Central Connecticut State University
Elementary Mathematics Methods
Math412

Instructor: JoAnne Harper

Section: 01 + 03

Term: Fall 2015

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Office Hours: ____________

Credits: 3 Undergraduate

Telephone: (860) 738-1254

Location: MS. – Room 214

Catalog Description:

Concepts underlying contemporary mathematics curriculum for Elementary grades: developmentally appropriate methods for developing, through problem solving, concepts and the meaning of operations and procedures in arithmetic for 15 NCTM Standards

Prerequisite:

Math 213 (C- or higher) and admission to the Professional Program
Structure in Mathematics II: Probability and Geometry

Students for Who Course is Intended:

Students planning to be certified in Elementary Education

Text:

Supplies: Manila folders (25) with expandable file or
Three ring notebook with 25 sections
Notebook for daily math notes

Index Cards (50) (lined or unlined – any size)
Fine Tip Markers (red and black)
Stapler
4 to 6 empty CD or video cases

Other 'Make and Take' materials as needed
for course (notice will be given ahead)

Overview: This course examines the methods and procedures in teaching mathematics at the elementary level. It is designed to prepare pre-service elementary teachers to become independent professionals who can effectively arrange learning environments, plan educational activities and assess learning outcomes. The course content will be presented using practices that are aligned with the National Council of Teachers of Mathematics Standards and the Common Core State Standards. Teacher candidates will have an opportunity to apply the content and pedagogy from this course and other methods courses (EDT 415, RDG 412, SCI 412, FA 412) by taking part in a field experience practicum during the semester.

In addition to the NCTM Standards and the Common Core State Standards, these standards will, also, be emphasized:

Principle #1: The Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
Attendance:

Attendance is required for all classes, but because emergencies are a reality one absence for an emergency will not affect your grade. In the unlikely event that you are unable to attend a class session use your Math Buddy to get all notes and handouts and please email me explaining your absence.

All reading assignments should be completed prior to the appropriate class session. Please bring your textbook on the agreed dates.

Assignments:

Reference the Tentative Time Line Schedule for semester distributed during the first class.
Course Objectives:

A. To examine the content and presentation of mathematics currently being taught in elementary schools

B. To introduce students to curricular reforms and current literature in the area of teaching mathematics in the elementary schools

C. To encourage students to examine their professional background in mathematics with a goal of self improvement

D. To anticipate current educational trends with a view to the future needs of all educated people in the area of mathematics

University Policy:

1. If you need course adoptions or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

2. In the event of a weather emergency which requires the cancellation of classes, listen to WTIC (1080AM) or call (860) 832-3333.

3. The last day to drop a course is _______________. Drop forms are available in the Enrollment Center, Willard Hall. Cessation of attendance, notice to the instructor, or telephone calls to the Enrollment Center are not considered an official notice of a student’s intention to drop the course.

4. Academic integrity is the responsibility a student assumes for honestly representing all academic work. Cheating or plagiarism on any assignment will result in a grade of zero.
Course Requirements:

1) **Participation**: Share math opinions on math issues discussed in class. Participate in all class activities. Share math techniques or math lessons ideas used in your math field experience classroom. (Minimum participation is considered to be ______________________.)

   20% of grade

2) **Class Journal**: Once a week for 5 weeks, you will be given an elementary education mathematical issue. Your response should be 1 typed page. (minimum) Write the prompt at the top of the page. Journals will be submitted in two parts on the due date (toward the end of the semester) (Rubric - Attachment B). Be sure that each entry is a full page (minimum requirement) and a concluding restatement. Use past experience and texts and this methods course to support your opinions.

   30% of grade
3) Math Lesson Presentation (‘Stand and Deliver’): You are required to teach one lesson in your field experience math classroom. The lesson that you prepare and present to the children will be taught, also, in part to your classmates in Math #412. A 10 minute presentation will include), 1) A detailed written Math Lesson Plan and Reflection of your experience with children, 2) A piece of math children’s literature to match your chosen math topic, 3) A tailor-made student worksheet, and 4) Copies of your lesson plan for each classmate on the day that you present. (option: you may use email access).

30% of grade

4) Math Box: Since manipulatives are essential for each child in your math classroom, you are asked to accumulate a collection of homemade math supplies in a storage container. Every ‘math box’ will be different, but supplies may include scissors, counters of any sort, stickers, string, dice, playing cards, flashcards, games, or graph paper.

20% of grade
FINGERPRINTING REQUIREMENT

CT law requires fingerprinting and a criminal background check for the field experience class. Fingerprinting must be completed prior to the beginning of class.

(Added Spring 2011)

DISABILITY POLICY

Please contact me privately to discuss your specific needs if you believe you need course accommodations based on the impact of a disability, medical condition, or if you have emergency medical information to share. I will need a copy of the accommodation letter from Student Disability Services in order to arrange your class accommodations. Contact Student Disability Services, room 241, Copernicus Hall if you are not already registered with them. Student Disability Service maintains the confidential documentation of your disability and assists you in coordinating reasonable accommodations with your faculty.

(Added Spring 2011)
# MATH 412

Attachment A: Scoring Rubric for Math Journals

Name:

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>POSSIBLE POINTS</th>
<th>POINTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal entries are complete with restatement sentence to sum up. All entries are present. (Minimum each 1 double spaced, typed page)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Each entry shows thorough explanations with specific examples from past experiences or support from research.</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Writing is clear, easy to understand, and free of grammatical errors and spelling errors.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Total: 100

(Revised Spring, 2016)
I Hear and I Forget,
I See and I Remember
I Do and I Understand.
— Chinese Proverb
MATH 412

Attachment C: Lesson Presentation Criteria

Grade is determined on submission of a detailed lesson plan of 50 to 60 minute math lesson with children (50%) and class presentation of part of lesson plan (10 minute) (50%).

Lesson plan and presentation should include evidence of:

- **HOOK** – Piece of children’s literature related to lesson (only in lesson plan because of time constraints)
- **VOCABULARY** – (Minimum 5 words displayed for student and referred to in lesson presentation)
- **MANIPULATIVES** (Concretes for each student or set of partners to touch)
- **INVOLVEMENT OF STUDENTS WITH EACH OTHER AND TEACHER**
- **MODELING** (showing examples with role-playing or overhead or chalkboard or posters throughout lesson presentation)
- **PROVIDING CLEAR DIRECTIONS TO STUDENT ACTIVITY**
- **QUESTIONING** (Asking ‘Why’ or ‘How’ questions)
- **TAILOR-MADE WORKSHEET** (that children use during presentation to create a product)
- **REFLECTION** (Minimum of 1 page of self-assessment of both positive and improvement aspects of math lesson)
- **ENTHUSIASM** by teacher during presentation
- **PRAISE AND ENCOURAGEMENT** by teacher
- **EVIDENCE OF LEVELS OF LEARNING** (Concrete to pictorial to abstract during presentation)
- **SIGNALS OR CUES** to focus or refocus by teacher during presentation
- **CLOSURE** (only in lesson plan because of time constraints)

A copy of your complete lesson plan will be provided the day that you present to each of your classmates.

Your Math Buddy will assist you with distributing materials before your presentation and keeping time to guide you through your presentation.