



Index

A

About Mathematics (Web site), 50
Absurd Math Interactive (Web site), 52
Activities, *See* Math lessons/activities
Africa Counts: Number and Patterns in African Culture (Zaslavsky), 234
After-school math help, providing, 73–75
Agendas, 127
Agnesi to Zeno: Over 100 Vignettes from the History of Math (Smith), 234
Algebra Help (Web site), 52
Algebra tiles, 42
All-purpose binder, 79
American Education Week, 231
American Federation of Teachers (AFT), 11
American Mathematical Society (AMS), 10
Anchor activities, 229
Arriving to school early, 7
Assessment, 264–273; evaluating results of, 276–277; formative, 264; summative, 264–265; through classwork, 271–272; through group activities, 267–268; through homework, 272; through math notebooks, 268–269; through math portfolios, 270–271; through math projects, 269; through open-ended problems, 266–267; through tests and quizzes, 265–266; through writing, 270
Assignment pads, 127
Association for Supervision and Curriculum Development (ASCD), 10

Association for Women in Mathematics (AWM), 10
At-risk students, 162–164
Attendance taking, 118
Attention deficit disorder (ADD), 159–162
Attention deficit hyperactivity disorder (ADHD), 159–162
Attribute blocks, 42
Auditory learners, 206; and cooperative group work, 246; and demonstrations, 245; and field trips, 246; and graphic organizers, 246; and guest speakers, 246; and lecture/examples, 245; and presentations, 245; and questions/answers, 245; and reading aloud to students, 246; and reviews, 246; and student presentations, 246; and technology, 246; and visual aids, 246
Awesome Library (Web site), 50

B

Babel Fish (Yahoo!), 167
Back-to-school night (open house), 48, 78, 141, 301, 311, 314–317; Parent-Guardian Sign-In Sheet (form), 318
Base 10 blocks, 42
Basic Course of Study Planning Guide (form), 212–214
Behavior contracts, 289–291; Sample Behavior Contract (form), 291
Best Web Quests (Web site), 49
Binders: all-purpose, 79; for math notebooks, 136–137; math teacher,

79, 80, 92, 96, 108, 212; student, 30, 31, 141, 289
Body language, 251–252
Bulletin boards, 28
Bullying, 150–151
Burnout, 329–336; avoiding/overcoming, 331–333; causes/symptoms of, 329–331; Student Course Evaluation Form, 334

C

Calculators, 46–47, 120–121, 206, 257
Career Ideas for Kids Who Like Math (Reeves), 235
Cell phone use, 300–301
Centimeter cubes, 42
Chain of command, 56–57
Challenged grades, 279–280
Cheating, 303–304
Cheerleader role, committees, 61
Circles of Me activity, 111–113; form, 113
Clarifier role, committees, 61
Class lists, 19–20
Class Notes Online (Web site), 49
Classroom: at-risk students, 162–164; building a positive environment for, 145–171; bulletin boards, 146; bullying in, 150–151; cleanliness of, 8, 146–147; cultural diversity, appreciating, 168–169; economically disadvantaged students, 164–165; ESL/LEP/ELL students, 165–167; furniture arrangement, 146; gender and ethnic bias, avoiding, 167–168; gifted students, 152–154; lighting,

- 146; mainstreamed special-needs students, 154–158; materials/supplies/equipment, 146; math anxiety, helping students overcome, 169–170; models, 146; organizing, 84–85; physical classroom, 145–147; posters in, 146; repainting, 145; repairing, 146; respect/courtesy in, 147–149; sharing, 86; students with 504 plans, 158–159; students with attention deficit disorders, 159–162; underachieving students, 154
- Classroom management, 117–143; agendas/assignment pads, 127; classroom traffic, 125–126; classwork, 128–129; directions, 142–144; efficient classroom routines, establishing, 117–124; ending class, procedures for, 141–142; group work, 129–130; homework, 132–133; How to Work in a Math Group (form), 131; late arrivals to class, 118; materials, distributing/collecting, 119–121; math class overview, 106–109; math do-nows, 127; Math Journal Writing Prompts (form), 135; math journals, 133–135; math notebooks, 136–137; missed work, procedures for making up, 138–141; productive math class, creating, 126–142; quick review for, 143; requests to leave the classroom, 118–119; student computer use procedures, 121–124; taking attendance, 118; Tips for Keeping a Math Notebook (form), 137
- Classroom organization, 84–85
- Classwork, 128–129; assessment through, 271–272
- Clinometer, 42
- Clown role, committees, 61
- Color tiles, 43
- Comments, inappropriate, 302
- Committees, 59–62; characteristics of effective committees, 59–60; cheerleader role, 61; clarifier role, 61; clown role, 61; compromiser role, 61; critic role, 61; dominator role, 61; evaluator role, 61; know-it-all role, 61; leader role, 60–61; recorder role, 61; roles in, 60–62; shirker role, 62; thinker role, 61
- Common math manipulatives, 42–45
- Communication, 178, *See also* E-mail; Voice mail
- Compromiser role, committees, 61
- Computer Etiquette (form), 121, 124
- Computer Sign-Up Sheet (form), 121–122
- Computers, 47–49, 206; Computer Etiquette (form), 121, 124; Computer Sign-Up Sheet (form), 121–122; procedures for using, 121–124; student computer use, 121–124
- Computers of Star Trek* (Gresh/Weinberg), 235
- Conferences, 9, 332; parent-teacher, 319–321
- Coolmath.com, 52
- Cooperative group work, 246
- Copy machine, 8
- Critic role, committees, 61
- Cuisenaire® Rods, 43, 206
- Cultural diversity, appreciating, 168–169
- Curious Math (Web site), 52
- Curriculum, 202–203
- Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics (NCTM), 203
- Cut the Knot (Web site), 50
- D**
- Daily Lesson Plan Format (form), 224–225
- Daily lesson plans, 211–212, 222–228; contents of, 222–223; Daily Lesson Plan Format (form), 224–225; evaluating, 223; Sample Daily Lesson Plan (form), 226–228; saving, 223
- Daily lessons, assessing, 211
- Daily Reminders (form), 81–82
- Decimal Squares®, 43
- Decorating the classroom, 28
- Defiance, 302–303
- Demonstrations, 245
- Derogatory names/classes used in class, 302
- Dice, 43
- Didax Inc., 45
- Differentiating your instruction, 205–207, 296
- Difficult parents/guardians, working with, 323
- Discretion, 176–177
- Dismissing students from class, 141–142
- Disruptions, preventing/dealing with, 192–193
- District math goals and objectives, 3–4, 202
- Diverse learners: addressing the needs of, 205–207; alternative forms of assessment, providing, 207; differentiating your instruction, 205–207; pre-assessing your students, 205; student learning styles, familiarizing yourself with, 206
- Do-nows, 127
- Dominator role, committees, 61
- Dress code, 7
- E**
- E-mail, 6, 7, 15, 19, 34, 39, 47; about assignments, 47; checking, 64, 77, 80; contacting a parent/guardian via, 286–287, 311, 320; filters, 89; folders, 90; program capabilities, 89; responding to a question via, 83; sending progress updates to parents/guardians using, 47; subject line, 90
- Early arrival at school, 7
- Eating/drinking in class, 301
- Education Week* (Editorial Projects in Education, Inc.), 11
- Education World (Web site), 49, 51
- Educator's Reference Desk, The (Web site), 51
- Electronic files, 89–90
- Electronic grade books, 48; and reports of missing work, 141; tips for use of, 278–279
- ELL (English Language Learner) students, 165–167
- Ellis, Julie, 234
- Emergencies: substitute plans for, 94–95
- End-of-the-year evaluation, 70
- Ending class, procedures for, 141–142
- ESL (English as a Second Language) students, 20, 165–167
- ETA/Cuisenaire, 45
- Evaluation, 263–281; of assessment results, 276–277; end-of-the-year, 70; evaluation checklist, 67–69; grading system, devising, 263–264; for math teachers, 65–70; quick review for, 280–281; record keeping, 277–280; standardized math tests, preparing students for, 273–276; student learning assessment, 264–273
- Evaluator role, committees, 61
- Excessive talking: excessive talking, 297–298
- Extra work, providing, 229
- Eye contact, 251
- F**
- Fact Monster (Web site), 52
- Facts About You (form), 109–111

- Fathom Dynamic Data Software™, 48
 Federal Resources for Educational Excellence (Web site), 52
 Field trips, 246
 Figure This! (Web site), 50
 Files: electronic, 89–90; file cabinet, 88–89; organizing, 88–90
 First-day activities, 33
 First-day nervousness: reducing, 104
 First day of school: basics for, managing, 99–106; Circles of Me activity, 111–113; Facts About You (form), 109–111; getting started, 105–106; handing out materials, 115; homeroom, 100–101; introducing yourself, 105; learning about your students, 109; math activity, providing, 114; math class, providing an overview of, 106–109; name cards, 111; number puzzlers, 114; planning, 99–116; quick review for, 115–116; Record of Materials Returned by Students (form), 102–103; Responsibilities of Math Students (form), 107; welcoming students at the classroom door, 105
 First-day preparation, 29–30; communications systems, checking, 34; goal setting, 29; greeting administrators/colleagues/support staff, 18; making copies, 33; observing, 10; paperwork, getting a head start on, 18–19; rules/regulations, 29–32; schedule and class lists, 19–20; seating charts, 20–22; setting up your classroom, 23–28; starting the year early, 15–16; Things to Do Before School Starts (checklist), 17
 First-year math teachers, *See also* Math teachers: first-day preparation, 35–39; handbooks, reviewing, 37; mentor, finding, 37–38; orientation, 36–37; review for before the first day, 38; school layout, learning, 35–36
 504 plans, 158–159, 264
 Formative assessment, 264
 Four-pan algebra balance, 43
 Fraction circles, 43
 Fraction squares, 43
 Funbrain (Web site), 52
 Funmaths (Web site), 52
 Futures Channel, The (Web site), 50
- G**
- Gender and ethnic bias, avoiding, 167–168
 Geo strips, 43
- Geoboards, 43, 206
 GEOFIX®, 43
 Geometer's Sketchpad, 48
 Geometric solids, 43
 Gifted students, 152–154
 Gossip, 7
 Grade books, maintaining, 280, 280–281
 GradeBookWizard, 278
 Grading system, devising, 263–264
 Graduate courses, 6–7
 Graphic organizers, 246
 Great math teachers, traits of, 1–3
 Gresh, Lois, 235
 Group activities, assessment through, 267–268
 Group work, 129–130; checker, 130; group leader, 130; How to Work in a Math Group (form), 131; random groups, creating, 129–130; recorder, 130
 Guest speakers, 246
 Guidelines for Helping Your Child with Math (sheet), 312–313
 Guidelines for Reading Your Math Text (form), 186
- H**
- Habitual lateness to class, 296
 Hall Passes (form), 119
 Handbooks, reviewing, 37
Hands-on Math Projects with Real-Life Applications, Grades 6–12 (Judith and Gary Muschla), 269–270
 Handy Graph, 48
 High School Ace (Web site), 50
 Hillman, Ben, 235
 Homeroom, 100–101
 Homework, 132–133, 230; assessment through, 272; checking, 272
 Homework hotline, 34
 Hook, beginning lessons with, 249
 Hopkinson, Deborah, 234
 Hot Math (Web site), 52
How Big Is It? (Hillman), 235
 How to Become a Successful Math Student (form), 181–182
 How to Improve Your Math Study Skills (form), 184
 How to Prepare for Math Tests (form), 187–188
 How to Work in a Math Group (form), 131
- I**
- I Love Language (Web site), 167
 Inappropriate behavior: addressing, 283–286; attention seeking, 299–300; behavior contracts, 289–290; cell phone usage, 300–301; cheating, 303–304; defiance, 302–303; eating or drinking in class, 301; excessive talking, 297–298; habitual lateness to class, 295–296; inappropriate use of technology, 300; inappropriate words and comments, 302; inattentiveness, 296; incomplete work, 296–297; involving administrators in addressing, 292; major incident report, 293–294; Major Incident Report Form, 294; managing, 283–307; negative actions, avoiding, 285–286; and parents/guardians, 286–288; passing notes, 298; quick review for, 306–307; Record of Parent-Guardian Contact (form), 288; requests to leave the classroom, 297; sleeping during class, 298–299; stealing, 303; vandalism, 304–305; verbal abuse, 305; violence, 305–306
 Inattentiveness, 296
 Incompetech.com, 50
 Incomplete work, 296–297
 Individualized Education Programs (IEPs), 19, 264
 Instructional delivery skills, 250–261; body language, 251–252; interactive whiteboards, 252–253; interruptions, managing, 257–258; learning, monitoring during instruction, 259–260; math manipulatives, 253–254; overhead projector, 252–253; speaking, 250–251; technology, 254–257; traditional board, 252–253; videotaping delivery, 260–261
Instructor (Scholastic, Inc.), 11
 Interaction with students, 173–197; communication, 178; disruptions, preventing/dealing with, 192–193; getting to know your students, 177–181; Guidelines for Reading Your Math Text (form), 186; How to Become a Successful Math Student (form), 181–182; How to Improve Your Math Study Skills (form), 184; How to Prepare for Math Tests (form), 187–188; listening, 178–179; math conferences, conducting, 191–193; math study skills, helping students develop, 183; Math Test-Taking Tips (form), 189–190; math tests, 187–190; math textbook, helping students read, 185–186; professional role, maintaining, 173–177; quick review

- for, 196; student stress, 194–196;
 Tips for Positive Communication in
 Math Class (form), 180
- Interactive whiteboards, 49, 252–253
- Internet 4 Classrooms (Web site), 52
- Internet research, 48
- Internet resources, 50–53
- Interruptions: managing, 257–258;
 minimizing the effect of, 258
- K**
- Kinesthetic learners, 206; and
 cooperative group work, 246; and
 field trips, 246; and investigation,
 246; and math manipulatives, 247;
 and technology, 246
- Know-it-all role, committees, 61
- L**
- Language/tone, 7, 174–175
- Late arrivals to class, habitual pattern
 of, 295–296
- Leader role, committees, 60–61
- Learning, monitoring during
 instruction, 259–260
- Lecture/examples, 245
- LEP (Limited English Proficient)
 students, 20, 165–167
- Lessons, *See* Math lessons/activities
- Limited-English parents/guardians,
 324–325
- Listening, 178–179
- Liter cube, 44
- Literature in math class, 234–238;
 elementary/middle school,
 235–236; high school, 237–238;
 methods of incorporating, 234–235;
 middle school/high school,
 236–237
- Long-term absences, substitute plans
 for, 95
- M**
- Mainstreamed special-needs students,
 154–158
- Major incident report, 293–294; form,
 294
- Makeup Work Calendar, 138–139
- Manipulatives, sources for, 45
- Markle, Sandra, 235
- Materials/supplies, 8; checking, 25;
 distributing/collecting, 119–121;
 double-checking, 104; handing out,
 115
- Math anxiety: helping students
 overcome, 169, 171; Steps to Beat
 Math Anxiety (form), 169–170
- Math Awareness month, 231
- Math Bits (Web site), 50
- Math bulletin boards, 28
- Math classroom, *See* Classroom
 management; Math instruction;
 Math lessons/activities; Math
 teachers
- Math conferences, conducting,
 191–193
- Math Counts (Web site), 50
- Math do-nows, 127
- Math Forum, The (Web site), 51, 52
- Math instruction, 243–261, *See also*
 Instructional delivery skills; diverse
 learners, addressing the needs of,
 244–245; instruction methods,
 245–247; instructional delivery
 skills, 250–261; math teacher as
 facilitator of learning, 243–244;
 motivating your students, 249–250;
 problem-solving skills, fostering in
 students, 247; quick review for, 261;
 Steps for Solving Math Problems
 (form), 248
- Math Is Fun (Web site), 52
- Math Journal Writing Prompts (form),
 135
- Math journals, 133–135
- Math lessons/activities, *See also* Daily
 lesson plans; Unit plans: adjusting
 lesson plans, 232–233; Basic Course
 of Study Planning Guide (form),
 212–214; components of, 205–211;
 critical thinking material, including,
 208–209; curriculum, 202–203;
 daily lessons, assessing, 211;
 designing, 199–242; district and
 school math goals and objectives,
 202; diverse learners, addressing the
 needs of, 205–207; effective,
 designing, 199–242; flexibility, with
 plans, 229; hook, beginning lessons
 with, 249; literature, incorporating
 into the math classroom, 234–238;
 making time for planning, 199–200;
 means for assessment, providing,
 210–211; objectives, 203–204;
 pacing, 229–230; planning pitfalls,
 avoiding, 233–234; presenting with
 a computer, 48; prior knowledge,
 building on, 207–208; problems in
 planning, 229–234; providing on
 the first day, 114; pull-out
 programs, 230–231; quick review
 for, 241–242; resources, 204–205;
 for special days, 231–232; state
 math standards, 201–202;
 technology, incorporating in math
 plans, 209–210; unit plans,
 211–212, 215–222; variety,
- 200–201; writing, incorporating
 into the math classroom, 238–241
- Math Makeup Work (form), 140
- Math manipulatives, 253–254
- Math materials: handing out, 115;
 sources for, 45
- Math Mini Mysteries* (Markle), 235
- Math Motivation (Web site), 51
- Math newsletter, 311
- Math notebooks, 136–137; assessment
 through, 268–269; Tips for Keeping
 a Math Notebook (form), 137
- Math portfolios, assessment through,
 270–271
- Math posters, displaying, 28
- Math projects, assessment through,
 269
- Math Starters! 5- to 10-Minute Activities
 That Make Kids Think, Grades 6–12*
 (Judith and Gary Muschla), 127
- Math study skills, helping students
 develop, 183
- Math teachers, *See also* First-year math
 teacher: after school, 73–75;
 becoming the most effective math
 teacher you can be, 333; burnout,
 329–336; chain of command,
 56–57; committees and teamwork,
 59–62; common math
 manipulatives, 42–45; equipment,
 41–42; evaluations for, 65–70;
 expanding the role of, 325–327;
 extracurricular activities, 75; getting
 along with others, 63–65; materials,
 41–42; mentoring new math
 teachers, 70–73; other teachers,
 working with, 57–58;
 para-educators, working with, 58;
 roles of, 244; sharing, 62–63;
 supplies, 41–42; support staff,
 working with, 59–60; tools of the
 trade, 41–54; working effectively
 with others, 56–59
- Math Teacher's Problem-a-Day, Grades 4–8*
 (Judith and Gary Muschla), 127
- Math Test-Taking Tips (form),
 189–190
- Math tests, 187–190; assessment
 through, 265–266; How to Prepare
 for Math Tests (form), 187–188;
 Math Test-Taking Tips (form),
 189–190; standardized, 273–276
- Math textbook: Guidelines for Reading
 Your Math Text (form), 186;
 helping students read, 185–186
- Math World (Web site), 51
- Math.com, 50
- Mathematical Association of America
 (MAA), 10

Mathematicians Are People, Too, Volumes I and II (Luetta and Wilbert Reimer), 234
 Mathematics Archives (Web site), 50
 Mathematics Benchmarks (Web site), 51
 Mathematics Teacher (NCTM), 11
 Mathematics Teaching in the Middle School (NCTM), 11
 Mathmistakes.info, 52
 Maths Dictionary for Kids (Web site), 52
 Mega Mathematics (Web site), 51
 Mentee, responsibilities of, 72–73
 Mentor: benefits of, 73; finding, 37–38; responsibilities of, 71–72
 Mentoring new math teachers, 70–73
 Microsoft Excel, 48
 Minor misbehavior, 284
 MIRA™, 44
 Mirror, 44
 Missed work, procedures for making up, 138–141; Makeup Work Calendar, 138–139; Math Makeup Work (form), 140
 Motivating your students, 249–250
 Motivational posters, displaying, 250
 Multicultural activities, planning, 168–169
 Multilink® cubes, 44
 MyGradeBook, 278

N

Name cards, 111
 Nasco, 45
 National Council for Education Statistics (NCES) (Web site), 52
 National Council of Supervisors of Mathematics (NCSM), 10
 National Council of Teachers of Mathematics (NCTM), v, 10, 231; focal points, 3, 203; principles and standards of, 2, 3–4, 19, 201–202, 203
 National Education Association (NEA), 11
 National High School Association (NHSA), 11
 National Library of Virtual Manipulatives (Web site), 51
 National Metric Week, 231
 National Middle School Association, (NMSA), 11
 National Science Digital Library (NSDL) (Web site), 51
 NCTM Illuminations (Web site), 51
 No Child Left Behind Act, 3
 Notes, passing, 298
 Number puzzlers, 114

O

Objectives, 203–204
 Observation: dressing for, 69; post-observation conference, 70; pre-observation conference, 65, 69; preparing for, 67; reducing nervousness during, 66; supervisors' styles for, 69
 Off-color jokes/offensive language, 7
 Open-ended problems, assessment through, 266–267
 Open house (back-to-school night), *See* Back-to-school night (open house)
 Operations dice, 44
 Order of Operations, 142
 Organization, 77–97; all-purpose binder, 79; classroom, 84–85; Daily Reminders (form), 81–82; files, 88–90; little things, avoiding from piling up, 83; master schedule for, 77–79; necessary information to maintain, 90–92; paper load, managing, 92–93; practical routines, 79–80; Record of Used Supplies or Malfunctioning Equipment (form), 87; schedule, 83; substitute plans, 94–96; time management, 93–94
 Orientation, 36–37
 Other teachers, working with, 57–58
 Overhead projector, 252–253

P

Paper bills, 43
 Paper load, managing, 92–93
 Paperwork, 8; getting a head start on, 18–19
 Para-educators, working with, 58
 Parent-Guardian Sign-In Sheet (form), 318
 Parent-teacher conferences, 319–321; Parent-Teacher Conference Log Sheet (form), 322
 Parents/guardians: back-to-school night (open house), 314–317; difficult, working with, 323; Guidelines for Helping Your Child with Math (reproducible sheet), 312–313; help to children with math, 312; limited-English, 324–325; making partners, 310–312; Parent-Guardian Sign-In Sheet (form), 318; parent-teacher conferences, 319–321; quick review for working with, 328; working with, 309–328; workshops for, 325, 328
 Passing notes, 298

Pattern blocks, 44
 Patty paper, 44
 PBS Teachers (Web site), 51
 Pentominoes, 44
 Personal hygiene, 174
 Physical classroom environment, 145–147
 Pi Day, 231
 Plastic coins, 43
 Playing cards, 44
 Policies and procedures, 4–6
 Polyhedra dice, 44
 Positive and negative number dice, 44
 Positive reinforcement, 250
 Post-observation conference, 70
 PowerPoint presentations, 48
 Practical routines, 79–80
 Pre-observation conference, 65, 69
 Presentations, 245
 Principles and Standards for School Mathematics (NCTM), 203
 Problem-solving skills, fostering in students, 247
 Procrastination, 9
 Profanity in class, 302
 Professional expertise, maintaining/improving, 9–12
 Professional goals, setting, 12
 Professional journal subscriptions, 11
 Professional library, building, 11–12
 Professional mathematics organizations, 10–11, 332
 Professional obligations, 12–13
 Professional role: appearance, 174; behavior, 175; discretion, 176–177; language/tone, 7, 174–175; maintaining, 173–177; personal hygiene, 174; potential trouble, avoiding, 176
 Professionalism, 6–9
 Progress, evaluating, 263–281
 Pull-out programs, 230–231
 Purplemath (Web site), 51

Q

Questions/answers, 245
 Quizzes, assessment through, 265–266

R

Read Across America Day, 231
 Reading aloud to students, 246
 Record keeping, 277–280
 Record of Materials Returned by Students (form), 102–103
 Record of Parent-Guardian Contact (form), 288
 Recorder role, committees, 61
 Reeves, Diane Lindsey, 235

Reimer, Luetta, 234
 Reimer, Wilbert, 234
 Requests to leave the classroom,
 118–119, 297
 Responsibilities of Math Students
 (form), 106–107
 Reviews, 246
 Rules/regulations, 8, 29–32, 284

S

Sample Behavior Contract (form), 291
 Sample Daily Lesson Plan (form),
 226–228
 Schedule, 19–20; realistic, 83
 School handbook, 35, 284, 295
 School layout, learning, 35–36
 School math goals and objectives, 202
 School policies and procedures, 4–6
 Seating charts, 20–22, 105; Seating
 Chart Grid, 20–21; Seating Options,
 20, 22
 Seminars, 6, 9, 332
 Setting up your classroom, 23–28;
 arrangement of
 furniture/equipment, 23;
 Classroom Sign-Out Sheet (form),
 25, 27; decorating, 28; equipment,
 checking, 23–24; Hall Passes (form),
 25–26; materials/supplies,
 checking, 25
 Sharing, 62–63; classroom, 86
 Shirker role, committees, 62
 Shodor Interactivate (Web site), 51
*Sir Cumference and the Dragon of Pi: A
 Math Adventure* (Neuswander), 234
 Smith, Sanderson M., 234
 Soft Schools.com, 51
 SpaceTime Arcade (Web site), 53
 Speaking, 250–251
 Spinners, 44
 Sponge activities, 229
 Standardized math tests: preparing
 students for, 273–276; Tips for
 Taking Standardized Math Tests
 (form), 275
 State standards, 3–4
 Stealing, 303
 Steps for Solving Math Problems
 (form), 248
 Student computer use: Computer
 Etiquette (form), 121, 124;
 Computer Sign-Up Sheet (form),
 121–122; procedures for, 121–124
 Student Course Evaluation Form, 334
 Student learning assessment, 264–273
 Student motivation, 249–250

Student presentations, 246
 Student stress, 194–196
 Substitute plans: for emergencies,
 94–95; essential components of,
 95–96; ideal math class substitute,
 94–96; for long-term absences,
 95
 Summative assessment, 264–265
 Supplementary teaching materials,
 sources of, 53
 Supplies: checking, 25;
 distributing/collecting, 119–121;
 double-checking, 104; handing out,
 115
 Support staff, working with, 59–60
Sweet Clara and the Freedom Quilt
 (Hopkinson), 234

T

Taking attendance, 118
 Tangrams, 44
 Tardiness, 296; dealing with, 118
 Teach Children to Save Day, 232
 Teacher burnout, *See* Burnout
Teacher Magazine (Editorial Projects in
 Education, Inc.), 11
 Teachers TV (Web site), 51
 Technology (Web site), 52
 Technology, 46–49, 246, 254–257;
 calculators, 46–47, 120–121, 206,
 257; computers, 47–49, 121–124,
 206; inappropriate use of, 300;
 incorporating in math plans,
 209–210; interactive whiteboards,
 49; Internet resources, 50–53;
 technology etiquette, modeling,
 256; using in math instruction,
 254–257
 Temper, 8
 Tests, assessment through, 265–266
 Textbooks, handing out, 115
 Thermometer, 44
 Things to Do Before School Starts
 (checklist), 17
 Thinker role, committees, 61
 Time management, 93–94, 97
 Timer, 44
 Tips for Keeping a Math Notebook
 (sheet), 137
 Tips for Positive Communication in
 Math Class (sheet), 180
 Tips for Taking Standardized Math
 Tests (sheet), 275
 Traditional board, 252–253
 Trundle wheel, 45
 Two-color counters, 45

U

Underachieving students, 154
 Unifix[®] cubes, 45
 Unit Plan Format (form),
 217–218
 Unit plans, 211–212, 215–222; sample,
 220–221; saving, 222; Unit Plan
 Format (form), 217–218

V

Vandalism, 84, 121, 304–305
 Verbal abuse, 305
 Videotaping instructional delivery,
 260–261
 Violence, 150, 304,
 305–306
 Visual aids, 246
 Visual learners, 206; and cooperative
 group work, 246; and
 demonstrations, 245; and field trips,
 246; and graphic organizers, 246;
 and guest speakers, 246; and math
 manipulatives, 243; and
 presentations, 245; and reviews, 246;
 and student presentations, 246; and
 technology, 246; and visual aids, 246
 Voice mail, 34, 39, 77, 80
 Volunteering to help, 9

W

Web page creation, 48–49
 Web quests, 49
 Web site grade book link, 34
 Web site homework link, 34
 Weinberg, Robert, 235
 Welcoming students at the classroom
 door, 105
*What's Your Angle, Pythagoras? A Math
 Adventure* (Ellis), 234
 Words, inappropriate, 302
 Workbooks, handing out, 115
 Workshops, 8, 9–11, 13, 78; for new
 equipment/software programs, 24;
 for new teachers, 39; for
 parents/guardians, 325, 328; on
 technology, 46
 Writing: assessment through, 270;
 incorporating into the math
 classroom, 238–241; integration
 options, 238–239; The Writing
 Process (form), 240

Z

Zaslavsky, Claudia, 234