

Dream It Project (Rough draft)

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- A description of the your professional context (audience, grade level, time available, course selected, etc.);

I am a 6th grade mathematics teacher. I meet with 4 math classes every day for 60 minute periods.

- Identify a key big idea (or ideas) that will be ultimate goal of your teaching

Math disguised as science. Math is everywhere, in every subject, in every aspect of our daily living.

- Include your explorations of this idea (through *Ilimages*, *Explain it to me* video and any other approaches you may have tried). Provide us with a broad stroke understanding of the content you seek to cover/uncover and provide links to any supporting activities (such as the *ilimages* and the video).

The biggest idea I want students to walk away with is that math is constantly all around us. We cannot escape from mathematics, not that we want to. Probably because I've taught math for 10 years and have always understood mathematics more than any other subject, I have become a bit biased. However, everytime I talk to students about career choices, sports, or other daily living tasks I come back to a math lesson. My "life" lessons that come up during simple conversations seem to circle back to a relation to mathematics. I want others to see math this way as well.

Every year I come across many students that "hate" math or think it's this impossibly complex thought process that only a few chosen students understand. I see students the first day walk in already given up with the lessons I haven't even taught. It is incredibly frustrating.

I want students to walk away seeing any type of math they can, simple or complex.

I came to this conclusion years ago, but never really brought it to the for front. I assumed by teaching math I was making students think this way. But now I'm not sure if I really was....

Through the two week MSU-WIPRO course I saw what I wasn't doing. Just by walking around downtown, going to lunch, completing quick fires, visiting the Museum of Science and Industry, reading so many articles on learning and teaching, listening to others I found what I want to share with everyone. That math IS all around us, disguised as science, as history, as technology, as reading, as art. Disguised, but, always there. But I did not come to that thought by sitting in a classroom reading a book. I experienced it. Which means my students have to experience it too. Through many mediums.

- Include some thoughts on the kinds of performances of understanding you seek to implement.

Many of the mathematical units I teach have hands on experiences in them, such as; putting recipes together, measuring school areas, acting out a mathematical problem, communicating math findings in any way possible and so on. However, I would like to use technology tools more, such as; social media, stop motion movies, movable graphs, closed circuit equations, any physical tech tool that will help further understanding or at least have them question the things around us mathematically.

- Finish with a brief description of your plan — the pedagogical approach you seek to implement, the role of technology in the process and the manner in which technology, pedagogy and content work together in your project (i.e TPACK).

My plan is to start by actually using all the tech tools I've been shown, which also means I have to make sure I know all the "in's and out's" of those same tools, while staying open-minded to what the students will discover and teach me in return.

I think this year I will focus directly on COMMUNICATION. Sharing and being public with information helps others reflect, learn and grow. I want students to see math all around them in every subject but also share what they see so others can learn from it as well. So, this year I want to focus on communicating math disguised as science via 3 social media websites.

Twitter, facebook, pinterest?