

ELED 4310: Teaching Math in Primary Grades
CRN: 19356, Fall 2020

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Office Hours: Virtually via Zoom Mon: 12:00 -1:00 pm, Wed: 12:00 -1:00 pm, Thu: 4:00 -5:00 pm

<https://us02web.zoom.us/j/88912377001?pwd=QjhqOHpkcGpaRnJibTVEditRRDBLZz09>

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

Based on a vision articulated by the National Council of Teachers of Mathematics (NCTM) and Texas Education Agency (TEA), this course introduces pre-service teachers to pedagogy methods, strategies, and materials for teaching mathematics in elementary classrooms. Students will also demonstrate mathematics content knowledge to plan and teach in EC-6 classrooms. Emphasis will be on diverse approaches, inquiry-based learning, equity principle (mathematics for all) and development of conceptual understanding on topics such as: number sense, patterns and basic algebra, geometry and measurement, data analysis and probability.

COURSE OBJECTIVES OR EXPECTED LEARNING OUTCOMES

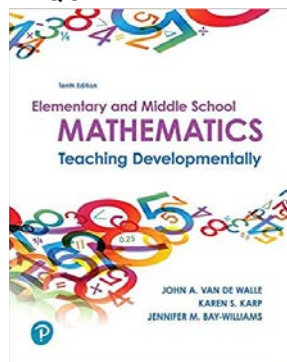
At the end of this course, students will be able to:

- Combine theory with experience in creating and implementing culturally inclusive curriculum and teaching strategies
- Plan and participate in hands-on exploration
- Practice reflective teaching using theoretical and practical implications of these experiences
- Demonstrate knowledge and skill in TExES Elementary Comprehensive (EC) Competencies (Mathematics, Domain II) and Pedagogy and Professional Responsibility (PPR) Competencies. The TExES standards and competencies will be integrated in this course and all related assignments.
- Understand the role that technology holds in the profession of teaching.

LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

REQUIRED MATERIALS



Van de Walle, J., Karp, A., Bay-Williams, J. (2019). *Elementary and Middle school mathematics: Teaching developmentally (10th ed.)*. Boston, MA: Pearson.

COURSE ASSIGNMENTS AND GRADING

Assignments for this course are assessed according to rubrics. You can find these rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment.

Class Participation – 30 points

Advanced preparation for class meetings is particularly important for participation so that you can engage the content and ideas in the readings. Points are not earned by simply coming to class. Full credit for attendance requires arriving to each class session on time, active participation in all class activities, and staying until the session ends. If you arrive 30 minutes or more it will be considered an absence rather than a tardy. The expectations are (please also refer to the provided rubric):

- Come to class prepared and ready to contribute to the educational experience and the learning community.
- Engage in public dialogue with course concepts and materials, not just opinion and individual experience.
- Engage in reading and discussion.
- Collaborate with diverse students throughout the course of the semester.

If you will be missing or miss a class, immediately contact a classmate to find out what you missed. Excused and unexcused absences will both result in deduction of your per class points. We will begin on time. Being tardy disrupts the flow of the class. **Two tardies will equal one absence.** The Department considers that missing two weeks of class is excessive. The student may be dropped for lack of attendance. If you miss two-weeks of class, contact your professor immediately.

My ELED 4310 e-Portfolio – 20 points

On the first day of class, I will show you how to create your e-portfolio site. You can use either Wix or Weebly. Most of your assignments will be posted/embedded on your e-portfolio site.

My Math Story – 20 points

In this assignment, you will write your math story in a storybook format. Your math story should address the four sections listed below. I've listed some questions to help guide you, but please don't just go through and answer each question separately. The questions are just to help get you thinking. Write about the things that will give me a picture of you. The key to writing a good piece is to give lots of detail. See the example below:

Not enough detail: I hated math in fourth grade, but it got better in sixth grade.

Good detail: I hated math in fourth grade because I had trouble learning my multiplication tables. I was really slow at doing problems, and I was always the last one to finish the timed tests. It was really embarrassing. ...

Your story must answer the following questions:

Introduction

- ✓ What three adjectives would you use to describe yourself? Why?
- ✓ What is/are your favorite subject(s) in school? Why?
- ✓ What activities/hobbies do you participate in outside of school?

Experience with Math

- ✓ How do you feel about math?
- ✓ Why do you think you feel this way?
- ✓ In what ways have you used math outside of school?
- ✓ What has a math teacher done in the past that has really helped you in math class?

Learning Styles and Habits (specifically for math)

- ✓ Do you learn best from reading, listening or doing?
- ✓ Do you prefer to work alone or in groups?
- ✓ What do you do when you get “stuck”?

The Present and Future

- ✓ What goals do you have for math class this year?
- ✓ How will you attempt to achieve these goals? What can instructors or peers do to help you accomplish these goals?

Assignment Requirements: 10 – 15 pages; Include relevant pictures to convey your story. Choose one of the following tools to create your math story [signup for free plan]:

- [Book Creator](#)
- [Story Jumper](#)
- [Little Bird Tales](#)
- [Storybird](#)

Embed or post your story into your e-portfolio site.

Multimedia Poster – 10 points

Topic: Differentiating Instruction (Van de Walle, Chapter 4)

You will create a multimedia poster (combination of video, images and text) that reflects the main ideas presented in Van De Walle, Chapters 3 & 4. It might be smart to start with a creative title to organize your ideas before you begin the interactive multimedia poster. You may use of the of the following tools (sign-up for a free plan): Canva, Smore, Thinglink, Buncee. Please be creative.

Embed/Upload your multimedia poster to your e-portfolio site.

Newsletter/Brochure – 10 points

Topic: Assessment, Chapter 5

You will create a 2-pages newsletter or tri-fold brochure using Microsoft Word or Microsoft Publisher (there are several templates to choose from) based on Van de Walle's chapter 5 topic: Assessment. The purpose of your newsletter/brochure is to educate readers about assessment. Therefore, in your newsletter/brochure, please include all important ideas covered in the reading. Please include relevant images to make your newsletter or brochure appealing. Please be creative.

Upload your newsletter or brochure to your e-portfolio site.

Hands-on Activity – 7 x 10 points = 70 points

This assignment will require you to create hands-on activity based on a given mathematics concept. Instructions for each task are posted in the Blackboard. Your hands-on activity will include manipulatives that will help students develop understanding of math concepts. You will take a picture of your hands-on activity + manipulative and post them on your e-portfolio with detailed descriptions of the teaching and learning process [step-by-step instructions with explanation of what students will be learning; no less than 250 words].

Field-based Assignment – 65 points

(a) Video-based Observation

- You are required to complete 10 hours video-based observation.
- There will be a [log-in sheet to record](#) ([Observation Log](#) in the spreadsheet provided) – 5 points
- You will also complete a 4 reflective essay (please refer to this rubric: Reflective Observation Essay Rubric) – 4 x 15 points = 60 points
 - ✚ Reflective Essay #1: Learning Environment
 - ✚ Reflective Essay #2: Use of Questions
 - ✚ Reflective Essay #3: Alignment & Assessment
 - ✚ Reflective Essay #4: Differentiation

Final Project: Integrated Curriculum - 65 points

Assignment directions

Part I: Develop an Integrated Curriculum – 50 points

In a team (group of three), develop a two-week (10 working days) integrated curriculum for a specific grade level from K-5. Your lesson plans should be detail enough so that other teachers can replicate your lesson. Please integrate other content areas, i.e. Science (e.g. physics, chemistry, biology, and space and environmental science), Arts (e.g. visual arts, music, and dancing), Social Studies (political science, history, economics, religious studies, geography, psychology, and anthropology) as well as Language Arts and/or Literacy.

The following must be considered & included in your integrated curriculum:

1. Identify the math topic/concept; what are the learning goals/objectives.
2. Identify one or more TEKS standards. Identify the corresponding English Language Proficiency Standards, as well as, any required modification to standards as required in Individual Education Plans (IEPS). Write your plan incorporating all parts contained in the template. Be sure to include a detailed outline of the learning activities.
3. Include a variety of resources that you used in preparing the lesson (e.g., similar lesson plans that you found on the Internet, information from cooperating teacher, textbook, etc.). Attach these to your lesson plan.
4. Along with the lesson plan you should also attach all handouts you would provide students (this includes directions, worksheets, etc.).
5. Include a brief description of the performance task(s) and other evidence (formative and summative assessment of the task and related language criteria) that you plan to use for your lesson (e.g., at end of hour have students write down 1-2 things they learned, etc.).
6. Outline the learning plan (teaching & learning activities). This plan should be aligned clearly with the desired results (i.e., geared towards having students meet the objectives, answer the essential questions, and be able to complete the assessment activities). The plan should include all of the following components:
 - ✓ List of instructional materials & resources
 - ✓ Timeline: next to each step, indicate approximate length of time you expect each step to take.
 - ✓ Introductory activities: hook/capture student interest, set the stage, relate to previous learning (review), how this fit into what is to follow (preview), tell students what they will learn and be expected to do as a result of the lesson.
 - ✓ Developmental activities: outline the content and outline the instructional strategies & learning activities. Include details what you will do, how you will organize/prepare students for tasks, and what students will do. If you plan to involve students in discussion, list key/stem questions that you might ask to generate discussion.
 - ✓ Closing activities: list activities that you & students will do to summarize the lesson, reinforce what was covered, and tie everything together so students see how the lesson fits into the context of the rest of the course (what they have already done and what is coming next).
 - ✓ Within the framework given above, integration of Sheltered Instruction Observation Protocol (SIOP) strategies and approaches are reflected and specified.
 - ✓ Within the framework given above, integration of accommodations and modifications appropriate to address all learning styles and needs (differentiation).

Part 2: Share your integrated curriculum with peers (in week 15) - 15 points

Use the following to guide you in developing your presentation slides.

1. How did we plan for and provide learning opportunities that supported the students' intellectual, social, and personal development?
2. How did we create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities?
3. How did we plan and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, & performance skills for all students, including EL, Special Needs and other identified student learning needs?
4. How did we plan and create a learning environment that encourage positive social interaction, active engagement in learning, & self-motivation?
5. How did we plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals?

Grade Distribution:

Assignment	Points
Class Participation	30
My Math Story	20
Multimedia poster	10
Newsletter/Brochure	10
Hands-on Activities, 7 x 10pts	70
Field-based Assignment <ul style="list-style-type: none">▪ Complete 10 hours of classroom observation (with log-in sheet and completed notes) – maintain a log sheet (5 pts)▪ Observation Reflective Essay 15 pts x 4	65
Final Project: Integrated Curriculum Plan & Presentation	65
My ELED 4310 e-Portfolio	20
TOTAL	280

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Because this is a hybrid class, we won't see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open:

- **Office Hours:** We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Zoom using this link: <https://us02web.zoom.us/j/88912377001?pwd=QjhqOHpkcGpaRnJibTVEditRRDBLZz09> and during the following times:
 Wednesdays: 12-1 p.m. Mountain Time
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards.
- Participating in scheduled Zoom sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

ZOOM SESSIONS

This class requires that you participate in scheduled Zoom sessions. The purpose of these sessions are for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These sessions will be held at the following dates:

August 26: 12:00 – 2:50 PM MT

December 2: 12:00 – 2:50 Pm MT

Students are expected to participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

If you are unable to attend a Zoom session, please let me know as soon as possible so that accommodations can be made when appropriate.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Task and Essays Assignments

- Task and Essay assignments will be due on Tuesdays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

Discussion Assignments

- All discussion board assignments will be due on Tuesday at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures. (**classes with on-campus meetings**) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Weekly Calendar (Subject to Change)

This calendar provides an overview of the course. More details and a weekly checklist are available in the weekly modules in Blackboard. No late work will be accepted.

Date	Topics/Readings	Assignment
Week 1: Aug 26	<p>Topic:</p> <ul style="list-style-type: none"> ▪ Introduction: Expectations & Format ▪ Course Tools: Blackboard; Zoom; ▪ Collaborative tool: Google Drive ▪ Build an E-portfolio site. 	<ul style="list-style-type: none"> ▪ Complete My Math Story Assignment <u>Due</u>: Tuesday, Sep 1 by 11:59 PM ▪ Continue working on your E-portfolio
Week 2: Sept 2	<p>Topic: Problem-based Approach</p> <ul style="list-style-type: none"> ▪ Read chapters 3 & 4 ▪ Task #1: Multimedia poster 	<ul style="list-style-type: none"> ▪ Create a multimedia poster using one of the tools: Canva, Smore, Thinglink, Buncee ▪ Post your poster on your e-portfolio site. ▪ It can be embedded, or you can snip, copy and paste it on your site. ▪ <u>Due</u>: Tuesday, Sept 8 by 11:59 PM
Week 3: Sept 9	<p>Topic: Number Concepts & Number Sense</p> <ul style="list-style-type: none"> ▪ Read chapters 8, 9 & 10 ▪ Hands-on Activity #1 	<ul style="list-style-type: none"> ▪ Hands-on activity assignment posted on your e-portfolio site ▪ Please read instruction posted on Blackboard. ▪ <u>Due</u>: Tuesday, Sept 15 at 11:59 PM
Week 4: Sept 16	<p>Topic: Assessment</p> <ul style="list-style-type: none"> ▪ Read chapter 5 ▪ Task #2: Newsletter or Brochure 	<ul style="list-style-type: none"> ▪ Create your newsletter or brochure using MS Word or MS Publisher; ▪ Post your poster on your e-portfolio site. ▪ It can be embedded, or you can snip, copy and paste it on your site. ▪ <u>Due</u> – Tuesday, Sept 22 at 11:59 PM
Week 5: Sept 23	<p>Topic: Number Operations</p> <ul style="list-style-type: none"> ▪ Read chapters 11, 12 & 13 ▪ Hands-on Activity #2 	<ul style="list-style-type: none"> ▪ Hands-on activity assignment posted on your e-portfolio site ▪ Please read instruction posted on Blackboard. ▪ <u>Due</u>: Tuesday, Sept 29 at 11:59 PM
Week 6: Sept 30	<p>Topic: Algebraic Thinking</p> <ul style="list-style-type: none"> ▪ Read chapter 14 ▪ Hands-on Activity #3 	<ul style="list-style-type: none"> ▪ Hands-on activity assignment posted on your e-portfolio site ▪ Please read instruction posted on Blackboard. ▪ <u>Due</u>: Tuesday, Oct 6 at 11:59 PM
Week 7: Oct 7	<p>Topic: Fraction</p> <ul style="list-style-type: none"> ▪ Read chapters 15 & 16 ▪ Hands-on Activity #4 	<ul style="list-style-type: none"> ▪ Hands-on activity assignment posted on your e-portfolio site ▪ Please read instruction posted on Blackboard. ▪ <u>Due</u>: Tuesday, Oct 13 at 11:59 PM
Week 8 Oct 14	<p>Video-based Observation</p> <ul style="list-style-type: none"> ▪ Complete at 2½ hours of virtual observation ▪ Focus: Learning Environment 	<ul style="list-style-type: none"> ▪ Record observation in Observation Log ▪ Reflective Essay – Please read instruction posted on the Blackboard. ▪ <u>Due</u> – Tuesday, Oct 20 at 11:59 PM

Date	Topics/Readings	Assignment
Week 9: Oct 21	<u>Topic:</u> Decimals, Percents and Proportional Reasoning <ul style="list-style-type: none"> ▪ Read chapters 17 & 18 ▪ Hands-on Activity #5 	<ul style="list-style-type: none"> ▪ Hands-on activity assignment posted on your e-portfolio site ▪ Please read instruction posted on Blackboard. ▪ Due: Tuesday, Oct 27 at 11:59 PM
Week 10: Oct 28	Video-based Observation <ul style="list-style-type: none"> ▪ Complete 2½ hours of virtual observation ▪ Focus: Use of Questions 	<ul style="list-style-type: none"> ▪ Record observation in Observation Log ▪ Reflective Essay #2 – Please read instruction posted on the Blackboard. ▪ Due – Tuesday, Nov 3 at 11:59 PM
Week 11: Nov 4	Topic: Measurement & Geometry <ul style="list-style-type: none"> ▪ Read chapters 19 & 20 ▪ Hands-on Activity #6 	<ul style="list-style-type: none"> ▪ Hands-on activity assignment posted on your e-portfolio site ▪ Please read instruction posted on Blackboard. ▪ Due: Tuesday, Nov 10 at 11:59 PM
Week 12: Nov 11	Video-based Observation <ul style="list-style-type: none"> ▪ Complete 2½ hours of virtual observation ▪ Focus: Alignment & Assessment 	<ul style="list-style-type: none"> ▪ Record observation in Observation Log ▪ Reflective Essay #3 – Please read instruction posted on the Blackboard. ▪ Due – Tuesday, Nov 17 at 11:59 PM
Week 13: Nov 18	Topic: Data Analysis & Probability <ul style="list-style-type: none"> ▪ Read chapters 21 & 22 ▪ Hands-on Activity #7 	<ul style="list-style-type: none"> ▪ Hands-on activity assignment posted on your e-portfolio site ▪ Please read instruction posted on Blackboard. ▪ Due: Tuesday, Nov 24 at 11:59 PM
Week 14 Nov 25	Video-based Observation <ul style="list-style-type: none"> ▪ Complete 2½ hours of virtual observation ▪ Focus: Differentiation 	<ul style="list-style-type: none"> ▪ Record observation in Observation Log ▪ Reflective Essay #4 – Please read instruction posted on the Blackboard. ▪ Due – Tuesday, Dec 1 at 11:59 PM
Week 15: Dec 2	<ul style="list-style-type: none"> ▪ Integrated Curriculum Sharing and Reflection 	<ul style="list-style-type: none"> ▪ Submit Final Project