You will be teaching a mathematics lesson on measurement to a student with exceptional needs. Using your knowledge of students with exceptional needs, prepare a response in which you:

- *Briefly describe the student you will be teaching (e.g., age/grade level/developmental level, exceptionality, strengths/needs).*
- *Describe **one** important concept or skill related to measurement you would include in this lesson.*
- *Describe **two** instructional activities and **two** instructional resources, including any applicable technological resources, you would use to teach this concept or skill.*
- *Explain how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.*

The student I will be teaching is a 7 year old first grader. She is identified with an Other Health Impairment. She has low cognitive abilities, receives occupational therapy to address motor delay, and speech therapy to address articulation delays, expressive and receptive language delays. She also has diagnosed ADHD. Strengths for this student is that she is well behaved and easy to work with, she aims to please. Needs are repeated instructed due to her language delays, working memory, and lack of focus. The student has also missed numerous days of school, so with loss of instruction combined with attendance issues, it's difficult for her to retain information that is taught to her.

One important skill related to measurement to include in my lesson with the student would be to compare two objects with a measurable attribute in common. I would also like for her to determine which object has "more of/or less than" to the attribute and the difference.

One instructional activity that I would use would be first by implementing an exploration activity. I would choose a writing tool such as a marker and allow the student to choose any other writing tool in the classroom that is different from the one I chose. Being we are still learning to count by ones and the student is familiar with a penny, I would use pennies as an instructional resource. We would each use pennies to determine the length of our writing tool chosen. The student would then determine which writing tool is longer by how many pennies we used to measure the writing tools. If it took more pennies to measure my marker than her crayon, the student would have a visual model to help her determine that the marker was longer than the crayon she chose. She could also tell me that her crayon was shorter. The instructional resources used in this activity would be concrete materials such as the marker and the crayon. I also used coins for our counters.

Another instructional activity I would choose would be "Guess the Weight". Again, we would find two objects with a measurable attribute in common. In this scenario, I would choose her reading book and her math book. Again, it's important for conceptual learning to use materials that the student is familiar with. The resources I would use would be our classroom balance scale and the two books. On one end of the scale the student would be instructed to place the reading book and on the other end of the scale the student would place the math book. Based on the results of the scale, the student would be able to determine which object is "heavier" or "lighter"

These activities and resources would be effective for the student because it brings in a concrete representation on the skill she needs to learn. Students with disabilities often have a difficult time retaining information when they don't have a "real life" exposure to why this is going to benefit them. Given her difficulty with focus, having a hands-on learning opportunity would be most beneficial for her and she would enjoy it. I would measure her success through informal observations and a running record of notes. I would be able to observe by her use of vocabulary if shes describing if the objects are "heavier/lighter" or "longer/shorter". I would also give her a formative assessment by having her independently categorize a group of objects on a t-chart. She would measure objects with the coins and place them in columns for longer/shorter and she would have another t-chart to determine if the objects were "heavier/ligher".