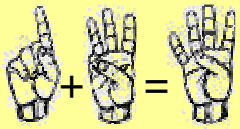
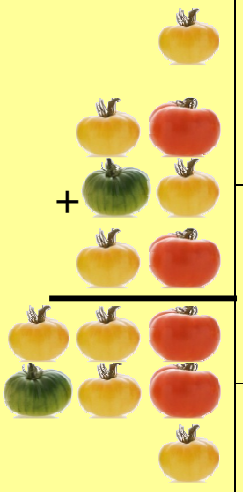
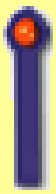
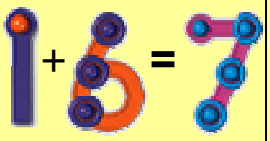
# Touch Math

| Problem | ASL Sign | Value | Dot / Tap | Numeral | Solution |
|---|---|---|---|---|---|
| Many students use counting fingers as a method for simple math. However, students who use American Sign Language will almost always get a different or incorrect answer.<br><br>Example:<br>1+6=*How Many?*<br><br>**ASL Finger count**<br>  <br>1 + 6 = 4<br><br>**Using Objects**<br>  <br><br>The problem is ASL numbers *represent* a number but do not *physically amount* to that number, creating much confusion for those who use ASL versus counting on 10 fingers. | | |  | 1 | Each number 1 - 9 has **TouchPoints** corresponding to the digit's **quantity**:<br><br>**1 - 5** use single TouchPoints, or dots. **6 - 9** use double TouchPoints, a dot inside of a circle.<br><br>Students touch single dots once, double dots twice, and each while counting aloud.<br><br>By touching the TouchPoints and counting aloud, the *visual* learner, the *auditory* learner and the *kinesthetic* learner are each engaged.<br><br>In TouchMath addition, students count forward. In subtraction, they count backward.<br><br>Example:<br>1+6=*How Many?*<br>  <br><br>Students touch, count, and repeat the problems and answers aloud to ensure success. |
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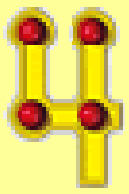
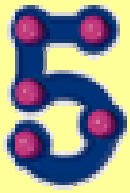
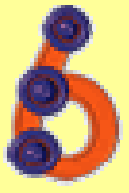
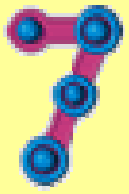
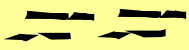
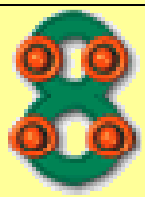
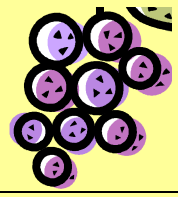
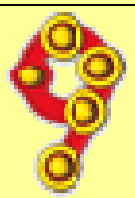
| |  | |  | 4 | |
| |  | |  | 5 | |
| |  | |  | 6 | |
| |  | |  | 7 | |
| |  |  |  | 8 | |
| |  |  |  | 9 | |