

LT Level	Cognition	Motor	Sensory	Communication	Social Emotional
<b>Actor on Parts: Foundations</b>	Introduce number composition through songs and rhymes. Repetition and consistency will help concepts become familiar to the children.	If a child is not yet able to grasp or manipulate an object, hold the object close to the child or use toys that safely attach to a child's wrists or ankles.	Provide young children with a range of textured toys/materials that are safe for them to explore orally.	Use animated facial expressions and vocal tone to help engage children with the activity.	Bring items of interest close to your face to engage the child and encourage joint attention.
	Model curiosity for the activity and the specific actions you would like to see the child accomplish.	If a child is not yet reaching independently for items, place the items in the child's hand one at a time.	Try using kinesthetic input to reinforce the concept of part/whole. Isolating one arm then the other arm, then bringing both arms together, etc.	Read children's nonverbal cues for when they may need a break or are ready to move on to a new activity.	Promote a child's self-esteem development by positively reinforcing their actions and attempts to engage with the activity.
<b>Parts Combiner</b>	Integrate number composition throughout the day and during a variety of activities to help children generalize the skill.	Monitor that all toys/materials are physically accessible for children who are mobile and those who are not yet mobile.	Utilize materials that have a stark contrast in color (i.e., black/white or red/yellow) for very young children or for children with a visual impairment.	Provide ample wait time before intervening. Watch for any non-verbal communication attempts, including pointing.	Make sure children have their own defined space and materials to gain uninterrupted, hands-on practice with number composition.
	Scaffold children's learning as needed. Wait to add challenges until the child consistently replicates the original concept.	Ensure that gross motor activities are done in an open, level space for children's safety.	Some children might benefit from kinesthetic input, such as being bounced on the teacher's lap during an activity.	Acknowledge and expand upon the child's language throughout the activity.	Give children time to explore new materials before starting the activity, to decrease distraction over their novelty.

<b>Inexact Part-Whole Recognizer</b>	Integrate student interests whenever possible to promote engagement and personal connection to the activity.	Incorporate movement to increase engagement. For children with physical impairments, integrate seated movements.	Offer a quiet retreat area in the classroom for children to re-regulate their bodies as needed ( <i>*note: this should always be positive and not used as a time-out corner</i> ).	Narrate your actions and child's actions to teach key vocabulary (i.e., part, whole, all, together, etc.).	Children may need appropriate social engagement to be explicitly modeled for them during group activities.
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<b>Composer to 4, then 5</b>	Color-code manipulatives to represent different parts, visually clarifying how they come together to make a whole.	If isolated finger manipulation is challenging, allow children to communicate their understanding verbally or through response cards.	Provide counting manipulatives in a variety of textures for different student preferences (i.e., bumpy/smooth, hard/soft, etc.).	If a child seems overwhelmed by responding, offer simple yes/no questions (verbal, head nod, thumbs up/down) to keep them engaged.	Use social stories to prime students on the expectations, especially when the activity falls outside of their personal comfort zone.
	Model different strategies that children can use to compose numbers.	Place manipulatives in a bowl or on a paper plate for easier grasping.	Ensure that children with hearing or visual needs sit closest to the teacher.	Wait until the transition to a new activity has fully completed and children are engaged before giving any instructions.	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).
<b>Composer to 7, Composer to 10</b>	Visual supports can be helpful for children to mentally plan out their learning (i.e., picture schedule, first/then board, etc).	Use interlocking manipulatives when available. Make sure they are still able to come apart easily as needed to represent the part/whole concept.	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.).	Simplify and reduce the number of words used when describing something.	Prioritize group activities, encouraging children to work with a peer to answer questions and check each other's work.

# INCLUSIVE TEACHING PRACTICES: COMPOSING NUMBER

[LT]<sup>2</sup>

## Suggestions to Support Diverse Abilities



	Reduce the numbers of cubes or other manipulatives and gradually increase as the child's competence grows.	Make sure children can comfortably reach the materials (both sitting and standing), without hunching over or standing on tiptoes.	Consult with the school's OT for specific sensory supports as needed, such as a weighted vest or oral motor chewy.	Allow for nonverbal participation, such as using response cards or manipulatives to show the parts of a whole.	Have a rotating special helper set up/clean up the activity, promoting ownership and confidence with the task.
<b>Composer with Tens and Ones, Deriver +/- (CN)</b>	Slowly start to hide/phase out manipulatives so children can learn to build a mental model. Move towards solely presenting problems orally.	Implement planned, timed movement breaks, such as a "GoNoodle" video.	Provide multisensory learning and response opportunities (i.e., tactile, auditory, visual, etc).	Have students give you a signal that they are listening and ready to learn (i.e., thumbs up, eyes-on-me, etc).	Pair students up in twos to provide each student with a positive peer model.
	Children with executive functioning difficulties may need visual supports to keep track of their place/progress throughout the activity.	For children with fine motor challenges, add Velcro or tape to materials to keep them from scattering.	If appropriate, offer assignments in braille or large print for children with visual impairments.	Repeat a student's answer or question back to them, to ensure there is no miscommunication.	Try the activity one-on-one (if possible) to limit distractions and provide explicit modeling.
<b>Problem Solver +/- (CN)</b>	Allow students to use strategies that work for them but encourage them to move from counting singles to more sophisticated strategies.	Offer flexible seating options for children to find what suits their needs best.	When speaking to children with hearing impairments, face them while talking so they can read your lips (during the pandemic - wear a clear mask).	Do not answer for the student if they fail to respond immediately. Instead, rephrase the question and give hints as needed.	To help build confidence, prioritize the concepts themselves over "getting the right answer."

**[LT]<sup>2</sup>**

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<b>Multidigit +/- (CN)</b>	Progress to problems with regrouping, such as $47+34$ . Move to problems with subtraction without ( $85-23$ ), then with ( $51-28$ ) regrouping.	Some children might benefit from a tablet or other technological support for writing.	For visual learners, create a video model of what is expected during the activity.	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.