Please follow the link and instructions below for additional educational activities you can do with your students at home.

1. Follow the link to materials at [https://scsearlychildhoodprogram.weebly.com/](https://scsearlychildhoodprogram.weebly.com/)
2. Once you have accessed the link, click on the *At Home Connections* tab.
3. Click on Unit 6 and scroll to weeks 4 & 5 to access activities for the current unit of study, *Growing Up Healthy*.
4. Click on Unit 7 and scroll to weeks 1 & 2 to access activities for the next unit of study, *Nature All Around Us*.
5. Click on the *More* tab to access sight words and nursery rhymes, phonological games, and educational websites.

**Suggested Daily Schedule Unit 6 Weeks 4 and 5 Growing Up Healthy**

**Monday**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>What should this look like?</th>
</tr>
</thead>
</table>
| Breakfast                       | 30 minutes| • Talk about foods that we are eating (color, food group, do I like this?)  
|                                 |          | • Practice using utensils and cups with or without straw  
<p>|                                 |          | • Practice asking for more and saying, “I’m done!” |
| Circle time/Story Time (Big Experience) | 20-25 minutes | Talk about the day of the week, month of the year. Also talk about the letter, shape, color, and number of the week. Read a non fiction book to student and ask them to draw about the picture and tell you about the picture. |
| Learning Center with an activity| 60 minutes| Allow student to choose activities such as blocks, puzzles, lacing, buttoning, playing with trucks or cars, coloring. |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Snack Time</td>
<td>10-15 minutes</td>
<td>• Talk about foods that we are eating (color, food group, do I like this?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice using utensils and cups with or without straw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice asking for more and saying, “I’m done!”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Also Choose Activity from Monday Home Connections</td>
</tr>
<tr>
<td>Circle Time/Story Time (Big Experience)</td>
<td>20-25 minutes</td>
<td>Choose from Songs &amp; Games Phonological Awareness and Letter connection tab on Home Connections</td>
</tr>
<tr>
<td>Outdoor Time/Gross Motor Time</td>
<td>30 minutes</td>
<td>• Outside on playground, talking a walk, playing with balls, jump ropes, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indoor: Move on paper plates, play find and tag it, indoor hopscotch, alphabet action cards, move like an animal, bean bag toss, freeze dance</td>
</tr>
<tr>
<td>Lunch Time</td>
<td>30-35 minutes</td>
<td>• Talk about foods that we are eating (color, food group, do I like this?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice using utensils and cups with or without straw</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice asking for more and saying, “I’m done!”</td>
</tr>
<tr>
<td>Activity</td>
<td>Duration</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Read Aloud: Child’s Choice</td>
<td>15 minutes</td>
<td>• Let child choose story to share with parent</td>
</tr>
<tr>
<td>Quiet Time/Rest time</td>
<td>60-90 minutes</td>
<td>• Allow student to rest or choose a quiet activity</td>
</tr>
<tr>
<td>Songs and Fingerplays</td>
<td>10 minutes</td>
<td>See Family Home Connections for Song of the week and to choose a Fingerplay.</td>
</tr>
<tr>
<td>Circle Time/Story Time (Big Experience)</td>
<td>20-25 minutes</td>
<td>Talk again about story and letter and color of the week. Choose an activity from Home Connections</td>
</tr>
<tr>
<td>Practice Prewriting Strokes and Handwriting</td>
<td>10-30 minutes</td>
<td><a href="http://www.lwt.com">www.lwt.com</a> has free online resource for 90 days to practice digitally. See letter and shape of the week. Also practice, tracing, copying, and writing the individual letters of the students first and/or last name ABC Preschool/Kids Tracing and Phonics is also a helpful website</td>
</tr>
<tr>
<td>Outdoor Time/Indoor Gross Motor</td>
<td>25-30 minutes</td>
<td>Outside: on playground, talking a walk, playing with balls, jump ropes, etc. Indoor: Move on paper plates, play find and tag it, indoor hopscotch, alphabet action cards, move like an animal, bean bag toss, freeze dance</td>
</tr>
</tbody>
</table>
Weekly Home Connections

This Week’s Focus Concepts:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sight Words</th>
<th>Numbers</th>
<th>Color</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Aa-Ss</td>
<td>Review what, for, brown, will, it, he, we, be, gray, she, little</td>
<td>Review 0-18</td>
<td>Review all colors</td>
<td>Review all shapes</td>
</tr>
</tbody>
</table>

Any written work should be done on the back of this paper. Please be sure the student does the work!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing your favorite song or nursery rhyme. Help your child write their first and last name on the back of this paper. Circle the uppercase and lowercase letter Ss. Practice saying: “My address is ____.” Read a story to your child. Ask him/her if the book is real or make-believe.</td>
<td>Sing your favorite song or nursery rhyme. Allow your child to cut and paste 2 healthy food pictures on the back of this paper. Pick your favorite letter. Find at least 5 things that begin with that letter. What did you find? Read a story to your child. Ask him/her to recall the setting of the story.</td>
<td>Sing your favorite song or nursery rhyme. Practice saying: “My phone number is ____.” Practice counting from 1-40. Read a story to your child. Allow your child to illustrate and color to help retell the events in the story.</td>
<td>Sing your favorite song or nursery rhyme. Use magazines and/or newspapers to cut out The letters Aa-Ss and paste them on the back of this paper in alphabetical order. Then, touch and say each letter and its sound. (Aa-Ss) Create a pattern using shapes. Read a story to your child. Ask him/her to retell the story.</td>
</tr>
</tbody>
</table>
3 three clouds
Look at the shapes. Color the large shapes. Circle the small shapes.
Draw a line to connect the shapes that match.
Tracing the number 3 (three)
Kindergarten Numbers & Counting Worksheet

Practice tracing and printing the number 3 (three).

3 3 3 3 3 3 3

3 3 3

Count the balloons:

Circle the number 3

three
Printing the Letter A

Kindergarten Letters & Alphabet Worksheet

Trace the letters with a pencil. Then practice writing the letters on the lines.

A A

A A

a a

a a
Matching Upper and Lower Case Letters
Kindergarten Alphabet Worksheet

Circle the matching lower case letter to the upper case letter in each row.

<table>
<thead>
<tr>
<th>A</th>
<th>w</th>
<th>e</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>d</td>
<td>b</td>
<td>t</td>
</tr>
<tr>
<td>C</td>
<td>c</td>
<td>s</td>
<td>u</td>
</tr>
<tr>
<td>D</td>
<td>p</td>
<td>r</td>
<td>d</td>
</tr>
</tbody>
</table>
Cut out the objects on page 2 and put them in the right place.
5. Read My Back! “Write” a sight word on your child’s back. Can your child guess the word? Trace places- let your child trace a word on your back. Continue taking turns tracing and guessing sight words.
Weekly Home Connections

This Week’s Focus Concepts:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sight Words</th>
<th>Numbers</th>
<th>Color</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tt</td>
<td>make</td>
<td>19,20</td>
<td>Review: all colors</td>
<td>cone</td>
</tr>
<tr>
<td>/t/</td>
<td>one</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any written work should be done on the back of this paper. Please be sure the student does the work!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recite: “Mary Mary, Quite Contrary”</td>
<td>Recite: “Mary Mary, Quite Contrary”</td>
<td>Recite: “Mary Mary, Quite Contrary”</td>
<td>Recite: “Mary Mary, Quite Contrary”</td>
</tr>
<tr>
<td>Have your child write their first and last name on the back of this paper.</td>
<td>Have your child draw a picture of their favorite classroom center and then dictate a sentence about it.</td>
<td>Practice counting objects to make sets, using the numbers 11-15.</td>
<td>Talk about the letter Tt and its sound. Draw a picture of at least three things that start with Tt on the back of this paper.</td>
</tr>
<tr>
<td>Practice counting from 1-50.</td>
<td>Practice counting objects to make sets, using the numbers 11-15.</td>
<td>Practice counting from 1-50.</td>
<td>Practice counting from 1-50.</td>
</tr>
</tbody>
</table>

Read a story together with your child each night! Ask him/her to retell the story, and tell the setting of the story!
Cone

Color the picture

cone

Trace the cone

cone

Draw a cone and write it.

www.cleverlearner.com
Date

Draw a circle around the cones on each line. Count them and write the number in the box.

Name
Color, count and trace the numbers

nine

www.cleverlearner.com
Shapes and Colors: Trace the squares □ and color them **blue**.
Trace the triangles △ and color them **green**.
Trace the circles ○ and color them **red**.
Trace the rectangles □□ and color them **orange**.
Trace the ovals ○○ and color them **purple**.
Tractor
Mary, Mary, quite contrary,
How does your garden grow?
With silver bells and cockle shells,
And pretty maids all in a row.
Which comes before the other?

Look at the set of pictures below. Write 1, 2, or 3 in the boxes to represent which objects come first, second, or third.
What Begins with T?
Color the pictures that begin with the letter t.

_____ able
_____ urtle

_____ ooth
_____ ot

5. In the Cupboard Open a cupboard and take turns with your child, finding and reading sight words or the letter of the week. Keep going until you run out of time, words, or things in the cupboard.
Parents,

The following activities are for parents/caregivers to use with your child at home. You are not limited to any particular part of the packet. Choose the activities appropriate for your child.

These are practice lessons to support the IEP and provide you with simple lessons that cover the following standards:

Content Standards - Statements of what a student should know, understand, and be able to do.

KK Grade level- Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

1st Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

2nd Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

Please contact your child’s teacher if you have any questions.

The activities are fun and will provide your child with the needed support to work on ELA skills and grow in this area.

Have fun and enjoy this time together!

Level PK-2
Activity 1: I spy

Choose a letter. Make the sound. Play the game!

I spy with my little eye, something that starts with /____/. (You may use any beginning sound.)

On a walk, in the home, or in a book, find things you can spy!

Write the names for the words you find.

My beginning sound is /_____/. Use this sheet as often as needed to change sounds.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Draw a picture of 2 items that start with your sound!
Activity 2:

Color and name the items that start with the beginning sound /b/. For a challenge, write the name of the item on the back of the page. See if you can come up with more words that start with /b/. Write the name or draw a picture.
Activity 3:

How many syllables? Say a word and clap each time you say a new syllable. Example: basket—2; cat—1; spaghetti—3. Now, it is your turn to try it! Color, cut and paste into the correct boxes.

For a challenge—Write your name and count the syllables!

Name: ________________ Number of syllables:_____________________
Activity 4: Sound out each word and draw a line to match it to the picture. For a challenge, write 3 CVC words on the back and draw a picture to match!

CVC Words

READ AND MATCH

Read each word. Draw a line from the word to the matching picture. Color.

- sun
- bat
- six
- ten
- top
- bus
- sub
- net
- bug
Activity 5: Read each sentence. Underline the sentence that matches the picture. For a challenge, draw a picture of the sentence you did NOT use.
Activity 6: You may be at home, but you can still take a walk! Take a literacy walk! Select a book. Read it or have it read to you. See if you can find the items below.

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find something that rhymes with <strong>bee</strong>.</td>
<td></td>
</tr>
<tr>
<td>Find an object that begins with the <strong>/c/ sound.</strong></td>
<td><strong>candy</strong></td>
</tr>
<tr>
<td>Find something that has <strong>two</strong> syllables.</td>
<td><strong>sidewalk</strong></td>
</tr>
<tr>
<td>Find a letter <strong>S</strong>.</td>
<td><strong>stop sign</strong></td>
</tr>
<tr>
<td>Find an object that ends with the <strong>/t/ sound.</strong></td>
<td><strong>hat</strong></td>
</tr>
<tr>
<td>Find something that rhymes with <strong>jar</strong>.</td>
<td></td>
</tr>
<tr>
<td>Find something that has <strong>three</strong> syllables.</td>
<td><strong>basketball</strong></td>
</tr>
<tr>
<td>Find a letter <strong>O</strong>.</td>
<td><strong>on a license plate</strong></td>
</tr>
<tr>
<td>Name an object you see. Now name three more words that begin with the same beginning sound as the object.</td>
<td><strong>dog, dip, dock, dragon</strong></td>
</tr>
<tr>
<td>Find something that rhymes with <strong>mouse</strong>.</td>
<td></td>
</tr>
<tr>
<td>Find something that has <strong>one</strong> syllable.</td>
<td><strong>bug</strong></td>
</tr>
</tbody>
</table>
Activity 7: Take a walk around your house. Find items that match the colors in the rainbow. Draw your item. Color your picture the correct color. For a challenge, write the name of your item outside the color wheel.
Activity 8: It’s rhyme time! Find the pictures that rhyme and color. For a challenge, draw a pair of pictures that rhyme.
Activity 9: Growing flowers! Say the name of the picture. Draw a flower for each syllable in the word. For a challenge - draw your own flowerpot on the back. Draw a picture on it. Draw a flower for each syllable of your word!
Activity 10: Cut out the letters at the bottom. Place the correct letter to match the beginning sound in the box. Paste. If you do not have scissors/glue, you may write the letter in the box. Color. For a challenge, write the word next to the picture.
Parents,

The following activities are for parents/caregivers to use with your child at home. You are not limited to any particular part of the packet. Choose the activities appropriate for your child.

These are practice lessons to support the IEP and provide you with simple lessons that cover the following standards:

3rd Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

4th Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

5th Grade level- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text

Please contact your child’s teacher if you have any questions.

The activities are fun and will provide your child with the needed support to work on ELA skills and grow in this area.

You will find an online activity to support this at:

https://www.education.com/game/letter-sounds-moving-match/

Have fun and enjoy this time together!
Activity 1: Supporting sight words. Can you unscramble the colors below? For a challenge, on the back of this sheet, scramble 3 words you know. Ask a grownup to unscramble your word! Draw a picture of the word they write.
Activity 2: THE END of these words! Can you find the end of these words? Color the picture when you finish. For a challenge, write your own CVC word in the box below. Draw a picture of your word!

My challenge words: Write your own CVC word and draw a picture
Activity 3: CVC BINGO—Take a look around and see if you can find words with these endings. Add the beginning sound. Use each word only one time! For a challenge, create your own BINGO card. A template is attached.
Activity 4: This is a challenge activity! Use this BINGO template to create your own BINGO card. Fill in the spaces with other word family endings. Add the beginning sound as you find your words! You can also use any word you know!
Activity 5: Review the syllable rules and complete the challenge at the bottom.

Draw a line between these 2 syllable words:

<table>
<thead>
<tr>
<th>railroad</th>
<th>nickel</th>
<th>wonder</th>
<th>outside</th>
<th>sidewalk</th>
<th>homework</th>
<th>hammer</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>pencil</td>
<td>helpful</td>
<td>butter</td>
<td>friendly</td>
<td>inside</td>
<td>penny</td>
</tr>
</tbody>
</table>

How many syllables do you hear?
banana _________
horse _________
cover _________

Think of your own word:
_________________  ___________  ______
Activity 6: Color the pictures and cut them out. Place the numbers on a table. Match the syllables you hear with the numbers. Challenge: find 3 objects in your house that have 1, 2, 3 or 4 syllables. Draw a picture of the items you find. Place them with correct numbers.
Activity 7: We Are Family! Here is chart of common words in word families. Have your child read the ending (in bold) and then read the words in the box. Remind them that the words in these families are usually words that rhyme.
Activity 8: Create your own word family chart. Can you think of other words that belong?

<table>
<thead>
<tr>
<th>ab</th>
<th>ad</th>
<th>ag</th>
<th>am</th>
<th>an</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Activity 9: Let’s read the sentences. Find the one that matches the picture. On the back, draw a picture of the sentence that did not match.
Activity 10: Reading is fun! Cut out the pictures at the bottom. Read the sentences and match the picture to the correct sentence.

For a challenge- Use a word from above to fill in the blank:

1. The _________ has a lid.
2. The egg is in the ____________.
3. The ___________ is fat.
Parents,

The following activities are for parents/caregivers to use with your child at home. These are practice ideas to support the IEP and provide you with simple lessons that cover the following standards:

**Content Standards** - Statements of what a student should know, understand, and be able to do.

**Kindergarten level**- Numbers and Counting

**Grade 1**- Numbers and Operations, Comparison (big/little, tall/short, etc.)

**Grade 2**- Numbers, Measurements and Data (Graphs)

Please contact your child’s teacher if you have any questions.

The activities are fun and will provide your child with the needed support to work on Math skills and grow in this area. Have fun and enjoy this time together.......
Lesson 1: Counting Goldfish Crackers (you may use any type of item that can be counted, such as clothes pins, paper clips, noodles, jellybeans... (Just make sure they are safe for your child to use)

1. Cut out numbers 1-10 and place them on a table with bowls or containers to hold the crackers. (You may also write the numbers on paper)
2. You do not have to use all 10, use your judgment.
3. Allow your child to name the number you point to and tell him/her to get the same number of crackers and put in the “number 1” bowl.
4. Continue this process until completed.
5. Allow them to eat the crackers for a job well done.
Lesson 2: Color by Number

This color-by-number worksheet is a fun and creative way to help your little learner develop number sense skills and practice identifying numbers 0-10. Perfect for introducing early math concepts to your child.

This color-by-number butterfly worksheet is a fun and creative way to help your little learner develop number sense skills and practice identifying numbers 0–10.
Lesson 3: More or Less (Comparison)

Teaching young children how to count objects and compare quantities between groups of shapes is a great way to teach shapes, comparing concepts, and counting to 10. Have fun.
**Big vs. Small**

Kindergarten Size Comparison Worksheet

Look at the pictures in the boxes. Answer the question by circling the correct picture.

- Which is bigger?
- Which is smaller?

**Taller / Shorter**

Grade 1 Measurement Worksheet

Look at the pictures in the boxes. Answer the question by circling the correct picture.

- Which is taller?
- Which is shorter?

**Weight**

Circle the object that is heavier.

- [Images of different objects to compare weight]
Lesson 4: Simple Addition
Sit with your child and help them count the balls, help them write the correct number on the line. You may use objects you have at home to help generalize this skill.

You can make it fun such as putting plates on the table for snack, added to forks = how many.
Practice ways to help your child understand the meaning of adding. Explain that you are putting together two or more numbers to make a total.
More practice for addition. This worksheet is called a number sentence.
Adding with pictures, sums to 30

Grade 1 Addition Worksheet

Add the objects and write the sum.

1)  

2)  

3)  

4)  

5)  

6)  

7)  

8)  

9)  

10)  

11)  

12)  

13)  

14)  

15)  

16)  

Online reading & math for K-5  www.k5learning.com
Adding Balloons: Up to 10!
Solve the addition problems below!

1. \[4 + 2\]
2. \[6 + 1\]
3. \[5 + 2\]
4. \[3 + 3\]
5. \[4 + 0\]
6. \[5 + 4\]
7. \[6 + 3\]
8. \[7 + 3\]
Lesson 5: Measurement and Data

Students begin to learn how to measure and graph the results using everyday objects. Please use the examples below to have fun with your child and learn this important math skill.

Measuring items at this age should be size (tall, short, big, little,)

- Find objects in your house that look alike, but are different sizes. Ask your child to put the tall one on one table and the short one on another. Repeat this with several objects. (Spoons, straws, crayons, etc.)

- Take a walk outside and ask your child to find a tall tree, a short tree, a tall house, a short house, etc.) Collect leaves on your walk home and have your child glue to big leaves to one page and the small leaves to another. Display the work.

- Allow your child to measure 1 cup of water in the tub as he/she gets a bath. They can also learn to measure ½ of the cup. This is fun as they can pour the water out and do it over and over.
- Allow your child to measure 1 cup of milk or juice for a snack.

- Using a ruler, ask your child to find something that is the same size of the ruler. Use various numbers on the ruler and measure up to 12 inches.

- Give your child a handful of colored candy (M&Ms, Skittles, etc...) Have them sort by color. They can then graph the end result by showing how many of each color were in his/her hand.
Here are some worksheets to help support this math skill.
Weight

Circle the object that is heavier.

Count the animals!

Which box has the most? For each kind of animal below, circle the box with more animals.
Parents,

The following activities are for parents/caregivers to use with your child at home. These are practice ideas to support the IEP and provide you with simple lessons that cover the following standards:

**Content Standards** - Statements of what a student should know, understand, and be able to do.

3rd Grade level - Numbers and Operations, Addition and Subtraction

4th Grade level - Numbers and Operations, Fractions

5th Grade level - Geometry
Lesson 6- Addition and Subtraction, Grades 3-5

Adding 2 single-digit numbers
Grade 2 Addition Worksheet

Find the sums
1) 5 + 3 = ________
8) 4 + 3 = ________
15) 2 + 4 = ________
2) 1 + 9 = ________
9) 2 + 7 = ________
16) 4 + 2 = ________
3) 5 + 4 = ________
10) 7 + 3 = ________
17) 4 + 1 = ________
4) 6 + 1 = ________
11) 8 + 2 = ________
18) 6 + 3 = ________
5) 1 + 7 = ________
12) 3 + 2 = ________
19) 4 + 6 = ________
6) 5 + 1 = ________
13) 4 + 4 = ________
20) 2 + 2 = ________
7) 6 + 4 = ________
14) 2 + 8 = ________
21) 2 + 6 = ________
Single digit subtraction

Grade 2 Subtraction Worksheet

Find the difference.

1) 4 - 2 = ________________ 2) 8 - 1 = ________________

3) 8 - 7 = ________________ 4) 4 - 3 = ________________

5) 6 - 3 = ________________ 6) 8 - 3 = ________________

7) 3 - 1 = ________________ 8) 8 - 4 = ________________

9) 8 - 8 = ________________ 10) 6 - 5 = ________________

11) 3 - 3 = ________________ 12) 2 - 1 = ________________

13) 3 - 2 = ________________ 14) 8 - 5 = ________________

15) 5 - 5 = ________________ 16) 7 - 4 = ________________

17) 5 - 1 = ________________ 18) 1 - 1 = ________________

19) 2 - 2 = ________________ 20) 9 - 8 = ________________
You can help your child learn fractions by allowing them to help in the kitchen. Cutting an apple in half, counting the parts of a pizza, making 4 parts of a pancake, etc.
Lesson 8: Fractions, Grades 3-4

Identifying fractions - using blocks

Grade 3 Fractions Worksheet

Color the fraction.

1. \( \frac{1}{3} = \square \)
2. \( \frac{1}{2} = \square \)
3. \( \frac{2}{6} = \square \square \square \)
4. \( \frac{4}{10} = \square \square \square \square \square \square \square \square \square \square \)
5. \( \frac{2}{5} = \square \square \square \square \)
6. \( \frac{6}{8} = \square \square \square \square \square \square \square \)
7. \( \frac{1}{5} = \square \square \square \square \)
8. \( \frac{3}{6} = \square \square \square \square \square \square \)
9. \( \frac{6}{10} = \square \square \square \square \square \square \square \square \square \square \)
10. \( \frac{2}{3} = \square \square \)
11. \( \frac{2}{4} = \square \square \)
12. \( \frac{1}{8} = \square \square \square \square \square \square \square \)
13. \( \frac{4}{6} = \square \square \square \square \)
14. \( \frac{2}{10} = \square \square \square \square \square \square \square \square \square \square \)
15. \( \frac{4}{5} = \square \square \square \square \)
16. \( \frac{1}{4} = \square \square \square \)
17. \( \frac{1}{10} = \square \square \square \square \square \square \square \square \square \square \)
18. \( \frac{7}{10} = \square \square \square \square \square \square \square \square \square \square \)
19. \( \frac{3}{8} = \square \square \square \square \square \square \square \)
20. \( \frac{5}{6} = \square \square \square \square \square \square \)

Online reading & math for K-5 © www.k5learning.com
Drawing and identifying squares
Grade 1 Geometry Worksheet

Trace the square. Draw 2 larger and one smaller squares.

Find 3 squares and color them.
## Drawing 2-D shapes

**Grade 1 Geometry Worksheet**

Draw the shape indicated.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Square</td>
<td>2) Rectangle</td>
</tr>
<tr>
<td>3) Circle</td>
<td>4) Oval</td>
</tr>
<tr>
<td>5) Triangle</td>
<td>6) Diamond</td>
</tr>
</tbody>
</table>

---

Online reading & math for K-5

[www.k5learning.com](http://www.k5learning.com)
1.) Online activities for adaptive math and reading for grades 1-8
AdaptedMind
https://www.adaptedmind.com/Math-Worksheets.html?campaignId=710818003&gclid=EAIaIQobChMI5pi20Zi26AlVDGyGCh3QxQa3EAAYASAAEgIc5fD_BwE

2.) Online math games, videos, and worksheets for grades 1-8
MathChimp
http://www.mathchimp.com/8th-grade-math-resources

3.) Make math social-fostering growth mindset.
Free trial access extended through July 2020
https://www.cuethink.com

4.) Math lessons, games, puzzles, free downloads, and worksheets for grades k-6
GregTangMath.com
https://gregtangmath.com

5.) Complete lesson plans, mobile games for students, interactive activities, and brain teasers for grades Prek-12
Illuminations
https://www.illustrativemathematics.org

6.) Engaging items, real-world scenarios, and individualized math practice for grades k-12
IXL Math
https://www.ixl.com/math/

7.) Hundreds of math games for grades k-12
Coolmath4kids
https://www.coolmathgames.com

8.) Learn key math concepts and develop crucial skills for grades Prek-8
Funbrain
https://www.funbrain.com
Connect the dots and color the picture.
Connect the dots and color the picture.
Count by twos.

80 82
84 86
88 90
92 100
Add the numbers in each flower.

0 + 4

9 + 1

6 + 2

2 + 3

8 + 4
1. Color the even numbers blue.

2. Color the odd numbers yellow.

3. Write the even numbers:
   
   ______  ______
   ______  ______
   ______  ______

4. Write the odd numbers:
   
   ______  ______
   ______  ______
Objective
The student will identify the relationship between cause and effect.

Materials
- Cause and effect cards (Activity Master C.020.AM1a - C.020.AM1c)

Activity
Students identify causes and corresponding effects by playing a matching game.
1. Place cause cards in a stack face down at the center. Place effect cards face up in rows.
2. Working in pairs, student one selects top card from cause stack and reads it to partner.
3. Student two looks at effect cards and identifies one that corresponds. Picks up card, reads it and places the two cards side by side. If the effect card is not identified, student one assists.
4. Reverse roles and continue until all cards are matched.
5. Peer evaluation

Extensions and Adaptations
- Make more cause and effect cards to match and sort using header cards (Activity Master C.020.AM2).
- Play memory game with cause and effect cards.
<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Billy was very hungry.</td>
<td>He ate a sandwich.</td>
</tr>
<tr>
<td>It rained for three days and nights.</td>
<td>The river overflowed into the streets and houses.</td>
</tr>
<tr>
<td>The girl felt cold.</td>
<td>She put on a jacket.</td>
</tr>
<tr>
<td>The farmer plants the seeds and waters them.</td>
<td>Corn and beans grow.</td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>The baby cried.</td>
<td>The mother picked up the baby.</td>
</tr>
<tr>
<td>The school bell rang.</td>
<td>The students lined up at the classroom door.</td>
</tr>
<tr>
<td>Julie studied for the test.</td>
<td>She made an A on the test.</td>
</tr>
<tr>
<td>He left the house late and got stuck in traffic.</td>
<td>He was late to school.</td>
</tr>
<tr>
<td>Cause</td>
<td>Effect</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>Smoke filled the room.</td>
<td>The fire alarm sounded.</td>
</tr>
<tr>
<td>The storm kept my brother awake all night.</td>
<td>The next day he was tired and took a nap.</td>
</tr>
<tr>
<td>He ran fast and tripped on the sidewalk.</td>
<td>He scraped his knee and elbow.</td>
</tr>
<tr>
<td>She brushes and flosses her teeth everyday.</td>
<td>She has no cavities.</td>
</tr>
</tbody>
</table>
Cause & Effect Detectives

A freebie activity pack to introduce the cause & effect reading strategy.

Created By: Mrs Patmore

http://projectprimary.blogspot.com/
• 2 Whole group/ independent work practice pages.
• If you give a mouse a cookie graphic organizer.
• 2 Matching center activities.
• Cause and effect definition flash cards.
He dropped an egg on the floor.

It started raining during recess.

I laughed out loud.

Name: ____________________

Cause and Effect

Created By Mrs. Patmore 2012
I slipped and fell on my knees.

Willy's leash broke.

I made an S on my spelling test.
**Cause**

Why did it happen?

It rained.

**Effect**

What happened.

I used my umbrella.

*Created By Mrs. Patmore 2012*
Name ___________________________ Date __________

Cause and Effect

Created By Mrs. Patmore 2012
If you give a mouse a cookie

The refrigerator will remind him that he is thirsty.

He will notice he needs a trim.

If you give a mouse paper and crayons

The refrigerator will remind him that he is thirsty.
<table>
<thead>
<tr>
<th>The dog performed a trick.</th>
<th>It rained today.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My boots got muddy.</td>
<td>She gave the dog a bone.</td>
</tr>
<tr>
<td>I am hungry.</td>
<td>The books were too heavy.</td>
</tr>
<tr>
<td>I didn't eat breakfast.</td>
<td>The bag broke.</td>
</tr>
</tbody>
</table>

Can you match the cause to the effect? Cut and match.
I got a sunburn.

I didn’t wear sunscreen.

The popsicle melted.

I cry.

I can’t find my favorite toy.

It’s hot outside.

I laughed.

I read to a funny story.
Cause

Effect

Created By Mrs. Patmore 2012
## Cause and Effect: Match Them!

Match the cause to the effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The car ran a red light.</td>
<td>A. The horses were thirsty.</td>
</tr>
<tr>
<td>2. Ben stayed up late.</td>
<td>B. She fell down.</td>
</tr>
<tr>
<td>3. The students were quiet in class.</td>
<td>C. She was hungry at lunch.</td>
</tr>
<tr>
<td>4. It rained.</td>
<td>D. He was sleepy the next day.</td>
</tr>
<tr>
<td>5. Lydia skipped breakfast.</td>
<td>E. It boiled over.</td>
</tr>
<tr>
<td>6. It was very hot outside.</td>
<td>F. Everyone laughed.</td>
</tr>
<tr>
<td>7. Lucy’s shoes weren’t tied.</td>
<td>G. It sank.</td>
</tr>
<tr>
<td>8. The boat had a leak.</td>
<td>H. Chris got wet.</td>
</tr>
<tr>
<td>9. The puppy chased its tail.</td>
<td>I. The teacher gave them a reward.</td>
</tr>
<tr>
<td>10. There was too much water in the pot.</td>
<td>J. Another car hit it.</td>
</tr>
</tbody>
</table>
Match the cause to the effect.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
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<td>C. She was hungry at lunch.</td>
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<td>D. He was sleepy the next day.</td>
</tr>
<tr>
<td>5. _______ Lydia skipped breakfast.</td>
<td>E. It boiled over.</td>
</tr>
<tr>
<td>6. _______ It was very hot outside.</td>
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<tr>
<td>7. _______ Lucy’s shoes weren’t tied.</td>
<td>G. It sank.</td>
</tr>
<tr>
<td>8. _______ The boat had a leak.</td>
<td>H. Chris got wet.</td>
</tr>
<tr>
<td>9. _______ The puppy chased its tail.</td>
<td>I. The teacher gave them a reward.</td>
</tr>
<tr>
<td>10. _______ There was too much water in the pot.</td>
<td>J. Another car hit it.</td>
</tr>
</tbody>
</table>
Functional Skills/Adaptive Functional Skills ELA Lesson

Cause and Effect

Standard

Common Core Connectors:  6.RI.g4    7.RI.k4    8.RI.k4

CCSS.ELA-Literacy. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Functional Skills Standard

Links Cause and Effect

Introduction to Cause and Effect

https://youtu.be/lo-JrF-c110

Vocabulary Words

Cause- why something happens

Effect- what happens

Activities

The Cause and Effect worksheets for the activities are attached. There are three different levels of Cause and Effect worksheets.

Ending Activity/Games


https://www.roomrecess.com/Lessons/CauseAndEffect/Video.html

https://jr.brainpop.com/readingandwriting/comprehension/causeandeffect/

http://mrsdell.org/causeandeffect/
Adapted Living Skills Curriculum (ALSC 2.3)

FISH ADT 117- 125

Home Cleaning and Organization Home Living Skills (Independent/Supportive Living)

2.3.7 Making the bed
2.3.10 Removing bed linens
2.3.14 Replacing bed linens

Lesson: Making a Bed (for all hyper-links press control and click)

Introduction: Video introducing step by step how to make a bed, removing bed lines, and replacing bed linens.

https://youtu.be/Sb1Kfl8kNro

Vocabulary (Linens, Removing, Replacing, Pillowcase, Blanket)

Bedroom Vocabulary

https://youtu.be/rAq9J0cJt58

Online Dictionary (Extension) Look up definitions and write them down or type in Microsoft word)
Write Words Daily on Paper or Index Cards

https://www.merriam-webster.com/word-games

Kids online Dictionary

http://www.learnersdictionary.com/definition/kid

Activity/Worksheets

https://documentcloud.adobe.com/link/track?uri=urn%3Aaid%3Acds%3Aus%3Ab9365f5f-5bb6-4cef-a965-ade994ba8e67

Close Lesson/Extended Technology

How often do you Change your Bed linens (Sheets)?

https://youtu.be/ySP6FWnt9Mc
How Often Should You Actually Wash Your Sheets?
https://youtu.be/wV9hmUZZGd0

Bedding Care 101 | How to Wash a Duvet (Blanket), Pillows, Fold a Fitted Sheet
https://youtu.be/tuIZ6c9bDfg

Games
https://pbskids.org/daniel/games/my-bedtime
https://www.babyhazelgames.com/games/baby-hazel-bed-time.html
https://theinspiredtreehouse.com/simple-activities-for-kids-bed-sheets/
Functional Skills/Adaptive Functional Skills Math Lesson
Multiplication Lesson

Standards

Common Core Standard

6.NO.2a6

Grade 6: The Number System. Compute fluently with multi-digit numbers and find common factors and multiples. 2A. Fluently divide multi-digit numbers using the standard algorithm.

Functional Skills Standard

Multiplies/divides with or without regrouping

Introduction to Multiplication

https://www.youtube.com/watch?v=dPksJHBZs4Q

Vocabulary Words

Multiple - the product of a given whole number and any other whole number
Product - the answer you get when you multiply two factors together.
Factor - numbers that are multiplied together to get a product.

Activities

The multiplication worksheets for the activities are attached. There are three different levels of multiplication worksheets.

Ending Activity

www.multiplication.com

Students can pick a game to play on the website.
Resources

https://www.youtube.com/watch?v=dPksJHBZs4Q

www.math aids.com

www.multiplication.com
58 \times 7 = \underline{} \\
50 \times 2 = \underline{} \\
82 \times 2 = \underline{} \\
13 \times 4 = \underline{} \\
67 \times 4 = \underline{} \\
58 \times 7 = \underline{} \\
32 \times 8 = \underline{} \\
47 \times 2 = \underline{} \\
21 \times 4 = \underline{} \\
42 \times 7 = \underline{} \\
60 \times 7 = \underline{} \\
93 \times 4 = \underline{}}
\[
\begin{array}{cccc}
58 \times 7 & 50 \times 2 & 82 \times 2 & 13 \times 4 \\
\hline
406 & 100 & 164 & 52 \\
\end{array}
\]

\[
\begin{array}{cccc}
67 \times 4 & 58 \times 7 & 32 \times 8 & 47 \times 2 \\
\hline
268 & 406 & 256 & 94 \\
\end{array}
\]

\[
\begin{array}{cccc}
21 \times 4 & 42 \times 7 & 60 \times 7 & 93 \times 4 \\
\hline
84 & 294 & 420 & 372 \\
\end{array}
\]
What’s the Effect?

Read each sentence below. Write what you think might be an effect on the second line.

Example:

Cause: There was no rain for months.  
Effect: The crops died.

1. Cause: Robbie’s bicycle had a flat tire.
   Effect: ____________________________________________

2. Cause: Dark clouds appeared in the sky.
   Effect: ____________________________________________

3. Cause: Violet took swimming lessons.
   Effect: ____________________________________________

4. Cause: The dog barked for hours.
   Effect: ____________________________________________

   Effect: ____________________________________________

6. Cause: Mrs. Winston put a dish on the shaky table.
   Effect: ____________________________________________

7. Cause: The gate was open.
   Effect: ____________________________________________

8. Cause: It snowed last night.
   Effect: ____________________________________________
What’s the Effect?

Read each sentence below. Write what you think might be an effect on the second line.

1. Cause: Robbie’s bicycle had a flat tire.
   Answers: Student’s answers will vary. Examples of correct answers:
   Effect: Robbie couldn’t go to his friend’s house.

2. Cause: Dark clouds appeared in the sky.
   Effect: It began to storm.

3. Cause: Violet took swimming lessons.
   Effect: She won a swimming medal.

4. Cause: The dog barked for hours.
   Effect: The neighbors complained to the family.

   Effect: He was late for school.

6. Cause: Mrs. Winston put a dish on the shaky table.
   Effect: The dish fell off and broke.

7. Cause: The gate was open.
   Effect: The sheep got out of the field.

8. Cause: It snowed last night.
   Effect: The children made a snowman.
Activities for Transition FS and AFS HS

HOUSING/HOME CLEANING AND ORGANIZATION

To perform spontaneous cleaning tasks
- Replacing a roll of toilet paper
  
  https://www.youtube.com/watch?v=1t-bV0fJLBk

- Spraying air fresheners (disinfectants)

EATING

To Read Food Related Vocabulary Words
- Read kinds of breads, cereals, pasta, baking ingredients, deserts and sweets
- List vocabulary words
- Create a Menu for a Balanced Diet (see Sandwich Activity example)
- Watch video of a Balanced Diet www.youtube.com/watch?v=YimuldEZSNY

Time Management
- To Use a Calendar
  - Records events on a calendar (see Daily Schedule example)

Community Safety
- Provide Personal Information
  - States/writes phone number and address (and other personal data)
- To Get Help When a Problem Occurs
  - Get directions or help when lost

Job Related Writing Skills
- Learn and Practice Communication and Expected on-the-job Behaviors
  - Identify inappropriate interaction with co-workers

  https://www.youtube.com/watch?v=1kOn8vWA4fU

Daily Living Skills

Name common appliances and tools found in the home and tell how each is used
- Students look through magazines and cut out what they think are essential appliances.
- Students can also investigate websites for that information:
  http://www.kitchenappliances.us
Community Safety

(Provide Personal Information)

Fill out all information. Remember to write neatly.

| Name: ___________________ | Date: ________________ |

Practice Job Application

Directions: Fill out all information. Remember to write neatly! 😊

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>DOB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _____</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Name: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emergency Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: _____</td>
</tr>
<tr>
<td>Address: _____</td>
</tr>
</tbody>
</table>

Signature: ___________________ | Date: ________________ |
Personal Data Sheet Directions: Fill in the information requested below.

Name____________________________________________   Date __________________

Address__________________________________________________________________

Telephone Number (Home/Cell) ____________________ E-mail____________________

SS#________________________ Birth date______________________

EDUCATION

Name Address Years Attended

Junior High______________________________________________________________  
________________________________________________________________________

High School_______________________________________________________________ 
________________________________________________________________________

WORKEXPERIENCE: List most recent employment first.

Place Position Dates

1.________________________________________________________________________

2.________________________________________________________________________

3.________________________________________________________________________

REFERENCES

Name Address Occupation

1.________________________________________________________________________

2.________________________________________________________________________

3.________________________________________________________________________

IN CASE OF EMERGENCY NOTIFY

Name_____________________________________ Telephone______________________
## HOUSING/HOME CLEANING AND ORGANIZATION

Name: _________________________ Date: ________________

Directions: Ask a family member or a neighbor why and how often each of the following home maintenance tasks should be done. Record their answers below. Add any activities they name that are not on the worksheet.

<table>
<thead>
<tr>
<th>Task</th>
<th>Why clean?</th>
<th>How often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>garage/workroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>furniture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fireplace</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bed sheets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stovetop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>refrigerator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gutters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>closets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**HOUSING/HOME CLEANING AND ORGANIZATION**

Cleaning

Name:_______________________

Date:_______________

Directions: For your group’s picture of a room or location in a home, think of as many cleaning activities required. Note whether each activity is performed daily, weekly, or occasionally.

Room or location:

<table>
<thead>
<tr>
<th>Daily activities</th>
<th>Weekly activities</th>
<th>Occasional activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1._______________________</td>
<td>1._______________________</td>
<td>1._______________________</td>
</tr>
<tr>
<td>2._______________________</td>
<td>2._______________________</td>
<td>2._______________________</td>
</tr>
<tr>
<td>3._______________________</td>
<td>3._______________________</td>
<td>3._______________________</td>
</tr>
<tr>
<td>4._______________________</td>
<td>4._______________________</td>
<td>4._______________________</td>
</tr>
<tr>
<td>5._______________________</td>
<td>5._______________________</td>
<td>5._______________________</td>
</tr>
</tbody>
</table>
**EATING**

**Food Groups in My Meals** Directions: Write in the foods that you usually eat in one day.

LCE 1.5.20.1.A:1/E:1/P:1

Name:_______________________ Date:_______________

<table>
<thead>
<tr>
<th>Food group</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Snacks</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td></td>
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</tr>
<tr>
<td>Dairy</td>
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</tr>
<tr>
<td>Fruits and vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Meat, poultry, fish, or other protein</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fats, oils, and sweets</td>
<td></td>
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</tr>
</tbody>
</table>
**EATING**

**Weekly Meals With Variety**

LCE 1.5.20.1.A:1/E:1/P:1

Name:_______________________ Date:_______________

Directions: Suppose you are planning meals for one week for a family. Consider the four food groups, the variety needed for nutrition and meal appeal when you list the foods.

Day of the Week _________________

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grains</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Dairy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruits/ Vegetables</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meat/ Protein</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Community Leisure
(To Develop Leisure Habits)

MY LEISURE TIME ACTIVITY WORKSHEET

Name _____________________________________.              Date _________________________________

What I Think:

Directions for Part A: Choose a leisure activity you like and could do this week from the list on the board. Write
the name of the activity below. Then fill in the rest of the information.

Activity: ________________________________________________________________________________

Cost: __________________________________________________________________________________

How long it will take: ______________________________________________________________________

Where I will do it: _________________________________________________________________________

Physical requirements: _____________________________________________________________________

Directions for Part B: After you have done the activity, fill in the blanks below. Be ready to tell the class about
your activity.

Cost: __________________________________________________________________________________

How long it took: __________________________________________________________________________

Where I did it: ___________________________________________________________________________

Physical requirements: _____________________________________________________________________
**Time Management**

**Reading a Calendar**

*Worksheet - MONTH OF MARCH*

Name ______________________________________        Date __________________

Answer the questions according to the March 2020 calendar on the next page.

1. The bill is due on the first Friday of March. What is the due date of the bill?

2. Emma forgot to pay the bill on time. She paid the bill when it was three days overdue. When did she pay the bill?

3. What is the date of the last Monday of March?

4. Which day of the week is March 29th?

5. Which day of the week is March 14th?

6. How many Wednesdays are there in March?

7. How many days are there in March?
Time Management

Reading a calendar

Time Worksheet - MONTH OF APRIL

Name ______________________________________.          Date ___________________

Answer the questions according to the April 2020 calendar on the next page.

1. Ashley has a field trip on April 14th. What day of the week is her field trip?

2. Ashley needs to pay a fee the Friday before the field trip. What is the due date for the fee? ___

3. Ashley has piano lessons every Wednesday. How many piano lessons is she going to have in April?

4. What is the date of the first Friday of April?

5. Which day of the week is April 27th?

6. How many Saturdays are there in April?

7. How many days are in April?
# April 2020

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
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<td>2</td>
<td>3</td>
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<td>18</td>
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<td></td>
<td>Easter Sunday</td>
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<td>19</td>
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<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Daily Living Skills

Name common appliances and tools found in the home. Choose the correct words from the list below and write them under the correct pictures.
KITCHEN APPLIANCES VOCABULARY MATCHING WORKSHEET ANSWER KEY

Choose the correct words from the list below and write them under the correct pictures.

WORD LIST
- blender
- mixer
- toaster
- scale
- deep fryer
- fridge
- dishwasher
- washing machine
- coffee maker
- microwave
- egg boiler
- cooker
- grill
- kettle
- mincer
- juicer

Toaster, juicer, fridge, coffee maker, mincer, deep fryer, egg boiler, scale, washing machine, blender, microwave, cooker, grill, kettle, juicer.
Job Related Writing Skills

(Learn and Practice Communication and Expected on the Job Behaviors)

Read the Scenario. Then, answer the question that follows.

Activity 29. Avoiding the Clique

SCENARIO #1:
La'oya, Rosa, and Day were great friends. All three received their lifeguard certification together and were very excited to be working at the same community pool during the summer. The pool's supervisor knew the three girls were all close friends - and that this would be their first paid job. He wanted to be sure they recognized how fortunate they were to be able to work alongside their friends, but also needed to stress the importance of not letting their close friendship get in the way of doing their jobs.

If you were the supervisor, what specific instructions would you give to the girls?
EATING

Sandwich Activity

1. Prepare to make a sandwich.
2. Clean your surface.

** Watch the following video on food safety:

Copy and paste the following link into your web browser:

https://www.cdc.gov/foodsafety/communication/food-safety-videos.html#safety

3. Gather all ingredients, supplies, and utensils.
4. Locate the FDA Nutrition Facts for each product.
5. Measure the appropriate serving size.
6. Make/assemble the sandwich.

Record each step below as you assemble your sandwich. (What did you do first, what did you do next, etc.?)

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
Google “PBS Sandwich History” to locate and view the following:

**NOTE - This is just a screenshot of the video.**

What does PBS stand for/mean? ___________________________________________________

List two (2) types of bread you could use to make a sandwich:

1) __________________________________________

2) __________________________________________

Draw the different patterns you could use to slice your sandwich in half.

Horizontal

Vertical

Diagonal

What is the numerical representation of half? __________________________________________

What does FDA stand for/mean? ___________________________________________________

Define: utensils ________________________________________________________________
Daily Math Practice

Monday

1. \(19 + 26 + 23 = \) __________

2. \[
\begin{array}{c}
68 \\
+ 48 \\
\hline
\end{array}
\]

3. List these in decreasing order of length.

   - 3 cm
   - 3 m
   - 3 mm

4. What is six hours after 2 P.M.?
   __________

5. One cup of popcorn kernels makes four cups of popped corn. There are six cups of kernels in a bag. How many cups of popped corn will one bag make?
   __________

Daily Math Practice

Tuesday

1. \(56 - 17 = \) __________

2. \[
\begin{array}{c}
837 \\
- 614 \\
\hline
\end{array}
\]

3. Round 5,294 to the nearest hundred.
   __________

4. Choose the best description of a square.
   - A square has two sets of parallel sides.
   - A square has four equal angles.
   - A square is a quadrilateral with equal sides and equal angles.

5. Aunt Carol’s peanut brittle recipe calls for \(\frac{1}{2}\) pound of peanuts. If she makes 26 batches for the bake sale, how many pounds of peanuts will she use?
   __________
1. $8 \times 7 = \underline{56}$

2. $\frac{q}{2}$

3. What is 12 degrees warmer than 38 degrees? 

   $\underline{50}$

4. A bag of taffy contains three flavors: chocolate, vanilla, and cherry. There is an equal number of each flavor. What is the chance of reaching into the bag and getting a cherry-flavored piece?

   $\underline{\frac{1}{3}}$

5. The number is between 0 and 9. It cannot be evenly divided by 2. It is more than five. What is the number?

   $\underline{9}$

6. $9 \times 2 = \underline{18}$

7. Write this number in standard notation.

   three thousand six hundred seventeen

   $\underline{3617}$

8. What is half of 14?

   $\underline{7}$

9. Jill has an old bike. Her parents gave her $40 to repair it. New tires will cost $21. She also wants to buy a bell for $5 and a basket for $13. How much money will Jill have left?

   $\underline{4}$
Choose any three digits between 0 and 10. Make all the two-digit numbers you can using those three digits. Add up the two-digit numbers you created and divide by the sum of the original three digits. Record your answer. Then do it again with another three digits. Write your observations about the answers.

Show your work here.

Write your answer here.
Daily Math Practice

Monday

1. \[33 + 22 + 36 = \]

2. \[
\begin{array}{c}
73 \\
+ 89 \\
\end{array}
\]

3. How many inches are in 5 feet?

4. Draw as many lines of symmetry as possible.

5. Wilbur Wright was born in 1867. His brother Orville was born in 1871. How old was each brother in 1903?

   How much older was Wilbur than Orville?

Daily Math Practice

Tuesday

1. \[87 - 38 = \]

2. \[
\begin{array}{c}
398 \\
- 235 \\
\end{array}
\]

3. Complete this table.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Hands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>2</td>
<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

4. Name three common denominators of \(\frac{1}{3}\) and \(\frac{1}{2}\).

5. Mercury is 58 million kilometers from the sun. Earth is 150 million kilometers from the sun. How much farther from the sun is Earth?
1. 5 \times 9 = ____________

2. \[
\begin{array}{c}
3 \\
\times \ 8
\end{array}
\]

3. What comes next?
   44 22 88 44 176 88 ______
   ______  ______

   ____________________

5. The Community Council is replanting six flower boxes downtown. Each flower box holds 32 petunias. If petunias come in packs of 8, how many packs will be needed?
   ____________________

\[
\begin{array}{c}
4 \sqrt{20}
\end{array}
\]

4. Fill in the correct symbol.
   \[
   \begin{array}{c}
   < \ = \ >
   \end{array}
   \]
   31 \bigcirc 47

5. The coffee shop has nine apple pies cut into fourths. Each piece sells for $1.50. How much are all the pieces worth?
   ____________________

Daily Math Practice

Daily Math Practice
Magic Square

In this magic square, the sum of each row, column, and diagonal is the same. Fill in the squares. Reduce your answers to the lowest terms.

\[
\begin{array}{cc}
\frac{1}{4} & \frac{1}{4} \\
\frac{7}{12} & \\
\frac{2}{3} & \\
\end{array}
\]

Daily Progress Record

How many did you get correct each day? Color the squares.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Monday | Tuesday | Wednesday | Thursday | Friday
Monday

1. \[36 + 10 + 1 + 49 = \ \] 

2. \[\begin{array}{c}
415 \\
+ 398
\end{array}\]

3. What is the perimeter of an 8” square?

\[\text{_______________}\]

4. It was 102°F on the Fourth of July. It was 50 degrees cooler on Thanksgiving. What was the temperature on Thanksgiving?

\[\text{_______________}\]

5. Tamara has twelve coins. One-quarter are dimes, one-half are quarters, and the rest are pennies. What is the value of Tamara’s money?

\[\text{_______________}\]

Tuesday

1. \[783 - 388 = \ \] 

2. \[\begin{array}{c}
85 \\
- 16
\end{array}\]

3. Construct a graph to show the information below. Use a sheet of graph paper.

<table>
<thead>
<tr>
<th>Goals Scored</th>
<th>Ducks</th>
<th>Opponents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Game 2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Game 3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Game 4</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

4. Name two things in your desk that are rectangular prisms.

\[\text{_______________}\]

5. The nature museum is open seven days a week. Every day 105 people come to see the exhibits. How many people come to the museum in one week?

\[\text{_______________}\]
Daily Math Practice

Wednesday

1. $3 \times 5 = \underline{\hspace{2cm}}$

2. $\begin{array}{l} 7 \\ \times 4 \\ \end{array}$

3. If $a = 2$, what is the value of $a + 6$?

4. If Bert is responsible for mowing 50% of the lawn, what does that mean?

5. If Mario eats two cups of pretzels every night while he watches television, how many cups does he eat in one week?

    If there are 13 pretzels in each cup, how many pretzels does he eat?

Daily Math Practice

Thursday

1. $\sqrt{32}$

2. $\sqrt{60}$

3. Which of these is more?
   - [ ] a liter
   - [ ] a milliliter

4. What is the mean (average) of this data?

   $5, 8, 9, 6, 2$

5. How many months are there in three years?
State the rule and fill in the missing numbers in this chart.

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>32</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>35</td>
</tr>
<tr>
<td>70</td>
<td>39</td>
</tr>
<tr>
<td>86</td>
<td></td>
</tr>
</tbody>
</table>

How many did you get correct each day? Color the squares.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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<td>4</td>
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<td>1</td>
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</tr>
</tbody>
</table>
1. $39 + 19 + 17 = \underline{_____}$

2. $4,139 + 2,524$

3. Correct the mistakes.
   $1,426 + 2,317 = 3,742$
   $4,138 + 3,522 = 7,663$

4. How many sides does a pentagon have?
   \underline{_______}

5. There are 59 boys and 49 girls in the baseball league this year. If there are 9 teams in the league, how many players will each team have?
   \underline{_______}

---

1. $94 - 26 = \underline{_____}$

2. $284 - 188$

3. What are the next four figures in this pattern?
   $\blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozenge \blacklozero
Daily Math Practice

**Wednesday**

1. \(5 \times 8 = \) __________

2. \[
\begin{array}{c}
24 \\
\times 2
\end{array}
\]

3. What number sentences can be created using 9, 7, and 16?
   ______________
   ______________
   ______________

4. What place value does the 7 have in 187,300?
   ______________

5. During batting practice, each player was pitched 12 balls. If 9 players came to practice, how many balls were pitched?
   ______________

**Daily Math Practice**

**Thursday**

1. \(81 \div 9 = \) __________

2. \(3 \sqrt{51} \)

3. How many lines of symmetry does a square have?
   ______________

4. Write this number in standard notation.
   twelve thousand twenty
   ______________

5. Kim’s new bike cost twice as much as Yoko’s. If Yoko’s bike cost $189, how much did Kim’s bike cost?
   ______________
Study the figure below. Then determine its area.

Write your answer here.

Daily Progress Record

How many did you get correct each day? Color the squares.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
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<tr>
<td>4</td>
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</tbody>
</table>
Nonfiction Reading

Wintertime

Directions: Read the following passage and answer the questions that follow. Refer to the text to check your answers when appropriate.

Brrrr. Winter is cold in some places. Many plants do not grow during winter. Some plants die. Snow and ice may cover the ground. It can be hard for animals to find food during winter. Animals get through this time in many ways. Birds and butterflies can fly. Many of them do not stick around for the winter. They leave. They go to a place with nice weather. Then they come home in the spring. We call this migration. Migrating is a good way to avoid the cold. Another good way to avoid the cold is to sleep through it. Many animals hide during the winter. Their bodies slow down. They save their energy. They do not eat. They live off of their fat. They do this until food returns. We call this hibernation. Snakes, frogs, and bears hibernate. Some animals store food in their homes. They do not sleep all winter, but they do much less. They live on what they saved in the summer and fall. This is what squirrels, beavers, and raccoons do. Skunks do this too. Other animals tough it out. They do not leave. They do not hide. They must survive. Sometimes nature helps them out. Some animals grow thicker coats in the winter. Other animals change color. The arctic fox is brown in the summer. His coat turns white in the winter. Winter may be pretty. It is nice to see snow on the trees. But it is dangerous too. People are also at risk. You can get frost bitten or worse. How do you beat the winter? Do you wear a thick coat? Do you stay inside? Or do you live somewhere warm?

1. Which of these animals migrates during the winter?
   a. foxes  b. snakes
   c. bears  d. butterflies

2. Which of these animals survives winter by eating stored food?
   a. bears  b. raccoons
   c. frogs  d. birds
3. Why does the arctic fox's coat change white during winter?
   a. The white coat is prettier and attracts mates.
   b. White absorbs the sun and is warmer.
   c. The white coat helps him blend with the snow.
   d. His body saves energy by reducing hair color.

4. Which does not hibernate?
   a. skunks b. frogs
   c. snakes d. bears

5. Why is winter a difficult season in some places?
   a. There is less food.
   b. It is colder.
   c. Snow and ice cover the ground.
   d. All of these

6. What does it mean to migrate?
   a. To grow a thicker coat
   b. To move somewhere warmer for a season
   c. To enter a long sleep and survive off of body fat
   d. To change colors
7. What is the main idea of this text?
   a. Animals do funny and interesting things.
   b. Most flowers do not grow during the wintertime.
   c. Animals survive the winter in many ways.
   d. We must prepare for the dangers of winter.

8. How does a hibernating animal survive?
   a. A hibernating animal lives off of stored food.
   b. A hibernating animal lives off of body fat.
   c. A hibernating animal lives somewhere warm.
   d. A hibernating animal lives off of the land.

9. How would a thicker coat help an animal survive winter?
   a. A thicker coat would help an animal hide better.
   b. A thicker coat would protect an animal against attacks.
   c. A thicker coat would help an animal stay warm.
   d. A thicker coat would help an animal migrate.

10. Which title would best describe this text?
    a. Winter: A Time to Migrate
    b. Hibernation: Sleeping it off
    c. Survive: How Animals Beat the Winter
d. Birds and Butterflies: Nature's Movers and Shakers

Describe how a skunk survives the winter. List the steps that the skunk must take to survive in chronological order.

_____________________________________________________________________
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Why is migrating a good way to get through the winter? Refer to the text in your answer.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

How is the way that frogs and snakes get through the winter different from how squirrels and beavers survive?
Shelby County Schools
Extended Learning Packet

Self-Contained SPED Adaptive PE
Resources and Activities for Adapted Physical Education & Recreation

Compiled by:

Jennifer Blassingame & Janie Emerson

blassingamejc@scsk12.org
emersonej@scsk12.org

We hope you find this information useful. Please contact us for additional information, questions or suggestions.

Let’s all work together to stay active and healthy during our current situation.
Dance

Seated or Standing Versions

- [https://www.youtube.com/watch?v=LArvqV_XejI](https://www.youtube.com/watch?v=LArvqV_XejI)
- [https://www.youtube.com/watch?v=W36f9kAEzJI](https://www.youtube.com/watch?v=W36f9kAEzJI)
- Listen to your favorite song, and make up your own dance!
  - Add visual tracking by including bright or noise making objects in various locations and distances around the space or the student

Recreational Activities to Get MOVING

- Tie a balloon to a fly swatter and use it as a racket to hit and swing at the balloon
- Roll over bubble wrap that is taped to the floor while your child is in their wheelchair (they will love the sound)
- Hang streamers from a doorway and wheel through them
- Make an obstacle course to wheel or crawl through
- Blow bubbles and having student track (watch) them and then reach to try and pop them using any body part (hands, feet, knees, elbows)
- Push balloon off lap or your hand held where they can reach
- Hit/tap balloon using any part of your body
  - Try to get to 10 without the balloon hitting floor and count out loud
  - Variations:
    - Count by 2s or whatever coordinates with the student’s math level
• Spell sight words or name
• Increase distance between players to make the activity more difficult
• Decrease distance between players to make the activity less difficult.

➢ The Family Fitness Game
(copy and paste URL below into search bar)
https://view.genial.ly/5e8178b59c3c020e43a0cb02/game-the-family-fitness-game-copy-copy?fbclid=IwAR0rkG5a3gLPPr5DTcZYOljT_XURgzDFxo8EkPEWNIkYZAVs84YY-uRUWxTQ
  o Change the activities at each spot on the game board as needed

  **Yoga/Stretching/Relaxation**

➢ [https://justdoufit.com/ufit-homexercise/?fbclid=IwAR2Qakx_J89lBbQx71qFTAMfBAFaQwOz08G8BCRJ0JN1jy2zajOvyiApTjM](https://justdoufit.com/ufit-homexercise/?fbclid=IwAR2Qakx_J89lBbQx71qFTAMfBAFaQwOz08G8BCRJ0JN1jy2zajOvyiApTjM)

**Scavenger Hunts**

➢ Scavenger hunts are used to help students develop life skills such as problem solving, reading and getting exercise for the mind and the body. Use the following scavenger hunts to work with your students/children to incorporate movement and recreational activities into your daily life.
# Nature Scavenger Hunt

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="leaf" /></td>
<td><img src="image" alt="rock" /></td>
<td><img src="image" alt="flower" /></td>
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<tr>
<td><img src="image" alt="squirrel" /></td>
<td><img src="image" alt="butterfly" /></td>
<td><img src="image" alt="twig" /></td>
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<tr>
<td><img src="image" alt="snail" /></td>
<td><img src="image" alt="mushroom" /></td>
<td><img src="image" alt="ant" /></td>
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<tr>
<td><img src="image" alt="bee" /></td>
<td><img src="image" alt="bird" /></td>
<td><img src="image" alt="tree stump" /></td>
</tr>
<tr>
<td><img src="image" alt="nest" /></td>
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</tbody>
</table>

*GLAMAMOM.COM*
Outdoor Scavenger Hunt

Collect all of the following items in a bag or basket. Check the boxes as you find each one.

- 5 leaves that look different
- A stick that is longer than your hand
- A rock with spots on it
- A flower
- A flat rock
- 10 blades of grass
- Something you love to play with
- A piece of trash you can recycle
- Something that is brown
- Something that is heavy
- Something that is very light
- Something that needs sun to live
- An item smaller than your thumb
- Something that starts with "m"
- Something that smells good

Ready for snack? Make sure everything gets put back where it belongs!
SPRING SCAVENGER HUNT

- Find a yellow flower.
- Find 3 different shaped leaves.
- Find something that is red.
- Find a spider web.
- Find something that flies.
- Name 2 things you see in the sky.
- Find something that is long.
- Find something that grows that is green.
- Find 2 birds.
- Find some water.
- Find something purple.
- Find something that crawls.
BACKYARD SCAVENGER HUNT

- Find 3 kinds of leaves.
- Find something yellow.
- Name a bug that is red.
- Find 2 sticks.
- Find something that smells good.
- Name something you see in the sky.
- Find something that is round.
- Find something that grows that is green.
- Find a bird.
- Find 3 different colored rocks.
- Find something purple.
- Find a bug.
5 SENSES SCAVENGER HUNT

- Find something that makes a crunch sound.
- Find something that tastes sour.
- Find something that smells good.
- Find something smooth.
- Find 3 of the same thing.
- Find something that smells bad.
- Find something that tastes sweet.
- Find something loud.
- Find something long.
- Find something soft.
- Find something white.
- Find something quiet.
- Find something rough.
INDOOR SCAVENGER HUNT

• Find a fork.
• Find something that is red.
• Find a tissue box.
• Find 3 things that have wheels.
• Find an orange crayon.
• Find something that is very soft.
• Find a band-aid.
• Find a key.
• Find 2 socks that match.
• Find something round.
• Find a sticker.
• Find a rubber band.
• Find a pair of glasses.
• Find an envelope.
Spell your Name Workout

Spell out your full name and do the workout with each letter. For something more challenging, include your middle name or do your name more than once.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Burpees</td>
<td>60 sec Plank</td>
<td>20 Squats</td>
<td>10 Push ups</td>
<td>20 Mountain Climbers</td>
<td>15 Squat Jumps</td>
<td>30 Bicycles</td>
<td>25 Jumping Jacks</td>
<td>20 Walking Lunges</td>
<td>60 sec Jump Ropes (with or without a rope)</td>
<td>30 Sit ups</td>
<td>20 Russian Twists</td>
<td>15 Tricep Dips</td>
</tr>
<tr>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
</tr>
<tr>
<td>60 sec Wall Sit</td>
<td>15 Jumping Lunges</td>
<td>10 Donkey Kicks</td>
<td>15 Walking Planks (go from forearm planks to on your hands and back down)</td>
<td>10 Supermans</td>
<td>10 Plank Jacks (jumping jacks in plank position)</td>
<td>20 High Knees</td>
<td>25 Calf Raises</td>
<td>30 Arm circles (15 forwards and 15 backwards)</td>
<td>20 Side to Side Jumps</td>
<td>15 Hip Bridges</td>
<td>10 Frankenstein Kicks</td>
<td>5 180 degree Jumps</td>
</tr>
</tbody>
</table>
# P.E. Home Warm Up Stretches

<table>
<thead>
<tr>
<th>Warm-up Activity</th>
<th>“Verbal Prompts”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Deep Breathing:</td>
<td>“Deep breath in nose... now out mouth”</td>
</tr>
<tr>
<td>2. Deltoid stretch:</td>
<td>“Arm across body, hold elbow... Switch.”</td>
</tr>
<tr>
<td>3. Arm circles:</td>
<td>“Arms out...BIG circles forward...small circles backwards”</td>
</tr>
<tr>
<td>4. Hamstring stretch:</td>
<td>“Feet together, legs straight and try to touch your toes”</td>
</tr>
<tr>
<td>5. Straddle stretch:</td>
<td>“Wide feet, legs straight and try to touch the ground”</td>
</tr>
<tr>
<td>6. Lunge:</td>
<td>“Wide feet, point one toe out, two hands on that knee”</td>
</tr>
<tr>
<td>7. Calf stretch:</td>
<td>“Up on tippy toes with heels up... now heels down and toes up”</td>
</tr>
<tr>
<td>8. Jumping jacks:</td>
<td>“Feet together and arms down...wide feet and arms up”</td>
</tr>
<tr>
<td>9. Windmill stretch:</td>
<td>“Wide feet, one hand up high in the sky, touch opposite foot”</td>
</tr>
<tr>
<td>10. Locomotor:</td>
<td>“Run, jog, walk, gallop, skip, slide, jump and hop”</td>
</tr>
</tbody>
</table>

I often use a 10-second count for each warm-up and try to keep the order consistent in hopes of improving the student’s overall independence while participating in the routine. The locomotor portion of the warmup can be performed around the boundaries of a room, backyard and or in place. I highly recommend using music during the locomotor portion to make it fun! When the song plays the student moves and when the song is paused the student stops. For example; while the student is walking, ‘pause’ the song to cue the student to stop. Then verbally prompt the student to run, jump, etc. and press ‘play’.

**Remember, our goal is to secure moderate to vigorous physical activity.**

If you have any questions or concerns, please do not hesitate to contact me.

Jennifer Blassingame & Janie Emerson  
Adapted P.E. Teachers  
[blasingamejc@scsk12.org](mailto:blasingamejc@scsk12.org)  
[emersonej@scsk12.org](mailto:emersonej@scsk12.org)

*In addition to physically demonstrating the warm-up for the student, please feel free to use these visual prompts for additional support.*

Created By: Sean Corson
Deltoid Stretch

Created By: Sean Corson
Arm Circles

Created By: Sean Corson
Hamstring Stretch

Created By: Sean Corson
Straddle Stretch

Created By: Sean Corson
Calf Stretch

Created By: Sean Corson
Jumping Jacks

Created By: Sean Corson
Windmill Stretch

Created By: Sean Corson
Locomotor

Created By: Sean Corson
# Activity Calendar

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch +</td>
<td>Can Goods as</td>
<td>1 DANCE MIX</td>
<td>2 Balloon Tap</td>
<td>3 Go For a</td>
</tr>
<tr>
<td>Underhand Roll</td>
<td>Weights +</td>
<td></td>
<td>with a partner</td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Underhand roll</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Squish the Fish Yoga</td>
<td>7 Yoga</td>
<td>8 Partner exercises! Sibling or parent would work great. partner exercises</td>
<td>9 Stretch, Strength, or Balloon taps</td>
<td>10 Go to a Park you have never been to!</td>
</tr>
<tr>
<td>13 Balancing Activities Pink Oatmeal IG videos</td>
<td>14 Exercise Routine w/Visuals</td>
<td>15 Jack Heartman <a href="https://youtu.be/RzbTmBlpGdQ">https://youtu.be/RzbTmBlpGdQ</a></td>
<td>16 Invent a game with items from home</td>
<td>17 Scavenger Hunt (Indoor/Outdoor)</td>
</tr>
<tr>
<td>20 Seated Yoga (Chair)</td>
<td>21 At Home Warm Ups See above</td>
<td>22 Seated 30 min boxing workout</td>
<td>23 Game to play with paper plates</td>
<td>24 Explore your Backyard. Can you find something for each color of the rainbow?</td>
</tr>
<tr>
<td>27 Med Ball &amp; Dumbbell Seated Exercises Use balloon or any kind of ball</td>
<td>28 Seated Exercises no weights needed</td>
<td>29 Kids Bop Dance Along</td>
<td>30 Bowling with empty water bottles, or cans, and a ball</td>
<td></td>
</tr>
</tbody>
</table>

Created by: Melissa Abadia
It is important to be active everyday and try to get some fresh air. Today I…….? 

<table>
<thead>
<tr>
<th>Activity</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Afternoon/Evening</td>
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</tr>
</tbody>
</table>

Activity ideas:

Students can cut and paste these into the chart above or write in their activities.

<table>
<thead>
<tr>
<th>Walk</th>
<th>Run</th>
<th>Basketball Dribbling or shooting.</th>
<th>Kicking a soccer ball.</th>
<th>Bike ride.</th>
<th>Yoga</th>
</tr>
</thead>
<tbody>
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<td><img src="image" alt="Walk" /></td>
<td><img src="image" alt="Run" /></td>
<td><img src="image" alt="Basketball" /></td>
<td><img src="image" alt="Kicking a soccer ball" /></td>
<td><img src="image" alt="Bike ride" /></td>
<td><img src="image" alt="Yoga" /></td>
</tr>
<tr>
<td>Beach Ball volleyball</td>
<td>Throwing and Catching</td>
<td>Tennis or racket sports</td>
<td>Active video Games (wii, switch)</td>
<td>2 square or 4 square.</td>
<td>Balloon volleyball/tennis</td>
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</tr>
<tr>
<td>Fitness or fitness Video</td>
<td>Just Dance</td>
<td>Go Noodle</td>
<td>Jump Rope</td>
<td>Scooter</td>
<td>Hop Scotch</td>
</tr>
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