

Date: 09/11/2020 **Friday**

Dear Parents,

Provided are worksheets for your student's academics. You may start at a time that is tailored to your scheduling needs. It is recommended to complete the worksheets, and then apply it into their everyday lives. Due to being Adult Transition, being hands on and creating real life situations is extremely beneficial. In **bold**, are IEP goals adapted for your child.

Go over schedule for the day

1. Class Schedule Social Story worksheet- read verbally so you can use daily.
2. Use daily this schedule to either verbally, trace, or write on or on separate piece of paper.

This will meet Telling time/ Assemble schedule/Sequencing goals as required.

Snack

Please help students make a healthy choice (give at least two options) and give verbal step by step instruction on how to prepare the snack with materials needed to eat the snack

This will meet Meal Prep/ Coping strategies / Requesting wants and needs / Requesting break / Budgeting foods/ Menu items/ Sorting/ Following Directions/ Share Feelings/ Toileting goals/Total Communication / Yes/No/ Familiar Materials Away goals as required.

Social interaction/game

-This can be any game that you have. EX: Uno, Sorry, Trouble, Life, Checkers, Tic-tac-toe, etc. Please emphasize common phrases such as "my turn, your turn, tapping, and waiting your turn", etc.

Note: The more people, the merrier!

This will meet Coping strategies/ Requesting wants and needs / Requesting break/ Sharing Feelings/ Following Directions/ YES/NO/ Cooperative/ Total Communication goals as required.

Activity 1- Art (part 1-reading) OR Science "History of Film"

-Follow directions provided.

This will meet WH (comprehension)/Sequencing/ YES/NO/ Following instructions / Vocational / Cooperative/ Total Communication goals as required.

Meal preparation/Lunch

1. Lunch Social Story worksheet- read verbally so you can use daily.
2. Please help students make a healthy choice (give at least two options) and give verbal step by step instruction on how to prepare the lunch with materials needed to eat the lunch.

This will meet Meal Prep/ Coping strategies / Requesting wants and needs / Requesting break / Budgeting foods/ Menu items/ Sorting/ Following Directions/ Share Feelings/ Toileting goals/Total Communication / Yes/No/ Familiar Materials Away goals as required.

Activity 2- Art (part 2- hands-on): Film "Cut Board"

-Follow directions provided.

This will meet WH (comprehension)/Sequencing/ YES/NO/ Following instructions / Vocational / Cooperative/ Total Communication goals as required.

Activity 3- Math- "Time"

-Follow directions provided.

This will meet Addition-Subtraction / Time/ Following instructions / Vocational / Cooperative/ Total Communication math goals as required.

Exercise

1. Exercise Social Story worksheet- read verbally so you can use daily.
2. Cardio
3. **This will meet PE/ Transition/ Mobility/ Follow directions and requests goals as required.**

Chores

1. Go over the Task Analysis
2. "Fold" Please provide verbal or visual step by step instructions as needed.

This will meet Following instructions / Requests/ Vocational / Cooperative goals as required.

**** Once completed with an assignment, please scan/photograph and e-mail the assignment to cbeswick@hbic.org OR mail it to 981 N. Euclid St. La Habra, CA 90631.***

****PLEASE write name AND date on top of EACH worksheet.*

Any questions, please feel free to contact me by email gbenner@hbic.org, or cell 714-308-9665 (text-best- or call)

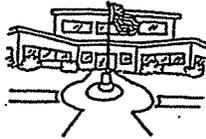
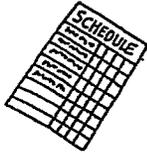
Thank you,

Gretchen Benner, M.S.

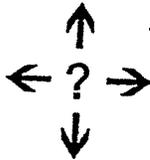
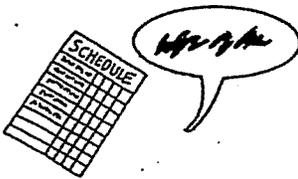
Adult Transition Teacher

The Cleta Harder Developmental School

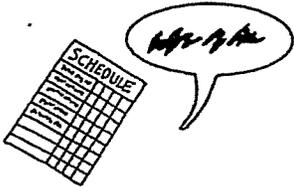
Class Schedule



I have a schedule at school.



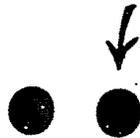
The schedule tells me where my classes are.



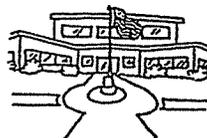
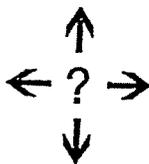
The schedule tells me when my classes start.



I have _____ different classes.
(number)

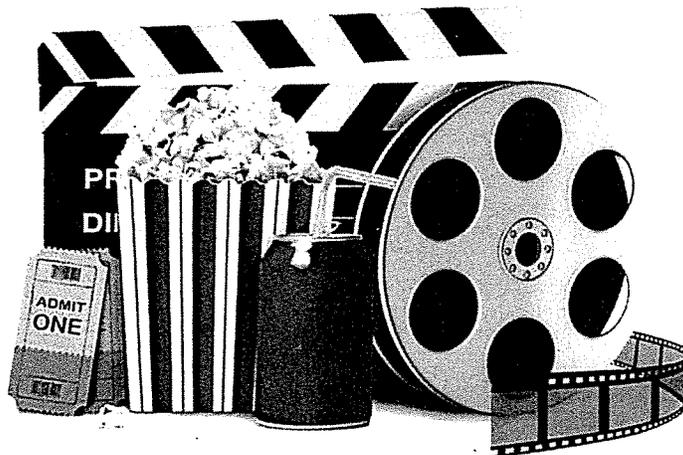


A bell will ring when it is time to go to the next class.



Film

History of Film



When you learn about art, you could learn about many different types.

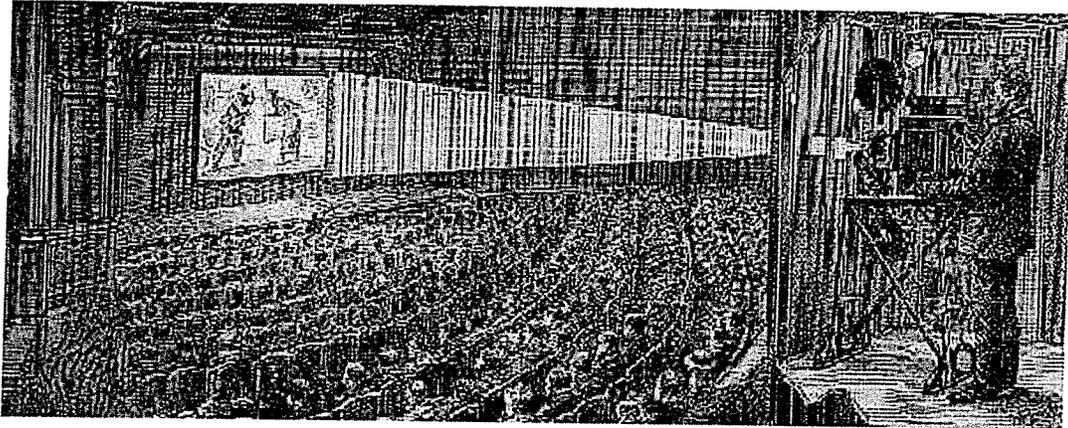
Not all art work is made to be displayed on a wall or museum.

Some people use cameras to capture moving pictures to tell a story or show off an idea.

This form of art is known as film or movies.

Movies are series of still images that are shown at a fast pace, looking as if the image is moving.

Movies have become one of the world's most profitable art forms, bringing in billions of dollars each year.



Movies are created just like animation is, where images are photographed in fast succession.

Like dance, movies are artifacts of culture and vary depending on a person's belief system and preference.

Early movies were black and white because inventors had not developed the chemical to produce color images until the 1930s.

Early movies were also silent, relying on subtitles that allowed audiences to read dialogue rather than listen.

By the 1930s, silent movies were nearly extinct with the invention of sound recording technology used on movie sets.

In the 1950s, with the invention of the television many audience members stayed home to watch their entertainment.

Over time, movie makers created unique and lavish movies to lure audiences back to the movie theater.

Lunch



I have _____ minutes to eat my lunch.
(number)



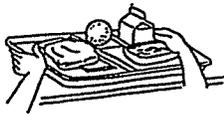
My next class starts at _____.
(time*)



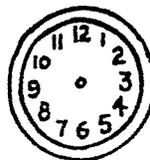
I will try to finish eating on time.



If I take too long to eat, I might be late for class.



If I finish my lunch early, I can _____.
(appropriate activity)



I can't go to my next class until _____.
(time*)

Art will vary due to supplies and different creative minds. Please use what you have and use the picture(s) provided as a GUIDELINE to create an awesome art project related to the topic. GET CREATIVE AND HAVE FUN! When completed, please take a picture of your student holding or near his or her project. ☺ Thank you.

1. History of Film- “Action/Cut Board”

I recommend using cardboard and/or rulers ☺

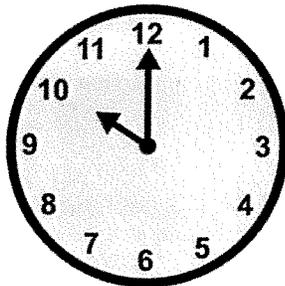


Time to the Hour

Name: _____

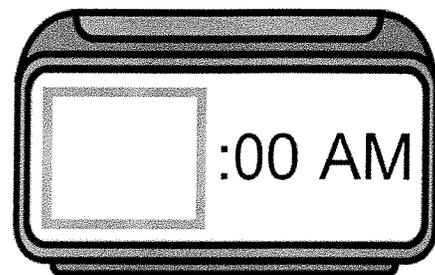
Read the question. Find the answer. Place the time on the clock.

This morning a jockey bought a new saddle. What time did the jockey buy the saddle?

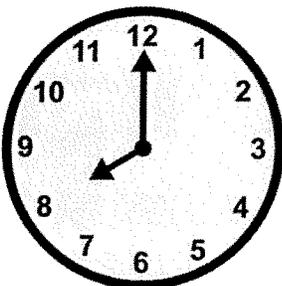


6:00

10:00

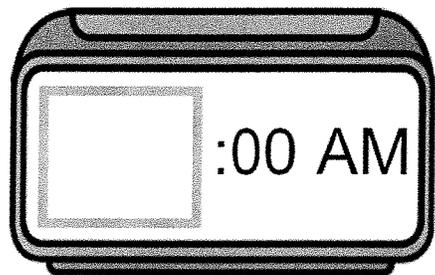


This morning a family rode horses together. What time did the family start riding horses?

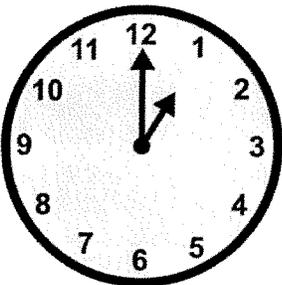


8:00

11:00

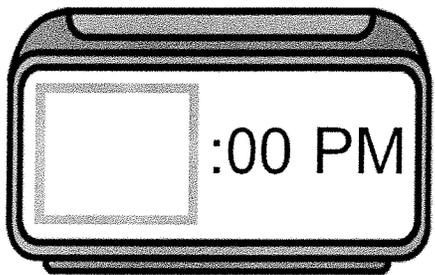


This afternoon workers cleaned a racetrack. What time did the workers start cleaning the racetrack?

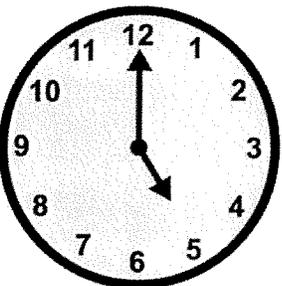


1:00

3:00

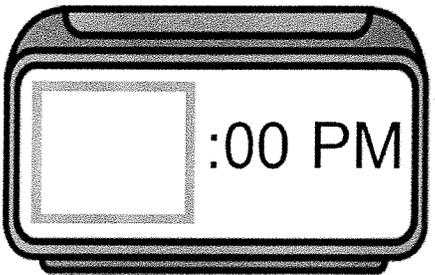


This afternoon a jockey brushed a horse. What time did the jockey start brushing the horse?

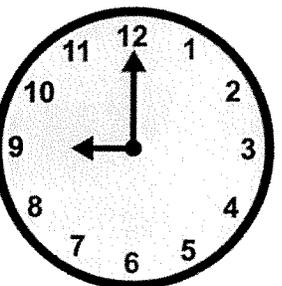


4:00

5:00

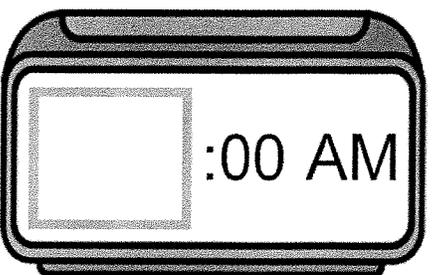


This morning my parents watched a horse race on TV. What time did the horse race start?



8:00

9:00

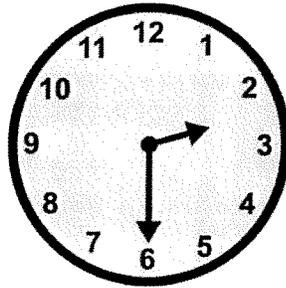


Time to the Half Hour

Name: _____

Read the question. Find the answer. Place the time on the clock.

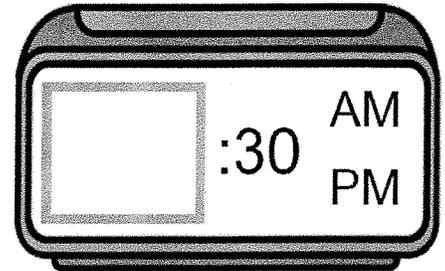
This afternoon I read a book about horses. What time did I start reading the book?



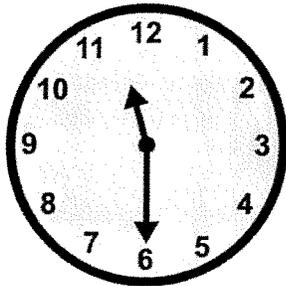
12:30

2:30

5:30



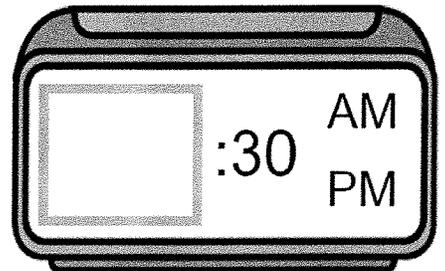
This morning a family drove to Louisville, Kentucky. What time did the family arrive in Louisville?



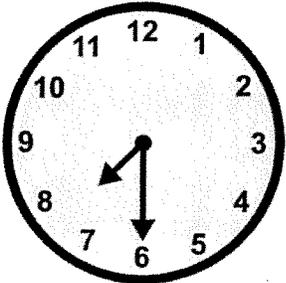
11:30

9:30

7:30



This morning my sister rode a horse. What time did she start riding the horse?



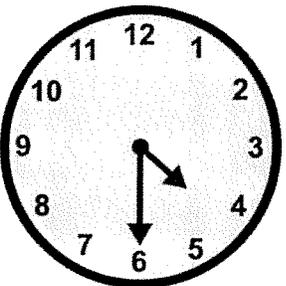
5:30

7:30

8:30



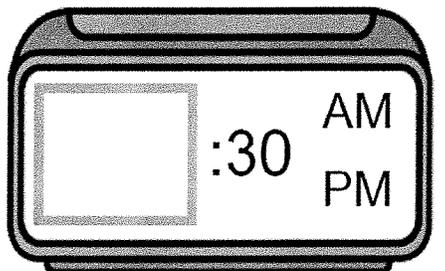
This afternoon a jockey did an interview about a horse race. What time did the interview start?



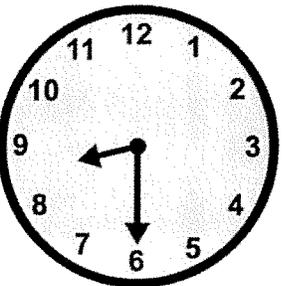
5:30

3:30

4:30



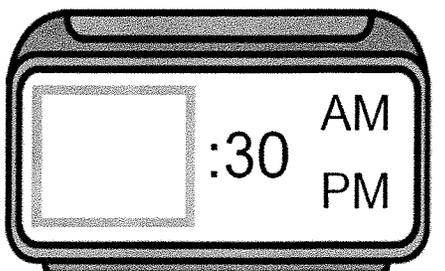
This morning a jockey practiced riding a horse. What time did the jockey start practicing?



8:30

9:30

6:30

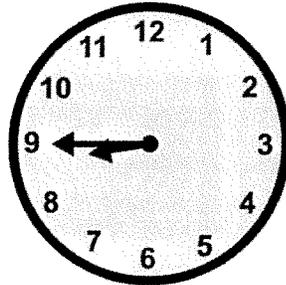


Time to the Quarter Hour

Name: _____

Read the question. Find the answer. Place the time on the clock.

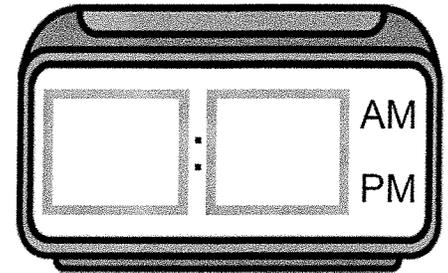
This morning my brother watched a video about horse races. What time did he start watching the video?



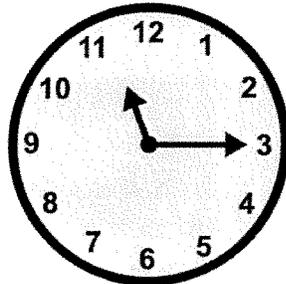
11:45

5:45

8:45



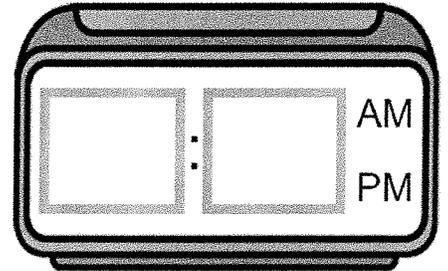
This morning my mom read an article about the Kentucky Derby. What time did she start reading the article?



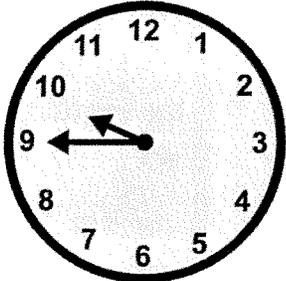
11:15

9:15

7:15



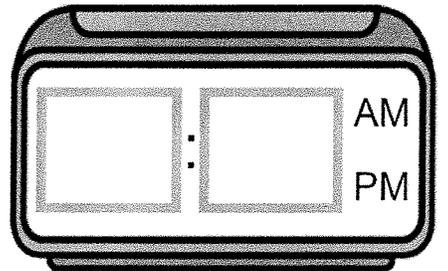
This morning a class went on a tour of a racetrack. What time did the tour start?



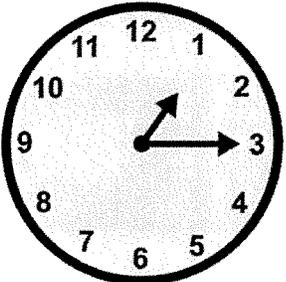
12:45

10:45

9:45



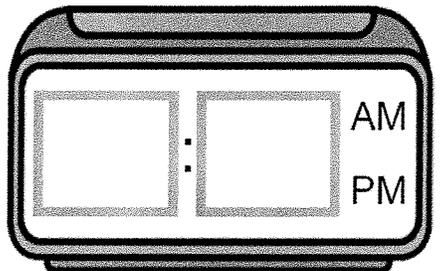
This afternoon my friend rode a horse. What time did my friend start riding the horse?



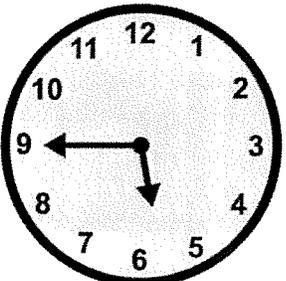
2:15

1:15

3:15



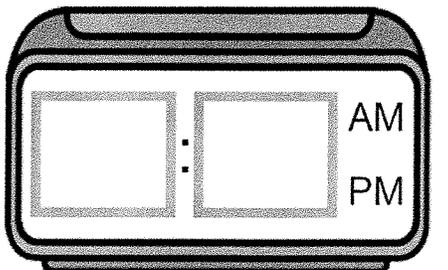
This afternoon a jockey trained a horse. What time did the jockey stop training the horse?



4:45

5:45

6:45



Exercise



I need exercise to be healthy.



Exercise makes my body strong.



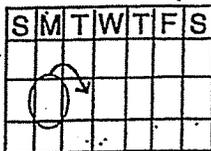
Some people walk to exercise.



Some people run to exercise.



Exercising might make me tired but it is okay.



I can rest and exercise again tomorrow.

SKI JUMP EXERCISE (CARDIO EXERCISE)

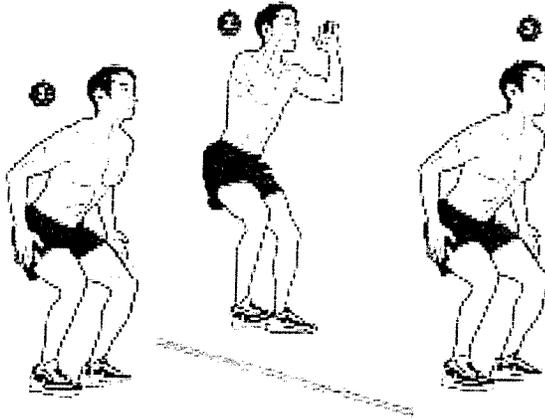
STEP 1: ENTER STANDING POSITION

STEP 2: TRANSITION INTO A JUMPING POSITION

STEP 3: JUMP TO THE LEFT OVER AN IMAGINARY LINE

STEP 4: JUMP TO THE RIGHT OVER THE IMAGINARY LINE

STEP 5: REPEAT

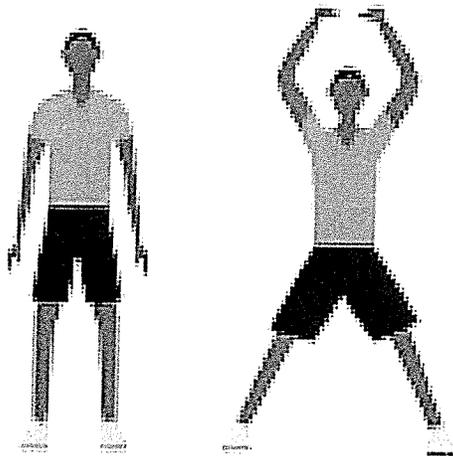


JUMPING JACKS (WHOLE BODY CARDIO EXERCISE)

STEP 1: STAND UP WITH ARMS AT YOUR SIDE

STEP 2: JUMP UP WHILE SPREADING LEGS APART AND RAISING ARMS

STEP 3: REPEAT



Name: _____

Nombre

PE Review / Educación Física revisión

Type of workout/*Tipo de entrenamiento*:

1. How was the workout? *¿Cómo estuvo el entrenamiento?*

| | | |
|--------------------|------|----------------------|
| Easy/ <i>fácil</i> | Okay | Hard/ <i>difícil</i> |
|--------------------|------|----------------------|

2. Do you feel healthy? *¿Te sientes sano?*

| | | |
|----------------|------|----|
| Yes/ <i>Si</i> | Okay | No |
|----------------|------|----|

Chores Review / Revisión de tareas

Type of chores/*Tipo de tareas*: _____

1. How was the chore? *¿Cómo estuvo la tarea?*

| | | |
|--------------------|------|----------------------|
| Easy/ <i>fácil</i> | Okay | Hard/ <i>difícil</i> |
|--------------------|------|----------------------|

2. Do you feel more organized? *¿Te sientes más organizado?*

| | | |
|----------------|------|----|
| Yes/ <i>Si</i> | Okay | No |
|----------------|------|----|

Fold Laundry

| | |
|----|-------------------------------------|
| 1. | Open dryer drawer. |
| 2. | Put clothes from dryer into hamper. |
| 3. | Remove lint from lint trap. |
| 4. | Fold clothes from hamper. |
| 5. | Put clothes into drawers. |
| 6. | |
| 7. | |
| 8. | |