

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.9: Students organize and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variations, unknown quantities, deductive and inductive processes.

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

Students will observe a variety of quilts. Students will create fabric patterns with markers or chalks on construction paper. Students will cut shapes from their "fabrics" and create a series of quilt blocks.

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

- (1) The student will copy the quilt pattern of a peer with precut pieces of "fabric" to be pasted onto a lined template.
- (2) The student will create a repetitive fabric pattern onto a piece of construction paper using rubber stamps and multi-colored stamp pads.
- (3) Given a piece of construction paper with a 1" grid, 1" paper squares in two colors, glue, and a model, the student will create a checker board pattern.
- (4) The student will paste precut construction paper shapes into matching outlines spaces on a piece of paper (i.e., a pseudo- form board).
- (5) The student will create a linear pattern by sequencing three different colored squares in order around the circumference of a large circle.
- (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 use a scissors to cut out shapes on lines drawn with a 1/4" marker [TARGETED SKILLS: communication skills, motor skill] {COACH: SCHOOL # 67; SELECTED ACADEMICS: #42, #44, #45, #46}
- (2) The student will name the colors on the quilt blocks of peers. [TARGETED SKILLS: basic communication skills, functional academic skills] {COACH: COMMUNICATION #10}
- (3) The student will assist peers in cleaning the classroom upon the completion of the quilting task. [TARGETED SKILLS: social skills, critical vocational activity] {COACH: SOCIALIZATION #19, #20; SCHOOL #61, #62; VOCATIONAL #74}
- (4)
- (5)

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

GOAL 1: Use Basic Communication and Mathematics Skills

Academic Expectation 1.9: Students organize and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variations, unknown quantities, deductive and inductive processes.

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

Students will keep a journal of ways that they have used inductive reasoning (i.e., specific cases --> generalization) and deductive reasoning (i.e., general rule --> specific case) in school, at home, and in the community. Students will share their experiences by creating a hall display that makes all students more aware of the daily application of inductive and deductive reasoning.

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

- (1) The student will observe adults and peers and predict what activity comes next based upon classroom routine (e.g., lunch, music class, physical therapy, going home)..
- (2) The student will use a picture schedule to organize this day and predict which activity comes next.
- (3) The student will follow the appropriate class rule in specific school situations.
- (4) The student will state and appropriate safety rules when asked to cross streets in the community.
- (5) Working with a peer or peers, the student will create a journal of examples of his inductive and deductive reasoning.
- (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 appropriately answer the question, "Why did you do that?" in situations when his behavior is obviously rule driven. [TARGETED SKILLS: basic communication skills] {COACH: COMMUNICATION #10, SCHOOL #69}
- (2) The student will graciously accept verbal cues from peers to maintain appropriate and safe behavior in school or on the school campus [TARGETED SKILLS: behavior skills, social skills] {COACH: SOCIALIZATION #19, SCHOOL #69}
- (3) The student will use an adapted keyboard with assistance to copy an entry for his inductive/deductive reasoning journal [TARGETED SKILLS: basic motor skills, functional academic skill] {COACH: SOCIALIZATION #19; SELECTED ACADEMICS #42, #44, #45, #46, #47, #55; 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 1.9: Students organize and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variations, unknown quantities, deductive and inductive processes.

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

Students will explore the dynamics of the placement of groceries, products, and classes of products in major grocery stores. Some groups will observe various grocery stores and attempt to determine the strategies, general rules and rationale for the placement of items in the store. These groups will be using inductive reasoning. Other groups will research the general rules and rationale before going into local grocery stores and deduce (predict) where items will be found in local stores. The groups will analyze the reasoning processes to determine what are the relationships, patterns, variations, and unknown factors to be considered in inductive and deductive reasoning.

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

- (1) The student will work with a peer to observe the placement of items in the grocery store and construct a map of a store.
- (2) The student will find three specific items in four different grocery stores, record where they were found, and determine if there is a pattern to their placements.
- (3) The student will state why he believes a certain item is placed in the checkout lane.
- (4) The student will choose a picture-symbol that categorizes a certain area of the grocery store (e.g., dairy, frozen foods, produce).
- (5) Upon entering a variety of stores in the community, the student will appropriately answer the question, "Is this a grocery store?" using a head nod for "yes" or "no."
- (6)
- (7)
- (8)

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 demonstrate socially acceptable behavior when in the community and in the grocery store. [TARGETED SKILLS: social skills, behavior skills] {COACH: SOCIALIZATION # 17, #18}
- (2) The student will choose a snack item to purchase. [TARGETED SKILLS: basic communication skill] {COACH: COMMUNICATION #2, #7}
- (3) The student will establish eye contact and greet the checkout person when purchasing an item. [TARGETED SKILLS: communication skills, social skills] {COACH: COMMUNICATION #6; SOCIALIZATION #14, #17}
- (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) Find examples of rectangles in the school, nature, or the community.
- (2) Demonstrate that he knows an object still exists when it is out of view.
- (3) Construct a product from a number of parts that must be assembled in order.
- (4) Follow a daily picture schedule.
- (5) Predict which activity comes next in the school day based on experience with his daily schedule, without looking at the schedule.
- (6) Observe the teacher preparing for lunch and demonstrate his awareness that he will soon eat.
- (7) Demonstrate that he expects a response from a favorite toy when he activates the switch.
- (8) Gather his books and move to the next class when the bell rings.
- (9) Assemble a jigsaw puzzle.
- (10) Match and fold pairs of socks.
- (11) Implement a solution to an unforeseen problem occurring on the job.
- (12) Predict where an item might be found in the classroom.
- (13) Follow the sequence of steps to access computer software.
- (14) Demonstrate the use of strategies to improve his score/level on a computer action game.
- (15) Use a mnemonic device to recall an important list of items/facts.
- (16)
- (17)
- (18)
- (19)
- (20)

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

* 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.