Remote Learning Non-Digital Cluster Packet

Dear Parent/Guardians, Families, and Students,

We hope that you continue to remain safe and healthy during this time. This packet is intended for students that participate in a significantly modified curriculum in a CPS cluster classroom. Inside this packet you will find resources and tools to help set up your child for learning in the home.

1. Setting Up a Learning Environment:

   It is important to set up a clear space within your home for your child to engage in learning activities. Here are some tips to support setting up a learning environment:

   A. Find a consistent space within your home for your child to complete school work throughout the day. It could be a room, table spot, desk, tv tray, or something different.

   B. Find a seating option in your home that is most comfortable for your child. It could be a dining chair, living room chair, on a carpet square, exercise ball or something different.

   C. Determine if the learning space is free of distractions or interruptions via the television, family pet, or day-to-day family conversations/interactions.

   D. Consider labeling the learning space using the attached visuals. Labels in the learning space or home environment could help the child understand the expectations throughout the day.

   E. Consider using a timer to set up a work/break schedule. If the student is able to complete a task or work for a certain number of minutes, consider allowing them a 5 or 10 minute break in between activities to move around, get a drink, or talk with a family member. By using a timer or structured system, this will help create a predictable rhythm of learning within your home.

   F. Chicago Public Schools has recommended different accommodations that families can utilize at home. Please see below:

<table>
<thead>
<tr>
<th>Accommodations for Non-Digital Learning at Home</th>
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</thead>
<tbody>
<tr>
<td>Classroom Environment</td>
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<tr>
<td>Break tasks into manageable chunks.</td>
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<tr>
<td>Provide 2-3 step directions.</td>
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<tr>
<td><strong>Provide clear, concise directions while engaging your child in activities.</strong>&lt;br&gt;<strong>Maintain simplified, routine directions if accessing technology for remote learning.</strong></td>
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<tr>
<td><strong>Check for understanding before proceeding with multi-step directions.</strong></td>
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<tr>
<td><strong>Model to students what you are expecting them to do prior to asking them to do it.</strong>&lt;br&gt;<strong>Provide a moment of wait time when asking a child to complete a task. We recommend a parent or caregiver count to 10 inside their head before giving another prompt or direction.</strong>&lt;br&gt;<strong>Consider reviewing or repeating activities within this packet to increase overall understanding.</strong></td>
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<tr>
<td><strong>Provide visual supports when introducing new concepts or skills.</strong></td>
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<tr>
<td><strong>Utilize the visual supports and Communication Core Board to support student understanding and comprehension.</strong></td>
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<tr>
<td><strong>Allow Breaks</strong></td>
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<tr>
<td><strong>Schedule breaks within the family schedule and/or student learning routine. Breaks could be 2 minutes to 30 minutes long depending on your child’s needs.</strong>&lt;br&gt;<strong>Activities to do during a break include but are not limited to:</strong>&lt;br&gt;○ Going for a walk, getting a drink, watching a short preferred video (2-3 minutes), listening to a song, dance, play with a fidget, play a quick game, or talk with a family member</td>
</tr>
<tr>
<td><strong>Provide frequent reinforcement.</strong></td>
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<tr>
<td><strong>Give your child choices of what they can work on, “Would you like to start with math or reading?”</strong>&lt;br&gt;<strong>Ask your child what type of break they would like to take prior to starting an assignment or activity. This will allow you an opportunity to remind them of the fun activity they can participate in once they complete the assignment.</strong>&lt;br&gt;<strong>Praise your child for a job well done and do so frequently! Some children benefit from positive praise every minute and others benefit from it less frequently. Be specific with your praise, “You did a great job reading that word!” or “I like when you communicate your wants and needs!”</strong></td>
</tr>
</tbody>
</table>
2. Schedules & Routines for Remote Learning:

It is important to create a consistent and routine schedule to support your child during remote learning. In this packet, we have attached a daily and weekly sample family learning schedule to use as a reference. Every child’s learning style and needs are unique, therefore we encourage you to modify this schedule as for what works best for your child and family. We recommend using the attached visuals and template to support your child’s instruction and understanding at home.

Recommendations for Visuals at Home:
1. Cut visual pictures out and use them to label different areas and/or items in your home.
2. Utilize these icons to help build a schedule for your child each day.
3. Utilize these visuals to support your child’s understanding during instruction utilizing Unique Learning Materials.
4. Use the Remote Learning Choice Board that is attached to allow your student to point or verbalize what they would like to do first or next. Consider using this Choice Board as a Bingo Board for an additional supplemental activity!

3. Prompting:

PROMPTING TYPES-

Visual Prompt: To provide a visual reminder or indicator as a prompt for an answer.

Verbal Prompt: To prompt a child’s response through a verbal statement or question.

Gestural Prompt: To use body language to gesture or prompt a child’s response.

Model Prompt: To show a child how to complete a problem, activity, or task.

Partial Physical Prompt: To gently touch a child’s hand or arm using a finger or open palm to begin work or initiating a problem.

Full Physical Prompt: To put your hands over a child’s hands (hand-over-hand) to initiate and/or complete a task.

PROMPTING AMOUNT-
Independent: 0 prompts
Minimal: 1-2 prompts
Moderate: 3-5 prompts
Maximum: 6 or more prompts

PROMPTING HIERARCHY-
The Prompting Hierarchy is a strategy to increase and decrease the type and amount of prompts you give a student. If teaching a new skill, start at the bottom with more prompts and move up to less prompts. If maintaining or practicing a skill that has been taught, start from the top and move your way down as you increase the type and amount of prompts you give your child to help them find success. The less intensive prompts you give, the more independent the student will be. The more intensive prompts you give, the less independent the student will be. If able, talk with your child’s teacher to see what type and level of prompts they receive for different activities and subjects.

4. Communication:
In this packet, you will find a Communication Core Board. This tool has 36 “core” words that can be used for you and your child to communicate. Please see below for different ways to utilize it.

1. Point to one, two, or three symbols while communicating a message to your child:
   “I” + “like” + “you”
   “You” + “do” + “good”
   “More”?
   “Help”?
2. Ask your child to point to words to help clarify their wants and needs or to initiate their wants or needs.
3. Use this to support prompting during activities or provide further clarification.

5. Home Activities to Support Remote Learning: These are activities that can engage your children using common household items and do not require digital or printing access. The list contains a variety of activities/suggestions across all levels to support remote learning.
   a. Create a routine/schedule for the chosen activities and integrate them throughout your daily activities.
   b. Address activities in smaller increments of time over several sessions at different times of day. Build on the amount of time for each activity or step.

6. Unique Learning System Academic Content:
Materials are from a specialized learning curriculum called *Unique* and are based on Common Core State Standards. Here are some strategies and tips for supporting your child in learning with these materials. Thank you for your time, energy, and support in leading these activities at home!

**Stories:**

a. If able, have your child highlight or support your child in highlighting key vocabulary.

b. If able, have your child touch or support your child in touching key vocabulary words.

c. Consider asking your child questions about the story and have them respond in their preferred style of communication.

**Core Vocabulary Board:**

What is it? Communication boards can be used to introduce the power of language and of Core Vocabulary. They can be used to model language and increase participation. Combined with activity specific words, they can be used to make activities, such as reading books, accessible and engaging.

d. Use this with your child to talk about a story. You can use this board by modeling different words and pointing to the matching picture. Point to the vocabulary word and picture as you model connections you are making to the text.

e. If able, have your child point to the vocabulary word or use this board to foster communication.

f. Consider referencing this board while asking questions or having your child provide answers.

**Comprehension Questions/Tasks:**

 g. If able, have your child select the correct answer by circling, pointing, or verbalizing the answer.

h. If your child requires fewer options, consider cutting out the choices to present them to your child one or two options at a time.

i. Use visual pictures to cut and glue the answers on the document.

j. Encourage your child to participate verbally, through the Core Vocabulary Board, their communication system, eye gaze, etc.

**Math Activities:**

k. Engage your child with the different math activities. Consider using everyday items from home as counters and visual examples (pencils, pens, spoons, pieces of paper, etc.) to further support learning.

l. Feel free to cut and manipulate the worksheets/documents to best support your child visually.
Dear Chicago Public Schools Student & Family,

In this document, you will find a sample of how to schedule your time daily and weekly. We understand that the learning style and needs of your child are unique, therefore this is to serve as a model and tool for scheduling your child’s learning at home. Please reference the grade for your child’s recommended minutes. These minimum time requirements are not meant to be the number of minutes spent engaging directly with activities or using a specific educational program or technology. Rather, they should reflect a balance of engagement activities. These engagement thresholds include both digital interaction and assigned work.

<table>
<thead>
<tr>
<th>Skill Practice</th>
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<tbody>
<tr>
<td>Time TBD</td>
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<tr>
<td>Based on Grade of Your Child</td>
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</table>

<table>
<thead>
<tr>
<th>Skill Practice</th>
<th>Focus: Literacy</th>
<th>Focus: Math</th>
<th>Focus: Literacy</th>
<th>Focus: Math</th>
<th>Focus: Cooking/Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td><strong>Time TBD</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
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<tr>
<td>Tuesday</td>
<td><strong>Focus: Literacy</strong></td>
<td>1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td><strong>Focus: Math</strong></td>
<td>1. Complete 2-3 different math activities. 2. Have your child complete a counting activity</td>
<td><strong>Focus: Literacy</strong></td>
</tr>
<tr>
<td>Wednesday</td>
<td><strong>Focus: Literacy</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
<td><strong>Focus: Math</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
<td><strong>Focus: Cooking/Craft</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td><strong>Focus: Math</strong></td>
<td>1. Complete 2-3 different math activities. 2. Have your child complete a sorting activity in</td>
<td><strong>Focus: Literacy</strong></td>
<td>1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td><strong>Using the packet, work with your child to:</strong></td>
</tr>
<tr>
<td>Friday</td>
<td><strong>Focus: Cooking/Craft</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
<td><strong>Focus: Math</strong></td>
<td><strong>Using the packet, work with your child to:</strong></td>
<td><strong>Complete a craft, Complete a recipe.</strong></td>
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<tr>
<td>Enrichment Activity</td>
<td>Time TBD</td>
<td>Based on Grade of Your Child</td>
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<td>Practice writing name.</td>
<td>if provided.</td>
<td>in your home using everyday items (towels, socks, books, etc.)</td>
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<tr>
<td>Practice writing home address.</td>
<td>if provided.</td>
<td>in your home using everyday items (crayons, utensils, stickers, etc.)</td>
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**Enrichment Activity**

**Time TBD**

**Based on Grade of Your Child**

Have your child engage in a movement or sensory activity: walk, run, blow bubbles, take deep breaths, etc.

<table>
<thead>
<tr>
<th>Literacy Activity</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
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</thead>
</table>
| Engage in a reading activity from the list below:  
- Read/Listen to a Book  
- Read/Listen to a Magazine  
- Read/Listen to a Packaging Label  
- Read/Listen to a Recipe | If you have access to technology, listen to a story on:  
- Epic Books  
- StoryLineOnline  
- Youtube Read Alouds | Engage in a reading activity from the list below:  
- Read/Listen to a Book  
- Read/Listen to a Magazine  
- Read/Listen to a Packaging Label  
- Read/Listen to a Recipe | If you have access to technology, listen to a story on:  
- Epic Books  
- StoryLineOnline  
- Youtube Read Alouds |

<table>
<thead>
<tr>
<th>Exercise Activity</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
</table>
| Exercise: Repeat 3x  
*Modify as needed for your child’s physical access.*  
- 10 jumping jacks  
- 10 arm circles  
- 10 trunk twists  
- 10 squats  
- 10 sit ups | Exercise: Use a hallway or sidewalk to do the following:  
*Modify as needed for your child’s physical access.*  
- run forward  
- run backward  
- skip  
- gallop  
- fly like an airplane | Exercise: Repeat 3x  
*Modify as needed for your child’s physical access.*  
- 10 jumping jacks  
- 10 arm circles  
- 10 trunk twists  
- 10 squats  
- 10 sit ups | Exercise: Use a hallway or sidewalk to do the following:  
*Modify as needed for your child’s physical access.*  
- run forward  
- run backward  
- skip  
- gallop  
- fly like an airplane |

- Dance Party with your Family!
<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity Selection</th>
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</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Select 1 Activity</td>
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<tr>
<td>Math</td>
<td>Select 1 Activity</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Select 1 Activity</td>
</tr>
<tr>
<td>Science</td>
<td>Select 1 Activity</td>
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</tbody>
</table>

*Project Time TBD based on grade of your child*
### Visuals to Support Non-Digital Cluster Remote Learning

<p>| | | | | |</p>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Math</strong></td>
<td><strong>Science</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Independent Functioning</strong></td>
</tr>
<tr>
<td>Craft</td>
<td>Experiment</td>
<td>Cooking</td>
<td>Enrichment</td>
<td>Project</td>
</tr>
<tr>
<td>Work</td>
<td>Break</td>
<td>music</td>
<td>friends</td>
<td>family</td>
</tr>
<tr>
<td>pencil</td>
<td>paper</td>
<td>scissors</td>
<td>glue</td>
<td>crayons</td>
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<tr>
<td>Reading</td>
<td>Math</td>
<td>Social Studies</td>
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<tr>
<td>Science</td>
<td>My Choice</td>
<td>Art</td>
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<tr>
<td>Music</td>
<td>Independent Functioning</td>
<td>Cooking</td>
<td></td>
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<tr>
<td>Activities</td>
<td>Quick Description</td>
<td>Grade Level</td>
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<tr>
<td><strong>Language Arts</strong></td>
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<tr>
<td>Sing/Say Alphabet</td>
<td>Show/Point to household items/rooms and ask “What is this?” to match printed word to items</td>
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<tr>
<td>Identify items</td>
<td>Present a choice of household items and ask “Show me/Give me the________.”</td>
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<tr>
<td>ABC train</td>
<td>Place the corresponding upper and lower case letters together. (Marker, index cards, or pieces of paper)</td>
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<tr>
<td>Writing</td>
<td>Use scribbles or letter like forms to represent written language. Provide writing utensil and paper, say “show me how you write your name.”</td>
<td>y y y</td>
<td></td>
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<tr>
<td>Tracing/Writing Letters</td>
<td>Trace/write the letters in the spaces provided (Construction paper and marker)</td>
<td>y y y y</td>
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<tr>
<td>Writing Name</td>
<td>Practice writing their name using paper and pencil or other manipulatives (ie as magnets, cutout letters in sand) Add other personal information ie address when mastering their first and last name.</td>
<td>y y y y</td>
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<tr>
<td>Journal</td>
<td>Show or have your child draw a picture and dictate a word or sentence through writing on a</td>
<td>y y y y</td>
<td></td>
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<tr>
<td>Sorting Upper and lowercase letters</td>
<td>Sort the index cards into two piles; one for uppercase and one for the lowercase letters. (Index cards and marker)</td>
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<tr>
<td>Sorting Word Cards</td>
<td>Sort the cards into four piles matching the first letter of each word.</td>
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<tr>
<td>Sequence ABC’s</td>
<td>Put cards in sequence alphabetically.</td>
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<tr>
<td>Alphabetizing Word Cards</td>
<td>Sort/alphabetize cards by their first letter</td>
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<tr>
<td>Matching Letters</td>
<td>Place letters in a field of 3 on a table. Give student a letter and tell them to match.</td>
<td>y y y y y</td>
<td></td>
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<tr>
<td>Read Aloud</td>
<td>Read a story aloud to the student. Story levels can start at picture books and progress to chapter books</td>
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<tr>
<td>Independent Reading</td>
<td>High Interest material i.e, favorite book, comic books, magazines, … Start with a small amount of time and build on that time. if student is not yet independent sit with them and help them turn the book the right way and turn pages.</td>
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<tr>
<td>Reading Comprehension</td>
<td>After reading or listening to a story or passage, use the SWBS system. For example, Little Red Riding Hood- (S) <strong>Somebody</strong>-Big Bad Wolf, (W) <strong>Wanted</strong>-pigs for dinner; (B) <strong>But</strong>-they hid in the brick house; (S) So-he went hungry.</td>
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<tr>
<td>Reading Comprehension</td>
<td>Ask comprehension questions after each sentence or two gradually building to paragraph (who, what, when, where, why, how). Include inference questions, such as “what would you do?” in relation to the characters in the story.</td>
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<tr>
<td><strong>Math</strong></td>
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<tr>
<td>Constructing sets</td>
<td>Count out and construct sets of objects up to the number 5. “Count five crayons.”</td>
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<tr>
<td>Compare quantities</td>
<td>Separate a pile of objects (i.e. forks and spoons). Compare the piles. Ask,”Are they equal?” “Which one has more?”</td>
<td>y y y y</td>
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<tr>
<td>Combine sets</td>
<td>Count out and construct two sets of objects up to 10 (toy cars, legos, blocks, forks and spoons, cups) objects each and then combine them and count to make one set.</td>
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<tr>
<td>Clock Face</td>
<td>On a sheet of paper draw a circle, label and cut out numbers 1-12. Place the numbers on the face of the clock in order.</td>
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<tr>
<td>Color Match</td>
<td>Copy patterns of colored objects (beads, colored goldfish, lego's,etc.) and then create their own patterns.</td>
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<tr>
<td>Matching Numbers</td>
<td>Place numbers in a field of 3 on a table. Give student a number and tell them to match.</td>
<td>y y</td>
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<tr>
<td>Color Hunt</td>
<td>Give clues and challenge your child to find things of a certain color</td>
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<tr>
<td>Sorting playing cards</td>
<td>Sort the cards into four piles: hearts, diamonds, spades, and clubs. Sort cards in to piles red and black. Sort cards according in numeric value.</td>
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<tr>
<td>Coin Sort</td>
<td>Recycle an old fruit salad tray container as a sorting tray. Leave coins in the center section, then label each section for quarters, dimes, nickels and pennies.</td>
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<tr>
<td>Coin counting</td>
<td>Use plastic cups, label them numbers 1-10 for pennies, 5-50 for nickels, 10-50 for dimes. Have the student fill up the cup in according to the number of pennies, nickels, dimes that should be place in the valued cup.</td>
<td>y y y y y</td>
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<tr>
<td>Independent Functioning</td>
<td>K-2</td>
<td>3-5</td>
<td>6-8</td>
<td>Y</td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>Wash hands</td>
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<tr>
<td>Teach steps in the process. Practice counting to twenty, sing “Happy Birthday” Song... while practicing several times a day.</td>
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<tr>
<td>Sorting objects &amp; identifying shapes</td>
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<tr>
<td>Find common household items and have the child sort by different attributes (socks, cups, colors, toys)</td>
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<tr>
<td>Sorting playing cards</td>
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<tr>
<td>Sort cards into groups according to which food group they belong.</td>
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<tr>
<td>Social Studies</td>
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</tr>
<tr>
<td>Sorting food groups</td>
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<tr>
<td>Sort food into bins according to which food group they belong.</td>
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<tr>
<td>Sorting Important People</td>
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<tr>
<td>Create a family and friend tree to help your child recognize the most important people in her life.</td>
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<tr>
<td>Science</td>
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<tr>
<td>Bathtub Water Science</td>
<td></td>
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</tr>
<tr>
<td>Explore water at bath time with plastic containers of different shapes</td>
<td></td>
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<tr>
<td>Sink or Float</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Children test objects in water to see if they will float or sink.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Actividades en el hogar para apoyar el aprendizaje remoto</td>
<td>Descripción rápida</td>
<td>Nivel de grado</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>--------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Artes del lenguaje</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cante/diga el alfabeto</td>
<td>Sí, Sí</td>
<td>Pre-escolar, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Etiquete los artículos</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifique los artículos</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Escritura</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Use garabateos o formas similares a las letras para representar el lenguaje escrito.</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crear letras mayúsculas y minúsculas correspondientes (Manuscrito, manuscrito).</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lectura en voz alta</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lea un cuento en voz alta al estudiante. Los niveles de historia pueden comenzar en libros ilustrados y progresar a libros de capítulos.</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comprender lectura</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Después de leer o escuchar una historia o un pasaje, use el sistema SWBS: [Alguien-Quería-Pero-Entonces]. Por ejemplo, en Caperucita Roja,</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Matemáticas</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formar conjuntos</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compare conjuntos</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parear números</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cope los patrones de objetos de color (cuentas, piezas de colores, etc.) y luego juega con los patrones.</td>
<td>Sí</td>
<td>Pre-escolar, 2, 3-5, 6-8, 9-12, TODOS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caza de colores</td>
<td>Dé pistas y desafíe a su hijo a encontrar cosas de un cierto color.</td>
<td>Sí</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clasificar tarjetas de juego</td>
<td>Ordene las tarjetas en cuatro pilas: corazones, diamantes, espadas y tréboles. Clasifique las tarjetas en pilas rojas y negras. Clasifique las tarjetas según su valor numérico.</td>
<td>Sí Sí Sí</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clasificación de monedas</td>
<td>Recicle un viejo contenedor de ensalada de frutas como una bandeja de clasificación. Deje las monedas en la sección central, luego etiquete cada sección con las monedas de 25, 10, 5 y 1 centavo.</td>
<td>Sí Sí Sí</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contar monedas</td>
<td>Use vasos de plástico, etiquete los con números 1-10 para las monedas de 1 centavo, 5-50 para las de 5 centavos, 10-50 para las de 10 centavos. Haga que el estudiante llene el vaso de acuerdo al número de monedas de 1, 5, 10 centavos que deban colocarse en el vaso valorado.</td>
<td>Sí Sí Sí</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clasificar los objetos</td>
<td>Encuentre artículos comunes de la casa y haga que el niño los clasifique según diferentes atributos (calcetines, tazas, colores, juguetes).</td>
<td>Sí</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identificar las formas</td>
<td>Organice/paree diferentes formas.</td>
<td>Sí</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rompecabezas</td>
<td>Use piezas individuales de rompecabezas de hasta 500 piezas.</td>
<td>Sí</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problemas de historias</td>
<td>Utilice elementos comunes para crear ecuaciones de suma y resta (por ej., empiece con cinco papas fritas, añada una más y pregunte “cuántas” y diga la frase 5 + 1 = 6, luego coma 2, luego diga 6 - 2 = 4).</td>
<td>Sí</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funcionamiento independiente</th>
<th>Pre-escolar Kinder-2 3-5 6-8 9-12 TODOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lavarse las manos.</td>
<td>Enseñe los pasos en el proceso. Practique contar hasta veinte, cante la canción del “Cumpleaños Feliz”... practicando varias veces al día.</td>
</tr>
<tr>
<td>Hacer la cama</td>
<td>Divida cada paso en pequeños pasos manejables. Comience con el paso que el niño sea capaz de hacer/ayudar e incluya más pasos a medida que el niño domine el primer paso.</td>
</tr>
<tr>
<td>Cepillarse los dientes</td>
<td>Divida cada paso en pequeños pasos manejables. Comience con el paso que el niño sea capaz de hacer/ayudar e incluya más pasos a medida que el niño domine el primer paso.</td>
</tr>
<tr>
<td>Limpiar una mesa</td>
<td>Después de desayunar, almorzar y/o cenar, practique limpiar la mesa. Enseñe el proceso en pequeños pasos.</td>
</tr>
<tr>
<td>Lavar los platos</td>
<td>Después de desayunar, almorzar y/o cenar, practique lavar los platos. Enseñe el proceso en pequeños pasos manejables.</td>
</tr>
<tr>
<td>Clasificar utensilios</td>
<td>Después de que los platos estén lavados y secados, haga que el estudiante clasifique y ponga los utensilios en su lugar.</td>
</tr>
<tr>
<td>Trabajos a la hora de la comida</td>
<td>Ponga la mesa (empiece con sólo la servilleta agregando piezas a medida que el niño domine cada artículo) y despeje la mesa.</td>
</tr>
<tr>
<td>Vaciar la basura</td>
<td>Vacie pequeños contenedores de basura en contenedores más grandes dentro de la casa.</td>
</tr>
<tr>
<td>Preparación de comida</td>
<td>Las actividades sugeridas incluyen revolver y medir con orientación, practique la manera correcta de abrir los contenedores y otros paquetes, como las bolsas de colafán.</td>
</tr>
<tr>
<td>Actividad de empaquetar</td>
<td>Tome un artículo de cada tazón, trate de izquierda a derecha. Coloque un artículo en una bolsa con cremallera. Selle la bolsa y colóquela en el tazón grande al final. (Bolsas con cremallera, contenedor para artículos embolsados, 3-5 tazones llenados con los artículos de su elección).</td>
</tr>
<tr>
<td>Doblar papel</td>
<td>Doble el papel en tercios.</td>
</tr>
<tr>
<td>Rellenar sobres</td>
<td>Coloque tarjetas en sobres.</td>
</tr>
<tr>
<td>Papel de construcción de aplamado cruzado</td>
<td>Clasifique el papel de construcción en pilas de colores, tome un trozo de papel de cada pila de izquierda a derecha y póngalo al final de la línea.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estudios Sociales</th>
<th>Pre-escolar Kinder-2 3-5 6-8 9-12 TODOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clasificar grupos de alimentos</td>
<td>Clasifique los alimentos en contenedores según el grupo de alimentos al que pertenecen.</td>
</tr>
<tr>
<td>Clasificar las prendas de vestir</td>
<td>¿Qué te pones en la cabeza? ¿Qué te pones en las piernas? ¿Qué te pones en los pies? ¿Qué te pones en la parte superior del cuerpo?</td>
</tr>
<tr>
<td>Actividad</td>
<td>Descripción</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Clasificar artículos alimentarios/no alimentarios</td>
<td>Clasifique los alimentos y la ropa por grupo.</td>
</tr>
<tr>
<td>Colocar tarjetas de palabras con objetos</td>
<td>Coloque tarjetas de palabras con su correspondiente objeto encontrado en casa.</td>
</tr>
<tr>
<td>Clasificar cartas de juego</td>
<td>Clasifique las cartas en cuatro pilas: corazones, diamantes, espadas y tréboles. O clasifique las tarjetas en pilas de rojo y negro.</td>
</tr>
<tr>
<td>Mi árbol de personas importantes</td>
<td>Cree un árbol de la familia y los amigos para ayudar a su hijo a reconocer a las personas más importantes de su vida.</td>
</tr>
<tr>
<td>Ciencia</td>
<td>Mire el periódico, el teléfono, el pronóstico del tiempo... y hable sobre el clima conectándolo con lo que está sucediendo afuera.</td>
</tr>
<tr>
<td>Clima</td>
<td></td>
</tr>
<tr>
<td>Etiquete las partes del cuerpo</td>
<td>Paree las palabras de las partes del cuerpo con la correspondiente parte del cuerpo.</td>
</tr>
<tr>
<td>Ciencia del agua de la bañera</td>
<td>Explore el agua a la hora del baño con recipientes de plástico de diferentes formas y tamaños.</td>
</tr>
<tr>
<td>Actividad de reciclar</td>
<td>Ordene el periódico, separe los periódicos de las ventas del periódico impreso y colóquelo en la pila correspondiente.</td>
</tr>
<tr>
<td>Hundirse o flotar</td>
<td>Los niños prueban los objetos en el agua para ver si flotan o se hunden.</td>
</tr>
</tbody>
</table>
IRWIN FAMILY HELPS ANIMALS

A famous family helps many wild animals.

This family is the Irwin family from Australia.

The Irwin family has a TV show.

The Irwin family owns a zoo called the Australia Zoo.
Australia had big wildfires in 2019 and 2020. Wildfires burn quickly through the wilderness.

The wildfires hurt many wild animals.

The Irwin family wanted to help the animals.

The Irwin family brought animals to the Australia Zoo.
The Australia Zoo is in Queensland, Australia.

The Australia Zoo includes a hospital for wild animals.

Doctors cared for the hurt animals at the hospital.

The animals included koalas, bilbies, kangaroos, foxes, and platypuses.
Some animals had burns from the wildfires.

Doctors gave medicine to the animals.

Doctors cared for the animals day and night.

The Irwin family helped care for the animals too.

Together, they have helped more than 90,000 animals!
The Irwin family has helped animals for many years.

A famous zookeeper was part of the Irwin family.

That zookeeper was Steve Irwin.

Steve helped animals in his whole life.

Steve died in 2006.
The Irwin family continues to help animals.

The Irwin family includes Steve's wife, Terri Irwin.

Steve and Terri have two kids.

Their daughter Bindi Irwin is 21 years old.

Their son Robert Irwin is 16 years old.
The Irwin family started a TV show in 2018.

This TV show is called “Crikey! It’s the Irwins.”*

The TV show is about the Irwin family.

The TV show films the Irwin family caring for animals.

It films the Irwin family helping animals around the world.

*Click on the video link to see a clip of the show:
The Irwin family loves animals!

They care for animals at the Australia Zoo.

The Irwin family helped animals after the Australia wildfires.

They cared for animals at the zoo hospital.

Would you like to care for animals?
IRWIN FAMILY

The Irwin family cares for animals at the Australia Zoo.

Terri Irwin is from Eugene, Oregon.

She met and married Steve Irwin in Australia.

Bindi Irwin was married at the Australia Zoo in March.

Robert Irwin is a wildlife photographer.
AUSTRALIA ZOO

The Australia Zoo is in Queensland, Australia.

The Australia Zoo is 50 years old in 2020!

Steve Irwin’s parents started the Australia Zoo in 1970.

Zoo visitors can learn about many animals.

They can feed and pet animals too.
WHERE

QUEENSLAND, AUSTRALIA

The Australia Zoo is in Queensland, Australia.

Queensland is an area in northeastern Australia.

The Coral Sea is off the coast of Queensland.

The Great Barrier Reef is in the Coral Sea.

Many people snorkel and dive around the reef.
Choose the pictures about IRWIN FAMILY HELPS ANIMALS.

- koala
- dictionary
- help
- wilderness
- wildfire
- hurt
- plant
- family
- sewing machine
- wild animals
- Australia
- kangaroo
- zookeeper
- zoo
- medicine
- tornado

April 27, 2020
1. WHAT is the paper about?

2. WHO helps many wild animals?

3. WHERE did the Irwin family bring animals?

4. WHERE is the Irwin family from?

5. WHERE did doctors care for animals?

6. WHAT are koalas and kangaroos?
The Big Move

Katie shares a room with her roommate.

They eat in a big dining room.

This is Katie's home.
The Big Move

Katie has a dream.

She wants to live in her own house.

A house costs money.

Her house needs support staff.
Katie's parents ask if she wants her own house.

Katie smiles.

Katie's parents and support staff find a house.

Katie's dream will come true!
Katie's house needs changes.

She will need a ramp to get inside the house.

She will need a home health aide.

Now Katie can move in.
The Big Move

Katie is happy to have her own bedroom.

She picks things she wants for the bedroom.

She picks a paint color.
The Big Move

Katie is happy in her own home.

The move was not easy.

A move needs time and a plan.

Katie loves her new home.

Her dream came true!
The Big Move

Tips:

• It is never too early to think about where to live.

• Talk with your transition team about your dreams.
1. What is this story about?
   a. shopping
   b. moving
   c. cleaning

2. Who does Katie share a room with?
   a. dad
   b. teacher
   c. roommate

3. What do Katie’s parents and support staff find?
   a. car
   b. house
   c. dog

4. What will Katie’s house need?
   a. ladders
   b. bikes
   c. changes

5. What is important to know about this story?
   ○ a. Wear clean clothes to work.
   ○ b. A move needs time and a plan.
   ○ c. Be polite at work.
Starting a Conversation

1. Look at the person and smile.
2. Say, "Hi, how are you?"
3. Listen.
4. Ask another question.
5. Listen.
Today, Ted is moving into his new apartment. He is ready to have his own place. He is excited to live independently and take care of himself.
Ted sees Nelson getting his mail. He lives in the apartment building too. Nelson and Ted went to high school together. He is glad to see someone he knows. He waves and smiles at Nelson.
Ted smiles and says, “Hi, Nelson, how are you?” Nelson smiles back. “I’m great. How are you, Ted?”
Ted says he is good. He tells Nelson that he just moved into the building. Nelson listens as Ted tells him about moving.
Nelson tells Ted that he lives in the apartment building with Terrence. Terrence went to school with Ted too. Ted listens to Nelson. He is glad to know his old classmates live there too.
Ted tells Nelson that he is glad they will be neighbors. He asks Nelson if he wants to watch the basketball game with him next Friday. Nelson says, “Sure!”
Nelson tells Ted his phone number. Ted tells Nelson his phone number. They make plans to watch the game on Friday at 7:00 p.m.
Nelson remembers he needs to leave for work. He says, “Ted, it was nice to see you but I need to go to work now.” He tells Ted that he and Terrence can help if he needs anything while setting up his apartment.
“Thanks!” Ted says. “See you next Friday!”
Ted goes back to his apartment. He is glad he was able to talk to Nelson. He is happy to know some people in his apartment building.
The End
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should you do if you drop food on the floor?</td>
<td>You just moved into a new home. You have invited friends over. What should you do?</td>
<td>What does it mean when someone says something “costs an arm and a leg”?</td>
<td>You are searching for a new place to live. It is wise to choose:</td>
<td>Your roommate complains that your music is too loud. Your door is closed and you lower it. Your roommate still complains. Which is the best way to handle this?</td>
</tr>
<tr>
<td>* Pick it up and eat it. * Pick it up and throw it away.</td>
<td>* Leave your home messy. Your friends won’t mind. * Make sure you clean up before your friends arrive. Why?</td>
<td>* It is expensive. * It is cheap.</td>
<td>* A place that meets your needs, and can help with the things you need help with. * A place that you like, but doesn’t offer the help that you will need. Why?</td>
<td></td>
</tr>
<tr>
<td>When you leave your apartment, what should you remember to do?</td>
<td>What does it mean if your roommate is a “night owl”?</td>
<td>You are out of laundry soap and see that your roommate has some on the shelf. What should you do?</td>
<td>Is it rude to play on your cell phone when you have company over?</td>
<td>What are some skills you will need to learn if you live with a roommate?</td>
</tr>
<tr>
<td>* Lock the doors. * Leave the windows open. * Turn off the lights.</td>
<td>* They like to stay up late. * They have large eyes. * They like TV.</td>
<td>* Use your roommate’s soap without asking. * Ask your roommate if it’s OK before you use it.</td>
<td>Why or why not?</td>
<td></td>
</tr>
<tr>
<td>What are some things you will need to be able to do if you live alone?</td>
<td>When a guest arrives at your home, you should:</td>
<td>Your roommate is reading a book. Is it polite to try talking to her?</td>
<td>A new friend is coming over to see your new apartment. What information do they need?</td>
<td>You would really like to buy a new dresser. What should you do first?</td>
</tr>
<tr>
<td></td>
<td>* Offer to hang up their coat. * Offer them a drink. * Make sure they have a clean place to sit down. Why?</td>
<td></td>
<td></td>
<td>* Make sure your bills are paid first and you have enough money for the dresser. * Don’t worry about your bills. You can pay them later.</td>
</tr>
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<tr>
<td>Memorial Day</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>If you live in an apartment, where should you keep your medicines?</td>
<td>What are some things you will need to do if you live with a roommate?</td>
<td>What are some transportation options in your community? Which is a good choice for you?</td>
<td>What should you do if your roommate is not following the cleaning plan you made together?</td>
<td></td>
</tr>
<tr>
<td>* In the snack cupboard. * In your mailbox. * In your medicine cabinet.</td>
<td></td>
<td></td>
<td>* Do their cleaning jobs for them. * Talk to them about it. * Yell at them.</td>
<td></td>
</tr>
</tbody>
</table>
What’s in My Wallet?

Skill: $ Amounts / Counting Bills up to $10.00

How much money is in my wallet?

A dish towel costs $3.00.

I have:  
Total: $0.00

I need:  
Total: $0.00

Do I have enough money?  
[Yes] [No]
What’s in My Wallet?

Skill: $ Amounts / Counting Bills up to $10.00

How much money is in my wallet?

A washcloth costs $2.00.

I have: [Blank]

Total: $0.00

I need: [Blank]

Total: $0.00

Do I have enough money?

Yes

No
What’s in My Wallet?

Skill: $ Amounts / Counting Bills up to $20.00

How much money is in my wallet?

A bath rug costs $13.00.

I have:  

Total: $0.00

I need:  

Total: $0.00

Do I have enough money?

yes

no

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Unique Learning System®, May 2020
What’s in My Wallet?
Skill: $ Amounts / Counting Bills up to $20.00

How much money is in my wallet?

A shower curtain costs $14.00.

<table>
<thead>
<tr>
<th>I have:</th>
<th>Total: $0.00</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I need:</th>
<th>Total: $0.00</th>
</tr>
</thead>
</table>

Do I have enough money?  

- yes  
- no
What’s in My Wallet?

Skill: Amounts / Counting Coins up to $1.00

How much money is in my wallet?

A bar of soap costs $0.90.

I have: Total: $0.00

I need: Total: $0.00

Do I have enough money?

yes no
What’s in My Wallet?

Skill: $ Amounts / Counting Coins up to $1.00

How much money is in my wallet?

A key ring costs $0.95.

I have: $0.00

I need: $0.00

Do I have enough money?

yes

no
What's in My Wallet?
Skill: $ and ¢ Amounts / Counting up to $10.00

How much money is in my wallet?

A bath towel costs $7.75.

I have: Total: $0.00

I need: Total: $0.00

Do I have enough money? (count using "one-up" method)

yes

no
What’s in My Wallet?

Skill: $ and ¢ Amounts / Counting up to $10.00

How much money is in my wallet?

A mirror costs $8.98.

I have:  

Total: $0.00

I need:  

Total: $0.00

Do I have enough money?  

(count using "one-up" method)

yes  

no
What’s in My Wallet?
Skill: $ and ¢ Amounts / Counting up to $20.00

How much money is in my wallet? $ ___ ___ ___ ___

A silverware organizer costs $17.40.

I have: 

Total: $0.00

I need: 

Total: $0.00

Do I have enough money? 
(count using the "one-up" method)

yes ☺

no ☹

BONUS:
If no, how much more would I need? Subtract to find out.

$ ___ ___ ___ ___ (Need)

- $ ___ ___ ___ ___ (Have)

______________

= $ ___ ___ ___ ___ (How much more?)
What’s in My Wallet?

Skill: $ and ¢ Amounts / Counting up to $20.00

<table>
<thead>
<tr>
<th>How much money is in my wallet?</th>
<th>$ __ __. __ __</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lamp costs $15.53.</td>
<td></td>
</tr>
<tr>
<td>I have:</td>
<td>Total: $0.00</td>
</tr>
<tr>
<td>I need:</td>
<td>Total: $0.00</td>
</tr>
</tbody>
</table>

Do I have enough money?  
(count using the "one-up" method)

<table>
<thead>
<tr>
<th>yes</th>
<th>no</th>
</tr>
</thead>
</table>

BONUS:
If no, how much more would I need?  
Subtract to find out.

\[
\text{(Need)} = \$ __ __. __ __
\]

\[
\text{(Have)} = \$ __ __. __ __
\]

\[
\text{(How much more?)} = \$ __ __. __ __
\]
What’s in My Wallet?

Skill: $ and ¢ Amounts / Counting over $20.00

<table>
<thead>
<tr>
<th>How much money is in my wallet?</th>
<th>$ __ __ __ __</th>
</tr>
</thead>
</table>

A kitchen table costs $51.50.

<table>
<thead>
<tr>
<th>I have:</th>
<th>Total: $0.00</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I need:</th>
<th>Total: $0.00</th>
</tr>
</thead>
</table>

Do I have enough money?
(count using the "one-up" method)

- yes
- no

**BONUS:**
If no, how much more would I need?
Subtract to find out.

\[
\text{(Need)} - \text{(Have)} = \text{(How much more?)}
\]

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Unique Learning System®, May 2020

TRANSITION, Unit 24, Home Sweet Home
Lesson 9, Lifetime Skills, What's in My Wallet?, Level 3
What’s in My Wallet?

Skill: $ and ¢ Amounts / Counting over $20.00

How much money is in my wallet? $ __ __ __

A doormat costs $20.19.

I have: __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ __ ____
<table>
<thead>
<tr>
<th>$1.00</th>
<th>$2.00</th>
<th>$3.00</th>
<th>$4.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="One dollar bill" /></td>
<td><img src="image2.png" alt="Two dollar bills" /></td>
<td><img src="image3.png" alt="Three dollar bills" /></td>
<td><img src="image4.png" alt="Four dollar bills" /></td>
</tr>
<tr>
<td>$5.00</td>
<td>$6.00</td>
<td>$7.00</td>
<td>$8.00</td>
</tr>
<tr>
<td><img src="image5.png" alt="Five dollar bills" /></td>
<td><img src="image6.png" alt="Six dollar bills" /></td>
<td><img src="image7.png" alt="Seven dollar bills" /></td>
<td><img src="image8.png" alt="Eight dollar bills" /></td>
</tr>
<tr>
<td>$9.00</td>
<td>$10.00</td>
<td>$11.00</td>
<td>$12.00</td>
</tr>
<tr>
<td><img src="image9.png" alt="Nine dollar bills" /></td>
<td><img src="image10.png" alt="Ten dollar bills" /></td>
<td><img src="image11.png" alt="Eleven dollar bills" /></td>
<td><img src="image12.png" alt="Twelve dollar bills" /></td>
</tr>
<tr>
<td>$13.00</td>
<td>$14.00</td>
<td>$15.00</td>
<td>$16.00</td>
</tr>
<tr>
<td><img src="image13.png" alt="Thirteen dollar bills" /></td>
<td><img src="image14.png" alt="Fourteen dollar bills" /></td>
<td><img src="image15.png" alt="Fifteen dollar bills" /></td>
<td><img src="image16.png" alt="Sixteen dollar bills" /></td>
</tr>
<tr>
<td>$17.00</td>
<td>$18.00</td>
<td>$19.00</td>
<td>$20.00</td>
</tr>
<tr>
<td><img src="image17.png" alt="Seventeen dollar bills" /></td>
<td><img src="image18.png" alt="Eighteen dollar bills" /></td>
<td><img src="image19.png" alt="Nineteen dollar bills" /></td>
<td><img src="image20.png" alt="Twenty dollar bills" /></td>
</tr>
<tr>
<td>$.25</td>
<td>$.50</td>
<td>$.75</td>
<td>$1.00</td>
</tr>
<tr>
<td><img src="image21.png" alt="Quarter" /></td>
<td><img src="image22.png" alt="Nickel and dime" /></td>
<td><img src="image23.png" alt="Nickel and dime" /></td>
<td><img src="image24.png" alt="Quarter" /></td>
</tr>
</tbody>
</table>
Your Benefit Automatic Deposit Notice is here!

n2y Bank Direct Deposit Alert - 05/01/2020

A check for $750.00 has been deposited into your account from Social Services Benefit.

CLOSE          OPEN

1. When was this check deposited? __________________________

2. How much was the check? $ __________________________

3. Who sent the check? __________________________

4. Mark this date on the Calendar.

5. Write this deposit in the Check Register.
You take cash out of your account.

ATM WITHDRAWAL RECEIPT

N2Y BANK
550 ELM ST.
HURON, OH 44839

DATE: 05/02/2020

WITHDRAWAL
(CHECKING): $140.00

TRANSACTIONS AFTER 5:00 P.M. WILL APPEAR ON CHECKING ACCOUNT STATEMENT THE NEXT BUSINESS DAY.

1. Is this a deposit or a withdrawal? ___________________________

2. When is the money taken out? _____________________________

3. How much money is being taken out? $ ____________________

4. Write this withdrawal in the Check Register.
Your online utility bill is here.

<table>
<thead>
<tr>
<th>Service Provider Contact:</th>
<th>Manage Your Central Utilities Account:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Utilities</td>
<td>Water: $73.39</td>
</tr>
<tr>
<td>3390 South Clark Rd.</td>
<td>Electric: $79.06</td>
</tr>
<tr>
<td>Huron, OH 44839</td>
<td>Total Due: $152.45</td>
</tr>
<tr>
<td></td>
<td>Due By: May 10</td>
</tr>
</tbody>
</table>

**Billing and Payments**
- Make a payment
- View billing history
- Payment options
- Account information

1. When is the payment due? ____________________________

2. How much do you owe? $ ____________________________

3. Who do you make the payment to? ____________________________

4. Put the date to pay the bill on the Calendar.
   (Hint: Plan for five days before the due date.)

5. Complete the online payment using the Online Utility Bill Payment Form.

6. Write the payment information in the Check Register.
Banking Basics

Time to pay for air conditioner maintenance.

Brett's AC Shop
395 Home Ave.
Huron, OH 44839

Air Conditioning Maintenance: $99.00
Cleaning and Service: $45.00

Total Due: $144.00
Due By: May 12

1. When is the bill due? ______________________________

2. How much do you owe? $ ________________________

3. Who do you write the check to? ___________________

4. Put the date to pay the bill on the Calendar.
   (Hint: Plan for five days before the due date.)

5. Write the check.

6. Write the check information in the Check Register.
Congratulations, you got your paycheck!

n2y Bank Direct Deposit Alert - 05/14/2020

A check for $128.96 has been deposited into your account from J.B. Services.

CLOSE OPEN

1. When was this check deposited? ____________________

2. How much was the check? $ ____________________

3. Who sent the check? ____________________

4. Mark this date on the Calendar.

5. Write this deposit in the Check Register.
Don't forget to pay the rent.

Hampton Apartments
202 Main St.
Huron, OH 44839

Rent: $475.00

Due By: May 20

1. When is the bill due? ____________________________

2. How much do you owe? $ ________________________

3. Who do you write the check to? ____________________________

4. Put the date to pay the bill on the Calendar.
   (Hint: Plan for five days before the due date.)

5. Write the check.

6. Write the check information in the Check Register.
Your online cable bill is here.

Service Provider Contact:
ABC Cable Company
PO Box 0055
Huron, OH 44839

<table>
<thead>
<tr>
<th>Billing and Payments</th>
<th>Manage Your ABC Cable Company Account:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a payment</td>
<td>Monthly cable includes TV and internet use.</td>
</tr>
<tr>
<td>View billing history</td>
<td>TV: $74.82</td>
</tr>
<tr>
<td>Payment options</td>
<td>Internet: $45.60</td>
</tr>
<tr>
<td>Account information</td>
<td>Total Due: $120.42</td>
</tr>
<tr>
<td></td>
<td>Due By: May 22</td>
</tr>
</tbody>
</table>

1. When is the payment due? ________________

2. How much do you owe? $ __________________

3. Who do you make the payment to? ________________

4. Put the date to pay the bill on the Calendar.
   (Hint: Plan for five days before the due date.)

5. Complete the online payment using the Online Cable Bill Payment Form.

6. Write the payment information in the Check Register.
1. When was the payment made?  

2. Who was the payment made to?  

3. How much was the payment?  

4. Write the debit payment in the Check Register.
### Banking Basics

**Your online cell phone bill is here.**

<table>
<thead>
<tr>
<th>Service Provider Contact:</th>
<th>Manage Your MTA Phone Services Account:</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTA Phone Services</td>
<td>Total Due: $33.20</td>
</tr>
<tr>
<td>PO Box 9999</td>
<td></td>
</tr>
<tr>
<td>Sandusky, OH 44870</td>
<td>Due By: May 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Billing and Payments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a payment</td>
<td></td>
</tr>
<tr>
<td>View billing history</td>
<td></td>
</tr>
<tr>
<td>Payment options</td>
<td></td>
</tr>
<tr>
<td>Account information</td>
<td></td>
</tr>
</tbody>
</table>

1. When is the payment due? ___________________________

2. How much do you owe? $ ___________________________

3. Who do you make the payment to? __________________

4. Put the date to pay the bill on the Calendar.
   (Hint: Plan for five days before the due date.)

5. Complete the online payment using the Online Cell Phone Bill Payment Form.

6. Write the payment information in the Check Register.
**Job Exploration**

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Preferences</th>
<th>Skills Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Care</td>
<td>I like working with animals.</td>
<td>Able to lift up to 50 lbs.</td>
</tr>
<tr>
<td>Pretty Pups Salon</td>
<td>I like working independently.</td>
<td>Able to care for dogs safely.</td>
</tr>
<tr>
<td></td>
<td>I like following a routine.</td>
<td>Able to bathe and brush dogs with attention to detail.</td>
</tr>
</tbody>
</table>

**Further Discussion:**

Do you have the skills needed? ____________________________

How could you learn the skills you need? ____________________________

What other skills may be needed for this job? ____________________________

Where could you get training? ____________________________

Is this a realistic job for you? ____________________________
Help Wanted

Location: Pretty Pups Salon

Job: Dog Bather

Job Description: We are currently looking for someone to join our grooming team as a dog bather. The right person will love dogs of all shapes and sizes. As a team member at Pretty Pups Salon, you will be responsible for maintaining a clean and safe environment for our customers and their dogs. The dog bather is responsible for bathing, brushing, nail trimming and ear cleaning.

Job Skills and Attitudes:
- Able to safely bathe a variety of dog breeds.
- Able to lift up to 50 lbs.
- Able to follow directions and report concerns to management.
- Able to clean work area.
- Able to appropriately interact with customers.
- Able to work independently at times.

Hours and Times: Help needed Mondays and Wednesdays from 8:00 a.m. to 2:00 p.m.

To Apply:
- Complete application with two references.
- Interview with Salon Supervisor.
HELP WANTED

Where: Pretty Pups Salon  Who: Dog Bather

What: We need a person who loves dogs.

We need a person that can bathe dogs safely.

Skills: You need to clean work area.

You need to follow a routine.

When: Mondays and Wednesdays from 8:00 a.m. to 2:00 p.m.

How to apply: Send application to Pretty Pups Salon.
Applications and Interviews

Job Description

Location: Pretty Pups Salon

Job Title: Dog Bather

Duties:
The dog bather is responsible for bathing, brushing, nail trimming and ear cleaning for a variety of dogs. We are looking for someone to help maintain a clean and safe environment.

Specific Job Duties:
- Keep salon clean and organized.
- Care for dogs by bathing and grooming as directed.
- Interact with customers.
- Get along with co-workers.
- Complete other duties as assigned.

Hours and Times:
Mondays and Wednesdays from 8:00 a.m. to 2:00 p.m.

Job Skills and Attitudes:
- Must be polite with customers.
- Must be able to work independently at times.
- Must be able to follow directions.
- Must be able to lift and handle dogs.
- Must be able to complete cleaning tasks in salon.
- Must be willing to help with other tasks as needed.
### Pretty Pups Salon

- **Last Name:** ________________  **First Name:** ________________
- **Street Address:** ________________________________________
- **City:** ____________  **State:** _______  **Zip Code:** ____________
- **Telephone:** ____________  **Age:** ____________  Male or Female

### Previous Work Experience:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Job Description</th>
<th>Dates Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### References:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Telephone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Scenario #1: Working on Your Own
(Actors: Boss, Sam, Nancy)

**Boss:** Sam, why are you just sitting here? I thought you and Nancy were helping move boxes onto the truck.

**Sam:** Oh! Well, we were but Nancy had to go use the restroom.

**Boss:** OK, but why are you not working?

**Sam:** I don't like working on my own. It is so much easier to work with Nancy.

**Boss:** Sam, I am glad you can work with your co-workers to get a job done. But sometimes, you need to work independently. You can't just stop working because you are by yourself.

**Sam:** But I can't move those big boxes on my own.

**Boss:** Of course not. But you can still move some of the smaller ones independently. If you work while Nancy is in the restroom, you will get the job done faster.

**Sam:** Hmm....I guess that makes sense. Nancy always works when I take a bathroom break.

**Boss:** Great. Back to work then, Sam.

**Nancy:** (coming back from bathroom): Wow! Sam! You were able to get so much work done on your own! Thanks for doing your part!

**Sam:** No problem, Nancy! Now we can move these big boxes together.

**Nancy:** Sounds like a good plan, Sam! Let's do it!

What is the problem?

What needs to be fixed?

How can this problem be fixed?

What will happen if the problem is not fixed?
# Pesto Pasta With Chicken and Tomatoes

**NEED**

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherry tomatoes</td>
<td>2 C</td>
</tr>
<tr>
<td>Olive oil</td>
<td>1 T</td>
</tr>
<tr>
<td>Salt</td>
<td>½ t</td>
</tr>
<tr>
<td>Water</td>
<td></td>
</tr>
<tr>
<td>Bow tie pasta</td>
<td>¾ lb</td>
</tr>
<tr>
<td>Rotisserie chicken</td>
<td>1</td>
</tr>
<tr>
<td>Pesto</td>
<td>½ C</td>
</tr>
<tr>
<td>Baking sheet</td>
<td></td>
</tr>
<tr>
<td>Spoon</td>
<td></td>
</tr>
<tr>
<td>Saucepan</td>
<td></td>
</tr>
<tr>
<td>Colander</td>
<td></td>
</tr>
</tbody>
</table>

*Always consider student food allergies when preparing recipes.*

1. Preheat oven to 400 degrees.

2. Put tomatoes, oil and salt together onto baking sheet. Stir.


5. Carefully put pasta into boiling water.

6. Cook for 10 minutes.

7. Put colander into sink. Pour pasta and water into colander.
8. Put pasta back into saucepan.


10. Eat.
recipe review

Recipe: ___________________________

Reviewed by: ___________________________

What was in it?

How did it taste?  yummy  OK  yucky

How was it to make?  easy  OK  hard

Was it healthy?  yes  OK  no
Garlic Bread

**NEED**

- 1 loaf French or Italian bread
- ½ stick butter, softened
- 1½ t garlic powder
- knife
- baking sheet

* Always consider student food allergies when preparing recipes.

1. Preheat oven to 425 degrees.

2. Cut bread in half, lengthwise.

3. Spread butter onto each half.

4. Lightly sprinkle garlic powder onto each half.
5. Put bread, butter side up, onto baking sheet.

6. Bake for 10 minutes or until lightly browned.

7. Cut each half into 6 pieces.

8. Eat.
Recipe: __________________________

Reviewed by: _______________________________________

What was in it?

How did it taste?

How was it to make?

Was it healthy?