THE NUMBER LINE
April 2012
www.lamath.org

LOUISIANA ASSOCIATION of TEACHERS of MATHEMATICS

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Look for this icon on articles which spotlight members of our Executive Council who work tirelessly as volunteers on behalf of the organization.

Hyperlinks in the Table of Contents may be used to quickly access specific articles.

SPECIAL ANNOUNCEMENT

**LATM/LSTA Conference Date Change
November 12-14, 2012
Shreveport, LA**

PRESIDENT'S MESSAGE

For most of us, this year is coming quickly to a close, and we are beginning to make plans for next year. It is very exciting that LATM will be joining again with LSTA (Louisiana Science Teachers Association) to host a Joint Conference in Shreveport. Please note that the new dates for the LATM/LSTA Joint Math and Science Conference are November 12-14, 2012. Check the LATM website (http://lamath.org) for the latest conference information.

Before you know it, November will be here. Later this month, we will begin accepting proposals for Extended Sessions (due June 1) and Regular One Hour Sessions (due June 30) for the 2012 LATM/LSTA Joint Conference. Links to these proposal forms will be available on the LATM website. Consider sharing your experiences, discoveries, or creations with other teachers by presenting at our fall conference. Scared to present? Ask a colleague to co-present with you. The proposal form is submitted online and is quick and easy to complete.

I hope to see everyone in Shreveport in the fall. To help you with expenses for attending the joint conference, LATM will be offering ten, $300 travel grants this year. More details are provided on pages 16-17 of this edition of The Number Line.

I am proud to announce that LATM has once again donated $1000 to the NCTM MET Foundation. Ellen Daugherty, LATM's NCTM Representative, will present our annual donation at the President's Breakfast at the 2012 NCTM Annual Meeting in Philadelphia later this month. MET "provides funds to support classroom teachers in improving classroom practices and increasing teachers' mathematical knowledge." MET grants are also offered for prospective teachers and NCTM's Affiliates. Click here to view the various grant funding opportunities provided by MET. Consider applying for one of these grants.

Please remember to check the LATM website on a regular basis. You fill find current information that is updated frequently. The website is http://lamath.org.

Thank you for all you do to support mathematics education in our state.

Beth Smith
LATM President
bethsmith1124@gmail.com

Lon Smith serves as LATM's Web Site Editor. Lon is an Associate Professor of Computer Science in his 16th year at the University of Louisiana at Monroe. For the past 5 years, Lon has chaired the ULM University Curriculum Committee acting as academic oversight for the entire university. He has been active in research involving data manipulation and recently in mobile computing, investigating taking advantage of mobile computing for place-based education in the sciences and mathematics. Lon is happily married to Beth and the proud father of two children James "J.D.", a sophomore at Tulane University, and Jane Marie, a senior at Neville High School.

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Teacher Recognitions

Presidential Award for Excellence in Mathematics and Science Teaching

The nomination window for the 2012 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) closed on April 1, 2012. Nominees are currently working to complete and submit their application packets before the deadline of May 1, 2012. The State Selection Panel will meet later this spring to review the applications and select up to three individuals to send forward for consideration by the National Selection Panel.

Nominations for the 2013 Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) will be accepted later this year. Use the nomination link at www.paemst.org to nominate outstanding secondary math teachers. Nominees will be notified by e-mail of their nomination; therefore, it is necessary that a working e-mail address be provided when the nomination is made. Teachers may self-nominate. For more information, contact jean.may-brett@la.gov.

At this time we are still waiting for the National Science Foundation to release information on the Presidential Awardees for 2011.

Student Recognitions

Robotics Team Receives Recognition During First Year

Robotics Team 4353 (Robo Dawgs), formed at Lafayette's new David Thibodaux Career and Technical High School/STEM Academy, has been selected to compete at the national level in St. Louis, Missouri on April 25-28, 2012. Team 4353 was one of three teams chosen to participate based on its performance at the Bayou Classic Regional Competition held March 15-17, 2012. During the 6-week building season which began in January 2012, the Robo Dawgs built a robot programmed to pick up a basketball, shoot the basketball into a basketball hoop, and climb and balance on a pivoting bridge.

Members Lane Faul, Tyler Guillory, Kylie Hawks, Joseph Landry, David McCoy, Austin Romero, Collin Simpson, and Josh Snyder are led by the captain Jacob Evans. The Robo Dawgs are advised by Reva Dear and Ricky Latiolais and sponsored by J.C. Penny and the Lafayette Parish School System's GEAR UP Grant. Thanks to the many parents, community members, Dr. Paul Darby, and the University of Louisiana at Lafayette's Robotics Team that provided assistance and support.

Jean May-Brett is Director of the Math Science Partnership Program and is the STEM Partnership Coordinator for the Louisiana Department of Education. During her 25-years of classroom teaching, she taught in New York and Louisiana at the middle and high school levels. Jean served as the Assistant Director of Educational Television Technology at Louisiana Public Broadcasting. She serves as the state math coordinator for the Presidential Award for Excellence in Mathematics and Science Teaching. Tom, Jean's husband of 34 years, is regularly found assisting at conferences and with other program and projects.

VICE-PRESIDENTS' CIRCLE

YouTube in the Math Classroom

submitted by
Vickie Flanders
Vice-President for Colleges

Want to lighten things up in the classroom? Students often claim that math is too boring and not fun. Well, mathematics does need to be taken seriously, and students do need to pay close attention in class; however, it is a good idea to bring a bit of humor into class every once in a while. For instance, somewhere in the middle of the chapter on derivatives, I show my calculus students a *YouTube* video titled "I Will Derive." It is a funny mathematical parody of Gloria Gaynor's "I Will Survive" hit from 1978. The students find it very amusing and entertaining.

There are many humorous videos about mathematics found easily on *YouTube*. A famous skit by Abbott and Costello titled "13x7 is 28" is one in which Costello proves to Abbott that 13 times 7 is 28. This one is great to have the students watch and then get them to reflect on the given explanation in the video. Why not celebrate Pi Day, March 14th, with a video of the "Pi Song"? There are several creations of this found on *YouTube*.

Instructional videos on nearly every imaginable math topic can be found on *YouTube*. For instance, there are videos on how Pi is calculated and where the Pythagorean Theorem originates. Kahn Academy, created by Sal Kahn, is a great resource for students. He has posted over 2600 instructional videos on *YouTube* on a wide variety of math and science topics. One of particular interest is on Euler's Formula where he says, "If this [$e^{i\pi} - 1 = 0$] doesn't blow your mind, then you have no emotion."

YouTube can be a great resource in the math classroom. You can show a humorous video for entertainment or an instructional video for a supplemental explanation on a topic. Videos can even be assigned for homework or posted to your course management site. The possibilities are infinite.

Editor's Note: Many districts and schools block content from YouTube. It may be necessary to download a video from an off-site computer and transfer it to a school computer for viewing.

Integrating Standards for Mathematical Practice

Penny Gennuso
Vice-President for High Schools

As our nation and state begin to prepare for the implementation of the Common Core State Standards, teachers can provide opportunities for students to engage in the Standards for Mathematical Practices, standards which describe mathematically proficient students. These standards are applicable as Louisiana transitions from our GLEs to the CCSS over the next two years. Standard 1 from the Math Practices provides several characteristics of mathematically proficient students one of which is "students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends."

The good news is that many activities currently used by Louisiana's teachers provide students the opportunities to do the types of work described in the Practices. For example, the Barbie Bungee activity, posted on NCTM's *Illuminations* site (http://illuminations.nctm.org) and found in some textbooks, requires students to apply what they have learned about linear functions and engages them in the type of learning described in Math Practice Standard 1. Students have the

opportunity to ask questions such as, "Do you think the length of the bungee cord and the size of the person matters when bungee jumping? Would the jump be as fun if the bungee were really short?"

A group of 3-4 students begin by making a prediction about the maximum number of rubber bands that will allow Barbie to safely jump off the school's roof from a height of 400 cm. Students experiment with two, four, six and eight rubber bands and measure the jump distance for each. Using the data, a line of best fit is sketched on a coordinate grid. The relationship between the number of rubber bands and jump distance is discussed as are the meanings of the *slope* and *y-intercept* for this problem. Groups of students write an equation to represent the data and use the equation to make a prediction of the number of rubber bands needed to allow Barbie to have a safe but exciting jump off the roof of the school. Groups compete to determine which prediction will allow Barbie to bungee as close to the ground as possible without being injured.

As you prepare this summer for classes in the fall, take a few minutes to review the Standards for Mathematical Practices at www.corestandards.org/the-standards. Consider how your lessons allow student to engage in these Practices.

Critical Thinking with Tangrams
Maryanne Smith and Kay McInnis

Critical thinking is a vital skill for middle school students. Having students make their own tangrams will provide a tangible object to analyze. Directions for making tangrams are given below with activities to use with them.

**Fold and cut a square sheet of paper by following these instructions:**

1.   Fold the square in half diagonally, unfold, and cut along the crease into two congruent triangles.
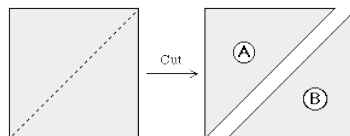
2.   Take one of these triangles. Fold in half, unfold, and cut along the crease. Set both of these triangles aside.
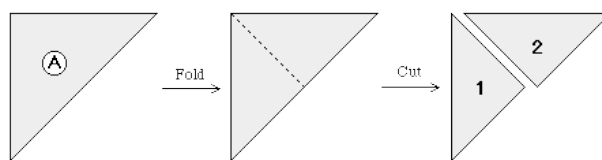

3.   Take the other large triangle. Lightly crease to find the midpoint of the longest side. Fold so that the vertex of the right angle touches that midpoint, unfold and cut along the crease. You will have formed a middle-sized triangle and a trapezoid. Set the middle-sized triangle aside with the two large-size triangles.
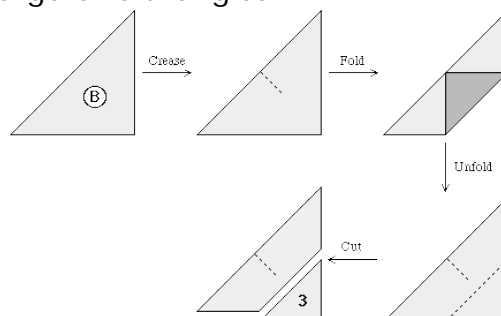
4.   Take the trapezoid, fold it in half, unfold, and cut. To create a square and a small-sized triangle from the other trapezoid halve, fold the acute base angle to the adjacent right base angle and cut on the crease. Place these two shapes aside.
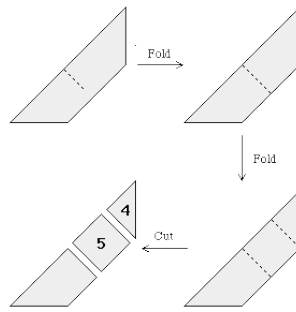
5.   To create a parallelogram and a small-sized triangle, take one of the trapezoid halves. Fold the right base angle to the opposite obtuse angle, crease, unfold, and cut. Place these two shapes aside.
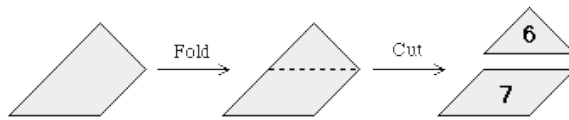
6.   You should have the 7 tangram pieces: 2 large congruent triangles
                                          1 middle-sized triangle
                                          2 small congruent triangles
                                          1 parallelogram
                                          1 square

7.   The pieces may now be arranged in many shapes. Try recreating the original square.

Activities:
1.   Have students research the tangram. They should look for information on the place of origination, earliest recorded references, and other interesting information. It is said that Lewis Carroll, Sam Loyd (noted U.S. puzzle creator), and Theodore Roosevelt were fascinated by them. Have students look for references to this.

2.   Although the tangram can be used to make infinite shapes, both regular and irregular, there are only 13 convex polygons that can be created using all seven pieces. Have students see how many they can create. (Many shapes have multiple solutions.)

3.   Look at relationships among the shapes of the seven pieces. If the small triangle pieces each have an area of one square unit, determine the areas of all the other pieces. Record the information

4.   Tangrams consist of Triangles, Parallelograms, and Squares. Students made each of those shapes in #2 using all seven pieces. Record the number of pieces, the area, and the piece combinations for each. Example: To make a square with 7 pieces, it had an area of 16 square units, and used all pieces. Record that information for the Triangle and Parallelogram.

5.   Now create those shapes with fewer than seven tangram pieces, again record the number of pieces, area, and piece combinations for each possibility. Use the information in # 3 to assist in finding the area for each. (Make sure new parallelograms are similar to the original shape.)

6.   Invite discussion with each activity. If it isn't possible to make a shape with a certain number of shapes, explain why.

7.   Have students write in a journal to record their experiences and discussions.

Good Teachers Ask Good Questions

Sabrina Smith
Vice-President for Elementary Schools

Teachers of all grade levels and disciplines ask many questions of their students every day. Questioning, is no doubt, a universal strategy used by both novice and experienced teachers. However, the emphasis of the questions asked by classroom teachers tends to be lower level questions such as recall of facts or memorization. These types of recall questions certainly have their instructional purpose. It is obviously useful for a student to know that 12 inches equals a foot or to be able to recall a mathematical formula, so these types of questions will continue to be an effective and necessary aspect of good teaching. What these questions do not do, though, is foster critical thinking. In their book, *Good Questions for Math Teaching: Why Ask Them and What to Ask (K-6)*, Sullivan and Lilburn suggest that more attention needs to be paid to questions that stimulate thinking and reasoning, in other words, thought-provoking questions. They refer to these as "good" questions." So, what does a good question look like? Sullivan and Lilburn propose that a good question is an "open" question, which is one that emphasizes problem solving, requires more than memorization of a fact, and has more than one acceptable answer. The following chart shows examples of standards questions vs. open questions, or good questions.

Standard Question	Good Question
What is the product of 2 and 50?	What are two numbers whose product is 100?
If I have two dimes, how much money do I have?	I have twenty cents. What coins might I have?
What fraction of the figure is shaded?	Sena painted ¾ of her bedroom wall. What might her wall look like?
What is the area of a 3 X 4 rectangle?	Using grid paper, how many different rectangles with an area of 12 square units can you make?

Not only do effective teachers ask good questions, they plan for these questions in advance. Just as a teacher has an instructional plan that includes the lesson's GLEs and activities, planning for questions is necessary. Good questions during an instructional period that support the mathematics will deepen student understanding and increase the level of engagement of students. Through practice and experience in writing good questions, this effective strategy can become a regular part of a teacher's instructional repertoire.

Reference: *Good Questions for Math Teaching: Why Ask Them and What to Ask (K-6)* by Peter Sullivan and Pat Lilburn, Math Solutions Publications, 2002.

Vickie Flanders, LATM's new Vice-President for Colleges, has been teaching and tutoring mathematics for twenty-seven years. Vickie is presently an Assistant Professor of Mathematics at Baton Rouge Community College where has been teaching a variety of classes for the last six years. She represents BRCC on the Partnership for the Assessment of Readiness for College and Careers (PARCC) Leadership Team. Vickie was the recipient of the Excellence in Teaching Award from BRCC in 2009. She and her husband of 22 years are the parents of three wonderful children, the oldest of whom is a sophomore in college studying mathematics and plans to become a teacher.

Opening Up "The Locker Problem"…
Looking at Patterns

Jeffrey Weaver
President-Elect

Consider the following problem scenario…

- At K.F. Gauss Middle School, the students were dismissed for their summer vacation and the students decided to leave the school with a BANG!! There is a hallway that has 1000 lockers leading to the exit.
- The bells rings and the first student out of the classroom runs down the hall and opens every locker.
- The second student leaves the classroom and closes every other locker (every second locker).
- The third student runs down the hall changing the status of every third locker (opening the closed lockers or closing the open ones)
- The fourth student changes the status of every fourth locker.
- The nth student changes every nth locker until all 1000 students leave the building.
- When all the students are gone, what lockers still remain open?

On first read, the problem seems to be extremely large and difficult to consider when you think of all those doors opening and slamming shut. However, this problem can be solved using a smaller version of the problem situation. To solve this problem, use a set of plastic cups and number them from 1 to 30, putting the number on the bottom of the cup. Arrange the cups in order in a straight line with the cups upside down (bottom showing the number). If the cup is upside down, the locker is closed and if it is right-side-up, then the locker is open.

Have students line up and simulate the actions of the students of the middle school. After completing the process, look to see what cups are still "open" (right-side-up). The results may be surprising. If your group completes the task correctly, then cups 1, 4, 9, 16, and 25 will be "open"

Using this result, ask the students to determine the next open locker. The answer would be 36 since it is the next perfect square. Now use the pattern to determine the answer for 1000 lockers. The next question has to be, "WHY are these lockers open?"

The answer lies in number theory. Each time a student touches a cup, the cup is a MULTIPLE of the student's number (e,.g., the fourth student touches cups 4, 8, 12, 16, 20, 24, and 28) and each time a cup is touched, the student's number is a FACTOR of the cup (e.g., the 6th cup is touched by students 1, 2, 3, and 6). Cups that are numbered with perfect squares have an odd number of factors and are moved an odd number of times. This means that when you are finished moving one of these cups, the cup always ends up "open."

This activity provides an opportunity for problem solving, following directions, and a review of factors, multiples, and perfect squares. This activity can be done by elementary, middle, and high school students. *Give this a try and see what happens…active students are active learners.*

OPPORTUNITIES FOR TEACHERS

Rosenthal Prize for Innovation in Math Teaching

The Museum of Mathematics (MoMath) is pleased to announce the inaugural Rosenthal Prize for Innovation in Math Teaching. Designed to recognize and promote hands-on math teaching in the upper elementary and middle school classroom, the Rosenthal Prize carries **a cash award of $25,000.** MoMath is looking for applicants of the highest caliber in the country. Individuals are invited to apply now. Please feel free to share this information with other interested parties.

Fourth- through twelfth-grade math teachers at schools in the United States are eligible for the Rosenthal Prize. Applications are due Friday, May 11, 2012. To access the application, visit https://in.momath.org/rosenthalprize/. For more information the Museum of Mathematics and other opportunities it offers see and http://momath.org/.

2012 Joint Math and Science Conference

DATE CHANGE

The LATM and LSTA Executive Councils have agreed to hold their fifth joint conference.   Based on the outstanding success and fabulous evaluations of the 2006 and 2009 joint conferences, the 2012 event will again be held in Shreveport, November 12-14, 2012. The conference will return to a Monday through Wednesday program. This arrangement allows the participants to take advantage of reduced hotel rates and keeps Fridays open for teachers, particularly those at the high school level who have duty assignments for school sporting events and programs.

NCTM OPPORTUNITIES FOR TEACHERS

Iluminations Brand Champions

Illuminations is excited to announce a new program designed to bring *Illuminations* to you and your school. Illuminations has tapped five outstanding teachers throughout the country to act as brand champions. These brand champions are available to come to your school and give presentations on a variety of Illuminations lessons, activities and games. Best of all, the presentation can be tailored to fit your needs! If you're interested in having an Illuminations brand champion come to your school, email marketing coordinator Christa Koskosky at ckoskosky@nctm.org.

Seeking Manuscripts for *Mathematics Teacher* 2013 Focus Issue

The editorial panel of Mathematics Teacher is looking for your manuscript for its 2013 Focus Issue, "Beginning Algebra: Teaching Key Concepts." Whether taught within a first-year algebra or an integrated course, algebraic concepts form a core of mathematical knowledge that students need for future success. If you have ideas related to this topic and would like to discuss them before sending a manuscript, please contact Albert Goetz, agoetz@nctm.org. Please submit manuscripts at mt.msubmit.net by May 1, 2012. Guidelines for the preparation of manuscripts can be obtained at www.nctm.org/publications/content.aspx?id=22602.

OPPORTUNITIES FOR STUDENTS

LSU 2012 Summer Pre-College Programs

The Louisiana State University's College of Engineering Office of Diversity Programs is pleased to announce the 2012 Summer Pre-College Programs: **Recruitment into Engineering High Ability Multicultural Programs (REHAMS) and eXploration Camp Inspiring Tomorrow's Engineers (XCITE)**. These programs are designed to increase engineering awareness and understanding with our teachers and high school students. LSU College of Engineering and the Office of Diversity Programs seek to encourage more women and underrepresented minorities to choose an engineering discipline as a major and career. Please distribute the information to your teachers and students. This informational packet contains flyers and applications for the programs that will give more information on how to apply, the eligibility criteria, and deadlines. We look forward to your teachers and students participating in our programs. Please feel free to contact our office pertaining to this information and other opportunities for collaboration.

REHAMS will be held June 17-23, 2012 (Deadline: May 14, 2012). REHAMS is a one-week, residential program for multicultural students entering the 10th and 11th grades. Students will gain first-hand experiences as they relate to the various engineering disciplines. Program participants will have the opportunity to experience college life and interact with current minority engineering students and LSU faculty as well as industry professionals who have made successful careers in engineering.
For more info: http://www.eng.lsu.edu/diversity/precollege/rehams.

XCITE will be held July 8-14, 2012 (Deadline: May 25, 2012). XCITE is a one-week, residential program for girls entering the 9th and 10th grades. The program offers fun-filled activities that allow young women to get hands-on and minds-on experience of engineering as it relates to the world and their community. Additionally, each program participant will have the opportunity to interact with women who have made successful careers in engineering.
For more info: http://www.eng.lsu.edu/diversity/precollege/xcite.

AFFILIATE NEWS

Acadiana Council of Teachers of Mathematics (ACTM)

The Acadiana Math Teachers' Circle, founded in 2009, meets once a month from September until April. We meet at the University of Louisiana in Lafayette, LA around 5:30 p.m. Dinner is provided by ACTM. Dr. Pat Jones provides problem sets and facilitates discussion of different methods for solving them. Dr. Christina Eubanks-Turner takes care of national communication and seeks grants for our summer retreats. Three day summer retreats were held in June of 2010 and 2011. In 2011, a grant allowed each participant to receive a $100 ETA gift certificate and a $100 per day stipend. The 2012 retreat will be held during the last week of June and has been extended to five days at the request of the members; however, there will be no stipend. Funding to purchase books such as *The Book of Think* by Carolyn Burns has been secured. It has been a very rewarding experience and enables teachers to see how excited our students can be when problem solving.

Those interested in joining the group, please contact Cat McKay cmckay7930@earthlink.net.

Baton Rouge Area Council of Teachers of Mathematics (BRACTM)

Come One! Come ALL! Let's Have a Ball!

Our final **BRACTM meeting will be held on April 26th** in Pope Hall at St. Luke's Episcopal Church, 8833 Goodwood Boulevard in Baton Rouge. Refreshments will be served from 5-5:30 p.m. and the meeting will take place from 5:30-6:30 p.m. We'll be celebrating another year of hard work and sharing ideas about what worked and what didn't as we engaged students during the past year. Please plan to join us! We will also be electing officers to fill the positions that are expiring.

And... **don't forget** that **$200 prizes** will be awarded to two BRACTM members who were present at every meeting and the mini-conference. Names of those eligible will be drawn from a hat. Other door prizes will be available for those who have not attended every meeting.

Hope to see you there!

Northeast Louisiana Association of Teachers of Mathematics (NELATM)

The Northeast Louisiana Association of Teachers of Mathematics held their 6th annual mini-conference on Saturday, March 10, 2012. The format of the mini-conference was changed from several break-out sessions to a guest presenter format. Author Greg Tang was welcomed as the guest speaker and presented two sessions.

NELATM Board members pose with author Greg Tang.

Session 1: The Art of Smart focused on a new teaching paradigm that develops algebraic thinking skills in every student. What's the goal, to make kids great in computations or great in problem-solving? The answer is neither. The goal is to make them smart!

Session 2: Teaching in the Digital Age addressed the fact that students are ready for all things digital. Are you? Mr. Tang demonstrated how great math activities can be combined with online gaming, social networking, and creative uses of technology to bring revolutionary change to your classroom.

NELATM would like to thank the University of Louisiana at Monroe's Department of Mathematics for co-sponsoring the event.

The next NELATM meeting will be held April 17, 2012, at 4:45 p.m. The meeting location and agenda will be announced via e-mail to current members. For information contact Pamela Martin at pmartin@ulm.edu.

Northwest Louisiana Mathematics Association (NLMA)

The Northwest Louisiana Mathematics Association's Winter Conference was held Saturday, February 25, 2012, from 8:00 a.m. – 12 noon at Louisiana State University in Shreveport. The conference theme was *NLMA 2012: Math Rocks*. The keynote speaker was Dr. Mary Nash Robinson, Government and Community Relations Officer for Caddo Parish Public Schools.

Dr. Robinson also received the Champion for Education Award given each year by NLMA. Dr. Judith Covington, mathematics professor at LSU-Shreveport, received the Champion for Mathematics Education Award for her work with pre-service teachers and her most recent endeavor, the Math Teacher Circle.

Three Caddo Parish schools received an award for 100% participation of their mathematics teachers at the conference. They included:

     Northside Elementary, Dr. Cindy Frazier, Principal
     Oak Park Microsociety, Sabrina Brown, Principal
     Summer Grove Elementary, Pam Bloomer, Principal

Covington and Robinson receive 2012 Champion Awards presented by NLMA.

Over 300 teachers were in attendance. Twenty sessions from PreK-College were offered with thirty-three presenters sharing their mathematical knowledge and expertise.

For more information about NLMA and their meetings, e-mail tevans@caddo.k12.la.us.

From left to right: Teachers enthusiastically participate in A. Bundrick's motivational workshop. Ms. O. Johnson shares her teaching of The Greedy Triangle. Participants use a Venn diagram to find the greatest common factor in a session led by Dr. David Thomas.

Louisiana Council of Supervisors of Mathematics (LCSM)

LCSM's spring membership meeting will be held on Friday, May 4, 2012, at the Learning Center for Rapides Parish, which is located at 1410 Neel Kearby Blvd. in Alexandria. The meeting will begin at 10:00 a.m. and conclude at 2:00 p.m. The agenda will include topics such as Common Core State Standards. Additionally, all members who attend the meeting will receive a newly published book titled, *The Common Core Mathematics Standards: Transforming Practice Through Team Leadership*. Lunch will be served.

SouthEast Area Teachers of Mathematics (SEATM)

On March 27, 2012, SEATM held its annual Spring Math Fair. Over 110 participants came to explore the Common Core State Standards for Mathematics. SEATM member Stacey Magee led the presentation and then had groups participate in an engaging activity to create a graphic representation of eight different Standards for Mathematical Practices. The groups then shared and left with a handout explaining all the Math Practices.

SEATM's annual Spring Teacher Recognition Dinner will be held on April 18, 2012, from 6-8 p.m. at Trey Yuen restaurant in Mandeville. We will honor Teachers of the Year, the PTA Louisiana Educators of Distinction, anyone who achieved National Board Certification this year, Presidential Awardees and Finalists, LATM Math teacher finalists and awardees, and others. We invite all the awardees and their principal or guest to the dinner. All SEATM members are invited to attend as well.

Southwest Louisiana Teachers of Mathematics (SWLTM)

The Southwest Louisiana Teachers of Mathematics held its second annual mini-conference on Saturday, February 4, 2012, at the Lake Charles-Boston Academy of Learning. Approximately 125 teachers registered to attend and included teachers from elementary, middle and high school, university mathematics faculty, and technical college instructors. Eight break-out sessions were presented in the morning.

SWLTM Mini-Conference Participants

Incoming President, Kathy Rose, presented 5 competitive mini-grants of $750 each to the following teachers:

- Susan Aymond, LeBleu Settlement Elementary, *iLEAP with iPAD*
- Sarah Bankens, M.J. Kaufman Elementary, *Getting Real with Kindergarten Math*
- Deidre Buller, J.I. Watson Middle School, *Interactive Whiteboard Programs*
- Selene Landry, Sam Houston High School, *iPad Learning Center*
- Craig Klement, Sulphur High School, *Engaging Students with Technology*

Sarah Bankens and Susan Aymond

Officers were elected at the business meeting:

- President-elect - Dr. Charles Stewart, Sowela Technical College
- LATM Representative - Jennifer Hughes, S.J. Welsh Middle School
- NCTM Representative - Shavela Harvey, Washington-Marion High School

LA DEPARTMENT OF EDUCATION UPDATE

CCSS/COMPASS Integration Awareness Campaign

On February 29, 2012, LDOE began a campaign to provide general awareness information on the two most significant priorities facing educators in the state: 1) shifting expectations for student work and 2) aligning teacher practice to this shift in student work. These significant priorities are represented by the implementation of 1) Common Core State Standards and 2) COMPASS. The informational sessions were offered to district and school leaders in regions throughout the state. For more information, please contact your district and/or school personnel. The link to the General Awareness PowerPoint is http://www.louisianaschools.net/lde/uploads/19362.pdf and a list of Frequently Asked Questions is posted on http://www.betterschoolsla.com/.

Textbook Adoption Cycle 2012-2013 for Grades K-2 Mathematics

Publishers attended a mandatory orientation on March 1, 2012, to receive information concerning the new tools reviewers will use to evaluate the curriculum materials for mathematics and ELA. Those persons nominated to serve on the Review Committee have been contacted to determine their willingness to serve. The reviewers will be trained on May 8-9, 2012, with review of materials beginning in summer 2012.

Curriculum and Assessment Summary Documents

The Department has developed Curriculum and Assessment Summaries to assist teachers in knowing what to teach in 2012-13 and 2013-14 as Louisiana transitions from teaching GLES to teaching Common Core State Standards. These summaries are posted at http://www.louisianaschools.net/topics/gle.html.

For non-tested grades, the summaries indicate what is to be taught each year. For tested grades, the summaries provide two types of information for each year: 1) content to be taught and tested; and 2) content to be taught, but not tested. These documents were created using the Grade-Level Content Comparison Reports for teachers, but the information is presented in a simpler format.

CCSS Regional Trainings

A summary of the trainings that were recently provided or are to be provided during the summer is listed below. The targeted audience for each training is noted in parentheses beside the title of each training.

Regional Training #3 – Kindergarten and First Grade Content (District Teams)

These trainings on *Critical Focus Areas, Fluencies, and Shifts in Expectations for Students and Teachers* began March 23, 2012 and were completed on April 4, 2012. District-designated teams of four were in attendance and are to redeliver the workshop to Kindergarten and Grade 1 teachers.

Louisiana Comprehensive Curriculum (LCC) Professional Development for Grades Kindergarten and Grade 1 Math (District Teams)

This professional development opportunity will be presented using a trainer-of-trainers model and will provide an in-depth look at the NEW LCC for Kindergarten and Grade 1 mathematics. Districts will send teams of two to receive the training and then redeliver to their teachers. There will be three days of training per grade level this summer - one day on the LCC as a whole, one day on Unit 1, and one day on Unit 2. Professional development on the remaining units (one day per unit) will be provided during the 2012-13 school year.

CCSS Summer Institute (School-Designated Teams)

Each school in Louisiana has been asked to send a team of three to attend a one-day institute focused on the instruction with CCSS. The teams shall consist of an administrator, an ELA specialist, and a Math specialist. Institutes will be held at five locations around the state during the weeks of June 4-7, 2012 and July 9-12, 2012, followed by sessions in St. James Parish the week of July 16-18, 2012. Each day will be designated as Elementary (Grades K-5), Middle (Grades 6-8), or High School (Grades 9-12). The district-designated CCSS/PARCC Specialists must submit the names of the attendees per school.

Mandy Boudwin joined the Louisiana Department of Education staff as the Mathematics Program Coordinator in November 2011 and is now the LDE Representative on the LATM Executive Council. Mandy has served as a high school math teacher, Mathematics Department Chair, and Mathematics and Science Curriculum Facilitator in St. James Parish. She earned National Board Certification in Adolescent and Young Adulthood Mathematics in November 2005. Mandy has served on numerous committees at the state level and is the author of the Geometry Comprehensive Curriculum. She and her husband have three sons ages 10, 7, and 2.
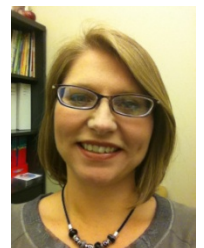
LATM JOURNAL

Calling All Mathematicians and Mathematics Educators!
LATM Journal Reviewers Needed

Are you looking for academic service and interested in reviewing articles for the *LATM Journal*? Become part of a team of reviewers from across the state who read and review articles based on their expertise. Journal articles typically fall under one of two categories – mathematics-based or mathematics education-based. Sometimes articles blend the two categories. Contact *LATM Journal* Editor, DesLey Plaisance, at desley.plaisance@nicholls.edu if you are interested.

The 2012 issue of the *LATM Journal* is planned for release in May. This issue will provide a variety of articles ranging from an article on "Euclidian Set Bisectors" to an article on the popular "Math Circle." Check the website at http://www.lamath.org/journal/index.htm to read all past issues.

Articles for the next issue will be accepted throughout the year with a deadline of January 15, 2013. Early submission is encouraged for inclusion in the 2013 issue as the review process can take two to three months. Submission information can be found at http://lamath.org/journal/LATMJournalSubmissionInformation.pdf.

Remember that the LATM Editorial Board is always looking for guest column writers to share opinions about a current mathematics or mathematics education topic. Questions and suggestions should be sent to DesLey Plaisance at desley.plaisance@nicholls.edu.
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CCSS RESOURCES

LATM is pleased to add a section on resources that teachers may find useful in understanding the changes required by the Common Core State Standards. Look for this section in each edition of *The Number Line*.

Math Progressions: Written and published by the original CCSS writers, seven progression documents focusing on domains in grades K- 8 are currently available in draft form at http://www.louisianaschools.net/topics/ccss_math_progressions.html. For example, *Ratios and Proportional Reasoning* describes how the content of this domain progresses across grades 6-8. New documents are posted as they become available.

Videos: Six Shifts Found in the CCSSM
Shift 1 – Focus:http://engageny.org/resource/common-core-in-mathematics-shift-1-–-focus/
Shifts 2-6: http://engageny.org/resource/the-common-core-in-mathematics-shifts-2-6/

Instructional Videos Exemplifying the Standards for Mathematical Practice
http://www.insidemathematics.org/index.php/common-core-standards

Math Fluencies by Grade
http://engageny.org/wp-content/uploads/2011/07/CCSSFluencies.pdf

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LATM TRAVEL GRANTS

LATM is awarding 10 travel grants for $300 each to offset the expense of attending its 2012 LATM/LSTA Joint Conference. The money can be used to cover conference registration, short course registration, lodging, meals, parking, and/or travel. Grant applicants will be notified of their status at least one month prior to the conference. The money will be awarded at the end of the conference. Awardees must attend the conference through the conclusion of the Wednesday program.

Applications must be postmarked no later than August 31, 2012. The LATM Travel Grant Coordinator will select a committee of math leaders from throughout the state to score the applications. Order of receipt or geographic location will not be 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, 2012.
2. Awardees are expected to attend the full conference and take maximum advantage of the sessions.
3. Awardees are expected to use information and skills gained at the conference to improve their teaching skills and classroom instruction.
4. Awardees are not eligible to reapply for the travel grant until the 2015 Annual LATM or LATM/LSTA Joint Conferences.
5. Awardees that decline to attend the 2012 LATM/LSTA Joint Conference cannot apply the money to other conferences or transfer it to another individual.
6. Awardees who decline to attend the 2012 LATM/LSTA Joint Conference and who have not given a minimum notice of two weeks to the LATM Awards Coordinator are not eligible to reapply for the travel grant until the 2015 Annual LATM or Joint Conference.
7. LATM Officers, Board Members, or Travel Grant Committee Members are not eligible for the grant.
8. Awardees cannot submit expenses that will be paid by other funding sources.

Entry packets that do not meet the requirements will be disqualified.

Entries must be postmarked no later than August 31, 2012.

Send one (1) original and four (4) copies of the application packet in one envelope to:

Beth Smith, 711 Comanche Trail, West Monroe, LA 71291

Questions can be e-mailed to Beth Smith bethsmith1124@gmail.com.

LATM Travel Grant Award Application
Application

Answer the following questions on a separate page. Responses should be a paragraph or two each. **Please type**.
1. Briefly describe how you view your position as a teacher of mathematics in Louisiana.

2. Briefly describe the value you see in attending a LATM/LSTA Joint Conference. Please identify specific information, skills, or contacts you seek at the conference, and indicate how they will be used and shared with your colleagues.

3. **Submit the above two items along with the Applicant Information form on the next page.**

LATM Travel Grant Award Application
Applicant Information

Name:_____
        (Dr., Mr., Mrs., Ms.)   (First)   (Middle)   (Last)

Position Title:_____

LATM Membership Address:_____
        Street Address   City   State   Zip

Home Phone: _____ School Phone: _____

Name of Principal/Supervisor:_____

School Name: _____

School Address: _____
        Street Address   City   State   Zip

E-mail Address: _____ Fax Number:_____

School Phone Number:_____

Grade Level(s) Taught:_____ Subject(s) Taught:_____

How many annual LATM or LATM/LSTA Joint Conferences have you attended in the last five years? _____

Are you planning to present at the 2012 LATM/LSTA Joint Conference? _____

My signature indicates that I am receiving no duplicate funding for attending the 2012 LATM/LSTA Joint Conference.

Applicant's Signature _____

My signature indicates that I support this applicant and as an expression of partnership, my school or district will be responsible for covering the cost of any substitutes necessary for this faculty member to attend the 2012 LATM/LSTA Joint Conference.

Principal's Signature _____

Entry packets that do not meet the requirements will be disqualified.

Entries must be postmarked no later than August 31, 2012.

Send one (1) original and four (4) copies of the application packet in one envelope to:

Beth Smith 711 Comanche Trail, West Monroe, LA 71291
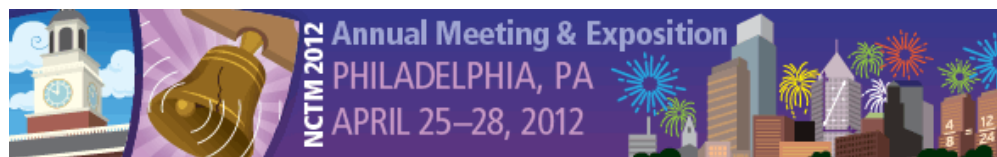
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Renew your Membership

Renew your membership by visiting http://lamath.org/membership/. Submit the renewal information, print the renewal receipt, and mail the renewal receipt and $15 payment to the address specified on the receipt.

Don't Forget