



DIFFERENTIATION: TEACHING ADDITION TO LEARNERS IN AN INCLUSIVE CLASS



Pause and Reflect:

QUESTION 1:

What type of resources are useful to use in a class with learners who have a range of disabilities?

Pause and Reflect:

QUESTION 2:

What are the benefits of using a number line in your class?

Pause and Reflect:

QUESTION 3:

You can see various resources in the video – how would you use these in your numeracy lessons on addition?

When showing this film, pause at the Pause & Reflect (P&R) questions & encourage the participants to respond to the question. The focus of this film is on teaching an aspect of numeracy, addition, to a diverse group of learners and ensuring that all are engaged through the use of a range of learning resources.

P&R 1: This hub has learners with a wide range of disabilities: visual, hearing, physical and intellectual. This means that the staff have to use a broad range of learning resources to be sure that all learners are interacting. For the first activity, divide the group into 4, one group for each disability type, and ask each to answer the question based on the particular disability they are focusing on. Depending on numbers, you could then reorganise the groups so that one person from each group could make a new group and they can then share their responses across all 4 disability areas. You should end up with a wide range of ideas – it would be good if possible to ask participants who have used a range of resources to give feedback on how successful they have been in including learners.

P&R 2: The particular topic focused on in the video is addition. You can see that the teacher & learners are using a number line. This is a quick activity to brainstorm the benefits of using this particular resource.

P&R 3: In the video you hear about or see learners using bottle tops, pegs, knotted string. Can the participants come up with other resources? If you can bring resources to this workshop then in this section focus on actually using the items, and get the participants to practice doing activities with them. This will move the workshop away from theory to practice, which is always good!

At the very end of the video, Moses the CE speaks about the difficulties of planning for a varied class. You could finish this session by discussing the benefits of differentiated learning together with the challenges and share ideas on how they can be overcome.

Pause and Reflect:

RESPONSE 1:

Think in terms of the 4 groups of disability mentioned in the video, (visual, hearing, physical, intellectual) and the types of resources each group would need.

Pause and Reflect:

RESPONSE 2:

- A visual prompt
- Physical response
- Easy to make/acquire.

These are some responses you might expect.

Pause and Reflect:

RESPONSE 3:

This video is focusing on addition in particular so you could use a certain item to represent 1, 10, 100 or even 1000 for example. One way of using them is to create a visual sum.