

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.7: Students organize information and communicate ideas by visualizing space configurations and movements.

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

Students will draw a proportional floor plan of their home at school. Then, students will go home and with the use of a yardstick or measuring tape draw another proportional floor plan. Students will report to a group of peers how the two drawings differed, what they forgot, and what was the hardest to visualize.

B. Ways Students with Moderate or Severe Disabilities May Demonstrate this Academic Expectation within this Sample Class Activity:

- (1) The student will draw a picture of the front of his house and take a picture of the front of his house
- (2) The student will describe how his visualization/drawing differs from the photograph.
- (3) The student will draw a picture of the floor plan of her bedroom.
- (4) The student will name all the rooms in her house and what is done in that room.
- (5) The student will identify a photograph of her bedroom from a set of children's bedroom photographs.

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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 sit and attend to the presentation of drawings. [TARGETED SKILLS: social skill, behavior skill] {COACH: SOCIALIZATION #13; SCHOOL #66}
- (2) The student will present his drawing in a clear concise manner. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #10, #11}
- (3) The student will trace and color a depiction of the front of his home drawn from the photograph by a peer. [TARGETED SKILLS: social skills, motor skills] {COACH: SOCIALIZATION #19; SELECTED ACADEMICS #41, #42, #44; 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 1.7: Students organize information and communicate ideas by visualizing space configurations and movements.

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

Students will bring a wind-up toy to school and draw the inner mechanism of the toy by envisioning the operating mechanism within the toy. Students may not open, damage, or destroy the toy. just theorize and visualize.

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

- (1) The student will envision and draw her perceptions of the inner workings of the toy.
- (2) The student will observe the toy, put it into a box and then make a drawing of the toy within the box (without looking at the toy again).
- (3) The teacher will put three toys in a box one at a time. Then she will take two out, one at a time. The teacher will then ask the student, "Which toy is left in the box. The student will name the toy left in the box.
- (4) A peer will put individual boxes over three toys sitting upon the table in full view of the student and then ask, "Where is the _____?" The student will point to the appropriate box.
- (5) The teacher will hide a toy somewhere in the classroom but out of view. A peer will ask the student "yes" / "no" questions to locate the hiding place. The student will use communicative gestures to answer "yes" or "no" accurately.
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- (9)
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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 reach and grasp the wind up toy pointed to by a peer who says, "pick up this one." [TARGETED SKILLS: communication skills, motor skills,] {COACH: COMMUNICATION #7// SELECTED ACADEMICS #42, #44}
- (2) The student will hold her head up and visually track the peer walking around the room looking for the toy. [TARGETED SKILLS: motor skills, sensory skills, social skills] {COACH: COMMUNICATION #10; SOCIALIZATION #13; SELECTED AC ADEMICS #41, #42}
- (3) The student will indicated "more" in a symbolic or recognizable nonsymbolic manner in response to question "Do you want to do this again?" [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #1; SOCIALIZATION #13; SELECTED ACADEMICS #41, #44}
- (4)
- (5)

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.7: Students organize information and communicate ideas by visualizing space configurations and movements.

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

Students will research the construction of roller coasters on the Internet and by interviewing representatives of manufacturers. Students will complete a graphic drawing of the roller coaster at a regional amusement park and create a model. Then, students will estimate the length, weight, and speed requirements of the roller coaster. Students will then check to see if the original plans and specifications are available.

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

- (1) With peer support, the student will research the construction of roller coasters on the Internet and at the library.
- (2) The student will assist a peer in taking photographs of the roller coaster.
- (3) The student will make a drawing of his perception of the roller coaster after an on-site visit to observe the roller coaster.
- (4) The student will ask questions of a mechanical/instructional engineer involved in the planning and construction of roller coasters
- (5) The student will assist a peer in constructing a model of the roller coaster from wood or clay, flexible metal wire, etc.
- (6) The student will verbally describe the roller coaster that she observed and photographed.
- (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 dial a telephone given the phone number written on a card so that a peer might set up an interview with a individual involved in roller coaster construction. [TARGETED SKILLS: functional academic skills, motor skills] {COACH: SELECTED ACADEMICS #46, #47; HOME #63; COMMUNITY #80}
- (2) The student will work successfully as a contributing member of a group constructing a model of the roller coaster. [TARGETED SKILLS: social skills, communication skills] {COACH: COMMUNICATION #3, #7, #9; SOCIALIZATION #19, #20, #23; SCHOOL #65}
- (3) When at the amusement park, the student will complete all the steps in a task analyses for purchasing a drink or snacks at a vending machine and or refreshment stand [TARGETED SKILL: critical community skills] {COACH: SOCIALIZATION #19; COMMUNITY #76, #77}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.7: Students organize information and communicate ideas by visualizing space, configurations and movements.

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) Give oral directions from her classroom to the office.
- (2) Draw a picture of her home.
- (3) Respond to her mother's voice, when her mother enters the room and speaks.
- (4) Walk to the girls bathroom down the hall independently.
- (5) Name five objects found in her classroom when she is not in the classroom.
- (6) Uses Picture Communication Symbols (Mayer-Johnson) to denote family members on her communication board.
- (7) Use a picture recipe to make Jell-O salad.
- (8) Complete a vocational task (e.g. clean and make-up motel room, prepare salad, assemble pens, package colored markers in sequence), using a sequence of pictorial cues.
- (9) Draw a sequence of illustrations depicting the steps in the completion of an in school job (e.g., delivering attendance slips, dusting library shelves, sorting silverware).
- (10) Dictate the steps in making a bologna sandwich.
- (11) Write the directions from the classroom to the gym.
- (12) Look in the appropriate direction when asked, "Where is your coat?"
- (13) Demonstrate object permanence (i.e., knows that objects still exist when they are out of sight), for example, cookies still exist after they have been put away in the cabinet.
- (14) Make a choice between three black and white drawings/picture symbols on cards that represent activities and then take the chosen card to the place in the classroom/school where that activity occurs.
- (15) Assist a peer in drawing a scheme for a handicapped accessible playground.
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- (17)
- (18)
- (19)
- (20)

COACH* Activities within this Academic Expectation:

COMMUNICATION #7, Follows instructions #8, Comments/ describes
VOCATIONAL: #89, Follows schedule of work activities.

* 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.