Welcome to MINTS!

Please have out your booklet, marker, scissors and tape from the supply list.
Introductions

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&

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Rationale Behind Creating the Notebook - Sylvia
What is a Math Interactive Notebook?

- A highly organized notebook for students
- Miniature version for this presentation using a foldable

**Note:** Use the Q&A tab for any questions (or email us after)
Initial Notebook Experience

- Students will need additional supplies – tape, tabs, scissors
- Time commitment – about 20 minutes for initial set up
Name of your course and the student’s name

We are going to name ours M.I.N.T.S
(Math Interactive Notebook Teaching Strategies)
Quick Video – Front Cover
Inside Cover (Left Side)

- **Course Calendar**
  - 1st 8 weeks, 2nd 8 weeks
Quick Video - Calendars

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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Sylvia
COLLEGE ALGEBRA
SURVIVAL GUIDE
MATH 0310

Semester: Fall 2016
Owner: Your Name
Professor: C. Leone
Math Buddy: Name
Phone #

Subject
Course Number, Section
Meeting Times
Campus, Room Number
Semester, Year
Professor
Owner: Student Name

Math Buddy: Name
Phone #: Email:
Back-up Buddy:

Course Information, Math Buddy
Review and Reflect (R&R) - ODD

**REVIEW:** Why did I choose this session?

**REFLECT:** (bottom half of the page)

3 things I learned today are:

2 questions I have:

1 thing I enjoyed about this session is:
First Day Handout

**MINTS (Math Interactive Notebook Teaching Strategies)**

Set Up:
- Students are asked to purchase a 100 page notebook, full size (8.5” by 11”) and a roll of scotch tape
- They set up their notebook with a cover page and tabs to label each chapter/unit

Structure:
- For each unit, students create a Table of Contents page with a corresponding tab
- At the beginning of each section/unit, a “Review and Reflect” page is given to help summarize the previous day’s lesson and reflect on the current day’s lesson
- A pocket can be made to hold materials, quizzes, tests, etc.

Content:
- Content can be delivered in lecture format
- Handouts can be handout/folded to fit in various ways into the notebook

Evaluation:
- At the end of the course, notebooks can be graded as a full grade or extra credit using a rubric
- Student feedback has been overall positive, with some drawbacks

Questions/Comments/Feedback:

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Review:
- Content from the previous day
- A skill needed for the lesson
- A question about an important reminder/due date

Reflect:
Example: “1 – 2 Punch”
- One skill I understood today was…
- Two skills I need to work on are…
Video – Table of Contents
# Page 4 (Right)
## Table of Contents (for each Unit/Chapter)

<table>
<thead>
<tr>
<th>Section (Textbook)</th>
<th>Topic (Description)</th>
<th>Page Number (Notebook)</th>
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</thead>
<tbody>
<tr>
<td>§5.1 &amp; 5.5</td>
<td>Properties of Exponents</td>
<td>24</td>
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<tr>
<td>§5.2</td>
<td>Adding and Subtracting Polynomials</td>
<td>26</td>
</tr>
<tr>
<td>§5.3/5.4</td>
<td>Multiplying Polynomials</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Subtopic: Special Products</td>
<td>30</td>
</tr>
</tbody>
</table>

Tabs on TOC pages for reference

Sylvia 14
Page 5 - Left Side to Start a Class –
tape half sheet about R&R

- REVIEW:

- REFLECT:
Video – Beginning a new lesson

3 Review:

4 Reflect:

Table of Contents
Right side to begin a new lesson/topic (Page 6 - even pages)

- Title the page with section number, description and page number (to align with TOC)

- Begin note taking, tape in examples, empty grids for graphing, handouts, etc.
“Ex” pages after numbered pages

- For “overflow” or extra examples
- Varies for each student
- “EX” pages come in pairs
- Numbered pages are consistent
Handouts

Pre-made handouts
Page 9 – Review and Reflect

- **Review:**
  - Two questions from the last lesson’s homework assignment
  - Most missed question(s) on the previous exam
  - Question similar to one on an upcoming quiz

- **Reflect:** How does what we learned today relate to our last set of notes?
Pockets

- Folding blank pages diagonally
- They can store any graded papers, extra grids or reviews in the pocket(s)
- We will make a pocket for our “notebook” as an example
Video - Pockets
Mini-pocket

- Index Cards as pockets for grids or flash cards
Rubrics – Put in your pocket

- Extra Credit or Extra Quiz/Homework Grade
- Grade during the Final Exam & Give Back
Questions?

Thank you for attending our MINTS session!

Email us with any comments or questions!