

rectangular block against the top half of the white block to make a right angle.) When the student is finished, the “building” should look like the one the teacher made.

Step 4 The student then gives his directions and blocks to another student; and this person reads the directions and tries to make the “building” from just the directions, not having seen any example.

Step 5 If there is any problem making the “building,” the students will work together and talk about what could have been added or subtracted from the directions so that the directions were clearer.

Step 6 After a couple of successful “buildings” with 5 blocks, another block can be added, and so on to make the task more difficult.

Assessment/Evidence

The student is successful when another student can read his directions and make the “building” correctly.

Adaptations for Beginning Students

Fewer blocks can be used in the beginning. Student can talk through his directions first to the teacher before writing them down.

Adaptations for Advanced Students

More blocks can be used to make more complicated “buildings.”

Teacher Reflection/Lesson Evaluation

This lesson could also be adapted to tasks in students’ daily lives or jobs. For example, they could write directions to teach a classmate how to administer CPR, how to make a favorite recipe, or how to report a theft.

This lesson was created by Middletown ABLE.