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

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WANT THE RESOURCES?

Text the message (one word):

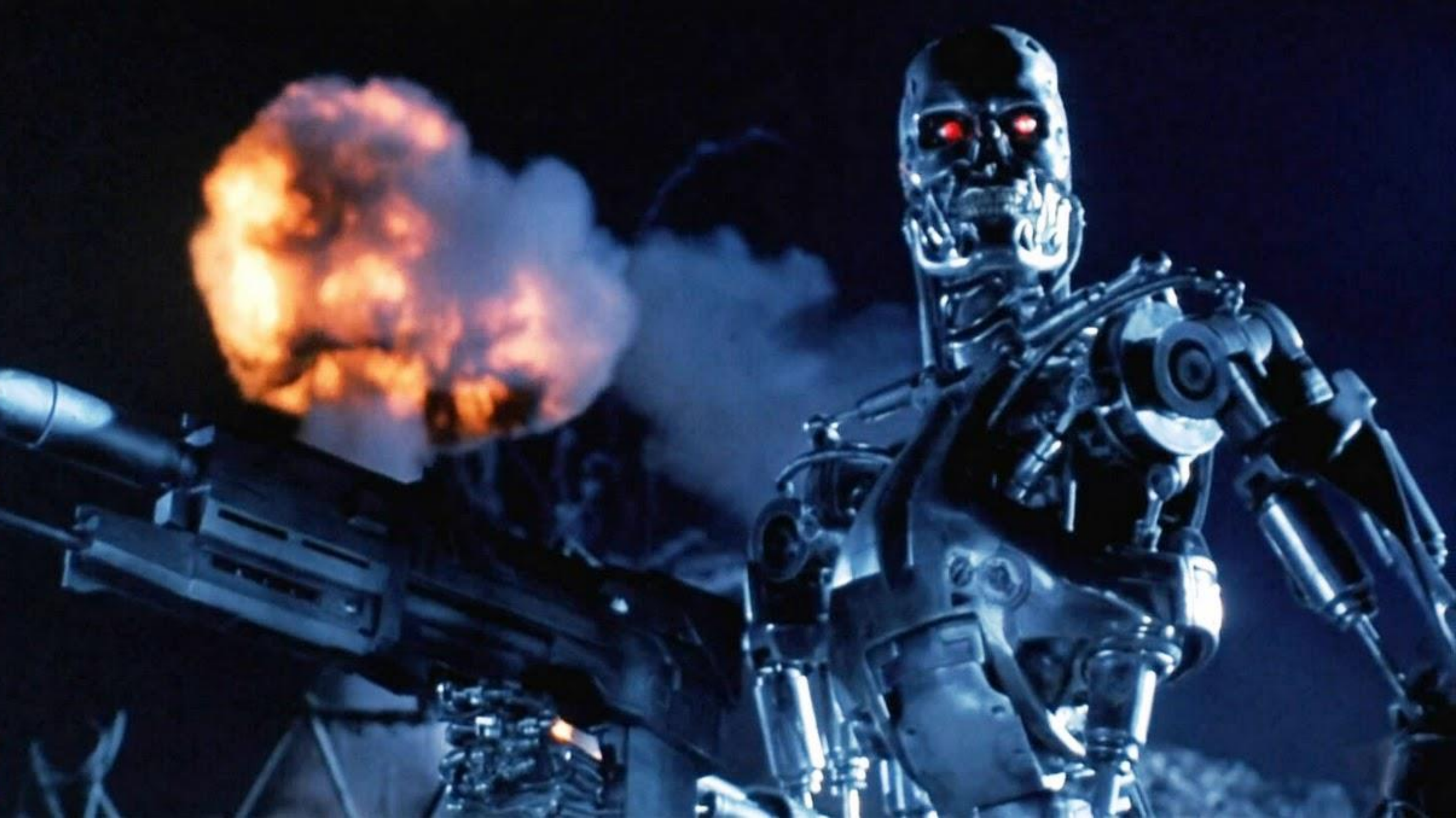
4STEPS

To 44222

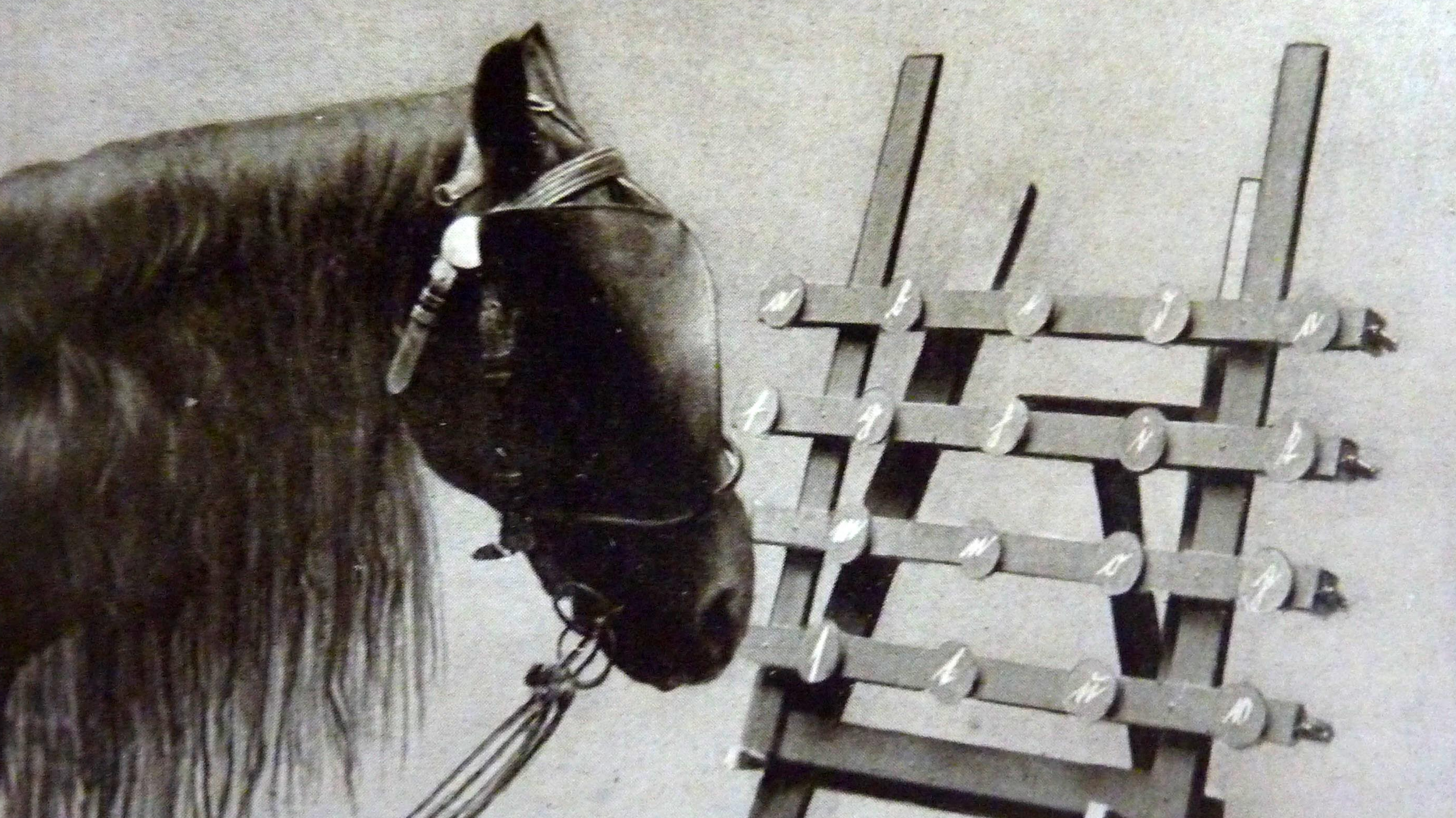
paradigm shift

GOALS

- ❑ CORRECT ANSWERS = UNDERSTANDING?
- ❑ MAKE OUR LESSONS UNFORGETTABLE
- ❑ RECONSIDER USING WORD PROBLEMS
- ❑ MAKE MATH CHALLENGING + ACCESSIBLE



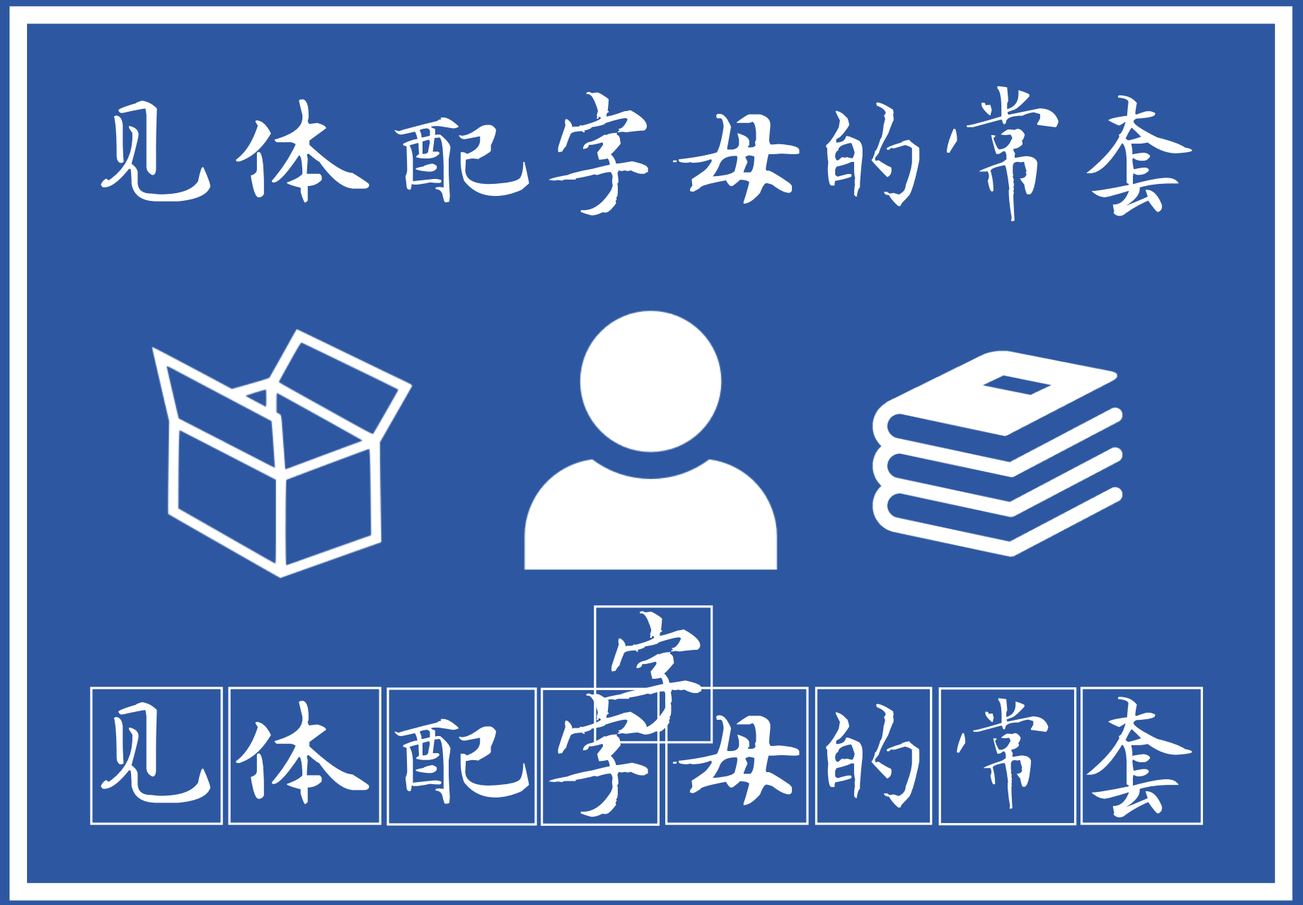

$\frac{2}{3} + \frac{3}{4} =$
26743 : 8 =
12986 × 3 =



Yes… no… uh… yes… maybe?

MANY STUDENTS

CHINESE ROOM



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

- [x] CORRECT ANSWERS = UNDERSTANDING?
- [ ] MAKE OUR LESSONS UNFORGETTABLE
- [ ] RECONSIDER USING WORD PROBLEMS
- [ ] MAKE MATH CHALLENGING + ACCESSIBLE

February 28 ·

If a theif 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

1,782 shares

3 Comments

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

FALSE

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:

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

2. 3625
   5263

3. 9572
   2759

4. 8713
   3178

7. 6842
   2486

8. 7532
   2357

9. 1549
   94

13.

14

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.

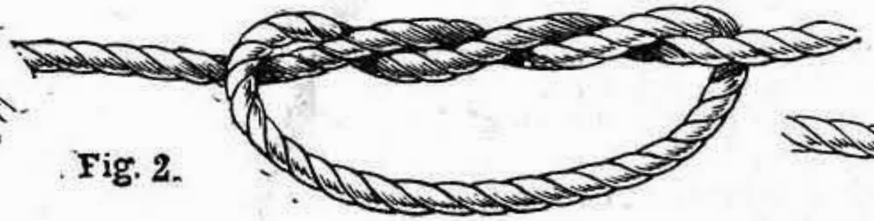


Fig. 2.

Fig. 2a.

Fig. 3.

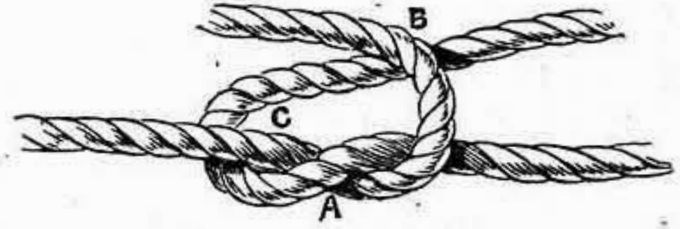


Fig. 5.

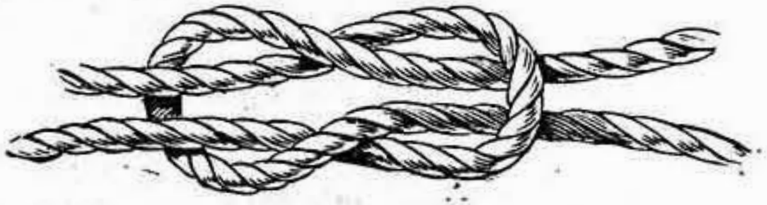


Fig. 4.

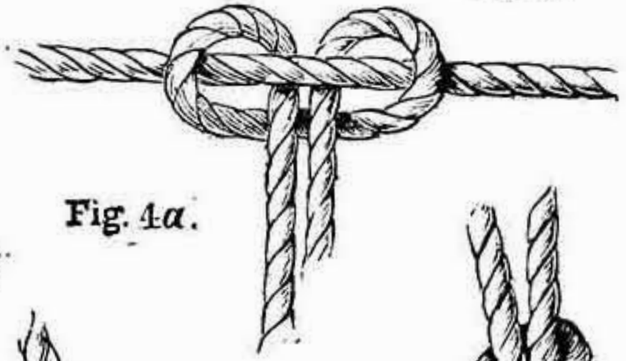


Fig. 4a.

Fig. 14.

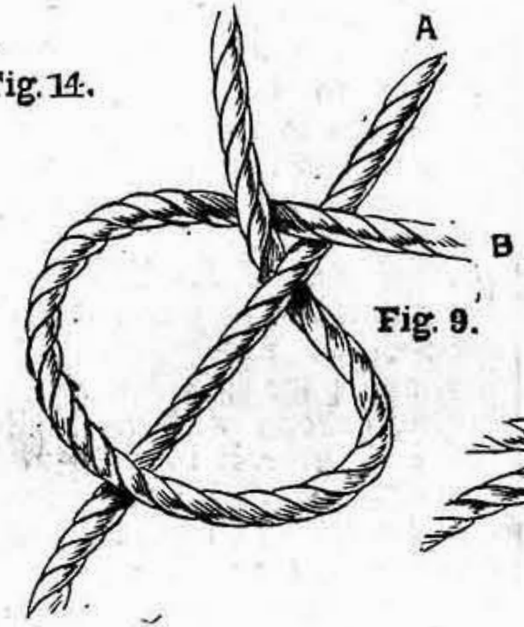


Fig. 9.

Fig. 6.

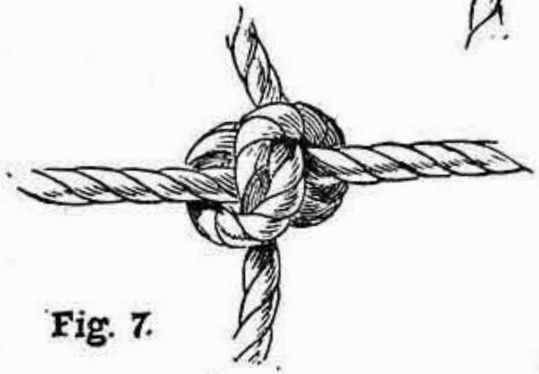


Fig. 7.

Fig. 8.

Fig. 10.

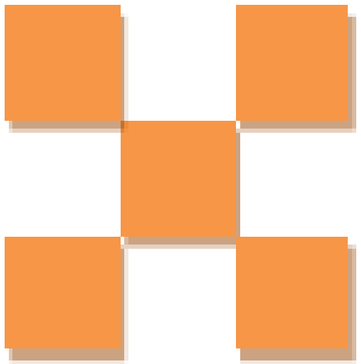
Fig. 11.

Fig. 13.

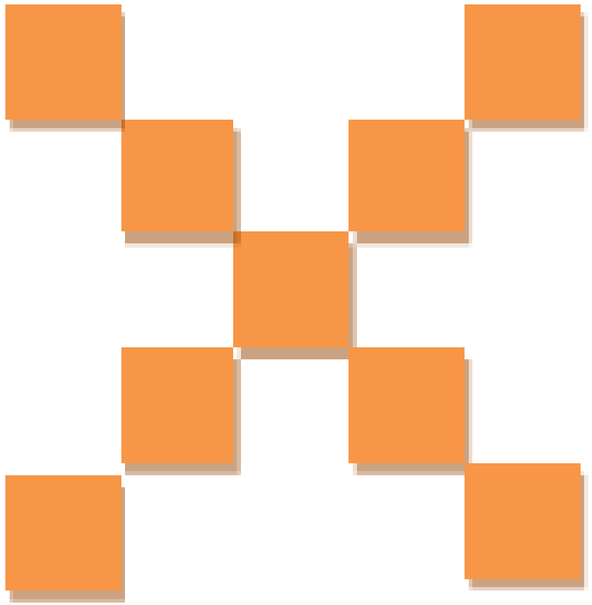
Fig. 12.

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

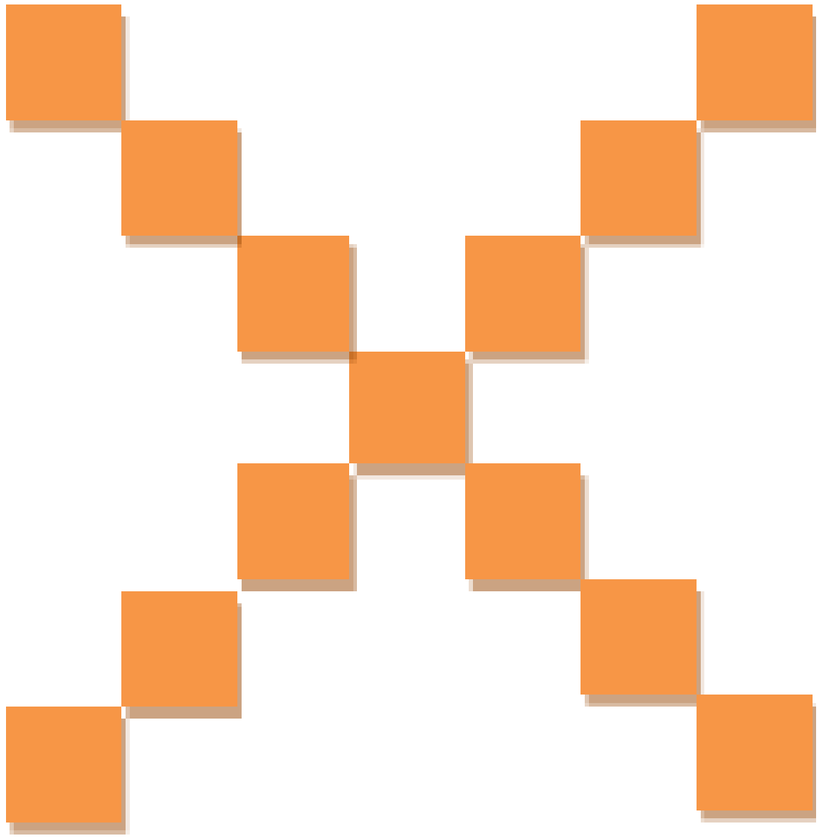
DAN MEYER



Step 1

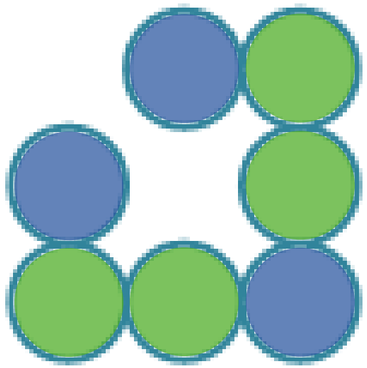


Step 2



Step 3

Source: visualpatterns.org



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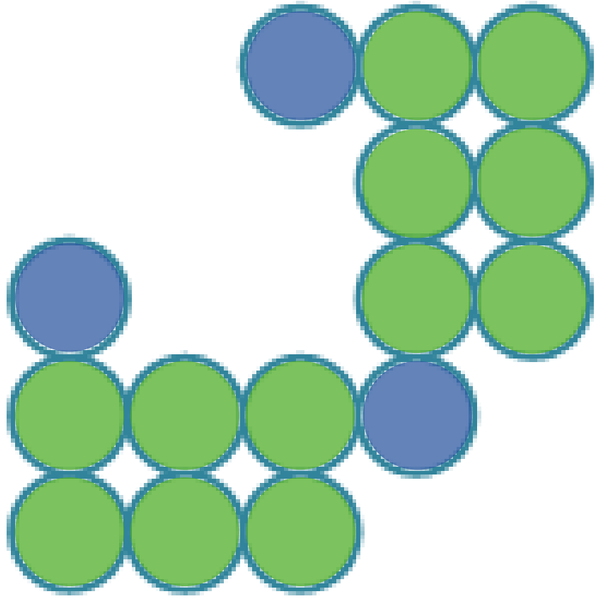

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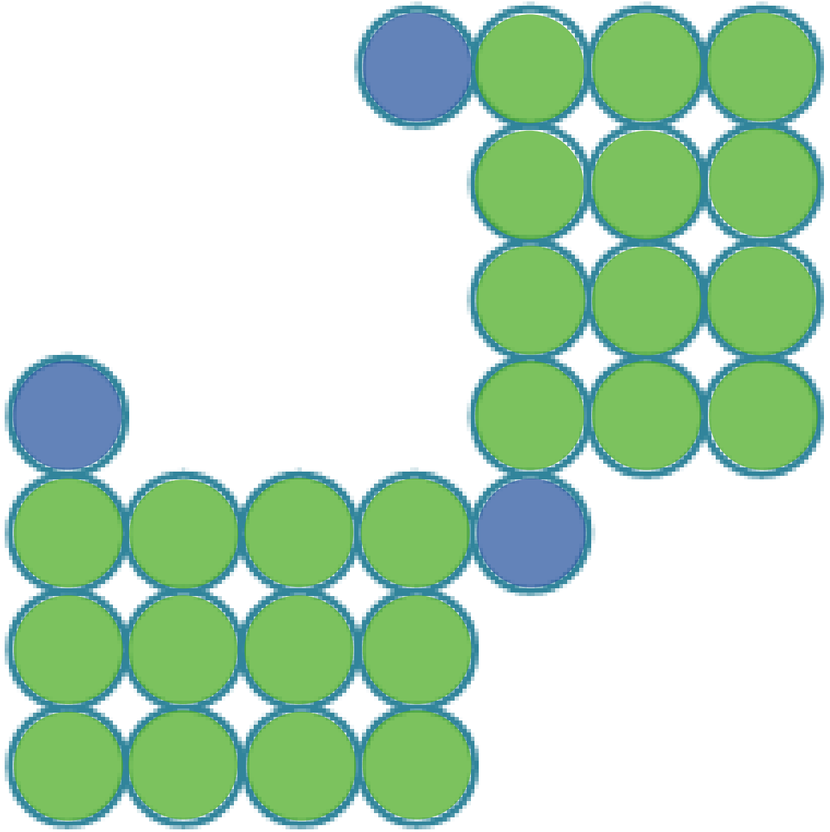

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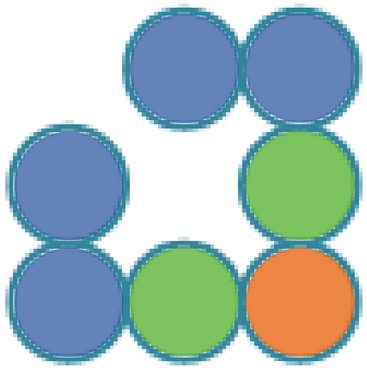

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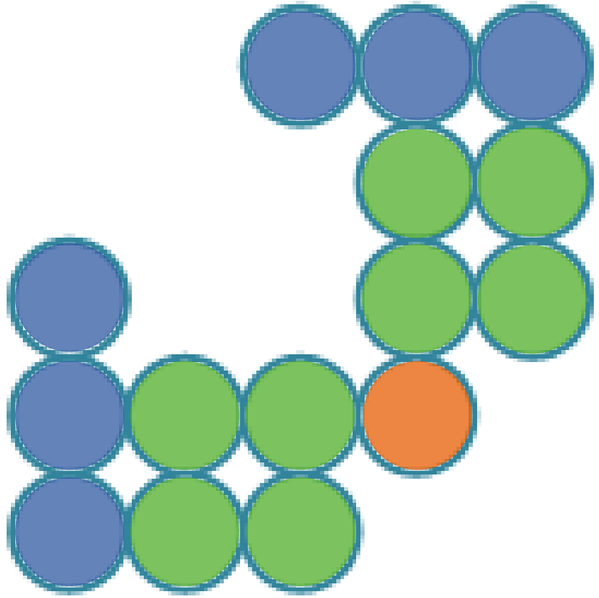

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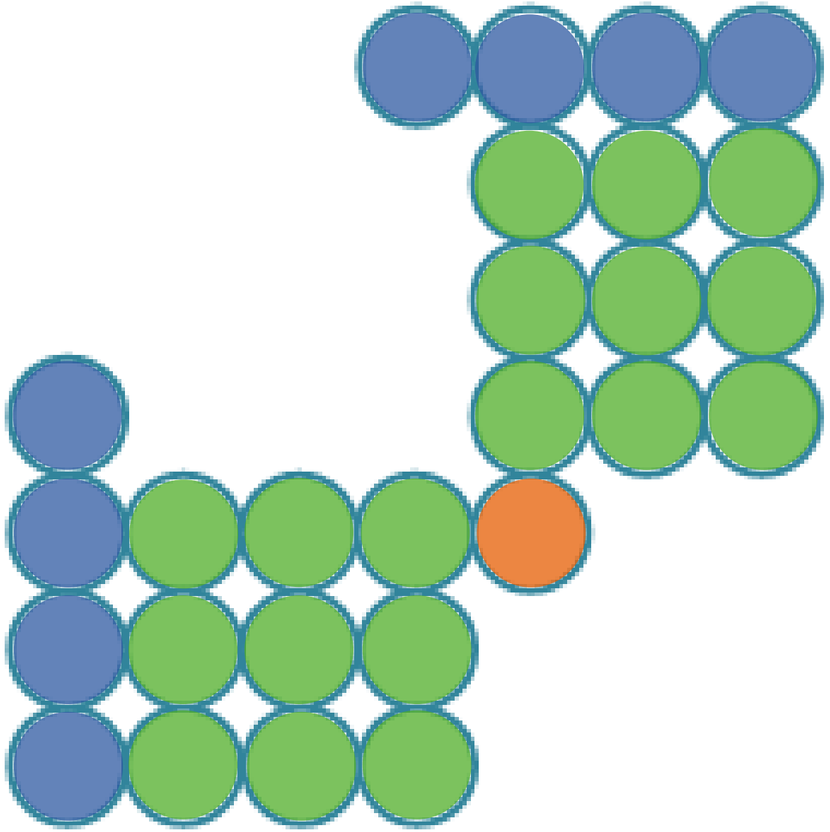
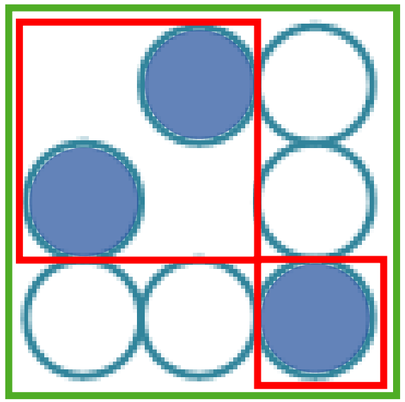


Step 3

Source: visualpatterns.org



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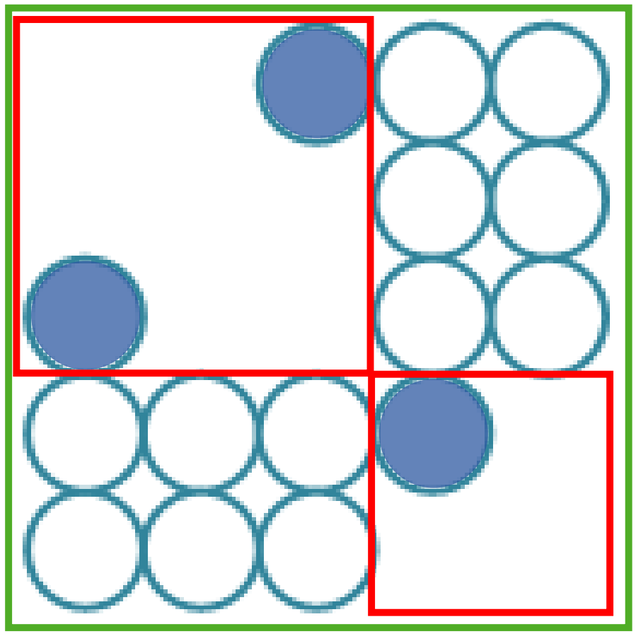

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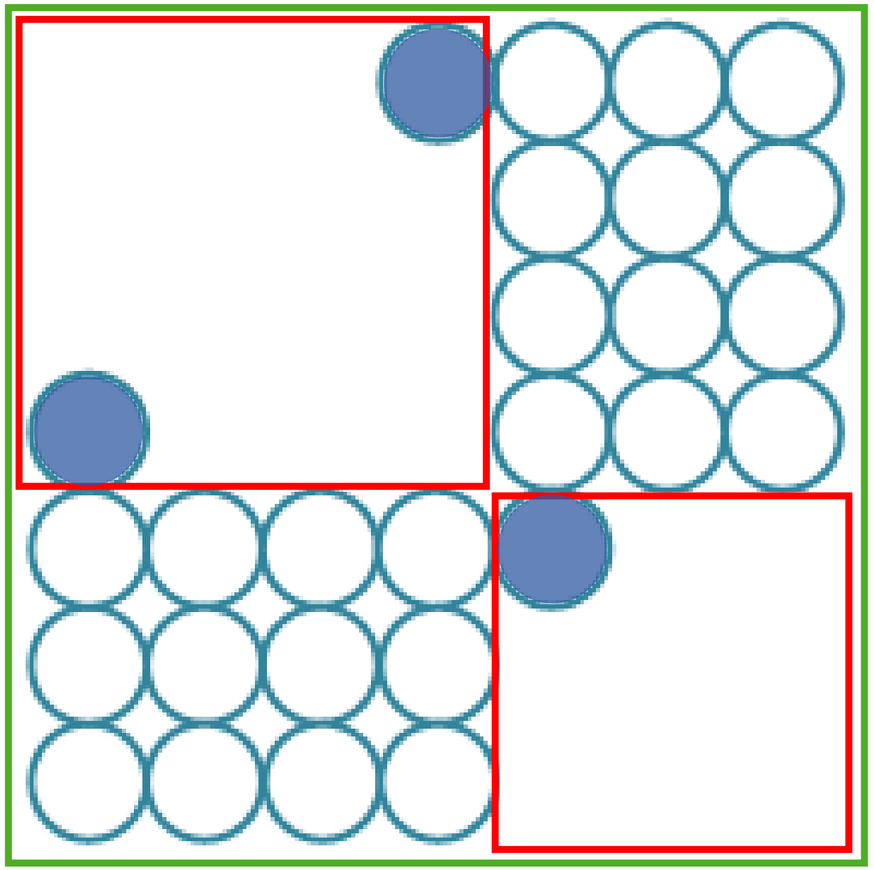


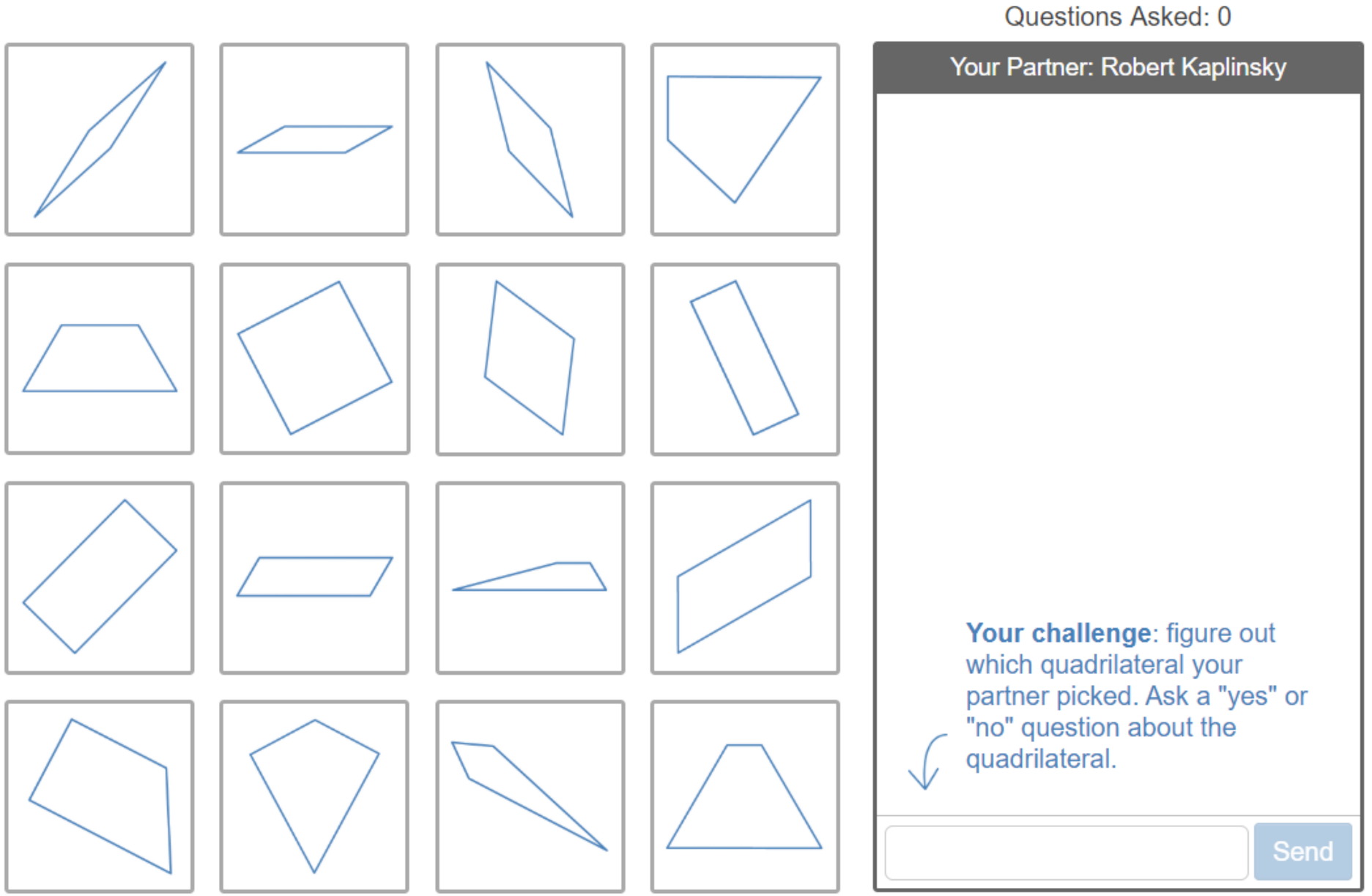
Step 3

Source: visualpatterns.org

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

Skip the practice round.

Source: teacher.desmos.com/polygraph



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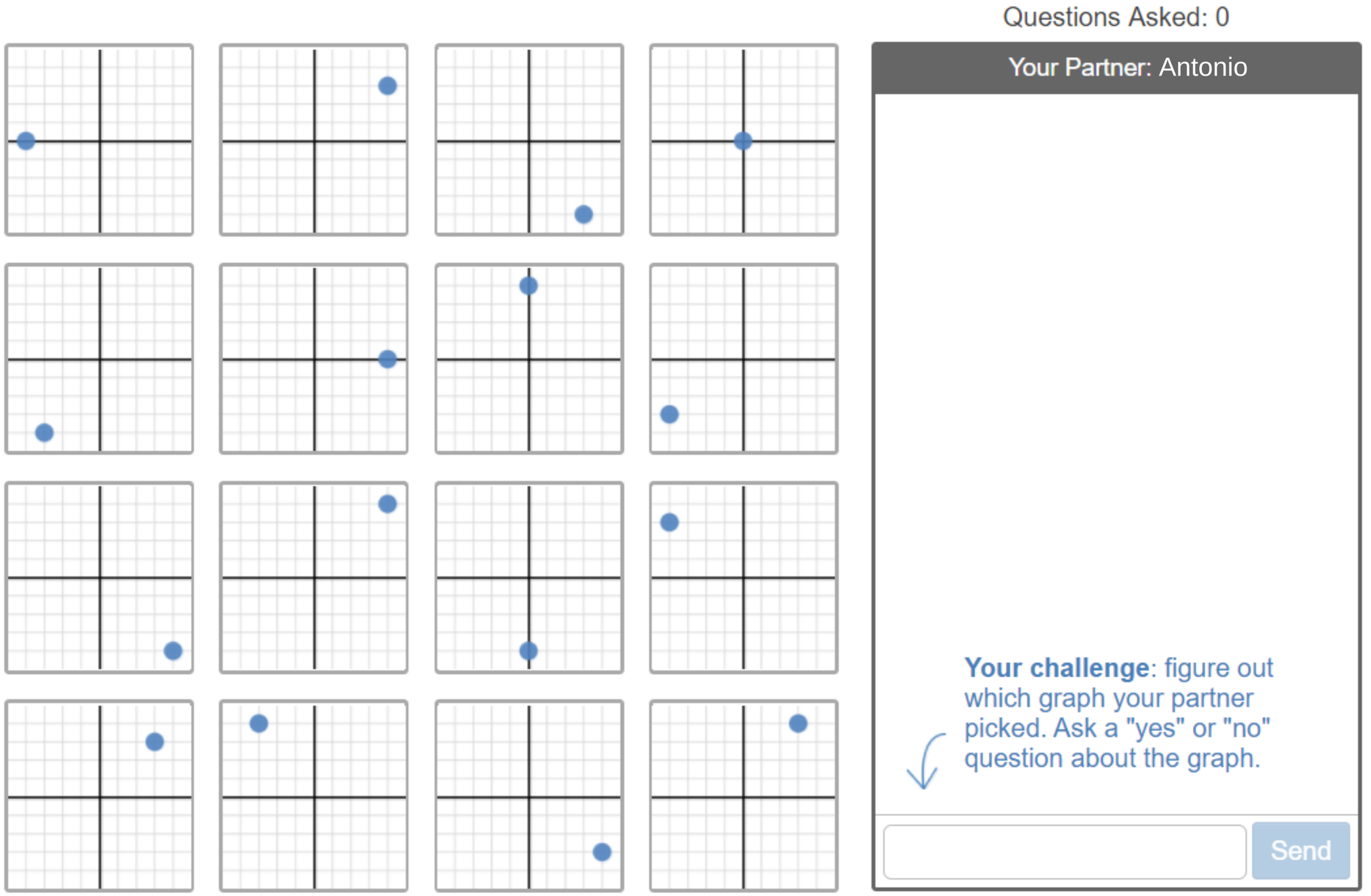

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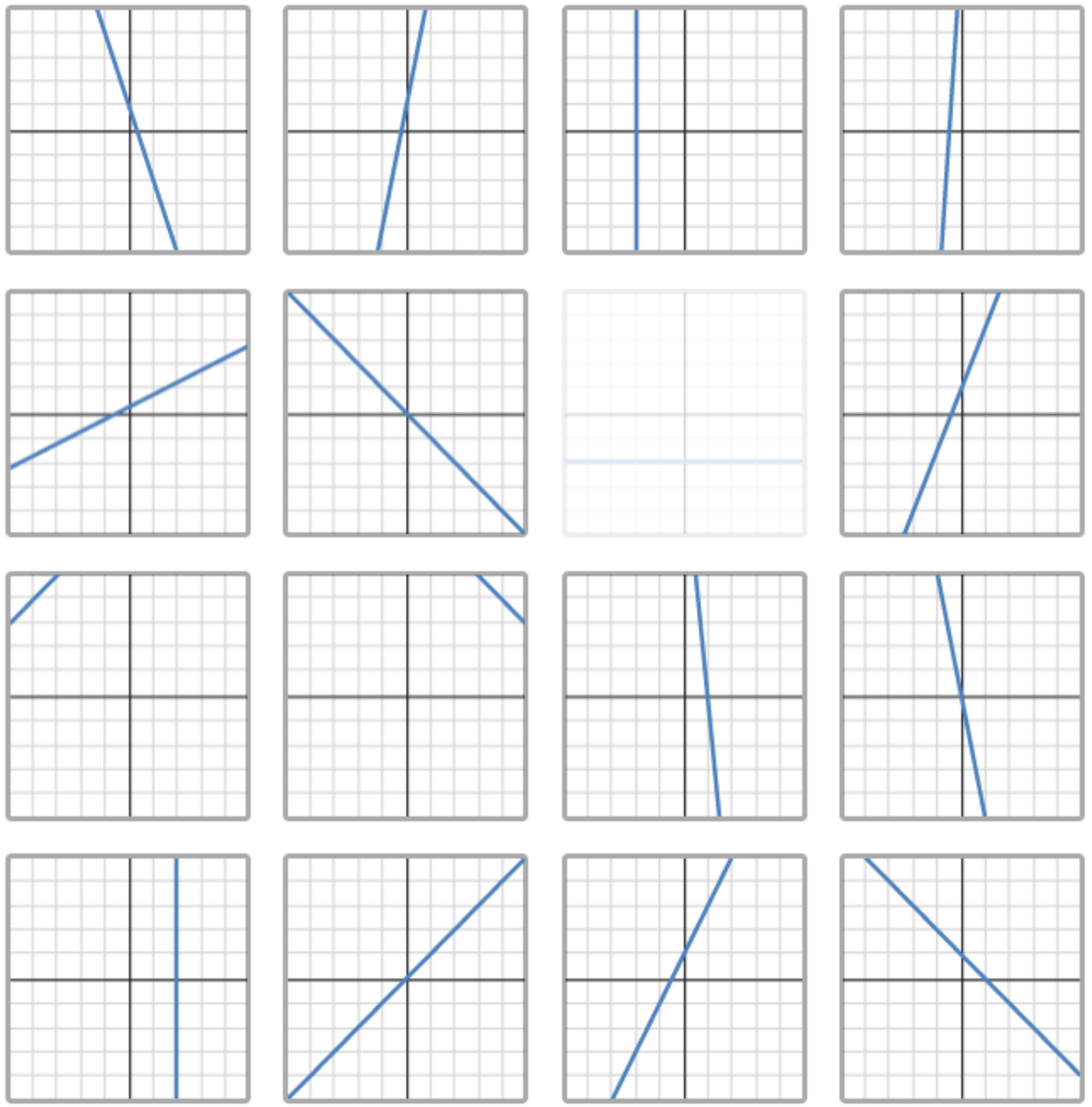


Questions Asked: 2

Your Partner: Lupita

YOU ASKED
Does your line go up and down?

YOUR PARTNER CHOSE
Yes

YOUR PARTNER ELIMINATED
×

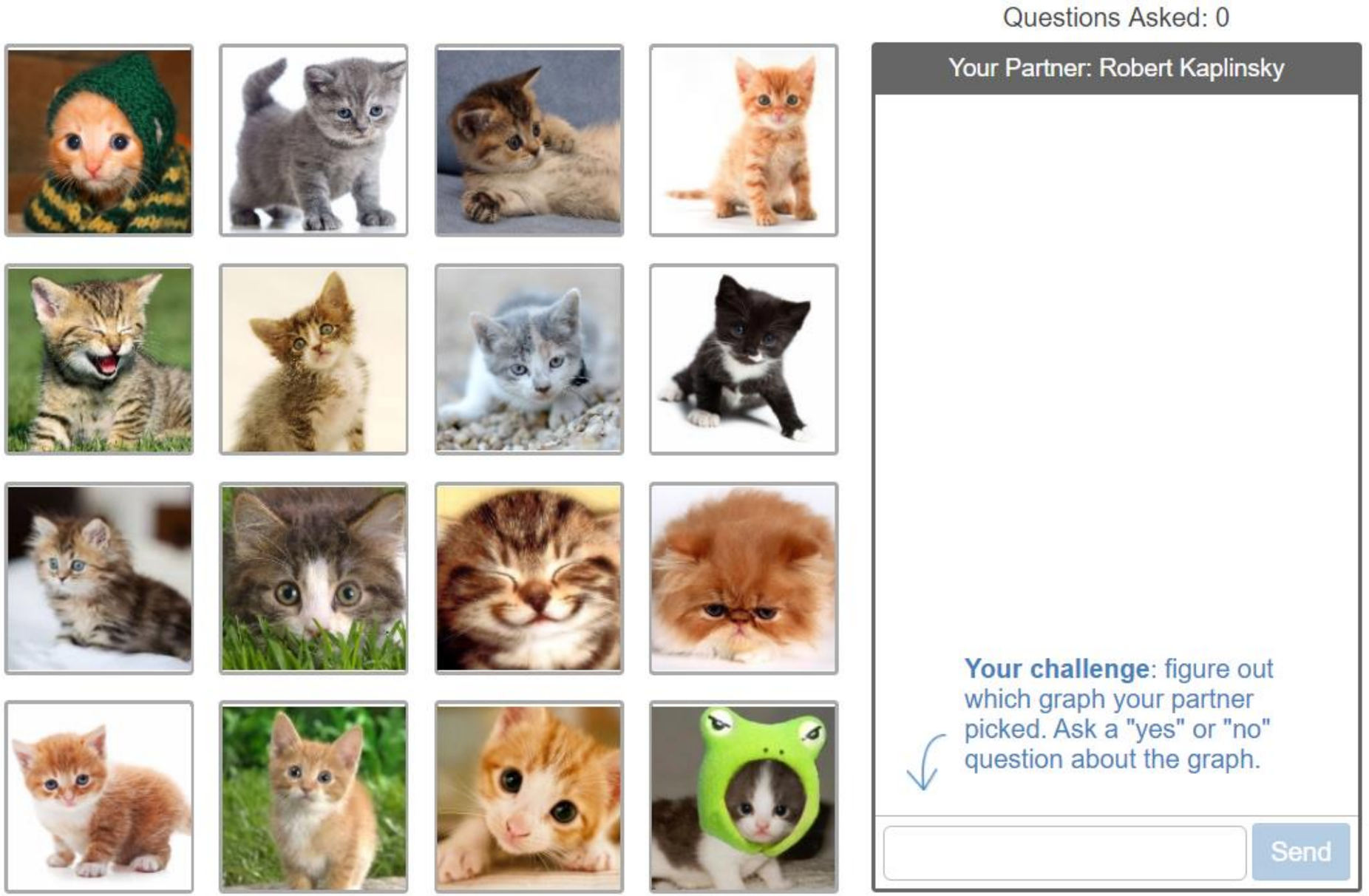
YOU ASKED
Is your line slanted?

YOUR PARTNER CHOSE
I Don't Know

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

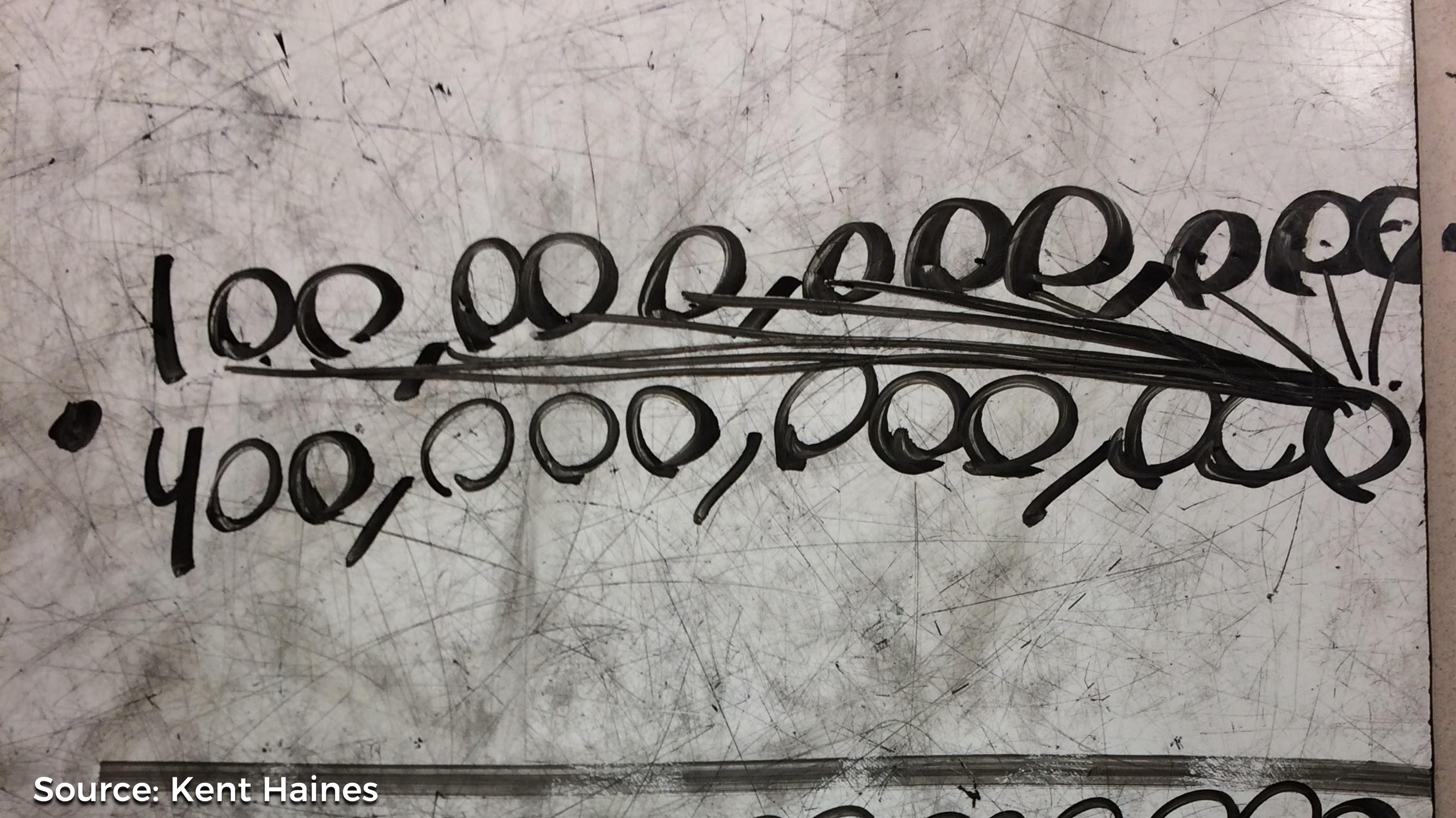
Go on without Eliminating

Source: teacher.desmos.com/polygraph



Source: teacher.desmos.com/polygraph

Source: robertkaplinsky.com/lessons



Source: Kent Haines

Source: robertkaplinsky.com/lessons

STICKY ATTRIBUTES

- [x] SIMPLE
- [ ] UNEXPECTED
- [ ] CONCRETE
- [ ] CREDIBLE
- [ ] EMOTIONAL
- [ ] STORIES

RobertKaplinsky.com

Source: reasonandwonder.com

Source: reasonandwonder.com

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THINKING TIME

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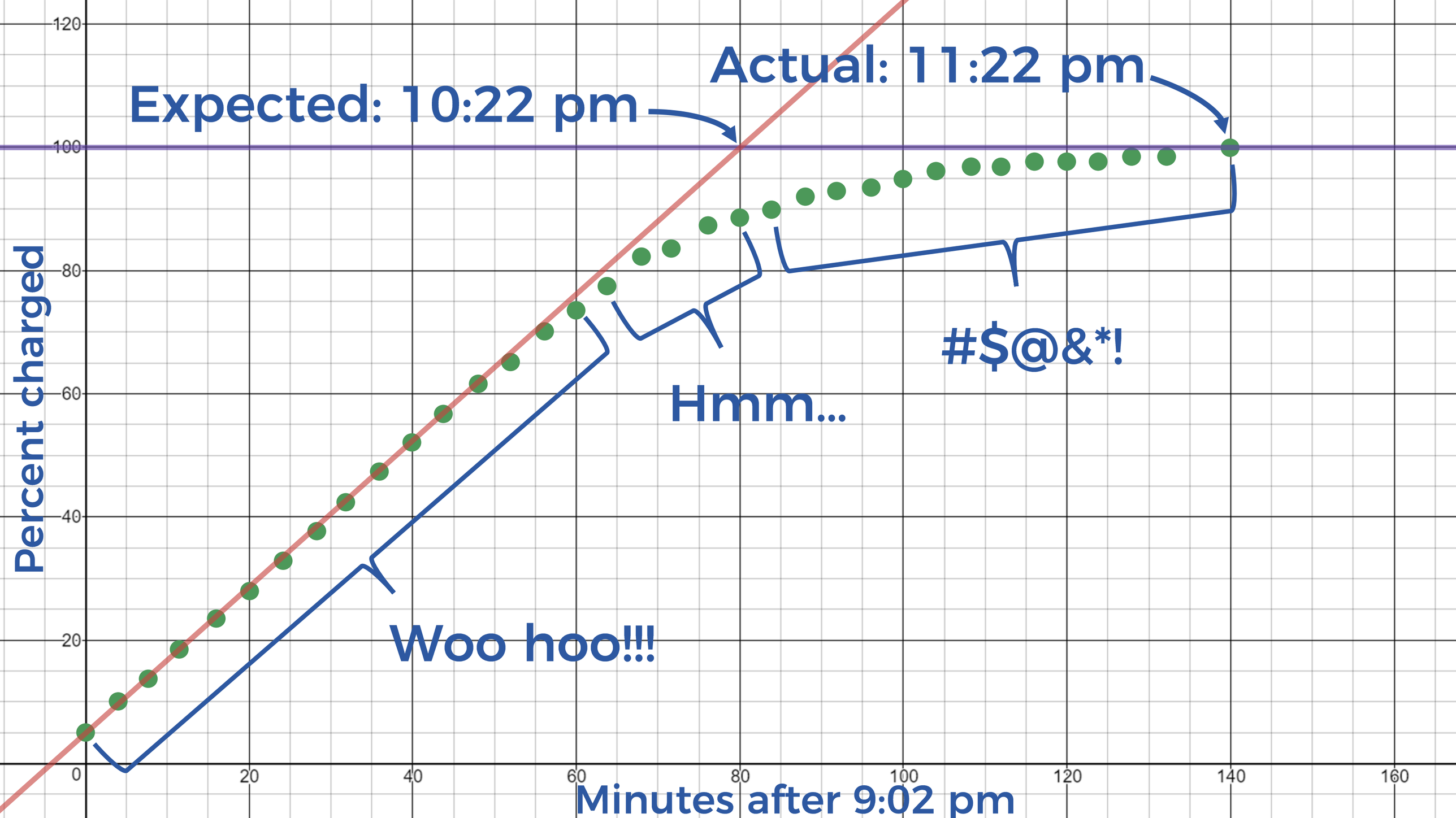
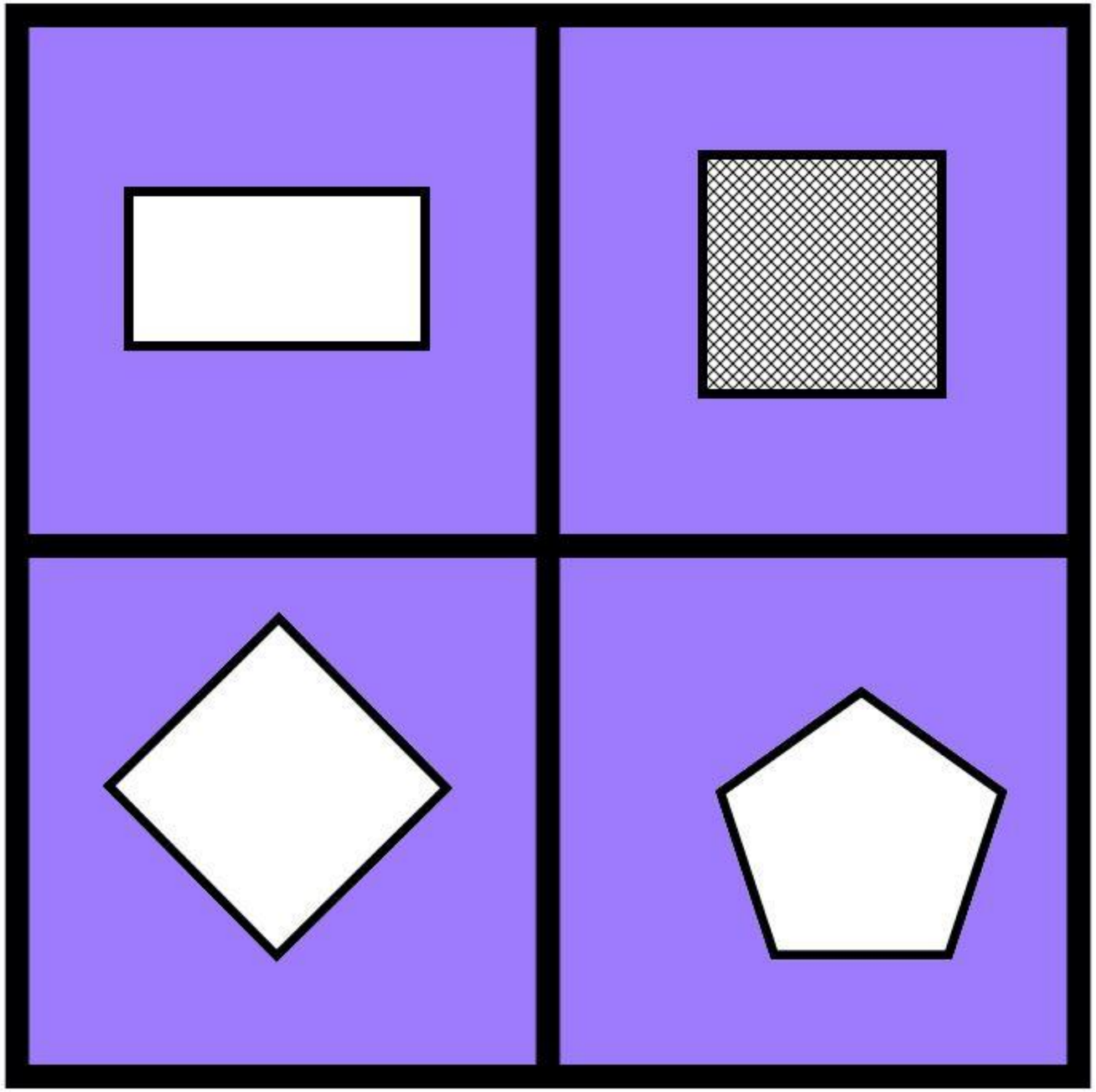

Actual: 11:22 pm
Expected: 10:22 pm
#$@&*!
Hmm...
Woo hoo!!!
Percent charged
Minutes after 9:02 pm
120
100
80
60
40
20
0
20
40
60
80
100
120
140
160

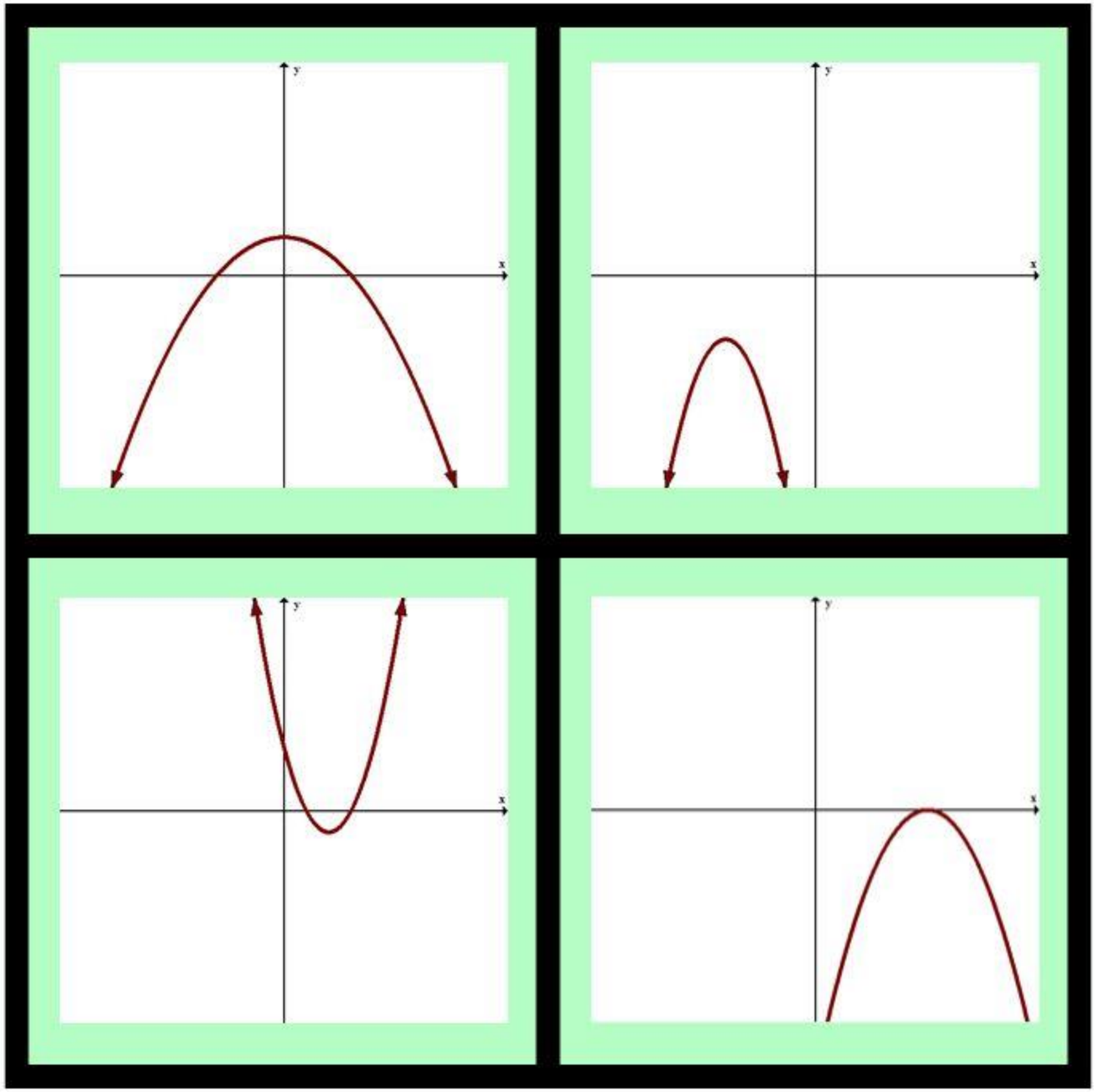
UNEXPECTED

- ❑ PATTERN BREAKING
- ❑ COUNTERINTUITIVE
- ❑ KNOWLEDGE GAPS
- ❑ OPEN MIDDLE



Source: wodb.ca

Source: wodb.ca



Source: wodb.ca

UNEXPECTED

- [x] PATTERN BREAKING
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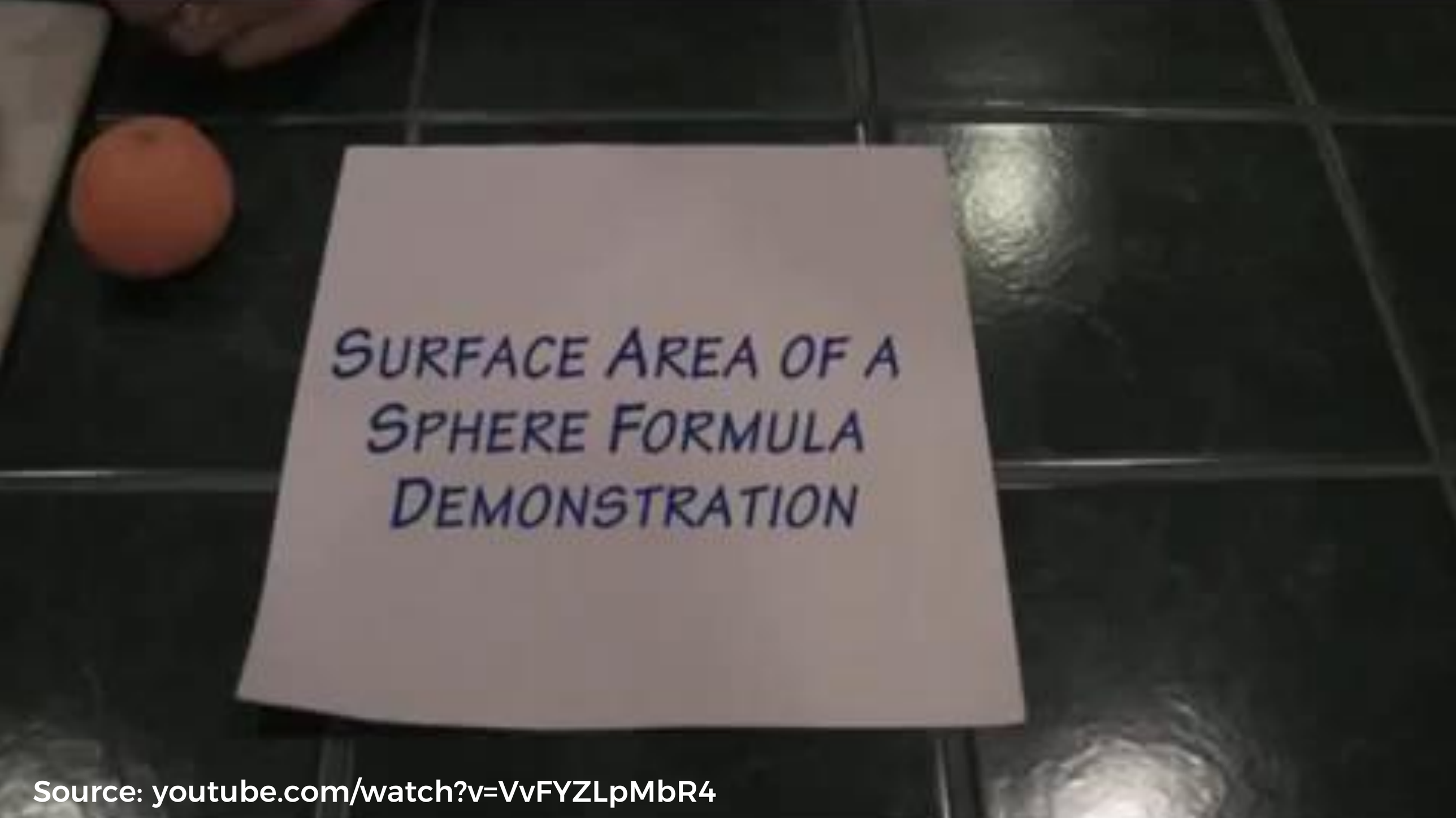
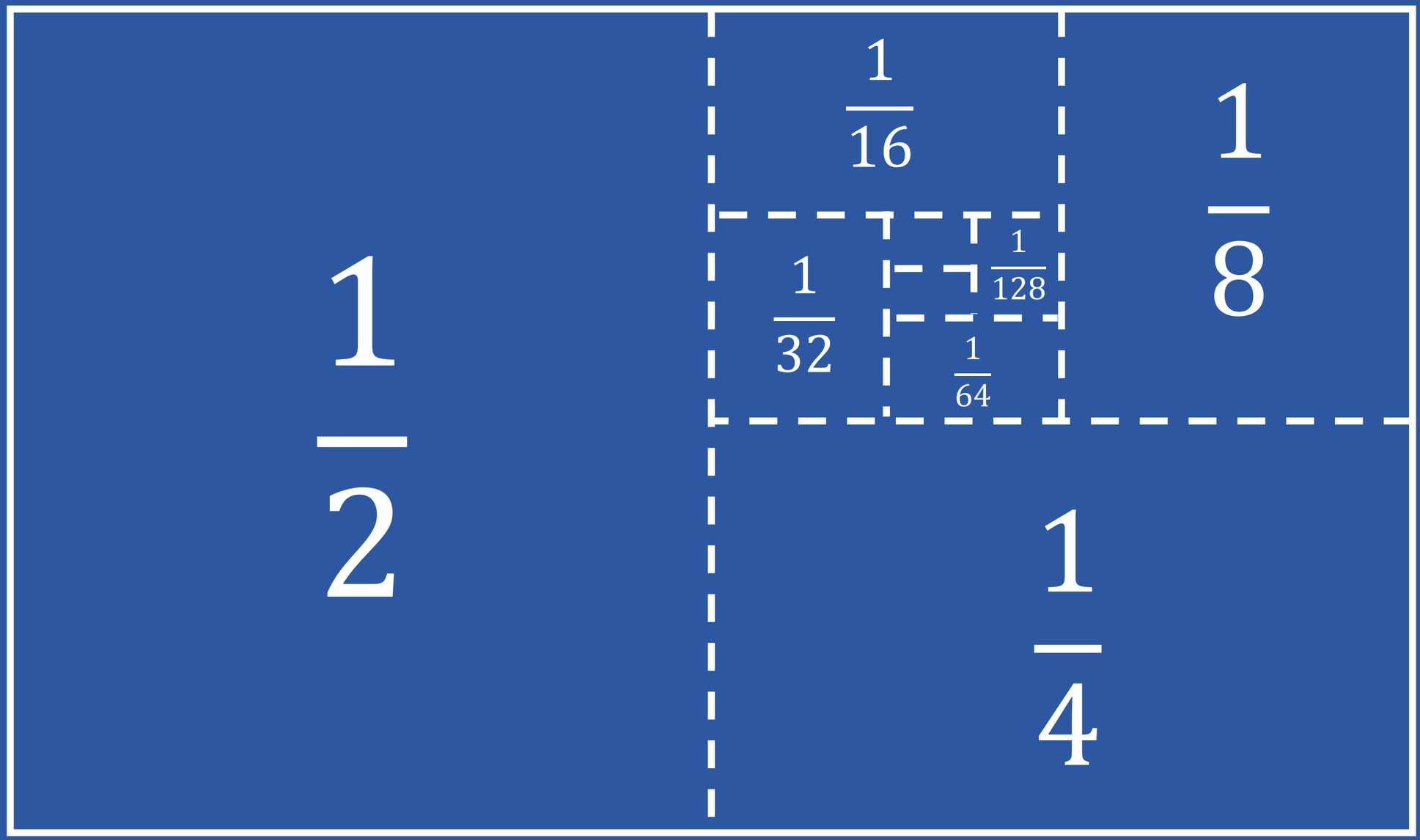


Source: youtube.com/watch?v=VvFYZLpMbR4

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

$$\approx 1$$


$\frac{1}{2}$
$\frac{1}{16}$
$\frac{1}{8}$
$\frac{1}{32}$
$\frac{1}{128}$
$\frac{1}{64}$
$\frac{1}{4}$

Source: Kyle Pearce - youtube.com/watch?v=Yr53Ji4SZDg

UNEXPECTED

- [x] PATTERN BREAKING
- [x] COUNTERINTUITIVE
- [ ] KNOWLEDGE GAPS
- [ ] OPEN MIDDLE

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

GEORGE LOEWENSTEIN

Source: robertkaplinsky.com/lessons

Source: robertkaplinsky.com/lessons

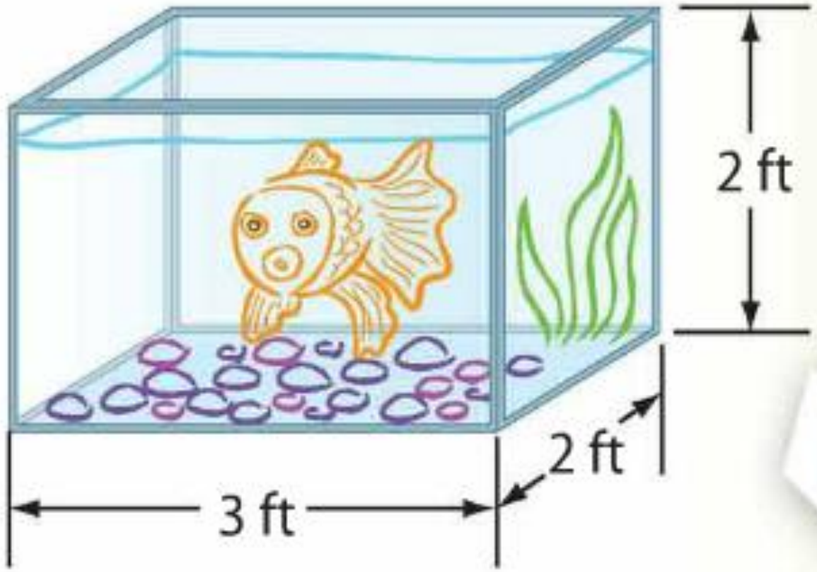
Source: robertkaplinsky.com/lessons

Source: robertkaplinsky.com/lessons

Real-World Link

Watch

Aquarium The dimensions of an aquarium are shown.



1. What is the area of the base of the aquarium? _____

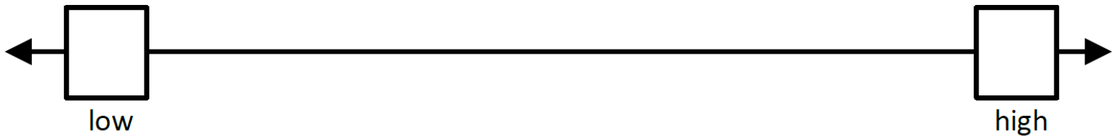
2. What is the height of the aquarium? _____

3. Fill in the blanks to find the volume.

_____ × _____ × _____ = 12 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

- [x] PATTERN BREAKING
- [x] COUNTERINTUITIVE
- [x] KNOWLEDGE GAPS
- [ ] OPEN MIDDLE


N

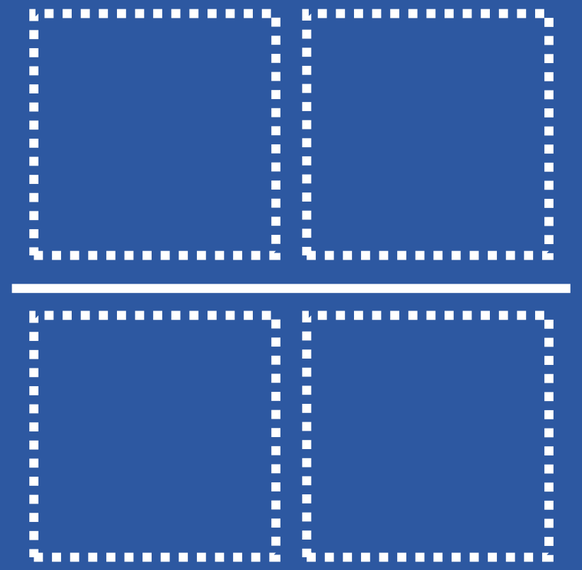
Google Maps My Village to Treasure Chest Travel 3621 miles, 21 days, 4 hours

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.



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

Source: Peter Morris on openmiddle.com

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

Name _____ My Homework _____

Independent Practice

Solve each syst

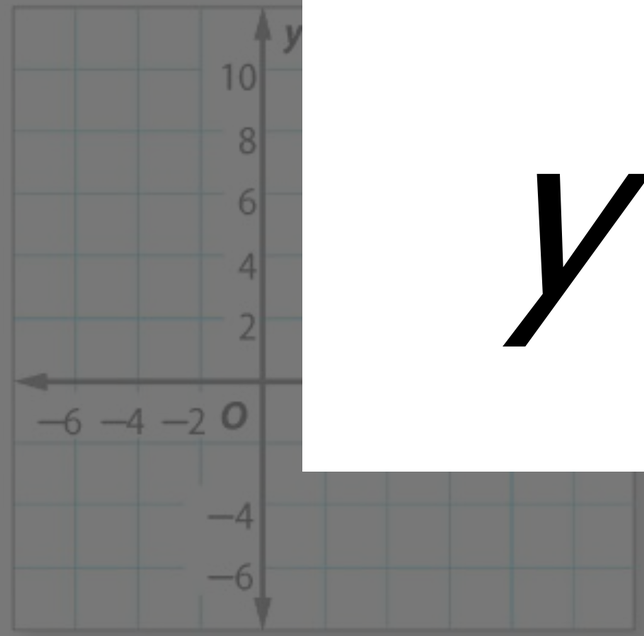
1. $y = x$
   $y = 2x - 4$

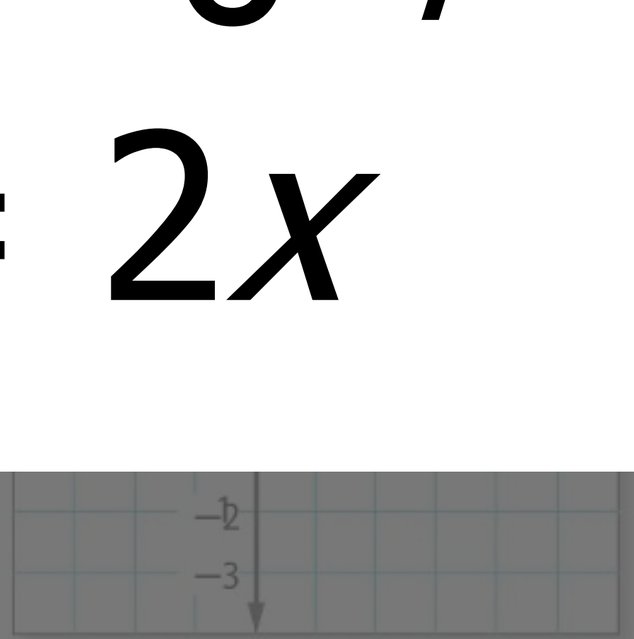
Show your work.

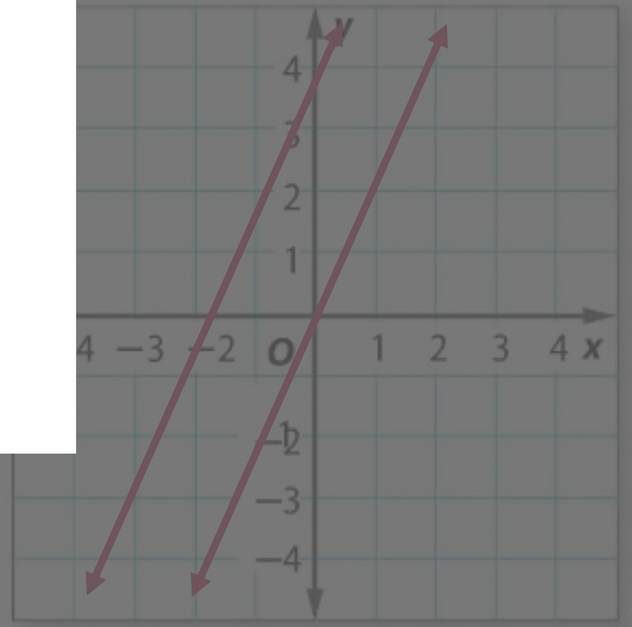
$0 \neq 4$

$y = 2x$

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





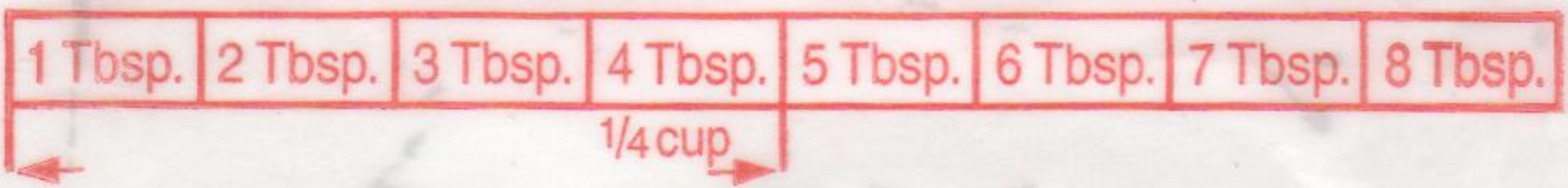


Source: robertkaplinsky.com/lessons

THIS UNIT NOT LABELED FOR INDIVIDUAL RETAIL SALE.

Ingredients: Pasteurized Cream, Salt.

DISTRIBUTED BY: RALPHS GROCERY CO. LOS ANGELES, CALIF. 90054



1 FIRST QUALITY 1

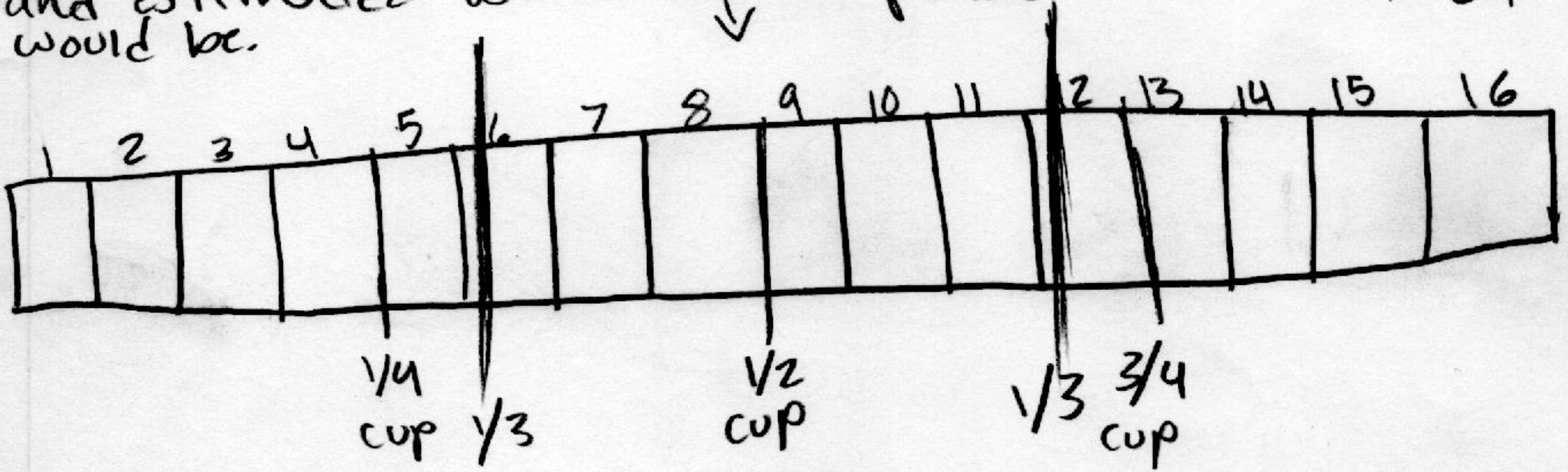
grade AA

Source: robertkaplinsky.com/lessons

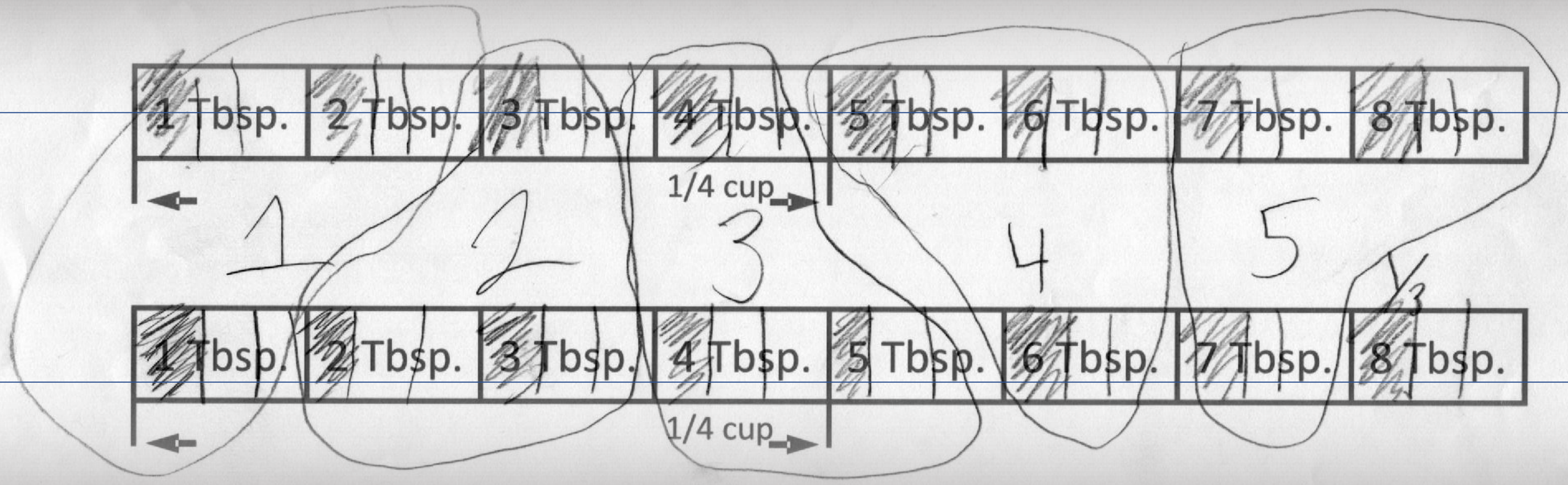
Source: robertkaplinsky.com/lessons

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

I reached my answer by drawing a picture of 16 Tbsp and estimated where on the picture would the 1/3 cup would be.



I also divided 16 by 3. → $3\overline{)16}$ 5 r 1 (15, 1)


1 Tbsp.
2 Tbsp.
3 Tbsp.
4 Tbsp.
5 Tbsp.
6 Tbsp.
7 Tbsp.
8 Tbsp.
1/4 cup
1
2
3
4
5
1/3

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

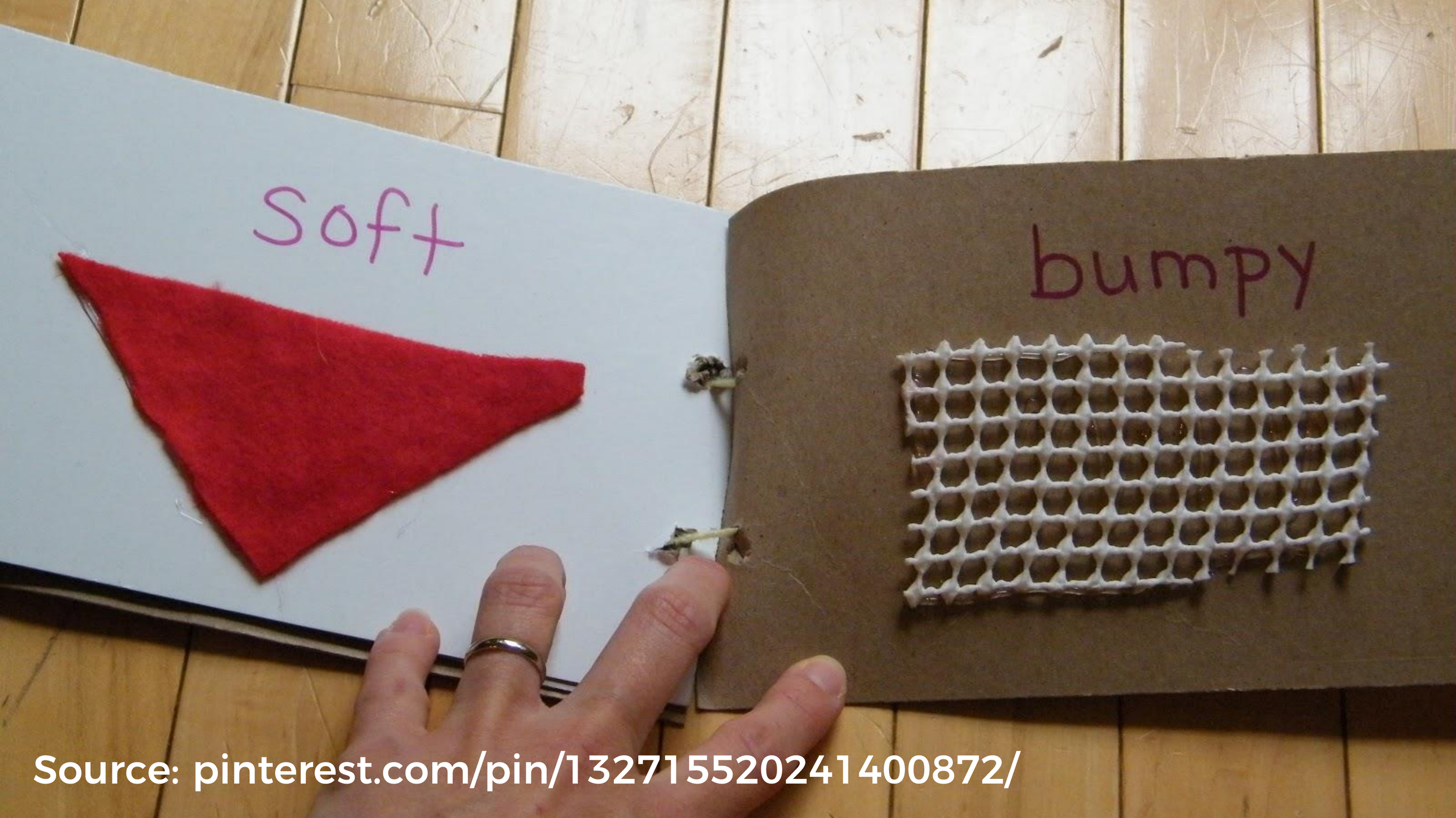
First, I got the total amount of tablespoons that equal a cup, which is 16 tbsp. After that, I divided 16 by 3 to find 1/3 of a cup. My quotient was 5 with a remainder of 1. So I divided the remainder to all three equal groups. My answer was that 1/3 of a cup of butter is 5.33 or 5 1/3 cups. To check, I multiplied 5.33 by 3 and my answer was 15.99. If you round that, you get 16.00 as the answer.

UNEXPECTED

- ☑ PATTERN BREAKING
- ☑ COUNTERINTUITIVE
- ☑ KNOWLEDGE GAPS
- ☑ OPEN MIDDLE

STICKY ATTRIBUTES

- [x] SIMPLE
- [x] UNEXPECTED
- [ ] CONCRETE
- [ ] CREDIBLE
- [ ] EMOTIONAL
- [ ] STORIES



Source: pinterest.com/pin/132715520241400872/

Source: Color Dog


HunterDouglas
HunterDouglas
WINDOW FASHIONS
VICTORIA
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

LESSON 19-1

Stretching, Compressing, and Reflecting Sine and Cosine Graphs

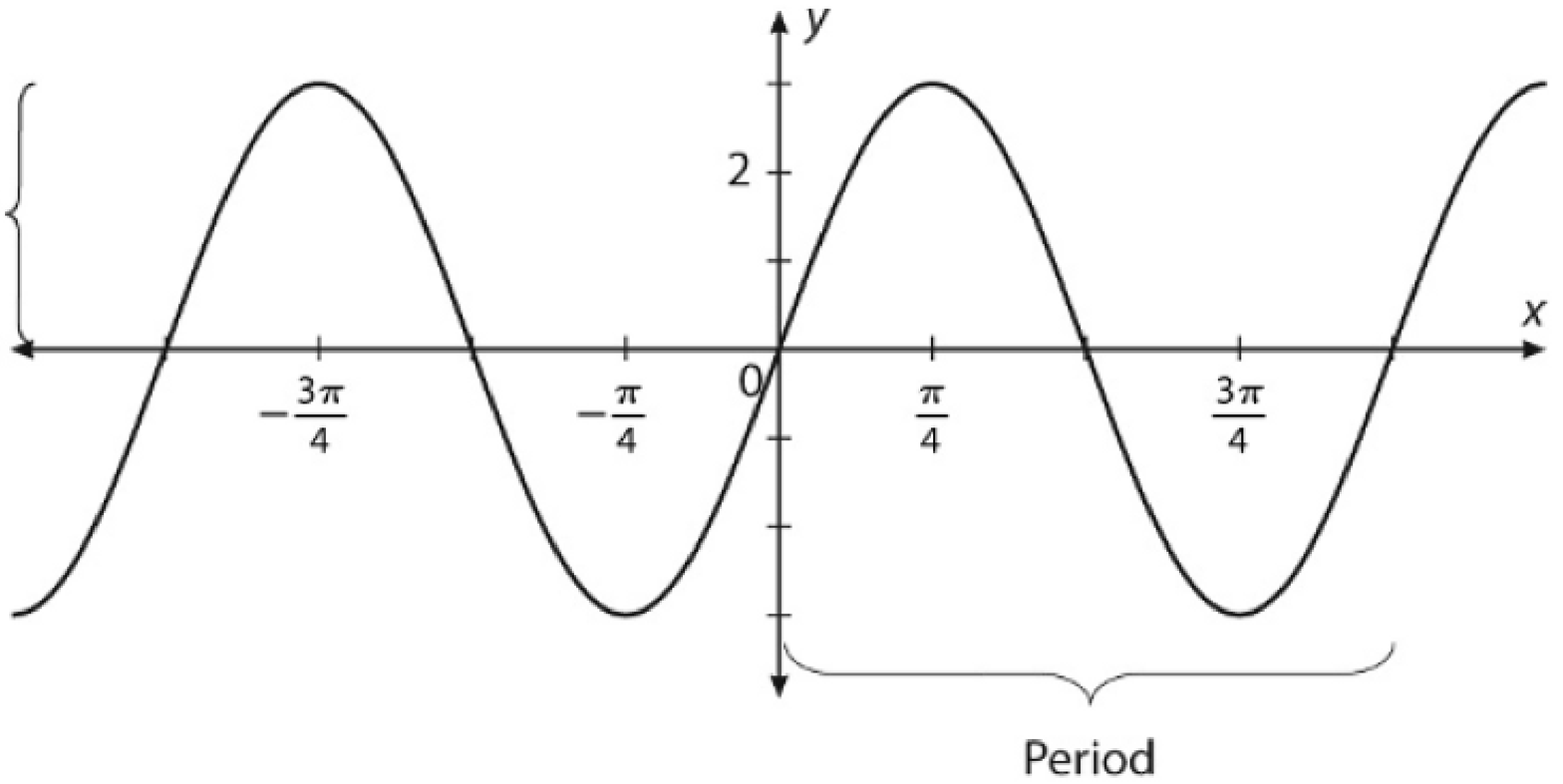
Reteach

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

Amplitude $= |a|$

Period $= 2\pi \cdot b$

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

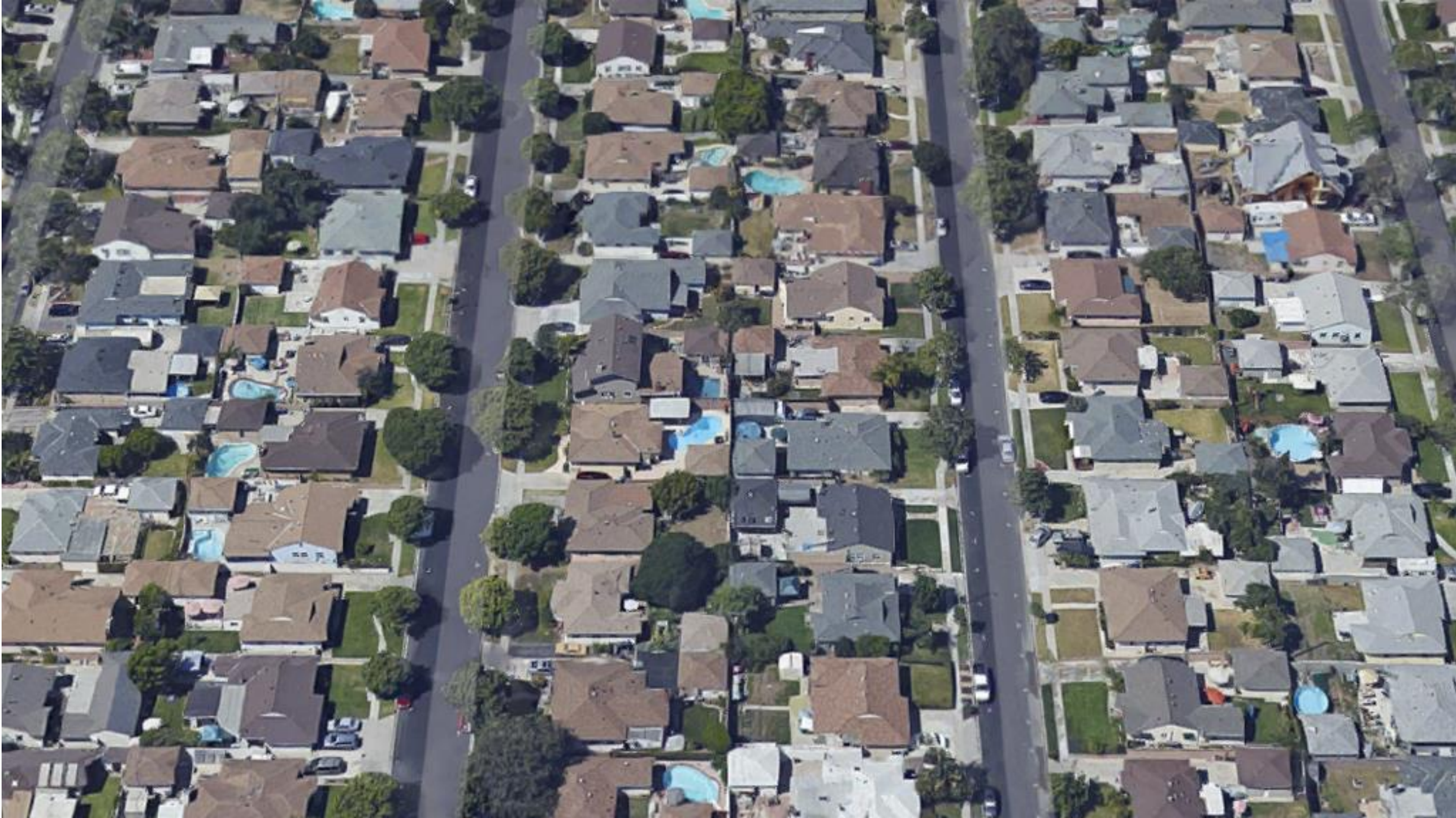


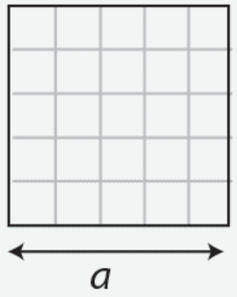
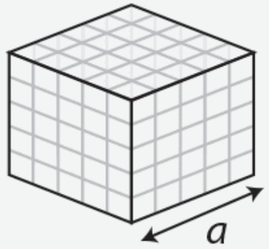
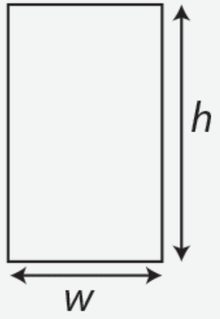
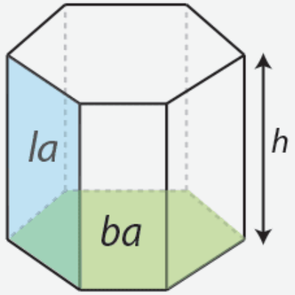
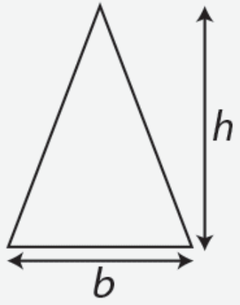
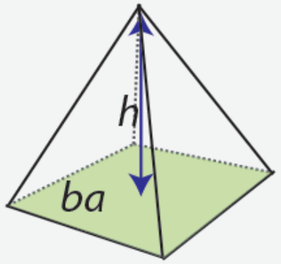
Example Write the function shown in the graph above.

Source: graphingstories.com

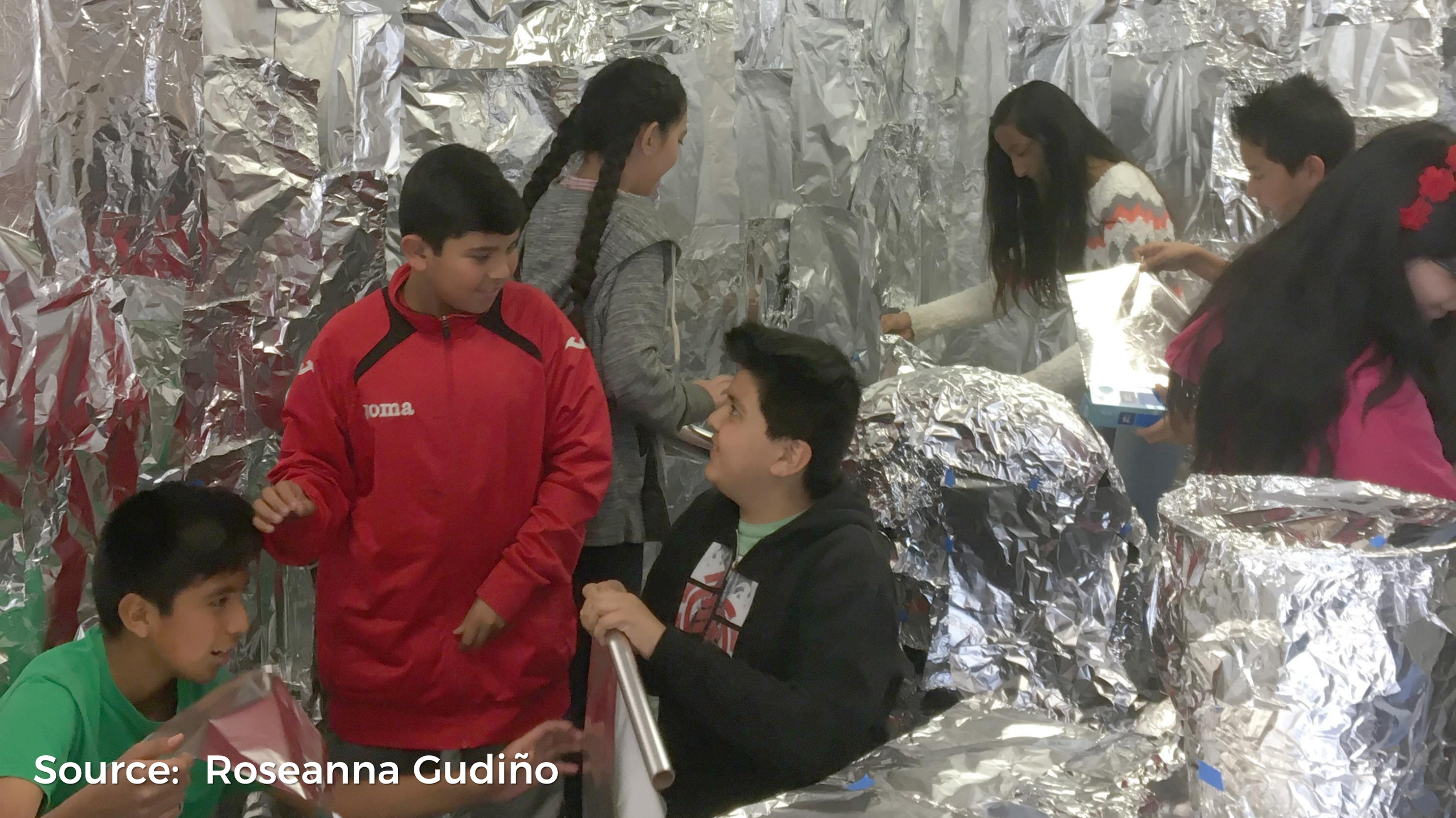
“Wait, was it a negative plus a negative or a negative times a negative that equals a positive.”

TOO MANY STUDENTS



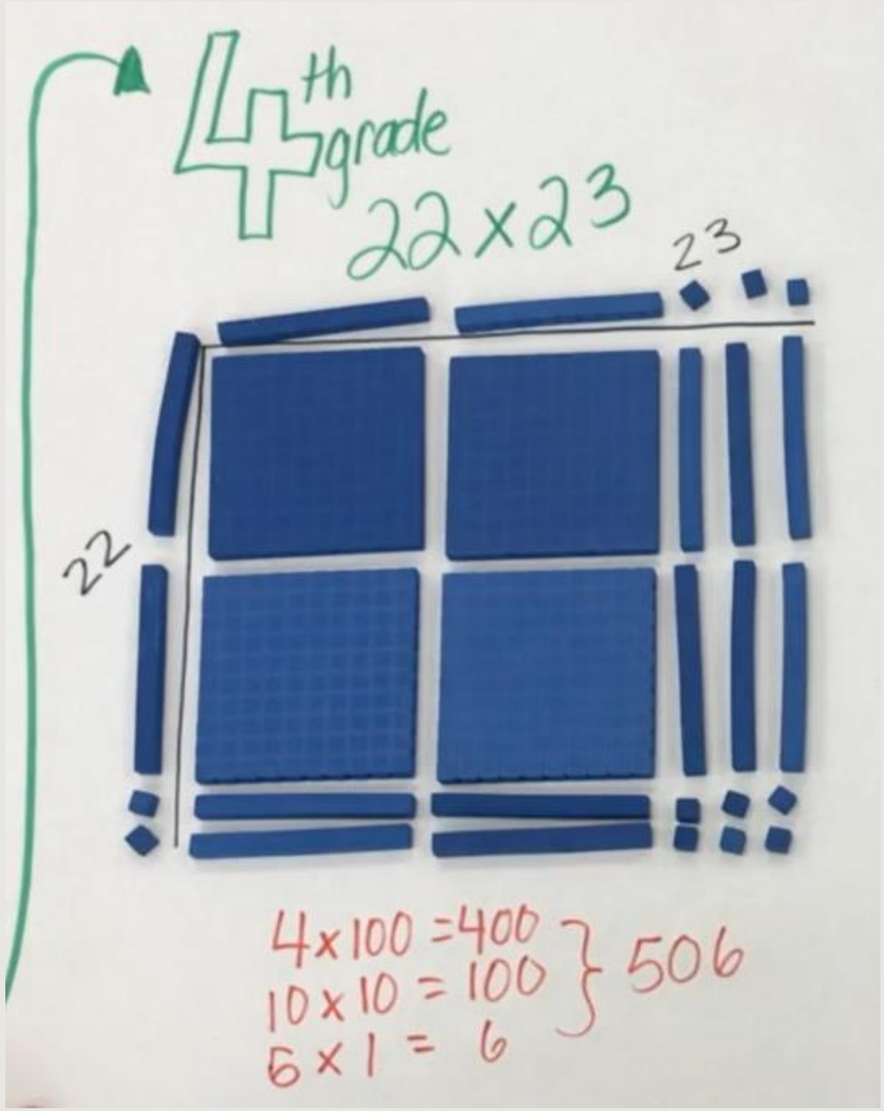
Two-dimensional plane shapes	**Area** *The measure of how many squares will fit into a shape.* ***Units²***	Three-dimensional solid shapes	**Surface Area** *The measure of the area of all outward facing sides.* ***Units²***	**Volume** *The measure of how many cubes will fit into a shape.* ***Units³***
Square 	Area = a^2 or $a \times a$ **Example:** *a = 5cm* *Area = 5^2 = 25cm²*	**Cube** 	Surface Area = 6 × a^2 **Example:** *a = 5cm* *Surface Area = 150cm²*	Volume = a^3 or a × a × a **Example:** *a = 5cm.* *Volume = 125cm³*
Rectangle 	Area = *w* × *h* **Example:** *w = width=10cm* *height=20cm* *Area =10 × 20 = 200cm²*	**Prism** 	Surface Area = 2 × ba + la **Example:** *ba = base area = 20cm²* *la = lateral area (all sides) = 60cm²* *Surface area =* *2 × 20 + 60 = 100cm²*	Volume = ba × h **Example:** *ba = base area = 20cm²* *h = height = 5cm* *Volume = 20 × 5 = 100cm³*
Triangle 	Area = *b* × *h* × 0.5 **Example:** *b = base = 20cm* *h = vertical height = 15cm* *Area = 20 × 15 × 0.5 =150cm²*	**Pyramid** 	Surface Area = ba + la **Example:** *ba = base area = 16cm²* *la = lateral area (all sides) = 60cm²* *Surface area = 16 + 60 = 76cm²*	Volume = ba × h × 1/3 **Example:** *ba = base area = 16cm²* *h = height = 9cm* *Volume = 16 × 9 × 1/3 = 48cm³*
n 	Area = *n* × *s* × *a* × 0.5	**on**	Surface Area = fa × s	


Source: robertkaplinsky.com/lessons

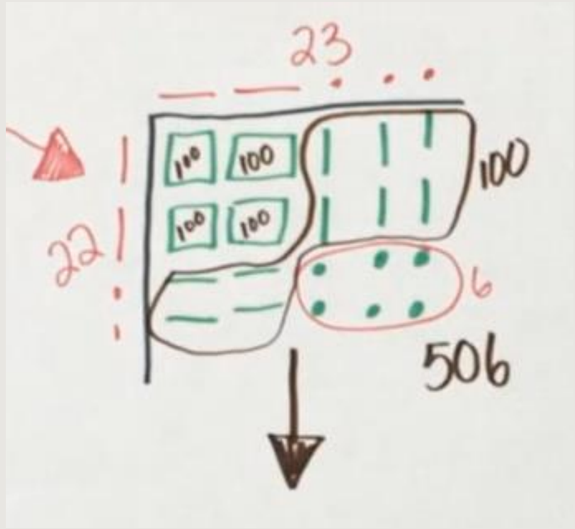


Source: Roseanna Gudiño

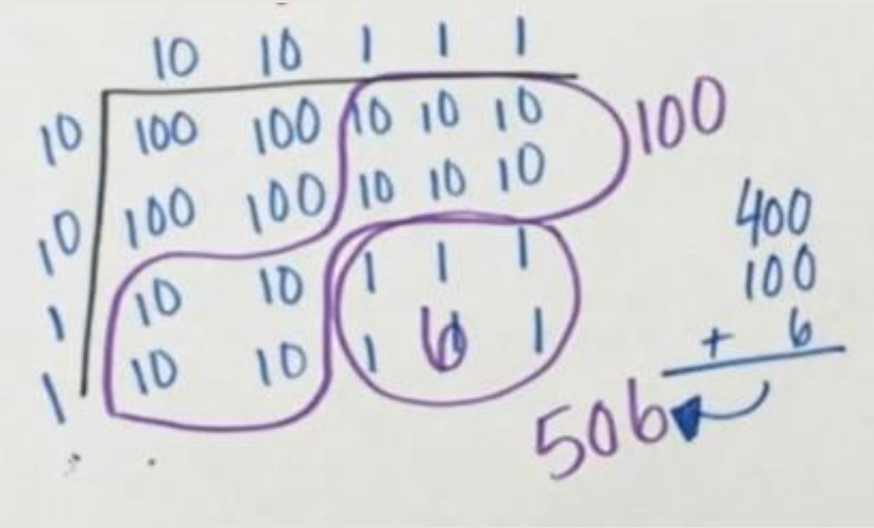
Source: gfletchy.com/progression-videos



Concrete



Representational



Abstract

Source: gfletchy.com

MY OLD METHODS

$$4(x+3)$$

$$4(x)+4(3)$$

$$(x+3)(x-1)$$

F $x(x)$

O $x(-1)$

I $3(x)$

L $3(-1)$

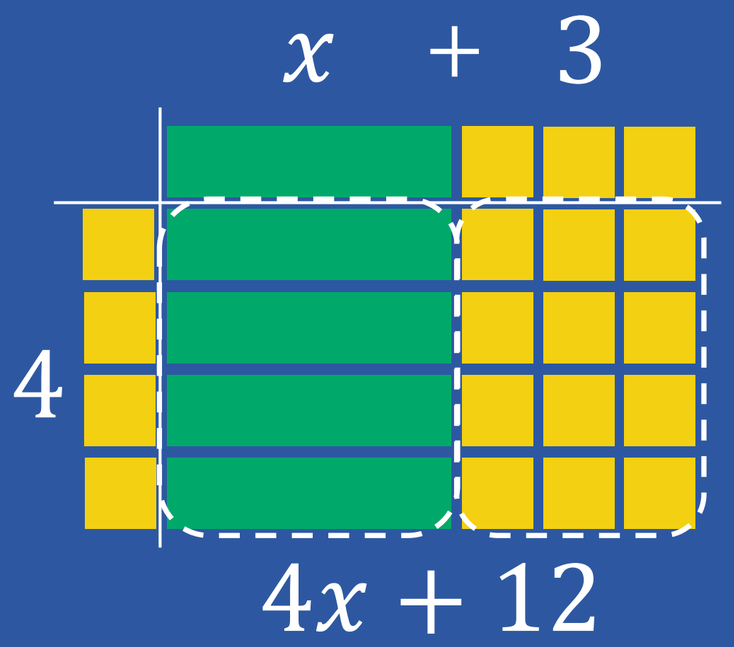
$$= x^2 - x + 3x - 3$$

$$= x^2 + 2x - 3$$

DISTRIBUTIVE PROPERTY

$$4(x+3)$$

Concrete



Representational

	x	$+\ 3$
4	$4x$	12

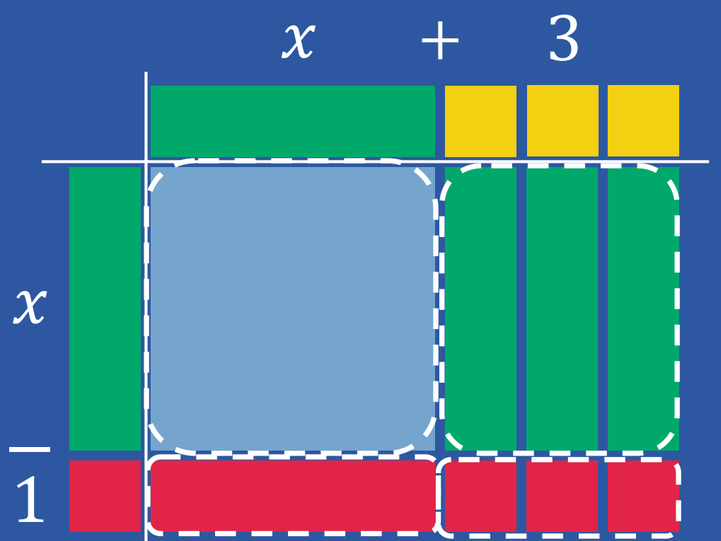
Abstract

$$4(x+3)$$
$$= 4(x) + 4(3)$$
$$= 4x + 12$$

BINOMIAL MULTIPLICATION

$(x + 3)(x - 1)$

Concrete



$x^2 - x + 3x - 3$

$x^2 + 2x - 3$

Representational

	x	$+$	3
x	x^2		3x
$-$			
1	$-x$		-3

$x^2 - x + 3x - 3$

$x^2 + 2x - 3$

Abstract

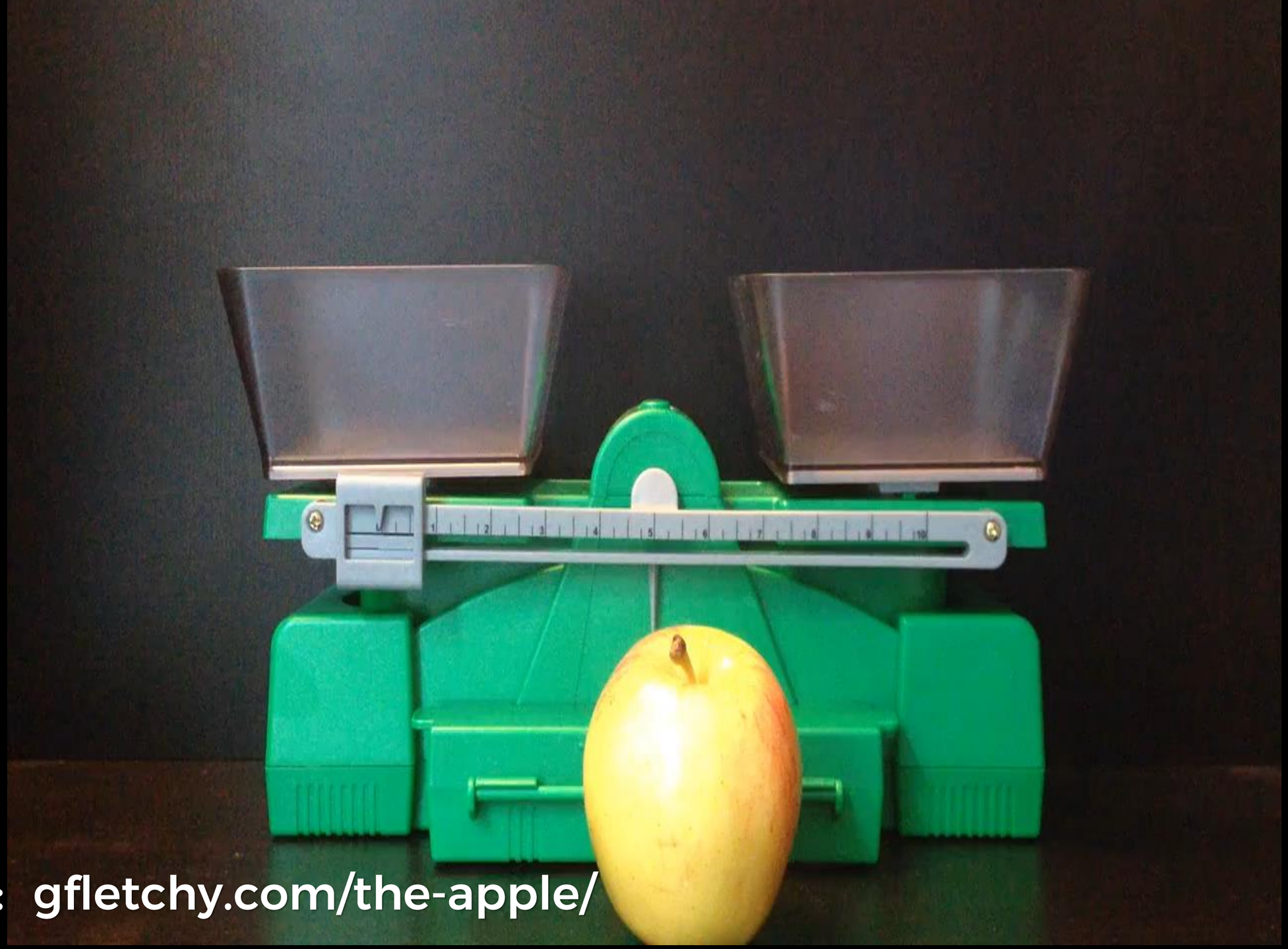
$(x + 3)(x - 1)$

$= x^2 - x + 3x - 3$

$= x^2 + 2x - 3$

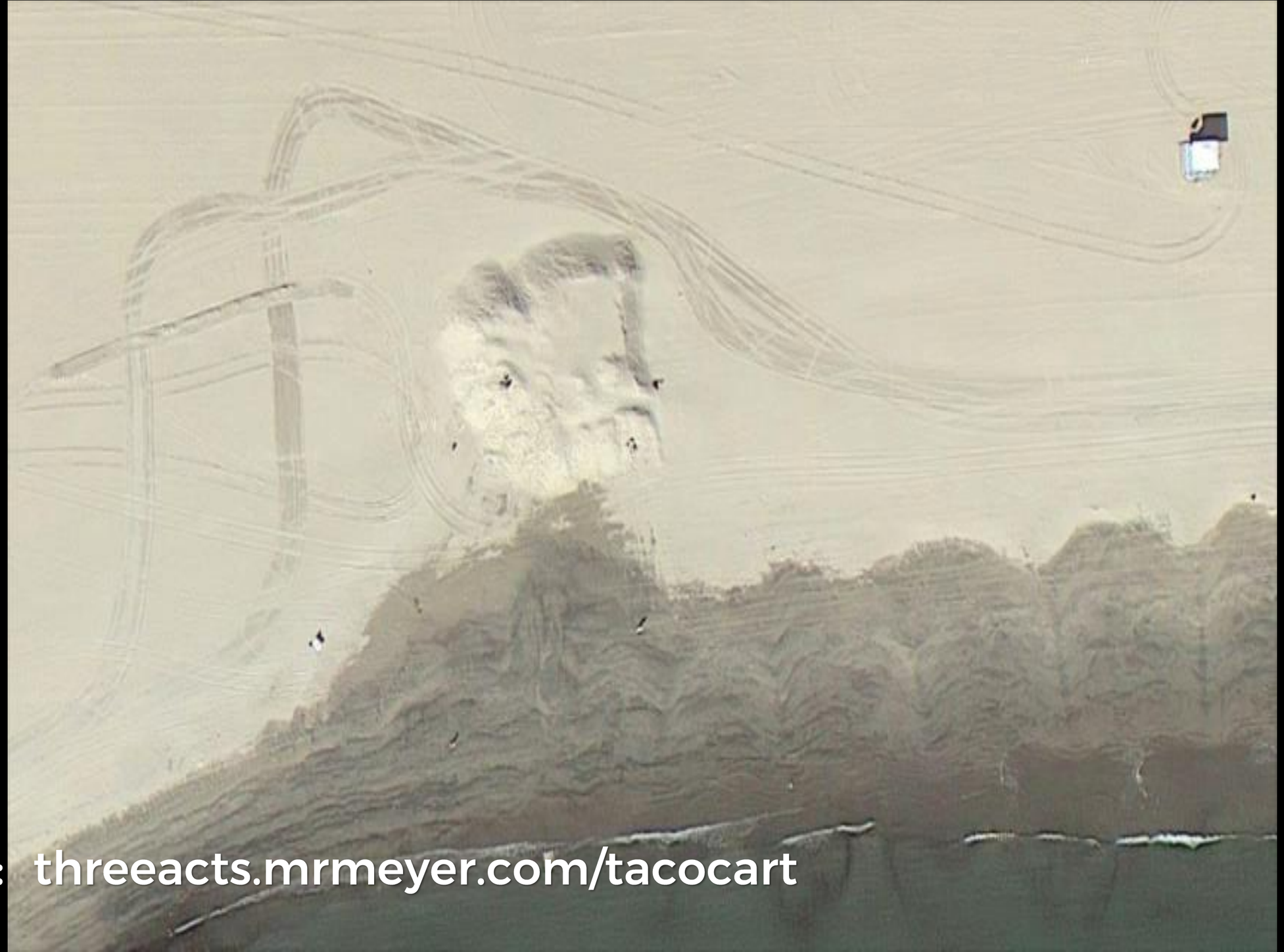
STICKY ATTRIBUTES

- [x] SIMPLE
- [x] UNEXPECTED
- [x] CONCRETE
- [ ] CREDIBLE
- [ ] EMOTIONAL
- [ ] STORIES

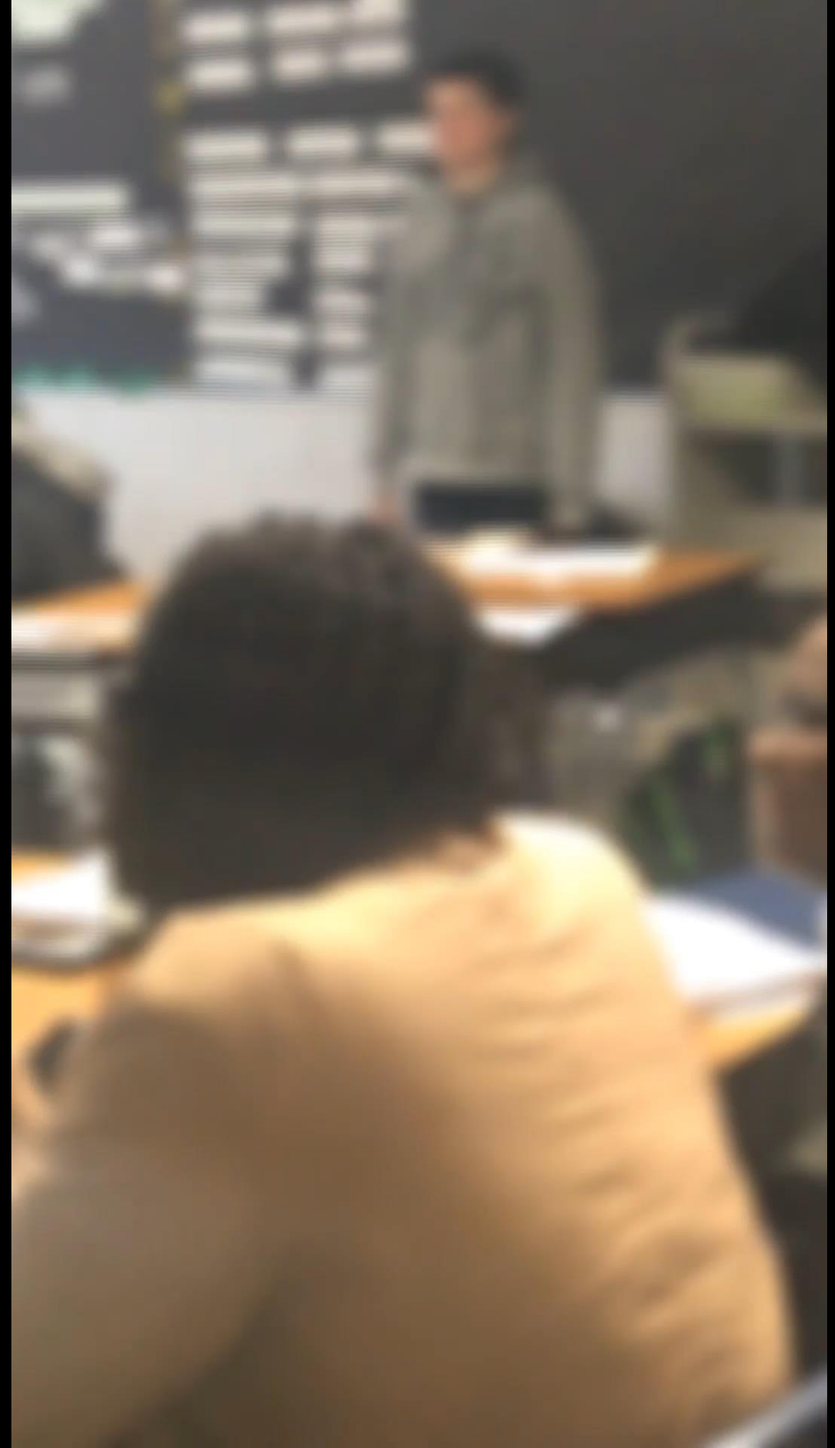


Source: gfletchy.com/the-apple/

Source: JJ Martinez



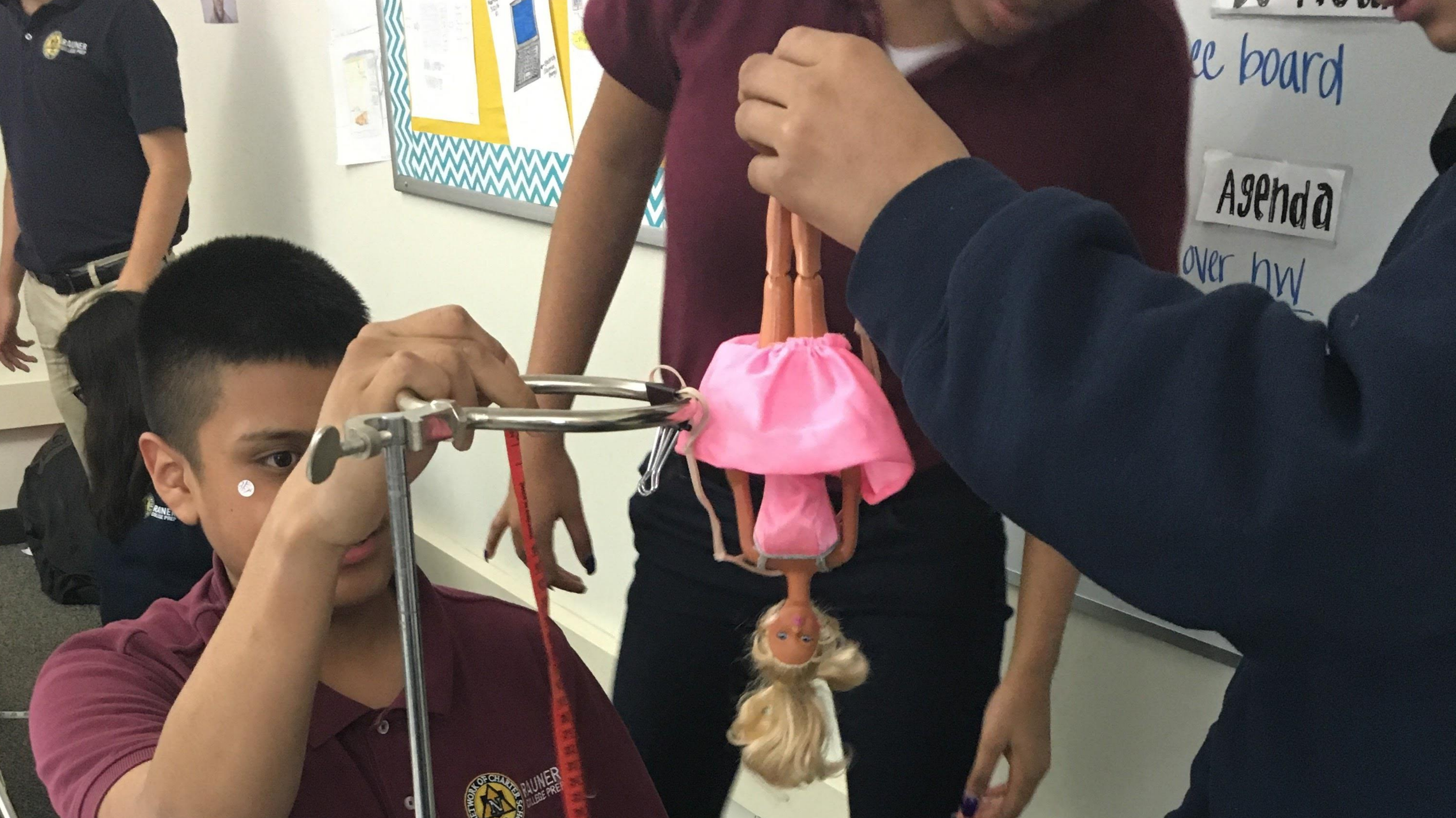
Source: threeacts.mrmeyer.com/tacocart



Source:
Jenise Sexton

Source: Tom Ward

Source: Tom Ward


Agenda

Source:
Fawn Nguyen


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

Act 1 Engaging Opener

Act 2 Get Info. Solve Problem.

Act 3 Big Reveal

STICKY ATTRIBUTES

- [x] SIMPLE
- [x] UNEXPECTED
- [x] CONCRETE
- [x] CREDIBLE
- [ ] EMOTIONAL
- [ ] STORIES

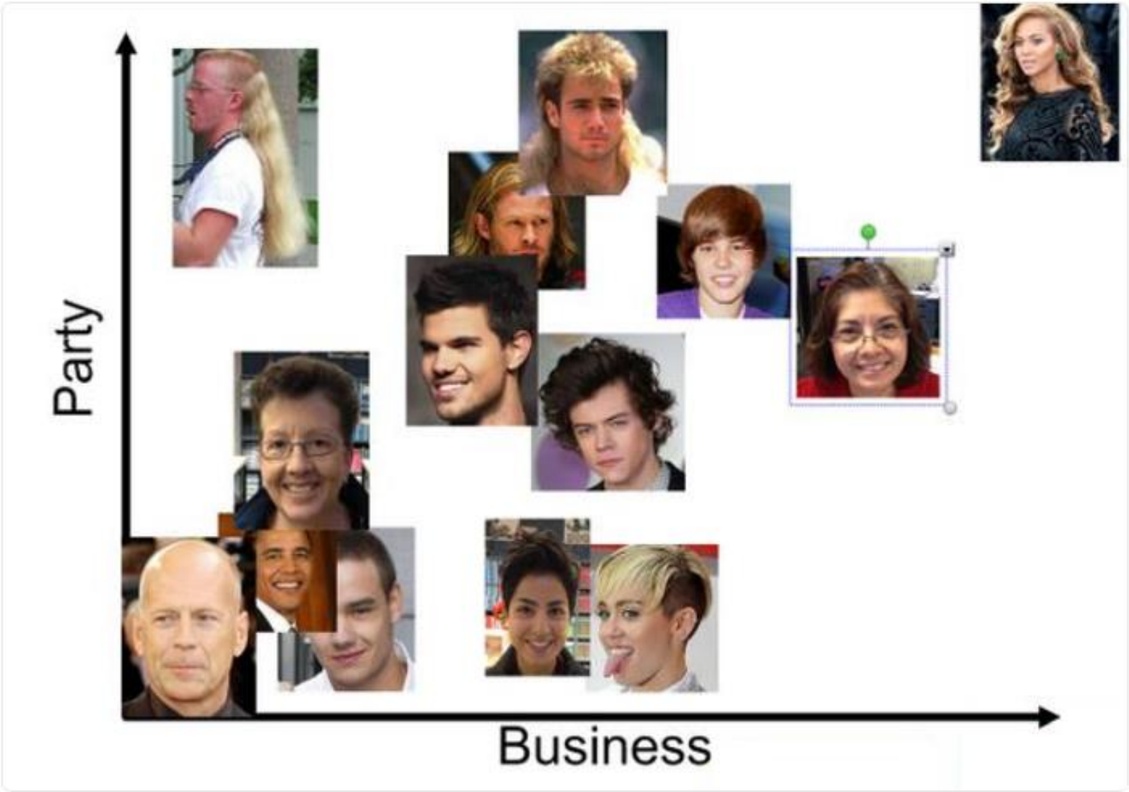
RobertKaplinsky.com

Source: 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

- [x] SIMPLE
- [x] UNEXPECTED
- [x] CONCRETE
- [x] CREDIBLE
- [x] EMOTIONAL
- [ ] STORIES

Source: robertkaplinsky.com/lessons

20. Shopping

There are eight hot dogs and twelve hot dog buns in each package. How many packages of hot dogs and hot dog buns should you buy so that there are no extra hot dogs or hot dog buns?

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

The Doorbell Rang

by Pat Hutchins

DO YOU SEE IT?

Via: Sara VanDerWerf

RobertKaplinsky.com

IMPORTANCE OF CONTEXT

- Play four songs
- Tapped out
- Write down song names
- Share answers with neighbors
- Listen again with song names

SONG #1

SONG #2

SONG #3

SONG #4

SONG #1

Itsy Bitsy Spider

SONG #2

Wheels On The Bus

SONG #3

Row Row Row Your Boat

SONG #4

Take Me Out To The Ballgame

Robert Kaplinsky
@robertkaplinsky

Random favor: please listen to me tapping out 4 songs and try to guess the name. Should take < 2 min. It's not easy!

Recognizing Tapped Songs

Please listen to each of the four songs, type in the name of the song, and the click submit. You may have no clue about what the song is called. If that happens, just write something like, "I don't...

docs.google.com

RETWEET
1

2:47 PM - 13 Jun 2017

TAKEAWAYS (PART ONE)

- Of 192 people surveyed:
  - Itsy Bitsy Spider: ~41%
  - Wheels on the Bus: ~29%
  - Row Your Boat: ~25%
  - Take Me Out to the Ballgame: ~3%

TAKEAWAYS (PART TWO)

- Many said, “I’m sorry. I don’t know.”
- Many said, “I’m not good at this.”
- Many said, “I don’t like this.”

CURSE OF KNOWLEDGE

STICKY ATTRIBUTES

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

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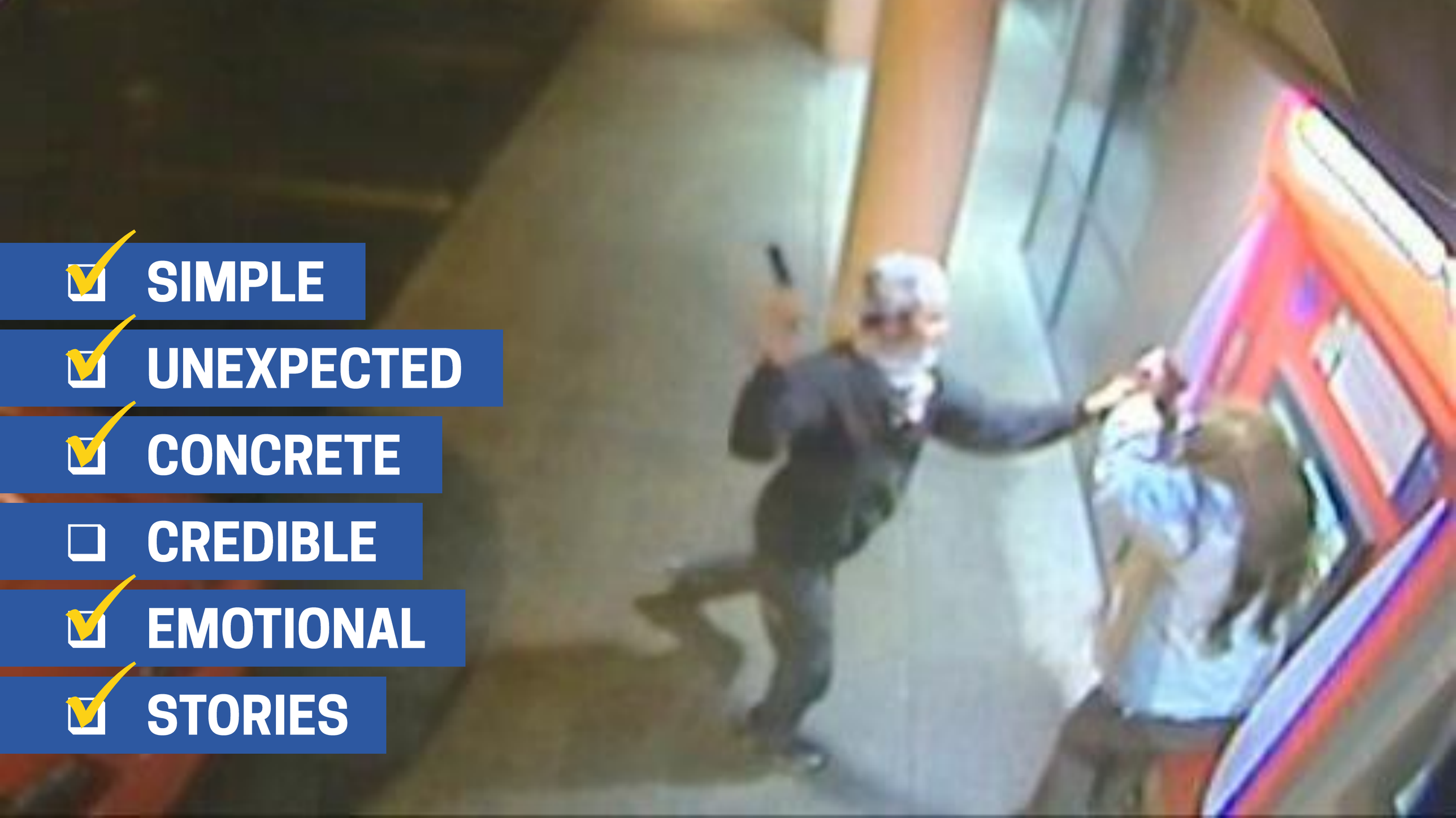
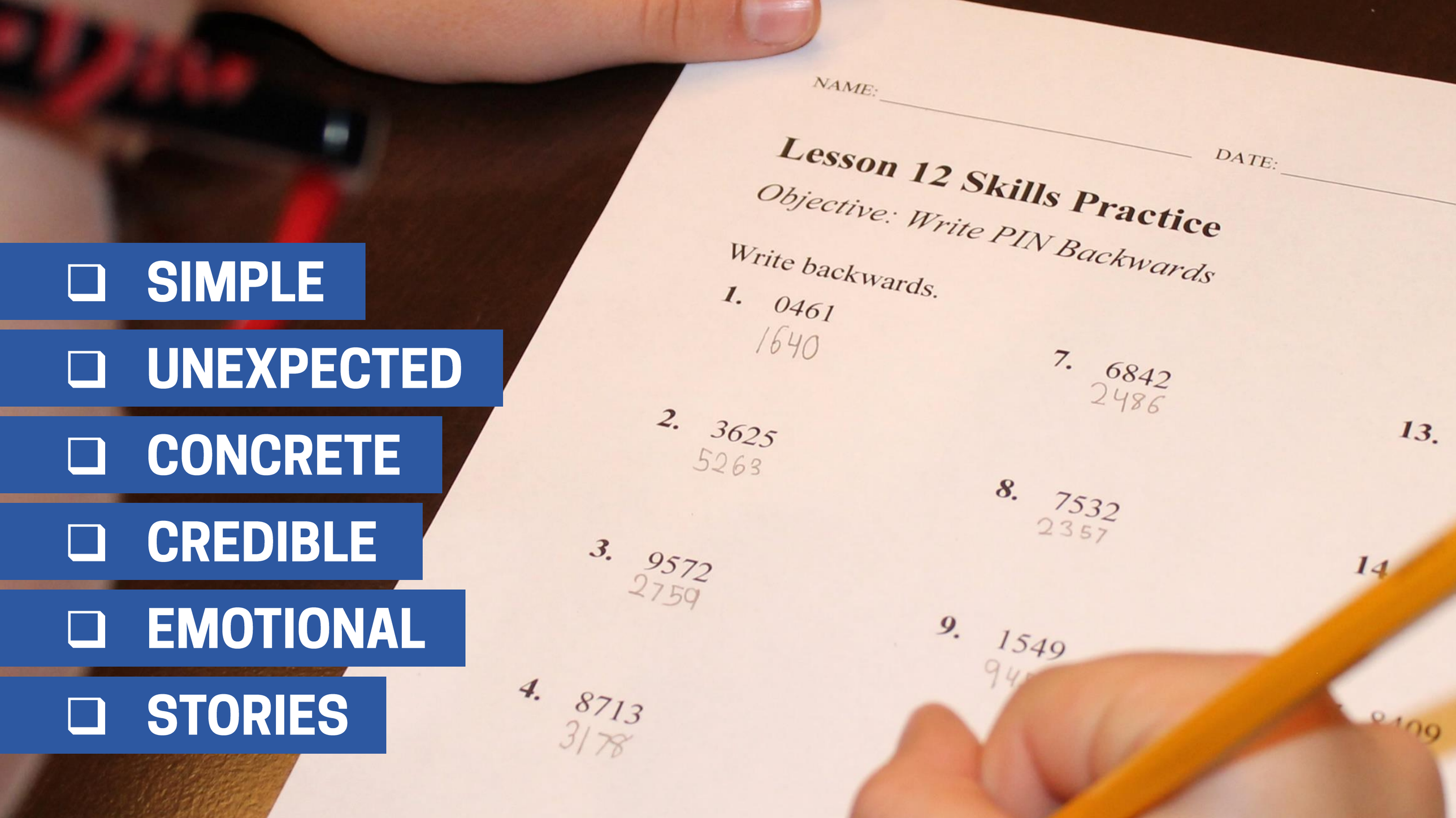

SIMPLE
UNEXPECTED
CONCRETE
CREDIBLE
EMOTIONAL
STORIES



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

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

- [x] CORRECT ANSWERS = UNDERSTANDING?
- [x] MAKE OUR LESSONS UNFORGETTABLE
- [ ] RECONSIDER USING WORD PROBLEMS
- [ ] MAKE MATH CHALLENGING + ACCESSIBLE

SAME OR DIFFERENT?

Describe at least three ways in which the problems are the same and three ways they are different:

A. How many pizzas do you need to buy?

B. You and your seven friends want to have pizza for dinner. Each person will eat three slices of pizza. Each pizza has eight slices. How many pizzas do you need to buy?

Robert Kaplinsky
@robertkaplinsky

Which of these are word problems:

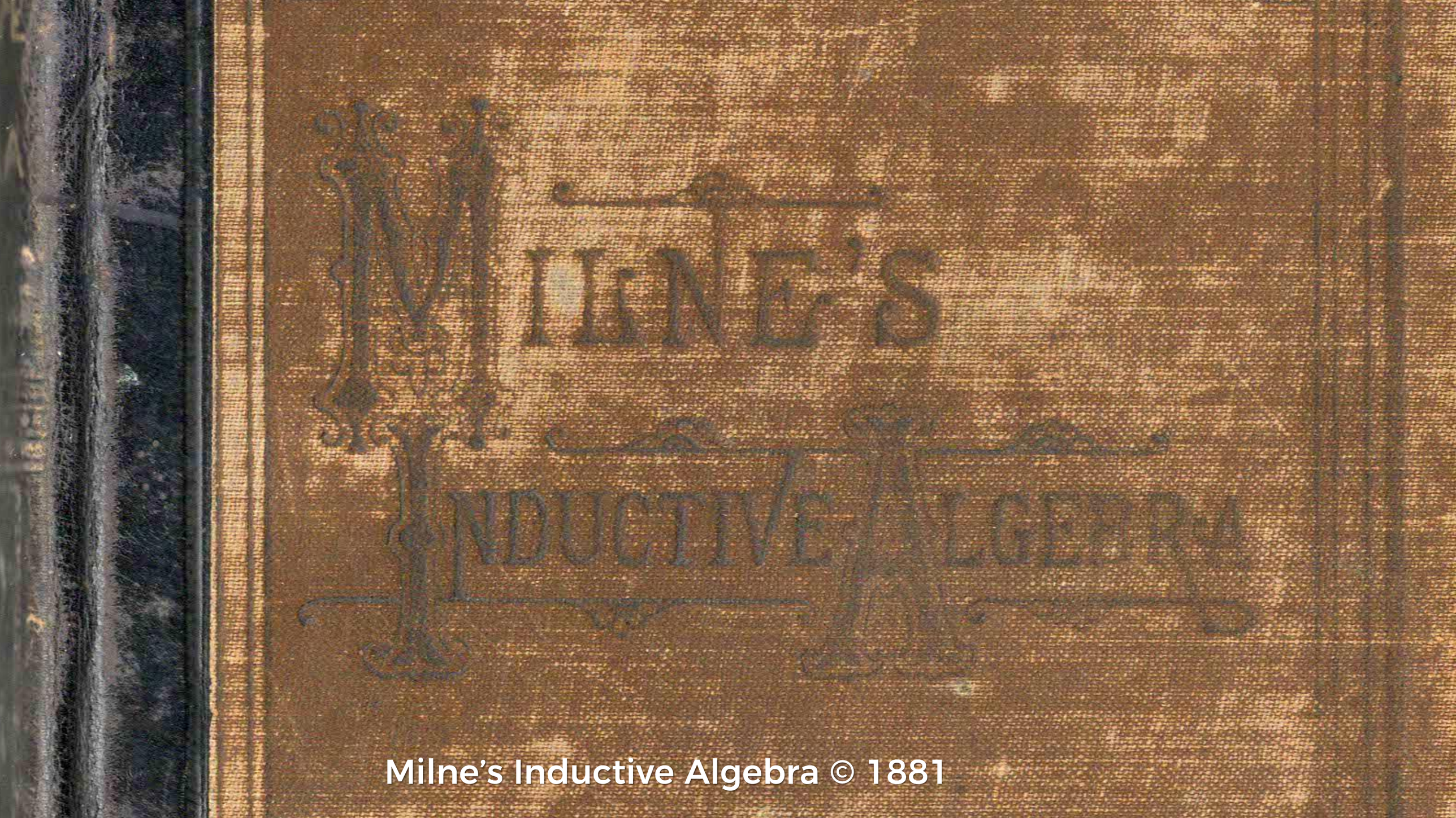
A) How many pizzas do you need to buy?

B) You and your seven friends want to have pizza for dinner. Each person will eat three slices of pizza. Each pizza has eight slices. How many pizzas do you need to buy?

#MTBoS #iteachmath

709 votes · Final results

Why do we have word problems?



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.*

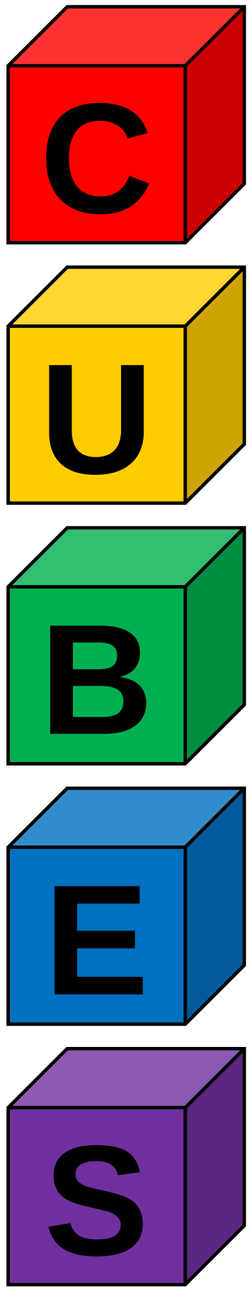
Find from the problem two expressions that are equal, and express them as an equation.

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?

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

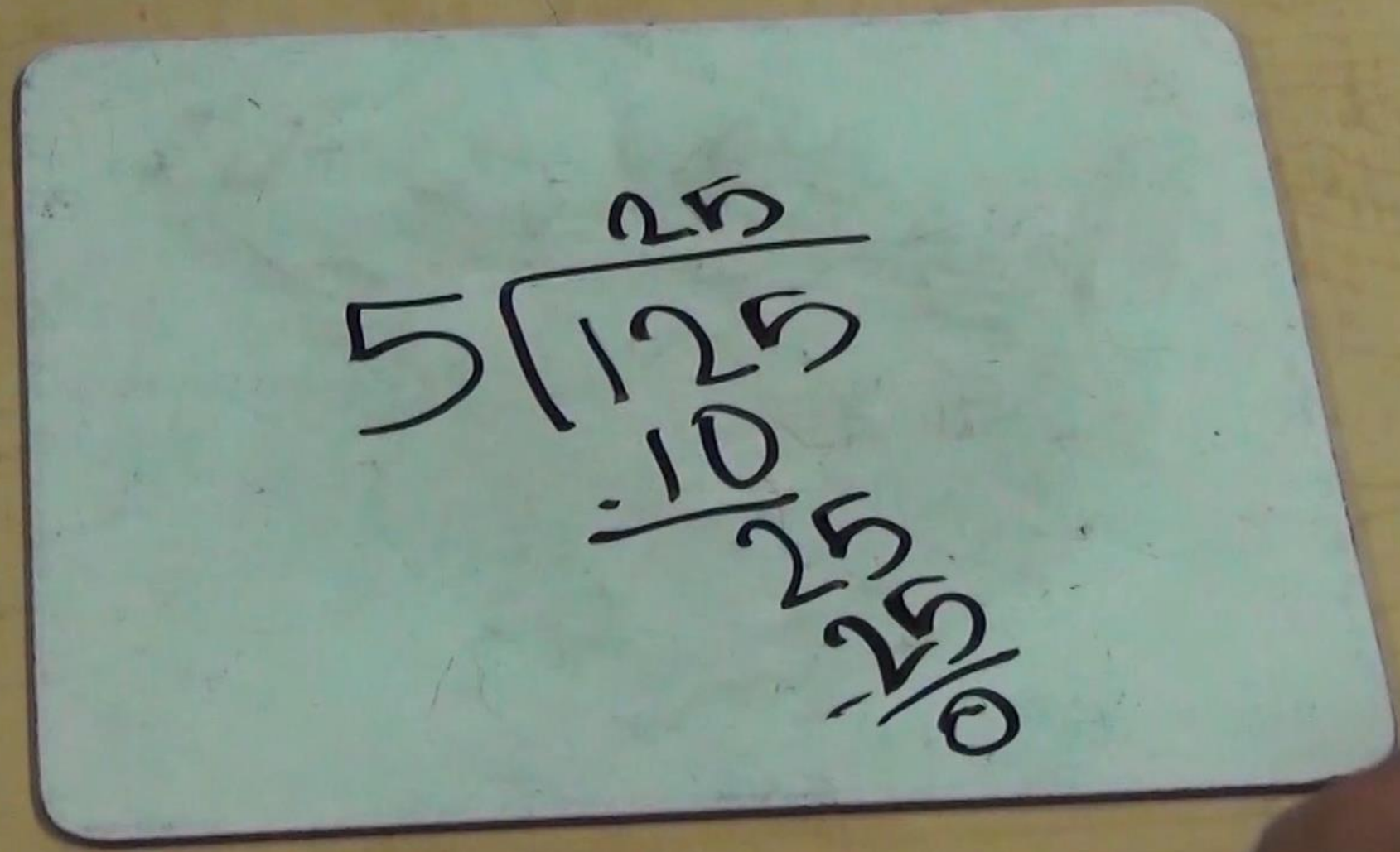
SOLVE and check ✓

In a class of 30 children, there are 3 girls for every 2 boys. How many girls 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



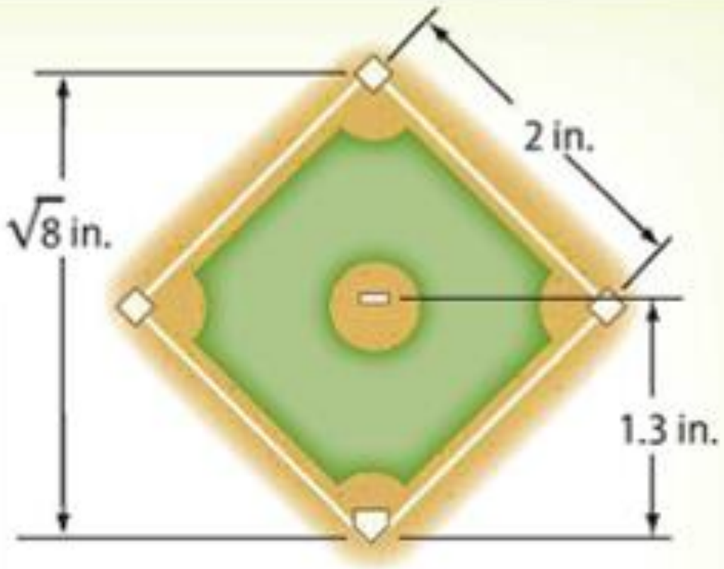
Real-World Link

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?

When you remove a problem's context and it's still solvable, it's nothing more than a worksheet.

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)

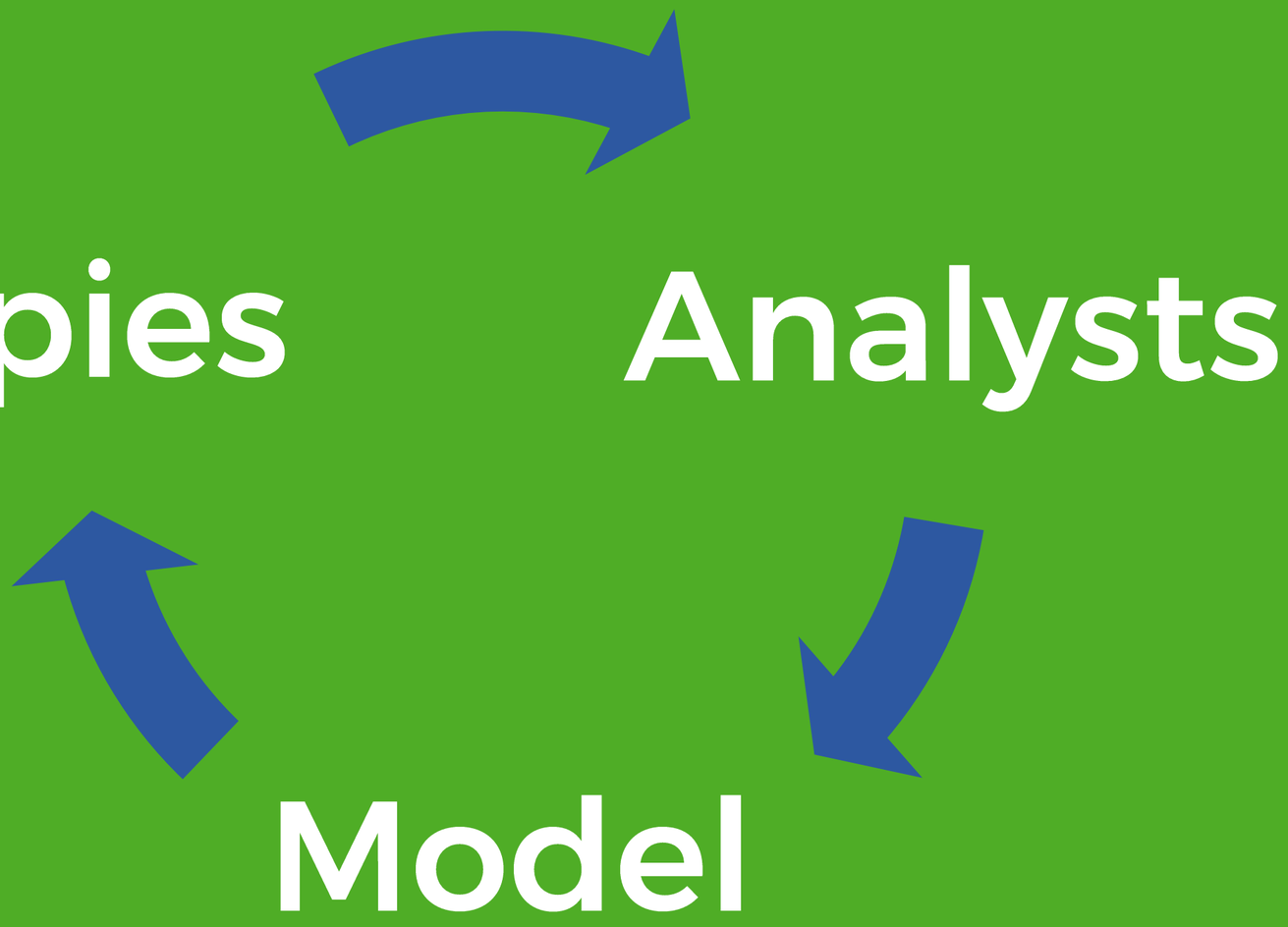
20 INDIVIDUAL BAGS: 1 OZ. EACH, TOTAL NET WT. 20 OZ. (1 LB. 4 OZ.) 567 g

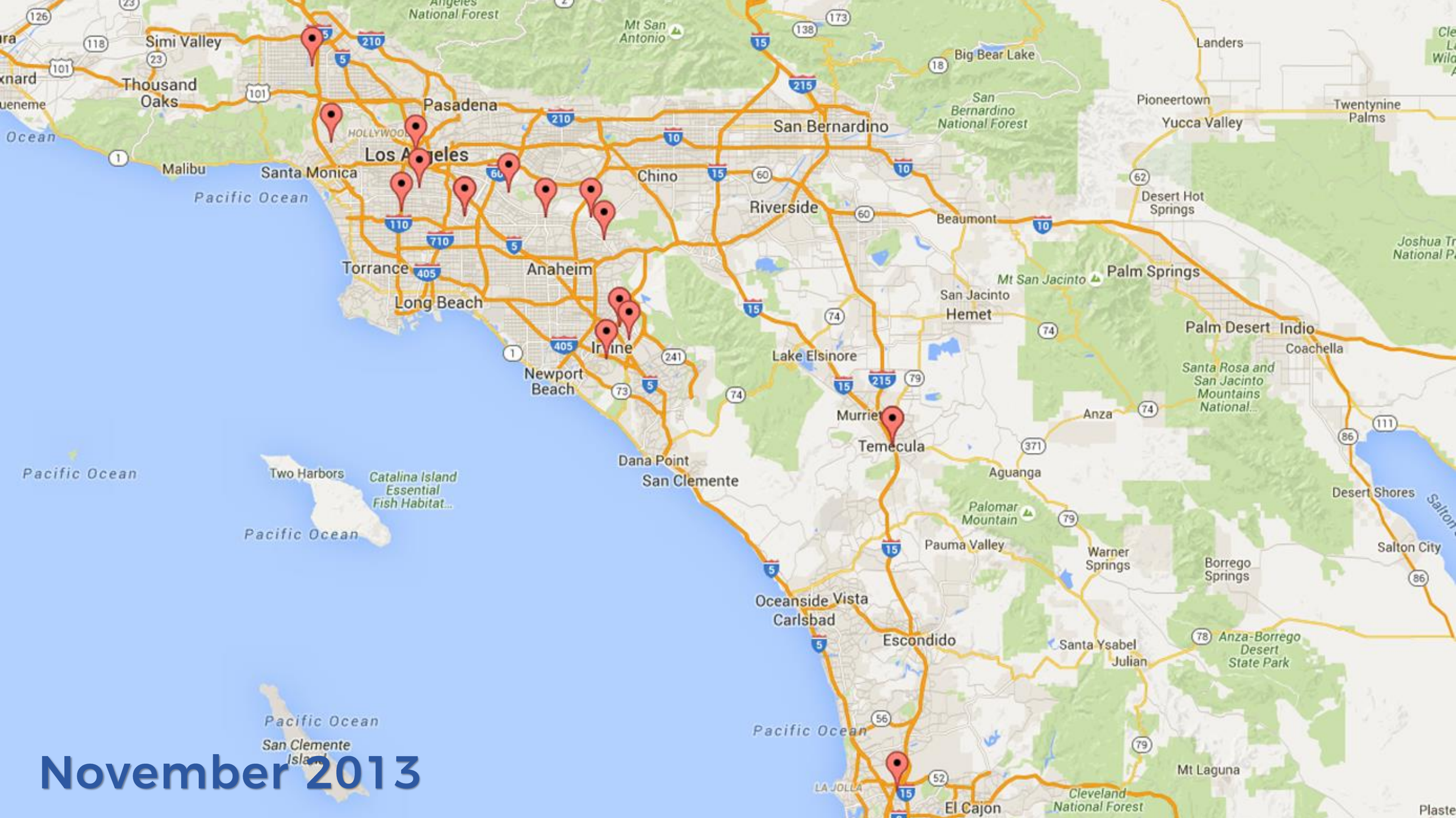
⚠ WARNING: PREVENT ENTANGLEMENT AND STRANGULATION. KEEP THIS BAG AWAY FROM YOUNG CHILDREN. IT IS NOT A TOY.

MATH MODELING

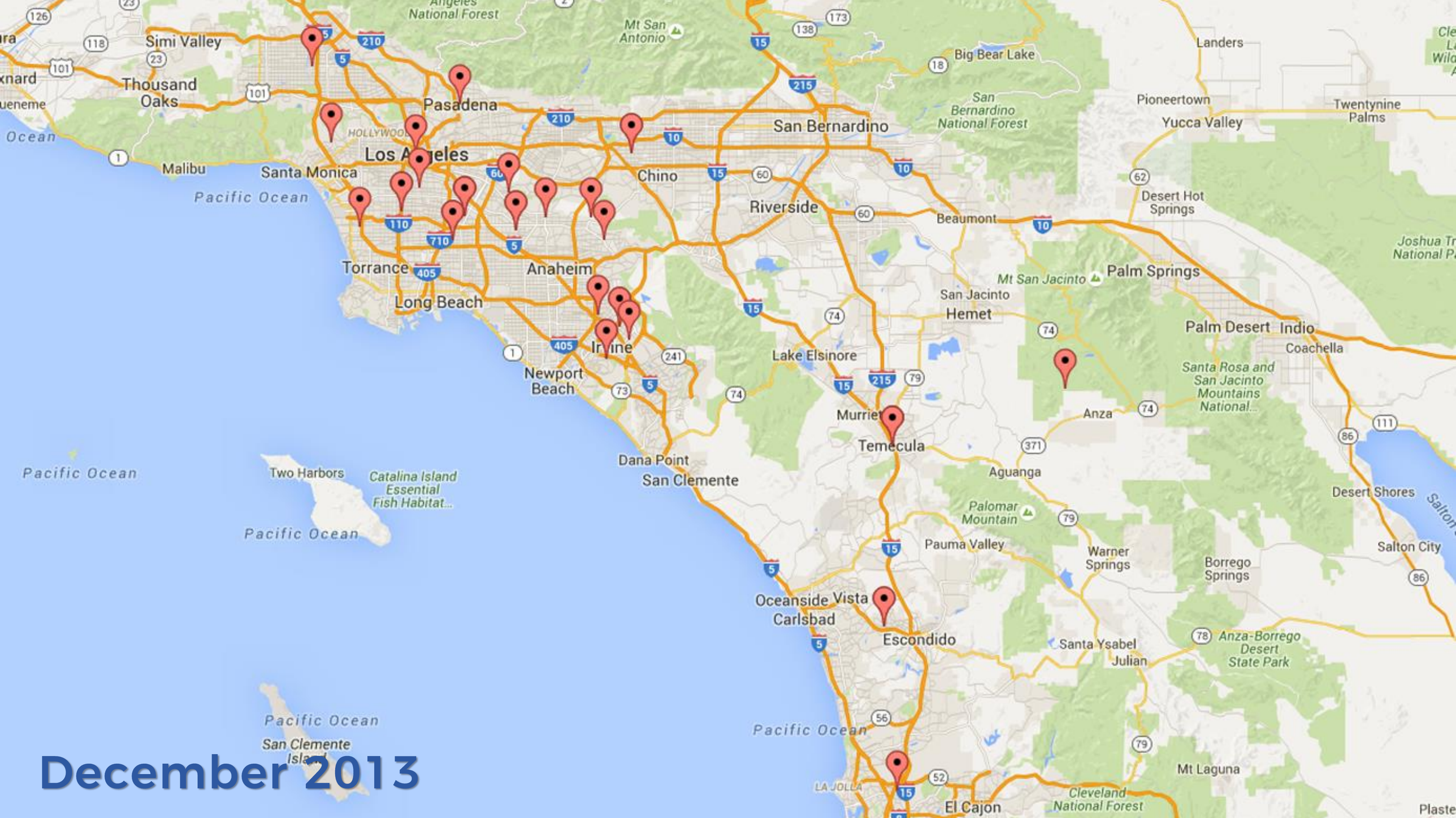
- ❑ HOW DO WE MAKE SENSE OF MATH MODELING?
- ❑ IS IT JUST ANSWERING QUESTIONS?
- ❑ HOW IS MATH MODELING USED IN REAL LIFE?
- ❑ HOW DO WE HELP OUR STUDENTS IMPROVE?


CENTRAL INTELLIGENCE AGENCY
UNITED STATES OF AMERICA

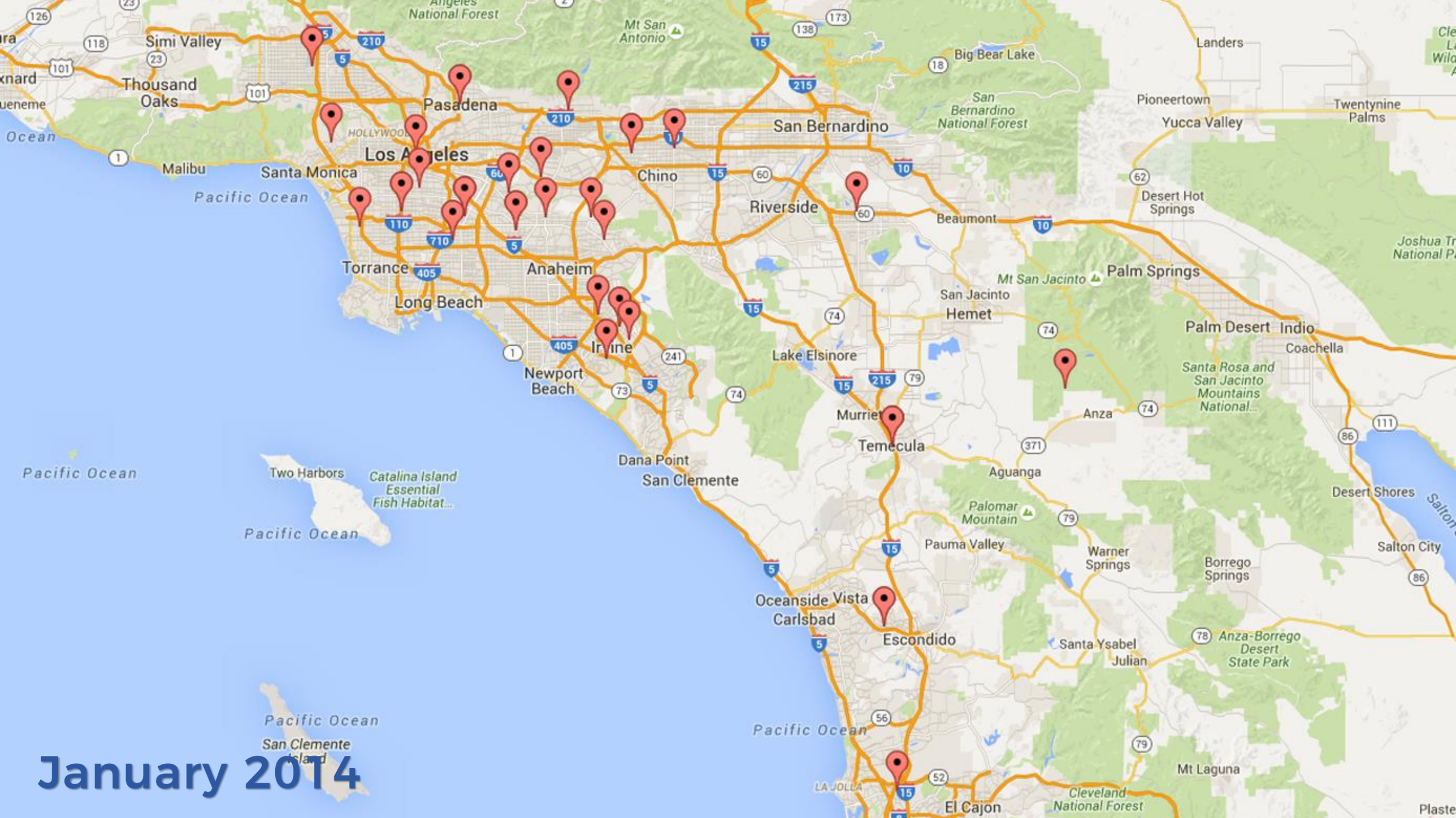

Spies
Analysts
Model



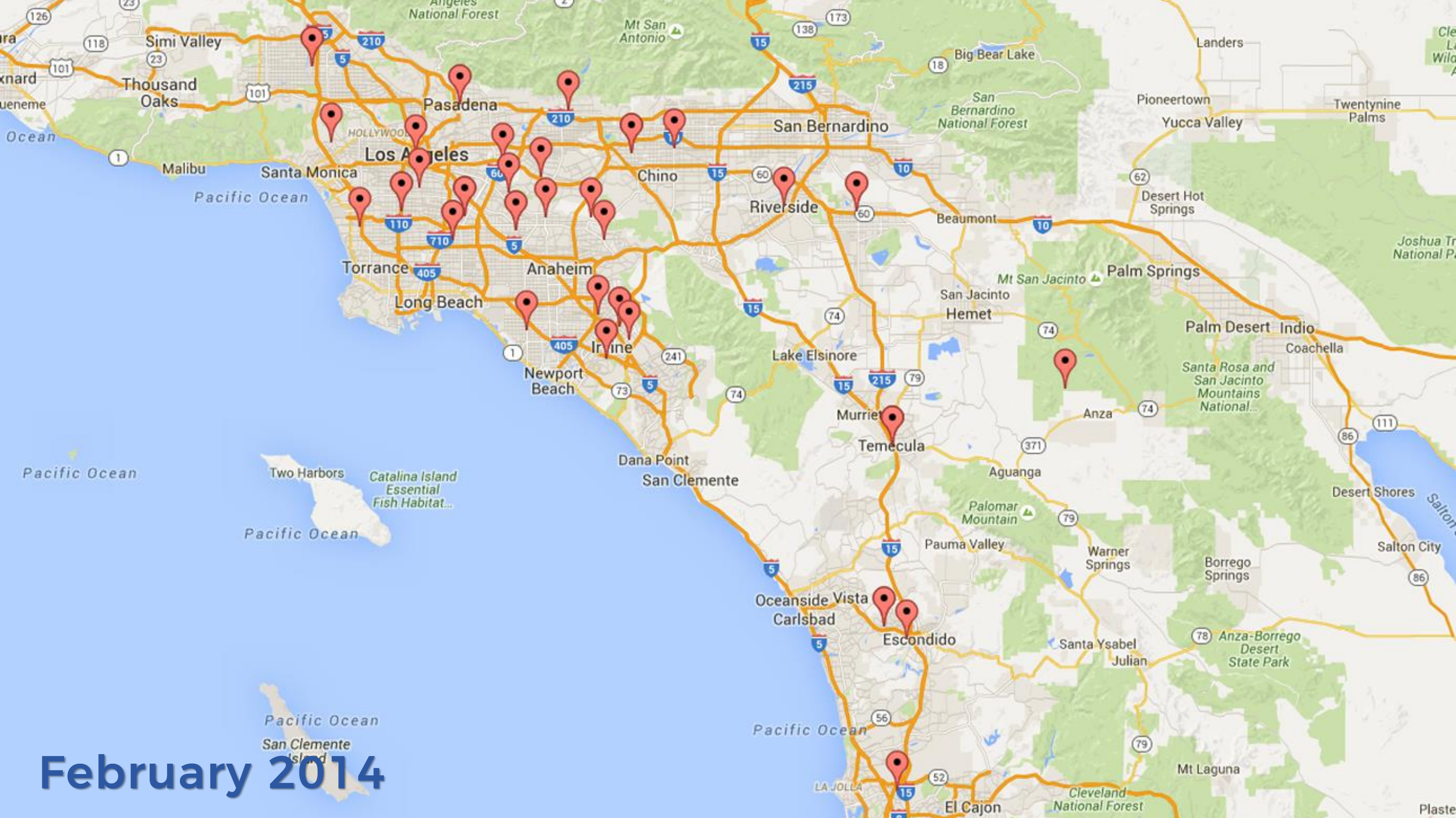
November 2013



December 2013



January 2014



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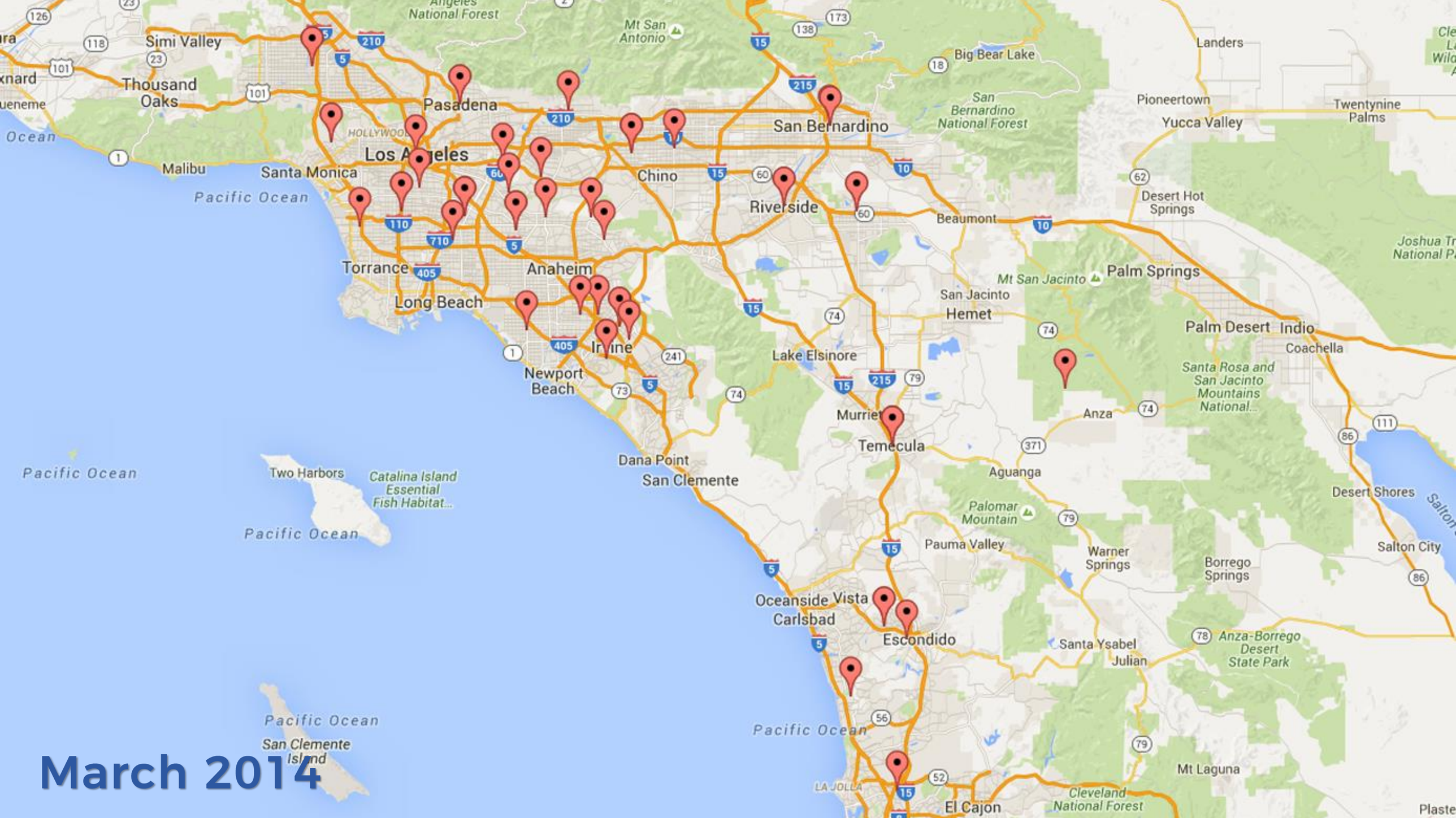
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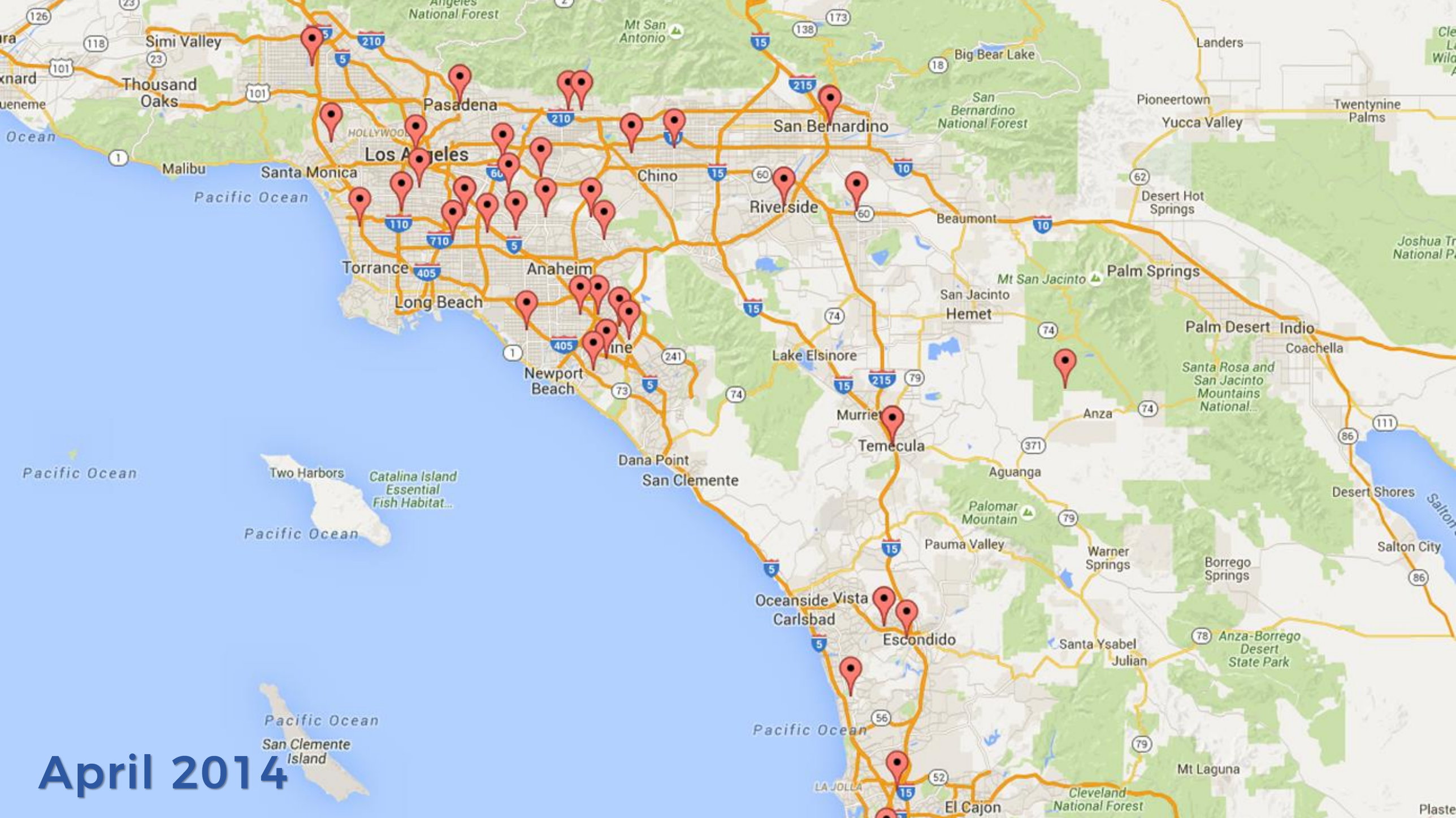
El Cajon
Cleveland National Forest
LA JOLLA
San Clemente Island

March 2014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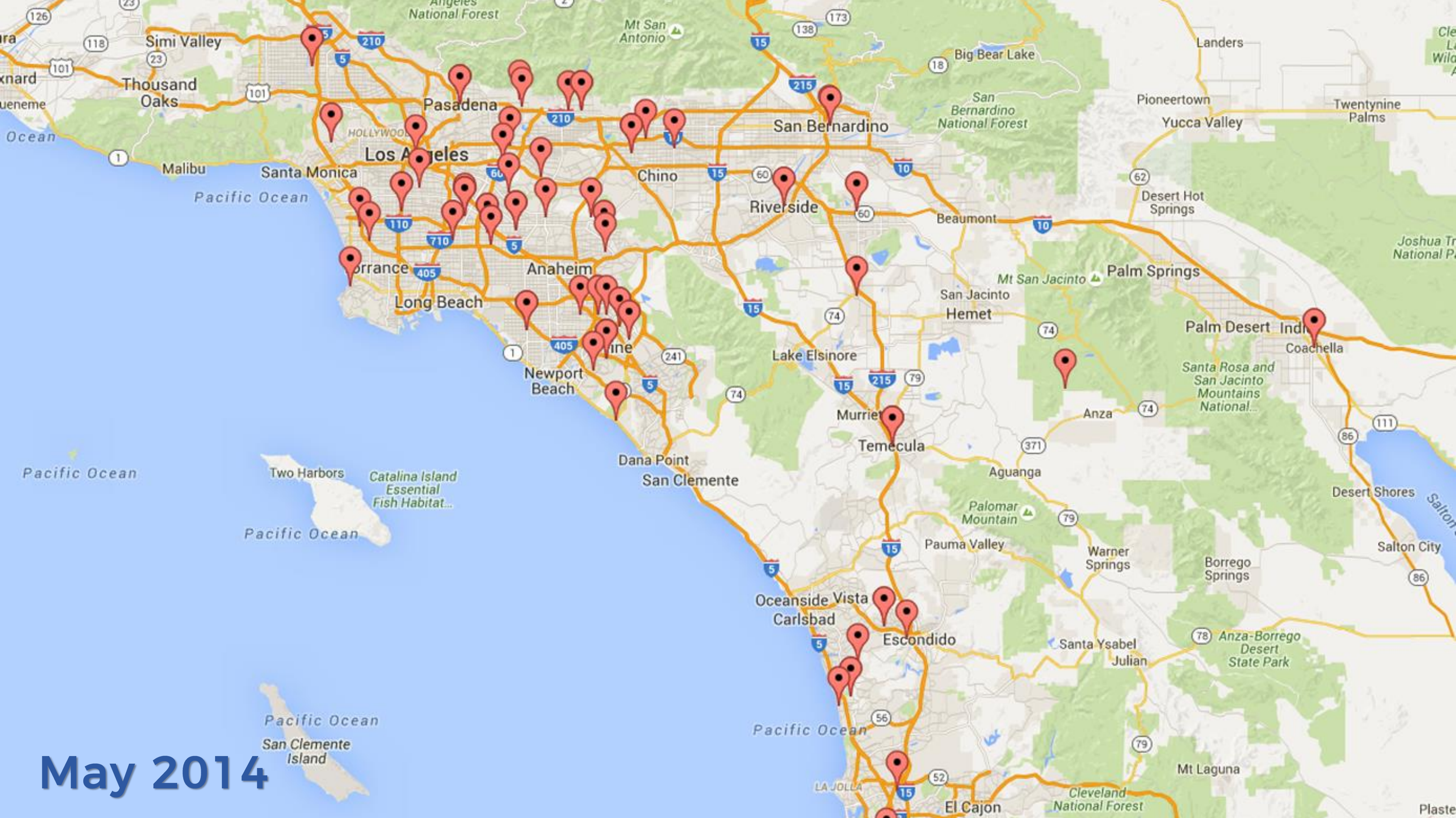
April 2014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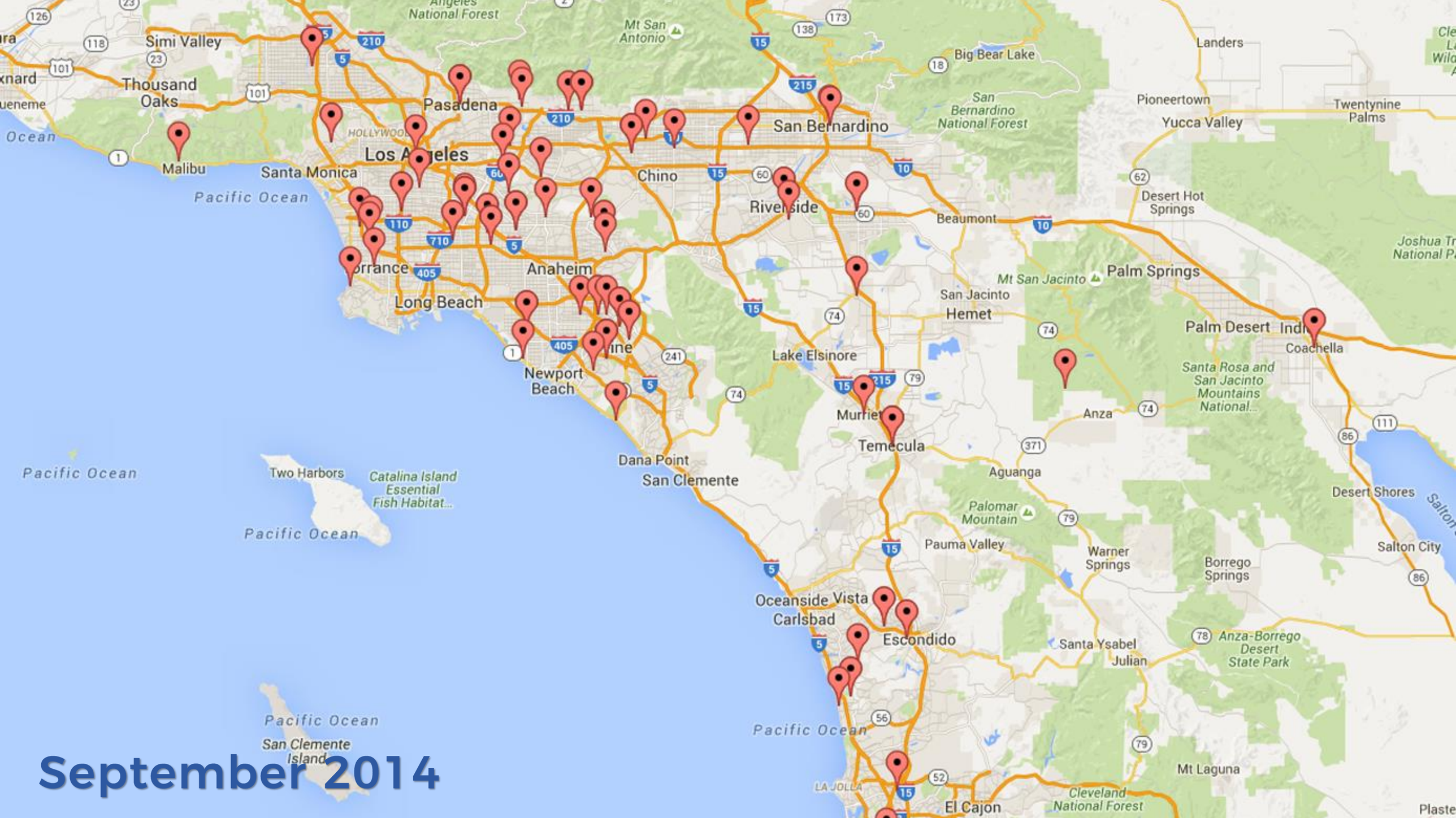
Angeles National Forest
Santa Rosa and San Jacinto Mountains National...



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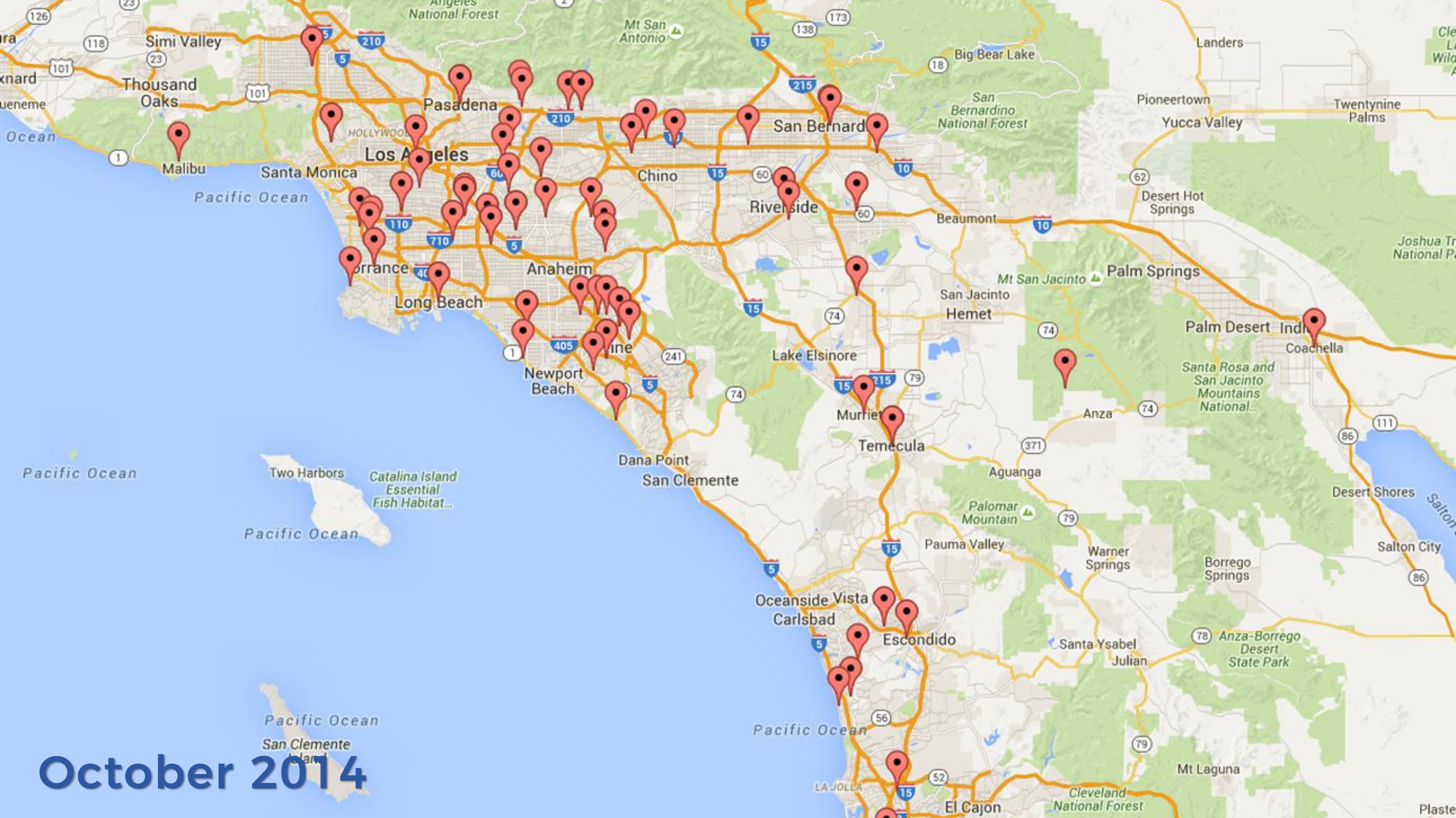

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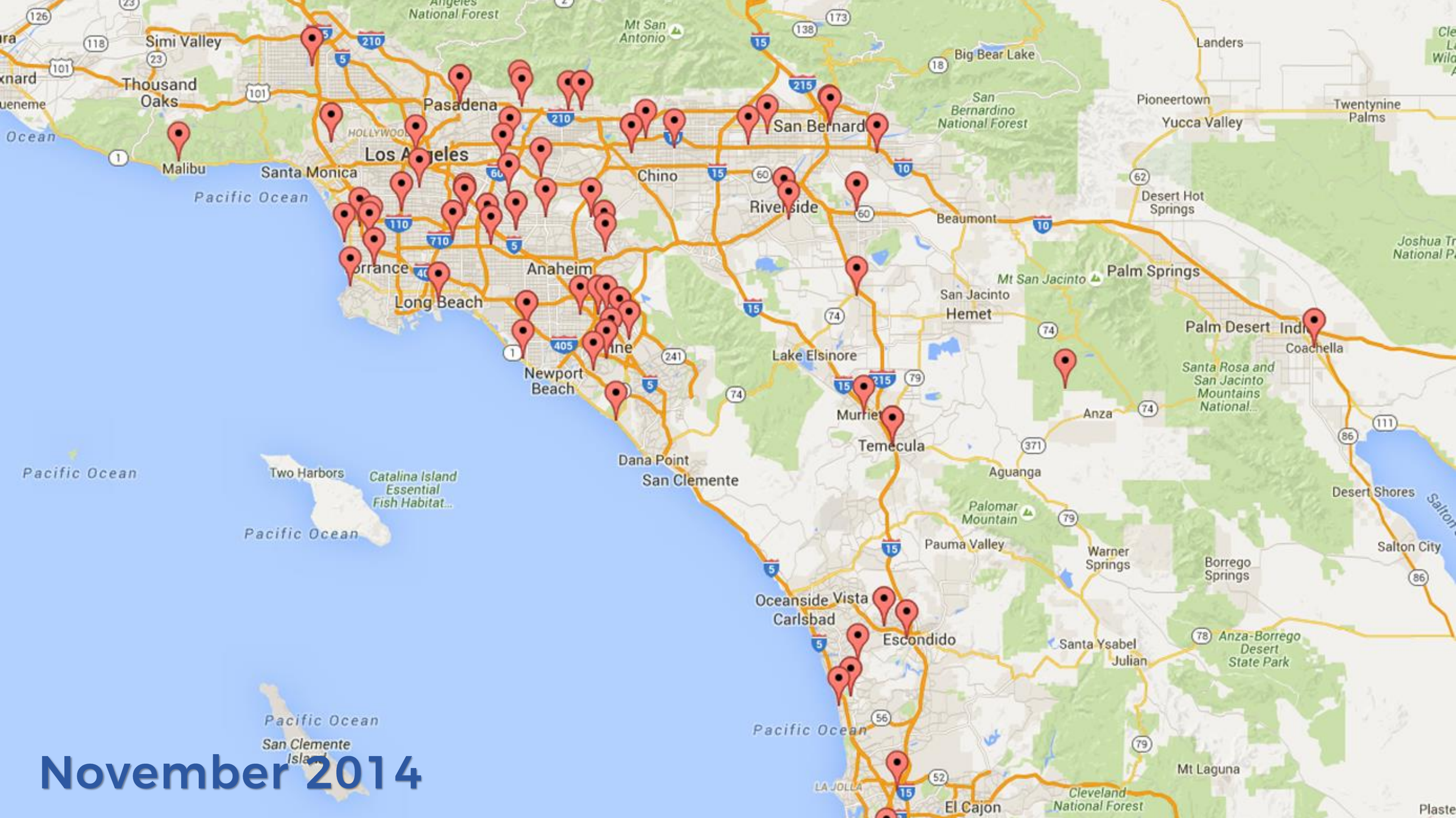

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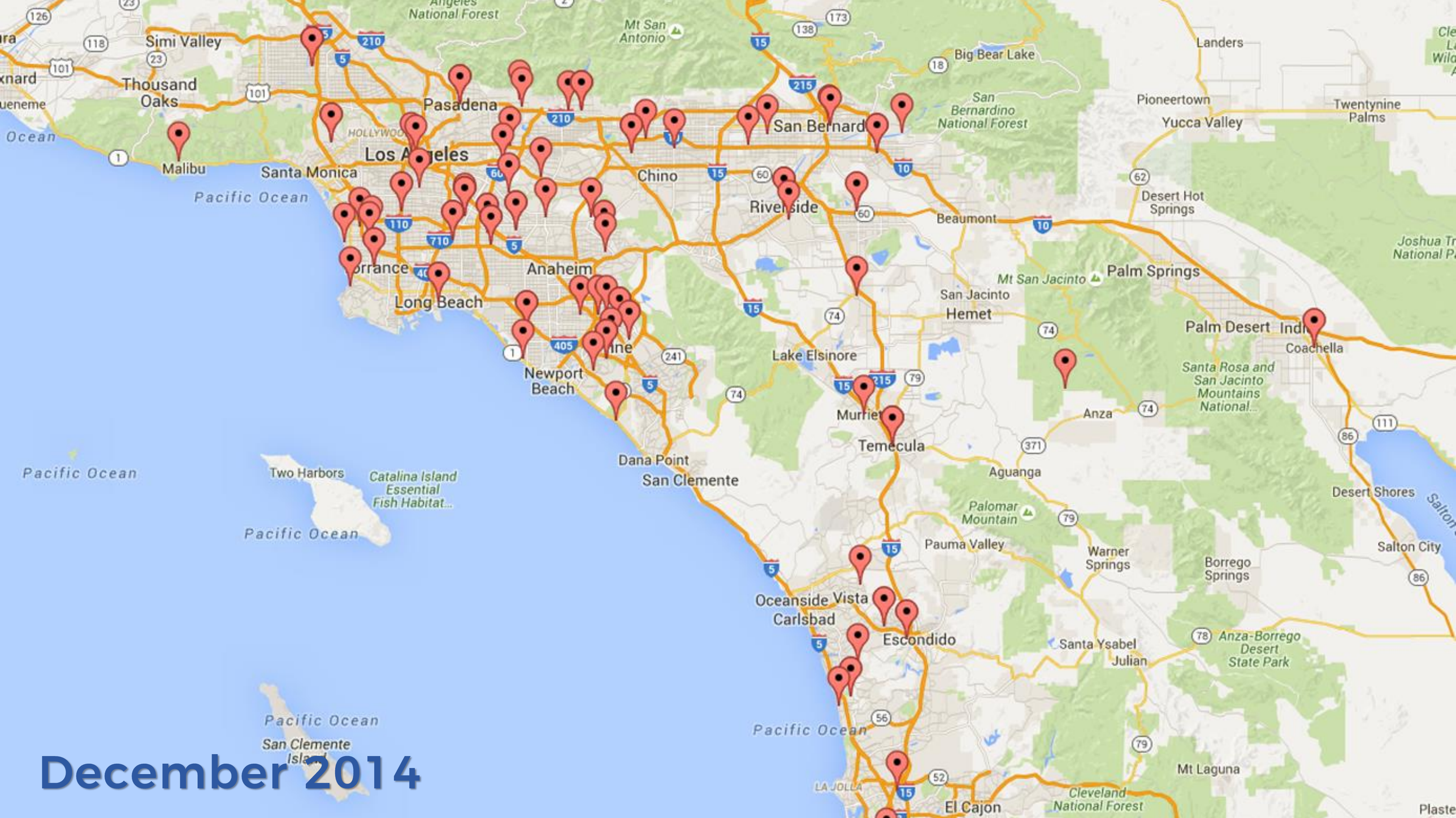

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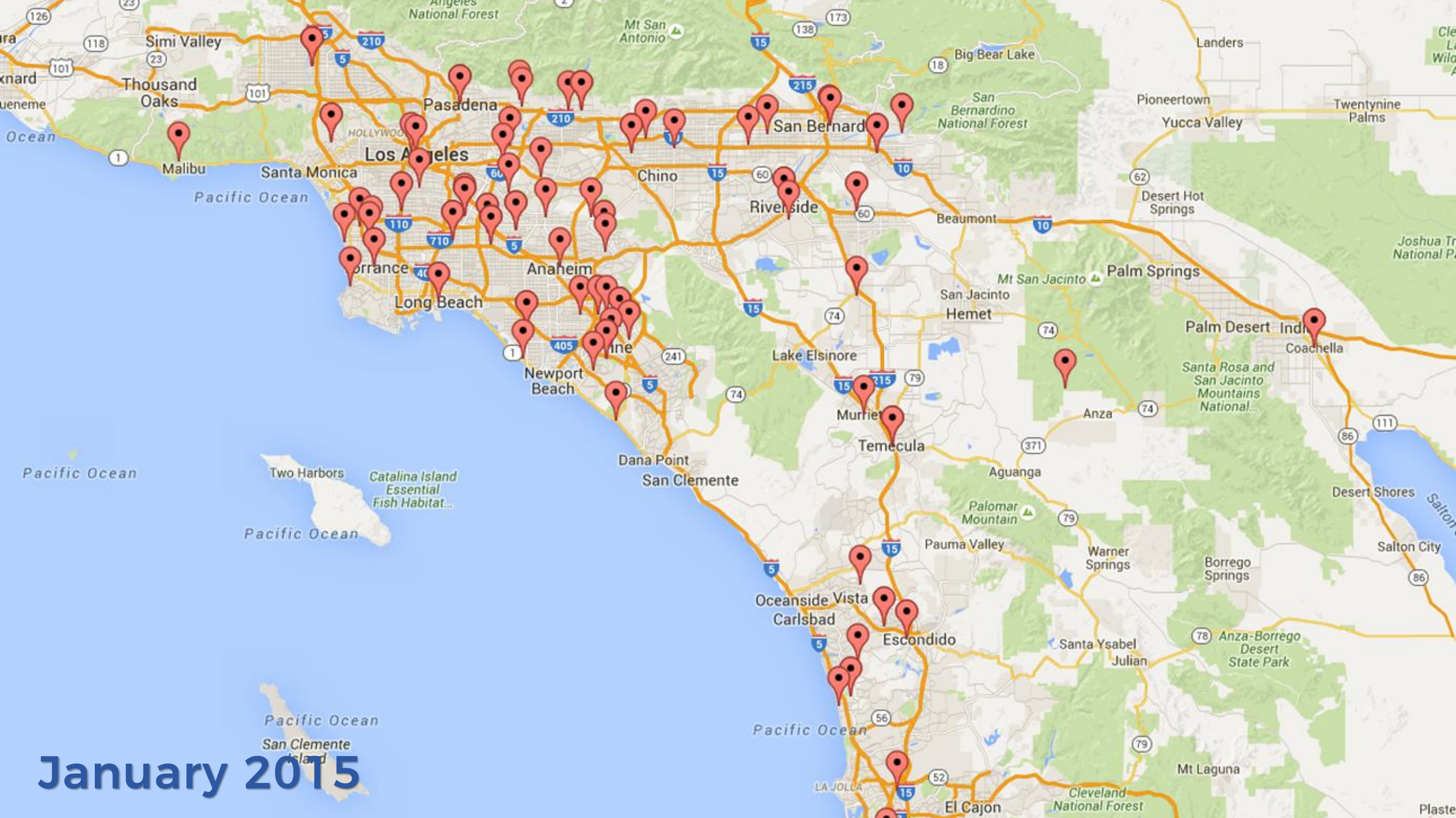

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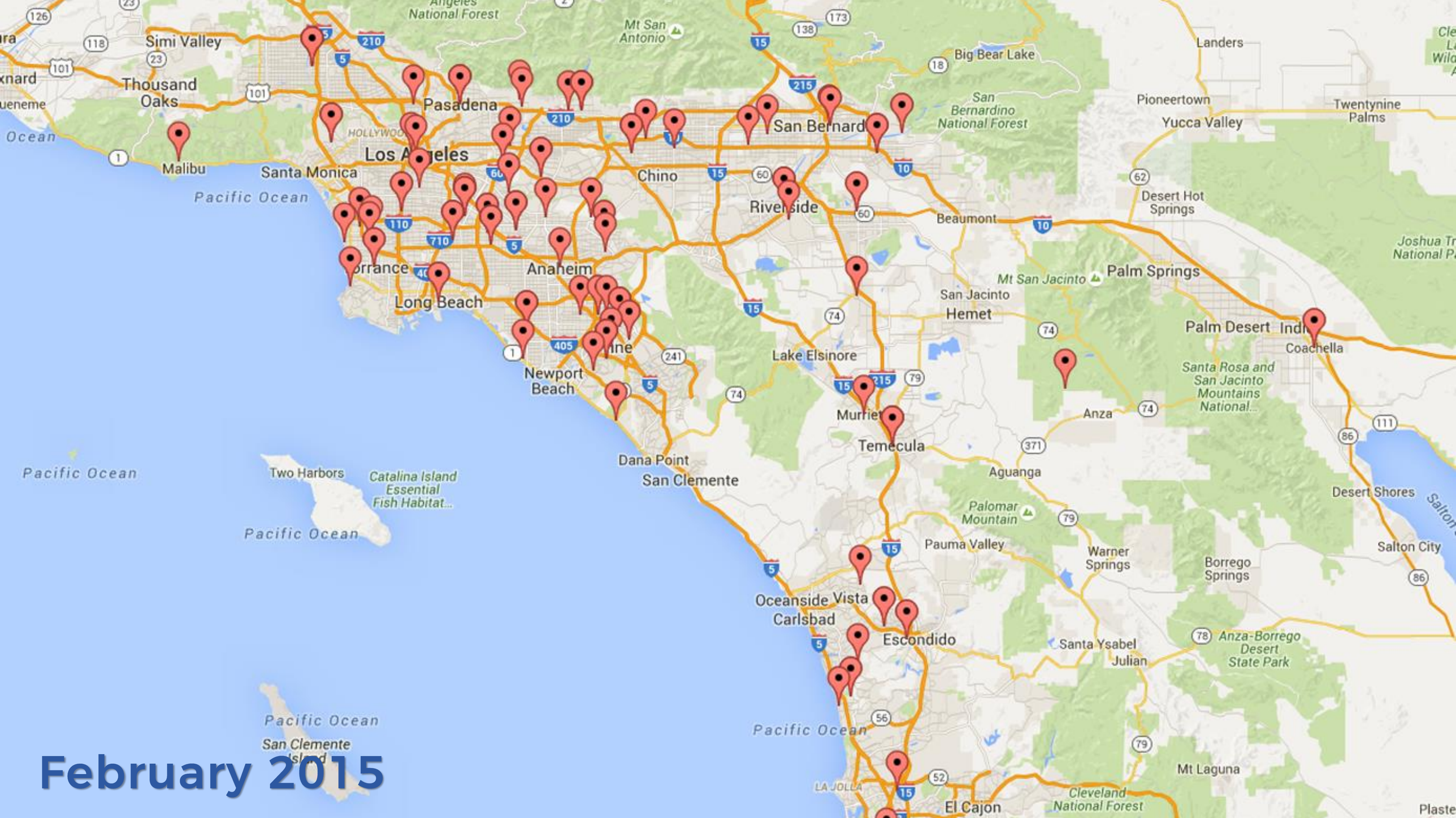

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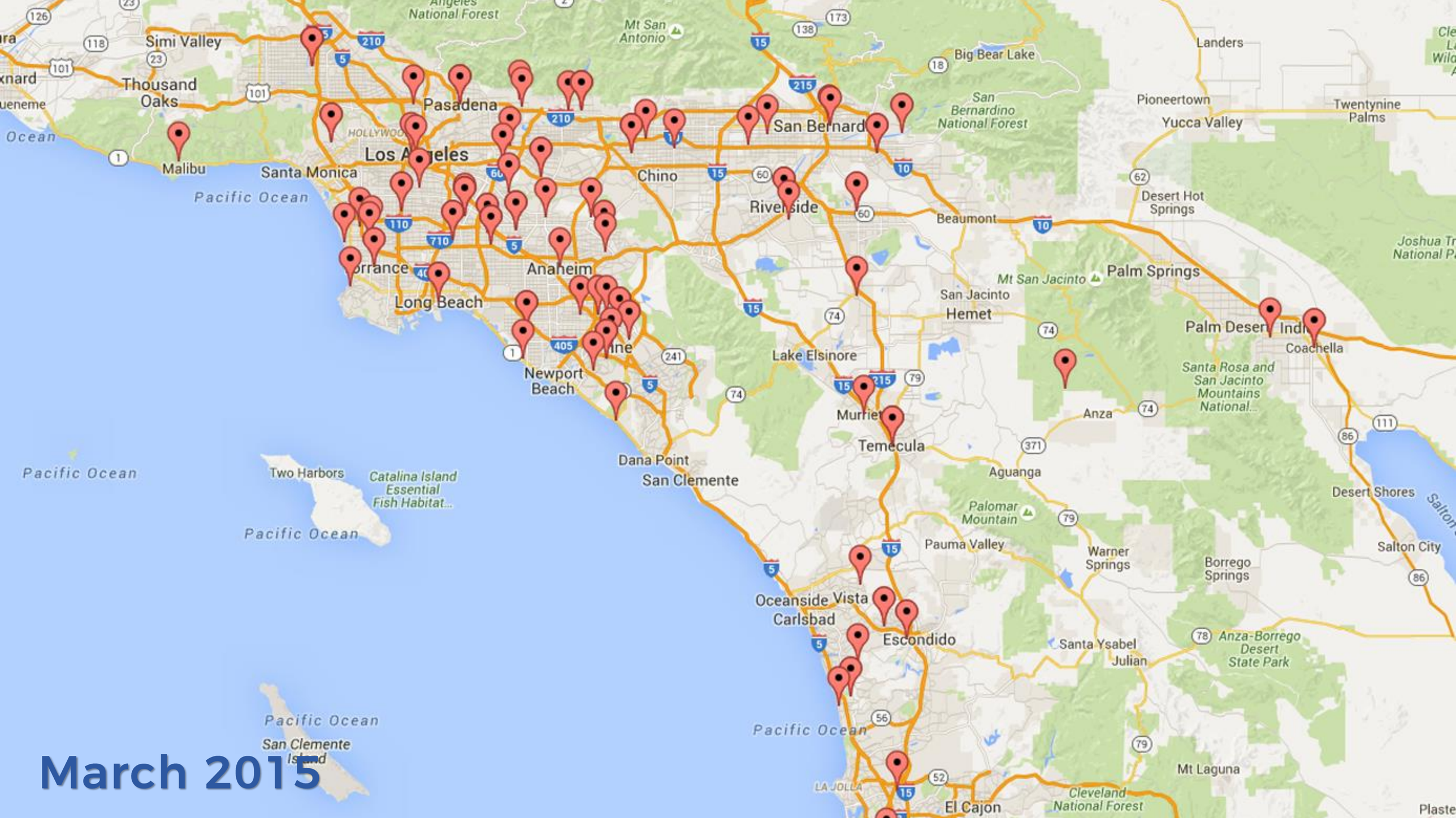
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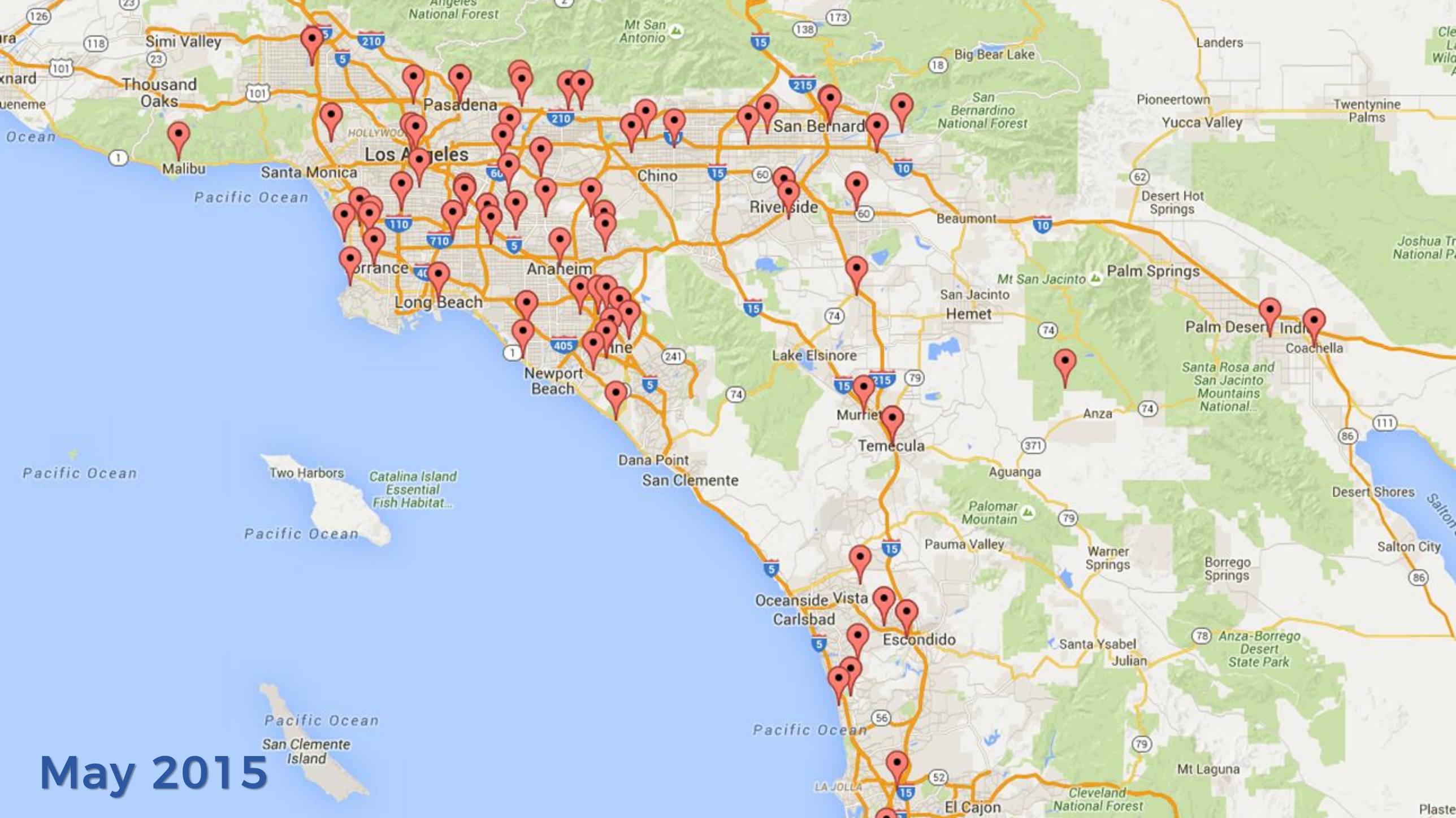
March 2015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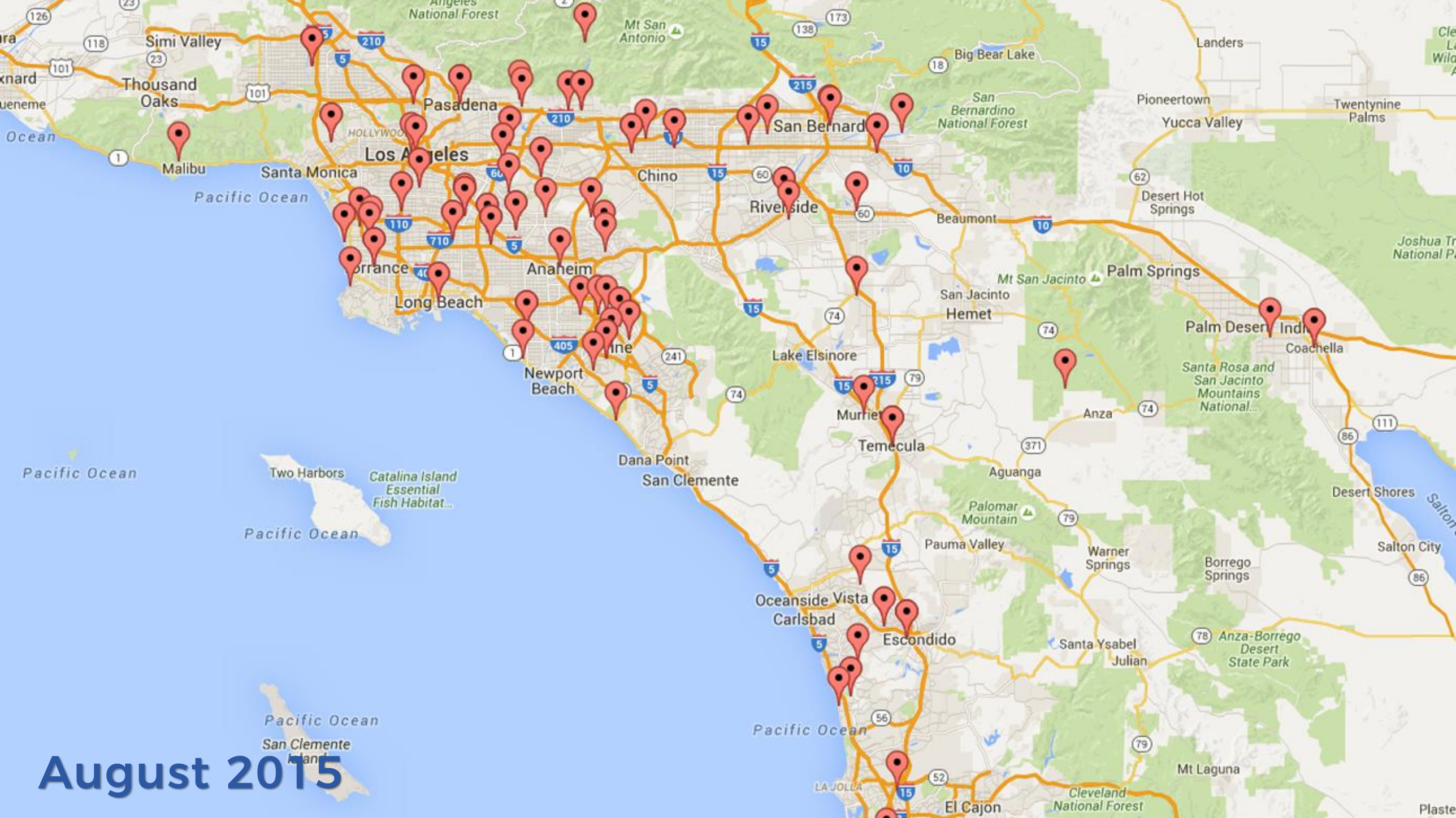
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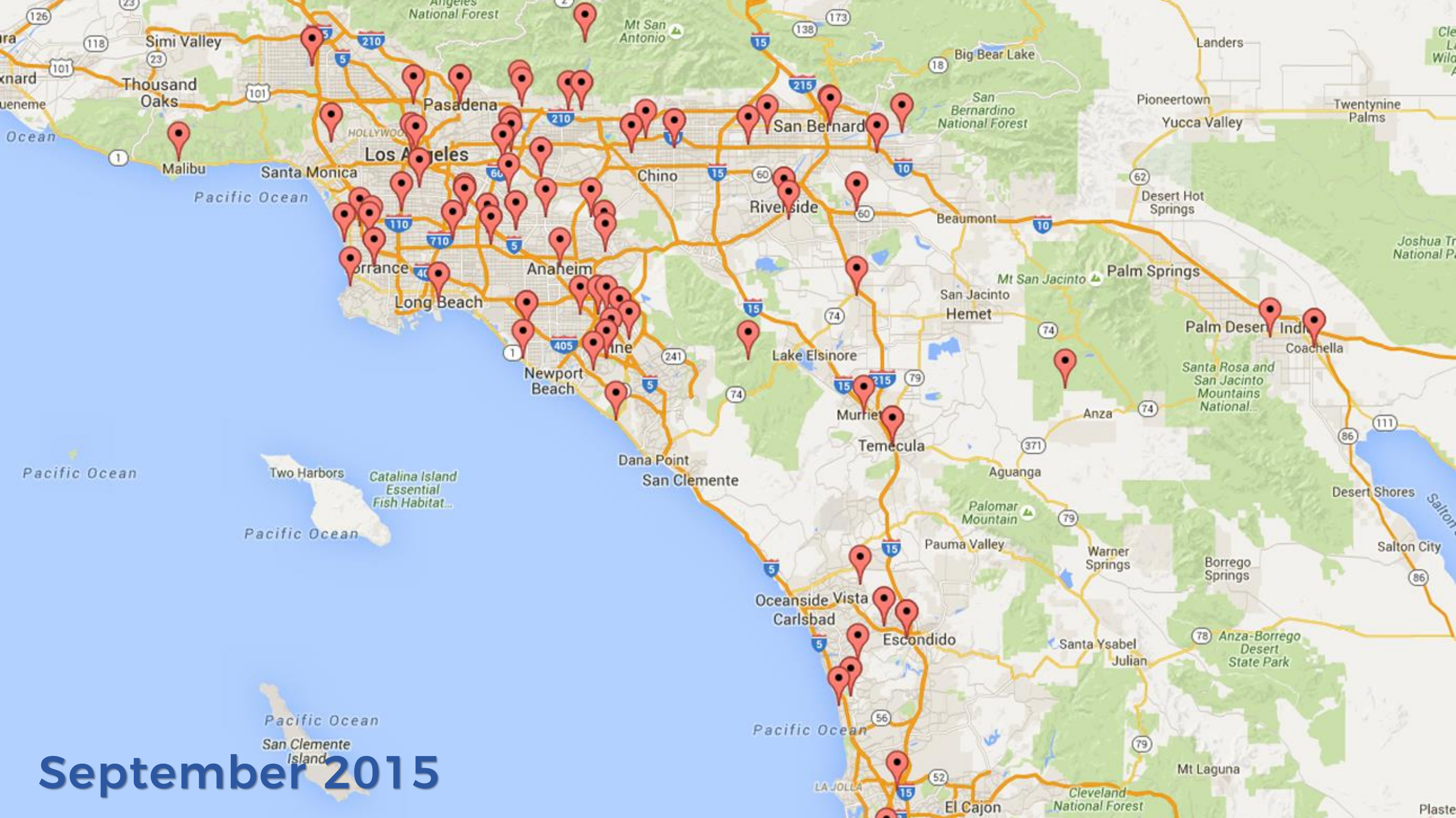
August 2015



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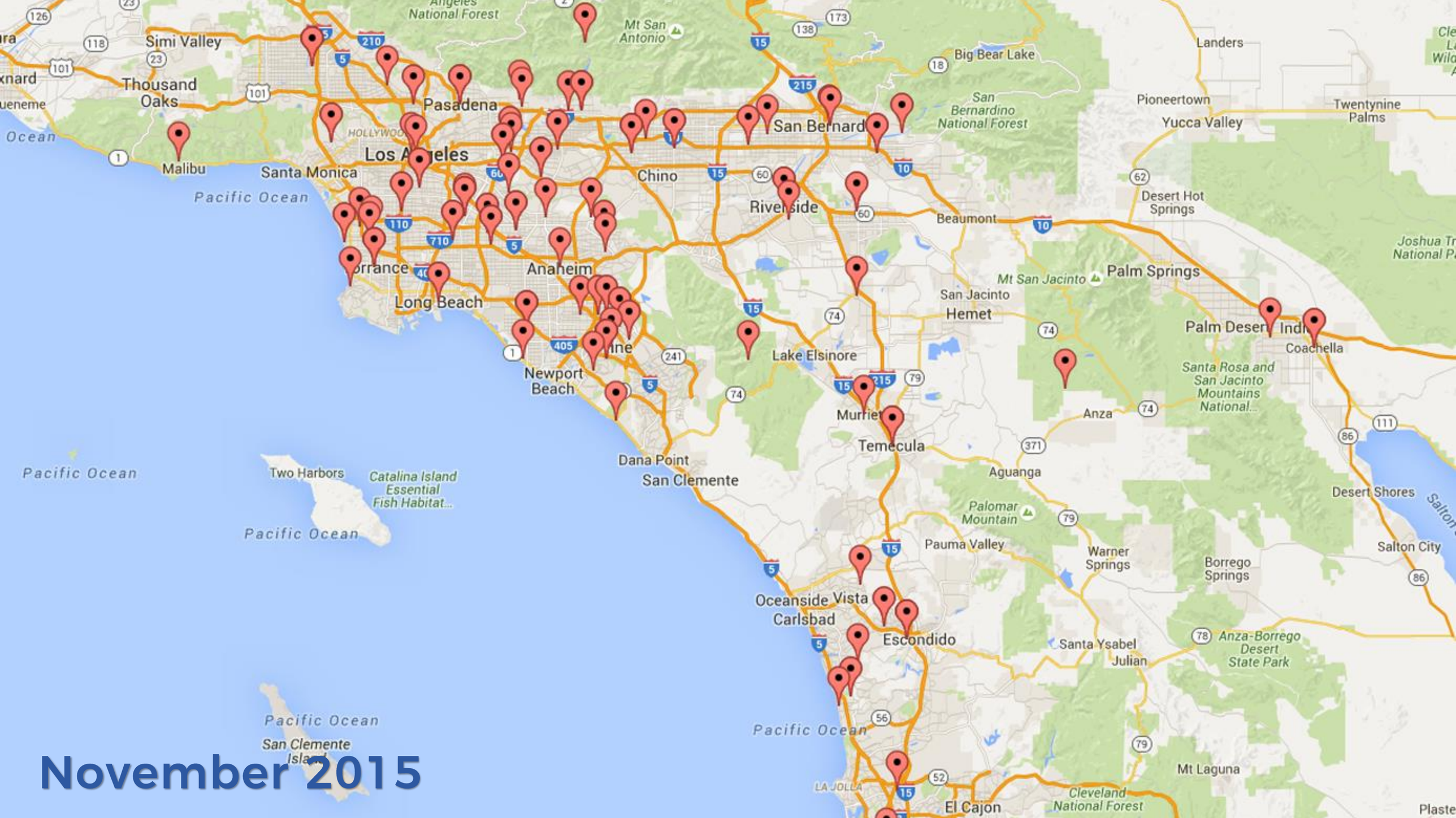

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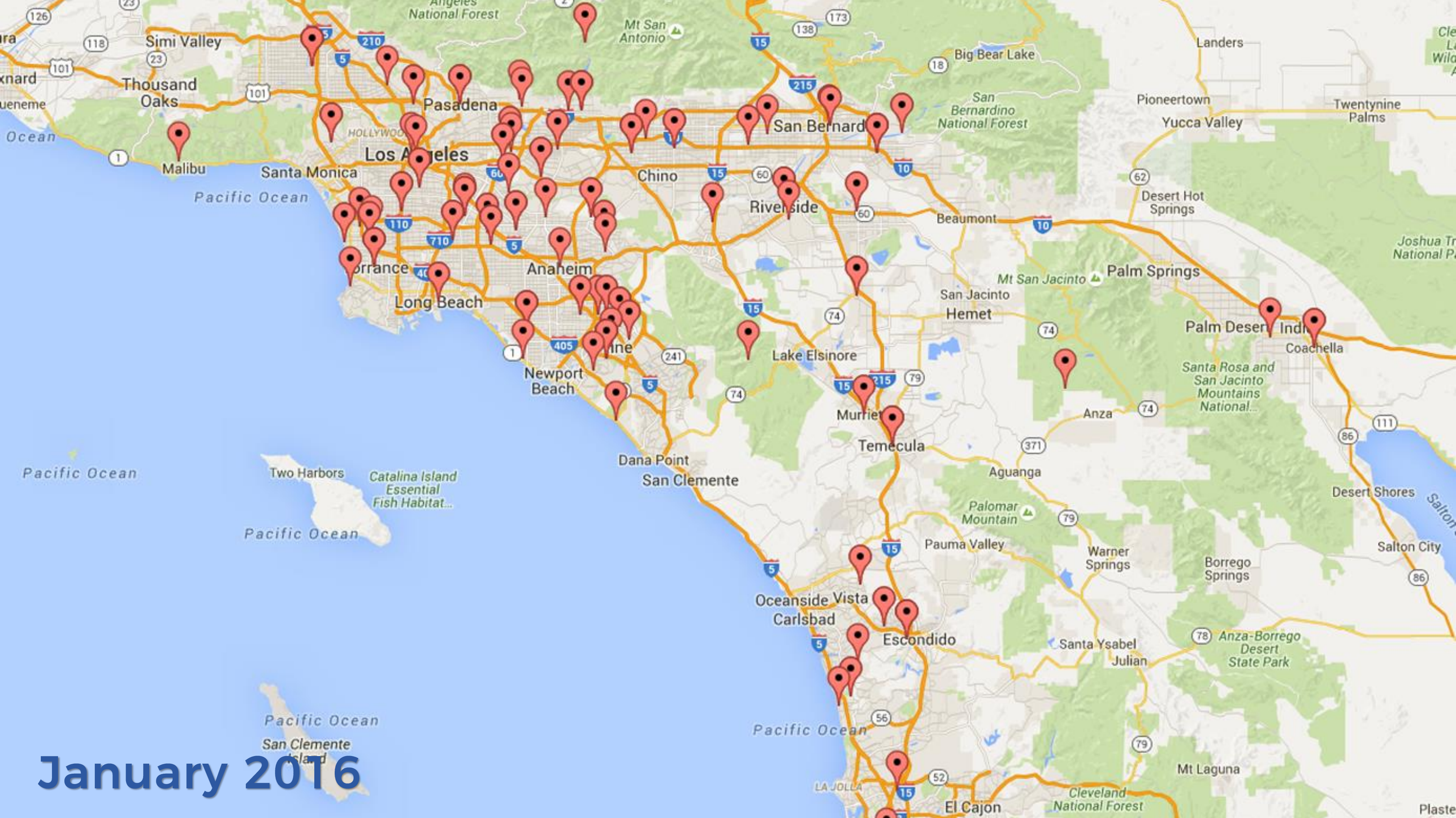

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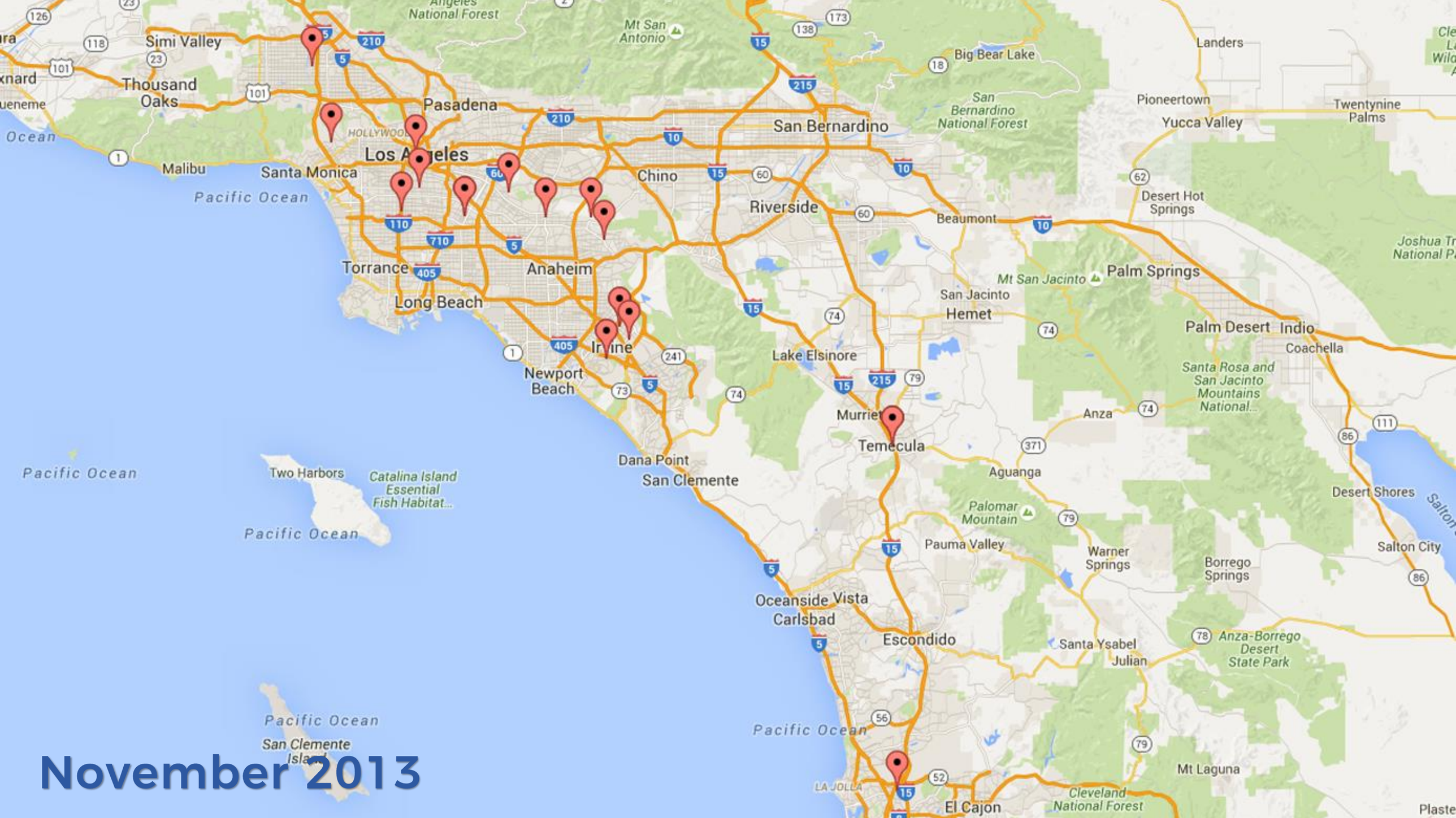

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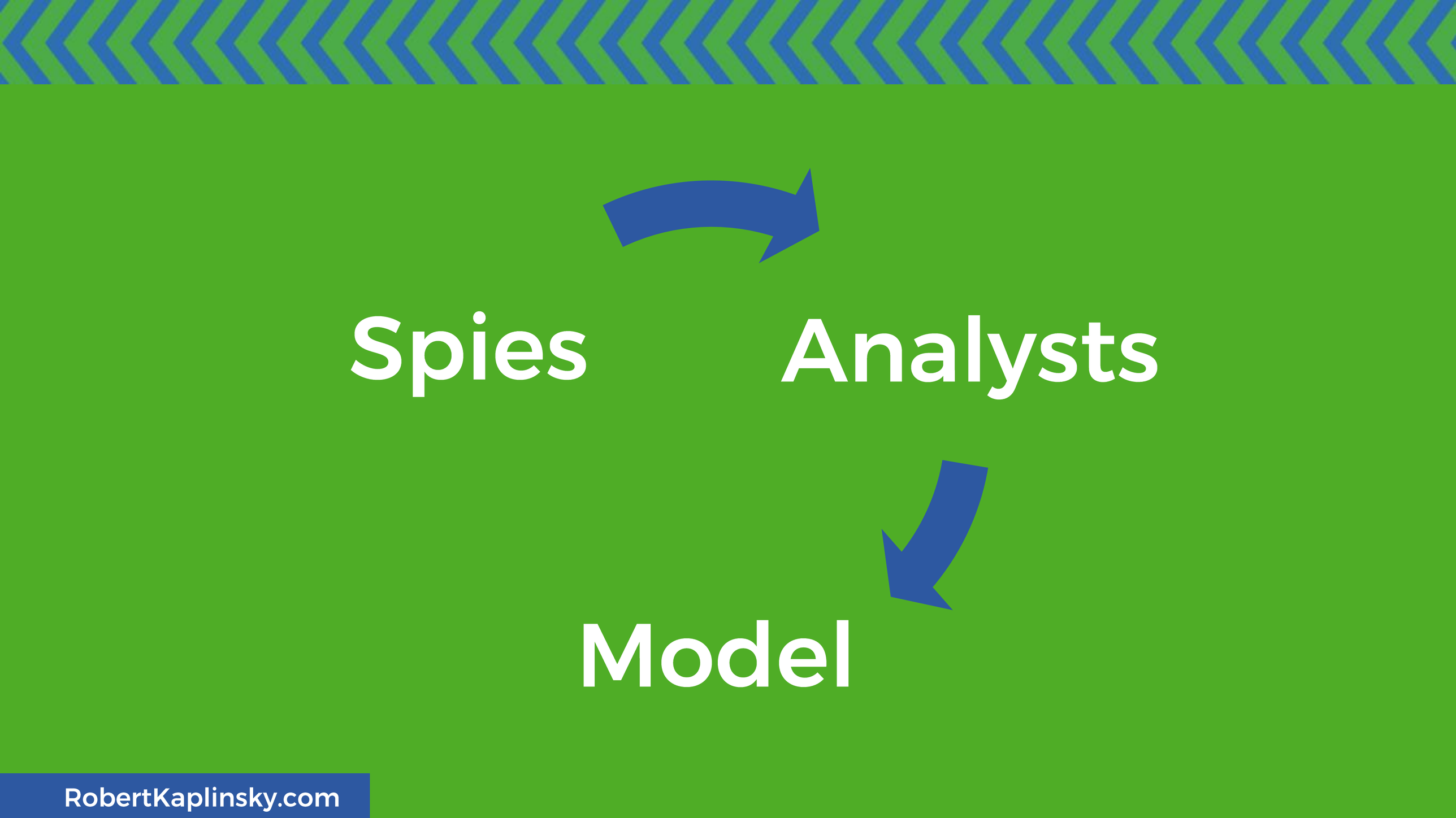
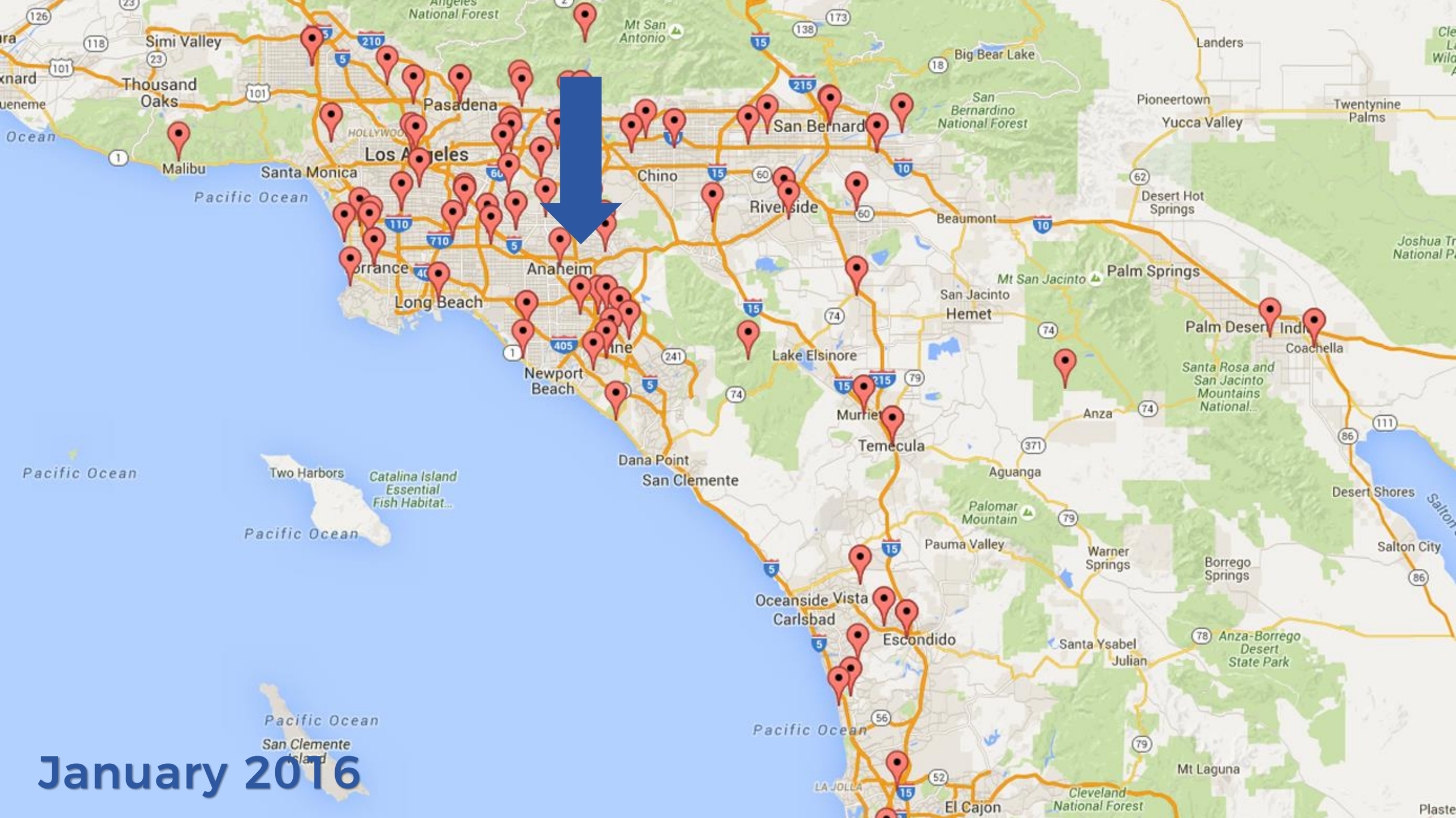

Spies
Analysts
Model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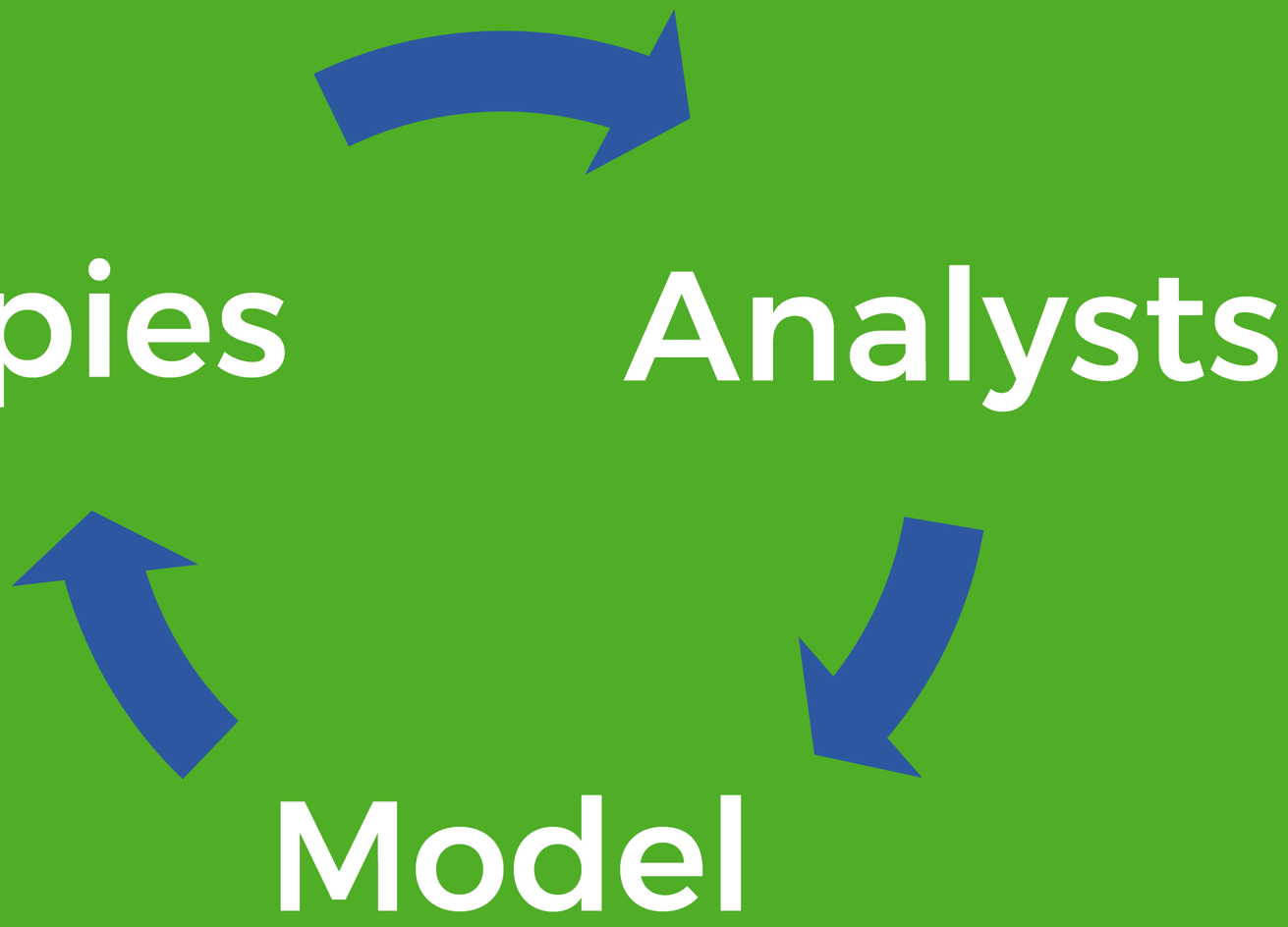
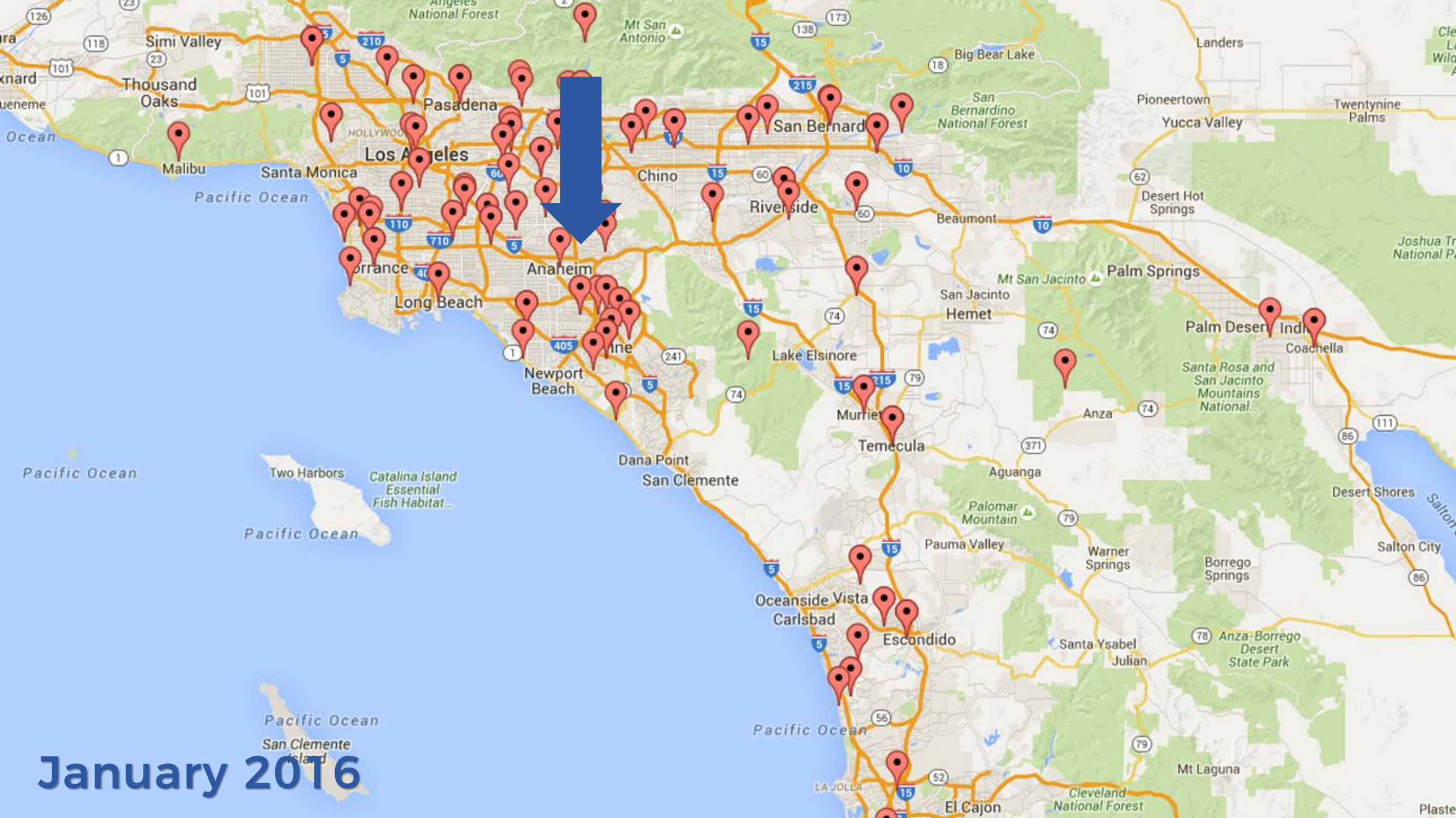

Spies
Analysts
Model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El Cajon
Cleveland National Forest
Pacific Ocean

All models are wrong, but some are useful.

GEORGE E. P. BOX

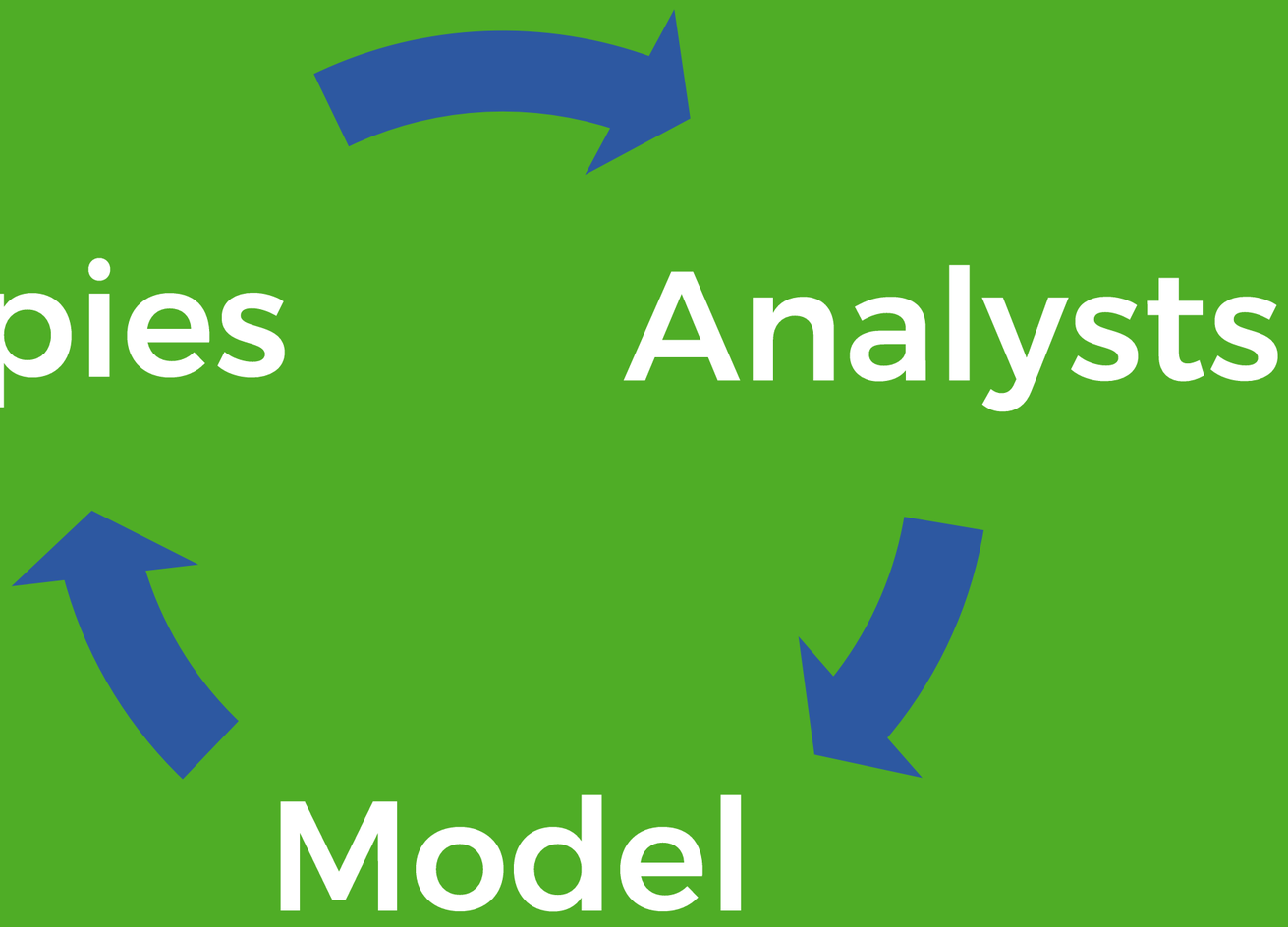
Classic Mix

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.


Spies
Analysts
Model

THINKING TIME

RobertKaplinsky.com

Robert Kaplinsky
@robertkaplinsky

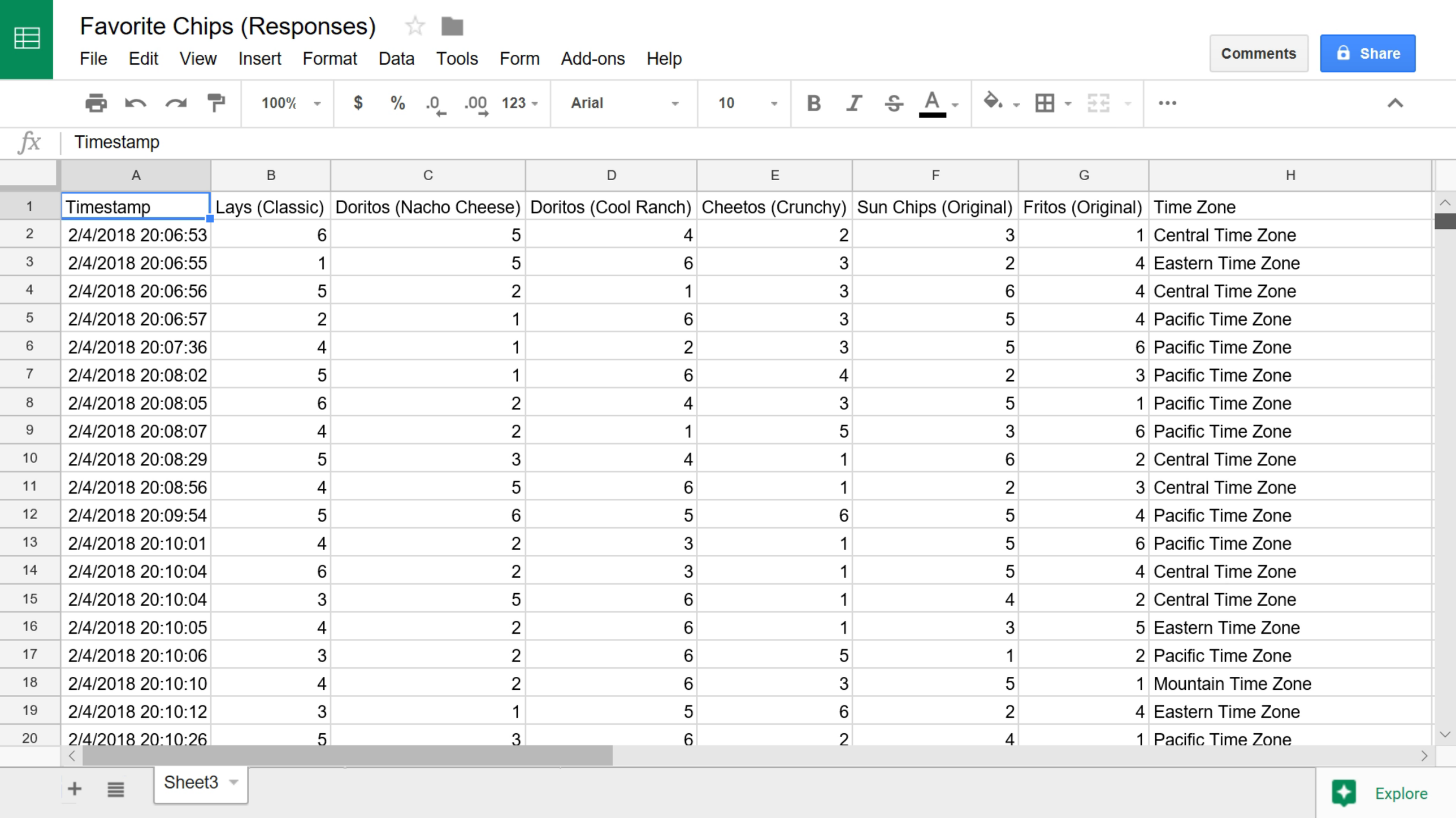
Hey #MTBoS, can you do me a favor and complete this 3 question anonymous survey about your favorite chips? I need data for a presentation. Please RT.
goo.gl/forms/etPtujII… #iteachmath

Favorite Chips
Please complete this anonymous survey. I'll be using this data in a presentation.
docs.google.com

8:05 PM - 4 Feb 2018

63 Retweets **45** Likes

18 63 45



	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

THINKING TIME

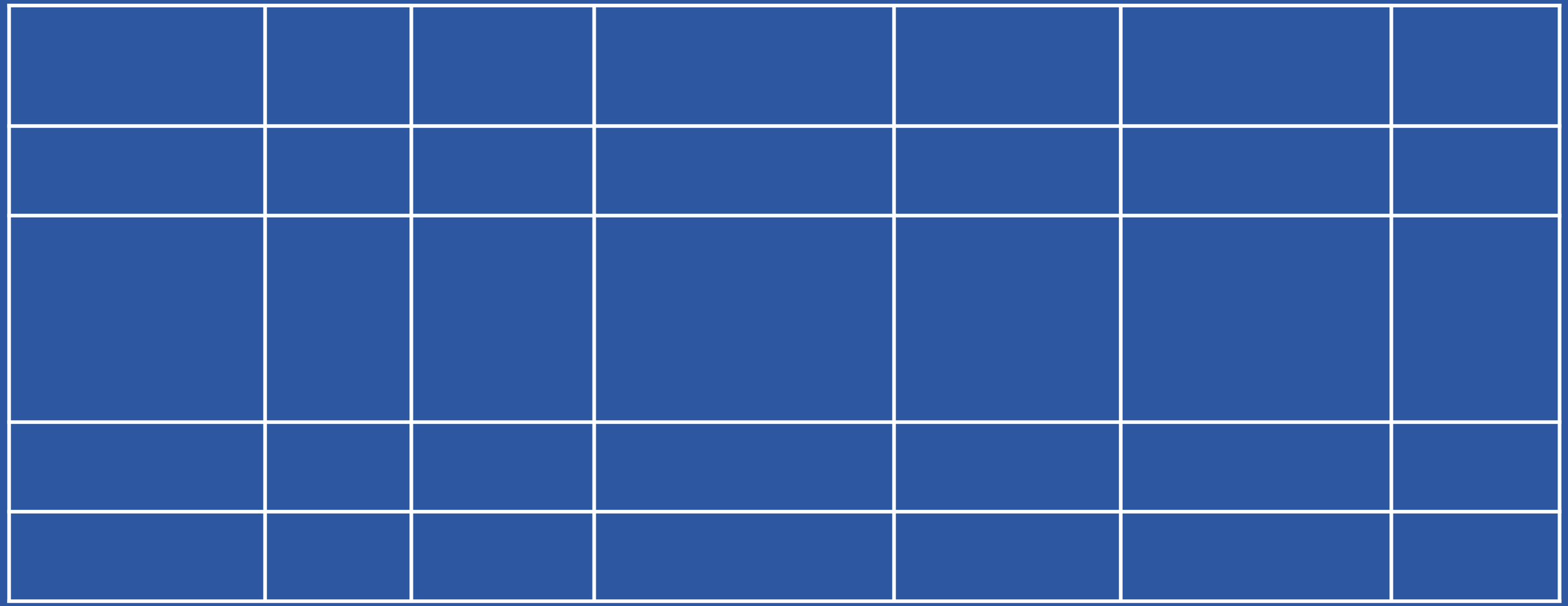
- The available data includes:
  - Lays, Nacho Cheese Doritos, Cool Ranch Doritos, Cheetos, Sun Chips, and Fritos ranked from 1 to 6
  - Geographic region: West, Central, or Eastern

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.

Teaching students skills without chances to apply them is like teaching a child to walk and expecting them to safely exit during a fire.

ANALYSTS' EXAMPLE



CHIP BAG RESULTS

Kate Hayes
@MsHayesOG

Follow

We used a @robertkaplinsky video scinario to talk about chip bags. The lesson here was how math applies to the real world, solving word problems, and spies/analysts 😉😎🤓 the best part was reading student reflections of what they learned today ❤️🤗
@oakgrovees @WCPSS @OtterBias

8:32 AM - 14 Feb 2019

2 Retweets **18** Likes

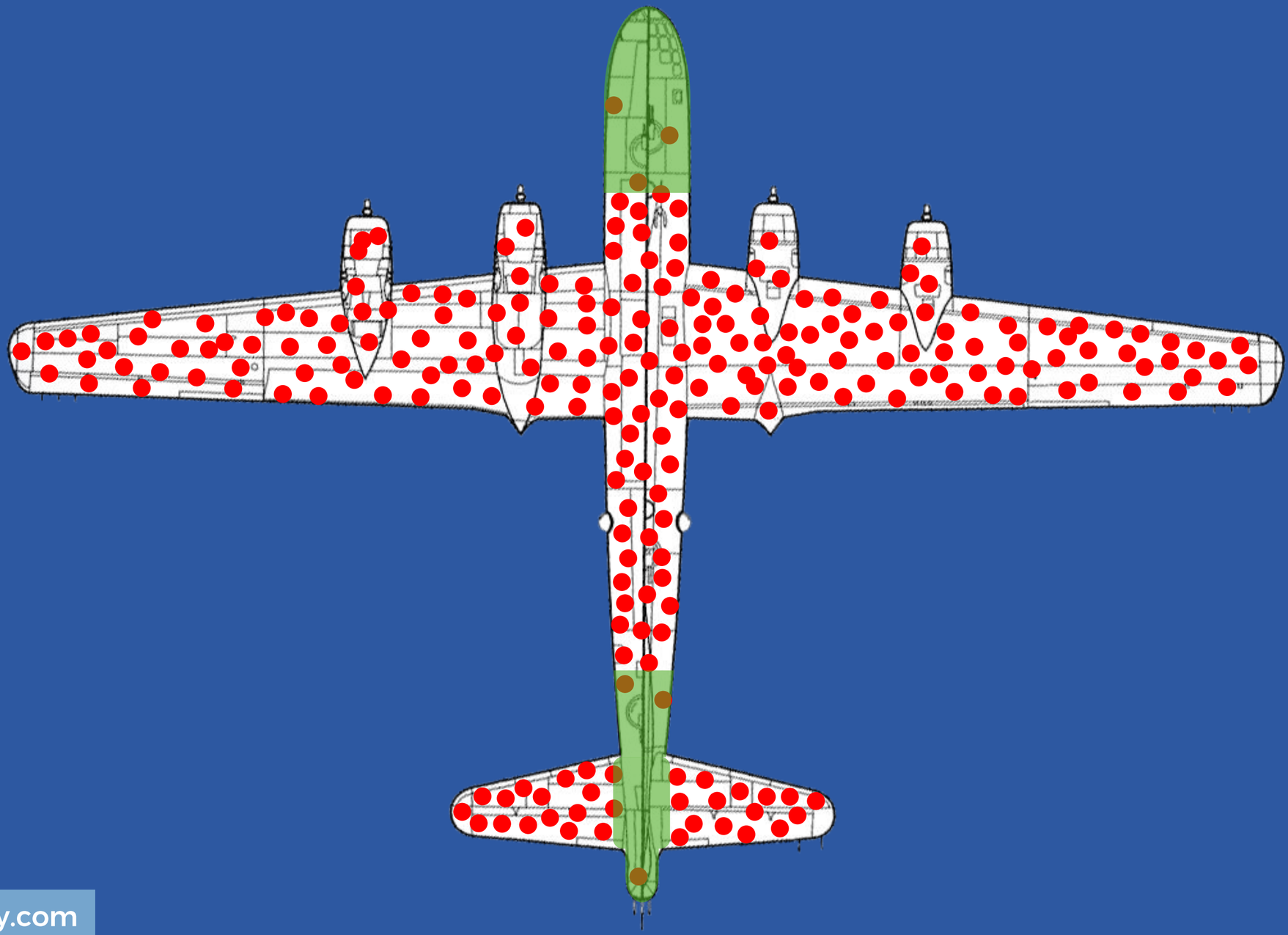
2 2 18

Spies get the info.
Analysts use the info
to create the model.

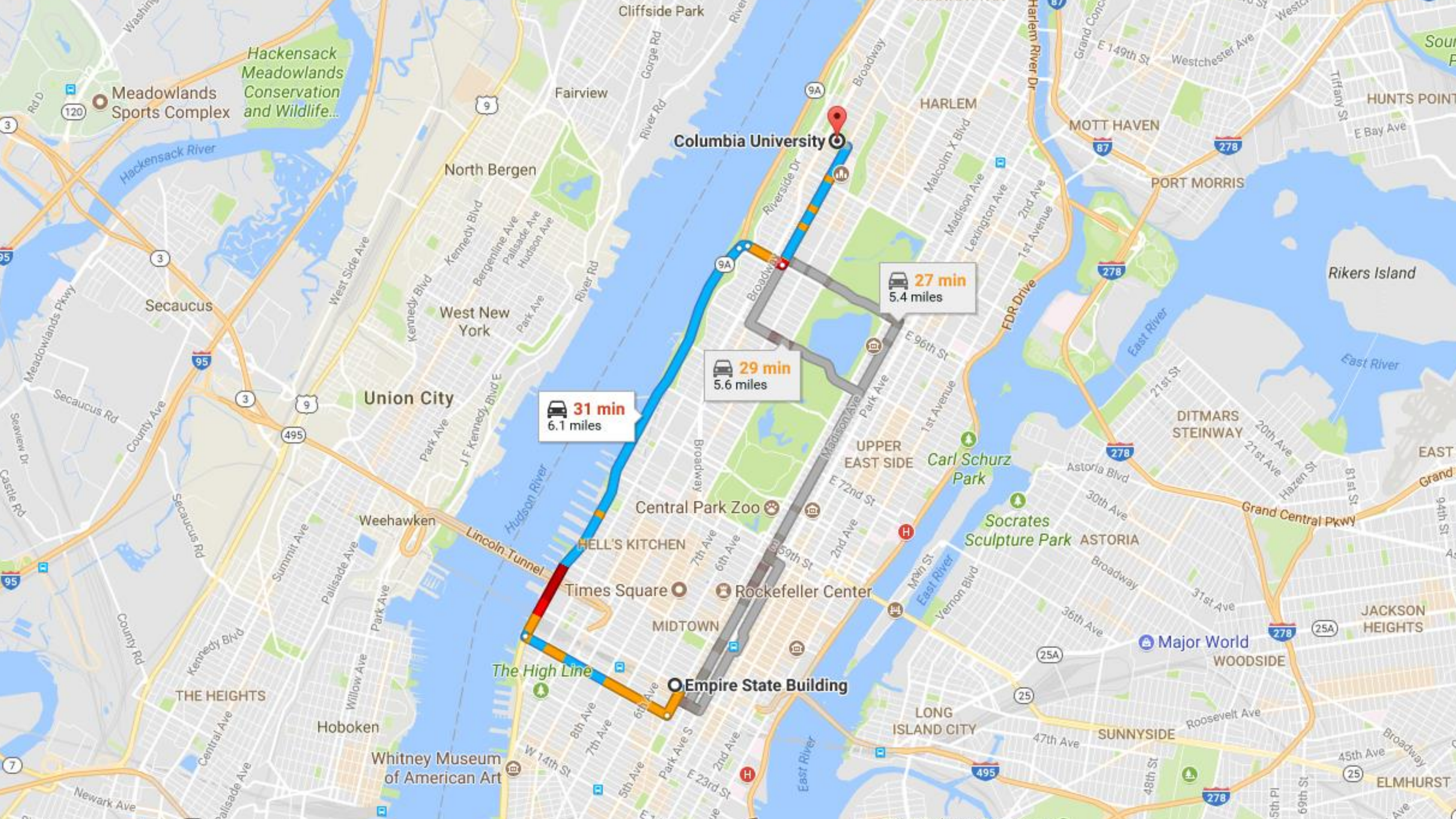
MATH MODELING

- [x] HOW DO WE MAKE SENSE OF MATH MODELING?
- [ ] IS IT JUST ANSWERING QUESTIONS?
- [ ] HOW IS MATH MODELING USED IN REAL LIFE?
- [ ] HOW DO WE HELP OUR STUDENTS IMPROVE?


224612



- ~~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
Cliffside Park
Fairview
North Bergen
West New York
Union City
Weehawken
Secaucus
Hoboken
THE HEIGHTS
Hackensack Meadowlands Conservation and Wildlife...
Meadowlands Sports Complex
Hackensack River
Hudson River
Lincoln Tunnel
HARLEM
MOTT HAVEN
HUNTS POINT
PORT MORRIS
Rikers Island
East River
UPPER EAST SIDE
Carl Schurz Park
HELL'S KITCHEN
Central Park Zoo
Times Square
Rockefeller Center
MIDTOWN
The High Line
Whitney Museum of American Art
Socrates Sculpture Park
ASTORIA
DITMARS STEINWAY
JACKSON HEIGHTS
Major World
WOODSIDE
LONG ISLAND CITY
SUNNYSIDE
ELMHURST
Grand Central Pkwy
FDR Drive
Harlem River Dr
Riverside Dr
Broadway
Madison Ave
Park Ave
Malcolm X Blvd
Lexington Ave
2nd Ave
1st Avenue
E 96th St
E 72nd St
59th St
E 23rd St
W 14th St
Astoria Blvd
Roosevelt Ave
Secaucus Rd
Meadowlands Pkwy
Kennedy Blvd
Palisade Ave
Summit Ave
Newark Ave
Westchester Ave
E 149th St
E Bay Ave

- ~~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?

Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later.

CCSS MATH PRACTICE 4

They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

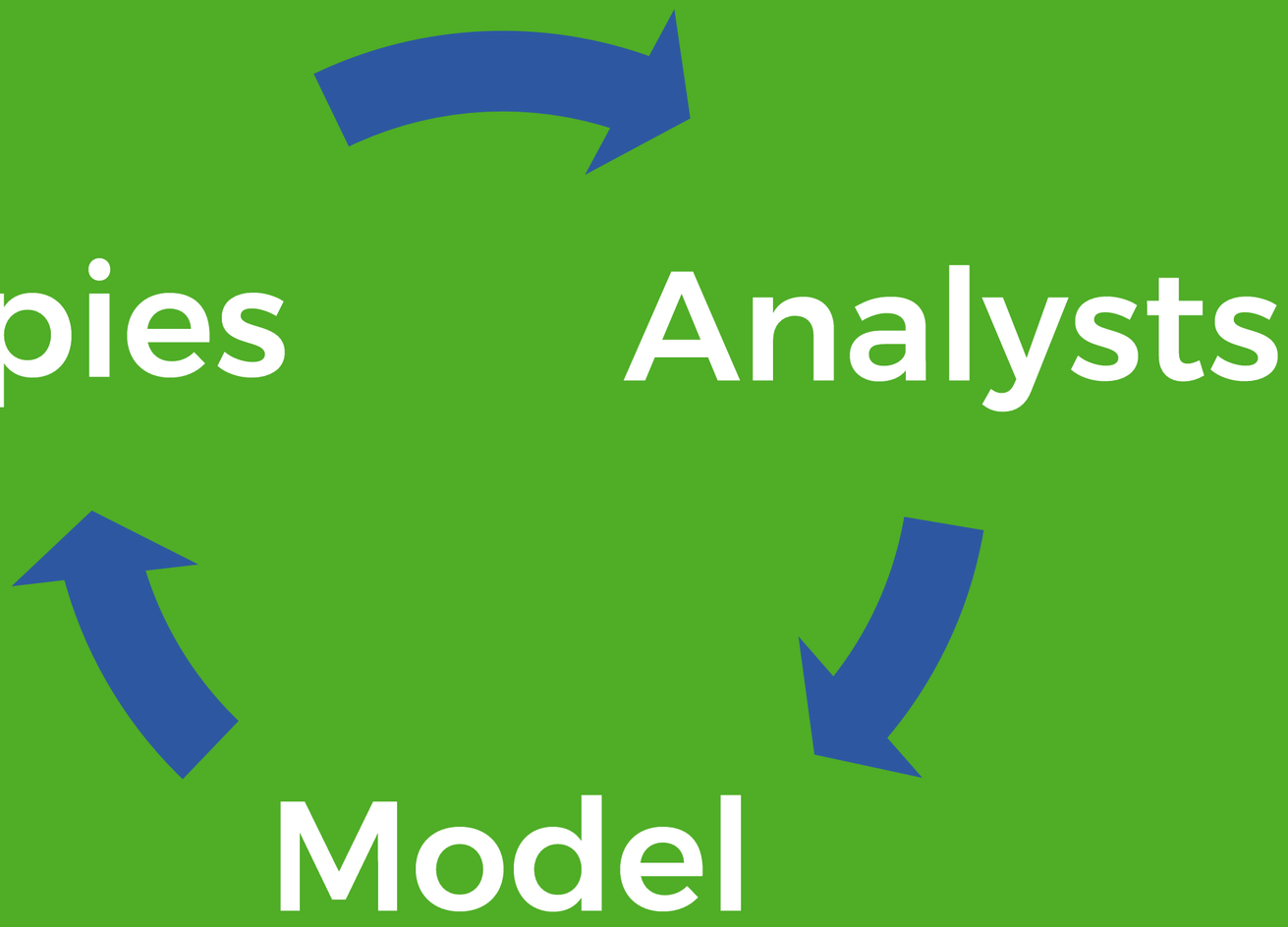
CCSS MATH PRACTICE 4

Mathematical modeling is not just about answering a question. It's also about determining if you're asking the right question.

MATH MODELING

- [x] HOW DO WE MAKE SENSE OF MATH MODELING?
- [x] IS IT JUST ANSWERING QUESTIONS?
- [ ] HOW IS MATH MODELING USED IN REAL LIFE?
- [ ] HOW DO WE HELP OUR STUDENTS IMPROVE?


TARGET
TARGET PARKING

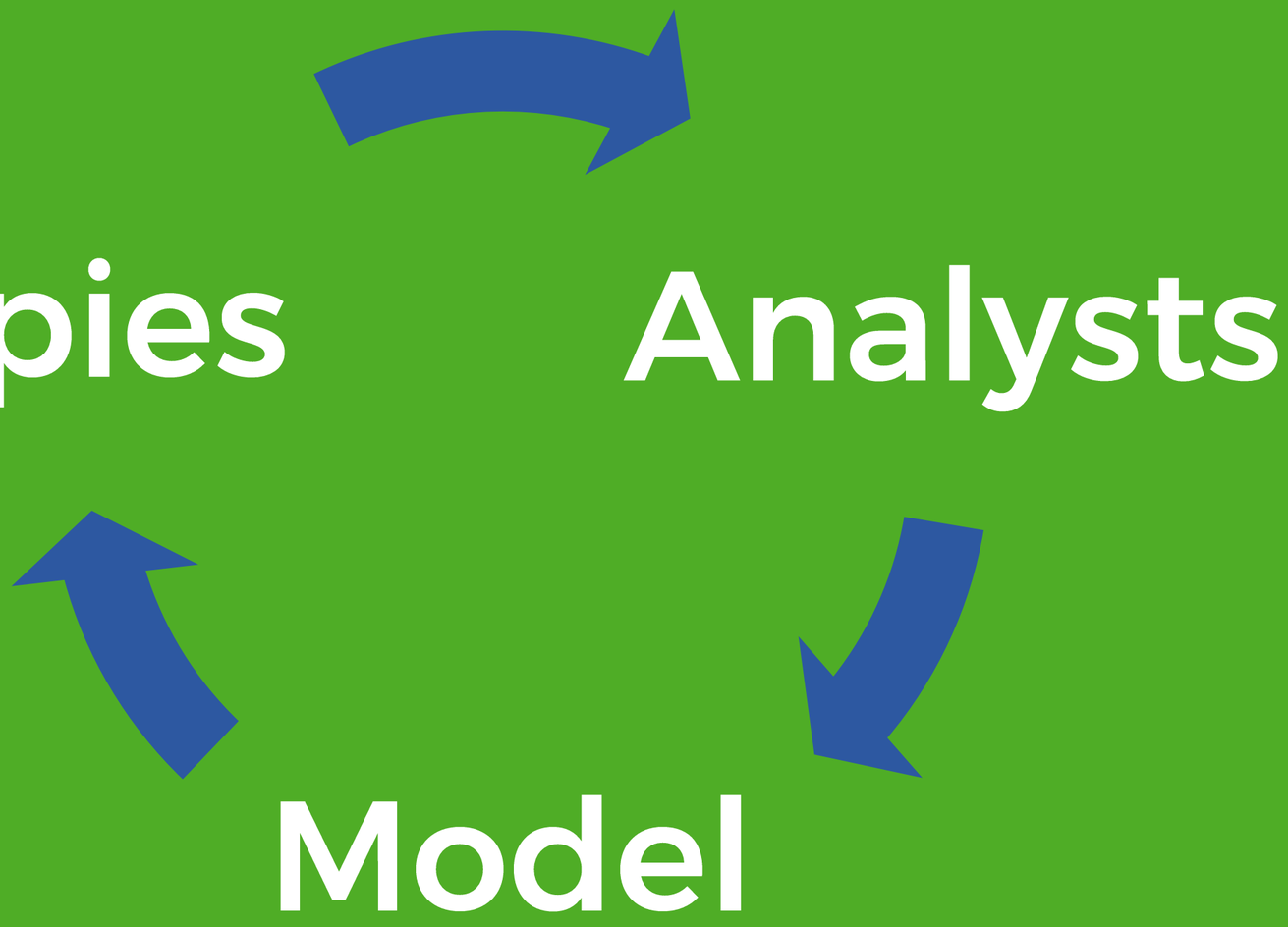

Spies
Analysts
Model

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

- unscented lotion
- mineral supplements
- cotton balls

Source: New York Times


UNITED


Spies
Analysts
Model

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...

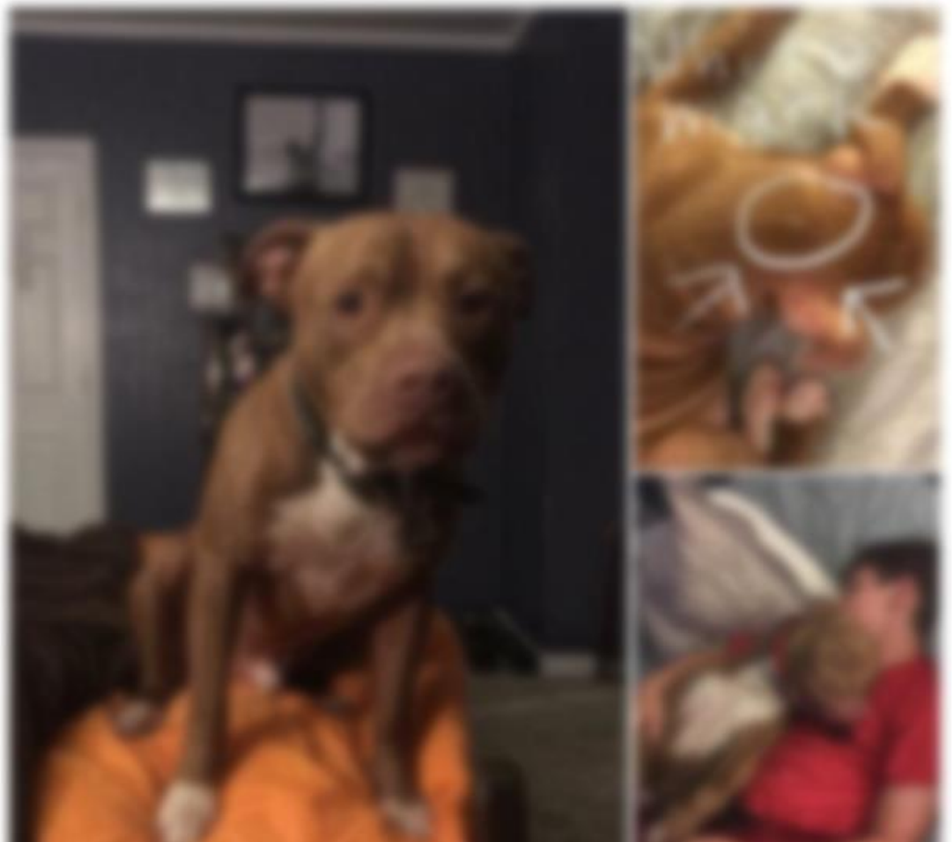
Create

Ad · Page · Group · Event · Fundraiser

Make Post | Photo/Video Album | Live Video

What's on your mind, Robert?

Photo/Video | Feeling/Activity | ...

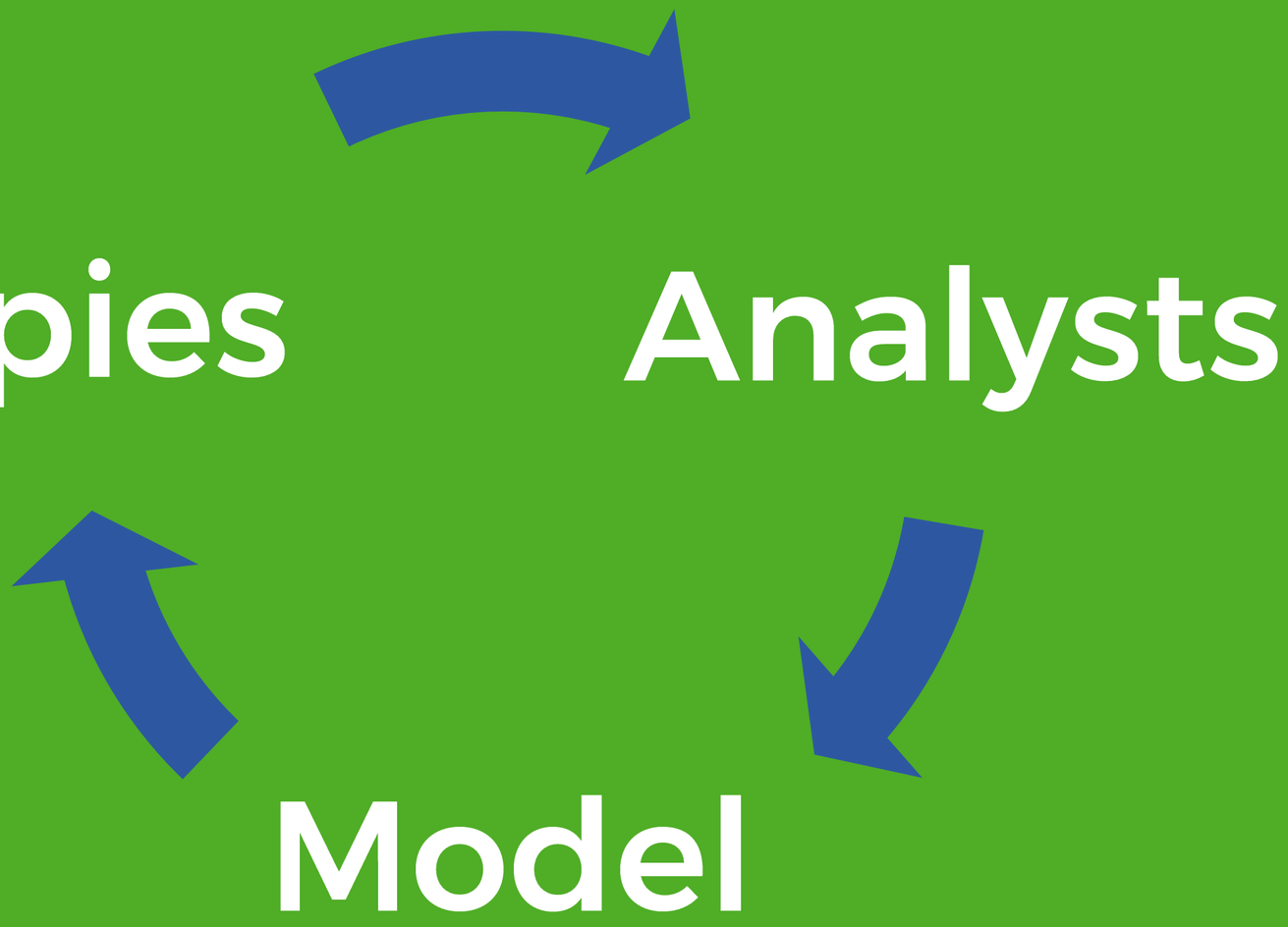


Trending

Watchlist: Latest Episodes

See All

Sponsored Create Ad


Spies
Analysts
Model

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

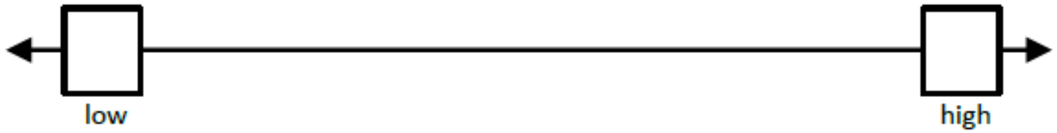
MORE EXAMPLES

- 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 eHarmony know which people to show you?
- How does a school decide which students should take advanced math classes?
- How do they figure out who should speak at a conference?

MATH MODELING

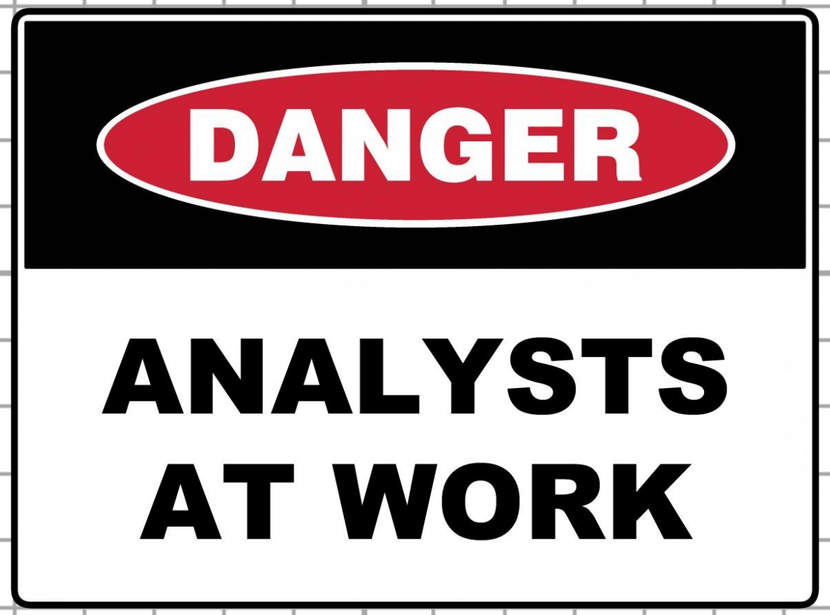
- [x] HOW DO WE MAKE SENSE OF MATH MODELING?
- [x] IS IT JUST ANSWERING QUESTIONS?
- [x] HOW IS MATH MODELING USED IN REAL LIFE?
- [ ] HOW DO WE HELP OUR STUDENTS IMPROVE?

Name: _____ Period: _____ Date: _____

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?	

TOP SECRET! SPIES ONLY

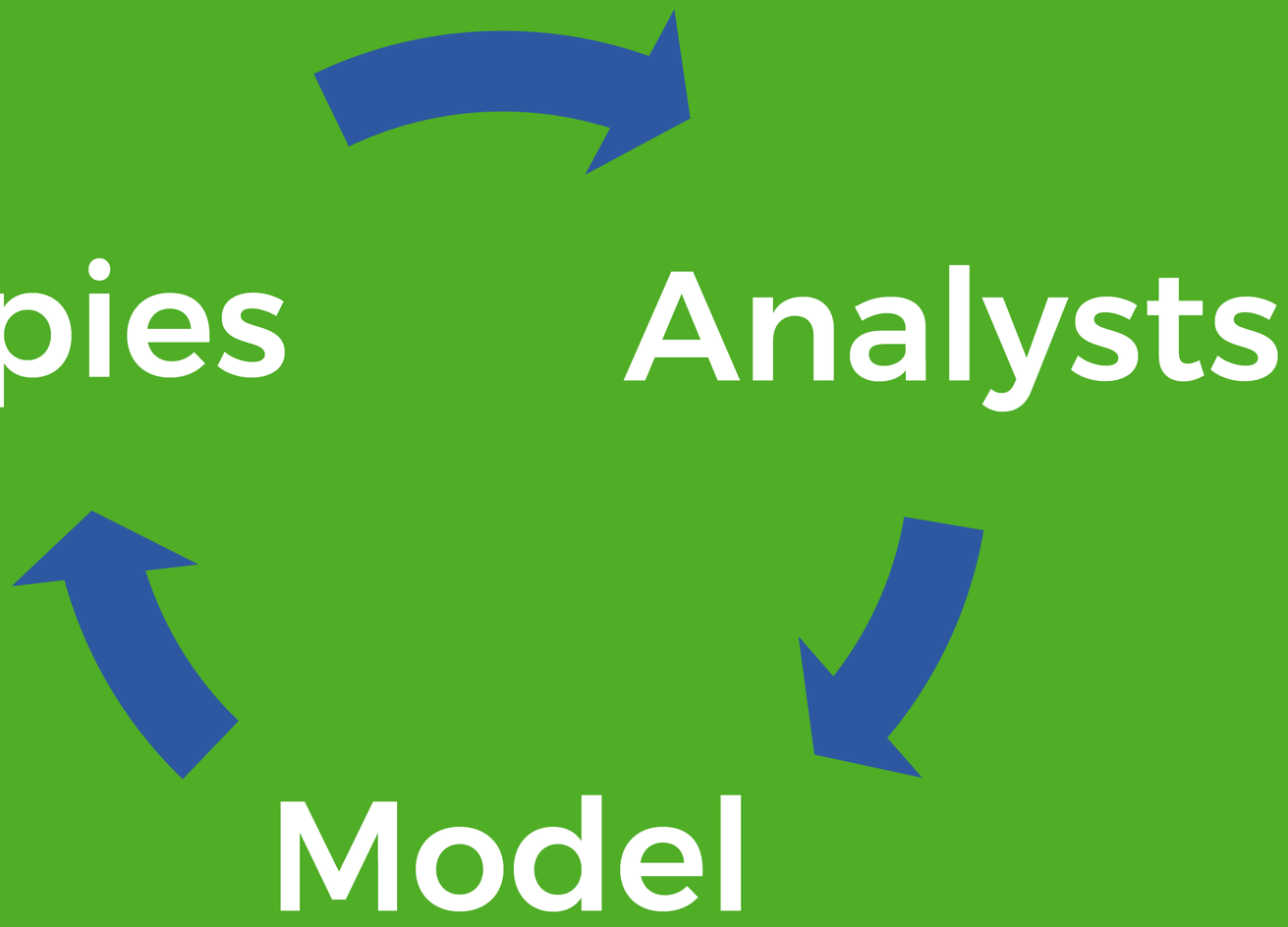
Your work



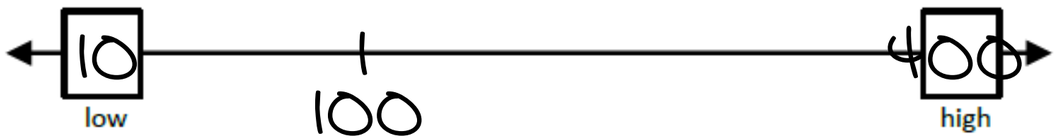
MODELING EXAMPLES

- ❑ ELEMENTARY SCHOOL
- ❑ MIDDLE SCHOOL
- ❑ HIGH SCHOOL


WYFF4.COM
Coca-Cola


Spies
Analysts
Model

Name: _____ Period: _____ Date: _____

What problem are you trying to figure out?	What estimates do you have?
How many beverage choices are there?	 Place your estimate on the number line.
What info do you already know about the problem?	**What info do you need about the problem?**
• There are main flavors and added flavors. • Lemonade is yummy.	• How many main flavors are there? • How many added flavors are there? • Can we mix them all together?
What is your conclusion? How did you reach that conclusion?	

COUNT ALL


1
8
16
24
27
32
40
46
no caffeine
25
no caffeine
26
low/no calories
54
62
69
76
84
92
95
103
111
117
125
no caffeine
93
no caffeine
94

COUNT GROUPS

7

8

8

1

5

8

6

8

no caffeine

no caffeine

2

no caffeine

no caffeine

no caffeine

no caffeine

low/no calories

no caffeine

no caffeine

no caffeine

1

no caffeine

no caffeine

no caffeine

no caffeine

no caffeine

1

8 7 7 8 8 2 8 8 6 8

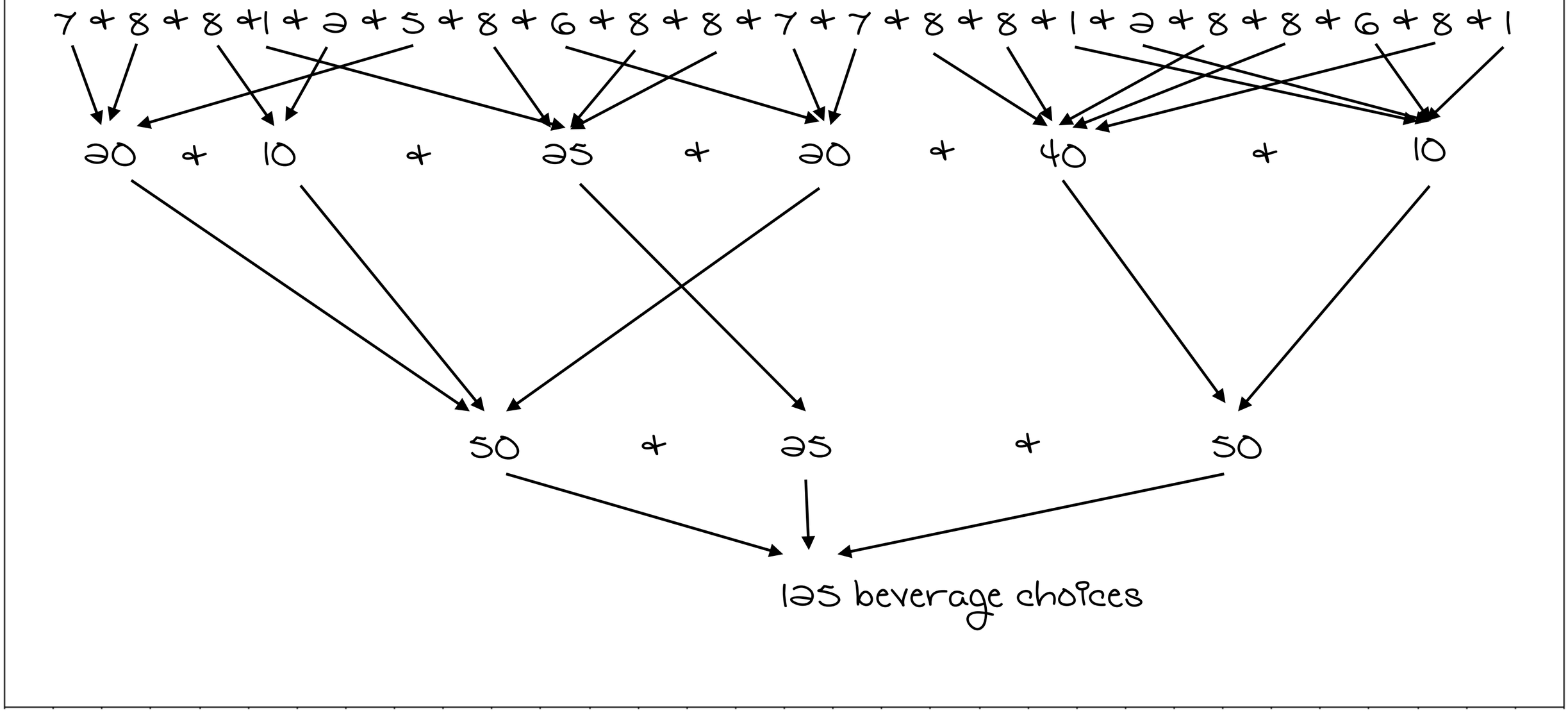
INVENTED STRATEGY

8 8 8 7 7 7 8

low/no calories

8 8 8 8 8 8 8 8 8 8

RobertKaplinsky.com


7 + 8 + 8 + 1 + 2 + 5 + 8 + 6 + 8 + 8 + 7 + 7 + 8 + 8 + 1 + 2 + 8 + 8 + 6 + 8 + 1
20 + 10 + 25 + 20 + 40 + 10
50 + 25 + 50
135 beverage choices

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.

Kelly Hall
@hAllStars4th

Follow

@VgEagles sharing strategies for figuring out @robertkaplinsky's 3 Act math task: How many possible combinations of soda are there in a Coke Freestyle machine? #WEareLakota #CocaCola #3actmathtasks

12:53 PM - 5 Feb 2019

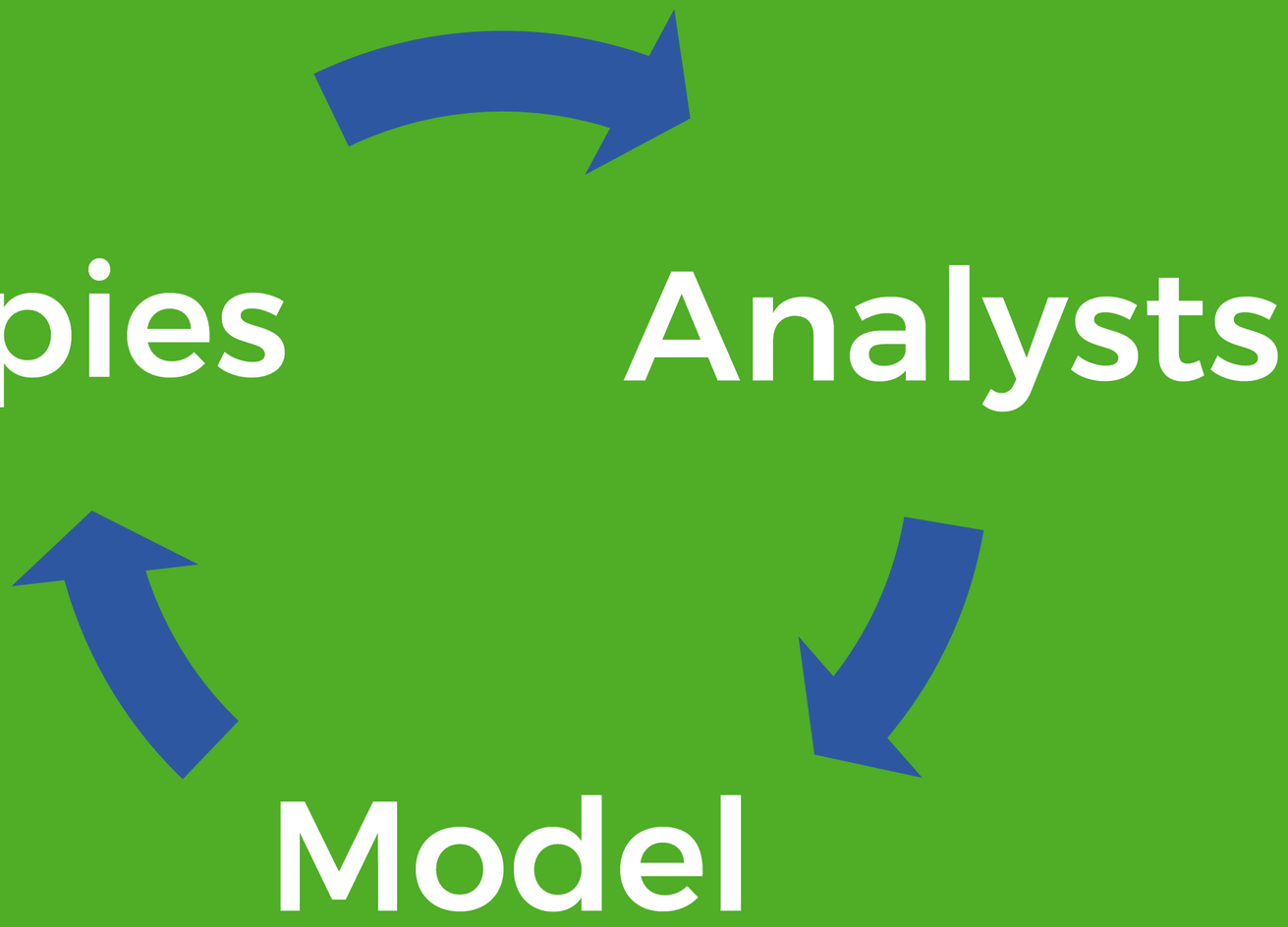
4 Retweets **30** Likes

2 4 30

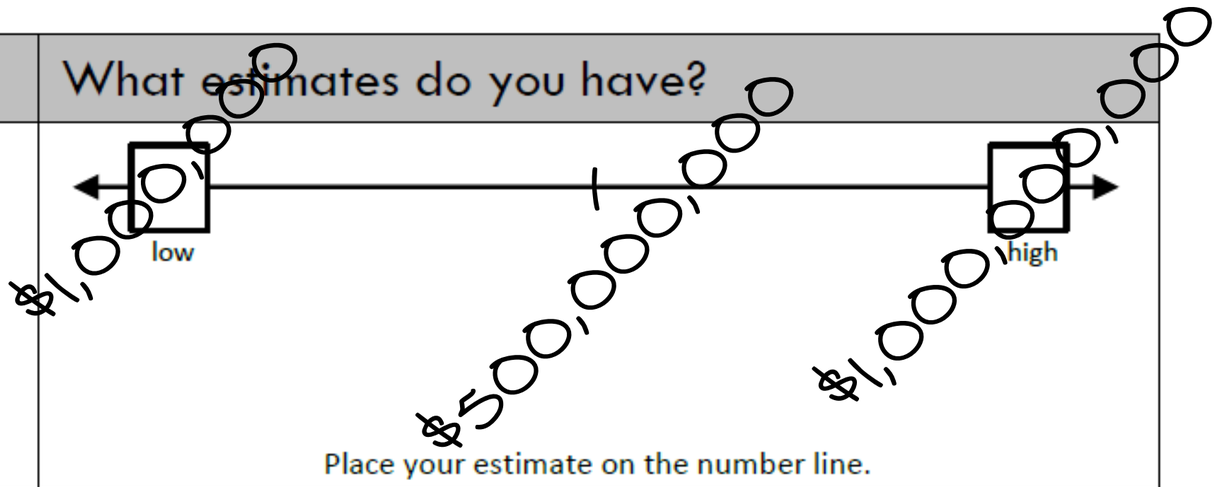
MODELING EXAMPLES

- [x] ELEMENTARY SCHOOL
- [ ] MIDDLE SCHOOL
- [ ] HIGH SCHOOL

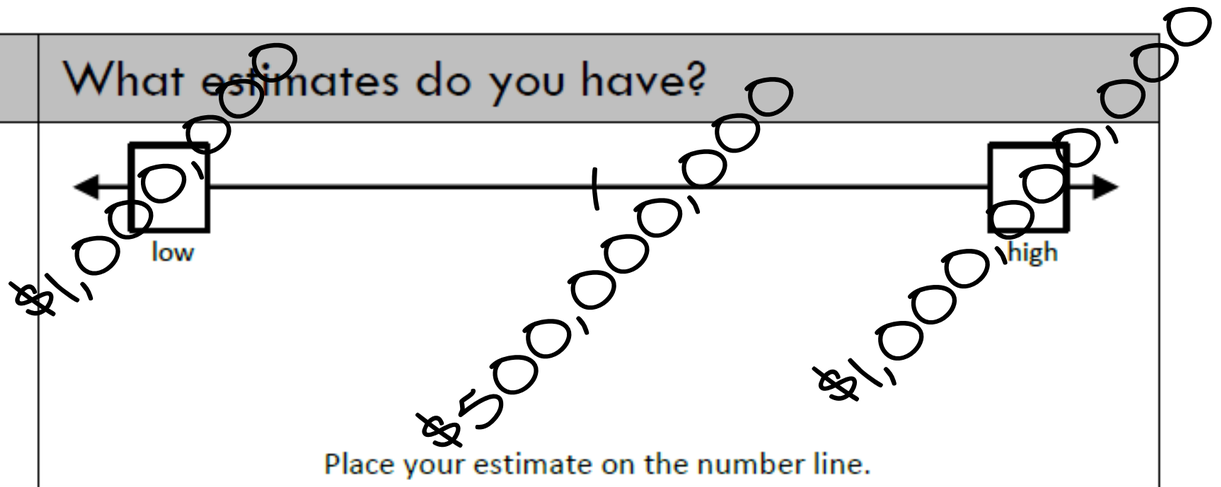
Source: robertkaplinsky.com/lessons


Spies
Analysts
Model

Name: _____ Period: _____ Date: _____

What problem are you trying to figure out?	What estimates do you have?
How much money was that?	 Place your estimate on the number line.
What info do you already know about the problem?	**What info do you need about the problem?**
• There is a lot of money. • It is in a pile. • It is in bundles.	• 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?	

Name: _____ Period: _____ Date: _____

What problem are you trying to figure out?	What estimates do you have?
How much money was that?	 Place your estimate on the number line.
What info do you already know about the problem?	**What info do you need about the problem?**
• There is a lot of money. • It is in a pile. • It is in bundles.	• 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?	


PGR
SIEDO

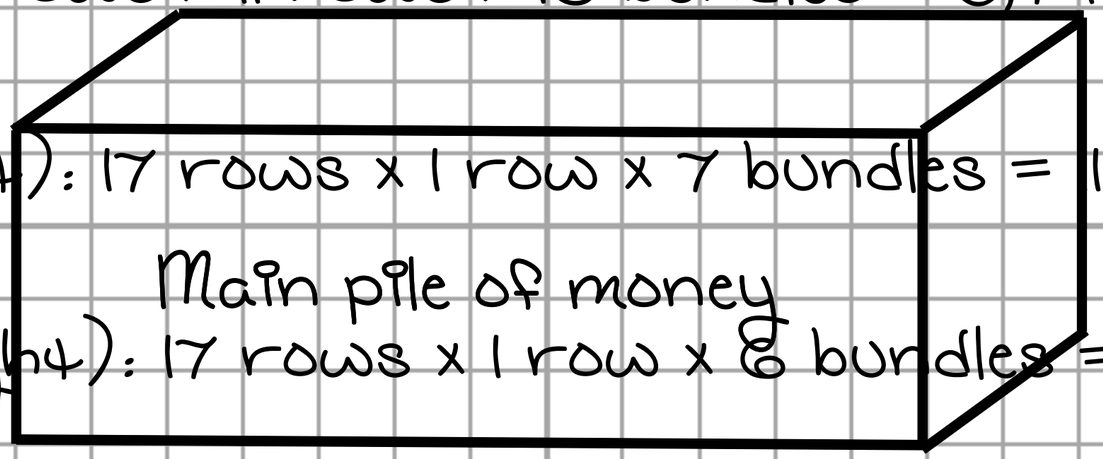

PGR
SIEDO
PGR
SIEDO

Your work

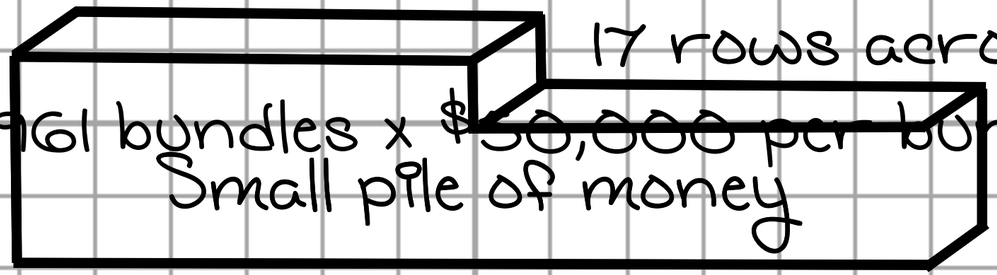
Main pile: 34 rows x 11 rows across x 10 bundles = 3,740 bundles

Small pile (left): 17 rows x 1 row x 7 bundles = 119 bundles

Small pile (right): 17 rows x 1 row x 8 bundles = 136 bundles



Total bundles: 3,740 + 119 + 136 = 3,961 bundles



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

Source: robertkaplinsky.com/lessons

Holly Keeton
@holly_keeton

Follow

@WGBulldogs 5th graders were VERY ENGAGED yesterday with @robertkaplinsky 's math lesson "How Much Money Is That?!". Students worked with money, adding & multiplying numbers, and solving for volume to estimate the cash! 💵 $
#AllMeansAllMCSS #mathisfun #mathisreal

2:49 PM - 6 Mar 2019

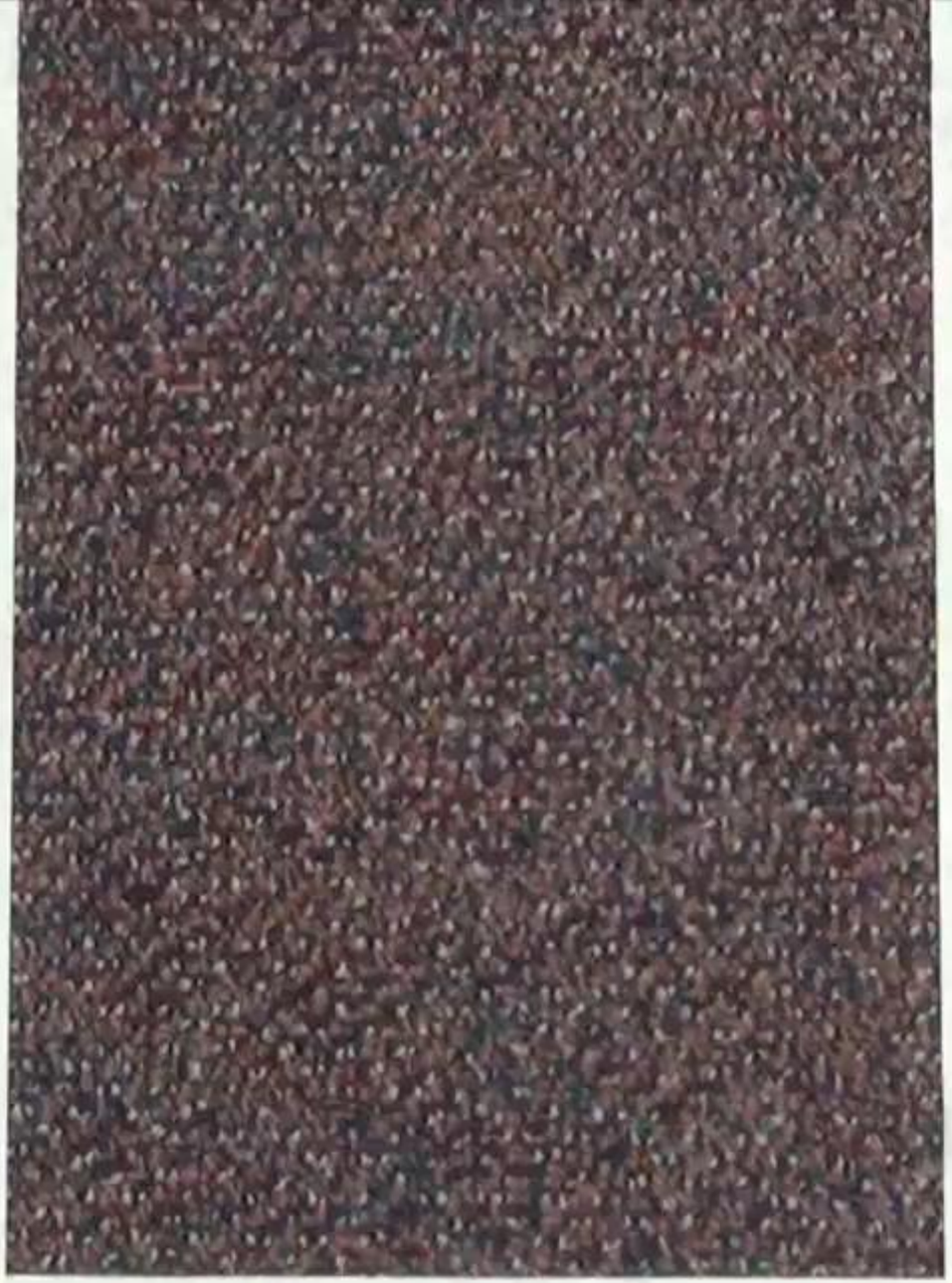
3 Retweets **15** Likes

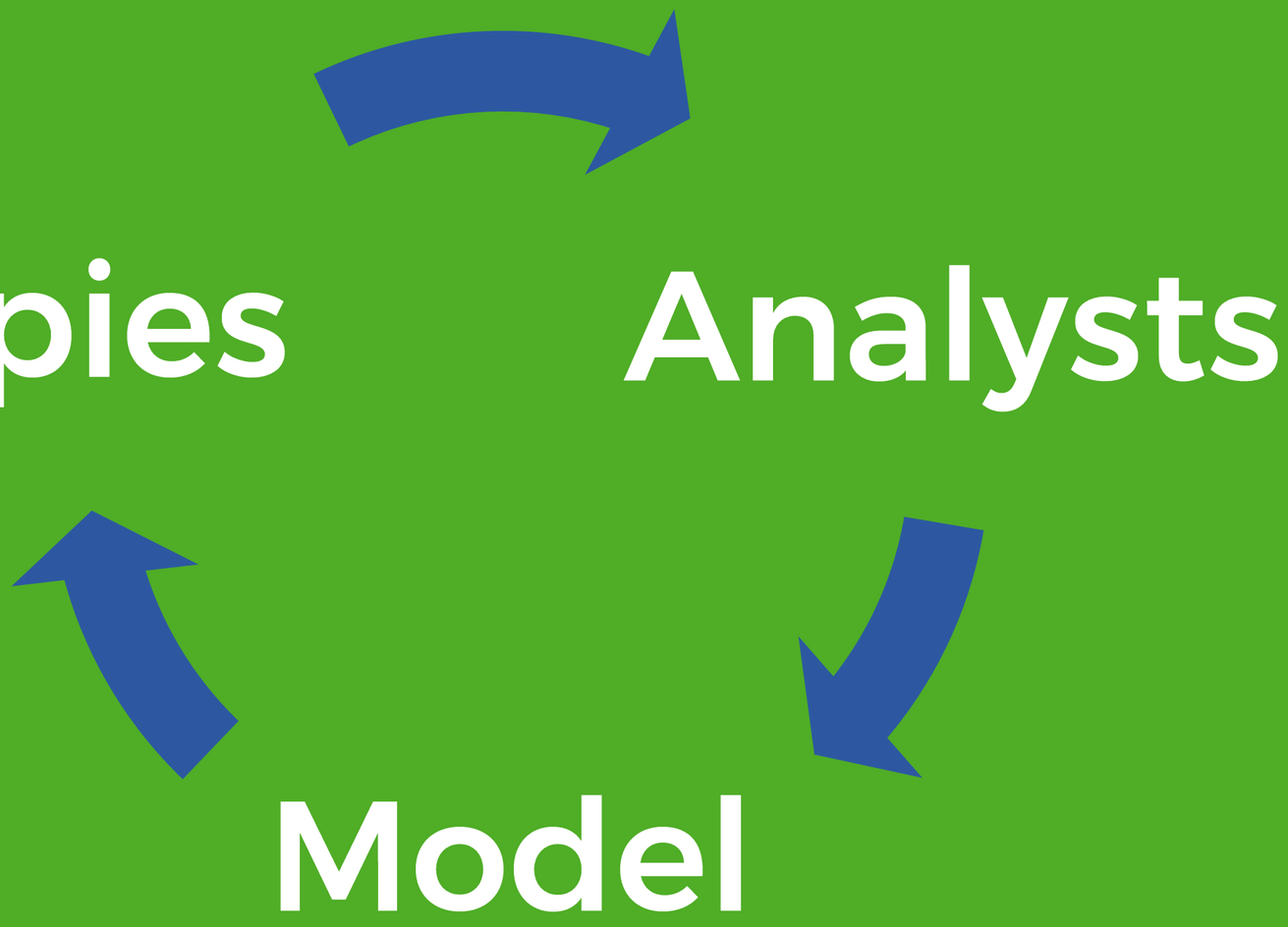
3 15

MODELING EXAMPLES

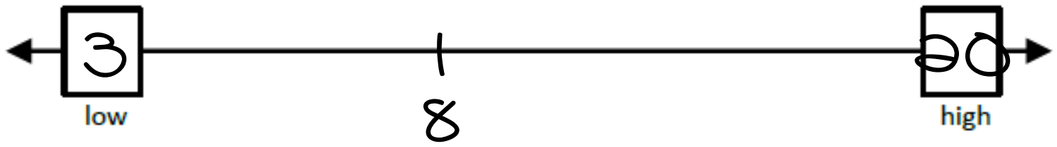
- [x] ELEMENTARY SCHOOL
- [x] MIDDLE SCHOOL
- [ ] HIGH SCHOOL


NON-STAGGERED
STAGGERED

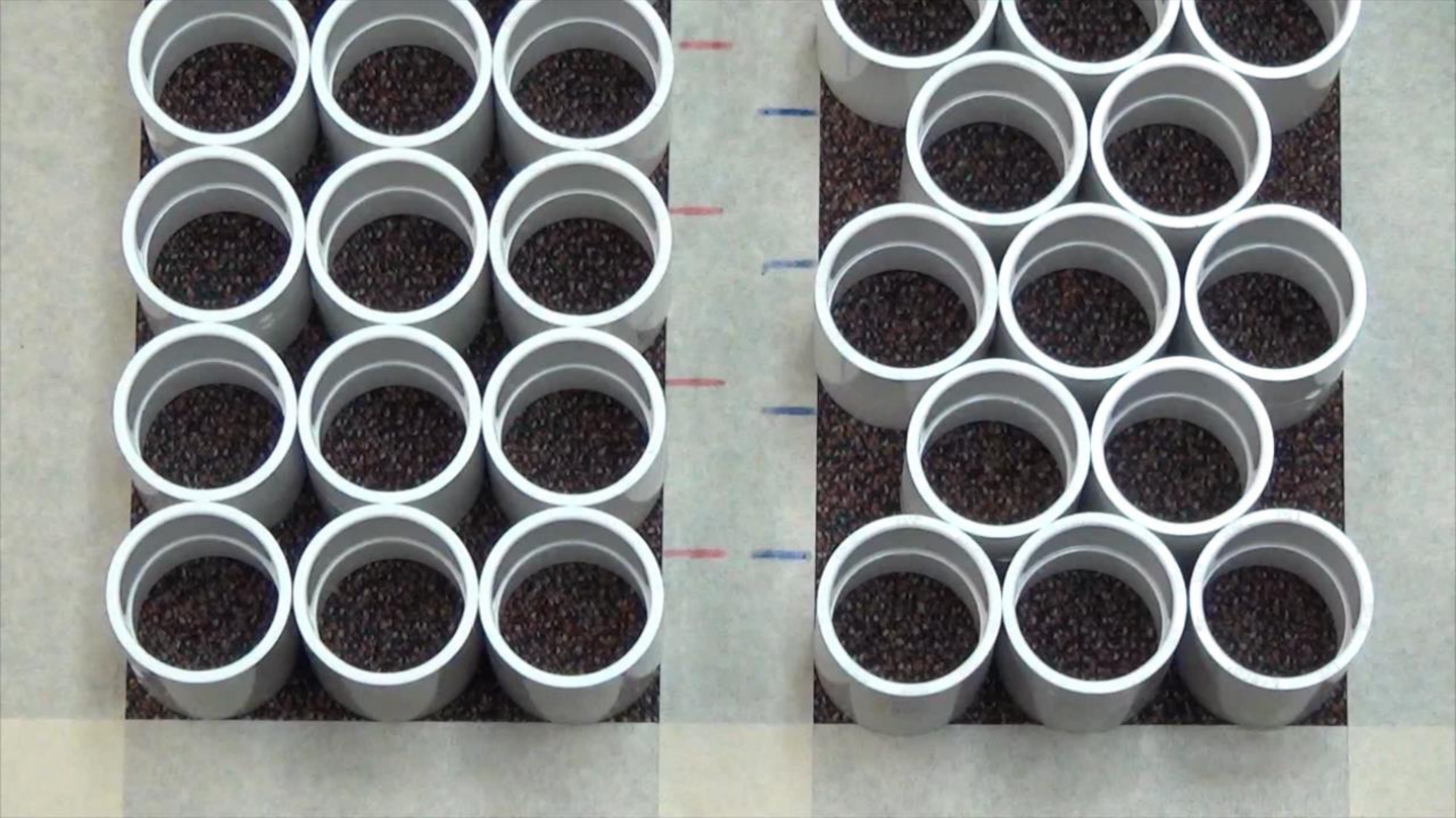



Spies
Analysts
Model

Name: _____ Period: _____ Date: _____

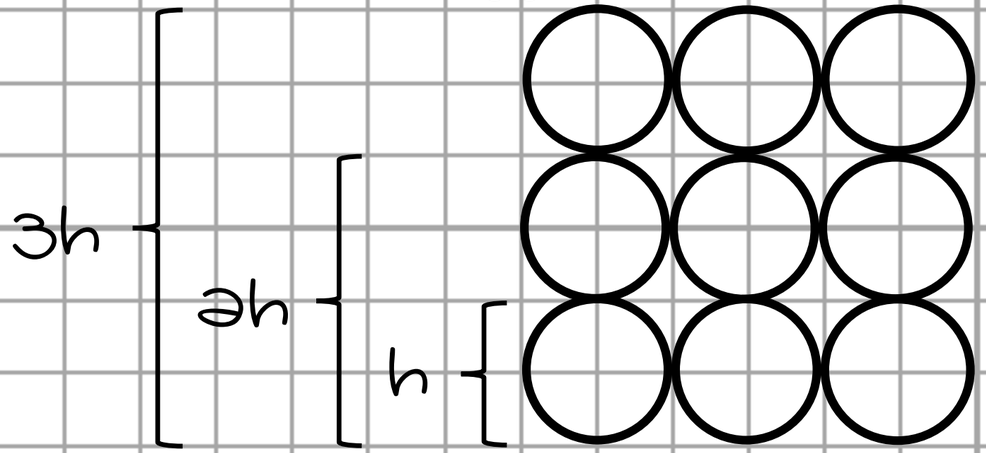
What problem are you trying to figure out?	What estimates do you have?
How much shorter are 20 layers of staggered pipes?	 (in inches) Place your estimate on the number line.
What info do you already know about the problem?	**What info do you need about the problem?**
• One pile of pipes is staggered. • One pile of pipes is not staggered. • We have to compare 20 layers of each.	• What are the dimensions of a pipe? • What units are we using to measure?
What is your conclusion? How did you reach that conclusion?	


6
7



Your work

Non-staggered pipes



1 pipe = h cm

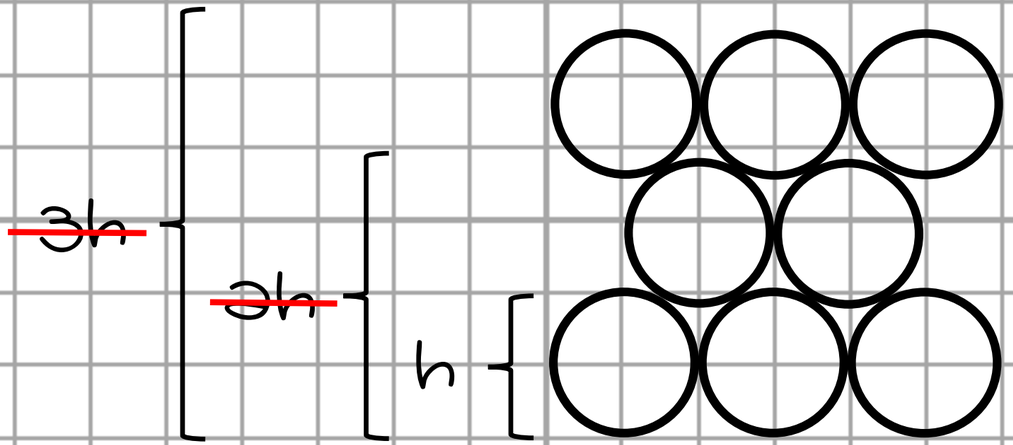
2 pipes = 2h cm

3 pipes = 3h cm

⋮

20 pipes = 20h cm

Staggered pipes



1 pipe = h cm

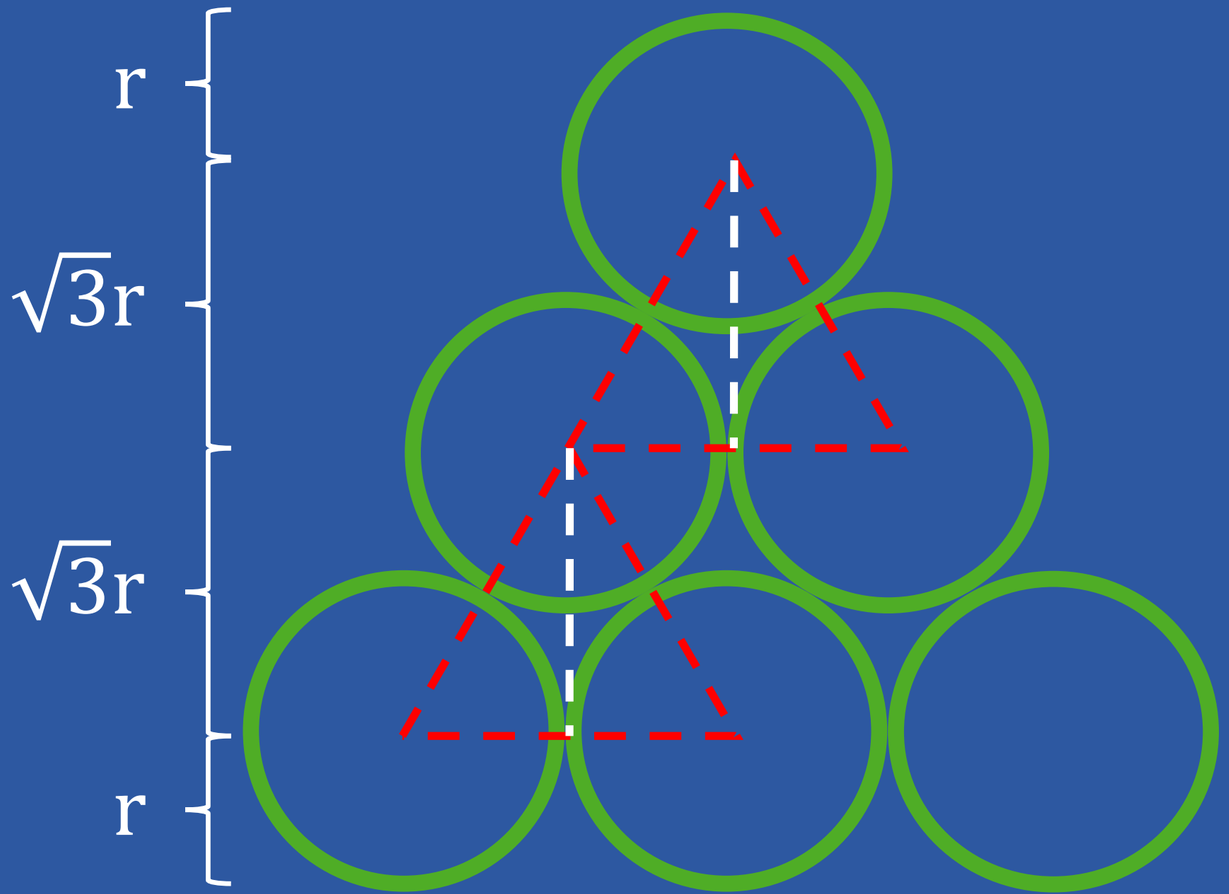
2 pipes = 33 cm

3 pipes = 33 cm

⋮

20 pipes = 33 cm

STAGGERED PIPES



John Mahlstedt
@jdmahlstedt

Following

Working on @robertkaplinsky's Staggered Pipes prob 2day and modeling it w/ cups. Great prob!
robertkaplinsky.com/work/staggered ...

11:19 AM - 10 Apr 2015

2 Likes

MODELING EXAMPLES

- [x] ELEMENTARY SCHOOL
- [x] MIDDLE SCHOOL
- [x] HIGH SCHOOL

MATH MODELING

- ☑ HOW DO WE MAKE SENSE OF MATH MODELING?
- ☑ IS IT JUST ANSWERING QUESTIONS?
- ☑ HOW IS MATH MODELING USED IN REAL LIFE?
- ☑ HOW DO WE HELP OUR STUDENTS IMPROVE?

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
- ☐ MAKE MATH CHALLENGING + ACCESSIBLE

Student Name	ID Number	Perf. Level	Scaled Score	Mathematics Clusters (Clusters where the percent correct is shown in bold represent proficiency for that cluster.)											
				Rational numbers		Exponents, powers, and roots		Quantitative relationships and evaluating expressions		Multi-step problems, graphing, and functions		Measurement and geometry		Statistics, data analysis, and probability	
				Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
[redacted]	[redacted]	ADV	476	13	93%	8	100%	8	80%	14	93%	12	92%	5	100%
[redacted]	[redacted]	ADV	464	13	93%	7	88%	8	80%	15	100%	11	85%	5	100%
[redacted]	[redacted]	ADV	453	10	71%	8	100%	10	100%	14	93%	11	85%	5	100%
[redacted]	[redacted]	ADV	453	13	93%	8	100%	9	90%	12	80%	11	85%	5	100%
[redacted]	[redacted]	ADV	444	14	100%	7	88%	8	80%	13	87%	10	77%	5	100%
[redacted]	[redacted]	ADV	444	12	86%	8	100%	8	80%	15	100%	10	77%	4	80%
[redacted]	[redacted]	ADV	444	13	93%	8	100%	8	80%	14	93%	9	69%	5	100%
[redacted]	[redacted]	ADV	435	12	86%	6	75%	9	90%	14	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	435	12	86%	6	75%	8	80%	14	93%	11	85%	5	100%
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[redacted]	[redacted]	ADV	427	13	93%	7	88%	6	60%	13	87%	11	85%	5	100%
[redacted]	[redacted]	ADV	427	14	100%	5	63%	7	70%	14	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	421	13	93%	6	75%	6	60%	14	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	421	11	79%	5	63%	9	90%	13	87%	11	85%	5	100%
[redacted]	[redacted]	ADV	414	12	86%	6	75%	8	80%	11	73%	11	85%	5	100%
[redacted]	[redacted]	ADV	414	12	86%	8	100%	8	80%	13	87%	8	62%	4	80%
[redacted]	[redacted]	PRO	408	11	79%	6	75%	9	90%	11	73%	10	77%	5	100%
[redacted]	[redacted]	PRO	402	12	86%	8	100%	9	90%	8	53%	11	85%	3	60%
[redacted]	[redacted]	PRO	402	8	57%	7	88%	8	80%	13	87%	10	77%	5	100%
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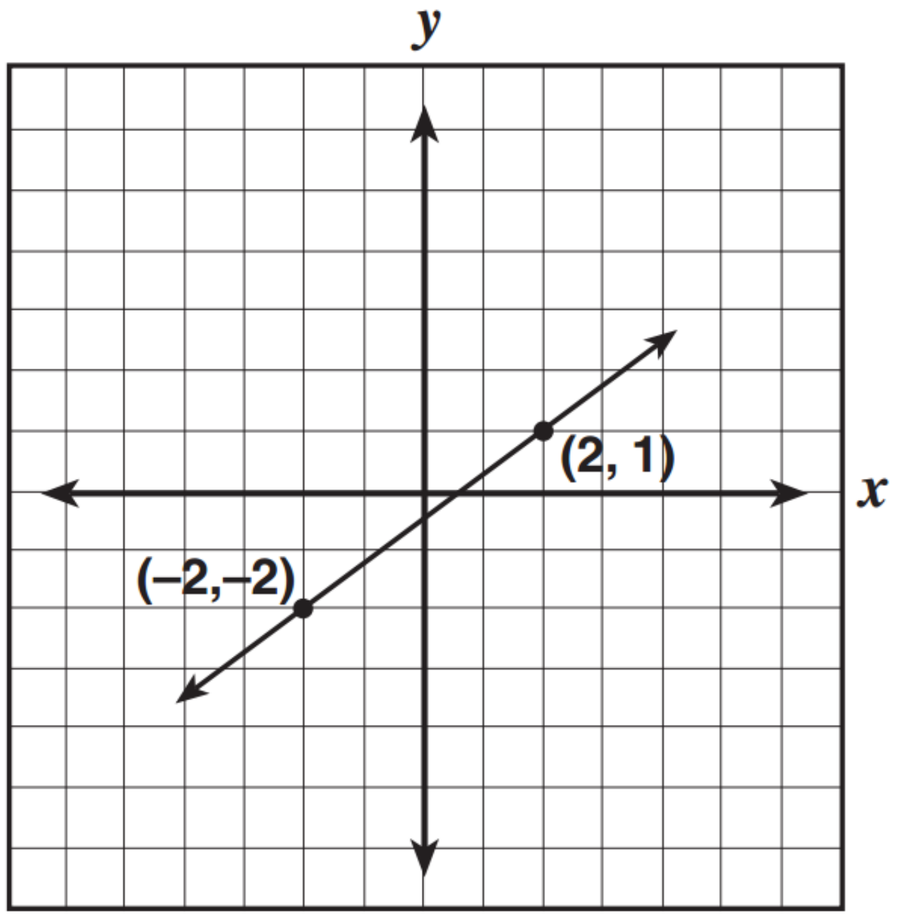
[redacted]	[redacted]	PRO	402	11	79%	5	63%	7	70%	11	73%	12	92%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	7	88%	9	90%	10	67%	7	54%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	7	88%	7	70%	11	73%	8	62%	5	100%
[redacted]	[redacted]	PRO	396	10	71%	6	75%	9	90%	14	93%	7	54%	4	80%
[redacted]	[redacted]	PRO	396	12	86%	8	100%	6	60%	9	60%	11	85%	4	80%

52 What is the slope of this line?



A $\frac{1}{2}$

B $\frac{3}{4}$

C 1

D $\frac{4}{3}$

Source: California Released Test Questions (7th Grade Math)


X-RAY
VISION

Student Name	ID Number	Perf. Level	Scaled Score	Mathematics Clusters (Clusters where the percent correct is shown in bold represent proficiency for that cluster.)											
				Rational numbers		Exponents, powers, and roots		Quantitative relationships and evaluating expressions		Multi-step problems, graphing, and functions		Measurement and geometry		Statistics, data analysis, and probability	
				Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct	Number Correct	Percent Correct
[redacted]	[redacted]	ADV	476	13	93%	8	100%	8	80%	14	93%	12	92%	5	100%
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[redacted]	[redacted]	ADV	453	10	71%	8	100%	10	100%	14	93%	11	85%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	8	100%	[redacted]	[redacted]	[redacted]	[redacted]	11	85%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	10	77%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	10	77%	4	80%
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	1[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	9	69%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	12	[redacted]	75[redacted]	[redacted]	[redacted]	0%	[redacted]	[redacted]	10	77%	5	100%
[redacted]	[redacted]	[redacted]	[redacted]	12	[redacted]	75[redacted]	[redacted]	[redacted]	0%	[redacted]	[redacted]	11	85%	5	100%
[redacted]	[redacted]	A[redacted]	[redacted]	[redacted]	[redacted]	7	88%	[redacted]	[redacted]	[redacted]	[redacted]	10	77%	5	100%
[redacted]	[redacted]	A[redacted]	[redacted]	[redacted]	[redacted]	6	75%	[redacted]	[redacted]	[redacted]	[redacted]	10	77%	5	100%
[redacted]	[redacted]	AD[redacted]	[redacted]	[redacted]	[redacted]	7	88%	[redacted]	[redacted]	[redacted]	[redacted]	11	85%	5	100%
[redacted]	[redacted]	ADV	[redacted]	[redacted]	[redacted]	5	63%	[redacted]	[redacted]	[redacted]	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	[redacted]	[redacted]	93%	6	75%	6	[redacted]	[redacted]	93%	10	77%	5	100%
[redacted]	[redacted]	ADV	421	11	79%	5	63%	9	90%	13	87%	11	85%	5	100%
[redacted]	[redacted]	ADV	414	12	86%	6	75%	8	80%	11	73%	11	85%	5	100%
[redacted]	[redacted]	ADV	414	12	86%	8	100%	8	80%	13	87%	8	62%	4	80%
[redacted]	[redacted]	PRO	408	11	79%	6	75%	9	90%	11	73%	10	77%	5	100%
[redacted]	[redacted]	PRO	402	12	86%	8	100%	9	90%	8	53%	11	85%	3	60%
[redacted]	[redacted]	PRO	402	8	57%	7	88%	8	80%	13	87%	10	77%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	6	75%	7	70%	13	87%	8	62%	4	80%
[redacted]	[redacted]	PRO	402	11	79%	5	63%	7	70%	11	73%	12	92%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	7	88%	9	90%	10	67%	7	54%	5	100%
[redacted]	[redacted]	PRO	402	13	93%	7	88%	7	70%	11	73%	8	62%	5	100%
[redacted]	[redacted]	PRO	396	10	71%	6	75%	9	90%	14	93%	7	54%	4	80%
[redacted]	[redacted]	PRO	396	12	86%	8	100%	6	60%	9	60%	11	85%	4	80%

OPEN MIDDLE PROBLEMS

- ☑ WHY DO WE NEED THEM?
- ☐ WHY ARE THEY DIFFERENT?
- ☐ HOW DO YOU IMPLEMENT THEM?
- ☐ HOW DO YOU CREATE YOUR OWN?

PROBLEM ONE

Solve for x.

$$21 + x = 70$$

PROBLEM TWO

Using the digits 1 to 9, at most one time each, create two equations: one where x has a positive value and one where x has a negative value.

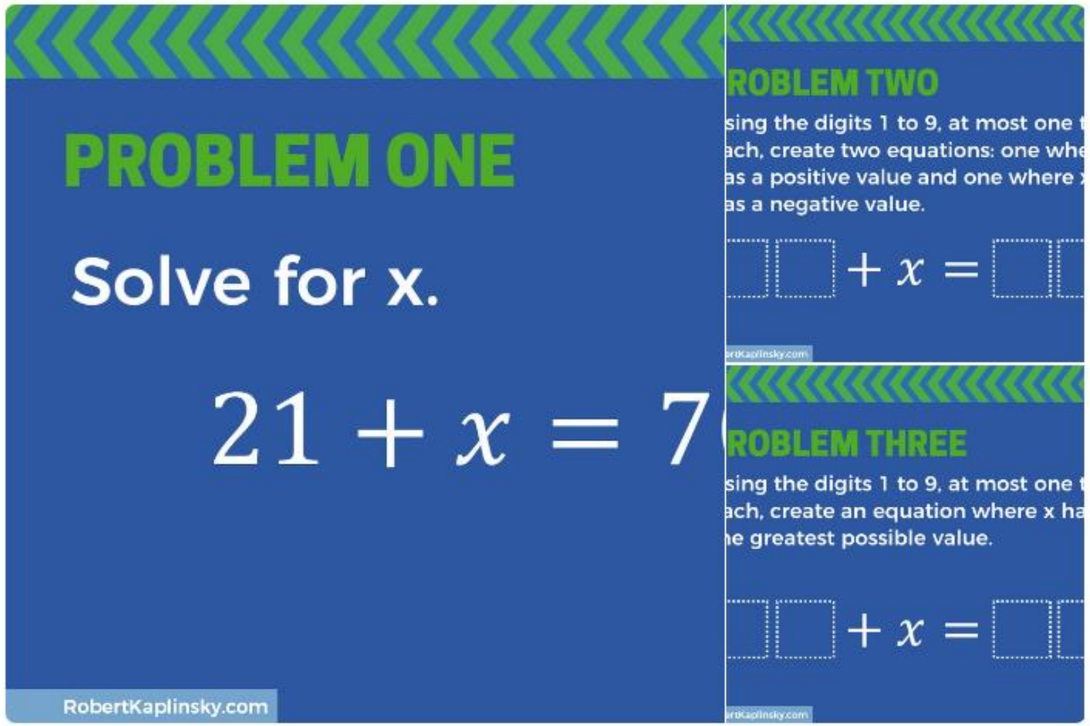
PROBLEM THREE

Using the digits 1 to 9, at most one time each, create an equation where x has the greatest possible value.

$$\boxed{1}\boxed{2} + x = \boxed{9}\boxed{8}$$

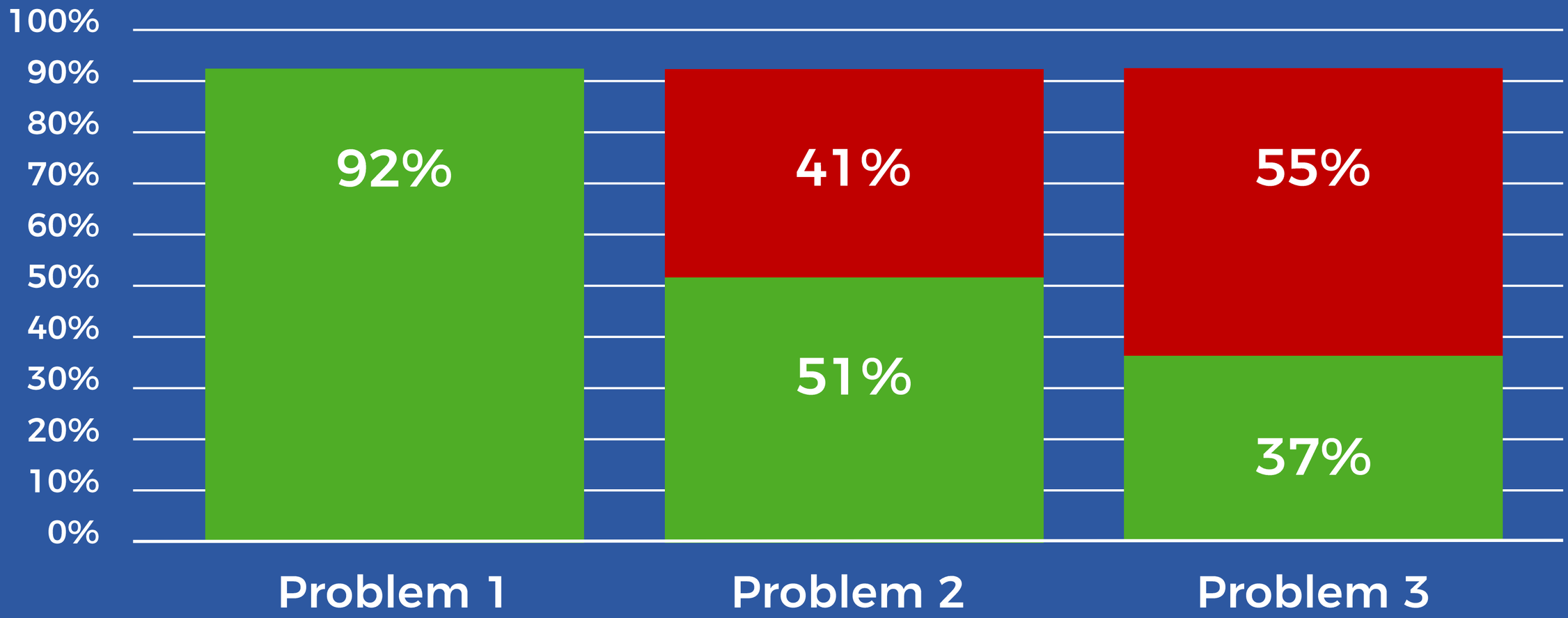
Robert Kaplinsky
@robertkaplinsky

MS & HS #MTBoS Ts, please ask your Ss these 3 ?s and put the % who answered correctly here: docs.google.com/forms/d/e/1FAI …. Answers at top of form.

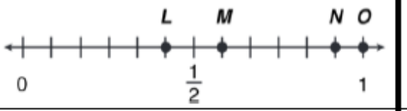
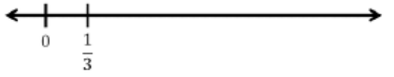
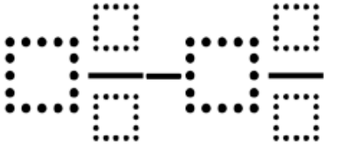


RETWEETS 36 LIKES 54

PROBLEM RESULTS

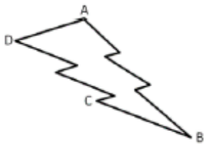
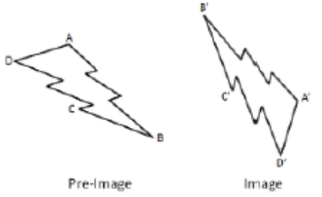
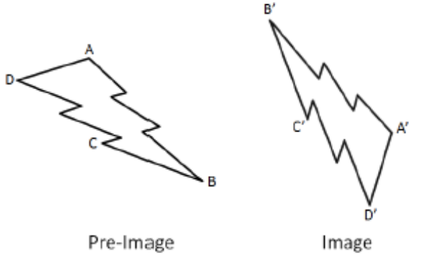


Depth of Knowledge Matrix - Elementary & Secondary Math

Topic	Adding Whole Numbers	Money	Fractions on a Number Line	Area and Perimeter	Subtracting Mixed Numbers
CCSS Standard(s)	• 1.NBT.4 • 2.NBT.5	• 2.MD.8	• 3.NF.2	• 3.MD.8 • 4.MD.3	• 5.NF.1
DOK 1 Example	Find the sum. $44 + 27 =$	If you have 2 dimes and 3 pennies, how many cents do you have?	Which point is located at $\frac{7}{12}$ below? 	Find the perimeter of a rectangle that measures 4 units by 8 units.	Find the difference. $5\frac{1}{2} - 4\frac{2}{3} =$
DOK 2 Example	Fill in the boxes below using the whole numbers 1 through 9, no more than one time each, so that you make a true equation. $\square\square + 53 = \square\square$	Make 47¢ in three different ways with either quarters, dimes, nickels, or pennies.	Label the point where $\frac{3}{4}$ belongs on the number line below. Be as precise as possible. 	List the measurements of three different rectangles that each has a perimeter of 20 units.	Create three different mixed numbers that will make the equation true by using the whole numbers 1 through 9, no more than one time each. You may reuse the same whole numbers for each of the three mixed numbers. $5\frac{4}{5} - \square\frac{\square}{\square} = 3\frac{1}{20}$
DOK 3 Example	Make the largest sum by filling in the boxes below using the whole numbers 1 through 9, no more than one time each. $\square\square + \square\square =$	Make 47¢ using exactly 6 coins with either quarters, dimes, nickels, or pennies.	Create 5 fractions using the whole numbers 0 through 9, exactly one time each as numerators and denominators, and place them all on a number line.	What is the greatest area you can make with a rectangle that has a perimeter of 24 units?	Make the smallest difference by filling in the boxes below using the whole numbers 1 through 9, no more than one time each. 

Version 1.17

Depth of Knowledge Matrix - Elementary & Secondary Math

Topic	Surface Area and Volume	Probability	Transformations	Factoring Quadratics	Quadratics in Vertex Form
CCSS Standard(s)	• 6.G.4 • 7.G.6	• 7.SP.5 • 7.SP.7	• 8.G.1 • G-CO.5	• A-SSE.3a	• F-IF.7a
DOK 1 Example	Find the surface area of a rectangular prism that measures 3 units by 4 units by 5 units.	What is the probability of rolling a sum of 5 using two 6-sided dice?	Rotate the image below 90° counterclockwise about point D and reflect it across a horizontal line. 	Find the factors: $2x^2 + 7x + 3$	Find the roots and maximum of the quadratic equation below. $y = -3(x-4)^2 - 3$
DOK 2 Example	List the measurements of three different rectangular prisms that each have a surface area of 20 square units.	What value(s) have a 1/12 probability of being rolled as the sum of two 6-sided dice?	List three sequences of transformations that take pre-image ABCD to image A'B'C'D'. 	Find three different integers to put in the blank that will make the quadratic expression factorable. $x^2 + \_\_x + 4$	Create three equations for quadratics in vertex form that have roots at 3 and 5 but have different maximum and/or minimum values.
DOK 3 Example	What is the greatest volume you can make with a rectangular prism that has a surface area of 20 square units?	Fill in the blanks to complete this sentence using the whole numbers 1 through 9, no more than one time each. Rolling a sum of ___ on two ___-sided dice is the same probability as rolling a sum of ___ on two ___-sided dice.	What is the fewest number of transformations needed to take pre-image ABCD to image A'B'C'D'? 	Fill the blank by finding the largest and smallest integers that will make the quadratic expression factorable. $2x^2 + 3x + \_\_$	Create a quadratic equation with the largest maximum value using the whole numbers 1 through 9, no more than one time each. $y = -\square(x-\square)^2 + \square$

Version 1.17

OPEN MIDDLE PROBLEMS

- ☑ WHY DO WE NEED THEM?
- ☑ WHY ARE THEY DIFFERENT?
- ☐ HOW DO YOU IMPLEMENT THEM?
- ☐ HOW DO YOU CREATE YOUR OWN?

IMPLEMENTATION

- Open Middle Worksheet

First attempt: Points: _____/2 attempt _____/2 explanation

What did you learn from this attempt? How will your strategy change on your next attempt?

Name: _____ Period: _____ Date: _____

First attempt: Points: ____/2 attempt ____/2 explanation

What did you learn from this attempt? How will your strategy change on your next attempt?

Second attempt: Points: ____/2 attempt ____/2 explanation

IMPLEMENTATION

- Open Middle Worksheet
- Classwork

IMPLEMENTATION

- Open Middle Worksheet
- Classwork
- Homework
- Assessments

OPEN MIDDLE PROBLEMS

- ☑ WHY DO WE NEED THEM?
- ☑ WHY ARE THEY DIFFERENT?
- ☑ HOW DO YOU IMPLEMENT THEM?
- ☐ HOW DO YOU CREATE YOUR OWN?

STEP ONE

- Find a One-Operation Problem
  - Addition
  - Subtraction
  - Multiplying
  - Dividing
  - Exponents (including square root)

ADDING 2-DIGIT NUMBERS

Solve.

$$41 + 36 =$$

MULTIPLYING FRACTIONS

Solve.

$$\frac{3}{7} \times \frac{2}{9} =$$

THINKING TIME

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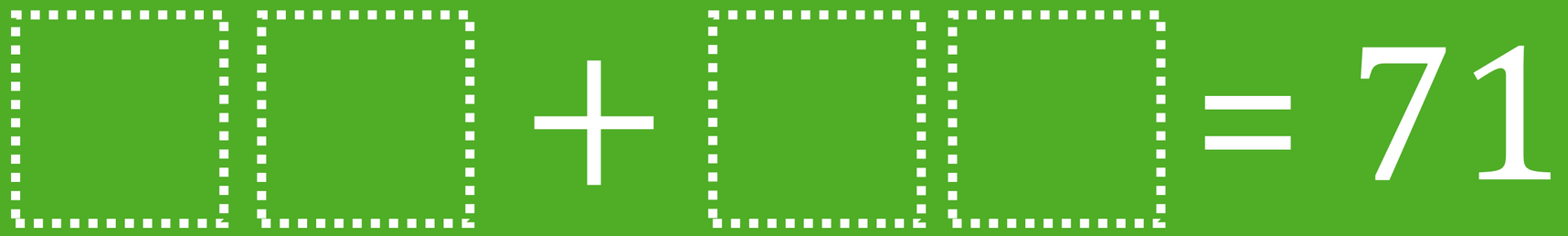
STEP TWO

- Go from Level 1 to Level 2
  - Strategically remove some information from the problem to prevent immediate calculation
  - Increase the quantity of solutions needed to increase the need to look for patterns

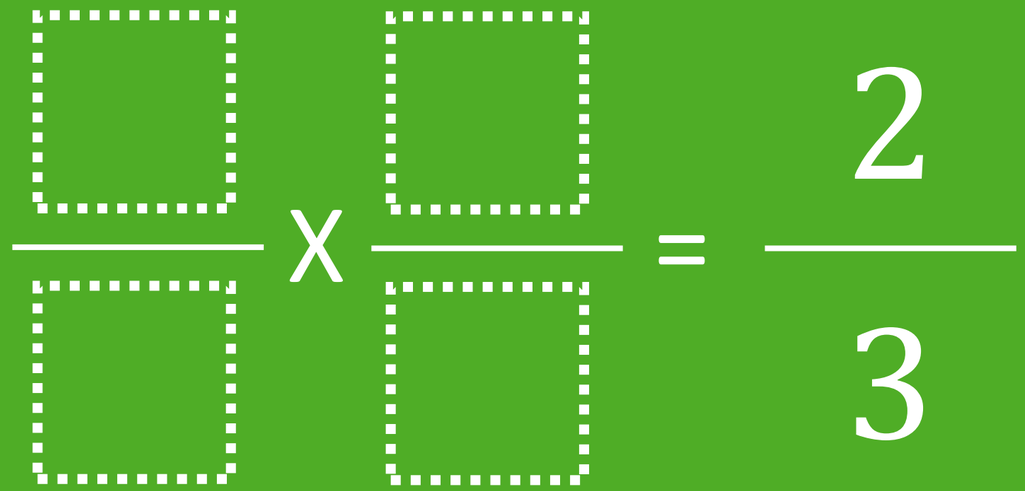
ADDING 2-DIGIT NUMBERS

Using the digits 1 to 9, at most one time each, fill in the boxes to make two different pairs of two-digit numbers that have a sum of 71.



MULTIPLYING FRACTIONS

Using the digits 1 to 9, at most one time each, fill in the boxes to make two different pairs of fractions that have a product of 2/3.



THINKING TIME

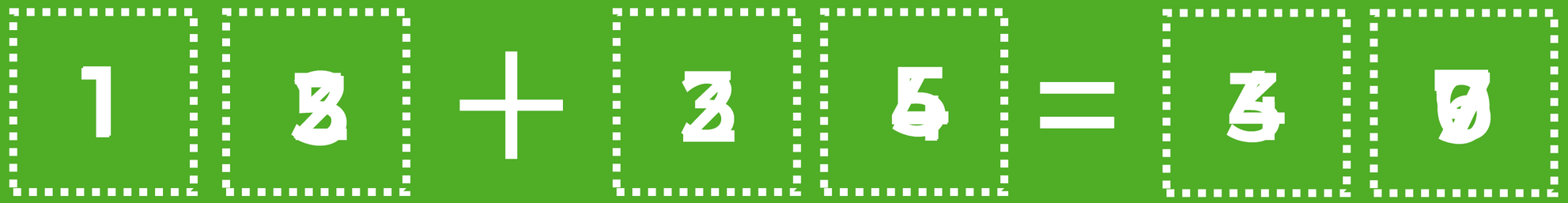
- Go from Level 1 to Level 2
  - Strategically remove some information from the problem to prevent immediate calculation
  - Increase the quantity of solutions needed to increase the need to look for patterns

STEP THREE

- Go from Level 2 to Level 3
  - Introduce the need to optimize the solution by making the greatest or least product / sum / difference / quotient / answer.
  - Another optimization option is make the answer closest to a specific value.

ADDING 2-DIGIT NUMBERS

Using the digits 1 to 9, at most one time each, fill in the boxes to make the smallest sum.



MULTIPLYING FRACTIONS

Using the digits 1 to 9, at most one time each, fill in the boxes to make two fractions that have a product that is as close to 4/11 as possible.

$$\frac{\square}{\square} \times \frac{\square}{\square}$$

THINKING TIME

- Go from Level 2 to Level 3
  - Introduce the need to optimize the solution by making the greatest or least product / sum / difference / quotient / answer.
  - Another optimization option is make the answer closest to a specific value.

OPEN MIDDLE PROBLEMS

- ☑ WHY DO WE NEED THEM?
- ☑ WHY ARE THEY DIFFERENT?
- ☑ HOW DO YOU IMPLEMENT THEM?
- ☑ HOW DO YOU CREATE YOUR OWN?

Open Middle @openmiddle · Jan 11

Open Middle
@openmiddle

Hey @openmiddle fans, we want to hear from you. Why do you use our problems with your students? Share your success stories or lessons learned.

RETWEETS	LIKES
7	6

2:10 PM - 11 Jan 2017

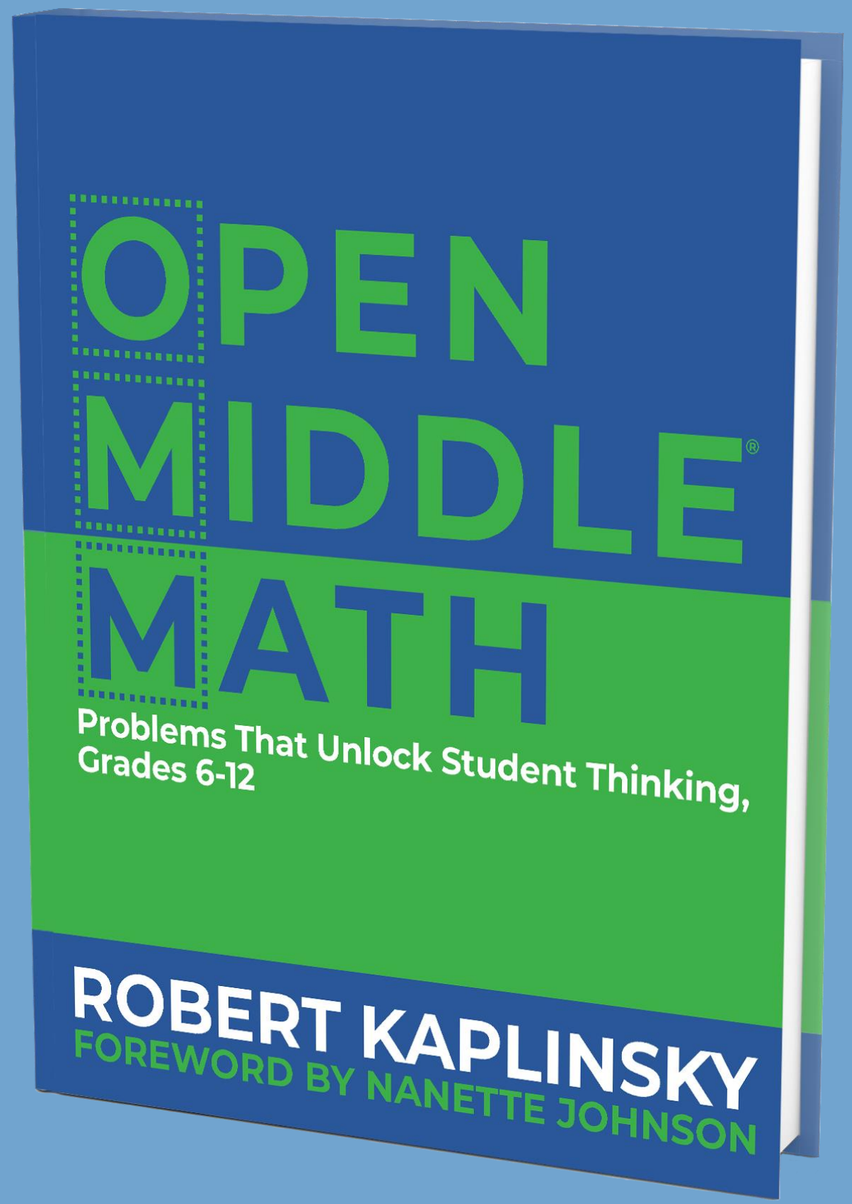
8 7 6 •••

1 2 •••

DISCUSSION TIME

- How can Open Middle problems help you spot misconceptions that may often go unnoticed?
- How do Open Middle problems make mathematics accessible yet appropriately challenging for every student?

bit.ly/OpenMiddleBook



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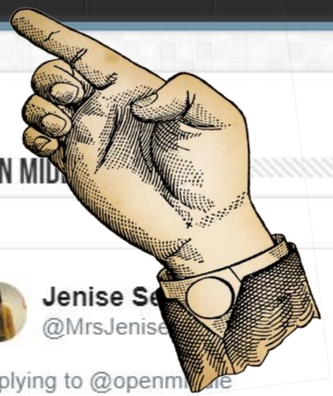
GOALS

- ☑ CORRECT ANSWERS = UNDERSTANDING?
- ☑ MAKE OUR LESSONS UNFORGETTABLE
- ☑ RECONSIDER USING WORD PROBLEMS
- ☑ MAKE MATH CHALLENGING + ACCESSIBLE

Open Middle™

Challenging math problems worth solving



WHY OPEN MID

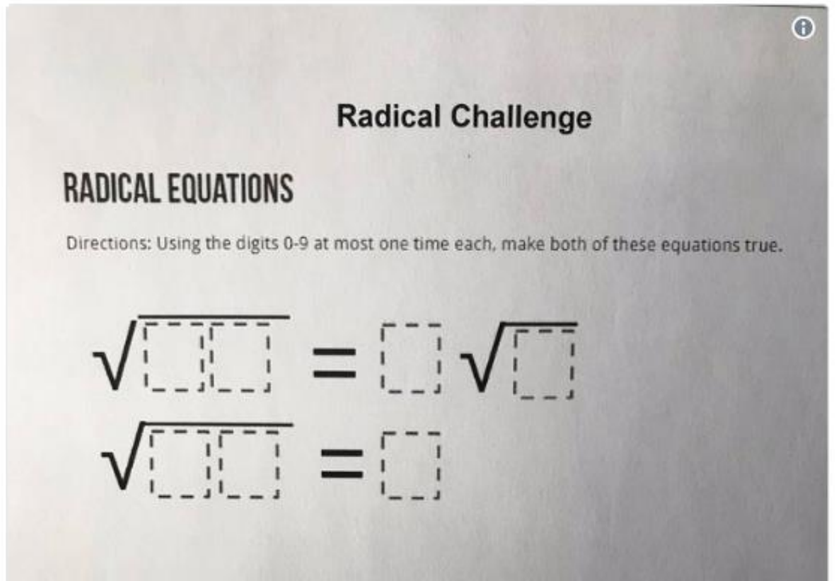
Jenise Se
@MrsJenise

Replying to @openm

just when I think my Ss are "good" w/reasoning, the problems show me some holes to fill. I like that. Continuous growth.

♡ 6 4:48 PM - Jan 11, 2017

See Jenise Sexton's other Tweets



Search

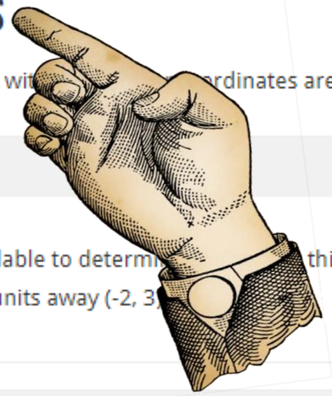
OPEN MIDDLE WORKSHEET

- English (student version)
- English (document camera version)
- French (student version)
- French (document camera version)
- Spanish (student version)
- Spanish (document camera version)

BROWSE BY COMMON CORE STATE STANDARDS

- Kindergarten (13)
  - Counting & Cardinality (3)
  - Geometry (3)
  - Number & Operations in Base Ten (1)
  - Operations & Algebraic Thinking (6)
- Grade 1 (18)
  - Geometry (3)
  - Measurement & Data (4)
  - Number & Operations in Base Ten (4)
  - Operations & Algebraic Thinking (7)

EQUIDISTANT POINTS



Directions: How many points wi rdinates are 5 units away from (-2, 3)?

Hint

Which methods are available to determi this problem? What shape is defined by *all* of the points that are 5 units away (-2, 3

Answer

12 points: (-5, 7), (-7, 3), (-5, -1), (-2, -2), (3, 3), (1, -1), (-2, 8), (1, 7), (2,6), (-6, -6), (-6, 0), and (2, 0)

Source: Dylan Kane

Tags 8.G.8 • DOK 2: SKILL / CONCEPT • DYLAN KANE • G-GPE.1

Search

OPEN MIDDLE WORKSHEET

English (student version)

English (document camera version)

Spanish (student version)

Spanish (document camera version)

BROWSE BY COMMON CORE STATE STANDARDS

- Kindergarten (12)
  - Counting & Cardinality (3)
  - Geometry (3)
  - Number & Operations in Base Ten (1)
  - Operations & Algebraic Thinking (5)
- Grade 1 (17)
  - Geometry (3)
  - Measurement & Data (4)
  - Number & Operations in Base Ten (3)
  - Operations & Algebraic Thinking (7)

PROBLEM RESOURCES

- Problem-based lesson search engine:
  robertkaplinsky.com/prbl-search-engine
- My lessons (pictures)
  robertkaplinsky.com/lessons
- My lessons (spreadsheet)
  problems.robertkaplinsky.com
- Comprehensive list
  robertkaplinsky.com/resources

Robert Kaplinsky

TAKE MY WORKSHOP

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Home

Type and hit enter ...

I share math strategies and resources that create problem solvers, not robots.

Download my favorite lessons for elementary, middle, and high school.

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What happens next?

1

Keep coming back for more free lessons and resources.

2

Learn implementation tips from my blog and weekly emails.

3

Take my online workshop for more implementation support.

Lessons

How Much Money Were Those Pennies?

How Can We #SaveNelly?

How Many Chip Bags Will There Be?

How Can We Make Stronger Passwords?

Resources

Depth of Knowledge

- Depth of Knowledge Matrices
- Open Middle
- Open Middle Worksheet – English (student version)
- Open Middle Worksheet – English (document camera version)
- Open Middle Worksheet – French (student version)
- Open Middle Worksheet – French (document camera version)
- Open Middle Worksheet – Spanish (student version)
- Open Middle Worksheet – Spanish (document camera version)
- Robert's blog posts on Depth of Knowledge

Problem-Based Lesson Tools

- Problem-Based Lesson Search Engine
- Problem Solving Framework v8.1
- Robert's blog posts on Problem-Based Learning

Problem-Based Lesson Sources

- 101 Questions
- Andrew Gael
- Andrew Stadel
- Catherine Castillo

Robert Kaplinsky's Problem-Based Lessons

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

	A	B	C	D	E	F	G	H	
1	Lesson	Concept / Skill	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Stan 7
2	How Much Money Were Those Pennies?	Money, Multiplying Decimals, Proportions	4.MD.2	5.NBT.5	5.NBT.7	7.RP.3			
3	How Can We #SaveNelly?	Dividing Decimals	6.NS.3						
4	How Many Chip Bags Will There Be?	Ratio and Proportions, Population Sampling	6.RP.3	6.RP.3c	7.RP.2	7.RP.3	7.SP.1	7.SP.2	
5	How Can We Make Stronger Passwords?	Permutations, Combinations, Probability, Exponents, Exponential Growth	7.SP.8	8.EE.1	S-MD.7	S-CP.5	S-CP.9		
6	How Many Hot Dogs And Buns Should He Buy?	Least Common Multiple (LCM)	6.NS.4						
7	What Does 2000 Calories Look Like?	Unit Rates, Ratios, Solving Equations, and Solving Inequalities	6.EE.3	6.EE.4	6.EE.5	6.EE.6	6.EE.7	6.EE.8	6.RP.2
8	How Much Money Are The Coins Worth?	Decimal Operations and Coin Counting	2.MD.8	5.NBT.7	6.NS.3				
9	How Many Times Will A Case of Paper Jam?	Interpreting Percentages	6.RP.3c	7.RP.3					
10	How Many Soda Combinations Are There On A Coke Freestyle?	Counting, Composing, and Decomposing Numbers	K.CC.5	K.CC.6	K.OA.1	K.OA.2	K.OA.3	K.OA.4	K.NBT
11	What Should The Freeway Sign Show?	Fractions on Number Lines, Converting Units, Decimal and Fraction Operations	3.NF.1	3.NF.2	3.NF.2a	3.NF.2b	3.NF.3	3.NF.3a	4.MD.
12	How Fast Was The Fastest Motorcycle Speeding Ticket Ever?	Converting Units and Unit Rates	5.MD.1	6.RP.3d	7.RP.1	N.Q.1			
13	How Much Did Patrick Peterson Lose By Not Cashing His Check?	Compound and/or Simple Interest	7.RP.3	N-RN.2	A-SSE.1	A-SSE.3c	A-SSE.4	A-REI.11	F-IF.4
14	How Many Biscuits Can You Make?	Dividing Fractions and Mixed Numbers	5.NF.7	5.NF.7a	5.NF.7b	5.NF.7c	6.NS.1		
15	How Much Bigger Should They Make Zoolander's School?	Scale and Proportions	5.NF.5A	7.RP.2	7.G.1				
16	Where Is The Freeway Sign Located?	Identifying Fractions on a Number Line	3.NF.1	3.NF.2	3.NF.2a	3.NF.2b	3.NF.3	3.NF.3a	3.NF.3
17	How Far Apart Are Exits On A Ring Road?	Arc length measures	G-C.5						
18	How Much Is One Third Of A Cup Of Butter?	Identifying Fractions on a Number Line	3.NF.1	3.NF.2	3.NF.2a	3.NF.2b	3.NF.3	3.NF.3a	3.NF.3
19	How Do Skytypers Write Messages?	Transformations (Rotations, Reflections, Dilations, and Translations)	8.G.1	8.G.2	8.G.3	8.G.4	G-CO.2	G-CO.3	G-CO
20	How Big Is The Bermuda Triangle?	Coordinate Geometry: Area of Triangle	G-GPE.7						
21	What Fraction Of Children Are In The Right Car Seat?	Representing and Comparing Fractions	3.NF.1	3.NF.2	3.NF.3	4.NF.1	4.NF.2		
22	How Much Did The Temperature Drop?	Absolute Value	6.NS.7c	7.NS.1c					
23	How Much Shorter Are Staggered Pipe Stacks?	Circles, Pythagorean Theorem, trigonometric ratios, and linear functions	8.G.7	A-CED.1	A-CED.3	A-CED.4	A-SSE.1a	A-SSE.1b	A-SSE
24	How Do You Write A Check To Pay For Something?	Expanded Form	2.NBT.3	4.NBT.2	5.NBT.3a				
25	How Can We Correct The Scarecrow?	Pythagorean Theorem	8.G.6	G-SRT.4					
26	How Much Does A 100×100 In-N-Out Cheeseburger Cost?	Building and Interpretting Linear Functions	8.F.1	8.F.3	8.F.4	8.F.5	F-IF.4	F-IF.5	F-IF.6
27	How Can We Water All Of The Grass?	Circles, Pythagorean Theorem, trigonometric ratios	7.G.4	8.G.7	G-SRT.8	G-MG.1	G-MG.3		
28	How Much Money IS That?!	Volume of rectangular prism	5.MD.3	5.MD.4	5.MD.5	5.MD.5b	5.MD.5c	6.G.2	7.G.6
29	How Much Money Should Dr. Evil Demand?	Exponential Growth	N-RN.2	A-SSE.1	A-SSE.3c	A-SSE.4	A-REI.11	F-IF.4	F-IF.7
30	How Tall Is Mini-Me?	Scale and Dividing Decimals	5.NF.5	5.NF.5a	5.NF.5b	6.NS.3			
31	How Did They Make Ms. Pac-Man?	Transformations (Rotations, Reflections, and Translations)	8.G.1	8.G.2	8.G.3	8.G.4	G-SRT.2	G-CO.4	G-CO
32	Which Ticket Option Is The Best Deal?	Unit Rates and Ratios	6.RP.2	6.RP.3	6.RP.3a	6.RP.3b			
33	How Far Apart Are The Freeway Exits?	Fractions on a Number Line and Subtracting Fractions	3.NF.2	3.NF.2b	4.NF.2	4.NF.3a	4.NF.3c	4.NF.3d	5.NF.1
34	Do We Have Enough Paint?	Area	3.MD.5	3.MD.6	3.MD.7				

Sheet1

Scary & Dangerous

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

ROBERT KAPLINSKY

robert@robertkaplinsky.com

robertkaplinsky.com/4steps

@robertkaplinsky

WANT THE RESOURCES?

Text the message (one word):

4STEPS

To 44222