

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

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

Students will create greeting cards for a variety of occasions demonstrating writing, artistic, and computer skills. Students will either use cards for personal greetings or sell cards to peers and adults within the school.

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

- (1) The student will illustrate a series of holiday cards using varied holiday themes.
- (2) The student will copy a holiday message onto her holiday card from a model dictated by the student and written by a nondisabled peer.
- (3) Using a, the student will write classmates names on their birthday to create a birthday list.
- (4) The student will use the Alpha-Keys keyboard to type the message for a birthday card.
- (5) The student will create a holiday card using a series of holiday rubber stamps.

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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 use "mouse" to choose clip art in a card making computer software. [TARGETED SKILLS: motor skills, critical recreation/leisure activity] {COACH: LEISURE/RECREATION #38, SELECTED ACADEMICS #42, #44, #45, #46, #55; SCHOOL #67}
- (2) The student will find items on a list of needs for the card making project at K-Mart and purchase the needed items. [TARGETED SKILLS: functional academic skill, critical community activity] {COACH: COMMUNITY #73, #76}
- (3) The student will independently follow directions written by a peer and reviewed with him so that he can print from his computer. [TARGETED SKILLS: functional academic skills] {COACH: COMMUNICATION #7, SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #48, #55; SCHOOL #67}

(4)

(5)

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

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

As a part of a unit on multicultural education, students will create a guide to establishing greater respect for student diversity in their middle school.

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

- (1) The student who uses a wheelchair, working with a nondisabled peer, will travel throughout the school looking for areas of the school that are not accessible to the student. The student will dictate her experiences and the peer will write about their experiences.
- (2) The student will ask each classmate about their favorite ethnic meal. (i.e. spaghetti, tacos, egg rolls) and compile a visual presentation of the findings with a peer.
- (3) The student will use a typical keyboard to type recipes for a classroom cookbook for favorite ethnic foods.
- (4) The student will use Print-Shop software to create banners with multicultural themes for the school.
- (5) The student will write captions for photographs and illustrations used in classroom displays.
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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 follow a picture recipe to make tacos with a nondisabled peer. [TARGETED SKILLS: functional academic skills, social skills, critical domestic activity] {COACH: COMMUNICATION #7; SOCIALIZATION #15, #19, #20; SELECTED ACADEMICS #42, #44, #45, #46, #47, #48; HOME #60}
- (2) The student will relate the events of the Chanukah traditions in her home using photographs as a guide to a small group of peers. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #10, #11}
- (3) The student will participate in a school-wide assembly on multicultural issues without becoming alarmed and/or fearfully of the levels of activity and noise. [TARGETED SKILLS: communication skills, behavior skills] {COACH: SOCIALIZATION #18, #19, #21, #22; SCHOOL, #66}
- (4)
- (5)

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.11 Students communicate ideas and information to a variety of audiences for a variety of purposes in a variety of modes through **writing**.

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

Students will prepare a resume' and letter of application for their dream job.

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

- (1) The student will work with a peer to develop a resume and a letter of application for work at a community job site.
- (2) With the assistance of a peer, the student will type her resume from a hand written model using an Alpha-Keys keyboard and specialized word processing software.
- (3) The student will independently use a stamp to sign her letter.
- (4) The student will independently type her name and address using a typical keyboard and typical word processing software.
- (5) The student will choose a font size and style for her resume'.
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- (9)
- (10)

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 use a communication board with picture symbols to tell a peer what he does on the job. [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #9, #10, #11; SELECTED ACADEMICS #42, #44, #46, #47}
- (2) While working on her resume, the student will maintain attention on the communicative interaction and stay on the topic of communication. [TARGETED SKILLS: communication skill] {COACH: COMMUNICATION #8; SOCIALIZATION #15; SELECTED ACADEMICS #42, #44, #46}
- (3) The student will demonstrate she can work independently and cooperate with co-workers and supervisors on two different job sites in the community [TARGETED SKILLS: critical school activity, critical vocational activity, basic social skills] {COACH; VOCATIONAL #85, #86, #87, #88}
- (4)
- (5)

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) Use a individualized stamp of her to write her name on class work.
- (2) Write a shopping list by pasting picture symbols onto a 4 X 6 index card.
- (3) Write or dictates a "Thank you" note.
- (4) Place line drawings in a sequence to relate a story, event, or activity.
- (5) Copy a story that she dictated to a peer who the wrote the model.
- (6) Write poetry using magnetic poetry words.
- (7) Trace his address written in one inch primary letters.
- (8) Write captions to a sequence of photographs with peer support and guidance.
- (9) Paste picture symbols on a calendar to denote upcoming events.
- (10) Complete daily journal entry that might include drawings, photographs, pictures from magazines, symbols from picture-symbol catalogue, and tracings of sentences written by peers.
- (11) Place a personal sticker to identify an item as belonging to her.
- (12) Use objects as tangible symbols to express the sequence of activities for the morning.
- (13) Make a vertical line on a piece of paper upon the request of a peer.
- (14) Use an alpha-keys keyboard to write her name and print her work.
- (15) Use the mouse and a computer drawing program, to create a multicolored line drawing that expresses happiness, with the assistance of a peer.
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- (17)
- (18)
- (19)
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If You Are Using COACH-2,* The following COACH Activities Might Fall within this Academic Expectation:

SELECTED ACADEMICS: #49, Uses writing tools to form letters and words; #50, Composes phrases and sentences.

* 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.