

Title of Session: Math Transformers
Moderator: Patricia Chen
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Room: Math Transformers

BJB2: Welcome to this month's Math Transformers (I love the name!)

BJB2: We usually start all Tapped In discussions with introductions

BJB2: Hi, Patrick! glad you could make it

PatriciaCh: hello All.... I am Pat ... I teach 7th grade math in Florida

BJB2: please tell Pat where you are located and what you teach...and perhaps what brings you to this discussion

BJB2: Patrick, a reminder to go to Actions in the top right of the chat and click on detach

PatrickRC: Hey. I am from Michigan. I will probably teach history or physics.

TaraP: Hi - I'm Tara - I teach 1st grade in PA - I know this is for middle school, but I am interested in how to differentiate math instruction and what is needed for my young ones

TaraP: I'm also studying to be an administrator and need to know more about middle school

PatriciaCh: Differentiated Instructions is for all grade levels and subject areas

PatrickRC: I came to this discussion because I haven't been on here in a while and wanted to see different ways discussions can take place.

PatriciaCh: this is the place to come

PatriciaCh: It will help if someone has a question

PatriciaCh: Tarahow do you think you can use "football" to help you in your first grade class

TaraP: I can use it when working with the 100

TaraP: 100's chart - we can find the numbers and discuss what they mean - place value

PatriciaCh: or even with adding single digit numbers

PatriciaCh: or concepts of how things goes together

TaraP: it can also be great to estimate - scores of next week's game

PatriciaCh: yes ... you are starting to get the picture

TaraP: older grades - multiples of 7

PatriciaCh: I use the concept to teach graphs ..mean median mode and range'

PatriciaCh: but it doesn't have to be that only

PatriciaCh: also... you can use it to teach integers

PatriciaCh: yards gain...yards loss

PatriciaCh: scores and stats are in Monday morning paper ... you can take a small piece of the game and teach a lesson

BJB2 wonders if Patrick sees any physics connections?

TaraP: how would you work with children with IEP's

PatriciaCh: for history and geography how about where the team is located???

PatrickRC: I think for world history, it would be great for like how the team and the sport itself originated.

PatriciaCh: yes ...

FredRe joined the room.

BJB2 welcome, Fred

FredRe smiles

PatriciaCh: please tell us about yourself

FredRe: High School Math teacher - fairly new (so hopelessly positive)

PatriciaCh: where do you teach

FredRe: New Jersey - US

TaraP: stay positive! that's what kids need these days!

FredRe: Actually it helped me a thousand years ago too...

PatriciaCh: about the IEP's.... you can use the same technique to help these students

BJB2 wonders if Fred is exaggerating slightly

TaraP: how? would they use manipulatives? smaller numbers?

PatrickRC: If you don't mind explaining, what exactly are IEP's? I've heard some about them, but haven't done the research yet.

TaraP: Individualized Educational Plans - for children in special education

PatriciaCh: what they use and do is up to you as the classroom teacher

FredRe: Actually we have students, not in special ed, with various learning disabilities w/ IEPs

TaraP: so - what ever would work for the student individually?

PatriciaCh: the idea behind differentiated instructions ...is to use different techniques or strategies to assist the students

PatriciaCh: it depends on your class size

PatriciaCh: if you have a small class you can group the students or give work on an individual basis

BJB2 . o O (and whether you have aides)

PatriciaCh: that is true too ...if you have paras in your room ...that will be ideal

PatriciaCh: grouping is good ...

TaraP: understand now

PatriciaCh: the work you give ...is by level...

PatriciaCh: of course for older kidsgive them an option to pick the levels ... and encourage them to strive for the higher level ..

PatriciaCh: if you have worksheets you can have four levels of mastery

TaraP: even though I am in 1st - I can also adapt the wksts. to their level - challenge, grade level, basic, right?

PatriciaCh: yes ...

TaraP: I have a question?

PatriciaCh: it is more workbut worth it ... and some subject areas are more conducive to this sort of thing

PatriciaCh: yes

TaraP: I use the Saxon math program - it is all scripted. - how can I differentiate with this program

PatriciaCh: does you admin require to stay with the script?

TaraP: yes

TaraP: but I can tell that some children are higher, and some need more help - what could I do

FredRe: any way to let those getting it help the others?

PatriciaCh: do you have paras in the classroom

TaraP: unfortunately - no

PatriciaCh: and how many students do you have

TaraP: 20

PatriciaCh: are you able to photocopy worksheets readily

TaraP: yes

PatriciaCh: if you canteach the concepts...then group the kids to work ...two's are good ... a higher with a medium level student

PatriciaCh: choose the lower ones you want to give the extra help ... then let them work and you can work with a few of the grouped kids

PatriciaCh: so that you know the other kids understand as well.....

TaraP: never thought of that. when we go to do the follow up wkst - I can group them.

PatriciaCh: for the lower level kids ... you may have to create different worksheets ...then scaffold them to the on grade level work

PatriciaCh: kids love to help each other

TaraP: yes they do! I had to teach them to help not do it for someone else! :)

PatriciaCh: yes ... that is the hard part....

PatriciaCh: another thing isafter the students finish the worksheets..let one of the kids ...come to the board and explain

PatriciaCh: kids love to do that ...even in middle school ...

TaraP: I like that idea - instead of me - let them do it - so I know they understand the concept

PatriciaCh: when you use a different approach to teach the kids will learn

PatriciaCh: and they love to participate and "show off"

PatrickRC: I'm in an education class right now, and that is what she expects us to do for class.

TaraP: I am definitely going to try that one tomorrow!

PatriciaCh: as a math teacher depending on what the content area is ... I always remind the kids that there are more than one way to solve problems

PatrickRC: She split our class into several different groups and we each teach a segment of the class. - it is quite effective.

PatriciaCh: my students ..often ask me if they can come to the board and explain

PatriciaCh: it is fun listening to them and the non-achievers will do the work ...so they can come to the board too

PatriciaCh: that is jig-sawing

FredRe: meaning students changing roles?

PatriciaCh: it is hard to do with the younger group ...but effective in high school ...with middle school ...it depends on the class ...maturity is the issue

TaraP: I believe it can work with my children. it's like having them repeat directions. repeating steps how they solved a problem

PatriciaCh: no students read...different parts of the assignment and teach it to each

other

PatriciaCh: as Tara said ...it will work for her students ...like repeating directions

PatriciaCh: but the true way is

PatriciaCh: you have a chapter to read ...each student takes a section ...read ... and write a summary and present to their peers ...so everyone doesn't have to read the chapter

PatriciaCh: this is an old practice in education ...

PatriciaCh: you have been quiet

TaraP: I remember doing this.... it works well with reading

PatriciaCh: yes... it does ...

PatriciaCh: it is harder in math :(

PatriciaCh: Fred... what grade do you teach

FredRe: 9th grade who failed the GEPA & 11-12th Trig/Alg3

PatriciaCh: what is the GEPA

FredRe: The 8th grade assessment standard test in NJ (sorry) :(

PatriciaCh: how can I help you ...to help them

FredRe: My biggest issue (for all) is completing Homework...

PatriciaCh: the age old problem.....

PatriciaCh: how long are your class periods

FredRe: 42 minutes

PatriciaCh: how many problems do you give them

FredRe: Depends on the class (usually for the 9th 10-20 various types, and 10-25 for Trig

PatriciaCh: I have the same ...issues as well

PatriciaCh: for my really low kids ... that is your 9th graders

FredRe: Most pick up the concepts as they do them. But then don't put it into long term memory...

PatriciaCh: I give about 10- 12..... I teach ... then I start on the homework in class

PatriciaCh: I do a lot of repetitive work...also I flex out of the book

FredRe: But if they are doing in class - isn't that reinforcing the short term memory?

PatriciaCh: yesand you assign it again the next day ... about 2 or 3 as warm ups before instructions

BJB2 . o O (what about jeopardy type games to reinforce lessons?)

PatriciaCh: the kids love that too but you have to have the games made up before hand ... that is what I am working on this year

FredRe: Yes I have a "Do Now" which usually is 2-3 review questions from yesterday.

PatriciaCh: if I don't start the homework ...grab what I can ... the kids will fail my class

FredRe: How many jeopardy questions BJ?

PatriciaCh: you can have as many as you what

BJB2: as many as you need...let me show you some examples

PatriciaCh: I have 30 questions

PatriciaCh: in my game that is

BJB2: <http://mathbits.com/MathBits/PPT/powerpoint.htm>

BJB2: <http://www.elainefitzgerald.com/jeopardy.htm>

BJB2: do a google search for math jeopardy games ppt

BJB2: the last url has a template

FredRe: I've seen a few, but for most high school problems, that would take a nice chunk of the period...

PatriciaCh: I use a template and create my own

PatriciaCh: it is a good way to review before a test

BJB2: great way to review before a test, Fred

PatriciaCh: great minds think alike

FredRe: Yes, we often play various "team games" before a test.

PatriciaCh: I am creating mine ... to parallel the text book

FredRe: Jeopardy would work as one option

FredRe: so it becomes an ongoing activity...

PatriciaCh: when I allow the kids to do homework in class...it gets done

PatriciaCh: otherwise ...it doesn't come in

PatriciaCh: my thought issince they do the work ...if it is repeated enough times ... they have to remember something

PatriciaCh: it is not like working with the higher level kids

PatriciaCh: also ...kids can remember the concepts ...if they think it was fun ...

FredRe: Yes...I try to support that with in-class worksheets, doing problems individually and volunteering....as I keep scaffolding making them more complex...

PatriciaCh: and it is visual

PatriciaCh: it is hard to motivate the kidsthey know they fail the test they do have self-esteem problems .

PatrickRC waves

PatriciaCh: I teach a concept ...but use different ways to reinforce the concepts and assess

PatrickRC: thanks - time for me to go. bye

PatriciaCh: ok good bye

BJB2 waves bye to Patrick

FredRe: Yea, I'm going to try a "Rap" for the 9th graders to remember the negative addition rules.

TaraP: thanks! This was very informative for me and helpful! I am going to recommend

Tapped In to my teacher friends! it;s a great outlet!

PatriciaCh: I love projects

TaraP: I have to get going! again! THANKS!

FredRe: It kind of worked for Slope..

FredRe: What kind of projects?

BJB2 likes the rap idea

PatriciaCh: good bye come back and tell how your class is doing

TaraP: definitely!

BJB2: our time is almost up, Pat...

PatriciaCh: rap ...songs to remember concepts

PatriciaCh: yes ... time flies when we are having fun

BJB2: Next Math Transformers is November 13

FredRe: With the key points repeated, repeated, repeated...

PatriciaCh: Fred... have the kids write the rap ... or jingle

PatriciaCh: do you remember the fraction one?

PatriciaCh: dividing fraction is easy as pie

PatriciaCh: let the kids take ownership of the learning

BJB2 heads to the K-3 Resources discussion. The topic is Math and Tech Integration

BJB2: Thanks, Pat. Great discussion today

FredRe: Should they all come up with a rap on the same topic, or on a variety of recent topics?

PatriciaCh: well our time is up .

PatriciaCh: try a variety

FredRe: OK, thanks for the discussion...

PatriciaCh: but for starters

PatriciaCh: do the same one for everyone

BJB2: can we talk about raps and rhyme next time?

PatriciaCh: model

PatriciaCh: yes

BJB2: cool

FredRe: good !

PatriciaCh: I can put that on the home page as well

PatriciaCh: thank goodness you all won't hear me sing :)

BJB2 laughs...gotta jet

PatriciaCh: ok ..good night everyone

FredRe ;)

FredRe: Evening!