

Resources for Interpreting in Math Classes

In Fall 2006 and then again in Fall 2007, groups of educational interpreters across the state of Ohio participated in online study groups sponsored by Interpreting & Sign Language Resources related to interpreting in math classes. As part of the study groups, we shared resources with each other for preparing for interpreting in math classes as well as practicing interpreting skills for this setting. The resources compiled by these groups are shared here, including reviews written by the participants in the study groups for many of the resources.

The resources are divided into the following categories:

- Math Signs
- Math Class Practice Materials
- Research and Teaching Strategies for Mathematics with Deaf Students
- Understanding Math Concepts

This listing is by no means comprehensive. Inclusion of materials on this list does not indicate an endorsement by Interpreting & Sign Language Resources. Information on how to access these resources is current as of December 2007.

Math Signs

Resource Title	COMETS – Clearinghouse on Mathematics, Engineering, Technology and Science
Reviewer's Name	Bobbie Browning
Authors	RIT/NTID – National Technical Institute of the Deaf, funded by the National Science Foundation; Principle Investigator – Harry Lang
Publisher	National Technical Institute of the Deaf
Resource Format	Website
Main Purpose	Identify and address the needs of professionals and students in the education of deaf people in Science, Technology, Engineering and Mathematics (STEM), and to disseminate this information to educators.
Topics Covered	Four areas to the web site: <ul style="list-style-type: none"> • Teaching – Tips, ideas, references and lesson plans • Signing – Dictionaries and tips (see Science/Mathematics Sign Lexicon review below) • Resources – Reference list of publications and books, signing dictionaries and pictionaries (pictures, concepts and signs) • Students – Links, Tips, and Deaf Role Models
Summary	This website has a lot of information, and promises to have more in the future. This is a great place to go to on the Web to learn signs, get pictures and background information on STEM topics, and to learn about the special situations and needs of deaf students in these areas.
Possible uses for an educational interpreter	<ul style="list-style-type: none"> • The Lexicon list (signed dictionaries and notes on how to sign) and Pictionaries are great tools to help interpreters find a sign and get pictures and more information about concepts. • In the teaching area, math concepts can be looked up and simple, clear explanations found. • Good information about deaf adults in the STEM fields – can be used to encourage our students and also for Deaf Awareness Week projects
Notes	<ul style="list-style-type: none"> • In the dictionary section of the site, every video of a sign has a mini-questionnaire asking for feedback to make sure the sign is conceptually accurate. • Quicktime software required to view the signing videos
How to access the resource	http://www.rit.edu/~comets/

Resource Title	Deaf Educational Access for Computational Science
Reviewer's Name	Karen Silver
Publisher	The Shodor Education Foundation, Inc
Publication Year	2005
Resource Format	Website
Main purpose	DEAF CS is a collection of activities and lessons that use modeling and simulation technologies to help students and their teachers explore math and science concepts. As Deaf students read the material, they can access concepts in their natural communication mode through authentic ASL, signed by Deaf educators and students.
Topics covered	Technical signs, computer, math and science related activities
Summary	"Utilize technology in classrooms to provide Deaf students equal opportunities to succeed in math and science. Also, to provide Interpreters and Deaf Educators the resources to make this an efficient and beneficial lesson through ASL glossaries and lesson plans."
Possible uses for an educational interpreter	<ul style="list-style-type: none"> Click on the ASL button within the glossary and see a signed explanation for every word in the dictionary or resource within the website Deaf students can utilize as a supplement to instruction. More and more, computers are becoming of greater importance to all students. This resource can be used to exploit students' familiarity with computers to aid instruction. There are wonderfully clear signed demonstrations and activities available through this website in case a concept is just not sinking in via interpretation alone. This would be a great collaboration with the math and computer teachers to make many different math lessons Deaf friendly.
Notes	This website has a glossary of common science and math terms with simple definitions Deaf students with lower reading levels would be able to comprehend. There are also explanations for each glossary term in sign language.
How to access the resource	http://www.shodor.org/succeed-hi/index.html If you see only a general shodor.org page and not "Deaf CS Home", do an internet search for Deaf Educational Access for Computational Science to get to the right page.

Resource Title	Discovery Learning in Mathematics: Key Strategies for Deaf Learners
Reviewer's Name	Diana DeSloover
Author(s)	Dr. Harry Lang, Rachel Lewis, Chris Kurz, NTID, RID
Resource Format	Downloadable video and PowerPoint presentation
Main purpose	This presentation is geared to teachers in general and teachers of the Deaf in particular. It is an introduction to an approach called "Discovery Learning" which is a student-centered learning process. It offers reasons for and explanations of the need for this new approach when teaching Deaf students. The presentation encourages teachers to integrate this approach in lesson plans and provides resources for further information.
Topics covered	1) Discovery Learning approach 2) Doing the math rather than passively watching a lecture 3) A combination of "hands-on" followed by "minds-on" teaching 4) Examples of applying the approach to various lessons 5) Online resources for follow-up
Presenter(s)	Chris Kurz
Summary	This presentation is very interesting and enjoyable. Do not be put off by the 29:29 minute time notation - it moves quickly. Chris' presentation of the Discovery Learning approach is voiced and captioned, making it easy for everyone to understand.
Possible uses for an educational interpreter	Chris Kurz himself is a terrific study in ASL. The voicing interpreter also provides a high quality study model. The mathematical examples show a nice selection of sign vocabulary and there are many other features of ASL to be noted.
Notes	Unfortunately, Chris is presented in a small, dark insert in the corner of the screen. While the presentation is targeted to teachers, who will be more interested in the slides which occupy the largest share of the screen, interpreters who are using this resource to study the signing/voicing will find the small size and poor contrast a bit straining. It may be possible to view a larger video by right clicking and selecting "Zoom" and then "Full screen." The presentation allows opportunities to "Pause and Post" to an integrated message board, but the process of accessing this feature was not explained.
How to access the resource	Discovery Learning in Mathematics Education: Key Strategies for Deaf Learners (Word document which links to the presentation at http://stream.kent.edu/tmcneal/DiscoveryLearning7_files/Default.htm)

Resource Title	Educational Interpreting Series: Money, Middle School Level
Reviewer	Christine Anastasia Mason
Author(S)	Covell, John M.S., C.E.D.
Publisher	Region X Interpreter Education Center at Western Oregon University
Publication Year	2003
Resource Format	Video
Main Purpose	To “provide educational interpreters with ASL-to-English (sign-to-voice) skills development.”
Topics Covered	Money as part of the math curriculum geared toward middle school students
Presenter	Covell, John M.S., C.E.D.
Summary	This video simulates a middle school lecture being presented by a Deaf teacher.
Possible Uses For An Educational Interpreter	<ul style="list-style-type: none"> ASL-to-English (sign-to-voice) skills development. Observation of middle school level math instruction. Introduction to resources in the Educational Interpreting Series Demonstration of a Deaf teacher’s use of ASL and visual methods to deliver a presentation about U.S. currency
Notes	<ul style="list-style-type: none"> Lessons focus upon money as part of a math curriculum taught to middle school students in ASL. They demonstrate strategies a Deaf instructor uses to teach math to grade levels transitioning between elementary school and high school. Content of lectures, such as that on money, deal with basic information for younger students. Like elementary school teachers, Covell uses facial expressions both to clarify linguistic elements and to communicate a sense that learning is fun. John Covell uses engagement strategies in his presentation, establishing a personal relationship with his audience, greeting them and addressing them throughout the video. He displays a variety of low-tech visual aids, such as an oversized dry erase board with pre-written headings that are simple and engaging, like “Money Makes Sense!” Lectures appear organized to fulfill the departmental math curriculum. While course content appears introductory, the teacher presents the information in a format that prepares them for high school. While the video claims to demonstrate a lesson on money “as part of the math curriculum”, it seems to deal as much with U.S. history as it does with math.
How To Access	Go to the National Clearinghouse Rehabilitation Training Materials page at http://maple.cybertoolsforlibraries.com/cgi-bin/CyberHTML?NCRTMHO When the page comes up, type “Educational Interpreting Series” in the “SEARCH” browser on the page and click ENTER or “SEARCH NOW”. This takes you to an information page about the series. Scroll down to find the list of available Deaf education videos, looking for “1.c. MONEY, MIDDLE SCHOOL LEVEL” and then click on “ Click here to access video .” A window will pop up for the video file. To watch the video, click on Click here to Play .

Resource Title	Embe Outreach: American Sign Language Library (formerly NEEDS Outreach)
Reviewer’s Name	Debbie Hall
Resource Format	Website
Main purpose	To make you knowledgeable of other sign options that are now being seen in the educational setting.
Topics covered	Math signs for elementary and high school students
Presenter(s)	Mark Smeek NTID Interpreter.
Summary	The elementary and high school math sections have a listing of math signs for each level. Click on the word and a signer will show the sign for that word.
Possible uses for an educational interpreter	For an interpreter the sign language library is a great place to look up signs for a variety of subjects. Unlike a book, you can watch someone sign the word.
Notes (e.g. other information of note)	The math section just shows the signs. The other subjects if you double click on the signer, he uses that sign in a sentence. The website also has a section entitled, “How Should I Use the Signs”, which could be helpful too.
How to access the resource	http://www.needsoutreach.org/Pages/sl.html

Resource Title	Interpreting Math: After 1+1=2, What Do I Do?
Reviewer's Name	Christine Calhoun
Publisher	Signs of Development
Publication Year	2003
Resource Format	CD-Rom (2 CD set) or video streaming over the internet
Main purpose	Resource for interpreters containing Math concepts and signs
Topics covered	Geometry, Math, Algebra, Statistics
Presenter	Chris Kurz (Deaf)
Summary	These CD's give signs/vocabulary for different grade levels in Math classes and are very beneficial to interpreters
Possible uses for an educational interpreter	This CD offers enhancement of signed vocabulary and skill building activities throughout. The CD is an excellent resource for preparing for the Mathematics portion of the Ohio Standards Test. CEU's are available for the use of these resources.
Notes	Information available on the CD: <ul style="list-style-type: none"> • techniques on how to take advantage of visual information/applying signs for use in the classroom setting • describes how to use 2-D and 3-D strategies • implements journaling • discusses basic math concepts and signs (GCF, LCF, fractions, decimals, absolute value) • discusses Algebra concepts (square root, reciprocals, polynomials) • Geometry concepts (angle, vertex, polygons, cylinders, triangles) • American Measurement System • Statistics concepts (probability, permutation, mean, mode) • Trigonometry concepts (domain, range, sine, cosine)
How to access the resource	<ul style="list-style-type: none"> • Purchase from Signs of Development at www.signs-of-development.org. • Borrow or view from the Described and Captioned Media Program: www.dcmp.org, 800-237-6213 v, 800-237-6819 tty, info@dcmp.org. Request items 10276 and 10277. • Borrow CD-Roms from the Deafness Collection at the State Library of Ohio at http://slonet.state.oh.us/

Resource Title	Lenoir-Rhyne Educational Interpreting Series: Math Signs: Sign Language Reference on CD-ROM
Reviewer's Name	Sharon Tumblin
Publisher	Lenoir-Rhyne College Services for Deaf and Hard-of-Hearing Students
Publication Year	2003
Resource Format	CD-ROM
Main purpose	Math signs dictionary to assist both the interpreter and the deaf/hard-of-hearing student in an educational setting
Topics covered	Algebra Calculus Geometry Trigonometry Numbers Time Money General Math
Presenter(s)	Mrs. Shawn R. Frank (Deaf)
Summary	Features: K-12 math curriculum; create your own custom dictionary; play clips using slow motion in Forward or Reverse; full motion video-no block animations.
Possible uses for an educational interpreter	The menu can be accessed as categories, dictionary index, or you can create your own 'favorites' list according to your needs. There is a quiz to test your knowledge of the signs.
Notes	Simply click on a word or function from an itemized menu to instantaneously view a real-time digital movie of over 500 words or functions.
How to access the resource	The CD-ROM can be purchased for \$49.99 through Harris Communications; www.harriscomm.com ; (952) 906-1180 Voice (952) 906-1198 TTY. Item: http://www.harriscomm.com/catalog/product_info.php?products_id=17603

Resource Title	Math - Conceptually Correct Signs Can Help Students with This Language
Reviewer's Name	Janice E. Neider
Author(s)	Jack Mika
Publisher	Teacher's Guide to <i>World Around You</i> , published by the Clerc Center at Gallaudet University
Publication Year	Winter-2002-2003
Resource Format	Article
Main purpose	The theme of the magazine is geared to help deaf students transition to the real world. This review focuses on one math-related article and covers the entire magazine in the possible uses for an educational interpreter (see notes section).
Topics covered	History, English, Psychology, Art, and Math
Presenter(s)	Jack Mika is Mathematics' professor at Gallaudet College. He teaches math language in developmental and pre-calculus. He teaches math in ASL as well as other languages.
Summary	In this article, Jack discusses conceptually correct signing in Math classes. He asserts that Math is no more than learning language. Languages including ASL have multi-meaning words. Math is no different. He focuses on the meaning of two words to prove his point. He compares the term minus , meaning subtract, with the term negative . He stresses the importance of teaching vocabulary. Vocabulary is important when a person learns a new language. Math like other languages has its own specialized vocabulary. He touches on encouraging the student to interact and provide feedback. He encourages us to focus on clarity.
Possible uses for an educational interpreter	The articles in <i>World Around You</i> are concise and easy to read. The magazine can be subscribed to without cost. It is published tri-annually during the school year and often has topics related to math. Interpreters could benefit from subscribing. It reports on topics of import to interpreters in all levels of secondary and post secondary.
How to access the resource	<ul style="list-style-type: none"> • http://clerccenter.gallaudet.edu/WorldAroundYou/Winter2002-2003/TeachersGuide.pdf. See page 4. • Subscribe to <i>World Around You</i> for free via email by contacting worldaroundyou@gallaudet.edu • View all back issues of <i>World Around You</i> at http://clerccenter.gallaudet.edu/WorldAroundYou/backissues.html. Some past issues have Teachers' Guides available.

Resource Title	Math Signs
Reviewer's Name	Robert Drake
Publisher	Produced by Western Region Outreach and Consortia (WROCC)
Resource Format	DVD
Main purpose	To introduce conceptually accurate signs relative to Mathematics (Algebra, Geometry, Calculus) and to help interpreters utilize these signs in a way that maximizes the use of ASL features, grammar and structure to improve clarity and enhance the interpreting of mathematical concepts.
Topics covered	Signs for Algebra, Geometry, Calculus, General Math terms, how to incorporate ASL features into math interpreting, using math signs in context and ways to improve the interpretation of story problems.
Presenter(s)	Math signs and concepts are taught by Chris Kurz, a college math instructor, who is Deaf.
Summary	<p>Chris Kurz introduces the focus of the DVD, explains how the presentation is set up and what the goals are. There is an extensive section on signs used in Mathematics, from Basic Math, through Algebra, Geometry, Trigonometry, Calculus, Statistics and various mathematical symbols.</p> <p>A section on story problems is presented, with emphasis on the ASL structures and features that will help make the interpretation clearer and more accessible to the deaf student. Common phrases and questions that frequently occur in story problems are shown. He then offers many examples, broken down by grade level to illustrate different story problems in ASL. Chris offers advice on techniques that work well with interpreting story problems.</p> <p>Chris also has a section on "contextual signing", wherein he demonstrates a variety of mathematical concepts within a limited contextual framework to show how the concepts can be applied to an interpretation.</p>

Possible uses for an educational interpreter	<ul style="list-style-type: none"> • vocabulary development • understanding different ways to present material to enhance accessibility to sign users • helping interpreters incorporate more ASL features into the interpreting process.
How to access the resource	<ul style="list-style-type: none"> • Can be purchased from the Pepnet Dissemination Center for \$5.00 (Item # 1171). See http://www.pepnet.org/resproducts.asp. Or contact pdc@pepnet.org or 888.684.4695 tty/v. • Borrow from the Deafness Collection at the State Library of Ohio at http://slonet.state.oh.us/

Resource Title	Numbering in American Sign Language
Reviewer's Name	Janet L. Miller
Author(s)	Brenda E. Cartwright and Suellen J. Bahleda, Illustrated by Mary Klein
Publisher	RID Press
Publication Year	2002
Resource Format	Book
Main purpose	Describe various ASL numbering systems and practice drills
Topics covered	Counting numbers, ordinal numbers, age, time spans, height, money, measurement, numbers in sports, phone numbers, addresses, social security numbers
Summary	Each chapter describes the number system applicable to the topic and contains multiple practice examples. The counting numbers are illustrated very clearly and unlike many texts, it would be possible to learn using only the textbook.
Possible uses for an educational interpreter	<ul style="list-style-type: none"> • Good for instructing intermediate ASL • Reference for finding proper numbering system for less commonly used numbers. For example, interpreter can refresh on the palm orientation for the number on a sports jersey (out). • Use drills to practice receptive skill with a partner. • Perform one or more of the exercises to prevent repetitive motion injury.
Notes	<ul style="list-style-type: none"> • Text format handy for carrying to class to share with teachers and students. • The book is targeted for intermediate ASL students and most interpreters will have number skills beyond that level.
How to access the resource	<ul style="list-style-type: none"> • Borrow from the Deafness Collection at the State Library of Ohio at http://slonet.state.oh.us/; HV 2474.C385 • Order from RID Press, www.rid.org for \$28.95 for members or \$26.95 for non-members

Resource Title	Number Signs for Everyone: Numbering in American Sign Language
Reviewer's Name	Sharon Whitfield
Author(s)	Cinnie MacDougall
Publisher	Dawn Sign Press
Publication Year	1997
Resource Format	Videotape with captions and voice over
Main purpose	To explain and demonstrate the Number Sign System in American Sign Language.
Topics covered	Using numbers for situations of: How Many, Money, Finances, Measurements, How Long, How Often, When, Age, Sports, Where and Which, Personal Numbers, Scientific Numbers.
Presenter(s)	The main presenter/narrator is Cinnie MacDougall. Ms. MacDougall is deaf and there are several deaf people who demonstrate the material.
Summary	This video covers just about everything you could possibly want to know about using numbers in American Sign Language. It is presented in a clear and easy to understand way.
Possible uses for an educational interpreter	Because it covers such a wide variety of topics this video would be beneficial for educational interpreters interpreting in all classes and even for everyday conversations.
Notes	The video is also interesting because it shows vocabulary that has several different signs and demonstrates the variations, and in what instances each would be used. Also, the rules for signing numbers are discussed and explained.
How to access the resource	<ul style="list-style-type: none"> • Purchase from Dawn Sign Press; www.dawnsign.com; 1-800-549-5350. Item #9201V. Price is \$39.95.

	<ul style="list-style-type: none"> Borrow from the Deafness Collection at the State Library of Ohio at http://slonet.state.oh.us/
Resource Title	Science/Mathematics Sign Lexicon
Reviewer's Name	Bunny Schimberg
Author(s)	RIT/NTID National Technical Institute of the Deaf funded by the National Science Foundation, Project Director: Harry G. Lang
Publisher	National Technical Institute of the Deaf
Resource Format	Website
Main purpose	Provide field specific, "technical" signs for mathematics/science
Topics covered	Alphabetized list of mathematical terms with sources of references, notes and signs included
Presenter(s)	Variety of models
Summary	This is an attempt to standardize and consolidate a comprehensive list of mathematical and scientific terms/vocabulary in sign. It is an on-going project which is open to any and all professionals involved with using sign language in the field of mathematics and science for their contributions and critiques. Sign movies are also in the making with one prototype already in use for classroom instruction.
Possible uses for an educational interpreter	Excellent resource for educational interpreters to find and/or verify the most widely accepted technical signs related to mathematics (and science).
Notes	For best reception of sign movies, use Quicktime software and Firefox as a browser – both are free on-line downloads.
How to access the resource	http://www.rit.edu/~comets/pages/lexicon/

Resource Title	Signing Naturally - Vista I & II																																		
Reviewer's Name	Patricia A. Howell																																		
Author(s)	Lentz, Mikos, Smith																																		
Publisher	Dawn Sign Press																																		
Publication Year	1992																																		
Resource Format	Vista I - one video and related workbook Vista II - two videos and a related workbook Teachers text and supplemental video are also available Available in VHS or DVD																																		
Main purpose	To teach basic grammar and communication methods in ASL																																		
Topics covered	<p>Many topics are covered in this series, but I focused on only the topics that related to signed numbering systems in Vista I and II for this review.</p> <table border="0"> <tr> <td><u>Vista I Lesson</u></td> <td><u>Presenter</u></td> </tr> <tr> <td>Unit 2 - Number 1 - 10</td> <td>Ron Bennet</td> </tr> <tr> <td>Unit 4 - Numbers 11-20</td> <td>Florita Corey</td> </tr> <tr> <td>Unit 6 - Numbers 21 - 30</td> <td>Brian Rasmus</td> </tr> <tr> <td>Unit 7 - Cardinal and Ordinal Numbers</td> <td>Ken Miklos</td> </tr> <tr> <td>Unit 8 - Multiples of 10 and 11</td> <td>Brian Rasmus</td> </tr> <tr> <td>Unit 9 - Money Numbers</td> <td>Mary Telford</td> </tr> <tr> <td>Unit 10 - Age Numbers</td> <td>Cinnie MacDougall</td> </tr> <tr> <td>Unit 11 - Numbers 67 - 98</td> <td>Brian Rasmus</td> </tr> <tr> <td> Wristwatch Time</td> <td>Ella Mae Lentz</td> </tr> <tr> <td> Calender/Dates</td> <td>Cinnie MacDougall</td> </tr> <tr> <td> <u>Vista Lesson Two</u></td> <td></td> </tr> <tr> <td>Unit 13 - Numbers 101- 109</td> <td></td> </tr> <tr> <td>Unit 14 - Clock Numbers</td> <td></td> </tr> <tr> <td>Unit 15 - Numbers 110-119</td> <td></td> </tr> <tr> <td>Unit 15 - Dates and Address Review</td> <td></td> </tr> <tr> <td>Unit 16 - Money Signs</td> <td></td> </tr> </table>	<u>Vista I Lesson</u>	<u>Presenter</u>	Unit 2 - Number 1 - 10	Ron Bennet	Unit 4 - Numbers 11-20	Florita Corey	Unit 6 - Numbers 21 - 30	Brian Rasmus	Unit 7 - Cardinal and Ordinal Numbers	Ken Miklos	Unit 8 - Multiples of 10 and 11	Brian Rasmus	Unit 9 - Money Numbers	Mary Telford	Unit 10 - Age Numbers	Cinnie MacDougall	Unit 11 - Numbers 67 - 98	Brian Rasmus	Wristwatch Time	Ella Mae Lentz	Calender/Dates	Cinnie MacDougall	 <u>Vista Lesson Two</u>		Unit 13 - Numbers 101- 109		Unit 14 - Clock Numbers		Unit 15 - Numbers 110-119		Unit 15 - Dates and Address Review		Unit 16 - Money Signs	
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	Unit 16 - Review Object and Price Unit 17 - Three Digit Numbers
Presenter(s)	Ella Mae Lentz, Ken Mikos, Cheri Smith, Ben Bahan, Florita Corey, Brian Rasmus, and Mary Telford are some of the ASL models.
Summary	There is a wealth of ASL information presented by Deaf people in this series. Not only the grammar and correct techniques of expression are demonstrated, but insight to Deaf culture is presented as well. Lessons are in short segments with lesson reviews concluding each chapter. More explanation is provided in the companion text.
Possible uses for an educational interpreter	A great way to review the basics of the language. The video tapes are segmented - perfect for interpreters who only have only a few minutes to spare in their busy schedules.
Notes	Prices for a student video and workbook range from \$59.95 to 69.95. DVDs are an additional \$10. They may be purchased directly from the publisher. For ease in locating a particular lesson, I think the cost of the DVD set is worth the higher price.
How to access the resource	<ul style="list-style-type: none"> • Purchase from Dawn Sign Press; www.dawnsign.com; 858-625-0600; info@dawnsign.com • Borrow from the Deafness Collection at the State Library of Ohio at http://slonet.state.oh.us/

Resource Title	Signs for Science and Mathematics: A Resource Book for Teachers and Students
Reviewer's Name	Andrea Lyon
Author(s)	Frank Caccamise and Harry G. Lang
Publisher	RIT/NTID
Publication Year	1995
Resource Format	book
Main purpose	English-based sign vocabulary resource
Topics covered	Math and Science
Summary	A resource for math and science terminology in sign. Black and white sketches of models demonstrate the math signs. Symbol explanation pages are provided to help better understand the movements that go along with the signs. The book is categorized by General Math I, General Math II, Power roots and Shapes, Measurement Systems and Quantities, and lastly, Metric Measurement.
Possible uses for an educational interpreter	Reference guide for sign vocabulary.
Notes	The math section is not as large and extensive as the science portion.
How to access the resource	Rochester Institute of Technology bookstore at http://rit.bncollege.com , (585) 475-2501; 290www@rit.edu . Request item number 000010046. Cost is \$25. Find under the title Technical Signs 10.

Resource Title	Sign Terms for Statistics
Reviewer's Name	Sara Paullin Casto
Author(s)	Anne Marie Baer
Publisher	Signs of Development
Publication Year	2002
Resource Format	CD-Rom or view online
Main purpose	To teach interpreters about sign choices that could be used to represent concepts in basic and intermediate statistics in a conceptually accurate way
Topics covered	Population distribution, graphs and charts, hypothesis testing, correlation and regression, factorial analysis
Presenter(s)	Anne Marie Baer
Summary	Many of the terms used in statistics are common words and have signs associated with these common meanings. But when these signs are used within the context of statistics they do not make sense. Understanding more about the terms used and how to apply classifiers when discussing these terms can help interpreters render a more conceptually accurate interpretation that many deaf consumers can understand more readily.

Possible uses for an educational interpreter	An interpreter for a statistics course could use this resource to learn more about terms used in statistics and see options for how to sign these terms.
Notes	Terms are discussed in ASL by a Deaf individual who has taken several statistics courses. There is no voice-over. The terms are shown in print (along with some visuals) beside the video clips. It is similar to seeing a Deaf person present with an accompanying power point presentation. Individual signs for individual terms are not shown, rather the terms are explained briefly and often multiple ways to talk about the concept using signs and classifiers are shown.
How to access the resource	<ul style="list-style-type: none"> • Purchase from Signs of Development at www.signs-of-development.org. • Borrow or view from the Described and Captioned Media Program: www.dcmp.org, 800-237-6213 v, 800-237-6819 tty, info@dcmp.org. Request item 10290 (CD-Rom) or 27913 (view over web) • Borrow CD-Roms from the Deafness Collection at the State Library of Ohio at http://slonet.state.oh.us/

Resource Title	Technical Signs: Mathematics
Reviewer's Name	Erin Neale
Publication Year	1981
Resource Format	VHS Cassette
Main purpose	Math technical vocabulary and signs
Topics covered	General Math 1 and 2; Arithmetic Processes; Graphical Terms and Fields of Study; Powers, Roots, and Shapes.
Presenter(s)	Paul Peterson & William Newell. Then men are both hearing and they sign and voice at the same time.
Summary	The presenter comes on the screen and introduces himself and tells of the topic. They say that the reason for this videotape is to let the viewer sign the words as the presenter signs them. After about 8 signs the presenter stops and reviews all of the previous signs from that subject. When they are done with each topic, they review all of the vocabulary from each topic.
Possible uses for an educational interpreter	Interpreters can become familiar with many general math terms and signs within the topic before going to an interpreting assignment related to math.
Notes	It can be confusing when the presenters are finished with a topic because there is a long pause in between the segments. If you don't look at the title careful enough, you may stop the tape before they are done reviewing the signs for other lessons.
How to access the resource	Borrow from the Described and Captioned Media Program: www.dcmp.org , 800-237-6213 v, 800-237-6819 tty, info@dcmp.org . Request item 4396.

Resource Title	Vocabulary Builders in Sign Language: Math
Reviewer's Name	Jennifer Duckworth
Publisher	Jackson State University
Publication Year	2003
Resource Format	CD-Rom, VHS tape, or online video streaming
Main purpose	To build vocabulary skills in the area of math
Topics covered	Basic math signs used for: General Math Measurement systems Algebra Properties Geometry
Presenter(s)	Kayleen (Deaf Teacher)
Summary	The Deaf presenter signs a variety of basic math vocabulary words in alphabetical order two times each at a comfortable pace.
Possible uses for an educational interpreter	The CD is an excellent tool to use for vocabulary building and review of basic math signs. It allows you to see each sign production twice for comprehension and practice. This would be a good CD to shadow for reinforcement of signs. Because the CD is voiced an interpreter could look away from the TV and practice signing, then review to make sure sign production is correct.

Notes	The CD is voiced and also captioned. Presenter uses ASL conceptual signs and some English based signs.
How to access the resource	Borrow from the Described and Captioned Media Program: www.dcmp.org , 800-237-6213 v, 800-237-6819 tty, info@dcmp.org . Request item 0806 (CD-Rom) or 9882 (VHS).

Math Class Practice Materials

Resource Title	Free Math Help
Reviewer's Name	Cathy Harper
Author(s)	Ted Wilcox
Resource Format	Website
Main purpose	To assist students with math homework.
Topics covered	Algebra, Geometry, Trigonometry, Calculus
Summary	<p>This website was setup June 2002 by college student Ted Wilcox to help other students with the concepts of Algebra, Geometry, Trigonometry, and Calculus. He also offers tutoring services online.</p> <p>This site is a fun and interactive website. The six main sections are: Math lessons, glossary, graphing tool, message board, worksheets and games.</p> <ul style="list-style-type: none"> • The math lessons are in two formats, text, and video. The text format gives detailed information with diagrams. The video format is presented with voice and automation. You hear a voice giving instruction at the same time a pencil is drawing the diagrams on a sheet of paper like in a notebook. The presentation can be paused at any time to copy notes or take in the information you just heard and saw. It is colorful and very pleasing to the eye. The lessons are presented simply and without a lot of technical jargon. • The glossary is listed a-z. You just click on the letter and it will take you to a list of words in alphabetical order. The definitions are stated simply and clearly. • The graphing tool allows you to test your equations by typing them in the calculator. It will graph the line for you and the graph can be manipulated to see all four quadrants of the graph. • The message board is where you can post a message asking for help with your homework. Directions are given on how to post messages and upload images. • The worksheet generator allows you to create your own worksheets in addition, subtraction, multiplication, division, solving linear equations, and using area formulas. You can choose the level of difficulty; easy, medium, or hard. • There are three new math games to help you practice your arithmetic, multiplication, and subtraction. You have to beat the timer by trying to add, subtract, and multiply as fast as possible. This helps develop speed with mental math. Ted also gives links to game websites that he thinks are helpful and educational.
Possible uses for an educational interpreter	This would be a good website to quickly find definitions for math terminology. The text and video lessons give clear explanations of the topics. The video lessons can also be used to practice interpreting a lesson. It gives great visuals that help in understanding the concept and will help you conceptualize exactly what is being talked about. Also the video lessons can be paused at any time and be repeated as often as you need to hear and see the lesson.
Notes	This website offers links to other math websites that may be helpful.
How to access the resource	www.freemathhelp.com

Resource Title	Interpreting in the Math Classroom: Operations with Polynomials
Reviewer's Name	Deb Ritchie
Publisher	Interpreter Training Project, Johnson County Community College
Resource Format	Video
Main purpose	Interpreter training and practice opportunities

Topics covered	Sign-to-Voice, Voice-to-Sign, and an interactive portion
Presenter(s)	Chris Kurz – Teaching in ASL Carolyn Neptune – Teaching in English
Summary	This presentation is enjoyable and interesting. Chris Kurz teaches Addition and Subtraction of Polynomials with the use of an overhead. Two different methods of solving are shown. He also demonstrates how to find the area of a small rectangle inside of larger one. Carolyn Neptune teaches Multiplication of Polynomials. During the interactive portion Chris and Carolyn discuss their teaching style and their thought behind it. This video makes it easy for the viewer to obtain a clear understanding of polynomials. Both presenters are excellent to understand and follow.
Possible uses for an educational interpreter	<ul style="list-style-type: none"> • Watch, learn and rewind, then try yourself. • Interpret cold • Video tape yourself interpreting • Work with a partner
Notes	I was able to go to this website and download and save the video on my computer for easy access.
How to access the resource	Go to this link: http://maple.cybertoolsforlibraries.com/cgi-bin/CyberHTML?NCRTMHO Then do a search for: Interpreting Math. You will be able to scroll down to a link that says "Click here to access video"

Resource Title	Math-Videos-Online
Reviewer's Name	Robert Drake
Author(s)	Doina Popovici
Publication Year	2007
Resource Format	Website
Main purpose	To provide a variety of online resources to assist students such as learning various math concepts as well as reviews, quizzes and homework help, to assist teachers in lesson planning by providing sample plans, printable worksheets, activities, benchmark testing, links etc.
Topics covered	Algebra, Geometry, Probability, various computer applications relative to math and teaching math
Summary	The site targets students, teachers, and parents and tries to be as interactive as possible. There are interactive games for review, practice quizzes, benchmark tests for teachers as well as the video lessons which are done graphically.
Possible uses for an educational interpreter	Of most use will be the video lessons. They can serve as source material for practicing interpretations of various math concepts. The lessons are of short duration, less than 5 minutes. Other links are useful in order to understand concepts that will come up in math classes.
Notes	The site has a somewhat limited number of videos. Most of them are Algebra videos
How to access the resource	http://www.math-videos-online.com/index.html is the address of the home page

Resource Title	Mirrored Math: Five Parallel Mathematics Lessons in American Sign Language and English
Reviewer's Name	Sara Paullin Casto
Author(s)	Doug Bowen-Bailey, Steven Fuerst & Harv Schuldt
Publisher	College of St. Catherine & SLICES
Publication Year	2002
Resource Format	CD-Rom
Main purpose	Practice materials for interpreters for interpreting in math classes
Topics covered	The same lessons are taught by both the Deaf instructor and the hearing instructor on: <ul style="list-style-type: none"> • Perimeter, area & volume • Number lines & comparing numbers • Translating English to algebra • Multiplying rational expressions (Fractions) • Performing operations with square roots

Presenter(s)	Steven Fuerst (Deaf teacher) Harv Schuldt (hearing teacher)
Summary	The Deaf teacher and hearing teacher each teach from the same lesson plan as if they are in a classroom with students.
Possible uses for an educational interpreter	The CD-Rom provides some ideas for strategies for use including viewing and analyzing the parallel lessons, practicing interpreting from English to ASL, and practicing interpreting from ASL to English. Interpreters could also shadow the Deaf instructor's use of ASL, analyze the content of the lessons, and learn ASL vocabulary and usage for math concepts in context.
Notes	<ul style="list-style-type: none"> • A lesson plan is available in written English for each lesson. • There is no interpretation provided for either the Deaf or hearing instructor. • Viewing this CD-Rom requires two free programs to be installed on your computer – Adobe Acrobat Reader and QuickTime.
How to access the resource	<ul style="list-style-type: none"> • The CD-Rom can be purchased for \$10 (including shipping). See the Digiterp Communications website at www.digiterp.com or contact Tasha Honkola from the Northeast Service Cooperative at thonkola@nesc.k12.mn.us or 218.741.0750, ext 105. • Borrow this CD-Rom from the Deafness Collection at the State Library of Ohio at http://slonet.state.oh.us/

Resource Title	Muchomath
Reviewer's Name	Rachel Leffel
Publication Year	2007
Resource Format	Online videos
Main purpose	Present assimilated math class scenarios with teacher and student. Material is presented clearly in a step-by-step pace. Two of the scenarios include an ASL interpretation.
Topics covered	A plethora of math topics from middle school to high school lessons.
Presenter(s)	Teacher: Charlie Interpreters: Sarah Jeffers and Jim Brewington
Summary	Classroom scenarios presented by teacher and student for clarification of middle school and high school mathematic topics with visuals, descriptions, and some ASL interpretation.
Possible uses for an educational interpreter	<ul style="list-style-type: none"> • Glean a clearer understanding of subject matter to better interpret in the classroom. • Practice Interpreting classroom math lessons. • View an interpreter in the classroom setting to get a better feel for the signs and meaning of the subject matter.
Notes	This was put out to educate with subtle entertainment. It is done in a way to appeal to the audiences of students, teachers, and interpreters.
How to access the resource	http://www.teachertube.com/search_result.php?search_id=muchomath

Resource Title	PBS TeacherSource Mathline
Reviewer's Name	Dawn Meigs
Publisher	Public Broadcasting Service
Resource Format	Online videostreaming
Main purpose	To show teachers a variety of lesson plans and video clips relating to different math topics and concepts.
Topics covered	Math concepts for pre-K to 12 include such as algebra, numbers, story problems, geometry, measurement, and many other math topics
Summary	This is a good website to go on and see how different teachers use different teaching styles related to math. There is a wealth of different math topics for teachers and interpreters to browse through. Teachers can also match the video clip to state and national standards.
Possible uses for an educational interpreter	<ul style="list-style-type: none"> • Practice signing different lessons in math. Video clips are live footage from the classroom so there is interaction between teachers and students. There is some voice over and discussion about what the teacher is doing, but most of the video is footage in a live math classroom with children. • View lesson plans to see what will be discussed and decide if you want to watch and practice the lesson • View different teachers using a variety of teaching styles in different grade levels

Notes	You can also jump ahead in the clip, get help with the video, and choose which clip you want to view.
How to access the resource	www.pbs.org/teachers/mathline/lessonplans/search_k-2.shtm

Research and Teaching Strategies for Mathematics with Deaf Students

Resource Title	Mathematics and Deaf Children: An Exploration of Barriers to Success
Reviewer's Name	Genevieve Beller
Author(s)	Ruth Swanwick, Anne Oddy, Tom Roper, The School of Education, University of Leeds
Journal	Deafness and Education International
Publisher	Whurr Publishers Ltd
Publication Year	2005
Resource Format	Journal
Main purpose	Research exploring barriers to success for deaf math learners
Topics covered	<p>Consistent evidence from research studies between 1980 and 2000 indicates that Deaf children lag behind hearing peers (by 2 to 3.5 years) in mathematics. This study seeks to explore the reasons for this persistent underachievement by focusing on results from the National Mathematics tests taken in the UK by all 14 year olds.</p> <p>The study analyzed a sample of test papers with the aim of identifying ways in which deaf and hearing responses to the test items differed and possible explanations for these differences in terms of access to the mathematics teaching, assessment and curriculum provision. Findings from the project led to preliminary conclusions regarding the range of national test entry levels for deaf pupils, the types of linguistic issues they encounter, the learning strengths they demonstrate and their experience of mathematics curriculum provision. The concluding analysis raises significant questions about deaf pupils' access to mathematics educational provision and more specifically about the deaf experience of mathematics learning and how they perceive themselves as mathematicians.</p>
Summary	<p>The research goal was to identify ways in which deaf and hearing students responses to test items differ and possible explanations in terms of access to the mathematics teaching and curriculum provision.</p> <ul style="list-style-type: none"> • Deaf students lag behind their peers by 2 to 3.5 years. • The relationship between lack of math attainment and hearing loss is weak. • ASL is a visual language; it should partner w/size, location and space. • Mainstream deaf students perform better than those in special schools. • Deafness disrupts incidental learning during preschool period resulting in delayed development. • Hearing students transfer spoken speech to inner speech, unclear what strategies deaf students use.
Possible uses for an educational interpreter	<p>Awareness of the concepts Deaf learners found as areas of difficult in math language:</p> <ul style="list-style-type: none"> • Connectives – if, because • Specialized words – hypotenuse, denominator • Conditionals – if, then • Comparatives – greater than, the most • Negatives – not, without • Inferenceals – should, could, because, since • Low information pronouns – it, something • Length of passages – reliance of connectives • Words that have different meaning in math – difference, factor, products • Others - “more than,” “less than,” “how many more”
Notes	Names and Moreno (2002) focuses on a successful intervention program to teach core math concepts. This was a research resource mentioned in the article.
How to access the resource	<p>Summary of article: http://www.ntid.rit.edu/terpref/display.cfm?RID=14042</p> <p>To order a copy of the article, send your postal address and email address to: Jonathan Millis, jjmedr@rit.edu, 585-475-6823 (v/tty)</p>

Resource Title	Math in Motion: Origami Math for Students Who Are Deaf and Hard-of-Hearing
Reviewer's Name	Patte Bettis-Eddie
Author(s)	Kaili Chen
Publisher	Oxford University Press
Publication Year	2006
Resource Format	Journal
Main purpose	To illustrate how <i>Math Origami</i> activities help deaf and hard-of-hearing students understand mathematical concepts better, and most of all, motivate them and increase their math skills.
Topics covered	Why use <i>Math Origami</i> for Deaf and Hard-of-Hearing students and Teaching Strategies and Accommodations for Deaf and Hard-of-Hearing Students
Summary	This article aims to provide an overview of the use of origami in teaching mathematics to deaf and hard-of-hearing students.
Possible uses for an educational interpreter	In tutoring situations in an elementary academic setting or with students with multiple disabilities
Notes	Great resource on differential learning methods cultural diversity
How to access the resource	View complete article online for free: http://jdsde.oxfordjournals.org/cgi/reprint/enj019v1 <i>Journal of Deaf Studies and Deaf Education</i> Spring 2006; 11 262-266

Resource Title	Problem-Solving for Deaf Students: Developing Skills in the Mathematics & Science Classroom
Reviewer's Name	Nancy Shipley
Author(s)	Dr. Harry G Lang & Rachel C Lewis
Resource Format	PowerPoint presentation available online
Main purpose	To understand the process of solving problems. This site gives sources to get information, such as, "Best Practices in Mathematics, Enhanced Literature Review".
Topics covered	Math and science
Summary	Places you can go to find information detailing research done with problem solving with deaf students.
Possible uses for an educational interpreter	To understand the process of teachers teaching math problems so interpreting would be more effective. If we, as interpreters, understand the misconceptions regarding teaching mathematics and the problem solving strategies, we can be a better team member with the teacher.
How to access the resource	www.deafed.net/contentresources/science/problemsolving.ppt (You need to have PowerPoint installed on your computer to view).

Resource Title	Reviews of Research on Deaf Students in Mathematics
Reviewer's Name	Kay Thompson
Author(s)	Heather Maltzan, reviewer
Resource Format	Website
Main purpose	Reviews of seven research studies related to Deaf students and mathematics.
Topics covered	Ways to help students understand problems in relation to state standards, math vocabulary, semantics, interpretation, strategies, reading comprehension, pictographic set-up, conceptualization of fractions, and processes
Summary	Implications of research: <ul style="list-style-type: none"> • Teachers and administrators should become more aware of math national standards and work together to improve math programs. • Students should think strategically before attempting to solve problems, demonstrate more than one strategy by voicing or signing out loud, use peer observers, write out strategies for each problem. • Place emphasis on reading comprehension and semantic understanding of problems with a pictograph set-up for grades K-4.

	<ul style="list-style-type: none"> • Ability to communicate and conceptual understanding reasoning ability are critical when understanding fractions. Use manipulatives, verbal, pictorial, symbolic modes. Ensure students can translate and make connections between sign language, English, and the language of mathematics. • Vocabulary should be taught, used in context. Ask questions about problems to learn math on a deeper level. • More emphasis on vocabulary and vocabulary comprehension in math and language arts, ie. written, symbol, examples, conceptually based activities proper sign, correct fingerspelling. Language arts incorporated into math classes such as journal entries on how to multiply. Learning logs, cooperative learning and small groups suggested. • One type of problem introduced at a time, when master that one, move on to another type. • Use various methods to maintain interest: pictures, videos, dittos with space for pictures, write your own problems, drawing sets, visualizing, pantomiming the action so students move from concrete manipulatives to abstract representations in problems. • The greatest amount of variance comes from the absence or presence of teachers who are subject area specialists and who have more teaching experience. • It is suggested expectations must be raised for nonintegrated students, more demanding content taught, more homework given
Possible uses for an educational interpreter	Use some of the processes suggested, particularly during consecutive interpreting. Various methods are given and could be incorporated into conceptual sign.
Notes (e.g. other information of note)	Findings of one study found students achieved higher grades with parental involvement, a subject specialist in the room, an experienced teacher, and in an integrated classroom with more homework and more demanding content. Most self-contained class rooms had teachers who did not have high expectations for their students, and had no math specialist.
How to access the resource	http://www.rit.edu/%7Ecomets/pages/workshops/researchreviews.html

Resource Title	Strategies for Teaching Math to Deaf/Hard of Hearing Students
Reviewer's Name	Cheryl McDaniel
Author(s)	Research compiled by Erin Glading, Christina Holston, Mandy Konopka and Suzanne Maglio.
Resource Format	Website
Main purpose	Summary of basic strategies to enhance the learning of Deaf/HH students based on research
Topics covered	Strategies for students and strategies for teachers
Summary	This website gives information on strategies for both students and teachers to use while working on math skills. It also has interactive lesson plans one can use to introduce math concepts.
Possible uses for an educational interpreter	Though some of this information is basic, it can refresh us as to different strategies to use to enhance the educational process. It also has lesson plans that could be used to aid us in possible ways the lessons may be presented.
How to access the resource	http://deafed.department.tcnj.edu/math

Understanding Math Concepts

See **Free Math Help** under Math Class Practice Materials

Resource Title	Ask Dr. Math
Reviewer's Name	Sheryl Killen
Resource Format	website
Main purpose	To answer and explain in detail a specific question about math

Topics covered	Math is organized by grade level (Elementary, Middle, High School, and College+) with math sub topics (Algebra, Geometry) listed according to the level where it is taught.
Summary	This site is easy to navigate. If you have any question related to math, submit a question or review the archives of previous questions for a detailed answer. The site also provides a keyword search option that will take you directly to the concept you are looking for.
Possible uses for an educational interpreter	This website is a great way to access a specific concept before or after it is taught. I recommend that it be used as a supplement to the math class curriculum.
Notes	Although this is a website, the information needed can be printed and reviewed without the need for a computer. Submission of a question may not be answered within the time that you need it. However, the math archives are thorough with previously asked questions that should provide answers quickly.
How to access the resource	http://www.mathforum.org/dr.math/

Resource Title	Bagatrix Math Glossary
Resource Format	Website
Main purpose	Brief definitions of math terms
How to access the resource	http://www.bagatrix.com/glossary/math_glossary_a.htm

Resource Title	Basic Math: Fractions
Reviewer's Name	Anne Smith
Author(s)	Producers: Chip Paucek, James Rena, Lara D. Hopewell, Paul Crapol
Publisher	The Standard Deviant www.standarddeviant.com
Publication Year	2001 Cerebellum Corporation
Resource Format	VHS or DVD
Main purpose	To break down how to handle fractions in a relaxed manner
Topics covered	Numerator/denominator reducing fractions
Presenter(s)	Young adults talking in English with the text closed captioned
Summary	The DVD uses young people to break down the functions of fractions. They use bright colors and words highlighted to make the point clear. The use of different locations also helps to make the point.
Possible uses for an educational interpreter	This would be useful for interpreters in the fact that the more comfortable they are with the language of fractions, and how to break them down, the easier it will be to interpret.
How to access the resource	Borrow from the Described and Captioned Media Program: www.dcmp.org , 800-237-6213 v, 800-237-6819 tty, info@dcmp.org . Request item 10138 (VHS) or 11666 (DVD).

Resource Title	Deaf Prep Program: Mathematics Curriculum
Reviewer's Name	Tracey Blake
Author(s)	Paula George
Publisher	Pikes Peak Community College
Resource Format	Workbook
Main purpose	Remedial mathematics curriculum for deaf community college students
Topics covered	Counting, numbering, ordering, number lines, estimating and rounding, addition, subtraction, multiplication, division, order of operations, time, temperature, word problems, fractions, prime and composite numbers , exponents and roots, parts of a whole, mixed numbers, measurements, decimal notation, fractions to decimals, money, and percents.
Summary	With the objective of improving results for students who are deaf, this publication was designed to eliminate confusion through a process of consistency and predictability; therefore, all lessons in this curriculum follow the same pattern. The topics are divided amongst lessons that include introduction of topic with a brief explanation, a review of previous topics that will resurface, and an in-depth explanation accompanied by a demonstration of the explained procedures as well as some suggestions for various steps.

Possible uses for an educational interpreter	This curriculum has examples of all former mentioned math topics and can be used as a preparation guide. It can also be used as a lesson plan for those that have a dual role as tutors or can be a shared resource with other educators.
How to access the resource	View online http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/65/61.pdf

Resource Title	Factoring is Fantastic: Part two - - Quadratic Trinomials
Reviewer's Name	Rebekah Cole
Publication Year	2002
Resource Format	VHS tape
Main purpose	To build technical math concepts
Topics covered	Quadratic trinomial and binomial expressions, Foil Method, Negative factors, and how to solve an expression when there is no middle term
Presenter(s)	The presenter is hearing and presents lessons that have clear and vivid examples of factoring methods
Summary	He explains what a quadratic expression is. How it can be factored, or separated into its parts. He provides a step by step approach using the process of factoring quadratic trinomials and using the FOIL method to check results. Includes negative numbers, test problems and a review.
Possible uses for an educational interpreter	This resource provides clear and vivid explanations about factoring with a step by step approach. It will increase interpreters' knowledge of math concepts relating to factoring.
Notes	The video provides many ways to apply factoring with different activities. This is one of many resources to learn more about math concepts available from the Captioned Media Program.
How to access the resource	Borrow from the Described and Captioned Media Program: www.dcmp.org , 800-237-6213 v, 800-237-6819 tty, info@dcmp.org . Videos in this series include Algebra:Quadratic equations #9748, Algebra:The quadratic formula #9751, Factoring is Fantastic:Part One- common Factors #9931 and Quadratics: Factoring quadratics #3404.

Resource Title	Harcourt Multimedia Math Glossary
Resource Format	Website
Main purpose	Word or picture definitions of K-8 math terms
How to access the resource	http://www.hbschool.com/glossary/math_advantage/glossary1.html

Resource Title	Let's Do Math Tools and Things
Reviewer's Name	Amy Gerten
Author(s)	Ronald Fitzgerald, James Garvock, Dave Robinson
Publisher	MathResources Inc. (www.mathresources.com)
Publication Year	2000
Resource Format	CD-Rom
Main purpose	Math Vocabulary Builder/Graphing Calculator
Topics covered	Math curriculum from grades 4 – 12
Summary	Has over 1,000 math terms with definitions. The terms are listed in alphabetical order. If you would like to narrow down the number of terms you would like to look at, they are also organized into topics such as algebra, geometry, trigonometry, etc. Each term has its own screen and many of the terms have examples, graphics and interactive tools. Some screens also include additional information and sample problems that you can do to help you understand the concept.
Possible uses for an educational interpreter	This CD-Rom provides definitions for math vocabulary that an interpreter would encounter in a math class, thus making it a good resource for an interpreter to use to enable them to become familiar with and understand the math concepts they would be interpreting. It also includes an on screen graphing calculator that can be used to familiarize the interpreter with graphing calculators.

Notes	This CD comes with a 2 nd CD that contains the lesson guide manual. The lesson guide is also available online. The CD includes a metric and US system of measurement. When you install the program you chose which you want. The CD does not include is a sign for each term.
How to access the resource	Borrow from the Described and Captioned Media Program: www.dcmp.org , 800-237-6213 v, 800-237-6819 tty, info@dcmp.org . Request item 9280.

Resource Title	National Library of Visual Manipulatives
Resource Format	Website
Main purpose	Library of interactive, web-based virtual manipulatives and concept tutorials for different levels of K-12 mathematics
How to access the resource	http://nlvm.usu.edu/en/nav/vlibrary.html

Resource Title	Online Graphing Calculator
Resource Format	Website
Main purpose	Virtual graphing calculator
How to access the resource	http://my.hrw.com/math06_07/nsmedia/tools/Graph_Calculator/graphCalc.html