

COLUMBUS STATE
UNIVERSITY

NOTES *to* NERDS

The official newsletter of the Math Collaborative



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NEEDS YOUR SCHOOL!

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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.



DIRECTOR'S NOTES



by Peter Anderson
CRMC Director

"I Was Wrong About Gratitude"

It may seem odd that we are talking about gratitude on a mathematics-related note. A few weeks ago, I discussed gratitude and confessed to being one of those who keeps lists of things for which I'm grateful. Many of you admitted to being that sort of person as well.

But another person encouraged me to look deeper - and so I did. Here is my humble summation (I will share some of the links and resources I came across at the end of this page):

I realized gratitude has benefits that are even more powerful than regular exercise and have an outsized impact on our emotional and mental health! It is a bit like a muscle we can exercise. We are all aware of those circumstances in which our body responds to dangerous or bad things that happen to us. Those are natural responses that keep us safe and alive. But overexposure affects our ability to relate to one another and even to ourselves (that's a whole other ball of wax).

Gratitude is a positive response that we can strengthen through practice. It's much more than a list that I mentioned previously. As it turns out, gratitude is even more potent in the receiving than the giving. Who hasn't received a note of thanks that they tag on a bulletin board or stick someplace that they will conveniently find? I am guilty of both of these practices. How could I have known I was exercising? 😊 This speaks to the successful gratitude practices used in many classrooms. At least two things are happening here: the giving and the receiving. Both have powerful, positive, psychological and physiological effects.

So, what can we do?

As powerful as receiving a thank you note is for strengthening our gratitude practice, it is not practical to depend on it as a regular exercise regime. But, as human beings, we all relate to stories. We are blessed with the ability to empathize with people in stories— especially our own story.

Here is something that I learned and have put into practice:
Find a story that resonates with you. The feelings or emotions that draw gratitude should be particular to you. What is the act allowing you to appreciate the power of the human spirit to help one another?

You need just one story. Now, take note of what the struggle was, what the help was, and how it touched you. Place it somewhere. You can write it down or put it on your phone. The point is that you will reflect on that story, and it is a shortcut allowing you to access this gratitude muscle.

For me, lately, it is reflecting on the gentle and kind care that my wife, even though she is tired, gives to her mom (who has dementia). Her love and care touch my heart.

- The action: The care my wife gives to her mom.
- How it touches me: My wife's love and care move me.

When I think about this, I am working that gratitude "muscle."

If you have made it this far, I imagine you have a vision of Pete's mind in a field of daisies on a sunny, carefree day...if I have done that...cool!

But I hope that by being intentional about the practice of gratitude, you will gain some benefits. Heck - it is the week before Thanksgiving holidays. What a great time to start!

Happy Maths,

Pete

Here is a list of links for resources:

- [Classroom Practices Resource](#)
- [Unsung Hero Podcast](#)
- [The Science of Gratitude-Huberman Lab](#)

Q: WHY WAS
THE EQUAL
SIGN SO
HUMBLE?



PROFESSIONAL DEVELOPMENT OPPORTUNITIES!

GRADES 3-5

From Calculators to Thinkers:
Meeting the Needs of the 21st Century Learner
by Problem Solving Through Math Standards
for mathematics teachers of Grades 3-5



Problem Solving Using Place Value, Multiplication, and Division

Explore

Teachers will receive just-in-time content ideas for teaching problem solving with place value, multiplication, and division.

You will experience research-based practical approaches to guide students' understanding through discovery, modeling, and the facilitation of mathematical connections.

November 28, 2023

8:30 AM to 3:00 PM

Frank Brown Hall, Classroom 1010

Contact Us



706.565.1475



<https://www.columbusstate.edu/crmc/events.php>



Teacher Needs Survey



COLUMBUS STATE
UNIVERSITY



A: HE KNEW HE WASN'T > OR < ANYONE ELSE.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES!

GRADES K-2



*Learn new strategies and tools to make it engaging for your students
- and easy for you!*

Thursday, November 30, 2023
8:30 AM until 3:00 PM
Frank Brown Hall, Classroom 1010
Mathematics teachers of Grades K-2



- 💡 Explore questioning techniques and how to make them exclusive to math students in grades K-2.
- 💡 What does the student response to questioning tell us and where do we go from there?
- 💡 Explore students' self-developed strategies and compare them to standard mathematical procedures.



Professional Development

MATH COLLABORATIVE

SPRING SEMSTER

2024 LINE-UP



K-2

"Differentiation"
with Carlie Oelke

1.18.24 Geometry & Measurement

2.15.24 Guided Math

**REGISTER
NOW**

3-5

"From Calculators to Thinkers"
with Karen Hensen

1.24.24 Problem Solving with Fractions &
Decimals

2.28.24 Problem Solving with Geometry

6-8

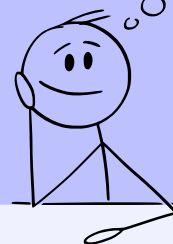
"Just-In-Time for the New Georgia
Mathematics Curriculum"
with Hope Phillips

1.9.24: Exploring Area & Volume

1.16.24 Systems of Linear Equations

2.22.24 Together & Apart

Q: WHAT DO
YOU CALL
FRIENDS
WHO LOVE
MATH?



9-12

"How Do We Teach Using Math
Modeling Tasks?"
with Peter Anderson

1.23.24 How Do We Put the Lesson Pieces Together?

3.5.24 What Have We Learned and How Do We Get
Better?



Math Collaborative @ CSU

We express our profound gratitude for the unwavering support and affection from our community. It's your encouragement that propels us forward in our pursuit of fostering enhanced math education for educators and students.



"This lesson gave me a great idea of where I can start implementing these things into my classroom. My students this year are very different from what I have taught before so I feel more confident in utilizing these strategies."



"Such a wonderful day filled with plenty of examples on how to implement BTC!"



"A lesson that I can use immediately!"



"Loved how we learned how to use manipulatives to teach fractions."



"This session did really well teaching how to get students engaged in their thinking and how the teacher can encourage and improve on their role of engaging their students."



TEACHER RESOURCES

Guest Presentation by Debra Richardson

Edited by Peter Anderson, Director

Engage Students Immediately in the First Five Minutes of Class with

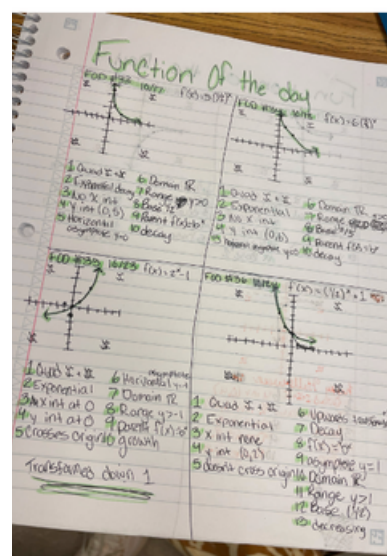
Function of the Day

We met an amazing teacher at the Georgia Council of Teachers of Mathematics Conference and asked if we could share her wonderful ideas and resources!

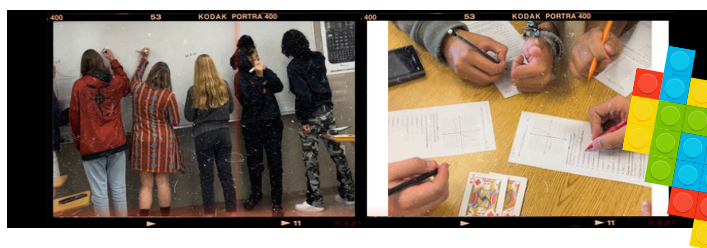
Function of the Day is a brief, five-minute bell work activity designed to instantly engage students in math discussions upon entering the classroom.

By posting a daily function on the board, students graph and analyze it, noting ten attributes. These facts cover aspects like intercepts, slope, domain, range, and relevant attributes students can think of and are accumulated in a dedicated notebook. The complexity of functions increase gradually and students may collaborate in groups, fostering discussion and analysis. The teacher then checks the facts, either through group board presentations or whole-class discussions, taking about 5-7 minutes in total.

Various strategies enhance engagement, including partner/group work, guided questions, and friendly competitions. The daily routine builds students' confidence, fostering participation and understanding.



Function of the Day provides meaningful repetition, aiding struggling students and promoting a positive math experience. Its benefits extend to improved scores on state tests. Adaptable to different curricula and requiring minimal preparation, *Function of the Day* offers a versatile tool for all math levels.



Originating from Debra Richardson's successful classroom experience, she created *Function of the Day* several years ago, using it in every math class since. After remarkable success with her students, year after year, she felt the need to share this idea with other math teachers. She now has two *Function of the Day* books for teachers that contain a year's worth of bell work.



Books are available at this link: [Function of the Day \(fodmath.com\)](https://fodmath.com)



I encourage you to read her full reflection at this link: [Function of the Day Resources!](#)



MAKE IT COUNT! SCHOOLS NEEDED



We need schools like yours to help us
Make It Count! (2nd Grade)



PLAY
COUNTING
GAMES

HELP
CHILDREN
LEARN

MAKE A
DIFFER-
ENCE!

Questions?

www.columbusstate.edu/crmc

email: anderson_peter2@columbusstate.edu, or 706-565-1475



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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