PRODUCT GRID FOR MATHEMATICS

	MODALITIES			
	V	O/A	W	K
acrostic	•		•	
bio poem			•	
bulletin board	•		•	•
center (student made)	•	•	•	•
chart/poster	•		•	
children's story (illustrated)	•		•	
collage	•			•
content puzzles	•		•	•
demonstration	•	•	•	•
diagram (labeled)	•		•	
encyclopedia entry			•	
error analysis	•		•	
flow chart	•		•	
game	•	•	•	•
glossary			•	
graph	•		•	
jigsaw puzzle	•			•
learning log			•	
letter (math process)	•		•	
list			•	
math tracks	•		•	•
metaphor or simile	•	•	•	
model	•			•
number challenge	•	•	•	•
number line	•		•	•
oral report/informative speech	•	•	•	•
patterns	•		•	•
questionnaire (data graphed)		•	•	
rap		•		•
recipe			•	
reverse crossword puzzle	•		•	
riddle		•	•	
scavenger hunt	•		•	•
song (original)		•	•	
story problem (original)	•		•	
survey (with data graphed)	•		•	
test (original)	•	•	•	
time line	•		•	
Venn diagram	•		•	
written report			•	

Kingore, B. (2007). *Assessment,* 4th ed. Austin, TX: Professional Associates Publishing.

PRODUCT EXAMPLES FOR MATHEMATICS

Examples of potential products

- ACROSTIC–Use a concept or topic word, such as *division* or *factorials.* Students brainstorm and write for each letter a significant word, phrase, or sentence related to the topic that begins with that letter.
- BIO POEM–Students create a bio poem for *integer.*
- BULLETIN BOARD–Create a bulletin board for students to post mathematical applications, such as: *Ways to Make 78,* or *Examples of Geometry in Architecture.*
- CENTER (STUDENT MADE)–Students use tangrams to create the ten digits and all the letters of the alphabet.
- CHILDREN'S STORY (ILLUSTRATED)–Students write and illustrate a story to explain a math concept. As examples, read Cindy Neuschwander's Sir Cumference series.*
- COLLAGE–Small groups of students organize collages showing fractions in daily life.
- CONTENT PUZZLES–Students write math facts on a simple graphic outline and cut it into ten to fifteen puzzle pieces for others to put back together by correctly matching the problem and the solution.
- DEMONSTRATION–Students use manipulatives to demonstrate multiplication to a younger student.
- ERROR ANALYSIS–Students analyze a problem that is flawed, writing what is wrong and how to correct it.
- FLOW CHART–Students draw and label a flow chart that illustrates how to apply a specific math strategy or geometric proof.
- GAME–Students create a stock market game or math fact rodeo for others to play.
- LETTER (MATH PROCESS)–Students complete one math problem and then write a letter to someone explaining step-by-step how they completed that problem.
- MATH TRACKS–Students draw a long track on a paper and then write one number at the beginning of the track and a different number at the end. Starting at the first number, they use any appropriate operations (as simple as addition or complex as algebra) to create a continuous equation that concludes with the number at the end of the track.
- METAPHOR OR SIMILE–Students express a mathematical concept through a metaphor or simile, such as: *Addition is like compound words, and subtraction is like contractions.*
- NUMBER CHALLENGE–Set a challenge number for pairs of students to reach using dice and any appropriate math operation or formula (as simple as addition or complex as algebra).
- QUESTIONNAIRE–Students conduct questionnaires asking adults how math is needed in their jobs, and graph the results.
- REVERSE CROSSWORD PUZZLE–Provide the completed puzzle grid of numbers. Students write the math facts that resulted in those numbers.
- RIDDLE–Students develop simple or more complex riddles, such as: *I am an odd number larger than six and smaller than the square root of eighty-one.*
- SCAVENGER HUNT–Provide a list of math terms for students to find examples in the real world. Students then compare and discuss their findings.
- TEST (ORIGINAL)–Instead of taking a test, students write the test items for the math process or concept of study.
- WRITTEN REPORT–Students write: 1. A report about the authentic applications of a polygon; 2. A report regarding how and why different traffic and information signs are specific polygons; or 3. A report relating how geometry applies to baseball or some other sport.

* Neuschwander, C. (1997). Sir Cumference and the first round table. (1999). Sir Cumference and the dragon of pi. (2002). Sir Cumference and the great knight of angleland. (2003). Sir Cumference and the sword in the cone. (2006). Sir Cumference and the Isle of Immeter. Watertown, MA: Charlesbridge.