

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

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

Academic Expectation 1.5: Students communicate ideas by **quantifying** with whole, rational, real, and/or complex numbers.

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

As a part of a mathematics unit, students will bring collections of 100 objects (i.e., beans, baseball cards, pennies, to school. Students will discuss how various sets of 100 can be displayed and compare 100 to other amounts such as 1,10, and 1000.

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

- (1) With the assistance of a peer, the student will prepare ten sets of ten objects.
- (2) The student will count 1-10 orally using a number chart.
- (3) The student will determine that two rolls of pennies equals \$1.00.
- (4) The student will assist a peer in making a 10 X 10 grid chart of numerals 1 -100.
- (5) The student will count by 10s to 100.

(6)

(7)

(8)

(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 manipulate glue stick to paste 100 one inch squares onto a sheet of graph paper with a 1" x 1" grid. [TARGETED SKILLS: motor skills, critical vocational skill ] {COACH: SELECTED ACADEMICS #45, #46; SCHOOL #67; VOCATIONAL #81}
- (2) The student will sit and attend to each student's presentation of 100 objects. [TARGETED SKILLS: social skills, behavior skills ] {COACH: SCHOOL #66}
- (3) The student will summons a peer to assist him with a task using a nonsymbolic form of communication. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #3, #4}
- (4)
- (5)

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

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

Academic Expectation 1.5: Students communicate ideas by **quantifying** with whole, rational, real, and/or complex numbers.

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

Students will predict and confirm:  
How many pennies in a quart of pennies?  
How many nickels in a quart of nickels?  
How many dimes in a quart of dimes?  
Which quart holds the greatest amount of money?

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

- (1) The student will purchase quart Ball jars using next dollar strategy.
- (2) The student will count sets of ten coins with a peer to determine the number of coins in one jar.
- (3) Using a template and one to one correspondence, the student will create sets of ten coins.
- (4) With the assistance of a peer, the student will use a calculator to determine the value of a set of nickels or dimes.
- (5) The student will visual examine two sets of coins that obviously differ in quantity and point to the set that has more coins.

(6)

(7)

(8)

(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 manipulate coins, match coins and stack them. [TARGETED SKILLS: motor skills, functional academic skills] {COACH: COMMUNICATION #7; SELECTED ACADEMICS #42, #44, #45, #46}
- (2) The student will verbally identify any coin when shown the coin and asked to identify it by a peer. / TARGETED SKILLS: functional academic skill] {COACH: SELECVTED ACADEMICS #44}
- (3) When counting coins, the student will stay on task for 20 minutes with no more than five verbal prompts. [TARGETED SKILL: behavior skills, critical vocational activity] {COACH: SCHOOL #67}

(4)

(5)

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

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

Academic Expectation 1.5: Students communicate ideas by **quantifying** with whole, rational, real, and/or complex numbers.

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

Students will predict how many step different individuals will take from the classroom door to the library. They will formulate and test theories whether male or female, shoe size, or participation in athletics make a difference. They will gather data, construct a data display, and document findings.

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

- (1) When walkers arrive at library desk, the student will write the walkers shoe size and number of steps along side the walker's name.
- (2) Given two shoe sizes, the student will determine which is larger using a vertical numeral sequence chart.
- (3) The student will count his own steps from the classroom door to the library with the assistance of a peer.
- (4) With a peer, the student will create descriptive bar graphs of data.
- (5) The student will walk ten steps, stop, and make a tally mark on his clipboard data sheet.

(6)

(7)

(8)

(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) Using his preprogrammed electronic communication device, the student will ask each student his shoe size, and whether or not he participates in athletics. [TARGETED SKILL: basic communication skills] {COACH: COMMUNICATION #9, #12}
- (2) The student will write each students name on a chart, as spelled by the walker, check appropriate sex, athletics status, and write the shoe size [TARGETED SKILLS: communication skills, functional academic skills] {COACH: COMMUNICATION #7, #12; SELECTED ACADEMICS #42, #44, #46, #49}
- (3) The student will greet each walker, and make an appropriate casual remark about the activity, request information, and say "Thank you." {TARGETED SKILL: basic communication skills] {COACH: COMMUNICATION #3, #6, #12; SOCIALIZATION #13, #14, #15, #18, #19}

(4)

(5)

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

Academic Expectation 1.5: Students communicate ideas by **quantifying** with whole, rational, real, and/or complex numbers.

**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) State name of each numeral 0-20 when pointed to by peer in natural context.
- (2) Count 1-5 objects accurately when allowed to touch object while counting.
- (3) State the total number present when given two sets of objects.
- (4) Accurately use next dollar strategy when purchasing in the community.
- (5) Determine which of two prices is more expensive using a vertical numeral sequence chart..
- (6) Chart performance data using a bar graph..
- (7) Use the sign "more" to request one additional item..
- (8) Write numerals 1-10 given a model.
- (9) States which set has less members when given two sets of objects.
- (10) Correctly dial the number on a touch-tone telephone, given a telephone number on a card.
- (11) Give peer one to three objects upon request
- (12) Place one to ten pennies in a line adjacent to a set of one to ten pennies to demonstrate one to one correspondence.
- (13) Rote count 1 -10.
- (14) Make an action or expression of affirmation in response to the question "Do you want more?"
- (15) Put a set of card with numerals 1 - 20 in sequential order.
- (16)
- (17)
- (18)
- (19)
- (20)

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

SELECTED ACADEMICS: #51 Counts with correspondence; #52 Calculates; #53 Uses clocks; #54 Uses calendar.

\* 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.