



Math in the Middle

November 2007



Math in the Middle -- Important Dates

Winter Course Dates:

Friday, January 25, and Saturday, January 26

Summer Institute Dates:

Cohort 3: June 9-13 - MATH 808T

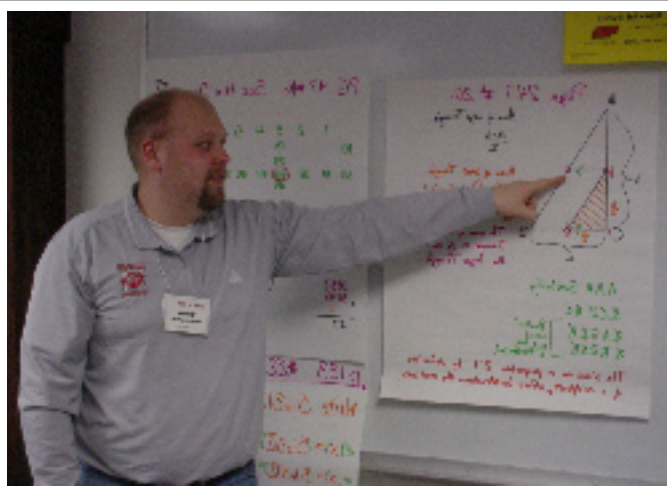
June 16-18 - Capstone Course

July 9-11 - Capstone Course

Cohort 4: June 9-13 - MATH 805T

June 16-20 - MATH 806T

July 7-11 - STAT 892



Tom Harrington from Madison Middle School (Cohort 2).

Teaching Tips

The following teaching tips have been provided by some of our Math in the Middle participants who, through their experience, know first-hand that these strategies are successful.

“Have some activity or exercise ready for students to do when they walk into the room, either on the board, in a folder, or on the overhead. It is valuable teaching time; it helps eliminate behavior problems and gets class started immediately.”

-- Joan Brethouwer, Crete Middle School (Cohort 3)

“Every day I have my fifth grade math students solve a problem of the day. I invite one student each day to illustrate his or her solution on the overhead in front of the class and explain the steps. Then I ask if anyone had a different way of solving the problem, and they verbally share the steps they

took to solve the problem. There are usually 2 to 5 different ways the students solved it. It is very interesting to see the different thinking strategies, and the students love to volunteer to come in front of the class and show off their solution. The students also see that there are several different ways to solve a problem.”

-- Karen Schur, LPS (Cohort 2)

“One thing I do with my 5th and 6th grade classes is have a Lesson 25 party when we get that far in the book. To show the students how to write out lessons with the correct format on the page, work problems, label answers, and check work, at the beginning of the year I write out Lesson 25 exactly how I would like the students to do the lessons. I tell the students they must hang on to Lesson 25 to use as an example for the lessons they do. If they can hang on to the lesson until we get there, they do not have to do Lesson 25. We have a party then, with math board games and snacks. If the students happen to lose the lesson, they have to do it over on their own to be able to participate in the party. Then I tell them we will have another party when they get to Lesson 100, but they will have to do Lesson 100. Throughout the year, it gives the students something to look forward to and to work toward.

Another thing my students really like is that when they receive a 100% on a lesson or a test, the students get a certificate for good work. When the students collect ten certificates, they can have a vacation day; that is they do not have to do the whole lesson. They **do** have to show me that they understand the new concept that was introduced in the lesson, but then they can work with math puzzles or read while other students are working on their lessons. Many students save their certificates for the drawings I have at the end of the year. I buy some pop, candy, or clean out my son’s closets for things that the children might like and let the children put in their certificates in the basket in front of the prize they would like. There is big excitement when the winners are revealed on the last day. Some students save their certificates for when they are going to miss school.”

-- Geri Steinbrink, Arapahoe Elementary (Cohort 4)

*To Teach is to
Touch a Life Forever*