

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

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.7: Students demonstrate understanding of number concepts.

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

Student will measure three cups of 10 different grocery ingredients (i.e., rice, beans, oatmeal, flour, salt) and place appropriate quantity of the ingredient in a freezer bag. Small groups will estimate the weight of each bag, measure the accurate weights in ounces/pounds and grams, and develop a chart of the weights in ascending order.

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

- (1) The student will accurately measure three cups of a staple.
- (2) The student will assist peers in the preparation of the chart of ingredients by typing labels with the weight of each bag from a model.
- (3) Given verbal directions by a peer, the student will weigh a bag and read the weight of the bag from the digital display on the scale.
- (4) The student will put individual metric weights on the second pan to balance a bag of grocery ingredients.
- (5) Given two bags with a significant difference in weight the student will indicate which bag weighs more ("Which bag is heavier?")
- (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 attend to and participate in the small group activity of preparing and weighing the bags. [TARGETED SKILLS: social skills, behavior skills] {COACH: SOCIALIZATION #14; SCHOOL, #60}
- (2) The student will purchase the ingredient at the local grocery store with peers as part of community based instruction. [TARGETED SKILLS: critical community activity, communication skills, functional academic skills, social skills] {COACH: COMMUNICATION: #2, #3, #6, #7, #9, #10; SOCIALIZATION #12, #13, #16, #17, #17, #18, #21; SELECTED ACADEMICS #39, #50; COMMUNITY #69}
- (3) The student will read the digital scale and press the correct numeral on a verbal output communication system to state the weight of a given bag. [TARGETED SKILLS: functional academic skills, communication skills] {COACH: COMMUNICATION #2, #7, #9; SELECTED ACADEMICS #39}
- (4)
- (5)

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

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.7: Students demonstrate understanding of number concepts.

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

Small groups of students will create a board game for primary students that addresses the following skills:

- (a) numeral recognition 1-12
- (b) moving a marker 1-12 spaces accurately
- (c) grouping sets of objects

Determine that the game is consistently played to completion in an average of 20 to 30 minutes.

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

- (1) The student will accurately move a marker 1 - 12 spaces.
- (2) The student will count sets of five objects by touching each object as he counts orally
- (3) The student will use a ruler to divide a 12" line into 1" segments.
- (4) Given a numeral one to three and no verbal or gestural cues, the student will move a game piece the proper number of spaces.
- (5) Upon verbal request, "Give me one marker," the student will give the student one marker and stop.
- (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 marker to assist in the coloring of the gameboard. [TARGETED SKILLS: communication skills, fine motor skill, critical recreation/leisure activity. vocational skill] {COACH: COMMUNICATION #2, #7, #18, #19, #22; SCHOOL #62, VOCATIONAL #74}
- (2) The student will appropriately participate in the playing of the game and appropriately take his turn for up to 30 minutes. [TARGETED SKILLS: communication skills, social skills, functional academic skills, recreation/leisure activity] {COACH: COMMUNICATION #2, #7; SOCIALIZATION #23; LEISURE/RECREATION #38 SELECTED ACADEMICS #39, #45, #60}
- (3) The student will use a scissors to cut construction paper shapes by cutting within 1/2" of a 1/4" line drawn with a felt marker. [TARGETED SKILLS: motor skills, communication skills, behavior skills] {COACH: COMMUNICATION #7, SOCIALIZATION #18, #19; SCHOOL #62}
- (4)
- (5)

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

Goal 2: Apply Core Concepts and Principles

Academic Expectation 2.7: Students demonstrate understanding of number concepts.

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

Calculate the amount of paint needed to create a specific geometric or linear display throughout the hallways of the school. Complete the project and document the accuracy of the 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 assist a peer in using a meter stick to measure and outline sections of the graphic design onto the walls with masking tape.
- (2) The student will count out and inventory sets of work supplies used to paint the hallways (paint brushes, cans of paint).
- (3) The student will record the daily paint and brush inventory.
- (4) The student will find the denotation of the quantity of paint on the label of the paint can.
- (5) The student will use empty quart and gallon paint cans to determine how many quart in a gallon.
- (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 clean water-based from paint brushes with the assistance of a peer. [TARGETED SKILLS: communication skills, social skills, critical vocational skill] {COACH: COMMUNICATION: #2, #3, #7; SOCIALIZATION #18, #19, #21; SCHOOL #62; VOCATIONAL. #75, #78, #79, #80, #81}
- (2) The student will activate different keys on a preprogrammed communication device to provide encouragement and complements to peers working on the painting project. [TARGETED SKILLS: communication skill, social skill] {COACH: COMMUNICATION #6, #8; SOCIALIZATION #13}
- (3) With the assistance of a peer, the student will stir paint with a paint stick. [TARGETED SKILLS: communication skills, social skills, behavior skills, critical vocational activity] {COACH: COMMUNICATION #2, #3, #7; SOCIALIZATION #18, #19, #21; SCHOOL #62; VOCATIONAL #75}
- (4)
- (5)

MORE IDEAS AND EXAMPLES:

Goal 2: Apply Core Concepts and Principles

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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) Count from 1 through 10 orally.
- (2) Roll two dice and move the appropriate number of squares on a game board.
- (3) Identify numerals on signs in the community when they are pointed to by a nondisabled peer.
- (4) Manipulate the hour hand to a teacher designate hour, using a rotary clock.
- (5) Read the time on a digital clock.
- (6) Keep score for a baseball game with a peer by placing the correct numerals in the correct innings on the scoreboard.
- (7) Accurately measure $\frac{1}{4}$ cup, $\frac{1}{2}$ cup, $\frac{3}{4}$ cup, 1 cup and 2 cups of rice
- (8) Write his telephone number.
- (9) State today's date, yesterday's date and tomorrow's date, using a monthly calendar.
- (10) Select the appropriate time and power on a microwave, following the directions on the package.
- (11) Will accurately count one to five objects without touching them and state the correct answer verbally.
- (12) Accurately count a set of one to ten objects by touching and/or moving each object and then pointing to the correct numeral on a communication board.
- (13) Correctly raise one or two fingers when given sets of one and two objects.
- (14) Give one straw to each student in preparation for lunch.
- (15) Give the teacher the correct number of object when the teacher requests a set of one to five objects.
- (16)
- (17)
- (18)
- (19)
- (20)

If you are using COACH-2*, the following Activities might fall within this Academic Expectation:

SELECTED ACADEMICS: #45, Counts with correspondence; #46, Computes numbers; #47, Uses clock; #48, Uses calendar; #49, Uses measurement tools; #50 Uses money; #51, Uses telephone.

* 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.