DETROIT PUBLIC SCHOOLS
COMMUNITY DISTRICT

Office of Exceptional Student Education

Distance Learning Packet
MOCI/SCI & SXI Programs

Attainment Math 6-12
Weeks 1 - 9: April 14 – June 12, 2020

Students Rise. We all Rise

Attainment's Explore Math - Addition

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/14/20 – 4/17/20

Learning Objectives:

1. Identify 8 vocabulary words.
2. Students use their knowledge of numbers and operations to solve every day or real-life problems.

For emerging math students: Students can participate in identifying or matching pictures

Procedure: Always discuss what is going on in the photos. Ask questions.

Day 1 – Review the vocabulary. Explain the meaning of each.
Day 2 – Explain and complete pp. 21-25
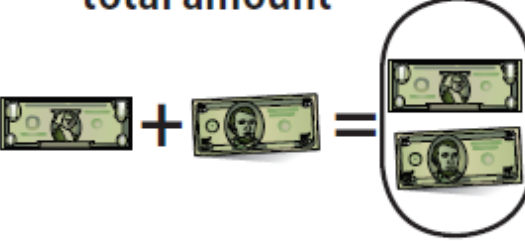**Day 3** – Explain and complete pp. 26-56
Day 4 – Explain and complete pp. 57-60
Day 5 – Explain and complete pp. 61- 95.

Extension Activity: Use p. 96 to answer 97. Work through 98 and 99 together.

Allow your child to identify the objects in the pictures. Also, ask them about the adventures taking place and how it relates to their daily life.

Vocabulary words:

addition $$3 \oplus 4 = \boxed{7}$$	**altogether** $$3 \oplus 2 = \boxed{5}$$
equals $$6 + 5 \ominus 11$$ $$7 - 3 \ominus 4$$	**sum** $$14 + 3 = \bigcirc{17}$$
(how many) **in all** $$5 \oplus 2 = 7$$	**total amount**
label $$8_{\underline{points}} + 10_{\underline{points}} = 18_{\underline{points}}$$	**plus** $$+$$

:

The Mail Carrier

Date _____

Directions: Mrs. Jackson is sorting the mail.
How many letters altogether has she sorted?

IN TOWN   **OUT OF TOWN**

_____ **+** _____ **=** [ ]

_____

Answer:

◯ what you do when you read the word <u>altogether</u>.

+   or   **—**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Loading the Mail Truck

Date _____

Directions: Mr. O'Connor is loading big and little boxes on his truck for delivery. How many big and little boxes must he load altogether?
Hint: Word problems must have **labels** in the answer.

Answer:

_____ + _____ = [ ]

Bonus: How many boxes would Mr. O'Connor have if he loaded only the little boxes?

_____

1	2	3	4	5	6	7	8	9	10	11	12

Date _____

Directions: Missy is practicing hitting balls before the game. How many baseballs did she hit altogether?
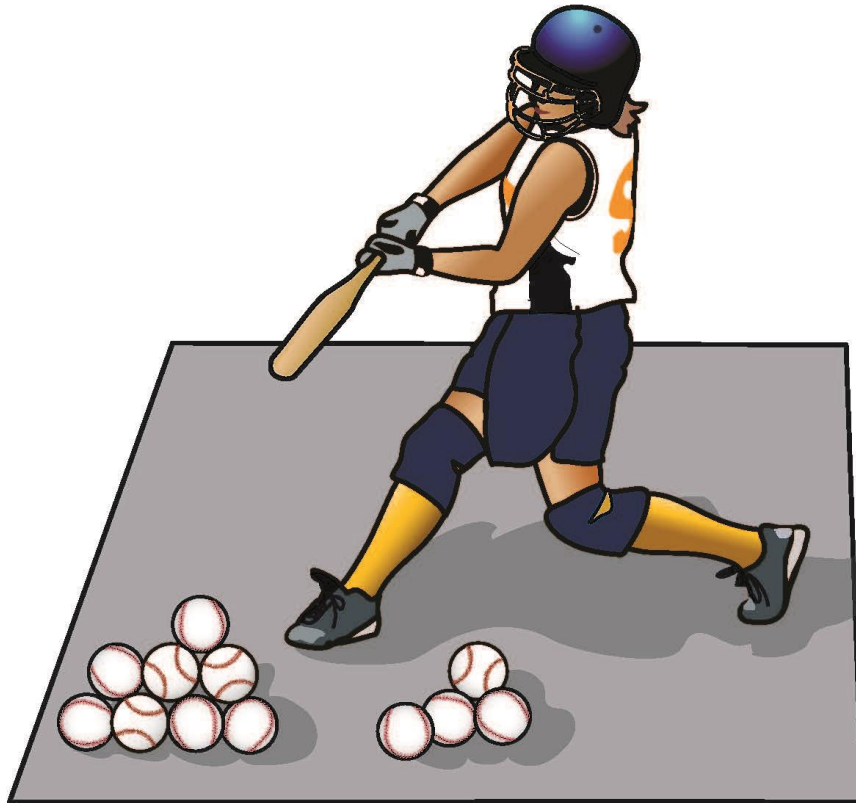
Answer:

_____ + _____ = [ ]

Bonus: ◯ the word in the problem that tells you to add.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Date _____

Directions: Mr. Gonzalez took photos of this week's high school ⬤ basketball and ⬤ volleyball games for the local newspaper. How many photos did he take in all?

Community Gazette
SPORTS
Basketball Team Wins!

LOCAL
Volleyball Team Scores!

Answer:

_____ + _____ = ☐

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Who Won?

Date _____

Directions: Add to find the final the scores. ⬭ the winning team.

Team	1st	2nd	Final
Bulls	0	7	
Colts	3	6	

Show work:

Bulls	Colts

Hint: pts. is an abbreviation or short way for writing points.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

25

Date _____

Directions: Directions: Coach Peterson made a list of equipment he needed for an away game. Use the list and the equipment already by the bag to solve the problems on the next page.

Coach's List

a. 10

b. 5

c. 7

d. 1

e. 12

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Date _____

Directions: Solve to find out how many more of each item Coach Peterson needs to pack for the game. Show your work.

Hint: Remember to label your answers.

1 How many more 🪀 ?	**2** How many more 🏏 ?
3 How many more 🧤 ?	**4** How many more 🪖 ?
5 How many more ⛑ ?	**6** Create your own problem.

1	2	3	4	5	6	7	8	9	10	11	12

Date _____

Directions: Jesse throws darts in the recreation room.
How many points altogether did he make?

_____ + _____ + _____ = [ ] pts.

Bonus: Create another word problem using this page. Share your problem.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Date _____

Directions: Maria went with her family to pick apples at an apple orchard. How many apples did Maria pick altogether?

$$+$$
$$\underline{\hspace{3cm}}$$
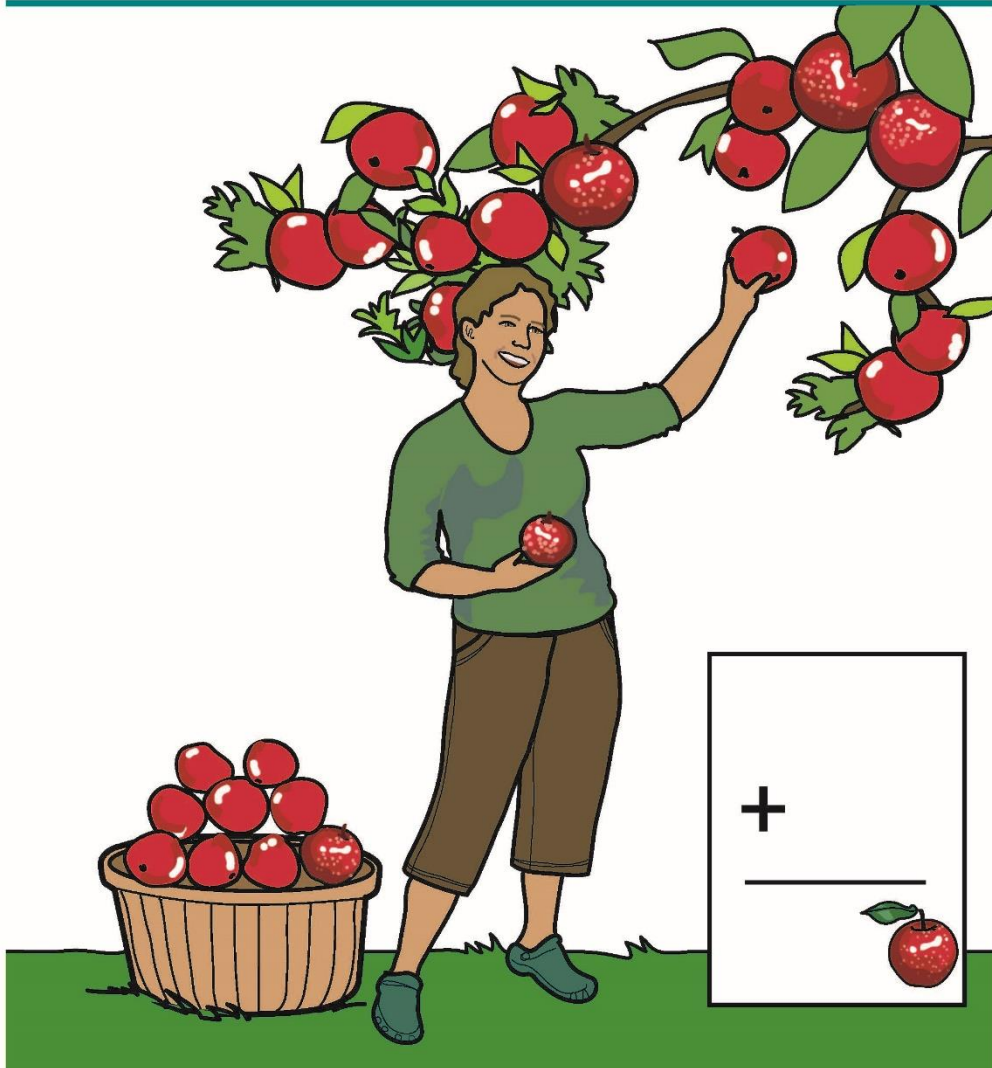
Bonus: Maria gave 3 🍎 to her brother. How many does she have left? _____

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

Date _____

Directions: Mrs. Thompson just finished picking pumpkins to sell in her roadside stand. How many big and little pumpkins did Mrs. Thompson pick altogether?

Solve:

_____ **+** _____ **=** _____ 🎃 s

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

Date _____

Directions: Mrs. Thompson runs a roadside stand at the apple orchard.
Use this page to solve the problems on the next 3 pages.
Hint: lbs. is a short way or abbreviation for writing pounds.

2 lb. 2 lb.

2 lb. 2 lb. 2 lb.

ONIONS
$2.00

5 lb. 5 lb. 5 lb.

5 lb. 5 lb. 5 lb.

10 lb. 10 lb.

10 lb. 10 lb.

10 lb.

APPLES
$5.00

POTATOES
$4.00

3 lb.
Small
PUMPKINS
$3.00

6 lb.
Carving
PUMPKINS
$6.00

Date _____

Directions: Use the picture on page 58 to find out how many pounds (lbs.) of fruit and vegetables each customer bought. Show all work.

Problem:	Show work:
1. Customer 1: 5 lb. 10 lb. _____	
2. Customer 2: 6 lb. 3 lb. _____	
3. Customer 3: 10 lb. 2 lb. _____	
4. Customer 4: 3 lb. 5 lb. _____	

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

Date _____

Directions: Use the prices found on page 58. ◯ the amount of money each customer must pay.

Problem:

Total amount:

1. Customer 1

5 lb. 10 lb.

2. Customer 2

6 lb. 6 lb.

3. Customer 3

10 lb. 2 lb.

4. Customer 4

3 lb. 5 lb.

Bonus: Create your own problem using the produce on page 58.

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

Date _____

Directions: Use the prices found on page 58. Write the cost of each item and solve for the total amount the customer must pay.

Hint: Remember to use the **$** and **.** The first one is done for you.

1	Roadside Stand	
	Customer 1	
Item		Amount
1. 5 lb.		
2. 2 lb.		
	Total	

2	Roadside Stand	
	Customer 2	
Item		Amount
1. 6 lb.		
2. 3 lb.		
	Total	

3	Roadside Stand	
	Customer 3	
Item		Amount
1. 10 lb.		
2. 2 lb.		
	Total	

4	Roadside Stand	
	Customer 4	
Item		Amount
1. 3 lb.		
2. 5 lb.		
	Total	

Bonus: ⬭ the customer who spent the most money. Put a ✔ on the customer who spent the least amount of money.

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

Date _____

Directions: Use the Bake Sale menu to solve the problems on the next page.

Central High Band Boosters

Item	Amount
cookie	15¢
muffin	25¢
cupcake	30¢
pie	35¢
cake	40¢

Sale!

Date _____

1 ◯ the number of 🍪 you can buy if you have 🪙 🪙 .

2 ◯ the coins you would use if you bought a 🧁 .

3 ◯ what you could buy if you have 🪙 🪙 .

4 ◯ what you could buy if you have 🪙 .

5 ◯ the coins you would use if you bought 🥧 and 🧁 .

6. Challenge: ◯ the change you would get back if you bought a 🍪 and had this much money 🪙 .

High-Rise Office Building 1

Date _____

Directions: Use the elevator buttons to find out how many floors each person rode in the elevator..
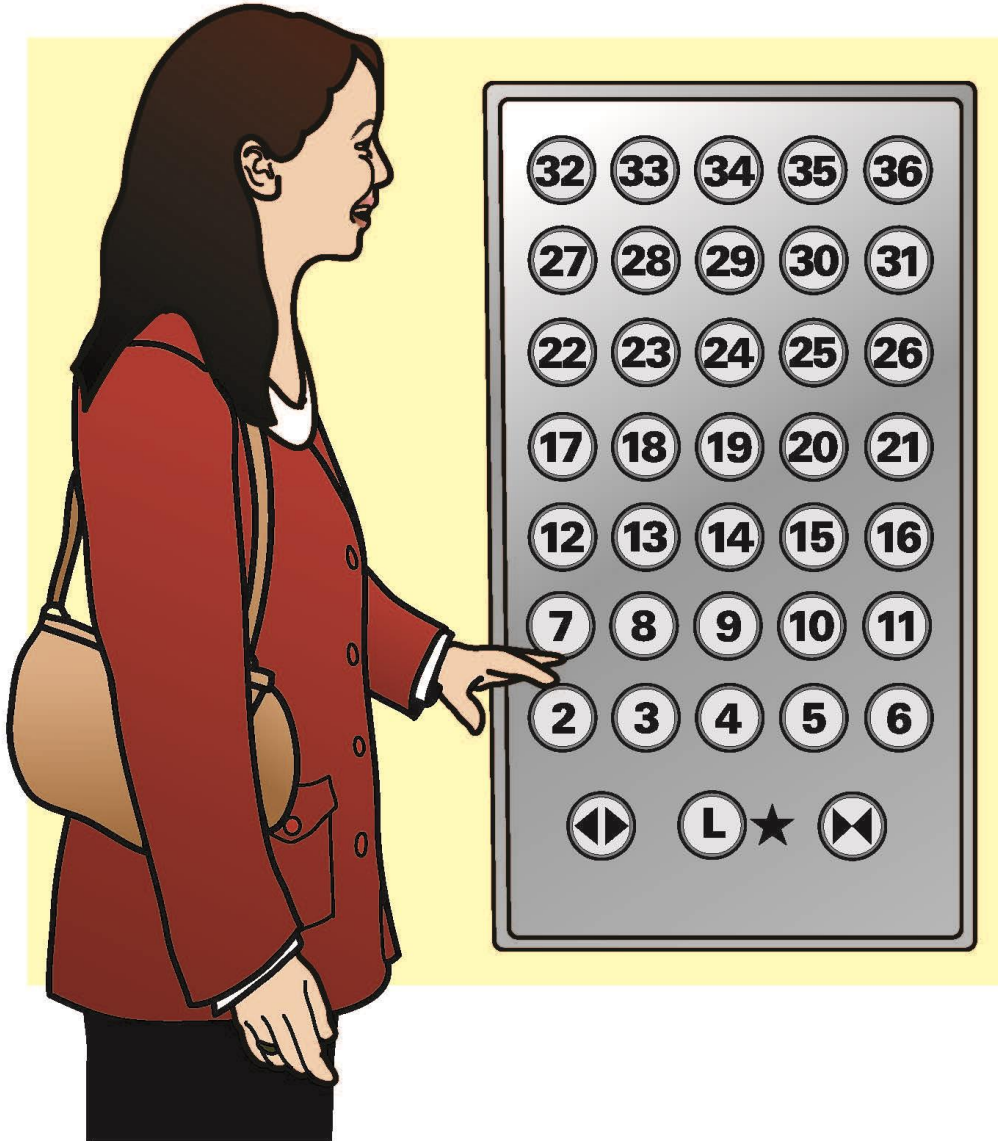
Date _____

Directions: Use the elevator buttons on p. 72 to solve the problems.

Hint: **L** is the first floor or floor **1** of the building.

1 How many floors are there in this office building?	**2** Kimberly got on at floor **9** and off at floor **36**. How many floors did she ride?
3 Mr. Sykes got on at **L**. He went to his office on floor **24**. How many floors did he ride?	**4** Tamara is on floor **18**. She wants to go to **32**. How many floors must she ride?
5 Mrs. Ling is on floor **25**. She pushes the button for floor **29**. How many floors will she ride?	**6** **Challenge:** Alejandro got on at floor **15** and off on floor **2**. How many floors did he ride?

Recycling Newspapers and Magazines

Date _____

Directions One of Liam's jobs in the high-rise office building is to bundle newspapers and magazines to recycle. Solve to find out how many newspapers and magazines he put in the recycle bin.

Hint: = 10 newspapers   = 1 newspaper

= 10 magazines   = 1 magazine

Sandwiches for Sale

Date _____

Directions: Mrs. Lao prepares sandwiches to sell in the high-rise office building cafeteria. Solve to find out how many sandwiches Mrs. Lao made to sell.

Hint: or = 10

ROAST BEEF   HAM AND CHEESE

_____ **+** _____ **=** [   ]

Bonus: Each sandwich cost $2.00. How many sandwiches can you buy if you have this much money? _____

Attainment's Explore Math - Subtraction

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/20/20 – 4/24/20

Learning Objectives:

1. Identify 5 vocabulary words.
2. Students use their knowledge of numbers and operations to solve every day or real-life problems.

For emerging math students: Students can participate in identifying numbers and items in pictures

Procedure:
Day 1 – Review the vocabulary. Explain the meaning of each.
Day 2 – Explain and complete pp. 31-35
Day 3 – Explain and complete pp. 67-71
Day 4 – Explain and complete pp. 72-103
Day 5 – Explain and complete pp. 104-109.

Extension Activity: Allow your child to identify the objects in the pictures. Also, ask them about the various things going on in the lives of the people pictured in each lesson.

Extension Activity: Watch a video with your child and help them understand the concept of taking away and getting the difference.

https://www.youtube.com/watch?v=7w24o7VWjJs

Vocabulary words:

difference	word problem
8 ⊖ 4 = 4	Kevin has 4 . He earned 3 more . How many did Kevin earn in all?

remainder	subtraction
12 – 9 = ③	—

left	minus
	—

Date _____

Directions: Solve to find out how much money Roberta has left in her hand.

2.

3.

4.

Show work:

_____¢ − _____¢ = [ ] ¢

Bonus: Create your own money problem using pennies.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

:

A Sale on Sunglasses

Date _____

Directions: Solve to find out how much money Dominick has left after he buys a pair of sunglasses.

Hint: Remember to use the **$** and **.** in your problem.

1.	2.
3.	4.

Show work:

_____ **–** _____ **=** ☐

1	2	3	4	5	6	7	8	9	10	11	12

Date _____

Directions: Mrs. Thompson baked cookies for her children's school lunch. Solve to find out how many cookies are left to put in the cookie jar.

1. Mrs. Thompson baked 12 chocolate chip cookies.

2. She put 2 cookies in Manny's lunch.

3. She put 2 cookies in each twin's lunch.

4. How many cookies were left to put in the cookie jar?

Show work:

_____ − _____ =

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Date _____

Directions: Use the prices on this page to solve the problems on the next page.

Bonus: When you read the word <u>left</u> do you **+** or **−** ?

A Trip to the Mall 2

Date _____

Directions: ✗ out the money you spent. ◯ how much money you have left.

Problem:		**Show work:**
1. You have: 	You bought: 	What do you have left?
2. You have: 	You bought: 	What do you have left?
3. You have: 	You bought: 	What do you have left?
4. Create your own problem. You have:	You bought:	What do you have left?

Challenge: Use a calculator to find out how much each purchase cost with a 5% sales tax.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Stocking Shelves

Date _____

Directions: How many boxes of cereal are left on the cart after Henry stocked the shelves?
Hint: Remember to label your answer.

1 Henry saw that there were no cereal boxes left on the shelves.

2 He loaded the cart to stock the shelves with cereal boxes.

3 Henry put 8 boxes on the shelves.

4 How many cereal boxes did Henry have left on the cart?

_____

Show work:

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

Home vs. Away

Date _____

Directions: Solve to find out how many more points the Home team won by.
Hint: Remember to label your answer.

Team	1st	2nd	FINAL
HOME	10	7	17
AWAY	7	6	13

Show work:

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

Date _____

Directions: Solve to find the difference between the high and low temperatures.
Hint: ° is a short way of writing degrees.

High

25
20
15
10
5
0

Low

25
20
15
10
5
0

Show work:

_____ − _____ =

Bonus: If the red goes up on the thermometer, it is: **warmer** or **colder** (circle one)

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

Date _____

Directions: Use this page to solve the problems on the next page.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
High: 18	High: 16	High: 9	High: 12	High: 17	High: 17	High: 15
Low: 10	Low: 8	Low: 2	Low: 7	Low: 8	Low: 11	Low: 12

Wear warm clothes this week. It will be cold!

Trace to 0.5"

Trace to 0.5"

0.5" to 2"

Trace Amounts

COLD!
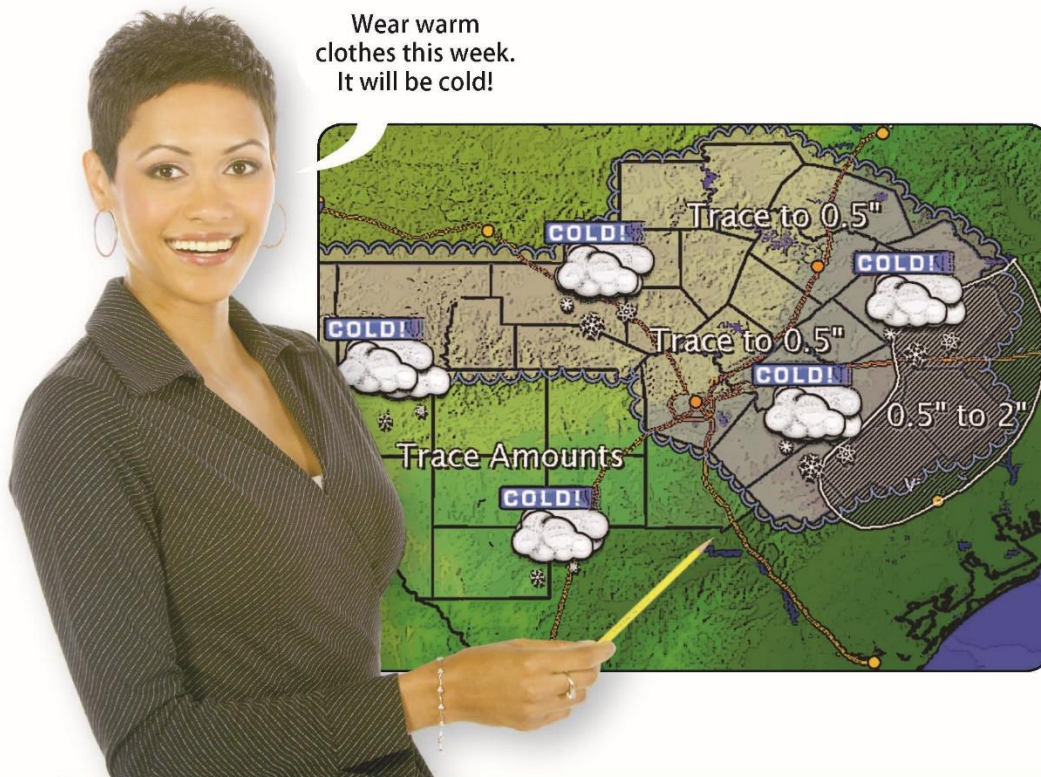
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

Date _____

Directions: Find the difference between the high and low temperatures for each day.
Hint: ° is a short way of writing degrees. Don't forget the label!

Show work:

1. Sunday	2. Monday	3. Tuesday
4. Wednesday	5. Thursday	6. Friday

7. Saturday	8. ⬭ the day with the lowest temperature. Put an ✖ on the day with the highest temperature.

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

Date _____

Directions: Solve to find out how many bottles were knocked over.

1. Softball Toss	2. Softball Toss	3. Show work:

Directions: Solve to find out how many balloons were popped.

1. Dart Throw	2. Dart Throw	3. Show work:

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

Date _____

Directions: Solve to find our how many tickets Melissa has left.

1. Melissa bought 14 tickets.

2. She gave 3 tickets to her brother.

3. She gave 2 more tickets to her friend.

4. How many tickets does Melissa have left?

Show work:

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

I Missed the First Half!

Date _____

Directions: Solve to find how many points each team made during the 1st half.
Write the score for each team in that box.
Hint: A short way of writing points is **pts.**

Team	1st	2nd	FINAL
HOME		7	14
AWAY		14	17

Show work:
Home

Away

Bonus: ⬭ the team that won the game.   **HOME**   **AWAY**

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

Date _____

Directions: Coach Feinstein runs a summer sports program. Use the numbers on the clipboard to answer the questions on the next page.

Summer Sports

Sport		Students
1. Soccer		88
2. Golf		62
3. Softball		95
4. Basketball		77
5. Swimming		44
6. Tennis		23

Date _____

Directions: Use page 102 to solve the problems below.

1 ◯ the most popular sport.

2 How many more students play 🏀 than 🏌️ ?

3 How many more students play ⚽ than 🥽 ?

4 How many more students play 🏀 than 🎾 ?

5 How many students in all play 🎾 and 🏌️ ?

6 Coach Feinstein wants 26 students on the 🎾 team. How many more students have to sign up?

Recording Highs and Lows

Date _____

Directions: Tamara Jefferson is the meteorologist for Channel 15 and must take the highs and lows of the day for the weather forecast. Read the thermometers and write the temperature on the clipboard. Solve to find the difference between the high and low temperatures.
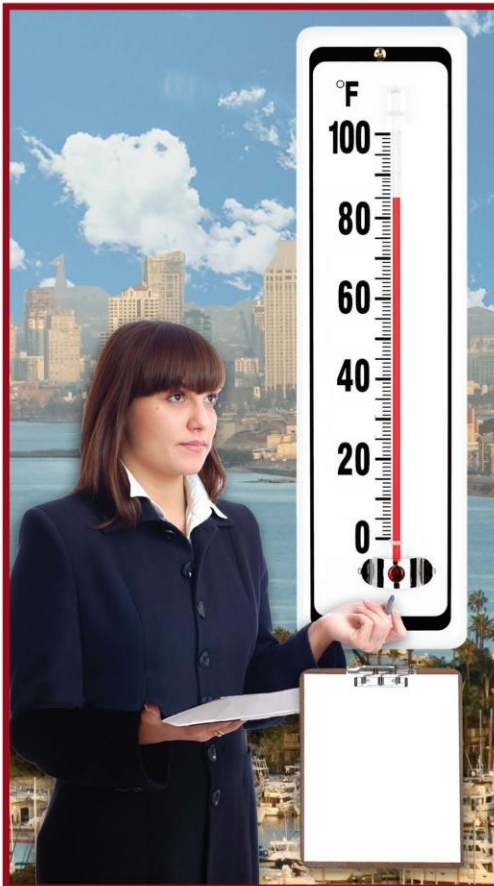
High   **Low**

Solve:

A Day's Forecast

Date _____

Directions: Tamara gives today's forecast.
Use the forecast to answer the questions below.
Hint: your answer must have ° (degrees) as a label.

sunrise:
5:22 a.m.

51	67	78
8:00 a.m. (morning)	12:00 (noon)	5:00 p.m. (afternoon)

sunset:
8:29 p.m.
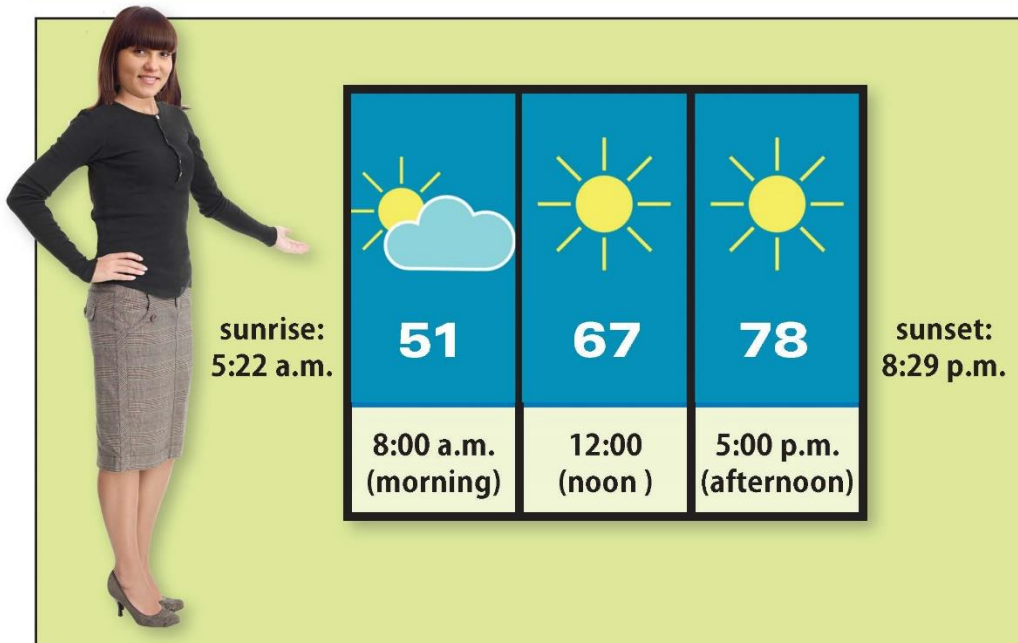
1 ◯ the high temperature.
Underline the low temperature.

2 Find the difference between the noon temperature and the 8:00 temperature.

3 Find the difference between the 5:00 temperature and the noon temperature.

4 Find the difference between the 5:00 temperature and the 8:00 temperature.

Bonus: Pick a day from a newspaper's forecast. Find the difference between the high and low temperatures.

Date _____

Directions: Tamara is giving a 7-day weather forecast. Use the information below to solve the problems on the next page.

Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
High: 100°	High: 98°	High: 87°	High: 83°	High: 97°	High: 87°	High: 99
Low: 90°	Low: 82°	Low: 75°	Low: 70°	Low: 84°	Low: 72°	Low: 83°

This is a good week to go to the beach!

Bonus: ◯ the day that usually starts a week.

Date _____

Directions: Use the 7-day forecast to solve the problems below.
Find the differences between the temperatures.
Hint: The answers must be labeled in ° (degrees).

Problem:	Show work:
1 Tuesday high: _____ low: _____	
2 Monday high: _____ low: _____	
3 Wednesday and Friday Wednesday's high: _____ Friday's high: _____	
4 Saturday and Friday. Saturday's low: _____ Friday's low: _____	
5 ⬭ the day with the warmest high temperature. Put a ✔ on the day with the lowest temperature.	

A Shopping Trip

Directions: Solve to find our how much money Tasha has left.

◯ the money spent. Write the problem below.

Hint: Remember the label must have **$** and a **.** (decimal point).

1 storewide SALE!

2 20 20 10 10 5 1 1 1

3 $52.00

4 20 20 10 10 5 1 1 1

Solve:

Date _____

Directions: Solve to find out how much money Hank had left.
Hint: Remember the label.

1

NEW releases $23.00   Adventure $15.00

2

20 10 5 1 1 1

3

Adventure $15.00

4

?

Show work:

Attainment's Explore Math

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/27/20 – 5/1/20

Resource: Explore Math 2

Objective: Students will be able to identify elapsed time to the hour (early or later)

Non-readers: (a) Recall how many minutes in an hour.
                        (b) Identify numbers on a clock.

Materials Needed: A clock with numbers (preference given to a clock with 5-minute intervals)
                        Index cards

Procedure: Discuss in what instances it is important to know why time has elapsed.
                (E.g., on a job, at school, watching television)

Day 1   *Parent Activity:* Write each vocabulary term on an index card for review.
                        Introduce vocabulary (clock, time, elapsed, hour, minute, am, pm)

Day 2   *Parent Activity:* Discuss each number as a unit of time within an hour.
                Explain the difference between the short hand (hour) long hand (minute).
                Have student draw a clock with numbers.

Day 3   *Parent Activity:* Review vocabulary, using same. Ask student what is the
difference between AM and PM. Have student give 3-5 verbal examples of activities that take place in
the AM (*e.g., eat breakfast, get dressed, make up bed*) and 3-5 examples of   PM
activities (e.*g. dinner, read a book, go to bed*)

Day 4   *Parent Activity:* Download application ABCYA.com. Go to telling time Game.
                        Student should progress through game by identifying the correct times.

Day 5   *Parent Activity:* Monitor student progress. Student should draw 5 different
clocks and write down the following times (*5:00, 7:30, 8:00, 10:00, 2:30)

Evaluation: Students will identify the correct times on an analog clock with 75%
accuracy 2 out of 3 times.

Attainment's Explore Math

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/4/20 – 5/8/20

Resource: Explore Math 2

***Objective*:**   Students will be able to identify elapsed time to the hour (early or later)

Non-readers: (a) Recall how many minutes in an hour.
(b) Identify numbers on a clock.

Materials Needed: A clock with numbers (preference given to a clock with 5-minute intervals)
Index cards, internet

Procedure: Discuss in what instances it is important to know why time has elapsed.
(E.g., on a job, at school, watching television)

Day 1   ***Parent Activity:*** Have students review telling time vocabulary. Discuss reasons why it is important to know how much time has lapsed. Discuss scenarios such as if *student had a job and worked 4 hours a day; Go to bed at a certain time and had to wake up at a certain time; Traveling in a car*   .

Day 2   ***Parent Activity:***   Allow student to watch Elapsed Time Video.
Student should recall how long the person was at the library and Krogers.

Day 3   ***Parent Activity:*** Review concept of elapsed time. Using a clock, have student identify what time they woke up to the nearest hour and compare to what time it is as you complete lesson.   Have student identify 3-5 activities that take an hour.

Day 4   ***Parent Activity:*** Draw 5 sets of clocks and put various times on clock.   Discuss an activity that takes an hour and draw the time on each set of clocks. (examples: cook dinner, go to store, read a book)

Day 5   ***Parent Activity:*** Monitor student progress. Student should plan a morning of activities that take an hour each.

Evaluation: Students will identify 5 activities that take an hour each with 75% accuracy.

Attainment's Explore Math

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/11/20 – 5/15/20

Resource: Explore Math 2

***Objective*:** Students will be able to define, read, and comprehend what income is.

Non-readers: (a) Know that income is related to working

Materials Needed: Internet, computer, pencil, paper, calculator

Procedure: Discuss that income comes from working.

Day 1 *Parent Activity:* Explain that when a person has an income and lives independently that they must pay bills to keep a household running. Show following video Budgeting forTeens Student will recall 1-5 terms used in the video to describe income.

Day 2 *Parent Activity:* Review budgeting vocabulary. Student will define the terms **savings, expense, and budgeting.**

Day 3 *Parent Activity:* Determine a weekly allowance amount. (e.g. $10.00 per week) Assist student in identifying chores that can be done so that they can earn $10.00 per week. Student will identify 5 chores they can do to earn $10.00 a week.

Day 4 **Parent Activity:** Provide an amount that student can receive for each chore. The chores should add up to $10.00. Student makes a chart identifying each chore and the amount received for completing the chore. It should add up to $10.00

Day 5 *Parent Activity:* Monitor student progress. Student should explain what income is

Evaluation: Students will identify 5 chores that add up to $10.00 for a weekly allowance with 80% accuracy.

Attainment's Explore Math

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/18/20 – 5/22/20

Resource: Explore Math 2

***Objective*:** Students will be able to define, read, and comprehend what a budget is.

Non-readers: (a) Know that a budget is important

Materials Needed: Internet, computer, pencil, paper, calculator

Procedure: Review terms budget, savings, and expenses.

Day 1 ***Parent Activity:*** Discuss that budgeting is important when comparing savings to expense. Show following video Budgeting for Teens Student will recall why budgeting is important as it relates to income.

Day 2 ***Parent Activity:*** Discuss what student would buy if they wanted to plan a birthday
party. Give student a predetermined budget. Student will write down 5-8 items they need to plan a birthday party.

Day 3 ***Parent Activity:*** Monitor for understanding. Student will research how much items cost if they were planning a birthday party.

Day 4 **Parent Activity:** Review with student the items identified to plan a birthday party.
Redirect if they are too far over budget. Student will identify what each item costs to plan a birthday party.

Day 5 ***Parent Activity:*** Discuss student's budget. Explain what worked and what didn't.
Student and parent will discuss budget for birthday party.

Evaluation: Students will identify items that stay within his/her budget with 75% accuracy.

Attainment's Explore Math

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/26/20 – 5/29/20

Resource: Explore Math 2

Objective: Students will be able to define, read, and comprehend what a budget is.

Non-readers: (a)Know that income is related to working

Materials Needed: Internet, computer, pencil, paper, calculator

Procedure: Discuss that budgeting is important when participating in community activities.

Day 1   ***Parent Activity:*** Explain that when a person participates in community activities such as grocery shopping, dinner with friends, or going to the theater, a budget should be set so that they will have enough money to live on. Model a budget that you may have if taking family out to dinner. Show following video Budgeting for Teens
Student will review budget with parent for understanding of how expenses can add up.

Day 2   ***Parent Activity:*** Review budgeting scenarios. Discuss what items may be purchased when participating in community activities. Student will develop a budget for going out to dinner.

Day 3   ***Parent Activity*** Review budgeting scenarios. Discuss what items may be purchased when participating in community activities.   Student will develop a budget for going to a downtown event.

Day 4   **Parent Activity:** Review budgeting scenarios. Discuss what items may be purchased when participating in community activities. Student will develop a budget for going to the mall and buying a pair of athletic shoes and socks.

Day 5   ***Parent Activity:*** Review all the concepts of budgeting. Student reviews what a budget is.

Evaluation: Students will recognize what budgeting is with 75% accuracy.

Attainment's Explore Math

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 6/1/20 – 6/5/20

Resource: Explore Math 2

***Objective*:**   Students will be able to define, read, and comprehend what a budget is **(continued).**

Non-readers: (a) Know that income is related to working

Materials Needed: Internet, computer, pencil, paper, calculator

Procedure: Discuss that budgeting is important when participating in community activities.

Day 1   ***Parent Activity:*** Explain that when a person participates in community activities such as grocery shopping, dinner with friends, or going to the   theater, a budget should be set so that they will have enough money to live on. Model a budget that you may have if taking a family out to   dinner. Show following video Budgeting for Teens . Student will review budget with parent for understanding of how   expenses can add up.

Day 2   ***Parent Activity:*** Review budgeting scenarios. Discuss what items may be purchased when participating in community activities. Student will develop a budget for going out to dinner.

Day 3   ***Parent Activity*** Review budgeting scenarios. Discuss what items may be purchased when participating in community activities.   Student will develop a budget for going to a downtown event.

Day 4   **Parent Activity:** Review budgeting scenarios. Discuss what items may be purchased when participating in community activities. Student will develop a budget for going to the mall and buying a pair of athletic shoes and socks.

Day 5   ***Parent Activity:*** Review all the concepts of budgeting. Student reviews what a budget is.

Evaluation: Students will recognize what budgeting is with 75% accuracy.

Attainment's Explore Math

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 6/8/20 – 6/12/20

Resource: Explore Math 2

***Objective*:**   Students will be able to define price as the monetary term used to buy or sell   something.

Non-readers: (a) Know that items and services have prices

Materials Needed: Internet, computer, pencil, paper, calculator, play or real money (coins), small   items

Procedure: Explain that the terms cost and price are the same. Discuss that the   terms are used when someone wants to purchase items or services.

Day 1   ***Parent Activity:*** Explain the difference between an item and a service.   Give examples of items and services that can be purchased.   Student will recall 3-5 items that can be purchased with money.

Day 2   ***Parent Activity:*** Review the value of a penny, nickel, dime, and a quarter. Show how each amount is written. Define a nickel is worth 5   pennies, a dime equals 2 nickels, etc. Student will define the monetary amount of each coin.

Day 3   ***Parent Activity***: Cut out items from magazines that can be bought with a combination of coins. (e.g. candy, gum, soft drinks)   Student cut out items that can be bought with coins.

Day 4   **Parent Activity:** Set up a mini store where student can buy items that equal $1.00.
Student will add up items that equal $1.00.

Day 5   ***Parent Activity:*** Review monetary amounts of coins. Student recalls the value of coins and various combinations of coins.

Evaluation: Students will recall value of coins and combine different denominations to equal $1.00 with 75% accuracy.