

Cookies for Our Homeless And Elder Community Members



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Goals and Objectives:

1. Students will be able to follow an adapted recipe to bake holiday cookies.
2. Students will use augmentative communication devices to interact with community members.
3. Students will practice math, language arts and science concepts while baking cookies.
4. Students will use a variety of cooking equipment in the process of baking the cookies.
5. Students will work independently to complete a task.
6. Students will learn and practice new vocabulary words.
7. Students will use words in real scenarios.
8. Students will practice money skills.
9. Students will practice writing skills.
10. Students will practice research and computer skills.
11. Students will “give back” to the community.
12. Students will practice safety rules while cooking.

Curricular Connections

1. Math Skills- Students will practice measurements skills, ratio, money, and budgeting skills.
2. Communication-Students will use communication devices while interacting with community members.
3. Community Involvement- Students will learn the importance of giving to less fortunate individuals and giving back to the community.
4. Language Arts and Reading- Students will type and print greetings for the bags and will use their reading skills to follow the steps to complete the recipe.
5. Science- Students will complete activities that demonstrate scientific concepts such as properties of matter, mixing, etc.
6. Cooking Skills- Students will bring to life their curriculum while practicing safe baking skills.
7. Employability- Students will practice real job skills.
8. Vocabulary Acquisition - Students will learn and practice new vocabulary skills and use them in real scenarios.
9. Pre Vocational- Students will practice vocational skills.
10. Computers and Technology- Student will use instructional and assistive technology to locate and access information.
11. Self -Advocacy- Students will demonstrate self-esteem, self-confidence, and pride as indicated by self-affirmations, persistence, and self-monitoring.
12. Daily Living Skills- Students will practice self- care tasks.
13. Art- Students will decorate the cookies, bags and greeting cards.

Standards and Access Points by Grade:

Kinder:

English Language Arts

1. LA.K.1 -(LA.K.1.5) Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.K.1.5.Pa) Reading Process: Vocabulary Development: Participatory: The student will respond to a familiar person or object in routines.

(LA.K.1.5.Su) Reading Process: Vocabulary Development: Supported: The student will identify persons and objects in familiar activities.

(LA.K.1.5.In) Reading Process: Vocabulary Development: Independent: The student will identify and describe persons, objects, and actions in familiar activities.

2. LA.K.1 - (LA.1.1.6) Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.K.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will: attend to pictures or symbols used in routines.

(LA.K.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify familiar characters or objects pictured in read-aloud stories.

(LA.K.1.7.In) Reading Process: Reading Comprehension: Independent: The student will determine if pictures represent real or make believe.

3. LA.K.1 - (LA.K.1.7) Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.K.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will respond to a familiar person or object in routines.

(LA.K.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify characters that relate to the author's purpose in read-aloud stories.

(LA.K.1.7.In) Reading Process: Reading Comprehension: Independent: The student will identify characters, objects, and actions pictured in familiar read-aloud stories.

Math

1. MA.K.A.1- BIG IDEA 1: Represent, compare, and order whole numbers and join and separate sets.

MA.K.A.1.Pa.a: Indicate desire for more of an action or object.

MA.K.A.1.Su.a: Represent quantities to 3 using sets of objects and number name

MA.K.A.1.In.a: Represent quantities to 5 using sets of objects and number names.

MA.K.A.1.Pa.c: Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.

MA.K.A.1.Su.c: Solve problems with up to 3 objects involving simple joining (putting together) situations.

MA.K.A.1.In.c: Solve problems with up to 5 objects, involving simple joining (putting together) and separating (taking away) situations.

2. MA.K.G.3. - BIG IDEA 3: Order objects by measurable attributes.

MA.K.G.3.Pa.a: Recognize differences in size of objects.

MA.K.G.3.Su.a: Identify size of objects using terms, such as big and little.

MA.K.G.3.In.a: Compare overall size and length of objects and describe using terms, such as big, small, long, and short.

Science

1. SC.K.N.1 - BIG IDEA 1: The Practice of Science:

A. Scientific inquiry is a multi-faceted activity: The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B. The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C. Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D. Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.K.N.1.Pa.a: Share objects with a partner.

SC.K.N.1.Su.a: Collect a designated item with a partner.

SC.K.N.1.In.a: Identify a partner to obtain information.

2. SC.K.P.8 - BIG IDEA 8: Properties of Matter

A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B. Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

3. SC.K.N.1- BIG IDEA 1: The Practice of Science

A. Scientific inquiry is a multi-faceted activity: The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

Grade 1

English Language Arts

1. LA.1.1.1 - Reading Process: Concepts of Print: The student demonstrates knowledge of the concept of print and how it is organized and read.

(LA.1.1.1.Pa) Reading Process: Concepts of Print: Participatory: The student will attend to print materials by touching, looking, or listening.

2. LA.1.1.6- Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.1.1.6.Pa) Reading Process: Vocabulary Development Participatory: The student will respond consistently to a photograph in familiar stories, songs, rhymes, and routines.

3. LA.1.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.1.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will respond to a referent object or picture used in routines.

(LA.1.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will distinguish between real and model objects.

Math

1. MA.1.A.6. - Supporting Idea 6: Use mathematical reasoning and beginning understanding of tens and ones, including the use of invented strategies, to solve two-digit addition and subtraction problems.

MA.1.A.6.Pa.a: Solve simple problems involving putting together and taking apart small quantities of objects.

MA.1.A.6.Su.a: Solve real-world problems involving simple joining (putting together) and separating (taking apart) situations with sets of objects to 5.

MA.1.A.6.In.a: Solve real-world problems involving addition facts with sums to 10 and related subtraction facts using numerals with sets of objects and pictures.

2. MA.1.A.1 - Big Idea 1BIG IDEA 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts

MA.1.A.1.Pa.a: Recognize when an object or person is added to (addition) or is taken away from (subtraction) a situation.

MA.1.A.1.Su.a: Demonstrate understanding of the meaning of joining (putting together) and separating (taking apart) sets of objects.

MA.1.A.1.In.a: Identify the meaning of addition as adding to and subtraction as taking away from.

3. MA.1.A.1 - Big Idea 1BIG IDEA 1: Develop understandings of addition and subtraction strategies for basic addition facts and related subtraction facts.

MA.1.A.1.Pa.b: Solve problems involving small quantities of objects or actions using language, such as enough, too much, or more.

MA.1.A.1.Su.b: Use one-to-one correspondence as a strategy for solving simple number stories involving joining (putting together) and separating (taking apart) with sets of objects to 5.

MA.1.A.1.In.b: Use counting and one-to-one correspondence as strategies to solve addition facts with sums to 10 and related subtraction facts represented by numerals with sets of objects and pictures.

4. MA.1.A.2.Pa.a: Associate quantities with language, such as many, a lot, or a little.

Science

1. SC.1.P.8 - BIG IDEA 8: Properties of Matter

A. All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B. Objects and substances can be classified by their physical and chemical properties.

Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.1.P.8.Pa.a: Identify common classroom objects by one observable property, such as size or color.

Grade 2

English Language Arts

1. LA.2.1.6 - Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.2.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will match objects, gestures, or pictures to tasks in routines.

(LA.2.1.6.Su) Reading Process: Vocabulary Development: Supported: The student will identify and name words paired with pictures or symbols that represent persons, objects, actions, and settings in familiar activities.

(LA.2.1.6.In) Reading Process: Vocabulary Development: Independent: The student will identify the meaning of words that show spatial and temporal relationships.

2. LA.2.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

3. LA.2.1.4 - Reading Process: Phonics/Word Analysis: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

(LA.2.1.4.Pa) Reading Process: Phonics/Word Analysis-Participatory: The student will respond to spoken words, referent objects, gestures/signs, pictures, or symbols used as prompts or cues in familiar stories, routines, and daily activities

(LA.2.1.4.Su) Reading Process: Phonics/Word Analysis: Supported: The student will orally blend and segment compound words with picture prompts.

Math

1. MA.2.A.6. - Supporting Idea 6- Solve problems that involve repeated addition.

MA.2.A.6.Pa.a: Solve simple problems involving joining sets of objects with the same quantity to 2.

MA.2.A.6.Su.a: Solve problems involving combining sets with the same number of objects with sums to 4 using one-to-one correspondence and counting.

- MA.2.A.6.In.a: Solve problems involving addition of the same number such as $1+1$ or $2+2$ with sums to 10.
2. MA.2.A.2 - BIG IDEA 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.
- MA.2.A.2.Pa.b: Solve simple real-world problems involving joining or separating small quantities of objects.
- MA.2.A.2.Su.b: Use counting and one-to-one correspondence as strategies to solve number stories involving addition facts with sums to 5 and related subtraction facts using sets of objects.
3. MA.2.G.5. - Supporting Idea 5 - Use geometric models to demonstrate the relationships between wholes and their parts as a foundation to fractions.
- MA.2.G.5.Pa.c: Associate giving an action or object with receiving an action or object.
- MA.2.G.5.Su.c: Identify coins as money.
- MA.2.G.5.In.c: Identify the days of the week in relation to the calendar.
4. MA.2.A.2 - BIG IDEA 2: Develop quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction.
- MA.2.A.2.Pa.a: Compare quantities to 3 using language, such as more, less, or the same.
- MA.2.A.2.Su.a: Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.
- MA.2.A.2.Su.a: Identify the meaning of addition as adding to and subtraction as taking away from, using sets of objects.
5. MA.2.A.1 - 1BIG IDEA 1: Develop an understanding of base-ten numerations system and place-value concepts.
- MA.2.A.1.Pa.a: Match one object to a designated space to show one-to-one correspondence.
- MA.2.A.1.Su.a: Use one-to-one correspondence to count, compare, and order sets of objects to 5 or more.
- MA.2.A.1.In.a: Apply the concept of grouping to create sets of tens and ones to 20 as a strategy to aid in counting.

Science

1. SC.2.N.1 - BIG IDEA 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; the processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.2.N.1.Pa.b: Use senses to recognize objects.

SC.2.N.1.Su.b: Identify characteristics of objects based on observation.

SC.2.N.1.Su.b: Identify characteristics of objects based on observation.

2. SC.2.P.8 - BIG IDEA- 8: Properties of Matter

A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.2.P.8.Pa.b: Recognize water as a liquid.

SC.2.P.8.Su.b: Recognize water in solid or liquid states.

SC.2.P.8.In.b: Identify objects and materials as solid or liquid.

SC.2.P.8.Pa.d: Recognize common objects or materials as warm or cold.

SC.2.P.8.Su.d: Identify outside temperatures as warm or cold.

SC.2.P.8.In.d: Describe and compare outside daily temperatures as warm or cold.

Grade 3

English Language Arts

1. LA.3.1.7 -Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.3.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will respond to pictures of characters, objects, or actions in familiar read-aloud stories and informational text used in daily activities.

(LA.3.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify familiar cause and effect relationships in pictures.

(LA.3.1.7.In) Reading Process: Reading Comprehension: Independent: The student will identify cause and effect relationships in pictures.

2. LA.3.1 - Reading Process (LA.3.1.6) Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.3.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will listen and respond to stories and informational text.

(LA.3.1.6.Su) Reading Process: Vocabulary Development: Supported: The student will sort pictures paired with words into common categories.

(LA.3.1.6.In) Reading Process: Vocabulary Development: Independent: The student will categorize key vocabulary.

(LA.3.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will match objects, pictures, gestures/signs, or symbols to tasks in routines.

(LA.3.1.6.Su) Reading Process: Vocabulary Development: Supported: The student will relate new vocabulary to familiar words.

(LA.3.1.6.In) Reading Process: Vocabulary Development: Independent: The student will relate new vocabulary to familiar words.

3. LA.3.1.5 - Reading Process: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

(LA.3.1.5.Pa) Reading Process: Fluency: Participatory: The student will respond consistently to objects, gestures/signs, pictures, or symbols in one or more daily tasks.

(LA.3.1.5.Su) Reading Process: Fluency: Supported: The student will name ten or more letters and produce their sounds.

(LA.3.1.5.In) Reading Process: Fluency: Independent: The student will read text with high frequency sight words and phonetically regular words with accuracy.

Math

1. MA.3.S.7. - Supporting Idea 7 - Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

MA.3.S.7.Pa.a: Identify items that belong together to form a set (data).

MA.3.S.7.Su.a: Sort objects representing data into two labeled categories and count the number in each category.

MA.3.S.7.In.a: Sort and count objects and pictures into three labeled categories and display data in an object graph or pictograph.

2. MA.3.A.1 - BIG IDEA 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.

MA.3.A.1.Pa.b: Recognize when 1 or 2 items have been added to or removed from sets of objects to 3.

MA.3.A.1.Su.c: Use one-to-one correspondence and counting as strategies to solve real-world problems with addition facts with sums to 9 and related subtraction facts.

MA.3.A.1.In.d: Use objects and pictures to represent the inverse relationship between addition and subtraction facts.

3. MA.3.A.2 - Big Idea 2 BIG IDEA 2: Develop an understanding of fractions and fraction equivalence.

MA.3.A.2.Pa.a: Recognize parts of whole objects and parts of sets of objects.

MA.3.A.2.Su.a: Recognize part and whole using area and sets of objects.

MA.3.A.2.In.a: Represent half and whole using area and sets of objects.

4. MA.3.A.4. - Supporting Idea 4 - Create, analyze, and represent patterns and relationships using words, variables, tables and graphs.

MA.3.A.4.Pa.a: Recognize the next step in a simple pattern or sequence of activities.

MA.3.A.4.Su.a: Match a two-element repeating visual pattern using objects and pictures.

MA.3.A.4.In.a Complete growing visual and number patterns.

5. MA.3.A.2 - BIG IDEA 2: Develop an understanding of fractions and fraction equivalence.

MA.3.A.2.Pa.a: Recognize parts of whole objects and parts of sets of objects.

MA.3.A.2.Su.a: Recognize part and whole using area and sets of objects.

6. MA.3.G.5. -Supporting Idea 5-Select appropriate units, strategies and tools to solve problems involving perimeter.

MA.3.G.5.Pa.b: Recognize part of a day, such as morning or afternoon, associated with a common activity.

MA.3.G.5.Su.d: Identify the days of the week using a calendar.

MA.3.G.5.In.d: Identify the months of the year in relation to calendars.

Science

1. SC.3.N.1- BIG IDEA 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity: The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.3.N.1.Pa.c: Recognize that people share information.

SC.3.N.1.Su.c: Record observations to describe findings using dictated words and phrases and pictures.

SC.3.N.1.In.c: Record observations to describe findings using written or visual formats, such as picture stories.

2. SC.3.P.8- BIG IDEA 8: Properties of Matter

A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.3.P.8.Pa.c: Match objects by an observable property, such as size, shape, and color.

SC.3.P.8.Su.c: Sort objects by an observable property, such as size, shape, color, and texture.

SC.3.P.8.In.c: Group objects by two observable properties, such as size and shape or color and texture.

Grade 4

English Language Arts

1. LA.4.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.4.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will respond accurately and consistently to pictures of characters or objects in familiar read-aloud stories and informational text used in daily activities.

(LA.4.1.7.Su) Reading Process: Reading Comprehension - Supported: The student will determine main idea and supporting details, including but not limited to who, what, where, and when in read-aloud stories and informational text.

(LA.4.1.7.In) Reading Process: Reading Comprehension: Independent: The student will identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when, how), and sequence of events.

2. LA.4.1.6 - Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.4.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will listen and respond to stories and informational text.

(LA.4.1.6.Su) Reading Process: Vocabulary Development: Supported: The student will listen to, read, and talk about stories and informational text.

(LA.4.1.6.In) Reading Process: Vocabulary Development: Independent: The student will use context clues and illustrations to determine the meaning of unknown words.

3. LA.4.1.5 - Reading Process: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

(LA.4.1.5.Pa) Reading Process: Fluency: Participatory: The student will respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities.

(LA.4.1.5.Su) Reading Process: Fluency: Supported: The student will read text with high frequency sight words and phonetically regular one-syllable words with accuracy.

(LA.4.1.5.In) Reading Process: Fluency: Independent: The student will read text with high frequency sight words and phonetically regular words with accuracy.

Math

1. MA.4.A.1. - BIG IDEA 1: Develop quick recall of multiplication facts and related division facts and fluency with whole number multiplication.

MA.4.A.1.Pa.a: Solve simple problems involving joining or separating sets of objects to 4.

2. MA.4.A.2.Pa.b: Distinguish parts of objects from whole objects.

3. MA.4.A.2.Su.b: Represent half and whole using area and sets of objects.

4. MA.4.A.4. - Supporting Idea 4 - Generate algebraic rules and uses all four operations to describe patterns, including nonnumeric growing or repeating patterns.

MA.4.A.4.Pa.c: Recognize the quantity of a set of objects to 3 and add 1 more.

MA.4.A.4.Su.c: Use the rule, 1 more, to identify the next number with numbers 1 to 20.

MA.4.A.4.Su.c: Use the rule, 1 more, to identify the next number with numbers 1 to 20.

5. MA.4.A.4. - Supporting Idea 4 - Generate algebraic rules and use all four operations to describe patterns, including nonnumeric growing or repeating pattern.

MA.4.A.4.Pa.a: Indicate the next step in a pattern or sequence of activities.

MA.4.A.4.Su.a: Identify and copy two-element repeating visual patterns using objects and pictures.

Science

1. Nature of Science - Big Idea 3-The Role of Theories, Laws, Hypotheses, and Models
The terms that describe examples of scientific knowledge, for example; "theory," "law," "hypothesis," and "model" have very specific meanings and functions within science.

SC.4.N.3.Pa.a: Match a model that is a replica to a real object.

SC.4.N.3.Su.a: Recognize different types of models, such as a replica or a picture.

SC.4.N.3.In.a: Identify different types of models, such as a replica, a picture, or an animation.

2. SC.4.P.8- BIG IDEA 8: Properties of Matter

A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.4.P.8.Pa.c: Recognize that some objects have parts.

SC.4.P.8.Su.c: Recognize that the parts of an object can be put together to make a whole.

SC.4.P.8.In.c: Identify that a whole object weighs the same as all of its parts together.

SC.4.P.8.Pa.d: Recognize that objects can stick together.

3. SC.4.N.1- BIG IDEA 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity: The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.4.N.1.Pa.b: Recognize differences in objects or pictures.

SC.4.N.1.Su.c: Answer questions about objects and actions related to science.

SC.4.N.1.In.c: Relate findings to predefined science questions.

Grade 5

English Language Arts

1. LA.5.1.7 Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.5.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will respond accurately and consistently to pictures or symbols paired with words in familiar read-aloud stories and informational text.

(LA.5.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify explicit ideas and information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when).

(LA.5.1.7.In) Reading Process: Reading Comprehension: Independent: The student will identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text.

(LA.5.1.7.Pa) Reading Process: Reading Comprehension Participatory: The student will use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities.

(LA.5.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify explicit cause/effect relationships in read-aloud stories and informational text.

2. LA.5.1.6 - Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.5.1.6.Pa) Reading Process: Vocabulary Development-Participatory: The student will respond to new vocabulary that is introduced and taught directly.

(LA.5.1.6.Su) Reading Process: Vocabulary Development: Supported: The student will categorize key vocabulary.

(LA.5.1.6.In) Reading Process: Vocabulary Development: Independent: The student will categorize key vocabulary.

Math

1. MA.5.S.7 - Supporting Idea 7Construct and analyze line graphs and double bar graphs.

MA.5.S.7.Pa.a: Count up to 5 objects, pictures, or symbols in data sets used in object graphs or pictographs.

MA.5.S.7.Su.b: Identify the meaning of data in a two-category object graph or pictograph.

MA.5.S.7.In.b: Describe the meaning of data in a three-category pictograph or bar graph.

2. MA.5.A.1 Big Idea 1BIG IDEA 1: Develop an understanding of and fluency with division of whole numbers.

MA.5.A.1.Pa.b: Solve simple problems involving joining or separating sets of objects to 5.

MA.5.A.1.Su.b: Solve problems that involve combining (multiplying) or separating (dividing) equal sets with quantities to 25 using objects and pictures with numerals.

MA.5.A.1.In.b: Solve problems that involve multiplying or dividing equal sets with quantities to 50 using objects and pictures with numerals.

3. MA.5.A.6. Supporting Idea 6Identify and relate prime and composite numbers, factors and multiples within the context of fractions.

MA.5.A.6.Pa.c: Solve simple problems involving small quantities using language, such as more, less, and the same.

MA.5.A.6.Su.c: Compare and order whole numbers to 30 using objects, pictures, number names, numerals, and a number line.

MA.5.A.6.In.c: Compare and order numbers to 100 using a number line.

4. MA.5.G.5. Supporting Idea 5-Identify and plot ordered pairs on the first quadrant of the coordinate plane.

MA.5.G.5.Pa.c: Indicate the next activity in a daily schedule.

MA.5.G.5.Su.c: Identify time to the hour and half-hour.

MA.5.G.5.In.c: Identify time to the minute.

Science

1. SC.5.N.2- BIG IDEA 2: The Characteristics of Scientific Knowledge

A: Scientific knowledge is based on empirical evidence, and is appropriate for understanding the natural world, but it provides only a limited understanding of the supernatural, aesthetic, or other ways of knowing, such as art, philosophy, or religion.

B: Scientific knowledge is durable and robust, but open to change. C: Because science is based on empirical evidence it strives for objectivity, but as it is a human endeavor the processes, methods, and knowledge of science include subjectivity, as well as creativity and discovery.

SC.5.N.2.Pa.a: Recognize the importance of making careful observations.

SC.5.N.2.Su.a: Recognize that science knowledge is based on careful observations.

SC.5.N.2.In.a: Identify that science knowledge is based on observations and evidence.

2. SC.5.E.7 - BIG IDEA 7: Earth Systems and Patterns -Humans continue to explore the interactions among water, air, and land. Air and water are in constant motion that results in changing conditions that can be observed over time.

SC.5.E.7.Pa.c: Recognize the weather conditions including hot/cold and raining/not raining during the day.

SC.5.E.7.Su.c: Recognize elements of weather, including temperature, precipitation, and wind.

SC.5.E.7.In.c: Identify elements that make up weather, including temperature, precipitation, and wind speed and direction.

3. SC.5.P.8 - BIG IDEA 8: Properties of Matter

A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.5.P.8.Pa.c: Separate a group of objects into its parts.

4. SC.5.P.10- BIG IDEA 10: Forms of Energy-

A: Energy is involved in all physical processes and is a unifying concept in many areas of science.

B: Energy exists in many forms and has the ability to do work or cause a change.

SC.5.P.10.Pa.d: Identify one source of sound, heat, or light that uses electricity.

SC.5.P.10.Su.d: Recognize examples of electricity as a producer of heat, light, and sound.

SC.5.P.10.In.d: Demonstrate that electricity can produce heat, light, and sound.

5. SC.5.P.11- BIG IDEA 11: Energy Transfer and Transformations

A: Waves involve a transfer of energy without a transfer of matter.

B: Water and sound waves transfer energy through a material.

C: Light waves can travel through a vacuum and through matter.

SC.5.P.11.Pa.a: Recognize that electrical systems must be turned on (closed) in order to work.

SC.5.P.11.Su.a: Recognize the power source in an electrical circuit.

SC.5.P.11.In.a: Identify the power source and wires (conductors) in an electrical circuit.

Grade 6

English Language Arts

1. LA.6.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

2. LA.6.1.6 - Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.6.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will identify familiar persons, objects, and actions by name.

(LA.6.1.6.Su) Reading Process: Vocabulary Development Supported: The student will relate new vocabulary to familiar words.

(LA.6.1.6.In) Reading Process: Vocabulary Development Independent: The student will relate new vocabulary to familiar words.

3. LA.6.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.6.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will recognize familiar read-aloud stories with a theme (e.g., friendship).

(LA.6.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers.

(LA.6.1.7.In) Reading Process: Reading Comprehension: Independent: The student will identify similarities and differences in characters, actions, or settings in two texts.

4. LA.6.1.5 - Reading Process: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

(LA.6.1.5.Pa) Reading Process: Fluency - Participatory: The student will accurately and consistently identify pictures or symbols paired with words in stories and daily activities.

(LA.6.1.5.Su) Reading Process: Fluency - Supported: The student will read text with high frequency sight words and phonetically regular words with accuracy.

(LA.6.1.5.In) Reading Process: Fluency - Independent: The student will read text with accuracy.

Math

1. MA.6.A.3 - BIG IDEA 3: Write, interpret, and use mathematical expressions and equations.

MA.6.A.3.Pa.d - Indicate 1 and 1 more by imitating a model in more than one activity.

MA.6.A.3.Su.e - Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit numbers.

MA.6.A.3.In.e Solve addition and subtraction number sentences (equations) using information from physical models, diagrams, and tables.

2. MA.6.A.2BIG IDEA 2: Connect ratio and rates to multiplication and division.

MA.6.A.2.Pa.b: Recognize changes in rates of movement (fast and slow).

MA.6.A.2.Su.b: Identify one meaning of rate, including how fast something moves or happens.

3. MA.6.A.3 - BIG IDEA 3: Write, interpret, and use mathematical expressions and equations.

MA.6.A.3.Pa.a: Solve simple problems involving small quantities using language, such as more, less, same, and none.

MA.6.A.3.Su.a Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with one-digit numbers.

MA.6.A.3.In.a: Write and solve number sentences (equations) that correspond to real-world problem situations involving addition and subtraction with two-digit numbers.

4. MA.6.A.1.Pa.b: Solve simple problems involving joining and separating parts of a set or parts of a whole.

5. MA.6.A.1 - BIG IDEA 1: Develop an understanding of and fluency with multiplication and division of fractions and decimals.

MA.6.A.1.Pa.b: Solve simple problems involving joining and separating parts of a set or parts of a whole.

MA.6.A.1.Su.b: Combine (multiply) equal sets with quantities to 30 using objects and pictures with numerals.

MA.6.A.1.In.b: Identify multiplication as repeated addition of equal groups and multiply one-digit numbers using physical and visual models with numerals.

Science

1. SC.6.N.1 - BIG IDEA 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; the processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.6.N.1.Pa.c: Recognize that people conduct activities and share information about science.

SC.6.N.1.Su.c: Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.

SC.6.N.1.In.c: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.

2. SC.6.L.14.Pa.c: Recognize body parts related to basic needs, such as mouth for eating.

3. SC.6.P.8 - BIG IDEA 8: Properties of Matter

A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.6.P.8.Pa.c: Separate a group of objects into its parts.

Grade 7

English Language Arts

1. LA.7.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

2. LA.7.1.6 - Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.7.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will identify familiar persons, objects, and actions by name.

(LA.7.1.6.Su) Reading Process: Vocabulary Development Supported: The student will relate new vocabulary to familiar words.

(LA.7.1.6.In) Reading Process: Vocabulary Development Independent: The student will relate new vocabulary to familiar words.

3. LA.7.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.7.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will recognize familiar read-aloud stories with a theme (e.g., friendship).

(LA.7.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers.

(LA.7.1.7.In) Reading Process: Reading Comprehension: Independent: The student will identify similarities and differences in characters, actions, or settings in two texts.

4. LA.7.1.5 - Reading Process: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

(LA.7.1.5.Pa) Reading Process: Fluency - Participatory: The student will accurately and consistently identify pictures or symbols paired with words in stories and daily activities.

(LA.7.1.5.Su) Reading Process: Fluency - Supported: The student will read text with high frequency sight words and phonetically regular words with accuracy.

(LA.7.1.5.In) Reading Process: Fluency - Independent: The student will read text with accuracy.

Math

1. MA.7.S.6. - Supporting Idea 6 - Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

MA.7.S.6.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.

MA.7.S.6.Su.b: Use pictographs to display data in labeled categories and identify the number in each category.

MA.7.S.6.In.b: Use bar graphs to display data and describe the meaning of the data.

2. MA.7.A.3. BIG IDEA 3: Develop an understanding of operations on all rational numbers and solving linear equations.

MA.7.A.3.Pa.a: Solve simple problems involving joining or separating sets of objects to 7.

MA.7.A.3.Su.a: Add and subtract one-digit and two-digit number sentences (equations).

MA.7.A.3.In.a: Solve number sentences (equations) involving addition and subtraction of numbers to 500.

3. MA.7.S.6. - Supporting Idea 6 - Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

MA.7.S.6.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.

MA.7.S.6.Su.a: Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount.

MA.7.S.6.In.a: Use data from a part of a group (sample) to make predictions regarding the whole group.

4. MA.7.A.5. - Supporting Idea 5 - Express rational numbers as terminating or repeating decimals.

MA.7.A.5.Pa.a: Express and use quantities 1 to 7 using objects, pictures, symbols, or number names.

MA.7.A.5.Su.a Identify the value of money to \$1.00 written as a decimal.

MA.7.A.5.In.a: Express, represent, and use percent, including 50% and 100%, and decimals in the context of money to \$5.00 or more.

5. MA.7.A.1 - BIG IDEA 1: Develop an understanding of and apply proportionality, including similarity.

MA.7.A.1.Pa.b: Match objects to a model or picture that is a smaller version.

MA.7.A.1.Su.c: Compare the size of models to real-life objects using language, such as same, larger, and smaller.

MA.7.A.1.In.c Measure and describe how various kinds of models compare in size to real-life objects.

6. MA.7.P.7 - Supporting Idea 7 Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair.

MA.7.P.7.Pa.a: Recognize a common cause-effect relationship.

MA.7.P.7.Su.a: Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct.

MA.7.P.7.In.a: Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct.

Science

1. SC.7.N.1 - BIG IDEA 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; the processes of science include the formulation of scientifically investigable questions, construction of

investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.7.N.1.Pa.c: Recognize that people conduct activities and share information about science.

SC.7.N.1.Su.c: Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.

SC.7.N.1.In.c: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.

2. SC.7.L.14.Pa.c: Recognize body parts related to basic needs, such as mouth for eating.

3. SC.7.P.8 - BIG IDEA 8: Properties of Matter

A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.7.P.8.Pa.c: Separate a group of objects into its parts.

Grade 8

English Language Arts

1. LA.8.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

2. LA.8.1.6 - Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.8.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will identify familiar persons, objects, and actions by name.

(LA.8.1.6.Su) Reading Process: Vocabulary Development Supported: The student will relate new vocabulary to familiar words.

(LA.8.1.6.In) Reading Process: Vocabulary Development Independent: The student will relate new vocabulary to familiar words.

3. LA.8.1.7 - Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.8.1.7.Pa) Reading Process: Reading Comprehension: Participatory: The student will recognize familiar read-aloud stories with a theme (e.g., friendship).

(LA.8.1.7.Su) Reading Process: Reading Comprehension: Supported: The student will identify similarities and differences in characters and settings in stories using strategies, including simple graphic organizers.

(LA.8.1.7.In) Reading Process: Reading Comprehension: Independent: The student will identify similarities and differences in characters, actions, or settings in two texts.

4. LA.8.1.5 - Reading Process: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

(LA.8.1.5.Pa) Reading Process: Fluency - Participatory: The student will accurately and consistently identify pictures or symbols paired with words in stories and daily activities.

(LA.8.1.5.Su) Reading Process: Fluency - Supported: The student will read text with high frequency sight words and phonetically regular words with accuracy.

(LA.7.1.5.In) Reading Process: Fluency - Independent: The student will read text with accuracy.

Math

1. MA.8.S.6. - Supporting Idea 6 - Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

MA.8.S.6.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.

MA.8.S.6.Su.b: Use pictographs to display data in labeled categories and identify the number in each category.

MA.8.S.6.In.b: Use bar graphs to display data and describe the meaning of the data.

2. MA.8.A.3. BIG IDEA 3: Develop an understanding of operations on all rational numbers and solving linear equations.

MA.8.A.3.Pa.a: Solve simple problems involving joining or separating sets of objects to 7.

MA.8.A.3.Su.a: Add and subtract one-digit and two-digit number sentences (equations).

MA.8.A.3.In.a: Solve number sentences (equations) involving addition and subtraction of numbers to 500.

3. MA.8.S.6. - Supporting Idea 6 - Evaluate the reasonableness of a sample to determine the appropriateness of generalizations made about the population.

MA.8.S.6.Pa.a: Count the objects, pictures, or symbols used in a pictograph or chart and identify total to 7 or more.

MA.8.S.6.Su.a: Compare data shown in a pictograph with three categories and describe which categories have the largest, smallest, or the same amount.

MA.8.S.6.In.a: Use data from a part of a group (sample) to make predictions regarding the whole group.

4. MA.8.A.5. - Supporting Idea 5 - Express rational numbers as terminating or repeating decimals.

MA.8.A.5.Pa.a: Express and use quantities 1 to 7 using objects, pictures, symbols, or number names.

MA.8.A.5.Su.a Identify the value of money to \$1.00 written as a decimal.

MA.8.A.5.In.a: Express, represent, and use percents, including 50% and 100%, and decimals in the context of money to \$5.00 or more.

5. MA.8.A.1 - BIG IDEA 1: Develop an understanding of and apply proportionality, including similarity.

MA.8.A.1.Pa.b: Match objects to a model or picture that is a smaller version.

MA.8.A.1.Su.c: Compare the size of models to real-life objects using language, such as same, larger, and smaller.

MA.8.A.1.In.c Measure and describe how various kinds of models compare in size to real-life objects.

6. MA.8.P.7 - Supporting Idea 7 Determine the outcome of an experiment and predict which events are likely or unlikely, and if the experiment is fair or unfair.

MA.8.P.7.Pa.a: Recognize a common cause-effect relationship.

MA.8.P.7.Su.a: Predict the likely outcome of a simple experiment by selecting from two choices and check to see if the prediction was correct.

MA.8.P.7.In.a: Predict the likely outcome of a simple experiment and conduct the experiment to determine if prediction was correct.

Science

1. SC.8.N.1 - BIG IDEA 1: The Practice of Science

A: Scientific inquiry is a multifaceted activity; the processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation.

B: The processes of science frequently do not correspond to the traditional portrayal of "the scientific method."

C: Scientific argumentation is a necessary part of scientific inquiry and plays an important role in the generation and validation of scientific knowledge.

D: Scientific knowledge is based on observation and inference; it is important to recognize that these are very different things. Not only does science require creativity in its methods and processes, but also in its questions and explanations.

SC.8.N.1.Pa.c: Recognize that people conduct activities and share information about science.

SC.8.N.1.Su.c: Recognize that scientists perform experiments, make observations, and gather evidence to answer scientific questions.

SC.8.N.1.In.c: Identify that scientists can use different kinds of experiments, methods, and explanations to find answers to scientific questions.

2. SC.8.L.14.Pa.c: Recognize body parts related to basic needs, such as mouth for eating.
3. SC.8.P.8 - BIG IDEA 8: Properties of Matter

A: All objects and substances in the world are made of matter. Matter has two fundamental properties: matter takes up space and matter has mass.

B: Objects and substances can be classified by their physical and chemical properties. Mass is the amount of matter (or "stuff") in an object. Weight, on the other hand, is the measure of force of attraction (gravitational force) between an object and Earth. The concepts of mass and weight are complicated and potentially confusing to elementary students. Hence, the more familiar term of "weight" is recommended for use to stand for both mass and weight in grades K-5. By grades 6-8, students are expected to understand the distinction between mass and weight, and use them appropriately.

SC.8.P.8.Pa.c: Separate a group of objects into its parts.

Grade 9-12

English Language Arts

1. (LA.910.1.7) Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.910.1.7.Pa) Participatory: The student will use pictures or symbols paired with words to achieve desired cause/effect outcomes in school activities.

2. (LA.910.1.6) Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

Participatory: The student will identify persons, objects, and actions by name or characteristic.

3. (LA.910.1.7) Reading Process: Reading Comprehension: The student uses a variety of strategies to comprehend grade level text.

(LA.910.1.7.Pa) Participatory: The student will use resources when necessary to clarify meaning of pictures, symbols, or words in school activities.

4. (LA.910.1.5) Reading Process: Fluency: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

(LA.910.1.5.Pa) Reading Process: Fluency: Participatory: The student will accurately and consistently identify pictures or symbols paired with words in stories and school activities.

(LA.910.1.5.Su) Reading Process: Fluency: Supported: The student will read text with accuracy.

(LA.910.1.5.In) Reading Process: Fluency:

Independent: The student will read text with accuracy; and adjust reading rate based on purpose (e.g., for pleasure, information, and task completion) and difficulty.

5. (LA.910.1.5.Pa) Reading Process: Fluency: The student will identify pictures or symbols paired with words to indicate the next step in a familiar school activity.

6. (LA.910.1.6.Pa) Reading Process: Vocabulary Development Participatory: The student will select and respond to objects, pictures, or symbols paired with words in the context of familiar school activities.

7. LA.910.1.6 - Reading Process: Vocabulary Development: The student uses multiple strategies to develop grade appropriate vocabulary.

(LA.910.1.6.Pa) Reading Process: Vocabulary Development: Participatory: The student will identify new vocabulary that is introduced and taught directly.

Math

1. MA.912.A.2 - Algebra BOK Standard 2: Relations and Functions Students draw and interpret graphs of relations. They understand the notation and concept of a function, find domains and ranges, and link equations to functions.

MA.912.A.2.Pa.a: Count objects, pictures, or symbols used in a pictograph or chart and identify total to 10.

MA.912.A.2.Su.a: Organize data from real-world situations into categories, identify the labels, and display in pictographs and bar graphs.

MA.912.A.2.In.a: Organize data from real-world situations into categories, identify the labels, and display in simple bar, line, and circle graphs.

2. MA.912.A.1 - Algebra BOK Standard 1: Real and Complex Number Systems Students expand and deepen their understanding of real and complex numbers by comparing expressions and performing arithmetic computations, especially those involving square roots and exponents. They use the properties of real numbers to simplify algebraic expressions and equations, and they convert between different measurement units using dimensional analysis.

(MA.912.A.1.Pa.f): Identify tools used for measurement, such as clocks, calendars, rulers, or gallon containers.

(MA.912.A.1.Su.f) - Select the operation and solve one-step mathematical problems involving addition and subtraction of one-digit and two-digit numbers in real-world situations using physical and visual representations and problem-solving strategies.

MA.912.A.1 Algebra BOK Standard 1: Real and Complex Number Systems Students expand and deepen their understanding of real and complex numbers by comparing expressions and performing arithmetic computations, especially those involving square roots and exponents. They use the properties of real numbers to simplify algebraic expressions and equations, and they convert between different measurement units using dimensional analysis.

3. Students solve linear equations and inequalities.

MA.912.A.3.Pa.d: Sort sets of objects to 10 into groups by quantity.

MA.912.A.3.Su.d: Use the concepts of equality and inequality as strategies to solve problems involving real-world situations.

MA.912.A.3.In.d: Solve equations involving common literal formulas related to real-world situations.

4. Students are familiar with and can describe the advantages and disadvantages of short-term purchases, long-term purchases, and mortgages.

- MA.912.F.3.Pa.a: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.
- MA.912.F.3.Su.c: Identify the effects of not paying bills on time.
5. Students expand and deepen their understanding of real and complex numbers by comparing expressions and performing arithmetic computations, especially those involving square roots and exponents. They use the properties of real numbers to simplify algebraic expressions and equations, and they convert between different measurement units using dimensional analysis.
- MA.912.A.1.Pa.c: Demonstrate one-to-one correspondence by counting objects or actions to 10.
6. MA.912.F.1 - Financial Literacy BOK Standard 1: Simple and Compound Interest Students expand and deepen their understanding of Simple and Compound Interest.
- MA.912.F.1.Pa.a: Recognize that some items cost more than others.
7. MA.912.A.5 - Algebra BOK Standard 5: Rational Expressions and Equations Students simplify rational expressions and solve rational equations using what they have learned about factoring polynomials.
- MA.912.A.5.Pa.a: Identify a simple ratio, such as 1 to 2, to solve real-world problems.
- MA.912.A.5.Su.a: Use simple ratios represented by physical and visual models to solve real-world problems.
8. MA.912.F.3.Pa.a: Recognize that a predetermined amount of money can be used to pay for an item in common purchasing situations.

Science

1. SC.912.N.2.Pa.b: Recognize a variety of cause-effect relationships related to science.
2. SC.912.N.1.Pa.c: Recognize that when a variety of common activities are repeated the same way, the outcomes are the same.
3. SC.912.L.18 - Life Science -Standard 18: Matter and Energy Transformations
- A: All living things are composed of four basic categories of macromolecules and share the same basic needs for life.

B: Living organisms acquire the energy they need for life processes through various metabolic pathways (primarily photosynthesis and cellular respiration).

C: Chemical reactions in living things follow basic rules of chemistry and are usually regulated by enzymes.

D: The unique chemical properties of carbon and water make life on Earth possible.

SC.912.L.18.Pa.c: Identify that food is a source of energy.

4. SC.912.L.16.Pa.d: Recognize a food.

5. SC.912.P.8 - Physical Science BOK Standard 8: Matter

A: A working definition of matter is that it takes up space, has mass, and has measurable properties. Matter is comprised of atomic, subatomic, and elementary particles.

B: Electrons are key to defining chemical and some physical properties, reactivity, and molecular structures. Repeating (periodic) patterns of physical and chemical properties occur among elements that define groups of elements with similar properties. The periodic table displays the repeating patterns, which are related to the atom's outermost electrons. Atoms bond with each other to form compounds.

C: In a chemical reaction, one or more reactants are transformed into one or more new products. Many factors shape the nature of products and the rates of reaction

D: Carbon-based compounds are building- blocks of known life forms on earth and numerous useful natural and synthetic products.

SC.912.P.8.Pa.c: Recognize that the parts of an object can be put together to make a whole.

SC.912.P.8.Pa.d: Match common compounds to their names or communication symbols.

SC.912.P.8.Su.e: Recognize examples of common compounds, such as water and salt.

SC.912.P.8.In.e: Identify that compounds are made of two or more elements.

6. SC.912.P.10 - Physical Science - Standard 10: Energy

A: Energy is involved in all physical and chemical processes. It is conserved, and can be transformed from one form to another and into work. At the atomic and nuclear levels energy is not continuous but exists in discrete amounts. Energy and mass are related through Einstein's equation $E=mc^2$.

B: The properties of atomic nuclei are responsible for energy-related phenomena such as radioactivity, fission and fusion.

C: Changes in entropy and energy that accompany chemical reactions influence reaction paths. Chemical reactions result in the release or absorption of energy.

D: The theory of electromagnetism explains that electricity and magnetism are closely related. Electric charges are the source of electric fields. Moving charges generate magnetic fields.

E: Waves are the propagation of a disturbance. They transport energy and momentum but do not transport matter.

SC.912.P.10.Pa.c: Recognize the source and recipient of heat transfer.

Speech, Communication and Technology

1. SP.PK12.DH.6.8 - Identify agencies that provide postsecondary transition services, such as Vocational Rehabilitation, and Postsecondary Education Programs Network (PEPNet).
2. SP.PK12.TP.10.1 - Produce the vocal quality, pitch, loudness, resonance, and/or duration of phonation necessary to be understood and communicate functionally across educational settings.
3. SP.PK12.TP.5.1 - Demonstrate comprehension and use of the system that combines language components in functional and socially appropriate communication across educational settings.
4. SP.PK12.TP.8.1 - Produce individual speech sounds and/or patterns of speech sounds necessary to be understood and communicate functionally across educational settings.
5. SP.PK12.TP.9.1 - Produce speech with the natural flow, rate, and rhythm necessary to be understood and communicate functionally across educational settings.
6. SP.PK12.US.4.1 Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
7. SP.PK12.US.7.1 - Use technology and assistive devices as needed to communicate or enhance messages in a meaningful and functional manner.
8. SP.PK12.VI.6.1 - Demonstrate interactive, meaningful, and functional use of augmentative or assistive technology, as needed, to initiate and maintain communication across educational settings.
9. SP.PK12.US.3.5 Use instructional and assistive technology to locate and access information, participate in computer-based instruction or testing, solve mathematical problems, create documents or images, and communicate with others.

Career Prep Standards

1. SP.PK12.US.11.4 - Demonstrate the ability to adjust to new routines and changes in tasks, settings, and locations.
2. SP.PK12.US.8.11b Apply skills of self-advocacy and self-determination in a variety of situations, such as communicating interests and preferences in planning for the future.

3. SP.PK12.US.8.6 Demonstrate skills required for eating, such as using common utensils and opening packages.
4. SP.PK12.US.8.7 - Select food based on available options, preference, and nutritional value.
5. SP.PK12.US.8.8 Follow safety procedures and routines for preparing food.
6. SP.PK12.US.9.1 Participate in individual and group recreation/leisure activities.
7. SP.PK12.US.9.2b Choose and engage in volunteer activities, such as coastal cleanup, visiting elderly persons, or sorting recyclable products.
8. SP.PK12.US.9.3b Use specific knowledge and skills when completing activities involving managing money, such as budgeting, shopping, and purchasing.
9. SP.PK12.US.9.5b Identify and follow rules when using various modes of transportation to access the community.
10. SP.PK12.US.9.6 Demonstrate how to use technological tools to access services and commodities in the community.

Job Skills

1. WL.K12.AM.1.1 - Demonstrate understanding of factual information about common everyday or job-related topics.
2. WL.K12.IH.3.4 - Exchange detailed information related to areas of mutual interest including careers of choice, job opportunities, etc.
3. SS.912.FL.1.1 - Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.
4. SS.912.FL.1.3 - Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.

Course Outline:

Children with Autism Spectrum Disorders and/or other significant disabilities learn in special and non-traditional ways. They learn new skills best when they are exposed to real life scenarios and practice with real objects. The purpose of this project is for the students to bake cookies as holiday gifts for community members who are residing in Homeless Shelters or facilities for elderly individuals. The students will choose five different sites where cookies will be donated, one site per week for a total of five weeks.

Students will:

1. Research different cookie recipes.
2. Create an adapted shopping list.
3. Buy the materials needed.
4. Interact with community members by using personal communication devices when shopping.
5. Practice Math skills while shopping and manage a budget.
6. Exhibit positive behaviors while in the community.

After gathering the materials, students will follow an adapted recipe to bake the cookies. During this process students will use math, reading, language arts and science concepts. Once the cookies are baked, students will decorate, bag them, and write holiday greetings that will be attached to the bags. Using Community Based Instruction (CBI) buses, provided by the school, the students will deliver the cookies to the Shelters or programs for elderly individuals. Using their communication devices, students will interact with elderly and homeless individuals while exhibiting positive behaviors.

Each day of the week, the students will rotate their chores, which include researching, baking, gathering materials, delivering the cookies, typing and printing out holiday greetings cards, decorating the cookies and bagging them. For the next four weeks this process will be repeated, and a different homeless or elderly program will benefit from this charity event each week.

The proposed project is aligned with the District's Nondiscrimination Policy 4001.1 and the provisions of section 504 of the Rehabilitation Act of 1973 to provide equal access to programs, benefits, activities and services. This project is intended to prepare the student participants for post-secondary opportunities.

Possible Daily Activities/Schedule:

Before the beginning of this program:

- Teacher will pre- teach some of the concepts that will be targeted in this grant.
- Teacher will explain the program to the students.
- Teacher will assign job chores to the students.
- Teacher will review the Kitchen Safety Rules with the students.

Schedule

Monday- Students will choose the homeless shelter or facility for elderly individuals to be sponsored.

Students/teacher will contact the home/shelter to make sure the activity is ok and how many cookies they will need.

Students will research a new recipe.

Students will create an adapted shopping list.

Students will practice new vocabulary words.

Students will research safety rules in the kitchen.

Tuesday- Students will participate in a CBI to the grocery store to buy the materials needed for the activity.

Students will practice money skills

Students will use money in real scenarios.

Students will use communication devices to interact with community members.

Students will sequence the steps they need to follow in the recipe.

Wednesday- Students will gather the materials.

Students will follow the adapted recipe to bake the cookies.

Students will bake the cookies.

Students will wash the dishes.

Students will put the dishes away.

Student will practice safety rules in the kitchen.

Students will practice vocabulary words in sentences.

Students will practice Science concepts (different states of matter, etc.).

Students will decorate the cookies.

Thursday- Students will bag the cookies.

Students will create an individualized greeting card for the cookies.

Students will review the new vocabulary words.

Students will answer questions about the activity.

Friday- Using a CBI bus, students will deliver the cookies to the chosen facility.

Students will use their communication devices/assistive technology to interact with the community.

Students will review the activity upon return to the school.

Students will take an Assessment.

Students will choose a new job/chore for the following week.

Possible Budget:

Cooking Supplies- Ingredients

Cookie cutter

Baking Sheet

Cooking Spray

Card Stock for Cards

Aluminum Foil

Plastic Bags

Hand Mixer

Kitchen Supplies

Cooking Spoons

Spatulas

Ribbons

Ink for the printer

Decorations

Icing

Food Coloring

Cooking Bowls

Etc.

Store	Materials	Quantity	Amount	Total

Budget Needed \$ _____



Shelters for the Homeless in Broward:

1. Deeper Life (954) 462-5364
2. Salvation Army Fort Lauderdale (954) 524-6991
3. Broward Partnership for the Homeless (954) 779-3990
4. BC Central Homeless Assistance Center (954) 779-3990
5. Hope South Florida (954) 566-2311
6. People Helping People (954) 527-0414
7. Broward County Homeless Line (954) 563-4357
8. Covenant House Florida (954) 561-5559
9. Lippmann Youth Shelter (954) 568-2801
10. Vets Multi Purposes (877) 577-8180
11. EASE Foundation (954) 797-1077
12. Love Thy Neighbors (954) 971-9813
13. Broward Outreach Hollywood (954) 926-7417
14. The Homeless Voice Shelter (954)-964-0123
15. Helping People in America/ COSAC (954) 964-0123
16. Jubilee Center of South Broward Inc. (954) 925-8823
17. Hallandale Human Resources Center (954) 457-1460
18. Broward Outreach Pompano (954) 979-6365



Shelters for the Elders and Day Programs:

1. Broward County Elderly and Veterans Services (954) 357-6622
2. Community Care for the Elderly (954) 357-6622
3. Home Care for the Elderly (954) 357-6622
4. Central West Day Care Center (954) 538-6446
5. Centro Oeste Para Hispanos (954) 581-9170
6. Irma E. Allen Senior Day Care Center (954) 714-3500
7. Noble A Mc. Arthur Senior Day Care Center (954) 764-5055
8. Northeast Focal Point Senior Day Care (954) 480-2641
9. Northwest Focal Point Senior Day Care (954) 977-6556
10. Southeast Focal Point Senior Day Care (954) 966-9805
11. Southwest Focal Point Senior Day Care (954) 450-6888
12. Tender Loving Care Adult Day Health Care (954) 917-8099
13. Wilton Manors Senior Day Care Center (954) 630-9501

Cooking Rubric:

Jose M Padilla
Wingate Oaks Center
Cooking Project Rubric

Name: _____ Date: _____

Cooking Project (Activity)	Poor: 59% or less 1 pts	Fair: 60-79% 2 pts	Excellent: 80%-100% 3 pts
Recipe Preview	Poor Student did not pay attention while recipe was reviewed as a class, constant prompting and re-direction needed.	Fair Student paid sporadic attention to the recipe review. Few prompts needed to engage the student.	Excellent Student attended to the entire recipe review with no more than 1 prompting.
Preparation	Poor Student did not wash hands before the activity. Student did not rewash hands after touching hair, face, etc., constant prompting and re-direction needed.	Fair Student did not complete both requirements: failed to wash hands. Few prompts needed to engage the student.	Excellent Student did wash hands properly at the beginning and throughout the activity with no more than 1 prompting.
Cooperation	Poor Student only worked with prodding. Did not participate in all tasks, and did not demonstrate a willingness to work, constant prompting and re-direction needed.	Fair Student worked but complained, refused non-preferred tasks, or quit before all tasks were complete. Few prompts needed to engage the student.	Excellent Student demonstrated a willingness to complete all tasks including clean up tasks. Worked steadily through the lab and participated in all kitchen tasks with no more than 1 prompting.
Skill Practice	Poor Student did not practice demonstrated techniques for food preparation, constant prompting and re-direction needed.	Fair Student used some of the demonstrated techniques. Did not pay attention to details. Few prompts needed to engage the student.	Excellent Student used the demonstrated techniques for food preparation during lab. Student paid attention to details with no more than 1 prompting.
Safety	Poor Did not follow safety rules. Did not use safe food handling techniques. Did not use kitchen equipment in a safe manner. Did not clean up during preparation to prevent accidents, constant prompting and re-direction needed.	Fair Student tried to use equipment safely and correctly. Careless at times and did not always follow the rules. Attempted to follow safe food handling procedures. Few prompts needed to engage the student.	Excellent Student demonstrated safe and correct use of all kitchen equipment used for the lab. Student followed safe food handling procedures with no more than 1 prompting.
Clean-Up	Poor The student left unwashed items. Counters and tables are not cleaned well, and dirty towels and dishrags are left lying about in the kitchen area, constant prompting and re-direction needed.	Fair Student washed, dried and put away dishes, but left counters unwashed, and tables dirty. Laundry may or may not be picked up. Few prompts needed to engage the student.	Excellent Student left the kitchen clean. All dishes were washed, dried and put away. Tables and counter tops were clean and dry. All laundry was gathered up and put in the wash area with no more than 1 prompting.

Level: _____
Independent _____
Supportive _____
Hand over hand _____

Total: _____
Grade: _____

Created: Dec/20/2013.

Vocabulary Rubric:

Jose M Padilla
Wingate Oaks Center
Cooking Project Rubric

Name: _____ Date: _____

Vocabulary Rubric

	Poor-Less than 39% of the time. 1 pts	Fair-40%-60% of the time. 2 pts	Good- 61-80% of the time. 3 pts	Excellent- 81-100% of the time. 4 pts
Words Only	Poor Was not able to read/identify the vocabulary words at all.	Fair Was able to read/identify only 1 of the vocabulary words	Good Was able to read/identify at least 2 of the vocabulary words.	Excellent Was able to read/identify all the vocabulary words independently.
Picture symbol	Poor Was not able to identify the picture representations.	Fair Was able to identify 1 of the picture representations.	Good Was able to identify 2 of the picture representations.	Excellent Was able to identify all picture representations
Matching words to picture symbols	Poor Was not able to match picture symbols with the correct words.	Fair Was able to match at least 1 picture symbols with the correct word.	Good Was able to match at least 2 picture symbols with the correct words.	Excellent Was able to match all picture symbols with the correct words.

Level:
Independent _____
Supportive _____
Hand over hand _____

Total: _____ Grade: _____











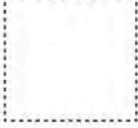







Created: Dec/20/2013

Sample Worksheets:
Sense Cooking Matrix:

Sense Matrix

Name: _____

Directions:
 Cut out the boxes on the next page and paste them in the boxes below.

<p>Object</p> 		
<p>Color</p> 		
<p>Feels</p> 		
<p>Smells</p> 		
<p>Tastes</p> 		
<p>Sounds</p> 		

Choices/Answers

Sense Matrix

Color



white



green



tan



yellow



orange



brown

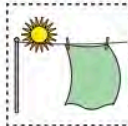


red

Feels



wet



dry



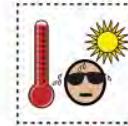
smooth



rough



cold



hot



sticky

Smells



strong
smell



above average
smell



average
smell



some smell



no smell



stinky



nice

Tastes



sweet



sour



bitter



salty



spicy



bland



greasy

Sounds



no sound



crunchy



snappy



slurpy



Add your
own



Add your
own



Add your
own

General



yummy



yucky



good



bad



Add your
own



Add your
own

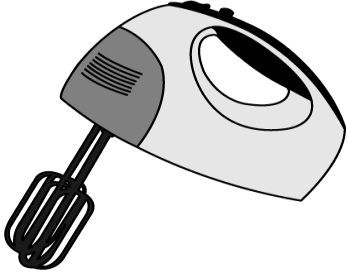


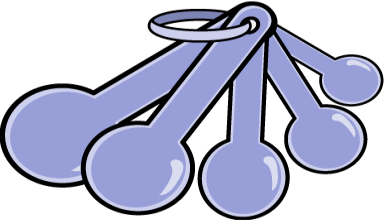
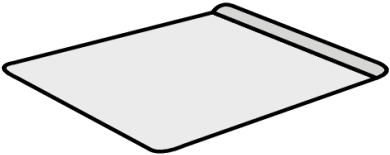
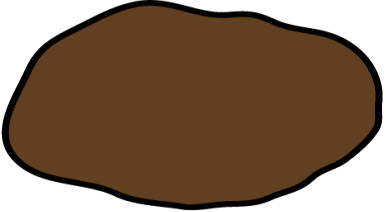


Add your
own

November 29, 2010

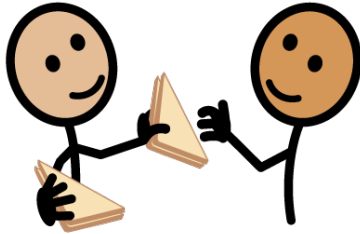
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Kitchen Vocabulary:

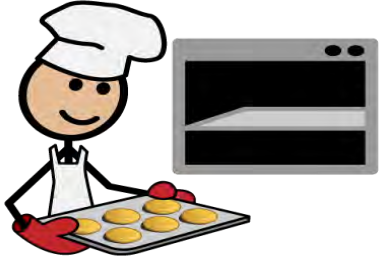
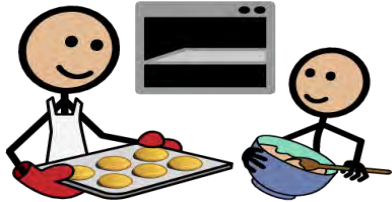

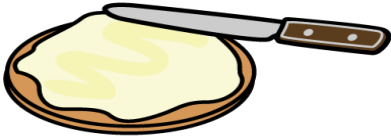
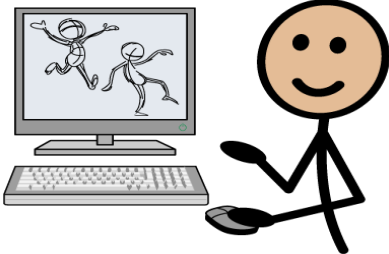






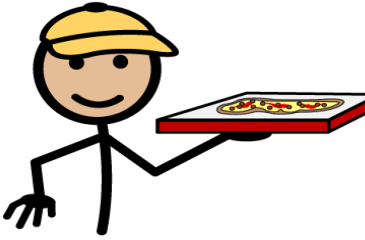
<p>hand mixer</p> 	<p>apron</p> 	<p>cooking spoons</p> 
<p>cooking spray</p> 	<p>oven</p> 	<p>recipe</p> 
<p>measuring spoons</p> 	<p>measuring cup</p> 	<p>spatula</p> 
<p>cookie sheet</p> 	<p>cookie dough</p> 	<p>baking</p> 

Project Vocabulary:

Print Form

<p>baking</p> 	<p>cookies</p> 
<p>homeless</p> 	<p>shelter</p> 
<p>elders</p> 	<p>share</p> 

Classroom Jobs/Chores:

<p>baker</p> 	<p>helper</p> 	<p>bagger</p> 
<p>decorator</p> 	<p>researcher</p> 	<p>mixer</p> 
<p>shopper</p> 	<p>secretary</p> 	<p>table cleaner</p> 
<p>taster</p> 	<p>time keeper</p> 	<p>delivery</p> 

Adapted Recipe Sample: Sugar Cookies:
Shopping List:

1 1/2 cup



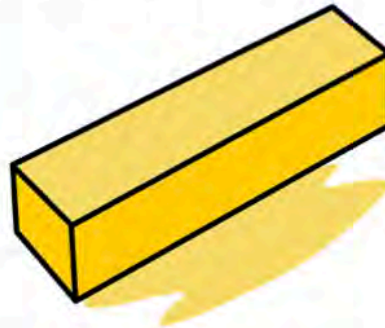
1 teaspoon



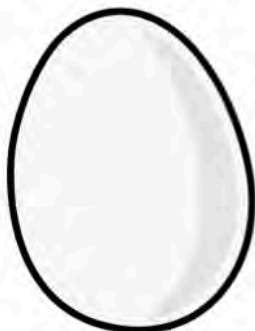
1 teaspoon



1 cup softened



1 egg



2 3/4 cups



Cooking Steps/ Instructions:



Directions

1

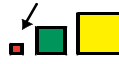


1. Preheat oven to 375 degrees

F



A



F (190 degrees C). In a small



bowl, stir together flour, baking soda,

&



and baking powder. Set aside.

2  A  

2. In a large bowl,



cream together the



&



butter and sugar until



smooth. Beat in egg

3



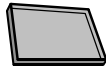
3. Mix in the dry ingredients.






Roll rounded spoons fulls of dough





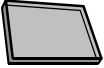
into balls, and place onto

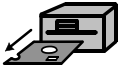



cookie sheet.

4  **8**  **10** 
4. Bake 8 to 10 minutes

  
in the preheated oven.

5    **2**
5. Let rest on cookie sheet two

    
minutes before removing to cool


on.

Food Preparation Task Strip:



Food Prep



1		Wash hands before working with food.
2		Find recipes.
3		Read recipe directions.
4		What food items will you need?
5		What appliances will you need?
6		What cooking tools will you need?
7		Estimate preparation times.
8		Estimate serving sizes and portions.

Grocery Shopping List - Sample 1:



Grocery List



<hr/>	<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>
<hr/>	<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>
<hr/>	<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>
<hr/>	<div style="border: 1px dashed black; width: 100%; height: 100%;"></div>

Grocery Shopping List Sample 2:

Recipe Ingredient Needs

Recipe Name: Delicious Cookies

8 oz butter,
softened



1 C sugar



2 C flour



1 t baking
powder



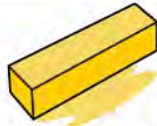
2 T condensed
milk



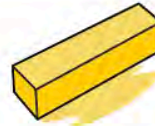
1 C chocolate
chips



Have:



Buy:



Washing the Dishes Task Strip:



Wash Dishes



1		Start with a clean sink.
2		Put a plug in the sink.
3		Run warm water in the sink.
4		Add a small squeeze of dish soap.
5		Fill the sink half full with water.
6		Put the dishes in the sink.
7		Wash each item with a dishcloth.
8		Rinse each item in clean, warm water.
9		Put clean dishes in the dish rack.
10		Drain the sink.
11		Rinse the sink.

Cleaning The Tables Task Strip:



Wipe Down Tables



1		Get the spray and paper towels.
2		Take all items off of the table.
3		Spray the table.
4		Wipe the table.
5		Put the items back on the table.
6		Spray and wipe the chairs.
7		Throw away the paper towels.
8		Put away the spray.

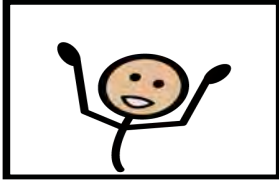
Greeting Cards Sample






Questions/ Assessment Sample:

Questions

I had fun...

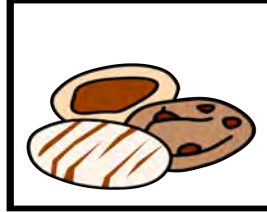


<p>shopping</p> 	<p>decorating</p> 	<p>baking</p> 
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Questions

My favorite cookie was...



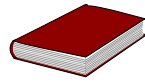
<p>oatmeal</p> 	<p>chocolate</p> 	<p>sugar</p> 
--	---	--

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Recipe Review # 1:



Recipe Review



Recipe _____



What is in it ?

--	--	--	--

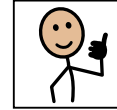


How did it taste ?

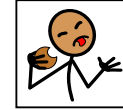
yummy



okay

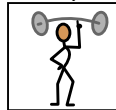


yucky



How hard to cook ?

easy



hard



Is it healthy ?

healthy



not healthy



Recipe Review # 2:



Recipe Review

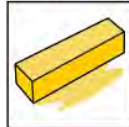
Recipe: Delicious Cookies

Review by: _____

What was in it?



butter



sugar



green beans



baking powder



condensed milk



chocolate chips



How did it taste?



yummy



okay



yucky



How hard to make?



easy



okay



hard



Is it healthy?



healthy



okay



not healthy



November 29, 2010

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Evaluation Form:

“Cookies for The Homeless and Elders” Program Evaluation

By: Jose M Padilla-Santiago

School Improvement Goal(s)	Student Activities Related to the School Improvement Goal	Target Results or Outcomes of Student Activities	How Results or Outcomes will be Measured?	Person Responsible	Time Frame

CBI's Data Sheets:
Grocery Shopping:

Wingate Oaks Center
Community Based Instruction
Data Collection

Student Name: _____

Goal: To buy the necessary materials for a classroom cooking project.

Site Location: _____ Date and P / E / F _____ Teacher/Staff: _____

TASKS	/	/	/	/	/	Identify visual/physical structure. Support teaching strategies needed to assist . Skills, Development and generalization.
To create an adapted shopping list.						
To locate items in the stores.						
To place the items in the cart.						
To find the cashier.						
To take the items out of the cart.						
To greet the cashier.						
To use a predetermined amount of money to pay for the items.						
To bag the items (as needed).						
To carry the items to the bus/ classroom.						

Physical Prompt= P Gestural Prompt= G Visual Prompt= Vis Verbal Prompt= V
Independent= C

Community Data:

Wingate Oaks Center Community Based Instruction Data Collection

Student Name:

Goal: To exhibit socially appropriate behaviors while in the community.

Site Location: Date and P / E / F Teacher/Staff:

TASK	Date and P / E / F					Teacher/Staff:
	/	/	/	/	/	Identify visual/physical structure. Support teaching strategies needed to assist . Skill development and generalization.
To respect personal space of self and others.						
To engage in a socially appropriate conversation.						
To greet and interact with clerk at a store/restaurant.						
To follow the supervisor/teacher instructions.						

Physical Prompt= P Gestural Prompt= G Visual Prompt= Vis Verbal Prompt= V
Independent= C

Resource List:

Websites:

<http://www.Youtube.com/>

<http://www.cpalms.org/Public/>

<https://www.n2y.com/default.aspx>

<http://www.homelessshelterdirectory.org/cgibin/id/city.cgi?city=Ft%20Lauderdale&state=FL>

http://www.womenshelters.org/cit/fl-fort_lauderdale

<http://www.bphi.org/>

http://www.shelterlistings.org/city/fort_lauderdale-fl.html

<http://www.caring.com/local/adult-day-care-in-fort-lauderdale-florida>

<http://www.aplaceformom.com/assisted-living/florida/fort-lauderdale>

<https://www.boardmakeronline.com/?gclid=CJqV2fKS1MACFU9k7AoddVgAvA>

www.fldoe.org/

<http://allrecipes.com/recipes/desserts/cookies/>

<http://www.allyou.com/food/treats/easy-cookie-recipes>

<http://www.southernliving.com/food/holidays-occasions/best-cookies-recipes>

<http://www.foodnetwork.com/recipes/packages/12-days-of-cookies.html>

<http://www.simplyrecipes.com/recipes/type/cookie/>

<https://www.verybestbaking.com/recipes/18476/Original-NESTL%C3%89-TOLL-HOUSE-Chocolate-Chip-Cookies/detail.aspx?plckReviewOnPage=7>

<http://www.epicurious.com/articlesguides/bestof/toprecipes/bestcookierecipes>

i-Pad Applications

Addition

ArtikPix

BCPS

ChoiceBoard

Cookies Maker

CountingMoney

Epicurious

Going Places

InstaFrame

McTube

More Cookies

My Math App

MyPlate

News-2-You

On TV

Oreo

Personal HD

Social Stories

TapToTalk

Yes/No

Photos:





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