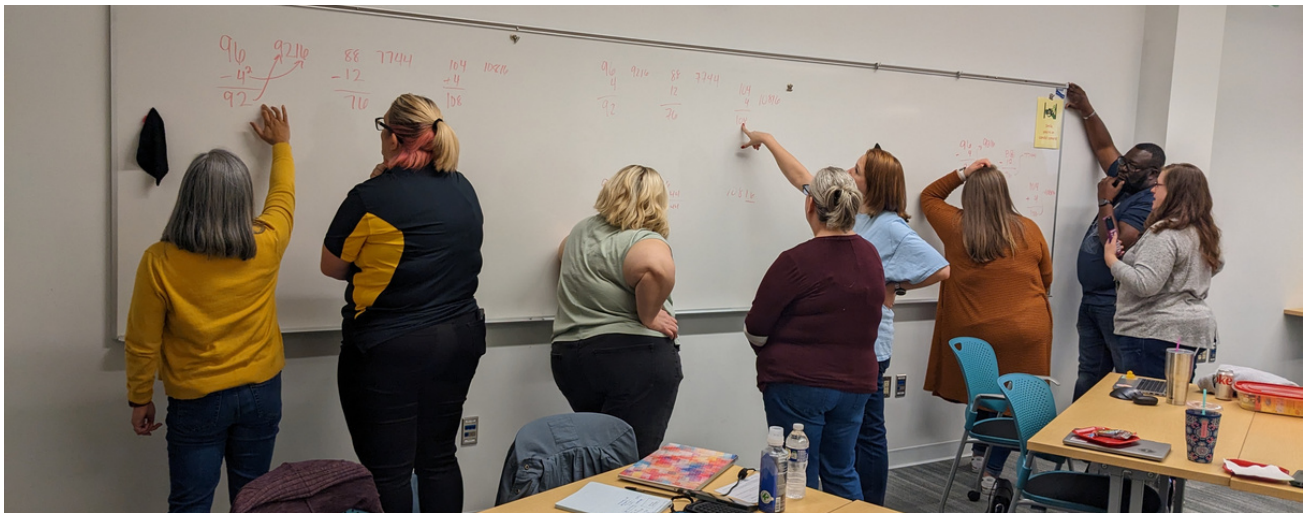


# NOTES 2 NERDS

*The official newsletter of the Math Collaborative*



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## Our Mission:

The CRMC's mission is to improve math education for all students in our area by developing teacher leaders through deepening their content knowledge, developing best practices, and using available resources to improve student outcomes and experiences.



## To do this, we must:

Provide quality teacher growth experiences through continuous collaboration - in and out of the classrooms - with a focus on teachers' needs in support of student growth.



## PROFESSIONAL DEVELOPMENT AND UPCOMING EVENTS

# REGISTRATION OPEN NOW!



**WHEN: THURSDAY,  
MAY 11, 2023**

8:30 AM TO 3:00 PM  
@ CSU, FRANK BROWN HALL

USE THE LINK OR SCAN  
THE QR CODE TO REGISTER  
TODAY:  
[HTTPS://COLUMBUSSTATE.EDU  
IBCAL.COM/EVENT/10561638](https://columbusstate.edu/ibcal.com/event/10561638)

Leave this workshop with a deeper understanding more than the traditional “calculation-based” instructional view.

This hands-on workshop will engage you as a student and a teacher.

Free Registration for:

CSU Students, teachers from  
Calvary Christian School,  
Muscogee County Schools,  
Russell County Schools, St. Anne  
Pacelli, and members of Delta  
Kappa Gamma Honor Society

**Surprise!**

## **We Are Not in Unit 1 Anymore** **Changes in Middle Grade Math**

If you will be teaching sixth grade in August, you will be teaching a new Unit One. It's not “Number System Fluency” anymore. The new unit is all about data analysis! Come learn more about the following concepts:

- Explore categorical vs. numerical data;
- Mean as an equal share value;
- Mean as a balancing point;
- Mean Absolute Deviation;
- Describe data by overall shape, variability, and center.

**SCAN  
ME!**



# REGISTRATION OPEN NOW!



**WHEN: THURSDAY,  
MAY 11, 2023**

**8:30 AM - 3:00 PM**

@ CSU, FRANK BROWN HALL  
CLASSROOM 1022

USE THE LINK OR SCAN  
THE QR CODE BELOW TO REGISTER  
TODAY:

[HTTPS://COLUMBUSSTATE.LIBCAL.COM/EVENT/10574854](https://columbusstate.libcal.com/event/10574854)



Free Registration for:  
CSU Students, teachers  
from Calvary Christian  
School, Muscogee County  
Schools, Russell County  
Schools, St. Anne Pacelli, and  
members of Delta Kappa  
Gamma Honor Society

## Algebra: Teaching Through Tasks A Look at the New Georgia Math Curriculum

- Learn how to incorporate tasks at the start of a unit instead of at the end.
- Learn how to design instruction
- based on "Learning Progressions."

**The approach we take will benefit all high school teachers.** We promise to engage and challenge you by experiencing proven strategies to engage your students and ignite your curiosity as a mathematician and teacher.



# BUILDING THINKING

## *Classrooms Cohort*

Are the things you are doing in class not connecting with students?

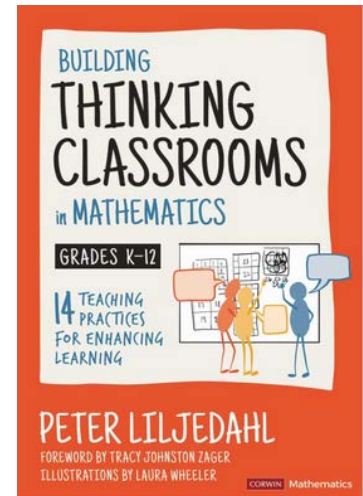
Would you like to engage your students more deeply?

Are you ready for a change that works?  
*(I know you have heard this before.)*

So, kick the tires and see if the promise fits.  
It costs nothing but your willingness to participate.  
We meet about once a month, after school, at Frank Brown Hall. We develop and share lessons for teaching your subject. We are looking to grow our Building Thinking Classroom Cohort with High School and Middle School teachers.

### Resource Link

If you are interested,  
contact Peter Anderson: [anderson\\_peter2@columbusstate.edu](mailto:anderson_peter2@columbusstate.edu)



# ANNUAL MATHCON

## *Summer Conference Atlanta, Georgia*



Calling all Blended Teachers, Counseling Staff, District Leaders, Elementary Teachers, ESOL Teachers, Gifted and Talented Teachers, High School Teachers, Instructional Coaches/Coordinators, Middle School Teachers, RESA Mentors, School Leaders, Special Education Teachers, State Schools, Teacher Leaders!

The Annual MathCON Summer Conference offers engaging professional learning to teachers and leaders related to the implementation and instructional planning for Georgia's K-12 Mathematics Standards, including evidence-based instructional strategies to use in the classroom.

For more information or to register, [CLICK HERE](#)





## DIRECTOR'S NOTES

by Peter Anderson, CRMC Director

### *Listening - A Lasagna Story*

My wife and I ate dinner this past Saturday at a local restaurant, Pizza Villa — a quaint little place with lit candles atop wax-coated wine jugs and gingham-covered tables. The food was good and rightly paced for a leisurely evening dinner.

For the past couple of weeks, each time, I would ask my wife if she would like to go to dinner; she replied with some variation of "maybe Pizza Villa, but whatever you choose will be fine." I perceived her response as noncommittal. Pizza Villa was a default choice, so, I would choose a restaurant.

But not Pizza Villa, and we would have a nice dinner.

This night though, my wife enjoyed dinner and particularly her lasagna. Then it occurred to me. I heard her but really was not listening to her. Yet she was kind enough to enjoy whatever restaurant I chose, though I now could see this was *truly* her preference.

#### **Do we teachers do the same sort of thing to our students?**

For the most part, they are happy to go on a ride with us through whatever lesson the teacher chooses:

"I" take them to "a lesson."

"We" consume the "lesson" at the classroom "table."

"You," the student is left to figure out why we went here in the first place.

What if we started our lesson by asking the students what they think? What have we got to lose? Currently, teachers follow a well-worn model:

Cover new material > Students *seem* to get it > Begin new material >

Circle back in a few weeks (students have forgotten so much!) >

Teach it over again...

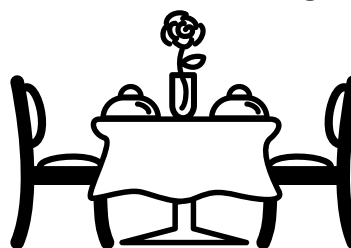
Students will likely retain what was taught by actively participating in the learning at the beginning of the process.

A thoughtful prompt and a simple question: *What do you notice?* If you couple that with the teacher listening...Wow!

It may not be candlelight and delicious lasagna, but it could be something *really special*. (*I am a bit hungry now.*)

Happy Maths, *Pete*

P.S. For an interesting article on student engagement by Dan Meyer, [click here](#).





# PROFESSIONAL LEARNING AND COOL TEACHER STUFF

by Pete Anderson, CRMC Director

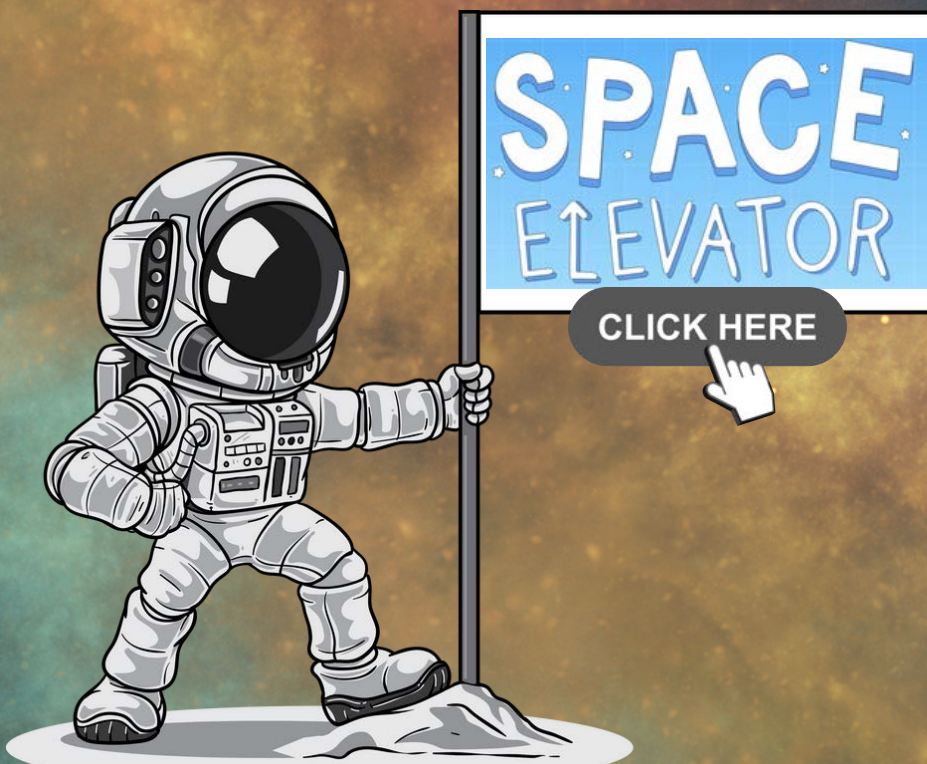
HELLO NERDS,

I TOOK THIS RIDE AT LUNCH....

IT MAY ANSWER THE QUESTION, HOW FAR IS UP?

I HOPE YOU ARE ABLE TO ENJOY THE RIDE -  
(I LIKED THE ELEVATOR MUSIC, BE SURE TO CHOOSE A  
SPACE SUIT, CHECK THE TEMP AS YOU GO UP, AND  
REMEMBER THAT ABOUT 1600 METERS ARE A MILE.)

[HTTPS://NEAL.FUN/SPACE-ELEVATOR/?  
UTM\\_SOURCE=CHARTR&UTM\\_MEDIUM=NEWSLETTER&UT  
M\\_CAMPAIGN=CHARTR\\_20230421](https://neal.fun/space-elevator/?utm_source=chartr&utm_medium=newsletter&utm_campaign=chartr_20230421)



# PROFESSIONAL LEARNING AND COOL TEACHER STUFF

by Hope Phillips, CRMC Resource Specialist



Always on the search for math content, I love finding memes to use in my math lessons. Below are some of my favorite “math” memes and ways to incorporate these amusing images into your classroom...

What are the denominators of these pies--twelfths for the pumpkin and sevenths for the pizza, right? If your students have this misconception, use these images to challenge their understanding.



The denominator of a fraction partitions, or splits, into equal parts. So, what can we say about the denominators of each pie? Only that someone has a good sense of humor but bad fraction reasoning!



It's not laugh-out loud butter! It's mispriced Land O Lakes! What's going on with the cost? It's quite the bargain! Stock up now! As math teachers we should ask ourselves, "What's the function of a decimal point anyway?" It identifies the units position.



In our money system, the decimal identifies the dollar as the units position. Take \$1.50, for example. The decimal “looks to the left” to identify the units position, the dollar. The “5” is of that unit. of \$1 is fifty cents.

In the case of LOL Butter, the units position is one penny, so any number to the right of the decimal is a fraction of a penny. By using a decimal point and a ¢ symbol, the price is a fraction of a penny, actually, of a penny. I say round the cost to a penny and buy a case of butter for mere pennies (pun intended!)



A great visual pun! When your students take the square root of a number, do they link this procedure with geometry? Do they know the square root of a number is the length of the side of a square with that area? Do they realize if they square the square root value, they will have the area of the square under consideration?







Click here to read more about our website:

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

Keep the  
Math Magic Going!  
Pledge your Support!



*click  
here!*

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