

THE NUMBER LINE

April 2018

www.lamath.org



LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

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organization and
profession!

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PRESIDENT'S MESSAGE

Greetings, Louisiana Mathematics Educators.

With spring in full bloom, I know that you all are working hard to reach the goals you set for yourselves and your students this school year. I hope that you are finding success as you support Louisiana students in developing mathematical understanding.

LATM is excited to be presenting at the Teacher Leader Summit again this summer. Executive Council members will deliver presentations to support effective mathematics teaching. Look for the LATM presence if you attend the Summit. Talk to the presenters to see how you might become more involved with the organization.

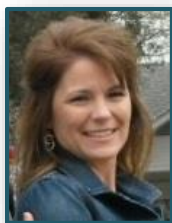
Later in the year, LATM will be hosting a joint conference with LSTA for math and science educators. Mark your calendars for **October 22-24th** to meet us at the **Shreveport Convention Center**. See [page 6](#) for information about submitting a proposal to present. Attendees always benefit from the great sessions presented. LATM and LSTA have established a partnership with the QSM Council to provide some free regional workshops for potential grant writers. Be watching for information regarding locations and dates for these workshops.

I'd like to encourage you all to consider NCTM membership. There are several flexible membership options to choose from. When you join NCTM, you gain access to the national organization's expertise, tips, lessons, research, connections, and insights. Members receive a free journal subscription, plus online access to core interactive math tools and thousands of lessons, activities, and problems. You will also receive discounts on professional development events and resources from the NCTM bookstore. I have been a member for years and enjoy knowing that I am up-to-date on what works best in math education. I love getting my copy of the TCM journal each month! It has so many good articles and lesson ideas. Visit this website for information on how to become a member, <https://www.nctm.org/Membership/>. If you do decide to take advantage of this opportunity for professional growth, please be sure to indicate on the application that LATM referred you.

Don't forget to like us on Facebook and visit our website for the latest information.

Wishing each of you the best as you wrap up another good year of math teaching and learning.

Sincerely,

A handwritten signature in purple ink that reads "Tricia Miller".

Tricia Miller
President, Louisiana Association of Teachers of Mathematics

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VICE-PRESIDENTS' CIRCLE

The Value of Taking the Time to Build Conceptual Understanding

By Serena White, VP - Elementary Schools

A couple of months ago I had the privilege of watching mathematical understanding develop in my own third grade son. I promise I did not help him with any of this module. Not only did he not need my help, he would not have listened anyway. (He thinks that his teachers know more than me.) At the end of the module, he completed the following problem accurately with no help. In addition to providing a correct answer, he was able to explain to me why he chose to find the area of House A by subtracting the area of the missing rectangle and House B by adding the areas of three rectangles.

3. Mr. and Mrs. Jackson are buying a new house. They are deciding between the two floor plans below.

House A: A composite shape with a total width of 12 m and a total height of 10 m. The left side is 10 m high. The top-left section is 6 m wide and 3 m high. The bottom-right section is 4 m high. A dashed line indicates a 6 m wide section at the top.

House B: A composite shape with a total width of 12 m and a total height of 10 m. The left side is 10 m high. The top-left section is 3 m wide and 3 m high. The bottom-right section is 4 m high. A 3 m wide section is shown at the top right.

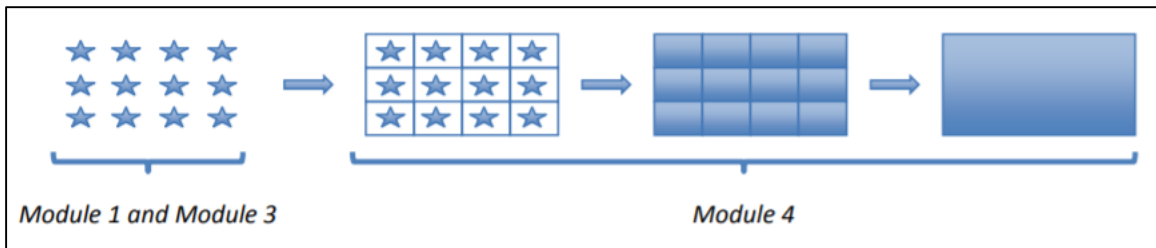
Which floor plan has the greater area? Show how you found your answer on the drawings above. Show your calculations below.

Eureka Math Grade 3 Module 4 End-of-Module Assessment

I must confess that I was amazed. Not by his ability, but at the mathematical understanding and confidence he displayed. Under prior standards, this was a seventh grade material. I have taught seventh graders to solve composite area problems, some with greater success than others. Why was this so easy for him and his classmates?

As I looked back through the module and prior modules, it made complete sense. Over time, the understanding had been carefully built and nurtured. Throughout modules 1 and 3 multiplication and division were represented by objects arranged in the form of a rectangle. In Module 4 this transitioned to the objects in the grid, then to the empty grid, and finally to the empty rectangle. (see diagram on next page)

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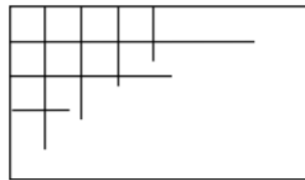
Eureka Math Grade 3

In the sample problems from the module in the table below, it is possible to see the care with which understanding develops from the arrangement of objects into the array, into an incomplete array, and finally to the area model.

Sample Problem A	Sample Problem B	Sample Problem C
	<p>c. Area: 15 square centimeters.</p>	

Eureka Math Grade 3 Module 4 Lesson 5 Homework

Students do not struggle because they do not see an empty rectangle because they have an understanding of what builds the rectangle or area model. Every rectangle begins to look like this in their minds.



For composite area, a similar progression was followed. (See below.)

Sample Problem D	Sample Problem E	Sample Problem F

Eureka Math Grade 3 Module 4 Lesson 13 Concept Development

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Watching my own son progress through this content made me contemplate the value of the time taken to build the understanding. None of these lessons could have been skipped or rushed through, they had to be carefully and thoughtfully prepared and executed. At the end of the module, the students even had the opportunity to work on floor plans that they created in the hallway.

These students have a real working understanding of the area model. If only my seventh graders from years gone by had had this in third grade!

2018 LATM/ LSTA Joint Conference

Save the Date for

Full STEAM Ahead

Joint LATM LSTA Conference
October 22-24, 2018
Shreveport Convention Center

For more information, visit one of our websites:

<http://lamath.org/>

<http://www.lsta.info/>

LOUISIANA ASSOCIATION of
TEACHERS of MATHEMATICS

Louisiana Science Teachers Association

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2018 LATM/ LSTA Joint Math Science Conference Short Course (Extended Session) Proposals

Are you interested in sharing your knowledge and expertise with educators from across the state of Louisiana? If so, you may submit a proposal for a 3-hour or a 6-hour session or field trip that will be held on **Monday, October 22, 2018**. One offsite computer lab is available for a technology session. With the exception of an extended session which requires a computer lab, presenters must provide all equipment (computers, LCD panels, internet access, and other items) needed for their presentation.

To submit an online Extended Session proposal [click here](#). Proposals must be submitted via this [link](#) by **Friday, June 8, 2018**.

The conference program allows for each Extended Session/Field Trip to have a maximum of 3 names listed as the presenters: one Lead Presenter followed by, at most, two Co-Presenters. Co-Presenter information must be entered at the bottom of the form. **The Presenter, Co-Presenter(s) listed in this proposal, and all other participants must also register for the conference.**

Questions or concerns regarding this process should be directed to Maribeth Holzer at latm.lsta.extsessions@gmail.com

2018 LATM/ LSTA Concurrent Sessions (1 hour) Proposals

Proposals for 1-hour concurrent sessions to be held on **Tuesday and/or Wednesday, October 23rd and 24th, 2018** are now being accepted. Proposals must be submitted via [the online form](#) by **August 6, 2018**. The Lead Presenter, Co-presenter(s) listed in this proposal, and all other participants must be registered for the conference. Registration should be completed by the Early Bird Deadline.

To complete the submission form [click here](#).

If there are any concerns or questions about this process, please contact Tricia Miller and Trisha Fos, ScienceandMathEducators@gmail.com

LATM Travel Grant Applications

The Louisiana Association of Teachers of Mathematics is awarding up to \$3000 in Travel Grants to offset the expense of teachers attending its 2018 LATM Math Conference in Shreveport, October 22-24, 2018. Each awardee is eligible for up to \$300 towards these expenses. The money is for use by the awardee(s) to cover conference registration, extended session registration, lodging, meals, parking, and/or travel. Notification of status is at least one month prior to the conference; reimbursement comes after the conclusion of the conference. Applicants can apply in one of two categories: attendee or presenter. See qualifications and regulations below.

The Travel Grant Award Application and the Requested Travel Grant Funds require a postmark no later than September 7, 2018. The LATM Travel Grant Coordinator will select a committee of math leaders from across the state to score the applications. Order of receipt or geographic location is not considered in the awarding of the travel grants.

Qualifications and regulations for grant eligibility are as follows:

1. Applicants must be LATM members on or before August 1, 2018. Membership can be confirmed by Beth Smith (bethsmith1124@gmail.com).
2. Attendee Grant Recipients:
 - a. must attend for a minimum of two days of the conference, participating in no less than nine (9) hours of conference presentations. They will be responsible for full conference registration and are encouraged to attend all three days of the event.
 - b. are expected to use information and skills gained at the conference to improve their teaching skills and classroom instruction.
 - c. are not eligible to reapply for the travel grant until the 2020 Annual LATM or LATM/LSTA Joint Conferences.
3. Presenter Grant Recipients:
 - a. must present at least two (2) one-hour concurrent sessions or one (1) extended session. They will be responsible for full conference registration and are encouraged to attend all three days of the event.
 - b. preference goes to those who give different presentations over multiple days.
 - c. are eligible to reapply each year.
4. Awardees that decline to attend the 2018 LATM Math Conference cannot apply the money to other conferences or transfer it to another individual.
5. Awardees who have not notified the LATM Travel Grants Coordinator by September 22, 2018 are not eligible to reapply for the travel grant.
6. LATM Executive Council Members and Travel Grant Committee Members are not eligible.
7. Awardees cannot submit expenses that will be paid by other funding sources. Applications that do not meet the requirements or provide false information will be disqualified.

The Travel Grant Award Application and the Requested Travel Grant Funds are to be mailed to: Beth Smith, 711 Comanche Trail, West Monroe, LA 71291. Certified Letters will NOT be accepted. A confirmation email will be sent when the application packet is received. Email questions to bethsmith1124@gmail.com.

Visit: <http://lamath.org/travelgrants> to submit an application.

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Presidential Award for Excellence



While there has been no announcement of the 2016 or 2017 Presidential Awardees the program moves forward with the 2017-18 submission process. The 2017-18 academic year is an elementary cycle for the Presidential Award program. Teachers of math, science, computer, and engineering courses in grades K-6 are eligible in 2018. Application packets due May 1, 2018.

Thank you for your nominations of outstanding elementary mathematics teachers. Remember not to stop with the nominations. Print the certificate of nomination and present it to the teacher. Then periodically encourage and offer to assist to your candidate. You might be able to review the candidate's application entry or help to have the classroom lesson taped and uploaded to the website.

The narrative component consists of a written response that addresses the Five Dimensions of Outstanding Teaching and supplemental materials. The Five Dimensions of Outstanding Teaching are:

Dimension One: Mastery of content appropriate for the grade level taught.

Dimension Two: Use of instructional methods and strategies that are appropriate for the students in the classroom and that support student learning.

Dimension Three: Effective use of student assessment to evaluate, monitor, and improve student learning.

Dimension Four: Reflective practice and life-long learning to improve teaching and student learning.

Dimension Five: Leadership in education outside the classroom.

This year the video length has been reduced to 30 minutes and the number of supplemental pages is 6 rather than 10.

For additional information on the Louisiana PAEMST program contact Jean May-Brett at jam05@bellsouth.net or visit <https://www.paemst.org/home/view>

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LATM Outstanding Teacher Awards

LATM Outstanding Teacher Award Nominations

One of the goals of our organization is to honor and recognize those individual educators who model and promote standards-based mathematics teaching and learning for their students. The Louisiana Association of Teachers of Mathematics honors outstanding elementary, middle, and high school teachers from participating schools each year. We also honor an outstanding new teacher who is in his/her first three years of teaching. We would like to thank all who took advantage of this opportunity to recognize our exceptional colleagues in mathematics education.

A panel of outstanding Louisiana educators will evaluate the applications to select finalists and overall awardees for each grade level based on the following criteria: professional experience, professional development activities, professional memberships, reflective essay, and professional references. Be sure to check upcoming issues of [The Number Line](#) to get updates on the Outstanding Teacher Awards.

Louisiana Science Technology Engineering & Math



The Louisiana Science Technology Engineering and Mathematics Advisory Council (LaSTEM) has launched its official website. The site is a tremendous resource for educators, students, and parents. It houses a wealth of information ranging from implemented programs, statistics, educator resources, and grant opportunities to the latest news and developments in STEM industries. [Click here](#) to visit the site.

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Opportunities for Teachers

Louisiana's Math Science Partnerships

MSP Projects from the 2015-18 three-year cycle are bringing their work to a wonderfully successful conclusion.

The Washington Parish sessions were co-facilitated by Robyn Carlin and Johnette Roberts. While the teachers worked together to complete the Human Number Line Activity several shared what the program has meant to them.

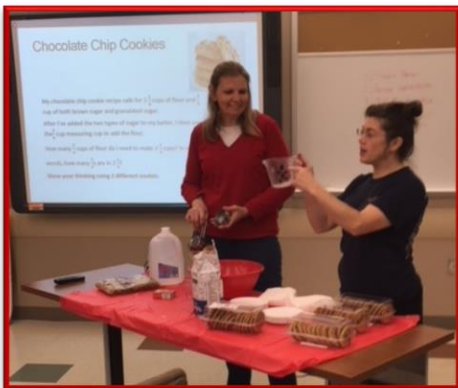
"I am so much more prepared. I have learned concepts that I should have learned in high school or before in ways that will stick with me."

"My biggest takeaway from 3 years of MSP is knowing how to teach my kids how to model their math from the problem and modeling multiple ways to solve."

"My conceptual knowledge has improved tremendously and I feel better prepared to pass this knowledge on to my students."



During the fall meeting Jefferson Parish MSP teachers modeled how to divide fractions in the context of making chocolate chip cookies to show how many $\frac{3}{4}$ cups of flour are in 2 and $\frac{1}{4}$ cups of flour taken from the Marilyn Burns Blogpost. The project is under Sabrina Smith the Jefferson Parish Elementary Director and LCSM President and the session was facilitated by Charles James and Johnette Roberts. Some quick comments from Jefferson MSP participants:



"I have a better understanding of the correct way to do model drawings (tape diagrams) and a better understanding of number bonds."

"OMG! My brain hurt with #3 of the fraction bar modeling problems. I totally did not get it, but I do now!"

"The Math Practice Standards are so important and all of them

can be used in engaging ways. I think it is important to have an understanding of what they are."

Several East Baton Rouge MSP teachers posed for a group picture during their final district held meeting. Ursula Square shared "It has been an honor to work with a group of teachers who are committed to our students and ensuring they are college and career ready." The project will end with a trip to LIGO this spring.



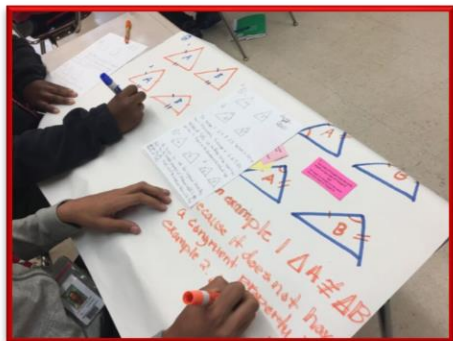
We congratulate Lincoln Parish on the success of their mathematics application for a share of the final Louisiana MSP funding.

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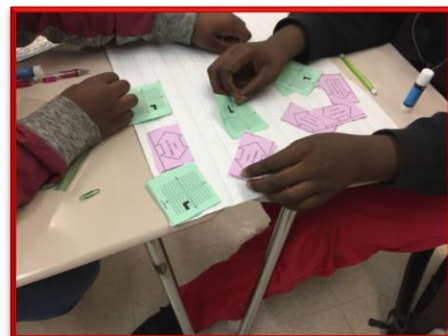
Math Design Collaborative Showcase in Ouachita Parish

Throughout the recent SREB MDC Showcase one striking theme was highlighted and rang out during the presentations "MDC has increased student engagement and collaboration." One session "Enhancing MDC Implementation" was presented by Haley Holley, Assistant Principal at Ouachita

Parish High School and Ellie Hilton, Curriculum Coordinator at East Ouachita Middle School. Though neither administrator has a math background they are supporting math teachers and described how MDC strategies and Powerful Math Practices equip and empower teachers to impact student achievement. The MDC training for using SREB's



Powerful Math Practices rubric equipped these administrators and helped them feel comfortable providing feedback to math teachers. As a result of their feedback and support, those teachers are demonstrating significant instructional shifts in their classrooms which we are confident will result in gains in student achievement.



LSU-S Math Circle

Math Circle, hosted monthly by Dr. Judith Covington of LSUS, is a cost free evening with dinner and professional development for mathematics educators of all grade levels and teaching experience.

The meetings in Bronson Hall begin at 5 PM with a catered meal and about 5:30 the mathematics portion of the meeting begins. Sessions each month focus on a different topic. The meetings are designed to be hands-on and allow the participants an experience of the joy of doing math. The last spring date of this school year is Tuesday, May 1st. If you have any questions, please contact Judith Covington at Judith.covington@lsus.edu

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Assessment Development Educator Review Committees



The development and implementation of Louisiana statewide standardized assessments relies on the active involvement of thousands of Louisiana educators serving on numerous committees. All Louisiana statewide assessment items have been reviewed and accepted by committees of Louisiana educators.

Through understanding the assessment development process, teachers and supervisors can see the built-in mechanisms which ensure the development of high-quality assessments. Through participating on committees, teachers and supervisors ensure that tests are aligned to the standards, are appropriate for the grade or course, and adhere to universal design principles. Additionally, the educators involved in this work gain a better understanding of the role of assessments in the classroom.

If you are interested in serving on an Assessment Development Committee [click here](#) and after thoroughly reading the document complete the appropriate survey for your grade and course(s).

Please note there are April closing dates for several of the Review Committees.

OPPORTUNITIES FOR STUDENTS

Carol Meyer Memorial Scholarship

LATM is pleased to honor the memory of Carol Meyer, an elementary school mathematics teacher who died unexpectedly at an early age. Carol loved mathematics and was a recipient of the Presidential Award for Excellence in Mathematics and Science Teaching. She was an outstanding math teacher and a fervent worker on the LATM executive board. She was always generous in sharing her love of math with her students and fellow teachers.

In Carol's memory, the Louisiana Association of Teachers of Mathematics is pleased to award two \$500.00 scholarships each year to college upperclassmen with a declared major in elementary education, mathematics education, or mathematics. In addition to the scholarship, the awardees shall receive complimentary LATM student memberships. It is our hope that another future outstanding mathematics teacher or mathematician will be helped along the way by this award.

For the 2018 application [click here](#). Applications must be submitted via email to LATMScholarship@gmail.com by **April 27, 2018**.

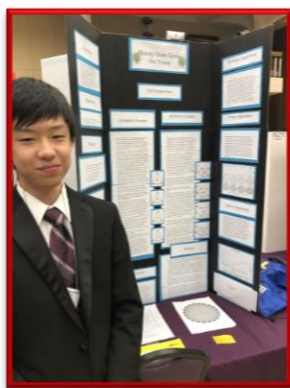
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Louisiana Science and Engineering Fair

The Louisiana Science and Engineering Fair was held at LSU on March 21 and 22. Middle and high school students from around the state first competed at their school-level and regional fairs to advance to the state level. LATM presented a special math award to three middle schoolers and three high schoolers. Congratulations to all of our state's mathematicians!

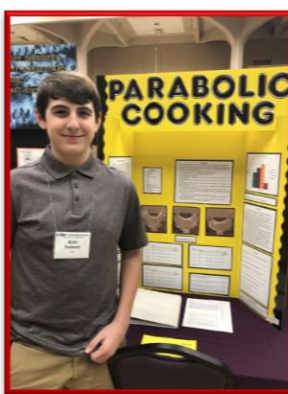
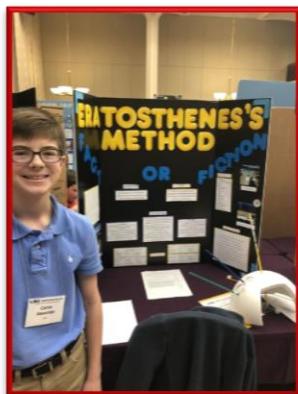
Senior Division

Place	Name, School <small>(Pictured below left to right)</small>
1 st	Steven Guo , Baton Rouge Magnet High "Money Does Grow On Trees"
2 nd	Johnum Palado , Caddo Parish Magnet "Mozart: A Statistical Analysis of His Symphonic Melodies"
3 rd	Milaya S. Ruffin , John Curtis Christian "Mathematics in Parent Drop Calculations"



Junior Division

Place	Name, School <small>(Pictured below left to right)</small>
1 st	Calvin D. Alexander , Caddo Parish Middle Magnet "Eratosthenes's Method: Fact or Fiction?"
2 nd	Dylan J. Fontenot , S.P. Arnett Middle School "Parabolic Cooking"
3 rd	Alexander Z. Wei , Glasgow Middle School "The Development of Strategies of a Simple Counting Game"



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Louisiana Department of Education (LDE) UPDATE

Kyle Falting
LDE Representative

At our most recent round of Supervisor Collaborations, we lead a session where we explored what we have identified as the three biggest barriers to student success: curriculum, content knowledge, and pedagogy. We also discussed the limited impact of focusing time, energy, and professional development around any single barrier. Through much reflection and research, we have concluded that the greatest return on investment comes from connecting these barriers when leading professional development. For example, increasing a teacher's content knowledge without connecting the learning to a quality curriculum may lead teachers to feel they have to create quality resources instead of gaining a better understanding and trust in the quality curriculum. Likewise, when studying a new, quality curriculum, it should be highlighted for teachers how the advice provided to teachers should enhance the teacher's pedagogy.

In an effort to help districts tackle the identified barriers, we have partnered with the Dana Center out of the University of Texas at Austin to develop the Content Leader trainings, which include six six-hour content modules that explicitly address all three barriers in a connected, coherent manner. Furthermore, we have built the math offerings at the upcoming Teacher Leader Summit around curriculum, content knowledge, and pedagogy, with each session being grounded in a quality curriculum. To support previously identified quality curricula, we will have Great Minds leading sessions around Eureka Math, College Board leading sessions around SpringBoard Math, and Zearn leading sessions around their Tier 1 curriculum. In addition to these, we will have sessions designed to support newly identified quality curricula including sessions from the Dana Center around Agile Minds and sessions from the creator of JUMP Math around his Tier 1 curriculum. Majority of these sessions will be full-day sessions offered on Wednesday and/or Thursday.

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AFFILIATE NEWS

Baton Rouge Area Council of Teachers of Mathematics (BRAC TM)

The executive board has begun planning for the 2018-2019 school year. Members are encouraged to offer suggestions as to what type of professional development would be useful during the upcoming year! To begin receiving BRAC TM emails by becoming a member, please contact Trisha Fos at bractm@gmail.com.

North East Louisiana Association of Teachers of Mathematics (NELATM)

The NELATM is in the process of planning a fall mini-conference for early September. The focus will be on Using Technology in Mathematics. Topics include: Google Classroom, Google Forms, Khan Academy, Edulastic, Kahoot!, EdPuzzle, and Quizlet.

An email will be sent to the members with an exact date, time, and location. Conference announcements will also be made at Back-to-School events. We look forward to seeing all NELATM members at the 2018 Fall Conference!

Northwest Louisiana Mathematics Association (NLMA)

NLMA would like to share a teaching strategy that can be implemented in mathematics classrooms at any level, Thinking Aloud in Mathematics. Teachers can significantly improve the understanding of their students by incorporating a simple 'thinking aloud' teaching strategy. The twofold benefits of a 'think aloud' are often overlooked in mathematics. When presenting a 'think aloud', teachers must explicitly model a mathematics concept/skill to clearly demonstrate his or her performance expectations. Using a 'think aloud' in your classroom can bring math to life and make it relevant to your students. Thinking aloud provides a platform to highlight key concepts and ideas and use them as a bases to connect other powerful ideas. Students must be provided a clear, relevant, accurate, multi-sensory illustration, example, model, or analogy of the concept/skill prior to being expected to fully understand and be able to apply the skill. Presenting instructional content using a 'think aloud' to model the metacognitive process provides students with an opportunity to eavesdrop on your thoughts and your decision making process. Successfully thinking aloud includes modeling for students how to think and effectively use instructional strategies to solve problems. A 'think aloud' must use a segmented approach to chunk the learning and possibly include differentiated problem solving methods to support learners with varied capacities. The 'think aloud' helps struggling students understand the problem-solving process because it gives them time to focus on the highlighted aspects of the concept/skill. Your think aloud should be designed to clarify mathematical concepts and provide sufficient depth to allow for the development of understanding. Providing students with a framework for decision making and problem solving provides them with a process for becoming independent learners and problem

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solvers. Teachers greatly assist in their students learning when modeling the cognitive process during a think aloud that makes connections to prior learning, supports the lessons objectives, provides extensive content knowledge and clarifies student understanding.

Key Elements of Thinking Aloud in Mathematics		
<ul style="list-style-type: none"> • The teacher identifies a skill/ concept • Use illustrations, examples, analogies, and other visuals to present the content • Provide examples and non-examples of the mathematical concept/ skill 	<ul style="list-style-type: none"> • Identify and embed instructional strategies to assist struggling learners • Highlight the key aspects of the skill during your “think aloud” • Scaffold, chunk, and present the content in a logically sequenced manner to maximize student understanding and learning efficiency 	<ul style="list-style-type: none"> • Clearly express the expectations of your “think aloud” • Embed questions and answers that explain your cognitive process and clarify understanding • Debrief and have students reflect on your “think aloud”

NCTM UPDATE



2019 Speaker Proposals

A call for Speaker Proposals for the 2019 Annual Meeting will open soon. Consider applying to share your experience and expertise with the attendees of this meeting from April 3 to 6, 2019, in San Diego. The deadline to submit proposals is May 1, 2018.

Support NCTM with AmazonSmile

When you shop at smile.amazon.com, Amazon automatically donates 0.5% of the price of your eligible AmazonSmile purchases to NCTM's [Mathematics Education Trust](#) grant, scholarship, and award programs every time you shop—no cost to you. You can get involved and help [support NCTM](#). Only purchases made starting at smile.amazon.com are eligible (not at amazon.com or the mobile app). Choose the National Council of Teachers of Mathematics Incorporated and look for the AmazonSmile badge in [Your Orders](#) to see which of your orders had a donation applied. Be sure to keep this opportunity in mind as you make purchases in the future!

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Free Preview Articles from NCTM Journals

NCTM serves as an amazing resource for mathematics educators. The website, www.nctm.org, houses a wide range of information from classroom resources and professional development opportunities to an extensive database of research relevant to teaching and learning mathematics. Take some time to read the selected articles below from the March & April issues of the NCTM journals.

[Teaching Children Mathematics \(TCM\)](#) (Pre K – 6)

Free Preview: [Elementary Modeling: Connecting Counting with Sharing](#)

Free Preview: [Inspection-Worthy Mistakes: Which? And Why?](#)

[Mathematics Teaching in the Middle School \(MTMS\)](#) (5 – 9)

Free Preview: [Dancing Our Way to Geometric Transformations](#)

Free Preview: [Examining Mistakes to Shift Student Thinking](#)

[Mathematics Teacher \(MT\)](#) (8 – 14)

Free Preview: [Using the 5 Practices in Mathematics Teaching](#)

Free Preview: [Making Room for Inspecting Mistakes](#)

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Renew your Membership

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