COLLEGE OF CHARLESTON
EDEE 366-01: Teaching Mathematics Grades 2-8
Friday, 9:00-11:45am, ECTR 215
Fall 2012

Instructor: Terri S. Siders, Ph.D.
Email: Siderst@cofc.edu
Office: School of Education, Health, and Human Performance, Room 314
Office Hours: Wednesday, 11:00am-11:30am; Friday, 8:00am - 8:30am; or by appointment
Email Hours: Mon: Latest check and response 4 pm

Course Description:
This course focuses on the knowledge, dispositions, and performances necessary for quality early childhood mathematics education. Emphasis is on developmentally appropriate instructional strategies linked to the Grades 2-8 content and process standards. Active learning, lesson planning, ongoing and worthwhile assessment, and informed teacher decision-making are major components.

Required Text:

Recommended Text:
- Used copies available online for about $3.00 (good resource, but not drawn on in class)

- Available online at www.nctm.org

Class Supplies:
South Carolina Mathematics Standards 2-8 (online: www.myscschools.com; click educators; standards online; math standards)

Familiarity with the Common Core Standards for mathematics 2-8 (online http://www.corestandards.org/the-standards/mathematics)

Familiarity with the NCTM Standards (both process and content) for 2-8 (online http://nctm.org/standards)

Course Requirements:
Demonstration of SOE Dispositions
Examples of how dispositions are evident are provided in italics.
- Belief that all students can learn, participation and attitudes expressed about students and learning
- Value and respect for individual differences, interactions in class discussions and participation in group work
- Value of positive human interactions, participation in class and in group work
- Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas, participation in class and group discussions and performance on assessments
- Dedication to inquiry, reflection, and self-assessment, participation in class and group discussions; performance on assessments (especially the reading and course reflections assignments)
- Value of collaborative and cooperative work, thoughtful, constructive critiques of others’ work, participation in class activities
- Sensitivity toward community and cultural contexts, participation in class and group discussions, tolerating, discussing, and respectfully listening to differing points of views
Engagement in responsible and ethical practice, *performance on assessments, class attendance, and participation in group activities*

Development of professional mastery over time, *performance over time in writing, thinking, and expression of knowledge*

**Utilization of Computer Applications** (Available in the CofC managed computer labs located in JC Long, Library, and other campus sites. If unfamiliar with these applications, set up a time for tutoring with me.)

- Internet
- Word processing
- OAKS

**Completion of all assigned readings and assignments ON TIME.**
See Course Assignments below for detailed descriptions.

**Responsibility for ALL course content**
Including lecture, text, outside reading, handouts, research, etc.

**Responsibility for keeping up with grades and attendance**
If you miss a class, ask a classmate for the missed assignments and notes.

**Course Assignments:**
Due dates for course assignments, as well as scheduled exams, are listed on the tentative daily schedule at the end of the syllabus. Any changes will be announced in class or posted on OAKs. All assignments must be turned in during the class on the date due. If, for medical or serious personal reasons, an assignment is late, the instructor should be informed of the reasons. Otherwise, *each late course assignment – excluding classwork assignments and journal entries - will receive a FIVE-PERCENT deduction per day that it is late. Classwork assignments and journal entries will not be accepted late. DO NOT give assignments to School of Education personnel. Assignments will NOT be accepted via email (unless specified explicitly).*

All assignments must be typed and follow APA style guidelines, unless otherwise specified.

**WWW Lesson Plan**
TCs will choose a website that has value for teaching mathematics. TCs will have 5 minutes to tell about their site using the classroom computer. The purpose of this project is to integrate technology (in this case the World Wide Web) into the development of worthwhile tasks for teaching mathematics.

Specifically, TCs are to construct one lesson based on one WWW site. The resource sites can be sites with data and/or other information that are useful for developing a lesson, or they can be sites that contain actual interactive activities. Given that TCs will be assessed on the quality of their lessons rather than where they came from, TCs likely will need to adapt what is found to make sure the quality of the tasks meet the following criteria:

1. **Provide a paragraph description of why the WWW resource was selected. Tell how the lesson will fit into a larger unit.** For example, TCs may be using weather data to form graphs that are part of a larger unit on graphing skills. TCs would specify some of the graphing skills that had already been taught and how the WWW-based lessons build on those skills.

2. **Provide a lesson plan that is standards based.** TCs’ lessons should reflect the characteristics of effective lessons outlined in class. TCs must choose a grade level from PK-3 and can assume that students have access to the web either in the school library or their classroom.

**Presentation & Hard copy Due: 9/21/12 (Posted to OAKS by the beginning of class)**
Rubric and lesson-plan template on OAKS
Literature Contribution/Book Bag Activity

A wealth of children’s literature exists that illustrates mathematical concepts. TCs will select and bring to class three books that may be used to supplement mathematics instruction. TCs will provide classmates with a half-page summary for each book including the title, author, publisher, a synopsis, SC standard, CC standard, picture of cover of book, and ideas for when and how each book might be used to teach mathematical concepts.

Additionally, TCs select one book and align it with a SC & CC mathematics standard. Develop and write up ONE activity that will be sent home for students or parents to do with their child along with a children’s literature book.

The book bag will need to include the following parts:
1. A bag/briefcase to put all of the materials needed to complete the activity
2. A children’s literature book related to math content and standard (it can be one of the three already described)
3. A parent letter explaining activity to parents in detail or instruction sheet for students
4. An assessment for student to accompany activity (worksheet);
5. A teacher page listing standards, objectives, and including a rubric for how student sheets will be graded
6. Manipulatives or supplies needed to perform the activity


Physical Project presented/given to me IN CLASS Due: 10/5/12 (Posted to OAKS by the beginning of class)
Rubric on OAKS

BrainPop.com Assignment http://www.brainpop.com/math/
TCs will sign up for a TRIAL version of BrainPop (expires within 5 days of activation). Each TC will be expected to watch 5 Math videos (Number Sense, Measurement, Geometry, Fractions and one additional), take online quizzes, score at least 80% and print out quiz results. All quizzes are due at the same time.

BrainPop quizzes due IN CLASS Due: 10/19 (No class 10/12, time given to work on BrainPop)

Quizzes

TCs will be expected to complete three in-class quizzes. Material on these assessments comes from (1) in-class warm-ups, lectures, discussions, and activities; (2) out-of-class readings and assignments; and (3) NCTM, SC, and Common Core Standards. (Quiz dates are indicated on the schedule.)

Comprehension Checks

To maximize the development of how to teach mathematics, it is imperative that TCs engage in their readings. Some of the readings will be addressed in class, but due to the vast body of pertinent literature in this field, some of the topics covered in the out-of-class readings will not. Therefore, to ensure active engagement with the readings and maximum knowledge gained from this course, TCs will be responsible for reflecting on readings throughout the semester.

There will be eight comprehension checks throughout the course of the semester.

The comprehension checks will be given at the beginning of the class indicated on the daily schedule. Typically the checks will be similar to the Writing to Learn questions at the end of the chapter. There will be a check for each of the assigned chapters for the given week. TCs may use notes but not the text in answering the comprehension checks. TCs will only have a few minutes to answer these checks, so should be fully prepared to provide thorough succinct responses. If late to class or not in class the day of a check, TCs will not receive credit for the assignment.

Teaching Children Mathematics (TCM) and Mathematics Teaching in the Middle School (MTMS): Shared Lessons

Teaching Children Mathematics (TCM) and Mathematics Teaching in the Middle School (MTMS) are official journals of the National Council of Teachers of Mathematics (NCTM) and a forum for the exchange of ideas in curriculum, instruction, learning, and teacher education. The primary audiences of TCM and MTMS are elementary-school teachers and upper-elementary/middle-grades teachers, respectively. The journals contain many articles with ideas that are directly applicable to the classroom. Journals are available for review online for NCTM members. TCs may join NCTM online at http://www.nctm.org/membership/content.aspx?id=7618. If TCs decide not to join
NCTM, they must access the journals (past 1994) by going to the library. The objective in having TCs look at the journals is to help them gain familiarity with them as resources for teaching elementary and middle-grades mathematics.

TCs are to find an activity in *TCM* or *MTMS* (nothing older than 2004) that fits their assigned content area and grade level. They are to write a complete lesson plan using this activity. The lesson plan should follow the EHHP lesson plan format provided on OAKS. They should also write a brief explanation on why they chose this article and its activity to share with their classmates. TCs will provide a hard copy to me and an electronic copy submitted to OAKS of the detailed lesson plan (including standards alignment, procedures, materials, SOURCES, etc.), short explanation of why activity was chosen and if it was a good activity, and master copies on the date indicated on the schedule. On the day that TCs are required to have these materials, they will have time set aside in class to review how the lesson should be implemented to a classroom of students. This means that TCs should have all of the materials ready to demonstrate the lesson to their classmates. They will have fifteen minutes per group (three groups total – 2-3, 4-5, and 6-7) to go over the lesson implementation.

Upon choosing their article and activity, TCs should let me know – on the article sign up sheet. There are to be no duplicates in activities. I will carry the article sign up with me each class for TCs to review if needed. Additionally, I must approve the lesson plan a week prior to the presentation date.

Each TC will present two lessons; One as a group and as a separate lesson. **TCs will not be allowed to use an article that was presented as a group lesson.**

**Copy of Lesson Plan Due to OAKS by the date indicated on daily schedule**

**Lesson Plan Template on OAKS**

**Participation and Attendance**
During class, there will be a number of warm ups, discussions, activities, etc. TCs will be expected to participate in these.

**TEDU Attendance Policy**

*Excessive absences (i.e., more than 15% - approximately 5 hours/2 classes) may result in receiving a “WA/F.”* Students will be tardy if they arrive in class within the first 20 minutes after class has started. Three tardies result in one absence. Students will be absent if they **arrive after 20 minutes** or if they leave class early. Regarding being tardy or having to leave class early, exceptions will be made on an individual basis, but students must speak with me about extenuating circumstances for such exceptions. Regarding absences, if a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision.

If a student exceeds allowable absences due to extenuating circumstances beyond the student’s control, a panel of professors from that semester will review the circumstances and make a final decision. **SNAP students**, if they wish special accommodations, must see the professor within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester. **Athletes** who will miss class due to athletic events must see the professor within the first two weeks of the course and submit athletic schedule for the semester, identifying classes that will be missed. No other absences will be allowed for athletes who miss the maximum allowable absences due to athletic events.

**Written and Oral Communication**
TCs are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. Writing Lab is located on the first floor of Addlestone Library (Monday through Thursday 9:00 am to 9:00 pm and Friday 9:00 am to noon). Further, it is imperative that TCs use correct grammar in all oral communication, especially during field experiences. Classroom teachers, student peers, and I will collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.
**Evaluation**

It will be possible to earn 250 points during the semester. They will be distributed as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation and Attendance</td>
<td>30</td>
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<tr>
<td>WWW Project</td>
<td>20</td>
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<tr>
<td>BrainPop Activities</td>
<td>15</td>
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<tr>
<td>Literature Connection/Book Bag Activity</td>
<td>25</td>
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<tr>
<td>Shared TCM Lesson (Group)</td>
<td>25</td>
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<tr>
<td>Shared TCM Lesson (Individual)</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes (3)</td>
<td>10</td>
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<tr>
<td>Comprehension Checks (8 Total)</td>
<td>10</td>
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</table>

**Evaluation Scale**

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<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>77-78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>72-74%</td>
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<tr>
<td>D-</td>
<td>70-71%</td>
<td>0.7</td>
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<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
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</tbody>
</table>

**Respectful Conduct**

TCs are expected to be respectful and considerate of one another. Cell phones should be turned off while in class. Laptops should only be used in class if they are facilitating the development of mathematical thinking; if they appear to be a distraction, I will ask that they be put away. **Disrespectful conduct will result in a loss of participation points.**

**CofC Honor System**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written
for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

ADA Accommodations
In compliance with the Americans Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” Any students requiring accommodations should contact the Center for Disability Services (953-1431) and provide me with documentation of needed accommodations within the first two weeks of the course or as soon as they find out about potential accommodations if determined mid semester.

Course Objectives
All teacher preparation programs in the College of Charleston’s School of Education (SOE) are guided by a commitment to the conceptual framework of “Making the Teaching and Learning Connection.” Three elements of teacher competency (ETC) are fundamental to this framework; teachers must (1) understand and value the learner, (2) know what and how to teach and assess within a conducive learning environment, and (3) understand themselves as professionals. In addition, these competencies are foundational to the learning and assessments within this course, facilitating the development of knowledge, skills, and dispositions necessary for becoming an effective teacher.

Below are the specific end-of-course outcomes related to these teacher competencies. They are derived from the standards set forth by the National Council of Measurement in Education (NCME) and relate to those of the (1) School of Education (SOE), (2) National Council for Accreditation of Teacher Education (NCATE), (3) National Association for the Education of Young Children (NAEYC), and State Standards for Teacher Education (SC). They, therefore, indicate the expectations for teacher candidates within the School of Education, early childhood teachers and elementary-grades teachers.

1. Teacher candidates (TCs) will develop the understanding of how students learn to construct mathematical ideas from the concrete early childhood experiences through the development of thinking abilities in early elementary grades.
   SOE I; NCATE 1; NAEYC 4b

2. TCs will articulate a vision of school mathematics that supports access of all students to a curriculum that emphasizes important mathematical concepts; effective and engaging research-based instructional practices; and high expectations with appropriate accompanying accommodations.
   SOE II, III; NCATE 2d, 3d; NAEYC 4b, 5

3. TCs will convey an appreciation for the discipline of mathematics including its history and the contributions of diverse cultures to the field.
   SOE II, VII; NCATE 2d; SC 4 (contextual teaching and diverse learning styles)

4. TCs will articulate the knowledge that mathematics curriculum must be coherent and focused on important useful concepts that are connected within the discipline and across disciplines.
   SOE II; NCATE 2d, 2i, 3a; NAEYC 5; NMSA 4.K2, SC 4 (contextual teaching)

5. TCs will recognize the importance of the role of student ideas, interests, and needs in the design, implementation, and evaluation of mathematically-based learning experiences.
   SOE I; NCATE 2d, 3a, 3d; NAEYC 1a, 5; NMSA 3.K5, 3.D4, 4.P3; SC 4 (diverse learning styles; cooperative teaching)

6. TCs will demonstrate an understanding of the need for a variety of instructional strategies to effectively address developmental, ability and learning style needs of PK-8 students exhibiting diversity in its many forms.
   SOE III; NCATE 4; NAEYC 1, 4b; NMSA 1.P5, 1.P10, 4.K3, 5.K2; SC 4 (diverse learning styles)
7. TCs will develop the knowledge of, and dispositions that value, ongoing, systematic, formal, and informal assessment as an integral part of instruction that guides and enhances learning.
   SOE VI; NCATE 4; NAEYC 3, 4b; NMSA 1.P6, 5.K8, 5.D5, 5.P4, 6(all)

8. TCs will communicate about and through mathematics verbally and in writing using both everyday language and mathematical representations.
   SOE II; NCATE 2d, 3e; NAEYC 4b; NMSA 4.K4, 4.D4, 4.P5

9. TCs will demonstrate knowledge of the organization of the content standard areas of number and operations, algebra, geometry, measurement, data analysis and probability within the PK-8 mathematics curriculum as prescribed by the NCTM and the SC Standards.
   SOE II; NCATE 2d; NAEYC 4b, 5; NMSA 4, 6.K5; SC 7

10. TCs will demonstrate the value and integrative nature of the process standards of problem solving, reasoning, communication, **connections, and representations** within the PK-8 mathematics curriculum as prescribed by the NCTM and the SC Standards.
    SOE II; NCATE 2d, 3c; NAEYC 4b, 5, 4c; NMSA 4, 5.K3, 5.P2, 6.K5; **SC 4 (contextual teaching); SC 7**

11. TCs will demonstrate competency in, and an understanding of the value of, a breadth and depth of mathematical knowledge and skills that extend beyond the level for which the TC is preparing.
    SOE II; NCATE 2d

12. TCs will state characteristics of a positive classroom environment conducive to the promotion of student confidence in their abilities to understand and use mathematics. SOE I & III; ETC 1; NAEYC 1c, 5; SC 6

13. TCs will formulate appropriate objectives and student participation activities for math lessons. SOE III; ETC 2, 3; NAEYC 5

14. TCs will demonstrate the ability to (1) relate mathematical concepts through the use of manipulatives and (2) incorporate appropriate technology into classroom instruction. SOE II & III; ETC 2; NAEYC 4b, 5; SC 16

15. TCs will develop awareness and be able to communicate how mathematics relates to various career options with the goal of emphasizing to students the usefulness of mathematical content. SOE V; ETC 2; SC 4

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**TEACHER EDUCATION PROGRAMS: FINAL DRAFT OF EEDA PERFORMANCE STANDARDS**

1. **DEFINITION:** Career Guidance is a process by which students become aware of the world of work, explore career options, and prepare for post-secondary opportunities.

   **Performance Standard:** Teacher candidates will explain the career guidance process.

2. **DEFINITION:** The curriculum framework for career clusters of study is an organizational model that integrates career preparation components with academic coursework, providing the foundation for the development of the Individual Graduation Plan (IGP). The IGP, organized around career clusters and majors, is an educational plan aligned with students’ interests, aspirations, and experiences.

   **Performance Standard:** Teacher candidates will explain the curriculum framework for the career clusters of study concept and its relevance to the Individual Graduation Plan (IGP).

3. **DEFINITION:** The elements of the Career Guidance Model are awareness, exploration, and preparation.

   **Performance Standard:** At the age-appropriate level of instruction, teacher candidates will explain the use of the career guidance standards and competencies as specified in the *South Carolina Comprehensive Developmental Guidance and Counseling Program Model*.

4. **DEFINITION:** Character education encompasses the identification, understanding, and performance of core values (listed in §59-17-135) that enhance citizenship, relationships, and quality of life.
Performance Standard: Teacher candidates will identify instructional strategies that promote core values, as specified in §59-17-135, in the school community.

5. **DEFINITION:** Contextual teaching is a concept that refers to methodologies used by teachers that focus on concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving. **Performance Standard:** Teacher candidates will use concrete, hands-on instruction and content presentation with an emphasis on real-world application and problem solving.

6. **DEFINITION:** Cooperative learning is an instructional technique where students interact collaboratively to complete a task. **Performance Standard:** Teacher candidates will implement learning strategies that promote cooperation.

7. **DEFINITION:** Learning styles is a concept that refers to methodologies intended to accommodate diversity in student learning. **Performance Standard:** Teacher candidates will implement strategies to accommodate the needs of diverse learners.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments to be completed</th>
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| 8/24   | ❖ Warm Up: Math Problem  
❖ Course overview  
❖ Introduction to 2-8 mathematics  
❖ Standards and standards-based teaching (Ch. 1)  
❖ Doing mathematics (Ch. 2)  
❖ Spiral Activity (if time)  | ❖ Read Chs. 1 & 2 |
| 8/31   | ❖ Warm Up:  
❖ 1. Reading Comprehension Check  
❖ Problem solving and problem-based classroom (Ch. 3 & Ch. 4)  
❖ Lesson planning Activity (Ch. 4)  
❖ Snowman Activity (if time)  | ❖ Read Chs. 3 & 4  
❖ Reading Comprehension Check #1 (Chs. 3 & 4)  
❖ Bring a copy of WWW lesson plan template/laptop |
| 9/7    | ❖ Warm Up:  
❖ 1. Reading Comprehension Check  
❖ Technology integration (Ch. 7)  
❖ Explanation of WWW Lesson Plan (15 min)  
❖ Quiz Review  
❖ TCM Articles Due (Group)  | ❖ Read Chs. 6 & 7  
❖ Reading Comprehension Check #2  
❖ TCM Articles Due (Group) |
| 9/14   | ❖ Quiz #1 (30 minutes)  
❖ Assessment (Ch. 5)  
❖ EEDA Career Awareness Activity  | ❖ Quiz #1  
❖ Read Chs. 5 & 8 (We will talk about Ch. 8 next class)  
❖ Review TCM to find Shared Lesson Plan Activity |
| 9/21   | ❖ Warm Up:  
❖ 1. Reading Comprehension Check  
❖ 2. Math Problems/Exercises  
❖ Number Sense, Meaning of Operations, & Fact Mastery (Chs. 8, 9, & 10)  
❖ IMAP (Integrating Mathematics and Pedagogy clip)  
❖ Present WWW Lesson Plans (90 minutes)  | ❖ Read Chs. 9 & 10  
❖ Reading Comprehension Check #3  
❖ WWW Lesson Plan |
| 9/28   | ❖ Warm Up:  
❖ 1. Reading Comprehension Check  
❖ Place Value and Strategies for Whole Numbers & Computational Estimation (Chs. 10, 11, & 12)  
❖ Number & Operations Lesson Rotation  
❖ IMAP (Integrating Mathematics and Pedagogy clip)  
❖ Explanation of Literature Bag Project (20 min) – mention how to evaluate books  | ❖ Read Ch. 11 & 12  
❖ Reading Comprehension Check #4  
❖ Skim Ch. 13  
❖ N & O Shared TCM Lessons |
| 10/5   | ❖ Warm Up: Math Problems/Exercises  
❖ Make-up Activities  
❖ Quiz Review  
❖ Literature Bag Presentations  | ❖ N & O Shared TCM Lessons  
❖ (Cont’d)  
❖ Literature Bag Presentations |
| 10/12  | ❖ Fall Break  | ❖ Be Safe! Have Fun! |
| 10/19  | ❖ Quiz #2  
❖ Brain Pop Quizzes  
❖ TCM Articles Due (Individual)  
❖ Algebraic Thinking (Ch. 14)  
❖ IMAP (Integrating Mathematics and Pedagogy clip)  
❖ Algebra Lesson Rotations  | ❖ Study for Quiz #2  
❖ Brain Pop Quizzes  
❖ TCM Articles Due (Individual)  
❖ Algebra Shared Lessons |
<p>| 10/26  | ❖ Warm Up:  | ❖ Read Ch. 15 &amp; 16 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Agenda Items</th>
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<tbody>
<tr>
<td>11/2</td>
<td>❖ Warm Up:</td>
</tr>
<tr>
<td></td>
<td>1. Reading Comprehension Check</td>
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<td>2. Developing Concepts on Decimals &amp; Percents</td>
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<tr>
<td></td>
<td>3. IMAP (Integrating Mathematics and Pedagogy clip)</td>
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<td></td>
<td>4. Math Stations</td>
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<tr>
<td></td>
<td>❖ Reading Comprehension Check #5</td>
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<td>2. Fractions Centers/Stations</td>
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<td>11/9</td>
<td>❖ Warm Up:</td>
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<tr>
<td></td>
<td>1. Reading Comprehension Check</td>
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<td>2. Geometry &amp; Measurement (Chs. 19 &amp; 20)</td>
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<td></td>
<td>3. IMAP (Integrating Mathematics and Pedagogy clip)</td>
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<td>4. Geometry Lesson Rotation</td>
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<td>5. Measurement Lesson Rotations</td>
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<td>❖ Read Ch. 17 &amp; 18</td>
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<td>2. Reading Reflection Journal Entry #6</td>
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<td>4. Developing Concepts on Decimals &amp; Percents</td>
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<td>11/16</td>
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<td>1. Reading Comprehension Check</td>
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<td></td>
<td>2. Data Analysis &amp; Probability (Ch. 21)</td>
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<td>3. IMAP (Integrating Mathematics and Pedagogy clip)</td>
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<td>4. DA &amp; Prob Lesson Rotation</td>
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<td></td>
<td>❖ Read Chs. 21 &amp; 22</td>
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<td>2. Reading Comprehension Check #7</td>
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<td>3. DA &amp; Prob Shared Lessons</td>
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<tr>
<td>11/23</td>
<td>❖ Thanksgiving Holiday</td>
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<tr>
<td></td>
<td>❖ Be Safe!</td>
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<tr>
<td>11/30</td>
<td>❖ TCM Individual Lessons (See sign-up sheet)</td>
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<tr>
<td>12/7</td>
<td>❖ Quiz 3</td>
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<td>❖ Study for Quiz #3</td>
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