



Word Problems for Nonreaders

Multiplication and Division

Research and Standards

Word Problems for Nonreaders provides practice in dealing with addition, subtraction, multiplication, and division word problems. With the two levels featured in each binder, the material is appropriate for students with learning disabilities and mild to moderate cognitive disabilities. Both levels include visual representations of each math problem to support struggling learners. Level 1 features symbols to support students with limited or no reading abilities. Researchers believe that symbols are a vital tool for developing literacy because they act as a bridge between the concrete (pictures) and the abstract (print) (Detheridge, 1996). Research noted by the Learning Disabilities Association of America recommends strategies for teaching students with learning disabilities, such as using graphics and pictures, whenever possible (2006).

Both levels are written with short, clear, simple sentences and vocabulary so that struggling learners can read and understand the text whether they use the symbol support or not. Research tells us that short sentences and simple vocabulary are key to supporting struggling learners (Sousa, 2001). Multiple opportunities for practice are included in each binder so that struggling learners are not rushed through learning to solve word problems. Math problems based on everyday scenarios help students connect to what they are learning and to understand the relevance of learning such skills.

Word Problems for Nonreaders meets national standards and expectations of the National Council of Teachers of Mathematics (NCTM) in the areas of:

- Numbers and Operations
- Connections
- Problem Solving
- Representation

Detheridge, Tina. (1996). Developing literacy through symbols. *Closing the Gap* 15:1.

Sousa, D.A. (2001). *How the Special Needs Brain Learns*. Thousand Oaks, CA: Corwin Press, Inc.

Learning Disabilities Association of America. (2006). Successful strategies for teaching students with learning disabilities. Retrieved December 12, 2008 from <http://www.ldanatl.org/aboutld/teachers/understanding/strategies.asp>

National Council of Teachers of Mathematics. (2004). Table of standards and expectations. Retrieved December 11, 2008, from <http://standards.nctm.org/document/appendix/numb.htm>

We are a customer-focused
team dedicated to providing
solutions that help individuals
with special needs and
learning differences attain
success in school, at home,
and in the community.