

JOURNAL OF  
**MATHEMATICS**  
**EDUCATION**  
AT TEACHERS COLLEGE

*A Century of Leadership in Mathematics and Its Teaching*

**Forward-Thinking Orientations for Mathematics Education**

© 2021.

*This is an open access journal distributed under the terms  
of the Creative Commons Attribution License,  
which permits the user to copy, distribute, and transmit the work,  
provided that the original authors and source are credited.*

# TABLE OF CONTENTS

## PREFACE

- v *Anisha Clarke, Teachers College, Columbia University*  
*Nasriah Morrison, Teachers College, Columbia University*

## ARTICLES

- 1 **Building Thinking Classrooms: A Conversation with Dr. Peter Liljedahl**  
*Peter Liljedahl, Simon Fraser University*  
*Anisha Clarke, Teachers College, Columbia University*  
*Nasriah Morrison, Teachers College, Columbia University*
- 9 **Multiplication by Sunlight: How Can a Geometric Definition be Realized in a Physical Tool?**  
*Justin K. Dimmel, School of Learning and Teaching, University of Maine*  
*Eric A. Pandiscio, School of Learning and Teaching, University of Maine*  
*Camden G. Bock, School of Learning and Teaching, University of Maine*
- 17 **Modeling as Story-Building and Storytelling: Redesigning Algebra with Adolescent Girls of Color**  
*Kara Louise Imm, Hunter College, The City University of New York*
- 31 **Gerrymandering in the High School Geometry Classroom**  
*Kate Belin, Fannie Lou Hamer Freedom High School*  
*Courtney Ferrell, Bronx Theatre High School*
- 43 **Hyper-Acceleration of Algebra I: Diminishing Opportunities to Learn in Secondary Mathematics**  
*Terrie M. Galanti, University of North Florida*  
*Toya Jones Frank, George Mason University*  
*Courtney K. Baker, George Mason University*

*Continued on next page*

# TABLE OF CONTENTS

(Continued)

## NOTES FROM THE FIELD

- 51 Humanity and Practicality during the Emergency Conversion to Online Learning**  
*Christopher R. H. Hanusa, Queens College, City University of New York*
- 53 COVID and the Importance of Casual Interactions in Mathematics Classrooms**  
*Sian Zelbo, J.D., Ph.D., The Brearley School, Stern College for Women, Yeshiva University*
- 55 Meeting the Social-Emotional Needs of My Students During the Pandemic Through the Use of Activity Lists**  
*Michelle Longhitano, Teachers College, Columbia University*
- 57 A Digital Touch to Teaching and Learning Mathematics**  
*Bryan Nevarez, Queens College, City University of New York*
- 59 Navigating the Pandemic through Interdisciplinary Collaborations**  
*Estefania Hereira, Flushing International High School*
- 61 Meeting Students Where They Are: A Schoolteacher's Brief Account of Teaching in the Pandemic**  
*Brian Darrow, Jr., Teachers College, Columbia University*

© 2021 Longhitano. This is an open access article distributed under the terms of the Creative Commons Attribution License, which permits the user to copy, distribute, and transmit the work provided that the original authors and source are credited.

NOTES FROM THE FIELD

## Meeting the Social-Emotional Needs of My Students During the Pandemic Through the Use of Activity Lists

Michelle Longhitano  
*Teachers College,  
 Columbia University*

Teaching mathematics during the pandemic as a high school teacher and instructional coach has been a transformative experience in prioritizing my students' social-emotional needs. To teach effectively in a virtual environment, I employed my knowledge of new and familiar technology—both to connect with students and to help them connect to each other. This was important since students expressed feelings of isolation from the lack of daily in-person contact in school. Social-emotional learning (SEL) has now become a priority in my approach to teaching mathematics. I felt this was essential for students' sense of belonging and emotional readiness to learn mathematics.

I attended workshops on hybrid teaching in the summer of 2020. My greatest takeaway from the training was the use of “activity lists.” An activity list is a set of differentiated tasks that students can choose from to engage in the content at their own pace. In the 2020-2021 school year, I adapted and implemented activity lists in my classroom and used them as a vehicle for SEL. My activity lists are Google Docs that provide students with instructions and links to resources for each lesson. The lists also include learning objectives, check-in or kick-off activities, and written reflections about the content. Students can choose a modality to learn content (i.e., instructional videos, readings, small-group mini lessons in

a separate Google Meet) and optional activities to extend the learning. I include SEL activities (e.g., guided meditations, mood meters) in the check-in portion of the activity lists before introducing new content. These activities built a community in my classes and provided a forum for students to address their emotional health.

In March of 2021, I surveyed the students to get general feedback about the course format. They expressed that they found comfort in consistency and options available for engaging in the course. A fully remote student commented, “I really like this format and having the ability to choose how I learn. It makes it easier also having a separate link available [to attend small-group mini lessons] for any questions that come up. I love the check-ins that we do.” A hybrid student commented, “I feel like, this year especially, structure is needed, and I think this class in specific does have structure.”

In summary, my use of activity lists has created an instructional experience for students that has enabled them to engage in SEL activities and control their learning by choosing a modality, path, and pace that meets their needs and learning preferences. In addition, this approach provided the structure and consistency students expressed was needed during this difficult time. Post-pandemic, I plan to continue my use of activity lists with an emphasis on SEL.