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| **EDUC 823 – Weekend #1** |
| **READING**   * *Developing Understanding in Mathematics* * *Letters to a Young Mathematician* |
| **TEACHING EXPLORATIONS**   1. Consistently use visibly random grouping assignments with the same group of students for the next two weeks. 2. Spend as much time as possible with these students working on vertically non-permanent surfaces. 3. Start this week with these students doing ‘fun mathematics’. After this shift to curriculum mathematics. Do not do anything out of the textbooks. |
| **Written JOURNAL**   1. Reflect on your experiences from this weekend and give a thoughtful and detailed response to the following questions:    * What is mathematics?    * What does it mean to do mathematics?    * What does it mean to learn mathematics? 2. ***Referring*** to your answers to the above questions respond to the following question:    * What does it mean to teach mathematics? 3. What are your thoughts to the assigned readings? 4. Based on your TEACHING EXPLORATIONS what have you learned about yourself, your teaching, and your students? |
| **Problem solving portfolio –** the following are eligible problems for your portfolio   * Andorra   *In Andorra there is a dinner party attended by 10 couples, 3 single men, and 5 single women. The social protocols when greeting someone in Andorra are as follows: men kiss men on one cheek, women kiss women on both cheeks, and men kiss women on the hand.*   * Palindromes Problem   *Consider a two digit number – for example 84. 84 is not a palindrome. So, reverse the digits and add it to the original number – 84+48=132. Repeat this process until the sum becomes a palindrome. 132+231=363. The number of times the process is repeated determines the depth of the palindrome. For 84, the depth is 2. Find the depth of all two digit numbers.* |
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**THINGS TO REMEMBER**

* use the blog to keep a daily record of how your teaching explorations is unfolding in your teaching.