



SPECIAL EDUCATION

Functional Skills Activities

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>JOURNALING: Copy (draw) a painting or a picture you find in your house. Be sure to put details in the drawing (colors, lines, shapes, if there's a face put all the features in...)</p> <p>Add labels to the drawing by identifying details in the picture.</p> <p>Math: count how many details you can find in the picture and write a sentence about how many details you found (ex) " I found ___ details. "</p>	<p>BAG OF TRICKS: Put 10 objects in a bag or pillow case.</p> <p>Take turns pulling one item out (don't let anyone see) and describe the object.</p> <p>Whoever guesses the object gets to hold the object. The one with the most objects wins.</p> <p>Extension: write the name of the objects and put them in alphabetical order.</p>	<p>SORT/CLASSIFY: Have 2-4 piles for sorting by traits.</p> <p>Put all the objects in one pile and sort into the category they belong in:</p> <p>Things we wear, things we eat, Big, Little, Food, Toys...</p> <p>How Many: which pile has most/least?</p> <p>How many objects are in each pile?</p> <p>How many all together?</p>	<p>OUTDOOR TREASURE HUNT: Take a plastic bag with you and find twigs, leaves, pebbles.</p> <p>When you get back to your house sort the items you have found.</p> <p>Make a graph for each item and identify which has the most.</p> <p>Use the items you found to make an art project, gluing the pieces to a piece of paper and use markers to connect the items to make a picture.</p> <p>Write a story about your picture.</p>	<p>SORT/SIZES: Go to your pantry and take all of your containers out.</p> <p>Mix the lids and containers all up and have your student put the correct lid on the correct container.</p> <p>Extension: Have your student give you the biggest to the smallest and "nest" the containers one inside the other from largest to smallest.</p>



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<p>Week 2</p>	<p>DAILY JOURNAL: Start a daily journal with the following things to fill in:</p> <p>Write the following: write name of day, date and year: Monday, April 6, 2020 or Mon. 4/6/2020</p> <p>Wake Up: write exact time</p> <p>Breakfast: time and what I ate S</p> <p>School Work: what I worked on today</p> <p>Lunch: time and what I ate</p> <p>Exercise: what did I do for exercise today Dinner: time and what did I eat</p> <p>Bed: time and what I did before bed</p>	<p>MAKE A PUZZLE: Find an old picture you won't mind cutting (magazine cover, something you have colored or made, picture of a family member, cover of a favorite movie, family pet...</p> <p>Turn the picture over and draw puzzle shapes on the back (8-24 pieces)</p> <p>After you have drawn the outline for the puzzle, either you or your student cut on the lines.</p> <p>Mix up all the pieces and put the picture back together.</p> <p>You can put it in a baggie and do over and over again or glue it onto a page to restore the picture.</p>	<p>WRITING: write a letter or note to someone who lives in your house:</p> <p>Be sure to use punctuation (capitalize the first letter of the sentence, use comma's, quotation marks, question marks, periods...)</p> <p>For some of our students have them draw a picture for someone in the house.</p> <p>They can color it, label parts of the picture or dictate a sentence to the parent.</p> <p>Math: Make a guess at how many steps you will take to deliver the letter to that person. Write down the guess. Together count your steps to deliver the letter.</p>	<p>HOUSE GRAPH: Make a graph and go for a walk to fill out the graph.</p> <p>You will be looking at "how many" white, blue, yellow and brown houses you see on your walk.</p> <p>Color in each square and talk about which one has the most and the least.</p> <p>*see template in week 1*</p>	<p>SORTING: Go into your pantry and sort the items into 3 different categories: canned goods, paper products, dry goods.</p> <p>Math: After sorting all the items answer the following questions:</p> <p>Which do I have the most of and which do I have the least?</p> <p>Then on a paper write canned goods and how many you have, paper products and how many you have, dry goods and how many you have.</p> <p>Writing: write or copy the names of your 5 favorite items you found.</p>
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Week 3	<p>FORT BUILDING-Create a fort using pillows, blankets, couch cushions, cardboard and duct tape, whatever you can find around home!</p> <p>Here are some task ideas: 1. Count the number of items used to build the fort; create a list of the materials used to create the fort; use math to double, triple, or make the fort 5 times bigger and tell how many more materials you would need; write a</p>	<p>BATHROOM CLEANING- Whether a student's old enough to do the tasks or not, there are important lessons to be learned from cleaning the bathroom.</p> <p>Make sure parents are OK with using cleaning supplies before starting.</p> <p>Here are some task ideas: Count the different tasks needed to clean the bathroom;</p>	<p>WINDOW WATCHING-It is no fun being stuck at home. But, there are a lot of neat things going on in the world around us. Nature is still active, and there are some people who are still going to work. Set a timer of an amount of time (example: 20 minutes, 30 minutes) and have the student observe what is going on outside their window.</p> <p>Here are some task ideas: Count the number of items seen during a given time</p>	<p>Silverware seems boring, all we do it eat with it. But, there is a lot we can learn from silverware. Take the eating utensils, or all cooking and eating utensils, and create some cool earning activities:</p> <p>Count out all the spoons, or any utensil, and see how many you have;</p> <p>Count all the utensils, creating like groups, and make a bar graph demonstrating how many you have of each;</p> <p>Use a tape measure or</p>	<p>EXERCISE AND LEARNING- Even though we are at home, there are still a lot of things we can do! We can even do things inside that will make us healthier, and help us keep our minds sharp.</p> <p>Here are some activities: Stand on one foot and use a watch, timer, stopwatch, or a partner to count- see who can do it the longest, then make charts of your turns (use both feet and compare left and right!);</p> <p>Use a bathrobe tie as a jump rope and keep count- chart progress; use a timer and</p>



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	<p>wish list of the other materials you would have like to have to make the fort bigger, stronger, better;</p>	<p>Compare other stores and see what coupons are available;</p> <p>Cleaning the Bathroom:</p> <ol style="list-style-type: none"> 1. Make a list of steps needed to clean the bathroom 2. Make a list of cleaning supplies 3. Research cost of supplies 4. Work with an adult to clean the bathroom using proper safety. 	<p>period; Itemize the list (people, cars, animals, etc.) and use the information to create a bar chart;</p> <p>Draw the most interesting thing you saw, and/or write a description of it;</p> <p>Take a picture of an animal you see, look it up on the internet, research what the animal eats, where it lives, and interesting facts to learn about that animal;</p> <p>Make a list of the different colors you see from your window;</p> <p>Describe the weather, look up the temperature, and create a chart for tracking the weather daily.</p>	<p>ruler to measure each utensil's length. (Whole inch or fractions);</p> <p>Choose a utensil and create a story about an adventure that it has while you and your family are away at work and school;</p> <p>Use the internet to find out what silverware is made of, and how it is made. Then, create a report;</p> <p>Take out one of each utensil, and demonstrate how you would wash it by hand. Show how well you understand how to disinfect things when washing dishes.</p>	<p>challenge someone to a pushup or sit-up contest;</p> <p>If there is room, create an obstacle course in your house and take turns timing how fast it can be completed (journal a description of the obstacle course;</p> <p>Play "the floor is lava" and see how quickly you can get from one location to the finish.</p>
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<p>Week 4</p>	<p>MONEY: Find as many coins you have and put them in a bowl (you could give your student the coins or have a coin hunt in your house to find as many coins as you can...you can even hide them before you start).</p> <p>Have your student sort the coins into 4 different piles: pennies, nickels, dimes, quarters.</p> <p>Count the coins in each pile, "I have 8 pennies" count by 1's to identify 8 cents. "I have 3 nickels" count by 5's to identify 15 cents. "I have 5 dimes" then count by 10's to identify how much 50 cents. "I have 4 quarters" count by 25 to equal 100 or \$1.00.</p>	<p>LETTER/WORD HUNTS: show your student a letter and have them find something in the house that starts with that letter sound: A-apple, arm, ant...B-basket, ball, book...C-couch, car, cup....etc.</p> <p>Or write the word of an object and have your student find it for you...they could take the word and place it on the object or they can run to the object and show you.</p> <p>Reverse the work: have your student name a letter and you find an object that starts with that letter.</p> <p>Or have your student write a word and you find the object. Try to do atleast 15 words or letters.</p>	<p>SCAVENGER HUNT: either name an object and have your student find the object or give a description of the object and they have to find it. Take turns and keep points using tallies (IIII) to determine who wins.</p> <p>To make it more difficult, write a sentence describing the object and they have to read the description and find it: this is something round and you bounce it? This is something you drink out of? This is where you sit to watch TV? This is how we know what time it is? This is where I cook? This is you favorite toy? This is big and long and you sit on it? This is something you turn on so you can see in the dark? This is what you wear on your feet?</p>	<p>I SPY: go around the house and copy down words or point to words that are written on objects, pictures, food, games, books.</p> <p>Have a contest on who can write or point to the most words in 10 minutes.</p> <p>Each person reads the other persons list.</p> <p>Extensions: Do the same thng with numbers: write down or point to objects that have numerals written on them.</p>	<p>READ A BOOK: Do a picture walk (look at each page of the book) with your student before reading the book:</p> <p>Then ask open ended questions so they can make predictions about the story, just by looking at the pictures.</p> <p>"What do you think will happen next?" "Who do you think...?" "Where are they going...?" "Where is the...?" (student responds by pointing or verbalizing answers).</p> <p>After you do the picture walk, then read the book, stopping after each page to look at the pictures and try to find cues as to what will happen or who will be on the next page.</p> <p>Extension: after the story ask your student to find their favorite page of the story. Ask them to point to what they</p>
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	<p>Have your student write the number on a piece of paper by the each pile of coins: 8 Cents or \$.08 or 8 C. Repeat for each pile. Ask your student which pile has the most coins in it. Then ask them which pile is worth the most.</p> <p>Last add all the numbers together to tell how much money you have.</p>		<p>This is what I put in the lock to open the door?</p>		<p>liked most about that page. You can then have them draw the picture from that page or draw what they think the picture would look like from the story. They could even write a short paragraph.</p>
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