

**PRIMARY**

# **INCLUSION**

**ACTIVITIES THAT WORK!**

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**KARTEN**

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# INCLUSION


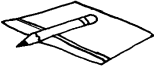
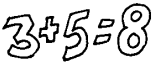




ACTIVITIES THAT WORK!

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# Introduction

Educators teaching students with exceptionalities in general education classrooms need practical tools and strategies to help ease their workloads, while meeting individual needs and standards 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 standards, 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 on page 7 are the backbone of the lessons offered in this book. 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!

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## **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 Rs": 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.

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## Writing Planners

Writing planners, or graphic organisers, help students organise their thoughts around a central topic. They allow students to sort through and select ideas before writing them down.

### **Persuasive Writing Planner (page 44)**

Ask students to use this planner to give reasons for and support their argument. After they have completed the planner, have them go back to edit their ideas, revising, deleting and reorganising as necessary. Then have students write out their essays on a separate sheet of paper, using the planner as a reference. Invite students to use their essays in a class debate on certain topics.

### **Sensory Writing Planner (page 45)**

Descriptive writing is more vivid and interesting if students refer to what they see, hear, smell, touch and taste. Words that appeal to the senses paint a more detailed picture for the reader. This planner helps students add sensory elements to stories or descriptive writing. Some students might begin by writing sentences that describe only one sense and location at a time (e.g. hearing a marching band in a parade, seeing a dinosaur in a museum). Later on, they can string sensory elements together to include other senses.

### **Well-Planned Writing: A Balanced Meal (pages 46–47)**

This planner is designed to whet students' appetites for the written word. The familiar analogy of a well-balanced meal helps students make the connection to the building blocks of good writing. The next step is for students to use their ideas in a rough draft with sequential sentences and logical paragraphs.

### **Reflecting on My Writing (pages 48–49)**

This crucial worksheet is intended to improve students' written work. The three levels of review—self, peer and teacher—are all allies on a mission to reflect on and improve writing skills.

### **Inclusion Tips**

If handwriting or fine motor skills present difficulties, allow students to dictate their ideas and thoughts to a scribe or invite them to use tape recorders.

Be aware of quieter or possibly depressed students who may be reaching out for recognition and responses to their written communication.

# Persuasive Writing Planner

**Directions:** Use this planner to help you write a persuasive essay. Make sure to give reasons and examples to support your argument.

1st Paragraph: Introduction

(State your argument.) I think \_\_\_\_\_

(State first reason.) First, \_\_\_\_\_

(State second reason.) In addition, \_\_\_\_\_

(State third reason.) Also, \_\_\_\_\_

2nd Paragraph (Expand on first reason; give an example.)


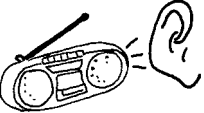


3rd Paragraph (Expand on second reason; give an example.)

4th Paragraph (Expand on third reason; give an example.)

5th Paragraph (Sum up all three reasons; restate your argument.)

# Sensory Writing Planner

**Directions:** Use this planner to write sensory words for your essay or story.

Place or Setting	See 	Hear 	Smell 	Touch 	Taste 