

INCLUSIVE TEACHING PRACTICES: 2D SHAPES



Suggestions to Support Diverse Abilities



LT Level	Cognition	Motor	Sensory	Communication	Social Emotional
<p>"Same Thing" Comparer</p>	<p>Introduce Shapes through songs and rhymes. Repetition and consistency will help the songs and Shapes become familiar to the children.</p>	<p>Encourage movement by placing interesting toys just out of reach. This may be just looking and head movement by putting toys just outside of the child's line of sight.</p>	<p>Provide young children with a range of textured toys/materials that are safe for them to explore orally.</p>	<p>Regularly label shapes in books and in toys, cheerfully giving them names, especially triangles, circles, and squares.</p>	<p>Bring items of interest close to your face to engage the child and encourage joint attention.</p>
<p>Shape Matcher- Identical, Orientation, Sizes</p> <p>Shape Matcher- More Shapes, Sizes & Orientations, Combinations</p>	<p>Model curiosity for the activity and the specific actions you would like to see the child accomplish.</p>	<p>If a child is not yet able to grasp or manipulate an object, hold the object close to the child or provide hand-under-hand support as tolerated.</p>	<p>Make shapes in different textures- cardboard, yoga mat, carpet, fabric, etc. to create engagement and curiosity.</p>	<p>Point out when shapes are the same in regular routines like mealtime and playtime.</p>	<p>Promote a child's self-esteem development by positively reinforcing their actions and attempts to engage with the activity.</p>
<p>Shape Recognizer- Typical</p> <p>Shape Recognizer- Circle, Squares, Triangles</p> <p>Shape Recognizer- All Rectangles</p>	<p>Any time a child labels a shape, confirm, and explain why. "Yes, that is a square! It has four sides."</p> <p>Show children shapes in a variety of contexts- shape tiles, drawings, virtual, etc.</p>	<p>Some children may not be able to manipulate pattern blocks or other small shapes. Use larger foam or cardboard shape tiles.</p>	<p>Use shapes cut out of thick cardboard instead of drawings for children with a visual impairment.</p> <p>Translucent plastic shape tiles on a light table are also a good option for children with low vision.</p>	<p>Teach signs for circle, square, and triangle both to help children who are nonverbal but also as a reminder of what they look like.</p>	<p>Make sure children have plenty of shapes in different sizes and their own defined spaced.</p>
<p>Constructor of Shapes from Parts- Looks Like</p> <p>Constructor of Shapes from Parts- Exact</p>	<p>Print out outlines for the shapes children are making and allow them to place the sticks on the lines before doing it without a guide.</p>	<p>Use pool noodles instead of popsicle sticks for children with fine motor delays or to make a more whole-body activity.</p>	<p>Some children might benefit from kinesthetic input, such as bouncing on a yoga ball while working.</p>	<p>If the child is struggling to make the shapes, have them elaborate on what elements they need for that particular shape.</p>	<p>If using popsicle sticks or similar, model safe behavior and not waving the sticks in the air to keep friends safe.</p>

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Side Recognizer	Color the edges of a shape tile to highlight that the sides are a discrete element of the shape.	Make large shapes with masking tape and have children walk, crawl, skip, or hop along their edges.	Make shapes with raised sides by gluing pipe cleaners to cardboard in each shape so the children can feel the edges.	After the child counts the sides of a shape, confirm, and introduce the shape name. "Yes, that does have 8 sides! It's an octagon."	Give students time to explore new materials before starting the activity, to decrease distraction over their novelty.
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Most Attribute Comparer	Create a visual like a poster naming the parts of a shape: number and length of sides, number and angle of corners, etc.	Place materials in a shallow tray or dish to prevent them from moving too far from the child's reach.	Have children explore shapes both as drawings and as tangible items, like pattern blocks.	If a child seems overwhelmed by responding, offer simple yes/no questions (verbal, head nod, thumbs up/down) to keep them engaged.	Model naming shapes in play and regularly encourage the use of shape names during everyday routines.
Corner (Angle) Recognizer	Paint the corners of shape tiles or color in the corners of shape pictures so children can easily recognize them.	If a child can't pick tiles up, give them plenty of room to push them around the table to manipulate that way.	Take note of children's unique sensory needs and provide the necessary supports for them to do their best (i.e., noise cancelling headphones, classroom lighting preferences, fidget bands, etc.).	Introduce math-specific language early and use it regularly. For example, help children recognize "vertex" is the same as "corner."	Be sure to set the expectation that shape tiles and other materials must stay in the children's hands or on the table.
Shape Identifier	If the child mislabels similar shape, like an oval as a circle, celebrate their effort than gently correct. "It does look like a circle, but it's actually an oval! So close."	Magnetic tiles on a small, vertical white board may be easier for children in wheelchairs to reach and see.	Consult with the school's OT for specific sensory supports as needed, such as a weighted vest or oral motor chewy.	Name shapes in a variety of contexts so children can see how language can be applied differently. For example, an orange and a clock are both a circle.	Use timers or other visual reminders of how much time is left in an activity before cleanup.

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<p>Angle Recognizer- More Contexts</p>	<p>Draw intersecting lines on maps of roads and paths to show that bends and curves can also be seen as corners.</p>	<p>Have children use their arms or legs to make angles for a brain-body connection.</p>	<p>Use large materials, like a giant pair of scissors made of paper, so help children with visual impairments see how angles change.</p>	<p>Allow for nonverbal participation, such as the use of response cards.</p>	<p>If playing a game that requires taking turns, utilize a visual to help children know when it's their turn. (e.g., rotate children's pictures through a line to indicate who's next).</p>
<p>Parts of Shapes Identifier</p>	<p>Make a check list of the parts the activity so the child can check it off as they go.</p>	<p>Make sure children have access to adaptive writing and cutting materials if necessary.</p>	<p>Provide multisensory learning and response opportunities (i.e., tactile, auditory, visual, etc).</p>	<p>Make a word wall with shapes and their definitions.</p>	<p>Have a rotating special helper set up/clean up the activity, promoting ownership and confidence with the task.</p>
<p>Congruence Superposer Congruence Representer</p>	<p>Give children ample time to answer and explain why two shapes are the same, prompting gently if needed.</p>	<p>User larger, thicker shapes for children who can't easily manipulate small tiles.</p>	<p>Make sure that the two shapes being compared are contrasting colors so children can see them as visually distinct.</p>	<p>Ensure that quieter children are being heard and given time to talk.</p>	<p>Pair students up in twos to provide each student with a positive peer model.</p>
<p>Angle Representer Angle Synthesizer</p>	<p>Point out and help children measure angles in a variety of contexts, both in drawings and in real-world objects.</p>	<p>For children with motor delays, it may be helpful to have a peer hold the protractor steady while they read the number.</p>	<p>Use two strings and push pins to make rays of an angle that can be felt for children with visual impairments.</p>	<p>Model describing angles as "wider" and "narrower" as well as "bigger" and "smaller."</p>	<p>Try the activity one-on-one (if possible) to limit distractions and provide explicit modeling.</p>



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Shape Class Identifier Shape Property Identifier	Provide containers to serve as visually distinct areas while children are sorting shapes.	If doing a whole-body shape game, make sure there is plenty of room for children to navigate, especially for those with mobility aids.	If children are sorting shape, provide an example shape for each category to show children what they are looking for.	If children have a difficult time explaining their thinking verbally, allow them to visualize their thoughts (i.e., drawing) instead.	Flexibly group children with a range of knowledge on the concept, to promote peer modeling and collaboration.
Property Class Identifier	Ask the child to “teach” the concept to you, in order to assess their level of understanding.		Create dividers with tri-fold board to make a workspace if children are getting distracted by their peers.	Create a word wall with important language like “parallel,” “scalene,” “acute,” etc.	Use small groups versus whole class works whenever possible.