## Modeling with Mathematics

Module 1

## What does it mean to learn mathematics?

## Why do we teach middle school mathematics?

What is mathematics anyway?

## What is mathematics?

- A tool?
- A language?
- A logical system?
- A lens?
- A way of thinking and looking at things?
- A stance/disposition?


## Record the events you see.

Be as explicit as possible in your recordings. Imagine that if you were to give your description of the event to someone not in the room so she could replicate it.

## First Event:

## In and out- what is inside?



## Instantaneous Change



## Cumulative Change

# If we are given one type of growth documentation can we produce the other? 

## Again, document what you see in a way that you believe is complete.

# Tossing a ping-pong ball: What are the different ways we can capture this event? 

Each representation tells a story. Different representations offer different story-telling styles and focus on a specific detail while privileging certain things and keeping some (existing, related) things to be deduced.

## Describe a story that could explain the following graph.



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Sponsored by Ohio $\left\lvert\, \begin{aligned} & \text { Department } \\ & \text { of Education }\end{aligned}\right.$

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# Again, document what you see in a way that you believe is complete. 

# Pouring water: What are the different ways we can capture this event? 

## Mathematics is a tool for expressing phenomena!

## Use mathematics to capture the event



