



# Tustin USD

AUGUST 21, 2014









**DOUBLE-DOUBLE**<sup>®</sup> *Double Meat & Double Cheese* **2<sup>65</sup>**

**CHEESEBURGER** **1<sup>75</sup>**

**HAMBURGER** **1<sup>50</sup>**

**FRENCH FRIES** **1<sup>05</sup>**

**SHAKES** *Chocolate  
Strawberry  
Vanilla* **1<sup>55</sup>**

<u>SM</u>	<u>MED</u>	<u>LG</u>	<u>X-LG</u>
<b>99</b>	<b>1<sup>10</sup></b>	<b>1<sup>29</sup></b>	<b>1<sup>49</sup></b>
<b>COKE</b> <i>Classic or Diet</i>			
<b>SEVEN-UP</b>			
<b>ROOT BEER</b>			
<b>DR PEPPER</b>			
<b>LEMONADE</b>			
<b>ICED TEA</b>			

**MILK** 70  
**COFFEE** 70



**OPEN 10:30 a.m. to 1:00 a.m.**  
.....**Fri. and Sat. until 1:30 a.m.**

2004-10-31

8:21 PM

YOUR GUEST NUMBER IS  
**98**

IN-N-OUT BURGER LAS VEGAS EASTERN  
2004-10-31

8:21 PM

165 1 5 98

---

Cashier: SAM  
GUEST #: 98

---

Counter-Eat In

Db Db	2.65
98 Meat Pty XChz	88.20
Counter-Eat In	90.85
TAX 7.50%	6.81
Amount Due	97.66
CASH TENDER	\$97.66
Change	\$ .00

2004-10-31

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2004-10-31

8:21 PM



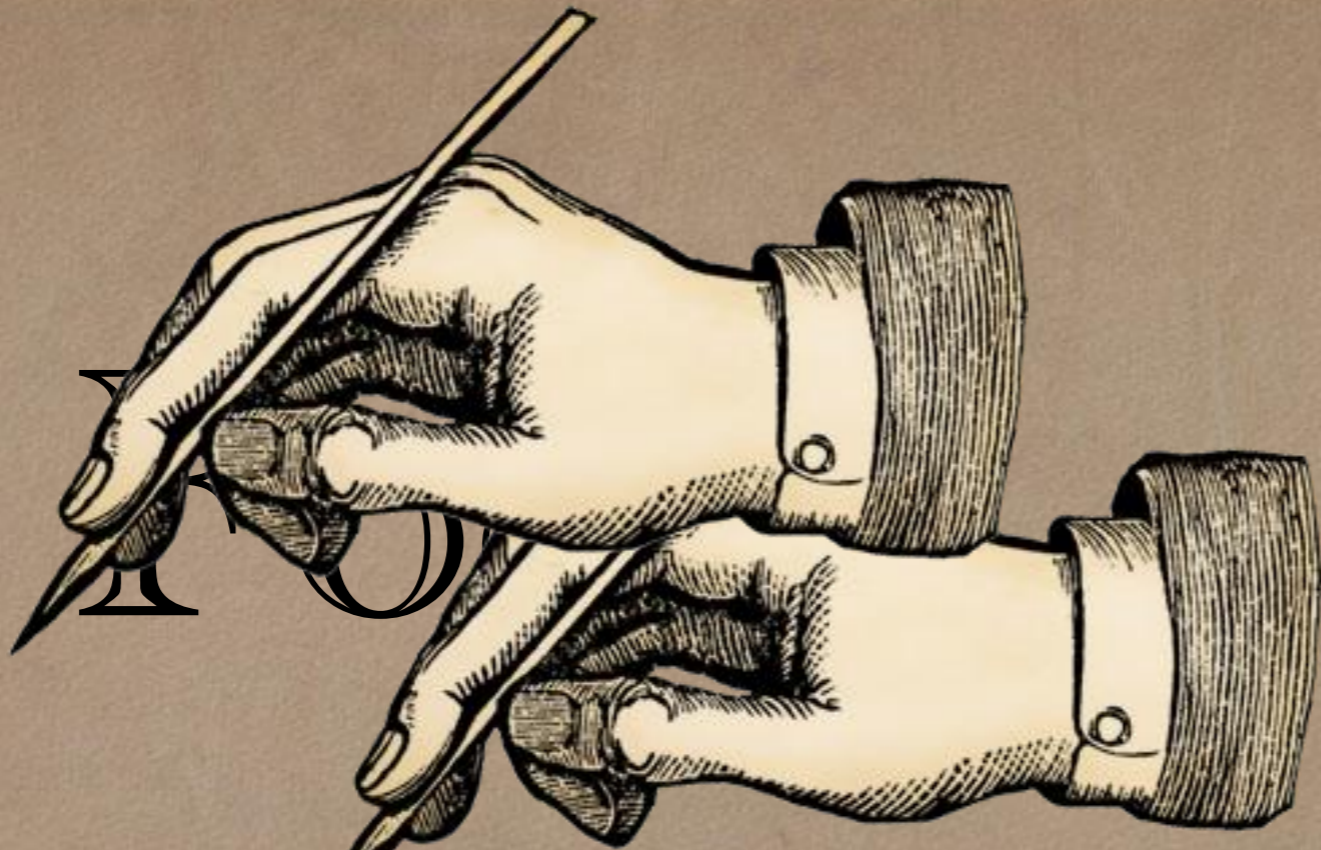
	Serving Size (g)	Calories
Hamburger w/Onion	243	390
Cheeseburger w/Onion	268	480
Double-Double w/Onion	330	670

# The Reality

- Students needed guidance to figure out a layer's cost
- Not every class is ready to go straight to  $100 \times 100$
- Common wrong answers included:
  - \$175.00 ( $\$1.75 \times 100$  cheeseburgers)
  - \$132.50 ( $\$2.65 \times 50$  Double-Doubles)
- Students had equations that had more than  $X$  patties
- Students were surprised to see three different equations:
  - Starting with a Double-Double
  - Starting with a cheeseburger
  - Starting with produce and bun only

# STUDENT WORK

What problem are you trying to figure out?	
<p>How much does a 100x100 burger cost?</p> <p style="text-align: right;">Regular (one patty) \$1.25</p> <p style="text-align: center;">\$132.50</p>	
What do you already know from the problem?	What do you need to know to solve the problem?
<ul style="list-style-type: none"> <li>• there's 100 beef patties</li> <li>• costs 2.50</li> </ul>	<ul style="list-style-type: none"> <li>• How much does a regular cheeseburger cost. 25.1 -</li> </ul> <p style="text-align: center;">OP.</p> <p style="text-align: center;">OP. OP.</p>
What is your conclusion?	
<p>To get the answer, I first figured out what the price of a regular &amp; double-double cheeseburgers are. From there I subtracted the price of the produce &amp; buns, then multiplied by 100. That gave me the answer, which I once again had to add the price of the buns &amp; produce.</p> <p style="text-align: center;"> <math>22.8 + 00.1 - xOP_0 = 6</math>  <math>128_0 + xOP_0 = 6</math> </p>	



•

Coherence

•



•

Rigor

Layers	Cost
1	\$1.75
2	\$2.65
3	\$3.55
4	\$4.45
.	.
.	.
20	\$18.85
.	.
.	.
100	\$90.85
.	.
.	.
N	$\$1.75 + (N-1)*\$0.90$

bun + produce + meat + cheese + meat + cheese = \$2.65

bun + produce + meat + cheese = \$1.75

meat + cheese = \$0.90

# ***WHAT ISN'T MATHEMATICAL MODELING?***

- *It is not modeling in the sense of, “I do; now you do.”*
- *It is not modeling in the sense of using manipulatives to represent mathematical concepts.*
- *It is not modeling in the sense of a “model” being just a graph, equation, or function.*
- *It is not just starting with a real world situation and solving a math problem.*
- *It is not beginning with the mathematics and then moving to the real world.*

# ***PROBLEM- BASED LEARNING FAQ***

- *How often do teachers do problem-based learning?*
- *How long do problem based lessons take?*
- *Do teachers use problem-based lessons to introduce a topic or after you've already taught it?*
- *How is problem-based learning assessed?*
- *How much time does it take to create a problem-based lesson?*



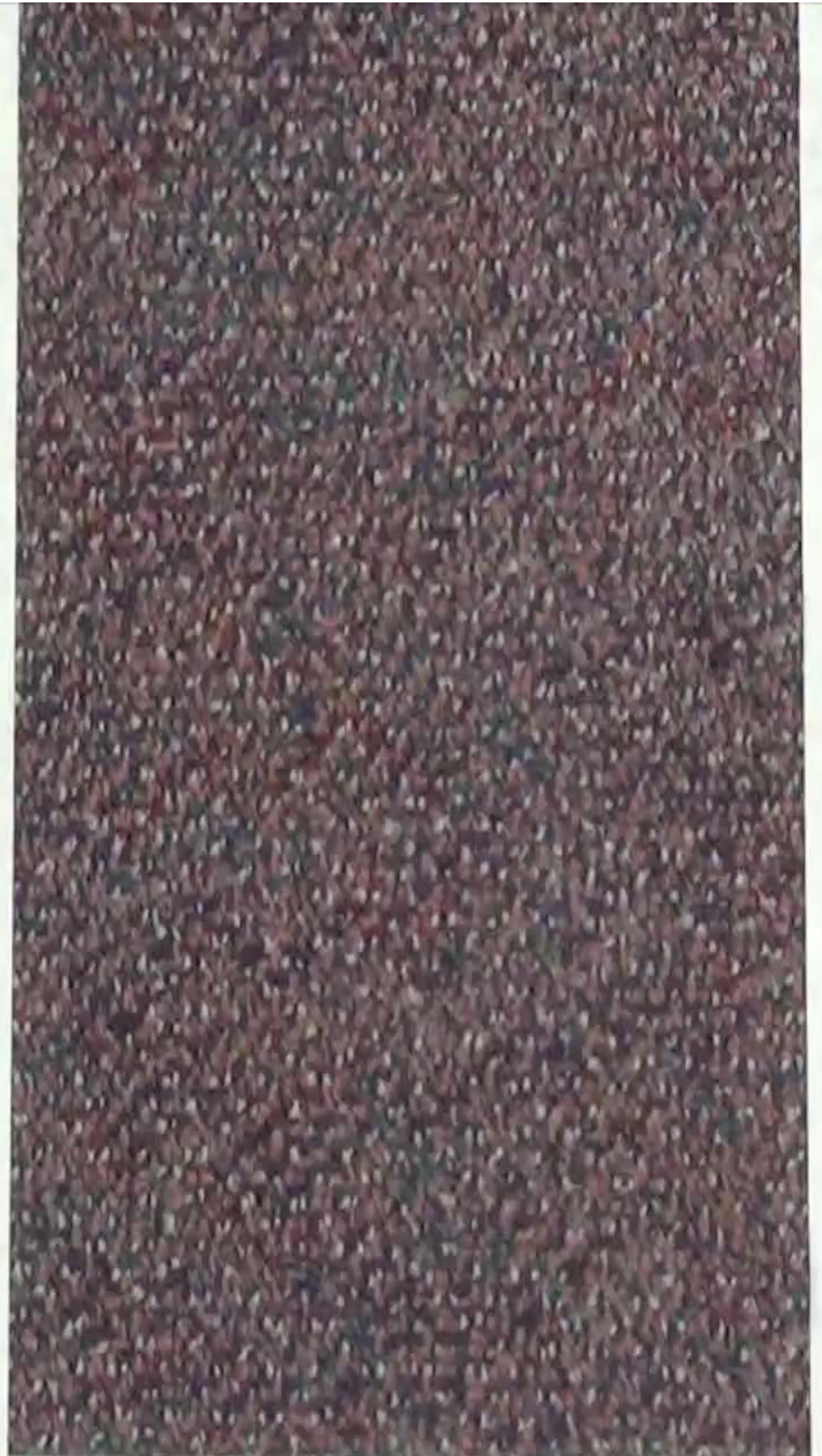
Why  $2 > 4$

A proof by induction by Max Ray



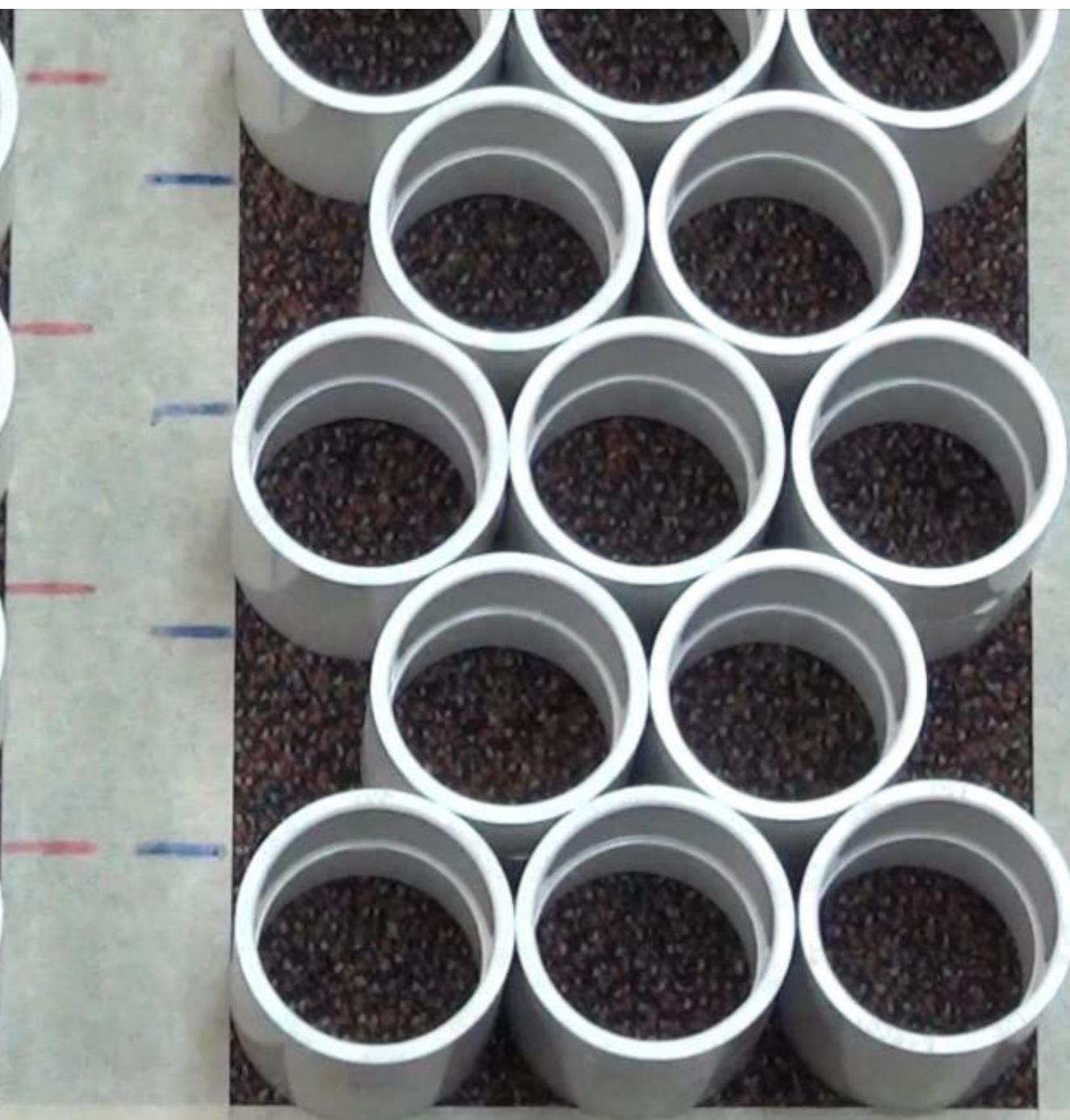
**NON-STAGGERED**

**STAGGERED**





How much  
shorter are 20  
layers of  
staggered  
pipe stacks?













Layers: 0



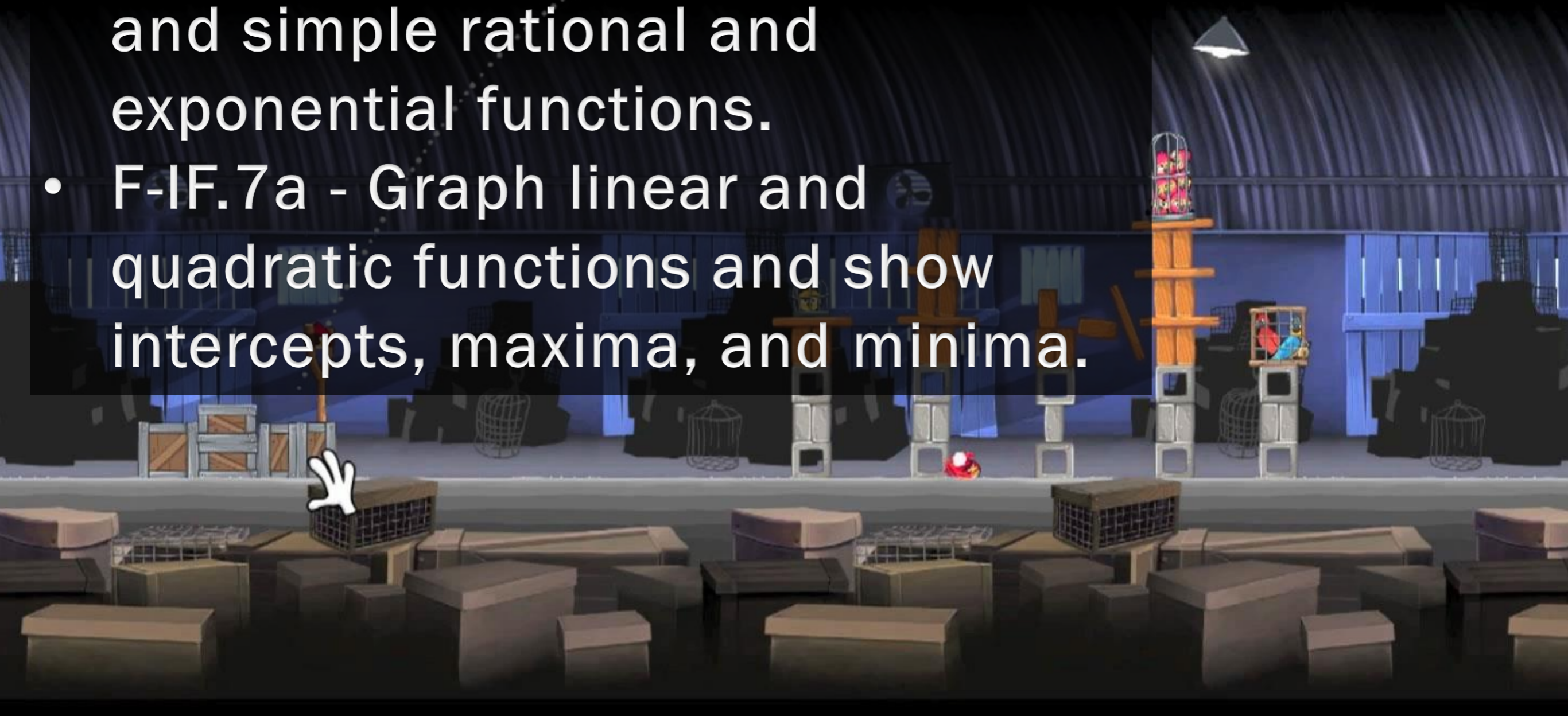
# The Four C's

- o Communication
- o Curiosity

- G-MG.1 - Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).



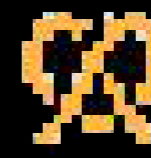
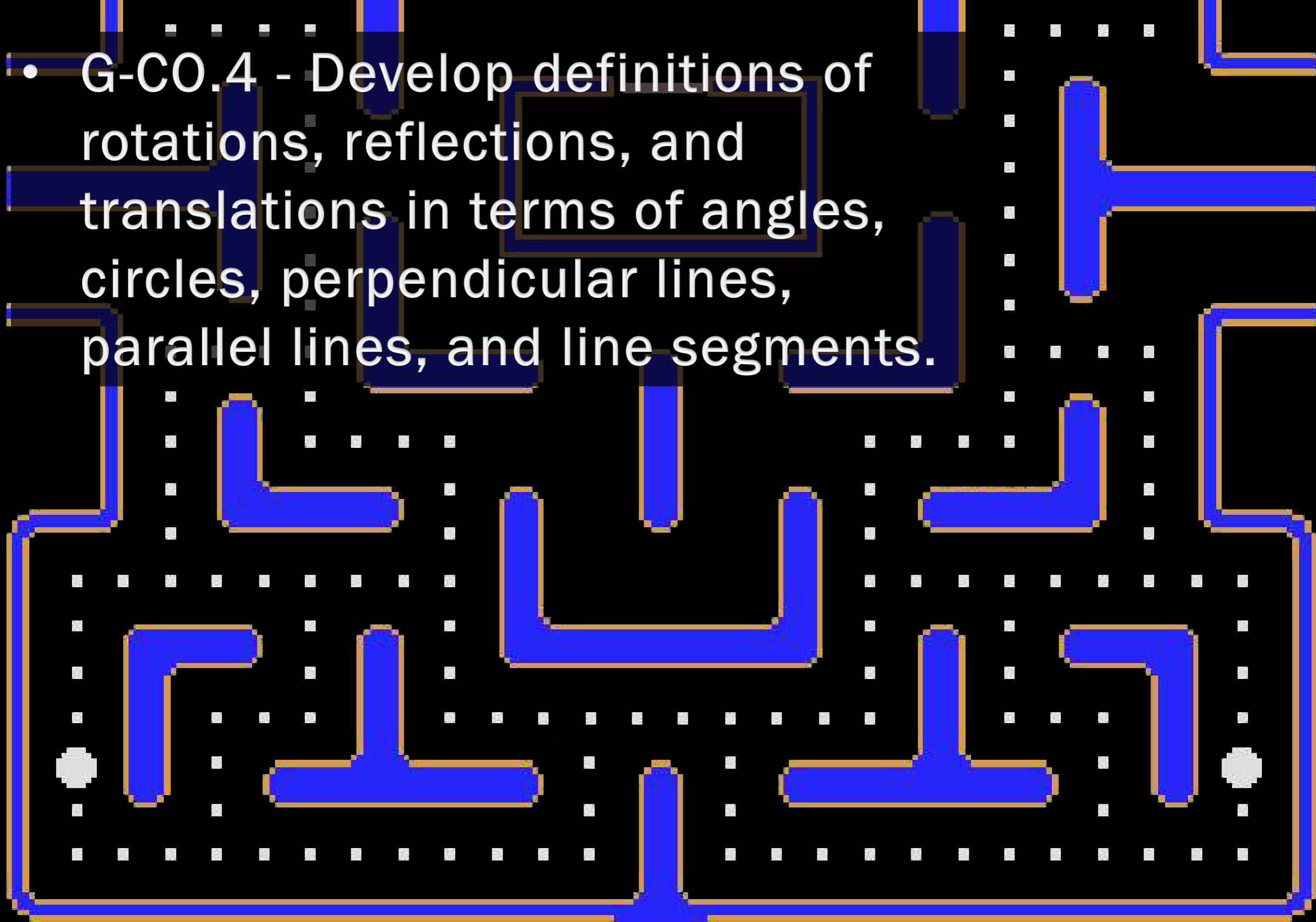
- A-CED.1 - Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- F-IF.7a - Graph linear and quadratic functions and show intercepts, maxima, and minima.



- G-GMD.3 - Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.



- G-CO.4 - Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.



- 6.RP.2 - Understand the concept of a unit rate





# The Four C's

- o Communication
- o Curiosity
- o Critical Thinking

# Problem Solving Framework

- ▶ Inspired by Geoff Krall's resources at [emergentmath.com](http://emergentmath.com)

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

What problem are you trying to figure out?	What guesses do you have?
What do you already know from the problem?	What do you need to know to solve the problem?
What should we title this lesson?	
What is your conclusion? How did you reach that conclusion?	

# The Four C's

- o Communication
- o Curiosity
- o Critical Thinking
- o Content Knowledge

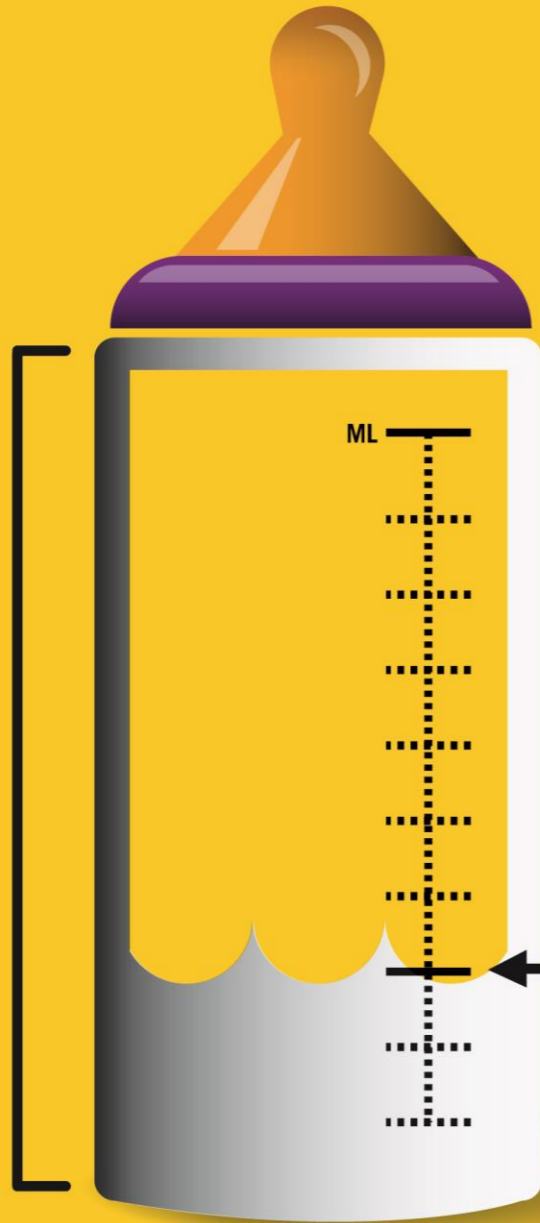
CHOOSE CAR SEAT:  
BY AGE & SIZE



THE NUMBER  
OF PEOPLE

**WHO  
THINK**

THEY HAVE  
THEIR CHILD IN  
THE RIGHT  
SEAT.



THE ONES  
**WHO  
ACTUALLY  
DO.**

**KNOW FOR SURE**

**IF YOUR CHILD IS IN THE RIGHT CAR SEAT.**



VISIT [SAFERCAR.GOV/THERIGHTSEAT](http://SAFERCAR.GOV/THERIGHTSEAT)



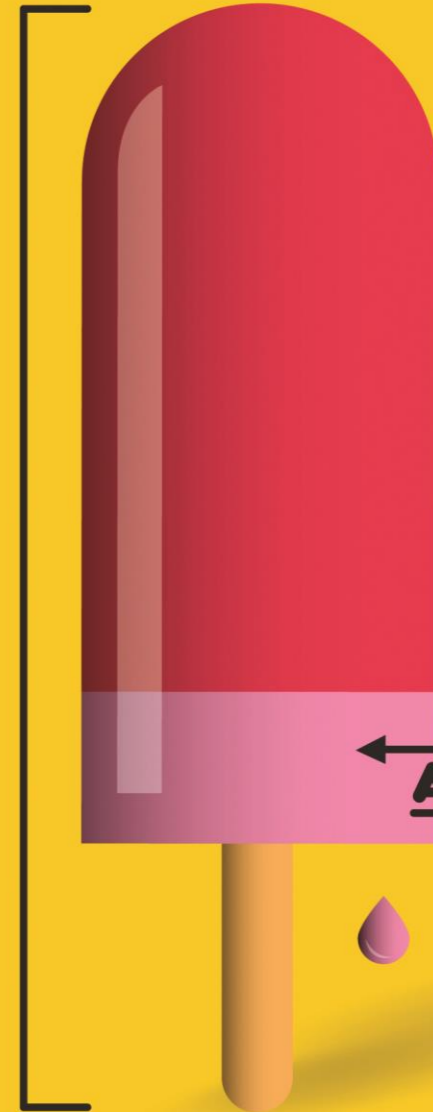
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# Math Question

- Solve the problem on your own. Do not work or share your answer with anyone else.
- You will have 30 seconds to complete it.
- Write your answer down on a paper.

There are 125  
sheep and 5 dogs  
in a flock. How old  
is the shepherd?



# Of the 32 students I interviewed...

- 75% of them gave me numerical responses
- 2 students calculated the answer to be 130 ( $125 + 5$ )
- 2 students calculated the answer to be 120 ( $125 - 5$ )
- 12 students calculated the answer to be 25 ( $125 \div 5$ )
- 0 students calculated the answer to be 625 ( $125 \times 5$ )
- 4 students stated that they guessed their answer (90, 5, 42, and 50)
- 4 students tried to divide 125 by 5 but could not correctly implement the procedure



# Takeaways

- Making sense of mathematics
- Intellectual autonomy
  - Intellectual autonomy is about being able to think for yourself and not being dependent on others for the direction and control of one's thinking.

# What Does the NHTSA Say?

## Key Statistics and Consumer Insights:

- Motor vehicle crashes are the leading cause of death for children age 1 through 12 years old.<sup>1</sup>

According to a NHTSA study, 3 out of 4 kids are not as secure in the car as they should be because their car seats are not being used correctly.

be reduced by about half if the correct child safety seats were always used.

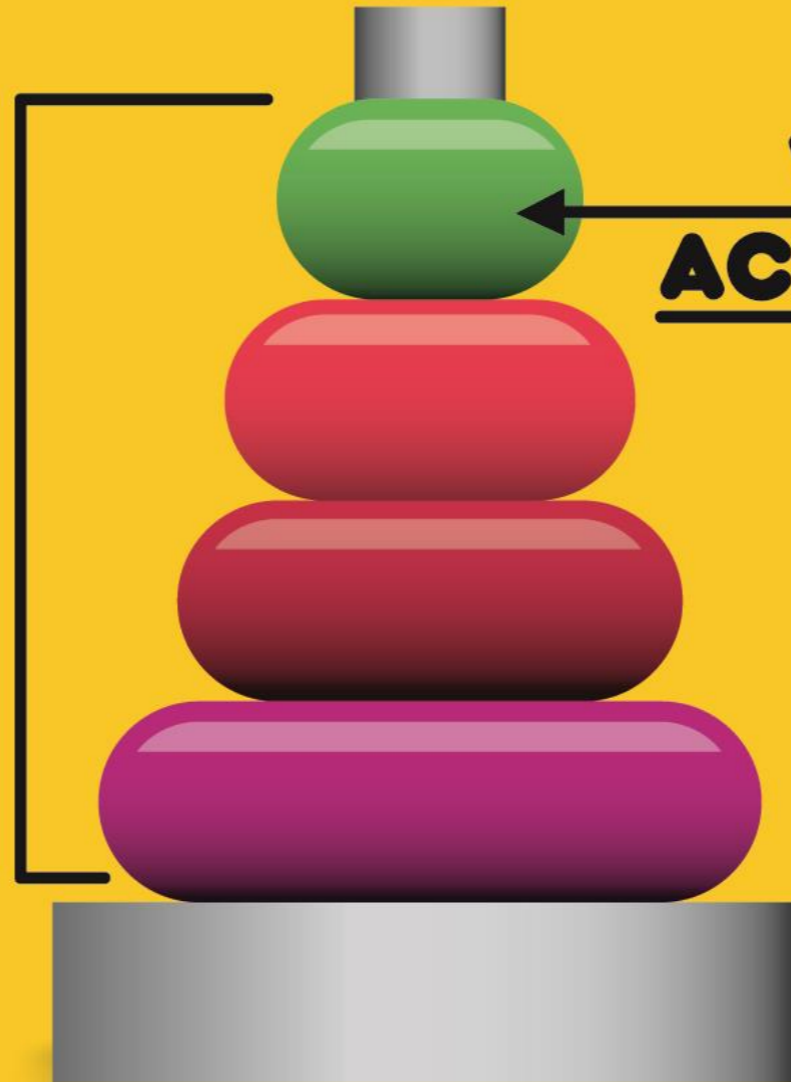
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<sup>1</sup> Source: Based on the latest mortality data currently available from the CDC's National Center for Health Statistics.



CHOOSE CAR SEAT:  
BY AGE & SIZE

THE NUMBER  
OF PEOPLE  
**WHO  
THINK**  
THEY HAVE  
THEIR CHILD  
IN THE RIGHT  
SEAT.



THE ONES  
**WHO  
ACTUALLY  
DO.**

- “because they have their child in the right seat”
- “because their car seats are not being used correctly”

**IF YOUR CHILD IS IN THE RIGHT CAR SEAT.**



VISIT [SAFERCAR.GOV/THERIGHTSEAT](http://SAFERCAR.GOV/THERIGHTSEAT)



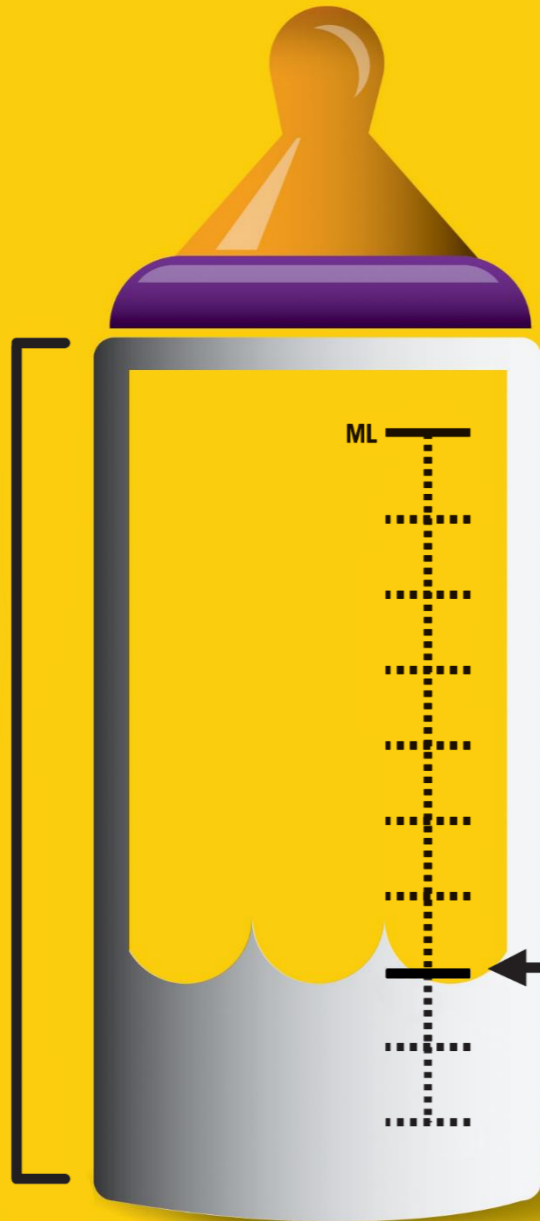
CHOOSE CAR SEAT:  
BY AGE & SIZE



THE NUMBER  
OF PEOPLE

**WHO  
THINK**

THEIR CAR  
SEATS ARE  
BEING USED  
CORRECTLY.



THE ONES  
**WHO  
ACTUALLY  
DO.**

**KNOW FOR SURE**  
IF YOUR CHILD IS IN THE RIGHT CAR SEAT.



VISIT [SAFERCAR.GOV/THERIGHTSEAT](http://SAFERCAR.GOV/THERIGHTSEAT)

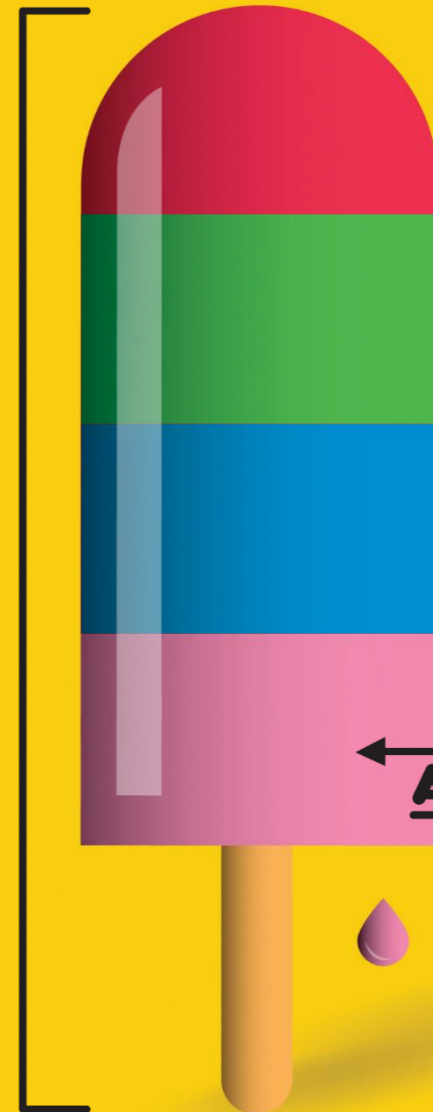


CHOOSE CAR SEAT:  
BY AGE & SIZE

THE NUMBER  
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**WHO  
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# Questioning Scenarios

- The activity begins with teachers in groups of three taking the roles of teacher, student, or observer.
- The individuals playing the role of teacher and student each receive a slip of paper describing their scenario.
- The individual playing the role of observer waits to record all of the teacher's questions to the student.
- Once the activity begins, the teacher will talk to the student in the context of the scenario they read about on the slips of paper.

What did you get for the area of the circle with a radius of 2 units?

4 pi

Great. Do you have any questions?

No

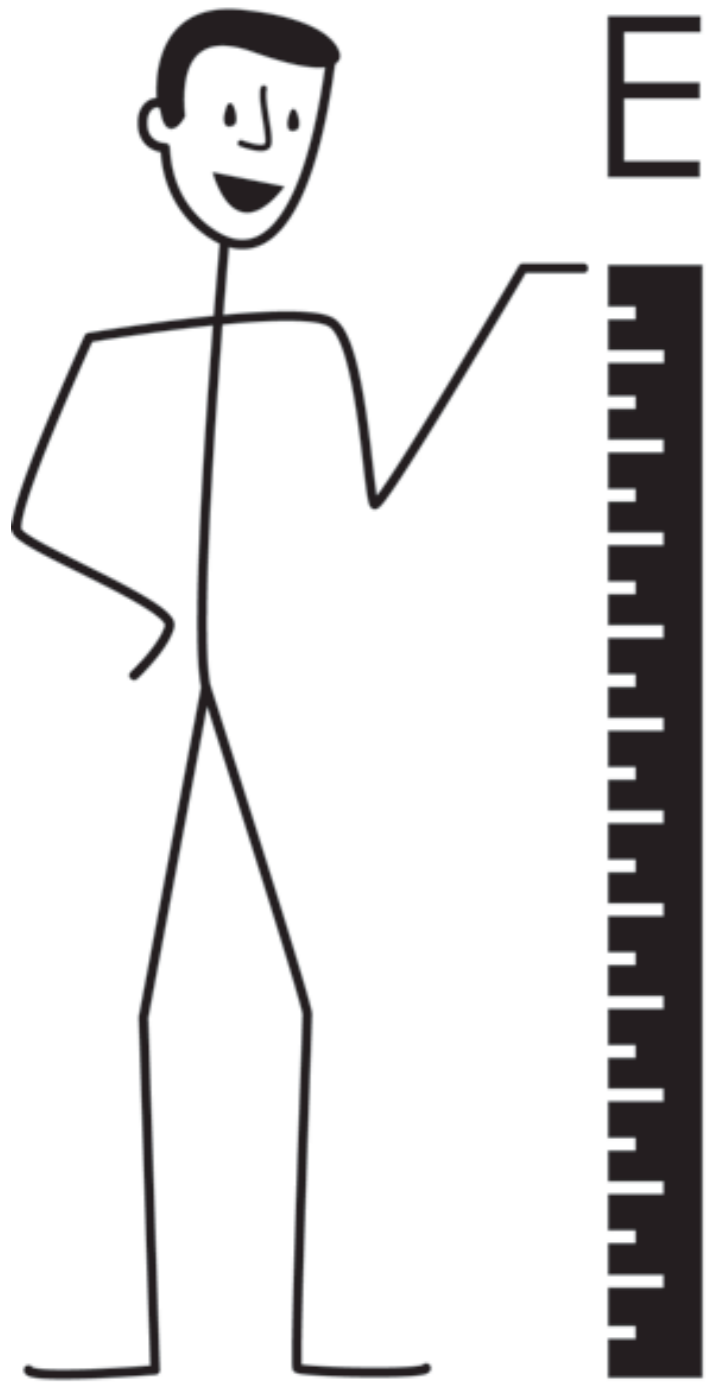
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4 pi

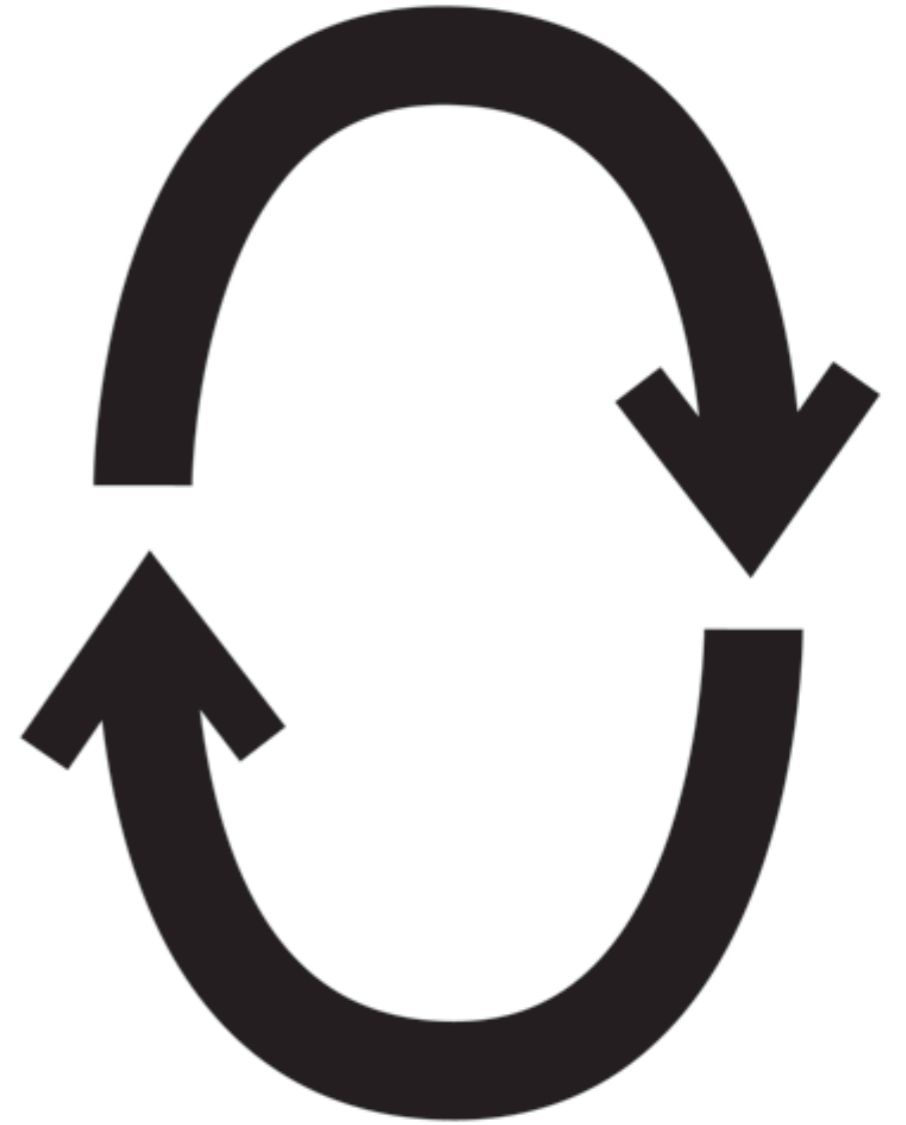
Great. How did you get your answer?

The radius is 2 so I plugged it into  $2\pi r$  and got 4 pi.

ESTIMATION



8



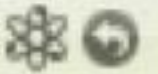


# How long is *Can't Buy Me Love*?



1:07

Can't Buy Me Love  
The Beatles — A Hard Day's Night



**THE BEATLES**

**A HARD DAY'S NIGHT**







# ESTIMATION 180

Building number sense one day at a time

NAME:

Period:

Day #	Description	↓ Too Low	Too High ↑	My Estimate	My Reasoning
	Can't Buy Me Love				

# ESTIMATION 180

Building number sense one day at a time

NAME:

Period:

Day #	Description	↓ Too Low	Too High ↑	My Estimate	My Reasoning
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NAME:

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Day #	Description	↓ Too Low	Too High ↑	My Estimate	My Reasoning
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# ESTIMATION 180

Building number sense one day at a time

NAME:

Period:

Day #	Description	↓ Too Low	Too High ↑	My Estimate	My Reasoning
	Can't Buy Me Love				I noticed _____, so I _____.

# How long is *Can't Buy Me Love*?

Can't Buy Me Love  
The Beatles — A Hard Day's Night

1:07



**THE BEATLES**

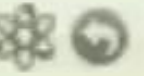
**A HARD DAY'S NIGHT**





Can't Buy Me Love  
The Beatles — A Hard Day's Night

0:00



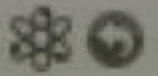
**THE BEATLES**

**A HARD DAY'S NIGHT**



ESTIMATION180.COM

Can't Buy Me Love  
The Beatles — A Hard Day's Night



2:15

-0:00



# THE BEATLES

## A HARD DAY'S NIGHT



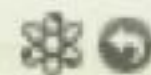
# How long is *We Will Rock You*?



0:21



We Will Rock You  
Queen — Greatest Hits I



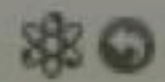
We Will Rock You  
Queen — Greatest Hits I

0:00



ESTIMATION180.COM

We Will Rock You  
Queen — Greatest Hits I



2:00

-0:00

# QUEEN

## GREATEST HITS

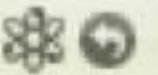


# How long is *I Got You (I Feel Good)*?



I Got You (I Feel Good)

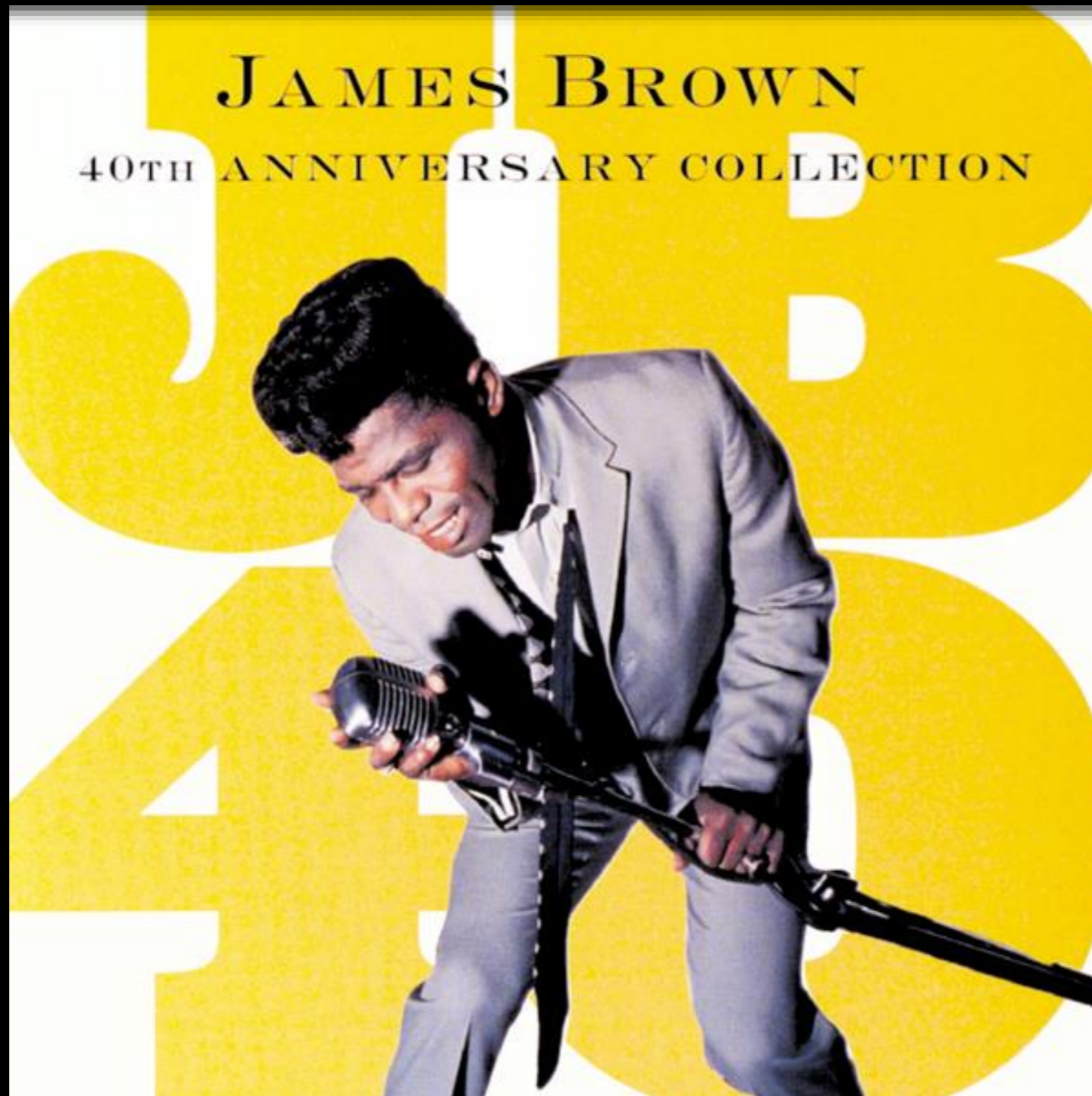
James Brown — 40th Anniversary Collection (Disc 1)



2:06



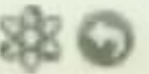
JAMES BROWN  
40TH ANNIVERSARY COLLECTION



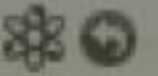
I Got You (I Feel Good)

James Brown — 40th Anniversary Collection (Disc 1)

0:00



I Got You (I Feel Good)  
James Brown — 40th Anniversary Collection (Disc 1)



2:48

-0:00

# JAMES BROWN

40TH ANNIVERSARY COLLECTION







Building number sense one day at a time.



- Days
- Blog
- Lessons
- Presentations & Workshops
- About/Contact

# Word Count Estimates!!!

(days 187-190)



© ESTIMATION 180.COM



© ESTIMATION 180.COM



© ESTIMATION 180.COM



© ESTIMATION 180.COM

Days 1-20



Days 21-40



Days 41-60



Days 61-80



Days 81-100



Days 101-120



Days 121-140



Days 141-160



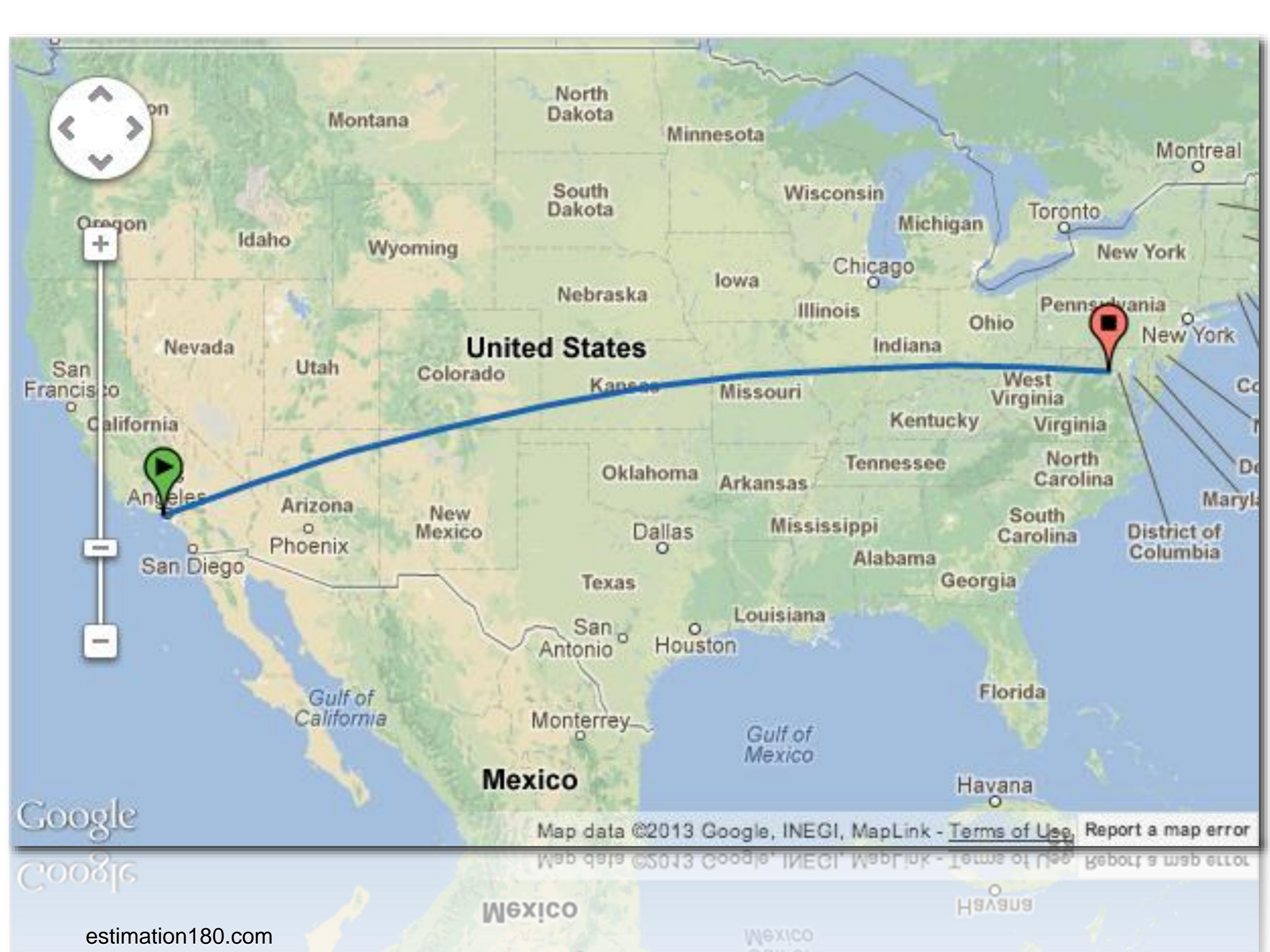
Days 161-180



Days 181-200

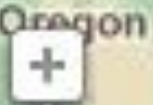






**United States**

**Mexico**



Google

Google

Map data ©2013 Google, INEGI, MapLink - [Terms of Use](#), Report a map error





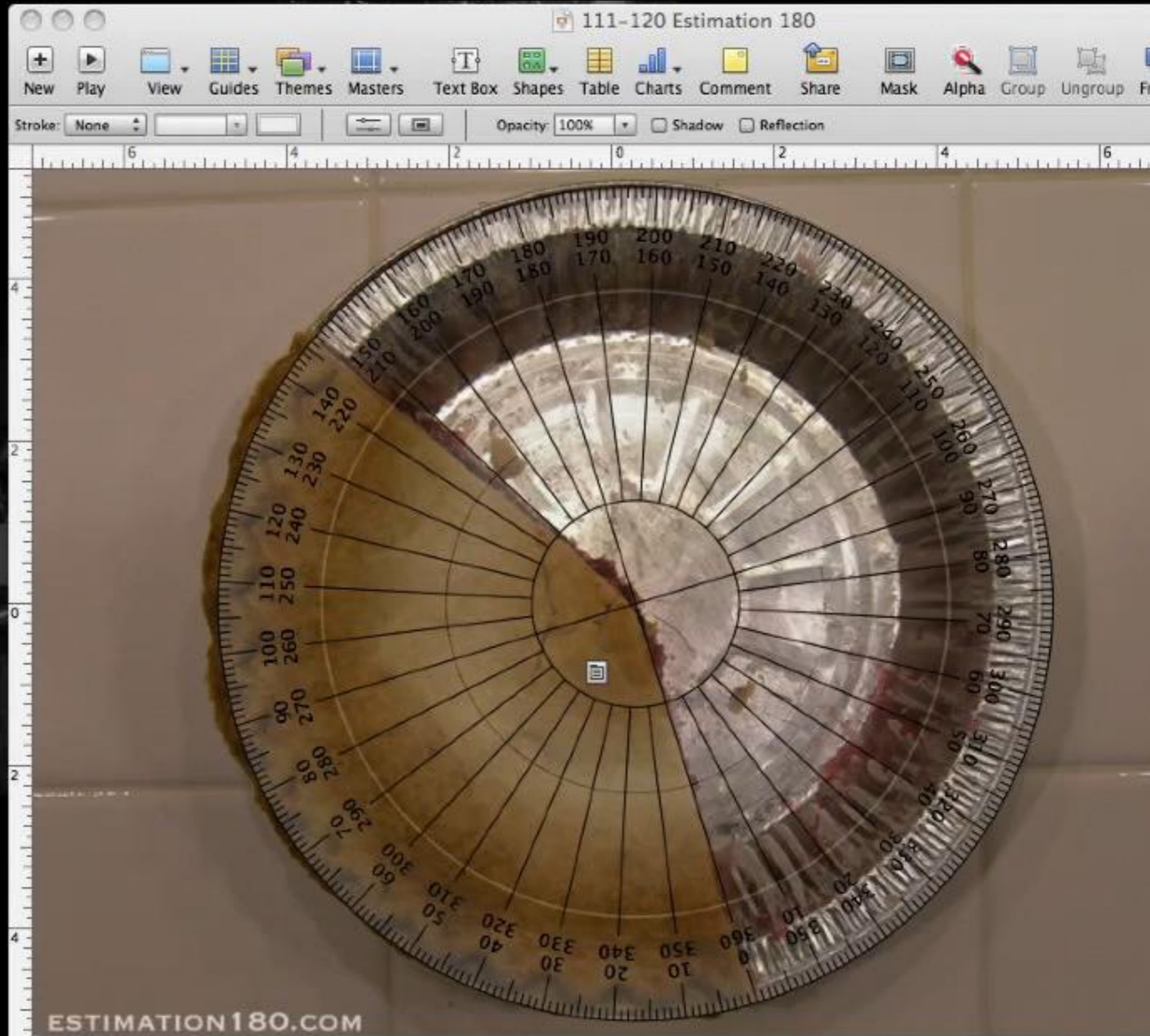


**DEGREES:**

0°

**PERCENT:**

0%





**Dr. Clayton Edwards**

@Doctor\_Math



 Follow

Amazing to see 6th graders w/ no % background learn so much in 20 min w/ pie pics @mr\_stadel bit.ly/1ilros1 #mathchat #iaedchat

 Reply  Retweeted  Favorited  More

RETWEETS

3

FAVORITES

2



2:03 PM - 1 May 2014











The height of the board is 12'2" and I am 5'6".





**Math Minds**  
@MathMinds



Following

S brought in necklace she made for us to estimate! She also came with the answer! Now we have 181 days! #estimation180  
[pic.twitter.com/TgchZtZ1AT](https://pic.twitter.com/TgchZtZ1AT)

Reply Retweet Favorite More



# Would You Rather?

---

ASKING STUDENTS TO CHOOSE THEIR OWN PATH AND JUSTIFY IT

By: John Stevens  
[wyrmath.wordpress.com](http://wyrmath.wordpress.com)

# Would You Rather?

**A stack of quarters from the floor to the top of your head or \$250?**



Name: \_\_\_\_\_

Situation:

## **My argument**

**I believe...**

**The evidence I have to support this belief is...**

**Someone might disagree with me because...**

## **Classmate**

\_\_\_\_\_ believes...

**The evidence they have to support their belief is...**



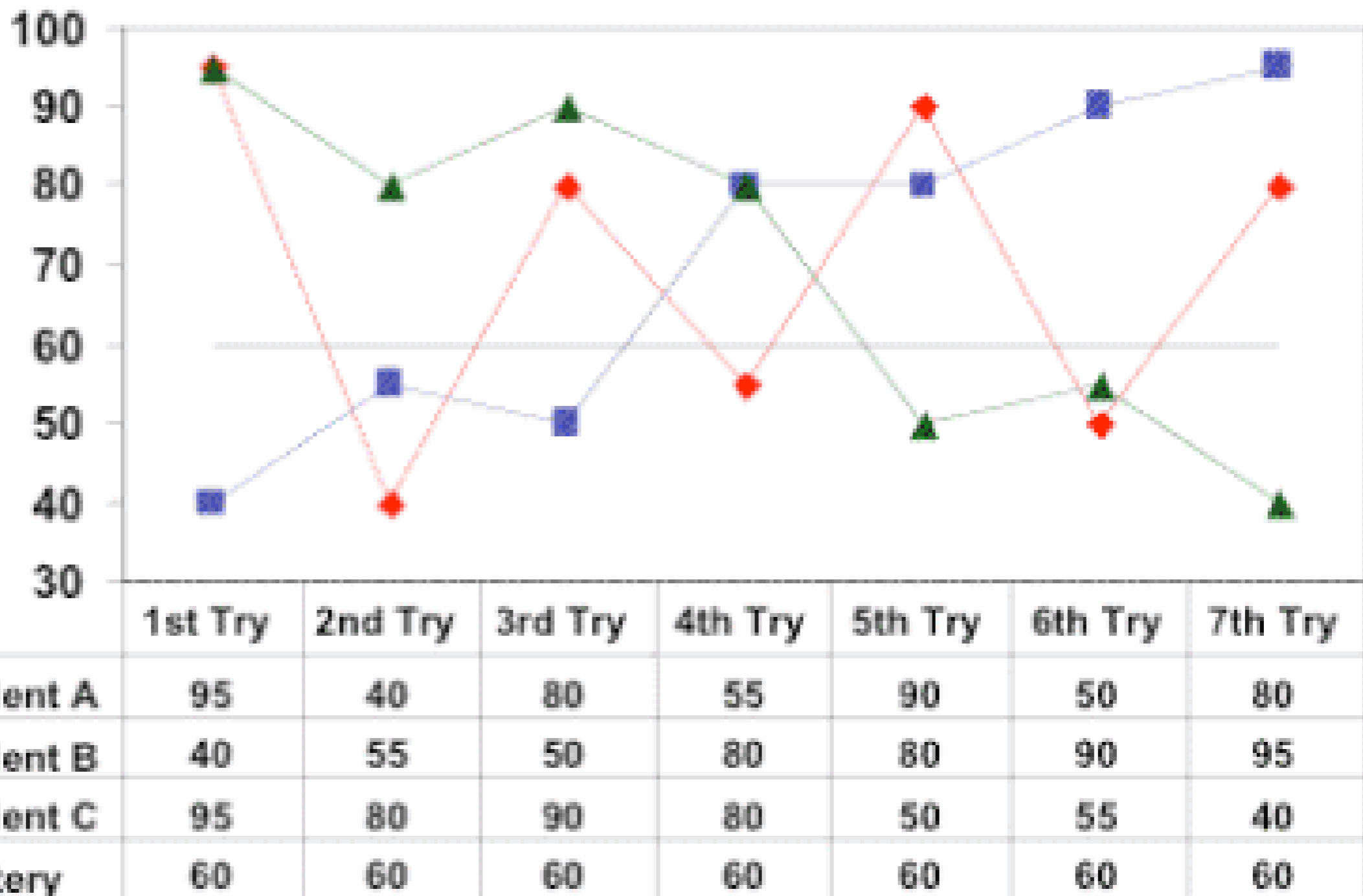
# Would You Rather?

**A stack of quarters from the floor to the top of your head or \$250?**

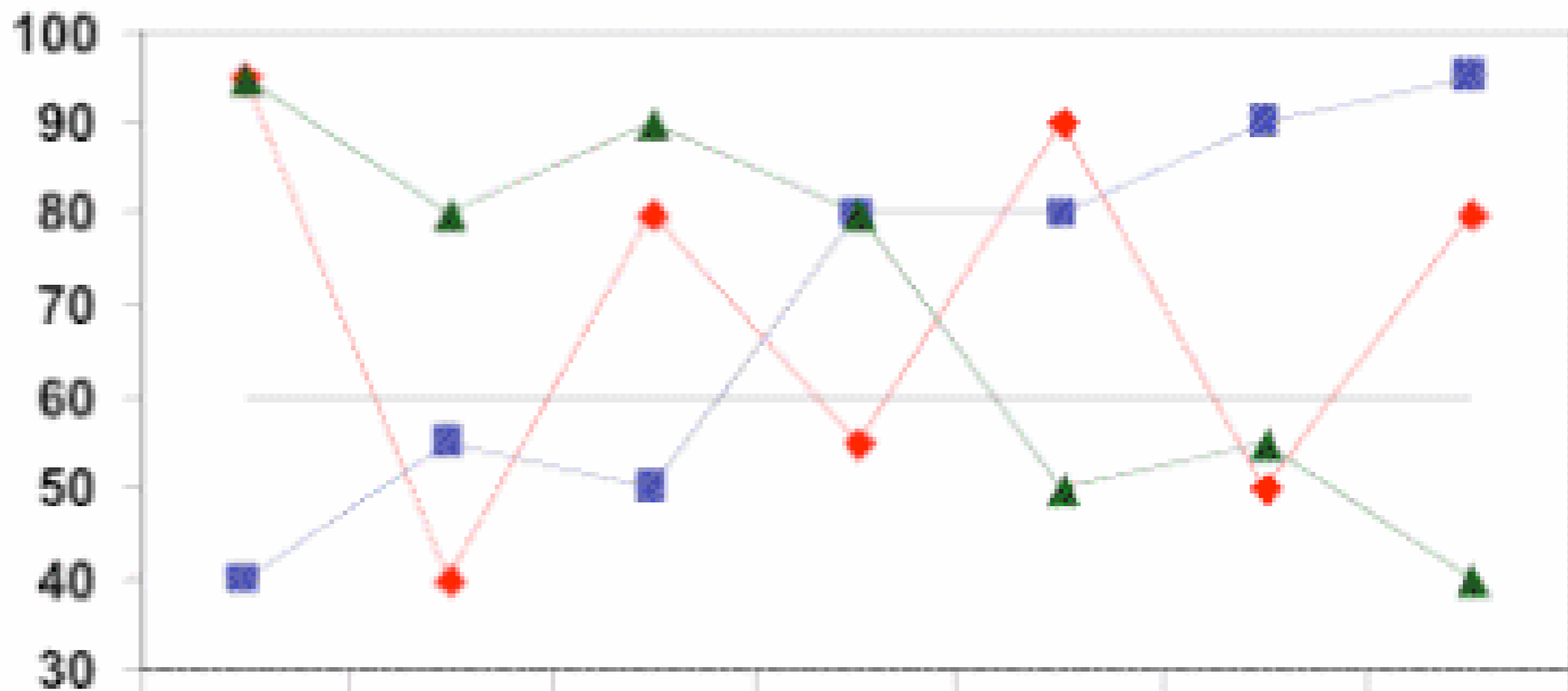


[MathArguments180.com](http://MathArguments180.com)

# Which student would you choose to pack your parachute?



# Which student would you choose to pack your parachute?




	1st Try	2nd Try	3rd Try	4th Try	5th Try	6th Try	7th Try
Student A	95	40	80	55	90	50	80
Student B	40	55	50	80	80	90	95
Student C	95	80	90	80	50	55	40
Mastery	60	60	60	60	60	60	60

**dy/dan**

less helpful

Posts 

Comments 

Get Posts by E-mail 



## [Confab] Money Duck

April 30th, 2014 by Dan Meyer

Confab time! Let's make some magic here. This is a Money Duck. It's soap.



My name is  
**Dan Meyer**  
and I like to  
teach.

**MONEY DUCK** <sup>by</sup> Virginia Candle Company



**REAL \$\$**

in every bar of soap



**each bar contains real MONEY**  
**\$1, \$5, \$10, \$20, OR EVEN A \$50 BILL**

Net Weight: 4.3 oz

# Money Duck

**Buyer**

**Seller**

# Teacher Work Time

**Goal:** Explore & plan to use today's resources.



# Teacher Work Time

**Goal:** Explore & plan to use today's resources.

- Find a task to use this year. Solve it.

# Teacher Work Time

**Goal:** Explore & plan to use today's resources.

- Find a task to use this year. Solve it.
- Practice some open-ended happenings.

# Teacher Work Time

**Goal:** Explore & plan to use today's resources.

- Find a task to use this year. Solve it.
- Practice some open-ended happenings.
- **Makeover a boring textbook problem.**

# Teacher Work Time

**Goal:** Explore & plan to use today's resources.

- Find a task to use this year. Solve it.
- Practice some open-ended happenings.
- Makeover a boring textbook problem.
- Choose a curious classroom activity.

# Problem-Based Lesson Resources

- Problem-based lesson search engine:

<http://robertkaplinsky.com/prbl-search-engine/>

- My lessons: <http://www.robertkaplinsky.com/lessons>

- Dan Meyer: <http://threeacts.mrmeyer.com>

- Andrew Stadel: <http://tinyurl.com/mrstadel>

- Geoff Krall: <http://tinyurl.com/PrBLmaps>

- Dan Meyer's TED talk: <http://tinyurl.com/meyer-TED>



How Many Sheets Do You Need To Break Out Of Prison?

Operations with rational numbers



## Why Choose Us?

1

Math content expert

Robert graduated from University of California, Los Angeles (UCLA) with a Bachelors of Science in Mathematics. He has taught mathematics to students at the elementary, middle, and high school levels. As an instructor for UCLA, he also taught math

## Lessons





How Much Is One Third Of A Cup Of Butter?



How Do Skytypers Write Messages?



# Robert Kaplinsky's Problem-Based Lessons

File Edit View Insert Format Data Tools Help All changes saved in Drive



	A	B	C	D	E	F	
1	Task Name	Concept / Skill	Standard 1	Standard 2	Standard 3	Standard 4	Sta
2	<a href="#">How Can We Water All Of The Grass?</a>	Circles, Pythagorean Theorem, trigonometric ratios	7.G.4	8.G.7	G-SRT.8	G-MG.1	G-M
3	<a href="#">How Much Money IS That?!</a>	Volume of rectangular prism	5.MD.3	5.MD.4	5.MD.5	5.MD.5b	5.M
4	<a href="#">How Much Money Should Dr. Evil Demand?</a>	Exponential Growth	N-RN.2	A-SSE.1	A-SSE.3c	A-SSE.4	A-R
5	<a href="#">How Tall Is Mini-Me?</a>	Scale and Dividing Decimals	5.NF.5	5.NF.5a	5.NF.5b	6.NS.3	
6	<a href="#">How Did They Make Ms. Pac-Man?</a>	Transformations (Rotations, Reflections, and Translations)	8.G.1	8.G.2	8.G.3	8.G.4	G-S
7	<a href="#">Which Ticket Option Is The Best Deal?</a>	Unit Rates and Ratios	6.RP.2	6.RP.3	6.RP.3a	6.RP.3b	
8	<a href="#">How Far Apart Are The Freeway Exits?</a>	Fractions on a Number Line and Subtracting Fractions	3.NF.2	3.NF.2b	4.NF.2	4.NF.3a	4.N
9	<a href="#">Do We Have Enough Paint?</a>	Area	3.MD.5	3.MD.6	3.MD.7		
10	<a href="#">How Many Stars Are There In The Universe?</a>	Scientific Notation	8.EE.3	8.EE.4			
11	<a href="#">What Rides Can You Go On?</a>	Inequalities and Measurement	2.MD.1	6.NS.7a	6.NS.7b		
12	<a href="#">Do You Have Enough Money?</a>	Money	2.MD.8				
13	<a href="#">Which Bed Bath &amp; Beyond Coupon Should You Use?</a>	Percent Discount	7.RP.3				
14	<a href="#">Is Gas Cheaper With Cash Or Credit Card?</a>	Percent Discount	7.RP.3				
15	<a href="#">Where's The Nearest Toys R Us?</a>	Pythagorean Theorem (Distance in coordinate system)	8.G.8	G-SRT.8	G-GPE.7		
16	<a href="#">How Sharp Is The iPhone 5's Retina Display?</a>	Pythagorean Theorem (Length of a side)	8.G.7	G-SRT.8	G-GPE.7		
17	<a href="#">When Should She Take Her Medicine?</a>	Operations with Time Intervals	4.MD.2				
18	<a href="#">How Big Are Sunspots?</a>	Converting Units, Proportions, and Scientific Notation	5.MD.1	7.RP.2	7.G.4	8.EE.4	G-M
19	<a href="#">What Michael's Coupon Should I Use?</a>	Percent Discount	7.RP.3	A-CED.3			
20	<a href="#">Is It Cheaper To Pay Monthly or Annually?</a>	Decimal Operations and/or Systems of Equations	5.NBT.7	8.EE.8c	A-CED.3	A-REI.11	F-E
21	<a href="#">How Big Is The 2010 Guatemalan Sinkhole?</a>	Volume of Cylinder	5.MD.3	5.MD.4	5.MD.5	8.G.9	G-C
22	<a href="#">How Can You Win Every Prize At Chuck E. Cheese's?</a>	Decomposing Numbers and/or Systems of Equations	2.NBT.7	3.NBT.2	3.NBT.3	8.EE.8c	A-C
23	<a href="#">How Many Royal Flushes Will You Get?</a>	Probability	7.SP.5	7.SP.6	7.SP.7	S-MD.5	S-M
24	<a href="#">How Much Does The Paint On A Space Shuttle Weigh?</a>	Surface Area	6.G.4	7.G.6	8.G.7	G-MG.1	G-M
25	<a href="#">How Did Motel 6 Go From \$6 to \$66?</a>	Percent Increase and Compound Interest	7.RP.3	A-SSE.1b	F-BF.1	F-IF.8b	F-L
26	<a href="#">How Much Does The Aluminum Foil Prank Cost?</a>	Surface Area and Unit Rates	6.G.4	6.RP.2	6.RP.3	7.G.6	
27	<a href="#">How Many Laps Is A 5k Race?</a>	Perimeter	4.MD.3				
28	<a href="#">Which Toilet Uses Less Water?</a>	Systems of Equations/Inequalities	8.EE.8c	A-CED.3	A-REI.11	F-BF.1	
29	<a href="#">How Did Someone Get A \$103,000 Speeding Ticket In Finland?</a>	Linear Equations	A-CED.2	F-BF.1	F-IF.4	F-IF.6	
30	<a href="#">Which Pizza Is A Better Deal?</a>	Area or Circle, Square, and Unit Rates	3.MD.5	3.MD.6	3.MD.7	4.MD.3	6.R
31	<a href="#">How Big Is The World's Largest Deliverable Pizza?</a>	Area of Square	3.MD.5	3.MD.6	3.MD.7	4.NBT.3	4.M
32	<a href="#">How Many Sheets Do You Need To Break Out Of Prison?</a>	Integer Operations	5.NBT.6				
33	<a href="#">Do Hybrid Cars Pay For Themselves?</a>	Systems of Equations or Rates	6.RP.2	6.RP.3	8.EE.8c	A-CED.3	F-E
34	<a href="#">How Many Hot Dogs Did They Eat?!</a>	Linear and Quadratic Functions	8.F.3	8.F.4	F-BF.1	F-BF.2	F-IF
35	<a href="#">How Much Purple Ribbon Will You Need?</a>	Perimeter & Circumference	3.MD.8	4.MD.3	7.G.4		
36	<a href="#">Are We There Yet?</a>	Adding Times	3.MD.1	4.MD.2			
37	<a href="#">Which Chinese Food Coupon Should I Use?</a>	Percent Discount	7.RP.3				
38	<a href="#">How Big Is The Vehicle That Uses Those Tires?</a>	Ratio and Proportions	7.RP.2				
39	<a href="#">Where Would The Angry Birds Have Landed?</a>	Create Equation From Quadratic Graph	A-CED.1	F-BF.1	F-IF.4	F-IF.7a	F-L
40	<a href="#">How Many Movies Can You See In One Day?</a>	Adding Times	3.MD.1	4.MD.2			
41	<a href="#">Which Carrots Should You Buy?</a>	Unit Rates	6.RP.1	6.RP.2	6.RP.3		
42	<a href="#">How Fast Can You Throw A Baseball?</a>	Converting Units and Unit Rates	5.MD.1	6.RP.2			





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## Problem-Based Lesson Search Engine

This search engine searches all of the sites below to quickly help you find a problem-based lesson (also called 3-Act Task, mathematical modeling, or application problem):

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