

**Lesson: Math**

**Topic: Recognition, Identification and Construction of Solids**

**Grades: 2-5**

When the concept of solids was introduced by the teacher, models were given to all students to observe and manipulate. The student with a visual impairment was allowed to manipulate the model for the entire time the teacher was discussing the figure. When constructing a model of the solid the teacher worked from this student's desk. As each step was introduced the teacher assisted the child by showing her how to fold the paper and by allowing her to feel it after each step. The child was able to see, through touch, the flat sheet of paper turn into the desired model. This technique could be used for teaching other concepts, such as perimeter, area and volume. (Lois Wright, Joan Sheen, 1989)

### **SAMPLE LESSON THREE**

#### ***ADAPTING LESSONS FOR STUDENTS WITH DISABILITIES***

A group of methods and resource teachers compiled a list of suggestions for including students with disabilities — both those with verbal skills and those without verbal skills. They are suggestions geared to various levels of disability and they range from simple techniques for involvement at the verbal level to more complex ways of delivering instructions and developing writing skills. They are listed in order of complexity under verbal and nonverbal categories.

#### ***SUGGESTIONS FOR STUDENTS WITH VERBAL SKILLS:***

1. Have the student identify an object which is being used in the lesson.
2. Use the student's name or a fact about that student in the lesson — such as an article of clothing, a skill they have, or