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ABSTRACT

This booklet is a collection of 133 field-tested learning activities produced at the Teacher Interactive Learning Center for teacher use with elementary students. No sequence has been attempted in this collection, although the activities are classified by content area as follows: communication arts activities, mathematics activities, and learning disabilities activities. Activities are coded to a content key of objectives, such as the ability to recognize letters, the concept of sequence, proficiency in word recognition, the ability to read and follow directions, the ability to add to any sum, the ability to tell time, and the ability to use various units of metric measures. (TS)

T.I.L.C. ELEMENTARY "DO IT AND UNDERSTAND"

CURRICULUM ACTIVITIES

TEACHER INTERACTIVE LEARNING CENTER

E.S.E.A. TITLE III

Submitted by,
Helen DiCorleto,
Title III Director, T.I.L.C.
June 1975

HARTFORD PUBLIC SCHOOLS·249 HIGH STREET·HARTFORD, CONNECTICUT 06103

INTRODUCTION

T.I.L.C. ELEMENTARY DO IT AND UNDERSTAND

CURRICULUM ACTIVITIES

*PART I

This booklet is a collection of 133 field-tested learning activities produced at the Teacher Interactive Learning Center for teacher use with elementary students. The ideas have been contributed by public and non-public teachers, paraprofessionals, intern-teachers and retired teachers. While some ideas were original, others were modifications or adaptations of existing resources. Some activities and models contained in this booklet identify the name and town of the contributor.

The T.I.L.C., Teacher Interactive Learning Center of Hartford, Connecticut, was an innovative regional staff development program established and operated from 1972-1975 with the leadership of Helen DiCorleto, Title III Director.

*PART II

Under separate cover a booklet, T.I.L.C. LOW-COST / NO COST LEARNING ENVIRONMENT PROTOTYPES AND MODELS

PART I

133 "DO IT AND UNDERSTAND" CURRICULUM ACTIVITIES

To facilitate the exchange of these motivational learning tools, mini-models of the activities were catalogued and housed in a curriculum bank; a letter or number system, plus a content title, identified each deposit box of the bank. The design structure and the directions for each activity were made available along with the "hands-on" materials for the teacher to "see" as well as "do and understand." Participants made the decision either to replicate a learning activity, modify it for their students, or to create a prototype to fit a special need. In fact, participants were encouraged to utilize a design structure or idea and to tailor it to meet the specific learning styles and needs of their students. Thus, rather than trying to fit children's needs to inflexible commercial tools, teachers selected and created learning activities tailored to their own pupils' needs.

Field testing had been accomplished prior to the receipt of each contribution. Teachers felt that these were some of their best teaching-learning activities which had been most effective in presenting concepts and in extending the learning experiences of their students. Not all activities have an indicated grade level since it was observed that many fine motivational learning activities provided a cross-grade structure which could be modified to meet a considerable range simply by varying the content material developed for use with the activity.

The T.I.L.C. was a voluntary program. Participants were encouraged to be self-directed and to determine by the assessment of their students' needs whether to use an activity for the presentation of a new concept, or for reinforcement of a newly-acquired skill, or for the purpose of enrichment.

No sequence has been attempted in this collection, although the activities are classified by content area:

Communication Arts Activities

Mathematics Activities

Learning Disabilities Activities

Activities are coded to a content key of objectives. Recognizing the reality of individual teaching styles and of individual student learning styles a number of activities may be coded to one particular objective.

KEY OF OBJECTIVES FOR 38 "DO IT AND UNDERSTAND" COMMUNICATION ARTS CURRICULUM ACTIVITIES

Mastery Will Be Shown By The Student Demonstrating 90% Effectiveness In The Acquisition Of:

21 the ability to recognize letters

22 the competency to recognize initial consonant sounds and to make word families

23 the skill in recognizing and using blends, digraphs, suffixes, and word parts

24 the recognition of words as contractions and the ability to make them

25 the recognition and making of compound words and of syllables

26 the concept of sequence

27 the ability to make inferences, analogies, draw conclusions, and classify

28 the knowledge of correct usage, of parts of speech, and of punctuation

29 the capability to think creatively and express oneself in creative language

30 familiarity with children's classics

31 the ability to read and follow directions

32 proficiency in word recognition

33 the eye-hand coordination required

34 spatial relationships and visual perception and motor skills required

35 the skills relating to learning disabilities

KEY OF OBJECTIVES FOR 73 "DO IT AND UNDERSTAND" MATHEMATICS CURRICULUM ACTIVITIES

Mastery Will Be Shown By The Student Demonstrating 90% Effectiveness In The Acquisition Of:

01 number sequence

02 the meaning of the mathematical symbols for "greater than" and "less than"

03 the concept of fewest and most

04 the ability to add to any sum

05 understanding the difference between cardinal and ordinal numbers

06 the skill in counting from 1-10

07 symbol recognition for cardinal numbers

08 recognition of geometric shapes and names

09 the understanding of place value

10 the ability to tell time

11 the understanding and the usage of money

12 the ability to subtract from any number

13 the concept of multiplication as repeated addition and the ability to perform the process

14 the concept of division as repeated subtraction and the ability to perform the process

15 the idea that fractions express equal parts of one whole unit or one whole set; the ability to express a fraction numerically (2/4)

16 the understanding and use of the units of linear measurement

17 the ability to discover and continue a pattern

18 the reading, the interpretation, and the construction of various types of graphs

19 the ability to use various units of metric measure

20 the skill in the recognition and reading of numbers in both Spanish and English

KEY OF OBJECTIVES FOR 22 "DO IT AND UNDERSTAND" CURRICULUM ACTIVITIES FOR LEARNING DISABILITIES

Mastery Will Be Shown By The Student Demonstrating 90% Effectiveness In The Acquisition Of:

35-32 proficiency in word recognition

35-21 the ability to recognize letters

35-08 recognition of geometric shapes and names

35-06 the skill in counting from 1-10

35-06 the ability to add to any sum

35-12 the ability to subtract from any number

35-27 the ability to make inferences, analogies, draw conclusions and classify

35-22 the competency to recognize initial consonant sounds and make word families

35-07 symbol recognition for cardinal numbers

35-33 the eye-hand coordination required

35-34 spatial relationships and visual perception and motor skills required

35-01 number sequence

35-26 the concept of sequence

35-31 the ability to read and follow directions

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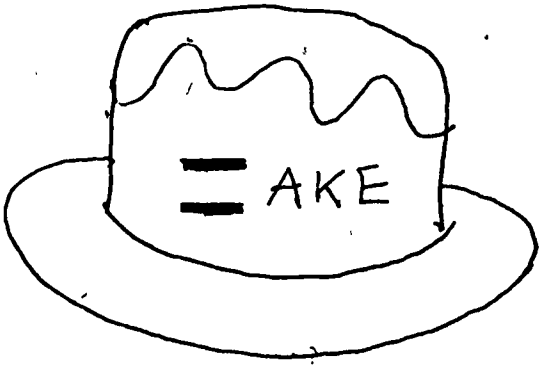
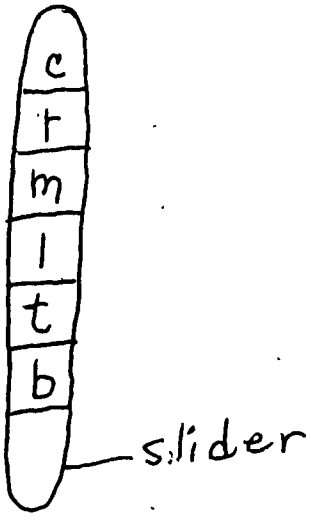
INITIAL CONSONANTS

Make a cake. Place the letters AKE on the cake. Cut 2 slits before the letters. Make a slider containing the letters that will make words when placed before AKE.





Yvonne Brown, Canton
T.I.L.C. 1975

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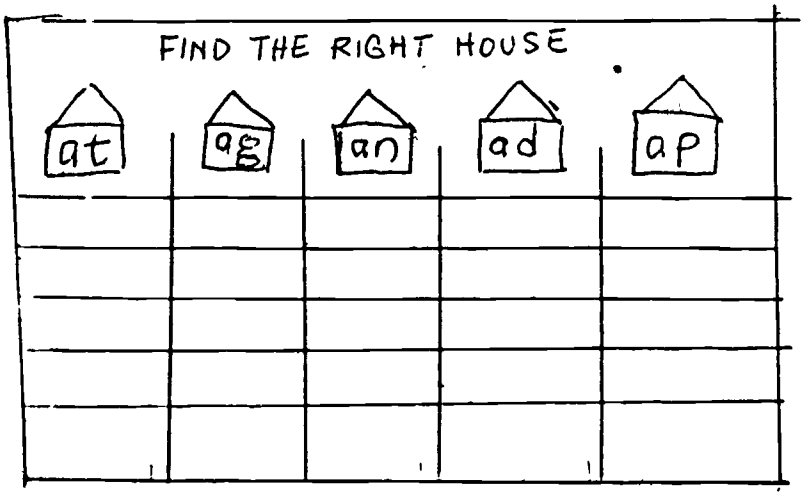
FIND THE RIGHT HOUSE

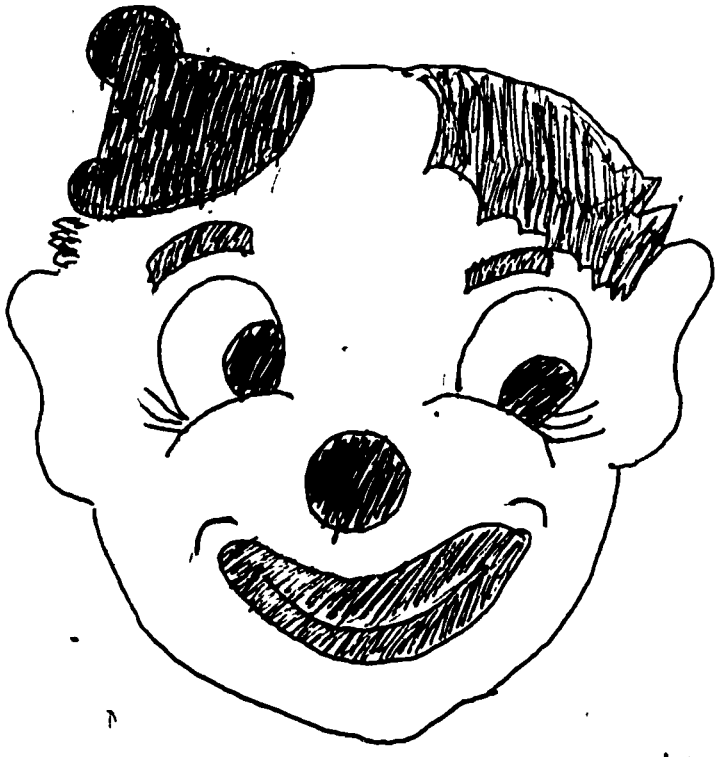
One player - child fills up board.

5 players - each child picks a house. In turn each child picks a word. If it matches his house, he fills up a space towards his house with the card.

Teacher makes words with the endings in houses. Can be used with blends, vowels, digraphs, suffixes, etc.



CL SOUND



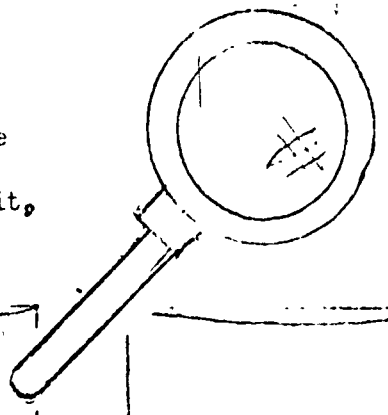
climb
clock
cloud
clown
cloth

tongue

Slit mouth so that the tongue can slide in and out.

CLUE

Pick a clue from each envelope. Make up a dtective story with the clues. Ask one of your classmates to solve it.



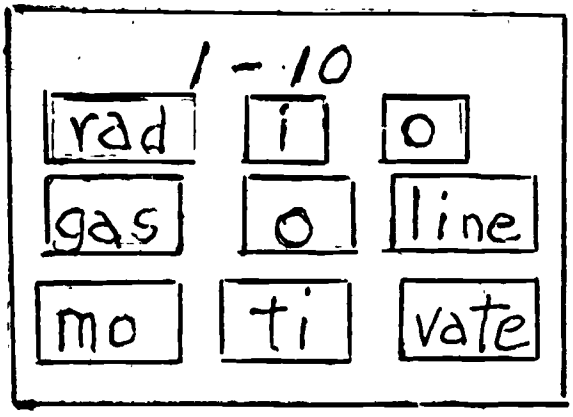
Who	When	Where	What

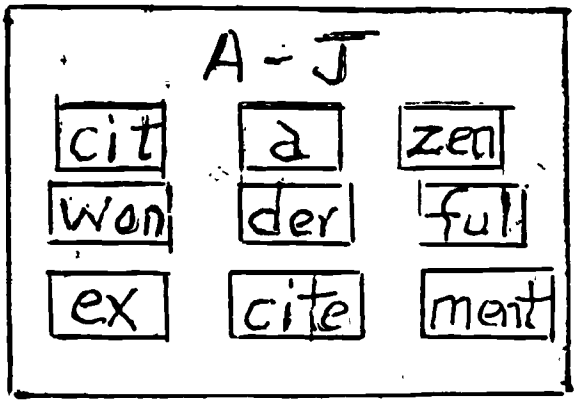
samples:

	Halloween	forest	a gun

SYLLABLES

Write syllables in different colors to help in recognition of syllables.
Cut up words, have child put words back together. Self corrective: Number pieces of word with same number. For the second player's cards, letter the backs of the pieces.
Two players. Each player takes an envelope. First player to make all 10 words wins. Game may be played by one.

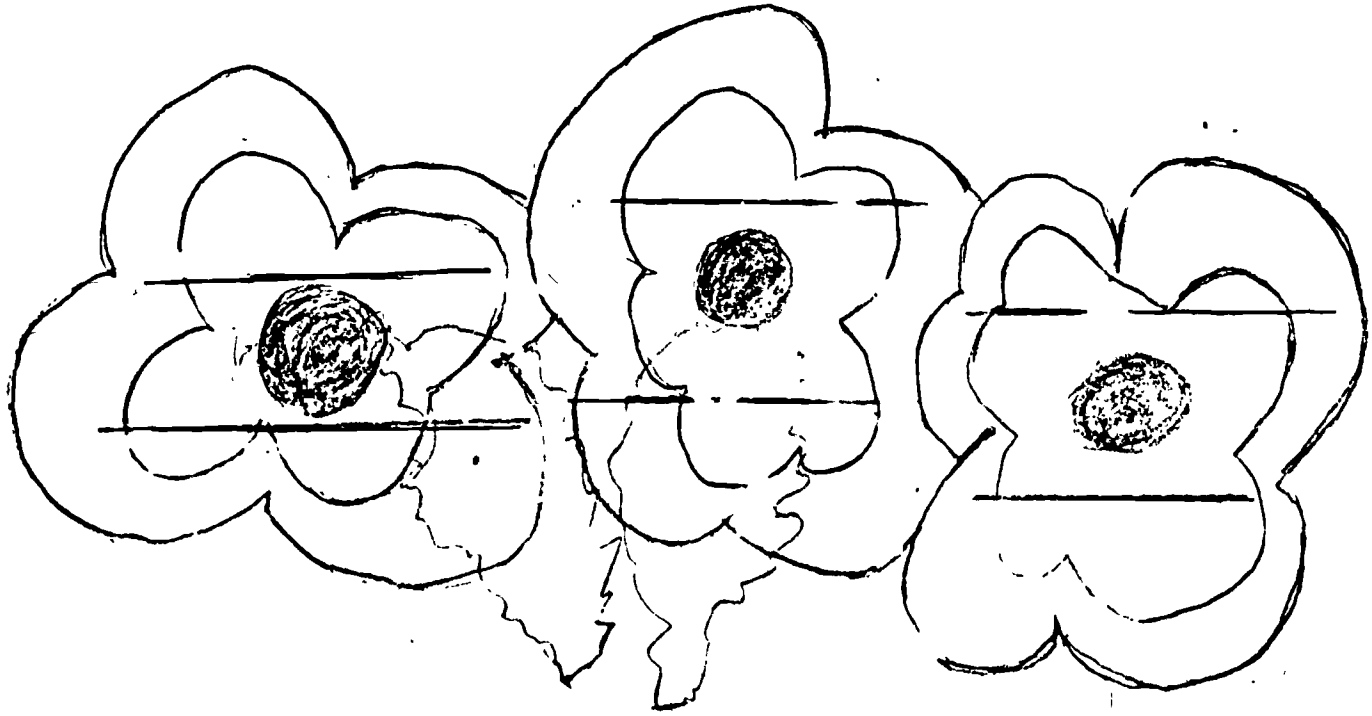




T.I.L.C. 197

BORDER OF FLOWERS

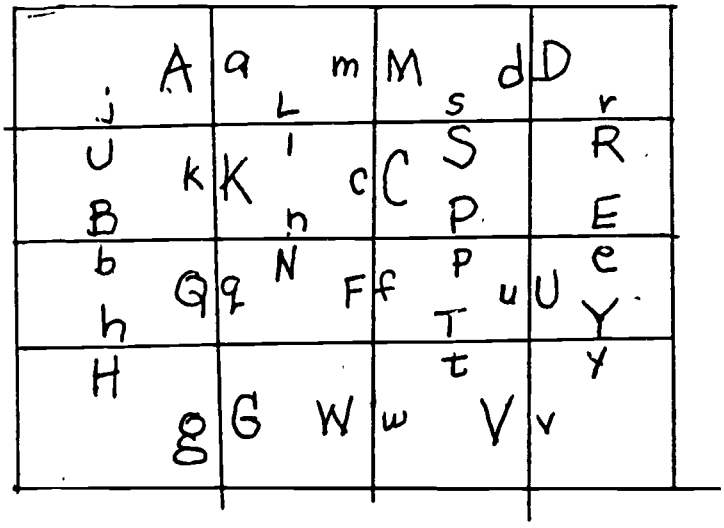
1. Teacher chooses idea of day. 2. Child writes his own words. or 3. Friend and he write rhyming words (or other words). Person getting most words wins.
Use grease pencil or crayon on film.
Sug.: Rhyming words, antonyms, synonyms, homonyms, contractions, compound words.



T.I.L.C. 1975
Arline Himmelstein

LETTER RECOGNITION

1. Cut squares apart.
2. Children fit the squares together in a 4 x 4 array so that the edges that touch are the same letter



T.I.L.C.
1975.

RECOGNIZING LETTERS

Circle the correct letter. If a capital A is at the top of the card, the child is to find all A's on the card and circle them. On the back of the game, dots will give the number of A'S the child should find.

A
B C A K
D A F R
A G A S

Yvonne Brown, Glastonbury

T.I.L.C
1975

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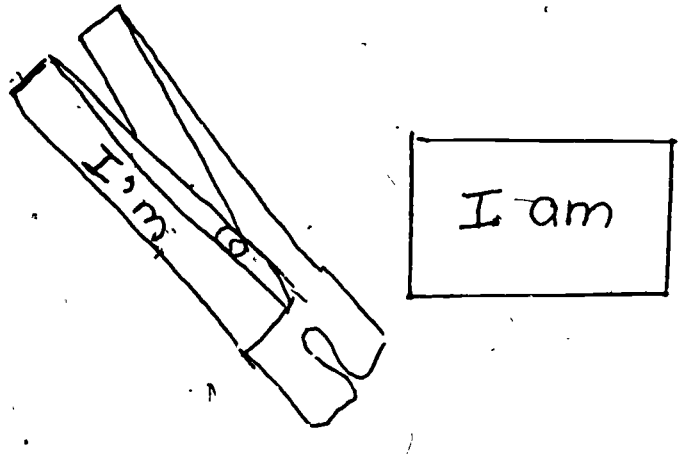
HANG ON

PURPOSE: A game used to teach the use of contractions.

Directions: Two persons may play this game. See who can match the most contractions with the words from which they are shortened.

Clip the clothespin with the correct contraction to the card with the two words from which it was formed.



Pat Hockenberry
Batchelder

T.I.L.C. 1975

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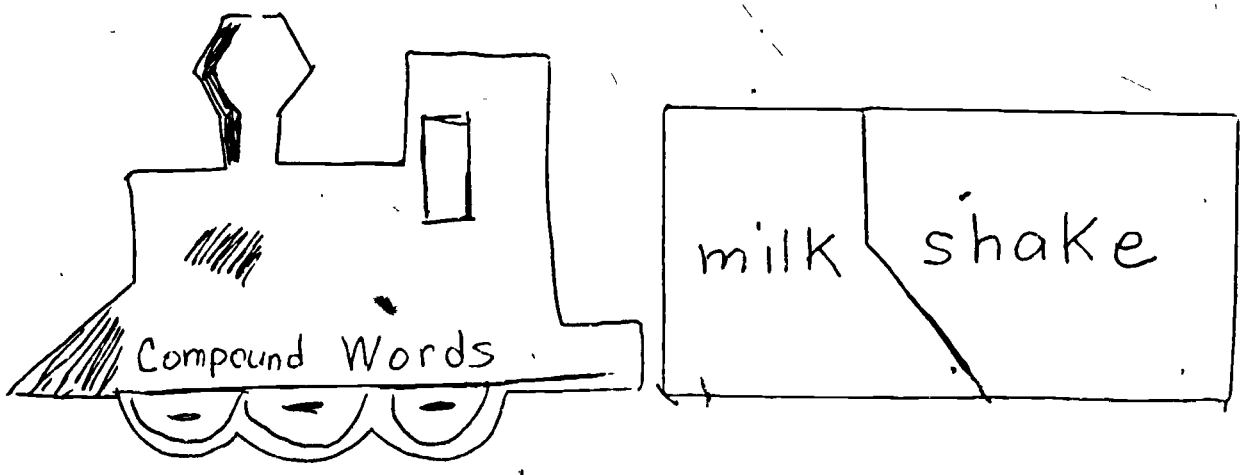
COMPOUND WORD EXPRESS

Compound Word Express is a game for 3rd or 4th grade children.

Two children may play. Each child matches the puzzle pieces of the compound words to form freight train cars. The colors match too. The child who forms the longest train is the winner.



T.I.L.C. 1975

A CORNY QUIZ

Fill in the blank in column 1 to make a compound word. Use the clues in column 2.

_____ corn	1) A nut
pop_____	2) Flower
_____corn	3) An animal (in a fable) with one horn
pop_____	4) well liked
corn_____	5) Point where two walls meet
pop_____	6) Number of people who live in an area
pop_____	7) A quick baking bread
corn _____	8) Part of the eye
pop_____	9) Head of a church
_____corn	10) Good to eat in a movie theatre.

Answers:

1. Acorn 2. Poppy 3. Unicorn 4. Popular 5. Corner 6. Population
7. Popover 8. Cornea 9. Pope 10. Popcorn

T.I.I.C. 1975

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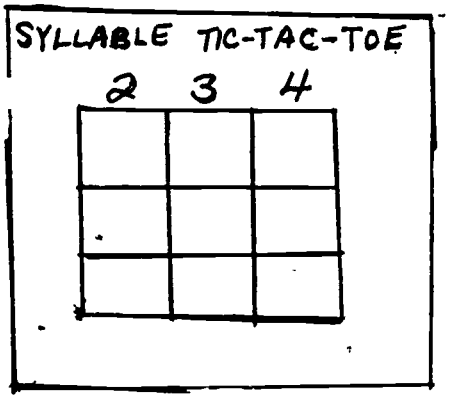
SYLLABLE TIC-TAC-TOE

2 players

Materials: Word cards with 2,3, or 4 syllables

Procedure:

1. Place word cards down.
2. Players select X or O.
3. Player draws card and tells number of syllables. If correct, he puts X or O in numbered column.
4. ---played like Tic-Tac-Toe.



Peter Bonee, Naylor
T.I.L.C. 1975

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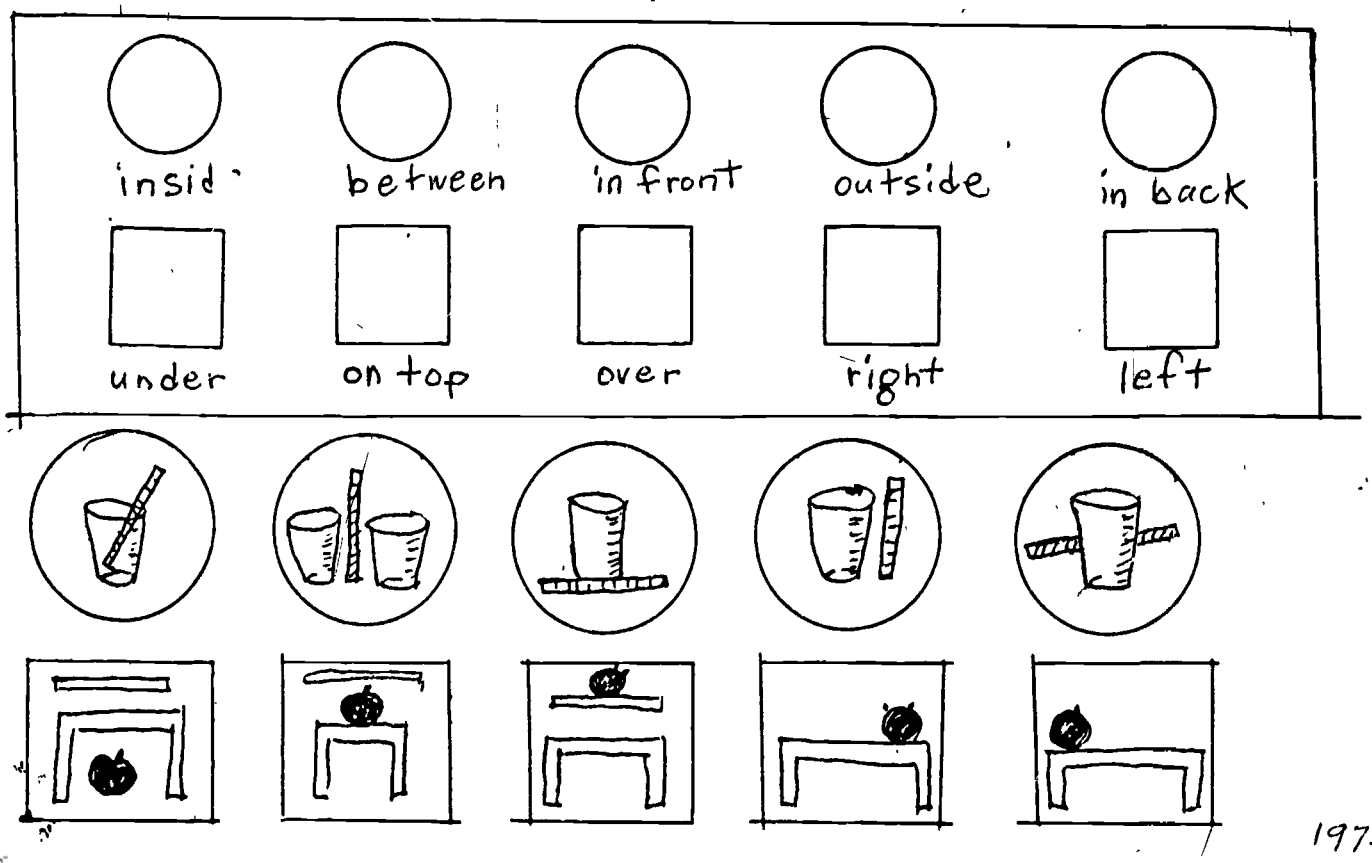
Spatial Concepts

Directions: Child places the correct picture on the shape with the corresponding word.
Child can correct his own work by turning over his cards.



1975
T.I.L.

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HOLIDAY MATCH

Directions: Match holiday to proper month.

Halloween		Independence Day	
Father's Day		Columbus Day	
Lincoln's Birthday		Mother's Day	
Labor Day		Washington's Birthday	
New Year's Day		St. Patrick's Day	
Thanksgiving		Flag Day	
Memorial Day		Veteran's Day	
Valentine's Day		Christman	

(Have cards with names of months on them.)

JANUARY

T.I.L.C. 19

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MONTHS OF THE YEAR

Arrange months in order.
Variations: 1. Name the 3rd month. 5th, etc. 2. What month comes after June, before December. 3. Names of the month can be printed on this card and student can match.

MONTHS OF THE YEAR	

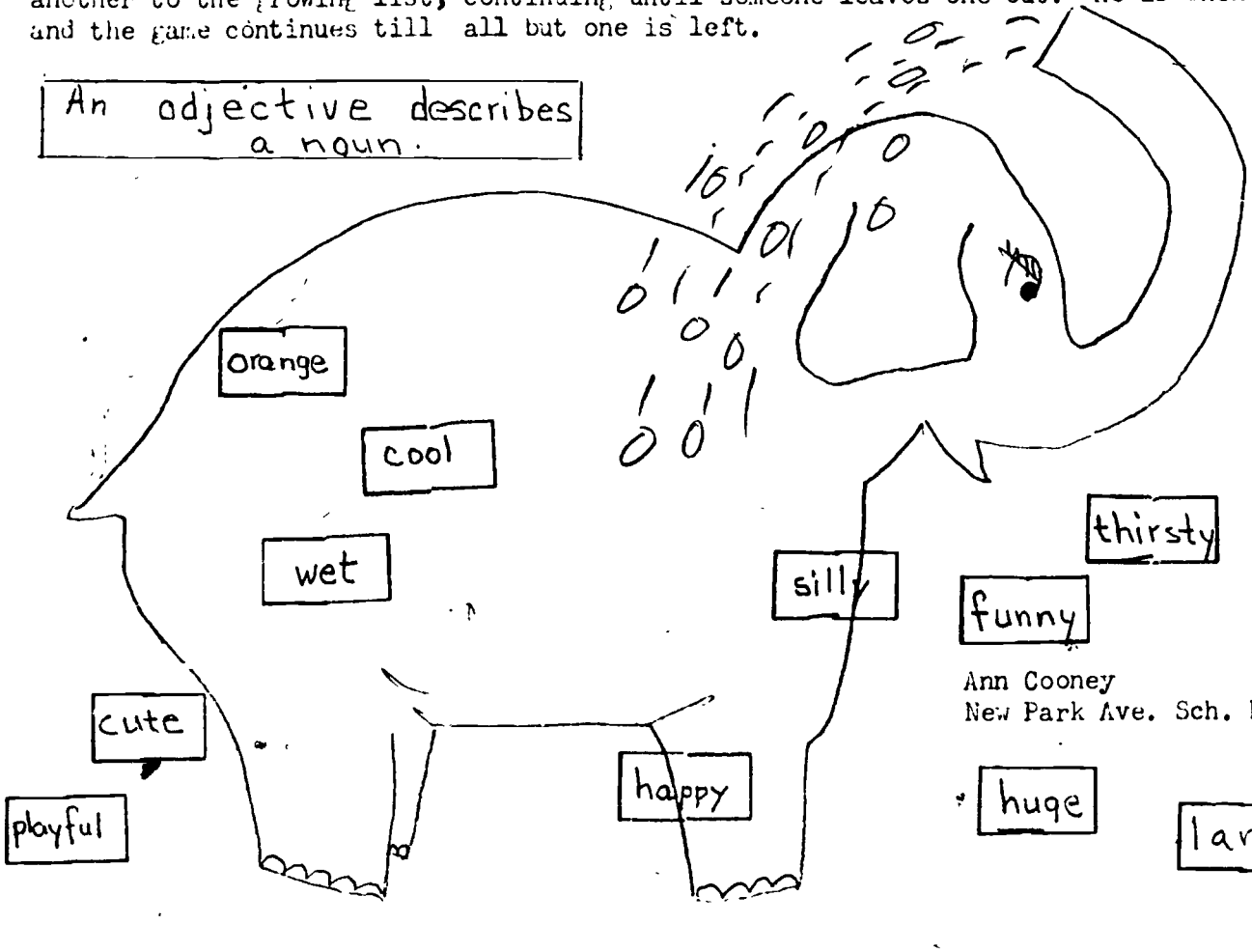
JANUARY

J. Jaksina, Union Sch.
Farmington

T.I.L.C. 19

BULLETIN BOARD

With this board, the children make up the adjectives.
This can also be used as an oral game with a group. One student makes up a sentence such as, "I saw a baby elephant at the zoo." The next child must add another adjective, such as, "I saw a happy baby elephant at the zoo." The next child will then add another to the growing list, continuing until someone leaves one out. He is then out and the game continues till all but one is left.



Ann Cooney
New Park Ave. Sch. Hfd.

T.L.L.C. 1975

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ORAL OR WRITTEN

1. Compile a story sack. 2. Using baggies, put an object in each (or for variation, put several objects in one baggie.) 3. Assignment: A. Choose a baggie from story sack. B. Create a story in your head about what is in the baggie. C. Then tell your story to a friend, the tape recorder, or write your story.

Maggie Hermen
Mary Hooker Sch. Hfd.

T.I.L.C 197

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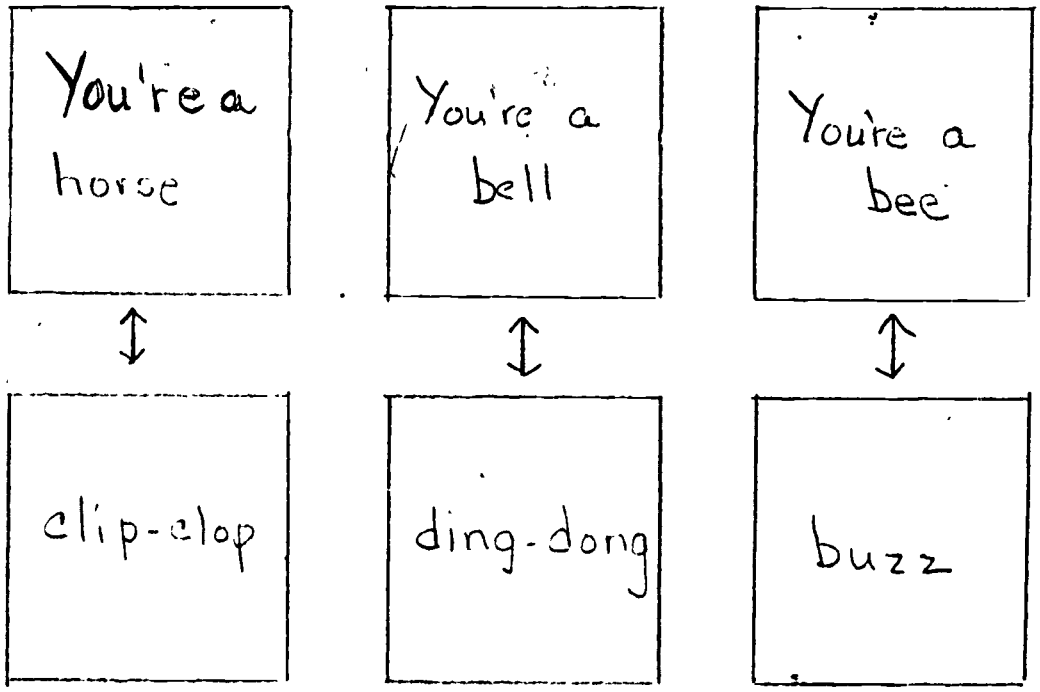
ONOMATOPOEIA

These are words which make the same sounds they describe. How many of these words do you know? Play with a friend. See who can guess the most words that are sounds we all have heard.
Print the above on the outside of an envelope. Inside have cards like the following samples.



Reverse sides of cards

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Creative Writing

- 29 -

Imagine you are an

OCEAN!

You have children playing in you.
You have ships sailing on you.

How do you feel?

happy

wet

sad

funny

hot

cool

What shape are you?

Triangle

Tall

How big are you?

rectangle

short

enormous

roun

1975
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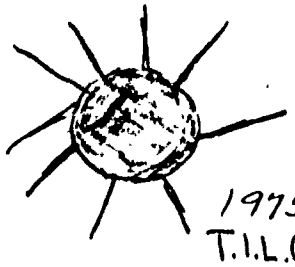
Choose your favorite liquid.

- 29 -

Imagine you are that liquid

Write about yourself and the things that happened to you one bright sunshiny morning.



1975
T.I.L.C.

Circus Study Words

Sample: Main Entrance

ring
ride
popcorn
parade
monkey
lion
growl
flag
elephant
joy

COMMAND CARDS

Objective: To give practice in following directions and increase word meaning.

Procedure: The student reads the cards, one at a time, and does what it tells him to do. He looks up the meaning of unknown words and should be encouraged to use word attack skills to sound them out.

Stand up, stretch and yawn.

Whisper to a neighbor.

Growl like a fierce animal.

Make a compound word out of ___ cake.

Scratch your elbow.

Write a dollar sign on the board.

Tell the teacher what vanished means.

Amble to the door.

T.I.L.C. 1975

What Do These Measure?

Find a picture that tells the right answer and cover the square with it.

I use this to weigh myself at home.	Mother uses this at the market to weigh fruits	A nurse uses this when she weighs you at school.	We use this to tell how cool or warm the room is.	Mother uses this to measure flour when she bakes a cake.	Two of these are equal to a quart.
Mother uses this to find if you have a fever	This tells us the days, weeks and months	This will tell us when it is time for lunch	This is found in gardens. It tells time, too	This is as large as two pints.	Mother buys cider in this for Halloween
Mother uses this in the kitchen when she cooks.	Daddy uses this when he builds things	We keep this in our pocket book.	Mother uses this when she sews	We use this to weigh a small package	You can find your birth date on this

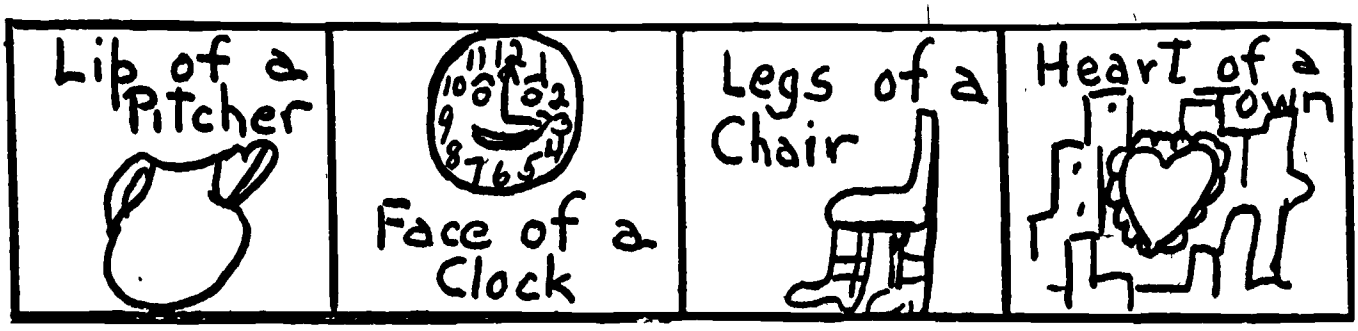
BODY METAPHOR BOOKLETS

A. MATERIALS: paper, pencil, crayons

B. DIRECTIONS TO THE CLASS:

A metaphor is a colorful phrase in our language. It is a way of describing something and there are many types of metaphors. From the following list can you guess what type it is? Can you imagine how these metaphors would look if we took the words literally? This could be an idea for a very funny picture book. Choose some of the metaphors you like best and illustrate them.

hands of the clock	spine of a book
face of the clock	tongue of a shoe
eye of a potato	arm of a couch
leg of a chair	spine of a book
foot of the bed	neck of a bottle
ear of corn	teeth of a comb
eye of a needle	body of a story

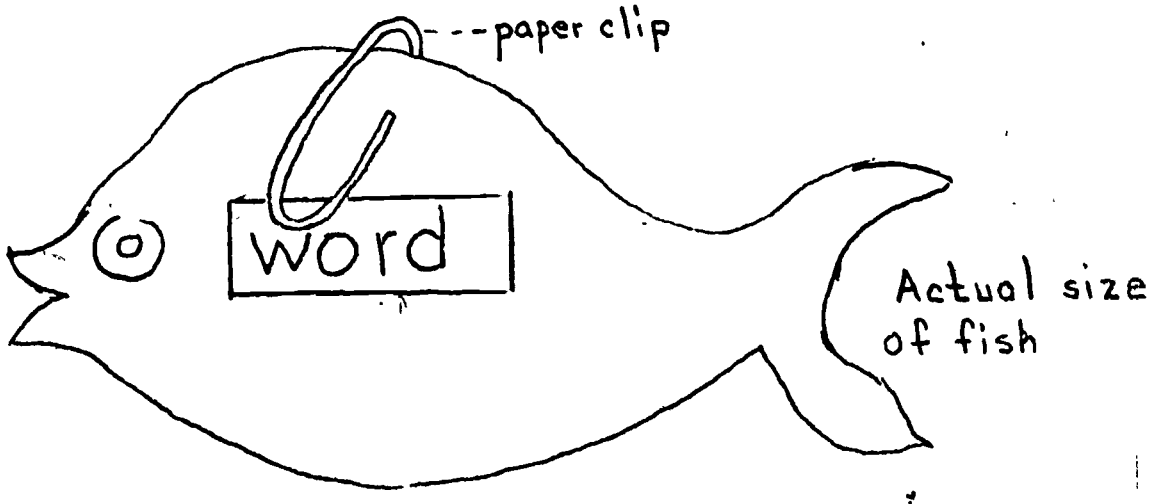


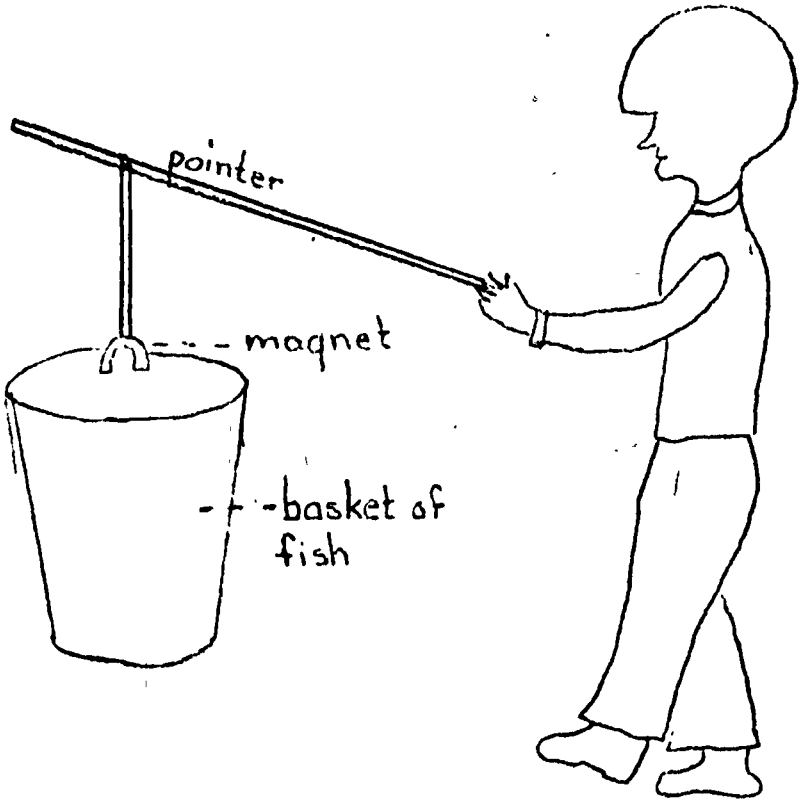
FISHING GAME

Materials: 1. bucket (wastebasket) 2. fishing pole (long stick, ruler, or pointer with string attached and magnet at end. 3 "fish" (words written on fish cutouts which have a paper clip attached).

Procedure: 1. Place all fish in bucket. 2. In turn, each child goes "fishing". If he can read the word (s) on fish, he keeps it. If not he must throw fish back in. (Can be used to reinforce word attack skills or with new spelling words, etc.

Variation: Number 1-3 can be assigned to words according to difficulty. Winner would be child with highest count.





Linda Cleary
New Park Av. Sch.
Htfd.

T.I.L.C 1975

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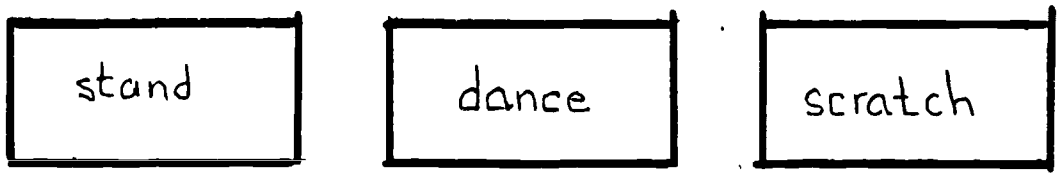
VERBS

Game: Student picks a card. He must then act out the action word he chose. He then picks a student to guess his verb. If the student is correct he has a turn to pick a card and repeat the procedure.
Activity: The student picks a card and illustrates the action. These can then be put on a board with the words written under them.
Others: 1) Student must use the word in a sentence. 2) Student must put the word in the past tense.



Samples

T.I.L.C. 197

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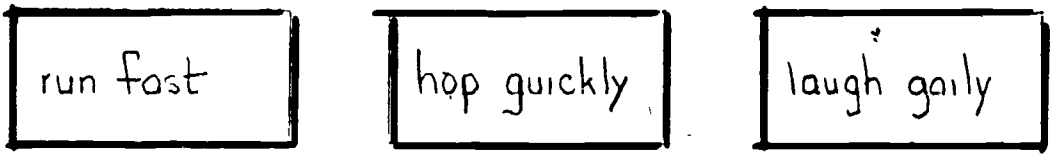
ADVERB ACTION

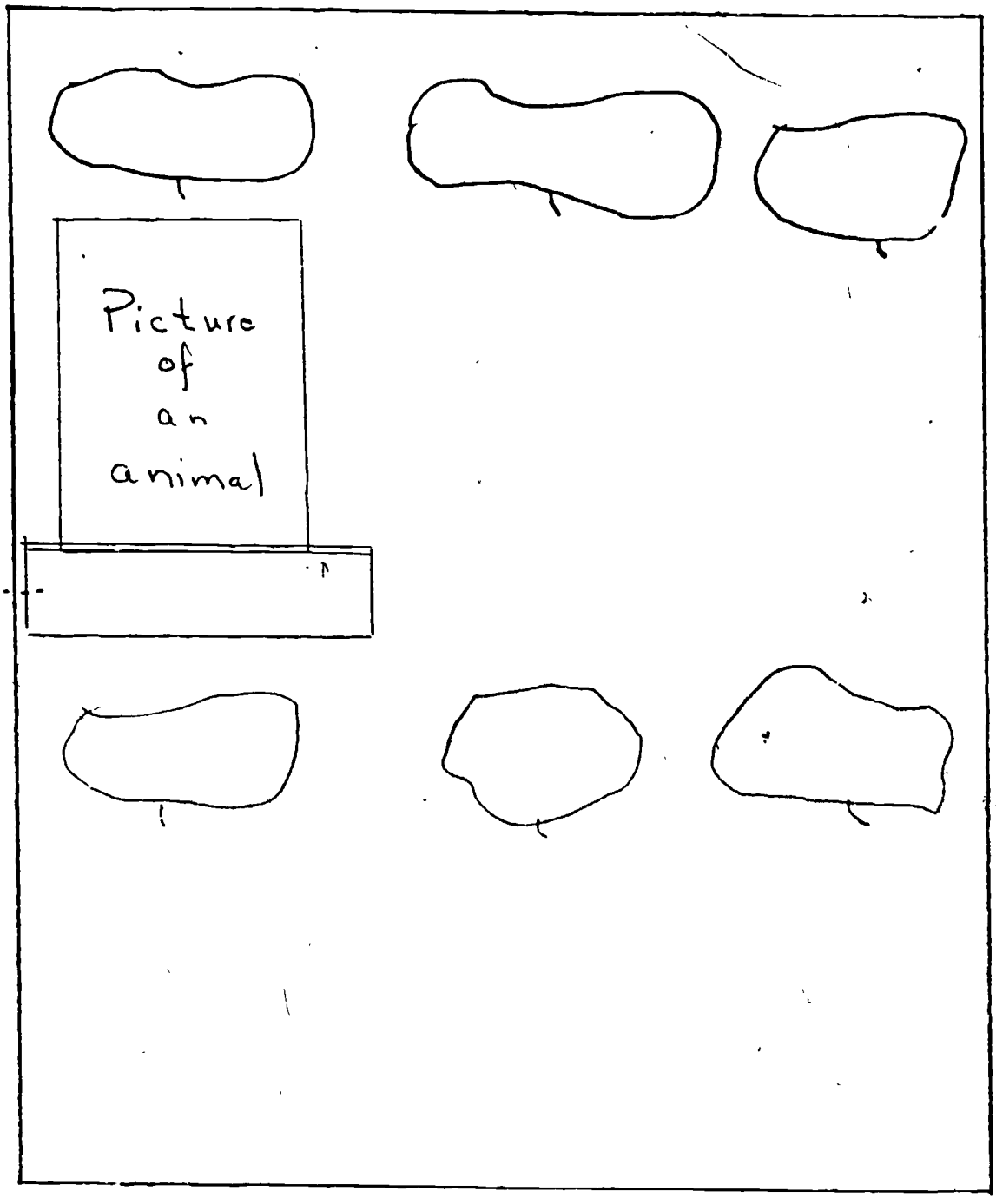


Samples

1975
T.I.L.C.

IF ANIMALS COULD TALK

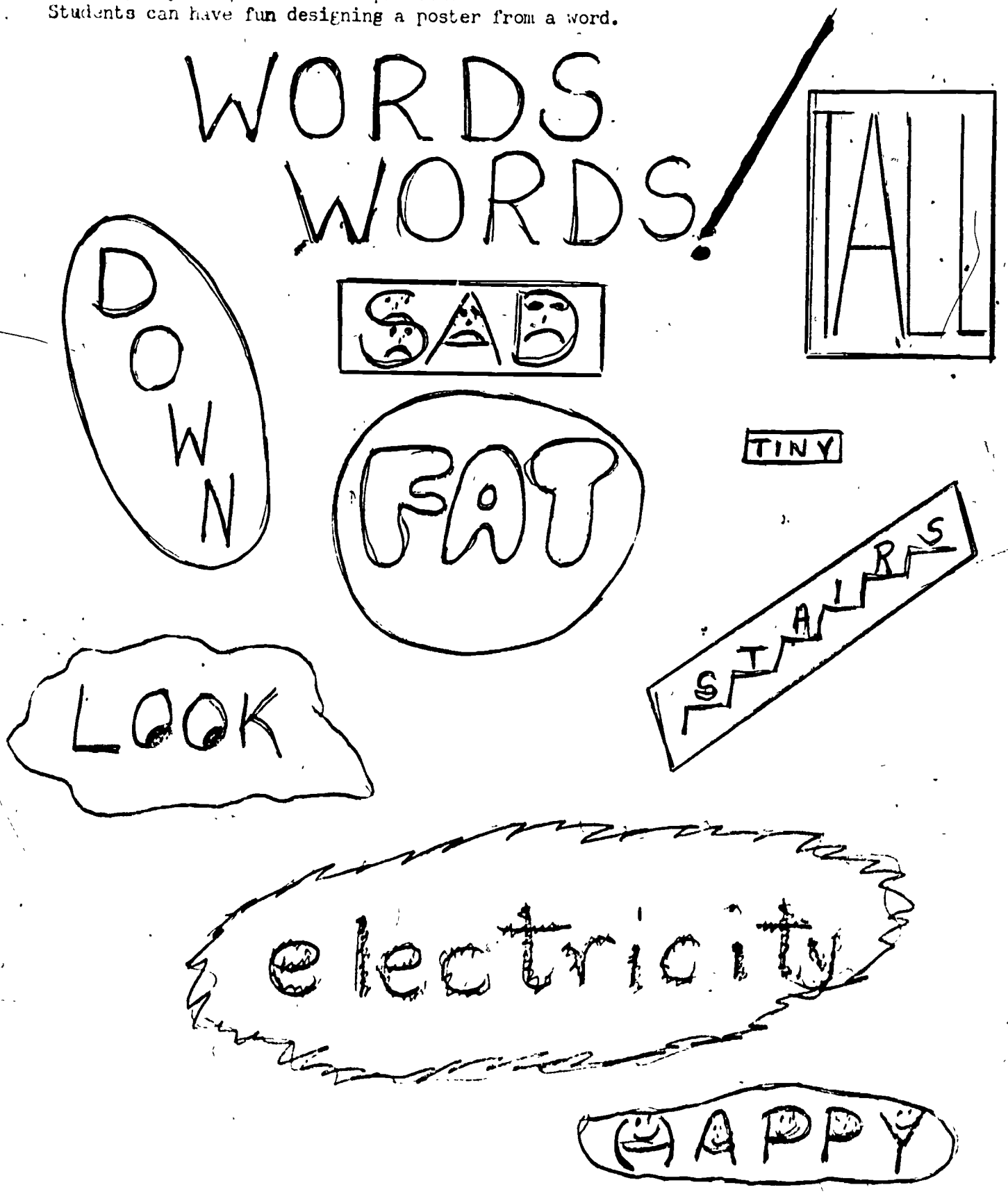
What would they say? Put your saying in the envelope under the picture.



Suggestions: bear, elephant, geese, bird, giraffe, dog

DRAW A WORD

How many ways can a word be expressed?
Students can have fun designing a poster from a word.



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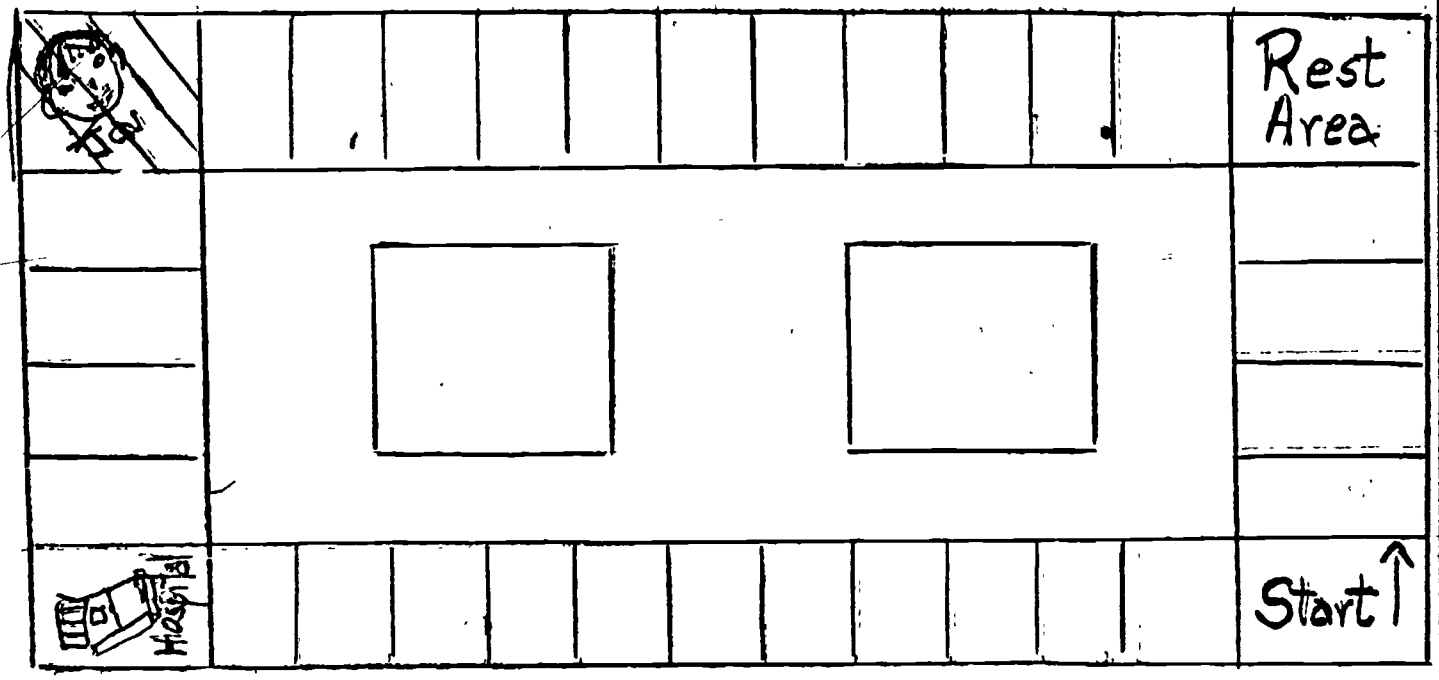
MONOPOLY

Played like Monopoly
Teacher divises words and moves for his level.



T.I.L.C. 1

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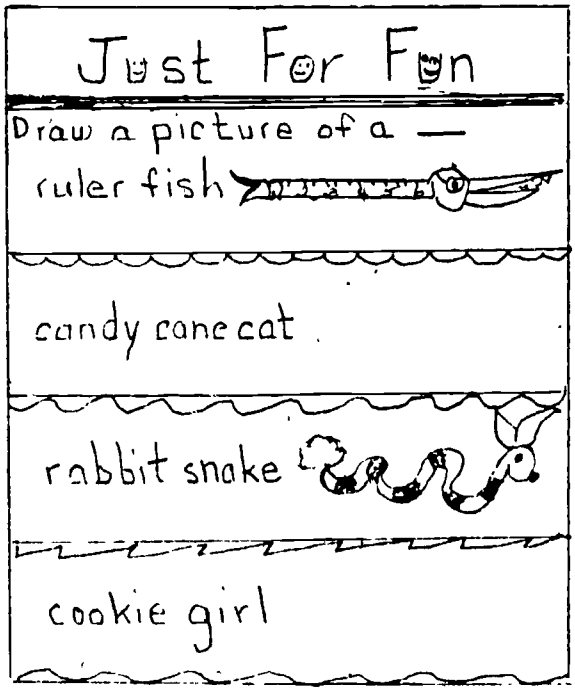
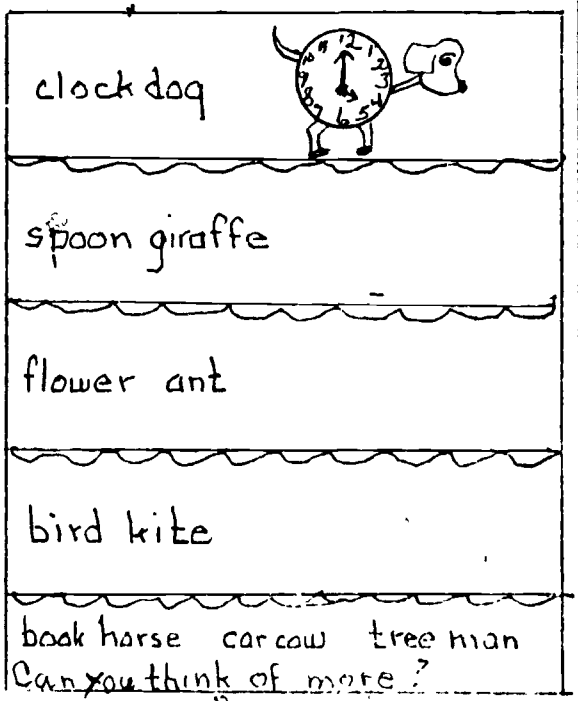
JUST FOR FUN





Ann Cooney
New Park Ave. Sch. Md.
T. I. L. C. 1975

- 31 -

READING READINESS

A mental exercise in auditory memory. Teacher pronounces unrelated words while pupils listen; then students recall named items as teacher asks.
Examples:

pup jam bell gun	fish path hat colt	apartment chair table
something that rings	something to wear	write with this
something to eat	something that swims	sit on it
a pet	a young horse	live on this
something that goes bang	walk on this	eat off this

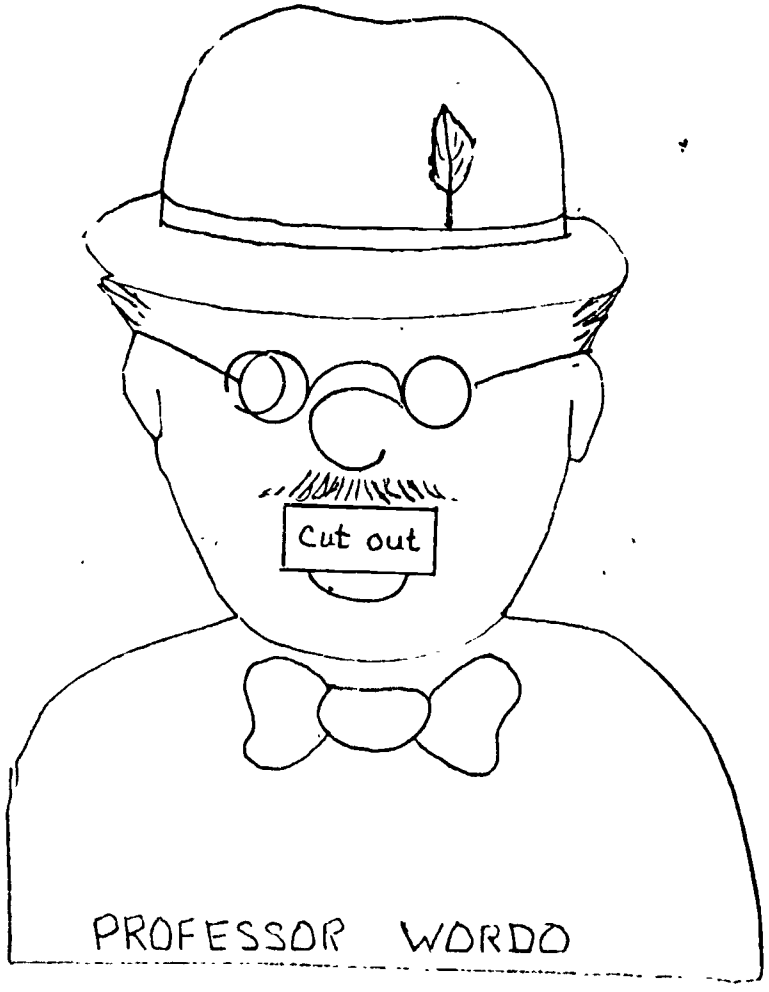
Grade level: 3 - 4

Jane S LaBranche
Henry C. Dwight Sch., Hfd.
T.I.L.C. 1975

- 32 -

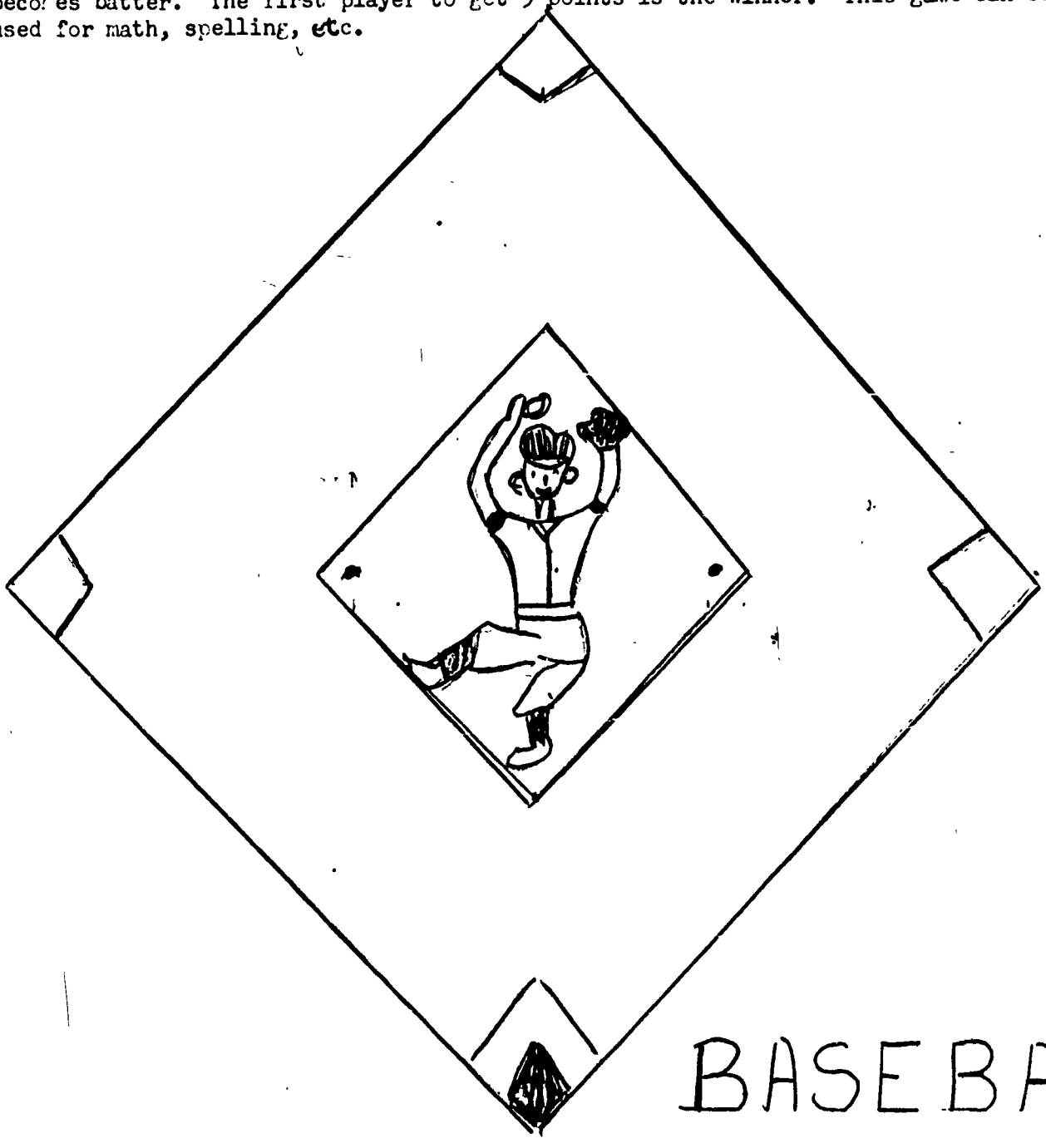
PROFESSOR WORDO

Trace outline. Use carton for tracing details. Slit top and bottom of mouth for slider. Students can create rules for this game, i.e. 5 points for each correct word. Subtract 1 point if word is incorrect.



BASEBALL

One player is pitcher, the other is batter. The batter puts his man on home plate. The pitcher puts word card upside down on pitcher's mound. The pitcher picks a word card and shows it to batter. If batter knows it, he moves his man 1 base. The batter must get to home plate to win a point. If batter misses, he is out. Then pitcher becomes batter. The first player to get 5 points is the winner. This game can be used for math, spelling, etc.



- 23 -

CHECKERBOARD

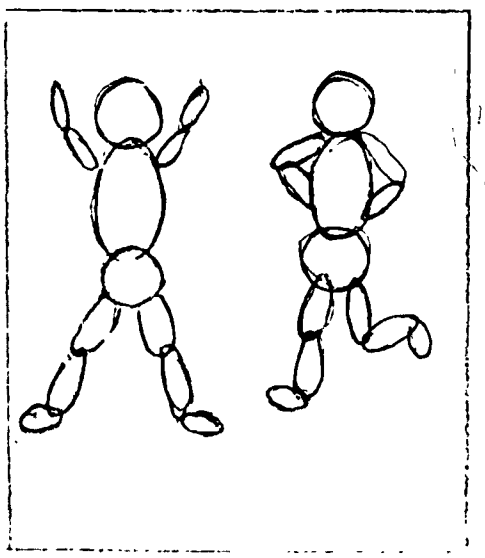
Teacher makes a checker board. It can be used in many ways: vocabulary drill, rhymes, vowel sounds, consonants, blends, etc.
Bottle caps may be used as an inexpensive substitute for normal checker pieces.
Words are printed on masking tape and placed on black squares. Teacher can then easily remove words and replace with new words.
Directions: Player may not move man unless he can read word on square he is moving to.

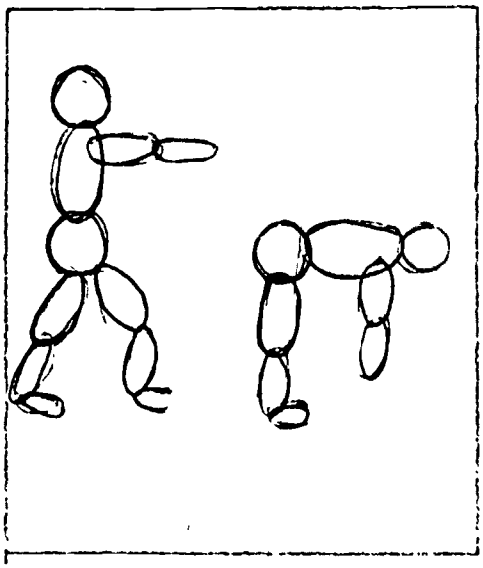
T.I.L.C. 197

- 33 -

BODY IMAGE

Skills Reinforced: Visual motor integration, problem solving. 1. Child looks at figures and imitates the body positions. 2. Child looks at figures and makes an exact match not a mirror match. (If figure has left arm raised child also raises left arm). If child has been making exact matches then request child to make a mirror match.



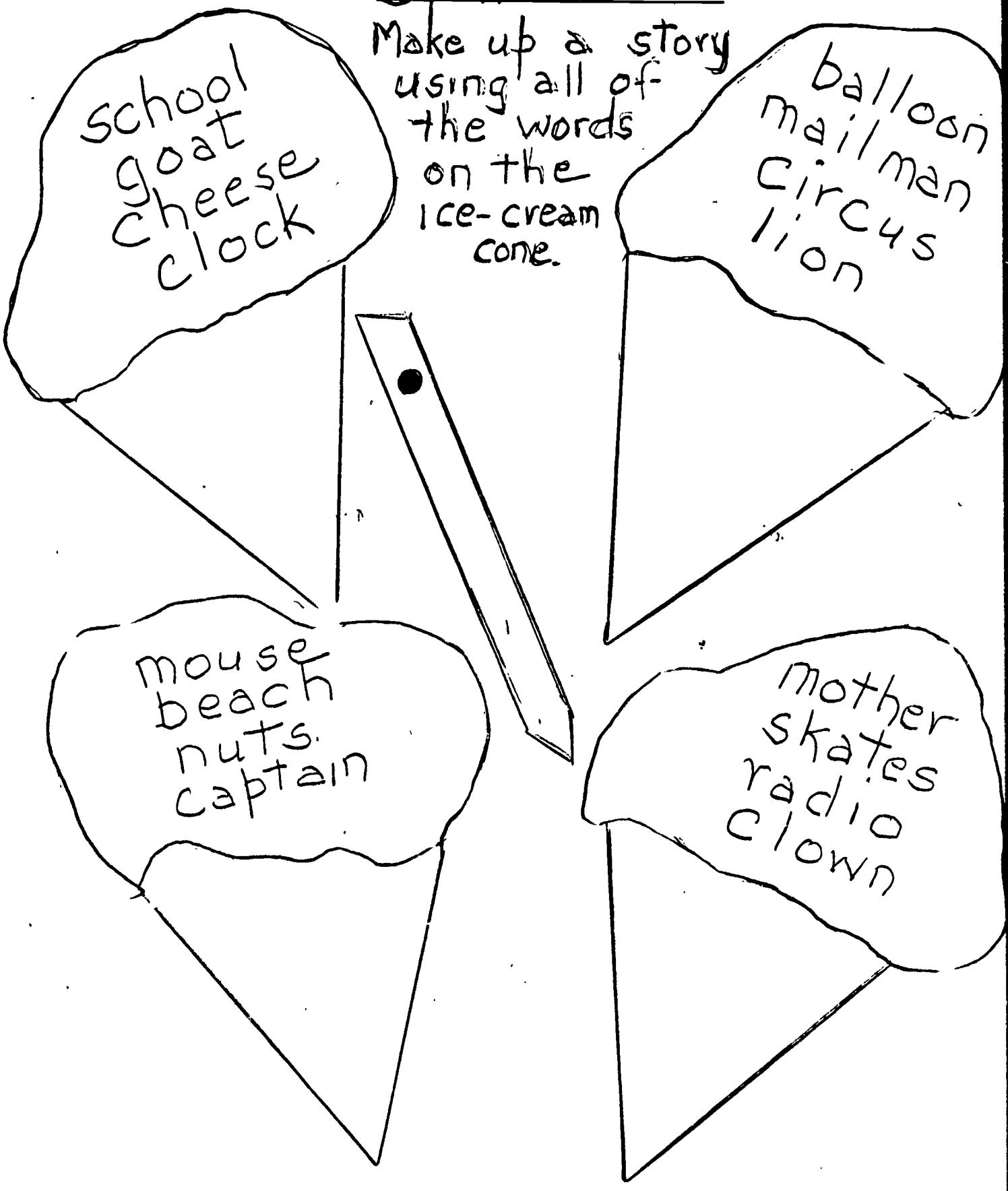


Samples

Alice Luster
Hebron Ave. Sch.
Glastonbury
T.I.L.C. 1975

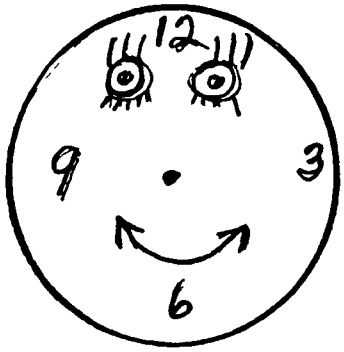
Spin-A-Cone

Make up a story using all of the words on the ice-cream cone.

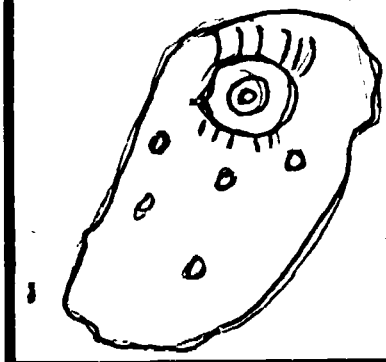


 DIRECTIONS: Cut apart. Children match words with pictures.

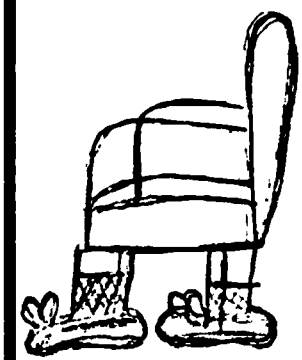
Hands of a clock



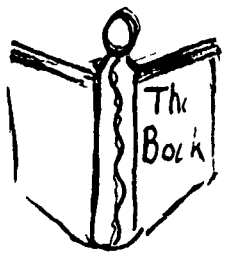
Face of the clock



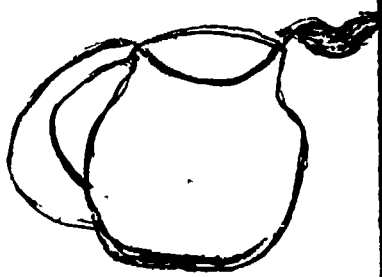
Eye of the potato



Legs of a chair



Spine of a book



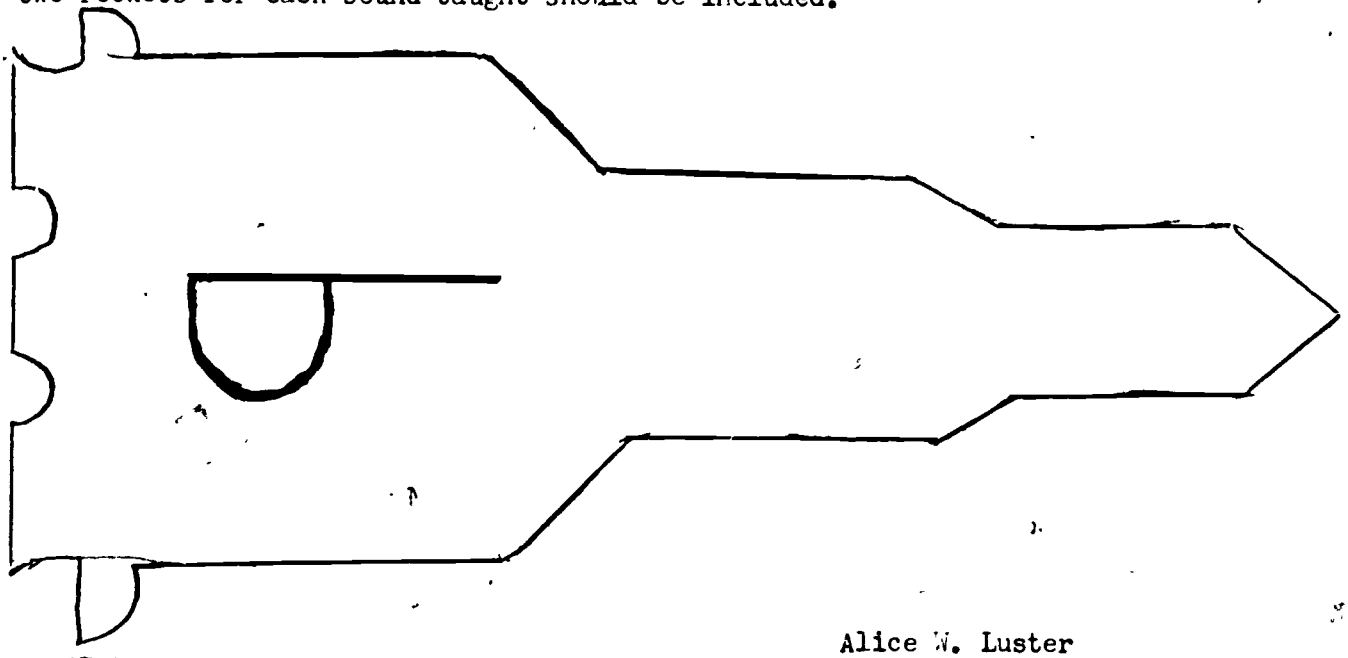
Lip of a pitcher

Suggestions

Tongue of a shoe
Neck of a bottle
Eye of a needle
Ear of corn
Heart of town
Head of a toy

ROCKET GAME

Rockets are placed face down. Child draws one - he must say 3 or more words (depending on age and experience with the skill) within a given time limit (15-30 seconds). If he is correct he may keep the rocket. If not, the next child has the opportunity to win that rocket and also try for his own rocket. (This is just a sample. One or two rockets for each sound taught should be included.

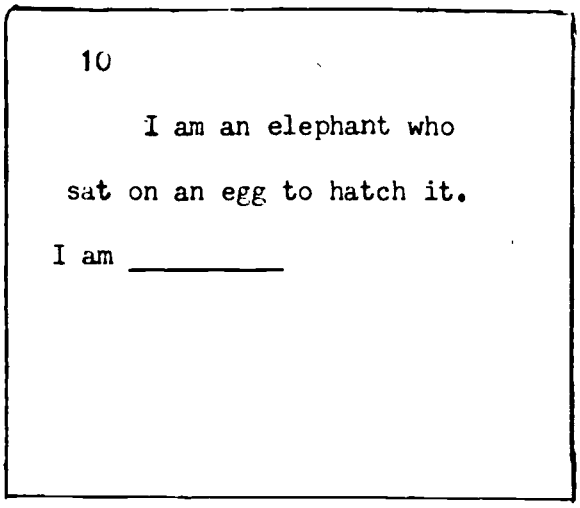


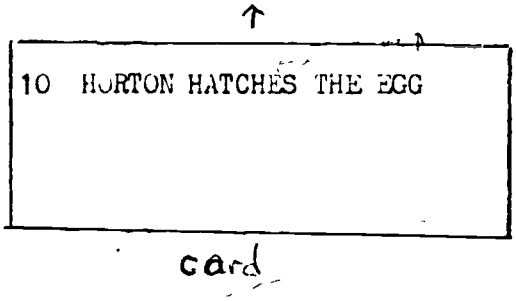
27 Game Structures

Alice W. Luster
Hebron Ave. Sch., Glastonbury
T.I.L.C. 1975

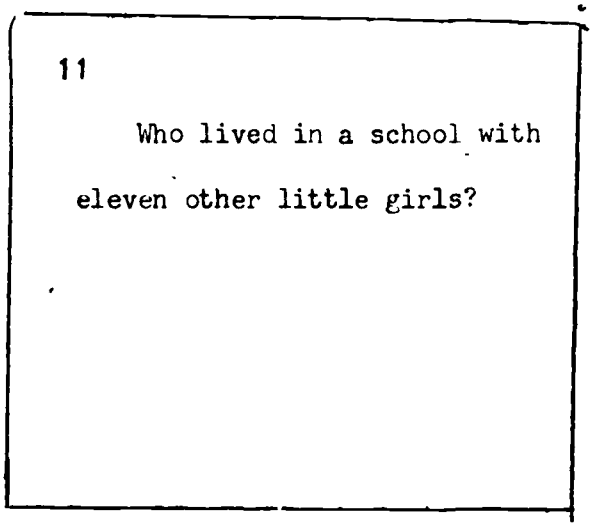
Use a separate envelope for each book you wish children to identify. Print a short synopsis or character identification on the outside of the envelope. Have a card with the name of the book inside the envelope (self-corrective). Number the envelope and card the same. If the child does not know the book, he may be stimulated to read it.

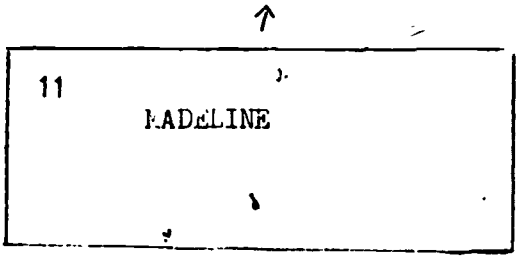
Examples:





card





card.

T.I.L.C. 1975

MATH-01, 07

HOP SCOTCH

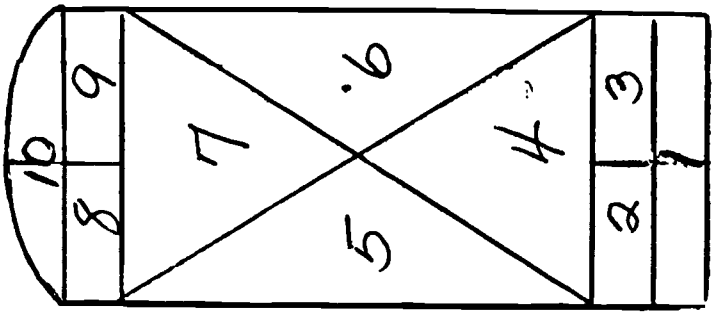
MATERIALS: Draw this pattern on the sidewalk or on the floor with chalk.

PURPOSE: 1. To teach recognition of numerals 1 to 10, 11 to 20, 21 to 30, etc., and to use them in serial order.

2. The children can then play this game in reverse, going from 10 to 1, 20 to 11, 30 to 21, etc.

DIRECTIONS: Children jump from section to section, on one foot, and call out the numerals as they jump. The child cannot touch a line or touch his other foot to the ground. May be played in pairs, groups, or teams.

CAUTION: One child should be appointed as referee to clear up any uncertainties.

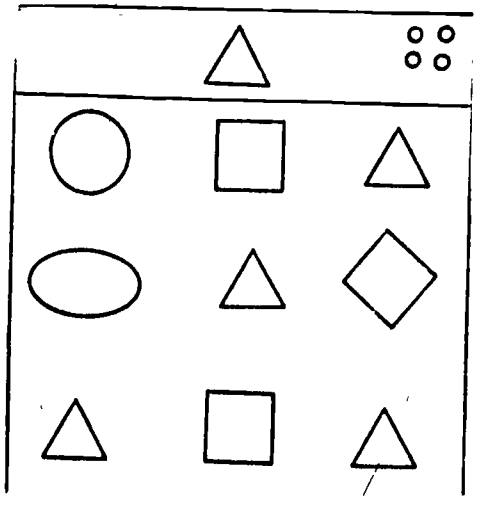


T.I.L.C. 1975

MATH-08

RECOGNIZING SHAPES

Circle the correct shape. If a square  shape is at the top of the card, the child will look for all  's on the bottom of the card and circle them. The back of the card will tell the child how many he must look for.



T.I.L.C. 1975

MATH-01

THE NEXT NUMBER (2 players)

1. Players roll the die in turn.
2. A player may cover any square that shows a number one greater than the one rolled.
3. The first player to get five adjacent markers in one row, column or diagonal is the winner.

THE NEXT NUMBER

6	3	5	7	2	4	7
5	2	7	6	3	6	4
5	5	5	4	6	3	2
3	4	5	7	2	4	6
4	6	3	2	3	5	7
2	5	7	6	3	4	2
7	3	4	2	7	5	6

---1 in. squares

Math Conference T.I.L.C.
Atlantic City, N.J. 197

MATH-02

GREATER OR LESS

Each player must have a car . The first player rolls a die. If the number rolled makes any of the statements true, he may put the number in that frame. If the number rolled makes more than one statement true, he may still mark only one frame. If the number rolled makes no unmarked statement true, he forfeits his turn. Players roll and mark their cards according to what they roll, in turn. The first player to fill in his whole card is the winner.

5"

9"

Greater or Less	
○ >	1
○ >	2
○ >	3
○ >	4
○ <	5
○ <	6

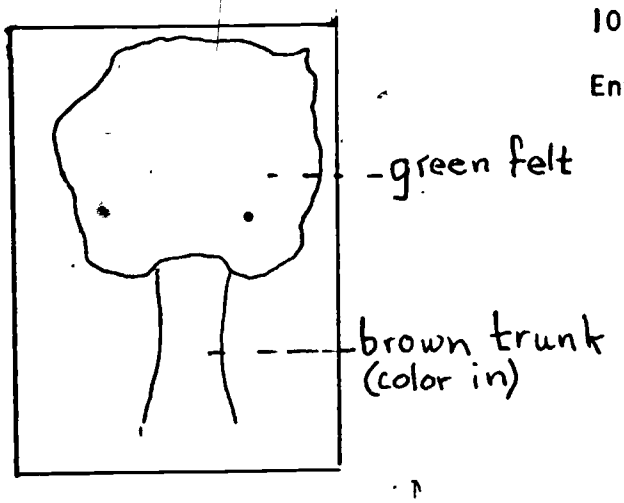
T.I.L.C. 1975
Fran Valda, Math Conferenc

MATH - 01

TREES & APPLES

Various Ways - Some are:

1. Sequencing - 1 apple on a tree; 2,3,etc.
2. Put a number below trunk and child puts the proper number of apples on it.
3. Use in addition and subtraction work.
4. Fewest and Most concept.



10 cards 6"x8"

Envelope of about 30 dime size red felt

J. Jaksina, Union

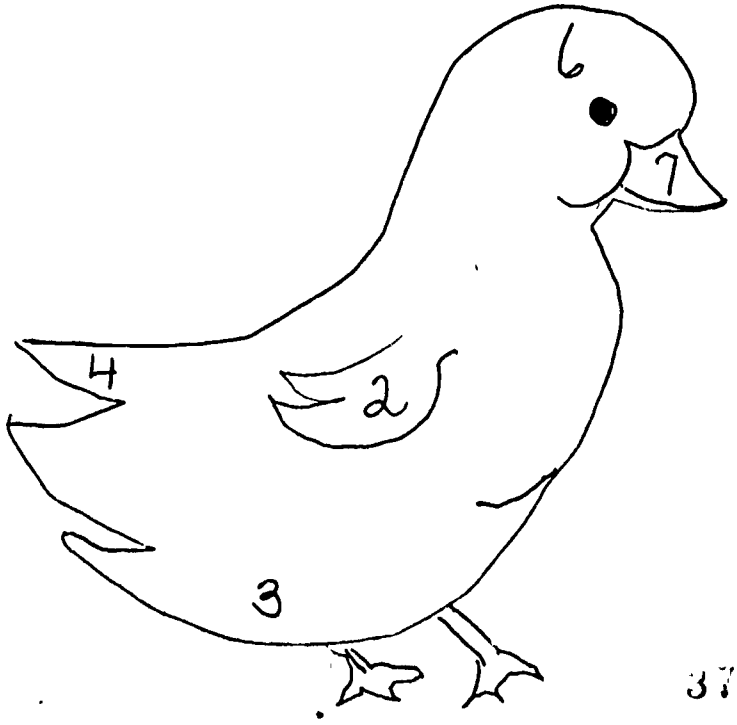
T.I.L.C. 1975

MATH -04

PICTURE ADD 'EM UP

DIRECTIONS

Teacher gives child a picture (coloring book etc.) Child puts several numbers on picture and then adds them up. Teacher increases difficulty as needed.



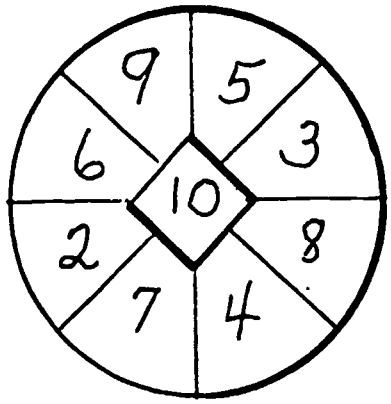
Gwenn Moseley, T.I.L.C. 197

MATH-04

HIT OR MISS

Two children play. Player closes eyes, moves pencil around in the air, and then lowers pencil to the circle (can be made larger.) The player will score five points if pencil lands on number five area of circle. etc.
Player puts his first initial in area pencil has touched. This number cannot be scored again. At end of game each player counts his points to see who is the winner.

Game can be made with larger numbers (ex: 125 or 1,250)

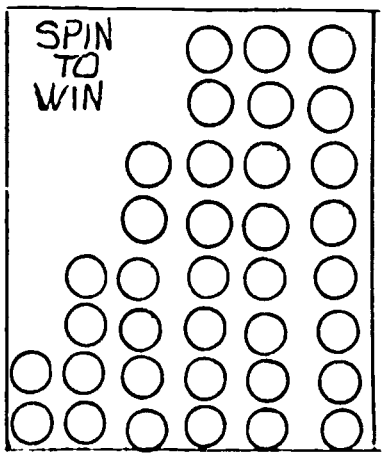


Ann Cooney, New Park
T.I.L.C. 1975

MATH-03

SPIN TO WIN

For Round 1, the spinner is spun three times. Each time the spinner stops, each player must choose in which of the three circles in the first row he wishes to place the numeral to which the spinner pointing. After the third spin, the player who has made the highest valued number gets a point.
For Round 2, there are also three spins.
For Round 3, and 4, there are four spins.
For Round 5 and 6, there are five spins.
For Round 7, there are six spins.
For Round 8, there are seven spins.
At the end of the 8th round, the player with the most points is the winner.
Spinner has ten digits 0-9 on it.

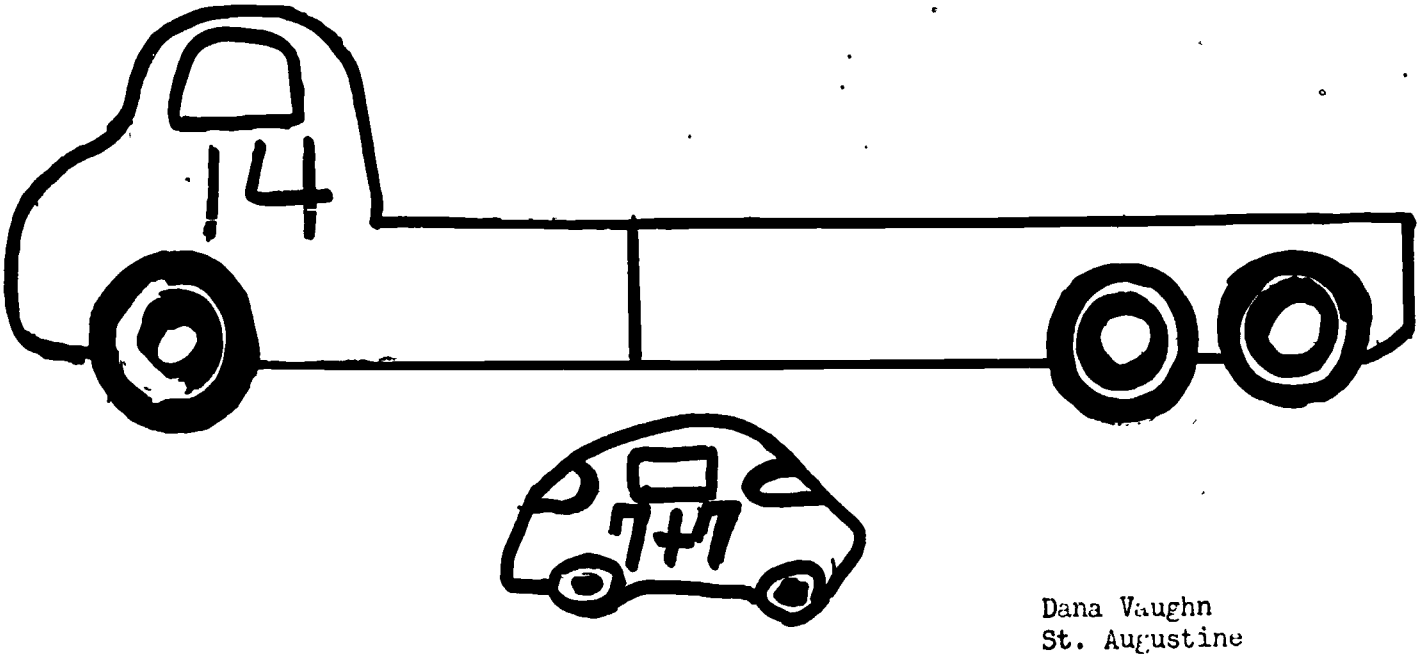


T.I.L.C. 1975
Fran Valda, from Math Confer

MATH-04

CARS AND THEIR TRAILER

The child must add the example on each car and place that car in the right trailer. After all the cars are placed the child may turn them over and check his work.



Dana Vaughn
St. Augustine
T.I.L.C. 1975

MATH-04

SUMS OF NINE

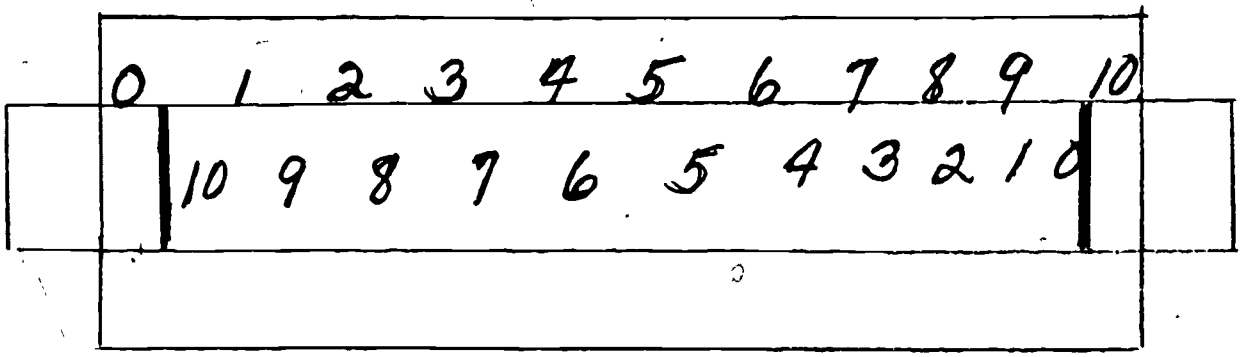
Circle 3 digits to total 9. The digits must be in a straight line on the board, but may be horizontal, vertical, or oblique.

3	4	2	5	1	4	4
5	8	2	1	6	5	7
3	1	5	7	0	2	3
1	6	3	2	3	9	1
4	0	7	2	8	3	5

T.I.L.C. 1975

MATH - 04

SLIDE RULE

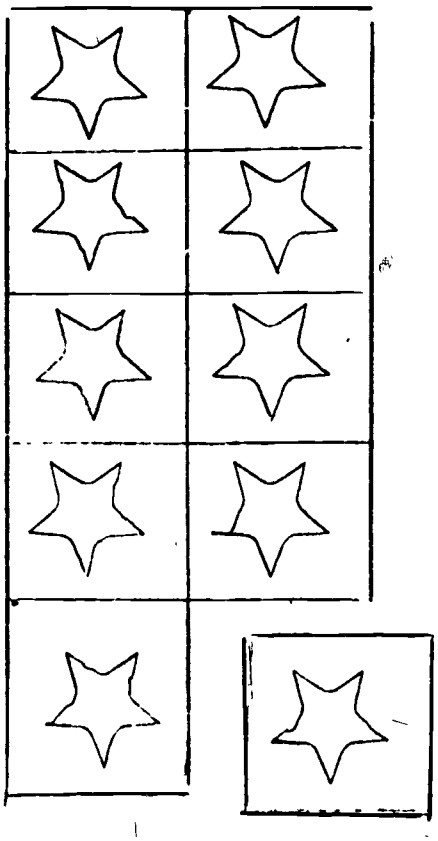


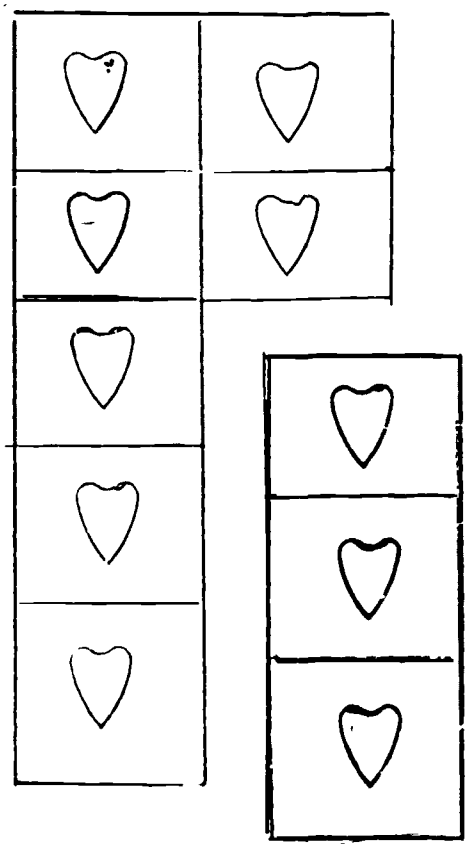
T.I.L.C. 1975

MATH - 04, 12

PUZZLE FOR ADDITION FACTS

Match the picture sets. Write the number stories.



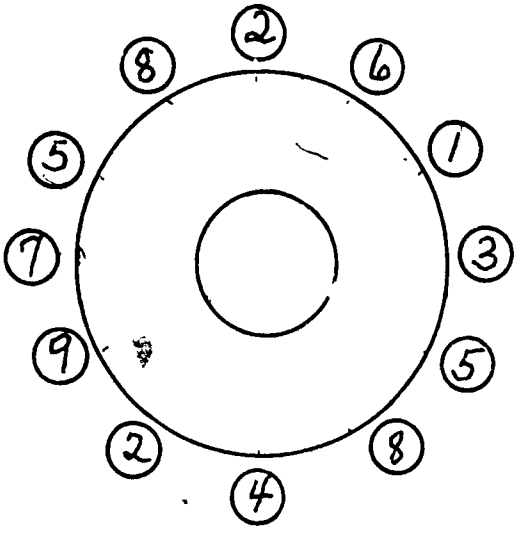


T.I.L.C 197

MATH - 04

FERRIS WHEEL

PURPOSE: To increase interest in learning addition (subtraction) facts.
PLAYERS: Two or more.
MATERIALS: A large circle drawn on the chalkboard with smaller circles around it. Each small circle has a number in it, and there is also a number in the middle of the "Ferris Wheel."
This game can also be constructed on tagboard, laminated, and slit can be made so that the central numeral can be changed by using a clip to hold it in place. Several numbers can be prepared and attached to the back of the game.
DIRECTIONS: The children see how quickly they can go around the "Ferris Wheel" by adding the middle numeral to the ones around the edge. Children may take turns, or each one may time himself.
ADAPTATIONS: This game could be played in practicing selected subtraction facts.
CAUTIONS: Use competitors of fairly equal abilities. Vary the numbers fro time to time.

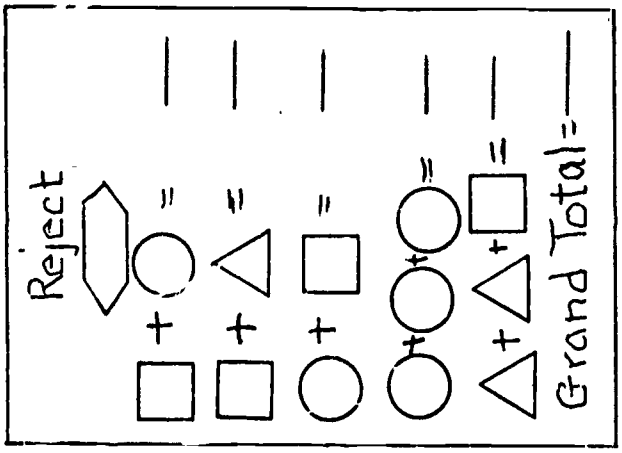


T.I.L.C.
1975

MATH - 04, 08

REJECT

One child rolls a die. Each child then decides what shape he wishes to put that number in. If he puts it in one square, he must put it in every square. He may choose not to use it and put it in his "reject" shape. After four numbers have been rolled, partial totals and a grand total is taken. The child with the largest grand total is the winner.



T.I.L.C. 1975
From Vaida
Hooker Sch. Hfd.

MATH-04

ICE CREAM CONES

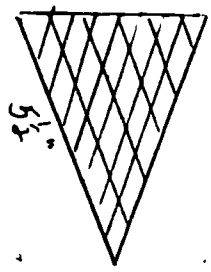
SKILLS: Counting, combining groups, recording mathematical experience with symbols.

The child puts the scoops of ice cream on the cones. Then he records the combinations formed by pieces of strawberry or chocolate.

Ex: 1 scoop has 5 choc chips, 1 scoop has 3 strawberries

The child records - 5+3 = 8

Cards can be laminated so they can be used many times and corrections made.



green with brown chips
and
pink with red bits

J. Jakslna, Union

MATH-06

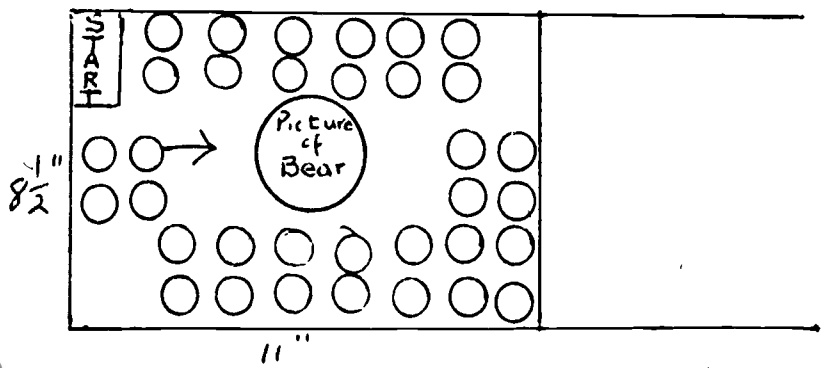
THE BEAR HUNT

Roll die and move accordingly

First one in the circle catches the bear

Note: If you are on the last colored circle before the bear - you must roll a 1 to catch the bear.

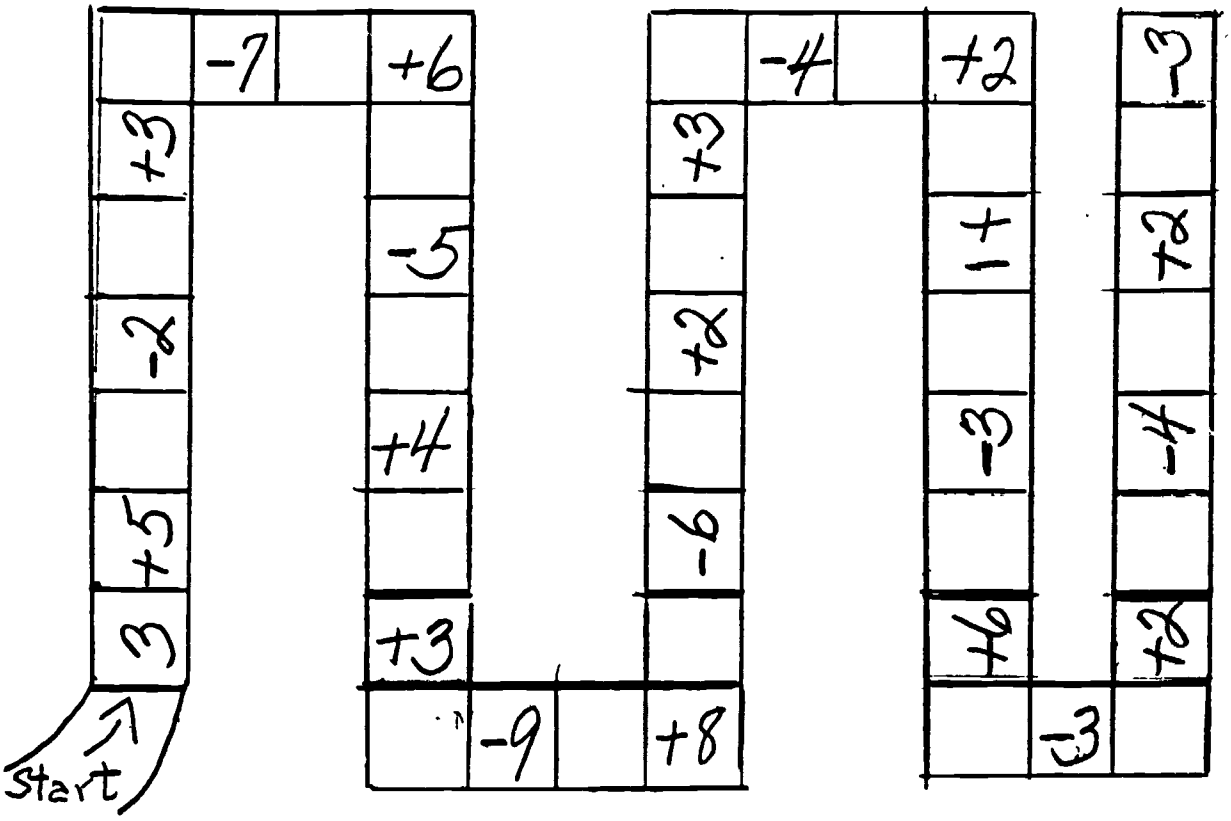
Markers (spools with colored circle on end. 1 Die)



T.I.L.C 1976
J. Jakslna, Union

MATH - 04, 12

SUPER MARKET - DO THE SHOPPING

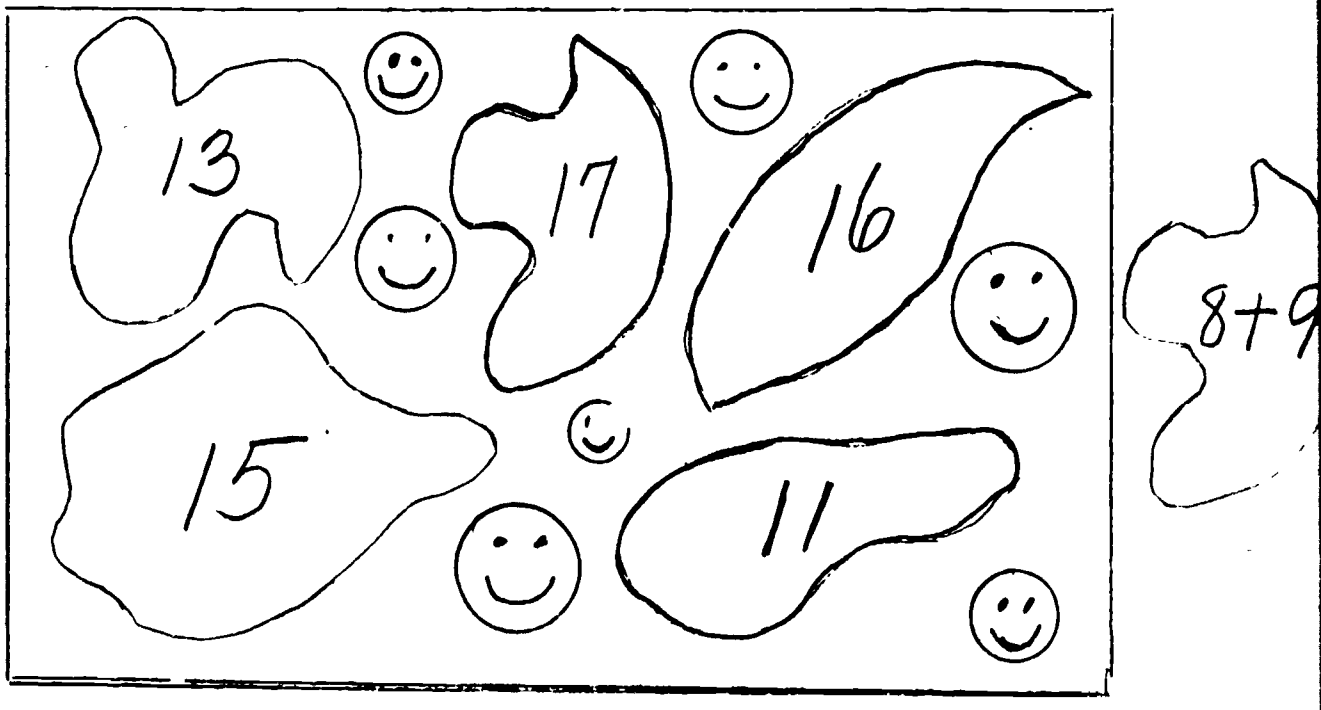


Note: Answer is 4

Elizabeth Schloss
Batchelder Sch. Hfd.

MATH - 04

PUZZLE BOARD FOR REENFORCEMENT OF NUMBER FACTS

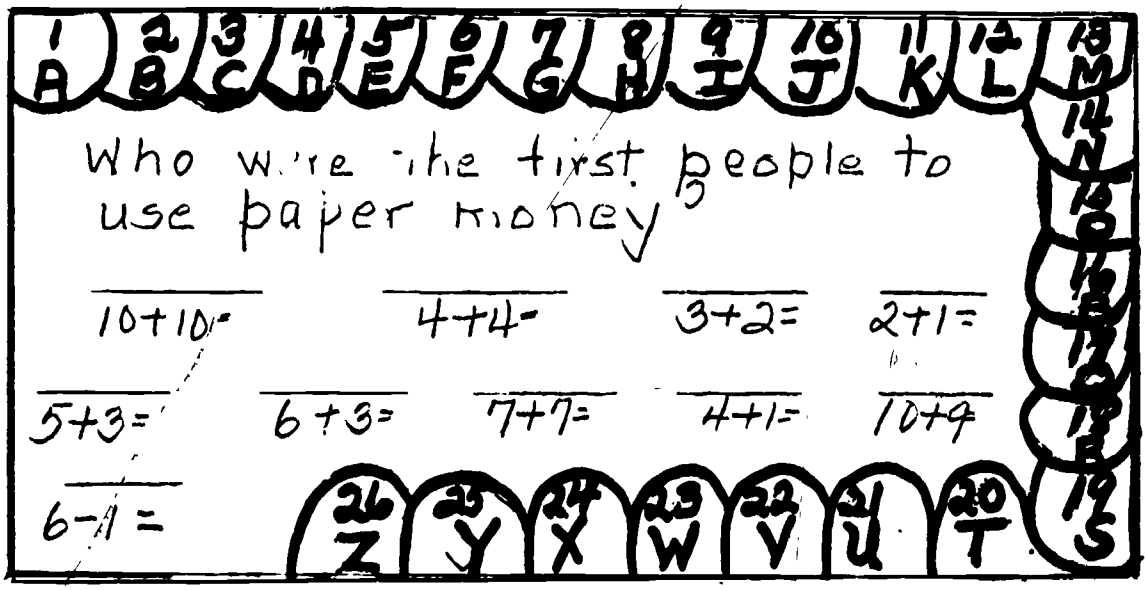


T.I.L.C 1975
Fran Vaida
Hooker Sch. Hfd.

MATH-04

SECRET FACT

Do the math under each blank. Match the answer with the letter in each block. decode the message. Children could also make up their own questions and answers. Math could get progressively more difficult.



Arline Himmelstein
West Middle, Hfd.

MATH-04

ADDITION PUZZLE

Cut squares apart. Children fit the squares together in a 4x4 array so that edges that touch name the same number.

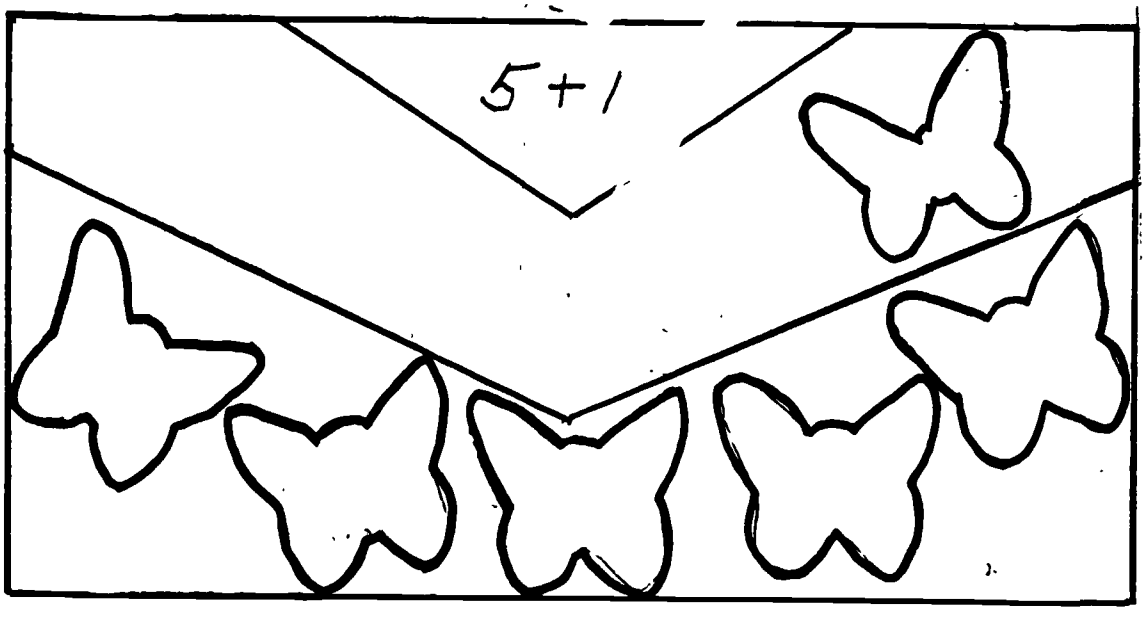
6 2+5	3+3 3+2 8	5 2+1 1+3	3 4+2
7 10 5	3+5 9+1 2+2 4+5	4 4 10 2	6 6+4 3+4
3+2 5 0+1	9 1+4 8 6	0+2 2+6 9 4+4	7 7+2 7
1 3+4	5+1 7 6+3	8 9 8	6+1 6+2

T.I.L.C. 1975

MATH - 04, 07

ADDITION PUZZLE

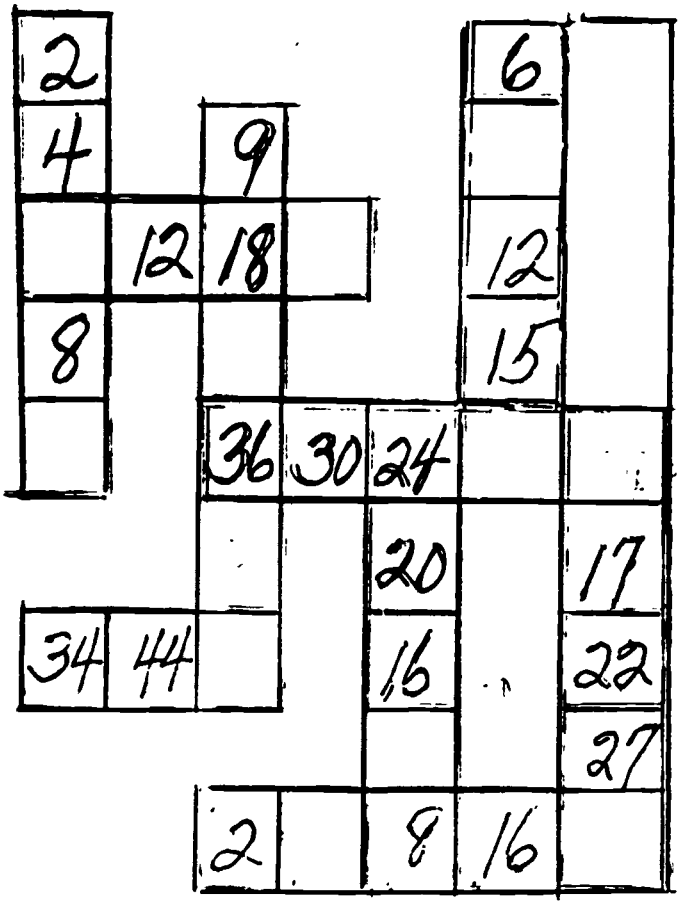
Take two pieces with the same kind of pictures. Find the number sentence that matches these pieces. Fit these together to make a rectangle.



T.I.L.C. 1975
Fran Vaida
Hooker School, Hfd.

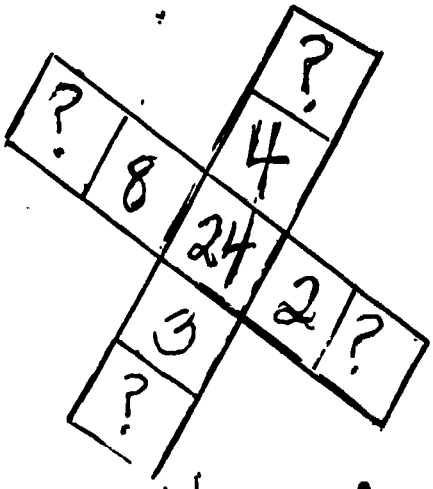
ARITHMETIC PUZZLES

Puzzles can be used for a review of number pairs and number patterns.

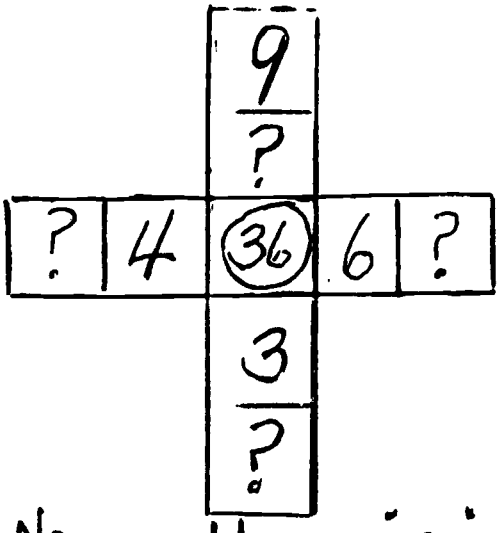


Arithmetic Puzzles

Complete the number-pattern crossword.



Name the missing factor.



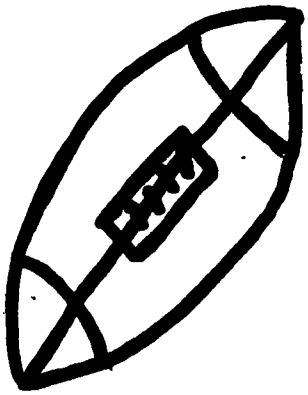
Name the missing factor.

Elaine Magnee
Barbour Sch., Ilfd.

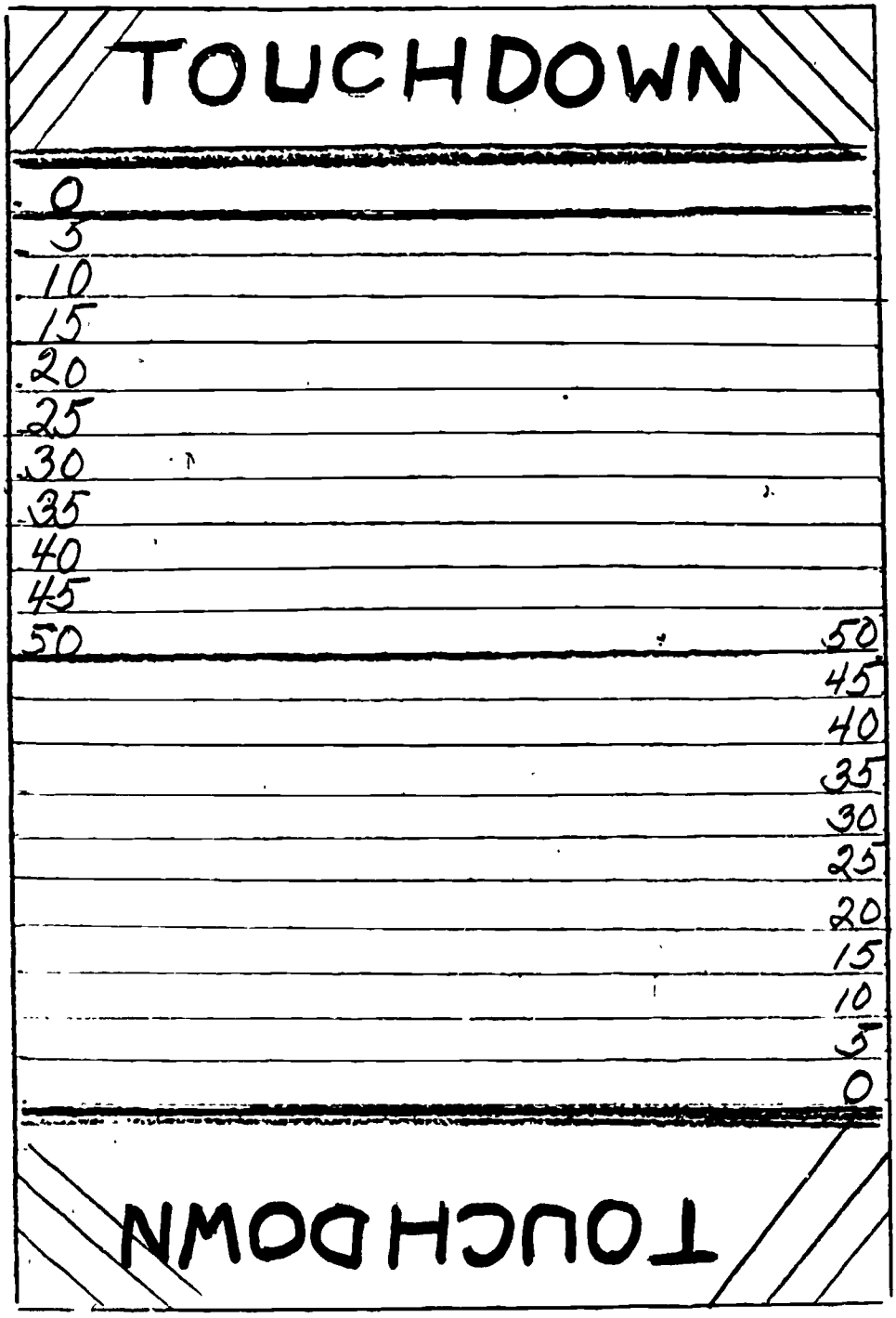
MATH-04, .2

TOUCHDOWN MATH

Place football on fifty yard line. The first player takes the top card from a pile of math problems. If he answers the question correctly he moves the ball 5 yards towards his opponents goal and gets another turn. Whenever he answers incorrectly, the second player takes over. Players continue to alternate until one scores a touchdown, worth 7 points. After a player scores a touchdown his opponent begins again on the 50 yard line.



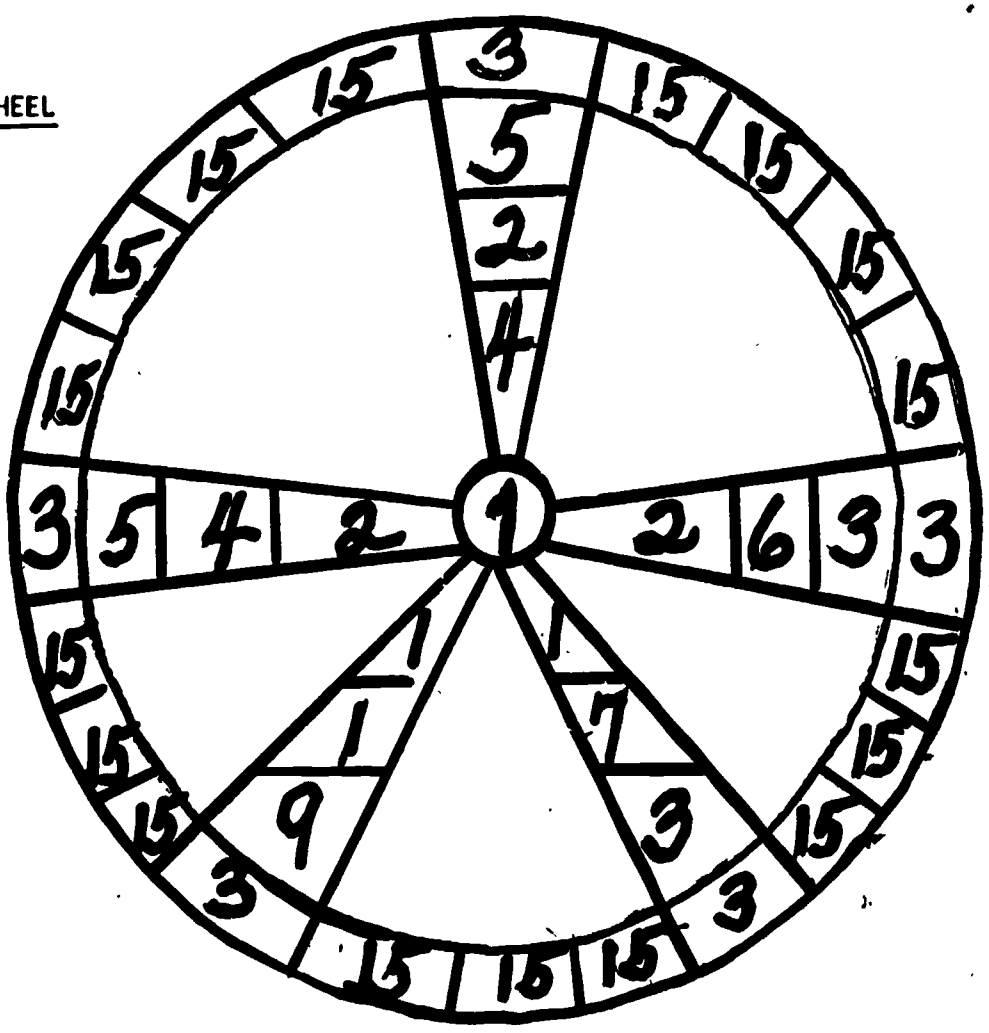
40
-30



T.I.L.C. 1975
J. Jaksina
From SEE SAW

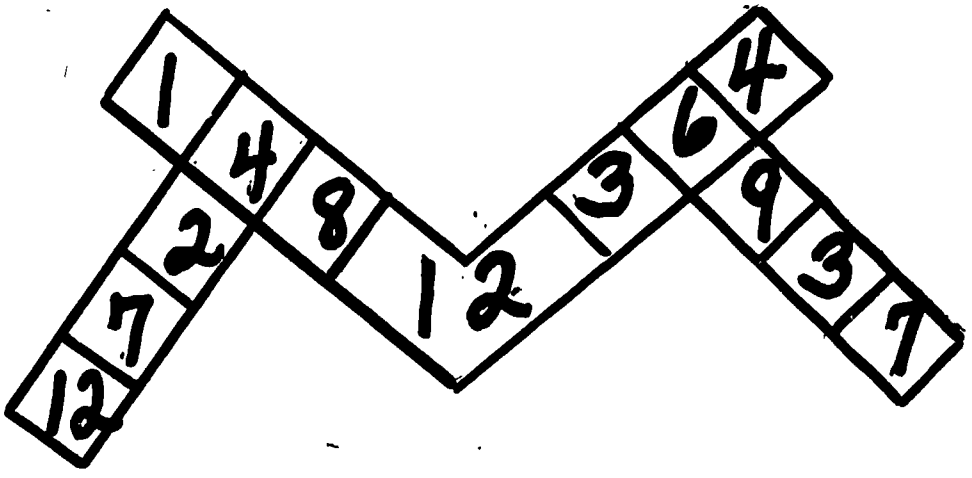
MATH-04

A FIFTEEN WHEEL



MATH-04

A TWENTY-FIVE PATTERN

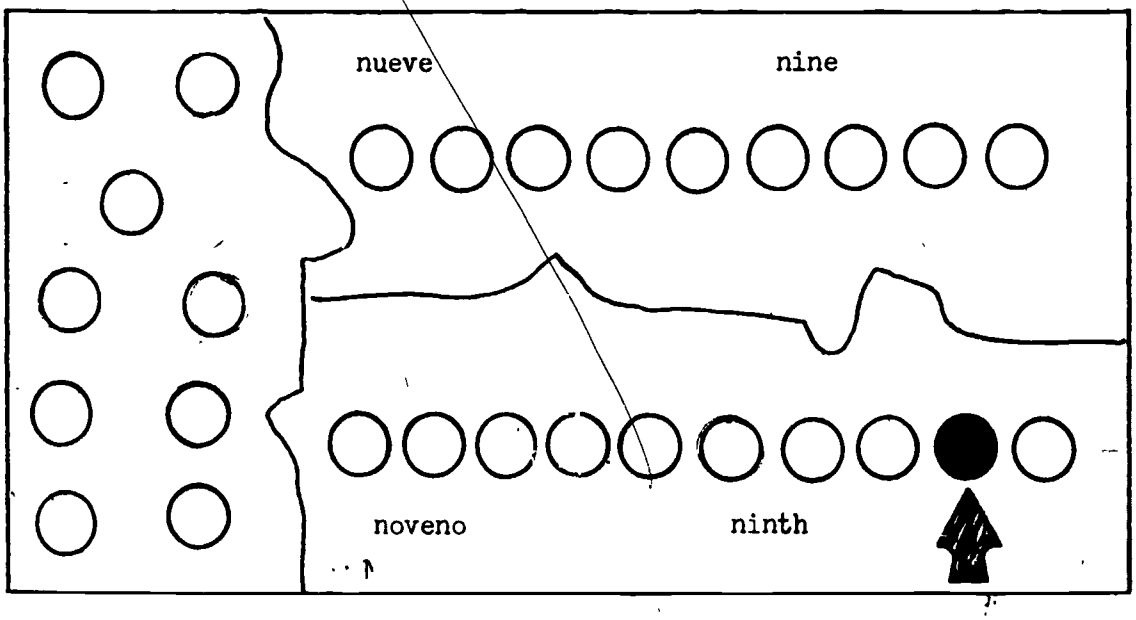


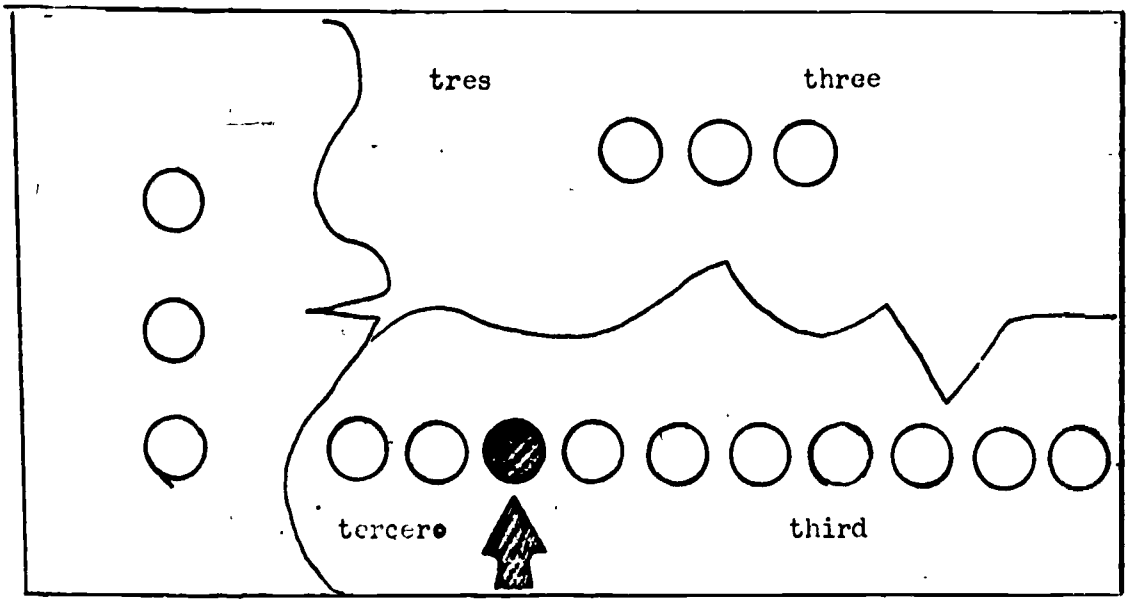
MATH - 04, 12, 13, 14 CROSS - NUMBER PUZZLE

This puzzle requires the student to make thoughtful estimates which are tested on a trial and error bases. For successful solution, each trial must be based on a reasonable mathematical prediction. For each puzzle element, the starting numbers, the arithmetic sig n and the answers are given. The object is to insert numbers smaller than ten in the empty spaces in an effort to arrive at the correct totals. Both vertical and horizontal exercises should be correctly solved. Students can themselves construct and exchange these puzzles with their classmates.

6	−	5	+	8	=	9
+		+		−		+
7	+		÷		=	4
−		÷		−		−
4	×		−		=	7
=		=		=		=
9	−	2	−	1	=	6

Cut rectangular pieces of oaktag apart for puzzles as indicated. Illustrate the cardinal number on the upper and left sections and the ordinal position on the third.
Use colored gummed circles. Bottom piece has ten circles. Place the colored circle in the correct position.



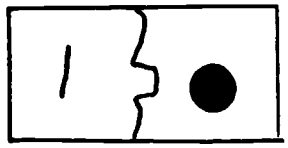


Samples

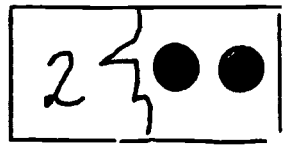
MATH - 07

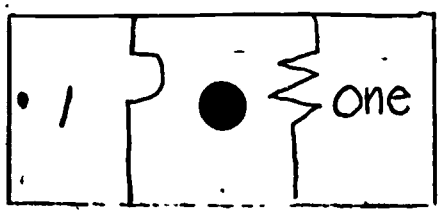
MIX AND MATCH PUZZLES

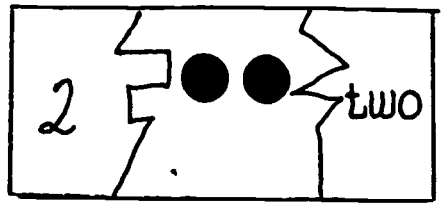
Use: heavy cardboard, tag board, tile, wood



or







T.I.L.C.
1975

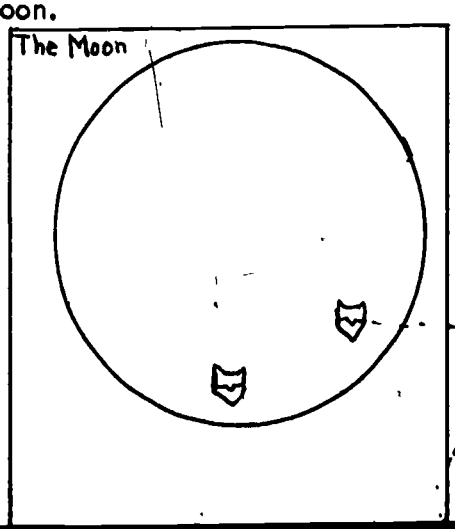
THE MOON

MATH - 06

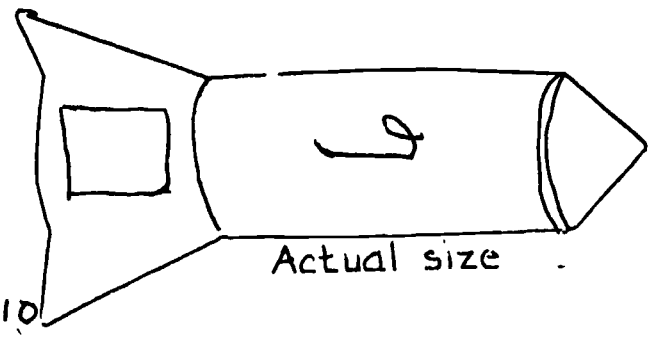
Land your rocket on the moon if you can give name of the number.

1. Rockets placed on table, number down. Turns are taken if more playing & each should have his own moon & rockets.

2. For 2-4 players
   Hold up card with dots on it, or stickers, shapes etc. (10 cards from 1 through 10)
   First child to count correct number of items on card, puts his rocket with that number on moon.



10 photo corners



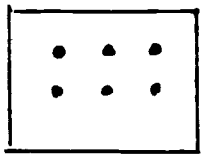
T.I.L.C. 1975
J. Jaksina, Union School

NUMBER COUNTING & NUMBER RECOGNITION

MATH-07

9 cards cut from same size cardboard which had pictures mounted on it. Other side has dots.

Card with 9 rectangles with numerals.



Example

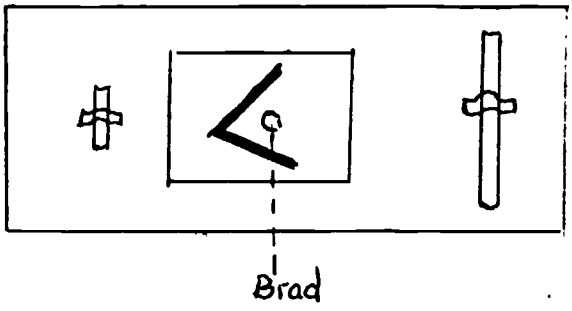
2	4	7
8	1	3
6	5	9

Fran Valda, Hooker
T.I.L.C. 1975

MATH - 02

COMPARISON BOARD

COMPARISON BOARD - Put two objects on board, turn the sign this way < or this way >
Make it show which object is bigger.



Brad

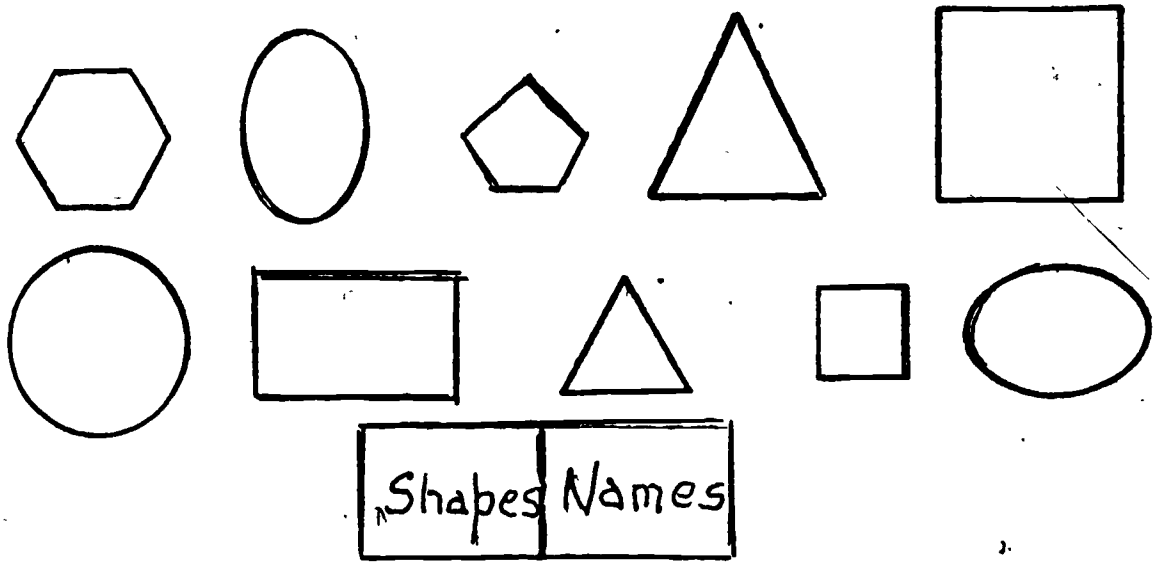
T.I.L.C. 1975
Rosemary Zendan, W.Middl

MATH - 08

MATCH THE SHAPES

DIRECTIONS:

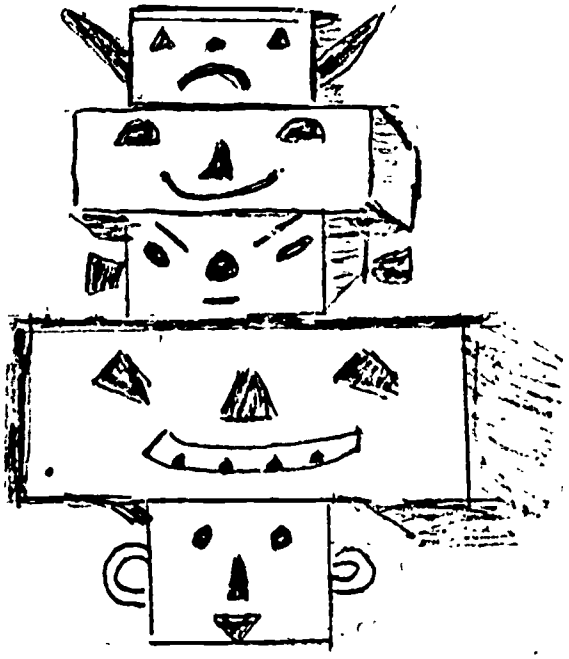
1. Make board to place shapes on. Shapes could be color coded around edges with yarn, etc.
2. Trace and cut shapes to correspond with colors on game board (Use cardboard and color or paint with felt pen).
3. Write names of shapes on strips of cardboard ($1\frac{1}{2}$ x 5").
4. Make 2 pockets, one for shapes and one for names.



MATH - 08

TOTEM POLE

Pupils collect a variety of colorful boxes (hat boxes, shirt boxes, shoe boxes, etc.). Cut a hole in each end of each box, paint faces on boxes. Slip each box over a pole. Add cardboard ears, feet, beaks, etc. for the finishing touches. This is an excellent"hands-on" activity for teaching geometric shapes. Smaller boxes can be used to construct individual totem poles. May be a class or individual activity.



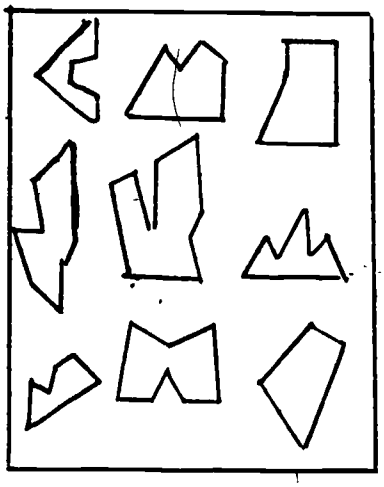
MATH-08

MATCHING SHAPES

9 x 12 card with 9 random shapes drawn on it.

Envelope of the shapes cut out of colored oaktag

Match the orange shapes to the blue drawn ones.



T.I.L.C. 1975
J. Jaksina, Union

MATH-06

CARD-O

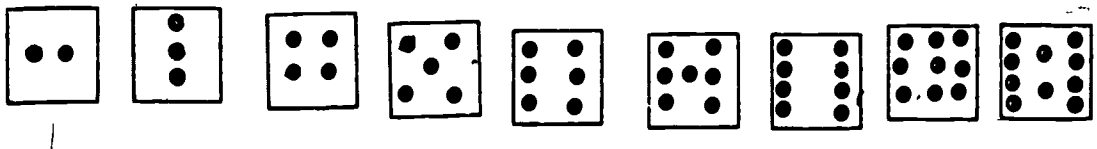
Purpose: To help children recognize groups without counting.
PLAYERS: Two or more children, but keep the group small.

Materials: Twenty-seven number cards (2"x4"), each of which has a number of dots arranged in a group. Three cards will have 2 dots, 3 cards will have 3 dots, three cards will have 4 dots, etc. up to three cards having 10 dots. There will be three cards for each group of dots.

DIRECTIONS: Each child is given his share of the number of cards. These cards are placed face down, and then turned up one at a time. The child whose card shows the largest number of dots on each round gets the other cards. Play proceeds until one child has all the cards, or the greatest number of cards when time is called. He then says, "CARD-O!"

ADAPTATIONS: The cards could be addition flash cards and the game played in the same way.

CAUTION: Children should be cautioned to play quietly, unless it is during recess time or when others are not engaged in quiet work.



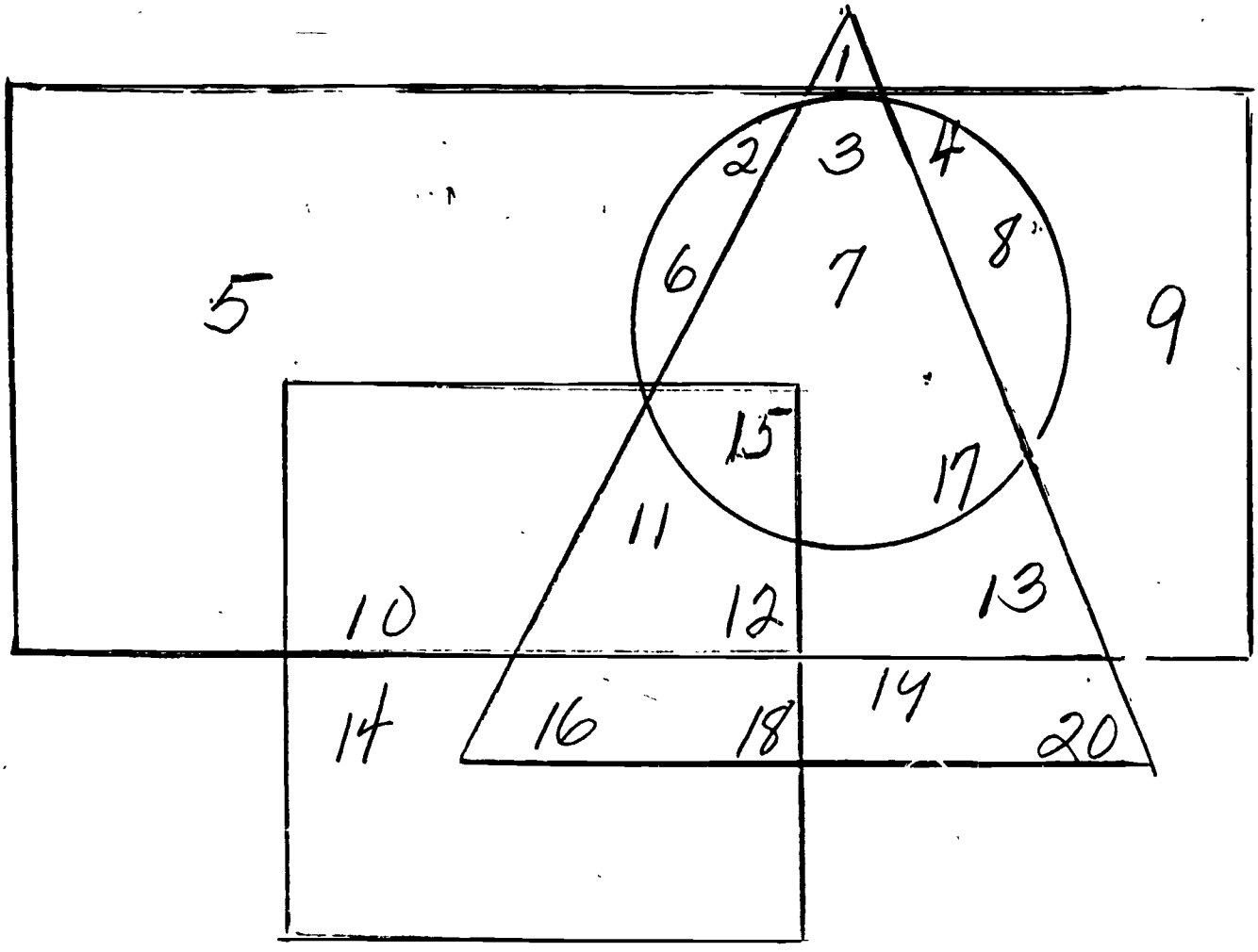
T.I.L.C. 197

MATH-08

FIND THE NUMBER

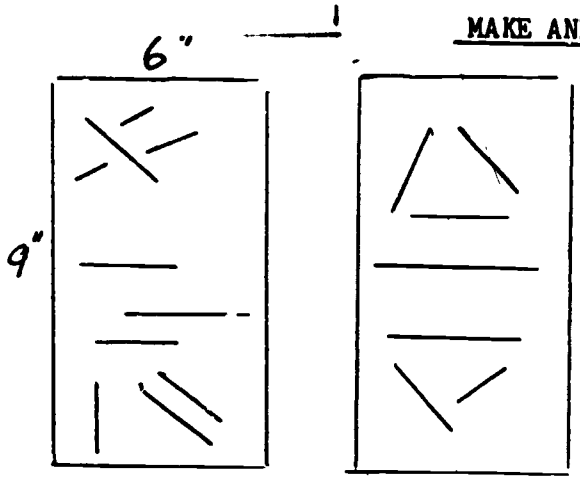
What numbers are:

1. In the rectangle, but not in the circle, square, or triangle?
2. In the triangle, but not in the rectangle or square?
3. In the square, but not in the circle or triangle?
4. In the circle, but not in the triangle or rectangle?
5. In the rectangle, but not in the triangle or square?
6. In the square, but not in the rectangle or circle?
7. In the triangle, but not in the circle or square?



MATH - 08

MAKE AND MATCH DESIGN



Examples

Child matches pre-made design.
Variations:

1. Teacher makes design piece by piece and student works on his accordingly.
2. Child makes design and teacher or aide copy his.

Paste on designs made with stirrers or Q-tips.

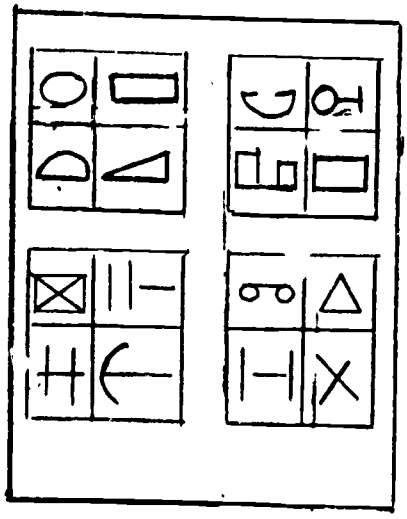
Provide envelope of Q-tips or stirrers.

J. Jaksina, Union
T.I.L.C. 1975

MATH - 08

SHAPES

(pre activity for writing numerals)
9x12 tag board
Laminate, child uses wax crayon to form shapes or trace over shapes



T.I.L.C. 1975

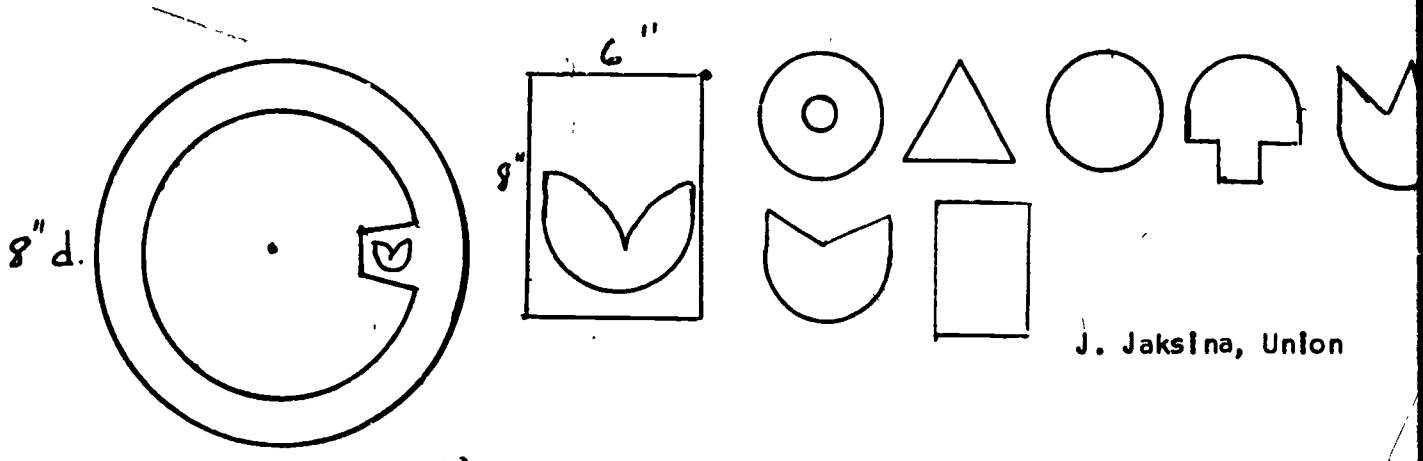
MATH-08

SHAPE WHEEL

Teacher holds up card and student - turns to matching shape.

VARIATIONS

1. Give wheel to child, hold up white card-no other directions-see if child can figure out what to do.
2. Shorten time you hold up master white card. (to strengthen visual memory).
3. Shape wheels may be used by 1 or several. However, with a maximum of 6-8 you can observe each child and how he manipulates wheel, how long to match shap etc.



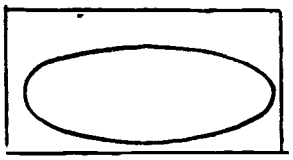
J. Jaksina, Union

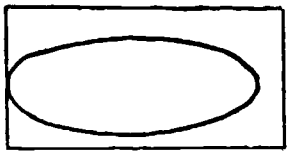
MATH-08

SHAPE SORTING

Classification game:

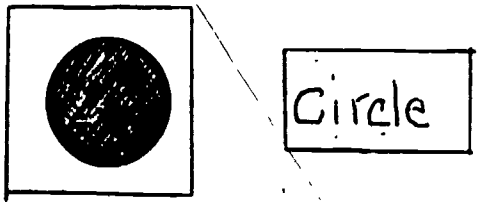
1. 20 - 3x5 tagboard cards
2. Make 2 identical shapes for each shape you plan to teach:
   - Circle
   - Square
   - Rectangle
   - Oval
   - Diamond etc.
3. Paste onto tagboard





Child matches shapes

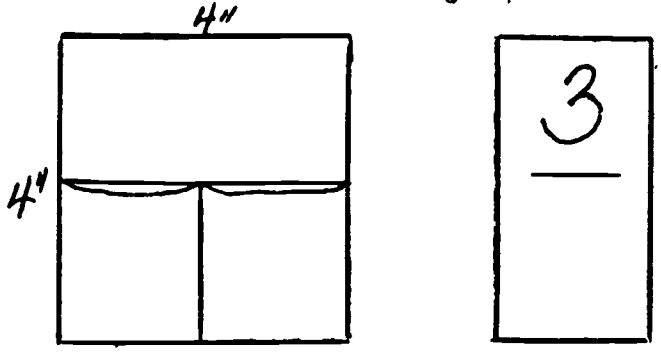
Extension: Add word cards



T.I.L.C. 1975

MATH-09 TENS-ONES

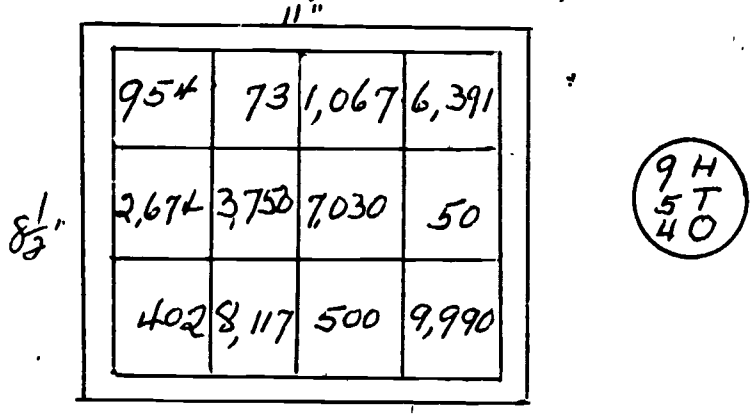
Card with two pockets
10 cards 1 1/2"x4". each marked with a numeral (1-0) for each pocket. Use a different color for each group.



MATH-09 PLACE VALUE

Match the circle with the correct square.
Then read the figure.
Can be coded to be self-correcting

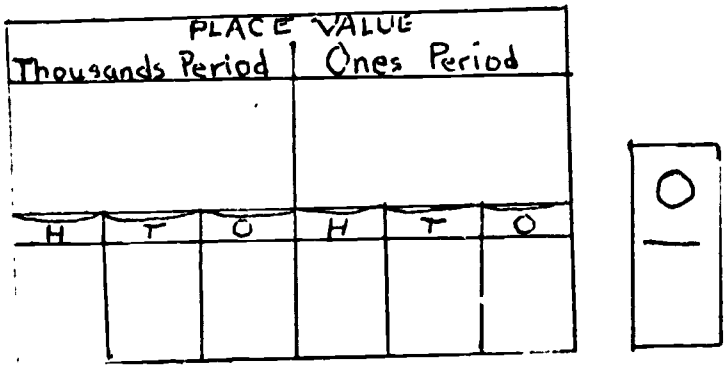
Circle should tell the number of hundreds, number of tens, number of ones, etc.



MATH-09

Board (9"x6") with 6 pockets.
Cards marked 0-9.

PLACE VALUE

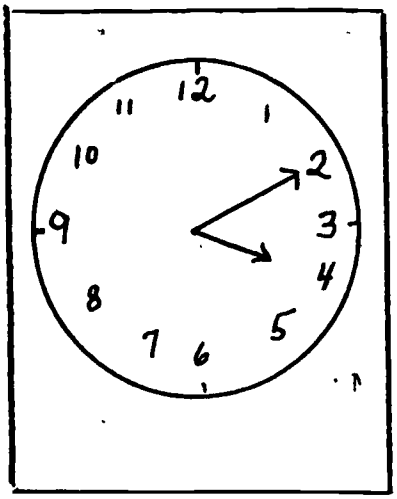


MATH – 10

TELLING TIME

Child reads the time on the clocks then finds the corresponding time written on the small cards.

Self Correcting – Matching designs on reverse side, lower right corner.



ten minutes after four

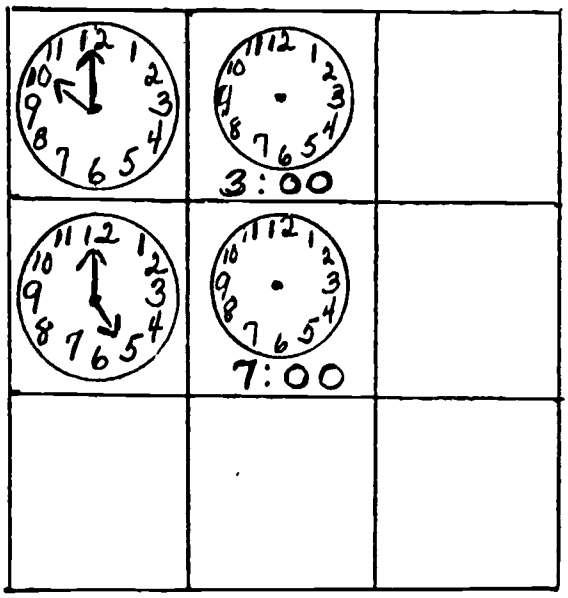
4:10

T.I.L.C. 1975
Alice Luster
Hebron Ave., Sch.

TELL THE TIME

MATH – 10

DIRECTIONS: Using a clock stamp ake sheets to indicate hour, half hour, quarter of the hour etc. Laminate.
Child will use grease pencil or crayon to indicate the time or to draw the hands of the clock in the proper places.



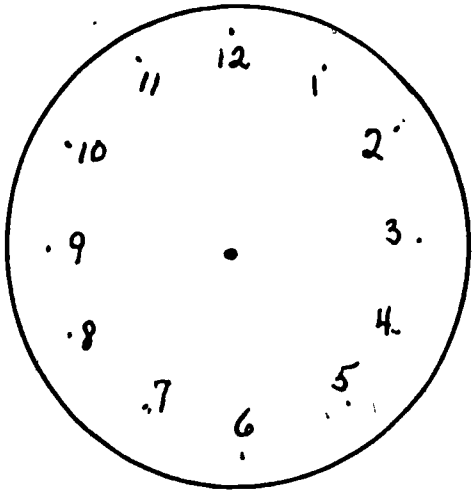
T.I.L.C. 1975
Elizabeth Schloss

MATH - 10

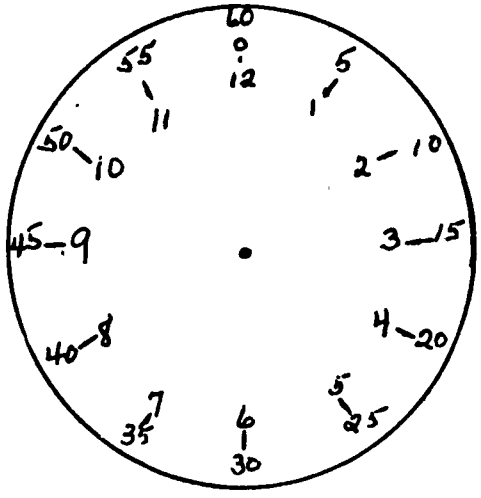
PAPER PLATE CLOCK

Clock face on front

(Brad holds hands front and back)



Front



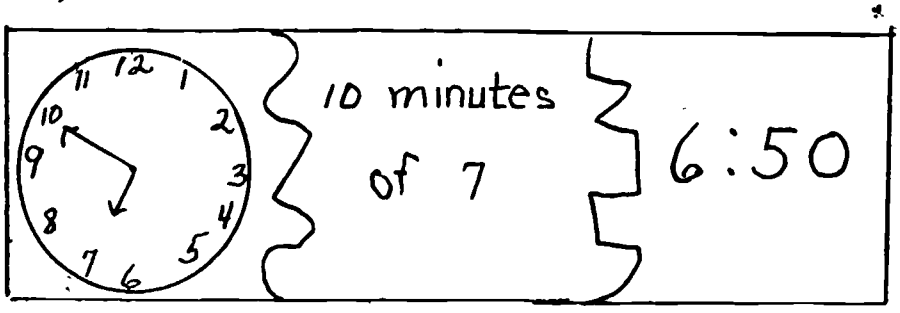
Back

T.I.L.C. 1975

MATH - 10

CLOCK PUZZLES

Match puzzle pieces to tell time with words and numerals.



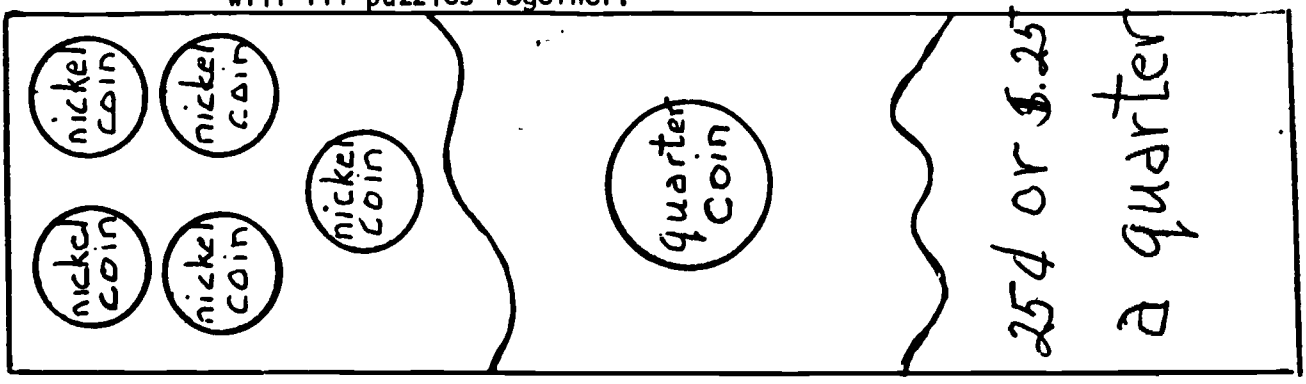
T.I.L.C. 1975
Barbara Hill
Batchelder

MATH - 11

COIN PUZZLE

Material: Strips of tagboard, coin stamps, brown and grey construction paper, glue, felt pen.

Directions: Stamp coins on construction paper and cut out. Paste on strips with equivalent amounts. Write numeration value. Cut each strip into 3 parts so that equivalent money amounts will fit. Laminate. Child will fit puzzles together.



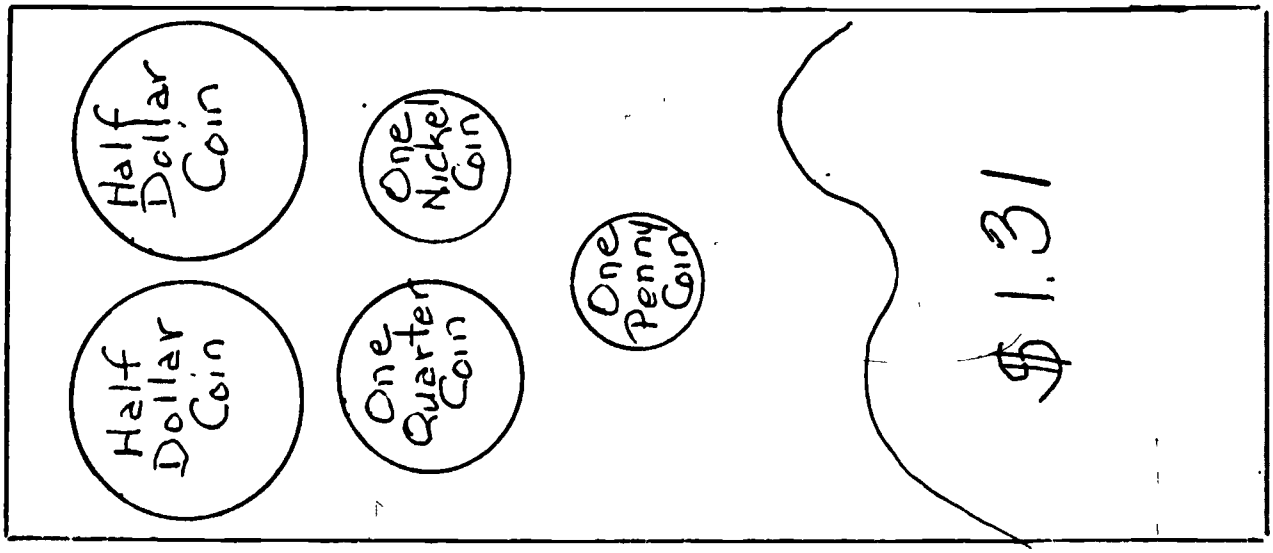
Elizabeth Schloss
Batchelder School, H

T.
19

MATH -11

MONEY PUZZLE

Child counts the amount of money on card, then finds the corresponding amount as it is written. Self correcting: Coin amount pieces fit with e written amount.



Alice Luster, Glastonbury

T.I.
1975

MATH-11

COUNT YOUR MONEY

Playing directions to Count your money

2 players. Each pick a color. Have eight of each color.
Players agree on a number of games (at least three).
Lay 17 coin cards face down. Players take turns picking a card and placing his color card over the number on the game board that corresponds to his drawn one. When all are covered, players total the amount in any line of four covered numbers (like Tic-Tac-Toe). Player recording largest amount of money after an agreed number of rounds wins. (If no one wins a game, don't count it.)

Game Board

5¢	$1.00	25¢	50¢
50¢	25¢	$1.00	10¢
$1.00	10¢	50¢	25¢
25¢	50¢	10¢	$1.00

Coin Card

25¢

Color Card

MATH-11

MAKING CHANGE

Divide sheet into three columns and 5 or 6 rows. In first column paste or draw pictures of items a child might buy. Mark a price one each. In another column draw (stamp) pictures of the coins given to pay. The third column is blank. In it, child tells what his change will be.

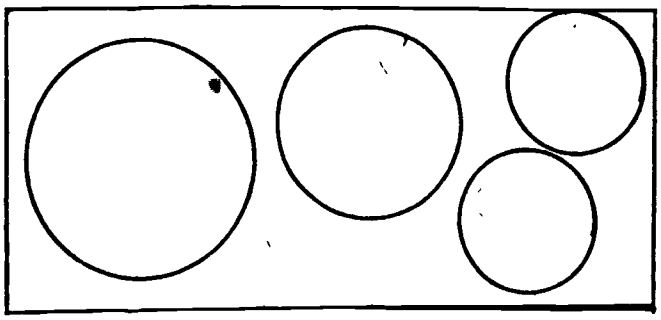
Item	Paid	Change
Picture of Crayons 22¢	(25¢) (10¢)	

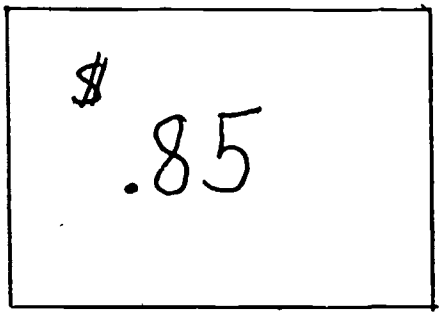
You have	You Buy	Your Change will be
(50¢)	Picture of Kite 35¢	

MATH-11

MONEY MATCHING

Child counts the amount of money stamped on each card, then finds the corresponding amount written on the smaller card.
Self-correcting: Matching designs on reverse side, lower right corner.





Use coin stamps to make

T.I.L.C. 1975
Alice Luster
Hebron Ave. Sch.
Glastonbury

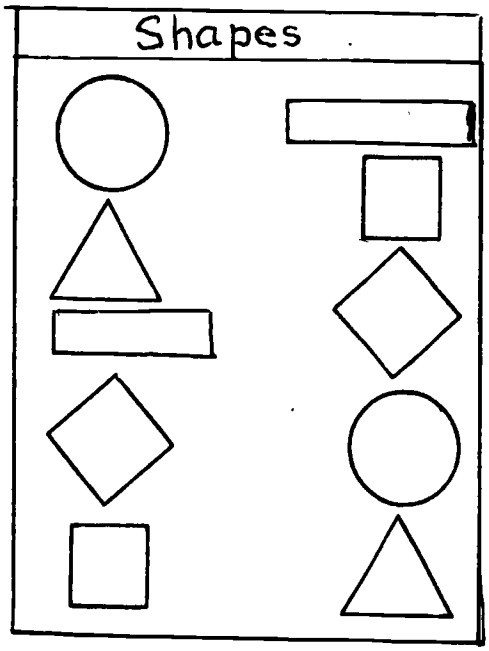
T.I.L.C. 1975
Alice Luster
Hebron Ave. Sch.
Glastonbury

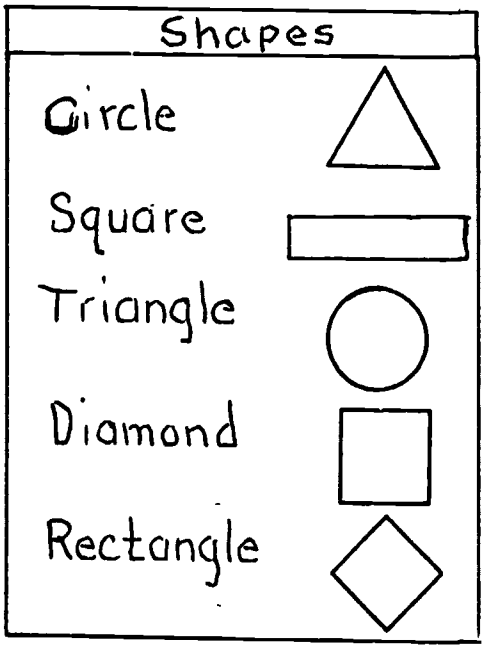
MATH-08

SHAPE SORTING

9x12 tagboard, laminate

Child draws a line between matching shapes with a wax crayon.



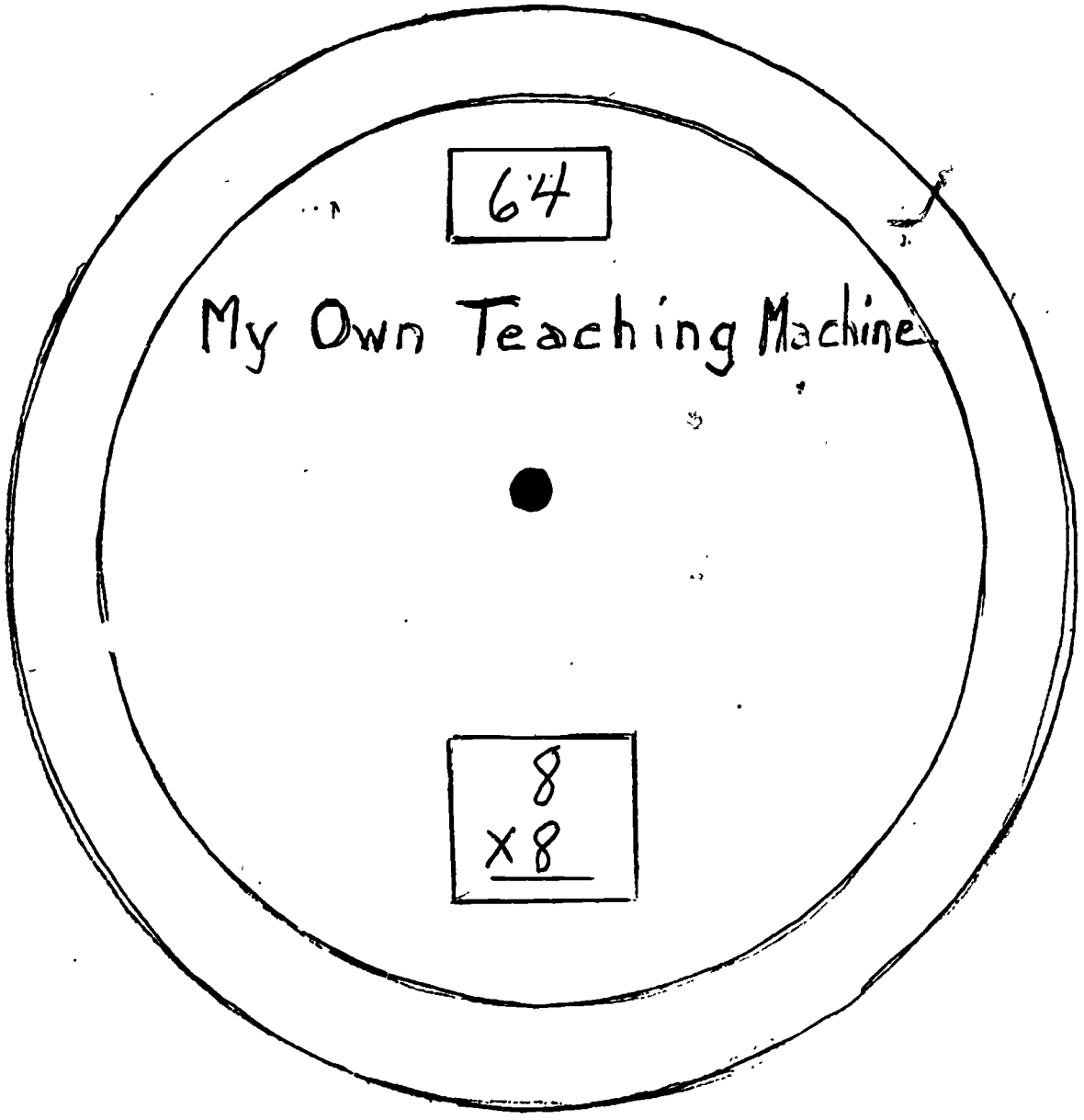


MATH - 13 MY OWN TEACHING MACHINE

Players: One or more.
Materials: Cut a circle with a 4 inch radius. Cut another with a $4\frac{1}{2}$ " radius for the bottom. Make a 1x1" hole in the top circle and a 33/4" flap. On the bottom part, write the multiplication facts with the products opposite the facts under the flap. The two parts are then fastened through the center with a brass fastener. Be sure that only the facts show through the 1x1" opening.

Directions: The pupil rotates the bottom circle until a fact shows through the 1x1" opening. He then thinks the product and lifts the flap to check the answer. When he knows these facts, a new bottom circle can be made.

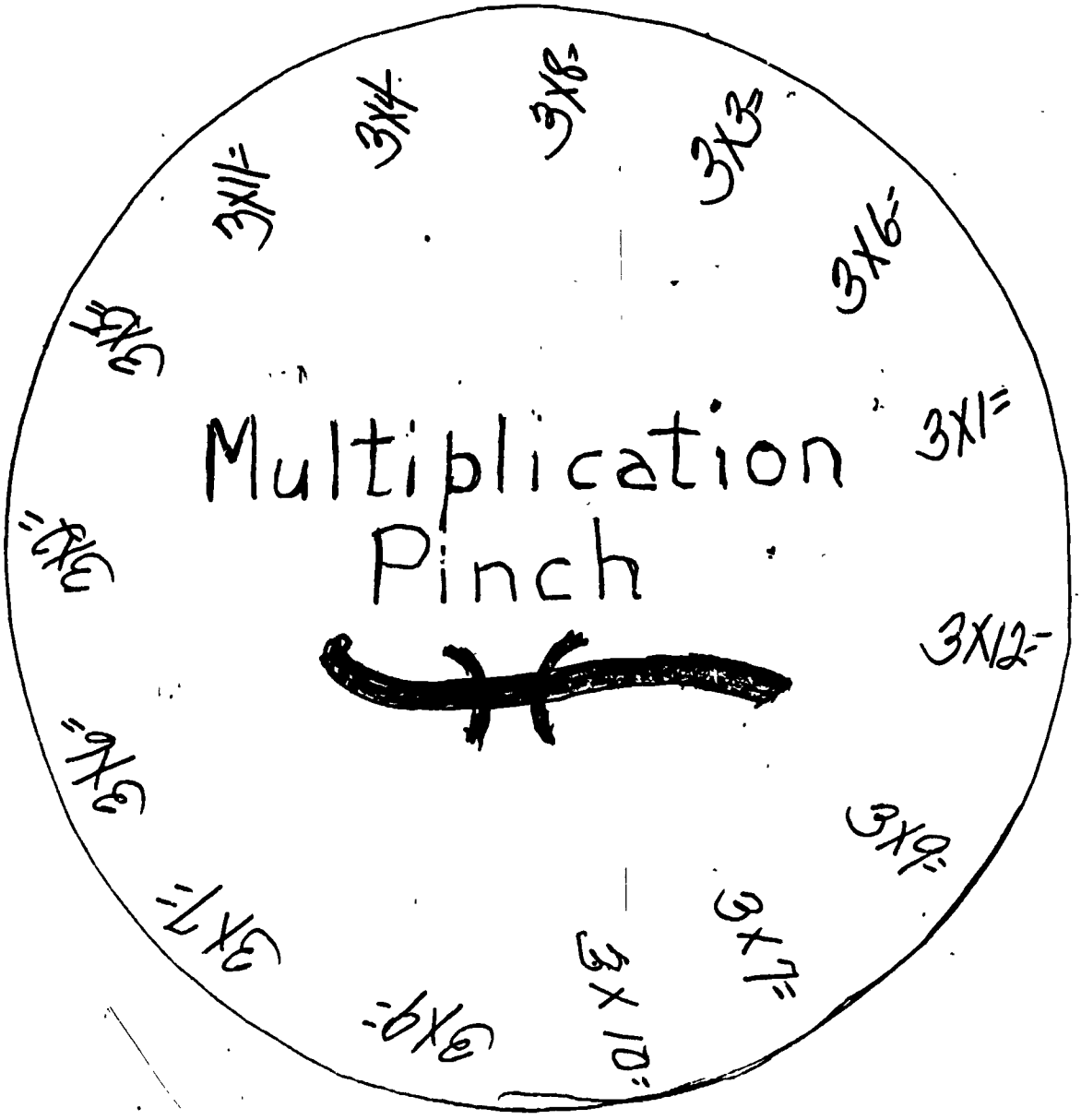
Adaptations: Addition, subtraction, and division facts can also be learned from this game.



MATH - 13

MULTIPLICATION PINCH

Make wheel with +, -, x, ÷ facts. Have container with clothespins in it. Clothespins have numbers on them. Children clip or PINCH clothespin to fact for answer.



Jane S. La Branche
Henry C. Dwight Sch.
Hfd.

T.I.L.C 1975

MATH - 13, 14

MULTIPLICATION AND DIVISION

1. Cut squares apart. 2. Children fit the squares together in a 4x4 array so that the edges that touch name the same number. 3. Then turn over the cards in place for a picture and a message.

64 6X5	8X8 3X7 36	21 56÷7 3X5	8 8X4
30 4X3 9	4X9 12 8X5 7X4	15 40 6 4	32 48÷8 45÷5
27÷3 5 0X6	28 25÷5 4 7	16÷4 36÷9 7 24÷8	9 49÷7 54
0 81÷9	42÷6 9 70÷7	3 10 8	9X6 72÷9

T.I.L.C. 1975

MATH -04

DOMINOSUMS

A set of double-six dominoes (commercial or made from oaktag).
2 players each draw three dominoes.
Players take turns placing domino on game board so that they add up to but do not exceed a chosen sum (ex. 100).
If a player reaches the exact number, he wins and gets 10 points; if the domino he plays exceeds the chosen sum he loses and his opponent gets 5 points. If the sum is less than the goal when all 6 dominoes have been played, more are drawn - one at a time - and played until the sum is reached or exceeded. Then players start all over, drawing 3 new dominoes, etc., until all dominoes have been used.

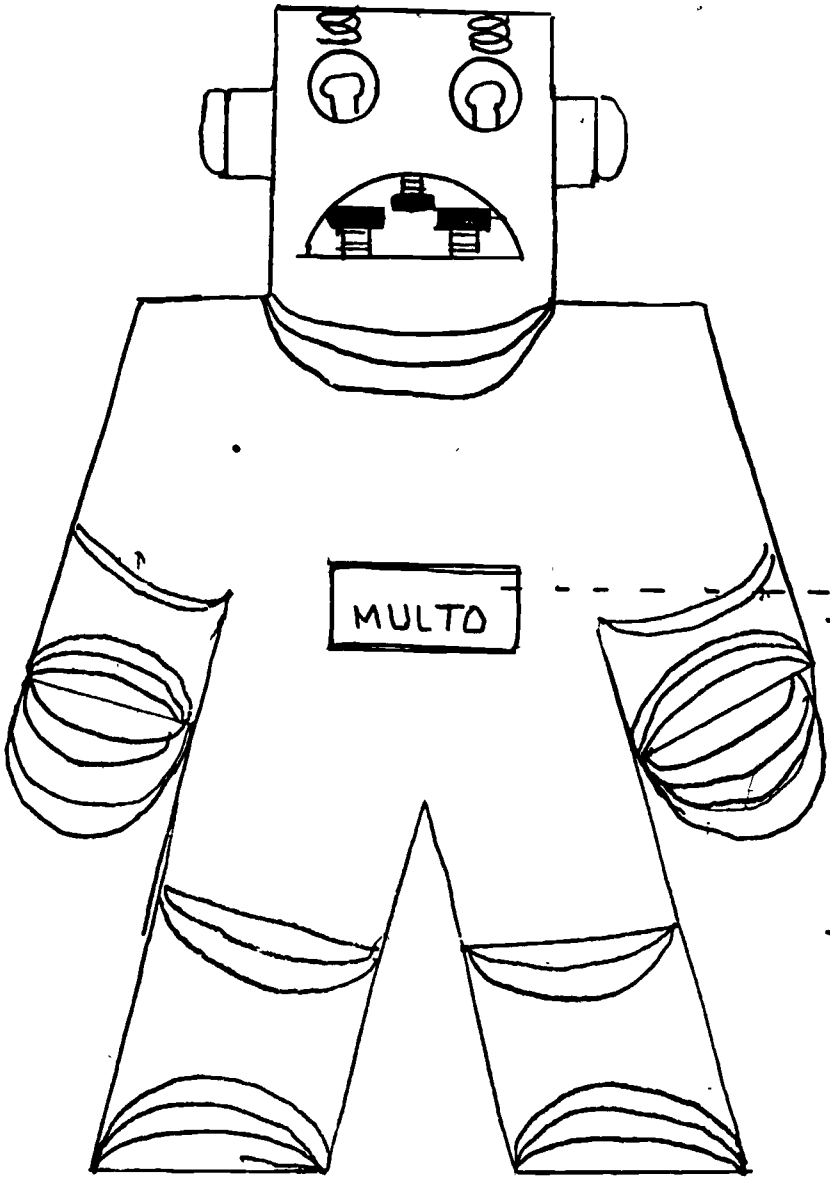
For lower primaries the number may be written (ex. 32) and children match with appropriate domino (ex: )

F. Vibert
M.D. Fox Sch. Hfd. T.I.

MATH - 13

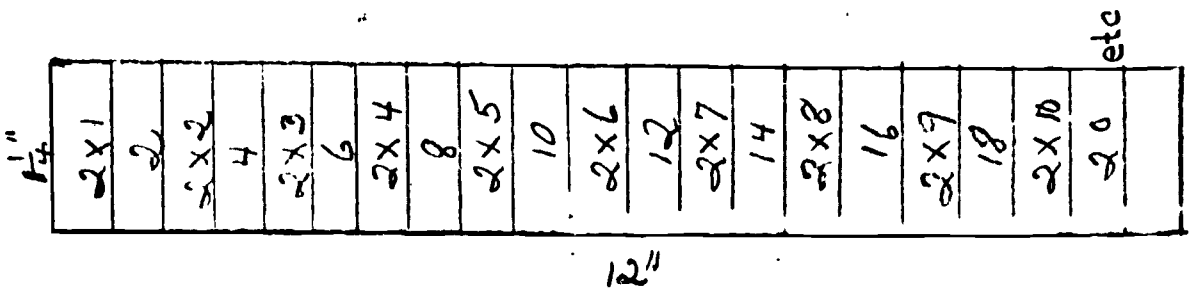
MR. MULTO

For reinforcement of facts. Can be used for four fundamentals and fractions. Make strips you need.



12" tall.

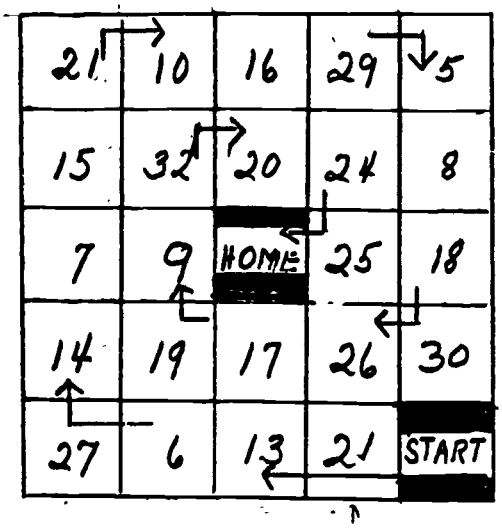
Cut out. Then paste strip on back (face down) so that top and bottom are free for strip to slide through. Self correct



MATH - 14

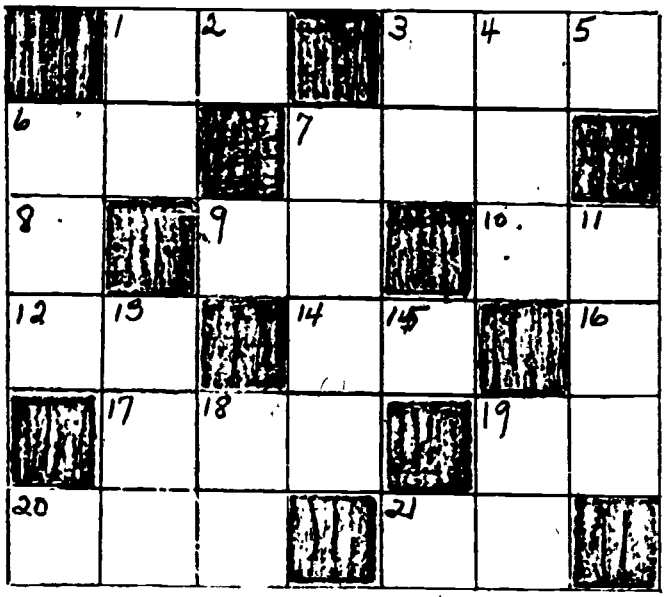
REMAINDER RACE

Directions: 2 players. First player spins; divide the number he gets into the number on board; then he moves the number of spaces of the remainder he gets. A spinner or cards could be used.



MATH - 13, 14

MULTIPLICATION AND DIVISION PUZZLE



ACROSS

1. 9x7=
3. (125x5) ÷ 5=
6. 7x9=
7. (125 ÷ 5)x5=
8. 9x0=
9. ___=60 ÷ 5
10. 11x5=
12. (3x5)x3=
14. (3x3)x5=
16. 0x0=
17. 42x10=
19. 420 ÷ 42=
20. 10^2=
21. 40x(5x2)=

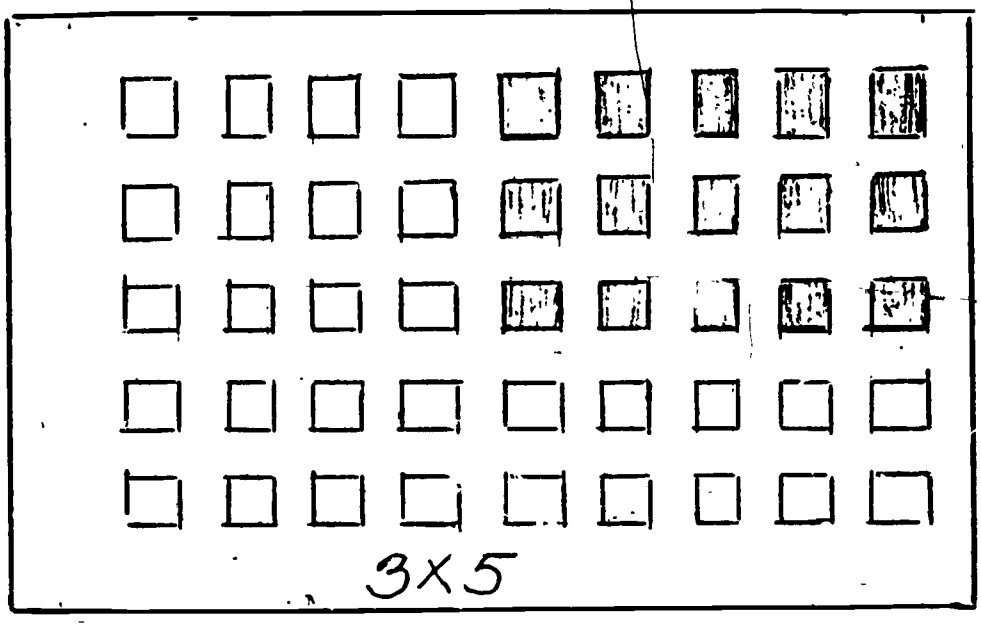
DOWN

1. 7x3x3=
2. 3x1=
3. 2x2x3=
4. 1x255=
5. 5 ÷ 1=
6. ___=4x151=
7. 10x124=
9. ___x6=6
11. $5x3^3$=
13. 9x0x10=
15. 25 ÷ 5=
18. 100 ÷ 5=
19. 1000 ÷ 100=

MATH-13

MULTIPLICATION

An activity to visualize the additive basis of multiplication.
For ex: Criss-cross any two cards and count the cut out squares; the total will be the product of the 2 numbers at the bottom of the cards.
NOTE: Have a thick magazine or newspaper under the card as you use a razor knife or utility knife.



MATH-13

MULTIPLICATION

Directions: 1. A player rolls a pair of dice and multiplies the numbers that come up (ex. 4 and 6 come up, 4x6= 24). He writes the answer in the proper squares.
2. The second player takes a turn, recording his answer on the board but using a different color pencil. (If two colors are not available each child may initial his answer squares.)
3. The first player to obtain 3 squares in a row- across, down, or diagonally-wins Answer sheets may be provided to prevent arguments.
VARIATIONS. Game may be played until all squares are filled: player with most squares wins.
For children just beginning to learn facts teacher may wish to put answers on game board. Then child rolls dice, locates answer and places X or O in the squares.
NOTE: If practice with combinations other than 1-6 is desired, dice can be cut from ordinary sponges and marked with any combination of numbers by magic marker, mark board accordingly (ex. 2 dice with 4-9, or one with 4-9 and second with 1-6).

X	1	2	3	4	5	6
1						
2						
3						
4						24
5				20		
6						

F. Vibert, Fox Sch.

FRACTIONS

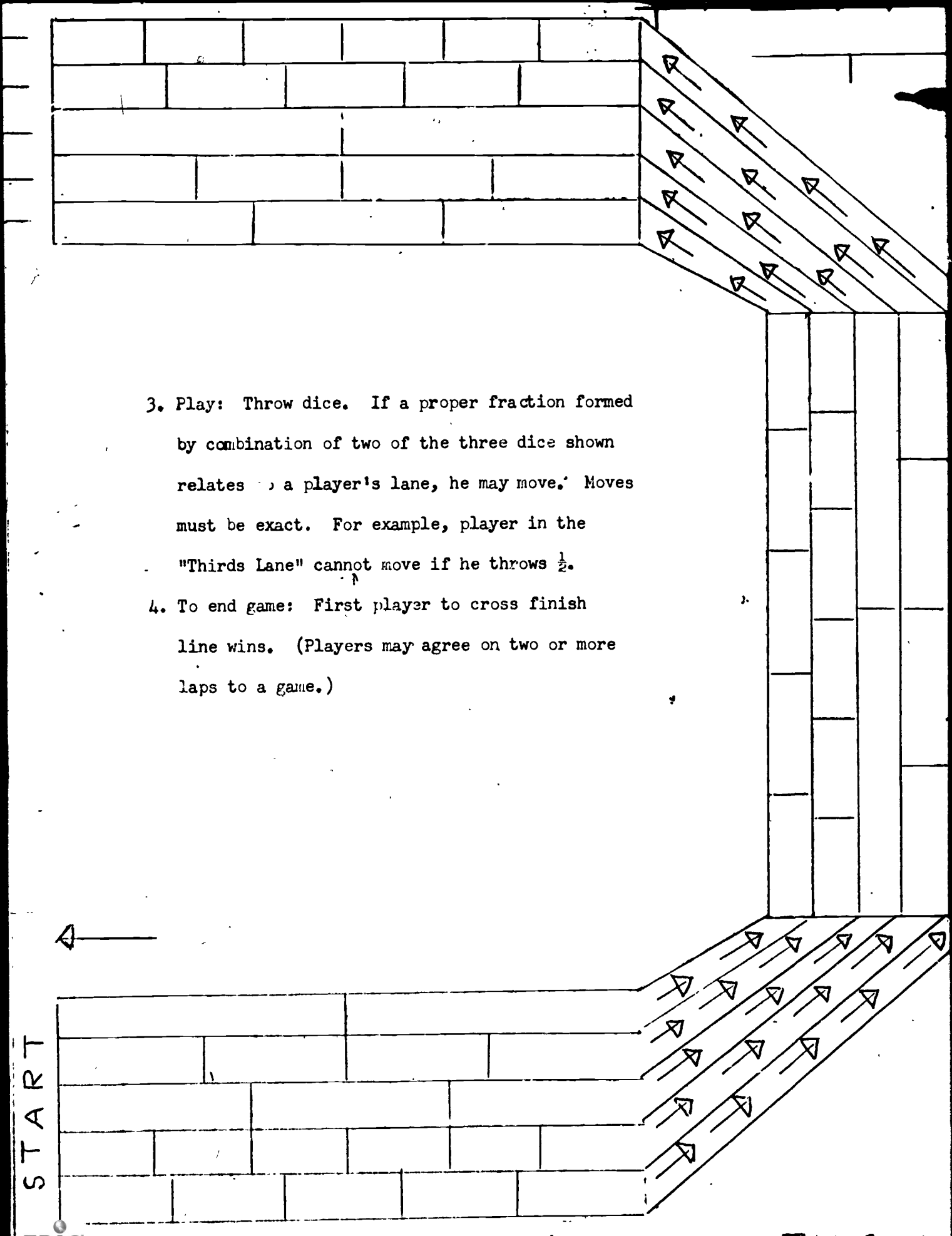
Equipment Needed: Game board, three dice, a small marker for each player.

Rules:

1. Dice throw: Three dice are thrown. Player selects two of the three dice to represent a proper fraction.
2. To start play: All players throw dice. Player throwing largest proper fraction selects his lane first. Player throwing second largest fraction selects lane second, etc. Player proceeds counter clockwise.

continued →

Join two pages to make game

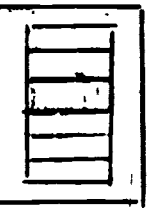
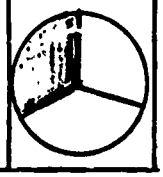
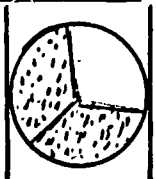
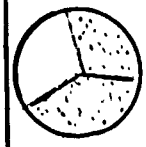
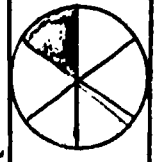
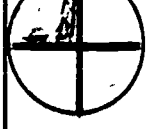
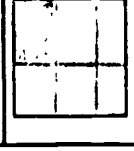
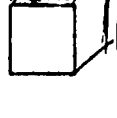
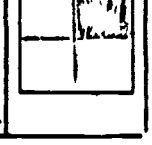
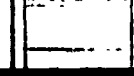


3. Play: Throw dice. If a proper fraction formed by combination of two of the three dice shown relates to a player's lane, he may move. Moves must be exact. For example, player in the "Thirds Lane" cannot move if he throws $\frac{1}{2}$.
4. To end game: First player to cross finish line wins. (Players may agree on two or more laps to a game.)

START

MATH - 15

Fraction Dominoes

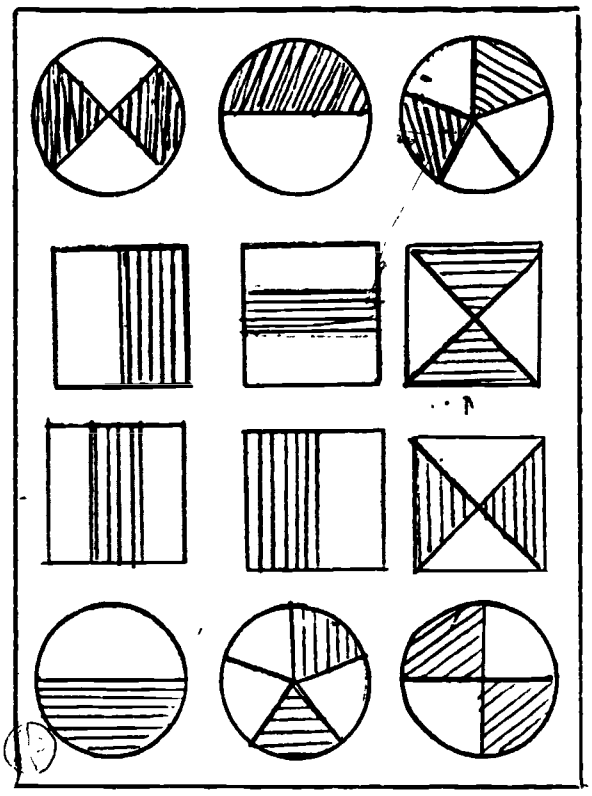
Five Sixths 	$\frac{1}{2}$ One Quarter
$\frac{5}{6}$ One Quarter	One Whole 
$\frac{1}{3}$ 	$\frac{5}{6}$ 
$\frac{1}{2}$ 	One Whole 
One Third 	$\frac{2}{3}$ 
$\frac{2}{3}$ 	$\frac{2}{3}$ 
$\frac{5}{6}$ 	One Whole 
$\frac{1}{6}$ 	$\frac{1}{4}$ 
Two Thirds 	One One Whole Whole
One Whole 	One Sixth 
Two Thirds 	One Whole 
One Whole 	Five Sixths 
$\frac{1}{2}$ 	One Half 
$\frac{1}{3}$ 	$\frac{5}{6}$ 

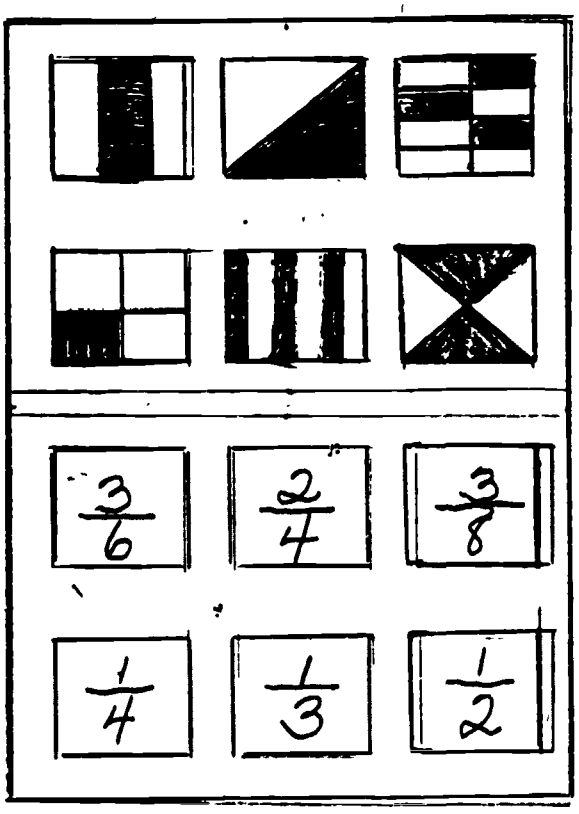
MATH 15

FRACTION MATCH

These activities reinforce fraction concepts and provide practice in number recognition and eye-hand coordination. Sheet 1 deals with identical relationships. The remaining sheets involve matching a shaded figure with its corresponding number form.

Dittoes of the sheets can be made for each child. Then he cuts out the shapes on the lower half of the page and matches them with shapes on the upper half. After the teacher verifies each placement, the child may paste together the corresponding shapes or place them in in envelope for future use.

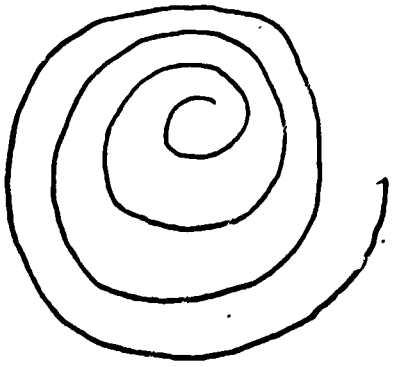




Materials Needed
1. Ruler
2. Yardstick
3. String

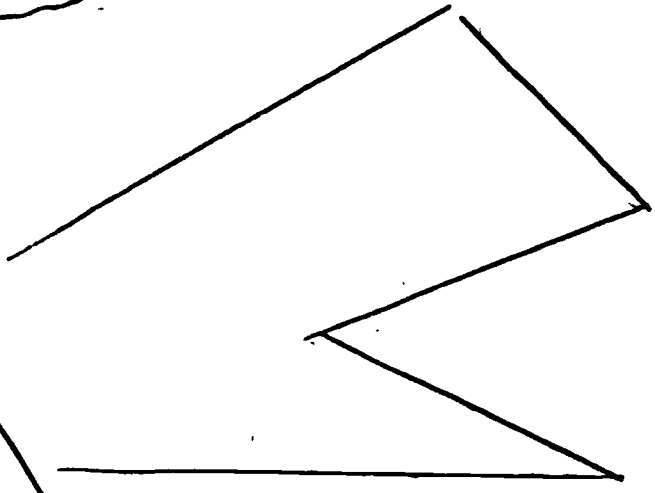
How Can These Lines Best Be Measured?

1.

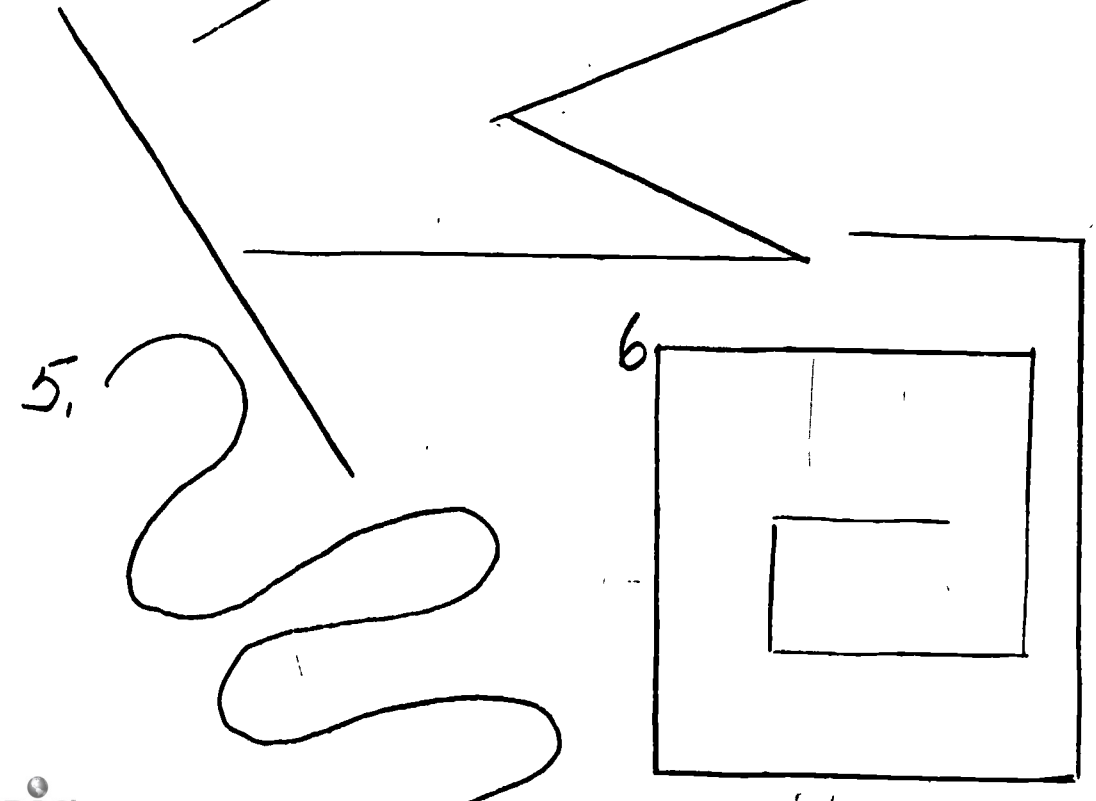


2.

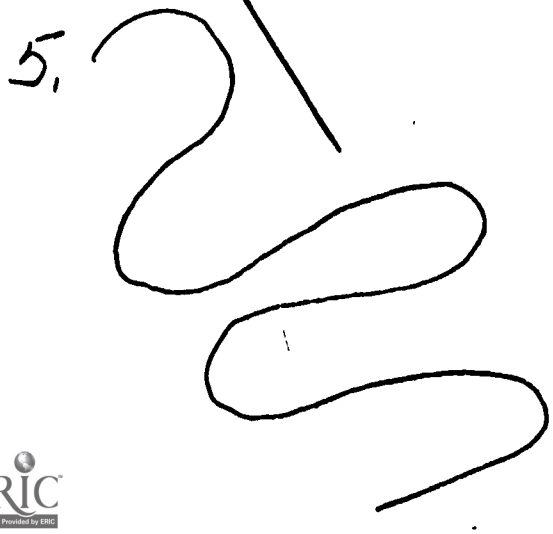
3.



4.



5.



6.

1. Estimated Length ____
Actual Length ____

2. Estimated Length ____
Actual Length ____

3 Estimated Length ____
Actual Length ____

4 Estimated Length ____
Actual Length ____

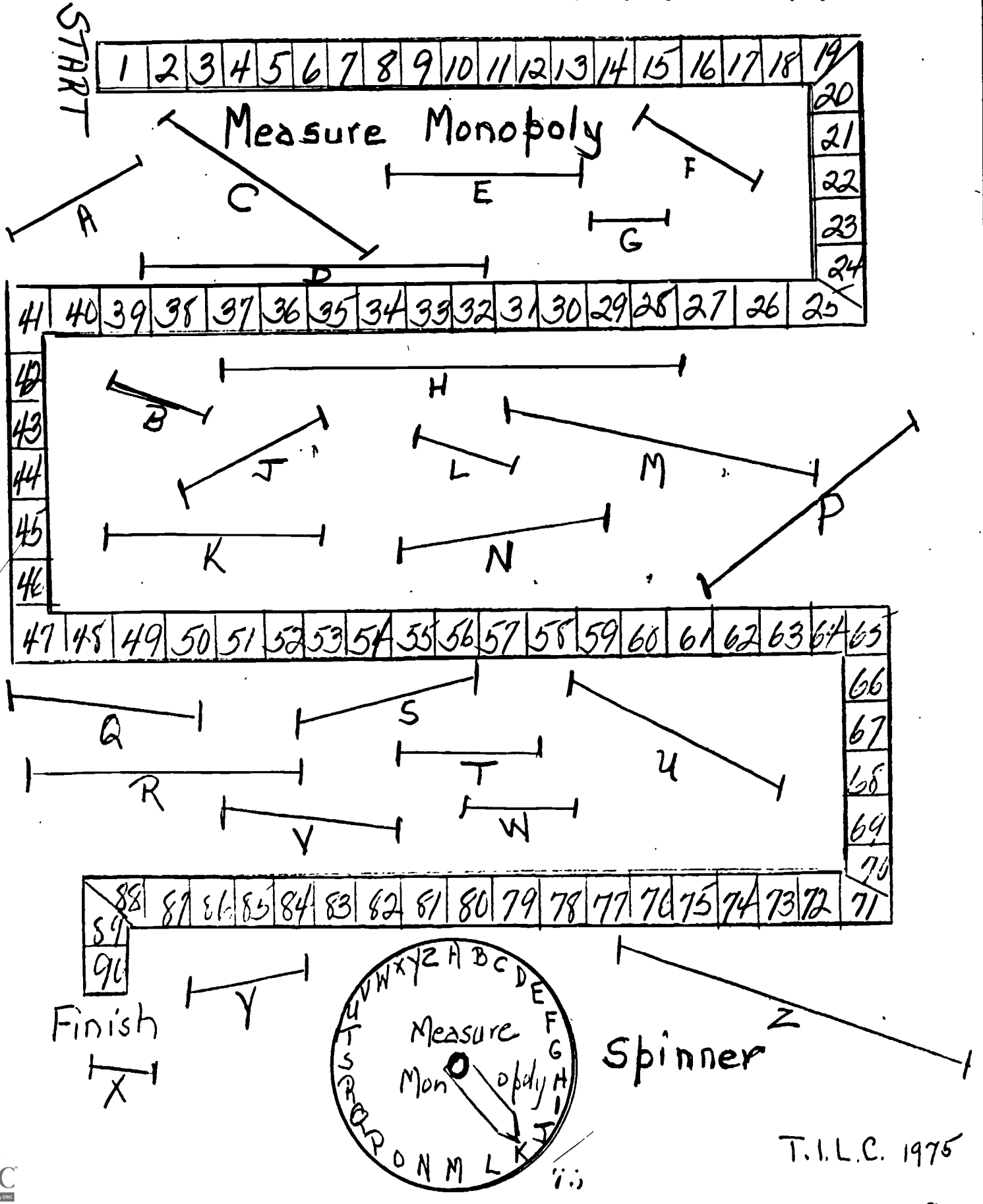
5. Estimated Length ____
Actual Length ____

6. Estimated Length ____
Actual Length ____

MATH-16

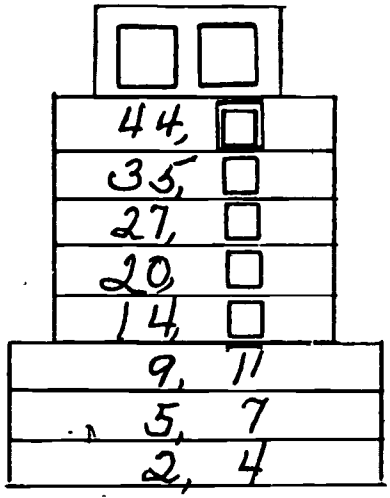
MEASURE MONOPOLY

Student spins and measures the line above the letter where the pointer stops. He may move that number of spaces. Game can be played by any number of players.



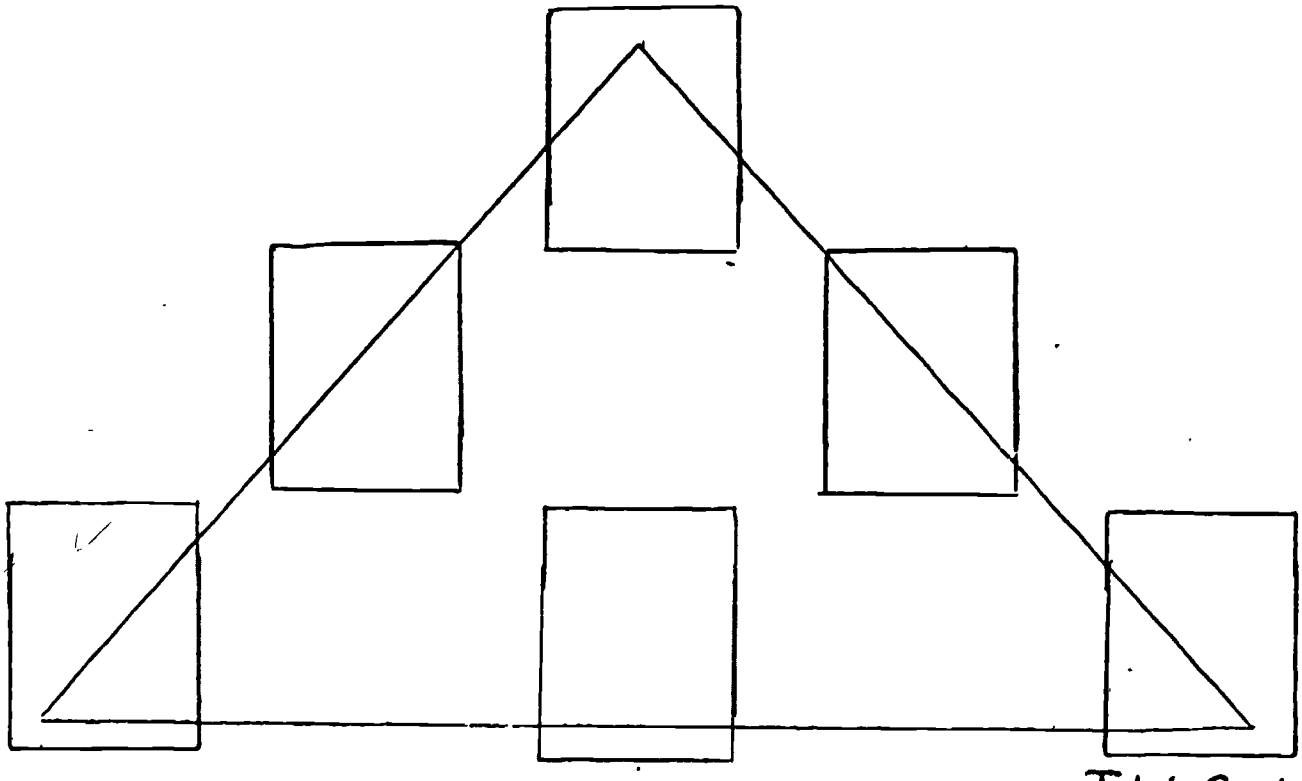
MATH - 17 SKYSCRAPERS

Purpose: Logic of number patterns.
The first three floors are complete. The child is to observe the pattern, calculate what the missing numerals are, and perhaps extend the building upward with like pairs of his own.
Materials: oak tag skyscrapers with patterns such as that shown. Can be used in subtraction, multiplication, and division. A ditto record sheet with four or five skyscrapers to copy and complete would be useful.



MATH - 04 NINE ON A LINE

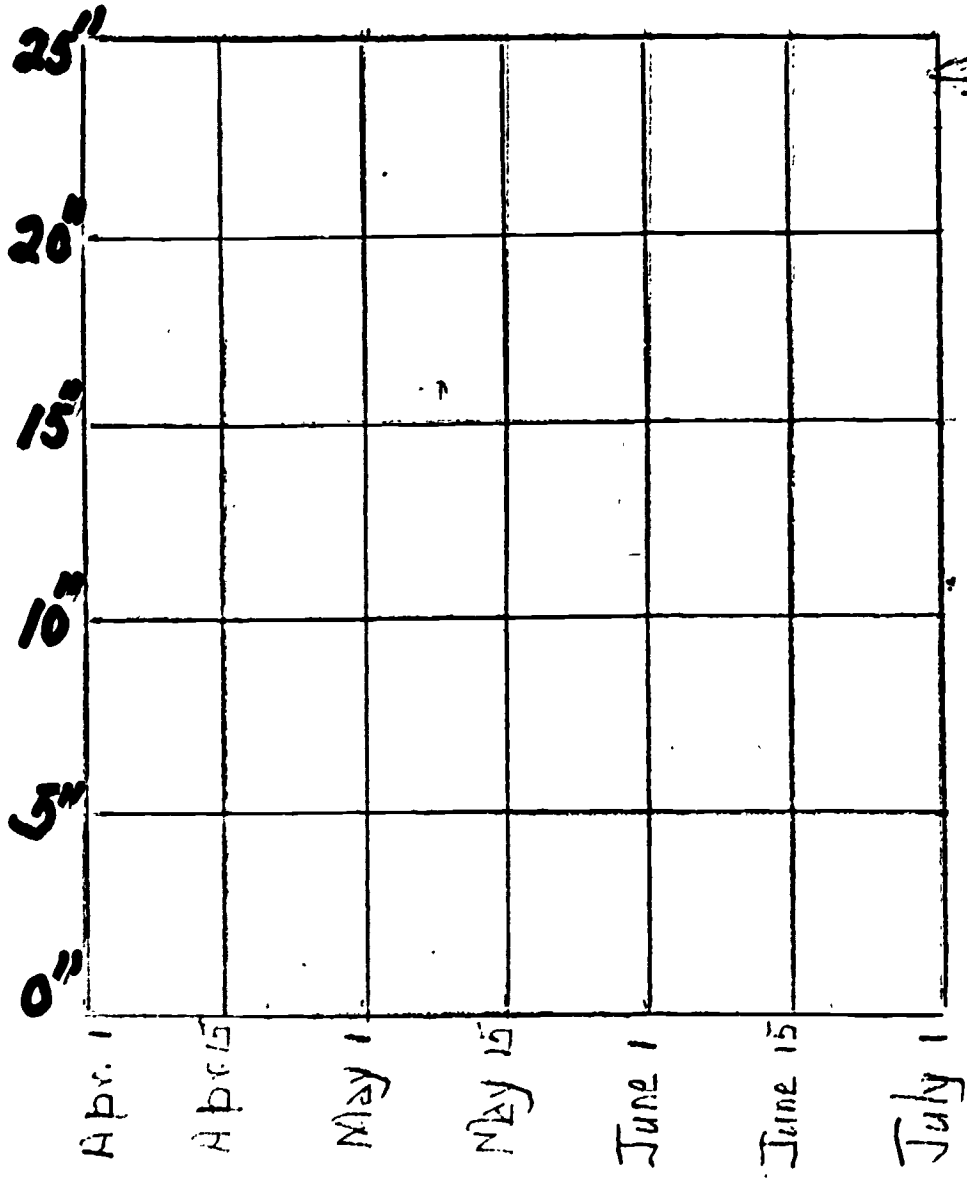
Arrange number cards (3) so that they total 9 on each side of the triangle.
Cards are numbered 1 through 6.



MATH-18

MY SUNFLOWER GROWS UP

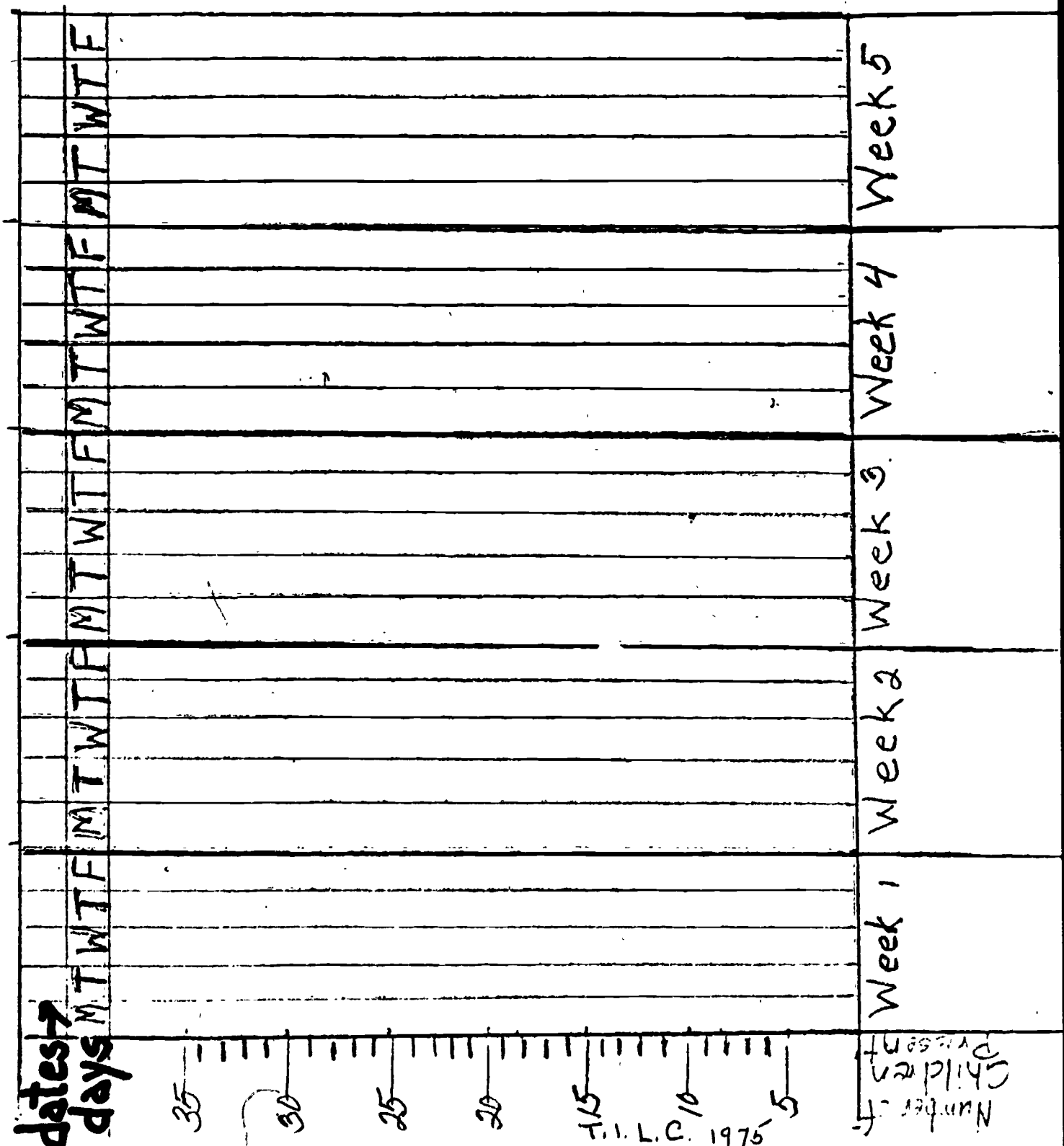
Make a line graph of this information:
Apr. 1 ----0"
Apr. 15 ---2"
May 1 -----4"
May 15 ----7"
June 1 ----8"
June 15 --12"
July 1 ---20"



MATH - 18

ATTENDANCE GRAPH

This an aid in helping students to understand graphs. It may be used as a bar or line graph. One child may take a week or month or day and mark the chart with washable pen or pencil.

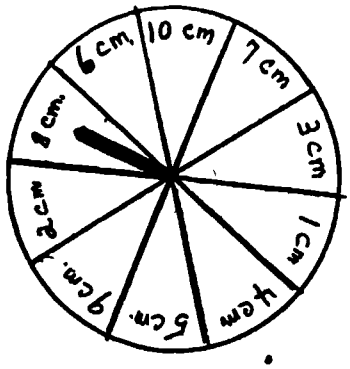


MATH - 19 SPIN A 100 CM. TRAIN

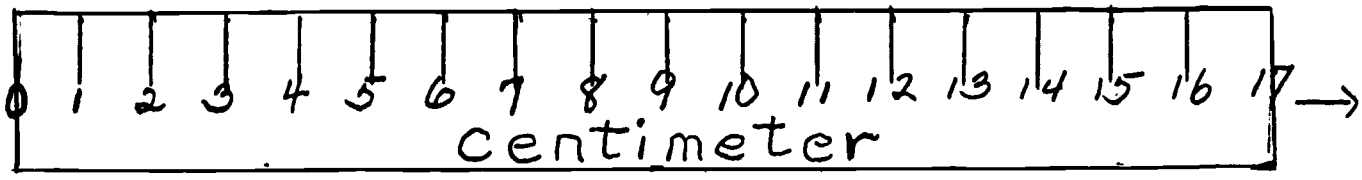
You will need: Cuisenaire rods (or lengths cut to equal their lengths), meter stick, spinner, centimeter rulers, two players.

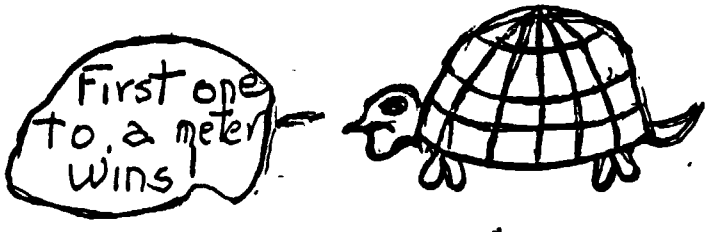
Directions:

Spin
Measure to find rod length to match cm.
Place rods on each side of the meter stick.
First to 100 cm. is the winner !



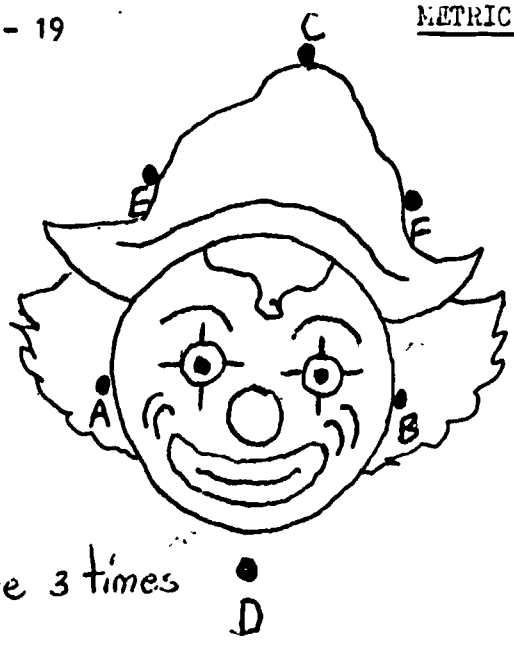
d. = 12 cm.





"The Arithmetic Teacher"
Mar., 1975

MATH - 19 METRIC MEASUREMENT



Enlarge 3 times

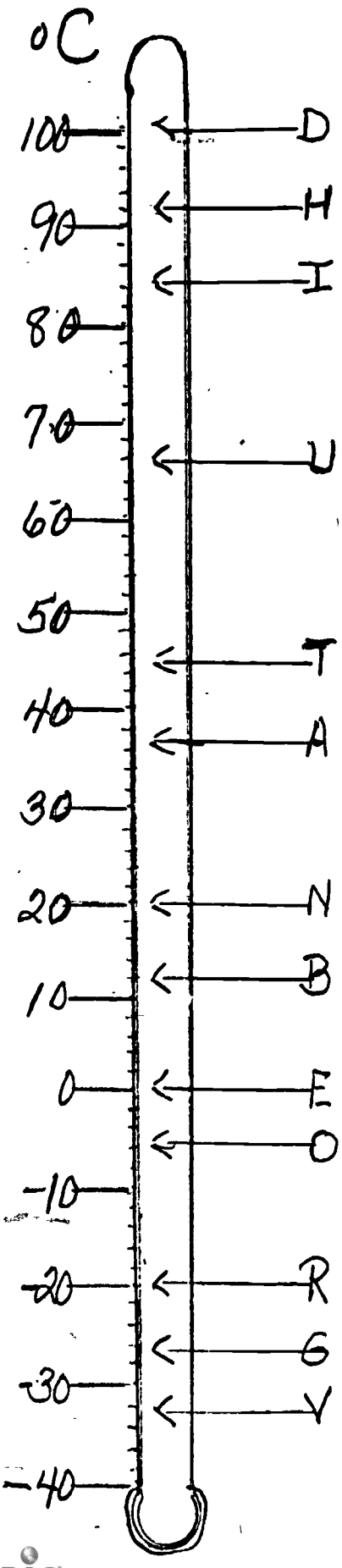
Enlarge the clown face, placing the dots the distance apart you wish them to measure.

A to b = _____cm.

C. to D = _____cm.

E to F = _____cm.

FLUNKY FORECAST



Directions: Find each temperature on the thermometer. Take the letter from the thermometer and put it in the blank below.

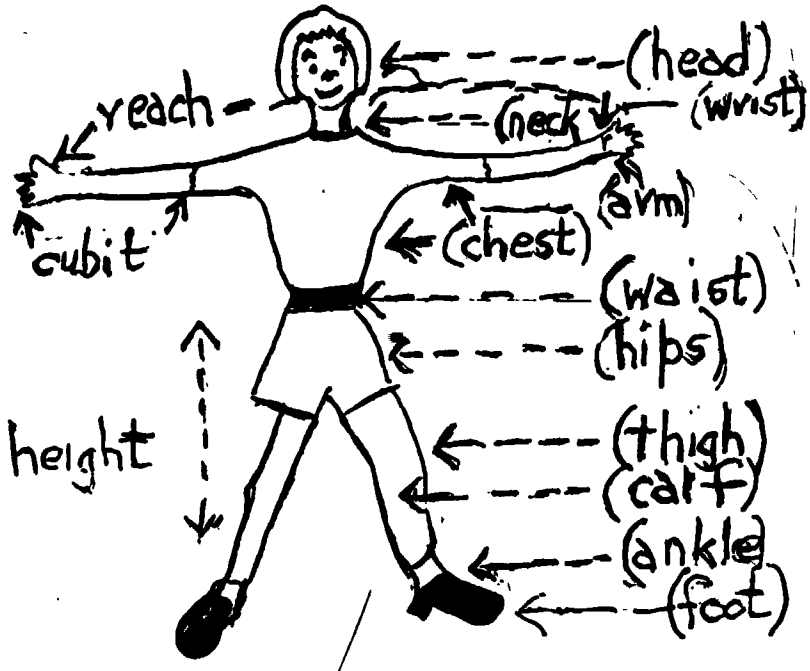
1) 20° C
2) 0° C
3) 12° C
4) 100° C
5) 66° C
6) 45° C
7) 83° C
8) 37° C
9) -20°C
10) -34° C
11) - 5° C
12) 91° C
13) -29° C
14) Normal body temperature
15) Boiling point of water
16) Freezing point of water

I could have been a weather-man,

3	5	I	I	4	7	D	1	11	6	
12	8	10	2	14	15	E	13	9	E	16

MATH-19

MEASURE YOURSELF



MEASUREMENT USING TAPES

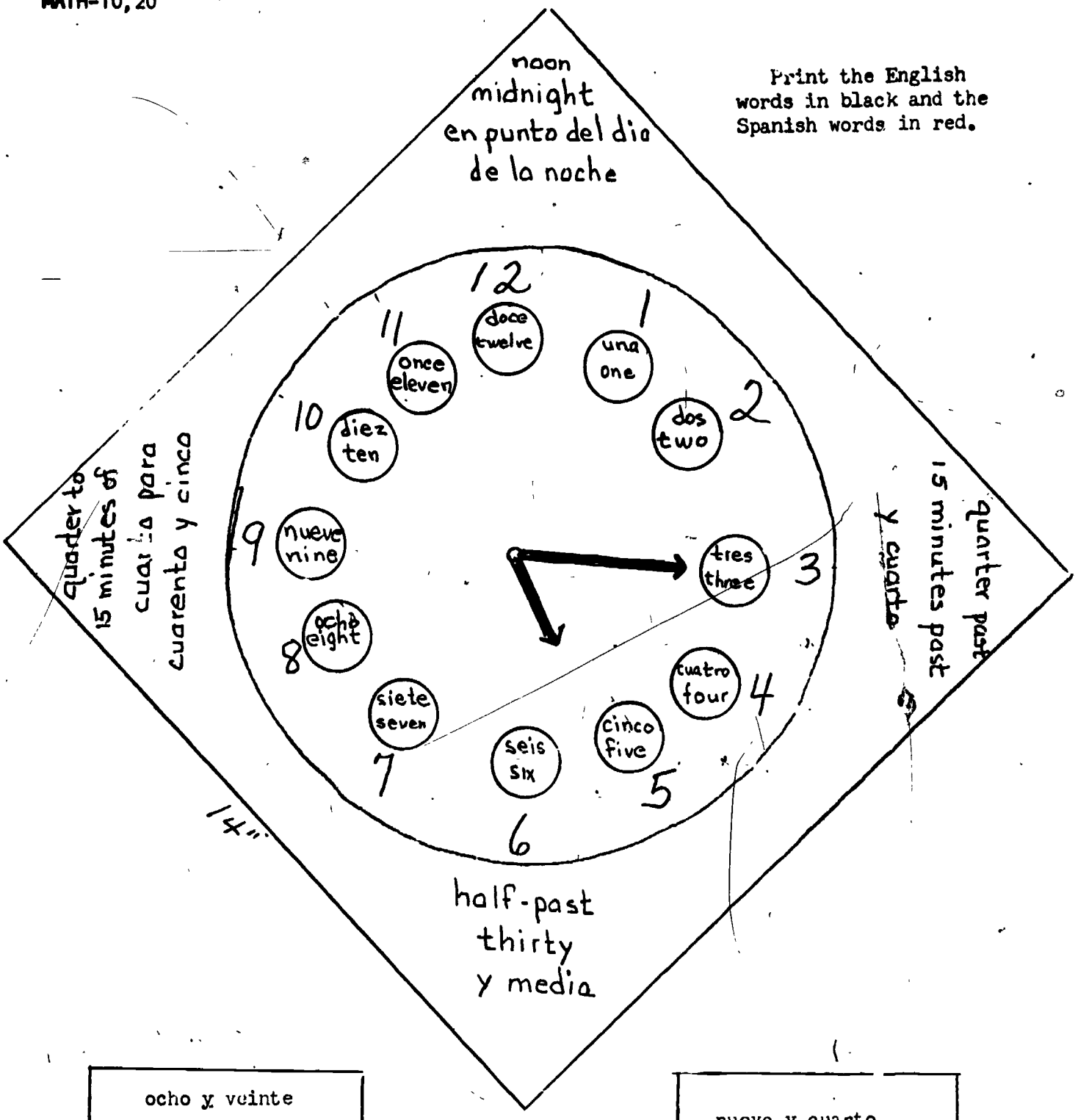
( ) means measure around.

Measurement of:	Inches	Cms.
Wrist		
Ankle		
Calf		
Neck		
Head		
Thigh		
Waist		
Hips		
Chest		
Cubit		
Reach		
Height		

MATH-10, 20

BI-LINGUAL CLOCK

Print the English words in black and the Spanish words in red.



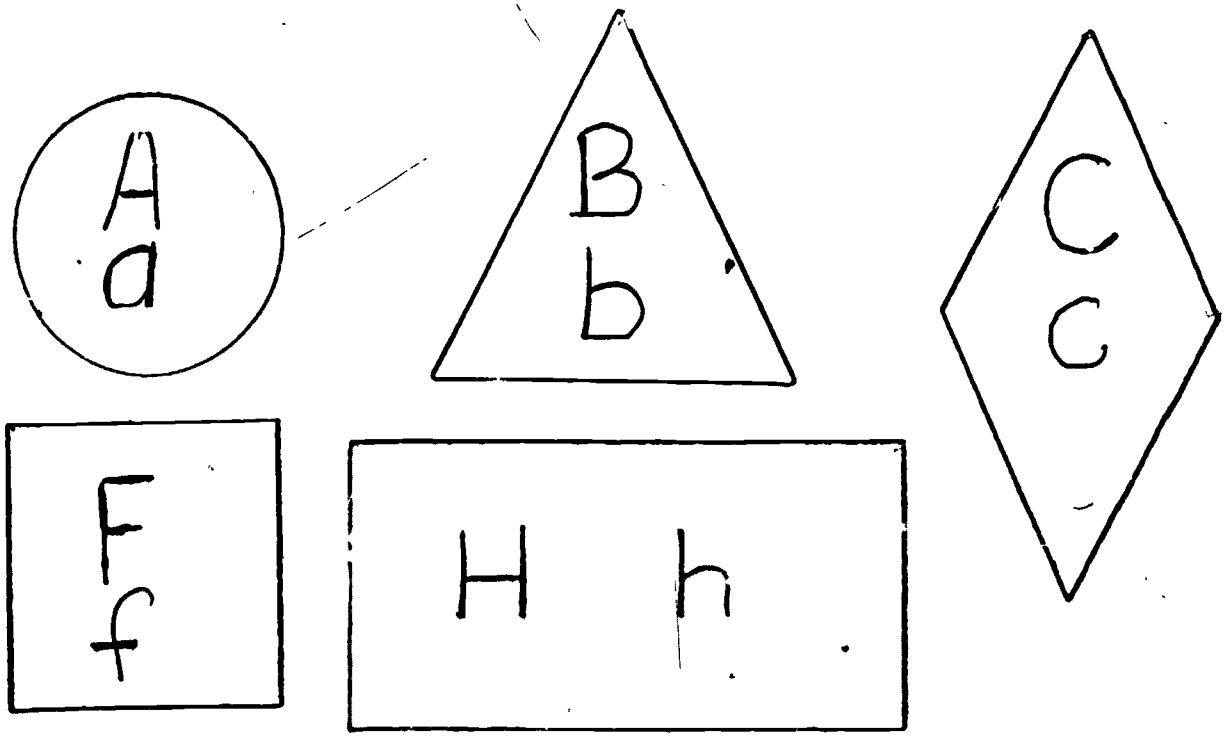
sample cards

ocho y veinte
eight twenty
twenty past eight
8:20

nueve y cuarto
nueve y quince
nine fifteen
quarter past nine
quarter after nine
9:15

INITIAL CONSONANT SOUND

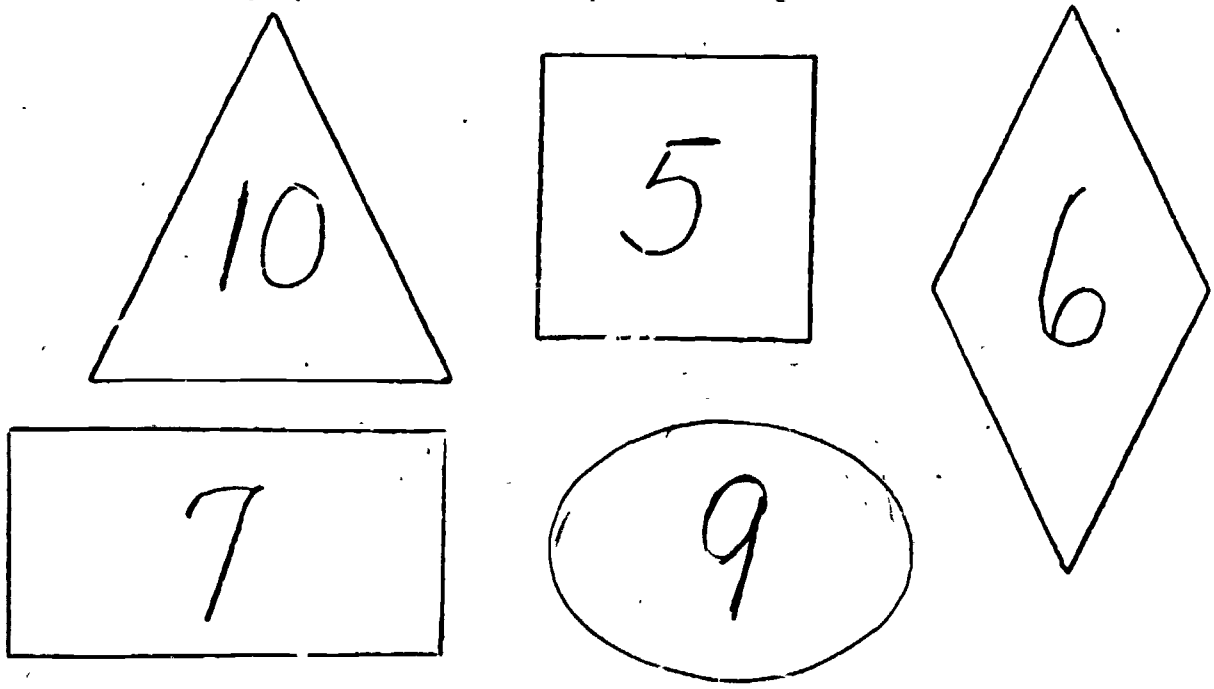
Match the proper picture to the shape containing the correct initial sound.



Fran Vaida
Hooker Sch. Htfd.

NUMBER MATCHING AND RECOGNITION

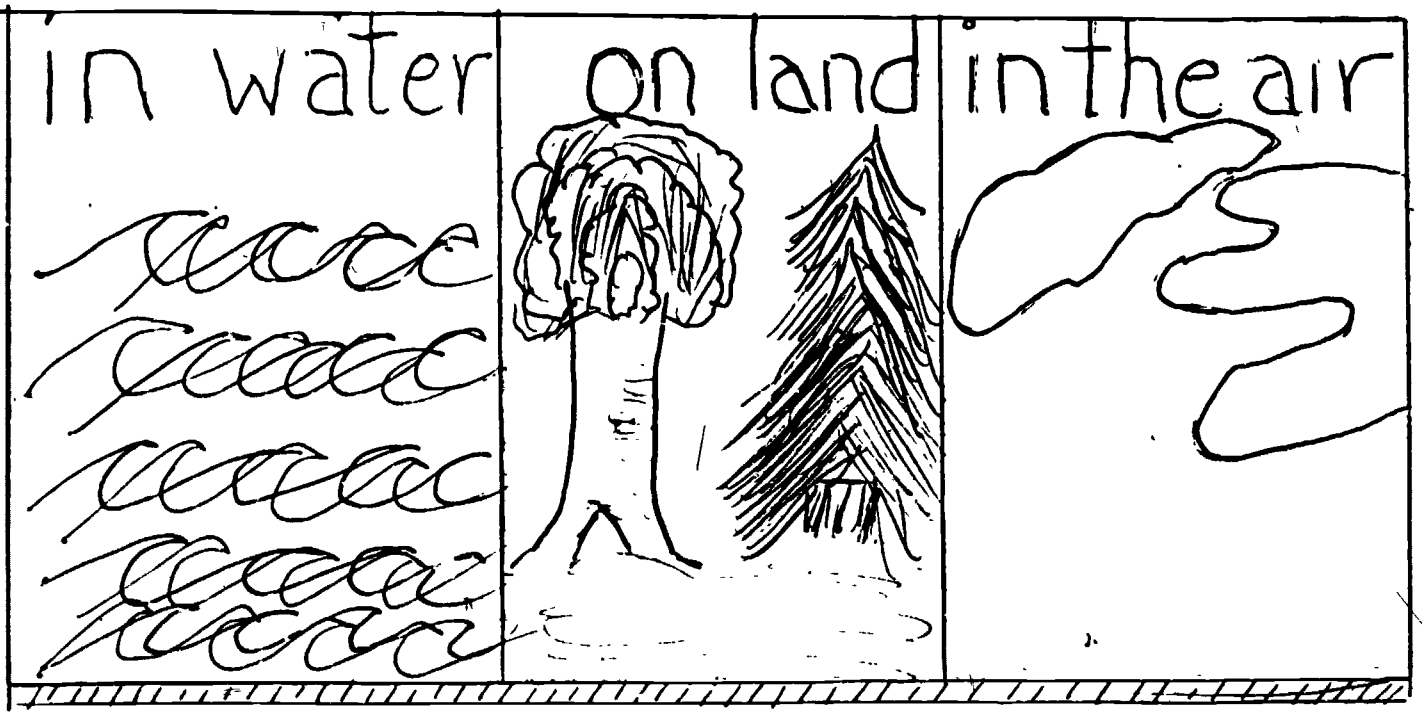
Match the proper card to the shape containing the correct numeral.



Fran Vaida
Hooker Sch., Htfd.

T I L.C. 1975

ANIMAL HABITAT



PICTURES OF

FISH

ANIMALS

BIRDS

T.I.L.C. 1975

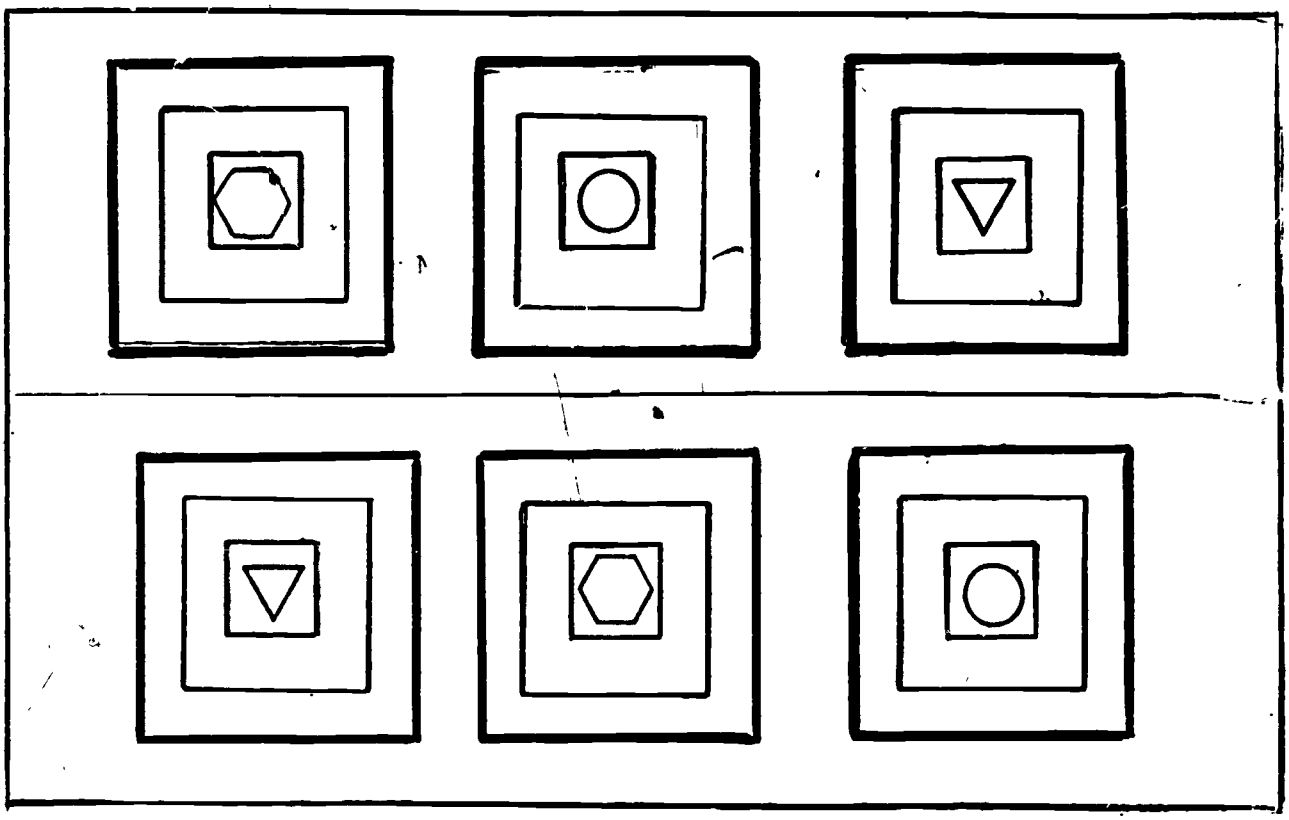
- 34, 35 -

LOOK AND MATCH

2-6 players. One set of cards is placed face-up at random on table. Second set, with different colored background, is placed in pile upside-down in center of table. Card on top of pack is placed upright and children look for matching card.

When child thinks he has found a match he puts hand on card. If the cards correctly match, player keeps both cards and turns over the next card in pack. If chosen card is not a correct match player loses chance to win that turn. When all cards have been matched, player with most cards wins.

Variations: 1. For young primary children game may be played with fewer cards.
2. Level of difficulty may be controlled by materials used. Possibilities for sets are endless, ranging from: simple geometric shapes to complicated irregular shapes, a single primary color to varying shades of a color, sequenced patterns of x's and o's, position of marks on card, etc.



F. Vibert, Fox Sch., Htfd.

T.I.L.C. 1975

DIRECTIONAL MAT

Learning Disabilities

This mat may be painted on a floor, in a play yard or made with tape on a canvas or oil cloth base.

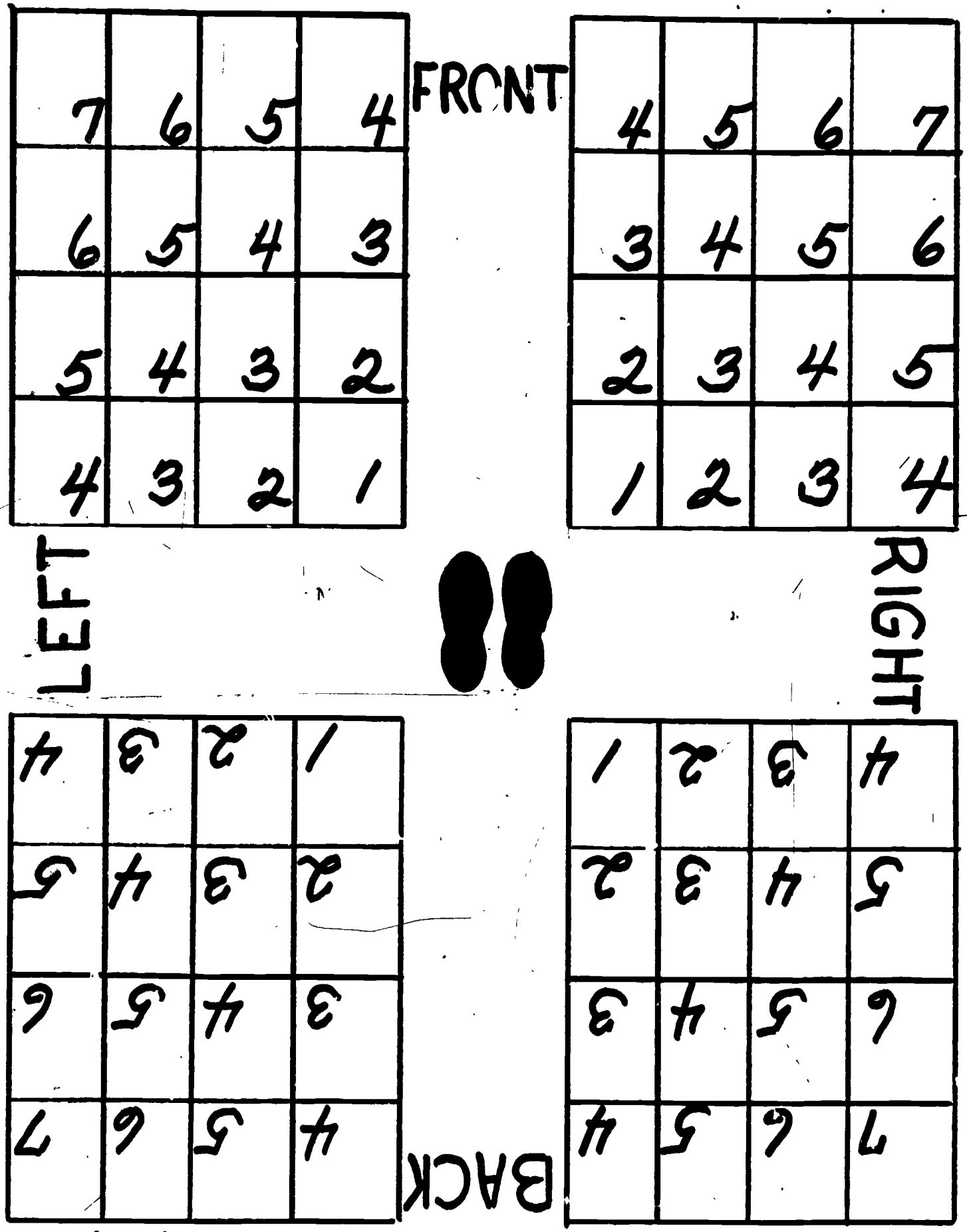
The Directional Mat is a 56"x82" oil cloth mat, printed with a numbered grid. See illustration. The mat is used on the floor as a "game" to make spatial and directional concepts meaningful by isolating a portion ofspace and making it visible. In all his movements on the Mat, the student remains partially in touch with a center outline of a pair of shoes. Thus, the Mat has directional stability for the student. These two factors--visibility of space and stability of space--are the keys to helping the student understand space and direction.

The two broad pathways which divide the mat into quadrants represent two of the imaginary axes that intersect the body. The front-back movement pathway bisects the student in a vertical manner, creating a left body portion and a right body portion. The concepts of body midline and laterality are developed using this pathway. The left-right movement pathway bisects the student creating a front body portion and a back body portion. The concepts of front and back space are developed using this pathway.

Four directional words are printed on the Mat: front, back, left and right. Each quadrant on the Mat contains a numbered grid, such that every area can be described by a specific location. Commands for the student to execute are constructed on the basis of naming specific spaces on the Mat. For example, the student may be directed to "Move with your right foot, front to 2, right 3." The student slides his right foot forward until it is opposite the numeral 2, then slides his right foot to the right until it is within the space with the numeral 3 in it.

DIRECTIONAL MAT PLAN ON NEXT PAGE

Fran Valda, Hooker Sch., Htfd



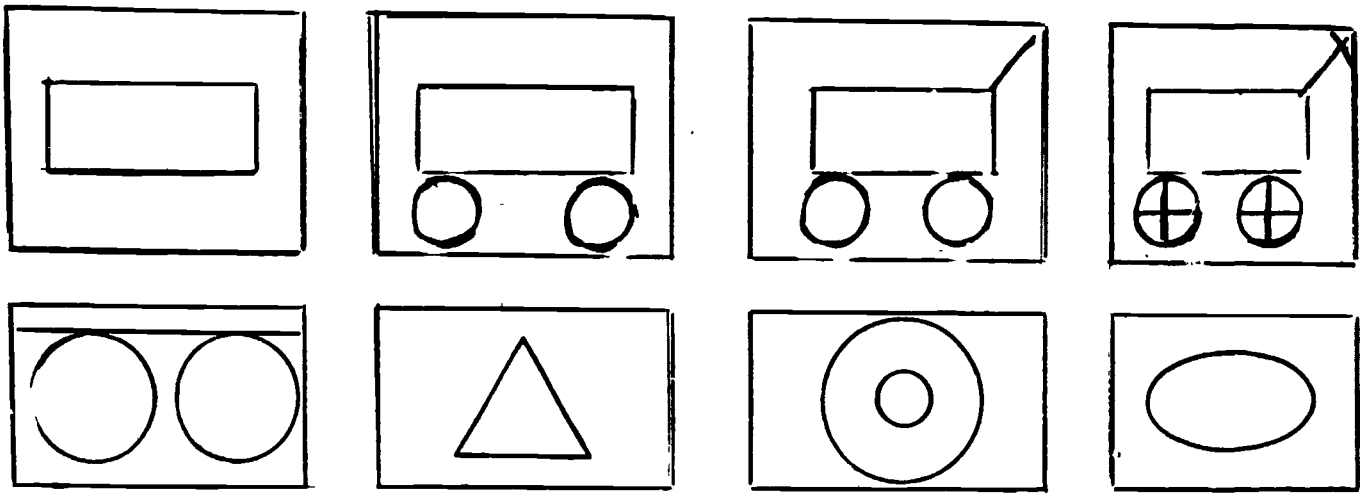
Directional Mat Plan

TILC. 1975

- 33, 35 -

COPY THE DESIGN

Use China Marking Pen or grease pencil on laminated surface and copy design below.



J. Jaksina
Union

T.I.L.C. 1975

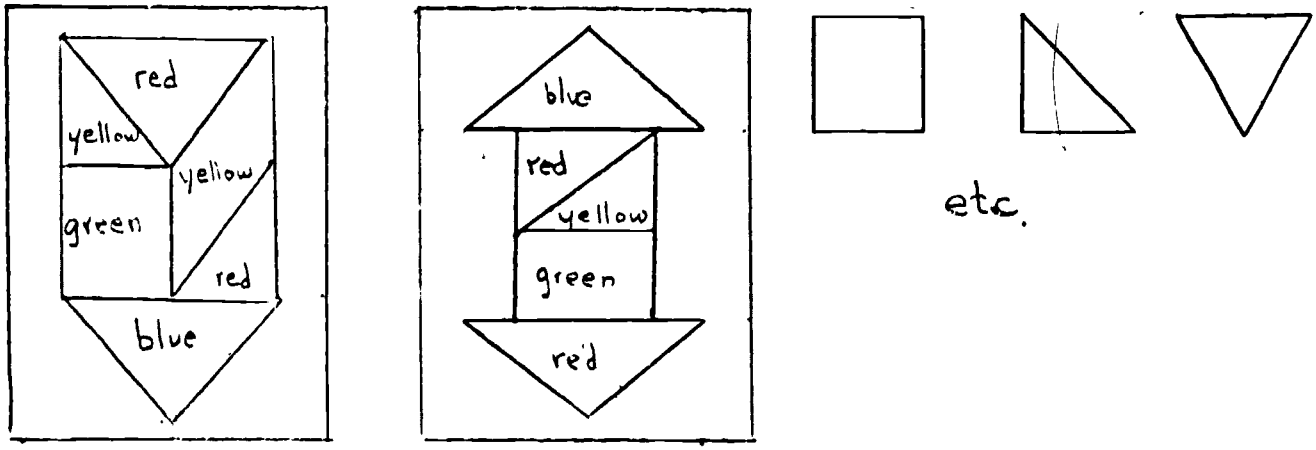
- 34, 35 -

PLACE-A-PATTERN

Objective: To help determine the child's spatial relationships; strengthen visual perceptual and motor skills.

Directions: Child first places the colored shapes on the designated pattern card. He then tries to copy the same pattern beside the pattern card. Children with visual perception disabilities will have difficulty in completing the second task.

Materials: Cardboard to be cut for different shapes, pattern boards, colored markers, scissors, glue , clear contact. (Blocks of wood painted different colors or plastic forms may be used instead of cardboard shapes.)



Color in. Sample designs.

N.B. Cut pieces first so sizes in design correspond.

T.I.L.C. 1975

Sister Dorothy Coulter
St. Augustine School, Hfd.

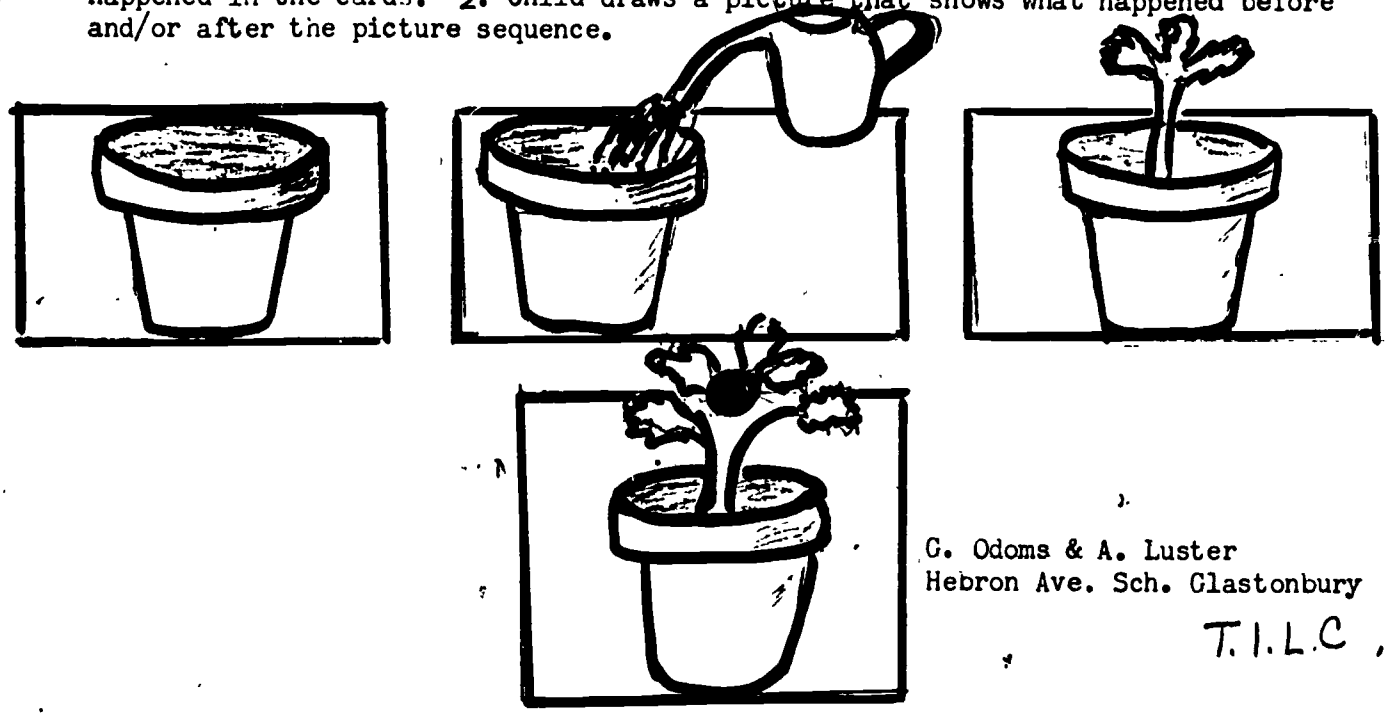
- 33, 35 -

SEQUENCING ACTIVITIES

Skills reinforced: Sequencing, hand-eye coordination, visual interpretation, closure. These sets of pictures ranged from very simple sequencing (2 pictures) to more difficult sequencing (6 pictures). Each set is coded for ease in filing and distribution.

Procedure: Child examines all of the pictures in a set. Then he places them in a set in the correct sequence from left to right. This is a self correcting task. Correct sequence is numbered on back.

Additional activities: 1. Child tells partner or teacher a story about what has happened in the cards. 2. Child draws a picture that shows what happened before and/or after the picture sequence.



G. Odoms & A. Luster
Hebron Ave. Sch. Glastonbury

T.I.L.C, 1975

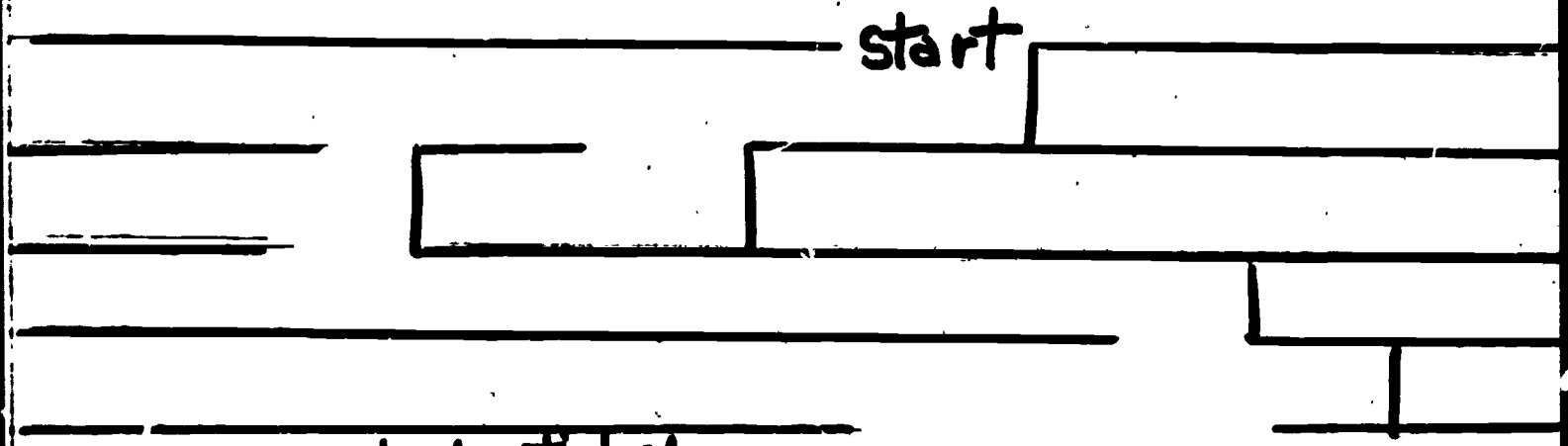
- 33, 35 -

Finger Maze

Skills reinforced: Hand-eye coordination, problem solving, left-right orientation, auditory memory.

Procedure: Child finds way through maze with finger or crayon.

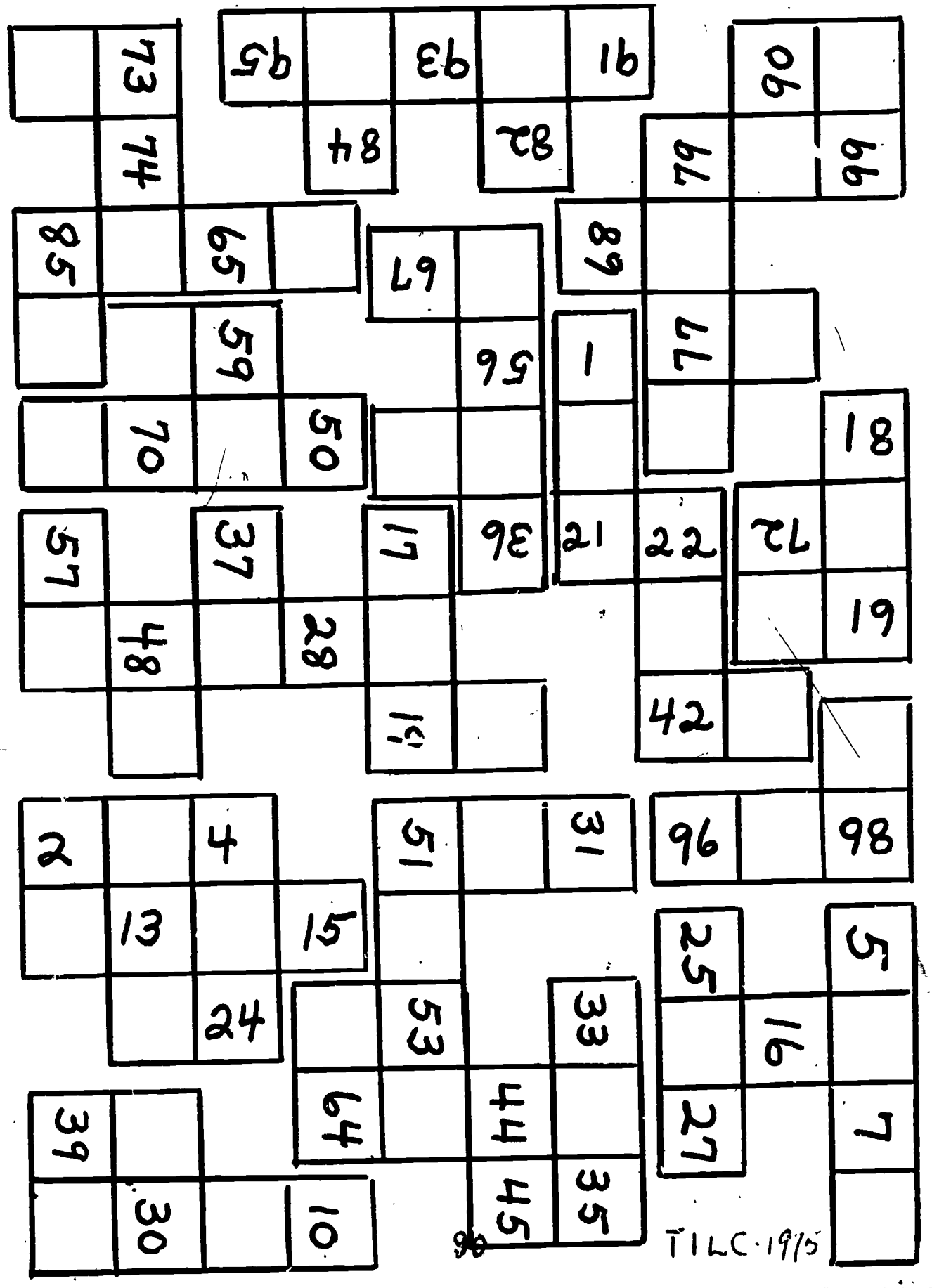
Variations: 1. Maze is reproduced and projected via overhead projector onto chalkboard, child follows maze on blackboard. 2. Maze is projected onto chalkboard, child listens to and follows directions given by members of class. 3. Maze is projected onto chalkboard. Child draws route on overhead projector while looking at chalkboard. (This is difficult task as image is reversed.)



Sample: partial Maze

A. Luster
Hebron Ave. Sch., Glastonbury
T.I.L.C. 1975

- 01, 35 - Cross-Number Puzzle Ditto on paper and mount (or on oaktag), laminate, cut into sections. Child puts puzzle together in proper sequence. Write in missing numbers.



ALPHABET EXERCISE

Directions on next page

wagz adgf zftz bylg bzis xcrtz wobeg
uwced whuih revcpr tuzut xfucb zdff
gtohwh jqhax fnum diysei rbdbd ghgj
itjmlup ktulo yzyrt anmlqs vnhm nju
mvlo acev pkxq jacknfe jqwkilo jirknz
shawp gtndm onofuphl jpevi mlorby dvoza
cmcfod frlbyqggk azmp

____ min. ____ sec.

T.I.L.C. 1975

pmza kggerybkf doxcmc azwd ybrolm
ivepj lnpufono mdntg pwaha gnkiry
oloki wgjsp nkcaj qdkp veca olum
ujn mhnu sqlmna tirrzy oluth
pulmjti yqgkq dbdbr jesyid hsunf
ishqj hryhotq ffdz bcuff twyut
rpcver hivkw decwv ugebwu zjsed
sigb gfyb yitfz xgda zyarv

____ min. ____ sec.

T.I.L.C. 1975

- 21, 26, 33, 35 -

ALPHABET EXERCISE

Circle each letter in the group of letters in alphabetical sequence. If a letter is missed, the child must go back to the beginning. Duplicate copies should be made so that a child can determine his progress, time-wise.

abcdefghijklmnopqrstuvwxyz

fid taj korn zul sbyv jicy
jdrn lezy rnuk barz ylo
bozn frg kyno yholz eg
gersi olnje yzbon rh dec
komb albym pn opsq gel
yrin olsen pxerte uw
avzl ow prasn yloq
exgo yzbl

___ min. ___ sec.

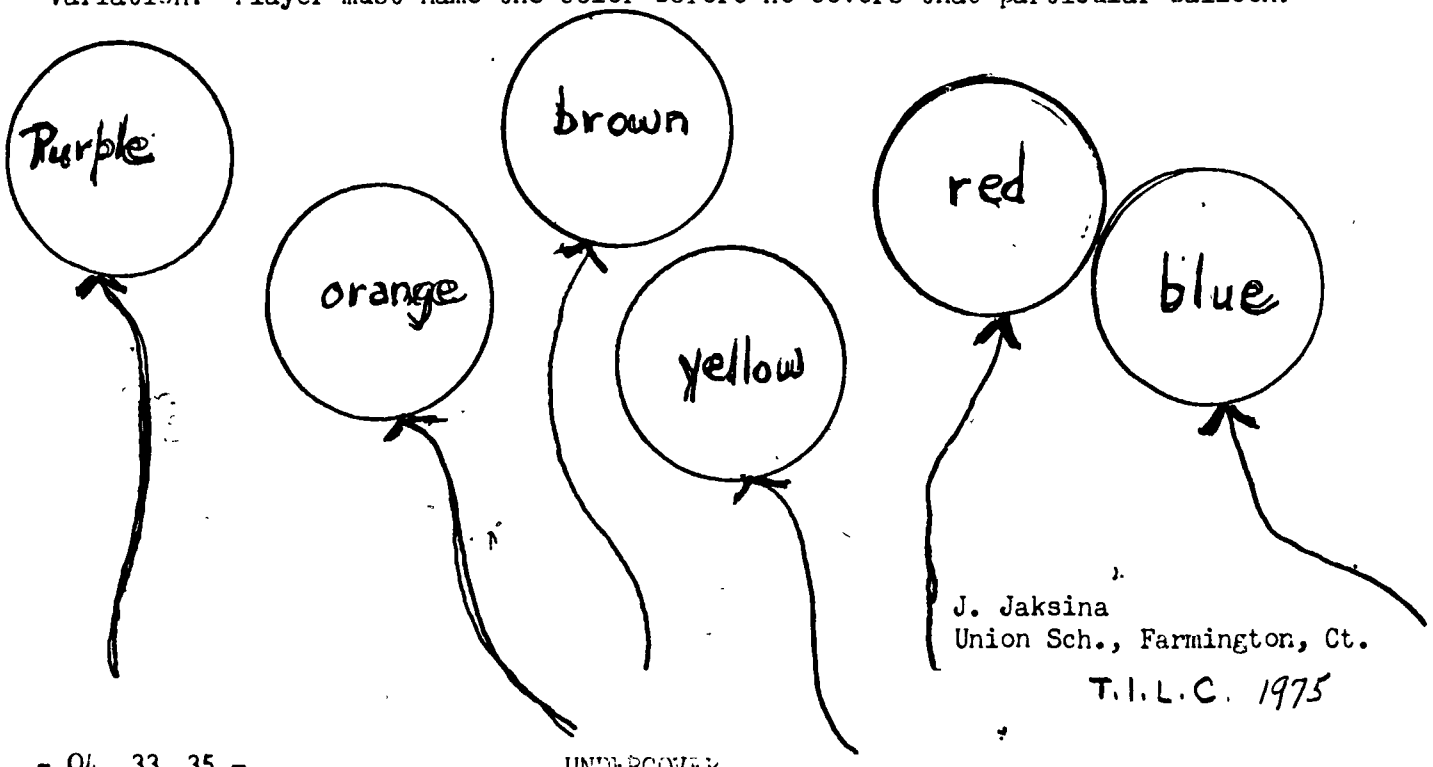
dezin pynok gela rybo
avelc pxigt dlog uweh jocy
lfery gnuke birz xol yho
migt pxtn kroj kelzzo lu
der redm godl wnek zho
esp tdorq berz xole jelo
floay sqelo kety yhuo er
ovdm wgex kelyo zulog

___ min. ___ sec.

- 32, 35 -

THE BALLOON GAME

4 Players - 1 card each and 8 white circles
Roll die - each player takes a turn . Die sides are different colors. Make two faces two colors.
Player covers with his white circle the color that shows on die. If he rolls the die and it lands on the 2 color part, he chooses whichever color he needs or wants to cover.
First player to cover all balloons wins.
Variation: Player must name the color before he covers that particular balloon.



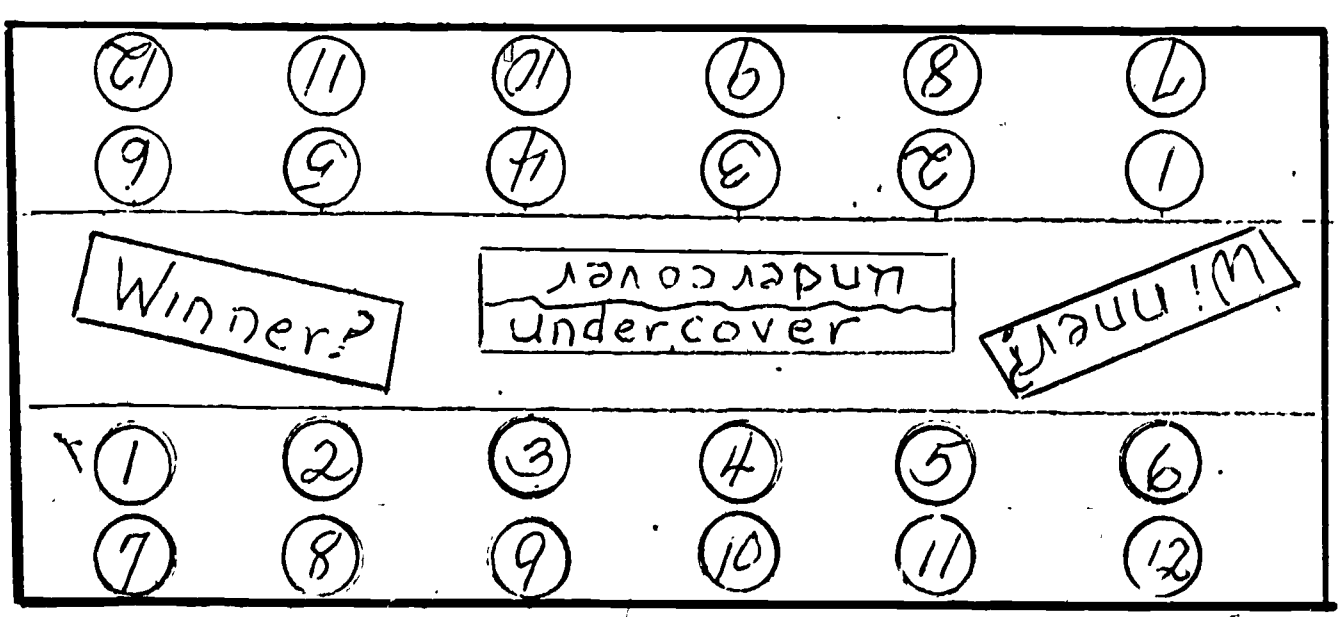
J. Jaksina
Union Sch., Farmington, Ct.

T.I.L.C. 1975

- 04, 33, 35 -

UNDERCOVER

2 players. 24 bottle caps (or other markers).
Each player covers all 12 of his numbers. Players take turns rolling a pair of dice. Player rolls - for example, 8 - he may uncover 8 on his side of board or any combination equaling 8 (7+1, 6+2, 5+3, 4+4). Second player follows same procedure. Game continues, players alternating turns, until one player wins by uncovering all 12 numbers.

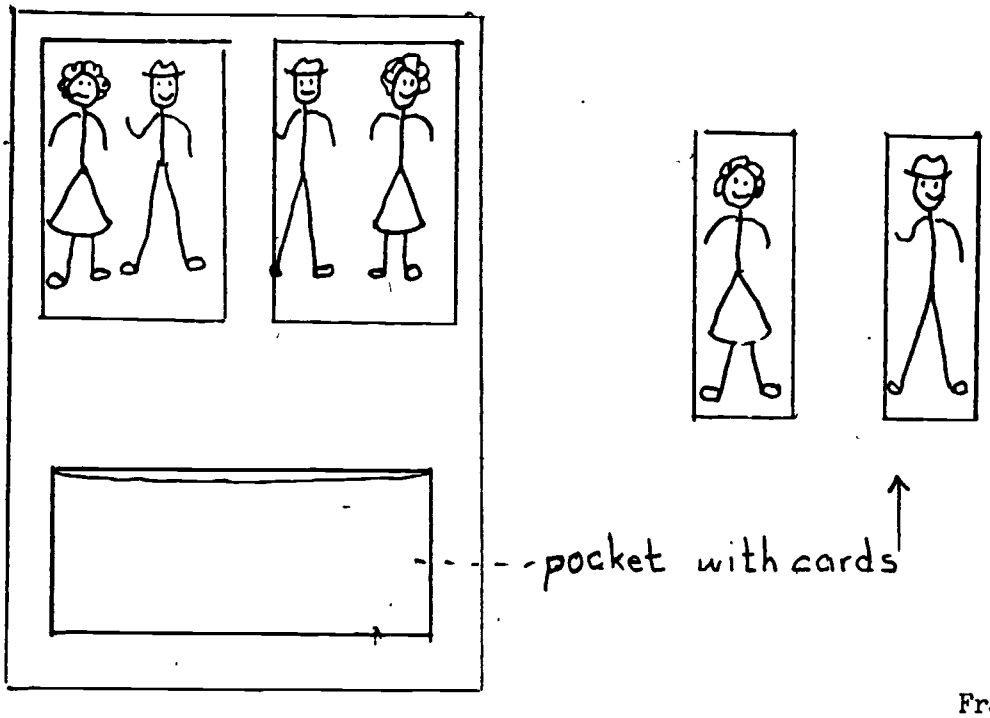


T.I.L.C 1975
Fran Viberts, Fox Sch., Hfd.

- 34, 35 -

TEACHING LEFT AND RIGHT

Child is to match single figures with figures on card, explaining in sentences like,"The woman is on the left." etc.



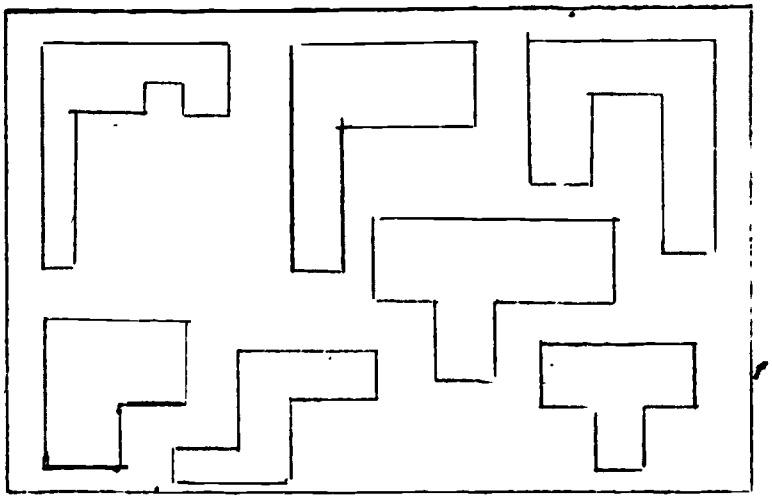
Fran Vaida
Hooker Sch. Hfd.

T.I.L.C.
1975

- 34, 35 -

FORM PERCEPTION

Method 1. Match shapes to Pattern board.
Method 2. Match one set of shapes to second set.
Extension: Use letters or numbers.



Make shapes to match patterns on board. Use various materials (like sandpaper, felt, or any stiff fabric)

Fran Vaida
Hooker Sch. Hfd.

T.I.L.C.
1975

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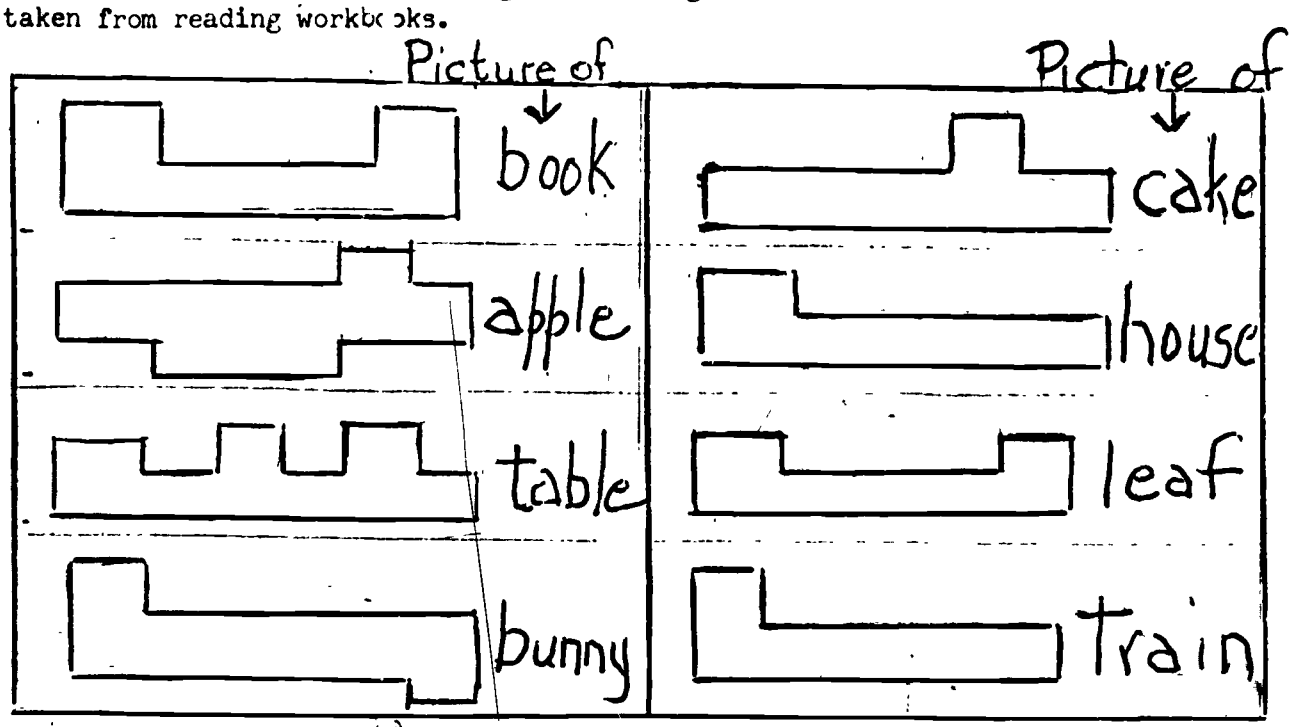
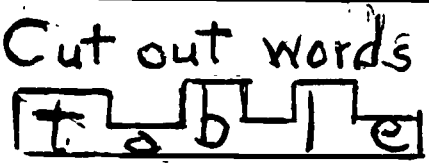
CONFIGURATION

Child learns vocabulary words through the configuration of the word. Pictures can be taken from reading workbooks.





Sister Dorothy Coulter
St. Augustine Sch. Htfd.
T.I.L.C. 1975

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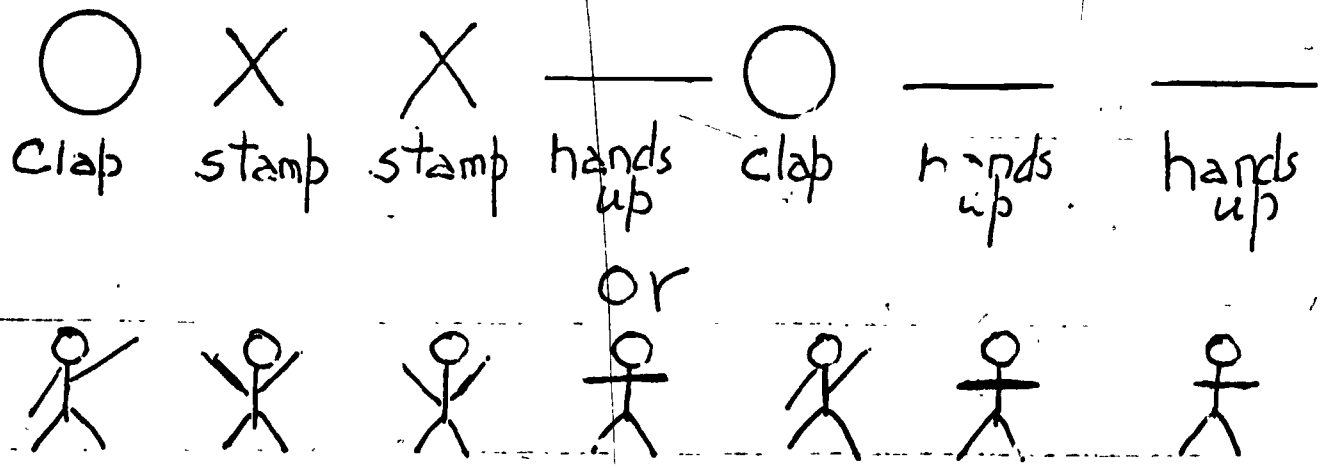
PATTERNING

Skills reinforced: visual motor integration, left-right progression, sequencing.
Procedure: Teacher or child determines a particular action for each symbol. How this is presented to the class may vary.
Examples: 1. Teacher may show and tell the class what action is represented by each symbol. The class then "reads" the symbols by doing the actions. 2. Teacher "reads" the first line of symbols by doing the correct actions. The class must then problem-solve and match the actions and the symbols and continue "reading" with the teacher.



Alice Luster
Glastonbury

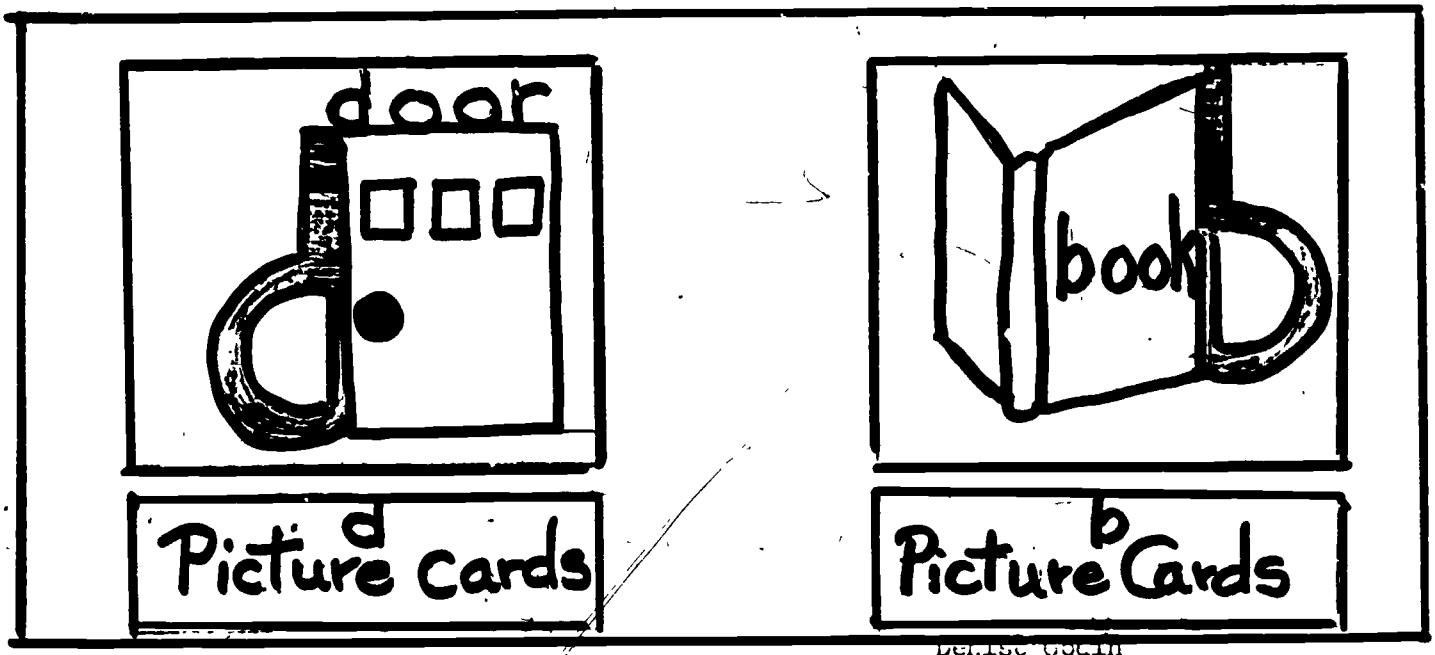
T.I.L.C. 19-

- 21. 35 -

Recognizing b and d
(Initial Letters)

Cards have pictures of objects whose names begin with either b or d. Child sorts them into the proper envelopes.

This activity is an attempt to remedy the common reversal of b and d.



Denise Godin
C.C.S.C.

T.I.L.C. 1975

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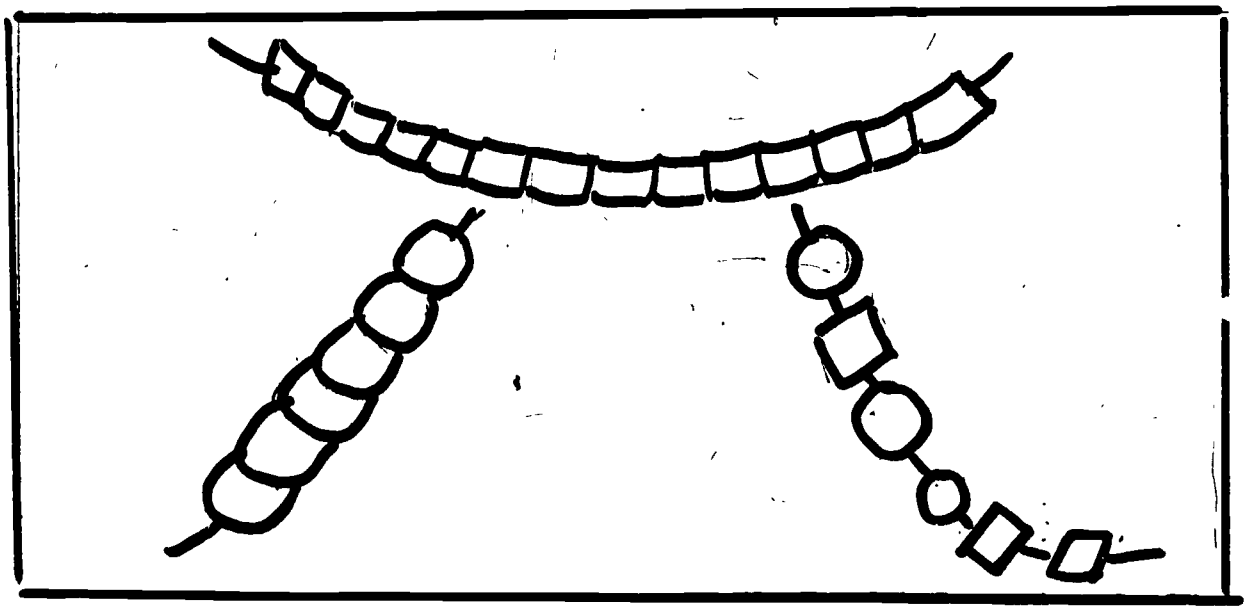
BEAD DESIGNS

Can you copy these bead designs? Purpose: To check eye-hand coordination, color blindness and discrimination of shapes.



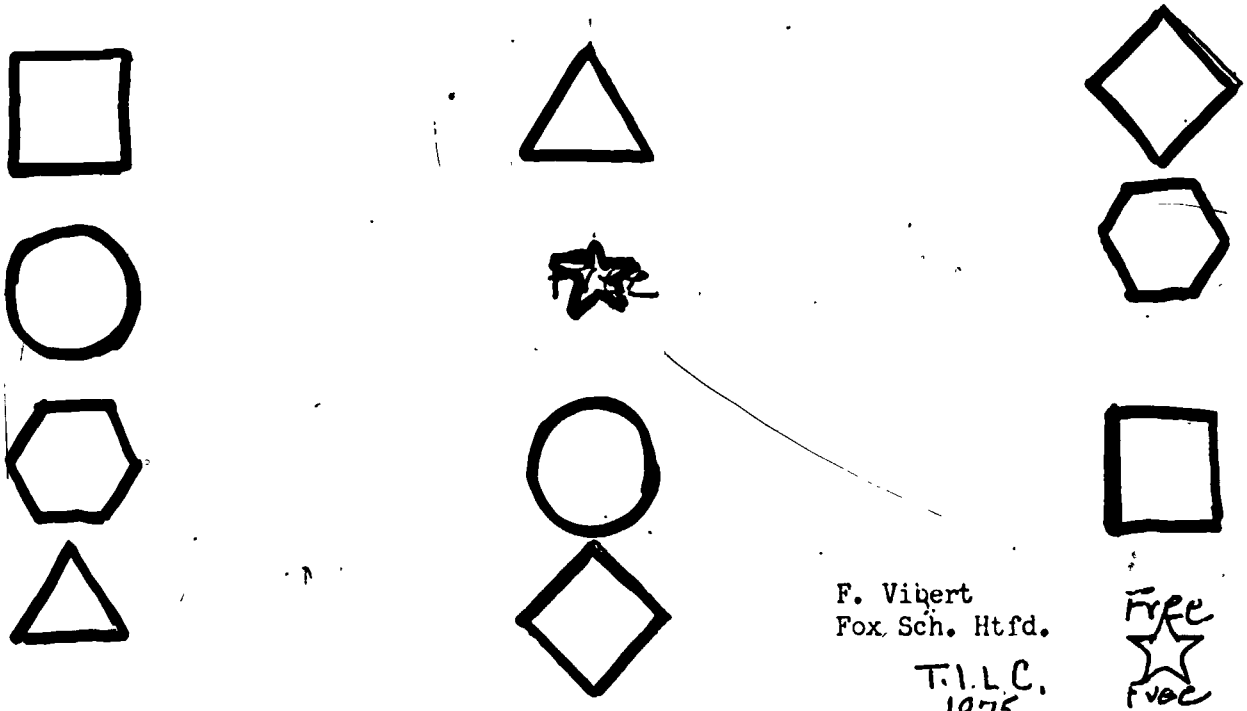
Denise Godin
C.C.S.C.

T.I.L.C. 197

- 08, 35 -

LOOK

Two players. At the start, all figures are covered. (If bottle caps are to be used, keep figures 3/4" in size.) Each player, in turn, lifts 2 covers in an attempt to find matching pairs. When two matching shapes are uncovered player keeps the covers. When all figures have been uncovered player with the most caps/covers wins. (Game may be made with numerals, letters, colored pieces, etc.)



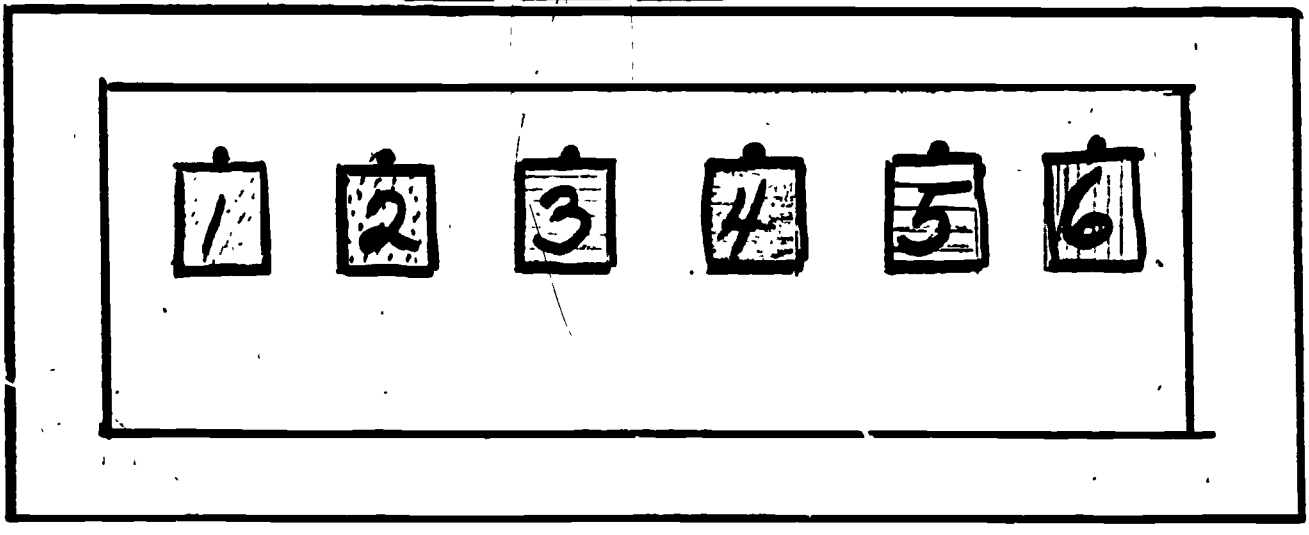
F. Vibert
Fox Sch. Htfd.

T.I.L.C.
1975

- 04, 06, 12, 33, 35 -

NUMBERS

This board may be used for counting, addition, and subtraction. Child places numbers on nails (eye-hand co-ordination) to set up problems and answers. Numbers are made with different materials for tactile purposes. Make a double set of numbers. Also make 3 cards for + − = so that child may set up a fact: 5+3=8



Sister Dorothy Coulter
St. Augustine Sch. Htfd.

T.I.L.C. 1975