



Theory and Practice in Teaching Mathematics
In the Elementary School

INSTRUCTOR: Carolyn Simmons, B.A.(Fine Arts),
B.Ed., M.Ed.(Mathematics Education)

OFFICE HOURS: Upon Appt

OFFICE LOCATION: TBA

CLASSROOM: A2103

E-MAIL: csimmons@yukoncollege.yk.ca

TIME: Wednesdays 4pm - 7 pm

TELEPHONE: (867) 668-8749

DATES: Sept.10 - Dec.18, 2015

COURSE DESCRIPTION

This course examines the structure of mathematics and methodology related to major curriculum topics, including problem solving, rational numbers and geometry. A critical resource-based approach will be used to enable students to become familiar with, and make wise choices about, a variety of teaching strategies and curriculum materials.

ADDITIONAL DESCRIPTION

This course examines the development of mathematics and teaching methods related to the K - 5 Mathematics Curriculum of the Western Northern Canadian Protocol. It will promote a problem solving approach, as well as assessment for learning practices and the use of technology in the mathematics classroom.

PREREQUISITES

Pre-Internship candidates only.

LEARNING OUTCOMES

Upon successful completion of the course, students will have demonstrated the ability to:

- Understand the study of mathematics as a continuum and the interrelatedness of mathematics to our lives in general, as well as within the curriculum.
- Facilitate a mathematics game to reinforce or develop mathematics concepts as well as engaging the practice of reflection.
- Develop their understanding of mathematics through discussion and participation in group work.

- Develop an understanding of contemporary math issues as educators.
- Integrate assessment for learning practices, problem solving, and technology into the teaching of mathematics.

DELIVERY METHODS/FORMAT

1. Lecture/Instructor & Student-led discussions
2. Group work and hands-on learning experiences
3. Projects and Presentations
4. Guest Speakers/Presenters

COURSE REQUIREMENTS:

Attendance and Participation

Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student will be subject to penalty, including being dropped from the course or being barred from writing the final examination. Instructor will monitor student attendance. Students will lose marks for absenteeism and lateness.

Late Assignments

Late assignments will receive 10% per day penalty. Exceptions based on individual circumstances may apply and will be at the discretion of the instructor.

COURSE EVALUATION:

35%	Learning Outcomes Lesson Plans
10%	Teach a Math Game
10%	Teach a Math Art Activity or a Literature with Math Activity
5%	Math Journal
20%	Mid-Term Presentations: Teach a Math Lesson based in Ancestral Knowledge
20%	Final Exam (Take Home)

Plagiarism

Plagiarism will not be tolerated and will result in failure. Please consult the following:

- University of Toronto Writing Centre's "How Not to Plagiarize":
www.utoronto.ca/writing/plagsep.html

COURSE ASSIGNMENTS:

Learning Outcomes Lesson Plans 35%

Teach a Game (with a lesson plan) 10%

Students will rotate turns facilitating one math game and one problem solving activity to begin the second half of each class. This means each student will lead two activities over the course of the term. Each activity must have a lesson plan, and students will be given time in class to write a reflection about the activity in their math journal. Activities are part of the Learning Outcomes Lesson Plans.

Teach a Math Art Activity or Literature with Math Activity (with lesson plan)
10%

Students will present an activity, which the whole class will make with materials provided by the student. Each activity must have a lesson plan. This activity is part of the Learning Outcomes Lesson Plans.

Math Journal 5%

The math journal is a multi-functional tool. Students will be given class time to write their reflections to various learning activities. It is also to be used to prepare discussion points about readings before class, and then to record new thoughts as learning unfold. Math journals will be collected for assessment purposes at the mid-term and final classes. They will be returned to students.

Mid-Term Project 20%

Teach a Math Activity based in Ancestral Knowledge.
(This is a group activity)

Final Exam (Take Home) 20%

COURSE ASSIGNMENT DETAILS:

Learning Outcomes Lesson Plans

You will design two sets of math lesson plans with assessments and activities, which you will share with the whole group, so altogether, you have a collection of math lesson plans for your future teaching placements. The lesson plans are to be organized in a binder. Rather than handing in these plans at an end due date, they will be handed in throughout the course. Altogether, they are to be handed in at a final later due date.

1. DESIGN MATH LESSON PLANS & ACTIVITIES FOR TWO GRADES

- Each lesson plan will be for one Learning Outcome of One Strand in One Grade (ex. Grade 2, Number,
- Outcomes found in Key Concepts: Overview of Mathematics K to 7 Topics, British Columbia Mathematics IRPs

Each Learning Outcome Lesson Plans binder must include:

1. A list of all the Learning Outcomes for that strand, identifying the one you have written the lesson plan for
2. A set of day plans for each Learning Outcome, which include the following (with activities, which serve to enhance and develop mathematical learning):
 - a) Description of the Learning Destination
 - b) Introductory and follow-up lessons
 - c) One math game
 - d) One math problem-solving activity with one differentiated version of the problem
 - e) Assessment strategies/methods for two of the activities and one cumulative evaluation
 - f) One Math Technology activity
 - g) One Math activity based in Ancestral Knowledge

Each Learning Outcome will also include two of the following:

- Art Activity or
- Literature Activity

- Take-home Family Activity or
- School Community Activity

You may combine the activities, such as Ancestral Knowledge, which includes art, or a family activity, which includes literature.

Each Learning Outcome Lesson Plan for one grade must include different activities from the list, so the same type of activities cannot be used in the two lesson plans.

Notes: Assignment Deadlines:

You will sign up to teach the math activities. You will give everyone a copy of the activity lesson plan when you present it. Deadlines for handing in parts of the Learning Outcomes Lesson Plans and other assignments will be available on a separate Weekly Course Overview.

Notes: Lesson Plan Template

We will look at several examples, and decide upon which one everyone will use, so there is consistency in our shared lesson plans.

2. GRADE PROFILES/ASSESSMENT/EVALUATION

(This assignment is to be written as a two-column table/visual organizer).

Math Grade Profiles

A math grade profile is a list of described math competencies and math learning outcomes,

specific to expected student attainment. You may show this to elementary students, so they know specific learning destinations for a set of math lessons, as well as what they are being assessed and evaluated for. You may also use this list in teacher-parent interviews, at parent-student-teacher conferences, or as a reference in the writing of report cards.

The profile is a list of described competencies and learning outcomes, which are the learning destinations of a specific math grade.

You will share your list with other students, so you have a complete set from K -5.

Assessment & Evaluation

A list of assessment methods and evaluation tool/s are to accompany the list of described competencies and learning outcome

3. ANNUAL PLAN

In a future teaching assignment, you may be asked to submit a plan to your principal. For this assignment, you will develop a template, which you will use in your future as an educator.

For this assignment you are required to develop a template and enter:

- Key concepts and learning outcomes
- Lesson activities (ex. game, problem, art, etc. written as a consistent bulleted checklist)
- Assessment and Evaluation tools (a consistent bulleted checklist)

4. YOUR PHILOSOPHY OF MATHEMATICS EDUCATION

You will create a document, which reflects your philosophy towards mathematics education.

The document is to approximately 250 words in length.

YNTEP & University of Regina, Faculty of Education

Summary of Academic Regulations, Professional Obligations and Reminders

The Yukon Native Teacher Education Program is designed to be an experiential model of teacher development. Major goals of this program include: excellence in teaching; development of Yukon First Nations and Yukon curricular content; knowledge of educational issues for First Nations students as a part of all courses; ability to teach in cross cultural settings and rural Yukon communities. YNTEP students are encouraged to consider these topics in their course assignments whenever an opportunity presents itself.

Professionalism

YNTEP recognizes that those most suited to teaching are committed to the evolving goals and values of the profession and acknowledge the extent of the trust placed in teachers. Students in YNTEP therefore, must develop and practice a set of professional values and attitudes that include: respect and concern for others, discretion, honesty, open-mindedness, cooperativeness, and courage (YNTEP Handbook p. 5).

Some ways of demonstrating this include:

- 1) exemplary standards for attendance and punctuality and timely notification of absences from class;
- 2) attending class prepared to contribute by completing the identified readings and assignments;
- 3) avoiding distractions in class such as the use of cell phones, eating, or addressing individual student issues that are not part of the course syllabus during class time.

Attendance and Punctuality

Regular and punctual attendance is very important in YNTEP because courses are often based on participation and experiential learning. In general, students may have 10% excused absences (including lates) from a class and can expect to lose marks for these absences. In a regular 39 hour course this would be 3.9 hours of class time. Note: Student with unresolved attendance and punctuality problems in a particular course may be excluded from writing the final exam.

Please note that the student is responsible for:

1. contacting individual instructors prior to class to report your absence. In an urgent situation you may leave a message at the YNTEP main reception 668-8781.
2. obtaining assignments and course notes from a missed class from a student who acts on your behalf.
3. obtaining a doctor's certificate in the case of a serious health issue where a student is absent for 3 or more consecutive classes. This certificate must be presented to the instructor and is also to be placed in the student's file.
4. being familiar with YNTEP Handbook on Regulations and Procedures on Attendance and Punctuality, page 4.

Responsibilities for Learning and Participating in Class

A YNTEP student's attitudes and behaviour must be consistent with his/her status as a

professional teacher in training. Students will be expected to follow the Yukon Teachers' Association Code of Ethics while interacting with peers, Yukon College staff, school staff and the parents and children they may come into contact in student placements. The YTA Code of Ethics is posted in each YNTEP classroom and each student will have received a copy of it in their student teaching manuals. Students are expected to be familiar with YNTEP Handbook on Regulations and Procedures on Professionalism pages 5-6.

Harassment

All members of Yukon College are entitled to a professional working and learning environment free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the College community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others.

Late Assignments

Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments, are noted in each course outline. Note: not all instructors allow late assignments. In any event, any extension or special considerations for submitting a late assignment must be arranged with instructor in advance of the deadline. Note: printer/computer failure on an assignment due date is not considered a valid reason for an extension. Be sure to back-up your data.

Submitting Assignments

Instructor expectations also vary in regard to how assignments may be submitted to them. Some instructors accept paper copies only; others may allow assignments to be emailed. Be sure to clarify this. Expect all assignments to meet recommended standards of language competence as part of graduation requirements for YNTEP and the University of Regina and follow APA reference guidelines. See attached: Language Competence Policy Statement, U. of R., Faculty of Education.

Cheating

Cheating includes, but is not limited to dishonest or attempted dishonest conduct at exams, in which books, notes, diagrams or other aides not authorized by the examiner are used. It includes communication with others to obtain information, copying from the work of others, and purposely exposing or conveying information to other students who are taking exams. (YNTEP Handbook p. 11)

REQUIRED TEXTBOOKS/MATERIALS

- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M., McGarvey, L.M., Folk, S. (2015). Elementary and Middle School Mathematics. (Fourth Canadian Edition). Pearson Canada Inc: Toronto, Ontario.
- Articles, readings, materials/resources as assigned and/or provided by the instructor.

RECOMMENDED WEB ADDRESSES

Central: <http://MathCentral.uregina.ca>

WNCP: <http://www.wncp.ca/>

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

ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

http://www.yukoncollege.yk.ca//downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf

PLAGIARISM

Plagiarism is a form of academic dishonesty in which a student submits or presents the work/ideas of another person as his/her own. Scholarship rests upon examining and referring to the thoughts and writings of others; however whenever such thoughts or writing are used, it is the student's responsibility to acknowledge their sources when submitting or presenting assignments. See page 11 of the Handbook for details on penalties.

Grounds for Faculty Probation

Action may be taken any time a YNTEP student is suspected of unprofessional conduct, unresolved attendance/punctuality issues, poor effort/attitude toward learning and teaching, and poor grades. A student who believes that she/he has been unjustly treated at the College is encouraged to seek all appropriate avenues of redress, including discussing the concern with the instructor (an expected starting point), a Chair/ Coordinator, or a student counselor, or the Dean of Applied Arts. After such discussion if the issue remains unresolved, the student may initiate a formal appeal in writing by informing the Registrar within 10 working days of the incident or within 5 working days of receiving a final decision from the Dean. See YNTEP Handbook on Regulations and Procedures on Grounds for Action, Faculty Probation and Appeal Policy for YNTEP pages 5-8.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or lassist@yukoncollege.yk.ca.



University of Regina & Faculty of Education Summary of Academic Regulations & Reminders (Undergraduate)

As a student at the University of Regina it is your responsibility to be aware of and to follow all academic regulations in the Undergraduate Calendar available at <http://www.uregina.ca/student/registrar/calendars-schedule.html>. Please pay particular attention to “[Responsibilities of Students](#)” (§5.1), “[Student Behaviour](#)” (§5.13) and note the policies, expectations and information as outlined below:

1. **Students with Special Needs** - Any student with a disability, injury or illness who feels they may need academic accommodation should discuss this with the course instructor after contacting the [Centre for Student Accessibility](#), located in Riddell Centre 251, phone 306-585-4631, or email accessibility@uregina.ca.
2. **Language Competence** - Students are expected to meet recommended standards of language competence as part of graduation requirements in the Faculty of Education.
3. **Attendance & Punctuality (§5.3)** - Regular and punctual attendance at classes provides a foundation for academic success, and is expected of all students. When the persistent lateness or absence of a student jeopardizes the learning or the evaluation of the work of other students in the course, the student may be subject to penalty, including being dropped from the course or being barred from writing the final examination. One written warning will be provided to the student before such action is taken.

4. **Late Assignments** - Action regarding late assignments may vary from instructor to instructor. Expectations or due dates for assignments, as well as the marks that may be deducted for late assignments are noted in the course syllabus. (For example, some instructors deduct one mark for each day late.) Normally, all required elements of the program must be successfully completed by each student.
5. **Professional Conduct** - Teaching is a helping profession. In order for the profession to achieve its goals and values, to enhance the quality of public education in the Province, and protect its members and those whom it serves the Faculty of Education has established sound and reliable criteria and procedures for evaluating the suitability of aspiring teachers. The criteria specify appropriate conduct for students in teacher education. The procedures specify processes for screening, regulating and monitoring their professional conduct. The Faculty of Education has the right and responsibility to assess students' professional conduct in terms of the criteria outlined above and in terms of criteria outlined in the following documents. It will take appropriate actions in accordance with the following legislation, policies and guidelines:
 - The University of Regina Academic Regulations
 - The Canadian Teachers' Federation Code of Ethics
 - The Saskatchewan Teachers' Federation Code of Ethics
 - The Education Act, 1995, Saskatchewan
 - The Board of Teacher Education and Certification, Guiding Principles and Beliefs
 - Student Review Policy, Faculty of Education.
6. **Progress in the Program (§11.5.2)** - Under current faculty regulations, progress in the program is based on academic standing and professional development. Faculty selection and review committees determine students' eligibility to progress into all professional semesters, including internship. It is the responsibility of each student to become familiar with the selection criteria and procedures.

Faculty Action: At the end of each semester, students with poor academic records and/or unsatisfactory professional development will be subject to faculty action. Students will be required to discontinue or will be placed on faculty probation.

7. **Student Behaviour (§5.13)** - Students of the University of Regina are expected to conduct themselves responsibly and with propriety both in their studies and in their general behaviour, and are expected to abide by all policies and regulations of the University. Misconduct, which may be academic (that is, in academic studies) or non-academic (in general behaviour), is subject to disciplinary action.

8. **Academic Misconduct (§5.13.2.2)** - Acts of academic dishonesty or misconduct include acts which contravene the general principles described in §5.13.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.13.5.

Cheating - Cheating constitutes academic misconduct. Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;
- communicating with others during an examination to give or receive information, either in the examination room or outside it;

- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Plagiarism - Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

Note: The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources.

9. **Withdrawal from a Course** - Students who are not attending but haven't formally withdrawn are still registered, are liable for fees, and will be assigned a grade of "NP" for failing to complete the course. Students may drop classes in UR Self-Service up to the deadline for withdrawing from a course without a failing grade. Changes after the deadline, must be made in their Faculty or College office, or students may mail, fax or email registration requests (students should check with their Faculty or College office). Please consult §1.2 of the Undergraduate Calendar for refund deadlines and §3.3.5 for making changes to course registration.
10. **Deferrals** - If you become unable to complete your term work or final exams (i.e. due to illness, accident, or a death in the family), you may be eligible to apply for a deferral of final examinations and/or term work. Please consult section §5.7 of the Undergraduate Calendar and contact the Faculty of Education's Student Program Centre (ED 354, phone 306-585-4537 or email Education.Counselling@uregina.ca) or your faculty student services office as soon as possible for advice regarding deferrals.
11. **Invigilators' Rights** - An invigilator who suspects a student of cheating has the authority to ask the student to do such things as empty pockets, pencil cases, etc., and roll up their sleeves. The invigilator should ensure they have a witness when asking the student to perform the request. The invigilator should not badger the student or unduly disrupt that student's (or other students') ability to complete the examination. If the student refuses to cooperate, the invigilator can not do more except to make written note of the students' refusal when reporting on the matter under the disciplinary regulations.
12. **Harassment & Discrimination Prevention Policy (§8.4.5)** - All members of the University community are entitled to a professional working and learning environment

free of harassment and discrimination. This entitlement, however, carries with it the expectation that all members of the University community will conduct themselves in an appropriate and responsible manner, with due respect and regard for the rights of others. No member of the university community shall cause or participate in discrimination against or harassment of another person. Anyone with inquiries, seeking advice or information, looking to resolve conflict arising from harassment and discrimination or wishing to discuss alternate resolution options or file a complaint can visit HDPCRS in RC 251.14 or call 306-585-5400 or email at respect@uregina.ca.

13. **U of R Email** (<https://webmail.uregina.ca/>) -The Registrar's Office uses EMAIL SENT TO YOUR UNIVERSITY OF REGINA EMAIL ACCOUNT as an OFFICIAL MEANS OF COMMUNICATION. For many purposes, the office will make no other form of contact. **Please ensure that you monitor your university email account regularly.** All students are provided email, Novell and Unix accounts. Students have a **2GB** quota for email and can obtain information about their email address and password at www.uregina.ca/is/student/. If you are not receiving email, check to see if you are over quota or if you have enabled email forwarding. **Email delivery cannot be guaranteed if it is being forwarded.**
14. **UR Self-Service and Contact Information** - Please update your contact information at the beginning of each semester (address, email, phone numbers, etc.) at UR Self-Service: https://banner.uregina.ca/prod/sct/twbkwbis.P_WWWLogin. Using UR Self-Service, you can also change your PIN (strongly recommended); register for or drop classes; check class schedules; check grades and transfer credits; search up-to-date credit and non-credit course timetables; consult course descriptions; order & pay for textbooks; settle accounts by credit card; view and print T2202A Education Deduction Certificate; and view and print a confirmation of enrolment or unofficial transcript.

5.9 GRADING SYSTEM AND DESCRIPTIONS (University of Regina 2015-2016 UG Calendar - p. 39)

The University of Regina employs a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.

5.9.1 GRADING DESCRIPTIONS

5.9.1.1 Percentage grades

90-100

An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89

Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79

Above average performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and
- to express thoughts both in speech and in writing.

60-69

A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59

A barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49

Unacceptable performance.

5.9.1.2 Alphabetical grades

With the exception of the grades of NP and XF (see “Calculation of Grade Point Averages,” below), none of the following grades has a numeric value. Grades of AG, C, and P are passing grades. Grades of F, N, NP, and XF are failing grades. The remaining grades are neutral.

AG	Aegrotat standing	IP	In Progress
AU	Audit, no credit	MC	Maintenance of Candidacy
AW	Audit withdrawal	N	No Credit for Hours Shown
C	Credit for hours shown	NP	Not Passed
CW	Compulsory withdrawal	NR	Not Yet Reported
DE	Deferred examination	P	Pass Standing
F	Failure	W	Withdrew from Course
IN	Incomplete	XF	Academic Misconduct

References

1. Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M., McGarvey, L.M., Folk, S. (2015). *Elementary and Middle School Mathematics. (Fourth Canadian Edition)*. Pearson Canada Inc: Toronto, Ontario.
2. Anne Davies (2011). *Making Classroom Assessment Work, (Third Edition)*. Connections Publishing, Courtenay, British Columbia.
3. B.C. Curriculum Guide, Mathematics K-7 (available FREE online).
4. Western Canadian Protocol, Mathematics K-7 (available FREE online).
5. Articles as assigned.