George Mason University
College of Education and Human Development
Early Childhood Education

ECED 515.001 Mathematics for Diverse Young Learners
3 Credits, Spring 2018
Thursdays/ 4:30 – 7:10 pm
Thompson Hall L014, Fairfax Campus

Faculty
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Prerequisites/Corequisites
Recommended prerequisite: ECED 403 or ECED 503

University Catalog Course Description
Examines ways to foster development of mathematics in preschool to third-grade children. Covers construction of mathematics lessons and hands-on experiences that promote learning in children with diverse abilities and cultural and linguistic backgrounds. Offered by Graduate School of Education. May not be repeated for credited.

Course Overview
Not applicable

Course Delivery Method
This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Discuss the changing focus in curricula and pedagogy at the early childhood level and implications for mathematics instruction.
2. Describe strategies to help young children become mathematically literate, think critically and creatively, and to see the relationships between mathematics and other content areas.
3. Utilize a variety of methods in teaching mathematics to young children.
4. Select, modify, and present instructional activities in mathematics.
5. Construct mathematics experiences in an environment that promotes equity and responds to cultural, linguistic, and ability diversity.
6. Use state and local curriculum standards for mathematics and the standards identified by the National Council of Teachers of Mathematics to plan instruction.
7. Describe the role of family and community knowledge, experience, and resources in planning and implementing mathematics content in the curriculum.
8. Use a variety of sources for ideas and materials useful in teaching mathematics when planning instruction.
9. Integrate mathematics objectives into planning and implementing an integrated project.
10. Use authentic assessment strategies to describe young children’s understanding of mathematics concepts.
11. Reflect on one’s own use of inquiry strategies in facilitating children’s learning of mathematics concepts.

Professional Standards (Council for Exceptional Children and National Association for the Education of Young Children)
Upon completion of this course, students will have met the following professional standards:
Not applicable

Required Texts

Required Online Documents

Access Blackboard for additional class readings.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).
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<td>Part 1</td>
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<td>Part 2</td>
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<td>Mathematics Activity Share</td>
<td>Variable</td>
<td>20</td>
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<tr>
<td>Teaching Math Through Picture Books Poster and Presentation</td>
<td>February 22</td>
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<td>Mathematics Lesson Implementation and Reflection: Illuminations/VDOE Lesson</td>
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<td>25</td>
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<tr>
<td>Part 2</td>
<td>April 26</td>
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<td>TOTAL</td>
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<td>100</td>
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</tbody>
</table>

- Assignments and/or Examinations

**Personal Journal (Part 1=10 points; Part 2=10 points)**
Part 1: To initiate class experiences, students will write a critical reflection on their personal experiences as a learner of math (2 pages). They will use the following prompts to help guide their reflection process.
- Begin with your earliest memories (give examples) and reflect until the present as a graduate student in a teacher preparation program.
- Reflect on your experiences in school, out of school, in the context of your family, etc.
- How do you see yourself as a math learner?
- Why do you think you feel that way?
- How do you think these experiences will shape you as a teacher of math? In other words, what positive impacts or challenges on your teaching practice do you foresee from your prior experiences or self-conception?

Part 2: In conclusion of the course, students will revisit their initial thoughts in their first journal entry and reflect on how their thoughts and/or self-conception have changed, if at all (2 pages). They will use the following prompts to help guide their reflection process.
- What have you learned in the course?
- Do you view yourself as a math learner differently than you did before?
- Is there a concept you learned in the course that really stuck out for you? (Include references to course readings, as necessary.)
- Is there a particular reading, handout, or material from class that you found particularly helpful or eye-opening? (Include references to course readings, as necessary.)
- Articulate the kind of early childhood mathematics teacher you plan to be. Will something you learned in the course be included in your guiding principles?

**Mathematics Activity Share (20 points)**
Students will choose a mathematics content area listed on the class schedule on the syllabus during the first class session in which to present an activity. Three students will sign up per content area: one person will focus on preK, one on K-grade 1, and one on grades 2-3. Individual
students will prepare a lesson plan using the template provided and lead an informative and interactive center on their mathematics content area to a small group of classmates. During the center, each student will include the following:

- An overview of the topic to include the key ideas or content and the importance of the topic to students’ mathematics learning.
- An overview of relevant state and national content standards at the appropriate grade level(s), noting consistencies (or inconsistencies, if the case may be).
- Modeling of how to engage in the activity. The student will then oversee classmates engaging in the activity by assisting and answering questions. Students will bring or borrow from the instructor all appropriate materials for the activity.
- Preparation for how to adapt the center activity for a range of learners should be evident.
- A list of at least three resources related to teaching the topic that could include children’s literature, websites, manipulatives or materials, or other teacher resources (at least one must be a relevant developmentally appropriate picture book and one must be an article from a practitioner journal on the topic).
- All share materials (lesson plan, resources) will be posted on Blackboard under Discussion Board before the presentation.

Teaching Math Through Pictures Books Poster and Presentation (20 points)
Students will choose a picture book focused on a math concept. They will make a poster (either paper or an electronic version) that includes the following information: title, author, possible math concepts explored within the text, appropriate age/grade level, relevant standards, a meaningful quote, instructions and diagram(s) for a relevant interactive activity for children, and a rationale (no more than one double-spaced page) for decisions made, including citations of at least two course readings. Students should have materials for the activity available to engage classmates during presentation. Students will present their posters to classmates during an in-class poster session. Upload an electronic copy of the poster to Blackboard.

Mathematics Lesson Implementation and Reflection (25 points)
In two-person partnerships, students will choose a developmentally appropriate math lesson from either the VA Department of Education or Math Innovations websites. They will implement the lesson during one of two “Afternoons of STEM Learning” at the Mason Child Development Center (CDC) to multiple groups of preschool children, making necessary modifications and taking reflective notes. Students will bring any necessary materials for the lesson. Students will visit the CDC two consecutive times. One partner will teach the lesson while the other partner takes anecdotal notes during the lesson iterations; the next week the partners will switch roles. Students will submit a written reflection in two parts.

- Planning the Lesson (15 points). The first part of the reflection will be due before the experience and will include how the lesson was selected and how the student prepared to implement the lesson. Preparation of all of the necessary materials for the lesson so the student was prepared to implement the lesson upon arrival at the CDC on the assigned day will be assessed in this part. (1-2 pages)
- Reflecting on the Lesson (10 points). The second part will be due after the experience and will include how the lesson went (what went well, what could have been done differently/better for next time), key learnings, and “aha” moments. Students will reflect
on both teacher learning (themselves) and student learning during the lesson. Students will provide specific linkages to course readings. Partners will submit reflections independently. (2 pages)

- **Other Requirements**

**Attendance, Participation & Professional Dispositions (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period. Participation points will be deducted due to an excessive number of absences. (It is your responsibility to attend all class sessions. You are held accountable for all information from each class session, whether you are present or not. A make-up assignment will be required in the case of an absence. Reasons for any absence must be reported to the instructor in writing.)
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (a) participating in all activities, (b) engaging in small and large group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Professional dispositions are to be displayed at all times while interacting with the instructor and other students. **Cell phones are not to be used during class. Laptops are to be used for instructional purposes only.**

**Note:** To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

**Written Assignments**

Assignments are due on the assigned day. Extensions for assignments must be requested in writing *before* the assignment is due. Extensions only will be granted for extenuating circumstances. Grade point deductions will be taken for every additional day an assignment is late. All formal written assignments will be evaluated for content *and* presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library website at [http://infoguides.gmu.edu/content.php?pid=39979](http://infoguides.gmu.edu/content.php?pid=39979). Students may consult the Writing Center for additional writing support.

Students will do the following:
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100  A- = 90-94  B+ = 87-89  B = 80-86  C = 70-79  F = < 70
Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at [http://catalog.gmu.edu](http://catalog.gmu.edu). Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times. See [https://cehd.gmu.edu/students/policies-procedures/](https://cehd.gmu.edu/students/policies-procedures/).

**Class Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings &amp; Assignments Due</th>
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<tbody>
<tr>
<td>Jan 25</td>
<td>Introduction &amp; understandings Constructivist environments to support mathematics learning Relevant learning theories/theorists <em>Piaget Information Vygotsky Information Bloom Information Multiple Intelligences</em></td>
<td>Van de Walle et al., Chapter 1 Copley, Chapter 1</td>
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<tr>
<td>Feb 1</td>
<td>Teaching through problem solving Math instruction to develop the five processes of mathematical understanding Inquiry-based instruction and the 5E Model</td>
<td>Van de Walle et al., Chapter 2 Copley, Chapter 3 On Blackboard: <em>Modeling Problem-Based Instruction</em> Due – Personal Journal-Part 1</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Materials</td>
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<td>Feb 8</td>
<td>Introduction to mathematics content standards, including the Virginia</td>
<td>Van de Walle et al., Chapter 3</td>
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<td>Standards of Learning</td>
<td>Copley, Chapter 2</td>
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<td></td>
<td>Assessing for learning</td>
<td>On Blackboard: Got Standards Don’t Give Up on Engaged</td>
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<td></td>
<td>Learning</td>
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<td></td>
<td></td>
<td>Van de Walle et al., Chapters 4, 5, &amp; 6</td>
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<tr>
<td>Feb 15</td>
<td>Planning, teaching, and assessing children with diverse abilities</td>
<td>Van de Walle et al., Chapters 4, 5, &amp; 6</td>
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<td>On Blackboard: Got Standards Don’t Give Up on Engaged</td>
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<td>Van de Walle et al., Chapters 4, 5, &amp; 6</td>
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<td>Feb 22</td>
<td>Collaborating with families and communities</td>
<td>Van de Walle et al., Chapter 7</td>
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<td>Understanding contributions of different cultures in the development</td>
<td>On Blackboard: Multicultural Mathematics Instruction</td>
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<td>of mathematics and its role in society</td>
<td>Due – Teaching Math Through Picture Books Poster and</td>
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<td>Presentation</td>
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<td>Mar 1</td>
<td>Early number concepts and number sense</td>
<td>Van de Walle et al., Chapters 8 &amp; 11</td>
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<td>Place value</td>
<td>On Blackboard: Calendar time for Young Children</td>
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<td>Mathematics Activity Share</td>
<td>– Good Intentions Gone Awry</td>
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<td>EXAMPLE – Number Sense &amp; Place Value (Instructor Led)</td>
<td>Developing “Five-ness”</td>
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<tr>
<td>Mar 8</td>
<td>Basic operations and properties</td>
<td>Van de Walle et al., Chapters 9 &amp; 10</td>
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<td>Developing fluency with basic facts</td>
<td>Mathematics Activity Share – Operations &amp; Computation</td>
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<tr>
<td>Mar 15</td>
<td>No Class – Spring Break</td>
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<tr>
<td>Mar 22</td>
<td>Whole number computation</td>
<td>Van de Walle et al., Chapter 12</td>
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<td>Estimation, patterns</td>
<td>Copley, Chapter 4</td>
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<td>Mathematics Activity Share – Estimation &amp; Patterns</td>
<td>On Blackboard: What Comes Next? The Mathematics of</td>
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<td>Pattern in Kindergarten</td>
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<td>Emerging Understandings of Patterning in 4-Year-Olds</td>
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<tr>
<td>Mar 29</td>
<td>Algebraic reasoning</td>
<td>Van de Walle et al., Chapter 13</td>
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<td>Mathematics Activity Share – Algebra</td>
<td>Copley, Chapter 5</td>
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<td>Due – Math Lesson Reflection (Part 1)</td>
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<td>Apr 5</td>
<td>Early fraction concepts</td>
<td>Van de Walle et al., Chapter 14</td>
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<td>Mathematics Activity Share – Fractions</td>
<td>On Blackboard: Making Fractions Meaningful</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>References</td>
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| Apr 12     | Measurement  
_CDC Visit #1 – Math Lesson  
Implementation 4:30-5:30 pm_  
Mathematics Activity Share – Measurement | Van de Walle et al., Chapter 15  
Copley, Chapters 7 |
| Apr 19     | Geometry and spatial sense  
_CDC Visit #2 – Math Lesson  
Implementation 4:30-5:30 pm_  
Mathematics Activity Share – Geometry | Van de Walle et al., Chapters 16  
Copley, Chapter 6 |
| Apr 26     | Probability and statistics  
Data analysis  
Field trips and importance of informal learning settings for math  
Mathematics Activity Share – Data Analysis | Van de Walle et al., Chapter 17  
Copley, Chapter 8  
On Blackboard:  
_Zoos, Aquariums, and Expanding Students’ Data Literacy_  
Due – Math Lesson Reflection (Part 2) |
| May 3      | Math across the disciplines  
Technology in early childhood mathematics  
Filling the role of mathematics teacher for diverse young learners  
Course wrap-up | On Blackboard:  
_Blending In—Using an Adaptation Activity to Integrate Math and Science_  
_Putting the “T” in STEM for the Youngest Learners_ |
| May 10     | No Class – Finals Week                                                                         | Due – Personal Journal-Part 2 |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: [http://cehd.gmu.edu/values/](http://cehd.gmu.edu/values/).

**GMU Policies and Resources for Students**

_Policies_

- Students must adhere to the guidelines of the Mason Honor Code (see [https://catalog.gmu.edu/policies/honor-code-system/](https://catalog.gmu.edu/policies/honor-code-system/)).

- Students must follow the university policy for Responsible Use of Computing (see [http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/)).
• Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

• Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see [http://ods.gmu.edu/](http://ods.gmu.edu/)).

• Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

**Campus Resources**

• Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or [https://cehd.gmu.edu/aero/tk20](https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to [http://coursessupport.gmu.edu/](http://coursessupport.gmu.edu/).

• For information on student support resources on campus, see [https://ctfe.gmu.edu/teaching/student-support-resources-on-campus](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).

**For additional information on the College of Education and Human Development, please visit our website:** [https://cehd.gmu.edu/students/](https://cehd.gmu.edu/students/).