

The visual schedule should be presented/reviewed with families before starting the activity, and referred back to as needed to guide the student through the activity. Items can be checked off/crossed out as they are completed.

If needed/wanted the bottom two squares can be used to record the number of pennies held by each bridge and when reflecting students can circle or touch the square to tell which bridge held more pennies. If VODs are available, students can also activate one of the buttons to indicate their response.

Although the source materials suggest not showing students possible ways to create their bridge, having visuals helps some students understand the task and gives them options and an ability to particiate even if they are having trouble coming up with ideas. This board can be presented to students/families as needed. Students can make a choice by touching or saying the name of the fold they would like to use. If VODs are available, students can also activate one of the buttons to indicate their choice.

For questions, comments, concerns please email ataac@lvjusd.org. Thank you!

Gingerbread Man Bridge

To fully include our non-speaking students we should have voice output devices (VODs) to support (1) choosing a folding pattern for the index card bridge, (2) telling which bridge held more pennies, and possiblly (3) counting of pennies as they are put on the bridge. Suggestions are below. Items could be loaned from SPED for the activities



(1) VOD 6 location spin for choosing a folding option



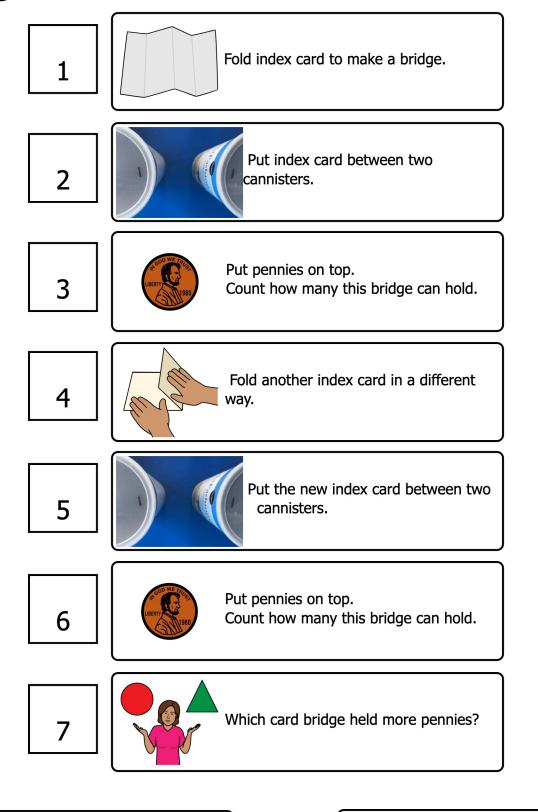
(2) VOD iTalk2 for telling which card bridge held more pennies

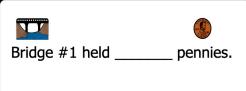


(3) VOD step by step to count along as pennies are placed



Gingerbread Man Bridge







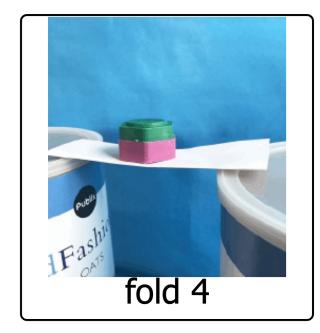
Gingerbread Man Bridge Ideas



fold 1

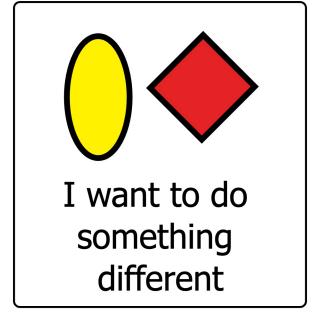








fold 5



Gingerbread Man Bridge

