

ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH ELEMENTARY LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.10: Students organize information through development and use of classification.

A. One Sample Instructional Activity/Project for Elementary Learners that Incorporates this Academic Expectation Could Be:

Each student is asked to bring a stuffed animal to school. The class then identifies a classification system and places the stuffed animals on the shelf. Then, three groups of students are each asked to determine alternative way to organize the stuffed animals on the shelf.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will correctly respond to "same or different" question with either "yes" or "no", when a peer hold up two stuffed animals and asks the question, "Are these bears the same color?"
- (2) Given a varied set of animals, the student will find all the "Beanie Babies."
- (3) The student will state how two animals are the same (i.e. same color, both bears, have big eyes).
- (4) The student will choose between three options, to determine which animal would be the best to hug.
- (5) After observing a stuffed toy, the toy will be placed in a box out of view and the student will answer yes no questions about characteristics of the stuffed animal.

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C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will hold a stuffed animal in each hand and walk to the shelf without losing balance or significantly altering normal gait. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #7}
- (2) The student will play with another student with the stuffed toy in the housekeeping center. [TARGETED SKILLS: social skills, critical recreation/leisure activity] {COACH: COMMUNICATION #3, #5 #8; SOCIALIZATION #13, #14, #15, #19, #20, #22; LEISURE/RECREATION #40}
- (3) The students will use a series of phrases including nouns, verbs, and adjectives to describe a stuffed animal. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #11}
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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH MIDDLE SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.10: Students organize information through development and use of classification.

A. One Sample Instructional Activity/Project for Middle School Learners that Incorporates this Academic Expectation Could Be:

Each student will construct a genealogical chart of his family depicting at least three generations.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will verbally answer questions about the identity of members of his family (i.e., What is your father's name? Is your sister's name Elizabeth?)
- (2) Given pictures of individual clearly in one of three generations, upon verbal request by peer, the student will point to the boy or girl, mother or father, or grandmother or grandfather.
- (3) The student and a peer will record the voices of the student's immediate family members.
- (4) Given a number of photographs of family members and unfamiliar individuals, the student will point to members of his family.
- (5) The student will respond in a positive manner, to the presence of his mother's and/or father's voice.

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C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) Working with a nondisabled peer, student will follow one step verbal directions to construct a chart of his immediate family using photographs [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19}
- (2) The student will travel into the community and purchase the items necessary to construct a bulletin board display of each student's genealogical chart. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #73, #76}
- (3) With the assistance of a peer, the student will write the names of family members on his genealogical chart. [TARGETED SKILLS: communication skills, socialization skills, functional academic skills, basic motor skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19; APPLIED ACADEMICS #42, #44, #45, #46, #47, #55; SCHOOL #67}

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ONE ACTIVITY/PROJECT THAT COULD BE SHARED WITH HIGH SCHOOL LEARNERS:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.10: Students organize information through development and use of classification.

A. One Sample Instructional Activity/Project for High School Learners that Incorporates this Academic Expectation Could Be:

Students will collect video samples of television advertisements, define characteristics, develop a scheme for classification strategies used to convince the buyer, and make a visual documentation of the classification system.

B. Ways Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Could Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) When viewing television program at home with peers from school, the student will discriminate between entertainment ("TV show") and commercial, when asked by the peer, "What are you watching?"
- (2) When shown two commercials, and asked how are they the same, the student will answer correctly (i.e., They are both selling cars. They are selling soap.).
- (3) Shown a TV advertisement for a product and given three picture symbols defining different products (i.e., breakfast cereal, tooth paste, cars) the student will point to the correct picture symbol.
- (4) The student will identify techniques used in the TV advertisement (i.e., music, singing, dancing, children, and celebrities.), when asked "How are they selling the product?"
- (5) The student will respond to a preferred song, slogan, or individual in the TV by changing activity level, specific body movements, a change in expression, or vocalization.

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C. Ideas for Providing Students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS Opportunities to Practice Basic Skills and Critical Activities Found on their IEPs While Participating in this Class Activity:

- (1) The student will operate the VCR so peers can view videos of commercials. [TARGETED SKILLS: motor skills, critical recreation/leisure activity] {COACH: COMMUNICATION, #7; SELECTED ACADEMICS #44, #45, #46}
- (2) During classroom group activities, the student will participate in the discussion of each commercial. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #2, #8, #9, #10, #11; SOCIALIZATION #13; SCHOOL #66}
- (3) Uses next dollar strategy to purchase video cassettes at three different community stores. [TARGETED SKILLS: functional academic skills, critical community activities] {COACH: SELECTED ACADEMICS #52; COMMUNITY #73, #76}

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MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

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General Demonstrators of this Academic Expectation which May Appropriate for students with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities or Projects:

The student will:

- (1) Find two items that are the "same," given a set of items.
- (2) Find the item that is different, given a set of items.
- (3) Sort items into two groups by category (i.e., foods, animals, toys).
- (4) Put items into sequence by size.
- (5) Sort items into groups by one physical characteristic (i.e. color, shape, texture).
- (6) State whether a peer is a boy or girl.
- (7) Go to the correct section of a grocery store to find a specific item.
- (8) Proceed to the appropriate location in the community to complete an assigned task (i.e., mail a letter, do laundry, purchase a banana).
- (9) Sort laundry at the laundry mat.
- (10) State verbally how two objects are the "same."
- (11) Find a source of community services in the City, State, County, Federal section of the telephone book.
- (12) Find the telephone number of a taxi in the yellow pages of the telephone book.
- (13) Put materials away in their appropriate location in classroom.
- (14) Make a choice to use fork or spoon with a specific food at lunch.
- (15) Distinguish and act differently with familiar people, acquaintances, and strangers.
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If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SOCIALIZATION: #16, Distinguishes and interacts differently with familiar people, acquaintances, and strangers.
SELECTED ACADEMICS: #44, Differentiates/discriminates between various things

* Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). Choosing options and accommodations for children: A guide to planning inclusive education, 2nd Edition. Paul H. Brookes: Baltimore.