

GAMES Summer Book Study 2020:
Making Sense of Mathematics for Teaching
(K-2, 3-5, 6-8, or HS version)
Solution Tree Press (2016)

Facilitated by the Greater Akron Mathematics Educators Society (GAMES)

July 1, 8, 15, 22, 29, 2020*

(*Plus an additional and/or extended session(s) for graduate credit candidates - TBD.)

Location: Virtual Online Class using Zoom and Google Classroom platforms.

AGENDA

July 1 (9:30 AM - 12:00 PM); July 8, 15, 22, 29 (9:30 AM - 11:30 AM);

Final Session August 5* (9:30 AM - 11:30 AM)

(*or at an earlier date/time agreed upon by graduate credit candidates)

- Each session will feature discussion based on the assigned reading, guided by focused questions, prompts and discussion protocols, and supported by related articles and videos.
- Participants will identify ideas/strategies they find relevant, impactful, or perplexing and will consider implications for instruction in their own classroom situations. (Some discussion may take place in grade-level groups as appropriate.)
- Note: Chapters/topics for assigned readings for each date follow the Agenda.

6th/Final Session (2 hours)

(Date/time - on or before August 5 - to be agreed upon by Grad Credit Candidates)

Each participant will be allocated time to present personal take-aways from the book and study. As part of their presentation, the participant should ...

- cite text that for them represented new learning,
- describe ideas they found particularly interesting or compelling,
- share a specific plan for applying some idea(s) or strategies from the book to their own instruction,
- pose a question to which other participants will respond.

Written Reflections

- For four of the six content areas presented in chapters 1 - 6, each participant will be required to submit a written reflection focusing on the ideas and strategies studied and discussed in that session and on their personal vision for how these ideas might impact instruction in their own classroom setting. (See specific requirements regarding these reflections for grad credit.)

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Chapters/Topics for Assigned Readings:

Making Sense of Mathematics for Teaching
(Grades K-2, 3-5, 6-8, or HS)
Solution Tree Press (2016)

July 1:

- K-2** INTRODUCTION, and
CHAPTER 1: Number Concepts and Place Value
- 3-5** INTRODUCTION, and
CHAPTER 1: Place Value, Addition and Subtraction
- 6-8** INTRODUCTION, and
CHAPTER 1: Fraction Operations and Integer Concepts and Operations
- HS** INTRODUCTION, and
CHAPTER 1: Equations and Functions

July 8:

- K-2** CHAPTER 2: Word Problem Structures, and
CHAPTER 3: Addition and Subtraction Using Counting Strategies
- 3-5** CHAPTER 2: Multiplication and Division, and
CHAPTER 3: Fraction Concepts
- 6-8** CHAPTER 2: Ratios and Proportional Relationships
- HS** CHAPTER 2: Structure of Equations, and
CHAPTER 3: Geometry

July 15:

- K-2** CHAPTER 3: Addition and Subtraction Using Counting Strategies (continued), and
CHAPTER 4: Addition and Subtraction Using Grouping Strategies
- 3-5** CHAPTER 3: Fraction Concepts (continued), and
CHAPTER 4: Fraction Operations
- 6-8** CHAPTER 3: Equations, Expressions, and Inequalities, and
CHAPTER 4: Functions
- HS** CHAPTER 3: Geometry (continued), and
CHAPTER 4: Types of Functions

July 22:

- K-2** CHAPTER 5: Geometry
- 3-5** CHAPTER 5: Geometry
- 6-8** CHAPTER 5: Measurement and Geometry
- HS** CHAPTER 5: Modeling with Functions

July 29:

- K-2** CHAPTER 6: Measurement, and EPILOGUE
- 3-5** CHAPTER 6: Measurement, and EPILOGUE
- 6-8** CHAPTER 6: Statistics and Probability, and EPILOGUE
- HS** CHAPTER 6: Statistics and Probability, and EPILOGUE

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Requirements for Graduate Credit:

- Complete the assigned reading and discussions in Google Classroom; attend and participate in all five virtual sessions (July 1, 8, 15, 22, 29) plus one additional session for grad credit candidates (August 5 or an earlier date TBD). (Make-up will be available in place of one missed non-grad session for which the absence is excused.)
- Choose four of the six content areas presented in chapters 1 - 6 on which to reflect. For each chapter/content chosen, submit a written reflection focusing on the ideas studied and discussed in that chapter and on your personal vision for how these ideas might impact instruction in your own classroom setting.

Use the following guidelines to inform each of your four reflections:

- Focusing on the specific content, mathematical progressions, and pedagogical strategies presented in the chosen chapter, consider the implications for teaching and learning in your own classroom. How would the implementation of these ideas impact your instruction?
- Outline a plan for implementation based on the ideas from the chapter. What supports do you need? What obstacles may you need to overcome? What positive outcomes do you hope will result?
- Each of the four reflections should be at least 500 words.
- Reflections are due on or before August 5th, 2020.
- Attend and participate in the additional (sixth) session for grad credit candidates (August 5th, 2020, or at a date and time before August 5th agreed upon by candidates). At that session each participant will be allocated time to present personal take-aways from the book and study. Presentations should include the following elements:
 - Cite text/ideas that for you represented new learning.
 - Describe ideas you found particularly interesting or compelling.
 - Share a specific plan for applying some idea(s) or strategies from the book to your own instruction.
 - Pose a question for feedback from other participants.
- Submit all required documents and fees for Ashland University graduate credit by or before due dates.