



Office of Exceptional Student Education

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

O (313) 873-7740

detroitk12.org

Office of Exceptional Student Education

Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Reading K-5

Week 1: April 14 – 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.



Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/14/20 – 4/17/20

Learning Objectives:

1. Identify 5 vocabulary words.
2. Answers basic concept questions.
3. Answers a literal recall question.
4. Participate in the steps of a story-based lesson.

Procedure:

Day 1 – View and share the vocabulary words/photos with your child. Have your child touch and identify each shape and color in the photo. Provide a few examples of how SHAPES fit into your child's life. Have your child say what they see. I see a _____. (blue circle). Ask questions and let him/her know shapes and colors shape our world!

Day 2 – Review and repeat Day 1. Read the story to your child while allowing them to see and touch the photos. Ask questions for comprehension. STOP on p. 104.

Day 3 – Review vocabulary and repeat Day 2. Slowly ask the questions on p. 105 and 106. Share your thoughts and ideas about shapes and colors.

Day 4 – Review vocabulary cards, reread story and allow your child to move about the home. Ask questions, i.e. Do you love red? Touch something RED. Show me something RED in our house. etc.

Day 5 – Ask your child to draw and/or color shapes and color using favorite colors. Allow him/her to explain the drawing.

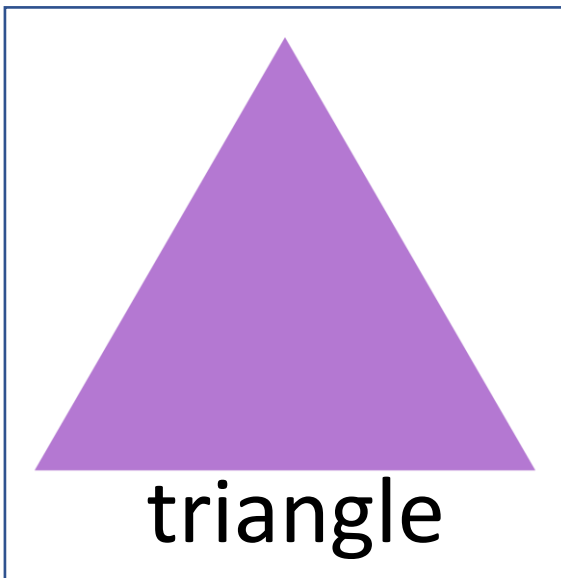
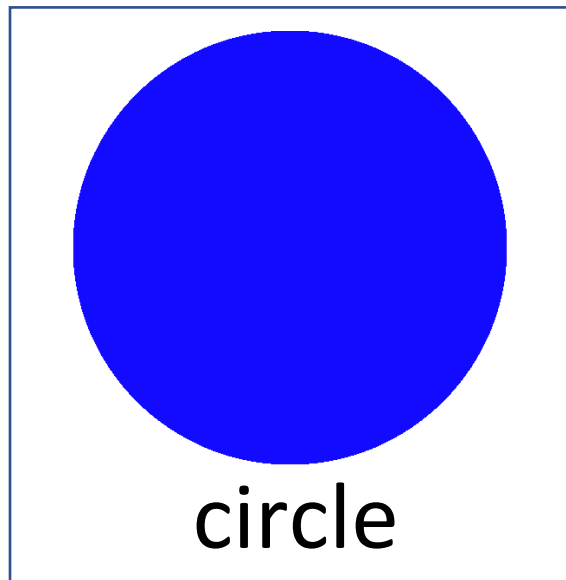
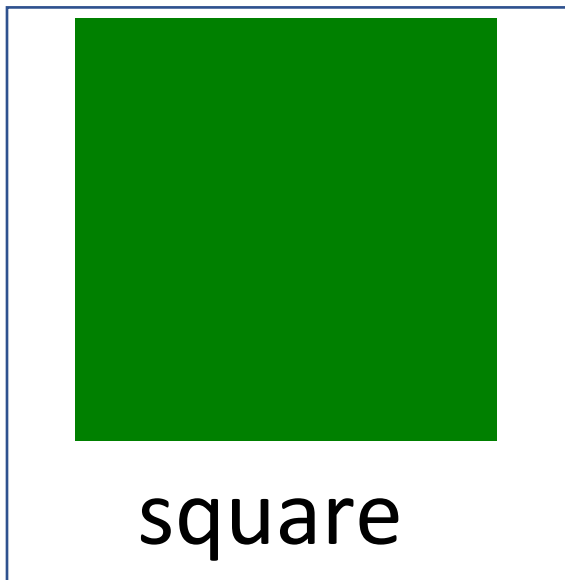
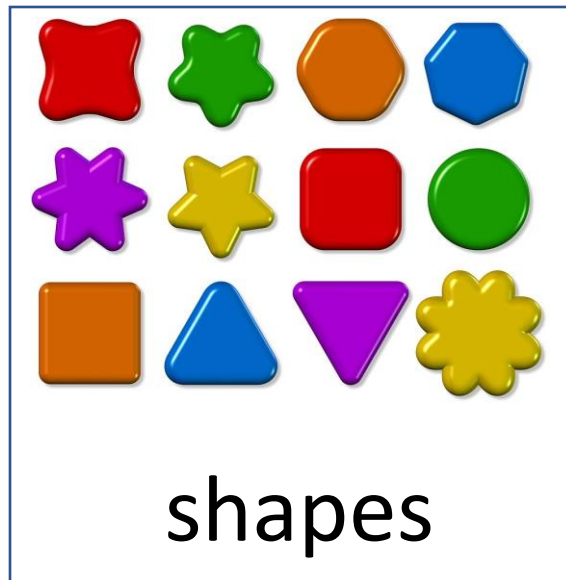
Extension Activity: Click on the link to see a short video about Shapes and Colors.

Extension Activity: Click on the videos to share a song about Shapes and Colors with your child.

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

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

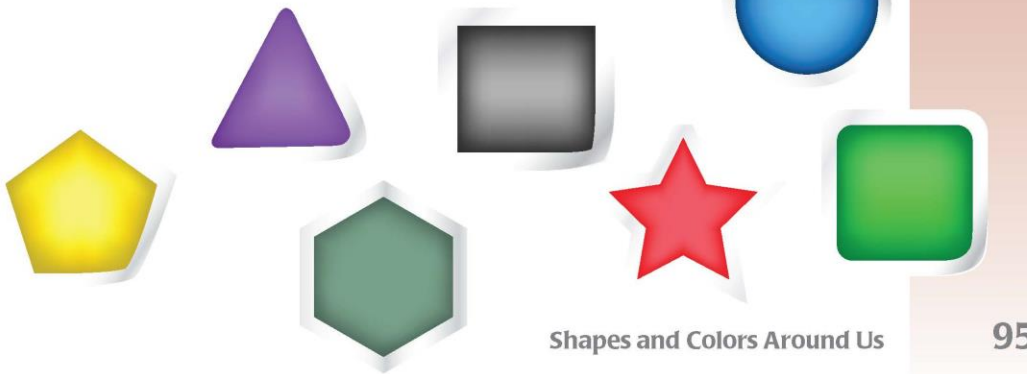
Vocabulary Words:



Shapes and Colors Around Us



Every day we see lots of shapes and colors. We're learning about them in school and at home.



One day my teacher told me to draw a circle. Can you find a circle in this picture? What color is it?



Then she told me to draw a square.
Can you find a square in this picture?
What color is it?



Next she told me to draw a triangle.
Can you find a triangle in this picture?
What color is it?



She told me to draw a rectangle. Can you find a rectangle in this picture?
What color is it?



She told me to draw a diamond. Can you find a diamond in this picture?
What color is it?



She told me to draw a pentagon. Can you find a pentagon in this picture?
What color is it?



She told me to draw an octagon. Can you find an octagon in this picture?
What color is it?



And she told me to draw a star. Can you find a star in this picture? What color is it?



The last shape she told me to draw
was a heart because hearts mean
“I love you!”



What did you learn?

1

Every day we see lots of _____ and colors.



fries



shapes



bees

2

My teacher told me to draw a _____.



friend



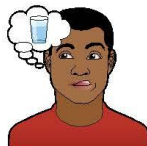
number



circle

3

Hearts mean _____.



I'm thirsty.



I love you.



I want to play.

What did you learn?

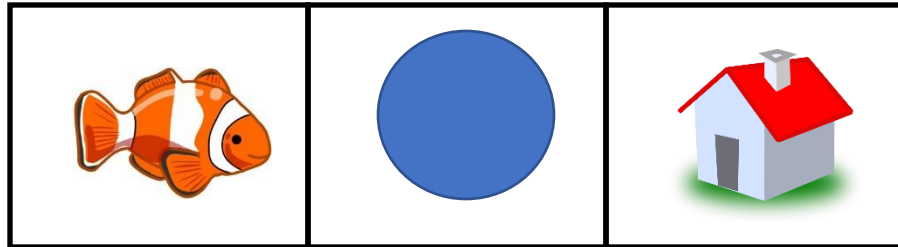
1

My teacher told me to draw a _____.



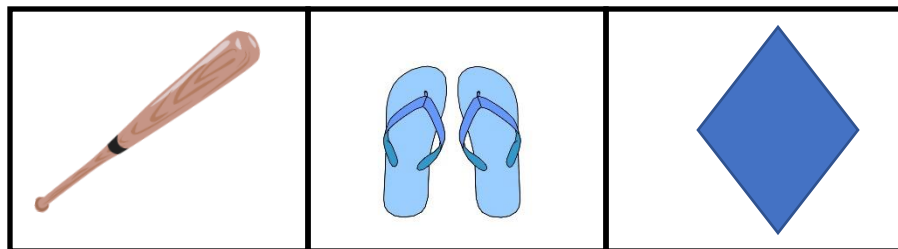
2

My teacher told me to draw a _____.



3

My teacher told me to draw a _____.



Draw a Picture with 3 shapes



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Attainment Reading K-5

Week 2: April 20 – 24, 2020

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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/20/20 – 4/24/20

Learning Objectives:

1. Identify 5 vocabulary words.
2. Answers basic concept questions.
3. Answers a literal recall question.
4. Participate in the steps of a story-based lesson.

CC Standards Alignments:

Obj 1 – CC EE W. 4.2 List words, facts, or details related to the topic.

Obj 2 & Obj 3 – CC EE RL 3.4 Determine words and phrases that complete literal sentences in a text. **CC SS ELA-Literacy L 4.3a** Choose words and phrases to convey ideas precisely

Obj 4 – CC SS ELA-Literacy FL 4.7 Make connections between the text of a story identifying descriptions in the text. **CC EE L.1.4** Demonstrates understanding of words used in everyday topics/routines. **CC EE RF.1.4b** Participate in shared reading of a variety of reading materials reflecting a variety of text.

For non-readers: Students can participate in a read-aloud and identify pictures

Procedure:

Day 1 – View and share the vocabulary words/photos with your child. Have the child touch and identify each photo. Provide a few examples of how the photo fits into your child's life. Have your child say what they see. Ask questions and let him/her know Spring is HERE!

Day 2 – Review and repeat Day 1. Read the story to your child while allowing them to see and touch the photos. Ask questions for comprehension check. Ex. Do you love Spring? Why? What do we see in the Spring? etc.

Day 3 – Review vocabulary and repeat Day 2. Slowly ask the questions on p. 79 and p. 80. Share your thoughts and ideas about Spring.

Day 4 – Review vocabulary cards and draw a photo of what Spring means to you. Share with your child. Ask him/her to touch and identify the objects you drew. Example: Touch the grass. Touch the flowers.

Day 5 – Ask your child to draw and/or color a picture representing Spring. Allow him/her to explain the drawing.

Extension Activity: Click on the link to see a short video about Spring

<https://www.youtube.com/watch?v=qaZ2CICGuL8>

Extension Activity: Click on the video to share a song about Spring with your child.

<https://www.youtube.com/watch?v=DobrRgD5aOU>

Vocabulary Words:



spring



lamb



bunny

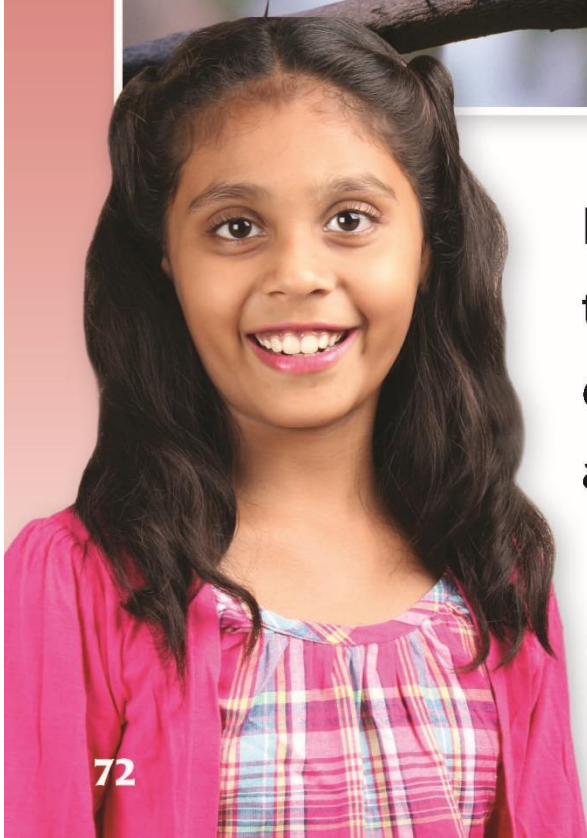


flowers



happy

Happy Spring



I love spring. It is a special time of the year when everything is beautiful and new.

Spring showers help everything grow.



Beautiful flowers bloom, and colorful butterflies spread their wings.



Fluffy white lambs skip through the fields.

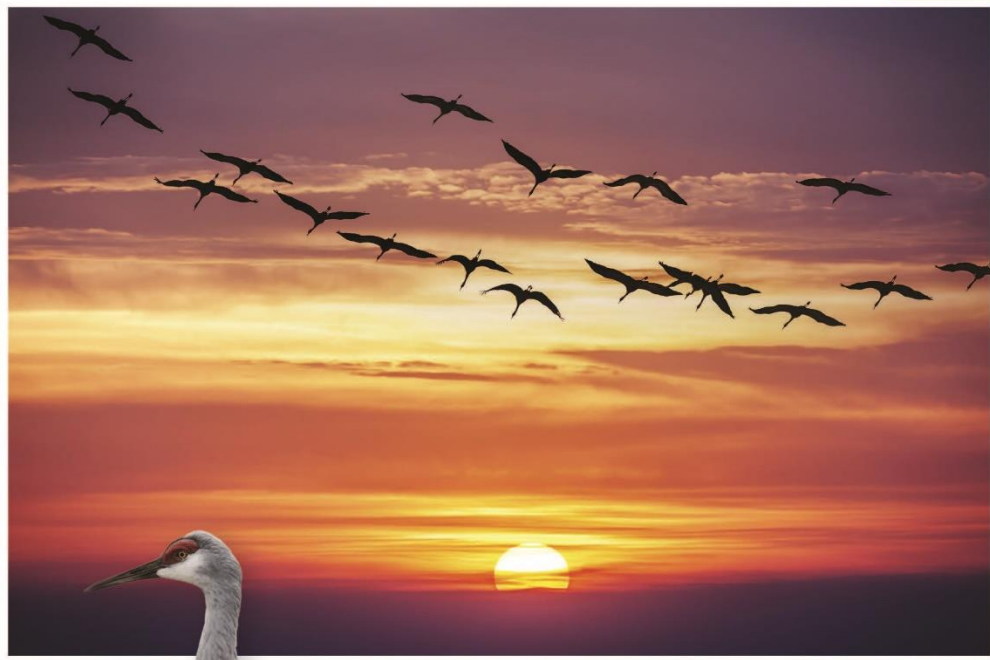


Happy Spring

Soft little bunnies nibble the grass.



Spring is also when our beautiful birds return home from their winter migration.



But the best part of spring is that we can play outside with our friends once again. Hurrah!



What did you learn?

1

Colorful _____ spread their wings.



butterflies



airplanes



flowers

2

Soft little _____ nibble the grass.



puppies



wolves



bunnies

3

The best part of spring is _____ with friends.



watching TV



playing

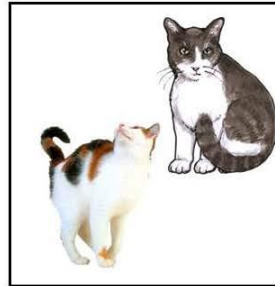


studying

What Did You Learn?

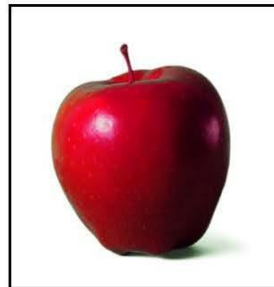
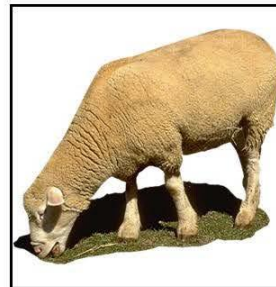
1

Spring _____ help things grow.



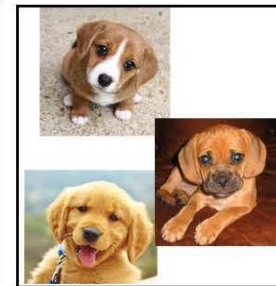
2

Fluffy white _____ skip through the fields.



3

Beautiful _____ bloom in spring.



Draw a Picture of Spring



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Week 3: April 27 – May 1, 2020

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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/27/20 – 5/1/20

Learning Objectives:

1. Identify 5 vocabulary words.
2. Answers basic concept questions.
3. Answers a literal recall question.
4. Participate in the steps of a story-based lesson.

Non-readers may participate by touching and identifying the pictures and letters

Procedure:

Day 1 – Help your child understand the vocabulary words:

frog, jump, Moe, friend, sing

Day 2 – Read the first story. Ask who, what, when, where, and why questions for comprehension. Complete Lesson 1 worksheet.

Day 3 – Read the second story. Ask questions and complete Lesson 2 worksheet.

Day 4 – Reread the stories and complete Lesson 3 and 4 worksheets

Day 5 – Complete Lesson 5 worksheets

Extension Activities: Watch the 5 Facts about Frogs video and The Frog Pond

<https://www.youtube.com/watch?v=ZOCi4DGiQr4>

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



Hello Moe

by Susan Gibbs

Moe is a **green** frog



1

Moe is my friend.



3

Moe is your friend

Moe can jump



4



He can jump over a book

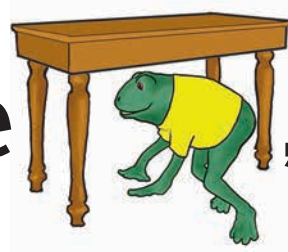


5

He can **jump** under a table.⁶

Jump over the book, Moe!⁷

Jump under the table



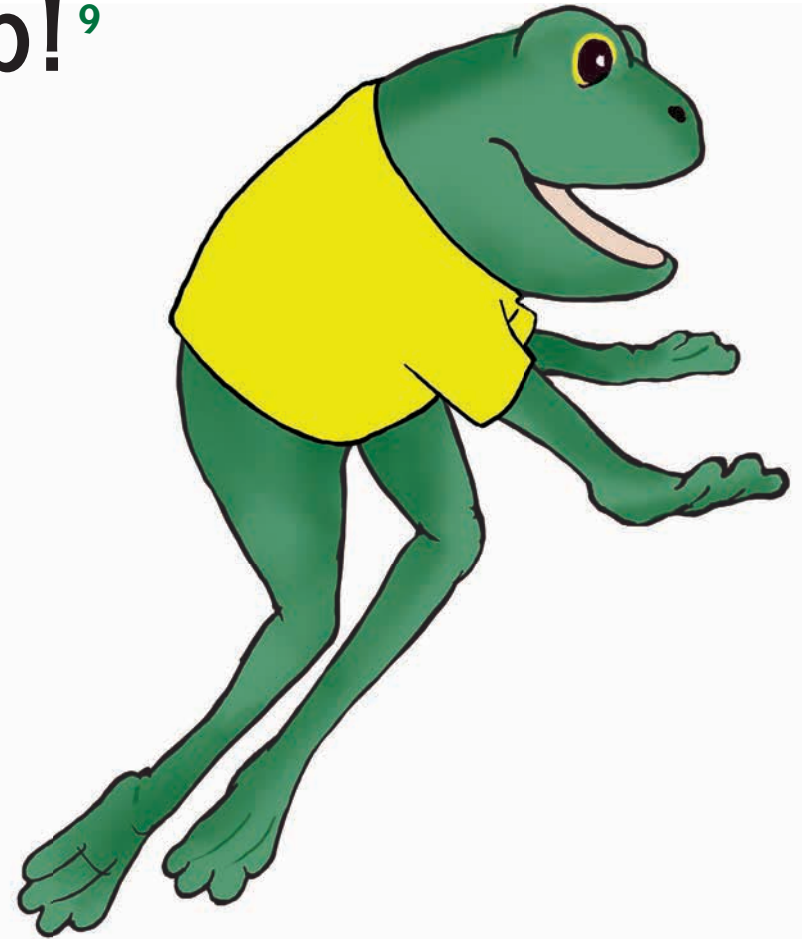
Moe!

8



Moe can jump!⁹

Go, Moe!¹⁰



Moe Likes to Sing

by Susan Gibbs



Moe is a **green** frog.¹

Moe is a boy **frog**



Moe likes boys



And he likes girls



We love Moe.⁵

Moe can sing.⁶

Moe can sing



Moe sings, “I am a little  frog,⁸

and my name is Moe  .⁹

I am at school, and I can say,¹⁰

‘Ribbit, ribbit, ribbit!’”¹¹



Name:

Date:

Sally is a girl.

Name:

Date:

Sally is a _____.

Name:

Date:

The boy has brown hair.

Name:

Date:

The _____ has brown hair.

Name:

Date:

My friend is nice.

Name:

Date:

My _____ is nice.

Name:

Date:

**I am at school, and I can say,
“Ribbit, ribbit, ribbit!”**

Name:

Date:



Moe



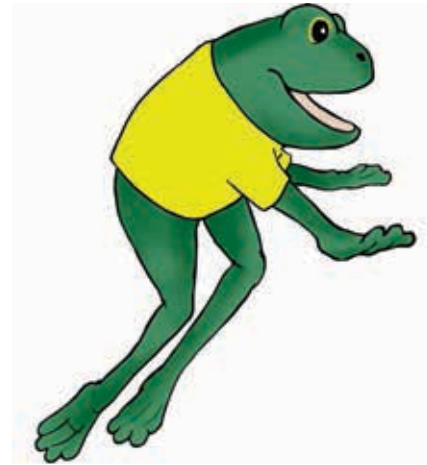
sing

Name:

Date:



phone



jump

Name:

Date:



cloud



table

Name:

Date:



sing



bag

Name:

Date:

**“Ribbit,
ribbit,
ribbit!”**

**“Meow,
meow,
meow!”**

Name:

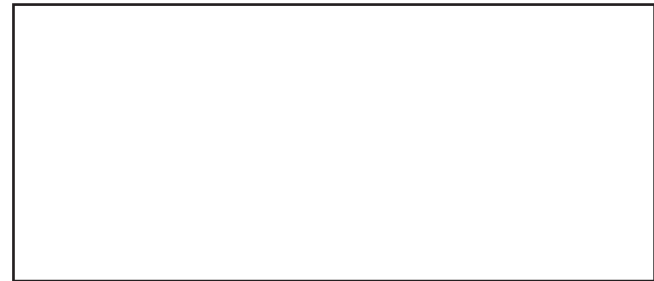
Date:

m

Name:

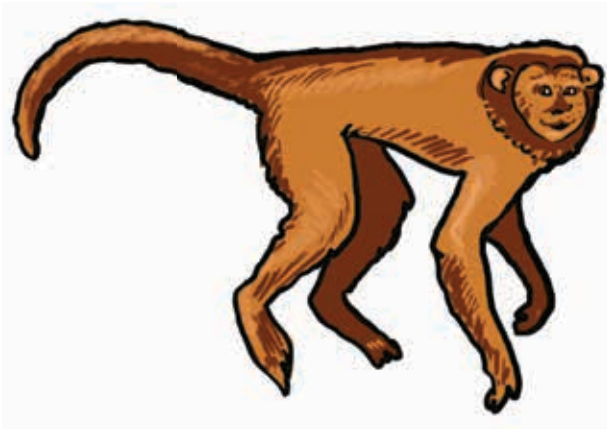
Date:

m



Name:

Date:



m

Millie Monkey

Name:

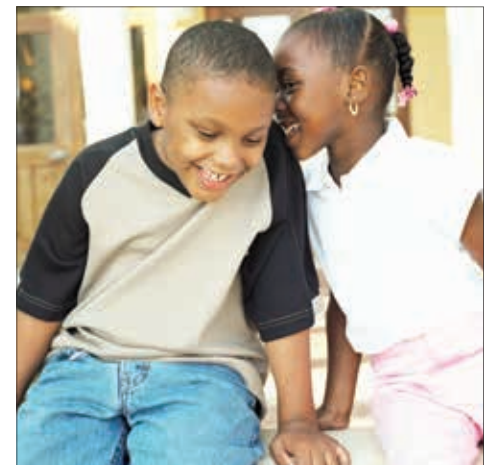
Date:



friend



friend



friend

Name:

Date:



friend



park



hat



sun

Name:

Date:



ball



friend



truck



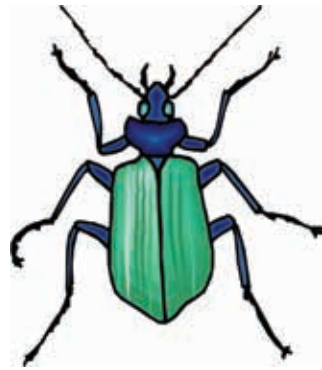
bus

Name:

Date:



tree



bug



friend



duck

Name:

Date:

The girl is tall.

Name:

Date:

The _____ is tall.

Name:

Date:

Leonard is a boy.

Name:

Date:

Leonard is a _____.

Name:

Date:

My dog is my friend.

Name:

Date:

My dog is my _____.

Name:

Date:

Moe can sing.

Moe can sing.

Name:

Date:



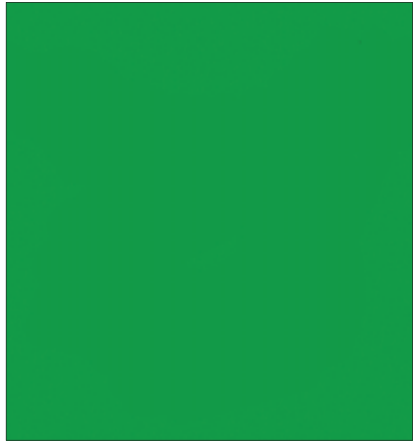
sing



hammer

Name:

Date:



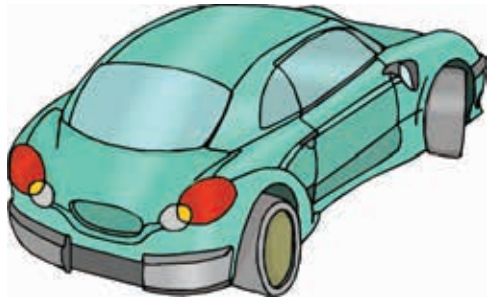
green



girl

Name:

Date:



car



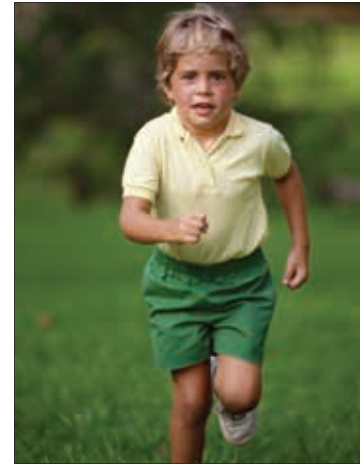
girls

Name:

Date:



sing



run

Name:

Date:



little



big

Name:

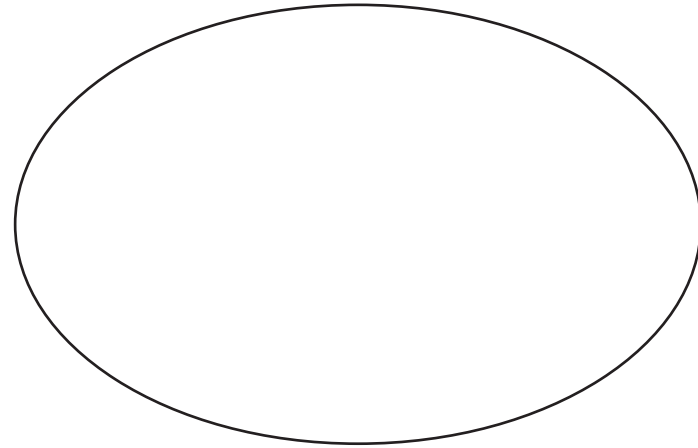
Date:

m

Name:

Date:

m



Name:

Date:

m



Millie Monkey

Name:

Date:



girl



girl



girl

Name:

Date:



bird



girl



boy



drum

Name:

Date:



pencil



socks



girl



monkey

Name:

Date:



girl



dog



boy



bus

Name:

Date:

My sister is a girl.

Name:

Date:

My sister is a _____.

Name:

Date:

The boy eats pizza.

Name:

Date:

The _____ eats pizza.

Name:

Date:

My friend lives next door.

Name:

Date:

My _____ lives next door.

Name:

Date:

Moe is a green frog.

Moe is a boy frog.

Name:

Date:



flower



frog

Name:

Date:



girls



turtles

Name:

Date:



forks



sing

Name:

Date:



brush



Moe

Name:

Date:

**“Ribbit,
ribbit,
ribbit.”**

**“Meow,
meow,
meow.”**

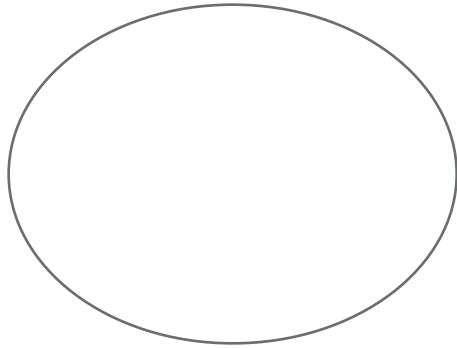
Name:

Date:

m

Name:

Date:



m

Name:

Date:

m



Millie Monkey

Name:

Date:



boy



boy



boy

Name:

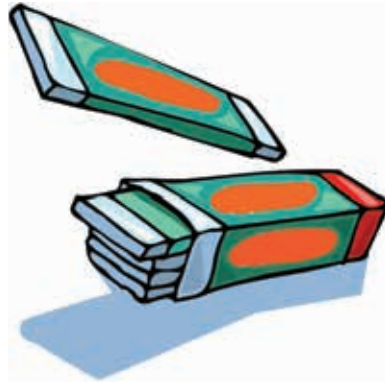
Date:



shoe



boy



gum



bear

Name:

Date:



phone



park



boy



fish

Name:

Date:



flower



candy



hat



boy

Name:

Date:

Moe is a boy frog.

Name:

Date:

Moe is a _____ frog.

Name:

Date:

Moe is your friend.

Name:

Date:

Moe is your _____.

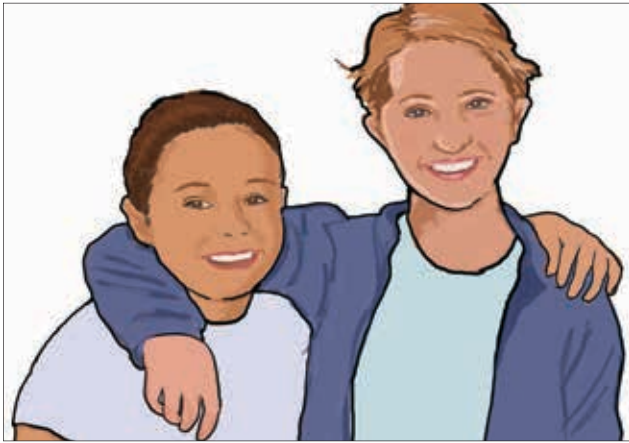
Name:

Date:

Moe is a green frog.

Name:

Date:



friend



chair

Name:

Date:



frog



book

Name:

Date:



house



jump

Name:

Date:



sandwich



book

Name:

Date:



table



pencil

Name:

Date:

m

Name:

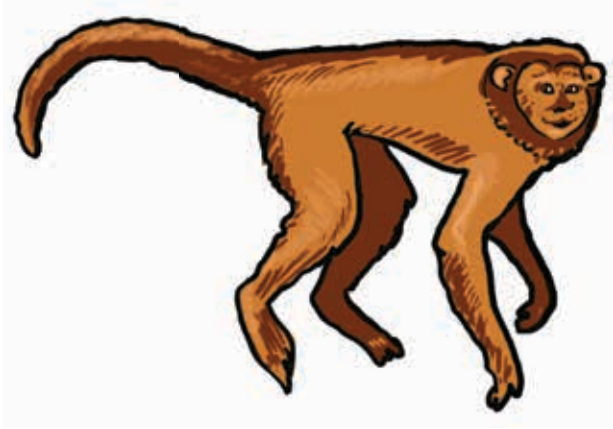
Date:

m



Name:

Date:



m

Millie Monkey

Name:

Date:

The boy likes to read.

Name:

Date:

The _____ likes to read.

Name:

Date:

1 have a new friend.

Name:

Date:

I have a new _____ .

Name:

Date:

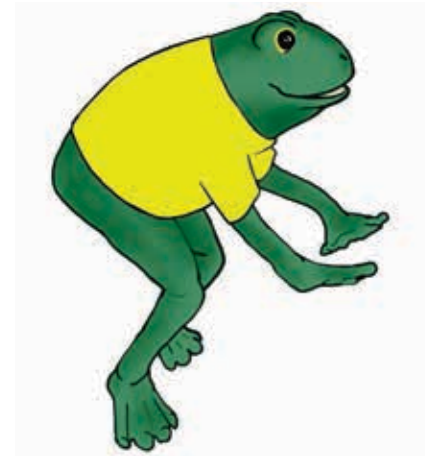
Moe can jump.

Name:

Date:



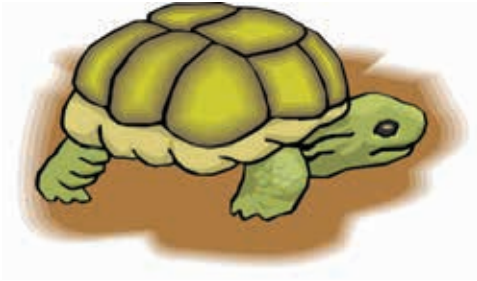
desk



jump

Name:

Date:



turtle



frog

Name:

Date:



friend



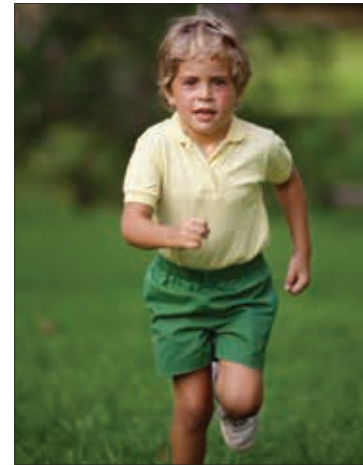
shoe

Name:

Date:



jump



run

Name:

Date:



bed



book

Name:

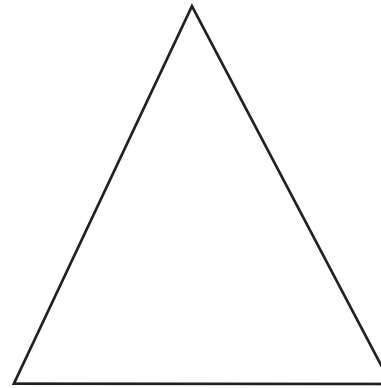
Date:

m

Name:

Date:

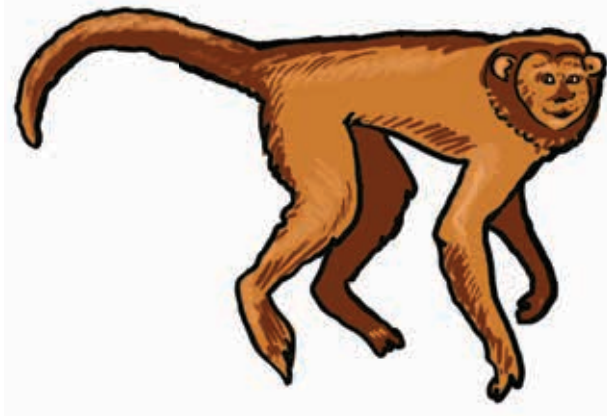
m



Name:

Date:

m



Millie Monkey



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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/4/20 – 5/8/20

Learning Objectives:

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2. Answers basic concept questions.
3. Answers a literal recall question.
4. Participate in the steps of a story-based lesson.

For non-readers: Students can participate in a read-aloud and identify pictures

Procedure:

Day 1 – Help your child understand the vocabulary words:

frog, today, down, crown, sings

Day 2 – Read the first story. Ask who, what, when, where, and why questions for comprehension. Complete Lesson 1 worksheet.

Day 3 – Read the second story. Ask questions and complete Lesson 2 worksheet.

Day 4 – Reread the stories and complete Lesson 3 and 4 worksheets

Day 5 – Complete Lesson 5 worksheets



Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/4/20 – 5/8/20

Learning Objectives:

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frog, today, down, crown, sings

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Day 3 – Read the second story. Ask questions and complete Lesson 2 worksheet.

Day 4 – Reread the stories and complete Lesson 3 and 4 worksheets

Day 5 – Complete Lesson 5 worksheets

Name:

Date:

Show me the
picture, please.

Name:

Date:

Show _____ the
picture, please.

Name:

Date:

Kathy is happy.

Name:

Date:

Kathy _____ happy.

Name:

Date:

Randy is my friend.

Name:

Date:

Randy is my _____.

Name:

Date:

Moe is a green frog.

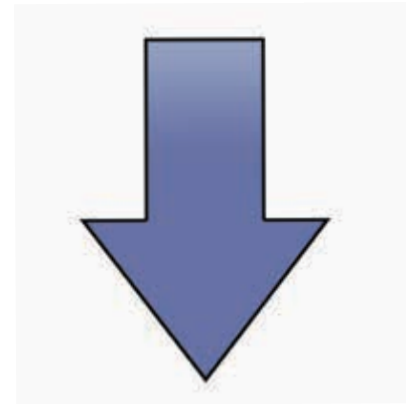
Moe is not happy every day.

Name:

Date:



clock



down

Name:

Date:



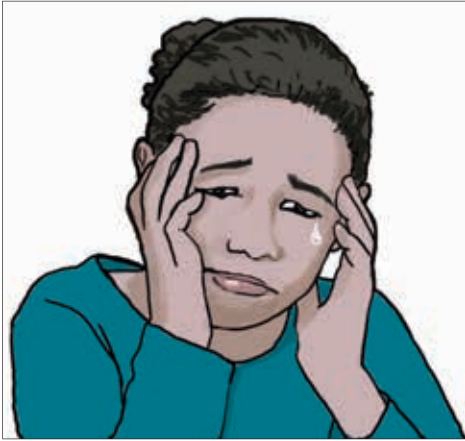
green frog



red bird

Name:

Date:



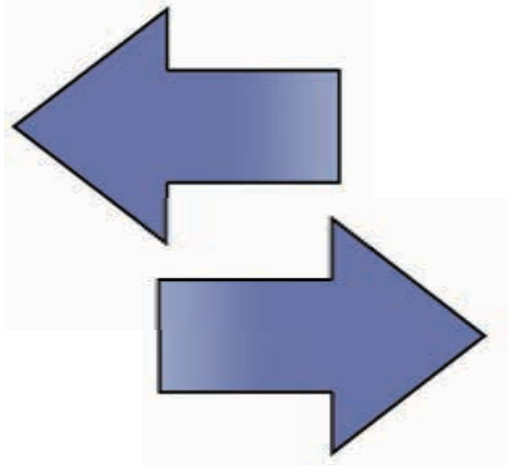
sad



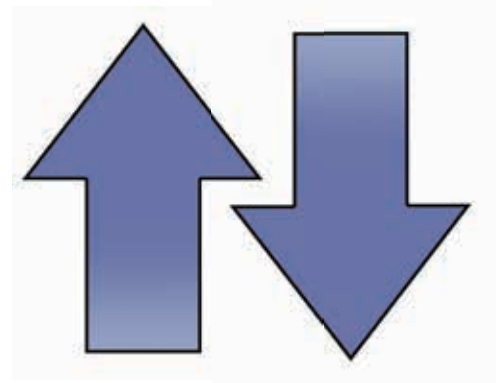
happy

Name:

Date:



left and right



up and down

Name:

Date:



shoe



crown

Name:

Date:

a

Name:

Date:

m

a

a

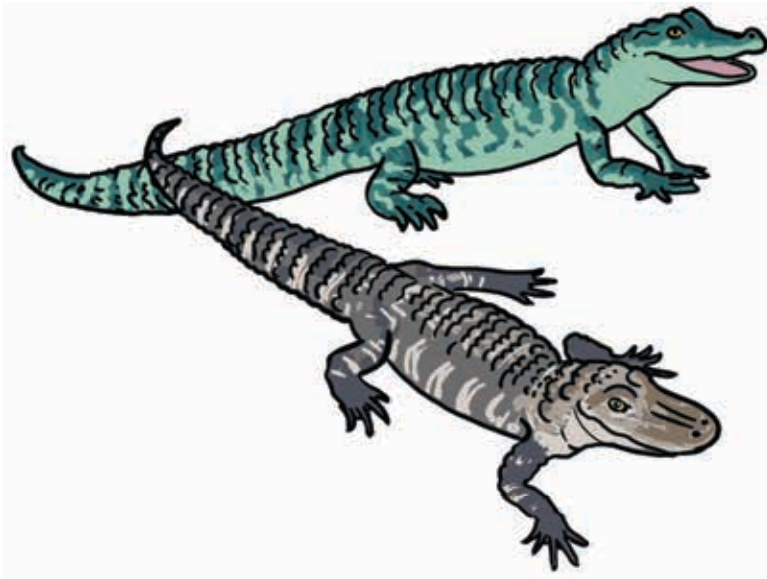
m

a

Name:

Date:

a



Aggie and Ally Alligator

Name:

Date:



at



mat



man



am

Name:

Date:



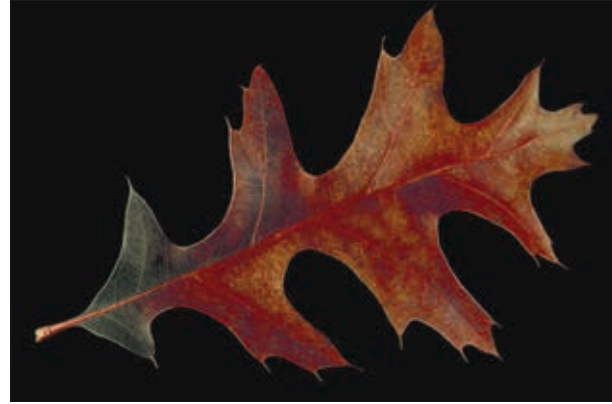
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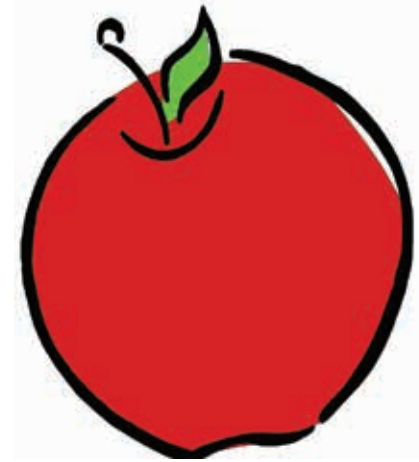
Name:

Date:



Name:

Date:



Name:

Date:



happy



happy



happy

Name:

Date:



basket



happy



dog



park

Name:

Date:



banana



ball



happy



cat

Name:

Date:



happy



tree



pie



tent

Name:

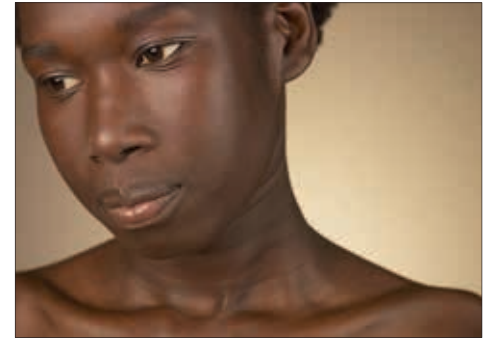
Date:



sad



sad



sad

Name:

Date:



muffin



star



desk



sad

Name:

Date:



sad



bat



gym



soup

Name:

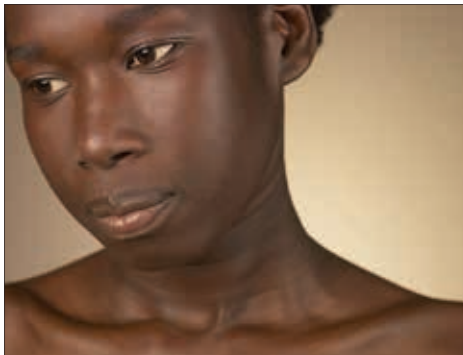
Date:



milk



hose



sad



tape

Name:

Date:

Please show me.

Name:

Date:

Please show _____.

Name:

Date:

Ms. Grey is my teacher.

Name:

Date:

Ms. Grey _____ my teacher.

Name:

Date:

Monique is her friend.

Name:

Date:

Monique is her _____.

Name:

Date:

**Moe sings, and Molly sings,
“I love you, and you love me.**

**We’re as happy as frogs
can be.”**

Name:

Date:



turtle



sings

Name:

Date:



bag



crown

Name:

Date:



read



frowns

Name:

Date:



Molly



flamingo

Name:

Date:



frogs



monkeys

Name:

Date:

m

Name:

Date:

m

s

a

s

m

a

a

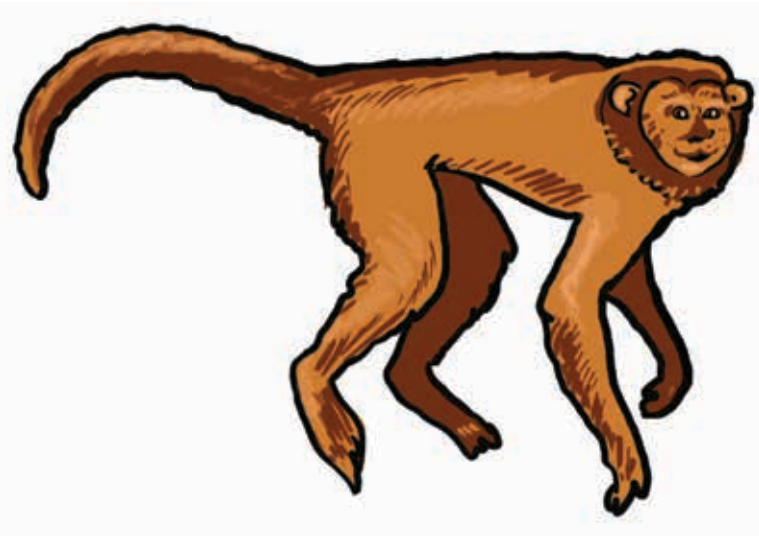
m

s

Name:

Date:

m



Millie Monkey

Name:

Date:



at



sam



man



am

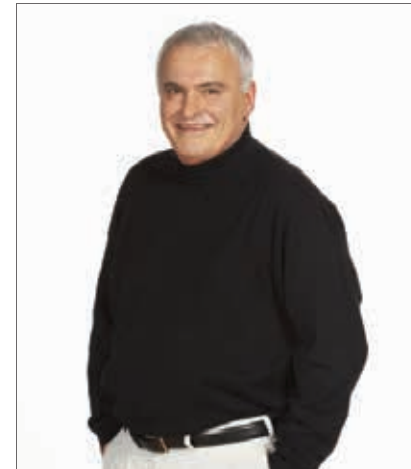
Name:

Date:



Name:

Date:



Name:

Date:



Name:

Date:



Name:

Date:



excited



excited



excited

Name:

Date:



boat



excited



baby



candy

Name:

Date:



bike



tire



excited



grass

Name:

Date:



butterfly



dog



train



excited

Name:

Date:



scared



scared



scared

Name:

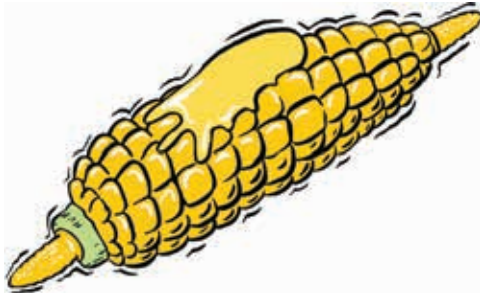
Date:



house



scared



corn



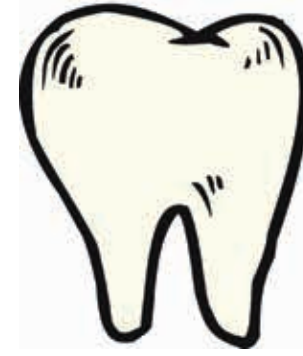
tree

Name:

Date:



scared



tooth



cat



clouds

Name:

Date:



bee



scared



vase



couch

Name:

Date:

My mom loves me.

Name:

Date:

My mom loves _____.

Name:

Date:

My friend is happy.

Name:

Date:

My _____ is happy.

Name:

Date:

She is at school.

Name:

Date:

She _____ at school.

Name:

Date:

**Moe is not sad today.
He is happy today because
Molly came to play.**

Name:

Date:



today



arm

Name:

Date:



Molly



lion

Name:

Date:



happy



ghost

Name:

Date:



eat



play

Name:

Date:



baby



Molly

Name:

Date:

S

Name:

Date:

a

m

s

a

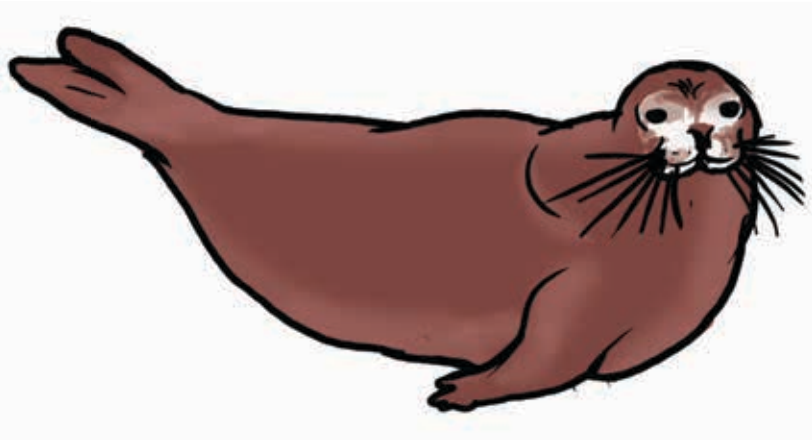
s

m

Name:

Date:

S



Sam Seal

Name:

Date:



sat



sam



at



man

Name:

Date:



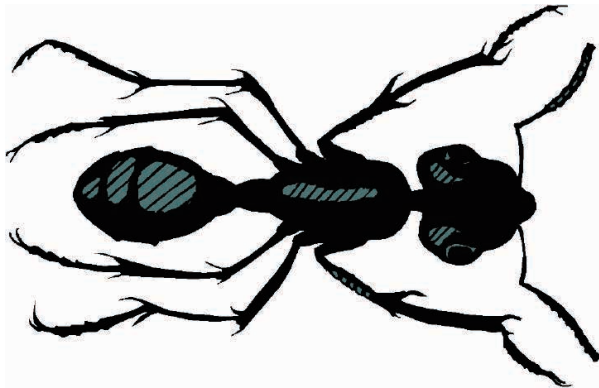
Name:

Date:



Name:

Date:



Name:

Date:



Name:

Date:



scared



scared



scared

Name:

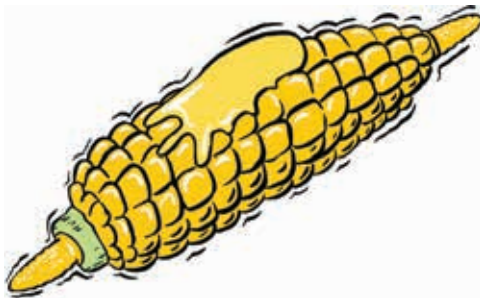
Date:



house



scared



corn



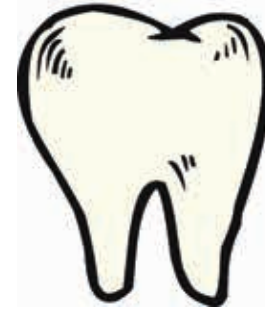
rabbit

Name:

Date:



scared



tooth



guitar



clouds

Name:

Date:



bee



scared



airplane



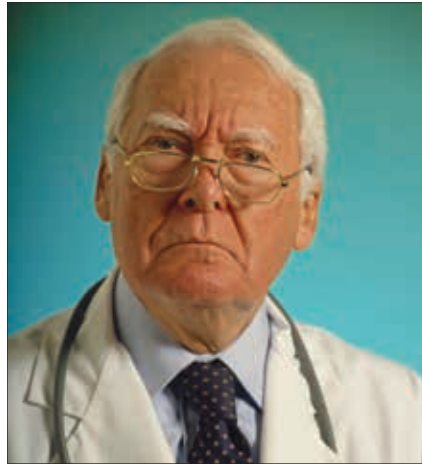
couch

Name:

Date:



mad



mad



mad

Name:

Date:



flower



dog



baby



mad

Name:

Date:



plate



mad



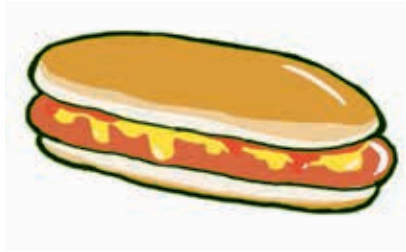
piano



cookies

Name:

Date:



hot dog



tiger



mad



paint

Name:

Date:

**Give the ball to me,
please.**

Name:

Date:

**Give the ball to _____,
please.**

Name:

Date:

Where is my hat?

Name:

Date:

Where _____ my hat?

Name:

Date:

Kevin has a new friend.

Name:

Date:

Kevin has a new _____.

Name:

Date:

**Moe has a friend
named Molly.**

Molly is a happy frog.

Moe is a happy frog .

Name:

Date:



chair



frog

Name:

Date:



no



yes

Name:

Date:



Molly



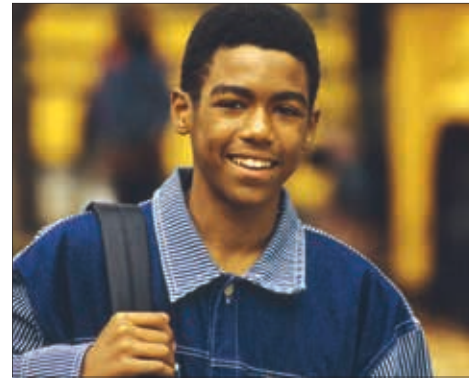
bear

Name:

Date:



Moe



Marquis

Name:

Date:



birds



frogs

Name:

Date:

S

Name:

Date:

m

a

a

s

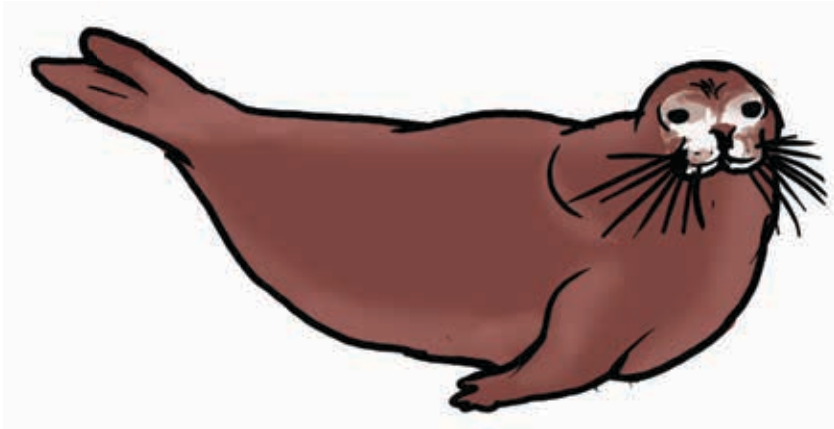
s

m

Name:

Date:

S



Sam Seal

Name:

Date:



sat



sam



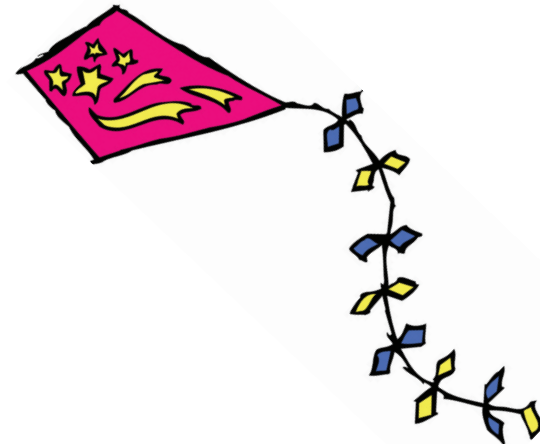
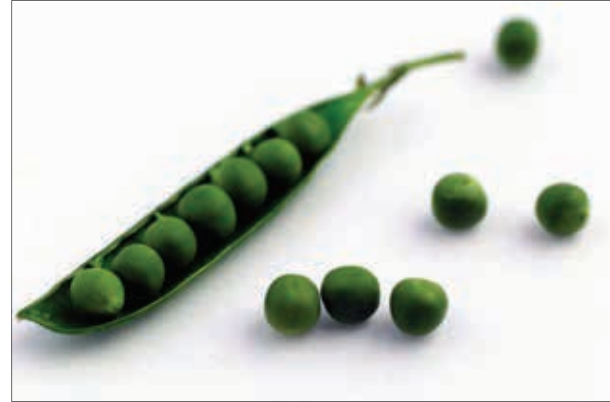
mat



am

Name:

Date:



Name:

Date:



Name:

Date:



Name:

Date:



Name:

Date:



mad



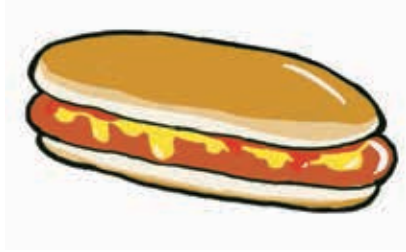
mad



mad

Name:

Date:



hot dog



tiger



mad



paint

Name:

Date:



plate



mad



piano



cookies

Name:

Date:



flower



dog



baby



mad

Name:

Date:



happy



happy



happy

Name:

Date:



basket



happy



dog



park

Name:

Date:



banana



ball



happy



cat

Name:

Date:



happy



tree



pie



tent

Name:

Date:

He sat next to me.

Name:

Date:

He sat next to _____.

Name:

Date:

The book is on
the table.

Name:

Date:

The book _____ on
the table.

Name:

Date:

1 am going to see my friend.

Name:

Date:

I am going to see my _____.

Name:

Date:

**Moe jumps up and down,
up and down,
up and down saying . . .**

Name:

Date:



crown



pencil

Name:

Date:



yes



no

Name:

Date:



elephant



Moe

Name:

Date:



Where is my glove?



Where is my crown?

Name:

Date:



frowns



laughs

Name:

Date:

a

Name:

Date:

a

m

a

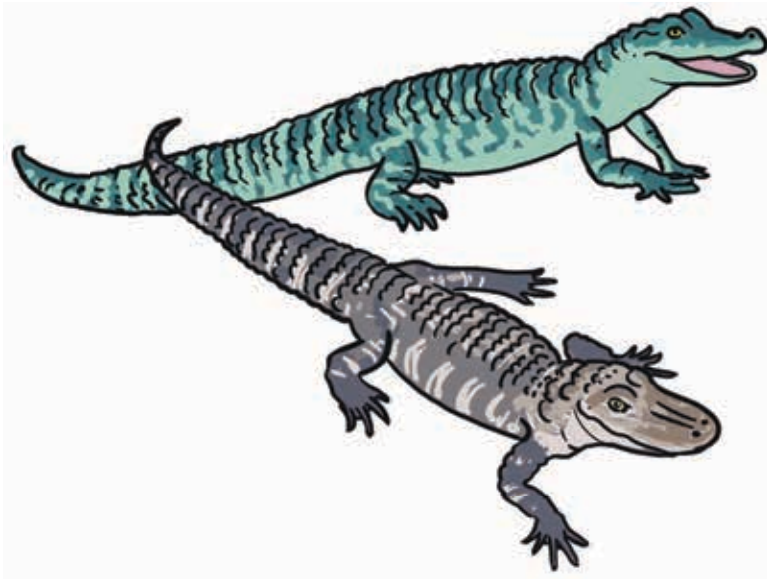
a

m

Name:

Date:

a



Aggie and Ally Alligator

Name:

Date:



mat



as



at



man

Name:

Date:

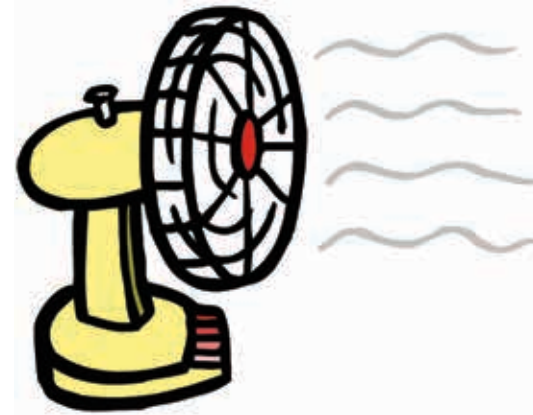


$$2 + 2 = 4$$



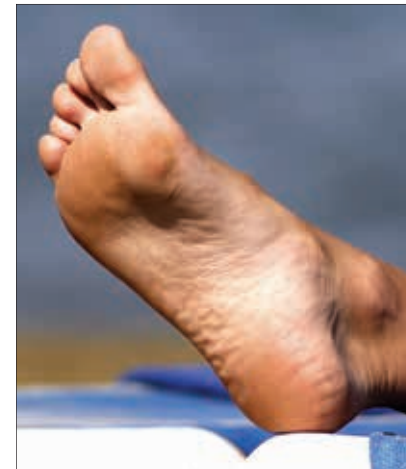
Name:

Date:



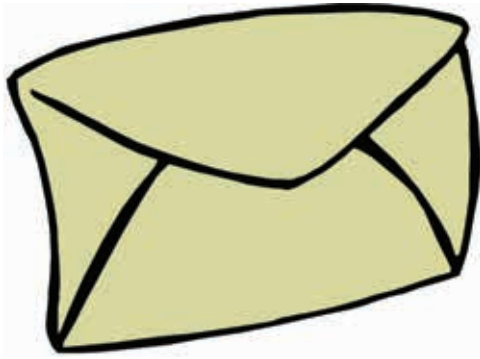
Name:

Date:



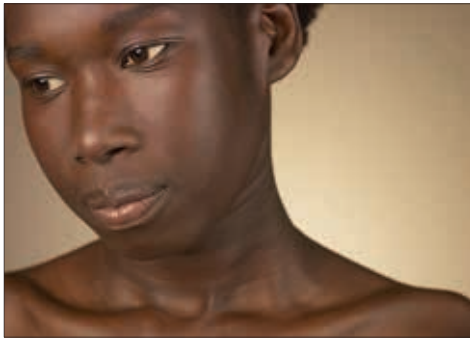
Name:

Date:



Name:

Date:



sad



sad



sad

Name:

Date:



muffin



star



desk



sad

Name:

Date:



sad



bat



gym



soup

Name:

Date:



milk



hose



sad



tape

Name:

Date:



happy



happy



happy

Name:

Date:



basket



happy



dog



park

Name:

Date:



happy



tree



pie



tent

Name:

Date:



banana



ball



happy



cat



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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Reading K-5

Week 5: May 11 - 15, 2020

Students Rise. We all Rise

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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/11/20 – 5/15/20

Learning Objectives:

1. Identify vocabulary words.
2. Answers basic concept questions.
3. Answers a literal recall question.
4. Participate in the steps of a story-based lesson.

For non-readers: Students can participate in a read-aloud and identify pictures

Procedure:

Day 1 – Using Level A Lesson 1 and 2 Worksheets, have your child point to and identify an APPLE and differentiate between an APPLE and a SOCK.

Day 2 – Using Level A Lesson 3 Worksheets, have your child find and touch the apples. Ask the colors of the apples. Also, have them identify all the other objects (Some of them will be in the story). Ask what you can do with an apple? What can you make? **Answers:** Applesauce, apple chips, apple slices, apple juice, etc.

Day 3 – Using Level A - Oh My, Apple Pie. Story – Read to your child. Emphasize the word apple and apple pie

Day 4 – Reread the story and discuss how to make apple pie. Ask if your child likes apple pie and why? Have they ever. Had apple pie? Was it at grandmas?

Day 5 – Reread the story and watch the video below to see kids making their version of apple pie.

https://www.youtube.com/watch?v=ZdLJID_-fDk

Extension Activity: Try making an apple pie with your child.

Name:

Date:



apple



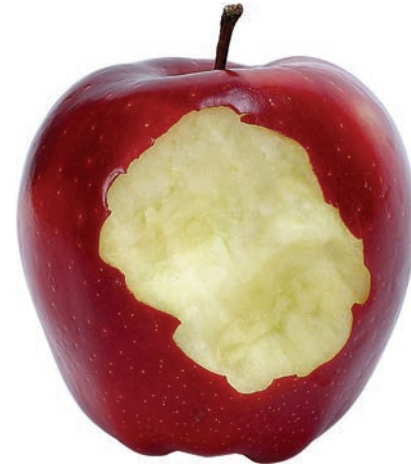
sock

Name:

Date:



sock



apple



Oh My, Apple Pie!

By Angel Lee

Illustrations and Design by Jo Reynolds

Edited by Linda Schreiber

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Printed in China

ISBN: 1-57861-628-X

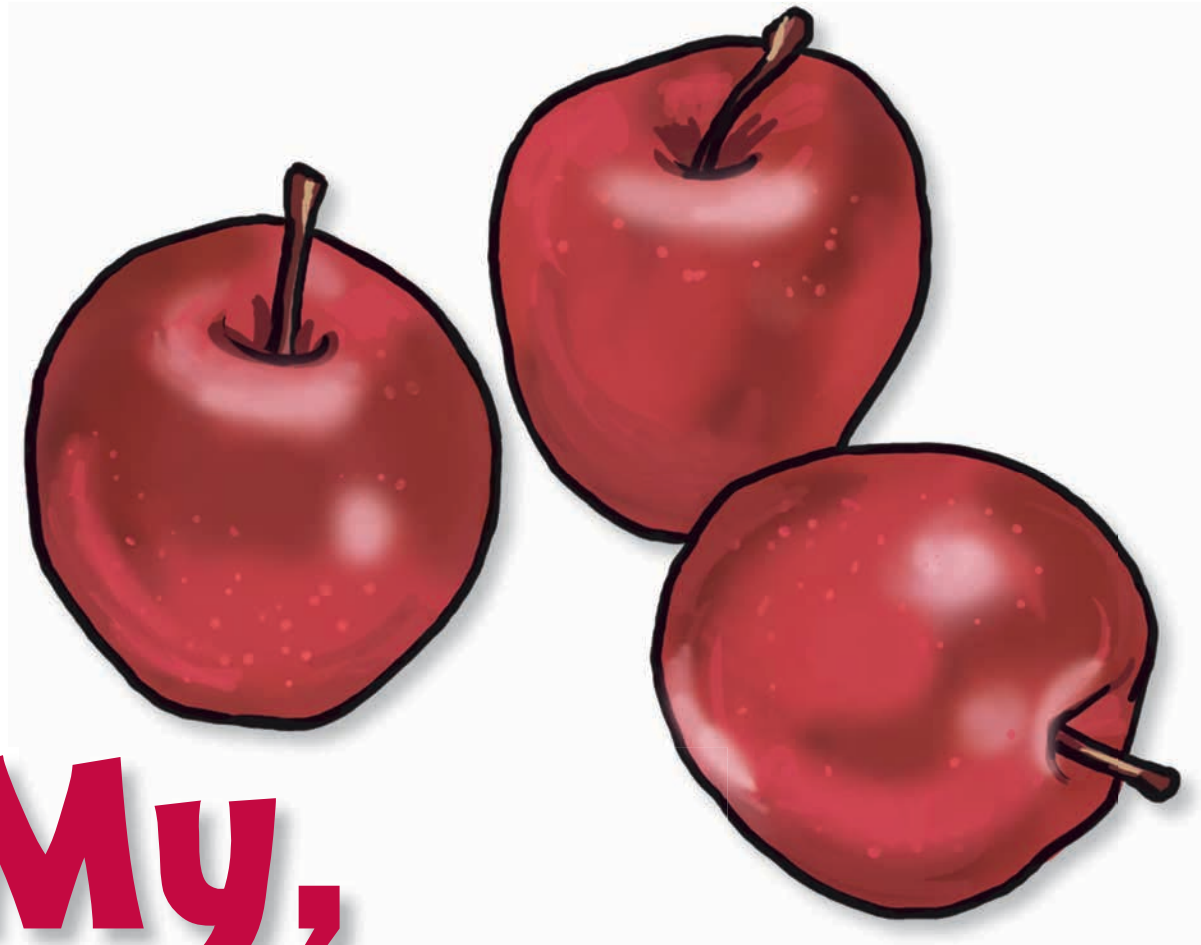


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www.AttainmentCompany.com



Oh My, Apple Pie!

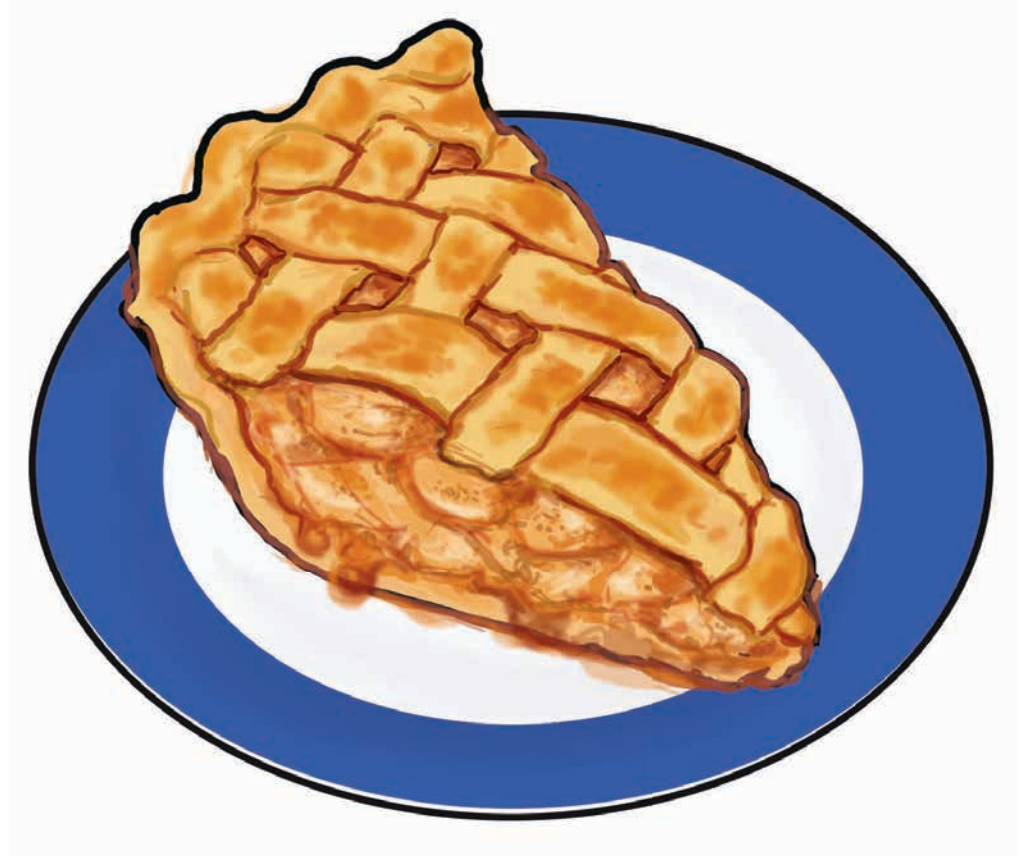
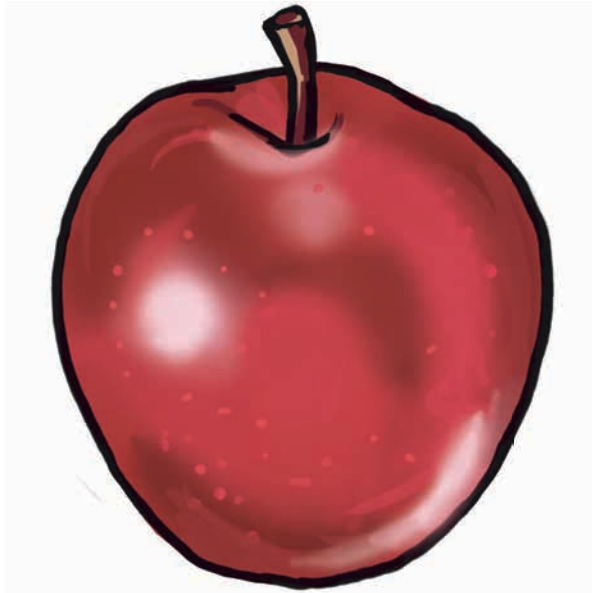
by Angel Lee



Big red apples are delicious to eat.¹

**Lisa's grandma uses apples to make
a special treat.²**





Oh my, **apple** pie.³



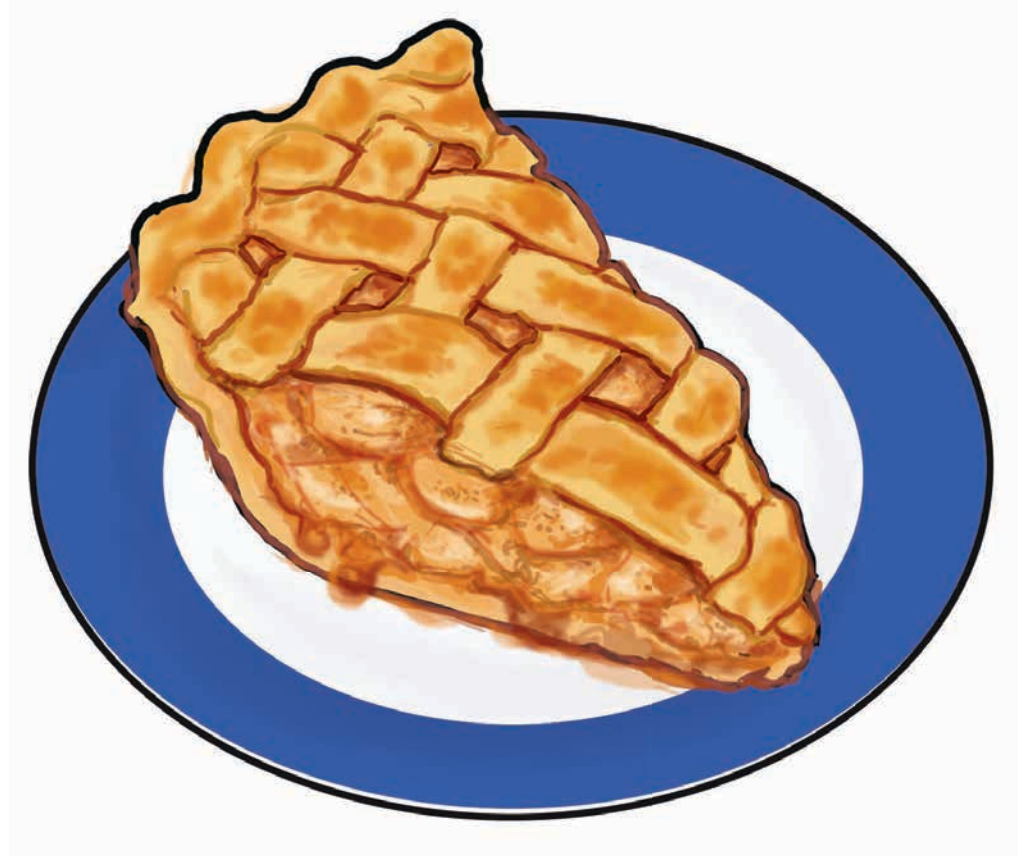
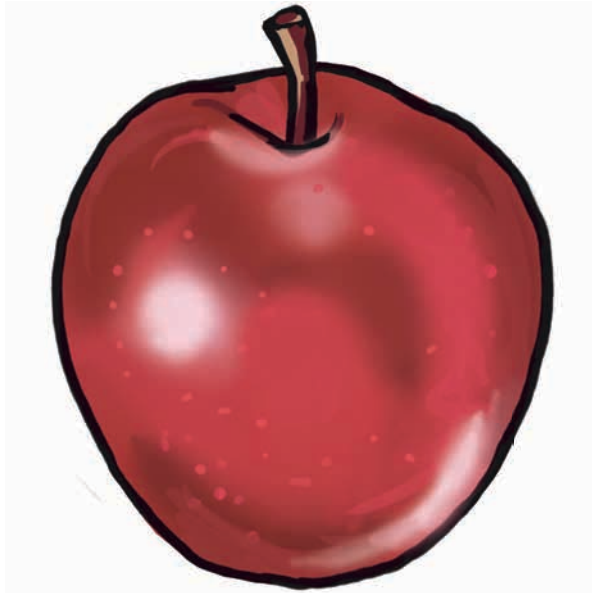


She peels, she chops, and finally in the oven it goes.⁴



Soon the scent of apple pie will fill Lisa's nose.⁵





Oh my, **apple** pie.⁶

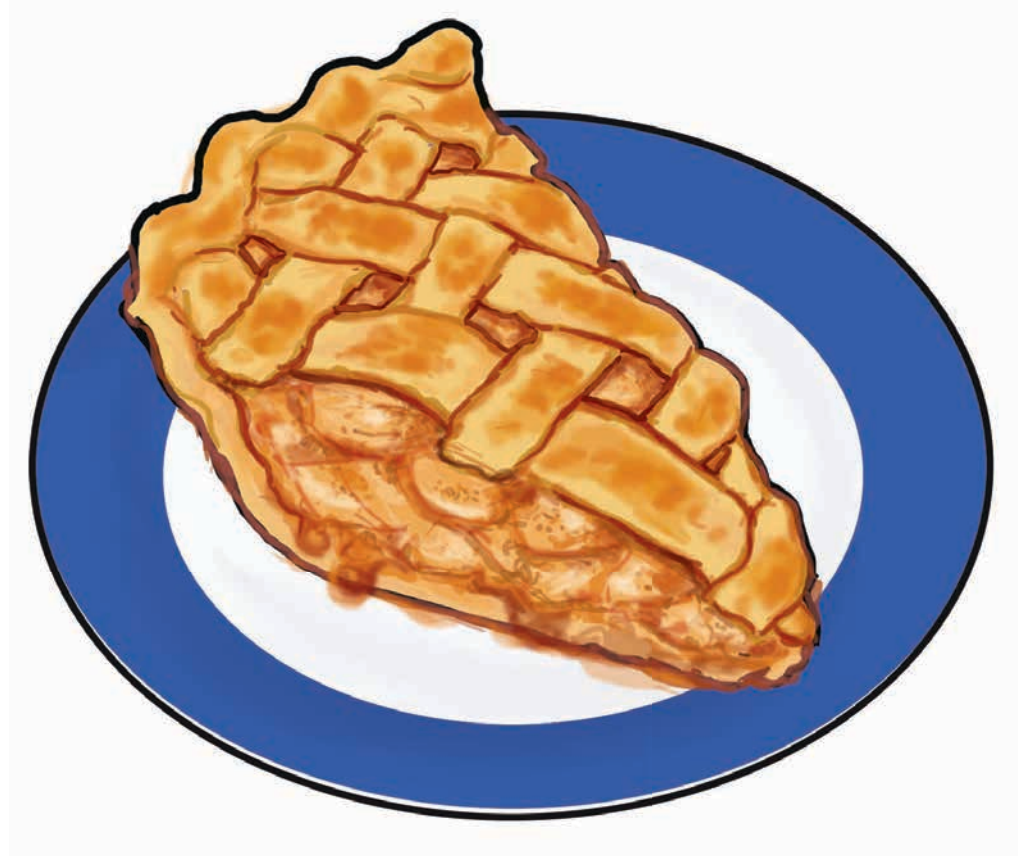
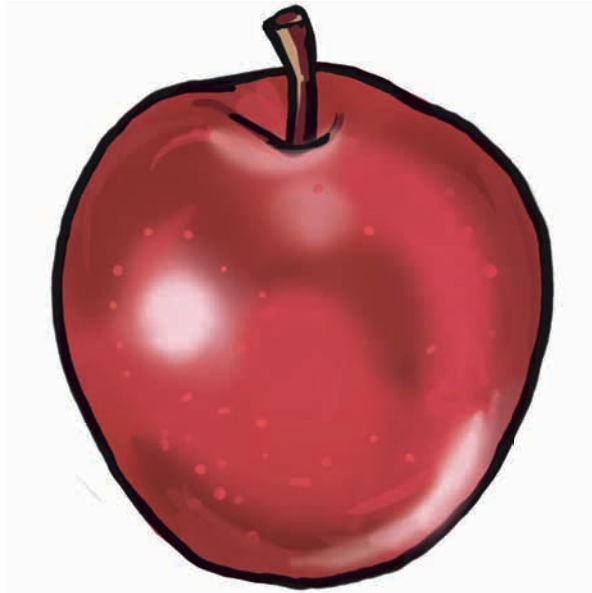




At last, the pie is done!⁷
Lisa can hardly wait.⁸

But Grandma says,
“Dinner must come first.”⁹
There will be no debate.”¹⁰





Oh my, **apple** pie.¹¹





Lisa gobbled down her dinner.¹²

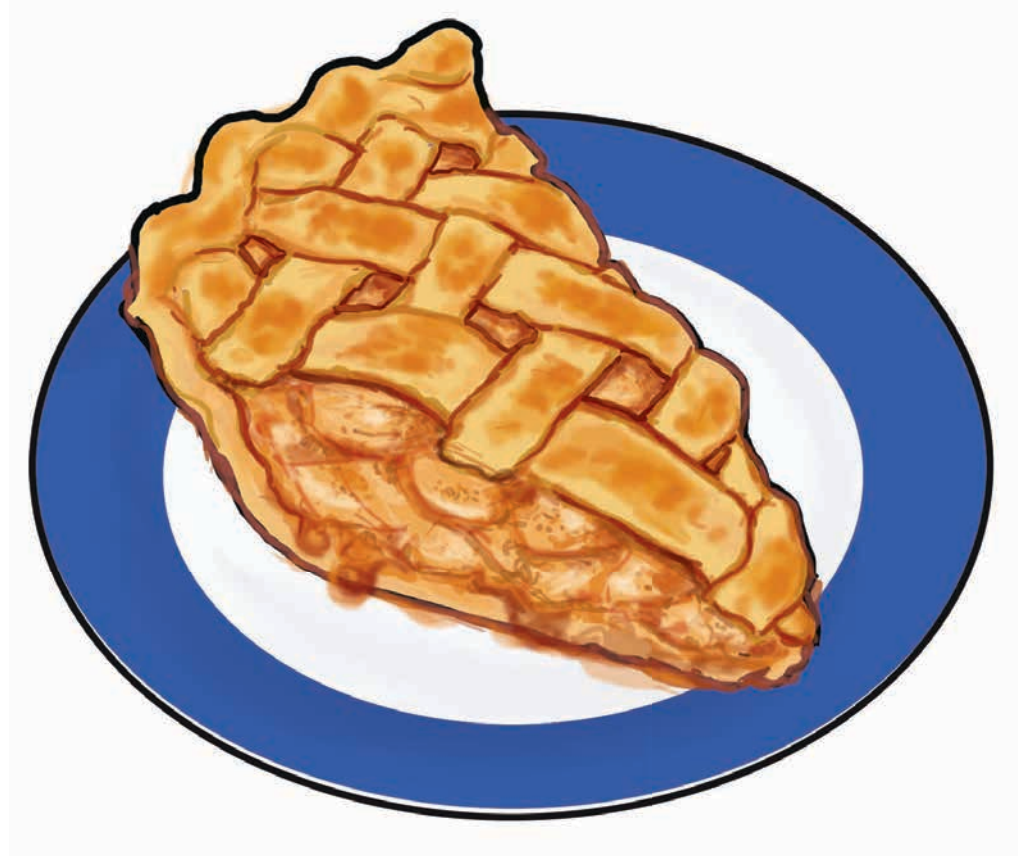


She even ate her beans.¹³

“Grandma, bring on the apple pie,” said Lisa.¹⁴

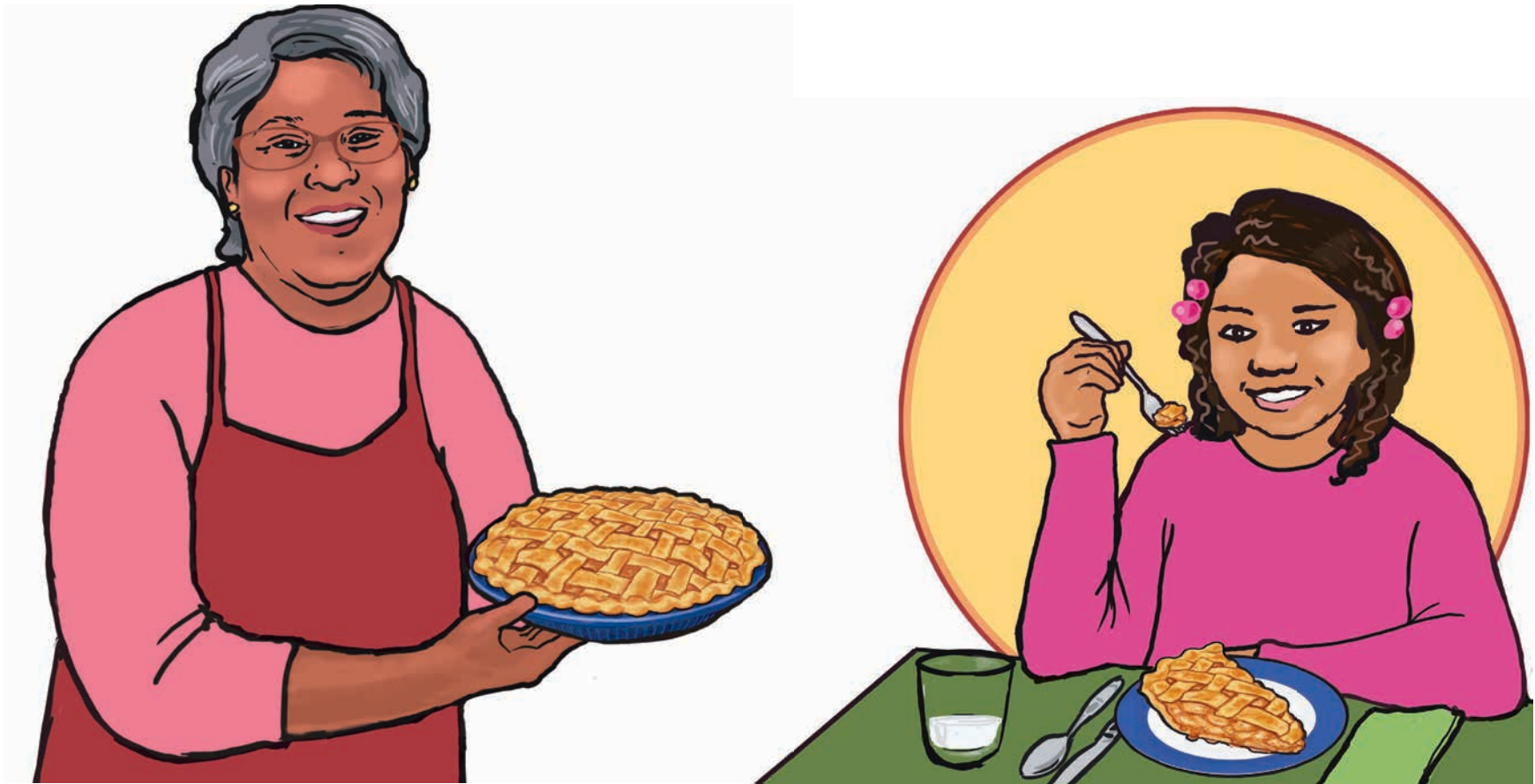
“It’s the dessert of my dreams.”¹⁵





Oh my, **apple** pie.¹⁶



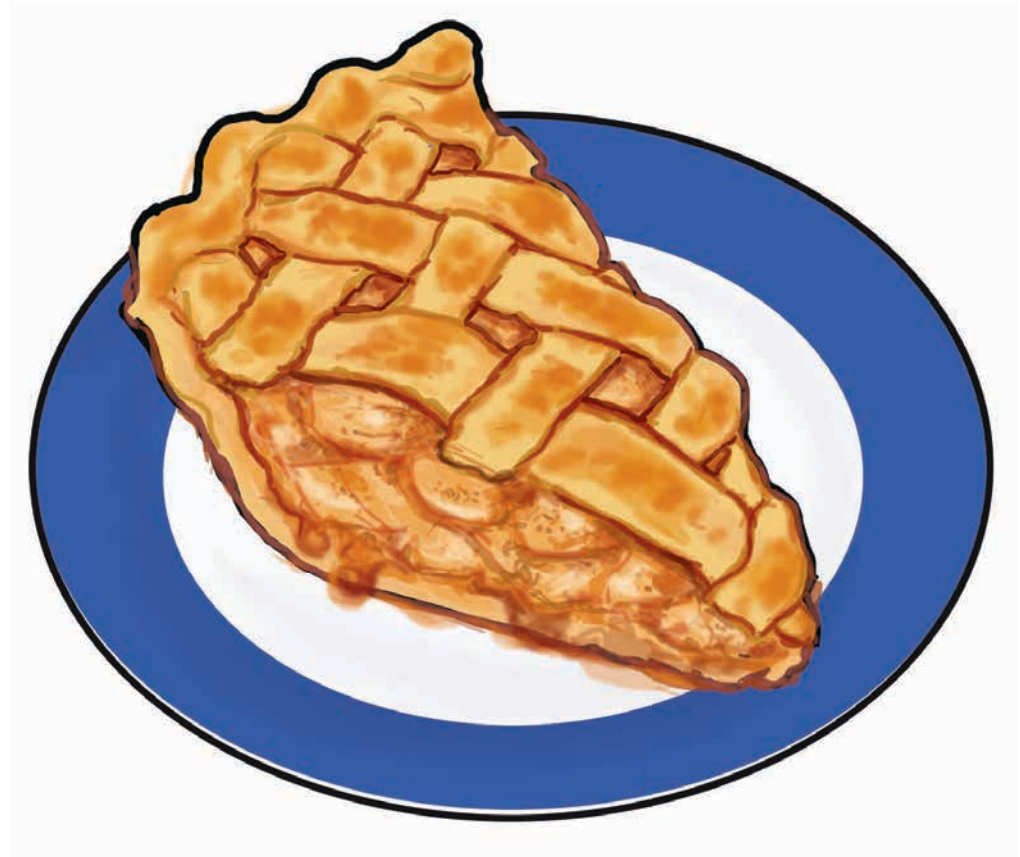
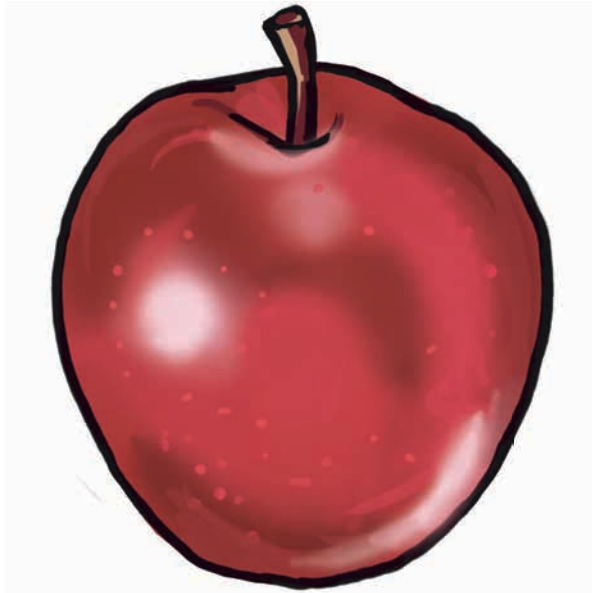


Grandma's apple pie was the best! ¹⁷

A slice of heaven you wouldn't want to miss. ¹⁸

Lisa's was extra special because it came with a kiss. ¹⁹





Oh my, **apple** pie!²⁰



Name:

Date:



apple



potato

Name:

Date:

apple

potato

Name:

Date:

apple

orange

Name:

Date:



apple



banana

Name:

Date:



play



eat dinner

Name:

Date:



kiss



present

Name:

Date:



green apple



red apple

Name:

Date:



banana



apple

Name:

Date:



Grandma

Attach picture of student's grandma here



Grandma

Name:

Date:



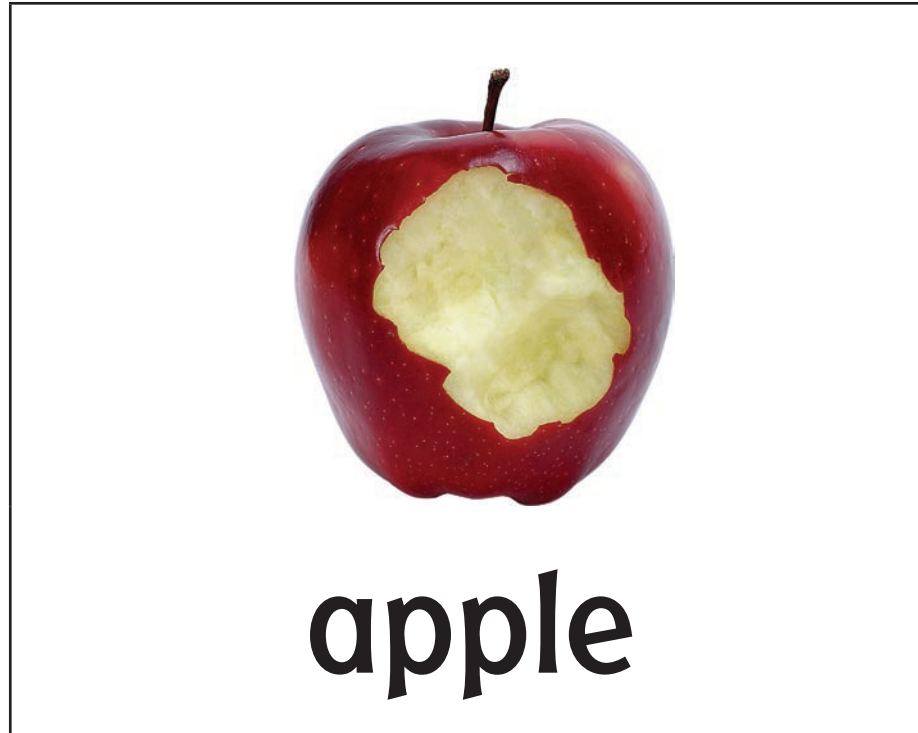
potato



Grandma

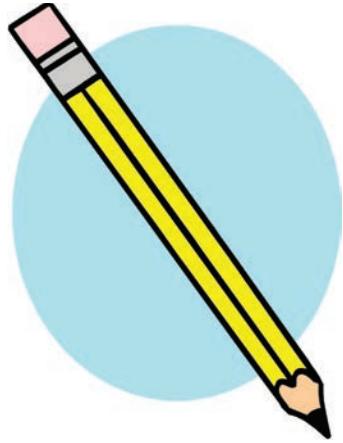
Name:

Date:

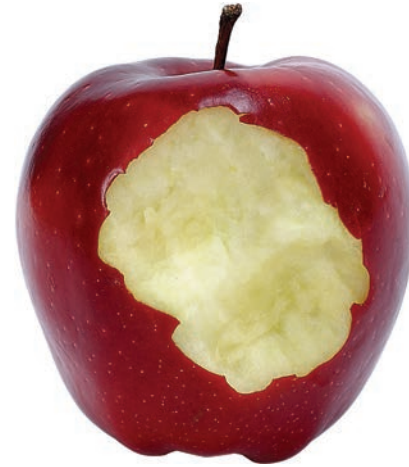


Name:

Date:



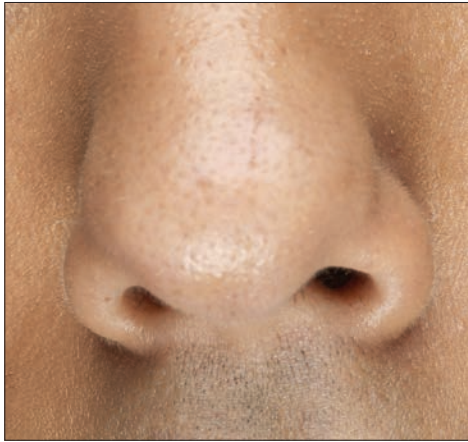
pencil



apple

Name:

Date:



nose



hand

Name:

Date:



red apple



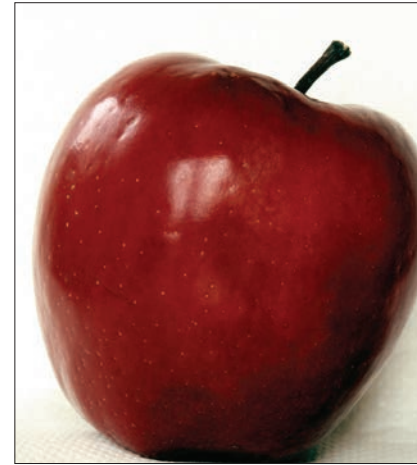
green apple

Name:

Date:



carrot



red apple

Name:

Date:



green apple



carrot

Name:

Date:



Grandma



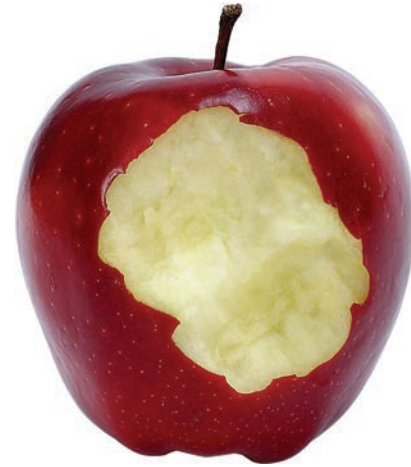
sock

Name:

Date:



orange



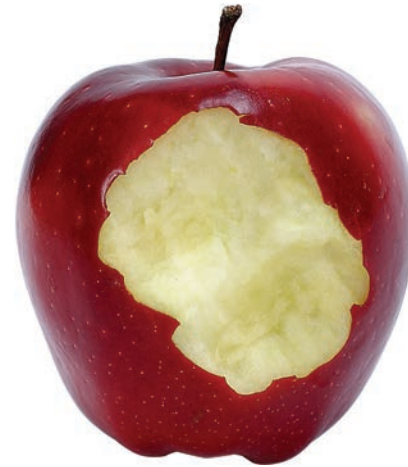
apple

Name:

Date:



blueberry



apple

Name:

Date:



hug



kiss

Name:

Date:



red apple



green apple

Name:

Date:



red apple



banana

Name:

Date:



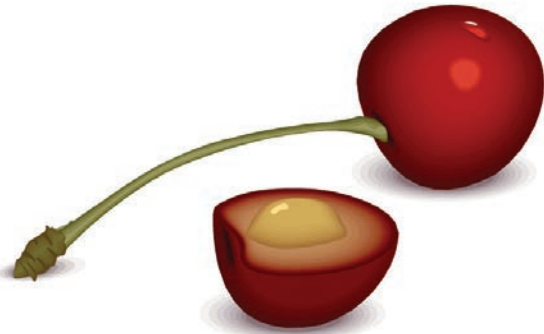
red apple



broccoli

Name:

Date:



cherry



green apple

Name:

Date:



apple pie

Name:

Date:



apple pie



book



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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Reading K-5

Week 6: May 18 - 22, 2020

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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/18/20 – 5/22/20

Learning Objectives:

1. Identify beginning letters
2. Answers basic concept questions.
3. Reading beginning letters
4. Participate in Sammy's scavenger hunt
5. I know my letters

CC Standards Alignments:

Obj 1 – CC EE W. 4.2 List words, facts, or details related to the topic.

Obj 2 & Obj 3 – CC EE RL 3.4 Determine words and phrases that complete literal sentences in a text. **CC SS ELA-Literacy L 4.3a** Choose words and phrases to convey ideas precisely

Obj 4 – CC SS ELA-Literacy FL 4.7 Make connections between the text of a story identifying descriptions in the text. **CC EE L.1.4** Demonstrates understanding of words used in everyday topics/routines. **CC EE RF.1.4b** Participate in shared reading of a variety of reading materials reflecting a variety of text.

For non-readers: Students can participate in a read-aloud and identify pictures

Procedure:

Day 1 – Complete pages 47 and 48 with your child

Day 2 – Complete pages 49 and 50 with your child

Day 3 – Hmmmm... p. 51 How many items can your child find in the house that begin with his/her favorite letter? You try also.

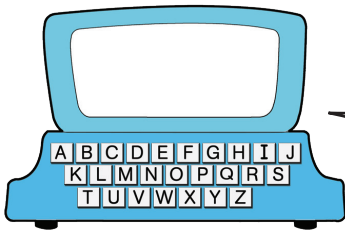
Day 4 – Complete pp. 52, 53 and 54 together.

Day 5 – Remember to do the CHALLENGE/BONUS at the bottom of each page

Extension Activity: View a beginning letters video with your child. Exercise with Jack Hartmann while watching the video below.

<https://www.youtube.com/watch?v=uQx-MJVUIzc>

Beginning Letters

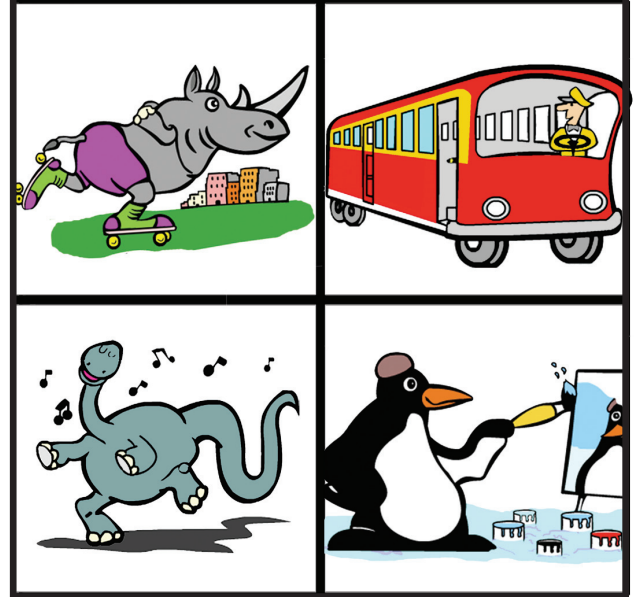


Match the beginning letter to a picture in each box.

1. What begins with I?



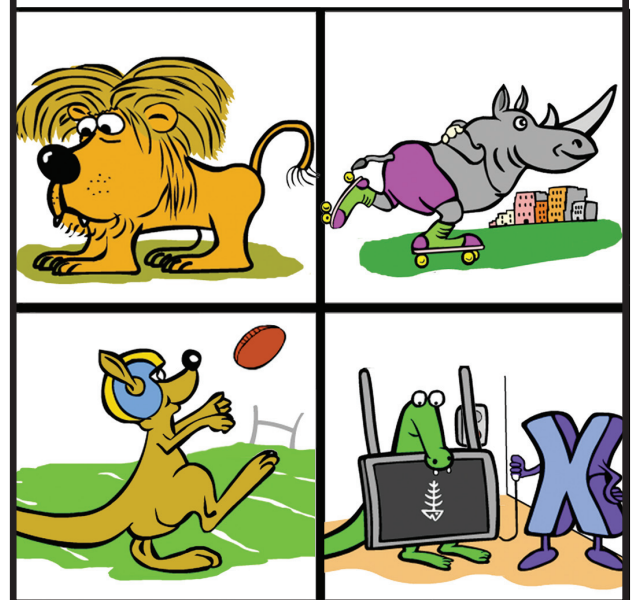
2. What begins with R?



3. What begins with A?



4. What begins with K?



Bonus: Say the beginning letter of this word: **Red**

More Beginning Letters



the picture that matches the letter in each box.

1. What begins with t?

2. What begins with c?

3. What begins with l?

4. What begins with u?

Directions: to the word that begins with **l**.

a. **dog**



b. **log**



c. **hog**



What Letter Do I Start With?



○ the beginning letter that matches the word.

1. What letter begins the word
Dinosaur?

O	Q
D	C

2. What letter begins the word
Yak?

U	V
Y	Z

3. What letter begins the word
Caterpillar?

K	C
L	P

4. What letter begins the word
Lizard?

L	I
J	K

5. What letter begins the word
Bee?

G	P
D	B

6. What letter begins the word
Penguins?

S	D
P	R

Bonus: Pick a word and say it in an oral sentence.

Reading Beginning Letters



○ the beginning letter that matches the word.

1. What letter begins the word
rhinos?

s	b
r	t

2. What letter begins the word
hippos?

h	n
q	p

3. What letter begins the word
seagulls?

c	s
w	m

4. What letter begins the word
fox?

t	r
f	h

5. What letter begins the word
worm?

k	d
w	n

6. What letter begins the word
tiger?

i	t
j	r

Bonus: What letter begins the word **under**?

Sammy's Scavenger Hunt



Pick a letter. Write it on the blank.
How many things can you find that start with that letter?
Share your list.

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

My letter is: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Bonus: Switch letters with a friend. Compare lists.

I Know My Letters



○ the letter and matching picture on pages 53–54 that your teacher names.

Upper-case letters:

A	B	C	D	E	F	G	H
I	J	K	L	M	N	O	P
Q	R	S	T	U	V	W	X
Y	Z						

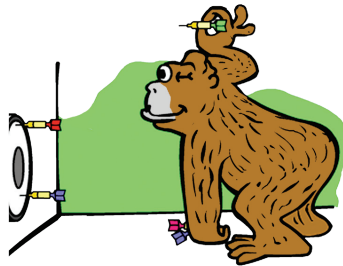








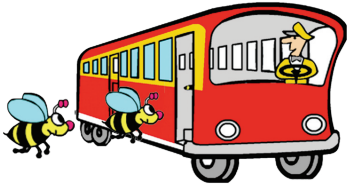


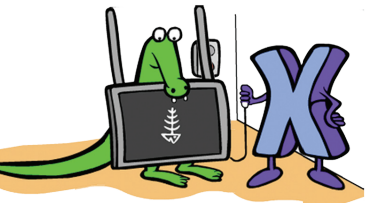
Lower-case letters:

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

Challenge: Pick a letter. Find an object or say a word that starts with the letter.

I Know My Letters

pg. 2

<p>1.</p>  <p>Apes aim.</p>	<p>2.</p>  <p>Foxes fiddle.</p>	<p>3.</p>  <p>Kangaroos kick.</p>
<p>4.</p>  <p>Penguins paint.</p>	<p>5.</p>  <p>Unicorns use ukuleles.</p>	<p>6.</p>  <p>Zebras zip zippers.</p>
<p>7.</p>  <p>Goats gobble gumdrops.</p>	<p>8.</p>  <p>Monkeys make music.</p>	<p>9.</p>  <p>Tigers taste tacos.</p>
<p>10.</p>  <p>Bees board buses.</p>	<p>11.</p>  <p>Ibex iron.</p>	<p>12.</p>  <p>Quails quarrel.</p>
<p>13.</p>  <p>X's x-ray</p>		

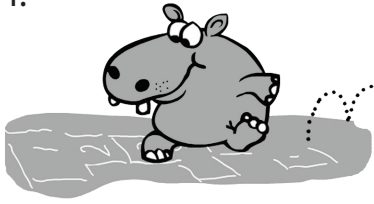


Note to teacher: Print out, cut out, laminate, and give to students to use as a reference or game.

I Know My Letters

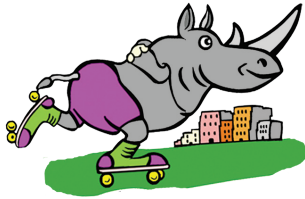
pg. 3

14.



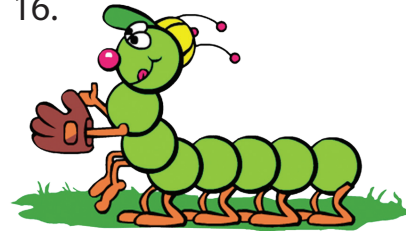
Hippos hop.

15.



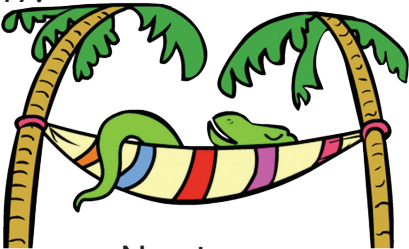
Rhinos roller-skate.

16.



Caterpillars catch.

17.



Newts nap.

18.



Yaks yell.

19.



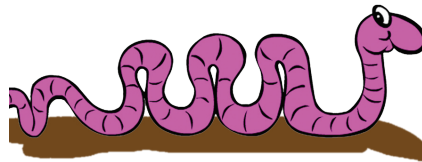
Orangutans oversleep.

20.



Eagles eat.

21.



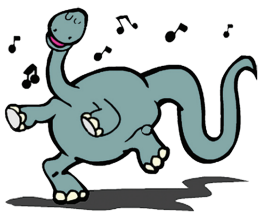
Worms wiggle.

22.



Vultures vacuum.

23.



Dinosaurs dance.

24.



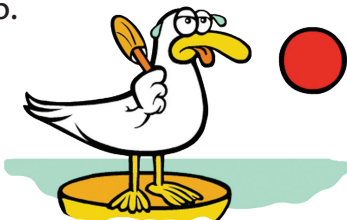
Lizards love lions.

25.



Jaguars jog.

26.



Seagulls sweat.

Challenge: Pick a letter and make a story using that letter.



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Office of Exceptional Student Education

Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Reading K-5

Week 7: May 26 - 29, 2020

Students Rise. We all Rise

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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/26/20 – 5/29/20

Learning Objectives:

1. Point to each letter
2. Point to the lower-case letters
3. Match the letters
4. Write a letter on the machine

For non-readers: Students can participate in a read-aloud and identify pictures

Procedure:

Day 1 –Recite the alphabet song with your child two times. Have your child point to each letter as you say them on pp. 41. Allow him or her to point to the letters and tell you. Repeat and complete page 41.

Day 2 –Recite the alphabet song with your child two times. Have your child point to each letter as you say them on pp. 42. Allow him or her to point to the letters and tell you. Repeat and complete page 42.

Day 3 –Play the alphabet video from the link below. Have your child to point to and circle the matching letter on p. 43.

Day 4 – Complete p. 44

Day 5 – Replay the video and complete the **BONUS** activities at the bottom of each page.

<https://www.youtube.com/watch?v=36IBDpTRVNE>

Extension Activity: Sit with your child and listen to the story attached here:
Chicka Chicka Boom Boom

<https://www.youtube.com/watch?v=ice6wGCR3wE>



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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Reading K-8

Week 8: June 1 - 5, 2020

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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 6/1/20 – 6/5/20

Learning Objectives:

1. Identify the picture letter
2. Spell the word that match the picture
3. Circle the word to complete a sentence
4. Read and spell the word
5. Draw a line from a word to the picture it matches

For non-readers: Students can participate in a read-aloud and identify pictures

Procedure:

Day 1 – Have your child to circle the beginning letters in each row on p. 153. Touch each photo and ask your child to name the picture. Have your child to circle the word that matches the picture on p.154. **Ask:** Is this a mat or jam (jelly). Complete the page

Day 2 – Review p. 153 and 154. Complete p. 155.

Day 3 – Have your child to complete pp. 156-158

Day 4– Say the word and allow your child to point to the matching picture on p. 159

Day 5: Extension Activity: Complete p. 160 and read a book to your child.

j, l, or m

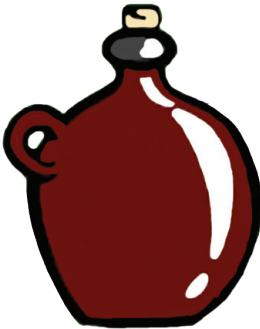
Read and follow the directions in each row.



j
l
m

Directions: all of the pictures that begin with **j**.

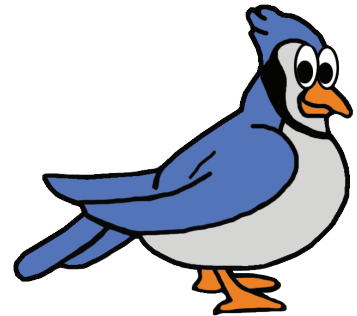
1.



2.



3.

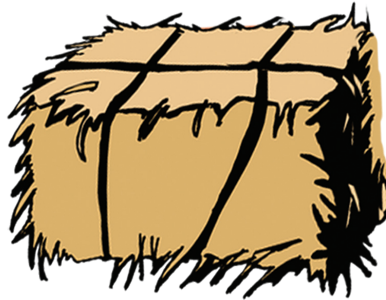


Directions: all of the pictures that begin with **l**.

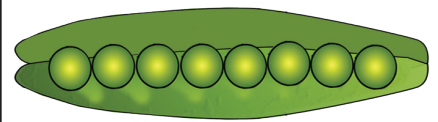
4.



5.



6.

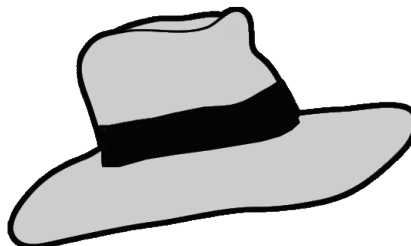


Directions: all of the pictures that begin with **m**.

7.



8.




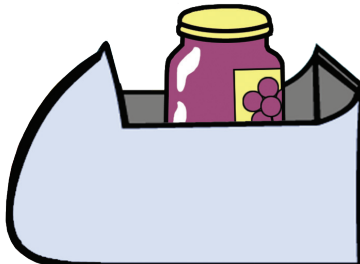

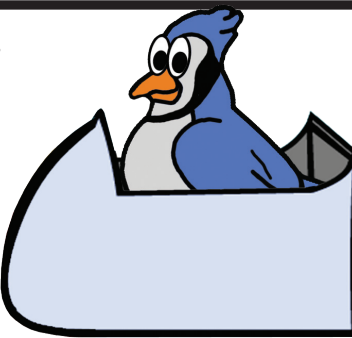
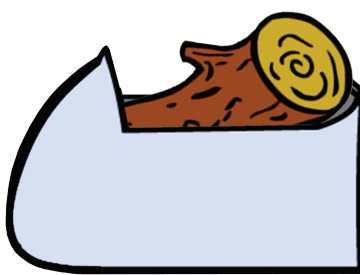
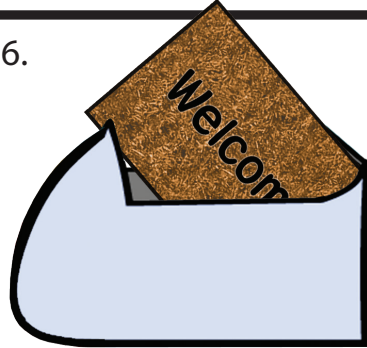
9.





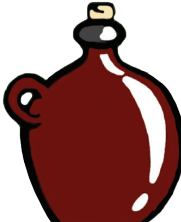


Get On The Coaster

and spell the word that matches each picture.
Pick a word and put it in an oral sentence.

<p>1.</p>  <p>3 Letter Mountain</p>	<p>2.</p>  <p>jam mat</p>	<p>3.</p>  <p>mug log</p>
<p>4.</p>  <p>jam jay</p>	<p>5.</p>  <p>jog mug</p>	<p>6.</p>  <p>mug mat</p>


Directions: the picture that starts the same way as **mug**.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 



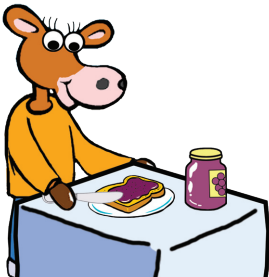
Just Like Millie

the word to complete the sentence.

1. 

Millie is standing on a _____.

mat cat

2. 

Millie likes _____ on her toast.





hay jam

3. 

Millie has a yellow _____.

cup cod

Directions: Follow the directions in each box below.

1. <input type="radio"/> the word that begins with the letter b .		2. <input type="radio"/> the word that begins the same way as h at.	
 hat	 boy	car	box
 cod	 hoe	jam	ham

More Rides To First Letter Mountain

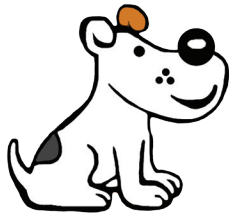


to the picture your teacher names.
 Read and spell the word with your teacher.
 all of the pictures that begin with **p**.

<p>1.</p>	<p>2.</p>	<p>3.</p>
<p>4.</p>	<p>5.</p>	<p>6.</p>

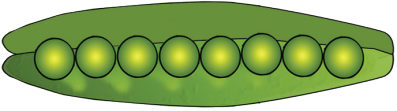
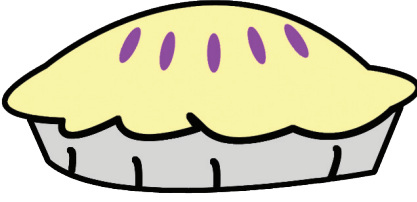
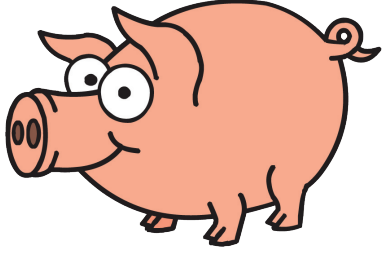


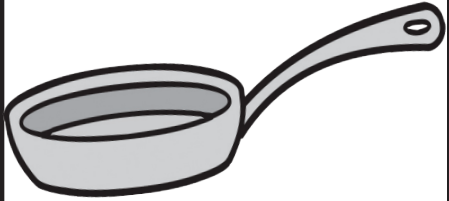
Review: the word that starts the same way as **log**.

<p>7.</p> <p>round</p>	<p>8.</p> <p>long</p>	<p>9.</p> <p>curly</p>
-------------------------------	------------------------------	-------------------------------

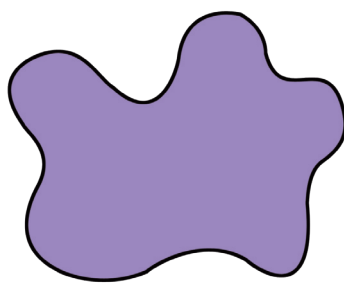
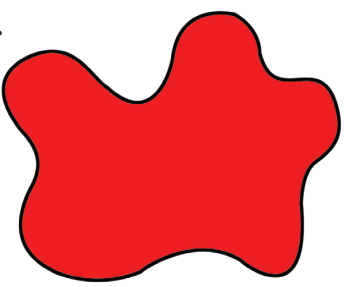
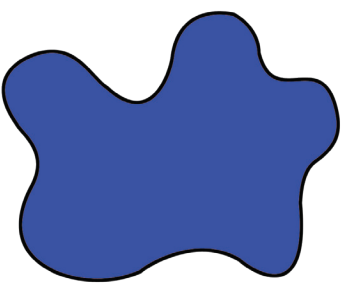


Wanted!

the word to finish the want ad.

<p>1. WANTED!</p>  <p>A green _____</p> <p>pod pup</p>	<p>2. WANTED!</p>  <p>Blueberry _____</p> <p>pig pie</p>	<p>3. WANTED!</p>  <p>A big _____</p> <p>pen pig</p>
<p>4. WANTED!</p>  <p>A small _____</p> <p>pup pig</p>	<p>5. WANTED!</p>  <p>A red _____</p> <p>pen pie</p>	<p>6. Challenge: WANTED!</p>  <p>A round _____</p> <p>pot pie</p>

Bonus: the color that starts the same way as pup.

<p>a.</p> 	<p>b.</p> 	<p>c.</p> 
---	--	---

r, s, and t

Read and follow the directions in each row.



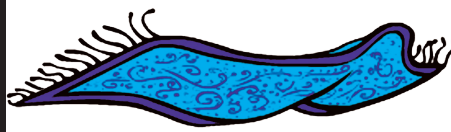
r
s
t

Directions: all of the pictures that start with **r**.

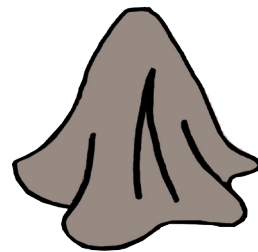
1.



2.



3.



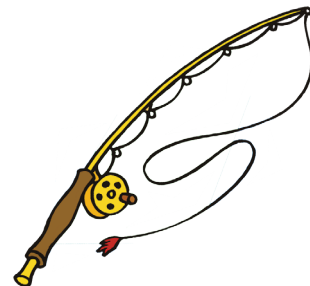
4.



5.



6.

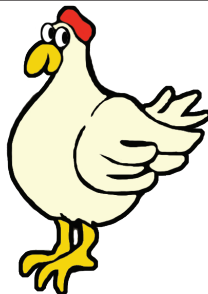


Directions: the picture that starts with **s**.

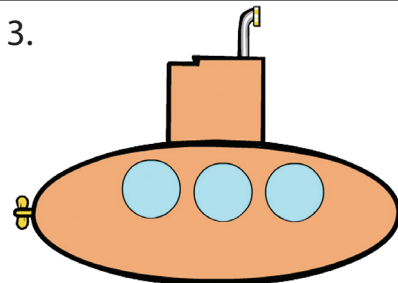
1.



2.



3.

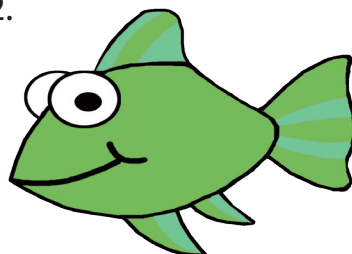


Directions: the picture that starts with **t**.

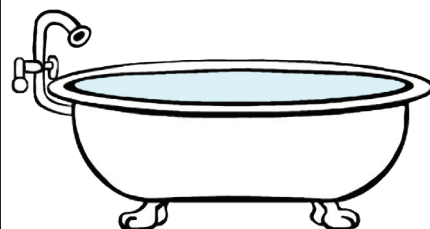
1.



2.



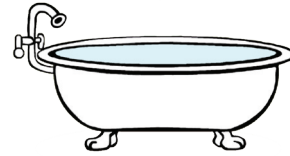
3.



3-Letter Ticket

Draw a line from a word to the picture that matches it. Read and spell the word.

1. rag



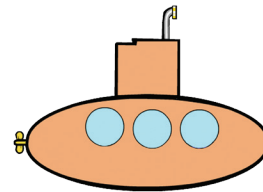
2. tub



3. rat



4. sub



5. rug



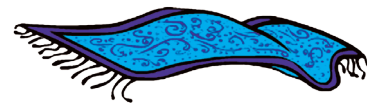
6. sod



7. ram



8. rod

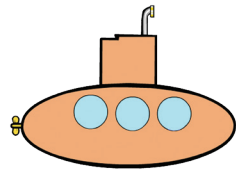
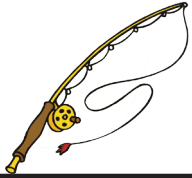


Bonus: What is the beginning letter of the word red?

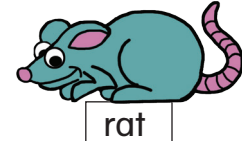
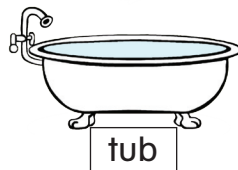
More Words

Directions: Follow the directions in each box.

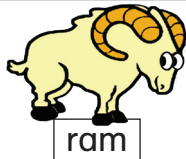
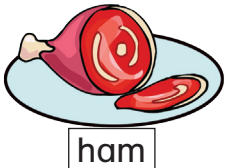
1. the picture that starts with the same sound as **sod**.



2. the word that begins with **t**.



3. the word that begins with **r**.



4. the word that starts the same way as **rug**.

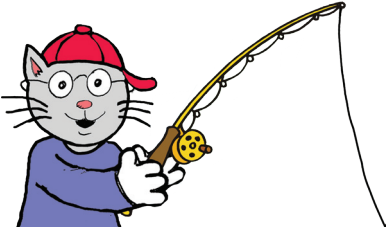
mat


cat

rat

bat

Bonus: the word that completes the sentence. Read your sentences to someone.

1.  Bailey likes his new fishing _____.
rod sod

2.  Bailey likes to ride in a _____.
tub sub



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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Reading K-5

Week 9: June 8 - 12, 2020

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Attainment's ELA - K-5

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 6/8/20 – 6/12/20

Learning Objectives:

1. Identify the main character
2. Identify setting
3. Give the main idea
4. Retell a story
5. Make predictions

For non-readers: Students can participate in a read-aloud and identify pictures

Materials: Video Link - https://www.youtube.com/watch?v=NeQzY6_Eqyk
[Moral and Important Life Lessons](#)

Procedure:

Day 1 – Watch Story 1

After first minute, ask your child what he/she thinks the story will be about...based on the title and what he/she has seen thus far. Play the rest of the story.

Replay and ask the 5 Ws: Who is the story about? What happened in the story? Where did the story take place? Did you like the story? Why? When do you want to see the story again? What was the moral of the story? What did you learn?

Day 2 – Watch Story 2

Repeat Day 1 questions

Day 3 – Watch story 3. Repeat Day 1 and 2 questions. Draw a scene from the story. Ask your child to draw a photo or color yours.

Day 4 – Watch the next story. Act out a scene with your child.

Day 5: Extension Activity: Hug your child and tell them just how proud you are of his/her work over the past 9 weeks!

Have a great summer!