

8 Math Strategies 1

Teaching Methodology

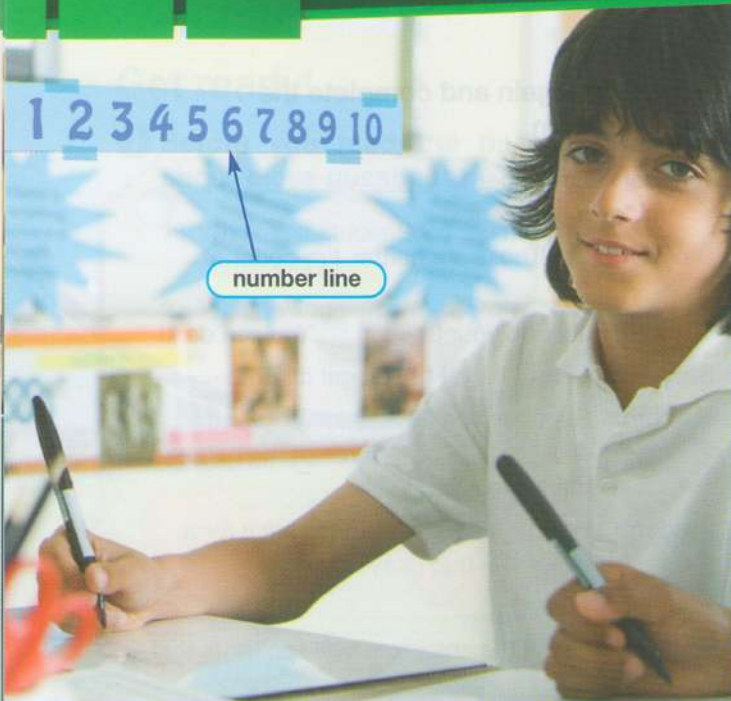
Chapter 15: Teaching Math Standard 1

When teaching students their numbers, display a **number line** and **calendar** prominently. Students can refer to them for help remembering the **correct order** of the numbers.

Another helpful tool is a set of **dot plates**. Draw a different number of dots on paper plates. Make sure that all the numbers between 1 and 9 are represented at least once. Then, hold up a plate and ask students what number it represents. When teaching students how to add, hold two plates up side by side. Then ask students for the total number of dots.

Hands-on activities are particularly good learning tools. **Pass out 5 coins** and a cup to each student. After they **shake and spill** the coins, they should record how many land on heads and how many land on tails. Continue the activity until students find all possible combinations of heads and tails. Then, try with a different number of coins, such as 6 or 7.

You could also read a **narrative** out loud. Tell students, "Mary had 3 cookies. She ate 2 of them, and then bought 8 more." Have students **keep track** of the number of cookies Mary has. They can use **beads** or **beans** as counters.



Get ready!

1 Before you read the passage, talk about these questions.

- 1 How do calendars and number lines help students?
- 2 What are some hands-on math activities?

Reading

2 Read the textbook excerpt. Then, mark the following statements as true (T) or false (F).

- 1 A calendar can help students remember the correct order of the numbers.
- 2 The shake and spill activity requires objects that have one side.
- 3 A set of dot plates can be used to illustrate the concept of addition.

Vocabulary

3 Fill in the blanks with the correct words or phrases from the word bank.

Word BANK

correct order number line dot plate
keep track shake and spill pass out

- 1 Ask a student to help _____ the materials.
- 2 Teachers should display a _____ prominently across the front wall of their classrooms.
- 3 Use the beans to _____ of the number of cookies Mary has.
- 4 Hold up a _____ and ask students what number it represents.
- 5 Students can refer to a number line if they forget the _____ of the numbers.
- 6 After students _____ the coins, they should record the results.