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**Yvonne Lai\*** (yvonnexlai@unl.edu), Department of Mathematics, University of Nebraska-Lincoln, Lincoln, NE 68588. *Clear instruction of mathematical practice: Preparing teachers to use rich and ordinary problems to teach Common Core standards for mathematical practice.*

Preservice education aims to improve teachers' ability to teach mathematical practice through particular content. Teaching mathematical practice requires experience with and an explicit understanding of the various aspects of doing mathematics - such as those laid out by the Common Core standards for mathematical practice. We as mathematics faculty who teach preservice teachers must be able to

- identify key mathematical practices that can arise when solving rich and ordinary problems
- guide teachers to identify key practices
- collaborate with pedagogy/methods instructors so that teachers understand how and have the confidence to harness knowledge, gained in teacher education, when teaching future students.

Rich problems include those that readily give way to many alternative solutions within the grasp of students. Ordinary problems include those often called “routine” – yet, as we will argue here, even these problems can be used to motivate mathematical reasoning and therefore learning. In this presentation, we demonstrate, through a small collection of rich and ordinary problems of middle and secondary mathematics, how practices can be taught as a means to mathematical reasoning, in a way that connects content and pedagogy. (Received September 16, 2013)