

Reading list
Real World Mathematics Cluster
Summer 2006

Materials will be provided on first meeting day or contact instructors

To be read for day #1 (Note: these articles can be accessed online)

1. [Auger, J. \(2001\). "Who Do We Hear?" Rethinking Schools, Fall 2001](#)

2. [Weissglass, J. \(1992\). Changing the culture of mathematics instruction. *Journal of mathematical behavior*, 11, 195-203.](#)

Questions to guide your reading for day #1

1. In article #1, what does the author mean when they say, "owning language"?
2. In article #1, what two things does the author say need to be done to make a change? What would that look like in your classroom?
3. According to article #1, how is language power?
4. In article #2, the author discusses the term "culture" and gives examples of classroom practices. What are some cultural practices in your school setting?
5. In article #2, the author discusses the role of beliefs and values in creating practices. They list several of their own on pp. 198-199. Which of these ring true for you and which do not? Are there any not listed that you would list?
6. Why does the author of article #2 believe that the classroom culture should change?

To be read for day #2

3. O'Donnell, B.D. (2006). "On becoming a better problem-solving teacher". *Teaching Children Mathematics*, Vol. 12 (No. 7), 346-351.
4. Wilson, W. W., Fernandez, M.L., & Hadaway, N. (1993). Mathematical problem solving. In P.S. Wilson (Ed.), *Research ideas for the classroom: High school mathematics* (pp. 57-78). Reston, VA: National Council of Teachers of Mathematics.

Questions to guide your reading for day #2

1. In article #3, the author discusses Brenda's classroom and Laurel's classroom. Briefly list some of the similarities and differences. How does this compare to your classroom?
2. On page 350 of article #3, the author gives a table that gives student views on problem solving. How do you think your students would be placed in that table?

To be read for day #3

5. *Selections from* Huetinck, L., & Munshin, S. (2004) Teaching mathematics for the 21st century: methods and activities for grades 6-12. Upper Saddle New River, New Jersey: Pearson.
6. Tomlinson, C. A. (2003). Differentiating instruction in response to student readiness, interest, and learning profile in academically diverse classrooms: A review of literature. *Journal for the Education of the Gifted*, 27(2-3), 119-145.

Questions to guide your reading for day #3

1. In article #5, there are discussion questions throughout the reading that will help guide your reading.
2. After outlining the research done on differentiating instruction in article #6, the author lists several "hallmarks of effective differentiation". What are these and how would you rate yourself (scale 1-10, 10 is best) on implementation of each?

To be read for day #4

7. Cohen, E., & Lotan, R. (1995). "Producing Equity-Status Interaction in the Heterogeneous Classroom." *American Educational Research Journal*, Vol. 32 (No. 1), 99-120.
8. *Selections from* Sfard, A. (2000). Symbolizing mathematical reality into being- or how mathematical discourse and mathematical objects create each other. In Cobb, P., Yackel, E., McClain, K. (Eds.), *Symbolizing and communicating in mathematics classrooms* (pp. 37-98). Mahweh, NJ: Lawrence Erlbaum Associates.

Questions to guide your reading for day #4
To be posted

To be read for day #5

9. Dorfler, W. (2000). Means for meaning. In Cobb, P., Yackel, E., McClain, K. (Eds.), *Symbolizing and communicating in mathematics classrooms* (pp. 99-132). Mahweh, NJ: Lawrence Erlbaum Associates.

Questions to guide your reading for day #5
To be posted