

## Good practices INCL\_401AB\_EN

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Description of the problem / exercise: **Teaching geometric shapes with 'fading' technique**

This task can be used to teach students with disabilities about geometric shapes using Poly-Universal 'fading' techniques. This teaching technique implies that the student adopts the most important contents in smaller parts, by reading them aloud and supplementing sentences or connecting objects and concepts. In this case, the teacher prepares the boxes on which the names of the shapes from the Poly-Universal set are written and connects them with the shapes from the set. The student reads the name several times and points to the shape. After that, the teacher removes one of the cards and asks the student to name the shapes. When the student successfully completes this part of the task, the teacher removes the second card. Then he asks the student again to name the shapes. Finally, the teacher folds all the cards and asks the student to name the shapes.

Step 1. The teacher provides all information to the student and asks him to read it aloud and point to the shape.



Step 2: The teacher moves out one of the name cards and asks a student to name all shapes.



The teacher deletes one by one name cards and asks students to name the shape of figures. This process could be repeated several times till students get the knowledge to independently name the shape of figures.

- *Why this exercise is good:* This exercise provides practical activities to the students with disabilities and contributes to their knowledge in recognizing the shapes around them.
- *Level of teacher training:* Elementary school
- *School subject(s):* Math, language
- *Comments:* This exercise is dedicated to the students with cognitive disabilities, but with some modification could be usable for students with other disabilities as well.