

INCLUSIVE TEACHING PRACTICES: 3D SHAPES



Suggestions to Support Diverse Abilities



LT Level	Cognition	Motor	Sensory	Communication	Social Emotional
3D Perceiver: Foundations	Introduce Shapes through songs and rhymes. Repetition and consistency will help the songs and Shapes become familiar to the children.	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.	Provide young children with a range of textured toys/materials that are safe for them to explore orally.	Regularly label shapes in books and in toys, cheerfully giving them names, especially cubes and spheres.	Bring items of interest close to your face to engage the child and encourage joint attention.
3D Prototype Recognizer	Model how different 3D shapes move, like balls (spheres) roll and bounce and blocks (cubes) can be stacked.	Give children a container, like a tray or shallow bin, so that items do not roll away during play.	Pay attention to if children like some textures more than other, like wood shapes instead of plastic. Providing a preferred texture may encourage more engagement.	Identify 3D shapes in routines, like mealtimes, and encourage children to point to shapes as you name them.	Praise children for labeling shapes even if it's 2D name for a 3D shape. This may sound like "That does look like a circle. It's called a sphere!"
3D Shape Recognizer	Color the faces of 3D blocks to help children recognize that faces are distinct objects and are 2D shapes.	Some children may be able to hold soft, foam blocks better than hard wood or plastic ones.	Blocks with each face a different color may all be beneficial to children with visual impairments to see the faces as separate objects.	Teach signs for sphere and cube both to help children who are nonverbal but also as a reminder of what they look like.	Make sure children have plenty of shapes to explore freely and to prevent conflicts over sharing materials.
3D Face Counter	Allow children to mark the faces of the blocks as they count them to keep track.	Use large cardboard boxes while children are counting and naming faces for a gross motor movement break.	Blocks with each face a different color may also be beneficial to children with visual impairments to see the faces as separate objects as they count them.	Make a word wall with 3D shapes and their names so children can easily access the language while talking about shapes.	Set the expectation that blocks stay in the child's hands or on the floor before starting an activity.
3D Shape Identifier	Create a visual aid with common nets and the 3D shape they make to help the child become familiar.	Have children with fine motor delays use adaptive scissors when cutting out shape nets or provide assistance if necessary.	Allow children to sit on the floor or in flexible seating if available while working.	Make a word wall with 3D shapes and their attributes.	Give students time to explore new materials before starting the activity to decrease distraction over their novelty.



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<p>3D Shape Class Identifier</p>	<p>Discuss 3D shapes and their properties (like cubes have 6 square faces) before beginning the activity as a reminder.</p>	<p>Make sure children can comfortably reach the materials (both sitting and standing), without hunching over or standing on tiptoes.</p>	<p>Ensure children have a plain, open background to work on when using blocks to prevent visual distractions.</p>	<p>If a child seems overwhelmed by responding, offer simple yes/no questions (verbal, head nod, thumbs up/down) to keep them engaged.</p>	<p>Ensure all children have time to work before someone shares the answer. Encourage hand raising over calling out.</p>