

****NEW LEARNER REGISTRATION****



Math Program Information

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Circle Session:

Fall (Sept 16-Nov 16, 2013)

Spring (Mar 4-Apr 26, 2014)

Winter (Jan 6-Mar 1, 2014)

Summer (June 9-Aug 2, 2014)

The aim of this program is to help promote a positive experience of learning mathematics and to develop a sound foundation of basic number understanding. Understanding that our children will vary greatly in individual abilities and challenges in comprehending math, we combined multiple approaches which utilize multi-sensory teaching, and aligned them with topics taught in the classroom, in hopes of providing a comprehensive and cohesive program. The program is designed to include resource material and methodology from the following:

Numicon:

Numicon is a multi-sensory maths teaching program using Numicon maths shapes in a series of practical teaching activities. The Maths Shapes give learners insight into number values and relationships in a way not provided by written numerals. Learners develop their own mental imagery as they combine and compare the shapes to do arithmetic in a series of practical activities.

Numicon's visual, auditory and kinaesthetic approach appeals to different learning styles. Pupils learn through both seeing and feeling how Numicon patterns connect with each other. By physically manipulating Numicon to build constructions, make arrangements and patterns and play games using the feely bag, pupils will experience with both their hands and their eyes how numbers fit together. The powerful images can also open doors for children struggling with number, no matter how old they are.

The teaching program that accompanies the Numicon maths shapes has been developed by the authors as they work with children and teachers on a daily basis. The teaching activities are described on a series of illustrated cards.

To find out more about Numicon please watch the video at www.numicon.com.

TouchMath:

TouchMath is a multisensory program that uses its signature TouchPoints to engage students of all abilities and learning styles. TouchPoints develop and reinforce a performance of math functions useful both in daily activities and academic accomplishment. They may also serve as “mental manipulatives” for students who find concrete manipulatives difficult and/or distracting.

To find out more about TouchMath please visit www.touchmath.com and to read about the research behind this program please visit <http://www.touchmath.com/index.cfm?fuseaction=about.research>.

Teaching Math to People with Down syndrome and Other Hands-on Learners by DeAnna Horstmeier, Ph.D.:

TEACHING MATH TO PEOPLE WITH DOWN SYNDROME is a guide to teach meaningful math to students--with and without learning problems--who struggle with understanding computation, number concepts, and when and how to use these skills.

The author, an experienced educator, was inspired to write TEACHING MATH to meet the needs of hands-on learners after observing the difficulty her adult son with Down syndrome and his peers had in applying math skills to everyday life.

For years, the math program explained in TEACHING MATH has been successfully used with preschoolers, children, and adults with Down syndrome, Autism Spectrum Disorder, and other cognitive disabilities. Its success lies in capitalizing on the visual learning strengths of these concrete learners and using manipulatives, games, and activities to teach and maintain motivation.

***Number Skills for Infants with Down Syndrome (0-5 Years)* by Gilian Byrd and *Number Skills for Children with Down Syndrome (5-11 Years)* by Gillian Byrd and Sue Buckley:**

The research based efforts of the Down Syndrome Educational Trust out of England provide a foundation for teaching Mathematics to children with Down syndrome. In these two books, extensive vocabulary is provided in several categories including, but not limited to, Numeracy, Money, Time, Shapes, Instructions, and Numbers and the Number System. To find out more about the *Number Skills* books, please visit: <http://www.down-syndrome.org/information/number/>. To learn more about the Down Syndrome Educational Trust in the United States, please visit <http://www.downsedusa.org/en/us/default.aspx>.

We need your help in the success of this program

So far volunteers have made almost 1,000 activities at each playhouse!!

We have put in countless hours into creating these activities, finding best practices and correlating them to educational mathematics standards.

Will you be a part of building this program for your child? Student? Friend?

If your answer is “YES” here is how you can help:

- A. **Tutor:** become a tutor for our children (minimum 1 hour a week); attend training seminars (6+ hours)
- B. **Parent/Tutor liaison** (this may be done from home):
 - i. Send out registration forms for new students.
 - ii. Collect tutor information and correlate to student information.
 - iii. Schedule our children into sessions while working with the literacy team
- C. **Materials Manager:** Help us manage our materials, making sure we have what we need for all of our children (1 hour per week)
 - i. counting student boxes (checking that all materials were returned)
 - ii. contact parents if items were not returned
 - iii. placing orders for missing items
 - iv. communicating with site coordinator about supplies we need
 - v. organizing worksheets that need to be copied, communicate with materials assistant
- D. **Materials Assistant:** Copy worksheets and help make activities for our children (1-5 hours per month)
- E. **Fundraise:** Manage a fundraiser to fund our program (ie. Carson's Community Days coupon booklet sales)

Free Internet sites as available for extra practice and resource

- specifically for prek-2; basic number facts <http://www.abc.net.au/countusin/default.htm>
- practice test site by skill levels <http://www.ixl.com/>
- generates practice worksheets <http://www.mathfactcafe.com/build/default.aspx>
- tutoring at home for parents <http://www.mathsisfun.com/numbers/addition.html>
- good skills practice in + / - / x / ÷ for those interested in baseball <http://www.funbrain.com/math/index.html>

Math practice by grade level; there are numerous activities

Preschool Math

- Shapes <http://www.sheppardsoftware.com/preschool/ngames/shapes.htm>
- Count to 10
 1. <http://www.sheppardsoftware.com/preschool/ngames/numbers.htm>
 2. http://www.abcya.com/counting_fish.htm
 3. <http://www.learningplanet.com/stu/index.asp>
- Big vs Little
 1. <http://kids.aol.com/KOL/2/KOLJrGames/FlashHolder/sizes>

Grade school to 2nd and beyond

- Count to 100
 1. <http://www.bbc.co.uk/schools/numbertime/games/mend.shtml>
- Skip count
 1. By 5's http://www.oswego.org/ocsd_web/games/spookyseq/spookycf5.html
 2. By 10's <http://www.oswego.org/ocsd-web/games/spookyseq/spookycf10.html>
 3. By 2's <http://www.oswego.org/ocsd-web/games/spookyseq/spookycf2.html>
- Fractions
 1. Matching fractions to image:
http://www.sheppardsoftware.com/mathgames/fractions/memory_fractions1.htm
 2. Find the fraction given a number to split:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/fractions/level1.htm
 3. Create fractions using shaded blocks:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/fractions/level3.htm
 4. Order fractions on a number line:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/fractions/level4.htm
 5. Finding equivalent fractions (lowest terms):
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/fractions/level5.htm
- Place value
 1. Evaluate base 10 blocks: <http://www.ictgames.com/sharknumbers.html>
 2. Identify between words to place values:
<http://www.toonuniversity.com/flash.asp?err=496&engine=5>

3. Round to the nearest place value: http://www.haelmedia.com/html/mc_m54_001.html
 4. Uses base 10 blocks (4 digits):
<http://www.sheppardsoftware.com/mathgames/placevalue/value.htm>
 5. Calculator (4 digits):
<http://www.crickweb.co.uk/assets/resources/flash.php?&file=Toolkit%20index2a>
- Subtraction
 1. <http://www.sheppardsoftware.com/mathgames/earlymath/subHarvest.htm>
 2. (up to 10):
http://www.arcademicskillbuilders.com/games/island_chase/island_chase.html
 3. Number sentences: (+/-) allows student to choose how to get a number using math facts
<http://media.emgames.com/emgames/demosite/playdemo.html?activity=M2A077&activitytype=dcr&level=2>
 - Addition
 1. <http://www.sheppardsoftware.com/mathgames/earlymath/bugabalooShoes.htm>
 2. Using a number line (0-10) and (0-20) <http://www.funbrain.com/linejump/index.html>
 3. With manipulatives: <http://www.dositey.com/2008/addsub/addex1.htm>
 4. Up to 20: <http://arcademicskillbuilders.com/games/jetski/jetski.html>
 - Multiplication
 1. <http://www.sheppardsoftware.com/mathgames/earlymath/multiplicationPicnic.htm>
 2. Facts through 12:
http://arcademicskillbuilders.com/games/grand_prix/grand_prix.html
 - Telling time
 1. http://www.sheppardsoftware.com/mathgames/earlymath/on_time_game1.htm
 2. [http://www.create-a-reader.com/Components/CARPage.swf?page=Activities&site=basic&lang=English;level_1_\(hour\);_level_2&3_\(1/2_hour\);_level_4_\(15_min\);_level_5_\(5_min\)](http://www.create-a-reader.com/Components/CARPage.swf?page=Activities&site=basic&lang=English;level_1_(hour);_level_2&3_(1/2_hour);_level_4_(15_min);_level_5_(5_min))
 3. Interactive clock: <http://www.poissonrouge.com/clock/>
 - Money
 1. Match dollars and cents: <http://www.toonuniversity.com/flash.asp?err=569>
 2. Find the dollar and coin amount: <http://www.aplusmath.com/cgi-bin/flashcards/money>
 3. Compare coin amounts: http://www.hbschool.com/activity/lets_compare/
 4. Count dollars and coins (3 levels: coins, up to \$10; up to \$100)
http://www.abcya.com/counting_money.htm
 5. Find the number of coins needed to complete the amount:
http://www.mathplayground.com/count_the_money.html
 6. Calculate the amount (includes 0.50)
<http://newstanley.schools.kckps.org/newstanley/math/Money/pndqhd.php>
 - Data analysis
 1. Tally marks to graphs:
http://www.bbc.co.uk/schools/ks2bitesize/maths/data/interpreting_data/play_popups.html
 - Measurement/Geometry
 1. Measure to number line
http://www.pbs.org/parents/earlymath/grades_games_timetomove.html
 2. Measure to cm: http://www.hbschool.com/activity/length_strength1_centil/
 3. Perimeter and Area:
http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/perimeter_and_a_rea/index.html
 4. Polygon quiz: <http://www.thatquiz.org/tq/practice.html?shapes>

GiGi's Playhouse Child Information Sheet

Parent's Name: _____

Child's Name: _____

Phone Number: _____

Please identify your child's strengths:

Please identify any concerns you have regarding the math program:

What school does your child attend? _____

Grade: _____

What math skills is your child currently working on in school?

What math goals have been set for your child?

What are your child's interests?

What incentives or strategies have been used to help motivate your child?

Have you been tutored at GiGi's Playhouse before? _____

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Date Received _____

Comments:

Math Level A B C D

MATH PROGRAM – REGISTRATION FORM

Parent's Full Name _____ Phone Number _____

Child's Full Name _____ DOB: _____

Sex: _____

Address: _____ City/Zip: _____

Email: _____ Other phone number: _____

Place an **X** for your response:

My child and I have visited GiGi's Playhouse before:

My child has been through at least one math tutoring session at GiGi's:

Yes	No

Indicate a day/time range that you would prefer for tutoring (we will do our best to accommodate, but cannot guarantee a time.) Please specify all possible times for each day that you are available. Show N/A if you are not able to come anytime on a given day of the week. Please provide as much detail as possible.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Please list your child's strengths and any concerns regarding math skills.

Please consider volunteering at the Playhouse. These are the areas in which we need assistance for this program. Please check the volunteer positions you may be interested in:

- Become a tutor for our children (minimum 1 hour a week)

- Help us schedule our children into sessions (this may be done from home) _____
- Copy worksheets and help make activities for our children (minimum 1 hour a month) _____
- Help us manage our materials, making sure we have what we need for all of our children (1 – 5 hours per week) _____

Please return this form: Attn: Kate GiGi’s Playhouse, 10430 New York Ave Ste A Urbandale, IA 50322. 515-252-PLAY • mathDSM@gigisplayhouse.org

Thank you for your interest in our program.

We will contact you when we have a placement for your child.

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Date recd: _____ Tutor: _____

Schedule: Day _____ Time _____

Waiting list: Yes _____ No _____ Reason: _____

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PARENTS ARE IMPORTANT

GiGi's math program is a *free* program staffed by numerous volunteers. This program was designed as a home-based program. We all know how important repetition is to learning! As a parent of a GiGi's student, you are the key player in your student's learning.

As a parent, I will actively participate in my student's math sessions at GiGi's;

As a parent, I will practice daily with my student the skills learned at our math session. Repetition is the key to success;

As a parent, I understand how valuable and sought after the math sessions are and will notify our tutor, in advance, if we cannot make a session. **In the event I do not attend 2 scheduled sessions and fail to notify my tutor, I understand that I will be removed from the program.**

As a parent, I understand that the Playhouse needs volunteer help on a regular basis with a variety of projects, which includes making items for Math and other programs. I understand my volunteer effort will help make not only the Literacy, but all programs even more successful. **I will make every attempt to volunteer at least 5 hours per Session** (committee member, administrative help, hosting a program or making math items).

As a parent, I understand that I am responsible for ensuring that if siblings accompany us, they are to stay in the background so as to not distract the tutor and student. *All toys must be put away* before leaving the Playhouse;

Together with the efforts of GiGi's volunteers, I (we) are committed to our student's success!

Signature: _____ Date: _____

Note: GiGi's policy is that parents **are required** to sit in on the session, unless directed otherwise by their tutor. **There will be no exceptions.** If you are unable to stay for the entire session, please contact your tutor to advise that you need to cancel.