

A-6 Website Distance Learning Plan and Supplemental Lessons

Dear Parents/Guardians,

Below are lesson plans for this week. These center around what is on the website as well objectives in your child's IEP. Do as much as you can within reason and do your best. Some items from last week are being repeated to give students more time and practice, and repetition is a good thing in general for learning and maintaining skills! Website content from last week has been moved to a subfolder on each page. Try and have some fun too! Any questions please reach out jjroberts@usj.edu

Thank You, be safe and be well!-Jess aka Mrs. Roberts-McGee

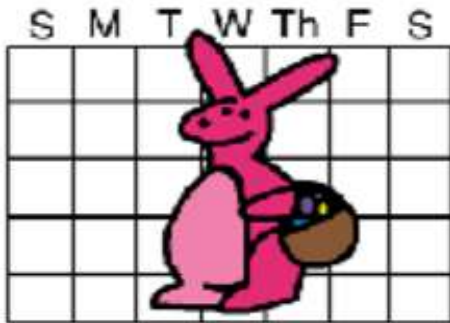
<https://sites.google.com/view/a6roberts-mcgee/home>

Monday, April 13, 2020	Tuesday, April 14, 2020	Wednesday, April 15, 2020	Thursday, April 16, 2020	Friday, April 17, 2020
<p>Morning Meeting: Use GoogleSlides slides to talk about the day. (Identify day, month, weather, news.) Students can choose which weatherman, Scot Haney or Bob Maxon they want to watch, or both! The "let's chat" slide is where students can pick topics they want to talk about with you. In our normal morning meeting this is our "What did you do last night" slide and they tell us about what they did at home the night before. The News button is for CNN10, a 10 minute student centered video that covers topics from current events, science discoveries to feel good stories. We often pause during viewing and ask students questions about what we just watched.</p>	<p>Morning Meeting: Use GoogleSlides slides to talk about the day. (Identify day, month, weather, news.) Students can choose which weatherman, Scot Haney or Bob Maxon they want to watch, or both! The "let's chat" slide is where students can pick topics they want to talk about with you. In our normal morning meeting this is our "What did you do last night" slide and they tell us about what they did at home the night before. The News button is for CNN10, a 10 minute student centered video that covers topics from current events, science discoveries to feel good stories. We often pause during viewing and ask students questions about what we just watched.</p>	<p>Morning Meeting: Use GoogleSlides slides to talk about the day. (Identify day, month, weather, news.) Students can choose which weatherman, Scot Haney or Bob Maxon they want to watch, or both! The "let's chat" slide is where students can pick topics they want to talk about with you. In our normal morning meeting this is our "What did you do last night" slide and they tell us about what they did at home the night before. The News button is for CNN10, a 10 minute student centered video that covers topics from current events, science discoveries to feel good stories. We often pause during viewing and ask students questions about what we just watched.</p>	<p>Morning Meeting: Use GoogleSlides slides to talk about the day. (Identify day, month, weather, news.) Students can choose which weatherman, Scot Haney or Bob Maxon they want to watch, or both! The "let's chat" slide is where students can pick topics they want to talk about with you. In our normal morning meeting this is our "What did you do last night" slide and they tell us about what they did at home the night before. The News button is for CNN10, a 10 minute student centered video that covers topics from current events, science discoveries to feel good stories. We often pause during viewing and ask students questions about what we just watched.</p>	<p>Morning Meeting: Use GoogleSlides slides to talk about the day. (Identify day, month, weather, news.) Students can choose which weatherman, Scot Haney or Bob Maxon they want to watch, or both! The "let's chat" slide is where students can pick topics they want to talk about with you. In our normal morning meeting this is our "What did you do last night" slide and they tell us about what they did at home the night before. The News button is for CNN10, a 10 minute student centered video that covers topics from current events, science discoveries to feel good stories. We often pause during viewing and ask students questions about what we just watched.</p>
<p>Functional Academics: Weekly Focus Words/Vocabulary: Focus words are located on the website and also down below the lesson. Activity 1: Weekly Focus Words If you have a printer, you can download 2 copies of the focus word sheets. Student can cut out on of the sheet and match the cutouts to</p>	<p>Community Outing: This week we are going to go on a virtual tour of the National Botanical Gardens in Washington DC. There are two different links on the website, one to the orchid show and the other to the cherry blossoms/assorted flowers. The Orchid show is a 14 part series of videos, but all the videos are short and neat to see the variety of orchids! The 4 part series starting with the cherry blossoms talks about a few local</p>	<p>Functional Academics: Activity 1: Weekly Focus Words If you have a printer, you can download 2 copies of the focus word sheets. Student can cut out on of the sheet and match the cutouts to the second sheet. Review the words with your student and show them concrete examples if able, ie..an umbrella, pants, shirt, etc..</p>	<p>Independent Living Skills: Let's work on washing our faces! See the visual of Ms. Koch on the life skills page for step by step directions on washing your face. A check sheet will be provided to each student to monitor progress! If your student still needs to work on handwashing, now is a good time to keep practicing that skill as well!</p>	<p>Functional Academics: Activity 1: Re-play the Weekly Word Matching Game. Print, if able, and cut out the pictures of the weekly words. Turn over and practice finding two that are the same or leave face up and ask your child to "find" a designated picture.</p>

<p>the second sheet. Review the words with your student and show them concrete examples if able, ie: an umbrella, pants, shirt, etc.</p> <p>Activity 2: Weekly Word Matching Game. Print, if able, and cut out the pictures of the weekly words. Turn over and practice finding two that are the same or leave face up and ask your child to “find” a designated picture.</p> <p>Activity 3: Read the book The Rainstorm located on the functional academics tab on our website. When done reading, read through the book again. On each page ask them to “touch” what is highlighted on each page, such as the sky, the sun, the clouds, rain, lightening, etc.</p>	<p>plants, what carnivorous plants eat and a few other fun facts! Watch both or either!</p> <p>https://www.usbg.gov/take-virtual-tour</p> <p>There is a follow up activity on the Virtual Field Trip site as well!</p> <p>Independent Living Skills: Activity 1: Let's work on hand washing again! Review the two links provided on the Life Skills page of the website for visual reviews and reminders of how to properly wash your hands!</p> <p>Activity 2: Let's work on washing our faces! See the visual of Ms. Koch on the life skills page for step by step directions on washing your face. A check sheet will be provided to each student to monitor progress!</p>	<p>Remember: repetition and repeating activities helps students remember!</p> <p>Activity 2: Weather color by Number Activity book! Find this located on the functional academics page. If possible print the book out. Students who are able, this is a fantastic opportunity for those that can write to copy the words that are printed on each page to practice their writing and spacing of letters. Those that can trace, parents are encouraged to write out dotted letters or lighter scale letters for students to trace. For those non-writers practice hand over/under hand on writing the words on each page. When done writing/tracing have students complete the color by number.</p>	<p>Functional Academics:</p> <p>Activity 1: Coin sort See the activities on the Functional Academics page. Individual activities will be sent home to each child as well per ability and IEP goals and objectives. A template for sorting and identifying coins will be provided at the bottom of this plan.</p> <p>Activity 2: Coin Identification sheet There is a worksheet on the functional academics page that works on identifying types of coins. Students will have different directions for the sheet in their individual pages.</p>	<p>Activity 2: Closet Scavenger Hunt See the scavenger hunt located on the Life Skills page and help your child do it...right out their closet or the laundry!</p> <p>Activity 3: Complete any work not done from this week!</p> <p>Independent Living:</p> <p>Activity 1: Use the “Interactive Chores” google slide document again! When you open do not run it in presentation mode. Rather, each object can be dragged and dropped to the proper location(using a mouse or if you have a touch screen computer). This practices putting clothes in the washing machine, taking them out, loading a dishwasher and setting a table.</p> <p>Activity 2: When done pick one of the activities from the interactive chores activity to practice with your child!</p>
<p>Independent Living Skills/Functional Math:</p> <p>Activity 1: Use the “Interactive Chores” google slide document. When you open do not run it in presentation mode. Rather, each object can be dragged and dropped to the proper location(using a mouse or if you have a touch screen computer). This practices putting clothes in the washing machine, taking them out, loading a dishwasher and setting a table.</p>	<p>Functional Academics:</p> <p>Weekly Focus Words/Vocabulary:</p> <p>Activity 1: Read the book Rain in the City located on the functional academics page. As you read through have your child identify different objects on the pages, such as the sun, the rain, the umbrellas, the rainbow, etc. Ask the following questions:</p> <ol style="list-style-type: none"> 1. Is this book about: snow or rain? 2. Is rain: wet or dry? 3. Does an umbrella help keep you dry or wet? 	<p>Cooking/Independent Living Skills:</p> <p>Activity 1: Read the microwave safety book on the Life Skills/Cooking page as review prior to this weeks cooking activity.</p> <p>Activity 2: Hot Chocolate! See the video on the Life Skills/cooking page to see a quick video on how to make microwave hot chocolate.</p>	<p>Community Outing:</p> <p>Hygiene Power Point 1. Let's watch the <u>Hygiene PowerPoint</u> that was sent with this week's lesson plans. This PowerPoint covers overall hygiene activities such as having clean bodies, clean clothes, and using deodorant. Go through the PowerPoint one time as an overview. 2. Then you can go back to the beginning of the PowerPoint and start again, discussing each slide as best for your student to understand. 3. when you come to the following slide, you can 'travel' into your</p>	<p>Weekly Challenge:</p> <p>Activity 1: A6 students: The words this week had to do with spring clothing. Let's see your best “dressed for spring” outfit that you put together yourself! Have your parents take a picture and send me an e-mail of how you did! Plus, it would be great to see you! Send me some updates of what you are doing for our class website!</p> <p>Activity 2: Go to the Watch it Grow! Page.</p>

<p>Activity 2: Winter or Spring Clothing Sort Under the Functional Academics tab, find the winter or spring clothing sort. If able print a copy out, help/have your child cut out the bottom pieces and arrange in the grid of if they are either winter or spring clothing articles.</p> <p>Activity 3: Have some fun! Go in your child's room with them and pull out some clothes(sweatshirt, winter coat, jeans, shorts, etc.). Similar to the clothing sort on paper, have your child make two piles of clothes: a spring pile and a winter pile.</p>	<p>Activity 2: Dress for the Weather! Find the Dress for the Weather activity on the functional academics page! Use the activity and thermometer to help or have your student decide which articles of clothing are most appropriate to wear!</p>		<p>bathroom and complete the task on that slide:</p> <ul style="list-style-type: none"> ●Stop at slide #7-clean clothes slide-stop and look at your clothes. Are they clean? If not, 'travel' to your bedroom and put clean clothes on and put your dirty clothes in the hamper. Now, back to the slides. ●Stop at slide #9-clean hands slide- time to 'travel' to the bathroom and wash those hands thoroughly. Nice job! Continue to next slide. ●Stop at slide #11-deodorant slide- did you put deodorant on this morning? If not, it's time to 'travel' to the bathroom to put deodorant on...did you do it? Nice job...ah, you smell clean! ●Stop at slide #13- brush teeth slide- did you brush your teeth this morning after breakfast? Nice job if you did. But, if not, time to 'travel' to the bathroom and brush those teeth. Smile! <p>4. Now that you have completed our community outing, finish up by doing the post-community outing activity sheet attached below. Hope you had fun!</p>	<p>Our seeds are growing! Look at the pictures to see how much they have grown. Listen to the book "How a seed grows".</p>
<p>Movement Break:</p> <p>Choose from one of the movement activities: Cosmic yoga or GoNoodle, located on the Leisure Skills page!</p> <p>*This is designed as a break time. Students typically choose what they want to do as a break*</p>	<p>Movement Break:</p> <p>See the Leisure Skills page for a scavenger hunt for nature!</p>	<p>Leisure Break:</p> <p>Have your child pick their favorite game or activity to do! Play a game of Uno, Shoot some hoops, Draw with some sidewalk chalk, Take your dog for a walk, Blow some bubbles outside! Have them use them either use their device or prompt them to say "I want ____". Encourage them to tell you when it's your turn "Whose turn is it?" or have them say "It's your turn".</p>	<p>Movement Break:</p> <p>Choose one of or both activities provided under the Leisure Skills Page!</p> <p>*This is designed as a break time. Students typically choose what they want to do as a break*</p>	<p>Movement Break: Free Choice! Friday's are your chance to pick what you would like to do for a fun activity! You've worked hard all week and deserve it!</p>

Focus Word Vocabulary Word for week of 4/13/2020



April



rain



umbrella



warm



pants



shirt

Quarters



Dimes



Coin Sorting



Nickels



Pennies

TASK ANALYSIS DATA SHEET

TASK: Washing and Drying Hands

Teaching Cues: I = independent (after instruction, performs with no other cue)
 G= gesture (pointing, tapping materials, motioning, modeling, etc)
 P = physical prompt (any touch to the student)
 M= manipulation (complete physical guidance after instruction)
 0= no response (no teaching cue worked, actively resisted/manipulation was impossible)

Steps	DATE	DATE	DATE	DATE	DATE	DATE	DATE	DATE
Turns on water								
Wets Hands								
Puts soap on Hands								
Lather hands								
Rinse Hands								
Turns off water								
Gets towel								
Dries Hands								
Disposes of towel								