

At this point the sentences were put in a paragraph identical to the original paragraph and the student was asked to fill in the blanks. (Wendy Manuel, 1989)

**Lesson: Language Arts**

**Topic: Listening Skills**

**Grade: 3**

After several listening activities, the teacher realized that a student with special needs was having serious difficulty with the exercise. He constantly interrupted by moving about the class distracting others. The teacher photocopied pictures from the book she was reading and had the student with special needs place the pictures on the board at the appropriate time using magnetic strips. At first, she tapped a bell to indicate when he was to place the picture on the chalkboard. The technique allowed for inclusion of the student as well as keeping him on task. The student had become a valued member of the class and was actually helping other students to improve their listening skills. (Sherille Crouse, 1989)

**Lesson: Social Studies**

**Topic: Introduction to the province of Québec**

**Grade: 5**

The boundaries and important places in Québec were discussed. The students were expected to label these places on a map using an overhead produced by the teacher. The student with special needs was assisted by assigned students. Lines were drawn on the map within which the names of places were printed. The spelling was checked by the students, who were also expected to make notes about the places or events discussed. The important facts were written on the board to provide a guide for the students to use for writing complete sentences. The student with special needs listed the facts but was not responsible for writing the sentences. As a result, the student felt a part of the lesson. He benefitted from the lesson by learning the main ideas and the class benefitted by learning a study skill — utilizing key facts to remember notes.