

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.10: Students demonstrate understanding of measurement concepts.

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

Students will calculate the perimeter of the school in feet, meters and miles using a variety of measurement strategies.

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 the digital measurement on a surveyor's wheel.
- (2) The student will participate with a small group of peers measuring the perimeter of the building with a measuring tape.
- (3) The student will make calculations when given verbal directions by a peer to convert feet to miles and feet to meters.
- (4) Given wooden rods depicting 1", 1', one yard – the student will state the given length upon request.
- (5) The student will push a surveyor's wheel the length of one face of the school.
- (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 push the appropriate button on a calculator when given a visual model and verbal directions. [TARGETED SKILLS: motor skills, functional academic skills] {COACH: SELECTED ACADEMICS #42, #44, #46, #47}
- (2) The student will hold a measuring tape at the edge of the building with and remain on task for 8 minutes. [TARGETED SKILLS: communication skills, vocational activity] {COACH: SELECTED ACADEMICS #42; VOCATIONAL #82}
- (3) The student will follow the two step directions given by peers. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #7}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.10: Students demonstrate understanding of measurement concepts.

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

Outline a map of Kentucky on the football field with the distance from eastern most point to western most point 100 yards. Calculate distances between Frankfort and their community in inches. Calculate the distance from Paducah to Pikeville in inches/feet.

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

- (1) The student will cut a piece of surveyor's plastic tape to 3 foot lengths.
- (2) The student will assist a small group of peers in creating a yard square grid on the football field.
- (3) The student will point to the outline of Kentucky from a set of outlines of surrounding states – Tennessee, West Virginia, Ohio, Illinois and Missouri.
- (4) The student will participate with a group translating outlines on the smaller map and to the larger football field grid.
- (5) Given two lengths of tape from 1 foot to 10 yards, the student will state which is longer or which tape is shorter.
- (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 follow verbal directions to make calculation re: the grid size needed for the overlay to transpose the map to the meter grid on the field using a handheld calculator. [TARGETED SKILLS: communication skills, motor skills, functional academic skills] {COACH: COMMUNICATION #7; SOCIALIZATION #19; SELECTED ACADEMICS #46, #47}
- (2) The student will approach a peer and request assistance in reading and writing the length of a measurement. [TARGETED SKILLS: communication skills, social skills, functional academic skills] {COACH: COMMUNICATION #3, #9; SOCIALIZATION #14, #19}
- (3) The student will count 1-12 while pointing to the appropriate numerals on a ruler. [TARGETED SKILLS: functional academic skills] {COACH: SELECTED ACADEMICS #51}
- (4)
- (5)

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

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.10 Students demonstrate understanding of measurement concepts.

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

Students will plan an 18-hole miniature of the Community Park and determine the cost of construction and materials and write a community recreation grant to build the course. A small group of students assigned to each whole.

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

- (1) The student and peer will go to the lumberyard and price lumber of different dimensions.
- (2) The student and peer prepare a report and display re: The price per foot and segment dimensions of various plastic and wooden edging materials.
- (3) The student will measure the total area and dimensions of green outdoor carpeting needed for their hole.
- (4) The student will measure, mark and cut pieces of plastic wood, and paper to assist with the construction of a model of his groups of miniature golf hole.
- (5) The student will use a ruler and protractor to create a 30°, 60°, 90° triangle with a base of 3'.
- (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) Given the opportunity and a series of options the student will choose the colors for various characters needed as obstacles on the golf hole. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #2, #7}
- (2) The student will choose between three picture symbols on his communication board to provide encouraging statements for peers working on the model of the golf hole. [TARGETED SKILLS: communication skills; social skills; functional academic skills] {COACH: COMMUNICATION #2, #7, #9; SOCIALIZATION #14; SELECTED ACADEMICS #46, #47}
- (3) Will play an 18 hole round of miniature golf with a group of nondisabled classmates. [TARGETED SKILLS: communication skills, social skills, critical recreation/leisure activity] {COACH: COMMUNICATION #2, #7, #8, #9; SOCIALIZATION #13, #1 Student demonstrate understanding of measurement concepts.4, #15, #17, #19, #20; LEISURE/RECREATION #40}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

GOAL 2: Apply Core Concepts and Principles

Academic Expectation 2.10: Students demonstrate understanding of measurement concepts.

A. 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) Given two objects with significantly different weights but similar sizes – will answer the questions “which one is heavy?”
- (2) Will order 5 straws in ascending order by length.
- (3) Pour a fixed amount of colored fluid between three different containers.
- (4) The student will count the hash marks between the goal line and the 10-yard line on the football field.
- (5) The student will point to the 12 (the o'clock) on a clock face.
- (6) The student will push the appropriate button on her watch to cause the watch to state the time.
- (7) The student will fill (3) one-cup measuring cups – one with water, one with flour and one with shortening.
- (8) The student will walk 1 mile with a small group of peers.
- (9) The student will use a jig to measure and cut pieces of red licorice string into 20 lengths of 8” per string.
- (10) Using a balance scale the student will balance softball with a set of cooking beans.
- (11) The student will count sets of 1 – 10 pennies.
- (12) The student will use a 10-ft. piece of rope to measure the distance from home plate to the right field fence on the baseball field.
- (13) The student will mark a rope with plastic tape at 12” intervals with plastic tape to measure each student’s effort on a baseball throw.
- (14) The student will use the next dollar strategy to purchase items at the grocery store.
- (15) Given written directions the student will draw lines at different lengths in inches.
- (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.

* 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.