Ohio Journal of School Mathematics

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MODULAR MATH – FIFTH GRADE
Bethel Hooven

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Wayne R. Scott

A WINDOW ON THE VIEWS OF OHIO ALGEBRA TEACHERS:
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A GRASSROOTS SUMMER MATH CAMP BY TEACHERS
FOR TEACHERS
Duane Bollenbacher

ALGEBRA II SHOULD BE FUN, TOO
Donna Hoch
Guidelines for manuscripts

1. Typewritten, double-spaced, 8.5 x 11 with one-inch margins, sources should be cited with footnotes, and pages numbered.

2. Name and address as you want them to appear in the Journal should be included. Work and home phone numbers may be helpful, too.

3. Except for fillers and notes, all material will be refereed, double-blind.

4. Drawings in black ink, photos glossy black-and-white.

5. Preference will be given to short (1–5 pages), well-written articles. Material should be directly useful to teachers. Standard research format is not appropriate—implications of research might be. Time-fillers are always welcome. Interesting letters to the Editors may be used, perhaps with editing. Puzzles, games, recreations, and oddments will be fitted in when possible.

6. We are looking primarily for articles directed to teachers in grades K–12; secondarily, for material useful to math ed profs and math supervisors.

THE OHIO COUNCIL OF TEACHERS OF MATHEMATICS

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MAKE CHECK PAYABLE TO OCTM AND MAIL WITH THIS FORM TO:
Sister Mary Theresa Sharp, SND, OCTM Membership Secretary, Notre Dame Educational Center, 13000 Auburn Road, Chardon, OH 44024
The students are told to find the distance between points A and B given the coordinates are A (2, 4, -1) and B (5, 8, 11).

They set up the formula, substitute, and solve as follows:

\[ d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2 + (z_2 - z_1)^2} \]

\[ d = \sqrt{(5 - 2)^2 + (8 - 4)^2 + (11 - 1)^2} \]

\[ d = \sqrt{3^2 + 4^2 + 10^2} \]

\[ d = \sqrt{9 + 16 + 100} \]

\[ d = \sqrt{125} \]

\[ d = 13 \]

Since the formula will work for any value of "a", the teacher may use any integral or fractional number. There is no limit to the quantity or kind of problems that can be presented to the student.

After you are satisfied that the student has mastered the new concept you can formulate problems that do not fit the a, a+1, a(a+1) format and be reasonably sure you will not get a perfect square.

As near as we can determine, this new formula in the form we have presented is unique. We have shared with you the reason why it was developed; to know how it was developed please feel free to contact me.

THANK YOU, REFEREES

We greatly appreciate the work our referees have done in reading manuscripts, providing different perspectives, suggesting changes and additions, and polishing the prose. The Journal is much stronger because of their contributions.

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