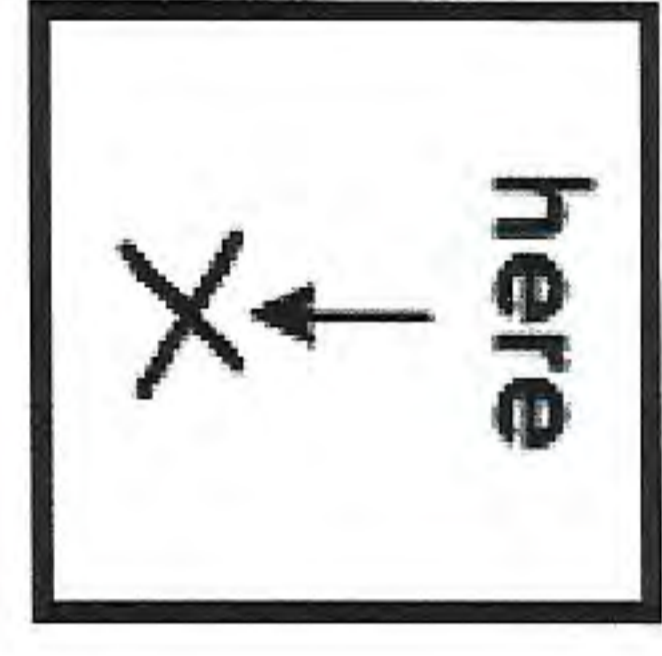
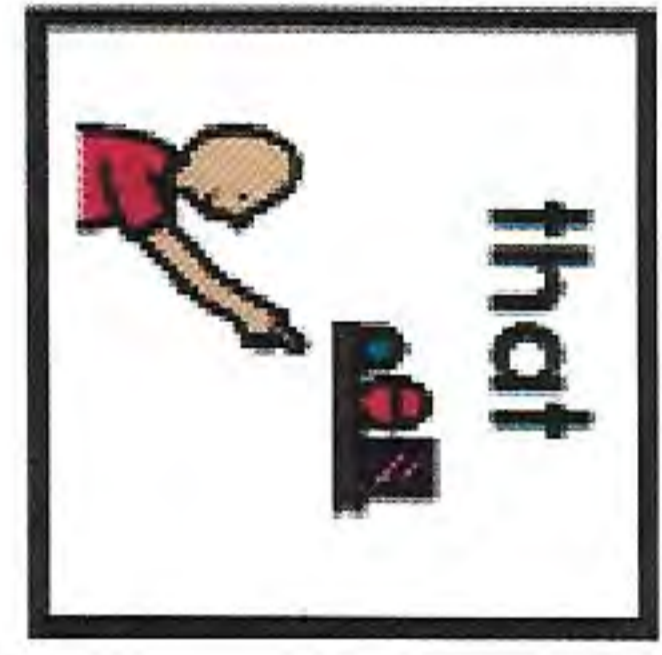
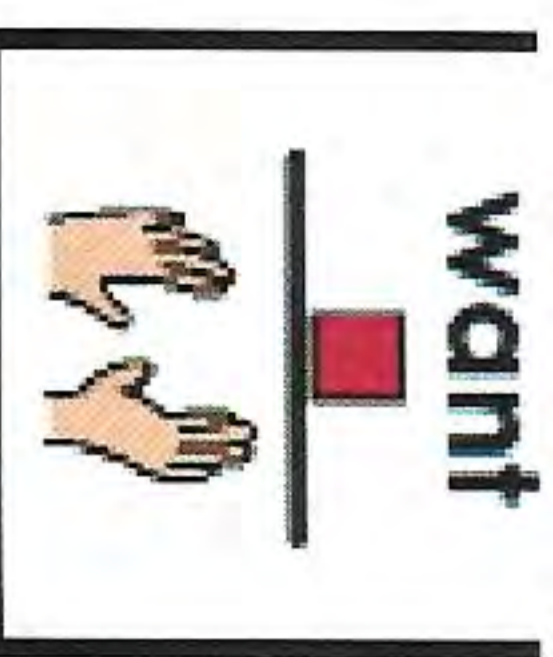
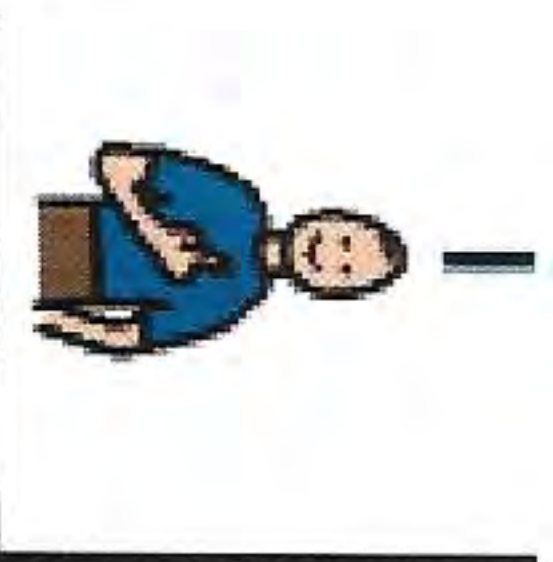
**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for handwriting practice.









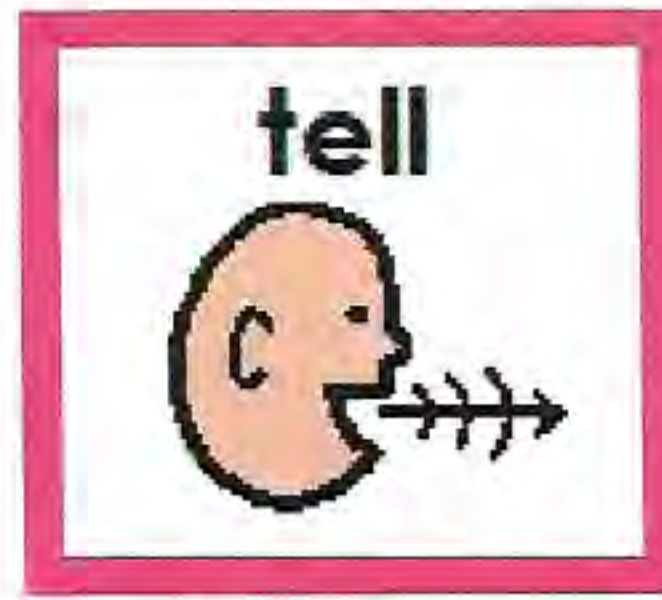
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions:</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Go get it!</li> <li>● Go get some!</li> <li>● I want to get it.</li> <li>● Do you get it?</li> <li>● What did you get?</li> <li>● Get over here!</li> <li>● I go get you.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Cooking: get things for your recipe</li> <li>● Make grocery/birthday lists: I want to get....</li> <li>● Do an activity with an item missing: Cereal without a spoon, they have to get the spoon etc,</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● You get what you get and you don't throw a fit</li> <li>● "I got this!"</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <u>Search: Tarheelreader.org</u></li> <li>● <u>What pet to get</u></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Go get your folder, lunch, chair, etc.</li> <li>● Get in line</li> <li>● Say the word character voice: pirate, princess, etc.</li> <li>● Clap sounds out</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Give directions on the play equipment, "Get the ball. Get on/off/in, etc."</li> <li>● Play tag, "I am going to get you."</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Duck Song youtube</li> <li>● You've Got a Friend in Me</li> <li>● I've Got no Strings</li> <li>● Get back up again -Trolls</li> <li>● I got a feelin -Kidz Bop</li> <li>● The more we get together</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● "Go!"</li> <li>● "You go"</li> <li>● "I go"</li> <li>● "Don't go"</li> <li>● "Let's go"</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Song: "Let it Go" from Frozen</li> <li>● Toy Cars</li> <li>● Balloon (let it fly around room)</li> <li>● Freeze dance (stop the music and have student request "go")</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Playing structured stop and go games with peers (i.e. red light green light or freeze dance) is a great way to practice "go". You can even have the winner be "it", to practice more peer-to-peer interaction.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● "Go Dog Go" By P.D. Eastman</li> <li>● "Put Me in the Zoo" by Robert Lopshire</li> <li>● "Owl Moon" by Jane Yolen</li> <li>● "Alexander and the Terrible, Horrible, No Good, Very Bad Day" by Judith Vioris</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Go and stop are important safety commands. You can practice following directions during any table activity by having students wait....then "go"!</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Stop and Go while swinging</li> <li>● Go Down the Slide</li> <li>● Come and go game - get closer and farther away</li> <li>● Walking in the Hallway</li> <li>● "Red Light, Green Light"</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Going on a Bear Hunt</li> <li>● Pop Goes the Weasel</li> <li>● Let's Go Fly a Kite</li> <li>● How far I'll Go - Moana</li> <li>● Let It Go</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Tell me</li> <li>● Tell me now!</li> <li>● I tell you</li> <li>● Tell me a story</li> <li>● Tell me more</li> <li>● (will) You tell me?</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Play telephone game “Tell me what he said”</li> <li>● Tell me something green, ect”</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● “Tell me your name.”</li> <li>● Tell me (how) you feel.</li> <li>● Tell me a joke</li> <li>● I’m telling you! I told you! (sarcasm)</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “tell” books</li> <li>● <u>Tell me again about the night I was born</u> by Jamie Lee Curtis</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Tell me 2 things you did today, want to do today, what you had for lunch, what you had dinner.</li> <li>● Tell me your choice for (centers, lunch, break), have them ask a friend</li> <li>● Predictive writing “X tell me -----”</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Play “simon says” but call it “Simon tells you....”</li> <li>● Modify “What time is it Mr. Fox” to “Tell me time Mr. Fox”</li> </ul>	<p style="text-align: center;"><u>Song</u></p> <ul style="list-style-type: none"> <li>● Wannabe -Spice Girls</li> <li>● Tell me color song - <a href="https://www.youtube.com/watch?v=ir9wnc16TnA">https://www.youtube.com/watch?v=ir9wnc16TnA</a></li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● That one</li> <li>● See that</li> <li>● Read that</li> <li>● Want that</li> <li>● Not that</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Have a group of toys on floor, have child choose the one they want using “that” and pointing.</li> <li>● Choice making in art or snack “I want that”</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Role modeling good and bad behaviors and kids comment: “that’s good” or “That’s bad”.</li> <li>● Giving a social compliment when someone comes into the room, “I like that dress”.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “that” books</li> <li>● <u>That’s Good! That’s Bad!</u></li> <li>● <u>That’s Not My Snowman</u> and various other usborne books</li> <li>● <u>The House that Jack Built</u></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Types of foods: I like that or I don’t that</li> <li>● Make a list of rhyming words.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Hokey Pokey</li> <li>● Imitating game/draw picture or have picture cards of activities - “Now you do that.”</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Hokey Pokey</li> <li>● That’s What Makes You Beautiful</li> </ul>



# Jj Highlight-a-Letter!

Highlight the letters Jj. Then trace and write the letters.

k	j	b	J
J	I	a	Q
A	C	j	j
J	j	C	J

J J J

j j j



F

f

P

p

J

j

J

j

j

V

F

P

Jj

J

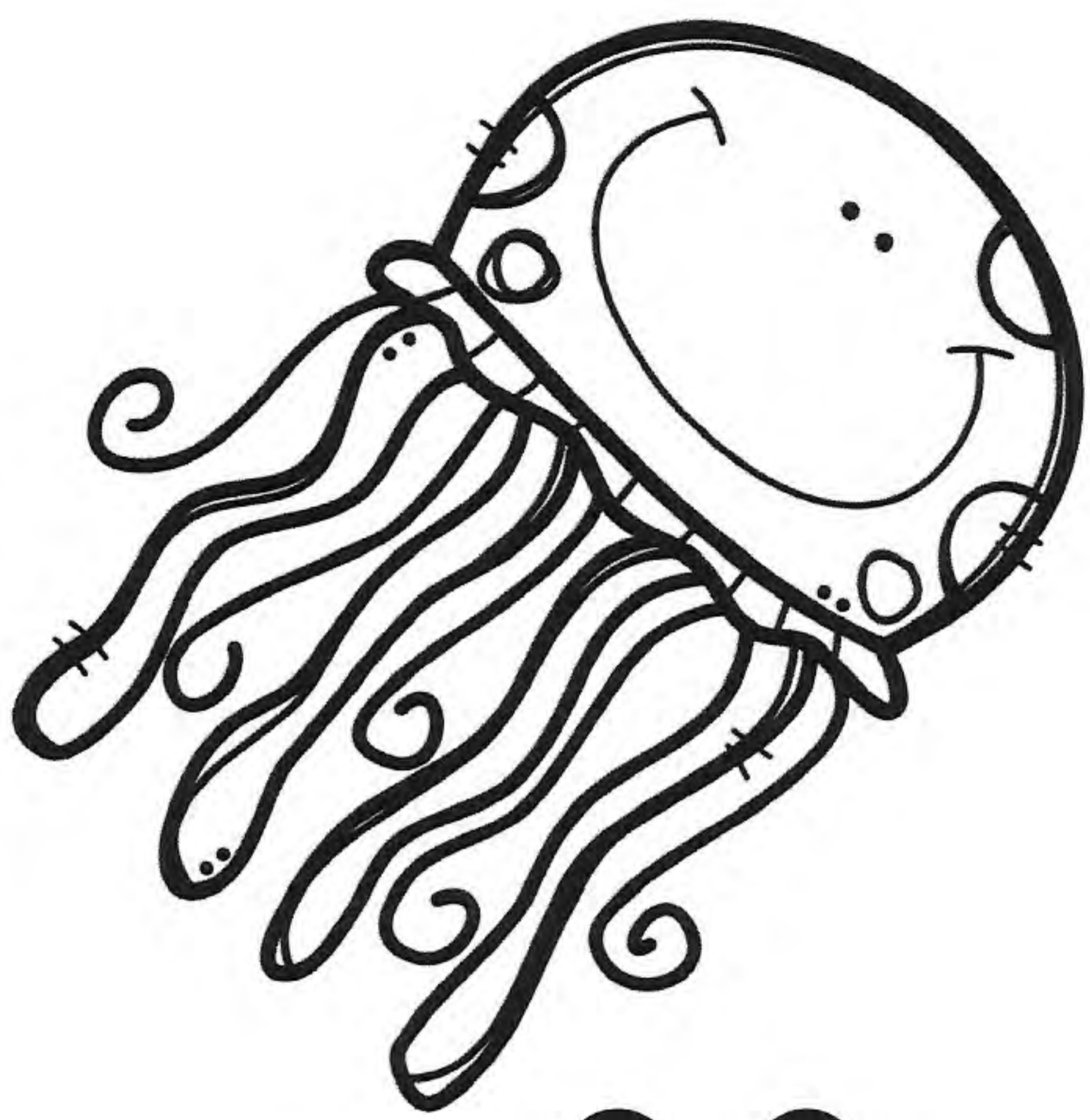
j

J



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**z z**

**J**

**j**



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J	J	j	j	J
j	j	J	J	J



# Jj - Word List

jar

jump

jet

juice

jug

jeans

job

just

jam

jacket

jelly

## High frequency words

These, are, my, with, his, her,

the, my, is, for, in, but, I, where



Jj



Where's the juice?

In the jug.

Where's the jelly?

In the jar.

Where's the dog? In the car!

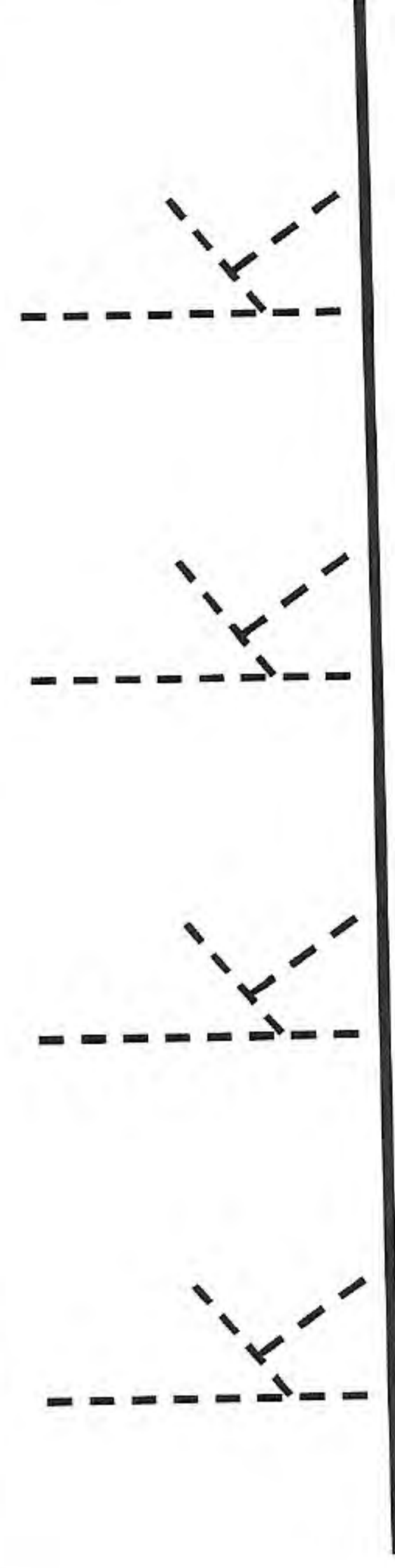
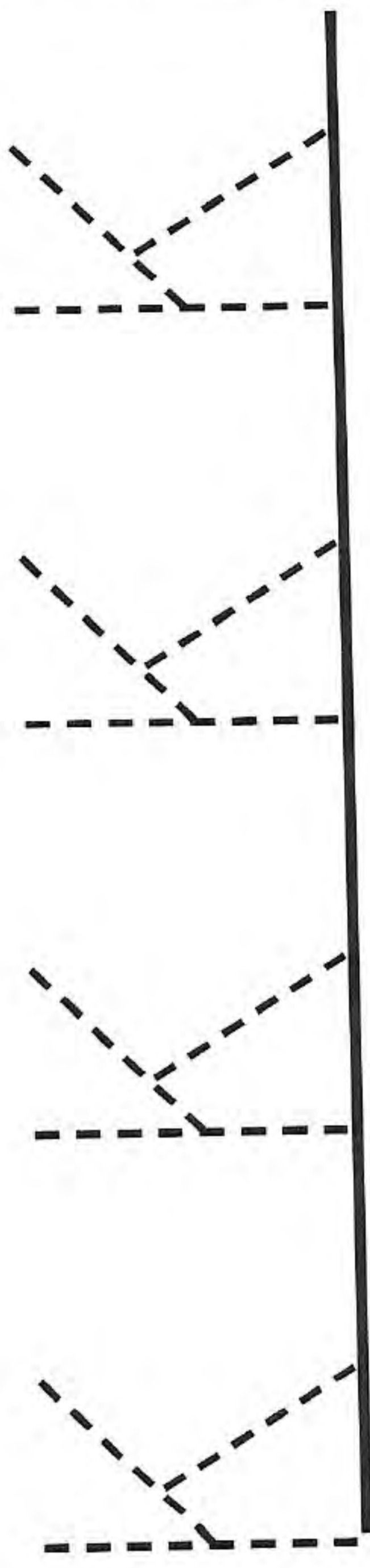




# Kk Highlight-a-Letter!

Highlight the letters Kk. Then trace and write the letters.

k	K	x	K
Y	K	o	G
K	J	K	a
M	k	e	K





K

f

K

K

F

K

F

f

K

V

K

K

KK

K

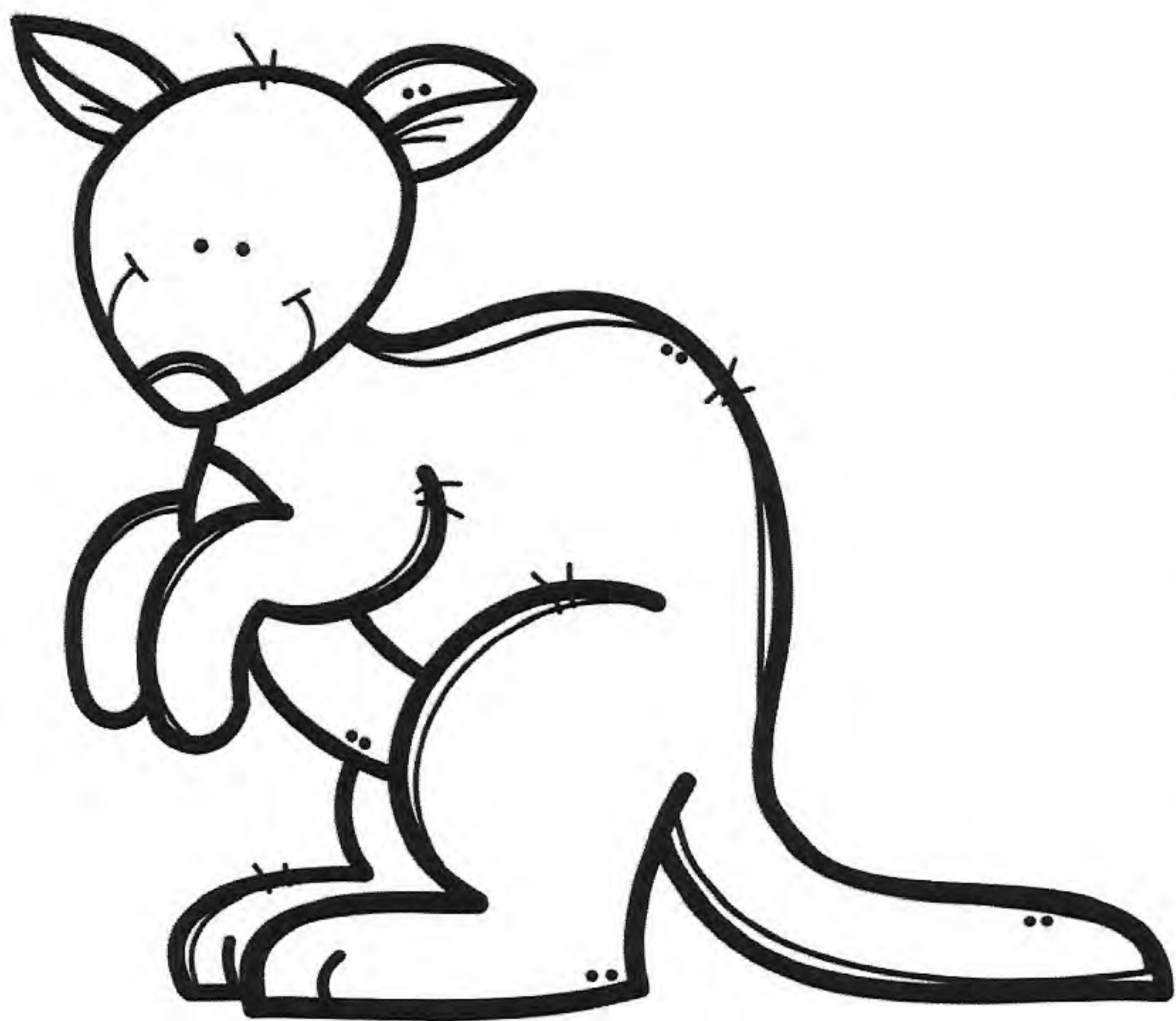
K

f



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**K**

**K**



**K K**

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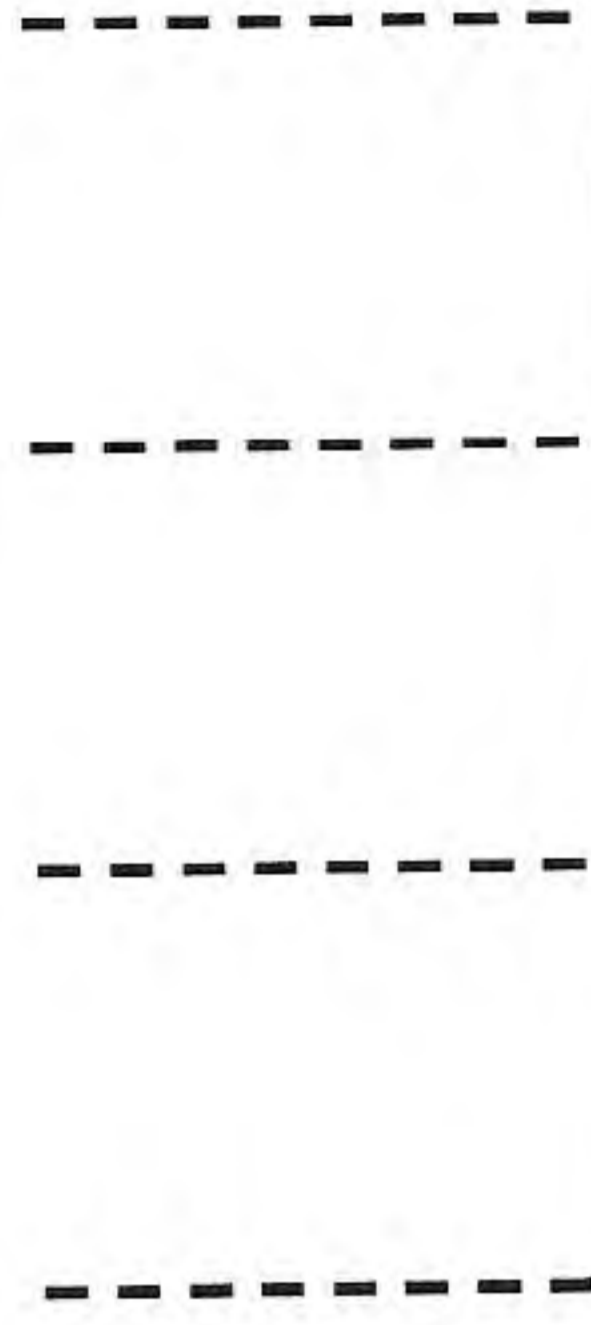
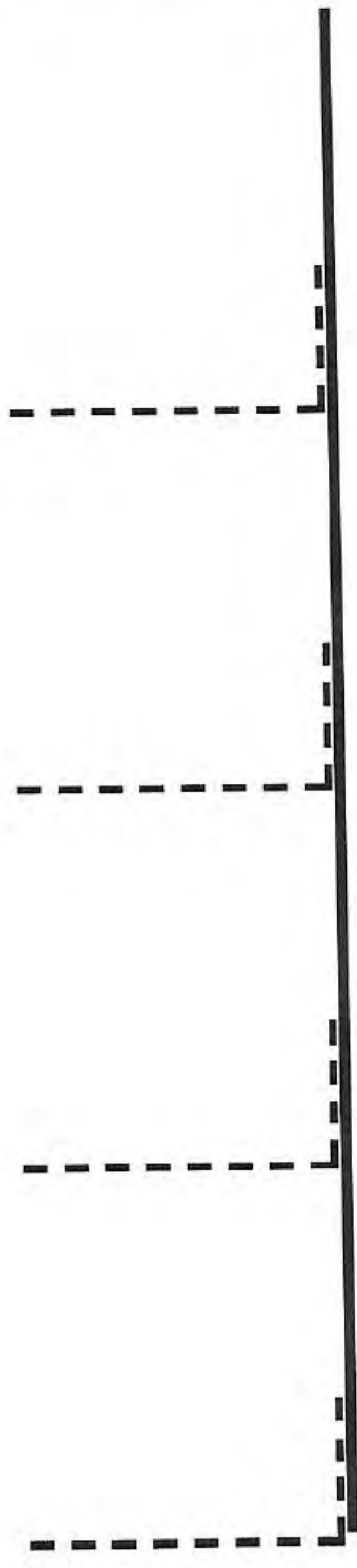
<b>K</b>	<b>K</b>	<b>k</b>	<b>k</b>	<b>k</b>
<b>K</b>	<b>k</b>	<b>K</b>	<b>K</b>	<b>k</b>



# Ll Highlight-a-Letter!

Highlight the letters Ll. Then trace and write the letters.

w	L	h	l
c	l	A	L
z	L	L	e
l	y	c	l





7

1

9

f

F

j

H

h

l

—

3

—

ll

—

H

—



Name: \_\_\_\_\_

Date: \_\_\_\_\_



L

I

L I



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I	I	L	I	L
I	L	I	L	L



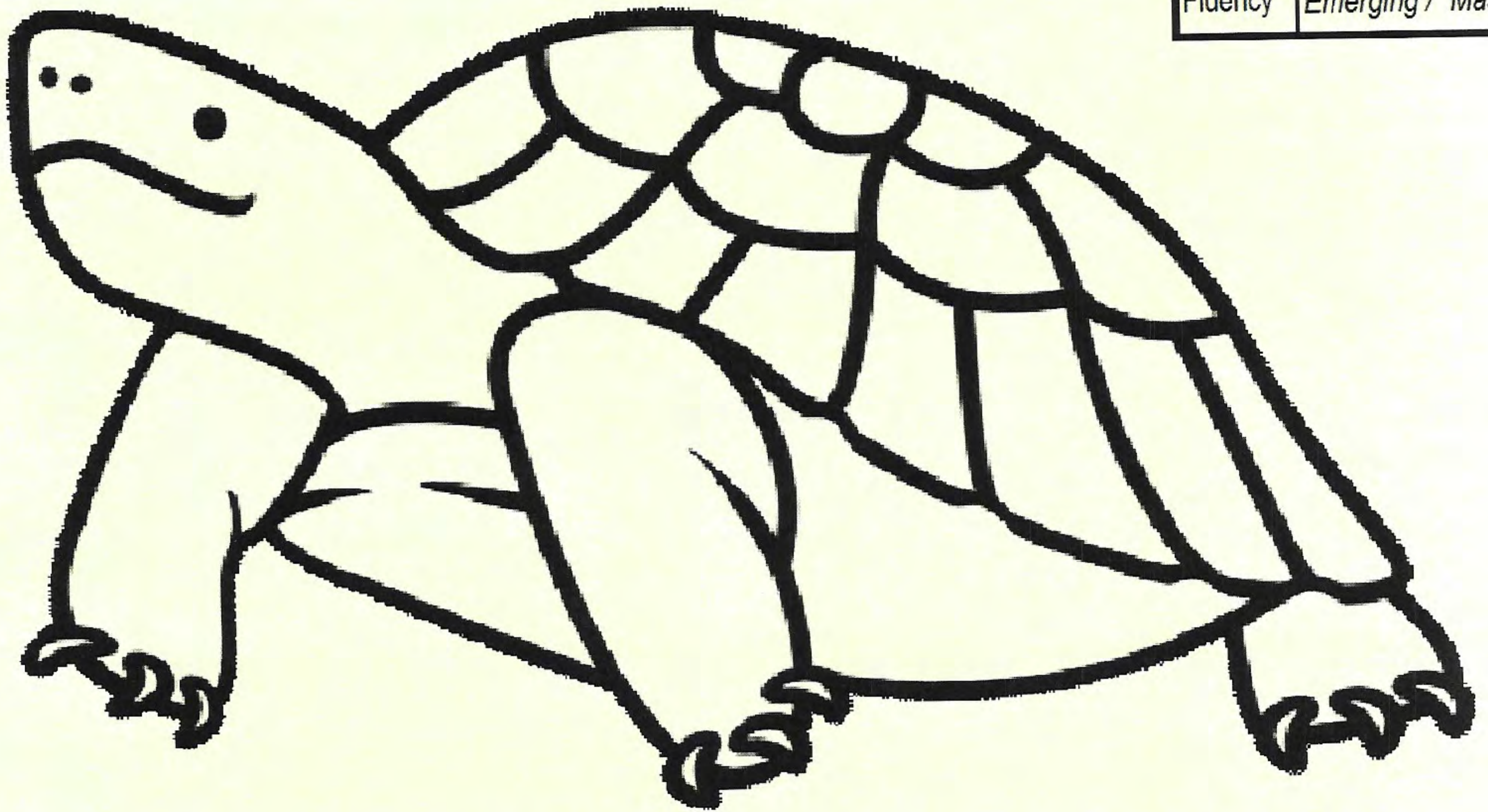
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

Reads # words.	/8
Colors turtle green.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

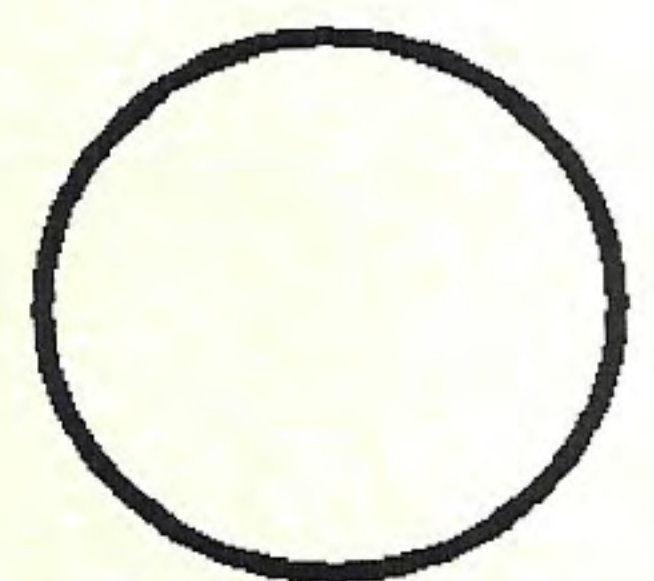
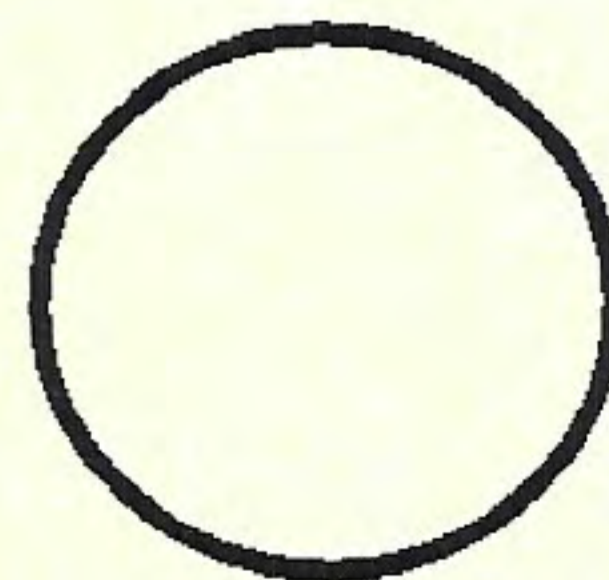
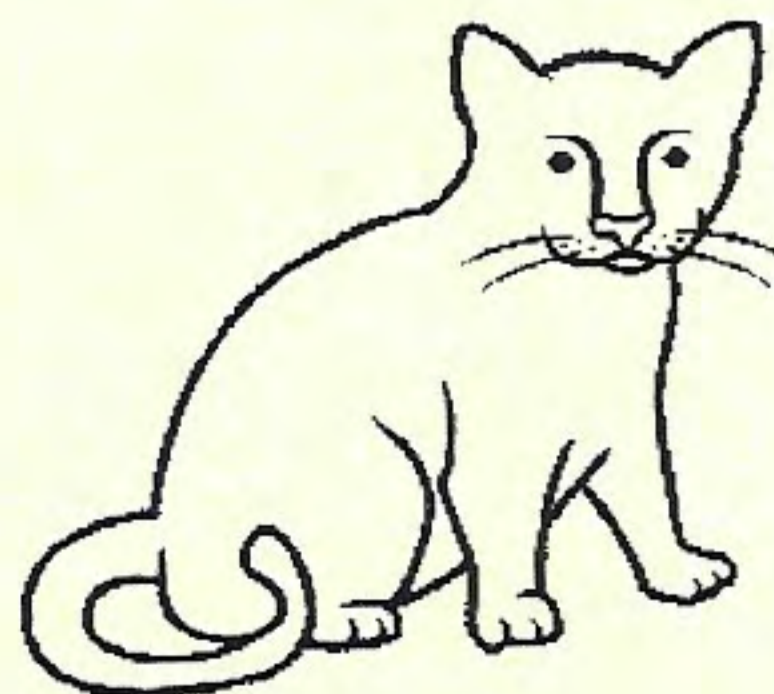
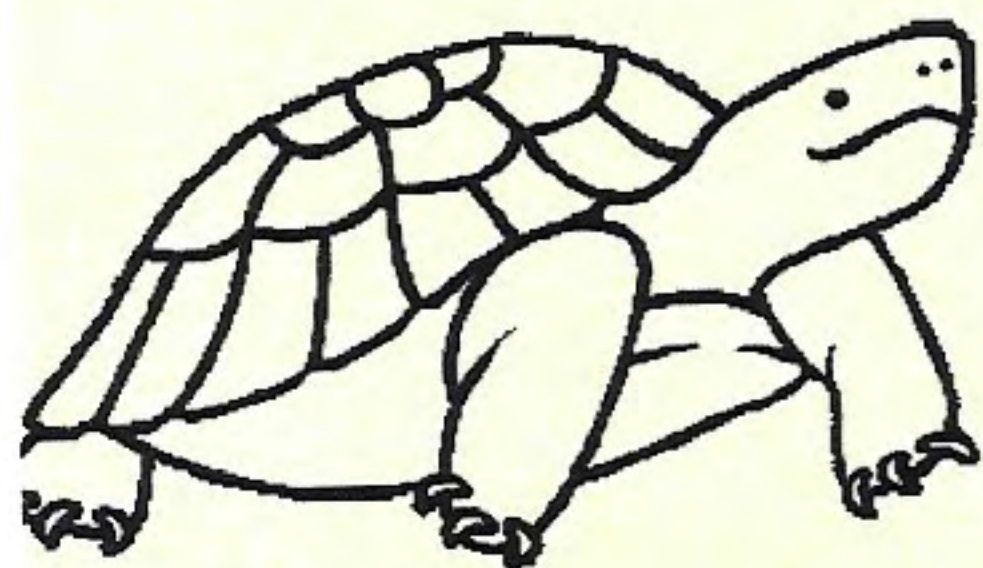


I see a turtle.

The turtle is green.

What do you see?

What color is the turtle?



turtle

cat

green

gray



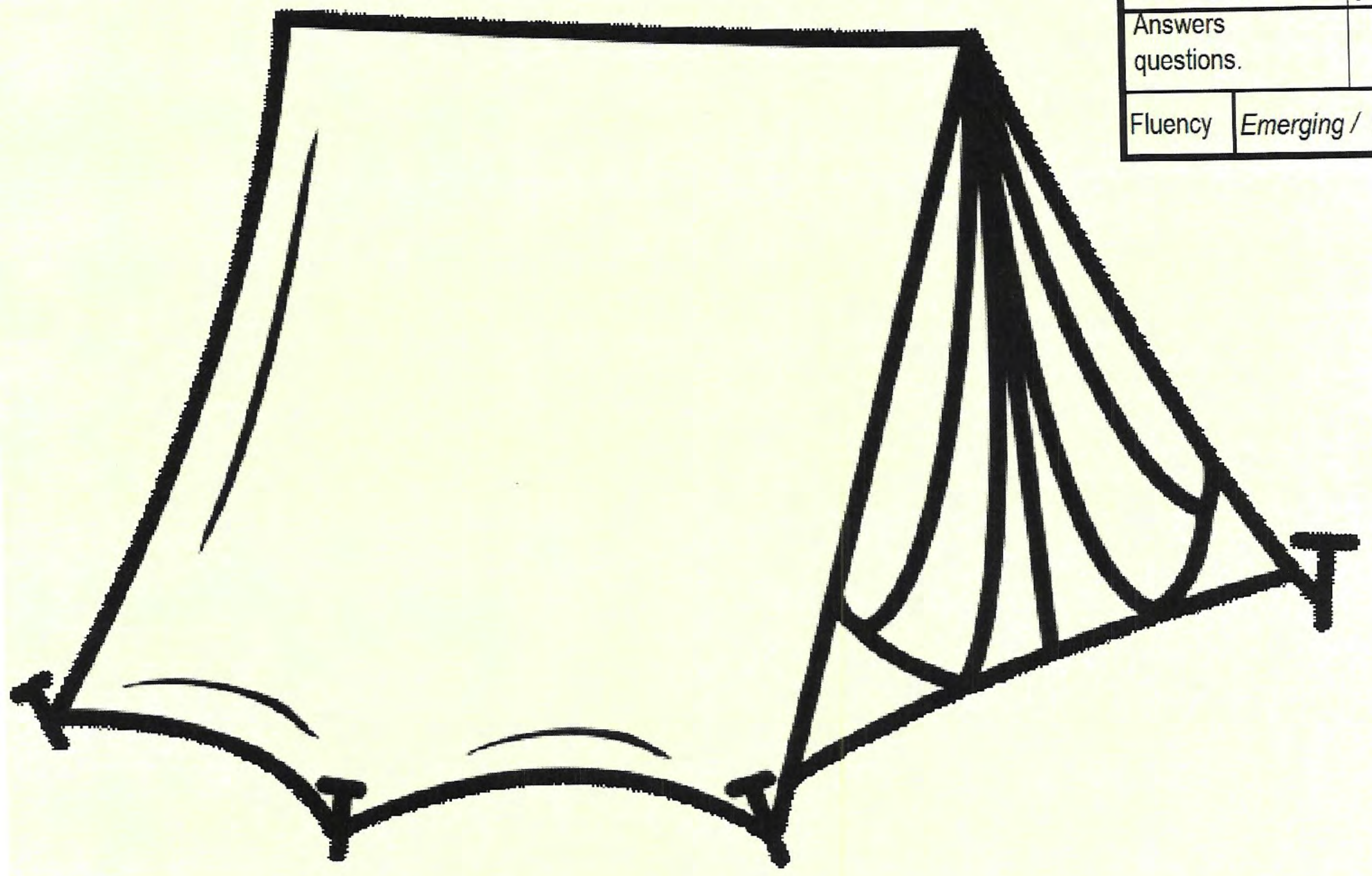
name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

### Data Collection

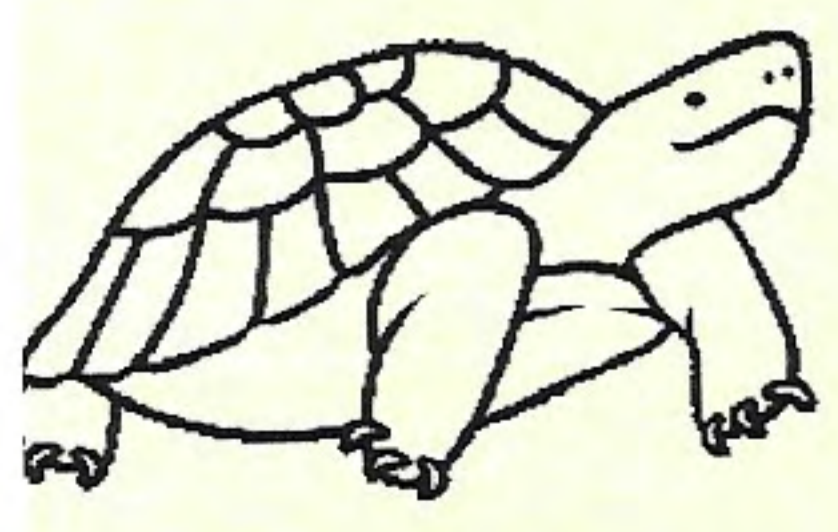
Reads # words.	/8
Colors tent brown.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



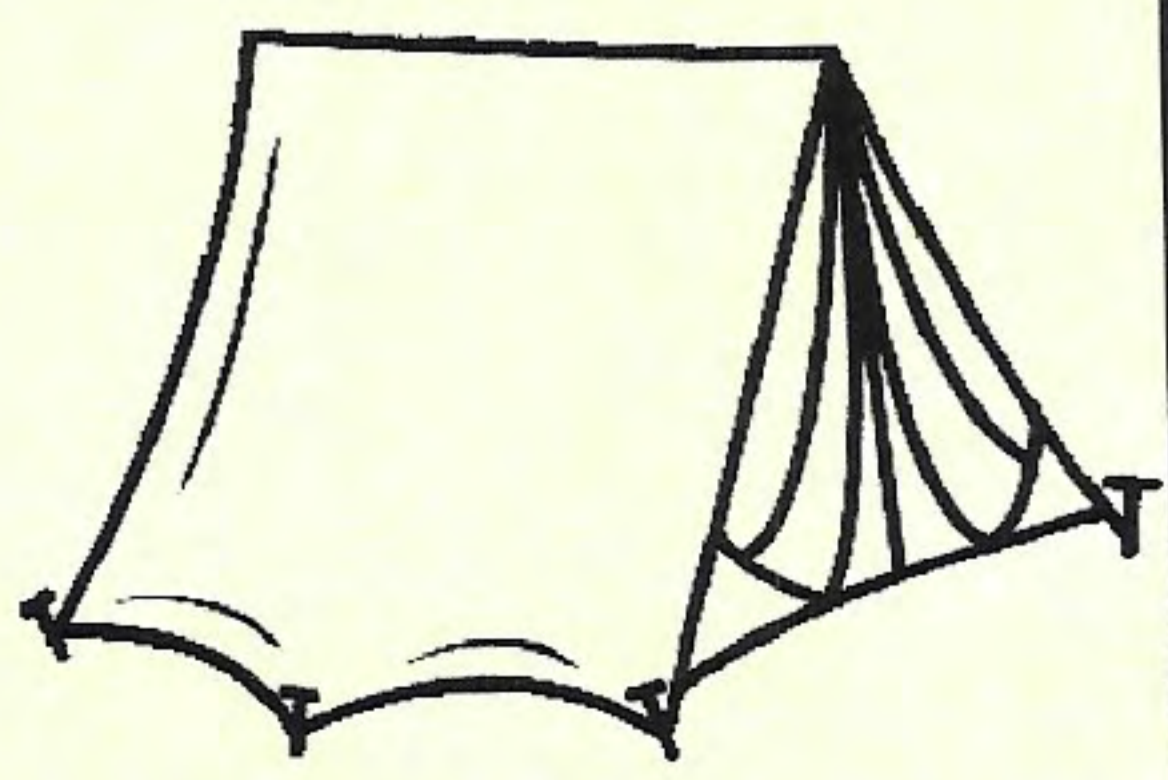
I see a tent.

The tent is brown.

What do you see?

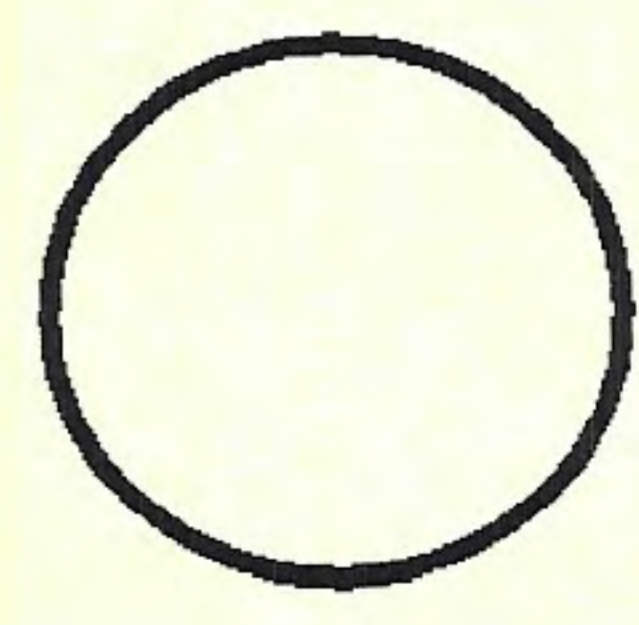


turtle

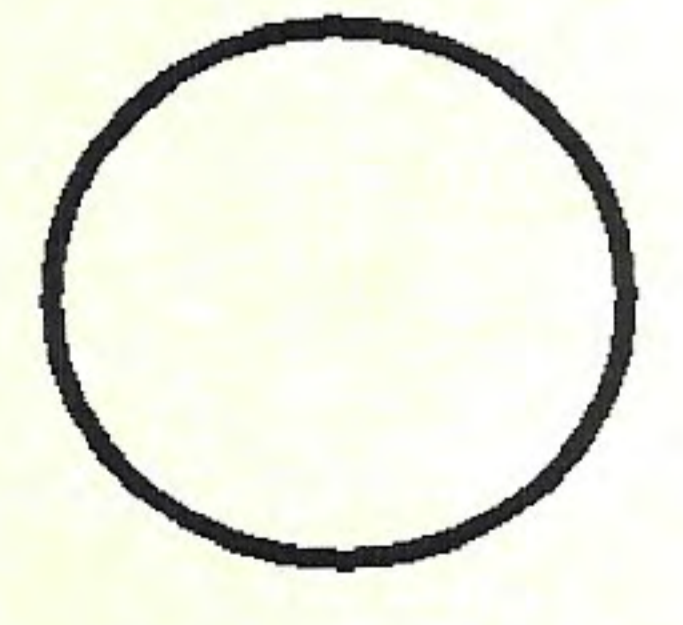


tent

What color is the tent?



green



brown



# Telling Time Unit

- A Free Mini-Unit  
Made by Love to Learn, 2013



**6:30**

Tick  
Tock



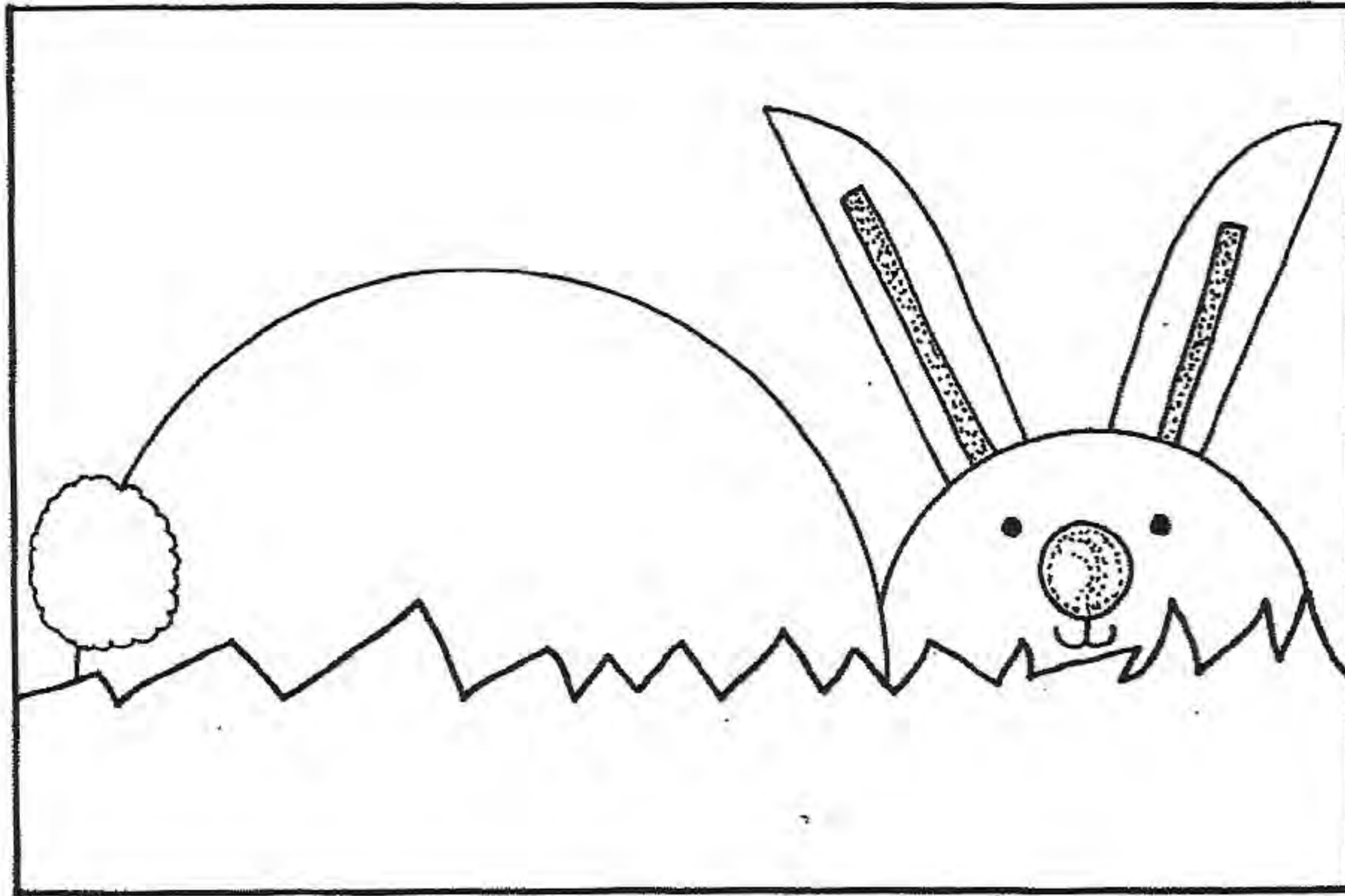
**11:20**



**9:00**



# Cut and Paste Rabbit



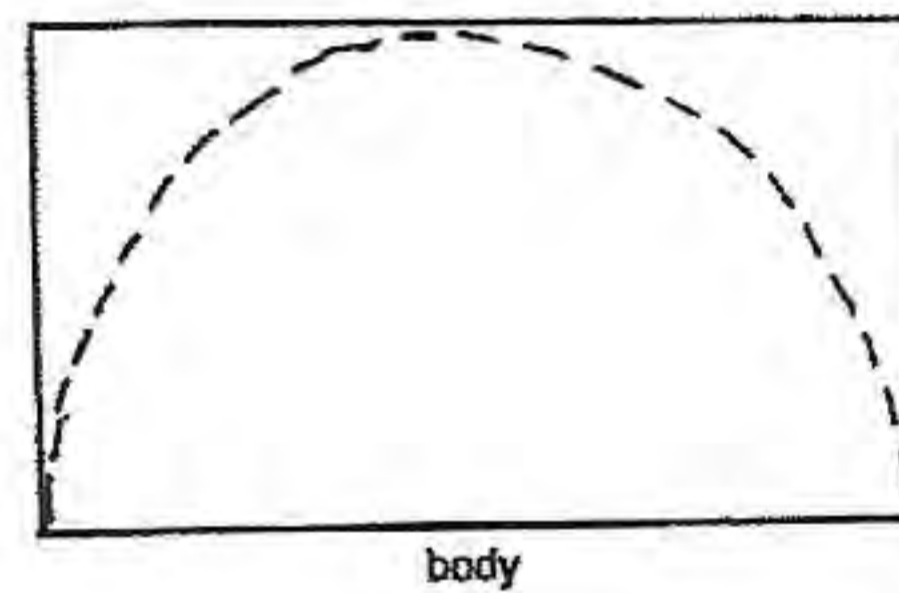
Here is an easy to make rabbit constructed from basic shapes. Will you make a soft white bunny or a fast-footed brown rabbit?

## Materials:

- Construction paper
  - blue background  
12" x 18" (30.5 cm x 45.7 cm)
  - white/brown  
8" x 5" (20.5 cm x 13 cm) body
  - 4" x 3" (10 cm x 7.5 cm) head
  - 3" x 5" (7.5 cm x 13 cm) ears
- green  
18" x 2" (45.7 cm x 5 cm) grass
- pink  
1" x 1" (2.5 cm x 2.5 cm) nose
- 4" x 2" (10 cm x 5 cm) inner ear
- Cotton ball
- Felt pens or crayons
- Scissors, paste

## Steps to follow:

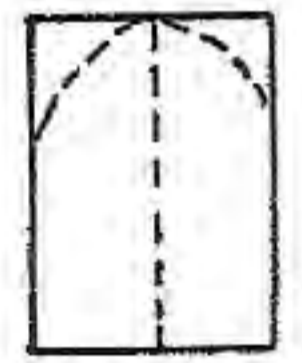
1. Round the corners on the basic body parts.
2. Lay the pieces in place on the blue background sheet. Decide on the best placement of all the parts. (Leave a space at the bottom for the grass).
3. Cut the green grass across the top side.  
Lay the grass on the background. Adjust the bunny pieces. Paste all parts in place.
4. Cut the pink paper to fit. Paste to the bunny's head.
5. Paste the cotton ball as a fluffy bunny tail.
6. Use crayons or felt pens to add details.



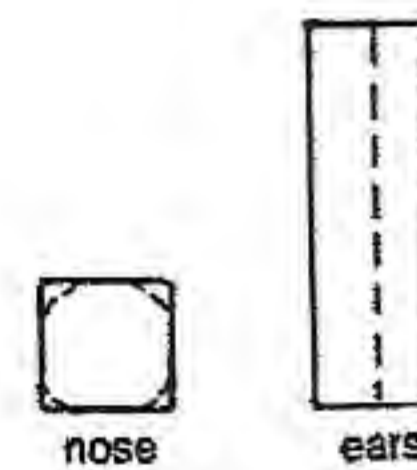
body



head

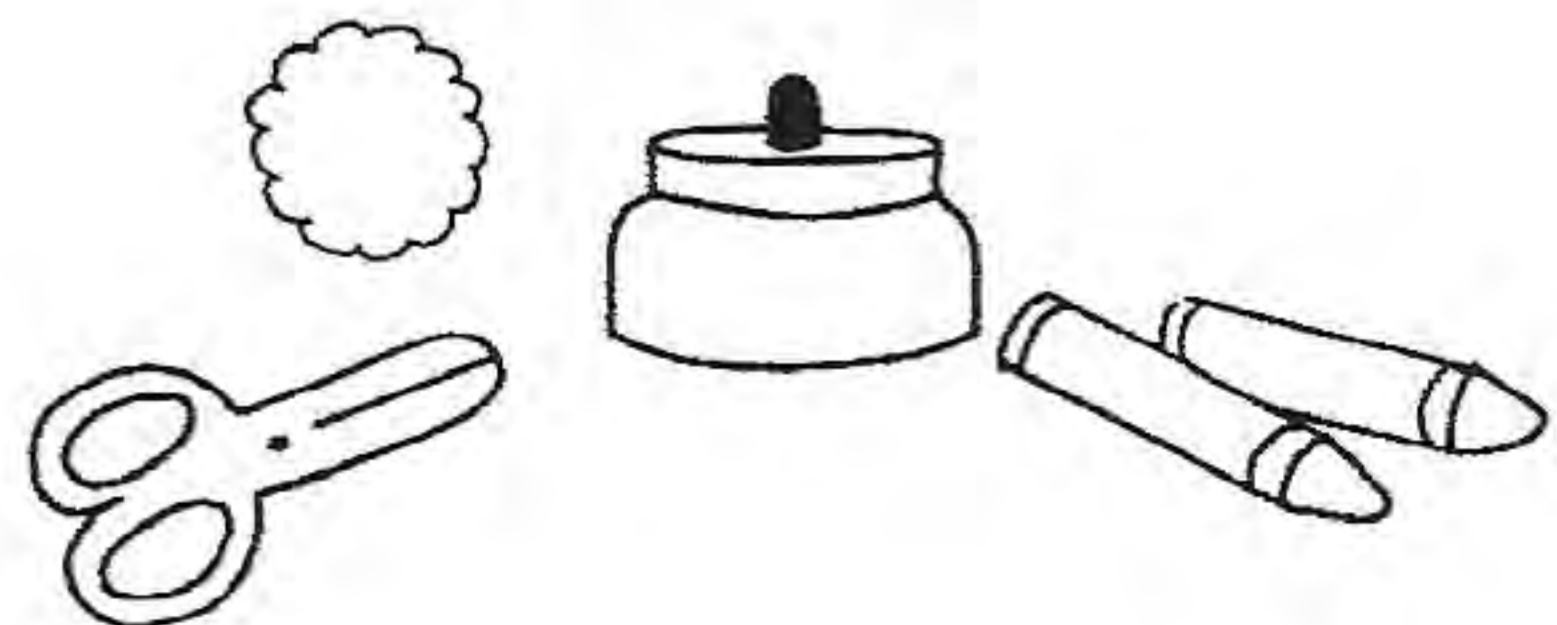


ears—cut down the center line.



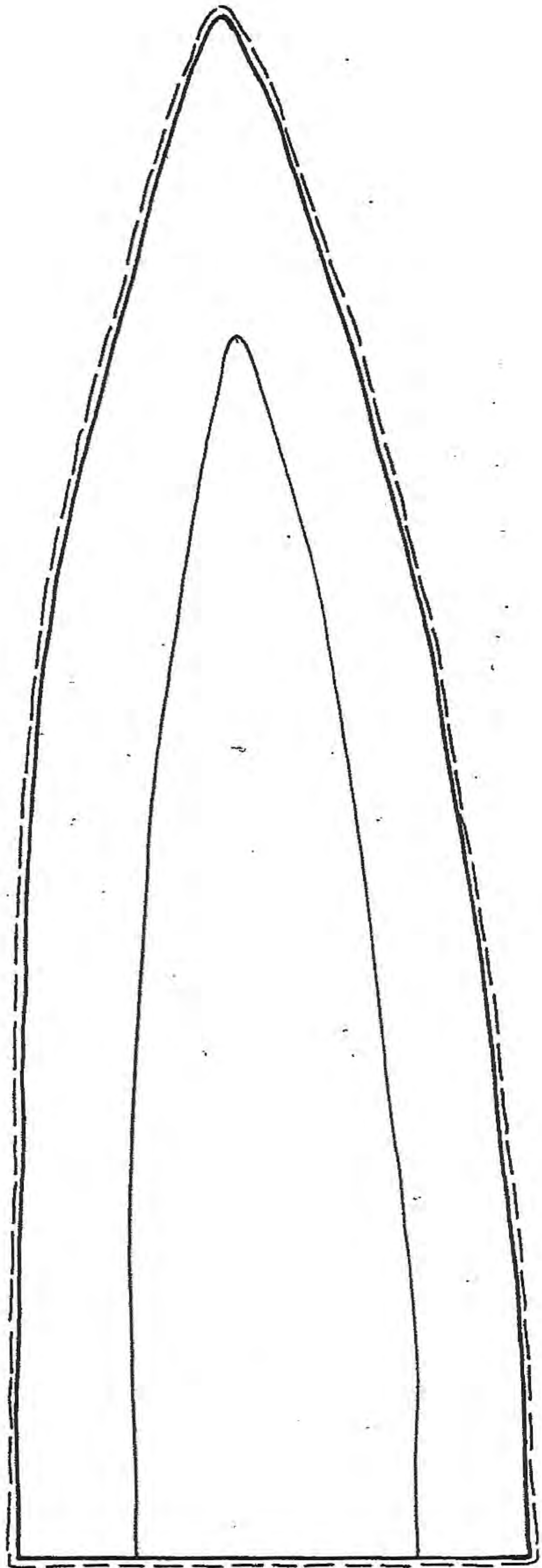
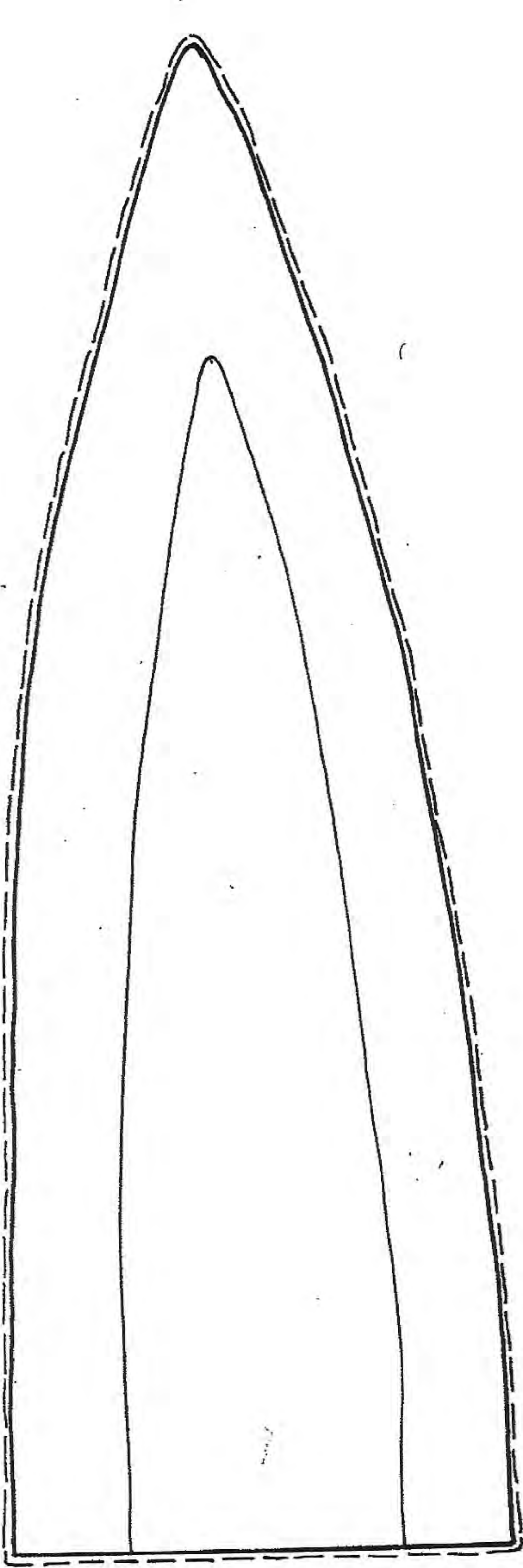
nose

ears



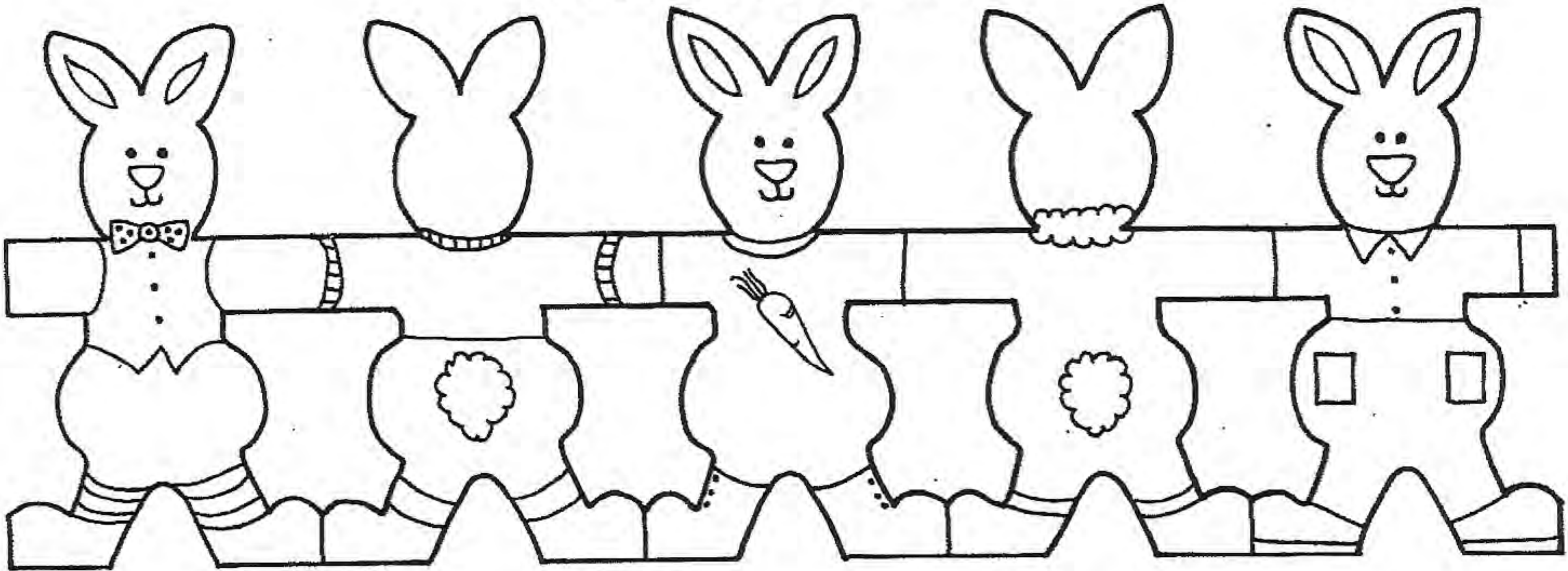


# Bunny Ear Patterns for Bunny Box





## A Chain of Bunnies



Bunny chains are perfect around a bulletin board. They form a charming border on an Easter card. Color both front and back. Let them stand on a table as a centerpiece for Easter dinner.

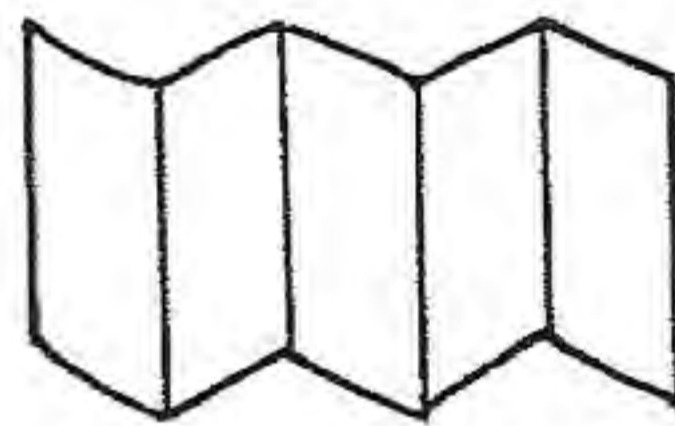
### Materials:

- Construction paper  
4 1/2" x 12" (11.3 cm x 30.5 cm)
- Scissors
- Crayons or felt pens
- Ruler

### Steps to follow:

1. Fan fold the 4 1/2" x 12" (11.3 cm x 30.5 cm) paper into 2 1/4" (5.7 cm) segments.

This is a good time for students to practice measuring skills.

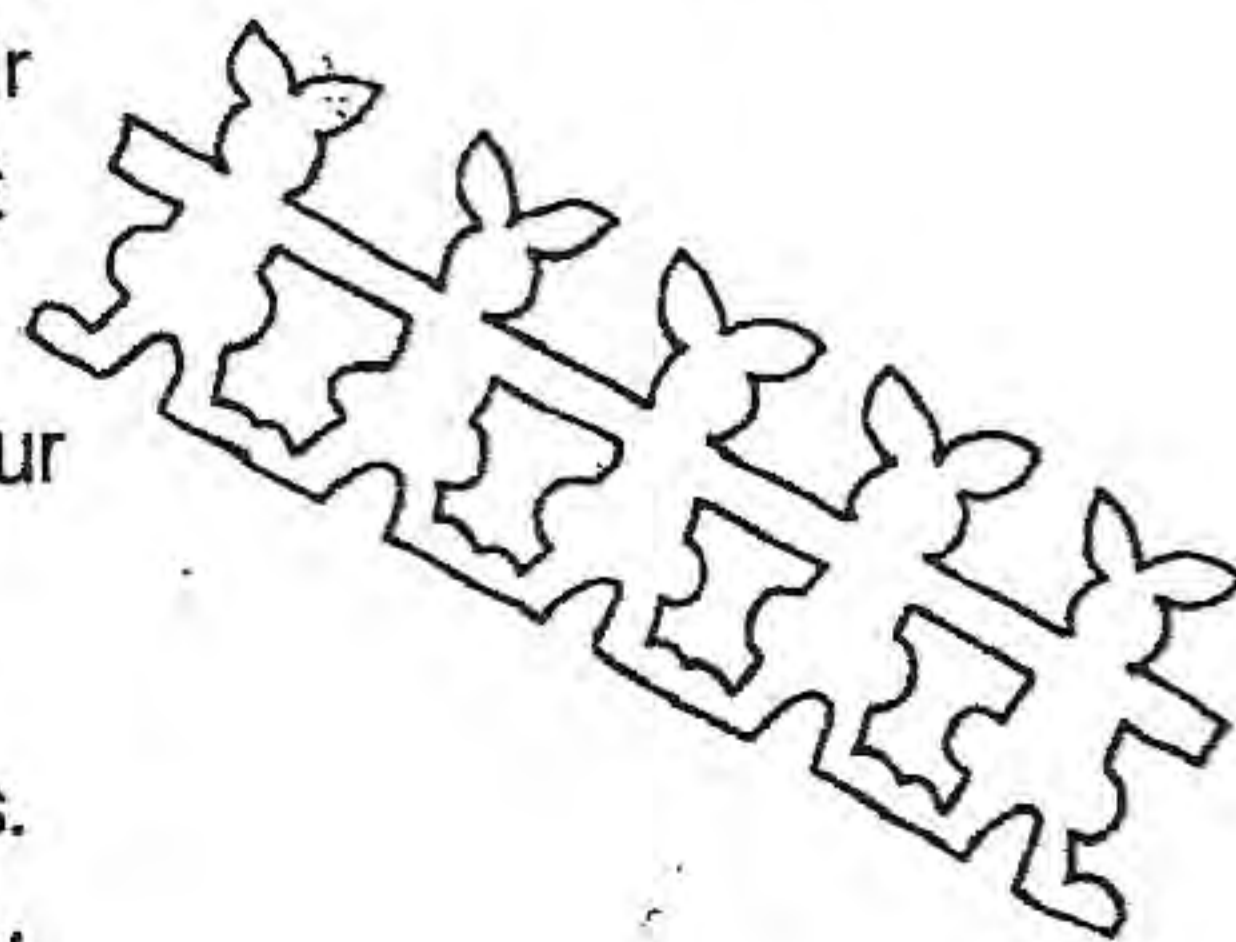


2. Provide students with copies of the tracing template. Students place the bunny shape on the first section of the folded paper.

Trace around the template.

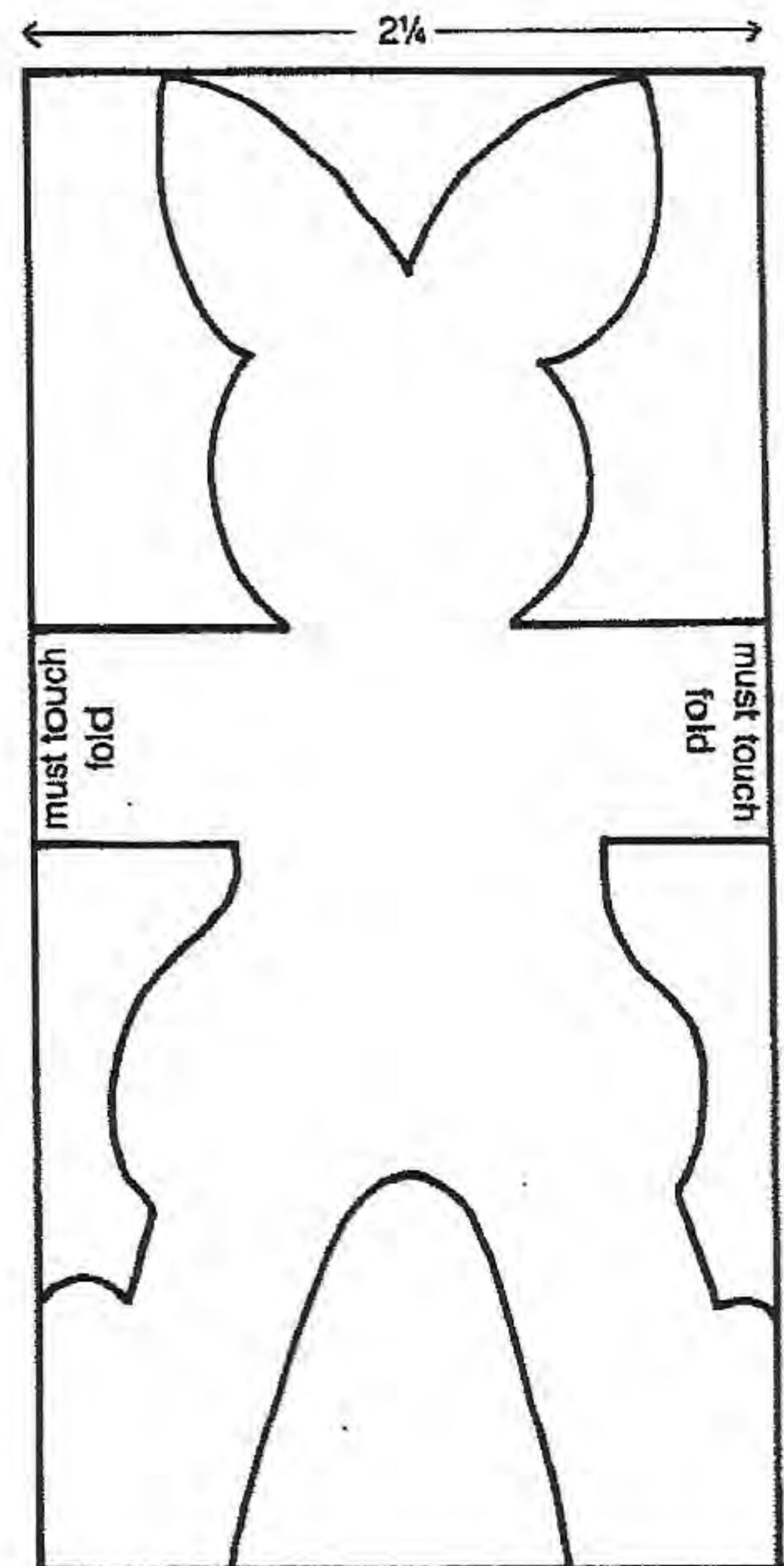
Cut on the tracing line.

3. Open the bunny chain to see if they are all connected at their hands and feet. Try again if it didn't work the first time.



4. Now decide how to dress your bunnies. Use crayon or felt pens. Don't forget to show fluffy tails on their back sides. You may want to make every other bunny face the opposite

### Tracing Template



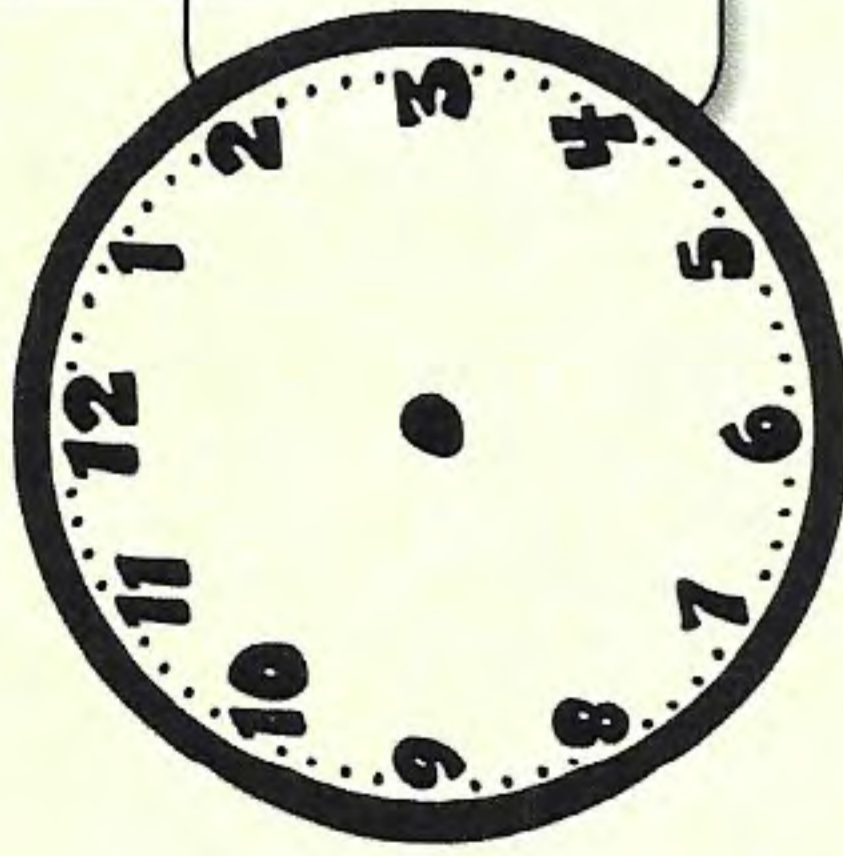


Name: \_\_\_\_\_

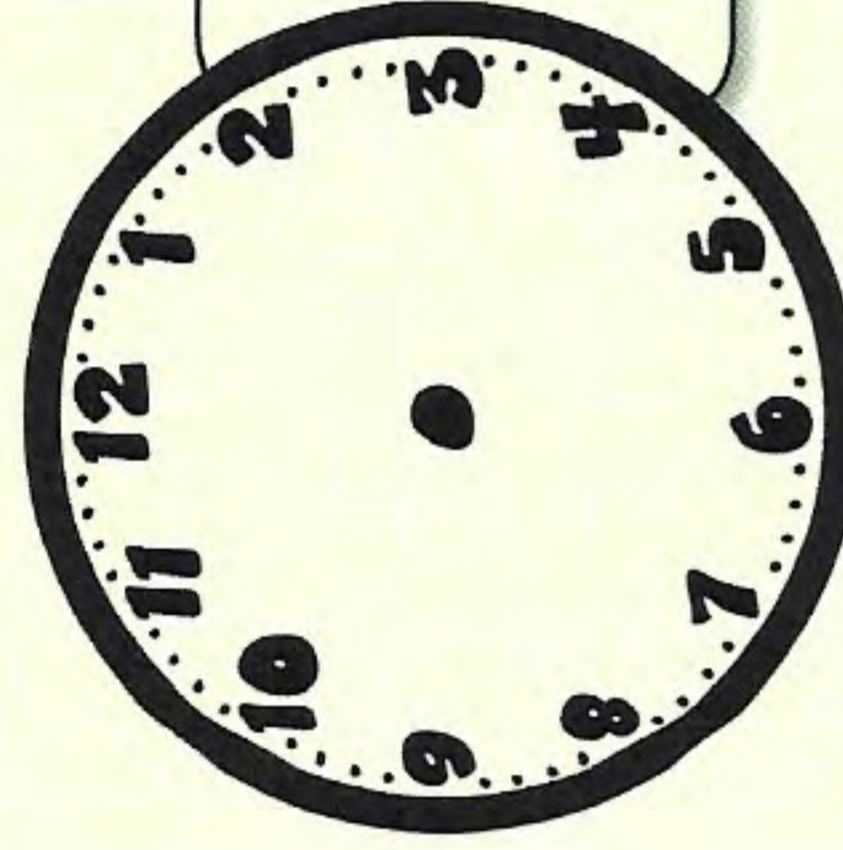
# At What Time?



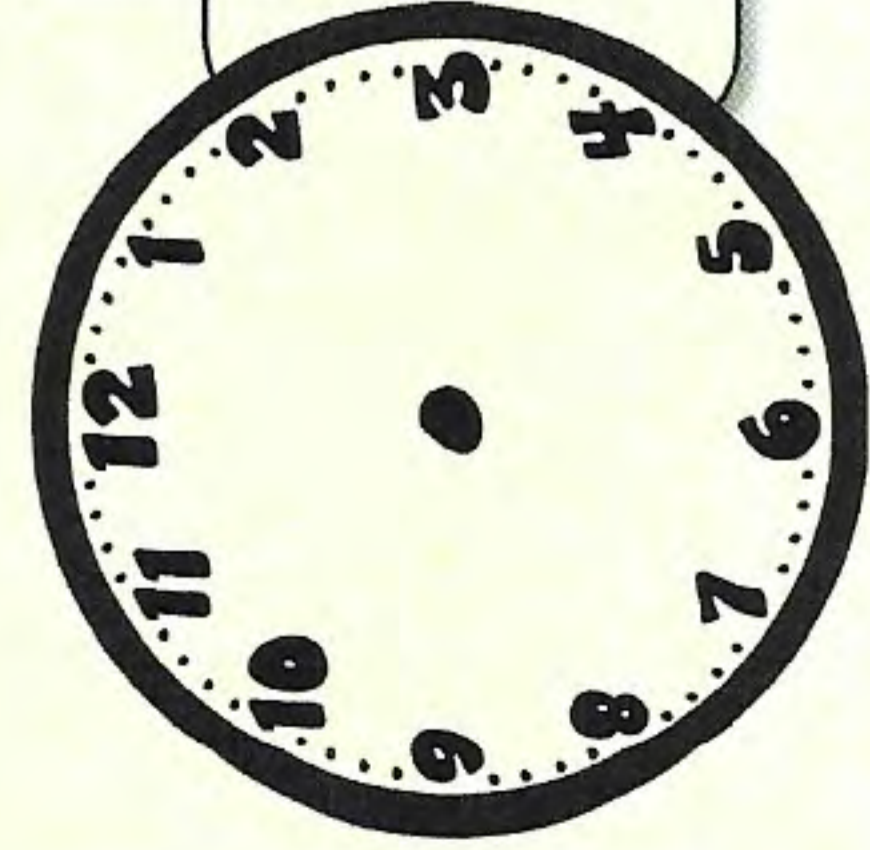
Decide at what time you do each event or activity. Draw the analog clock hands and write the digital time to match the time. Include a.m. or p.m. in the box provided.



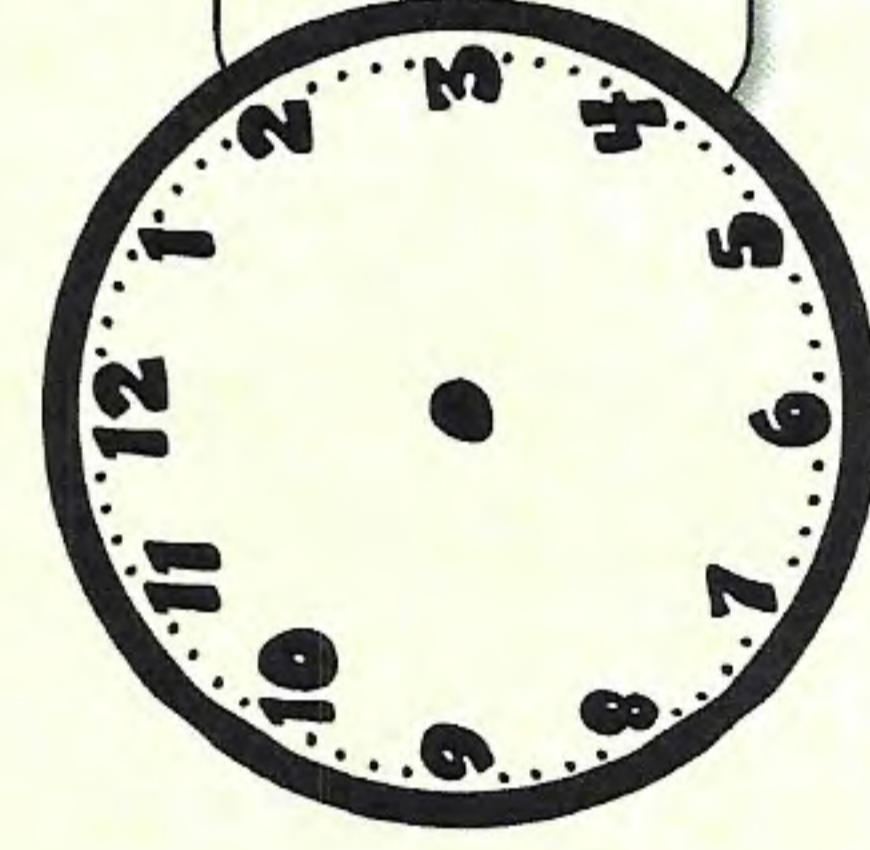
WAKE UP FOR SCHOOL



EAT DINNER



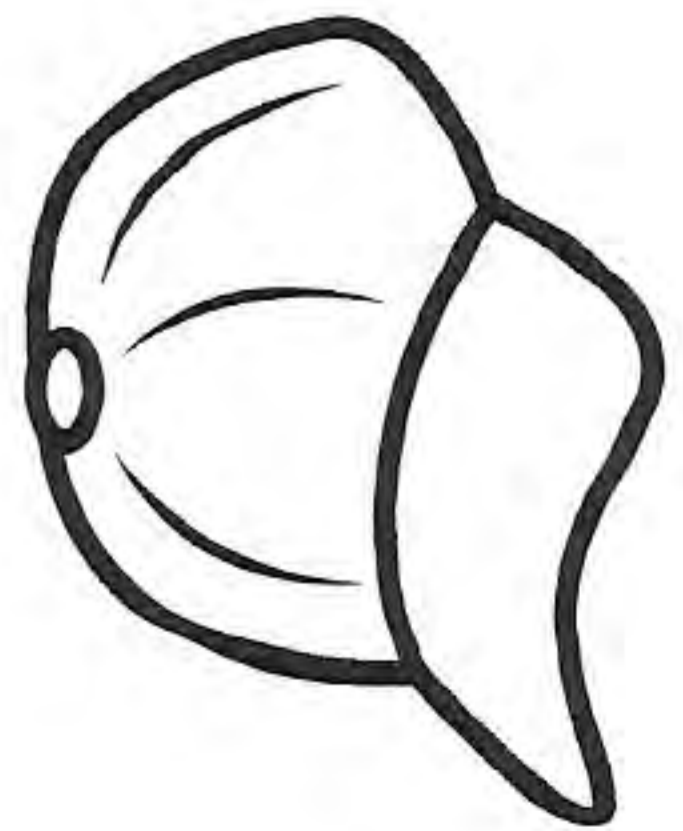
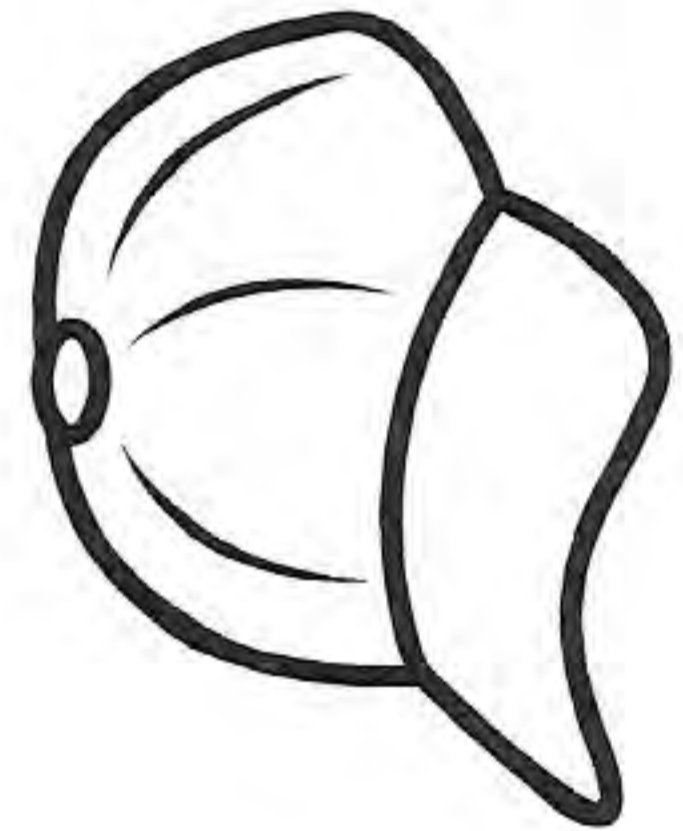
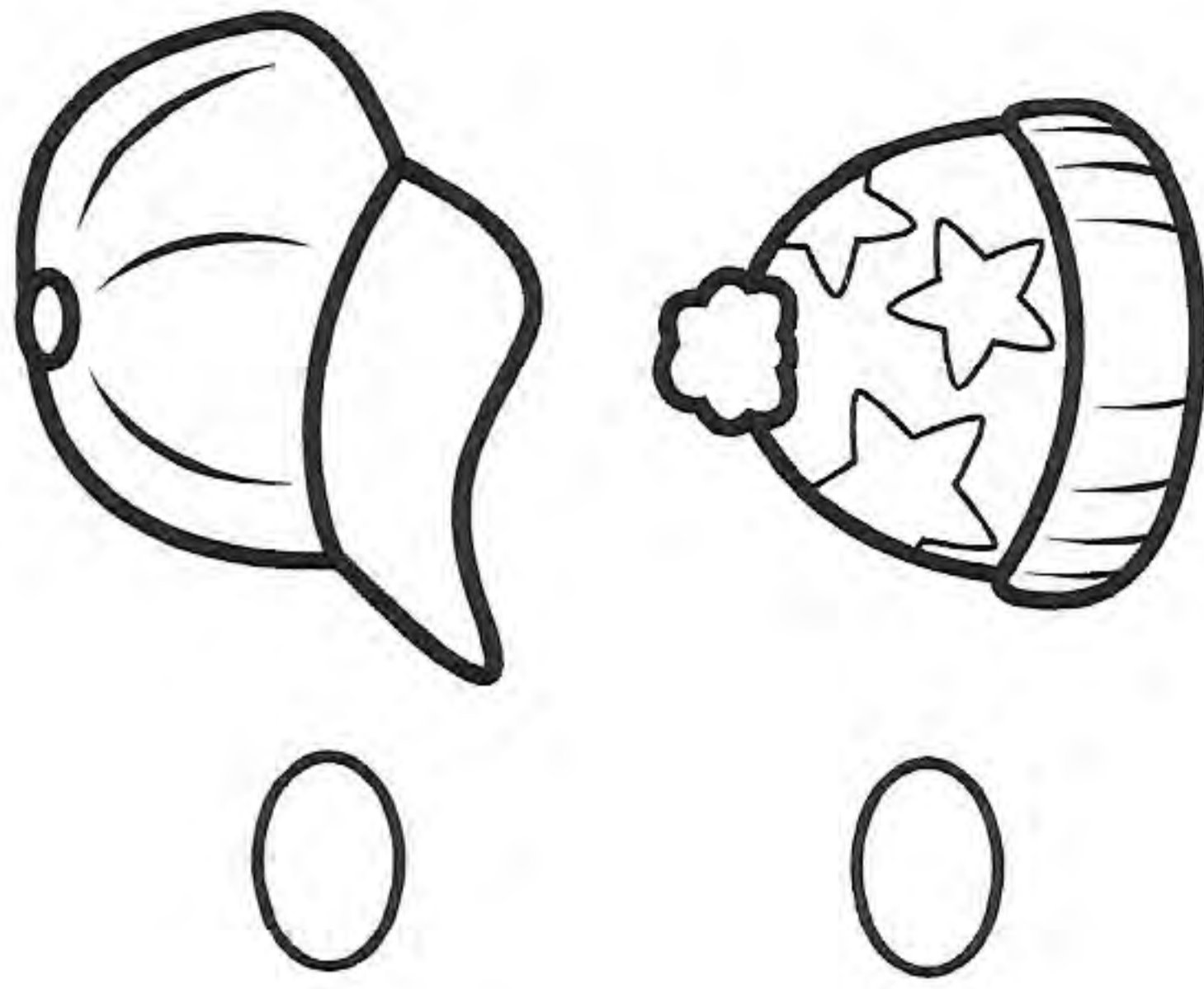
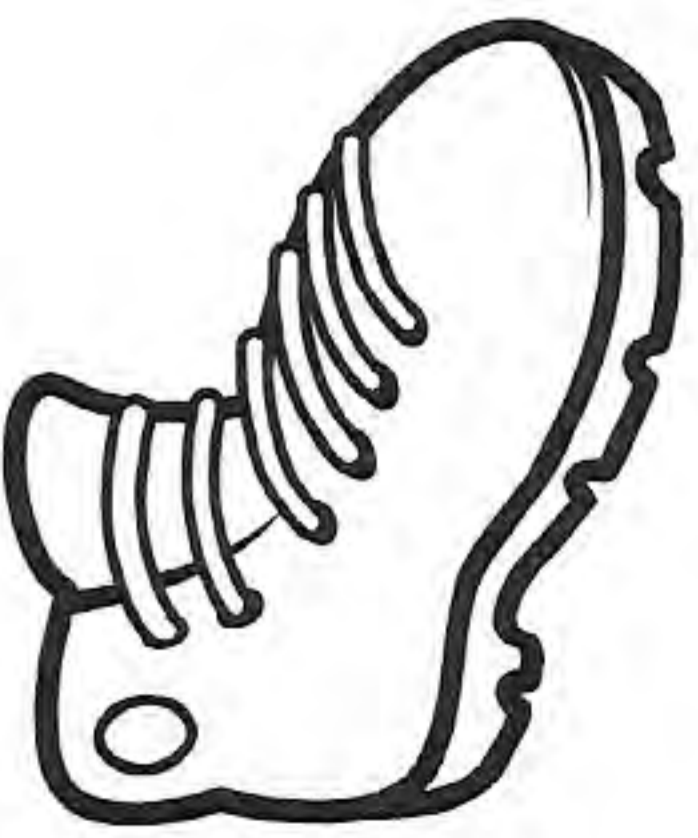
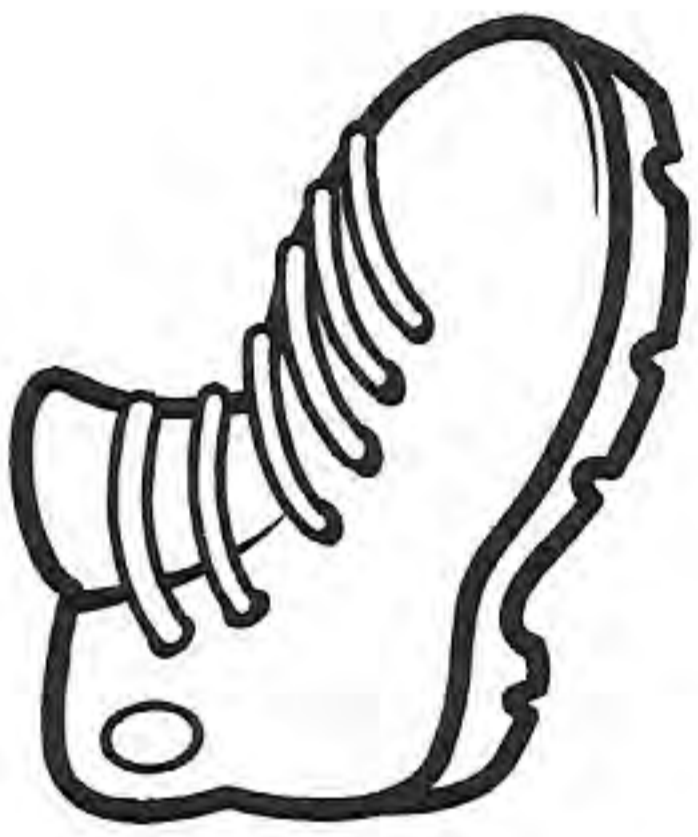
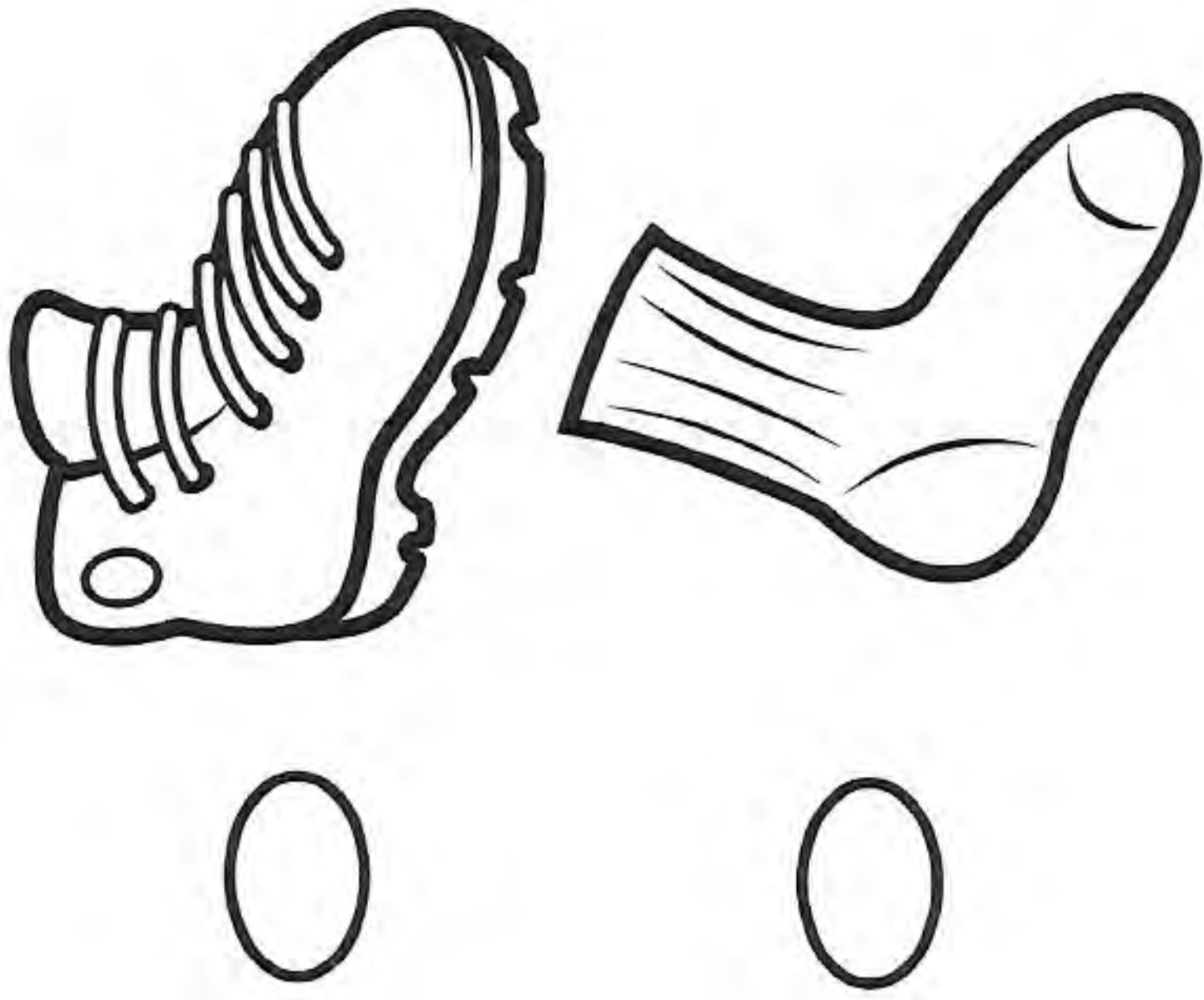
EAT LUNCH



GO TO SLEEP



Name \_\_\_\_\_





Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} + 1 \\ \hline \end{array}$$

$$\begin{array}{r} + 2 \\ \hline \end{array}$$

$$\begin{array}{r} + 1 \\ \hline \end{array}$$

$$\begin{array}{r} + 2 \\ \hline \end{array}$$



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 1 \\ + 5 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

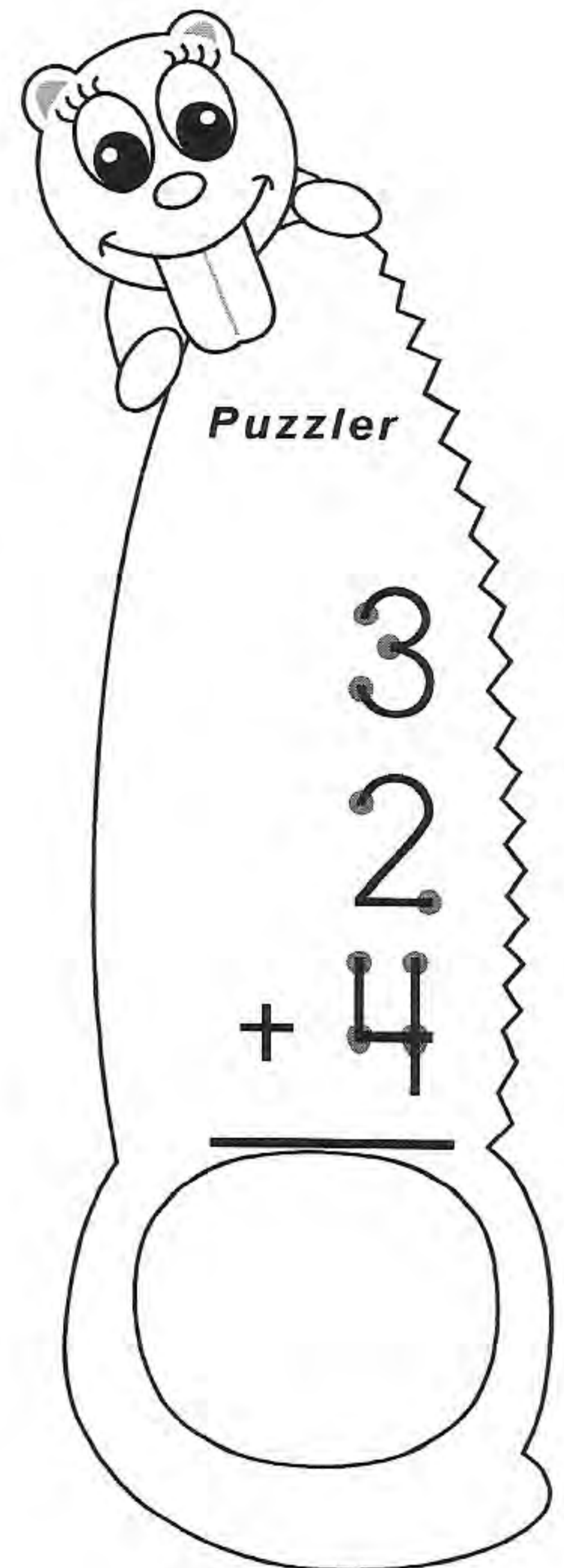
$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} 1 \\ + 4 \\ \hline \end{array}$$

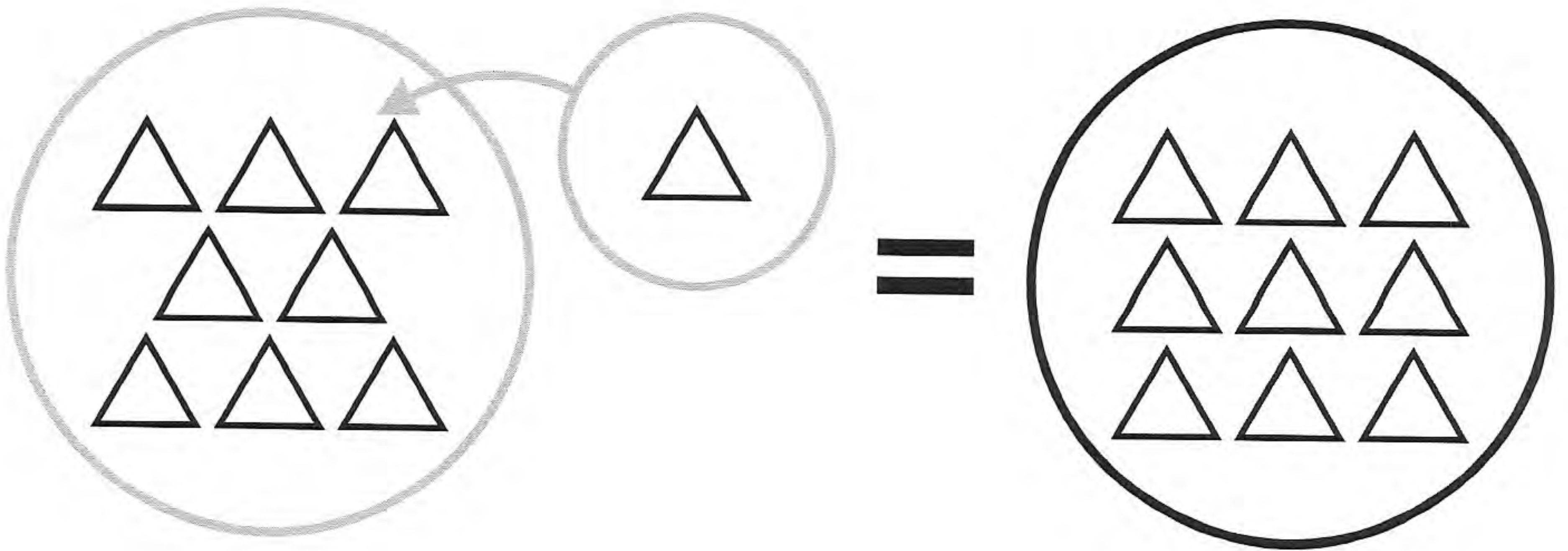
$$\begin{array}{r} 0 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$





Name \_\_\_\_\_



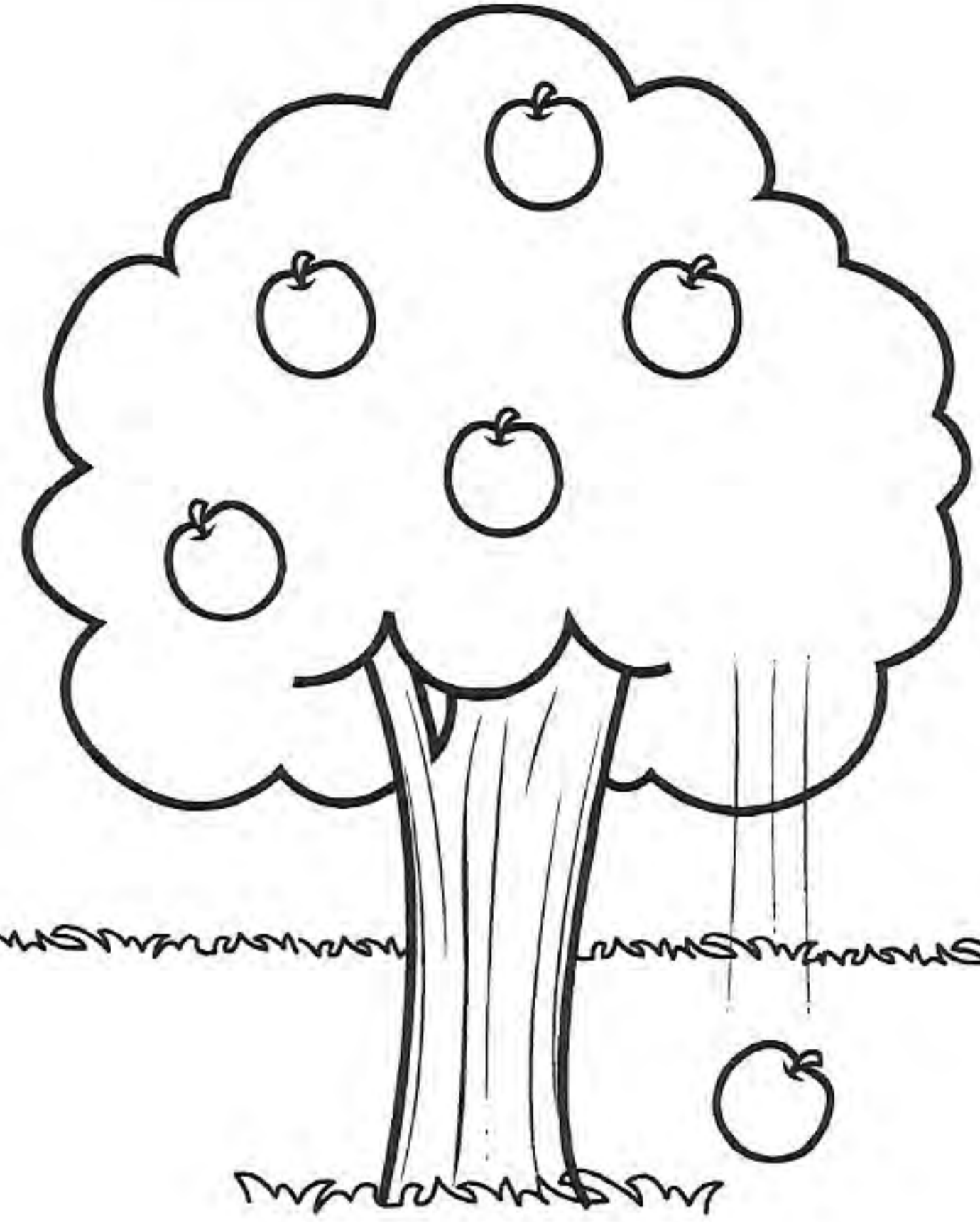
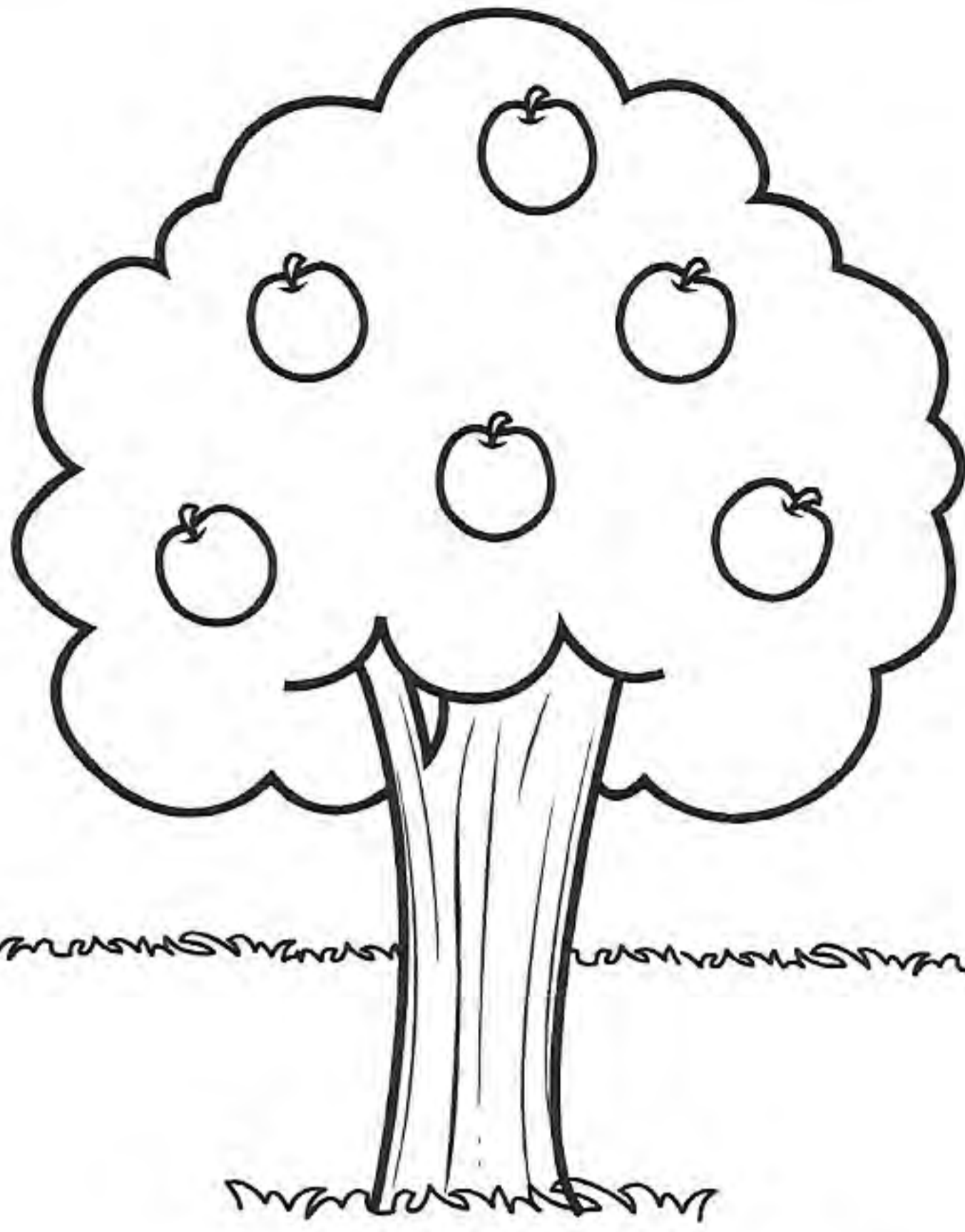
$$8 + 1 = 9$$



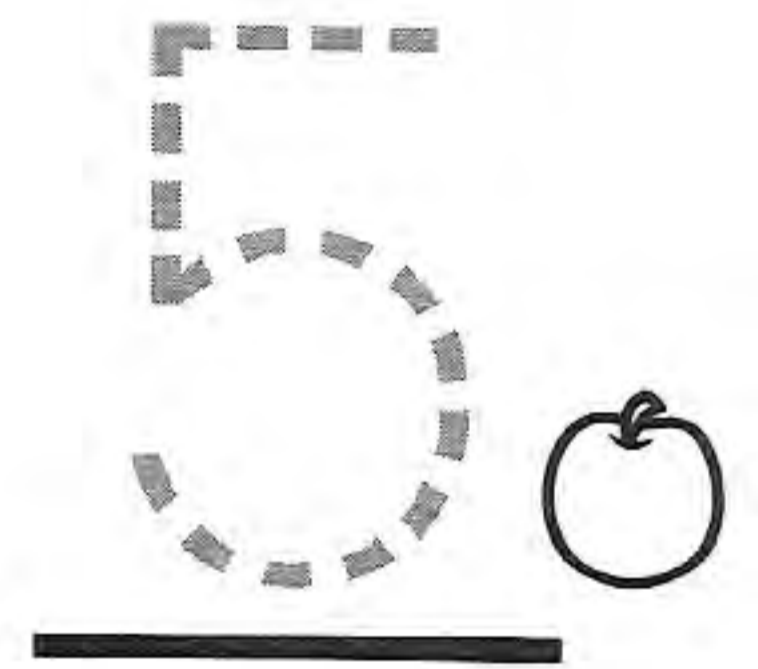




Name \_\_\_\_\_



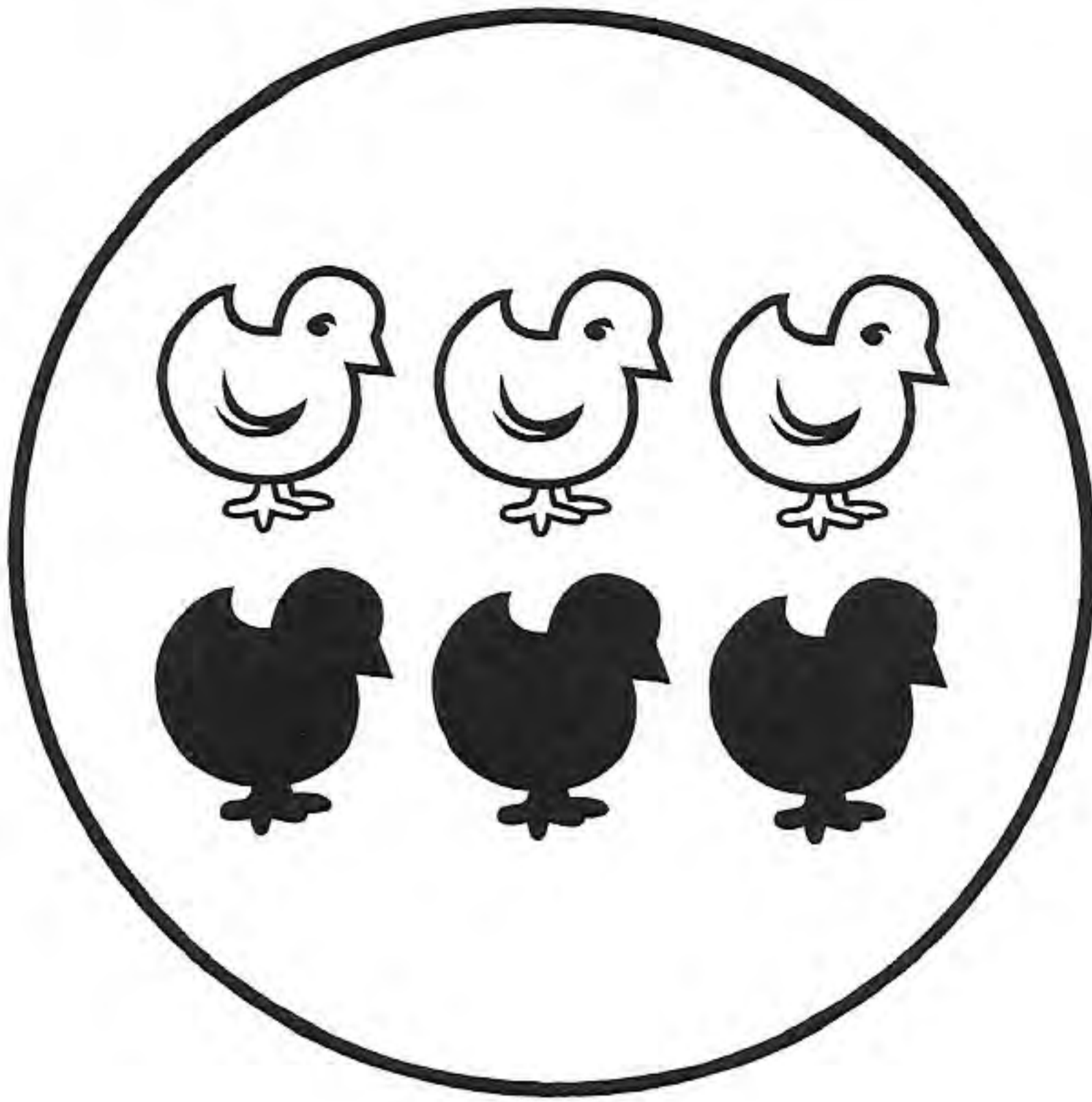
6 . | . How many ?



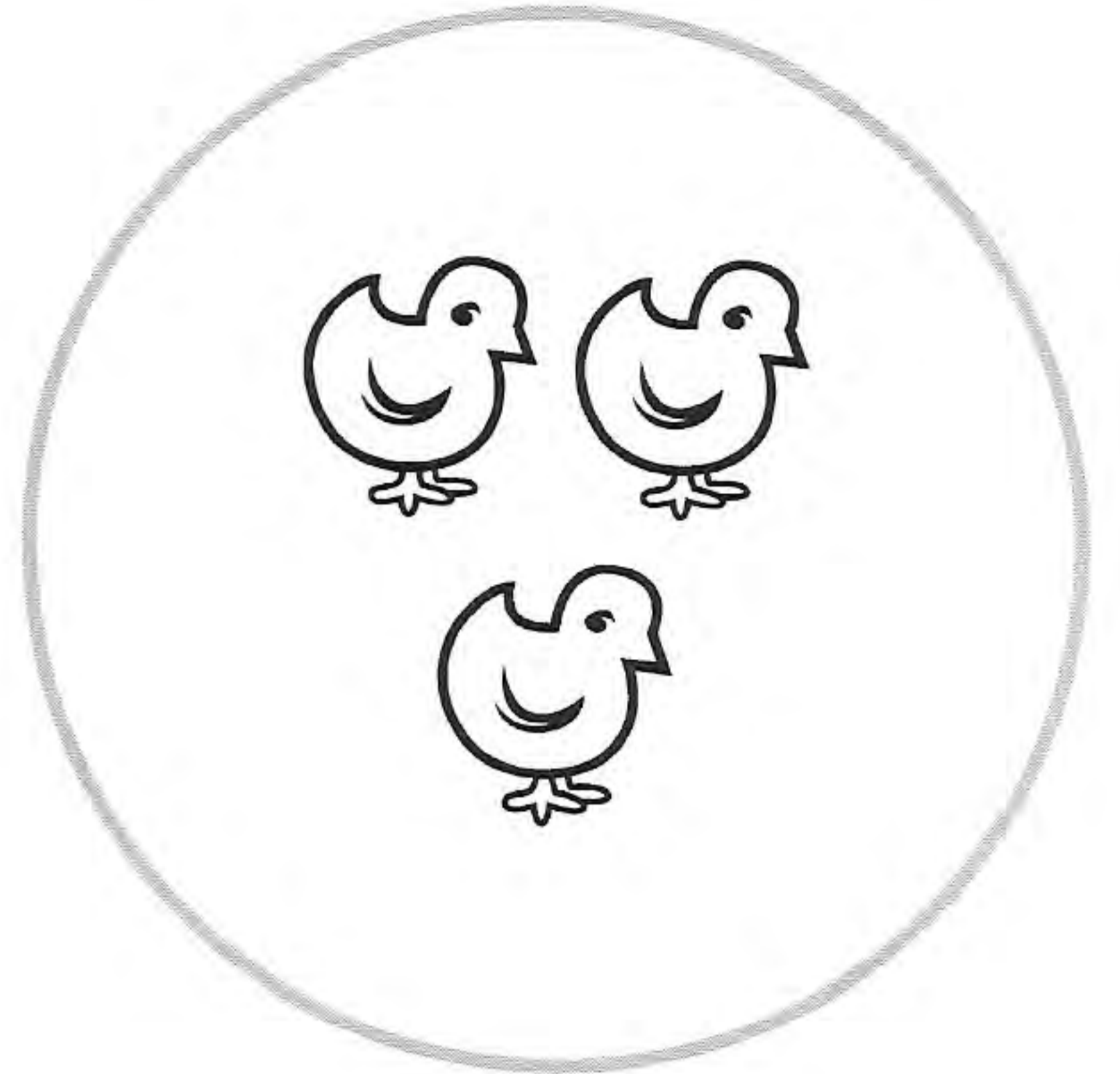




Name \_\_\_\_\_



=



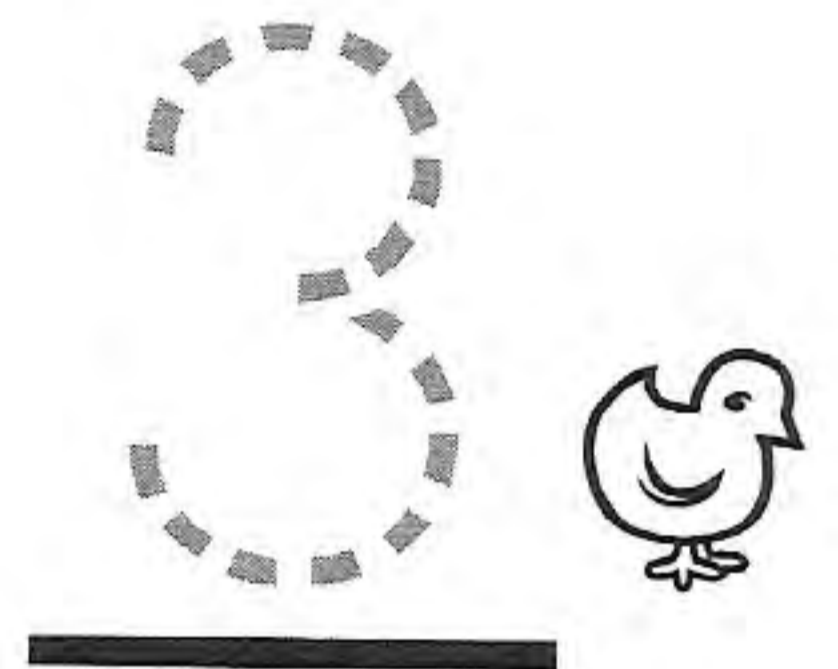
$$6 - 3 = 3$$




-



=



-



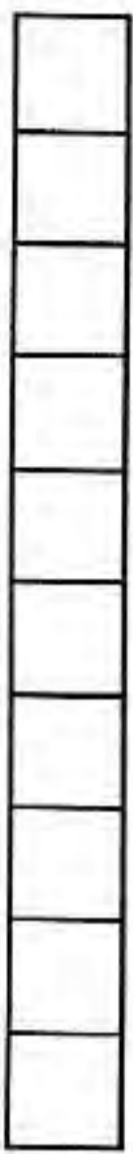
=





Name: \_\_\_\_\_

# Number Concepts: 10

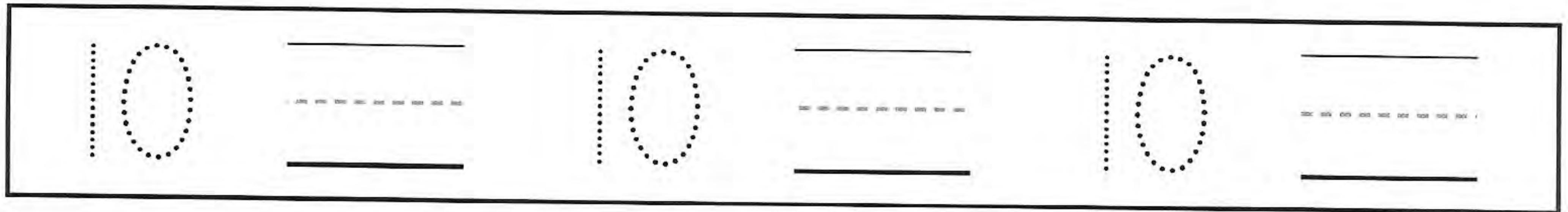
tens	ones
1	0
	

10  
ten

Color the boxes that contain just the number 10.

10	10	10
174	10	10
189	100	203
187	53	24

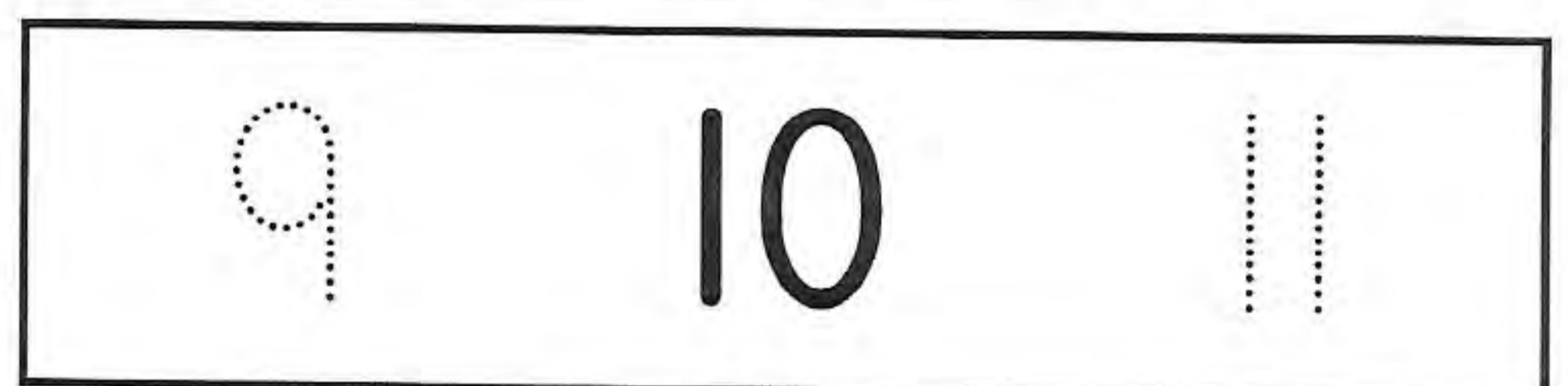
Trace, then write number 10.



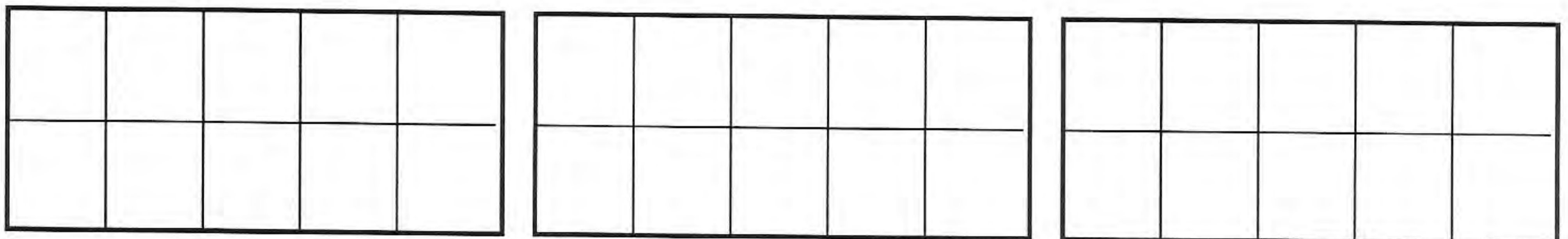
Complete the equation.

$$9 + \underline{\quad} = 10$$

Trace the numbers that come before and after 10.



Color the ten frames to show 10.



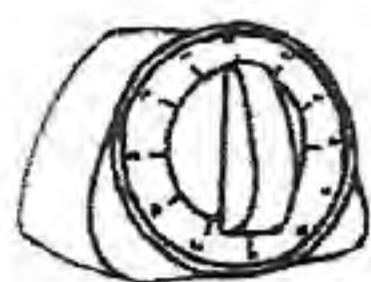


# Brushing Teeth

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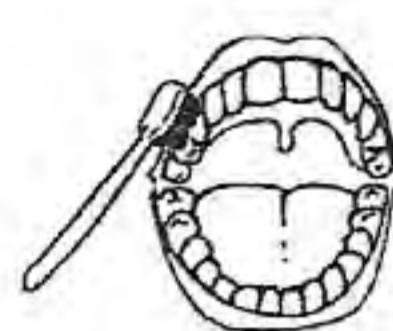
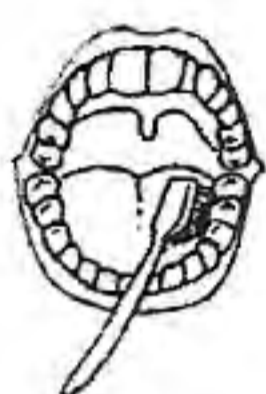


I brush my teeth to be healthy.



\_\_\_\_\_ will set a timer.

(person)



I will try to brush the inside and outside of my teeth.



I will try to brush my top teeth and my bottom teeth.



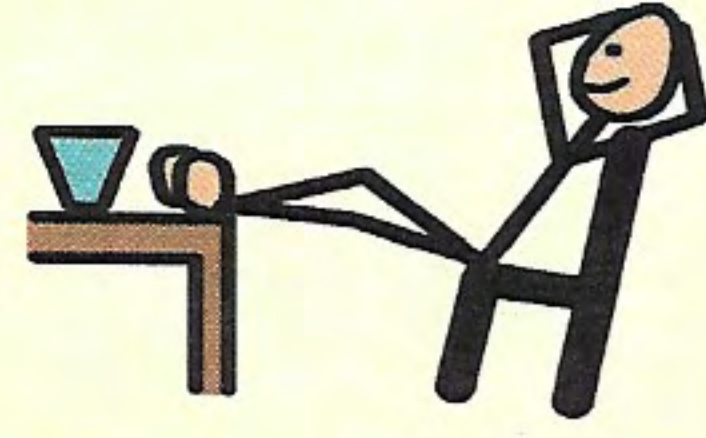
I will try to spit the toothpaste in the sink.



When the timer dings, I am finished.



## Steps to Calm Down



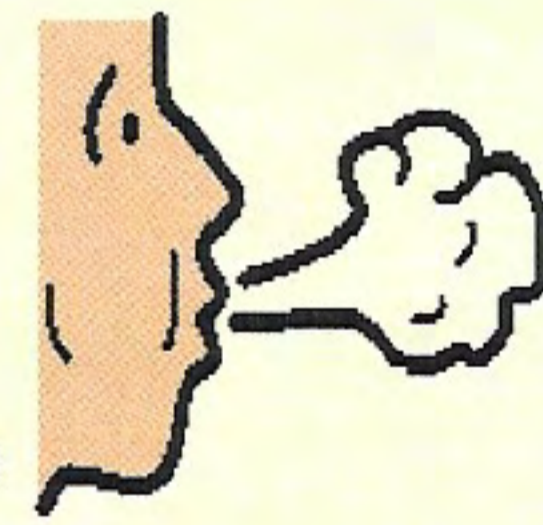
**1. Ask for a break.**

*break*

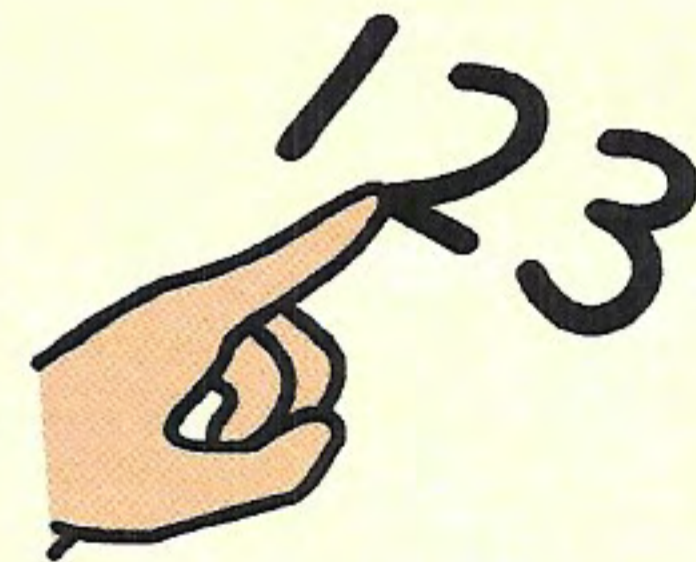
**2. Sit down in break area.**



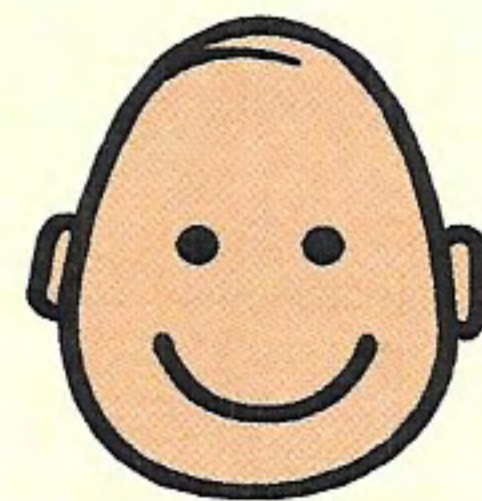
**3. Take 3 deep breaths.**



**4. Count to 10...Slowly!**



**5. Are you calm?**







Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 5: May 11 – May 15, 2020

Students Rise. We all Rise

DPSCD does not discriminate based on race, color, national origin, sex, disability and/or religion

Contact Compliance for more information at (313) 240-4377 or [detroitk12.org/admin/compliance](http://detroitk12.org/admin/compliance).





## Week of 5/11/20 to 5/15/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 5 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 5 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 5 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 5 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 5 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

Week 5 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

\_\_\_\_\_

-----

\_\_\_\_\_

Day1 \_\_\_\_\_

-----

\_\_\_\_\_

Day2 \_\_\_\_\_

-----

\_\_\_\_\_

Day3 \_\_\_\_\_

-----

\_\_\_\_\_

Day4 \_\_\_\_\_

-----

\_\_\_\_\_

Day5 \_\_\_\_\_

-----

\_\_\_\_\_



# I Know Important Information

Week 5



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_

My Address is \_\_\_\_\_

My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_

\_\_\_\_\_

My Address is \_\_\_\_\_

\_\_\_\_\_

My Telephone Number is \_\_\_\_\_

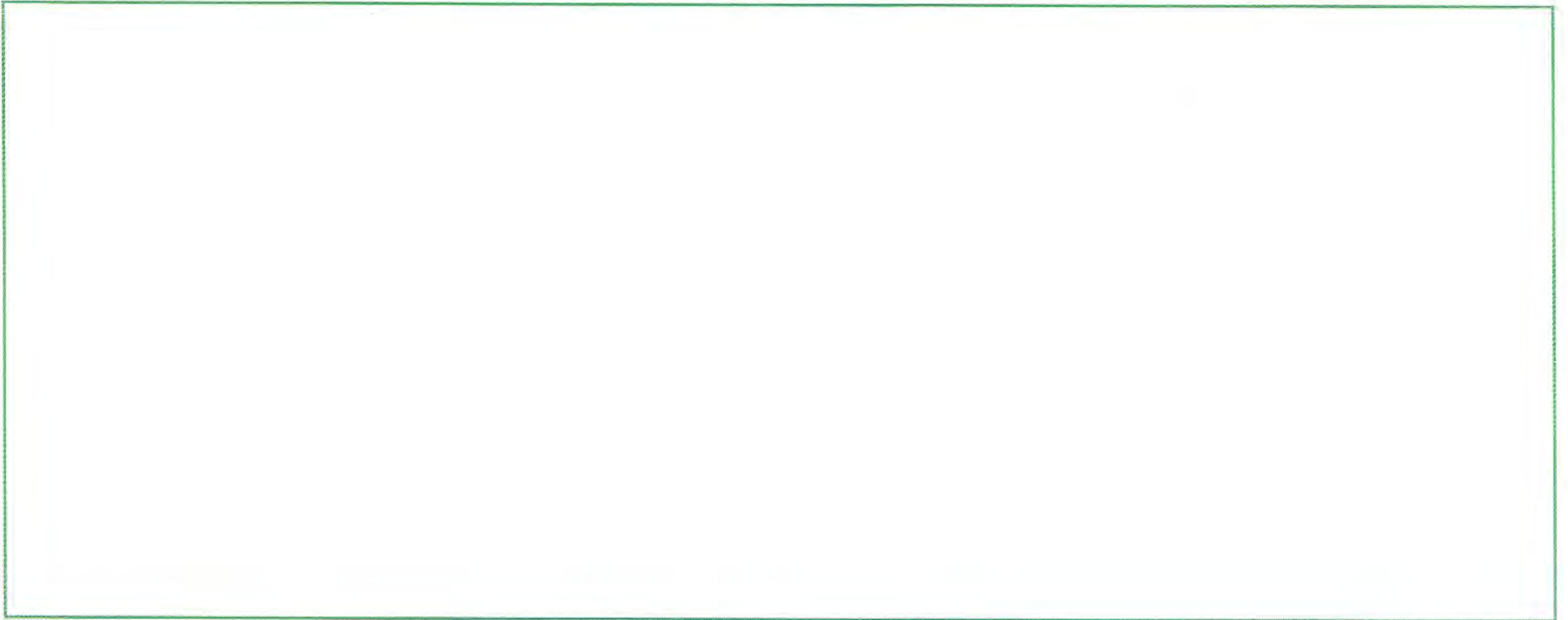
\_\_\_\_\_

\_\_\_\_\_



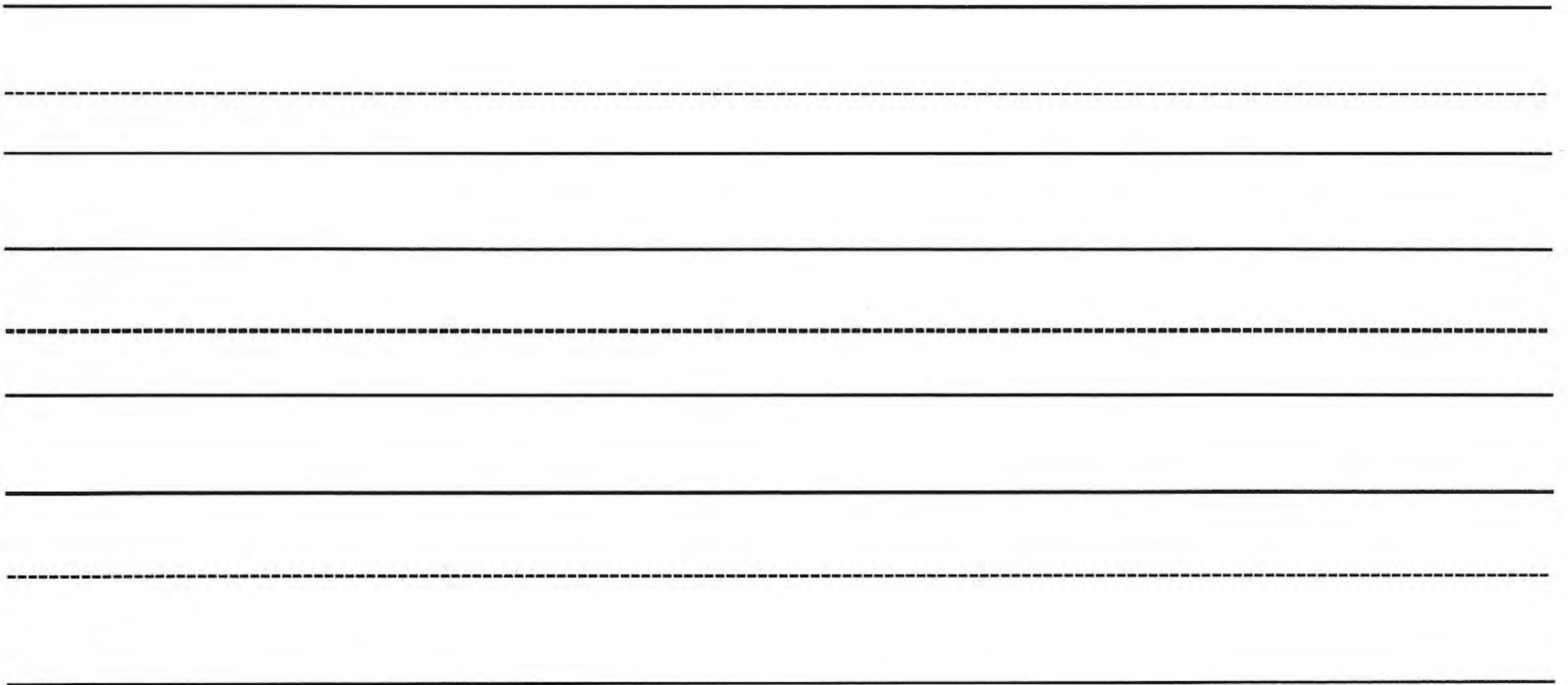
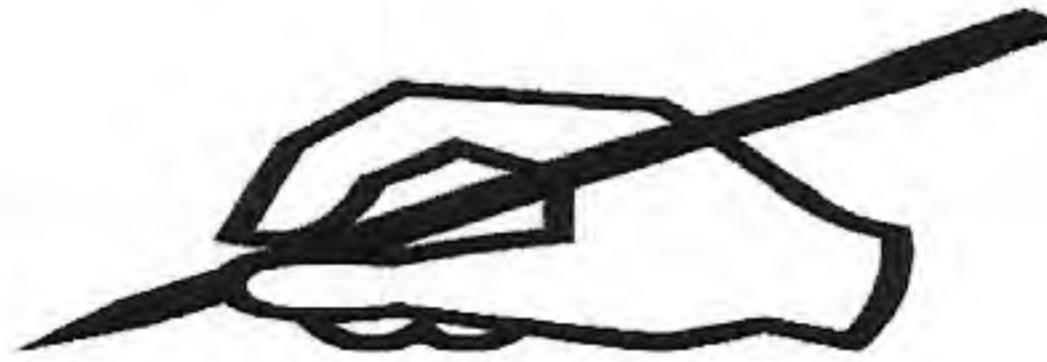
# Journal Writing

WEEK 5



**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).







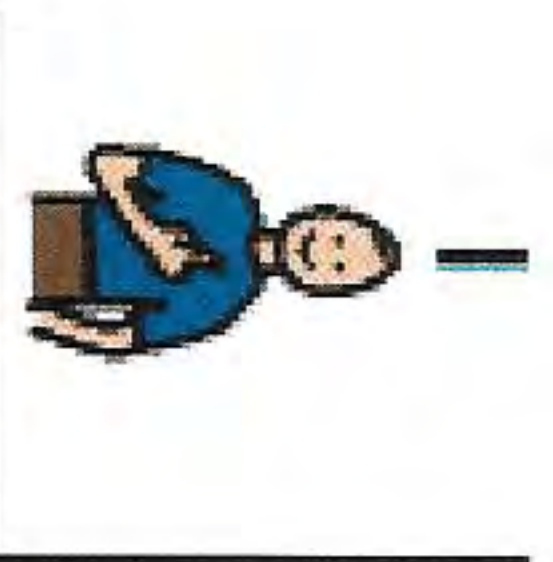
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>• Request</li> <li>• Command</li> <li>• Question</li> <li>• Comment</li> <li>• Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>• I feel good.</li> <li>• It is good.</li> <li>• Is it good?</li> <li>• That's good.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>• Food tasting</li> <li>• Sensory bin -feels good, feels bad</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>• Good luck</li> <li>• Good job</li> </ul> <p>Good choices/bad choices</p>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Good news bad news, Jeff Mack</li> <li>• That's good! That's bad!, Margery Cuyler</li> <li>• <a href="http://www.tarheelreader.org">www.tarheelreader.org</a> for "good" books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>• Good work</li> <li>• That's good work</li> <li>• Was your lunch good?</li> <li>• Good hallway behavior</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>• Good use of swing</li> <li>• Good recess behavior/use of equipment</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>• I feel good, (James Brown)</li> <li>• KIDZ BOP, Good Feeling</li> <li>• KIDZ BOP, Good Life</li> </ul>



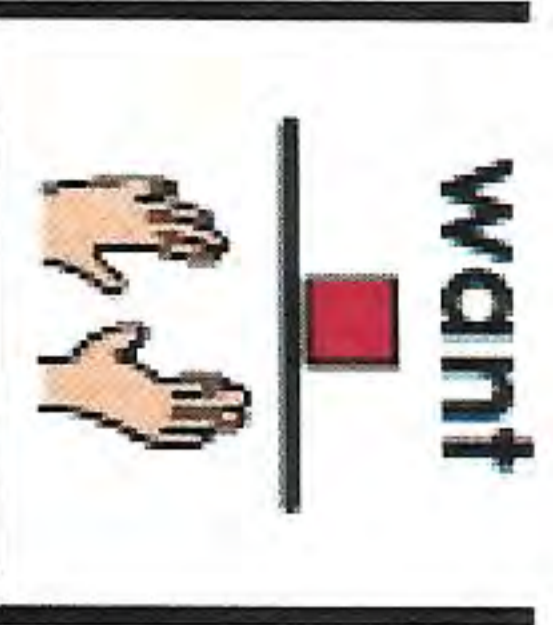


<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● I want help.</li> <li>● Can you help?</li> <li>● I help you?</li> <li>● Help!</li> <li>● Help me.</li> <li>● Who wants help?</li> <li>● That helps.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Have guests come in to talk about their community helper job.</li> <li>● Recipe- I need help with the recipe, "Who can help with the step 1?"</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Help a classmate if they lost something.</li> <li>● Ask a friend "Can I help you?" or "Do you want help?"</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://Tarheelreader.org">Tarheelreader.org</a> - look for books with "Help"</li> <li>● <a href="#">Herman the Helper</a></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Help with cleaning the classroom/board.</li> <li>● Count sounds for word "help"</li> <li>● Teach how to ask for help.</li> <li>● Predictable writing- I help to _____ (classroom jobs)</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Help friends climbing something.</li> <li>● Ask for help when needing a push on the swing.</li> <li>● Sensory break-heavy work break- "Can you help me take this to the office?"</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Spoonful of sugar</li> <li>● A Little Help From My Friends</li> <li>● Help by the Beatles</li> </ul>





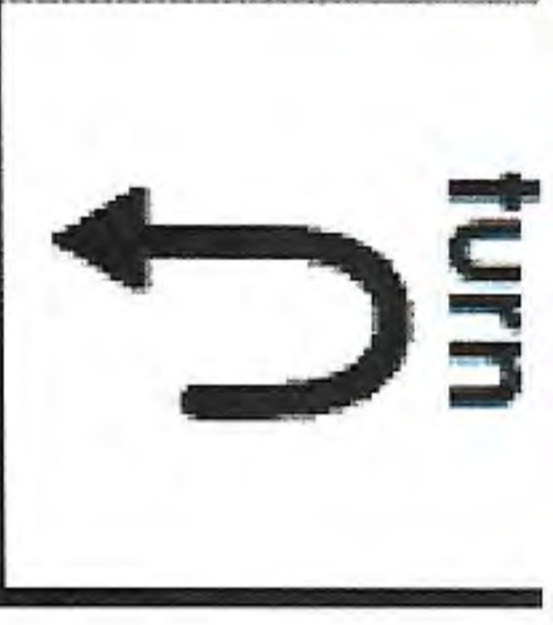
I



want



different



turn



feel



is



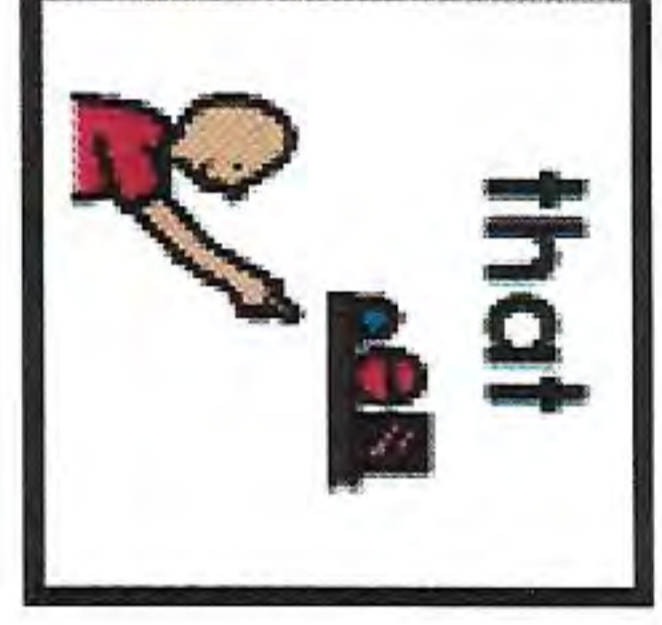
help



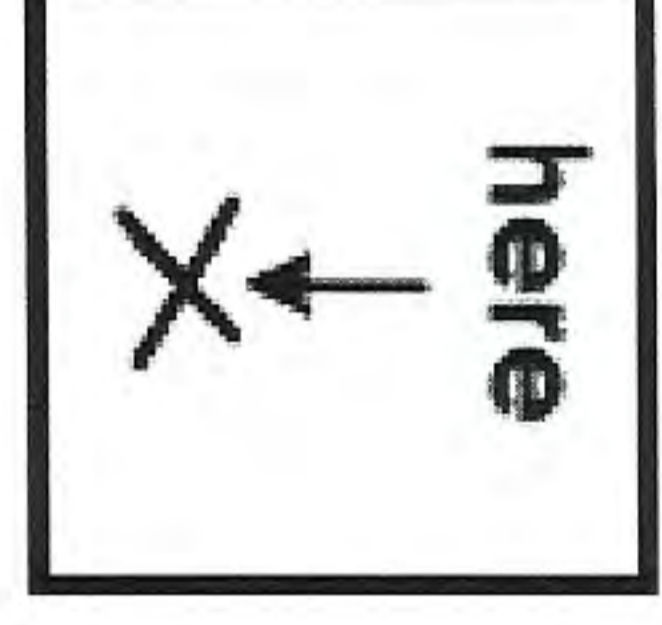
no



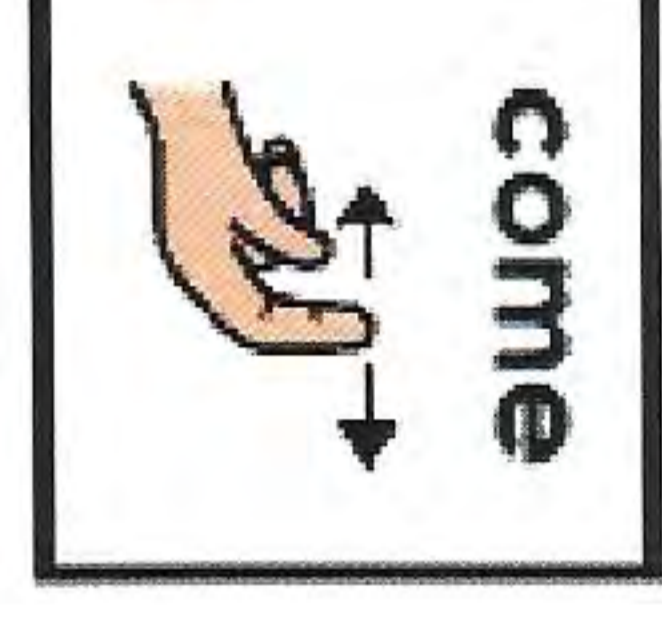
like



that



here



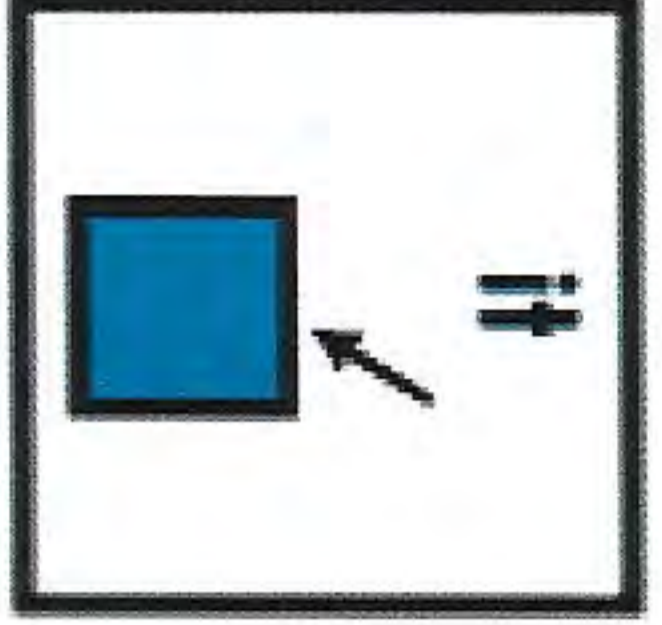
come



you



more



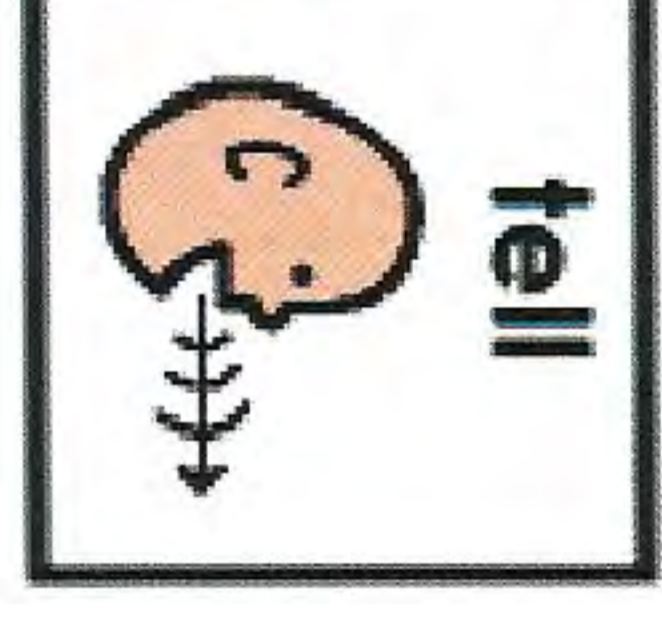
it



do



in



tell



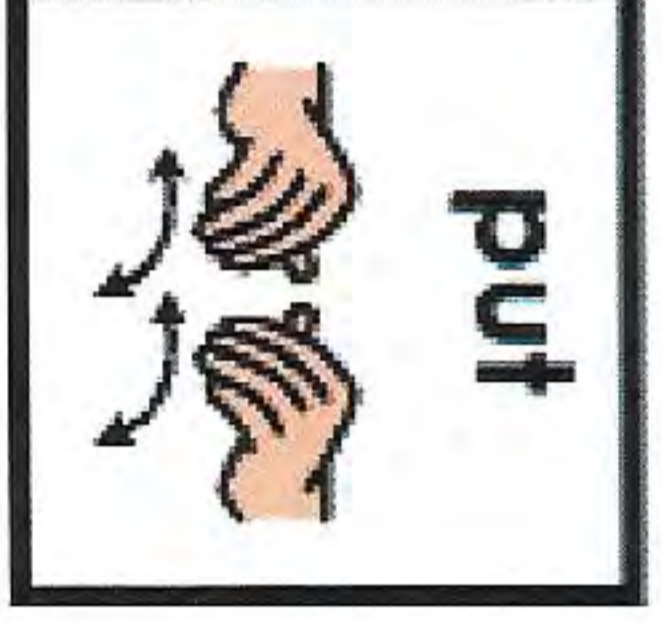
go



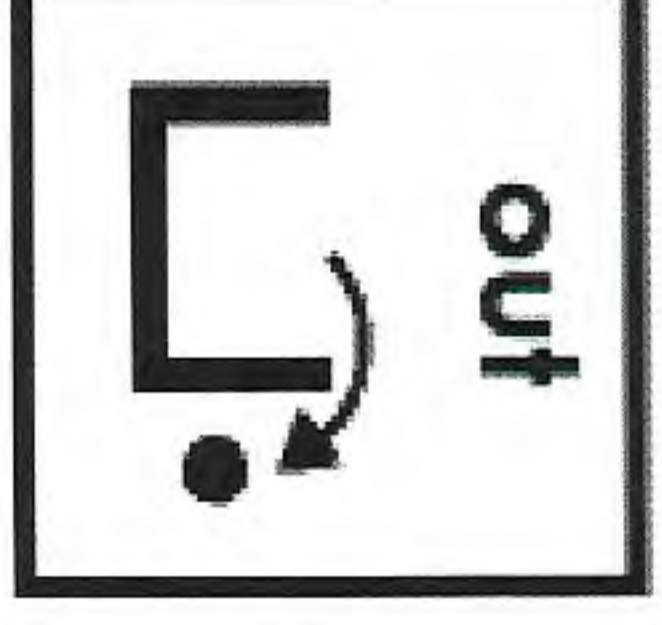
done



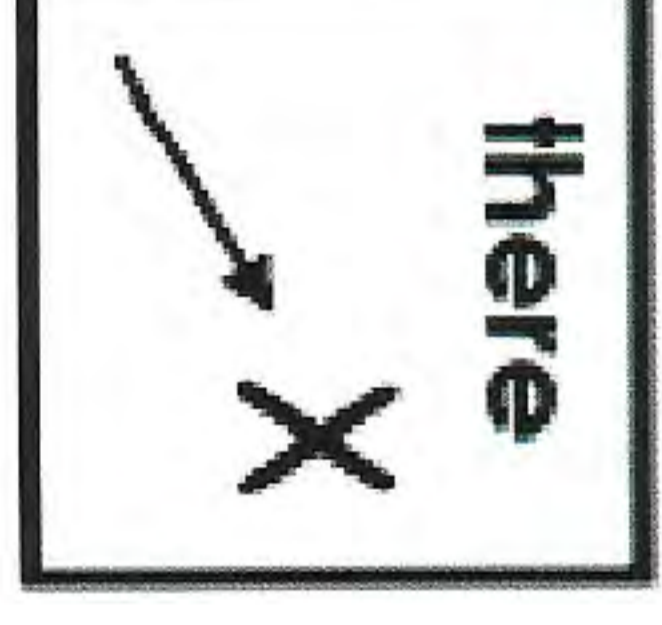
what



put



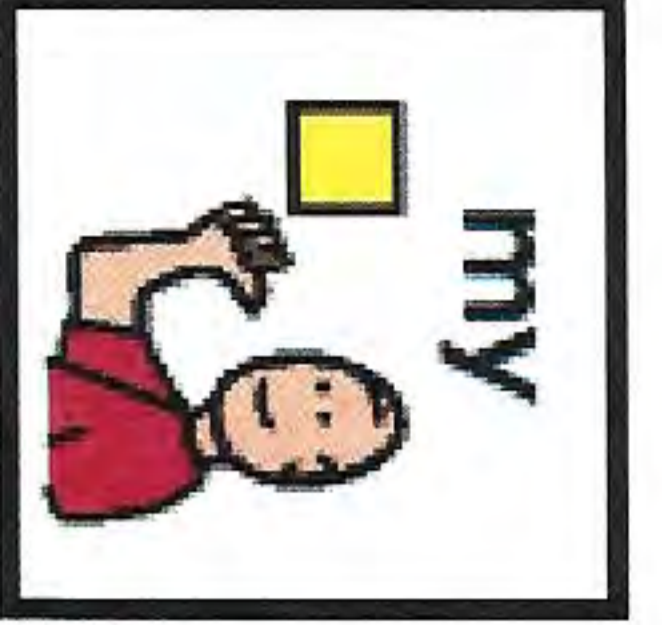
out



there



stop



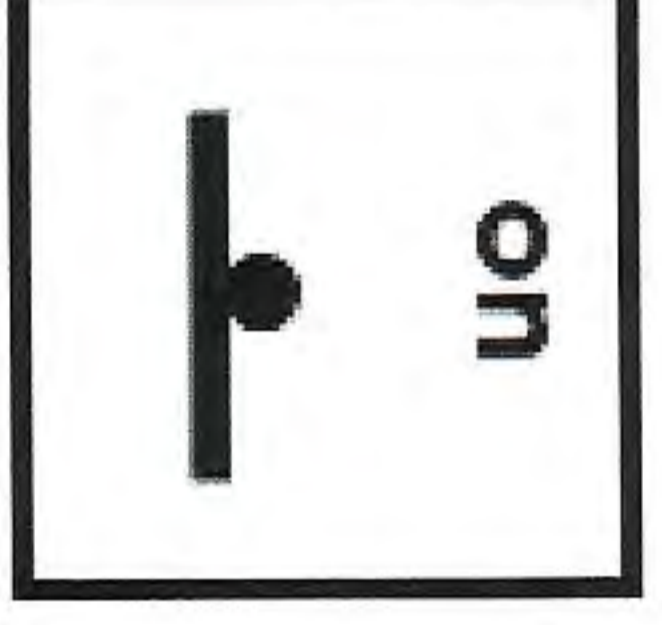
my



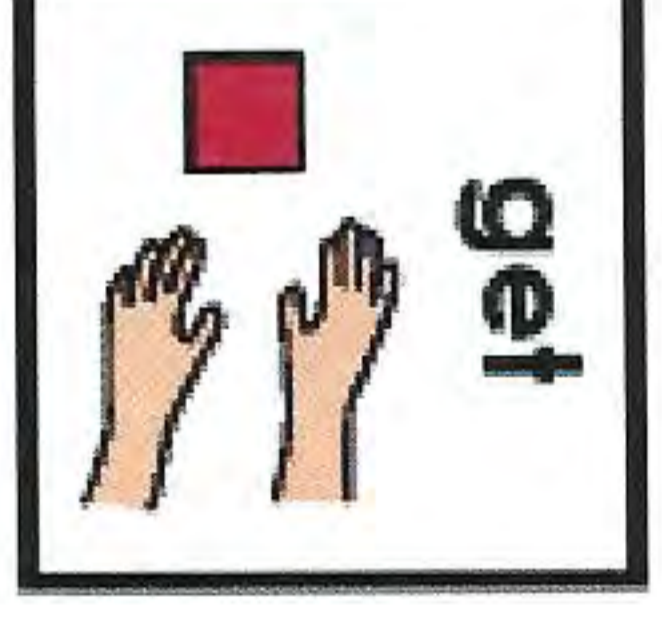
where



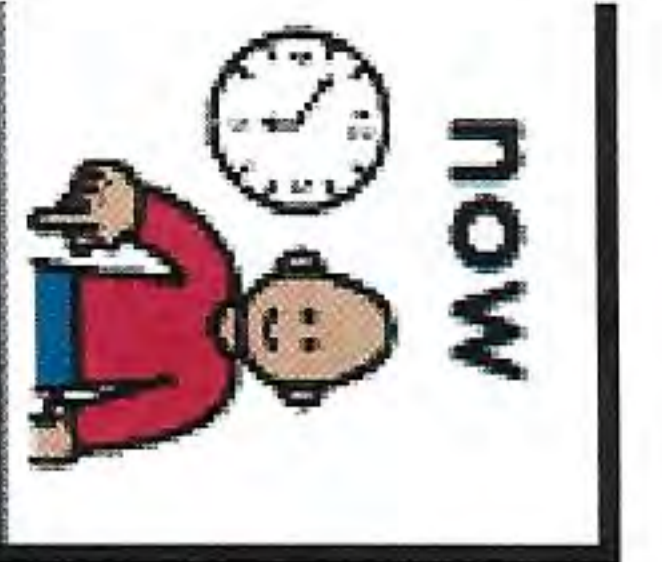
who



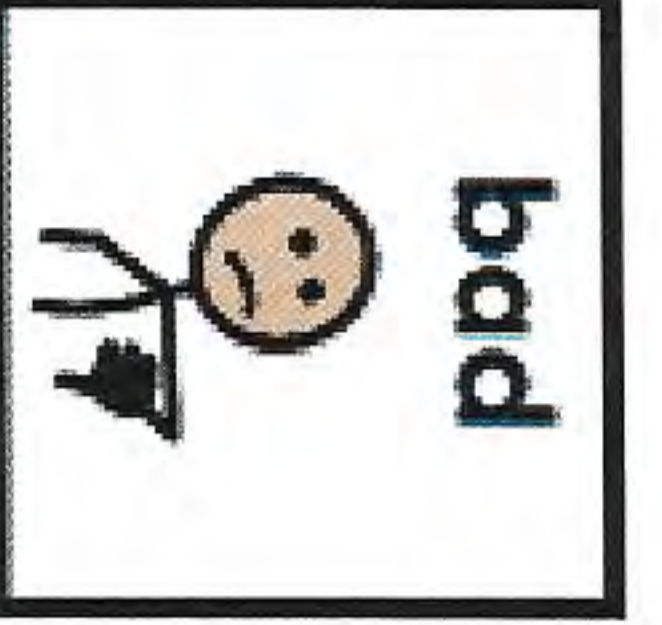
on



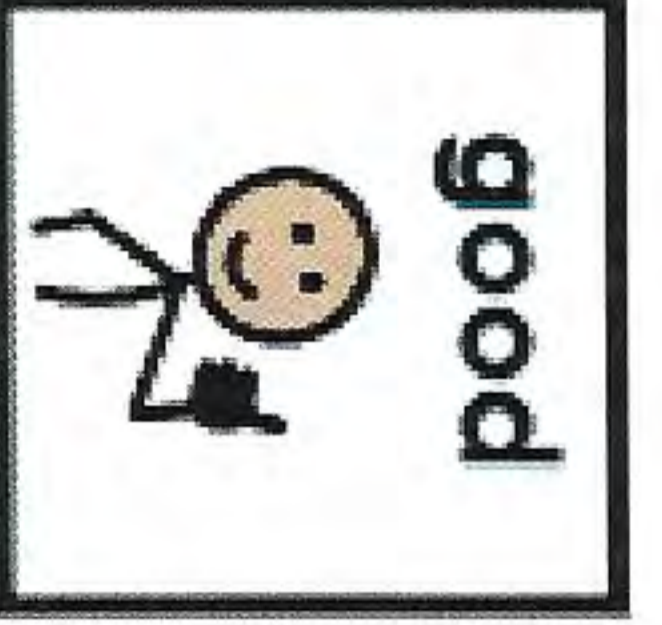
get



now



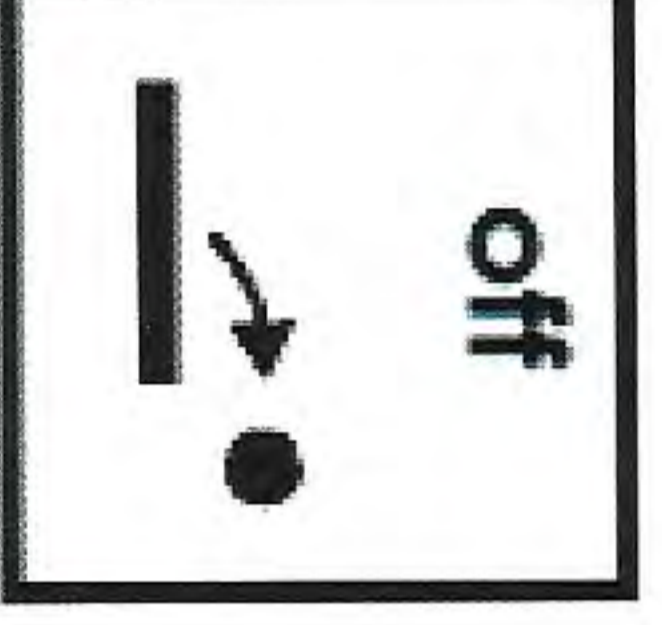
bad



good



why

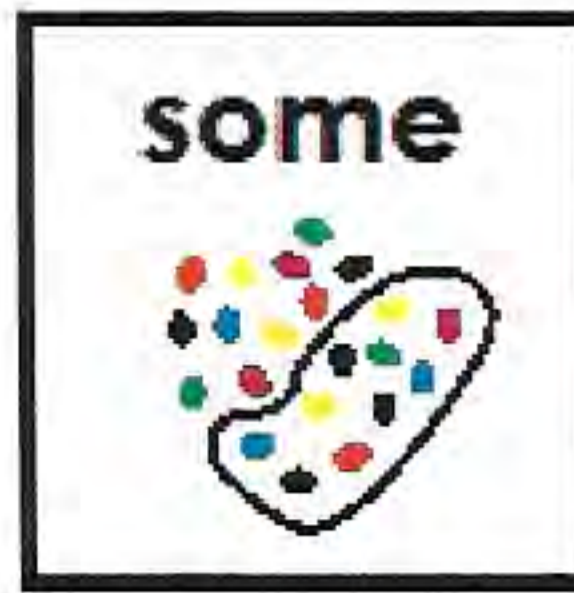


off



some





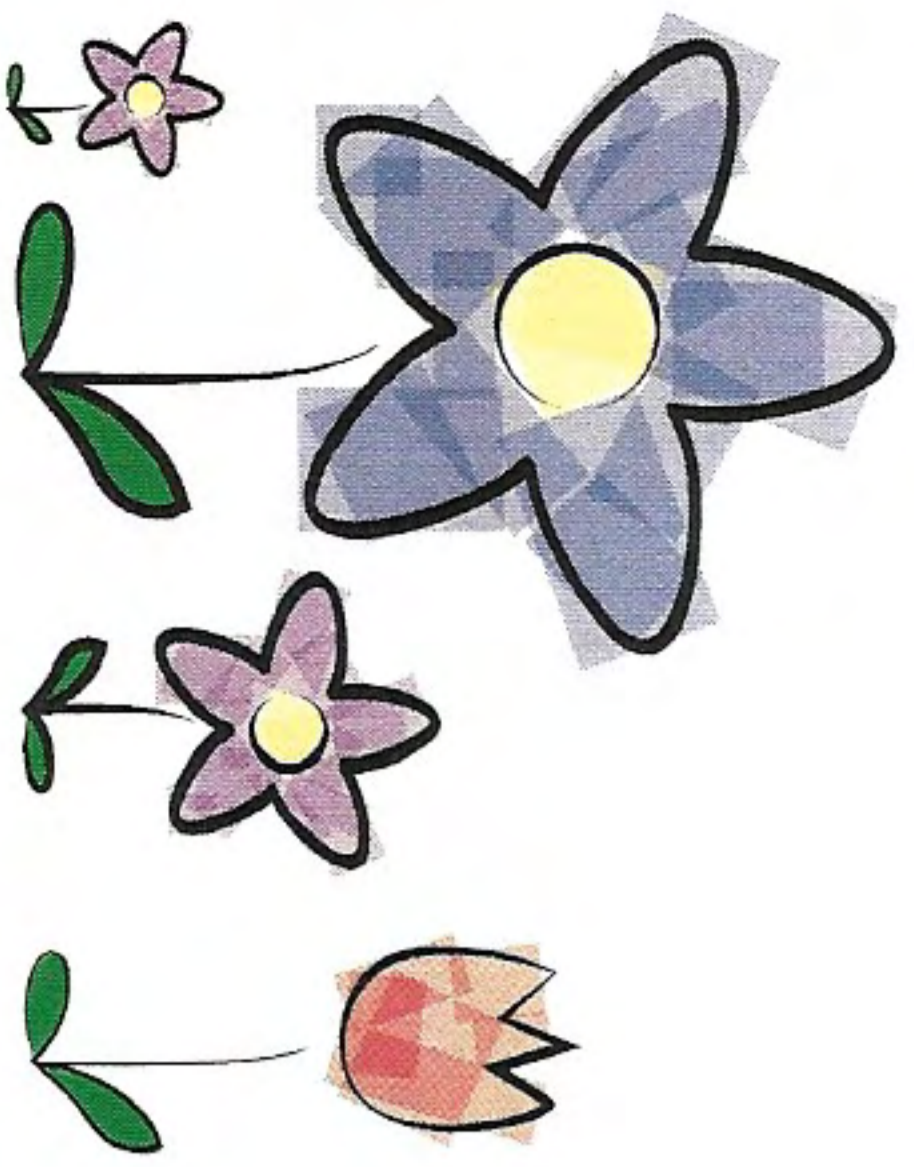
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Give me some</li> <li>● I want some</li> <li>● Want some more?</li> <li>● Who has some....</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● I spy someone who.</li> <li>● Feed the baby: want some? Give her some more.</li> <li>● Cooking - put some in.</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Do you want some?</li> <li>● Can I have some?</li> <li>● Give me some more.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for "some" books</li> <li>● Stone Soup</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Teach: Some/some more</li> <li>● Concept: some vs. all</li> <li>● Predictive writing about a recipe: we put some _____ in the bowl</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Go touch someone with blonde hair, a red shirt, etc.</li> <li>● Someone with red shirt, jump up and down, etc.</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Some Day my prince will come</li> <li>● Somewhere over the rainbow</li> <li>● Always something there to remind me.</li> <li>● I'm into something good</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● There it is!</li> <li>● Who's there?</li> <li>● It's there.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Hide n seek- "there you are!"</li> <li>● Spot It game</li> <li>● Puzzle - Put it there</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Knock knock jokes</li> <li>● Hi there!</li> <li>● There you go.</li> <li>● There you are.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://Tarheelreader.org">Tarheelreader.org</a></li> <li>● <u>There was an old lady book...</u></li> <li>● <u>Who's There? Beware</u> by tiger tales</li> <li>● <u>There's NO Such Thing as a Dragon</u></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Put it over there</li> <li>● Classroom routines: lunch goes, backpack goes, homework goes.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Place rubber dots - jump there</li> <li>● Musical chairs- "I sit there"</li> <li>● Scavenger hunt - There it is.</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● BINGO</li> <li>● There's a Party in the USA</li> <li>● Days of the week -dr jean</li> </ul>





# May

2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10 Mother's Day	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26	27	28	29	30
31						


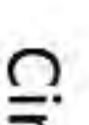




























































Center \_\_\_\_\_  
Teacher \_\_\_\_\_

Infant/Toddler Family Activity Calendar

May 2020


Circle  for reading 15 minutes  
Circle  for doing the activity in the box

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
  <b>Obstacle Courses</b> Mini-obstacle courses allow toddlers to learn new ways to do things. They can go over, under, around or through things.	  <b>Identify Noises</b> Ask your child to identify noises she hears: a knock at the door, the dishwasher, a barking dog, a fire truck, etc. If child is very young, you identify the noise.	  <b>Pom Pom Tunnel</b> Have a variety of large pom poms and cardboard rolls. Encourage child to put the pom pom in the cardboard.	  <b>Muffin Pan Sorting</b> Have paper tubes from paper towel rolls and toilet paper rolls. Cut tubes into pieces and give a muffin pan to your little one. Toddlers love to put objects into things and take them back out again.	1   <b>Clap a song</b> Sing a song to your child and clap the words on the lyrics	2   <b>Peek-A-Boo</b> Play Peek-a-Boo with your child while hiding behind the furniture.	3   <b>Hide and Seek</b> In a huge empty box, play hide and seek with child or fill and dump the box with your child's toys.
  <b>Oatmeal Exploration</b> Throw a sheet on the floor, dump the oatmeal in a pan, and encourage child to use scoops and bowls to manipulate it	  <b>Pipe Cleaner Drop</b> Use little cans, make a hole on the plastic lid, big enough for child to put pieces of pipe cleaners in the container	  <b>Rolling Over</b> Move a toy so that your baby will try to turn his body in order to keep the toy in sight.	  <b>Show Feelings</b> Smile and laugh to show your feelings as you raise your baby and say up or lower your baby and say down.	15   <b>Turn and Find</b> Turn your baby so she will need to look behind her body to see a toy	16   <b>Ride a Horse</b> Do a special action on the same one or two words in a rhyme and see if your baby notices	17   <b>Sitting, Turning, and Reaching</b> Hold toys in various positions to encourage your baby to stretch and reach for the toys.
  <b>Da-Da-Da</b> Imitate sounds that your baby makes, especially repeated sounds like da-da-da.	  <b>Tickle, Tickle (2)</b> Talk to your baby softly. Describe what she is feeling..	  <b>Sounds Walk</b> Take your child outside and describe the sounds you are hearing. Ex. Birds chirping.	  <b>Bubble Bath</b> Give your child a bubble bath. Talk about temperature of water, shape of bubbles, pop them as you count them	22   <b>Mystery Box</b> Have a variety of objects in a box. Start by describing each object using concepts such as soft, small, hard or big.	23   <b>Shake and follow</b> Shake a rattle in various positions to encourage your baby to stretch and reach for it as she follows the sound.	24   <b>Kitchen Band</b> Have a variety of kitchen gadgets and encourage child to bang two hands holding objects together.
  <b>Drop, Drop</b> Have a large clear plastic container and make a hole on the lid. Have smaller lids available for child to drop in the containers.	  <b>Mobile Toys</b> Have toys that can make different movements, so that you baby learns about up and down, right and left,	  <b>Reading time</b> Read to your baby, describe and name things you see in pictures	  <b>Dancing Partners</b> Encourage your child to dance and make music with pans, pots, etc or dance holding her.	29   <b>Pat-a-Cake</b> Sing the song: Pat-a-cake and clap baby's hands as you sing the song.	30   <b>Pots and Pans Band</b> Have your child to hit the pots and pans with a wooden spoon. Talk about soft and loud noise.	31   <b>Rattle, Rattle</b> Make rattles with recyclable water bottles; shake one really slow and one fast. Allow child to notice the difference

Child's Name \_\_\_\_\_  
Parent's Signature \_\_\_\_\_  
Date \_\_\_\_\_

Teacher's Initials \_\_\_\_\_

Tally \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

# of 

# of 

Total



# Mm

# Highlight-a-Letter!

Highlight the letters Mm. Then trace and write the letters.

M	m	h	M
C	X	M	G
m	D	j	m
	M	!	m

M M M

m m m



Mm

m

F

M

M

h

E

m

F

M

M

C

k

m

M

f

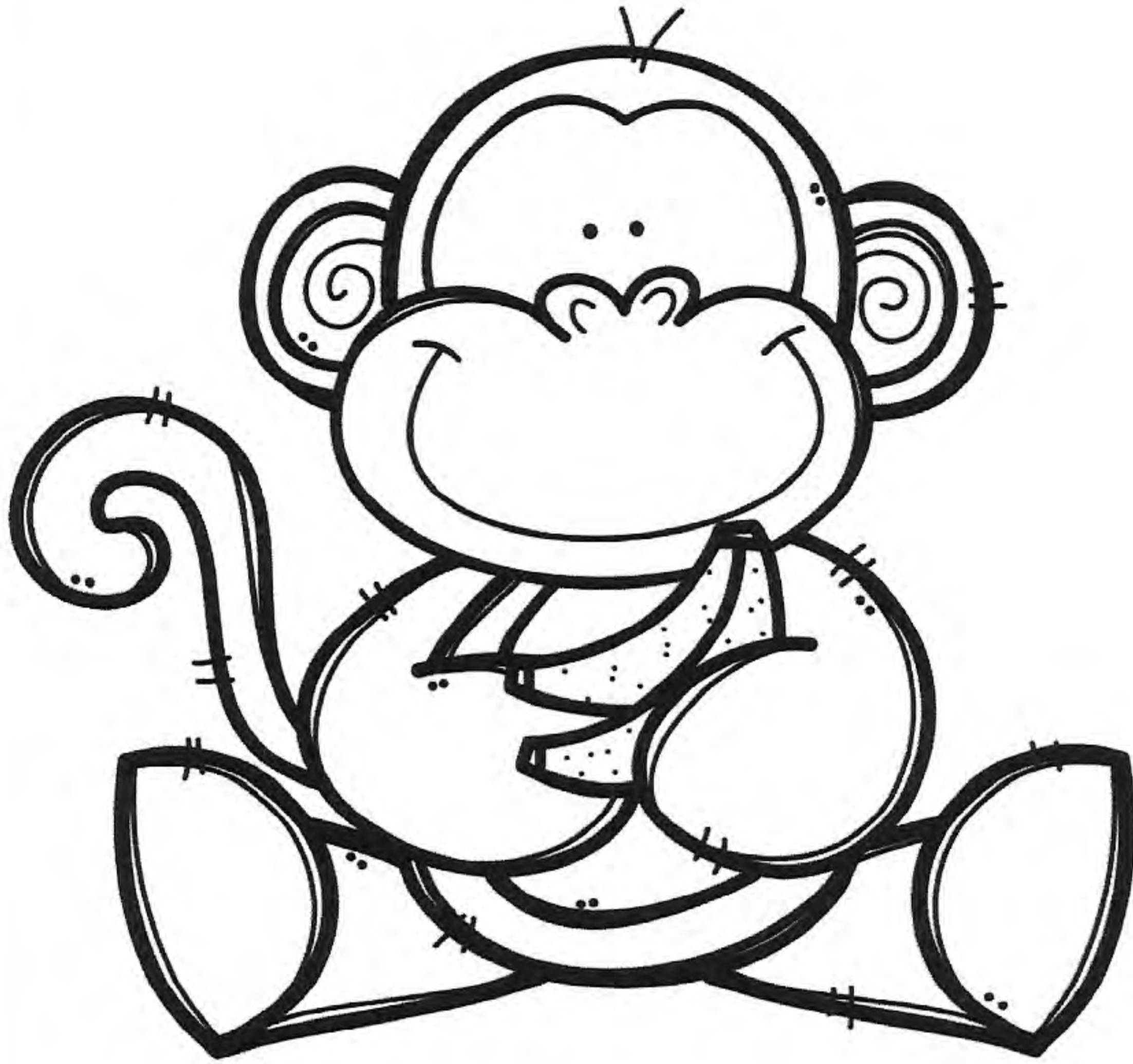


Name: \_\_\_\_\_

Date: \_\_\_\_\_



M m





M m

© Teaching RichaRichi 2017

M	M	m	m	M
m	M	m	m	M

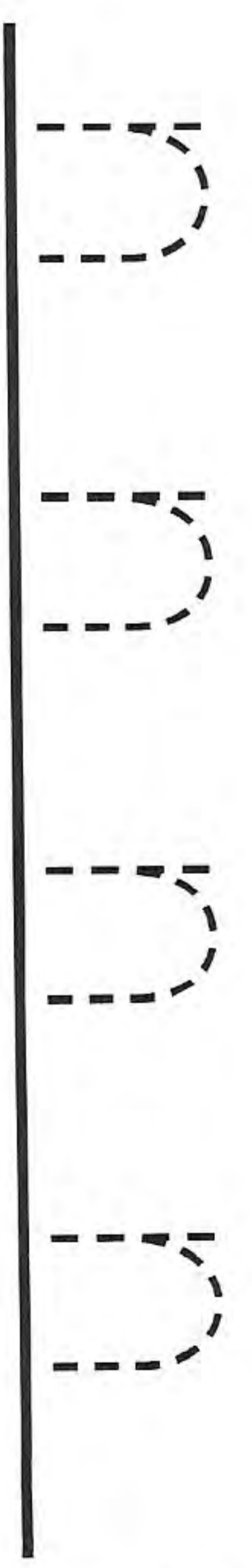
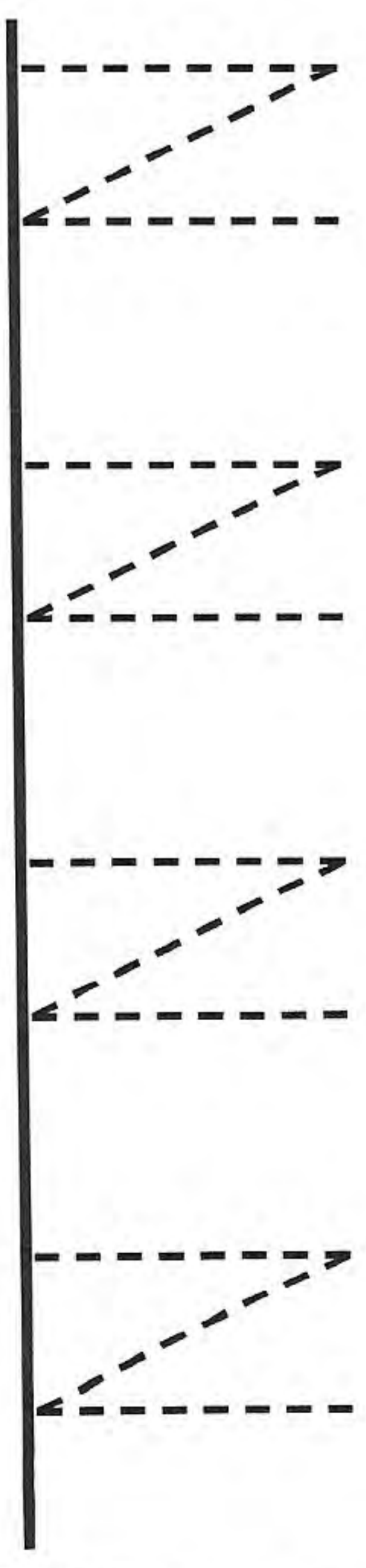




# Highlight-a-Letter!

Highlight the letters Nn. Then trace and write the letters.

N	C	h	N
n	c	w	n
N	n	n	r





U

e

U

UN

p

t

V

N

U

UN

N

U

U

N

X

N



Name: \_\_\_\_\_

Date: \_\_\_\_\_



**N n**

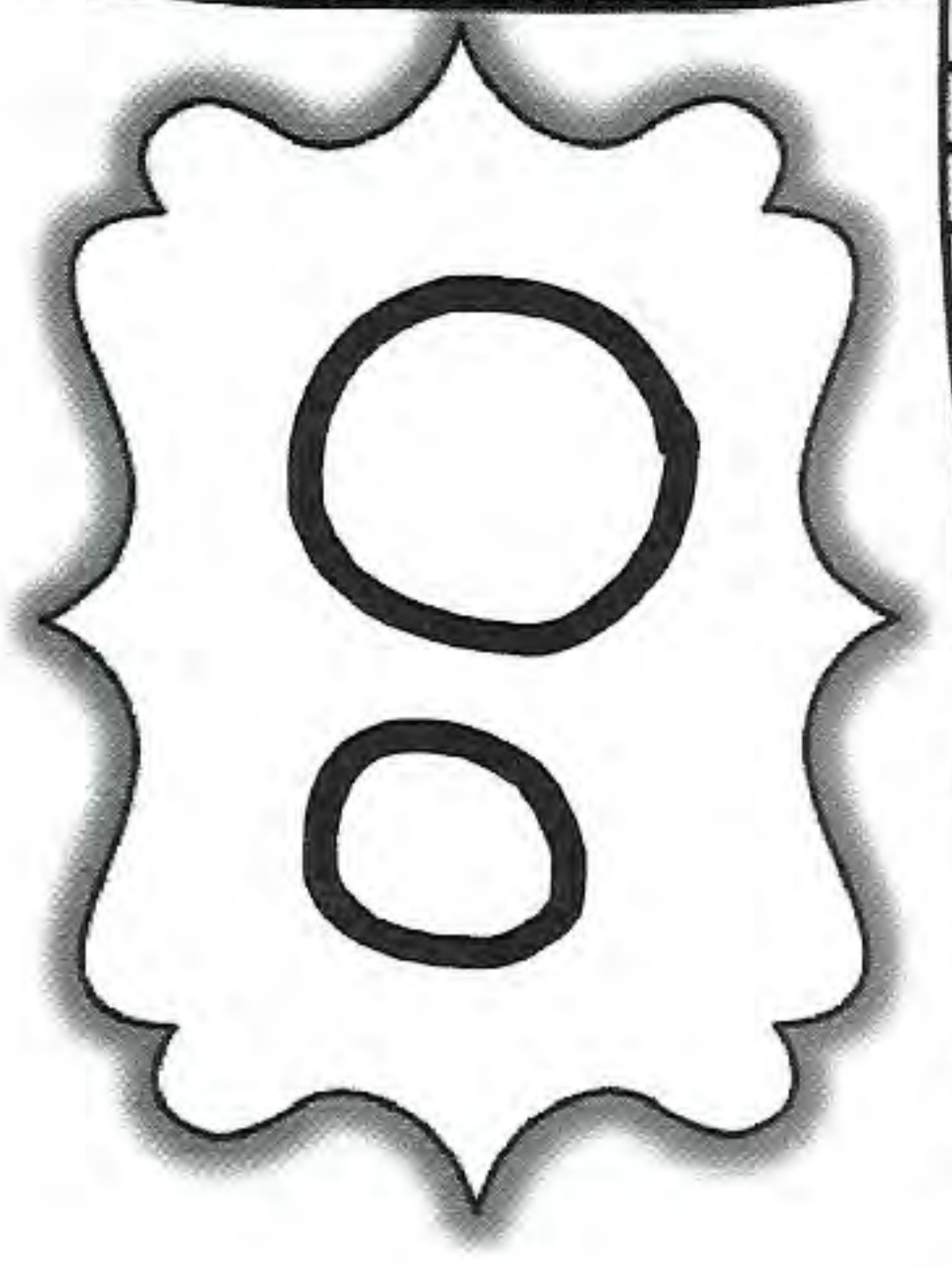


**N n**

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n	N	n	N	n
N	N	n	N	n

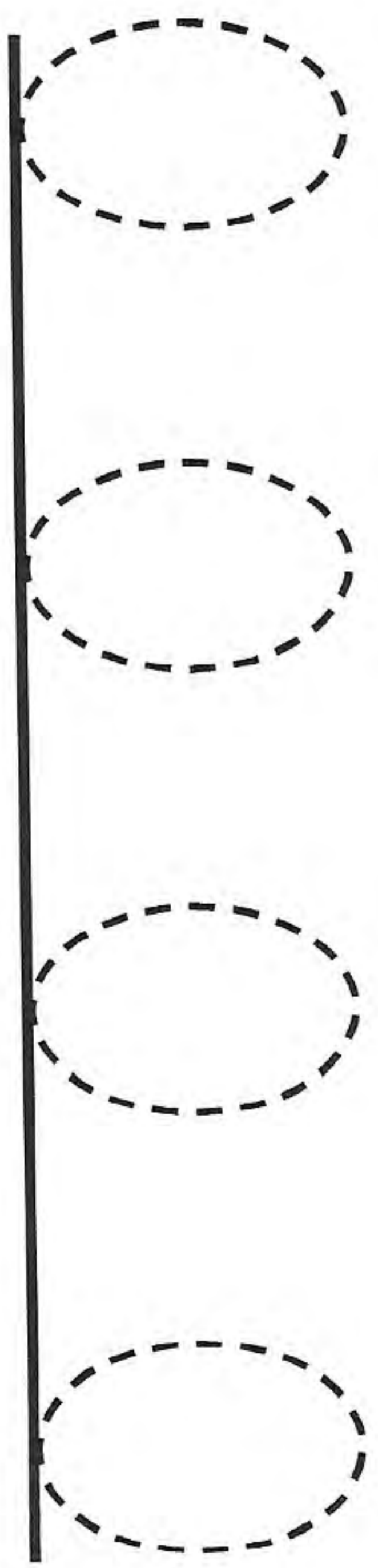




# Highlight - a - Letter!

Highlight the letters Oo. Then trace and write the letters.

C	f	o	O
O	o	B	o
o	d	j	O
V	O	g	o




---



---



---



o

o

s

oo

p

o

B

o

o

o

o

o

x

A

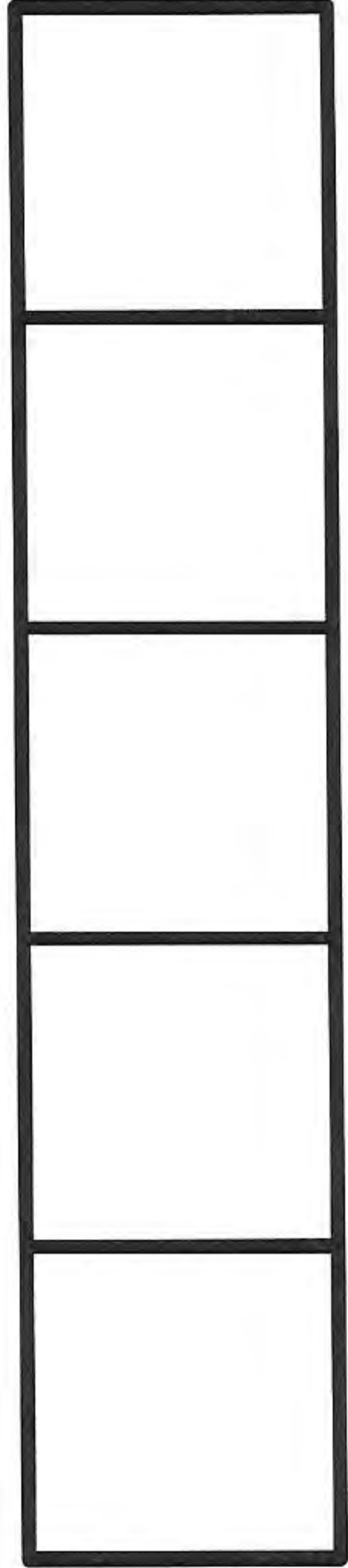
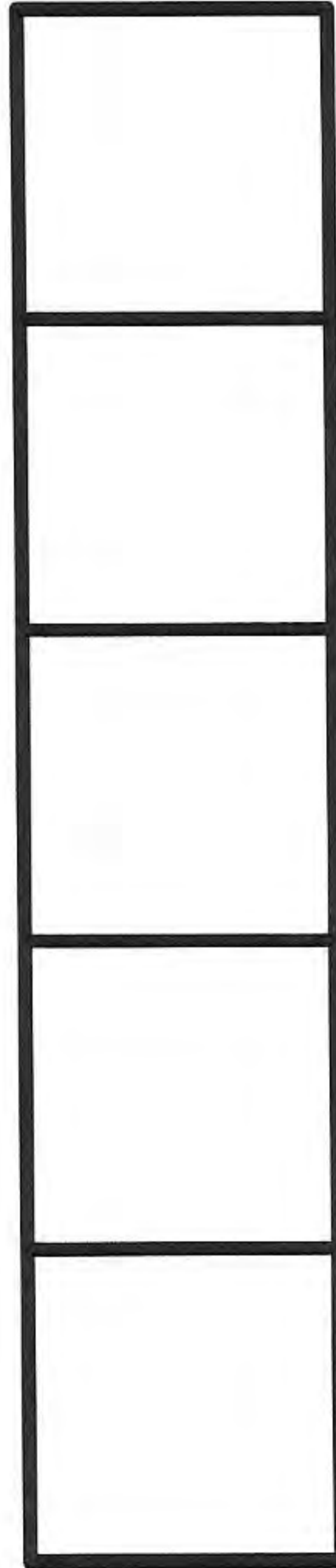
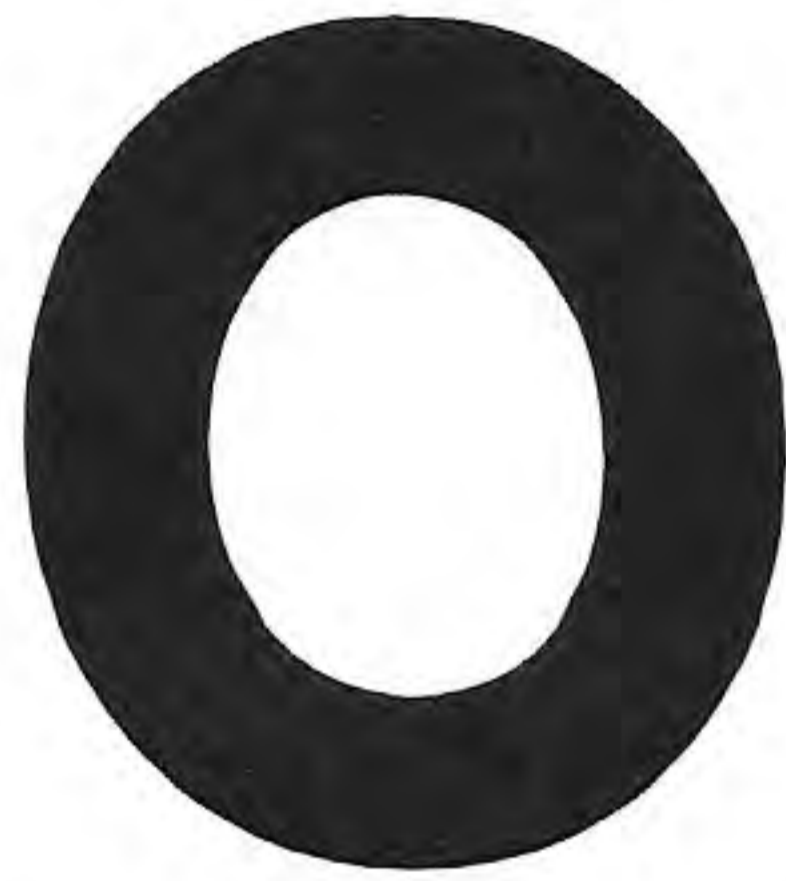
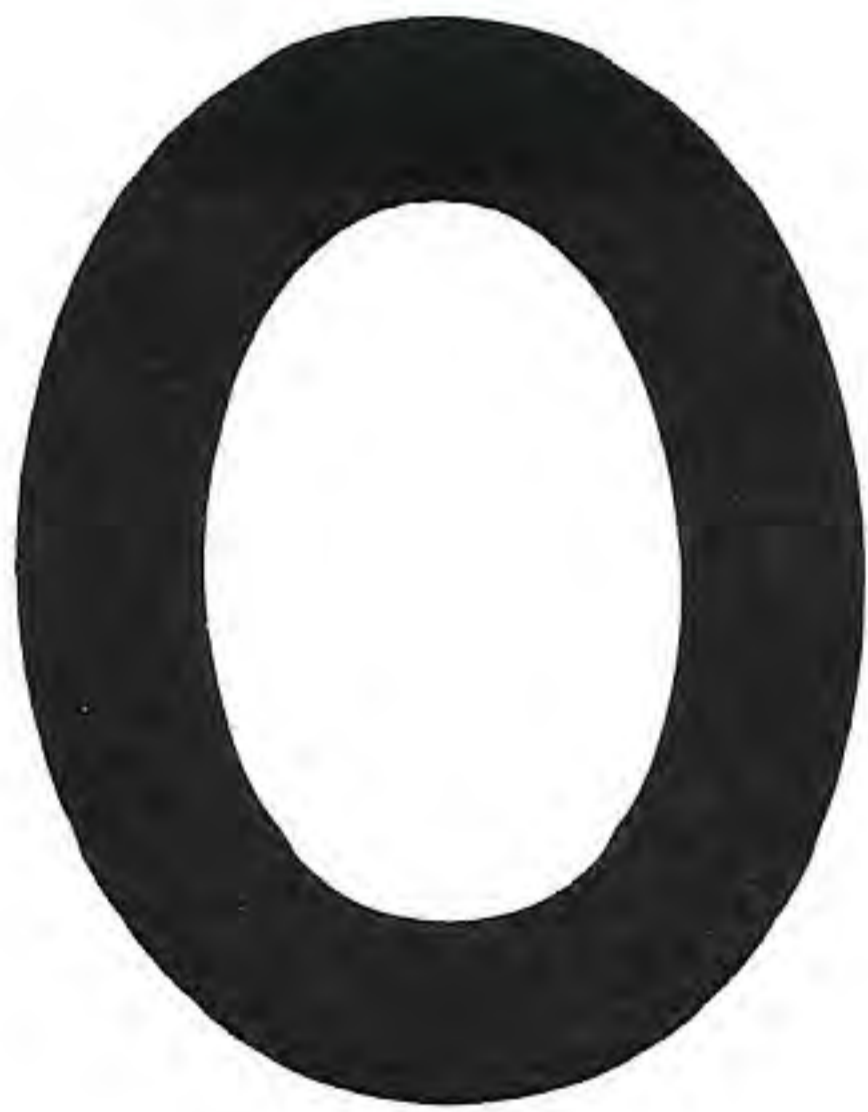
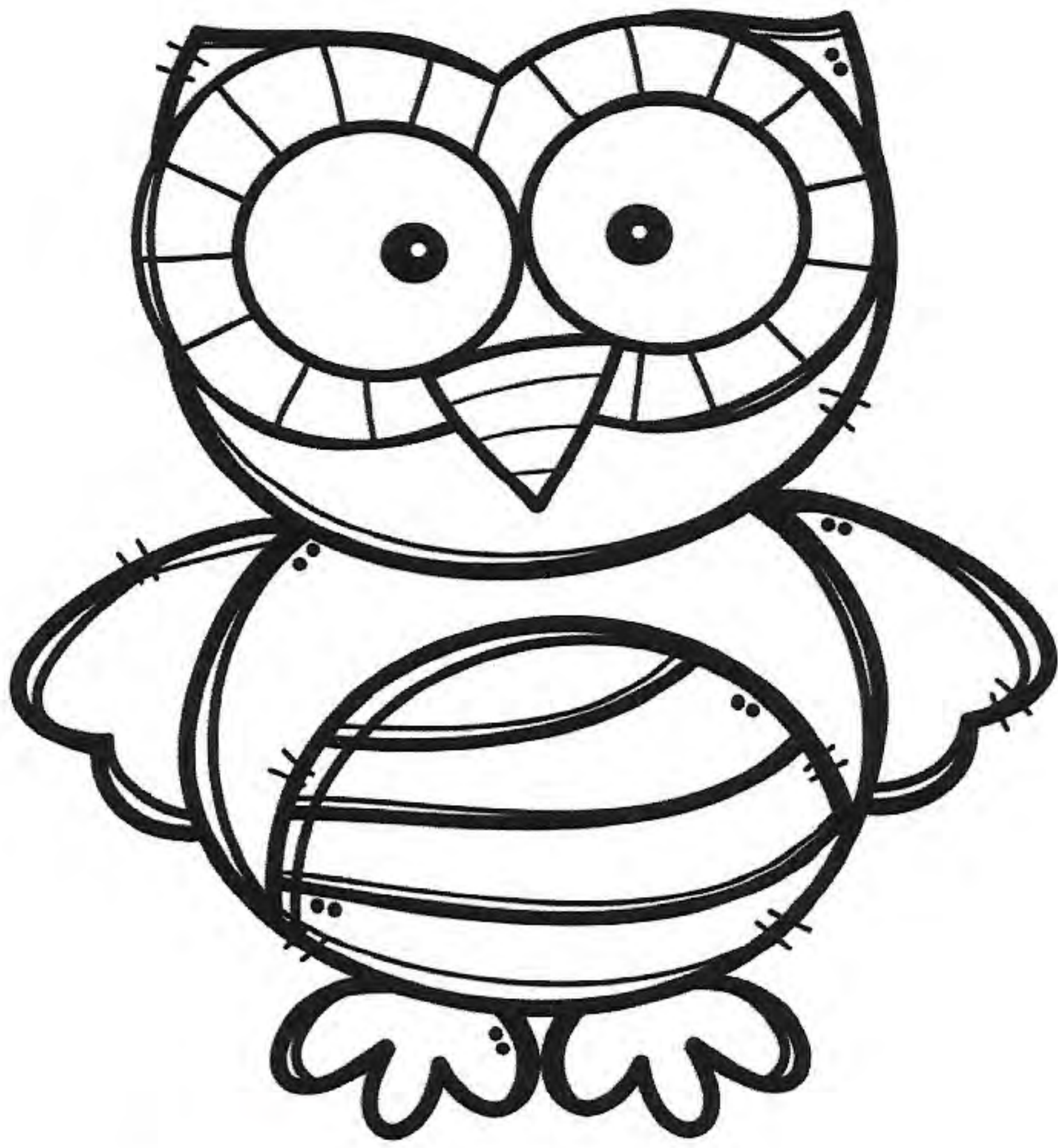
f

o

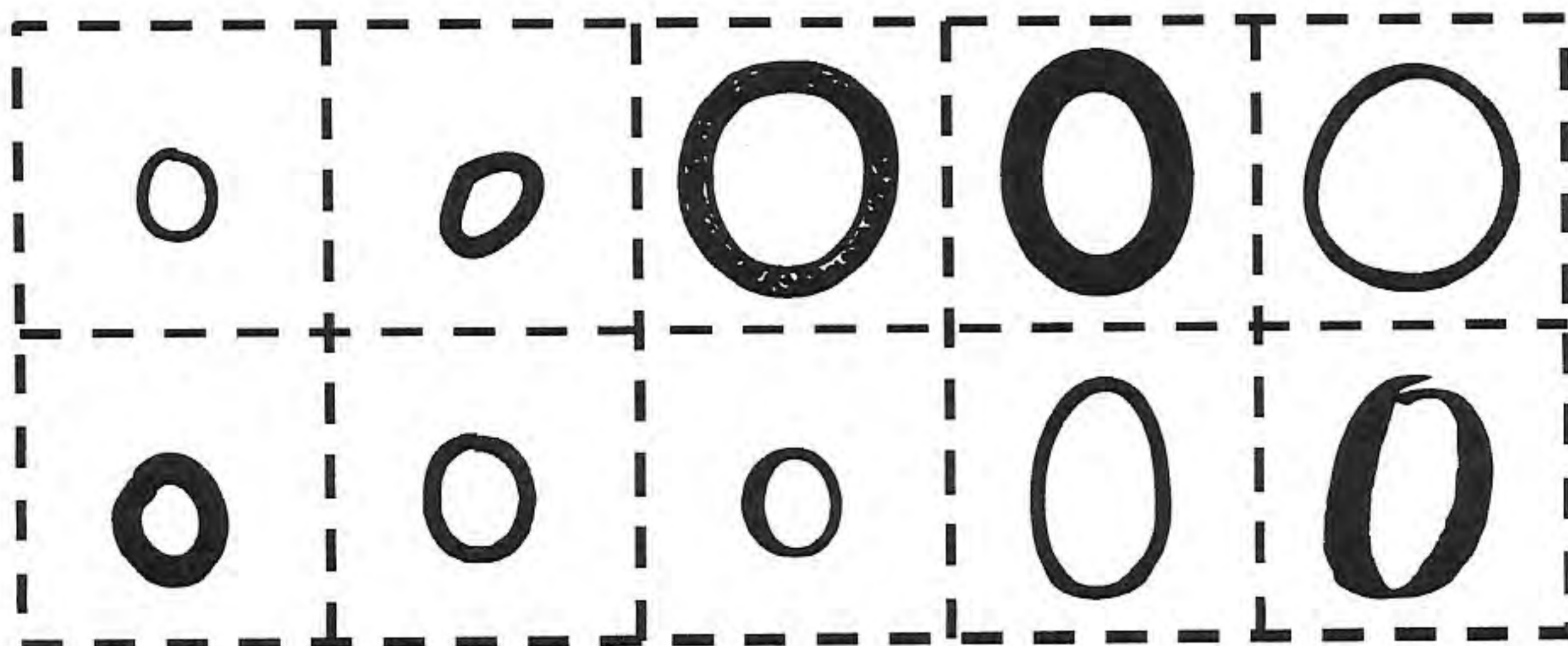


Name: \_\_\_\_\_

Date: \_\_\_\_\_



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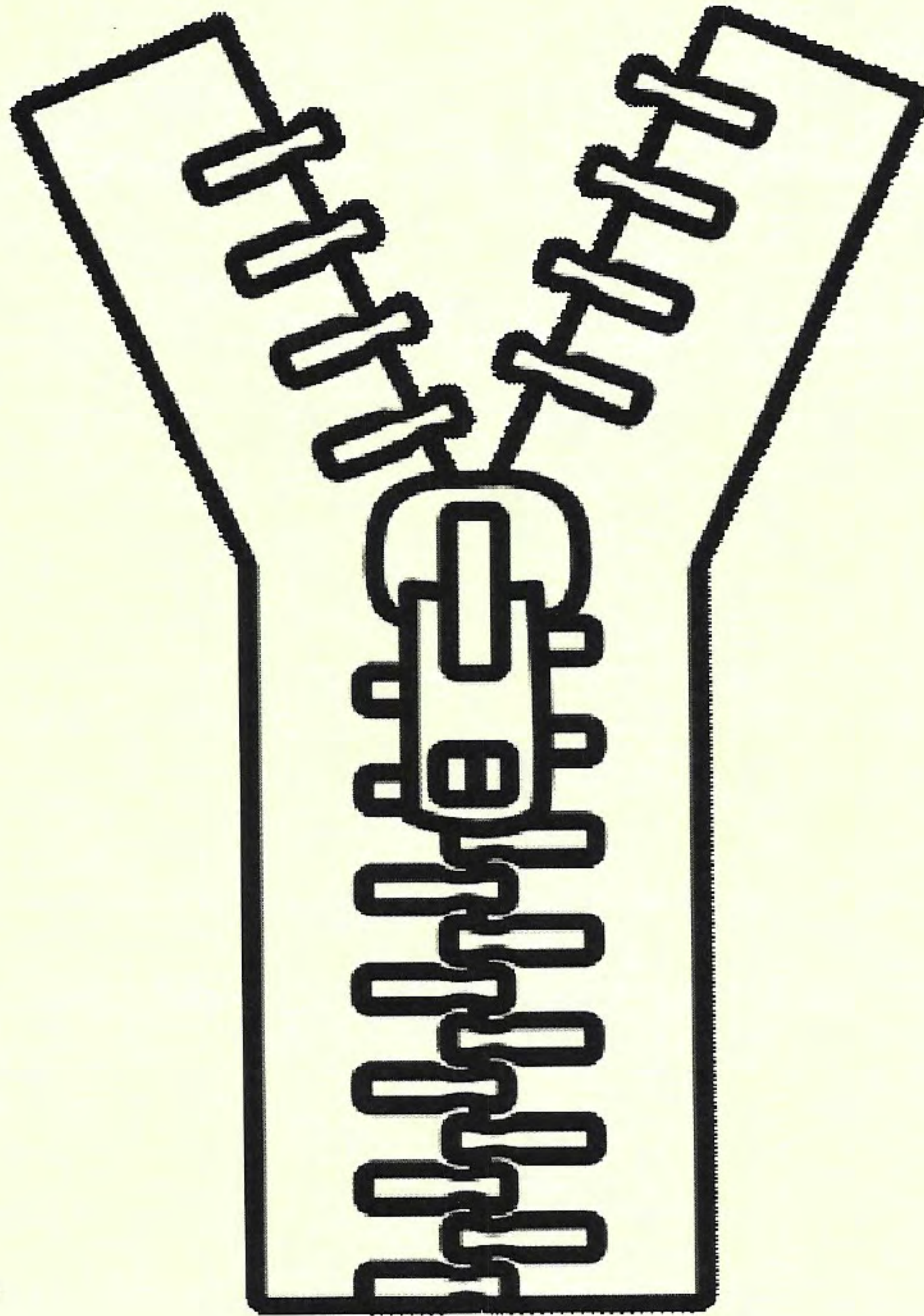
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

Reads # words.	/8
Colors zipper blue.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

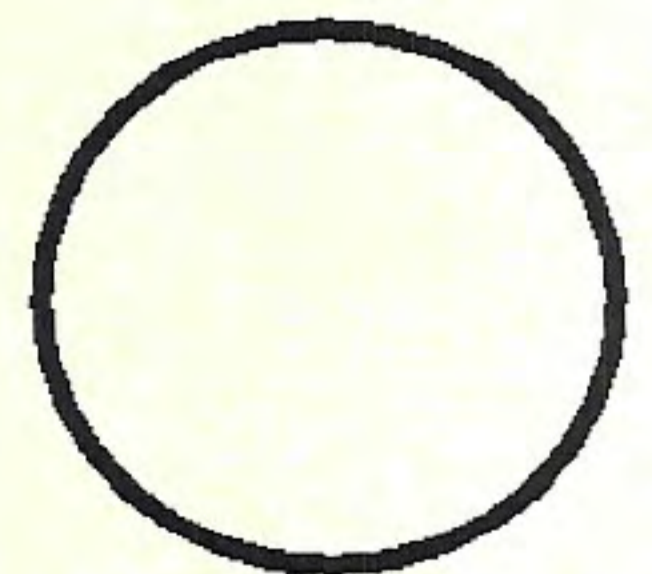
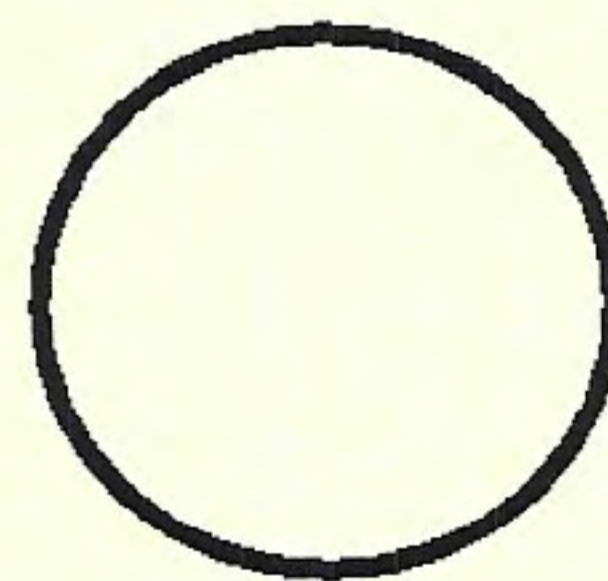
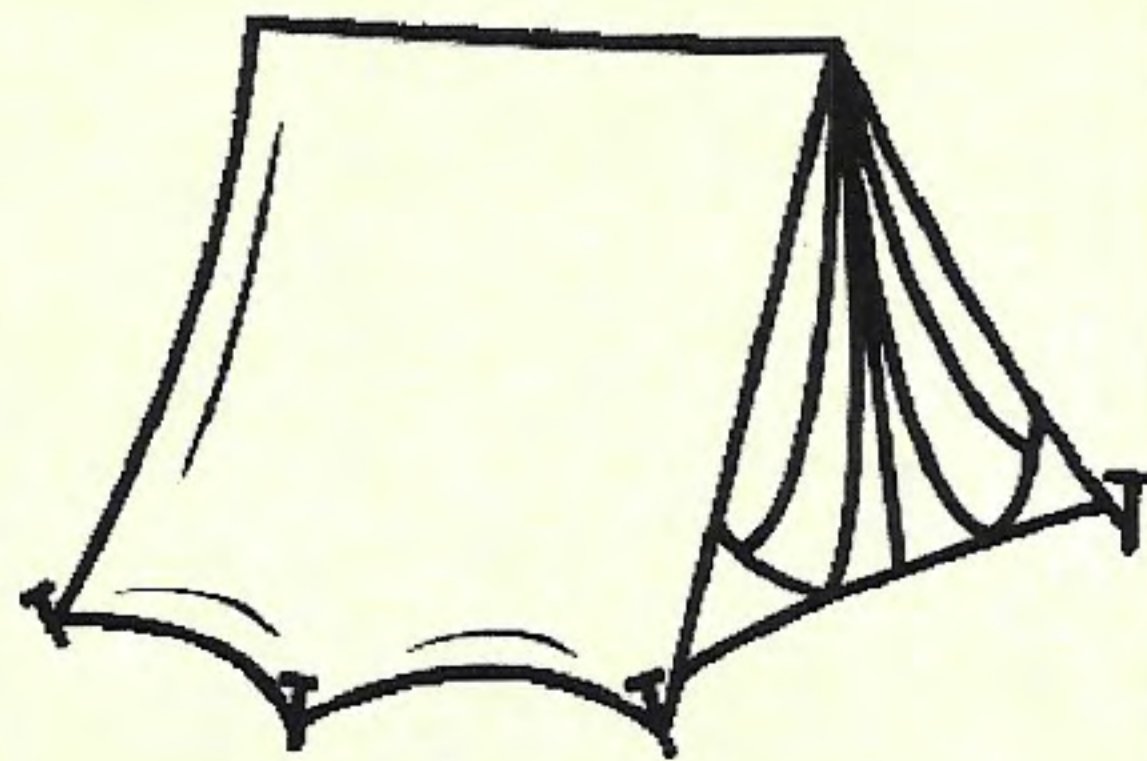
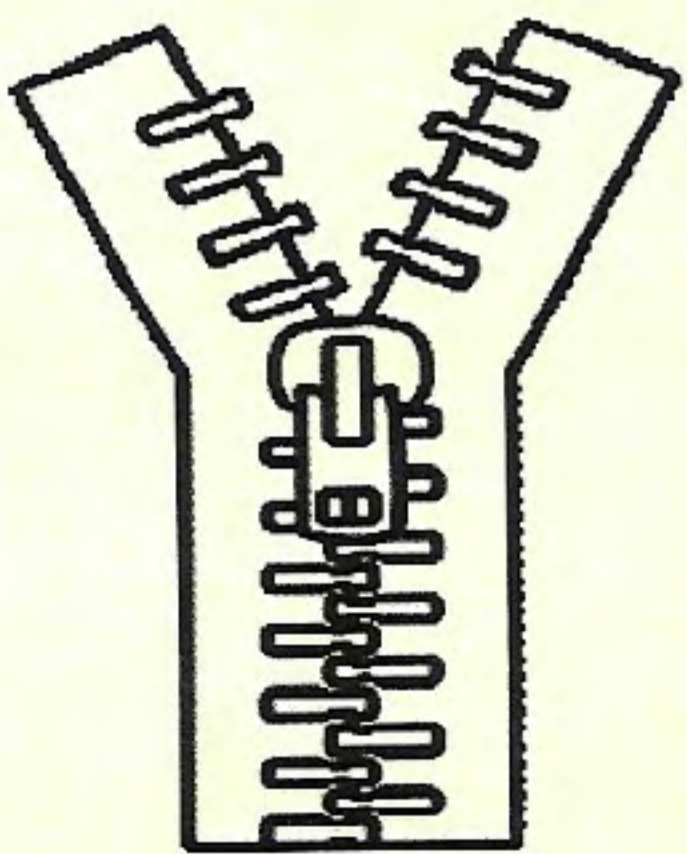


I see a zipper.

The zipper is blue.

What do you see?

What color is the zipper?



zipper

tent

brown

blue



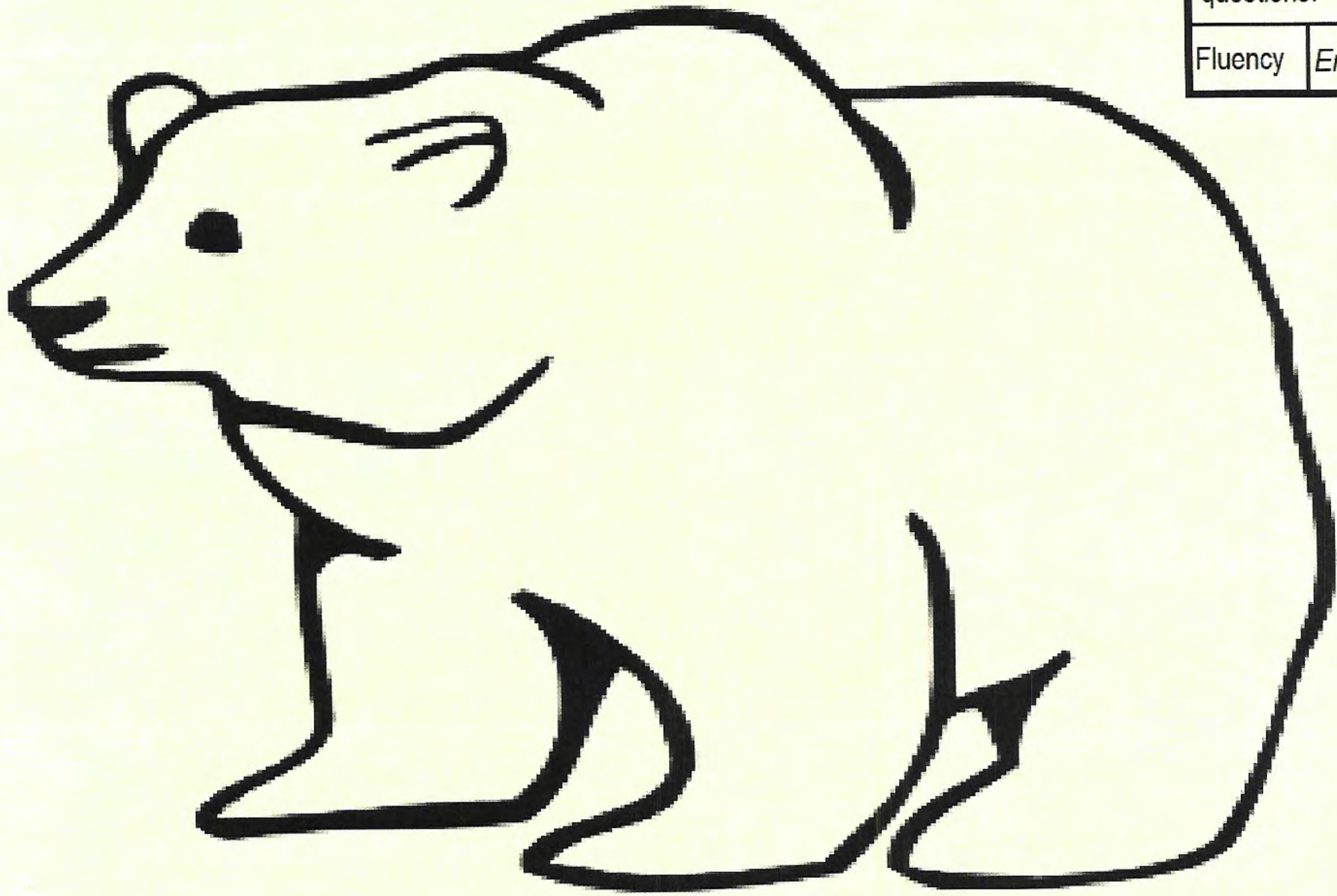
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

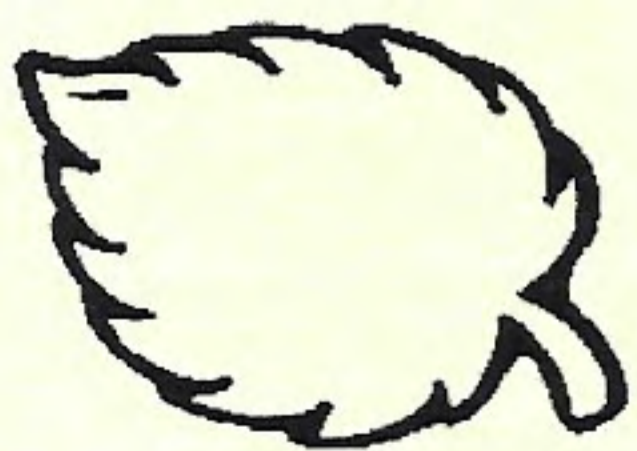
Reads # words.	/8
Colors bear brown.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



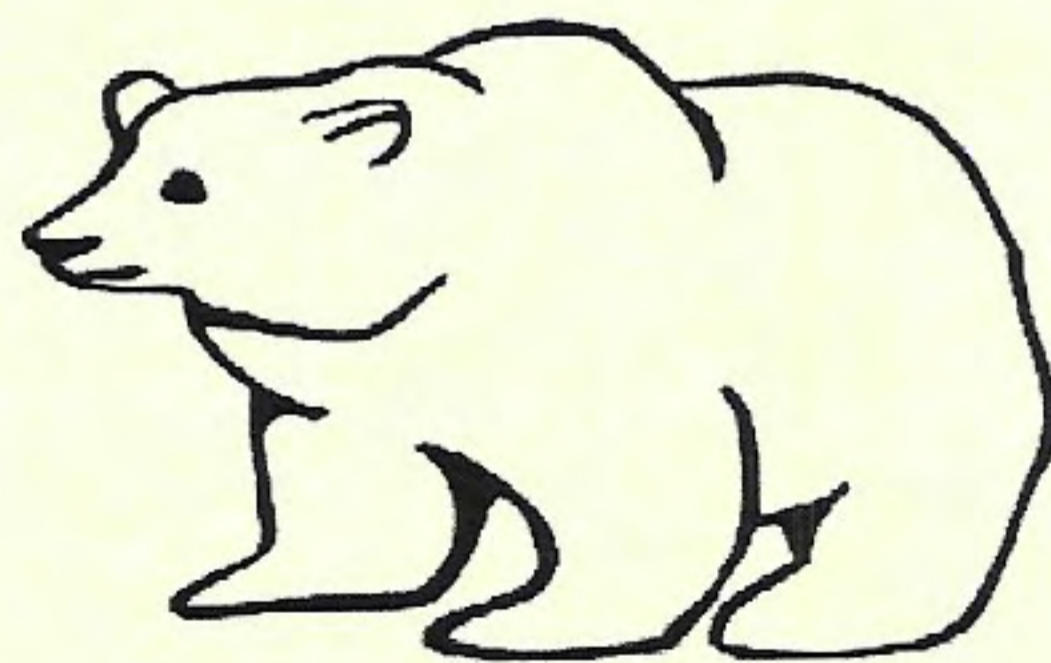
I see a bear.

The bear is brown.

What do you see?

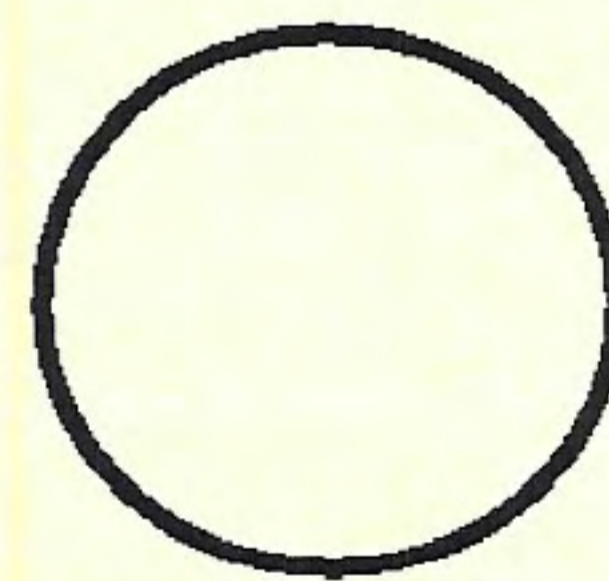


leaf

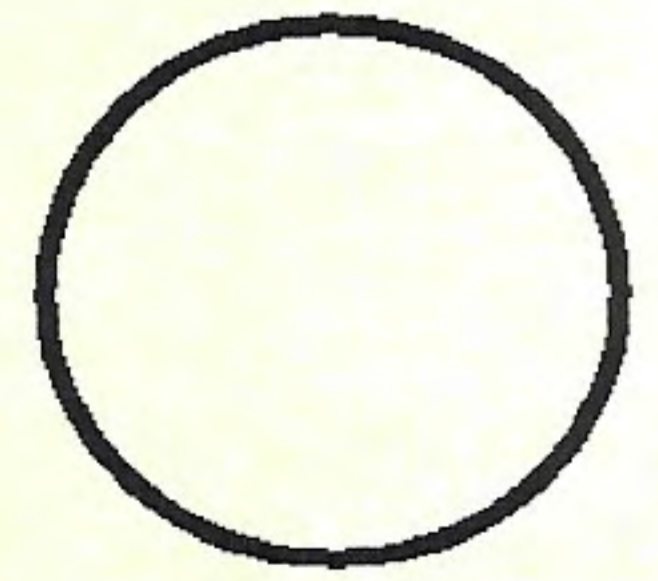


bear

What color is the bear?



green



brown



Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

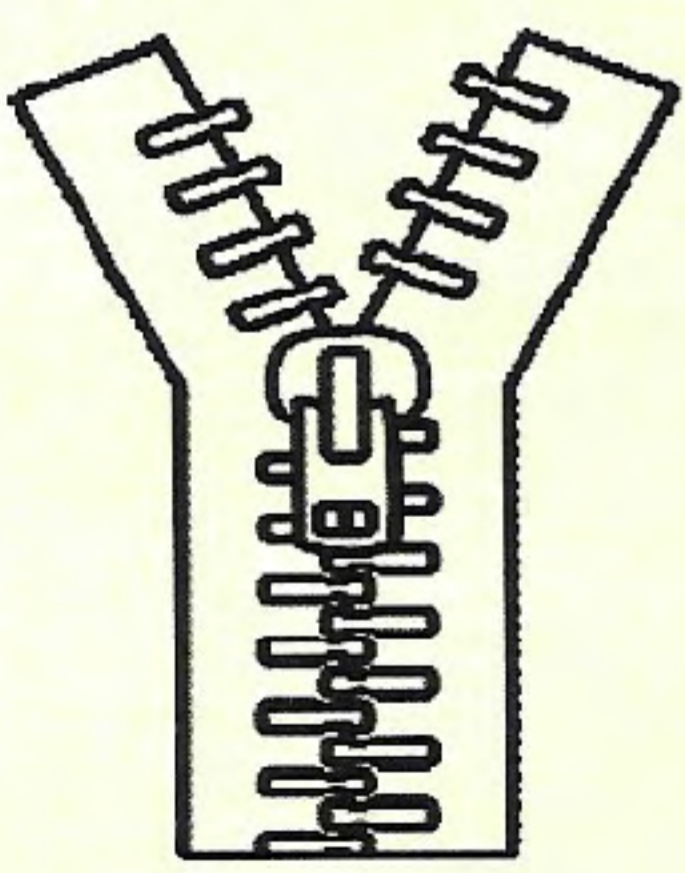
Reads # words.	/8
Colors vest orange.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



I see a vest.

The vest is orange.

What do you see?

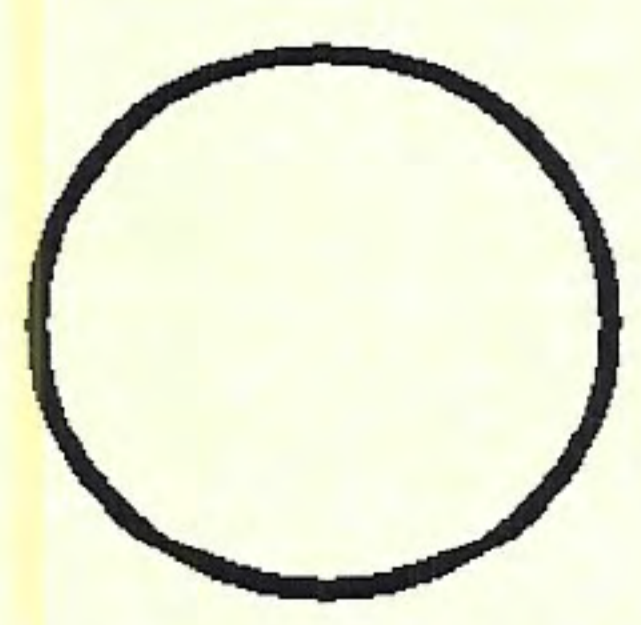


zipper

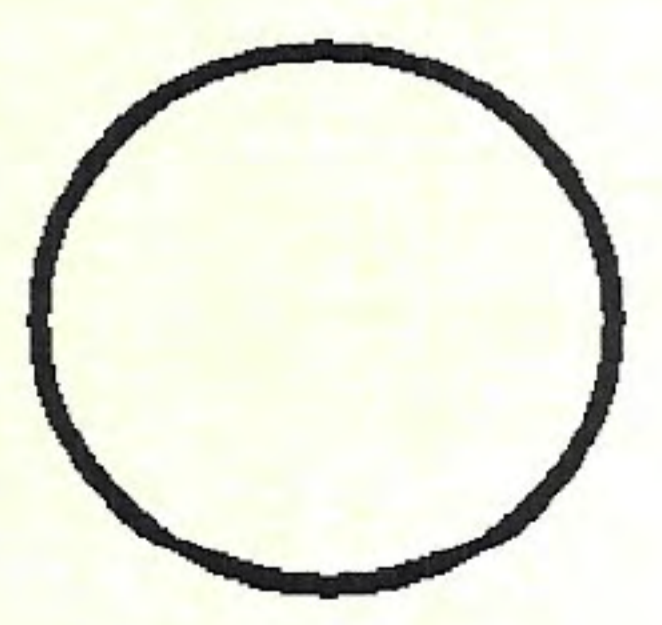


vest

What color is the vest?



orange



blue



## Calendar Activities for April-June

Dear Parents,

The ASD teachers and staff hope that you and your family are staying healthy and safe during this time of uncertainty. To keep your child current with what they would typically learn in school, we have put together this packet including a Calendar section. Calendar activities are important to do daily with your child to keep them current on day to day activities as well as keeping current on what day, month and season it is. If you have any questions on the following activities that have been provided please do not hesitate to email me at [lori.sneddon@detroitk12.org](mailto:lori.sneddon@detroitk12.org)

Sincerely,

Lori Sneddon

ASD Teacher

Cooke STEM Academy

If you have laminate or a plastic cover for the "Daily Calendar Work Page", "Daily Weather Work Page" and the "Activity and Emotion Page" and a black marker you can have your child write on the pages and erase each day. If you do not have a plastic covering of any type, then have your child point to each day, weather type, season, activity and emotion. Of course, you can also make copies too if you have access to a copier.

These pages should be used daily and are good for kids of any age. We are asking you to complete this activity daily over the next 9 weeks just as they would in school for the remainder of the year.

- **Daily Calendar Work Page:** Circle or point to the correct day, date, and month. Then circle or point to what day yesterday and tomorrow are. Finally circle or point to what 'special events' are that day at school. (This part can be skipped or changed due to the fact that school is closed. An idea might be to ask your child to point to the special activity is their favorite.)

- **Daily Weather Work Page:** Circle or point to the temperature, season, weather and the appropriate clothing choices. You might even take your child outside in the backyard to feel what the temperature is and also to check the weather out.

- **Activity and Emotion page:** Circle or point to what you did last night, how you feel, how you slept, and how breakfast was. Great way to begin talking about the past and work on answering questions.

In this Calendar Section you will also find calendars for the months of April, May and June. Each day, use the calendar to discuss upcoming events or Holidays. You can write on the calendar your own upcoming events such as birthdays or even special dinner days. Have your child cross off the days that have passed, with assistance if needed. Discuss with your child what day it is and point to it on the calendar. Talk about how many days are in each month and after



crossing off days that have passed, count how many days until the end of the month. If your child is able to, have them tell you what events are coming up on the calendar. Find a place to hang this calendar up so your child can see it daily. Again, this activity should be done daily over the next 9 weeks just as they would do in school. Along with this activity you may want to check out [www.starfall.com](http://www.starfall.com) where your child can do interactive calendar activities. Many teachers use this website for elementary learners.

After discussing the days of the week, months of the year and seasons of the year you may want to consider going on to [www.youtube.com](http://www.youtube.com) and search the following songs:

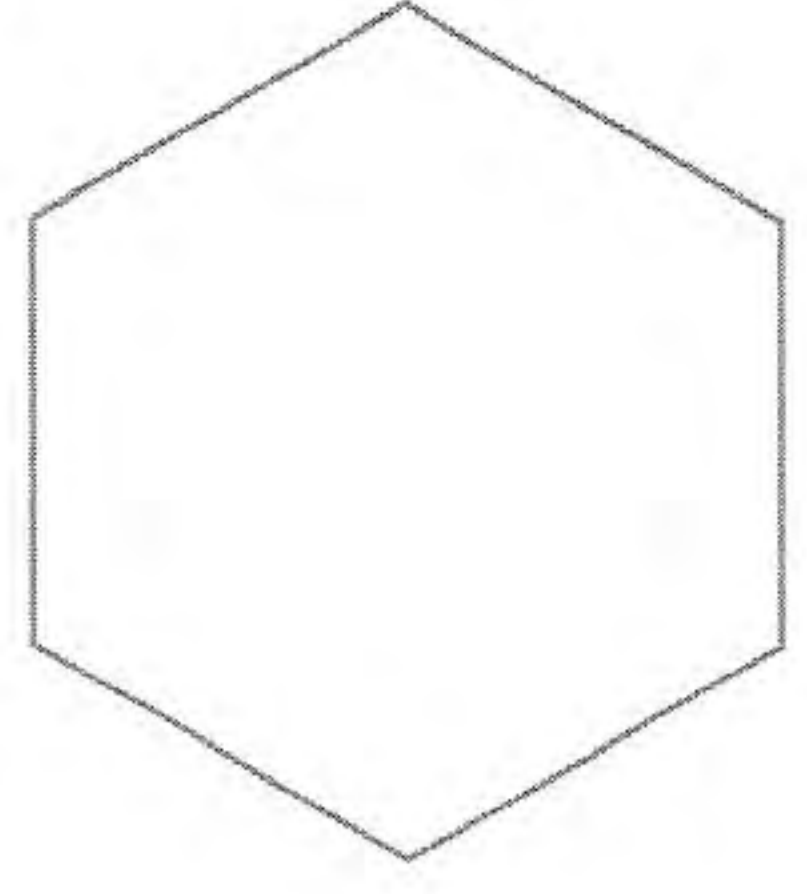
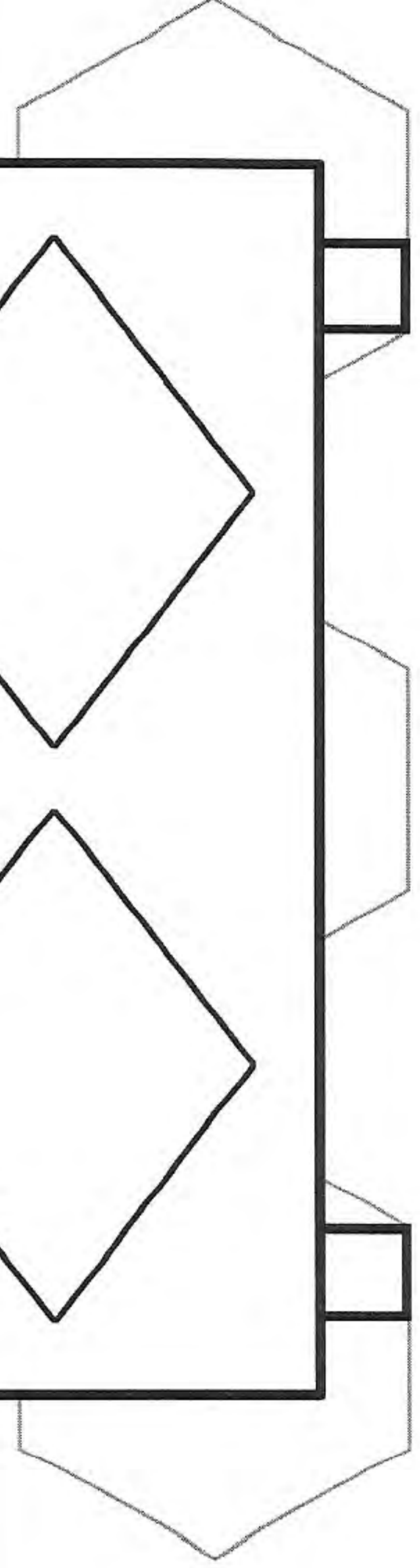
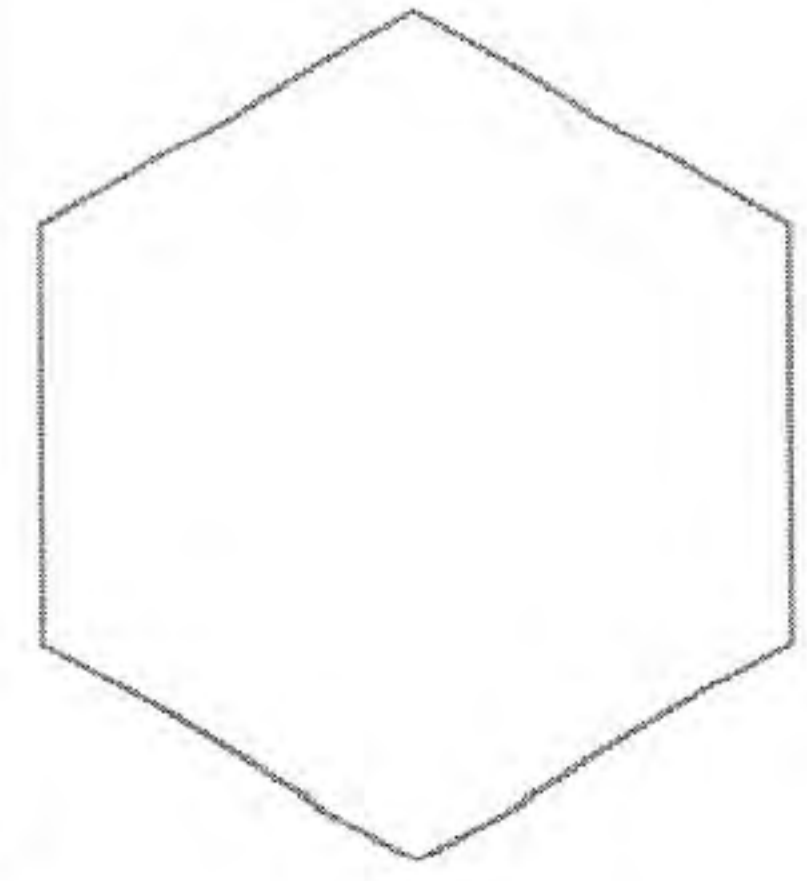
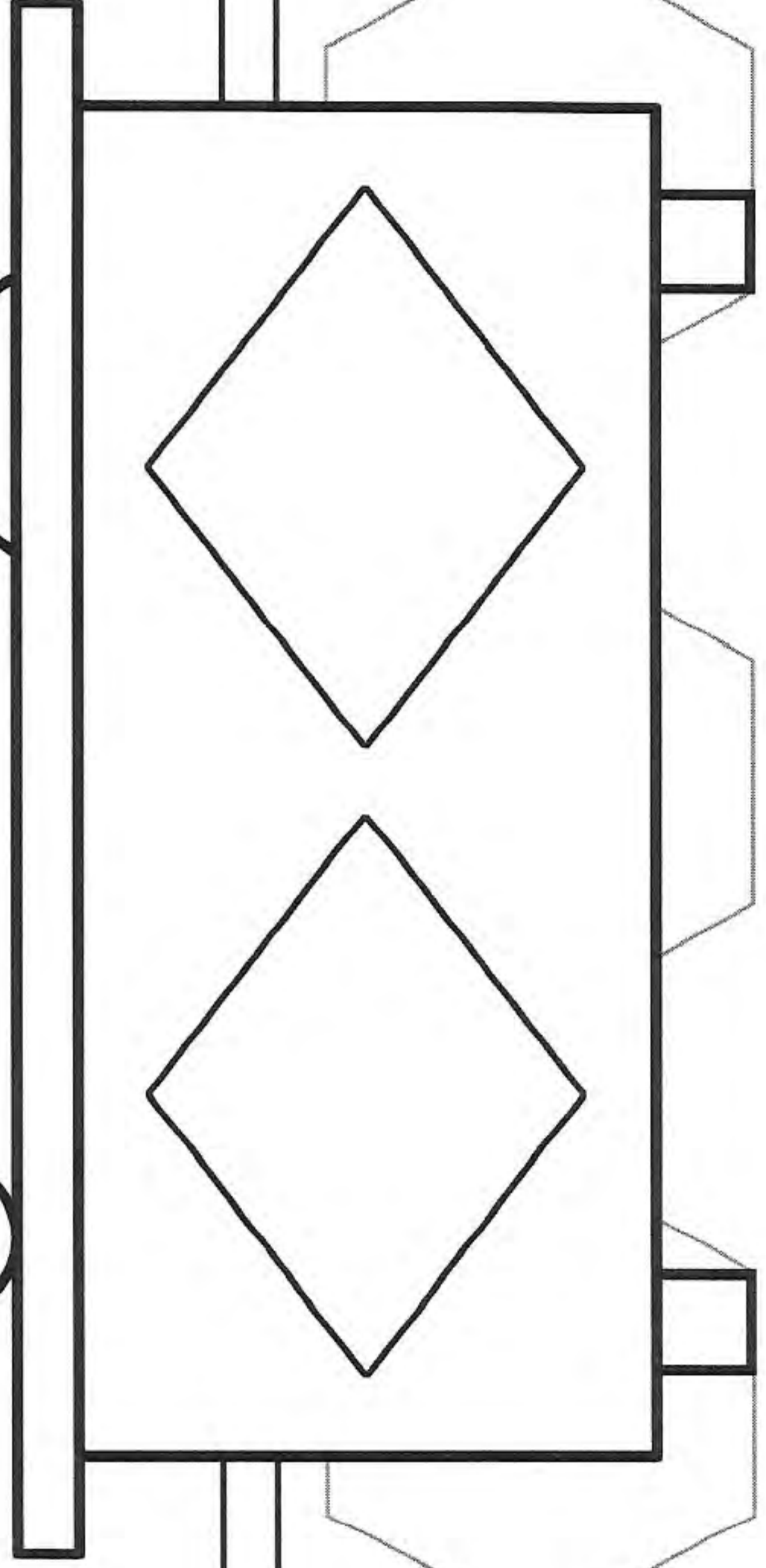
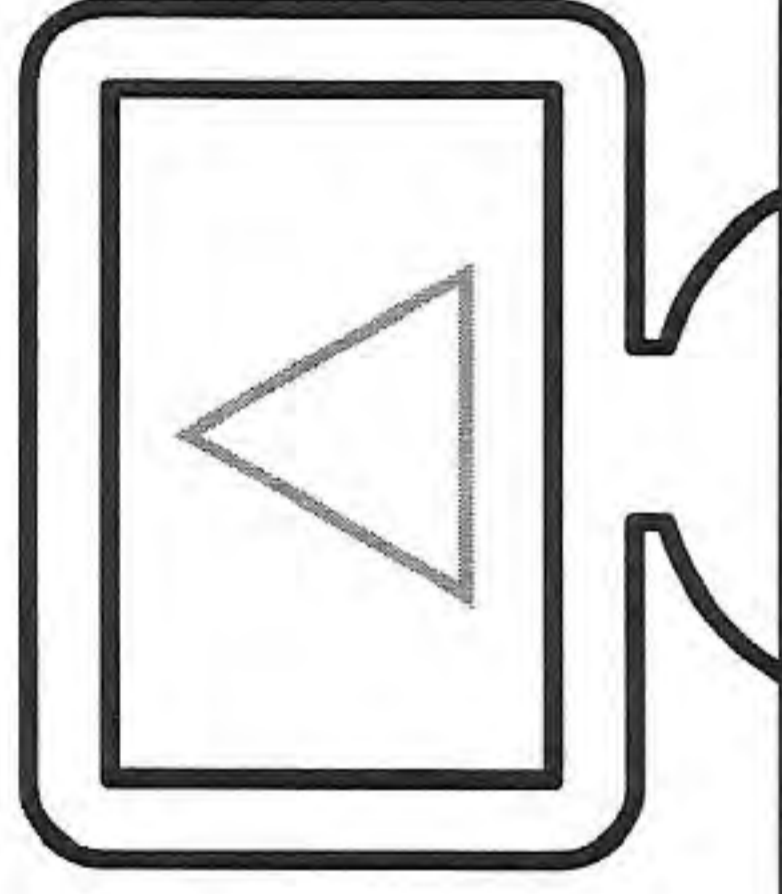
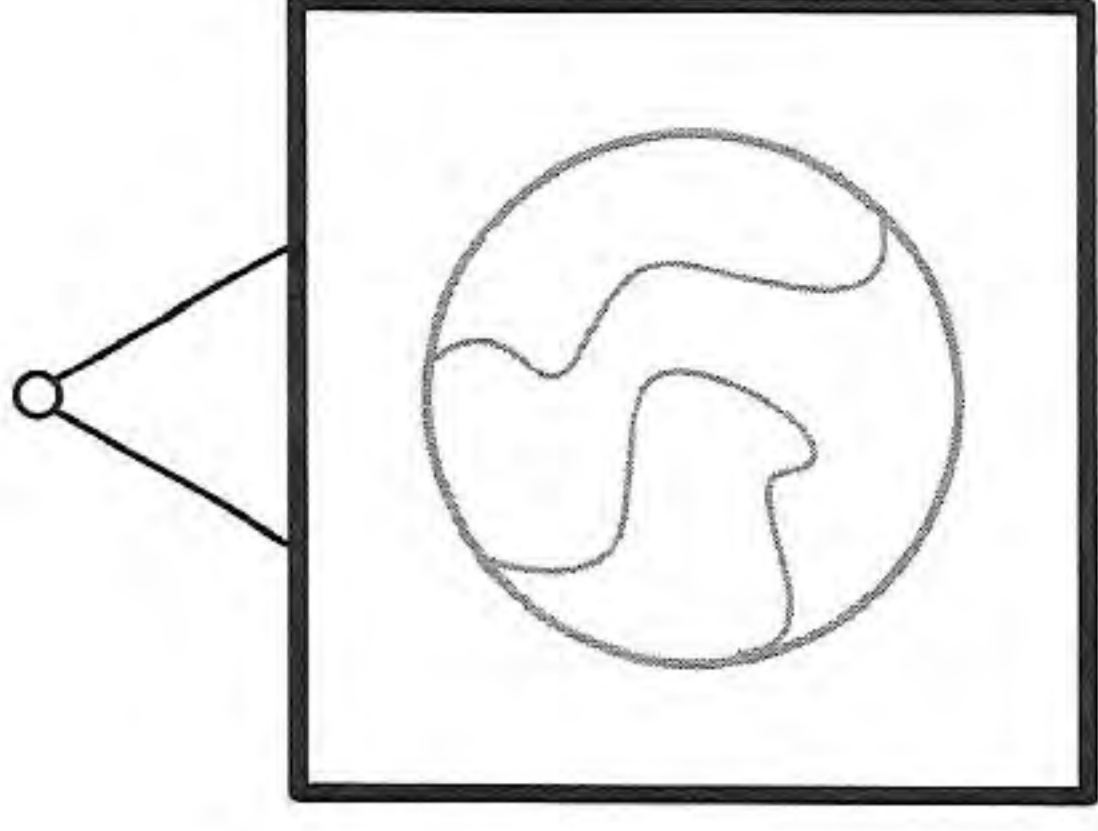
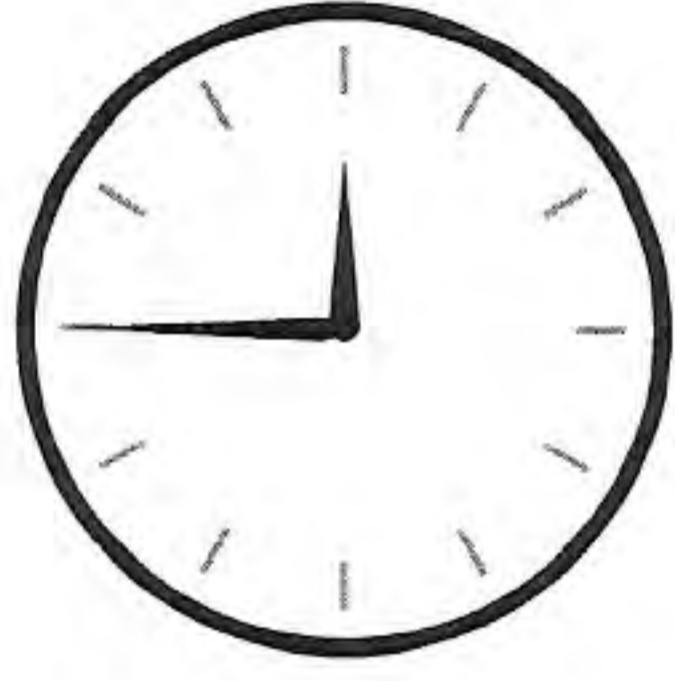
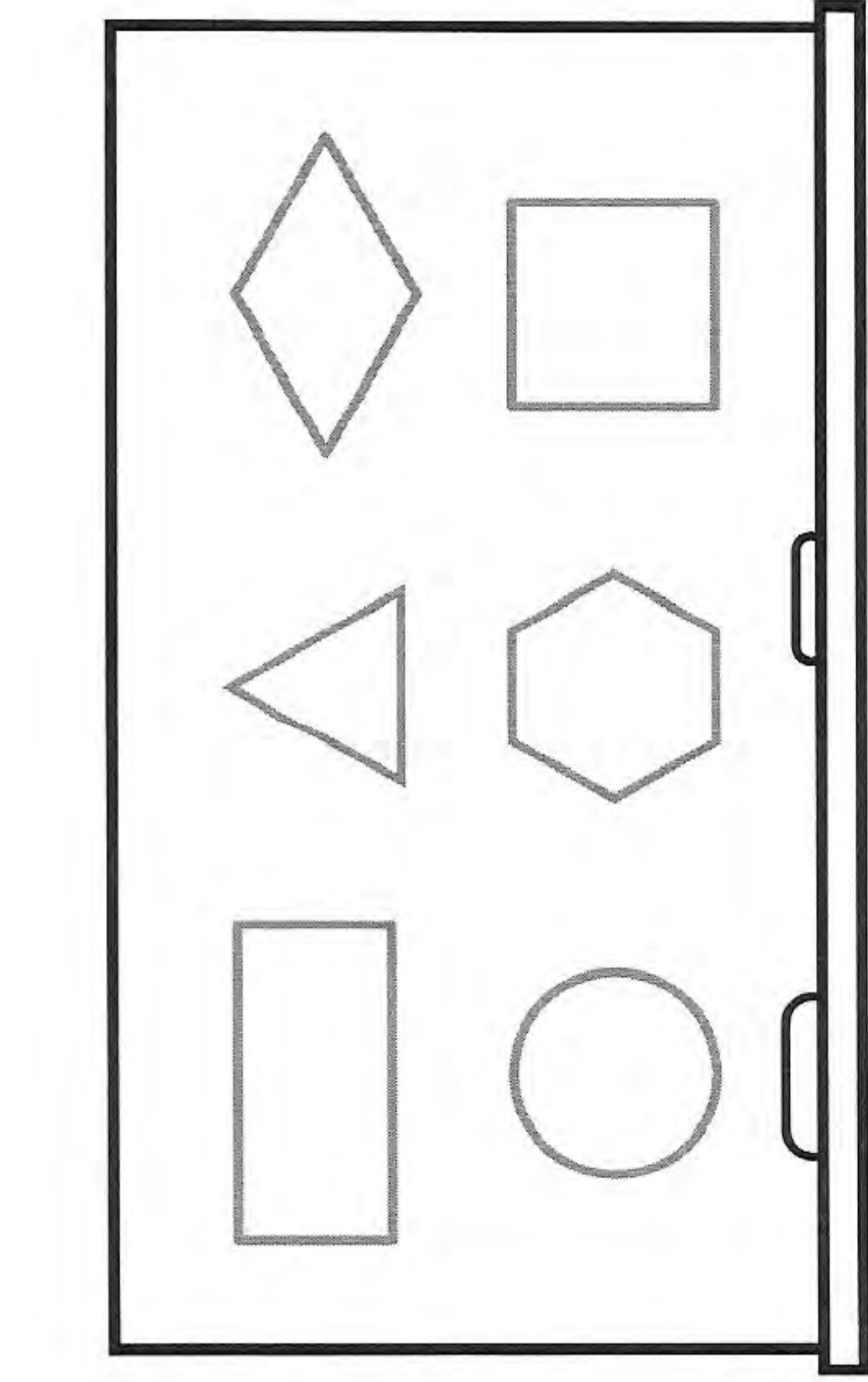
- Days of the Week Song by the Singing Walrus
- Months of the Year Song by the Singing Walrus
- Seasons Song by Have Fun Teaching

Kids absolute love to learn through music so feel free to search other songs related to calendar topics and have fun singing and learning with your child!

Finally, in this Calendar Section you will find daily activity calendars for the months of April-June. Each day, locate what day and date it is on the calendar and read, or have your child read if they are able to, the activity for the day. Some activities you may not be able to do, that's ok! Maybe repeat an activity for an activity you are unable to do for whatever reason. These are fun activities for each day and you can even make up you own! Enjoy learning, singing and exploring with your child through these various calendar activities!



Name \_\_\_\_\_





Name: \_\_\_\_\_

# Count to 30

	2			5
6		8		
			19	20
	22		24	
26	27	28	29	

Count to 30 by ones.



Name: \_\_\_\_\_

# Add Within 10

1

$10 + 0 = \boxed{10}$

2

$5 + 0 = \boxed{\phantom{00}}$

3

$5 + 1 = \boxed{\phantom{00}}$

4

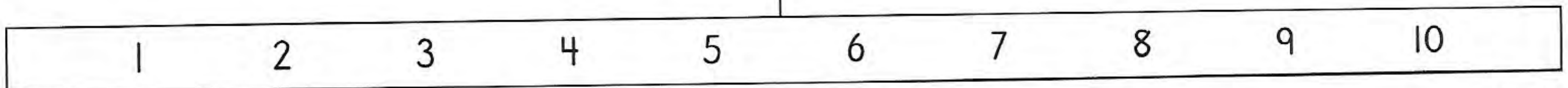
$2 + 3 = \boxed{\phantom{00}}$

5

$9 + 0 = \boxed{\phantom{00}}$

6

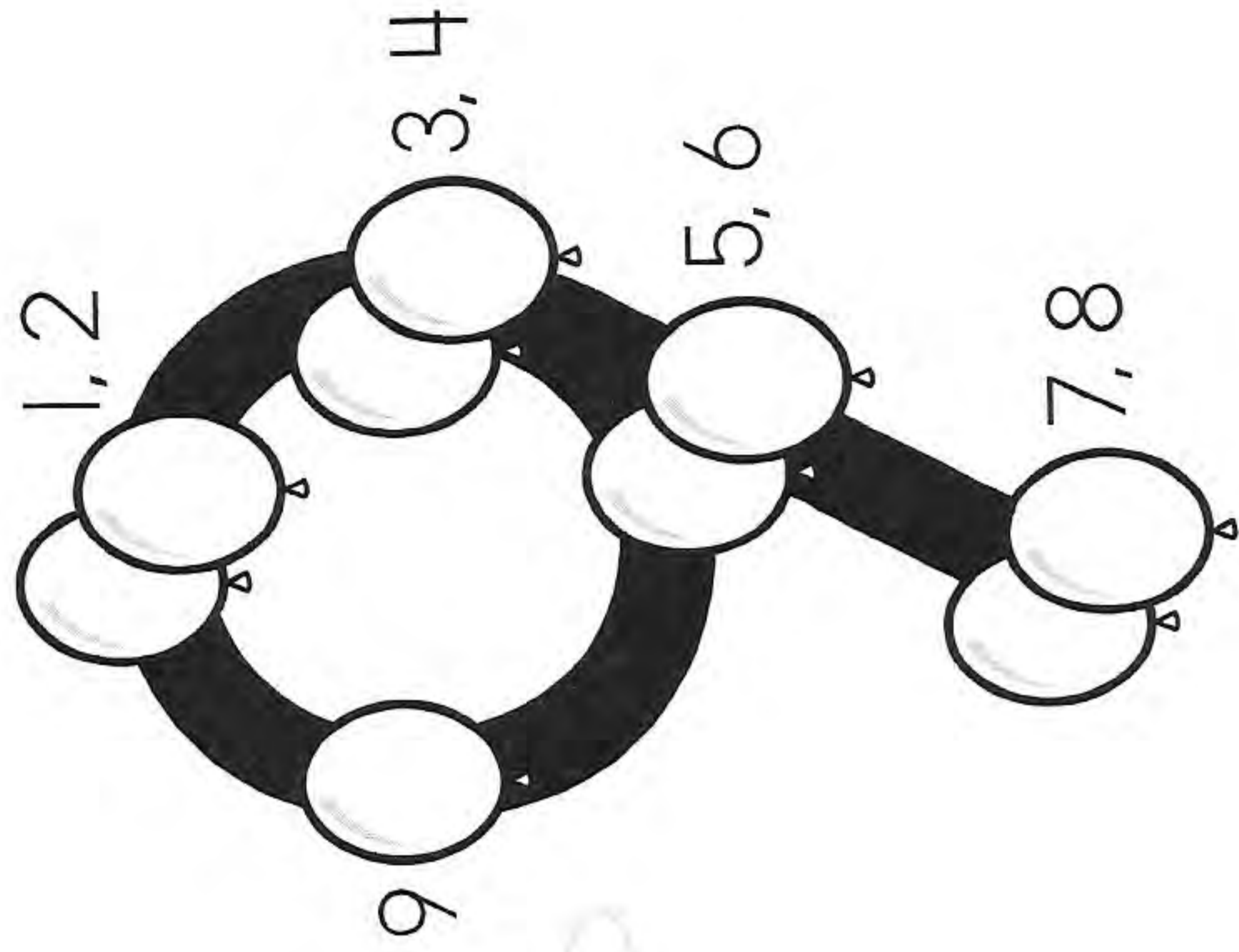
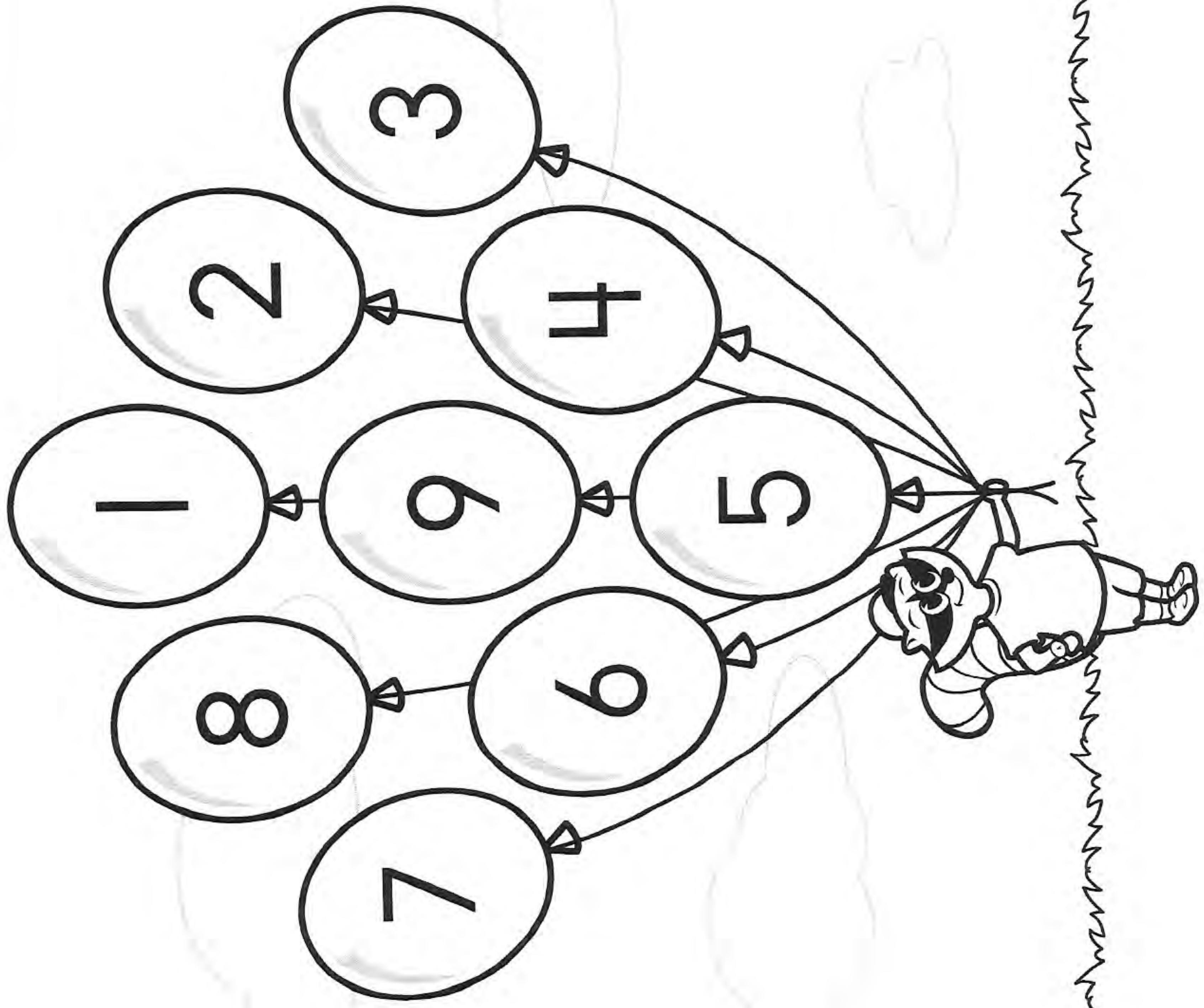
$1 + 1 = \boxed{\phantom{00}}$



Look at the objects in each set, then add the objects and write the answer in the space provided.



Name \_\_\_\_\_





Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

1 + 3

1 3

2 + 3

2 3

3 + 3

3 3

4 + 3

4 3



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

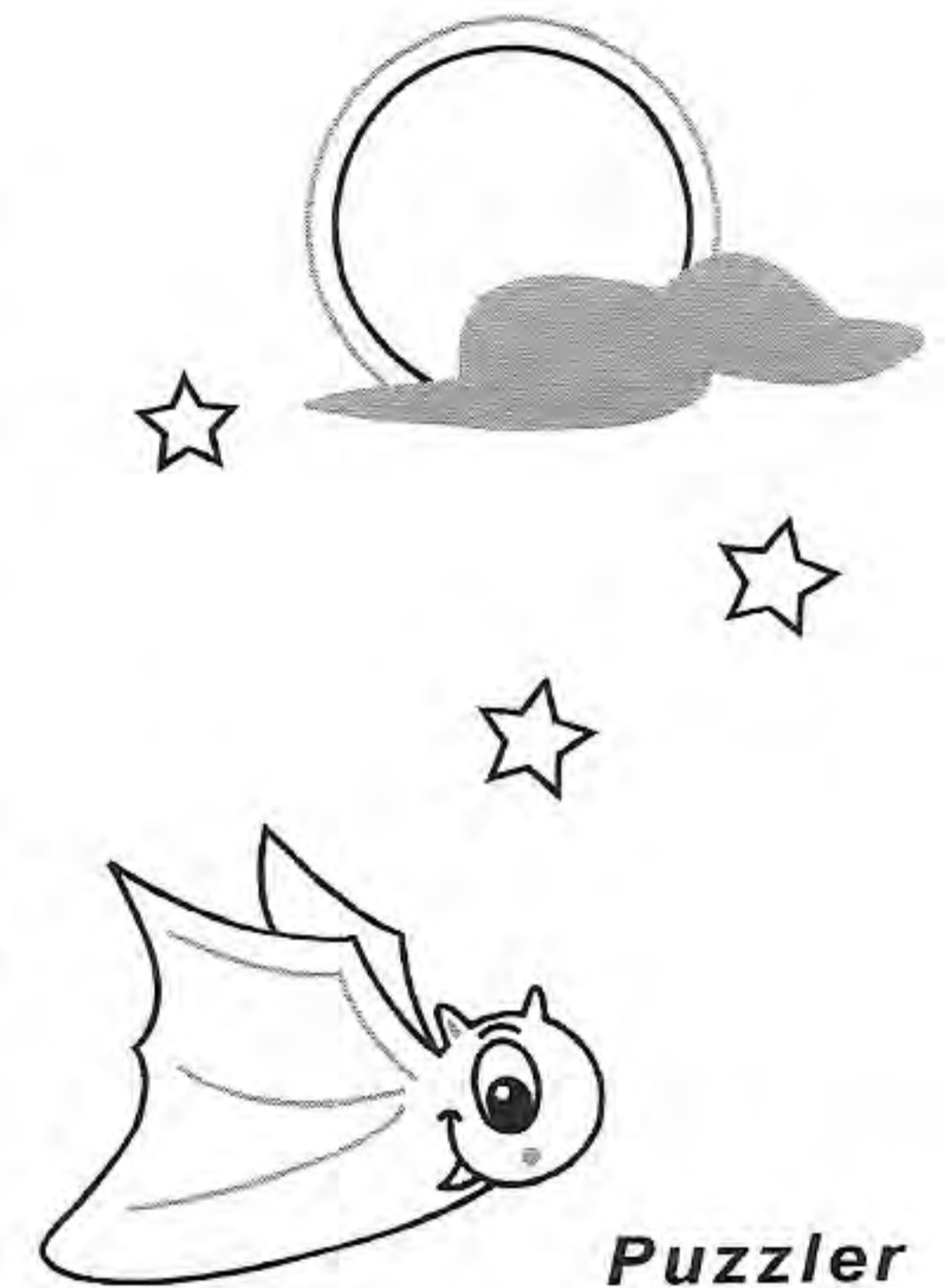
$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$



*Puzzler*

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ 0 \\ + 3 \\ \hline \end{array}$$



Name: \_\_\_\_\_

# Addition/Subtraction

1

$$\begin{array}{r} 8 \\ - 2 \\ \hline \square \\ \end{array}$$

6

2

$$\begin{array}{r} 2 \\ + 1 \\ \hline \square \\ \end{array}$$

3

$$\begin{array}{r} 1 \\ + 1 \\ \hline \square \\ \end{array}$$

4

$$\begin{array}{r} 7 \\ - 7 \\ \hline \square \\ \end{array}$$

5

$$\begin{array}{r} 8 \\ - 5 \\ \hline \square \\ \end{array}$$

6

$$\begin{array}{r} 1 \\ + 3 \\ \hline \square \\ \end{array}$$

Solve the equation.

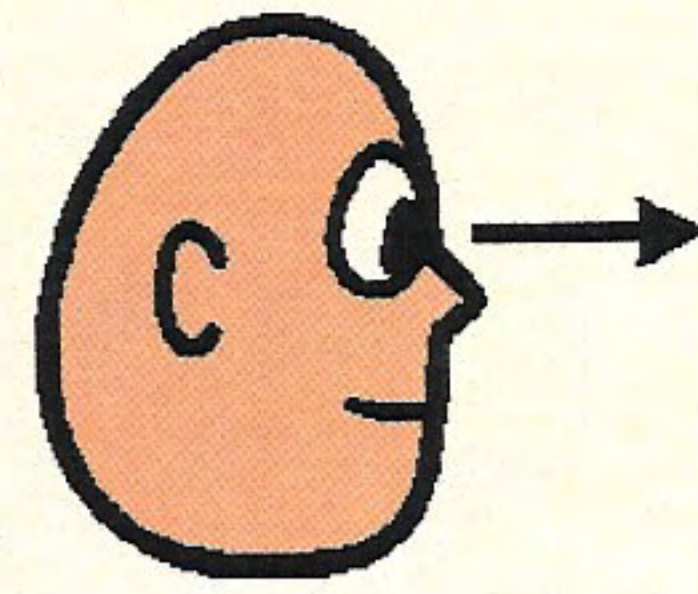


what



did you

see



what



did you

play



what



did you

eat



what



did you

drink





# Exercise

---



I need exercise to be healthy.



Exercise makes my body strong.



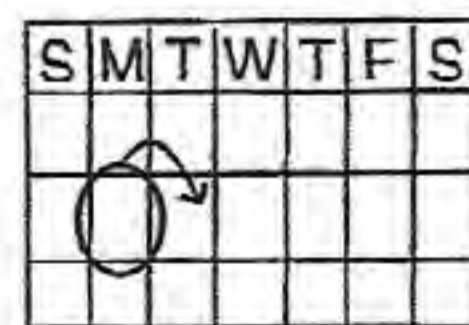
Some people walk to exercise.



Some people run to exercise.



Exercising might make me tired, but it is okay.



I can rest and exercise again tomorrow.



11

# websites for LISTEN to READING

## FREE SITES

Vooks

Epic

Storyline Online

Storytime from Space

Starfall

The Indianapolis Public Library

A Story Before Bed

## PAID SUBSCRIPTION SITES

TumbleBooks

Pebble Go

Raz-Kids







Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 6: May 18 – May 22, 2020

Students Rise. We all Rise





## Week of 5/18/20 to 5/22/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 6 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 6 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 6 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 6 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 6 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

## Week 6 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

Day1

Day2

Day3

Day4

Day5



# I Know Important Information

Week 6



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_

My Address is \_\_\_\_\_

My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_

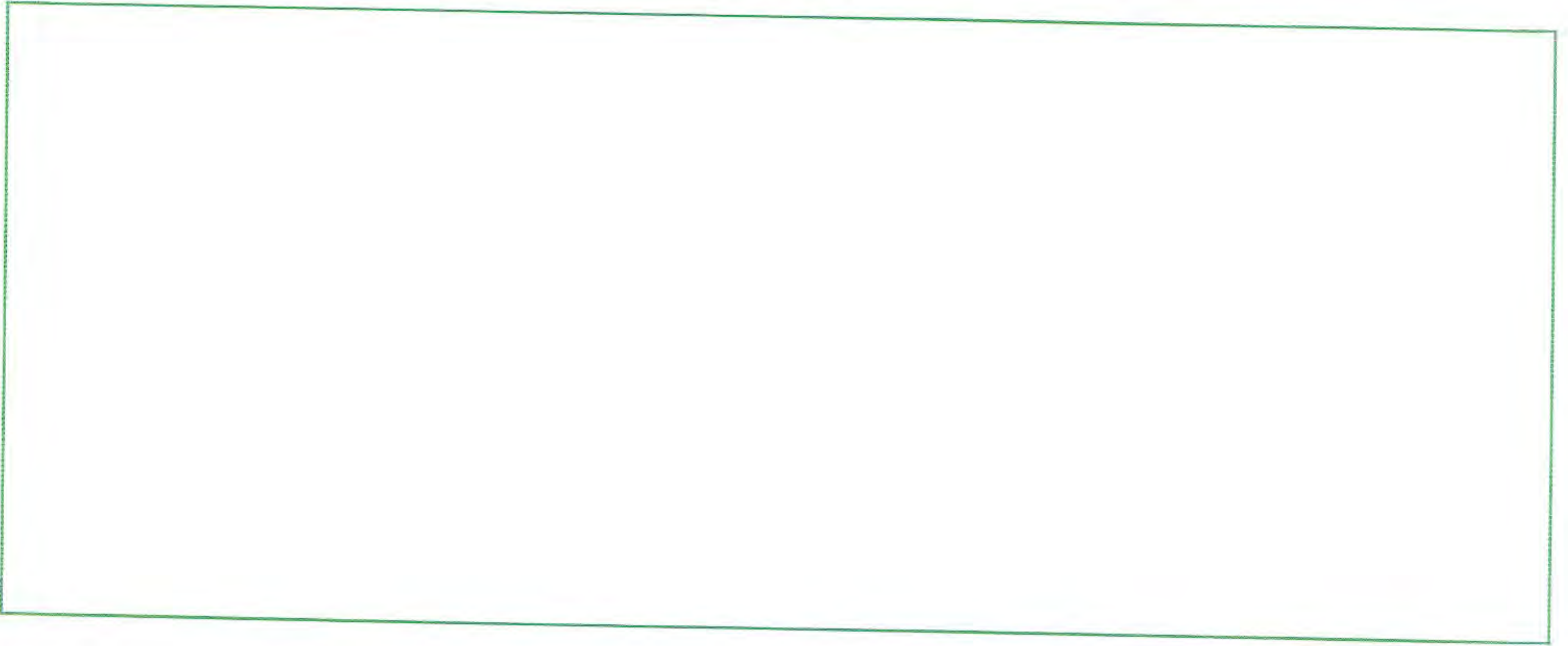
My Address is \_\_\_\_\_

My Telephone Number is \_\_\_\_\_



# Journal Writing

WEEK 6



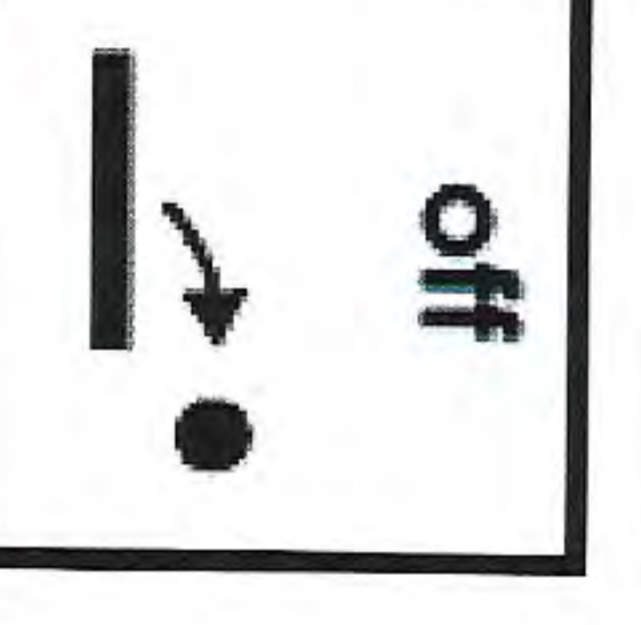
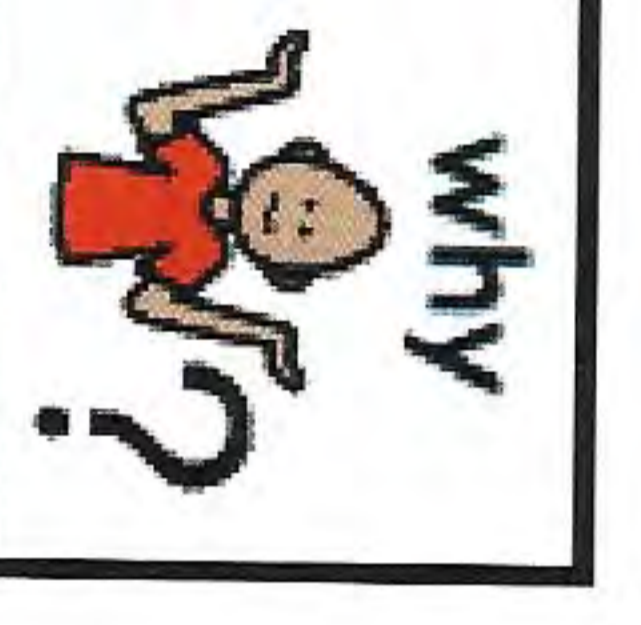
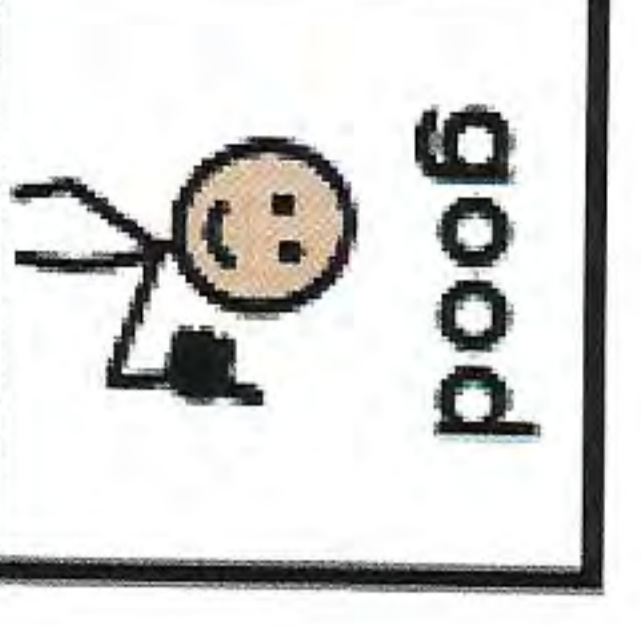
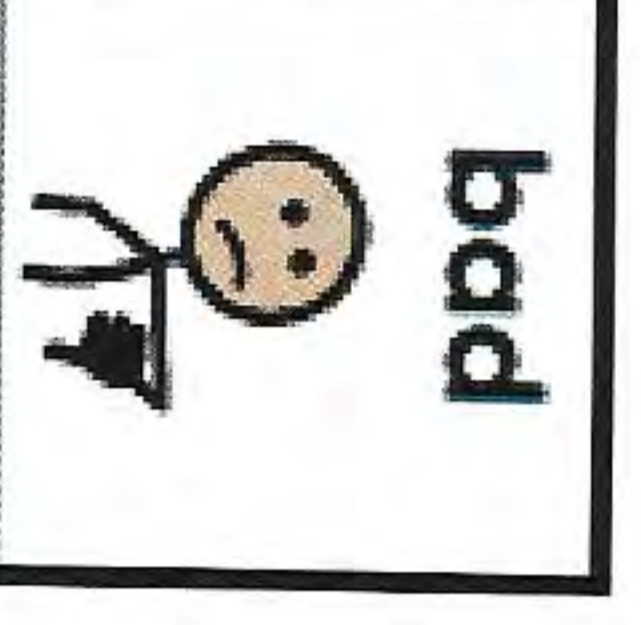
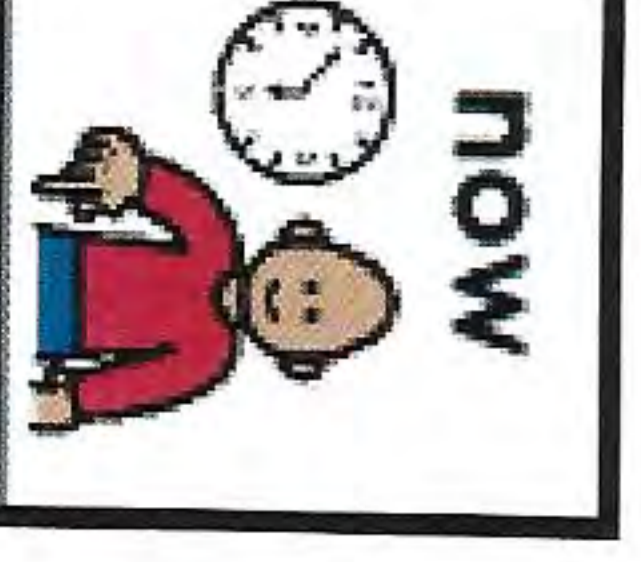
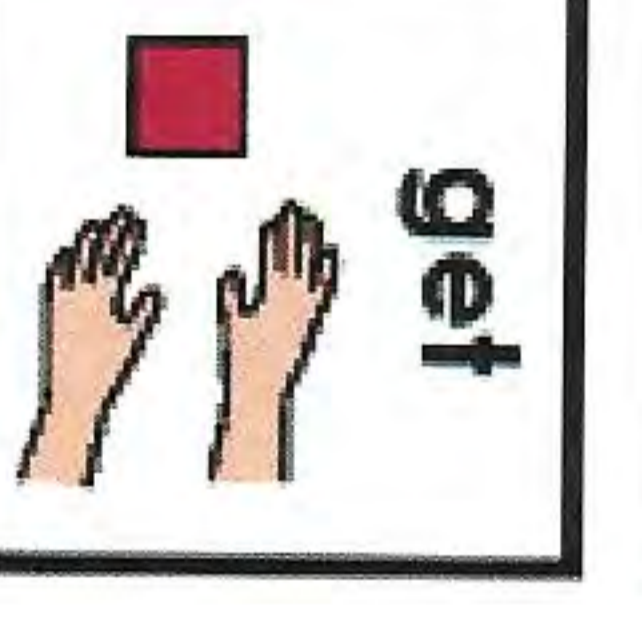
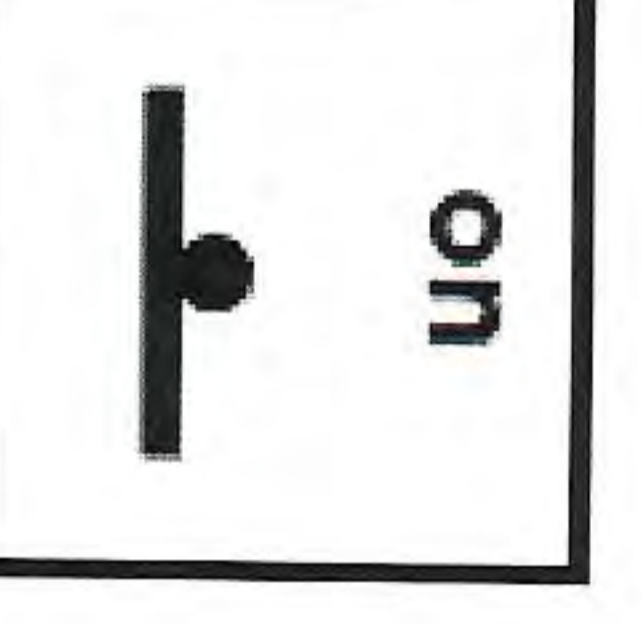
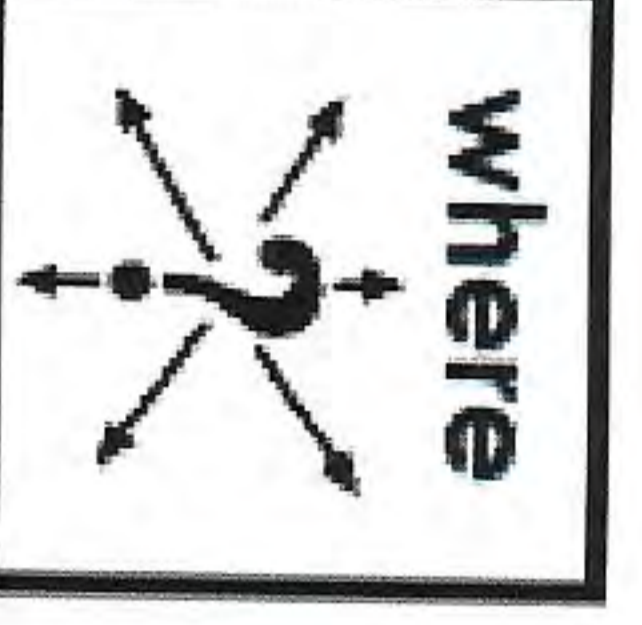
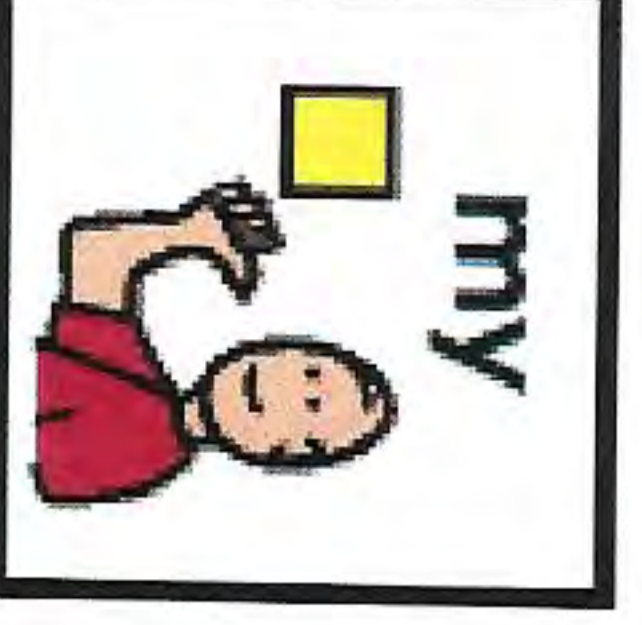
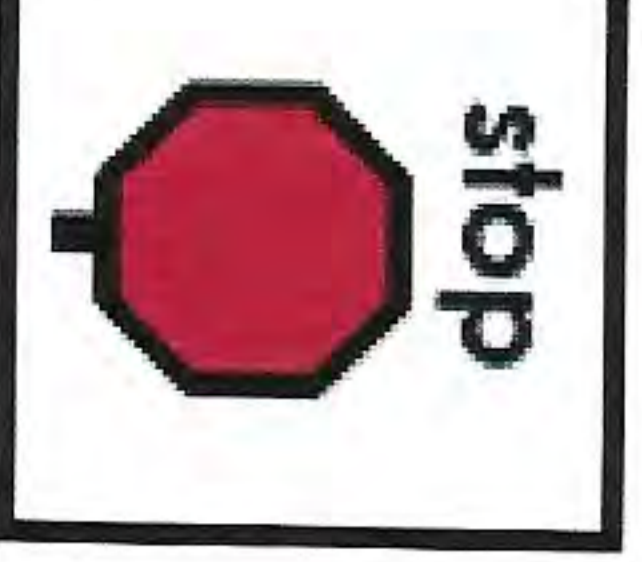
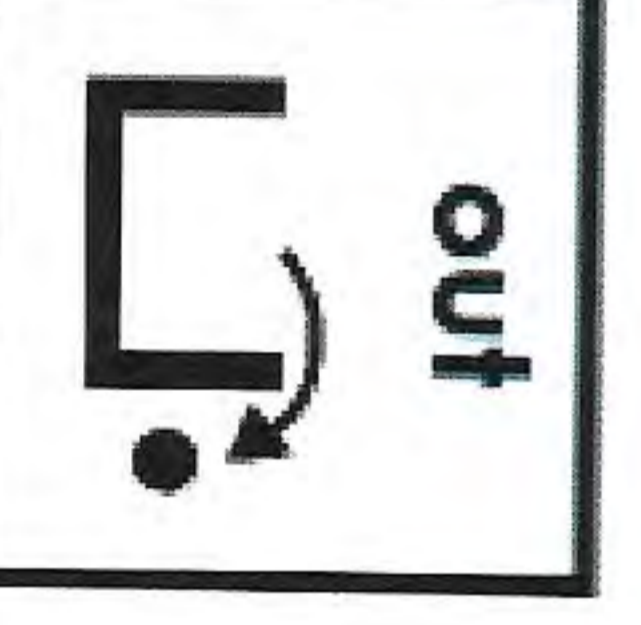
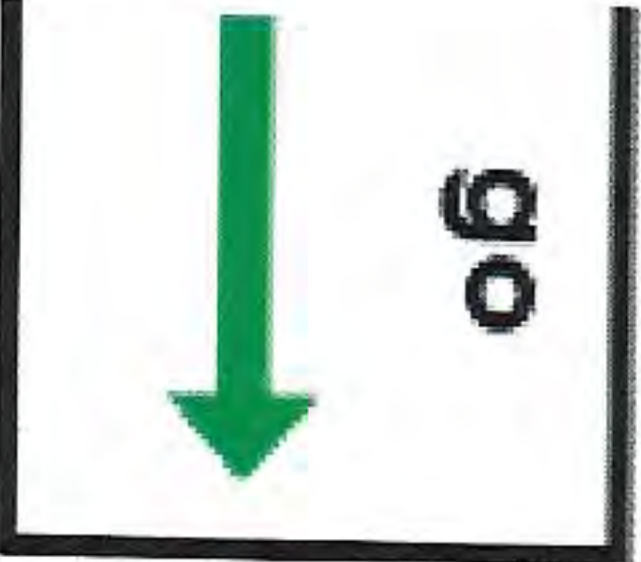
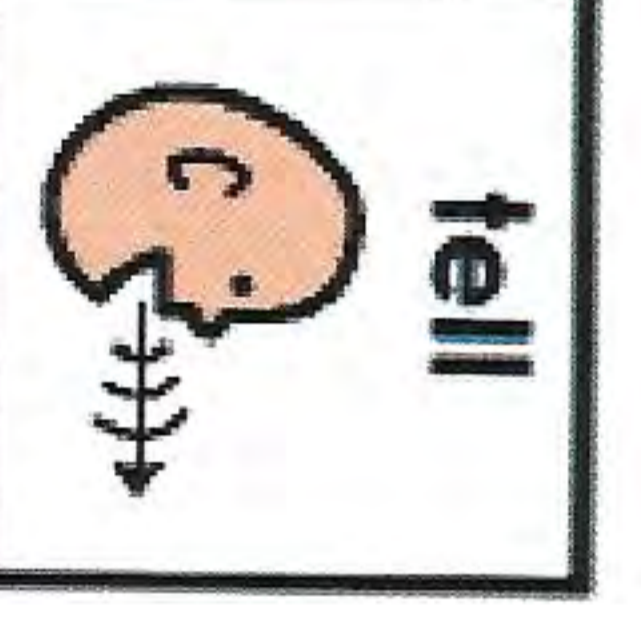
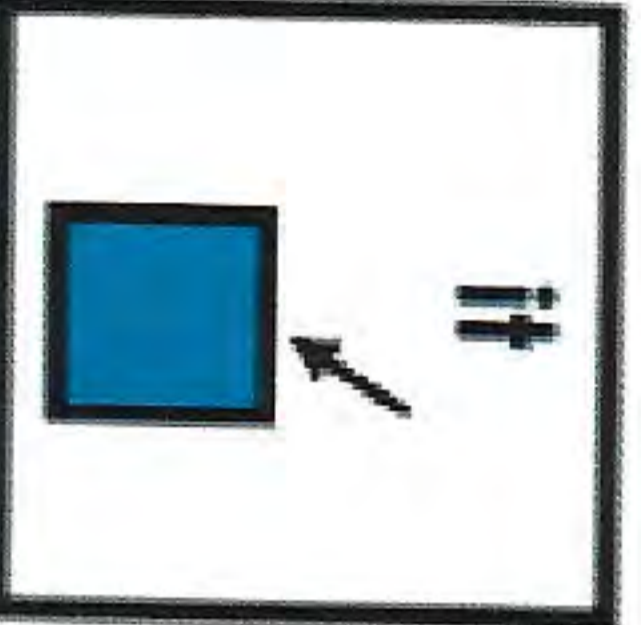
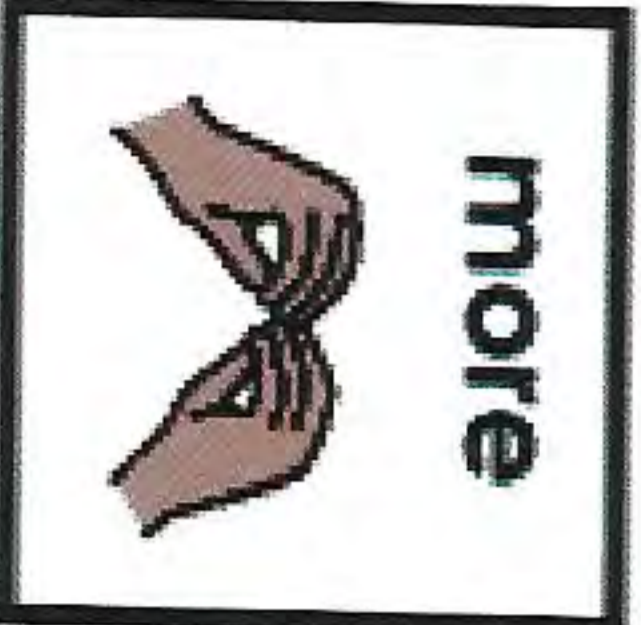
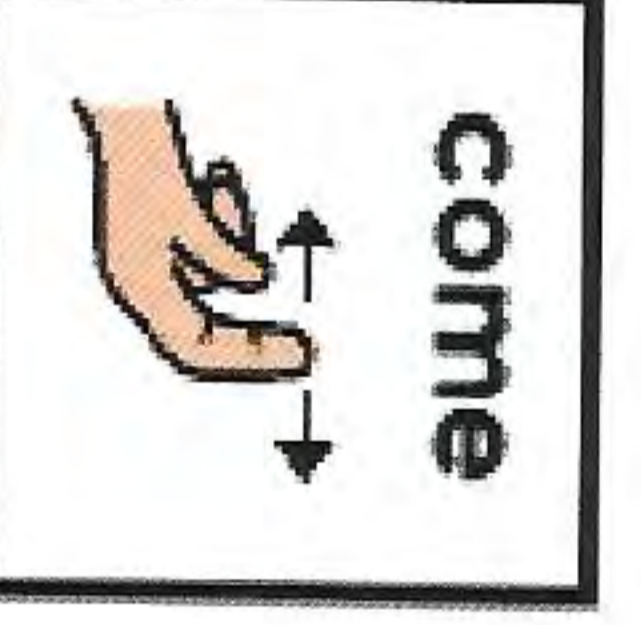
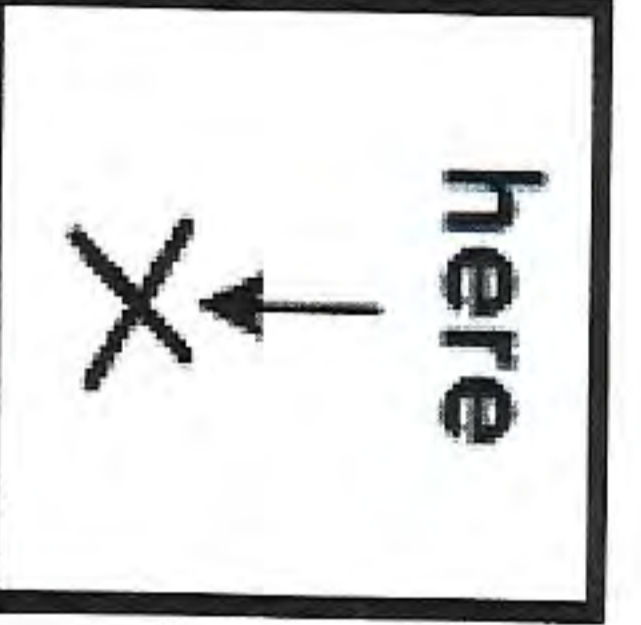
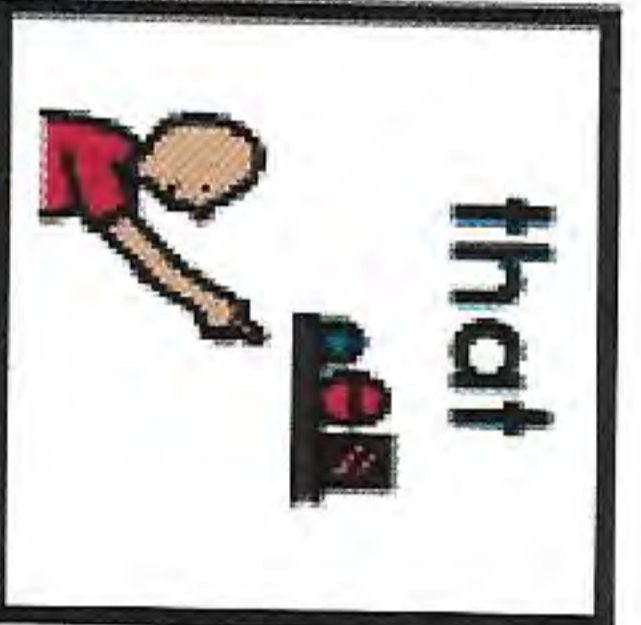
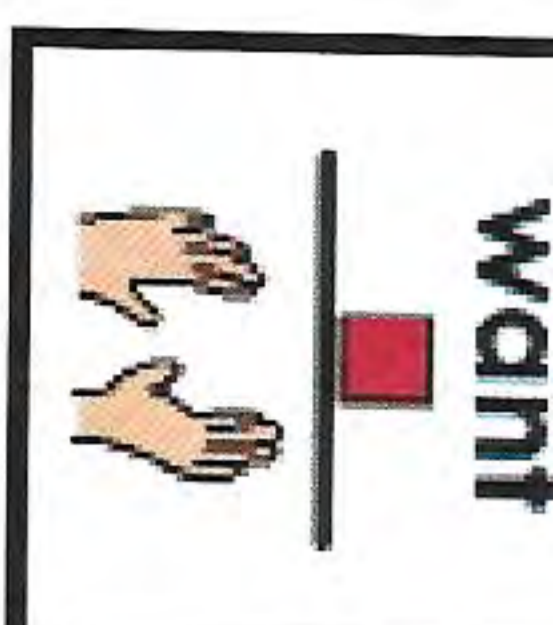
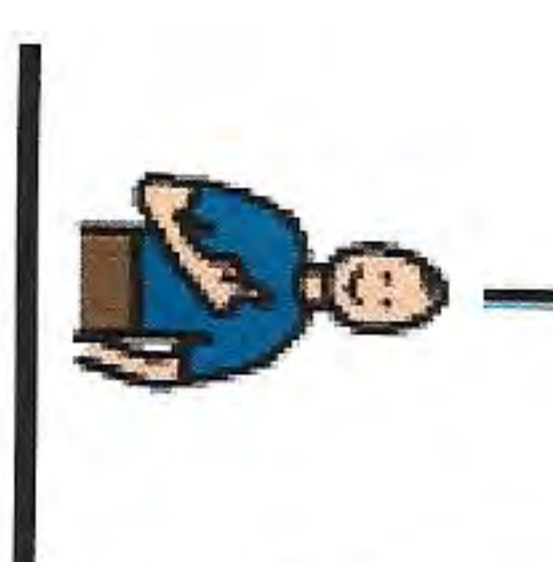
**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing space for handwriting practice.





help

you

go

stop

now

want

no

more

done

my

bad

different

like

it

what

where

good

turn

that

do

put

who

why

feel

here

in

out

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is

come

tell

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get

some





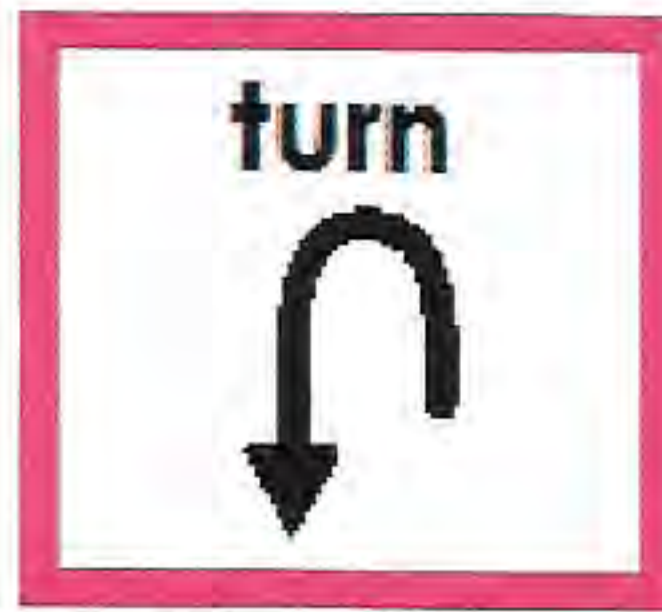
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● "I want _____"</li> <li>● "I do"</li> <li>● "I have _____"</li> <li>● "Can I _____"</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Song: "I love You, You love Me"</li> <li>● "I see Something Pink"</li> <li>● Game "I spy with my little eye..."</li> <li>● Pass out trinkets and say "who has the _____" answer: "I do!"</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Add gesture to your sentences by pointing to yourself when you say "I".</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● "I See" by Rozanne Lanczak Williams</li> <li>● "I am Danny" by Mia Coulton</li> <li>● "I Love My White Shoes, Pete the Cat" by James Dean</li> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for "is" books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● During turn-taking activities ask "who wants a turn"</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● I want to swing</li> <li>● I do it</li> <li>● I put on</li> <li>● I take a turn</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● I want you back</li> <li>● Skinnamarink</li> <li>● Shape song -dr jean</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Here it is.</li> <li>● Here you go.</li> <li>● Put it here.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Spot It (Here it is)</li> <li>● Press Here game</li> <li>● Potato Head (put it here)</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Here you go</li> <li>● We are kind here</li> <li>● Field Trip - we are here on a map.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for "here" books</li> <li>● Press Here</li> <li>● Here Comes the Bus</li> <li>● Here Comes Space Cat</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Are you here today?</li> <li>● Stand here.</li> <li>● Come here.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● I can jump here</li> <li>● Scavenger hunts/hide words around the school (Is it here?)</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Here we go loop-de-loo</li> <li>● Here Comes the Sun</li> <li>● Call me Maybe</li> <li>● Katy Perry "Roar"</li> </ul>





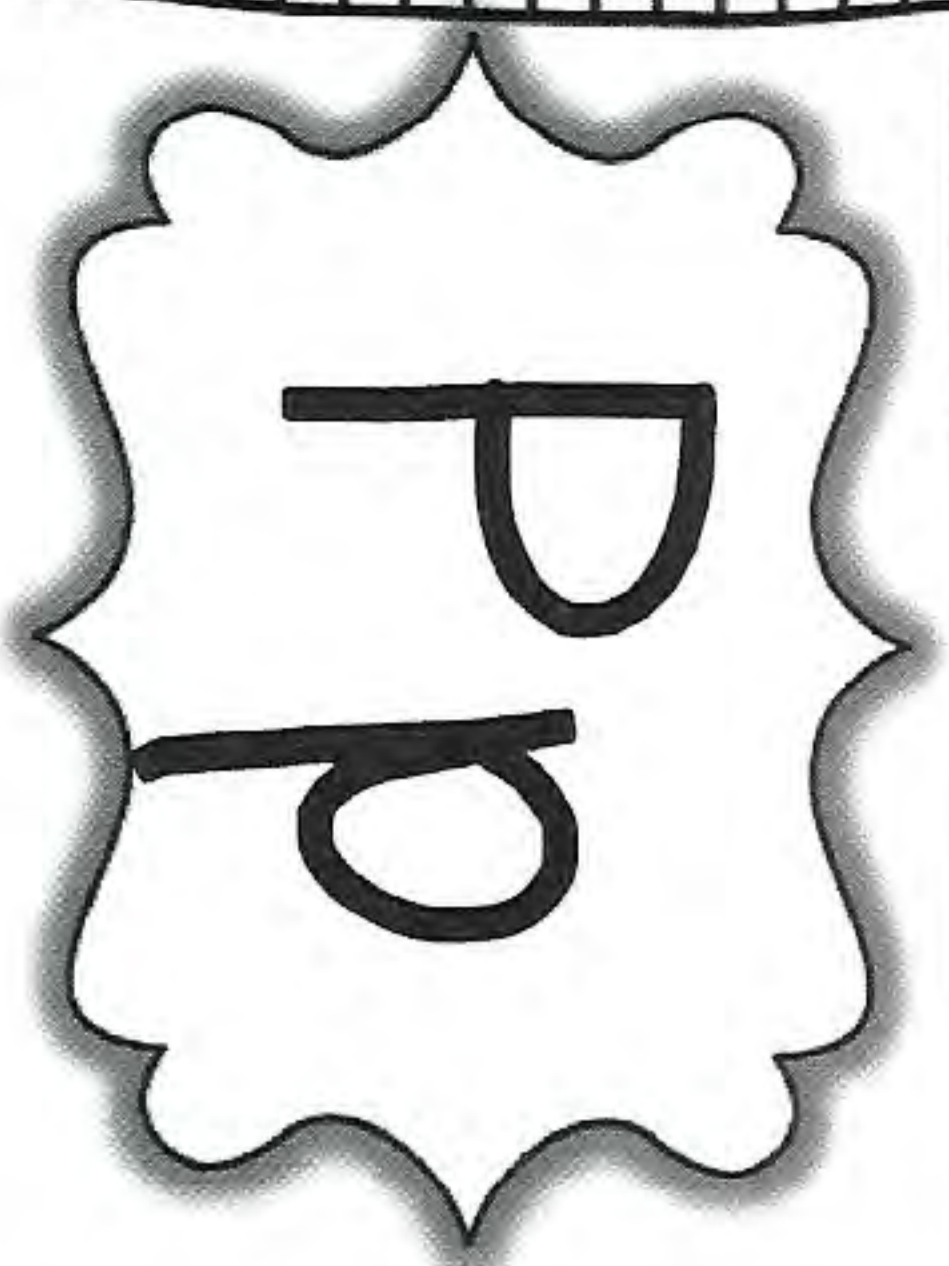
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● "My turn"</li> <li>● "Your turn"</li> <li>● "Turn it on"</li> <li>● "Want turn"</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Song "The Hokey Pokey" or "Taking Turns" (Sesame Street)</li> <li>● Light switch or anything with an on/off</li> <li>● Wind up Toys, jack in box</li> <li>● Ball or other turn taking game</li> <li>● Spinning around "turn turn turn!"</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Taking turns, "my turn", "your turn" and "I want a turn" are all great ways to practice socializing with peers.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● The Monster at the End of This Book by Jen Stone</li> <li>● "Turn Off That Light!" by John Crossingham</li> <li>● Search for : <a href="http://www.tarheelreader.org">www.tarheelreader.org</a></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Have students request turns during group time. Tell students to "turn the page" or "turn your body to the teacher".</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● When walking in a store or house, talk about needing to "turn" right or left</li> <li>● Riding a bike "Turn"</li> <li>● Hokey pokey</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Teddy bear, Teddy bear turn around</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● I want it.</li> <li>● I don't want it.</li> <li>● Do you want it?</li> <li>● What do you want?</li> <li>● Want more.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Bubbles</li> <li>● Snacks</li> <li>● Hugs/tickles</li> <li>● Fidgets</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Prompt or model the word "want".</li> <li>● Do you want more?</li> <li>● Do you want to play?</li> <li>● I want to play.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● If You Give a Mouse a Cookie by Laura Joffe Numeroff</li> <li>● The Very Busy Spider by Eric Carle Co.</li> <li>● The Pigeon Wants A Puppy by Mo Willems</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Requesting school supplies to complete work.</li> <li>● Requesting turns.</li> <li>● Brainstorm words that begin with the same sound as "want".</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Pair want with action words, Jump, spin, walk, etc.</li> <li>● Hide and Seek, "Who Wants to Hide?"</li> </ul>	<p style="text-align: center;"><u>Song</u></p> <ul style="list-style-type: none"> <li>● I Want Candy</li> <li>● Do you want to build a snowman?</li> <li>● Everybody wants to be a cat</li> </ul>





# Highlight-a-Letter!

Highlight the letters Pp. Then trace and write the letters.

i	P	P	c
P	X	a	P
p	l	P	e
W	P	p	r

P P P P

p p p p



Pp

s

p

f

p

v

p

p

f

p

f

p

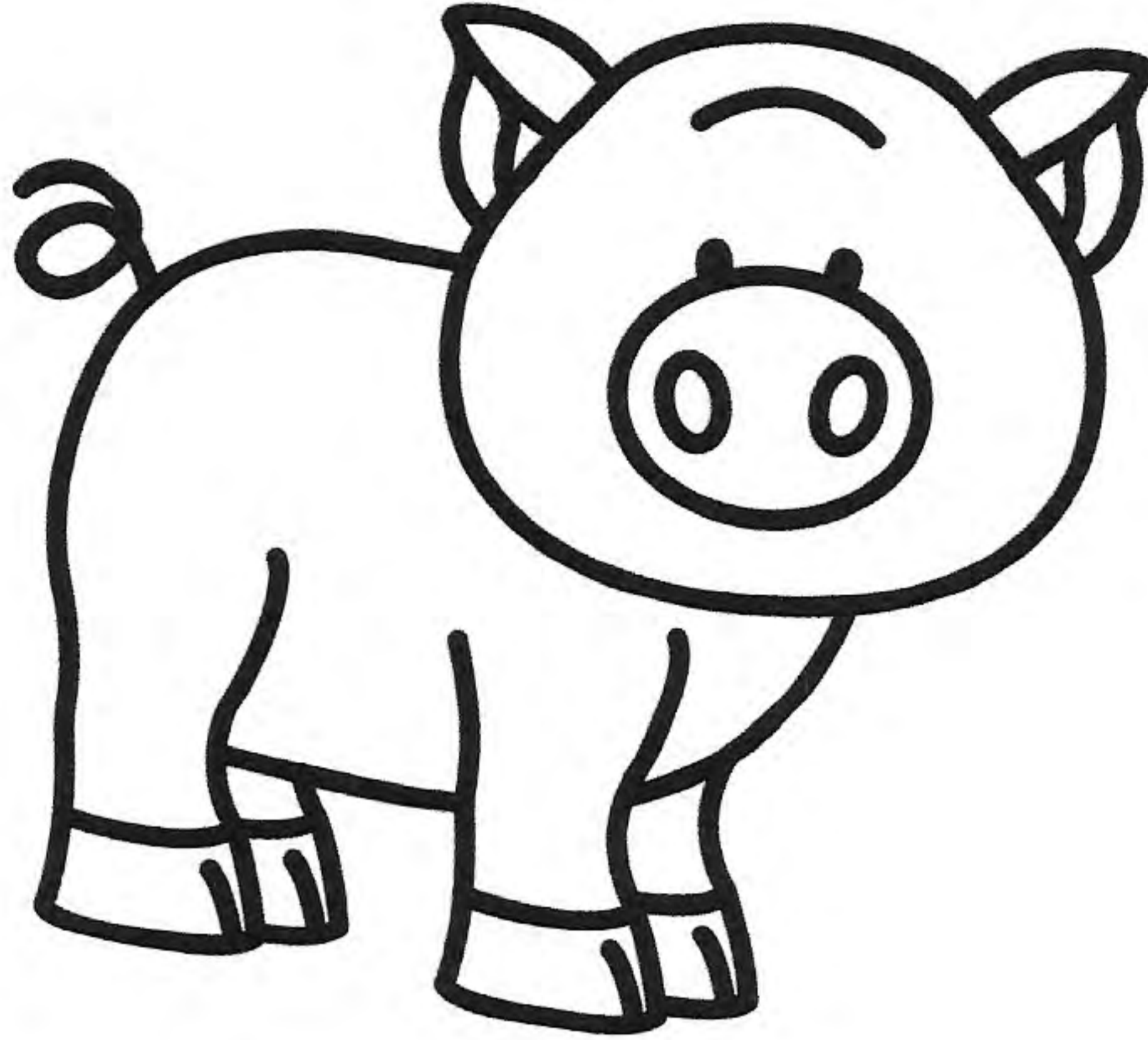
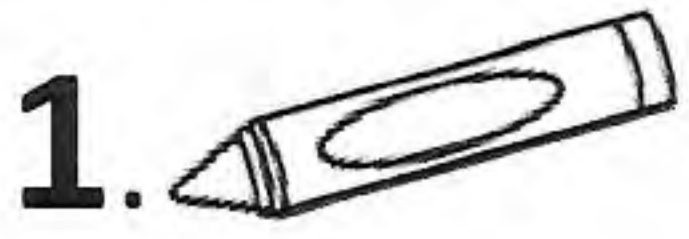
p

p



Name: \_\_\_\_\_

Date: \_\_\_\_\_



p

p

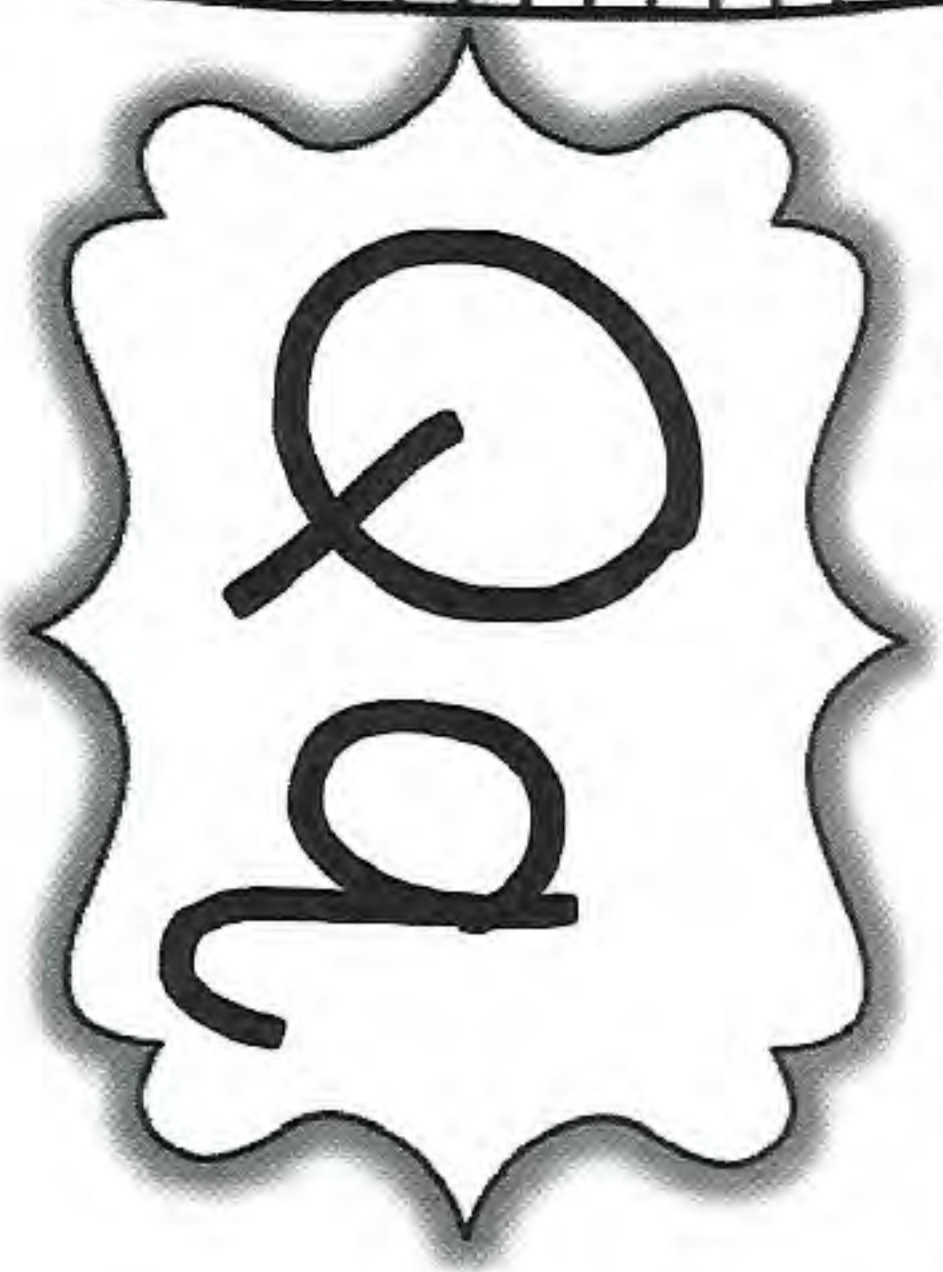
pp



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p	P	p	P	p
P	P	p	P	P

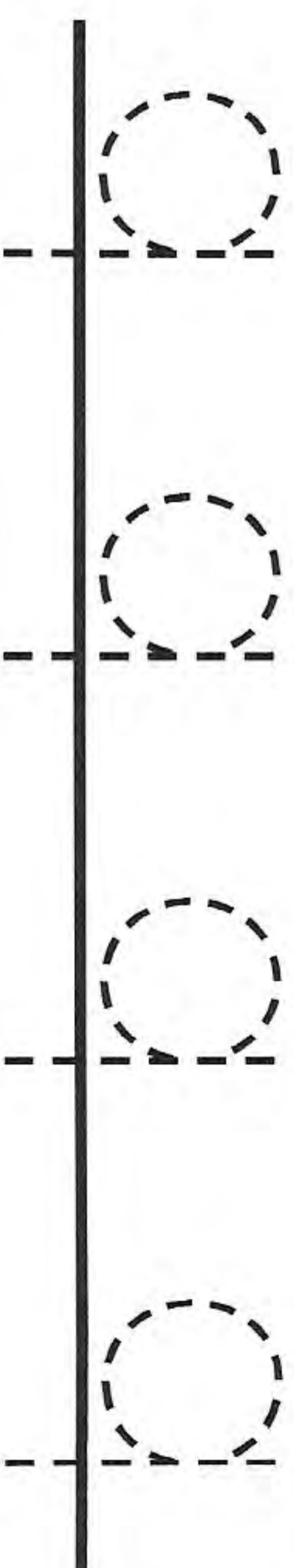
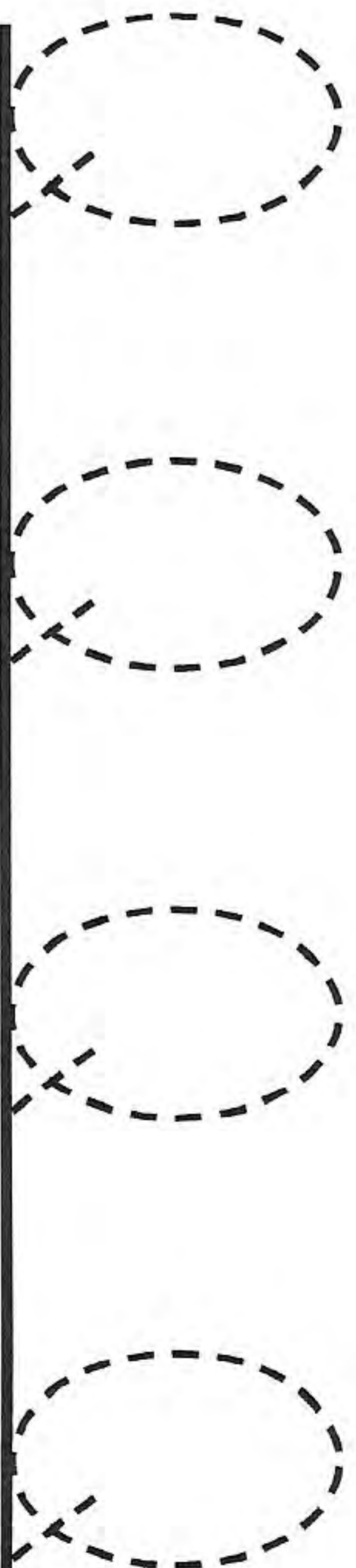




# Qq Highlight-a-Letter!

Highlight the letters Qq. Then trace and write the letters.

Q	q	h	Q
A	s	q	Q
Q	Q	Q	Q
C	Q	Q	Q
r	Q	Q	Q





Q q

Q

F

f

q

c

v

Q



F

Q

F

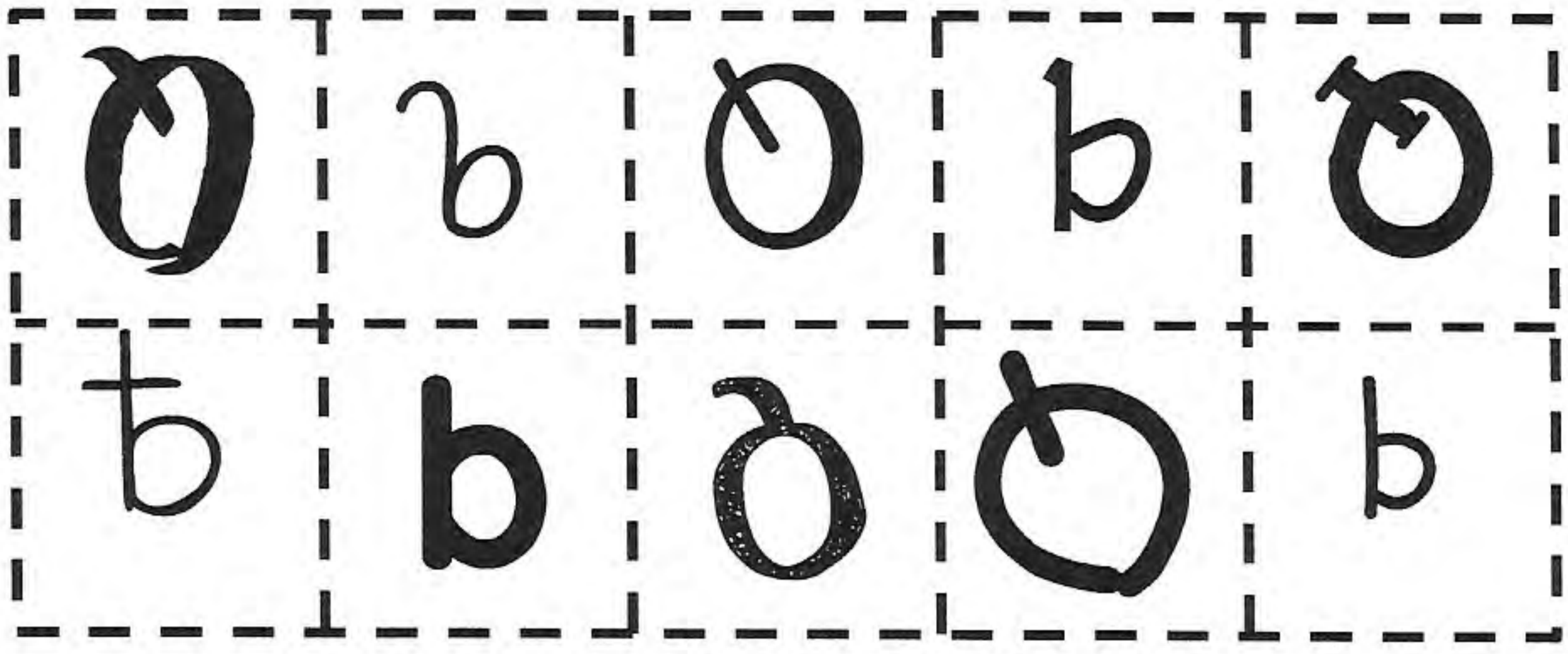
f

P

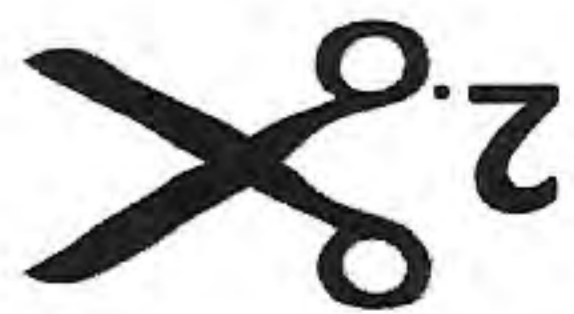
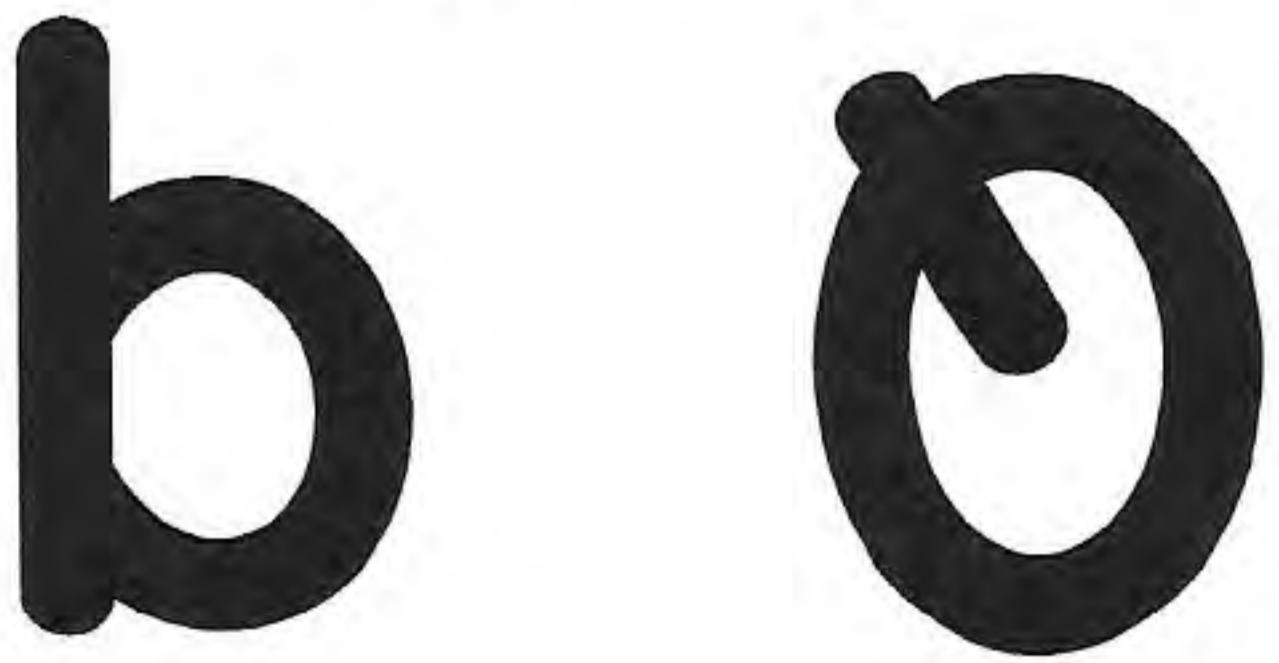
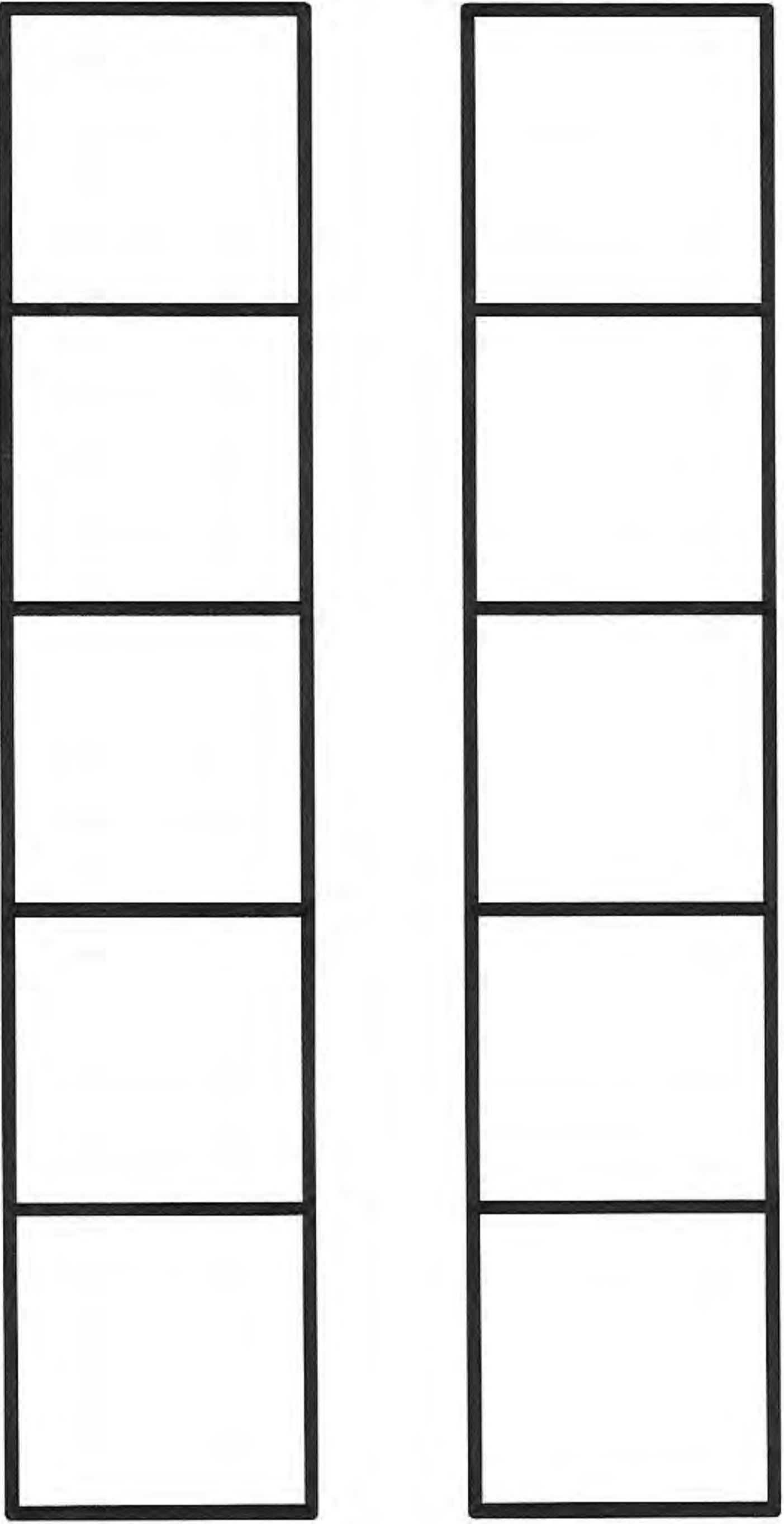
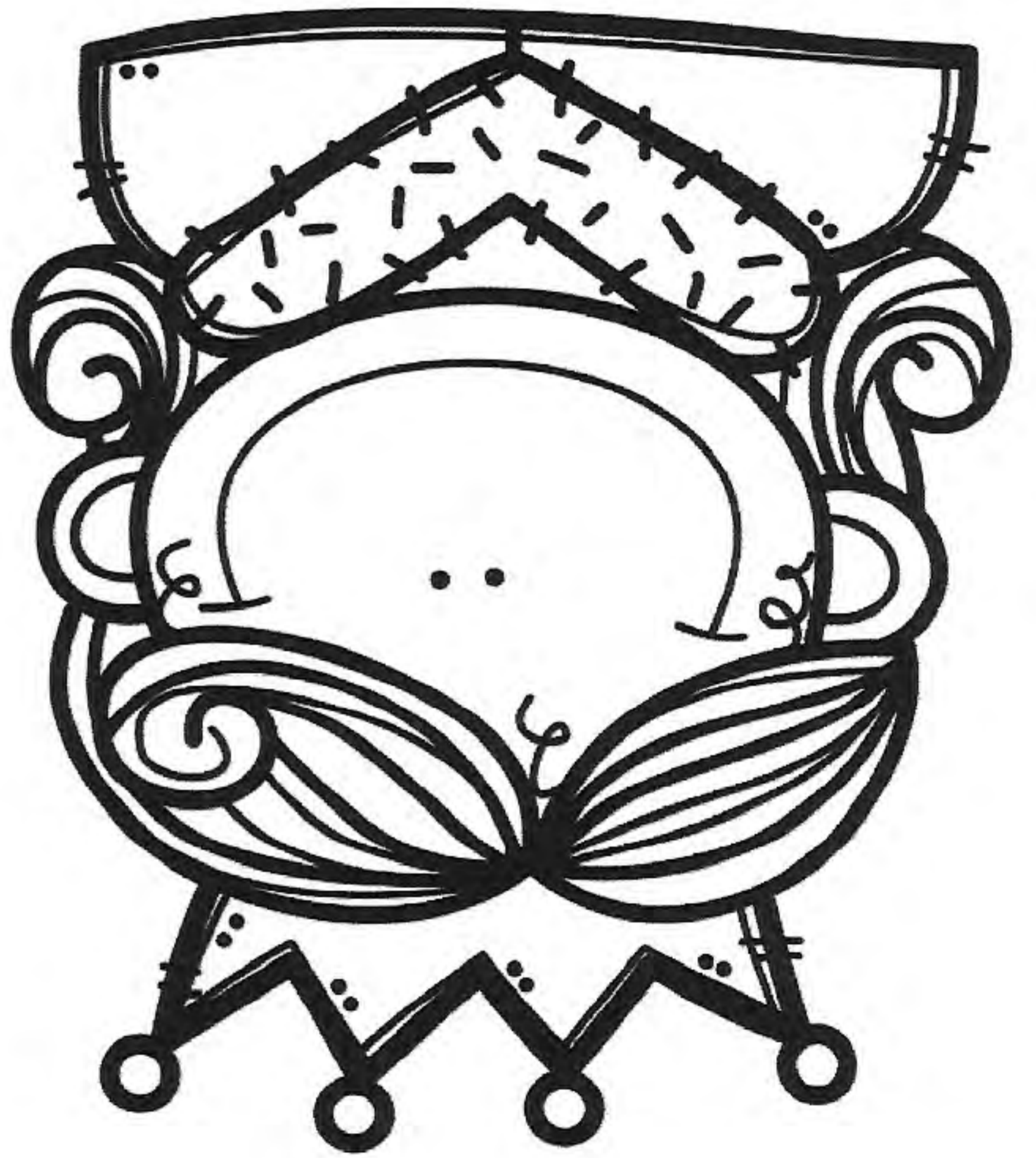
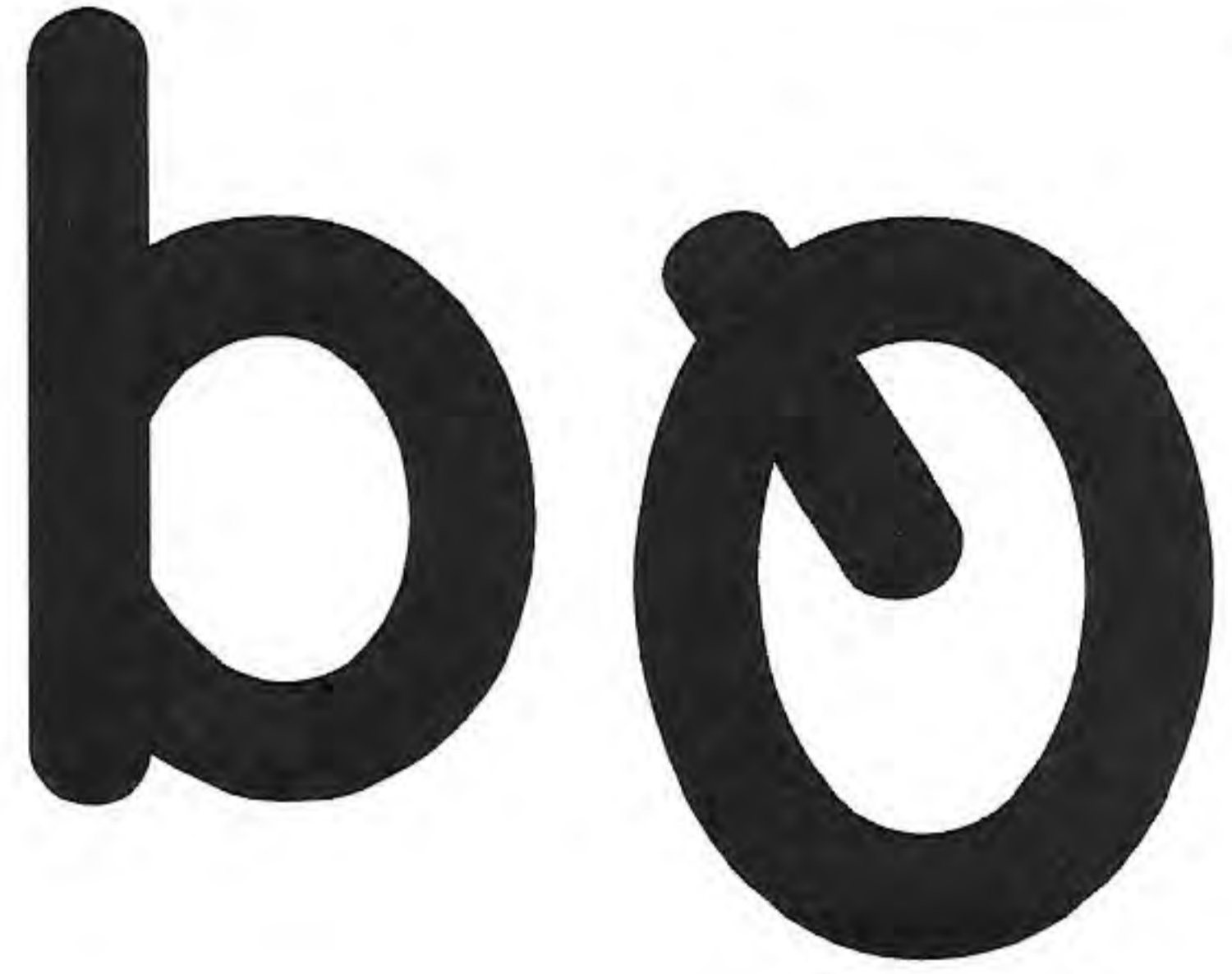
q

q





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Name: \_\_\_\_\_

Date: \_\_\_\_\_



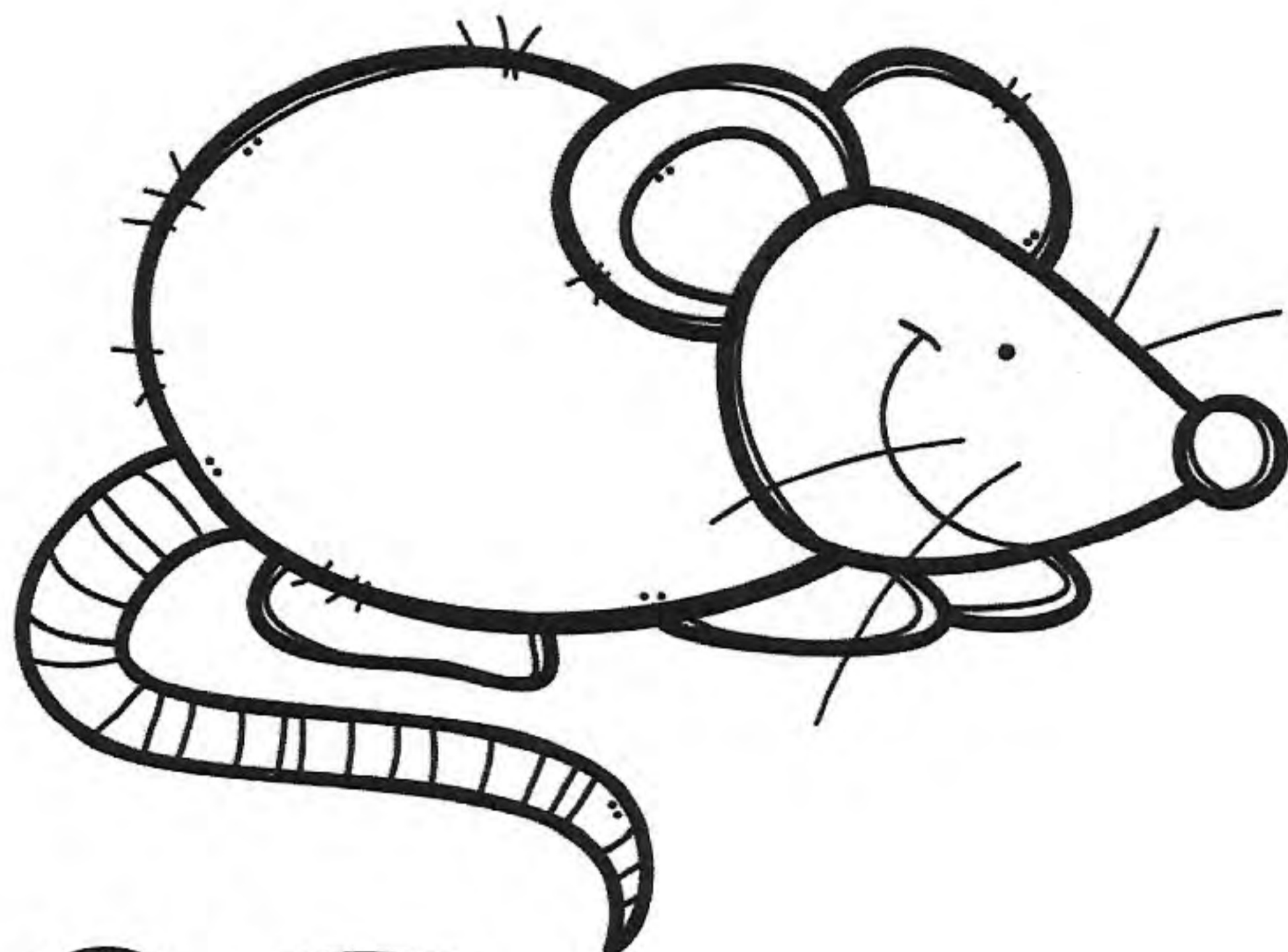
Name: \_\_\_\_\_

Date: \_\_\_\_\_



R

r



Rr



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R	R	r	r	R
r	r	R	r	R





# Highlight-a-Letter!

Highlight the letters Rr. Then trace and write the letters.

G	r	e	R
R	x	a	R
R	g	r	K
U	P	C	r

R R R R

r r r r



Rr

s

t

f

R

r

e

r

r

R

R



F

g

P

l



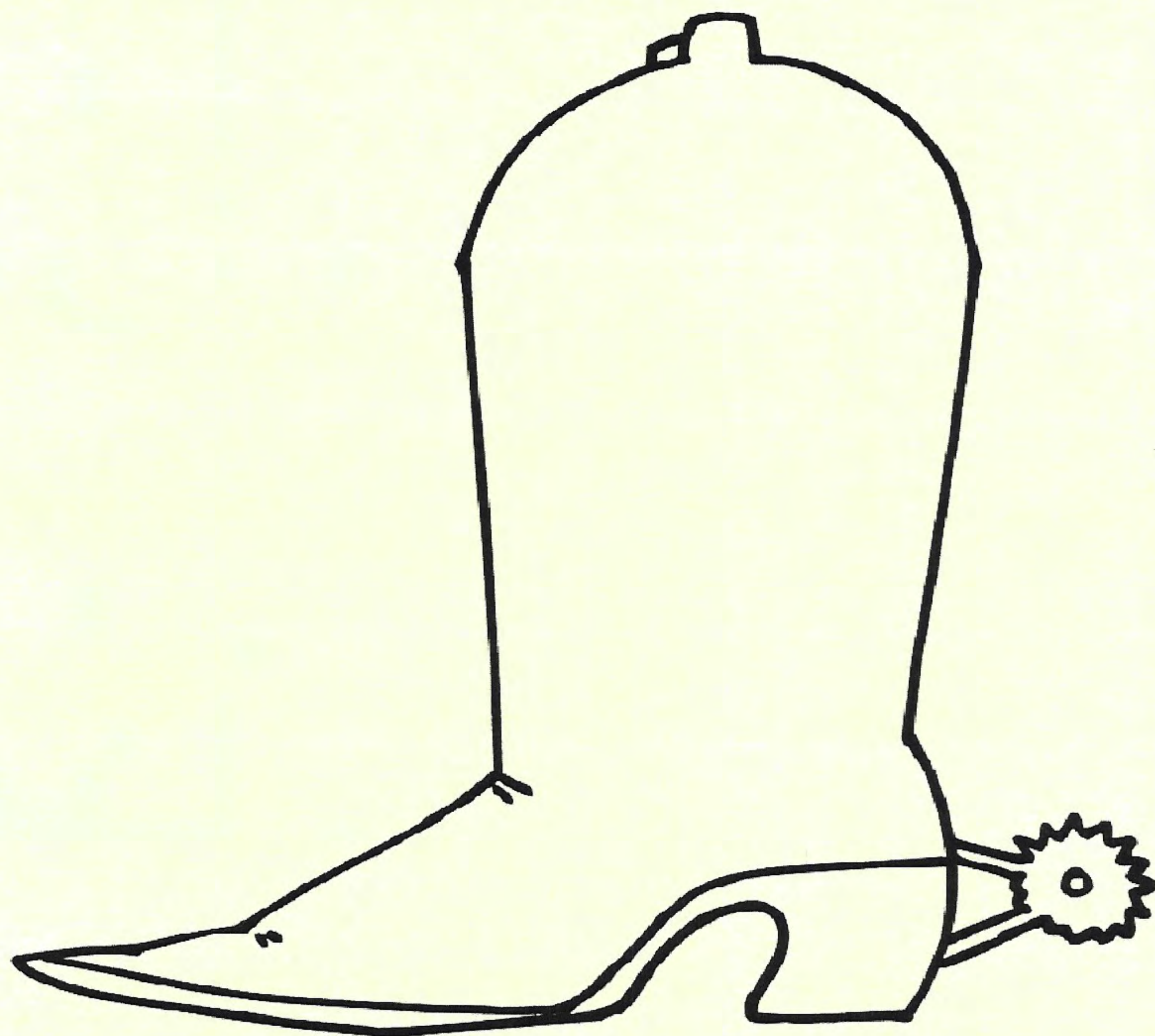
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

### Data Collection

Reads # words.	/8
Colors boot brown.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

Read, mark the answer, and color.



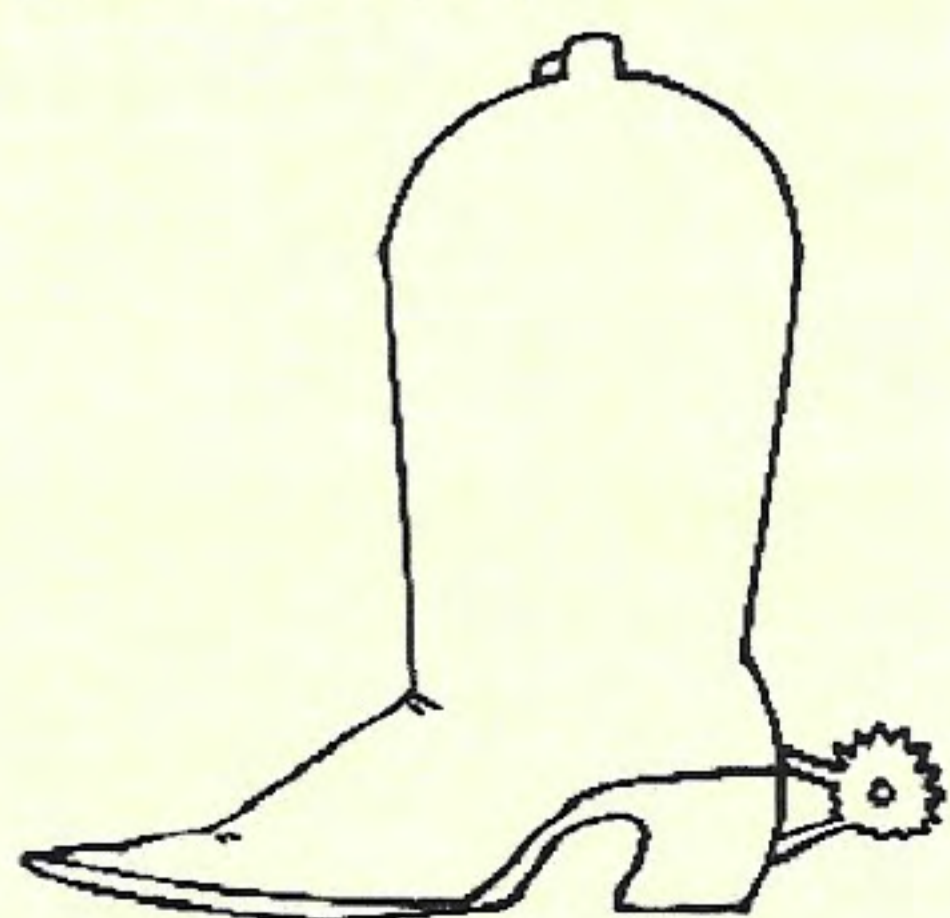
I see a boot.

The boot is brown.

What do you see?

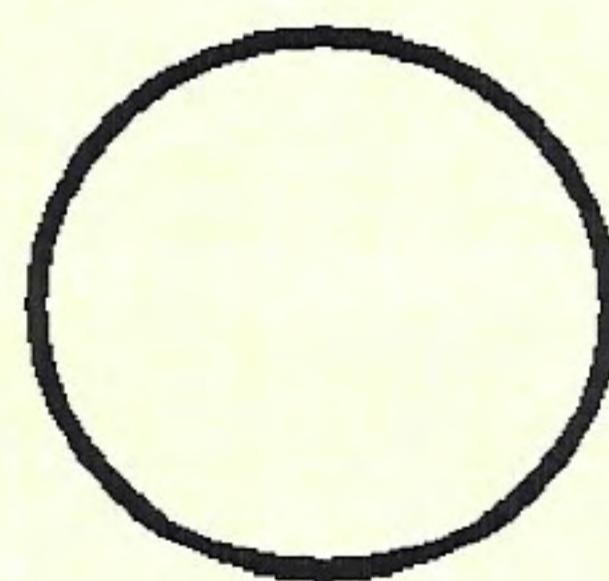


sun

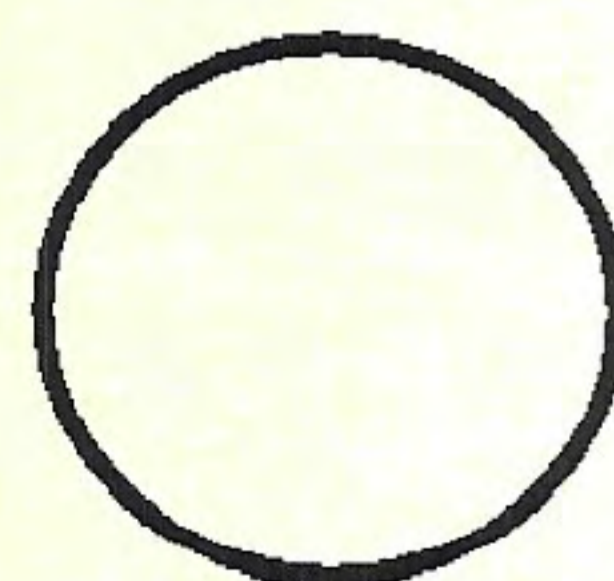


boot

What color is the boot?



yellow



brown



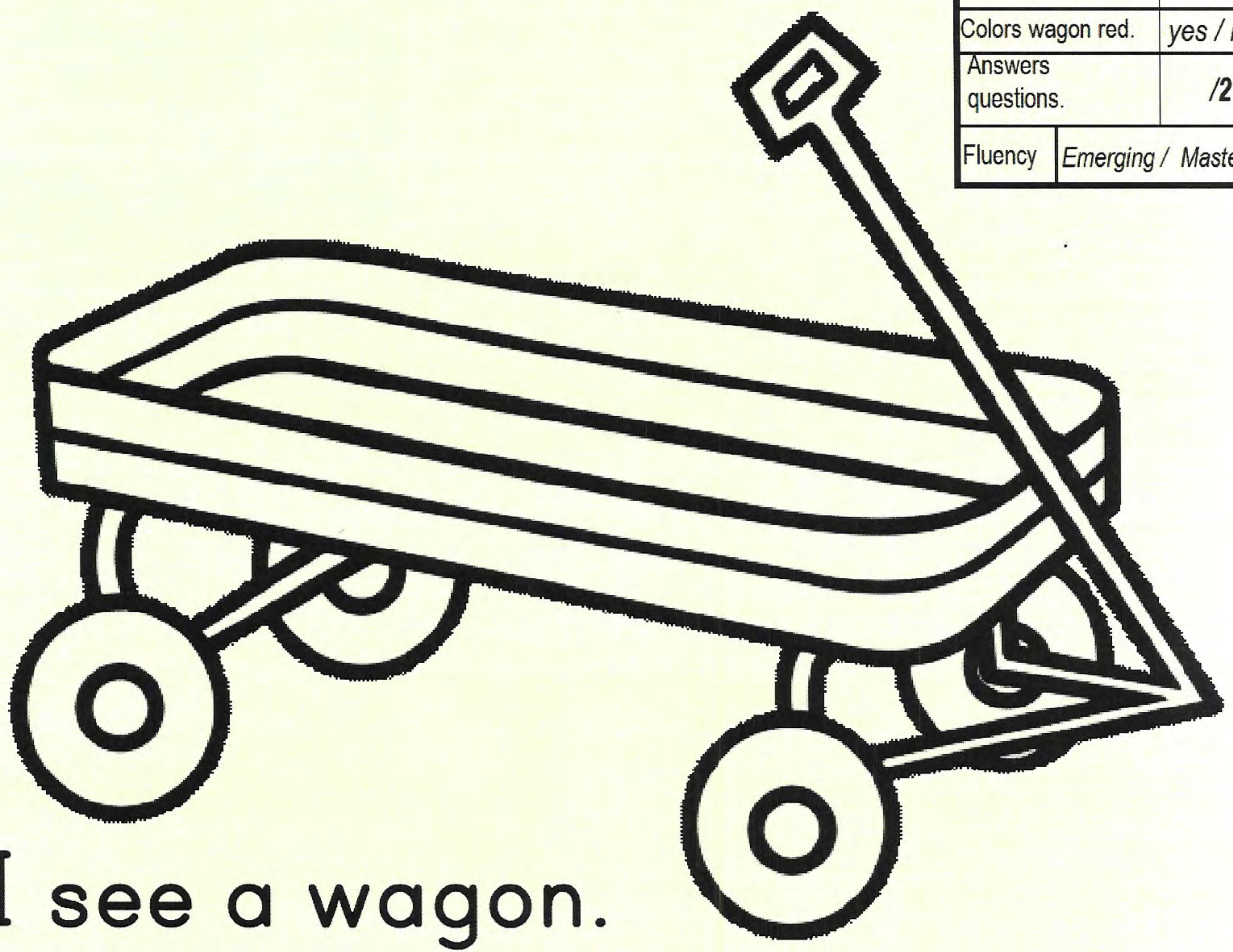
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

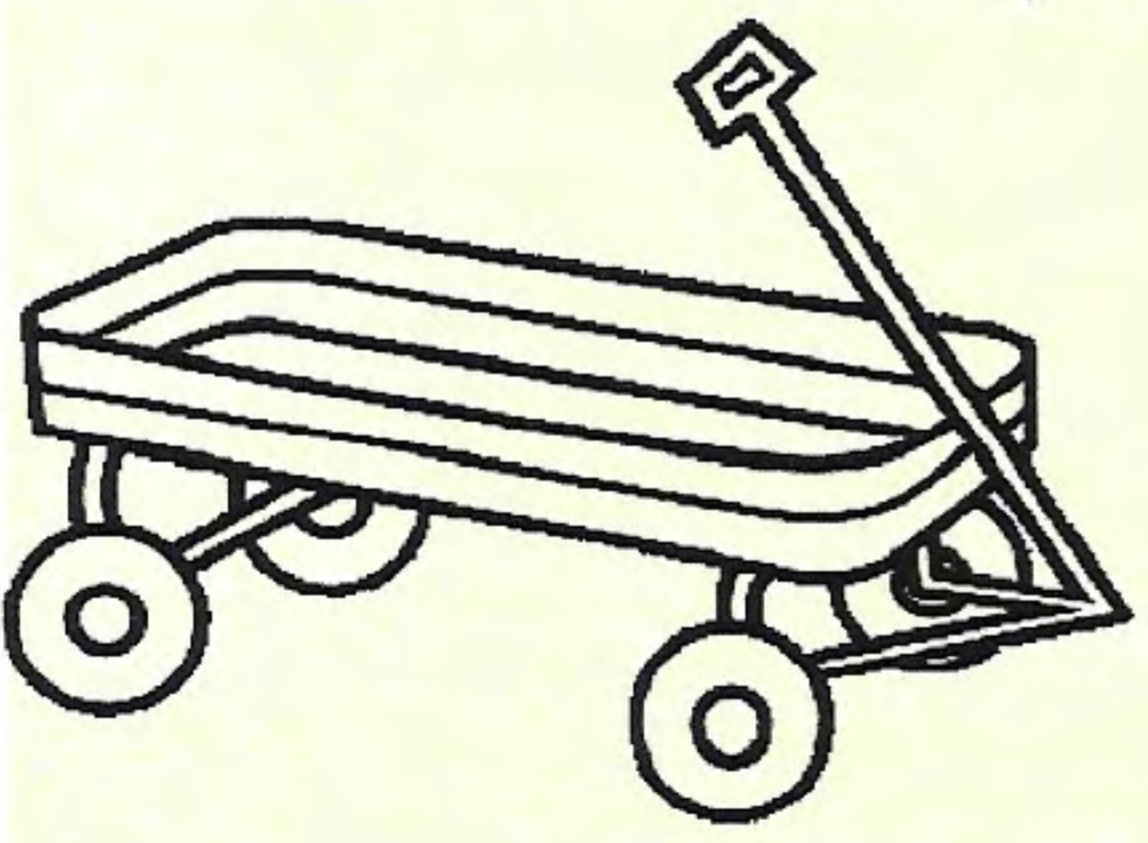
Reads # words.	/8
Colors wagon red.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



I see a wagon.

The wagon is red.

What do you see?

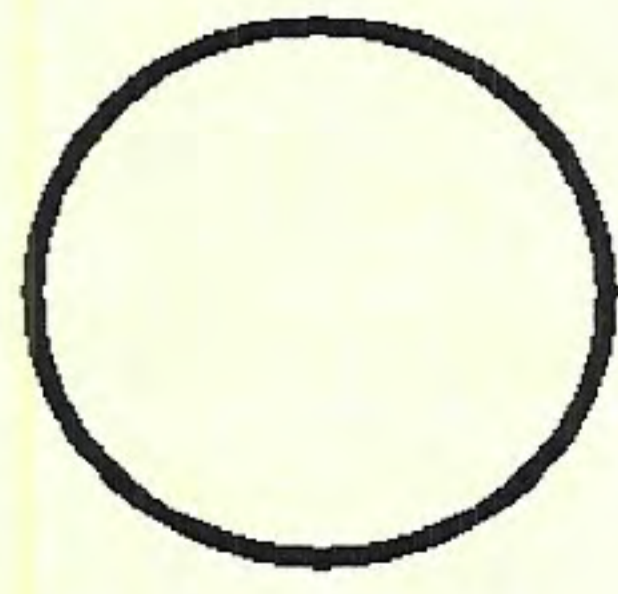


wagon

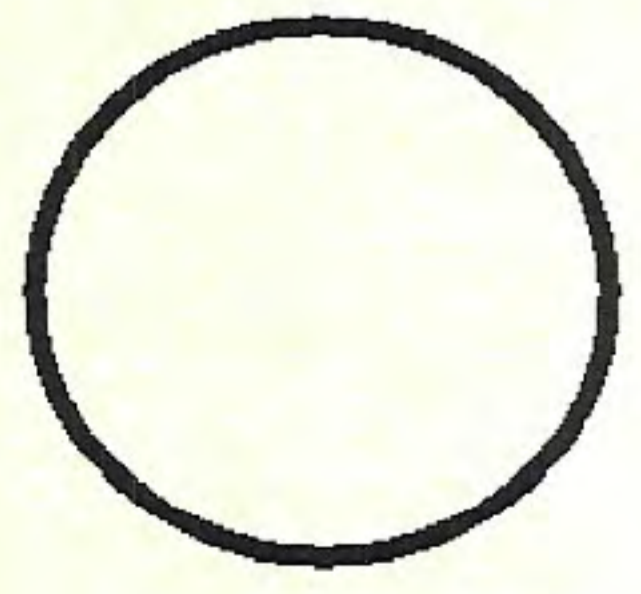


vest

What color is the wagon?



orange



red



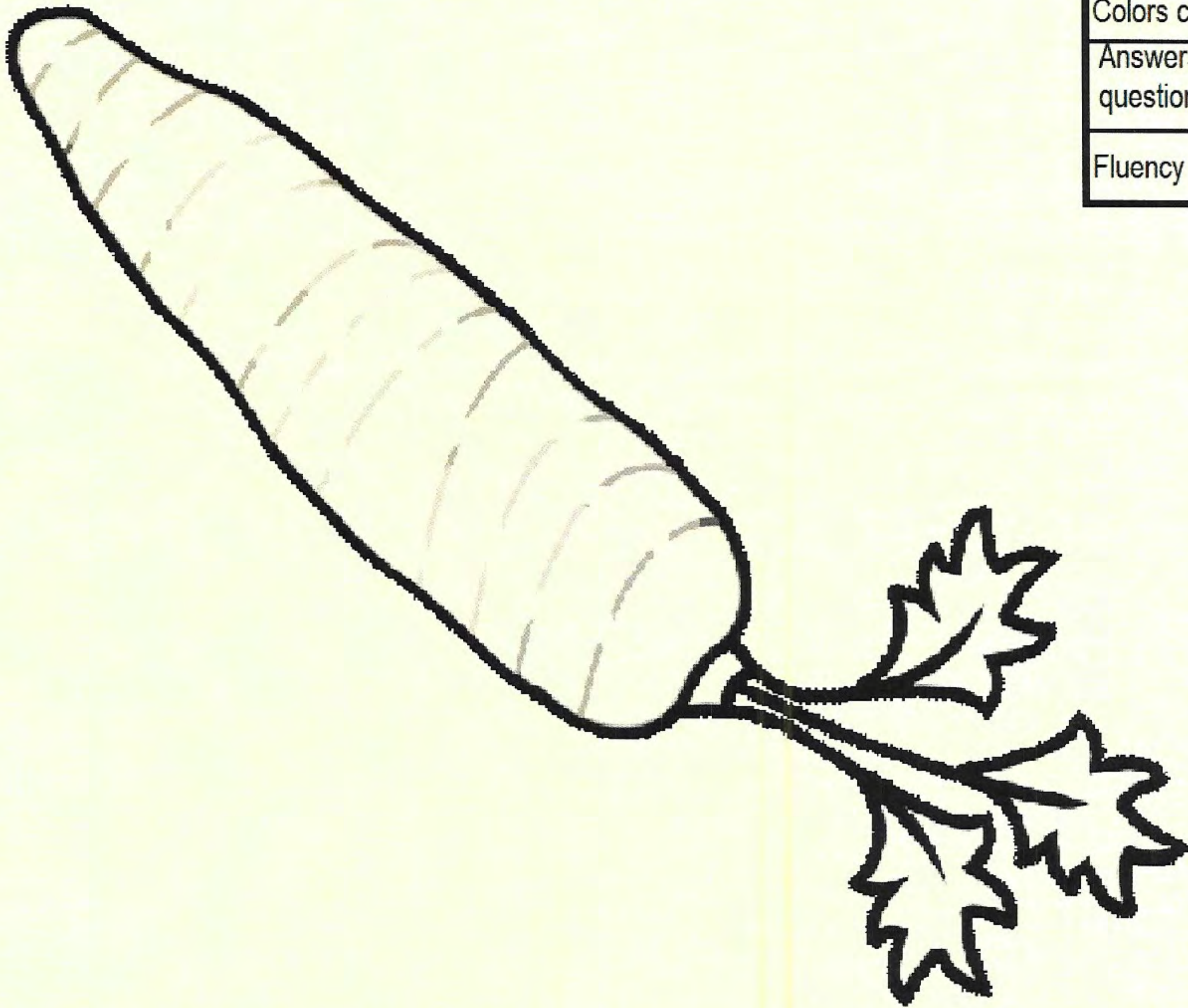
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

**Data Collection**

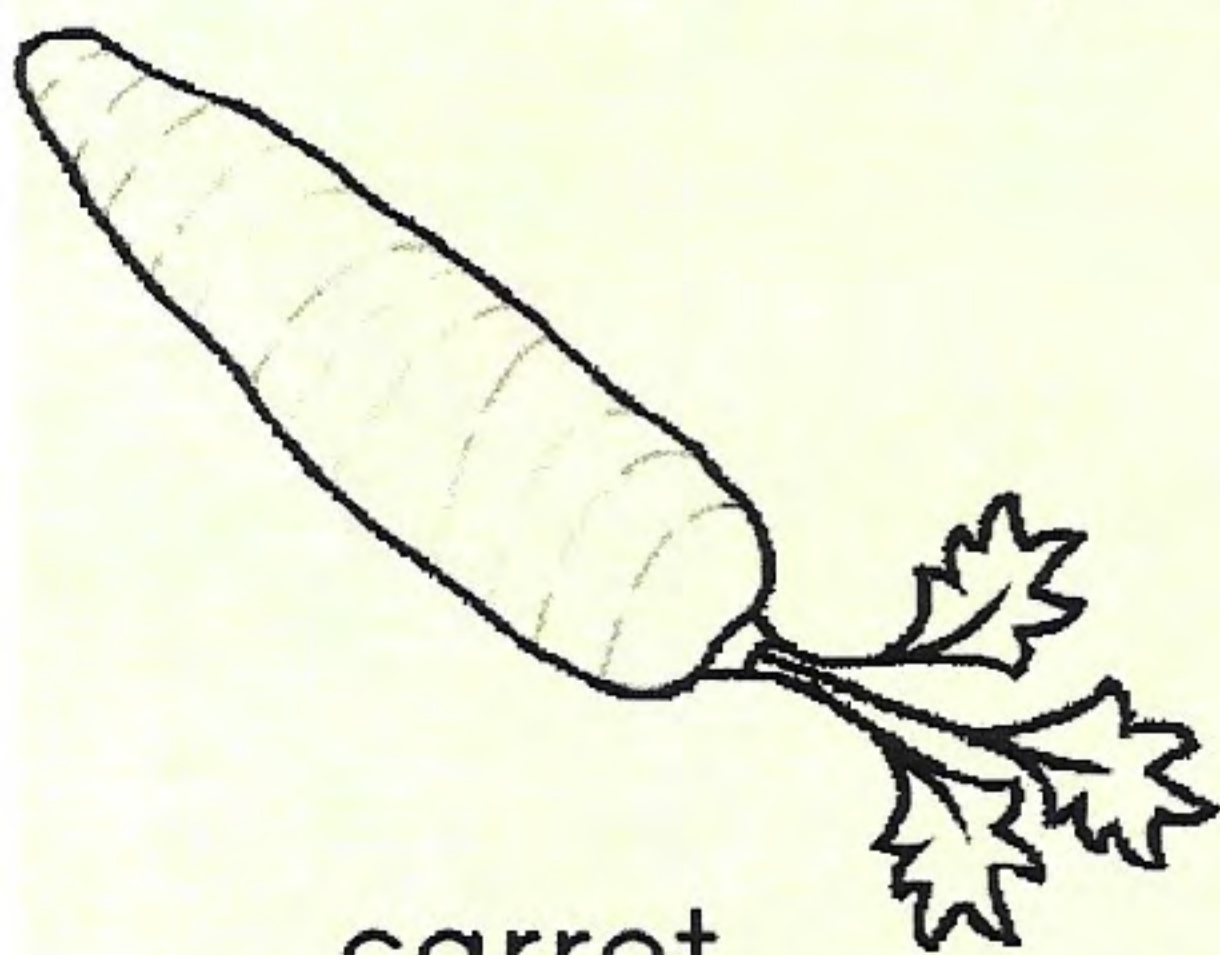
Reads # words.	/14
Colors carrot.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

Read, mark the answer, and color.



I have one carrot. We can eat it for a snack. It is orange.

What do you have?

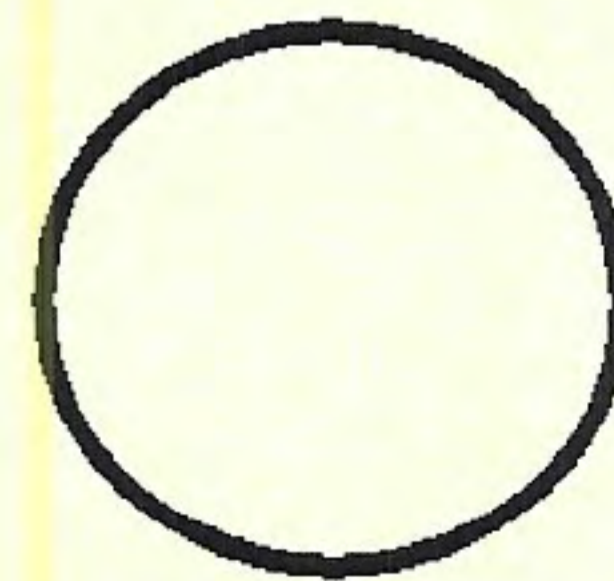


carrot

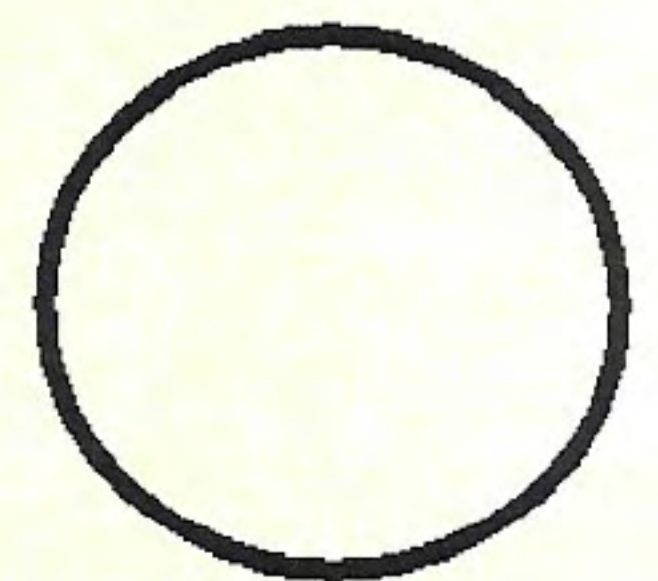


bird

What color is the carrot?



pink



orange



Name: \_\_\_\_\_

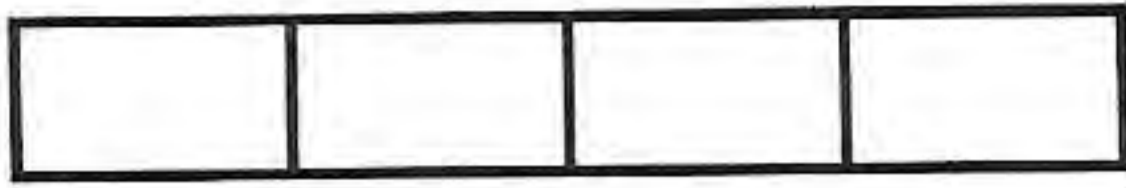
# Count to 50

	2	3		
6			9	10
11		13	14	15
16	17		19	
21				25
		28		
	32		34	
36	37			40
41		43		45
			49	50

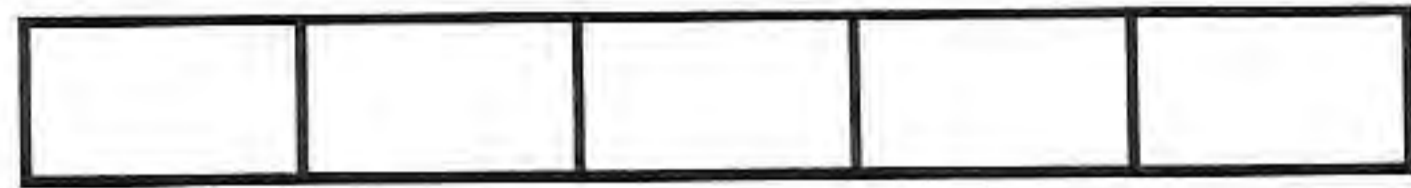
Count to 50 by ones.



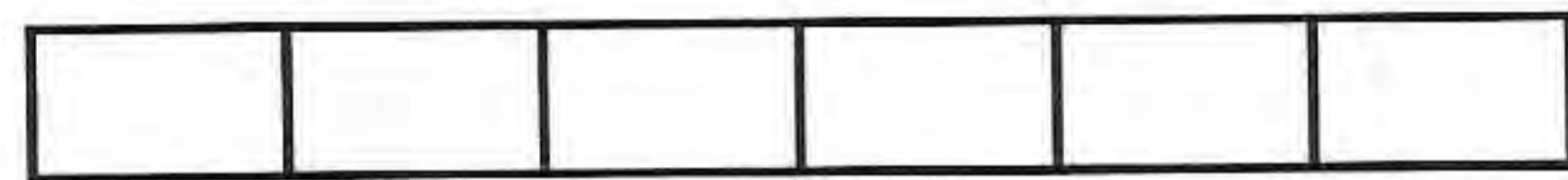
Pre-Math  
Worksheet 1



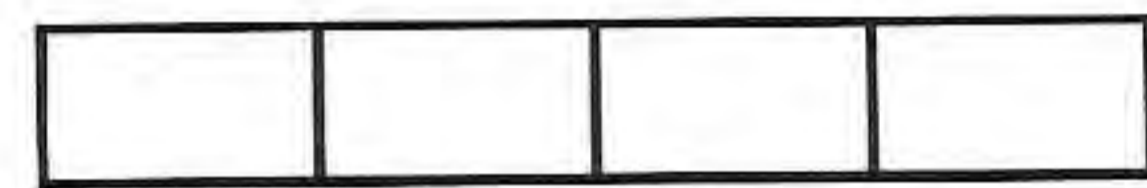
Color one box blue.



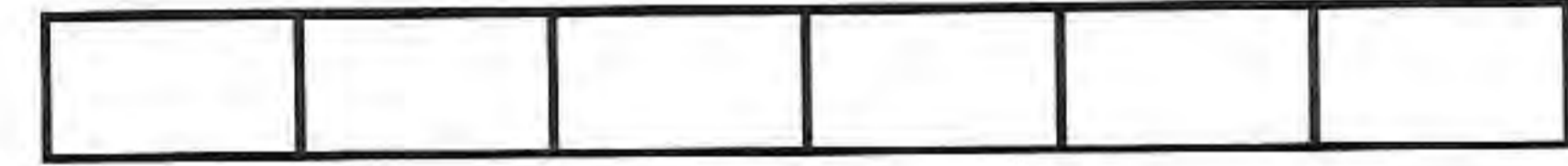
Color two boxes red.



Color four boxes green.



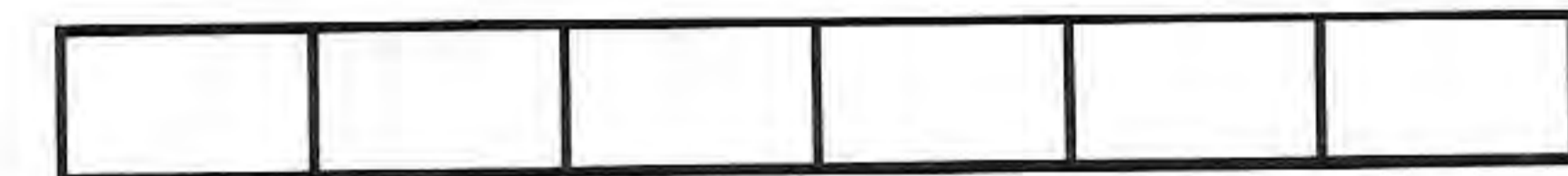
Color three boxes blue.



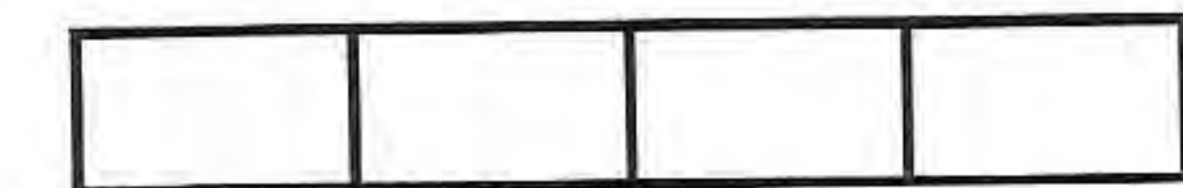
Color the last box red.



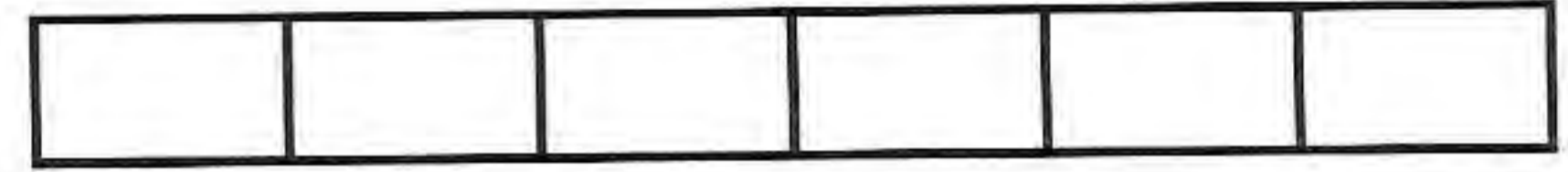
Color the middle box orange.



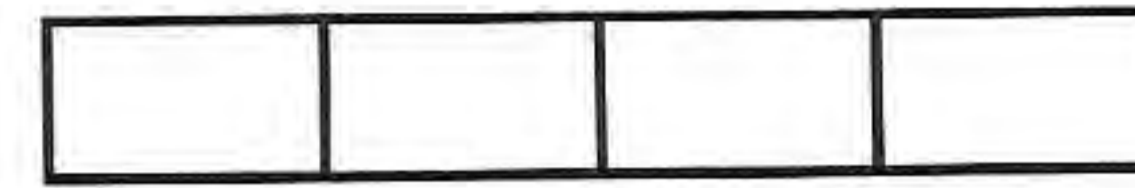
Color five boxes green.



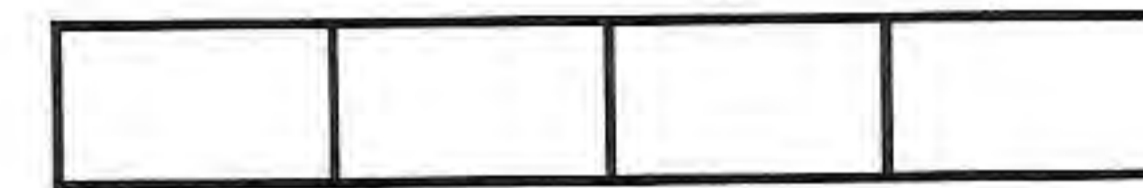
Color the first box yellow.



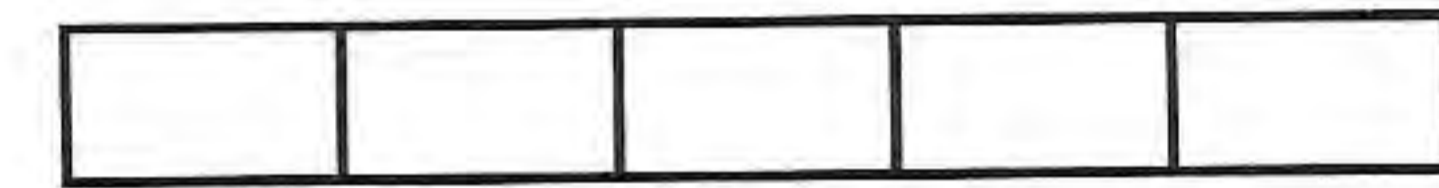
Color four boxes yellow.



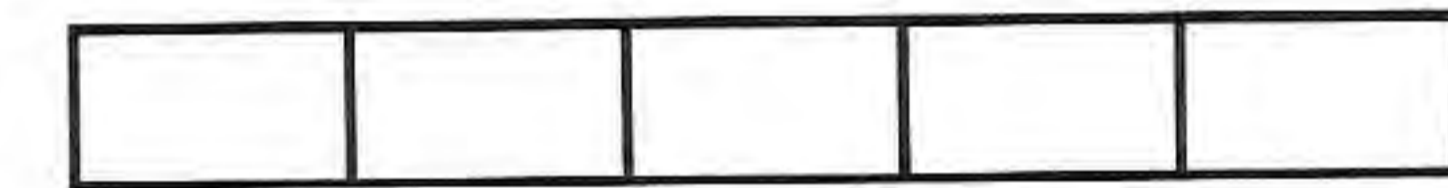
Color one box blue and one box red.



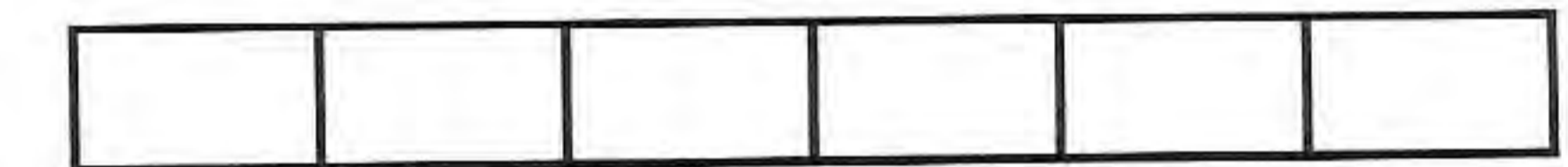
Color two boxes orange.



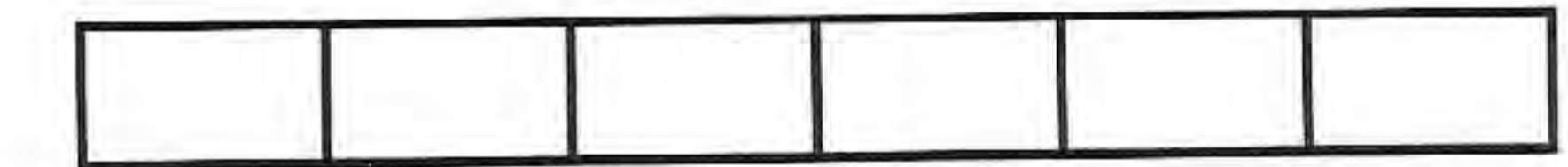
Color two boxes red and one box yellow.



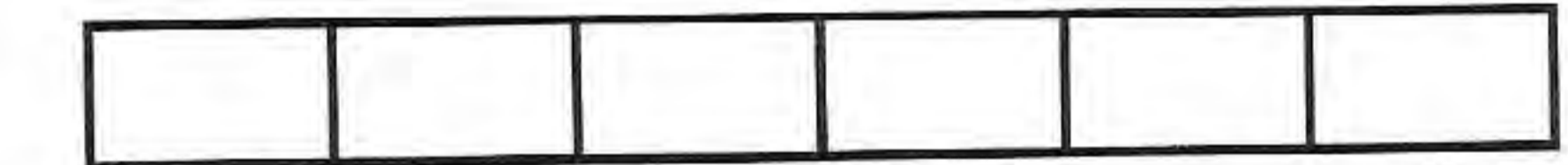
Color three boxes yellow.



Color four boxes red.



Color two boxes orange.



Color five boxes with your favorite color!

**Skills:** color recognition, number concepts 1-5, first, last, middle.



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

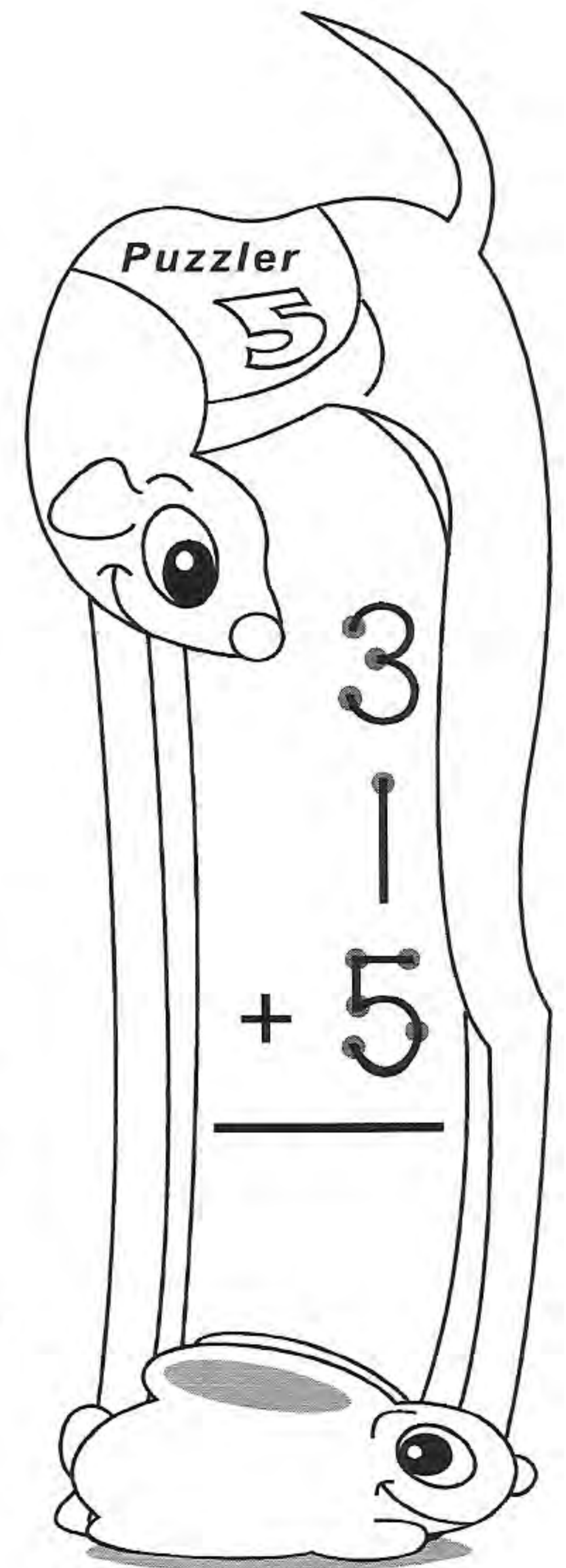
$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$$



$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

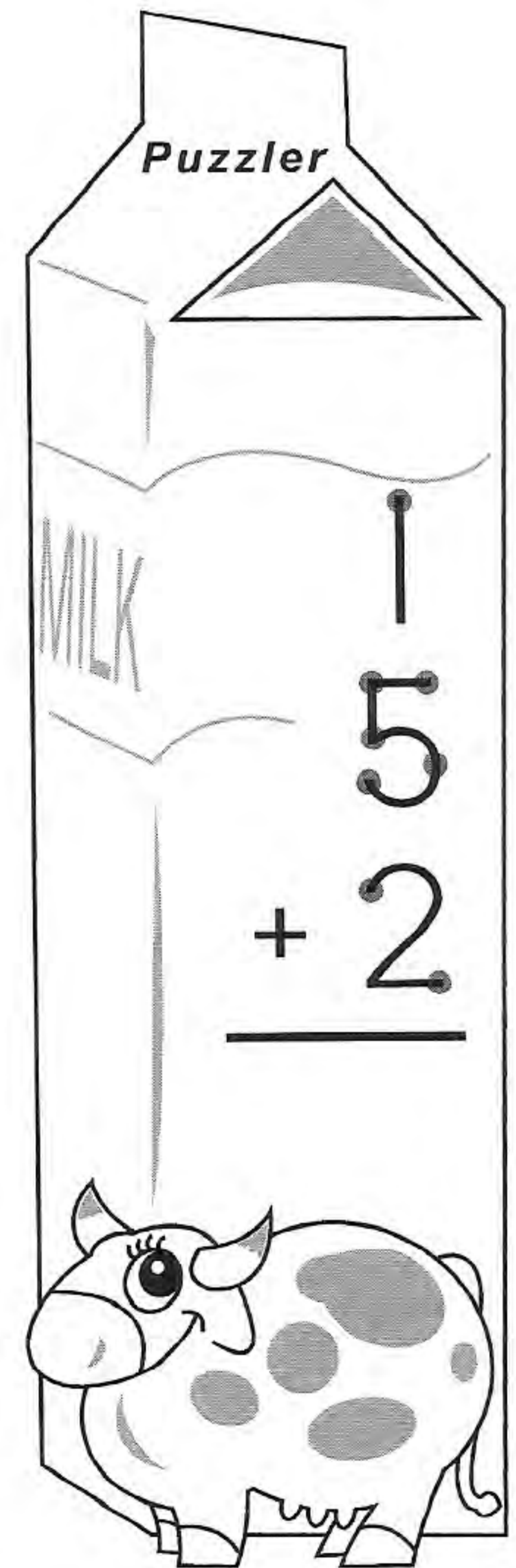
$$\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$





Name \_\_\_\_\_

**Directions:** Count by tens to find the value of dimes. Then write the total worth of the dimes in each row.



10¢   20¢   30¢   40¢   \_\_\_\_\_¢   \_\_\_\_\_¢   \_\_\_\_\_¢   \_\_\_\_\_¢

\$.10   \$.20   \$.30   \$.40   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

8 dimes are worth 80¢ or \$.80.



5 dimes are worth \_\_\_\_\_ or \_\_\_\_\_.



6 dimes are worth \_\_\_\_\_ or \_\_\_\_\_.
















7 dimes are worth \_\_\_\_\_ or \_\_\_\_\_.



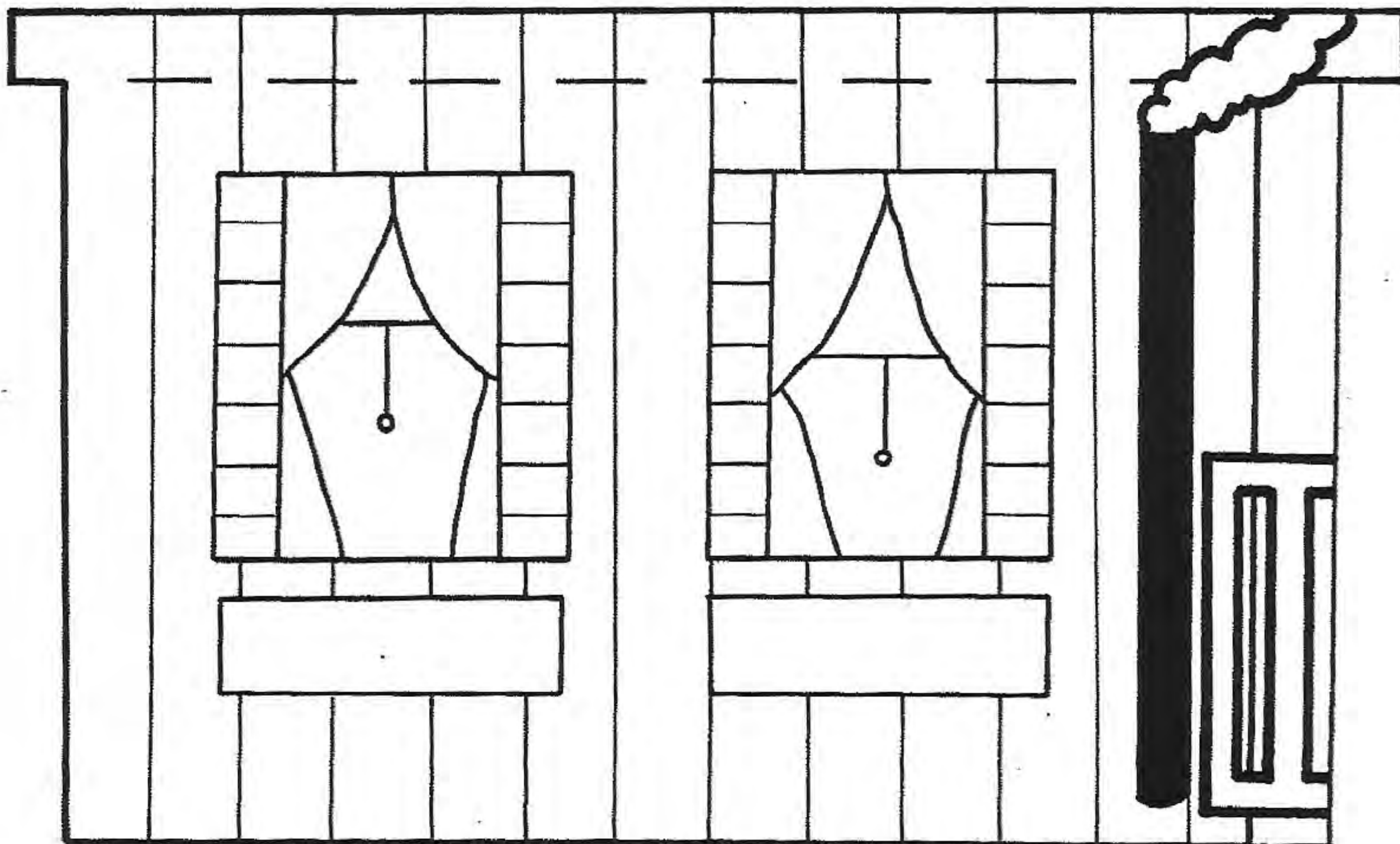
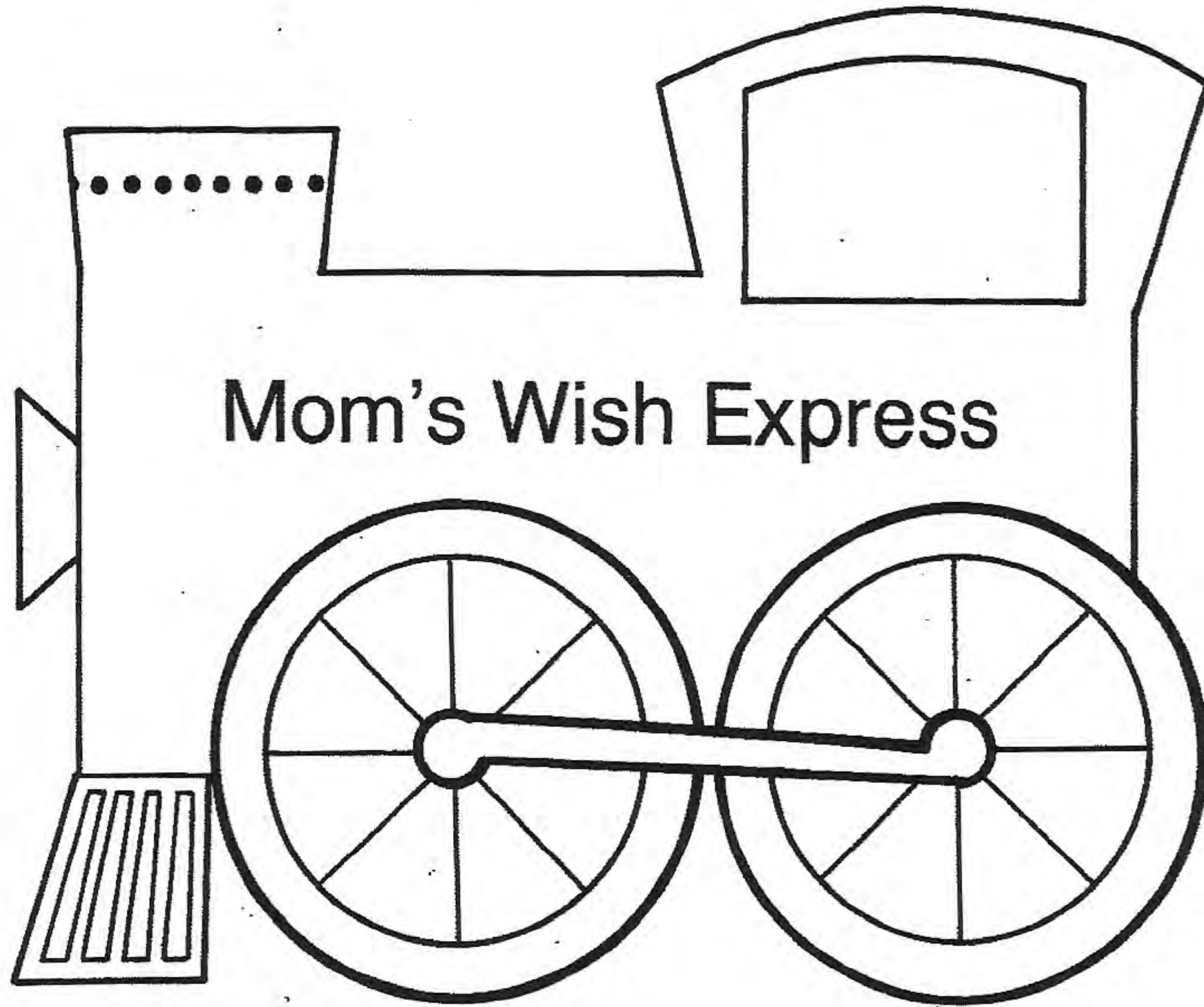
Name \_\_\_\_\_

**Directions:** Fill in the graph to show the correct amount of money needed to buy each item. Use the least number of bills and coins possible.

	 \$20	 \$10	 \$5	 \$1	 25¢	 10¢	 5¢	 1¢
 \$32.55								
 \$10.36								
 \$48.82								
 \$26.43								
 \$67.65								

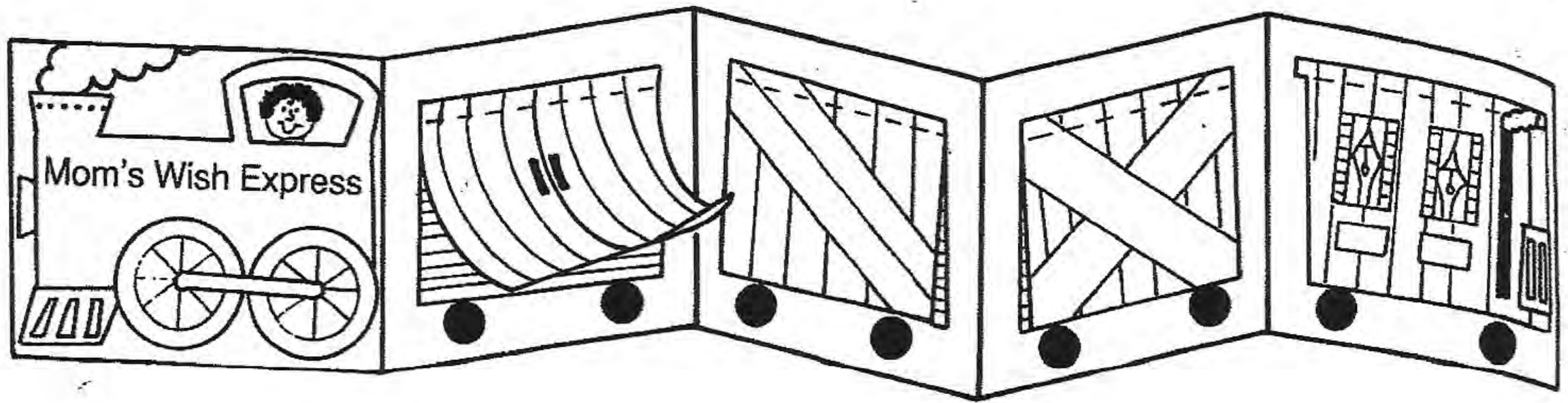


Patterns for Mom's Trainload of Wishes





# A Trainload of Wishes for Mom

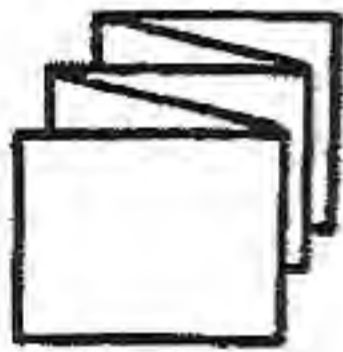


## Materials:

- Accordion fold paper for basic card form. Each segment is 6" x 5" (15 cm x 13 cm). Use construction paper, butcher paper or tagboard.
- Reproduce patterns on the following pages.
- 5" x 3" (13 cm x 7.5 cm) sheets of writing paper (4 per train)
- black construction paper 1" (2.5 cm) squares for wheels (8 per train)
- felt pens
- scissors, paste

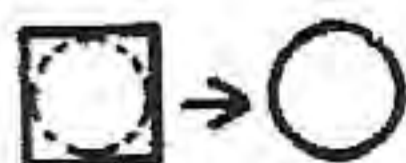
## Steps to follow:

1. Assemble the accordion folded basic card shape.



2. Color and cut out the engine, car and caboose patterns. Each child draws a picture of themselves in the engineer's seat.

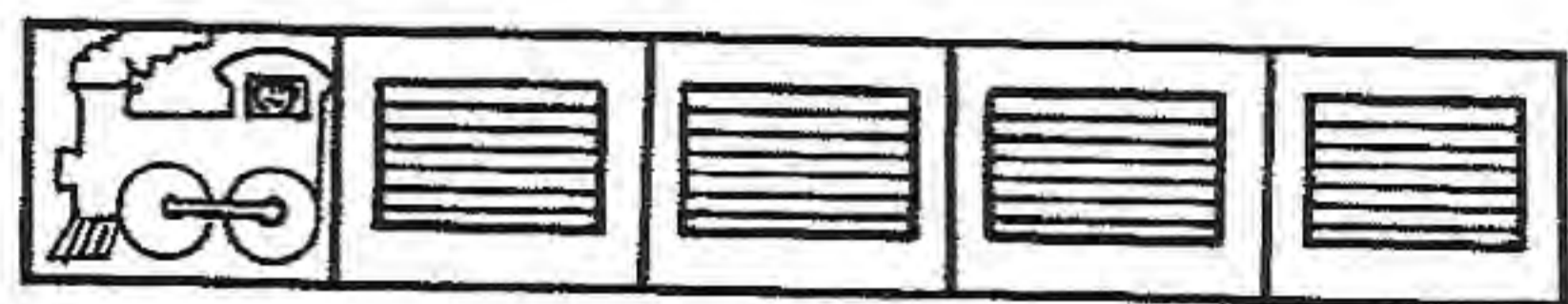
3. Round the corners on the 1" black squares for wheels.



4. Paste:

a. engine - paste it on the first segment of the card. Add smoke coming from the smokestack.

- b. writing paper - paste it in the next four segments.



- c. wheels - paste below the writing paper.



- e. caboose - paste it on the last segment.



- d. car doors - paste over each piece of writing paper.



# Instructions for Adapted PE

## Digital learning

Hello Everyone, I hope you all are doing ok and helping your families where you can. During most of my classes, I play music; While at home I want you to find your favorite tunes and put them on while exercising. Take the time to talk to people in your home and find their favorite songs too! Everyone is welcome to join in on the fun. Everyday, you must pick a warm-up activity from the list below. This can be a yoga video from Youtube or a stretching routine found on the free Sworkit app.

After you have warmed-up, pick three activities from the choice board to complete at home. Once you pick the 3 activities, complete them 3 times. (Ex:1. jogging in place, crunches, toe raises, 2.jogging in place, crunches, toe raises, 3.jogging in place, crunches, toe raises).

Make sure you write down your choices each day to ensure you got your activity time for that day. Activities can be modified to meet individual needs, most important always remain safe.

If you have any questions or concerns, please feel free to email me and I will respond as quickly as possible [myia.tinnon@detroitk12.org](mailto:myia.tinnon@detroitk12.org) Also, send any pictures of the kids getting fit at home. **Thank You** for all you do, I know this isn't easy but keep pushing through!

### **Warm-up options:**

- Download the free app called Sworkit kids. Choose a 5 minute video with stretches/exercises to warm up with. Try and pick a different video every day.
- Pick a video on [gonoodle.com](http://gonoodle.com)
- Create your own stretching routine from what you remember from class.



# Here are some things I can do with my brother/sister:

---



Play a board game.



Watch TV.



Look at a book.



Work a puzzle.



Play outside.



Play with toys.



# FREE EDUCATIONAL WEBSITES FOR KIDS

For Links Visit FromABCsToACTs.com

PBS Kids

Make Me Genius

Starfall

The Magic School Bus

Cool Math

Highlights Kids

ABCya

National Geographic Kids

The KIDZ Page

Funbrain

NGAkids Art Zone

BBC History for Kids

Storyline Online

Steve Spangler Science

Mission US

The Happy Scientist

Khan Academy

Cells Alive

KidsReads

Google Earth

Youngzine

Fuel the Brain

Mr. Nussbaum

Exploratorium

Turtle Diary

e-Learning for Kids

Sesame Street

Fun Fonix

Seussville

Tvokids

The Story Starter

NASA Kids' Club

Crypto Club

Earthquakes for Kids

Smithsonian Learning Lab

Study Jams

Grid Club

Magic Tree House

DOGO News

Science Bob





Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 7: May 25 – May 29, 2020

Students Rise. We all Rise





## Week of 5/25/20 to 5/29/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 7 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 7 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 7 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 7 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 7 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

Week 7 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

Day1

Day2

Day3

Day4

Day5



# I Know Important Information

Week 7



Directions: Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_

My Address is \_\_\_\_\_

My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_

\_\_\_\_\_

My Address is \_\_\_\_\_

\_\_\_\_\_

My Telephone Number is \_\_\_\_\_

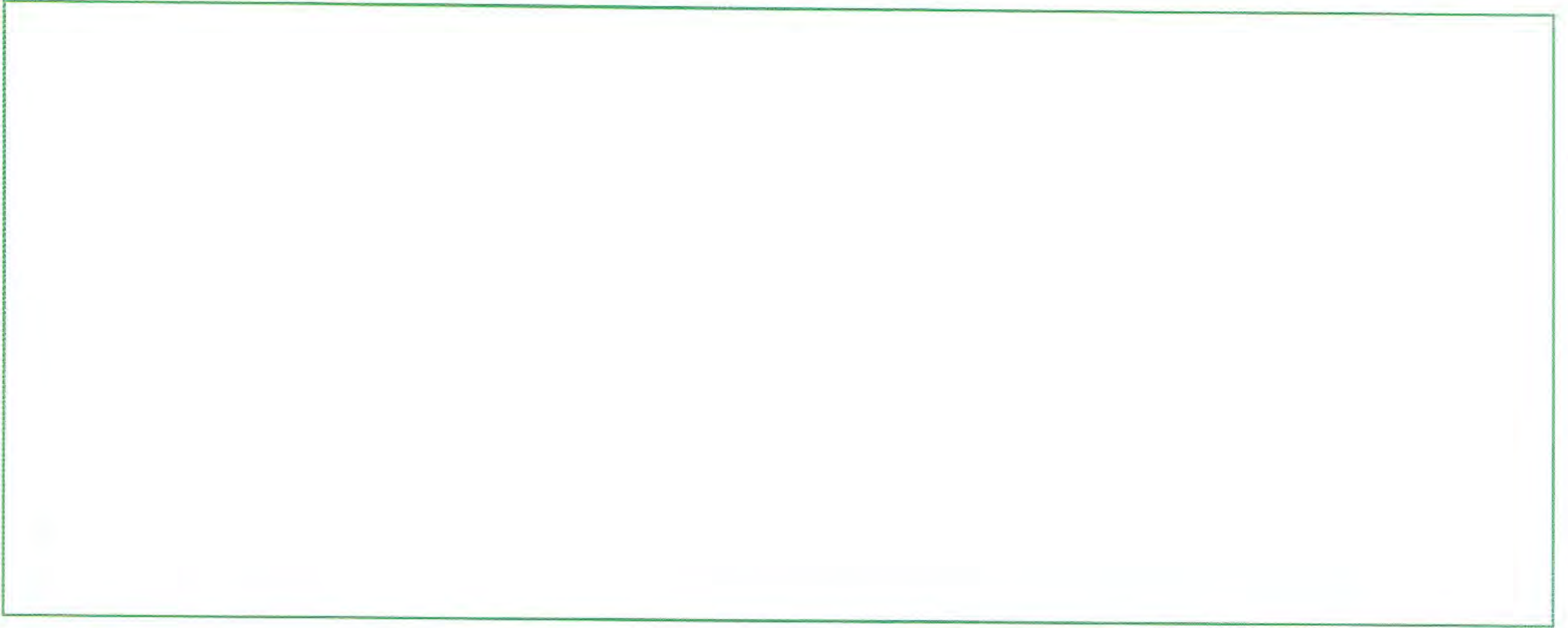
\_\_\_\_\_

\_\_\_\_\_



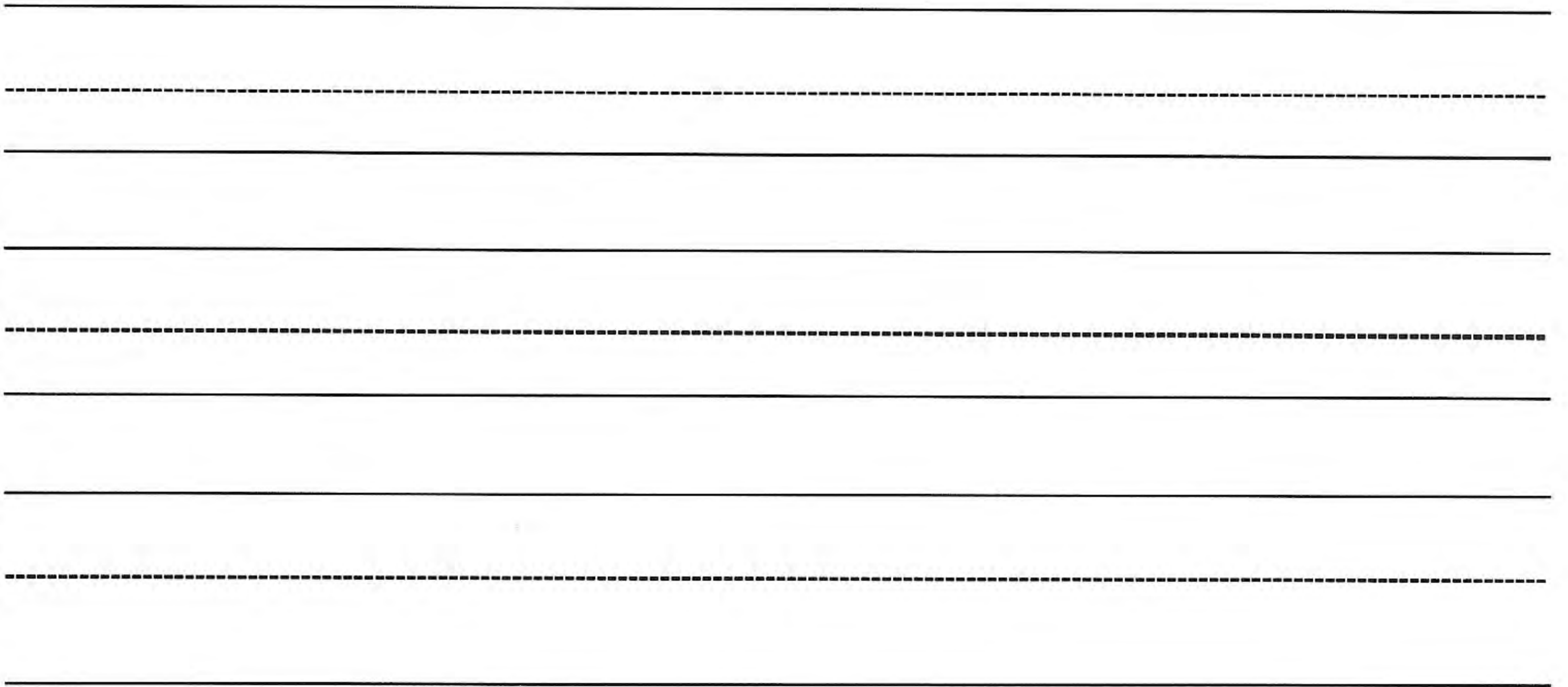
# Journal Writing

WEEK 7

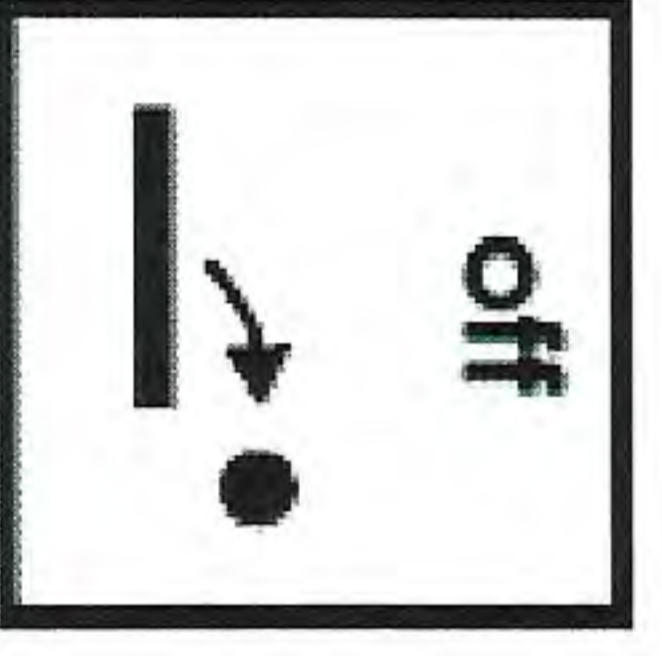
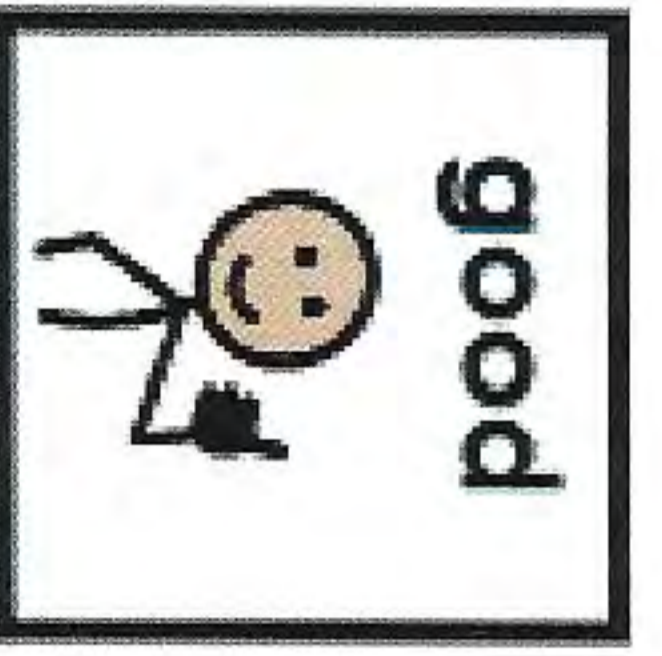
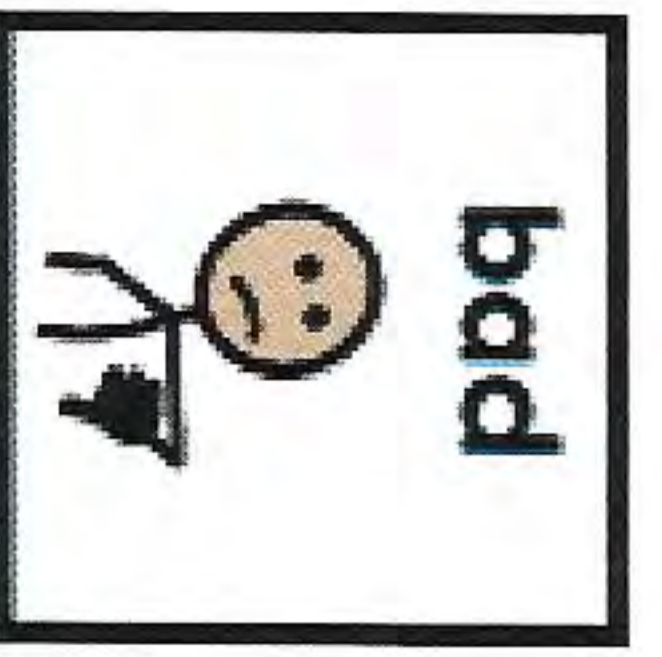
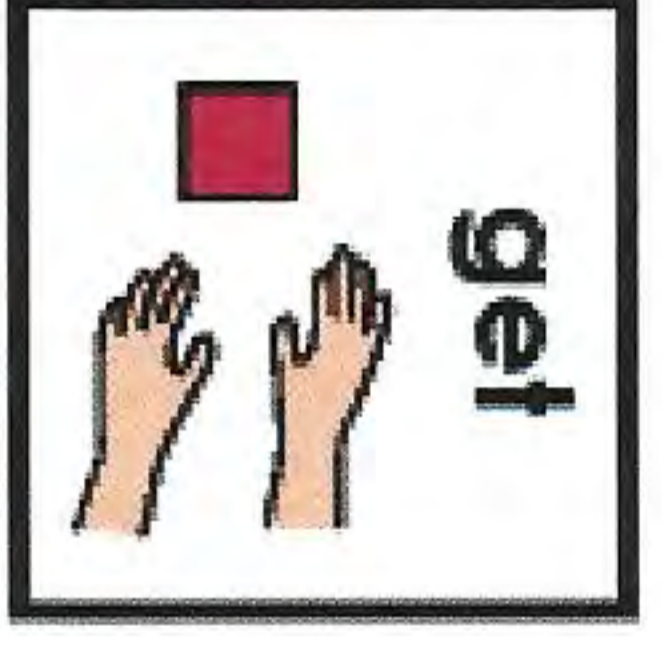
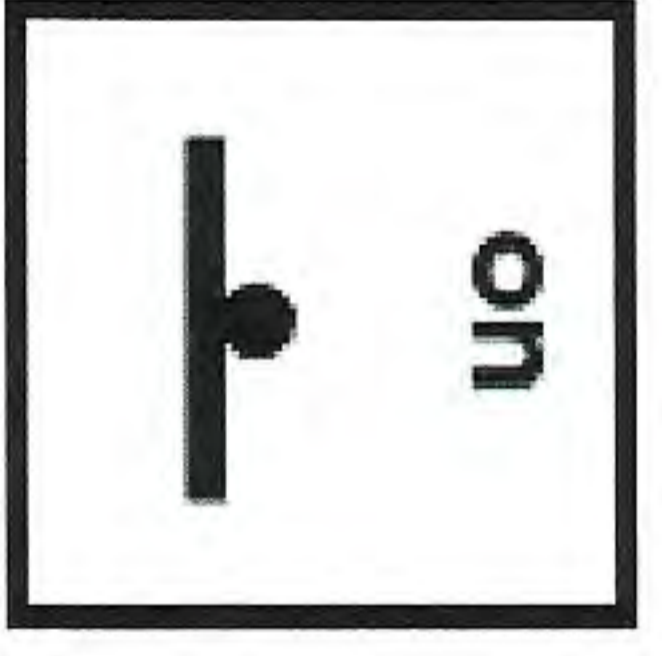
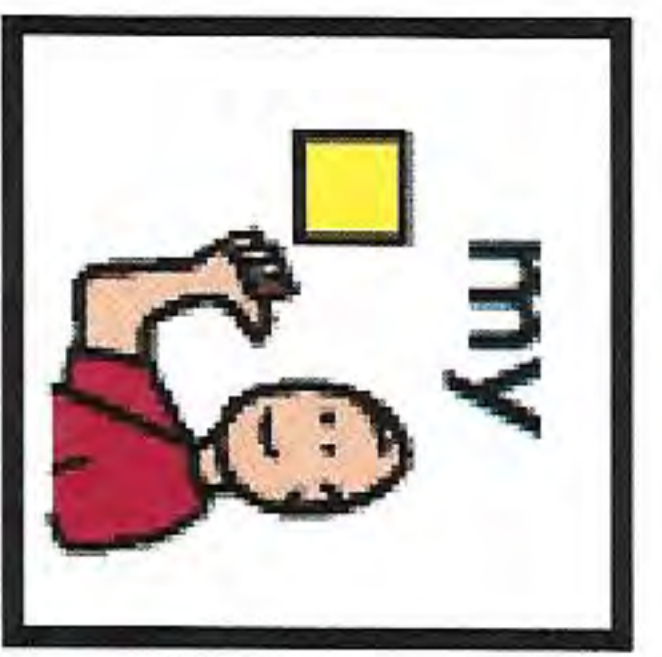
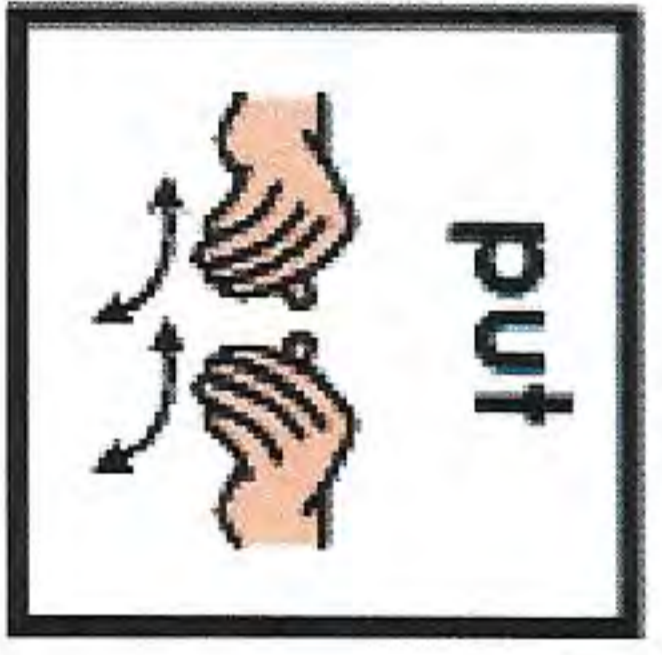
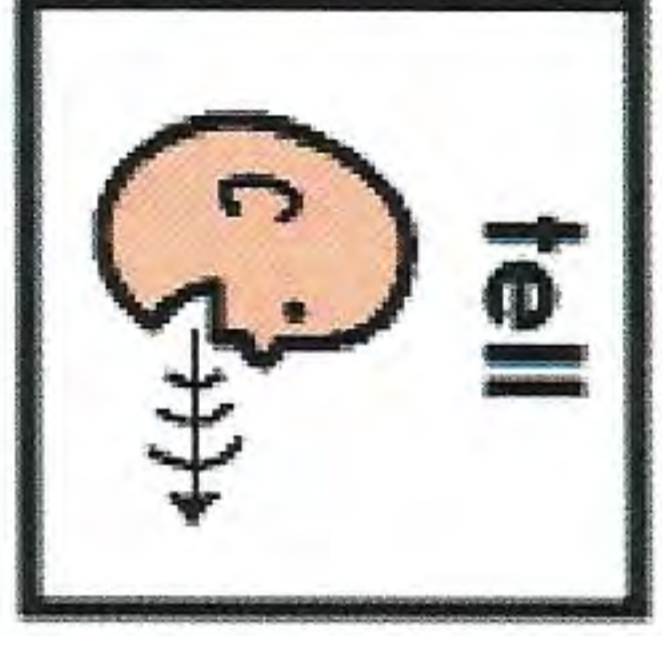
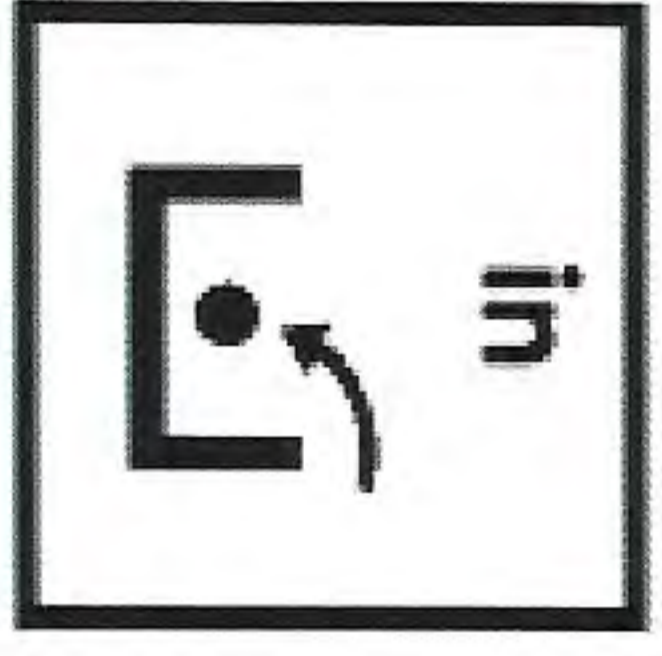
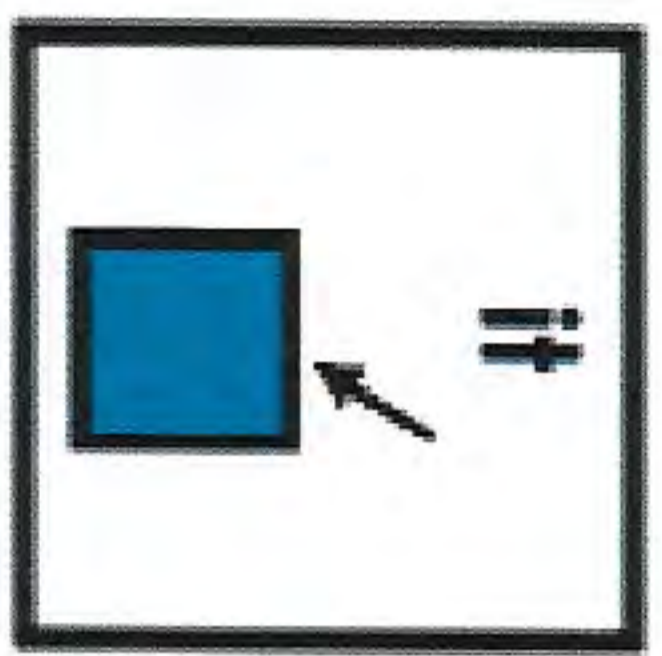
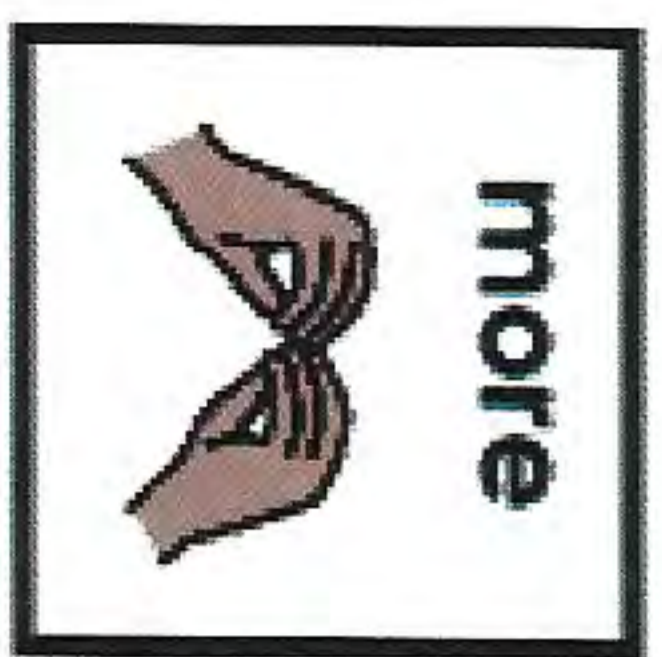
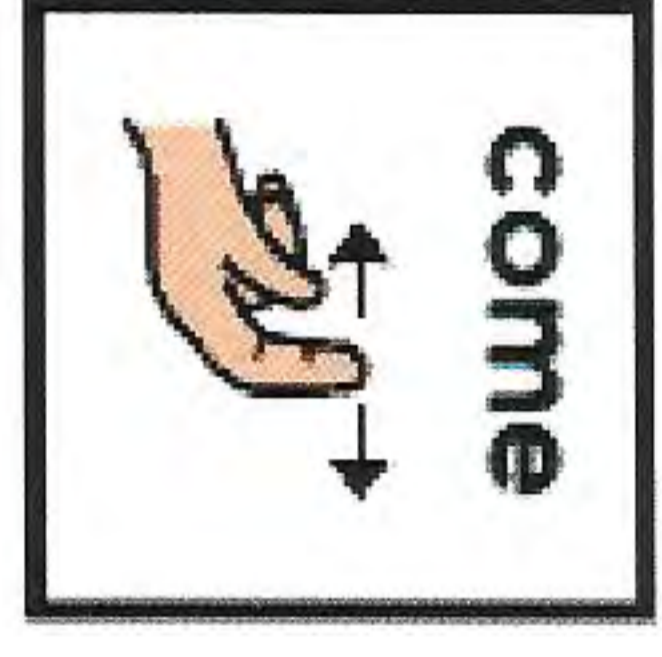
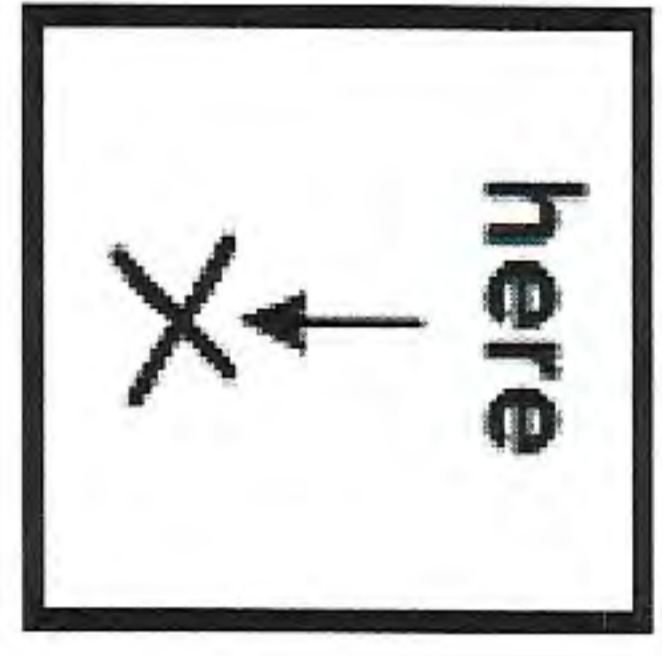
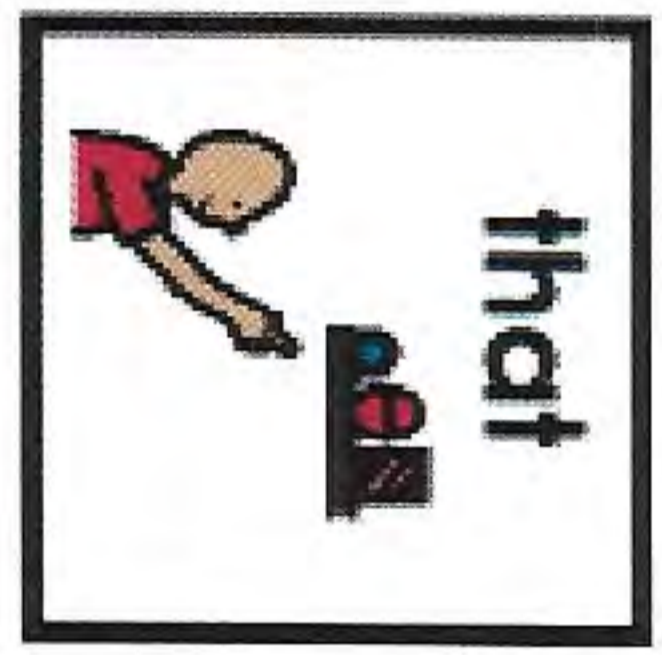
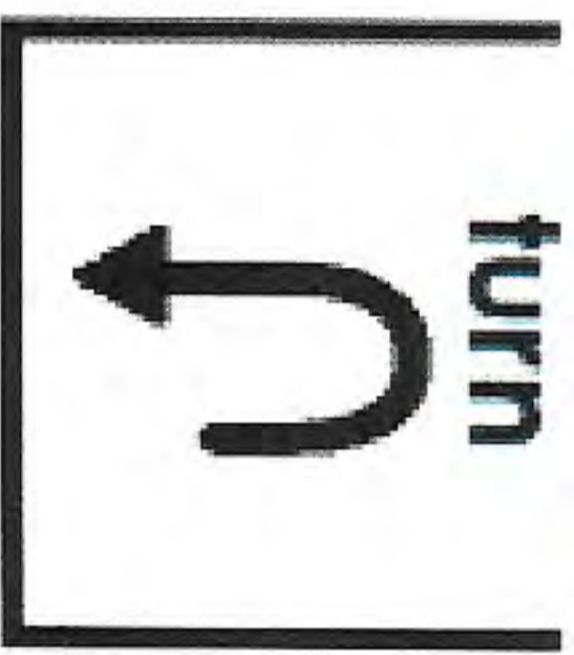
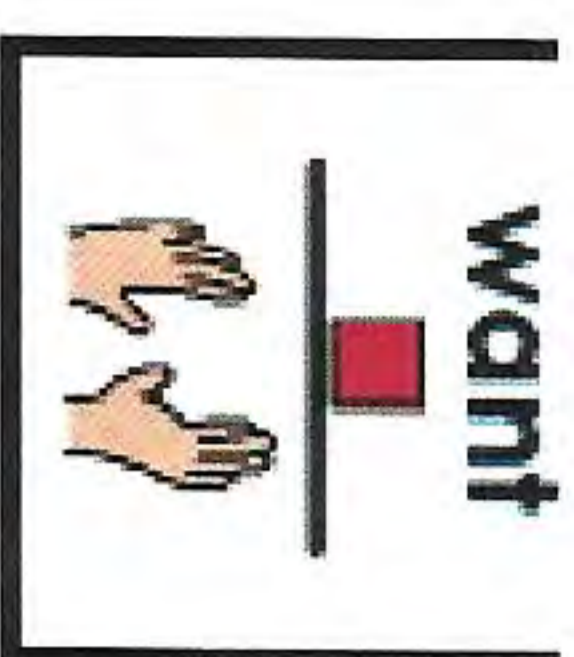
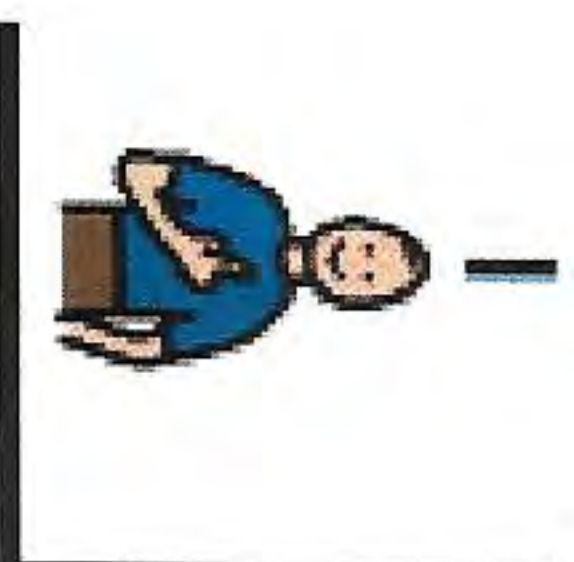


**Directions:**

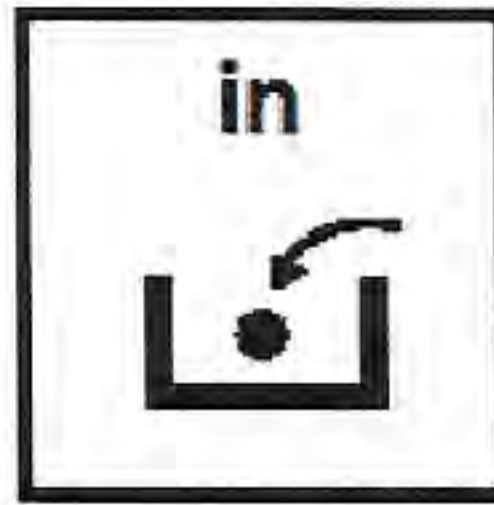
Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).











<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Put it in</li> <li>● Is it in?</li> <li>● Get in</li> <li>● Let's go in!</li> <li>● It's in.</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Put in toys, puzzles, shape sorter</li> <li>● Take photos of people/toys/objects in/out of things then talk about them later (in/out of car, box, bowl, etc)</li> <li>● Pop up pirate, pop the pig, hungry hippos, connect 4, stacking cups</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● I'm in!</li> <li>● Come in</li> <li>● Are you in? Or out?</li> <li>● Monkey in the middle.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <p>Search for "in" books on <a href="http://tarheelreader.org">tarheelreader.org</a></p> <ul style="list-style-type: none"> <li>● Sheep in a jeep</li> <li>● Fox in Socks</li> <li>● There's a Wocket in my Pocket</li> <li>● In/Out google book: <a href="http://books.google.com">books.google.com</a></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Put your lunch in the bin</li> <li>● Put your book in your desk.</li> <li>● List words that rhyme with "in"</li> <li>● in/out preposition work</li> <li>● Search Teachers Pay Teachers for "in/out" worksheets.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Hokey pokey</li> <li>● Hide and Seek</li> <li>● Play Ten in the Bed</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Hokey Pokey</li> <li>● First time in forever (Frozen-Anna)</li> <li>● Ten in the Bed</li> <li>● Weather Song -dr jean</li> <li>● Color farm - dr jean</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● What is it?</li> <li>● Is that it?</li> <li>● It is in.</li> <li>● It is here.</li> <li>● It is good!</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Is it cold/hot?</li> <li>● Is it on/off/in, etc?</li> <li>● Where is it game? (hide toys)</li> </ul>	<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Bring attention to actions at recess (ie, who is swinging? "he is.", who is jumping?- "she is.")</li> <li>● Play "London bridge is falling down"</li> </ul>
<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Is it your turn?</li> <li>● Ask "is it time for? questions</li> <li>● Question of the day i.e. "Is your hair brown?"</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Who is here today?</li> <li>● What day is it?</li> <li>● What is your name?</li> </ul>
<p style="text-align: center;"><u>Reading:</u></p> <ul style="list-style-type: none"> <li>● <u>My Truck is Stuck</u></li> <li>● <u>Spring is Here</u> spring is here <a href="https://youtu.be/DobrRgD5aOU">https://youtu.be/DobrRgD5aOU</a></li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● This is the way we...</li> <li>● My Mother Is a Baker</li> <li>● Where is thumkin?</li> <li>● Today is Sunday</li> </ul>



**what**  
?

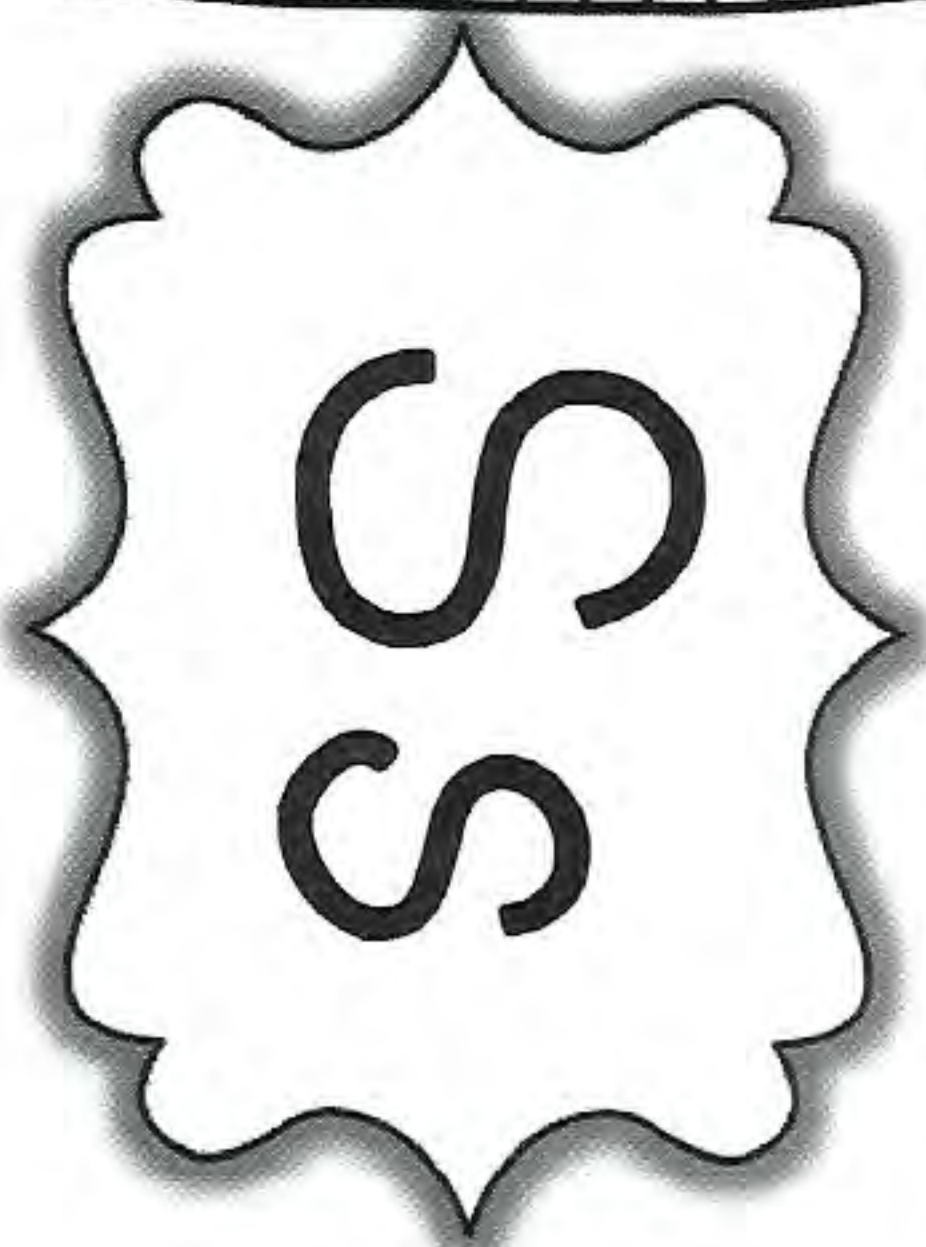
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Question</li> <li>● Comment</li> <li>● Exclaim</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● What is it?</li> <li>● What do you want?</li> <li>● What do you want?</li> <li>● What's in there?</li> <li>● I like what you do.</li> <li>● Tell me what!</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Scavenger hunt around school "what did you find/what is it?"</li> <li>● Nature walk "what did you find/what is it?"</li> <li>● Surprise box (beans, sand, rice)- "What is it?"</li> <li>● "What's under" game- hide an item under other items on felt board</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● What's in your lunch box/backpack</li> <li>● What's your favorite....?</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www.tarheelreader.org</a> for your "what" books</li> <li>● <u>What do you do with a kangaroo</u></li> <li>● <u>What will we do with the boo hoo baby?</u></li> <li>● <u>Brown Bear books</u></li> <li>● <u>Mouse's First Summer</u></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● What day is it?</li> <li>● What did you do?</li> <li>● Question of the day,</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● "What time is it Mr. Fox?"</li> <li>● Hokey pokey</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● What does the fox say (kidz bop)</li> <li>● What I am (sesame street)</li> <li>● That's what makes you beautiful -One Direction</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Where is it?</li> <li>● Where are you?</li> <li>● Where did he go?</li> <li>● Where did you put it?</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Where's Waldo or some equivalent?</li> <li>● Prepositions-Where is it?</li> <li>● Spot It game (Where is the?)</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Where is your coat?</li> <li>● Where is (person)?</li> <li>● Where have you been?</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <p>Search tarheel.org for "where" books</p> <ul style="list-style-type: none"> <li>● <u>Where is the Green Sheep?</u></li> <li>● <u>Where's Spot</u></li> <li>● <u>Bear on a Bike, by Stella Blackstone</u></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Where are you going in the school?</li> <li>● Where did you go on vacation?</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Hide and Seek</li> <li>● Scavenger hunt (where next?)</li> <li>● Where game on playground (kids go to place...where did they go?)</li> <li>● Parachute (kids go under it) with Where or Where song.</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Where is thumbkin</li> <li>● Daddy finger where are you</li> <li>● Somewhere out there</li> <li>● Scooby Doo Where Are you?</li> <li>● Where oh where has my little dog gone?</li> </ul>

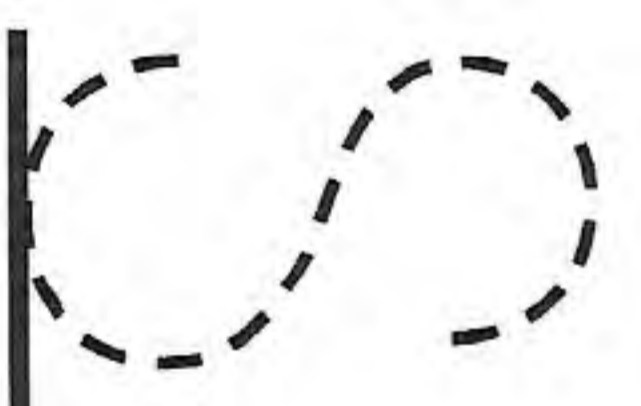
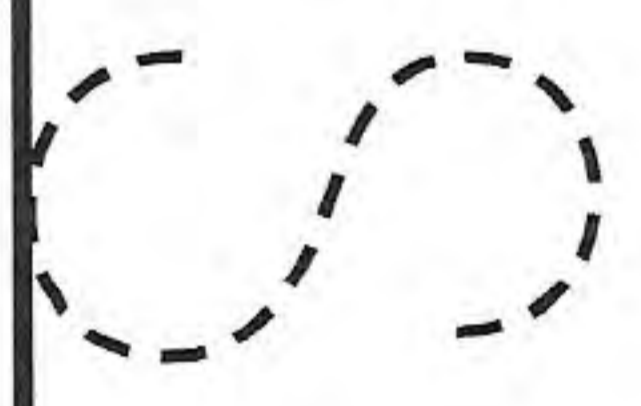
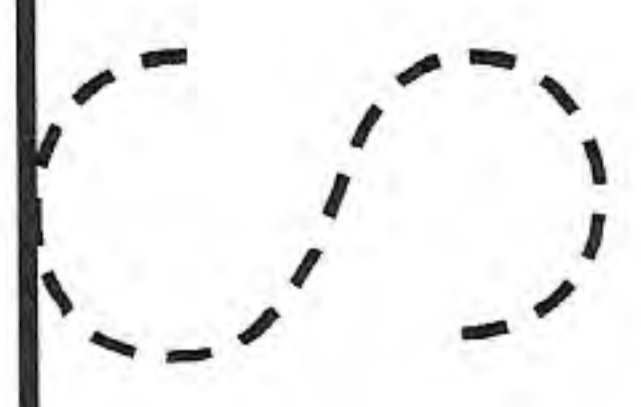
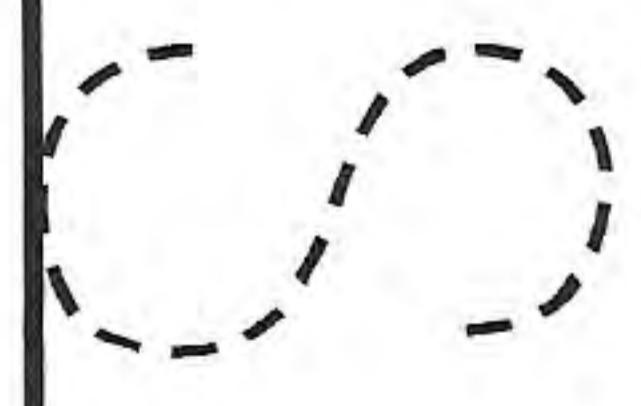



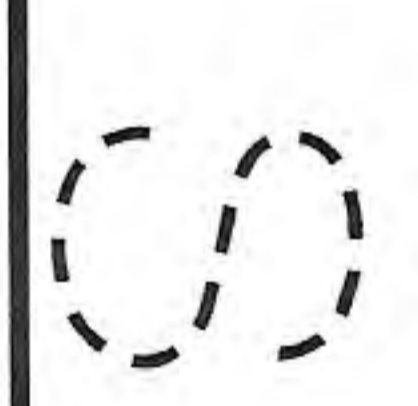
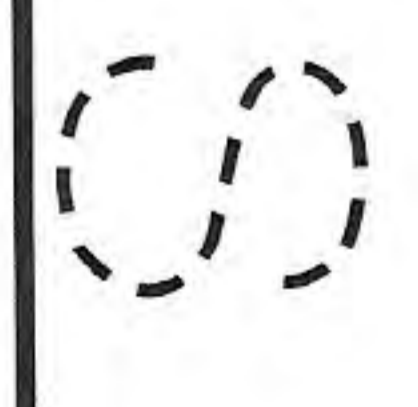
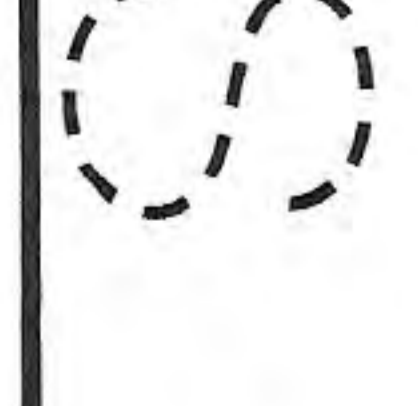


# Ss Highlight-a-Letter!

Highlight the letters Ss. Then trace and write the letters.

H	S	J	C
S	X	S	B
s	P	S	S
Z	S	C	s



S

T

S

S  
S

h

S

l

S

R

R

S

S

S

S

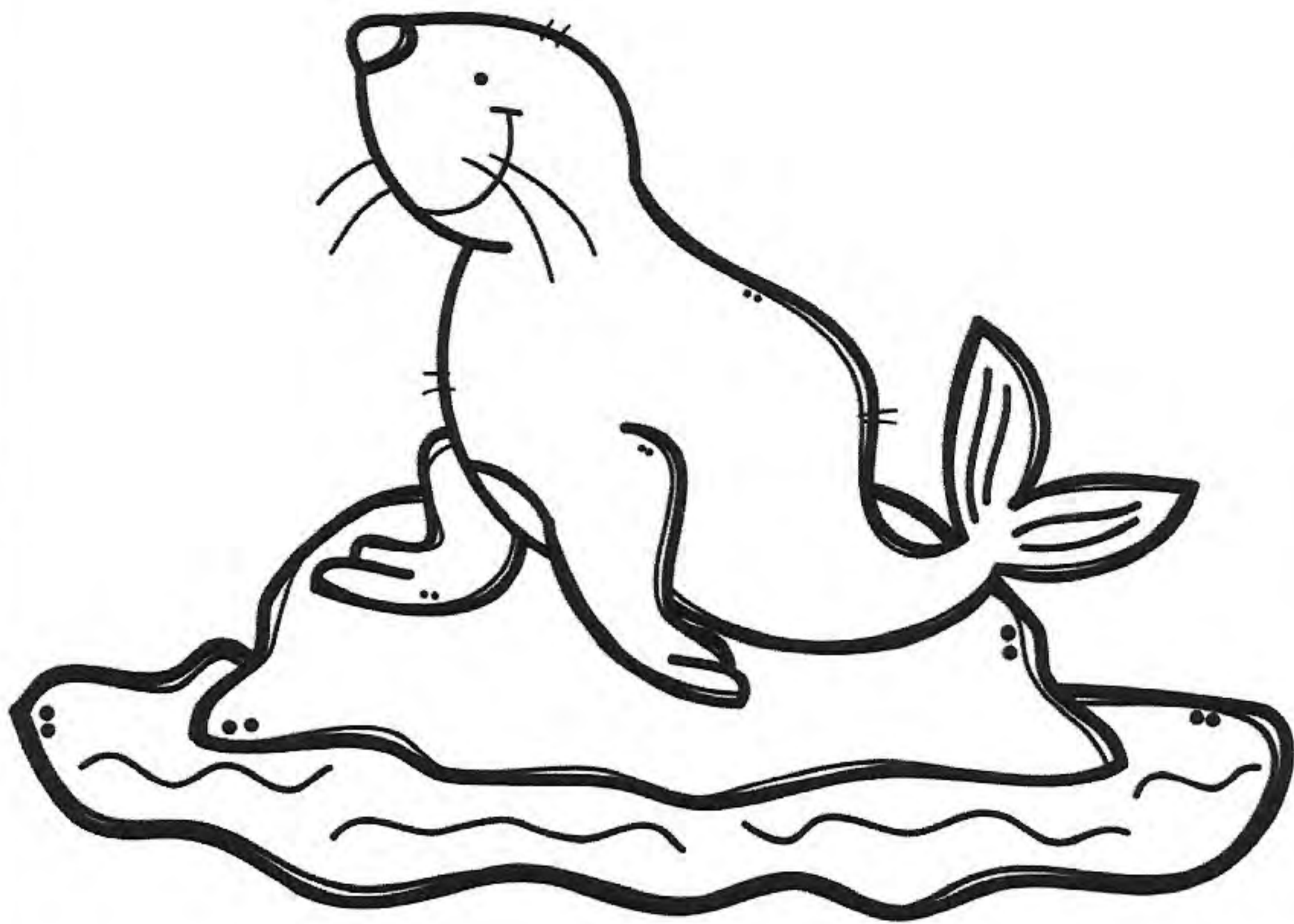
S

S



Name: \_\_\_\_\_

Date: \_\_\_\_\_



S

S

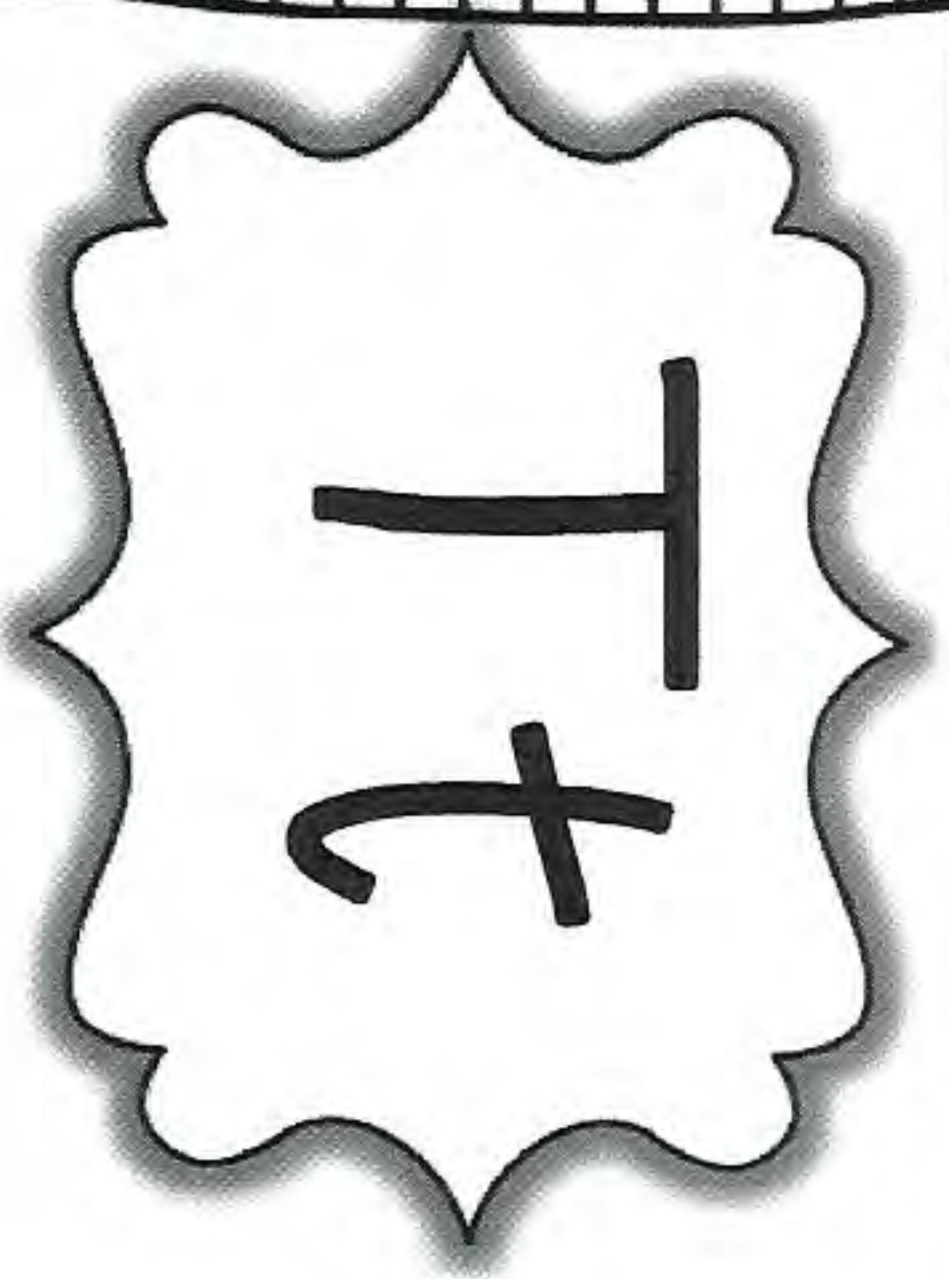
S s



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s	s	s	S	S
s	S	s	S	S





# Highlight -a- Letter!

Highlight the letters T+. Then trace and write the letters.

T	T	h	W
C	T	a	g
t	g	t	t
T	g	T	A

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Tt

t

T

+

+

r

a

+

r

R

H

X

T

T

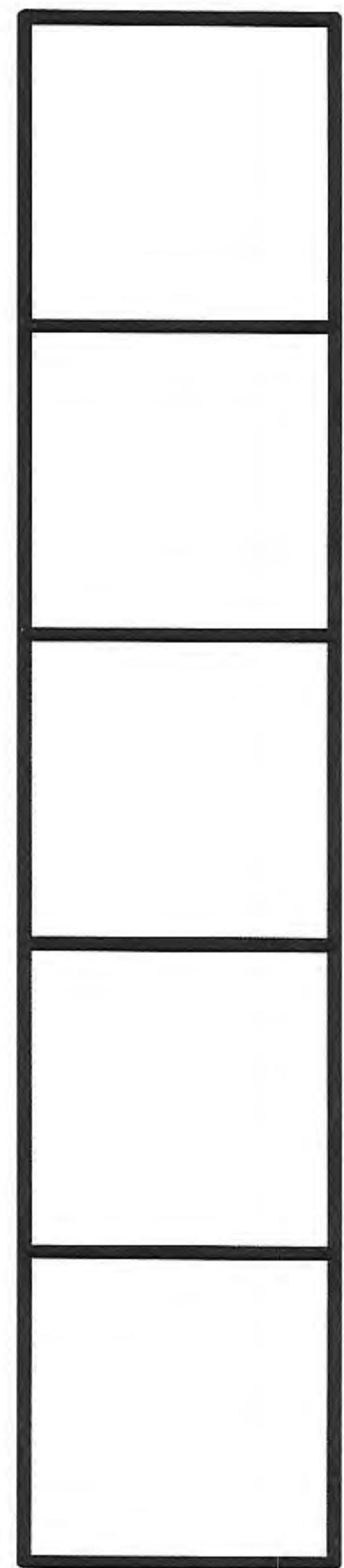
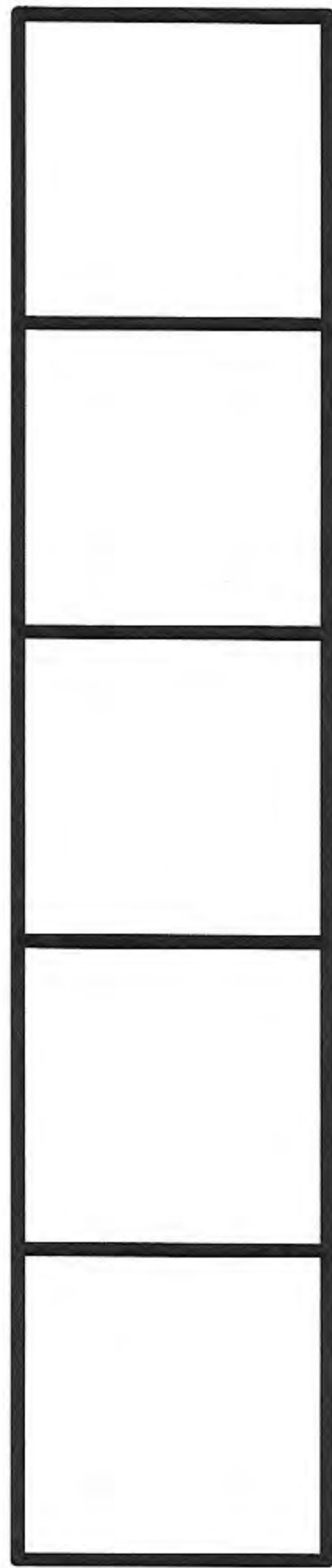
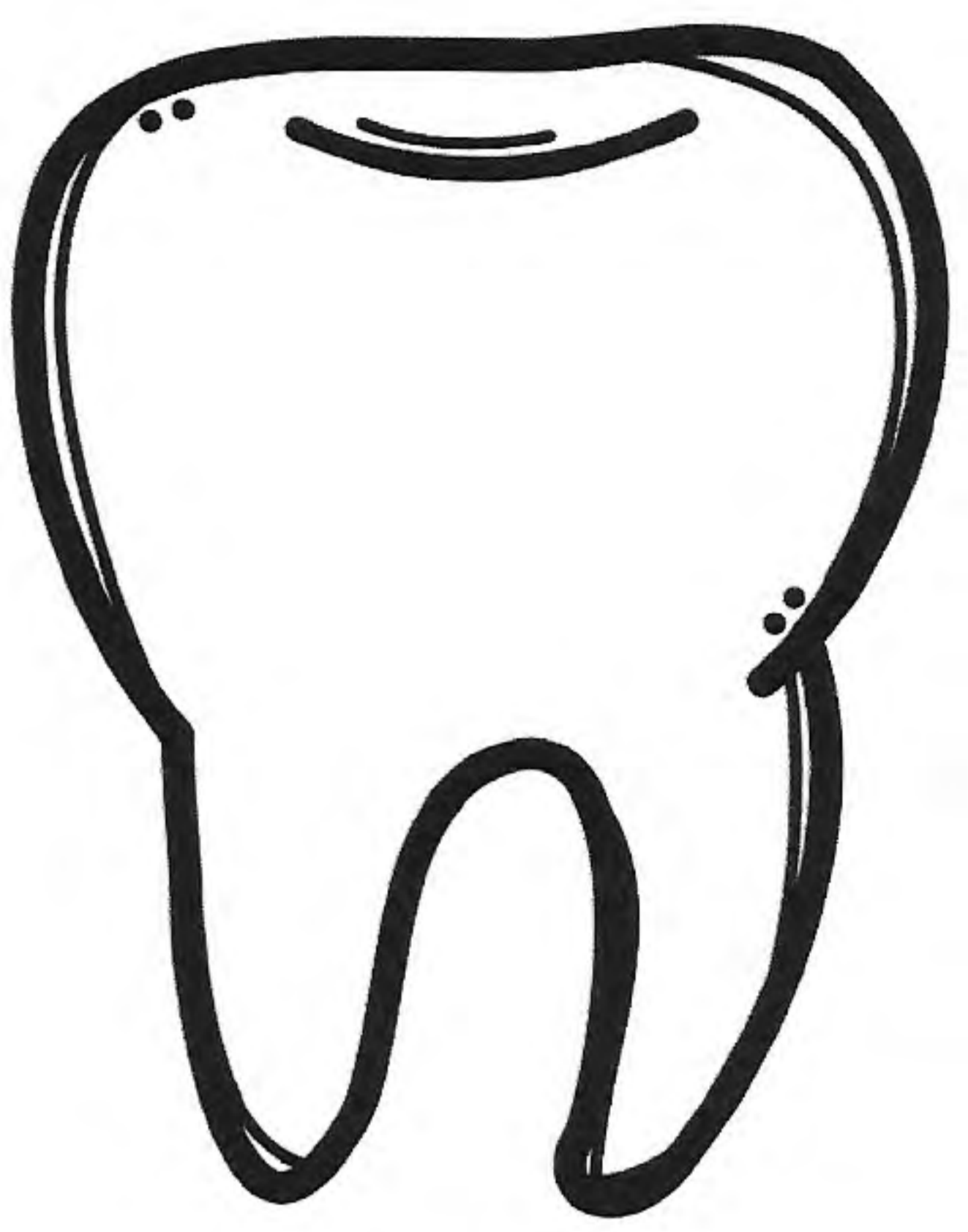
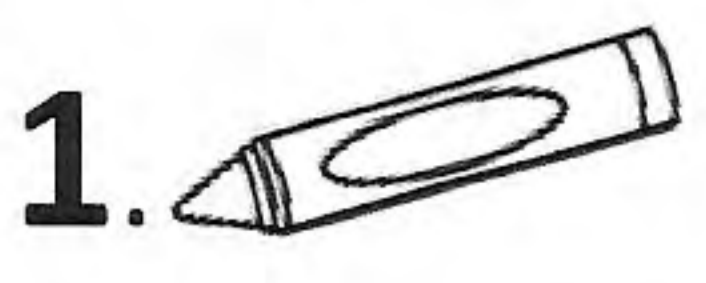
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I

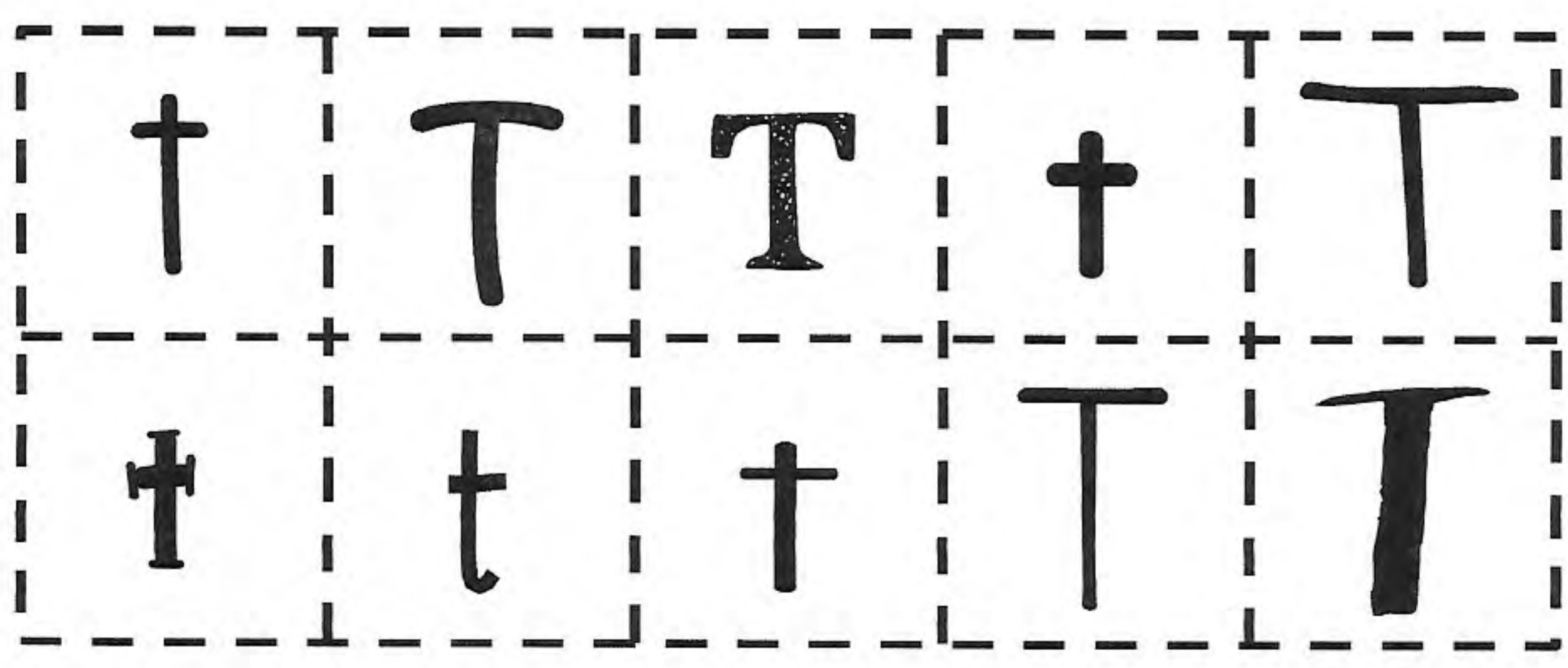


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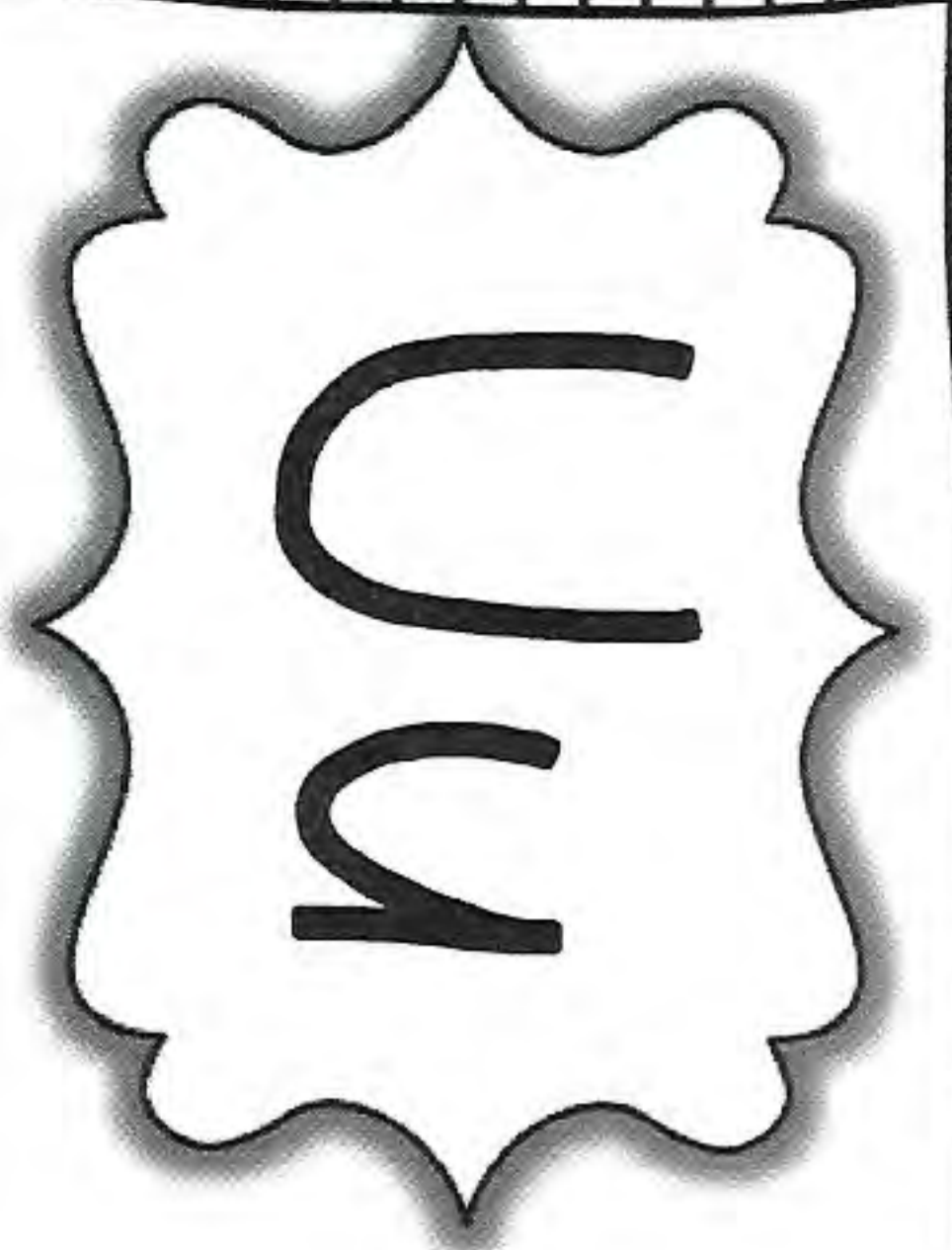
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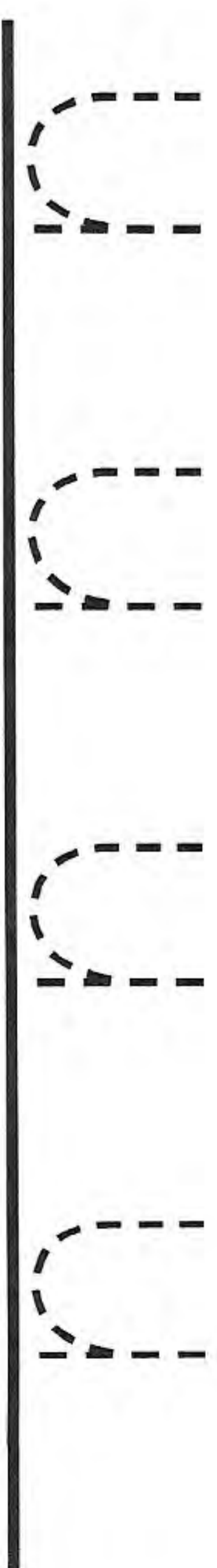
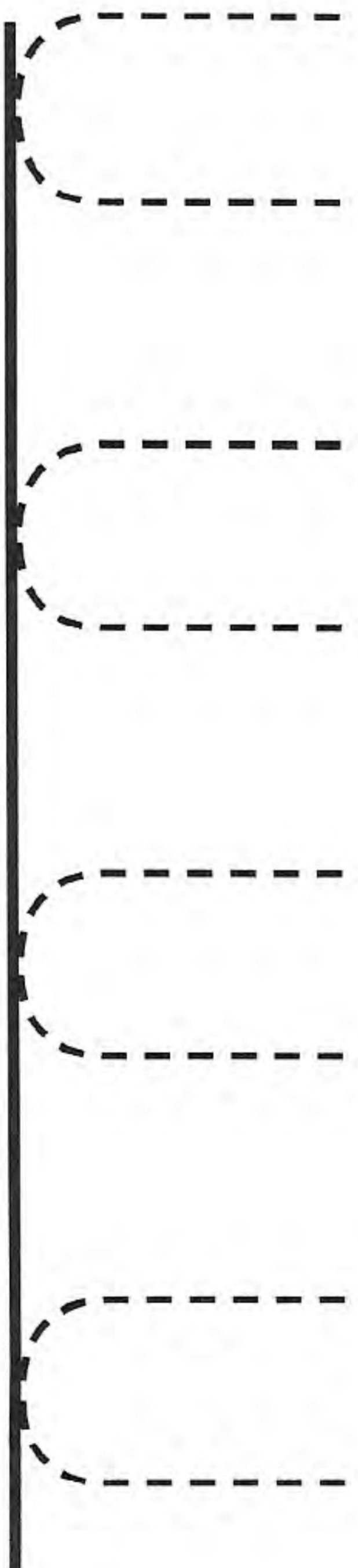




# Uu Highlight-a-Letter!

Highlight the letters Uu. Then trace and write the letters.

N	U	u	U
U	X	u	o
u	g	j	U
H	I	C	u





Uu

S

T

U

u

U

E

r

r

R

U

U

U

U

U

I



Name: \_\_\_\_\_

Date: \_\_\_\_\_



U

u

U u



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u	u	u	u	U
U	U	U	u	U



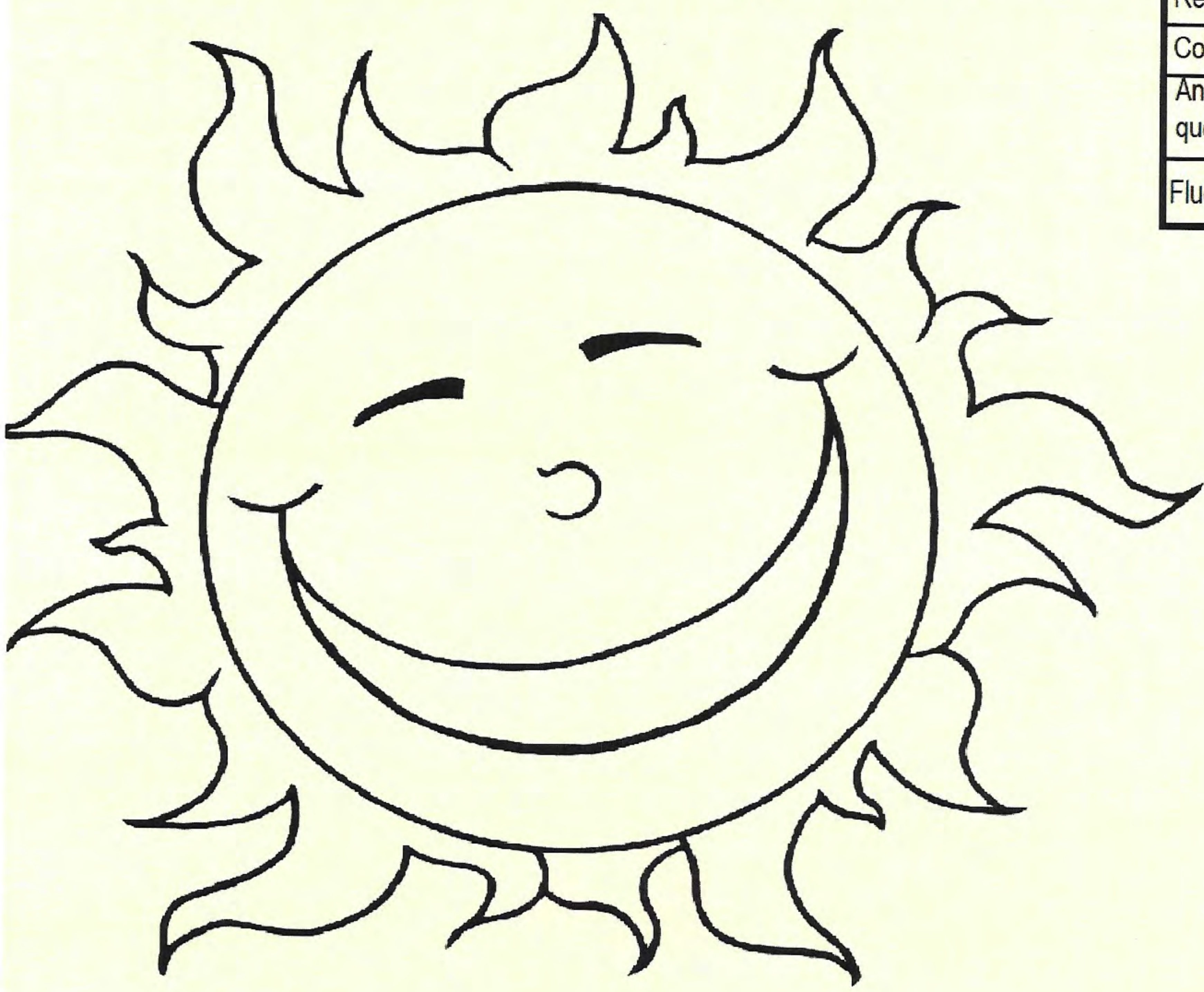
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

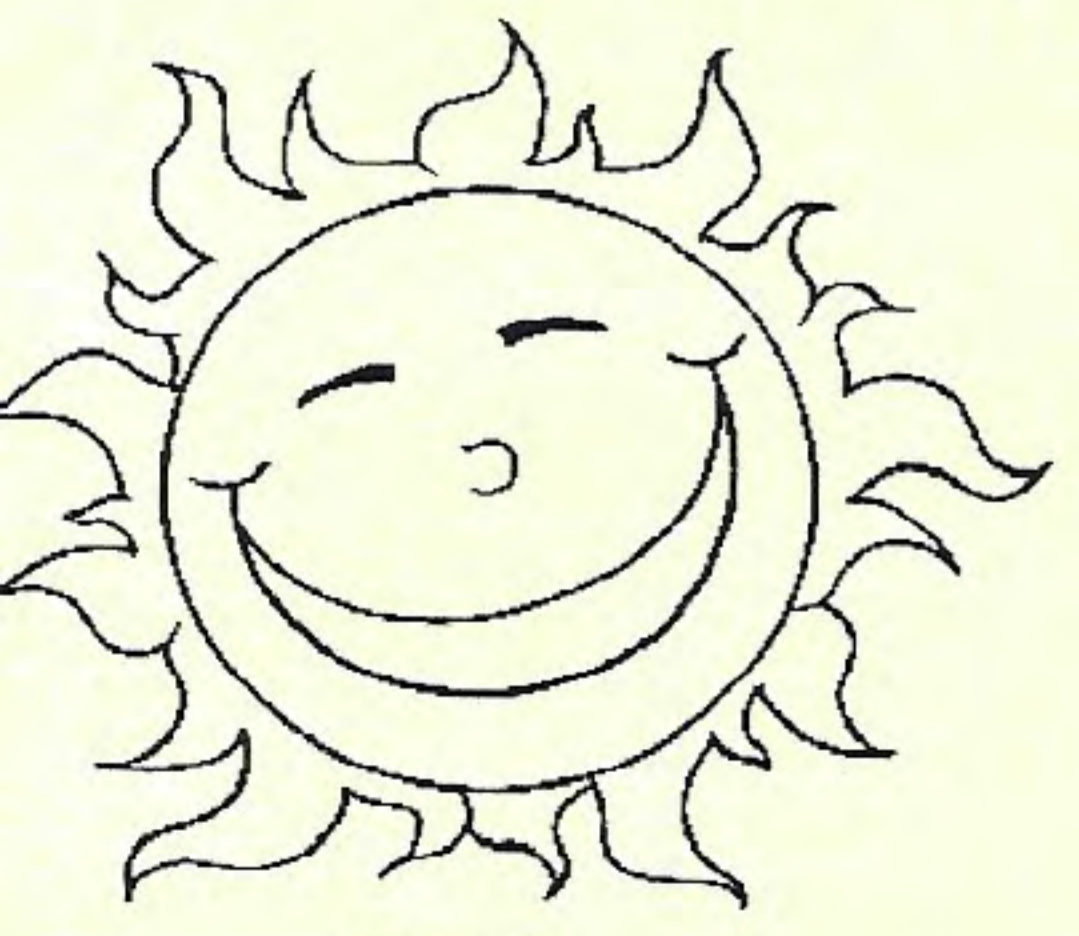
**Data Collection**

Reads # words.	/8
Colors sun yellow.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

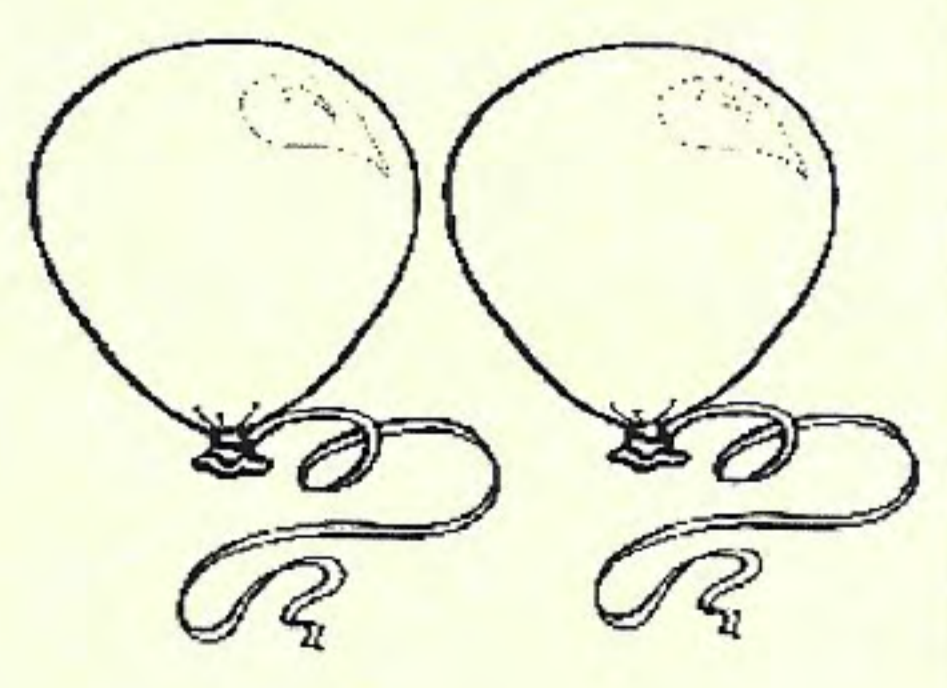


I see the sun.  
The sun is yellow.

What do you see?

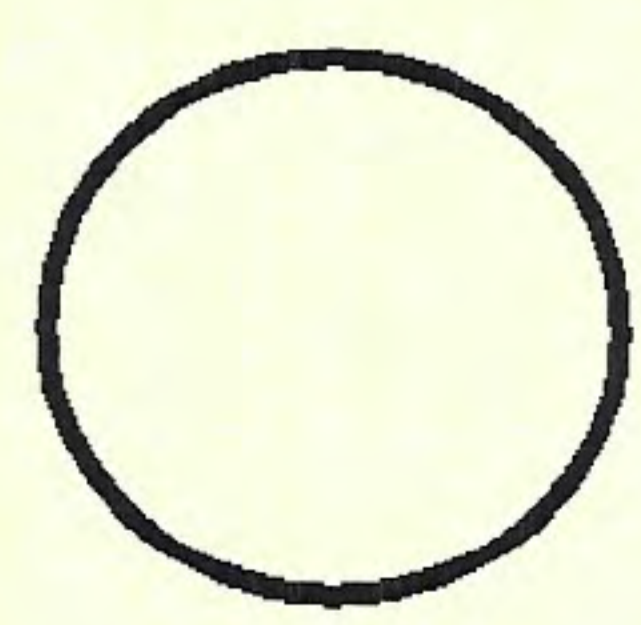


sun

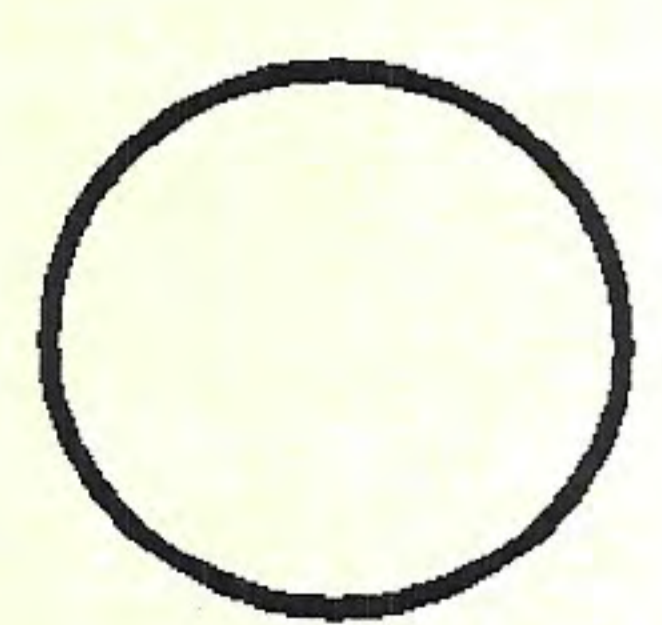


balloons

What color is the sun?



yellow



pink



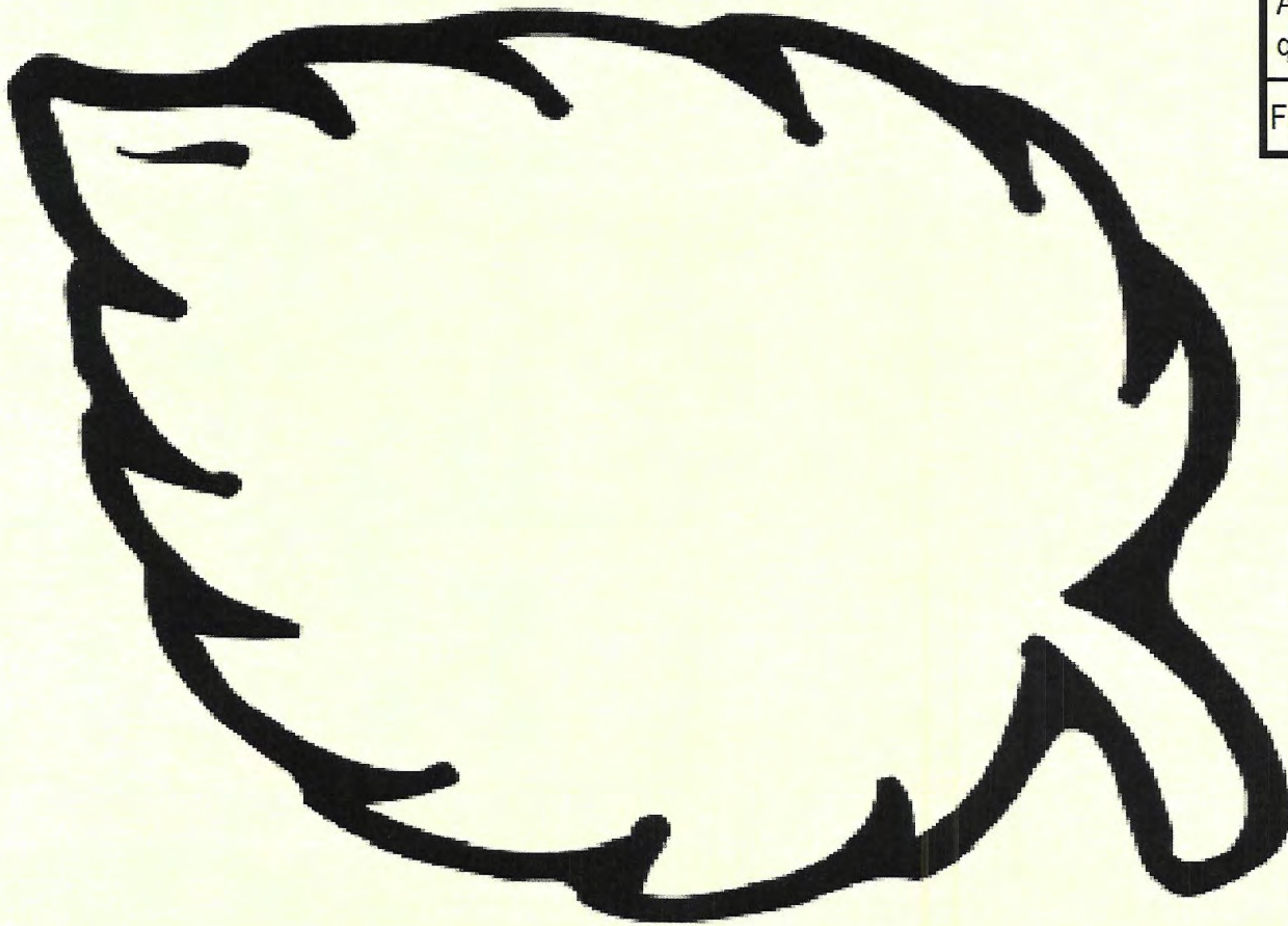
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

Reads # words.	/8
Colors leaf green.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

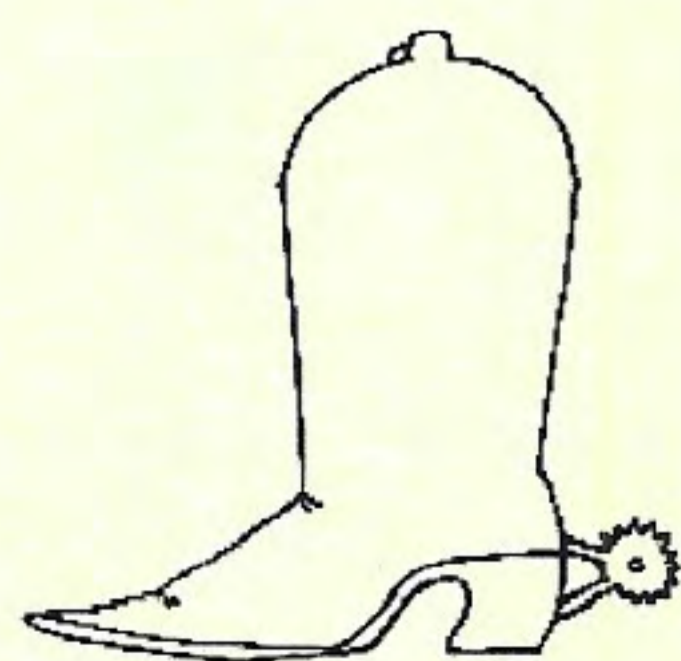


I see a leaf.  
The leaf is green.

What do you see?

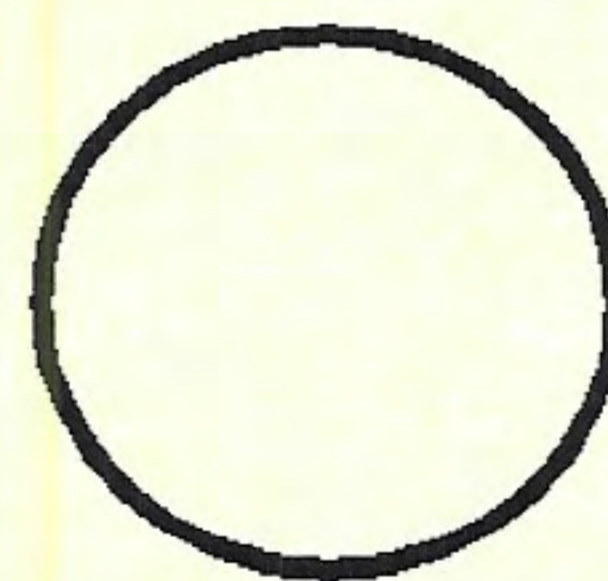


leaf

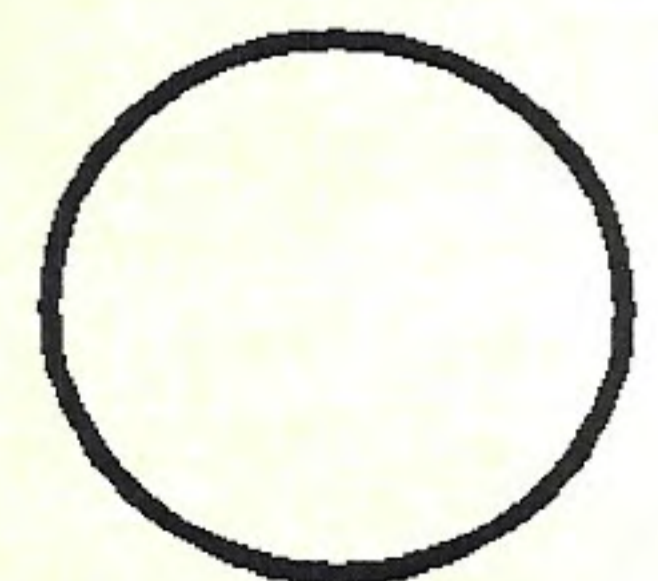


boot

What color is the leaf?



green



brown



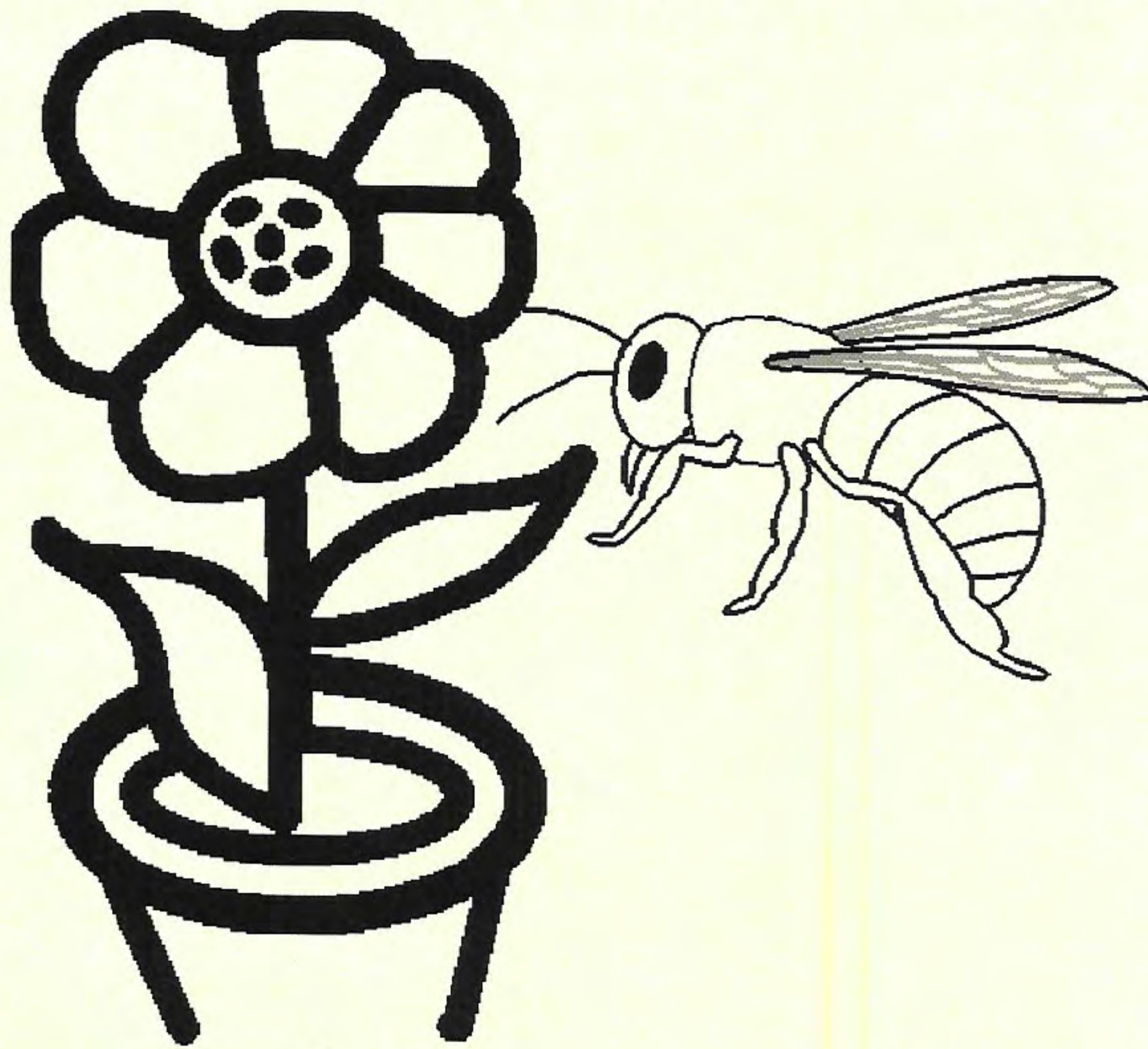
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

Reads # words.	/21
Colors flower red..	yes / no
Answers questions.	/3
Fluency	Emerging / Mastered

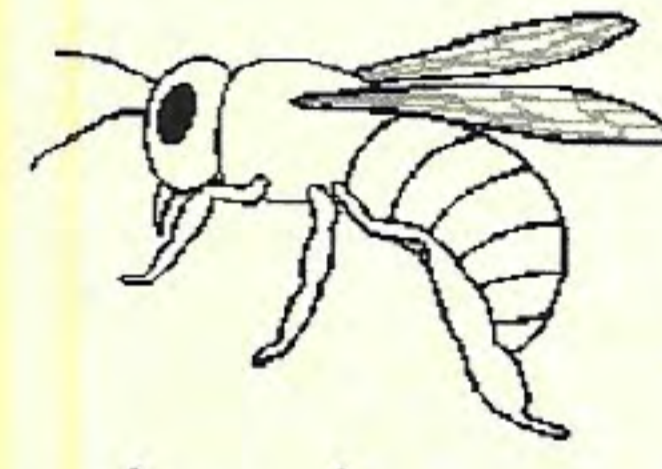


I see a red flower. I see a bee.  
The bee will look at the flower.  
The bee will fly away.

What do you see?



flower and a bee

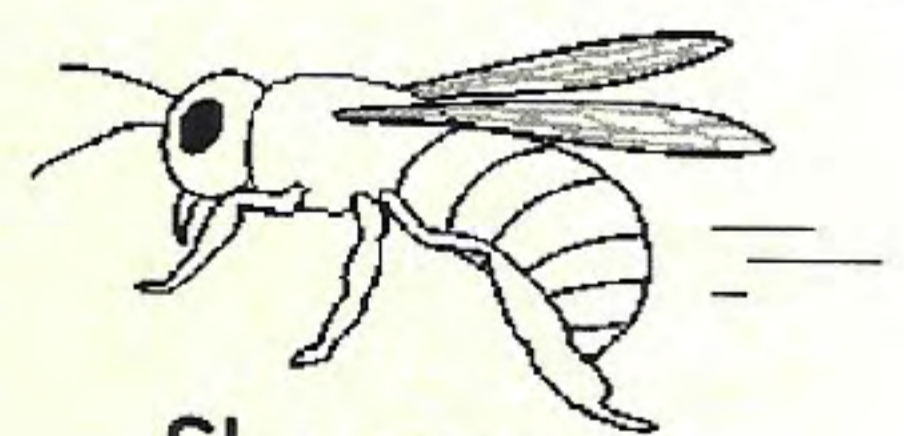


teddy bear

What will the bee do?



land on the flower

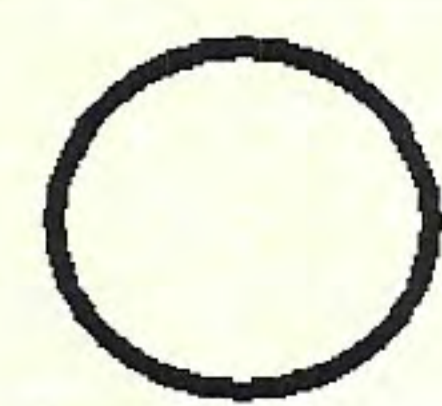


fly away

What color is the flower?



red



brown



Name: \_\_\_\_\_

# Count to 100

			4			7			10
	12		14	15		17		19	
21		23	24			27	28		
	32		34		36	37	38	39	40
41		43	44		46				50
51	52			55			58	59	
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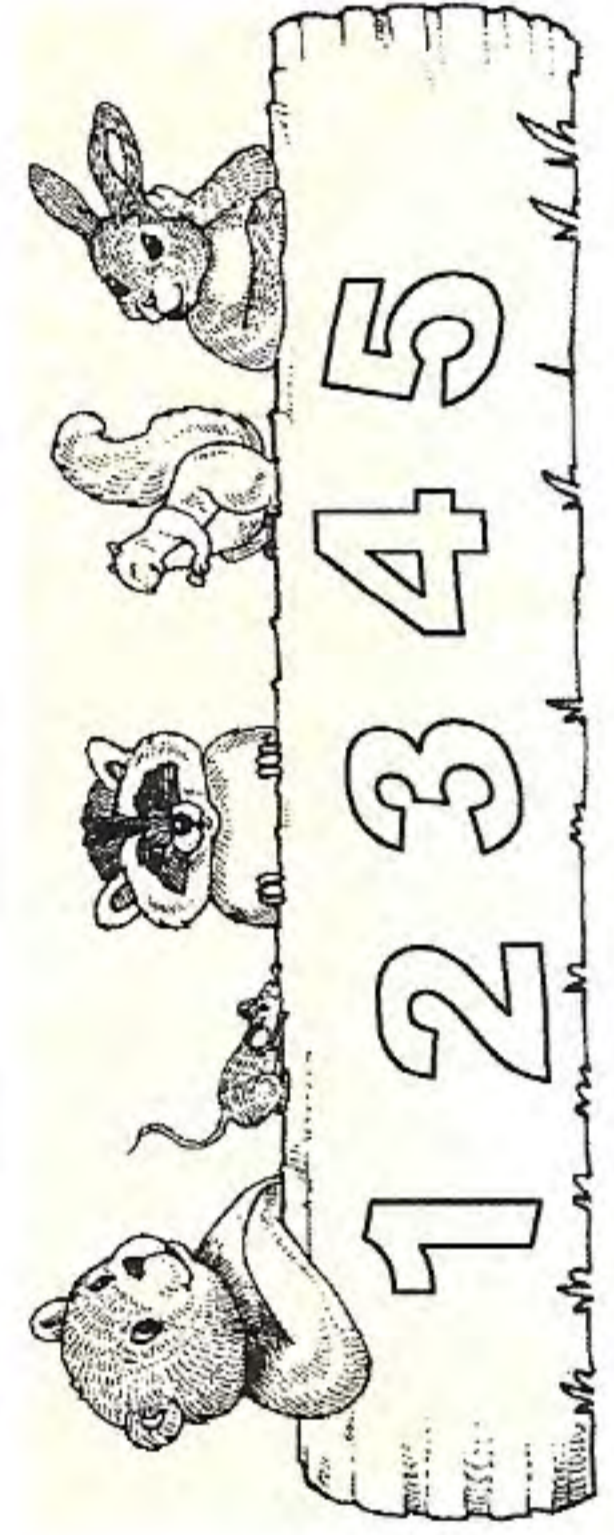
Count to 100 by ones.



Fill in the missing numbers.

### Addition Number Chart

<b>+</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>1</b>	2							9		
<b>2</b>		4		6						
<b>3</b>					8	9				
<b>4</b>				8						14
<b>5</b>		7			10					
<b>6</b>			9					14		
<b>7</b>				11			14			
<b>8</b>	9							16		
<b>9</b>					14				18	
<b>10</b>		12								20

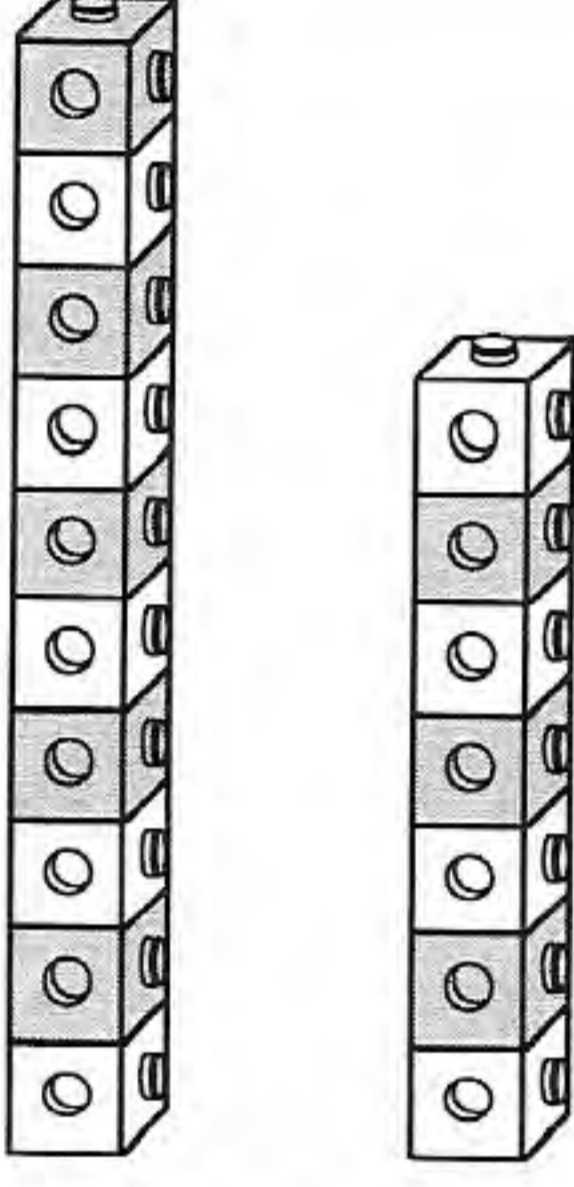
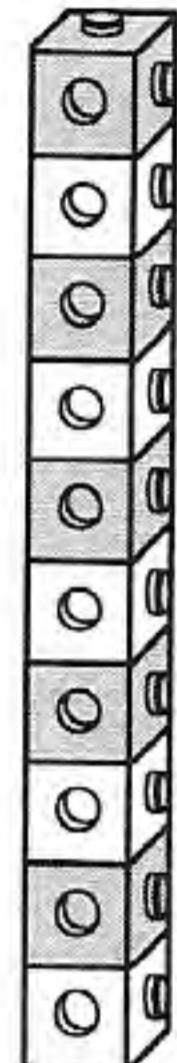

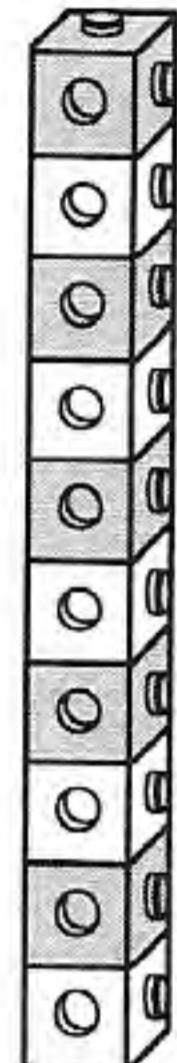

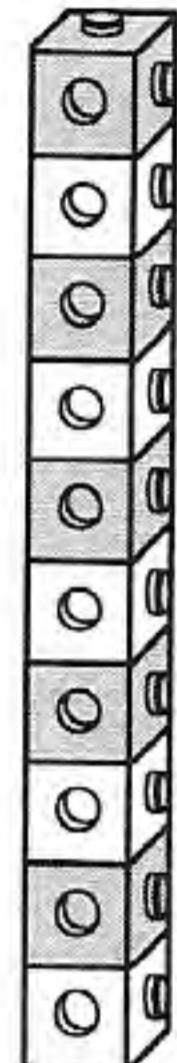





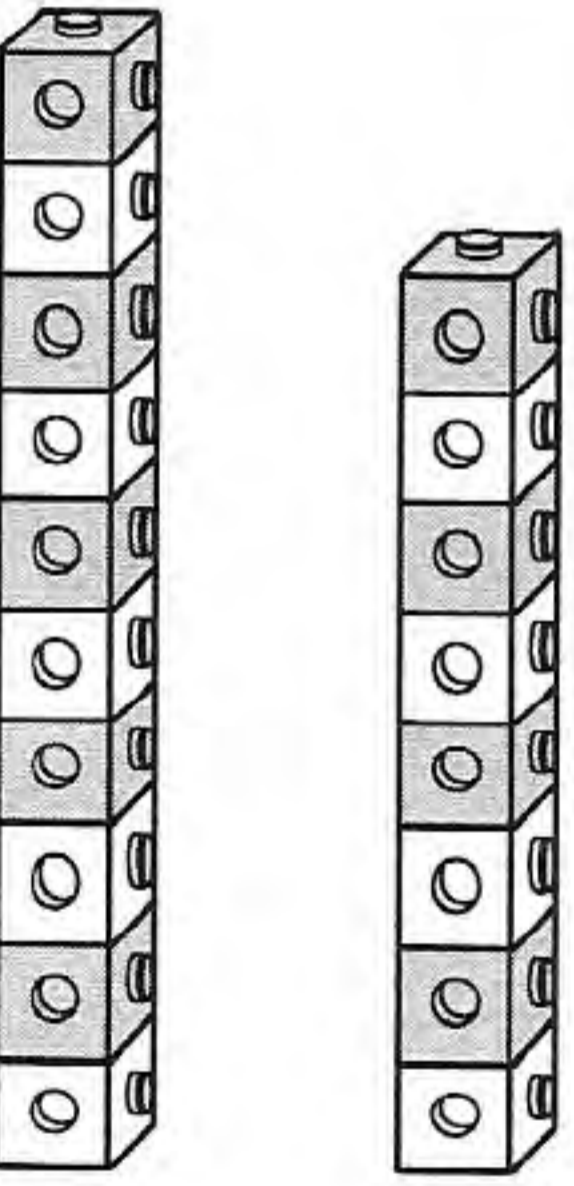
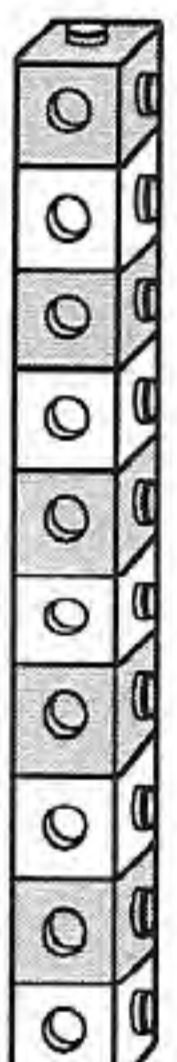

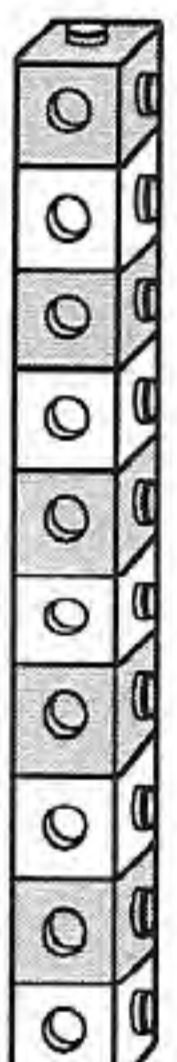

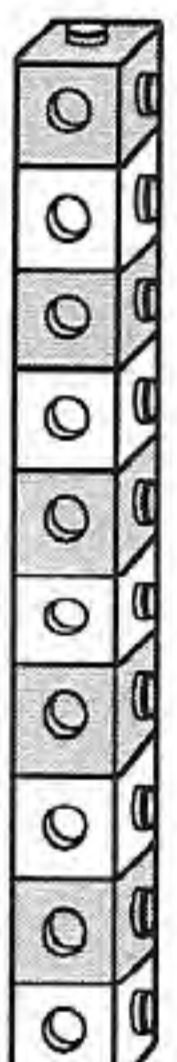



Name \_\_\_\_\_

10 11 12 13 14 15 16 17 18 19 20

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tens	ones											
1	7											

17

	=	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">tens</th> <th style="width: 50%;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> </tbody> </table>	tens	ones			=	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">tens</th> <th style="width: 50%;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">1</td> <td style="text-align: center; vertical-align: middle;">8</td> </tr> </tbody> </table>	tens	ones	1	8
tens	ones											
												
tens	ones											
1	8											

18



Name \_\_\_\_\_

**Directions:** Count by tens to find the value of dimes. Then write the total worth of the dimes in each row.



10¢   20¢   30¢   40¢   \_\_\_\_\_ ¢   \_\_\_\_\_ ¢   \_\_\_\_\_ ¢   \_\_\_\_\_ ¢

\$.10   \$.20   \$.30   \$.40   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

8 dimes are worth 80¢ or \$.80.



5 dimes are worth \_\_\_\_\_ or \_\_\_\_\_.



6 dimes are worth \_\_\_\_\_ or \_\_\_\_\_.

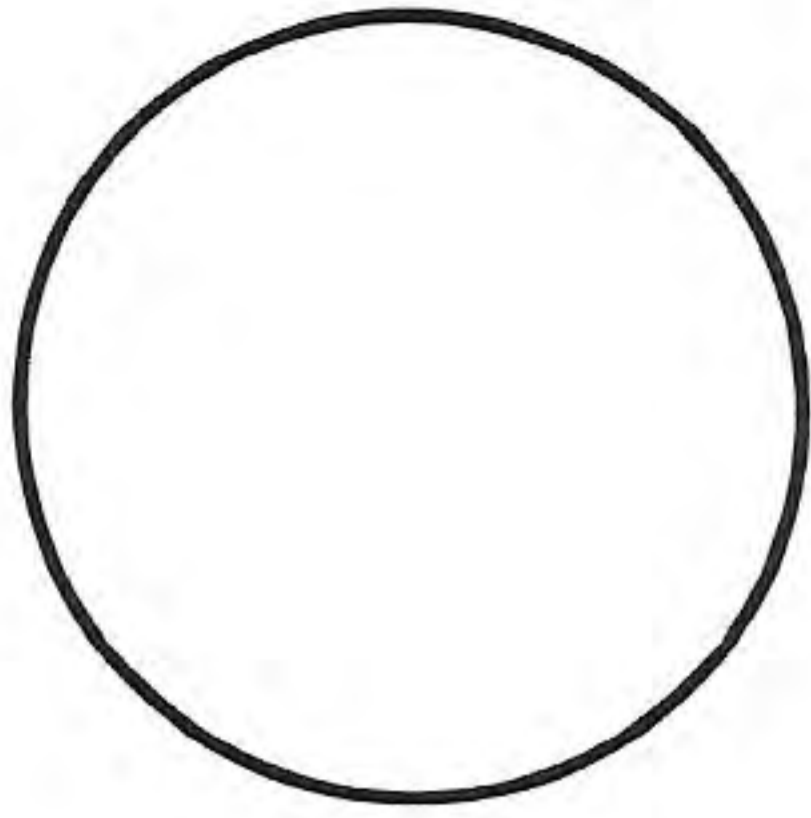


7 dimes are worth \_\_\_\_\_ or \_\_\_\_\_.





Name \_\_\_\_\_

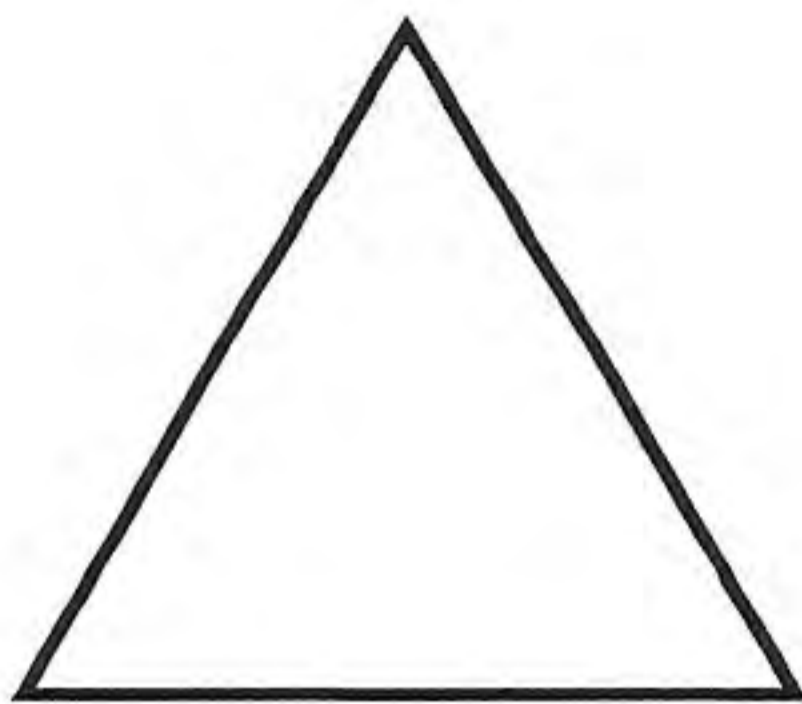


1 edge

True

0 corners

False

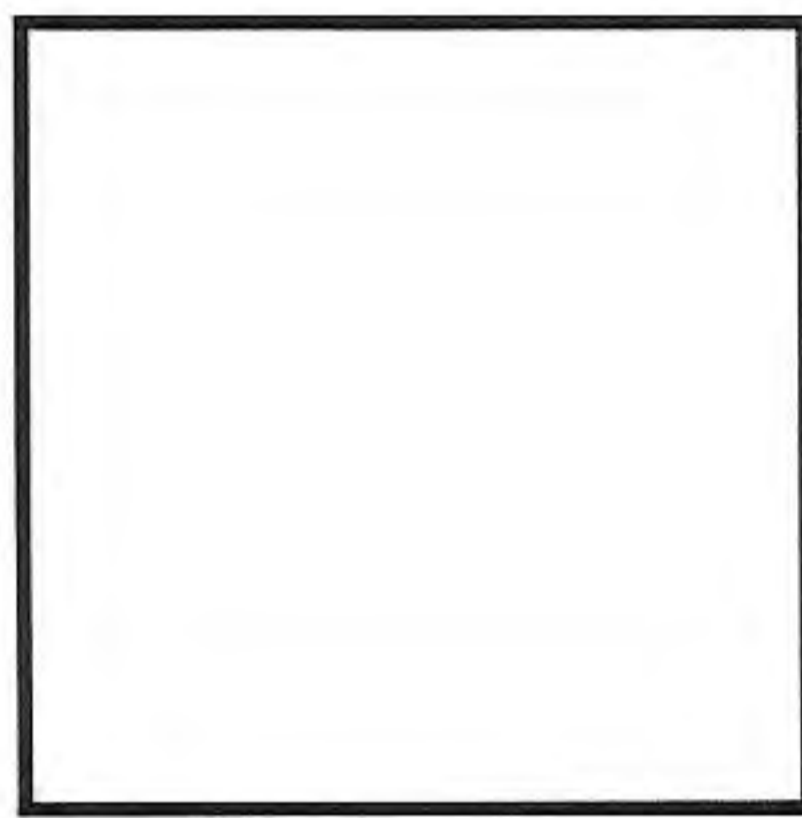


3 equal edges

True

4 equal corners

False

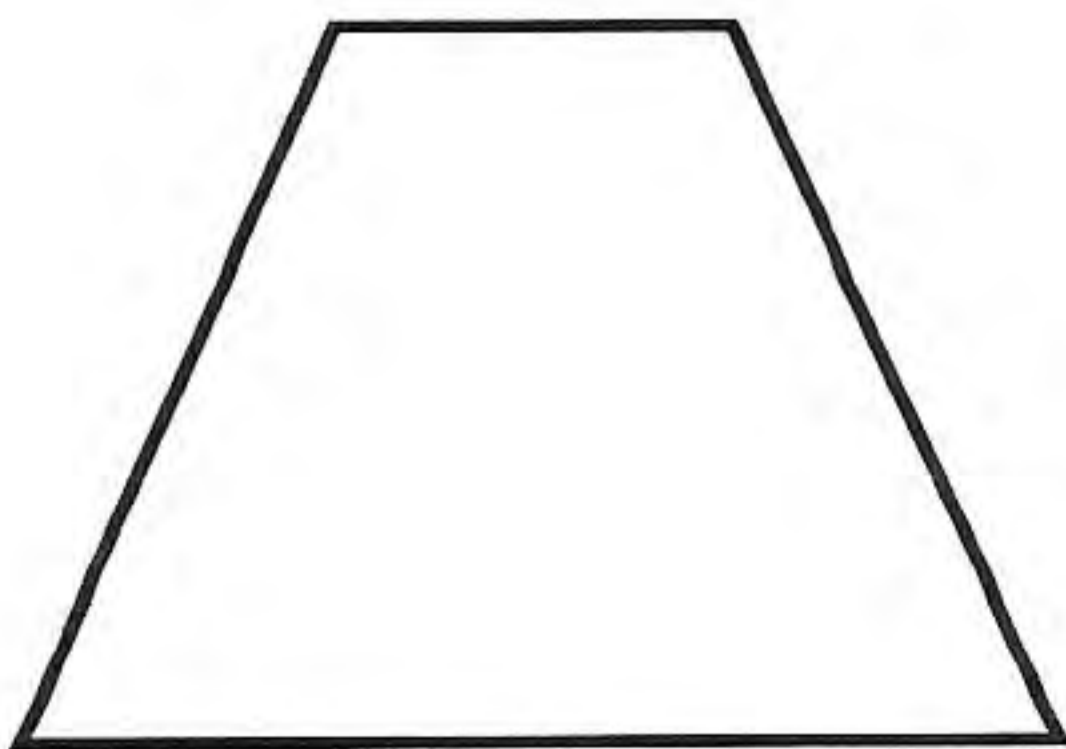


4 equal edges

True

4 square corners

False



4 edges

True

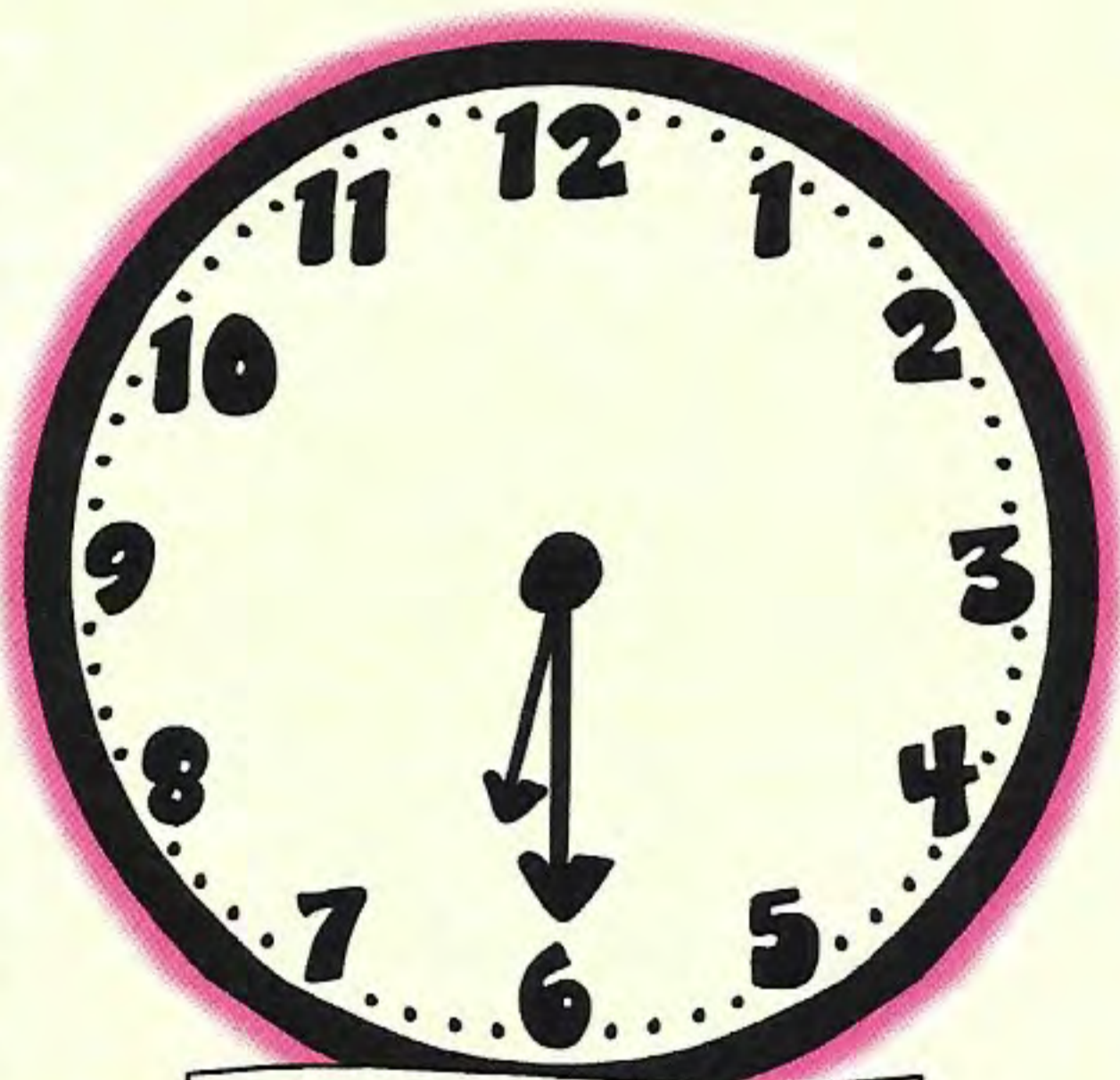
3 corners

False



# Telling Time Unit

- A Free Mini-Unit  
Made by Love to Learn, 2013

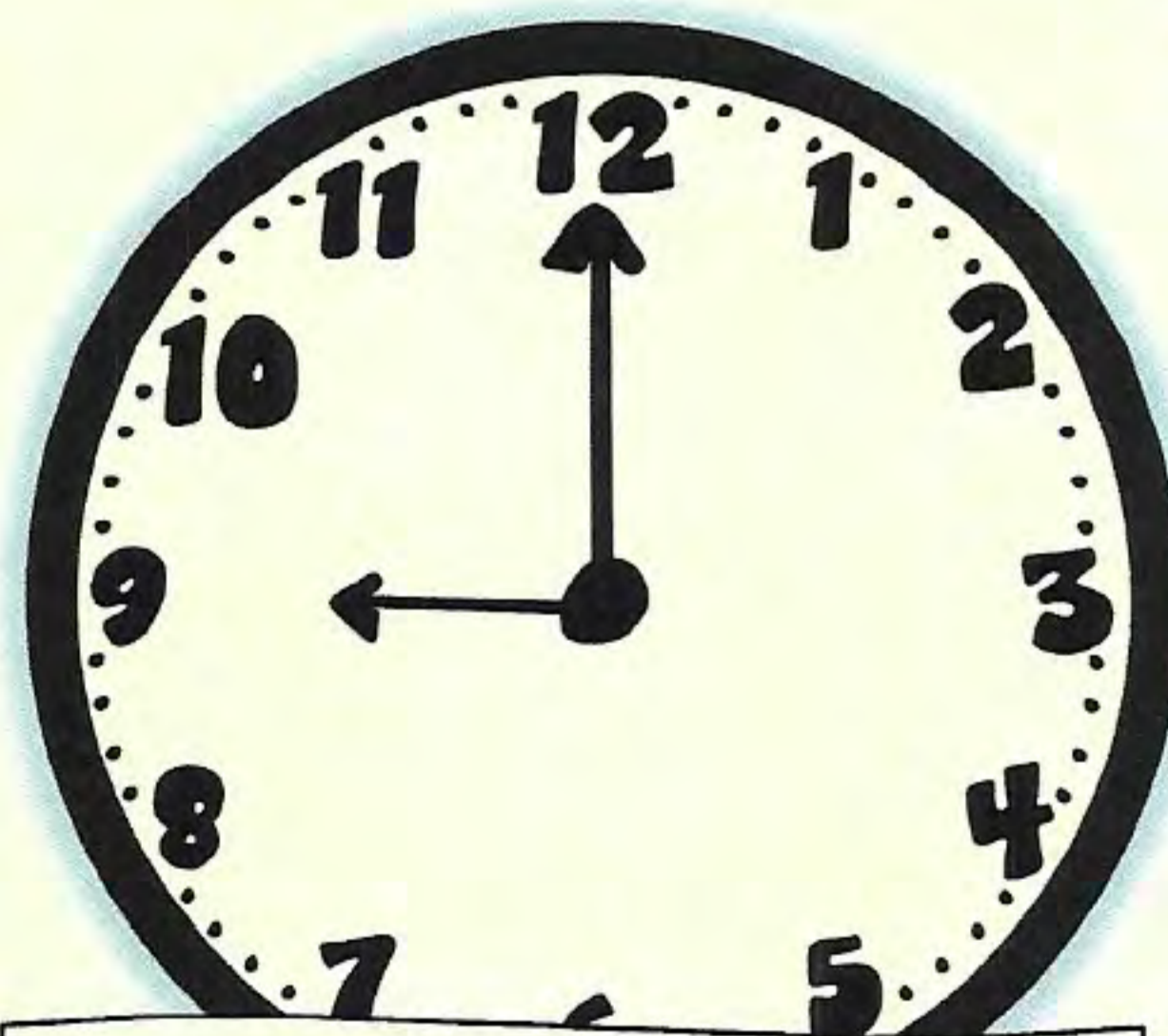


**6:30**

Tick  
tock



**11:20**

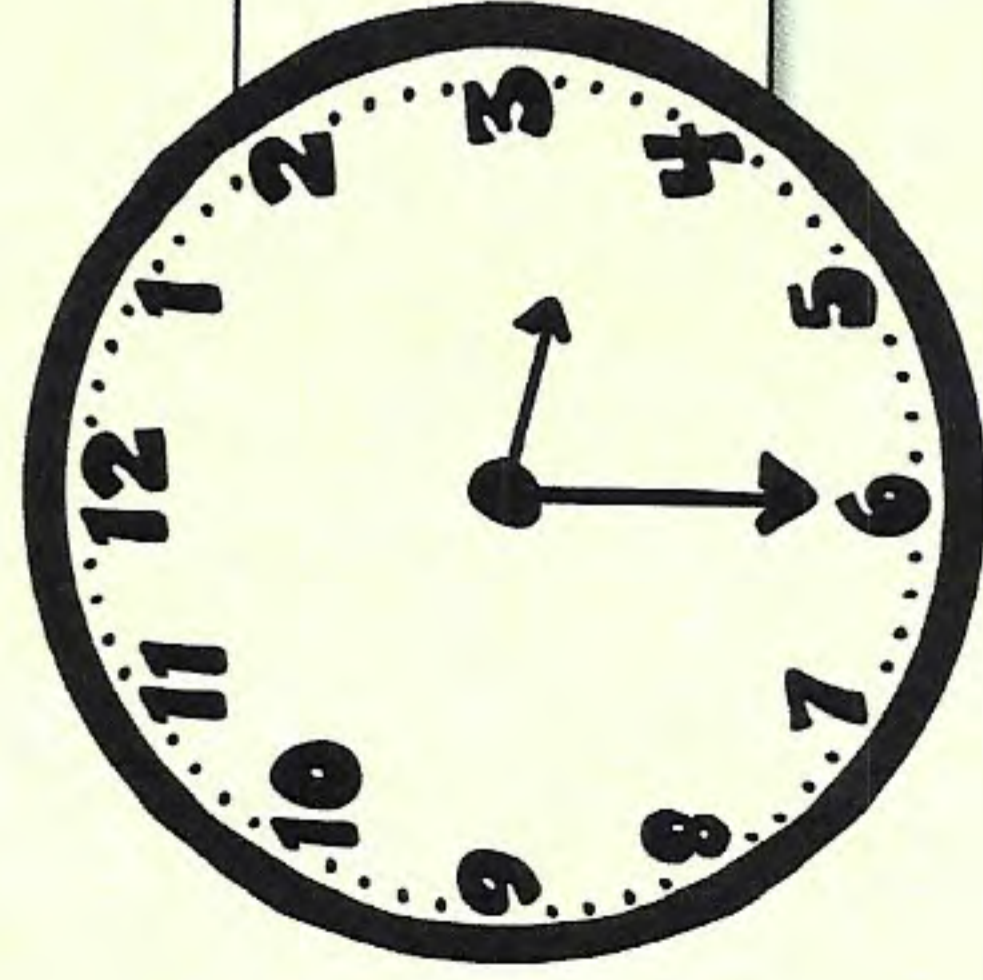


**9:00**

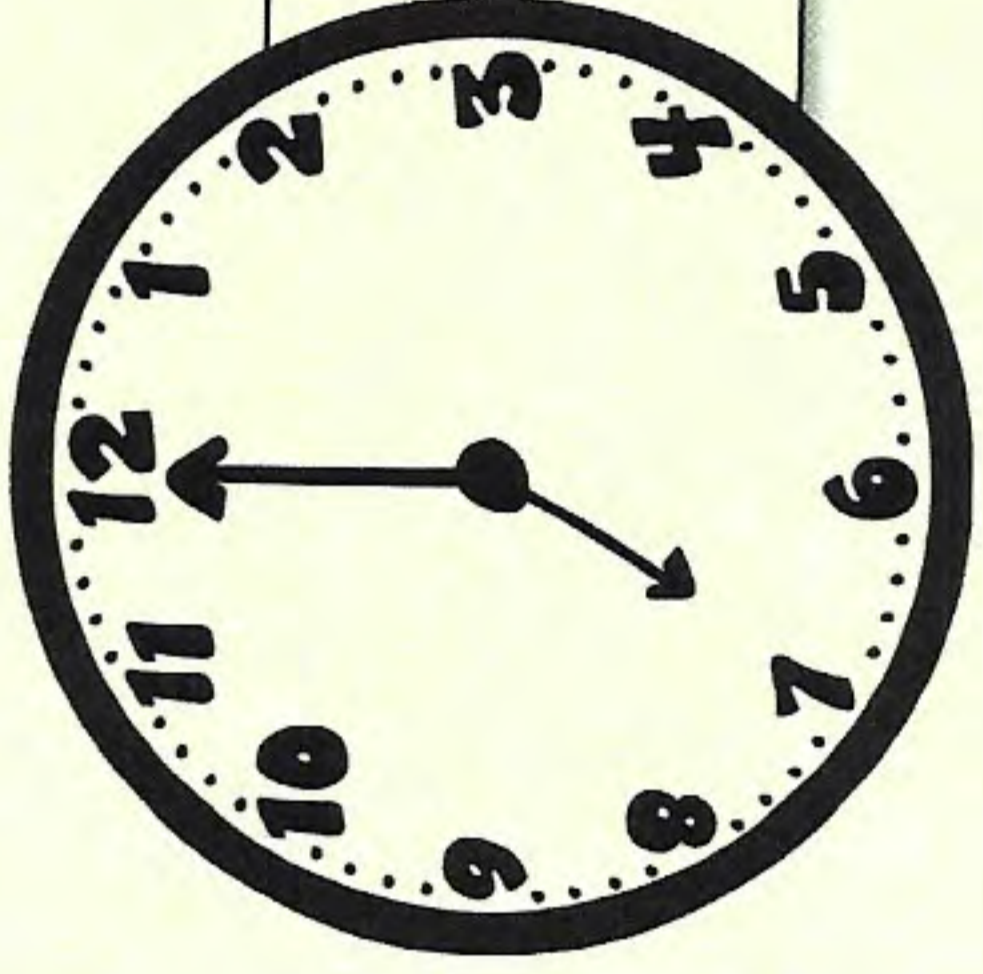


Name: Answer Key

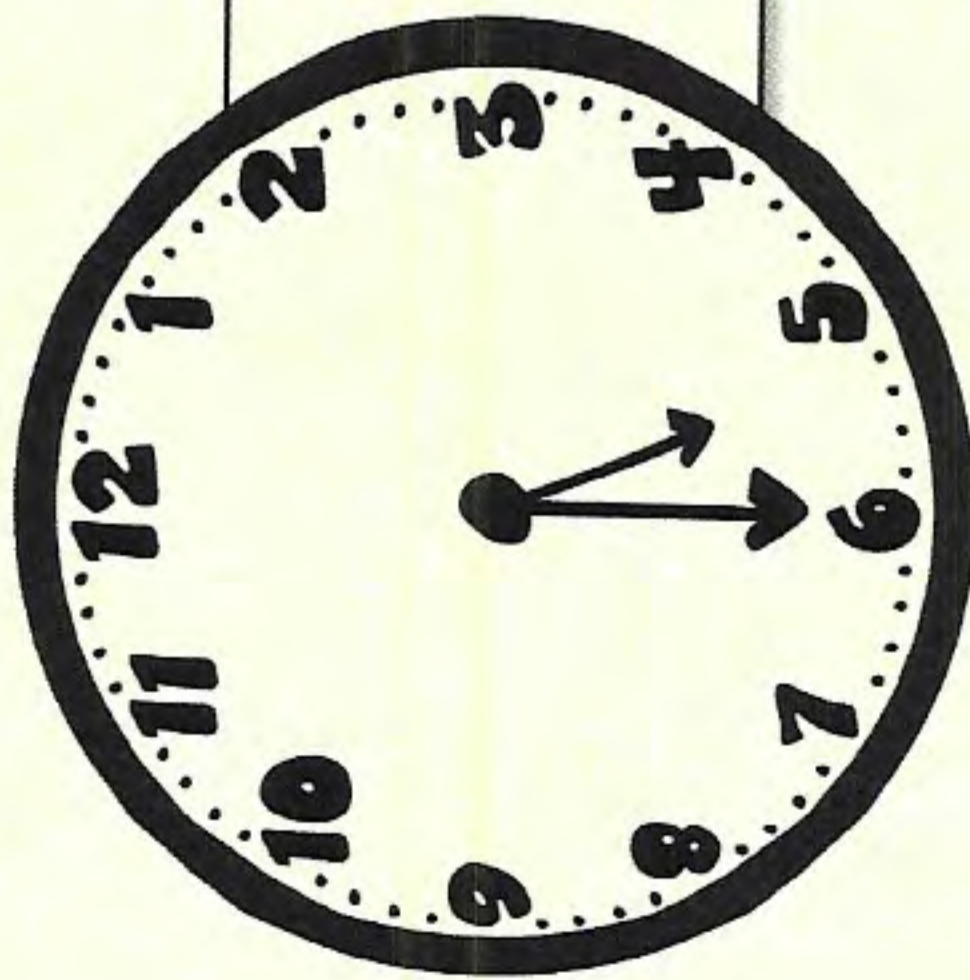
# What Time is it?



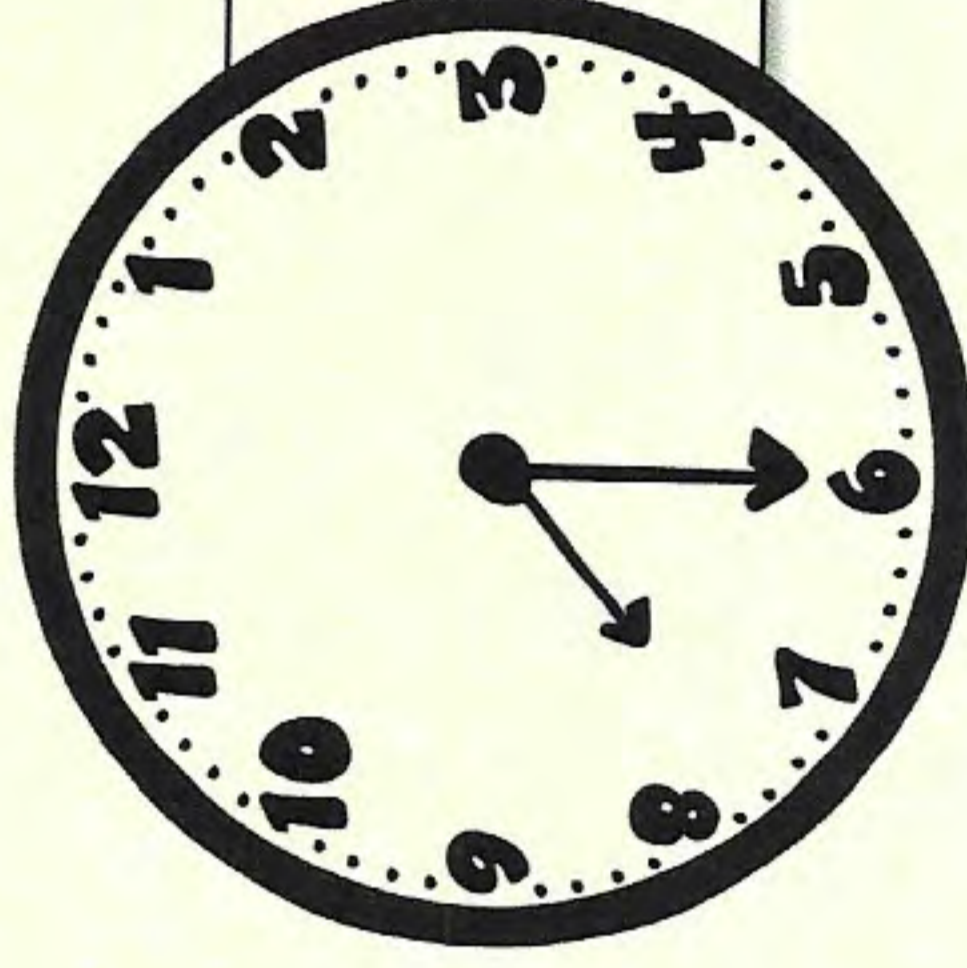
3:30



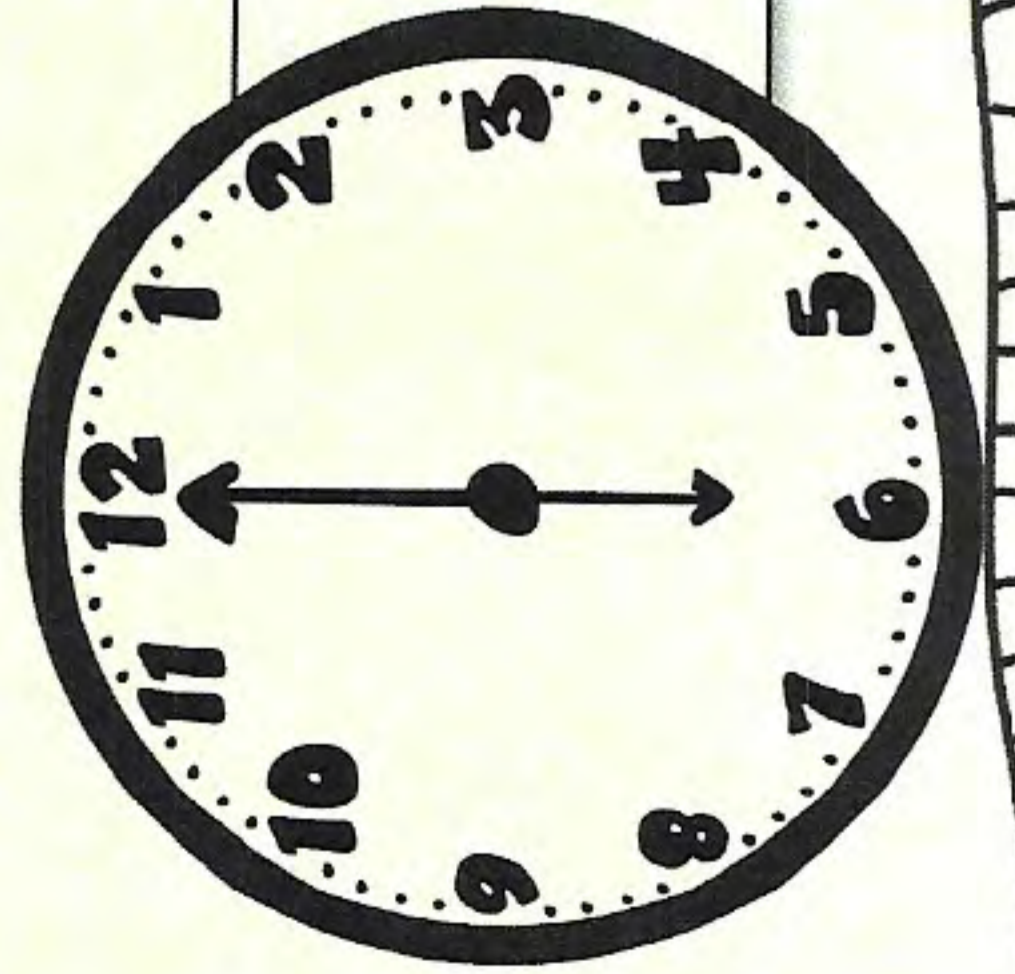
7:00



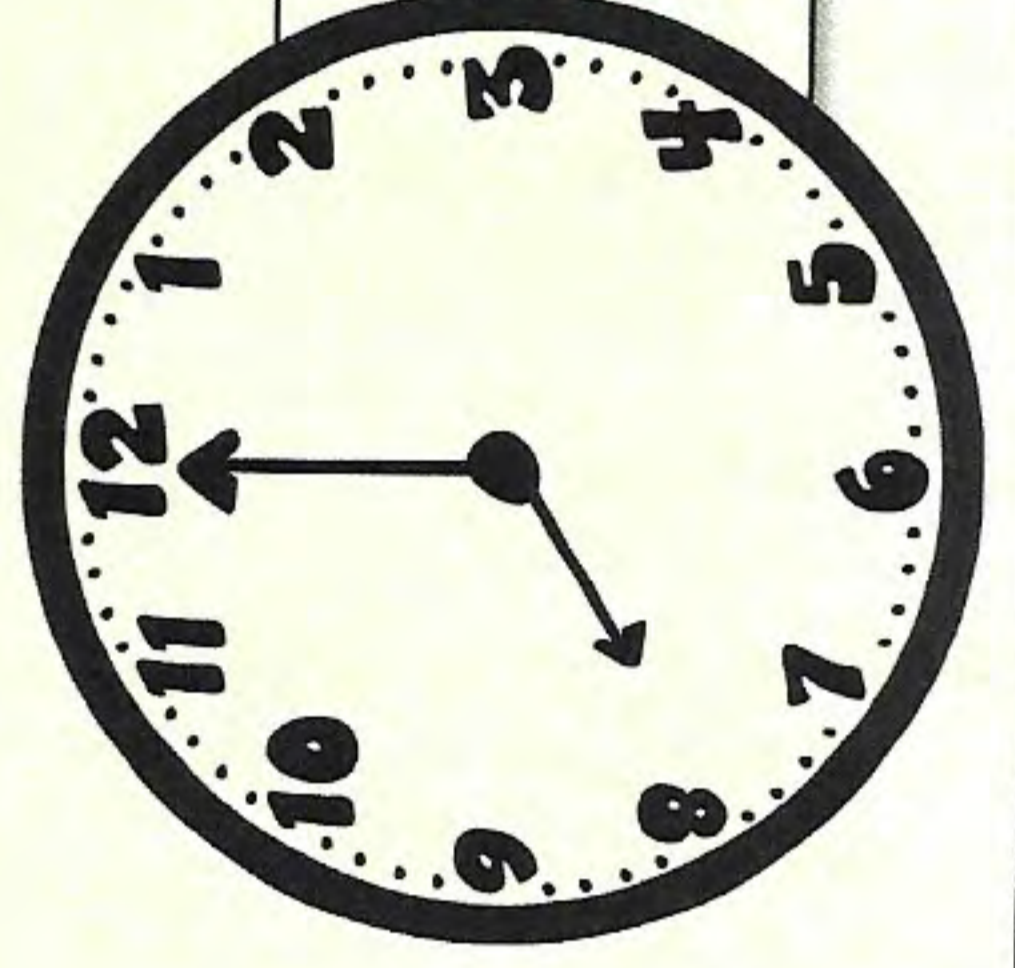
5:30



7:30



6:00



8:00



Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

5 + 3

5

3

5

3

6 + 3

6

3

6

3

7 + 3

7

3

7

3

8 + 3

8

3

8

3



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 7 \\ \hline \end{array}$$

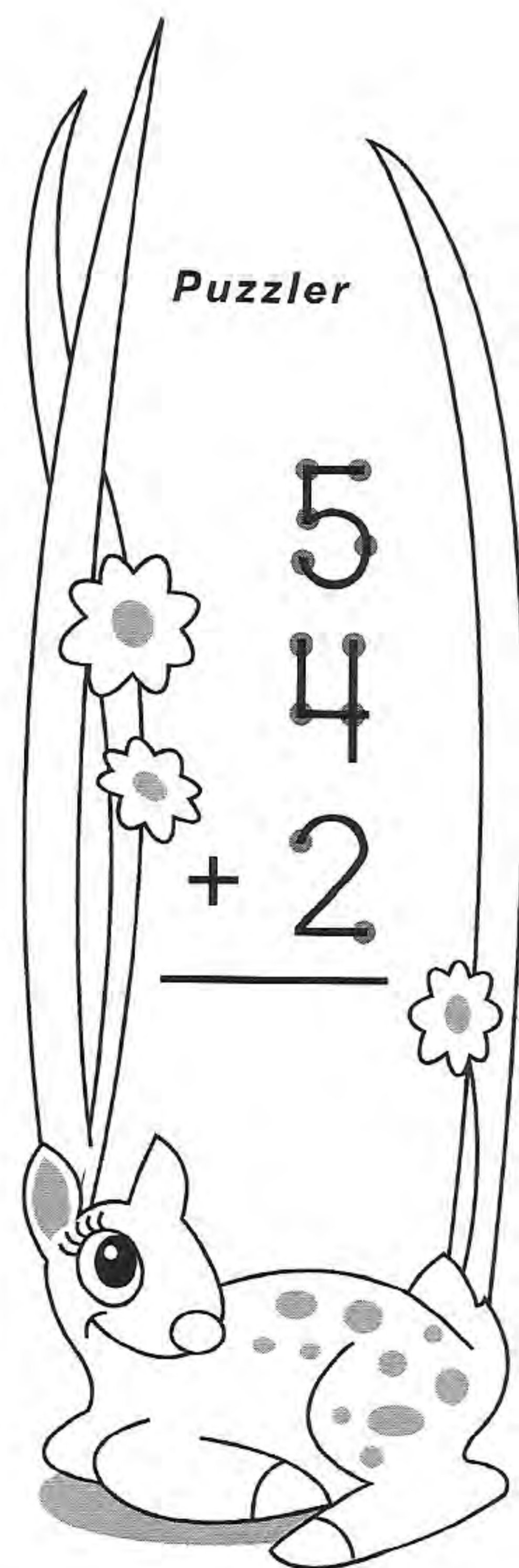
$$\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$



$$\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$



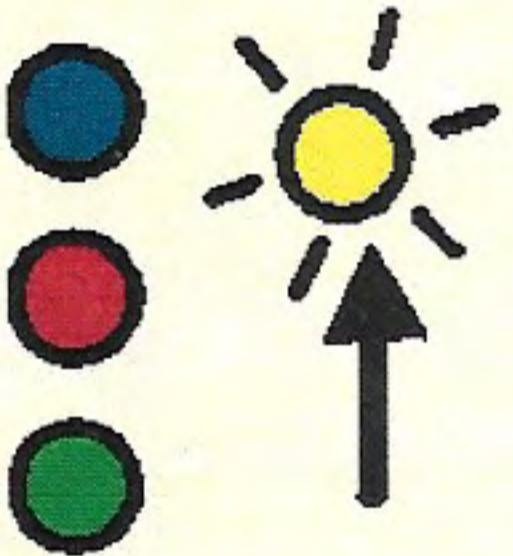
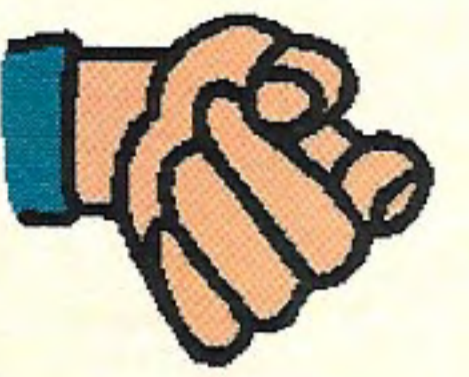


what

is



your



favorite



game

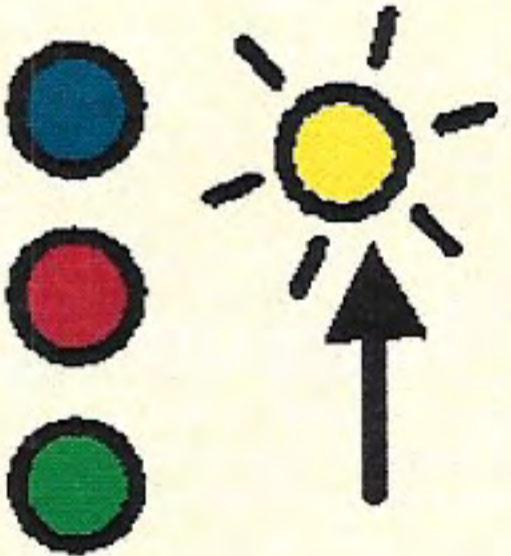


what

is



your



favorite



book

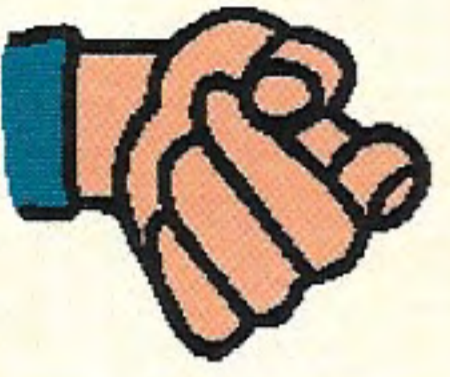


what

is



your



favorite



holiday

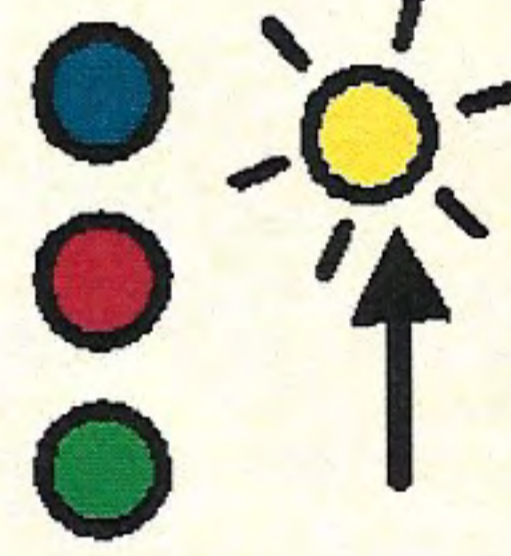


what

is



your



favorite



animal

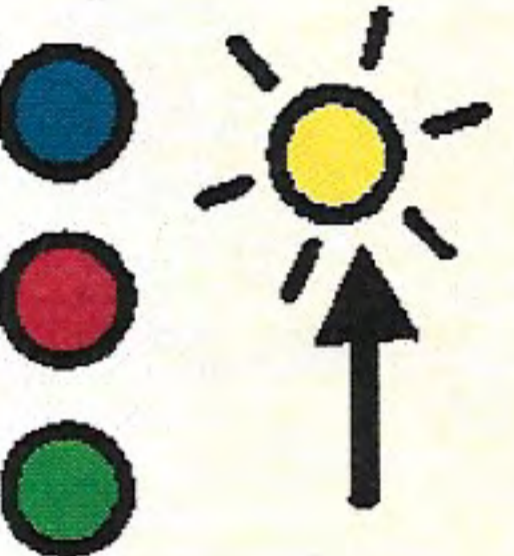


what

is



your



favorite



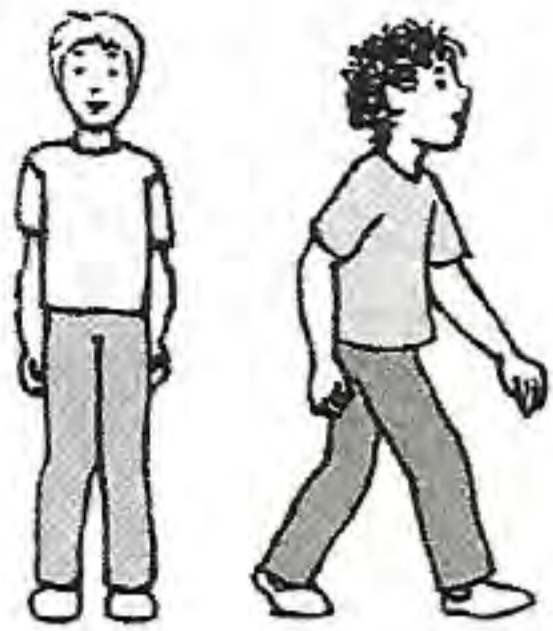
sport





# Here are some things I can do when someone is mean to me:

---



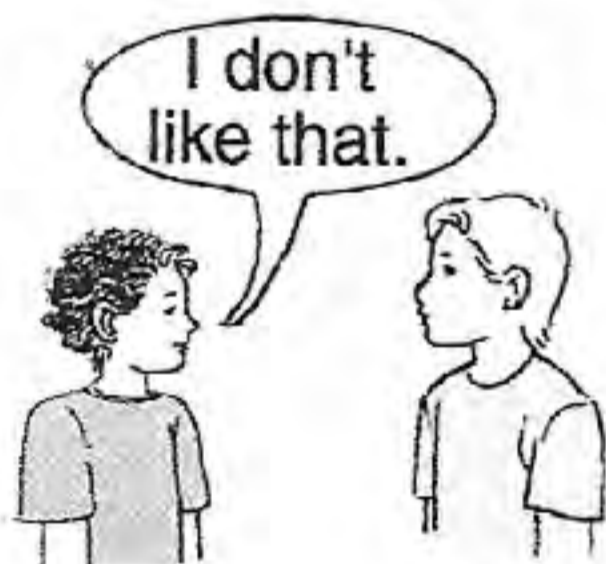
Walk away.



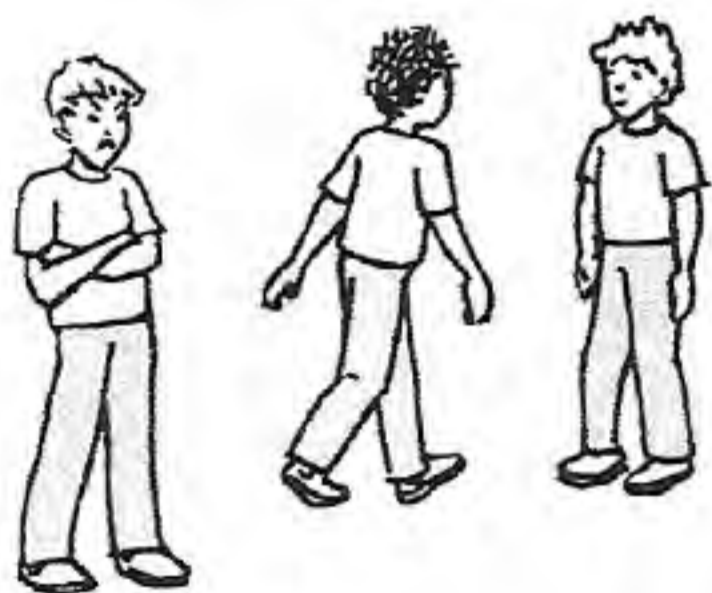
Tell an adult.



Say, "Stop it."



Say, "I don't like that."



Find another friend.



11

# websites for LISTEN to READING

## FREE SITES

Vooks

Epic

Storyline Online

Storytime from Space

Starfall

The Indianapolis Public Library

A Story Before Bed

## PAID SUBSCRIPTION SITES

TumbleBooks

Pebble Go

Raz-Kids







Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 8: June 1 – June 5, 2020

Students Rise. We all Rise





## Week of 6/1/20 to 6/5/20

Directions:

- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
- Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
- Students will create a journal entry using the "Letter of the Day" as a guide

Target

ELA C2.1, ELA C2.2

Essential Element(s)

Conceptual Areas in the Dynamic Learning Map:

ELA.C2.1 Use Writing to Communicate

ELA.C2.2 Integrate Ideas and Information in Writing

Topic

Writing/Fine Motor/Gross Motor

Materials Needed:

Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 8 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 8 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 8 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 8 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 8 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

Week 8 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

\_\_\_\_\_

-----

\_\_\_\_\_

Day1

\_\_\_\_\_

-----

\_\_\_\_\_

Day2

\_\_\_\_\_

-----

\_\_\_\_\_

Day3

\_\_\_\_\_

-----

\_\_\_\_\_

Day4

\_\_\_\_\_

-----

\_\_\_\_\_

Day5

\_\_\_\_\_

-----

\_\_\_\_\_



# I Know Important Information

Week 8



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_  
My Address is \_\_\_\_\_  
My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_  
\_\_\_\_\_

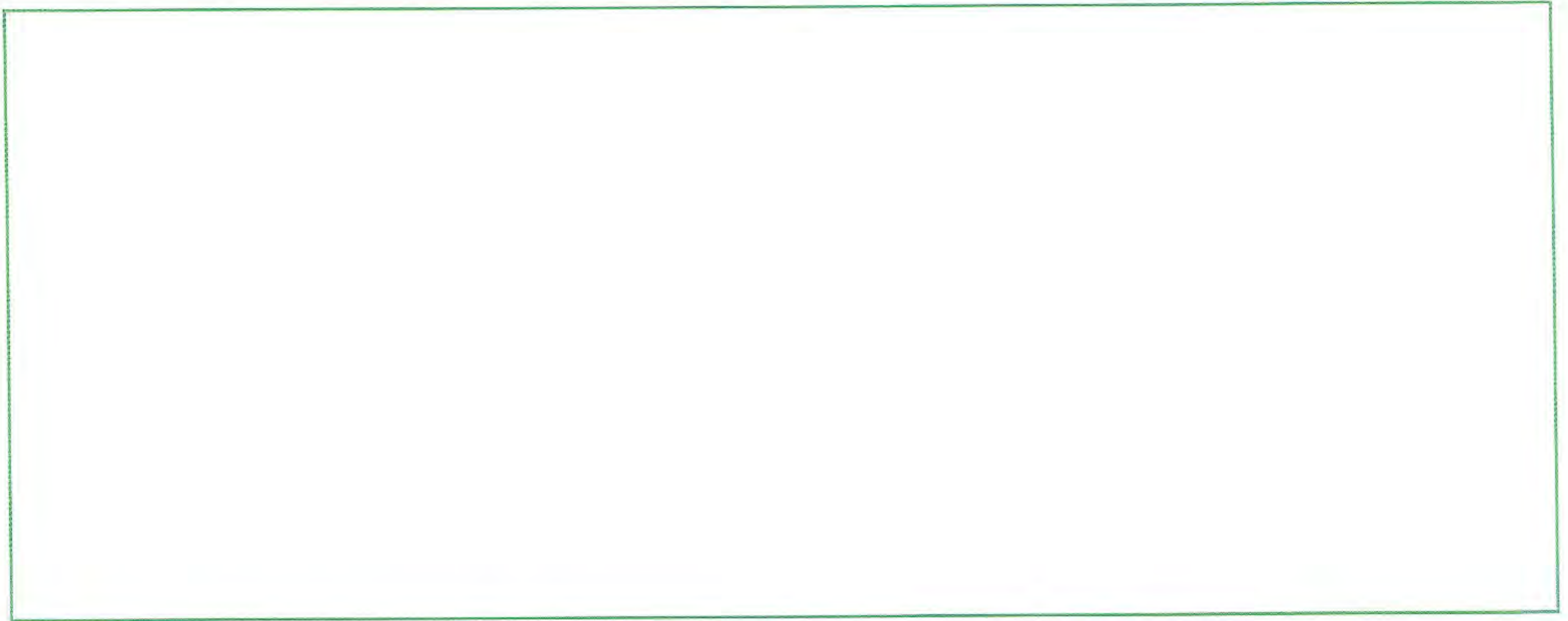
My Address is \_\_\_\_\_  
\_\_\_\_\_

My Telephone Number is \_\_\_\_\_  
\_\_\_\_\_



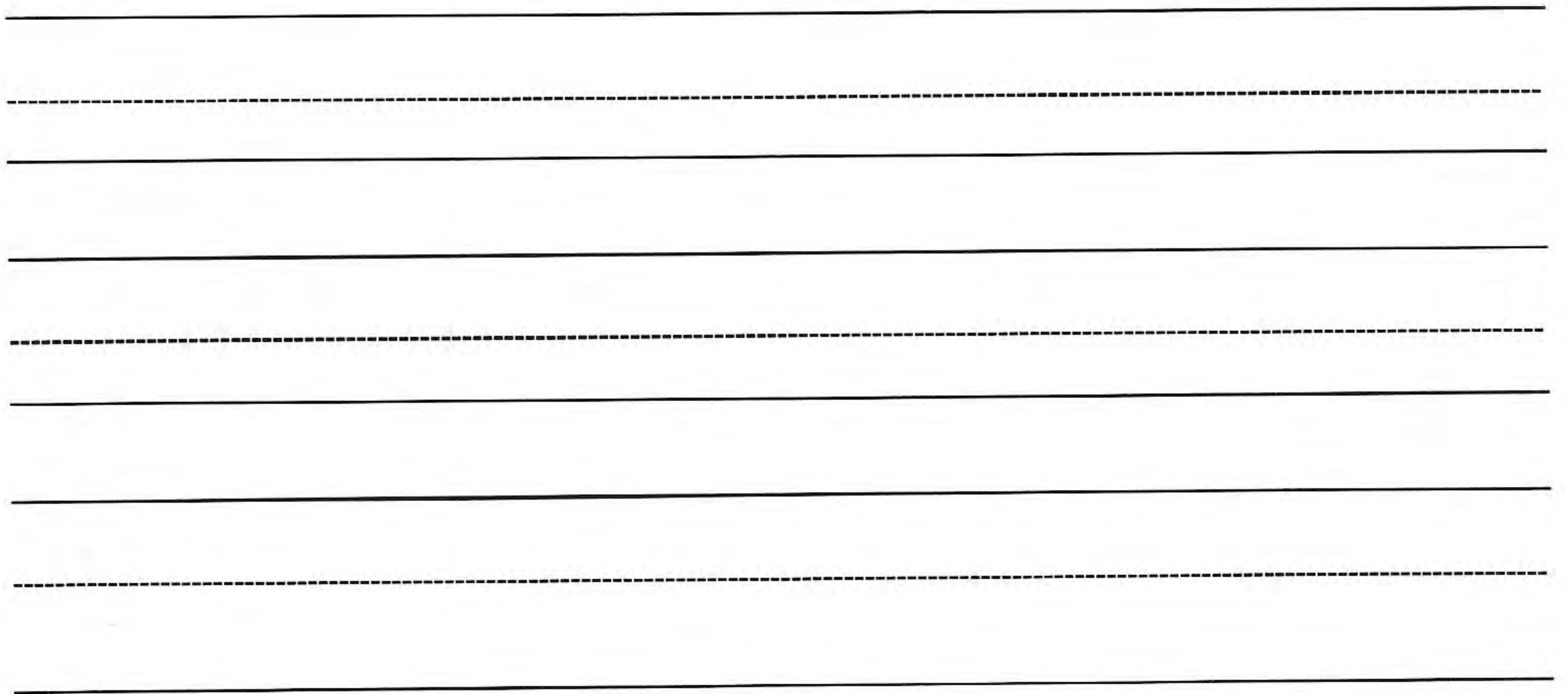
# Journal Writing

WEEK 8

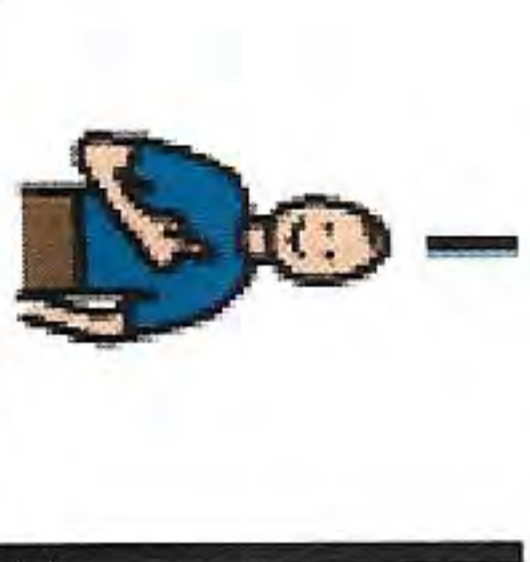


**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).







I



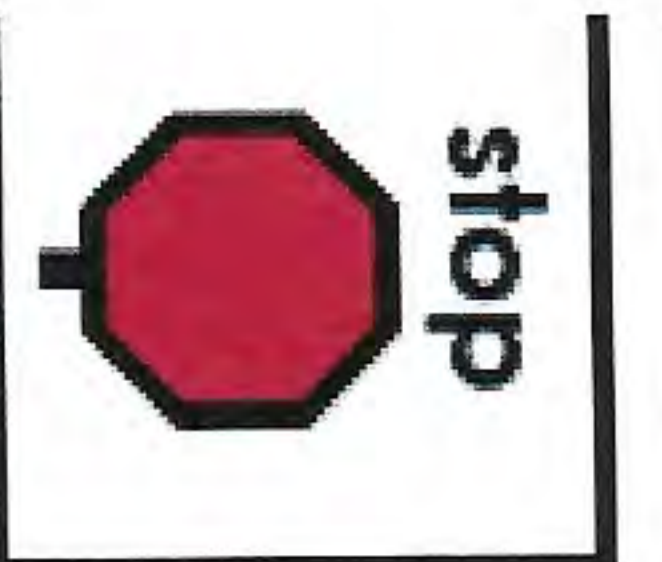
help



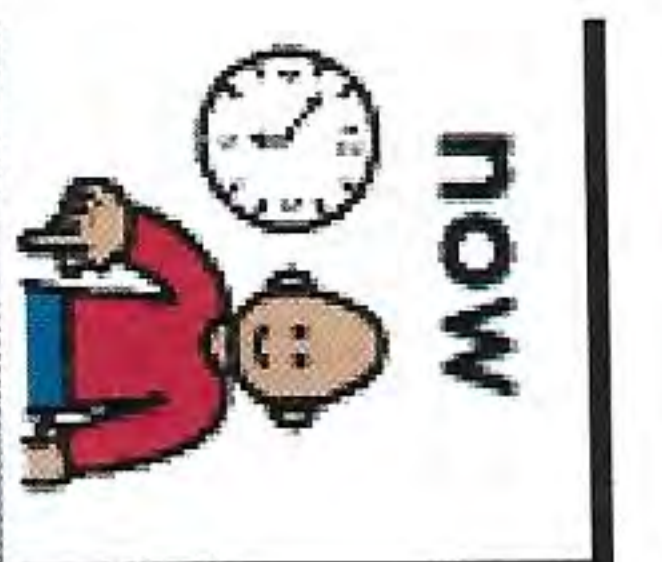
you



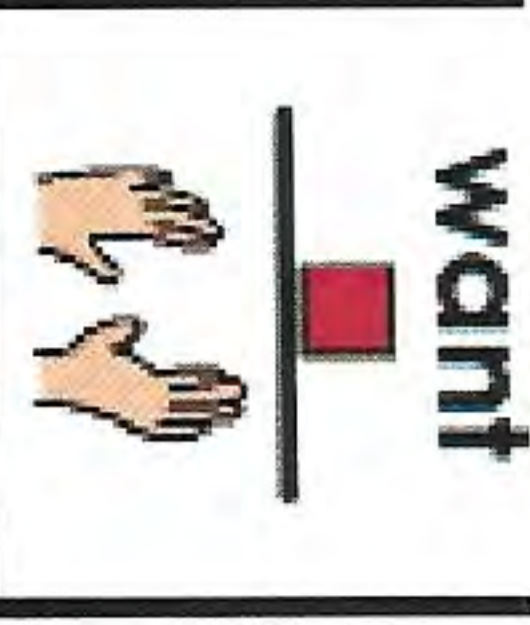
go



stop



now



want



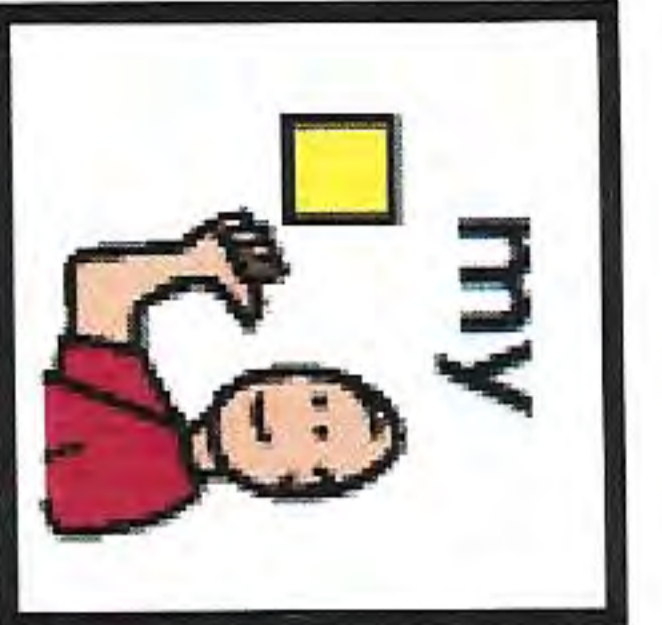
no



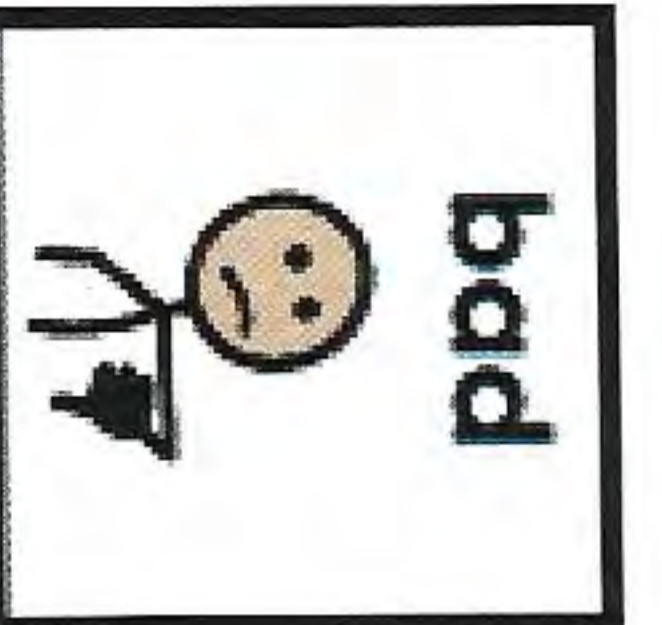
more



done



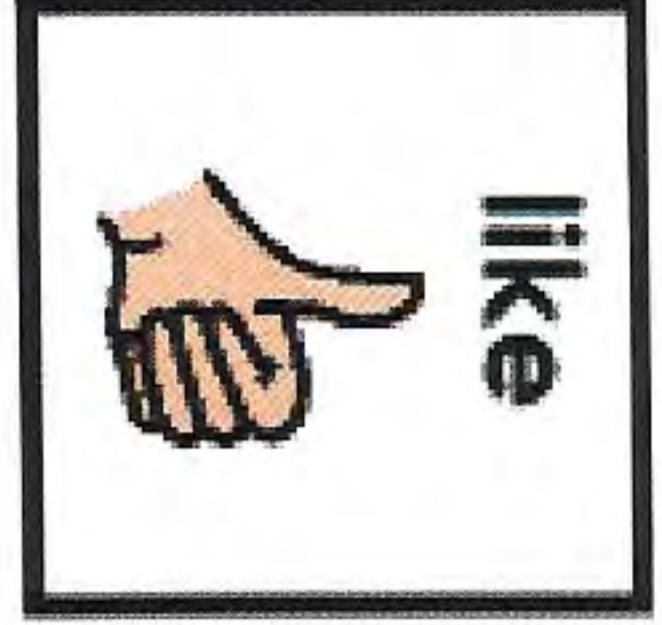
my



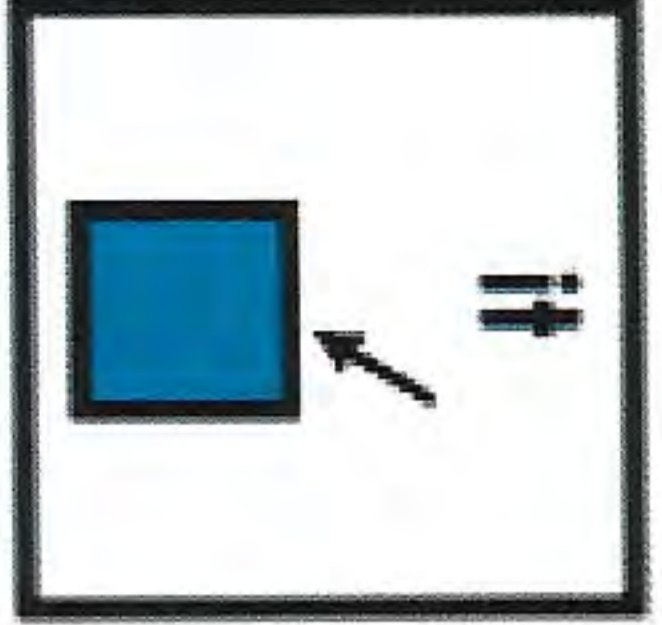
bad



different



like



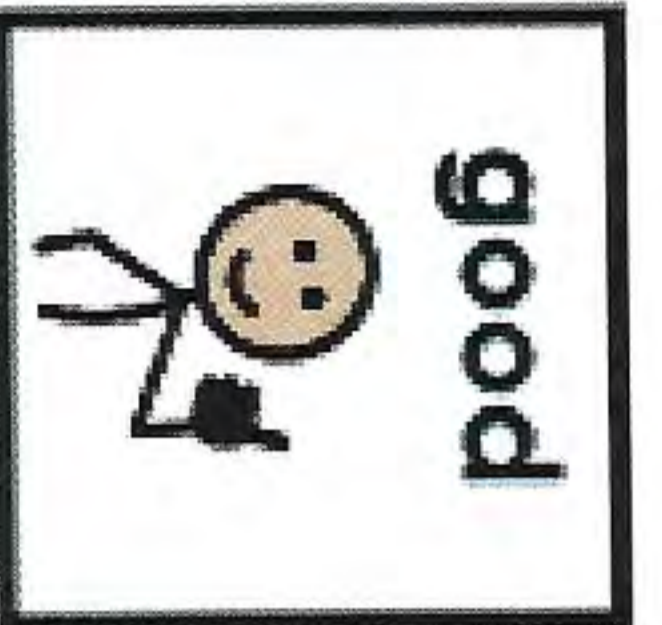
it



what



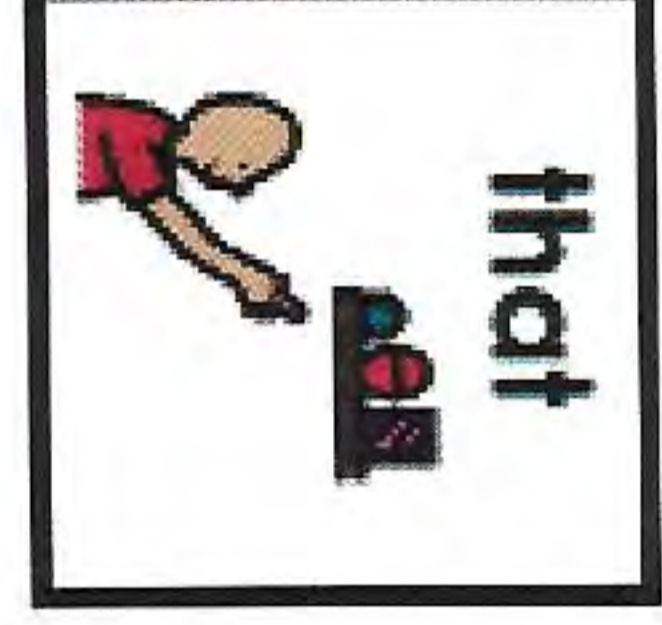
where



good



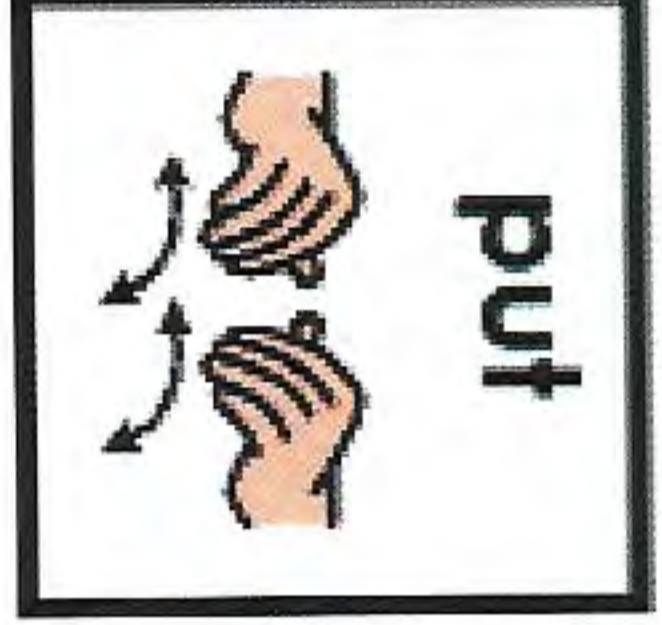
turn



that



do



put



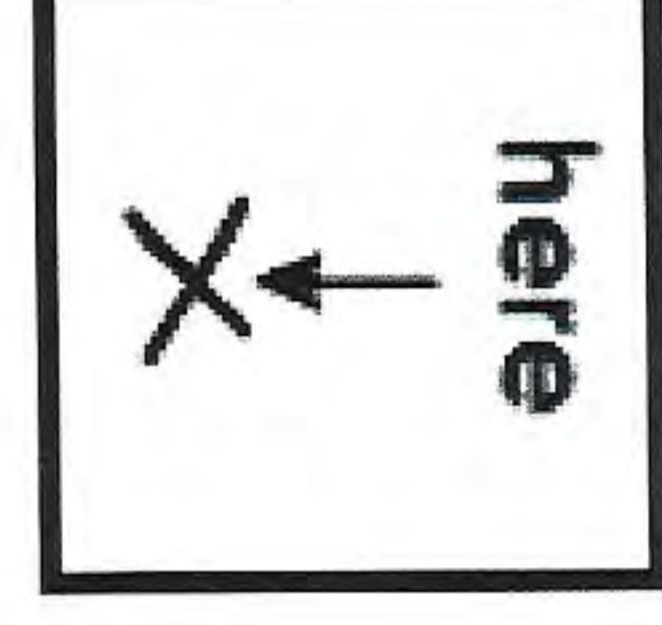
who



why



feel



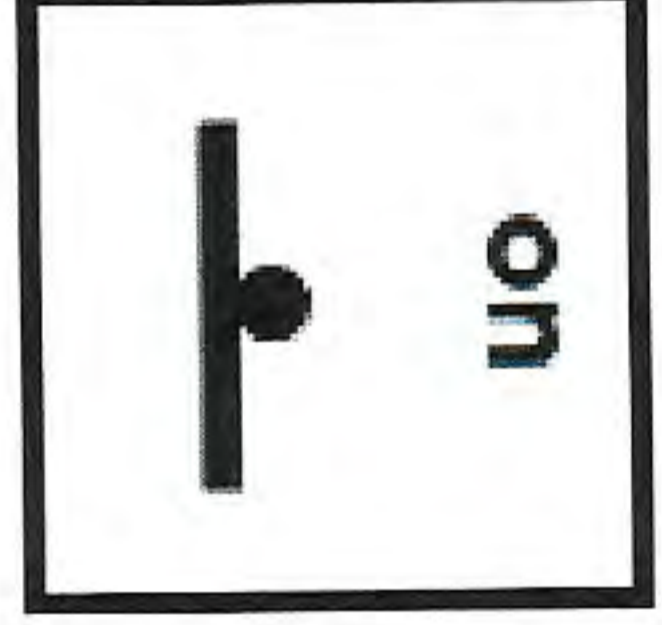
here



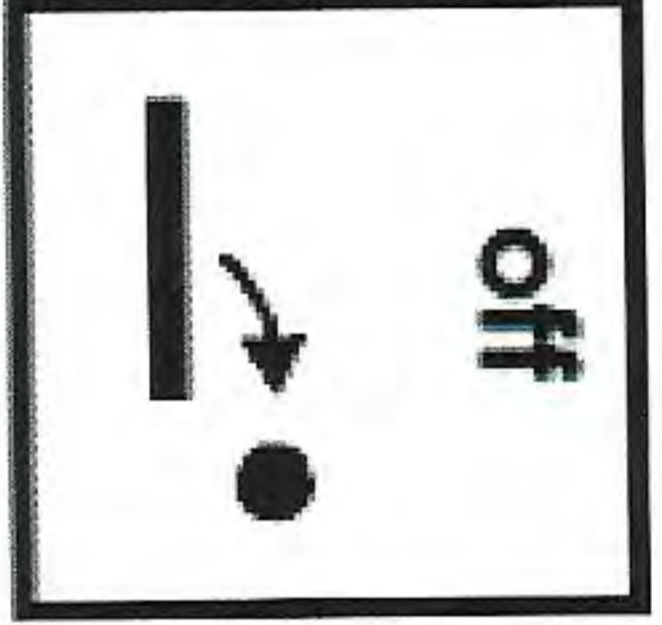
in



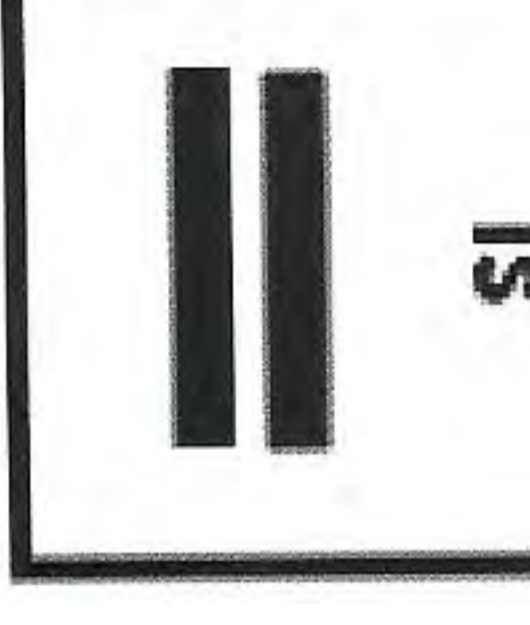
out



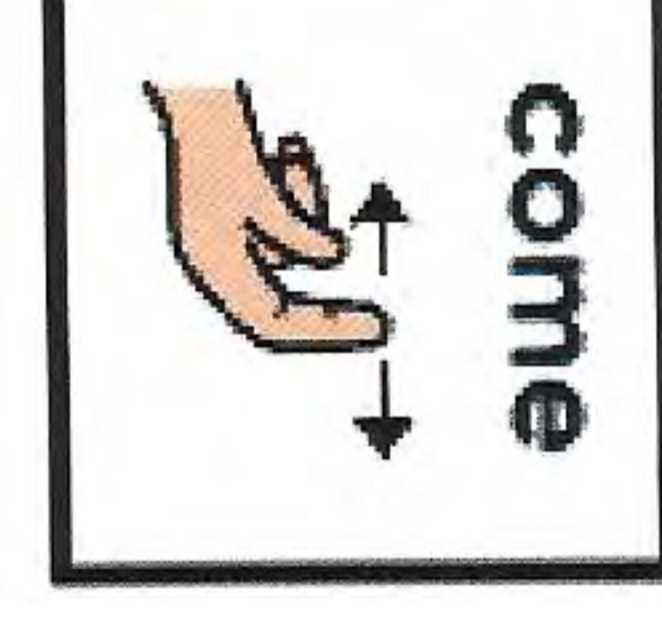
on



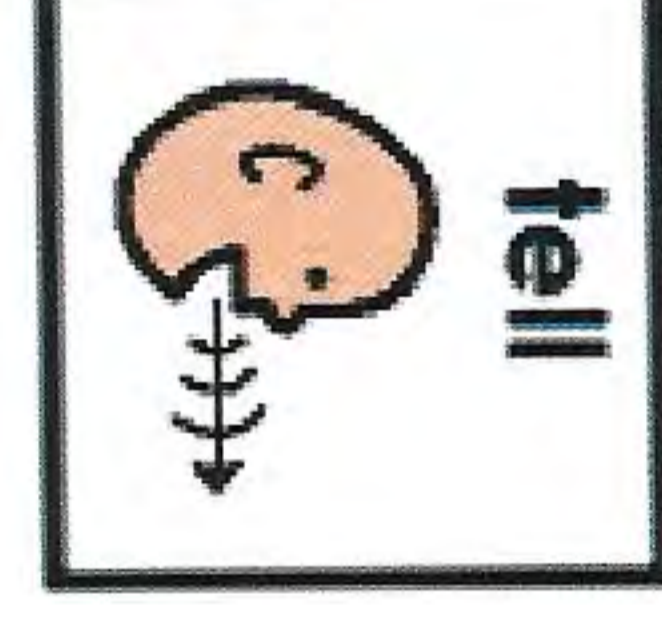
off



is



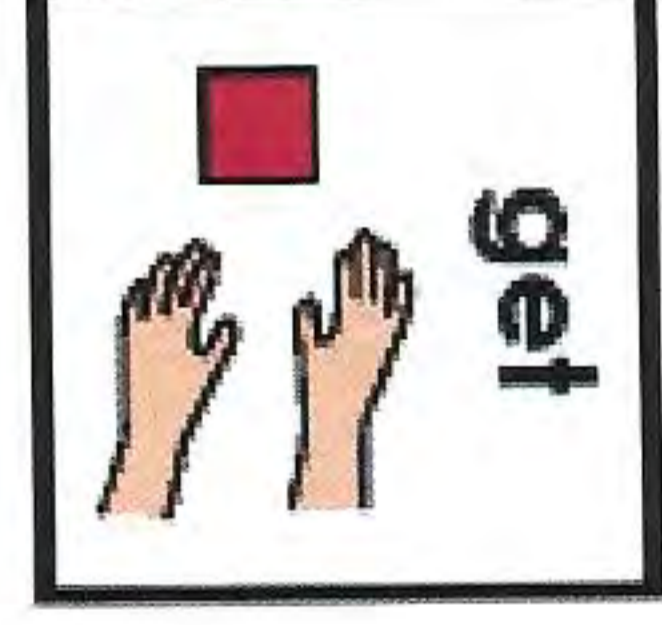
come



tell



there

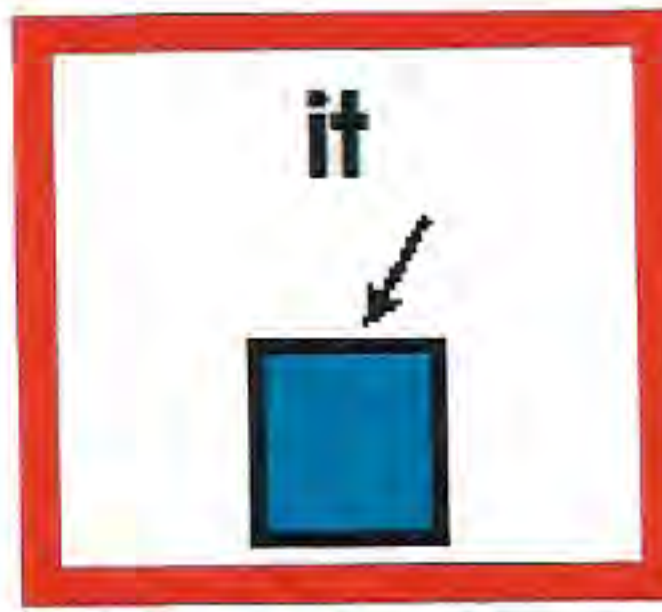


get



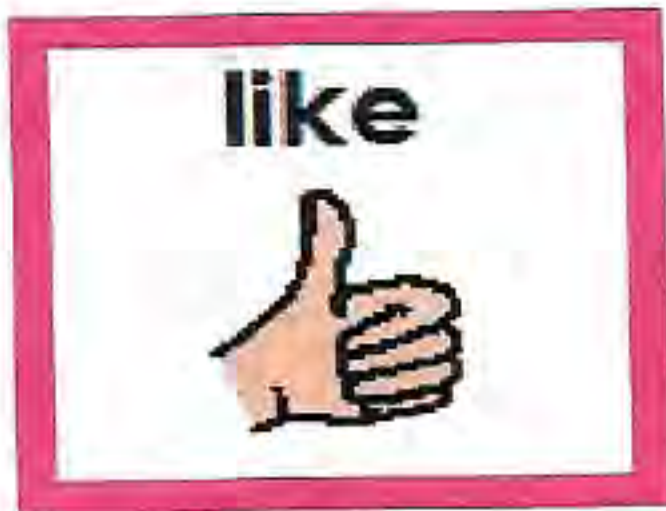
some





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions:</p> <ul style="list-style-type: none"> <li>• Question</li> <li>• Comment</li> <li>• Command</li> <li>• Request</li> <li>• Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>• Go get it!</li> <li>• I want it.</li> <li>• I want it now!</li> <li>• It's here.</li> <li>• Do it.</li> <li>• What/who is it?</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>• Play Bingo-"I have it, I don't have it"</li> <li>• Guessing game- "What is it?" Give clues like the color, shapes, etc.</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>• It is your turn, it is not your turn.</li> <li>• Telling someone to "stop it!"</li> <li>• It is good/bad.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>• <a href="http://Tarheelreaders.org">Tarheelreaders.org</a></li> <li>• <a href="#">Dear Zoo</a></li> <li>• <a href="#">It looked like spilled milk</a></li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>• Make a rhyming word list</li> <li>• Predictive chart writing: "It is _____" "I like it because _____"</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>• Play tag-"You're it!" "Not it!"</li> <li>• Catch/shoot baskets - "Got it"</li> <li>• Hide and seek - who is "it"</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>• If You are Happy and You Know It!</li> <li>• It's a Small World After All</li> <li>• Weather song -dr jean</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● "I like it."</li> <li>● "I like you" / "I like your ____."</li> <li>● "I no (<i>don't</i>) like it."</li> <li>● "Do you like it?"</li> <li>● "I would like some"</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Food items (preferred and non-preferred)</li> <li>● Sounds/songs (preferred and non-preferred)</li> <li>● Clothing/costumes (to give compliments)</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Complimenting others ("I like ____") on clothing or a job well done is a great way to promote social language.</li> <li>● I like you.</li> <li>● Who would like this for Christmas - match items to people in family.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● Green Eggs and Ham by Dr. Seuss</li> <li>● I Like Myself by Karen Beaumont</li> <li>● I Really Like Slop by Mo Willems</li> <li>● Mr Brown Can Moo Can You by Dr. Seuss</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Follow up activities with an opinion question "did you like it?" and have students respond "like" or "no".</li> <li>● Find one like this.</li> <li>● Predictive writing: Give a topic: Food/Color/Movie/Shows I like _____</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Act like a certain animal</li> <li>● Act out - The floor is like (lava, ice, deep snow)</li> <li>● Do an obstacle course and tell which part you like</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● "Do you like" songs on youtube (multiple songs here is one: <a href="https://www.youtube.com/watch?v=G0CroTBFIFw">https://www.youtube.com/watch?v=G0CroTBFIFw</a>)</li> <li>● Apples and Bananas</li> <li>● Walk like an Egyptian</li> </ul>





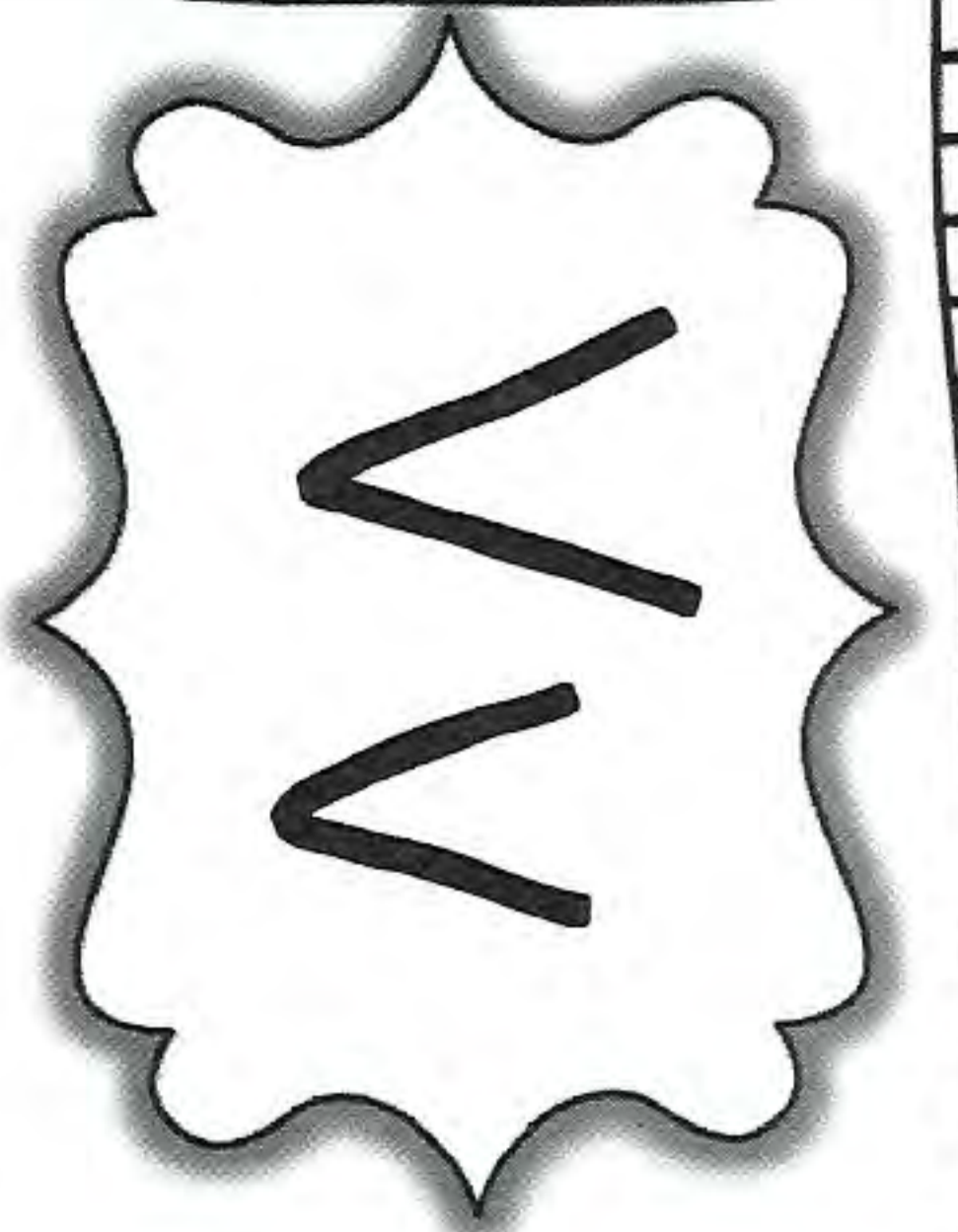
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Who wants to help?</li> <li>● Who is here?</li> <li>● Who is that?</li> <li>● I like who has ....</li> <li>● Tell me who!</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Have students outside of the classroom and knock on the door and ask "Who is it?"</li> <li>● Have all the people who are wearing a certain color stand up or sit down.</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Who can you tell about your day?</li> <li>● Who went with you to the movies or park?</li> <li>● Knock, knock jokes</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <u>Who am I</u></li> <li>● <u>There Was an Old Lady who Swallowed a .....</u></li> <li>● Search: <a href="http://www.tarheelreader.org">www.tarheelreader.org</a> for "who" books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Come up with a list of words that rhyme with who.</li> <li>● Model who when reading with flap books.</li> <li>● Whose address/phone number/pics of family members is this?</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Simon says- Students who have tennis shoes on jump up and down, etc.</li> <li>● Farmer in the Dell - Instead of saying "Farmer takes the wife, say, Who takes the wife?"</li> <li>● Play "Three Billy Goats Gruff" on the playground bridge, take turns being the troll saying "Who goes there?"</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Who Stole the Cookie</li> <li>● Who Let the Dogs out</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Why?</li> <li>● Why did you go?</li> <li>● Why is it....</li> <li>● Why you here?</li> <li>● Why Not?</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Cause and effect toys</li> <li>● Science experiments (Why did it explode?)</li> <li>● Basic "why" questions w/flashcards.</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Why are you (feeling)? Ie happy, sad, crying, tired, etc.</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for "why" books</li> <li>● Why oh Why are Deserts Dry?</li> <li>● Giraffe's Can't Dance</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Why do we go to specials/lunch (art, music, gym)?</li> <li>● Science- why is it growing?</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Play a game doing a silly activity - Why are we jumping?, Why are we flapping our arms?</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Kidz Bop -Why you gotta be so rude?</li> <li>● I want it that way, Backstreet Boys</li> </ul>

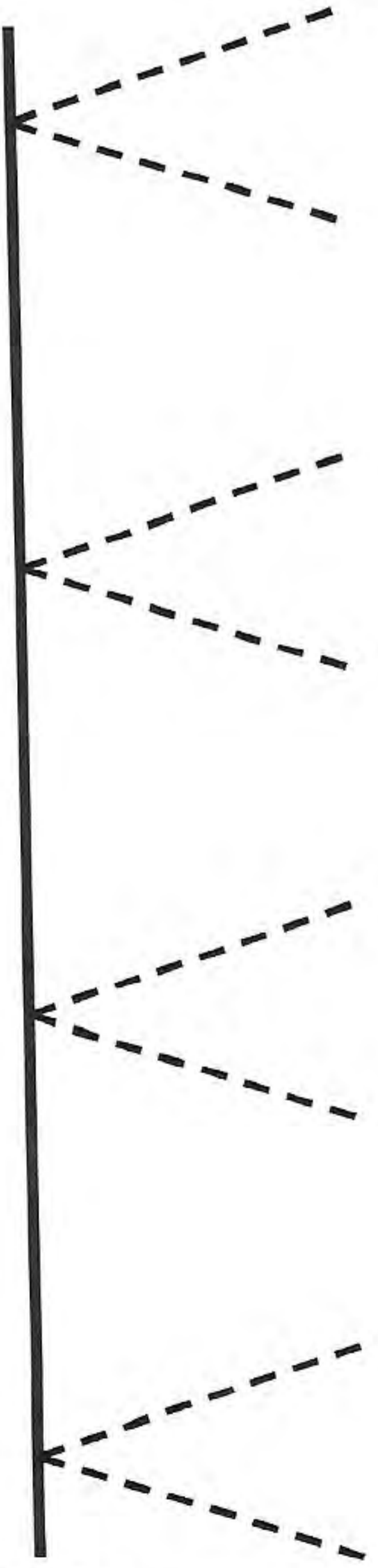




# Highlight-a-Letter!

Highlight the letters Vv. Then trace and write the letters.

B	C	h	V
C	A	V	B
v	V	?	V
V	V	C	u





V V

S

V

f

R

V

A

V

r

V

R

V

V

G

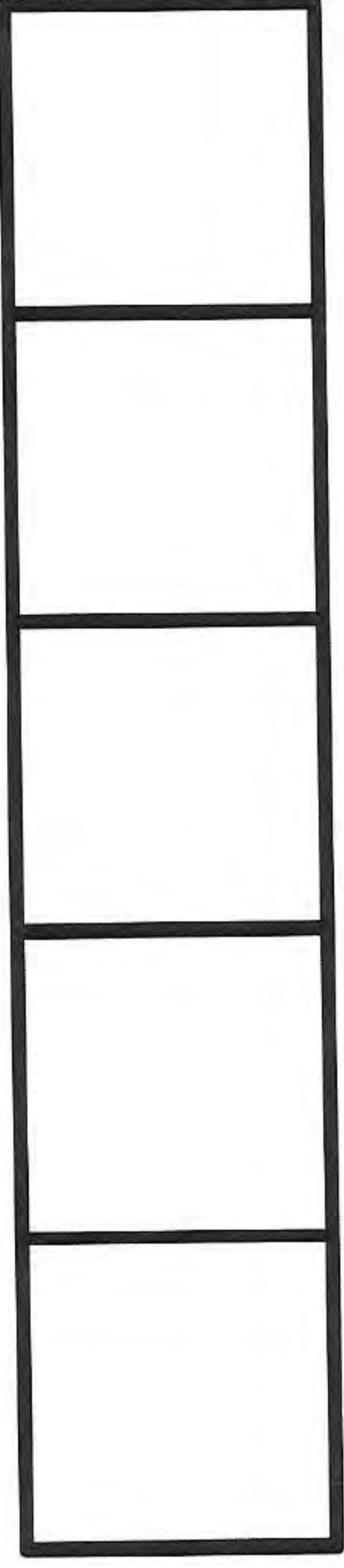
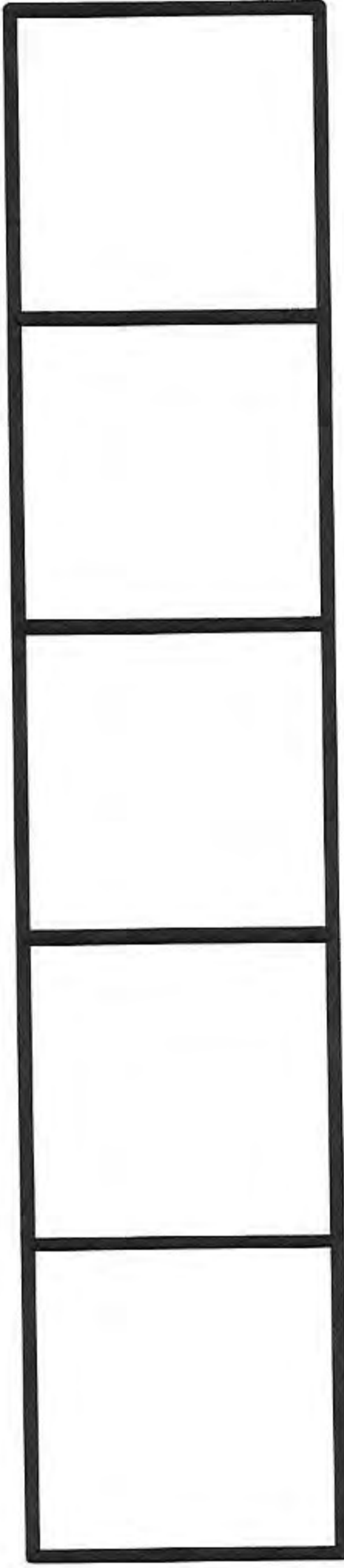
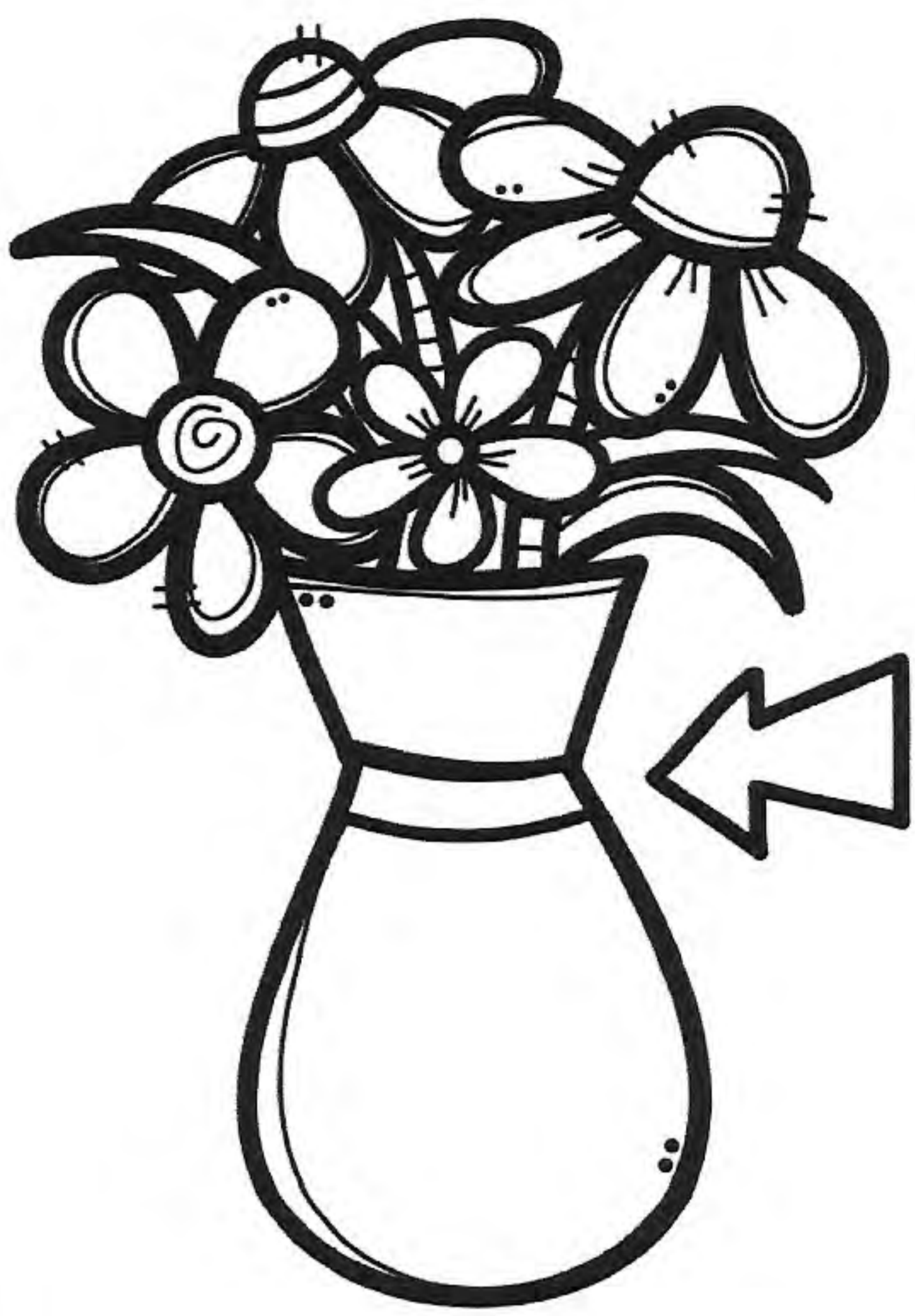
V

I

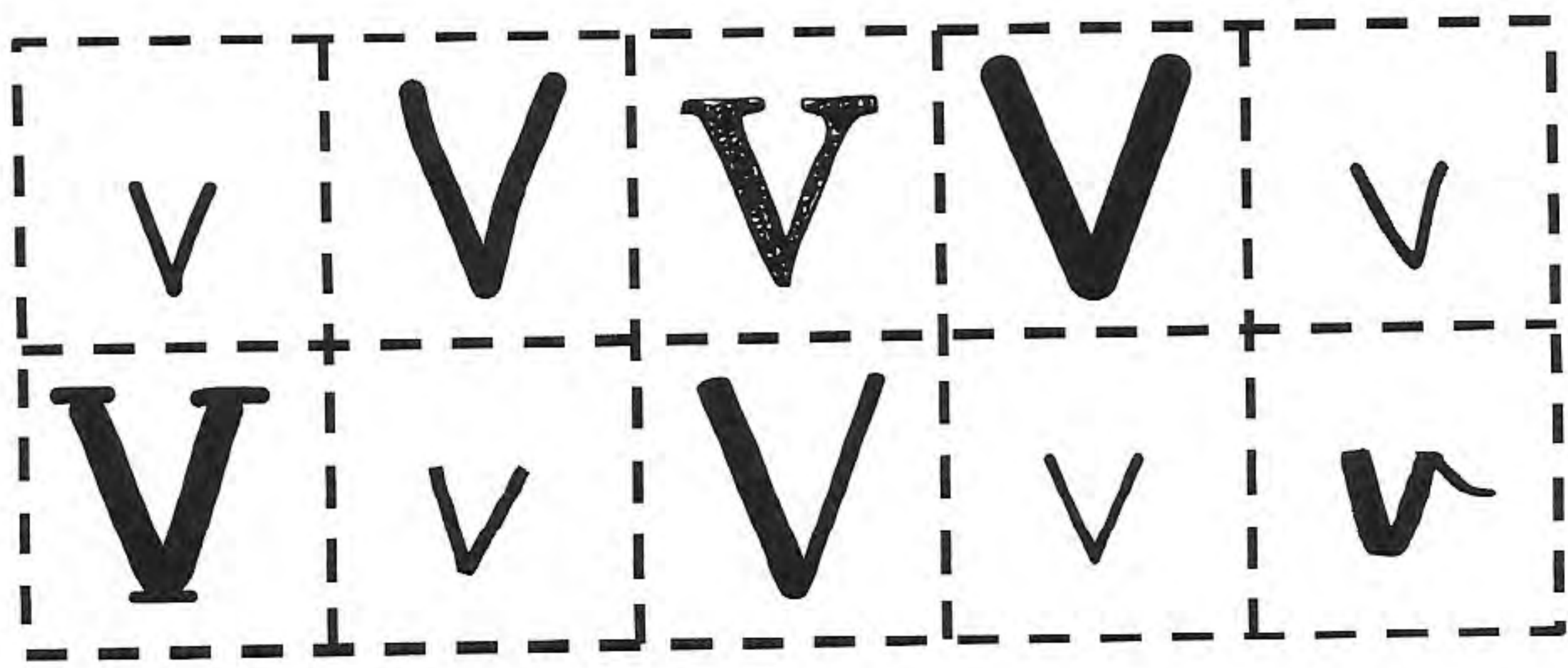


Name: \_\_\_\_\_

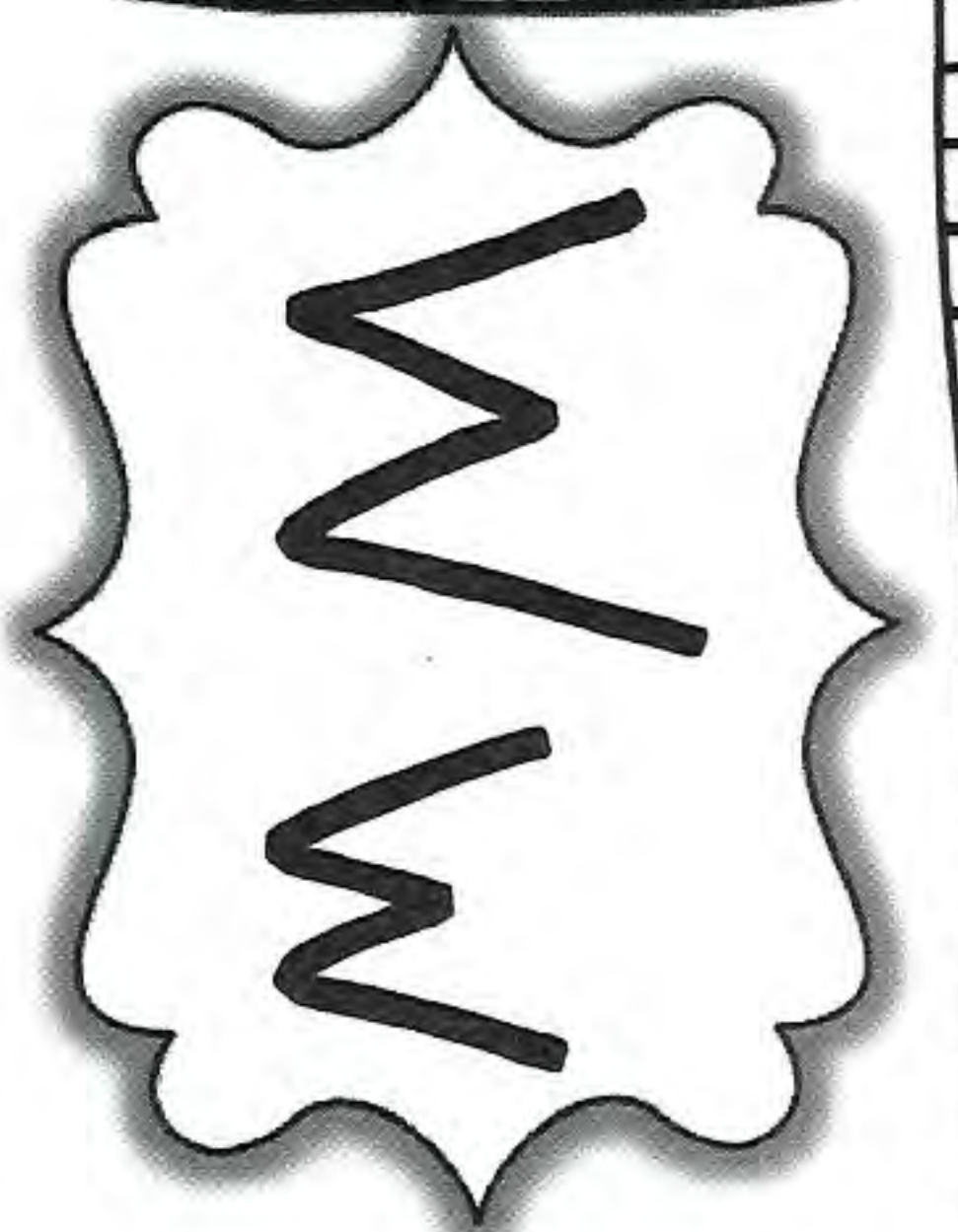
Date: \_\_\_\_\_



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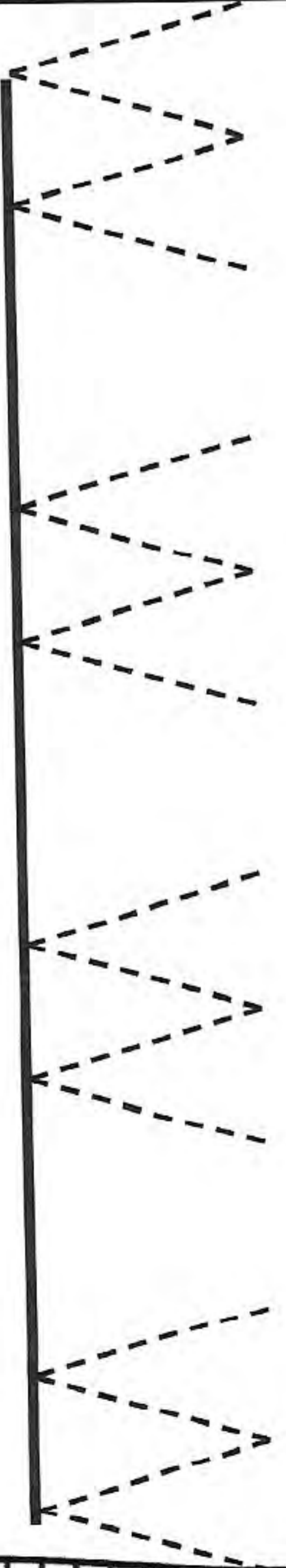




# Highlight-a-Letter!

Highlight the letters Ww. Then trace and write the letters.

w	z	w	o
T	W	a	W
w	c	k	u
H	W	l	W





Ww

3

V

f

W

V

W

W

r

W

R

V

W

W

V

W



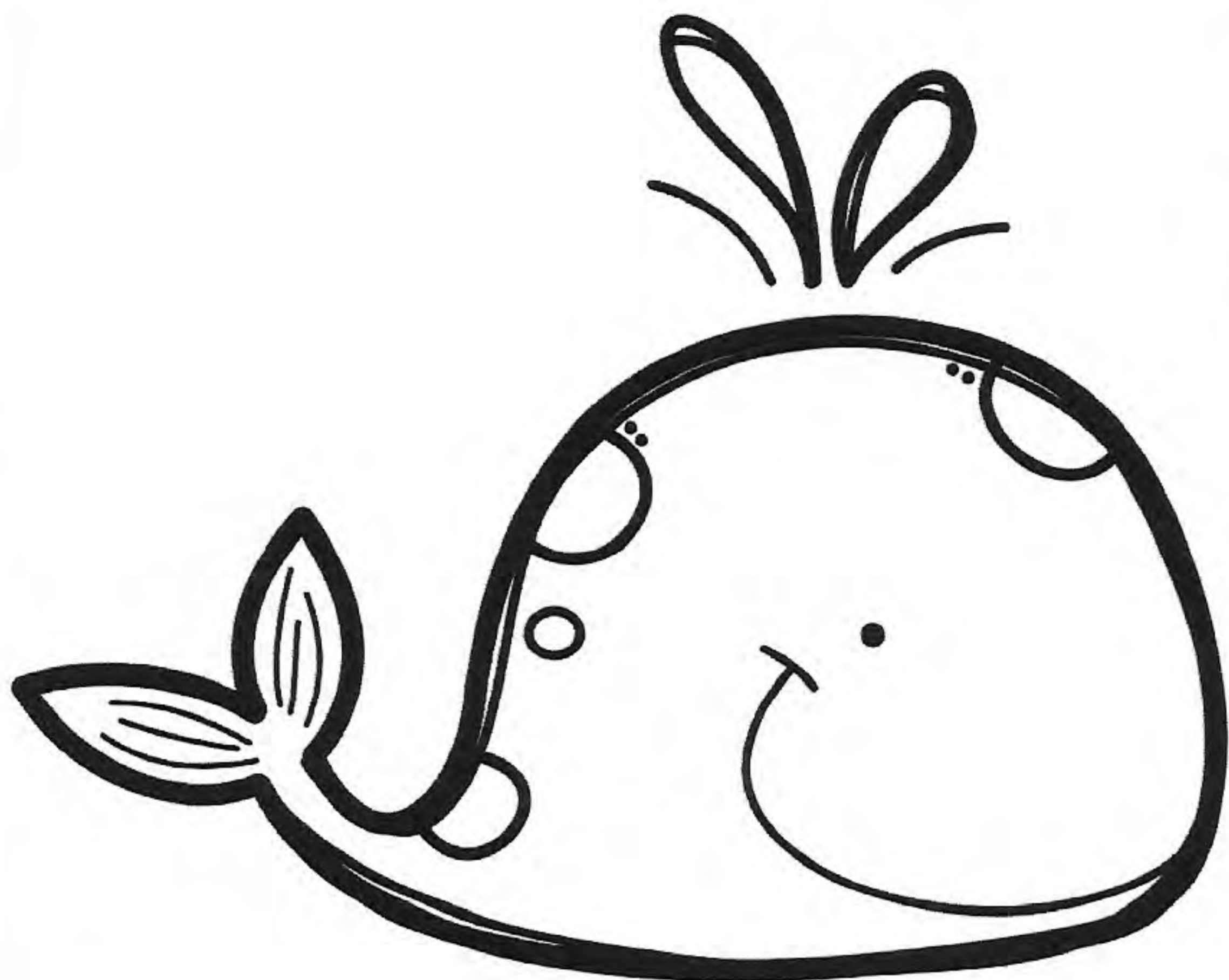
Name: \_\_\_\_\_

Date: \_\_\_\_\_



W

w



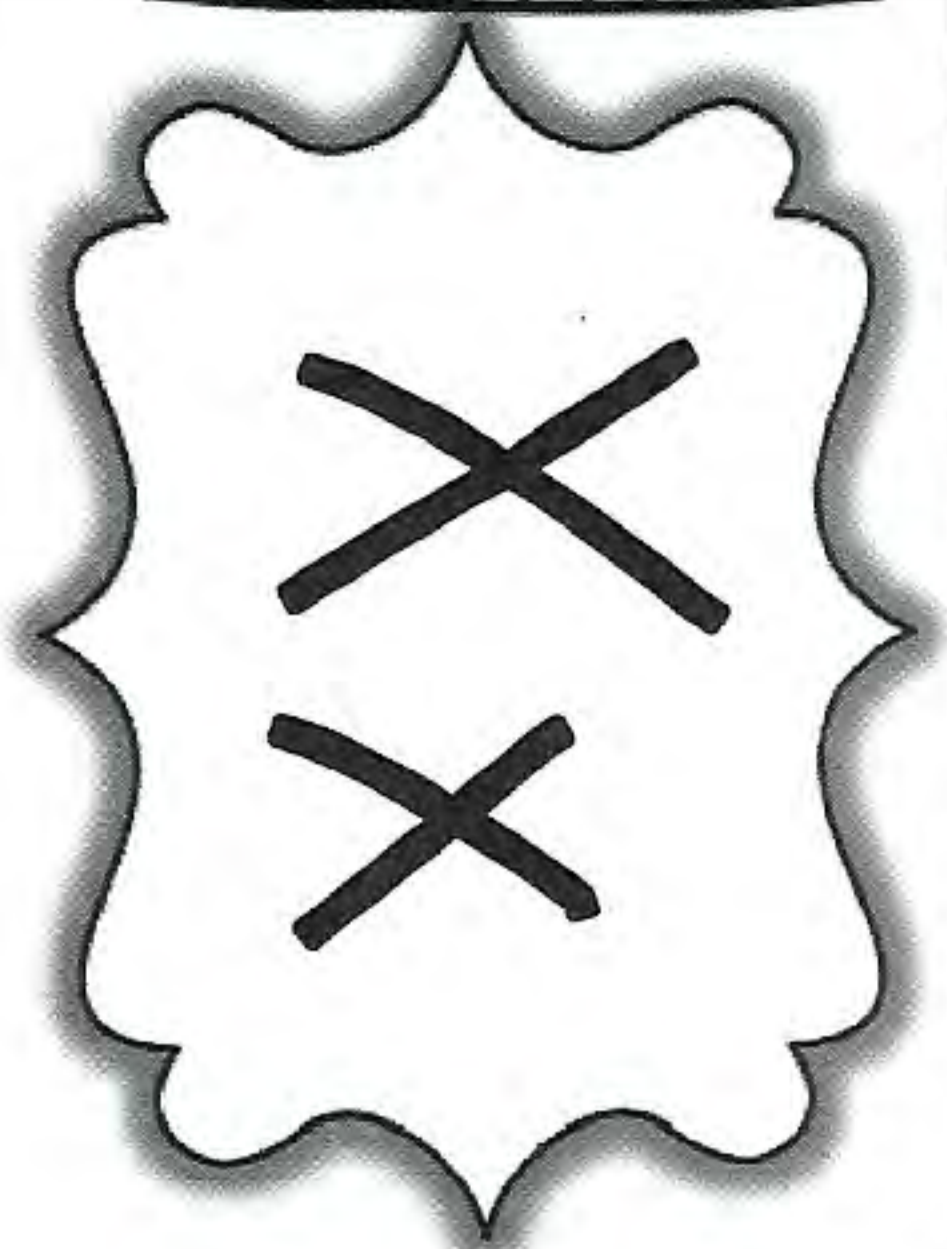


W w

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w	w	W	W	w
W	w	w	W	W

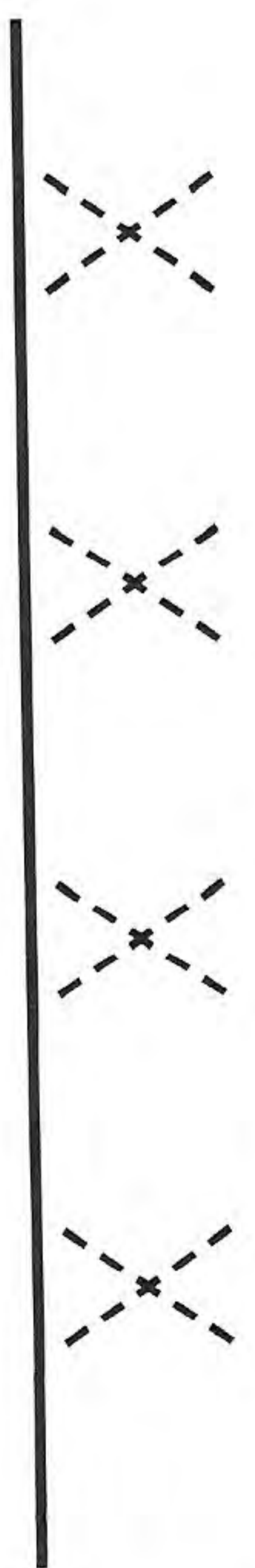
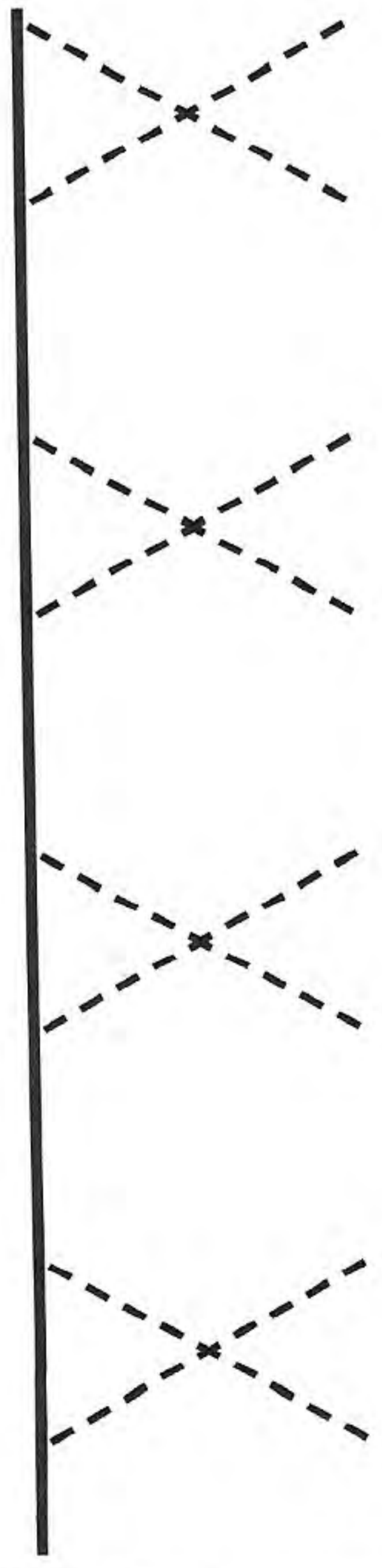




# Highlight-a-Letter!

Highlight the letters Xx. Then trace and write the letters.

e	X	P	c
D	X	x	X
x	C	X	a
X	g	Q	X





x

X

s

XX

V

A

X

X

X

X

V

X

I

X

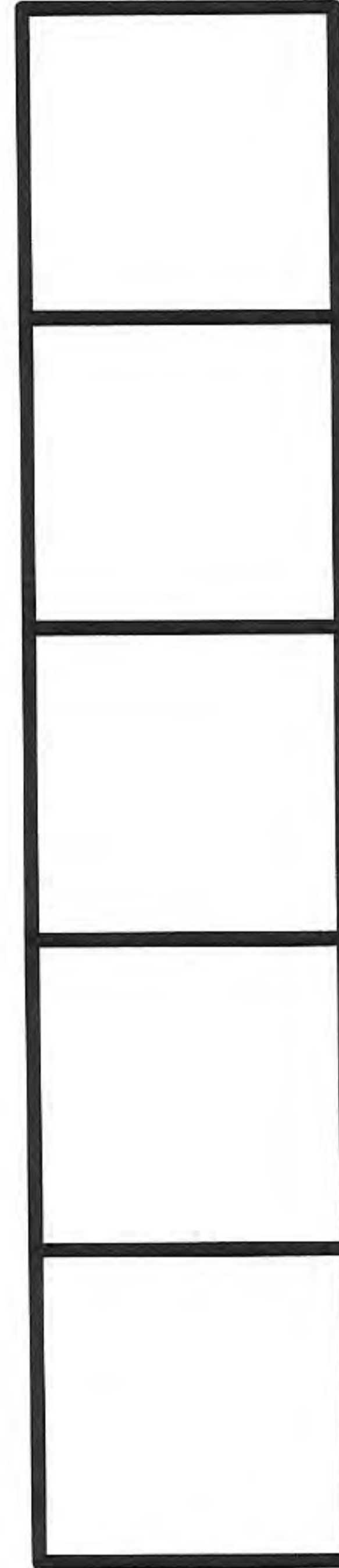
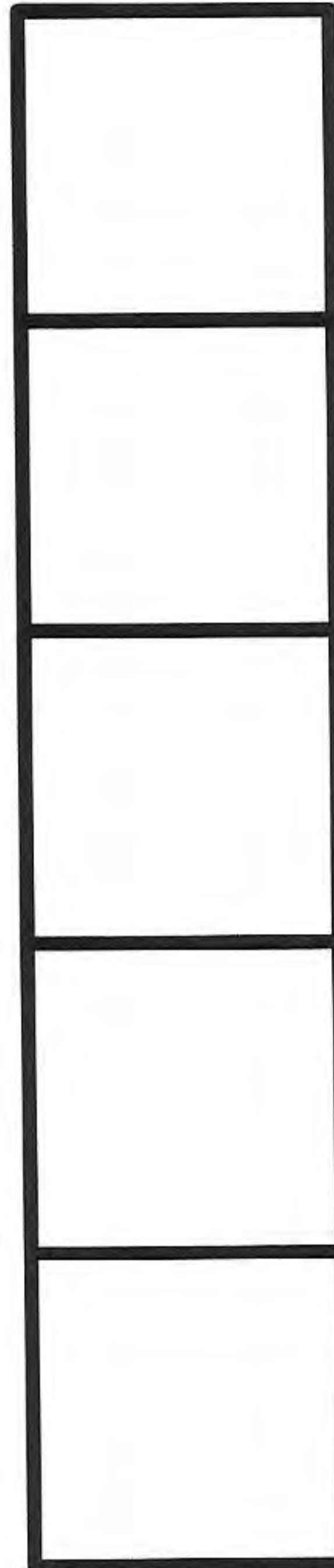
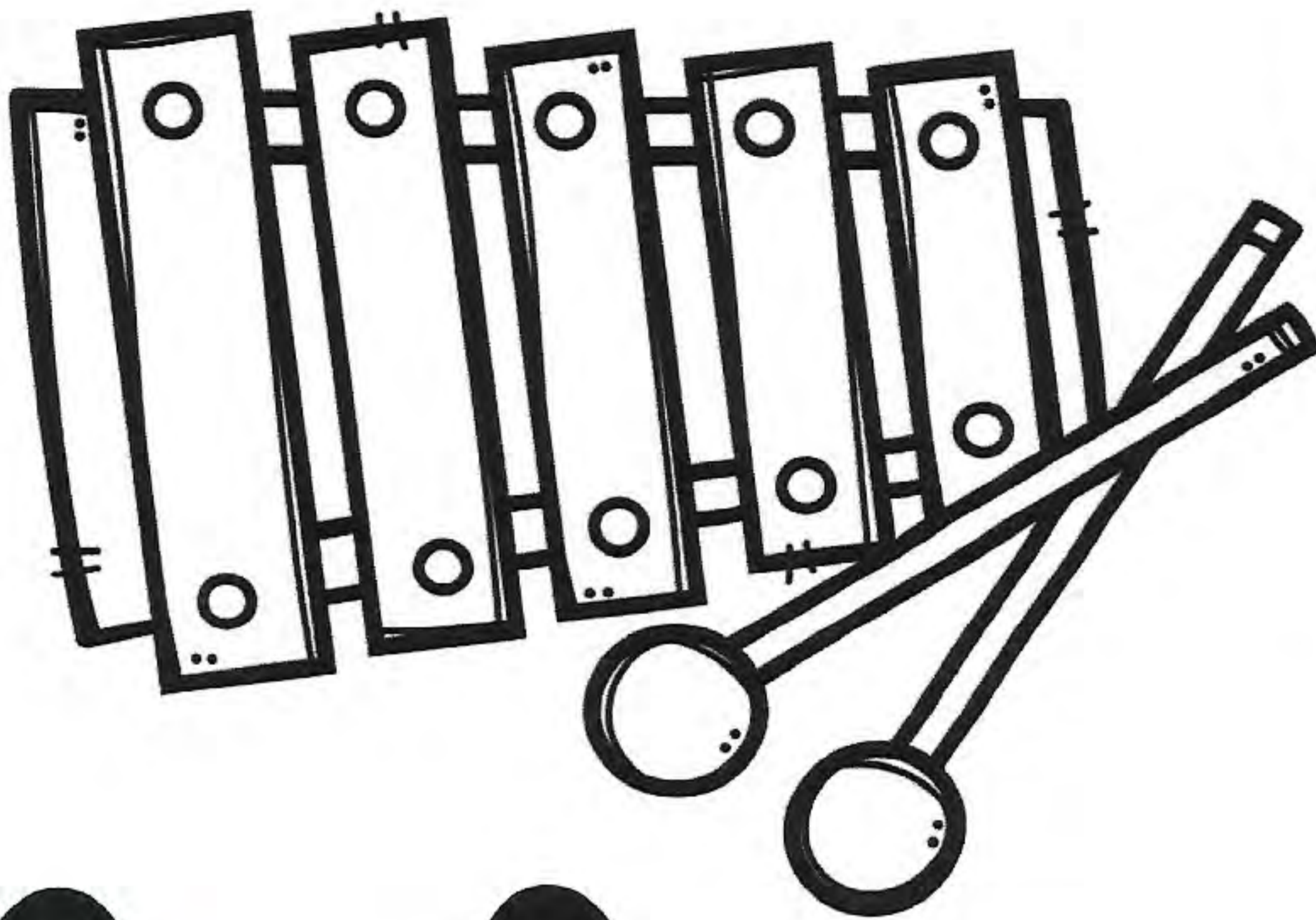
G

V

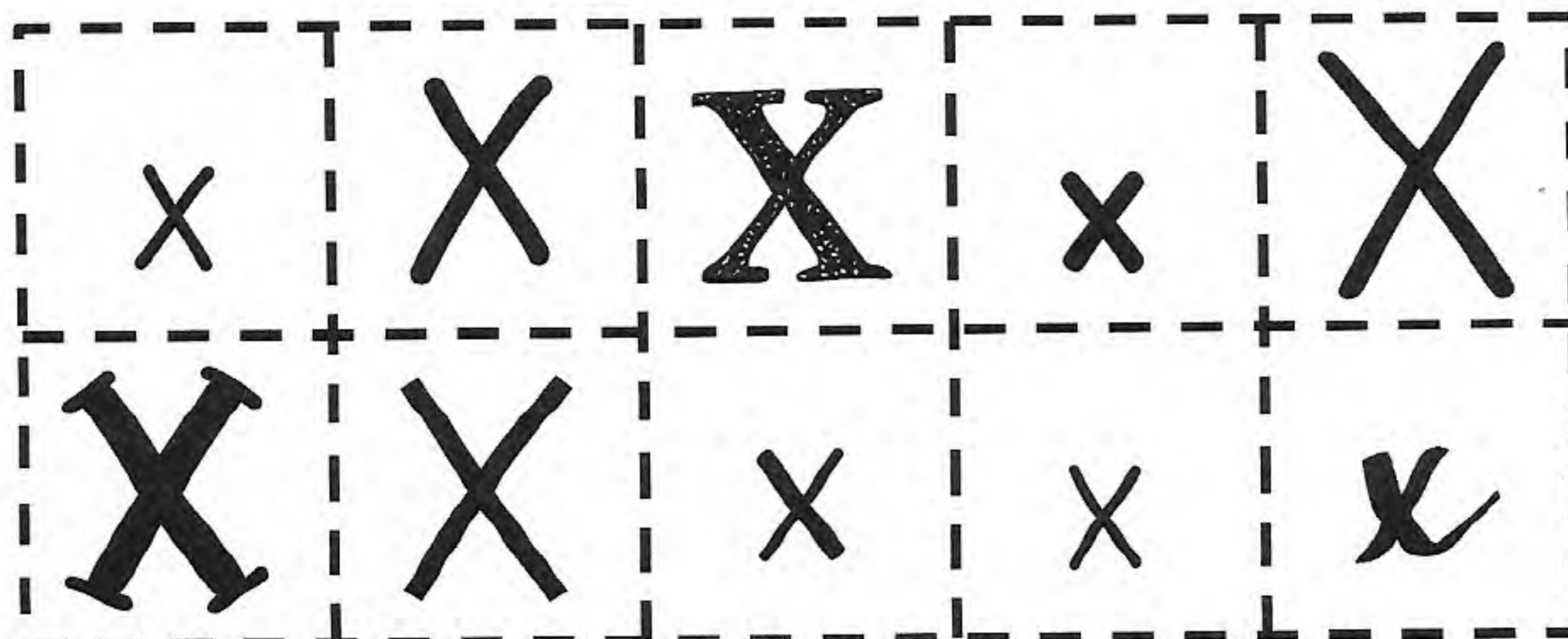


Name: \_\_\_\_\_

Date: \_\_\_\_\_



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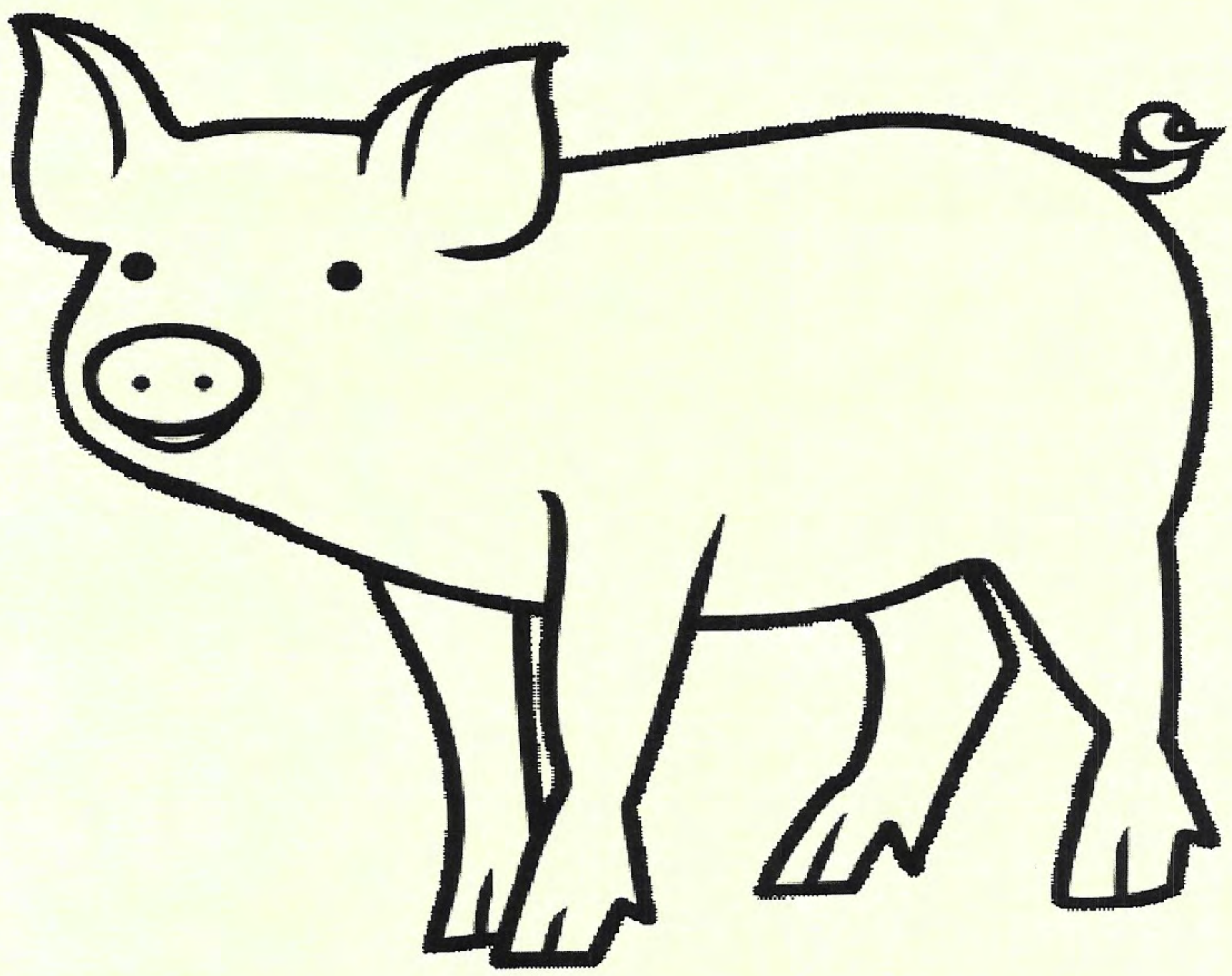
Name: \_\_\_\_\_

Read, mark the answer, and color.

Date: \_\_\_/\_\_\_/\_\_\_

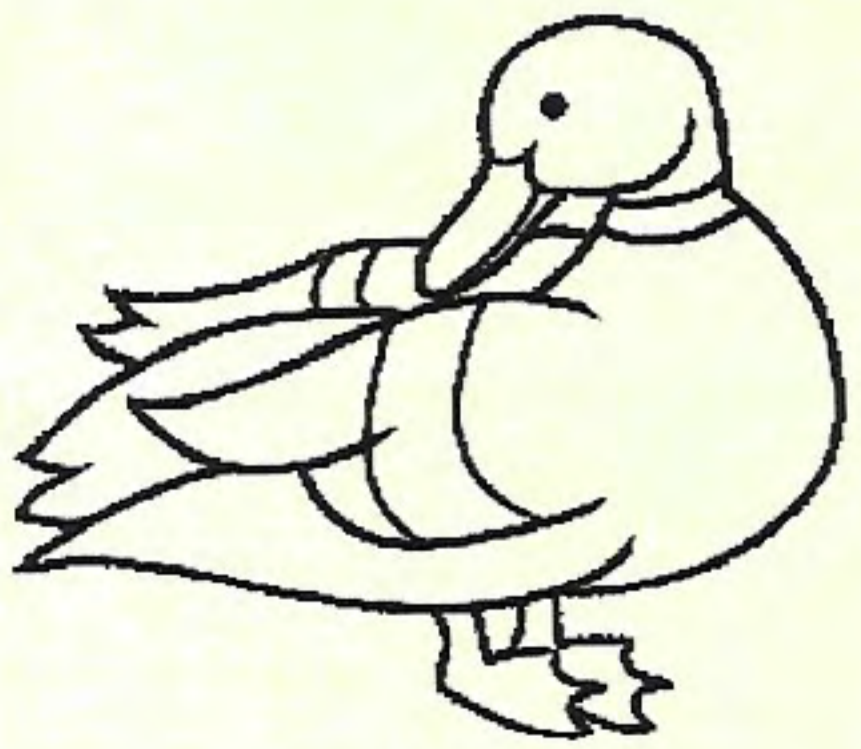
**Data Collection**

Reads # words.	/8
Colors pig pink.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered

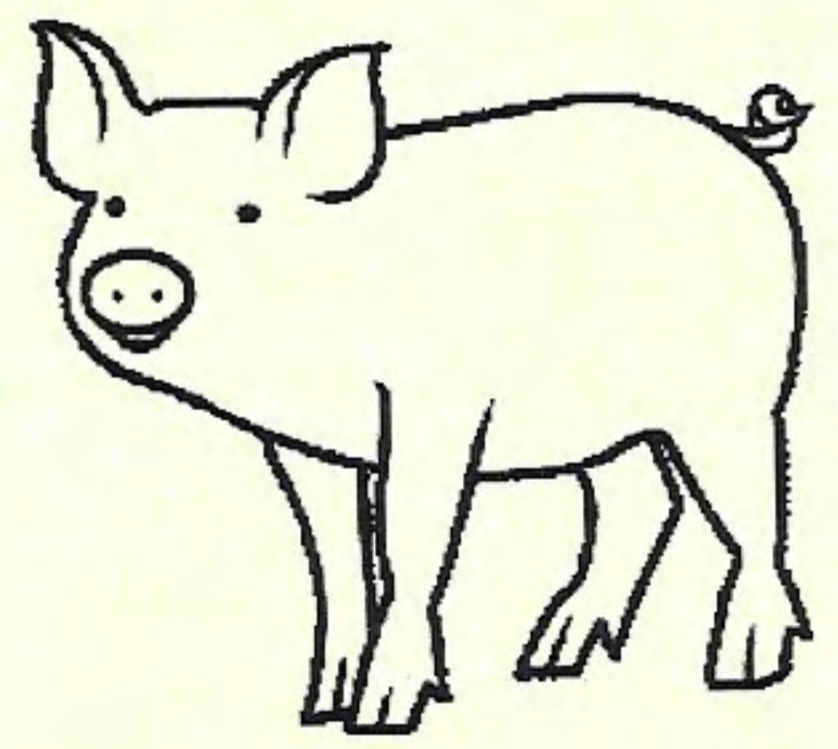


I see a pig.  
The pig is pink.

What do you see?

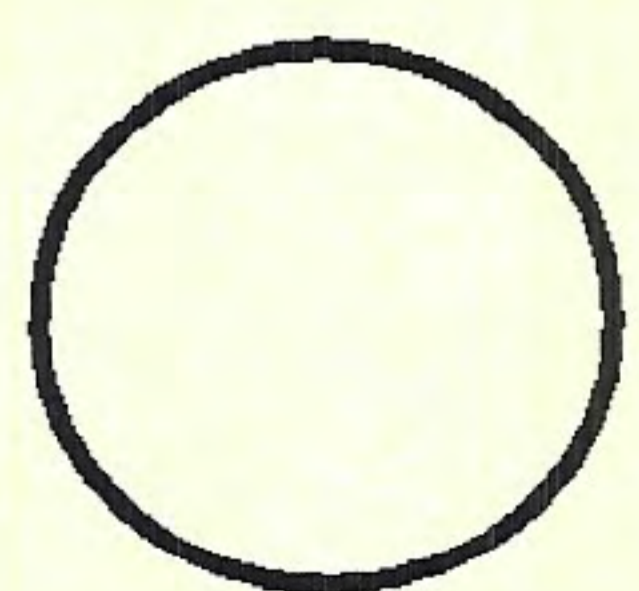


duck

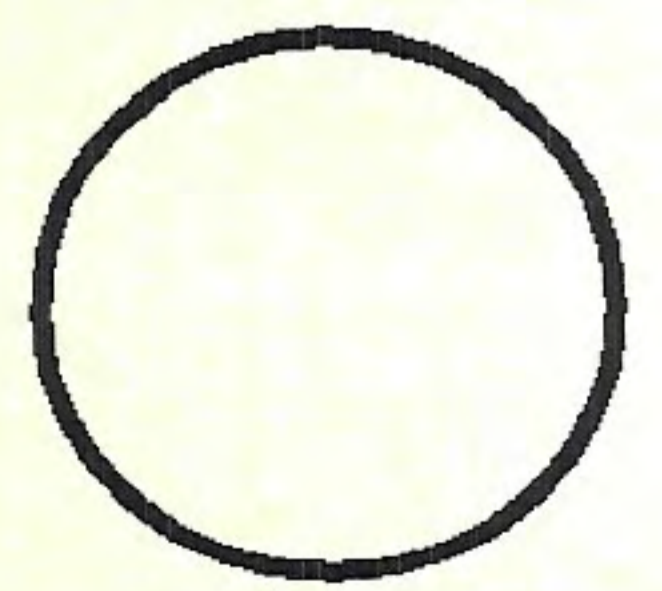


pig

What color is the pig?



pink



yellow



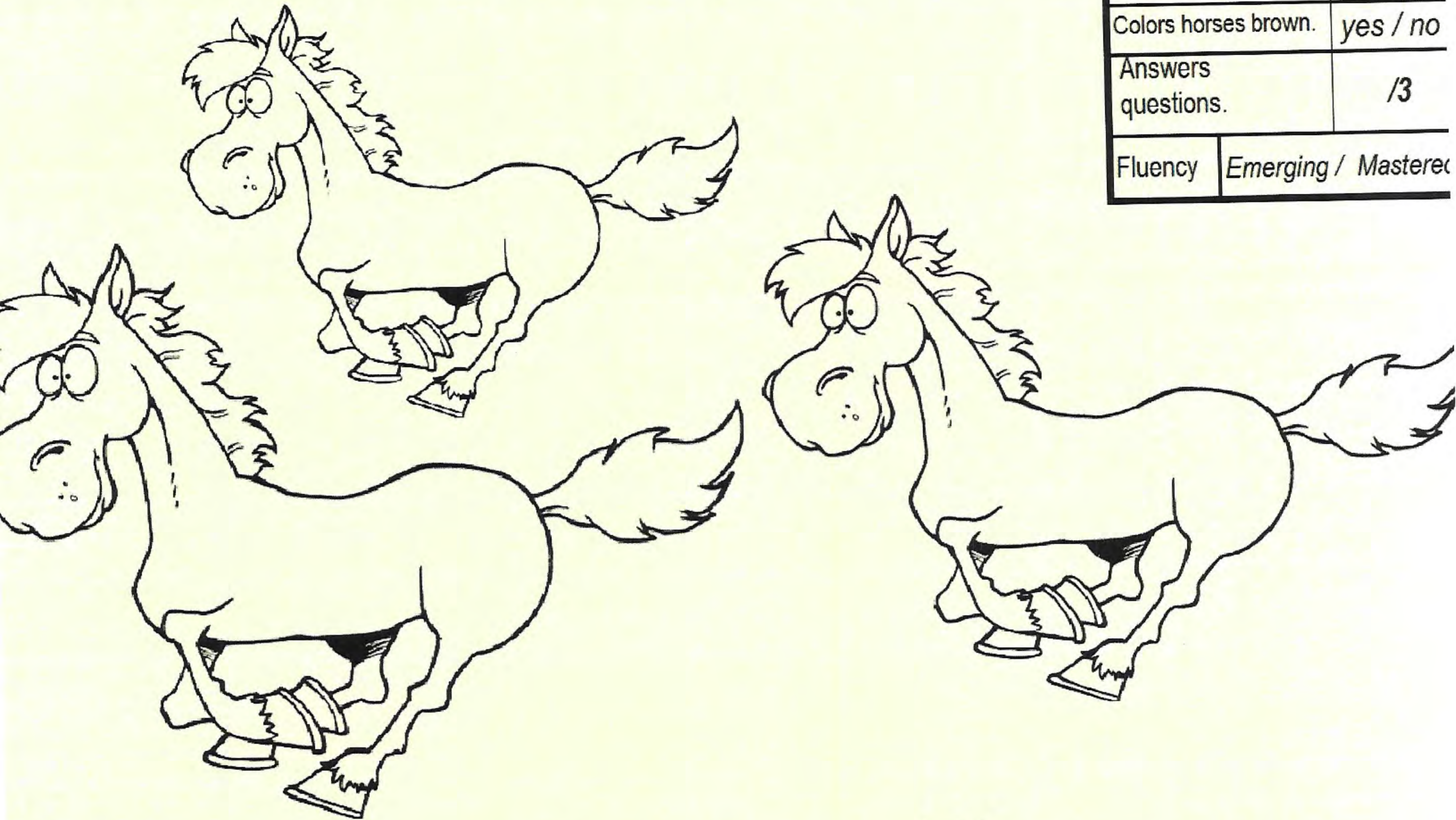
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

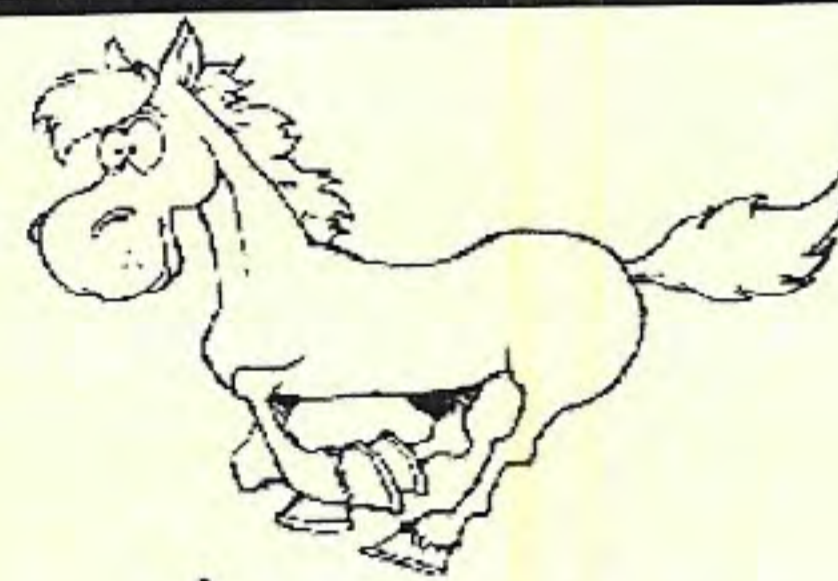
**Data Collection**

Reads # words.	/11
Colors horses brown.	yes / no
Answers questions.	/3
Fluency	Emerging / Mastered



I see three horses. They run fast. The horses are brown.

What do you see?

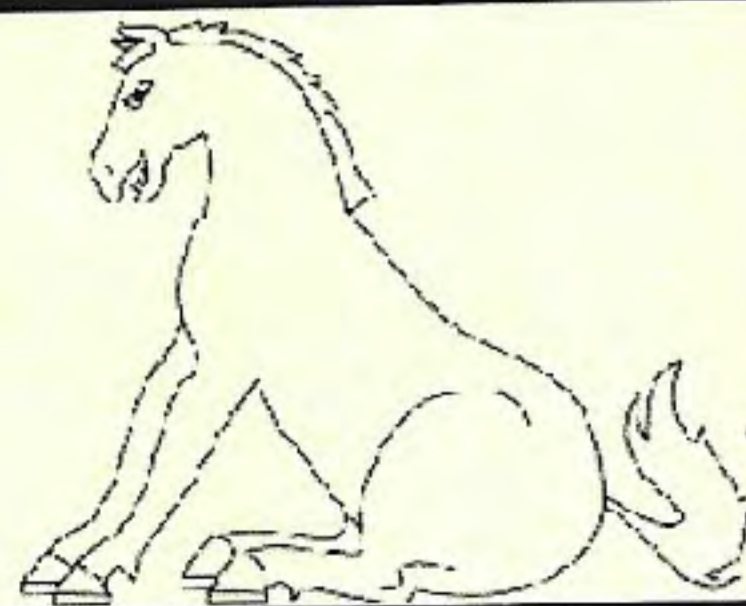


horses

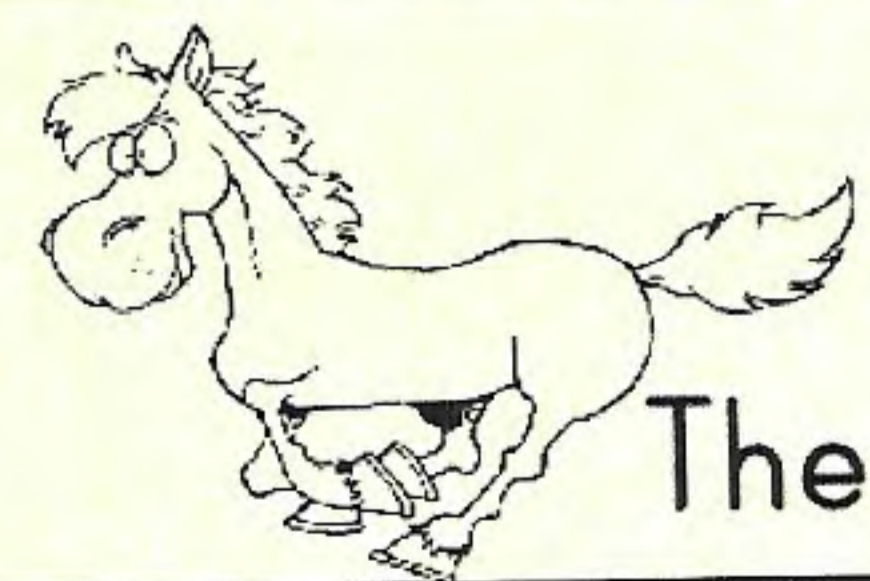


lamp

What are the horses doing?



They sit.

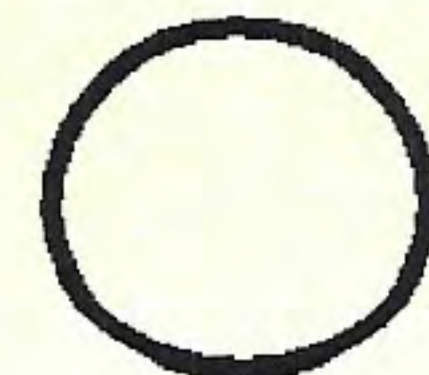


They run.

What color are the horses?



white



brown



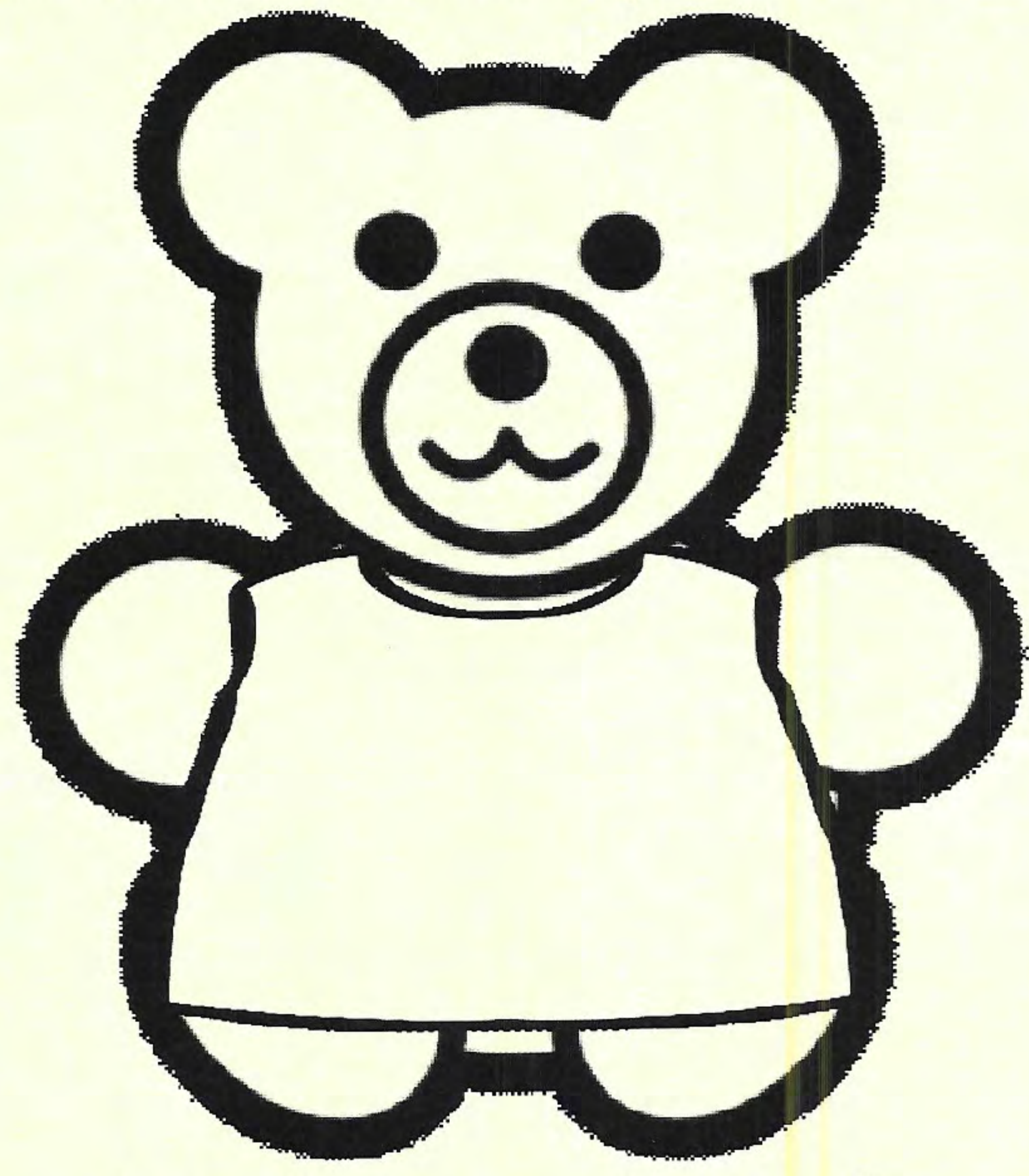
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

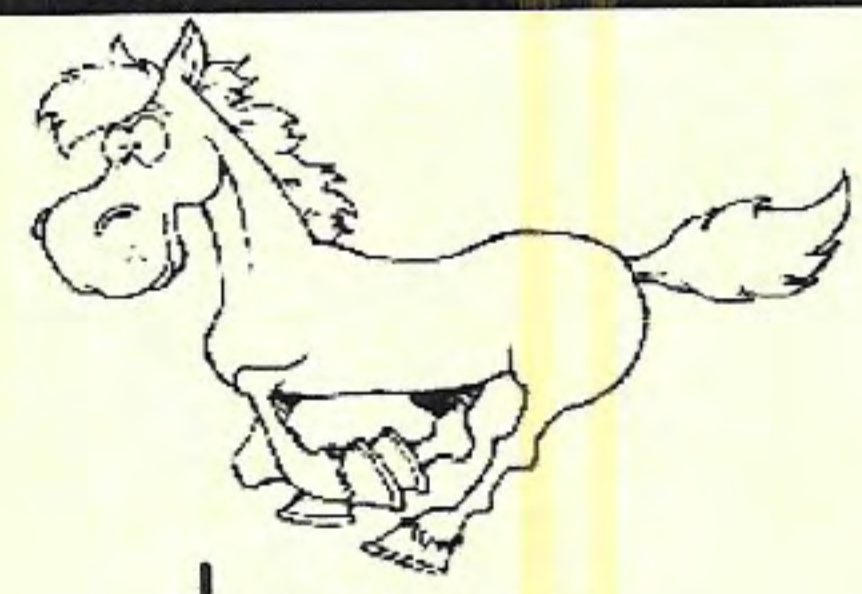
**Data Collection**

Reads # words.	/13
Colors shirt orange.	yes / no
Answers questions.	/3
Fluency	Emerging / Mastered

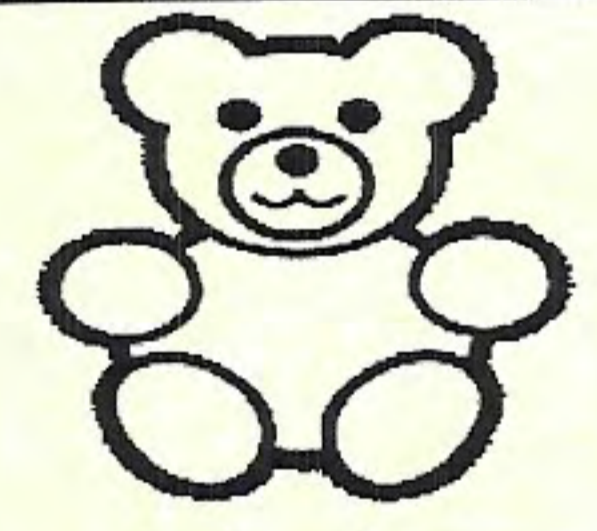


I see a little teddy bear. The teddy bear has an orange shirt.

What do you see?



horses

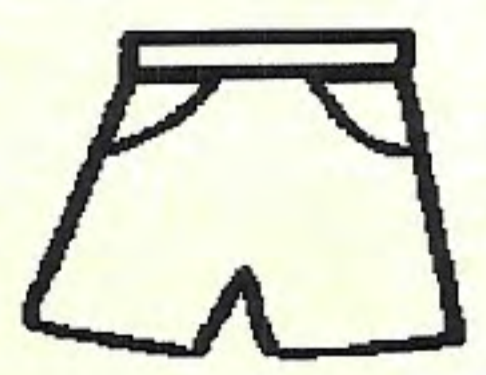


teddy bear

What is the teddy bear wearing?



a shirt

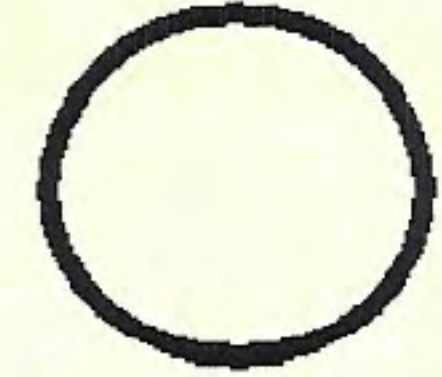


shorts

What color is the shirt?



orange

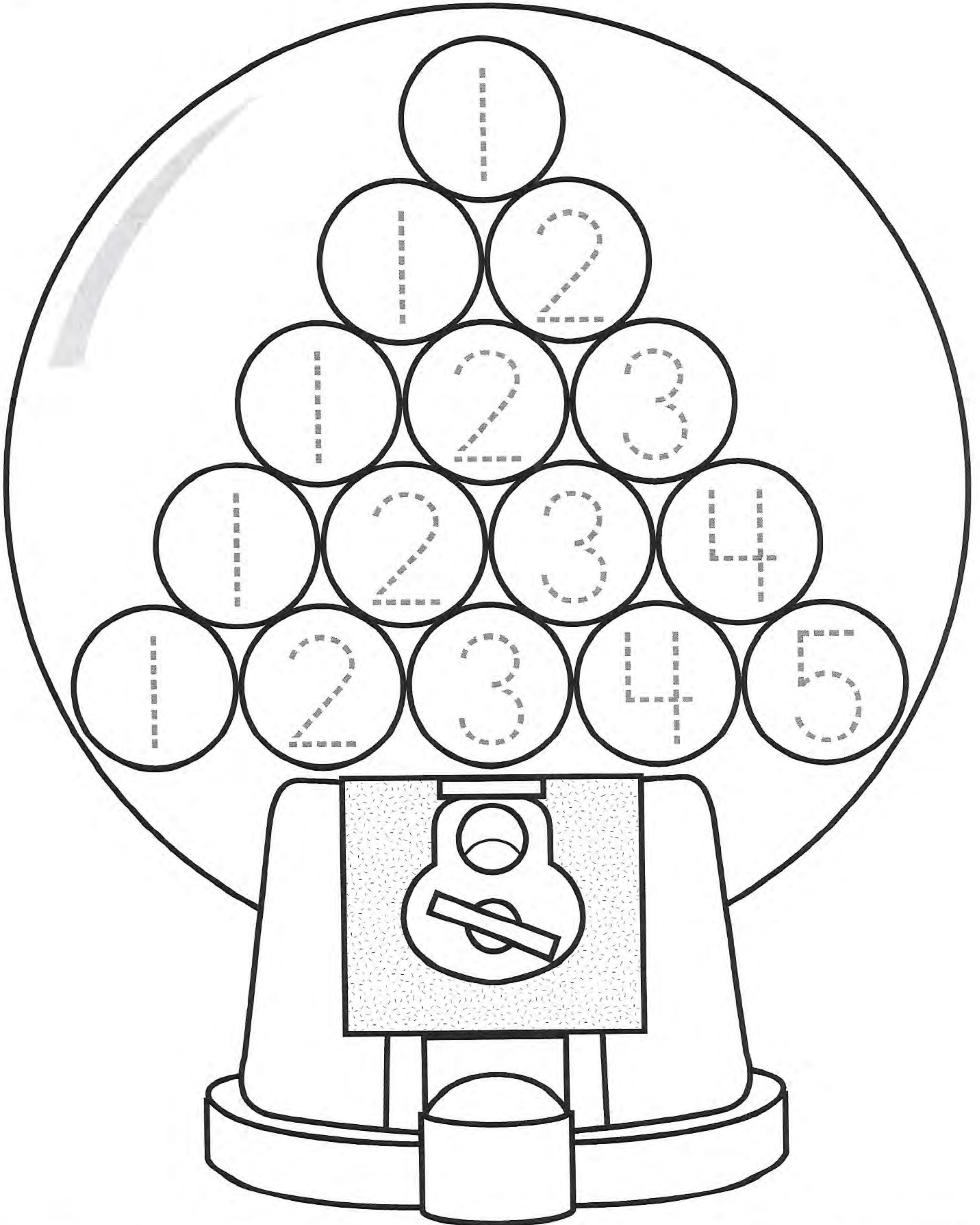


brown





Name \_\_\_\_\_





Fill in the missing numbers.

### Addition Number Chart

+	1	2	3	4	5	6	7	8	9	10
1				5				9		
2		4				8				
3			6						12	
4					9					14
5	6						12			
6		8		10						
7						13	14			
8			11					16		
9		11			14					
10									19	20





Name \_\_\_\_\_

**Directions:** Trace the numbers. Draw lines to connect the problems to the answers.

$$\begin{array}{r} + \\ 4 \\ + \\ 3 \\ \hline \end{array}$$

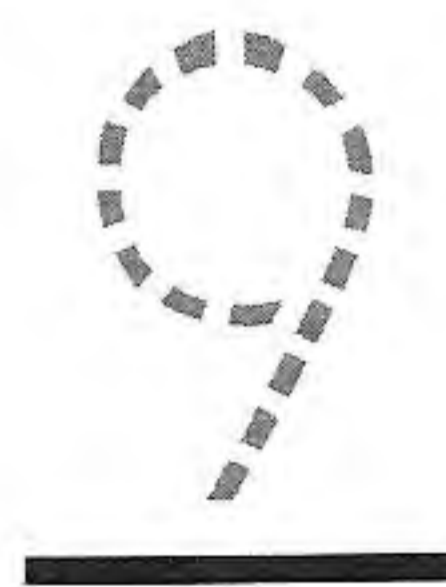
$$\begin{array}{r} + \\ 8 \\ + \\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ 5 \\ + \\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ 3 \\ + \\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ 7 \\ + \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} + \\ 5 \\ + \\ 2 \\ \hline \end{array}$$





Name \_\_\_\_\_

Touch and count the TouchPoints in the correct order. Write the answer, and say the problem and answer quietly. Then count the objects to check your answer.

9 + 3

---

5 + 3

---

4 + 3

---

8 + 3

---



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 0 \\ \hline \end{array}$$

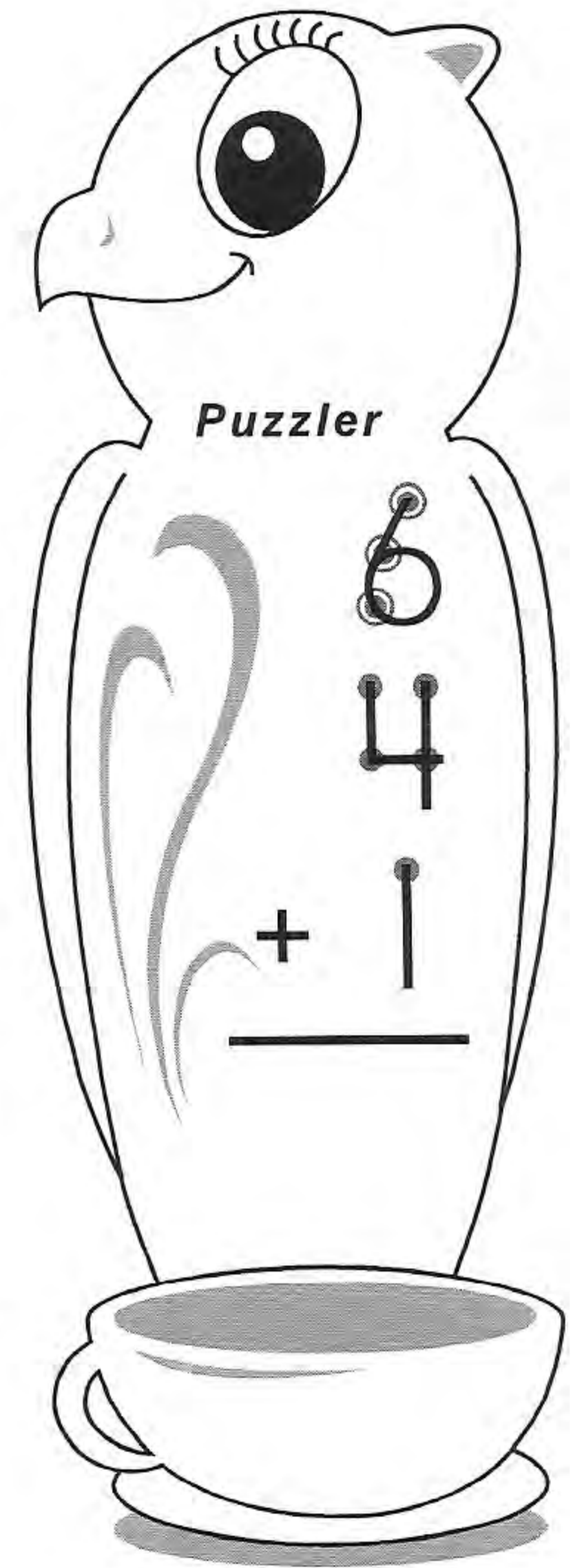
$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$





Name \_\_\_\_\_

**Directions:** Begin with the first numeral, and use a pencil to touch and count the TouchPoints in the correct order. Then write the answer (sum). Say the problem and answer quietly.

$0$	$1$	$2$	$3$	$4$
$+ 7$	$+ 7$	$+ 7$	$+ 7$	$+ 7$
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

$5$	$6$	$7$	$8$	$9$
$+ 7$	$+ 7$	$+ 7$	$+ 7$	$+ 7$
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

$8$	$9$	$2$	$5$	$4$
$+ 7$	$+ 7$	$+ 7$	$+ 7$	$+ 7$
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

☆ **Puzzler** ☆

$7 + 7 = \underline{\quad}$

$6 + 7 = \underline{\quad}$

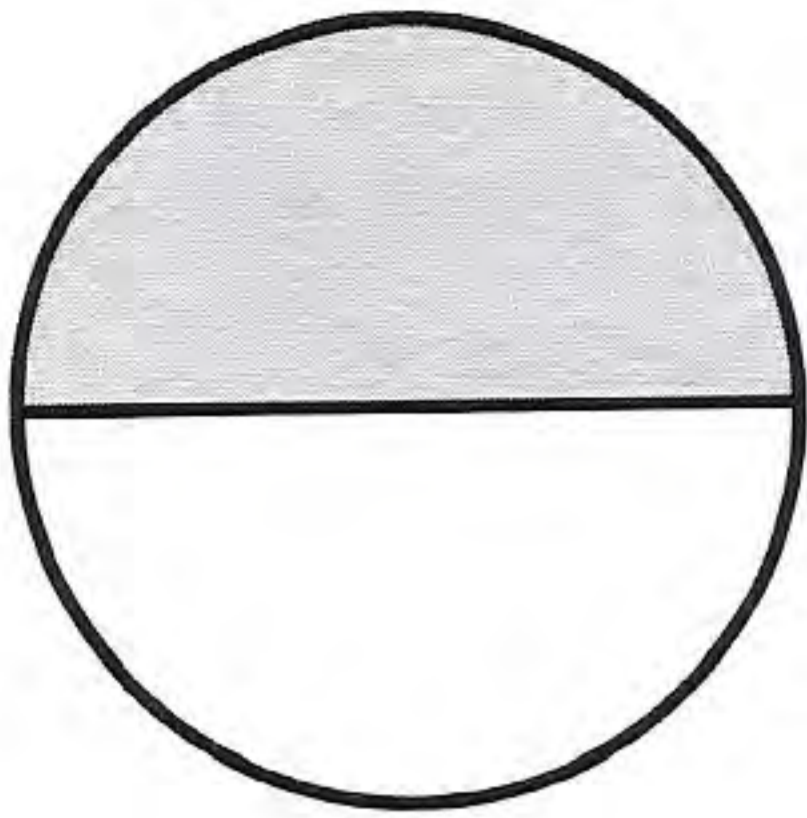
$3 + 7 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

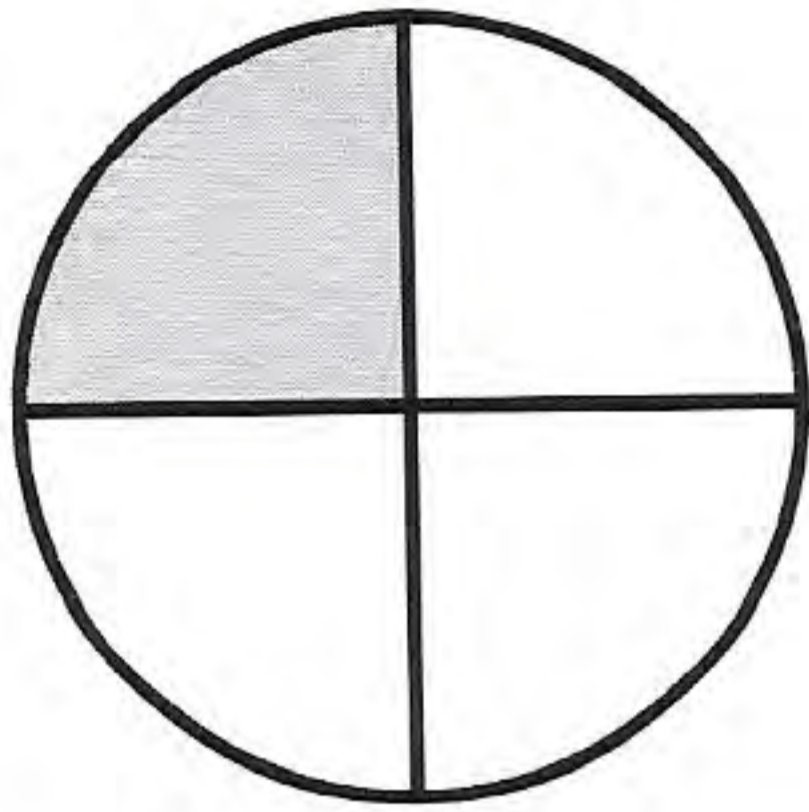
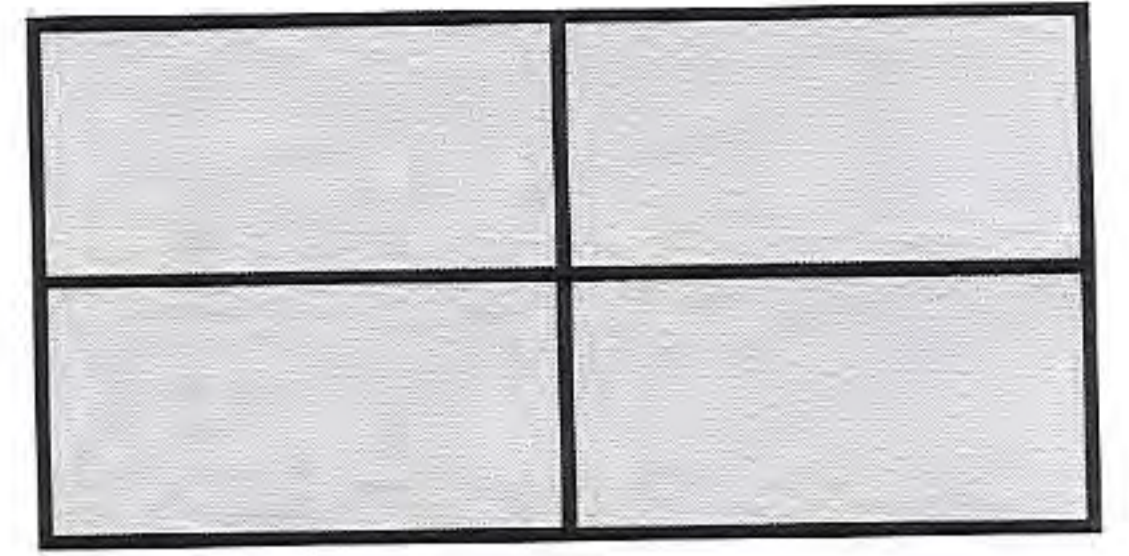




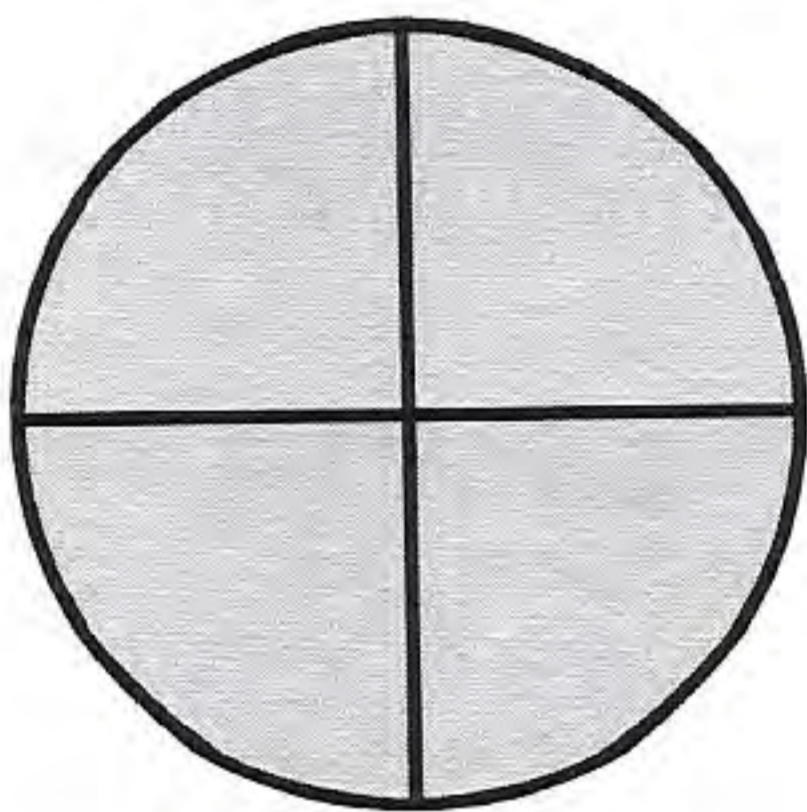
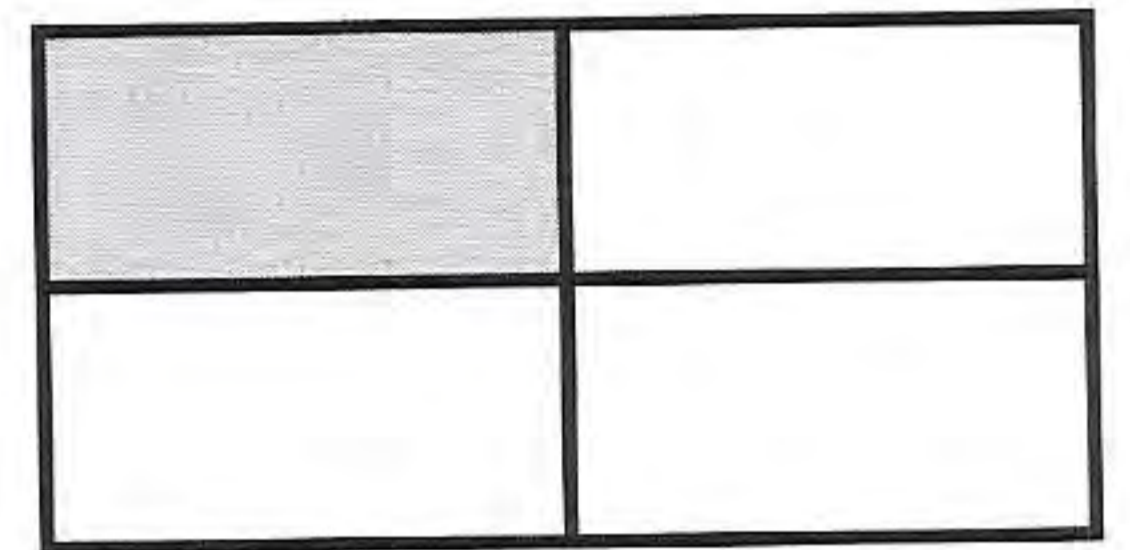
Name \_\_\_\_\_



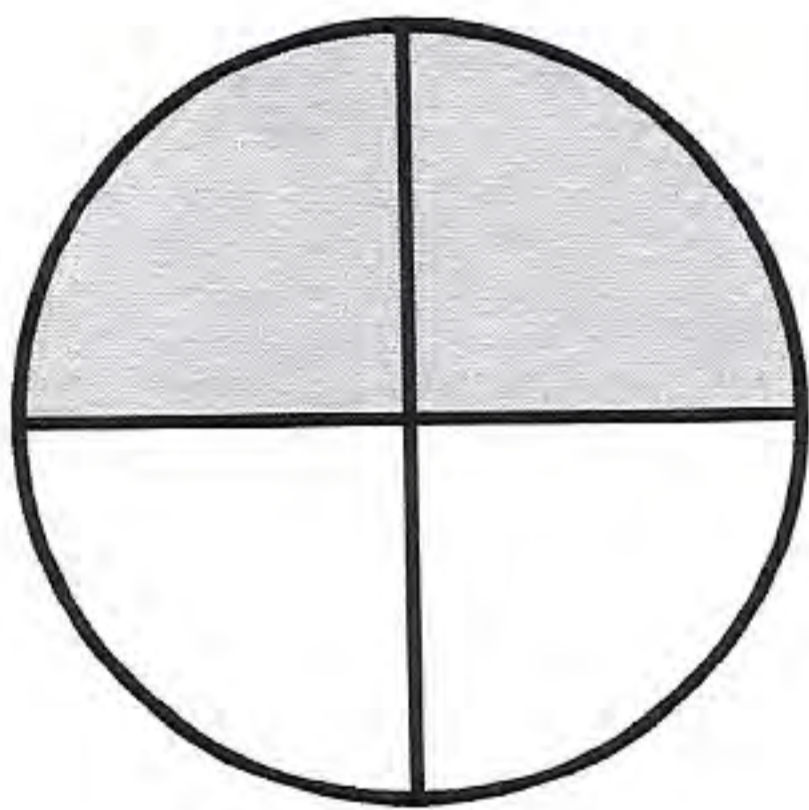
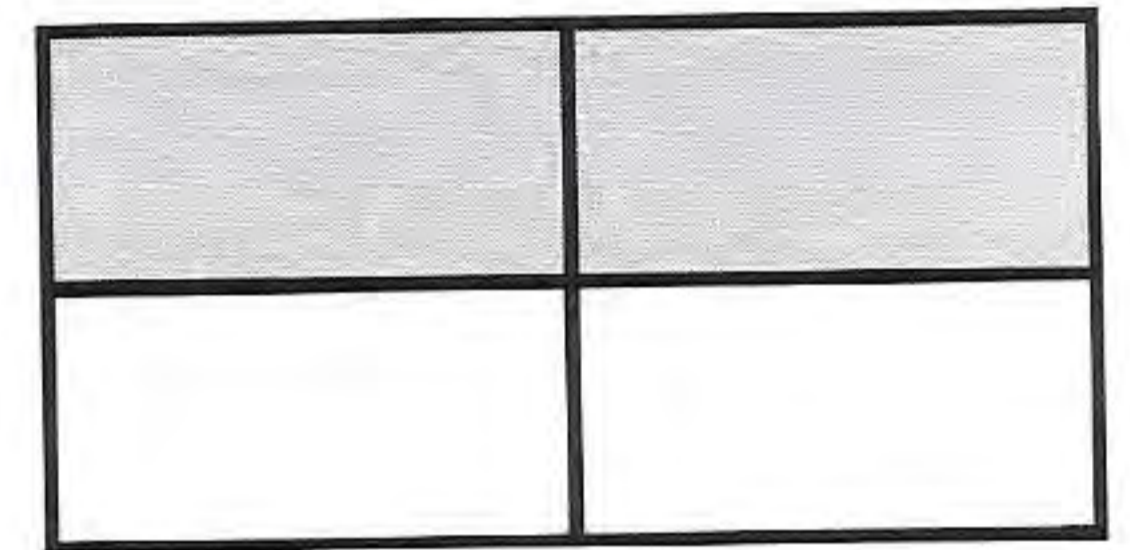
$$\frac{1}{2}$$



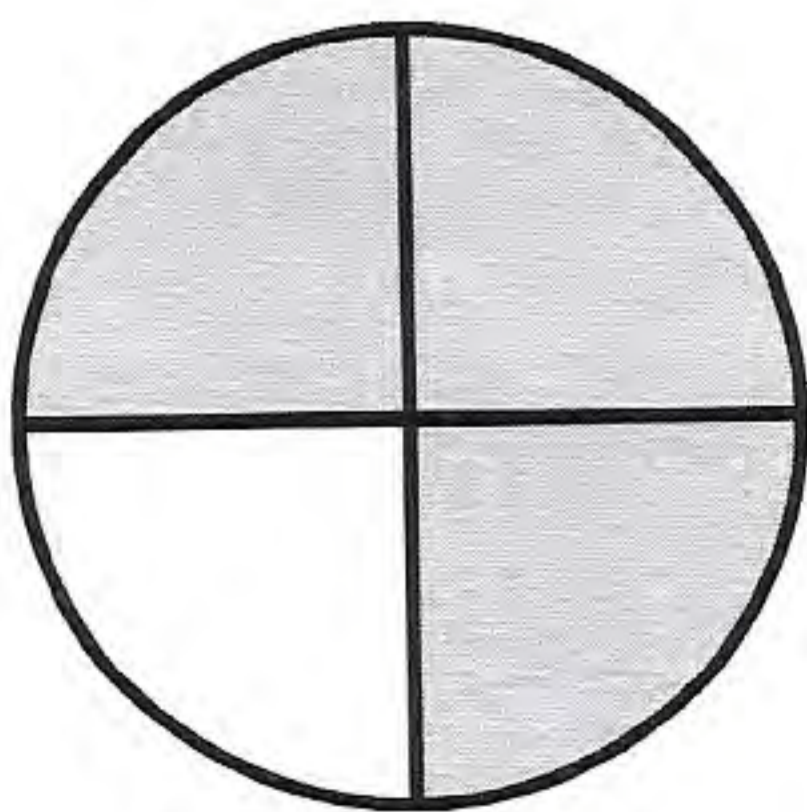
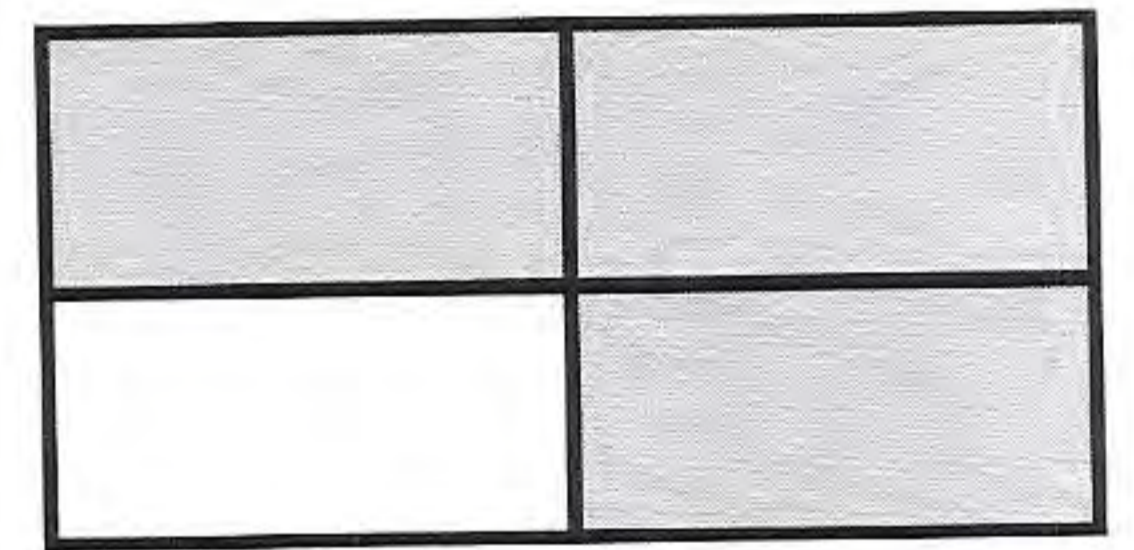
$$\frac{1}{4}$$



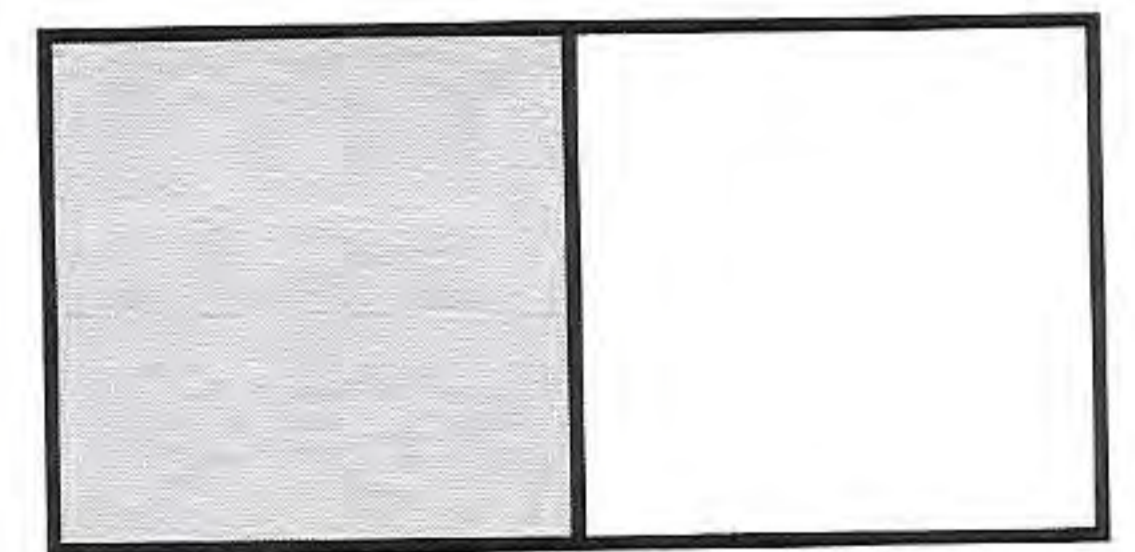
$$\frac{2}{4}$$



$$\frac{3}{4}$$



$$\frac{3}{4}$$



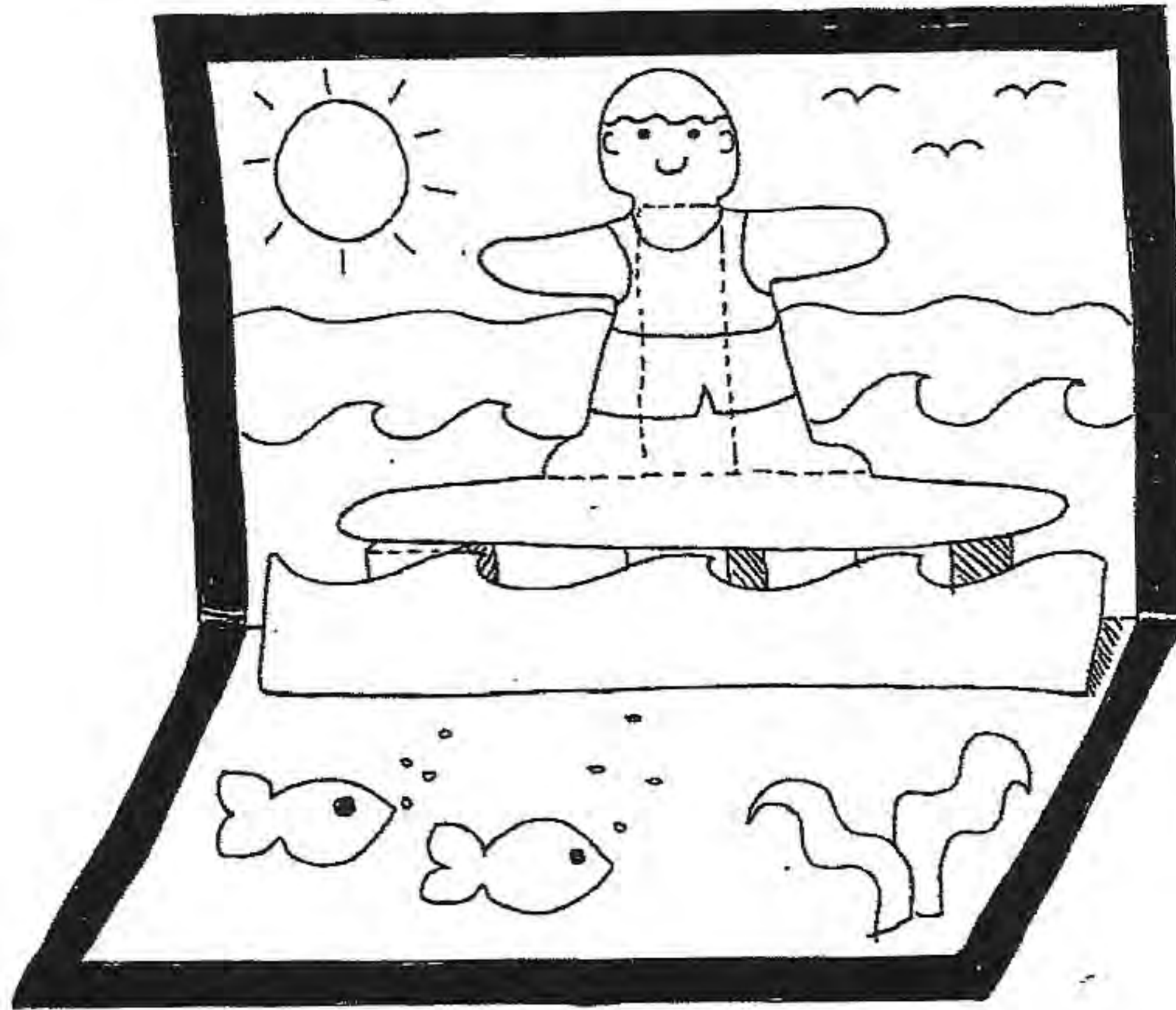


# Pop-Up Surfer

Surf's Up! Grab your board and head for the beach.

## Materials:

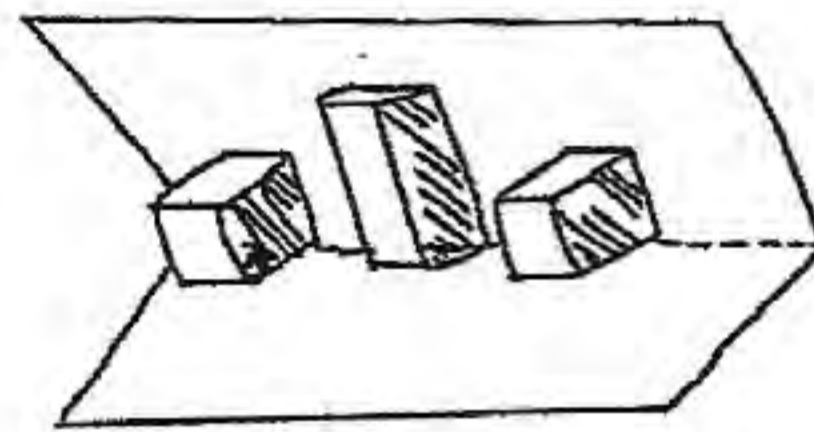
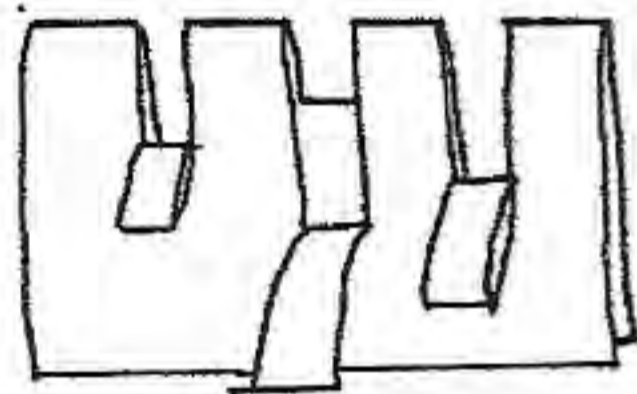
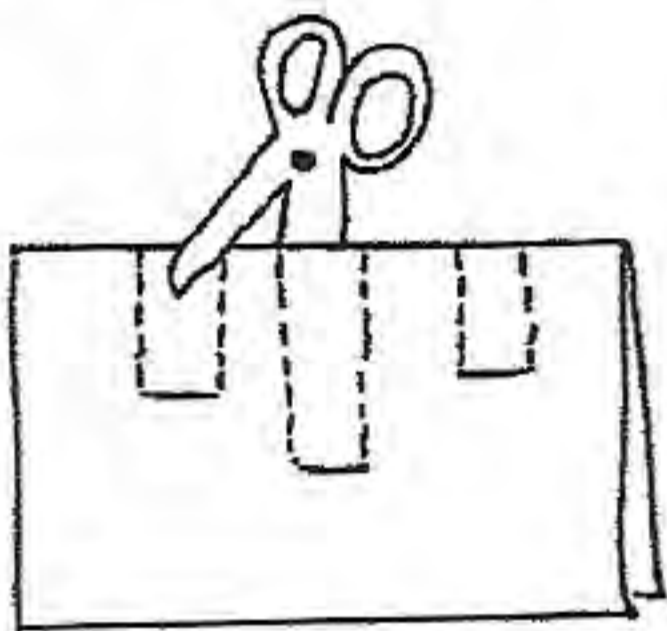
- a copy of the patterns on pages 171 and 172
- a sheet of 9" x 12" (22.8 x 30.5 cm) construction paper
- scissors
- felt pens or crayons
- glue



## Steps to follow:

1. Color and cut out the surfer and the wave patterns.

2. Fold the pop-up form and cut as instructed.



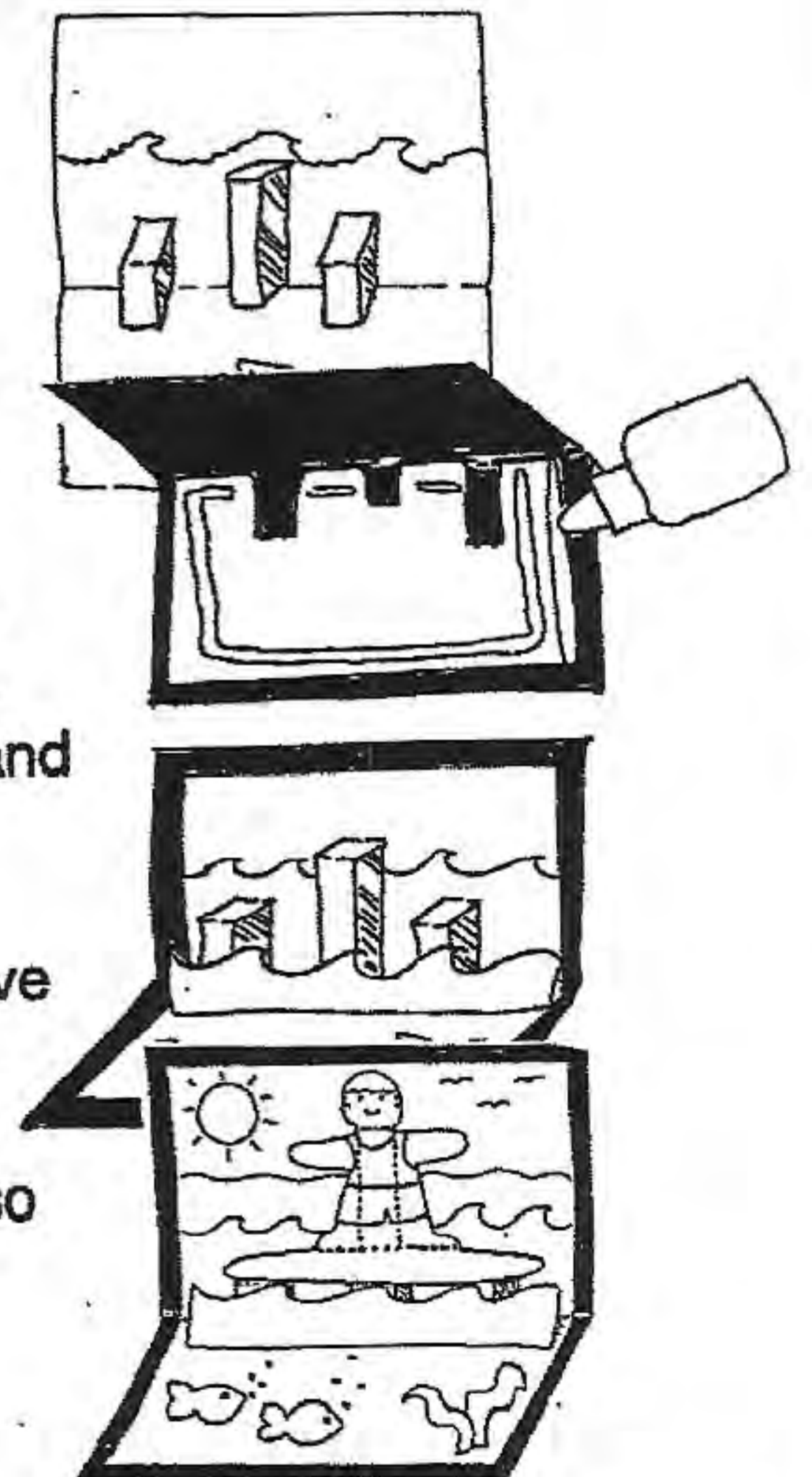
3. Color the background on the pop-up form. Students may want to add fish in the water, other surfers on the horizon, etc.

4. Fold the construction paper sheet in half. Put a row of glue along the outside edge of the back of the pop-up form. Set the glued pattern form inside the folded construction paper. Press closed. Open up the folder and pull the tabs forward.

5. Put a spot of glue on the front part of each of the tabs. Paste the wave piece against the glue on the shorter tabs.

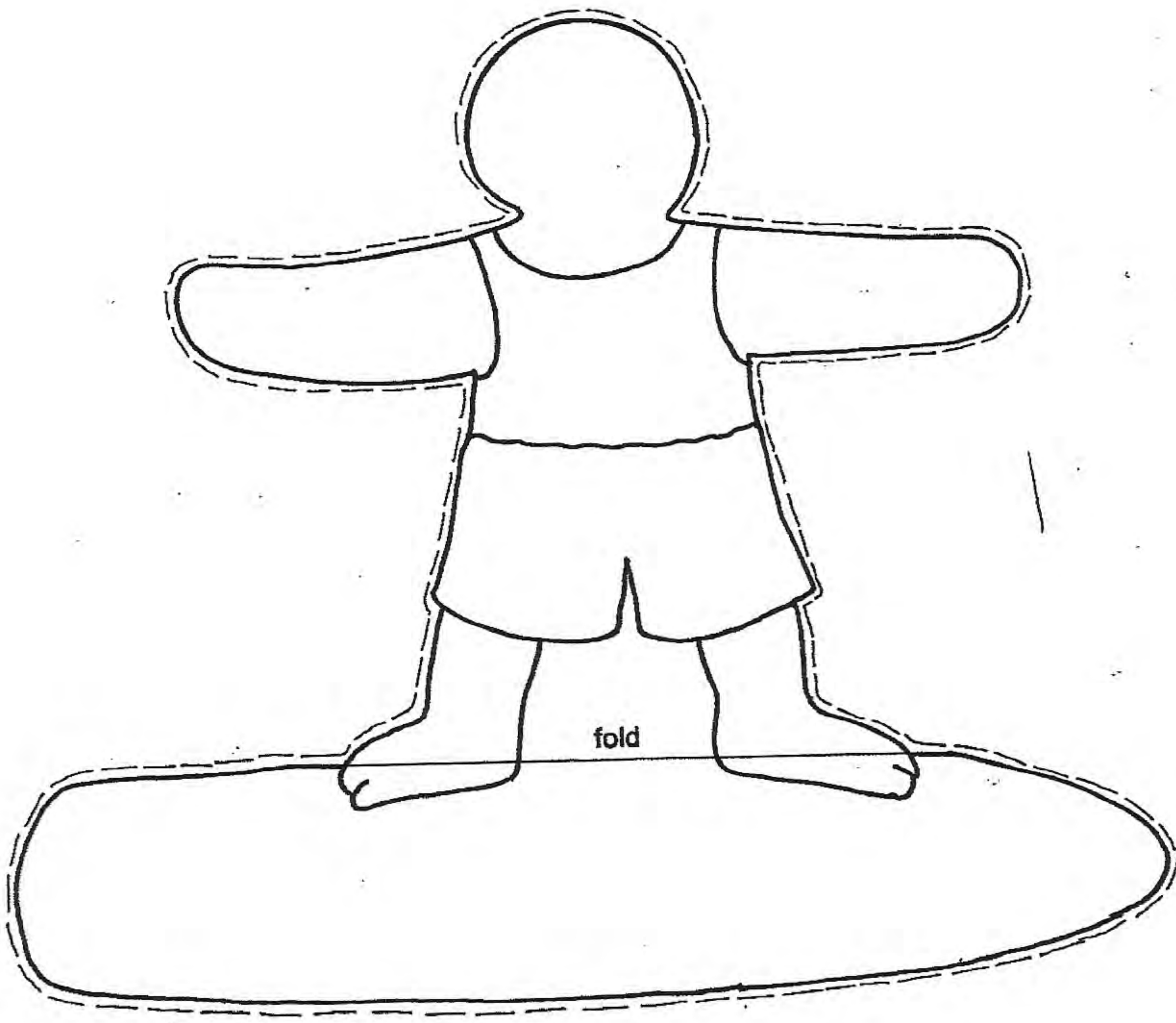
6. Set the surfer against the glue on the tall tab. Fold the surfboard up so that it rests on the shorter tabs.

7. Press the folder closed. Open it again and watch the surfer pop up.





# Surfer and Wave Pattern

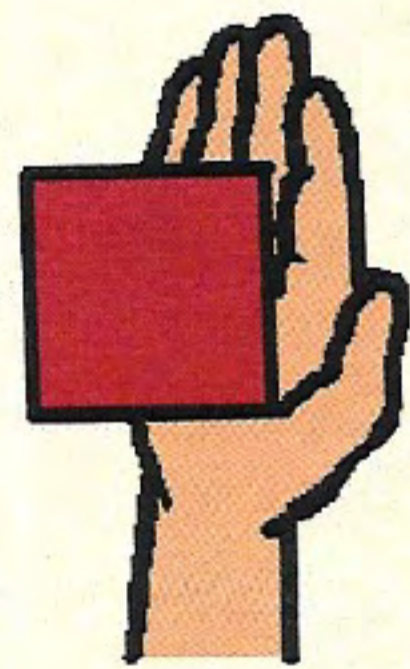




you



have



a



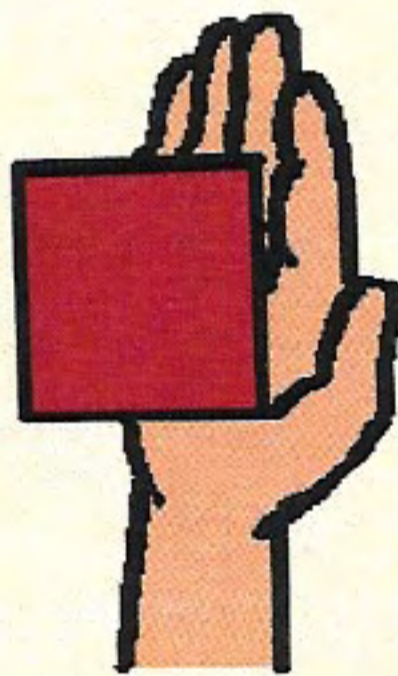
pet

?

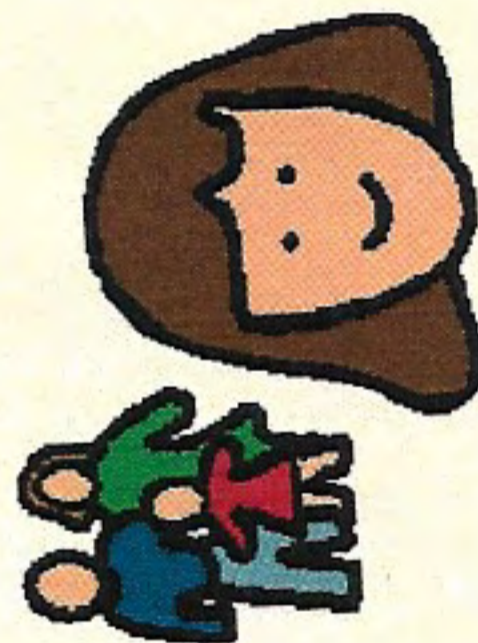
you



have



a



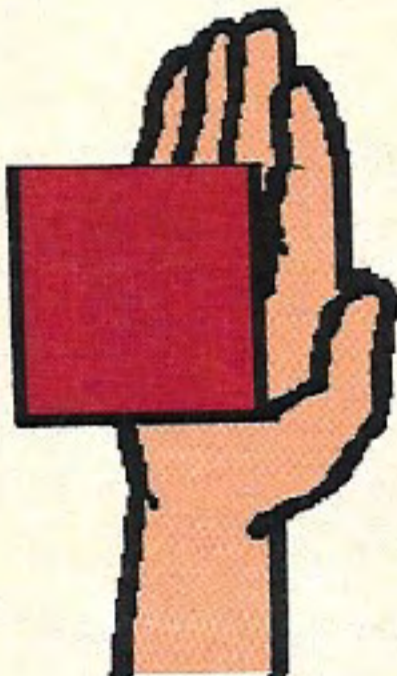
sister

?

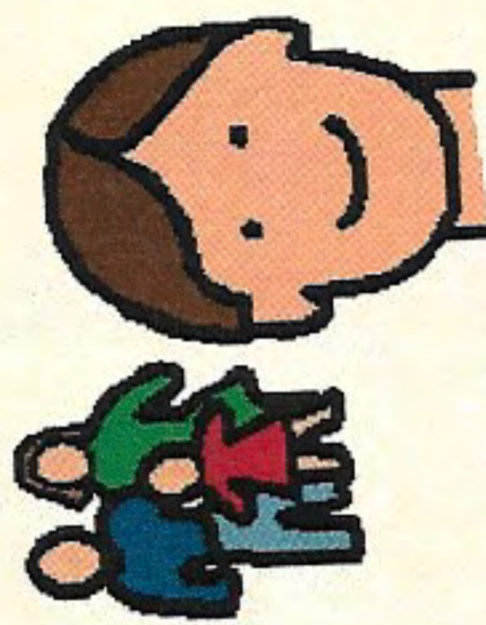
you



have



a



brother

?

how



old



are



you

?



what

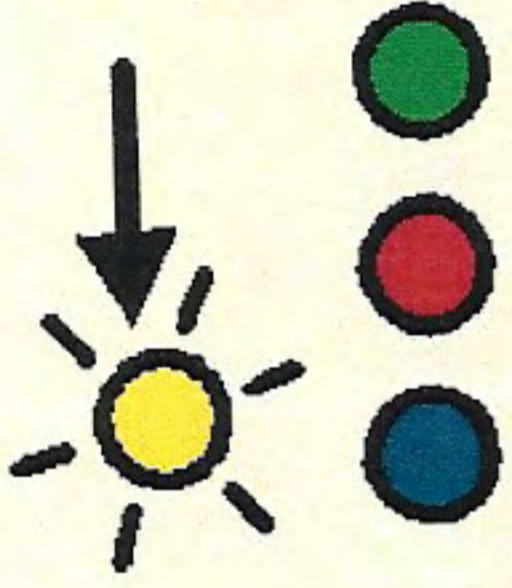


is

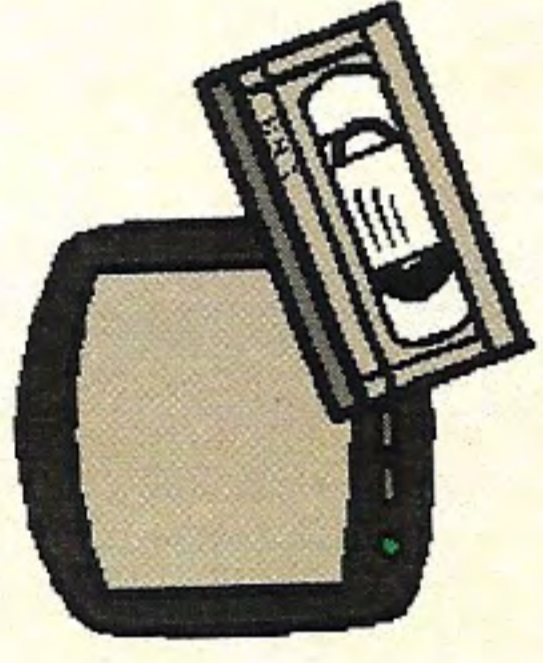
your



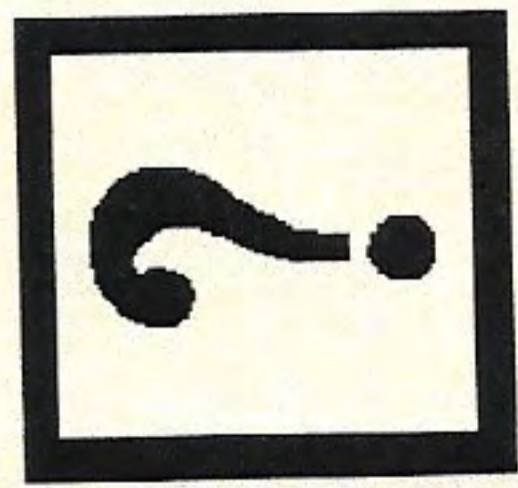
favorite



movie



what

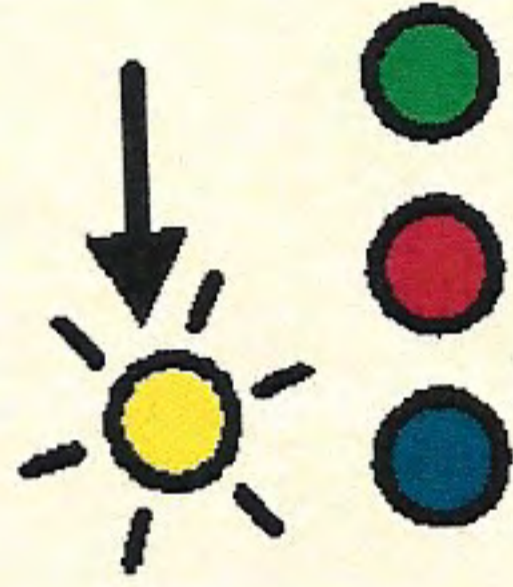


is

your



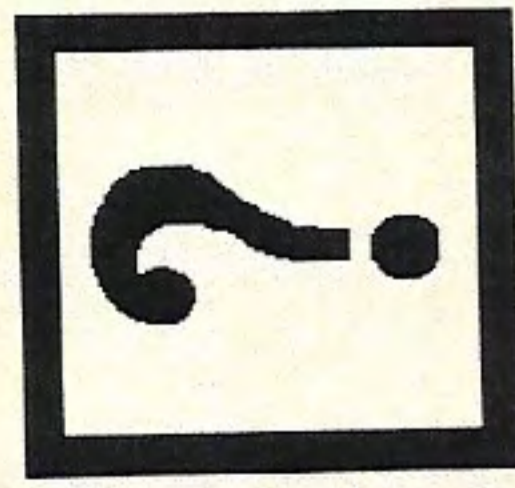
favorite



color



what

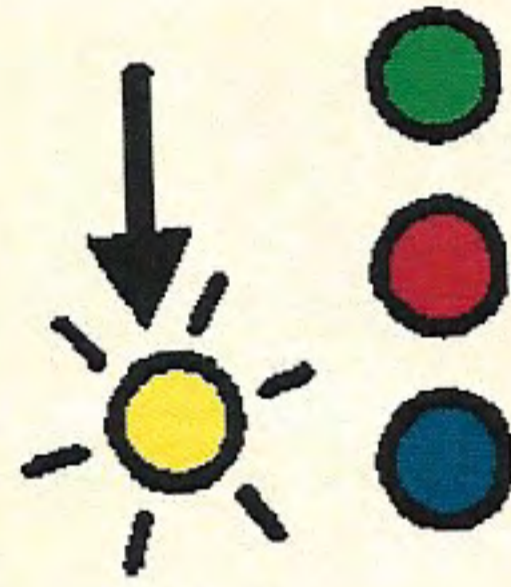


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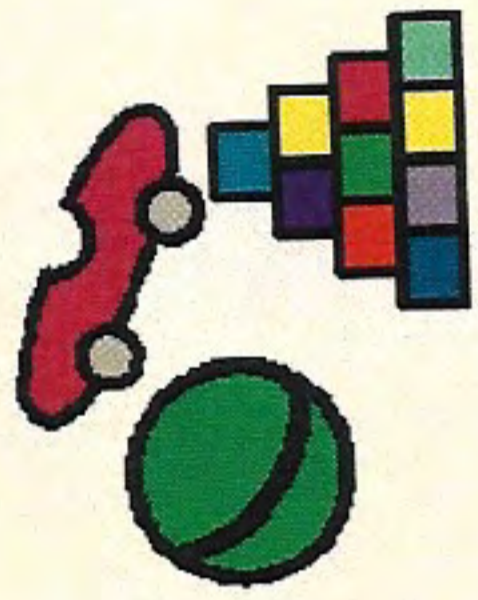
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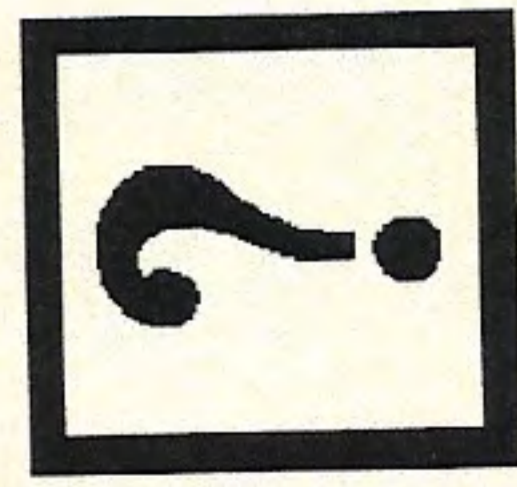
favorite



toy



what

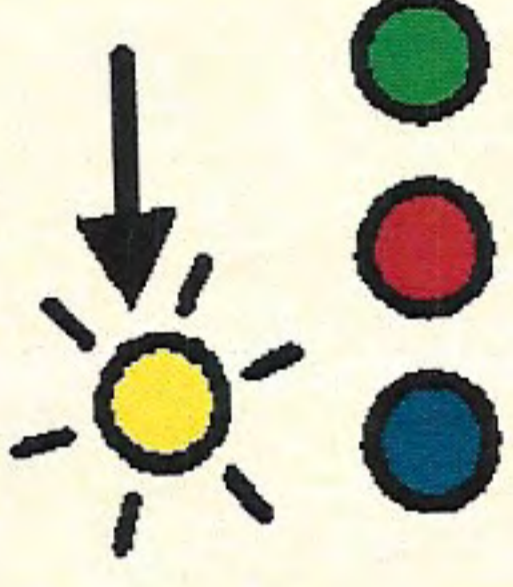


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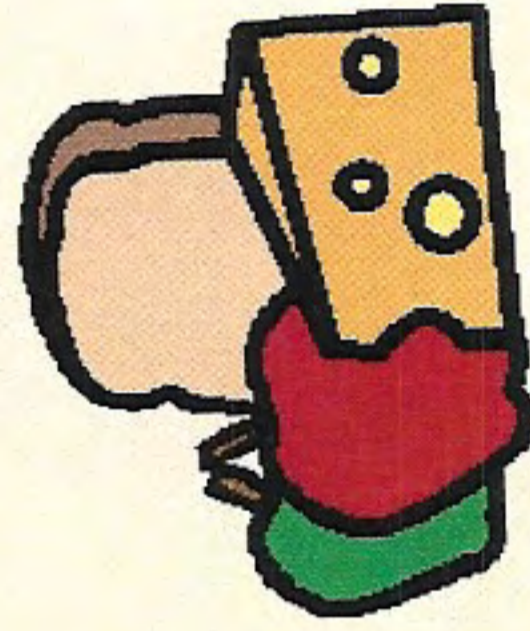
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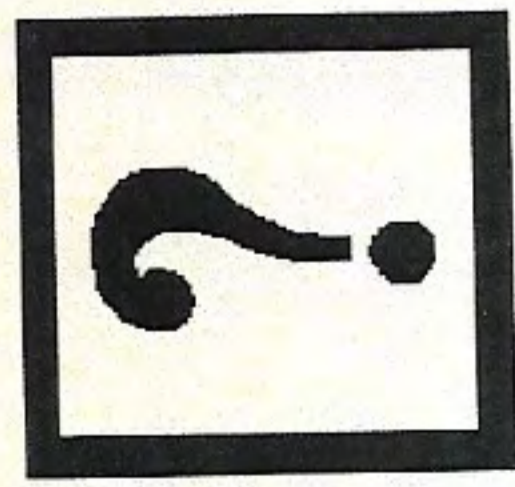
favorite



food



what

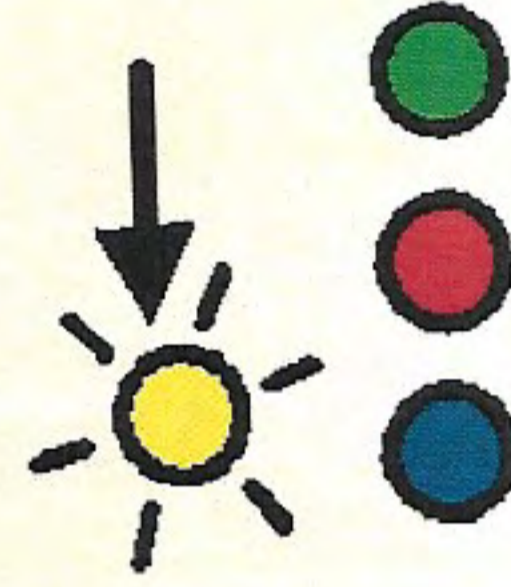


is

your



favorite



TV show





11

# websites for LISTEN to READING

## FREE SITES

Vooks

Epic

Storyline Online

Storytime from Space

Starfall

The Indianapolis Public Library

A Story Before Bed

## PAID SUBSCRIPTION SITES

TumbleBooks

Pebble Go

Raz-kids







Office of Exceptional Student Education

Fisher Building • 3011 West Grand Blvd. • Detroit, MI 48202

O (313) 873-7740

[detroitk12.org](http://detroitk12.org)

*Office of Exceptional Student Education*

**Distance Learning Packet**  
**ASD Program**

**Autism Spectrum**  
**Disorders PK-5**

Week 9: June 8 – June 12, 2020

Students Rise. We all Rise





## Week of 6/8/20 to 6/12/20

- Directions:
- Students will write first and last names. Parents will use the first line to write the child's information as a guide if needed.
  - Students will write and recite important personal information. Parents will use the first line(s) to write the child's information as a guide if needed.
  - Students will create a journal entry using the "Letter of the Day" as a guide

Target ELA C2.1, ELA C2.2  
Essential Element(s) Conceptual Areas in the Dynamic Learning Map:  
ELA.C2.1 Use Writing to Communicate  
ELA.C2.2 Integrate Ideas and Information in Writing

Topic Writing/Fine Motor/Gross Motor

Materials Needed: Pencil, crayons, markers(optional)

	Watch Music/Movement	Do/Worksheets
Day 1	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 9 Day 1
Day 2	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 9 Day 2
Day 3	<a href="https://www.youtube.com/watch?v=Yj1TwQywalE">https://www.youtube.com/watch?v=Yj1TwQywalE</a>	Week 9 Day 3
Day 4	<a href="https://www.youtube.com/watch?v=SE-ljfAmZis">https://www.youtube.com/watch?v=SE-ljfAmZis</a>	Week 9 Day 4
Day 5	<a href="https://www.youtube.com/watch?v=36IBDpTRVNE">https://www.youtube.com/watch?v=36IBDpTRVNE</a>	Week 9 Day 5

Resources:

Activity sheets (provided)



# Name Writing Practice

Week 9 Days 1-5

Directions: Practice writing your first and last name. Parents, use the first line to write your child's name as a guide if needed.

\_\_\_\_\_

-----

\_\_\_\_\_

Day1 \_\_\_\_\_

-----

\_\_\_\_\_

Day2 \_\_\_\_\_

-----

\_\_\_\_\_

Day3 \_\_\_\_\_

-----

\_\_\_\_\_

Day4 \_\_\_\_\_

-----

\_\_\_\_\_

Day5 \_\_\_\_\_

-----

\_\_\_\_\_



# I Know Important Information

Week 9



**Directions:** Write your Birthdate, Address and Telephone Number then recite daily. Parents, use the first 3 lines to write your child's important information as a guide if needed.

My Birthdate is \_\_\_\_\_  
My Address is \_\_\_\_\_  
My Phone # is \_\_\_\_\_

My Birthdate is \_\_\_\_\_  
\_\_\_\_\_

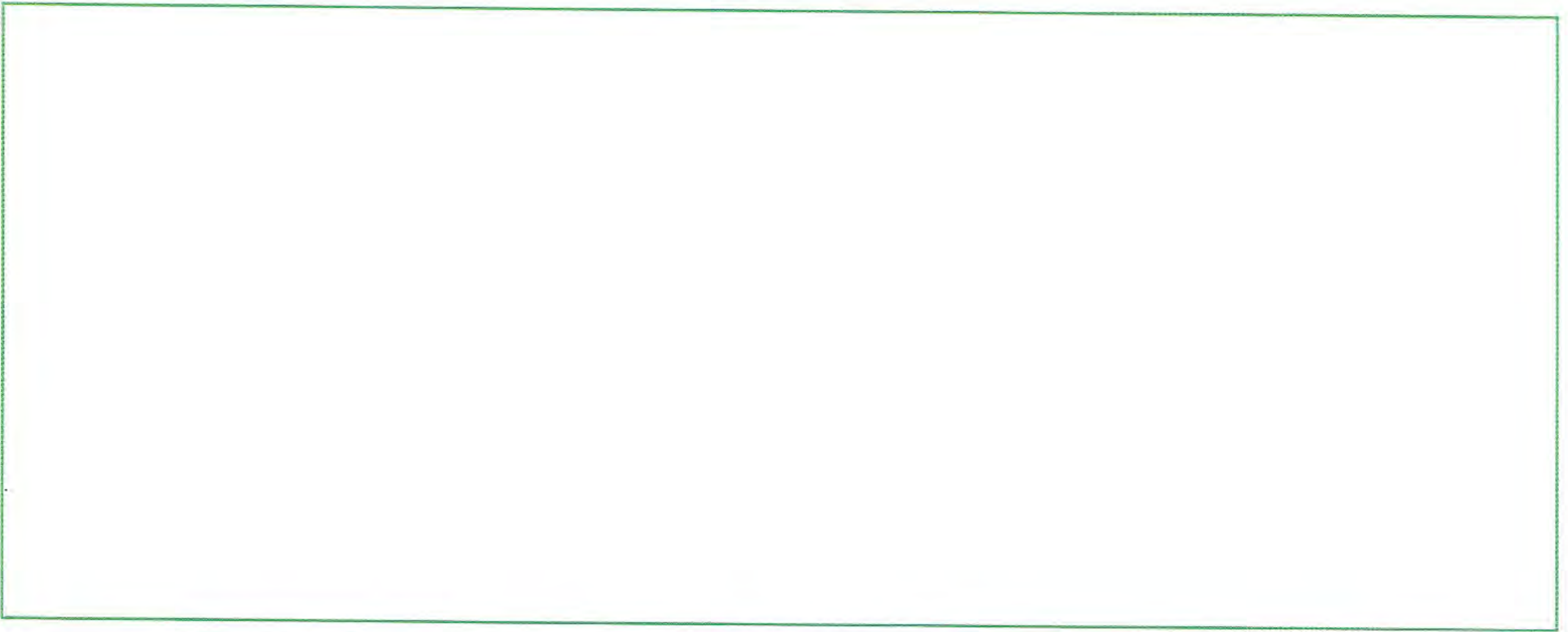
My Address is \_\_\_\_\_  
\_\_\_\_\_

My Telephone Number is \_\_\_\_\_  
\_\_\_\_\_



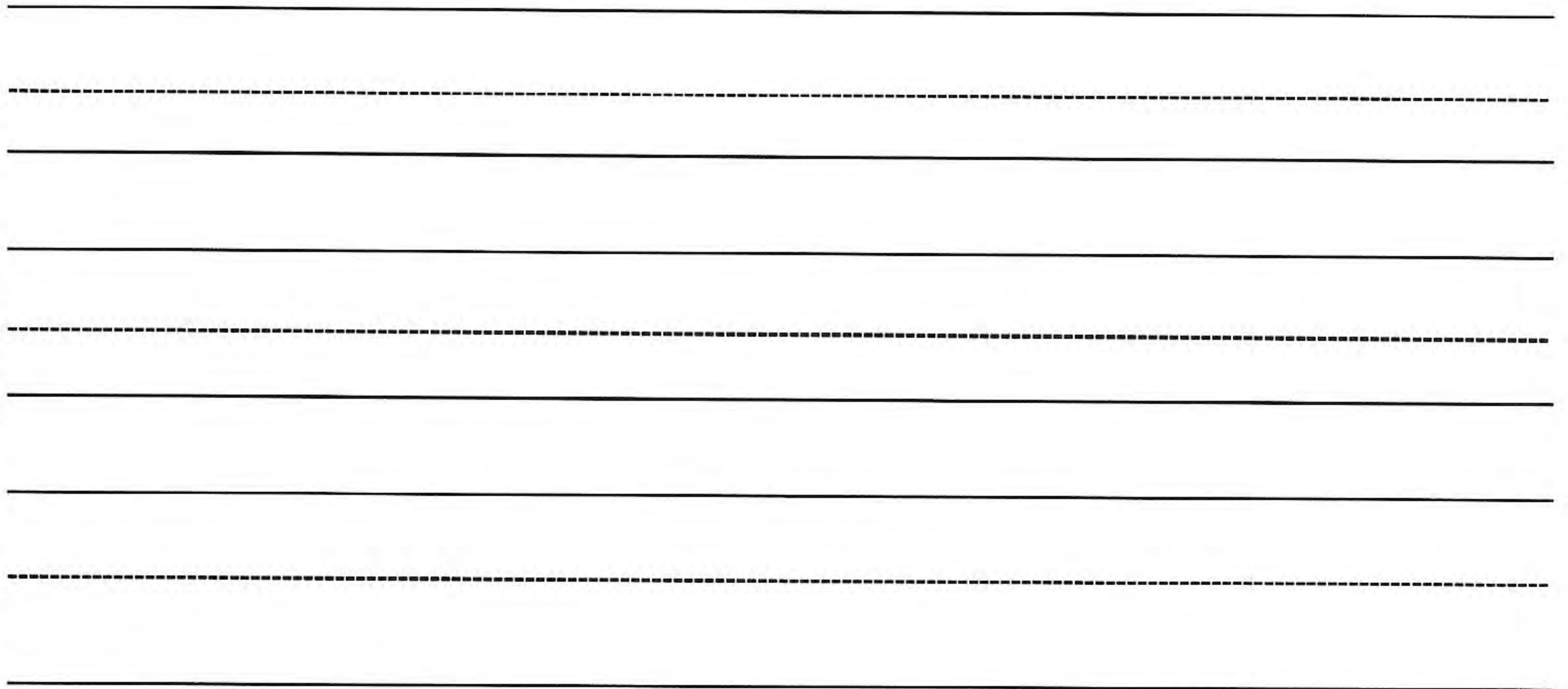
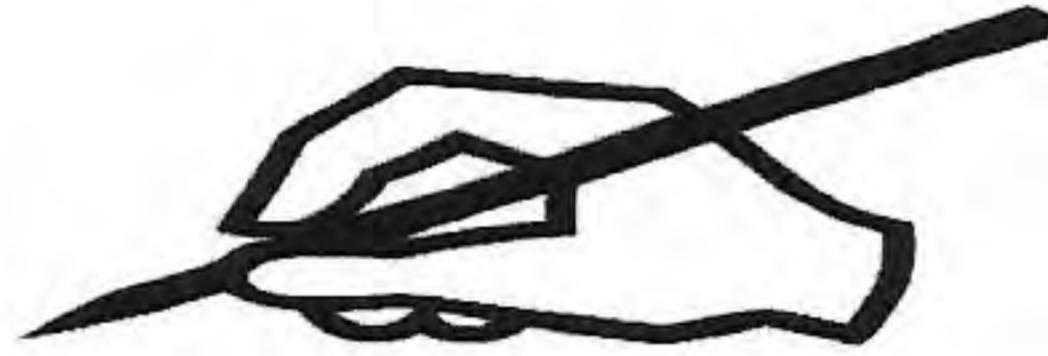
# Journal Writing

WEEK 9

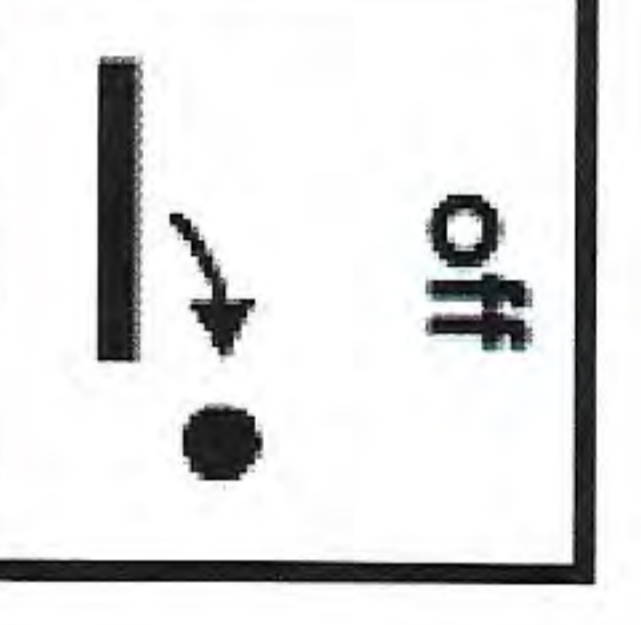
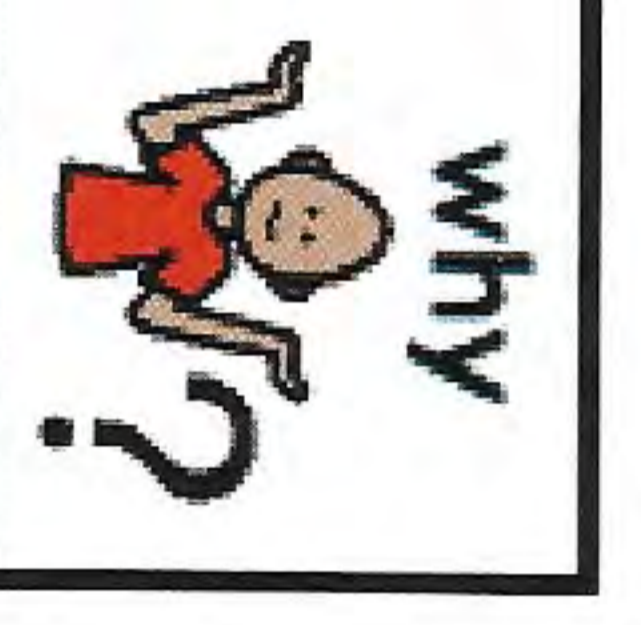
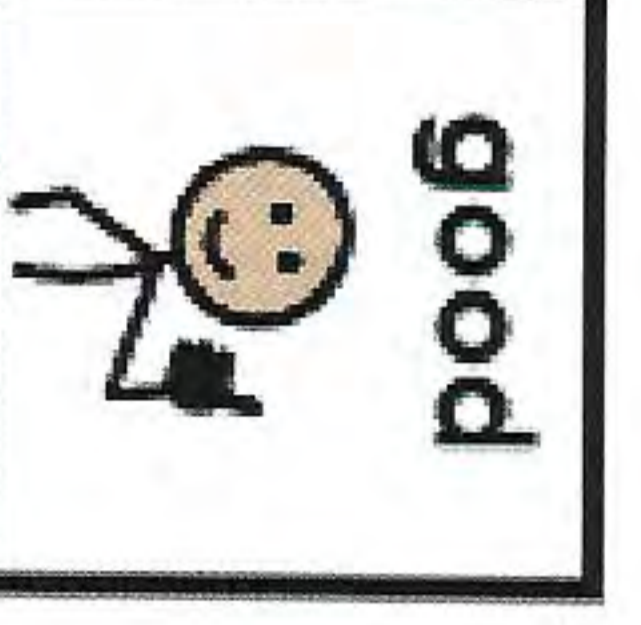
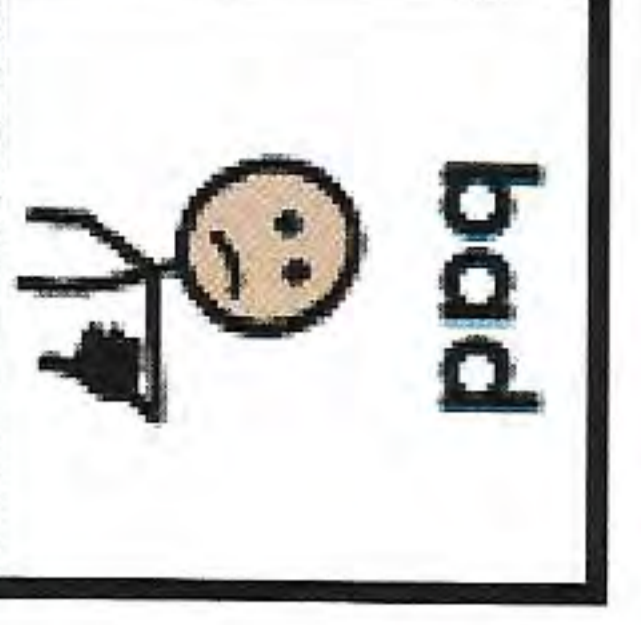
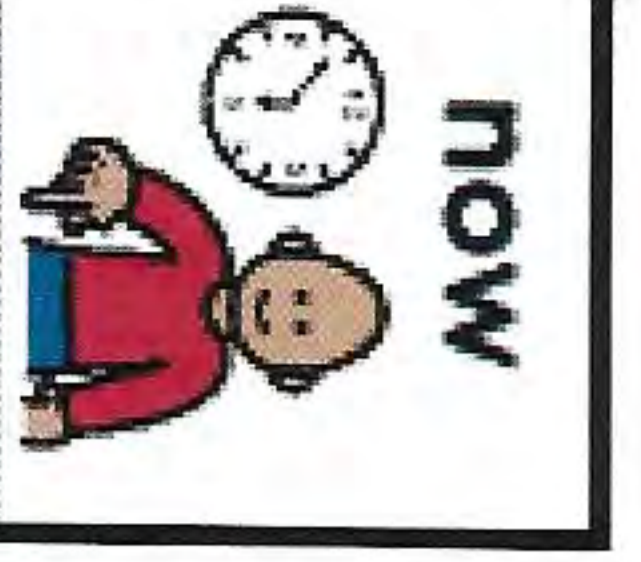
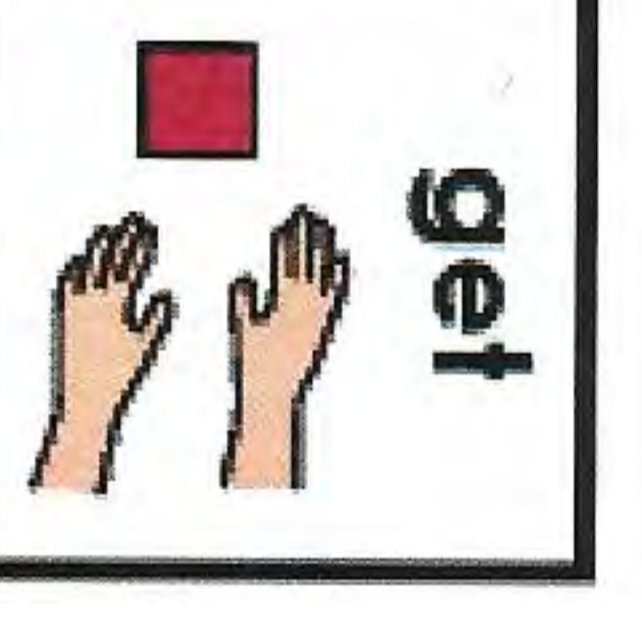
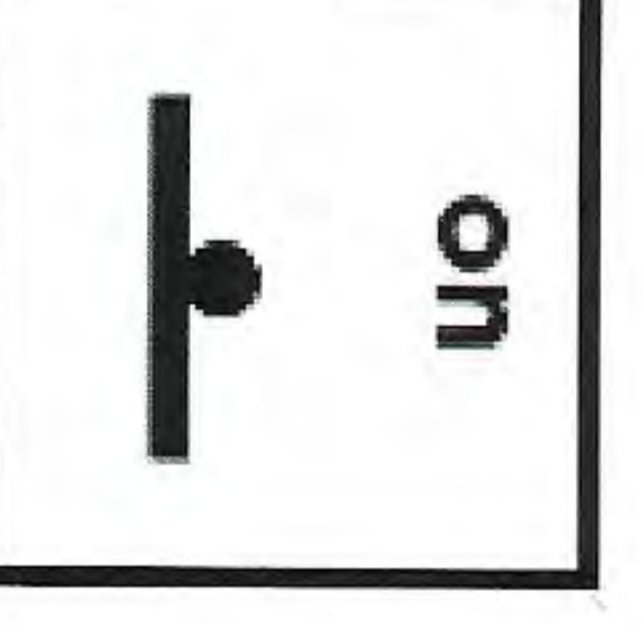
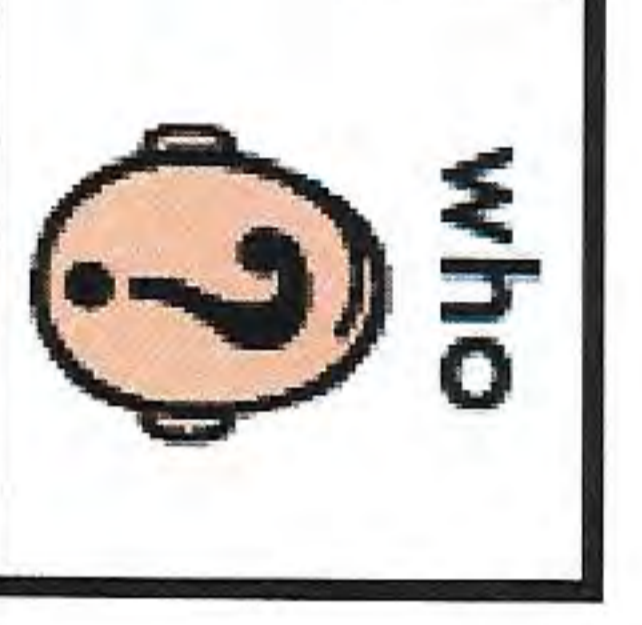
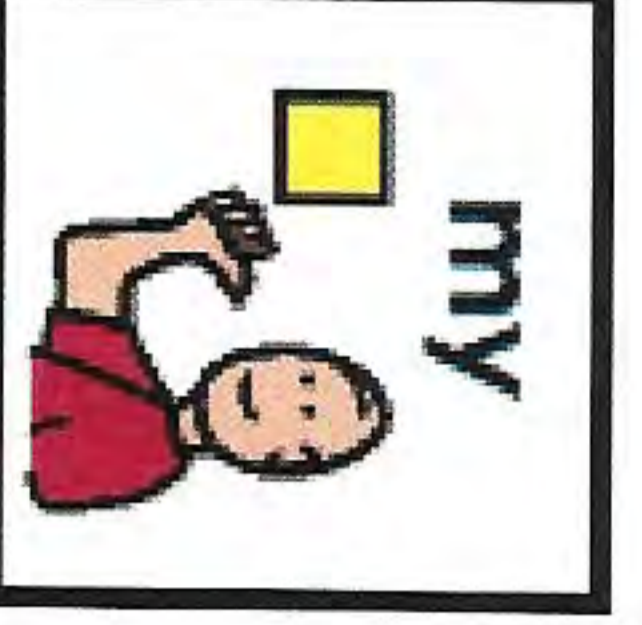
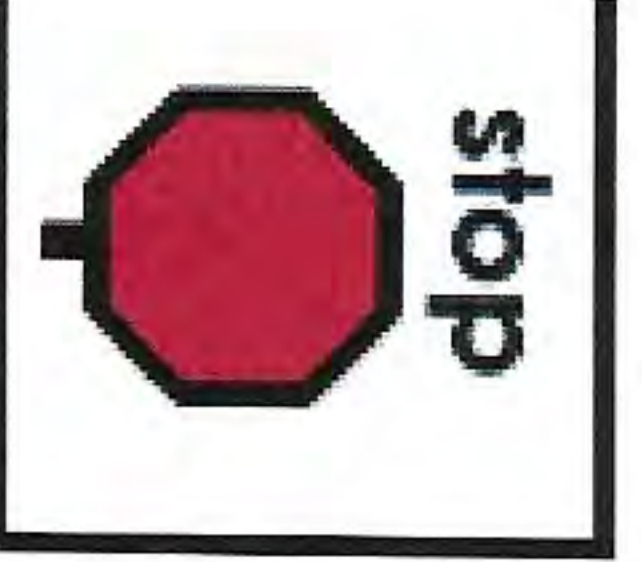
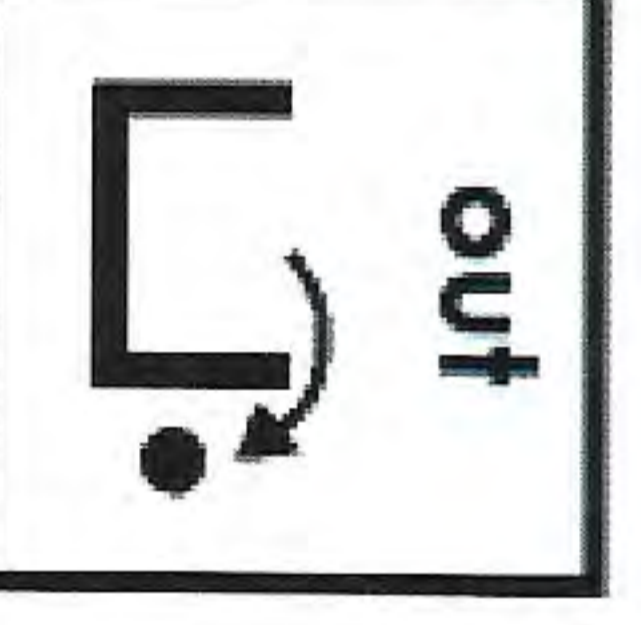
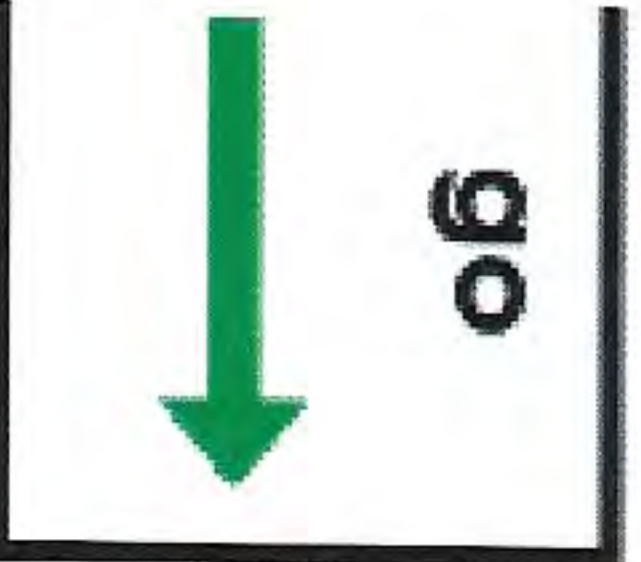
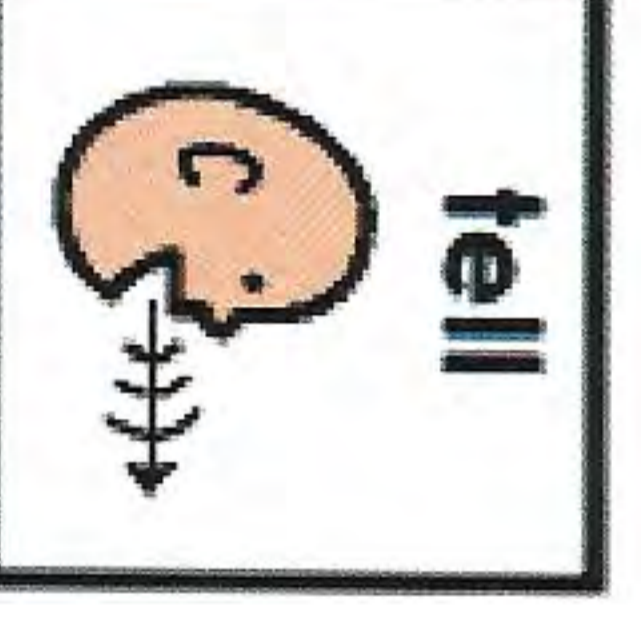
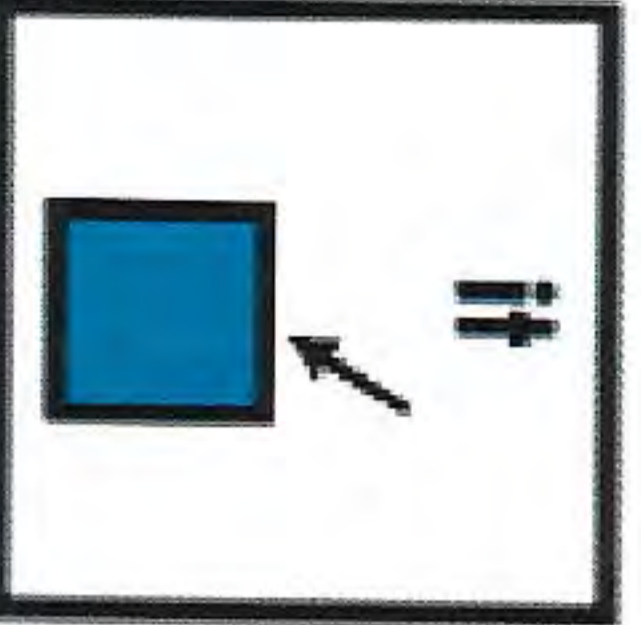
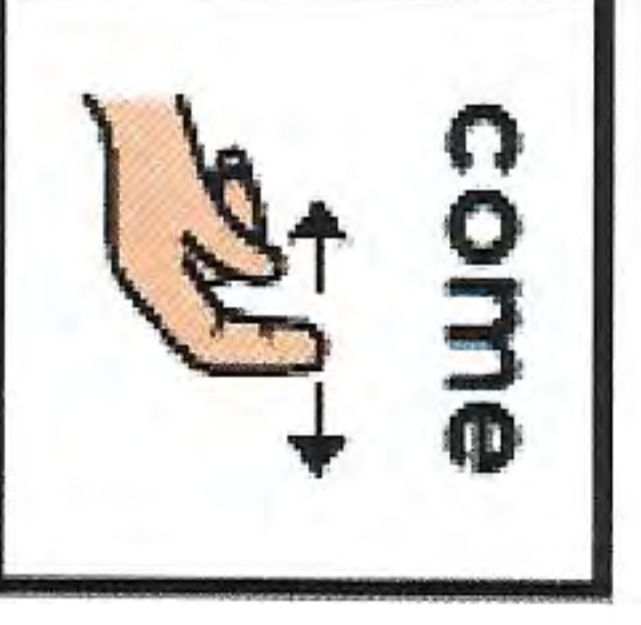
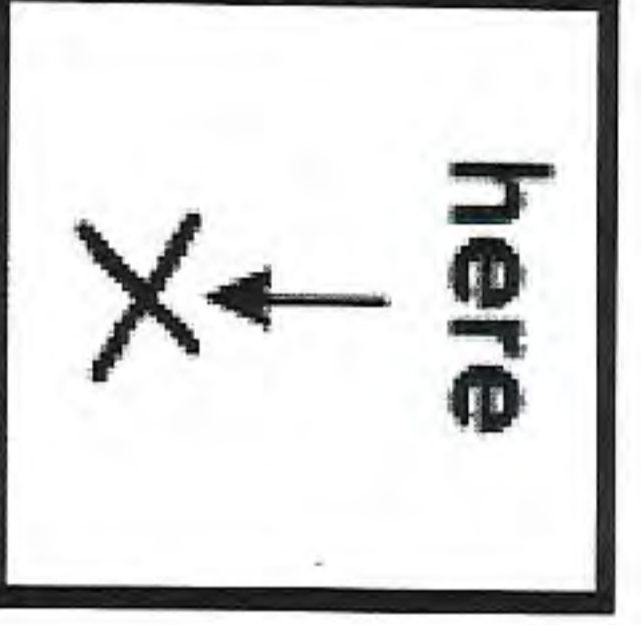
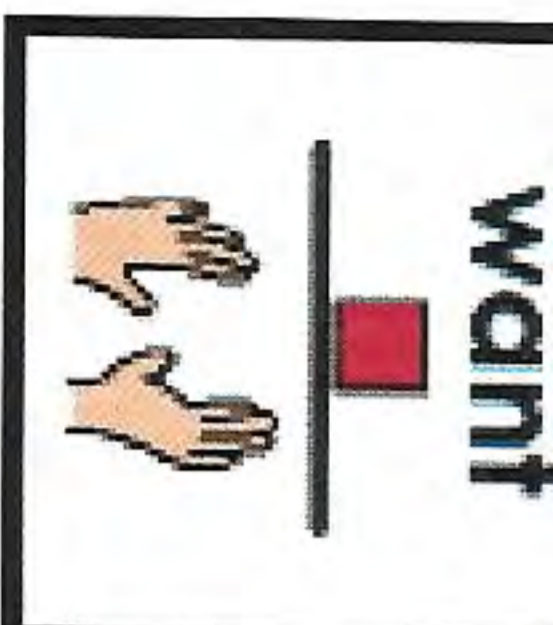
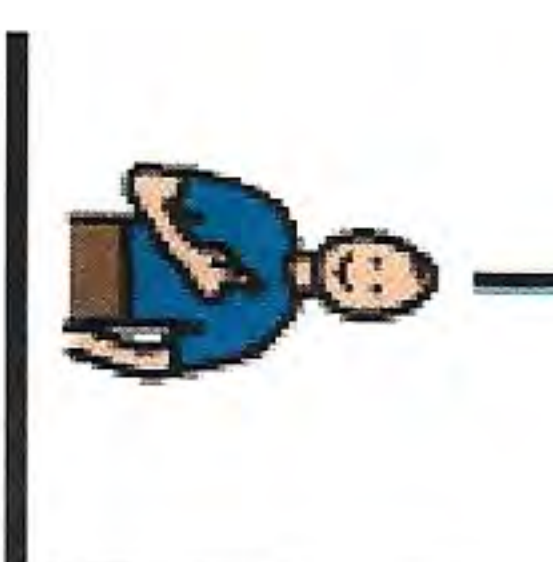


**Directions:**

Choose any "Letter of the Day" to write three words or sentences using the beginning sound. Use the space above to draw one or more pictures of your chosen word(s).











<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “More please”</li> <li>● “I want more”</li> <li>● “No more”</li> <li>● “Do you want more?”</li> <li>● “Who wants more?”</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Balloons (more air)</li> <li>● Play dough</li> <li>● Cooking - put in more OR no more by adding too much</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Requesting “more” from different teachers, family members, and peers.</li> <li>● During snack, Do you want more?</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● “More Please” by Cadjan</li> <li>● “More Spaghetti, I say!” by Rita Golden Gelman</li> <li>● “More, More, More, Said the Baby” by Vera Williams</li> <li>● “Bear Wants More” by Karma Wilson</li> <li>● <a href="http://www.tarheelreader.org">www.tarheelreader.org</a> for “more” books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● During fun or rewarding activities, only do a little bit at a time so the student asks for more.</li> <li>● Who wants more during snack or in a game.</li> <li>● More/Less for math</li> <li>● Write a list of words that rhyme with “more”</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● On swing “more push”</li> <li>● Tickle</li> <li>● Building with big blocks - go get more</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● More than a feelin - Boston</li> <li>● One More time - Daft Punk</li> <li>● More Than Words - Extreme</li> <li>● The More We Get Together</li> </ul>





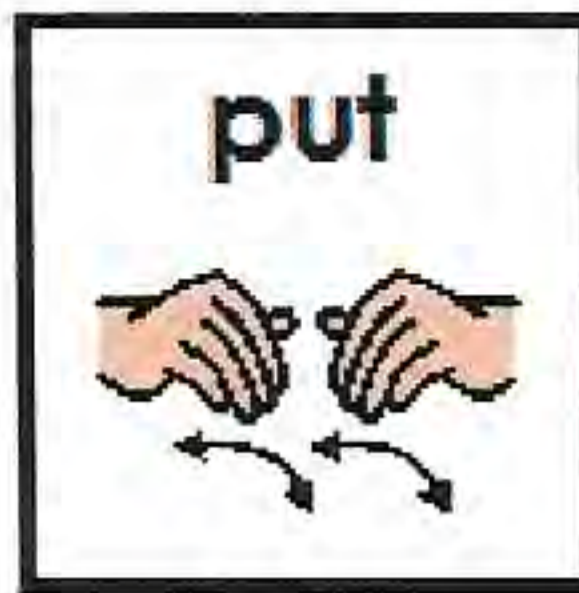
<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “My turn”</li> <li>● “It is my _____” or “It is mine”</li> <li>● “Do you want my help?”</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Song: My Body Parts</li> <li>● Whose name is this? (“My name!”)</li> <li>● Ball or any other turn taking game.</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Setting the table, say “my plate, your plate, my fork, your fork” or when sorting laundry “my shirt, your shirt”.</li> <li>● My turn</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● “My Cat Just Sleeps” by Joanne Partis</li> <li>● “It’s Mine” by Leo Lionni</li> <li>● “More, More, More, Said the Baby” by Vera Williams</li> <li>● “Oh My Gosh, Mrs. McNosh!” by Sarah Weeks</li> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “my” books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Requesting turns at group time transforms any activity into a social lesson.</li> <li>● Recognizing “my name” and other personal belongings around the classroom.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Throwing bean bags or balls</li> <li>● Going down a slide</li> <li>● Play London bridge</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● My Girl</li> <li>● My Mother Is a Baker-Dr. Jean</li> <li>● Bringing Home My Baby Bumblebee</li> <li>● You Are My SunShine</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● Your turn</li> <li>● I like you</li> <li>● What do you think?</li> <li>● You go</li> <li>● You do it.</li> <li>● You help</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Balls, bubbles, "Don't Break the Ice"</li> <li>● Food or objects for "do you like it?"</li> <li>● Pics of students doing different things, "Here you are ___".</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Describe what you see your child doing (i.e. You are jumping! You brushed your teeth!)</li> <li>● Happy Birthday to you!</li> <li>● Compliment cards - You are great!</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● "Peek! A Thai Hide and Seek" by Minfong Ho</li> <li>● "Are You My Mother?" by P.D. Eastman</li> <li>● "Mr. Brown Can Moo! Can You?" by Dr. Seuss</li> <li>● "Polar Bear, Polar Bear, What do you hear?" By Eric Carle</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Students can practice simple social interactions by asking follow up questions on a subject.</li> <li>● Any turn taking activity is a good time to practice "you".</li> <li>● You sight word video on Youtube.</li> <li>● Brainstorm words that rhyme with "you"</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● Tag, you are it!</li> <li>● Parachute: You throw in the ball. You go under, etc.</li> <li>● Pointing to friend, "you go next".</li> </ul>	<p style="text-align: center;"><u>Music</u></p> <ul style="list-style-type: none"> <li>● Skinamarinky Dinky Dink</li> <li>● Do you know the muffin man?</li> <li>● You are my sunshine</li> <li>● 5 Little Kittens</li> <li>● "Do You Like Broccoli Ice Cream?"</li> </ul>





<p style="text-align: center;"><u>Function</u></p> <p>Encourage using the word for different functions</p> <ul style="list-style-type: none"> <li>● Request</li> <li>● Command</li> <li>● Question</li> <li>● Comment</li> <li>● Exclamation</li> </ul>	<p style="text-align: center;"><u>Expansion</u></p> <ul style="list-style-type: none"> <li>● “Put Here”</li> <li>● “Put on/off”</li> <li>● “Put in/out”</li> <li>● “Not put on”</li> </ul>
<p style="text-align: center;"><u>Toys/Activities</u></p> <ul style="list-style-type: none"> <li>● Allow them to direct activity where to put something</li> <li>● Mr. Potato Head~put on different parts</li> </ul>	<p style="text-align: center;"><u>Social Focus</u></p> <ul style="list-style-type: none"> <li>● Tell other people where to “put” things</li> <li>● When playing a game allow them to direct activity of where to put something</li> </ul>
<p style="text-align: center;"><u>Reading</u></p> <ul style="list-style-type: none"> <li>● Put Me in the Zoo</li> <li>● Froggy Gets Dressed</li> <li>● Never Put a Frog in the Kitchen Sink</li> <li>● <a href="http://www.tarheelreader.org">www. tarheelreader.org</a> for “put” books</li> </ul>	<p style="text-align: center;"><u>Classroom Application</u></p> <ul style="list-style-type: none"> <li>● Put your coat/shoes etc. on</li> <li>● Put your folder in your backpack/desk/bin</li> <li>● Put your name on your paper.</li> <li>● Put your garbage in the garbage can.</li> </ul>
<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> <li>● When cleaning allow them to “put in/out” of container</li> <li>● When getting dressed focus on where to “put” clothing. HAT- “put on head”</li> </ul>	<p style="text-align: center;"><u>Songs</u></p> <ul style="list-style-type: none"> <li>● Put Your Records On</li> <li>● Hokey Pokey</li> <li>● Put a Little Love in Your Heart</li> <li>● Clean up song -super simple songs: <a href="https://www.youtube.com/watch?v=SFE0mMWbA-U">https://www.youtube.com/watch?v=SFE0mMWbA-U</a></li> </ul>



# Yy Highlight-a-Letter!

Highlight the letters Yy. Then trace and write the letters.

C	Y	h	Y
Y	X	h	o
y	G	X	u
Y	R	k	S

Y Y Y

y y y



Y

Y

V

K

Y

V

K

U

R

V

Y

U

Y  
K

Y

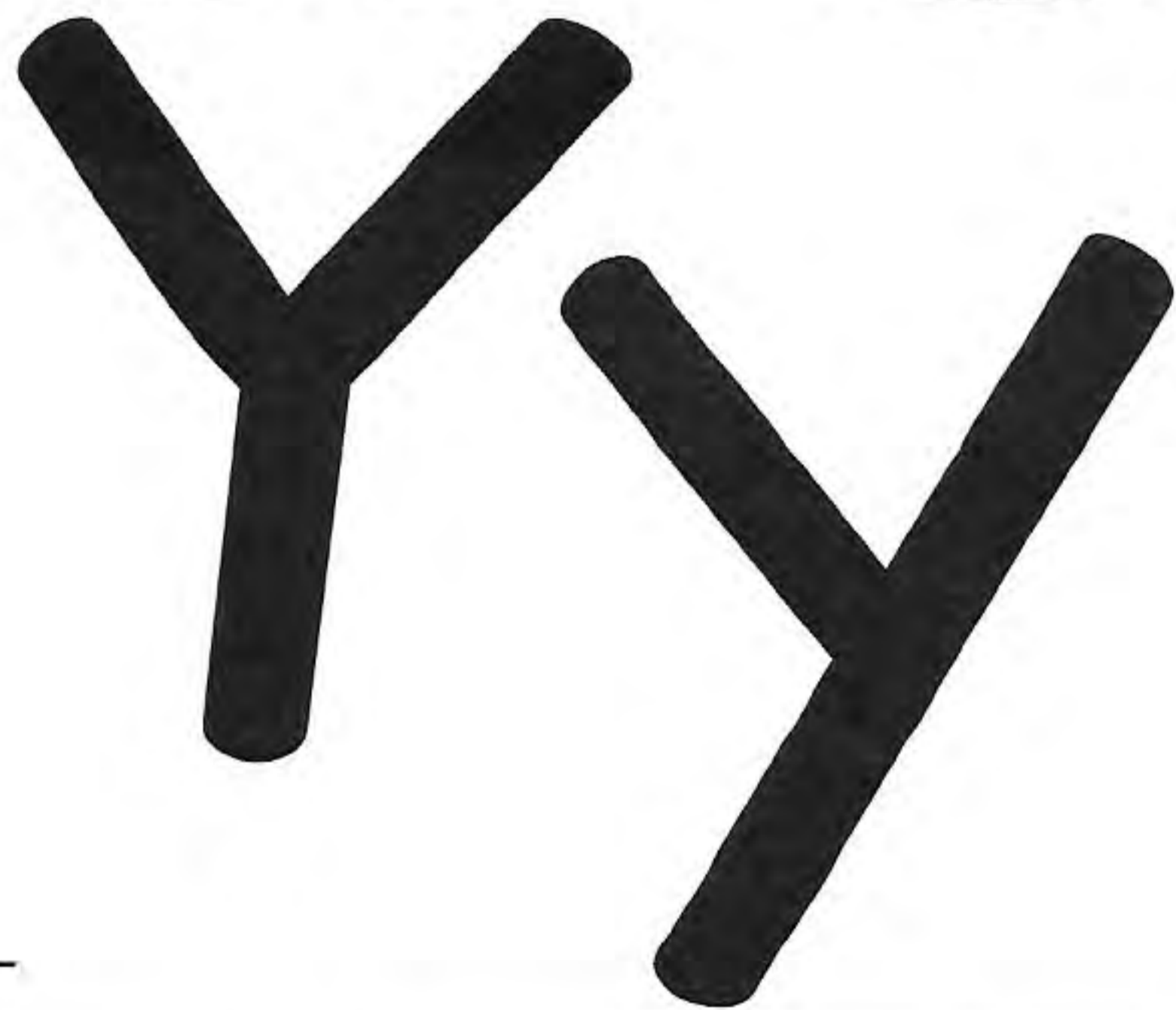
U

K



Name: \_\_\_\_\_

Date: \_\_\_\_\_





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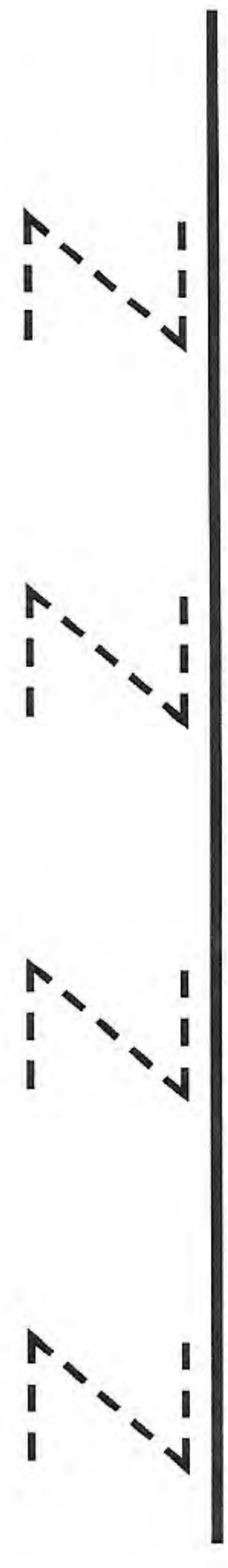
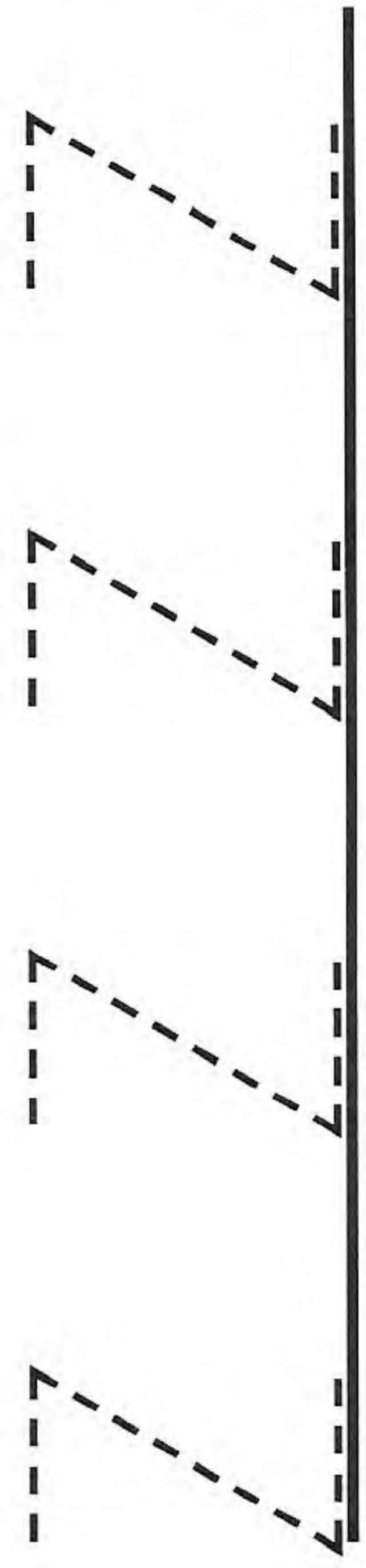
Y	y	Y	Y	y
Y	y	y	Y	y



# Zz Highlight-a-Letter!

Highlight the letters Zz. Then trace and write the letters.

z	C	b	Z
N	Z	a	g
A	D	Z	O
Z	S	z	Z





o

n

N

o

r

Z

R

Z

Z

Z

Z

V

ZZ

D

S

Z



Name: \_\_\_\_\_

Date: \_\_\_\_\_



Z

z

Z

z



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Z	z	Z	Z	z
z	Z	z	z	Z



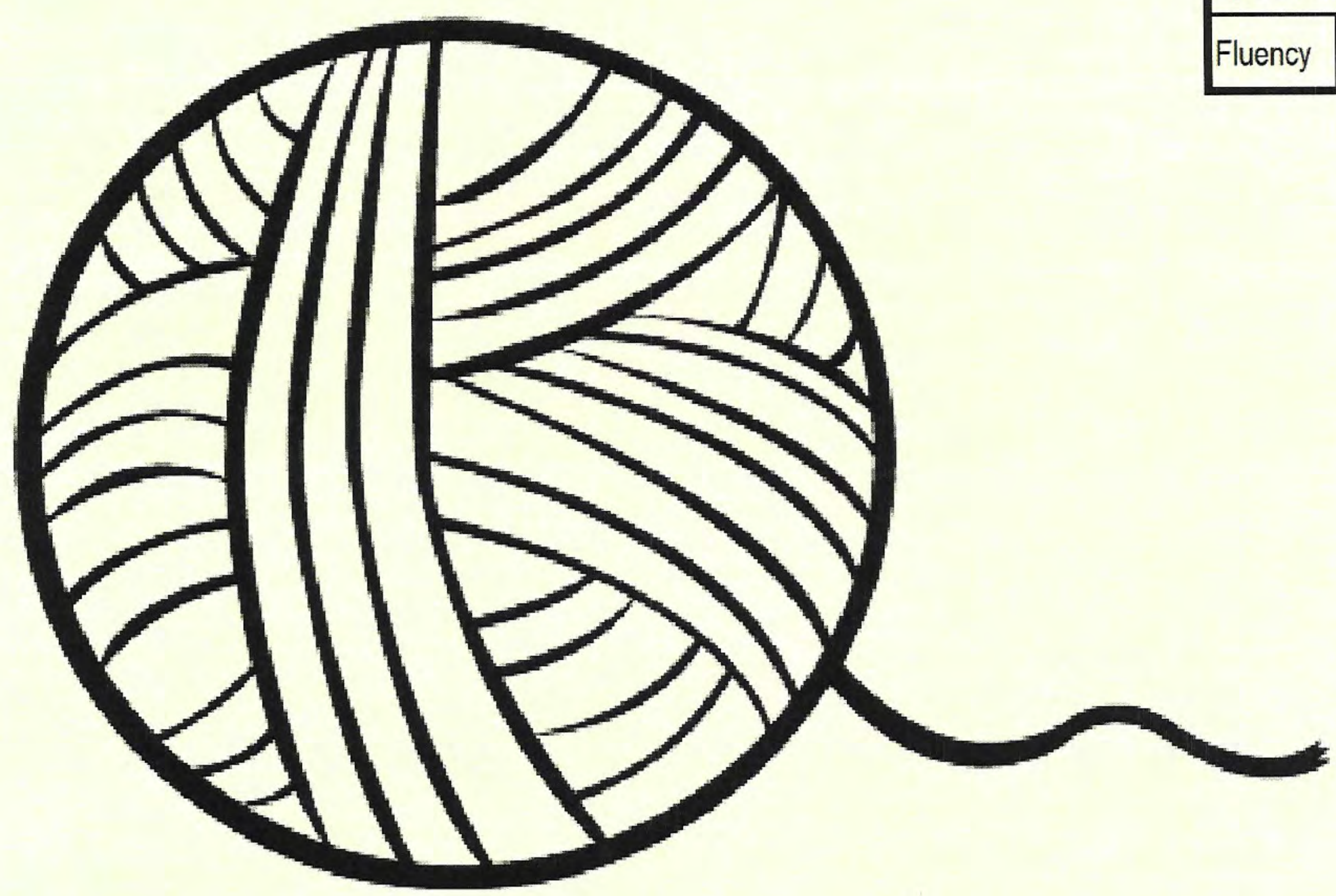
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

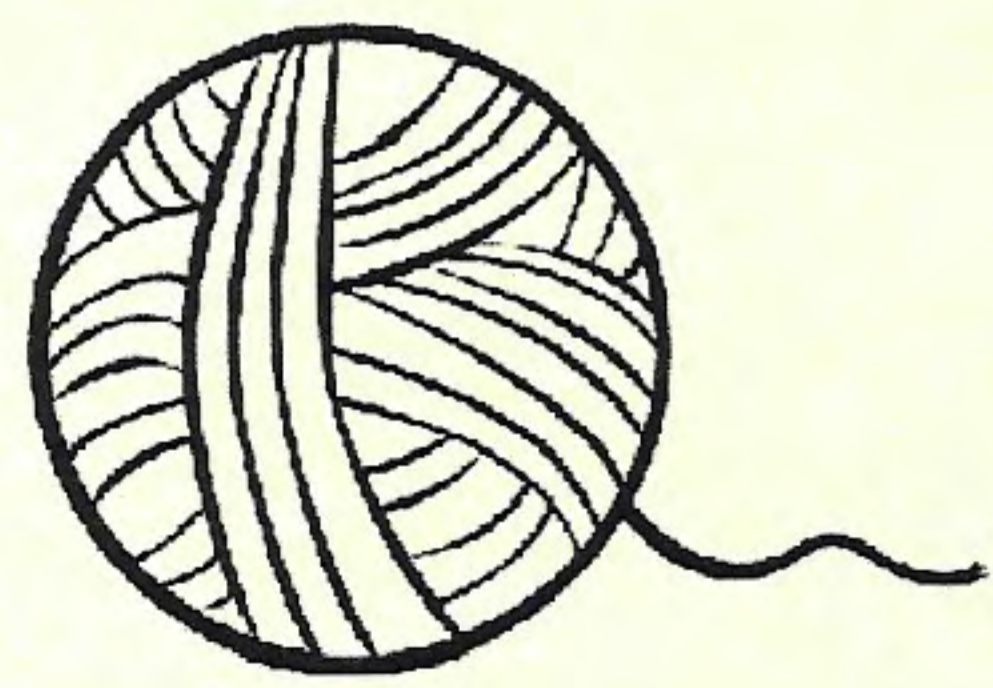
**Data Collection**

Reads # words.	/8
Colors yarn blue.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



I see the yarn.  
The yarn is blue.

What do you see?

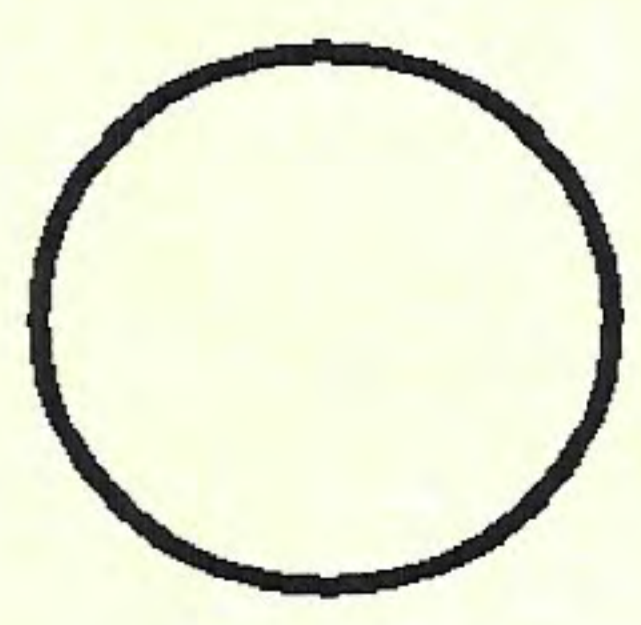


yarn

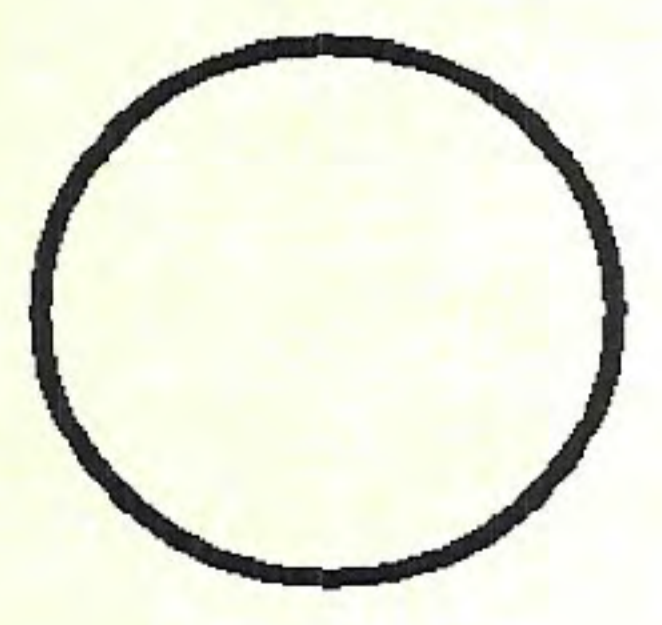


dress

What color is the yarn?



purple



blue



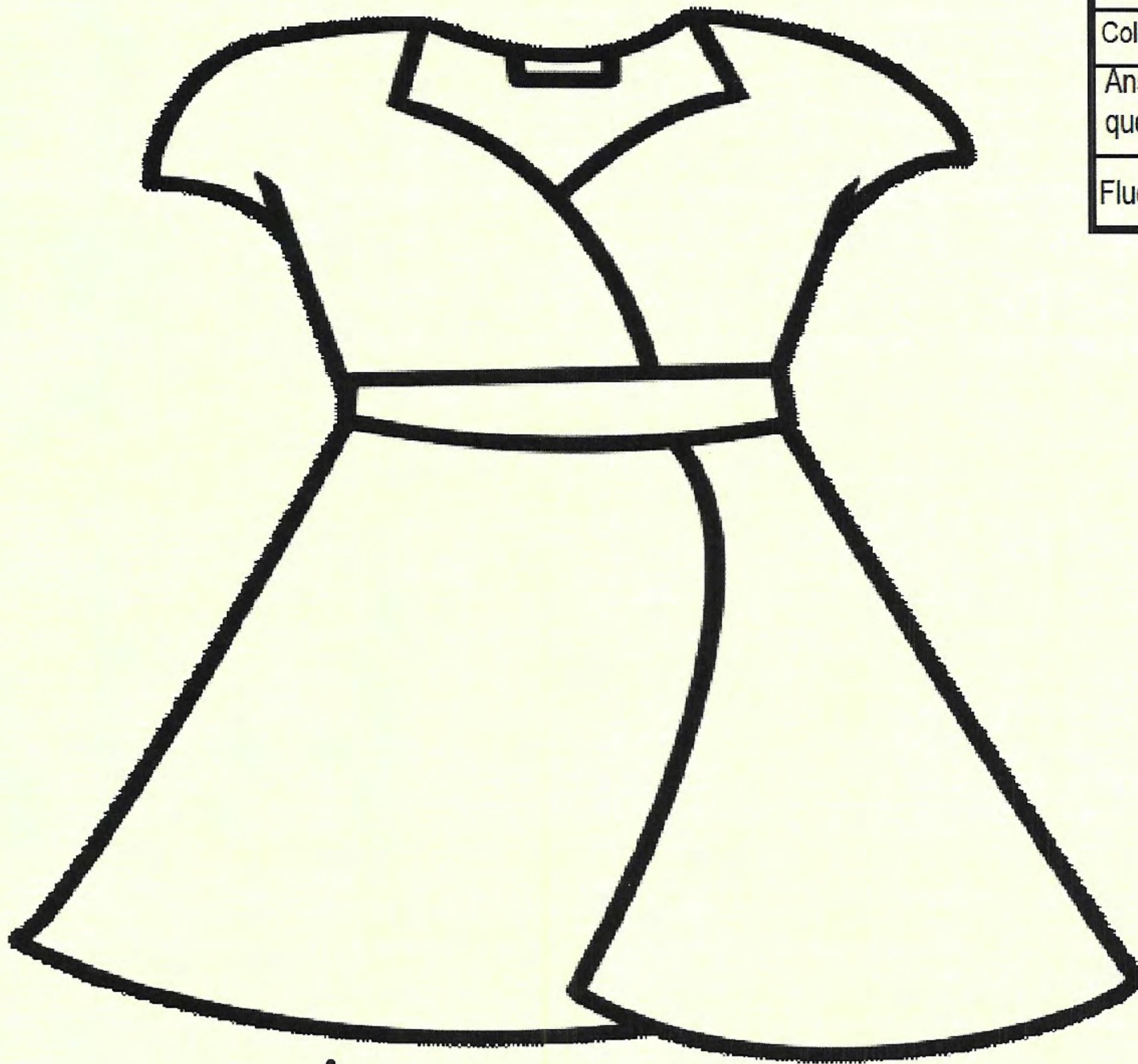
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

**Data Collection**

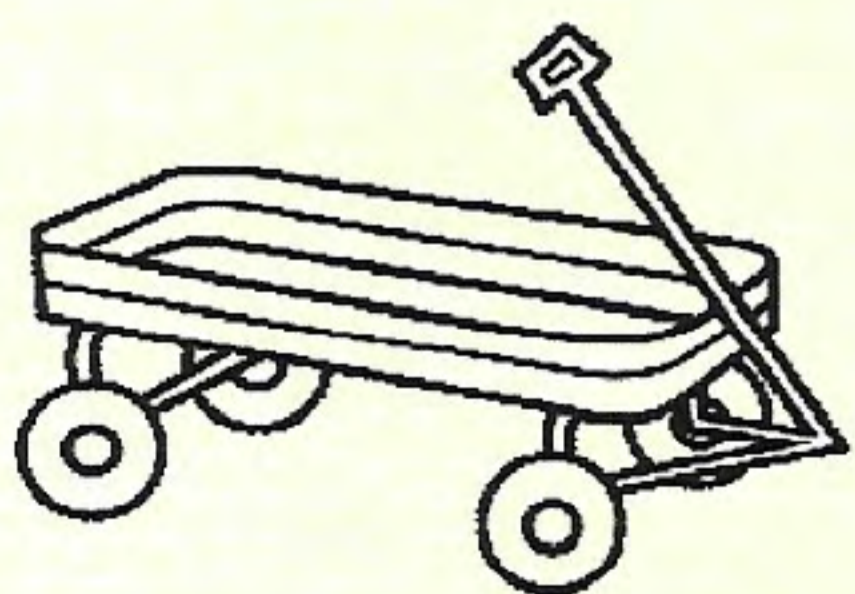
Reads # words.	/8
Colors dress purple.	yes / no
Answers questions.	/2
Fluency	Emerging / Mastered



I see a dress.

The dress is purple.

What do you see?

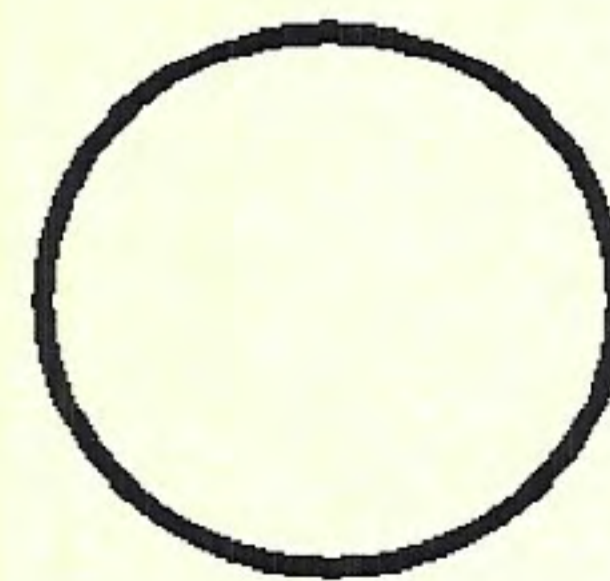


wagon

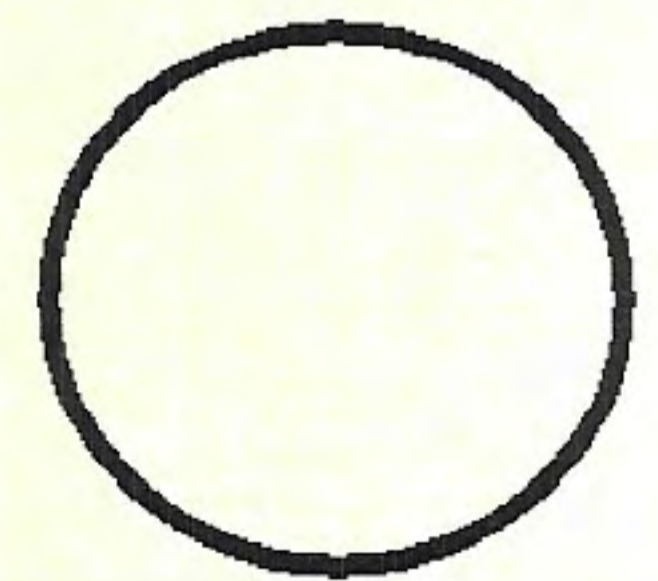


dress

What color is the dress?



purple



red



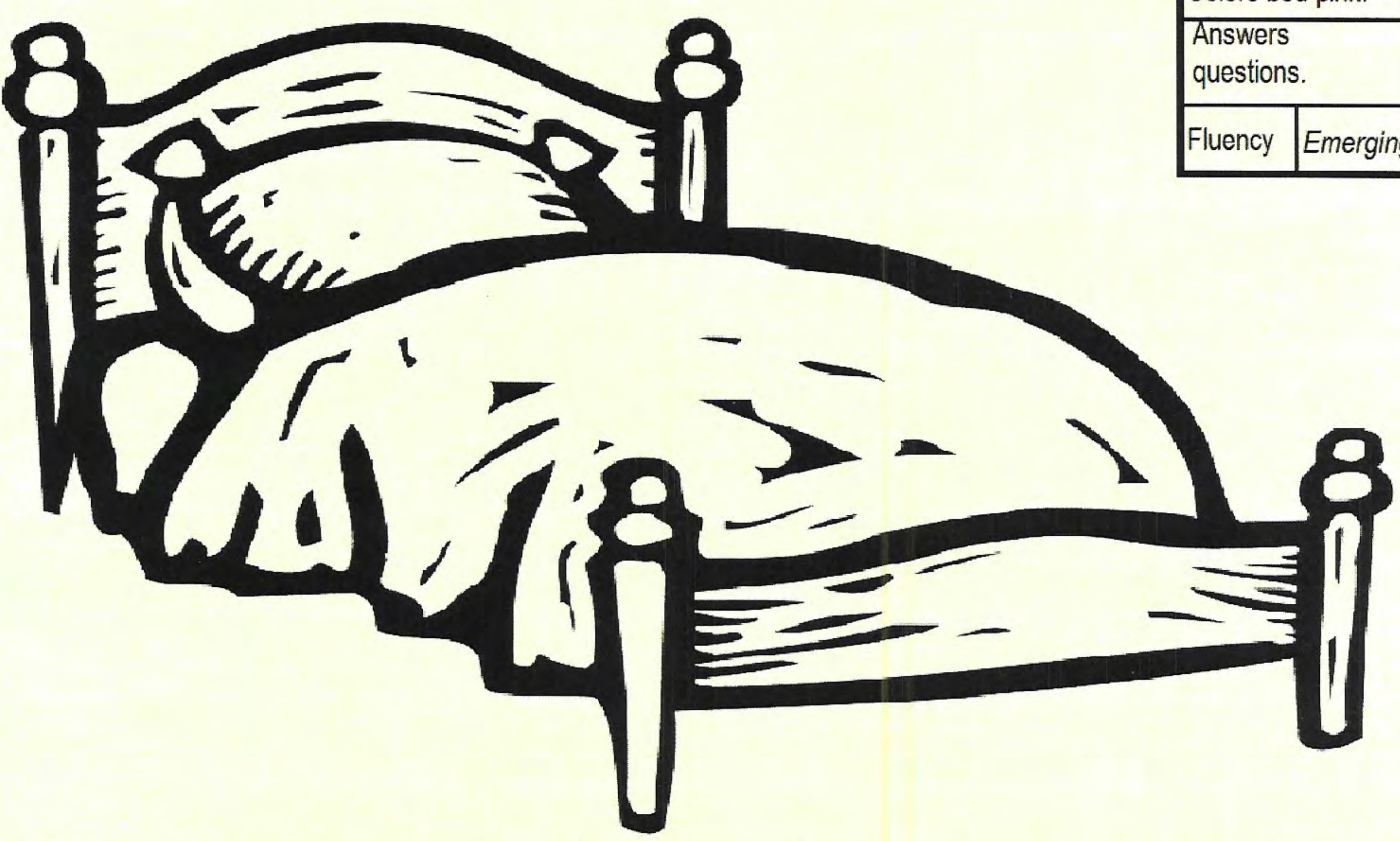
Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

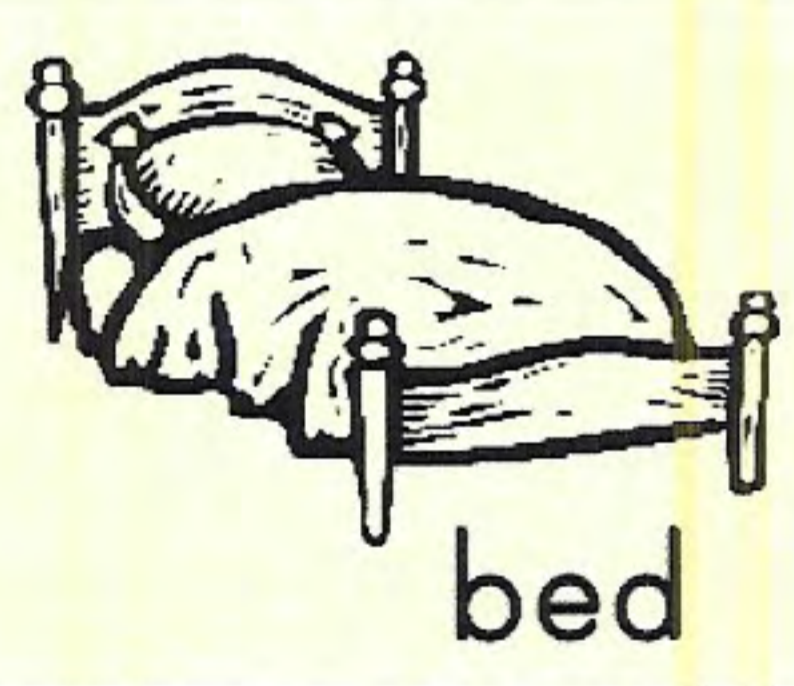
Data Collection

Reads # words.	/13
Colors bed pink.	yes / no
Answers questions.	/3
Fluency	Emerging / Mastered



I see a bed. I sleep in a bed.  
 This bed is pink.

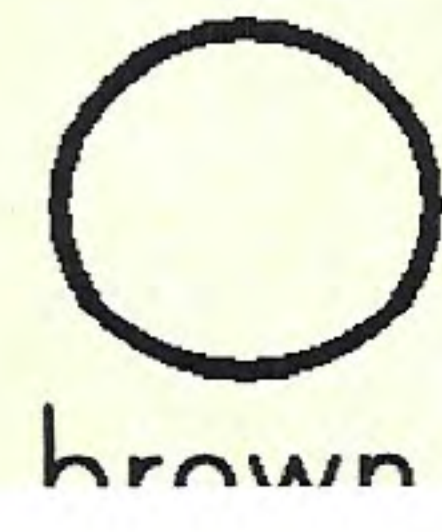
What do you see?



What do you do in a bed?



What color is this bed?





Name: \_\_\_\_\_

Date: \_\_\_/\_\_\_/\_\_\_

Read, mark the answer, and color.

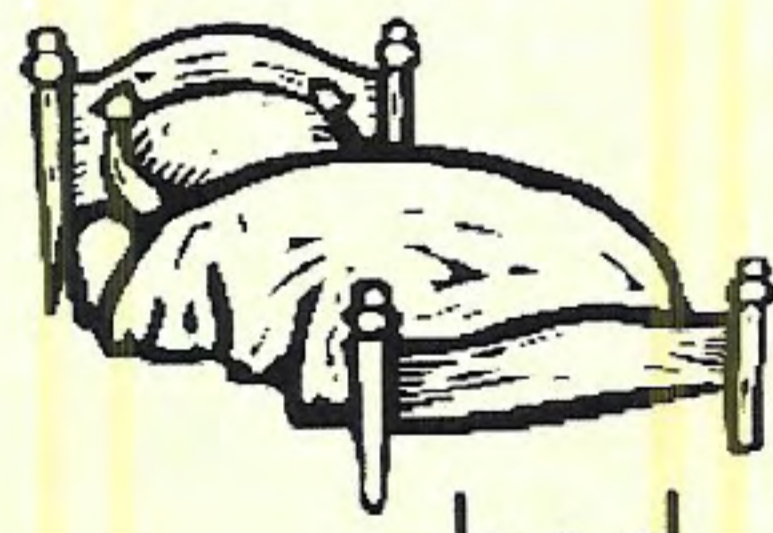
**Data Collection**

Reads # words.	/12
Colors lamp white.	yes / no
Answers questions.	/3
Fluency	Emerging / Mastered



I see a lamp. The lamp is on.  
 This lamp is white.

What do you see?

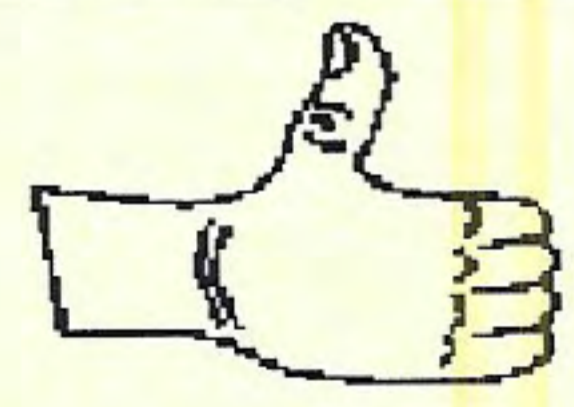


bed

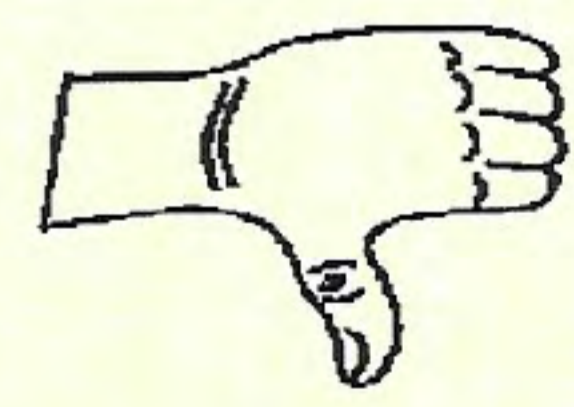


lamp

Is the lamp on?



yes



no

What color is this lamp?



white

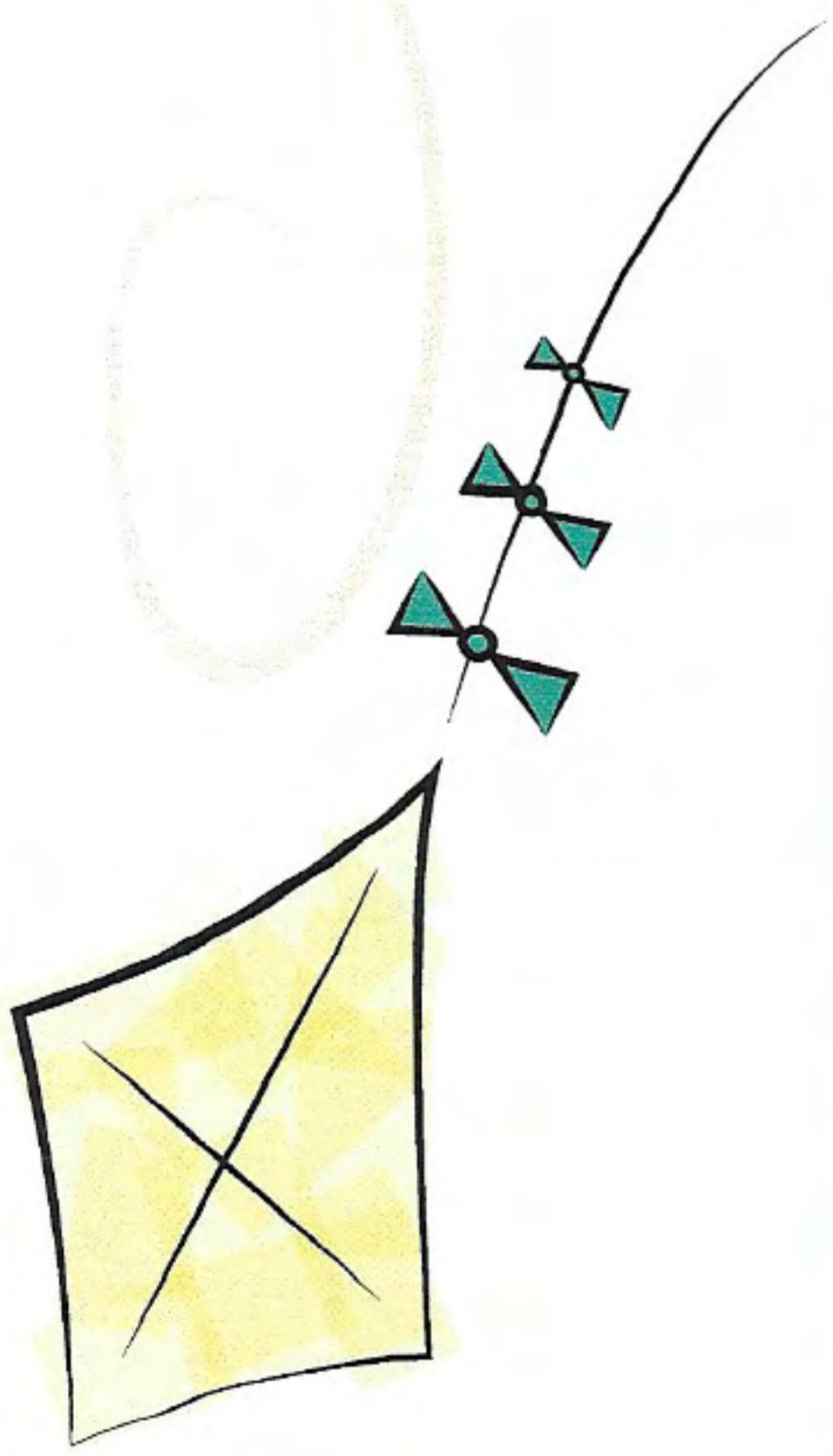


brown



# June

2020





SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20 First Day of Summer
21	Father's Day 22	23	24	25	26	27
28	29	30	1	2	3	4































































iMOM.





Circle  for reading 15 minutes  
Circle  for doing the activity in the box

Center \_\_\_\_\_  
Teacher \_\_\_\_\_

Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
1	  <b>Touch, Feel and Grasp</b> Soft toys such as stuffed animals or rattles provide infants with the opportunity to hold and feel items and use their grasp reflex.	2	  <b>Sing a song</b> Guide the infant's hands to clap, during a song or chant.	3	  <b>Imitate Actions</b> Do some actions that your baby can copy	4	  <b>Moving Objects</b> Hang a mobile over the crib or close to child allowing infant to hit or kick the hanging objects.	5	  <b>Stacking Objects</b> Provide a variety of soft blocks and allow child to stack them up.	6	  <b>Box Exploration</b> Have a variety of boxes of different sizes and allow child to explore, move, hold and stack them.	7	  <b>Fabric Play</b> Have scarves and pieces of cloth of different colors and textures in a box. Encourage child to pull them out
8	  <b>Puzzle Pan</b> Have a muffin pan accompanied by a variety of small objects. It can be an excellent first puzzle for infants and toddlers.	9	  <b>Music and Movement</b> Sing songs to make your child's body move such as clapping hands, stomping feet, and shouting "Hooray".	10	  <b>Cause and Effect</b> Play cause-and-effect games, such as filling a container with objects, water, or sand, and then dumping it out or building a tower with blocks and knocking it down.	11	  <b>Give Her Choices</b> Give your child the chance to select between two choices as often as you can: "Would you like apple or orange juice?" "Do you want to wear your red shirt or your yellow one?" "Shall I Hippopotamus?"	12	  <b>Bath Time</b> While in the bath tub, have your child play with floating toys and sinking objects	13	  <b>Stimulate Her Senses</b> Put your baby on a quilt made of different fabrics or with different patterns. She will be able to see and touch the difference.	14	  <b>Nature Walk</b> Take a walk around the neighborhood and point out the trees and their different color leaves.
15	  <b>Make a Toy Box</b> Fill a box with objects made of different materials, such as metal, plastic, and wood. Let your baby dump out the box and explore the contents.	16	  <b>Kitchen Science</b> Place kitchen utensils in a container and allow child to manipulate them, You can add water to make it more interesting	17	  <b>Baby Chatter</b> What are you doing right now? Tell your baby about it. For example, "We're going to have lunch soon. Let's set the table. Are you hungry?"	18	  <b>Around the house</b> Name objects around you. "Look, here is your favorite bear. Watch me give him a hug. Would you like to hug him, too?" "Let's count your socks. One, two, three, four, five, six! socks!" "Shall I Hippopotamus?"	19	  <b>Sensational Scarves</b> Gather your scarves, toss them in the air one by one in front of your child and let her watch the scarf swirl and float to the ground. Pick up the scarf, bring it to your child, and let her touch the fabric	20	  <b>A bit beyond reach</b> Lay your child on his stomach and place the object just beyond his reach. As your child stretches out his hands, rolls on his side, or crawls on his tummy toward the object, encourage him by smiling and clapping your hands.	21	  <b>Make your own music</b> Fill a plastic container or jar one-third to halfway with rice, buttons, or other small objects. Close the lid tightly and wrap with tape to avoid any spills. Encourage child to shake it.
22	  <b>Obstacle Course</b> Place a large blanket on the ground and scatter the items on it. Make sure each item is far enough apart so you and your child can step or crawl around it. If your child is crawling, show her how to crawl around the objects..	23	  <b>Hiding and Finding</b> Invite your baby to look for an object that she watches you hide	24	  <b>Dropping Objects</b> Invite your baby to practice dropping things, especially things that make a noise when they land.	25	  <b>What comes next</b> Show your baby a familiar object and tell him what you are going to do with it	26	  <b>Imitate Actions</b> Do some actions that your baby can copy	27	  <b>Puzzle Play</b> You can invent a first puzzle for your baby by letting him put items in a muffin pan.	28	  <b>Two Ways</b> Use a box with two homes to let your baby discover how to retrieve a toy that has gone out of reach
29	  <b>Taste Game</b> Describe your baby's experience as she touches and tastes things.	30	  <b>Ball Game</b> Have foam balls available and encourage child to throw them, describe actions adding words such as fast, slow, high, low.										

Child's Name \_\_\_\_\_  
Parent's Signature \_\_\_\_\_  
Date \_\_\_\_\_

Tally \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_  
# of  # of  Total



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Number Writing Practice 1-30

Trace the numbers 1-30 and then write 1-30 (2 times) in the blank boxes!

1	2	3	4	5	6	7	8	9	10

11	12	13	14	15	16	17	18	19	20

21	22	23	24	25	26	27	28	29	30



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$



Name \_\_\_\_\_

If you know the answer to each problem, write it down. If not, touch and count the TouchPoints in the correct order. Then write the answer. No guessing! Say the problem and answer quietly.

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$

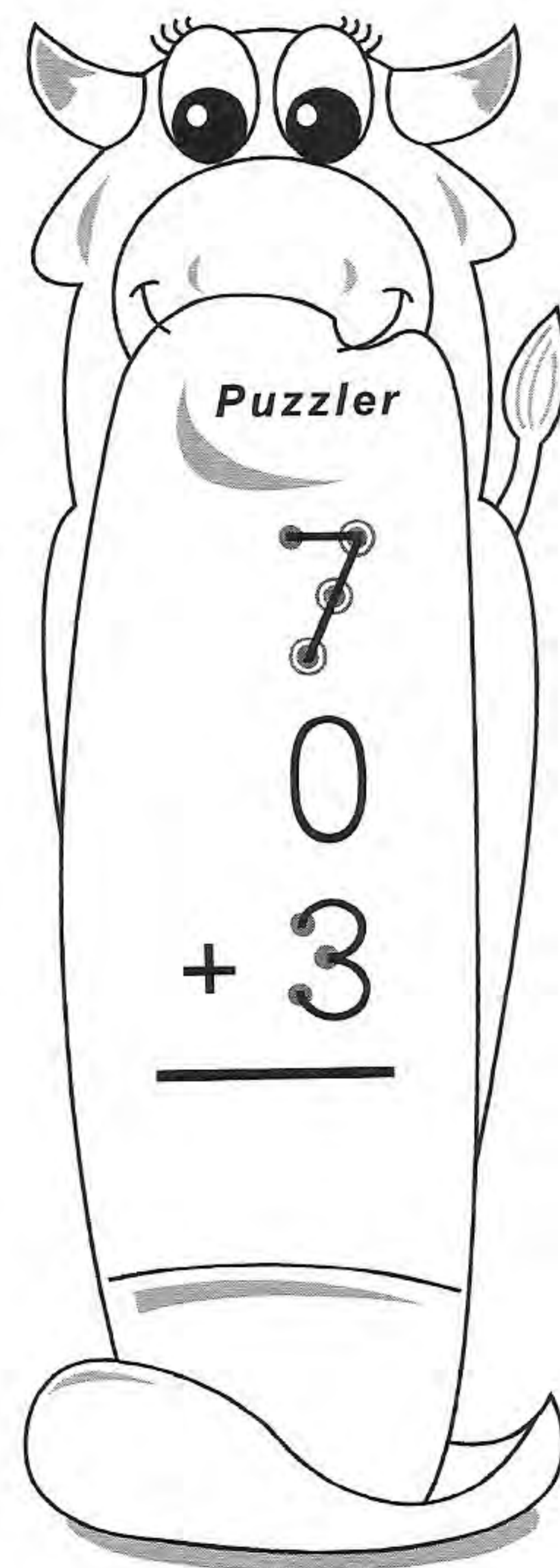
$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$$





Name: \_\_\_\_\_

# Number Concepts: 5

5	five	
---	------	--

Color the boxes that contain just the number 5.

27	109	5
117	5	60
5	32	5
5	8	5

Color the ten frame to show 5.


Write the number 5.

Tracing practice for the number 5. The first row shows a solid number 5 with stroke order arrows: 1 (down), 2 (curve), 3 (top bar). The second row shows a dashed number 5 for tracing with the same stroke order arrows. The third row shows a dotted number 5 for tracing with the same stroke order arrows. The fourth row contains four dots on a line, serving as starting points for writing the number 5.


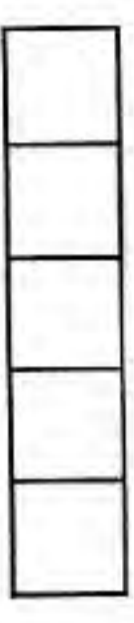
Draw some different representations of the number 5 (tally marks, dice, etc.) in the box below.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----



Name: \_\_\_\_\_

# Number Concepts: 15

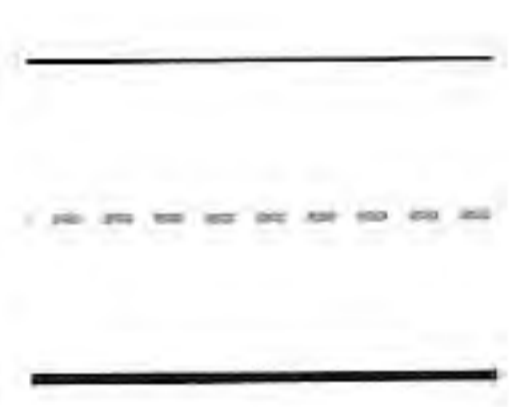
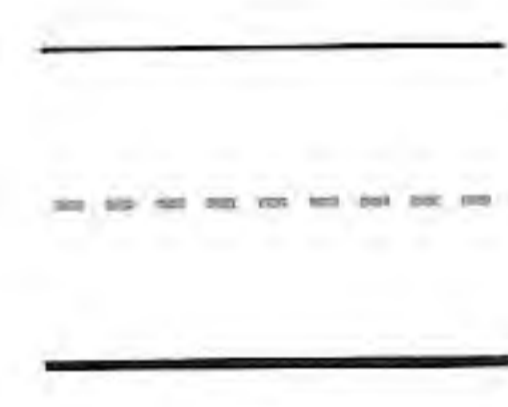
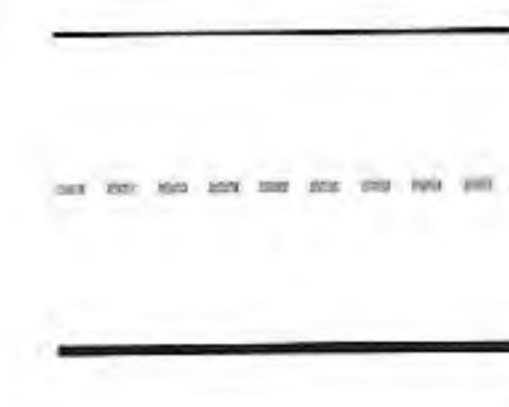
tens	ones
1	5
	

15  
fifteen

Color the boxes that contain just the number 15.

15	104	15
47	131	159
15	131	15
15	66	15

Trace, then write number 15.

15        15        15    

Complete the equation.

$$14 + \underline{\quad} = 15$$

Trace the numbers that come before and after 15.

14    15    16

Color the ten frames to show 15.



0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20





Name \_\_\_\_\_

7 9 11 13 15

8 10 12 15

11 15

10 15

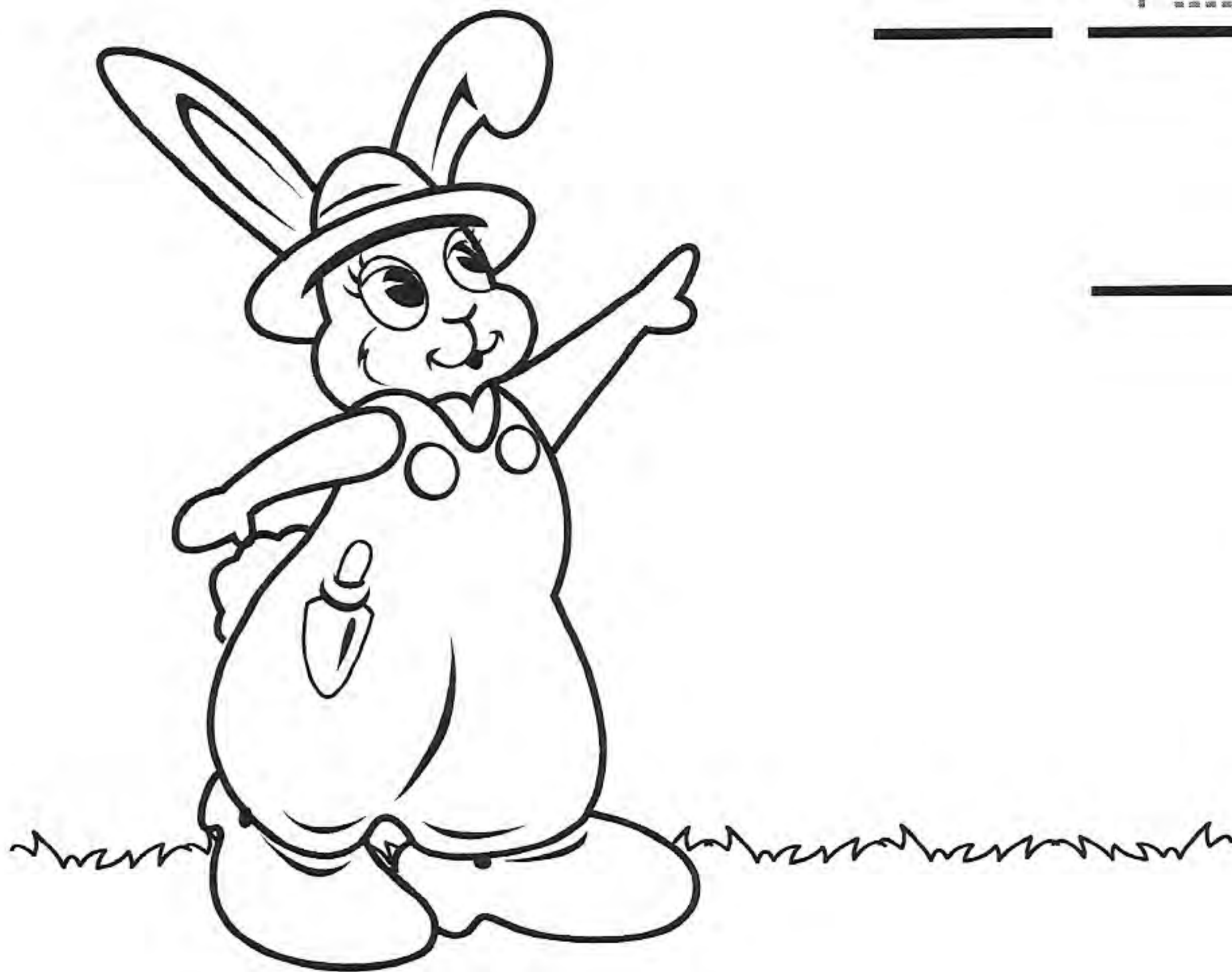
12 15

15

14 15

15

15

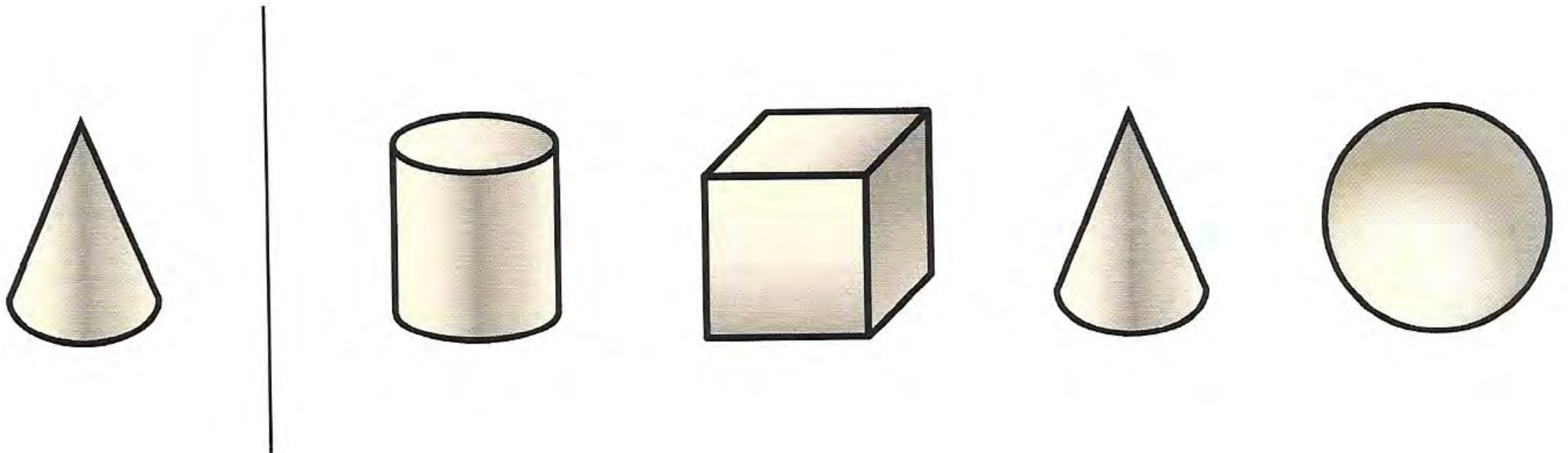




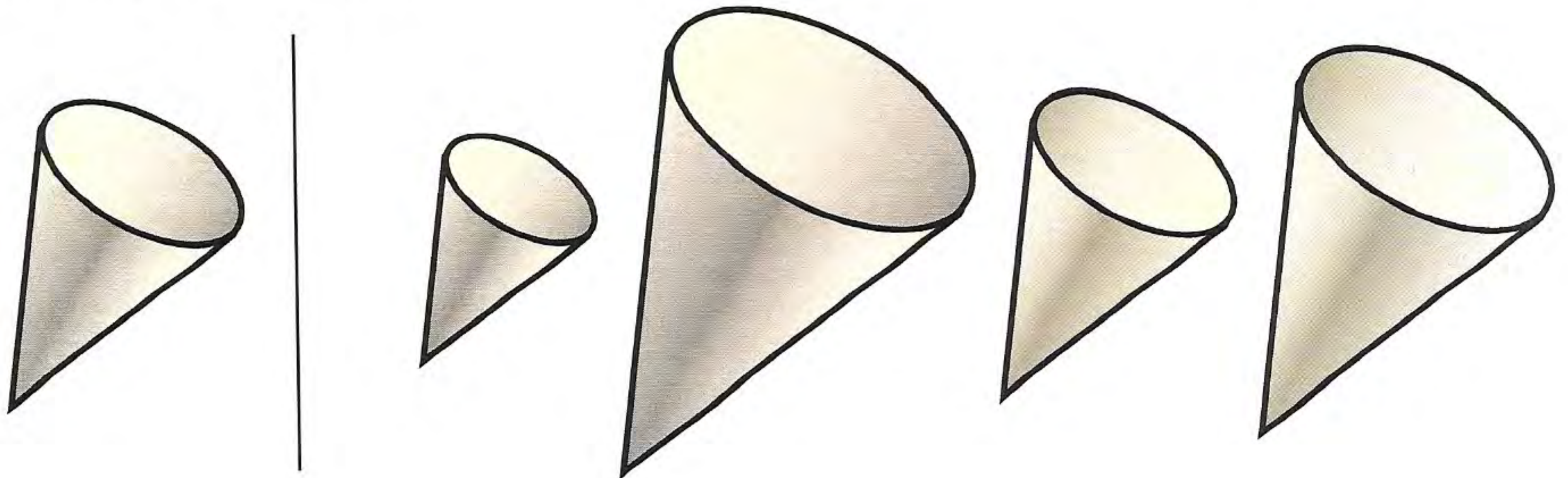


Name \_\_\_\_\_

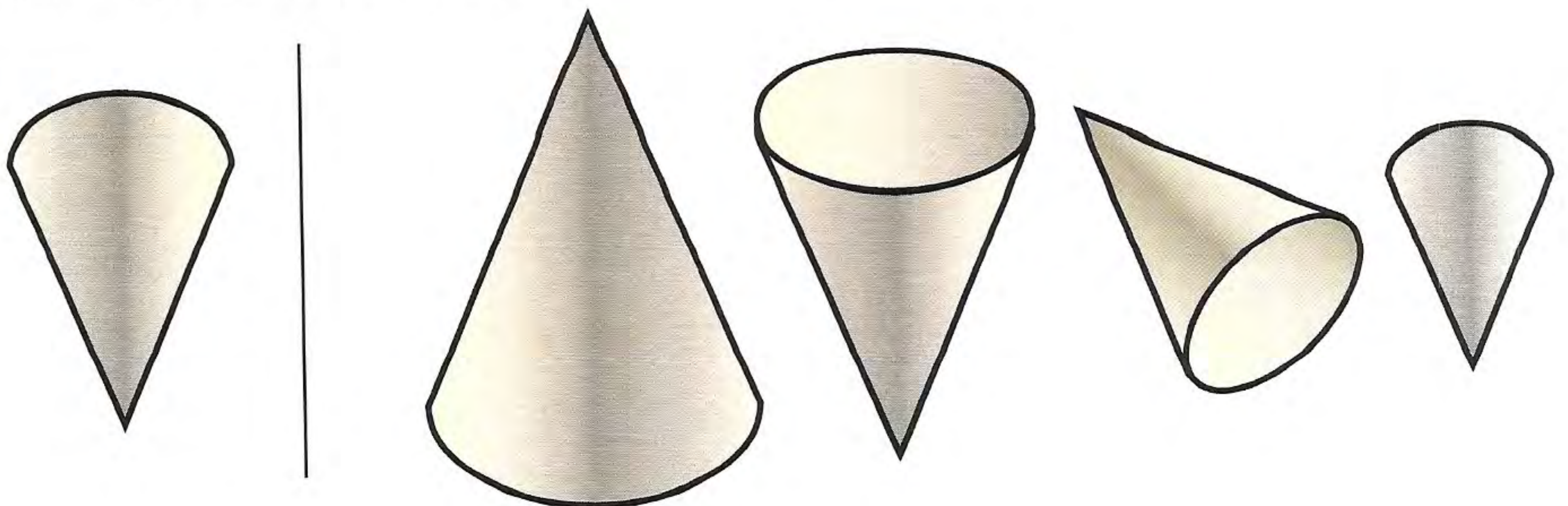
**Directions:** Ring the matching shape.



**Directions:** Ring the matching size.



**Directions:** Ring the matching orientation.







Name \_\_\_\_\_

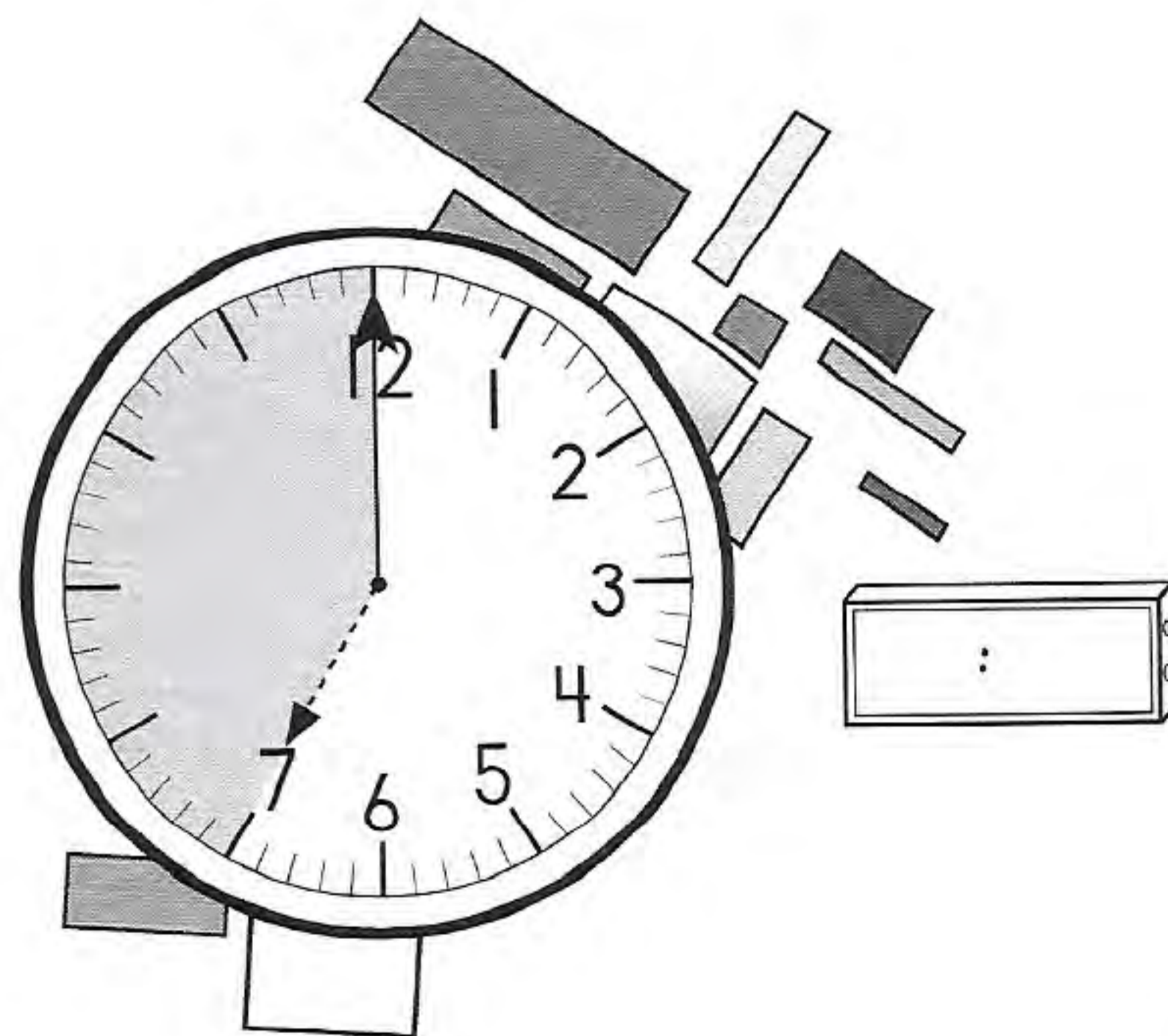
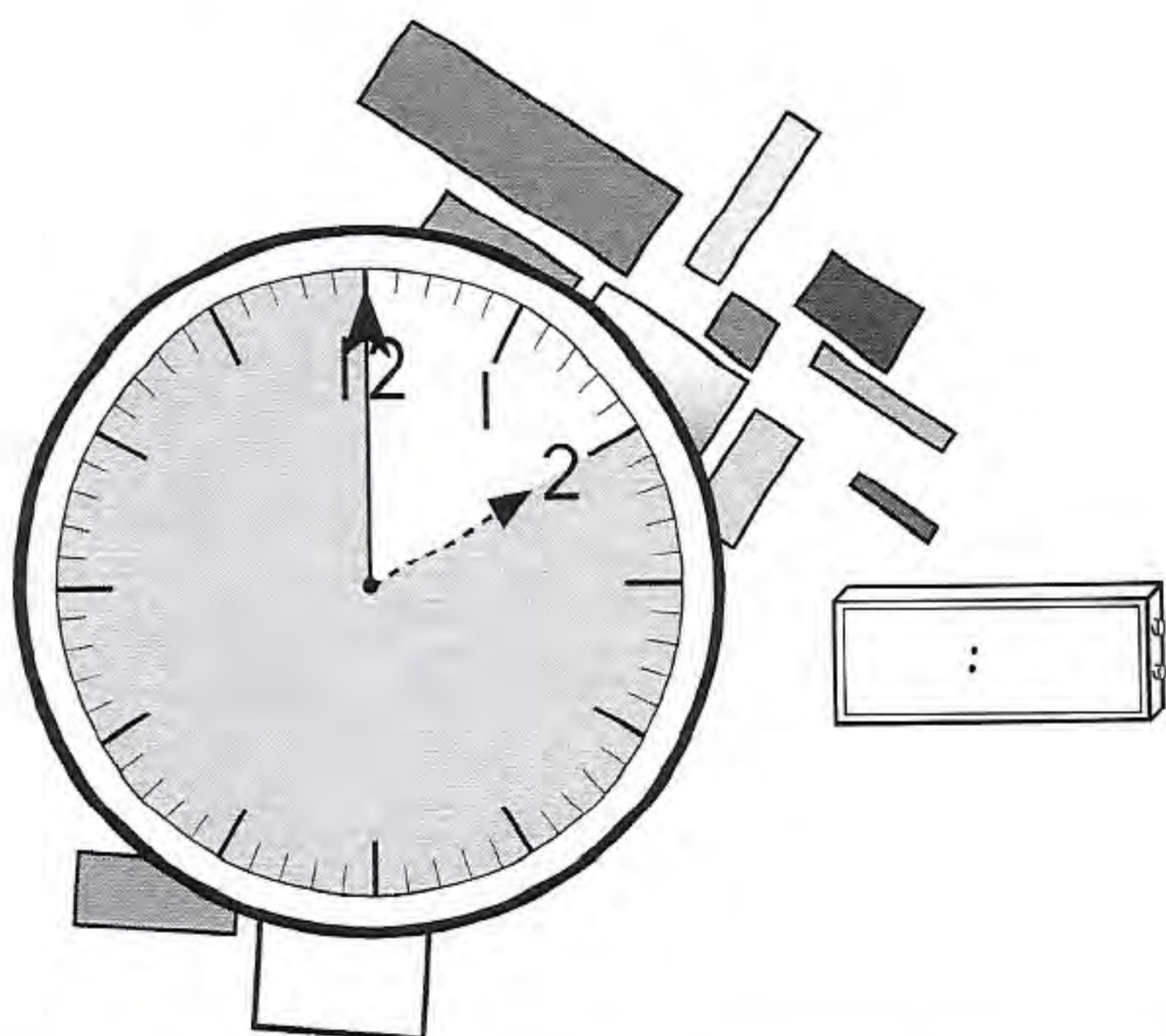
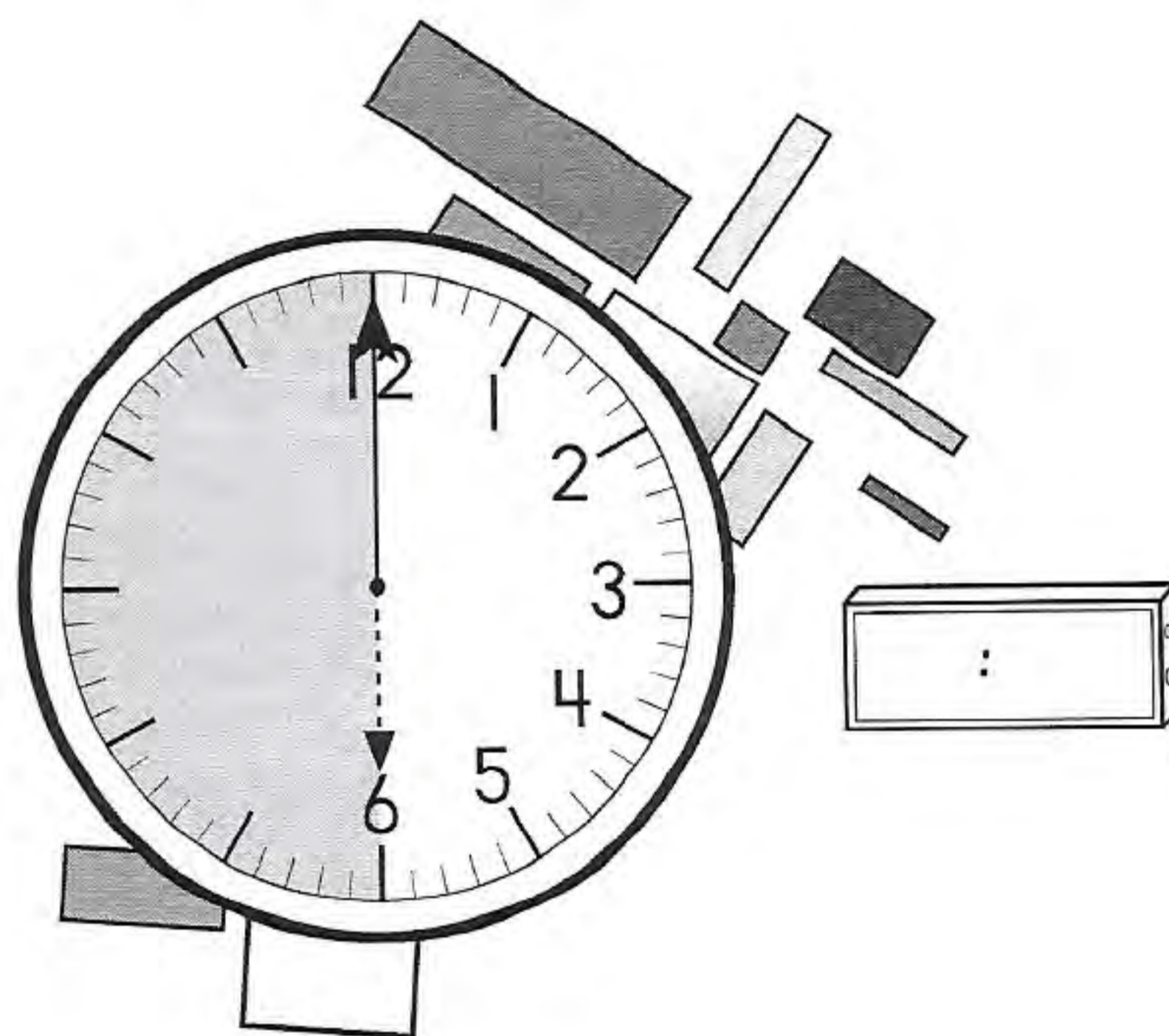
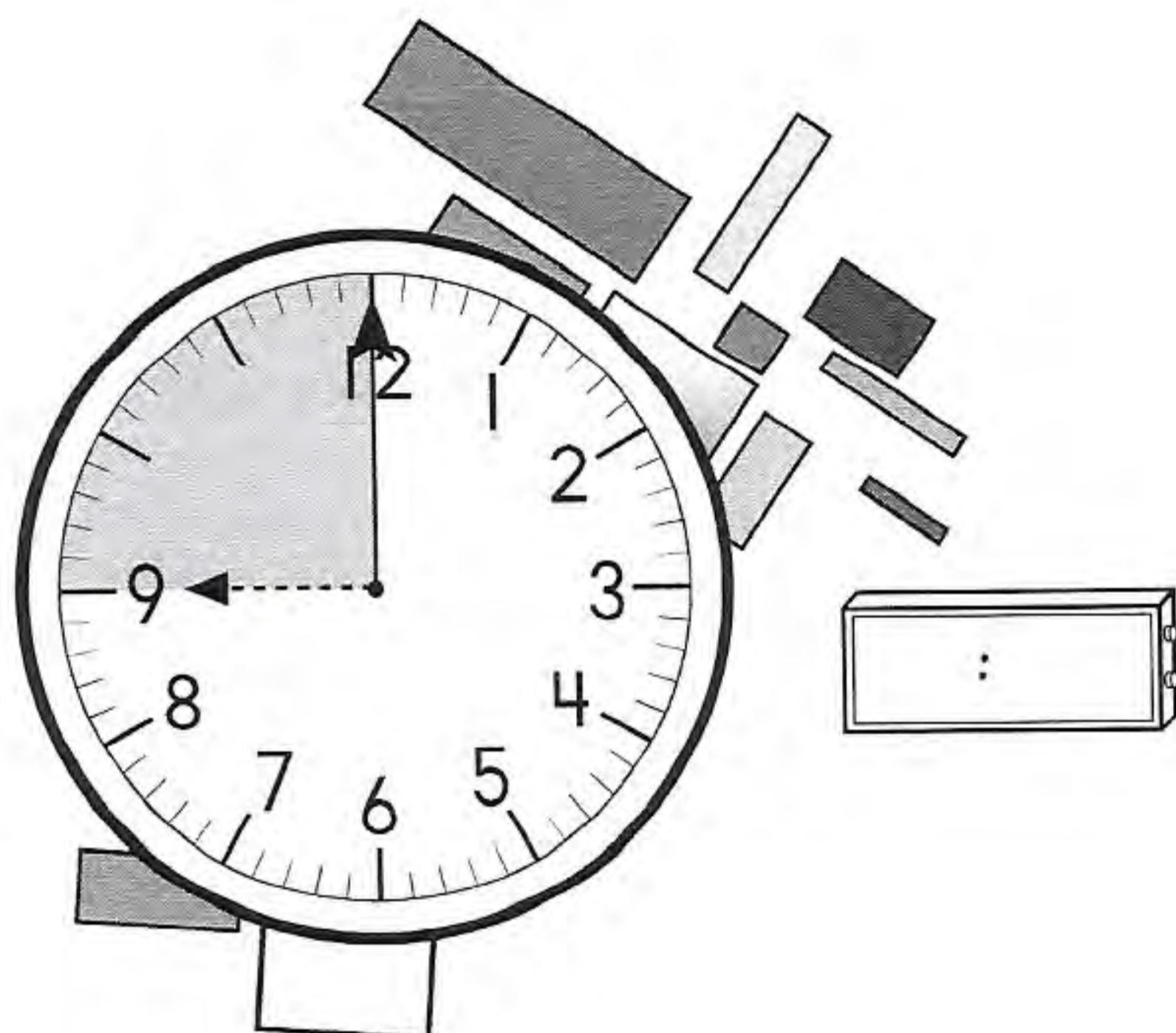
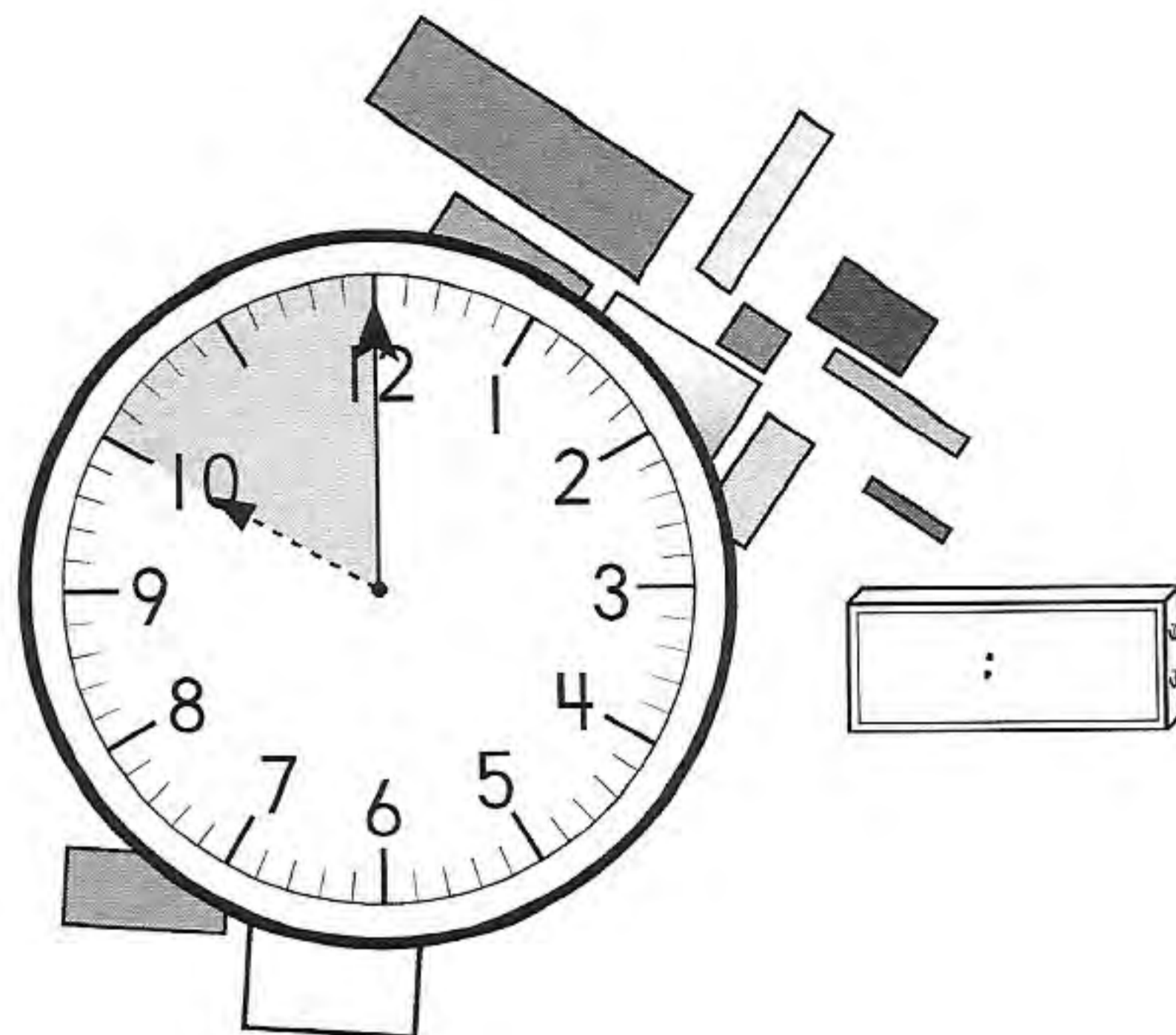
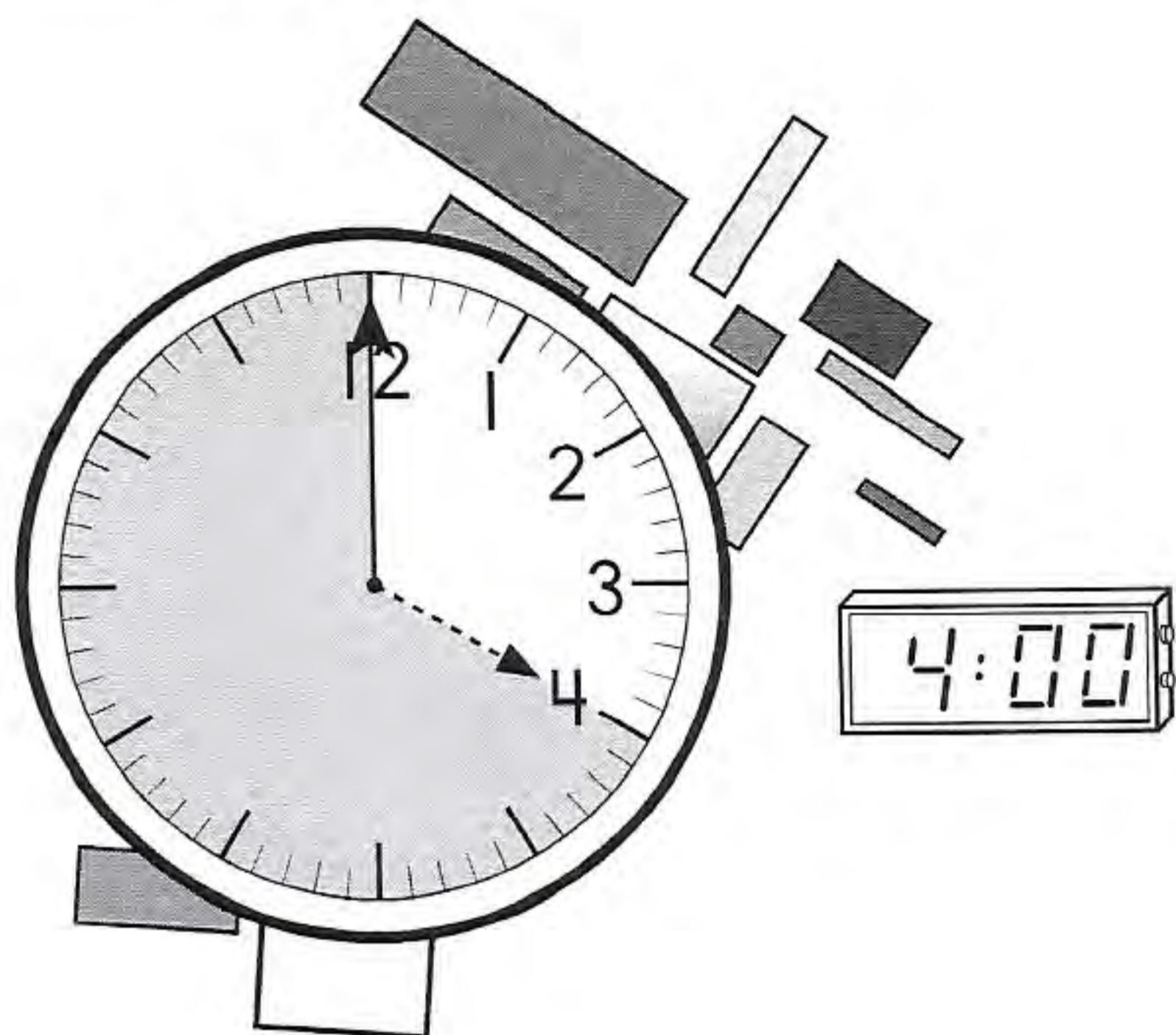
**Directions:** Draw a path as you count backward from 13 to 1.

A maze designed for a counting backward exercise. The maze is a large rectangle with various internal walls. Numbers are placed in different sections of the maze, representing the count. The starting point is a bird at the number 13, with an arrow pointing left. The ending point is a fountain at the number 1. The numbers and their approximate locations are: 13 (left side, middle), 12 (top left, middle left, bottom center), 10 (top middle, middle right), 9 (top left, middle), 8 (top left, top middle, middle right), 7 (top right), 6 (middle right), 5 (middle right), 4 (middle right, bottom right), 3 (bottom right), 2 (bottom right), 1 (bottom right, fountain). The path starts at 13 and ends at 1.



Name \_\_\_\_\_

**Directions:** Trace the hour hand with a pencil to show the hour on each clock. Write the time in the digital clock.







Write words with the letter **y**.  
Color the ☆ for each word you know.

☆ year

☆ yes

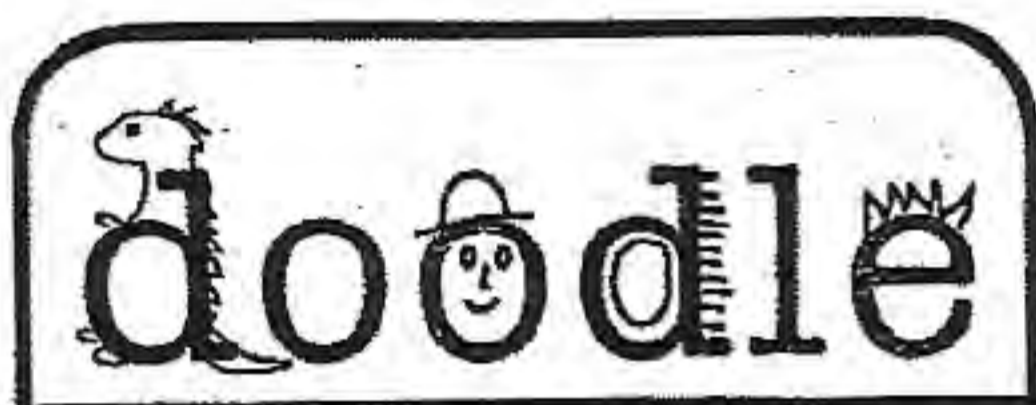
☆ you

☆ your

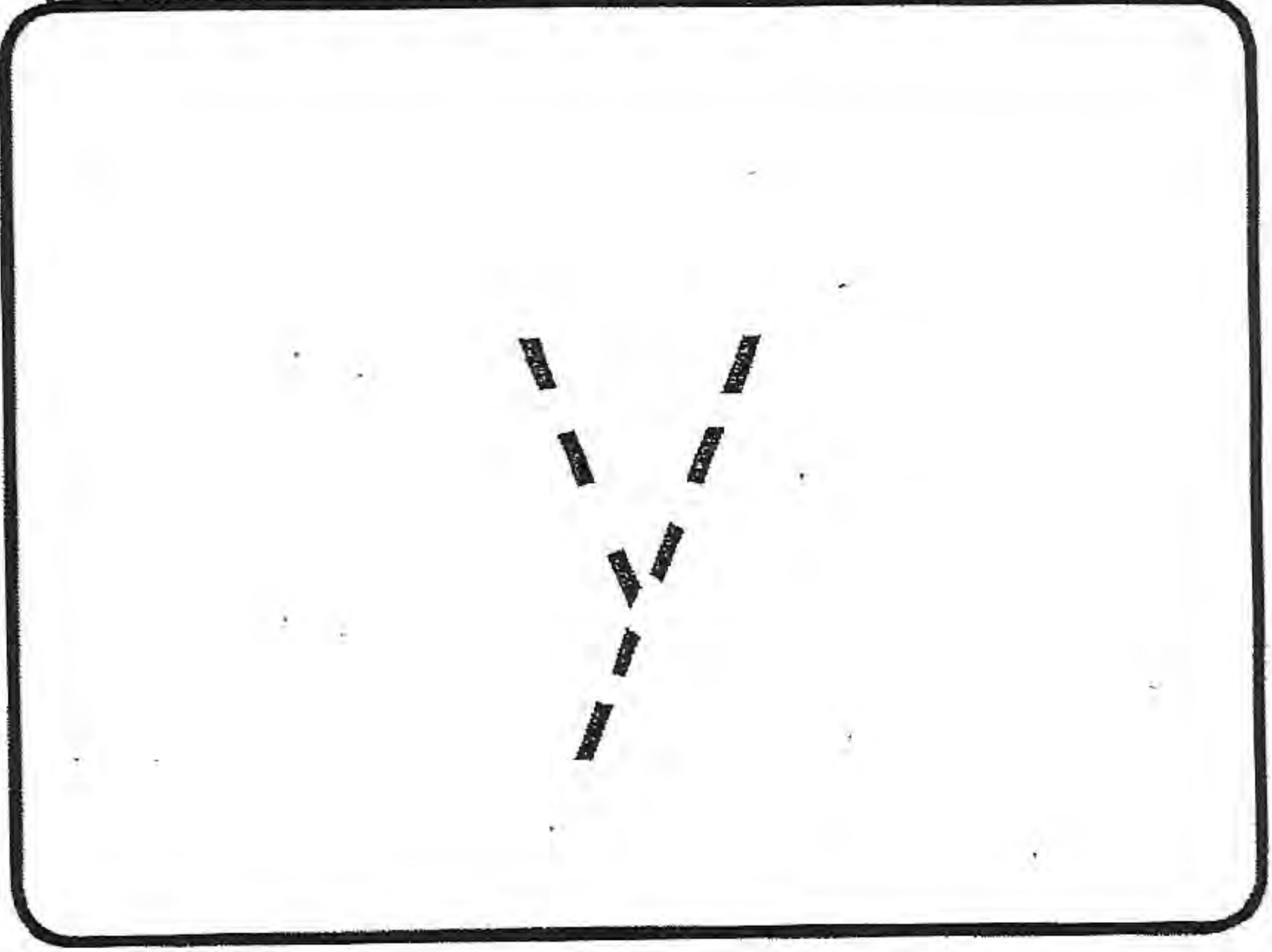


What am I? Write the letter **y** to spell my name.

I am a  
\_\_\_\_\_ak!



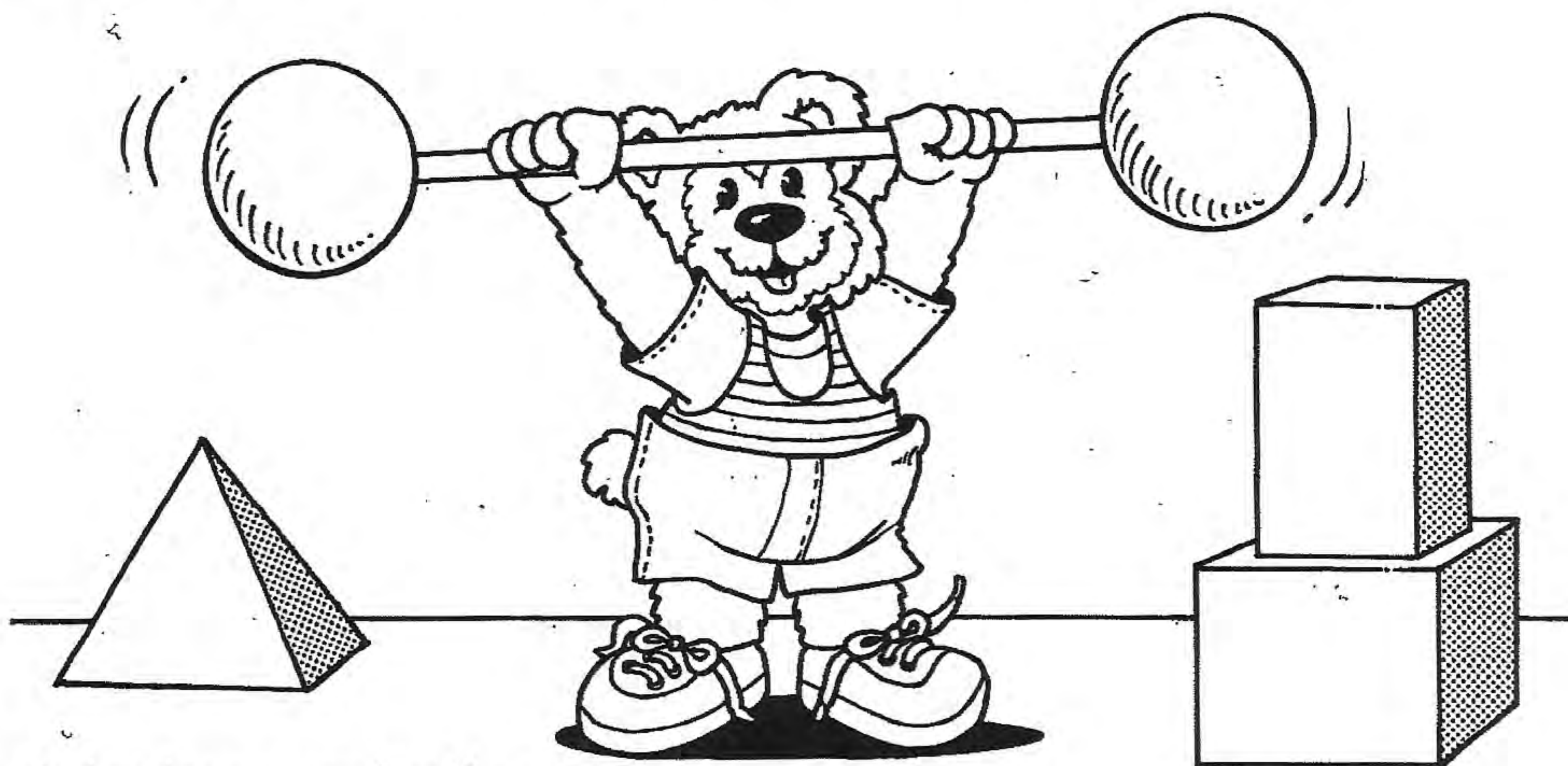
Trace the letter **y**.  
Turn it into a picture!



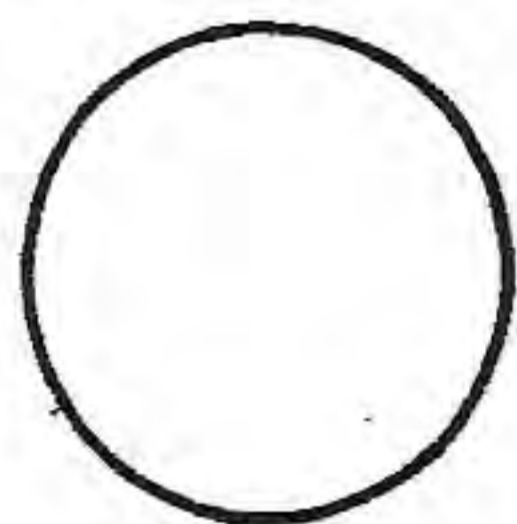


# Getting into Shapes

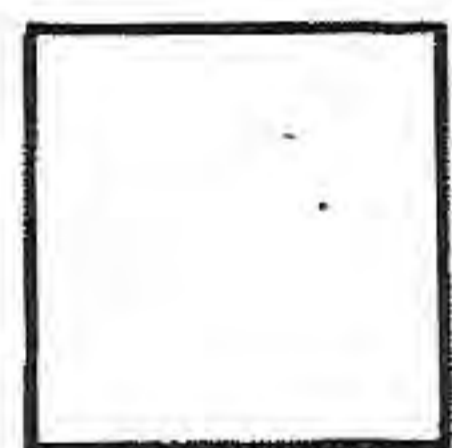
Name \_\_\_\_\_



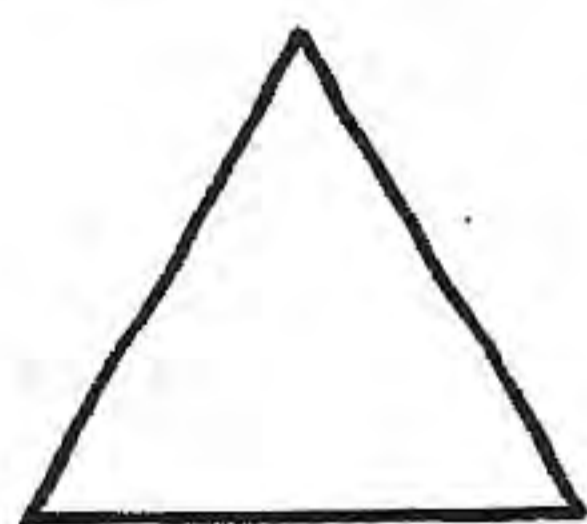
Color, trace and write.



circle



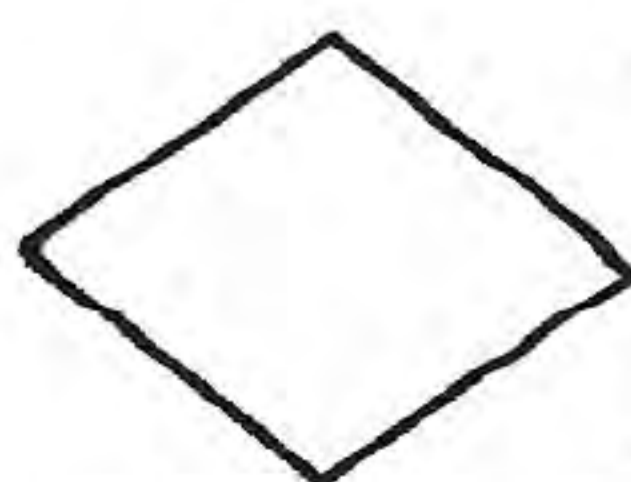
square



triangle



rectangle



diamond



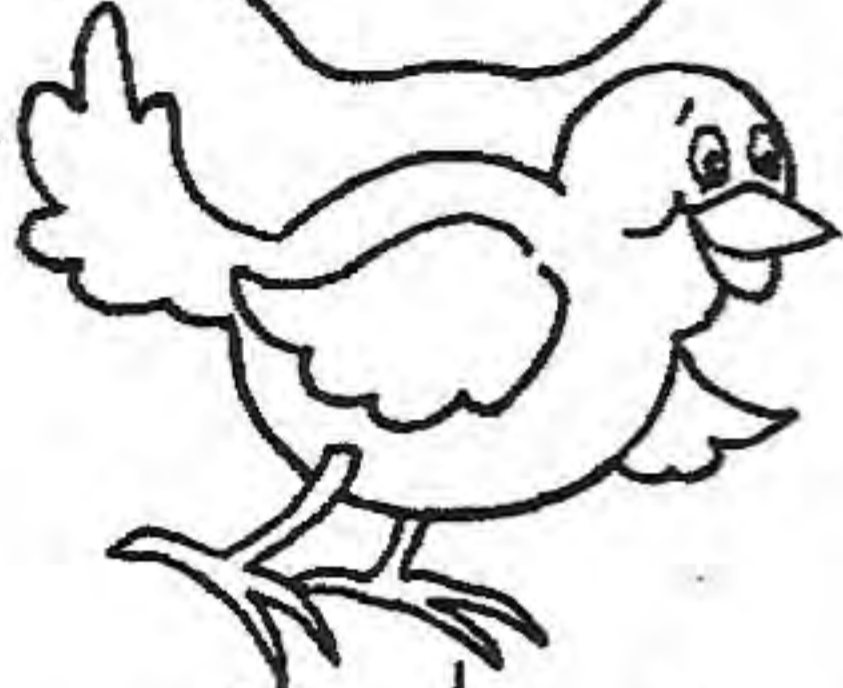
# Colors

Name \_\_\_\_\_

Color, trace and write.



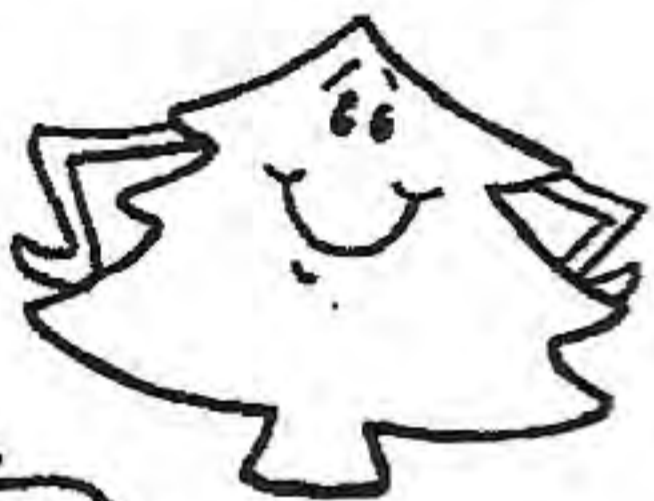
red



blue



yellow



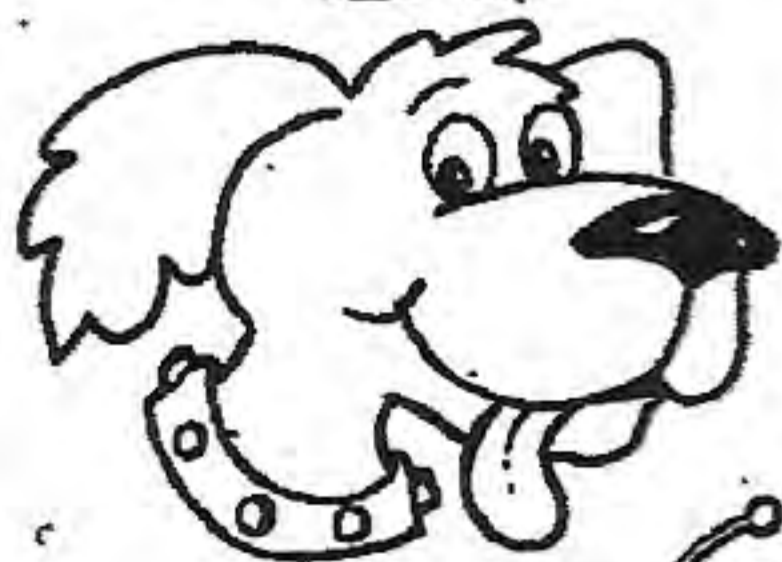
green



purple



orange



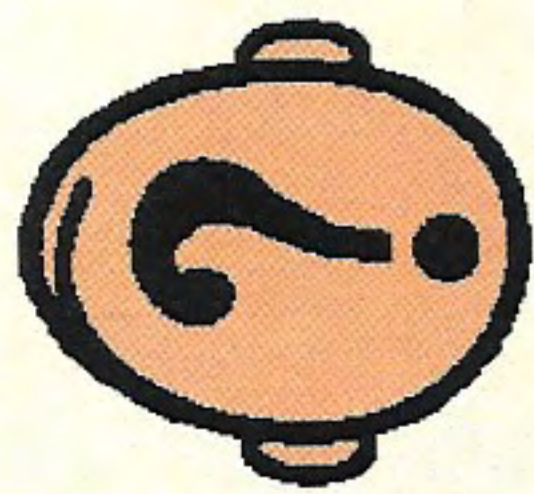
brown



black



who

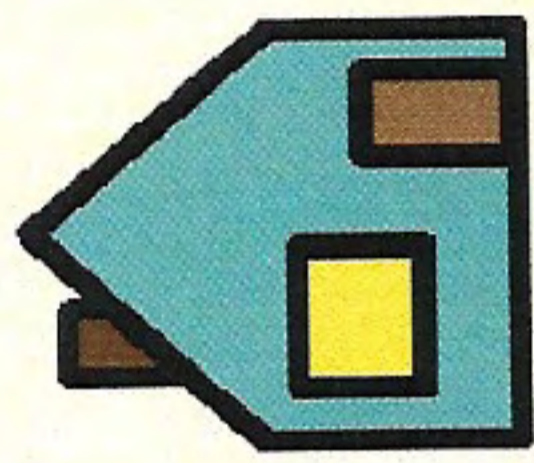


do

you



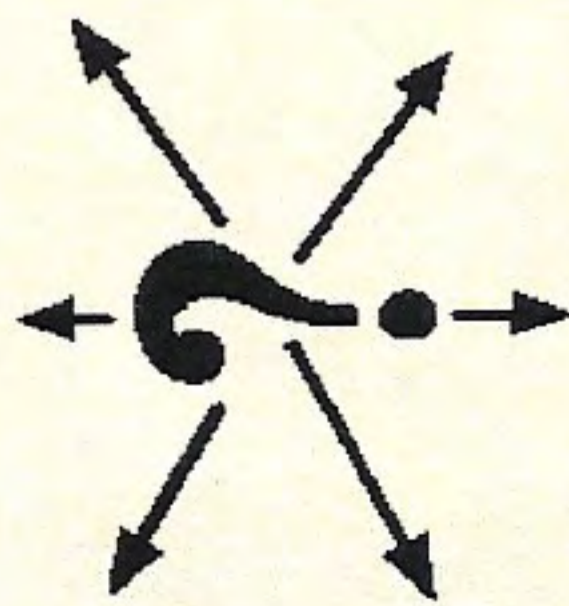
live



with

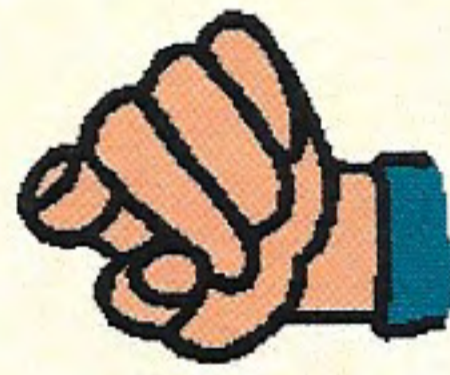


where

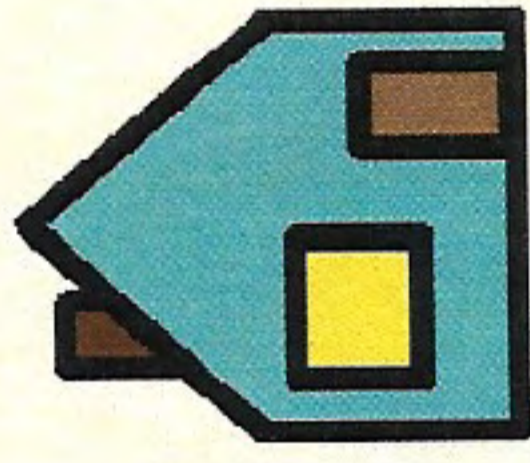


do

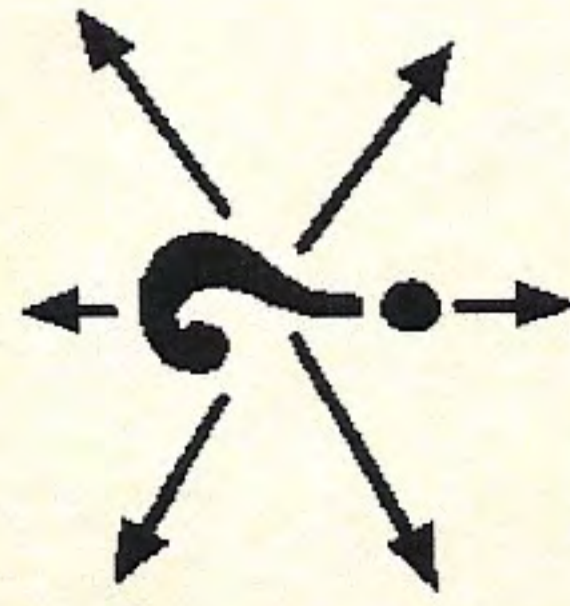
you



live



where



did

you



go



who

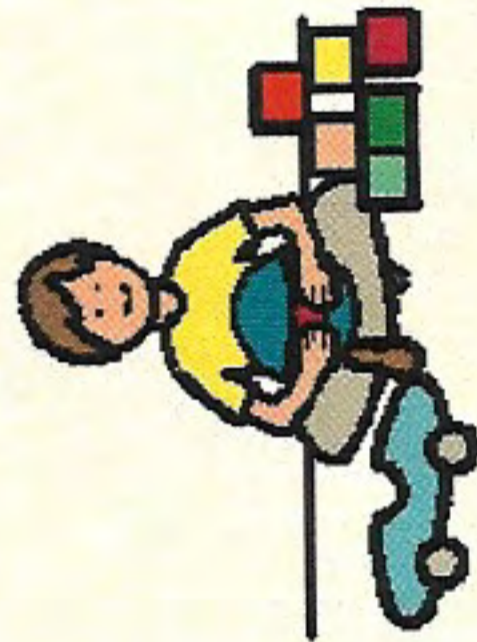


did

you



play



with



who

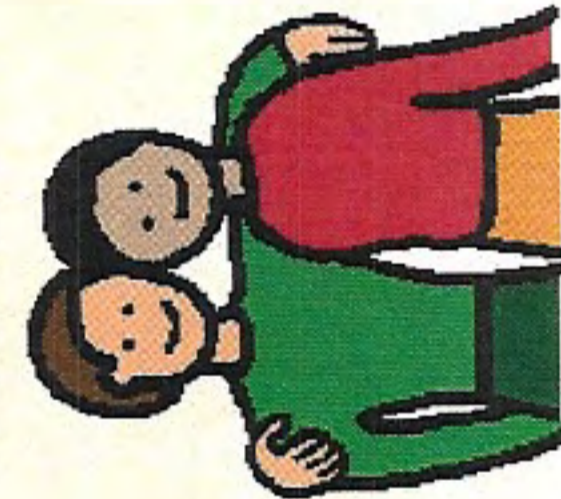


are

your

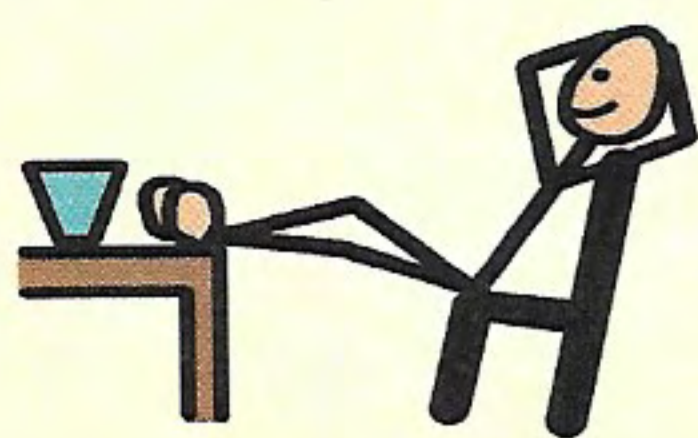


friends





## Steps to Calm Down



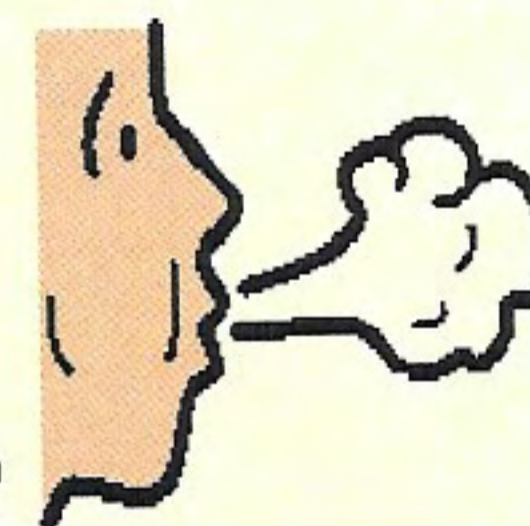
**1. Ask for a break.**

*break*

**2. Sit down in break area.**



**3. Take 3 deep breaths.**



**4. Count to 10...Slowly!**



**5. Are you calm?**





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