

Tuesday  
Date: 09/08/2020

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- Social Reading-**

-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- Computer Research:** "News Headlines"

-Follow directions provided.

**This will meet Follow Directions/Requests/Computer goals as required.**

**Activity 3- Math- "Less/Greater: Quantitative Concepts"**

-Follow directions provided.

**This will meet Addition-Subtraction / Quantitative Concepts/ Money Identification/ Following instructions / Vocational / Cooperative/ Total Communication math goals as required.**

**Exercise**

1. Exercise Social Story worksheet- read verbally so you can use daily.
2. Stretches

**This will meet PE/ Transition/ Mobility/ Follow directions and requests goals as required.**

**Chores**

1. Go over the Task Analysis
2. "Dishes" 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](mailto: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](mailto:gbenner@hbic.org), or cell 714-308-9665 (text-best- or call)

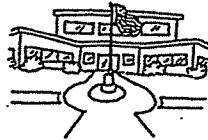
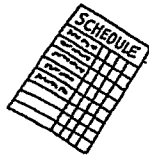
Thank you,

Gretchen Benner, M.S.

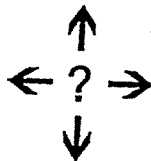
Adult Transition Teacher

The Cleta Harder Developmental School

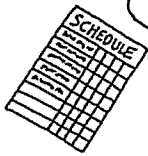
# Class Schedule



I have a schedule at school.



The schedule tells me where my classes are.



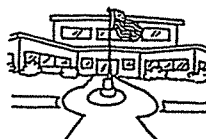
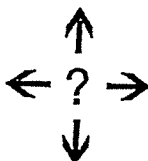
The schedule tells me when my classes start.



I have \_\_\_\_\_ different classes.  
(number)



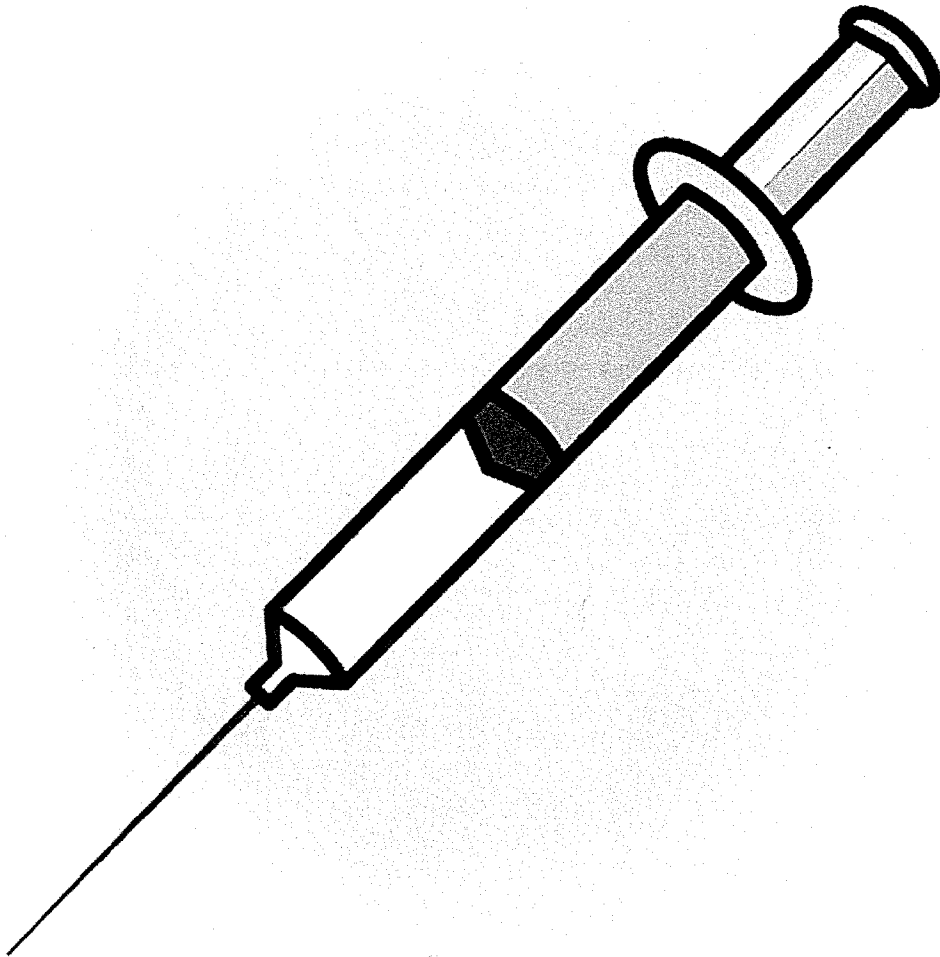
A bell will ring when it is time to go to the next class.



A schedule helps me...

# Flu Season

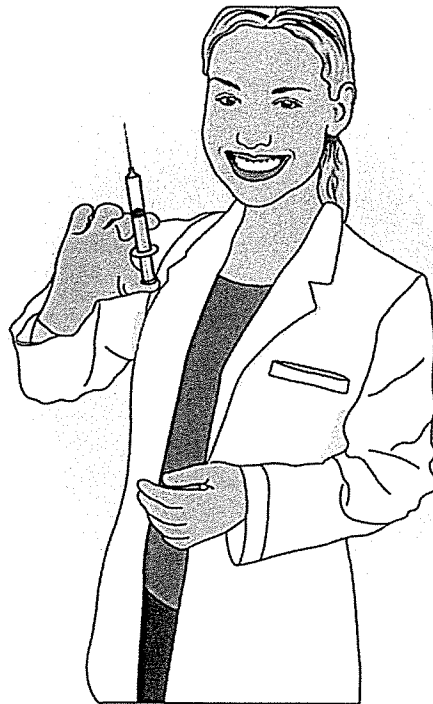
Level F/G



by Kathy Staugler

Illustrated by Kathryn Schwab

Bind This End



“Get your flu shot.” Doctors say that every year. Doctors want us to be safe. A flu shot can keep us well and healthy.

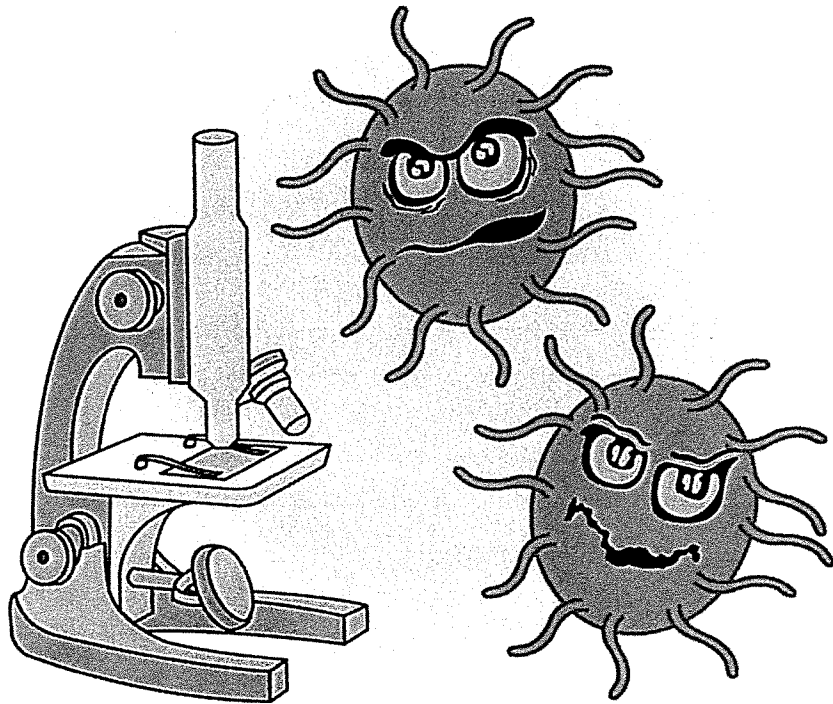


The flu is a dangerous illness.

The flu is everywhere in the world.

Most flu comes during the winter.

People can die from the flu.



The flu is a tiny germ or virus.  
Scientists have discovered many  
kinds of viruses. Some viruses are  
dangerous.

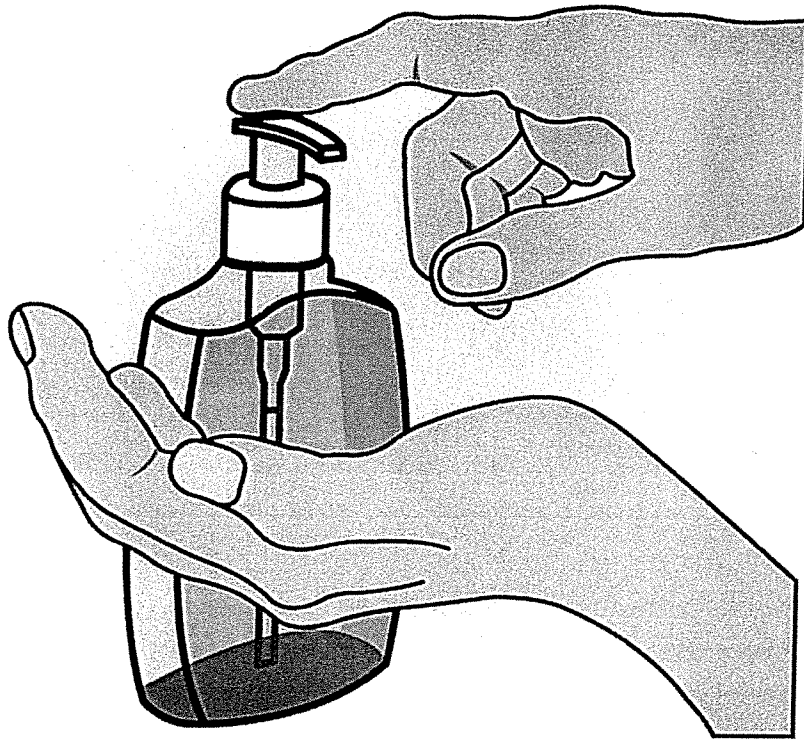


The flu goes from one person to another. Sick people pass the flu when they cough. Millions of people get sick each year.





How do you know when you have the flu? Some symptoms include a fever and headache. Some people have a sore throat and feel tired.

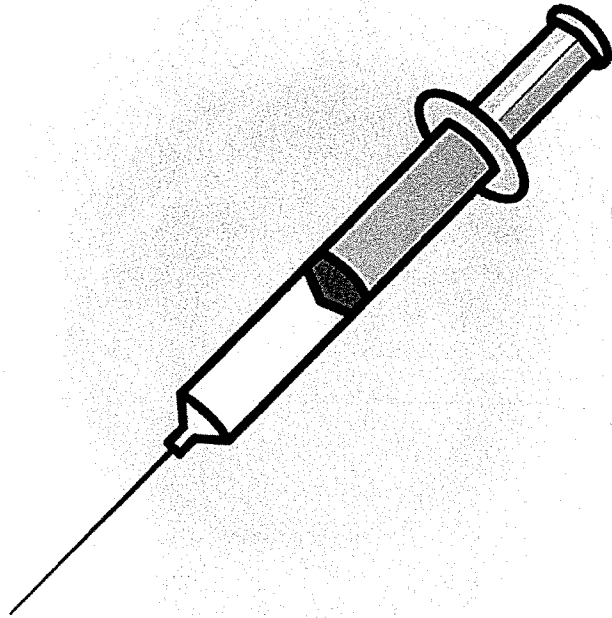


What can we do to stop the flu?

You should wash your hands. We can pick up the flu from things we touch. Soap and water will stop the flu virus.



The best protection you can have is a flu shot. Flu shots protect us from most kinds of flu. People get shots at a doctor's office, a public building or a drug store.



Does everyone need a flu shot?

Old and young people need the shots the most. Listen to your doctor and have a healthy winter.

○ 1) We should get a \_\_\_\_\_  
shot every year.

- a) Candy                      b) flu                      c) brain

○ 2) Flu symptoms include a  
\_\_\_\_\_ and \_\_\_\_\_.

- a) fever                      b) toothache                      c) headache

3) What can we do to help stop  
the flu from spreading?

a) cough without covering our mouths

○ b) cover our mouths when we cough.

c) wash our hands

yes



# Flu Season

no



die 	discover 	safe 	healthy 	flu shot 	doctor 	flu / illness 
pass 	cough 	dangerous 	tiny 	winter 	people 	germ / virus 
feel 	wash hands 	many 	sick 	scientist 	symptom 	fever 
pick up 	touch 	tired 	best 	headache 	sore throat 	doctor's office 
protect 	listen 	old 	young 	public building 	drug store 	

# Lunch



I have \_\_\_\_\_ minutes to eat my lunch.  
(number)



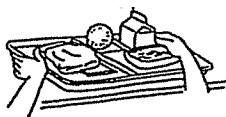
My next class starts at \_\_\_\_\_.  
(time\*)



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)


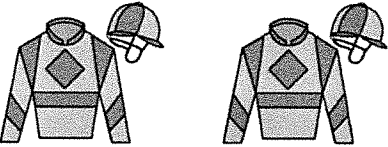
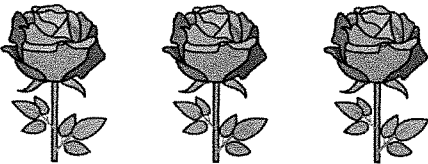
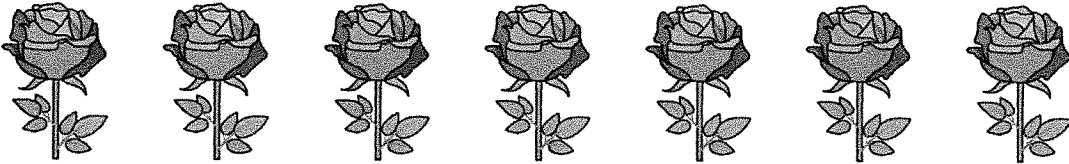
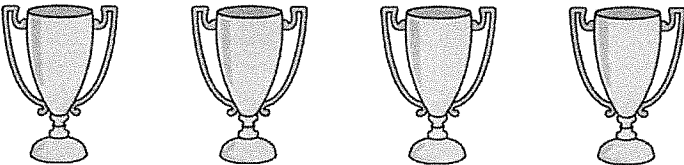
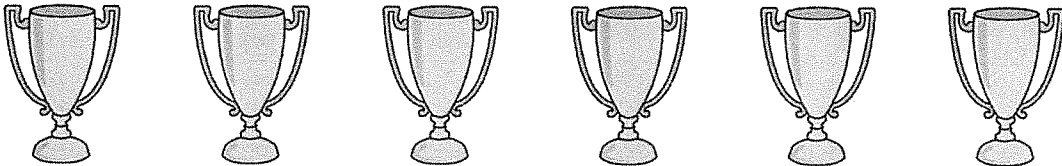
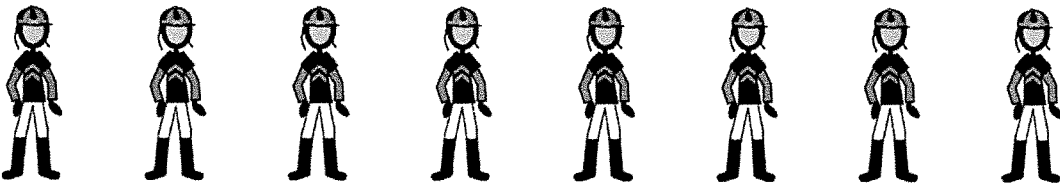



I can't go to my next class until \_\_\_\_\_.  
(time\*)

# Which Is Less?

Name: \_\_\_\_\_

1. Count the items in each row. Place the number in the box.
2. Place a checkmark in the small box next to the number that is less.


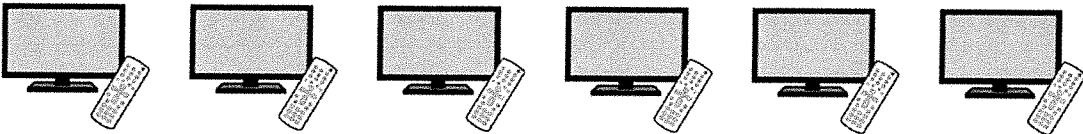
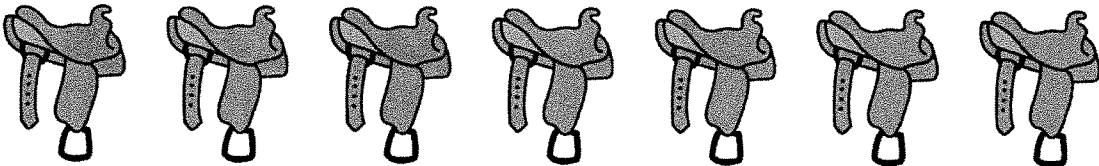
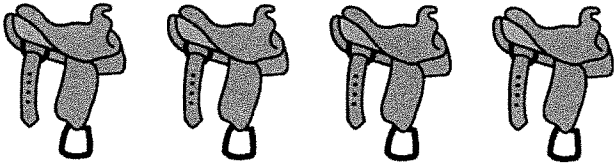
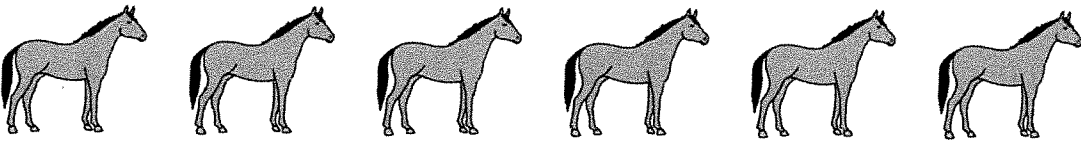
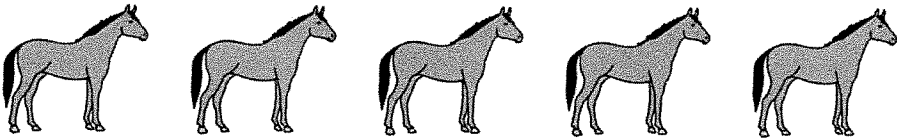


	Number	Which is less?
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	<div style="border: 1px solid black; width: 100px; height: 100px; display: flex; align-items: center; justify-content: center;"> </div>	<div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> </div>
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# Which Is Greater?

Name: \_\_\_\_\_

1. Count the items in each row. Place the number in the box.
2. Place a checkmark in the small box next to the number that is greater.

	Number	Which is greater?
	<div style="border: 1px solid black; width: 100px; height: 80px; display: flex; align-items: center; justify-content: center; font-size: 24px;"> </div>	<div style="border: 1px solid black; width: 60px; height: 50px; display: flex; align-items: center; justify-content: center;"> </div>
	<div style="border: 1px solid black; width: 100px; height: 80px; display: flex; align-items: center; justify-content: center; font-size: 24px;"> </div>	<div style="border: 1px solid black; width: 60px; height: 50px; display: flex; align-items: center; justify-content: center;"> </div>
	<div style="border: 1px solid black; width: 100px; height: 80px; display: flex; align-items: center; justify-content: center; font-size: 24px;"> </div>	<div style="border: 1px solid black; width: 60px; height: 50px; display: flex; align-items: center; justify-content: center;"> </div>
	<div style="border: 1px solid black; width: 100px; height: 80px; display: flex; align-items: center; justify-content: center; font-size: 24px;"> </div>	<div style="border: 1px solid black; width: 60px; height: 50px; display: flex; align-items: center; justify-content: center;"> </div>
	<div style="border: 1px solid black; width: 100px; height: 80px; display: flex; align-items: center; justify-content: center; font-size: 24px;"> </div>	<div style="border: 1px solid black; width: 60px; height: 50px; display: flex; align-items: center; justify-content: center;"> </div>
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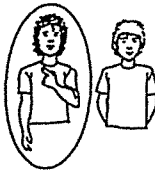
# The Computer



My classroom has \_\_\_\_\_ computers.  
(number)



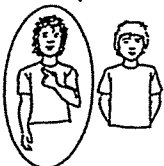
Everybody can use the computer.



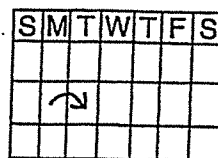
My teacher will tell me when it is my turn.



I can use the computer for \_\_\_\_\_ minutes.  
(number)



When my turn is finished, I will try not to be upset.



It is okay. I can use the computer another day.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## News Headlines

What is the top news headline on abc7.com for today?

Who is the top news headline about?

Is the news...

- Bad news
- Good news
- Neutral (no effect)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## News Headlines

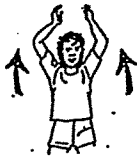
What is the top news headline on abc7.com for today?

Who is the top news headline about?

Is the news...

- Bad news
- Good news
- Neutral (no effect)

# Exercise



I need exercise to be healthy.



Exercise makes my body strong.



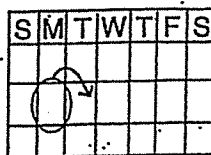
Some people walk to exercise.



Some people run to exercise.



Exercising might make me tired but it is okay.



I can rest and exercise again tomorrow.

# Leg Stretching Exercises

## Saddle Stretch



**Directions:** 1. Sit on the floor with legs extended 2. Make sure back is straight 3. While legs extended, spread legs apart as much as you can 4. Place your hands straight down in front of you and between your legs 5. Hold position for 20 seconds 6. Relax legs and repeat 7. Repeat for 8-10 times.

## Lunge Stretch



**Directions:** 1. Stand with your left leg in front of you and your right leg behind you 2. Bend your right leg behind you to a 90- degree angle 3. Bend your left leg in front of you with your feet flat on the floor 4. Place your hands on your left knee for support 5. Look straight and hold

position 6. Hold position for 20 seconds, then Relax and repeat 7.  
Repeat 8-10 times

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

Yes/ <i>Si</i>	Okay	No
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## Chores Review / Revisión de tareas

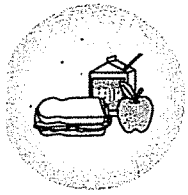
Type of chores/*Tipo de tareas*: \_\_\_\_\_

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

Easy/ <i>fácil</i>	Okay	Hard/ <i>difícil</i>
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2. Do you feel more organized? *¿Te sientes más organizado?*

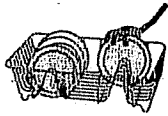
Yes/ <i>Si</i>	Okay	No
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# Dry Dishes



1



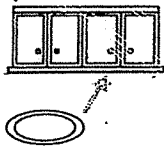
Get a wet dish or utensil.

2



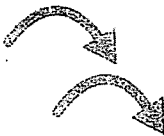
Dry well.

3



Put away.

4



Repeat with all dishes and utensils.