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A Publication of the Ohio Council of Teachers of Mathematics

www.ohioctm.org
25 Years of Experience Embedding Mathematical Thinking in Course Materials

CPM Educational Program has been supporting the mathematics education community for 25 years through exemplary curriculum for grades 6 through calculus and comprehensive professional development.

The CCSS Standards for Mathematical Practice challenge students to think like mathematicians. How is this different from what is happening in your classroom now?

CPM Engages Students
We enrich the problem by embedding the Standards for Mathematical Practice. We make the problem more engaging! We add ambiguity.

CPM Problem:
If the image of George Washington’s face on Mount Rushmore is 60 feet tall, what is the length of his nose? How did you get your answer?

Routine Problem:
Assume that George Washington had a face that was 9 inches long and a nose that was 2.75 inches long. If the face of George Washington on Mount Rushmore is 60 feet long, how long is his nose?

Can the students DO the CPM problem?
Yes, they can. Give them time to think. How can students find a solution? What tools can they use? What information might they gather?

CPM Supports Educators
Our professional development is a model for how we expect CPM math classrooms (all classrooms, really!) to look. The teachers are actively engaged while they are learning about the methodology and content of the CPM courses. Teachers are doing mathematics and discussing the issues that are at the heart of conducting a student-centered, problem-based course.

CPM Offers
- CCSS-aligned Grade 6 - Algebra 2 / Integrated III courses
- PreCalculus and Calculus courses
- Mixed, spaced practice that supports long-term retention of skills, concepts, understanding, and mathematical thinking
- Professional development (part of each adoption) conducted by CPM mentor teachers that supports local teachers through the transition period
- Join Ohio schools and teachers in 40 other states that use CPM

Learn more about CPM
- Learn more about CPM by visiting our website, www.cpm.org
- Regional Coordinator: lonniebellman@cpm.org

CPM Educational Program
More Math for More Students
Ohio Journal of School Mathematics Call for Manuscripts

The Ohio Journal of School Mathematics is the journal of the Ohio Council of Teachers of Mathematics. It is intended to be a medium for teachers from elementary to college level to present their ideas and beliefs about the teaching and learning of mathematics. Mathematics educators at all levels are encouraged to submit manuscripts for upcoming issues of the Journal. Although research studies are not emphasized in the Journal, practical application of research implications is appropriate.

Guidelines for Manuscripts and Activities

Manuscripts should be double-spaced with one-inch margins, 11-point Times New Roman font, and a maximum of 8 pages. References should be listed at the end of the manuscript in APA style. Please include appropriate information such as author, journal or book title, publisher, date, and pages.

Original figures, tables, and graphs should appear embedded in the document. Please do not use text boxes, footnotes, or head-notes.

Only an electronic copy is required. The electronic copy should be in Word. The electronic copy should be submitted via an email attachment to elaughba@math.ohio-state.edu. Author name, work address, telephone number, fax, and email address must appear on the cover sheet. No author identification should appear on manuscripts after the cover sheet. (The editors of the Ohio Journal of School Mathematics use a blind review process for manuscripts. Classroom activities are not peer reviewed, but undergo a rigorous revision process in consultation with the editors.)

Submit manuscripts to Ohio Journal of School Mathematics, Journal Editor.

The article content of the Ohio Journal of School Mathematics does not necessarily represent the views of the Ohio Council, and all opinions expressed therein are those of the authors.

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From Quiet Straight Lines to Noisy Grouped Students: Creating Math Discussions

Monica Gonzalez, University of Houston

The Fishing Optimization Problem: A Tour of Technology in the Teaching of Mathematics Dedicated to Bert Waits and Frank Demana

James Schultz, Ohio University
Michael Waters, Northern Kentucky University

Mentoring Teachers: There’s an App for That!

Michelle L. Frederick, Brown Middle School
Scott A. Courtney, Kent State University

Endangered Species: A Population Simulation

Diana Cheng, Towson University
David Thompson, Bayard Middle School

Toward a Proof of the Chain Rule

Joe Gerhardinger, Notre Dame Academy

A Model for Enhancing Mathematics Teacher Preparation

Daniel J. Brahier, Bowling Green State University
Jonathan D. Bostic, Bowling Green State University

The Importance of Ethnomathematics in the Math Class

Alex Brandt, University of Saskatchewan
Egan J Chernoff, University of Saskatchewan

Contest Corner: Increasing Classroom Discourse and Computational Fluency through Number Talks

Debbie Kuchey & Michael Flick, Xavier University
The 65th OCTM Annual Conference will be held at the newly enlarged state-of-the-art Sharonville Convention Center near Cincinnati Ohio. Free parking is available at both the Convention Center and at the Hotels – LivINN Suites and Fairfield Inn & Suites by Marriott.

More information will be coming later on the OCTM website [http://www.ohioctm.org/](http://www.ohioctm.org/).

Stay updated by following us on FaceBook and Twitter [@ohioctm](http://twitter.com/ohioctm). If you have any questions, please contact Judy Gerwe at jagmath@aol.com or Chris Supinger at Christine.Supinger@gmail.com