

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

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.2: Students construct meaning from a variety of print materials for a variety of purposes through **reading**.

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

Students will read the story, Jack and the Beanstalk, and write and present a play of the story.

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

- (1) The student will relate the story to a peer following the sequence of illustrations in the books after it has been read to the student a number of times.
- (2) The student will participate in the production by taking on the role of the man who trades Jack the cow for the beans.
- (3) The student will read a familiar section of the story to a peer.
- (4) The student will answer a question about a section of the story which he read aloud.
- (5) The story will sequence a series of illustrations of the story and relate the story to a peer.

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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 assist in painting the scenery for the TARGETED SKILLS: motor skill, social skill] {COACH: SOCIALIZATION #19, #20, #22; SCHOOL #65, #67}
- (2) The student will purchase items needed for scenery, props, and costumes during community based instruction. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #76}
- (3) The student will independently turn the pages of a book. [TARGETED SKILLS: motor skills] {COACH: SELECTED ACADEMICS #46}

(4)

(5)

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

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.2: Students construct meaning from a variety of print materials for a variety of purposes through **reading**.

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

As a part of a science thematic unit on nutrition students will review various cook books and other references, plan balanced meals, develop grocery lists for the complete preparation of meals for one day, and construct a class cookbook of favorite recipes.

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

- (1) The student will read a picture recipe book, select an item to prepare, and write out a list of ingredients needed to prepare the item.
- (2) At home, the student will read the recipe, prepare the item, and bring the item to school for his peers
- (3) The student will read a grocery list written in picture communication symbols.
- (4) The student will sort pictures of foods to plan a healthful meal on a pocket chart.
- (5) The student will correctly read 50 food words on flash cards.
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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 copy and collate the pages of the cookbook developed by the class TARGETED SKILLS: motor skills, behavior skills, critical vocational activity] {COACH: VOCATIONAL #82}
- (2) The student will independently open all containers (i.e., jars, boxes, cans). [TARGETED SKILLS: motor skills] {COACH: SELECTED ACADEMIC #45, #46}
- (3) The student will activate a switch to operate a blender. [TARGETED SKILLS: motor skill. communication skills, critical domestic activity] {COACH: SELECTED ACADEMICS #42, #46}
- (4) The student will follow two and three step directions when purchasing items in the community. [. [TARGETED SKILLS: communication skills, critical community activity] {COACH: COMMUNICATION #7}
- (5)

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

**GOAL 1: Use Basic Communication and Mathematics Skills**

Academic Expectation 1.2: Students construct meaning from a variety of print materials for a variety of purposes through **reading**.

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

In English class students will read To Kill a Mockingbird and view the video of the film. Then, afterwards, will analyze how each medium impacts the presentation of the story, characters, and themes.

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

- (1) The student will answer "yes/no" questions regarding certain scenes in the book and/or about the video.
- (2) The student will read ten critical sight words and/or names taken from the book.
- (3) The student will listen to a section of the book being read by a peer and draw an illustration of the scene and characters.
- (4) The student will read a familiar social story on the appropriate behavior in English class and state how she plans to behave in class.
- (5) The student will read a list of materials to be taken to class and gather the appropriate materials.
- (6)
- (7)
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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 follow a picture schedule and get independently to English class on time each day. TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #47, #48; SCHOOL #69}
- (2) The student will remain seated throughout the presentation of the video in the English class. [TARGETED SKILLS: behavior skills.] {COACH: SCHOOL #66; SOCIALIZATION #18}
- (3) After class the student will get a drink from the drinking fountain. [TARGETED SKILLS: motor skills, critical community activity] {COACH: SELECTED ACADEMICS #46, #66}
- (4)
- (5)

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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) Answer concrete questions about a story read by a peer from an age-appropriate book .
- (2) Relate captions for a sequence of picture depicting a recent activity in which the student participated.
- (3) Read instructions for baking a cake from the from the cake mix box and accurately prepare and bake the cake.
- (4) Tell a story verbally given a sequence of illustrations.
- (5) Read a familiar "social story" and state actions to be taken in familiar activity.
- (6) Reads the word use on restroom door when written in a variety of styles.
- (7) After listening to a story and discussing the sequence with peers, participate in acting out the story.
- (8) State the sound of the initial consonant for a word found in a natural context.
- (9) Demonstrate phonetic word-attack skills.
- (10) Correctly identify mastered sight words in a natural context.
- (11) Read and follow a picture schedule.
- (12) Select and age appropriate book at the library relating to a preferred topic.
- (13) Use word cards to create a poem.
- (14) Read comic strips.
- (15) Read a letter written by a peer.
- (16)
- (17)
- (18)
- (19)
- (20)

**If You Are Using COACH-2,\* The following COACH Activities Might Fall within this Academic Expectation:**

APPLIED ACADEMICS: #47, Identifies symbols; #48, Reads to get information and/or follow instructions.

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