

The ABC's of MATH

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Table Of Contents

Program Outline and Overview.....	page 3
Major Goals.....	page 4
Getting Ready.....	page 6
How We Did It.....	page 8
Samples.....	page 9
Bibliography/Resources.....	page 14

The ABC's of MATH * Hilary Sedewitch * P.S. 206Q

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Program Outline and Overview

Grade Level:

I used this program with fourth and fifth graders. It can be modified to work with third graders.

Students:

Thirty students in my class participated, as did fifteen in my extended day group. They are heterogeneous academically, with varying degrees of technology skills. This program can be used in large or small classroom groups, or in the computer lab. It is best used in grades 3-5 and at all functional levels.

Necessary Skills:

In order to complete this project, the teacher should be familiar with:

- animating text and pictures within PowerPoint
- adding pictures from the Internet and other sources by copying & pasting
- using the slide show format within KidPix

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Major Goals:

This program began late in the school year and was a culmination of many months of math investigations, reading and writing projects, and computer training. The school's magnet theme is Mathematics and Applied Learning. My goal was to not just "do math" for one period a day, but to bring it into all other curriculum areas and create real-world applications.

The instructional goal of this program was to have the students create the following items for the purpose of sharing with the school community:

- 1- A PowerPoint presentation, which is an animated A through Z book of mathematical terminology.
- 2- A KidPix slide show composed of student-created book reviews of a variety of math picture books.

Standards met:

Math

M7a Use appropriate mathematical terms, vocabulary and language.

M7b Show mathematical ideas in a variety of ways.

M7d Consider purpose and audience when communicating about mathematics.

M7e Comprehend mathematics from reading assignments and from sources.

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English /Language Arts

E1b Read and comprehend at least four books on the same subject.

E1c Read and comprehend informational materials.

E2a Produce a report of information.

E3b Demonstrate a basic understanding of the rules of the English language in written work.

E4b Analyze and subsequently revise work to improve its clarity and effectiveness.

Technology

T3 Understand basic computer operations.

T5 Use essential computer devices.

T6 Behave responsibly when using computers.

T9 Use word processing.

T10 Create products.

Applied Learning

A3a Gather information to assist in completing a project.

A3b Use information technology to assist in gathering, organizing, and presenting information.

A4a Learn from models.

A5a Work with others to complete a task.

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GETTING READY:

Talking and Thinking about MATH:

Beginning with the first math lesson of the year, the students are increasing their math vocabulary. Our classroom has a math word wall, to which math words are added daily and throughout the day, not just during the formal math lesson. My word wall is on the student closet doors and is made of 26 sentence strips (one for each letter of the alphabet.) The students also keep a "math journal" that they write in at the end of each math lesson. They jot down the lesson's key points and ways in which they can apply what they've learned. The journal entries are shared and written in the back of the math notebook.

Computer training:

Most of the students are well versed in KidPix from their time spent in the computer lab. It is an easy program that your students can learn quickly just by playing with it.

My students had been previously trained in PowerPoint, via a "Getting to Know You" project we did at the beginning of the school year. I find that the best way to get them started on PowerPoint is as follows: Have the students create a "slide" on paper. At the computer, I teach two or three of the more computer-savvy students to enter their information and animate the slides. They in turn train the rest of the students

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themselves. We made several other PowerPoint presentations within other content areas during the course of the year, but you can just teach the students PowerPoint for the purpose of doing the ABC slide show.

Readers & Writers Workshop:

Our class libraries are leveled; books of varying degrees of difficulty are available for the students. About a month's time was spent studying the genre of book reviews. The students read and studied book reviews and participated in the process of drafting, editing, and publishing their own book reviews (of fiction books). This knowledge was then applied to the writing of reviews of math picture books.

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How We Did It

*****ABC SLIDE SHOW "MATH IS ALL AROUND US"

Day 1: Write the alphabet spread out on several sheets of chart paper. Brainstorm math words.

Day 2: Group the children in pairs. I let the pairs pick their "letters" out of a bag. They can be sent off to use various resources around the classroom to design their slides on paper.

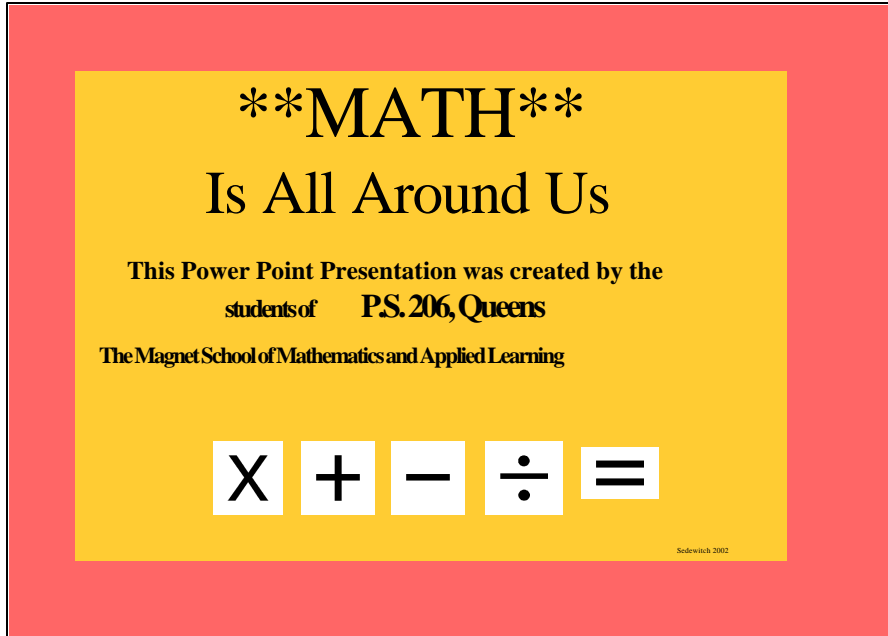
*****THE KID PIX SLIDE SHOW

Have available baskets of math picture books, as mentioned in the bibliography. While some students are working at the computer, others can form partnerships to read and review math picture books. Drafts are written, and the usual revision and editing process takes place. Finally, the final drafts are typed and illustrated in KidPix.

Then, depending on your schedule and the number of computers you have, begin letting the students design their PowerPoint slides. While some pairs are working on computers, the others may begin choosing and reading the books that they are going to be reviewing, and writing their own book reviews that will eventually be turned into KidPix slides.

Once all the student work is completed, you can use the slide sorter feature of PowerPoint to put the slides in alphabetical order. Likewise, the individual KidPix book reviews can be inserted in a slide show.

Samples (the actual presentation is animated!)

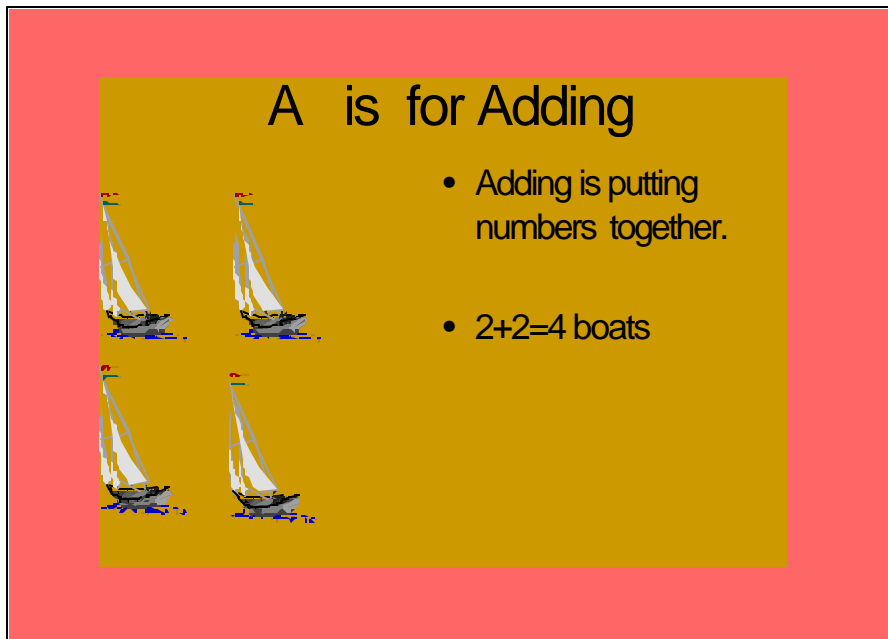


****MATH****
Is All Around Us

This Power Point Presentation was created by the
students of **P.S. 206, Queens**
The Magnet School of Mathematics and Applied Learning

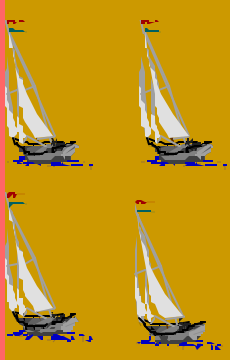
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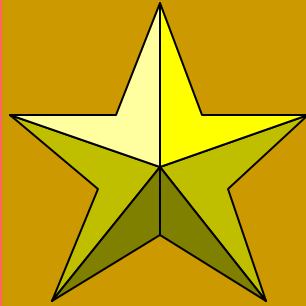


A is for Adding

- Adding is putting numbers together.
- $2+2=4$ boats

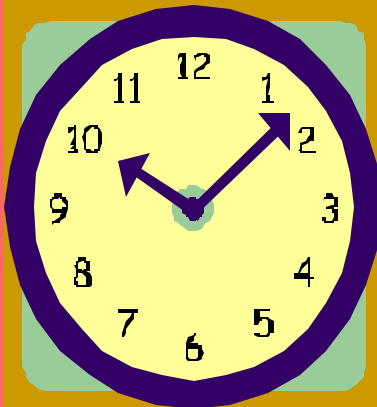


L is for Line of Symmetry



- A line of symmetry divides a figure so that two parts of the figure are congruent.
- A figure has a line of symmetry if it can be folded on a line so that its two parts are congruent.

T is for Time

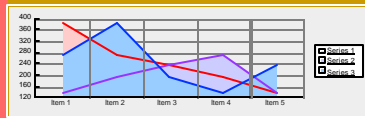


60 seconds = 1 minute

60 minutes = 1 hour

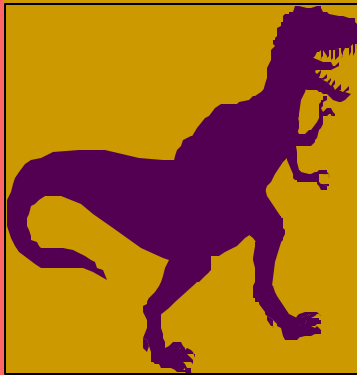
24 hours = 1 day

G is for Graphs



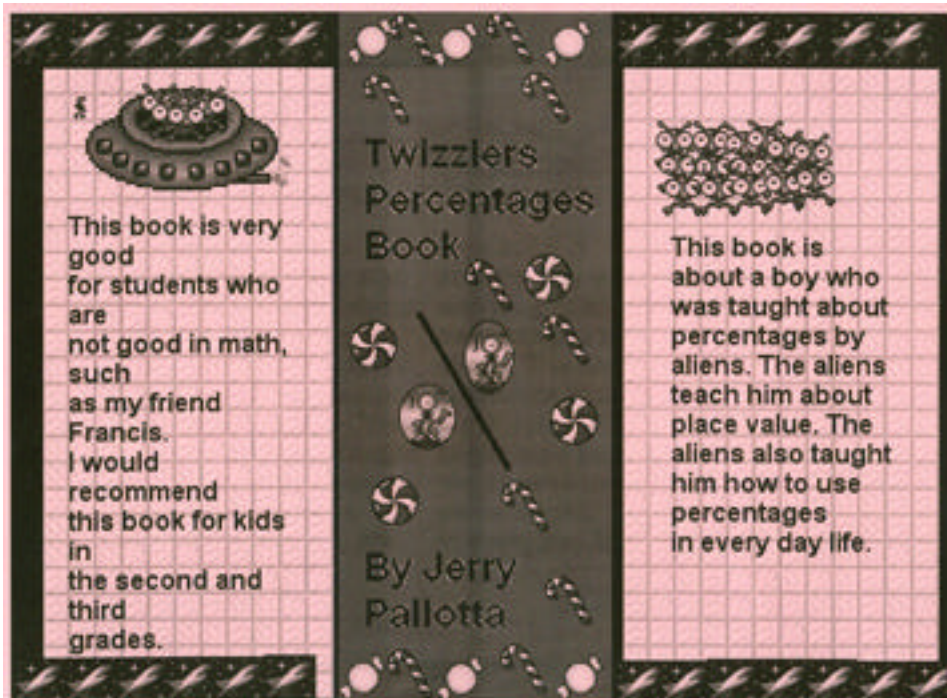
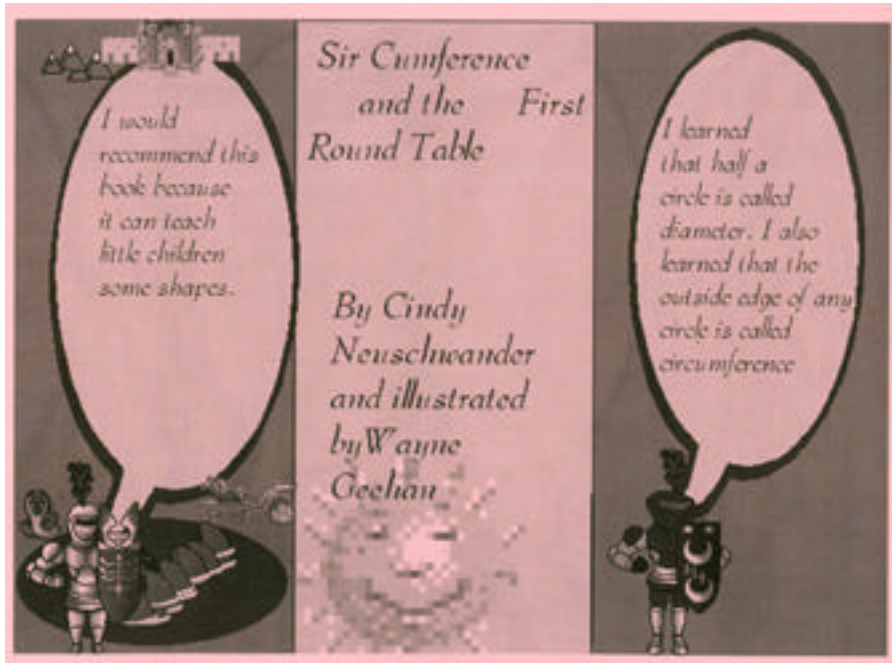
- There are many kinds of graphs. Bar graphs, pie graphs and line graphs are some kinds of graphs.

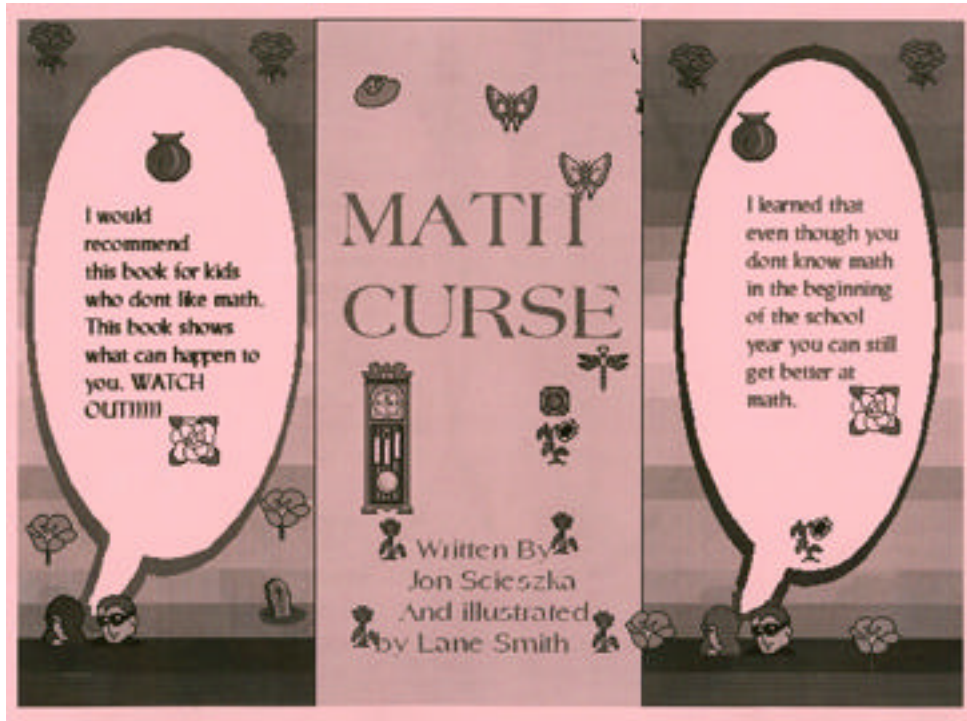
H is for Height



- Height helps determine how tall something is.

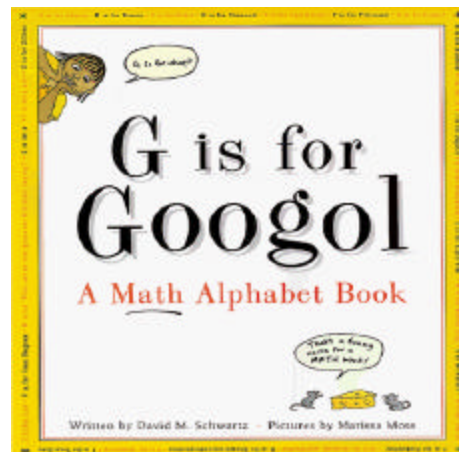
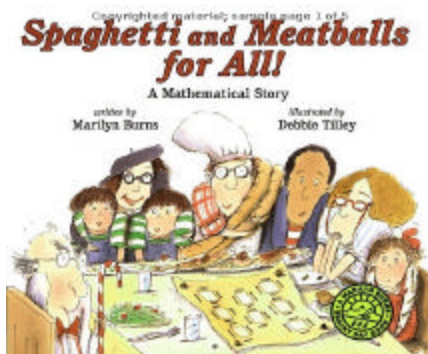
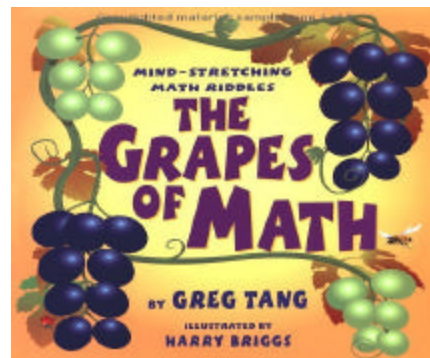
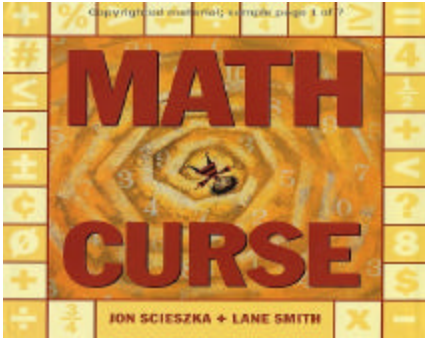
Kid Pix Book Reviews





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BIBLIOGRAPHY/RESOURCES



For other selections, check your library, bookstore or amazon.com