Teachers Teaching with Technology™
Professional Development from Texas Instruments

Professional Development Webinars

Deep Dive Into TI-84 Plus Technology Series, No. 2: Modeling with Tables, Geometry, and Trigonometry

Fall 2018

education.ti.com/tiwebinars

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Moderator Bio

Mike Houston

T³ National Instructor
Riverside High School
Ellwood City, PA

Mike is in his fourteenth year of teaching high school mathematics in Ellwood City, PA. While participating in a TI-Navigator™ Fast-Track in 2007, he learned how technology can effectively cultivate students' wide range of learning styles. During this time, Mike has served as a T³ National Instructor and a contributing author for MathForward™.

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Panelists' Bios

Karen Campe

T³ National Instructor

New Canaan, CT

karen.campe@gmail.com

Karen was Instructor of Mathematics Education at Yale University for 15 years and previously taught high school and middle school mathematics for 13 years. She has been a T³ National Instructor since 1998, and has been an author of materials for summer workshops and TI instructional websites. Karen speaks often on how to use technology effectively to enhance student understanding.

Twitter: @KarenCampe

Blog: karendcampe.wordpress.com

Debbie Poss

T³ National Instructor

Marietta, GA

deborah.poss@gmail.com

Debbie believes she has the best job in the world - teaching high school math! She is starting her 41st year teaching at Lassiter High School in Marietta, Georgia where she uses graphing technology daily to engage students. An active member of GCTM, she has been a part of the T³ family since 1995, presenting annually at conferences, providing professional development workshops, writing mathematical tasks and serving as a consultant for Texas Instrument products.

Twitter: @debbielovesmath

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Agenda

- Welcome & Introductions
- Join us for a deep dive into advanced capabilities of TI-84 Plus technology and how it can be used as a tool for inquiry.
- We will share activities using tables and lists to explore topics in Geometry, Trigonometry, and Algebra 1 & 2.
- Explore different representations for growth and multiple ways to investigate invariants.
- Discuss strategies for questioning that foster inquiry and how to summarize inquiry learning experiences to “make it stick.”

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Expected Outcomes:

- **Using** tables as a dynamic tool to examine growth
- **Exploring** patterns and trigonometry
- **Using** the Cabri™ Jr. geometry App to explore invariants

Using TI-84+ as Tool for Inquiry

- Include Open-ended Qs & scenarios without Qs
- Capitalize on Multiple Representations
  - ✓ Vary order of presentation
- Active engagement with a scenario
  - ✓ Do the math, don't just view the math
  - ✓ Written record of "rough draft" notes and ideas
- Thinking time: *Don't steal another student's opportunity to think by talking too soon.*

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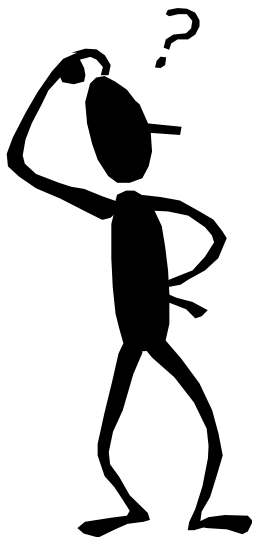
Ask Good Questions!

- What do you observe?
- What questions could be asked about this…

  [graph] [table] [diagram]…
- What more information do you want to know?
- What changes, what stays the same?
- What is in common, what is different?
- Explain to a classmate / younger student.
- Convince me that …
- What would happen if …?
- When will … be true?



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Making It Stick

1. Record thinking & work on written handout.
2. Encourage REFLECTION.
3. Connect to other mathematical knowledge.
4. Help students clarify thinking to themselves & others, oral/written & SELF-EXPLANATION.
5. SUMMARIZE important results in writing after learning activity (by teacher or students).

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