

Basic Math Warm-Ups



INTRODUCTION

Basic Math Warm-Ups: Number Concepts is designed to provide quick practice and review opportunities for students with learning differences. Each of the 180 warm-up activities has clear and simple directions. The practice activities are written at a low reading level, making them appropriate for students in upper elementary school, middle school, and high school.

Each reproducible page covers only one skill so that students who are already struggling will not be overwhelmed. At least two activity sheets are provided to address each skill. When completing an activity, students will apply basic concepts to solve, complete, or reproduce simple math problems.

It is suggested that students keep all their completed activities in a folder labeled “Number Concepts Warm-Ups.” This will allow students to easily refer to the activities when working on future warm-ups and when completing other supplemental activities. These warm-ups are designed to supplement your existing curriculum. They can also be used as pre- and post-assessments to check for students’ skill mastery.

NUMBER CONCEPTS



The six books in the *Basic Math Warm-Ups* series cover basic mathematics skills in number concepts; number operations; measurement; tables, graphs, and charts; rounding, reasonableness, and estimation; and fractions, decimals, and percents, as identified by the National Council of Teachers of Mathematics (NCTM). These warm-ups support the *Basic Math Practice* series and can be used independently or in conjunction with those binders. Each warm-up book provides 180 warm-ups—one for each day of the school year—that cover all of the objectives for each skill. The open-ended and multiple choice questions use varied approaches to address different modalities so that students’ different learning styles are addressed.

Basic Math Warm-Ups: Number Concepts provides repeated daily practice in the basic foundation of math concepts development, which will also improve students’ confidence in their mathematical skills. These warm-ups can be used at any time for a variety of purposes. Use them as warm-ups, mini-lessons, review activities, “tickets out” to allow students to leave the classroom, or quick homework assignments. For your convenience, an answer key is provided for all of the warm-up activities.

NUMBER CONCEPTS

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THE BASIC MATH WARM-UPS SERIES

There are six books in the *Basic Math Warm-Ups* series. Each book includes 180 pages of practice activities.



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Basic Math Warm-Ups



TWO SECTIONS

This book is divided into two sections. The first section contains 180 activities covering ten basic math concepts through a variety of formats. The second section is the answer key, which includes solutions for all of the activities.

ONE-TO-ONE CORRESPONDENCE
Directions: Count the items in each row, and write the number on the line.

1) _____

2) _____

3) _____

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ANSWER KEY

Page 1
1) 4 2) 2 3) 6

Page 2
1) 3 2) 5 3) 1

Page 3
1) 8 2) 2 3) 10

Page 4
1) 7 2) 3 3) 9

Page 5
1) 5 2) 3

Page 6
1) 7 2) 9

Page 7
1) 1 2) 4 3) 6

Page 8
1) 8 2) 2 3) 10

Page 9
1) 5 2) 3

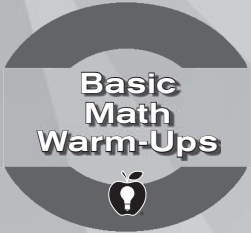
Page 10
1) 7 2) 9

Page 11
1) 2 2) 4

Page 12
1) 6 2) 10

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OBJECTIVES

After students complete the activities in *Basic Math Warm-Ups: Number Concepts*, they will be able to do the following:

- identify numbers
- correspond numbers with visual representations
- sequence numbers
- complete a sequence of numbers
- identify ordinal numbers and their words
- correspond ordinal numbers with visual representations
- identify shapes
- identify patterns
- continue and complete picture and number patterns
- identify even and odd numbers
- skip count by one, two, three, and five
- identify number values
- determine if numbers are greater than or less than other numbers
- correctly use the symbols for greater or less than to complete number sentences
- identify digits in the hundreds, tens, and ones places
- identify the value of digits in the hundreds, tens, and ones places

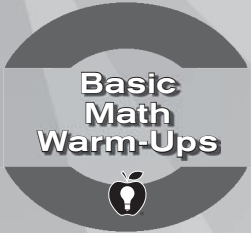
NUMBER CONCEPTS



Research has shown that segmentation, or “breaking down a task,” is an effective method to use when teaching students with learning differences. Students with special needs cannot process large amounts of information at one time. However, according to Gersten, presenting small segments of information and then immediately applying that information has been proven to be a successful teaching method (1999). The activities in the *Basic Math Warm-Ups* series do just that. They present small, sequenced bits of instruction with ample opportunities for practice. These pages are excellent supplements for any mathematics program designed to help students sharpen their mathematics skills.

Basic Math Warm-Ups: Number Concepts includes multiple activities that reinforce each of the ten basic number concepts in ways that make them relevant and meaningful. As Jones, Wilson, and Bhojwani note, “Practice activities are essential components of mathematics instructional programs. Students with LD will generally need more practice and practice that is better designed than students without LD, if they are to achieve adequate levels of fluency and retention” (1997). The warm-up activities included in the series have simple directions, low readability to minimize frustrations due to reading difficulties, and few problems per activity to review and reinforce understanding of the skills.

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The Principles and Standards for School Mathematics by the NCTM state that “students need to learn a new set of mathematics basics that enable them to understand how mathematical ideas interconnect and build on one another to produce a coherent whole” (2003). These warm-up activities do this by addressing the ten basic number concepts through a variety of formats so that individual learning styles are addressed. The skills build on one another and reinforce previously learned skills. *Basic Math Warm-Ups: Number Concepts* meets both state and national standards (including the National Council of Teachers of Mathematics Standards 2000 Project) regarding numbers, operations, problem solving, communication, and connections.

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- Gersten, R. (May 1999). “Teaching Expressive Writing to Students with Learning Disabilities.” Keys to Successful Learning Summit, Washington, D.C.
- Jones, E. D., Wilson, R. & Bhojwani, S. (March/April 1997). “Mathematics Instruction for Secondary Students with Learning Disabilities.” *Journal of Learning Disabilities*, 30(2), 151–163.
- National Council of Teachers of Mathematics. (2003). “Realizing the Vision.” *Principles and Standards for School Mathematics*. [Electronic version] Retrieved on June 23, 2004, from <http://standards.nctm.org/document/chapter8/index.htm>

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