The Summation

SPECIAL POINTS OF INTEREST:

- **Next NCTM Meeting**
- **Fall Conference**

NCTM classroom resources

-Jan LaFevers

Jan LaFevers, jan.lafevers@gmail.com

Every year many of us are starting off with big plans to keep up with all the grading and lesson plans for the year. Sometimes, what we really need are the quick reliable fillers to help adapt our curriculum to individual student needs and tools to share with parents that are trying to help at home. KCATM members are dedicated to finding new ways to help others find these resources and revive memberships and how NCTM tools are used.

Illuminations provides standards-based resources and materials that illuminate the vision of NCTM for school mathematics and improve the teaching and learning of mathematics for each and every student. Lessons and activities on Illuminations have been developed in alignment with NCTM's *Principles and Standards for School Mathematics* and the Common Core State Standards

The Math Forum is an extensive online resource for the mathematics education community. Join teachers, students, researchers, parents, educators, and citizens at all levels who have an interest in math and math education. Check out content and services including Problems of the Week, Ask Dr. Math®, Teacher2Teacher, Math Tools, Ignite, and more!

Calculation Nation® is a free education service that uses the power of the Web to let students play games and challenge opponents from anywhere in the world. At the same time, students are able to challenge themselves by investigating significant mathematical content and practicing fundamental skills

Figure This! demonstrates challenging middle school mathematics and emphasizes the importance of high-quality math education for each and every student. Find interesting math challenges that middle-school students can do at home with their families

Connecting with Parents

We, as math teachers, want to help our students. We want students' parents to help our students. Parents want to help. A parent can look over the shoulder of their child as they work on homework. A parent can get a report/update from the teacher at school conferences. A parent might be asked by their child for help completing an assignment. Or a parent may simply be present when a student experiences disappointing feedback on poor performance on a mathematics test or project. During these time, parents often feel uncomfortable, unable, or are not available to help instruct and teach students. How can we **empower parents** to help their children and recruit them to be our partners in helping students learn to persevere in problem solving and doing mathematics? What are we currently telling parents they can do to help? I offer a few suggestions:

1. **Give parents highlights of the curriculum in weekly or bi-weekly newsletters.** For instance, the topic this week is adding single digit numbers or factoring quadratics. With this information, parents can take an interest in students' learning experiences with common academic language. Saying "how's adding numbers at school going?" is more specific than "how was your day at school." The parent might be able to get a quick read on whether the student is feeling good or bad about the learning process and experiences. Hopefully a question like this will communicate to the student a sincere interest about their mathematics learning regardless of what the answer is. Sometimes, simply knowing someone cares and is interested in your success motivates you to keep working at it.

2. **During Back-To-School Night or on a webpage or in a newsletter, give parents a list of questions they can ask their children when they are helping their child complete homework, study, or correct an error on a graded paper or test.** As teachers, we ask open-ended questions to help our students learn and to figure out how they need our help most. Parents can do this, too! For instance,

a. Talk me through your thinking.
b. What do you know?
c. Draw me a picture of what you know.
d. Describe to me the question you are working to solve.
e. (for older students) What types of notes did you take while working with your teacher on this? Or can find where in the textbook this topic is presented? How can this information help?

  i. What does make sense here?
  ii. What does not make sense? Then, encourage the student to go back to their teacher with this question.

3. **Encourage parents to redirect students back to you, as their teacher, when they get stuck. Parents should help their child write down the question they want/need to ask.** Sometimes asking a relevant question is the hardest part to get the help they need.

4. **Read and share with parents these suggestions from Professor Jo Boaler**:

What other strategies do you use that are effective?

Please share your ideas with us! You can do so by sending written ideas and resources to our KCATM newsletter editor, Jan, at newsletter@kcatm.net

Asking the Right Question (s)

—Fazila Patel

Often times students struggle to communicate with their teacher and/or peers in a math classroom. Not being able to fully express one's self can prevent a student engaging in mathematical discourses with their teacher and peers. Additionally, they may also feel incapacitated as they are unable to seek clarifications when learning a concept or doing class/homework because they simply don't know how to ask the right questions. Furthermore, it could be the teacher who may feel challenged to ask specific questions to their students this too can prevent students from engaging in deeper thought and higher level learning.

I would like to share with you an excellent resource titled "100 questions that promote Mathematical Discourse". This is a valuable supply of questions that will enable students and teachers alike to ask the right questions, engage discourses, and ultimately persevere while teaching or learning mathematics. From Curriculum Associates© Ready Common Core Mathematics

http://www.casamples.com/downloads/100MathDiscourseQuestions_Printable.pdf

Brain Teaser —for All

-Rita Barger

Brain Teasers

Last issue's brain teaser asked you a money question. It said: "You have $1.19 in coins, but cannot make exact change for a dollar. What coins do you have?" Correct answers were submitted by Tom Sullivan, Sharon Cress, and Randy Peterson. Their answer was 3 quarters, 4 dimes, and 4 pennies.

For this issue, let's play around with a digit problem: Write the largest possible eight digit number such that:
    Each digit 1, 2, 3, 4, 5, 6, 7, 8 is used once, and
    No two adjacent digits differ by 1.

Have fun. As always, please send your answers to me at bargerr@umkc.edu. I would like to list names of those who solve the teaser in the next newsletter.

Announcements

KCATM Annual Fall Conference–

The KCATM Board would like to invite everyone to consider how they can contribute to our learning community during our 2017 Fall conference. Our board and the NCTM Regional Conference Committee will be reviewing perspective presenters over the next year. The October 28th conference is your opportunity to present your session, gain experience and feedback on your content. NCTM has set November 1-3 of 2018 for the Regional Conference in Kansas City, Missouri.

Please consider sharing your experiences, expertise and talents to showcase our area educators of mathematics. IF you have questions or need some guidance, contact us. We are here to support you.

KCATM Board Officers

Sarah Hicks, President
president@kcatm.net

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Randy Peterson, Publicity
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Mike Round, Web
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For more information about membership with KCATM, go to www.kcatm.net or contact Rita Barger at bargerr@umkc.edu.

2017 Board Meeting
September 30 at 10:00am

Arrupe Hall, Room 114 at Rockhurst University.

Tricks or Treats for the Math Classroom

MathTricks Class Activities Research Technology

MATHEMATICS
TEACHERS

KCATM

Professional Development

TRICK OR TREAT

Please join us for a day of math fun and learning!

KCATM Annual Conference

8:00 am – 12:50 pm
Saturday, October 28, 2017
www.KCATM.net

Costume Competition: Educational Characters
Math Themed preferred – No masks, please!

Register online at:
https://goo.gl/forms/IXw9ctUtENcCbLq43
OR
complete the registration form and
Mail it to: Dr. Rita Barger, UMKC – Education 309
615 E. 52nd St.
Kansas City, MO 64110
or fax to: Dr. Rita Barger at 816-235-6923

Program Highlights

Opening Speaker – Damon Parker. His presentation is designed to help educators make connections with their diverse student populations. Learn how to build meaningful connections with students, colleagues and other important people in your lives.

Sessions begin at 8:30 and are scheduled by grade band: Primary, Intermediate, Middle School, High School and General. See the website for up to the minute information about speakers, topics, and grade bands. Parking is free.

In addition to great information and sessions, registration fees include door prizes, a special gift from KCATM, continental breakfast/snack, a year's membership in the organization, and a certificate for 5 hours of professional development.

Grand Prize is an Amazon Fire Tablet

KCATM REGISTRATION ANNUAL CONFERENCE
Saturday, October 28, 2017
UMKC: Educ. Building – 1st Floor
On-site registration begins at 8:00 am

MATHEMATICS
TEACHERS
KCATM
TRICK OR TREAT

MathTricks Class Activities Research Technology
Professional Development

Register online at: https://goo.gl/forms/IXw9ctUtENcCbLq43

See the KCATM website for updated information: www.KCATM.net
Costume Competition: Educational Characters

Name _____ *Current KCATM Member?* _____

School _____ District _____

School Address _____ **Grade Level Taught** _____

City _____ State _____ Zip _____

Day Phone _____ Email _____

Home Address _____ **Home Phone** _____

City _____ State _____ Zip _____ Home Email _____

Fee Payment: Please make checks payable to *KCATM* and mail with this form to the address below or bring payment to the registration table at the conference. **WE NOW HAVE THE ABILITY TO PROCESS CREDIT CARDS** as well as P.O. vouchers.

All registration fees include continental breakfast / snacks, door prizes, a special gift, and a certificate for 5 hours of professional development.

		KCATM Member	*Non-Member
____	**Conference Registration – Individual**	$20	$30
____	**Registration – Bring a friend at half price** *(One person full price and one half price.}* *Please complete 2 forms and mail together.* Name of friend _____	$30	$45
____	**Student and Para-professional registration** *Includes 1-year membership*	$10	$10
____	**Registration – Speakers**	no charge	no charge
____	**Payment by Scholarship** (To apply, simply check this line, and return this form. Recipients will be notified by Oct. 26, 2017)	____	____

* Non-Member fee includes 1-year membership in KCATM

- **BRING YOUR OWN laptop or IPad to participate in technology sessions.**
- **For more information and to email this registration form, contact Dr. Rita Barger at 816-235-5655 or** bargerr@umkc.edu**OR mail to: Dr. Rita Barger, UMKC – Education 309, 615 E. 52nd St., Kansas City, MO 64110, 816-235-6923 (fax)**

KCATM SPEAKER PROPOSAL ANNUAL CONFERENCE
Saturday, October 28, 2017

UMKC: Educ. Building – 1 st Floor
On-site registration begins at 8:00 am

Sessions will be 30 or 60 minutes in length.
Questions: Call or email Dr. Rita Barger: 816-235-5655,
bargerr@umkc.edu

Costume Competition: Educational Characters

Please print. Return your proposal to:
Dr. Rita Barger
UMKC, Education 309   or email attachment: **bargerr@umkc.edu**
   615 E. 52nd St.   or fax: 816-235-6923
   Kansas City, MO 64110

Name First:_____   Last: _____

Address:_____

_____

Phone: Work:_____ Home: _____ Cell:_____

Email: _____

School/Company: _____

Grade Level Range - Select all that apply

_____ Primary (PK-3) _____ Intermediate (3-5) _____ Middle (6-8) _____ High (9-12) _____ General

Session Length: _____ 30 Minute Burst _____ 60 Minute Regular

Deadline: September 25, 2017

Please complete program information on next page.

Title: (No more than 10 words)

Description: (Write a concise, specific description of the essential content of your presentation.) **__Please limit it to no more than 50 words.__** On receipt of your proposal, the description you provide here will be printed in the program.

A/V Equipment: Internet Access, one LCD projector and one screen will be provided in each meeting room. Check one of the following choices:

_____ No additional equipment required

_____ Additional audiovisual or technology equipment necessary for the success of this presentation. Please provide this information.

Additional Requests: