

Date

Subtheme

Start Time: Choose a start time.

End Time: Choose an end time.

Curriculum Area:

*Conceptual Knowledge-
Numeracy*

**Conceptual Knowledge-
Numeracy**

Materials:

- Differentiated sequencing materials
- Cordless vacuum

Objective(s):

1. Students will identify what comes first, next, last, etc., in order to complete a job-training opportunity.
2. Students will follow a schedule to determine how many steps are needed to complete a job-training opportunity.
3. Students will identify vocabulary that corresponds to community-based job training opportunities.

Introduction:

- Teacher will begin by asking student the name of the new job site they have been attending (e.g. Holocaust Museum) and their job while there.
- Teacher will ask students their job while there. If student says they vacuum, move forward but if they list another job, have students brainstorm other possible jobs until vacuuming is mentioned.
- Have teacher ask different adults in the room the last time they vacuumed at their house.
- "Even if vacuuming isn't one of your jobs at work, it is still an important skill for being able to live alone. What happens if you don't vacuum regularly?"
- Tell students that today we are going to practice talk about all the different steps to vacuuming and make sure we are doing them in the correct order.

Body:

- Brainstorm with students the different steps to vacuuming.
- *have a cordless vacuum handy to model the steps for students
 - **FIRST** step is to find the vacuum. **Where** is it kept? **Who** should we ask to help us get it?
 - **After** we get the vacuum, what do we do? Cordless vacuum → check that it is charged. If it isn't charged, we can't vacuum.
 - **Next**, we need to look for dirt and vacuum it up.
 - **Then**, we need to empty the dirt so the next person who uses it doesn't have to.
 - **Finally**, we should return it to where we found it and plug it in so that it is charged for the next person.
- Once teacher has walked through the steps with students, pass out paper for students to practice sequencing the different steps.

Closing:

- Give students enough time to complete the paper.
- Why is it important to know the steps to vacuuming?
- What were some of the words we used to tell us the order we need to complete a vacuuming task?

- o first, last, next, then, finally, after, etc.
- We will practice completing vacuuming here at school to practice for home and work.

Accommodations:

Objects
Picture supports
Visual directions
Switch adapted equipment
Leveled prompting
Communication system
Differentiated materials

Multiple Intelligences:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Linguistic | <input checked="" type="checkbox"/> Bodily Kinesthetic | <input checked="" type="checkbox"/> Logical-Mathematical |
| <input checked="" type="checkbox"/> Visual-Spatial | <input type="checkbox"/> Musical | <input checked="" type="checkbox"/> Interpersonal |
| <input checked="" type="checkbox"/> Intrapersonal | <input type="checkbox"/> Naturalist | |

(<http://www.corestandards.org/read-the-standards/>) :
CCSS.MATH.CONTENT.HSA.REI.A.1

LCCE Competencies (Link to LCCE Competencies):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

Sequencing vacuuming steps.



First, _____.

Next, _____.

Then, _____.

After, _____.

Finally, _____.

Word Bank

empty the vacuum

get the vacuum

check that it is charged

vacuum dust and dirt

put away and charge the vacuum

Sequencing vacuuming steps.



First,

Next,

Then,

After,

Last,



get vacuum



check that it's charge



vacuum dirt/dust

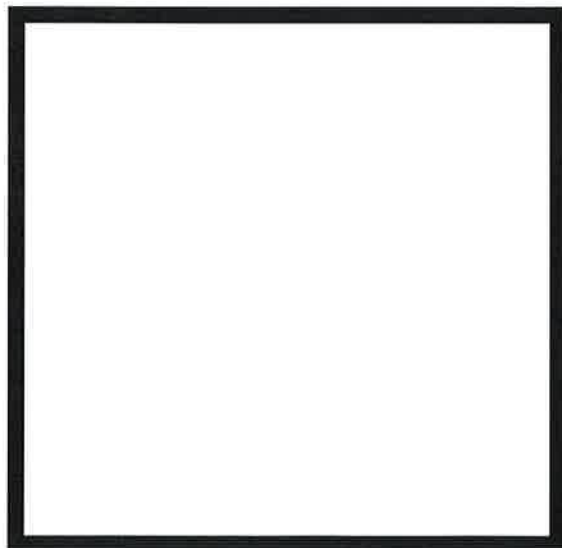
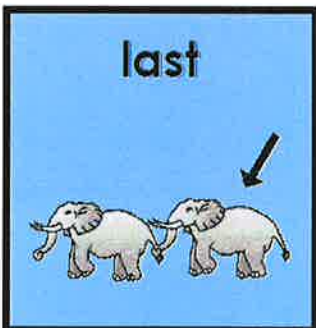
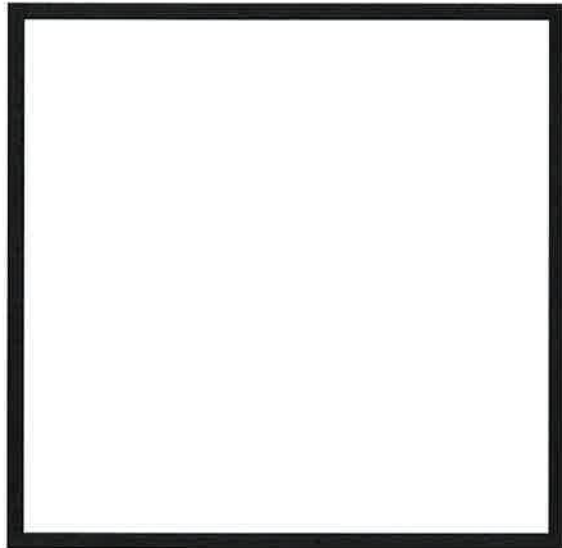
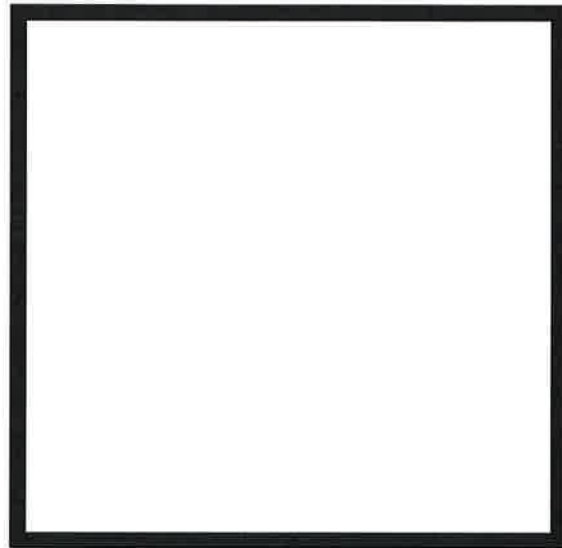


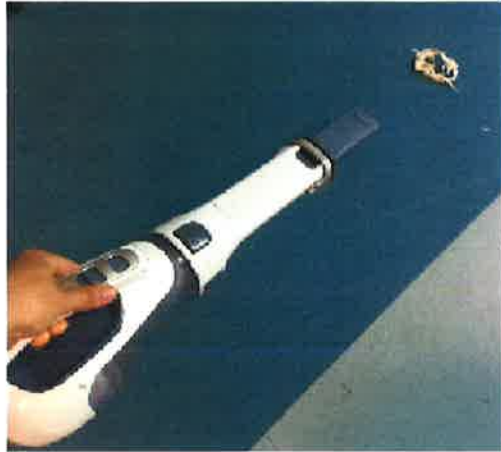
empty vacuum



**put away and
charge**

Vacuuming





vacuum



empty



charge