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**SHANNON EZZAT**, Cape Breton University

*Filling gaps in mathematical maturity in pre-service elementary school teachers*

For many different reasons, students that predominantly take math courses designed for future elementary school teachers have large gaps in both mathematical skills and knowledge that one would expect that they would have picked up in secondary school and before. At the University of Winnipeg, students in these courses were predominantly first-year students who have not taken a university mathematics course before.

We will discuss some of the gaps these students have, the reasons students have these gaps, why it is important to fill these gaps, and some efforts undertaken in course design and focus in MATH-2903/2904 (Mathematics for Early and Middle Years Teachers I and II) at the University of Winnipeg over the course for 2016 to 2021. Also, we will discuss some lessons learned from teaching this suite of courses that have transformed my teaching in other first-year mathematics courses.