**Assignment #6: (Required for 400 and 500 Level)**

Assignment #6-A:

* Adapt a lesson to reflect what you’ve learned in this course.
* Implement your lesson with students in your classroom.
* Write a 250-500 word commentary on what worked well and what could be improved.
* Include any student feedback on your lesson.
* Share what you’ve learned with other teachers taking our courses by also contributing your Lesson to The Heritage Institute Lesson Library [here](http://www.hol.edu/lesson-plan-library).
* Send your modified lesson and your commentary via email to your instructor.

**Lesson Plan on Resilience in MATHEMATICS**

**Explanation:** Planned for students who are members of my Math 100b class: Students who have not succeeded to pass their entrance math exam to Central WA University and successfully scored for the lower class of math remediation. The course covers in ten weeks, what has been taught in the first year of algebra.

**Overview**: Students are assigned one project to pick from for the quarter. One of these is to successfully solve two Sudoku Puzzles and write about the plan for successful problem solving. They could also choose *This Lesson Plan: Resilience in Mathematics* which would also be an option for the project for the Quarter, describing in a two to three page essay, why they have not been successful in mathematics and then making a plan to succeed in this class.

**Background information given to Students**: Math Help is available at the Math Tutoring Center Located in the Library and also during my office hours.

**Student Directions for Math Resilience Paper:**

**READ the following questions and include pertinent information in your 2 to 3 page essay if it is applicable. It is very important that you answer question fourteen with a plan to succeed in this class!!**

1. Why do you think you have qualified for this math class?

2. What circumstances in your past have made the subject of mathematics hard for you to learn?

3. Did you have any teachers that did not care if you learned mathematics?

4. Did a teacher not cover the mathematics you should have learned in grade school?

5. Did you care if you learned math in school?

6. Did you ever have a mentor for mathematics or a special tutor?

7. Were you ever successful at learning mathematics in the past?

8. Has it been a long time since you did math on a daily basis?

9. Did a certain teacher turn you off of the subject of math? Why?

10. Did you have a wonderful math teacher at any time? Describe him/her.

11. Did adverse circumstances in your family prevent you from learning mathematics?

12. Did adverse circumstances happen to you to prevent you from learning mathematics?

13. Did you move many times as a growing child? How many schools did you attend?

14. Describe how you can overcome your negative mathematics background, make a plan, and tell me how you will implement your plan to succeed in this class.

**Summary of Paper:** Describe the adverse circumstances that have kept you from learning and practicing successful mathematics. Make a life plan to overcome those adverse circumstances and unsuccessful attitudes to be successful/resilient in this class of Math 100b.

**Materials:** A computer to write your paper on.

**Delivery of Project:** Your 2 to 3 page paper may be emailed to me at [knudsont@cwu.edu](mailto:knudsont@cwu.edu) and is due March 13, 2018.

**Evaluation of your Math Resilience Project: (Worth 100 points like a test)**

1. Did you use correct English and spelling in your paper? 20%

2. Did you follow directions, giving adverse background for your failure at learning mathematics? 30%

3. Did you make a plan that can help you succeed and be resilient in this class? 30%

4. How are you going to make sure you follow your Plan? 20%

**What do I learn from this lesson?** I would receive valuable information about the mathematics learning process from individual students who chose to do this project for Math 100b. Many times I have very little background information to help those students in dire need, when they begin this class, especially in the Fall Quarter, at the beginning term for New Freshman. Since the students send this to me on email, I can converse on a one-to-one base with each one turning in this project. I can find empathy for students, but also help them to overcome their circumstances by telling them stories of success, and asking more pertinent questions about their adverse learning of mathematics. If more help is needed, I can also refer them to counseling or special one on one tutoring help for mathematics. Some students also have learning disabilities that do not show, unless the students tell me about it. I could see where this paper may become not just a project for some students, but assigned to the whole class. I think I have a wonderful idea!