

**Project INSPIRE**  
**Assignment 2**  
**Nemeth Code Symbols Used in the Middle Grades and**  
**Strategies for Supporting Math Learning**

**To submit this assignment, please prepare your answers and then cut and paste them into the Assignment Submission Form located at:**

**[https://uofsc.co1.qualtrics.com/jfe/form/SV\\_ekXAYuRbPV4Rd9c](https://uofsc.co1.qualtrics.com/jfe/form/SV_ekXAYuRbPV4Rd9c)**

After the course ends, you'll receive a file of sample responses turned in by those taking the course.

This assignment involves planning and using trade books for mathematics instruction. Two options for the assignment are listed in Part B. The options include a choice to either conduct a lesson with a student or plan a lesson for a student. **Please note that all will submit Part A and either Part B or Part C**, depending on the option you choose.

**Options for the lesson:**

- 1. Conduct a Lesson:** Select one of the books discussed in the presentation or a book of your choice to incorporate in a lesson. Conduct a lesson with your student using any of the follow-up activities suggested on the handout or other activities you might create. **Write a Lesson Report following the prompts listed in Part B.**
- 2. Plan a Lesson:** Select one of the books discussed in the presentation or a book of your choice. Design a lesson plan using any of the follow-up activities suggested on the handout or other activities you might create. **Write a Lesson Plan following the prompts listed in Part C.**

**A. Introduction to the student:** Provide a one paragraph description of the student on whom you are focusing for the lesson. If you are opting to plan a lesson, your description could be of a student in the past or someone you are currently teaching - the goal is to ground the lesson in the context of a specific learner.

## **B. Lesson Report (for Option 1)**

1. Briefly describe the activity(ies) your student engaged in and your primary learning goals. If there are materials you provided (commercially available or teacher- made), please provide photos or a description. Do not include the student's face in any photos submitted.
2. Analyze and reflect on your students' experience and learning.

Prompts to consider include:

- a. To what extent was your student interested and engaged in the book? How was the context and/or the story relevant to your student?
- b. To what extent did your student connect to math ideas and/or think about math while reading the book, discussing the book, and/or engaging in follow-up activities related to the book?
- c. What are indicators that the lesson was successful? Note that the goal might be related to mathematical practices, so indicators might be in the thinking and ideas they expressed (e.g., developing problem solving skills and perseverance, communicating with precise and meaningful language, understanding ways of representing mathematical ideas).

## **C. Lesson Plan (for Option 2)**

1. Briefly describe the activity(ies) you plan to use and your primary learning goals. If there are materials you will provide (commercially available or teacher- made), please provide photos or a description.
2. Planning for your student's experience and learning. Prompts to consider include:
  - a. Why did you select this book for your student and this lesson? How will you support your student's interest and engagement in the book? How is the context and/or the story relevant to your student?
  - b. How will you support your student in connecting to math ideas and/or think about math while reading the book, discussing the book, and/or engaging in follow-up activities related to the book? What are specific questions/prompts you will provide as you read together and/or in follow-up activities?
  - c. What are indicators that will allow you to know the lesson was successful? Note that the goal might be related to mathematical practices, so indicators might be in the thinking and ideas the student expresses (e.g., developing problem solving skills and

perseverance, communicating with precise and meaningful language, understanding ways of representing mathematical ideas).