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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Environment</strong></td>
</tr>
<tr>
<td>Break tasks into manageable chunks.</td>
</tr>
<tr>
<td><strong>Remote Learning Environment</strong></td>
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<tr>
<td>• Chunk tasks in the family schedule, in student assignments, and in lessons as necessary.</td>
</tr>
<tr>
<td>• If the student utilized this support in school, consider a checklist or task list.</td>
</tr>
<tr>
<td>• Use the attached visuals to create a schedule that works for your child at home.</td>
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<tr>
<td><strong>Provide 2-3 step directions.</strong></td>
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<tr>
<td>• Minimize oral directions or instructions that you give your child.</td>
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</table>
| Check for understanding before proceeding with multi-step directions. | ● Provide clear, concise directions while engaging your child in activities.  
● Maintain simplified, routine directions if accessing technology for remote learning.  
● Model to students what you are expecting them to do prior to asking them to do it.  
● 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.  
● Consider reviewing or repeating activities within this packet to increase overall understanding. |
<table>
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<tbody>
<tr>
<td>Provide visual supports when introducing new concepts or skills.</td>
<td>● Utilize the visual supports and Communication Core Board to support student understanding and comprehension.</td>
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</tbody>
</table>
| Allow Breaks | ● 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.  
● Activities to do during a break include but are not limited to:  
  ○ 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 |
| Provide frequent reinforcement. | ● Give your child choices of what they can work on, “Would you like to start with math or reading?”  
● 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.  
● 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!” |
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-
**Promoting Hierarchy**

The Promoting 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.

**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.

**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.

**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>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Focus: Literacy</td>
<td>Using the packet, work with your child to: 1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td>Focus: Math Using the packet, work with your child to: 1. Complete 2-3 different math activities. 2. Have your child complete a counting activity</td>
<td>Focus: Literacy Using the packet, work with your child to: 1. Read a story. 2. Complete a comprehension activity. 3. Complete an extension activity</td>
<td>Focus: Math Using the packet, work with your child to: 1. Complete 2-3 different math activities. 2. Have your child complete a sorting activity in</td>
<td>Focus: Cooking/Craft Using the packet, work with your child to: 1. Complete a recipe. 2. Complete a craft.</td>
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<tr>
<td>Project</td>
<td>Time TBD</td>
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<tr>
<td>Enrichment</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Skill Practice</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>Total District Recommended Instructional Minutes</td>
<td>60 MPD</td>
<td>90 MPD</td>
<td>120 MPD</td>
<td>180 MPD</td>
<td>270 MPD</td>
</tr>
<tr>
<td>Enrichment Activity</td>
<td>Time TBD</td>
<td>Based on Grade of Your Child</td>
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<tr>
<td>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</td>
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<table>
<thead>
<tr>
<th>Literacy</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
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<tr>
<td>If you have access to technology, listen to a story on: - Epic Books - StoryLineOnline - Youtube Read Alouds</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrichment Activity</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise: Use a hallway or sidewalk to do the following: *Modify as needed for your child’s physical access. - run forward - run backward - skip - gallup - fly like an airplane</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Enrichment Activity</th>
<th>Time TBD</th>
<th>Based on Grade of Your Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance Party with your Family!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>Time TBD Based on Grade of Your Child</td>
<td>Select 1 Activity from the Home Activity Guide under: Language Arts</td>
</tr>
<tr>
<td>Independent Functioning</td>
<td>Project</td>
<td>family</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Enrichment</td>
<td>friends</td>
</tr>
<tr>
<td>Science</td>
<td>Cooking</td>
<td>music</td>
</tr>
<tr>
<td>Math</td>
<td>Experiment</td>
<td>Break</td>
</tr>
<tr>
<td>Reading</td>
<td>Craft</td>
<td>Work</td>
</tr>
</tbody>
</table>

Visuals to Support Non-Digital Cluster Remote Learning
Remote Learning Choice Board

- Social Studies
- Art
- Cooking

1 2 3
- Math
- My Choice
- Independent Functioning

- Reading
- Science
- Music
<table>
<thead>
<tr>
<th>Activities</th>
<th>Quick Description</th>
<th>Grade Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td><strong>PK</strong> K-2 3-5 6-8 9-12 ALL</td>
<td></td>
</tr>
<tr>
<td>Sing/Say Alphabet</td>
<td>y y</td>
<td></td>
</tr>
<tr>
<td>Label items</td>
<td>Show/Point to household items/rooms and ask &quot;What is this?&quot; to match printed word to items</td>
<td></td>
</tr>
<tr>
<td>Identify items</td>
<td>Present a choice of household items and ask &quot;Show me/Give me the__________&quot;</td>
<td>y</td>
</tr>
<tr>
<td>ABC train</td>
<td>Place the corresponding upper and lower case letters together. (Marker, index cards, or pieces of paper)</td>
<td>y y y</td>
</tr>
<tr>
<td>Writing</td>
<td>Use scribbles or letter like forms to represent written language. Provide writing utensil and paper, say &quot;show me how you write your name.&quot;</td>
<td>y y y</td>
</tr>
<tr>
<td>Tracing/Writing Letters</td>
<td>Trace/write the letters in the spaces provided (Construction paper and marker)</td>
<td>y y y</td>
</tr>
<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</td>
</tr>
<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</td>
</tr>
<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>
<td>y y</td>
</tr>
<tr>
<td>Sorting Word Cards</td>
<td>Sort the cards into four piles matching the first letter of each word.</td>
<td>y y y y</td>
</tr>
<tr>
<td>Sequence ABC's</td>
<td>Put cards in sequence alphabetically.</td>
<td>y y</td>
</tr>
<tr>
<td>Alphabetizing Word Cards</td>
<td>Sort/alphabetize cards by their first letter</td>
<td>y y y</td>
</tr>
<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</td>
</tr>
<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>
<td>Y</td>
</tr>
<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>
<td>y y y y</td>
</tr>
<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- <strong>(S)</strong> Somebody-Big Bad Wolf, <strong>(W)</strong> Wanted-pigs for dinner; <strong>(B)</strong> But-they hid in the brick house; <strong>(S)</strong> So-he went hungry.</td>
<td>Y</td>
</tr>
<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 &quot;what would you do?&quot; in relation to the characters in the story.</td>
<td>Y</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>PreK K-2 3-5 6-8 9-12 ALL</td>
<td></td>
</tr>
<tr>
<td>Constructing sets</td>
<td>Count out and construct sets of objects up to the number 5. &quot;Count five crayons.&quot;</td>
<td>Y</td>
</tr>
<tr>
<td>Compare quantities</td>
<td>Separate a pile of objects (i.e. forks and spoons). Compare the piles. Ask, &quot;Are they equal?&quot; &quot;Which one has more?&quot;</td>
<td>Y</td>
</tr>
<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>
<td>y y y</td>
</tr>
<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>
<td>y y</td>
</tr>
<tr>
<td>Color Match</td>
<td>Copy patterns of colored objects (beads, colored goldfish, lego's,etc.) and then create their own patterns.</td>
<td>y y</td>
</tr>
<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>
</tr>
<tr>
<td>Color Hunt</td>
<td>Give clues and challenge your child to find things of a certain color</td>
<td>y</td>
</tr>
<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>
<td>y y y y</td>
</tr>
<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>
<td>y y y</td>
</tr>
<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>Activity</td>
<td>PreK</td>
<td>K</td>
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<td>----------------------------------</td>
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<tr>
<td>Sorting Objects</td>
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<td>Y</td>
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<tr>
<td>Identifying shapes</td>
<td></td>
<td>Y</td>
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<tr>
<td>Puzzles</td>
<td></td>
<td>Y</td>
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<tr>
<td>Story Problems</td>
<td></td>
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<tr>
<td>Independent Functioning</td>
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<tr>
<td>Wash hands</td>
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<tr>
<td>Making the bed</td>
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<tr>
<td>Brush Teeth</td>
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<tr>
<td>Sorting Dinners</td>
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<tr>
<td>Sorting Jobs</td>
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<tr>
<td>Washing Dishes</td>
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<td>Clearing the table</td>
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<tr>
<td>Empty Trash</td>
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<tr>
<td>Brushing teeth</td>
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<td>Sorting clothes</td>
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<td>Sorting food</td>
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<tr>
<td>Sorting utensils</td>
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<tr>
<td>Mealtime Jobs</td>
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<tr>
<td>Sorting food groups</td>
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<tr>
<td>Sorting clothing items</td>
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<tr>
<td>Sorting food/nonfood items</td>
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<tr>
<td>Placing word cards with objects</td>
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<tr>
<td>Sorting playing cards</td>
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<td>My Important People</td>
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<td>Social Studies</td>
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<tr>
<td>Weather</td>
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<tr>
<td>Science</td>
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<tr>
<td>Recycling Activity</td>
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</tbody>
</table>

- **Sorting Objects**: Find common household items and have the child sort them by different attributes (socks, cups, colors, toys).
- **Identifying shapes**: Sort/Match different shapes.
- **Puzzles**: Use single insert pieces up to 500 pieces, Jigsaw puzzles.
- **Story Problems**: Use common items to create addition and subtraction sentences (example: Start with five potato chips, add one more then ask “how many”, and state the sentence 5 + 1 = 6, then eat 2, then state 6 - 2 = 4).
- **Independent Functioning**: Teach steps in the process, Practice counting to twenty, sing “Happy Birthday” Song while practicing several times a day.
- **Washing Dishes**: Break each step into small manageable steps. Begin with the step that the child is able to do themselves and build in more steps as the child masters the first step.
- **Sorting Dinners**: After the dishes are washed and dried, have the student sort each dish into the correct category.
- **Sorting Jobs**: Setting the table (start with just the napkin, add more steps as the child masters each step).
- **Sorting Dinners**: After the dishes are washed and dried, have the student sort each dish into the correct category.
- **Sorting Utensils**: After the dishes are washed and dried, have the student sort each utensil into the correct category.
- **Mealtime Jobs**: Setting the table (start with just the napkin, add more steps as the child masters each step).
THANKING HOSPITAL WORKERS

Hospital workers are very busy now.

Many people are sick with the coronavirus.

Hospital workers are helping sick people become healthy.

Hospital workers work in hospitals.
People who are very sick may go to hospitals.

People who are hurt may go to hospitals too.

People who are sick or hurt need help.

Hospital workers can help these people.

Hospitals have many kinds of hospital workers.
A hospital worker may be:

- a doctor,
- a nurse,
- a therapist,
- an aide,
- or a pharmacist.

Hospital workers do many things!

- do surgery,
- take a temperature,
- give medicine,
- and more.
Hospital workers include janitors and cafeteria workers too.

Janitors make hospitals clean.

A clean hospital can help people be healthy.

Cafeteria workers cook food in hospitals.

Eating good food can help people be healthy.
All hospital workers are important!

People can thank hospital workers any time.

A good time to thank hospital workers is National Hospital Week.

National Hospital Week is May 10 - 16 in 2020.

This week celebrates hospital workers.
People can do things to thank hospital workers.

People can make cards, send emails and write letters.

People can send food to hospitals.

Hospital workers can enjoy the food.
People can thank hospital workers on social media too.

They can say why hospital workers are important.

People can share pictures and videos.

They can share stories about hospital workers.

People can use #MyHospital in their posts.
Cities across the U.S. have hospitals.

Many hospital workers are very busy now!

They are helping people sick with the coronavirus.

Many people are thanking hospital workers.

How can you thank a hospital worker?
HOSPITAL WORKERS

Hospital workers work in hospitals.

Hospital workers help people feel better.

Hospital workers use many tools to help people.

These tools include stethoscopes, thermometers, shots, bandages, and more.
Hospitals are in cities around the world.

Hospitals have rooms with hospital beds.

Hospitals have waiting rooms and emergency rooms.

They have X-ray machines, medicine, MRI machines, wheelchairs and more.
Choose the pictures about THANKING HOSPITAL WORKERS.

- janitor
- healthy
- hurt
- watermelon
- hospital
- palm tree
- hospital workers
- sick
- bus trip
- doctor
- help
- important
- nurse
- busy
- golf course
- thank
1. WHAT is the paper about?

2. WHO are helping sick people become healthy?

3. WHERE do hospital workers work?

4. WHAT is May 10 - 16?

5. WHAT may hospital workers give to sick people?

6. WHO is not a hospital worker?
ACROSS

3  🧑‍⚕️ hurt
4  🧑‍♂️ janitors
6  ☹️ sick
7  👨‍⚕️ healthy

DOWN

1  🙏 thank
2  🌟 important
3  🏥 hospital
5  📚 busy
6  🧑‍📖 help
7  🧑‍⚕️ help
Kevin's Choices

by Karen Leugers

Illustrated by Alex Wisehart
Words to Learn

- independently: doing something by yourself
- apartment: a small living area located in a building with other similar living areas
- group home: a home for a small group of adults who may need help with daily living

Things to Learn From This Story

- There are good and bad things about different living choices.
- Explore all of the possible future living choices in your area.
- Know what you can do on your own and what you will need help with.
- Make a plan for where you want to live.
Kevin is an adult.

He has choices about where to live.

He has choices about who to live with.
Kevin's Choices

Kevin does some things by himself.

Kevin needs help with some things.

He thinks about where to live.
Kevin may choose to live with his family.

Kevin can help them.

They can help him.
Kevin's Choices

Kevin may live in an apartment.

He could live alone or with a roommate.

They could help each other.
Kevin may live in a group home.

He would live with other adults.

The support staff can help care for Kevin.
Kevin thinks about living with his parents.

His parents make the rules.

He will not be able to make his own choices.
Kevin thinks about living in an apartment.

He might be lonely.

He might need some help.
Kevin's Choices

Kevin thinks about living in a group home.

He may not like his housemates.

He will have to share many things.
Kevin has choices about where to live.

Kevin has choices about who to live with.

Kevin will make a plan about where to live.
Kevin's Choices

Tips:

- Visit the living choices in your area. Think about how it would feel to live there.

- Think about what you can do independently. Ask how you will be able to do those things.

- Think about the help you may need. Ask how you would get that help.

- Discuss the good and bad things about each living choice.
<table>
<thead>
<tr>
<th>live</th>
<th>help</th>
<th>lonely</th>
<th>Kevin</th>
<th>adult</th>
<th>choice</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="house" /></td>
<td><img src="image2" alt="helper" /></td>
<td><img src="image3" alt="person" /></td>
<td><img src="image4" alt="kevin" /></td>
<td><img src="image5" alt="adult" /></td>
<td><img src="image6" alt="choice" /></td>
</tr>
<tr>
<td>think</td>
<td>choose</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td><img src="image7" alt="person" /></td>
<td><img src="image8" alt="choosing" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>care</td>
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</tbody>
</table>

**月境:** Within each category, pictures are listed from left to right in the order in which they appear in the text.
1. What is this story about?
   a. food groups   b. working   c. living choices

2. What might Kevin do with his family?
   a. fight   b. live with   c. swim

3. Where might Kevin live with a roommate?
   a. apartment   b. parent's home   c. mobile home

4. What can support staff in a group home do?
   a. paint houses   b. care for Kevin   c. find jobs

5. What is important to know about this story?
   ○ a. Always respect others at work.
   ○ b. Having a pet is a big responsibility.
   ○ c. Make a plan for where you want to live.
Choosing a Place to Live

It's important to know what you can do.

It will help you choose a good place to live.
Choosing a Place to Live

It's important to know how much help you need.

It will help you choose a good place to live.
Choosing a Place to Live

It's important to know what special services you need.

It will help you choose a good place to live.
Choosing a Place to Live

It's important to know where you want or need to live.

It will help you choose a good place to live.
Choosing a Place to Live

Ask:

- What can I do?
- What help do I need?
- Where do I want to live?
- Where do I need to live?
Choosing a Place to Live

Within each category, pictures are listed from left to right in the order in which they appear in the text.
Living Options Questions

Below is a list of questions you can ask when exploring places to live. What other questions could you ask?

- How much will it cost?
- Where is the place located?
- What is the neighborhood like?
- What activities are available?
- How is medicine and healthcare provided?
- How are meals planned and served?
- What kind of transportation is available?
- What other individuals live there?
- What are the rules about having visitors?
- What do people who live there say about the place?
- How can my needs be met there?
- Other: ____________________________________________ ?
  ____________________________________________ ?
  ____________________________________________ ?
  ____________________________________________ ?
Living Options Research Form
What is the name of the place you visited, called or emailed?

What is the contact information of the place you visited, called or emailed?

Contact Name: __________________________

Phone Number: __________________________

Address: ________________________________

Email Address: __________________________

Select one question you will ask about a living option in your community.

☐ How much will it cost?
☐ Where is the place located?
☐ What is the neighborhood like?
☐ What activities are available?
☐ How is medicine and healthcare provided?
☐ How are meals planned and served?
☐ What kind of transportation is available?
☐ Who else lives there?
☐ What are the rules about having visitors?
☐ What do people who live there say about the place?
☐ How can my needs be met there?
☐ Other: ________________________________

Write the answer below:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
3-Way Budget Planning

Home Furnishings
Mrs. Cole is talking to her class about budgeting money. She reminds them to plan to use money wisely.

A plan for how to use money is called a budget.
Money is needed for different things.

Money in your checking account is for monthly bills.

Money in your wallet is for everyday things.

Money in your savings account is for emergencies or big expenses.
Today the class is talking about places to live.
3-Way Budget Planning

They talk about things they need for a home or apartment.

- Furniture.
- Microwave.
- Towels and a shower curtain.
Where could they buy or get the furniture they need?

- Furniture store.
- Auction or garage sale.
- Parents' house.
Tina compares prices on furniture.

A new couch costs $500.00.

A used couch costs $100.00.

Which would you choose?
Where could they buy or get a microwave?

- Discount store.
- Garage sale.
- Parents' house.
Karla compares prices on microwaves.

A new microwave costs $45.00.

A used microwave costs $15.00.

Which would you choose?
Where could they buy towels and a shower curtain?

- Mall.
- Discount store.
Jamie compares prices on towels and shower curtains.

The cost at the mall is **$60.00**.

The cost at the discount store is **$35.00**.

Which would you choose?
3-Way Budget Planning

Good ideas when buying:

- Think about prices.
- Think about quality.
- Think about what you really need.
Within each category, pictures are listed from left to right in the order in which they appear in the text.
3-Way Budget Planning

Karla is moving into her own apartment. She needs a chair for her living room. She can buy one from her aunt for $15.00. Where should she get the money for the chair?

Checking Account
(monthly bills)

Wallet
(everyday things)

Savings Account
(something big)

Tina is moving into an apartment. She needs to buy a washer and dryer to do her laundry. She chooses a set from a discount store for $275.00. Where should Tina get the money for the washer and dryer?

Checking Account
(monthly bills)

Wallet
(everyday things)

Savings Account
(something big)
Jamie is moving into an apartment. He wants to buy a poster for his bedroom wall. The poster will cost $8.00. Where should Jamie get the money for the poster?

Checking Account  
(monthly bills)

Wallet  
(everyday things)

Savings Account  
(something big)

Tina bought a new couch for her apartment. She is making monthly payments to pay for it. The monthly payment is $37.00. Where should Tina get the money to pay the bill for the couch this month?

Checking Account  
(monthly bills)

Wallet  
(everyday things)

Savings Account  
(something big)
Jamie has been saving his money to buy a new TV for his apartment. He found one on sale for $284.00. Where should Jamie get the money to pay for the TV?

Checking Account (monthly bills)
Wallet (everyday things)
Savings Account (something big)

Jamie orders cable service for his new TV. His cable bill will be due each month. It will cost $75.00 per month. Where should Jamie get the money to pay his monthly cable bill?

Checking Account (monthly bills)
Wallet (everyday things)
Savings Account (something big)
## Sample Budget

**Name:** Karla  
**Month:** May

### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paycheck</td>
<td>$234</td>
</tr>
<tr>
<td>Benefit check</td>
<td>+ $750</td>
</tr>
<tr>
<td>Helping Aunt Move</td>
<td>+ $50</td>
</tr>
<tr>
<td><strong>Total (Income)</strong></td>
<td><strong>$1,034</strong></td>
</tr>
</tbody>
</table>

### Expenses: Monthly Bills

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>$475</td>
</tr>
<tr>
<td>Utilities</td>
<td>+ $128</td>
</tr>
<tr>
<td>Groceries</td>
<td>+ $145</td>
</tr>
<tr>
<td><strong>Total (monthly bills)</strong></td>
<td><strong>$748</strong></td>
</tr>
</tbody>
</table>

### Expenses: Everyday Things

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch at work</td>
<td>$28</td>
</tr>
<tr>
<td>Bus fare</td>
<td>+ $35</td>
</tr>
<tr>
<td>Amusement Park Tickets</td>
<td>+ $45</td>
</tr>
<tr>
<td><strong>Total (everyday things)</strong></td>
<td><strong>$108</strong></td>
</tr>
</tbody>
</table>

### Savings

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$1,034</strong></td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>- <strong>$856</strong></td>
</tr>
<tr>
<td><strong>Money for something big</strong></td>
<td><strong>$178</strong></td>
</tr>
</tbody>
</table>

---

 *(money I will get this month)  
 (money in my checking account for bills)  
 (money in my wallet I need or want to spend)  
 (money I am saving for something big)  
 (total income)  
 (monthly bills)  
 (everyday things)  
 (savings account)*
# Budget Activity

**Name:**

**Month:**

## Income

- **Income:**
  - (money I will get this month)
  - ___________
  - $ __________
  - + $ __________
  - Total $ __________
  - (Income)
  - Money earned (total income)

## Expenses: Monthly Bills

- **Monthly Bills:**
  - (money in my checking account for bills)
  - ___________
  - $ __________
  - + $ __________
  - Total $ __________
  - (monthly bills)
  - Money for monthly bills (checking account)

## Expenses: Everyday Things

- **Everyday Things:**
  - (money in my wallet I need or want to spend)
  - ___________
  - $ __________
  - + $ __________
  - Total $ __________
  - (everyday things)
  - Money for everyday things (wallet)

## Savings

- **Savings:**
  - (money I am saving for something big)
  - ___________
  - Total Income $ __________
  - Total Expenses (bills + everyday things) $ __________
  - - $ __________
  - Total $ __________
  - (savings)
  - Money for something big (savings account)
## Budget Activity

### Income

- **Paycheck**: $234
- **Benefit check**: $750
- **Helping Aunt Move**: $100

**Total Income**: $1,084

### Expenses: Monthly Bills

- **Rent**: $750
- **Utilities**: $120
- **Groceries**: $155

**Total Monthly Bills**: $1,025

### Expenses: Everyday Things

- **Lunch at work**: $25
- **Bus fare**: $20
- **Amusement Park Tickets**: $50

**Total Everyday Things**: $105

### Savings

**Total Expenses**: $1,130

**Total Income**: $1,084

**Money for monthly bills** (checking account): $1,025

**Money for everyday things** (wallet): $105

**Money for something big** (savings account): $174
# Budget Activity

Name: **Karla**  
Month: **May**

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenses: Monthly Bills</th>
<th>Expenses: Everyday Things</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paycheck</td>
<td><strong>$234</strong></td>
<td>Rent</td>
<td><strong>$475</strong></td>
</tr>
<tr>
<td>Benefit check</td>
<td>+ <strong>$750</strong></td>
<td>Utilities</td>
<td>+ <strong>$128</strong></td>
</tr>
<tr>
<td>Helping Aunt Move</td>
<td>+ <strong>$50</strong></td>
<td>Groceries</td>
<td>+ <strong>$145</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Money earned</th>
<th>Money for monthly bills</th>
<th>Money for everyday things</th>
<th>Money for something big</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(total income)</strong></td>
<td><strong>(monthly bills)</strong></td>
<td><strong>(wallet)</strong></td>
<td><strong>(savings account)</strong></td>
</tr>
</tbody>
</table>

Total Income:  
Total Expenses:  
Money for something big: $________

---

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Unique Learning System®, May 2020  
TRANSITION, Unit 24, Home Sweet Home  
Lesson 11, Lifetime Skills, 3-Way Budget Planning, Home Furnishings
Problem Solving Game

Choose your favorite character for your game piece:

- Start
- Move Ahead 2 Spaces
- Lose a Turn
- Roll Again!
- Go Back 1 Space
- Move Ahead 1 space
- Move Ahead 2 Spaces
- Finish
Problem Solving Cards

You live in a group home with some other adults. Your favorite CD is missing. You think someone in the home stole it.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*

You are an adult living in your family home. You are outside and see a boy fall off his bike. He is crying and can’t bend his arm.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*

You are living in a care center. You are feeling sick and you need help.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*

You live in an apartment with a roommate. Your roommate refuses to clean or cook.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*

You are an adult living in your family home. Your mother is sick and can’t cook dinner. You don’t feel like cooking.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*

You live in an apartment with your brother. You accidentally took his medicine instead of yours. You start to feel dizzy.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*

You live in a group home with other adults. You do not get along with the person you share a room with. This person makes you very mad.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*

You live in a care center. You are not being given the chance to make any choices on your own.

*Is this an emergency?*
*Who can help?*
*What will you say or do?*
Solving a Problem

1. **Is this an emergency?**
   - Is someone seriously hurt? [ ]
   - Is someone in serious danger? [ ]
   - Does something need to be done right now? [ ]

2. **Who can help you?**

3. **How can you get help?**

4. **What will you say?**
   
   I need ___________. I am at ___________.

   The help is for _____________________.

   The problem is _____________________.

5. **What will you do?**
<table>
<thead>
<tr>
<th><strong>myself</strong></th>
<th><strong>parents</strong></th>
<th><strong>supervisor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>team member</strong></td>
<td><strong>friend</strong></td>
<td><strong>aide</strong></td>
</tr>
<tr>
<td><strong>police officer</strong></td>
<td><strong>doctor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>call</strong></td>
<td><strong>text</strong></td>
<td><strong>in-person</strong></td>
</tr>
<tr>
<td><strong>stay with injured person</strong></td>
<td></td>
<td><strong>move to a safe area; call for help</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>go get help</strong></td>
</tr>
<tr>
<td>Job Category</td>
<td>Preferences</td>
<td>Skills Needed</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Clerical</td>
<td>I like working on a computer.</td>
<td>Able to use office machines.</td>
</tr>
<tr>
<td></td>
<td>I like working inside.</td>
<td>Professional and well-groomed appearance.</td>
</tr>
<tr>
<td></td>
<td>I like doing the same job.</td>
<td>Able to communicate well.</td>
</tr>
<tr>
<td></td>
<td>! I like being careful and exact.</td>
<td>Able to use basic computer programs.</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: The Textbook Company

Job: Data Entry Assistant

Job Description: Part-time person needed to help with data entry and other office jobs. Job requires typing, copying, faxing, scanning, shredding, filing and collating skills. Professional appearance and manners are a must.

Job Skills and Attitudes:
- Experience with basic office equipment.
- Computer experience helpful.
- Able to plan and organize tasks.
- Strong attention to detail.
- Good communication skills.

Hours and Times: This is a part-time position with flexible hours. Option to work from home for some shifts.

To Apply:
- Complete application with two references.
- Interview with Amanda, Office Manager.
HELP WANTED

Where: The Textbook Company

Who: Data Entry Assistant

What: We need a person who can use office machines.

We need a person who can type.

Skills: You need to be organized.

You need to look and act professional.

When: Flexible hours. Could work from home.

How to apply: Send application to The Textbook Company.
Job Description

Location:  The Textbook Company

Job Title:  Data Entry Assistant

Duties:
The data entry assistant will enter data into online spreadsheets and help with office jobs as directed by the office manager. Must be able to operate computer and other office equipment.

Specific Job Duties:
- Copy and paste data into online system.
- Copy, scan and fax documents.
- Safely shred files to be discarded.
- File and collate documents.
- Other duties as assigned.

Hours and Times:
This is a part-time position with flexible hours. Option to work from home for some shifts.

Job Skills and Attitudes:
- Able to type 50 words per minute (wpm).
- Able to follow directions.
- Able to work independently.
- Must maintain professional appearance.
- Able to plan and organize tasks.
# Applications and Interviews

## The Textbook Company

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<thead>
<tr>
<th>Last Name:</th>
<th>First Name:</th>
</tr>
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<tbody>
<tr>
<td>Street Address:</td>
<td></td>
</tr>
<tr>
<td>City:</td>
<td>State:</td>
</tr>
<tr>
<td>Telephone:</td>
<td>Age:</td>
</tr>
</tbody>
</table>

## Previous Work Experience:

<table>
<thead>
<tr>
<th>Employer</th>
<th>Job Description</th>
<th>Dates Worked</th>
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## References:

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Telephone #</th>
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</table>
Scenario #2: Too Much Stuff at Work
(Actors: Jen, Christy)

Jen: Hey Christy, I saw that your locker door was not closed when I came in.

Christy: I know. I need to find more room to put my stuff.

Jen: Your stuff?

Christy: Yes. My purse, my backpack, my lunch box, my extra clothes, my notebooks, my MP3 player...

Jen: You have ALL that in your locker at work? Why?

Christy: I bring it all with me every day. It's important stuff to me.

Jen: Christy, you know that if your locker is open, anyone could take your things.

Christy: I never thought about that. I'll ask for another locker.

Jen: That is not going to work. The rule is one locker for each person.

Christy: What am I going to do?

Jen: Bring only what you need for work. Try bringing only what fits into your backpack. Leave everything else at home.

Christy: Hmm. I could put my lunch and things from my purse in there. I'll try tomorrow.

Jen: Good luck, Christy.

What is the problem?

What needs to be fixed?

How can this problem be fixed?

What will happen if the problem is not fixed?
Soft Taco Roll-Up

**NEED**

- 1 lb ground turkey
- 8 soft taco shells
- 1 C lettuce, chopped
- 1 pkg taco seasoning mix
- 8-oz pkg shredded cheese
- ½ C water
- 1 C tomatoes, chopped
- large skillet
- spatula

*Always consider student food allergies when preparing recipes.*

1. Put ground turkey into skillet.

2. Cook until brown.
3. Put taco seasoning and water into skillet. Stir.

4. Cook on low heat for 5 minutes.

5. Heat taco shells according to package directions.

6. Spread a large spoonful of turkey mixture onto taco shell.
7. Put cheese, tomatoes and lettuce onto turkey mixture.

8. Roll up taco shell.

9. Eat.
**Easy Black Bean Soup**

**NEED**
- 3 T olive oil
- 1 medium white onion, chopped
- 1 T cumin
- 2 cloves garlic, minced
- 2 C vegetable broth
- 2 (16-oz) cans black beans
- 1 small red onion, chopped
- ¼ C cilantro, chopped
- large saucepan
- spoon
- blender
- ladle
- 4 small bowls

*Always consider student food allergies when preparing recipes.*

1. Put oil into saucepan. Cook on medium heat.
2. Put white onion, cumin and garlic into saucepan.

3. Cook for 1 minute.

4. Put broth and 1 can of beans into saucepan. Stir.
5. Bring to a simmer. Stir occasionally.

6. Turn off heat.


8. Put blended soup back into saucepan.

9. Put second can of beans into saucepan. Stir.
10. Bring to a simmer.

11. Scoop soup into bowls.

12. Put 1 T red onion and 1 T cilantro on top of each bowl of soup.

13. Eat.