

# Do-it-Yourself Professional Development

- Introduce yourself to your neighbor!
- Tell them one resource (book, worksheet, website, content provider, etc) you cannot live without 😊

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# Think-Pair-Share

- What kind of materials can you expect to find online?
- What kind of materials can you not expect to find online?

# Making Teaching a Public Good

- “Observe” other master teachers
- Get “observed” and feedback on your lessons

# Teaching Skills- Improving My Craft

○ Develop student explanatic skills

○ Strengthen student's numb fluency

○ Engage students through technology and real-world

○ Incorporate history and the arts!

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**dy/dan**  
less helpful

Posts Comments Get Posts by E-mail

## Hibernating + Open Thread

January 22nd, 2015 by Dan Meyer

A reader via email:  
| Blog monster hungry. Feed me.

My name is **Dan Meyer** and I like to teach.

## Quadrant Dan

Be curious

HOME ABOUT AUTHOR'S CHOICE OTHER FOLKS

### Day 95: A bit of everything

f(t)

Friday, January 23, 2015

### On Making Them Figure Something Out

Often when I don't really know a great way to teach something, I end up defaulting to Making Them Do Something and Making Them Notice Something, and then finally Making Them Practice Something. I think lots of people do, and it's not bad. It's loads better than Telling Them Something, and it's certainly better than Children with Nothing To Do. But lots of times, the learning that comes out of MTDS and MTNS doesn't really stick that great. They can maybe do an exit ticket, but ask them a question that relies on The Thing in a week, and you just get a bunch of blank stares. So in my planning, I'm taking as a signpost Making Them Figure Something Out or MTFSO. I think the best existing curricula *depend* on MTFSO, and it must be nice to be working with one of those.

So here's an example: the discriminant in Algebra 2, or said another way "What kind of roots does this quadratic equation have?" We're not particularly concerned in Virginia with them being able to define

Kate Nowak

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been using openers as more of a tool for review than anything, and I get caught up in all the madness of deadlines and content

# Worksheets- Developing Explanations

➔ [Math Hospital](#)

➔ [Finish the work](#)

# Video -Strengthening Number Fluency

➔ Counting circles (mental math anyone?)

# Online Activities- Engaging with Tech

- ➔ Desmos + Dan Myer =  
AWESOME
- ➔ 101qs / 3-Acts

# Incorporating History and the Arts

➔ [The Peabody Chronicles](#)

➔ [Hallmark Project](#)

# When the Going Gets Tough

➔ [Ben Orlin's "Drawing on Math"](#)

# Exit Ticket

- If you don't have a Twitter, GET ONE! Seriously.
- Exchange a twitter/blog address/email address with your neighbor
- Commit to posting and giving feedback about one new lesson this week! Extra credit if it's based on something you learned at NCTM 😊
- Fill out the survey on the NCTM App/ website 😊

# My Go-To Master Teachers to “Observe”

[Dan Meyer](#) – Great starting point

[Chris Danielson](#)

[Talking Math w/ Your Kids – a parent’s perspective](#)

[Dan Burfeind- He blogs EVERY DAY!](#)  
(Alg and Geo)

[Kate Nowak](#)

[Bree Pickford-Murray](#)

[Fawn Nguyen](#)

[Tina Cardone](#) – also has an awesome book called Nix the Tricks

[Michael Pershan](#)

[Andrew Stadel](#)

[Andrew Shauver](#) – has some awesome investigative/inquiry activities for geo/calc

[Brian Miller](#)

[Jimmy Pai](#) – very thoughtful about assessment

[Cheese Monkey](#)

[Sam Shah](#)

[Shawn Cornally](#) – Awesome PBL reflections

[Joe Schwartz](#) – especially for elementary

[Kelly O’Shea](#) – awesome whiteboarder

[Geoff Krall](#) – GO CHECK OUT HIS PBL-BASED UNITS

[Sadie](#)

[Justin Lanier](#)

[Matt Vaudrey](#)

Check out #MtBOS – here is a directory of teachers who are opening their classrooms to everyone!

<https://sites.google.com/site/mtbosdirectory/>