

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.2: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.

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

Using the eye, magnifying glass, and microscope, find reoccurring shapes and patterns in nature and develop a way to classify the patterns. Students will create posters sharing the patterns, shapes, and structures that they found.

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

- (1) The student will identify circles found in nature.
- (2) Using a "yes" / "no" communication system, the student will verbally answer question regarding the size, color, and size of items found in nature.
- (3) The student will make drawing of forms and structures of as seen within a of different leaves as seen under the microscope.
- (4) The student and a peer will create a bulletin board describing the microscopic structures of different leaves.
- (5) Students with and without disabilities will study the differences between the patterns on woolly caterpillars and describe the patterns and structures
- (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 walk on uneven terrain in the park carrying a bag holding the items collected with the support of a peer holding one hand. [TARGETED SKILLS: motor skills] [COACH: ]
- (2) The student will point in the direction he wants to go, when asked "Where should we go next?" by his companion. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #1, #2, #9}
- (3) The student will bring a item to a peer, ask the question "What is this?" and wait for the answer. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #10, SOCIALIZATION #13}
- (4)
- (5)

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.2: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.

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

Observe cloud patterns over one month. Construct a classification system. Identify patterns and how they relate to temperature, rain, barometric pressure, and wind.

**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 rainfall gauge daily and record data on a student constructed chart.
- (2) The student will locate the weather chart in the daily newspaper (based upon consistent patterns), cut it out, and paste it in the weather log.
- (3) The student will observe the sky and draw a picture that denotes colors, clouds, and sunlight.
- (4) The student will use cotton balls and chalk to construct models of different categories (patterns) of skies.
- (5) The student will construct a wind sock, hang it outdoors, observe it daily, and record the effect of the wind on the windsock daily.
- (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:**

D.

- (1) The student will purchase a newspaper daily for the class. [TARGETED SKILLS: critical community activity] {COACH: COMMUNITY #69}
- (2) Using an ETRAN board the student will use eye-gaze to make a choice between a set of picture communication symbols to identify if the weather is "hot," "warm," or "cold." [TARGETED SKILLS: communication skills; motor skills] {COACH: COMMUNICATION #2, #9}
- (3) The student will push the BIG MAC switch and play the recording of the day's cloud formation that was recorded by a peer. [TARGETED SKILLS: communication skills, motor skills] {COACH: COMMUNICATION #8}
- (4)
- (5)

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

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.2: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.

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

Review the newspaper employment adds in this community over the last five years, identify patterns: interrelationships between jobs, the economy, and/or natural phenomenon: and trends. Students will then predict the employment scene / job market for each of the next 3 months. They will then test their predictions.

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

- (1) The student will find the employment section in the newspaper based upon matching patterns and words.
- (2) The student will classify newspapers into categories based upon month and year.
- (3) The student will make tally marks as directed by a peer to count the number of ads in each category.
- (4) Using the newspaper weather reports; the student will construct a chart with a peer that records the number of days each month that it was: (a) below freezing, (b) snowing, and (c) raining.
- (5) The student and a peer will list the Dow Jones Index for each day of the month and create a graph.
- (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 operate a copy machine with the assistance of a peer to make copies of employment adds from old newspapers at the newspaper office. [TARGETED SKILLS: critical vocational activity] {COACH: VOCATIONAL #75, #81}
- (2) The student will correctly read the complete date on the newspaper to a peer, [TARGETED SKILLS: functional academic skill] {COACH: APPLIED ACADEMICS #39, #40}
- (3) The student will greet the librarian in an appropriate volume when entering the library. [TARGETED SKILLS: communication skills] {COACH: COMMUNICATION #6; SOCIALIZATION #13}
- (4)
- (5)

**MORE IDEAS AND EXAMPLES:**

**GOAL 2: Apply Core Concepts and Principles**

Academic Expectation 2.2: Students identify, compare, and contrast patterns and use patterns to understand and interpret past and present events and predict future events.

**General Demonstrators of this Academic Expectation which May Appropriate for Individuals with DIVERSE EDUCATIONAL ABILITIES AND INSTRUCTIONAL NEEDS and Might be Adapted to a Variety of Age-Appropriate Activities:**

The student will:

- (1) Use an object symbol shelf (calendar box) to predict the next activity in his daily schedule.
- (2) State if two objects are the same
- (3) Sort silverware from the dishwasher in the cafeteria into appropriate containers.
- (4) Follow a model to set four places at a lunch table with silverware, napkin, plate, cup, and salad bowl.
- (5) Construct a glass beaded bracelet with peers following a preset pattern.
- (6) State the category of grocery items and find the item in the appropriate aisle/section of the store.
- (7) State what activity comes next, given a familiar picture schedule with an entry missing.
- (8) Match socks by two attributes (i.e., color, length, size).
- (9) Write numerals 1-100 on a 10 x 10 numeral chart.
- (10) State if two words are the "same" or "different," given two words beginning with the same letter.
- (11) Independently walk to the appropriate location in the classroom and initiate the defined task, when given a consistent communicative touch to the body that denotes a specific, familiar routine. (student with deafblindness)
- (12) Correctly answer the question, "Is (student name) a boy?"
- (13) Make the choice if he chooses to eat a food when the food is presented on a spoon within his visual field prior to taking it to his mouth.
- (14) Answer the question, "Do you think it will rain?" after having the opportunity to go outdoors and observe the sky.
- (15) Follow a the sequence of behaviors set forth in a pictorial social story reviewed with the student prior to going to the cafeteria for lunch.
- (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. 2<sup>nd</sup> Edition. Paul H. Brookes: Baltimore.