

### Learning Focus / Common Core Essential Elements:

- Speaking and listening
- Language

### Learning Level:

- Essential
- Intermediate
- Advanced

### Materials:

- Neighborhood walk visual strip (provided)
- Blank map (provided)
- Neighborhood images (provided)
- Glue
- Tape
- Crayons or markers
- Scissors

### Preparation:

1. Print, laminate, and cut the neighborhood walk visual strip.
2. Print:
  - a. Blank map pages (1 set per student)
  - b. Neighborhood images (1 set per student)
3. Tape together the two sides of the blank map to create one large map (1 per student).
4. Distribute to students: blank map, neighborhood images, glue, scissors, and crayons.

### Instructions:

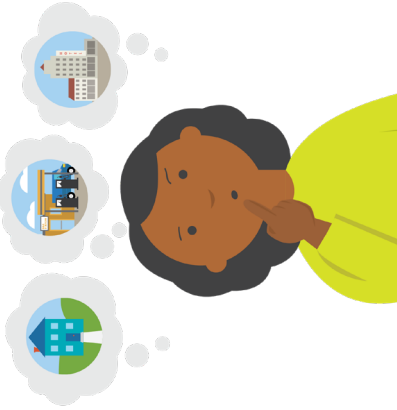
1. Explain the purpose of the activity: To create a map of each student's neighborhood. Discuss how all neighborhoods look different. Consider using a map to illustrate this. Indicate the blank map.
2. Ask students what they might find during a walk in their neighborhood, such as apartments, houses, a fire station, stores, public transportation, cars, etc. Consider having students list these items on the board.
3. Indicate the crayons or markers, blank map, and neighborhood images. Encourage students to color the map and the neighborhood pictures.
4. Assist students in "mapping" images on the blank map. When they have an idea of where they want pictures to go, instruct students to glue images to their maps.
5. Have the visual strip on hand and refer to it throughout the activity to guide students.

## Suggestions for Differentiation:

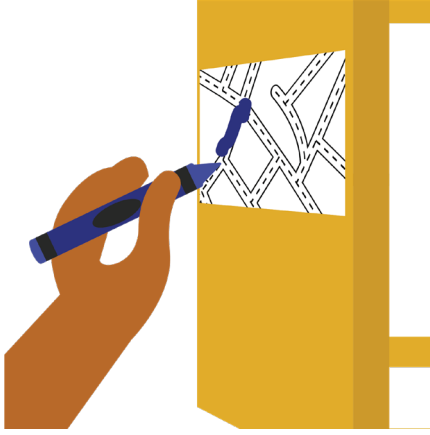
- **Essential:** Provide the cue, "Do this" and model the action. Create a sample map and ask students to match pictures to the map using the cue, "Match." Generalize colors by asking students to give specific crayon/marker colors using the cue, "Give me."
- **Intermediate:** Reference the visual strip to teach students how to participate in the activity while providing one-step directions related to the activity. Generalize picture identification by asking students to identify pictures when give the cue, "What is this?"
- **Advanced:** Encourage students to state what they are doing for each step of the activity using complete sentences and their mode of communication. Encourage students to use prepositions when placing and describing the location of items on the map. Consider assisting students to create a "scale" for the map to indicate locations that are far apart.



**Brainstorm neighborhood locations**



**Color map and pictures**



**Glue pictures to the map**



Life Skills: Neighborhood Walk

© Star Autism Support 2020. Links.

