

Creating Strong Math Identities

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A Disclaimer...



Math Is For Everyone.



**It's Hard Work.
But, I Will Keep Fighting.**



How Do We Empower Our Kids to See Themselves as Math Learners?



The Short Answer is...

It's Not Easy.



One thing is for sure.

**It's NOT Done By Focusing
On Right Answers.**



The Teaching and Learning of Mathematics is NOT About Right Answers





Tweet

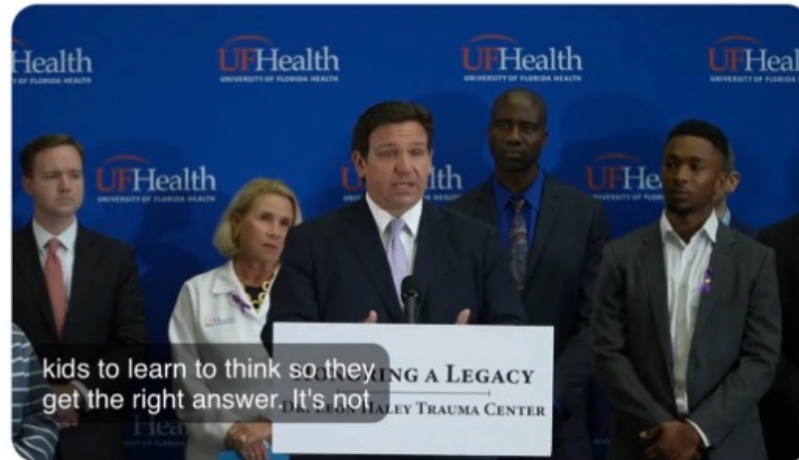
↻ Florida Department of Education Retweeted



Ron DeSantis ✓
@GovRonDeSantis



Math is about getting the right answer,
not about feelings or ideologies.
In Florida, we will be educating our
children, not indoctrinating them.



8:35 PM · Apr 20, 2022 from Florida, USA · Twitter for iPhone



When my students are learning mathematics, the answer is less critical.

It only tells me one thing.

How a student arrives at that answer tells me LOTS of things.



Creating Strong Math Identities

- 1 Learn to Listen
- 2 Be Explicit
- 3 Approach Mistakes With Care
- 4 It's A Long Game



Learning to Listen



How Do We Become Better Listeners?

- Ask questions you don't know the answer to
- Get away from the board
- Allow for more student talk
- Provide pause



Kids Have Important Mathematical Ideas



Who Gets To Share Their Thinking?



Story Problem Routine



A farm is selling eggs by the dozen.

You buy 7 dozen eggs.



A farm is selling eggs by the dozen.

You buy 7 dozen eggs. How many eggs do you have?



A Fourth Graders Thinking..

Retrieved from www.gfletchy.com



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Be Explicit



**Your Mental and Physical
Well Being Will Always Be
More Important to Me
Than The Math.**



**It's Okay To Walk Away
From a Math Problem.**



McIntyre's Work



McIntyre's Work



**”Can I do this tomorrow?
It’s too hard.”**





If a problem is worth
solving, it is worth
walking away from.



Approaching Mistakes With Care



Writing Instruction



**It's about the writer, not
the piece of writing.**

**It's about the
mathematician, not the
math problem.**



**It's about the writer, not
the piece of writing.**

**It's about the MATHER, not
the math problem.**



Mr. Zak has 16 pieces of candy.

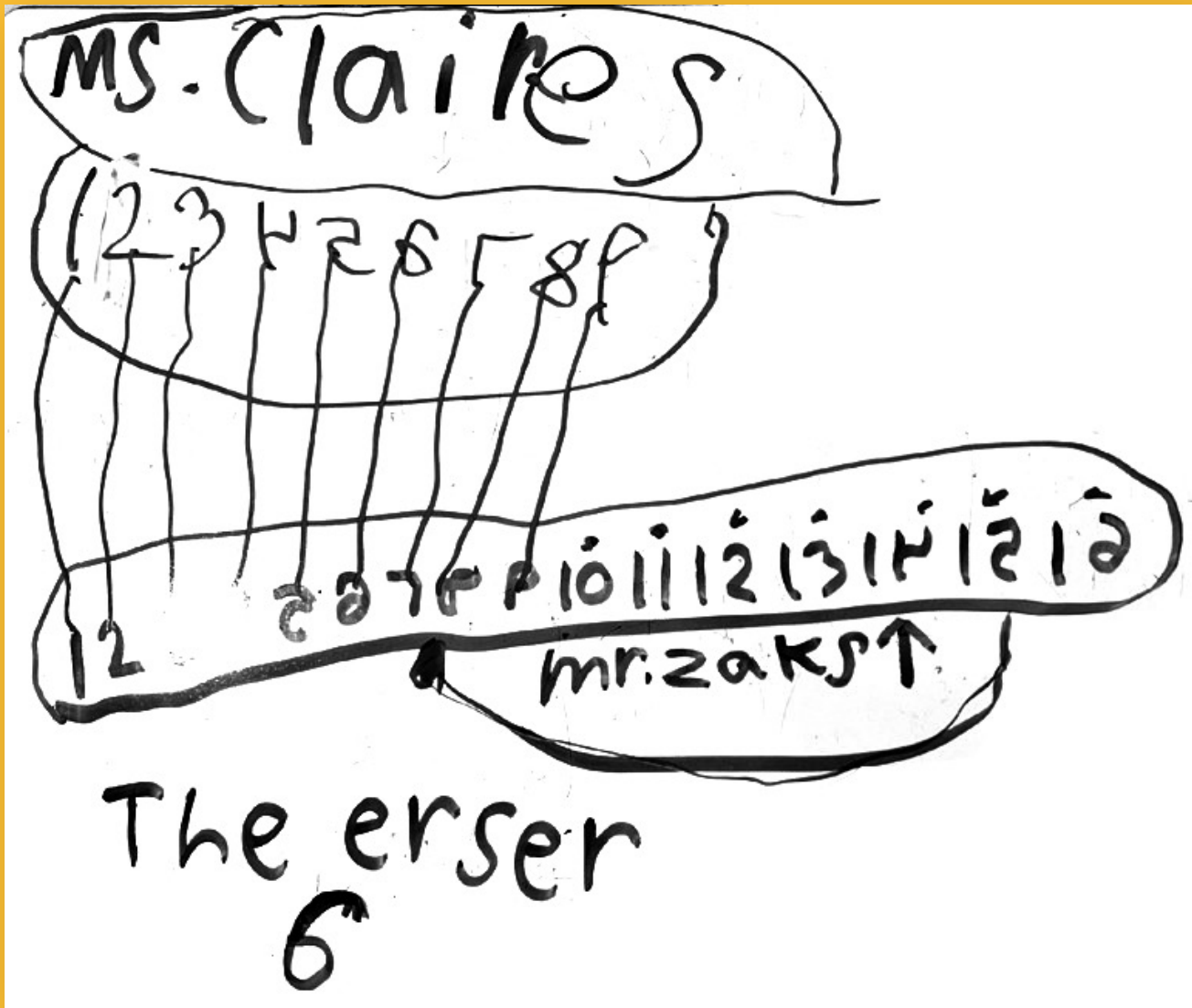
Ms. Claire has 9 pieces of candy.



**Mr. Zak has 16 pieces of candy.
Ms. Claire has 9 pieces of candy.**

**How many more pieces of candy does
Mr. Zak have than Ms. Claire?**





if $10+6=16$ then $p+z$ must $=16$
because you just take
one away from the 10
so that means that
you add one more
to the 6. answer 7

if it was ten it
would be 6 but its
nighn so it is 7

Great
Job



The Teaching and Learning of Math is a Long Game



KEIRA: I don't want to do this today.

ME: Well, this is what we are doing.

KEIRA: Okay {Begrudgingly goes back to her seat}

A few minutes later...

KEIRA: I don't want to do this today.



**What would you say
and/or do?**



KEIRA: I don't want to do this today.

ME: Well, this is what we are doing.

KEIRA: Okay {Begrudgingly goes back to her seat}

A few minutes later...

KEIRA: I don't want to do this today.

ME: Keira, you told me that, but this is what we are doing.
Can you please get to work?



The next day...



I have to remind myself that I'm not aiming for a touchdown every time.

I'm aiming to keep my amazing kiddos moving forward. Each at their own pace.





THANK YOU!

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