CTEC 3020

PRIMARY MATH AND SCIENCE

AUBURN UNIVERSITY SYLLABUS, Spring 2023

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to Early Childhood Teacher Education, Completion of CTEC 3030/4911 and CTEC 3200/4200

**Co-requisites:** CTEC 4912

**Instructors:** Ms. Amy Zvonar

**Office:** Online Office hrs.

**E-mail:** [aez0008@auburn.edu](mailto:aez0008@auburn.edu)

**Phone:** 678-315-0836 (Amy Zvonar) Please call/text between the hours of 8:00am-8:00pm.

**Office Hours:** Online office hrs., Monday and Wednesday 12:00-1:00 pm or by appointment **Required Texts:**

Chaille, C. M., & Davis, S. M. (2015). *Integrating math and science in early childhood classrooms through big ideas: A constructivist approach.* New York, NY: Pearson.

Parrish, S. (2010). *Number talks: Whole number computation, grades K-5*. Sausalito, CA: Math Solutions.

Van de Walle, J. A., Lovin, L. A. H., Karp, K. S., & Bay-Williams, J. M. (2018). *Teaching student centered mathematics: Developmentally-appropriate instruction for grades pre-k – 2.* New York, NY: Pearson.

*You are required to have a* ***composition notebook*** *for your combined math journal and science notebook.*

*Required reading includes articles posted to Canvas. All readings will be announced on Canvas and provided whenever possible (in Files).*

\***Important Websites:**

**Use these websites as resources for assignments and teaching, both in-class and for practicum.**

**\*NAEYC Code of Ethics**

[**https://www.naeyc.org/about-us/people/naeyc-gb/apply-for-board-service/code-of-ethics**](https://www.naeyc.org/about-us/people/naeyc-gb/apply-for-board-service/code-of-ethics)

**\*Claire Warden Mind-stretchers Academy: Bringing Learning Alive**

[**https://mindstretchers.academy/**](https://mindstretchers.academy/)

[**https://mindstretchers.academy/pages/reflective-practice-and-research**](https://mindstretchers.academy/pages/reflective-practice-and-research)

**\*NCTM, has videos of excellent teaching**

National Council of Teachers of Mathematics (NCTM):  [http://www.nctm.org](http://www.nctm.org/)

**\*Your *Number Talks* text by Sherry Parrish has NT videos to watch, also.**

**Investigations in Number, Data, & Space**

- curriculum & the CCSS:<https://investigations.terc.edu/CCSS/>

- online games/activities. K-1**:**<http://investigations.terc.edu/library/Games_K1.cfm>

- online games/activities, 2-3**:**<http://investigations.terc.edu/library/Games_23.cfm>

- games/activities to do offline:<http://investigations.terc.edu/families/doing_math/books_and_resources/>

- Investigations support resources (number talks, blackline masters, CCSS, math links, etc):<https://sites.google.com/site/get2mathk5/home/investigations-support>

- Illuminations:<http://illuminations.nctm.org>

- Blackines:<https://sites.google.com/site/get2mathk5/home/templates-graphic-organizers>

**Professional Development - inside mathematics (problem of the month by grade level, video:**<http://insidemathematics.org>

**Math Dictionary for Kids:**<http://www.amathsdictionaryforkids.com/dictionary.html>

**Next Generation Science Standards**

- A Framework for K-12 Science Education: [https://www.nap.edu/download.php?record\_id=13165#](https://www.nap.edu/download.php?record_id=13165)

**Children & Nature Network:**<http://www.childrenandnature.org>

**Engineering Toys for Girls**

- GoldieBlox (Debbie Sterling, founder) website:<http://www.goldieblox.com/pages/about>

- GoldieBlox YouTube Channel:<https://www.youtube.com/channel/UCJUn6QmXuFV9CkuJB9T7F_w>

**Academic Language**

- New Teacher Center Oral Language Development:<http://old.newteachercenter.org>

**Other** **Useful Websites**

National Association for the Education of Young Children:<http://www.naeyc.org>

National Science Teachers Association (NSTA):<http://www.nsta.org>

National Council of Teachers of English (NCTE):<http://www.ncte.org>

Alabama Math, Science, and Technology Initiative:<http://www.amsti.org>

Alabama State Department of Education: http://www.alsde.org

American Montessori Society:<http://www.amshq.org>

North American Montessori Teachers Association:<http://www.montessori-namta.org>

**COURSE DESCRIPTION**

This course is to provide pre-service teachers opportunities to be more knowledgeable and practical in early childhood (Pre-K, K-3rd grade) curriculum and instruction in the areas of mathematics and science. Pre-service teachers will have a better understanding of children’s learning and development, curriculum development, and instructional methods. Based on their understanding of early learning standards as well as aforementioned areas, pre-service teachers will apply their knowledge to designing, implementing, and evaluating the interdisciplinary curriculum. In addition, through hands-on activities and teaching demonstrations, they will also develop effective teaching strategies working with young children that can be used in their future classrooms.

**COURSE OBJECTIVES**

Upon completion of the course, students will be able to:

1. Identify important mathematics /science content, process skills, and attitudes appropriate to young children. (NAEYC Standard 1b, 4a, 4b, 4c, & 4d)

2. Become acquainted with the principles and elements of curriculum development (e.g., goal setting, planning, implementing, and assessing curriculum) in mathematics and science. (NAEYC Standard 1a, 1b, 1c, 4b, 4c & 4d)

3. Develop an understanding that early childhood curriculum is an integrated curriculum, and that children’s learning in mathematics and science takes place in integrated learning experiences with concrete materials in a variety of contexts. (NAEYC Standard 4c)

4. Design, implement, and evaluate developmentally appropriate curricular content, strategies, and instructional materials, and reflect on their performance. (NAEYC Standards 1a, 1b, 1c, 4b, 4c, & 4d)

5. Understand how to record, report, and evaluate the development level of young children through naturalistic/performance-based assessment and utilize developmentally appropriate assessment and reporting techniques. (NAEYC Standards 3a, 3b, & 3c)

**AUBURN COLLEGE OF EDUCATION-CONCEPTUAL FRAMEWORK**

Competent

Competent professionals demonstrate the knowledge and skills needed to facilitate the learning of the individuals they serve. Their competence enables them to model and promote active, collaborative, and ongoing learning. Their efforts are enhanced by their abilities to foster learning communities that are safe, stimulating, and enriched with diversity; engage in reasoned and purposeful decision making; and implement their professional practices in proactive, flexible, and self-regulating ways.

We recognize that the development of professional competence is linked to levels of preparation and experience. We also acknowledge that competence continues to develop over the course of an entire career.

Committed

Committed professionals make reasoned decisions based on thoughtfully constructed values. As a College, we strive to nurture values that support the learning of all people, honor diversity, protect the integrity of learning, and expand the scholarship of our professions. We view these values as professional dispositions, and we define them as filters for responsible decision-making. Our College emphasizes the conscious development of commitments related to professional responsibilities and ethics, collaboration, diversity, and intellectual vitality.

Reflective

We choose to frame reflection as a critical and pervasive habit of mind that permeates and fuels the ongoing expansion of competence and the continued development of reasoned commitments. Reflective professionals subject their own competencies and commitments to continuous scrutiny as they systematically monitor the impact of their professional practices on the individuals they serve and make adjustments as needed. Thoughtful reflection emphasizes reviewing and analyzing past practices in ways that influence and improve future practices. This stance inspires self-initiated professional growth and results in increased capacities for addressing the complexities and dilemmas situated within the work of educational and human services professionals.

**COURSE REQUIREMENTS**

1. **Math & Science Notebook** (40 Points) (Due February 27 and April 24th):

* In class Assignments (10 points)
* Class notes (10 points)
* At-Home Journal Reflections connecting class discussions, readings, and practicum experience. (10 points)
* Integrated Unit Planning (10 points)

There will be a mid-term check of the math and science notebook worth an additional 10 points. Additionally, instructor may ask to check your journal at any point during the semester. **All journal entries will be graded as a Check/Minus/or Zero.\***

2. **Big Idea Chaille Lesson Plan Simulations (group)** (50 Points) (Due throughout semester):

Each person, alongside a group of your classmates, will write a 5-E lesson plan using content from a chapter of *Integrating Math and Science.* Your group will then simulate the lesson in our class. The lesson should include an engaging activity and a formative assessment of student learning. After the lesson, each person will write their own half-page reflection. Further instructions will be made available on Canvas.

3. **Van de Walle Chapter Notes** (10 Points each assigned)( Due throughout semester)

**Van de Walle Chapter Activity** (10 Points each assigned) (Due throughout semester):

**Notes:** Each person will be a part of a group of 2-3 classmates who will meet outside of class to discuss and record ideas pertaining to the reading of a Van de Walle chapter. Each week, the group will take notes on their assigned chapter following the specific Chapter Notes Template provided on Canvas. These independent group discussions will last a minimum of one hour and will follow specific requirements listed in Canvas. These discussions are meant to enhance and develop the readings and their applications to your practicum experience.

**Activity:** Each group will also create a short activity inspired by the chapter to demonstrate to our class. Games and activities provided in the chapter or seen in your practicum classroom may be used, or the group may design an original activity based on what they learned from the chapter. Each member of the group should be able to explain to our class what important math content standards, processes and proficiencies the activity develops in children.

4. **Integrated Math/Science Unit** (100 Points): (May 1)

Further instructions will be provided for this practice edTPA assignment. Briefly, your integrated unit will be determined by the children’s interests in your classroom, build on a science or math central focus, and include 3 linked lessons integrating science, math, and literacy. For example, this may be a project investigating an insect found in the school yard, culminating with a book-making project that the children create using the photos and descriptions they take of the insects, its habitat, feeding habits, etc., including observations they do of the insect or tree or ant hill, etc. You will justify your decision based on your observations of the children’s interests and the Next Generation Science Standards, Alabama State Department of Education Course of Study Standards, and the Alabama College and Career Ready State Standards for Math and Language Arts.

Your Integrated Unit will include the following:

· 3 linked lessons integrating science, math, and literacy (including a high-quality piece of children’s literature and writing, but also will include at least one of the following — poetry, research, music lyrics, or visual arts all constructed by students). (30/100 points)

* Formative and Summative Assessments and Analysis (30/100)

· Video and Reflections on the 3 linked lessons that will contain commentary on planning, implementing, and reflecting on student learning for each lesson and the video. You should receive observer feedback on your video and include this commentary in your reflection. Samples or photographs of student work produced during the integrated unit must be included. (40/100)

5. **Number Talks** (50 Points) (Due: February 27th):

· Lesson plan design

· Trial run with class peers (in class on February 6)

· Implement in classroom with students (video recorded)

· Implementation and video reflection paper.

6. **Participation in class, in small groups, in section groups, and any other assigned meetings** (25 points).

· Be sure you have read the policies related to COVID-19 regarding attendance and participation.

· You must enter Zoom (if you are participating remotely) ON TIME and keep your video on for the entire class/meeting as scheduled.

· You must mute unless you are adding to the discussion, and be ready to respond if called on.

· Offer insight from readings and video recordings required for outside reading and viewing.

· Be the emerging professional you are the semester before your internship.

**\*The Math and Science Notebook is graded on a Check/Minus/0 system. At the end of the semester, students with all check grades receive the full 40 points. Each minus will result in a deduction of 3 points from the 40-point total. Each 0 will result in a deduction of 10 points from the 40-point total. A grading rubric will be provided in class.**

**GRADES**

**A = 90-100% (315- 284 points), B = 80-89% (283-251 points), C=70-79% (250-221 points), D=60-69% (220- 190 points), F=59% or below (188-0 points).**

**Please note that all assignments and points are subject to change at the instructor’s discretion.**

***Course Schedule (Schedule to Change at Instructor’s Discretion)***

***For more in depth schedule, see Appendix B of syllabus or CANVAS***

January         18    AMSTI Science Certification Day

                 23    Introduction, Syllabus, Alabama Math and Science Standards

                 30    VDW Ch. 1-3; Number Talks and Number Talks Video

February  1 AMSTI Science Certification Day

6 VDW Ch 4-5; Number Talks Presentations

                     13      VDW Ch. 6-7; Guest Speaker: Number Talks

                     20 VDW Ch. 8-9; Chaille Ch. 1-2; The Scientific Method and Citizen Science

                     27  VDW Ch. 10 and Math Games Night; Chaille Ch.3; Integrated Unit Intro

March       6 **No Class: Spring Break**

13   VDW CH. 11-13; Chaille Ch. 4-6; IU Planning Session

20 **Field Trip: Arboretum**; VDW 14-16; Chaille Ch. 7-8; Mapping with Children; IU Check-In

                     27 **Field Trip: AUMNH**; VDW 17; IU Check-in

April   3      **At KPNC**: Chaille Ch. 4 -6 Lesson Simulations; Guest Speaker: Ashley Smith, PLT

                     10      Chaille Ch. 7-8 Lesson Simulations; IU Check-In

17 **At KPNC**: IU Check-In; Exploring Plants and Animals with Young Children

                     24    **At KPNC**: Sensory Trail Hike and S’mores. Integrated Unit Final Check-in

**CLASS POLICY STATEMENTS**

Participation: Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. (See further information below related to COVID-19.)

Attendance/Absences: In-person attendance is expected and required at each class meeting. Exceptions to in-person attendance will be granted for COVID-19 or other medical related reasons. It is your responsibility to inform the professor if you are unable to attend in person. In these cases, the student will be able to attend online. If an assignment is missed, a make-up assignment will be given only for University-approved excuses as outlined in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/#http://www.auburn.edu/student_info/student_policies/). Arrangement to take the make-up assignment must be made in advance. Students who miss an assignment because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. **Each unexcused absence** will result in 5 points deducted from the class participation grade. If points from absences exceed the 25 points allotted for class participation, the points will be taken from the final total.

Late work: Students are expected to turn in all work on time. Late work will incur an immediate 2-point deduction, followed by a 2-point deduction for each subsequent day the work is not submitted. If you find yourself falling behind in your coursework, it is of the utmost importance that you immediately contact your instructor. This is the best way to stay caught up with the course, and to achieve the highest possible grade.

\* If you find that you need to submit late work, it is required that you contact the instructor before submitting any late work.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting the first week of classes, or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT). See<https://fp.auburn.edu/disability/faculty/syllabus.asp>

Honesty Code: The University Academic Honesty Code and the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/#http://www.auburn.edu/student_info/student_policies/) Rules and Regulations pertaining to Cheating and Plagiarism will apply to this class. See<https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

Professionalism: As faculty, staff, and students interact in professional settings, we are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. From NAEYC, early childhood professional commitments or dispositions are:

|  |
| --- |
| 1. Creates a caring and supportive learning environment and encourages self-directed learning by each student.. |
| 2. Demonstrates behaviors that are consistent with the ideals of fairness and the belief that all students can learn. |
| 3. Demonstrates, models, and exemplifies a commitment to diversity. |
| 4. Engages in responsible and ethical professional practices (shows trustworthiness, nurtures professional relationships, maintains confidentiality regarding students and school matters). |
| 5. Demonstrates professionalism by being prepared, dressing professionally, communicating appropriately, and fulfilling attendance expectations. |
| 6. Shows respect for and cooperates with students, families, colleagues, and members of the community. |
| 7. Shows initiative and self-direction in classroom activities (e.g., organization and management of classroom, planning and implementation of instruction). |
| 8. Follows policy regarding use of digital tools and models digital citizenship and responsibility (e.g., the appropriate use of social media). |
| 9. Contributes to collaborative learning community, models and nurtures intellectual vitality, and demonstrates interest and enthusiasm for the profession. |
| 10. Accepts/acts on constructive criticism and suggestions in a professional way. |
| 11. Monitors and adjusts own professional dispositions as necessary. |
| 12. Reflects on and analyzes past practices to stimulate ongoing improvement for future practice. |

**Competent Professionals (See COE website:** [**http://www.education.auburn.edu/about-the-college/conceptual-framework/conceptual-framework-background/proficiencies/**](http://www.education.auburn.edu/about-the-college/conceptual-framework/conceptual-framework-background/proficiencies/)

1. Understand the central concepts, tools of inquiry, and structures of the content they teach or practice.

2. Create learning experiences that make the content they teach or practice meaningful for individuals.

3. Understand how individuals differ in their approaches to learning and create instruction or implement other professional practices adapted to this diversity.

4. Use knowledge of how individuals learn and develop to provide educational opportunities that support intellectual, social, and personal development.

5. Understand and use a variety of evidence-based professional practices in reasoned and flexible ways to encourage individual development of critical thinking, problem solving, and performance skills.

6. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7. Use knowledge of effective verbal and non-verbal communication to foster active inquiry, collaboration, and supportive interaction in learning environments.

8. Plan professional practices based upon knowledge of subject matter, individuals, the community, and identified goals.

9. Understand and use formal and informal assessment strategies to evaluate and ensure continuous progress toward identified goals.

10.Use technology in appropriate ways.

**Committed Professionals**

11. Engage in responsible and ethical professional practices.

12. Contribute to collaborative learning communities.

13. Demonstrate a commitment to diversity.

14. Model and nurture intellectual vitality.

**Reflective Professionals**

15. Analyze past practices to stimulate ongoing improvement of future practices.

**\*Mobile Device Policy:** Smartphone use or text messaging or unapproved iPad/Tablet or laptop usage during the class session is viewed as extremely unprofessional and will result in an automatic loss of 5 points of **Class Participation and Professional Behavior grade points** (under COURSE REQUIREMENTS) **for the first occurrence; additional points will be deducted for repeated occurrences**. It is best that phones, iPads, and laptops not be visible during the class session to avoid any misunderstanding of their use.

**APPENDIX A—PLEASE READ—YOU ARE RESPONSIBLE FOR THIS INFORMATION**

Due to the Coronavirus pandemic, public health measures have been implemented across Auburn’s campus. Students should stay current with these practices and expectations through the campus reentry plan, A Healthier U:<https://ahealthieru.auburn.edu/>. The sections below provide expectations and conduct related to COVID-19 issues.

***Health and Participation in Class***

Your health and safety, and the health and safety of your peers, are our top priorities. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

*Please do the following in the event of an illness or COVID-related absence:*

● Notify me in advance of your absence, if possible

● Provide me with medical documentation, if possible

● Keep up with coursework as much as possible

● Participate in class activities and submit assignments remotely as much as possible

● Notify me if you require a modification to the deadline of an assignment or exam

● Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Questions about COVID-related illnesses, you should reach out to the COVID Resource Center at (334) 844-6000 or at covidresourcecenter@auburn.edu.

***Health and Well-Being Resources***

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

● Student Counseling and Psychological Services (http://wp.auburn.edu/scs/)

● AU Medical Clinic (https://cws.auburn.edu/aumc/

● If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (http://aucares.auburn.edu/)

***Course Expectations Related to COVID-19:***

● *Course Attendance*: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.

● *Technology Requirements*: This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

**APPENDIX B—PLEASE READ—YOU ARE RESPONSIBLE FOR THIS INFORMATION**

**3020 Spring 2023 Schedule: Subject to change at the instructor’s discretion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class Location | Topic | Readings\* | Assignments |
| 1/23 | Haley | Introduction, Syllabus, Course Textbooks, Alabama Math and Science Standards | None | Using the Standards Activity |
| 1/30 | Haley | Van de Walle Chapters 1-3  Math and Science Notebook Rubric  Number Talks and Number Talks Video: https://www.youtube.com/watch?v=twGipANcIqg | VDW  Ch. 1-3  NT Ch. 1-3 | Math and Science Notebook Entries 1-5 |
| 2/6 | Haley | Van de Walle Chapters 4-5 In-Class Number Talks Presentations | VDW  Ch. 4-5  NT Ch. 4, Appendix A | Math and Science Notebook Entries 6-8  Group 1: Chapter notes on VDW Chapter 4 and VDW Class Activity  Group 2: Chapter notes on VDW Chapter 5 and VDW Class Activity |
| 2/13 | Haley | VDW Ch. 6-7  Guest Speaker: Johna Channell, Number Talks | NT (ALL)  VDW  Ch. 6-7 | Math and Science Notebook Entries 9-11  Group 3: Chapter Notes and Class Activity for VDW Chapter 6  Group 4: Chapter Notes and Class Activity for VDW Chapter 7 |
| 2/20 | Haley | VDW Ch. 8-9  Chaille Ch. 1-2  Special Topic: The Scientific Method and Citizen Science | VDW  Ch. 8-9  Chaille Ch. 1-2 | Math and Science Notebook Entries 12-16  Group 5: Chapter Notes and Class Activity for VDW Chapter 8  Group 6: Chapter Notes and Class Activity for VDW Chapter 9 |
| 2/27 | Haley | VDW Ch. 10- Math Games Night  Chaille Ch. 3 and the Constructivist Classroom  Integrated Unit Introduction | VDW  Ch. 10;  Chaille Ch. 3 | Math and Science Notebook Entries 17-19  Math and Science Notebooks Due End of Class  Number Talks Project Due End of Day |
| 3/6 | No Class- Spring Break |  | Enjoy the Break! |  |
| 3/13 | Haley | VDW Ch. 11-13  Chaille Ch. 4-6  Integrated Unit Planning Session | VDW Ch. 11-13  Chaille Ch. 4-6 | Math and Science Notebook Entries 20-25 Group 1: Chapter Notes and Class Activity for VDW Chapter 11  Group 2: Chapter Notes and Class Activity for VDW Chapter 12  Group 3: Chapter Notes and Class Activity for VDW Chapter 13 |
| 3/20 | Arboretum/Haley | VDW Ch. 14-16 Chaille Ch. 7-8  Special Topic: Mapping with Children  Integrated Unit Check In | VDW Ch. 14-16  Chaille Ch. 7-8 | Math and Science Notebook Entries 26-31  Group 4: Chapter Notes and Class Activity for VDW Chapter 14  Group 5: Chapter Notes and Class Activity for VDW Chapter 15  Group 6: Chapter Notes and Class Activity for VDW Chapter 16 |
| 3/27 | Haley/AUMNH | Field Trip: Auburn Museum of Natural History  VDW Ch. 17  Integrated Unit Check In | VDW Ch. 17 | Math and Science Notebook Entries 32-33 |
| 4/3 | KPNC | Guest Speaker: Ashley Smith, Project Learning Tree  Chaille Ch. 4-6 Lesson Simulations | Chaille Ch. 4-6 | Math and Science Notebook Entries 34-37  Group A: Chaille Lesson Simulation for  Ch. 4  Group B: Chaille Lesson Simulation for  Ch. 5  Group C: Chaille Lesson Simulation for  Ch. 6 |
| 4/10 | Haley | Chaille Ch. 7-8 Lesson Simulations  Integrated Unit Check In | Chaille Ch. 7-8 | Math and Science Notebook Entries 38-40  Group A, B, and C: Chaille Lesson Simulation Reflections Due  Group D: Chaille Lesson Simulation for  Ch. 7  Group E: Chaille Lesson Simulation for  Ch. 8 |
| 4/17 | Haley or KPNC | Integrated Unit Check In Special Topic: Exploring plants and animals with young children |  | Math and Science Notebook Entry 41  Group D, E: Chaille Lesson Simulation Reflections Due |
| 4/24 | KPNC | Sensory Trail Hike and S’mores at Kreher Preserve and Nature Center |  | Math and Science Notebooks due End of Class  Integrated Unit: Due 5/1 |

**\* Key To Readings Abbreviations:**

**Chaille=** Chaille, C. M., & Davis, S. M. (2015). *Integrating math and science in early childhood classrooms through big ideas: A constructivist approach.* New York, NY: Pearson.

**NT=** Parrish, S. (2010). *Number talks: Whole number computation, grades K-5*. Sausalito, CA: Math Solutions.

**VDW=** Van de Walle, J. A., Lovin, L. A. H., Karp, K. S., & Bay-Williams, J. M. (2018). *Teaching student centered mathematics: Developmentally-appropriate instruction for grades pre-k – 2.* New York, NY: Pearson.