

NotebookLM Discussion Readings: Journal Articles

Reading Schedule by LM Assignment

LM Assignment	Readings	Why These Readings Connect to the Theme
LM2 - Week 2	<p>Math Students:Strayer, J. F., & Edwards, M. T. (2015). Smarter cookies: An inquiry-based project to examine statistical claims. <i>Mathematics Teacher</i>, 108(8), 608-614.</p> <p>Science Students:Wilcox, J., Kruse, J. W., & Clough, M. P. (2015). Teaching science through inquiry: Seven common myths about this time-honored approach. <i>The Science Teacher</i>, 82(6), 62-67.</p>	<p>This week's workshop focuses on analyzing and redesigning inquiry tasks. The math article shows how inquiry-based projects engage students in authentic investigations using real-world data. The science article addresses common misconceptions about inquiry teaching and clarifies what genuine inquiry looks like in practice.</p>

LM Assignment	Readings	Why These Readings Connect to the Theme
LM3 - Week 4	<p>Science Stu- dents:Clinchot, M., Ngai, C., Huie, R., Talanquer, V., Lambertz, J., Banks, G., Weinrich, M., Lewis, R., Pelletier, P., & Sevia, H. (2017). Better formative assessment: Making formative assessment more responsive to student needs. <i>The Science Teacher</i>, 84(3), 69-75.</p> <p>Math Stu- dents:Heritage, M. (2007). Formative assessment: What do teachers need to know and do? <i>Phi Delta Kappan</i>, 89(2), 140-145.</p>	<p>This week’s workshop focuses on assessment and eliciting student thinking. These articles provide practical formative assessment strategies that teachers can use to uncover student understanding in real time—moving beyond traditional tests to conversations, probes, and quick checks that inform instruction.</p>

LM Assignment	Readings	Why These Readings Connect to the Theme
LM6 - Week 12	<p>Math Students:Norval, B., & Castaneda, M. (2020). ELL corner: Linguistic modifications in action (Part 3 of 3). <i>Ohio Journal of School Mathematics</i>, 84(1), 1-18.</p> <p>Science Students:Robinson, C. (2016). Four essential strategies for differentiating science lessons. <i>Science Scope</i>, 40(3), 60-64.</p>	<p>This week’s workshop focuses on differentiation and addressing status issues. These articles provide concrete strategies for modifying instruction to meet diverse learner needs—Norval & Castaneda show how to adapt mathematical language and tasks for English Language Learners, while Robinson provides four practical strategies for differentiating science lessons to meet all students’ needs.</p>

LM Assignment	Readings	Why These Readings Connect to the Theme
LM7 - Week 13	Math Students: Reinhart, S. C. (2000). Never say anything a kid can say! <i>Mathematics Teaching in the Middle School</i> , 5(8), 478-483. Science Students: Windschitl, M., Thompson, J., & Braaten, M. (2011). Pressing for explanation. In <i>Ambitious Science Teaching</i> (Ch. 10, pp. 201-220). Cambridge, MA: Harvard Education Press.	This week's workshop focuses on classroom discourse and questioning strategies . Reinhart's article provides practical talk moves and questioning techniques with real classroom dialogue examples. The Ambitious Science chapter explores when and how to press students to articulate their reasoning without forcing premature explanations.

Why Journal Articles This Semester?

- **No Repeat Reading:** All replaced book chapters were assigned in TCE 431 last semester. Journal articles ensure fresh content and avoid the busywork of re-reading material you've already engaged with.
- **Shorter and More Focused:** Book chapters average 15-25 pages with theory, research, and examples. These practitioner articles are 6-10 pages and focus specifically on classroom strategies you can implement immediately.
- **Real Classroom Examples:** These articles showcase actual student work,

teacher moves, and classroom dialogue transcripts—not just theoretical frameworks. You’ll see what inquiry, assessment, differentiation, and discourse look like in action.

- **Discipline Balance:** Math and science articles alternate each week, ensuring both groups see content directly connected to their subject area while learning from each other’s disciplinary perspectives.
- **Easier to Engage with NotebookLM:** Shorter articles are more manageable for Audio Overviews, Study Guides, and FAQ generation. You can dive deeper into specific strategies without feeling overwhelmed by lengthy chapters.
- **Directly Applicable to Field Placements:** These practitioner-focused articles provide concrete strategies you can try during your field placement observations and teaching opportunities rather than broad theoretical concepts.