# Professional Development Materials
# LAA 1 Manipulatives

Some students may require manipulatives to access certain LAA 1 performance tasks. The following list contains suggested manipulatives for the performance tasks included in the LAA 1 professional development materials. For some tasks, students will generally not need manipulatives; therefore, manipulatives are not listed for those tasks. However, if the test administrator determines manipulatives may be needed for those tasks for a student, manipulatives may be used. Manipulatives more familiar to the students, such as those used in the classroom, may be used in place of the ones suggested.

## Grades 3–4

| Task | Manipulatives Suggested |
|---|---|
| 1 | This performance task does not lend itself to the use of manipulatives. |
| 2 | This performance task does not lend itself to the use of manipulatives. |

## Grades 5–6

| Task | Manipulatives Suggested |
|---|---|
| 3 | This performance task does not lend itself to the use of manipulatives. |
| 4 | Shapes, felt, Wikki Stix® |

## Grades 7–8

| Task | Manipulatives Suggested |
|---|---|
| 5 | This performance task does not lend itself to the use of manipulatives. |
| 6 | This performance task does not lend itself to the use of manipulatives. |

## Grades 9–11

| Task | Manipulatives Suggested |
|---|---|
| 7 | This performance task does not lend itself to the use of manipulatives. |
| 8 | Wikki Stix®, blocks, and counters* |

*Counters can be used to count objects in a graphic (e.g., tree = counter, house = counter). Different types of counters (e.g., different colors, different shapes) can represent the various objects in a patterns (e.g., red counter = bird, yellow counter = dog).

## Manipulatives and Corresponding Activities

| Manipulative | Activity |
|---|---|
| CD of graphics | Load the graphics from the CD into the augmentative communication device or print out graphics to allow students to access them in different ways. |
| Clock/watch | Use a clock or watch to tell time. Match the time on the digital clock or watch to the time on the graphic. |
| Coins | Place coins on the appropriate graphic in the student booklet. Students may point to, pick up, hold, and feel the edges of each coin. |
| Counters | Use counters to count objects in a graphic. Counters in multiple colors or shapes can be used to represent different objects (e.g., red cubes represent hearts, blue cubes represent circles). Cubes are preferred because they do not roll on the table. |
| Objects | Use objects the student is familiar with instead of the graphics in the student booklet (e.g., book, crayons, measuring cup, pencil, apple). |
| Standard ruler | Use standard ruler to measure the length of objects in a graphic. It can also determine which line is the highest by positioning the ruler across the top of all lines at one time. |
| Tactile | Use tactile numbers to feel the shape of the number. Some students identify the number by its tactile number. |
| Two-dimensional shapes | Print out graphics from CD and cut out shapes (e.g., circle, square, stars). |
| Three-dimensional shapes | Use three-dimensional shapes to compare to graphics and other shapes. Allow the student to pick up, hold, and feel the shape. |
| Wikki Stix® | Use Wikki Stix® to outline graphics or trace a path on a grid. |