

## Following Directions

### Task A: Responding to True/False Statements

Read the Quick Facts. Then read the statements. Write “True” if the statement is true and “False” if the statement is false. You might need to look at the Quick Facts again after you read each statement.

#### Quick Facts: Measurement

A pound is equal to 16 ounces or 454 grams.

A small bag of sugar weighs 5 pounds.

Ounces are used to measure:                      liquids (medicine, oil, baby formula)  
    dry goods (sugar, flour, rice)  
    solids (gold, silver, meat)

Other units of liquid measure are:              cup, pint, quart, and gallon

Other units of dry measure are:                  pint, quart, peck, and bushel

- \_\_\_\_\_ 1. Most people can lift a five-pound weight.
- \_\_\_\_\_ 2. Sixteen ounces is equal to a pound.
- \_\_\_\_\_ 3. Only liquids can be measured in ounces.
- \_\_\_\_\_ 4. Gold is measured in ounces.
- \_\_\_\_\_ 5. A bushel is the largest unit of liquid measure.
- \_\_\_\_\_ 6. There are more grams than ounces in a pound.

#### Quick Facts: Muscles

Number of muscles in the body: more than 650

Types of muscles: skeletal, cardiac, smooth

Functions of muscles: skeletal — move bones, cardiac — pump blood,  
    smooth — control internal movements

What muscles do: expand when used, contract when resting

- \_\_\_\_\_ 1. When a muscle is being used, it contracts.
- \_\_\_\_\_ 2. Smooth muscles help food move around in your intestines.
- \_\_\_\_\_ 3. Muscles expand when they’re being used.
- \_\_\_\_\_ 4. The heart is actually a muscle.
- \_\_\_\_\_ 5. Each person has approximately two dozen muscles.
- \_\_\_\_\_ 6. If you raise your hand, you’re using a skeletal muscle.

*I.E.P. Goal: The student will respond to true/false statements based on factual information with 90% or greater accuracy.*

## Following Directions

### Task A: Responding to True/False Statements, *continued*

Read the Quick Facts. Then read the statements. Write “True” if the statement is true and “False” if the statement is false. You might need to look at the Quick Facts again after you read each statement.

#### Quick Facts: Languages

Number of Languages in the world:	over 2,700
Number of Languages in Africa:	over 1,000
Most difficult language to learn:	Basque
People with no written language:	Berbers of North Africa
Number of speakers of each language:	Mandarin Chinese — 885 million Hindustani — 461 million English — 450 million Spanish — 352 million

- \_\_\_\_\_ 1. Mandarin Chinese is spoken by the largest number of people.
- \_\_\_\_\_ 2. There are about 50 different languages in the world.
- \_\_\_\_\_ 3. All languages are written and spoken.
- \_\_\_\_\_ 4. English is spoken by about half as many people as Mandarin Chinese.
- \_\_\_\_\_ 5. Over 1,000 different languages are spoken throughout Africa.
- \_\_\_\_\_ 6. Spanish is not a language that is widely used.

*I.E.P. Goal: The student will respond to true/false statements based on factual information with 90% or greater accuracy.*

## Following Directions

### Task A: Responding to True/False Statements, *continued*

Read the Quick Facts. Then read the statements. Write “True” if the statement is true and “False” if the statement is false. You might need to look at the Quick Facts again after you read each statement.

#### Quick Facts: Differences Between Baseball and Softball

	Baseball	Softball
type of ball	small, hard ball	larger, soft ball
shape of field	diamond	diamond
length of game	9 innings	9 innings
distance from base to base	90 feet	60 feet
number of players	9	10
type of pitch	overhand	underhand

- \_\_\_\_\_ 1. The same type of pitch is used in baseball and softball.
- \_\_\_\_\_ 2. There are more players on a softball team.
- \_\_\_\_\_ 3. Baseball players must run farther to score a run.
- \_\_\_\_\_ 4. Softball is played on a triangular field.
- \_\_\_\_\_ 5. You may play baseball with a softball.
- \_\_\_\_\_ 6. Baseball and softball have the same number of innings and the same type of pitch.

*I.E.P. Goal: The student will respond to true/false statements based on factual information with 90% or greater accuracy.*

## Following Directions

### Task A: Responding to True/False Statements, *continued*

Read the Quick Facts. Then read the statements. Write “True” if the statement is true and “False” if the statement is false. You might need to look at the Quick Facts again after you read each statement.

#### Quick Facts: Longest Rivers in the World

River	Continent	Length in Miles
Nile	Africa	4,160
Amazon	South America	3,900
Ob-Irtysh	Asia	3,460
Yangtze	Asia	3,400
Hwang Ho	Asia	3,000
Congo	Africa	2,918

- \_\_\_\_\_ 1. Three of the world’s longest rivers are in Asia.
- \_\_\_\_\_ 2. The two longest rivers in the world are located in Africa.
- \_\_\_\_\_ 3. None of the six longest rivers in the world is located in the Americas.
- \_\_\_\_\_ 4. The Hwang Ho is the longest river in Asia.
- \_\_\_\_\_ 5. The Amazon is the longest river in North and South America.
- \_\_\_\_\_ 6. The longest river in the world is less than 5,000 feet.

*I.E.P. Goal: The student will respond to true/false statements based on factual information with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 1. **Sorting flower parts**

(materials needed: flowers with petals, leaves, and stems)

Choose a flower.

Pull the leaves and petals off the flower and place them in separate piles.

If you find any seeds, put them in another pile.

Put the stem in a pile by itself.

Tell me the names of each pile.

Go.

#### 2. **Sorting socks**

(materials needed: a pile of matched and mismatched socks)

Line up the socks side-by-side on the table.

Find two socks that match.

Pick up the matching socks and hold two in one hand.

Pick up another pair of matching socks and hold them in your other hand.

Go.

#### 3. **Arranging toothpicks**

(materials needed: a box of toothpicks)

Pick up several toothpicks from the pile.

Without breaking the toothpicks, form your initials.

Make a line above your initials with several more toothpicks.

Count out a group of toothpicks that is the same number as your age.

Go.

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions, *continued*

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 4. Guessing objects inside clay balls

(materials needed: a small clay ball with a small object such as a marble, toy car, ring, etc., hidden inside and a toothpick)

Pick up the toothpick and the clay ball.

Stick the toothpick into the clay ball at different spots about fifteen times. (Don't scrape away the clay with the toothpick.)

Figure out the size and shape of the object inside the clay ball.

State two guesses as to what the object inside the clay ball is.

Go.

#### 5. Making leaf prints

(materials needed: leaves with large veins, tempera paint, white paper, paint brush, pencil)

Select one leaf from the pile.

Turn it over and coat the back with paint.

Press the back of the leaf onto the white paper.

Wait a few seconds and peel the leaf off the paper.

Write the name of the leaf underneath it.

Go.

#### 6. Making a snowflake

(materials needed: white paper, a plate, scissors)

Take one sheet of white paper and trace the outline of the plate on it.

Cut it out.

Fold the circle in half.

Fold the semicircle into thirds to form a pie shape that has six layers.

Cut out small shapes along the edges of the pie shape.

Unfold the paper and count the sides of your snowflake.

Tell me how many sides it has.

Go.

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions, *continued*

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 7. Making a paper cone

(materials needed: compass, white paper, a plate, scissors, glue/tape)

Use the compass to draw a circle on a sheet of white paper.

Use the ruler to draw a pie-shaped piece on the circle that is approximately one-fourth of the circle.

Cut around the outside of the circle.

Cut out the pie-shaped piece from the circle.

Overlap the edges of the remaining part of the circle to form a cone.

Glue or tape the edges together.

Go.

#### 8. Making a Mobius strip

(materials needed: sheets of wrapping paper, scissors, tape, a ruler, a pencil)

Draw several straight lines on the paper the length and width of the ruler.

Cut the paper into strips along the lines you have drawn.

Take one strip and twist it once.

With it still twisted, tape the ends of the strip to make a loop.

Cut the loop in half lengthwise, cutting right over the tape and the twisted part.

Tell me what happened to your loop.

Go.

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*

## Following Directions

### Task B: Following Multi-Step Directions, *continued*

Say to the student, "I'm going to read some directions aloud to you. Listen to the directions. When I say 'go,' follow the directions in the order I have given them." (Note: For some students, you may want to initially give the directions one at a time to practice the task. After the task has been completed, ask the student to name all the steps of the task.)

#### 9. Making an origami animal

(materials needed: white squares of paper, a black and a red crayon)

Fold the paper in half, corner to corner to form a triangle.

Place the triangle on the table with the long edge at the top and the pointed edge at the bottom.

Fold down about one inch of each of the top corners and color the inside of the folded part red.

Draw a black circle in the center of the triangle about the size of a dime.

Draw two black circles above this circle, equal distance apart.

Draw a straight line under the middle circle, about one inch long.

Tell me what animal you have made. (a dog)

Go.

#### 10. Inflating a balloon with carbon dioxide

(materials needed: 1-liter plastic soda bottle, an 18-inch balloon, 1 teaspoon of baking soda, 3 tablespoons of vinegar, a funnel, tape)

Pour the baking soda into the bottle.

Using the funnel, pour the vinegar into the balloon.

Without letting the vinegar spill out, place the end of the balloon over the top of the bottle.

Secure the balloon to the bottle with tape.

Slowly lift up the balloon to allow the vinegar to pour into the bottle.

Wait a few minutes and then tell me what is happening.

Go.

(Note: As the vinegar mixes with the baking soda, carbon dioxide gas is produced, inflating the balloon.)

*I.E.P. Goal: The student will follow four- to seven-step directions for completing simple activities with 90% or greater accuracy.*



## Following Directions

### Task C: Interpreting Written Directions

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Playing Dominoes

Turn all the domino pieces face down so that the spots do not show. Shuffle the pieces by mixing them up. Each player then draws seven pieces. The rest of the pieces are placed in a “draw” pile called the “boneyard.” The first player places any domino down as the “lead.” As other players take their turns, they may add to either end of the domino by matching the number of spots. For example, if the lead domino showed a six and a four, the next player could match either number. If a player does not have a domino that matches either end of the row, he draws from the boneyard. He keeps drawing from the boneyard until he draws a piece that can be played. When a player puts down his last piece, he says “domino.” All of the other players count and add up the spots on all of the dominoes they have left. The player with the lowest score after all the rounds have been played is the winner.

1. Before beginning to play, the dominoes must be \_\_\_\_\_ .
2. Each player should draw \_\_\_\_\_ pieces to begin the game.
3. The leftover pieces are placed in a pile called the \_\_\_\_\_ .
4. The object of the game is to match the \_\_\_\_\_  
\_\_\_\_\_ .
5. If a player can't match the spots on either of the end pieces, he must \_\_\_\_\_  
\_\_\_\_\_ .
6. The winner of each round is the person who \_\_\_\_\_  
\_\_\_\_\_ .
7. When a player puts down his last piece, he says \_\_\_\_\_ .
8. After all the rounds have been played, the winner is the player with the \_\_\_\_\_  
\_\_\_\_\_ .

**Bonus:** Why do you think the draw pile is called the boneyard?  
\_\_\_\_\_ .

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Growing Salt Crystals

Pour one-half cup of water into a tall, narrow glass jar. Add three tablespoons of table salt to the water and stir well. Next, cut a one-half inch wide strip of black construction paper that is about half as tall as the jar. Put the paper strip inside the jar so it stands up against the side of the jar. Be sure the bottom of the paper strip is in the water, near the bottom of the jar. Put the jar in a place where it won't be bumped or moved. Watch the paper in the jar for three or four weeks. You may see lacy crystals growing on the paper after a few days. More crystals will grow as the jar sits for more days.

1. Before beginning the experiment, you will need to find a \_\_\_\_\_ .
2. The first thing you do is measure \_\_\_\_\_ of water into the jar.
3. Then add three tablespoons of \_\_\_\_\_ to the water.
4. A strip of \_\_\_\_\_ should be placed inside the jar.
5. The bottom of the paper should be \_\_\_\_\_ .
6. After several \_\_\_\_\_ , crystals may appear on the black paper.
7. You should observe the crystals growing for \_\_\_\_\_ weeks.
8. The crystals will look like \_\_\_\_\_ .

**Bonus:** The jar should be placed in a spot where it won't be bumped or moved because \_\_\_\_\_ .

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Making a Candy House

Rinse and dry a small milk carton. Then assemble the other supplies you'll need: a small plastic knife, three graham crackers, different types of candy, a paper plate, royal icing (in a squeeze tube). Break the graham crackers in half to form squares. Using the icing as "glue," stick a graham cracker to each of the four sides of the milk carton. Put two crackers on the slanted top of the carton, joining them at the top with icing to form the peak of the roof. Use the candy to make windows, doors, a chimney, and other decorations on the house. Stick the house to the paper plate with icing. Make a path leading up to the house with candy. Let the house dry for several hours.

1. The first thing you do is \_\_\_\_\_ .
2. The number of graham cracker halves you will need for each house is \_\_\_\_\_ .
3. Instead of glue, you will use \_\_\_\_\_ .
4. Doors and windows can be made of \_\_\_\_\_ .
5. The candy house can be attached to a \_\_\_\_\_ .
6. Before attaching the graham crackers, they should be \_\_\_\_\_ .
7. If you ate this house, it would taste \_\_\_\_\_ .
8. The last thing you do is to \_\_\_\_\_ .

**Bonus:** Would you describe this house as edible? Why? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Making Nutty Popcorn

First, pop 10 cups of popcorn and put it in a large bowl. Add 1 cup of peanuts to the popcorn. Measure 1 cup of brown sugar, 1/2 cup of corn syrup, 1 tablespoon of butter, and 1/2 tablespoon of salt into the saucepan. Have an adult turn the stove burner to medium high. Bring all the ingredients to a boil. Stir it for about 3 minutes until the sugar melts. Take the pan off the stove and stir in 1/4 teaspoon of baking soda. Pour the mixture over the nuts and popcorn. Stir it well. Put the popcorn mixture in a large baking pan and bake it in the oven at 350 degrees for 30 minutes. Stir it every 10 minutes. Take it out and let it cool before taking it out of the pan.

1. The main ingredient in this recipe is \_\_\_\_\_ .
2. The recipe calls for equal amounts of \_\_\_\_\_ and \_\_\_\_\_ .
3. While you cook the ingredients on the stove, you should \_\_\_\_\_ it constantly.
4. While the nutty popcorn is baking in the oven you should stir it \_\_\_\_\_  
\_\_\_\_\_ .
5. The baking time for nutty popcorn is \_\_\_\_\_ .
6. The baking soda is added when the pan is \_\_\_\_\_ the stove.
7. The time it takes to make this recipe is about \_\_\_\_\_ .
8. You should let the nutty popcorn cool before taking it out of the pan because \_\_\_\_\_  
\_\_\_\_\_ .

**Bonus:** You will know that the liquid mixture is boiling when \_\_\_\_\_  
\_\_\_\_\_ .

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task C: Interpreting Written Directions, *continued*

Read each set of directions aloud. Then use the information to complete the statements following each set of directions. Try to complete the statements without looking at the directions. If you need to look back, you may.

#### Building a Solar Cooker

First, gather the materials you'll need: a single plate of glass, enough corrugated cardboard to make two boxes and a lid, foil, newspaper, glue, a dark metal tray, string, a black cooking pot, and a stick. Second, glue foil to both sides of the cardboard that will form the smaller, inner box and to one side of the piece of cardboard for the lid. Third, fold the cardboard to make an inner box and a larger outer box. Next, fill the bottom of the outer box with crumpled newspaper. Put the inner box inside it. Stuff more paper between the two boxes. Then put the dark tray in the bottom of the inner box. Next, cut a three-sided flap in the lid and glue the glass inside the lid. Fold up the lid flap and use the stick to prop it open. Put a black cooking pot in the box and put the lid on the box. Face the cooker toward the sun so that the light reflects off the glass onto the cooking pot. Wait until the food is ready.

1. To make a solar cooker, you will use \_\_\_\_\_ found around the home.
2. Corrugated cardboard is needed to make \_\_\_\_\_ and a \_\_\_\_\_ .
3. The black tray goes in the \_\_\_\_\_ box.
4. The newspaper goes \_\_\_\_\_ the two boxes.
5. After stuffing paper in between the boxes, you should \_\_\_\_\_  
\_\_\_\_\_
6. Glue is used to \_\_\_\_\_ .
7. The reflector lid should face the \_\_\_\_\_ .
8. The food is cooked by the \_\_\_\_\_ that is reflected from the sunlight onto the black pot.

**Bonus:** Aluminum foil is used because it \_\_\_\_\_ light. A black cooking pot is used because black \_\_\_\_\_ heat.

*I.E.P. Goal: The student will read instructions aloud and complete statements about the instructions with 90% or greater accuracy.*

## Following Directions

### Task D: Following Directions for Matching Items

Read and follow the directions for each of the matching sections below. The directions change from one section to the next so be sure to read the directions carefully for each new section.

1. Write the letter of the sports equipment that is used for each sport in the blank next to the name of the sport.

Sport		Equipment	
hockey	_____	a. hoop	
football	_____	b. goalpost	
basketball	_____	c. racquet	
handball	_____	d. glove	
tennis	_____	e. bases	
		f. puck	

2. Match the number of the item in Column B with its category in Column A.

Column A	Column B
_____ clothing	1. couch
_____ vehicle	2. yo-yo
_____ tool	3. necklace
_____ jewelry	4. fork
_____ furniture	5. button
_____ toy	6. ivy
_____ utensils	7. bus
_____ plant	8. vest
	9. pliers

*I.E.P. Goal: The student will follow varied directions for completing matching items with 90% or greater accuracy.*

## Following Directions

### Task D: Following Directions for Matching Items, *continued*

Read and follow the directions for each of the matching sections below. The directions change from one section to the next so be sure to read the directions carefully for each new section.

3. Write a word from Column B next to the correct part of speech listed in Column A.

Column A	Column B
_____ adjective	over
_____ noun	wow
_____ preposition	sidewalk
_____ verb	tall
_____ adverb	slowly
	sing

4. Write a word from the left-hand column next to its synonym in the right-hand column.

excited	cool	_____
chilly	brag	_____
lean	lift	_____
boast	chirp	_____
raise	thrilled	_____
peep	tilt	_____

5. Draw a line from the food in the first column to its main ingredient listed in the second column.

ketchup	potatoes
butter	wheat flour
salad	meat
bread	eggs
omelette	tomatoes
chili	lettuce
chips	cream

*I.E.P. Goal: The student will follow varied directions for completing matching items with 90% or greater accuracy.*

## Following Directions

### Task E: Judging Accuracy of Following Directions

Read the directions for each section below. Then look at the answer to each item and decide if the directions have been followed correctly. If they have, write *yes* in the blank. If the directions haven't been followed correctly, write *no*. The first one is done for you.

1. Circle the best answer for each item below.

- no a. What does a pedestrian do? drive walk swim
- \_\_\_\_\_ b. Canada is in \_\_\_\_\_. North America Asia Africa
- \_\_\_\_\_ c. Which month precedes March? ~~April~~ ~~June~~ February
- \_\_\_\_\_ d. The opposite of \_\_\_\_\_ is peak. valley field top
- \_\_\_\_\_ e. A synonym for late is \_\_\_\_\_. absent tardy unclear

2. Write the correct answer in each blank

- \_\_\_\_\_ a. An escalator is a moving staircase.  
elevator escalator equator
- \_\_\_\_\_ b. If you put \_\_\_\_\_ in a balloon, it rises.  
helium oxygen nitrogen
- \_\_\_\_\_ c. In England, people drive on the \_\_\_\_\_ side of the road.  
wrong right left
- \_\_\_\_\_ d. A book begins as a manuscript.  
cursive manuscript word
- \_\_\_\_\_ e. A strict teacher has many \_\_\_\_\_.  
rules ~~students~~ ~~assignments~~

3. Write true or false after each statement.

- \_\_\_\_\_ a. A key is a sharp utensil. false
- \_\_\_\_\_ b. All trees lose their leaves in the fall. false
- \_\_\_\_\_ c. Penguins can't fly. T
- \_\_\_\_\_ d. The wind is an energy source. yes
- \_\_\_\_\_ e. Navy blue is a ~~pastel~~ color. dark

*I.E.P. Goal: The student will judge the accuracy of items that have been completed following written directions with 90% or greater accuracy.*



**Following Directions**

**Task E: Judging Accuracy of Following Directions**, *continued*

Read the directions for each section below. Then look at the answer to each item and decide if the directions have been followed correctly. If they have, write *yes* in the blank. If the directions haven't been followed correctly, write *no*.

4. Cross out the item that doesn't belong in each group.

- |       |                    |           |                     |                 |
|-------|--------------------|-----------|---------------------|-----------------|
| _____ | a. antelope        | bison     | moose               | <u>seal</u>     |
| _____ | b. glue            | tape      | <del>scissors</del> | paste           |
| _____ | <del>c. copy</del> | divide    | multiply            | subtract        |
| _____ | <del>d. corn</del> | bananas   | <del>wheat</del>    | <del>oats</del> |
| _____ | e. secretary       | treasurer | <u>partner</u>      | president       |

5. Circle the two things that go together in each item below.

- |       |                |                   |              |                 |                 |
|-------|----------------|-------------------|--------------|-----------------|-----------------|
| _____ | a. boots       | <del>coffee</del> | saddle       | <del>fork</del> | <del>pump</del> |
| _____ | b. <u>hand</u> | neck              | <u>glove</u> | knee            | sock            |
| _____ | c. horse       | <u>calf</u>       | <u>cow</u>   | lamb            | kid             |
| _____ | d. book        | <u>letter</u>     | nail         | ruler           | <u>envelope</u> |
| _____ | e. bag         | eraser            | brush        | pencil          | coin            |

6. Write the correct word from the word bank next to each definition.

**Word Bank:** gusher

helium

blimp

derrick

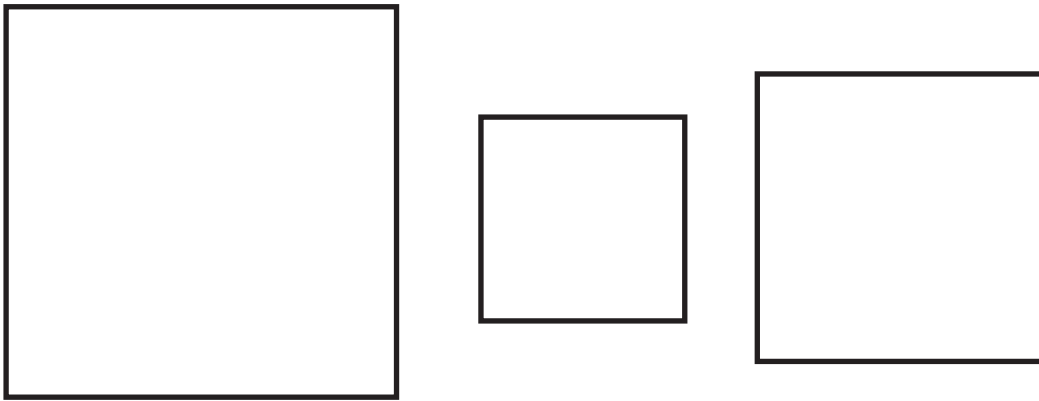
- |       |   |                |
|-------|---|----------------|
| _____ | a. a very light gas that doesn't burn                             | <u>oxygen</u>  |
| _____ | b. a well from which the oil shoots high into the air             | <u>gusher</u>  |
| _____ | c. an airship filled with a light gas                             | _____          |
| _____ | d. a framework that supports machinery used to drill an oil well. | <u>derrick</u> |

*I.E.P. Goal: The student will judge the accuracy of items that have been completed following written directions with 90% or greater accuracy.*

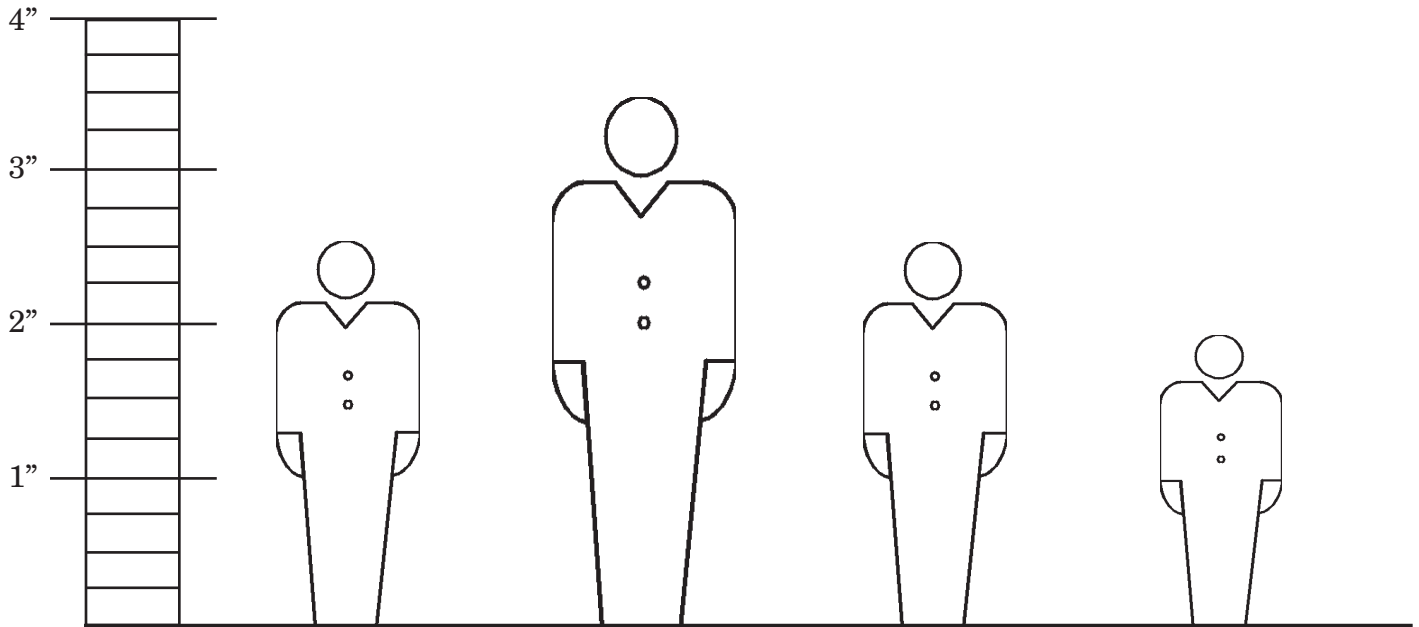
## Following Directions

### Task F: Following Directions with Graphs and Charts

Look at the graph or chart. Then follow the directions.



- Put an X in the largest box.
- Color in the smallest box.
- Draw a circle around the remaining box.
- If one of the boxes is empty, put a check mark in it.
- If none of the boxes is empty now, draw another one.



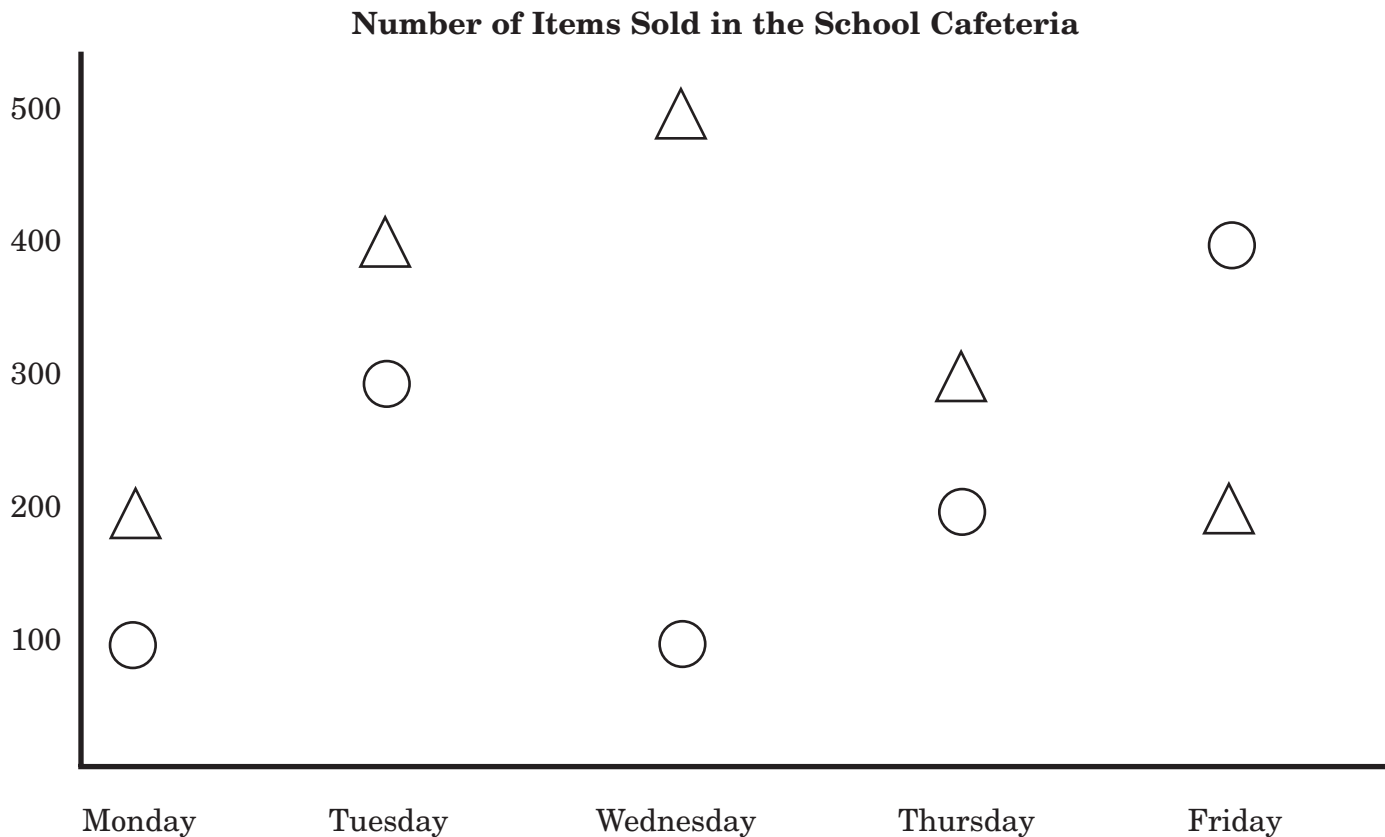
- Color the tallest figure red.
- Color the shortest figure green.
- If two figures are the same size, color them yellow.
- If any figure is taller than 2", draw a hat on it.
- If any figure is shorter than 2", draw an X on it.

*I.E.P. Goal: The student will follow directions using graphs and charts with 90% or greater accuracy.*

## Following Directions

### Task F: Following Directions with Graphs and Charts, *continued*

Look at the chart. Then follow the directions.



Key:      ○ = hamburgers                      △ = pizza slices

- Connect the symbols for hamburger with a green line.
- Connect the symbols for pizza with a red line.
- For each day, color the symbol blue for the item that sold the most.
- Draw a circle around the day on which the greatest number of total items was sold.
- Underline the day on which the least number of total items was sold.

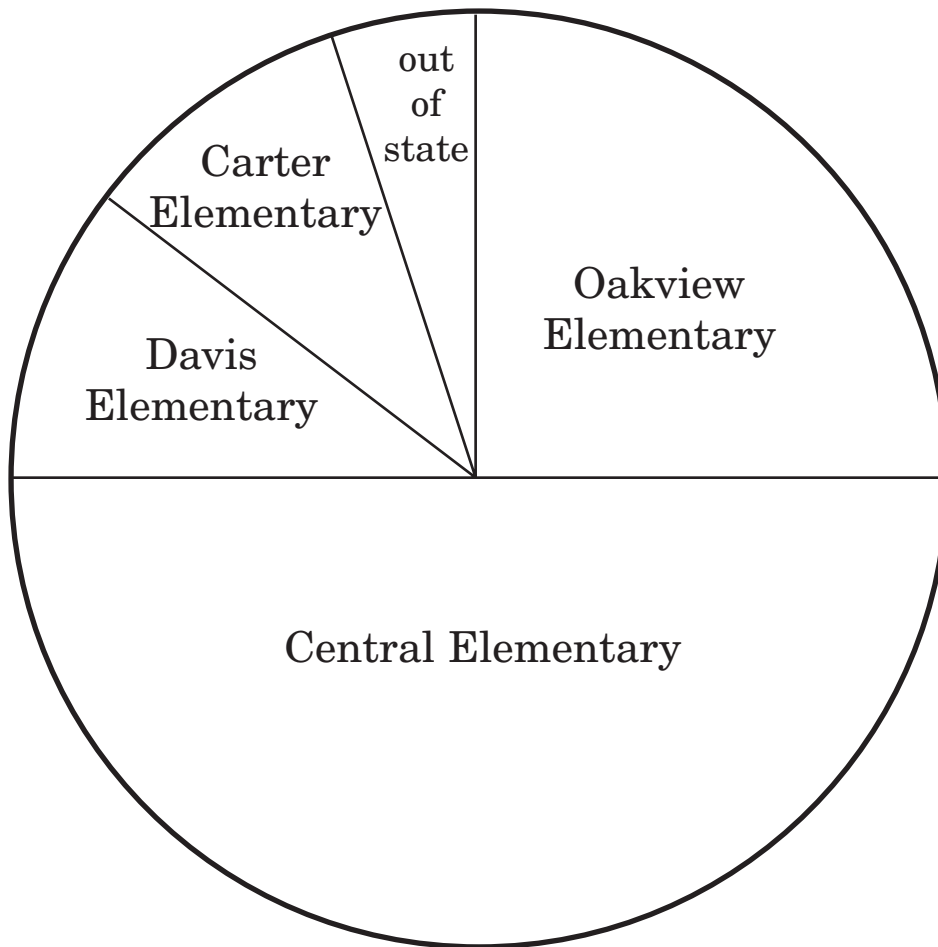
*I.E.P. Goal: The student will follow directions using graphs and charts with 90% or greater accuracy.*

**Following Directions**

**Task F: Following Directions with Graphs and Charts**, *continued*

Look at the graph. Then follow the directions.

**Where Muddy Middle School's Students Come From**



- Color the section of the graph blue that represents the largest group of students.
- Color the portion of the graph orange that represents students from out of state.
- Color the section of the graph green that represents exactly one-fourth of the students.
- If any sections of the graph are equal, color them both yellow.
- If any section of the graph represents more than 50%, color it red.

*I.E.P. Goal: The student will follow directions using graphs and charts with 90% or greater accuracy.*

## Following Directions

### Task G: Recalling Sequential Directions

Listen to each set of directions below. As you are listening, keep track of how many steps are given. Then repeat the directions aloud to me. You may repeat them in your own words.

1. finding the average of three numbers

Add the three numbers together.

Divide by three.

2. changing a light bulb

Turn off the light.

Take out the old bulb.

Put in the new bulb.

Turn on the switch to see if the light works.

3. setting an alarm clock

Decide what time you need to get up.

Set the alarm to the correct time.

Set whether you want to wake up to the radio or the buzzer.

Turn the alarm button to “on.”

4. buying a drink from a machine

See how much it costs.

Get out the correct change.

Put the change in the slot.

Push the correct button for your selection.

5. taking care of a cut

Apply pressure to the cut to stop the bleeding.

Wash the cut with soap and water.

Apply antibiotic cream to the cut.

Put a Band-Aid<sup>®</sup> over the cut.

*I.E.P. Goal: The student will repeat sequential directions presented aloud with 90% or greater accuracy.*