Introduction to Lesson 7

Lesson 7 provides a review of all the material covered in Lessons 1 to 6. The two games do not need to be played in a particular order.

BINGO

Directions: Prior to playing BINGO, have the student scan the BINGO card to build automaticity. There are **12 BINGO CARDS** for the student to choose from. If there are multiple players, each player's card will have the same symbols in different locations.

There are multiple ways to facilitate the BINGO game.

1. The facilitator calls out the symbols using the BINGO list and the student uses tactile markers. When the student gets 5 in a row, they have BINGO. Of course, you can be creative (e.g., 4 corners, blackout).
2. The student can create a set of flashcards with the BINGO list. Project INSPIRE has found students can cut apart the list and then shuffle the strips before calling out the symbols.

The BINGO lists are provided in:

- Braille (.brf)
- Microsoft Word with print and Simbraille
- Microsoft Word for embossing on a Tiger (braille and print)

Jeopardy

Directions: The student needs an embossed copy of the Jeopardy board. The facilitator can use either:

- Jeopardy Power Point (board and answers with questions)
- Jeopardy PDF accessible file (answers with questions)

The student selects a category and amount. The facilitator reads the answer, and the student comes up with the question. For example, for the category "Exponents and Degrees" for 200, the answer the facilitator reads is "the baseline indicator". The student would need to ask, "What is dot 5?" or a similar question.

Nemeth Jeopardy Questions

- Fractions and Inequalities for 100
    - The opening fraction indicator
    - What are dots 1-4-5-6?
- Fractions and Inequalities for 200
    - The closing fraction indicator
    - What are dots 3-4-5-6?
- Fractions and Inequalities for 300
    - The opening mixed number indicator
    - What are dots 4-5-6, dots 1-4-5-6?
- Fractions and Inequalities 400
    - Less than or equal to
    - What are dot 5, dots 1-3, dots 1-5-6?
- Fractions and Inequalities for 500
    - Greater than or equal to
    - What are dots 4-6, dot 2, dots 1-5-6?
- Decimals, Percent, and Money for 100
    - Decimal point
    - What are dots 4-6?
- Decimals, Percent, and Money for 200
    - Cent sign
    - What are dot 4, dots 1-4?
- Decimals, Percent, and Money for 300
    - Dollar sign
    - What are dot 4, dots 2-3-4?
- Decimals, Percent, and Money for 400
    - Percent sign
    - What are dot 4, dots 3-5-6?
- Decimals, Percent, and Money for 500
    - Approximately equal to
    - What are dot 4, dots 1-5-6, dot 4, dots 1-5-6?
- Negatives and Grouping for 100
    - Negative sign
    - What are dots 3-6?
- Negatives and Grouping for 200
    - Opening parenthesis
    - What are dots 1-2-3-5-6?
- Negatives and Grouping for 300
    - Closing parenthesis
    - What are dots 2-3-4-5-6?
- Negatives and Grouping for 400
    - Vertical bar used for absolute value
    - What are dots 1-2-5-6?
- Negatives and Grouping for 500
    - This indicator is not written when numbers are inside parentheses
    - What is the numeric indicator?

- Exponents and Degrees for 100
    - Superscript indicator
    - What are dots 4-5?
- Exponents and Degrees for 200
    - Baseline indicator
    - What is dot 5?
- Exponents and Degrees for 300
    - When a baseline indicator is not needed
    - What is when at the end of an expression or when followed be a space?
- Exponents and Degrees for 400
    - Hollow dot
    - What are dots 4-6, dots 1-6?
- Exponents and Degrees for 500
    - Degree sign
    - What are dots 4-5, dots 4-6, dots 1-6?
- Square Roots for 100
    - Square root symbol
    - What are dots 3-4-5?
- Square Roots for 200
    - The termination indicator
    - What are dots 1-2-4-5-6?
- Square Roots for 300
    - This indicator is not written when numbers are inside the square root symbol
    - What is the numeric indicator?
- Square Roots for 400
    - The square root of 25
    - What is 5?
- Square Roots for 500
    - The square root of 100
    - What is 10?

If you develop a game or another activity while using the Nemeth in a Box materials with your student(s), the Project INSPIRE team would love to consider sharing it with others. Please share your materials with Dr. Tina Herzberg (herzberg@uscupstate.edu).