

Link to Framework	Example or Classroom Activities	Materials	Example of IEP goals
<p>Science and Technology <i>Inquiry and Experimentation</i></p> <p>1. Explore, examine, and describe objects and materials in terms of their properties, characteristics, capabilities, similarities and differences.</p> <p><i>Living Things and Their Environment</i></p> <p>15. Engage in learning related to senses</p> <p>Physics and Chemistry <i>Physical Science</i></p> <p>18. Use all the senses to manipulate, observe and explore properties and capabilities of familiar and unfamiliar objects. (Size, shape, color, weight, texture)</p> <p>19. Explore properties of liquids, solids, and gases.</p> <p>20. Explore ways that objects move.</p> <p>Physical Growth and Development <i>Sensory Development</i></p> <p>17. Stimulate the inner ear’s vestibular sense.</p> <p>18. Build sensory motor integration.</p> <p>19. Participate in activities that develop eye hand coordination, visual perception and visual tracking, and visual motor skills</p> <p>20. Participate in activities that train the eye to move from left to right.</p>	<p>1. a. Using paints; mixing colors, pouring liquids, blow painting, vertical and horizontal painting, sponge painting, cotton ball painting, etc. b. Using sensory table by exploring, measuring, and sorting. c. Exploring the touchy feely box; identifying different sizes shapes and objects.</p> <p>15. Nature walks and observations, comparing different textures, manipulating and comparing objects, listening to stories about the senses, discussing sensory vocabulary with rhymes and songs.</p> <p>18. Sorting, grouping and classifying objects, observing differences in mediums such as using various tools for painting, cooking using comparative vocabulary (i.e. large/small, heavy/light)</p> <p>19. Experimenting with materials such as water, sand, and clay.</p> <p>20. Activities involving body movements and creative dance.</p> <p>17. Gross motor activities such as dance, Simon Says, parachute games, skip and hop games, creative movement, scooter boards, swinging, see-saw, obstacle courses, etc.</p> <p>18. Textured art activities, touchy feely box, sensory table, gross motor activities</p> <p>19. Tracing, building, cutting, bilateral games, drawing, lacing, coloring, stringing.</p> <p>20. Tracing, connecting a pattern, following a simple maze, tracking large print.</p>	<p>1. Paints with texture, sponges, cotton balls, sand, water, rice, bird seed, kernels, measuring tools, touchy feely box, shaving cream, fabric, play dough, spray bottles, tweezers, tongs, eye droppers, bubbles, blocks, rocks, shells, dog bones, smelly jar, goop, etc....</p> <p>15. Multi-sensory materials</p> <p>18. Water, sand, clay</p> <p>20. Music</p> <p>17. Parachute, scooter boards, swings, playground and motor equipment</p> <p>18. Sensory table materials, gross motor materials, etc.</p> <p>19. Stencils, pegboard, wooden beads, plastic attaching beads, wooden block designs, puzzles, geometrical box with shapes, barrel of monkeys, musical instruments, mazes, lacing cards.</p> <p>20. Chalkboard, chalk, crayons, mazes, magnetic boards, white boards, etc.</p>	<p>1. Given the expectation, the student will touch 3 out of 5 sensory materials 2X a week Given the sensory table, the student will dictate 4 out of 5 characteristics of the material given visual supports 3X week. Given a set of listening jars, the student identify loud and quiet in 3 out of 5 trials.</p> <p>15. On a nature walk, the student will verbalize 3 observations with verbal prompting and illustrate their observations 2X week with adult assistance. Given a book with texture, the student will verbally identify 5 out of 7 textures with 80% accuracy.</p> <p>18. Given a sensory activity, the student will sort soft and rough objects 7 out of 10 objects independently 3X week.</p> <p>19. Given instruction, the student will state 2 differences between ice and water in a large group setting.</p> <p>20. Given the opportunity, the student will blow 5 out of 10 cotton balls using a straw across the table.</p> <p>17. Given instruction and a small group the student will participate in Simon Says once a week.</p> <p>18. Given the opportunity, the student will complete a textured art activity for 10 minutes with assistance.</p> <p>19. Given a variety of puzzles, the student will complete an 8-10 piece puzzle 3X a week with 80% accuracy.</p> <p>20. Given a book, the student will track print from left to right of a 10 page story with decreasing levels of assistance 75% of the time.</p>