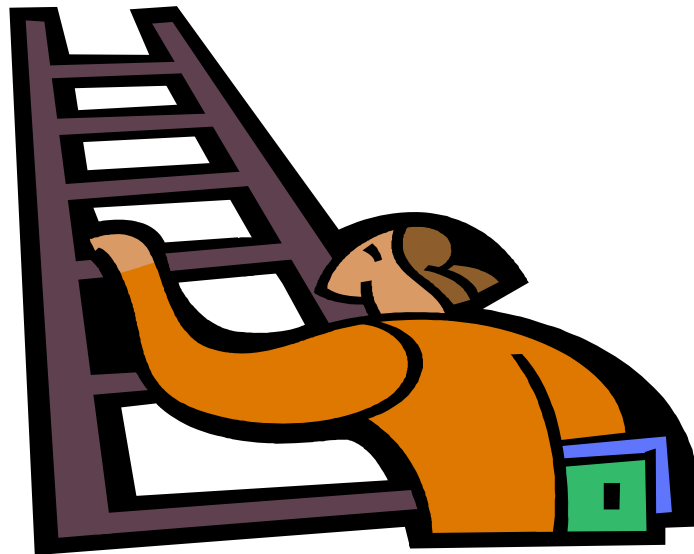


Extending Our Students' Reach



Academic Applications for Community Based Instruction

INTRODUCTION

**These materials have been developed for the teacher,
to be used as models that will, hopefully, spark
creativity in planning lessons to teach Extended
Standards in the community setting.**

**Developed by
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**With appreciation to
Vocational Services for Students
with Disabilities Department Staff
and
Leah Eskine. Coordinator**

1st and 2nd Grade

Ideas for Academic Activities Related to Community Based Instruction

<u>Activity</u>	<u>Possible Academics</u>
Use money to make snack purchases on school campus and/or vending	GLEs related to Math/Money Skills
Deliver messages to and from office, and school staff (errands, reminders, suggestions, random acts of kindness)	Following directions, reading, social skills, communication
Street crossing and/or walking on campus (hallways, play-grounds)	Directional words, following directions, safety, reading survival signs
Purchasing at neighborhood businesses (convenient stores, snowball stands)	Money skills, following directions, social skills, communication, reading, safety
Visiting school library	Reading, alphabetizing, categorizing, geometric figure, number skills, choices, pre-career topics, geography skills
Simulations: Post Offices, library, grocery	All of the above skills that apply to the chosen setting
Learning about self	Personal data (name, address, phone number, health and hygiene
Chart weather conditions	Data collection, graphing, probability
Gardening	Plant parts, science GLE skills

English/Language Arts

3-4	5-6	7-8
ES 1/1 Negation (un)	ES 1//1 Identify word meanings (homophone)	ES 1/1 Affixes (re-, -er)
ES 17/14 Identify main idea Sequencing events - (Begin, End)	ES 12/11 Sequencing events -(Middle,) Main Idea Making Predictions -(Last, Next)	ES 9/9 Sequencing Summarizing Main Idea Predicting Outcomes
ES 52/50 Daily Schedule	ES 48/48 Daily Schedule Calendar	ES 46/46 Daily Schedule Calendar
ES 27/26 Informal letters Lists	ES 25/24 Informal Letters Lists Evaluation of media	ES 22/22 Informal Letter Lists Evaluation of media Interpretation of text Applications
ES 38/35 Following Simple Directions	ES 34/33 Following Multi-Step Direct.	ES 30/30 Follow instruct./Carry out simple procedure/Routines
ES 42/37 Using Listening Skills	ES 38/37 Active Listening Strategies	ES 38/38 Partici. in Group Discuss NOT ASSESSED
ES 21/19 Skimming and scanning text	ES 17/16 Skimming and scanning Cause and Effect	ES 14/14 Skimming and scanning Cause and Effect Hypothesis (If...then)
ES 22/20 Write a composition -central idea -logical order -sequential order	ES 18/17 Write a composition -central idea -organizational patterns -elaboration	ES 15/15 Write a composition -central idea -organizational patterns -elaboration -overall structure

Subject: ELA

Grade Level: 3 – 4 (-un)

Extended Standard: ES-1/1

Determine the meaning of base/root words with affixes that indicate negation and plurals.

Lesson:

The teacher will present a vocabulary list of root words using the “un” affix.

Key Vocabulary: Base/Root Words

able	buckle	divide	load	safe	wash
afraid	button	do	lock	tangle	wrap
available	clean	fasten	paid	tie	zip

Activities:

Classroom Application:

Given picture or word definitions, the student will match the correct word to the correct meaning.

Community Application:

Given a choice of words or pictures in the community with or without the affix –un, the student will indicate the correct word. (e.g. door opened or unopened, locked or unlocked)

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Visual aides including picture words
1 set of index cards containing root words
1 set of index cards containing affixes

Resources:

LA Extended Standards Handbook
LA Comprehensive Curriculum Guide
Dictionary

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 3-4 (s, -es)

Extended Standard: ES-1/1

Determine the meaning of base/root words with affixes that indicate negation and plurals.

Lesson:

The teacher will present a vocabulary list of root words using the affixes –s and -es to teach plurals.

Key Vocabulary: Base/Root Words

activities	carts	copiers	magazines	signs	videos
books	chairs	counters	returns	stacks	
borrow	computers	doors	shelves	tables	

Activities:

Classroom Application:

Given a choice of words using the affix -s or -es, the student will complete the sentence.

Community Application:

Given an incomplete sentence and a choice of words or pictures with or without the affix -s and –es, the student will indicate the correct word to complete the sentence.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Visual aids including picture words

Sentence strips

1 set of index cards containing the plurals containing –s and –es.

Resources:

LA Extended Standards Handbook

LA Comprehensive Curriculum Guide

Boardmaker Software

Dictionary

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 3-4

Extended Standard: ES 17/14

Demonstrate understanding of information in text including:

Identify the main idea

Sequencing events

Lesson:

The teacher will present the concept of main idea.

Key Vocabulary:

beginning

end

exit

letter

main

buy

enter

idea

mail

stamp

Activities:

Classroom Application:

Given a "fill in the blank" story, the student will complete the sentences using cue cards and identify the main idea of the story.

Community Application:

Given a completed story about a post office activity, the student will demonstrate the main idea (visiting the post office, buying the stamp, and mailing the card/letter).

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Picture/word sequence list

Cue cards: name of community place, name of individual student, "ride" or "walk" card.

Digital camera or flip camera

Resources:

Software to develop picture sequence steps (ie: picture planner or boardmaker)

www.flatstanley.com - see ideas for taking flat Stanley in community and using digital photos to document teaching.

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

On _____ the class will _____
(day or date) (ride or walk)

to the _____. When _____
(i.e. post office) (student's name)

arrives, _____ will enter the _____ and buy a
(her/she) (i.e. post office)

_____. _____ will mail the
(name of item) (student's name)

letter. Then, _____ will exit the _____.
(student's name) (i.e. post office)

ES 17/14

Sequence of Events

1. Enter
2. Get in line
3. Ask for stamp
4. Buy stamp
5. Put stamp on letter
6. Mail letter

Subject: ELA Grade Level: 3-4 (begin, end, main idea)

Extended Standard: ES 17/14

Demonstrate understanding of information in text including:

Identify the main idea

Sequencing events

Lesson:

The teacher will present the concept of beginning and end of the text using a sequential list.

Key Vocabulary:

beginning

end

exit

letter

main

buy

enter

idea

mail

stamp

Activities:

Classroom Application:

Given a "fill in the blank" story, the student will complete the sentences using cue cards and identify the beginning and end of the story.

Community Application:

Given a completed sequence list, (e.g. for mailing a letter or card) the student will follow the steps from the beginning to the end.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Picture/word sequence list

Cue cards: name of community place, name of individual student, "ride" or "walk" card.

Digital camera or flip camera

Resources:

Software to develop picture sequence steps (ie: picture planner or boardmaker)

www.flatstanley.com - see ideas for taking flat Stanley in community and using digital photos to document teaching.

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 5-6

Extended Standard: ES 12/11

Demonstrate understanding of information in text including:

Identify the main idea

Sequencing events

Making Predictions

Lesson:

The teacher will present the concept of prediction.

Key Vocabulary: NEW VOCABULARY: next and last

guess

last

next

predict

Activities:

Classroom Application:

Given a story, the student will answer questions related to next and last.

Community Application:

Given a sequence list to follow and question cues from the teacher, the student will indicate which step comes next and last (e.g. a trip to the P.O., library, or store)

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Picture/word sequence list

The completed story

Digital camera or flip camera

Resources:

Software to develop picture sequence steps (ie: Picture Planner or Boardmaker)

www.flatstanley.com - see ideas for taking Flat Stanley in community and using digital photos to document teaching.

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Today, _____ went to the post office. He got in
(student name)

line. (Let's guess what happens next?) He asked to buy a stamp.

He put a stamp on the letter. (Let's predict what happens last?)

He mailed the letter.

Subject: ELA

Grade Level: 5-6

Extended Standard: ES 12/11

Demonstrate understanding of information in text including:

Identify the main idea

Sequencing events

Making Predictions

Lesson:

The teacher will present the concept of the middle of the text using a completed sequence list.

Key Vocabulary: NEW VOCABULARY: middle and purpose

beginning

end

exit

letter

main

buy

enter

idea

mail

stamp

Activities:

Classroom Application:

Given a "fill in the blank" story, the student will complete the sentences using cue cards and identify the middle of the story.

Community Application:

Given a sequence list developed from the story about the community, and participation in a discussion of the purpose, the student will identify the "middle" section of the activity.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Picture/word sequence list

Cue cards: name of community place, name of individual student, "ride" or "walk" card.

Digital camera or flip camera

Resources:

Software to develop picture sequence steps (ie: Picture Planner or Boardmaker)

www.flatstanley.com - see ideas for taking flat Stanley in community and using digital photos to document teaching.

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 7-8

Extended Standard: ES 9/9

Demonstrate understanding of information in grade appropriate texts including:

Sequencing events

Summarizing

Identifying the main idea

Predicting the outcome

Lesson:

The teacher will present the concept of summarizing.

Key Vocabulary:

summarizing

Activities:

Classroom Application:

Given examples from the teacher, the student will listen to examples of summarizing a topic.

Community Application:

Given picture cards representing various community activities, the student will choose picture representing the activity being taught.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Picture/words representing the community activity

Digital camera or flip camera

Resources:

Software to develop picture (ie: **Picture Planner** or **Boardmaker**)

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 3-4

Extended Standard: ES 52/50

Locate information, including:

Daily Schedule

Lesson:

The teacher will present the concept of a daily schedule including examples.

Key Vocabulary:

Daily

Locate

Next

Schedule

Activities:

Classroom Application:

Given a daily schedule from the teacher, the student will utilize information using their individualized daily schedule.

Community Application:

Given their individualized community schedule, the student will follow the steps as indicated on their schedule.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Samples of schedules

Digital camera or flip camera

Picture Planner and/or Boardmaker software

Resources:

Software to develop pictures (ie: Picture Planner or Boardmaker)

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 5-6

Extended Standard: ES 48/48

Locate information, including:

Daily Schedule

Calendar

Lesson:

The teacher will teach the purpose of a calendar in various forms.

Key Vocabulary:

Calendar

Activities:

Classroom Application:

Given a calendar, the student will identify, locate and/or respond to questions regarding information on calendars.

Community Application:

Given community dates, the student will identify and/or enter information on their individual calendar regarding various community activities.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Samples of calendars

Digital camera or flip camera

Picture Planner and/or Boardmaker software

Resources:

Software to develop pictures (ie: Picture Planner or Boardmaker)

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 7-8

Extended Standard: ES 46/46

Locate information, including:

Daily Schedule

Calendar

Lesson:

The teacher will teach the purpose of a calendar in various forms.

Key Vocabulary: Calendar

Daily

Monthly

Yearly

Weather

Activities:

Classroom Application:

Given a calendar, the student will identify, locate and/or respond to questions regarding information on calendars.

Community Application:

Given a calendar, the student will utilize information from the calendar to plan community activities (e.g. planning for a holiday party, birthdays, other special events)

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Samples of calendars (e.g. daily, mthly, yrly, weather)

Digital camera or flip camera

Picture Planner and/or Boardmaker Software

Resources:

Software to develop pictures (ie: picture planner or boardmaker)

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 3 - 4

Extended Standard: ES-27/26

Write for various purposes including:

- Informal letters
- lists

LESSON:

Teach how to compose an informal letter

Key Vocabulary: Base/Root Words

body	closing	date	dear	greeting
heading	letter	salutation	sincerely	

Activities:

Classroom Application:

Using the completed checklist the student will write a summary of the community experience in an informal letter format. The student may use an individualized template.

Community Application:

Given a checklist to use during a community activity, the student will use it to help them write a summary of their community experience.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

- sample informal letter templates (from web & teacher made).
- copy of internet lesson plan(as an example lesson).
- copy of example checklist

Resources:

www.learnnc.org/p/pages/2971 (free site)
www.inspiration.com (Kidspiration) (commercial site)
www.abcteach.com/writing/FLinfo.htm
<http://pbskids.org/arthur/games/lettersto>

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Letter Writing Checklist

(Date) _____

Dear _____

This week I went to

_____ the post office

_____ library

_____ the grocery store

_____ the hardware store

_____ the nursery

_____ the pet store

_____ the restaurant _____

_____ retail store _____

I went with

_____ teacher, _____

_____ classmates, _____

I learned about

_____ buying _____

_____ plants

_____ animals

_____ mailing a letter

_____ making a choice

_____ tools

_____ **Sincerely,** (closing)

_____ **Yours truly,**

(Signature)

(Date) _____

Dear _____,

This week I went to

_____.

I went with _____

_____.

I learned about _____

_____.

_____.

(Closing)

(Signature)

Subject: ELA

Grade Level: 5-6

Extended Standard: ES-25/24

Write for various purposes including:

- Informal letters
- Lists
- Evaluation of media

LESSON: The teacher will explain and give examples (using a variety of real world items) of how to evaluate media.

Key Vocabulary: EVALUATION

evaluate fact opinion support

Activities:

Classroom Application:

Given a checklist the student will complete an evaluation of a product which includes their opinion.

Community Application:

The student will make a purchase of some type of media to evaluate (i.e. a magazine, video or music CD).

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Evaluation Form (teacher made)

Resources:

www.inspiration.com (Kidspiration) (commercial site)

www.curriculumsupport.education.nsw.gov.au/secondary/technology

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Student's Name _____

Media Evaluation

Name of Product: _____

_____ Magazine

_____ Newspaper

_____ Music CD

_____ Video

Opinion:

_____ I liked it.

_____ I did not like it.

I liked it because:

_____ I liked the topic.

_____ It was funny.

_____ It was colorful.

_____ It was easy for me.

_____ I liked the pictures.

_____ Other (Tell why)

I did not like it because:

_____ It was sad.

_____ It was stupid.

_____ It was hard.

_____ It did not have pics.

_____ It was boring.

_____ Other (Tell why)

Subject: ELA

Grade Level: 7-8

Extended Standard: ES-22/22

Write for various purposes including:

- **Informal letters**
- **Lists**
- **Evaluation of media**
- **Text-supported interpretations of stories, poems, plays, and novels**
- **applications**

LESSON: The teacher will explain and give examples (using a variety of real world items) how to fill out an application.

Key Vocabulary: Application

address	card	female	male	phone	registration
birth	ethnic	form	name	reference	social security

Activities:

Classroom Application:

Given a application form the student will complete the form with appropriate information

Community Application:

The student will obtain a form from a community site and bring back to school for activity.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Voter registration, military registration card, change of address, a store rewards card and or magazine subscription card.

Resources:

Google applications

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 3-4

Extended Standard: ES-38/35

Follow Simple Directions:

1. **Follow a one-word command (e.g., stop, go)**
2. **Follow a one-step direction in fam. context (e.g., Put on your coat.)**
3. **Follow a two-step direction in familiar context**

LESSON: The teacher will give one word commands, or 1-2 step directions.

Key Vocabulary:

come go left listen look right stop walk wait

Activities:

Classroom Application:

Given a one word command or 1-2 step direction, the student will demonstrate understanding by carrying out the instruction.

Community Application:

Given a one word command or 1-2 step direction in the community, the student will demonstrate understanding by carrying out the instruction.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Boardmaker software

Digital pictures

Flip Camera

Resources:

www.dotolearn.com

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 5-6

Extended Standard: ES-34/33

Follow Multi-Step Directions:

1. **Follow a familiar two-step direction**
2. **Follow an unfamiliar two-step**
3. **Follow a three step direction**

LESSON: The teacher will choose an activity which requires a student to follow a two or three step direction.

Key Vocabulary:

Vocabulary related to activity chosen

Activities:

Classroom Application:

Give 2 or 3 step activity, the student will perform the steps as instructed by the teacher. (e.g. a food preparation activity)

Community Application:

Using a list, student will purchase the necessary items to perform the multi-step activity.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Boardmaker software

Digital pictures

Flip Camera

List of items to purchase

Sequenced Steps

Resources:

Picture Directions by Pat Crissey (Attainment Company)

Look 'n Cook Microwave by Ellen Sudol (Attainment Company)

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 7-8

Extended Standard: ES-30/30

Follow instructions and carry out simple procedures/routines

1. Follow a familiar simple proced./routine (e.g. 3 step recipe)

2. Follow instructions for an unfamiliar simple procedure/routine

3. Follow a familiar 4 step procedure/routine

LESSON: The teacher will teach 3 and 4 step procedures and routines.

Key Vocabulary:

clear microwave mitts pie pot power remove
safety start time

Activities:

Classroom Application:

Given a 3-4 step procedure with pictures for warming a pot pie, the student will follow the steps for hearing the pot pie.

Community Application:

Using a list and 3-4 step shopping routine, student will purchase a pot pie.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Boardmaker software

Digital pictures

Flip Camera

Resources:

Look 'n Cook Microwave by Ellen Sudol (Attainment Company)

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: ELA

Grade Level: 3-4

Extended Standard: ES-42/37

Use Listening Strategies

1. **Respond to a "Yes" or "no" question**
2. **Respond with a one-word answer**
3. **Respond with 1 or 2 words to a question**

LESSON:

The teacher will ask the students individual questions to which they will answer "yes" or "no", respond with a one-word other than "yes" or "no", or respond with two or more words.

Key Vocabulary:

answer

hear

listen

no

yes

Activities:

Classroom Application:

Given a question about a specific sound, the student will listen and respond appropriately.

Community Application:

Given a question about a specific sound in the community, the student will listen and respond appropriately.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Tape recorder to tape various sounds or voices

A variety of items which produce sound (aluminum foil, crunchy foods, birds singing, dogs barking, thunder, rain)

Resources:

www.articlesforeducators.com (listening activities)

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

MATHEMATICS

3-4	5-6	7-8
Number and Number Relations		
<p>ES 1/1: Read and Write place value in word and standard form</p> <ul style="list-style-type: none"> -count objects to a given no. -identify nos. to a place value -read and/or write to a place value 	<p>ES 2/4: Recognize fractions</p> <ul style="list-style-type: none"> -I.D. the no. of parts -match fractions w/ real life models (1/2 apple = 1/2 circle) -I.D. fraction assoc. with a given model 	<p>ES 1/4: Recognize nos. (whole nos., fractions, decimals)</p> <ul style="list-style-type: none"> -identify nos., fraction, or decimal -identify fractions w/ a given model -identify decimals within daily living
<p>ES 2/2: Read, write, compare, and order whole nos.</p> <ul style="list-style-type: none"> -equal means “the same as” -identify a set of objects with “more” -order using “less than”, “more than”, “most” and/or “least” 	<p>ES 4/6: Compare and order nos. or fractions</p> <ul style="list-style-type: none"> -equal means “the same as” -identify a set of objects with “more” -order using “less than”, “more than”, “most” and/or “least” 	<p>ES 2/1: Compare and order nos. (whole nos., fractions, decimals)</p> <ul style="list-style-type: none"> -equal means “the same as” -identify a set of objects with “more” -order using “less than”, “more than”, “most” and/or “least”
<p>ES 8/14: Add and sub. real life situations</p> <ul style="list-style-type: none"> -count to solve simple problems -identify simple addition and subtraction concepts in daily living -solve real world addition or subtraction problems. 	<p>ES 8/9: Add and sub. numbers</p> <ul style="list-style-type: none"> -count to solve simple problems -identify simple addition & subtraction concepts in real life -solve real world addition or subtraction problems 	<p>ES 3/5: Identify and solve simple computation problems</p> <ul style="list-style-type: none"> -count -add and sub. - identify a multiplication problem
<p>ES 10/12: Identify and use concepts of money</p> <ul style="list-style-type: none"> -identify the exchange of money to make a purchase -sort and/or identify coins & dollars -calculate the amount of money for a purchase 	<p>ES 9/10: Use basic estimation strategies</p> <ul style="list-style-type: none"> -identify a set of objects with “more” -use next dollar strategies to make a purchase -determine if a given no. is enough or not 	No related ES
No related ES	<p>ES 5/7: Read, write, and use decimals</p> <ul style="list-style-type: none"> -sort and/or identify coins and dollars 	No related ES

3-4	5-6	7-8
Measurement		
<p>ES 19/20: Measure lengths of objects</p> <ul style="list-style-type: none"> -select same length objects -distinguish long vs. short -measure objects by length 	<p>ES 15/20: Apply measurement in real life situation using the U.S. system</p> <p>Using daily activities</p> <ul style="list-style-type: none"> -select objects of similar size -match models of measure 	<p>No related ES</p>
<p>ES 25/22: Select and use appropriate standard unit of measure and measurement tools</p> <ul style="list-style-type: none"> -identify basic measurement tools -use for an activity -select appropriate measurement units and/or tools 	<p>No related ES</p>	<p>No related ES</p>
<p>ES 24/23: Tell Time</p> <ul style="list-style-type: none"> -associate activities with times of day -use a clock to match time with activities -tell time 	<p>No related ES</p>	<p>No related ES</p>
<p>No related ES</p>	<p>ES 19/21: Compare and order sizes of items in real life situations</p> <ul style="list-style-type: none"> -sort using more/less long/short heavy/light... -sort by: weight temperature and/or time -order at least 3 items by: weight capacity length temperature or time 	<p>ES 21/21: Compare and order sizes of items in real life situations</p> <ul style="list-style-type: none"> -sort using more/less long/short heavy/light... -sort by: weight temp. and/or time -order at least 3 items by: weight capacity length temperature or time

3-4	5-6	7-8
Geometry		
<p>ES 32/30: Recognize and apply positional concepts</p> <ul style="list-style-type: none"> -identify simple directional concepts (up,down) -follow simple spatial directions (left, right up, down) -recognize and apply positional concepts (front, behind) 	<p>No related ES</p>	<p>ES 25/25: Identify a simple transformation (i.e. turn) and apply positional concepts</p> <ul style="list-style-type: none"> -following a simple spatial direction -recognize and apply positional concepts -identify a model of a turn
<p>ES 29/29: Construct and identify simple geometric shapes and classify according to properties</p> <ul style="list-style-type: none"> -identify a two dimensional shape -sort two dimensional shapes -construct simple two dimensional shapes 	<p>ES 24/24: Identify simple geometric shapes and classify according to properties of shapes</p> <ul style="list-style-type: none"> -identify 2 dimensional or 3 dimensional shapes -sort 2 dimensional shapes with common or different attributes -sort according to dimension 	<p>No related ES</p>
<p>No related ES</p>	<p>ES 27/28: Use and read a map/grid</p> <ul style="list-style-type: none"> -identify/recognize location on a map or floor plan -select model of a route from one specific point to another -find the horizontal or vertical length of a path between 2 2 points on a grid 	<p>ES 29/33: Use and read a map/grid</p> <ul style="list-style-type: none"> -identify/recognize location on a map or floor plan -select model of a route from one specific point to another -find the horizontal or vertical length of a path between 2 2 points on a grid

MATHEMATICS

3-4	5-6	7-8
Algebra		
<p>ES 18/15: Model situations using pictures, objects, or letters</p> <ul style="list-style-type: none"> -show a pattern -sequence a routine -use visual representation of a problem 	<p>ES 13/15: Model situations using pictures, objects, or letters</p> <ul style="list-style-type: none"> -sequence a routine -match and use a visual represent./ object to a problem or a situation 	<p>ES 14/10 Model situations using pictures, objects, or letters</p> <ul style="list-style-type: none"> -identify a picture seq. that completes a task -match visual representations to a situation -use a visual representation to model a problem or a situation
Data Analysis, Probability, and Discrete Math:		
<p>No related ES</p>	<p>ES 28/30: Organize and interpret data in tables, charts, or graphs</p> <ul style="list-style-type: none"> -make chart with pictures or symbols -interpret tables, charts, and/or graphs for daily activities -organize and display data using tables, charts and/or graphs 	<p>ES 31/36:: Organize and interpret data in tables, charts, or graphs</p> <ul style="list-style-type: none"> -use tables, charts and/or graphs to locate info. -compare data in tables, charts, or graphs -create a chart using pictures or symbols
<p>ES 44/40: Identify events and make predictions about outcomes</p> <ul style="list-style-type: none"> -identify the next event in a routine -identify events as possible/impossible or likely/unlikely -make predictions about outcomes of daily events 	<p>No related ES</p>	<p>ES 37/44: Identify events and make predictions about outcomes</p> <ul style="list-style-type: none"> -identify the next event in a routine -identify events as possible/impossible or likely/unlikely -make predictions about outcomes of daily events
Patterns, Relations, and Functions		
<p>ES 47/43: Identify and Extend Patterns in Real Life Situations</p> <ul style="list-style-type: none"> -match, identify, extend a simple pattern 	<p>ES 33/37: Fill in missing elements and extend the pattern</p> <ul style="list-style-type: none"> -identify, extend, & find the missing elements in a pattern 	<p>ES 39/46: Analyze and extend a pattern</p> <ul style="list-style-type: none"> -extend and find the missing elements in a pattern -reproduce the pattern

Subject: Number & Number Relations Grade Level: 3-4

Extended Standard: ES 1/1:

Read and write place value in word and standard forms.

Lesson:

The teacher will teach counting objects, identifying numbers, reading and/or writing to a specific place value using a money chart.

Key Vocabulary:

ones	fives	tens	pennies
nickels	dimes	quarters	dollars
cents	decimal	cost	price

Activities:

Classroom Application:

Using the below listed materials, the student will respond to teacher made questions and counting and/or place value.

Community Application:

Given a money chart, the student will refer to and/or use it to respond to teacher made questions while in a community setting.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Post it notes

File folder as a money chart (see example attached)

Resources:

Teaching Math to People with Down Syndrome and Other Hands-on Learners by DeAnna Horstmeier, Ph.D.

www.mathfactcafe.com

www.superdids.com/aweb/tool/math

www.funbrain.com

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject:

Grade Level: 5-6

Extended Standard: ES-2/4

Recognize fractions

Lesson:

The teacher will review whole numbers. The teacher will present the concept of fractions as being part of a whole.

Key Vocabulary:

whole part divide one-half one-fourth

Activities:

Classroom Application:

Given a food item which can be cut, the student will identify the number of parts.

Community Application:

The student will purchase a food item which can be cut.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Picture list of items which can be purchased.

Resources:

LA Extended Standards Handbook
LA Comprehensive Curriculum Guide

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject:

Grade Level: 7-8

Extended Standard: ES-1/4
Recognize numbers

Lesson:

The teacher will present the concept of fractions as decimals, all being part of a whole.

Key Vocabulary:

whole part one-half (.50) one-fourth (.25) decimal

Activities:

Classroom Application:

Given a price on a calculator, the student will identify the decimal.

Community Application:

Following a community shopping activity, the student will total the receipts from all students and identify the decimal in the total amount and/or each item.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Picture list of items which can be purchased.
Receipts

Resources:

LA Extended Standards Handbook
LA Comprehensive Curriculum Guide
Sales advertisements from the newspaper
Life Skills Academics Math by Ellen McPeck Glisan

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: Math/Numbers /Compare

Grade Level: 3-4

Extended Standard: ES 2/2

Read, write, compare, and order whole numbers

Lesson:

The teacher will present a snack food which can be divided into portions (e.g., cookies, pretzels, M & M's) along with questions targeting the concepts of the vocabulary below.

Key Vocabulary:

less than more most least equal same as

Activities:

Classroom Application:

Given a serving of the snack items, the student will answer and/or demonstrate to show understanding of the above concepts (vocabulary).

Community Application:

Given a variety of examples comparing size and or amounts, the student will indicate which items represent less than, more, most, least, equal, same as.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Food items

Resources:

Teaching Math to People with Down Syndrome and Other Hands- On Learners by DeAnna Horstmeier Ph.D.

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: Measure./Standard Units & Tools Grade Level: 3-4

Extended Standard: ES 25/22

Select and use appropriate standard unit of measure and measurement tools

Lesson:

The teacher will introduce various measurement tools, standard units and their usage (rulers, yard sticks, tape measure, scale for weighing items).

Key Vocabulary:

measure	ruler	inch(es)	feet	yard stick	weigh
ounces	pounds	cups	pints	quarts	gallons

Activities:

Classroom Application:

Given a manipulative, the student will choose the correct tool to measure or weigh the manipulative.

Community Application:

Given a community site, the student will explore and/or purchase a measurement tool.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

A variety of measurement tools.

Resources:

Building Life Skill Portfolios by Lynn Henderson and Patricia Winram

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: Math/Tell Time

Grade Level: 3-4

Extended Standard: ES 24/23

Tell time

Lesson:

The teacher will review the concept of time and numbers. The teacher will introduce a digital clock and/or watch.

Key Vocabulary:

clock watch digital hour one-half hour minute

Activities:

Classroom Application:

Given a digital clock and pictures of various routine activities, the student will match the activity to the correct time.

Community Application:

Given the use of a digital watch and a schedule, the student will indicate the time to begin the next activity.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

digital clocks/watches
pictures of routine activities
pictures of written times

Resources:

Building Life Skill Portfolio by Lynn Henderson and Patricia Winram
www.time-for-time.com

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: Math/Geometry/Dimensions Grade Level: 3-4

Extended Standard: ES 29/29

Construct and identify simple geometric shapes and classify according to properties

Lesson:

The teacher will introduce the concept of two dimensional shapes

Key Vocabulary:

One two dimensional shapes

Activities:

Classroom Application:

Given two shapes, the student will identify the common attributes (e.g. one small circle and one large circle).

Community Application:

Given a picture shape, the student will find a matching item of the same shape at a community site.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Pictures of two dimensional shapes [balls,globes, cubes, triangles w/dimensions, cylinders (can goods)]

Resources:

**www.instructorweb.com
<http://images.rbs.org>**

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: Math/Maps & Grids

Grade Level: 3-4

Extended Standard: ES 27/28

Use and read a map/grid

Lesson:

The teacher will introduce the concept of places in the community as found on a map.

Key Vocabulary:

map	directions	right	left	north
south	east	west		

Activities:

Classroom Application:

The student will use a map of the classroom to indicate the location of various places as directed by the teacher.

Community Application:

Given a map printed from Google, the student will indicate the location of various streets, landmarks, and or aisles, etc.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

a compass rose

a map of the classroom, school, neighborhood, and/or community setting

Resources:

Please google Teaching Math Skills for an additional reference.

www.enchantedlearning.com

www.yourchildlearns.com

<http://teacherlink.ed.usu.edu/>

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: Math/Algebra Grade Level: 3-4

Extended Standard: ES 18/15

Model situations using pictures, objects, or letters

Lesson:

The teacher will model simple algebraic equations to solve real life problems using pictures.

Key Vocabulary:

algebra addition subtraction solve total represent equation

Activities:

Classroom Application:

Given an algebraic equation represented by pictures, the student will solve the equation. (e.g. two pizzas showing eight slices per pizza, how many people will it serve if each person had one slice?) $8 + 8 = \underline{a}$

Community Application:

Given an algebraic equation, the student will solve the equation, and make a purchase based on the answer. (See attached example)

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Various algebraic equations to solve using real life examples.

Resources:

Life Skills Academics Math by Glisan

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

ALGEBRAIC EQUATION

- 1) There are 16 students in a class. Each student wants one slice of pizza. The teacher has only one pizza which has 8 slices. How many more pizzas does she need to buy so that the remaining 8 students can have a slice of pizza?

Solve for a.

$$16 = 8 + \underline{a}$$

- 2) Mary had 2 skirts and 3 blouses. John had 1 jacket and 4 shirts. What was the total amount of clothes Mary and John had?

Solve for x

$$(2 + 3) + (1 + 4) = \underline{x}$$

Subject: Math/Data Analysis/Probability, and Discrete Math Grade: 5-6

Extended Standard: ES- 28/30

Organize and interpret data in tables, charts, or graphs

Lesson:

The teacher will present the concept of taking data.

Key Vocabulary:

graph calendar birthday data months of the year

Activities:

Classroom Application:

Given a chart, the student will collect data based on which months his classmates and teachers were born.

Community Application:

The student will use the data that he collected in the classroom to determine if anyone was born in the current month. If so, he will buy a birthday card for that student.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

**calendar
chart
pencils**

Resources:

<http://nces.ed.gov/nceskids/index.asp>

Teaching Math to People with Down Syndrome and Other Hands-On Learners by DeAnna Hortsmeier, Ph.D.

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.

Subject: Math/Maps & Grids

Grade Level: 5-6

Extended Standard: ES 33/37 Patterns, Relations, and Function

Fill in missing elements and extend the pattern

Lesson:

The teacher will present the concept of a pattern (repeats itself).

Key Vocabulary:

Element pattern repeat nature environment

Activities:

Classroom Application:

Given a partially completed pattern of alternating shapes or colors, the student will identify, complete, or find the missing element of the pattern.

Community Application:

When taken into the community and given a focal point, the student will identify patterns in the natural environment.

Complexity Levels:

1. (demonstrates **little understanding**)
2. (demonstrates **rudimentary understanding**)
3. (demonstrates **partial understanding**)

Materials:

Shapes (e,g, circles and squares)
Colors (crayons, construction paper)

Resources:

<http://discoveryeducation.com>
-DE Streaming Plus

Assessment:

Teacher Made Checklist containing Complexity Levels as indicated above.