

1023-I1-855

Judith Covington* (judith.covington@lsus.edu), Mathematics Department, One University Place, Shreveport, LA 71105. *Writing in a Number Sense Course for Future Elementary Teachers.*

At LSU Shreveport, the first course specifically for elementary teachers is a number sense course. Many students are not comfortable in their math ability and do not feel comfortable discussing mathematical ideas. One way that we deal with this issue is by using student journals. In these journals, students are given questions to answer in detail. These questions can be either a definition or description or how they solved a particular problem. Through the use of journals, students begin to feel more comfortable discussing mathematical ideas. In fact, in the subsequent two courses for teachers, students do not do the same amount of writing since more discussion takes place in the classroom.

The students are also given problems to solve in which they must submit correct, complete explanations. The students do get opportunities to resubmit the problems, but the most challenging aspect of the assignment is writing their explanations. Students are not in the habit of having to use words in a mathematics class.

In this presentation, I will discuss how the use of student journals and problem solving sheets has evolved over the years. In fact, journal answers are now the submitted electronically. I will share what I have learned and samples of the questions and student responses. (Received September 22, 2006)