

**LOWER PRIMARY**

# **INCLUSION**

**ACTIVITIES THAT WORK!**

Toby J.  
**KARTEN**

## LOWER PRIMARY

# INCLUSION


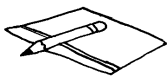
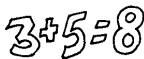




ACTIVITIES THAT WORK!

## TABLE OF CONTENTS

---

	<b>Index of Activities</b> .....	4
	<b>Introduction</b> .....	6
	<b>Put It into Practice</b> .....	8

---

	<b>CHAPTER 1</b> <b>Reading</b> .....	10
	<b>CHAPTER 2</b> <b>Writing</b> .....	27
	<b>CHAPTER 3</b> <b>Mathematics</b> .....	39
	<b>CHAPTER 4</b> <b>Connecting Students to the Curriculum</b> .....	54
	<b>CHAPTER 5</b> <b>Comprehension and Study Skills</b> .....	66
	<b>CHAPTER 6</b> <b>Reflective Assessment, Testing and Grading</b> .....	76
	<b>CHAPTER 7</b> <b>Creating a Climate for Classroom Acceptance</b> .....	83

---

	<b>References</b> .....	96
--	-------------------------	----

---

---

# Introduction

**E**ducators teaching students with exceptionalities in general education classrooms need practical tools and strategies to help ease their workloads, while meeting individual needs and goals at the same time. As difficult as it may sound, it is indeed possible to simultaneously embrace standards and differences, differences in abilities, learning styles and intelligences. With the right tools, appropriate accommodations and modifications can be seamlessly and appropriately applied.

This book attempts to ease frustrations and replace them with proactive, research-based, effective strategies that apply across the curriculum. A multitude of activities offer practical ways to embrace educational goals, while differentiating the learning. These activities are not intended to replace your curriculum. Instead, they are designed to enhance your instructional repertoire through active learning environments that accommodate students' differing needs.

As an educator, you know your students best. The activities in this book can be adapted or modified to meet the needs of specific students in your classroom. In addition, this book includes teacher-friendly inclusion forms designed to simplify the inclusion process. Use them to help with documentation, communication, reflection, organisation and inclusion implementation. These forms help break through the educational jargon to provide direct, simple support.

As educators, meeting the standards is not the goal; *exceeding* the standards is the goal! Instead of thinking "My students can't do this," change your thought process to "How can I get them to do this?" Concentrate on strengths, not weaknesses. The eighteen activities are the backbone of the lessons offered in this book (see page 7). These approaches can be applied to a student with vision or hearing impairment, a student who has high cognitive needs, a student with behavioural challenges, as well as a student with more advanced skills. This book provides the "roadmap" to inspire the potentials and strengths of all learners and educators. Enjoy the journey!

## **Valuable Everyday Activities to Promote Inclusion**

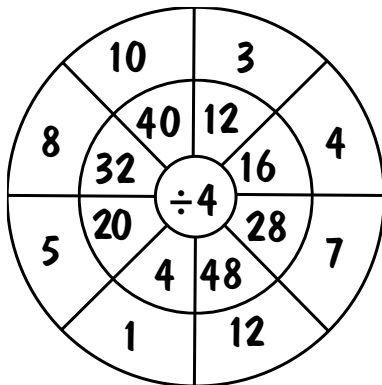
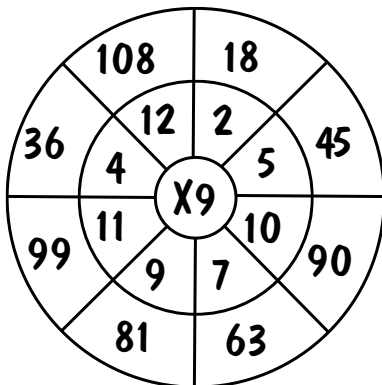
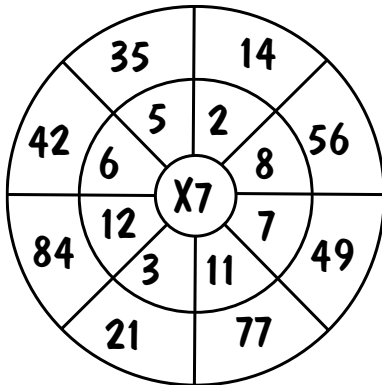
- Establish prior knowledge.
- Preplan lessons with structured objectives, allowing for inter- and post-planning.

- 
- Proceed from the simple to the complex by using discrete task analysis, which breaks up learning into its parts, while still valuing the whole.
  - Use a step-by-step approach, teaching in small bites, with lots of practice and repetition for those who need it.
  - Reinforce abstract concepts with concrete examples.
  - Think about possible accommodations and modifications that might be needed.
  - Incorporate sensory elements including visual, auditory and kinesthetic/tactile.
  - Teach to students' strengths to help compensate for their weaknesses.
  - Concentrate on individual students, not syndromes.
  - Provide opportunities for success to build self-esteem.
  - Give positives before negatives.
  - Use modelling with both teachers and peers.
  - Vary types of instruction and assessment, with multiple intelligences and cooperative learning.
  - Make learning relevant by relating it to students' lives using interest inventories.
  - Remember the basics, proper hygiene, respecting others and effective listening, in addition to the "three R's": reading, writing and arithmetic.
  - Establish a pleasant classroom environment that encourages students to ask questions and become actively involved in their learning.
  - Increase students' self-awareness of levels and progress.
  - Provide many opportunities to effectively communicate and collaborate with parents, students and colleagues.

## 100s Chart

A 100s chart is an invaluable tool for helping children learn number order, patterns, addition, subtraction, skip-counting and more. To include a tactile and visual element, students can place their fingers or counters on numbers and/or highlight numbers as they listen to oral counting, follow written directions and identify number patterns. They can go backward to subtract, forward to add and even highlight multiples to learn about multiplication. The possibilities are endless!

Give students a copy of the **100s Chart** and **From 1 to 100 activity (pages 49 and 50)**. Invite them to use the 100s Chart to complete the From 1 to 100 worksheet. When they are done, students can save their 100s Chart in a maths folder to use for future maths activities.



### Inclusion Tip

On the computer, create blank 10 x 10 tables for students to fill in missing numbers. Begin by omitting 1-10, then 1-20, 1-30, multiples of two, three, four and so on, with increasing difficulty. Be certain that students fill in numbers from left to right.

### Maths Wheels

In order to be successful mathematicians, students must have command of basic addition, subtraction, multiplication and division facts. That means being able to respond to facts quickly using “mental maths”. The **Maths Wheels activity (page 51)** can be used repeatedly by varying the sign and numbers to teach and reinforce basic maths skills. On the left side of the page are some samples of maths wheels you can create for your students to solve.

### Inclusion Tip

To add an interpersonal component, pair up students to cooperatively solve problems. One student can be the “computer”, and one, using a calculator, can be the “checker”.

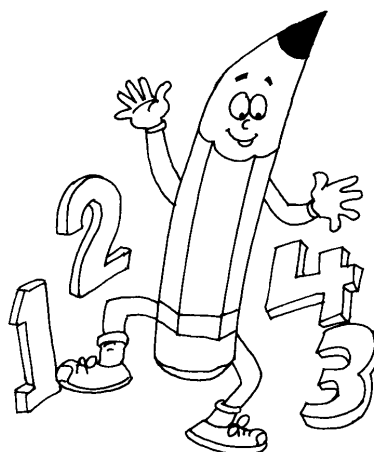
Name \_\_\_\_\_ Date \_\_\_\_\_

# 100s Chart


# From 1 to 100

**Directions :** Write the number that comes before and after each number below.

_____		_____
-----		-----
-----		-----
_____	15	_____
-----		-----
-----		-----
_____	39	_____
-----		-----
-----		-----
_____	81	_____



**Directions:** Find the correct numbers. Use your 100s Chart.

1. Write the odd numbers from 1 to 20.

\_\_\_\_\_

-----

-----

\_\_\_\_\_

2. Write the even numbers from 50 to 70.

\_\_\_\_\_

-----

-----

\_\_\_\_\_