

Fractions and Spatial Problems Assignment 2 Scenarios

Pick one of the two scenarios below. Describe what you would do to ensure the child's success. If there are materials you'll provide that are commercially available or already made, provide links or insert information into your response. Email your completed response to therzberg@uscupstate.edu. Please put "Fractions and Spatial Problems Assignment 2" in the subject line. After the course ends you'll receive a file of sample responses turned in by those taking the course.

Scenario 1:

Haro is a 3rd grader at Manchester Elementary School. He has strong braille skills and uses Nemeth Code within UEB context. He is learning about fractions in his math class. Next week, Haro will participate in an Orientation & Mobility (O&M) lesson at his local convenience store. He will be purchasing up to \$2.00 worth of products. These will be shared with others in order to reinforce the concept of fractional parts. He will be walking from his home to the store 3 blocks away, accompanied by his O&M specialist, Mr. York. You have had successful collaborative lessons with Mr. York in the past.

1. What information can you share with Mr. York about the math concepts, including about fractions and money, that could be embedded in this lesson?
2. What math related materials or tools would you recommend Haro bring with him?
3. What would your pre-teaching prior to the lesson look like? What would you do for a follow-up? Keep the following in mind: math concepts, using Nemeth within UEB, and math tools to assist.

Scenario 2:

It's parent-teacher conferences time! You are the TVI for Izzy, a 4th grader who is a dual-media learner at Hawthorne Prep Academy. She has cerebral palsy and limited fine motor skills on her left side. She does a great job with

one-handed braille but needs extra time to complete her work. She is slightly below grade level in math and continues to work on memorizing math facts. Izzy uses Nemeth Code within UEB for most of her math educational materials as well as a CCTV to reinforce visual concepts. You will be attending the parent-teacher conference as well. During the 20 minute conference a few items will be discussed.

1. The class has been working on long division. You noticed that Izzy is understanding the concepts but having difficulty rolling the braille paper up and down to align the columns and braille the quotient. Her parents commented that it's taking her over an hour to complete the math homework on most nights. What accommodations or alternatives would you suggest for completing long division and the homework time commitment?
2. The classroom teacher recommended a list of educational apps for tablets and computers that can reinforce math facts. Izzy's parents were interested in how Izzy can access some of the educational math games on the family's iPad. What suggestions do you have for the family? Are there any apps that you can recommend for Izzy that are accessible?
3. What other tools, games, or suggestions would you provide to reinforce math concepts for Izzy either in the classroom or at home?