California State University, Sacramento
College of Education Department of Teacher Education
Syllabus: EDTE 101A/B Tutoring Children in Mathematics 3 *(2 + 1)* units
Dr. Rita M. Johnson Office 321 A Eureka

GENERAL COURSE GOALS: The NCTM (National Council of Teachers of Mathematics) states, "A major goal of mathematics is to help children develop the belief that they have the power to do mathematics. This autonomy develops and grows as children gain confidence and learn that mathematics is not simply memorizing rules and procedures but that mathematics makes sense, is logical, and is enjoyable."   Knowing mathematics involves doing mathematics. The goal of this course is to provide opportunities for undergraduate students to develop knowledge, skills and dispositions that will enable them identify and remediate student difficulties with mathematics and to pass along an enjoyment and confidence in mathematics to the students they tutor.

Expected Outcomes:
1. Candidates will be able to demonstrate an understanding of the state-adopted academic content standards reflecting the current California Mathematics Framework.
2. Candidates will be able to understand and effectively use materials, methods, and strategies for all students (i.e. ELD, special needs, gifted), providing them access to the core curriculum and beyond.
3. Candidates will be able to help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.
4. Candidates will be introduced to and create a mathematical teaching/learning environment that uses a variety of teaching strategies which address access, equity and the importance of the student's family and cultural backgrounds and experiences in relation to mathematics education in California.
5. Candidates will be able to acquire a set of mathematics activities and resources to work with students of diverse abilities.
6. Candidates will become familiar with the concepts of pacing, level of student involvement, checking for understanding, and mastery versus performance learning.
7. Candidates will demonstrate the ability to select, administer, and interpret informal assessment tool(s) to assess student's understanding of mathematics, including appropriate measures for initial, progress monitoring, and summative assessment of English learners for math content knowledge.
8. Candidates will be able to understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced math curriculum content comprehensible to English learners.

Course Requirements:
1. Students must submit a negative tuberculosis test and fingerprint screening prior to orientation at the school site. *(Students convicted of drug, violence, or sex crimes are prohibited from participation in this course.)*
2. The student will attend all class and tutoring sessions and participate seriously and spontaneously in class discussions and tutoring experiences.
3. The student will pass a competency exam in mathematics tutoring concepts and content prior to beginning the field practicum. The passing minimum is 75%.
4. The student will prepare a tutoring plan and appropriate materials each week for the 11/12 weeks of the practicum, which must be ready to view in advance of the tutoring session.

Required Texts: *available in the CSUS student bookstore*
1. Required: SECOND EDITION- *Teaching Mathematics to All Children: Designing and Adapting Instruction to Meet the Needs of Diverse Learners,* 2/e; Author : Tucker, Benny; ISBN : 0-13-027021-0*

Class Times:
Tuesday & Thursday 8:00 - 9:30 a.m. (DH 207), first 3-4 weeks, then off campus (7:30 - 9 am) for 10-11 weeks

Grading:
Class and lab are C/NC   It is based upon completion of assignments and attendance at classes/tutoring sessions.

Week No.	Date		Class Location	Due this Day:
1	Tuesday 9/5		CSUS On Campus 8 - 9:30 a.m.	
	Thursday 9/7			
2	Tuesday 9/12	Introduction/Learning Styles/Base 10		
	Thursday 9/14	Base 10 continued		Read in Tucker: pp 65-74
3	Tuesday 9/19	More Base 10 games/math facts		Read in Tucker: pp 75 - 89
	Thursday 9/21	Assessments, math facts; Lesson planning		Choose one game/activity and prepare for two students
4	Tuesday 9/26	Tutoring Proficiency Exam in Class		**Fingerprint and TB test results due**
	Thursday 9/28	Orientation at school site	Cordova Meadows Elementary School 7:30 - 9:00 a.m. Working with students from 7:45 - 8:45 Meet with Rita 7:30-7:45 and 8:45 - 9:00	**Tucker Chap. 10 (relevant parts)**
5	Tuesday 10/3	Student interview/general facts assessment/play a game		Plan an interview questions, assessment. and game.
	Thursday10/5	Plan for drill of facts, practice activity, game		Attendance and progress chart set up for each student
6	Tuesday 10/10	Plan for assessment; practice/ game		
	Thursday10/12	Plan for assessment; practice/ game		
7	Tuesday 10/17	Plan for assessment; practice/ game		**Tucker Chap. 11(relevant parts)**
	Thursday 10/19	Plan for assessment; practice/ game		
8	Tuesday 10/24	Plan for assessment; practice/ game		
	Thursday 10/26	Plan for assessment; practice/ game		
9	Tuesday 10/31	Plan for assessment; practice/ game		
	Thursday 11/2	Plan for assessment; practice/ game		*Midterm reflection due*
10	Tuesday 11/7	Plan for assessment; practice/ game		
	Thursday 11/9	Plan for assessment; practice/ game		
11	Tuesday 11/14	Plan for assessment; practice/ game		
	Thursday 11/16	Plan for assessment; practice/ game		
12	Tuesday 11/28	Plan for assessment; practice/ game		
	Thursday 11/30	Plan for assessment; practice/ game		
13	Tuesday 12/5	Plan for assessment; practice/ game		
	Thursday 12/7	Plan for assessment; practice/ game		
14	Tuesday 12/12	Wrap up with student		*Final Student assessment due*
	Thursday 12/14	Celebration		*Final Course Reflection due*

Credit/No Credit   *More than 2 absences will result in No Credit for the class.*

<u>Late Work</u> is not accepted.

<u>Notification of Special Needs</u>: Consistent with University policy, students must file a form with the Students and Disabilities Office and provide the instructor of all classes with a copy of the form by the end of the 2nd week of classes. In this way, we can accommodate the needs of students with disabilities.

<u>Incompletes</u>: Please note that a grade of Incomplete must be awarded in accordance with University policy-there must be a specific, identifiable course requirement that needs to be met due to unforeseen but fully justified reasons, and that there is still a possibility of earning credit. Students have two semesters to complete the work. (Fall 2006 inc. due by Dec 18, 2007).
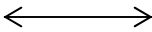
Cordova Meadows Elementary School

2550 La Loma Drive, Rancho Cordova, CA 95670

Phone: 916-393-9406   Principal: Mr. Tony Peterson
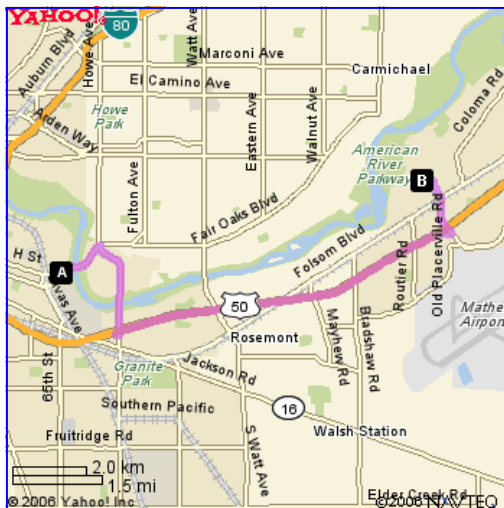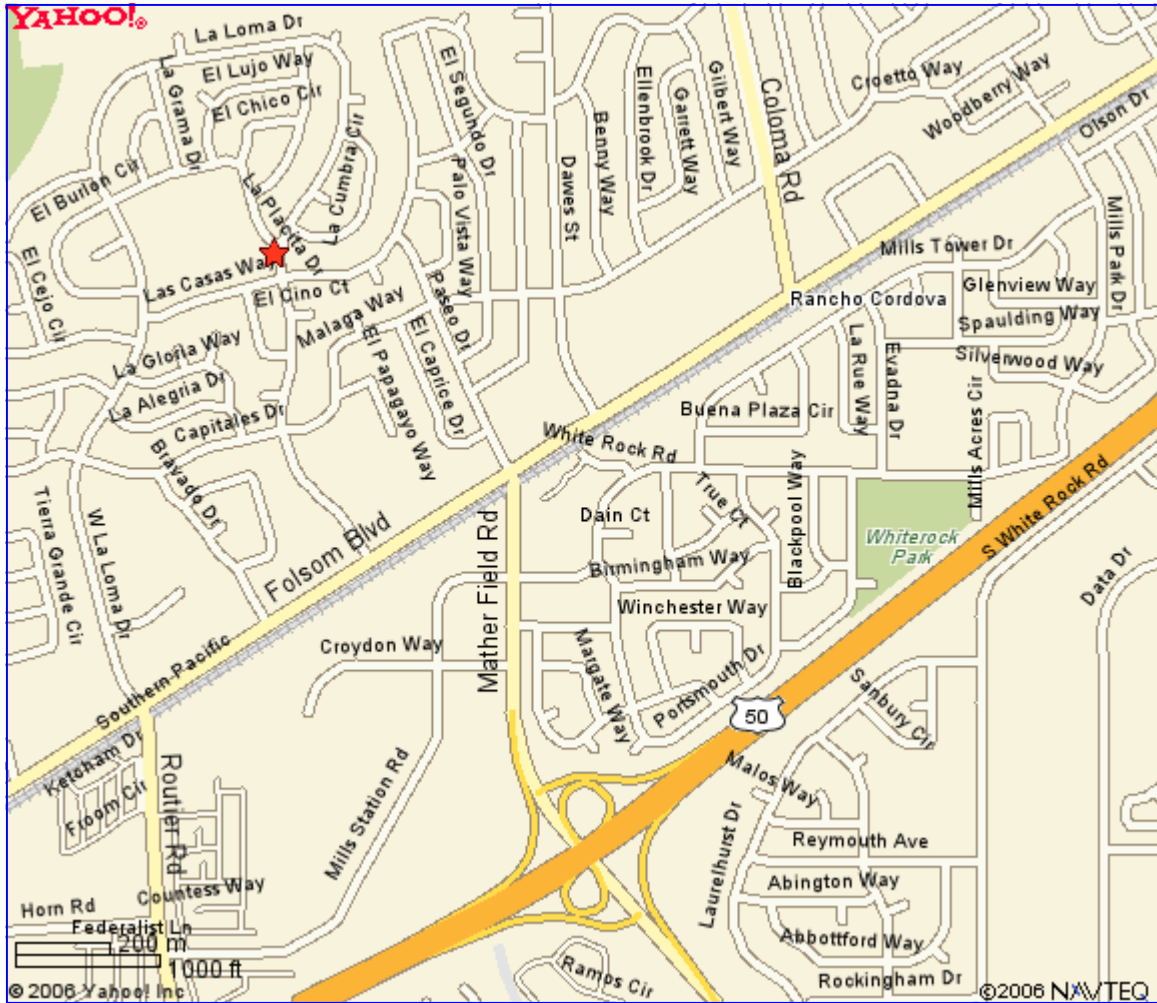
From CSUS

1. Take ramp onto **US-50 EAST** - go **5.7** mi

2. Take the **MATHER FIELD/RANCHO CORDOVA** exit toward **MATHER FIELD RD** - go **0.4** mi

3. Turn **L** on **MATHER FIELD RD** - go **0.6** mi

4. **MATHER FIELD RD** becomes **PASEO DR** - go **0.3** mi

5. Turn **L** on **LAS CASAS WAY** - go **0.2** mi

6. Turn **R** on **LA LOMA DR** - go < **0.1** mi

7. Arrive at **2550 LA LOMA DR, RANCHO CORDOVA,** on the **L**

9.

10.

11

e end of kindergarten, students understand small numbers, quantities, and simple
es in their everyday environment. They count, compare, describe and sort objects, and
op a sense of properties and patterns.

mber Sense

**Students understand the relationship between numbers and quantities
(i.e., that a set of objects has the same number of objects in different
situations regardless of its position or arrangement):**

1.1   Compare two or more sets of objects (up to 10 objects in each group) and
       identify which set is equal to, more than, or less than the other.

       Are there more circles or more triangles in the following
       collection?

       ● ▲ ▲ ● ▲ ● ● ● ● ● ▲ ▲ ▲ ● ●

1.2   Count, recognize, represent, name, and order a number of objects
       (up to 30).

       Which numbers are missing?

       11, 12, 13, __, __, 16, 17, __, __, __, 21, 22, 23, 24.

1.3   Know that the larger numbers describe sets with more objects in them than
       the smaller numbers have.

Students understand and describe simple additions and subtractions:

2.1 Use concrete objects to determine the answers to addition and subtraction
         problems (for two numbers that are each less than 10).

         Pair up as many groups of beans from the left column with groups of beans
         from the right column so that each group adds up to 10 beans.

K

Number Sense (Continued)

3.0   Students use estimation strategies in computation and problem solving that
       involve numbers that use the ones and tens places:

       3.1   Recognize when an estimate is reasonable.

Algebra and Functions

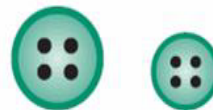1.0   Students sort and classify objects:

       1.1 Identify, sort, and classify objects by attribute and identify objects that
               do not belong to a particular group (e.g., all these balls are green, those
               are red).

       Students compare objects:

       1. Which pencil is longer? Shorter?

       2. Describe how the following 2 objects are the same or different.

       3. Show students buttons sorted into 3 sets as shown and ask them to
          identify how buttons were sorted.

asurement and Geometry

Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

Who is the tallest girl in the class? The tallest boy?
Which container holds more?

1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).

I left home at 9 o'clock in the morning and came back 4 hours later. Did I come home in the morning or in the afternoon?

1.3 Name the days of the week.

1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

Students identify common objects in their environment and describe the geometric features:

2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

Which of these is a square?

Given 5 squares of the same size, can you make use of some or all of them to form a bigger square?

2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Students solve problems in reasonable ways and justify their reasoning:

2.1 Explain the reasoning used with concrete objects and/or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem.

In a bag there are 4 apples, 3 oranges, 5 bananas, and 3 potatoes. How many pieces of fruit are in the bag altogether? How many different kinds of fruit are in the bag? How many objects altogether are in the bag?

Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

...y the end of grade one, students understand and use the concept of ones and tens in
...e place value number system. Students add and subtract small numbers with ease. They
...easure with simple units and locate objects in space. They describe data and analyze and
...olve simple problems.

Number Sense

..0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100.

1.2 Compare and order whole numbers to 100 by using the symbols for less
than, equal to, or greater than (<, =, >).

Which of the following are correct and which are incorrect?

(a) 75 > 76   (b) 48 < 42   (c) 89 > 91

(d) 59 < 67   (e) 34 = 33

1.3 Represent equivalent forms of the same number through the use of physical
models, diagrams, and number expressions (to 20) (e.g., 8 may be repre-
sented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 − 2, 11 − 3).

1.4 Count and group object in ones and tens (e.g., three groups of 10 and 4
equals 34, or 30 + 4).

A certain brand of chewing gum has 10 pieces in each pack. If there are 14
students, what is the smallest number of packs we must buy to make sure
each student gets at least one piece of gum? If there are 19 students? What
about 21 students?

There are 5 quarters, 9 dimes, 3 nickels, and 8 pennies. They are supposed
to be put in piles of ten (coins). How many such piles can be formed by all
these coins, and how many are left over?

1.5 Identify and know the value of coins and show different combinations of
coins that equal the same value.

I have some pennies, nickels, and dimes in my pocket. I reach in and pull
out three coins. How much money might I have? List all the possibilities.

1

2.0 Students demonstrate the meaning of addition and subtraction and use these
operations to solve problems:

2.1 Know the addition facts (sums to 20) and the corresponding subtraction fact
and commit them to memory.

I had 10 cupcakes, but I ate 3 of them. How many cupcakes do I have left?
How many if I had 18 and ate 5?

2.2 Use the inverse relationship between addition and subtraction to solve
problems.

2.3 Identify one more than, one less than, 10 more than, and 10 less than a given
number.

2.4 Count by 2s, 5s, and 10s to 100.

Which numbers are missing?

24, 26, 28, 30, __, __, 36, __, 40, 42, 44, __, __, 50

15, 20, 25, 30, __, __, 45, __, 55, 60, __, 70, __, 80

2.5 Show the meaning of addition (putting together, increasing) and subtraction
(taking away, comparing, finding the difference).

2.6 Solve addition and subtraction problems with one- and two-digit numbers
(e.g., 5 + 58 = __).

Figure out how many pages I have read so far this week if I read 16 pages
on Monday, 9 pages on Tuesday, none on Wednesday, and 7 pages
on Thursday.

2.7 Find the sum of three one-digit numbers.

3.0 Students use estimation strategies in computation and problem solving that
involve numbers that use the ones, tens, and hundreds places:

3.1 Make reasonable estimates when comparing larger or smaller numbers.

Algebra and Functions

1.0 Students use number sentences with operational symbols and expressions to solve problems:

1.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction.

Do the following problems in succession:

1. Marie had some pencils in her desk. She put 5 more in her desk. Then she had 14. How many pencils did she have in her desk to start with?

2. Eddie had 14 helium balloons. A number of them floated away. He had 5 left. How many did he lose?

3. Nina had 14 seashells. That was 5 more than Pedro had. How many seashells did Pedro have?

4. $5 + (\ \ ) = 6$? $(\ \ ) + 12 = 14$?

1.2 Understand the meaning of the symbols $+$, $-$, $=$.

1.3 Create problem situations that might lead to given number sentences involving addition and subtraction.

1

Measurement and Geometry

1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:

1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

Measure your desk by using the length of a ballpoint pen. How many ballpoint pens would be roughly equal to the length of your desk? The width of your desk? Which is longer?

1.2 Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer).

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:

2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

Describe the shape of a page in your textbook and compare it to the face of the clock on the wall.

Measurement and Geometry (Continued)

2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

2.3 Give and follow directions about location.

Here are pictures on a table of a ball, a girl, a horse, and a cat. Arrange them according to these directions:

1. Put the picture of the ball above the picture of the horse.
2. Put the picture of the girl on top of the picture of the horse.
3. Put the picture of the cat under the picture of the horse.

2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

Statistics, Data Analysis, and Probability

1.0 Students organize, represent, and compare data by category on simple graphs and charts:

1.1 Sort objects and data by common attributes and describe the categories.

1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.

2.0 Students sort objects and create and describe patterns by numbers, shapes, sizes, rhythms, or colors:

2.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape).

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools, such as manipulatives or sketches, to model problems.

2.0 Students solve problems and justify their reasoning:

2.1 Explain the reasoning used and justify the procedures selected.

2.2 Make precise calculations and check the validity of the results from the context of the problem.

3.0 Students note connections between one problem and another.

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect and analyze data and verify the answers.

Number Sense

1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

1.1 Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

1.2 Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000).

Kelly has 308 stickers. How many sets of hundreds, tens, and ones does she have?

1.3 Order and compare whole numbers to 1,000 by using the symbols <, =, >.

2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:

2.1 Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 − 6 = 8) to solve problems and check solutions.

2.2 Find the sum or difference of two whole numbers up to three digits long.

Use drawings of tens and ones to help find the sum 37 + 17 and the difference 25 − 19. Now do the same problems again using addition and subtraction algorithms.

2.3 Use mental arithmetic to find the sum or difference of two two-digit numbers.

In a game, Mysong and Naoki are making addition problems. They make two 2-digit numbers out of the four given numbers 1, 2, 3, and 4. Each number is used exactly once. The winner is the one who makes two numbers whose sum is the largest. Mysong had 43 and 21, while Naoki had 31 and 24. Who won the game? How do you know? Show how you can beat both Mysong and Naoki by making up two numbers with a larger sum than either (Adapted from TIMSS, gr. 4, V-4). (This problem also supports Mathematical Reasoning Standard 1.0.)

2

3.0 Students model and solve simple problems involving multiplication and division:

3.1 Use repeated addition, arrays, and counting by multiples to do multiplication.

Draw a simple picture of seating 30 people in rows of 10. Show and explain how this is related to multiplication. Do this also for rows of 3, and again for rows of 5.

3.2 Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.

Kim decides to store away his marbles. He knows there are bags that hold up to 10 marbles in each. Kim has 38 marbles, and he tries to spend money on as few bags as he can. How many bags does he have to buy? How many if he has 51 marbles? (Keep in mind that there is no such thing as "half a bag" or "part of a bag.")

3.3 Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.

4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

4.1 Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.

True or false?

1. One-fourth of a pie is larger than one-sixth of the same pie.

2. $1/4 > 1/3$

3. $1/7 < 1/9$

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

5.1 Solve problems using combinations of coins and bills.

Lee has a wallet with 5 nickels, 9 dimes, and dollar bills. In how many ways can he pay with correct change for a pen worth $1.15? What about one worth 65 cents?

Number Sense (Continued)

5.2 Know and use the decimal notation and the dollar and cent symbols for money.

Which of the following show a correct use of symbols for money?

1. ¢32
2. 72¢
3. $1.25
4. 2.57$

5.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:

6.1 Recognize when an estimate is reasonable in measurements (e.g., closest inch).

Algebra and Functions

1.0 Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:

1.1 Use the commutative and associative rules to simplify mental calculations and to check results.

Draw pictures using dots to show:

1. Why $11 + 18 = 18 + 11$
2. Why $(11 + 5) + 17 = 11 + (5 + 17)$

If you know that $379 + 363 = 742$, what is the sum of $363 + 379$?

1.2 Relate problem situations to number sentences involving addition and subtraction.

Three classes at your school will see a play together in a large room. Room 1 has 18 students, Room 2 has 34 students, and Room 3 has 19 students. Figure out how many seats you will need. If Room 2 drops out but Room 4 with 29 students joins in, how many seats will you need then?

1.3 Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

Measurement and Geometry

1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:

1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.

1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.

Four children measured the width of a room by counting how many paces it took them to cross it. It took Ana 9 paces, Eliane 8, Stephen 10, and Carlos 7. Who had the longest pace? (Adapted from TIMSS, gr. 4, I-8; gr. 8, I-12.)

1.3 Measure the length of an object to the nearest inch and/or centimeter.

Measure the length of your desk with a new crayon and with a new pencil. Which is greater, the number of crayon units or the number of pencil units?

1.4 Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

A bus left the station for the bus barn at 9:45 in the morning. It takes 45 minutes to drive from the station to the bus barn. What time will it be when the bus gets to the bus barn?

Which is a longer period: 3 weeks or 19 days? 27 days or 4 weeks?

1.5 Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).

2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:

2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

2.2 Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

Statistics, Data Analysis, and Probability

1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

1.1 Record numerical data in systematic ways, keeping track of what has been counted.

1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).

1.3 Identify features of data sets (range and mode).

1.4 Ask and answer simple questions related to data representations.

2.0 Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:

2.1 Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12, . . . ; the number of ears on one horse, two horses, three horses, four horses).

If there are two horses on a farm, how many horse ears are there? Show all the horses? Show, in an organized way, how many ... need for 3, 4, 5, 6, 7, 8, 9, and 10 horses.

2.2 Solve problems involving simple number patterns.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to ...

1.2 Use tools, such as manipulatives or sketches, to mod...

2.0 Students solve problems and justify their reasoning:

2.1 Defend the reasoning used and justify the procedure...

2.2 Make precise calculations and check the validity of t...

3.0 Students note connections between one problem and an...

. Instructions for completing the **Request for Live Scan Service** form:

1. Print two (2) copies of the **Request For Live Scan Service** Form 41-LS (see next pages in this document). Complete both copies, printing your full legal name and all other requested information. Use the following abbreviations when completing the hair and eye color requests: BLK (black), BLND (blonde), BL (blue), BRN (brown), GRN (green), GRY (gray), and HZL (hazel).

2. Take the completed forms to an office that conducts the fingerprint Live Scan.

a. In the Sacramento area, the Department of Justice (DOJ) located at 4949 Broadway, Sacramento, CA, phone (916) 227-3310, the University Police Department on the Sacramento State campus *sometimes* conducts these scans (please call 916-278-6851 for an appointment), or contact your local police/sheriff's department. The Live Scan operator will collect fees at the time your prints are scanned. At this time, the Live Scan fee is approximately $66.00.

b. If you live outside the Sacramento area, please call the DOJ at (916) 227-3823 for a referral to a Live Scan service operator in your area.

3. After your fingerprints have been scanned, make sure the Live Scan operator has completely filled out the bottom of both Live Scan forms (they will keep one copy).