



# Math Empowers<sup>2</sup>

**Problem of the Month:** Our fourth **Problem of the Month** is titled “Party Time” and it can be found in the Cybrary. Be sure to read the Primary Version (which is found after level E) when planning. Task Level “A” challenges students to determine the number of guests invited to a party through examination of set invites and guests inviting other sets of guests. At the end of the investigation, students either discuss or write a response to this summary question: “Explain and show how you know how many people are at the party.” In Level “B,” students apply logical reasoning to determine the number of girls with short red hair at a party given a number of logic clues. The students also need to partition a whole using simple fractions ( $\frac{1}{2}$  and  $\frac{1}{4}$ ). Be sure to give students the opportunity to try as many of the five levels of complexity as they wish to solve.



## ENGAGE with Videos or Pictures!

Beginning a lesson with an interesting video or picture is an effective way to get students engaged in a problem solving activity. **Graham Fletcher** created some 3-Act Lessons that begin with a video situation in which there is a math problem to solve. Consider showing “The Race” video (standard 2.MD.6.) <http://gfletchy.com/the-race/> to your class without any introduction. Ask, “What do you notice? What do you WONDER?” Then ask the intended question, “How far did each girl run?” **ESTIMATION 180**, created by Andrew Stadel, is another fabulous website to visit and find thought provoking photos. Dr. Eric Milou suggests displaying one for a DO NOW assignment to “get the kids talking about math immediately.” This is an amazing way to improve number sense and problem solving skills among students. Consider showing DAY 183, <http://www.esteemation180.com/day-183.html> and Day 184 <http://www.esteemation180.com/day-184.html> . Ask students, “What’s the *length and width BEFORE & AFTER* cooking?” ... a slice of bacon. Make an ESTIMATE. What’s too high? What’s too low? What’s your reasoning? After some valuable math discourse, reveal the answers. Your students will LOVE THIS!



Building number sense  
ONE day at a time.

## Can Tweeting Help Your Teaching?

Looks like the answer is YES! “By following other educators’ tweets, teachers can keep up with the latest trends, news, and happenings in education, as well as communicate with fellow educators.” Christopher Bergeron, a district-level technical coordinator in New Hampshire, says, “I am able to learn what my counterparts are working on, what is working, what is not working.” During a recent meeting, Dr. Eric Milou expressed a similar statement and mentioned Twitter is his vehicle for finding and learning about all the great mathematics that is taking place in our world. To learn more, read the attached article from NEA or visit [www.nea.org/home/32641.htm](http://www.nea.org/home/32641.htm)



**MP4 REMINDERS:**  
Our focus of instruction during marking period 4 begins with **Measurement & Data** and ends with **Geometry & Fractions**. When working on GO Math! **Chapter 10 – Data**, be sure to include picture graphs where the symbol utilized represents more than one. When working on GO Math! **Chapter 11 – Geometry & Fractions**, be sure to introduce the term “unit fraction” when discussing fractions with a numerator of one to prepare students for third grade. Finally, refer to page 21 of the curriculum guide and include the EXPOSURE TOPIC - Discrete Math: Systematics Listing.