

# THREE STEPS TO CREATE A CLASSROOM WHERE STUDENTS ARE EXCITED TO LEARN MATHEMATICS

**ROBERT KAPLINSKY**

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

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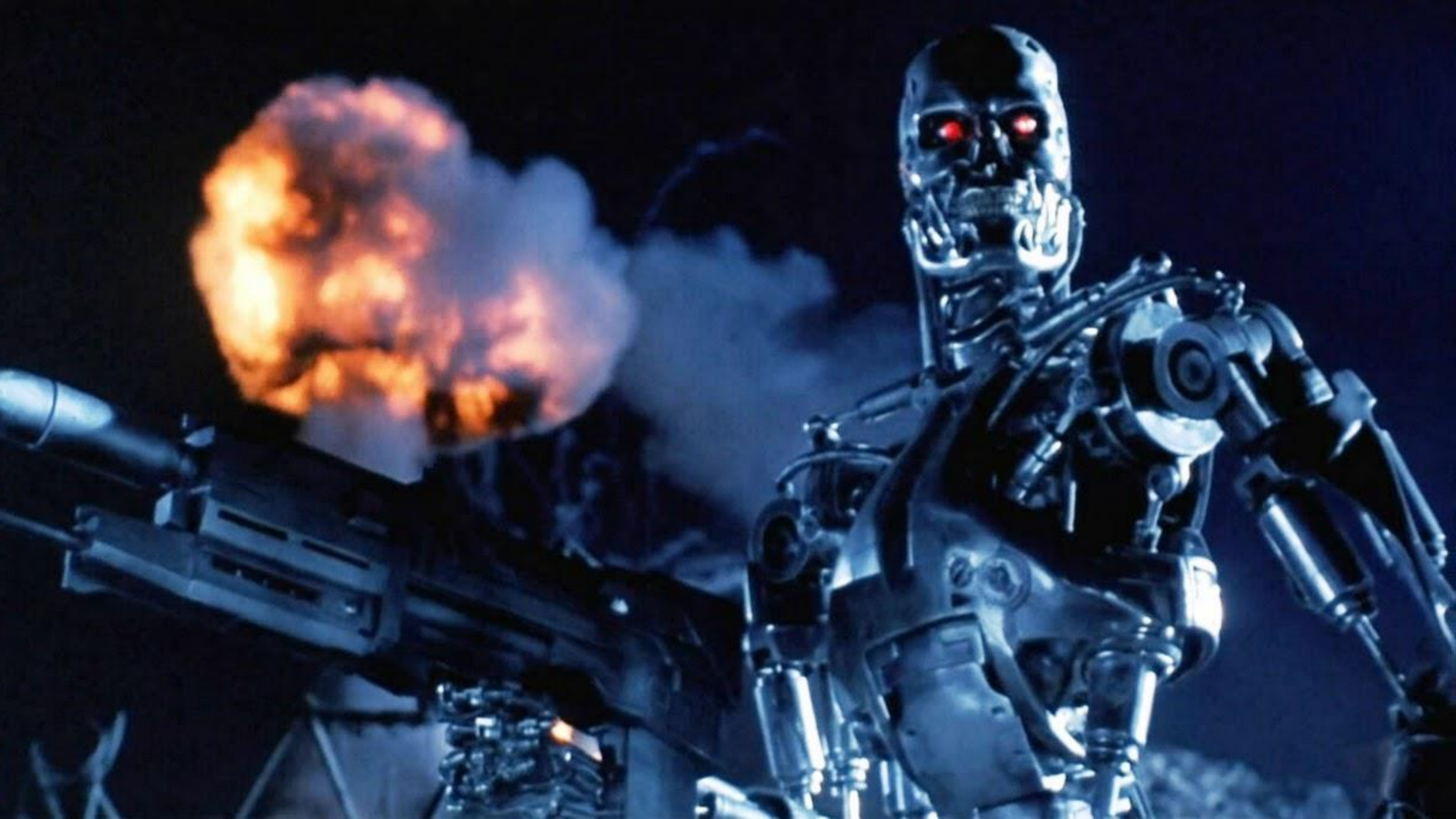
# paradigm shift



# GOALS

- CORRECT ANSWERS = UNDERSTANDING**
- MAKE OUR LESSONS UNFORGETTABLE**
- RECONSIDER USING WORD PROBLEMS**









11 a 12 a 13 o i 14 a i 15 o i 16 b 17 f

21 k 22 d 23 v 24 o i 25 m 26 f 27 g

31 f 32 i 33 i o 34 i j 35 k 36 l 37 m

41 n 42 o 43 o i 44 p 45 q 46 r 47 f

54 p 55 p 56 p 57 l

64 o 65 o 66 o 67 o

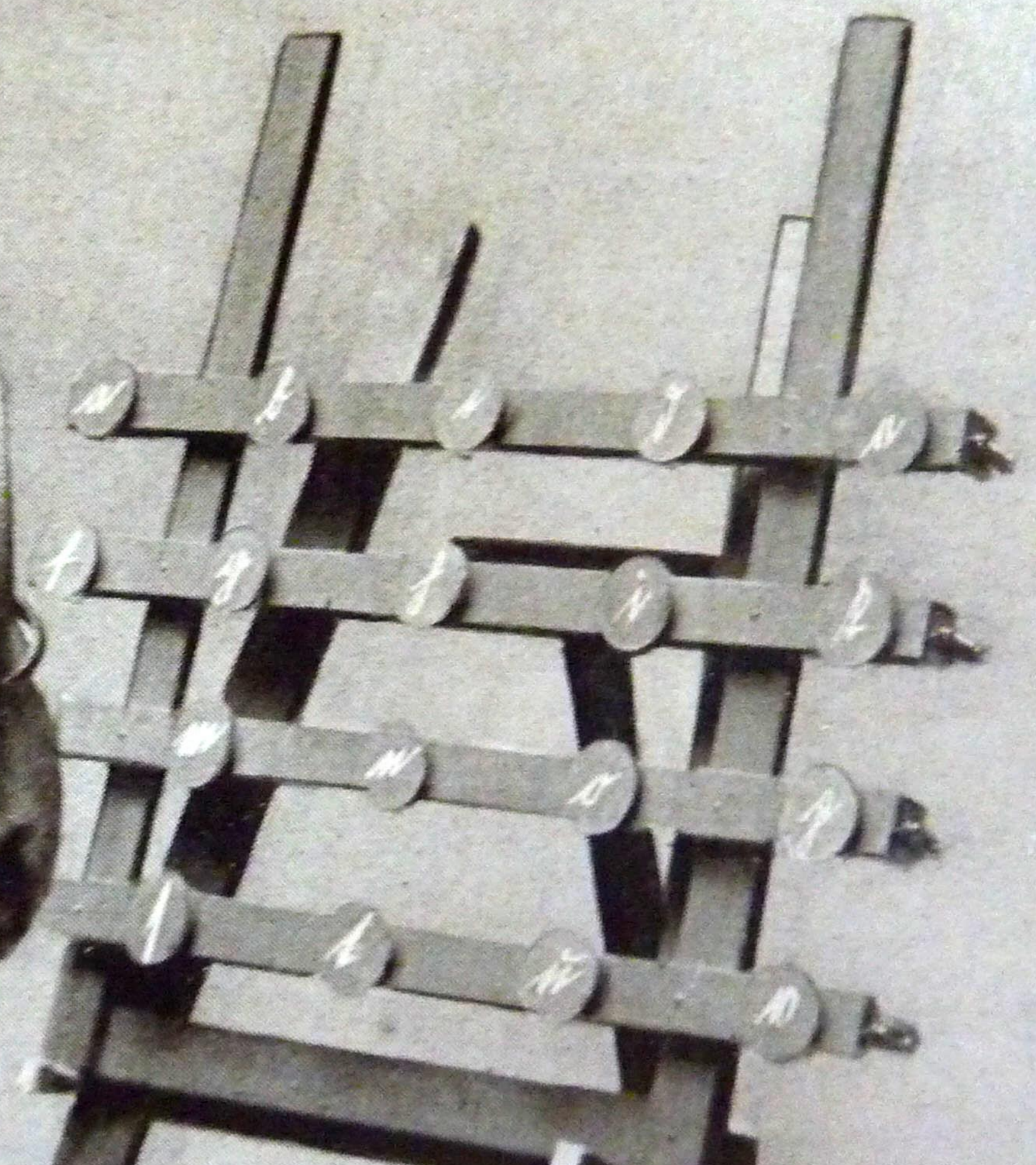
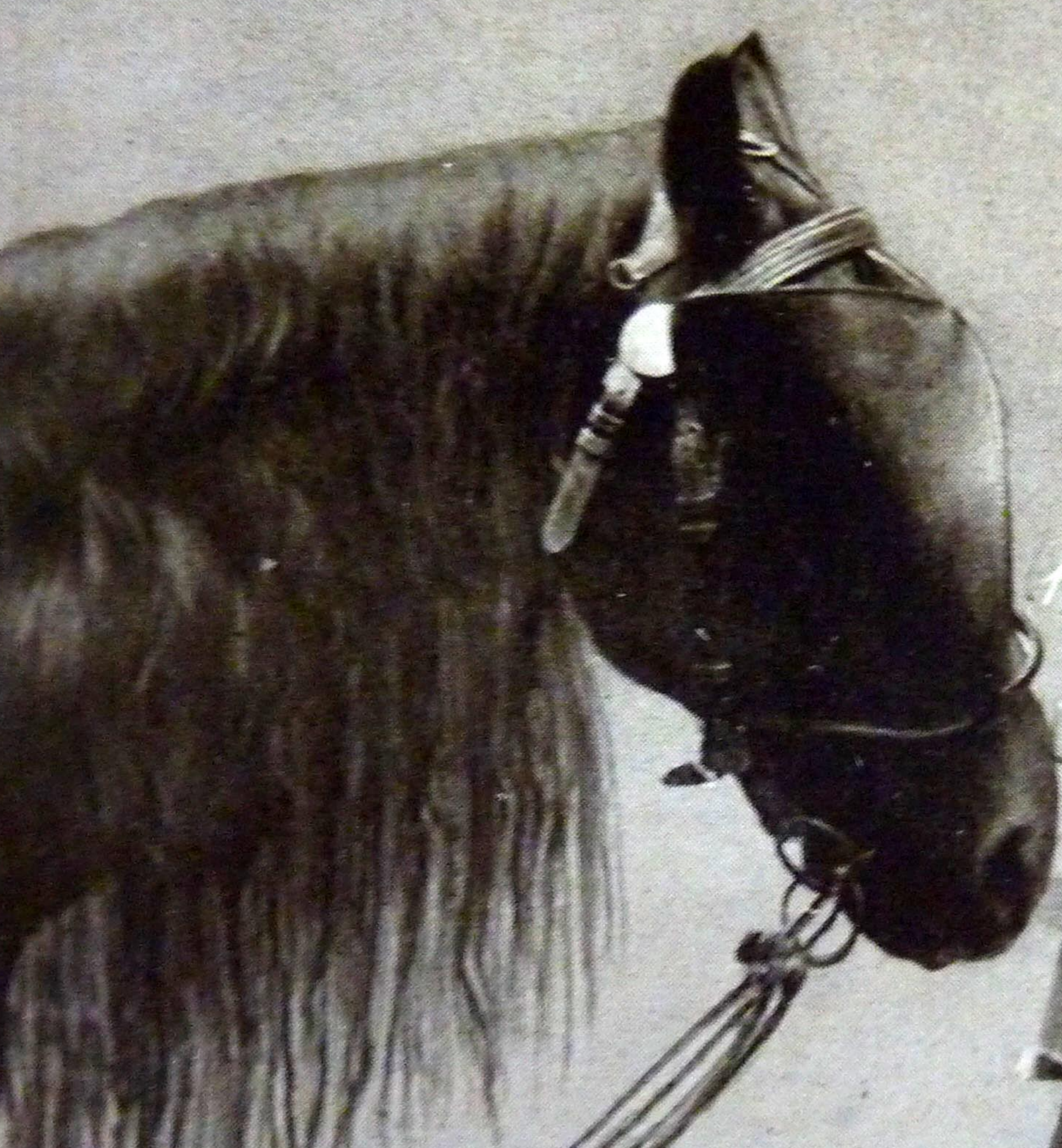
$$\frac{2}{3} + \frac{3}{4} =$$

$$26743 : 8 =$$

$$712986 \times 3 =$$

Handwritten text on the horse's saddle cloth, possibly a name or address.















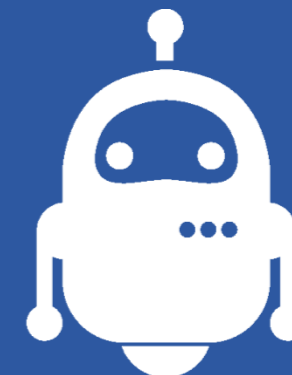
Yes... no... uh...

yes... maybe?

**MANY STUDENTS**



# TURING TEST



# CHINESE ROOM



见体配字母的常套



见体配字母的常套



# DISCUSSION TIME

- How is it possible for students to get correct answers yet not understand what they did?
- How can we tell if the problems we use are Chinese room and horse proof?



# GOALS

- CORRECT ANSWERS = UNDERSTANDING**
- MAKE OUR LESSONS UNFORGETTABLE**
- RECONSIDER USING WORD PROBLEMS**







February 28 · [Profile Picture]



**If a thief forces you to take money out of an ATM, do not argue or resist. What you do is punch in your pin # backwards. EX: if its 1234, you'll type 4321. When you do that, the money will come out but will be stuck in the slot. The machine will immediately alert the local police without the robbers knowledge & begin taking photos of the suspect. Every ATM has the feature. Stay safe.**

Like Share

19

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# Will Entering Your PIN in Reverse at an ATM Summon the Police?

Entering your PIN in reverse at any ATM will not automatically send an alarm to local police -- the idea is nothing more than an old and unimplemented suggestion.

## CLAIM

Entering your PIN in reverse at any ATM will automatically summon the police.

[See Example\(s\)](#)

## RATING

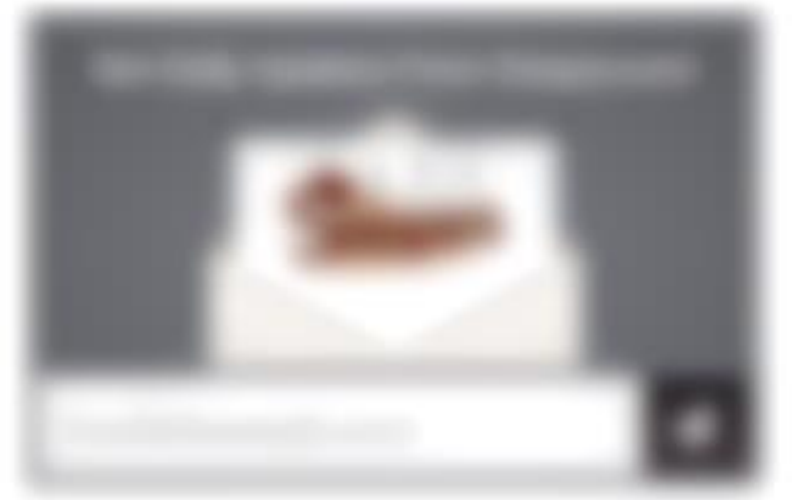


## ORIGIN

Messages offering a seemingly helpful heads-up about how to deal with a situation in which one is forced to hand over money withdrawn from an ATM under duress began circulating on the Internet in September 2006:



If a thief forces you to take money out of an ATM, do not argue or resist.







Tell them what you're going  
to tell them. Tell it to them.

Then tell them what you told  
them.

**UNKNOWN**



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Lesson 12 Skills Practice

*Objective: Write PIN Backwards*

Write backwards.

1. 0461

1640

7. 6842

2486

2. 3625

5263

8. 7532

2357

3. 9572

2759

9. 1549

9415

4. 8713

3178

13.

14.

9109



# Presentation

- Tell them what you're going to tell them.
- Tell it to them.
- Then tell them what you told them.

# Lesson

- State the lesson objectives.
- Teach the lesson.
- Review the lesson objectives.



The definition of insanity is doing the same thing over and over again but expecting different results.

**UNKNOWN**



Why Some Ideas Survive and Others Die...

MADE

to

STICK

Chip Heath & Dan Heath



- **Understood**
- **Remembered**
- **Lasting impact**



# STICKY ATTRIBUTES

SIMPLE

UNEXPECTED

CONCRETE

CREDIBLE

EMOTIONAL

STORIES



**Simplify.**

$$(x^2 + 3)(2x^3 - 7x + 4)$$





Fig. 1.

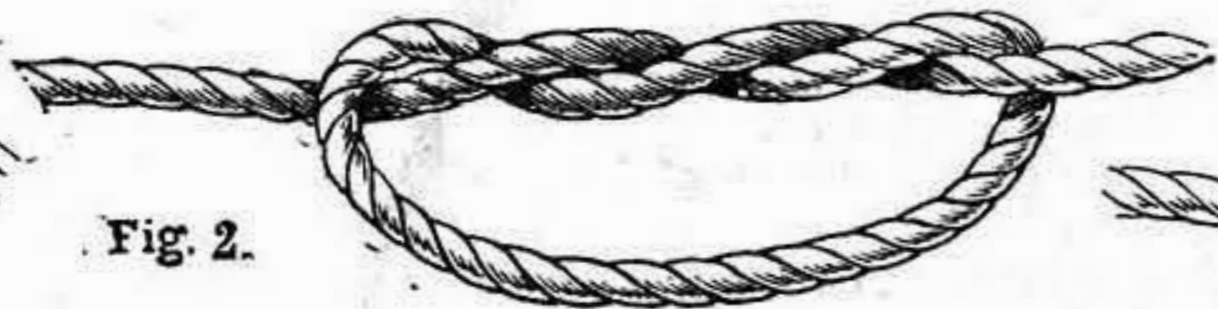


Fig. 2.



Fig. 2a.



Fig. 3.



Fig. 5.



Fig. 4.

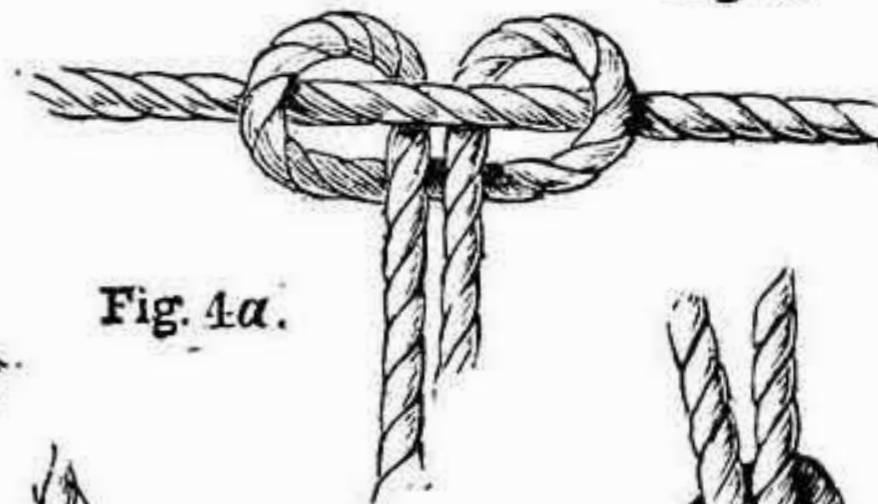


Fig. 4a.



Fig. 14.

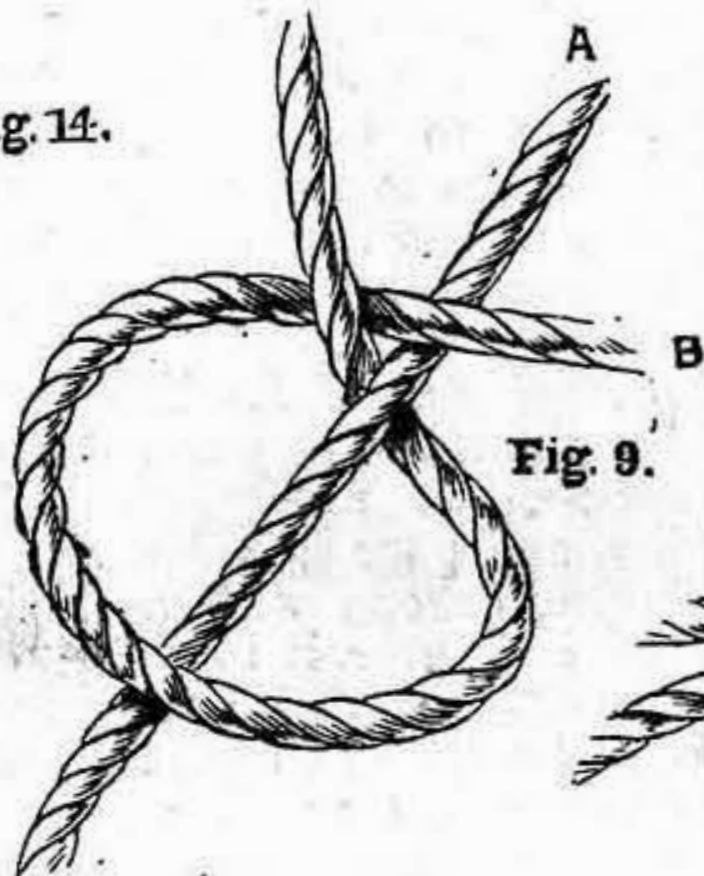


Fig. 9.



Fig. 6.

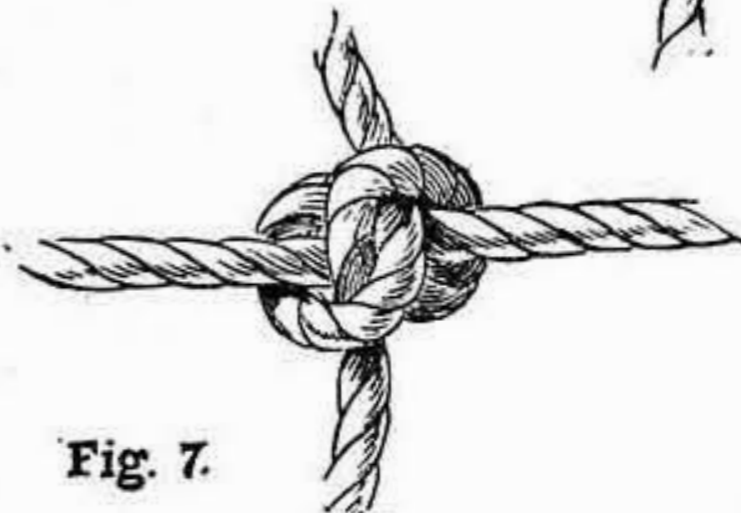


Fig. 7.



Fig. 8.



Fig. 10.



Fig. 11.


Fig. 13.



Fig. 12.



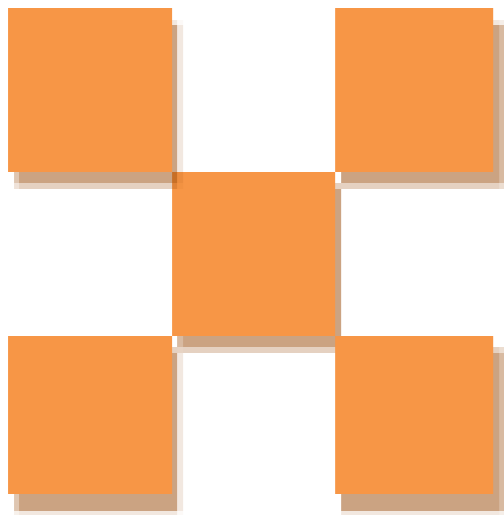




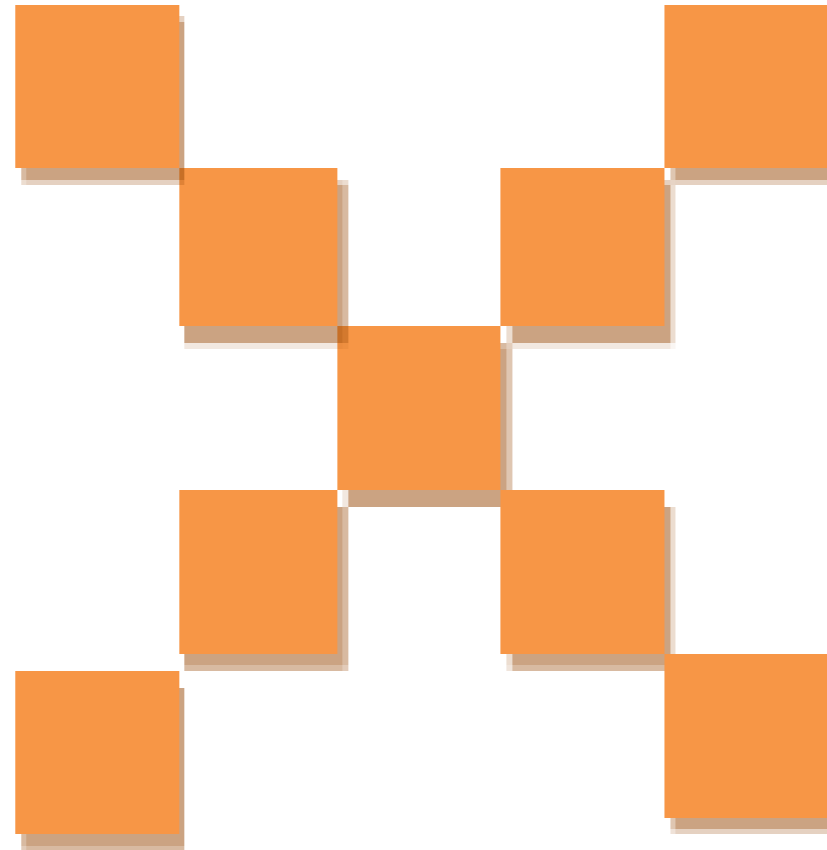
If math is the aspirin,  
then how do you  
create the headache?

**DAN MEYER**

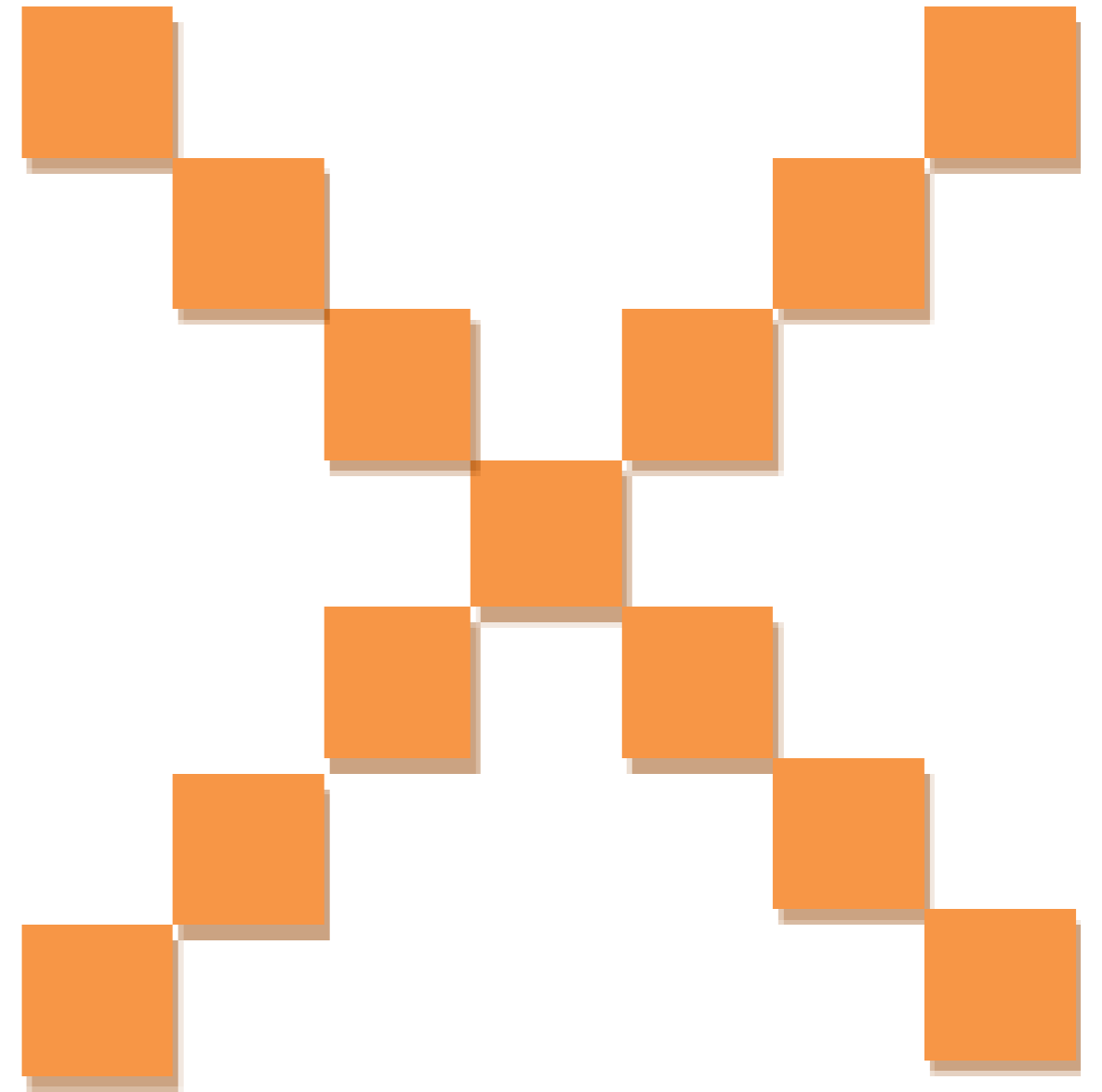




**Step 1**

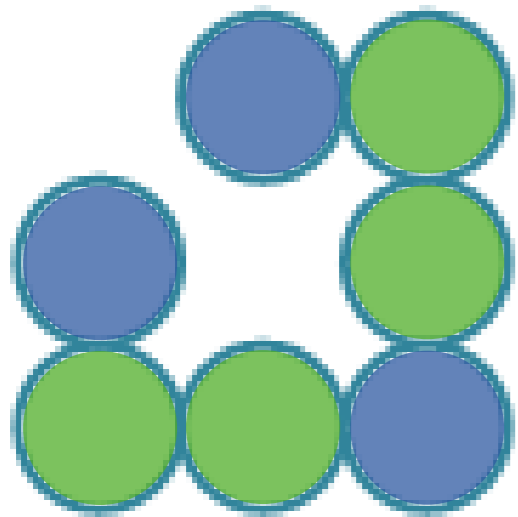


**Step 2**

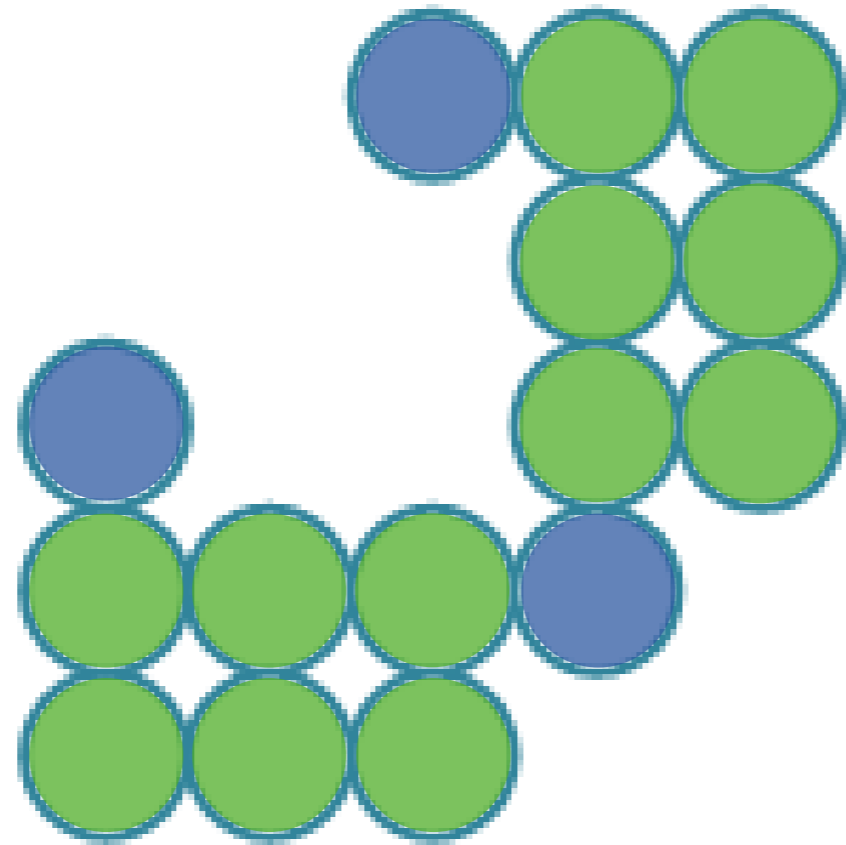


**Step 3**

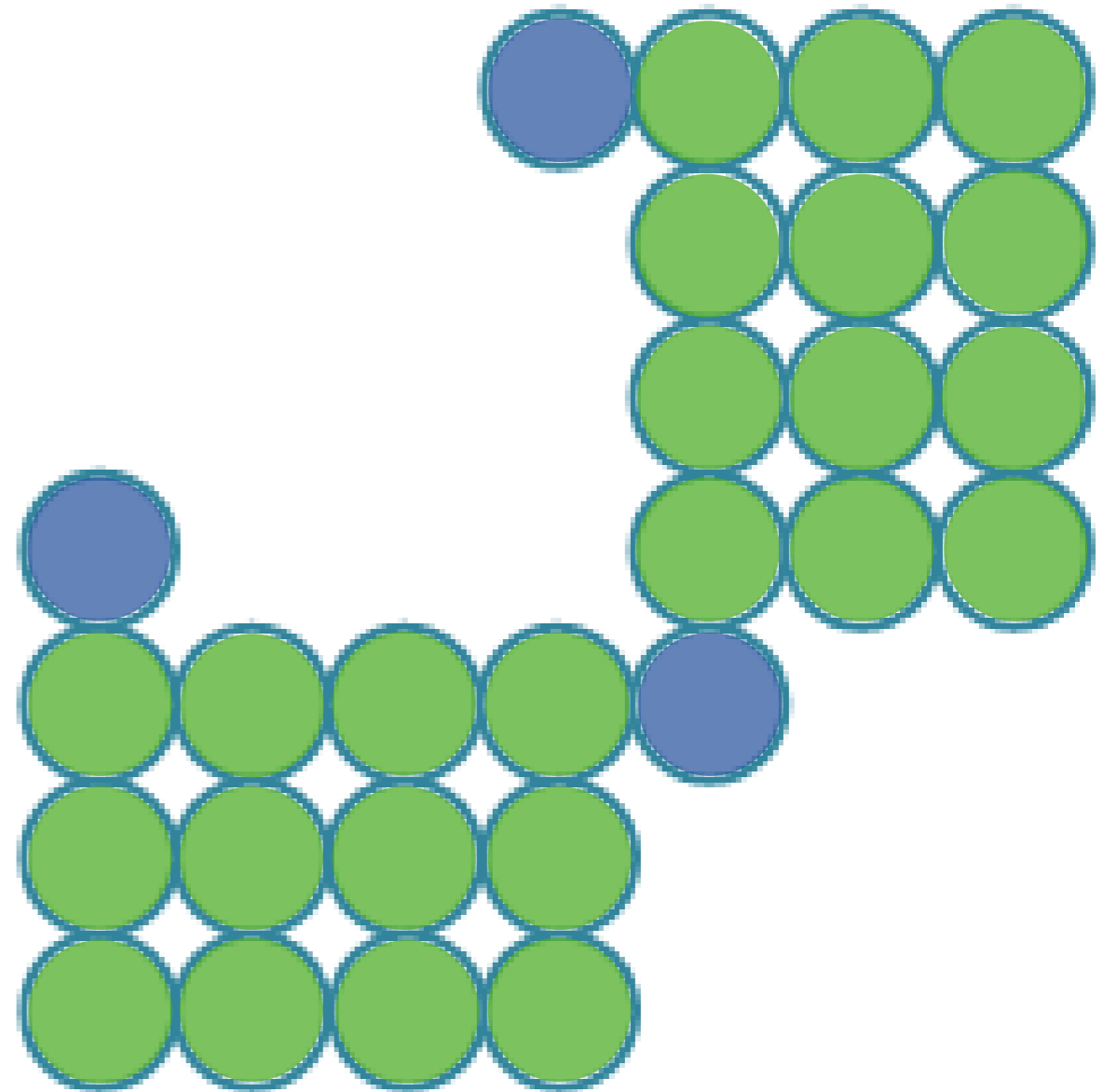




**Step 1**

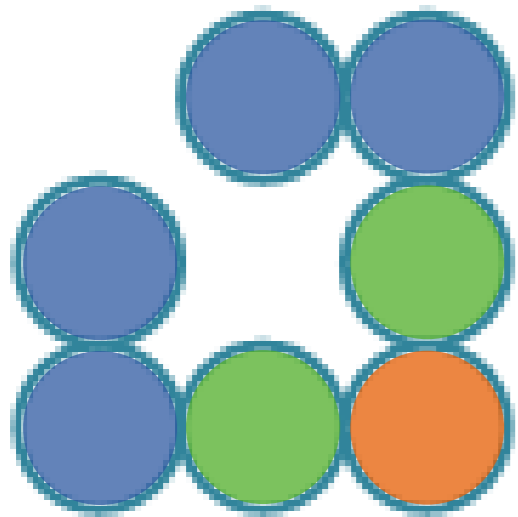


**Step 2**

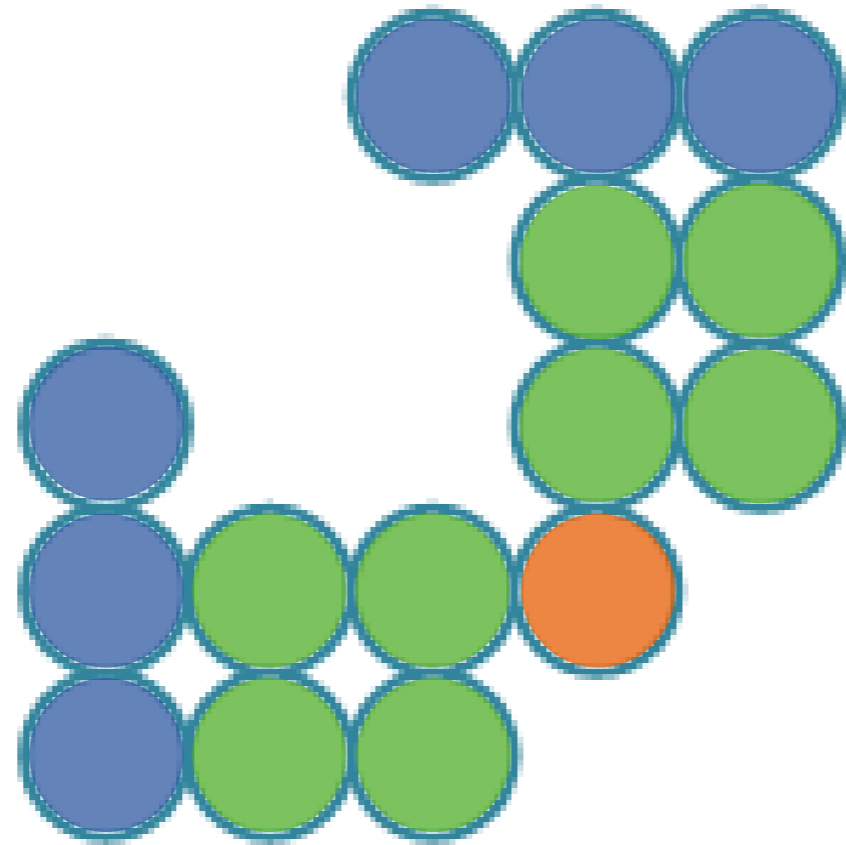


**Step 3**

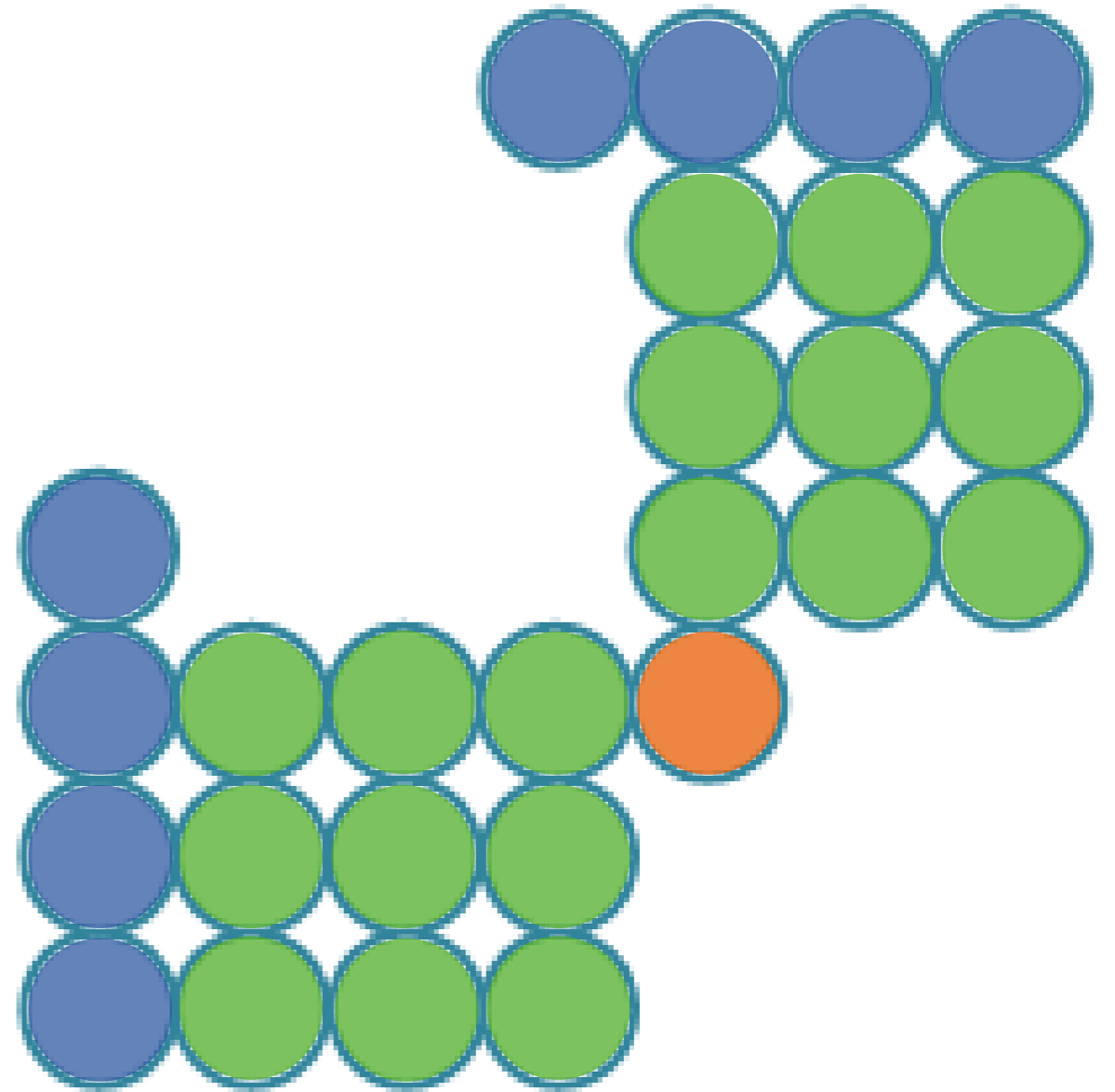




**Step 1**



**Step 2**



**Step 3**

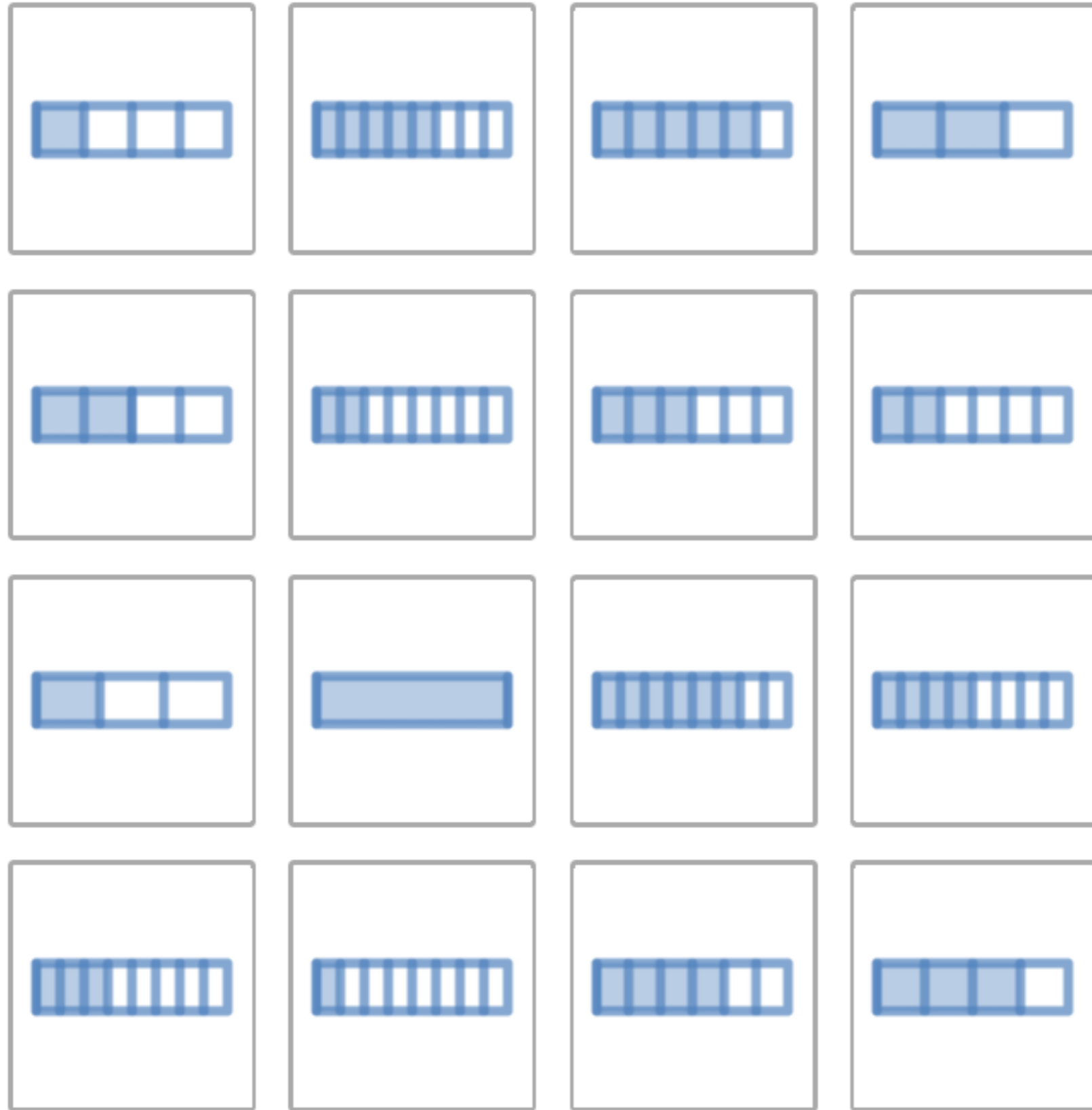
Select a person that's special to you for any reason.

Next

Skip the practice round.







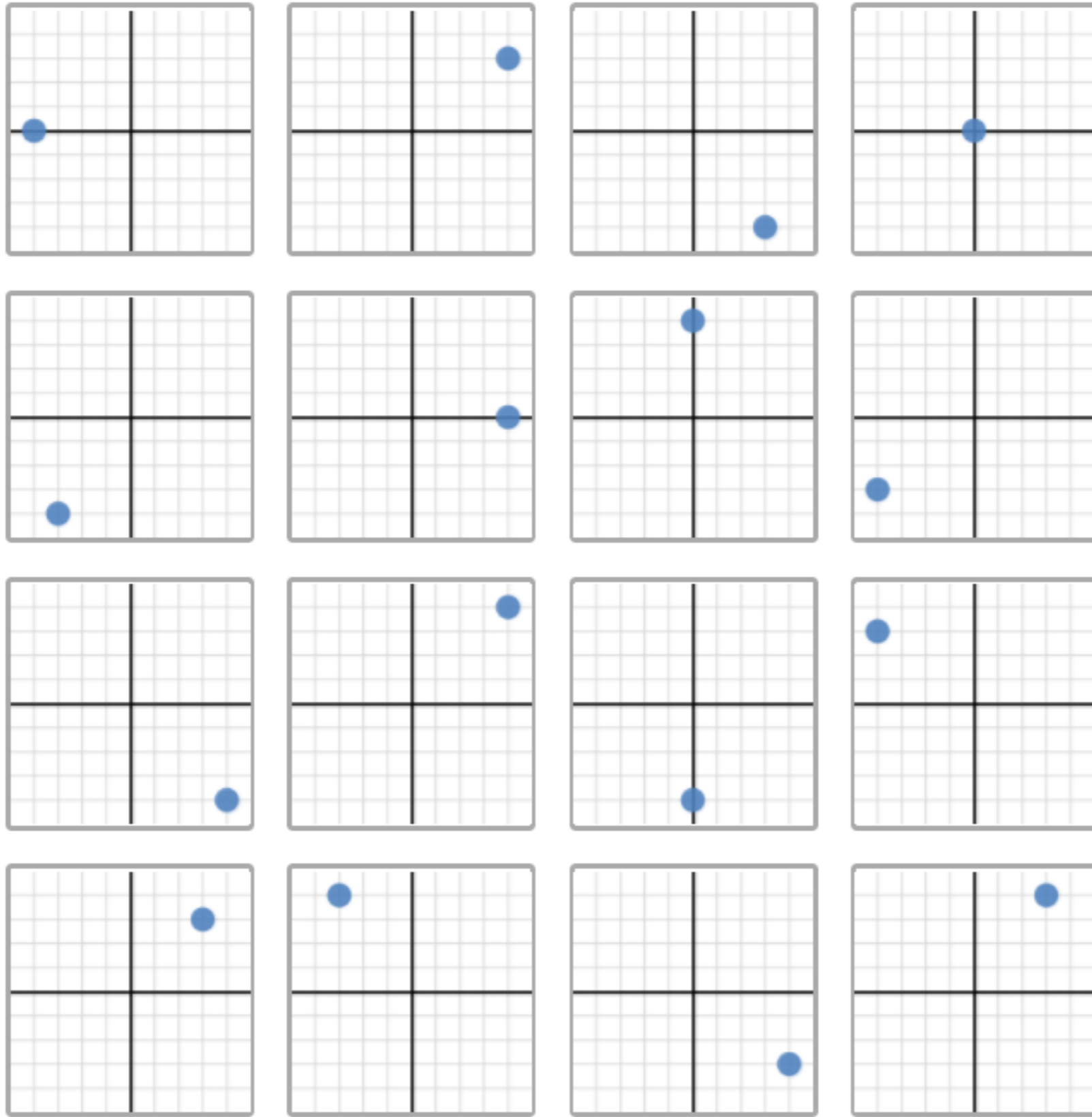
Questions Asked: 0

Your Partner: fghfgh

**Your challenge:** figure out which graph your partner picked. Ask a "yes" or "no" question about the graph.




Send



Questions Asked: 0

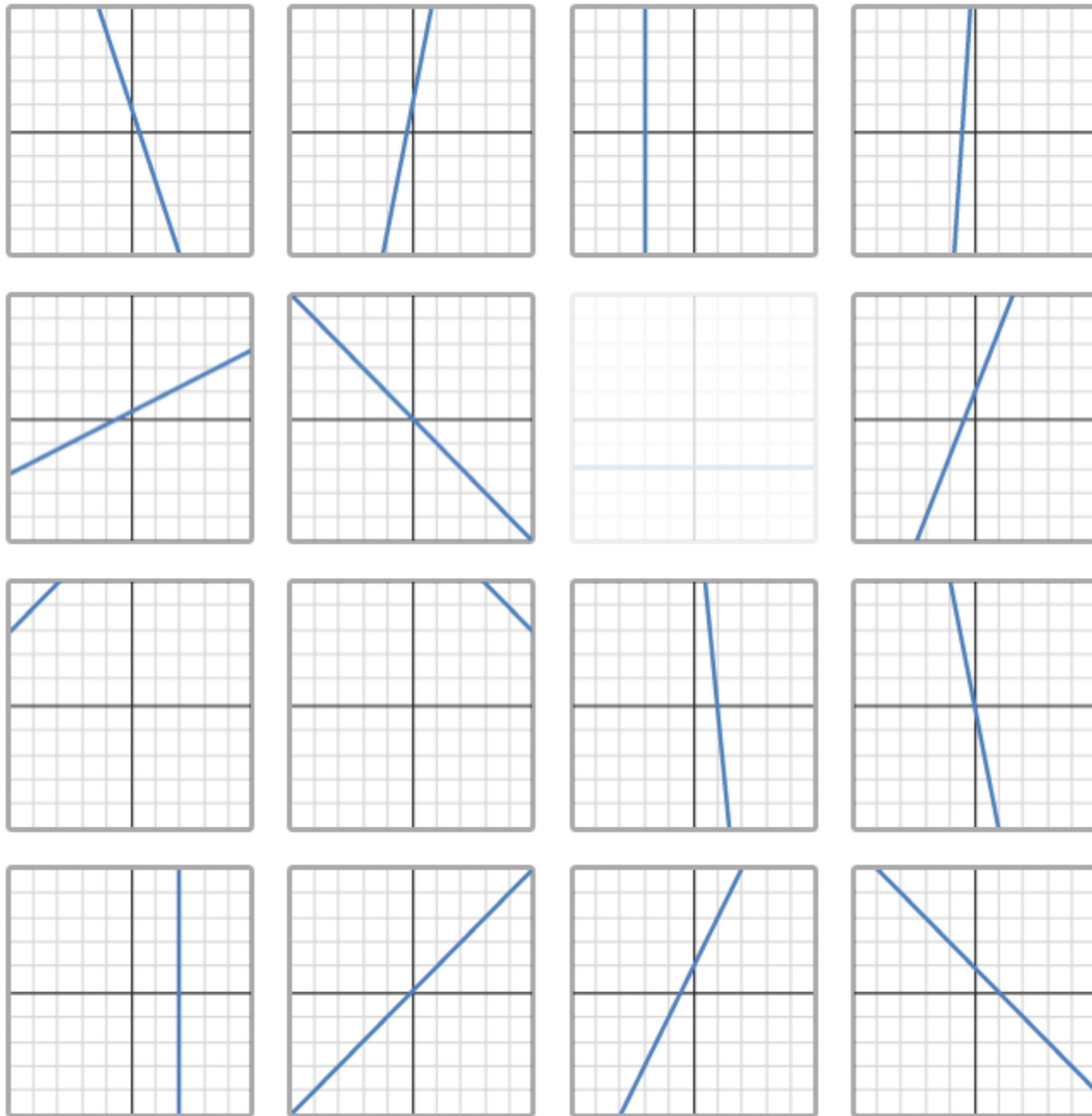
Your Partner: ghjhgj

**Your challenge:** figure out which graph your partner picked. Ask a "yes" or "no" question about the graph.




Send





Questions Asked: 2

Your Partner: Lupita

YOU ASKED

Does your line go up and down?

YOUR PARTNER CHOSE

Yes

YOUR PARTNER ELIMINATED



YOU ASKED

Is your line slanted?

YOUR PARTNER CHOSE

I Don't Know



Select lines to eliminate based on your partner's answer. Then press the button below.

Go on without Eliminating



Questions Asked: 0

Your Partner: Robert Kaplinsky

**Your challenge:** figure out which graph your partner picked. Ask a "yes" or "no" question about the graph.



Send



# STICKY ATTRIBUTES

- SIMPLE
- UNEXPECTED
- CONCRETE
- CREDIBLE
- EMOTIONAL
- STORIES





5% Charged



9:02

Friday, July 11

9:06

10% Charged



9:10

14% Charged

9:14

19% Charged



9:18

24% Charged

9:22

28% Charged



9:26

33% Charged

9:30

38% Charged



9:34

42% Charged



**THINKING TIME**



9:38

47% Charged

9:42

52% Charged



9:46

56% Charged

9:50

61% Charged



9:54

65% Charged

9:58

70% Charged



10:02

74% Charged

10:06

78% Charged



10:10

82% Charged

10:14

84% Charged



10:18

87% Charged

10:22

89% Charged



10:26

90% Charged

10:30

92% Charged



10:34

93% Charged

10:38

94% Charged



10:42

95% Charged

10:46

96% Charged



10:50

97% Charged

10:54

97% Charged



10:58

98% Charged

11:02

98% Charged



11:06

98% Charged

11:10

99% Charged



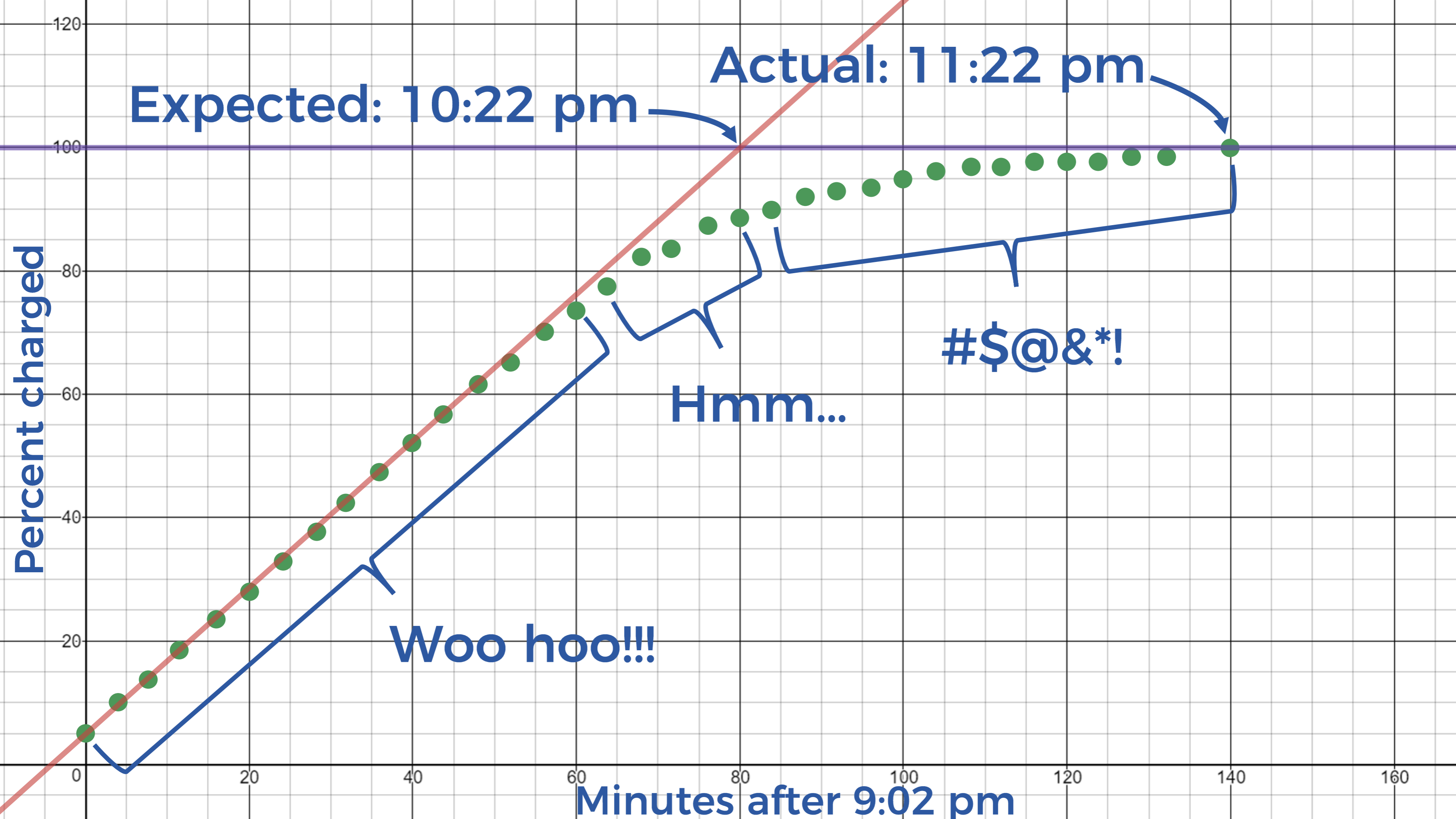
11:14

99% Charged

11:22

100% Charged





**Expected: 10:22 pm**

**Actual: 11:22 pm**

**Percent charged**

**Hmm...**

**#\$@&\*!**

**Woo hoo!!!**

**Minutes after 9:02 pm**



# UNEXPECTED

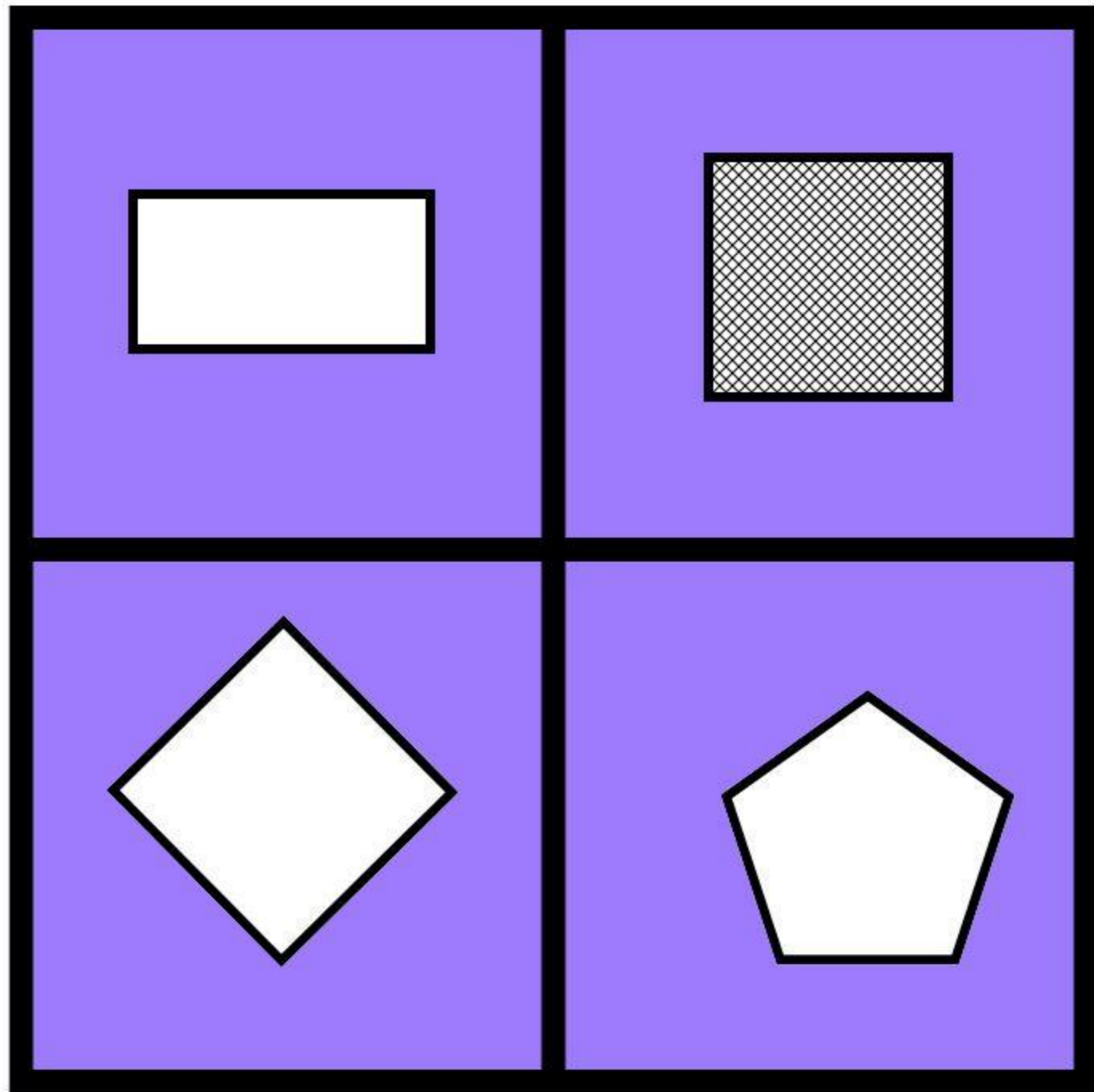
❑ PATTERN BREAKING

❑ COUNTERINTUITIVE

❑ KNOWLEDGE GAPS

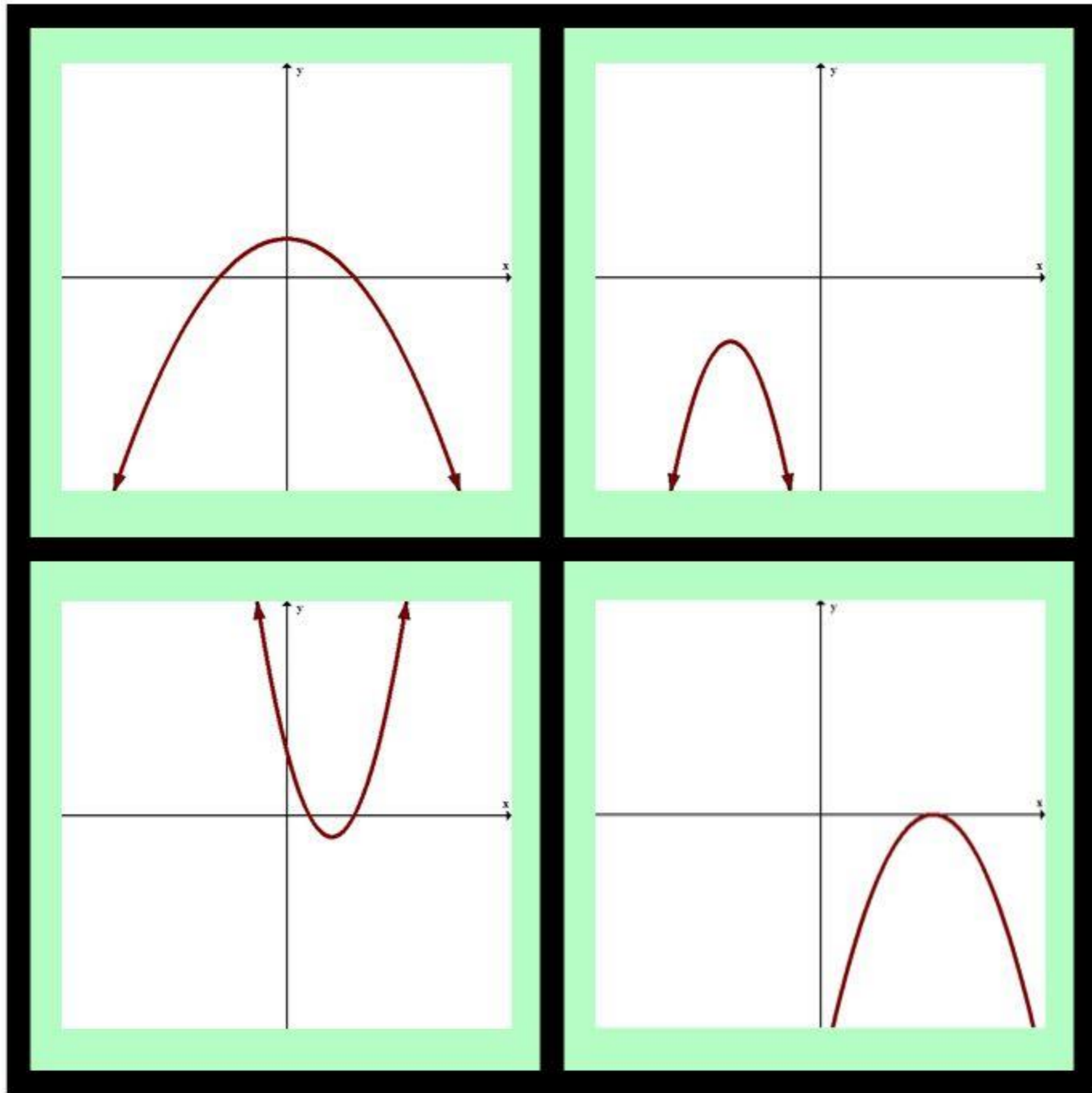
❑ OPEN MIDDLE













# UNEXPECTED

PATTERN BREAKING


COUNTERINTUITIVE

KNOWLEDGE GAPS

OPEN MIDDLE



*SURFACE AREA OF A  
SPHERE FORMULA  
DEMONSTRATION*


$$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \frac{1}{16} + \frac{1}{32} + \dots$$

$$= 1$$



$$\frac{1}{2}$$

$$\frac{1}{16}$$

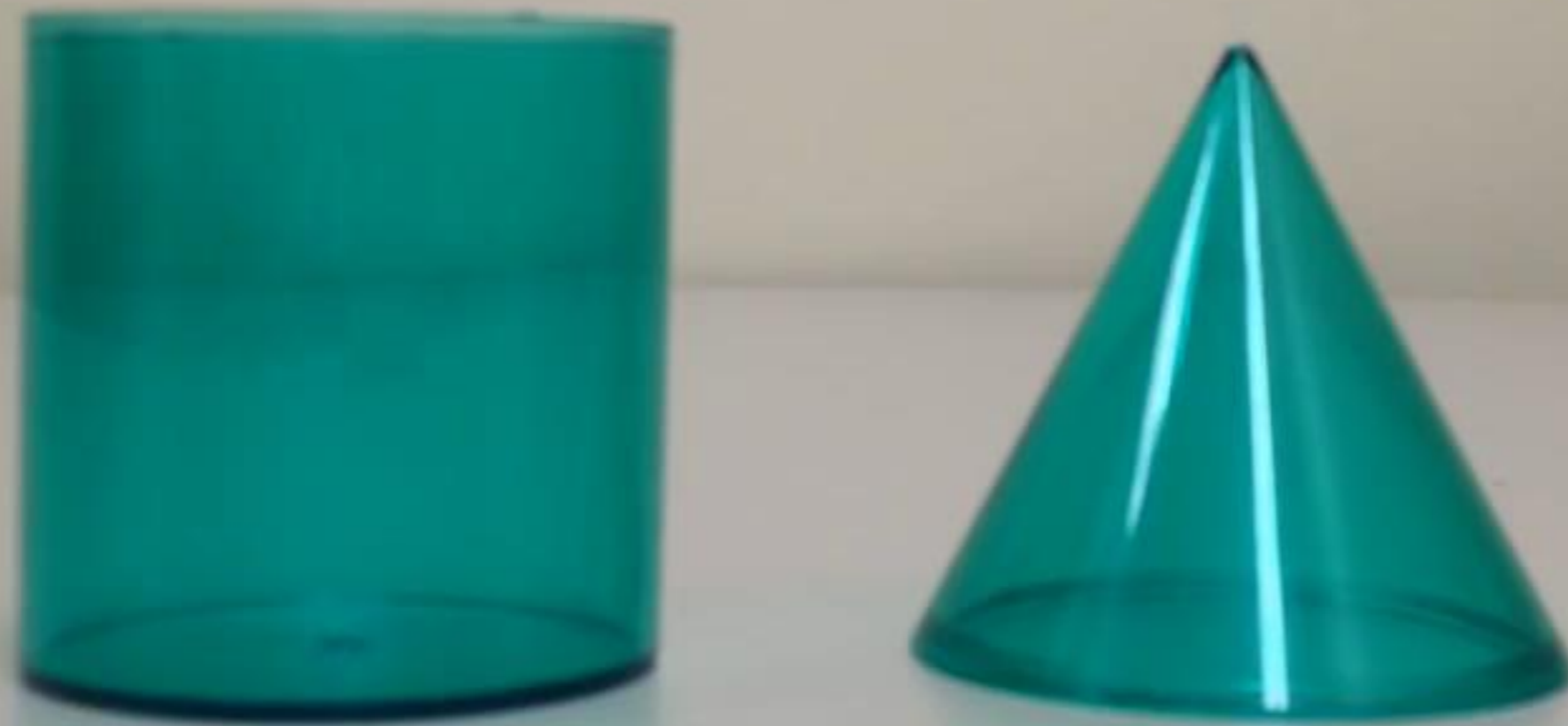
$$\frac{1}{8}$$

$$\frac{1}{32}$$

$$\frac{1}{128}$$

$$\frac{1}{64}$$

$$\frac{1}{4}$$



Source: Kyle Pearce - [youtube.com/watch?v=Yr53Ji4SZDg](https://www.youtube.com/watch?v=Yr53Ji4SZDg)



# UNEXPECTED

PATTERN BREAKING

COUNTERINTUITIVE

KNOWLEDGE GAPS

OPEN MIDDLE



Curiosity... arises from the perception of a gap in knowledge or understanding.

**GEORGE LOEWENSTEIN**









Source: [robertkaplinsky.com/lessons](http://robertkaplinsky.com/lessons)





Source: [robertkaplinsky.com/lessons](http://robertkaplinsky.com/lessons)





Source: [robertkaplinsky.com/lessons](http://robertkaplinsky.com/lessons)





Source: [robertkaplinsky.com/lessons](http://robertkaplinsky.com/lessons)

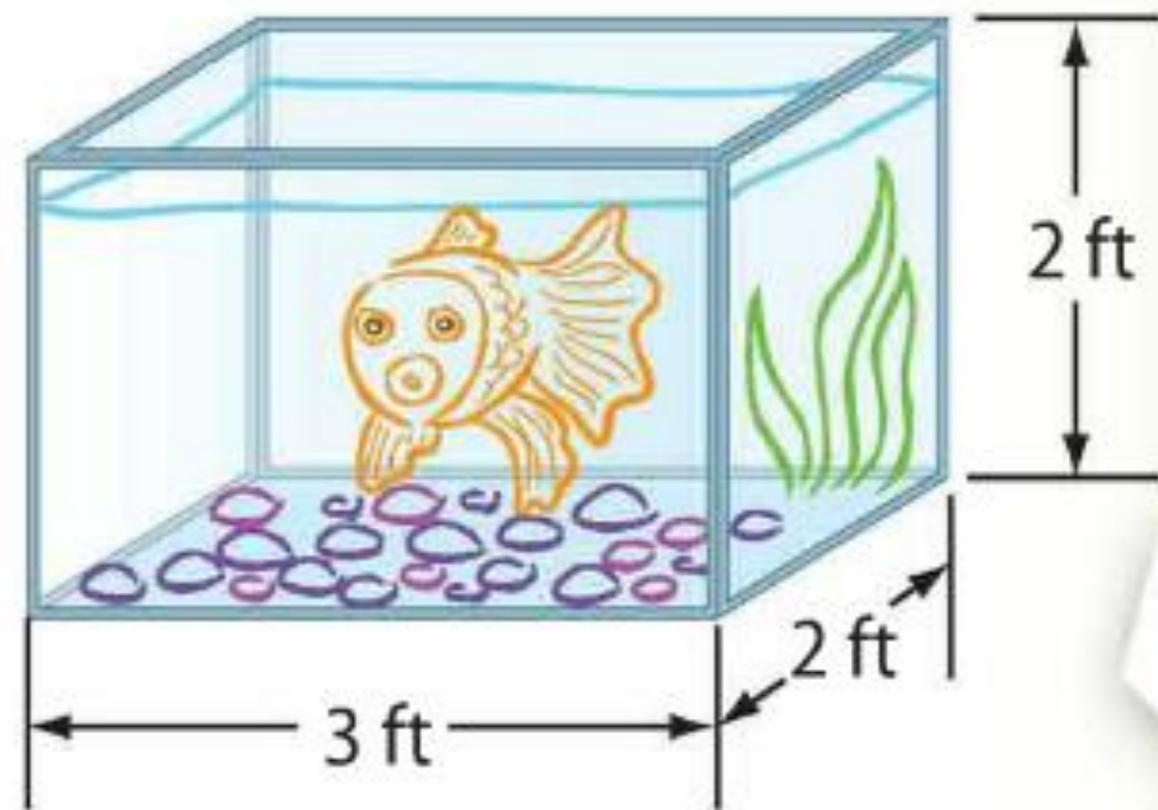


# Real-World Link



**Aquarium** The dimensions of an aquarium are shown.

1. What is the area of the base of the aquarium? \_\_\_\_\_



2. What is the height of the aquarium? \_\_\_\_\_

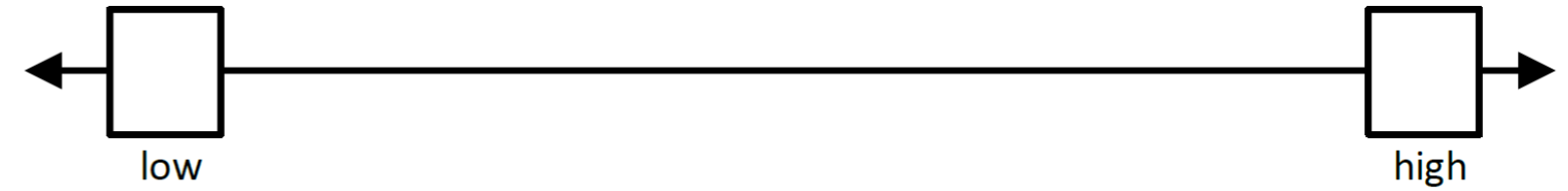
3. Fill in the blanks to find the volume.

$$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = 12 \text{ ft}^3$$



What problem are you trying to figure out?

What estimates do you have?



Place your estimate on the number line.

What info do you already know about the problem?

What info do you need about the problem?

What is your conclusion? How did you reach that conclusion?



# UNEXPECTED

PATTERN BREAKING

COUNTERINTUITIVE

KNOWLEDGE GAPS

OPEN MIDDLE









Map data ©2017 Google

500 mi 

My Village



**Treasure Map**

**Google Maps**

**Beginning**

**Closed**

**Closed**

**Middle**

**Open**

**Closed**

**End**

**Closed**

**Closed**







Using the digits 1-9, at most one time each, fill in the boxes to create a fraction that is as close to one as possible.

<hr/>	

**Extension:**  
How many ways can you prove that you are correct?

Source: Peter Morris on [openmiddle.com](http://openmiddle.com)



	Open Middle	Closed Middle
Beginning	Closed	Closed
Middle	Open	Closed
End	Closed	Closed



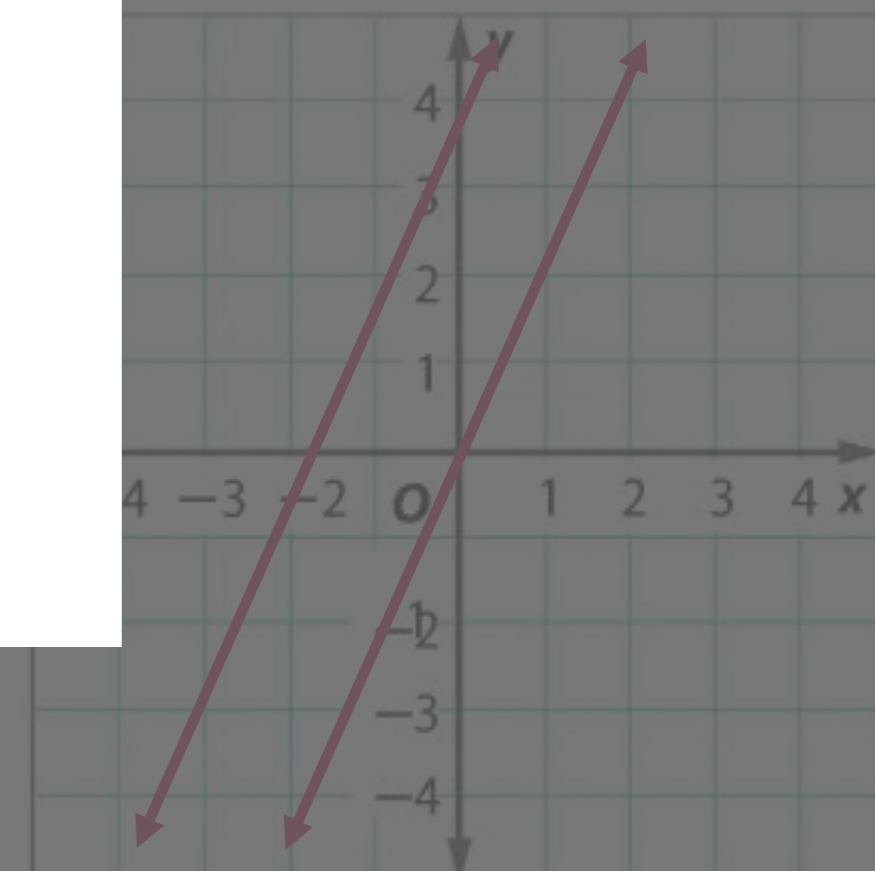
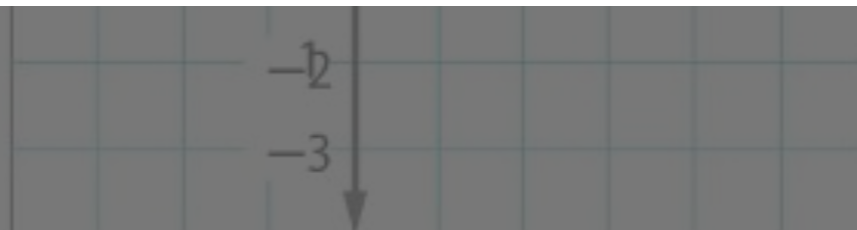
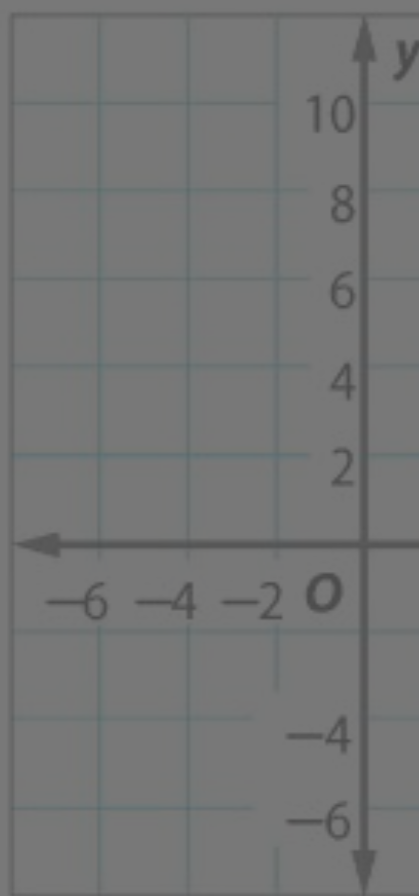
# Independent Practice

Solve each system

1.  $y = x$

$y = 2x - 4$

Show your work.



$$0 \neq 4$$
$$y = 2x$$

$$y - 2x = 4$$
$$y = 2x$$



# UNEXPECTED

PATTERN BREAKING

COUNTERINTUITIVE

KNOWLEDGE GAPS

OPEN MIDDLE



# STICKY ATTRIBUTES

SIMPLE

UNEXPECTED

CONCRETE

CREDIBLE

EMOTIONAL

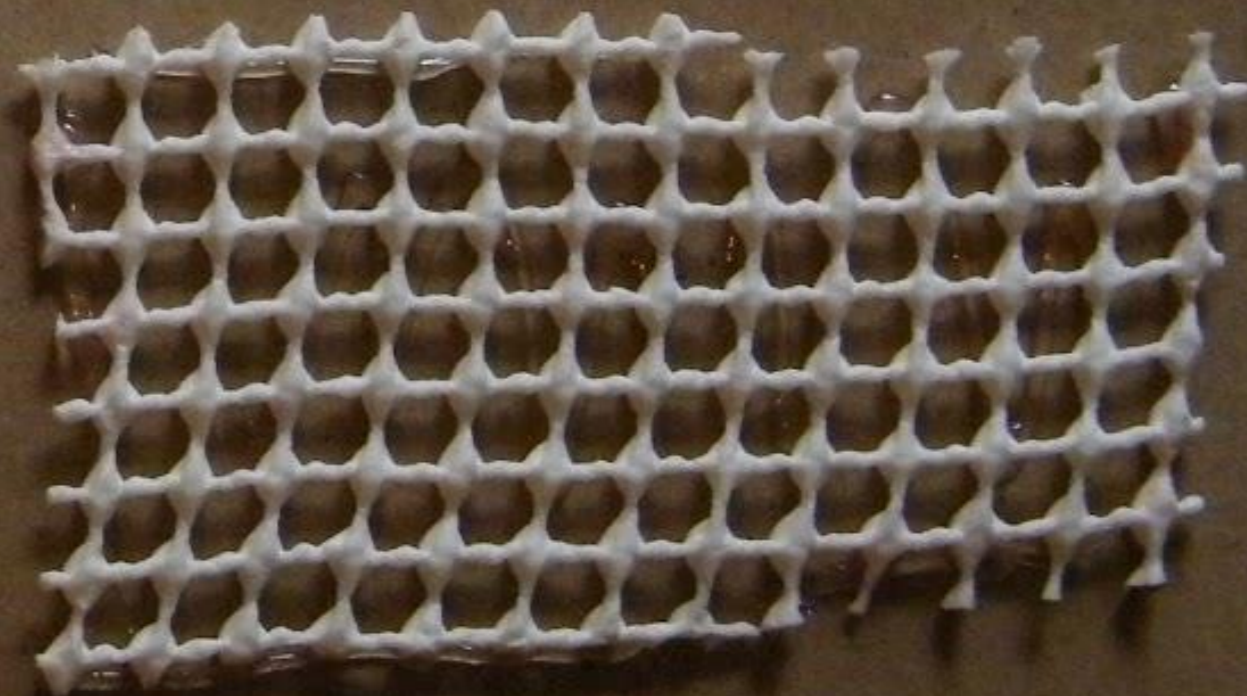
STORIES



Soft



bumpy





Yellow the stinky socks,

Yellow the fragrant flowers,

Scratch and Sniff!

Scratch and Sniff!

Source: Color Dog







HunterDouglas

HunterDouglas

WINDOW FASHIONS

Window fashions that express your style

FOOD & PAPER

COMPOST

15553  
PRESIDENT'S  
MINI BRIE  
19.6 OUNCES

5.99

4988  
VALLEY SUN  
SUN-DRIED TOMATOES  
JULIENNE CUT 32 OUNCE

UNIT PRICE PER OUNCE  
234

SELL PRICE  
7.49

VICTORIA



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

PERIOD: \_\_\_\_\_

## Lesson 7 Skills Practice

*Objective: Divide Decimals by Decimals*

Divide.

**1.**  $4.86 \div 0.2$

**7.**  $2.25 \div 0.15$

**13.**  $7.52 \div 0.74$

**2.**  $628.2 \div 34.9$

**8.**  $421.6 \div 0.4$

**14.**  $0.105 \div 0.6$








# Fans stream Nelly to help him pay off \$2.4 million debt

by [Lisa Respers France](#) @CNNMoney

🕒 September 13, 2016: 2:47 PM ET



UNIVERSAL MUSIC GROUP  
NELLYVEVO



- How many \$0.006 are there in \$2,400,000?
- How many 6 are there in 24?



# 9. Canzonett

In moderate time - with sparkle (Key of G minor)

B.M.

V

1 4

-or (3)

*mf*

*pizz.*



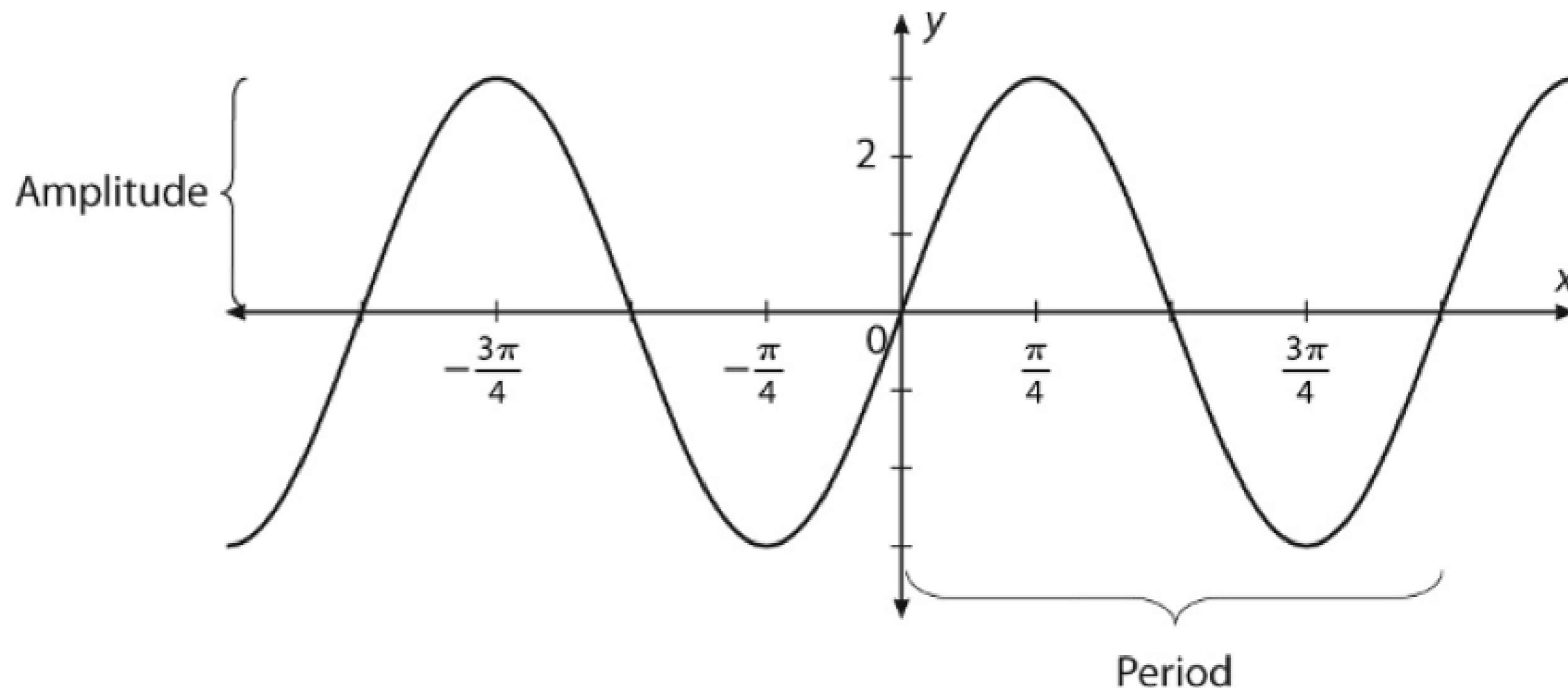
*Reteach*

For a sine function,  $y = a \sin\left(\frac{1}{b}x\right)$ .

$$\text{Amplitude} = |a|$$


$$\text{Period} = 2\pi \cdot b$$

If  $a < 0$ , the graph is reflected across the  $x$ -axis.



**Example** Write the function shown in the graph above.





distance from camera

adam poetzel

Source: [graphingstories.com](http://graphingstories.com)



# STICKY ATTRIBUTES

SIMPLE

UNEXPECTED

CONCRETE

CREDIBLE

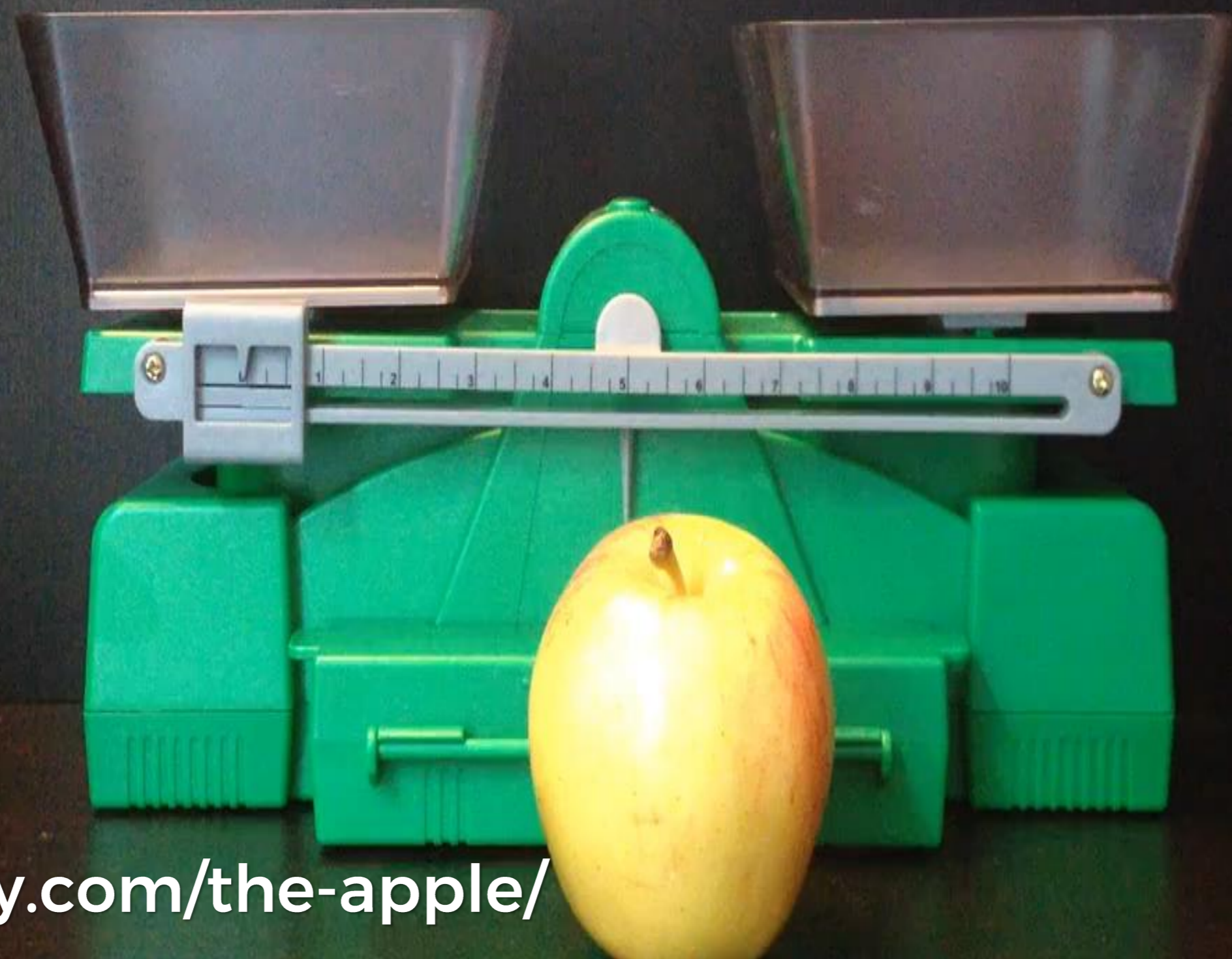
EMOTIONAL

STORIES









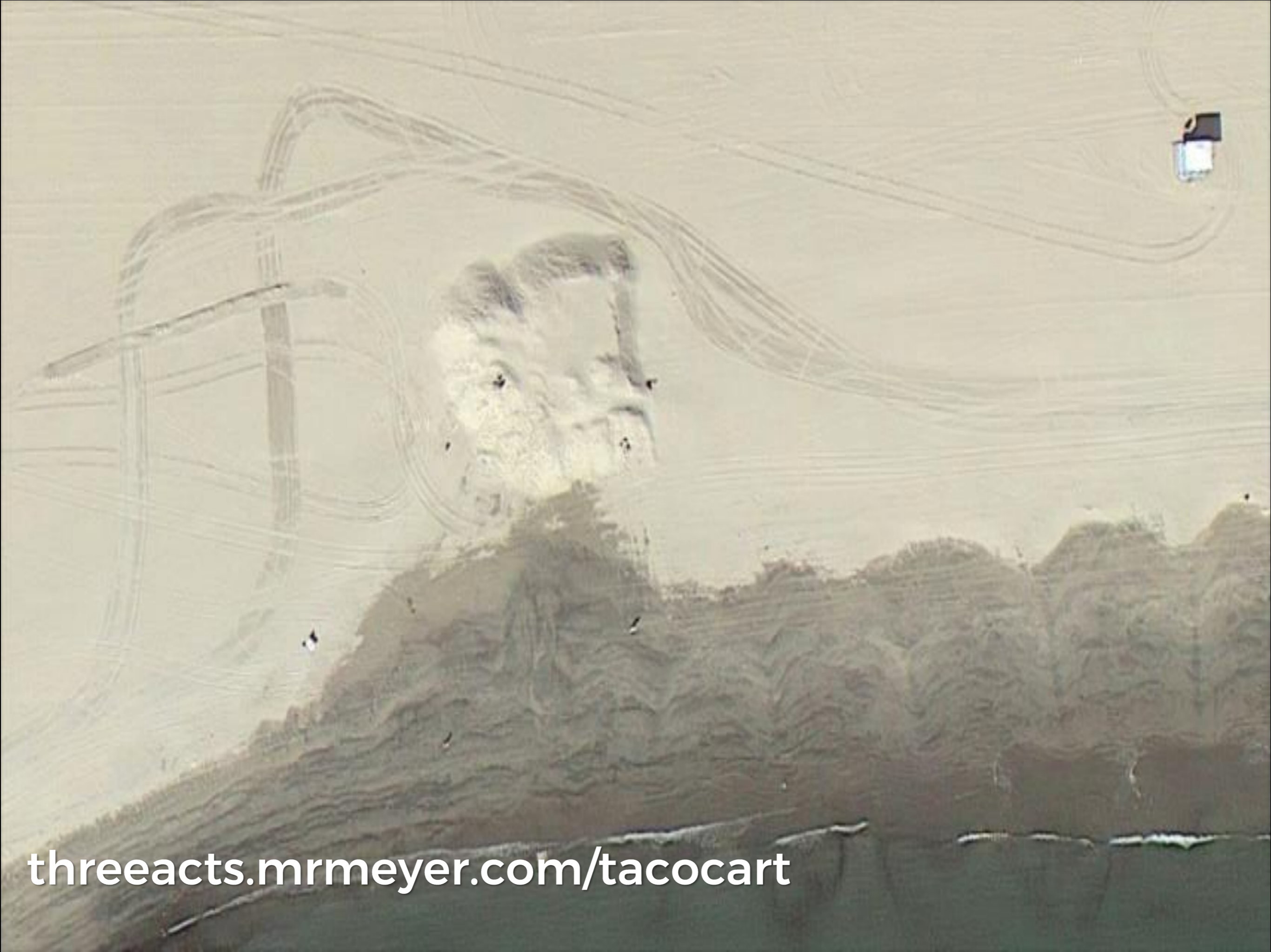
Source: [gfletchy.com/the-apple/](http://gfletchy.com/the-apple/)





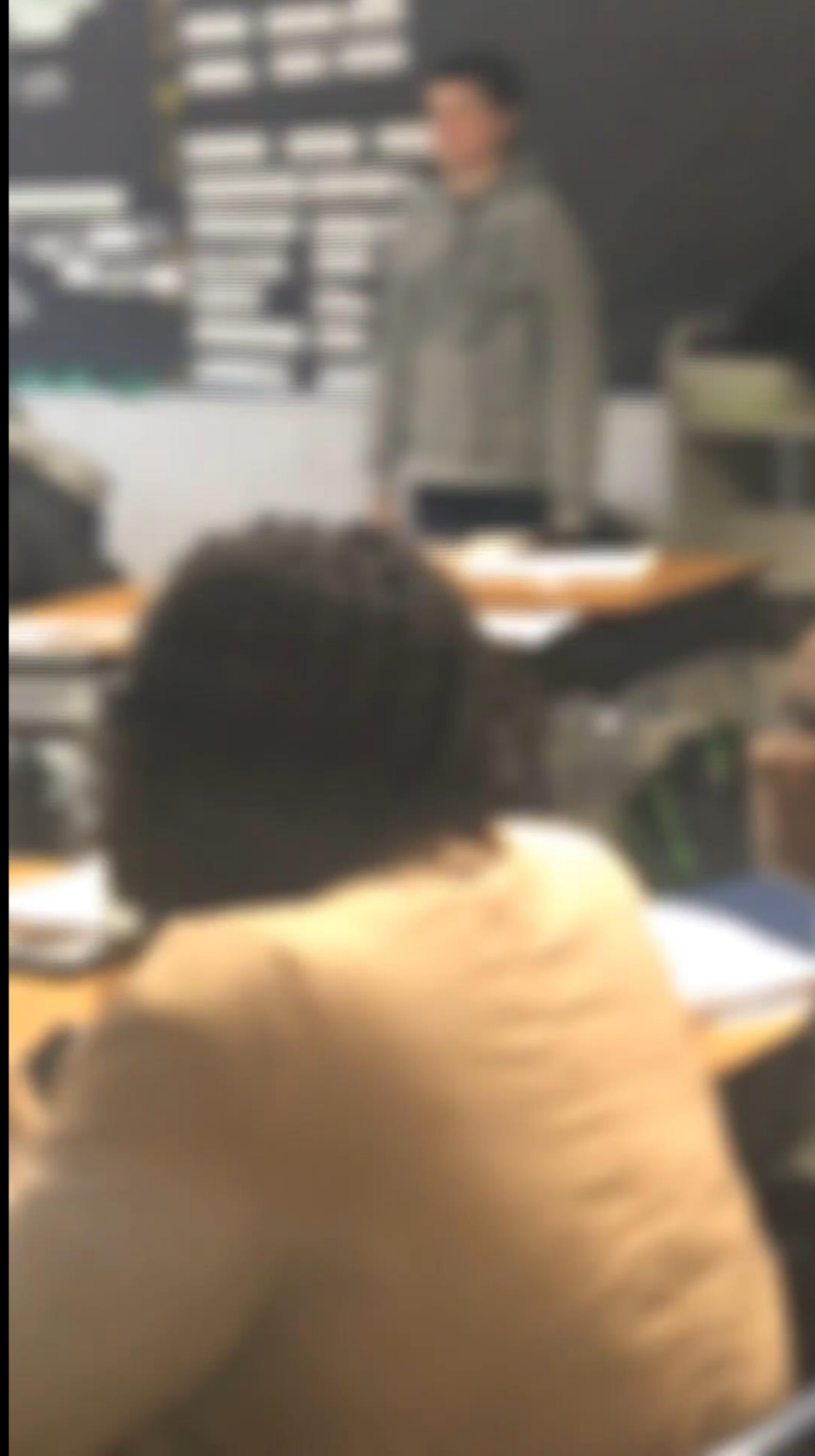
Source: JJ Martinez





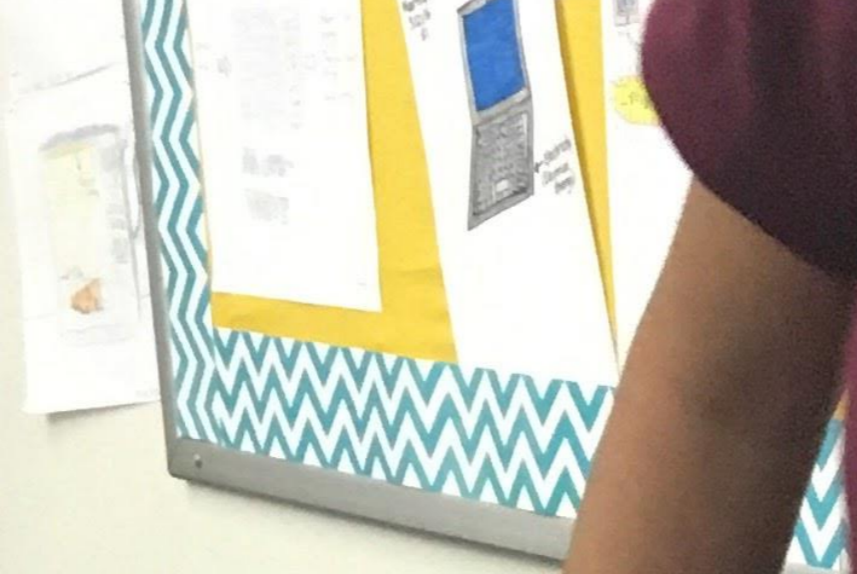
Source: [threeacts.mrmeyer.com/tacocart](https://threeacts.mrmeyer.com/tacocart)





**Source:  
Jenise Sexton**

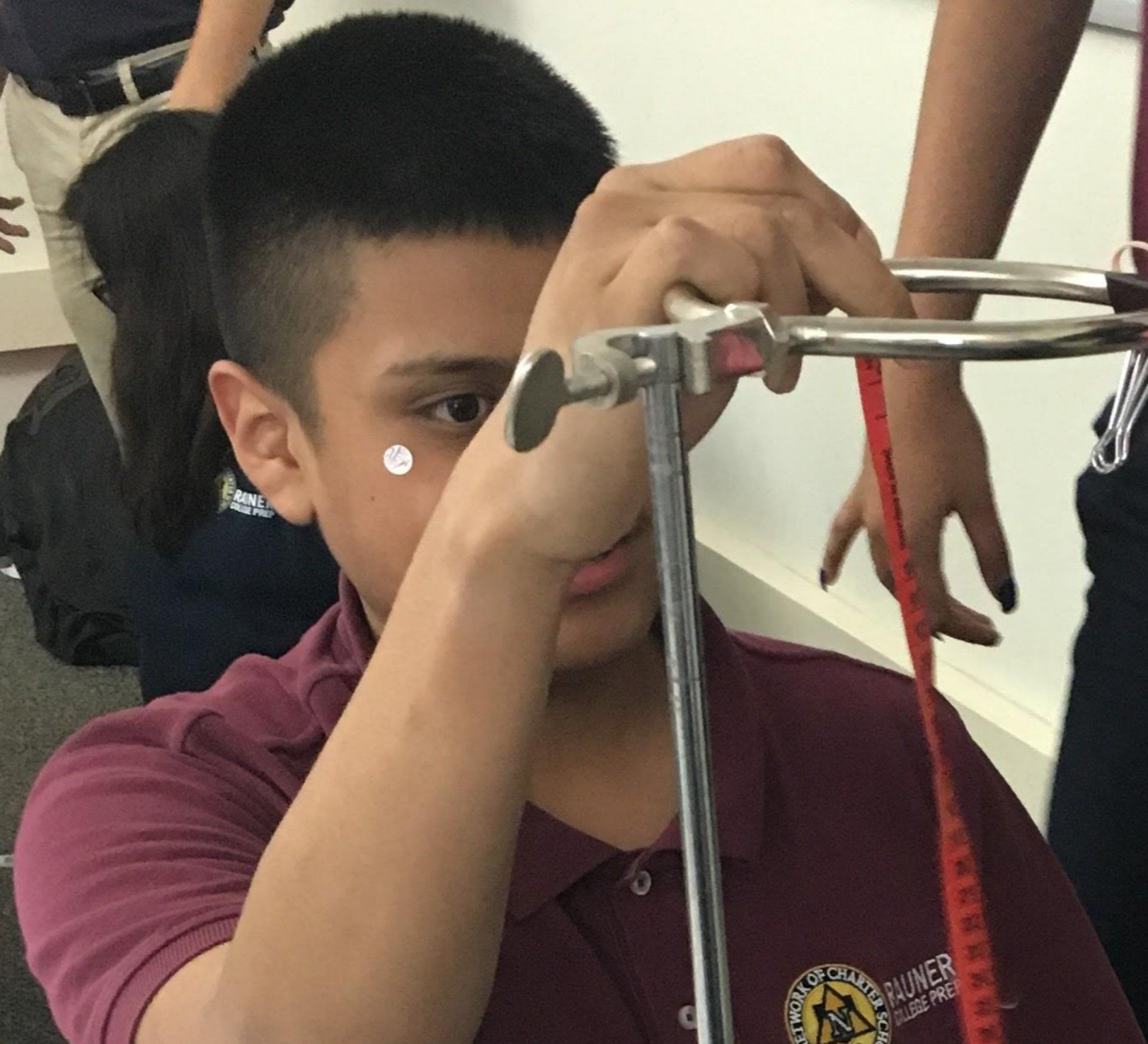




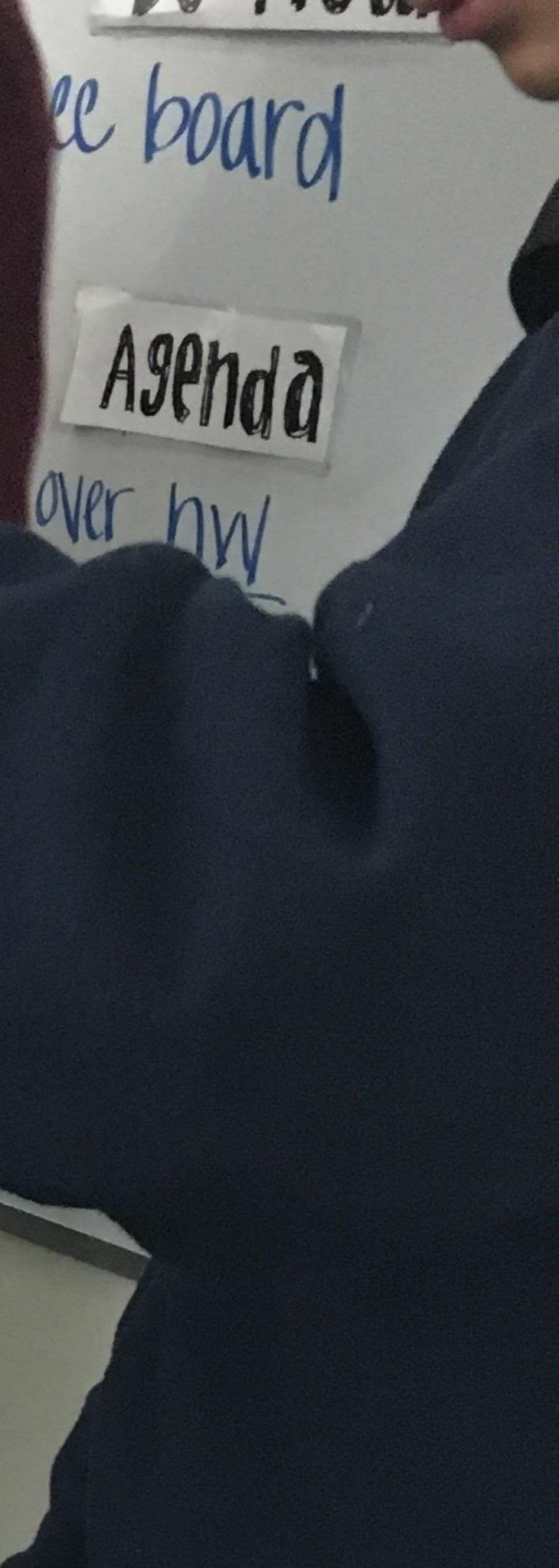
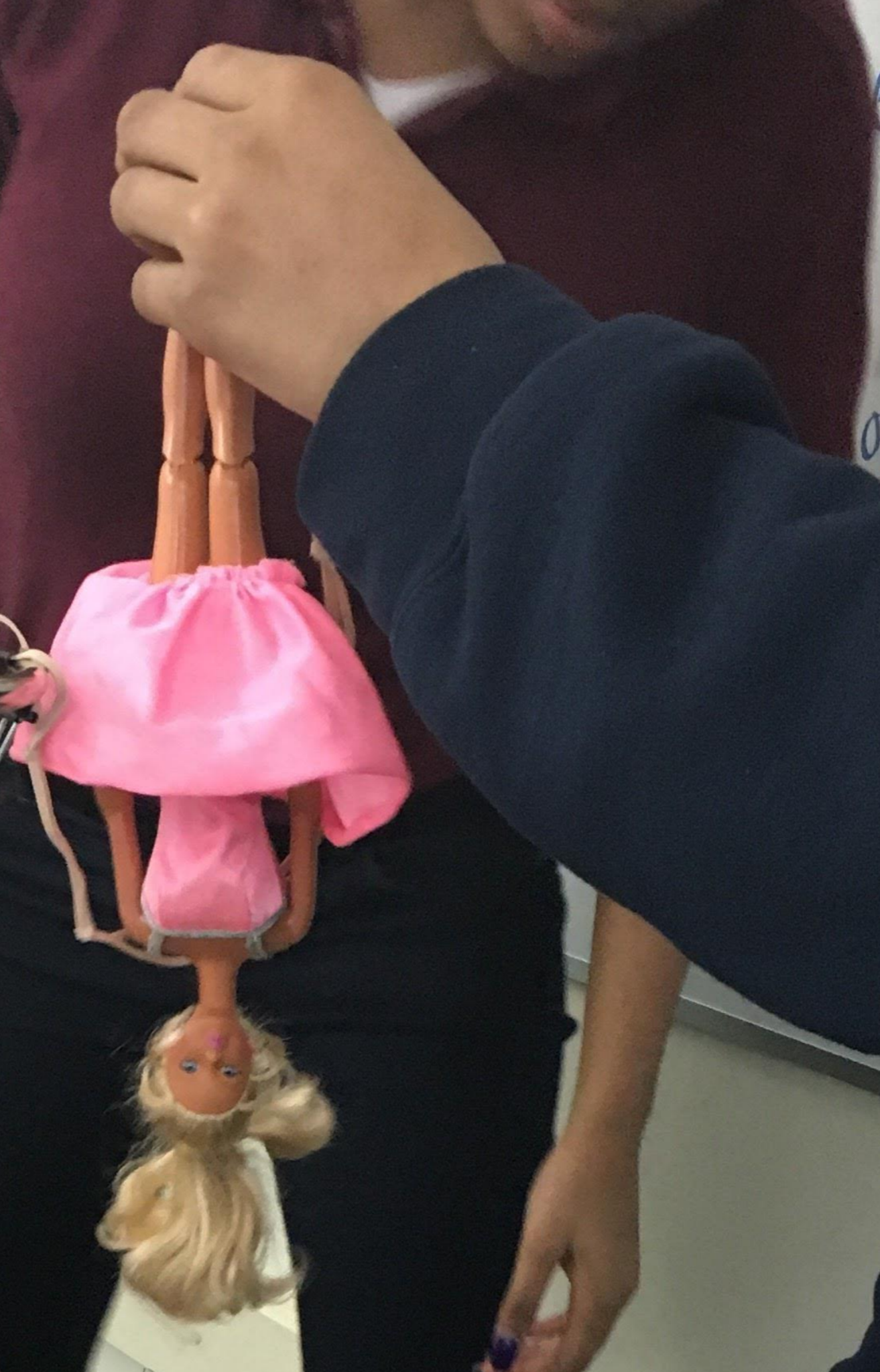
ee board

Agenda

over hwy



NETWORK OF CHARTER SCHOOLS  
RAUNER  
COLLEGE PREP

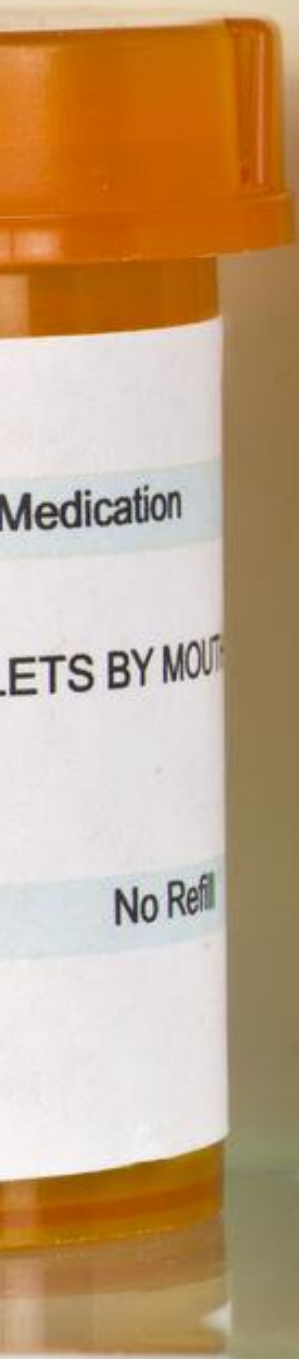






**Source:  
Fawn Nguyen**





Medication  
TAKEN BY MOUTH  
No Refill



# Division

Pain Relief    Fever Reduction

**NSAID**

200 Tablets 200 mg



# Functions

Pain Reliever/ Fever Reducer  
Caffeine-Free

200 tablets  
325 mg each

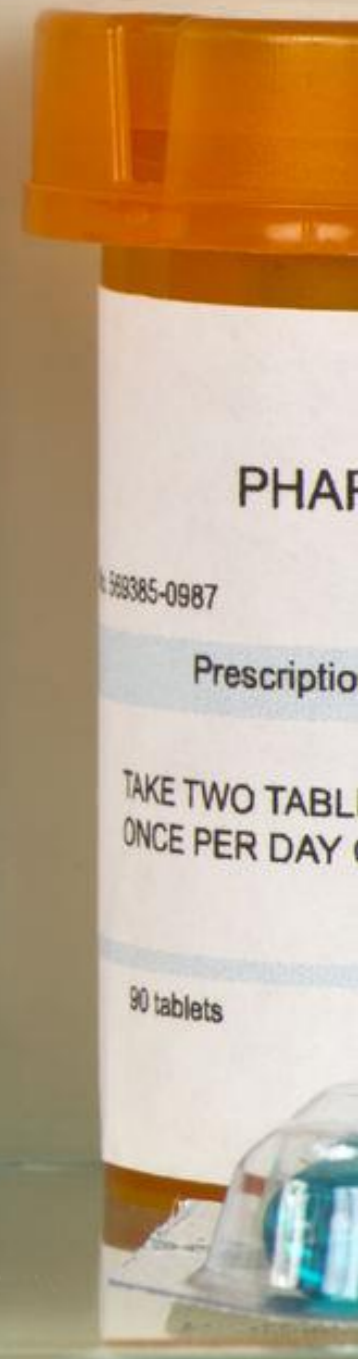


**Extra Strength**

# Perimeter

Pain Reliever/ Fever Reducer

**200 Capsules 500 mg. each**



PHAR  
368385-0987  
Prescription  
TAKE TWO TABLETS  
ONCE PER DAY  
90 tablets



**Act 1 Engaging Opener**

**Act 2 Get Info. Solve Problem.**

**Act 3 Big Reveal**



# STICKY ATTRIBUTES

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UNEXPECTED

CONCRETE

CREDIBLE

EMOTIONAL

STORIES













Source: [mrvaudrey.com](http://mrvaudrey.com)



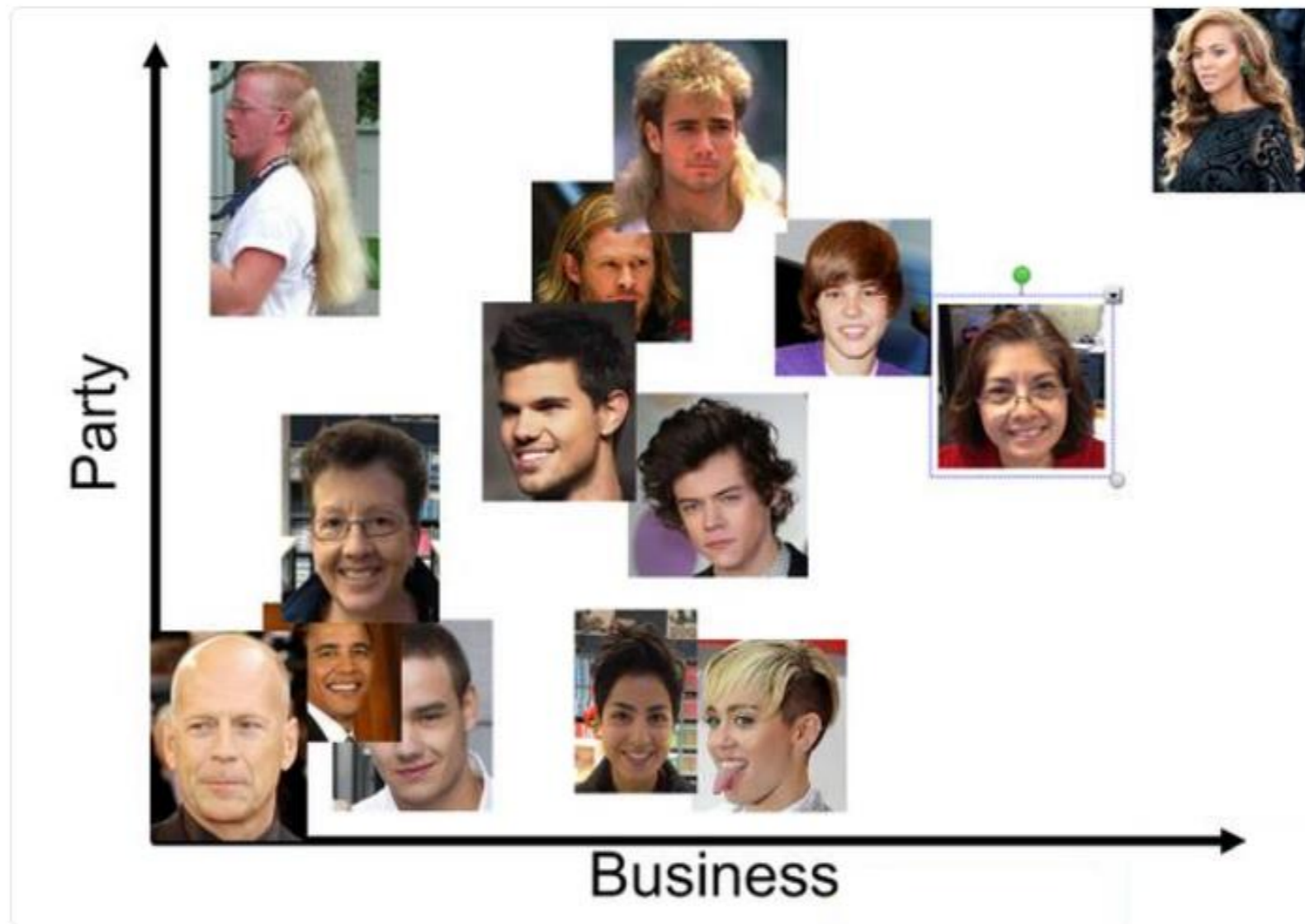


**Matt Vaudrey**  
@MrVaudrey

Following



Things I never thought I'd say: "So you're saying that Thor has less party than Justin Bieber, but more than Obama?"



RETWEETS  
4

LIKES  
7





# STICKY ATTRIBUTES

SIMPLE

UNEXPECTED

CONCRETE

CREDIBLE

EMOTIONAL

STORIES



11:35 34°



abc 7 Chicago.com

Source: [robertkaplinsky.com/lessons](http://robertkaplinsky.com/lessons)



**20. Crime** Two men used ropes made from sheets to escape from a tall prison in Chicago. If they needed to make a total of 150 feet of rope and each sheet made 6 feet of rope, how many sheets did they need?





If you were as strong as an **ANT**...



**Source: If You Hopped Like A Frog by David M. Schwartz**

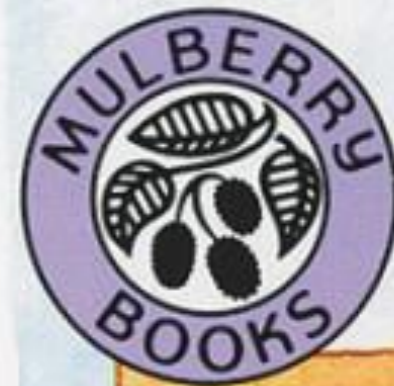


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# The Doorbell Rang

by Pat Hutchins

---





**DO YOU**

**SEE IT?**

Via: Sara VanDerWerf

RobertKaplinsky.com





# COURSE OF KNOWLEDGE

Context



Dissertation

Executive Summary

Formulas

Abstract



# STICKY ATTRIBUTES

SIMPLE

UNEXPECTED

CONCRETE

CREDIBLE

EMOTIONAL

STORIES



SIMPLE

UNEXPECTED

CONCRETE

CREDIBLE

EMOTIONAL

STORIES





SIMPLE

UNEXPECTED

CONCRETE

CREDIBLE

EMOTIONAL

STORIES

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Lesson 12 Skills Practice

*Objective: Write PIN Backwards*

Write backwards.

1. 0461  
1640

2. 3625  
5263

3. 9572  
2759

4. 8713  
3178

7. 6842  
2486

8. 7532  
2357

9. 1549  
9415

13.

14

8109



# DISCUSSION TIME

- Why are urban legends so much easier to remember?
- How can we use that knowledge to make math easier to remember too?




# GOALS

CORRECT ANSWERS = UNDERSTANDING

MAKE OUR LESSONS UNFORGETTABLE

RECONSIDER USING WORD PROBLEMS





Why do we  
have word  
problems?



MILNE'S  
INDUCTIVE ALGEBRA

Milne's Inductive Algebra © 1881



**183. DIRECTIONS FOR SOLVING.**—*Represent one of the unknown quantities by  $x$ , and from the conditions of the problem find an expression for each of the other quantities given.*

*Find from the problem two expressions that are equal, and express them as an equation.*

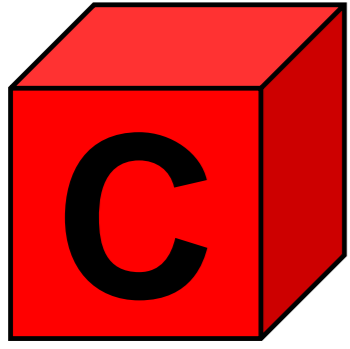
*Solve the equation.*

51. When the half of a certain number is added to the number, the sum is as much more than 60 as the number is less than 65. What is the number? *50 ans*

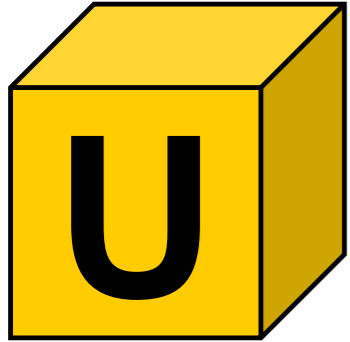
52. The difference between two numbers is 8, and the quotient arising from dividing the greater by the less is 3. What are the numbers?

53. A man left one-half of his property to his wife, one-sixth to his children, a twelfth to his brother, and the rest, which was \$600, to charitable purposes. How much property had he?

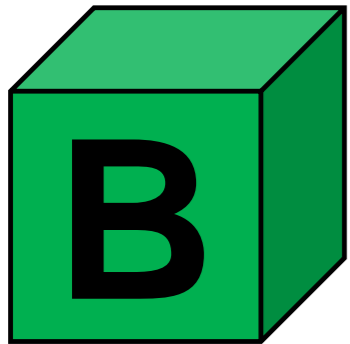




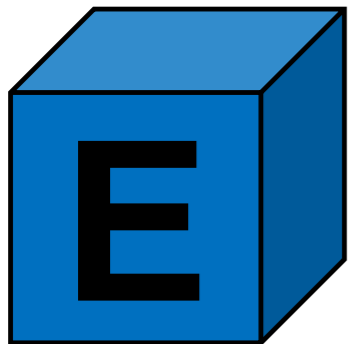
CIRCLE the numbers



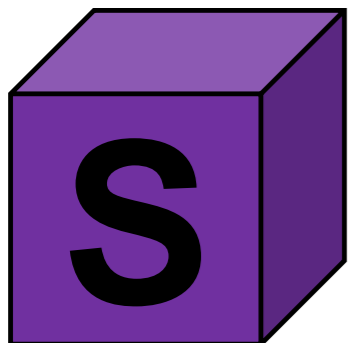
UNDERLINE the question



BOX the key words



~~ELIMINATE~~ info not needed



SOLVE and check ✓



Owen had 3 boxes of  
crayons. There are 10  
crayons in each box.  
How many crayons  
are there altogether?



**Source: Marilyn Burns**



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







Making sense: 8

Not making sense: 24

$$\begin{array}{r} 5 \sqrt{125} \\ \underline{10} \\ 25 \\ \underline{25} \\ 0 \end{array}$$





## Real-World Link



Common Core  
State Standards

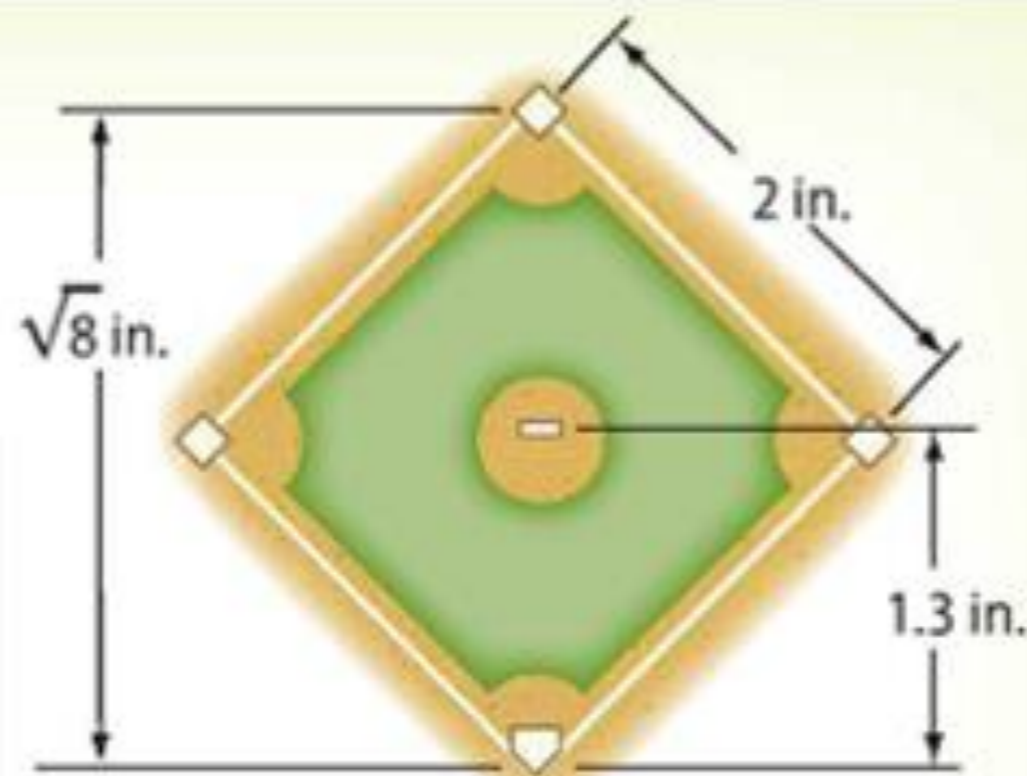
### Content Standards

8.NS.1, 8.NS.2, 8.EE.2

### Mathematical Practices

1, 3, 4, 6

**Sports** Major League baseball has rules for the dimensions of the baseball diamond. A model of the diamond is shown.



1. On the model, the distance from the pitching mound to home plate is 1.3 inches. Is 1.3 a rational number? Explain.

---

2. On the model, the distance from first base to second base is 2 inches. Is 2 a rational number? Explain.

---

3. The distance from home plate to second base is  $\sqrt{8}$  inches. Using a calculator, find  $\sqrt{8}$ . Does it appear to terminate or repeat?







## Real-World Link



## Common Core State Standards

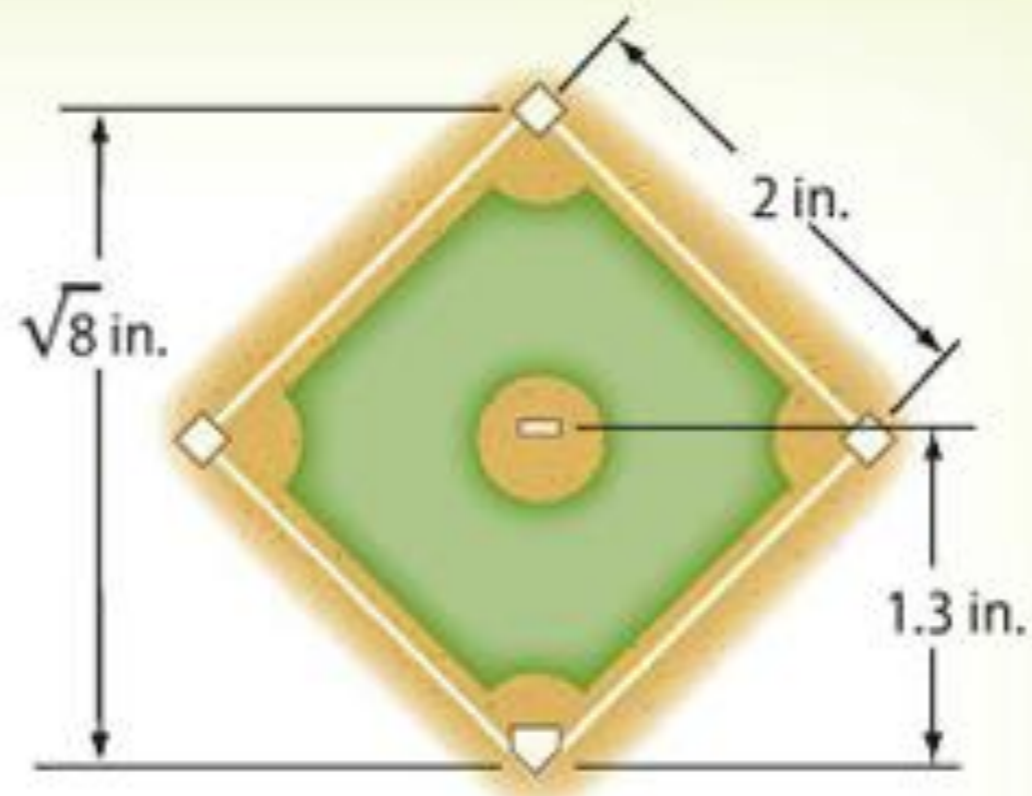
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# Doritos® & Cheetos® Mix **20** Singles

DORITOS® Nacho Cheese Flavored Tortilla Chips 1 OZ. EA. DORITOS® COOL RANCH® Flavored Tortilla Chips 1 OZ. EA. CHEETOS® Puffs Cheese Flavored Snacks 7/8 OZ. EA. CHEETOS® Crunchy Cheese Flavored Snacks 1 OZ. EA.

20 INDIVIDUAL BAGS: 7/8 OZ. EACH, 1 OZ. EACH, TOTAL NET WT. 19 5/8 OZ. (1 LB. 3 5/8 OZ.) 556.3 g ⚠ WARNING: PREVENT ENTANGLEMENT AND STRANGULATION. KEEP THIS BAG AWAY FROM YOUNG CHILDREN. IT IS NOT A TOY.



# THINKING TIME

- Why did many of you expect there to be five of each?
- Why was it not five of each?
- How might they decide on this combination?





Classic Mix

**20**  
Singles

LAY'S® Classic Potato Chips. DORITOS® Nacho Cheese Flavored Tortilla Chips. DORITOS® COOL RANCH® Flavored Tortilla Chips. CHEETOS® Crunchy Cheese Flavored Snacks. SUNCHIPS® Original Multigrain Snacks. FRITOS® Original Corn Chips (All 1 OZ. Each)

20 INDIVIDUAL BAGS: 1 OZ. EACH, TOTAL NET WT. 20 OZ. (1 LB. 4 OZ.) 567 g

⚠ WARNING: PREVENT ENTANGLEMENT AND STRANGULATION. KEEP THIS BAG AWAY FROM YOUNG CHILDREN. IT IS NOT A TOY.



# MATH MODELING

HOW DO WE MAKE SENSE OF MATH MODELING?

IS IT JUST ANSWERING QUESTIONS?

HOW DO YOU PROFIT FROM MATH MODELING?

HOW DO WE HELP OUR STUDENTS IMPROVE?













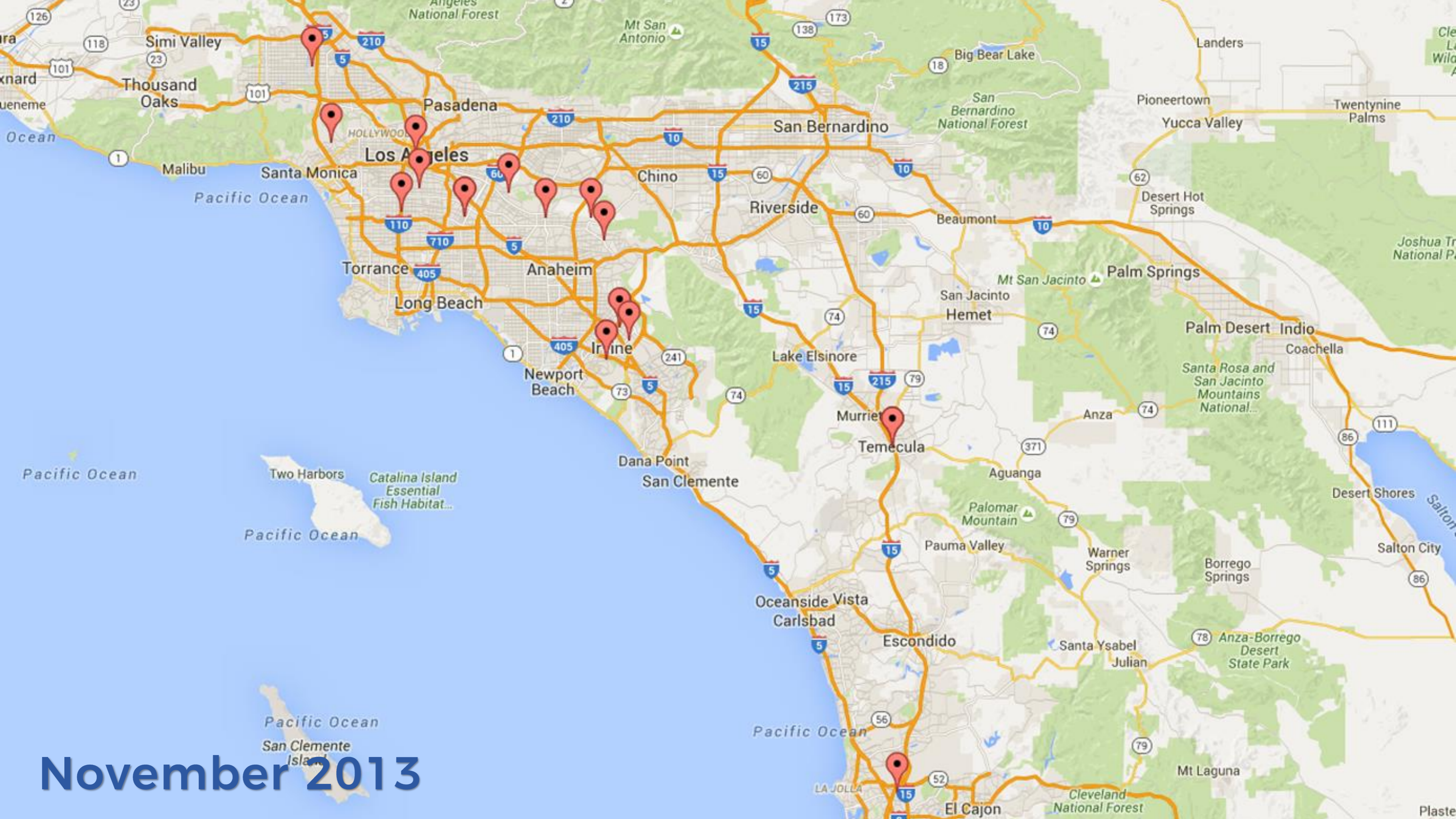


**Spies**

**Analysts**

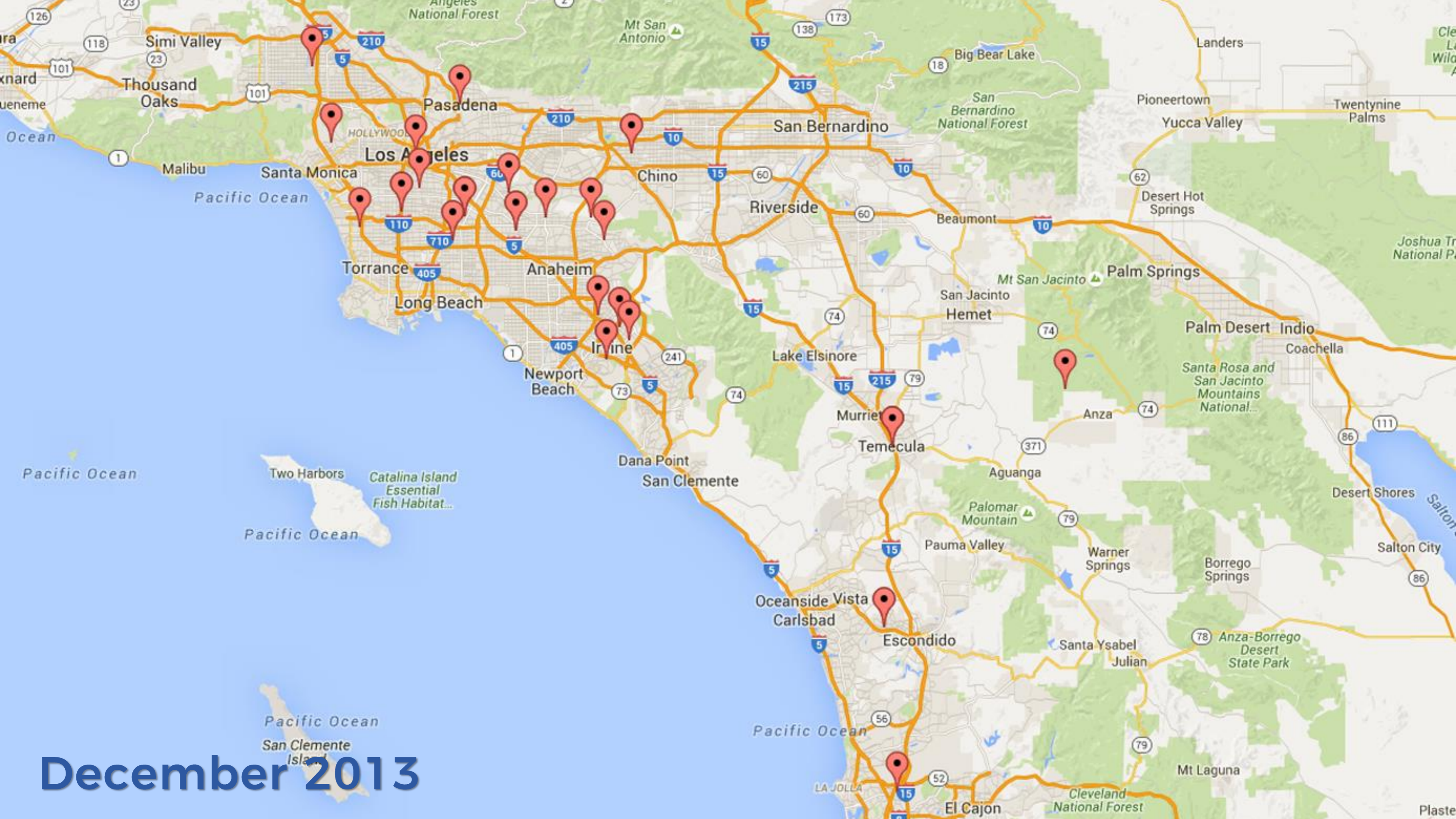
**Model**





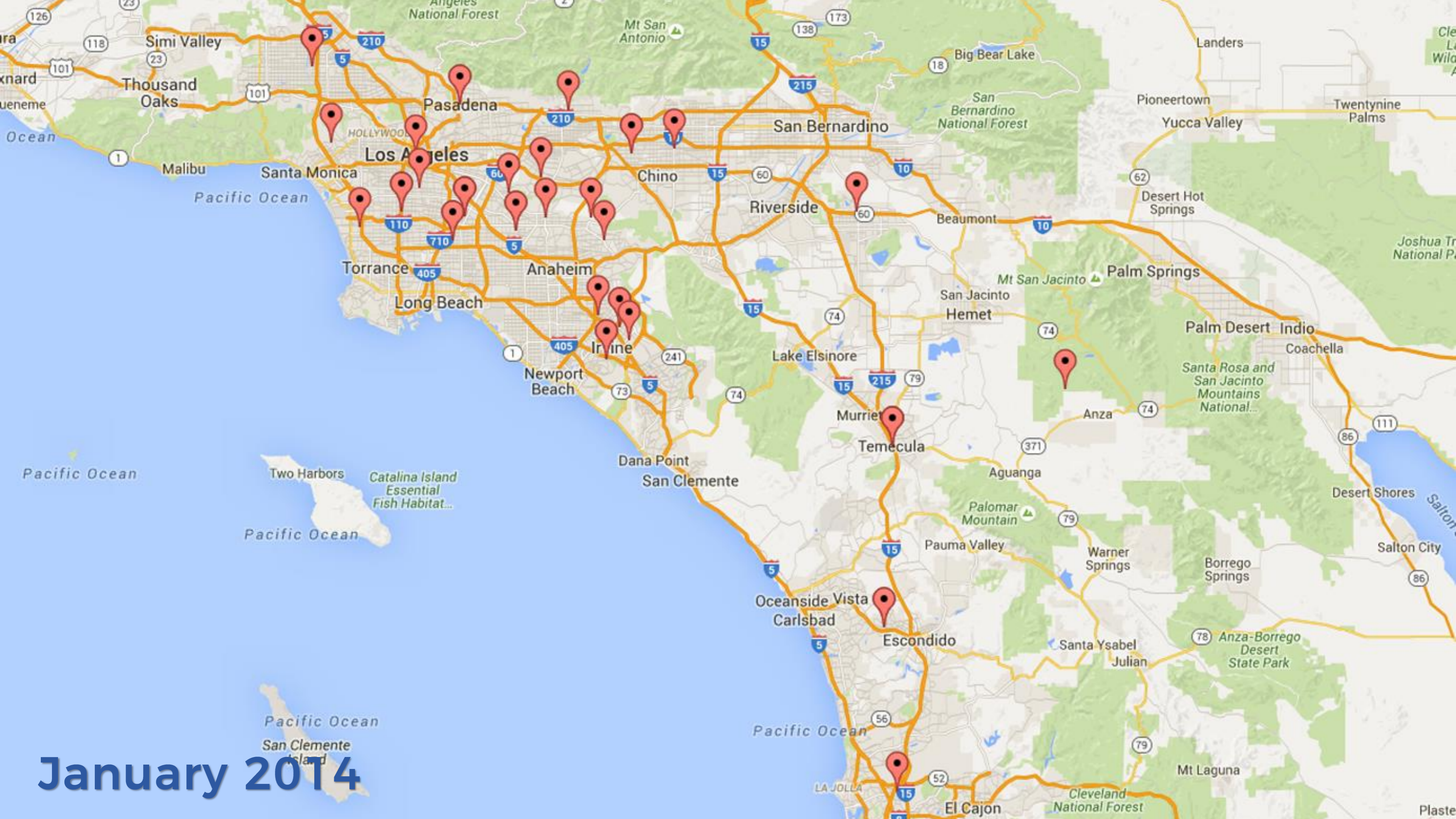
November 2013





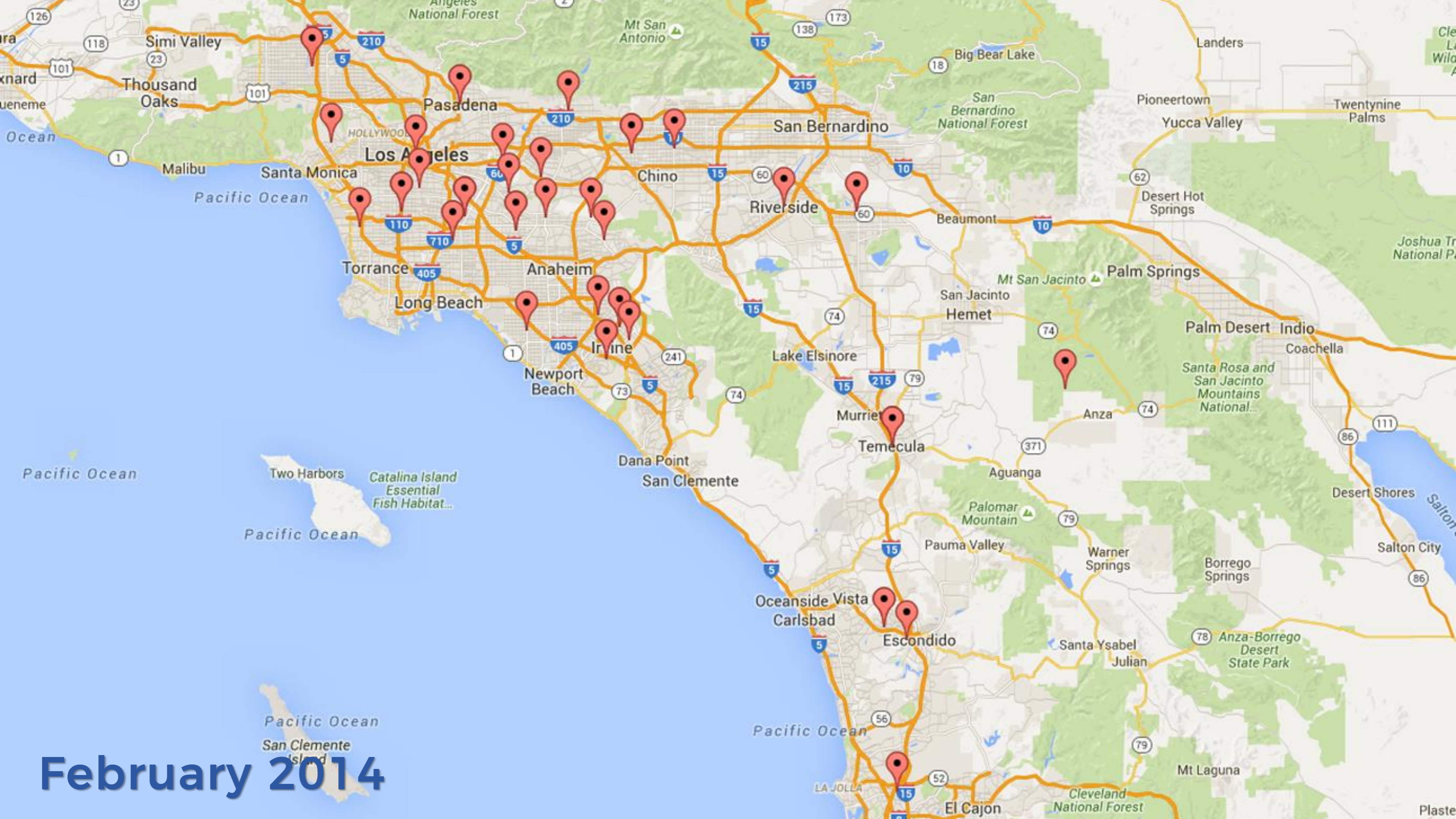
December 2013





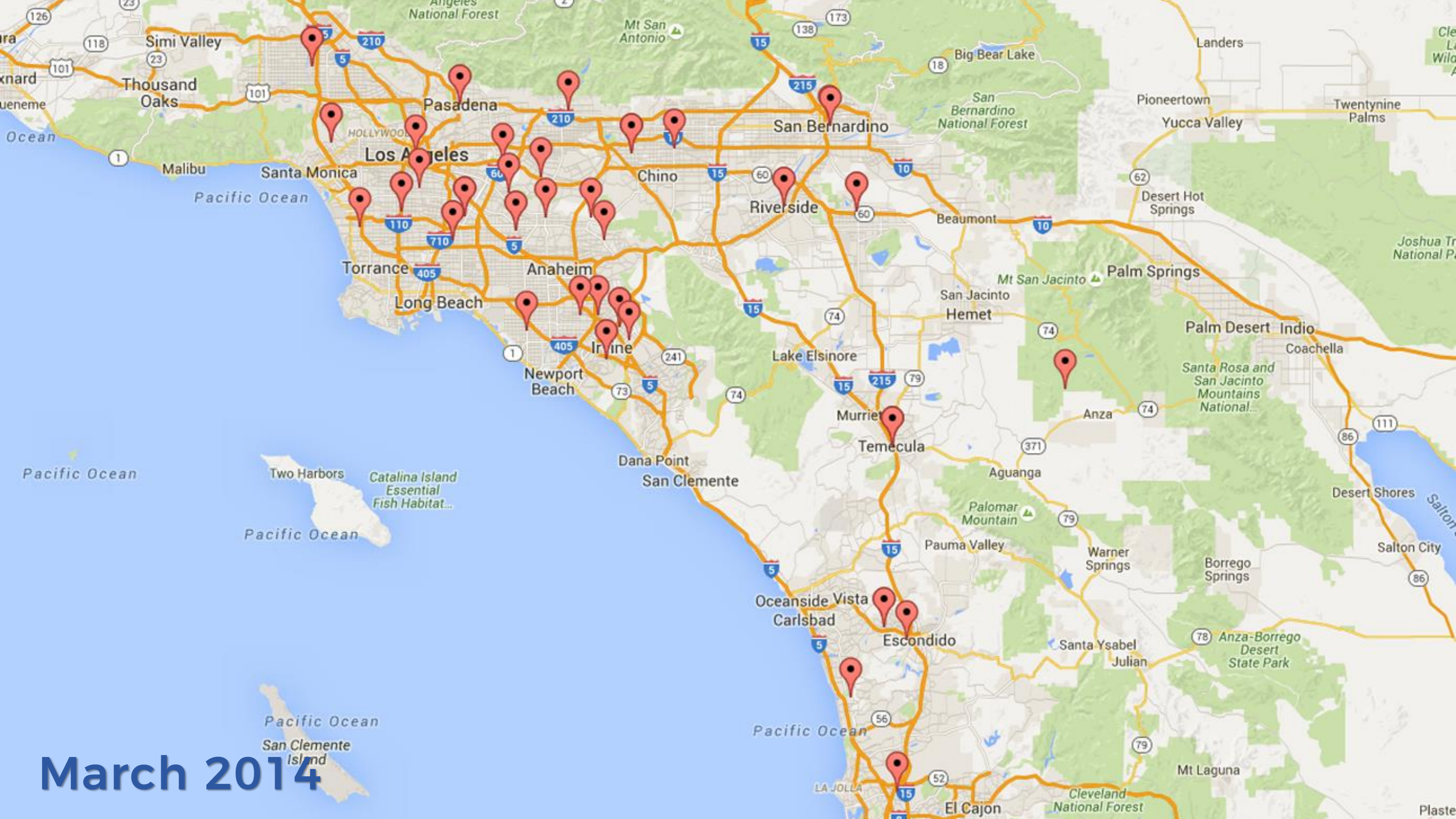
January 2014





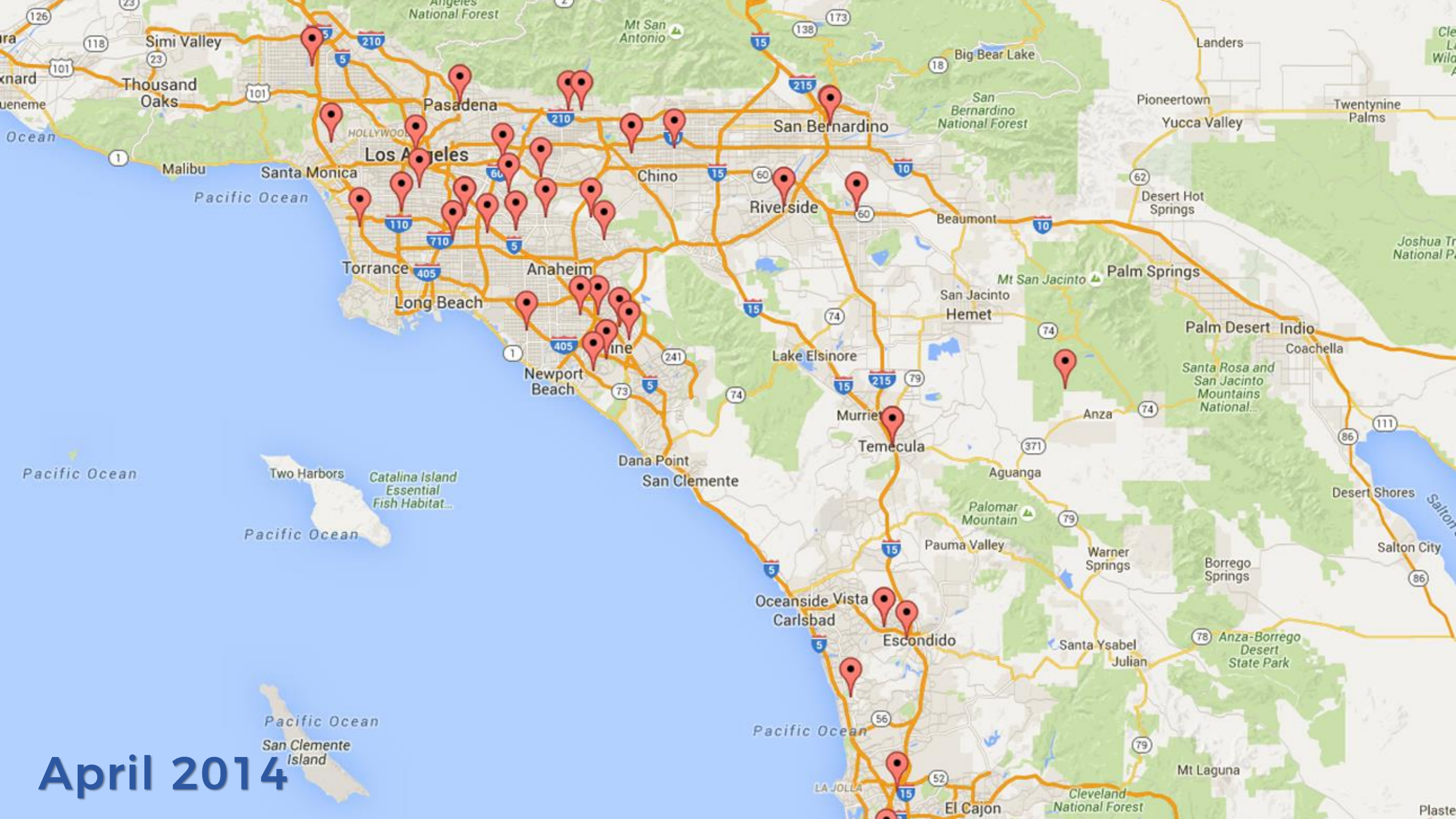
February 2014





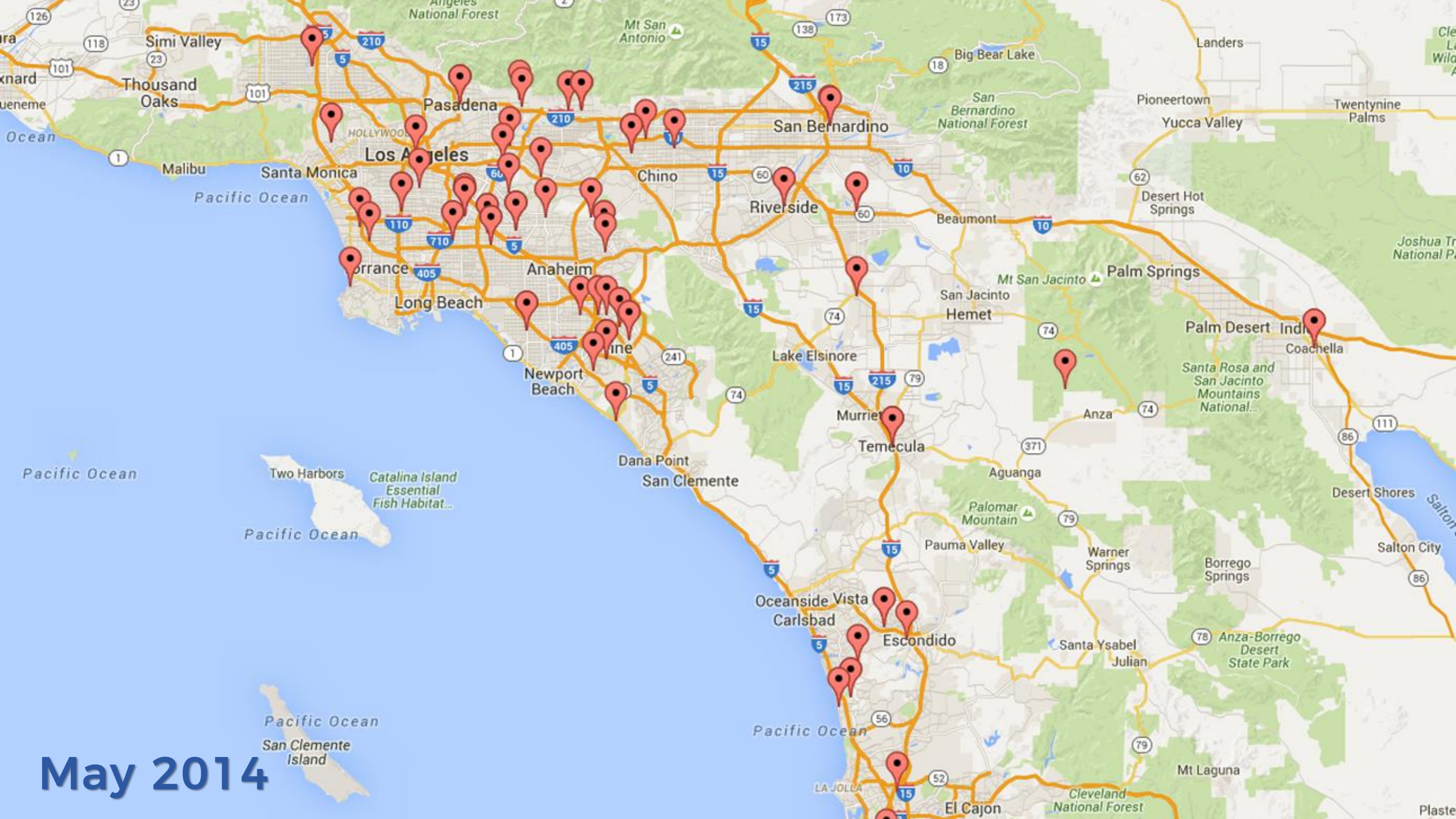
March 2014





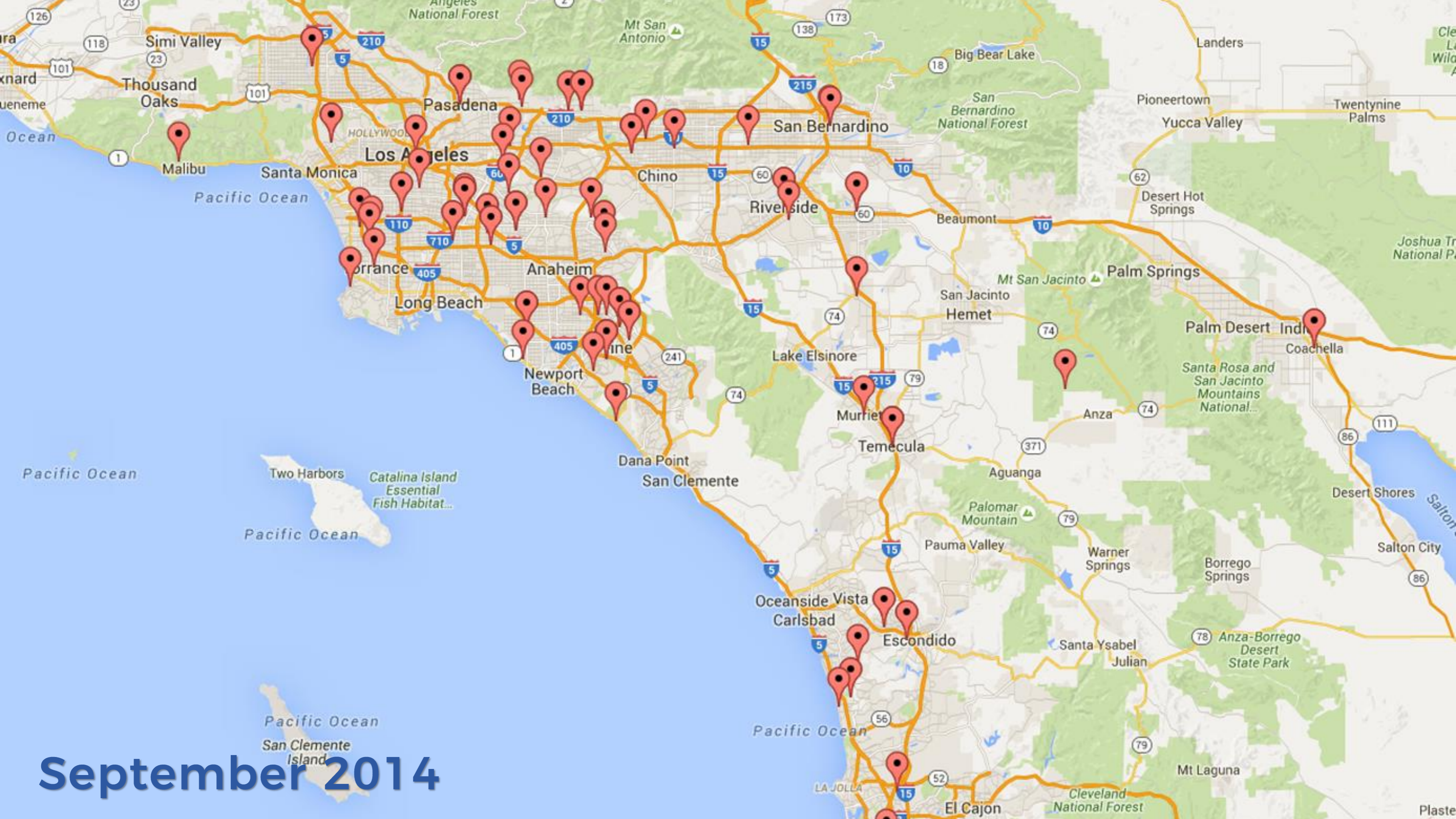
April 2014





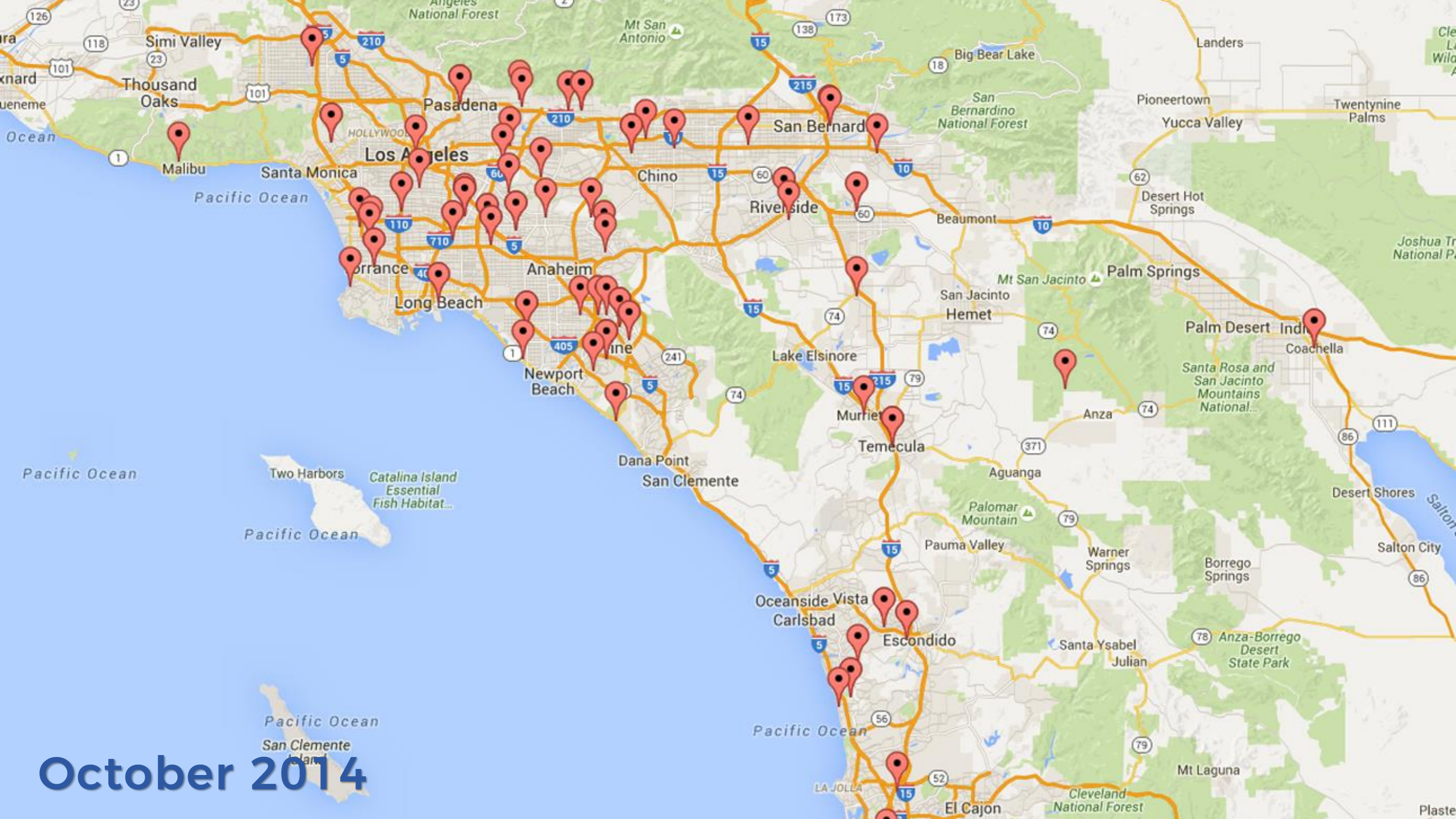
May 2014





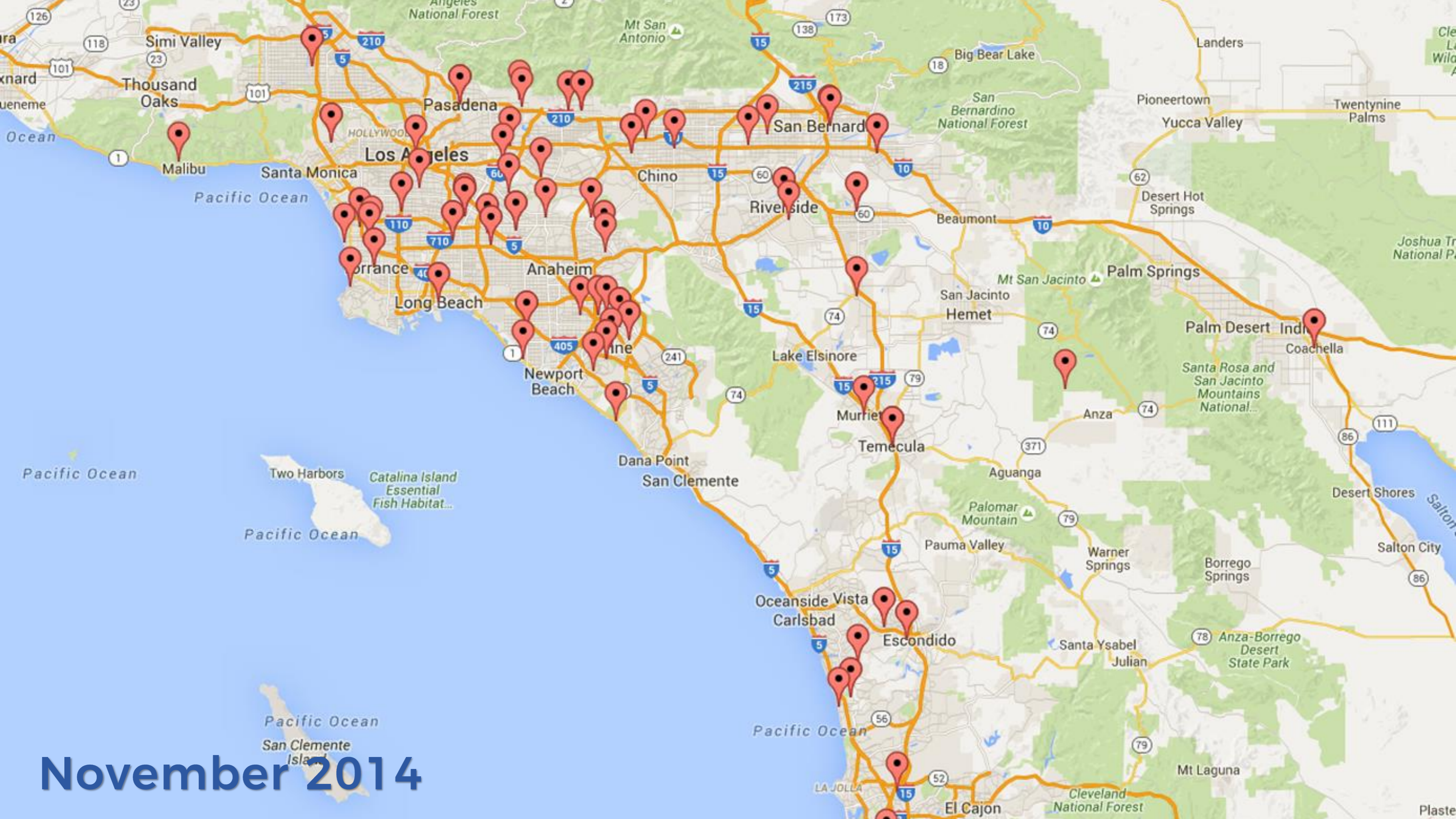
September 2014





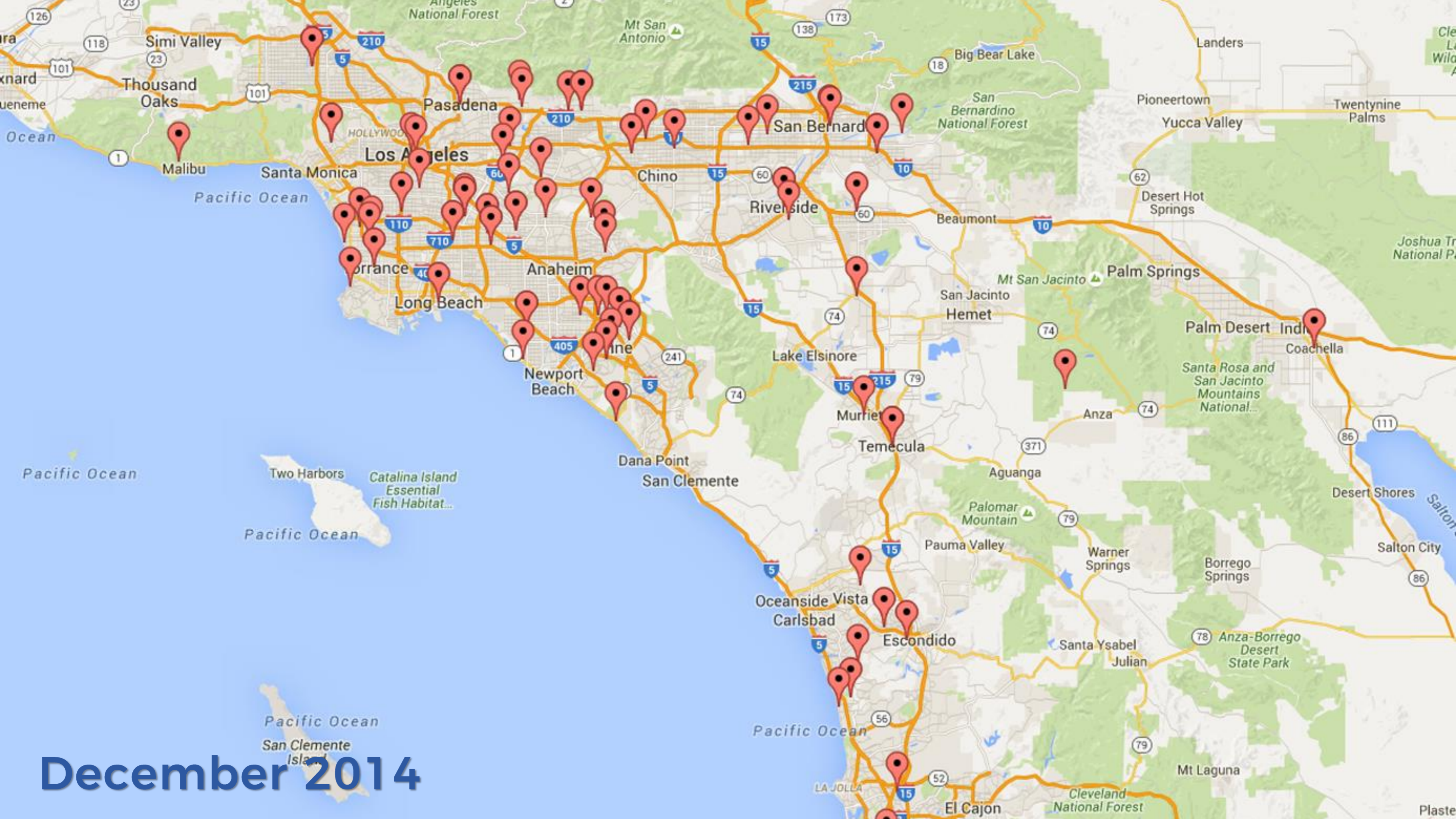
October 2014





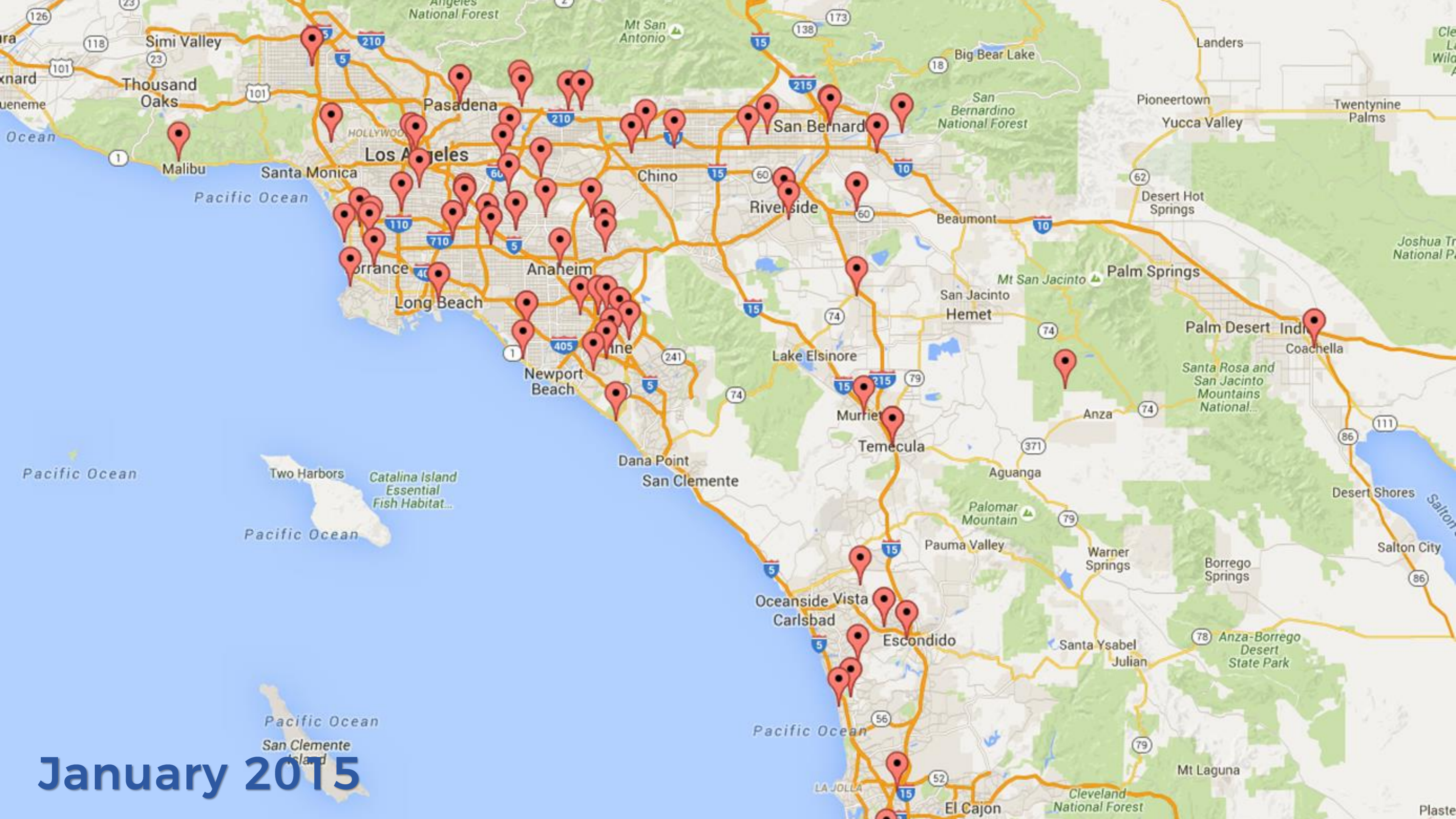
November 2014





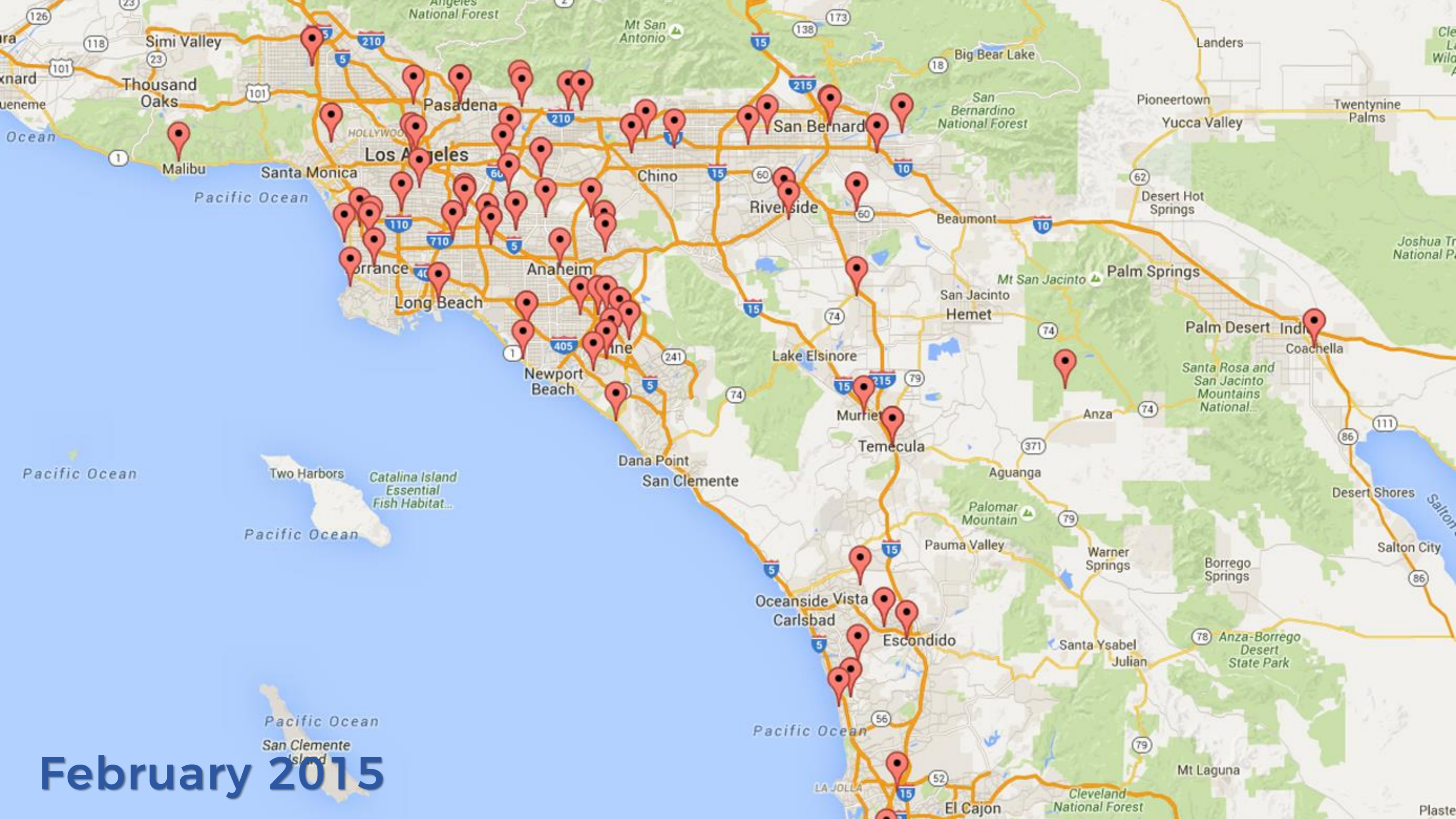
December 2014





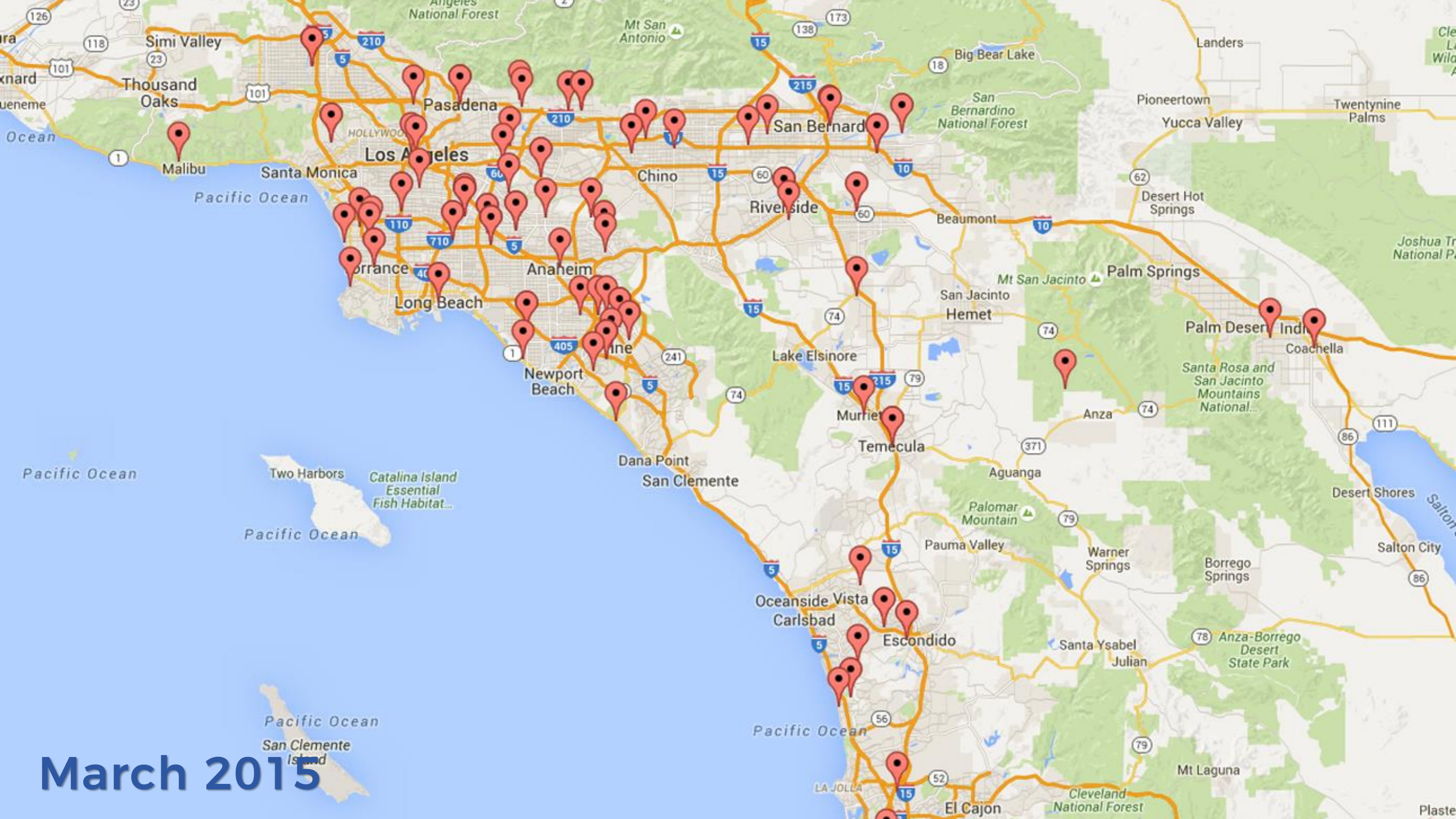
January 2015





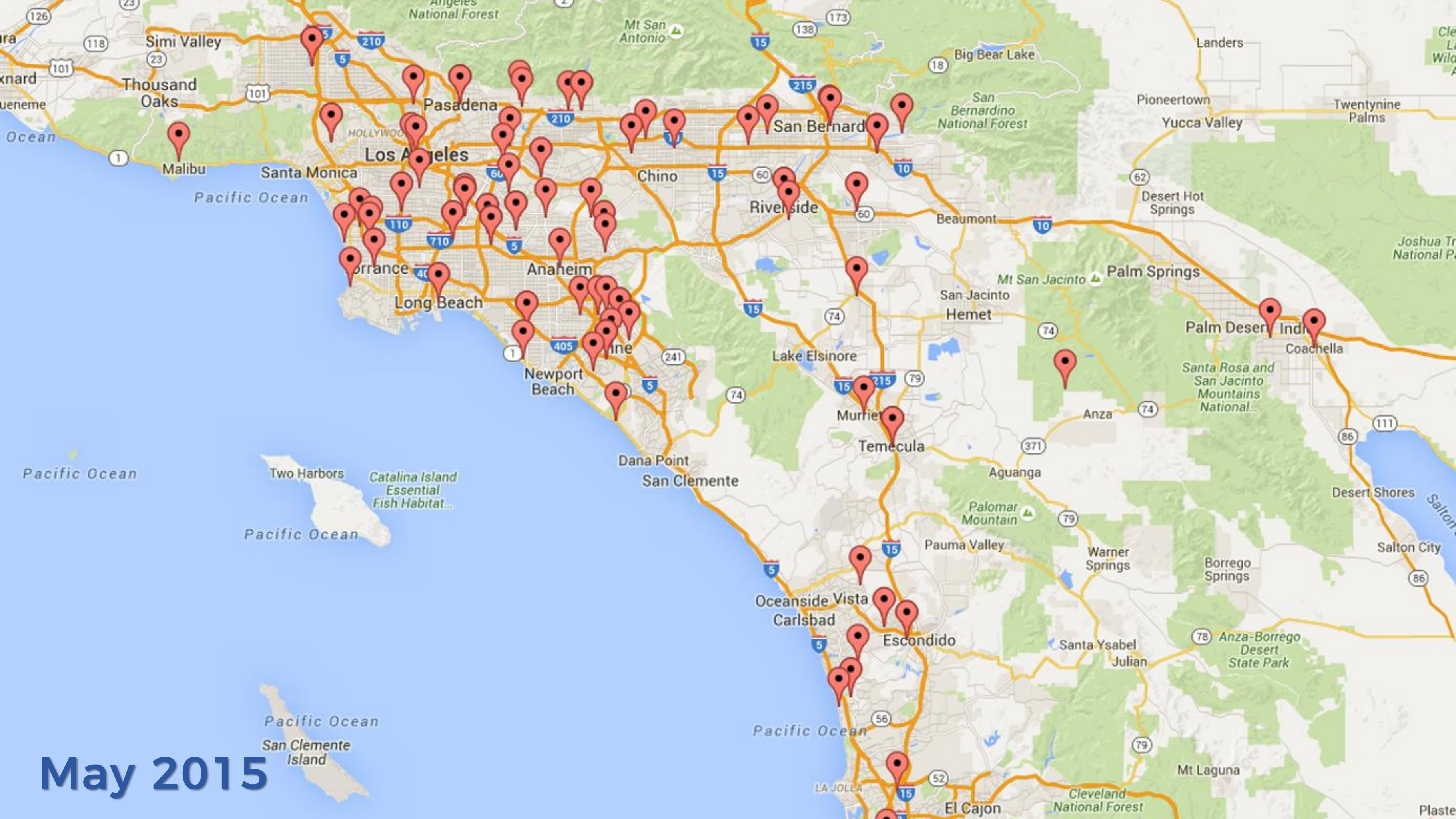
February 2015





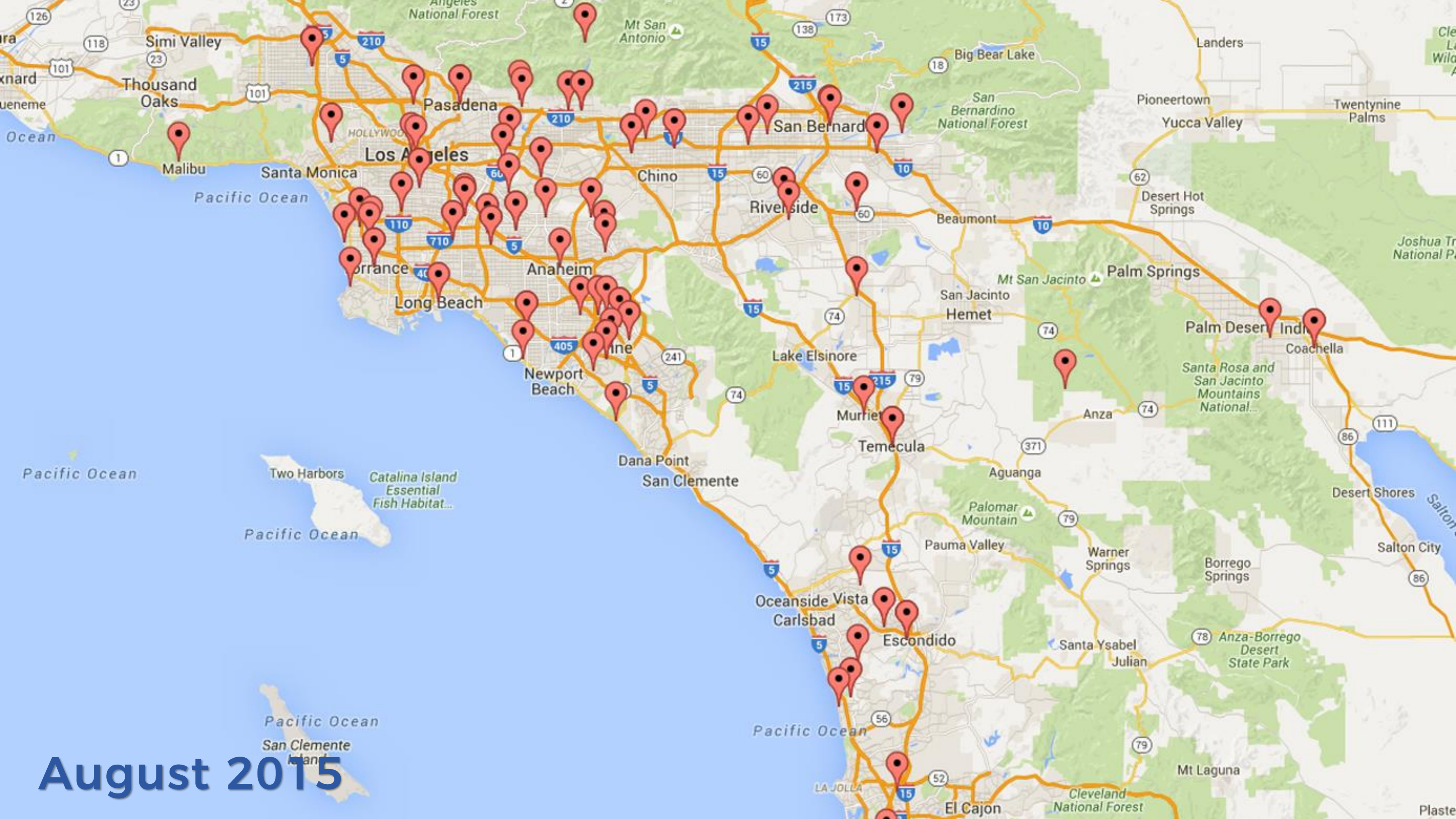
March 2015





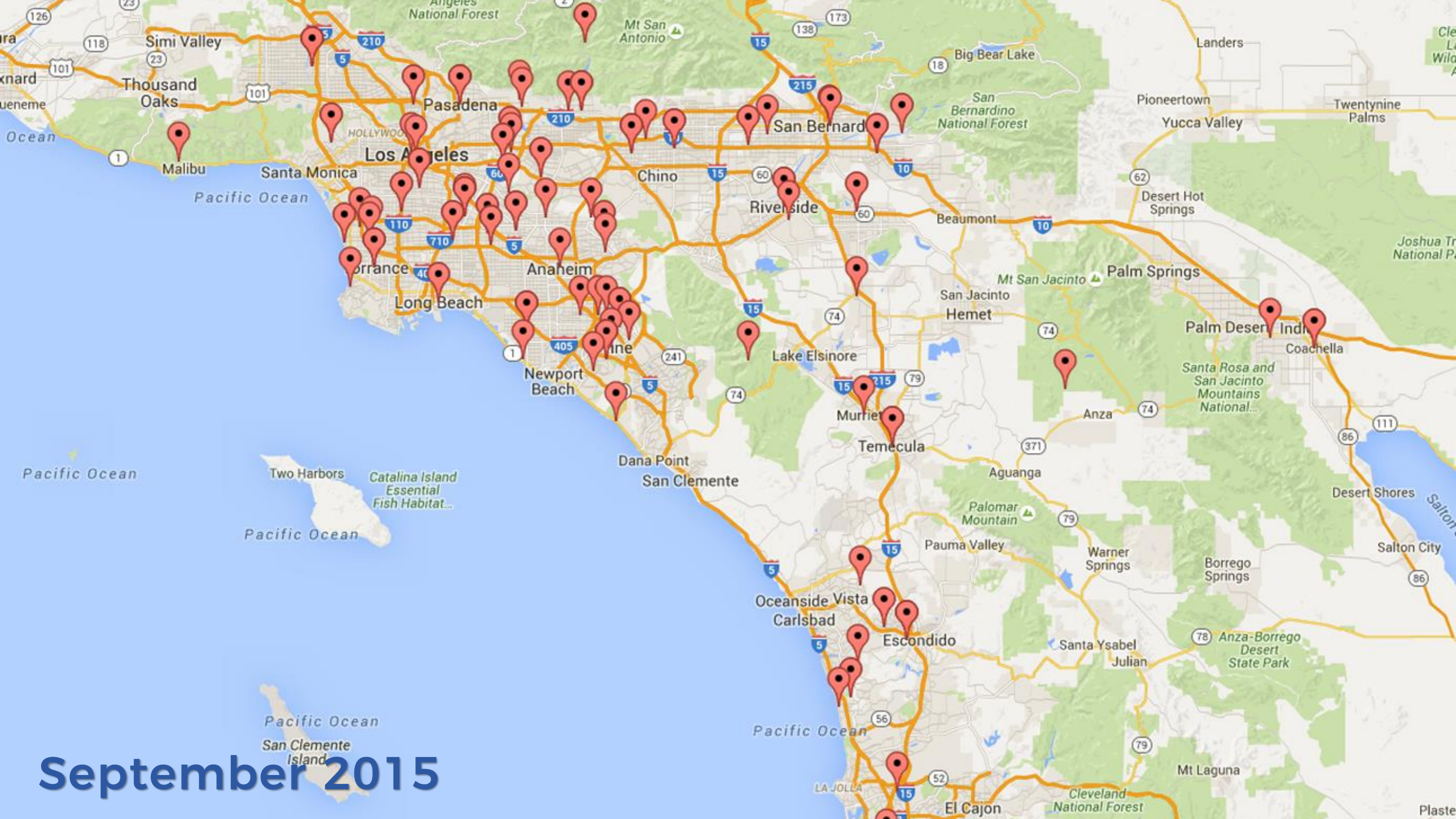
May 2015





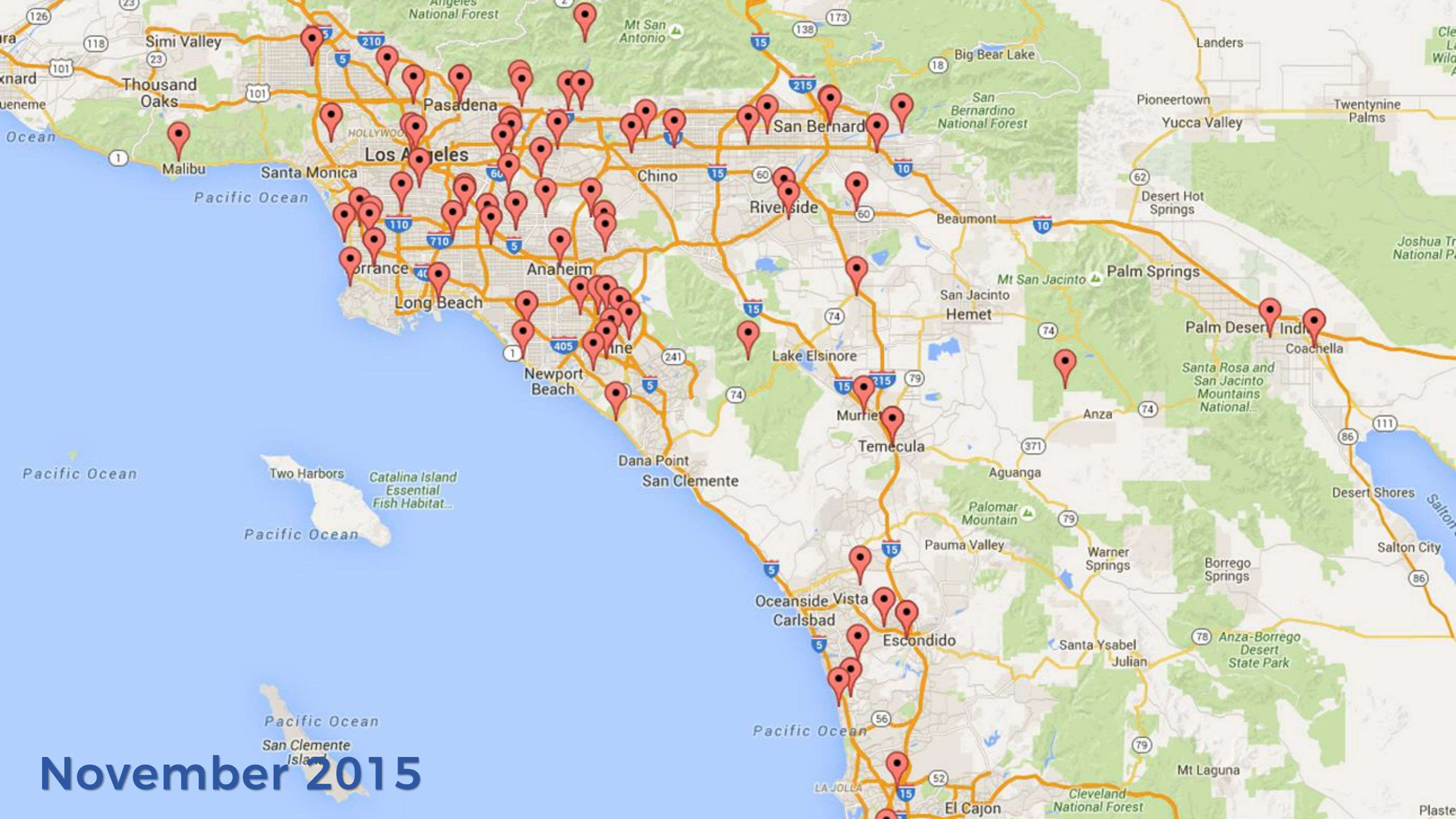
August 2015





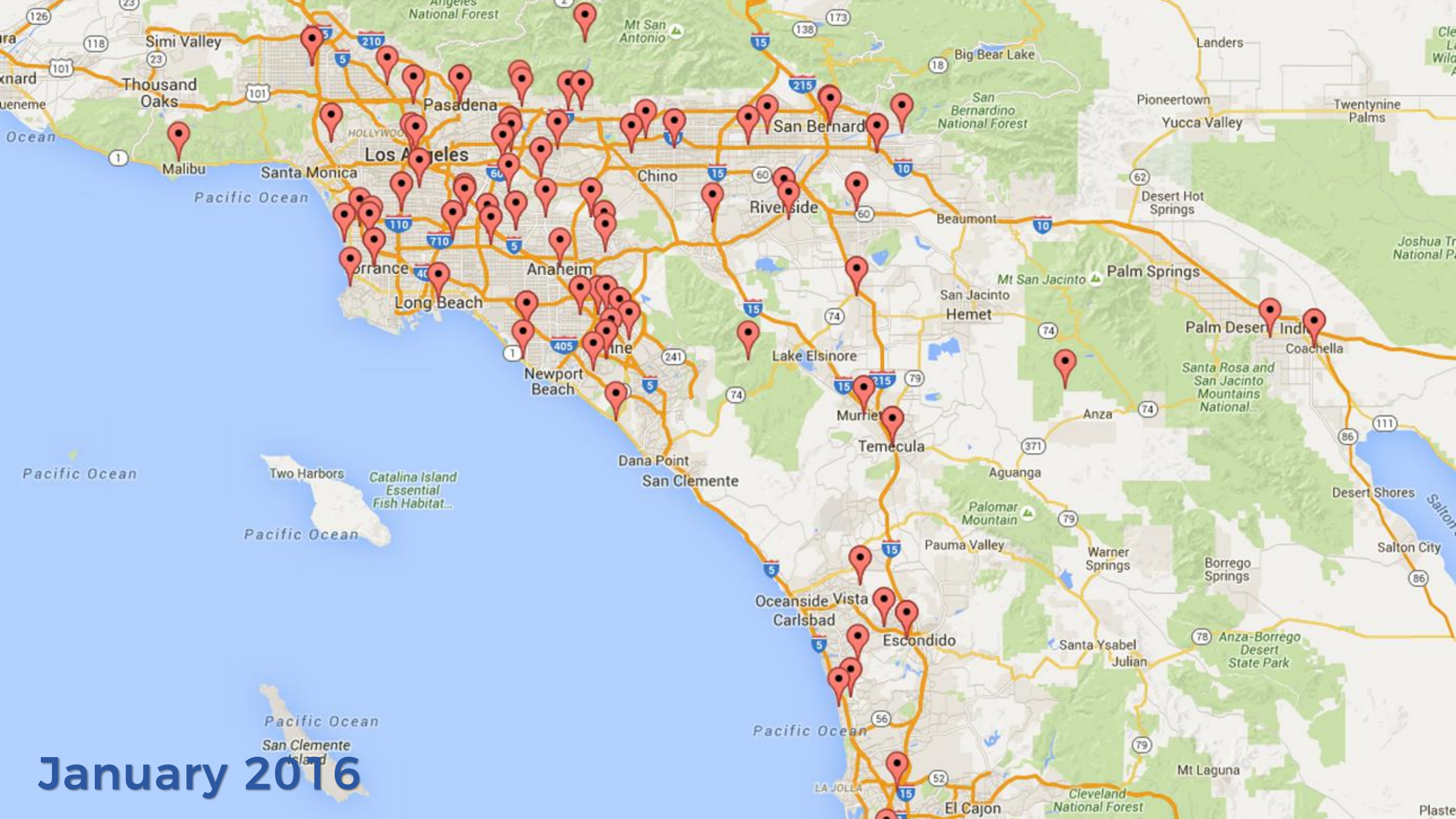
September 2015





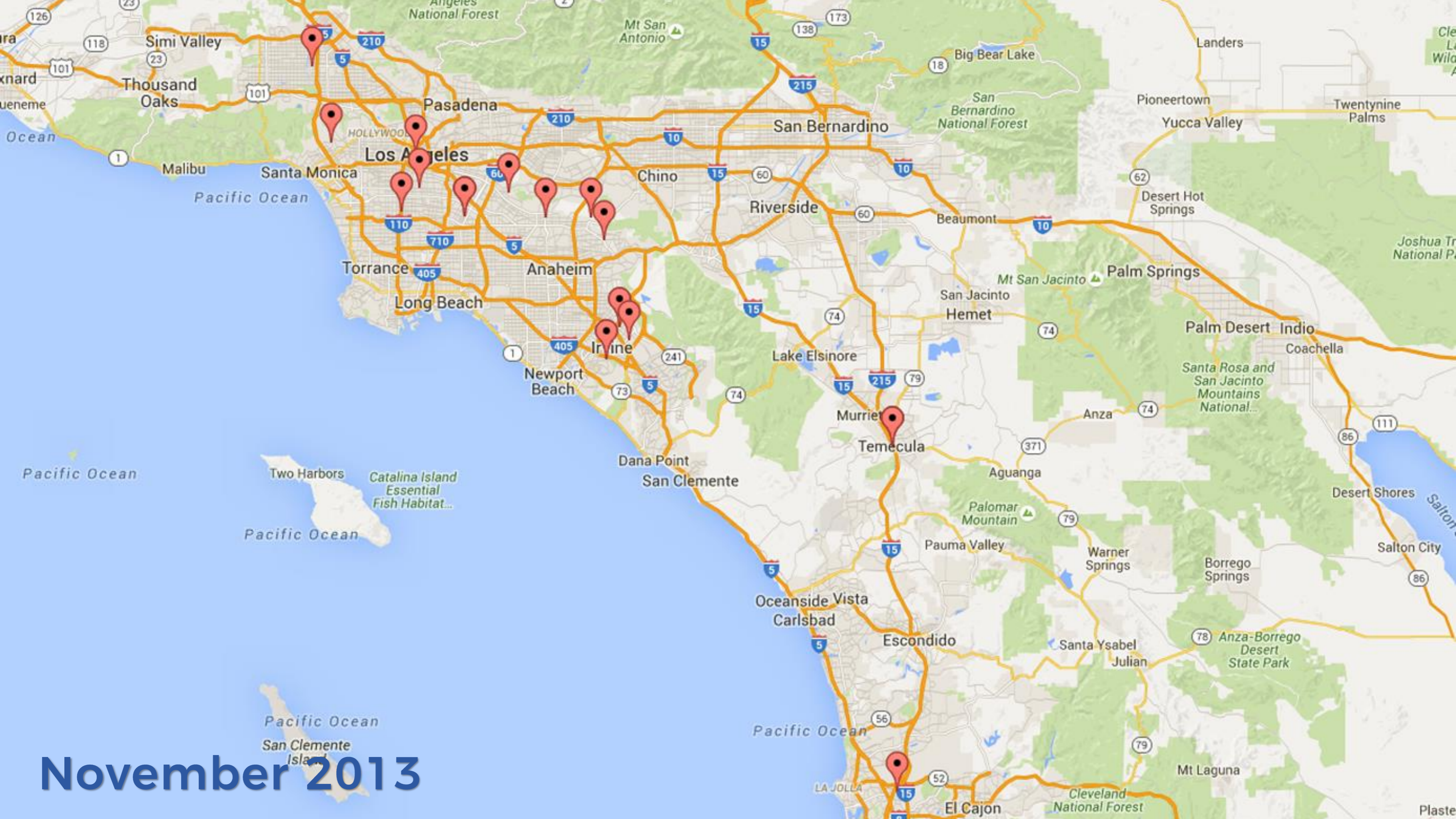
**November 2015**





January 2016





**November 2013**



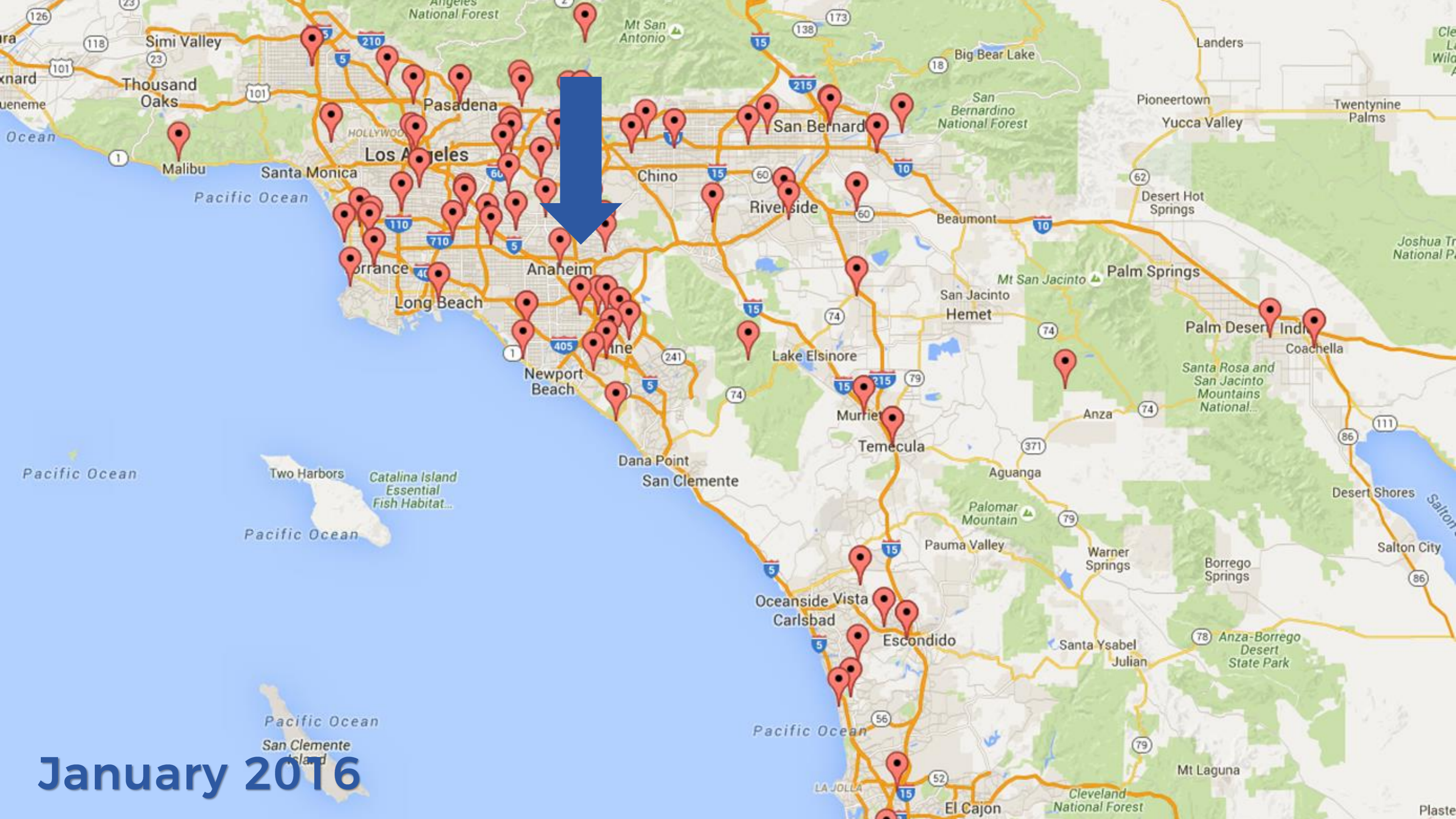
The diagram consists of three white text labels: 'Spies' on the left, 'Analysts' on the right, and 'Model' at the bottom center. A blue curved arrow points from 'Spies' to 'Analysts', and another blue curved arrow points from 'Analysts' to 'Model'. The background is green with a blue and green zigzag pattern at the top.

**Spies**

**Analysts**

**Model**





January 2016

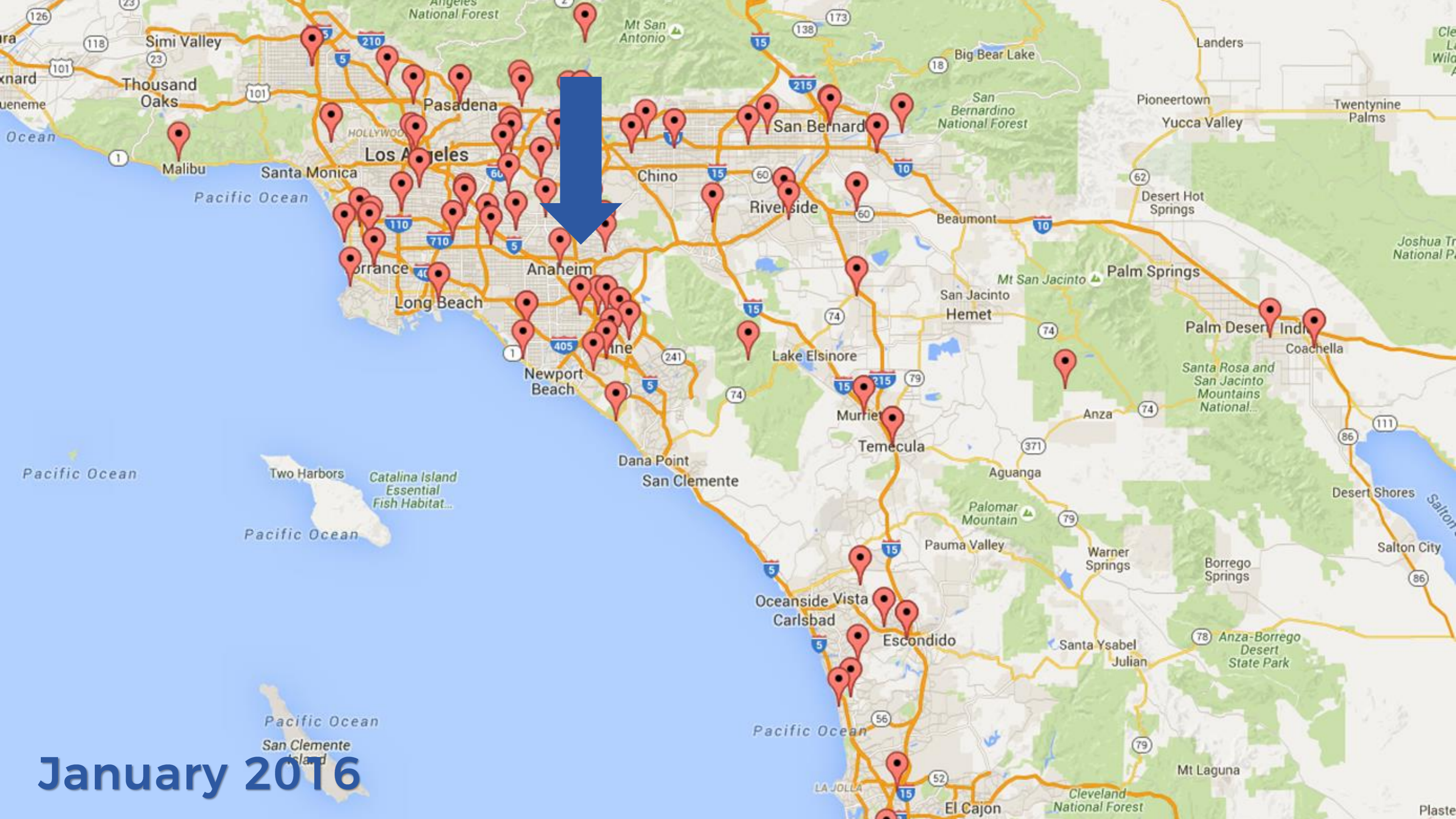


**Spies**

**Analysts**


**Model**





January 2016





All models are  
wrong, but some  
are useful.

**GEORGE E. P. BOX**





# Classic Mix

**20**  
Singles

LAY'S® Classic Potato Chips, DORITOS® Nacho Cheese Flavored Tortilla Chips, DORITOS® COOL RANCH® Flavored Tortilla Chips, CHEETOS® Crunchy Cheese Flavored Snacks, SUNCHIPS® Original Multigrain Snacks, FRITOS® Original Corn Chips (All 1 OZ. Each)

20 INDIVIDUAL BAGS: 1 OZ. EACH, TOTAL NET WT. 20 OZ. (1 LB. 4 OZ.) 567 g

⚠ WARNING: PREVENT ENTANGLEMENT AND STRANGULATION. KEEP THIS BAG AWAY FROM YOUNG CHILDREN. IT IS NOT A TOY.



```
graph TD; Spies --> Analysts; Analysts --> Model; Model --> Spies;
```

**Spies**

**Analysts**

**Model**



# THINKING TIME

EASY TO STORE.



Classic Mix

**20**  
Singles

4 LAY'S® Classic Potato Chips, 4 DORITOS® Nacho Cheese Flavored Tortilla Chips, 2 DORITOS® COOL RANCH® Flavored Tortilla Chips, 4 CHEETOS® Crunchy Cheese Flavored Snacks, 2 SUNCHIPS® Original Multigrain Snacks, 4 FRITOS® Original Corn Chips (All 1 OZ. Each)  
20 INDIVIDUAL BAGS: 1 OZ. EACH, TOTAL NET WT. 20 OZ. (1 LB. 4 OZ.) 567 g ⚠️ WARNING: PREVENT ENTANGLEMENT AND STRANGULATION. KEEP THIS BAG AWAY FROM YOUNG CHILDREN. IT IS NOT A TOY.





**Robert Kaplinsky**

@robertkaplinsky



Hey #MTBoS, can you do me a favor and complete this 3 question anonymous survey about your favorite chips? I need data for a presentation. Please RT.

[goo.gl/forms/etPtujll...](https://goo.gl/forms/etPtujll...) #iteachmath



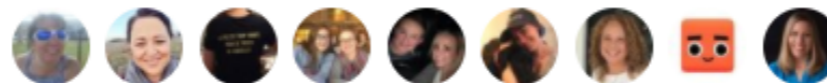
**Favorite Chips**

Please complete this anonymous survey. I'll be using this data in a presentation.

[docs.google.com](https://docs.google.com)

8:05 PM - 4 Feb 2018

**63** Retweets **45** Likes



18

63

45





# Favorite Chips (Responses)

File Edit View Insert Format Data Tools Form Add-ons Help

Comments

Share

100%
 \$ % .0 .00 123
Arial
10
**B** *I* ~~U~~ A



...

*fx* | Timestamp

	A	B	C	D	E	F	G	H
1	Timestamp	Lays (Classic)	Doritos (Nacho Cheese)	Doritos (Cool Ranch)	Cheetos (Crunchy)	Sun Chips (Original)	Fritos (Original)	Time Zone
2	2/4/2018 20:06:53	6	5	4	2	3	1	Central Time Zone
3	2/4/2018 20:06:55	1	5	6	3	2	4	Eastern Time Zone
4	2/4/2018 20:06:56	5	2	1	3	6	4	Central Time Zone
5	2/4/2018 20:06:57	2	1	6	3	5	4	Pacific Time Zone
6	2/4/2018 20:07:36	4	1	2	3	5	6	Pacific Time Zone
7	2/4/2018 20:08:02	5	1	6	4	2	3	Pacific Time Zone
8	2/4/2018 20:08:05	6	2	4	3	5	1	Pacific Time Zone
9	2/4/2018 20:08:07	4	2	1	5	3	6	Pacific Time Zone
10	2/4/2018 20:08:29	5	3	4	1	6	2	Central Time Zone
11	2/4/2018 20:08:56	4	5	6	1	2	3	Central Time Zone
12	2/4/2018 20:09:54	5	6	5	6	5	4	Pacific Time Zone
13	2/4/2018 20:10:01	4	2	3	1	5	6	Pacific Time Zone
14	2/4/2018 20:10:04	6	2	3	1	5	4	Central Time Zone
15	2/4/2018 20:10:04	3	5	6	1	4	2	Central Time Zone
16	2/4/2018 20:10:05	4	2	6	1	3	5	Eastern Time Zone
17	2/4/2018 20:10:06	3	2	6	5	1	2	Pacific Time Zone
18	2/4/2018 20:10:10	4	2	6	3	5	1	Mountain Time Zone
19	2/4/2018 20:10:12	3	1	5	6	2	4	Eastern Time Zone
20	2/4/2018 20:10:26	5	3	6	2	4	1	Pacific Time Zone

+ ≡ Sheet3

Explore



# THINKING TIME

- The available data includes:
  - Lays, Nacho Cheese Doritos, Cool Ranch Doritos, Cheetos, Sun Chips, and Fritos ranked from 1 to 6
  - Geographic region: West, Central, or Eastern



# ANALYSTS' JOB FOR THE TOP 1

1. **Count** all the first place votes for each chip type.
2. **Divide** the total first place votes for each chip type by the total number of votes.
3. **Multiply that fraction** by 20 to find how many bags there would be in a twenty pack, **rounding** as necessary.



# ANALYSTS' EXAMPLE




# CHIP BAG RESULTS




# MATH MODELING

HOW DO WE MAKE SENSE OF MATH MODELING?

IS IT JUST ANSWERING QUESTIONS?

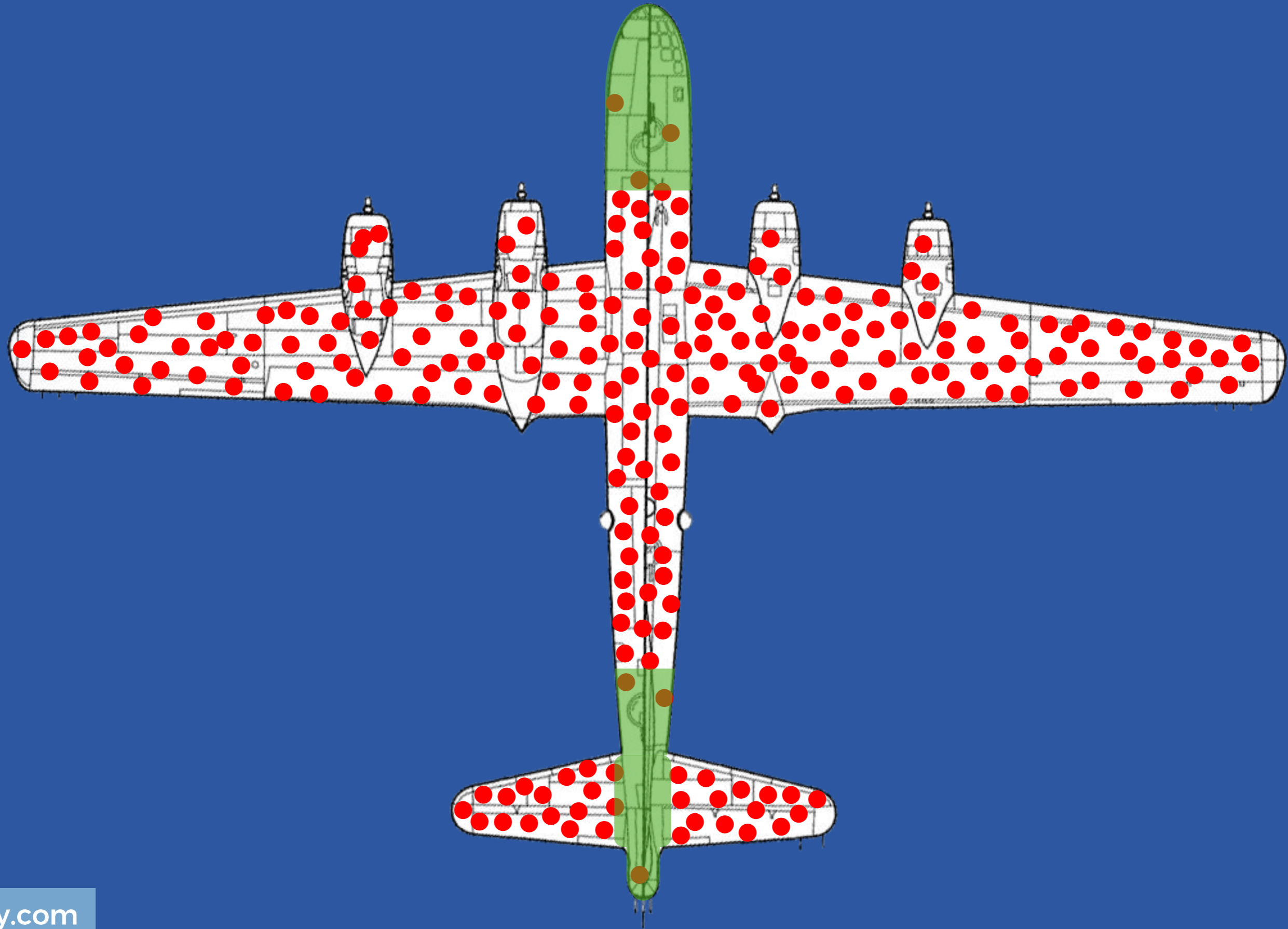
HOW DO YOU PROFIT FROM MATH MODELING?

HOW DO WE HELP OUR STUDENTS IMPROVE?





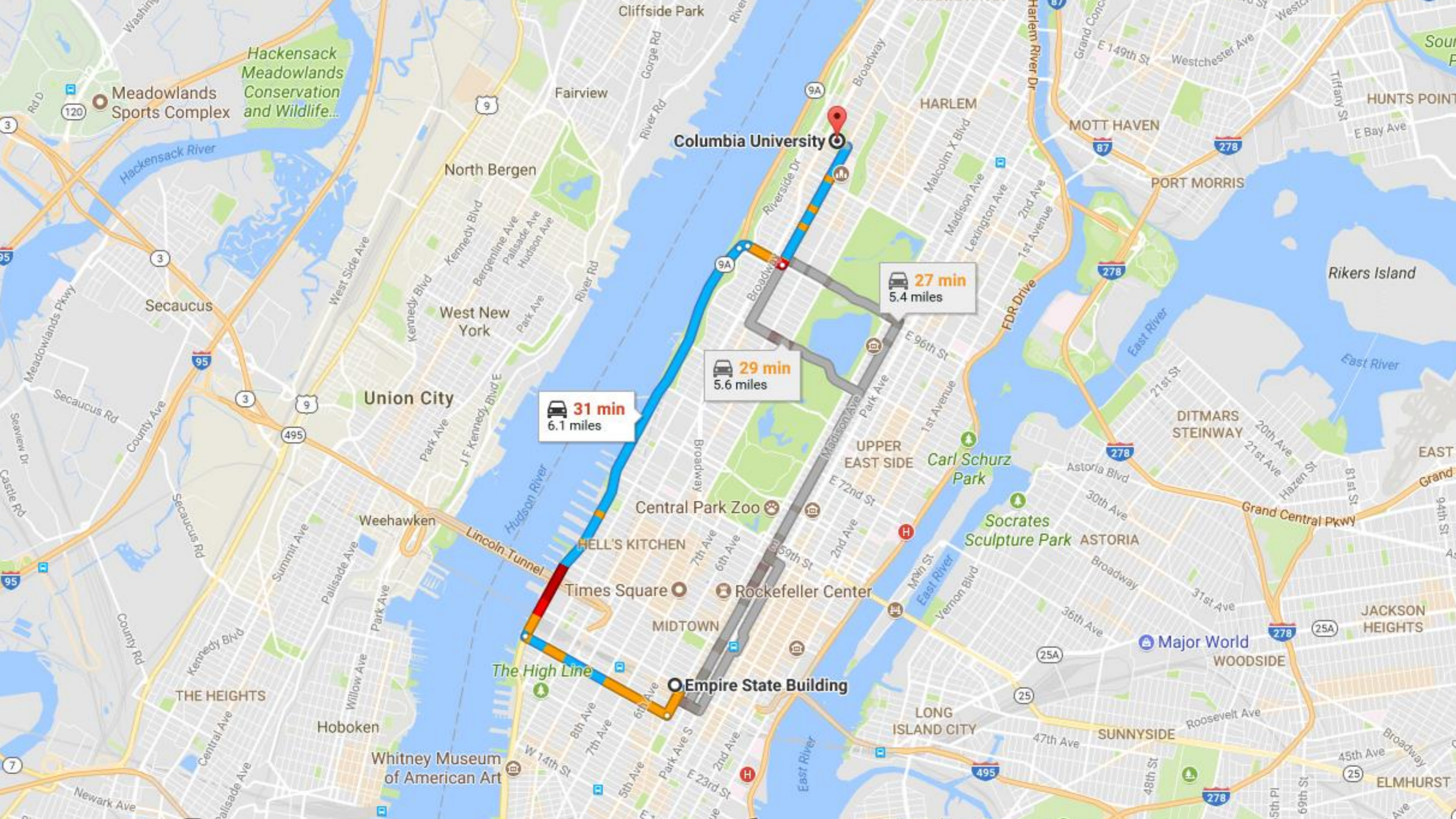






- ~~How do we protect our planes?~~
- ~~Which parts of the plane are being hit by the most bullets?~~
- Which parts of the plane are the most critical to protect?





Columbia University

Empire State Building

31 min  
6.1 miles

29 min  
5.6 miles

27 min  
5.4 miles

The High Line

Times Square

HELL'S KITCHEN

Central Park Zoo

Rockefeller Center

Carl Schurz Park

Socrates Sculpture Park

Hackensack Meadowlands Conservation and Wildlife...

Meadowlands Sports Complex

Rikers Island

JACKSON HEIGHTS

ELMHURST

Major World

SUNNYSIDE

LONG ISLAND CITY

MIDTOWN

UPPER EAST SIDE

Whitney Museum of American Art

Hoboken

THE HEIGHTS

Weehawken

Union City

West New York

North Bergen

Fairview

HARLEM

MOTT HAVEN

PORT MORRIS

HUNTS POINT

ASTORIA

DITMARS STEINWAY

ASTORIA

E 96th St

Broadway

Riverside Dr

River Rd

Lincoln Tunnel

J.F. Kennedy Blvd E

Park Ave

West Side Ave

Kennedy Blvd

Secaucus Rd

I-95

I-278

I-278

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I-278

I-278

I-278

I-95

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I-495

I-495



- ~~How do we find the fastest route for each customer?~~
- How do we find the fastest route for each customer without impacting our other customers?





# Classic Mix

**20**  
Singles

4 LAY'S® Classic Potato Chips, 4 DORITOS® Nacho Cheese Flavored Tortilla Chips, 2 DORITOS® COOL RANCH® Flavored Tortilla Chips, 4 CHEETOS® Crunchy Cheese Flavored Snacks, 2 SUNCHIPS® Original Multigrain Snacks, 4 FRITOS® Original Corn Chips (All 1 OZ. Each)


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⚠ WARNING: PREVENT ENTANGLEMENT AND STRANGULATION. KEEP THIS BAG AWAY FROM YOUNG CHILDREN. IT IS NOT A TOY.



- ~~How many of each flavor should we put in a package?~~
- ~~How many of each flavor should we put in a package for each region?~~
- How can we determine if the extra cost of creating different packages will make us more money?





Apply mathematics to  
problems arising in  
everyday life, society,  
and the workplace.

**TEKS PROCESS STANDARDS**



Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.

# TEKS PROCESS STANDARDS



# MATH MODELING

HOW DO WE MAKE SENSE OF MATH MODELING?

IS IT JUST ANSWERING QUESTIONS?

HOW DO YOU PROFIT FROM MATH MODELING?

HOW DO WE HELP OUR STUDENTS IMPROVE?





TARGET PARKING





```
graph TD; Spies --> Analysts; Analysts --> Model; Model --> Spies; Analysts --> Model;
```

**Spies**


**Analysts**

**Model**



# THINKING TIME





**They used 25 products for a pregnancy prediction' score including:**

- **unscented lotion**
- **mineral supplements**
- **cotton balls**

**Source: New York Times**





UNITED



4047

B G →

B →

← G A

A319  
4047



**Spies**

**Analysts**

**Model**



# THINKING TIME



# Priority is determined by:

- passenger's fare class
- itinerary
- frequent flyer program membership
- check-in time

Source: United Airlines





Search



Robert

Home



Robert Kaplinsky

News Feed

Messenger

Watch

Marketplace

Explore

Pages

Events

Groups

Friend Lists

On This Day 3

Insights

Games 7

Fundraisers

Live Video

Pokes

See More...

Create

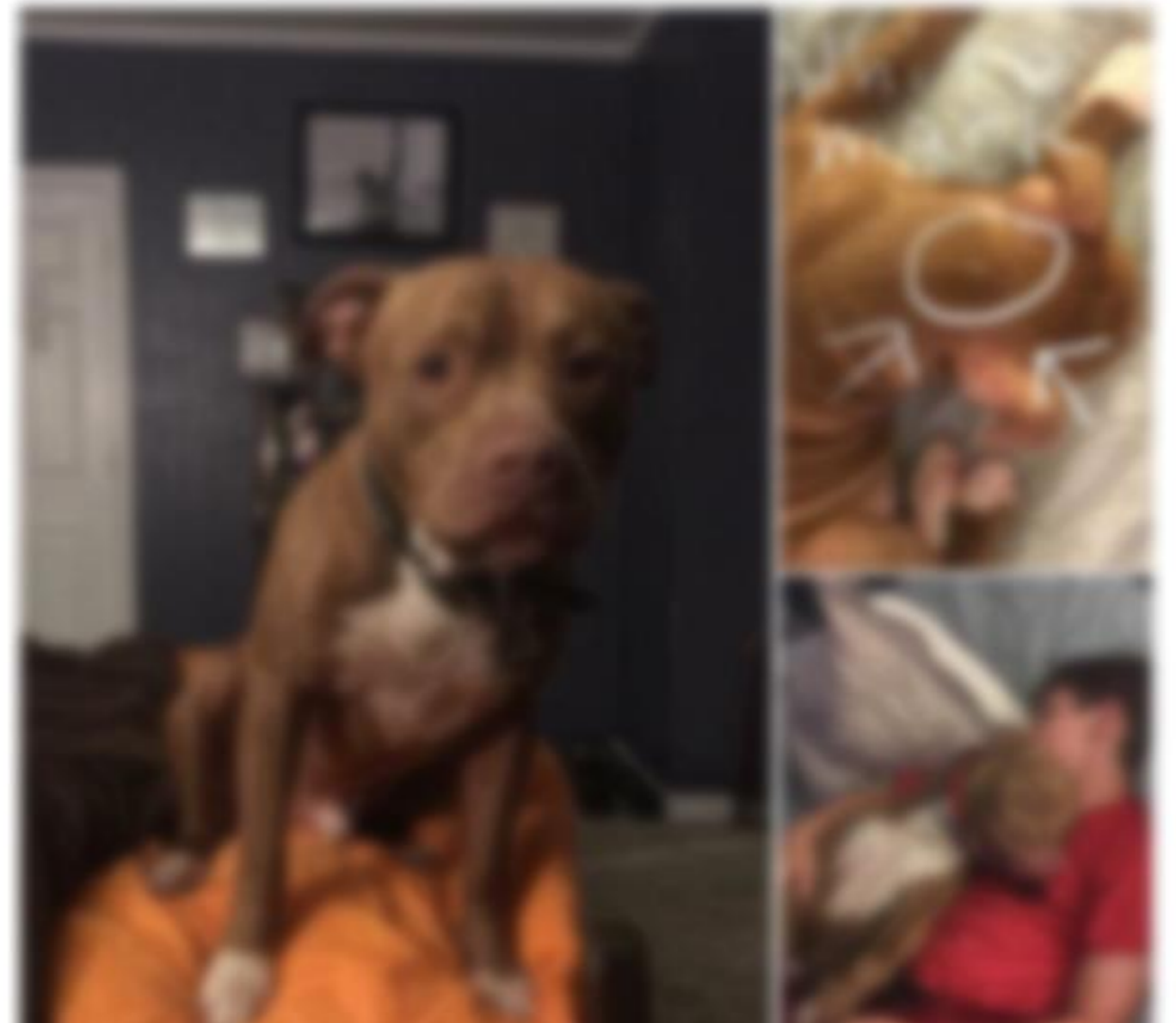
Ad · Page · Group · Event · Fundraiser

Make Post | Photo/Video Album | Live Video

What's on your mind, Robert?

Photo/Video | Feeling/Activity | ...

Ad: Add Schedule...  
Missing this boy gets back to his family



News Letter... activities in...

Trending

- James Madison: The Dissolution of James and Isabella's Personal Email Server
- Fredericksburg, Virginia: Mother recovering from copperhead snake bite at Virginia... (1 hour ago)
- Anthony Weiner: Anthony Weiner Sentenced to 21 Months in Prison

Watchlist: Latest Episodes

- Episode: The Making of a... (1 hour ago)
- Episode: The Making of a... (1 hour ago)

See All

Sponsored

Create Ad





**Spies**

**Analysts**

**Model**



# THINKING TIME



# The stories that show in your News Feed are influenced by:

- friends you interact with the most
- the number of comments and likes a post receives
- what kind of story it is (ex: photo, video, status update)

Source: Facebook



# MORE EXAMPLES

- How does US News and World Reports rank colleges?
- How does Google know which results to show?
- How do sports teams know who to draft?
- How does Amazon know what products to recommend?
- How does Zillow estimate home prices?
- How does Pandora know what music to play?
- How does eHarmony know which people to show you?
- How do they figure out who should speak at a conference?



# MATH MODELING

HOW DO WE MAKE SENSE OF MATH MODELING?

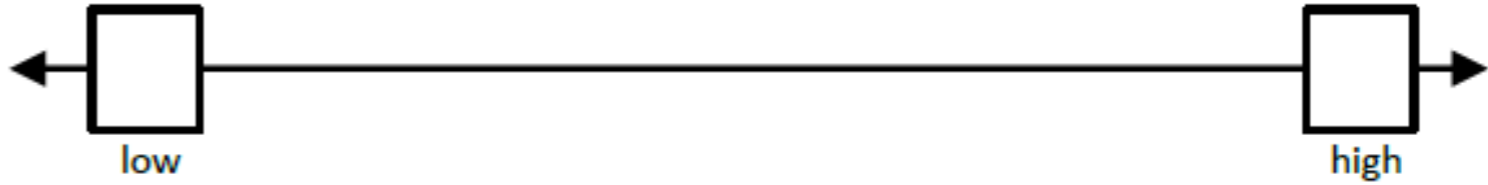
IS IT JUST ANSWERING QUESTIONS?

HOW DO YOU PROFIT FROM MATH MODELING?

HOW DO WE HELP OUR STUDENTS IMPROVE?



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

What problem are you trying to figure out?	What estimates do you have?
	 <p data-bbox="2059 714 2768 752">Place your estimate on the number line.</p>
What info do you already know about the problem?	What info do you need about the problem?
<p data-bbox="736 1001 1685 1365"><b>TOP SECRET!</b></p>	<p data-bbox="1725 767 2558 1103"><b>SPIES ONLY</b></p>
What is your conclusion? How did you reach that conclusion?	



Your work

**DANGER**

**ANALYSTS  
AT WORK**



# MODELING EXAMPLES

□ ELEMENTARY SCHOOL

□ MIDDLE SCHOOL







**Spies**

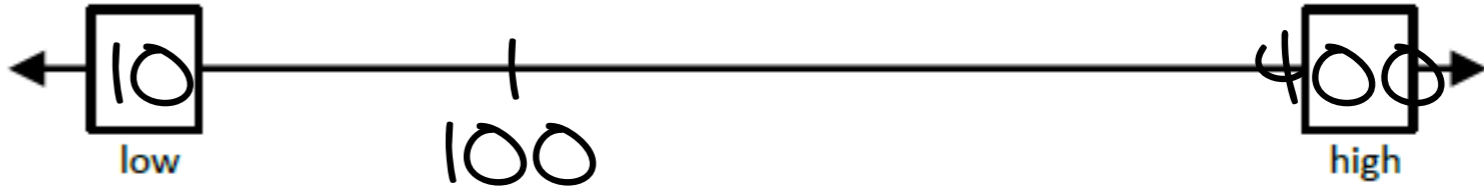
**Analysts**

**Model**



# THINKING TIME



What problem are you trying to figure out?	What estimates do you have?
<p>How many beverage choices are there?</p>	 <p style="text-align: center;">Place your estimate on the number line.</p>
What info do you already know about the problem?	What info do you need about the problem?
<ul style="list-style-type: none"> <li>• There are main flavors and added flavors.</li> <li>• Lemonade is yummy.</li> </ul>	<ul style="list-style-type: none"> <li>• How many main flavors are there?</li> <li>• How many added flavors are there?</li> <li>• Can we mix them all together?</li> </ul>
What is your conclusion? How did you reach that conclusion?	



# COUNT ALL



1		8		16		24		27		32		40		46															
			no caffeine		no caffeine						no caffeine		no caffeine																
2		5		9		13		17		21		28		30		37		44		47		51							
3		6		10		14		18		22		25		29		31		33		38		42		45		48		52	
4		7		11		15		19		23			no caffeine			34		39		43		49		53					
				12				20		26				35		36				50									

## low/no calories

54		62		69		76		84		92		95		103		111		117		125																	
					no caffeine		no caffeine		no caffeine		no caffeine		no caffeine		no caffeine		no caffeine																				
55		59		63		66		70		73		77		81		85		89		93		96		100		104		108		112		115		118		122	
56		60		64		67		71		74		78		82		86		90		94		97		101		105		109		113		116		119		123	
57		61		65		68		72		75		79		83		87		91		95		98		102		106		110		114		120		124			
58						80		88		94		99		107								121															



# COUNT GROUPS



7

Cherry Raspberry  
Orange Vanilla  
Lime Cherry Vanilla

8

no caffeine

Strawberry Cherry  
Grape Peach  
Raspberry Orange  
NEW Vanilla

8

no caffeine

Fruit Punch Strawberry  
Raspberry Cherry  
Lime Grape  
Peach

1

2

no caffeine

NEW

5

Red Berry Grape  
Orange Peach

8

no caffeine

Fruit Punch Strawberry  
Raspberry Cherry  
Grape Raspberry Lime  
NEW Orange Vanilla

6

no caffeine

Strawberry Cherry  
Orange Raspberry  
NEW Fruit Punch

8

no caffeine

Fruit Punch Strawberry  
Raspberry Cherry  
Lime Grape  
Lemon

low/no calories

Cherry Raspberry  
Orange Vanilla  
Lime Cherry Vanilla  
Lemon

8

Cherry Raspberry  
Orange Vanilla  
Lime Cherry Vanilla

7

no caffeine

Cherry Raspberry  
Orange Vanilla  
Lime Cherry Vanilla

7

no caffeine

Strawberry Cherry  
Grape Peach  
Raspberry Orange  
NEW Vanilla

8

no caffeine

Fruit Punch Strawberry  
Raspberry Cherry  
Lime Grape  
Peach

8

1

2

no caffeine

NEW

2

no caffeine

Orange Strawberry  
Raspberry Cherry  
Lime Grape  
Peach

8

no caffeine

Orange Strawberry  
Raspberry Cherry  
Lime Grape  
Peach

8

no caffeine

Strawberry Cherry  
Orange Raspberry  
NEW Fruit Punch

6

no caffeine

Fruit Punch Strawberry  
Raspberry Cherry  
Lime Grape  
Lemon

8

no caffeine

1



# INVENTED STRATEGY



8

8

no caffeine

8

no caffeine

7

7

no caffeine

7

no caffeine

8

no caffeine

low/no calories

8

8

no caffeine

8

no caffeine

8

no caffeine

8

8

no caffeine

8

no caffeine

8

no caffeine

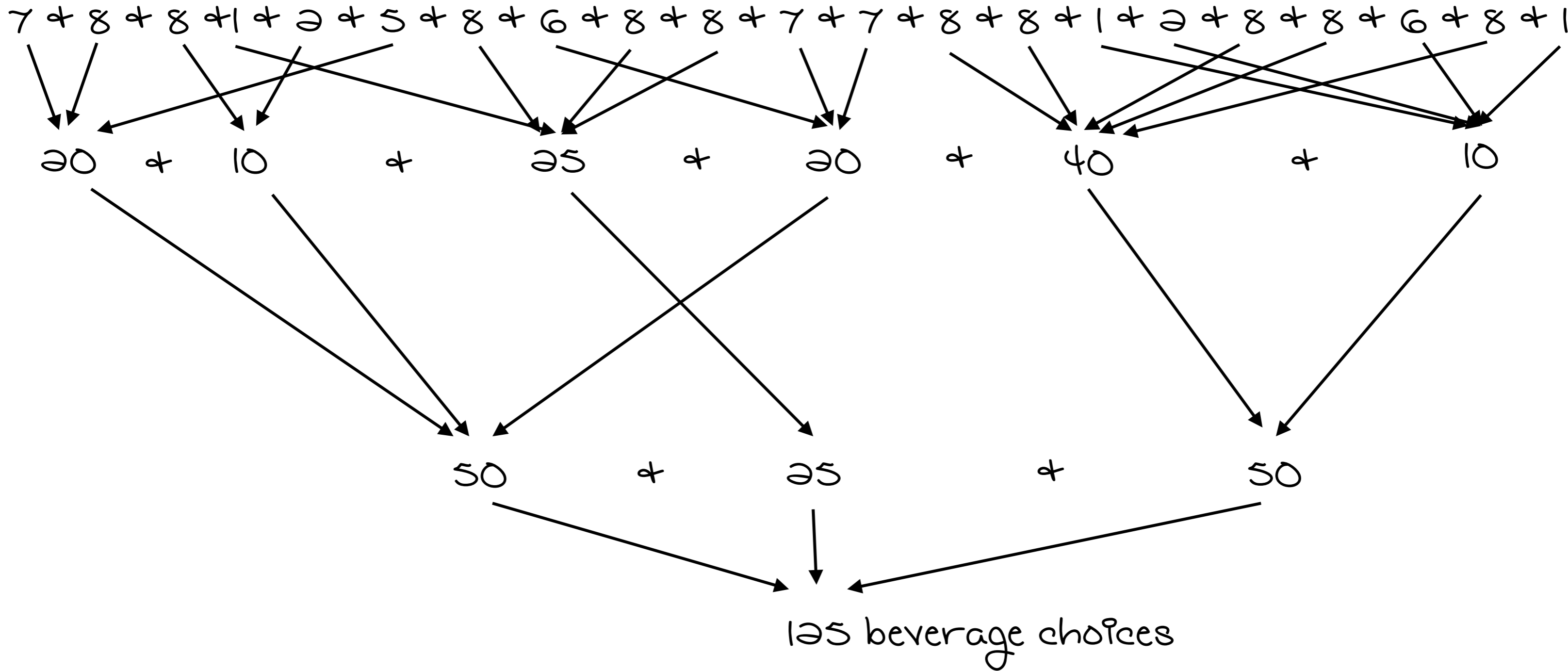
8

no caffeine

8

8







The main attraction for a busload of Dover fifth-graders was supposed to be the Museum of Fine Arts, but that all changed when they stopped by Kelly's Roast Beef and got a glimpse of their soda-drinking future.

At the entrance of Kelly's sat a sleek **Coca-Cola** Freestyle fountain crafted to resemble an old-fashioned vending machine, but with a twist: a touchscreen computer embedded in the machine gives customers **the option of 125 flavors**. You can quench your thirst with a Coke or a Sprite, or try something more exotic — Sprite with Grape or a Hi-C Orange Vanilla.



# MODELING EXAMPLES

ELEMENTARY SCHOOL

MIDDLE SCHOOL







LIVE



FOX NEWS

Junction



```
graph TD; Spies --> Analysts; Analysts --> Model; Model --> Spies;
```

**Spies**

**Analysts**

**Model**



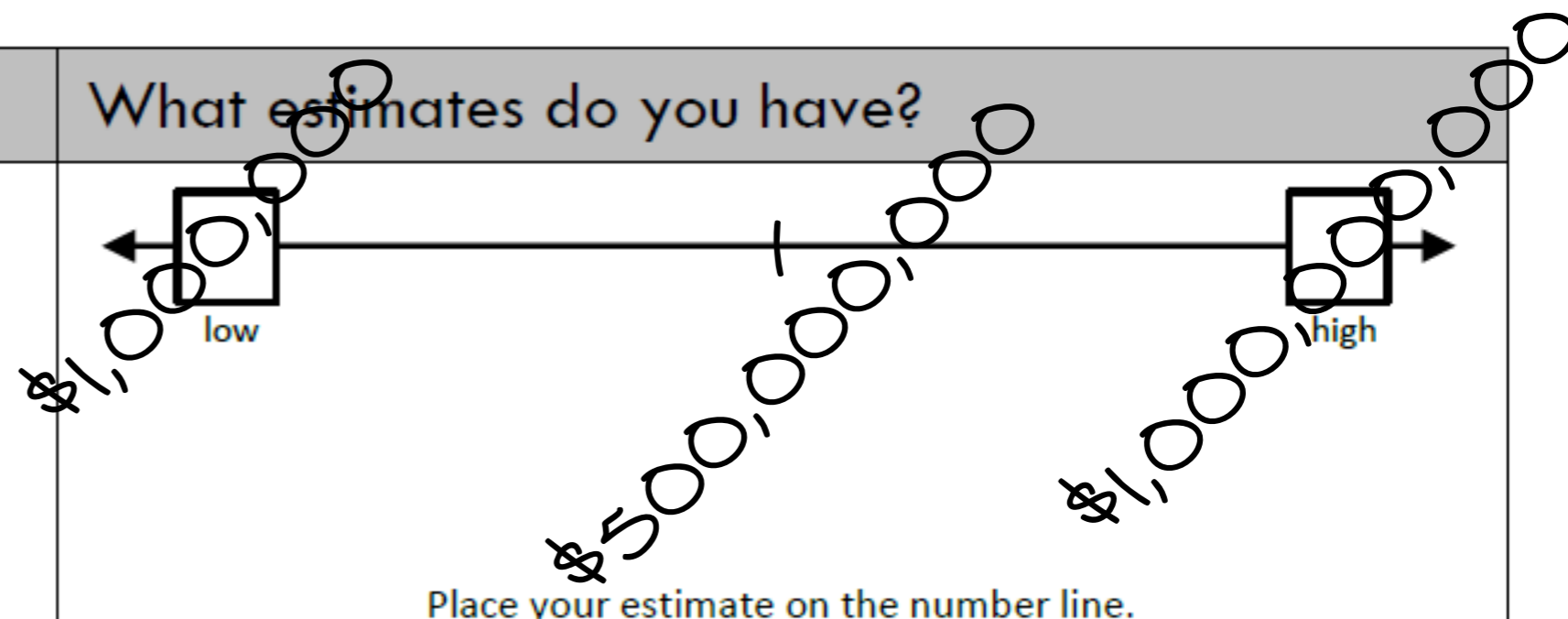
# THINKING TIME



What problem are you trying to figure out?

How much money was that?

What estimates do you have?



What info do you already know about the problem?

- There is a lot of money.
- It is in a pile.
- It is in bundles.

What info do you need about the problem?

- Is it all the same denomination?
- ~~How much does one bill weigh?~~
- ~~How much does all the money weigh?~~

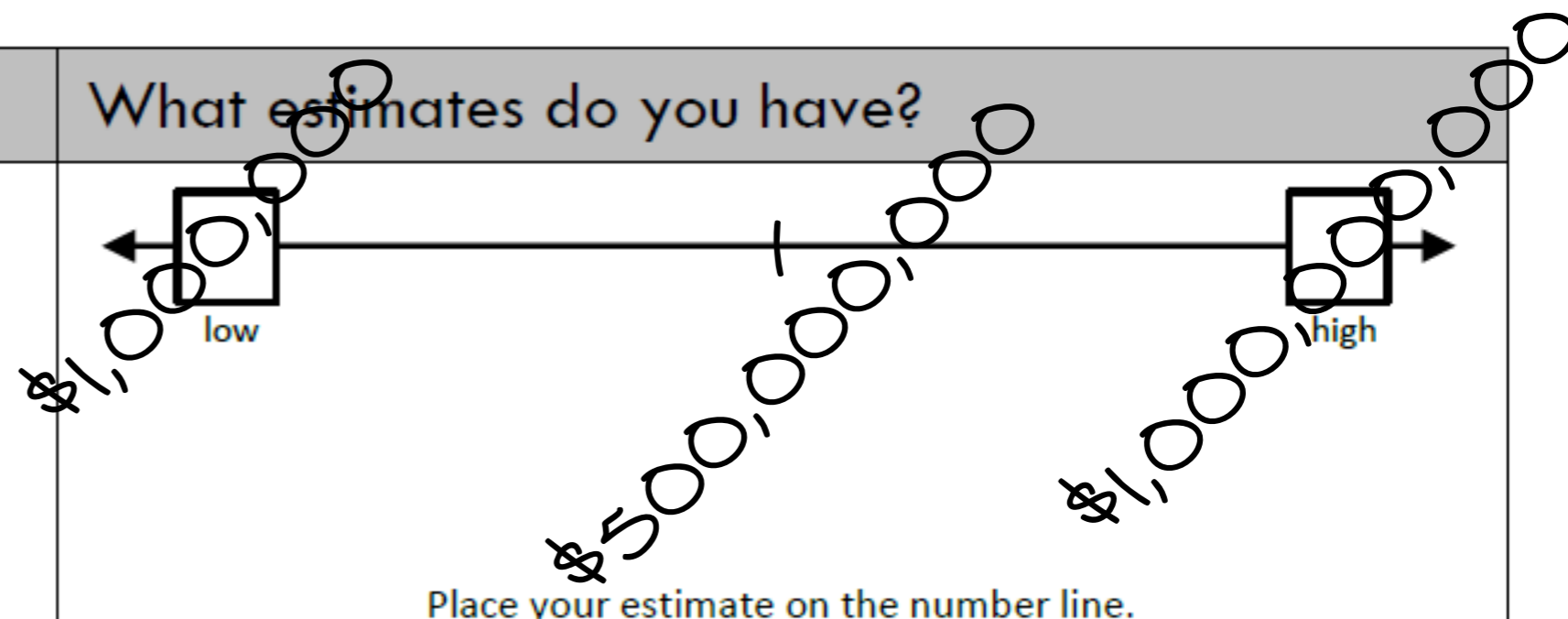
What is your conclusion? How did you reach that conclusion?



What problem are you trying to figure out?

How much money was that?

What estimates do you have?



What info do you already know about the problem?

- There is a lot of money.
- It is in a pile.
- It is in bundles.

What info do you need about the problem?

- Is it all the same denomination?
- How many rows and columns are there?
- How many bills are in one stack?

What is your conclusion? How did you reach that conclusion?









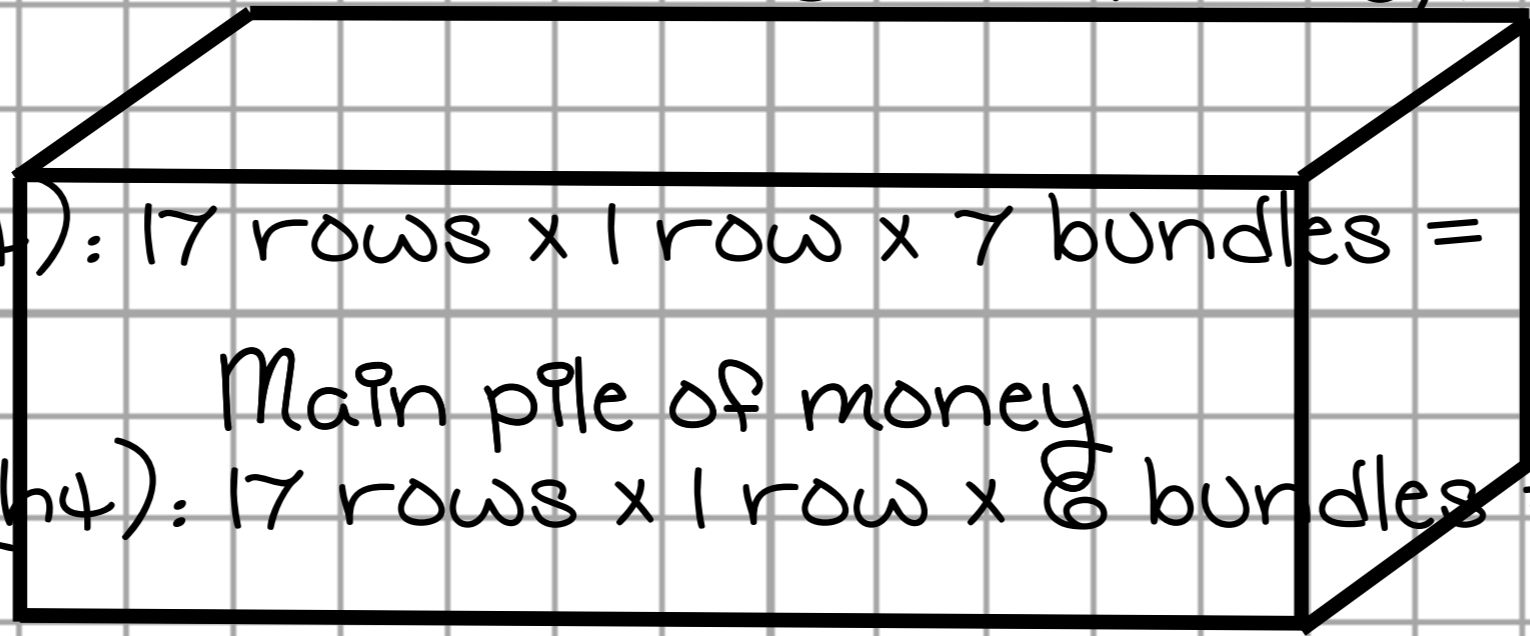


Your work

Main pile: 34 rows x 11 rows ~~rows~~ bundles = 3,740 bundles

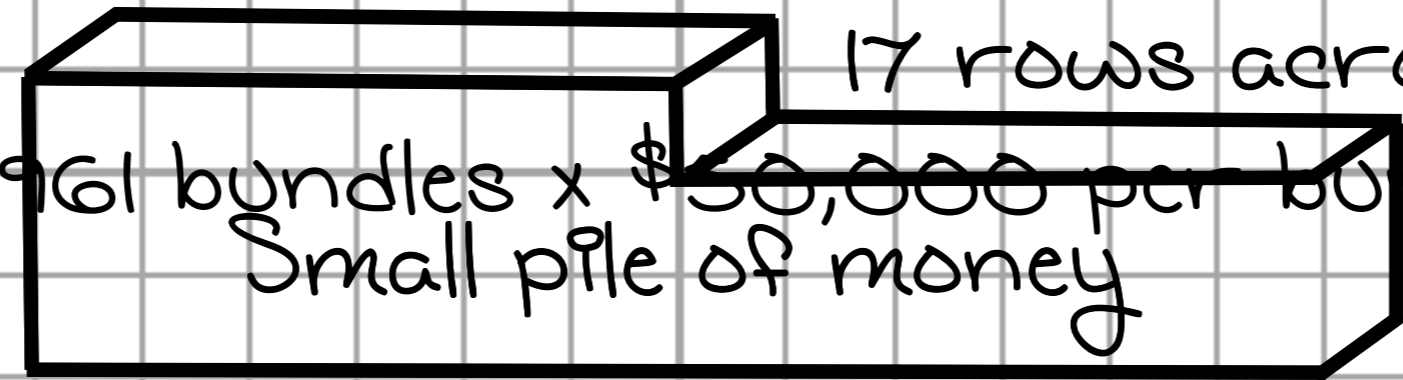
Small pile (left): 17 rows x 1 row x 7 bundles = 19 bundles  
10 bundles

Small <sup>high</sup> pile (right): 17 rows x 1 row x 8 bundles = 102 bundles  
11 rows deep



Total bundles: 3,740 + 19 + 102 = 3,961 bundles  
17 rows across

Total money: 3,961 bundles x \$50,000 per bundle = \$198,050,000



8 bundles  
high

7 bundles  
high



**FOX**



50%



# MODELING EXAMPLES

ELEMENTARY SCHOOL

MIDDLE SCHOOL



# MATH MODELING

HOW DO WE MAKE SENSE OF MATH MODELING?

IS IT JUST ANSWERING QUESTIONS?

HOW DO YOU PROFIT FROM MATH MODELING?

HOW DO WE HELP OUR STUDENTS IMPROVE?





## Real-World Link



Common Core  
State Standards

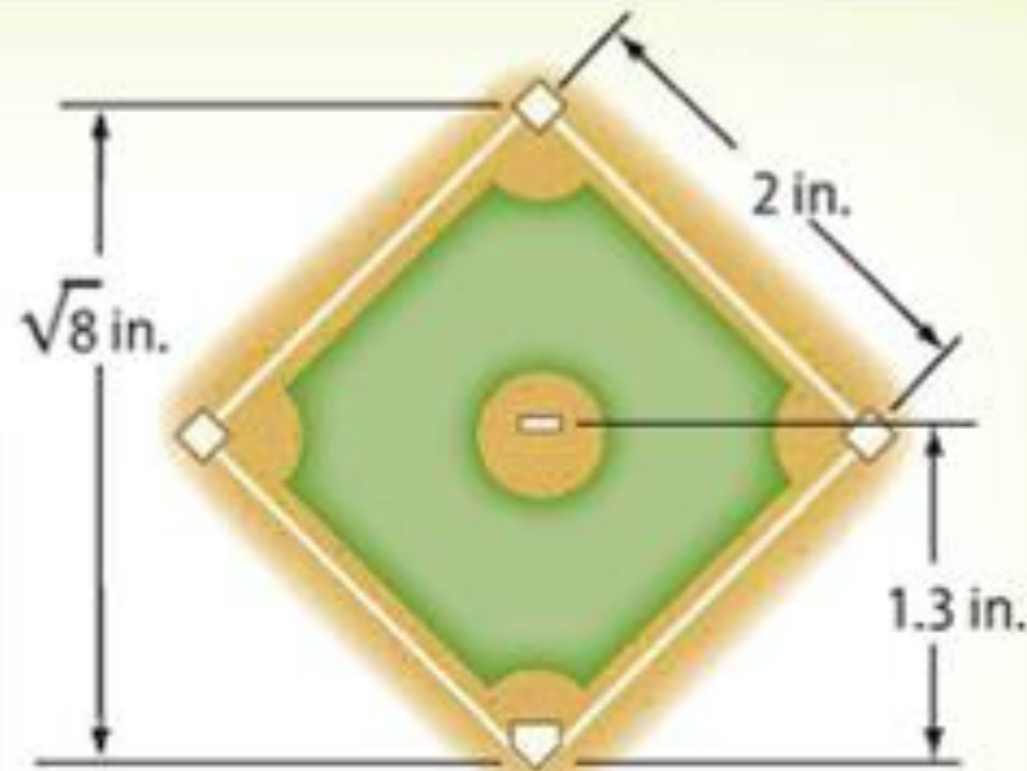
### Content Standards

8.NS.1, 8.NS.2, 8.EE.2

### Mathematical Practices

1, 3, 4, 6

**Sports** Major League baseball has rules for the dimensions of the baseball diamond. A model of the diamond is shown.



1. On the model, the distance from the pitching mound to home plate is 1.3 inches. Is 1.3 a rational number? Explain.

---

2. On the model, the distance from first base to second base is 2 inches. Is 2 a rational number? Explain.

---

3. The distance from home plate to second base is  $\sqrt{8}$  inches. Using a calculator, find  $\sqrt{8}$ . Does it appear to terminate or repeat?







## Real-World Link



## Common Core State Standards

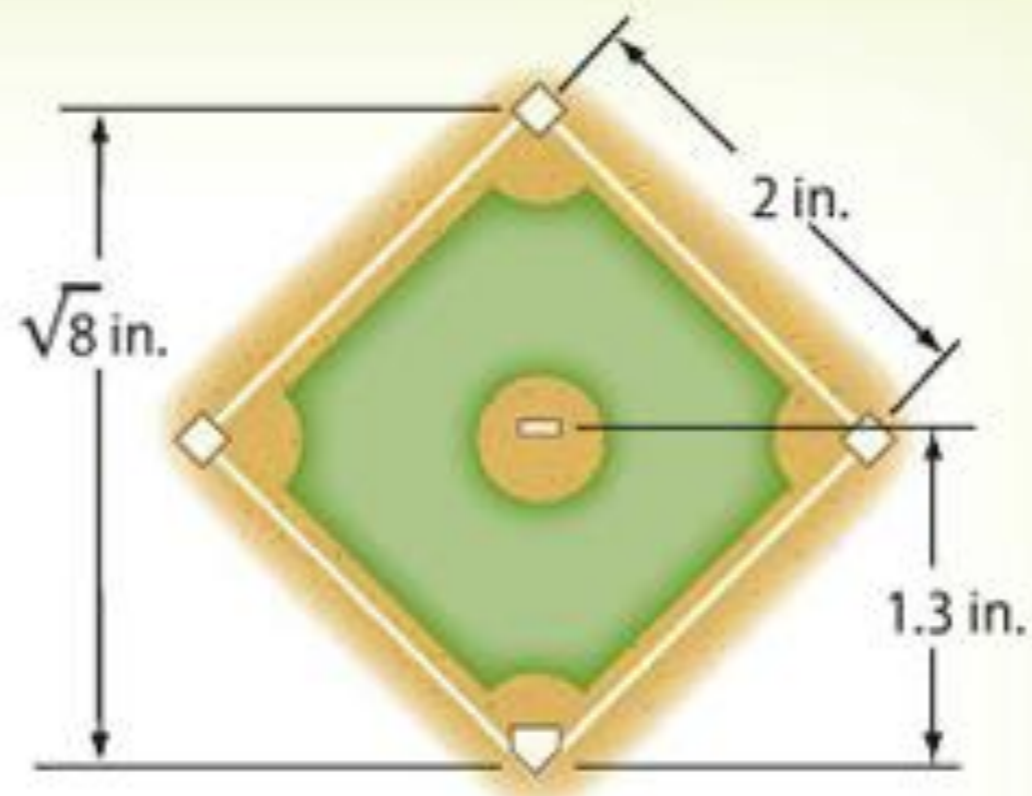
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# DISCUSSION TIME

- Why should we reconsider using word problems?
- What should we be doing instead of word problems?



# GOALS

**CORRECT ANSWERS = UNDERSTANDING**

**MAKE OUR LESSONS UNFORGETTABLE**

**RECONSIDER USING WORD PROBLEMS**





# Scary & Dangerous











# THE FOUR STEPS TO CREATE A CLASSROOM WHERE STUDENTS ARE EXCITED TO LEARN MATHEMATICS

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