



# Research and Standards

Math learning difficulties are common, significant, and worthy of serious instructional attention (Garnett, 1998). Research noted by the Learning Disabilities Association of America recommends strategies for teaching students with learning disabilities such as breaking learning into small steps; providing teacher feedback; and using diagrams, graphics, and pictures when possible (2006).

*Real-World Math 2* follows these guidelines by presenting small chunks of knowledge at a time, supplying a variety of assessment opportunities for teachers to provide feedback, and utilizing real-world graphics. Because students have difficulty connecting their real-world knowledge to school math and vice versa, these connections must be stressed through multiple classroom experiences and carefully guided instruction (Garnett, 1998).

To assist students with special needs, the activities in this binder are presented in a clear, concise format. The math content is rich and reflects the national standards regarding numbers, operations, and problem solving. As students complete the activities in this binder, they will

- apply a variety of math strategies to real-world situations,
- identify and analyze information needed to solve math problems,
- understand the meanings of operations and how different operations affect numbers,
- build new math knowledge through problem solving, and
- solve problems that arise in math and in other contexts.

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Garnett, K. (1998). Math learning disabilities. *Division for Learning Disabilities Journal of CEC*. Retrieved March 8, 2008, from <http://www.ldonline.org/article/5896>.

Learning Disabilities Association of America. (2006). Successful strategies for teaching students with learning disabilities. Retrieved March 8, 2008, from <http://www.ldanatl.org/aboutld/teachers/understanding/strategies.asp>.