

Discussion Board Prompts and Rubric developed for *Math Work Stations: Independent Learning You Can Count On, K-2* (Diller, 2011).

Chapter 1 & 3

1. “Think about what math work stations time should look like, sound like, and feel like in your classroom.” (Diller, 2011, p. 66)
2. List a question you still have after completing the reading.

Chapter 4

In this chapter, the authors focused on math stations that attach *meaning* to numbers as quantities.

- What was one work station that stood out in the reading?
- How were the students attaching *meaning* to the numbers as quantities at that station?
- How might this math work station "grow" or change over the year with students as they develop beginning number concepts?

Chapter 6

1. “How do you think you will manage the manipulatives needed to teach place value well? Share your ideas.” (Diller, 2011, p. 158)

Chapter 5

In this chapter, the authors focused on math stations that attach *meaning* to addition and subtraction.

- Describe how students were encouraged to use *academic language* at one of the stations. How did the station or teacher support or scaffold students to be able to do this?
- What was an *addition or subtraction strategy* you read about students using at one of the math work stations? How did the math work station encourage development of this strategy?

Chapter 8

1. Based upon reading this chapter, how will you teach measurement?
2. Do you see this type of instruction in any of the classes you have observed? If so, describe. If not, can you identify a missed opportunity?

Discussion Board Rubric:

Criteria	2	1	0
Quality of Response	The post addresses the entire prompt.	The post addresses part of the prompt.	The post does not address the prompt.
Quality of Comments	At least one comment is made. At least one comment is thoughtful and adds to the discussion.	There is/are comment(s) made, but it may not add much to the discussion.	No comments are submitted.

