Beginning Addition Concept

1. For example A, count a group of 3 ladybugs: 1, 2, 3; then count a group of 5 ladybugs: 1, 2, 3, 4, 5.

2. For example B, combine the groups to make a set of 8 ladybugs: 1, 2, 3, 4, 5, 6, 7, 8.

3. For example C, the ladybugs are placed on the TouchPoints of the numerals. Count the ladybug TouchPoints to get the answer to \(3 + 5 = 8\).*

4. You may use anything: bugs, buttons, checkers, etc. as TouchPoints on the TouchNumerals to show students TouchPoints represent the same quantity with either TouchPoints or objects.

* Students frequently have difficulty making the transition from the concrete (ladybugs) to the abstract \((3 + 5)\). To help them make the transition, place the ladybugs in the correct Touching/Counting Patterns on the numerals. Later, we replace the ladybugs with TouchPoints.

This skill is presented in the TouchMath Pre-K, Kindergarten, First Grade and Second Grade materials. Free sample worksheets available online.

TouchMath Kids

"TouchMath makes me do math better than my sister. It's easier than her way so she does it with me."
Spencer, Second Grade

"Now I can add and subtract fast. It's fun. I'm excited!"
Amanda, Third Grade

Hooper Bay School Children, Alaska
Transitioning from Concrete to Symbolic Learning

Eminent learning theorists Jerome Bruner and Jean Piaget concluded that there are three major learning stages in early childhood development: concrete, pictorial and symbolic. Children must be in a state of readiness to absorb material on each of these levels.

TouchMath is designed to help students transition from concrete to symbolic learning. Young students first learn to count using familiar objects like apples, pencils, balloons, etc. Then we place pictures of these objects on the numerals. The objects are later replaced by TouchPoints. Eventually, most students progress to a symbolic understanding and leave the TouchPoints behind.

For research information, visit www.touchmath.com.
Addition With Counting On Practice

1. Teach the Addition Counting On Statement: “I touch the greater(est) number, say its name, and continue counting on the TouchPoints of the other number(s).”

2. For example A, touch the greater number. Say its name, “8.”

3. Continue counting on the TouchPoints of the 4:
   “9, 10, 11, 12.”

4. Record the answer: 12.

5. Reinforce the addition facts by repeating the problem and answer aloud.

6. For long columns of numbers (Example B), cross out the greatest number as you say its name, and continue counting from the top downward. Then write the answer.*

* This step prevents students from counting a number twice.

This skill is presented in the TouchMath First Grade, Second Grade and Upper Grades materials. Free sample worksheets available online.

Letters from Children
Addition Without Regrouping Practice

1. Teach the Arrow Statement. “I start on the side with the arrow. The arrow is in the ones column on the right side.”

2. For example A, say the greater number in the ones column: “6,” and continue counting on the TouchPoints of the 2: “7, 8.”

3. Record the answer: 8.

4. Repeat step 2 in the tens column: “4,” and continue counting on the TouchPoints of the 3: “5, 6, 7.”

5. Record the answer: 7.

6. Repeat the problem and answer aloud.*

7. For example B, start on the side with the arrow, the ones (O) column. Then move to the tens (T) column, and then the hundreds (H) column, recording your answer for each column.

* This step reinforces the ability to read and recognize large numbers.

This skill is presented in the TouchMath First Grade, Second Grade and Upper Grades materials. Free sample worksheets available online.

At-Risk Students Find Success

Dr. Poonam Dev first learned about TouchMath while studying for her master’s degree in 1991. Later, with research partner Beverly Doyle, she conducted a study of at-risk children in kindergarten who scored below average in basic mathematics. These children then received TouchMath instruction for 25 to 55 minutes every day through the first grade. After retesting the following year, the at-risk students no longer needed special help in math.

"TouchMath is a useful teaching tool. It has been developed by former teachers, thus giving it a lot of credibility. Providing kids with hands-on learning opportunities is always helpful. It’s a huge help to have multisensory tools.”

For the complete story and research, visit www.touchmath.com.
Addition With Regrouping Practice

1. Teach the Addition Regrouping Statement: “I must regroup if my answer is greater than 9.”

2. For example A, begin in the ones column below the arrow. Say the name of the greater number “8,” and continue counting on the 7: “9, 10, 11, 12, 13, 14, 15.”

3. Use the box to record the number of tens regrouped to the tens column. Record the number of tens, 1, in the box first. Then record the number of ones, 5.*

4. Add the tens column starting at the top. You may also start with the greatest number, cross it out, and continue counting from the top: “1, 2, 3, 4, 5, 6.”

5. Record the answer: 6.

6. For long columns, Example B, repeat steps 1–5.

* This step is important to reduce number reversals. If students write the 5 before writing the regrouped 1 they are writing the number 51 instead of 15.

This skill is presented in the TouchMath Second Grade and Upper Grades materials. Free sample worksheets available online.

Above Grade Level: An Administrator’s Dream Comes True

“My kindergarteners are above grade level in math. They are almost at second grade level (average test score - first grade, ninth month). My first graders are at about a third grade level (average test score - third grade, fifth month). My second and third graders are currently doing fourth-grade math.

“I see TouchMath as a basic foundation. It’s like building a house; you start from the very bottom and build up. With TouchMath, there are a lot of hands-on activities with TouchPoints. The program is self-explanatory, and children are able to learn at their own pace without constant direction.

“TouchMath helps us build a bridge between concrete and abstract thinking. Children start out with TouchPoints, and eventually they understand abstract concepts. You can see them thinking about the problems. They don’t use their fingers anymore. They solve problems internally. It’s powerful to see how they take something concrete and make it abstract. It becomes a natural part of learning.”

For the complete story, visit www.touchmath.com.