

**4 Match the words (1-6) with the definitions (A-F).**

- 1 \_\_\_ bead                    4 \_\_\_ narrative  
 2 \_\_\_ coin                    5 \_\_\_ calendar  
 3 \_\_\_ bean                    6 \_\_\_ hands-on

- A a small seed  
 B a story or an account  
 C a small, disc-shaped object that has monetary value  
 D a chart that shows the days, months, and weeks of a year  
 E a small piece of plastic, glass, or stone with a hole in the middle  
 F allowing active participation, as opposed to passive observation

**5 Listen and read the textbook excerpt again. How can a teacher create a set of dot plates?**

**Listening**

**6 Listen to a conversation between two teachers. Mark the following statements as true (T) or false (F).**

- 1 \_\_\_ The speakers discuss how to utilize dot plates in the classroom.  
 2 \_\_\_ The man explains a shake and spill activity.  
 3 \_\_\_ The woman led her students in a hands-on activity.

**7 Listen again and complete the conversation.**

**Teacher 1:** How's teaching math going?  
**Teacher 2:** It's going pretty well! We did a 1 \_\_\_\_\_ activity today.  
**Teacher 1:** Oh? I'm not familiar with that type of activity. What does it involve?  
**Teacher 2:** Well, students get 5 coins. They need to find all possible combinations of 2 \_\_\_\_\_.  
**Teacher 1:** I see. What 3 \_\_\_\_\_ did you need?  
**Teacher 2:** Just 4 \_\_\_\_\_ and paper cups. And a worksheet where students can keep track of the combinations.  
**Teacher 1:** Cool. It sounds like a great 5 \_\_\_\_\_.  
**Teacher 2:** It is. It helps students understand 6 \_\_\_\_\_.  
**Teacher 1:** I'll have to try it with my class. I think my students would really enjoy it.

**Speaking**

**8 With a partner, act out the roles below based on Task 7. Then, switch roles.**

**USE LANGUAGE SUCH AS:**

- What activities have you done ...?*  
*I'm not familiar with ...*  
*It helps students ...*

**Student A:** You are a teacher. Talk to Student B about:

- math teaching tools and activities
- math activities that are hands-on
- the benefits of these activities for students

**Student B:** You are also a teacher. Talk to Student A about classroom activities for math.

**Writing**

**9 Use the textbook excerpt and conversation from Task 8 to complete a list of materials various hands-on math activities require. Include: a description of each item needed, a discussion of what the item can be used for, and an overview of the classroom activity that uses the item.**

