***Math Accommodations & Interventions***

***General,***  
\* All directions, questions, explanations, and instructions need to be delivered in the most clear and concise manner and at the appropriate pace for the student  
\* Check to ensure understanding of the concept of numbers and the relationship of symbols to number of objects  
\* Allow student to perform alternative assignments. Gradually introduce more components of the regular assignments when they are ready.  
\* Make sure the student understands the reason behind learning. Give concrete examples and opportunities to apply the concepts they are learning.  
  
***Students who cannot remember facts***  
\* Separate + and – facts by sets to be memorized individually  
\* Use as many concrete examples and experiences as possible. For example, paper clips, pencils, buttons, milk caps  
\* Do not have competitive activities while students are memorizing facts. It may cause them to hurry and reinforce incorrect answers  
\* Present a few facts at a time and track the student’s success in a visible way  
\* Put a number line on the desk to add and subtract with  
\* Have the student solve half the problems on their own and use a calculator for the other half  
\* Review daily the skills that you want memorized  
\* Let students use calculators to correct and check math facts.  
\* Use peg boards, abacus, base ten block to teach facts while providing a visual cue  
\* Only add a fact at a time as the student shows mastery  
\* Use computer games that provide immediate feedback as reinforcement  
  
***Student who have trouble moving from the concrete to the abstract***  
\* Student us “sets” of objects from the room to practice the facts  
\* Use concrete examples associated with each problem. For example – 4 – 2 becomes 4 boys went out to recess, 2 boys come in, how many boys are still outside?  
\* Demonstrate to students how to associate concrete with abstract. For example - 2 pencils + 2 pencils equals. Walk students through the process  
\* Use a peer tutor, then allow the student to be the peer tutor (learn and teach)  
\* Review daily, abstract terms  
\* Limit the amount of information to be learned at any one time  
\* Make concepts as real life as possible  
  
***Students who mix up operations when solving problems***  
\* Flash cards of the operational signs  
\* Have students use a reminder next to the problems to help them understand the symbol’s meanings. Gradually remove the reminders  
\* Color code the operation on each problem, Use a different color for each operation  
\* Have student go through daily work first and highlight the operation to be used before doing the problems  
\* Enlarge the symbols to cue the students. Use separate pages for the different operations. Gradually combine them  
\* Put the operation symbols randomly around the room and have students identify and label them periodically.  
  
***Student who have trouble skip counting***  
\* Student count concrete: nickel, dimes, pairs, etc  
\* Use a number line to see the increments. Keep it on their desk  
\* Have students count and write the number as they count  
\* Use tangible items to see the numbers increase by the increment used in the counting  
\* Understand the why of this concept. Use real life situations where skip counting (multiplication) would be used  
  
***Students who have trouble solving addition or subtraction problems***  
\* Have students demonstrate the way they solved the problem, stating the process used and manipulate objects   
\* Find opportunities for students to solve addition problems in real life (lunch money, calendar activities, etc)  
\* Be consistent with math terms used  
\* Use graph paper to make sure that the numbers line up correctly  
  
***Students who have trouble solving multiplication or division problems***  
\* Use manipulative to solve the problem  
\* Use calculators to reinforce the facts and /or for drill activities  
\* Provide students with shorter tasks but more of them throughout the day. For example 4 assignments of 5 problems versus 1 assignment of 20 problems  
\* Explain to the student the real life applications of learning the concept. Give concrete examples and opportunities to apply these concepts throughout the day  
\* Provide student with self checking materials, requiring correction before turning in assignments  
\* Teach zero elements