

Group One Summer Packet with Power Standards

Teachers: Ms. Allison Galluccio
Mrs. Antonia Tome

Teachers Assistant: Mrs. Tia Dent
Ms. Seba Naber

ELA Power Standard:

- Read and follow 3 – 5 step written/ visual directions

Social Studies Power Standards:

- Identify community workers and their specific roles
- Community Safety Awareness

Science Power Standard:

- Follow directions of a simple experiment
- Identify and find materials needed for experiment
- Verbalize or draw Observations
- State the conclusion of the experiment

Math Power Standards:

- Identify bill amounts:
\$5, \$10, \$20, \$50, \$100

Vocational Skills Power Standards:

- Identify and follow simple directions on an assembly line
- Identify vocabulary related to task

Social Skills Power Standards:

- Label emotions of self and others on a visual board
- Use simple sentences or visuals to express needs and wants
- Engage in Mindfulness activities

ELA

LESSON

Cupcake Icing

Time: 10 minutes

Make 3 cups

- ½ cup softened butter
- 2 cups of powdered sugar
- 1½ teaspoons vanilla extract
- 2 tablespoons of milk

1. Using an electric beater, beat the butter until creamy.
2. Beat in powdered sugar until smooth and fluffy.
3. Pour in vanilla extract and milk.
4. Beat for 3-4 minutes.

Name: _____

Cupcake Icing

1. What two liquid ingredients are used in the recipe?

2. Is food coloring used in this recipe?

3. How much powdered sugar is used?

4. What ingredient is beaten first?

5. How long does it take to make this recipe?

Name: _____

Cupcake Icing

1. What do you use to beat the butter?

2. Do you need an oven for this recipe?

3. After you add all of the ingredients, how long should you beat it for?

4. How many ingredients are in this recipe?

5. What kind of sugar is used in this recipe?

Brownies

Time: 40 minutes

Makes 12 brownies

- 1 cup vegetable oil
- 1 cup sugar
- 1 teaspoon vanilla
- 2 large eggs
- $\frac{1}{4}$ teaspoon baking powder
- $\frac{1}{3}$ cup cocoa powder
- $\frac{1}{4}$ teaspoon salt
- $\frac{1}{2}$ cup flour

1. Preheat oven to 350 degrees.
2. Mix oil and sugar until well blended..
3. Add eggs and vanilla; stir just until blended.
4. Mix all dry ingredients in a separate bowl.
5. Stir dry ingredients into the oil/sugar mixture.
6. Pour into greased pan. Bake for 20 minutes

Name: _____

Brownies

1. How many brownies does this recipe make?

2. Do you use a toaster for this recipe?

3. How many eggs are used?

4. Does this recipe call of cocoa powder?

5. How long does it take to make this recipe?

Name: _____

Brownies

1. How many cups of sugar is in this recipe?

2. What temperature should the oven be preheated at?

3. Which do you beat first: the oil and sugar, or the eggs and vanilla?

4. How many ingredients are in this recipe?

5. How many minutes do you bake this recipe in the oven?

Social Studies Lesson



WHO ARE OUR ESSENTIAL COMMUNITY WORKERS?

By Rebecca Lawer- Speech Pathologist

WHAT DOES IT MEAN?

- A **COMMUNITY** IS A GROUP OF PEOPLE LIVING IN THE SAME AREA OR PLACE
- **ESSENTIAL** MEANS SOMETHING THAT IS VERY IMPORTANT THAT WE NEED

WHO ARE SOME COMMUNITY WORKERS THAT YOU SEE?



SOME PEOPLE THAT WORK IN THE COMMUNITY INCLUDE:



POLICE OFFICERS



FIRE FIGHTERS



MAIL CARRIERS



GARBAGE COLLECTORS

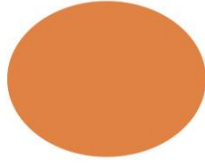


GARDENERS



DELIVERY WORKERS LIKE UPS, FEDEX AND AMAZON

POLICE OFFICERS ROLE IN THE COMMUNITY



- THEY PROTECT US

- THEY ENFORCE THE LAW

- WORK TO KEEP US SAFE



FIREFIGHTERS ROLE IN THE COMMUNITY



WORK IN A FIREHOUSE

FIGHT FIRES

HELP RESCUE PEOPLE HURT
IN AN ACCIDENT

MAIL CARRIERS JOBS IN THE COMMUNITY

- SORT LETTERS & PACKAGES AT THE POST OFFICE
- MAKE SURE OUR IMPORTANT LETTERS AND PACKAGES GET SENT OUT
- DELIVER OUR MAIL TO US



GARBAGE COLLECTORS

- TAKE OUR RECYCLING, TRASH AND BRUSH
- TAKE AWAY OTHER THINGS WE GET RID OF FROM THE HOUSE
- KEEP OUR STREETS AND COMMUNITY CLEAN



WHAT DO GARDENERS

DO?

- KEEP TREES AND BUSHES HEALTHY
- CUT THE GRASS
- MAKE THE NEIGHBORHOOD AND COMMUNITY LOOK NICE BY PLANTING FLOWERS & TREES
- CLEAN UP LEAF LITTER AND GARDEN BEDS



DELIVERY WORKERS

WHEN WE ORDER THINGS ONLINE
DELIVERY WORKERS MAKE SURE
THOSE PACKAGES GET TO US.

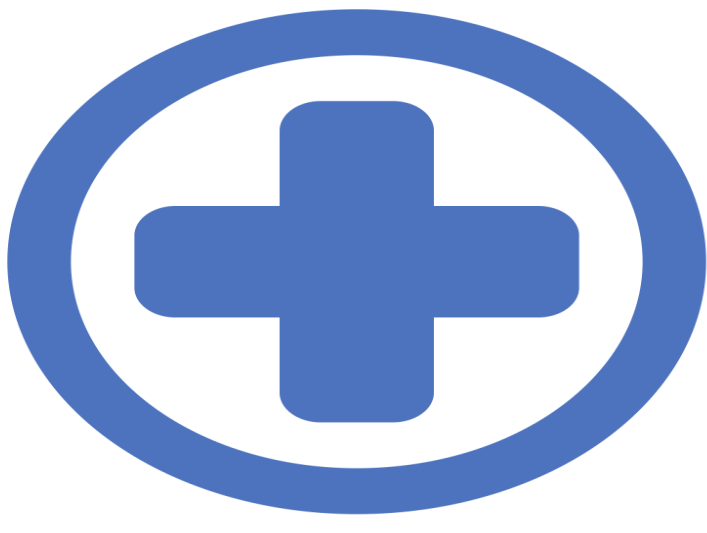
THEY CAN WORK FOR COMPANIES
LIKE:

- FEDEX
- AMAZON
- UPS



ESSENTIAL WORKERS

- SOME **ESSENTIAL** WORKERS YOU MAY NOT SEE ALL THE TIME IN YOUR NEIGHBORHOOD BUT WHO WORK THERE INCLUDE:
- DOCTORS
- NURSES
- HOSPITAL WORKERS
- GROCERY STORE WORKERS
- TRANSPORTATION WORKERS
- RESTAURANT STAFF LIKE CHEFS AND COOKS



HOSPITAL WORKERS

- NURSES, DOCTORS & OTHER HEALTHCARE WORKERS ARE WORKING HARD IN OUR HOSPITALS RIGHT NOW
- THEY GIVE MEDICINE IF WE NEED IT
- THEY TAKE CARE OF PEOPLE WHO ARE SICK OR HURT
- THEY HELP DELIVER BABIES



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GROCERY STORE WORKERS

- WITHOUT GROCERY STORES WHERE WOULD WE GET OUR FOOD?
- THEY STOCK THE SHELVES
- THEY WORK AT THE CHECKOUT COUNTER
- THEY WORK HARD SO WE CAN BUY OUR FOOD THAT WE EAT EVERY DAY





TRANSPORTATION WORKER

TRANSPORTATION IS HOW WE GET
AROUND FROM ONE PLACE TO
ANOTHER PLACE



- TRANSPORTATION WORKERS
- DRIVE:
- BUSES
- TAXIS
- TRAINS & SUBWAYS

RESTAURANT WORKERS

- SOMETIMES IT IS NICE TO GET A BREAK FROM COOKING
- SOMETIMES PEOPLE WORKING SO HARD RIGHT NOW DO NOT HAVE TIME TO COOK
- PEOPLE WHO WORK AT RESTAURANTS ARE WORKING HARD, COOKING DELICIOUS FOOD, SO WE CAN ENJOY TAKEOUT
- WHERE DO YOU GET YOUR TAKE OUT FROM?



WHY ARE ALL THESE PEOPLE ESSENTIAL?

- **WITHOUT THE ESSENTIAL WORKERS, WE WOULD HAVE A HARD TIME GETTING WHAT WE NEED EVERY DAY OR EVEN DOING OUR JOB**

THESE ESSENTIAL WORKERS MAKE SURE THAT:

- SICK PEOPLE ARE BEING TAKEN CARE OF
 - WE HAVE ENOUGH FOOD AT GROCERY STORES SO THAT WE CAN EAT
- THEY ALSO
- ARE BRINGING US THINGS WE ORDER THAT WE NEED
 - ARE COOKING FOOD AT RESTAURANTS SO WE CAN GET TAKEOUT
 - ARE DRIVING BUSES, TAXIS AND TRAINS SO PEOPLE CAN GET TO WORK

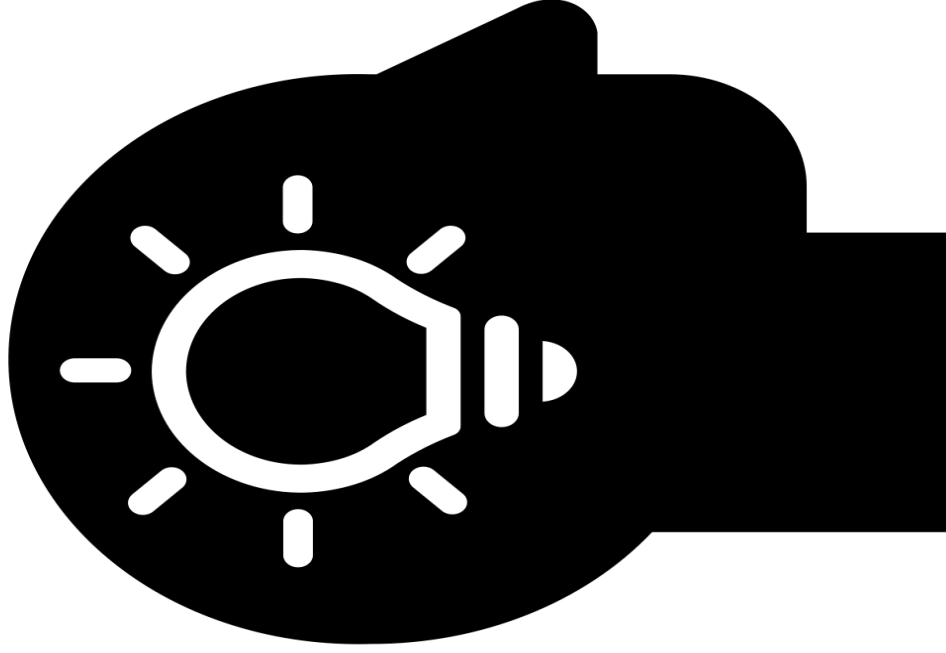
OUR ESSENTIAL WORKERS ARE WORKING HARD FOR US EVERY DAY!


YOU CAN SHOW YOUR APPRECIATION FOR
THEM BY DRAWING A PICTURE AND PUTTING
IT IN YOUR WINDOW THE LET THEM KNOW
YOU APPRECIATE THEIR HARD WORK.





LET'S REVIEW:



- WHAT DOES ESSENTIAL MEAN?
 - WHAT IS A COMMUNITY?
 - WHO ARE SOME ESSENTIAL WORKERS IN YOUR COMMUNITY?
 - WHAT COMMUNITY WORKERS DO YOU SEE AROUND YOUR NEIGHBORHOOD EVERY WEEK?
 - WHY ARE THE ESSENTIAL WORKERS SO IMPORTANT?
 - WHAT MIGHT HAPPEN IF THEY STOPPED WORKING?
- 

Science Lesson



TEA BAG ROCKET

Will a tea bag make a rocket when we light it?

Name _____

Level I _____

PREPARE

Tea Bags
Glass Saucer
Matches

YES NO

PROCEDURE

1. Cut the top off the teabag.
2. Dispose of the tea grounds.
3. Unfold the tea bag to form a hollow tube.
4. Stand it upright on a plate.
5. Light the top edge with matches or lighter.

BEFORE
AFTER

Did you like the experiment?

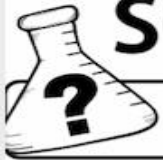
Yes No

Was your guess correct?

Yes No

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SODA MYSTERY



SODA MYSTERY

Name _____

Level 1

Can we make soda turn to water?

PREPARE

16 oz Coke
Milk



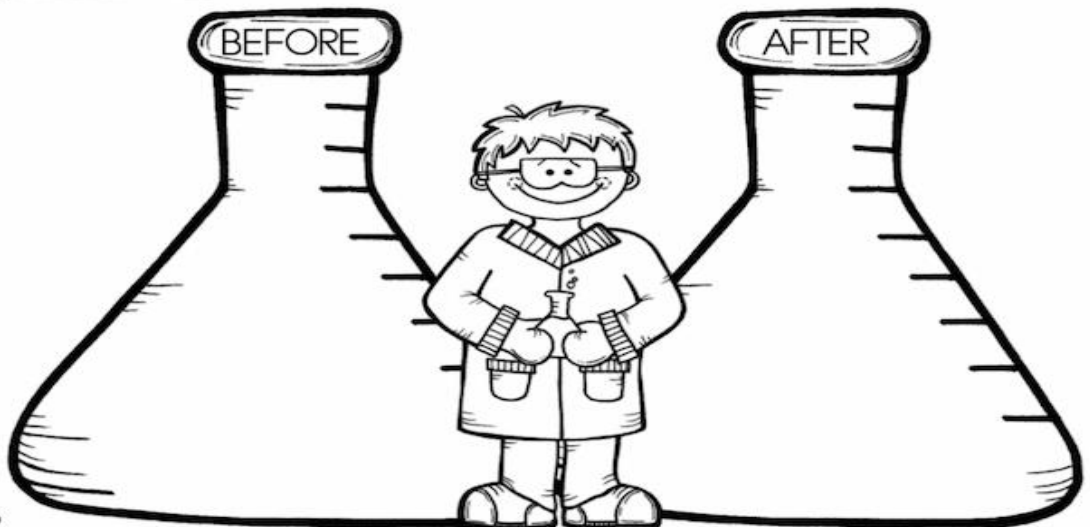
YES

NO



PROCEDURE

1. Take the top off the soda.
2. Pour out just a couple sips.
3. Add milk to fill to top.
4. Observe for 2-3 hours.



Did you like the experiment?

Yes No

Was your guess correct?

Yes No



PAPER WORMS

Name _____

Level 1

Can we make a straw wrapper grow into a worm?

PREPARE

Straw with wrapper
Cup of water



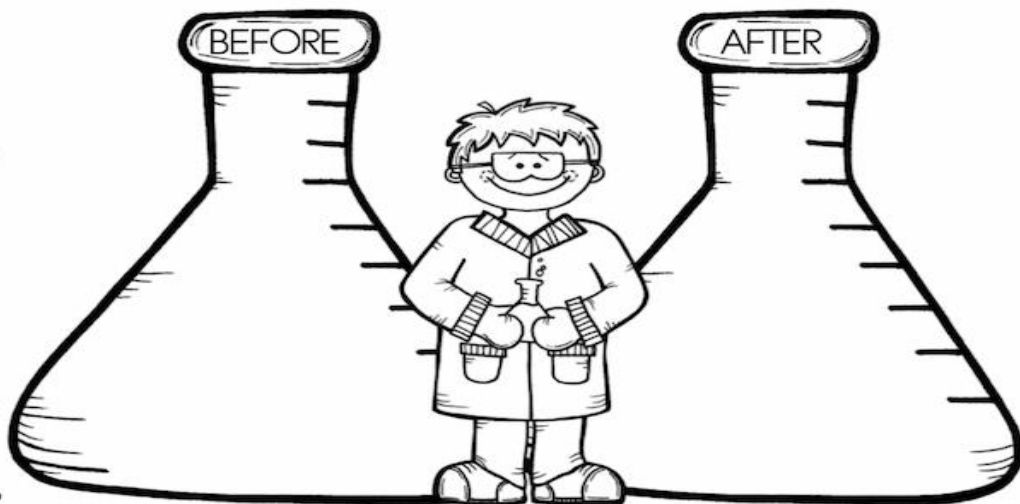
YES

NO



PROCEDURE

1. Remove the wrapper from a straw by starting at one end and scrunching it to the other end.
2. Lay it on a plate.
3. Using your thumb, capture a small amount of water in your straw from your cup of water.
4. Slowly, release the water onto the straw wrapper.



Did you like the experiment?

Yes No

Was your guess correct? Yes No

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PAPER WORMS

Name _____

Level 2

PREPARE

Straw with wrapper
Cup of water



QUESTION

Can we make a straw wrapper grow into a worm?

MY HYPOTHESIS

I think that the wrapper

PROCEDURE

1. Remove the wrapper from a straw by starting at one end and scrunching it to the other end.
2. Lay it on a plate.
3. Using your thumb, capture a small amount of water in your straw from your cup of water.
4. Slowly, release the water onto the straw wrapper.

OBSERVATION

Draw or write what you saw.

How much did you like this experiment?

1 2 3 4 5

ANALYZE

Use tally marks to show how many students guessed yes and no.

YES	
NO	

8



Was your hypothesis correct?

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GUMMY SCIENCE



The BENDER Bunch



GUMMY SCIENCE

Name _____

Level 1

Will a gummy bear get bigger when you put it in water?

PREPARE

Gummy Bear
Small bowl
Water



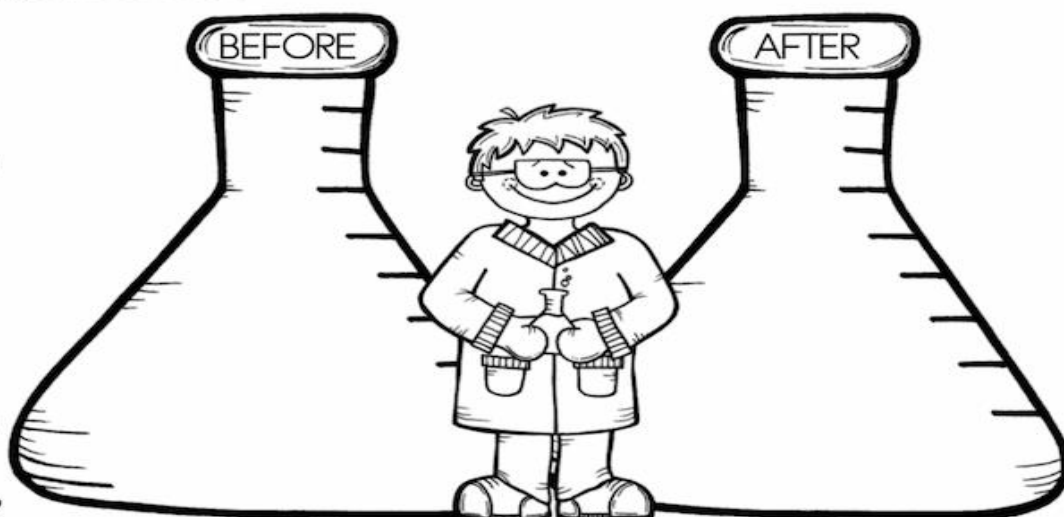
YES

NO



PROCEDURE

1. Place the gummy bear in the bowl.
2. Fill with enough water to completely cover the bear.
3. Allow it to soak in the water overnight.



Did you like the experiment?

Yes No

Was your guess correct?

Yes No

Math Lesson



\$12.76



\$15.28



\$27.65





\$9.07



\$36.25



\$18.45



7 of 45



\$15.42



\$25.76



11 of 45



\$14.97



\$11.30



Vocational Skills

Label the Shelves

Laminate, cut, and put soft velcro on the back of each shelf food label. Use the pieces below to match it to the correct spot underneath the matching food on the shelf.

jelly

milk

butter

eggs

cheese

yogurt

hot dog buns

bagels

cereal

rice

nuts

chips

granola bars

crackers

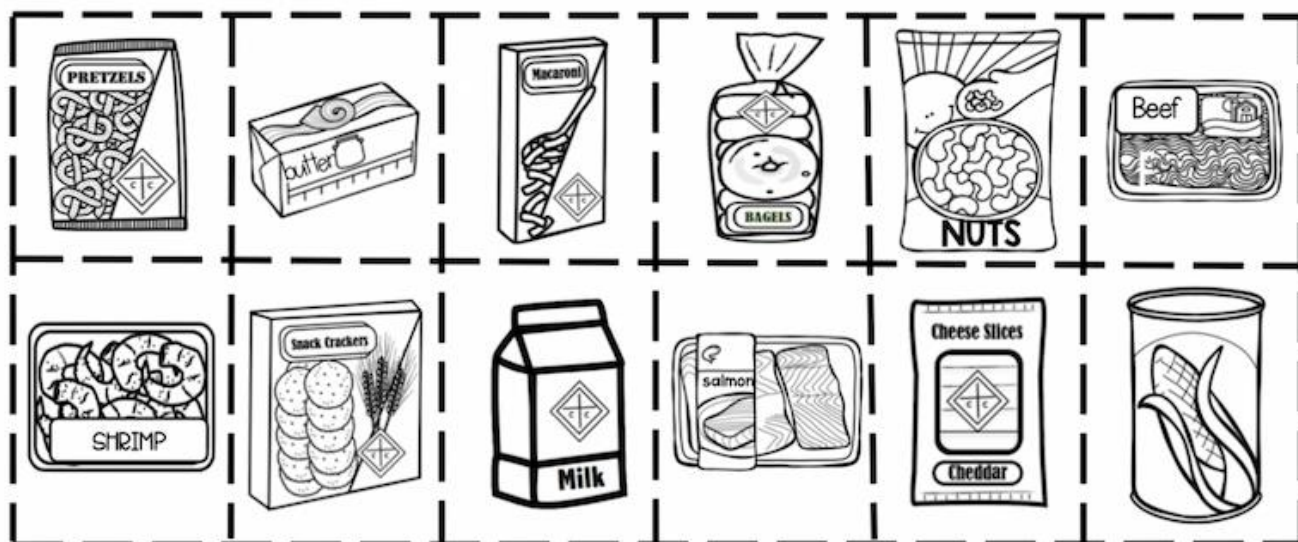
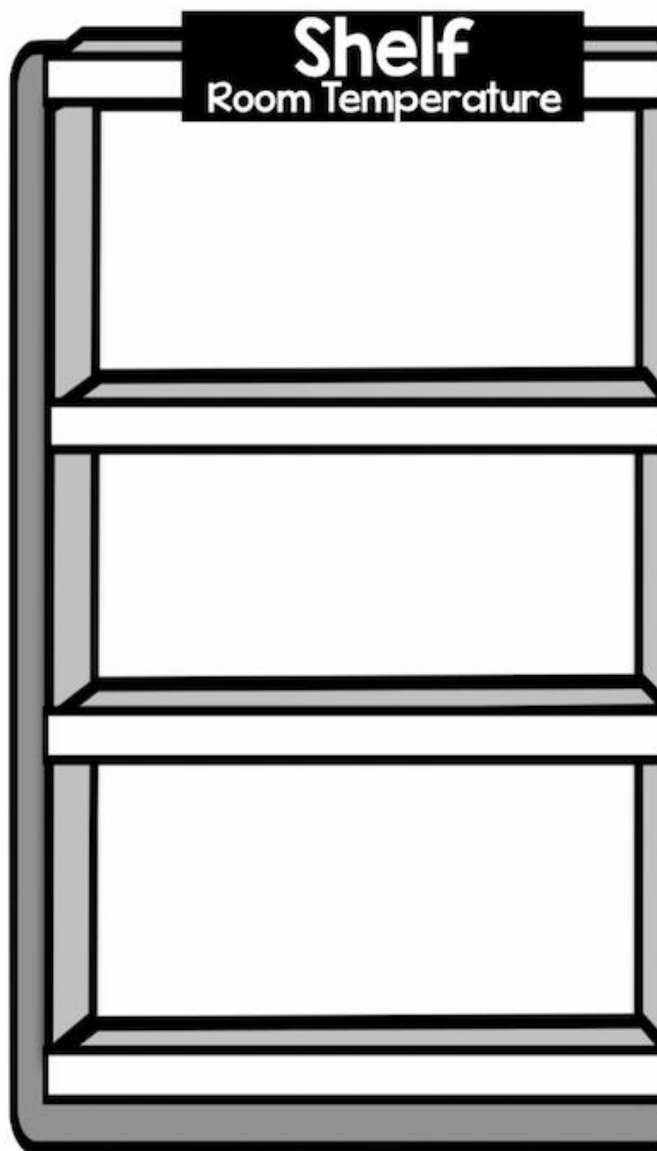
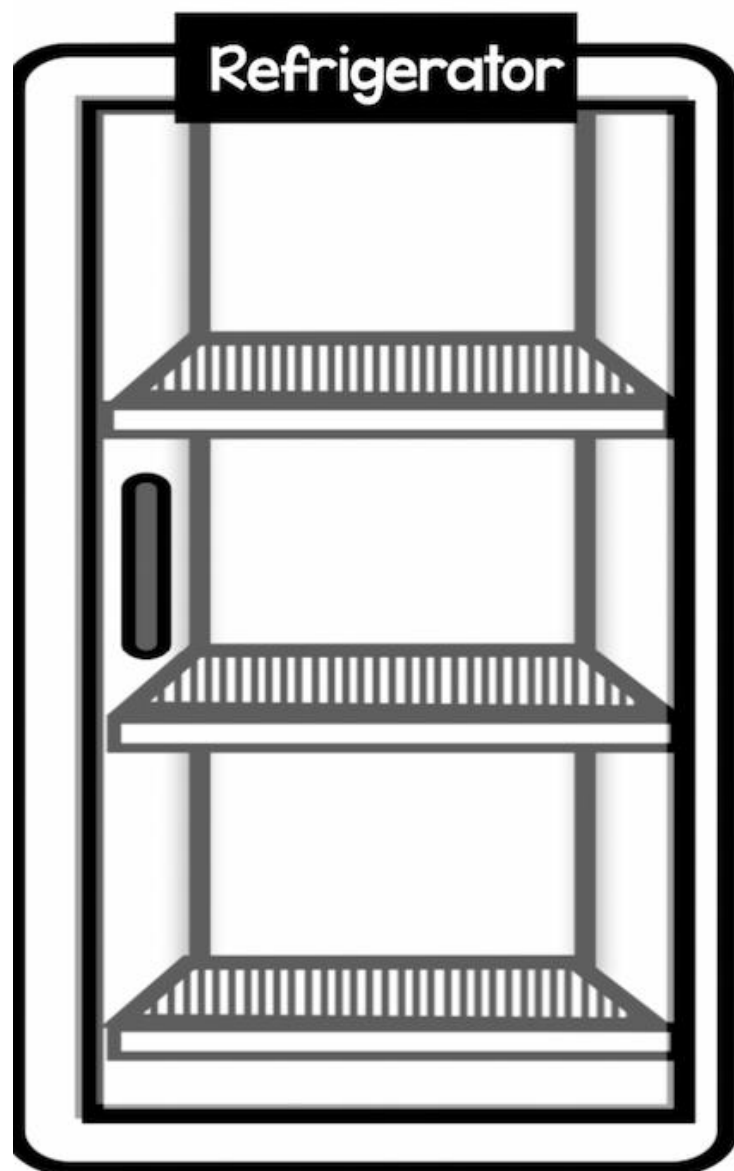
Label the Shelves



Label the Shelves



Put on the dotted lines below. Put the foods into the correct place, the refrigerator or the room temperature shelf.



Name: _____

reading food words

The following are aisle signs in a grocery store. Every aisle in the store is numbered. The big number on each sign tells you the aisle number, and the items that can be found in that aisle are listed on the sign.

Butter	1	Cream
Eggs		Cheese
Yogurt		Milk

Soda	2	Coffee
Diet Soda		Tea
Water		Juice

Chips	3	Nuts
Pretzels		Cookies
Crackers		Popcorn

Pasta	4	Rice
Tortillas		Cereal
Bread		

1. What number aisle can you find cookies?

2. What number aisle can you find eggs?

3. What number aisle can you find rice?

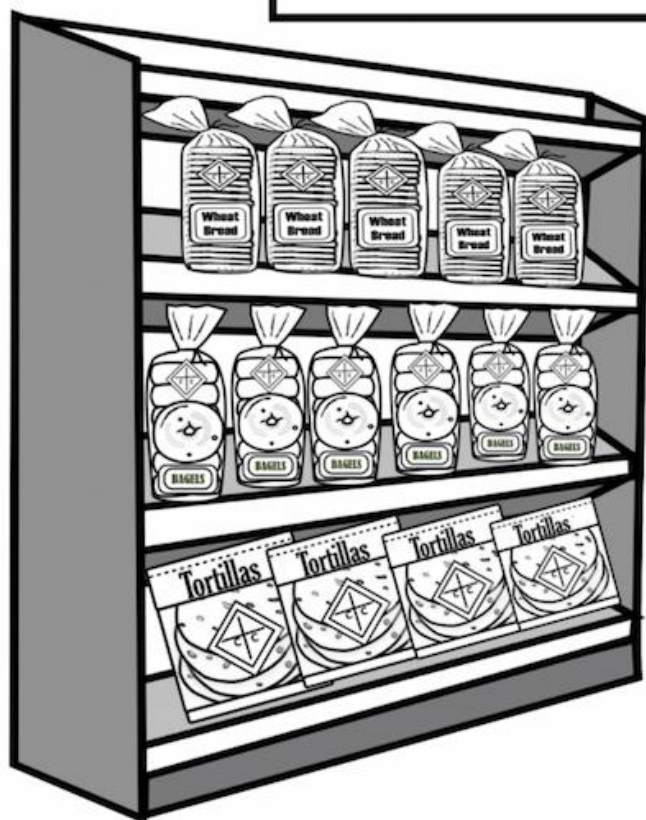
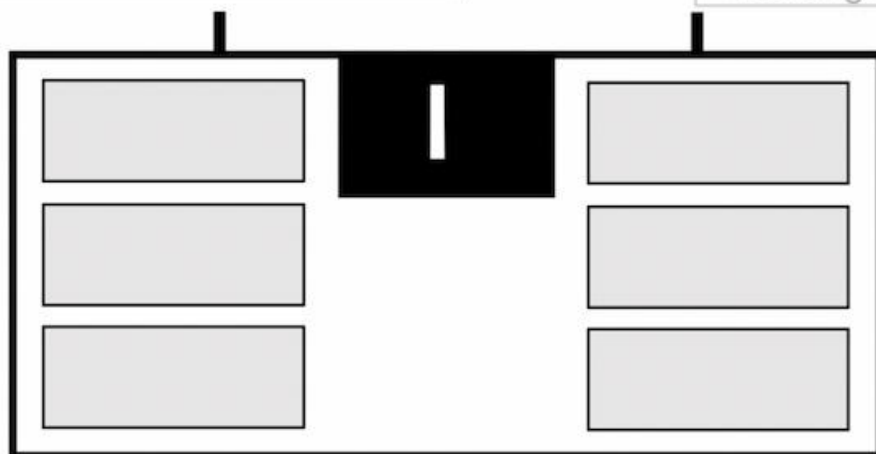
4. Name one item you can find in aisle 2.

5. Name one item you can find in aisle 3.

6. Name one item you can find in aisle 1.

Name: _____

reading food words



Cut out the words below. Complete the aisle sign above by using 6 of the best food names or categories to describe the food on the shelves. Glue them into the boxes on the sign.



Social Skills Lesson

Name: _____

What Are They Feeling?

Directions: Which sentence tells about this picture the best.

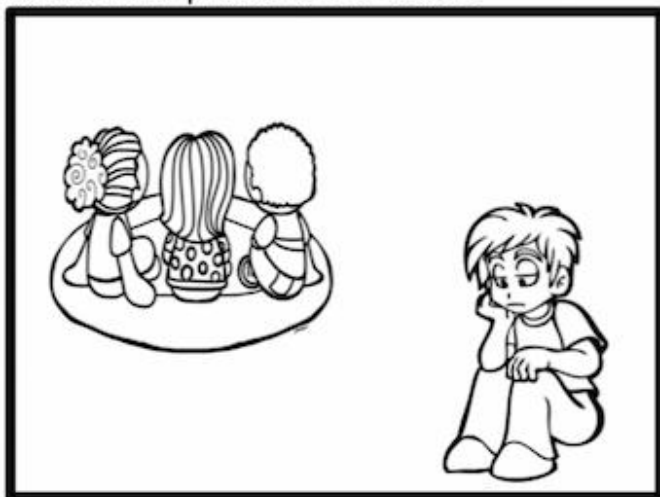


A

The kids like playing in the slide.

B

The kids seem to be worried.

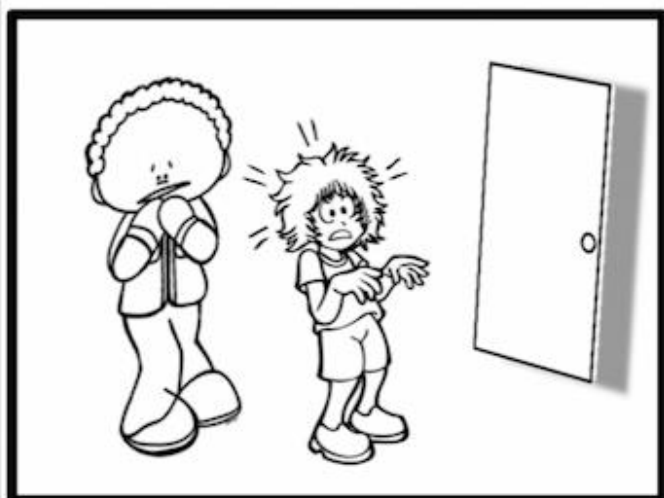


A

The boy is feeling sad.

B

The girls are running to the store.

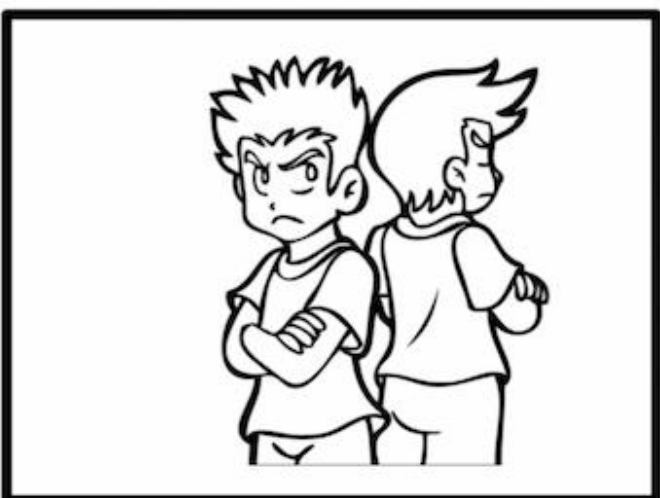


A

The students are playing baseball.

B

Something scary is behind the door.



A

Something has made him feel angry.

B

The boy is feeling joyful.

I Need a Break Lesson

Directions: Cut out the pictures below. Glue them into the appropriate box to tell how to ask for a break.

yes

Correct Way

No

Incorrect



run away



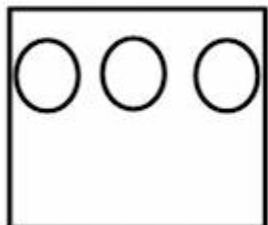
cry



raise my hand



fall on the floor



earn tokens



use a break card



do my work



push someone

Name: _____

Sharing Space

Color by Code

Directions: Color by the code.



LOOK FOR	DO
2 girls sitting next to each other.	Color their hair brown.
2 boys sitting next to each other.	Color their hair black.
A girl with a ponytail sitting next to a boy.	Color her hair yellow.
The girls sitting nearest to the teacher.	Color their chairs green.
The boy sitting in the middle.	Color his chair blue.

Working With Others

WORD FIND

Directions: Circle the words.

share

share
leaf
care
shoe

volume

pen
mat
volume
van

wait

bait
meet
wait
hair

listen

sand
listen
make
bell

turns

turns
shirt
hat
dot

take

green
look
deep
take





My Own Self-Monitoring Checklist

Create your own self-management checklist. Cut and paste 4 skills you want to monitor.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Hands to self.

Follow directions.

Quiet voice.

Inside voice.

Stay in my seat.

Keep my feet on the ground.

Do my work.

Use my words.

Look forward.

Work quietly.

Keep my pencil still.

Keep my hands in my work station.

Focus on my work.

Answer questions.

Participate in class.

Slow down and complete my work.

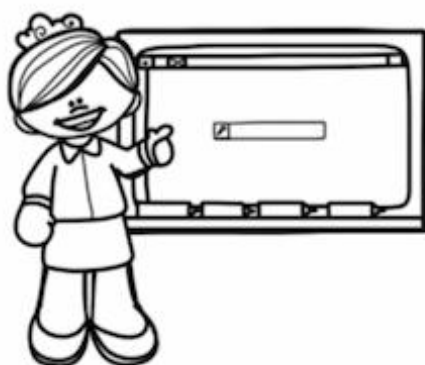
Reinforcement Assessment 1

Color or mark the things you like to do.



Reinforcement Assessment 2

Color or mark the things you like to use.



Reinforcement Assessment 3

Color or mark the things you like to eat.

