Lynette D Guzman* (guzmanly@msu.edu), 122 North Kedzie Hall, 354 Farm Lane, Michigan State University, East Lansing, MI 48824. Providing opportunities for prospective teachers to engage in mathematical practice and mathematize situations outside of school mathematics. Preliminary report.

Recommendations in The Mathematical Education of Teachers II (CBMS, 2012) suggest that prospective teachers (PSTs) should have opportunities to engage in Common Core State Standards for Mathematical Practice and “to mathematize situations by focusing on the mathematical aspects of a situation and formulating them in mathematical terms” (p. 33). These experiences support PSTs’ learning and teaching of mathematics while expanding their capacity to support children’s engagement in mathematical practice and learning of mathematics. By recognizing how children see and use mathematics in their communities, PSTs may draw on this information to make instructional decisions.

This project is part of a larger study that produced modules designed to teach PSTs to make stronger connections between children’s mathematical thinking and children’s outside of school experiences in mathematics lessons. This presentation will report examples of how making these connections in an elementary mathematics methods course encouraged PSTs to engage in mathematical practice and mathematize situations. We will also explore possible experiences college mathematics instructors could provide for future elementary mathematics teachers to expand their views on teaching and learning mathematics. (Received September 08, 2013)