

Index

A

Absolute value, 223
Absolute value activity, 76–80; answers, 209; evaluation, 80; for gifted learners, 79; home/school connection, 79–80; for learning disabled students, 79; for resistant learners and students with ADD/ADHD, 79; worksheet, 78
Acute angle, 119, 223
Adding integers activity, 81–86; answers, 209; evaluation, 86; for gifted learners, 86; home/school connection, 86; for learning disabled students, 84; for physically disabled students, 85; for resistant learners and students with ADD/ADHD, 86; worksheet, 83
Adjacent angles, 119, 223
After-school activities, encouraging, 14
Algebra and functions, 75–116; and absolute value, 75–80; and adding integers, 81–86; and dividing integers, 96–100; and integers and exponents, 107–110; and multiplying integers, 92–95; and plotting points on a coordinate plane, 101–106; and rates, 111–116; and subtracting integers, 87–91
Angle, 119, 223
Area, 140, 223
Area and perimeter of quadrilaterals and triangles activity, 133; for all learners, 136–137; answers, 213; evaluation, 138; for gifted learners, 136; and home/school connection, 137; for learning disabled students, 136; for students with physical disabilities, perceptual impairments or short-term memory difficulties, 136; worksheet, 135
Assessment strategies, differentiated, 29–30; and student-teacher interview, 29
Association for Supervision and Curriculum Development, 227
Associative property of addition and multiplication, 223
Attention deficit disorder (ADD), 23, 24
Attention deficit-hyperactivity disorder (ADHD), 23
Auditory impaired students, 23
Auditory learners, 19, 20

B

Bar graphs. *See* Circle and bar graphs
Basic geometric shapes activity, 123–127; answers, 213; evaluation, 127; for gifted learners, 127; home/school connection, 127; for learning disabled students, 126; for resistant learners and students with ADD/ADHD, 126–127; worksheet, 125
Better Business Bureau, 178
Body/kinesthetic intelligence, 20–21

C

CADZO, 48
CAMS, 70–74
Case manager, 10
Cell phone use, monitoring, 14
Checklists: for prereferral collaboration with school personnel, 9; for prereferral interventions, 5; for referring student to school team, 12
Child Study Team, 3, 21; collaborating with, 4–12; members of, 6–8
Circle, 223
Circle and bar graphs activity, 170–174; answers, 214; evaluation, 174; for gifted learners, 173; and home/school connection, 174; for learning disabled students, 173; for students with visual difficulties, 173; worksheet, 172
Circumference, 140
Collaboration: with Child Study Team, 4–12; effective, 3–16; for intervention, 3–4; with parents and families, 13–15
Commission of the Blind and Visually Impaired, 23
Communications, establishing positive, 15
Commutative property of addition and multiplication, 223
Comparing and ordering whole numbers activity, 40–43; answers, 205–206; evaluation, 43; for gifted learners, 43; home/school connection for, 43; for learning disabled students, 42; for resistant learners and students with ADD/ADHD, 42–43; for students with physical disabilities, 42; worksheet, 41
Complementary angle, 119, 223

Composite number, 223
Consumer Reports, 178
Coordinate plane, 223
Core curriculum standards, 17
Council for Exceptional Children, 227
Cross strategy, 202
Cube, 152

D

Data analysis and probability: and circle and bar graphs, 170–174; and finding the mean, 162–164; and finding the median and mode, 165–169; and investigating probability, 180–185; and line and picture graphs, 175–179
Deci, E., 28
Decimal, 223
Demonstrations, 29
Denominator, 223
Diameter, 139
Differentiating instruction, 25–30
Differentiating instruction, effective teaching strategies for, 25–30
Differentiated learning: and assessing learning styles, 18–19; and planning for students with special needs, 21–24; preparing for, 17–24; and working with core curriculum standards, 17
Distributive property, 223
Dividing integers activity, 96–100; for all learners, 99–100; answers, 210; evaluation, 100; for gifted learners, 99; home/school connection, 100; for learning disabled students, 99; for resistant learners and students with ADD/ADHD, 99; for students with visual or perceptual disabilities, 99; worksheet, 98

E

Edge, 145, 223
Educational behavior, modeling, 14
Educational diagnostician, 224
Effective teaching, tips for, 25–26
English as a Second Language (ESL) services, 10
Estimation mania, 197–198
Evaluation process, 11
Exponent, 223
Exponent Draw, 110

F

Face, 145, 223
Factoring, greatest common factor, and prime composite numbers activity, 59–64; answers, 207; evaluation, 63; for gifted learners, 62; home/school connection, 63; for learning disabled students, 62;

for resistant learners and students with ADD/ADHD or auditory processing difficulties, 62; for students with visual impairments, 62; worksheet, 61
Families, collaboration with, 13–15
Finding the mean activity, 162–164; answers, 214; evaluation, 164; for gifted learners, 164; and home/school connection, 164; for learning disabled students, 164; for resistant learners and students with ADD/ADHD, 164; worksheet, 163
Finding the median and mode activity, 165–169; answers, 214; evaluation, 169; for gifted learners, 168; and home/school connection, 169; for learning disabled students, 168; for resistant learners and students with ADD/ADHD, 168; for students with physical disabilities, 168; worksheet, 167
504 Plan, 23, 24
FM systems, 23
Fraction, 223
Fraction fun, 67
Fractions activity, 64–69; answers, 208; for disabled students, 67; evaluation, 68; for gifted learners, 68; home/school connections, 68; quiz, 69; for resistant learners and students with ADD/ADHD, 67–68; for students with physical disabilities, 67; worksheet, 66

G

Gardner, H., 20
General education teachers, 223; as member of Child Study Team, 7
Geometry and measurement, 117–159; and area and perimeter of quadrilaterals and triangles, 133; and basic geometric shapes, 123–127; and polyhedrons, 144–154; and properties of circles, 139–143; and surface area of prisms, 155–159; and triangles and Pythagorean theorem, 128–132; and types of lines and angles, 118–122
Geometry memory, 126–127
Gifted learners, 24
Greatest common factor, 223
Guidance counselor, 223; as member of Child Study Team, 7

H

Harvard University, 20
Homework, 15

I

IEP. *See* Individual Education Program
Inclusive classroom: and classroom climate, 28; effective, 26–28; measuring success in, 28–30; possible adaptations for, 26–27; and station teaching, 27

Individual Education Program (IEP), 4
Individuals with Disabilities Act (IDEA), 11
Integer Dance Explosion (I-Dance Explosion), 85
Integer Hold'Em, 99–100
Integers, 224
Integers and exponents activity, 107–110; answers, 213; evaluation, 110; for gifted learners, 110; home/school connection, 110; for learning disabled students, 110; worksheet, 109
Intelligence characteristics, identifying, 22
Internet, monitoring, 14
Interpersonal intelligence, 21
Intervention and Referral Services Committee (IRS), 8, 10, 12
Intrapersonal intelligence, 21
Investigating probability activity, 180–185; answers, 216; evaluation, 184; for gifted learners, 183; and home/school connection, 183–184; for learning disabled students, 183; for resistant learners and students with ADD/ADHD, 183; worksheet, 182
“Investigation of a Chocolate Chip Cookie” activity, 52
IRS. *See* Intervention and Referral Services Committee

K

Kinesthetic learners, 19, 20
Kite, 224

L

LDonline, 227
Learning Disabilities Association of America, 227
Learning disabilities teacher/consultant or educational therapist (LDT/C), 224; as member of Child Study Team, 6
Learning disabled students, 23
Learning styles: assessing, 19–20; fitting teaching strategies to, 21; and learning strengths, 20–21
Least common multiple, 224
Least common multiple activity, 55–58; answers, 207; evaluation, 58; for gifted learners, 58; home/school connection, 58; for learning disabled students, 57; for resistant learners and students with ADD/ADHD, 58; for students with physical disabilities, 58; worksheet, 56
Least restrictive environment (LRE), 11
Lerner, J., r
Line and picture graphs activity, 175–179; answers, 213, 215–216; evaluation, 179; for gifted learners, 178; and home/school connection, 178; for learning disabled students, 178; for students with visual impairments, 178; worksheet, 177

Logic/math intelligence, 20
LRE. *See* Least restrictive environment

M

Math for America, 227
Mean, 224
Median, 224
Mode, 224
Modeling: educational behavior, 14
Movie watching, guiding, 14
Multiple, 224
Multiple intelligences: and learning strengths, 20–21
Multiples activity, 49–54; for all learners, 52; answers, 206; evaluation, 52; for gifted learners, 52; home/school connection, 52; for learning disabled students and students with visual impairments, 52; quiz, 54; worksheet, 51
Multiplying integers activity, 92–95; for all learners, 94–95; answers, 209; evaluation, 95; for gifted learners, 94; home/school connection, 95; for learning disabled students, 94; for physically disabled students, 95; for resistant learners and students with ADD/ADHD or with short term memory and organizational difficulties disabilities, 94; worksheet, 93
Musical/rhythmic intelligence, 21

N

Name That Shape, 132
National Association for Gifted Children, 227
National Center for Learning Disabilities, 227
National Council of Teachers of Mathematics, 227; Standards Chart, 217–221
NCES Kids Zone, 173
Neuschwander, C., 142
Numbers and operations, 33–74; and comparing and ordering whole numbers, 40–43; and factoring, greatest common factor, and prime and composite numbers, 59–64; and fractions, 64–69; and least common multiple, 55–58; and multiples, 49–54; and percentages and decimals, 70–74; and place value, 34–39; and properties of numbers, 44–48
Numbers, properties of (lesson), 44–48; for gifted learners, 47–48; handout, 45; home/school connection, 48; for learning disabled or visually impaired students or resistant learners, 47; worksheet, 46
Numerator, 224

O

Obtuse angle, 119, 224
Occupational therapist, 224; as member of Child Study Group, 8

- Octagon, 224
 Octahedron, 150
 Oral reports, 29
 Oval, 224
- P**
- Parallel lines, 118, 224
 Parallelogram, 224
 Paraprofessionals, 224; as members of Child Study Group, 8
 Parents: collaboration with, 13–15; and consistent routine, 15; and encouraging after-school activities, 14; and encouraging parental involvement, 13; and establishing positive communications, 15; and guiding television and movie watching, 14; and homework, 15; and modeling educational behavior, 14; and monitoring cell phone use, 14; and monitoring video games and internet, 14; and reading with young teens, 13; and setting high, realistic standards, 15; tips for talking with, 16
 Pentagon, 224
 Percent, 224
 Percentages and decimals activities, 70–74; answers, 208; evaluation, 73; for gifted learners, 73; home/school connection, 73; for learning disabled students, 73; quiz, 74; for resistant learners and students with ADD/ADHD, 73; for students with visual or perceptual difficulties, 73; worksheet, 72
 Perimeter, 224
 Perpendicular lines, 118, 224
 Personal aides, 224; as members of Child Study Group, 8
 Physical therapists, 224; as member of Child Study Group, 8
 Physically disabled students, 23–24
 Place value activity, 34–39; answers, 205; for gifted learners, 38; home/school connection activity for, 38–39; for learning disabled students, 37; for resistant learners and students with ADD/ADHD, 38; for students with physical disabilities, 37–38; worksheet, 36
 Planning meeting, 10–11
 Plotting points on a coordinate plane activity, 101–106; answers, 210–212; evaluation, 106; for gifted learners, 105; home/school connection, 105; for learning disabled students, 104; for resistant learners and students with ADD/ADHD, 105; for students with visual impairment, 105; worksheet, 103
 Polygon, 144, 224
 Polyhedron, 145, 224
 Polyhedrons activity, 144–154; answers, 214; evaluation, 154; for gifted learners, 154; and home/school connection, 154; for learning disabled students, 153; and polyhedrons worksheet script, 153; for resistant learners or students with ADD/ADHD or short-term memory difficulties, 153; for students with physical disabilities, 153–154; worksheet, 147; worksheet packet, 148–152
 Positive communications, establishing, 15
 P-O-W-E-R strategy, 110
 Prereferral collaboration: with school personnel, 9
 Prereferral intervention strategies, 4; checklist for, 5
 Prime number, 224
Principles and Standards for School Mathematics (National Council of Teachers of Mathematics), 217–221
 Prism, 145, 224
 Probability, 161–185, 224
 Problem solving and reasoning, 187–203; plan, 188–193; and solving word problems through logic, 199–203; and solving word problems using estimation, 194–198
 Problem-solving plan activity, 188–193; answers, 216; evaluation, 193; for gifted learners, 192; home/school connection activity for, 193; for learning disabled students, 192; for students with physical disabilities, 192; worksheet, 190–191
 Project-centered evaluation, 29
 Properties of circles activity, 139–143; answers, 214; evaluation, 142–143; for gifted learner, 142; and home/school connection, 142; for learning disabled students, 142; for resistant learners and students with ADD/ADHD, 142; worksheet, 141
 Properties of numbers activity, 44–48; answers, 206; evaluation, 48; for gifted learners, 47–48; hand-out, 45; home/school connection, 48; for learning disabled or visually impaired students or resistant learners, 47; worksheet, 46
 Pyramid, 145, 224
- R**
- Radius, 139
 Rates activity, 111–116; for all learners, 114–115; answers, 213; evaluation, 116; for gifted learners, 115; home/school connection, 116; for learning disabled students, 114; for students with physical disabilities, 115; for students with visual impairments, 114; worksheet, 113
 Ray, 118, 224
 Reading, with young teens, 13
 Reasoning. *See* Problem solving and reasoning
 Rectangle, 225
 Rectangular prism, 148

Referral: checklist for, to school team, 12
 Referral interventions, 8
 Rehabilitation Act (1973), 23
 Resistant Learners, 24
 Rhombus, 225
 Rich brownie bars (recipe), 137
 Riddles, 202
 Routine, following consistent, 15

S

savvyconsumer.org, 178
 School administration, 7
 School nurse, 225; as member of Child Study Team, 7
 School personnel: prereferral collaboration with, 9
 School psychologist, 225; as member of Child Study Team, 6
 School social worker, 225; as member of Child Study Team, 6
 Self-evaluation, 29
 Serving Up Surface Area game, 159
 Shape memory game, 126
Sir Cumference and the Dragon of Pi (Neuschwander), 142
Sir Cumference and the First Round Table (Neuschwander), 142
 Small group presentations, 29
 Solving word problems using estimation activity, 194–198; answers, 216; evaluation, 197–198; for gifted learners, 197; home/school connection activity for, 197; for learning disabled students, 197; for resistant learners and students with ADD/ADHD, 197; for students with physical disabilities, 197; worksheet, 196
 Solving word problems using logic activity, 199–203; answers, 216; evaluation, 203; for gifted learners, 202; home/school connection activity for, 202–203; for learning disabled students, 202; for resistant learners, students with ADD/ADHD, or students with short-term memory weaknesses, 202; worksheet, 201
 Special education teacher, 225; as member of Child Study Team, 7
 Special needs, students with: planning for, 21–24
 Speech and language therapists, 225; as member of Child Study Team, 7
 Spinning Wheel of Fortune game, 183–184
 Square, 225
 Standardized tests, 28
 Standards, setting, 15
 Station teaching, 27
 Student-teacher interview, 29

Subtracting integers activity, 87–91; answers, 209; evaluation, 90; for gifted learners, 90; home/school connection, 90; for learning disabled students, 90; quiz, 91; for students with visual or perceptual difficulties, 90; worksheet, 89
 Supplementary angles, 119, 225
 Surface area, 225
 Surface area of prisms activity, 155–159; answers, 214; evaluation, 159; for gifted learners, 158; and home/school connection, 159; for learning disabled students, 158; for resistant learners and students with ADD/ADHD, 158; for students with physical and perceptual disabilities, 158; worksheet, 157

T

Tactile learners, 19, 20
 Teaching strategies: effective, for differentiating instruction, 25–30; fitting to learning styles, 21
 Television, guiding watching of, 14
 Trading Places, 94–95
 Traditional classroom tests, 28–29
 Trapezium, 225
 Triangle, 225
 Triangles and Pythagorean theorem activity, 128–132; answers, 213; evaluation, 132; for gifted learners, 131–132; home/school connection, 132; for learning disabled students, 131; for resistant learners and students with ADD/ADHD, 131; for students with visual impairments, 131; worksheet, 130
 Triangular prism, 151
 Triangular pyramid, 149
 Types of lines and angles activity, 118–122; evaluation, 122; for gifted learners, 122; home/connection, 122; for learning disabled students, 121; for resistant learners and students with ADD/ADHD, 121; for students with physical disabilities, 122; worksheet, 120

U

United States Department of Education, 17
 USA strategy, 173

V

Verbal/linguistic intelligence, 20
 Vertex, 145, 225
 Vertical angles, 119, 225
 Video games, monitoring, 14
 Visual learners, 19, 20
 Visually impaired students, 23
 Visual/spatial intelligence, 20

W

Whole numbers, comparing and ordering, 40–43; for gifted learners, 43; and home/school connection, 43; for learning disabled students, 42; for resistant learners and students with ADD/ADHD, 42–43; for students with physical disabilities, 42; worksheet, 41

Y

Young teens, reading with, 13

Z

Zero property of addition, 225

Zero property of multiplication, 225

zillions.org, 178