

Acquisition vs. Application Activity

The required Student Work Samples included with the RIAA must provide evidence of the **application** of the AAGSE in standards-based activities. This activity will provide practice in identifying activities as being either application or acquisition.

Task/Activity #1 Jane

AAGSE: GM 7.1	DESCRIPTION: Describe and compare measurable attributes of objects.
TASK/ACTIVITY DESCRIPTION: Jane looked at two bears and described them by their color, shape and size.	
ACQUISITION	APPLICATION

Task/Activity #2 Joe

AAGSE: NO 2.3	DESCRIPTION: Represent numbers in an expanded form.
TASK/ACTIVITY DESCRIPTION: Students in the math class take turns counting the number of days of school each day and writing a number sentence on the board that represents the number of days of school. Joe counts the number of school using base 10 blocks. . He then fills in the correct answer for the number sentence as well. $121 = 100+20+1$)	
ACQUISITION	APPLICATION

Task/Activity #3 Susie

AAGSE: IW 6.1	DESCRIPTION: Listing steps of a simple process in a logical order.
TASK/ACTIVITY DESCRIPTION: Susie prepares a shopping list based on the recipe for the week. She has a 5 step process: Get materials; Identify ingredients; Choose pictures of ingredients; Add to the list; Give list to adult. This week's recipe is Pigs in a Blanket. Susie will then use the list when they go to the store for the ingredients.	
ACQUISITION	APPLICATION

Task/Activity #4 Tommy

AAGSE: WC 9.2	DESCRIPTION: Spelling common/high frequency words.
TASK/ACTIVITY DESCRIPTION: Ten Mayer Johnson symbols for spelling words were placed in front of Tommy. A word was called out, and Tommy was asked to select the corresponding word.	
ACQUISITION	APPLICATION

Task/Activity #5 Kathy

AAGSE: DSP 3.1	DESCRIPTION: Given data, sort by categories and represent data in a given display (after sorting votes, student is told to organize data in a bar graph).
TASK/ACTIVITY DESCRIPTION: Today, Kathy sorted large animals from small animals. She was given 15 different animals. She was asked to put the large animals in the blue tub and the small animals in the yellow tub. When completed, Kathy used a bar graph to show how many animals were in each tub.	
ACQUISITION	APPLICATION

Task/Activity #6 Andrew

AAGSE: WID 1.1	DESCRIPTION: Identifying pictures/symbols/objects/words that represent nouns and verbs.
TASK/ACTIVITY DESCRIPTION: During physical education class, Andrew is asked to lead the students in their warm up routine with a peer partner. To let the class know which exercise they are going to do next, Andrew chooses the Mayer Johnson picture that his peer tells him they are going to do. Andrew shows the class the picture that represents the action the class is going to do.	
ACQUISITION	APPLICATION

Task/Activity #7 Dillon

AAGSE: WC 9.1	DESCRIPTION: Spelling his/her own first and last name using correct capitalization.
TASK/ACTIVITY DESCRIPTION: Dillon has sheets with his name and address and those of two other classmates. The names are in different order on each of the three sheets. Dillon is to correctly choose his name and address that is written on each sheet. Dillon also is to verbally spell "Dillon Smith" correctly.	
ACQUISITION	APPLICATION

Task/Activity #8 Brian

AAGSE: FA 1.2	DESCRIPTION: Create a simple repeating pattern with concrete materials/representation.
TASK/ACTIVITY DESCRIPTION: In art class Brian made marbled beads out of clay using two different colors. After the beads were completed, Brian had to string the beads in a pattern to make a necklace for the class jewelry sale. Brian decided to make a pattern of 4 red, 2 blue, 4 red, 2 blue.	
ACQUISITION	APPLICATION