



Tiggly in the Classroom: Brief **Case Studies** from across the country

Tiggly Math & Shapes was used once a day in a Michigan classroom during a semester of Kindergarten to support the standard curriculum with focus on numeration and shape identification.

OUTCOME:

The students interest in math had clearly increased. They started to generalize math language and develop social skills, which helped increase their skill set.

“One of the biggest surprises for me was seeing the joy and social interaction when students were discussing counting and shapes. It had an amazing impact of their conversational skills.” - Kristin Novera



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Tiggly Shapes & Words were used in centers multiple times a day in an Alabama classroom during a semester at 1st & 2nd grades, to support different areas of the curriculum, multiple times a day

OUTCOME:

While the teacher expected her lower achieving students to benefit the most, to her surprise her higher 2nd graders also put a lot of thought into what they were doing and showed advances in literacy.

“What took me by surprise was how their writing was more detailed when they were writing about a picture or story they created with Tiggly. It really encouraged them to think about creativity.” - Kim Broahead



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Tiggly Shapes & Words were used 3 to 4 times a week in a Florida classroom during a semester with ELL students, to reinforce standard curriculum for supporting and reinforcing concepts in the text.

OUTCOME:

According to the teacher, by the end of the semester, students were comprehending literacy concepts that are usually very difficult to grasp. She was also pleased to witness the drive and enthusiasm students developed when attempting to learn new concepts.

“Along with learning literacy concepts, I saw the confidence of my ELL students increase. They were raising their hands confidently to participate. That is always the biggest struggle with this population -- participation & confidence.” - Yini Schreiber