

LIFE SKILLS | GRADES 6-12 | FULL YEAR

Daily Living Skills Curriculum

Special Education Life Skills & Transition
36-Week Full Year Program

- ✓ 36-Week Curriculum Guide
- ✓ 12 Unit Lesson Packs
- ✓ 10 Visual Recipe Cards
- ✓ Grocery Shopping Simulation
- ✓ Hygiene Routine Picture Schedule
- ✓ 20 Safety Scenario Cards
- ✓ Progress Monitoring Checklists

UM Printables

Premium Teaching Resources for Special Education

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This resource is designed for special education students in Grades 6–12. All activities are highly visual, functional, and differentiated to support diverse learners. Each unit includes modeling, guided practice, and independent practice phases.

36-WEEK CURRICULUM GUIDE

This full-year curriculum is organized into **12 units** across **36 weeks**. Each unit spans 3 weeks and follows a consistent instructional sequence: **Week 1 — Introduction & Modeling**, **Week 2 — Guided Practice**, **Week 3 — Independent Practice & Assessment**. This pacing guide ensures systematic skill progression with built-in review and reinforcement.

Phase	Week	Description
Introduction & Modeling	Week 1	Teacher introduces concepts, demonstrates skills, and provides visual models
Guided Practice	Week 2	Students practice with teacher support, scaffolding, and prompts
Independent Practice & Assessment	Week 3	Students apply skills independently; teacher assesses mastery

UNIT 1: KITCHEN SAFETY & TOOLS

Week	Topic	Key Skills & Activities	Phase
Week 1	Kitchen Safety Rules	Introduce kitchen safety rules; identify hazards; safety sign recognition; hot surface awareness	Modeling
Week 2	Kitchen Tools & Equipment	Identify and name 15+ kitchen tools; proper handling of knives, peelers, and appliances	Guided Practice
Week 3	Safety Assessment	Demonstrate safe kitchen behaviors; complete safety checklist; role-play hazard scenarios	Independent

UNIT 2: COOKING BASICS & SIMPLE MEALS

Week	Topic	Key Skills & Activities	Phase
Week 4	Reading a Recipe	Identify recipe components (ingredients, steps, yield); follow step-by-step directions; measure ingredients	Modeling
Week 5	Stovetop Cooking	Safely use stovetop; boil water; make scrambled eggs; cook pasta; practice turning off stove	Guided Practice
Week 6	Cold Meal Preparation	Prepare sandwiches, salads, and snacks; practice spreading, cutting, and assembling skills	Independent

UNIT 3: ADVANCED COOKING & MEAL PLANNING

Week	Topic	Key Skills & Activities	Phase
Week 7	Oven & Microwave Use	Safely use oven and microwave; set temperatures and timers; understand cooking times	Modeling
Week 8	Full Meal Preparation	Prepare a complete meal using multiple steps; practice time management; coordinate dishes	Guided Practice

Week 9	Meal Planning & Nutrition	Plan a balanced meal using MyPlate; read nutrition labels; create a weekly meal plan	Independent
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UNIT 4: LAUNDRY SKILLS

Week	Topic	Key Skills & Activities	Phase
Week 10	Sorting & Reading Labels	Sort laundry by color, fabric, and temperature; read care labels; identify 8+ washing symbols	Modeling
Week 11	Washing & Drying	Operate washer and dryer; measure detergent; select appropriate cycles; check pockets	Guided Practice
Week 12	Folding & Organizing	Fold shirts, pants, towels, and socks; hang items on hangers; organize drawers and closet	Independent

UNIT 5: CLEANING ROUTINES

Week	Topic	Key Skills & Activities	Phase
Week 13	Cleaning Supplies & Safety	Identify 10+ cleaning products; read product labels; understand warning symbols; safe storage	Modeling
Week 14	Room-by-Room Cleaning	Clean kitchen counters, bathroom surfaces, bedroom floors, and living areas using checklists	Guided Practice
Week 15	Cleaning Schedule & Habits	Create a personalized weekly cleaning schedule; establish daily tidying routines; use timers	Independent

UNIT 6: HOME SAFETY

Week	Topic	Key Skills & Activities	Phase
Week 16	Fire Safety & Emergency	Identify fire hazards; practice fire drill; locate extinguisher and exits; stop-drop-roll	Modeling
Week 17	Electrical & Chemical Safety	Recognize electrical hazards; store chemicals safely; poison control number; first aid basics	Guided Practice
Week 18	Personal Safety at Home	Answer door/phone safely; identify trusted adults; memorize emergency contacts; when to call 911	Independent

UNIT 7: PERSONAL HYGIENE

Week	Topic	Key Skills & Activities	Phase
Week 19	Daily Hygiene Routines	Morning and evening hygiene steps; proper handwashing technique; dental care; face washing	Modeling
Week 20	Bathing & Grooming	Showering/bathing independently; hair care and brushing; deodorant use; nail care basics	Guided Practice
Week 21	Hygiene & Social Skills	Understand hygiene impact on relationships; public vs. private hygiene; managing menstruation	Independent

UNIT 8: GROCERY SHOPPING BASICS

Week	Topic	Key Skills & Activities	Phase
Week 22	Store Navigation	Identify store sections (produce, dairy, bakery); read aisle signs; create a shopping list	Modeling
Week 23	Finding & Comparing Products	Compare prices; read nutrition and product labels; find items from a list; unit pricing basics	Guided Practice
Week 24	Checkout & Payment	Navigate checkout process; interact with cashier; count change; use debit card; bag groceries	Independent

UNIT 9: BUDGETING & MONEY MANAGEMENT

Week	Topic	Key Skills & Activities	Phase
Week 25	Money Basics	Identify coins and bills; count money combinations; make change; understand value of amounts	Modeling
Week 26	Creating a Budget	Understand income vs. expenses; create a simple weekly budget; distinguish needs vs. wants	Guided Practice
Week 27	Smart Shopping	Use coupons and store flyers; compare unit prices; stay within a budget; total a grocery bill	Independent

UNIT 10: USING PUBLIC TRANSPORTATION

Week	Topic	Key Skills & Activities	Phase
Week 28	Reading Bus/Train Schedules	Read schedules; identify routes and stops; understand timetables; use transit maps	Modeling
Week 29	Taking Public Transit	Pay fare (cash and card); board and exit safely; request stops; transfer between routes	Guided Practice
Week 30	Trip Planning	Plan a complete trip using public transit; problem-solve delays; follow safety rules; etiquette	Independent

UNIT 11: MAKING APPOINTMENTS & COMMUNICATION

Week	Topic	Key Skills & Activities	Phase
Week 31	Making Phone Calls	Use phone properly; dial numbers; leave a voicemail; practice phone greetings and closings	Modeling
Week 32	Scheduling Appointments	Call to make, change, or cancel appointments; understand date/time; prepare questions for doctor	Guided Practice
Week 33	At the Appointment	Check in at front desk; wait patiently; communicate with provider; follow-up instructions	Independent

UNIT 12: REVIEW & INDEPENDENT LIVING

Week	Topic	Key Skills & Activities	Phase
Week 34	Cooking & Home Maintenance Review	Review all cooking and cleaning skills; demonstrate independence in kitchen and laundry	Review
Week 35	Community & Safety Review	Review transportation, shopping, and safety skills; simulated community outing experience	Review
Week 36	Final Assessment & Celebration	Complete final skill assessments across all units; set summer maintenance goals; celebrate growth	Assessment

UNIT 1

Kitchen Safety & Tools

Unit Overview

- Duration: 3 Weeks
- Key Vocabulary: hazard, appliance, sharp, hot surface, cross-contamination, utensil
- Instructional Phases: Modeling → Guided Practice → Independent Practice

WEEK 1: KITCHEN SAFETY RULES

Objective: Identify 5 kitchen safety rules and recognize common kitchen hazards.

Materials: Safety rule posters, hazard picture cards, red/green sorting cards.

Activities:

- Tour the kitchen area and identify potential hazards with the class.
- Sort hazard vs. safe scenario picture cards in small groups.
- Role-play what to do when you discover a kitchen hazard (e.g., spill, hot surface).

Assessment: Student identifies 4 out of 5 kitchen hazards correctly during card sort.

WEEK 2: KITCHEN TOOLS & EQUIPMENT

Objective: Identify and name 15 common kitchen tools and demonstrate proper handling.

Materials: Kitchen tools (whisk, spatula, measuring cups, etc.), tool matching cards.

Activities:

- Hands-on exploration: pass around tools and discuss their names and uses.
- Match tool picture cards to function description cards.
- Practice safe handling of cutting tools using playdough.

Assessment: Student matches 10 out of 15 tools to their correct name and function.

WEEK 3: SAFETY ASSESSMENT & APPLICATION

Objective: Demonstrate safe kitchen behaviors and complete a kitchen safety checklist.

Materials: Kitchen safety checklist, observation rubric, simple snack ingredients.

UNIT 4

Laundry Skills

Unit Overview

- Duration: 3 Weeks
- Key Vocabulary: sorting, detergent, cycle, delicates, fold, hang, care label
- Instructional Phases: Modeling → Guided Practice → Independent Practice

WEEK 10: SORTING & READING LABELS

Objective: Sort laundry by color and fabric type and read common care labels.

Materials: Clothing items (white, dark, light, towels, delicates), care label visual guide, sorting baskets.

Activities:

- Learn why we sort laundry (colors bleeding, different water temperatures).
- Sort a pile of clothing into 3 baskets (whites, darks, lights/colors).
- Examine care labels on clothing and match them to a symbol chart.

Assessment: Student sorts 8 out of 10 items correctly and identifies 3 care symbols.

WEEK 11: WASHING & DRYING

Objective: Operate the washer and dryer, measure detergent, and select the correct cycle.

Materials: Washer, dryer, laundry detergent, measuring cup, visual sequence cards.

Activities:

- Walk through the steps of using a washing machine (load, add detergent, select cycle, start).
- Practice measuring the correct amount of liquid or pod detergent.
- Transfer wet clothes to the dryer, select cycle, and start.

Assessment: Student completes the wash/dry process with 3 or fewer prompts.

WEEK 12: FOLDING & ORGANIZING

Objective: Fold shirts, pants, towels, and socks and organize them in a drawer or closet.

Materials: Clean laundry, folding board (optional), hangers, visual folding guides.

Activities:

- Learn step-by-step folding for a t-shirt using a visual guide or folding board.
- Practice folding pants and towels into halves and quarters.
- Hang items on hangers and place in closet; place folded items in correct drawers.

Assessment: Student folds 3 out of 4 clothing types correctly and places them in the correct location.

Unit 4 Progress Monitoring Checklist

Student Name: _____

Date: _____

Skill / Behavior	Needs Assist	Developing	Independent
Sorts laundry by color/fabric	[]	[]	[]
Reads care label symbols	[]	[]	[]
Measures detergent correctly	[]	[]	[]
Operates washer and dryer safely	[]	[]	[]
Folds shirts and pants correctly	[]	[]	[]
Hangs items on hangers	[]	[]	[]
Organizes clothes in appropriate drawers	[]	[]	[]

Overall Unit Mastery:



Teacher Notes: _____

UNIT 5

Cleaning Routines

Unit Overview

- Duration: 3 Weeks
- Key Vocabulary: cleaning product, warning symbol, sanitize, sweep, mop, schedule
- Instructional Phases: Modeling → Guided Practice → Independent Practice

WEEK 13: CLEANING SUPPLIES & SAFETY

Objective: Identify 10 common cleaning products and understand warning labels and safe storage.

Materials: Empty/cleaned product bottles, hazard symbol flashcards, sorting mats.

Activities:

- Discuss why we clean (germs, safety, pride in home) and identify common products.
- Sort product picture cards to the correct room (e.g., toilet cleaner to bathroom).
- Read warning labels and learn the meaning of 'Caution', 'Warning', and 'Danger' symbols.

Assessment: Student matches 8 out of 10 cleaning products to the correct room and identifies 3 warning symbols.

WEEK 14: ROOM-BY-ROOM CLEANING

Objective: Clean kitchen counters, bathroom surfaces, and bedroom floors using visual checklists.

Materials: Visual cleaning checklists, safe cleaning supplies (spray bottles with water, microfiber cloths).

Activities:

- Demonstrate 'spray and wipe' technique for kitchen counters and tables.
- Scrub bathroom sink and wipe down the exterior of the toilet using proper cloths.
- Sweep bedroom floor using a broom and dustpan.

Assessment: Student completes 3 out of 3 cleaning tasks using a visual checklist with minimal prompting.

WEEK 15: CLEANING SCHEDULE & HABITS

Objective: Create a personalized weekly cleaning schedule and establish a daily tidying routine.

Materials: Blank schedule templates, cleaning task picture cards, markers, visual timer.

RECIPE 2: BUTTERED TOAST

Yield: 2 slices

Prep Time: 1 min

Cook Time: 2 mins

INGREDIENTS

- 2 slices of bread
- Butter or margarine

TOOLS & EQUIPMENT

- Toaster
- Butter knife
- Small plate

STEP-BY-STEP DIRECTIONS

- 1** Plug in the toaster and adjust the dial to medium (usually a 3 or 4).
- 2** Place 2 slices of bread into the toaster slots.
- 3** Push the toaster lever all the way down until it clicks.
- 4** Wait for the bread to pop up. Do not stick forks or fingers inside!
- 5** Carefully take the hot toast out by the edges and put it on a plate.
- 6** Use the butter knife to scoop a small amount of butter.
- 7** Spread the butter evenly over the hot toast so it melts. Enjoy!

■ **SAFETY TIP:** *Never put metal utensils or fingers inside a toaster that is plugged in. Unplug it if toast gets stuck.*

RECIPE 3: MICROWAVE OATMEAL

Yield: 1 serving

Prep Time: 1 min

Cook Time: 3 mins

INGREDIENTS

- 1/2 cup quick oats
- 1 cup water
- 1 tablespoon brown sugar
- Splash of milk (optional)

TOOLS & EQUIPMENT

- Microwave-safe bowl
- Measuring cups
- Spoon
- Oven mitts

STEP-BY-STEP DIRECTIONS

- 1 Measure 1/2 cup of quick oats and pour them into the bowl.
- 2 Measure 1 cup of water and pour it over the oats.
- 3 Place the bowl in the microwave. Heat on HIGH for 2 minutes.
- 4 Use oven mitts to carefully remove the bowl (it will be hot and steamy).
- 5 Stir the oatmeal with a spoon. If it is too thick, add a splash of milk.
- 6 Sprinkle 1 tablespoon of brown sugar on top and stir. Enjoy!

■ **SAFETY TIP:** Oatmeal can bubble up and overflow in the microwave. Use a larger bowl to prevent messes and steam burns.

RECIPE 4: PEANUT BUTTER & JELLY SANDWICH

Yield: 1 sandwich

Prep Time: 3 mins

Cook Time: No cook

INGREDIENTS

- 2 slices of bread
- 2 tablespoons peanut butter
- 1 tablespoon jelly or jam

TOOLS & EQUIPMENT

- Butter knife
- Plate

STEP-BY-STEP DIRECTIONS

- 1** Lay 2 slices of bread flat on the plate.
- 2** Open the peanut butter jar. Use the knife to scoop out peanut butter.
- 3** Spread the peanut butter evenly on one slice of bread.
- 4** Wipe the knife clean with a paper towel or use a new knife.
- 5** Open the jelly jar. Scoop out jelly with the knife.
- 6** Spread the jelly evenly on the second slice of bread.
- 7** Press the two slices of bread together with the spreads facing in.
- 8** Cut the sandwich in half if you like. Enjoy!

■ **SAFETY TIP:** Always use a separate knife or wipe it clean before putting it in a new jar to avoid mixing foods.

RECIPE 5: DELI MEAT & CHEESE SANDWICH

Yield: 1 sandwich

Prep Time: 3 mins

Cook Time: No cook

INGREDIENTS

- 2 slices of bread
- 1 tablespoon mayonnaise or mustard
- 3 slices deli meat (turkey/ham)
- 1 slice cheese
- Lettuce leaf

TOOLS & EQUIPMENT

- Butter knife
- Plate

STEP-BY-STEP DIRECTIONS

- 1** Lay 2 slices of bread flat on the plate.
- 2** Use the knife to spread mayonnaise or mustard on one slice of bread.
- 3** Place 3 slices of deli meat on top of the spread.
- 4** Place 1 slice of cheese on top of the meat.
- 5** Add a clean, dry lettuce leaf on top of the cheese.
- 6** Place the second slice of bread on top to close the sandwich.
- 7** Cut the sandwich in half. Enjoy!

■ **SAFETY TIP:** Keep deli meat in the refrigerator until you are ready to use it. Put it back right away if you have leftovers.

RECIPE 6: SIMPLE SIDE SALAD

Yield: 1 bowl

Prep Time: 5 mins

Cook Time: No cook

INGREDIENTS

- 2 cups mixed greens or lettuce
- 1/2 tomato
- 1/4 cucumber
- 2 tablespoons salad dressing

TOOLS & EQUIPMENT

- Bowl
- Cutting board
- Knife
- Spoon

STEP-BY-STEP DIRECTIONS

- 1 Wash your hands with soap and water.
- 2 Wash the lettuce, tomato, and cucumber under cold water.
- 3 Tear the lettuce into bite-size pieces and put them in the bowl.
- 4 Use the knife to cut the tomato and cucumber into slices on the cutting board.
- 5 Add the tomato and cucumber slices to the bowl of lettuce.
- 6 Pour 2 tablespoons of your favorite dressing over the vegetables.
- 7 Toss the salad with a spoon or fork until mixed. Enjoy!

■ **SAFETY TIP:** Always wash fresh vegetables before eating. Cut away from your body when using a knife.

RECIPE 7: BOXED MACARONI AND CHEESE

Yield: 2 servings

Prep Time: 5 mins

Cook Time: 10 mins

INGREDIENTS

- 1 box macaroni and cheese
- 1/4 cup butter
- 1/4 cup milk
- Water

TOOLS & EQUIPMENT

- Pot
- Colander
- Measuring cups
- Spoon
- Oven mitts
- Stove

STEP-BY-STEP DIRECTIONS

- 1** Fill a pot with water. Put it on the stove and turn the heat to HIGH.
- 2** Wait for the water to boil (large bubbles rising quickly).
- 3** Carefully pour the pasta from the box into the boiling water.
- 4** Stir the pasta so it doesn't stick. Boil for 7-8 minutes until soft.
- 5** Turn the stove OFF. Use oven mitts to pour the pasta into the colander in the sink.
- 6** Put the pasta back into the empty pot.
- 7** Add 1/4 cup butter, 1/4 cup milk, and the cheese powder packet.
- 8** Stir everything together until the cheese is smooth. Enjoy!

■ **SAFETY TIP:** Steam and boiling water can cause severe burns. Always tilt the pot away from your face when draining pasta.

#9

HOME SAFETY

You are carrying a hot cup of soup from the kitchen to the table, and you trip over a shoe on the floor.

What should you do?

#10

HOME SAFETY

You are the only one home and the power goes out. It is getting dark inside the house.

What should you do?

#11

CHEMICAL

You see a bottle of blue liquid under the sink. The label is torn off and you do not know what it is.

What should you do?

#12

CHEMICAL

You are helping clean the bathroom. You spray bleach cleaner, but it is not working, so you want to mix it with another cleaner.

What should you do?

#13

CHEMICAL

You are cleaning up the kitchen and put a bottle of dish soap next to a bottle that looks exactly like it, but it is actually floor cleaner.

What should you do?

#14

POISON

You find some colorful pills on the counter. They look like candies and you are hungry.

What should you do?

#15

CHEMICAL

You are spraying bug spray inside your bedroom, but the windows are closed and the room starts to feel stuffy.

What should you do?

#16

PERSONAL

You are home alone and someone knocks on the door. They say they are from the water company and need to come inside to check the pipes.

What should you do?

#17

PERSONAL

The phone rings. The person on the phone says they are from a bank and need your social security number to fix your account.

What should you do?

#18

COMMUNITY

You are at the mall and realize you cannot find the adult you came with. You look around and do not see them anywhere.

What should you do?

#19

ONLINE

You are on the computer and a pop-up says you won a free iPad. It asks you to type in your home address to claim it.

What should you do?

#20

PERSONAL

A friend dares you to cross the busy street without looking or waiting for the walk signal.

What should you do?

MASTER PROGRESS MONITORING CHECKLISTS

Use this master tracking sheet to monitor student progress across all 12 units of the Daily Living Skills Curriculum. Record the student's level of independence at the end of each 3-week unit. This provides a comprehensive, at-a-glance view of skill acquisition for IEP meetings, transition planning, and report cards.

Student Name: _____

Grade: _____

Year: _____

Teacher: _____

School: _____

1. Kitchen Safety & Tools	1-3	[]	[]	[]	
2. Cooking Basics & Simple Meals	4-6	[]	[]	[]	
3. Adv. Cooking & Meal Planning	7-9	[]	[]	[]	
4. Laundry Skills	10-12	[]	[]	[]	
5. Cleaning Routines	13-15	[]	[]	[]	
6. Home Safety	16-18	[]	[]	[]	
7. Personal Hygiene	19-21	[]	[]	[]	
8. Grocery Shopping Basics	22-24	[]	[]	[]	
9. Budgeting & Money Management	25-27	[]	[]	[]	
10. Using Public Transportation	28-30	[]	[]	[]	
11. Appts & Communication	31-33	[]	[]	[]	
12. Review & Indep. Living	34-36	[]	[]	[]	

Scoring Key: **Needs Assist (NA):** Requires verbal prompts, physical guidance, or modeling to complete the skill.

Developing (D): Completes the skill with occasional verbal prompts or visual cues (50-80% independence).

Independent (I): Completes the skill consistently without prompts across multiple settings (80-100% independence).

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