

Lesson Format:

- **Review Expectations & Schedule** (1-2 minutes) Begin each lesson by reviewing the expectations for the lesson and the schedule. Utilize visuals, mini schedules, and other tools if needed to concretely communicate what is going to happen.
- **Review Core Concepts** (2-5 minutes) Review the anchor chart. Review each grocery department and give multiple examples of the items that are sold in that department. Review and explain the concept of a price tag. Review the different types of payment options. Review and explain the concept of an expiration date. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Take a field trip to a local grocery store. Walk through each department and identify items you can buy and their price in each department. Have students try to find specific items.
- Paste pictures of grocery items on index cards. Write the name of each department on a second set of cards. Have the students sort the items into the correct department. Increase or decrease the number of departments used at one time to reduce the task complexity.
- Look at pictures of grocery departments from the internet. Have the student point to the matching department on the anchor chart.
- Show the student a picture of a grocery item. Have the student write or say the name of the department.
- Show the student a grocery item and a department name (e.g., apples, bakery). Have the students give a thumbs up/down if the item is in the given location.
- Have students make short lists of items they would like to buy in each department.
- Using a local grocery shopping app or website, have the students identify the price of different items.
- Gather store advertisement circulars. Have the students identify the price of advertised items. Students can point to or say the price or circle the prices if the circulars are laminated or put into page protectors.
- Have the students participate in mock shopping and pretend pay with either cash or card.
- Show the students pictures of people paying (do an image search online). Have the students write or say "cash" or "card".
- Bring in medicine/food containers that have expiration dates. Have the students locate the expiration dates and identify if the product is expired or not expired.
- Look at photos of expiration dates (do an image search online). Have the students give a thumbs up/down if the product is safe to use based on the current date.
- For very in-depth life skills exposure to the grocery store, check out the [All About the Grocery Store Life Skills Unit](#) featuring 3 levels of social stories, adapted books, worksheets, anchor charts, pre/post tests, homework, and a word wall.

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- **Review Core Concepts** (2-5 minutes) Review the anchor chart. Explain the information found in a menu and show examples, if possible. Demonstrate how to find items and their prices on the menu. Review each type of restaurant and the "rules" for each. Review acceptable restaurant behaviors. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Collect menus from local restaurants. Have the students practice ordering items from the menu including any customizations to their order. To increase the complexity, have students write down their order and price(s) and add up the total.
- Collect menus from local restaurants. Laminate them or place them in a page protector. Name a food item from the menu and have the student point to or circle the price.
- Show the students a real menu. Ask comprehension questions related to the menu in the form requiring a verbal response or yes/no.
- Look at menus from popular restaurants on the internet and have students identify items on the menu and their prices.
- Practice using food delivery apps to look at restaurant menus and prices.
- Have students design their own menus complete with pictures and prices.
- Set up a mock restaurant that is either fast food or sit down. Have the students engage in mock ordering using menus. Have the students follow the appropriate steps for each type of restaurant.
- Write the steps for each type of restaurant on index cards. Have the students sequence the steps to each type of restaurant.
- Go on field trips to each type of restaurant. If possible, dine at fast food or sit down restaurants. Observe customers at a drive through.
- Write or say one of the steps to one of the restaurants. Have the students identify what step comes next.
- Write the three restaurant types on separate index cards. Say a step to one of the restaurants (e.g., pull up to the window) and have the student point to the type of restaurant that applies.
- Demonstrate or describe appropriate and inappropriate restaurant behaviors. Have the students give a thumbs up/down if the behavior you demonstrate is appropriate for restaurants.
- For very in-depth life skills exposure to restaurants, check out the [All About the Restaurant Life Skills Unit](#) featuring 3 levels of social stories, adapted books, worksheets, anchor charts, pre/post tests, homework, and a word wall.

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- **Review Core Concepts** (2-5 minutes) Review the first anchor chart in detail. Review and demonstrate (if possible) the steps to doing laundry. Explain dark vs. light clothing and folding vs. hanging up. Review the seasonal weather descriptions and general temperature ranges for each. Discuss and give multiple examples of clothing that is appropriate for each type of weather/temperature. The second anchor chart is provided for student exposure to the symbols. Explain the concept of the chart and symbols. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Watch videos of someone doing laundry and discuss each step as they are completed.
- Using real clothing items, have the students sort the clothes by darks and lights.
- Using real clothing items, have the students sort the clothing into piles that you fold and piles that you would hang in a closet. Have the students practice folding the clothes appropriately. Practice matching and folding socks.
- Using real clothing, look at the symbols on the laundry care instructions/tags. Using the second anchor chart, have the students identify the meaning of the symbols on each garment. To reduce the task complexity, have the students simply match the garment symbols to the anchor chart.
- Using real clothing, read the laundry care instructions/tag and practice identifying the washer and dryer settings that would be most appropriate.
- Take a field trip to a laundromat and practice using the machines with real clothing.
- Write "cold, hot, cool, warm" on separate index cards. On a second set, write the temperature range for each. Have the students match the temperature word to the temperature range.
- Show the students a picture of a clothing item or a real clothing item. Say a temperature range or temperature word. Have the students give a thumbs up/down if the clothing is appropriate for that temperature.
- Print clothing item pictures from online or cut from a magazine. Paste the pictures onto index cards. Write each temperature word/range on an index card. Have the student sort the clothing items into piles for each temperature. OR, use real clothing items if possible.
- Say a temperature word and have the student write the range on a dry-erase board. Or, say a temperature range and have the student write the temperature word.
- Use a real outdoor thermometer to practice identifying temperatures on the thermometer.
- Look at the weather for different areas around the country. Have the students identify clothing items that would be appropriate for those areas.
- Have the students select a temperature range and draw an outfit that is appropriate for that weather.
- This set of [Household Themed File Folders](#) includes a folder to sort clothing by fold vs. hang up.

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- **Review Core Concepts** (2-5 minutes) Review the anchor chart in detail. Discuss each room individually. Discuss and/or demonstrate the cleaning procedures for each room. Discuss cleaning products that you could use for each task/room. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Have students practice washing dishes in a sink or using a dish tub.
- Have students practice wiping surfaces in the classroom (instead of a kitchen or bathroom).
- Have students empty the classroom trash cans.
- Have students dust the classroom.
- Using a real broom, mop, and/or vacuum, practice cleaning the floors.
- Practice identifying cleaning supplies using real objects.
- Have students make a list of cleaning supplies that are needed for each room or task.
- Have students make a cleaning list/checklist for their own home.
- Using a school bathroom (if appropriate), demonstrate how to clean a sink or mirror.
- Say an action (e.g., scrub the tile, jump on the bed) and have the students identify if the action is a cleaning action and if it is a cleaning action, identify which room(s) it could be completed in.
- Look up cleaning supplies in an online store and practice identifying the uses and prices (to tie in previous skills).
- To help set up classroom jobs, use this set of [Classroom Jobs Visuals](#).
- Show the students an actual cleaning supply or picture of a cleaning supply and have them say, write, or demonstrate how to use the item and identify which rooms it would be appropriate for.
- Watch demonstration videos online of people mopping, vacuuming, dusting, etc.
- Have students write out all the steps for specific cleaning tasks such as making the bed, taking out the trash, or washing the dishes.
- Assign cleaning tasks as "homework" for the student to complete and report on the next day at school.
- Write the room names on separate index cards. Write specific tasks on other index cards for the students to sort the tasks by room. Or, say the type of task and have the student point to the room name that makes sense.

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- **Review Core Concepts** (2-5 minutes) Review the anchor chart in detail. Discuss each kitchen safety rule and why they are important. Identify the possible consequences of not following each rule. Review the steps to following a recipe. Review the functions and names of appliances. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
- **Extension Activities** (2-15 minutes) Following the worksheet, complete or discuss one of the hands-on extension activities focused on the core concepts in this unit. Incorporate following directions, social skills, and communication opportunities. See ideas for additional extension activities below.

Extension Activity Ideas:

- Present a hypothetical situation. For example, "You are about to start cooking. What should you do before you touch the food?" and have the students answer the questions according to the kitchen safety rules.
- Have the students write a sentence using one of the kitchen safety rules and illustrate a picture.
- Say a kitchen safety rule or a made-up non-rule (e.g., You must always keep canned goods in the fridge) and have the students identify if what you said is a rule.
- Demonstrate and have the students practice washing their hands thoroughly.
- Show the students real oven mitts/pads and practice carrying cookie sheets or pans while wearing them.
- Gather real recipes from online or in magazines. Have the students practice reading each step and identifying the ingredients they would need. Ask the students comprehension questions about the recipe.
- Have the students find a recipe they like from the internet. Have each student read and explain each step in the recipe to you and then make a list of the ingredients they need. To increase the complexity and tie in Unit 1, have the students identify in which grocery department each ingredient could be found.
- Using a real recipe, write each step on a separate index card. Have the students put the steps in order using the recipe as a reference.
- Make recipes together in class using any of these [Visual Recipes](#).
- Ask the students questions related to the function of the kitchen items (e.g. I want to make a smoothie- what should I use? I need to cook noodles- what should I use?) and have them write or say the answer.
- Using real recipes, have the students identify which appliances they would use to make each food.
- Watch brief cooking videos online. Have the students identify what appliance or cooking method is being used.
- Have students write a sentence using an appliance word and/or cooking term and illustrate the sentence.
- Show the students an appliance and say an appliance function. Have the students give a thumbs up/down if the appliance matches the function you say. To increase the complexity, add in other appliances that are not targeted in this unit (e.g., mixer, coffee pot, toaster, microwave, crock pot).
- For more kitchen vocabulary practice, play [Kitchen Bingo](#), complete [All About the Kitchen Life Skills Unit](#), [150 Kitchen Vocabulary Words](#), and the [Household Vocabulary Unit](#).

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- **Review Core Concepts** (2-5 minutes) Review the anchor chart in detail. Discuss each type of transportation individually including the steps to take each form. Discuss the types of transportation that are available in your local community, including any that are not on the anchor chart (e.g., ferry, tram/streetcar). Review the rules on the bicycle safety chart. Bike safety may be more or less applicable for your local area or your students' lives. It is up to each teacher to determine how much time and emphasis is spent on bicycle safety. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
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Extension Activity Ideas:

- Have each student select a type of public transportation, write the steps for their choice, and illustrate a picture of their choice.
- Show the students rideshare apps and explain how it works.
- Take a field trip and utilize public transportation (if possible and appropriate for your learners).
- Look up the available community travel options in your community. Research prices, how to buy tickets, etc.
- Look at bus and train routes and schedules.
- Write the steps for each type of transportation on separate index cards. Have the students sequence the steps for each form.
- Using a navigation app, have students look up the different travel options and times for a specific location. Have the students answer comprehension questions related to each option.
- Show the students a picture of one of the forms of public transportation. Say a step to one of the forms or a ridiculous "step". Have the students give a thumbs up/down if the step you say is part of the form you showed.
- Paste a picture of each form on a separate index card. Say a step to one of the forms of transportation. Have the student point to the form(s) that apply to the step that you say.
- Show the students a picture of one of the forms of transportation. Have the students write all the steps to take that form of transportation.
- Have the students participate in mock scenarios where they are using forms of transportation. Have the scenarios include the steps on the anchor chart. To increase complexity, include scenarios where the students need to problem-solve or be good citizens.
- For a wide variety of transportation-related content in 3 differentiated levels, use this [Transportation Unit](#).
- Identify if there are any areas in your community that have dedicated bicycle lanes.
- Have the students choose a bicycle safety rule, write a sentence using the rule, and illustrate the rule.
- Use the unit's true/false questions verbally and have the students give a thumbs/up down if what you say about bicycle safety is correct or incorrect

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- **Review Core Concepts** (2-5 minutes) Review the anchor charts in detail. Discuss the common household problems and the methods of repair. Review how to use batteries and the parts of a battery. Review the name and function of each common household tool. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
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Extension Activity Ideas:

- Using a small lamp, have students practice replacing the light bulbs.
- Have the students practice identifying the location and type of screws on classroom furniture.
- Have the student practice tightening screws.
- Have the students observe the school custodian completing basic repair tasks (with their permission).
- Have the students replace batteries in electronics or toys. Discuss with the students what type of battery the device requires and label the components.
- Have the students draw and label the components of a battery.
- Gather small blocks of wood. Demonstrate using a hammer and nail to join the blocks together.
- Ask the students questions related to a common household problem scenario (e.g. One of my picture frames is hanging crookedly. What should I do?) and have them explain how to solve the problem.
- Paste a photo of each type of tool on a separate index card. Write the name of the tool on a separate set of index cards. Write the function of each tool on the third set of index cards. Have the students find the matches in 2 or all of the sets.
- Show the students a picture of one of the tools. Write one of the tool names on the board. Have the students give a thumbs up/down if the picture and word match.
- Gather as many of the tools as you can. Write the name of each tool on one set of index cards. Write the function of each tool on a second set of index cards. Have the students match the index cards to the actual tools.
- Identify a common household problem and have the students point to the tool(s) they could use to fix the problem on the anchor chart.
- Have the students write a sentence using one of the tools and illustrate their sentence.
- Find screws around the building and identify the type.
- Have each student make a list of the tools they have in their home.
- Go on a field trip to a hardware store. Practice locating and identify common household tools.

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- **Review Core Concepts** (2-5 minutes) Review the anchor chart in detail. Discuss each internet safety rule and why they are important. Identify the possible consequences of not following each rule. Review and explain the internet vocabulary words. Explain the difference between phone calls and texts and the steps for using each type of phone communication. If working in a small group, incorporate turn-taking and peer interaction during this process.
- **Complete the Worksheet** (2-5 minutes) Have the student complete one worksheet (or more than one if appropriate for the student and your schedule/pacing). This can be done as a small group or done as independently as possible and then reviewed together after completion. Prompt the student to utilize the anchor chart for support instead of teacher-directed verbal prompts. Provide reinforcement and error correction as needed.
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Extension Activity Ideas:

- Present a hypothetical situation. For example, "A classmate asks to use your log in information. What should you do?" and have the students answer the questions according to the internet safety rules.
- Discuss the concept of approved and not-approved websites. Review the internet safety guidelines that apply to your school including the types of websites that are approved and not-approved while on school property.
- Explain that what is approved at one location may not be approved in another (e.g., gaming sites at home versus gaming sites at school).
- Say a type of personal or non-personal information. Have the students identify whether that information is safe or unsafe to share online.
- Say an internet safety rule or a made-up non-rule (e.g., Never share your favorite movie) and have the students identify if what you said is a rule.
- Identify places in your community that have WIFI. Look up their phone numbers online. Have the students dial the number to one of the locations. With as much adult support as is required, have the student ask if the WIFI is free.
- Draw a large phone screen on a piece of paper or on the board. Have the students practice dialing numbers including the students' own phone numbers, an emergency call, or numbers for specific locations.
- Demonstrate how to log in to a website.
- Work to increase student independence when logging in to academic/school-based websites.
- Have the students practice making strong passwords according to specific parameters.
- Ask the students questions related to answering and ending calls/sending text messages (e.g. My doctor is calling. What should I do? I don't know who is calling. What should I do?) and have them explain their answer.
- Demonstrate the phone buttons and functions using your own cell phone. If possible, make a call or exchange text messages with another adult in the room to demonstrate both types of communication.
- Write a pretend text message on the board. Have the students write/say how they would reply to the message.
- Have the students engage in a mock phone conversation including dialing, answering, and hanging up the call.