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 Math 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 Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/14/20 – 4/17/20

Learning Objectives:

1. Count movable & non movable objects
2. Rote count from 1 – 5.
3. Identify numbers 1 – 5
4. Show quantities of 1 -5.
5. Show ABAB patterns

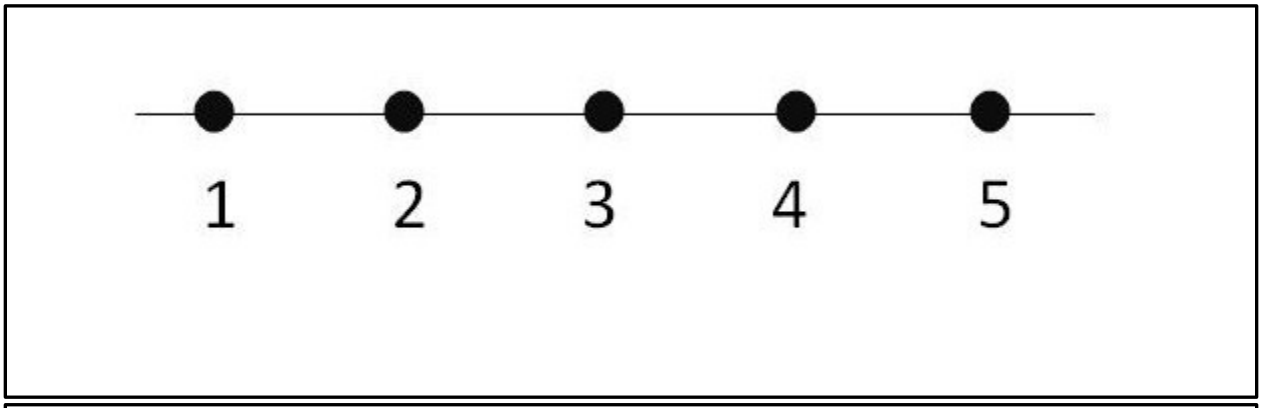
Procedure:
Day 1 – Have your child touch and count on the Number line #s 1-5. Repeat. Ensure he/she is touching the dot that corresponds with the number below it as he/she says the number. Randomly, ask your child to touch a number on the number line. Ex. Touch a 3, touch a 5. Also, ask, while touching a number, "What number is this?"
Day 2 – Read the story "Math is everywhere" to your child. Share and talk about the pictures.
Day 3 – Repeat Day 2 and have your child to identify the items in the photos. Around the house: Ask your child to touch and count 5 spoons, 3 coins, 1 sink, etc.
Day 4 – Repeat Day 3 and have your child complete Activity 1 and 2
Day 5 – Repeat Day 4 and have your child complete Activity 3 and draw a picture of race cars. Tell him/her to count the cars when he/she is done and write the number on the paper.

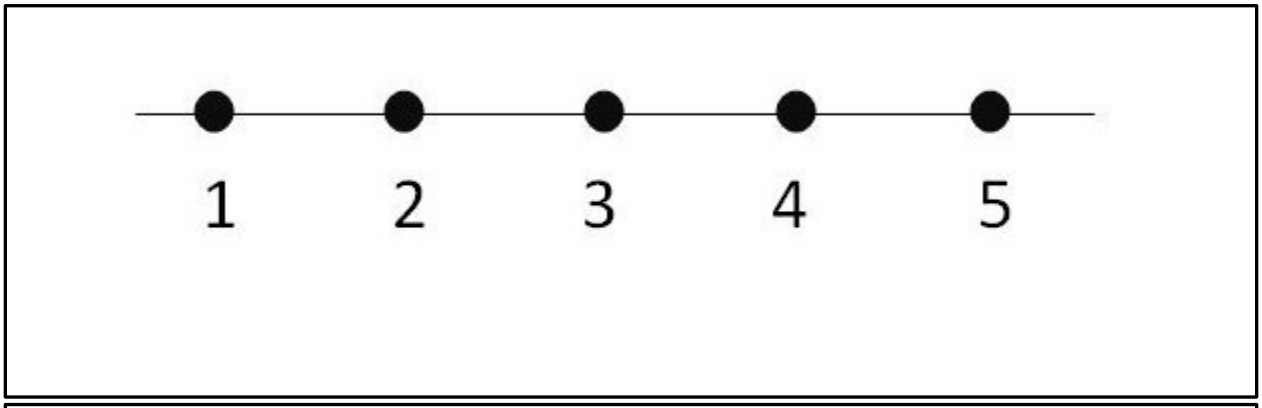
Extension Activity: Click on the link to view a video about counting 1-5
https://www.youtube.com/watch?v=u3L5Tk8_74c

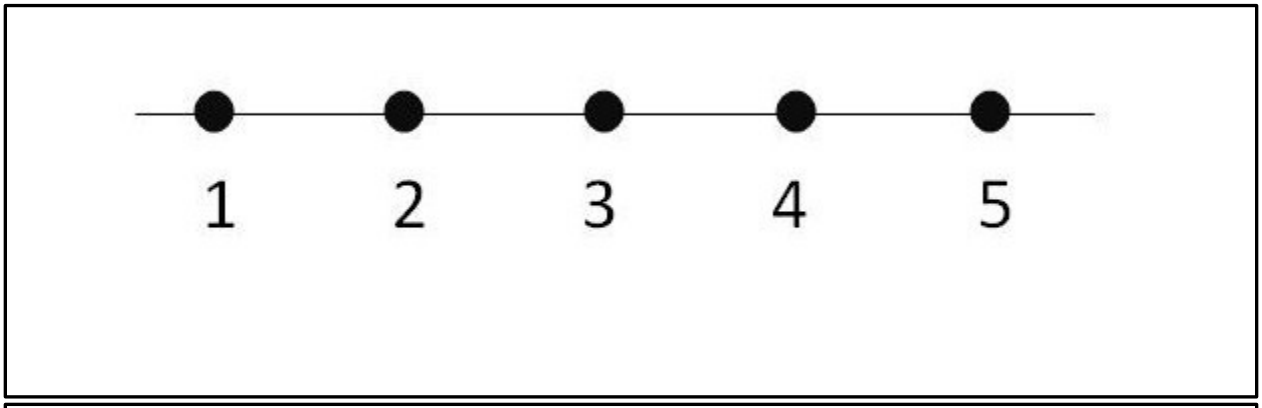
Extension Activity: Click on the link to count further! 1-20

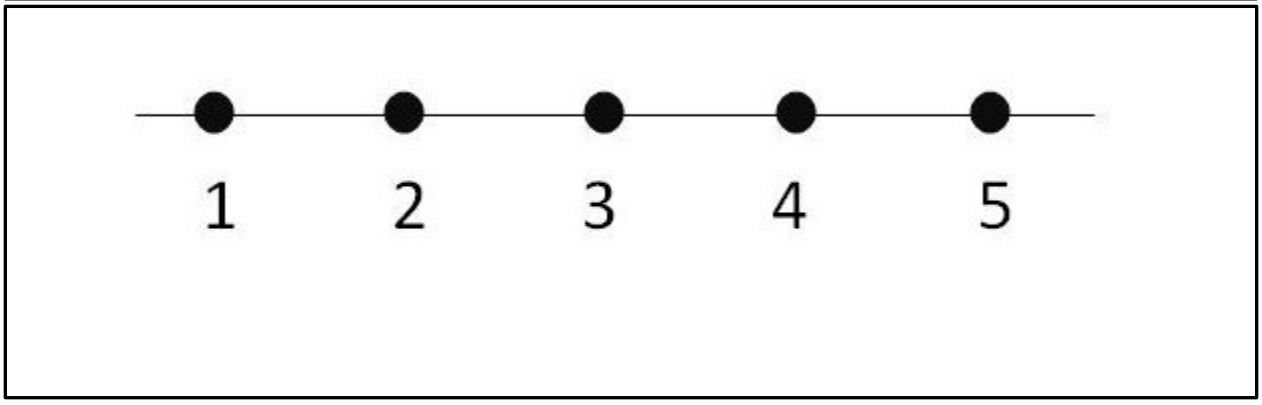
https://www.youtube.com/watch?v=7D4K9oi7oBM

Number Lines









Unit One

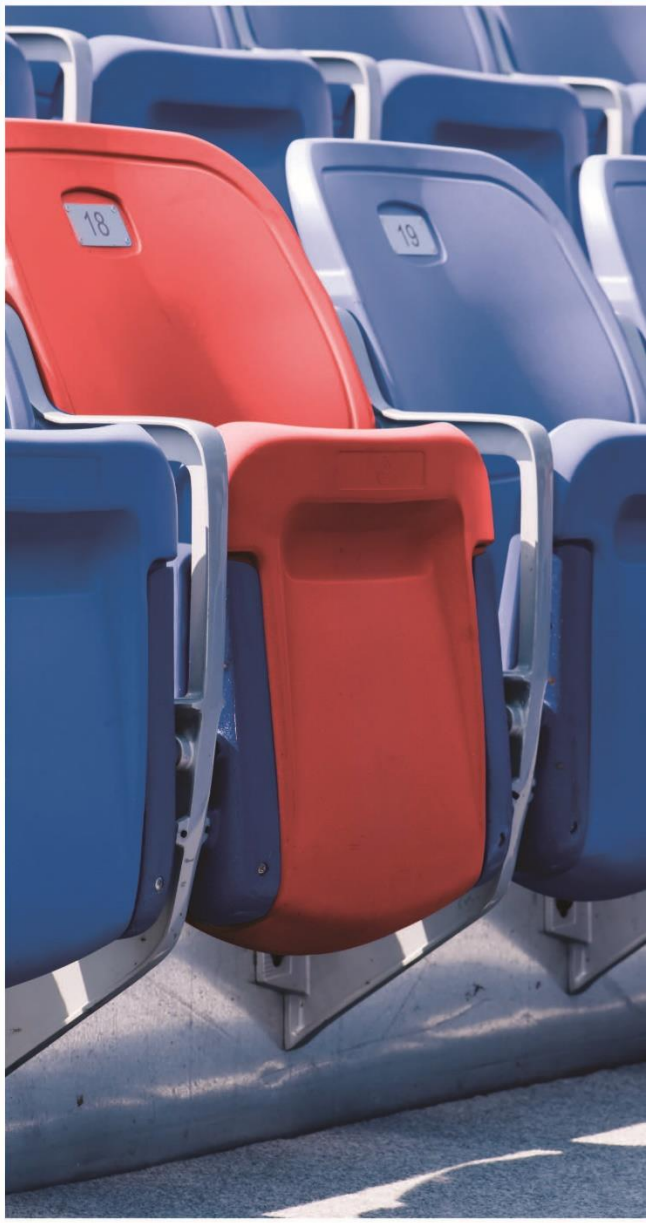
Math Is Everywhere

Built for Speed

Welcome to the Elm Street Speedway! This is a place that's built for speed. Everything moves fast. Get in line to buy a ticket. My ticket costs $3. Watch me count out my money.

Your ticket also costs $3. That's the same price. Here's my ticket! Look, today my ticket is a circle shape.

I need to hurry to my seat. The race is about to begin. What color is your seat? My seat is red. The seats are in an ABAB pattern. See? Blue, red, blue, red, blue, red.



The race is about to begin. It looks like there are 2 cars in the race today. Wait! Here comes 1 more car. Now how many are there?

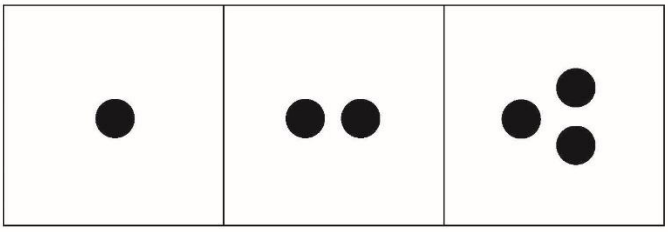
It's time to start! The announcer says, "Ready, set, go! They're off!"

One car comes in 1st! Another comes in 2nd! Let's clap and cheer. Wow, that sure was a close race!

That was so much fun. When's the next race? Today is September 1st. The next race is in 2 days. Let's find that on the calendar.

LESSON 1 Activity 1

1 Circle the set that equals this one. ● ●



2 Count the dollars. How many are there?

2	4	3

3 Circle the ABAB pattern.

4 Put dots in the circle for the number given.

3

5 Put dots in the circle for the number given.

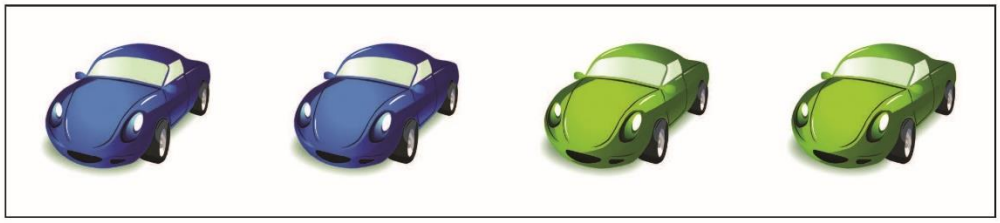
2

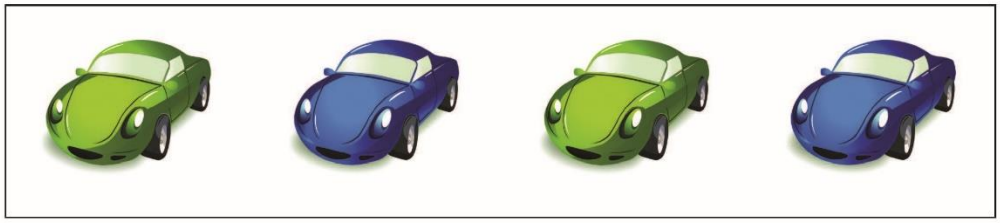
Activity 2

1 Count the cars. How many are there?

2	4	3

2 Circle the ABAB pattern.





Activity 2

3 Which set equals this one?

4 Circle September 4.

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					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

5 Mark (X) 2 days later.

1 How many paperclips apart are these 2 race cars? _____ paperclips

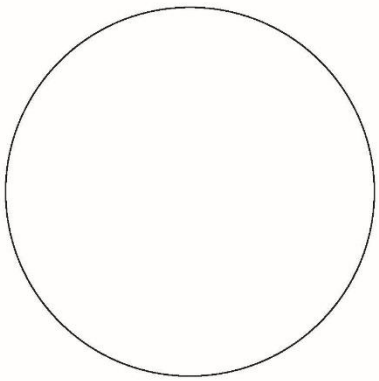
2 How many cars do you count?

3	5	4

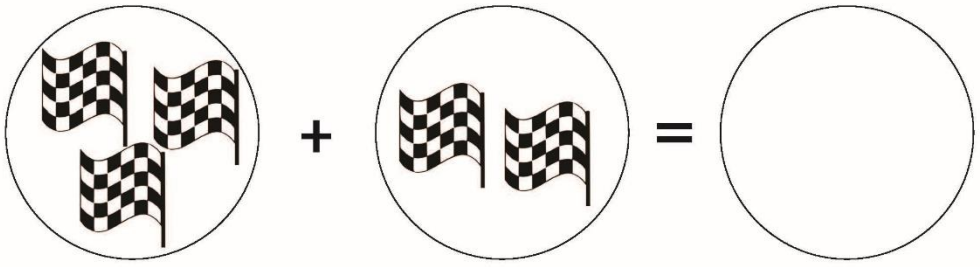
3 Which symbol means equals?

\+ = >

4 Make a set of 1 in this circle.



5 How many flags are there altogether?



Draw a Picture of a race car

Place a number on the car

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Week 2: April 20 – 24, 2020

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Attainment's Early Numeracy

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WEEK of 4/20/20 – 4/24/20

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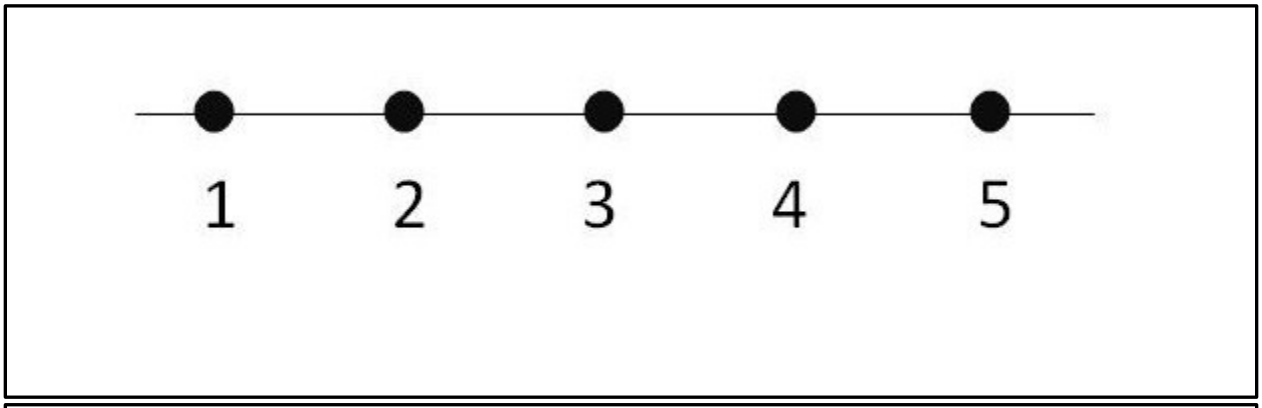
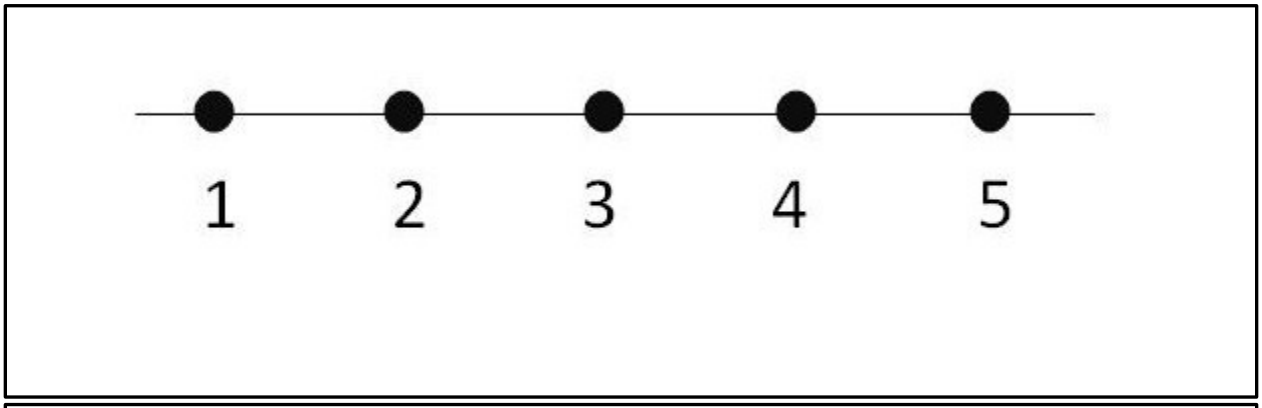
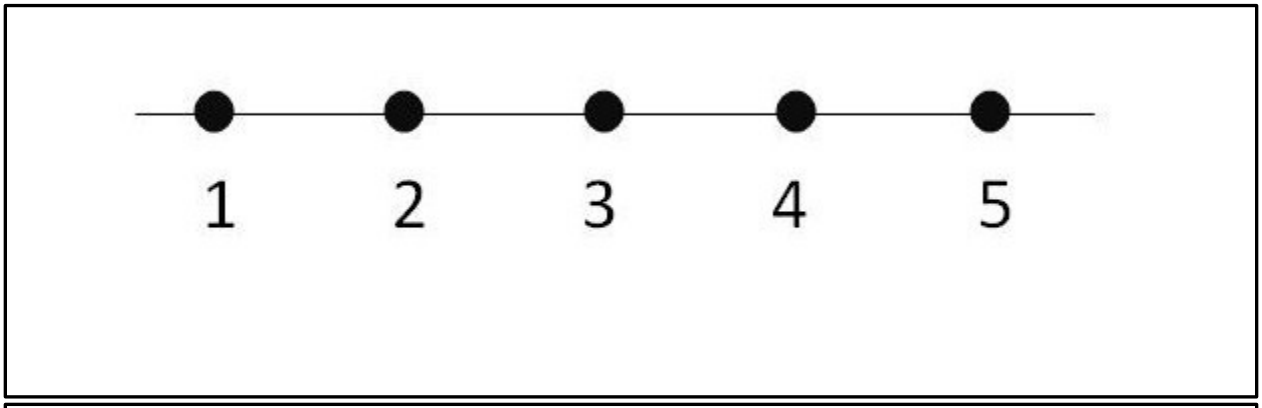
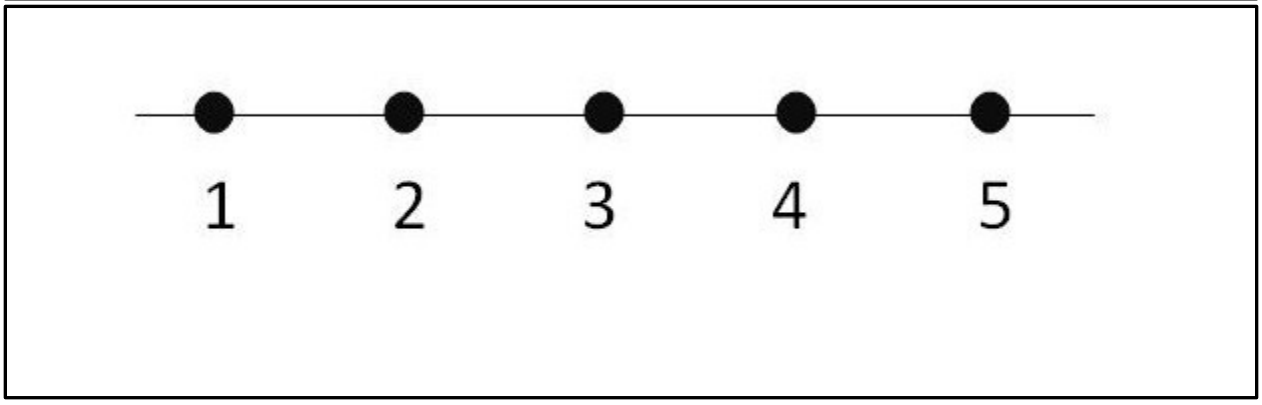
Number Lines









Unit One

Math Is Everywhere

Sunken Treasure

The Captain Hook pirates are on the hunt for treasures. The pirates are going to sail the ocean blue to search for sunken treasure chests full of loot. This is going to be quite an adventure!

Two ships set sail. The ships have their sails up. Look, one sail is in the shape of a triangle.

The hunt for sunken treasures begins. After days of searching, a pirate finds 1 treasure chest. Then, another pirate finds 1 treasure chest. They are equal: 1 and 1. The pirates open the treasure chests very slowly . . . and they find . . . coins.

Ahoy mates! They find coins. Look at all the coins. Then they find another treasure chest. There are 3 coins in this treasure chest. Oh wait, they find another one with 2 coins. How many coins do the pirates find altogether?

Wow—that's a lot of loot! Nice work! Give me a big pirate "Arrggg."

When the pirates line up their loot, they notice that it makes a pattern. The coins are in an ABAB pattern. See? Gold, silver, gold, silver.

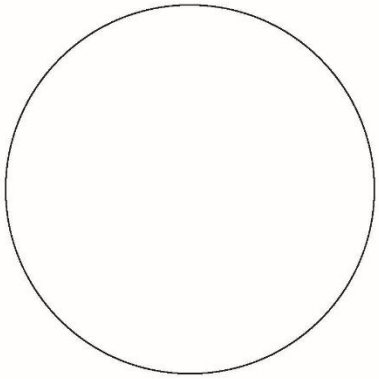
Guess what! I heard that the next time the pirates will hunt for treasures will be in **2** days. Today is October **3**rd. I'll need to mark my calendar to make sure I don't miss that treasure hunt!

LESSON 2 Activity 1

1 Which symbol means equals?

\+ − =

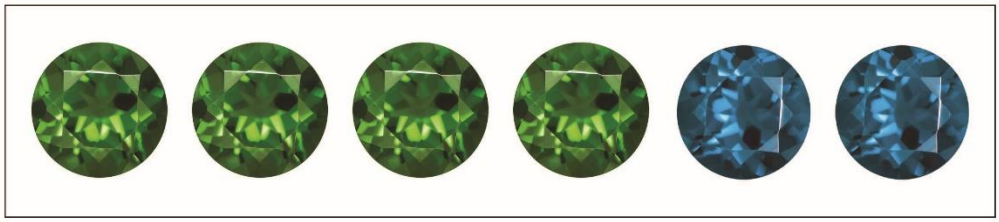
2 Make a set of 5 coins in this circle.

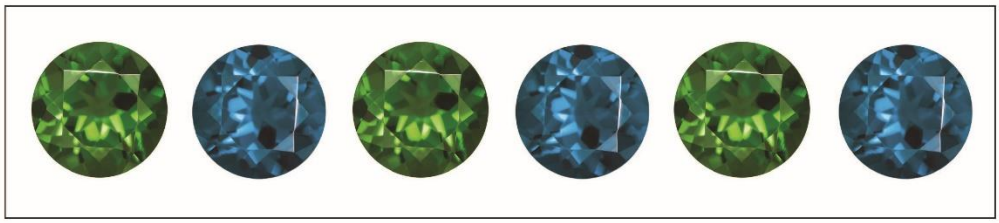


3 How many jewels are there?

1	5	3

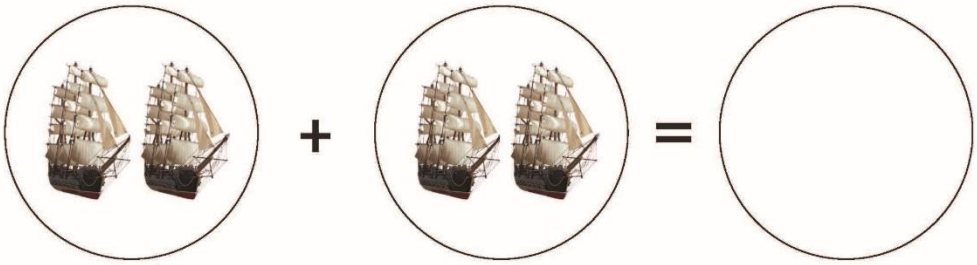
4 Circle the ABAB pattern.





5 How many jewels are there altogether?

1 How many ships are there altogether?



2 Circle the ABAB pattern.

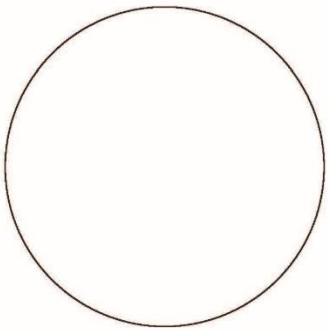
3 How many treasure chests do you count?

1	3	2

4 How many paperclips long is this jewel?

_____ paperclips

5 Make a set of 3 coins in the circle.



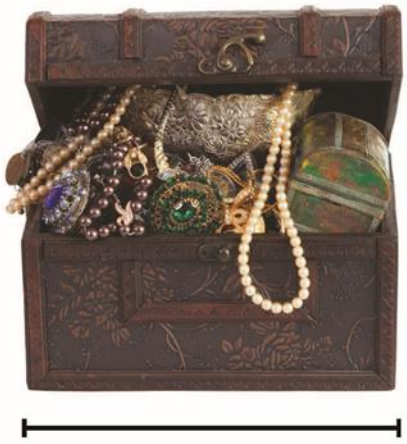
1 Circle November 2.

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

2 Mark (X) 3 days later.

3 Measure the length of the treasure chest using paperclips. How many paperclips long is it?



_____ paperclips

4 Circle the ABAB pattern.

5 How many pirates are there?

2	3	4

Draw a Picture of a treasure

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Week 3: April 27 – May 1, 2020

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Attainment's Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 4/27/20 – 5/1/20

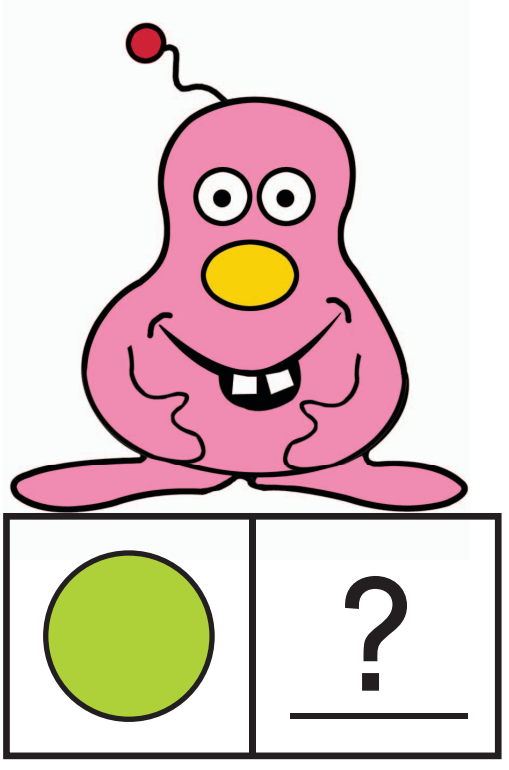
Learning Objectives:

1. Identify the pattern
2. Complete the pattern
3. Fill in the blank

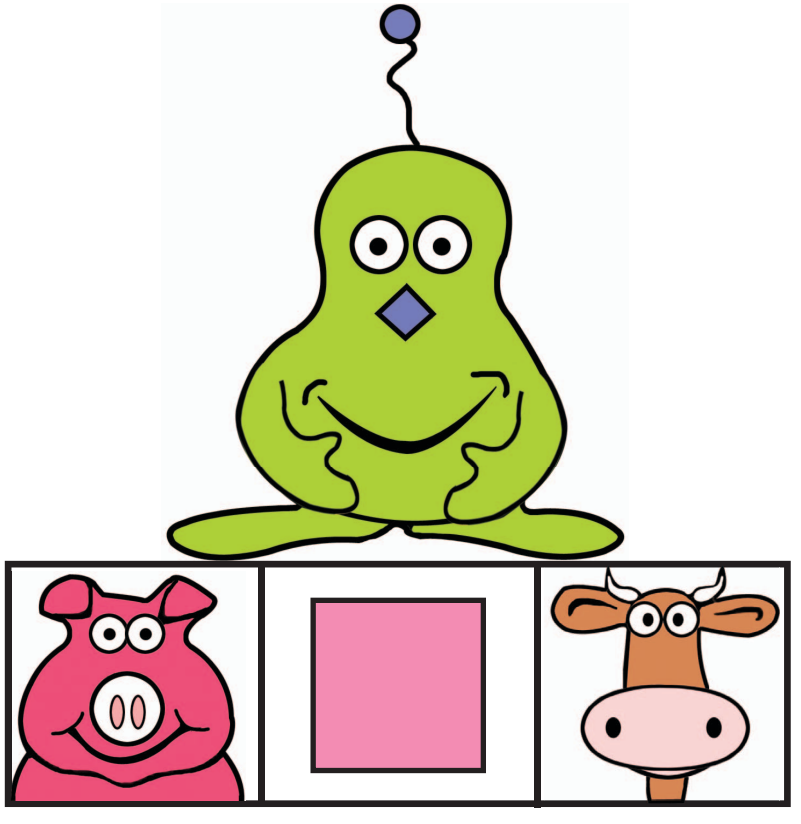
For non-readers: Students can participate in a read-aloud and identify pictures

Procedure:
Day 1 –Work through pp. 34-37 with your child
Day 2 –Review pp 36 and 37. Complete pp. 38-41.
Day 3 – Review pp. 40 and 41. Complete pp 42 - 47
Day 4– Review pp. 46 and 47. Complete pp. 48 – 52
Day 5 –Complete pp. 53-55

Extension Activity: View the following video on Patterns
https://www.youtube.com/watch?v=MBjjxSx45-Q
https://www.youtube.com/watch?v=pztRAgQFVec&list=PL8CyQ6qMY4V7Od2HA4TOxIkMUOFqnVdEb



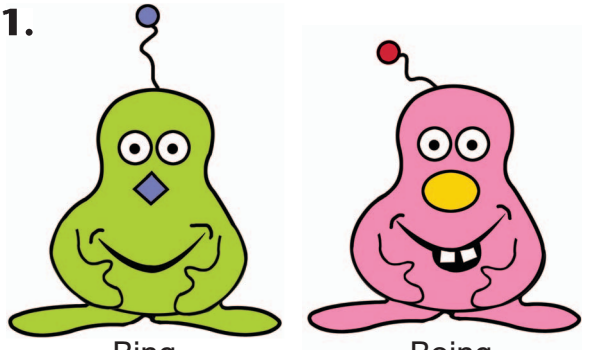
Bing and Boing



Name _____ Date _____

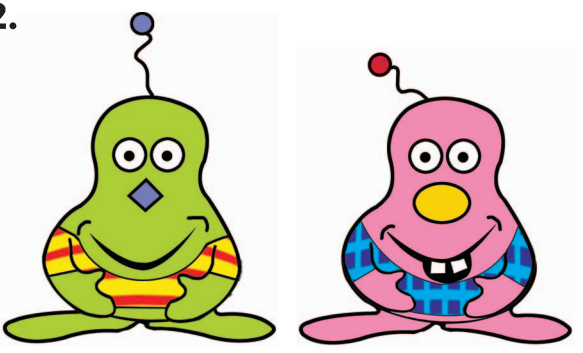
Bing and Boing

1.



This is Bing and Boing.
Bing and Boing love patterns.

2.

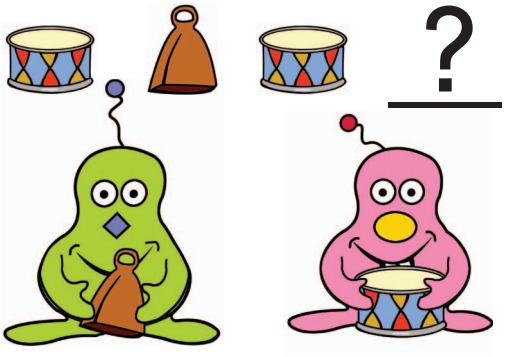


They like to wear T-shirts that have patterns.

3.

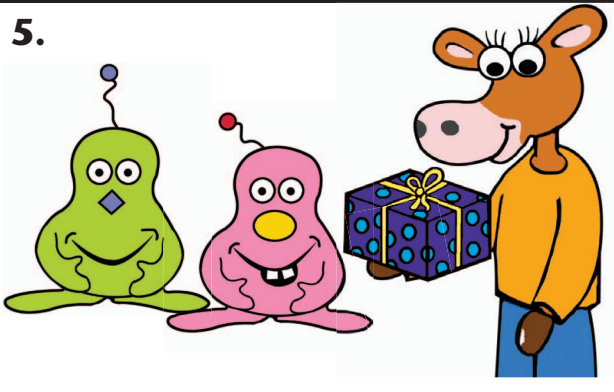
They like to use ink stamps to make patterns.

4.



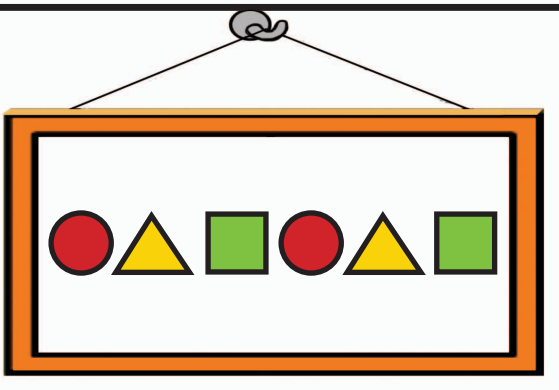
Sometimes they argue how to finish a pattern.

5.



Bing and Boing like to give their pattern pictures to friends.

6.

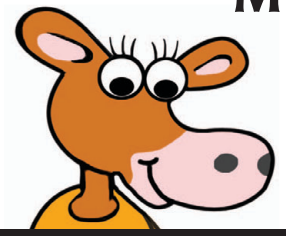


Millie hangs her pattern picture on the wall.

Note to teacher: Use this story to introduce the concept of pattern and the word pattern.

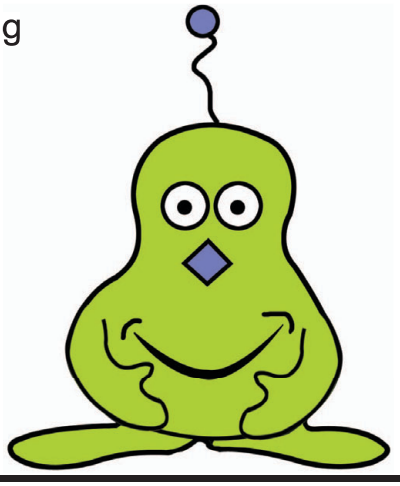
Name _____ Date _____

Meet Bing, Boing, and Friends

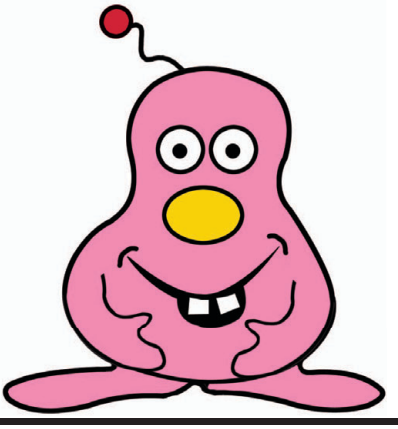


☞ to the characters as your teacher names them.
Tell 1 thing about each character.

1. Bing



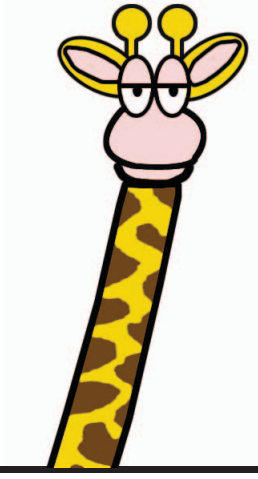
2. Boing



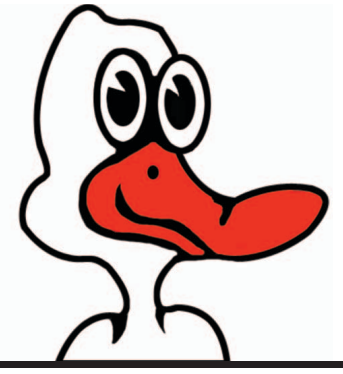
3. Sammy

4. Bailey

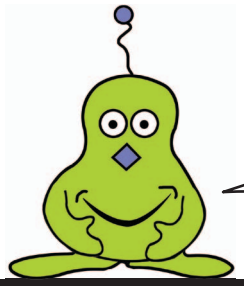
5. giraffe



6. duck



Name _____ Date _____

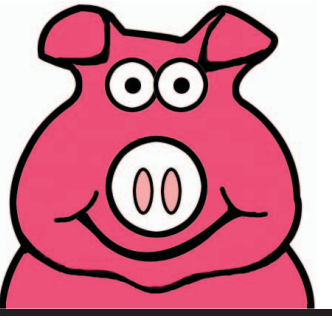


More Pattern Characters

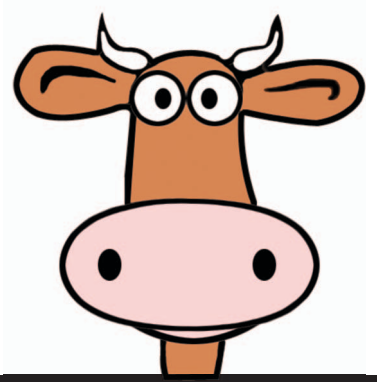
☞ to the animal as your teacher names it.
Tell 1 thing about the animal.

1. dog

2. pig

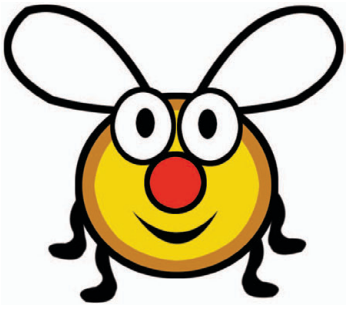


3. cow



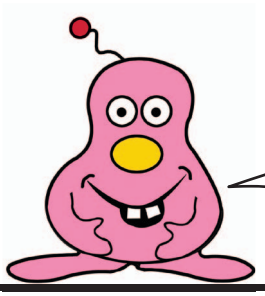
4. goat

5. bee



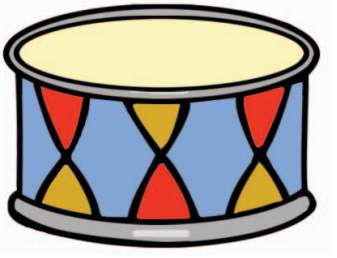
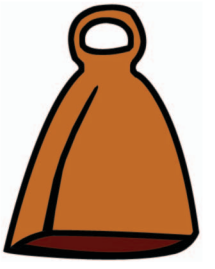
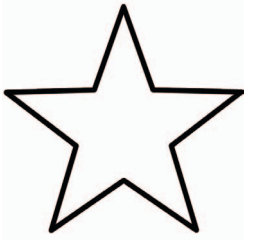
6. Review: Millie

Name _____ Date _____

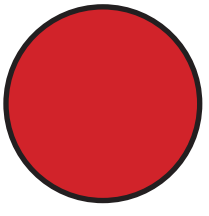
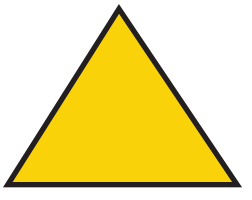
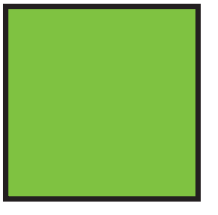


Other Pattern Objects

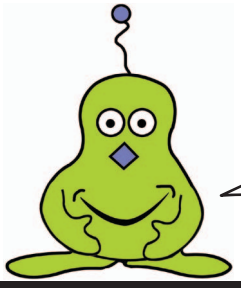
☞ to the object as your teacher names it.
Tell 1 thing about the object.

1. telephone	**2.** drum 
3. lightning	**4.** bell 
5. horn	**6.** star 

Here are some shapes you will see. Say each shape's name.

a. circle 	**b.** triangle 	**c.** square 

Name _____ Date _____

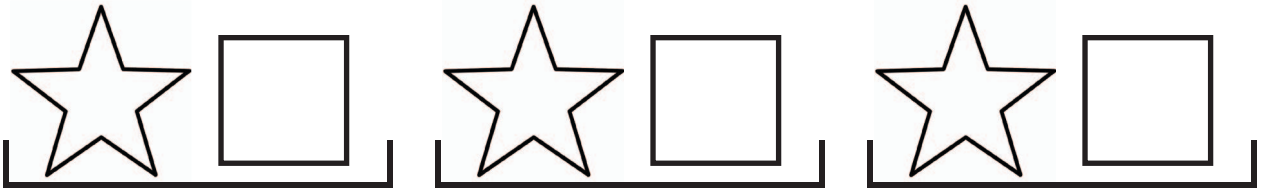


Patterns

Patterns repeat or start over.

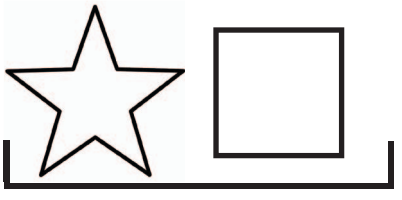
☞ to the pattern as your teacher says it.

☞ to and say the pattern to someone.

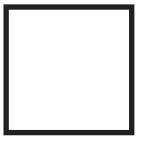


The pattern starts with this picture.

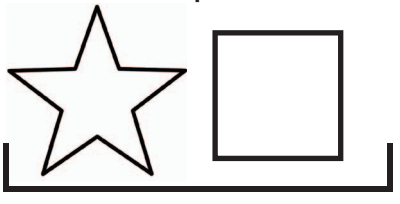
☞ to the picture that starts the pattern.



The pattern ends with this picture.



☞ to the picture that ends the pattern.

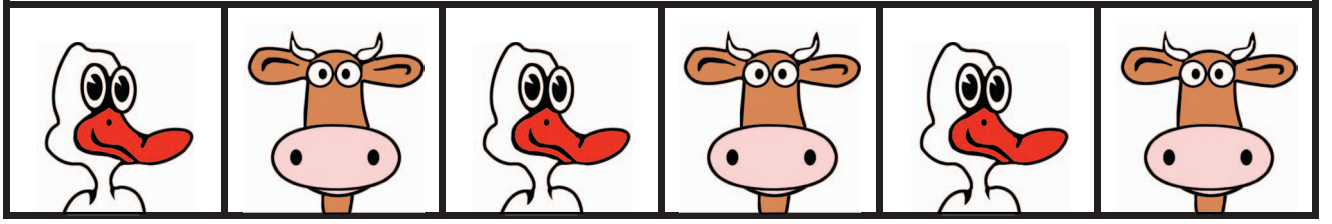


Bonus: Make a student pattern. Stand in a row: girl, boy, girl, boy, until all the students have made the pattern. Say the pattern.

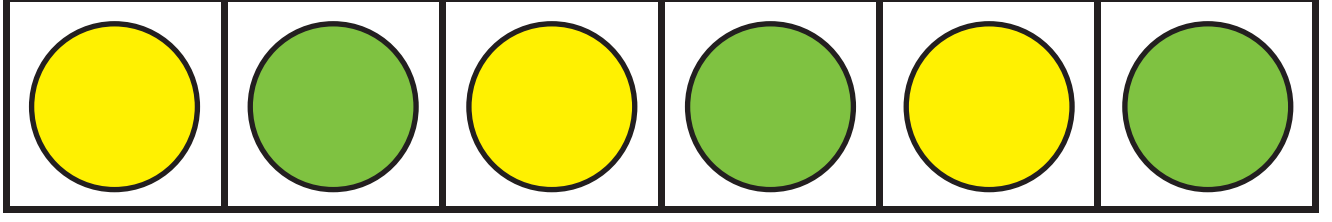
Name _____ Date _____

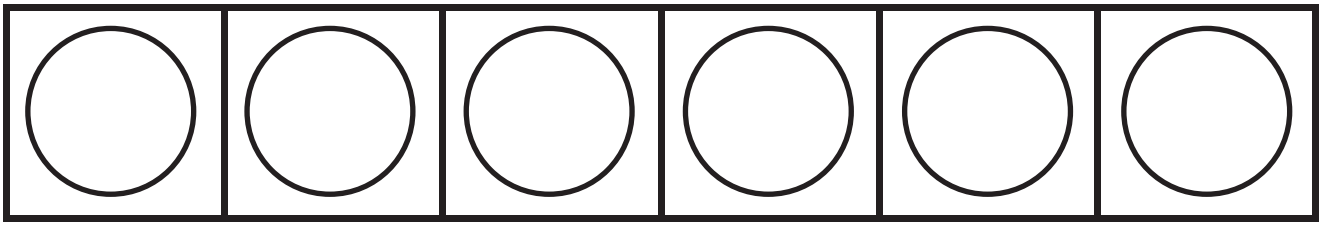
Pattern Fun

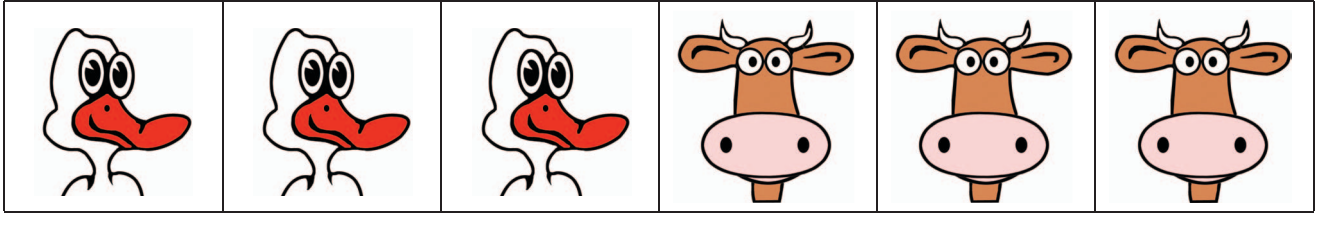
Directions: Say the pattern with your teacher.
Cut and paste the pattern pieces below to match the pattern.
Then say the completed pattern to someone.



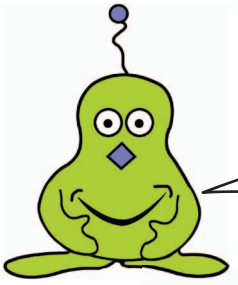
Directions: Color the circles below to match the pattern.
Say the pattern to someone.





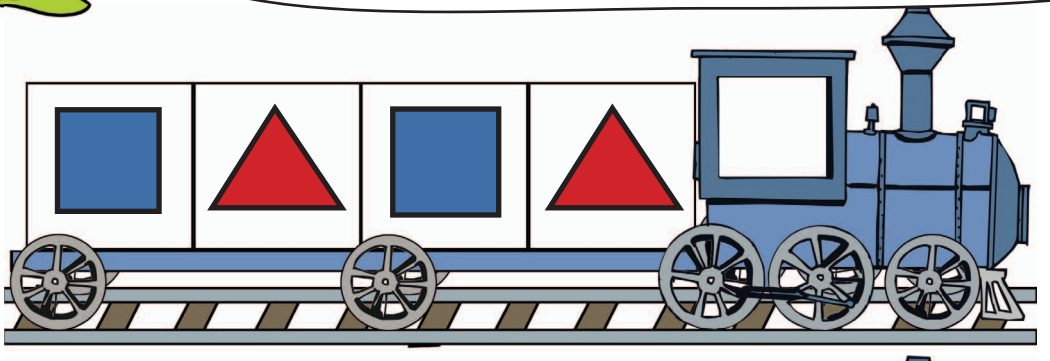


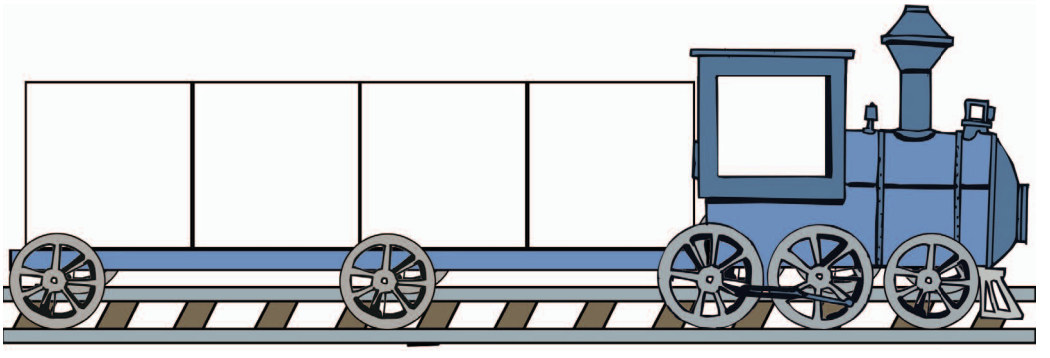
Name _____ Date _____



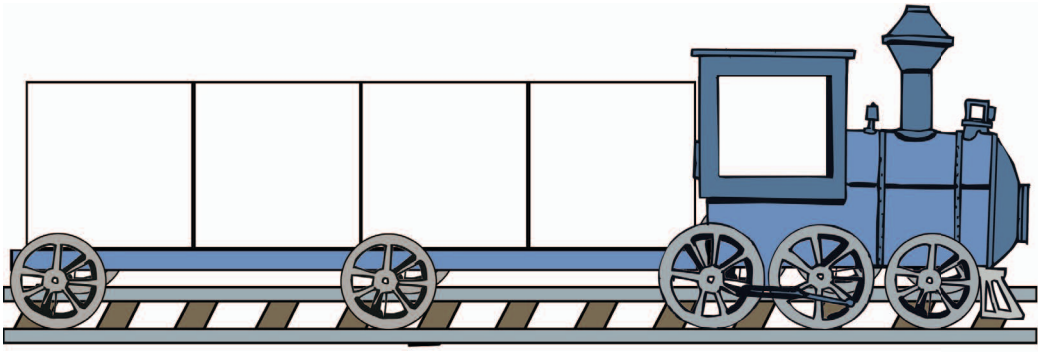
Pattern Train

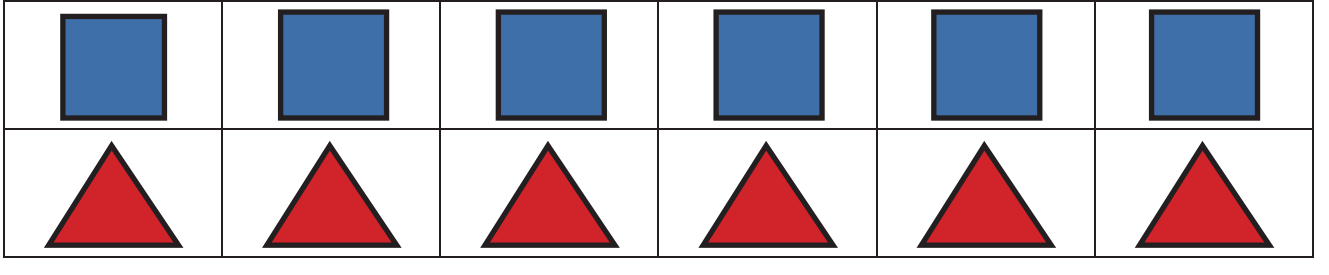
Say the pattern on the train with your teacher.
Cut and paste the shapes to match it. Say the completed pattern.
Hint: You may not need all of the shapes.





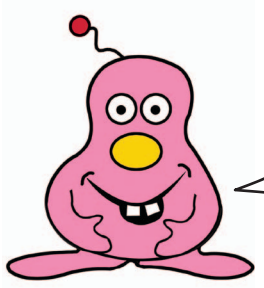
Directions: Using the same shapes make a new pattern.
Tell how it is different from the first pattern.





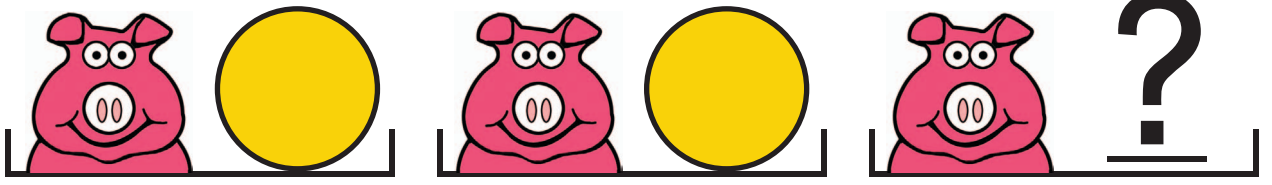
Name _____ Date _____

Finish That Pattern!

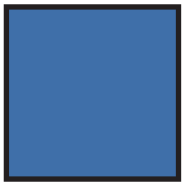


Math Rule: Patterns repeat or start over.
☞ to the pattern as your teacher says it.
☞ to the picture that comes next in the pattern.
Say the completed pattern.

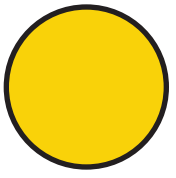
1.



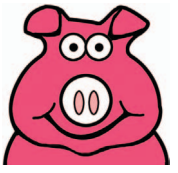
a.



b.



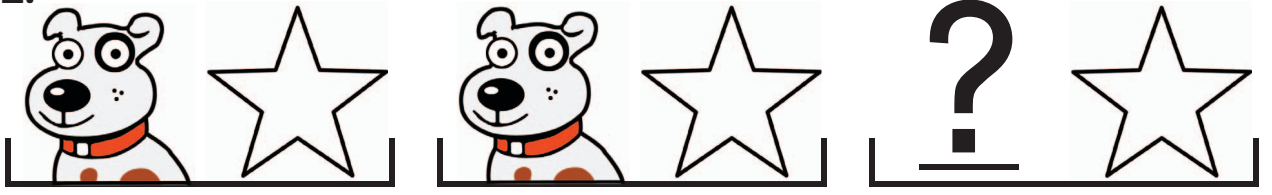
c.



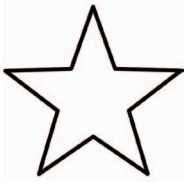
d.

Directions: Here is a new pattern. ☞ to the picture that comes next.

2.



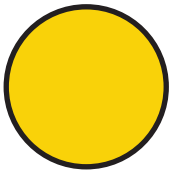
a.



b.

c.

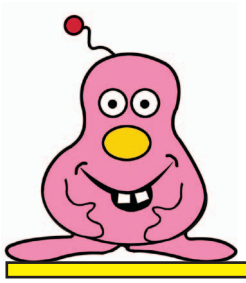
d.



Bonus: Find a pattern in your classroom. Say the pattern to someone as you point to it.

Challenge

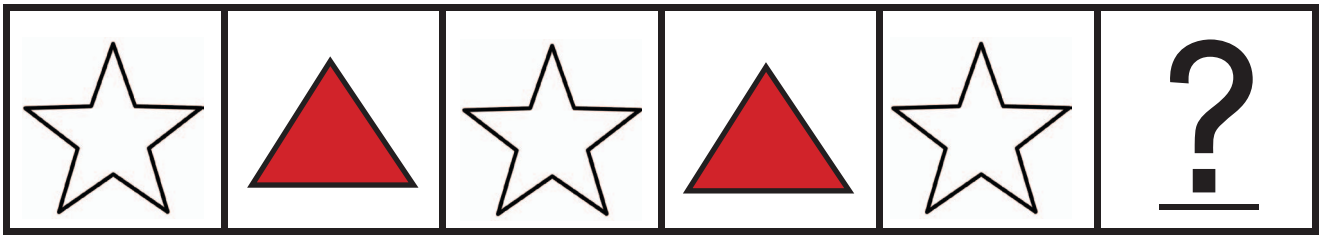
Name _____ Date _____



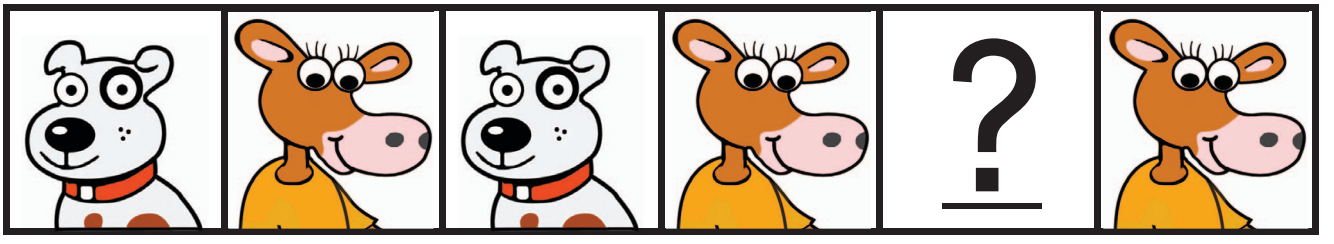
Help Boing

Boing dropped the patterns! Help him put them back together again.
Cut and paste the picture that completes each pattern.
Say the completed patterns to someone.
Hint: You will not use all of the pictures.

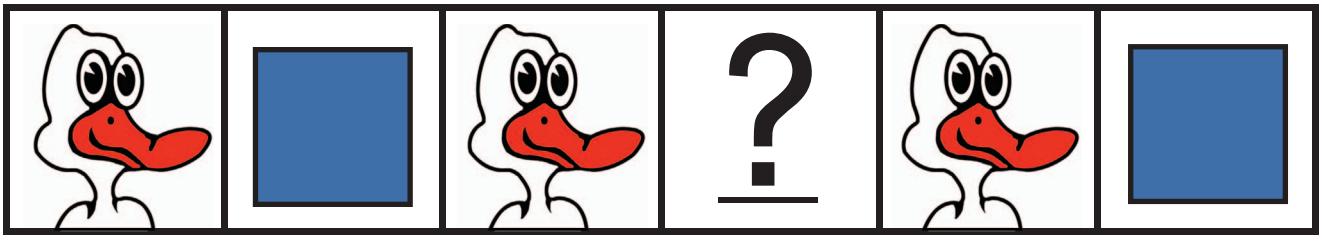
1.



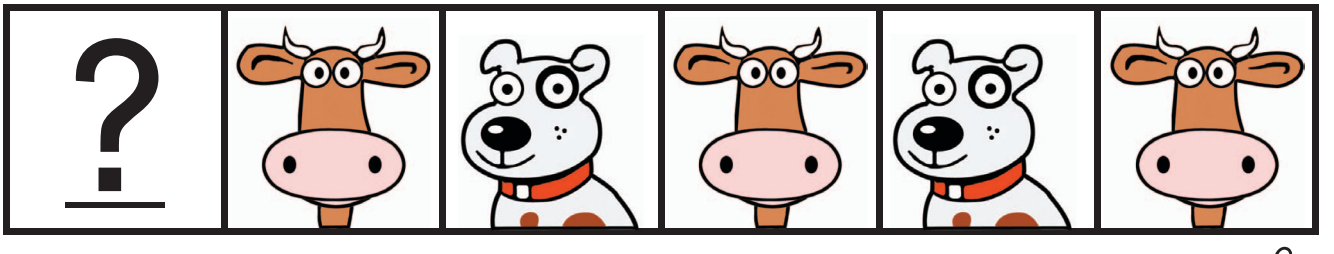
2.

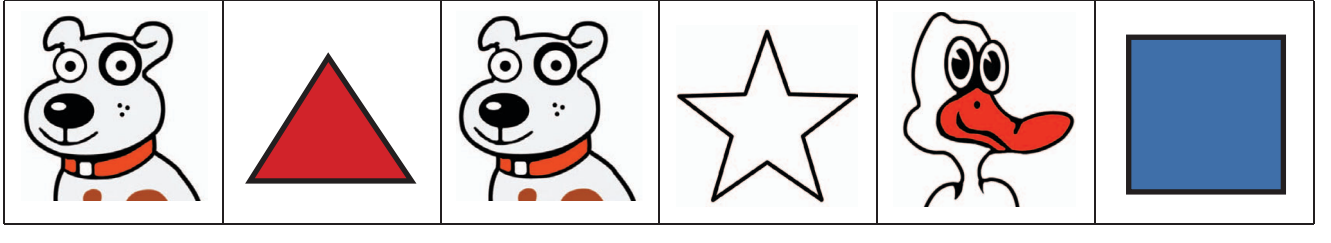


3.

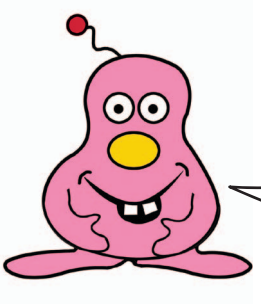


4.





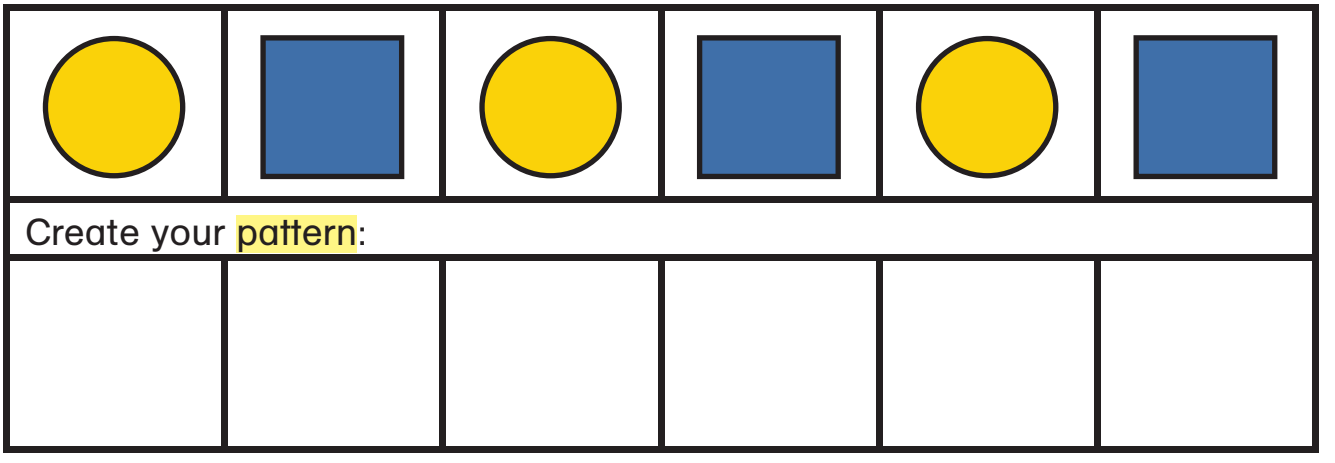
Name _____ Date _____



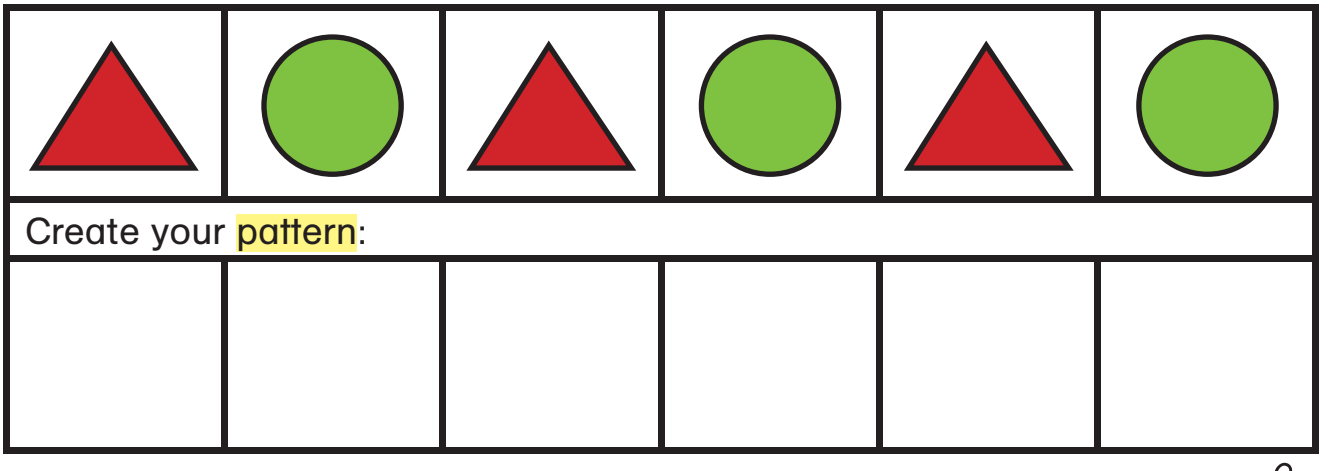
Create Your Own Pattern

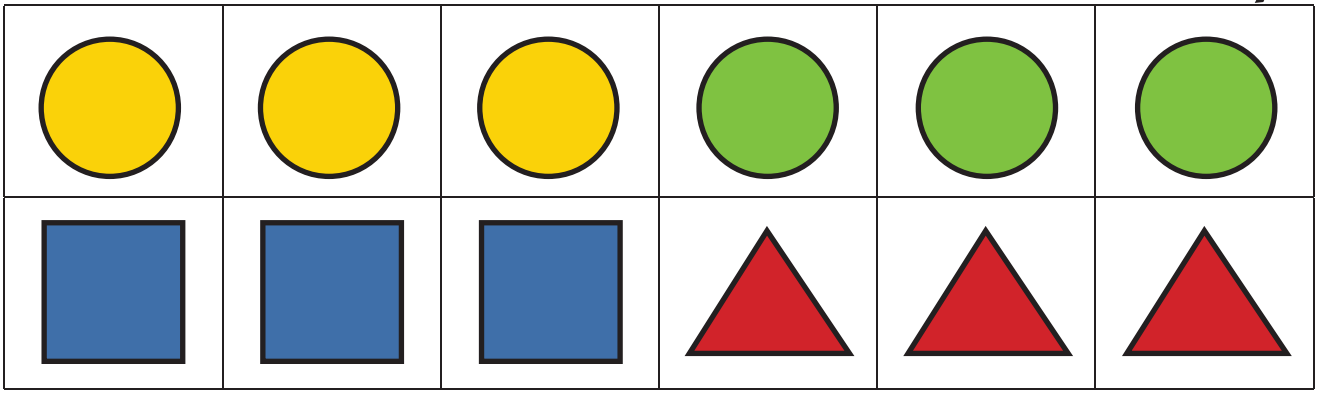
Patterns repeat or start over. Say the pattern to someone.
Using the same shapes create your own pattern.
Tell how your pattern is different.

1.

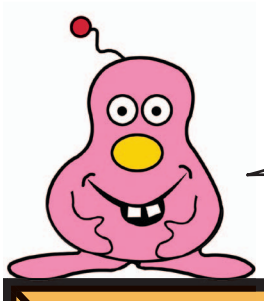


2.





Name _____ Date _____



A Pattern Picture

Use what you know. Pick 2 different cutouts on pg. 63.
Paste them here to create your own pattern picture.
Sign and share your pattern.

Name: _____

Bonus: Ask someone to match your pattern and sign his/her name.

Name: _____

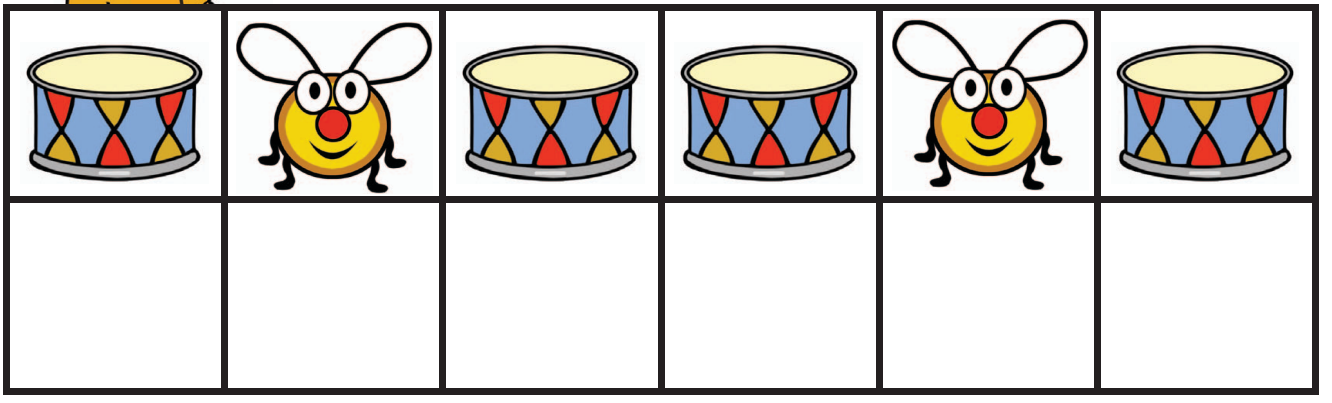
Note to teacher: Put the unused pattern pieces in a labeled envelope.

Name _____ Date _____

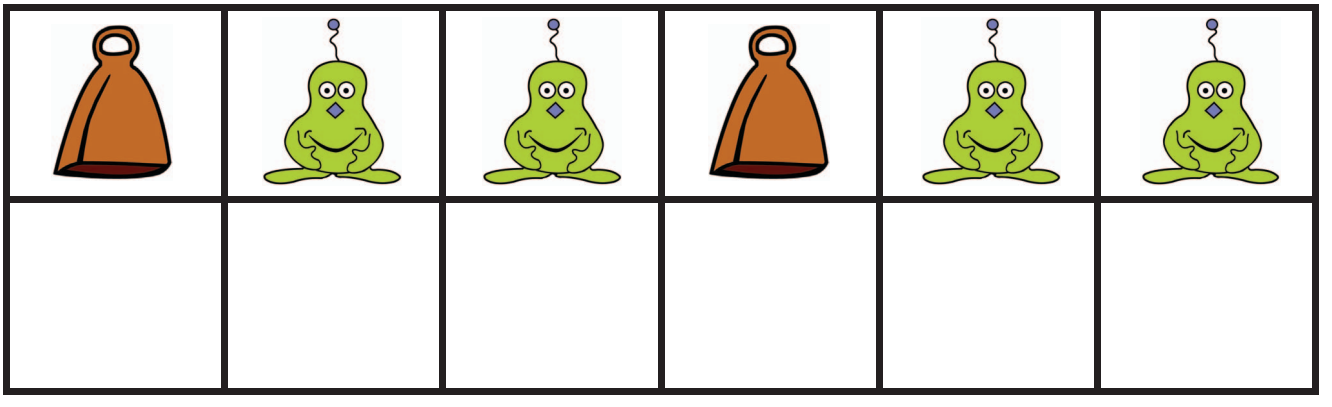
Matching Patterns

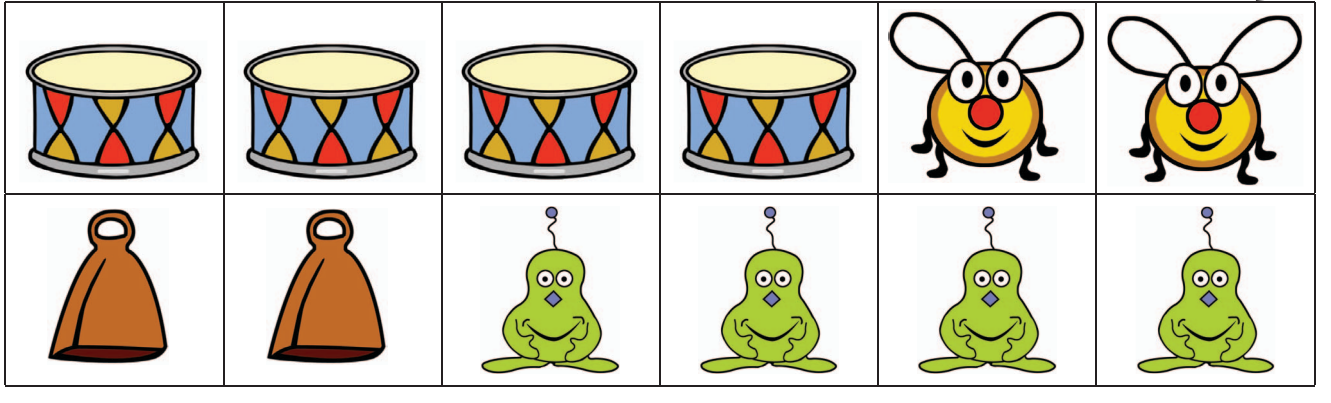
Patterns repeat or start over.
Cut and paste the pattern pieces to match each of the patterns.
Say the completed pattern.

1.



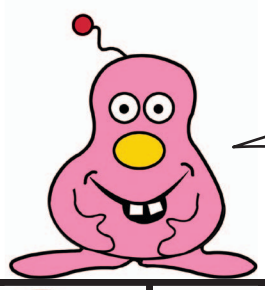
2.





Name _____ Date _____

Big, Middle, and Little



Use Big, Middle, and Little to match the patterns below.
Say the completed pattern to someone.

1.

2.

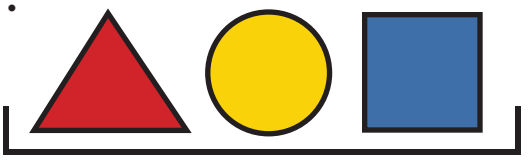
Bonus: Make a sound pattern. Tap your finger on your desk as your teacher says the pattern. tap, no tap, tap, tap, no tap, tap, tap, no tap, tap, etc.

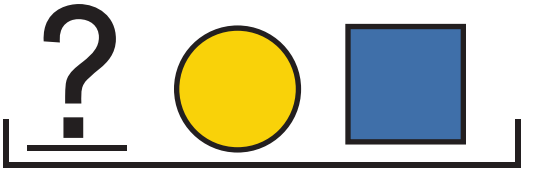
Name _____ Date _____

Geometric Shapes

Patterns repeat or start over. ☞ to the shape that comes next.
Say the whole pattern to someone.

1.

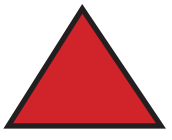




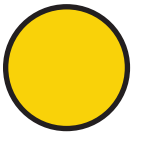
a.

b.

c.

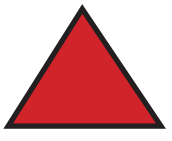


d.

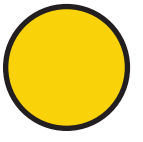


2.

a.



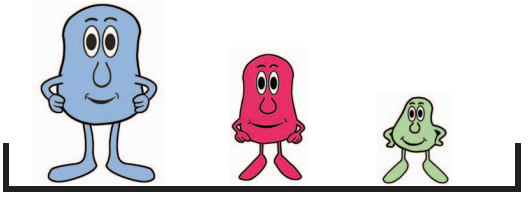
b.

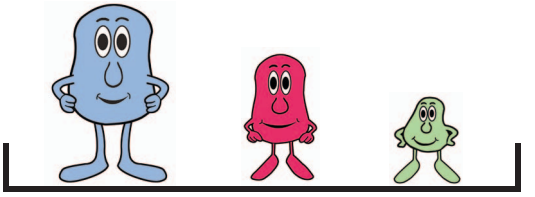


c.

d.

Bonus: Say this pattern to someone.





Challenge

Name _____ Date _____

Number Patterns

Look at the number patterns.
Write the missing numbers.
Say the pattern to someone.

1.

2, 4, 6 | 2, 4, 6 | 2, 4, ___

2.

10, 9, 8 | 10, 9, 8 | ___, 9, 8

3.

10, 15, ___ | 10, 15, 20 | 10, 15, 20

4.

9, 10, 11 | 9, 10, ___ | 9, 10, 11

5.

25, 30, 35 | ___, 30, 35 | 25, 30, 35

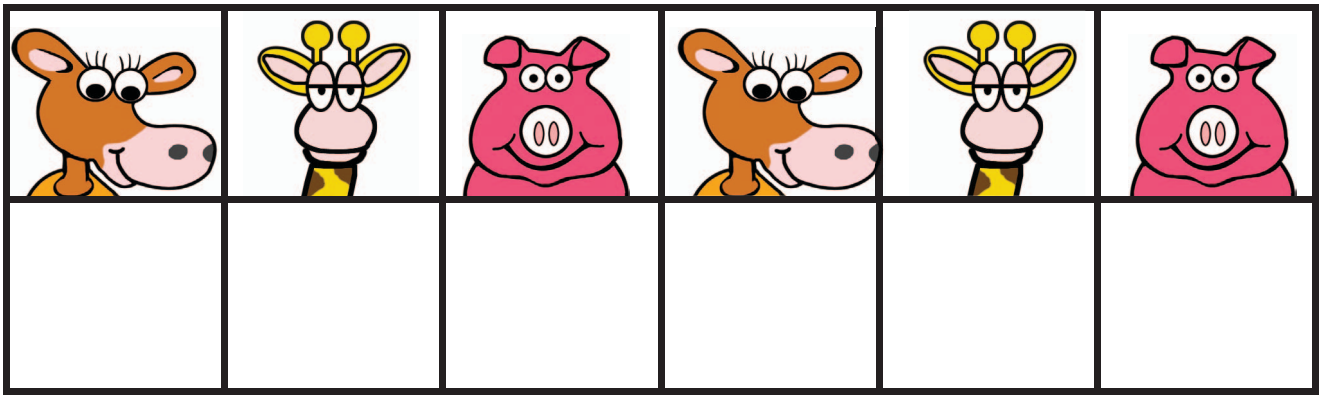
Bonus: Find a number pattern in your classroom.
Say the pattern to someone.

Name _____ Date _____

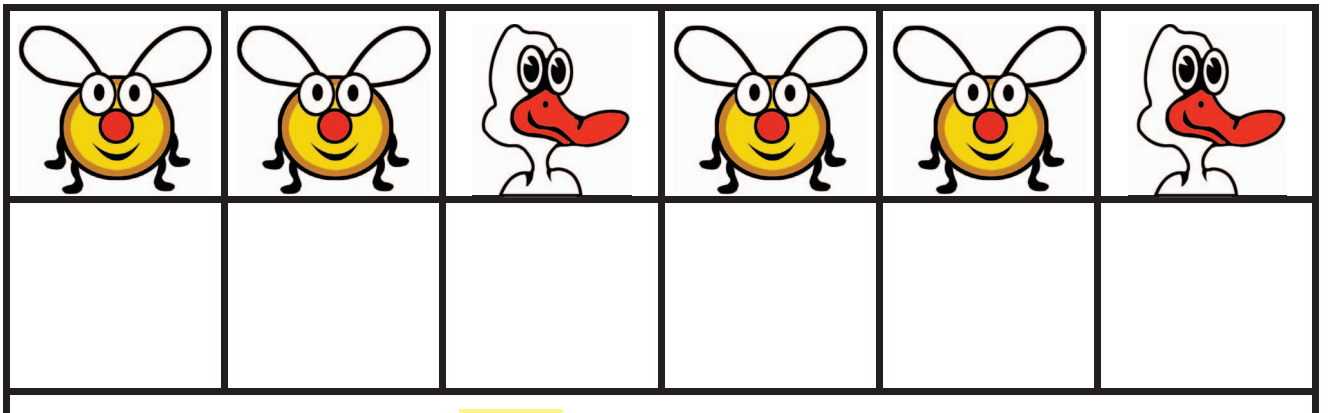
Animals in Line

Patterns repeat or start over. Say each pattern.
Using the same animals cut and paste to create your own pattern.
Tell how your pattern is different from the first one.

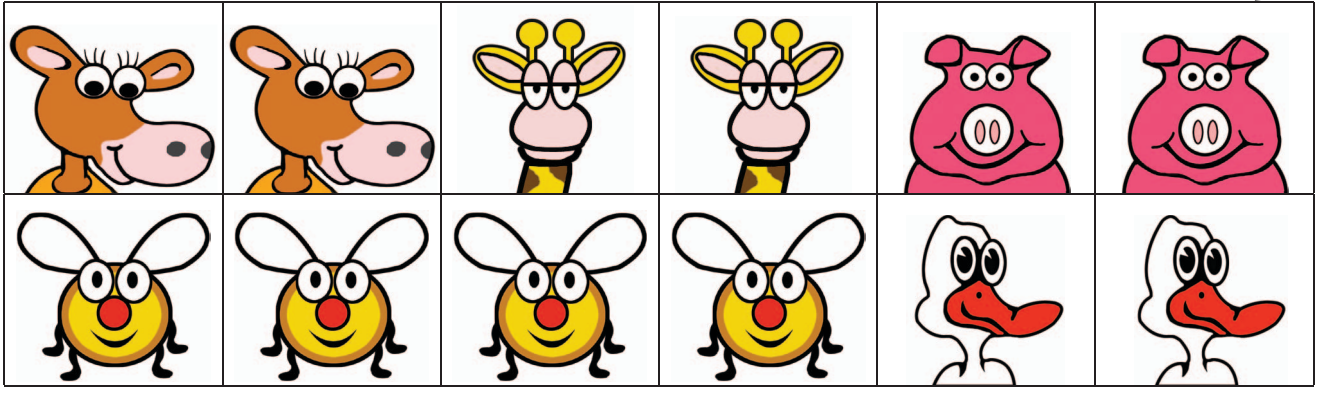
1.



2.

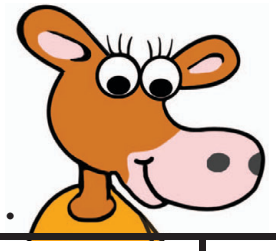


Bonus: Learn the movement pattern below. Teach it to someone.
Stand up, turn around, sit down, stand up, turn around, sit down, etc.



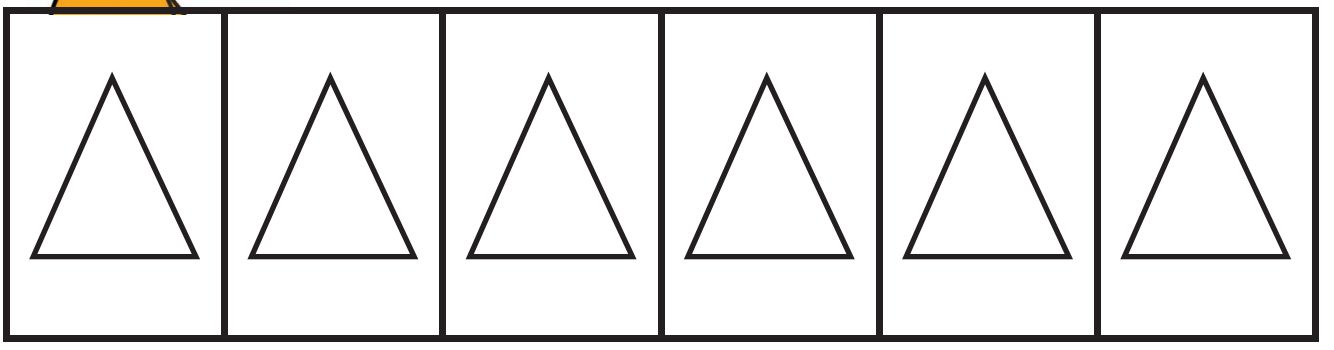
Name _____ Date _____

Triangle Patterns

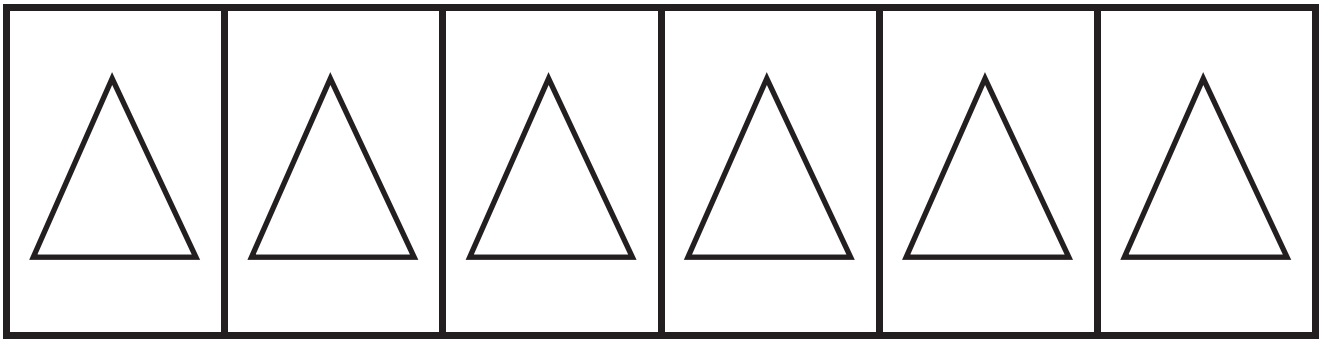


Use what you know.
Make two different patterns by coloring the triangles below.

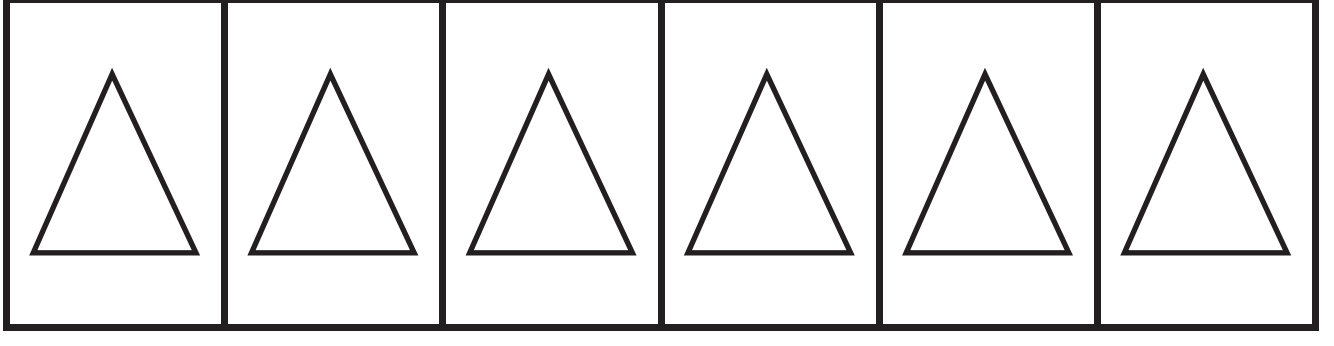
1.



2.

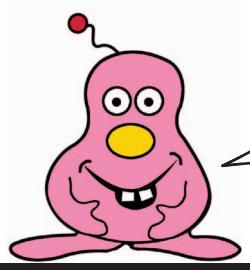


Bonus: Ask someone to color and match one of your patterns.



Name _____ Date _____

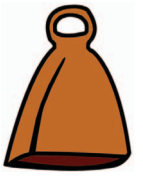
Boing Needs Help

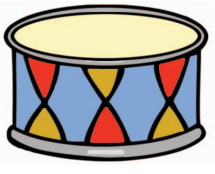


Say the patterns below.
Cut and paste the pattern pictures to match each one.
Say the completed patterns to someone.

1.

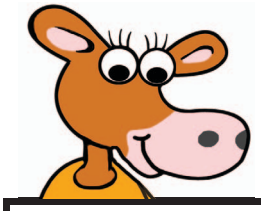
2.

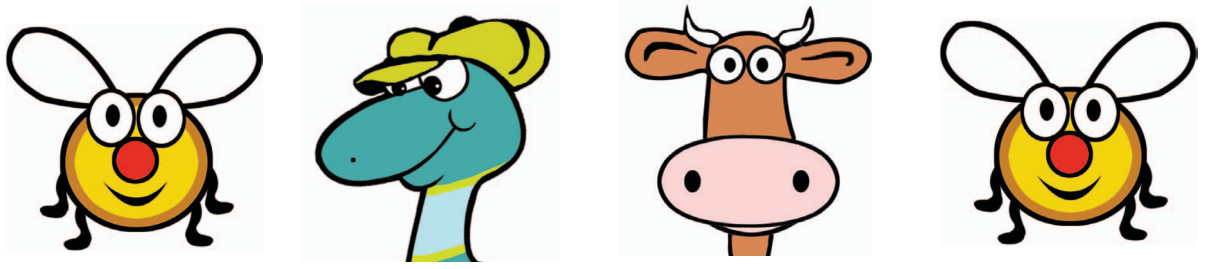
Name _____ Date _____

Find That Matching Pattern

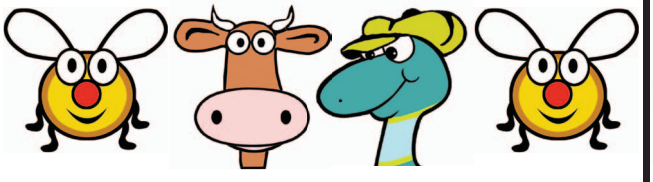


Say the pattern.
◯ the pattern that matches.
Say the pattern again.

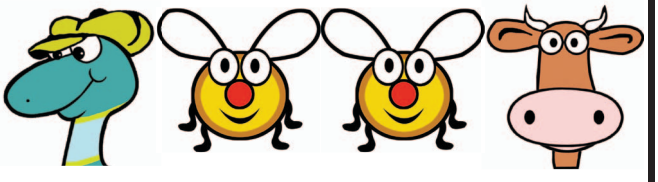
1.



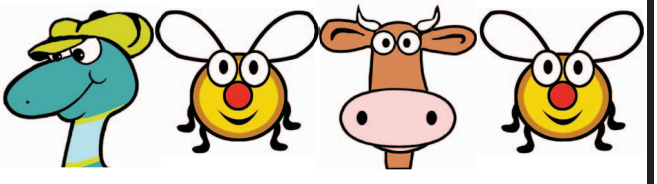
a.



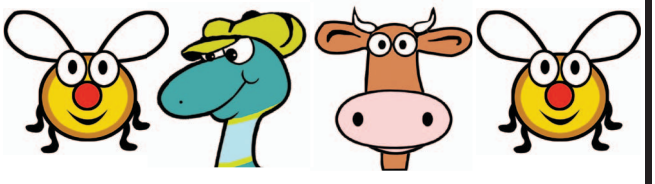
b.



c.



d.



Bonus: Say the number pattern. ◯ the pattern that matches.

10, 9, 8, 7 | 10, 9, 8, 7 | 10, 9, 8, 7

a. 7, 8, 9, 10

b. 10, 8, 9, 7

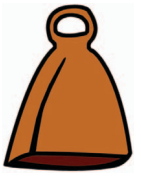
c. 10, 9, 8, 7

d. 10, 8, 6, 4

Name _____ Date _____

What Comes Next?

Cut and paste the pictures that come next in the pattern.
Say the completed patterns.
Hint: You may not use all of the pictures.

			
		?	
	?		
Match the entire pattern below.			

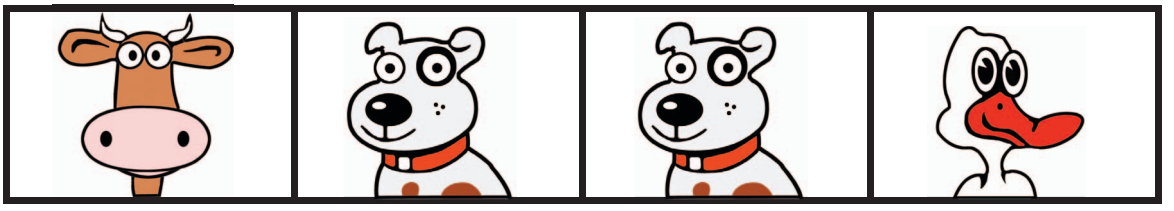
Bonus: Read these words.

big little pattern

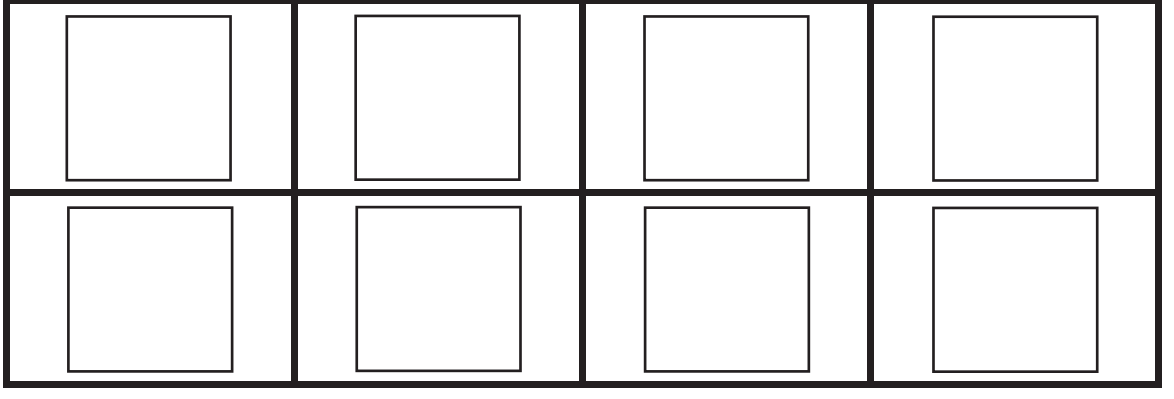
Name _____ Date _____

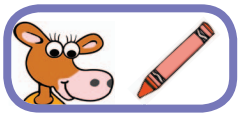
A Partner Pattern

Directions: Take turns with a partner. Paste the pictures from pg. 64 to build a pattern that matches the one below.
Say the completed pattern to each other.



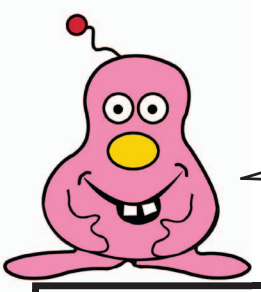
Bonus: With your partner make a pattern by coloring the squares below.





Note: Put the unused pattern pieces in a labeled envelope.

Name _____ Date _____



My Own Pattern

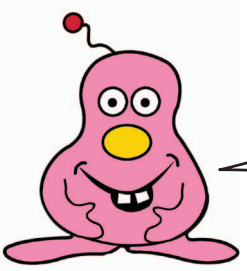
Use what you know.
Using the pictures on pg. 65, create your own pattern.
Say the pattern to someone.

Directions: Use the same pictures and create a new pattern. Put the unused pictures in a labeled envelope.

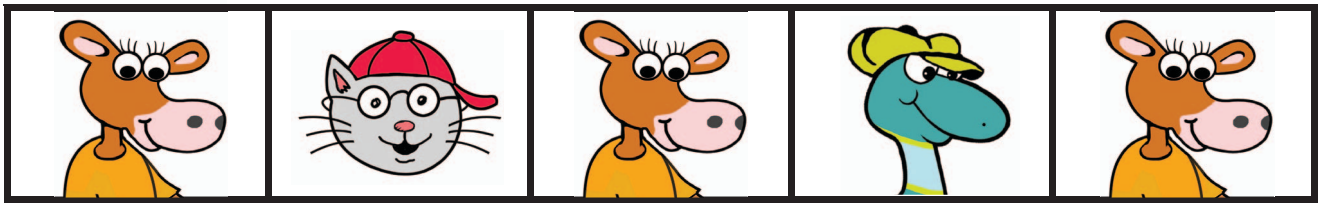
Bonus: Make a pattern by lining your classmates in a row by the color of their shirt. Say the pattern. Ask someone to make a new pattern using the colors in a different way.

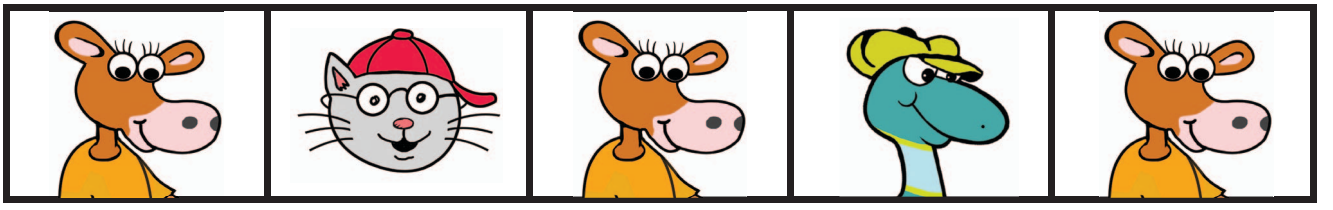
Name _____ Date _____

Millie and Friends

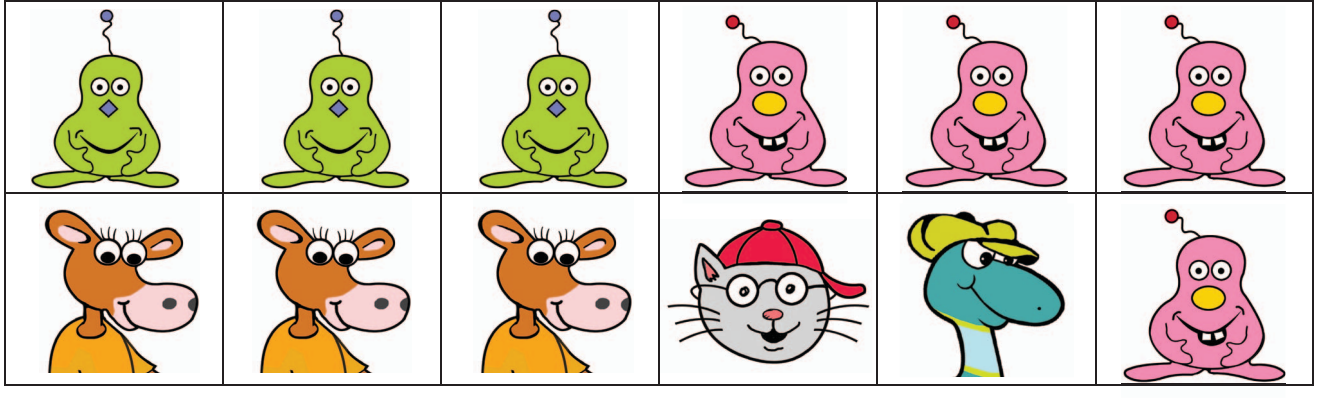


Some patterns are long before they repeat or start over.
Cut and paste the pictures to match under the pattern below.
Say the completed pattern.



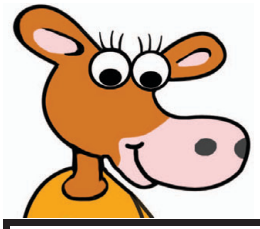


Bonus: Create your own pattern using Bing and Boing pictures.



Name _____ Date _____

Big and Little Shapes

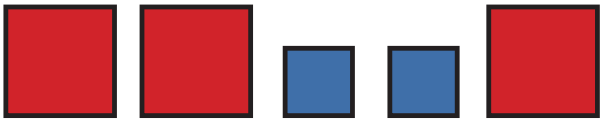


Use what you know.
With your teacher say each pattern below.
◯ the pattern that matches each one.
Say the completed pattern.

1.

a.

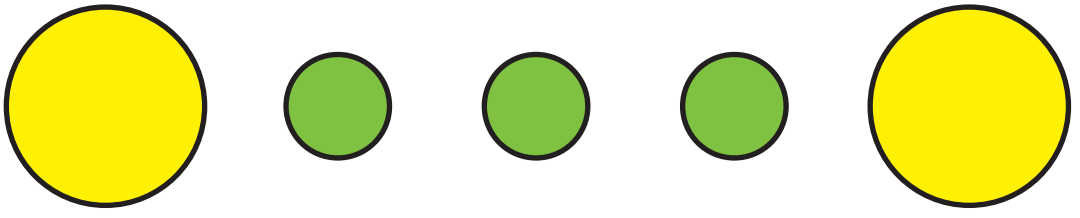
b.



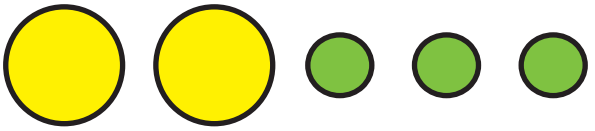
c.

d.

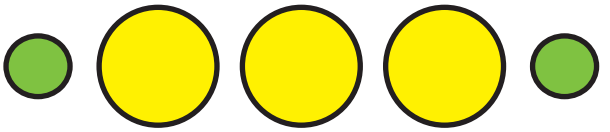
2.



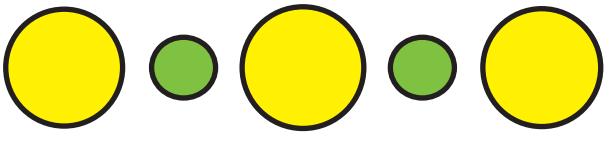
a.



b.



c.



d.

Name _____ Date _____

More Number Patterns

Use what you know.
☞ to the number that comes next to complete the pattern.
Say the completed pattern.

1. 2, 3, 4, 5, 6 2, 3, 4, 5, ?

a. 6	**b.** 5
c. 7	**d.** 4

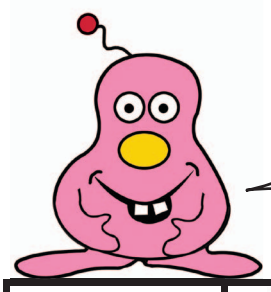
2. 4, 6, 8, 10, 12 4, 6, 8, ? 12

a. 12	**b.** 10
c. 14	**d.** 8

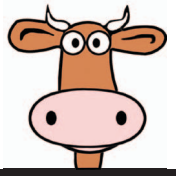
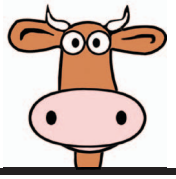
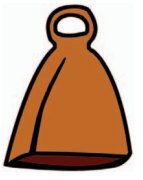
Bonus: Create and tell your own number pattern.

Name _____ Date _____

Millie's Pattern

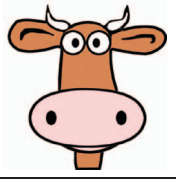
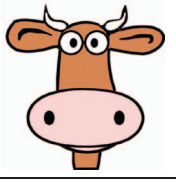


Millie made a pattern but forgot part of it.
Cut and paste the pictures to complete the pattern.
Say the completed pattern to someone.

		?		
	?		?	
?			?	?
?	?	?		?

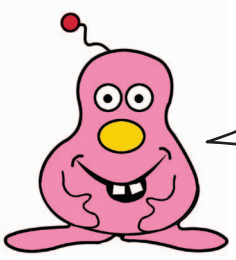
Bonus: Read these words:

small middle large

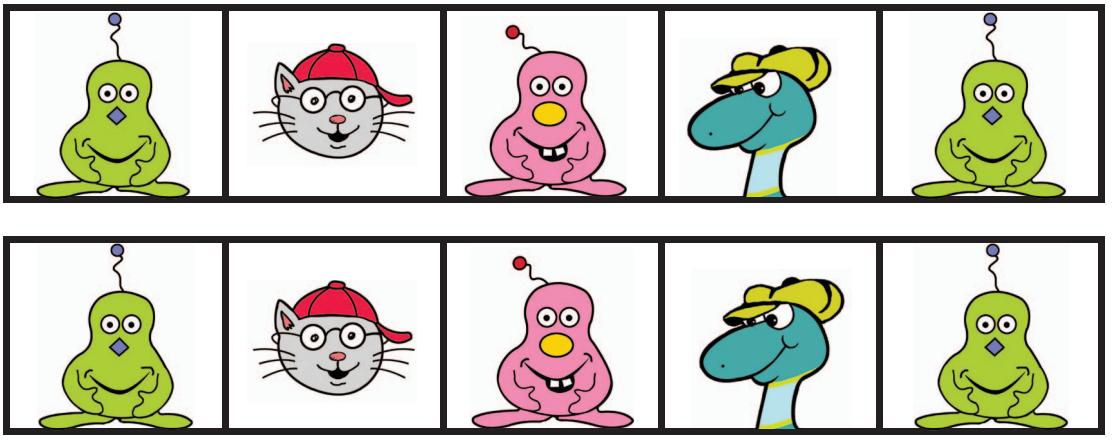
Name _____ Date _____

Millie's Friends

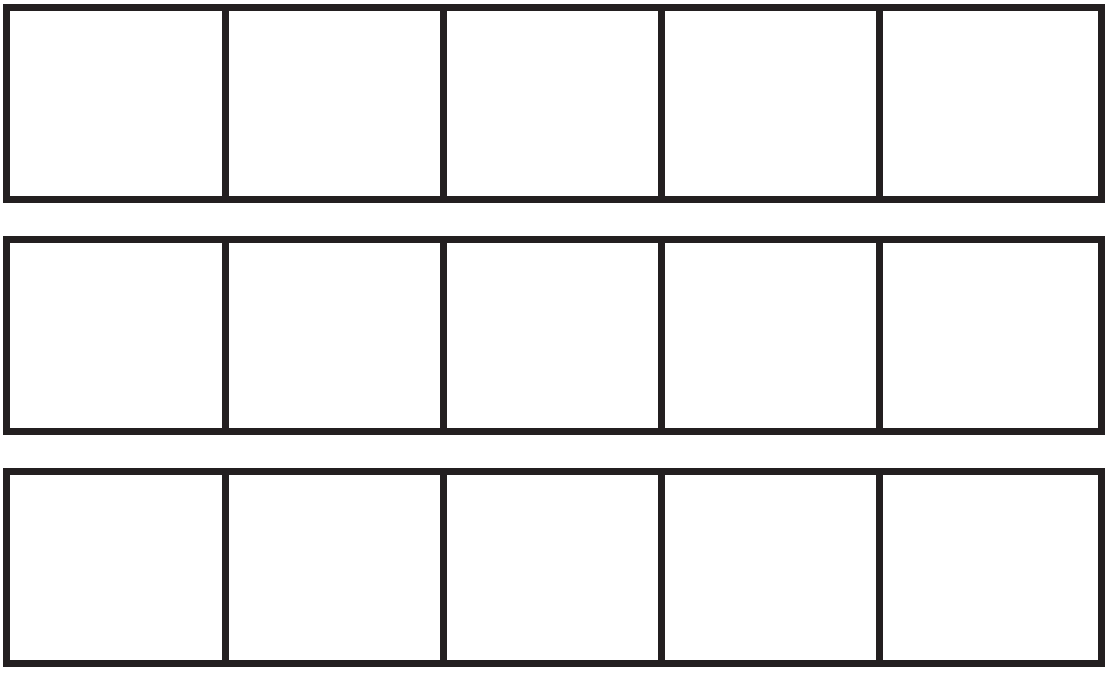


Patterns repeat or start over. Say the pattern.
Now use the same friends from pg. 67 to create your own pattern.
Tell how your pattern is different from the first one.
Put the unused pictures in a labeled envelope.

Millie's pattern:

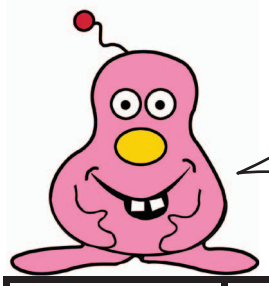


Your pattern:



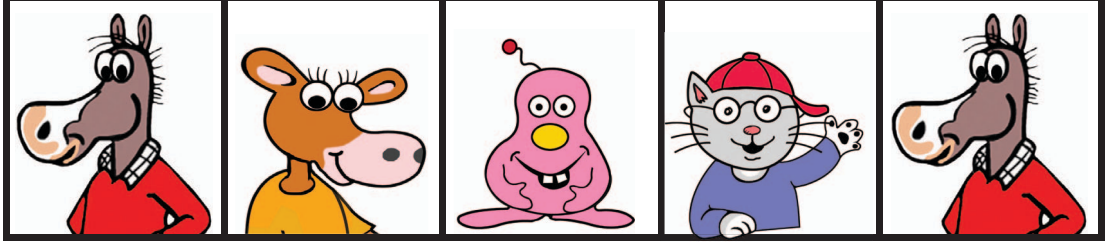
Name _____ Date _____

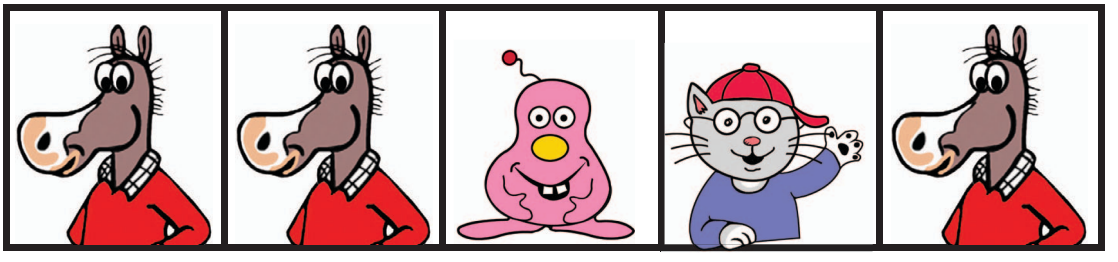
Creating Patterns



Use the pgs. 67–68 to create your own pattern.
Say the pattern to someone.
Put the unused pictures in a labeled envelope.

Challenge: Say the pattern. X (cross out) the picture in the second row that doesn't belong. Tell what picture will correctly complete the pattern.





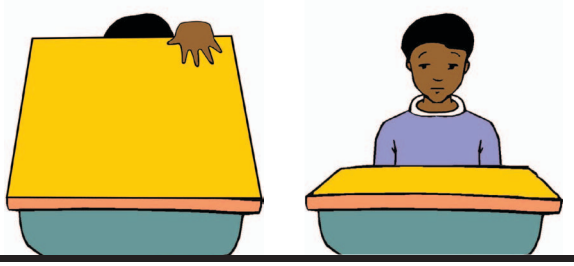
Name _____ Date _____

Patterns That Move

Listen to your teacher read the patterns below.
Pick 1 to teach to someone.

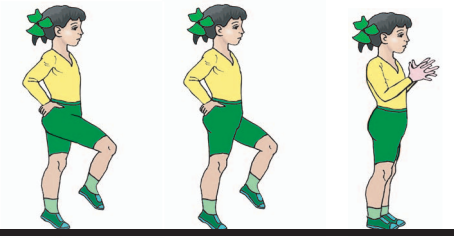
Pattern 1:
Open and Close Your Desk

1. Open desktop.
2. Close desktop.
3. Open desktop.
4. Close desktop.
5. Continue 3 more times.



Pattern 2:
March and Clap

1. March with left foot.
2. March with right foot.
3. Clap hands.
4. March left.
5. March right.
6. Clap hands.
7. Continue 3 more times.

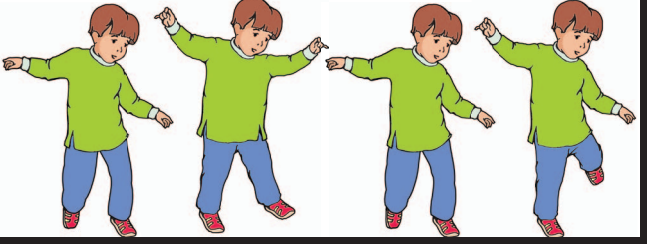


Pattern 3:
Body Parts

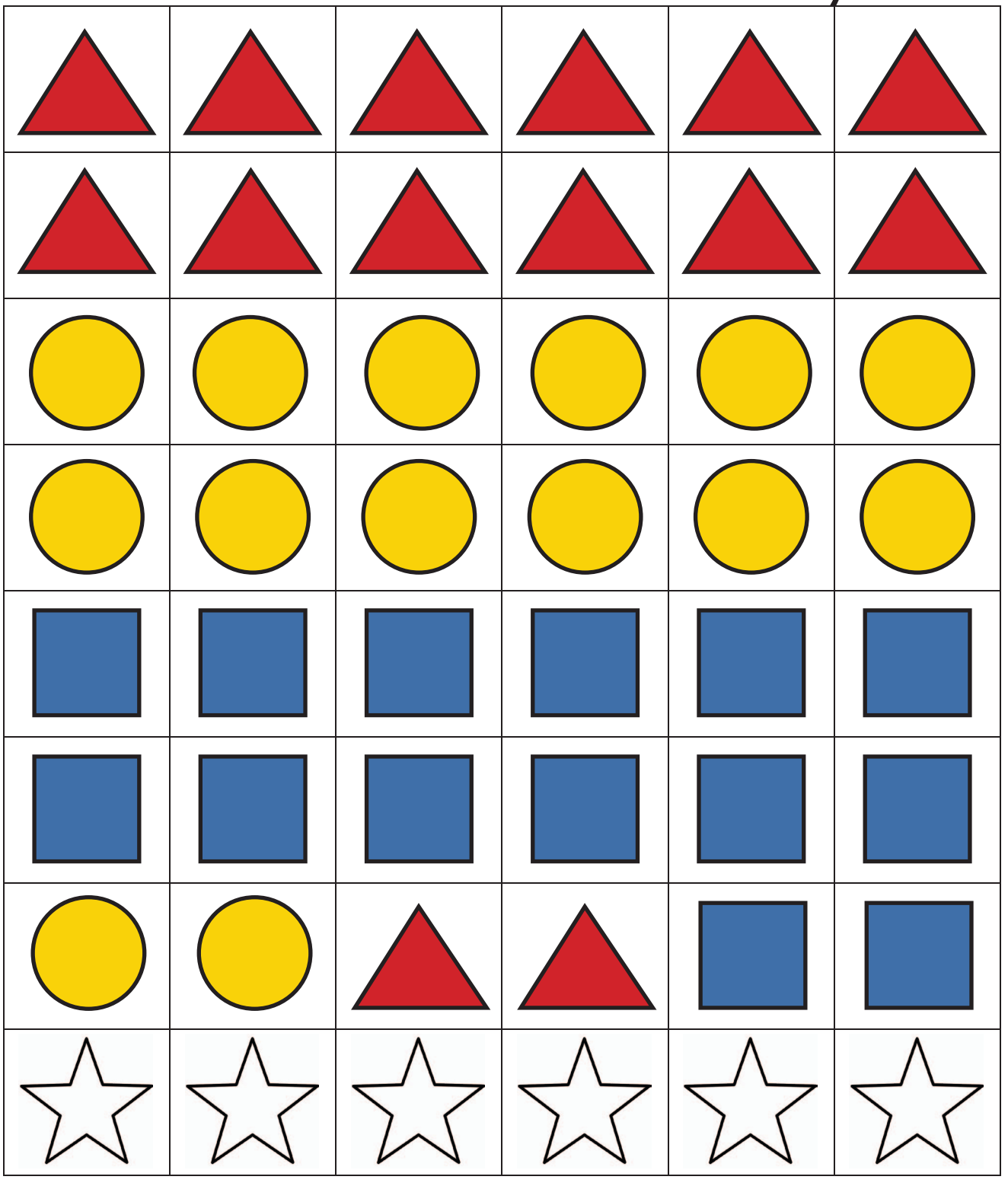
1. Touch your mouth.
2. Touch your nose.
3. Touch your ear.
4. Touch the top of your head.
5. Touch your mouth.
6. Touch your nose.
7. Touch your ear.
8. Touch the top of your head.
9. Continue 3 more times.

Pattern 4:
Exercise

1. Run in place.
2. Do a jumping jack.
3. Run in place.
4. Hop on your right foot.
5. Run in place.
6. Run in place.
7. Do a jumping jack.
8. Run in place.
9. Hop on your right foot.
10. Run in place.
11. Continue 3 more times.



Pattern Picture Cutouts pg. 1

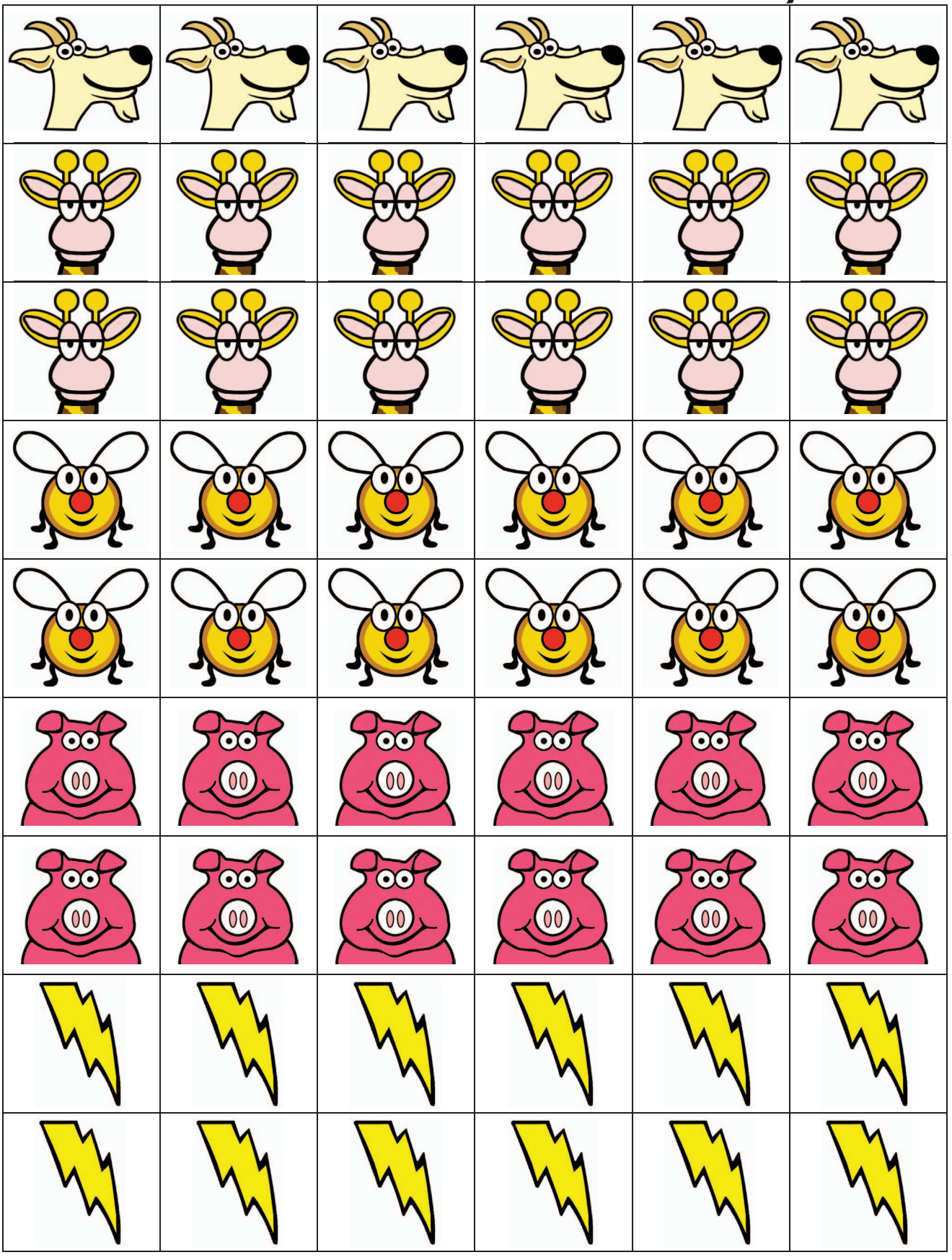


Note to teacher: Photocopy or print out page. Cut out pattern pieces and place them in a labeled envelope for the student to complete chapter pages.
Option: Pieces can be laminated in order to be used again.

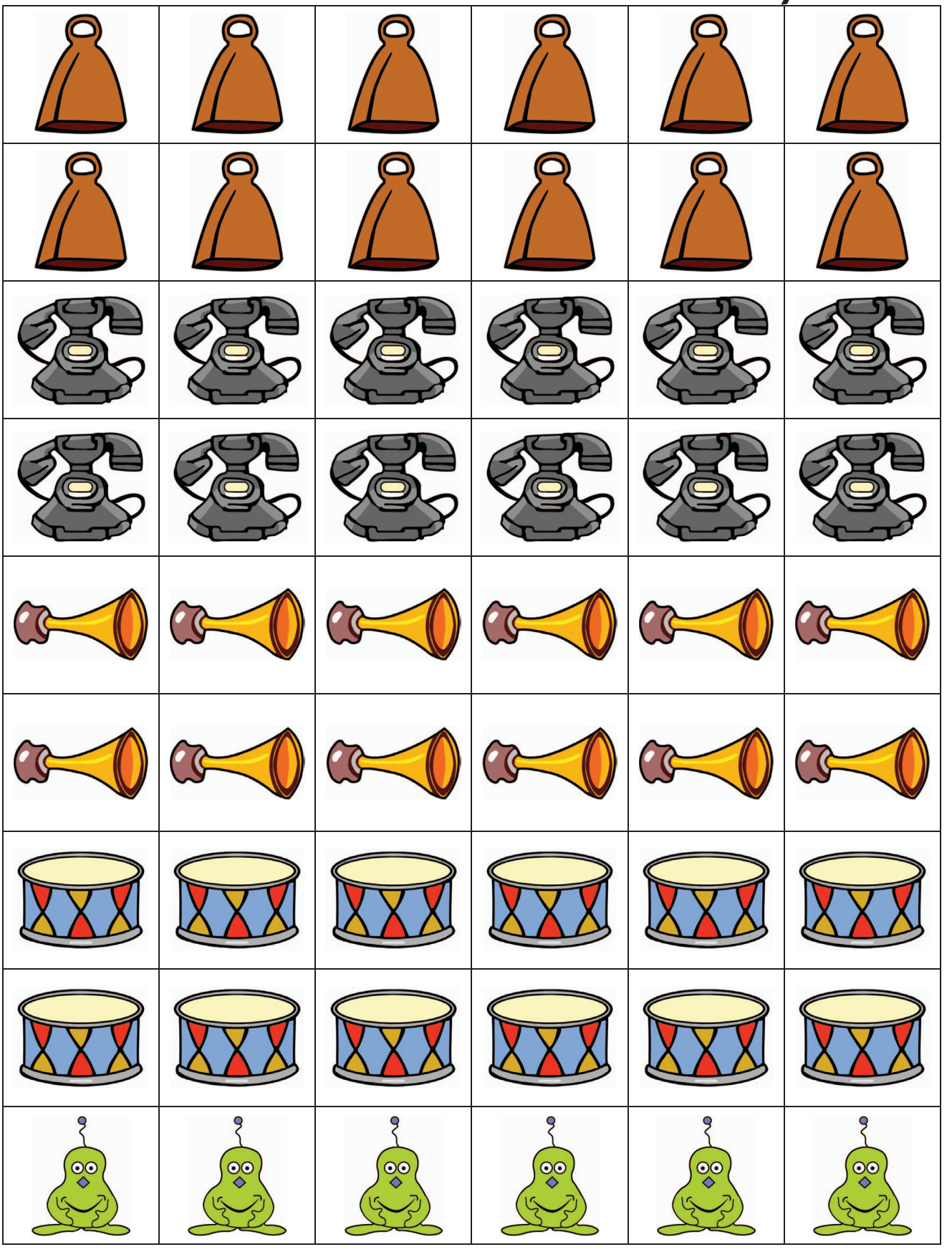
Pattern Picture Cutouts pg. 2

Note to teacher: Photocopy or print page. Cut out only those pieces that the student needs to complete or create a pattern. Place pieces in a labeled envelope. Do the same for pgs. 65–68.

Pattern Picture Cutouts pg. 3

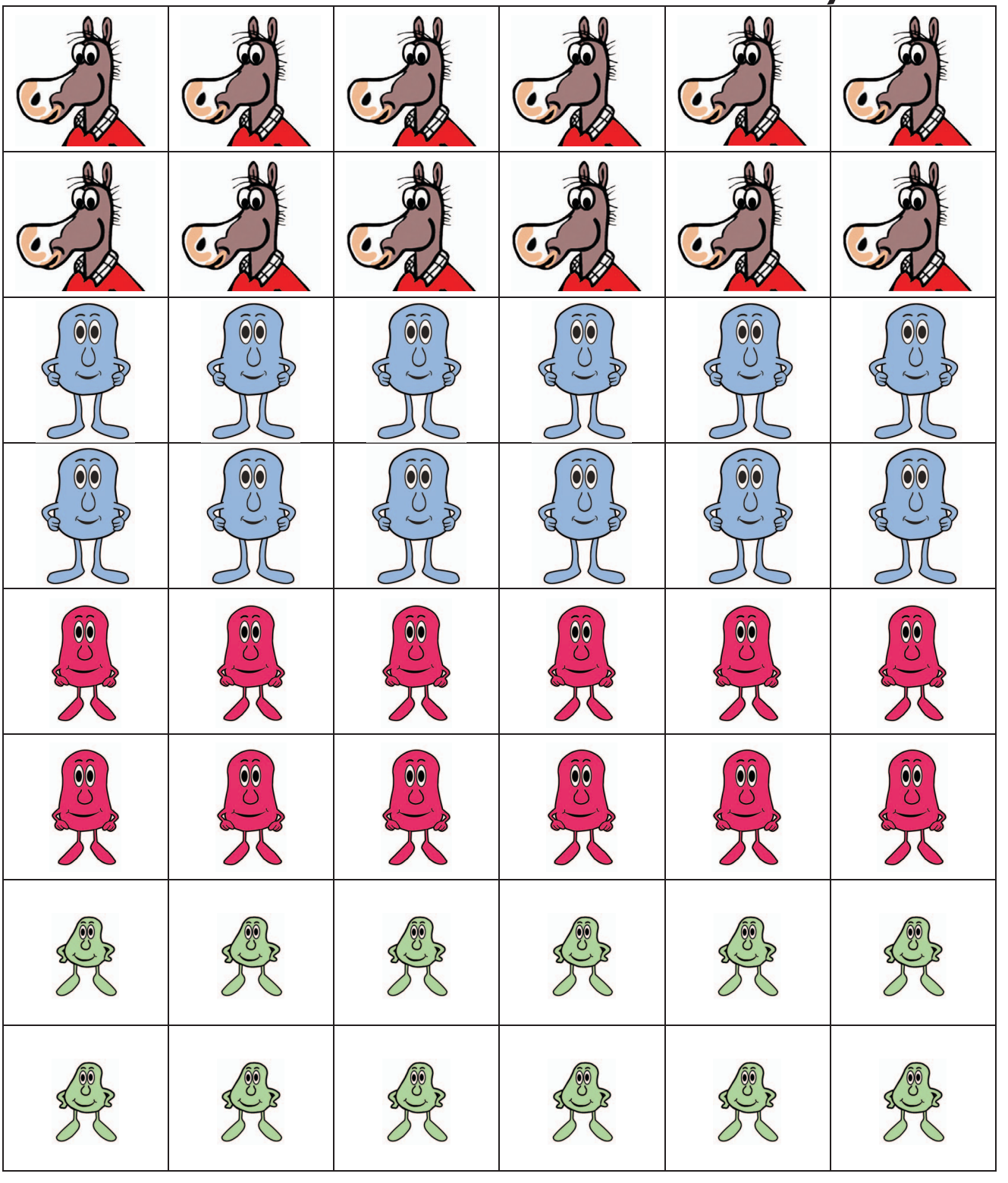


Pattern Picture Cutouts pg. 4



Pattern Picture Cutouts

Pattern Picture Cutouts pg. 6



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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Math K-5

Week 4: May 4 - 8, 2020

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Attainment's Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/4/20 – 5/8/20

Learning Objectives:

1. Identify the pattern
2. Complete the pattern
3. Fill in the blank
4. Matching
5. Estimation

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

Procedure:
Day 1 –Watch the video on patterns.
https://www.youtube.com/watch?v=MBjjxSx45-Q
Complete the Unit 1 Lesson 1 Problems - #1 and 2 (Activity 1).

Day 2 – Watch the following video on patterns
https://www.youtube.com/watch?v=pztRAgQFVec&list=PL8CyQ6qMY4V7Od2HA4TOxIkMUOFqnVdEb
Complete the Unit 1 Lesson 1 Problems - #3, 4, and 5 (Activity 1)

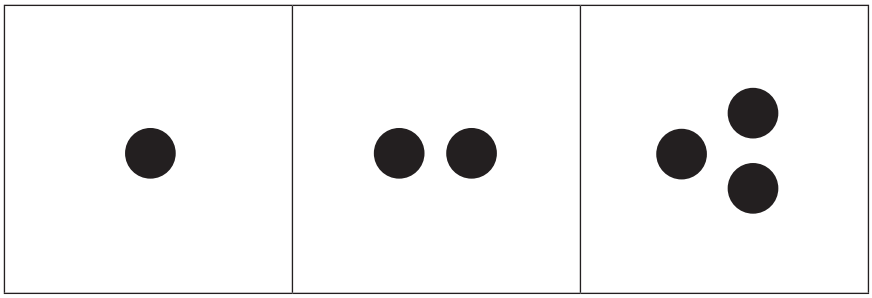
Day 3 – Complete the Unit 1 Lesson 1 Activity 2 Problems #1 and 2

Day 4– Complete the Unit 1 Lesson 1 Activity 2 Problems #3, 4 and 5

Day 5 – Complete the Unit 1 Lesson 1 Activity 3 Problems 1-5

Activity 1

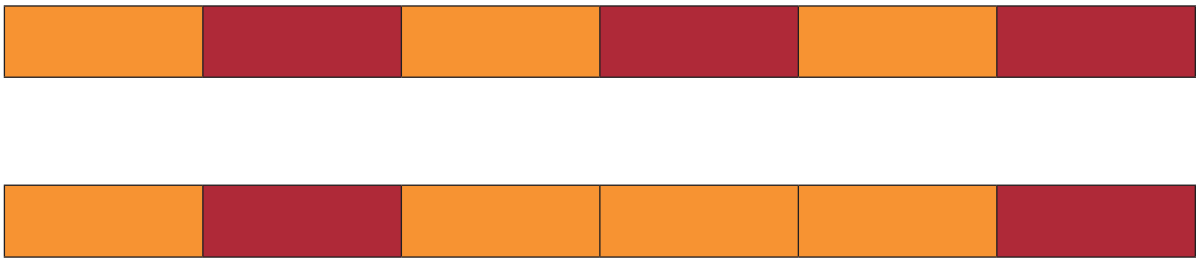
1 Circle the set that equals this one. ● ●



2 Count the dollars. How many are there?

2	4	3

3 Circle the ABAB pattern.



4 Put dots in the circle for the number given.

3

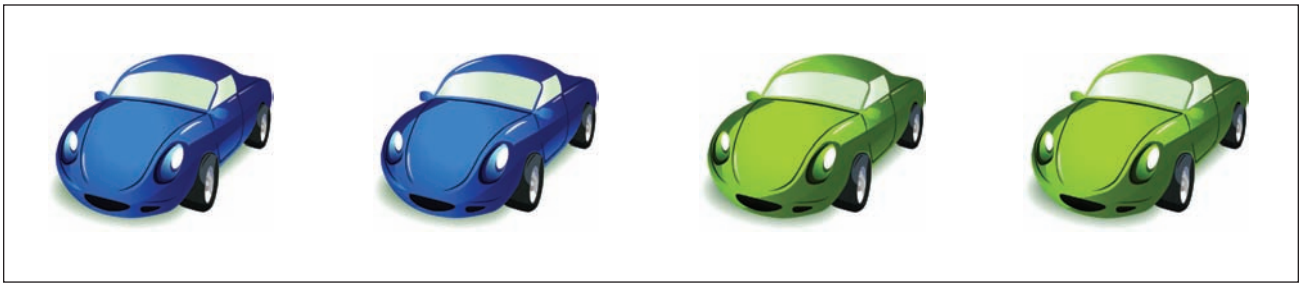
5 Put dots in the circle for the number given.

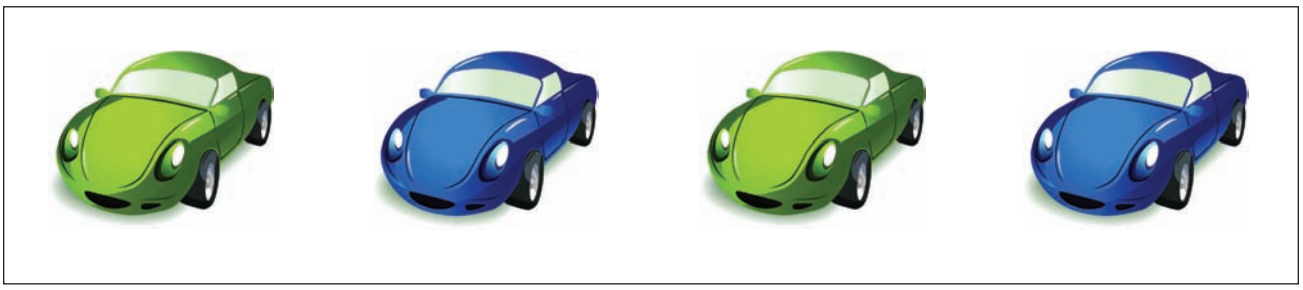
2

1 Count the cars. How many are there?

2	4	3

2 Circle the ABAB pattern.





3 Which set equals this one?

4 Circle September 4.

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					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

5 Mark (X) 2 days later.

Activity 3

1 How many paperclips apart are these 2 race cars? _____ paperclips

2 How many cars do you count?

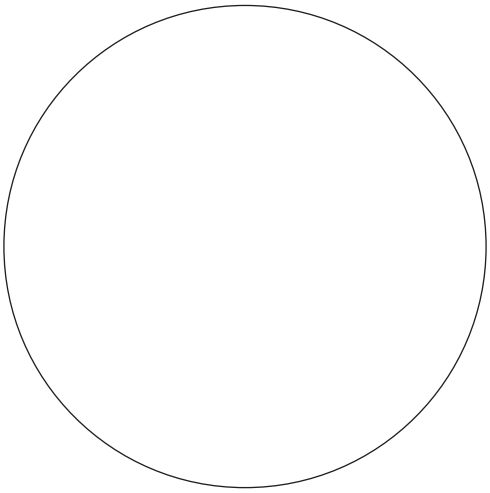
3	5	4

3 Which symbol means equals?

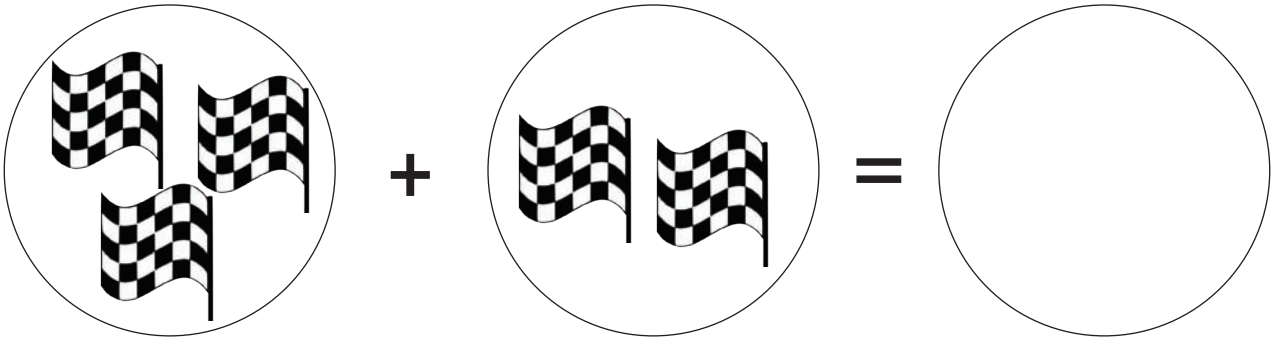
\+ = >

Activity 3

4 Make a set of 1 in this circle.



5 How many flags are there altogether?



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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Math K-5

Week 5: May 11 - 15, 2020

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Attainment's Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/11/20 – 5/15/20

Learning Objectives:

1. Identify the pattern
2. Complete the pattern
3. Measurement
4. Matching
5. Estimation

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

Procedure:
Day 1 –Watch the video on patterns.
https://www.youtube.com/watch?v=MBjjxSx45-Q
Complete the Unit 1 Lesson 2 Problems - #1 and 2 (Activity 1).

Day 2 – Watch the following video on patterns
https://www.youtube.com/watch?v=pztRAgQFVec&list=PL8CyQ6qMY4V7Od2HA4TOxIkMUOFqnVdEb
Complete the Unit 1 Lesson 2 Problems - #3, 4, and 5 (Activity 1)

Day 3 – Complete the Unit 1 Lesson 2 Activity 2 Problems #1 and 2

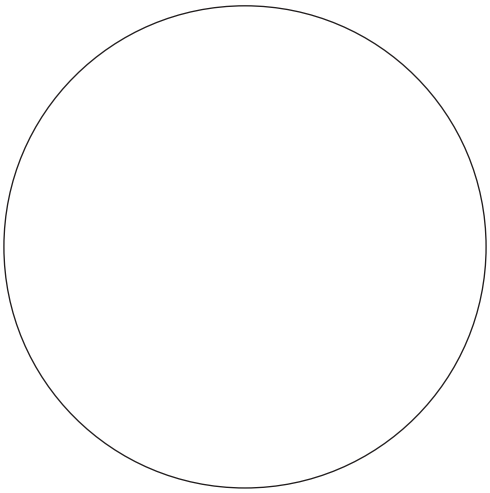
Day 4– Complete the Unit 1 Lesson 1 Activity 2 Problems #3, 4 and 5

Day 5 – Complete the Unit 1 Lesson 1 Activity 3 Problems 1-5

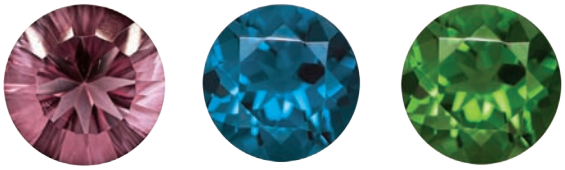
1 Which symbol means equals?

\+ − =

2 Make a set of 5 coins in this circle.

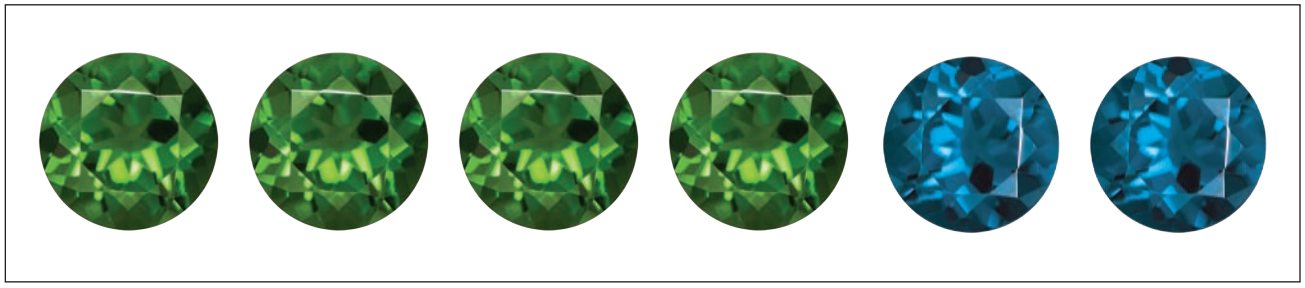


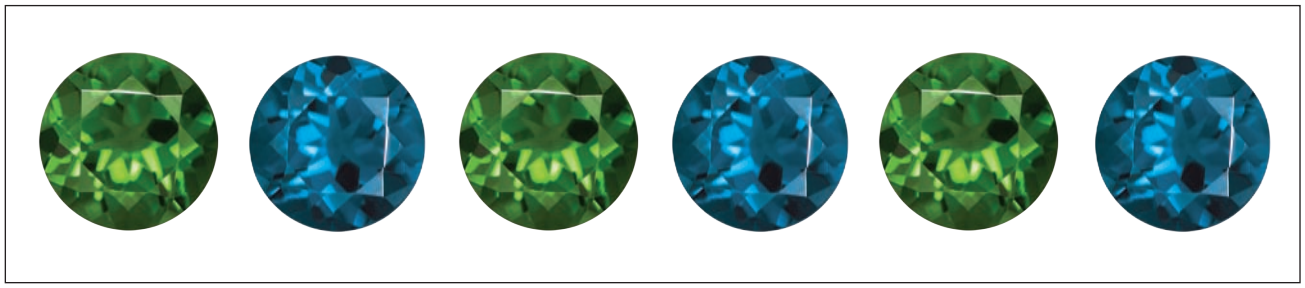
3 How many jewels are there?



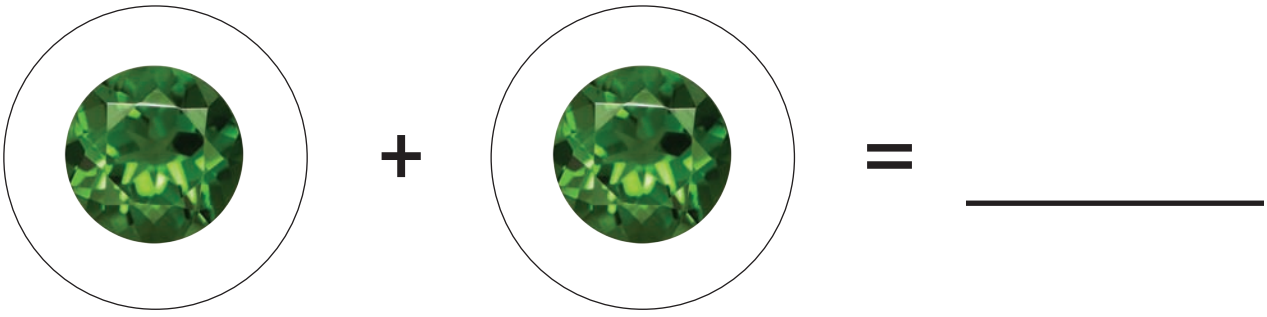
1	5	3

4 Circle the ABAB pattern.

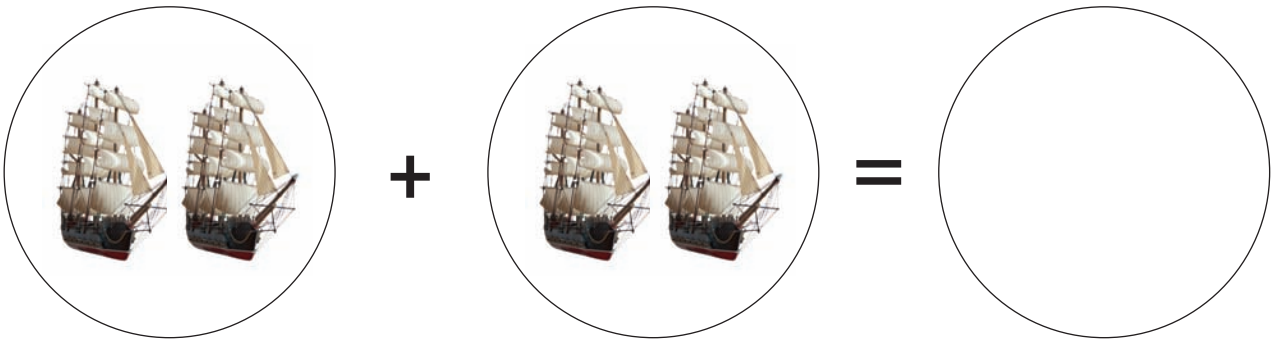




5 How many jewels are there altogether?



1 How many ships are there altogether?



2 Circle the ABAB pattern.

3 How many treasure chests do you count?

1	3	2

4 How many paperclips long is this jewel?

_____ paperclips

5 Make a set of 3 coins in the circle.

1 Circle November 2.

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

2 Mark (X) 3 days later.

3 Measure the length of the treasure chest using paperclips. How many paperclips long is it?

_____ paperclips

4 Circle the ABAB pattern.

5 How many pirates are there?

2	3	4

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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Math K-5

Week 6: May 18 - 22, 2020

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Attainment's Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/18/20 – 5/22/20

Learning Objectives:

1. Estimation
2. Identify the pattern
3. Addition
4. Measurement
5. Matching

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

Procedure:
Day 1 –Watch the video on patterns.
Complete the Unit 1 Lesson 3 Problems - #1 and 2 (Activity 1).

Day 2 – Watch the following video on estimation
https://www.youtube.com/watch?v=qef-3N9KXmI
Complete the Unit 1 Lesson 3 Problems - #3, 4, and 5 (Activity 1)

Day 3 – Complete the Unit 1 Lesson 3 Activity 2 Problems #1 and 2

Day 4– Complete the Unit 1 Lesson 3 Activity 2 Problems #3, 4 and 5

Day 5 – Complete the Unit 1 Lesson 3 Activity 3 Problems 1-5

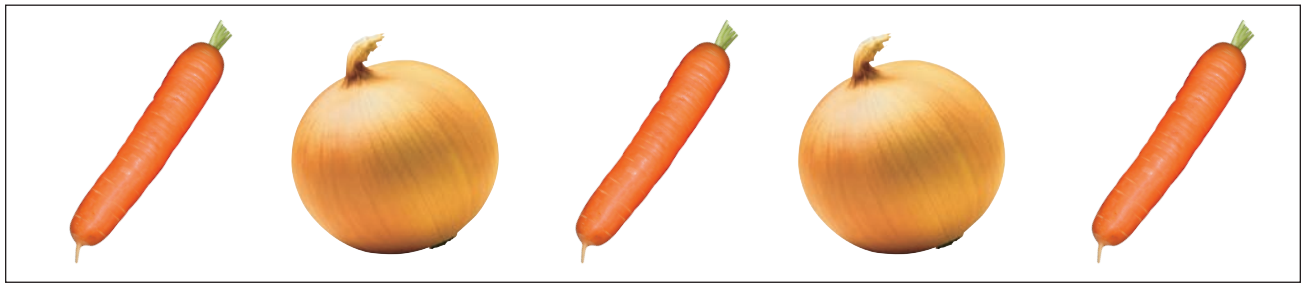
1 How many paperclips long is this worm?

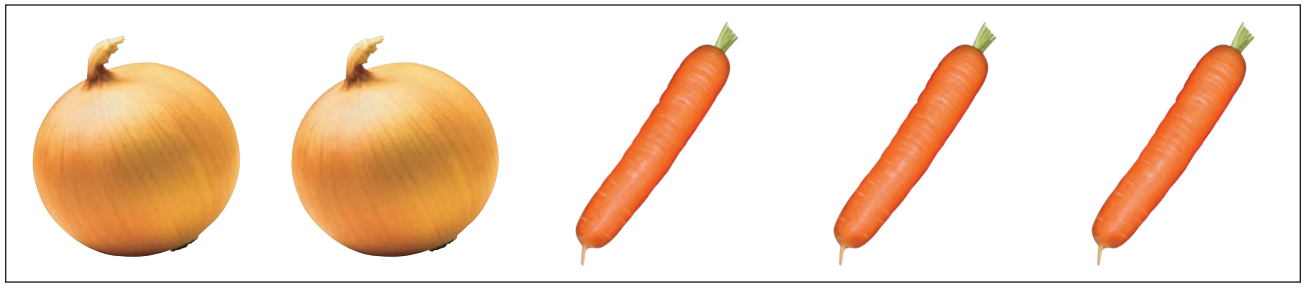
2	1	4

2 How many worms are there?

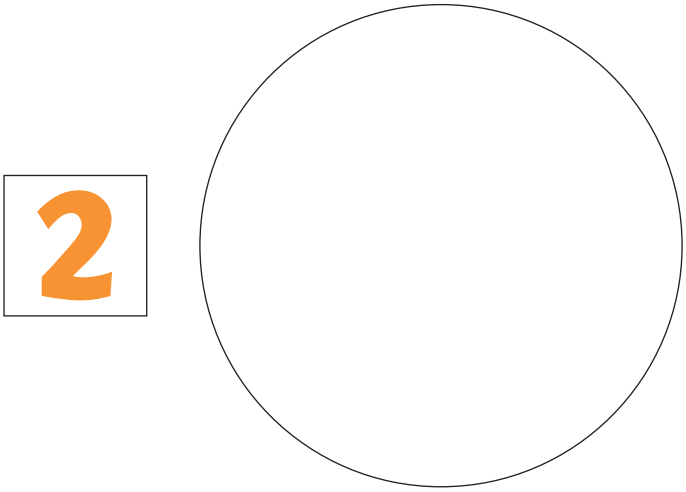
2	5	3

3 Circle the ABAB pattern.





4 Make a set of 2 carrots in the circle.



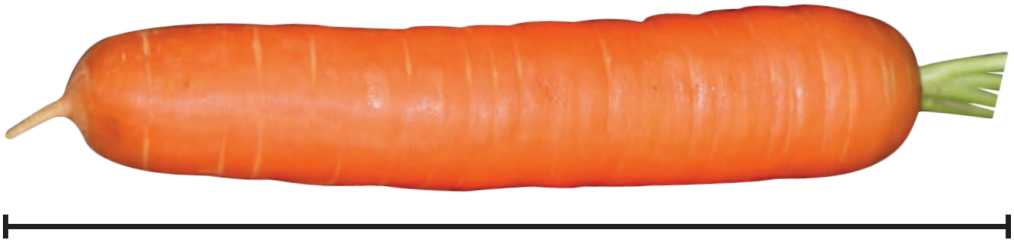
5 Circle the symbol that means the same or equals.

= x >

1 Mark (X) the symbol that means the same or equals.

\+ > =

2 How many paperclips long is this carrot?



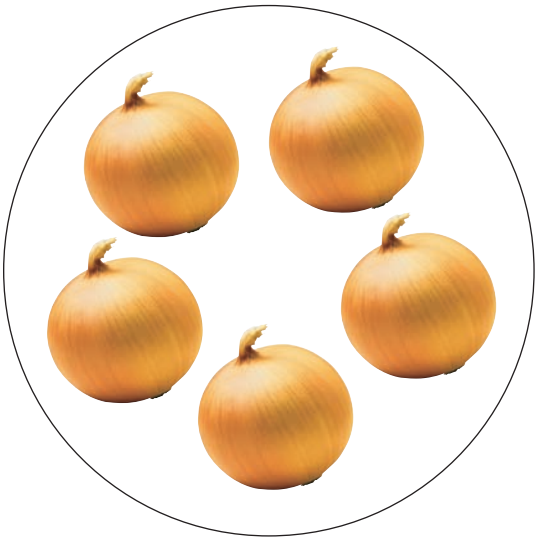
2 3 4

3 Put an X on the date that is 2 days later than March 1.

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13

4 How many onions do you see?



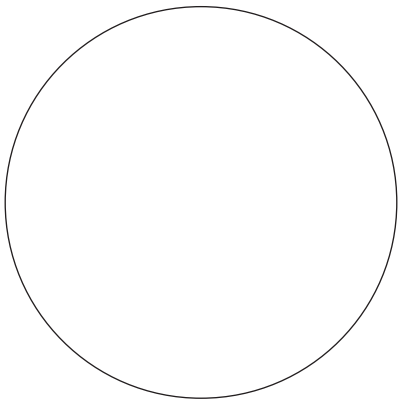
3	4	5

5 Circle the ABAB pattern.

1 How many strawberries do you count?

3	5	4

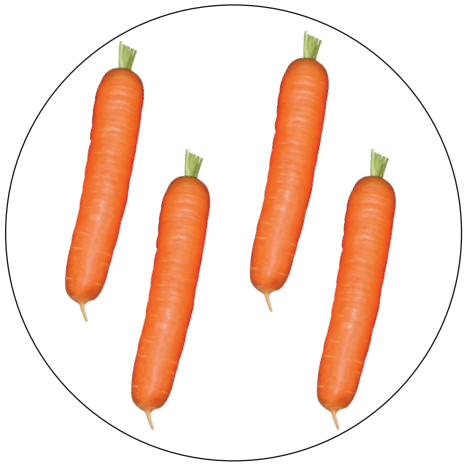
2 Make a set of 2 pumpkins in the circle.



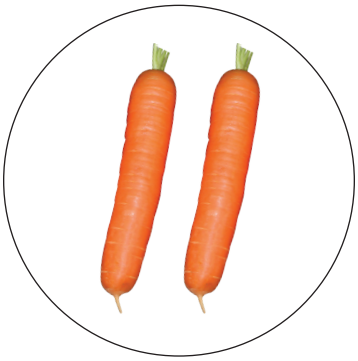
3 Count the cabbages. How many are there?

3	5	2

4 Circle the set that equals this set:



5 How many carrots altogether?



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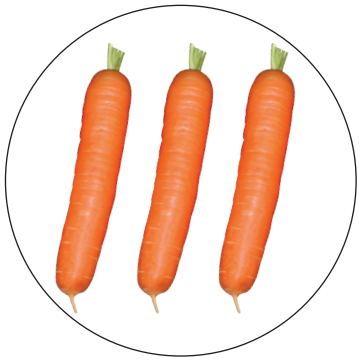

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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Math K-5

Week 7: May 26 - 29, 2020

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Attainment's Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 5/26/20 – 5/29/20

Learning Objectives:

1. Estimation
2. Identify the pattern
3. Addition
4. Measurement
5. Matching

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

Procedure:
Day 1 –Watch the video on patterns.
Complete the Unit 1 Lesson 4 Problems - #1 and 2 (Activity 1).

Day 2 – Watch the following video on estimation
https://www.youtube.com/watch?v=qef-3N9KXmI
Complete the Unit 1 Lesson 4 Problems - #3, 4, and 5 (Activity 1)

Day 3 – Complete the Unit 1 Lesson 4 Activity 2 Problems #1 -5

Day 4– Complete the Unit 1 Lesson 4 Activity 3 Problems

Extension Activity: Play the Matching game with your child
https://www.youtube.com/watch?v=CZpdZEB3_lU

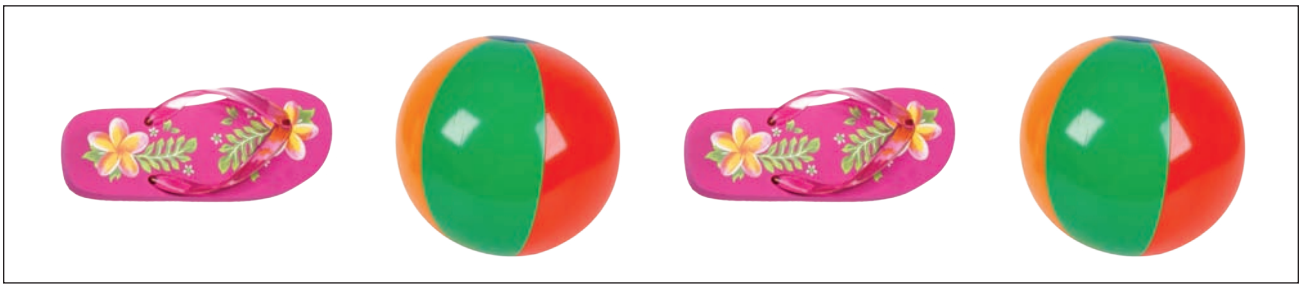
https://www.youtube.com/watch?v=YOu2n-37x-E

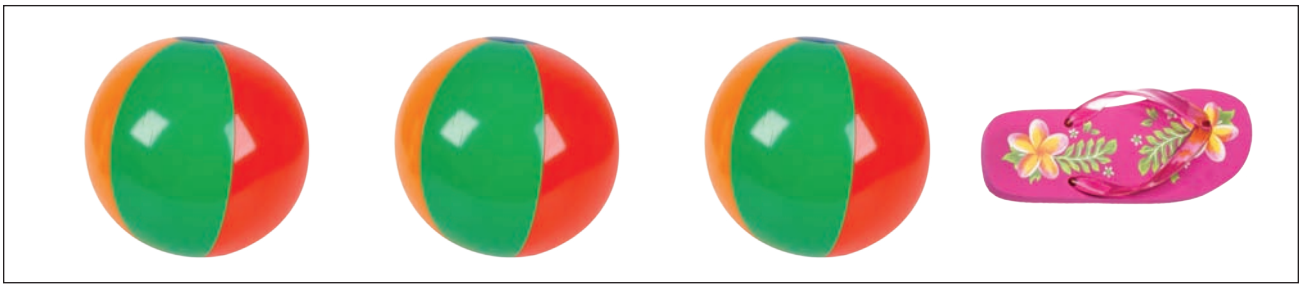
BONUS: Take apart socks sets that are clearly different from one another. Mix them up and grab one at a time, asking your child to find the match.

1 Circle the symbol for equals.

\+ > =

2 Circle the ABAB pattern.





3 How many dolphins do you count?

3	5	2

4 How many shells altogether?

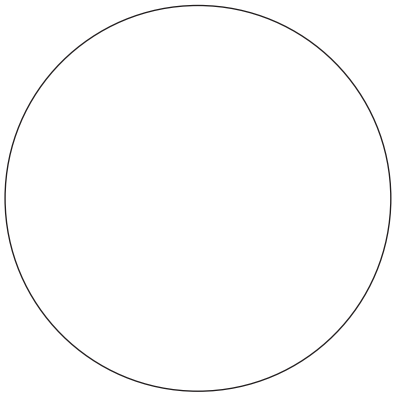
+

= _____

1

3

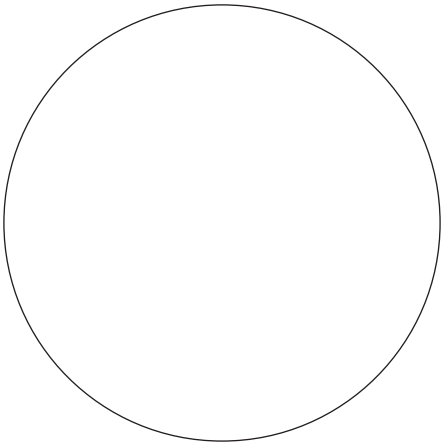
5 Make a set of 3 dots in the circle.



1 How many sandals are there?

5	1	2

2 Make a set of 4 beach balls in the circle.

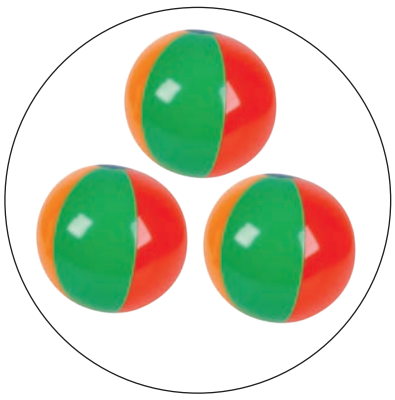


3 Mark (X) the symbol that means the same or equals.

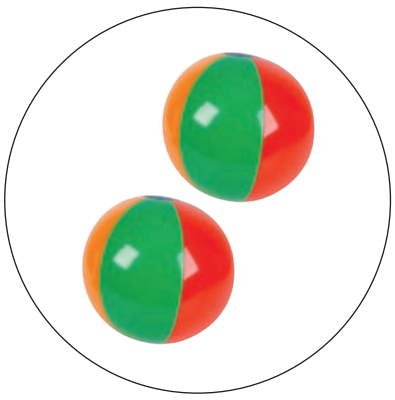
\+ > =

4 Which set shows the same number as this set?

5 How many beach balls altogether?



+



= _____

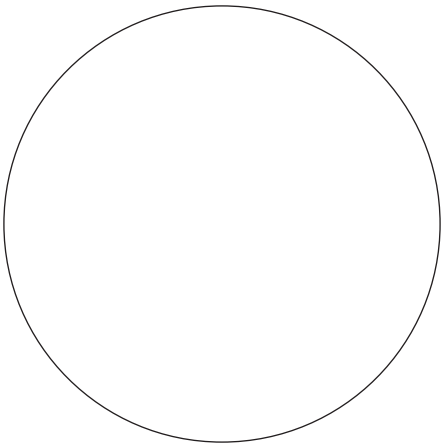
3

2

1 Count the beach umbrellas.
How many are there?

2	3	5

2 Make a set of 4 shells in the circle.



3 How many paperclips long is the sandal?

2	3	5

4 Circle the ABAB pattern.

5 How many sandals altogether?

2

+

1

= ———

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Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Math K-5

Week 8: June 1 - 5, 2020

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Attainment's Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 6/1/20 – 6/5/20

Learning Objectives:

1. Counting
2. Identify the pattern
3. Addition
4. Matching

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

Procedure:
Day 1 –Watch the video on patterns.
https://www.youtube.com/watch?v=VYoK7UXlS7U Dr. Seuss: Learn Patterns
Complete the Unit 1 Lesson 5 Problems - #1 and 2 (Activity 1).

Day 2 – Watch the following video on addition
Complete the Unit 1 Lesson 5 Problems - #3, 4, and 5 (Activity 1)

Day 3 – Complete the Unit 1 Lesson 5 Activity 2 Problems #1 -5

Day 4– Complete the Unit 1 Lesson 5 Activity 3 Problems

Day 5 - Take a walk with your child. Hop two times; take two steps; hop two times; take two steps...ask him/her to show you what comes next. (Patterns)

Extension Activity: Read a story about math with your child.
https://www.youtube.com/watch?v=3_Fs0eyM1jw

View the Basic Math for Kids video: Addition and Subtraction
https://www.youtube.com/watch?v=N0_TWQTrJ-k

1 Mark the set that equals this one:

2 How many dollars are there?

3	5	1

3 Draw a set of dollars in the circle to match the number.

2

4 Today is April 2. Mark (X) April 2.

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	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				

5 Circle 3 days later.

1 Count the tourists.

4	1	2

2 Today is April 4. Mark (X) April 4.

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	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				

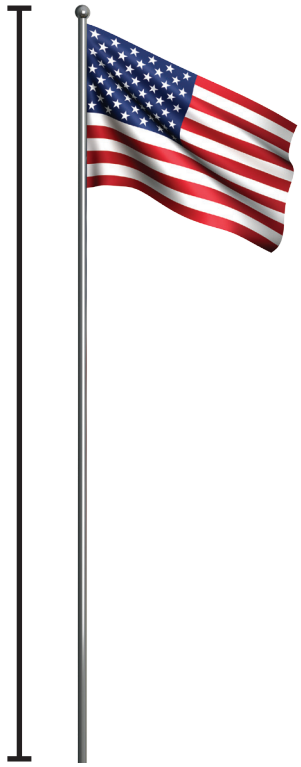
3 Circle 2 days later.

4 Mark the set that equals this one:

5 Circle the symbol for equals.

\+ > =

1 How tall is the flagpole? Use small paperclips to measure.

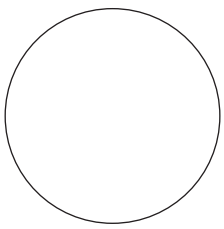


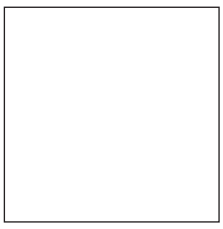
5	3	4

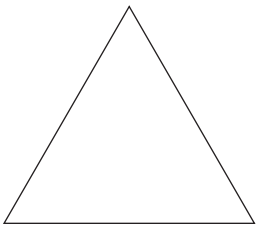
2 How many buses are there?

3	2	4

3 The flag has 4 sides.
What else has 4 sides?

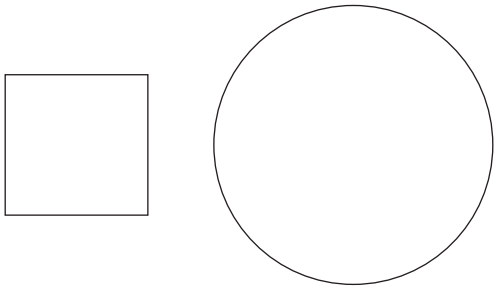






4 Circle the ABAB pattern.

5 Make a set of 3 dots in the circle. Put a 3 in the square next to the circle.



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Office of Exceptional Student Education

Distance Learning Packet

MOCI/SCI & SXI Programs

Attainment Math K-5

Week 9: June 8 - 12, 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 Early Numeracy

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

WEEK of 6/8/20 – 6/12/20

Learning Objectives:

1. Counting coins
2. Identifying coins
3. Differentiating between coins

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

Procedure:
Day 1 –Watch the video on coins.
https://www.youtube.com/watch?v=aajLkveG750 Complete the Activity Sheet: Penny Toss

Day 2 – Watch the video on coins.
https://www.youtube.com/watch?v=ACQWEklrVws Complete the Find the Dimes Activity Sheet

Day 3 – Watch videos from Day 1 and 2 again. Show your child actual pennies, dimes and quarters. Have your child sort out the pennies from the dimes.

Day 4– Present a quarter to your child first. Show all 3 coins. Point out what makes them different (value, size, color, etc.). View the videos again – stopping to ask your child to select the coin being discussed (from your 3 coins). Complete the Quarter Quest worksheet.

Day 5 - Read a book about money or click here: https://www.abcya.com/games/learning_coins Complete the worksheet: Which Coin Is It?

Extension Activity: Take your child to the store with 2 quarters, two nickels, two dimes and a quarter. Ask for specific coins to pay for items. Ask your child for one dime, two pennies, 1 quarter, etc.

Name _____

Date _____

Find the Dimes

Directions: All the coins are the same color. Help Sherlock find the dimes. Circle all the dimes.

How many dimes? _____

Bonus: How much? =_____

Name _____

Date _____

Quarter Quest

Directions: Circle all of the quarters.

How many quarters? _____

Bonus: How many dimes? _____

How many nickels? _____

How many pennies? _____

Name _____

Date _____

Penny Toss

Directions: Circle all the pennies you can use to win a prize at the penny toss.

Bonus: How many pennies did you toss?

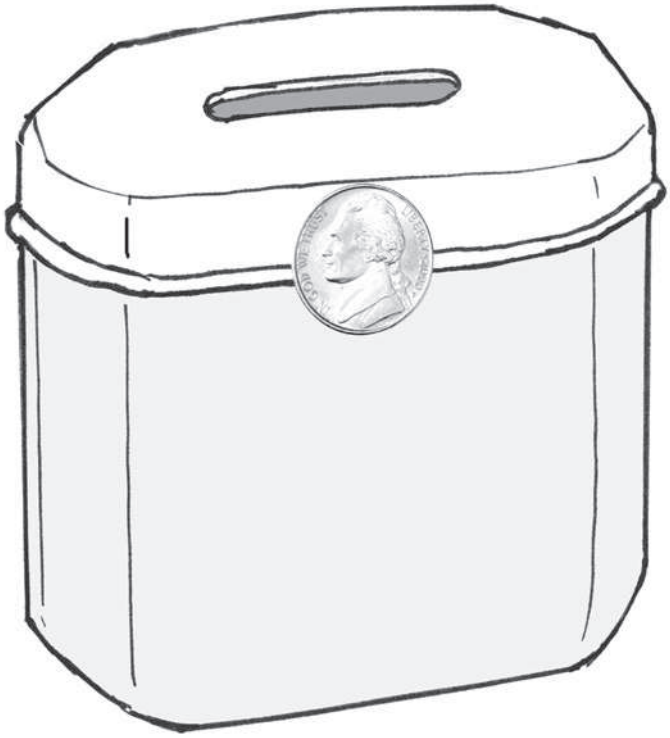
_____ ¢

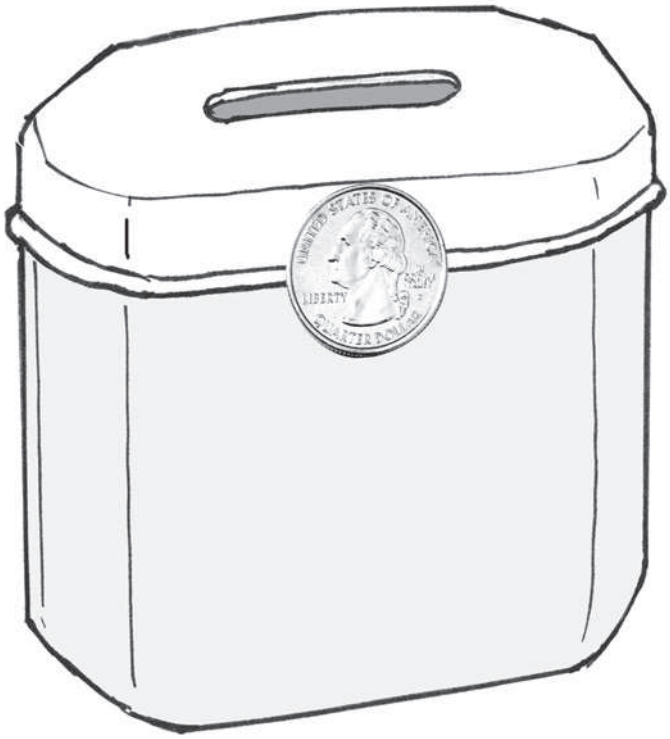
Name _____

Date _____

Which Coin Is It?

Directions: Sort the nickels and quarters. Put them in the correct banks.





How many ? _____

How many ? _____