

STRAND 1: FOUNDATION OF FUNCTIONS**TOPIC 1.4: CLASSROOM CONNECTIONS REVISITED****Topic Notes****Mathematical focus**

The purpose of this activity is to help participants reflect on how they can modify the activities that they use each day in their classrooms so that the activities have more depth and meet the intent of the TEKS.

Topic overview

In Topic 0, participants were asked to think about the typical textbook activities assigned to high school Algebra I students. Participants will now be asked to modify the tasks that their groups submitted, if possible, so that the activities are similar to those that were examined during this topic.

TE_xES standards focus**TE_xES Standard VI.020 Mathematical learning, instruction and assessment.**

The teacher understands how children learn mathematics and plans, organizes, and implements instruction using knowledge of students, subject matter, and statewide curriculum (Texas Essential Knowledge and Skills [TEKS]). The beginning teacher:

- (A) Applies research-based theories of learning mathematics to plan appropriate instructional activities for all students.
- (C) Uses students' prior mathematical knowledge to build conceptual links to new knowledge and plans instruction that builds on students' strengths and addresses students' needs.
- (D) Understands how learning may be enhanced through the use of manipulatives, technology, and other tools (e.g., stop watches, scales, rulers).
- (E) Understands how to provide instruction along a continuum from concrete to abstract.
- (F) Understands a variety of instructional strategies and tasks that promote students' abilities to do the mathematics described in the TEKS.
- (H) Understands a variety of questioning strategies to encourage mathematical discourse and to help students analyze and evaluate their mathematical thinking.

Materials

Handout	X
Chart paper	X
Markers	X

Procedure

Have students return to the same groups that they used for the Task 1 of Topic 0. This way, the groups are working on activities that they identified as “typical”. Ask each group to choose one of the activities that they submitted and modify it according to the methodology presented in the previous activities. Each group will present their new activity to the class, explaining the changes that were made and the reasons for the changes.