

used for identification. The students took turns reading aloud material on Sir Wilfred Laurier. Students with reading difficulties were given short sections with fairly easy vocabulary. The student with a serious speech problem due to a brain injury was asked occasionally to choose the next reader. In checking for learning, a number of students were asked to name the first French-Canadian prime minister. After a few students answered correctly, the student with the speech difficulty was asked the same question but only had to say his last name. She was also expected to identify his picture from the pictures of prime ministers posted around the room. For seatwork she was given a picture of Laurier with his name written under it and another sheet with the same picture and a blank space under it. She was required to write his name in the space. This met two objectives established for her: 1) learning the main concept; and 2) improving her printing skills. When the class was tested she was expected to complete a test as well. (Linda Fanning, 1989)

Lesson: Social Studies

Topic: Chinese Culture

Grade: 9

In studying the culture of China, students were divided into groups to research different aspects of Chinese culture. Each group was expected to do a written account of their topic, complete a visual presentation illustrating pertinent points, do an oral presentation to teach material to the class, and develop, administer, and evaluate a short quiz on the material. Students were divided into groups based on their individual skills and abilities. An attempt was made to have heterogeneous grouping. The student with more severe learning difficulties was placed in a group with very supportive students. This group dealt with the economy of China. Her part involved doing a poster on different forms of currency. She was responsible for knowing the types of money on the poster and assisting when the class presented the information. She felt