## Intentional Teaching Card: Jumping Beans LL05

<table>
<thead>
<tr>
<th>Can every student in my classroom participate in the lesson, functioning at their appropriate color band?</th>
<th>Can the student can participate in the activity as designed, within their appropriate color band, with accommodations?</th>
<th>If it is predicted that the student can’t participate in the activity, within their appropriate color band, even with accommodations; what modifications need to be made to the activity? What foundational skills are missing?</th>
<th>Modification: A change in what is taught or expected to learn.</th>
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| • No, some students are just beginning to understand print, such as, familiar objects.  
• No, one student is unable to grasp and release objects in a controlled manner.  
• No, some students are able to identify letters when given the choice of two letters.  
• No, one student is wheelchair bound and has physical disability.  
• No, one student is blind. | • Yes, two students can participate and still work on the objective: recognizes and identifies a few letters of their name.  
Accommodation  
• Jumping bean can with only the letters of the student’s name  
• Use three letter cards, including the first letter of the child's name and two other round- or curve-shaped letters, such as O or C and P or S.  
• Use textured letter cards for recognition or ID.  
• Matching the letter card to name mat. | • No, some students are just beginning to understand print, such as, familiar objects.  
• No, one student is unable to grasp and release objects in a controlled manner.  
• No, some students are able to identify letters when given the choice of two letters.  
• No, one student is wheelchair bound and has physical disability.  
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Accommodation: An accommodation helps a student with learning gaps experience the **same curriculum** as his or her peers. **Accommodations** change **HOW** a student learns the material.  
Modification: A **modification** helps a student with a more significant learning need experience the same curriculum as his or her peers, but with the **different learning outcomes**. A modification changes **WHAT** a student is taught or is expected to learn. |

### Hierarchy of Supports
- Accommodation: an accommodation helps a student with learning gaps experience the **same curriculum** as his or her peers. **Accommodations** change **HOW** a student learns the material.
- Modification: a modification helps a student with a more significant learning need experience the **same curriculum** as his or her peers, but with the **different learning outcomes**. A modification changes **WHAT** a student is taught or is expected to learn.

### Objectives
- Related Objectives:
  - 3a. Balances needs and rights of self and others
  - 7a. Uses fingers and hands
  - 8a. Comprehends language
  - 11a. Attends and engages

### Intentional Teaching Card: Jumping Beans LL05

#### Objectives
- 16a. Identifies and names letters
Jumping Beans

1. Seat the children in a circle. Show them the can and point out the words Jumping Beans. Explain that they will be playing a game called “Jumping Beans.”

   “Does anyone know what jumping beans are? Has anyone ever seen real jumping beans?”

   “We’re going to play a game with the jumping beans in this can.”

2. Explain that each child will draw a card out of the can, say the name of the letter on the card, and pass the can to the next person in the circle. If a child draws one of the special jumping bean cards, he calls out, “Jumping bean!” and all of the children must stand and jump up and down.

   “Let’s see what letter is picked next. I wonder who will pick the next jumping bean.”

   Encourage these children to join in the experience. They can explore materials, participate in conversation, and/or observe other children.

   Use three letter cards, including the first letter of the child’s name and two other round- or curve-shaped letters, such as O or C and P or S.

   “We’ll start with a few letters. Can you tell me the letter you just pulled out of the can? That’s right, it’s the first letter in your name.”

   Include all of the letters in the child’s name.

   “This round letter comes after the big T in your name. Do you know what it is? That’s right, Tommy, it’s an O.”

   Include all of the letters in the child’s name and a few others. Prompt the child to talk about features of each letter she chooses.

   “This letter is not in your name, but it is in my name. Ms. Farresh. Yes, it’s a P.”

   “P has one straight line. The T in your name has two straight lines.”

   Include all of the letters in the child’s name, both uppercase and lowercase, and several others.

   “You have an uppercase T at the beginning of your name. Let’s see what lowercase letter you will need next.”

   Include all letters in the alphabet, both uppercase and lowercase.

   “I’ve put all the letters of the alphabet into the can.”

   “What letter did you pull out of the can? Is it an uppercase or lowercase letter?”

   “Can you think of a word that starts with that letter?”

3. Continue until the children have selected all the cards. Keep the game playful, providing assistance if a child needs it.

4. Tell the children that they can play the “Jumping Beans” game in the Toys and Games area at choice time.
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<tr>
<td>Pick a Card</td>
<td>Jumping Bean (jump)</td>
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<td>---------------------</td>
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<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Letter Card (ID Letter or Match)</td>
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