

COLUMBUS REGIONAL MATH COLLABORATIVE DECEMBER 17, 2021

NOTES TO NERDS

[Workshops](#)

[Director's Notes](#)

[News Items](#)

[Caught in the Act](#)

[Math Humor](#)

[CRMC Home Page](#)



UPCOMING WORKSHOPS: JANUARY AND FEBRUARY FACE TO FACE

*The USG continues to work closely with the Georgia Department of Public Health to prioritize the wellness and safety of CSU and all of its campus communities.
Data Source: <https://www.columbusstate.edu/covid/>*

FACE TO FACE WORKSHOPS ARE AVAILABLE TO MUSCOGEE COUNTY SCHOOLS AT NO COST TO THE TEACHERS.

After the workshop, you will receive an email to fill out an evaluation.

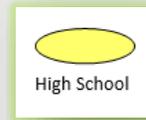
Note: It should take less than 10 minutes to respond

*Upon completion, you will receive a **Certificate of attendance** for the workshop.*

CRMC RESOURCE TEACHER CONTACT INFORMATION

ELEMENTARY RESOURCE TEACHER: LAURA STOKES (706)565-1477 STOKES_LAURA@COLUMBUSSTATE.EDU
MIDDLE SCHOOL RESOURCE TEACHER: HOPE PHILLIPS (706)565-1480 PHILLIPS_HOPE@COLUMBUSSTATE.EDU
HIGH SCHOOL RESOURCE TEACHER: NANCY MIMS (706)565-1479 MIMS_NANCY@COLUMBUSSTATE.EDU

Workshop Color Category



Date: Thursday, January 27, 2022 Time: 8:30am – 3:30pm

Middle School Face to Face Workshop – Grades 6-8

<https://columbusstate.libcal.com/event/8501027>

Presenter: Hope Phillips

Elementary Face to Face Workshop: Date: Tuesday, February 1, 2022 Time: 8:30am – 3:30pm

Elementary Education – Grades K-2

<https://columbusstate.libcal.com/event/8560435>

Frank Brown Hall, Room 1010

Presenter: Laura Stokes

Date: Wednesday, February 2, 2022 Time: 8:30am – 3:30pm

High School Face to Face Workshop

<https://columbusstate.libcal.com/event/8561025>

Presenters: Nancy Mims and Peter Anderson

Elementary Face to Face Workshop: Date Tuesday, February 8, 2022 Time: 8:30am – 3:30pm

Elementary Education – Grades 3-5

<https://columbusstate.libcal.com/event/8560877>

Frank Brown Hall, Room 1010

Presenter: Laura Stokes

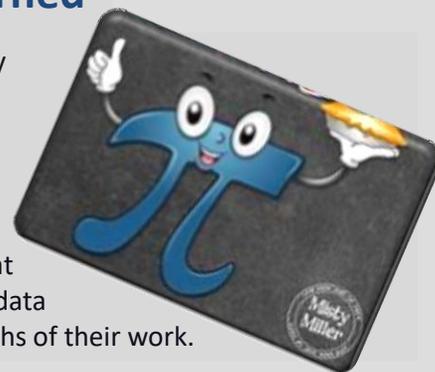


DIRECTOR'S NOTES

Humble π and a Lesson Learned

"I hate coming to this class," he exhaled, barely audible, as the tardy student shuffled into my classroom.

"Good morning," I said, turning to greet the unwilling math student. The rest of the class was 35 minutes into the balloon laboratory that we began the day before. They were entering data into a computer application that revealed graphs of their work.



"Rob, where have you been?" one student asked, looking up from her work to greet the reluctant student. "We missed you yesterday. We nearly popped our balloons for blowing them up so much."

"I overslept and missed class," Rob replied.

Rob settled into a desk near a busy student, Teale. I walked over to hand Rob materials for [the laboratory](#). I was just about to tell Rob to use data from another student when Teale asked, "Where is Rob's balloon and tape measure?"

It occurred to me that I was being a bit lazy. I wanted to get data into Rob's applet and move on—finish this laboratory and move to the next thing. Why?

I can tell you why. I was focused on finishing the laboratory for "finishing sake." I was willing to overlook the growth value of this student experiencing the tangible part of the activity.

I walked to my desk, hoping I still had the lab materials. Fortunately, I hadn't been diligent in cleaning out my bag of materials (because I was too tired when I got home.) At the bottom of the bag, I saw one last balloon and the cloth tape measures students used for determining the circumference of inflated balloons.

JJ, usually a low-energy student, looked up and said, "I'm finished. Can I help Teale get Rob caught up?" Not recognizing this iteration of JJ who stood before me, I replied, "Sure."

Rob and his band of tutors started the previous day's activity with much more enthusiasm than I remember delivering it.

JJ lightheartedly challenged, "Rob, how much air do you think is in your lungs? I bet it's more than Teale had yesterday."

Tape measure at the ready JJ said, "Did you know that the distance around the balloon will *be almost three times the distance through the middle?*"

I gasped. He seemed to grasp the meaning of the value of π .

The students laughed as a wide-eyed Rob took a deep breath and filled his balloon. The team worked to get Rob up to speed. They did a much better job than this teacher imagined they would. The students laughed, played, and got the work done.

On his way out the door at the end of class, Rob handed me his work. We fist-bumped.

"Can I keep the balloon?" he asked.

"Sure," I shrugged.

"See you tomorrow, Mr. A."

It may seem a bit odd, but I am sort of glad Rob missed class the day before. I am not sure he would have gotten as much from the lesson if he had been there.

Don't tell him that, please!

I didn't have the energy or patience to give Rob the attention his classmates provided. What a gift to see my students working together productively.

Now, don't think this class is all sunshine and roses; it's not. I spent much of my time in class - that very same day - finding charging cords for dead Chromebooks, answering the same question for the tenth *or fiftieth time*, and asking students to finish their tasks.

But sometimes gems like this happen. And I am thankful for that moment of wisdom that allowed me to let it play out.

Happy Maths,
Pete



CAUGHT IN THE ACT (OF BEING A TEACHER LEADER.)

THE MISSION OF THE MATHEMATICS COLLABORATIVE IS TO DEVELOP AND SUPPORT TEACHER LEADERS
IN OUR COMMUNITY.

TO THAT END, WE SEEK TO RECOGNIZE THOSE TEACHERS WHO EXEMPLIFY THE QUALITIES OF A
TEACHER LEADER.

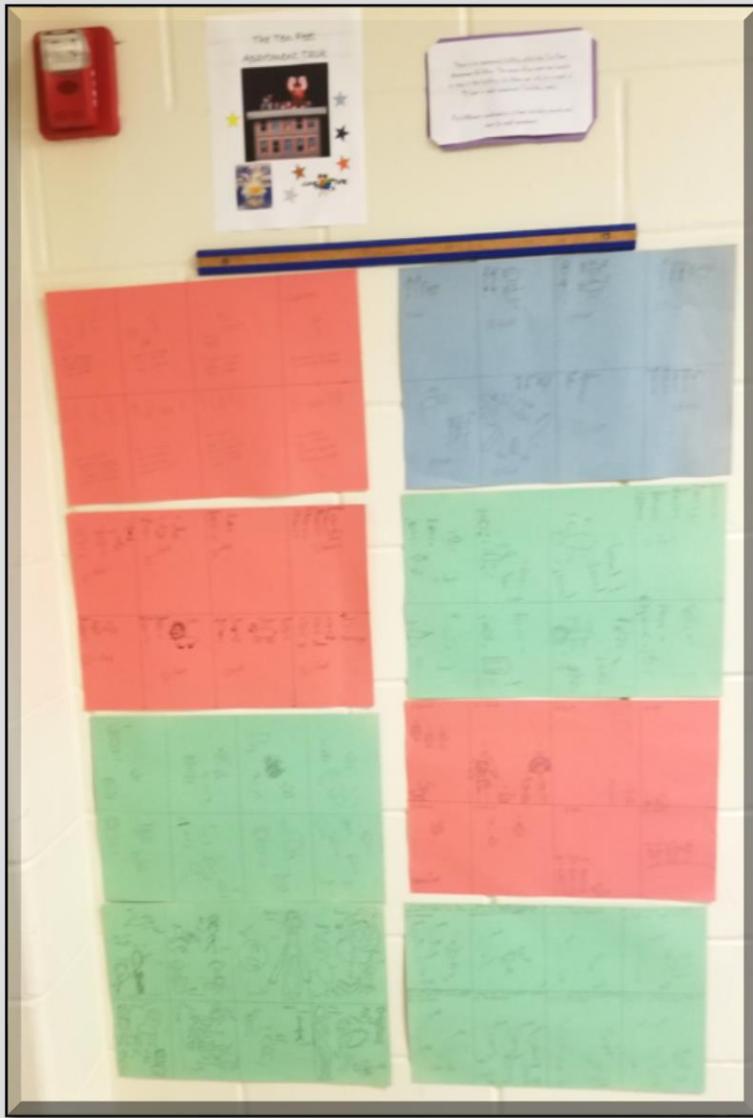
SHAWN S. SOUVENIR (EAST COLUMBUS MAGNET ACADEMY)

Shawn Souvenir is an eighth-grade mathematics/study skills teacher and department chair at East Columbus Magnet Academy. In addition to his academic duties, he is the head coach for boys' basketball, girls' soccer, and boys and girls' track and field. An always-thinking teacher, Mr. Souvenir has *Thinking-Task Thursdays* in his classroom. He describes these every-other-Thursday events as focusing on "low tech, non-curricular, hands-on tasks." Mr. Souvenir is passionate about these special Thursdays relaying,

"They [Students] really like the tasks because it's a break from the content, and they LOVE competing. I use tasks from all grade levels and across contents. I really started doing it because a lot of the kids needed to experience more success in math, and they feel much more confident on these days than they do with other content. Reasoning, [math] concepts, 'just for fun' -- it doesn't matter to me. I welcome them all."

Not only has Mr. Souvenir found his own tasks, but he has also reached out to the Math Collaborative for more!

THE MATH COLLABORATIVE IS PLEASED TO FIND SHAWN SOUVENIR
"CAUGHT IN THE ACT OF GOOD TEACHING."



Exemplars



Ten Feet Apartment

There is an apartment building called The Ten Feet Apartment Building. The owner allows people and pets to rent apartments in the building, but each family (including pets) can only have a total of 10 feet living in its apartment.

Find the different combinations of people and pets that equal 10 feet. Draw pictures and write or tell about your families.

STUDENT WORK FROM THE "TEN FEET APARTMENT" TASK FROM EXEMPLARS.

NEWS ITEMS FOR DECEMBER 17TH

Math and Art!

Believe it or not, artists and mathematicians have a lot in common – including using mathematical principles in their work. Join **The Columbus Museum** and CSU's **Math Collaborative** on Wednesday, January 19th from 3:15-4:15 as we explore 3rd grade fraction concepts that are foundational to quilt design. Leave with an engaging lesson plan and the materials to reproduce it in your classrooms, as well as an appreciation for one local family's legacy to the arts. For more information please contact **Rachel Vogt**, Academic Programs Manager, at rvogt@columbusmuseum.com. **Free**, reservations are required.



We have to tip our hat to the amazing work done by the teachers and **St. Anne Pacelli**. They have worked diligently and improved **student mathematical engagement and Discourse** in the lower school. Can we work with your school to do the same?



My heart is full from the privilege of working with the students and staff at **Jordan Vocational High School**. Our first block Algebra 1 class has come to a close. Thank you!



Are you a **middle school teacher** who could use more **resources** and ideas? Hope Phillips has been sharing **Just in Time** letters with your classroom in mind. Contact us to get on the list! Hope Phillips - phillips_hope@columbusstate.edu

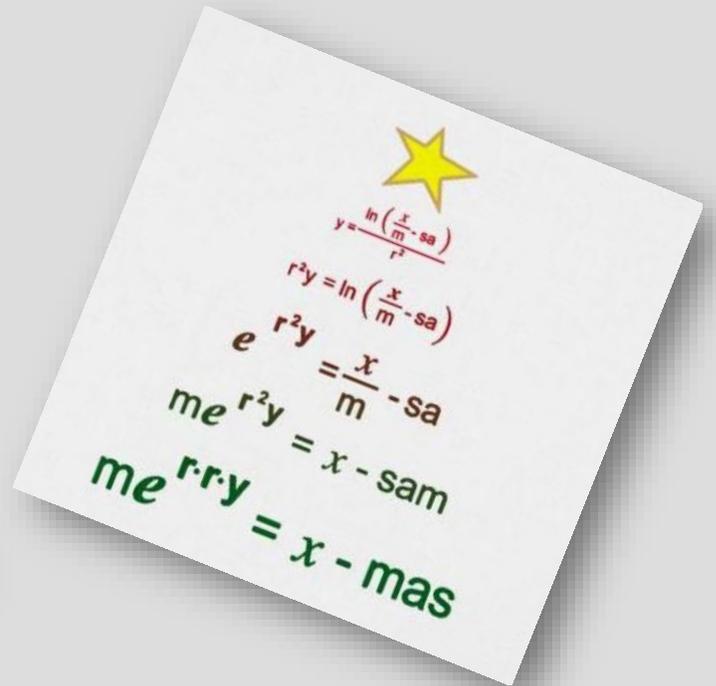
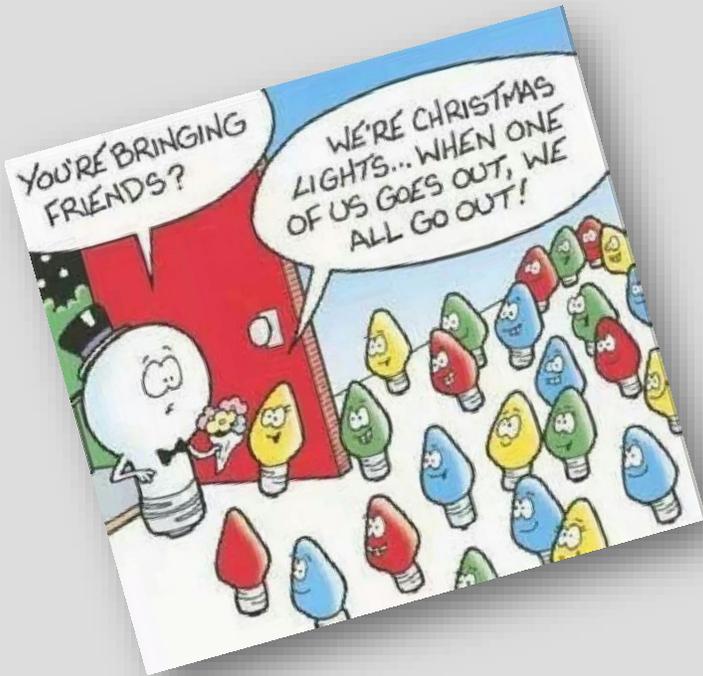
We will be moving our professional development to an on campus - face to face model this coming spring. Come join us! Check out the listings [here](#)!

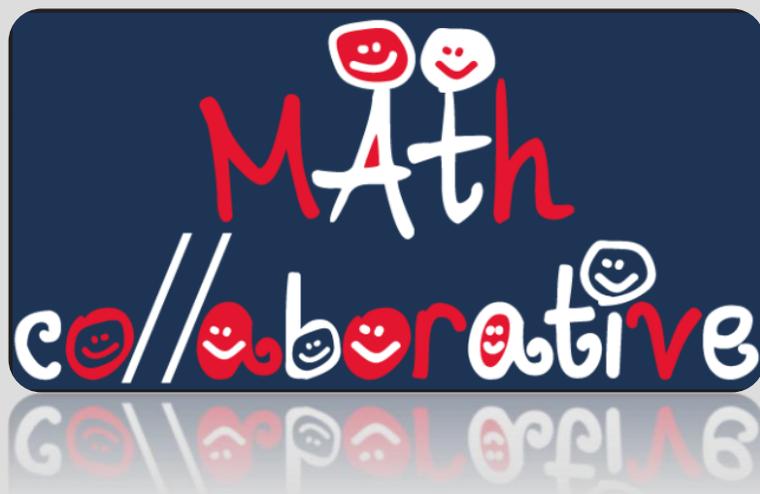
A special thank you to **Janet Knight** who has updated and reorganized our resource library! Before you by a book or resource look it up [here](#), or just call or email us. We just might have it! (PS. we will share it with you!)



Would you join us? We are seeking **experienced teachers** to work at the Mathematics Collaborative. If you are a K-2 or high school teacher interested in helping other teachers and learning yourself, please contact Peter Anderson - Director.

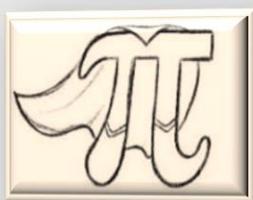
MATH HUMOR





CLICK HERE TO READ MORE ABOUT OUR [WEBSITE](#)

[Columbus Regional Mathematics Collaborative - Columbus State University](#)



Columbus Regional Math Collaborative

Frank Brown Hall
1127 Broadway
Columbus, GA 31901

Mailing Address:
4225 University Avenue
Columbus, GA 31907