



# REFLECTIONS

# BE REFLECTIONS

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# ELECTIONS



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Statesboro, Georgia

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Manuscripts should be double-spaced, with 1-inch margins on all sides, typed in 12-point font and follow the APA 5<sup>th</sup> Edition style guide. Manuscripts should be submitted in MS Word. If you have a picture or graphic in the text, please include the original picture(s) in a separate file.

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# REFLECTIONS REFLECTIONS

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# President's Welcome

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*by Debbie Poss  
GCTM President*

*[deborah.poss@cobbk12.org](mailto:deborah.poss@cobbk12.org)*

Today is Saturday, October 16, 2010 and I am waking with wonderful memories of Rock Eagle - seeing the mist on the lake in the early morning, feeling the gentle breezes remind me that fall is just around the corner, hearing the sound of leaves crunching beneath my feet. Although exhaustion did make me sleep late today, I'm refreshed after walking and talking with old friends, and meeting and making new ones. I'm energized by the excitement of teachers sharing their good ideas, and the anticipation of working those new ideas into my lessons. And I seriously hope that all 2000 people that attended the 2010 Georgia Mathematics Conference are enjoying the same feelings that I am today.

Yet I'm left contemplating the state of mathematics education. Over 350 people attended the "Common Core Conversation" workshops that allowed teachers to share thoughts about the alignment of the Common Core State Standards to our own Georgia Performance Standards, so it's clear that other teachers are also concerned about the future. Although last year I heard grumblings about the GPS, this year I heard teachers admitting that they were more comfortable teaching it - that they believed that the GPS was better for their students. One man confessed that he was firmly against the GPS until he taught it, but that now he "saw the light".

Therefore it troubles me that, although many teachers are admitting that GPS is the best path for Georgia students, some politicians are ready to throw it out. They aren't willing to let Georgia students prove what they can do. They don't believe that Georgia students can handle the GPS because students are struggling through it. They don't understand that, like caterpillars who must struggle out of their cocoons to become butterflies, students that struggle through the concepts to make sense of mathematics can fly higher and produce more beautiful mathematics than students who, like mere robots, simply learn how to work 20 problems that are all alike.

It troubles me that some people are not willing to let our students who have worked so hard through this change complete their journey. I'd like to wait a while and see what these students can do on standardized tests to prove their abilities before we throw out the present GPS. Some politicians aren't willing to show that faith in our students, much less the teachers who have been teaching them. We need to speak out about this, because mathematics is the key to the future.

Today is March 12, 2011 and people have spoken. GCTM, as well as many other groups and individuals, have sent letters to Dr. Barge and the Georgia Board of Education as well as to many local newspapers. At the GADOE hearing regarding the mathematics curriculum, over 45 people signed up to speak, and many more packed the boardroom. GCTM offered substitute teacher "grants" for teachers who wanted to come to this hearing and 15 people took advantage of these grants. I'd like to thank everyone who cared enough to speak up about these issues. I was proud to see so many GCTM members providing facts and data to support their opinions.

By the time this newsletter comes out, the Georgia State Board of Education will have made several decisions regarding the fate of mathematics in Georgia and I know that, although we have helped provide them with the information they need to make good choices, we may not all agree with the outcomes. Therefore, no matter what happens, let us all remember that we teach not just mathematics, but students. So let's strive to do the best job we can and help our students reach their greatest mathematical potential. Let's find ways to guide our students through whatever curriculum we have. Let's find their mathematical gaps and fill them so that our students graduate knowing the power and beauty of mathematics and have the ability and the confidence to use mathematics to solve real problems.

And then, let's meet at Rock Eagle again next October and share these ideas. The speaker's proposal is up on the website and I hope many of you will come and share your knowledge at the 2011 Georgia Mathematics Conference. The theme is "Mathematics: More than Meets the Eye", and it is lining up to be another wonderful experience. I look forward to seeing you there!

# Executive Director

by Tom Ottinger  
GCTM Executive Director  
[ottinger@ellijay.com](mailto:ottinger@ellijay.com)



## The Common Core State Standards and Georgia's Future

As a condition of receiving a Race to the Top grant from the federal government, Georgia has adopted the Common Core State Standards (CCSS), recently developed by the National Governors Association. We're joining with almost all the other states in embracing a common set of standards for what students should know and be able to do mathematically.

Revising the Georgia Performance Standards (GPS) in mathematics to align them to the CCSS was actually less difficult than you might expect. That's because over 90% of the two sets of standards were virtually the same. In effect, the other states have adopted what Georgia already had in place. Of course that's an oversimplification, but it *is true* that both the GPS and CCSS are rigorous and demanding, with high expectations for *all* students. Both expect students to be actively involved in their learning. Both expect students to make sense of problems and persevere in solving them instead of just memorizing rules or procedures. Both expect students to reason abstractly and analytically. Both expect students to make appropriate use of tools, including calculators and computer software. And both expect students to make connections among mathematical ideas and other knowledge and experience.

As I write this, the State School Superintendent has proposed that school systems be allowed to choose whether to use an integrated or "traditional" grouping of content in high school. Regardless of how that turns out, Georgia *cannot* go back to the traditional model for Algebra One, Geometry, and Algebra Two classrooms. Teachers will not be able to work a few demonstration problems and assign the rest for homework. The curriculum expects more from students and that in turn demands more from teachers. *We've* got to know mathematics well if we expect students to learn it well. What remains to be seen is whether the state will provide the funding to give teachers the support needed. Major changes like the GPS and CCSS require ongoing collaboration among teachers, opportunities for teachers to increase their content knowledge, and help in implementing new pedagogies. There have been efforts to provide some of these, but much more is needed. Georgia's economic growth depends on an educated workforce, and that requires a significant investment that may not provide instant results. Time will tell whether Georgia's leaders have the foresight to look beyond the next election.

GCTM NEWS

### GCTM Grants and Awards Opportunities

- Gladys M. Thomason Award for Distinguished Service
- Dwight Love Award
- John Neff Award
- Awards for Excellence in the Teaching of Mathematics (Elementary, Middle & Secondary levels)
- Teacher of Promise Award
- Mini-Grants
- Special Projects

For additional information visit the GCTM website [www.gctm.org](http://www.gctm.org).



# Membership Report

by Susan Craig  
GCTM Membership Director  
[secddc@aol.com](mailto:secddc@aol.com)

## Membership Carries Responsibility

**G**CTM currently has 2698 members. This includes 471 Life members, 1631 Annual members, and 596 Student members.

There seems to be no more important time than the present to be affiliated with GCTM. The concerns being discussed at the state level by our governmental leaders and educational leaders are focused on what and how we teach mathematics. Regardless of your feelings and beliefs, GCTM has helped to open the door to substantive discourse based on real data and educational research. Your membership enables this process to voice your wishes and even offers you the chance to voice them in person in Atlanta.

GCTM membership carries with it responsibilities. May I suggest a few things you can do as mathematics teachers and leaders.

Write for Reflections -- Our journal is a lifeline to keep all members in touch throughout the year. We are always in need of actual teacher input and activities to share through our newsletter. Consider approaching the teachers in your building or department to each share a teaching idea, strategy or activity. Then submit your compilation as an article from your insitution.

Keep your contact information up-to-date in the GCTM database. At [GCTM.org](http://GCTM.org) you can enter address changes, new school assignments. We want to have accurate information for

mailing purposes! Please logon today and check your data. Also, please ENABLE YOUR EMAIL on the site. While we will not flood your mailbox with messages, you may miss out on some important opportunities if our general notices cannot be delivered.

Encourage your colleagues to join GCTM or to renew their lapsed membership. While membership has been free as part of conference registration for a couple of years, if you don't attend the confrence and your email is blocked, some members often mention that they didn't realize they are no longer members.

If you have been a SPEAKER at Rock Eagle, we are in your debt. Our conference is the best because of you! While your conference registration fees are waived due to your speaker role, your membership then is not included and you become lapsed members. So check into the website and renew today!

Student memberships expire at the end of June. Student members please update your snail and email addresses as you complete the academic year and change addresses. If you are beginning your career, we encourage you to renew as a professional member. If not, you might update your class standing. Student memberships apply only to those who have never taught professionally or are full-time graduate students and are not employed in a school.

### Learn More About Your Organization

[www.gctm.org](http://www.gctm.org)

- \* Grants and Award Information
- \* Membership Renewal
- \* Mathematics Competitions
- \* Previous *Reflections* Issues
- \* Other



# GCTM ELECTIONS 2011

## President-Elect (2 candidates – Vote for One)



**Name:** Dan Funsch

**Present GCTM Position:** Treasurer

### Universities Attended and Degrees Held:

B.A. Mathematics/French, St. Mary's University, San Antonio, TX - 1974

### Professional Experience:

- 1981 – Present, The Alleluia Community School (Augusta, GA) , Administration; Mathematics teacher: Geometry, Trigonometry, Pre Calculus, Basic Math, Algebra I and II, Special Needs Program
- 1991 -1992, Editor and author (consultant basis) for National Science Center Foundation Learning Logic Algebra I program.
- 1979 – 1981 Butler H.S. Richmond County (Augusta, GA), Math Teacher: Pre Calculus, Geometry, Various Basic Math Courses, Algebra I, Probability & Statistics, Trigonometry
- 1977 – 1979, Lanier H.S. Bexar County (San Antonio, TX) Math Teacher: Geometry, Algebra I, Basic Math
- 1974 – 1977, Highlands H.S. (San Antonio, TX) Math Teacher: Geometry, Algebra I, Basic Math

### GCTM Offices/Committees:

- Treasurer 2000-Present
- Conference Chair, 2000
- Director of Finance, Georgia Mathematics Conference (Rock Eagle) 1997-Present
- Regional Representative to the Executive Board, 1990 91
- East Central Region President, 1986 87

### Other Professional Organizations and Offices:

- Member NCTM, NSTA, GSTA
- Frequent presenter at state and regional meetings of NSTA and GCTM
- C.S.R.A. Mathematics Collaborative, Member 92-99; Chair 95-96
- Participant, NASA Teacher In Space Program, 85-86
- Math Club Sponsor/Coach 1979- '90 at Butler H.S. (Richmond County, GA) and the Alleluia Community School

### Honors:

- 2010 and 2011 STAR Teacher
- 2006 Gladys M. Thomason Award for contributions to mathematics education
- 2003 Georgia Science and Mathematics Roundtable Award
- Recognized as A Distinguished Physics Teacher by the American Physical Society at its Centennial meeting in March 1999
- 1999 State winner (GA) in *Compaq's Teaching with Computer Technology Grant Program*



**Name:** Desha Williams

**Present GCTM Position:** 2011 Program Committee Member

**Universities Attended and Degrees Held:**

Georgia State University, Ph.D. in Teaching and Learning in Mathematics Education

Georgia State University, M.Ed. in Mathematics Education

Morris Brown College, B.S. in Mathematics

**Professional Experience (list most recent first):**

Assistant Professor of Mathematics Education, Kennesaw State University, 2007 - present

Clinical Instructor of Mathematics Education, Georgia State University, 2003 - 2007

Secondary Mathematics Teacher and Department Chair, Rockdale High School, 1999 - 2003

**GCTM Offices/Committees:**

Director of Exhibits, Conference Committee, 2007 - 2009

Member, Program Committee 2006

**Other Professional Organizations and Offices:**

NCTM Affiliate Services Committee Chair, 2010 - 2011

NCTM Southern Region 1 Affiliate Services Representative, 2008 - 2011

NCTM Local Arrangements Committee, Co-Director of Student Exhibits, 2006

Advancing the Teaching of Science and Mathematics Center Task Force and Governing Committee,  
2009 - present

**Honors:**

Distinguished Dissertation in Teacher Education, 2008, Georgia Association of Teacher Educators

Principal Investigator of \$896,000 National Science Foundation Grant, Increasing Mathematics Teachers for ALL  
Students - 2009

Advancing the Teaching of Science and Mathematics Fellow – 2010 - present

## Vice President for Advocacy (2 candidates – Vote for One)



**Name:** Shelly Allen

**Present GCTM Position:** GCTM Member

Ph.D. - Mathematics Education, University of Georgia, Athens, Georgia, 2010  
Ed.S. - Mathematics Education, University of Georgia, Athens, Georgia, 2007  
M.Ed. - Middle Grades Education, Augusta State University, Augusta, GA, 1994  
B.S.Ed. - Mathematics Education, University of Georgia, Athens, Georgia, 1989

### **Professional Experience:**

2010 – Present - Part-time Instructor, Mathematics, Augusta State University, Augusta, Georgia  
1997-Present - Coordinator of Mathematics, Grades K-12, Richmond County School System, Augusta, Georgia  
1995-1996 - Teacher, Mathematics, Grade 6, Spirit Creek Middle School, Hephzibah, Georgia  
Teacher, Mathematics and Science, Grade 7, Hephzibah Middle School, Hephzibah, Georgia  
Teacher, Mathematics and Science, Grades 9-12, Hephzibah High School, Hephzibah, Georgia

### **GCTM Offices/Committees:**

GMC Director of Records (2003 – 2005)

### **Other Professional Organizations and Offices:**

Association of Mathematics Teacher Educators  
Association for Supervision and Curriculum Development  
Georgia Council of Supervisors of Mathematics, Secretary (2002 – 2004)  
Mathematics Education Student Association  
National Council of Teachers of Mathematics  
National Council of Supervisors of Mathematics

### **Honors:**

- \*Selected to attend Center for Proficiency in Teaching Mathematics (CPTM) Summer Mathematics Professional Development Institute, Ann Arbor, Michigan, 2004
- \*State Team of the Year Member, Georgia Middle School Association, Implementing Successful Middle Instructional Strategies, 1994
- \*Teacher of the Year, Hephzibah Middle School, Outstanding Georgia Teacher, 1994
- \*Honor Roll Teacher, Association of Science Technology Centers, Improving Science and Math Education, 1994
- \*Georgia Math and Science Roundtable Award, GCTM, Outstanding Georgia Math Teacher, 1993
- \*Excellence in Teaching Math, Georgia Institute of Technology, Outstanding Georgia Math Teacher, 1993



**Name:** Claire Pierce

**Present GCTM Position:** None

**Universities Attended and Degrees Held:**

UGA BA Math

UGA MEd. Math

**Professional Experience:**

Dekalb College 12 years

Duluth High School 16 years

Math Specialist 4 years

GaDOE Mathematics Program Manager 3 years

**Honors:**

Teacher of the Year (Duluth HS)

*Now on sale at [gctm.org](http://gctm.org)!*

## **The Georgia State Mathematics Tournament Book**

*Only \$25.00*

This book includes all GCTM State Math Tournaments from the years 2005 through 2010. All the written tests, individual ciphering, and pair ciphering, with full solutions are available in this book. The book can be used for motivated students on their own, or as a resource for teachers to use with Math Teams. Each problem is included in a topic index so students may practice certain topics, or for teachers to use certain problems as to challenge students in the classroom.

More volumes in this series, beginning with a volume including the years 1998 through 2004 are forthcoming.

To purchase, go to [http://www.gctm.org/tournament\\_book](http://www.gctm.org/tournament_book).

**Vice President for Constitution and Policies (2 candidates – Vote for One)**



**Name:** Patti Barrett

**Present GCTM Position:** Secretary

**Universities Attended and Degrees Held:**

Valdosta State BS

Valdosta State M Ed

Georgia Southern Ed S

**Professional Experience (list most recent first):**

Valdosta State University full-time 2008-present

Valdosta State University part-time 1974-2008

Lowndes High School 1970-2006

**GCTM Offices/Committees:**

Secretary

GMC Chair

GMC Registrar

GMC Treasurer

District President

**Other Professional Organizations and Offices:**

Lowndes Association of Educators President, Treasurer, Legislative Chair

Georgia Association of Educators

National Education Association

National Council of Teachers of Mathematics

**Honors:**

Gladys M. Thomason Award GCTM

STAR Teacher

Teacher of the Year Lowndes High



**Name:** Emam Hoosain

**Present GCTM Position:** Regular Member

**Universities Attended and Degrees Held:**

The Ohio State University	Ph. D.
London University, England	M.A.
University of Guyana	B. A.

**Professional Experience (list most recent first):**

Augusta State University	2000-2011
University of North Carolina, Asheville	1994-2000
St. Cloud State University, MN	1993-1994
University of Guyana	1981-1989
Elementary, Middle and High School Teacher, Guyana	1966-1981

**Other Professional Organizations and Offices:**

Member of NCTM, GCTM, NCCTM

# Call for Manuscripts

***Topics:***

GPS implementation manuscripts are needed. For example, instructional strategies to teach GPS, GPS implementation issues, working with special populations in a GPS environment and sample student task solutions are some of the ideas of interest.

***Teaching Tips Ideas:***

Share with your fellow teachers a pearl of instruction or assessment wisdom you have used in your classroom. Topics include how to design and implement effective warm-ups, strategies for implementing journal writing, etc. Manuscripts published in this section are typically one page in length.

## Secretary (2 candidates – Vote for One)



**Name:** Lynn Janes

**Present GCTM Position:** None

### **Universities Attended and Degrees Held:**

Wesleyan College, Macon, GA (1987 – 1989)

Armstrong State College, Savannah, GA, 1992, Bachelor of Science in Mathematical Sciences, with a minor in Education

Albany State University, Albany, GA, 1999, Master of Arts in Mathematics Education

Valdosta State University, Valdosta, GA, ABD in Curriculum and Instruction

### **Professional Experience (list most recent first):**

K – 12 Mathematics Coordinator, Bibb County School District, 2008 - present

HS Math Teacher, Lee County High School, Lee County School District, 1995 - 2008

Adjunct Professor, Darton College, Albany, GA, 2005 - 2006

HS Math Teacher, Copperas Cove High School, Copperas Cove Independent School District, Texas

### **GCTM Offices/Committees:**

### **Other Professional Organizations and Offices:**

Georgia Council of Supervisors of Mathematics

National Council of Teachers of Mathematics

National Council of Supervisors of Mathematics

Association of Supervision and Curriculum Development

National Staff Development Council

### **Honors:**

2010 Cambridge Who's Who

National Board Certification

Pi Mu Epsilon Honor Society

International Who's Who of Professional Educators, 2002

Alpha Lambda Delta Honor Society



**Name:** Debbie Kohler

**Present GCTM Position:** None

**Universities Attended and Degrees Held:**

Kennesaw State University; EdD –Teacher Leadership – Adolescent Ed Mathematics MSAS – Applied Statistics

Kennesaw State University – EdS – Teacher Leadership – Adolescent Ed -Mathematics

Lincoln Memorial University – EdS – Educational Leadership

Georgia State University – Alternative Mathematics Certification -Master’s Level

MS – Consumer Economics University of Georgia – 1981

BS – Home Economics – University of Georgia – 1980

**Professional Experience (list most recent first):**

Woodstock High School 2010 - present

Sequoyah High School 1990-2010

Kennesaw State University – adjunct teacher – 1990-2000; 2011 -

Cherokee County Teacher on Special Assignment – Math Curriculum 2005-2206

Cherokee High School – 1988 - 1990

Decatur High School 1986-1988

**GCTM Offices/Committees:**

Frequent presenter – Georgia Mathematics Conference

GCTM Workshop Leader – “Preparing to Take the Praxis in High School Mathematics”

**Other Professional Organizations and Offices:**

GAAPT – Awards Chairperson 2010 - present

Council for Presidential Awardees in Mathematics

American Statistical Association

National Council for Teachers of Mathematics

North Carolina Association of Advanced Placement Mathematics Teachers

**Honors:**

GCTM-High School Teacher of Excellence Award - 2009

Woodstock Kiwanis Club April Apple Teacher Award 2009

Raytheon Regional Math Hero Award Winner - 2008

2004 USA Today ALL AMERICAN TEACHER Team Member

Presidential Award for Excellence in Math and Science Teaching 2002

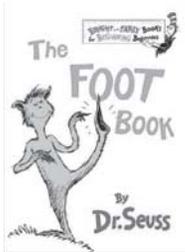
# Judy's Bookshelf

by Judy Chambers  
Independent Math Consultant  
[judychambers100@hotmail.com](mailto:judychambers100@hotmail.com)

## Books that make good math even better

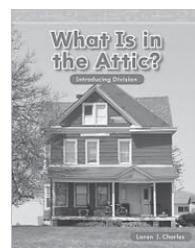
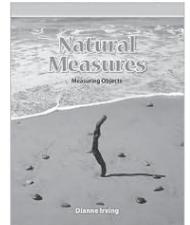
Are you looking for a good math literature book to help introduce your math vocabulary? Or maybe you want to demonstrate how a concept relates to real life. Do you need a great activation activity to introduce a concept or lesson? Children all love a good story and it's a great way to start any lesson, regardless of the subject. Stories give students a chance to see the skill without having to use it yet. They can see how it might relate to their own life and why it can be important to learn. Math literature books offer that opportunity. There are plenty of them out there and new ones coming out daily. And I love sharing them with you. I've said it before and I'll say it again, nothing starts a math lesson any better than a math literature book. It also gives you a chance to introduce and reinforce math content vocabulary. Books can also serve as a springboard for writing activities.

Developing math content vocabulary is such a critical issue in every grade level. Students that struggle with the vocabulary of the subject are usually the same ones that struggle with our testing program. They can't answer questions if they don't understand what the question is asking. By involving math literature in your teaching helps a student see those words and provides them another opportunity to learn them in context. But enough of this, let's look at some books.

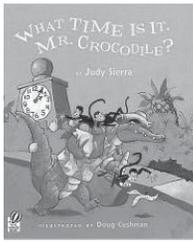


A long time classic book, *The Foot Book*, by Dr. Seuss (1968, Random House) can initiate a lot of learning, especially for the lower grade students. After reading this delightful story about all kinds of feet, let students search magazines for feet pictures of all kinds: animals, children, adults, etc. Have them sort them and then explain the criteria for the each sort. Students can trace their feet and compare them by size. Discuss why some feet are larger than others and why feet are not a good source of standard measure. Let them trace their feet, measure the length of objects and compare the results with a partner. This would be a good introduction to non-standard measure. You could have students create their own Foot Book with drawings or pictures from magazines. Create a chart sorting animals by feet; 2 feet, 4 feet, 8 feet.

Another book on measurement that students will enjoy is *Natural Measures* by Dianne Irving. (2008, Teacher Created Materials Publishing) Unlike *The Foot Book* this book is informational in nature and deals with measurement then and now. Filled with real life pictures students can see how measures are taken in the everyday world. It covers measuring length, distance, volume, weight, and time. Throughout the book the story stops and poses a math question involving the context they just read. This shows them how measurement can be used around them. It looks at measuring then and now and offers a problem solving activity at the end. Filled with vocabulary terms that are in bold print for easy identification, the book also offers a glossary, index, and answer key. I like this book as it provides a good overview of how measurement has evolved over the ages. This book could also be used in part to introduce one aspect of measurement, such as length or weight.



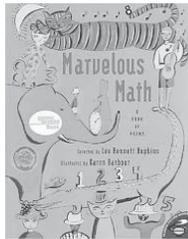
If you are introducing division to your students, there's a cute book entitled *What Is In the Attic?* by Loren I Charles (2011, Teacher Created Materials) that children will enjoy. The book is about 2 children that are going to spend time at their grandparents house, helping them get ready for a garage sale in preparation for a move. The book is full of pictures showing their adventure as they help sort out the old items in the attic. Questions are posed throughout the book that help children use math to solve problems in the book. After the story students will find a glossary and an index to help them understand and locate key vocabulary words in the story. The book also provides answers to the math questions in the story. The story revolves around a real life situation that students can relate to with their family. Let them write stories about a garage sale their family had or compile one as a class and tell what items they might find in their attic or basement. Sort those items into groups.



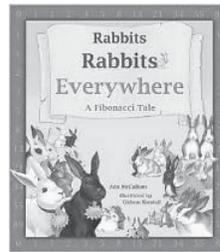
If your younger students are learning to tell time a silly little book that they would enjoy is ***What Time Is It, Mr. Crocodile?*** by Judy Sierra. (2007, Voyager Books by Harcourt) Every night Mr. Crocodile makes plans for the next day and every day the monkeys work to bamboozle those plans. The book is

lighthearted, written in rhyme and full of colorful pictures that will make any child laugh. This is a fun story that can be followed up by having the classes make a schedule of things they will do the next day. This would be a cute book to read as you are concluding a time unit. Every two-page spread has a clock somewhere in the picture. Have students locate the clock and tell you the time it is showing. All of the clocks are on the hour so younger students should be able to read the times. You could follow this up by having students make their own schedule of what they would be doing one Saturday from the time they get up until they go to bed. This is a very entertaining book for young children.

I know teachers are always looking for ways to integrate subjects together. ***Marvelous Math A Book of Poems*** by Lee Bennett Hopkins (2001 Aladdin Paperbacks) offers a collection of 16 poems about math. Many schools have recitation competitions each year, so why



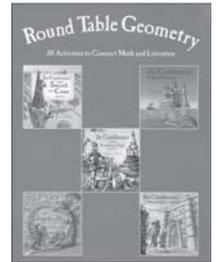
not let students memorize a math poem. One of my favorites in the book is from *Take a Number* by Mary O'Neill. It offers a view of a world without numbers and will make students think how important numbers really are in their life. Another cute one is by Hopkins and it is called *Fractions*. Even if you just want to share them with your class for enjoyment, it will get them thinking of math in a different perspective. For older students, challenge them to write their own poem about math.



***Rabbits Rabbits Everywhere A Fibonacci Tale*** by Anne McCallum (2007 Charlesbridge) is a clever little story about rabbits taking over the gardens and eating the cabbage and beans. The townspeople want it stopped and are ready to pay the Pied Piper to rid the town

of the rabbits. But the power of the Fibonacci pattern proves that the Piper is not needed after all. The story and the illustrations are delightful. After reading the story and learning more about Fibonacci numbers, challenge the students to create their own "Fibonacci Tale" to share with the class.

For those of you that own or use Cindy Neuschwander's *Sir Cumference* books, check out the ***Round Table Geometry*** book by Elena Dworkin Wright (2007, Charlesbridge). This book offers 32 pages of activities to use with the *Sir Cumference* books. It includes a Story Map, a board



game, graphing, measurement activities and more. The book is filled with blackline masters to save you time creating and designing. There are 30 different activities so you should be able to find numerous activities that will add interest to your lessons. The book can be purchased or found online at <http://www.charlesbridge.com/school/pdf/activities/RoundTableMasters.pdf>

Until next time.....Happy Math reading!

## Call for Reviewers

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# Making Mathematics FUN

## Dr. Rock's Math Mystery

by David Rock  
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### Elementary Brain Teaser

#### From Last Issue

##### Not a Clue

Four men sat down to play,  
They played all night until the break of day,  
They played for money and not just for fun,  
With separate scores for each one,  
When they came to square accounts,  
They all had profited quite nice amounts,  
This paradox is puzzling and we would like you to explain,  
Just how that no one lost yet they could all possibly gain.

##### Not a Clue Solution:

All four men are musicians. Scores are the key. Score represents sheets of music to a musician.

#### New One!

##### Furry Friends

The sum the weights of a dog and a cat is 27 pounds. The dog weighs an odd number of pounds. Each animal's weight is an integer. If he weighs twice as much as she does, what are the weights of the dog and the cat?

### Challenge Round

#### From Last Issue

##### Two Reciprocals

Find the sum of the reciprocals of two real numbers, given that these numbers have a sum of 50 and a product of 25.

##### Two Reciprocals Solution: 2.

Let  $x$  be one number and  $y$  be the other. Then  $x + y = 50$  and  $xy = 25$ . Then  $1/x + 1/y$  is what you are looking for.  $1/x + 1/y = y/xy + x/xy = (x + y)/xy$ . Since  $x + y = 50$  and  $xy = 25$ , then  $(x + y)/xy = 50/25 = 2$ . Remember, this problem does not ask for  $x$  or  $y$ , but only the sum of the reciprocals of the numbers.

#### New One!

##### Serious Sevens

How many seven digit numbers contain the digit seven at least once?



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## ISTE

June 27-29, 2011

Philadelphia, PA

## GCTM Conference

October 19-21, 2011

Rock Eagle, GA

## GaETC

November 2-4, 2011

Atlanta, GA

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