

# Guidance on using **Project Discovery** during remote and hybrid learning - **Adapted Curriculum**



Using one kit per month or longer is reasonable during these unprecedented times...

	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<p><b>Adapted Assessment-Pre-Post Test</b></p> <p>—</p> <p>Provided as a PowerPoint with audio</p>	<ul style="list-style-type: none"> <li>• Print version (tip-save paper by printing the PowerPoint 3 slides or more per page)</li> <li><b>OR</b></li> <li>• Powerpoint format (group delivery) using Score Report Forms</li> </ul>	<ul style="list-style-type: none"> <li>• Print and send home (tip-save paper by printing the PowerPoint 3 slides or more per page)</li> <li><b>OR</b></li> <li>• Powerpoint with virtual classroom session (Google Meet, Zoom etc.), in small group or 1:1 if needed. Use a video platform like Screencastify or one your district encourages, to create a video to share along with sending the test via scan/write answers and return</li> </ul>	<ul style="list-style-type: none"> <li>• The service delivery model of assessment presentation is based on whether the student(s) are with you physically or remotely and if you prefer print versions or a powerpoint/virtual classroom format.</li> </ul>
<p><b>Adapted First Look</b></p> <p>—</p> <p>Provided as a PowerPoint with audio that introduces vocabulary terms and concepts for each Activity</p>	<ul style="list-style-type: none"> <li>• Print version</li> <li><b>OR</b></li> <li>• Powerpoint format (group delivery)</li> </ul>	<ul style="list-style-type: none"> <li>• Print and send home</li> <li><b>OR</b></li> <li>• Show Powerpoint with virtual classroom session, or create video and share with students</li> </ul>	<ul style="list-style-type: none"> <li>• The service delivery model of First Look presentation is based on whether the student(s) are with you physically or remotely and if you prefer print versions or a powerpoint/ virtual classroom format</li> </ul>

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<p><b>Adapted Student Activities</b></p> <hr/> <p><b>Our Adapted Student Instructions are provided in several ways to support either in-class or remote learning:</b></p> <ol style="list-style-type: none"> <li>1. Video modeling (mp4)</li> <li>2. PowerPoint</li> <li>3. Visual Schedule (Word files)</li> </ol> <p><b>Many activities in select kits can be performed at home with common items (see "Specific Kit Recommendations" below)</b></p>	<ul style="list-style-type: none"> <li>• Video modeling of each Adapted Activity is provided in the kit. Show the Video Modeling in a small group or 1:1 session</li> <li>• To comply with social distancing guidelines, students may need to complete activities independently. Students may take turns performing the kit activities while others watch.</li> <li>• Be sure to clean any tools/manipulatives after each student's use. Video the activity if possible for other students' virtual use!</li> </ul>	<ul style="list-style-type: none"> <li>• Since video modeling is provided in the kit for each student activity, use a virtual sharing platform to allow students and parents at home to watch the videos, or</li> <li>• Hold a virtual classroom session explaining the activities and showing the videos. Allow time for discussion.</li> <li>• Have students/parents gather the needed materials and perform kit activities (either by watching the video modeling, using the PowerPoint, or the Visual Schedules of the activities).</li> <li>• If parents are not able to have internet access, copy the Visual Schedules for them to use at home along with any necessary worksheets, etc.</li> <li>• Many activities in select kits can be performed at home with common items (see "Specific Kit Recommendations" below)</li> <li>• Parents may video the student performing the kit activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students may complete the hands-on activities with the manipulatives while in class.</li> <li>• Then when students are learning remotely, they can do the worksheets/games (see "Specific Kit Recommendations" below)</li> </ul>

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<p><b>Worksheets/ Games</b></p> <p>There are many Worksheets (PDF and Word files) provided with each Activity per kit. In addition, there are Bingo games, Board games, Situation Cards and Role Plays.</p>	<ul style="list-style-type: none"> <li>To support social distancing, some students may be completing worksheets that support kit activities while others are working with manipulatives performing kit activities</li> </ul>	<ul style="list-style-type: none"> <li>Print and send home</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Use a sharing platform to upload the worksheets for home use and return to teacher (tip: the app "Kami" makes worksheets interactive)</li> <li>Student and parent may do the Bingo and Board games to reinforce vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>As noted above, while some students are completing the hands-on kit activities with manipulatives, others may be completing worksheets, games, etc. or Worksheets and games may be assigned for remote learning.</li> </ul>
<p><b>Assessment - Data Sheets</b></p> <p>Data sheets (Word files) are a performance evaluation of how the student completed the activity.</p>	<ul style="list-style-type: none"> <li>Complete the Data Sheets as student(s) finishes kit activities</li> </ul>	<ul style="list-style-type: none"> <li>Print Data Sheets and send home with the copies of the Student instructions, etc.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Upload the Data sheets to the sharing platform for home use</li> <li>Parent can complete Data sheet upon evaluation of student completing the activity or parent can video student doing the activity</li> <li>Para/teacher can view the video or conduct a virtual meeting to watch student doing activity</li> </ul>	<ul style="list-style-type: none"> <li>The service delivery model for the Data sheets is based on whether the student(s) are with you physically or remotely and can be any combination of the first two service models</li> </ul>

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<b>Writing Portfolio Activities</b>	<ul style="list-style-type: none"> <li>Students may complete writing portfolio activities based on their experience with the kit activities, e.g., what they liked about the kit, if they would like that job, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Students may complete writing portfolio activities based on their experience with the kit activities, e.g., what they liked about the kit, if they would like that job, etc.</li> <li>Students may read their writing projects to classmates while on a virtual class meeting</li> </ul>	<ul style="list-style-type: none"> <li>Students may complete writing portfolio activities based on their experience with the kit activities, e.g., what they liked about the kit, if they would like that job, etc.</li> <li>Students may read their writing projects to classmates while in class or on a virtual class meeting</li> </ul>

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## Specific kit recommendations for select Adapted kits

	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<b>Adapted-Child Care</b>	<p><b>DO-ABLE ACTIVITIES IN CLASS:</b></p> <ul style="list-style-type: none"> <li>• All seven activities can be performed and completed along with all the Data collection</li> <li>• Be sure to clean any items before next student's use</li> <li>• The Role Plays provided may be performed with appropriate social distancing</li> </ul>	<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• Provide parents printed copies of Student instructions/Visual Schedules, Worksheets and games as listed below*,</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provide parents access through a sharing platform to the Video modeling files, Student instructions, Worksheets and games. Parents may review and gather needed materials.</li> <li>• If materials are accessible in the home, all activities can be performed</li> <li>• Video Modeling or the Visual Schedules will assist parents to provide guidance for the activities</li> <li>• Students first watch the Video modeling of the Activity or read the Visual Schedules then perform the Activity</li> <li>• A teacher/para can observe via video call/virtual classroom for data collection, or a parent can send a video or photos to the teacher</li> <li>• Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home</li> </ul> <p style="text-align: center;"><b>CONTINUED ON NEXT PAGE...</b></p>	<p><b>DO-ABLE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• All of the activities in this kit are do-able activities at home if materials are available. Or students may complete the hands-on activities with manipulatives while in class.</li> <li>• Days for remote learning can include completing any of the 20+ Worksheets as well as the Bingo game, Situation cards, Dictionary and Board game as noted in column two.</li> </ul>

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	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<p style="color: #e31a1c; font-weight: bold; margin: 0;">Adapted-Child Care</p> <p style="background-color: #e31a1c; color: white; padding: 5px; display: inline-block; margin: 5px 0;">Cont'd...</p>		<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>*If materials are available at home, all seven activities may be completed. Also, <b>Worksheets 1-19</b> can be completed, along with the Bingo game in <b>Activity #3</b>, the Situation Cards in <b>Activity #5</b>, the Child Care Worker Dictionary in <b>Activity #6</b>, and Board Game in <b>Activity #7</b></li> <li>If materials are not available at home, students may watch the Video modeling of each activity. Then they may use the supplemental materials such as the board games, Bingo game, Situation cards and Worksheets while at home</li> </ul>	

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## Specific kit recommendations for select Adapted kits

	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<b>Adapted- Food Service</b>	<p><b>DO-ABLE ACTIVITIES IN CLASS:</b></p> <ul style="list-style-type: none"> <li>• All activities can be performed and completed along with all the Data collection</li> <li>• Be sure to clean any items before next student's use</li> <li>• The Role Plays provided may be performed with appropriate social distancing</li> </ul>	<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• Provide parents printed copies of Student instructions/Visual Schedules, Worksheets and games as listed below*,</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provide parents access through a sharing platform to the Video modeling files, Student instructions, Worksheets and games. Parents may review and gather needed materials</li> <li>• All activities can be performed but not necessarily to completion as noted below</li> <li>• Video Modeling or the Visual Schedules will assist parents to provide guidance for the activities</li> <li>• Students first watch the Video modeling of the Activity or read the Visual Schedules then perform the Activity</li> <li>• <b>*Activities #1, #3 and #4</b> can be performed and completed easily if materials are sent home, or in the home already</li> <li>• <b>*Activity #2</b> would be challenging for parents, and <b>Activity #5</b> may confuse a student while being in the home setting.</li> </ul> <p style="text-align: center;"><b>CONTINUED ON NEXT PAGE...</b></p>	<p><b>DO-ABLE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Students may complete the hands-on activities with manipulatives while in class (particularly those needing the food models and petri dishes)</li> <li>• Days for remote learning can include completing any of the 20+ worksheets as well as the Bingo game, Situation cards, Dictionary and Board game as noted in column two.</li> </ul>

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## Specific kit recommendations for select Adapted kits

	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<b>Adapted- Food Service</b>  <span style="background-color: #e31a1c; color: white; padding: 5px; display: inline-block;">Cont'd...</span>		<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• * <b>Worksheets 1-20</b> can be completed, along with the Bingo game in <b>Activity #2</b>, the Situation Cards in <b>Activity #4</b>, the Dictionary in <b>Activity #3</b>, and Board Game in <b>Activity #2</b></li> <li>• Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home</li> <li>• A teacher/para can observe via video call/virtual classroom for data collection, or a parent can send a video or photos to the teacher</li> <li>• If materials are not available at home, students may watch the Video modeling of each activity. Then they may use the supplemental materials such as the board game, Bingo game, Situation cards and Worksheets while at home</li> </ul>	



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## Specific kit recommendations for select Adapted kits

	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<b>Adapted-Cleaning</b>	<p><b>DO-ABLE ACTIVITIES IN CLASS:</b></p> <ul style="list-style-type: none"> <li>• All activities can be performed and completed along with all the Data collection</li> <li>• Be sure to clean any items before next student's use</li> <li>• The Role Plays provided may be performed with appropriate social distancing</li> </ul>	<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• Provide parents printed copies of Student instructions/Visual Schedules, Worksheets and games as listed below*,</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provide parents access through a sharing platform to the Video modeling files, Student instructions, Worksheets and games. Parents may review and gather needed materials.</li> <li>• Video Modeling and Visual Schedules will assist parents to provide guidance for the activities</li> <li>• Students first watch the Video modeling of the Activity or read the Visual Schedules then perform the Activity</li> <li>• If materials are in the home such as typical cleaning products, all activities can be performed.</li> <li>• *The dust mop in <b>Activity 6</b> could be substituted with a basic cleaning mop at home.</li> <li>• *<b>Activity 7</b> needing a mop bucket and squeezer can be modified with basic home supplies.</li> </ul> <p style="text-align: center;"><b>CONTINUED ON NEXT PAGE...</b></p>	<p><b>DO-ABLE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Activities 1, 2, 5, and 7</b> may be more conducive to the in-class time allowed. <b>Activities 3, 4, 6 and 8</b> could be performed at home with basic cleaning supplies. The dust mop in <b>Activity 6</b> could be substituted with a basic cleaning mop at home. <b>Activity 7</b> needing a mop bucket and squeezer can be modified with basic home supplies.</li> <li>• Days for remote learning can include completing any of the 22 worksheets as well as the Bingo game, Situation cards, Dictionary and Board game as noted in column two.</li> </ul>

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## Specific kit recommendations for select Adapted kits

	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<p style="color: #e31a1c; font-weight: bold; margin: 0;">Adapted-Cleaning</p> <p style="background-color: #e31a1c; color: white; padding: 5px; display: inline-block; margin: 5px 0;">Cont'd...</p>		<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li><b>*Worksheets 1-22</b> can be completed, along with the Bingo game in <b>Activity #5</b>, the Situation Cards in <b>Activity #7</b>, the Dictionary in <b>Activity #8</b>, and Board Game in <b>Activity #5</b></li> <li>Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home</li> <li>A teacher/para can observe via video call/virtual classroom for data collection, or a parent can send a video or photos to the teacher</li> <li>If materials are not available at home, students may watch the Video modeling of each activity. Then they may use the supplemental materials such as the board game, Bingo game, Situation cards and Worksheets while at home</li> </ul>	

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<b>Adapted-Caregiver</b>	<p><b>DO-ABLE ACTIVITIES IN CLASS:</b></p> <ul style="list-style-type: none"> <li>• <b>All activities</b> (except Activity 8) can be performed and completed along with all the Data collection.</li> <li>• <b>Activity 8</b> (Washing a patient’s hands and face) is not appropriate at this time due to social distancing guidelines. However, the teacher may show the Video modeling of the activity to class for awareness.</li> <li>• Be sure to clean any items before next student’s use</li> <li>• The Role Plays provided may be performed with appropriate social distancing</li> </ul>	<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• Provide parents printed copies of Student instructions/Visual Schedules, Worksheets and games as listed below*,</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provide parents access through a sharing platform to the Video modeling files, Student instructions, Worksheets and games. Parents may review and gather needed materials.</li> <li>• Video Modeling and Visual Schedules will assist parents to provide guidance for the activities</li> <li>• Students first watch the Video modeling of the Activity or read the Visual Schedules then perform the Activity</li> <li>• <b>*Activity #1</b> can be performed along with <b>Worksheets 1-7</b></li> <li>• <b>*Activity #2</b> Part A can be modified with a basic thermometer at home. Activity #2B can be completed at home with assistance of parent. Use <b>Worksheets 8-9</b> and Adapted TPR Form.</li> </ul> <p style="text-align: center;"><b>CONTINUED ON NEXT PAGE...</b></p>	<p><b>DO-ABLE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Activities 1, 2, 3A, 4, 5, 6 and 7</b> may be conducted at home. <b>Activity #3B</b> requires the use of a stethoscope and blood pressure cuff so is best to be performed in class. <b>Activity 8</b> can be performed at home with a parent (and the Video modeling of the Activity can be shown when in class).</li> <li>• Days for remote learning can include completing any of the 22 worksheets as well as the Bingo game, Situation cards, Dictionary and Board game as noted in column two.</li> </ul>

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<p style="color: #e31a1c; font-weight: bold; margin: 0;">Adapted-Caregiver</p> <div style="background-color: #e31a1c; color: white; padding: 5px; display: inline-block; margin-top: 10px; font-weight: bold;">Cont'd...</div>		<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li><b>*Activity #3</b> Part A only can be performed using parent as patient and Worksheets 10-11, Adapted TPR form and Caregiver Bingo</li> <li><b>*Activity #3B</b> requires the use of a stethoscope and blood pressure cuff so is best to be performed in class or a virtual session</li> <li><b>*Activity #4</b> can be performed in all parts using Activity sheet 4 and Worksheets 12-13</li> <li><b>*Activity #5</b> can be performed in all parts with a parent as patient and utilize Interest Inventory Worksheet, Graphs, <b>Worksheets 14-15</b> as well as Situation cards</li> <li><b>*Activity #6</b> can be performed in all parts with the parent as the volunteer, utilizing Activity Preference Form, <b>Worksheets 16-17</b> and the Caregiver Dictionary</li> <li><b>*Activity #7</b> can be performed in all parts utilizing the Daily Schedule Form, Worksheets <b>18-19</b> and the Caregiver Board Game</li> </ul> <p style="color: #e31a1c; font-weight: bold; margin-top: 10px;">CONTINUED ON NEXT PAGE...</p>	

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<p><b>Adapted-Caregiver</b></p> <p style="background-color: #e31a1c; color: white; padding: 5px; display: inline-block;"><b>Cont'd...</b></p>		<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li><b>*Activity #8</b> can be performed in the home with a parent. Also use <b>Worksheet 20</b>.</li> <li>Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home</li> <li>A teacher/para can observe via video call/virtual classroom for data collection, or a parent can send a video or photos to the teacher</li> <li>If materials are not available at home, students may watch the Video modeling of each activity. Then they may use the supplemental materials such as the board game, Bingo game, Situation cards and Worksheets.</li> </ul>	

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	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<b>Adapted- Grocery Clerking</b>	<p><b>DO-ABLE ACTIVITIES IN CLASS:</b></p> <ul style="list-style-type: none"> <li>• <b>All activities</b> can be performed and completed along with all the Data collection</li> <li>• Be sure to clean any items before next student's use</li> <li>• The Role Plays provided may be performed with appropriate social distancing</li> </ul>	<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• Provide parents printed copies of Student instructions/Visual Schedules, Worksheets and games as listed below*,</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Provide parents access through a sharing platform to the Video modeling files, Student instructions, Worksheets and games. Parents may review and gather needed materials.</li> <li>• Video Modeling and Visual Schedules will assist parents to provide guidance for the activities</li> <li>• Students first watch the Video modeling of the Activity or read the Visual Schedules then perform the Activity</li> </ul> <p style="color: red; text-align: center;"><b>CONTINUED ON NEXT PAGE...</b></p>	<p><b>DO-ABLE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• <b>Activities 1, 2, and 3</b> may be conducted at home providing typical grocery items are available as noted in column two. <b>Activity 4</b> can also be performed at home easily. Video modeling of the Activities can be shown when in class or thru an online platform.</li> <li>• While <b>Activities 5 and 6</b> may be competed at home, it may be best to do those in class. Perhaps each student could have their own play money to use to cut down on sharing at this time.</li> <li>• Days for remote learning can include completing any of the 24 worksheets as well as the Bingo game, Situation cards, Dictionary and Board game as noted in column two.</li> </ul>

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## Specific kit recommendations for select Adapted kits

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<b>Adapted- Grocery Clerking</b>  <div style="background-color: #e31a1c; color: white; padding: 5px; display: inline-block;"> <b>Cont'd...</b> </div>		<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• <b>*Activities 1-3</b> can be completed virtually, but will require parents to use items from their pantries and cleaning supplies/ household items to allow students to sort food from not food (Activity 1), cold from not cold (Activity 2) and light from heavy (Activity 3). This could include items such as canned foods, chips, pasta, frozen meats, ice-cream, trash bags, paper towels, tissues, etc.- typical items found in most kitchens. Most people have plastic grocery bags that they save and these could be used to practice bagging the items in Activities 1-3. Reusable bags can be used if available.</li> <li>• <b>*Worksheets 1-8</b> may be done in correspondence with <b>Activity 1</b>.</li> <li>• <b>*Worksheets 9-11</b> and the Board game and Bingo game may be done with <b>Activity 2</b></li> <li>• <b>*Worksheets 12-14</b> and the Dictionary may be done with <b>Activity 3</b></li> </ul> <p style="color: #e31a1c; font-weight: bold;">CONTINUED ON NEXT PAGE...</p>	

# Guidance on using **Project Discovery** during remote and hybrid learning - **Adapted Curriculum**



## Specific kit recommendations for select Adapted kits

	<b>IN CLASS</b> Service Delivery Model #1 (Physical Building)	<b>DISTANCE LEARNING</b> Service Delivery Model #2 (Online or Pencil/Paper with Home Delivery)	<b>HYBRID</b> Service Delivery Model #3 (Combination of first two models)
<p><b>Adapted- Grocery Clerking</b></p> <p style="background-color: #e31a1c; color: white; padding: 5px; display: inline-block;"><b>Cont'd...</b></p>		<p><b>DO-ABLE ACTIVITIES WITH SELF/PARENT:</b></p> <ul style="list-style-type: none"> <li>• <b>*Activity 4-</b> Facing shelves- just need a table or book shelf and some canned goods for students to practice matching and facing the shelves by lining up and stacking cans or boxed foods neatly. <b>Worksheets 15-18</b> and the Situation Cards may be completed at home.</li> <li>• <b>*Activity 5-</b> Sorting money- Can be done at home but would depend on parents having enough change and money on hand for sorting. <b>Worksheets 19-21</b> and the Role Play could be completed at home.</li> <li>• <b>*Activity 6-</b> Making change- requires the use of the Activity 6 card so that would need to be available for home use. <b>Worksheets 22-24</b> may be completed at home.</li> <li>• Teacher can do virtual classroom sessions to conduct a lesson on activities that cannot be performed at home</li> <li>• A teacher/para can observe via video call/ virtual classroom for data collection, or a parent can send a video or photos to the teacher.</li> <li>• If materials are not available at home, students may watch the Video modeling of each activity. Then they may use the supplemental materials such as the board game, Bingo game, Situation cards and Worksheets</li> </ul>	