The Classroom Activity introduces students to the context of a performance task, so they are not disadvantaged in demonstrating the skills the task intends to assess. Contextual elements include: an understanding of the setting or situation in which the task is placed, potentially unfamiliar concepts that are associated with the scenario, and **key terms** or vocabulary students will need to understand in order to meaningfully engage with and complete the performance task. The Classroom Activity is also intended to generate student interest in further exploration of the key idea(s). The Classroom Activity should be easy to implement with clear instructions.

Please read through the entire Classroom Activity before beginning the activity with students to ensure any classroom preparation can be completed in advance.

Resources needed:
- Each student should have access to a piece of paper and writing tool[1]
- Some method of displaying images[2]
- Whiteboard or some manner of recording student responses

Learning Goal:
- The student will understand the context of the key ideas related to the topic:
  - Organizing items in a cabinet based on the length and height of the shelves and the items.
- The student will understand the following vocabulary:
  - **Cabinet:** a piece of furniture containing shelves or drawers for storage

Definitions are provided here for the convenience of facilitators. Students are expected to understand these key terms as they arise in the context of the task, not to be able to recite the definitions.

---

[1] Students who need an accommodation may use their preferred tool for writing.
[2] Instead of displaying Figure 1, the last page of this document can be used as a handout for students.

[**Purpose:** The facilitator's goal is to help students understand that placement of items in a cabinet is based on the height and length of the items and the shelves.]

Facilitator says: "Today, we will get ready for the Cabinet Organization Performance Task. This task is about organizing items in a cabinet."

Facilitator says: "To get ready for this task, you are going to learn about organizing a cabinet."

Facilitator says: "Who can describe what a cabinet is?" [Allow time for student responses. For example, a cabinet is a piece of furniture containing shelves or drawers for storage.]

Facilitator says: "Why is it preferred to have the items in a cabinet organized?" [Allow time for student responses. Facilitator can mention that an organized cabinet makes it easier to remove needed items, and protects items from being damaged or lost.]

Facilitator says: "Can you describe what it means for a cabinet to be organized?" [Allow time for student responses. Facilitator can mention that items in the cabinet are neatly placed and on shelves with like items together.]

Facilitator says: "What types of items can be in a cabinet?" [Allow time for student responses. For example, classroom supplies like paper, folders, pencils, and books can be stored in a cabinet at school. Tools can be organized in a cabinet in a garage or home.]

Facilitator says: "How do you know if something will fit on a cabinet shelf?" [Allow time for student responses. Make sure students understand that an item cannot have a height or length greater than the shelf.]

[Facilitator should display **Figure 1 Cabinet**]

Note: [For students who are visually impaired, describe the process orally.]

Figure 1. Cabinet
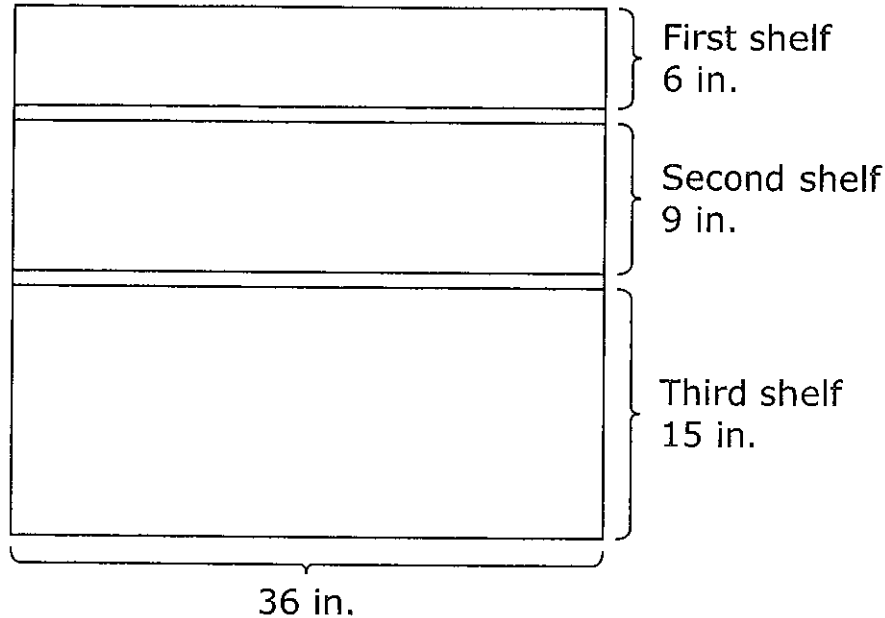
First shelf
6 in.

Second shelf
9 in.

Third shelf
15 in.

36 in.

[Picture Descriptions: Figure 1 is a picture of a cabinet. The cabinet is 36 inches long and has three shelves. The first shelf is 6 inches tall. The second shelf is 9 inches tall and the third shelf is 15 inches tall.]

Facilitator says: "Here is a picture of a cabinet. The cabinet has three shelves with different heights. The cabinet has a length of 36 inches."

Facilitator says: "Who can think of an item that would not fit on the shelf that has a height of 6 inches?" [Allow time for student responses. Facilitator can follow-up and ask the class as a whole to explain why the item named would not fit on the shelf. Students need to understand that either the height of the item is greater than 6 inches or the length of the item is greater than 36 inches.]

Facilitator says: "Can you think of an item that would fit on the second shelf but not fit on the third shelf?" [Allow time for student responses. Facilitator can highlight that any item that can fit on the second shelf will also fit on the third shelf. However, this may not be a good use of the space.]

Facilitator says: "Think of an item you would put in a cabinet. Which shelf would you put your item on in this cabinet?" [Allow time for student responses. Facilitator can follow-up and ask students either why the item would be placed in a cabinet or why the student selected a specific shelf.]

Possible class discussion questions (*unscripted*):

- Would you place the larger or smaller items first in a cabinet you are organizing?
- Do all cabinets have the same number of shelves?

[No resolution is needed for these questions. Questions are to increase student interest and to promote discussion regarding the topic.]
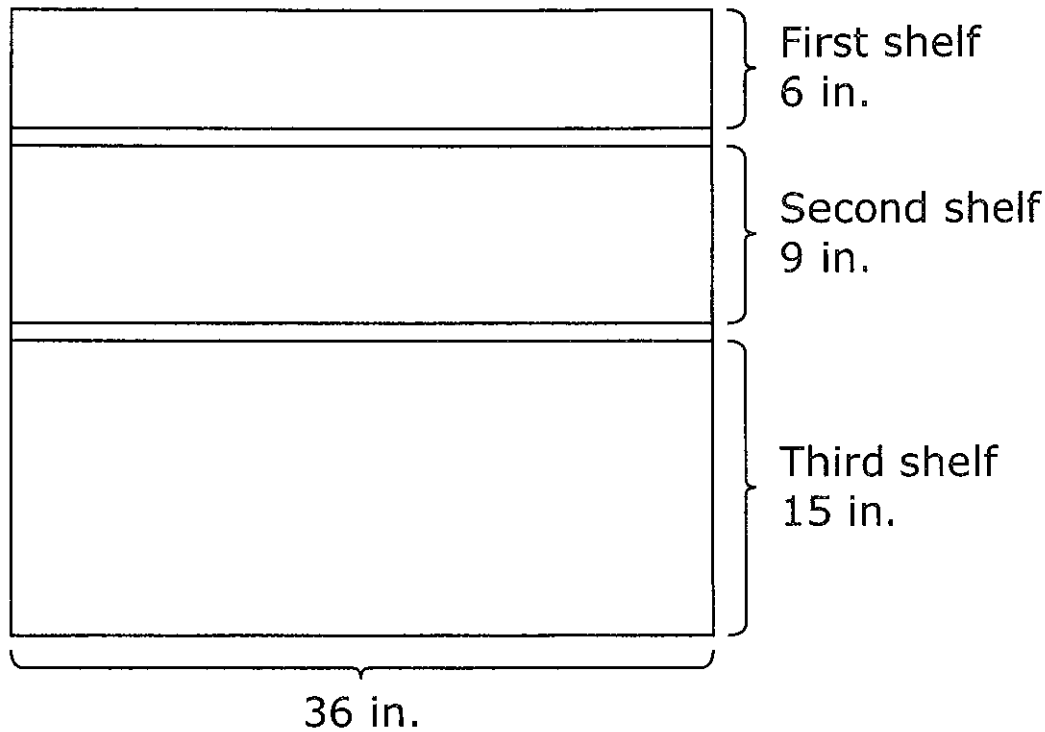
Facilitator says: "Today we discussed why it is good to organize a cabinet, types of items that might go in a cabinet, and what would or would not fit on a shelf in a cabinet. These ideas may help you when you complete your performance task."

Facilitator says: "Are there any questions?" [Allow for student questions.]

Facilitator says: "You are ready to complete the Cabinet Organization Performance Task."

Resource Documents

Figure 1. Cabinet

First shelf
6 in.

Second shelf
9 in.

Third shelf
15 in.

36 in.

[Picture Descriptions: Figure 1 is a picture of a cabinet. The cabinet is 36 inches long and has three shelves. The first shelf is 6 inches tall. The second shelf is 9 inches tall and the third shelf is 15 inches tall.]