

E-Learning Activities for High School LIFT and PACC Students

PACC - Day One

	Math	Reading and Writing	Science	Social Science	Transition
Lesson Title:	Coins	Read a Menu	Weather	Read part of the newspaper	Around the house- fixer upper
Objective:	identify/ add coins	Read menu and pricing on a \$10.00 budget	Identify the weather outside	Identify 2 things read in the news	Practice fixing things around the house such as: <ul style="list-style-type: none"> - Change the batteries in a remote - Change lightbulb
Materials:	Coins (quarter, dime, nickel, penny)	Takeout menu of local restaurant	Ability to view weather outside, pencil paper,	Local newspaper	Batteries lightbulb
Activities and Instructions:	Students will add Various coin combinations to determine how much money they have	Students will choose 5 different meal options from the money that they can purchase with \$10 (not including a tip)	Students will make a graph tracking the weather outside (sunny, rainy, cloudy, partly cloudy, snowing, raining) by either day of the week or time periods throughout the day	Students will practice sentence structure by writing 2 things they read in the paper in a complete sentence	Students will be able to practice "fixing" 2 household items and identify the importance
Independent Practice:	Students can create different monetary amounts using coins as appropriate.	Students will determine which option is the best deal based on price as appropriate.	Student can watch the weather channel or watch the local news	Locate sight words. Locate weather words. Talk about events that are going on.	Students can attempt this skill independently if deemed appropriate for that student
Check for Understanding:	Can the student identify the amount of coins? Can they add numbers up to 100? Student observation	Ask your child what menu item was their favorite. Ask if they had enough to make the menu purchase. Student observation.	Ask how they decided what the weather was throughout the day. Student observation.	Ask your child what the most interesting part of the newspaper was. Student observation.	Ask the child what were the steps in fixing the household items. Student observation.

Every Day: Read for 10 minutes. Write three sentences.

Parent Signature: _____

E-Learning Activities for High School LIFT and PACC Students

PACC - Day Two

	Math	Reading and Writing	Science	Social Science	Transition
Lesson Title:	Time	Read a magazine	Temperature	Play a board game	Around the house- make the bed
Objective:	Tell time by the hour, half-hour, and quarter hour	Find the main idea of an article	Identify the temperature that it is outside	To increase social skills and taking turns	Increase independent living skills
Materials:	Clock, watch	Magazine	Thermostat, radio, weather channel, pencil, paper	Board game	Bed, bedding, etc.
Activities and Instructions:	Students will identify different times on a clock. Show the student a time and ask them what time it is (10 questions)	Locate an article of your choice. Write 3 main ideas from the article.	Have the student find what the current temperature is. Have them graph the data.	Pick a board game you have in the home. Read directions and play the game.	After all bedding has been removed, have the student make the bed.
Independent Practice:	Have the students make up times of their own and tell you what time it is	Read a book or internet article if internet is available	Find pictures of weather in magazines, on TV or feel outside.	Play another game or the same game with another sibling.	Students will look for different bed sets in magazines or on the computer. They will check prices of various bedding sets.
Check for Understanding:	Ask students throughout the day what time it is, ask students if it is morning, afternoon or evening. Student observation.	Identify unfamiliar words and practice on pronunciation. Student observation.	Ask students to describe the difference in the weather throughout the day. As the days progress, have the student describe the daily changes in weather. Student observation.	Ask the student if they liked the game. Ask them what their favorite part was. Ask them if they want to play again or a different game. Ask them what the rules are or how they won or think the other person won.	Ask them what goes on first, then what goes on next, etc. Student observation.

Every Day: Read for 10 minutes. Write three sentences.

Parent Signature: _____

E-Learning Activities for High School LIFT and PACC Students

PACC - Day Three

	Math	Reading and Writing	Science	Social Science	Transition
Lesson Title:	Count the Calories	Read a book	Cooking-breakfast	Play a card game	Around the house- cleaning/ cleaning products
Objective:	Count how many calories they intake during a meal	Determine the main idea of a book.	Student will help prepare breakfast with parent	To increase social skills and taking turns	Increase independent living skills
Materials:	Food items before cooked	Book, pencil, paper	Food necessary to prepare meal	Card game	Cleaning supplies, paper towels
Activities and Instructions:	Students will decide what they want to eat. Then they must look at the food item and locate the calories. They will then add the calories that there are per serving	Students can read a leisure book of choice. After reading the book. They will write the main idea with 3 supporting details	Bring the student into the kitchen during breakfast preparation time. Help the student to prepare food and follow a recipe.	Pick a card game you have in the home. Read directions and play the game.	Have the student pick a chore that they will need to clean with a cleaning item such as windex. Have them do a chore such a cleaning a window or mirror with paper towels
Independent Practice:	Students can look at various food items and see how many calories there in a serving. They can also see how big a serving size is.	Read a magazine, read articles on the computer (if accessible)	Students can independently prepare parts of the meal as appropriate.	Play another game or the same game with another sibling.	Students can choose another area in the house that they can clean
Check for Understanding:	Ask them how many calories were in the meal they ate and how many serving it was. Student observation.	Ask questions about details of the book; setting, main characters and the main idea. Ask if they liked the book, why or why not? Ask if it was fiction or nonfiction. Student observation.	Student observation to see if directions are being followed. Student observation.	Ask the student if they liked the game. Ask them what their favorite part was. Ask them if they want to play again or a different game. Ask them what the rules are or how they won or think the other person won.	Ask the student how much spray they needed. Ask them how many paper towels they used. Ask them if there were any streaks or if they feel they did a good job. Ask them how often they should clean the windows or mirrors. Student observation.

Every Day: Read for 10 minutes. Write three sentences.

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E-Learning Activities for High School LIFT and PACC Students

PACC - Day Four

	Math	Reading and Writing	Science	Social Science	Transition
Lesson Title:	Bills	Create a shopping list	Cooking- Lunch	Community Closures	Around the house- Vacuum
Objective:	Students will identify and count dollar bills of multiple amounts.	Student will create a shopping list for online or in-person shopping for a trip to the store/ purchase	Student will help prepare lunch with parent	Students will identify which community locations are closed while they are home from school.	Students will vacuum rooms around the house.
Materials:	Dollar Bills	Paper, pencil	Food necessary to prepare meal	None, paper/ pencil if appropriate	Vacuum
Activities and Instructions:	Given different dollar bills, students will identify, match, and/ or add different amounts of dollar bills to create different whole dollar amounts.	Given a pencil and paper, the student will create a shopping list of necessary materials at home (meals, personal care items, etc.)	Bring the student into the kitchen during lunch preparation time. Help the student to prepare food and follow a recipe.	Students will identify closed community locations in the community during this time in the most appropriate form (verbal, written, pictorial, etc.)	Given a vacuum, students will vacuum at least 1 room in the house up to as many rooms as possible with an adult.
Independent Practice:	Students will create 5 different whole dollar amounts given the dollar bills given.	Student can independently write down items they personally need at the store	Students can independently prepare parts of the meal as appropriate.	Students can independently make a list as appropriate	Students can vacuum at least 1 room in the house up to as many rooms as possible independently.
Check for Understanding:	Student observation/ ask the student to create different whole dollar amounts	Student observation, ask the student to identify necessary items and unnecessary items to purchase.	Student observation to see if directions are being followed. Ask the student what recipe they would like to learn to make independently as appropriate.	Ask the student to read the list aloud and determine which locations are the most impactful.	Student observation, ask them questions about how the vacuum works and how often they should vacuum.

Every Day: Read for 10 minutes. Write three sentences.

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E-Learning Activities for High School LIFT and PACC Students

PACC - Day Five

	Math	Reading and Writing	Science	Social Science	Transition
Lesson Title:	Schedules	Create a card	Cooking- Dinner	Talk to a friend/ family member	Around the house- Dishes
Objective:	Students will write down their daily home schedule to identify important times throughout the day.	Students will use their writing skills to create a card for a holiday or special occasion.	Student will help prepare dinner with parent	Student will practice their communication skills by talking to a friend or family member (over the phone, text, email, etc.)	Students will help hand wash or load dishes into the dishwasher after a meal. Students will help put away dishes when dry.
Materials:	Paper, writing utensil. clock	Paper, writing utensil, any other decorative materials	Food necessary to prepare meal	Technology as needed or appropriate	Dishes, cleaning supplies as needed
Activities and Instructions:	Help students to write down their daily schedule or keep track of the times of their daily activities throughout the day. You can help the student calculate how much time spent on one activity.	Help students to fold paper into a card shape.Help students to come up with a holiday/ special occasion and something to write on the card.	Bring the student into the kitchen while dinner preparation time. Help the student to prepare food and follow a recipe.	Students will maintain an ongoing conversation with another person on appropriate topics.	Students will take dirty dishes and rinse them off in the sink. If handwashing, the student will scrub the dish with soap. If not handwashing, the student will load the dish into the dishwasher once rinsed.
Independent Practice:	Students can independently create their daily schedule as much as appropriate.	Students can independently create as much of the card as appropriate.	Students can independently prepare parts of the meal as appropriate.	Student will independently engage another person in conversation as appropriate	Students will independently wash dishes as appropriate.
Check for Understanding:	Read the schedule aloud/ student observation/ ask the student when certain activities take place throughout the day.	Read the card aloud when done/ student observation/ ask the student when making a card would be appropriate	Student observation to see if directions are being followed. Ask the student about kitchen safety skills.	Student observation. Ask the student to give examples of appropriate and inappropriate topics.	Student observation. Ask the student to identify clean and dirty dishes.

Every Day: Read for 10 minutes. Write three sentences.

Parent Signature: _____

E-Learning Activities for High School LIFT and PACC Students

PACC - Day Six

	Math	Reading and Writing	Science	Social Science	Transition
Lesson Title:	Fractions	Read a job description	Cooking- Snack	Community feelings	Around the house- Laundry
Objective:	Students will practice identifying fractions and determining how many parts of a whole.	Student will practice identifying and reading a job description	Student will help prepare a snack with parent	Students will identify possible feelings displayed by individuals during the community closures.	Students will help load, wash, dry, fold, and put away laundry.
Materials:	Measuring cups, measuring materials	Newspaper/ job posting flyer/ online job board	Food necessary to prepare meal	Paper, pencil if appropriate	Clothes, appliances
Activities and Instructions:	While cooking or given a disposable material (such as water), students will practice identifying fractions and exploring how many pieces to a whole.	Given an opportunity to view different job descriptions, the student will read aloud different job descriptions to find a job that sounds like a job they would enjoy and could do.	Bring the student into the kitchen while snack preparation time. Help the student to prepare food and follow a recipe as available.	Students will identify possible emotions felt in the community during this time in the most appropriate form (verbal, written, pictorial, etc.)	Students will take dirty clothes and place them in the washer and dryer. Students will fold and put away when dry.
Independent Practice:	Student will independently identify fractions and how many parts of a whole as appropriate.	Students will independently read a job description as appropriate.	Students can independently prepare parts of the meal as appropriate.	Students will independently make a list of emotions as appropriate.	Students will independently do laundry as appropriate.
Check for Understanding:	Student observation, ask the student what other materials they would use for measuring (spoons, etc.)	Student observation/ listening, Ask the student what job would like to do and currently could do independently.	Student observation to see if directions are being followed. Ask the student to determine other snacks they would like to learn to make independently.	Student observation, listening/ Ask the student how they are feeling with the closures.	Student observation/ Ask the student who they sorted the laundry. Ask the student how long it takes to complete one load of laundry. Ask the student if there are any parts of the laundry that they need more support in.

Every Day: Read for 10 minutes. Write three sentences.

Parent Signature: _____