

# Learning<sup>®</sup>



Teachers' Evaluation Comments

16th Annual

Teachers' Choice<sup>SM</sup> Award 2010

**Learning® Magazine**  
**16<sup>th</sup> Annual**  
**Teachers' Choice<sup>SM</sup> Award for the Classroom 2010**

Below you will find the comments for your product. As you read the comments, please note that this is the literal text from the evaluation forms. We have not differentiated comments between the teachers on each team. Although we encourage teachers to provide comments, it is not a requirement. Therefore, you may notice if you had multiple entries, the responses may be more or less in depth depending on the team of teachers. We do not use comments in the scoring process. They are provided as insight into the panel's thoughts on your product.

We hope you find the responses helpful and continue to participate in the Teachers' Choice Awards in the future. Applications will be available in January 2010 for the 17th Annual Teachers' Choice Awards program.

<b>Product</b> <b>1560</b> <b>Games of Math 4 - Division &amp; Fractions</b> <b>Company</b> <b>Help Me 2 Learn Company</b>
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**What aspects of this product did you like the most?**

This product was easy to explain/use as a review tool OR teaching tool. I used as a center, especially to work on fractions and division, which were objectives that some of my students were struggling with. Other students used the center as a fun review and enjoyed using it.

This particular computer program is easy to use for both the teacher and the student. It can be easily adopted to be used as a center or an extra activity to reenforce math skills--in particular fractions and division.

It dealt with mathematical problems that students have the most trouble completing. It allowed the students to see how they relate to one another.

My students found these games to be informative and engaging.

I like the idea that games have been made to help the children learn these two very important and hard math concepts. I also like that it can be adapted to the children's skills levels.

The fact that the teacher can set the difficulty level for the program was most inviting to me. The graphics were also good. To my surprise, my girls liked the program just as much as my boys.

**How would this product need to improve to better support your curriculum?**

None at this time due to my purpose of use.

At this time, the product is creative and innovative. It also addresses some important curriculum areas for my students I cannot think of anything to do to improve this program.

There is nothing that needs to be improved.

I feel the only improvement needed was for my ESL Community.

I don't see anything that needs to be improved.

My students thought it took too long to get to another race track in the program. I tend to agree with them.

**How did you make use of the product, or integrate it into your lesson plans?**

As well as a center, I was able to utilize parents to direct the lessons for my at-risk learners. Records of their work helped me get a handle of what I needed them to work on further.

I primarily used this product as a center and/or to supplement concepts that the children are having trouble with. The program allows the teacher to evaluate students individual needs and program these needs for reteaching. It makes for a great way to help students work on skills they are having difficulty with.

The students used it as a center. It gave the students a chance to practice those math skills.

I implemented these activities during my learning center.

I introduced it to the children using the smart board. The games can be taught using the smart board and then set up at a computer for the children to play during work stations time.

I introduced the product to my students on the Smart Board. Later, it was used in a workstation for students to practice their division skills and recognition of equivalent fractions.

### **What skills did your students learn from this product?**

In third grade, we find that many of our "skills to learn" are really above their understanding--developmentally past them.

The program's work on fractions was a great way to better understand and review this objective. Games made the "work" more enjoyable and easier to learn.

My students have a difficult time with simplifying fractions and equivalent fractions. The software provides excellent practice and help for students not able to grasp this concept. Additionally, the software was very helpful with the practice of division facts. The practice was made fun by the games the software has to offer. The games further their math skills as they have students buying things to build stuff. Again, good math sense review.

The students learned how the two operations are similar and ways to check their answer.

This activity allowed my students to learn in a fun and engaging way.

They learned from the very basic skills to the more complex. This helped them to grasp the concepts of division and fractions in a more child friendly way.

Students used their knowledge of division facts to play the games. Also, the program encouraged them to learn more facts so they could advance in the game.

### **If funds were available, would you recommend this product to a teacher at the appropriate grade / age level? Please explain why or why not.**

Yes, because it offers a unique and fun way of learning/review/practice.

Yes. Games of Math 4 offer a unique and creative way for students to work on their math skills. For this particular set, the concepts of fractions and division were specified.

I would recommend this program for teachers in grades 3-5. The students are always getting confused about these operations so it gives them a chance to get better at them.

Yes, This activity would be appropriate for all levels.

Yes, anything that's a game that will help children learn is a plus in my book.

I would recommend this program to teachers in fourth and fifth grade to reinforce division skills, recognize equivalent fractions, and practice other fraction skills. The program's appeal to both boys and girls would make it a "hit" in the classroom.