

From Text Maps to Memory Caps

**100 More
Ways to
Differentiate
Instruction
in K-12
Inclusive
Classrooms**

by

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and

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About the Authors

Paula Kluth, Ph.D., is a former special educator who has served as a general education co-teacher, inclusion facilitator, and instructional coach. Her professional interests include differentiating instruction, active learning, and inclusive schooling.

Dr. Kluth is the author or coauthor of eleven books including: *“You’re Going to Love This Kid!”: Teaching Students with Autism in Inclusive Classrooms, Second Edition*; *“A Land We Can Share”: Teaching Literacy to Students with Autism*; and *“Just Give Him the Whale”: 20 Ways to Use Fascinations, Areas of Expertise, and Strengths to Support Students with Autism*. Paula is also a director of a documentary film titled *“We Thought You’d Never Ask”: Voices of People with Autism*.

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Numbers Alive



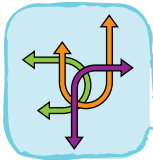
Materials

- Colored paper
- Sheet protector
- Marker



Description

This activity is a fun way to get students moving and help them to understand how numbers work before they rush to “solve the problem.” Your social students, your lovers of play and drama, and your kinesthetic learners will likely all be fans of numbers alive.



Directions

Using brightly colored paper, draw or print one number on each page. Using another color of bright paper, create the symbols necessary for your equations (+, −, =). Call students up to the front of the room to represent parts of the equation or number.

In teaching turnaround facts (the commutative property), sentences can be formed by having each student hold an addend or a symbol. Then, to demonstrate how addends can be switched to get the same sum, you can have the students holding the two addend signs switch places. Each time, have observers chant the new equation. In a more complex equation, you can demonstrate the order of operations. Just have students step forward as their part of the problem is discussed. You can also use this activity to create numbers. Just use commas to show place value, adding students slowly to grow the number.



Examples

In a first-grade classroom, the teacher gave every student a number or symbol. Then, she called out number sentences and had students run to get into their designated places. Once the “team” was in place, all students chanted out the number sentence together. Occasionally students raced against each other by working in teams.

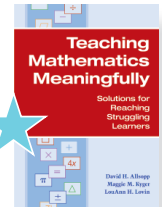
A similar game was used to teach second graders the concept of “greater than” and “less than.” Two students held symbol cards while other classmates took turns serving as 3, 4, and 5 digit numbers. As students watching called out “greater than” or “less than” with each comparison, the student with the correct symbol would jump into place.



References

Allsopp, D., Kyger, M. & Lovin, L. (2007). *Teaching mathematics meaningfully: Solutions for reaching struggling learners*. Baltimore, MD: Paul H Brookes Publishing Co.

Kemp, K., Eaton, M.A., & Poole, S. (2009). *RTI and math: The classroom connection*. New York, NY: National Professional Resources.



Vendor

Montessori for Everyone

http://www.montessoriforeveryone.com/Large-Small-Number-Decimal-Cards_p_122.html

Check out these large number cards that can be used for this activity and for many others.



Web Site

Math Playground

<http://www.mathplayground.com>

Online math games make learning engaging.