

Tips for Using Manipulatives

Manipulative	Activity
CD of graphics	Load the graphics CD into the student's augmentative communication device or print out graphics to allow students to access them in different ways.
Clock/watch	Use a clock or watch to tell time. Match the time on the digital clock or watch to the time on the graphic.
Coins	Place coins on the appropriate graphic in the student booklet. Students may point to, pick up, hold, and feel the edges of each coin.
Counters	Use counters to count objects in a graphic. Counters in multiple colors can identify shapes (red cubes represent hearts, blue cubes represent circles). Cubes are preferred because they do not roll on the table.
Objects	Use objects the student is familiar with instead of the graphics in the <i>Student Booklet</i> (book, crayons, measuring cup, pencil, pitcher, straws).
Standard ruler	Use standard ruler to measure the length of objects in a graphic. The ruler can also be used to determine which line is the highest by positioning the ruler across the top of all lines.
Tactile	Use tactile numbers to feel the shape of the number. Some students identify the number by its tactile number.
Two-dimensional shapes	Print out graphics from CD and cut out shapes (circle, square, stars).
Three-dimensional shapes	Use three-dimensional shapes to compare to graphics and other shapes. Allow the student to pick up, hold, and feel the shape.
Wikki Stix	Use Wikki Stix to measure graphics (animals, pizza), measure height of objects, outline graphics, trace a path on a grid.



Louisiana Department of Education
Office of Student and School Performance
Division of Assessments and Accountability

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ELA896-Manipulatives List Grade3-4



English Language Arts Mathematics Science

Manipulatives List

grades **3-4**

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EDUCATION

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LAA 1 Manipulatives—grade span 3–4

Some students may require manipulatives to access certain LAA 1 performance tasks. The following list contains suggested manipulatives for the grade span 3–4 performance tasks. For some tasks, students will generally not need manipulatives; therefore, manipulatives are not listed for those tasks. However, if the task administrator determines manipulatives may be needed for those tasks for a student, manipulatives may be used. Manipulatives more familiar to the students, such as those used in the classroom, may be used in place of the ones suggested.

English Language Arts

Task Manipulatives Suggested

1–25 These performance tasks do not lend themselves to the use of manipulatives.

Mathematics

Task Manipulatives Suggested

- 1 Counters
- 2 Tactile numbers, number shapes
- 3 Counters, raised dots, puff paint
- 4 Tactile numbers, number shapes
- 5 Counters, raised dots, puff paint
- 6 Three quarters, one nickel, three dimes, three pennies
- 7 Two quarters, two pennies, two nickels
- 8 This performance task does not lend itself to the use of manipulatives.
- 9 Wikki Stix or straws and ruler
- 10 Clock, ruler, measuring cup, pencil, book, pitcher
- 11 Three crayons, Wikki Stix, or straws of different lengths
- 12 Small ball, marble, or cube
- 13 Ruler, measuring spoon, measuring cup
- 14 Four squares, four circles, two stars, two triangles
- 15 Six books and seven pencils
- 16 Square, circle, triangle
- 17 Large, medium, and small circles; small triangle; large square
- 18 Four triangles, six circles, one square—all same size
- 19 Four squares, four circles, two triangles, four rectangles, two stars
- 20 Two triangles, four circles, two diamonds, one square, three stars
- 21 Three circles, three triangles, one square, one rectangle
- 22 This performance task does not lend itself to the use of manipulatives.
- 23 This performance task does not lend itself to the use of manipulatives.
- 24 Six blocks, one ball, one book
- 25 Paper bag, two pencils, two paper clips, glass of water, cookie

Note: Counters can be used to count objects in a graphic (tree = counter, house = counter). Different types of counters (different colors, different shapes) can represent the various objects in a pattern (red or round counter = bird, yellow or square counter = dog).

Science

Task Manipulatives Suggested

- 1–2 Student may point to actual body part.
- 3 The actual objects (rubber gloves, pencil, safety goggles, ruler) may be used.
- 4 The actual objects (toy blocks, magnifying glass, ruler, classroom door) may be used.
- 5 The actual objects (plastic glass containing water that is warm to the touch, measuring cup, thermometer, ruler, magnifying glass) may be used.
- 6 Small box or block (**manipulative required for this task**)
- 7 The actual objects (circular-shaped object: small hoop or circle of Wikki Stix, ball, orange; small rectangular table or other rectangular shape; box) may be used.
- 8 The actual objects (book, paper calendar, toothbrush, lightbulb such as one made of heavy plastic) may be used.
- 9 The actual objects (gummy worm, can, paper clip, teddy bear) may be used.
- 10 The actual objects (glass with water, banana, clear jug with water, piece of wood) may be used.
- 11–22 These performance tasks do not lend themselves to the use of manipulatives.
- 23 The actual objects (hard-boiled egg, can, banana, ball) may be used.
- 24 This performance task does not lend itself to the use of manipulatives.
- 25 The actual objects (book, rock, leaf, paper clip) may be used.