



COLUMBUS STATE
UNIVERSITY

NOTES *to* NERDS

The official newsletter of the Math Collaborative



"Step up" and join us for engaging professional learning. [Register now!](#)

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What is our 'Why'?

We imagine a world where an appreciation for and understanding of mathematics is not just a subject in school but a magnificent tool that empowers individuals to unlock their full potential.

The Mathematics Collaborative is on a fantastic odyssey to empower educators and students to embrace mathematics as a force for growth, problem-solving, and self-discovery.



DIRECTOR'S NOTES



by Peter
Anderson
CRMC
Director

Holiday Jam and Class Routines



My adult son was visiting during the holiday and was making a PBJ. He called from the kitchen, "Dad, where is the Christmas jam?" I had no idea what he was talking about.

As much out of joy as necessity, when our children were growing up, we would can seasonal fruit in mason jars to make jam. The canning season would often start in early spring with blackberries and blueberries, then roll full-steam into peaches and plums, concluding with late-season strawberries.

A trip to the Farmers Market would include a stop at the 99-Cent Grocery Basket, where overripe fruits perfect for canning would be cheap and plentiful. Toward the end of the summer, I would pick up a case of strawberries and a pineapple from the basket (pineapples are great jam fillers when you are a cup or so short of a batch for canning). This combination would eventually become jam.

We would store the jams we created; the newer jars would go to the back of the shelf and the older jams would march forward. The blueberry and blackberry fair put up in early spring remained on the shelf until the middle of September. The peach and plum jams hang in there until November and early December. The strawberry-pineapple jam became an offering on toast and peanut butter sandwiches in mid to late December.

As our boys grew up and moved on, we did less canning or preserving. The last significant use of the vast collection of jars was to create a candlelight pathway for a school prom.

Back to my son's explanation, "Dad, we always have strawberry-pineapple jam at Christmas!" He was right - but I never made the connection. Cheri and I were counting pennies and raising kids as those jams paraded off the shelf into countless sandwich lunch bags.

NEXT PAGE...



DIRECTOR'S NOTES

CONTINUED...

As I reflect on this little story, I ask the question -

“What are the routines we do in the classroom that create unintended consequences?”

What is the consequence of having students seated in rows? I have visited over two dozen classrooms in the past week and almost 60% have students lined up in rows. In those same classrooms, more than 40% of student time was spent on the computer.

Are teachers using slide decks to facilitate student dialogue, or using them as a script for a lesson?

The list of practices educators engage in can go on - and should continue.

These questions are not criticisms; we do things with good reason. But what routinized things can we leverage for growth or abandon for hindering growth?

The holiday strawberry-pineapple jam is an accidental routine that has become an intentional joy-filled tradition.

What are those routines we can change in our classroom to improve outcomes (this is where educators can most impact their students through practices)?

I bet you can think of one.

Happy Maths,

Pete



Best of “Notes to Future Self” the 2023 Collection



At the conclusion of every workshop, the Math Collaborative encourages participants to write a reminder note to their future selves. Our team of elves work diligently behind the scenes to send your reminder to you two weeks later. We deeply value and appreciate every educator's experience with us and we are thrilled to share just a few of our (anonymous) best of “Notes to Future Self Collection” for 2023.

We hope these notes serve as a source of affirmation for all the amazing work you do every day.

2023

“You’re doing great! Just remember that these students need your help and your guidance! You’ve got this!”

“Trust the process!!! Take baby steps & don't get overwhelmed. QTIP- quit taking it personal.”

“Listen to your students. Let them know that failure is a big part of being successful.”

“Dear Me, incorporate more hands-on activities to engage students and help them see the bigger picture as to how all the subjects connect in some form or fashion.”

“You were built for this! Continue to use your gifts and passion for teaching by honing your craft through professional development. The world needs teachers!!!”

“Step out of your comfort zone and let go of control more! Your students CAN handle it!”

“Remember student engagement is the key! Be willing to try new things!”

“Don't hold back on using the manipulatives and let students play with math!”

“Remember to utilize all of your resources!!!”

“Always remember your why!!!”

“Remember that this journey is not a sprint. You will accomplish success on a daily basis.”



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

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?



YAY!

MATH MASTERS

ANNUAL COMPETITION 2024



2023 FIRST PLACE WINNERS: RICHARDS MIDDLE SCHOOL

MARCH 16, 2024

THE ANNUAL MATH MASTERS COMPETITION: A MIDDLE-GRADES MATH CHALLENGE THE CRMC, THE DEPARTMENT OF TEACHER EDUCATION, AND THE DEPARTMENT OF MATHEMATICS HAVE COME TOGETHER TO CREATE A STIMULATING MATH COMPETITION TARGETING MIDDLE-GRADE STUDENTS. THIS COMPETITION AIMS TO CHALLENGE AND SUPPORT STUDENTS' INTELLECTUAL GROWTH BY PROVIDING TASK-BASED MATH PROBLEMS THAT REQUIRE TEAM COLLABORATION TO SOLVE.

WHY PARTICIPATE?

Naturally, it's all about snagging a shiny trophy...but the real *crème de la crème* is testing yourself with difficult challenges, sharing with teammates, and learning from others!



For more information and to register, scan the QR or visit our Event Calendar: <https://columbusstate.libcal.com/event/11253389>

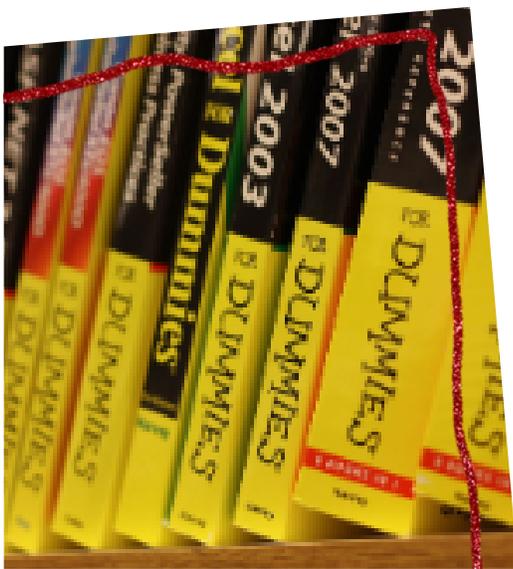
COOL TEACHER STUFF



Contributed by
Hope Phillips
CRMC Resource Specialist 6-8

A.I. (artificial intelligence)

FOR THE UNINITIATED BUT CURIOUS



If you are like me, I want to know as much as I can about AI, but, until recently, I didn't know where to start my education. Recently-retired West Georgia RESA Math Specialist Renee Hoard pointed me to helpful resources—kind of an “AI for Dummies”. Remember those yellow books? That title isn't the best, but the resources below are not for “dummies”. They are for the curious-and-committed-to-continual-learning crowd.” In other words, you and me.

The *Wharton School of the University of Pennsylvania* has a video series to help educators navigate AI basics. All videos below are linked and less than 13 minutes each:

VIDEO #1:

An Intro to AI
(What is generative AI? What are pros and cons?)

VIDEO #2:

What is a Large Language Model?
(e.g., OpenAI's ChatGPT4, Microsoft's Bing in Creative Mode, and Google's Bard.)

VIDEO #4:

Using AI as a Teaching Assistant
(Save time with AI—to allow better use of your instructional/planning time – great for “formative assessment” creation)

VIDEO #3:

How to Prompt AI
(How to add specificity to your initial request -- great for creating rich word problems)

VIDEO #5:

Students Using AI
(Do students know they are responsible for the AI content they submit?
Do they know about AI hallucinations? Can AI be an effective tutor?)



SUBSCRIBE



COOL TEACHER STUFF

Do we value the power of mistakes?



How do we handle mistakes with our students? Do we encourage wrong answers? Dan Meyer wrote an interesting article on his Substack. It talks about how we can harness the power of student mistakes and even encourage them as a powerful tool for learning.

I hope you read the article.

It can be found here:
[Dan Meyer- MathWorlds](#)



IN THIS CLASS,

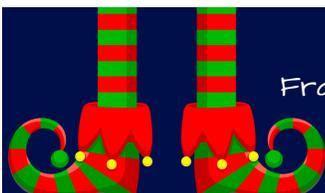
MISTAKES ARE...

- Requested
- Expected
- Respected
- Inspected
- Corrected



Visit Dan Meyer's Mathworlds

"Help Students Remember the Right Answers by Asking for the Wrong Answers First"



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Click here to read more about our website:

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