

mathematics journal



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NAME _____



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Mathematics Journal

QP 195 0802

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About the Mathematician–Author

Beginning of the Year

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End of the Year

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End of the Year

Table of Contents (Complete at end of year)

Important Mathematical Moments

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Important Mathematical Moments

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Preface

(Complete at end of year)

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Goals for Learning Mathematics

We are a community of mathematicians working together to develop our:

- a) visual thinking,
- b) concept understanding,
- c) reasoning and problem solving,
- d) ability to invent procedures and make generalizations,
- e) mathematical communication,
- f) openness to new ideas and varied approaches,
- g) self-esteem and self-confidence,
- h) joy in learning and doing mathematics.

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A PHILOSOPHY ABOUT
Learning Mathematics

There is a mathematician within each of us.

Experiences with models for math concepts help us understand, invent and remember important math ideas.

Learning math is a social activity.

Learning math is an ongoing process of knowledge construction.

“Disequilibrium” is a sign of new learning.

Mathematics is a fascinating world of its own.

The world of mathematics connects to many other worlds.

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Opening Journal Entry

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This journal will help tell the story of my journey through mathematics this year. In it I will:

- describe the mathematics I explore, invent, and discover;
- celebrate my struggles and successes;
- keep track of my questions;
- pay attention to ways my understanding is growing and ways I am growing as a learner;
- explain my thinking as a way to help myself make sense of an idea or to help me identify my questions;
- wonder about, challenge, and experiment with ideas.

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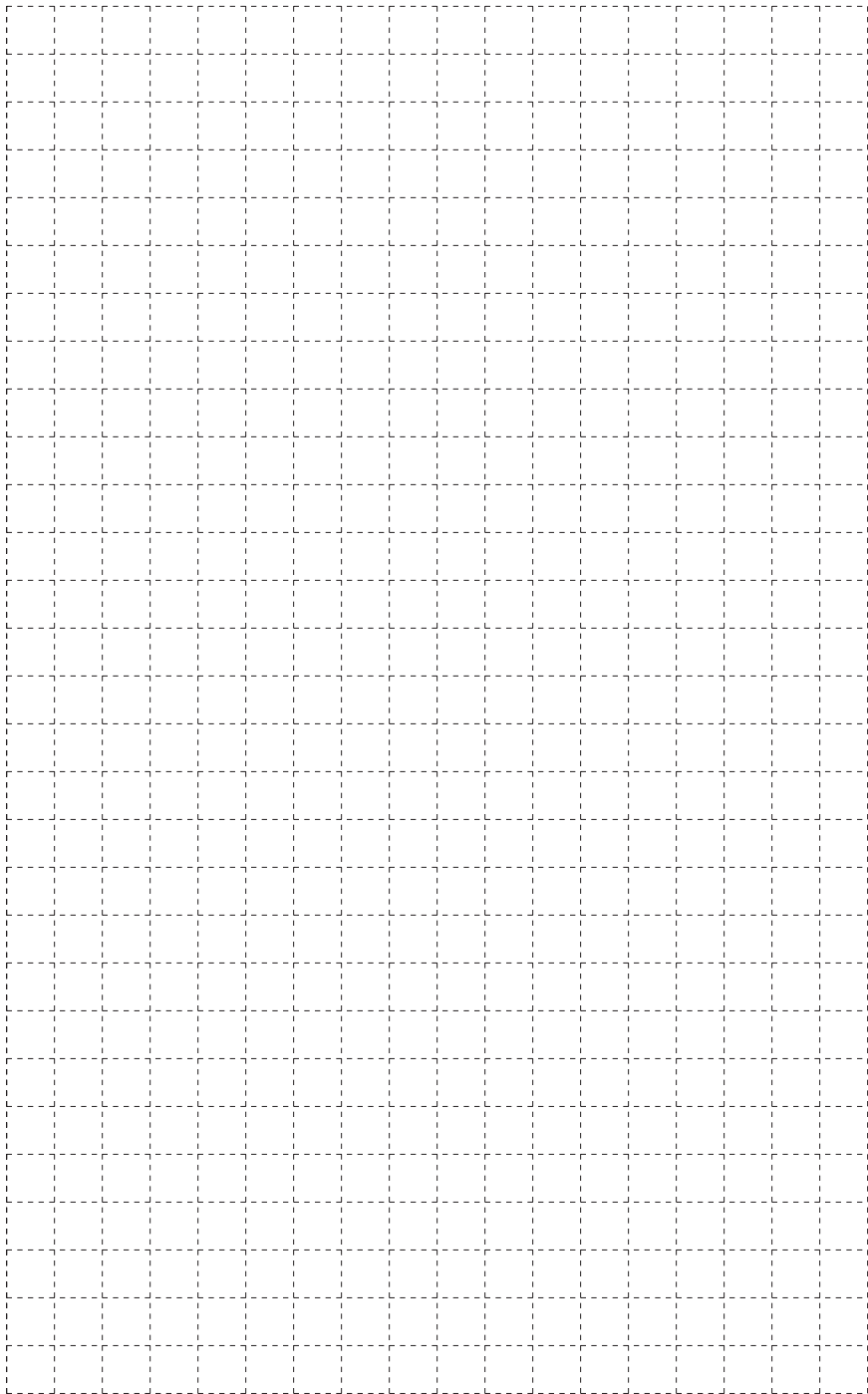
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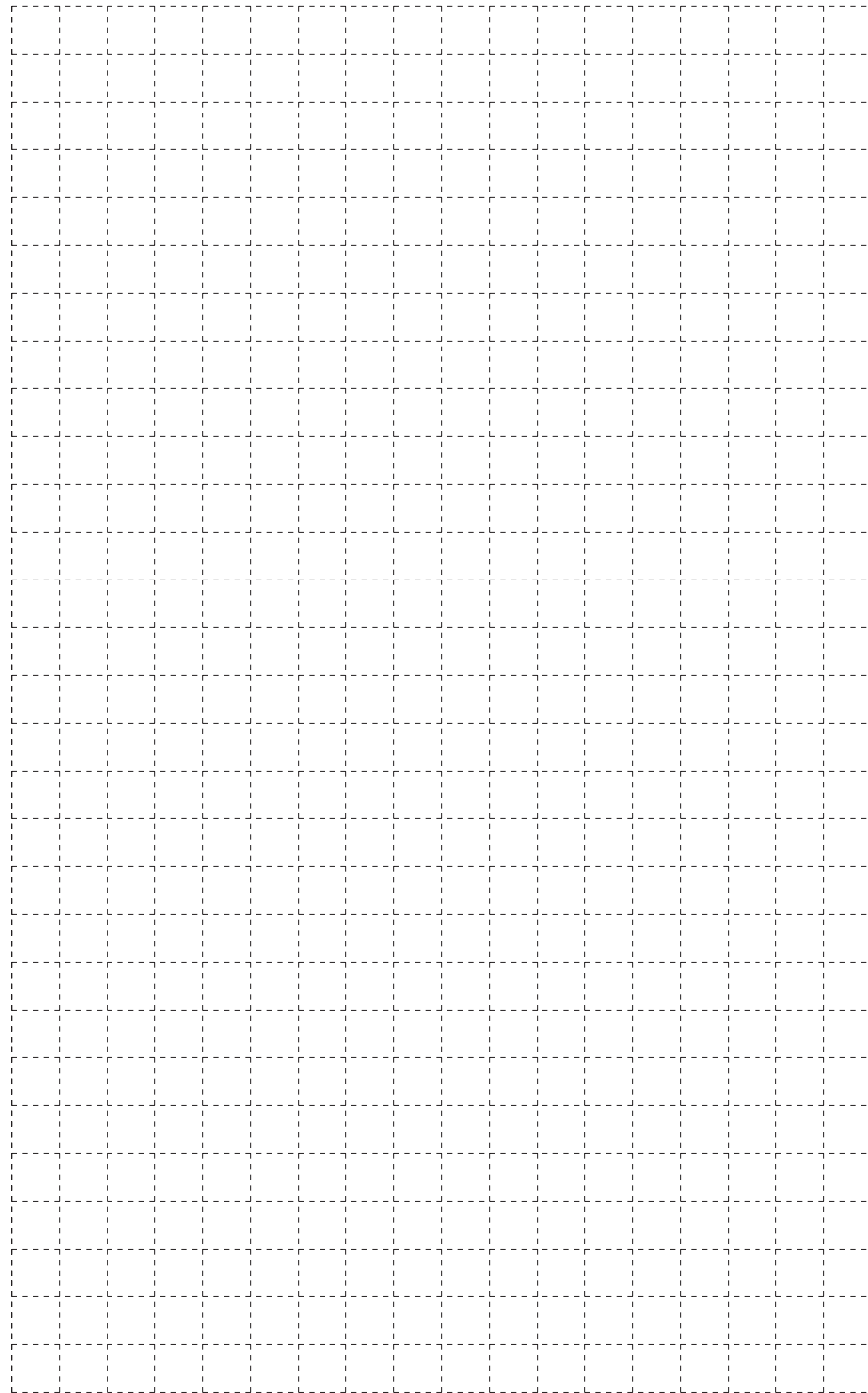
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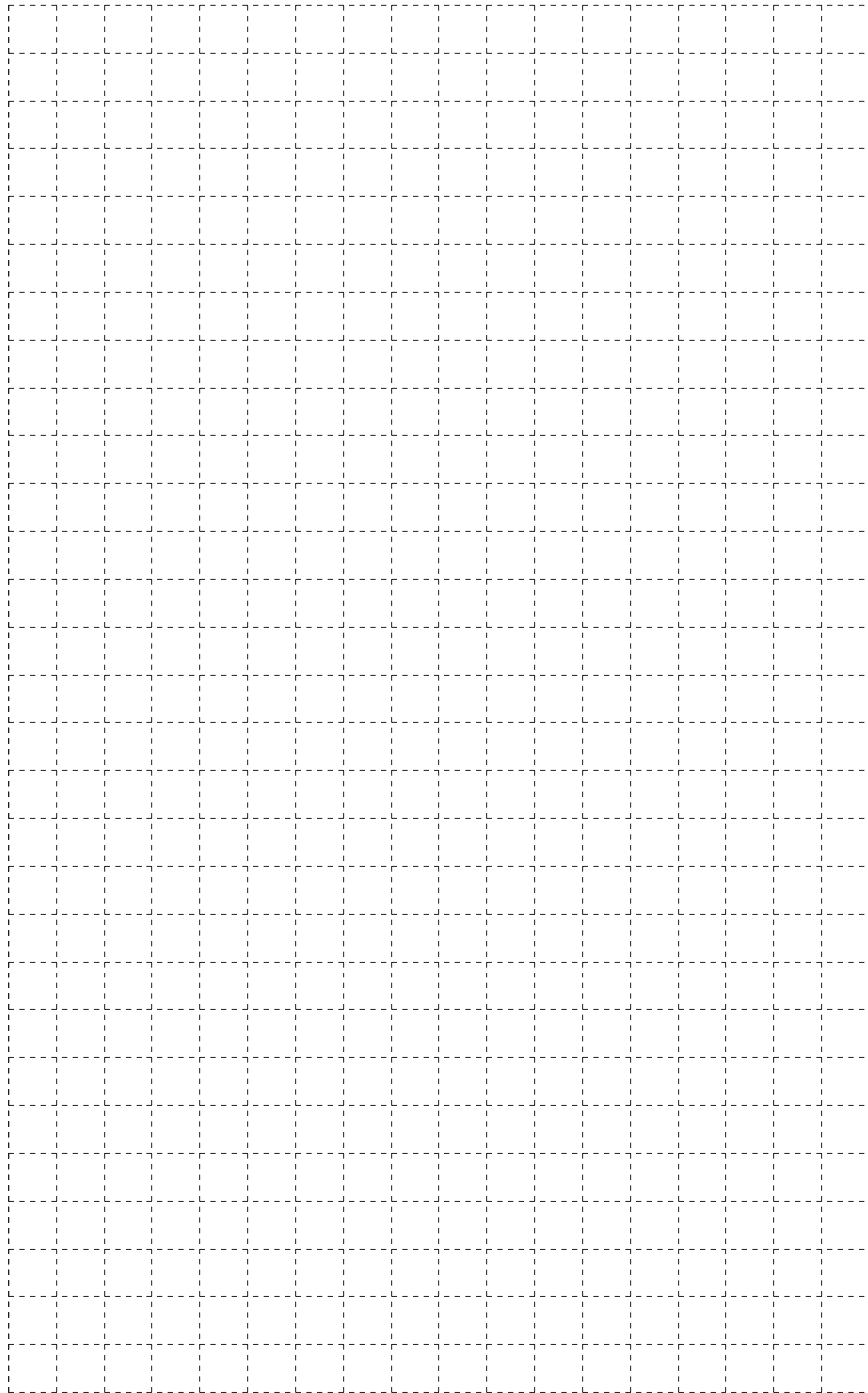
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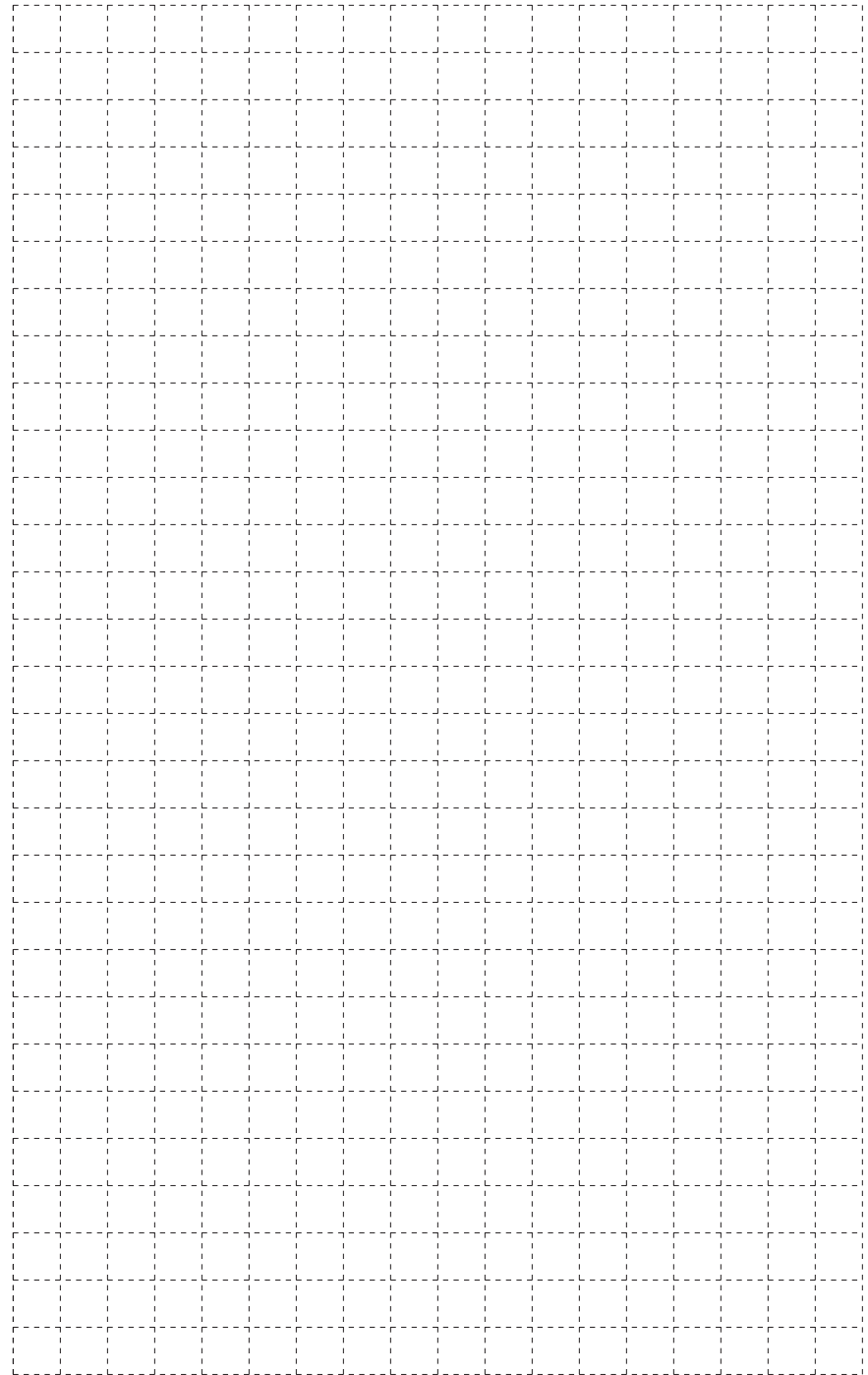
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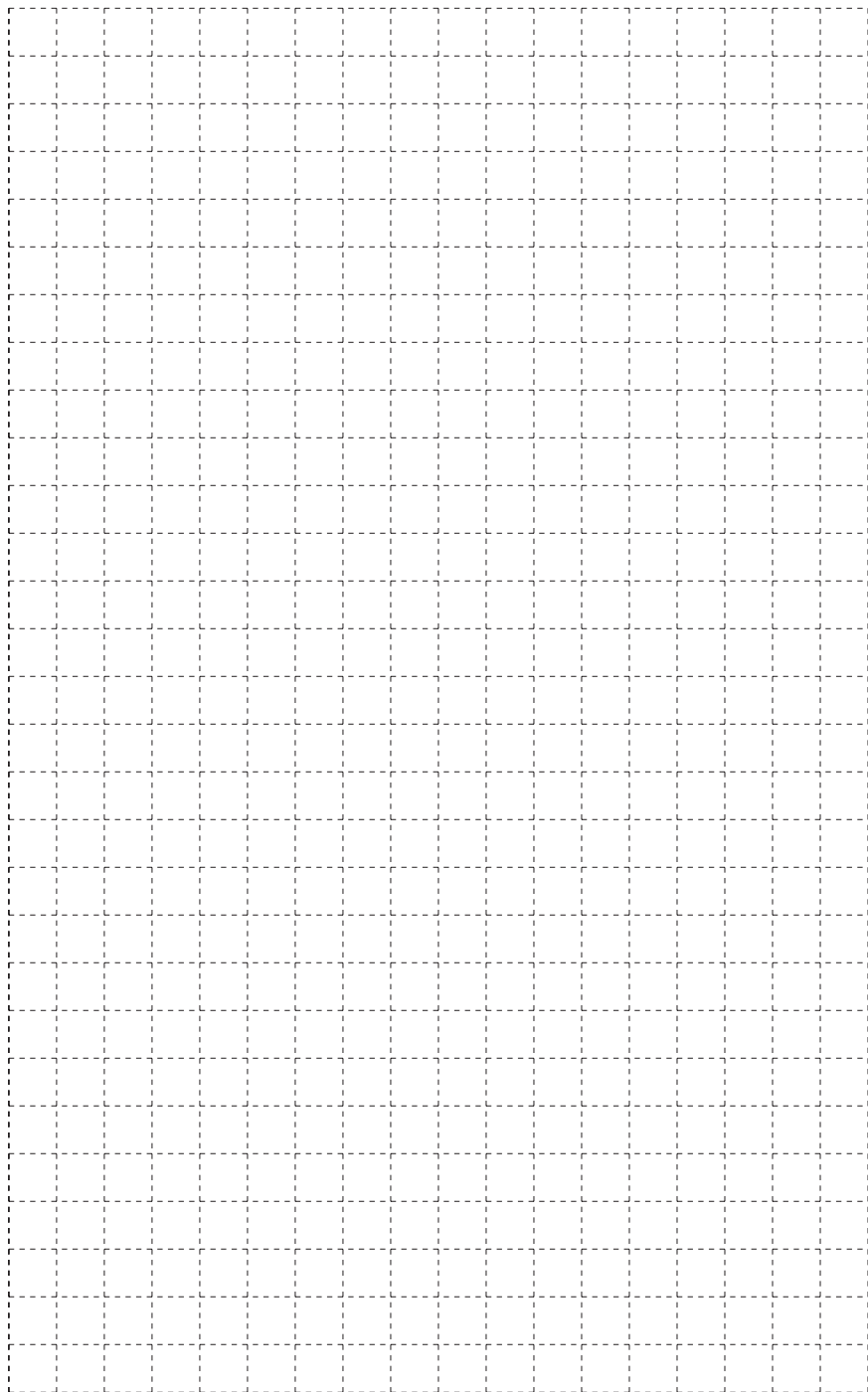
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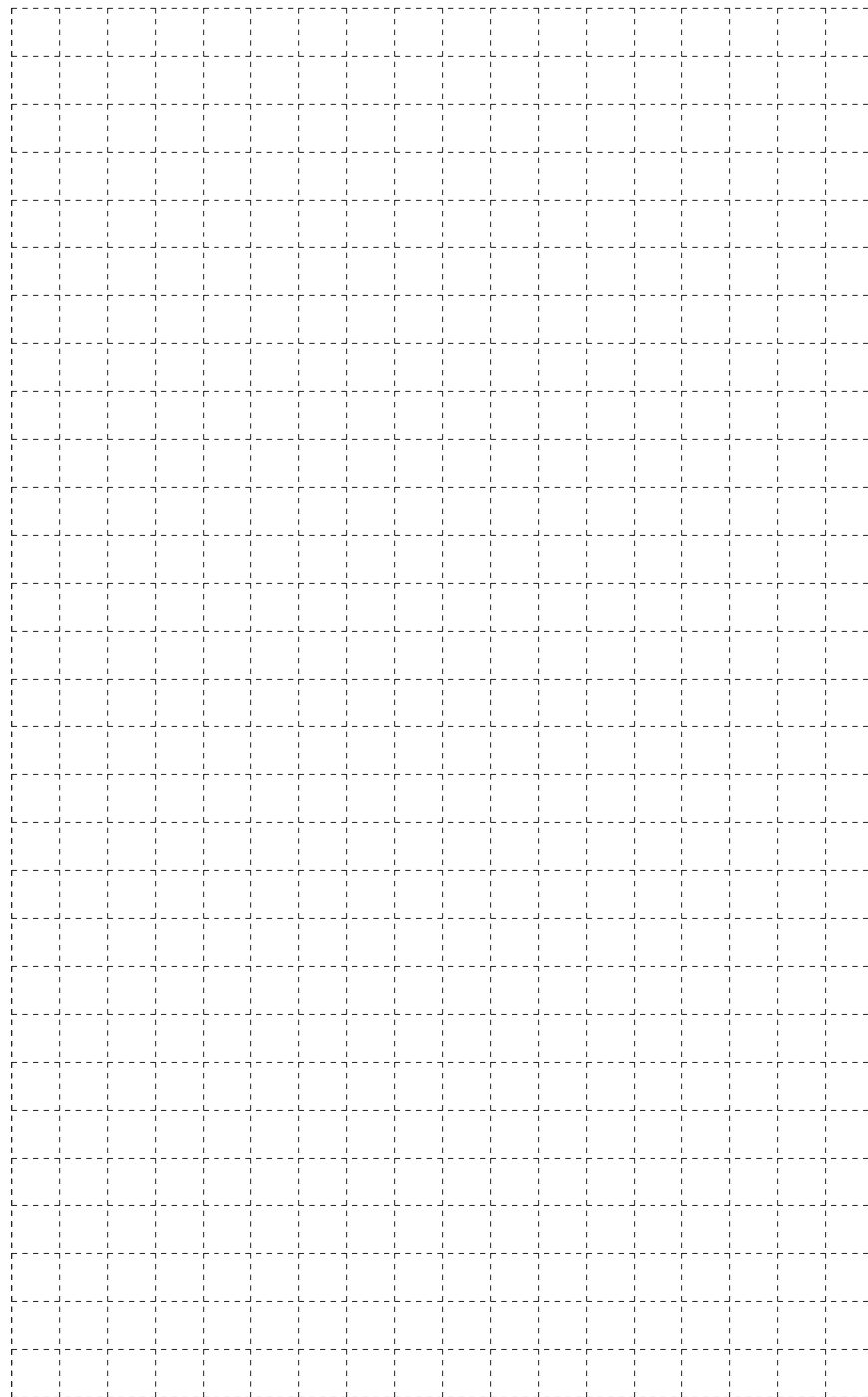
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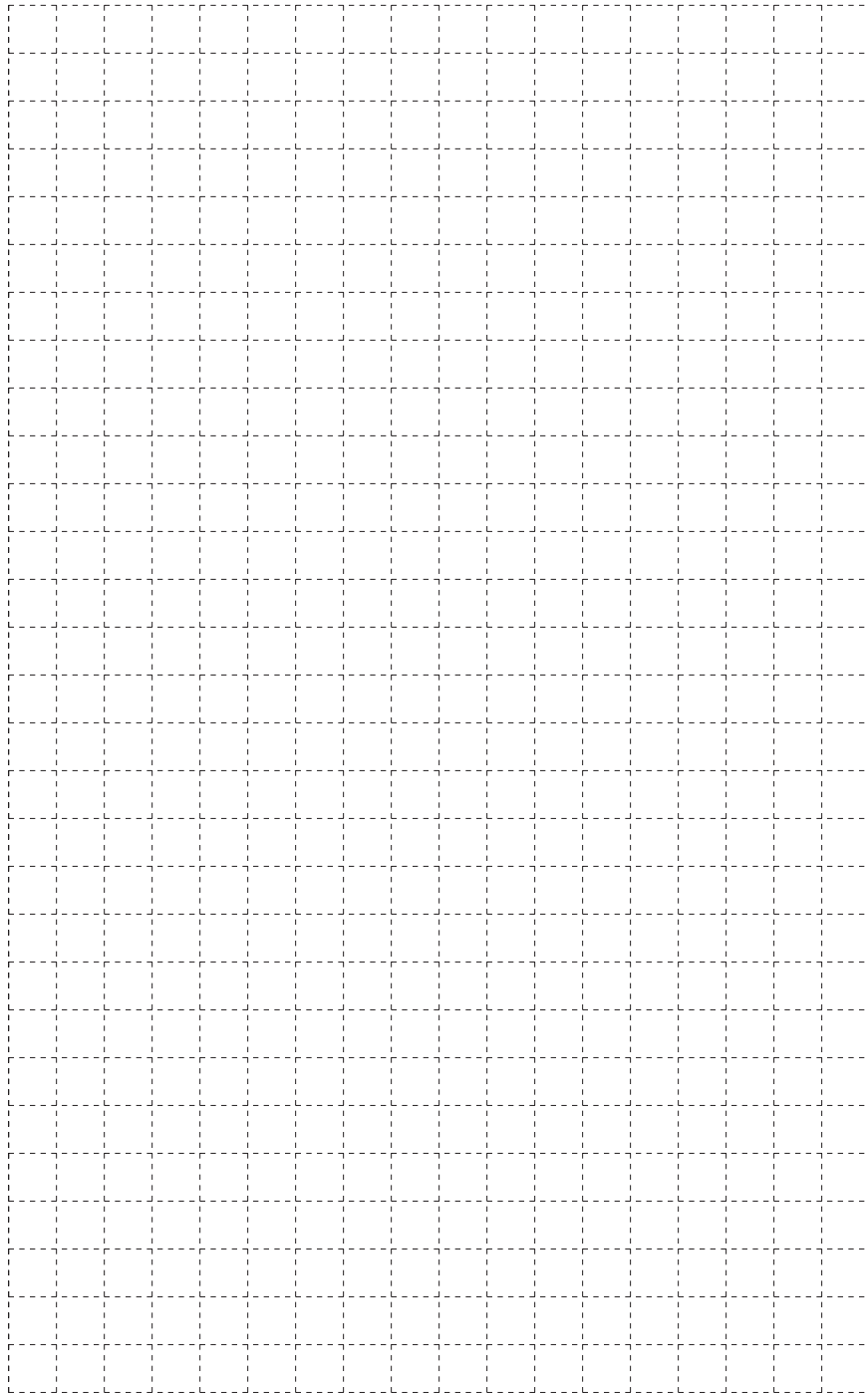
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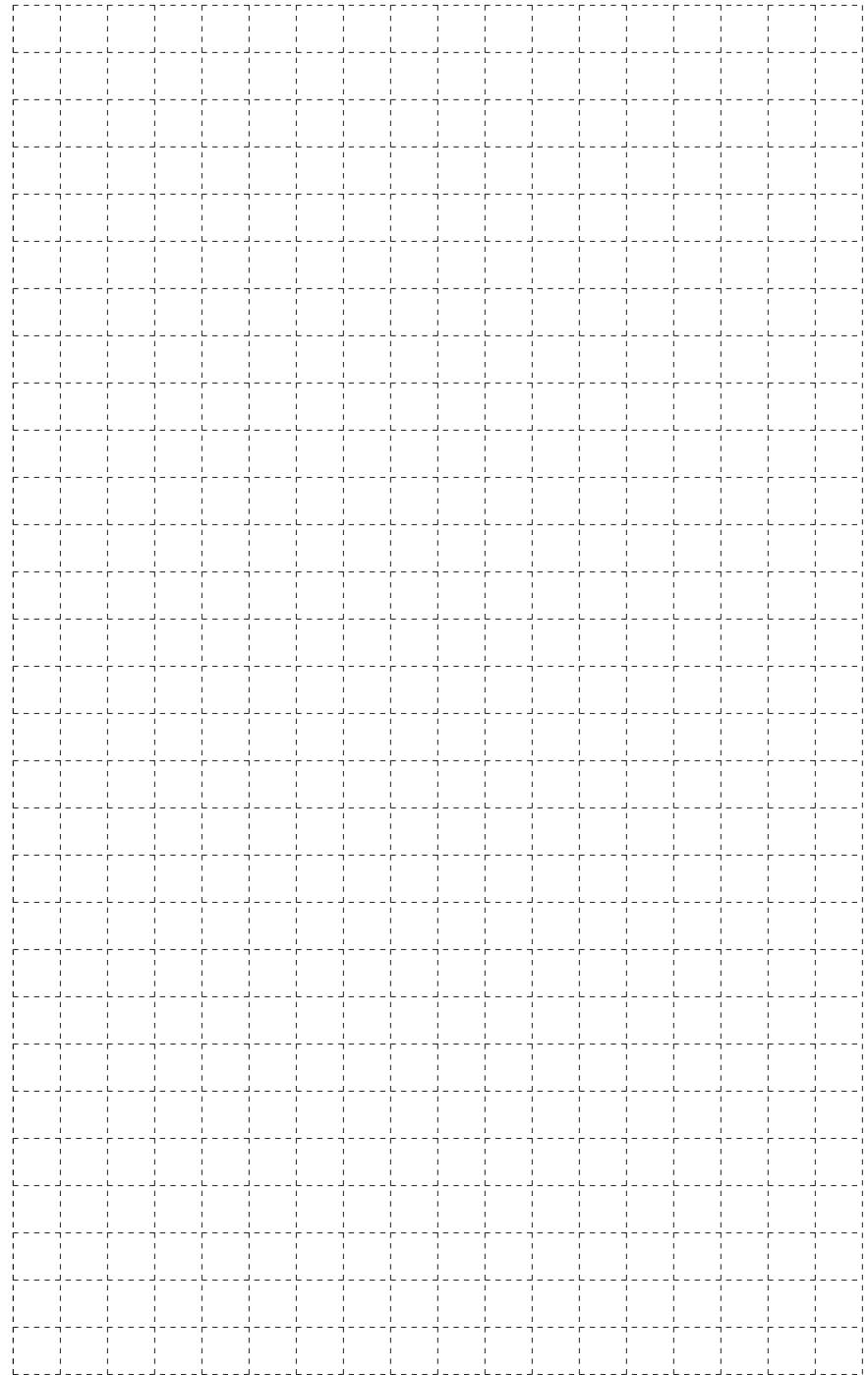
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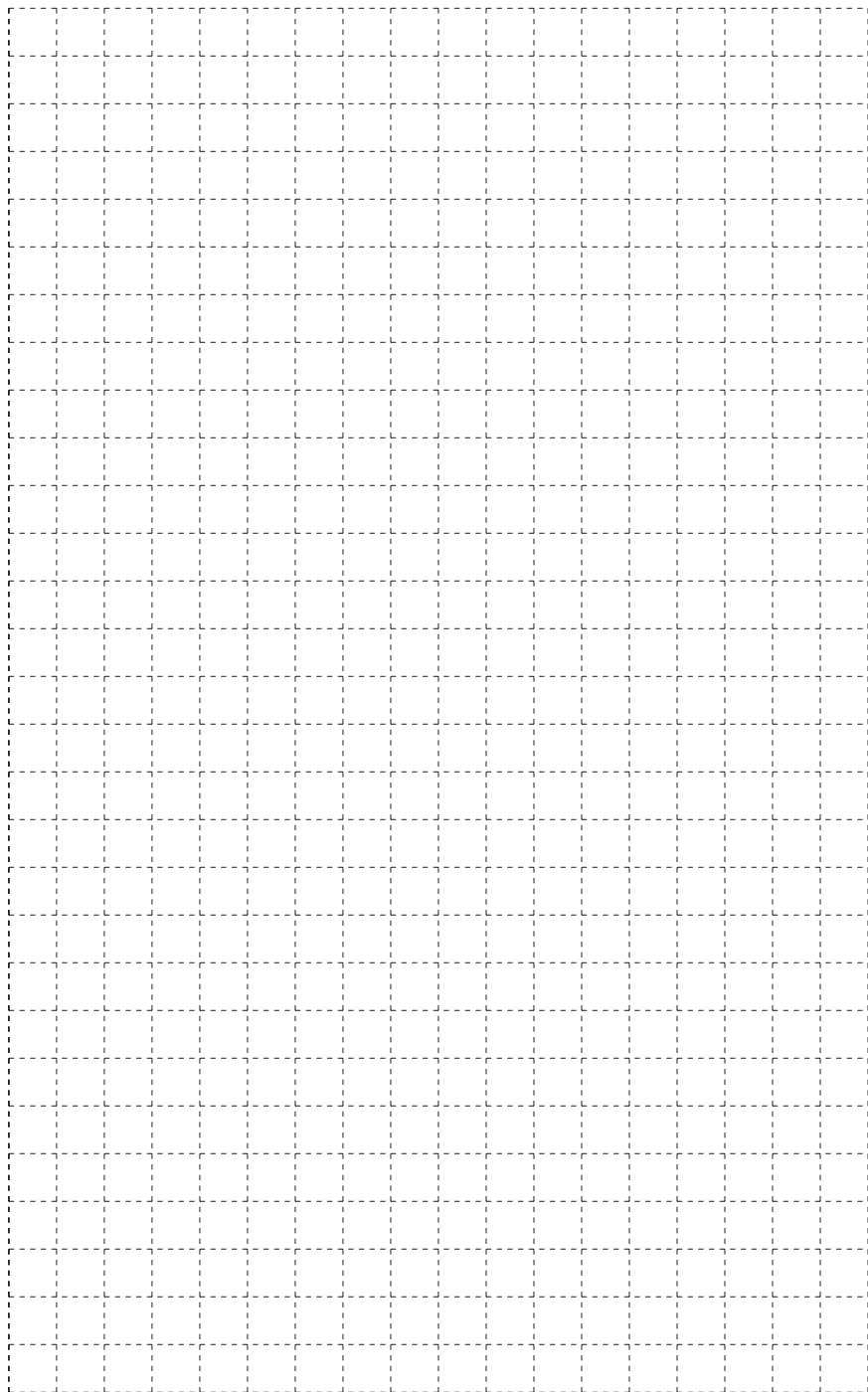
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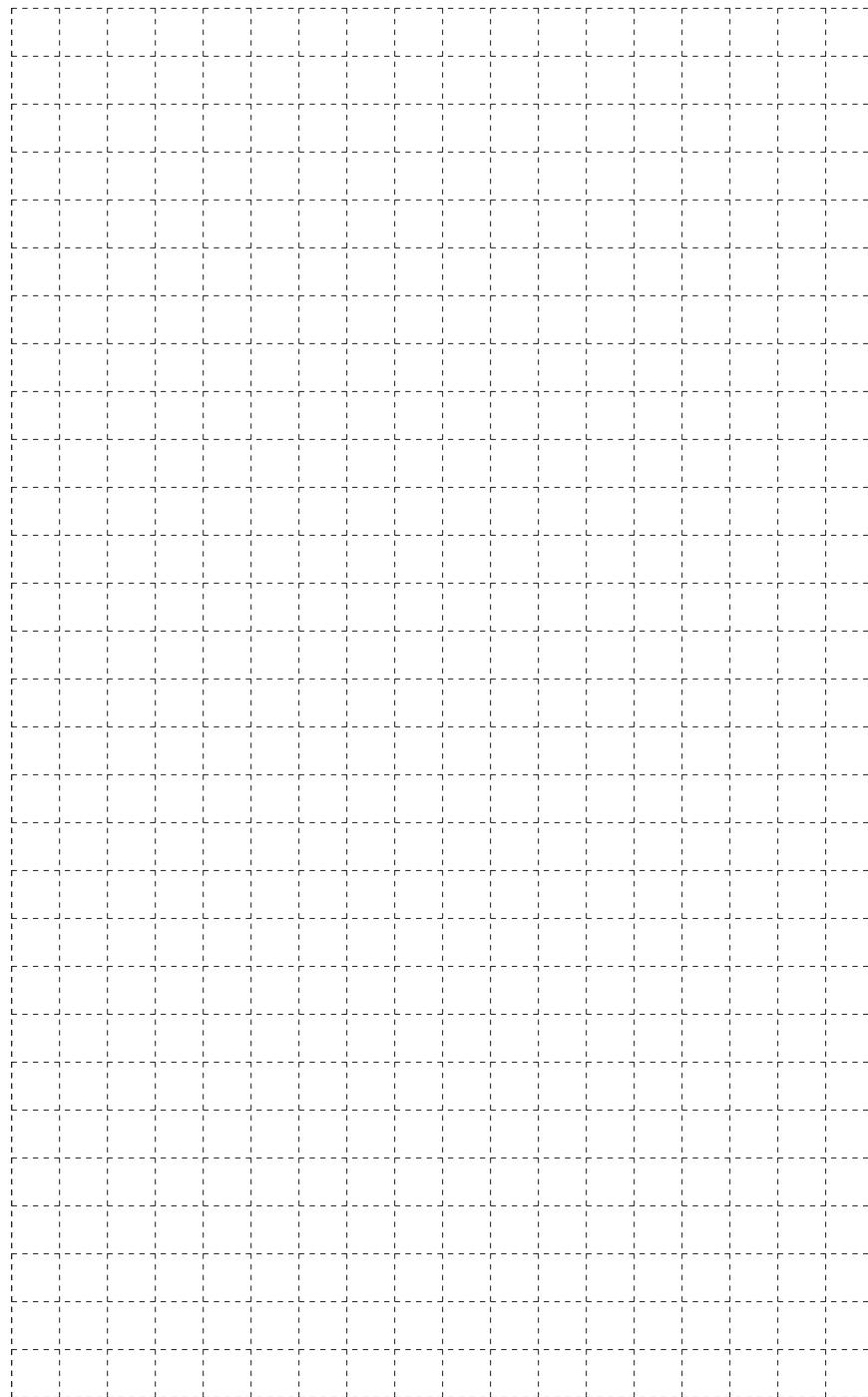
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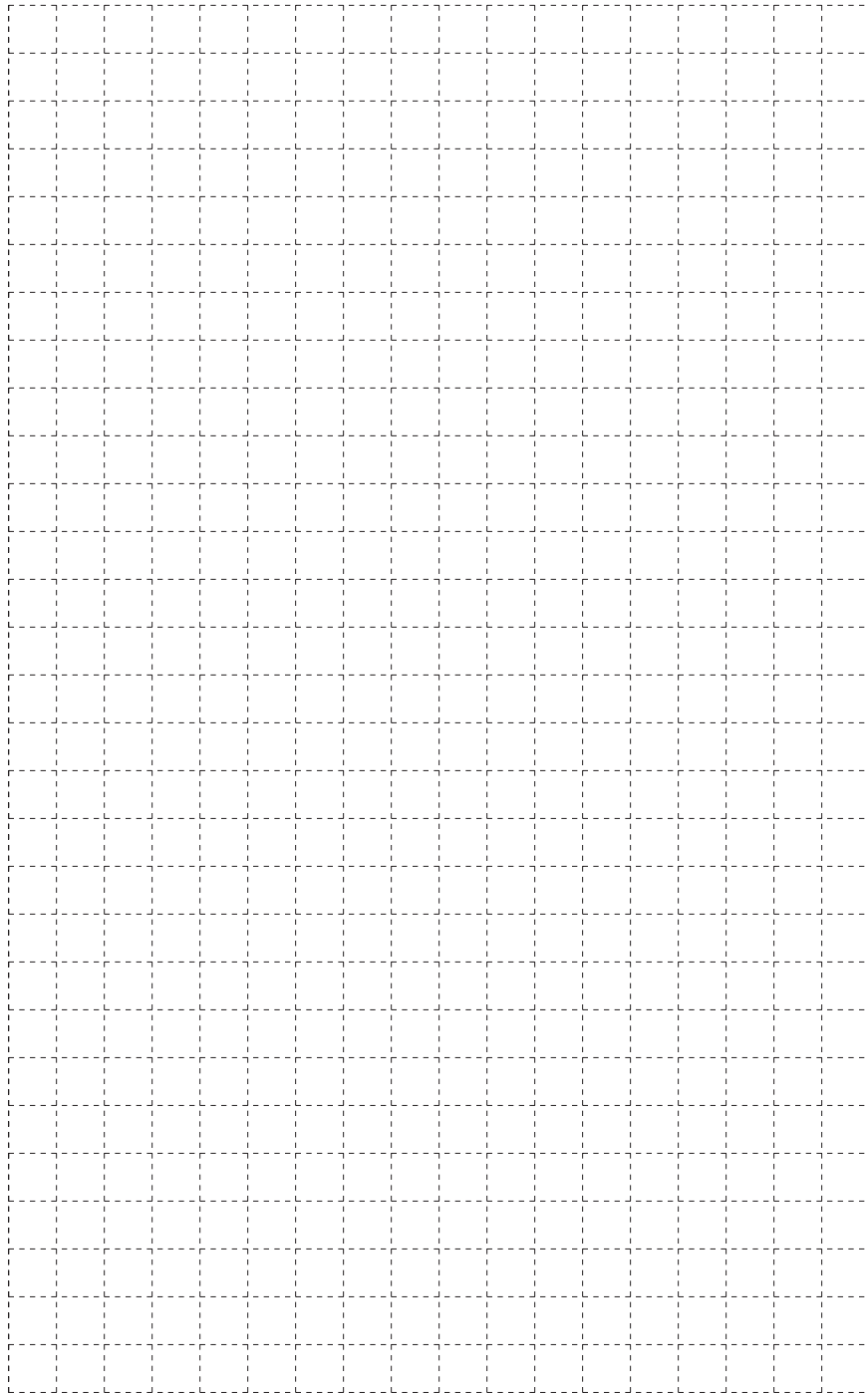
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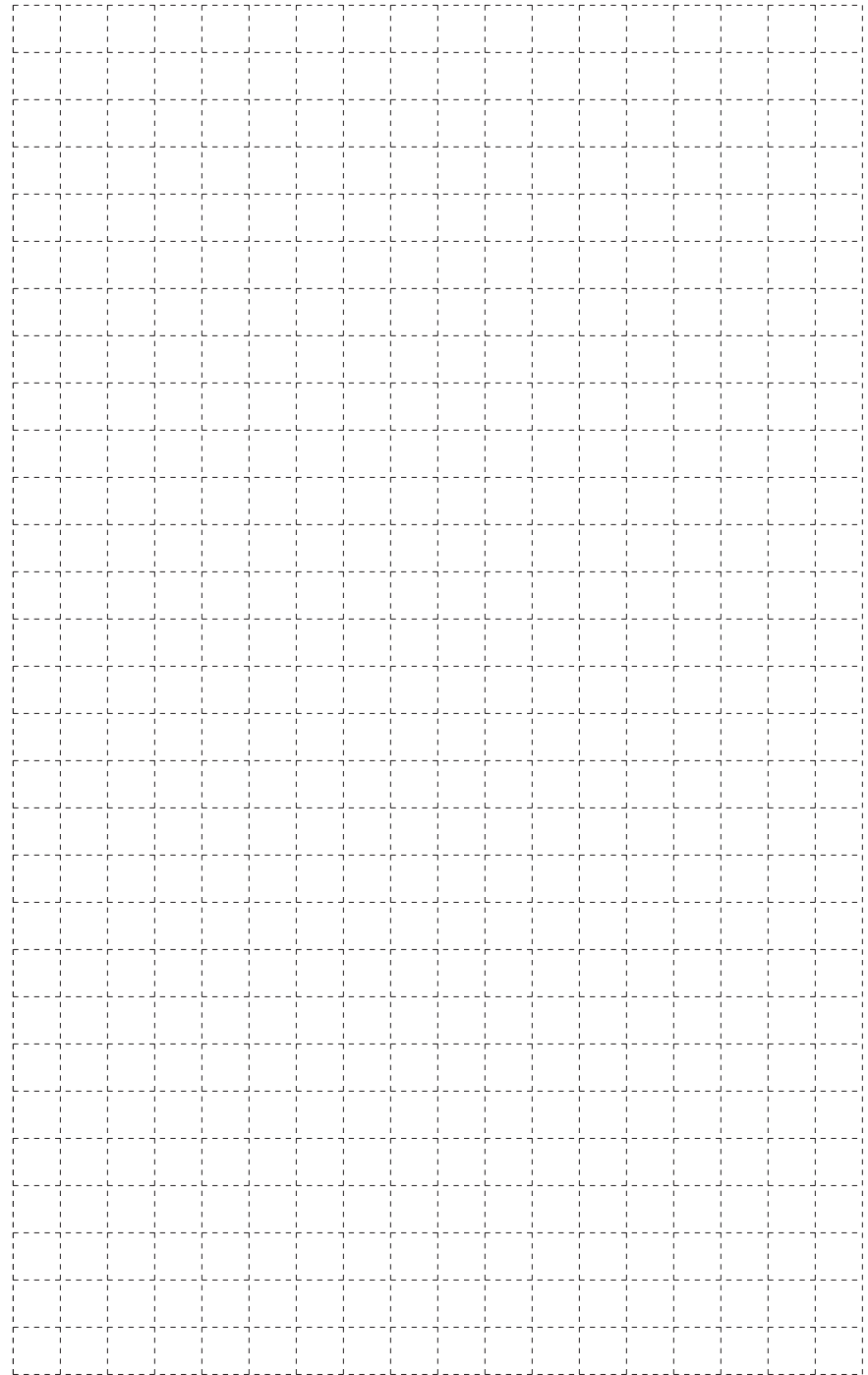
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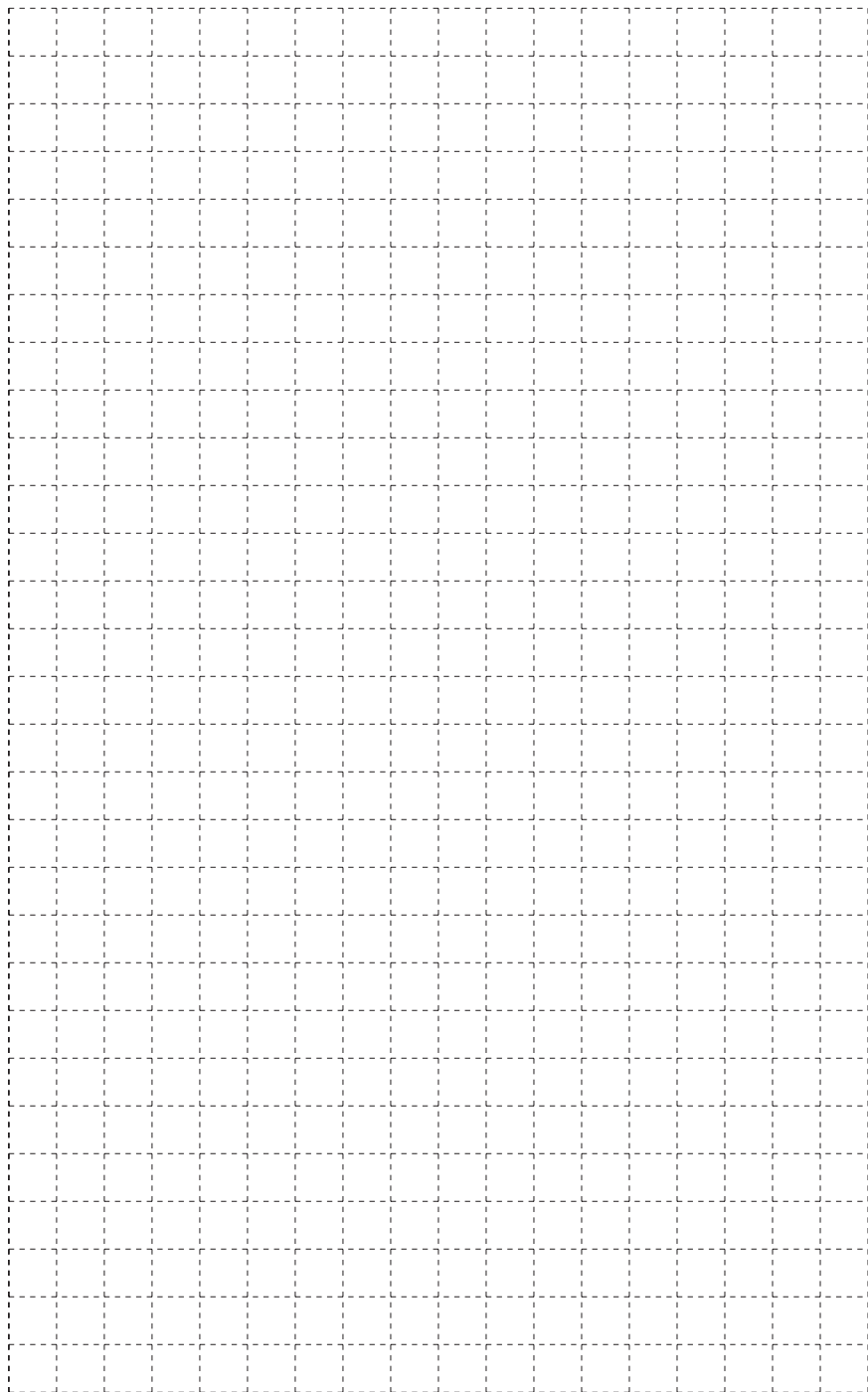
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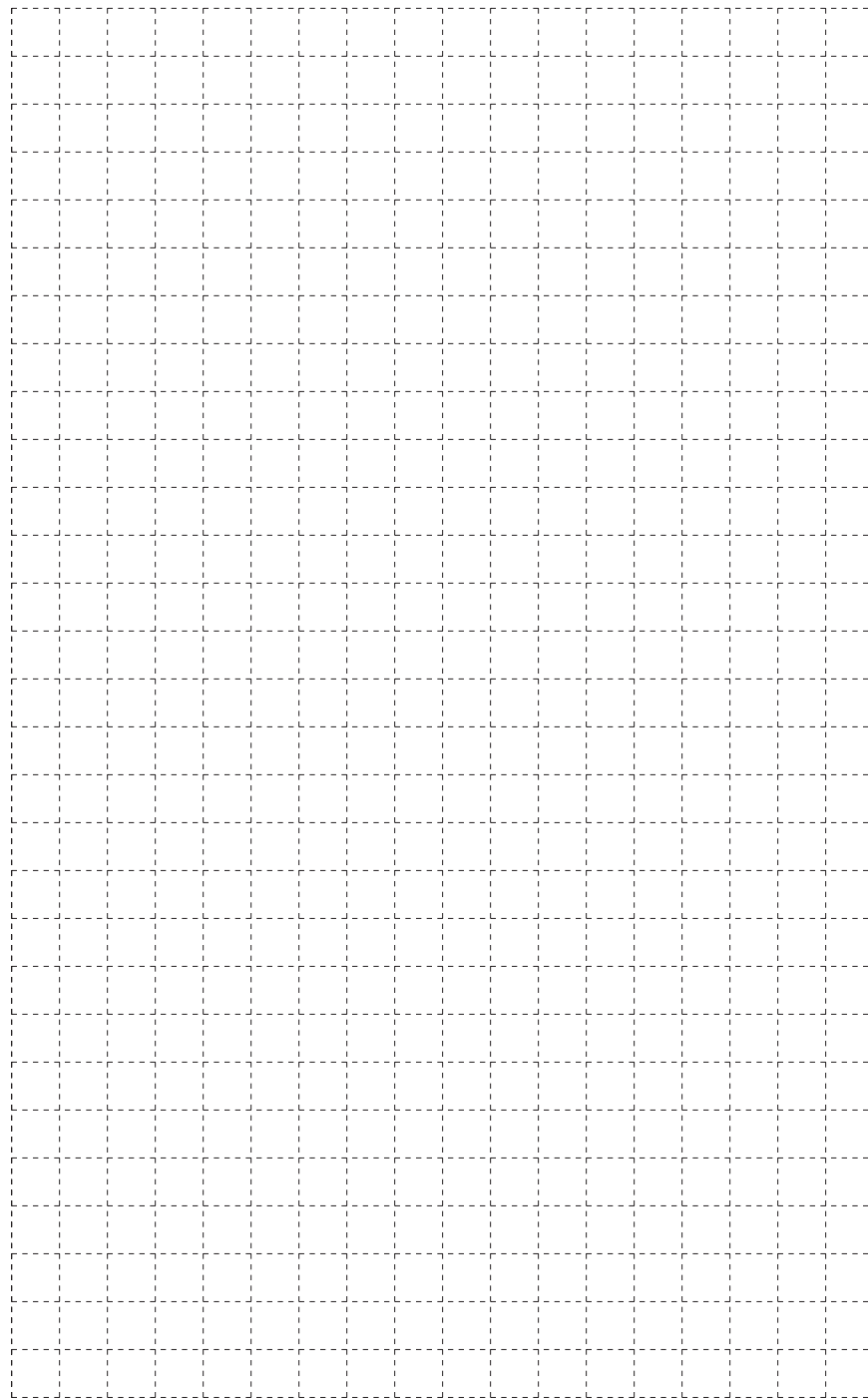
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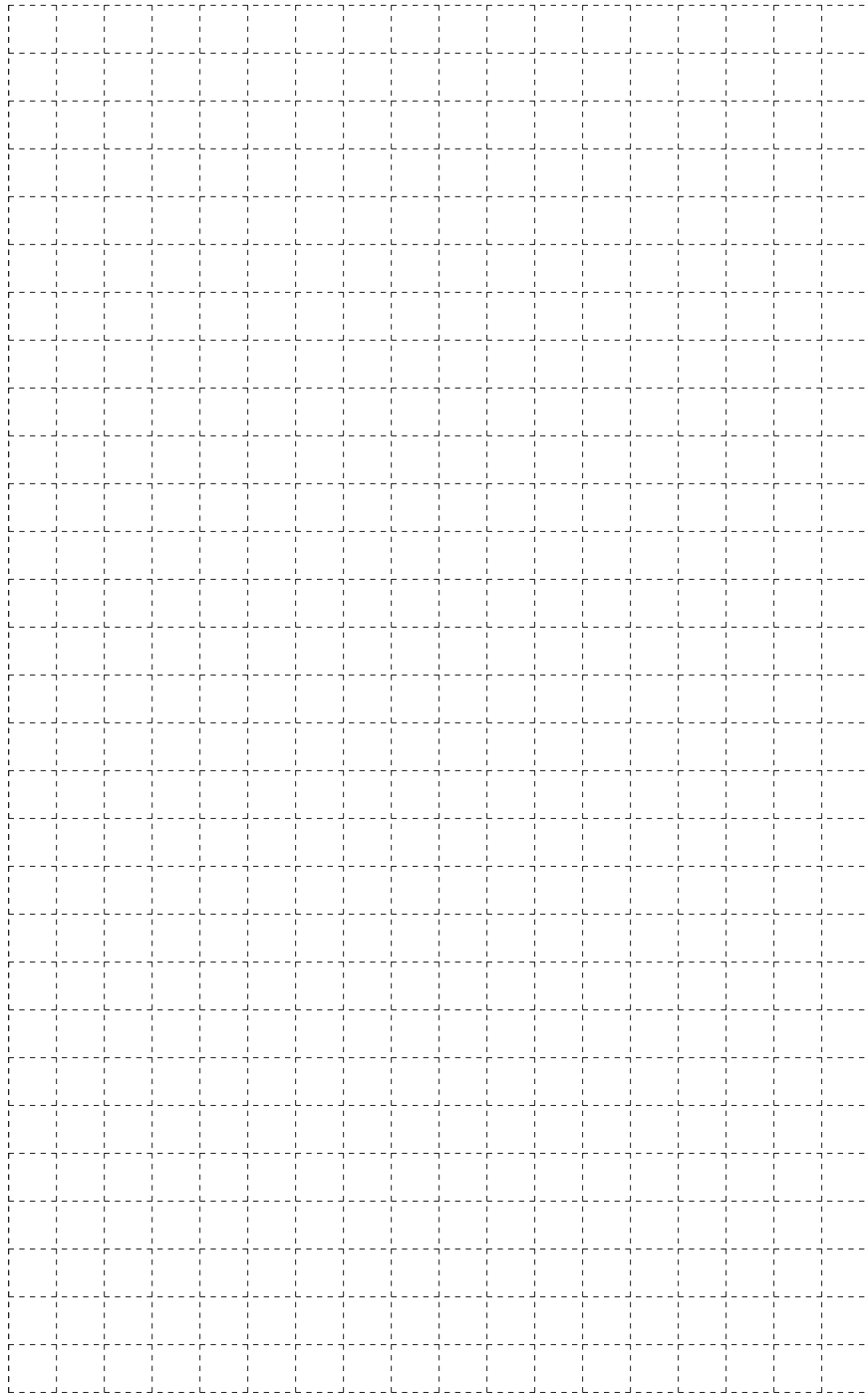
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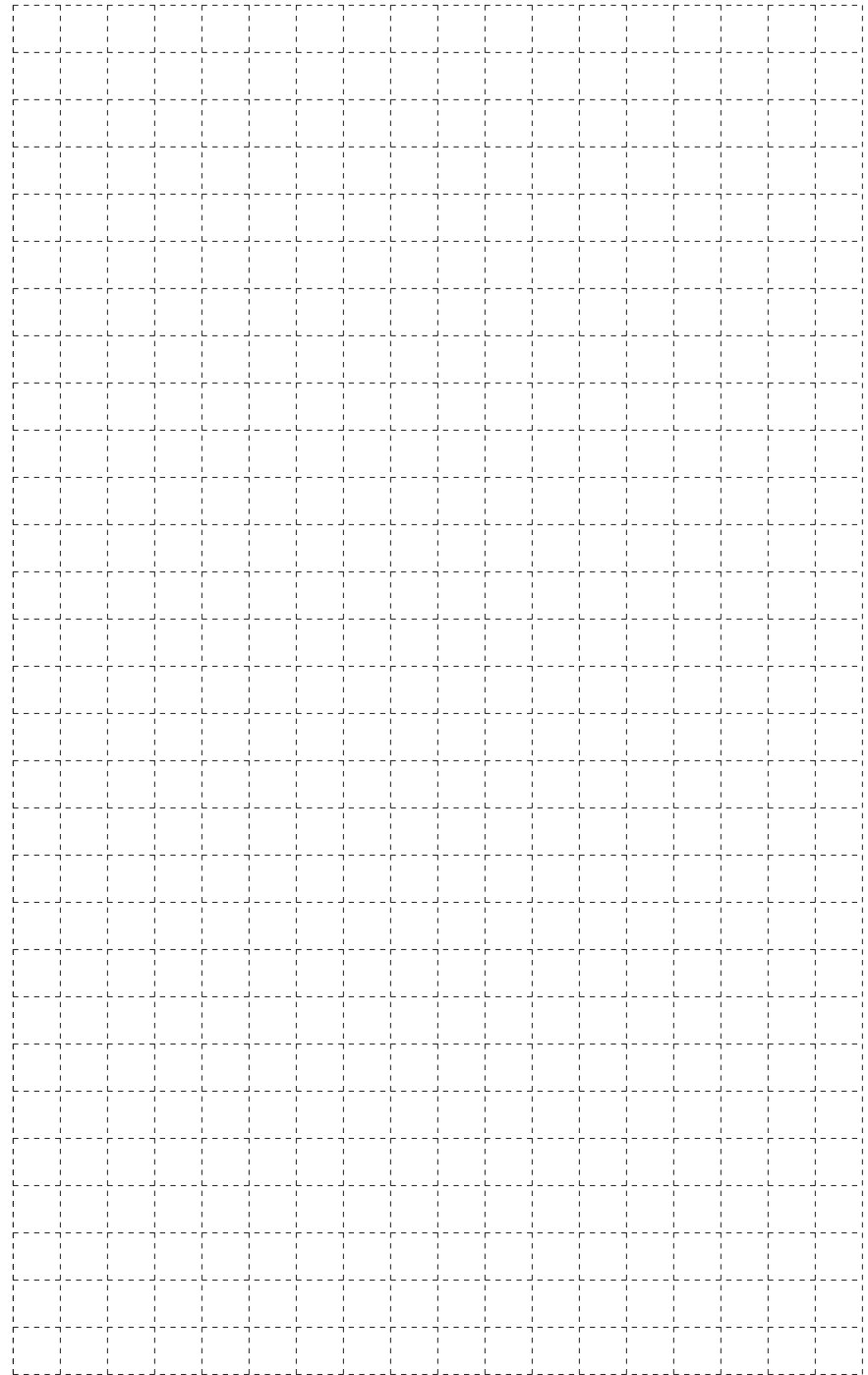
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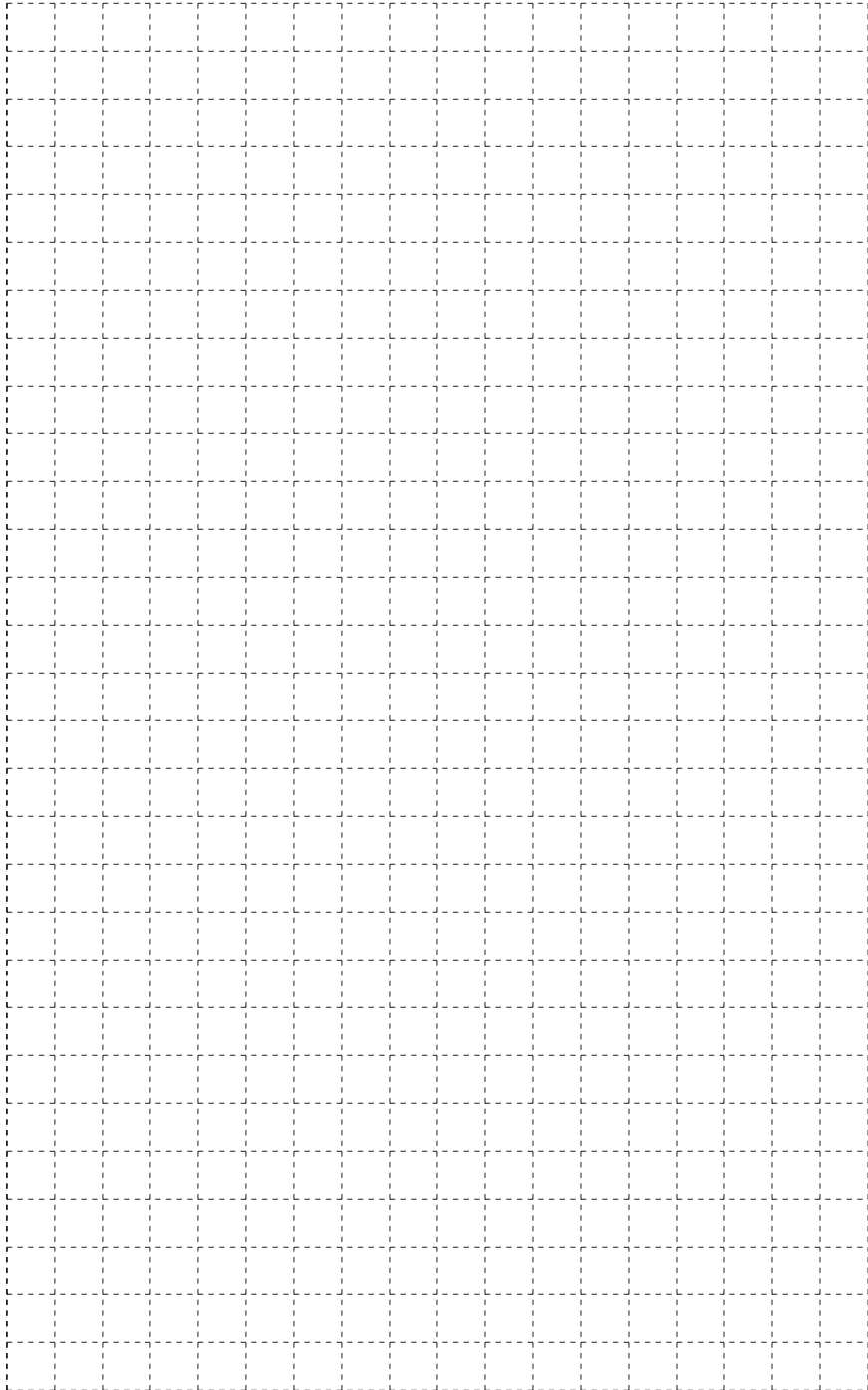
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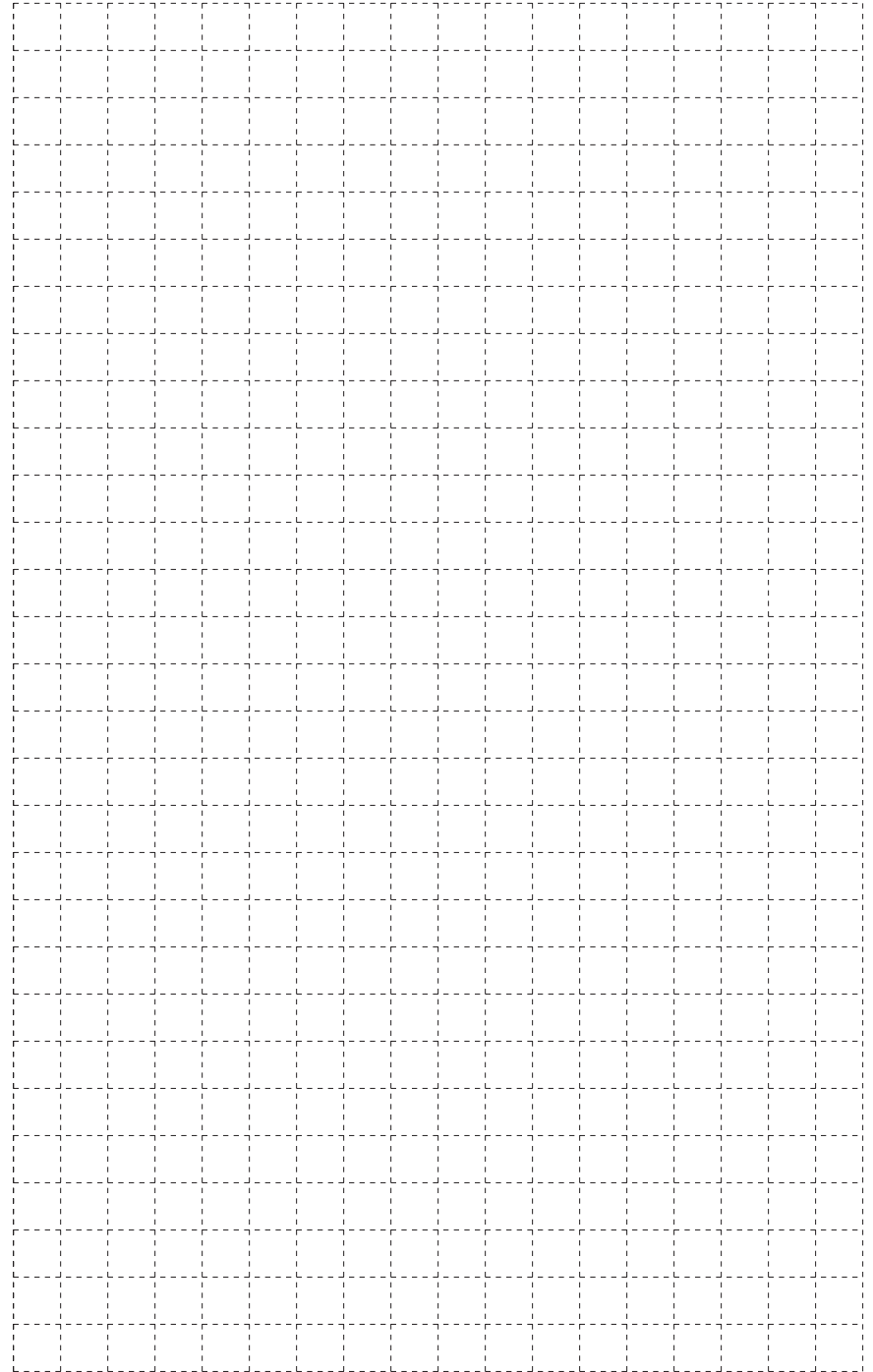
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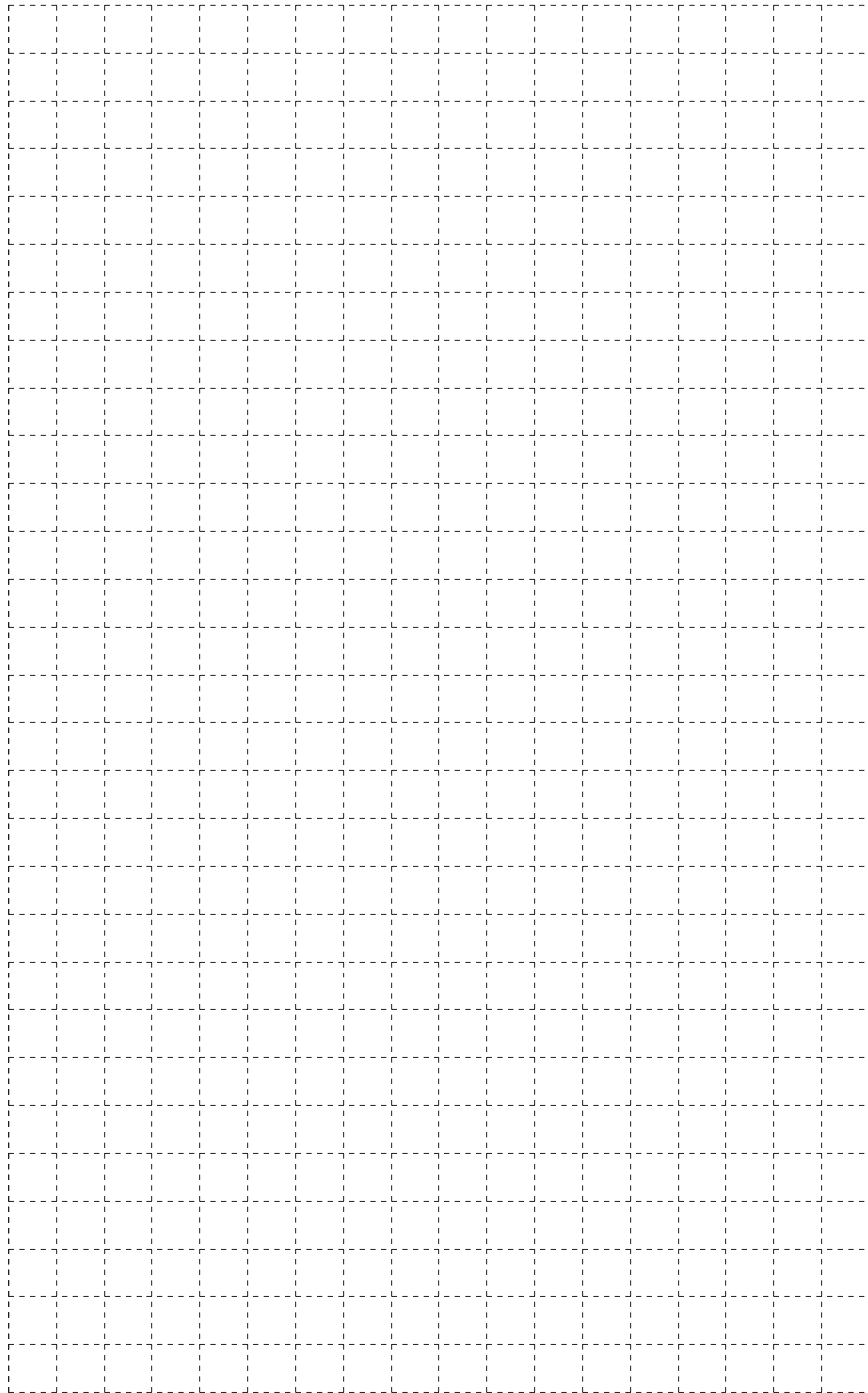
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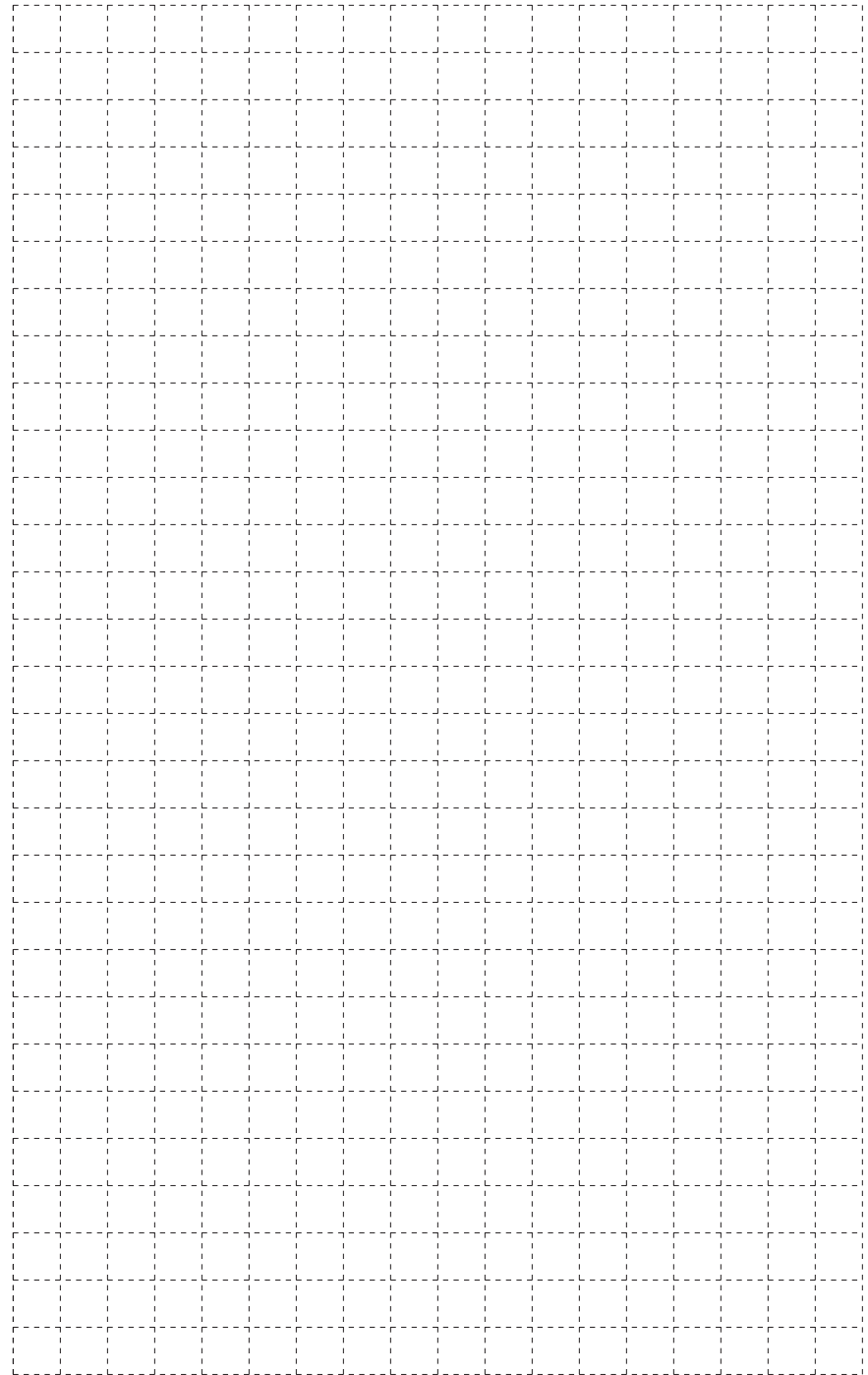
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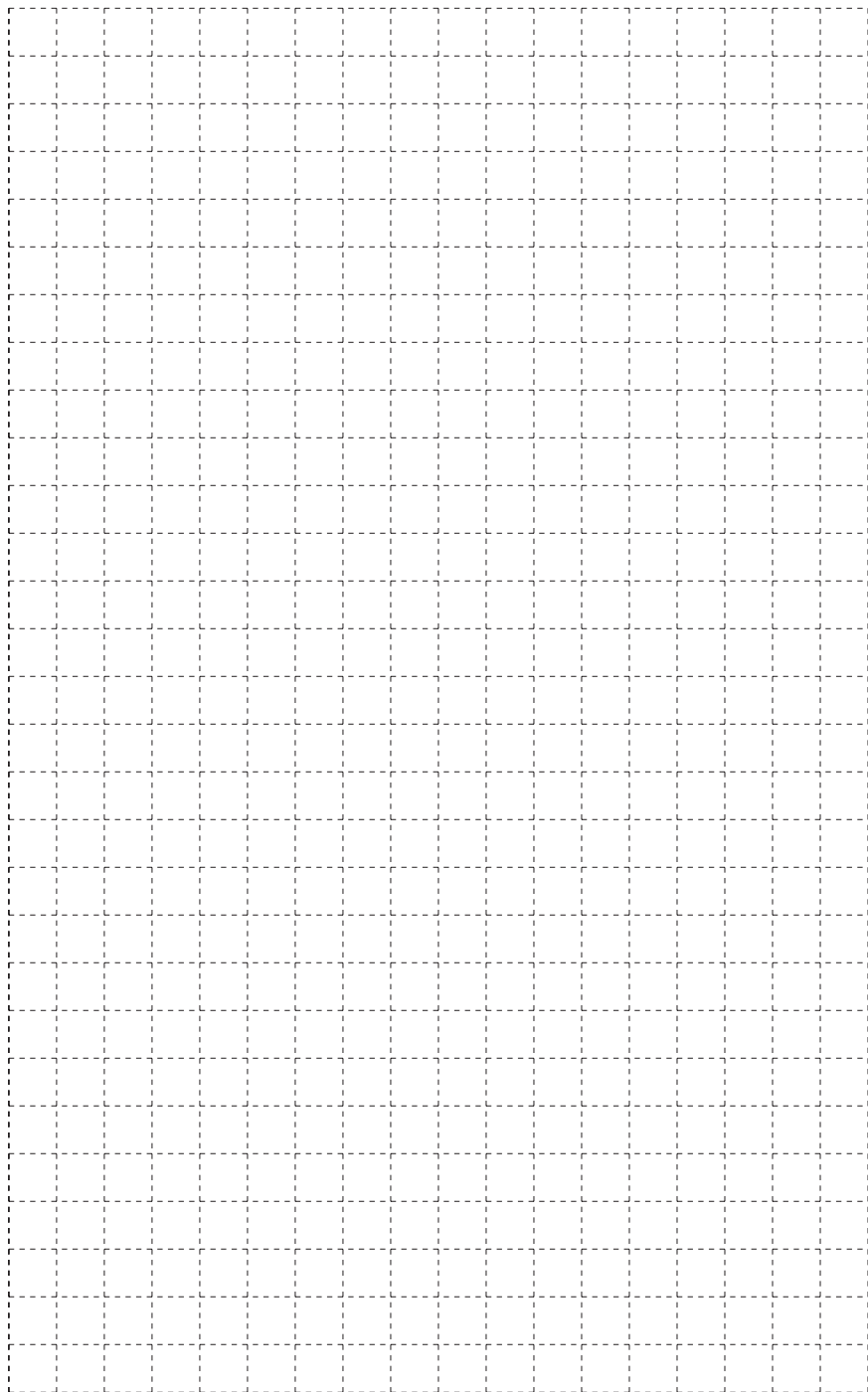
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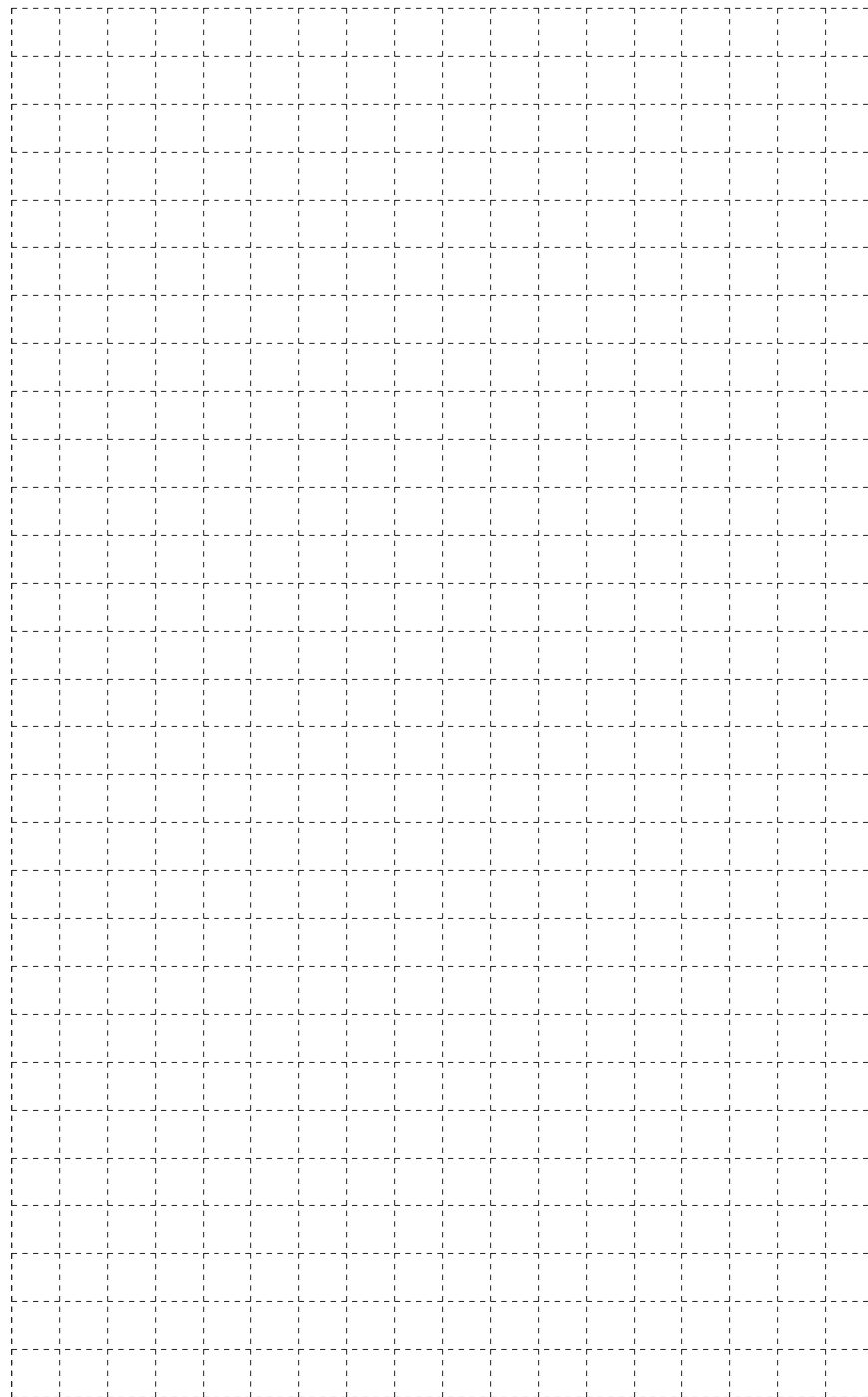
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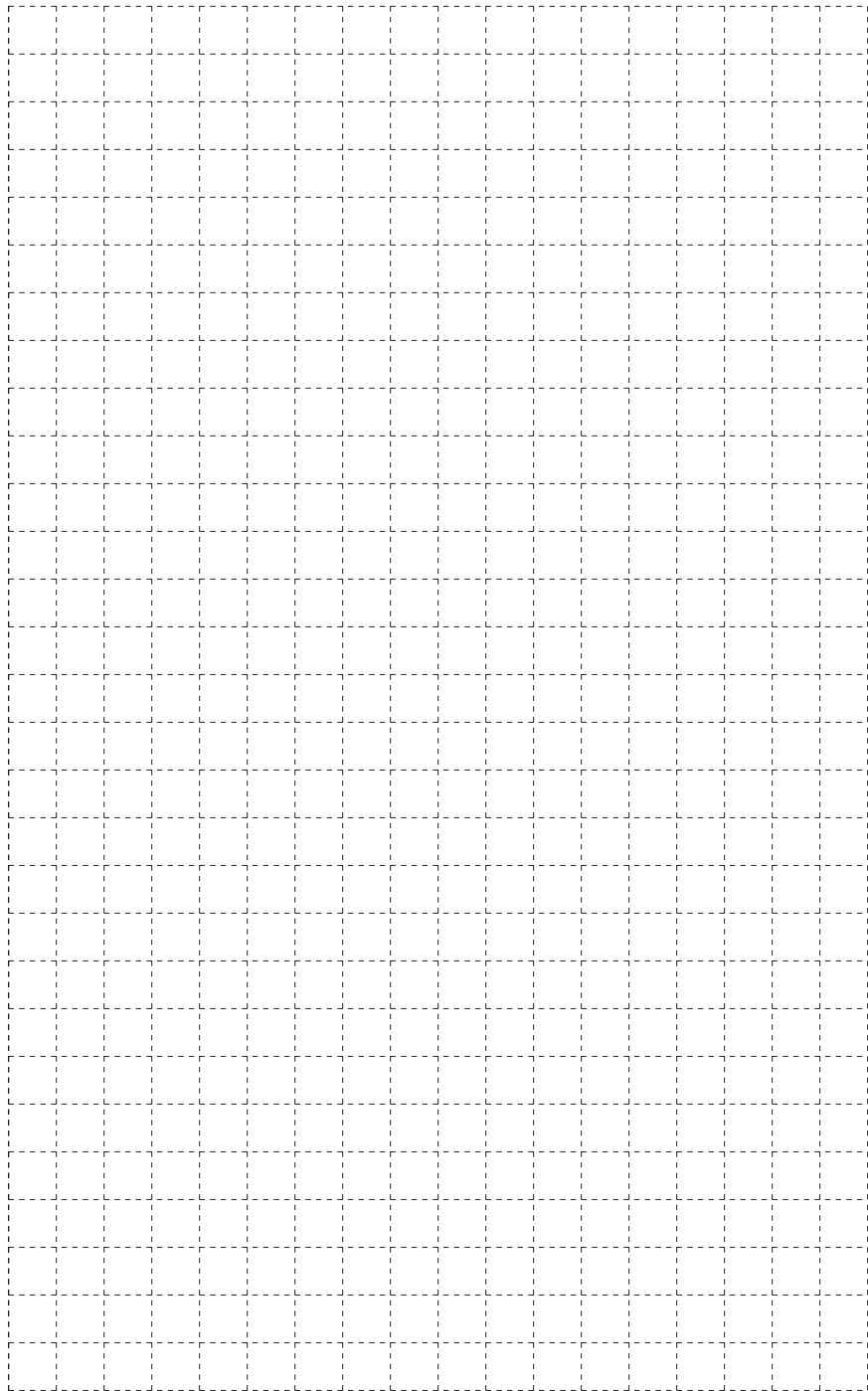
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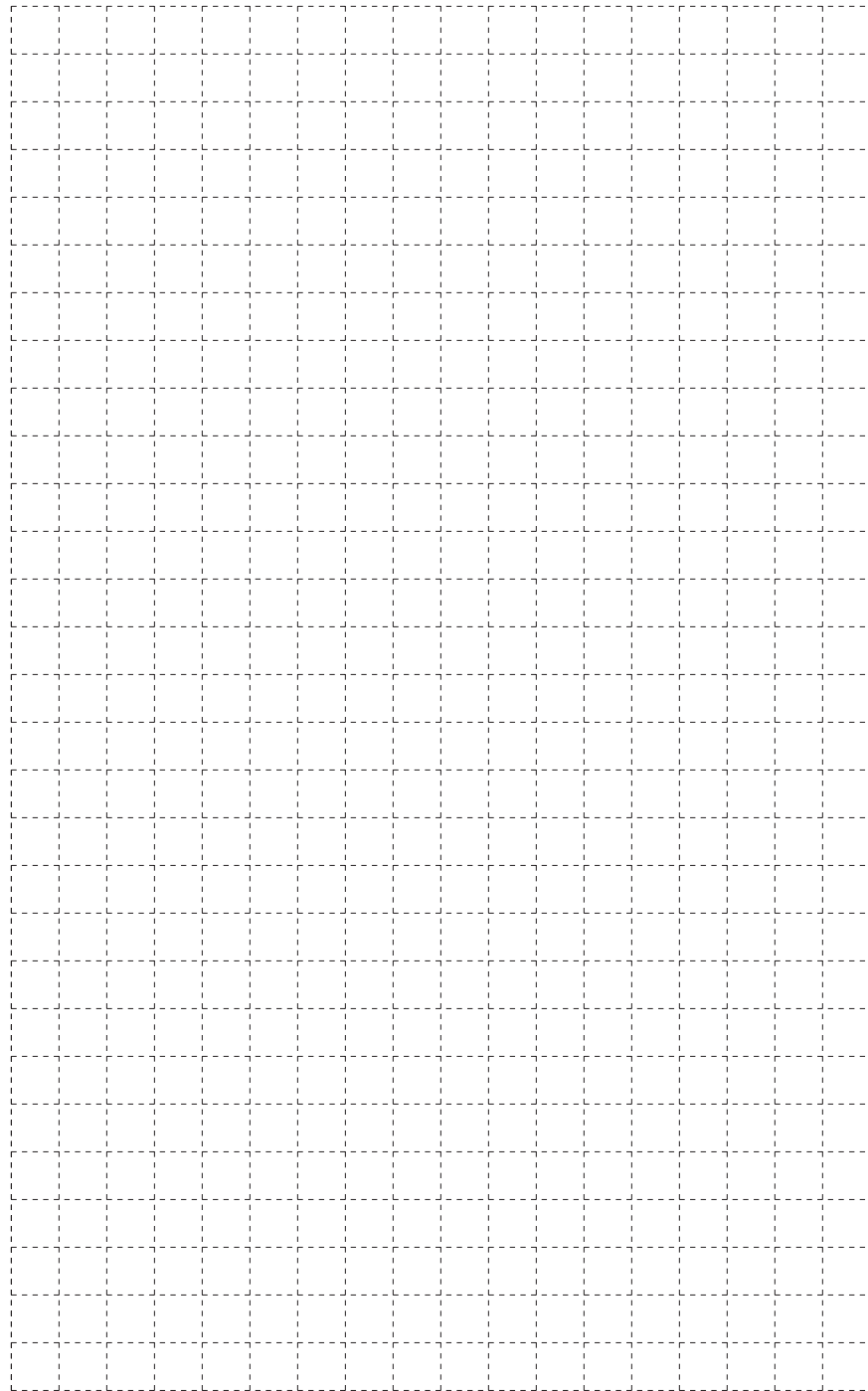
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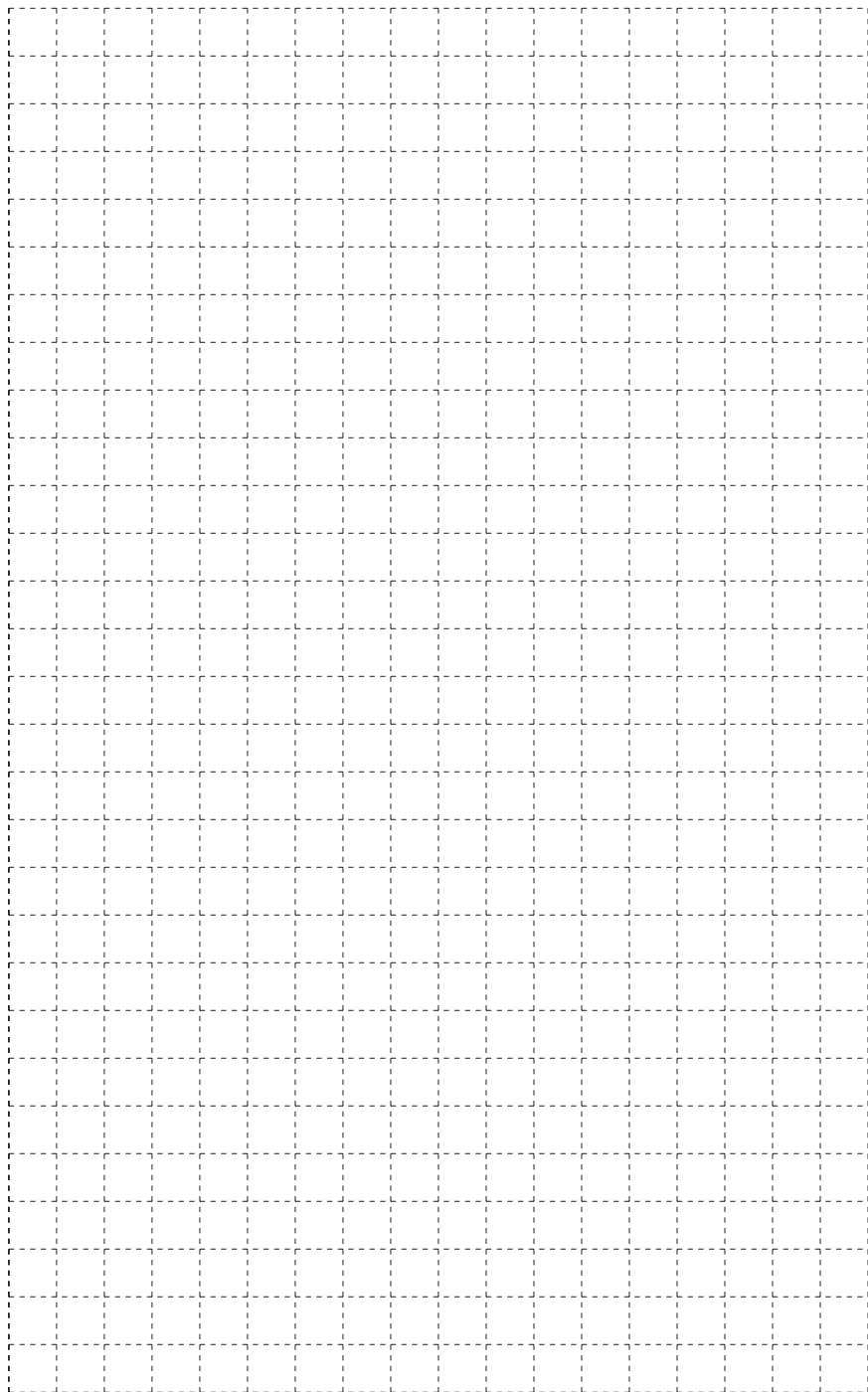
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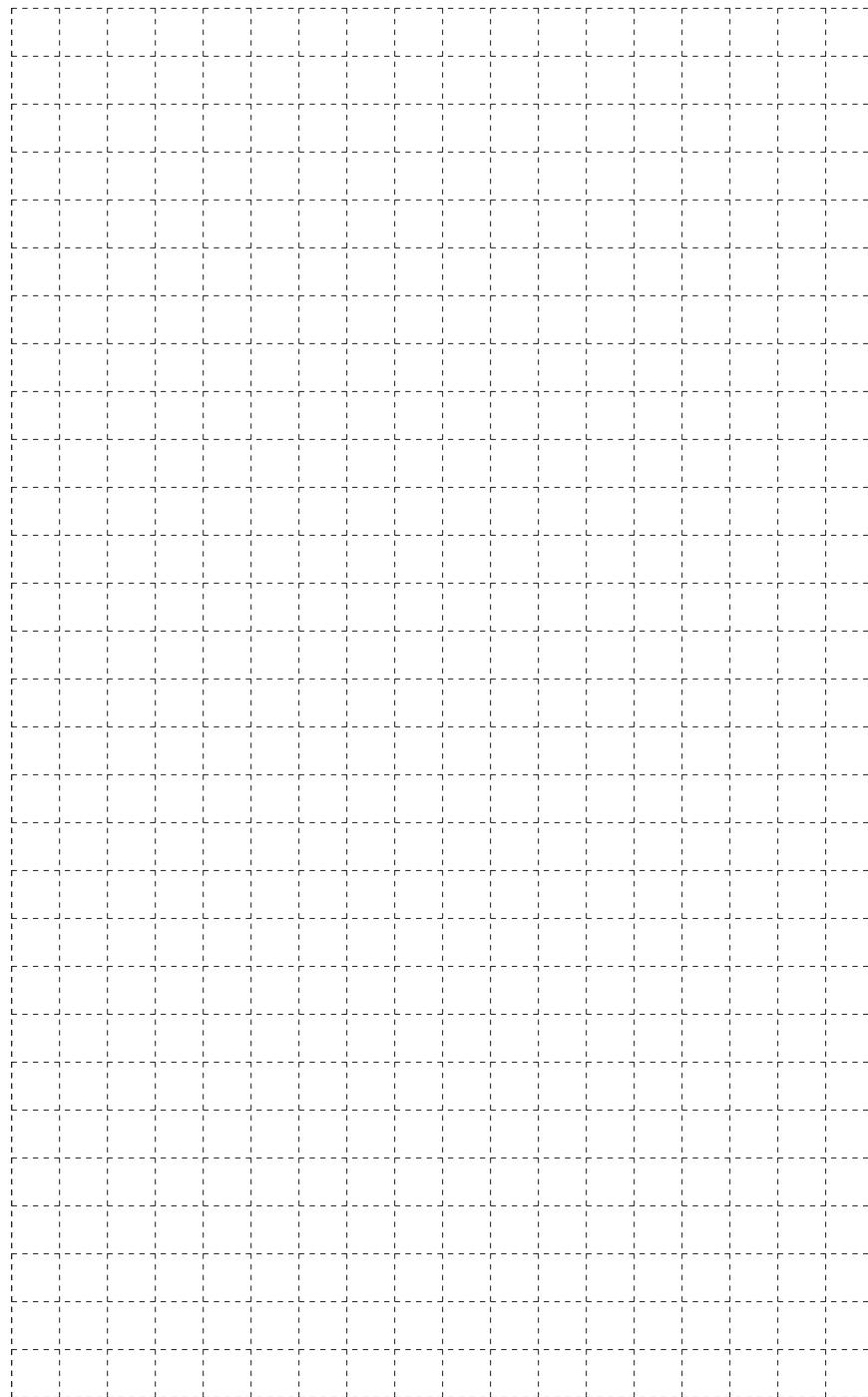
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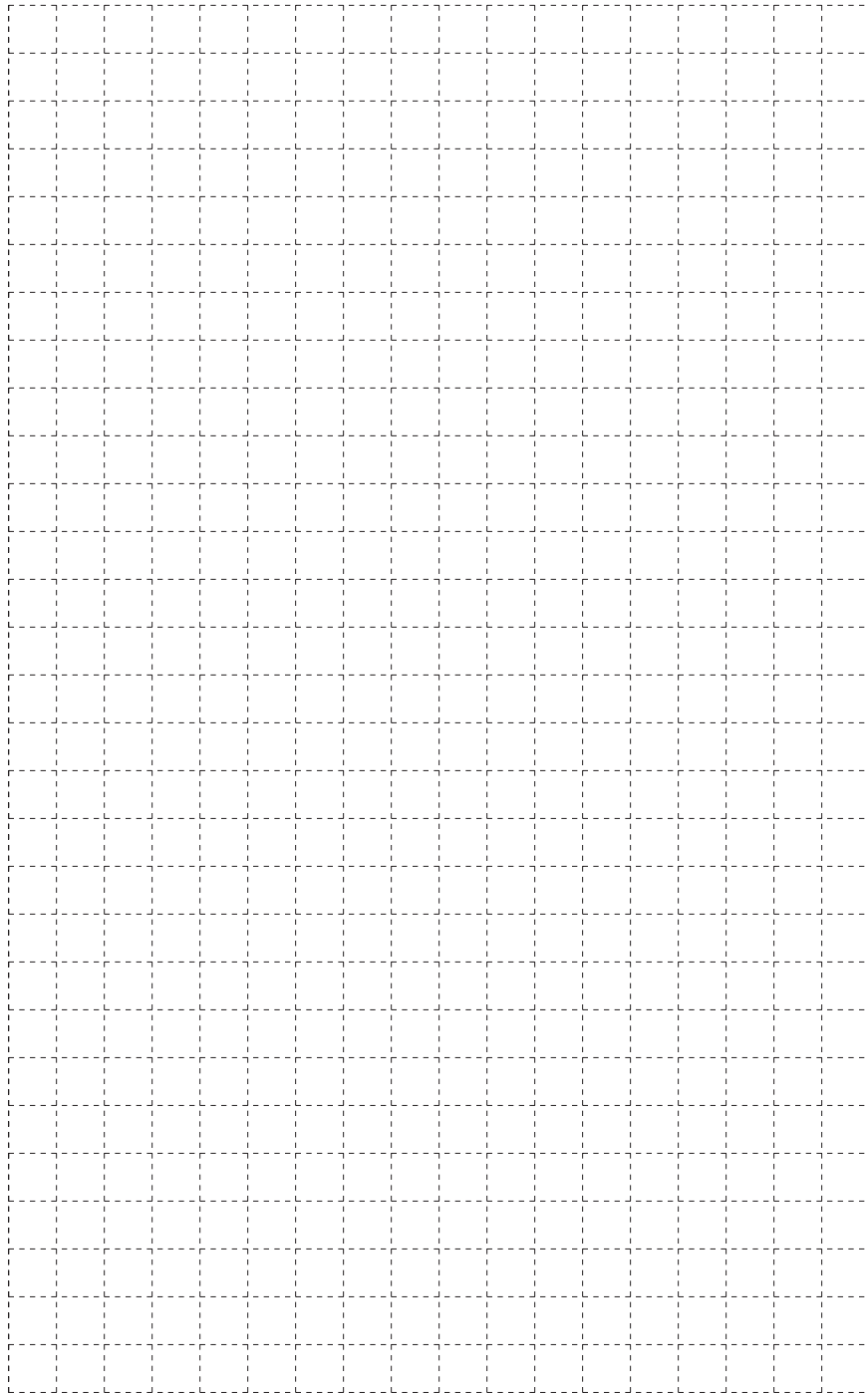
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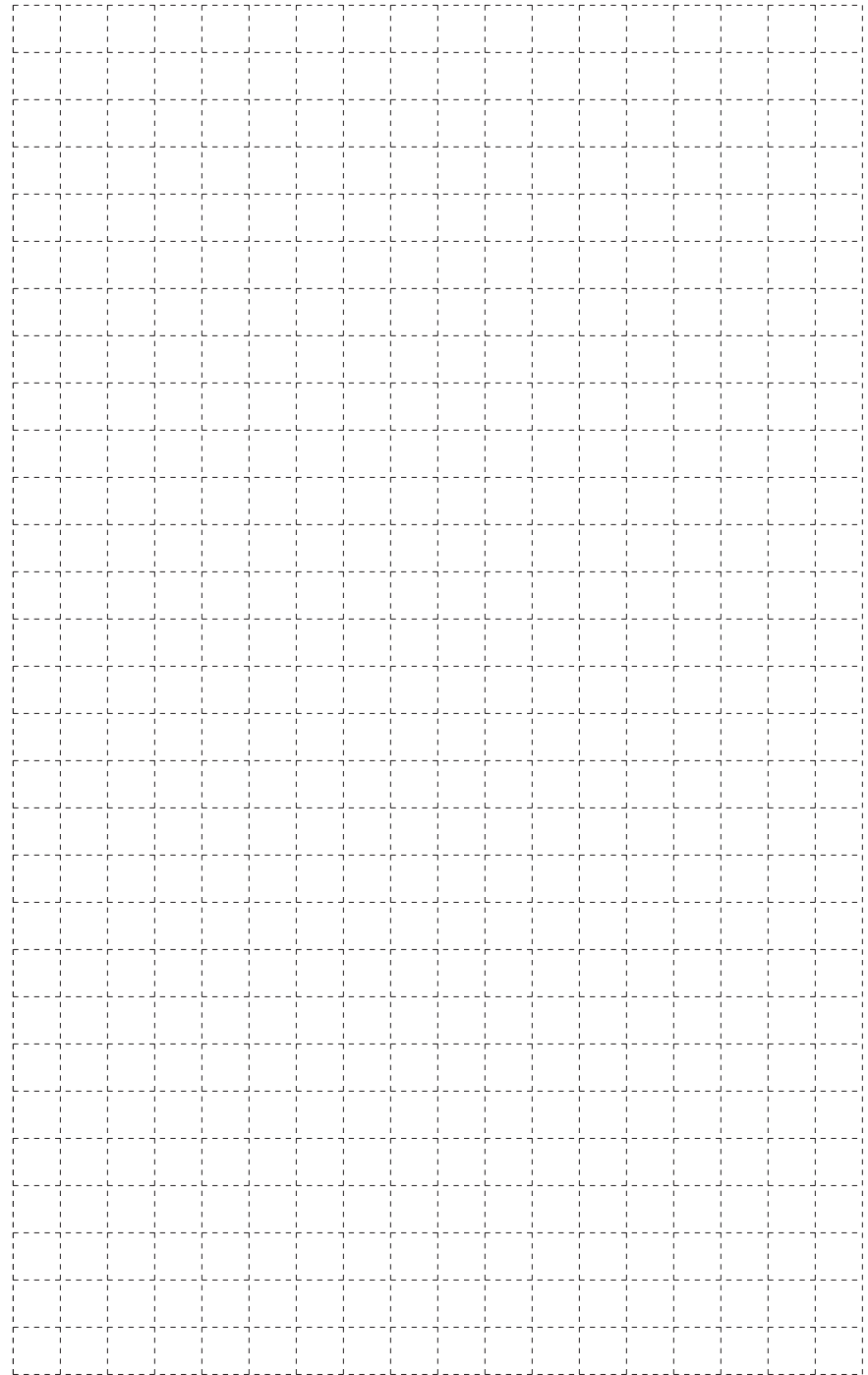
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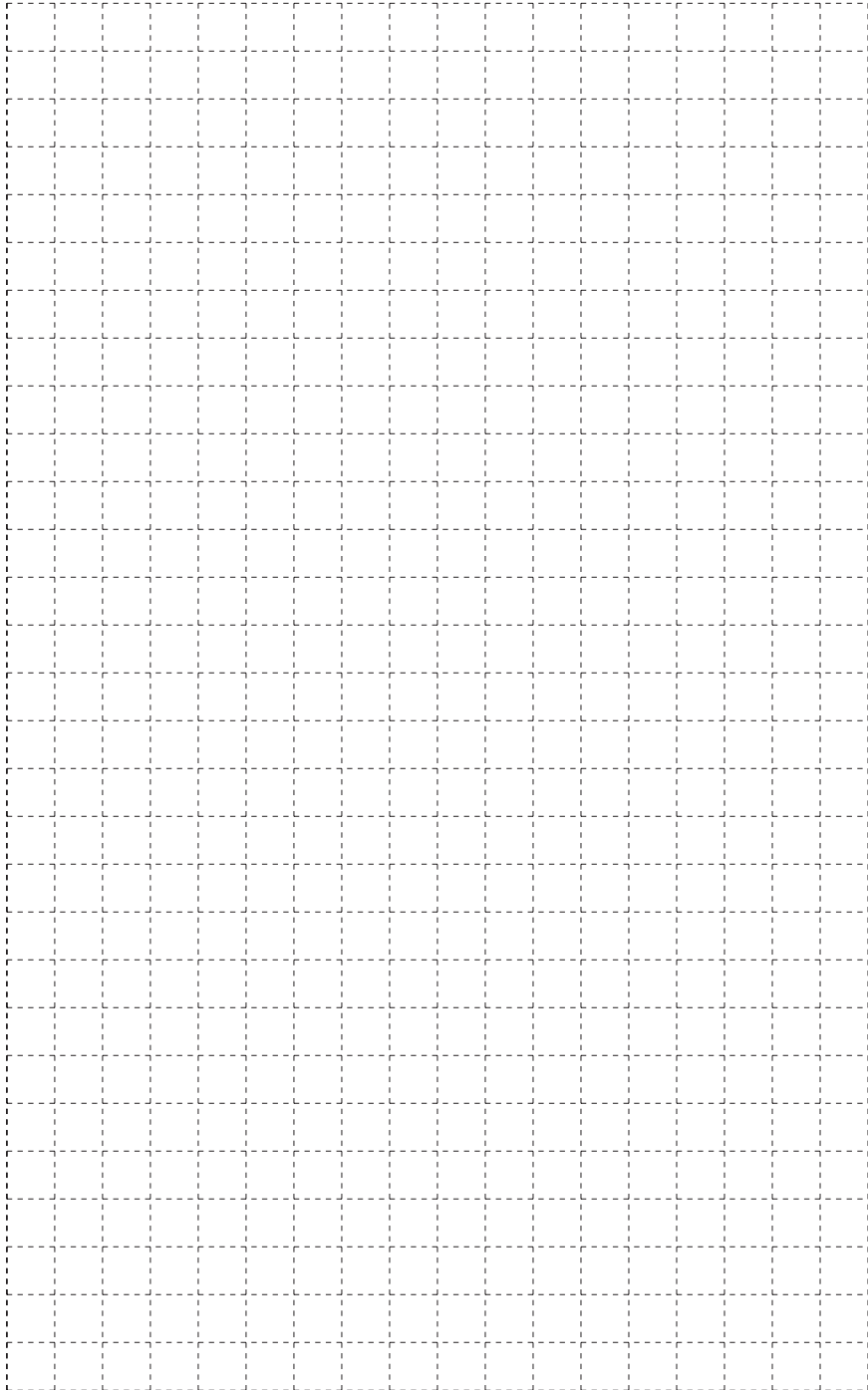
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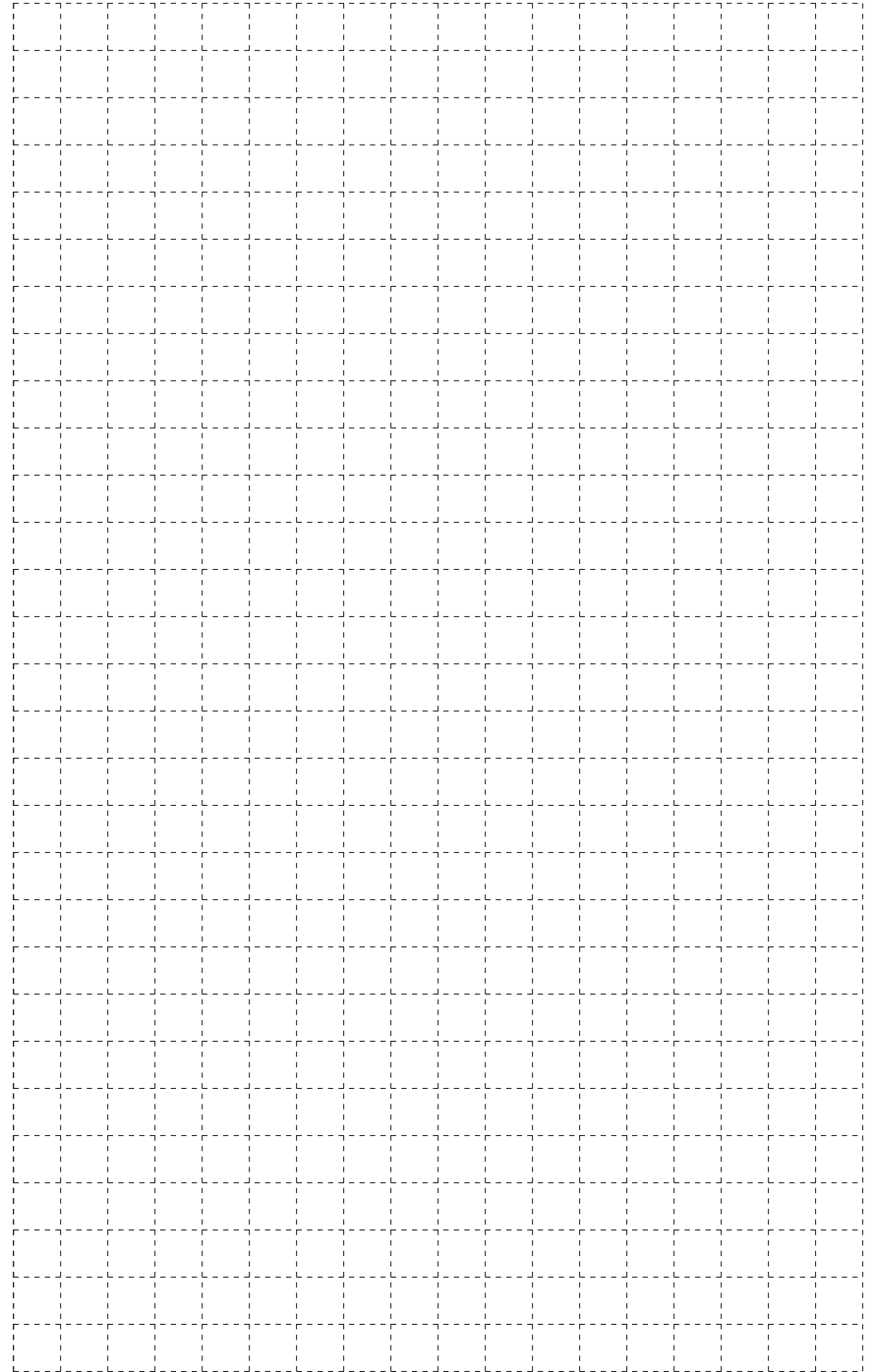
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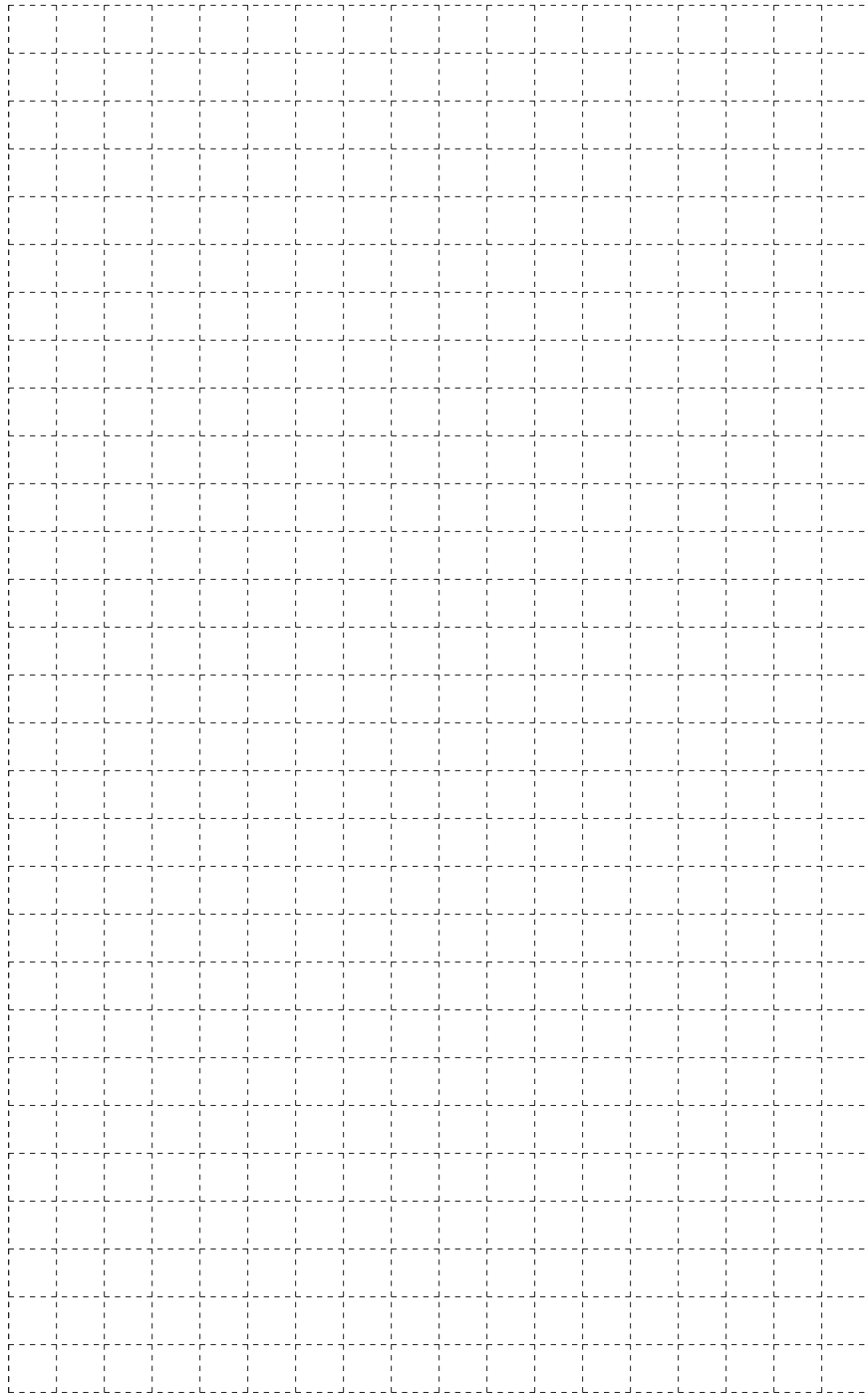
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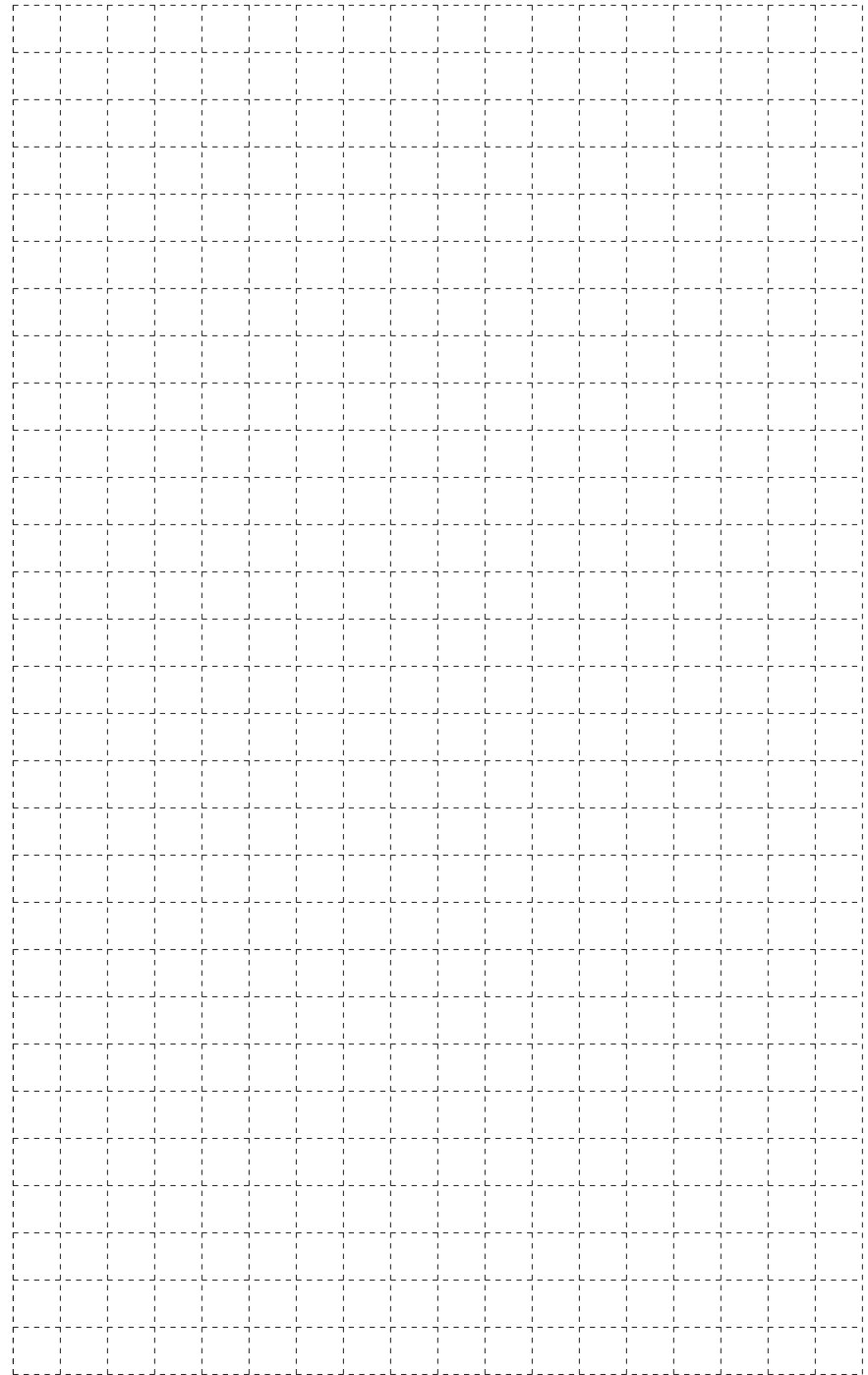
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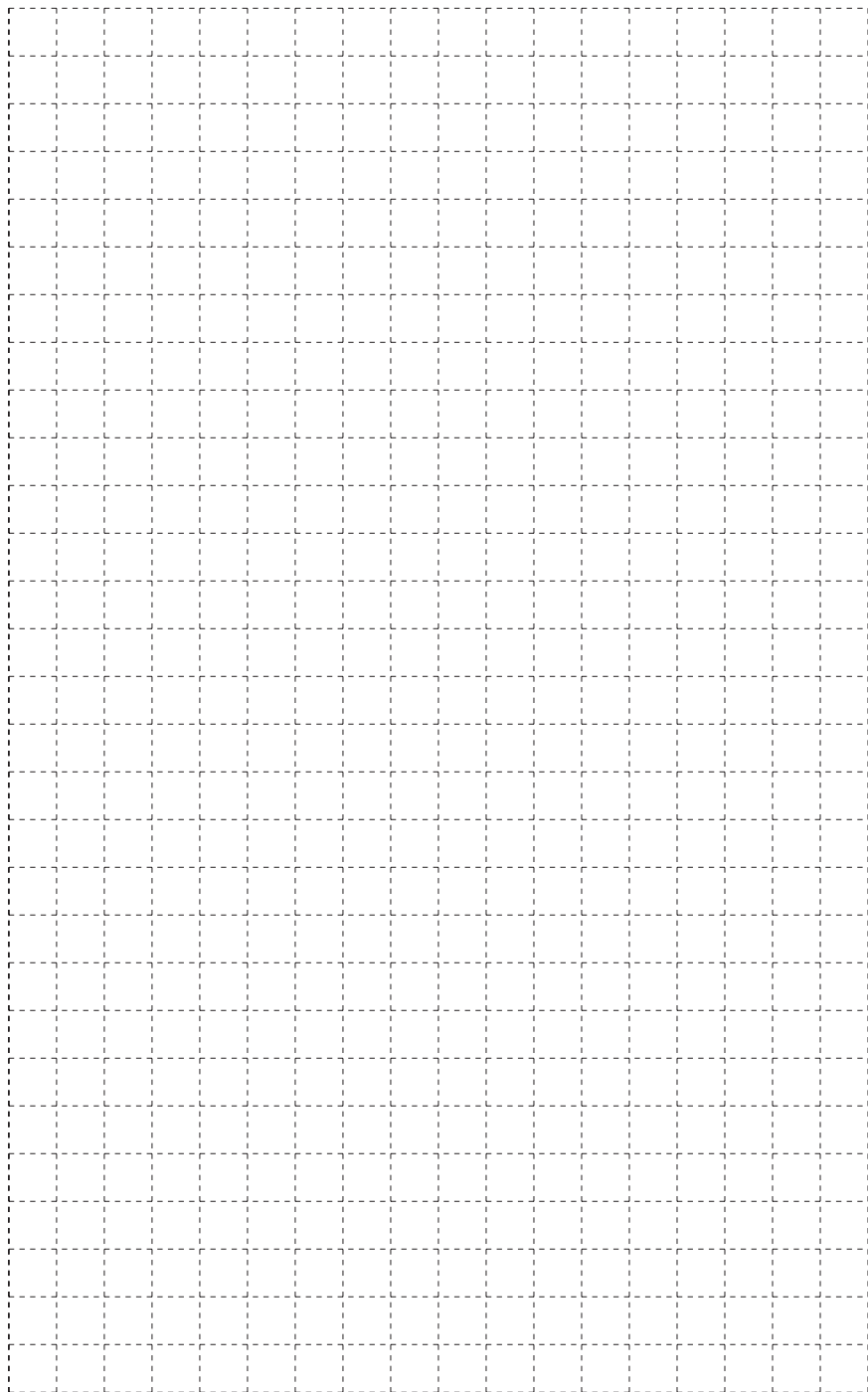
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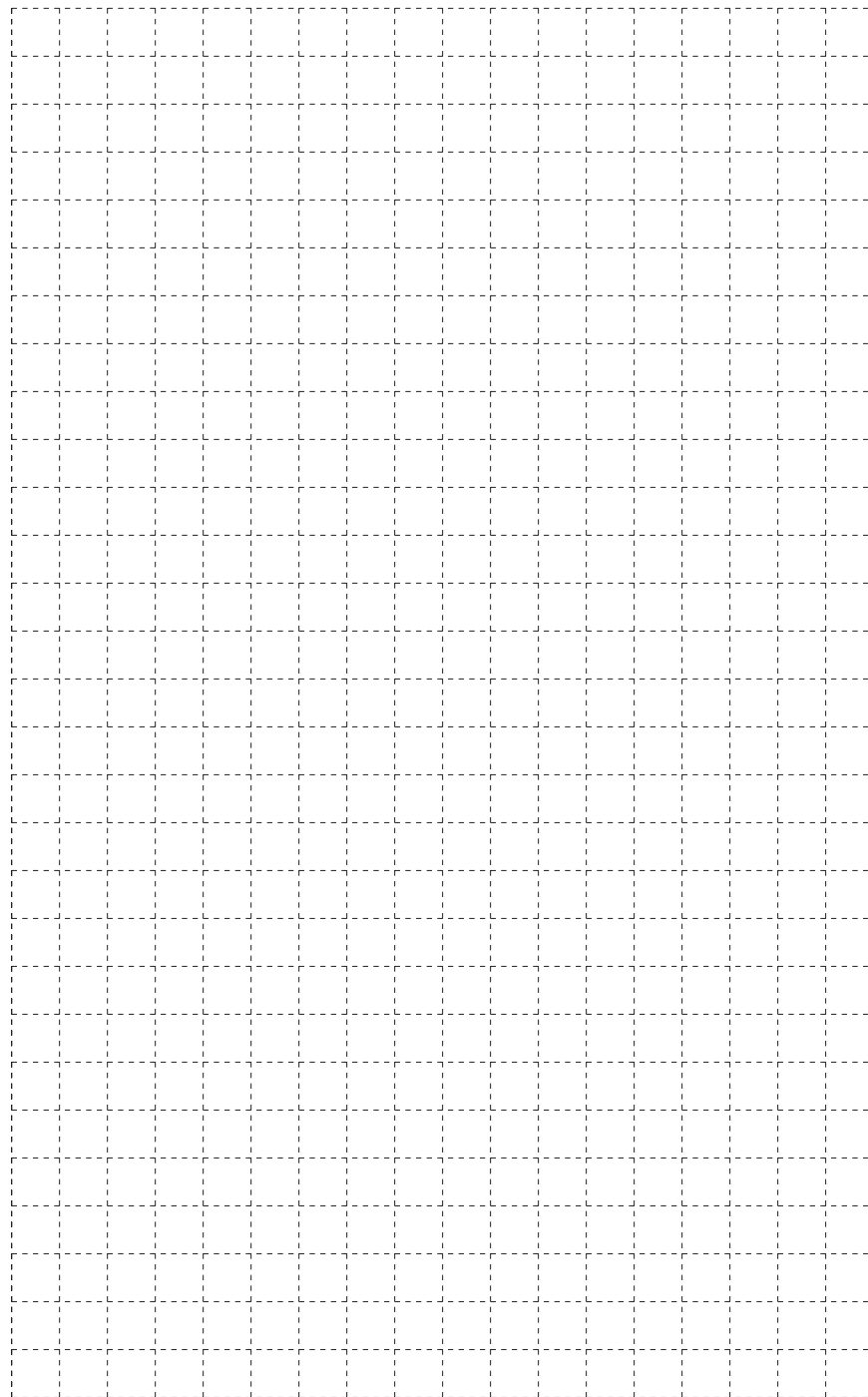
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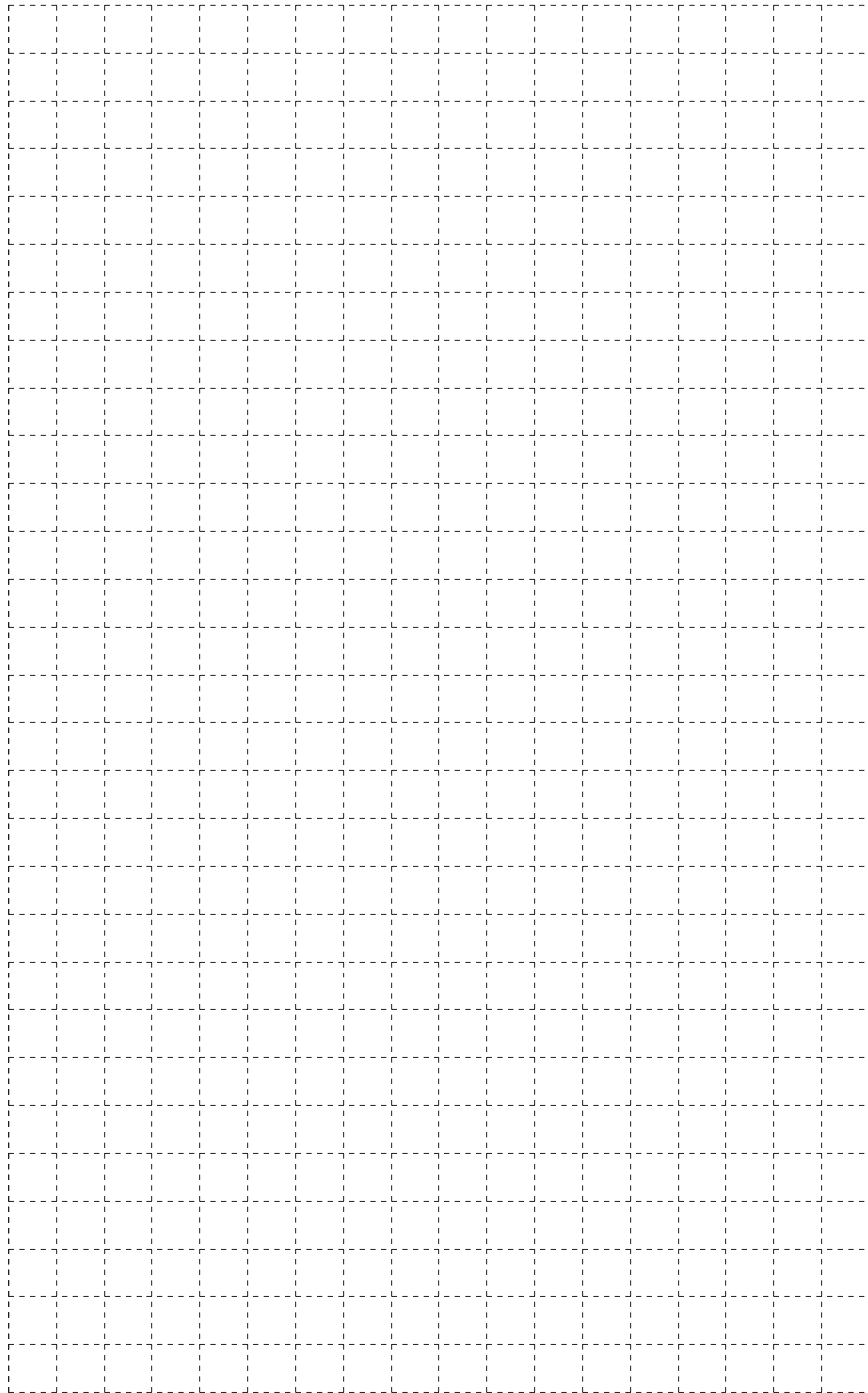
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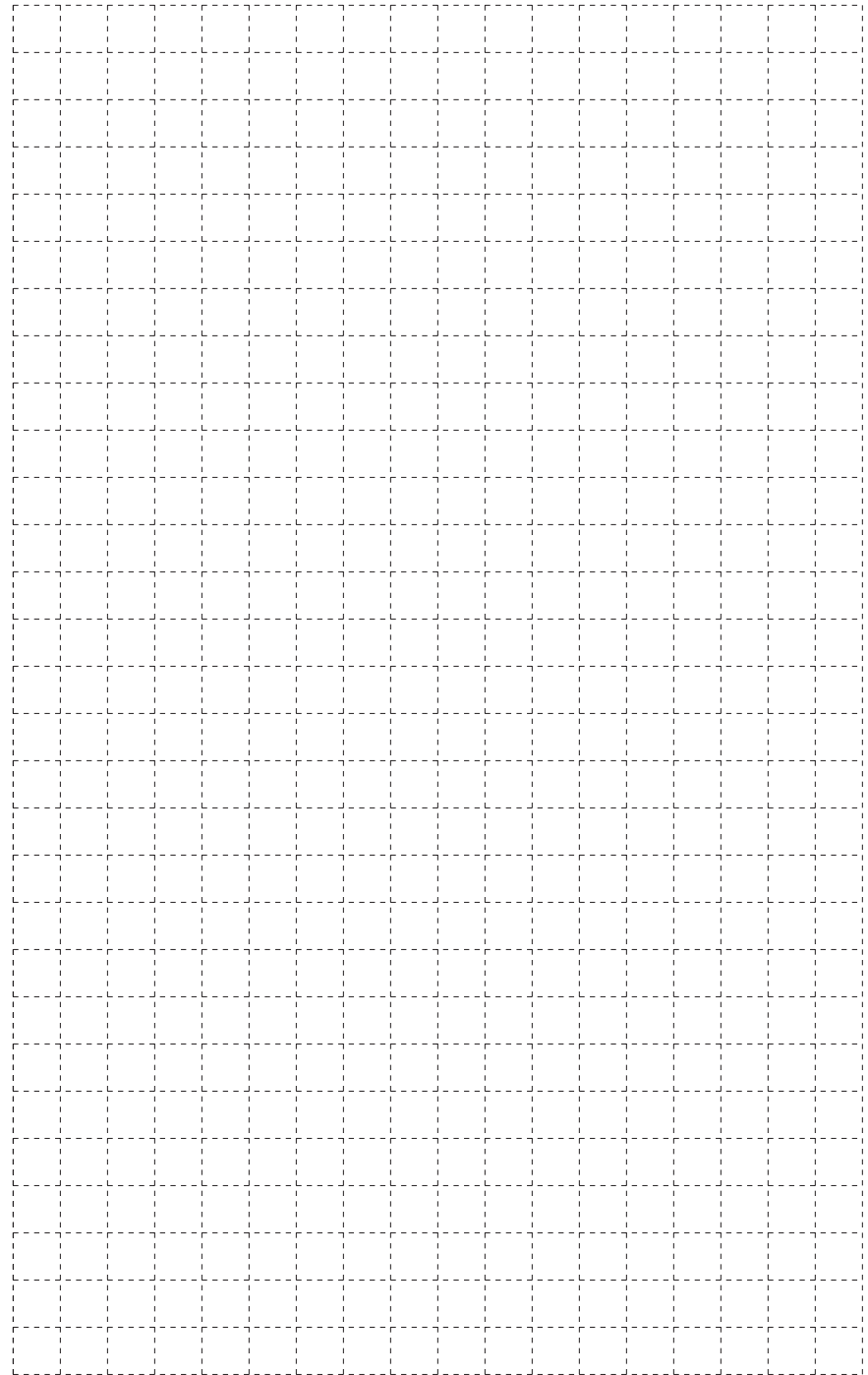
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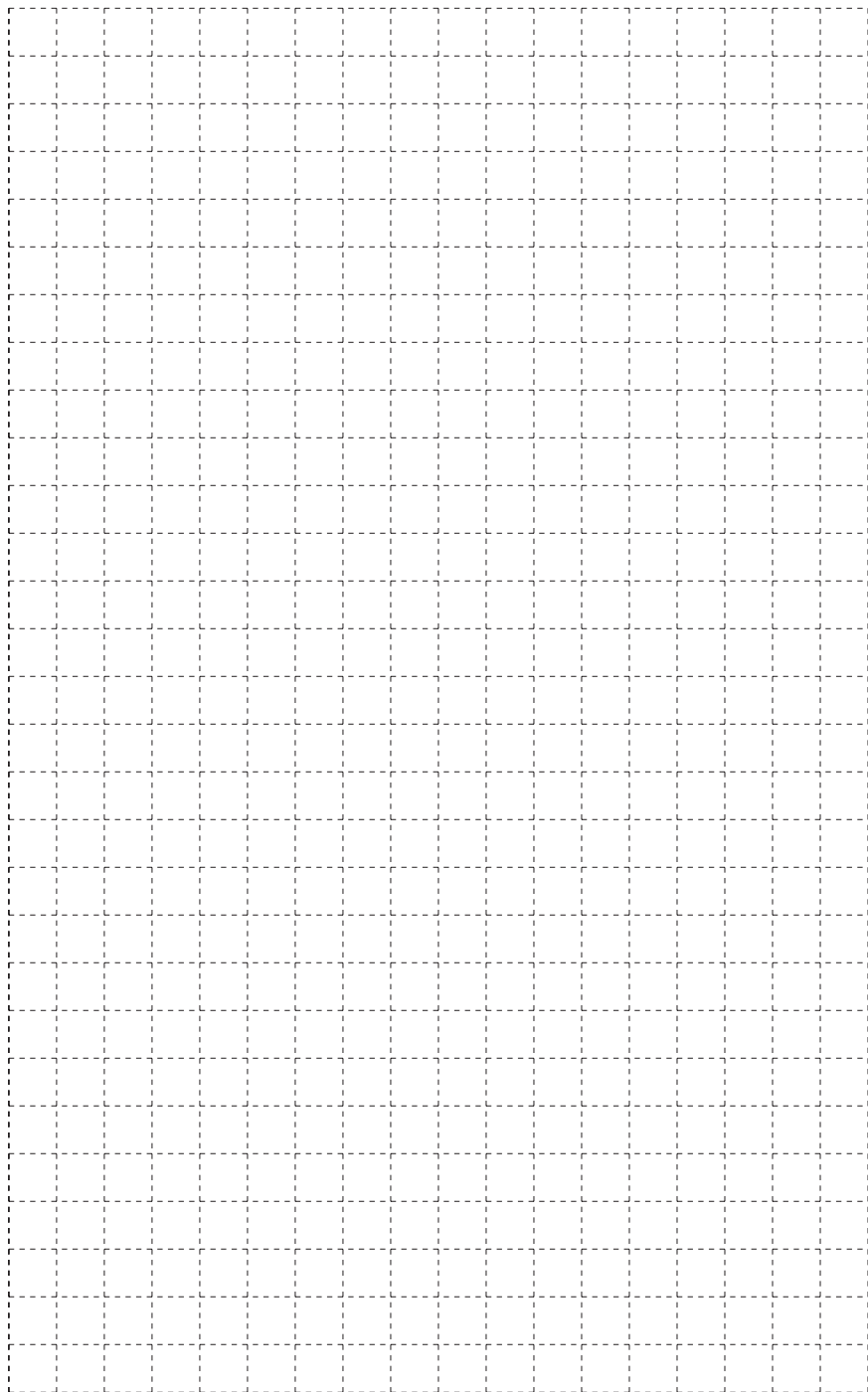
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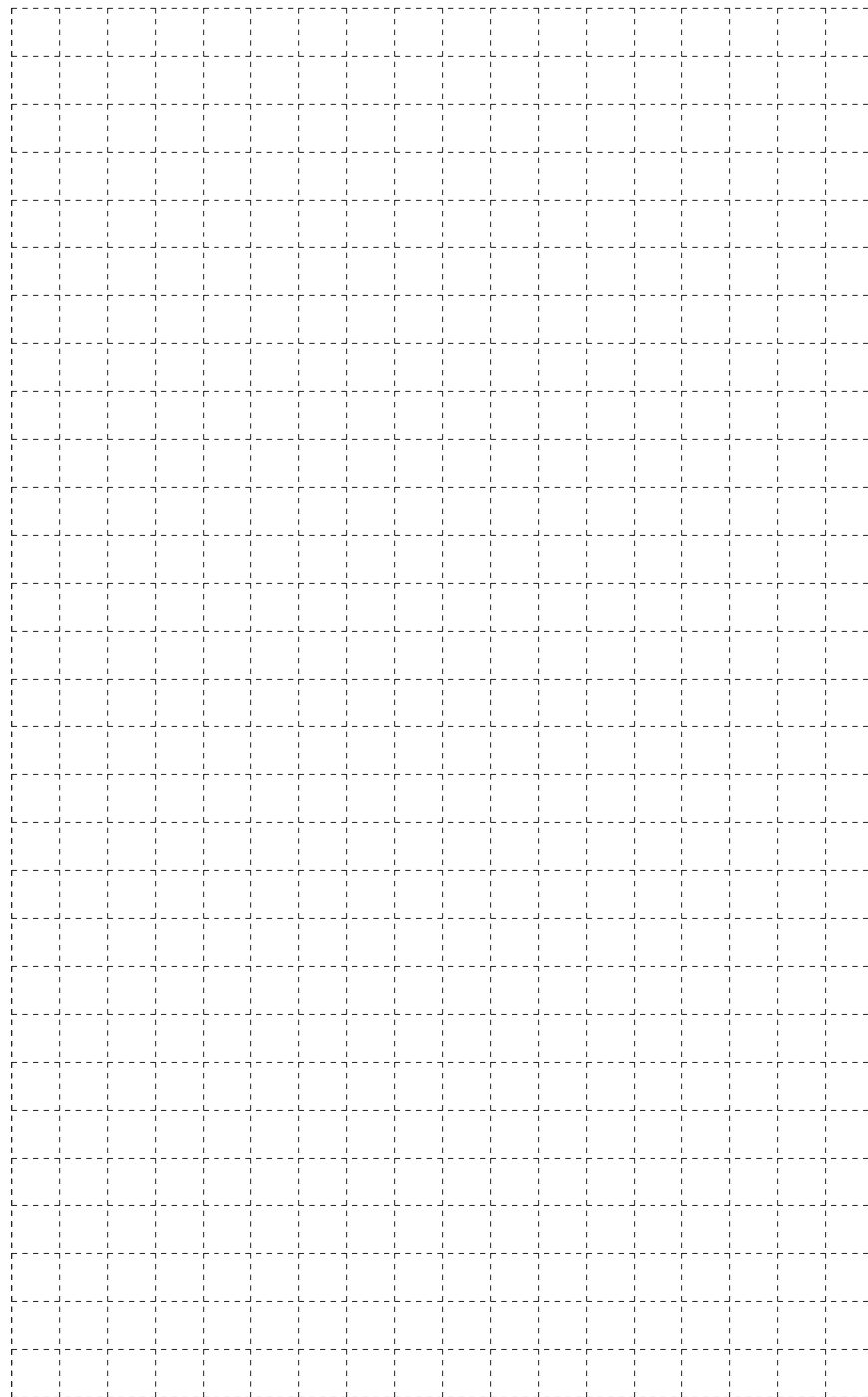
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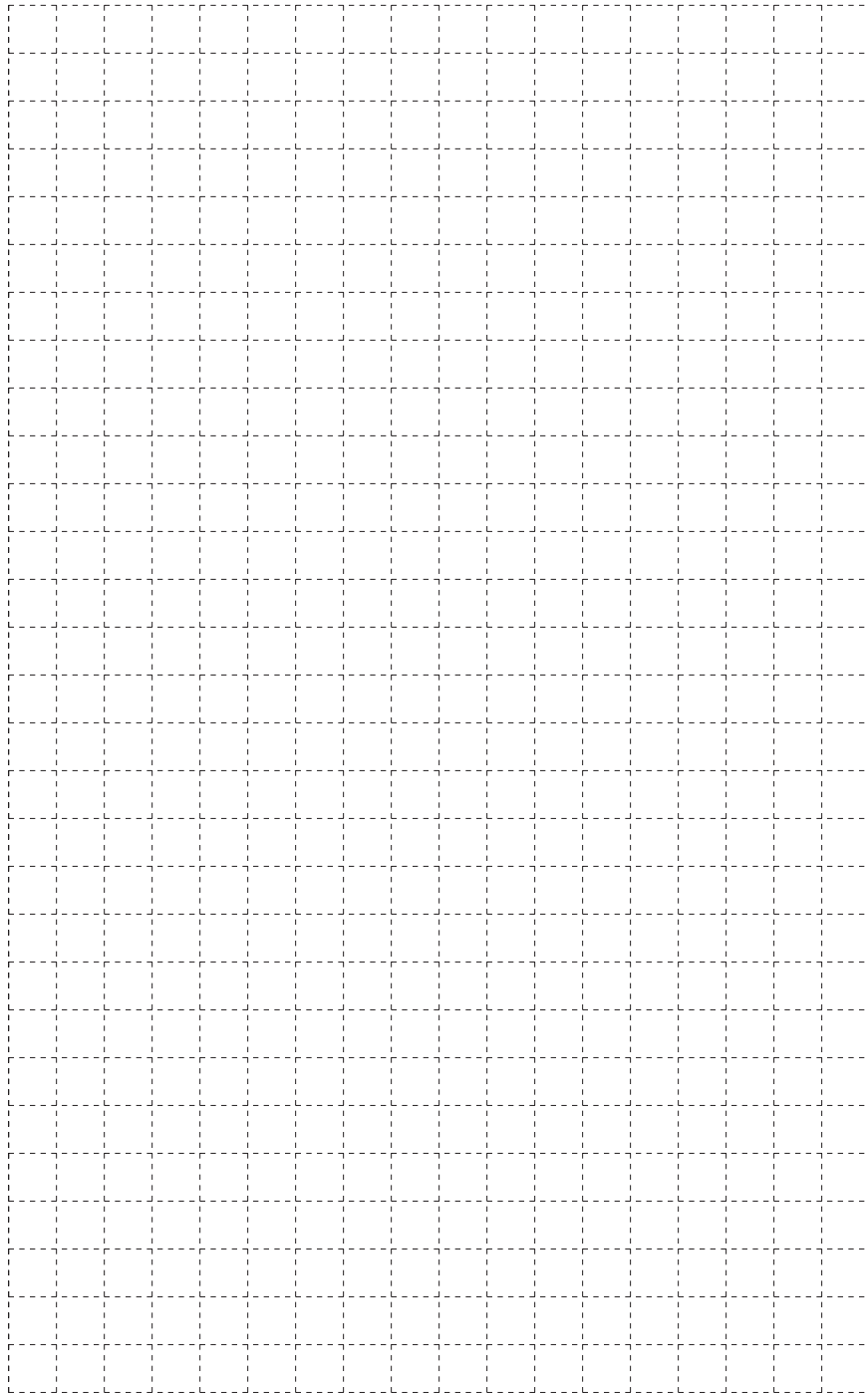
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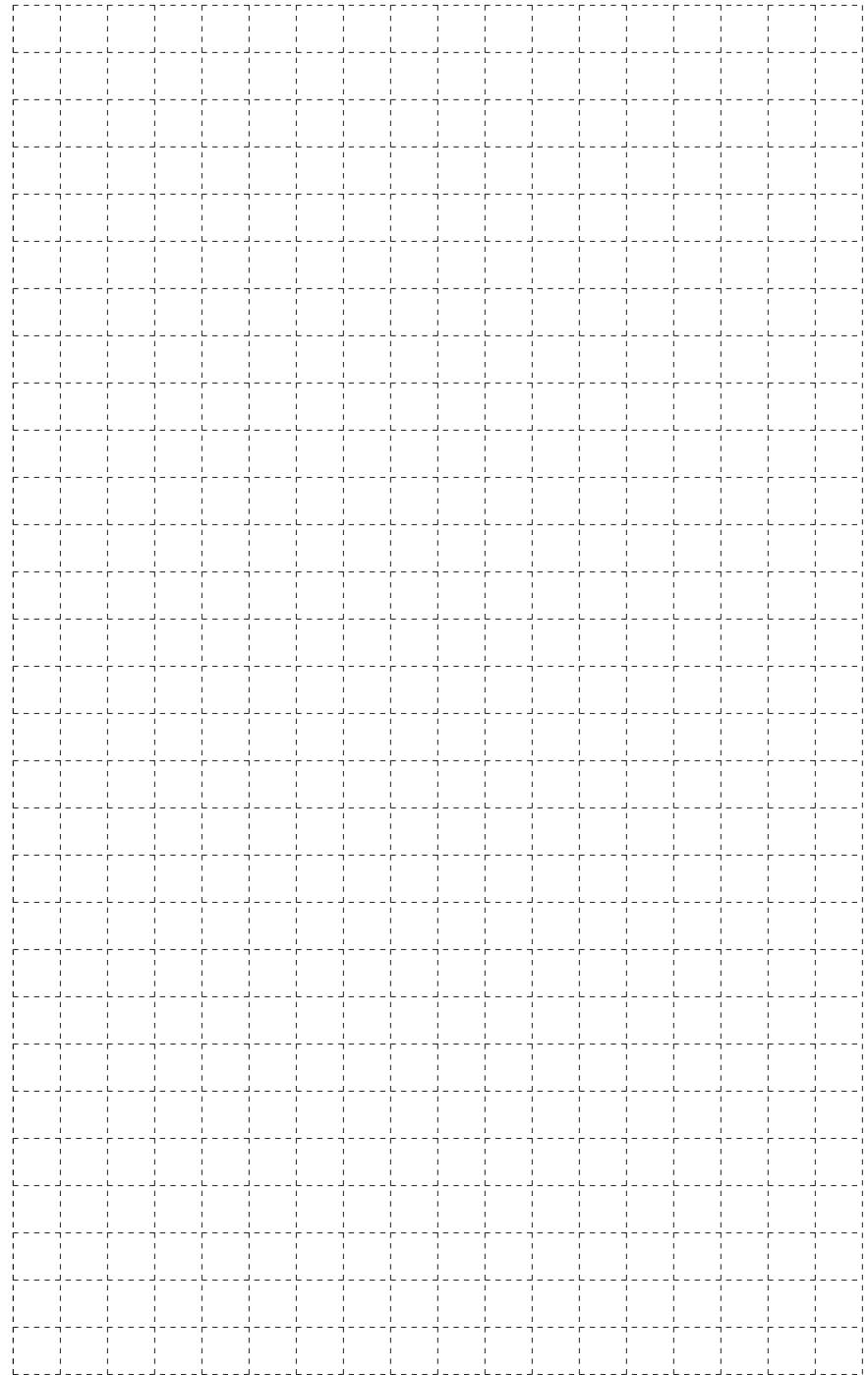
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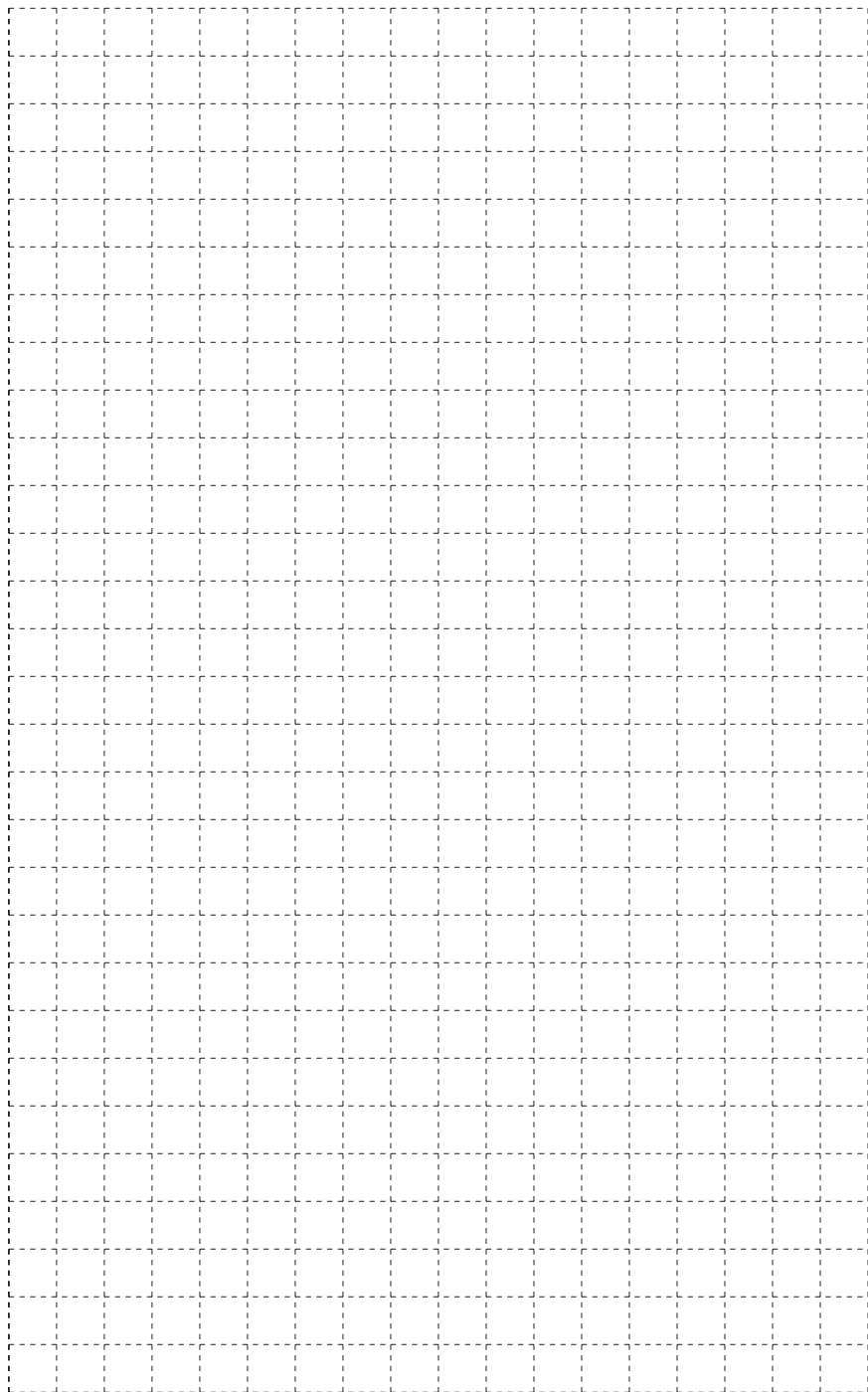
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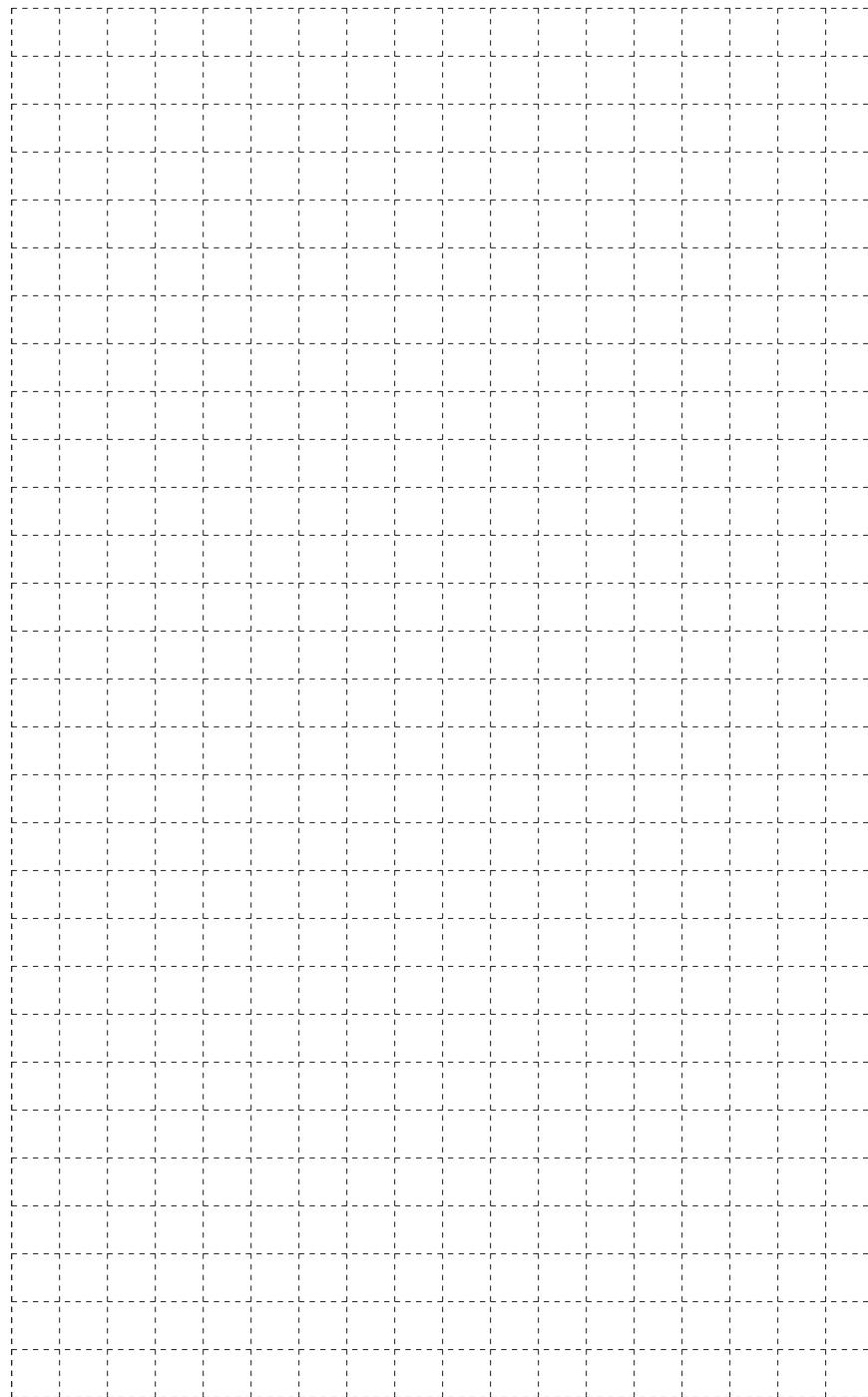
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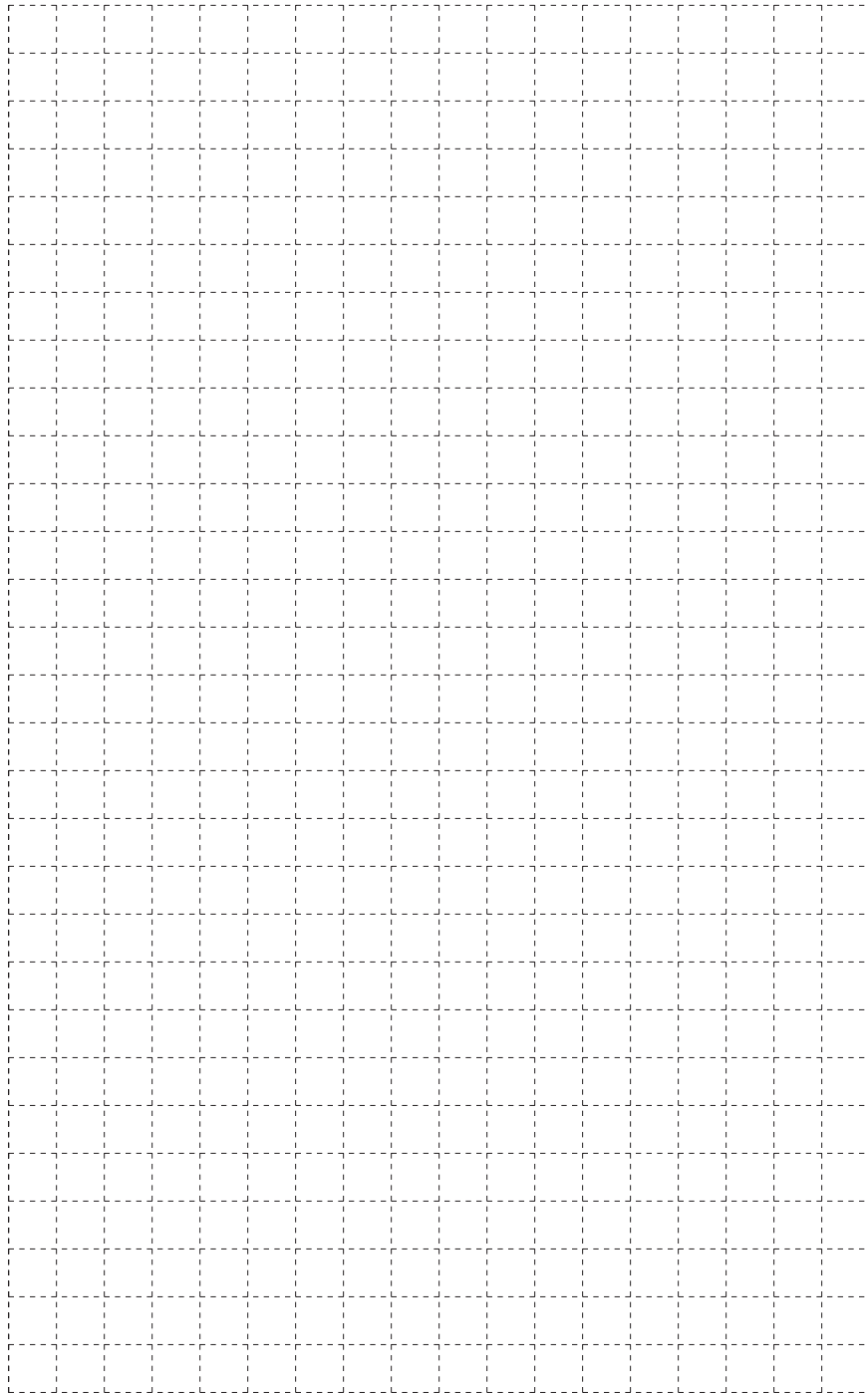
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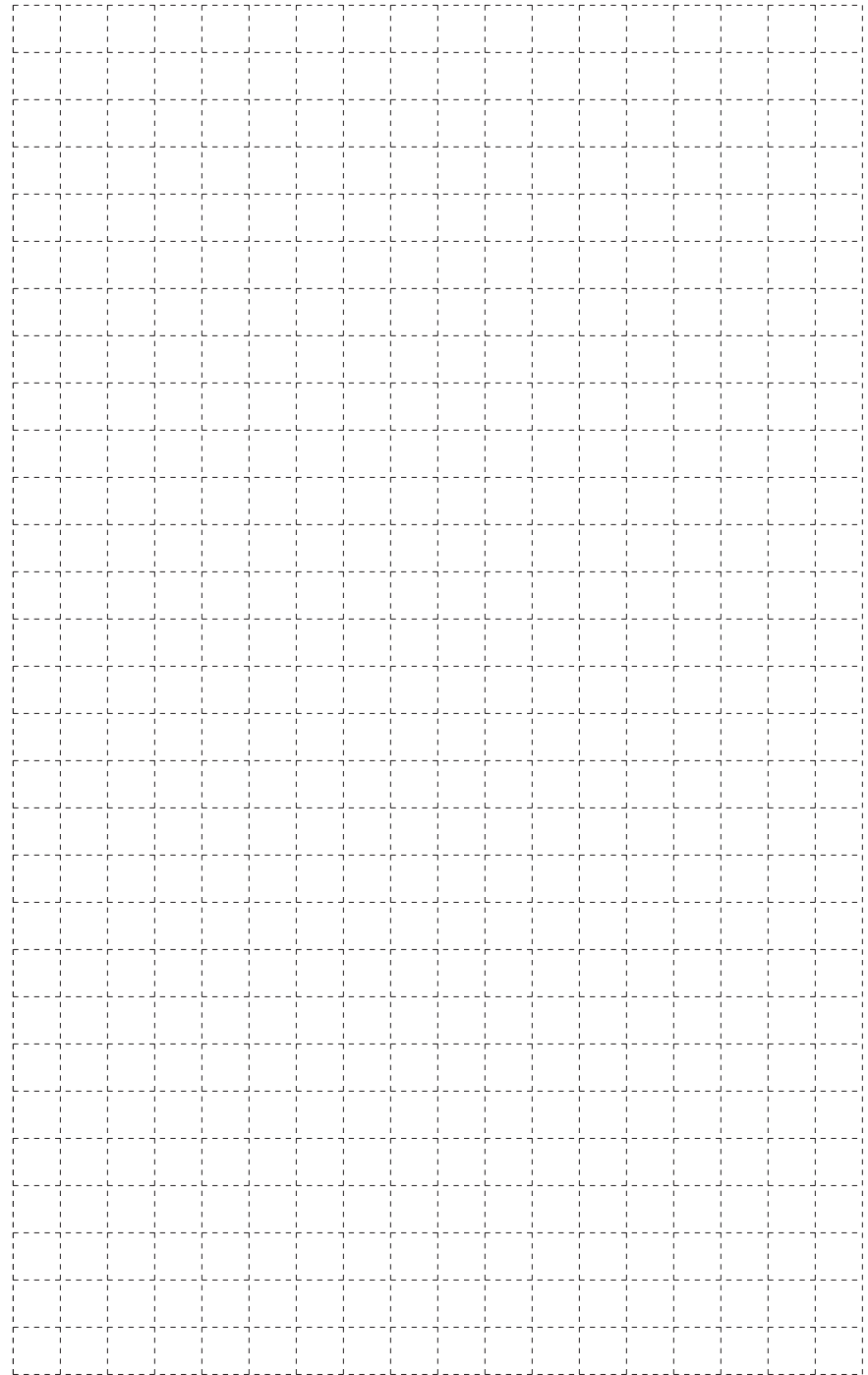
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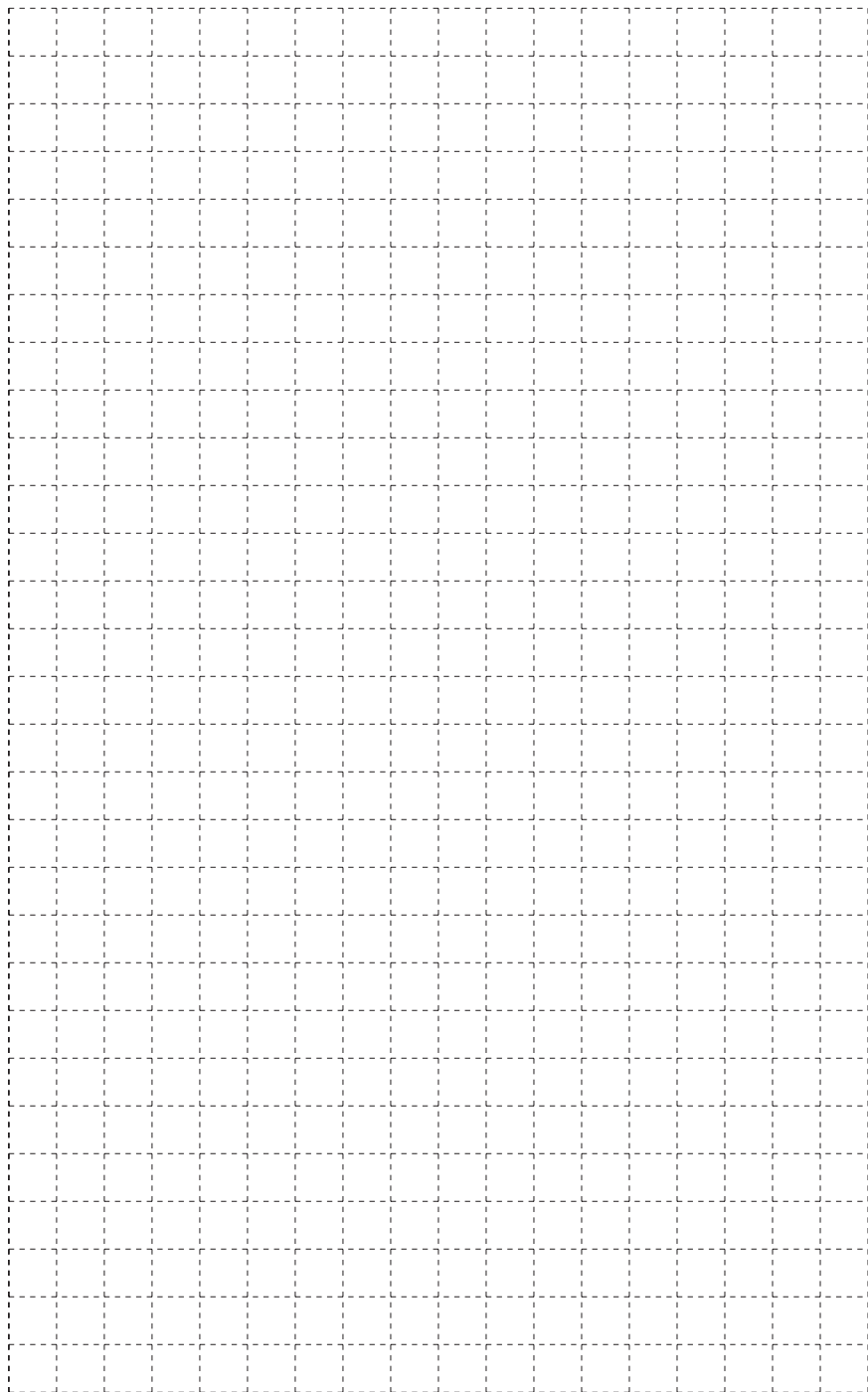
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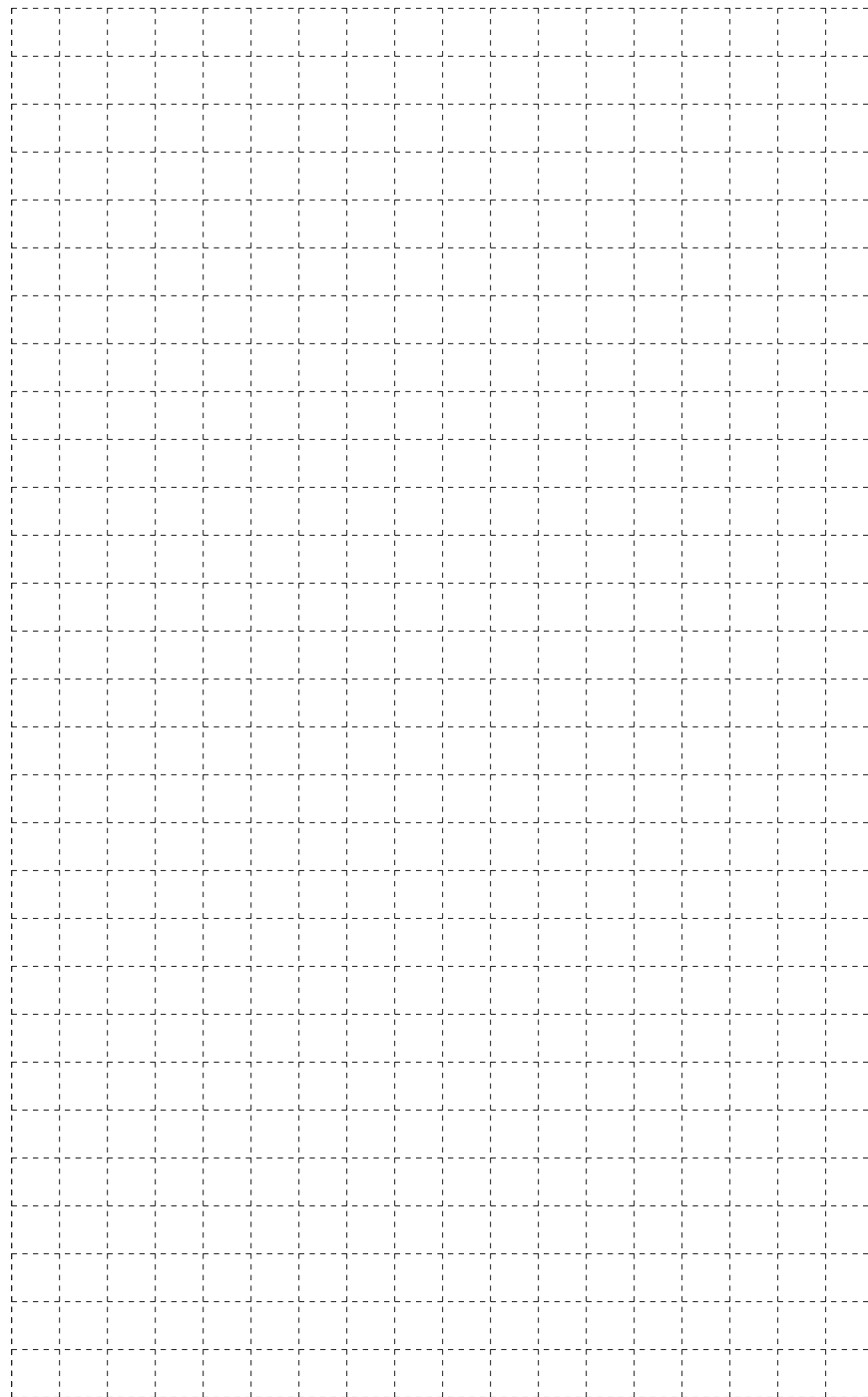
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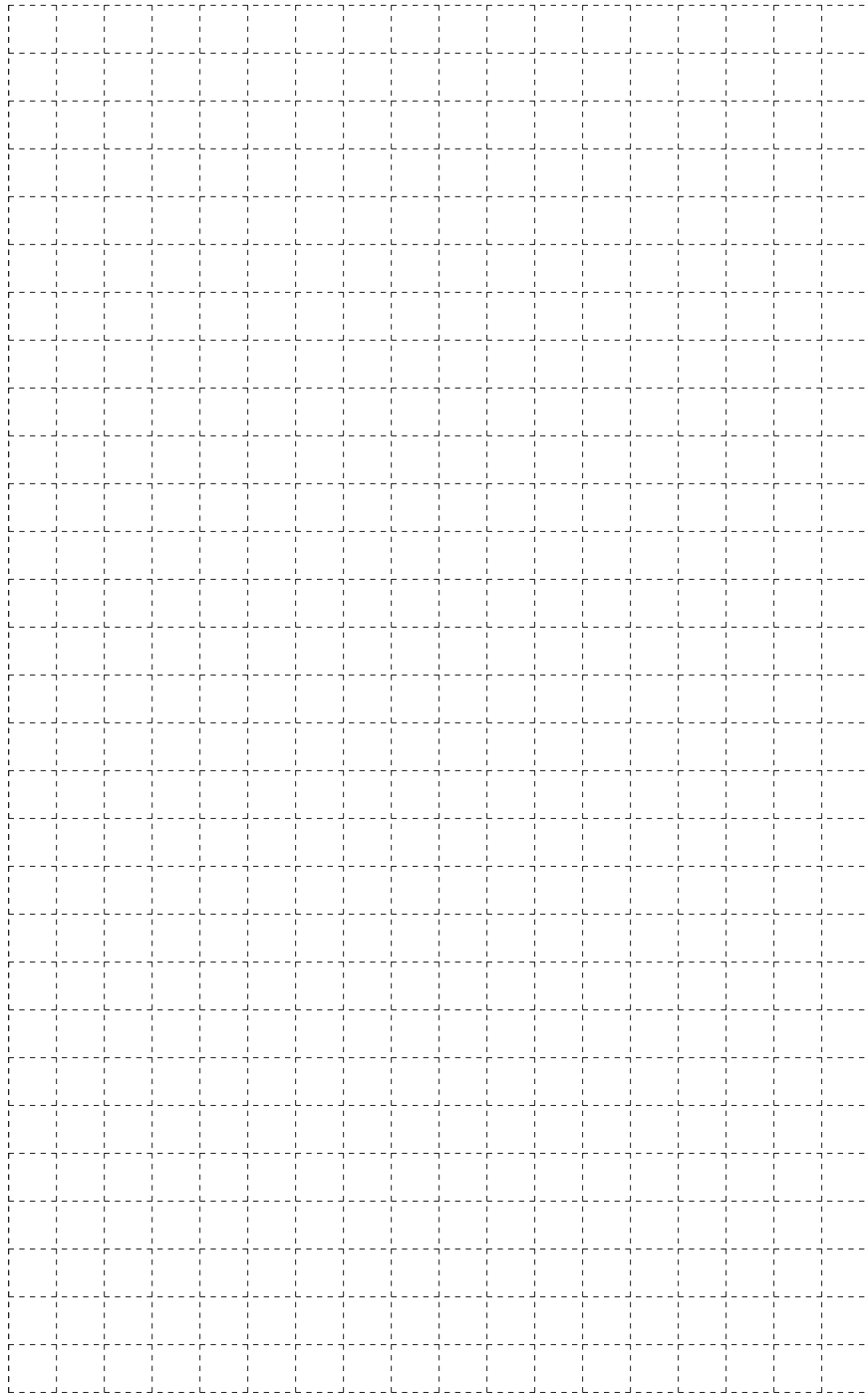
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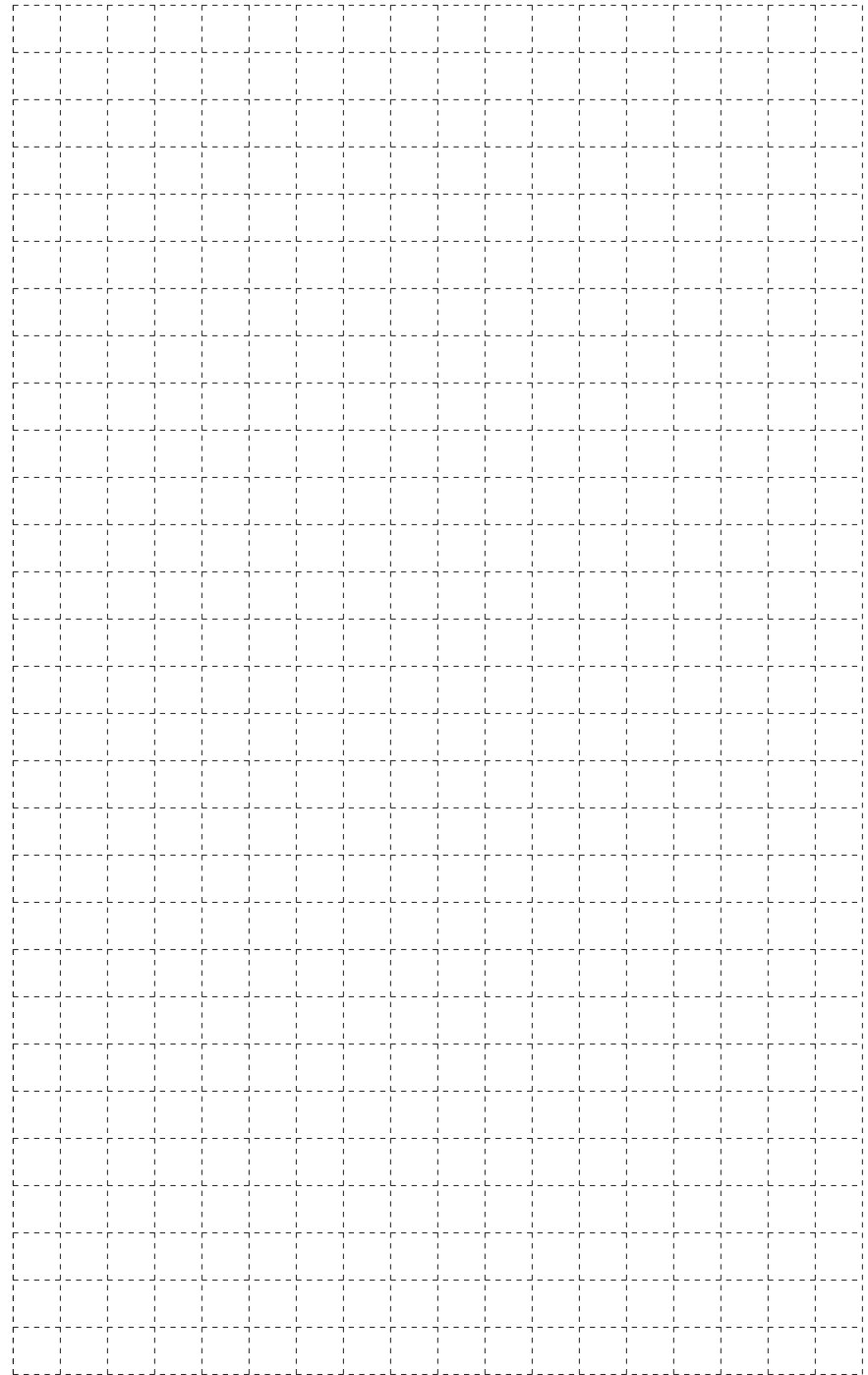
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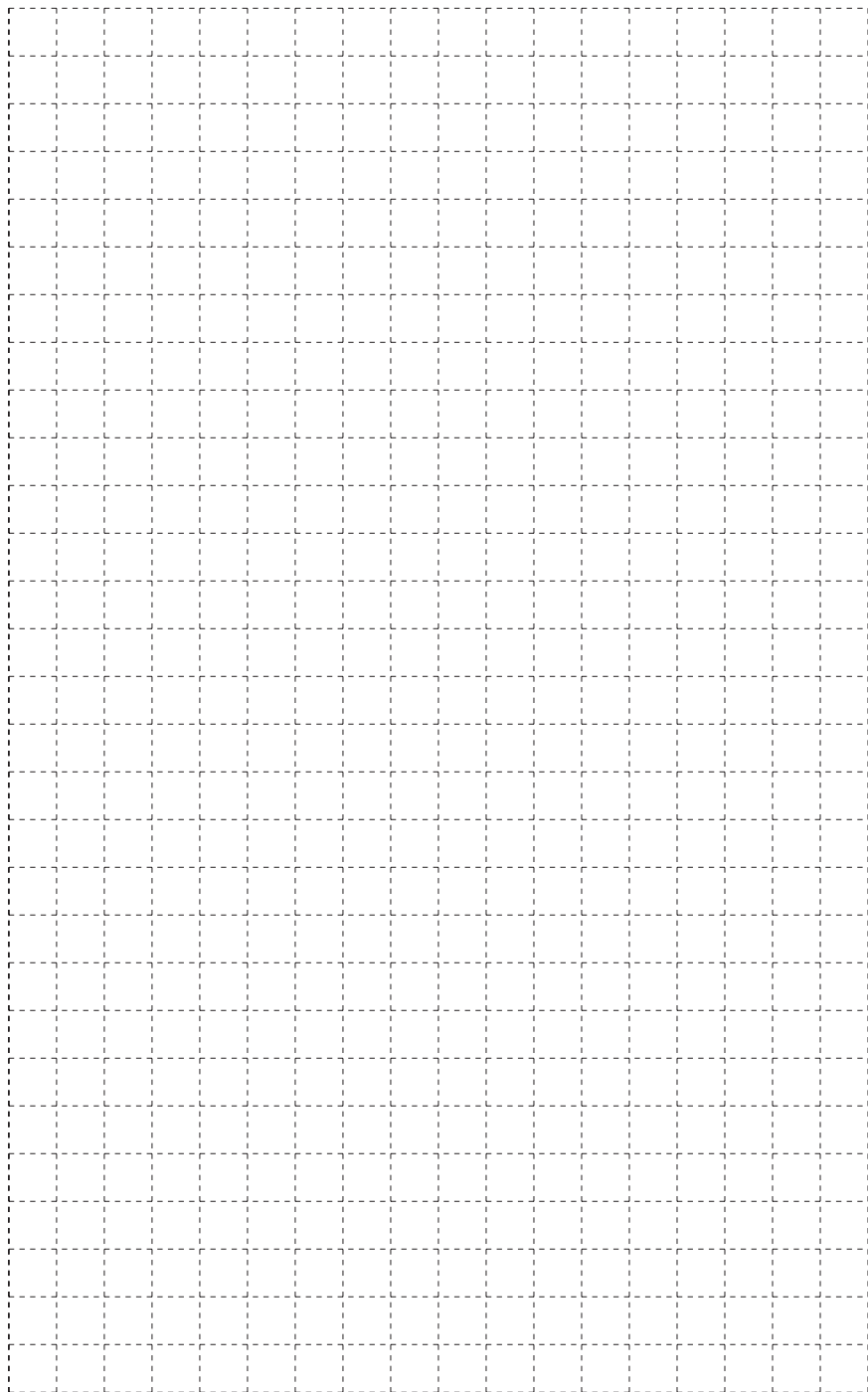
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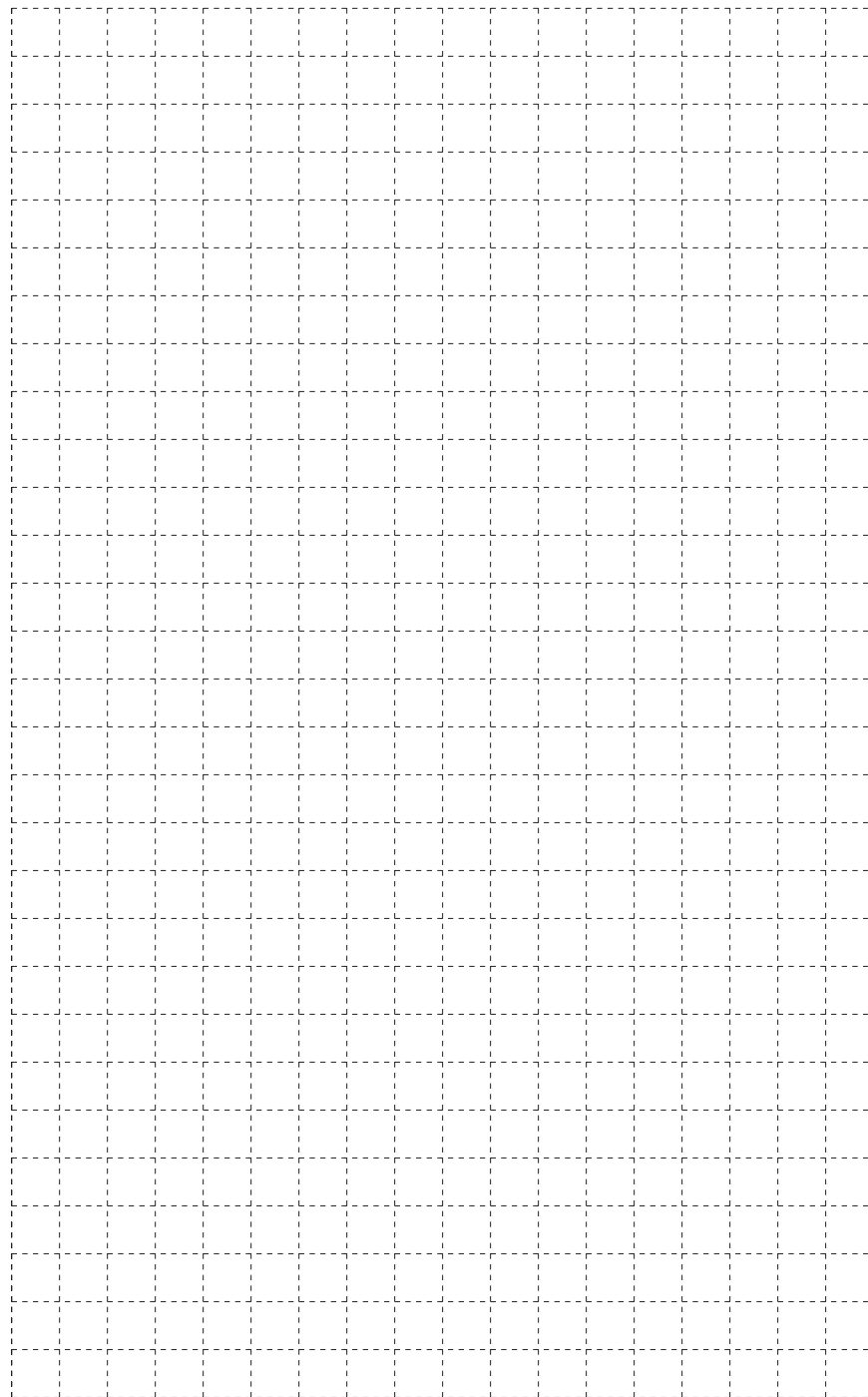
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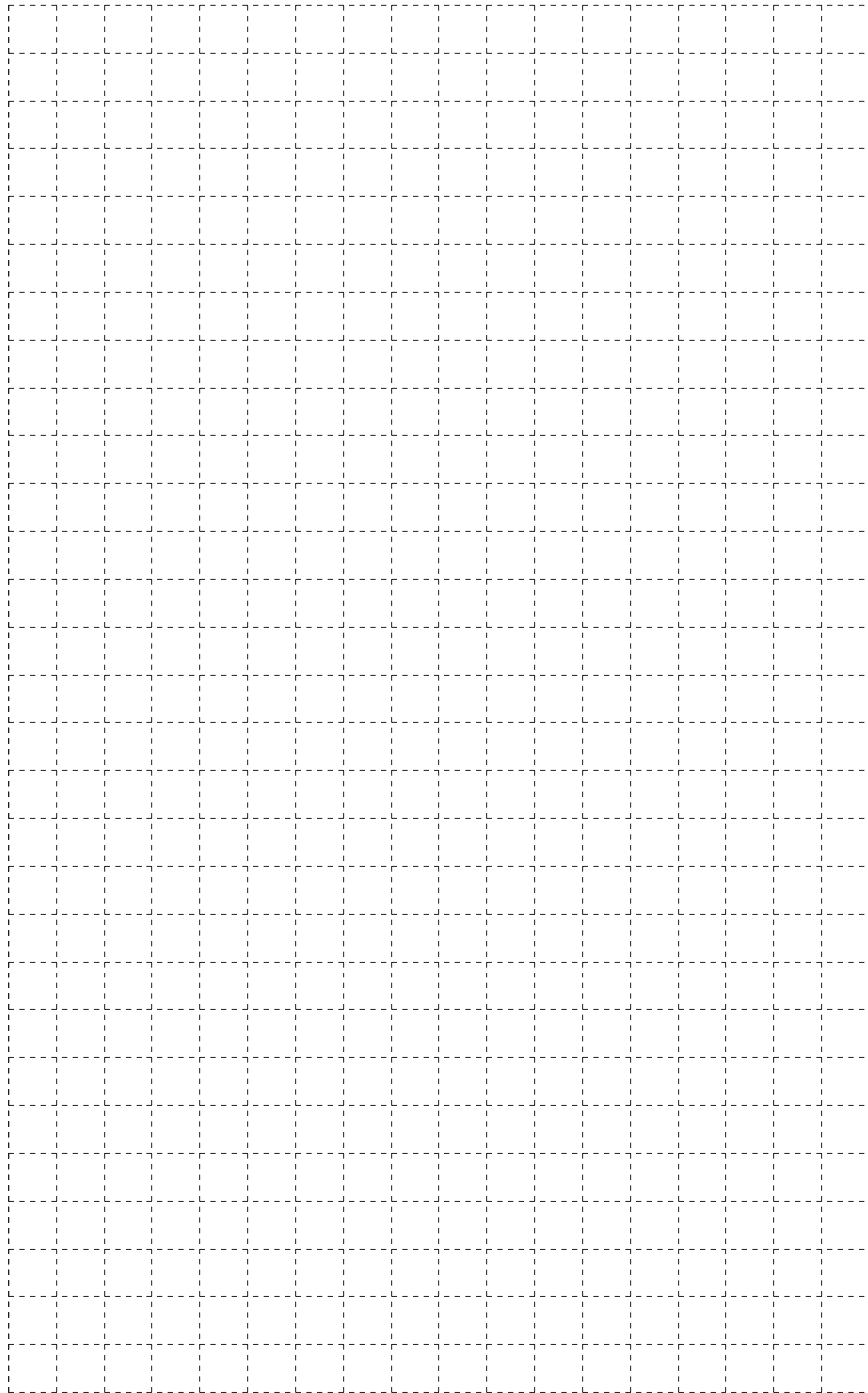
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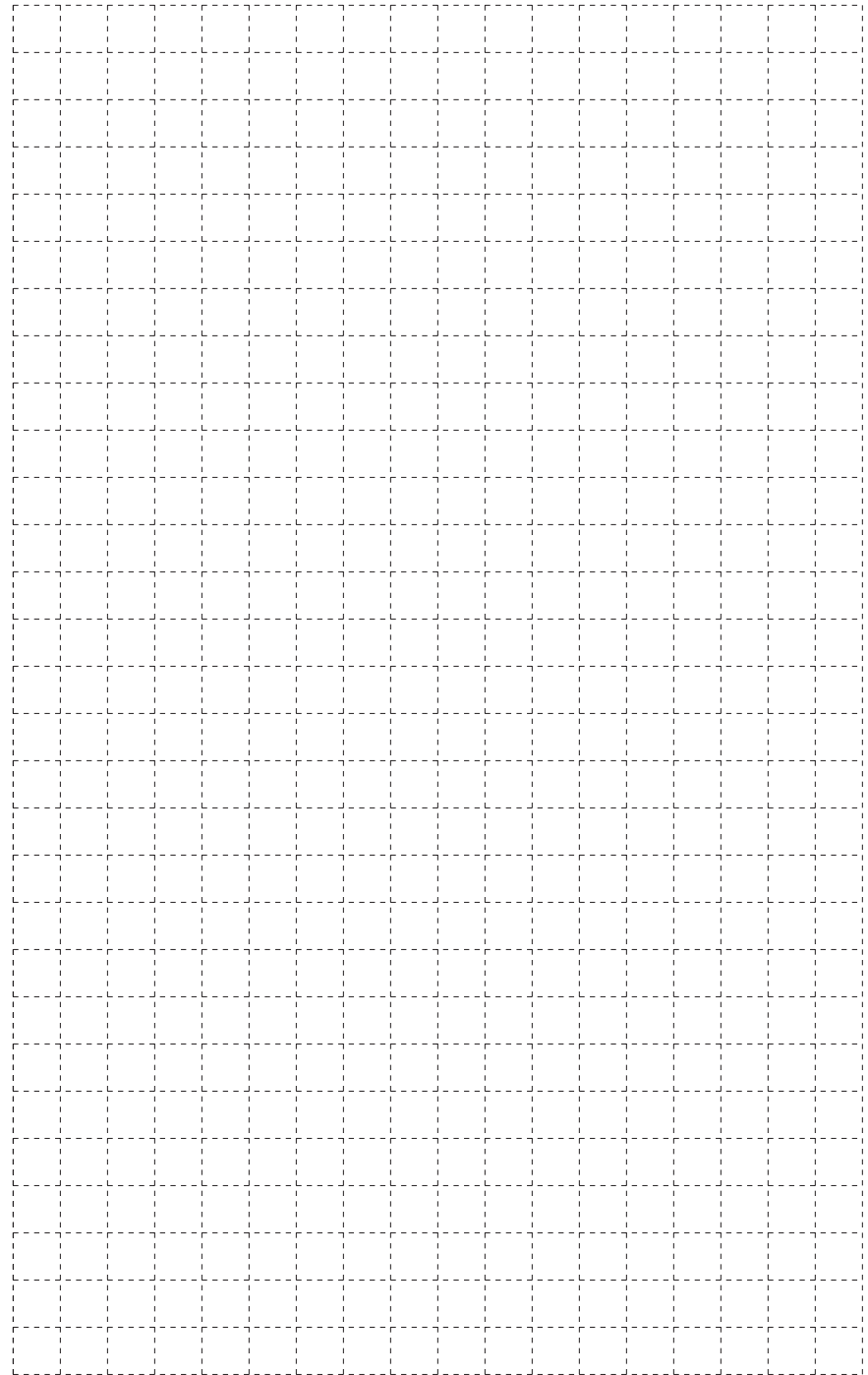
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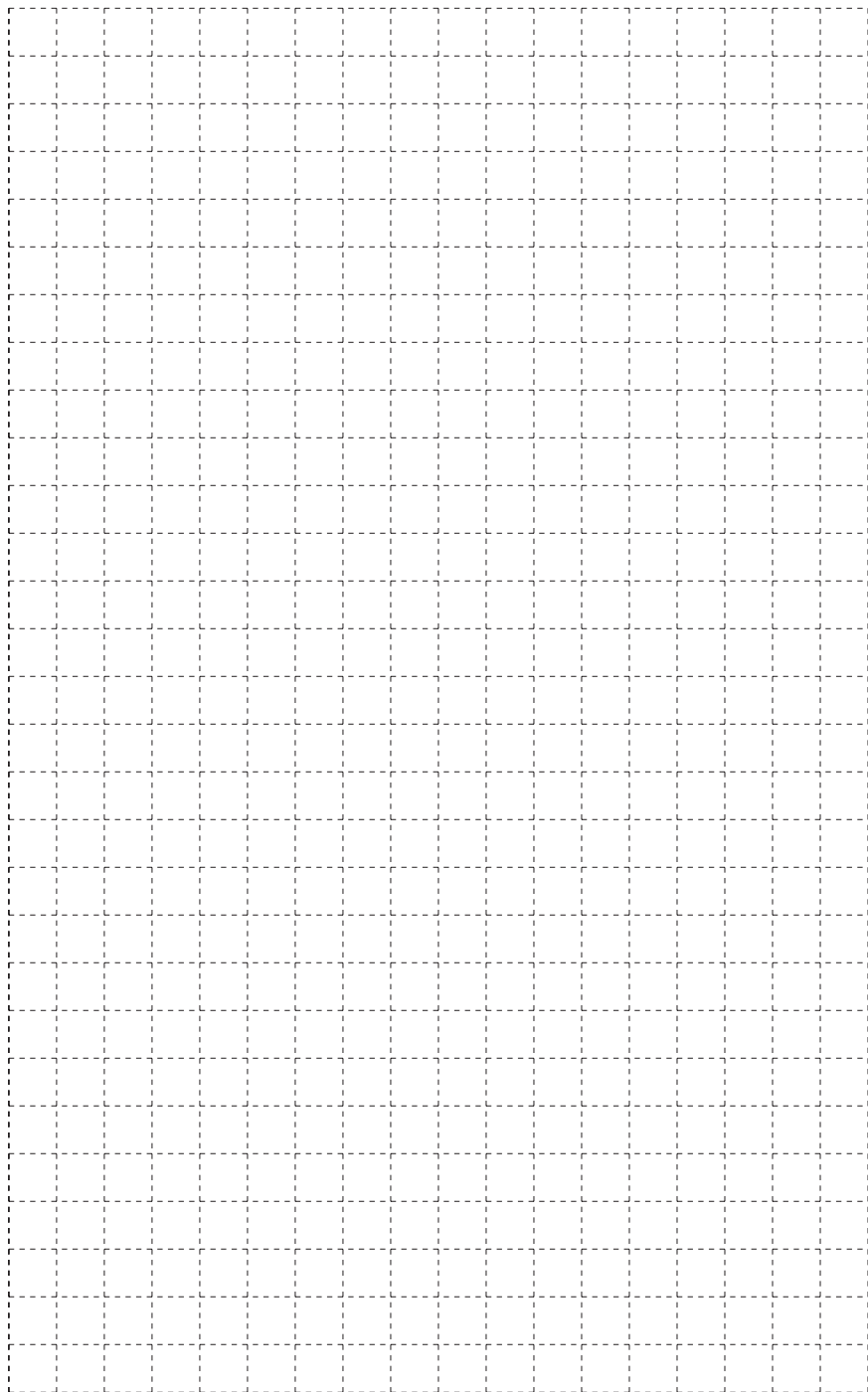
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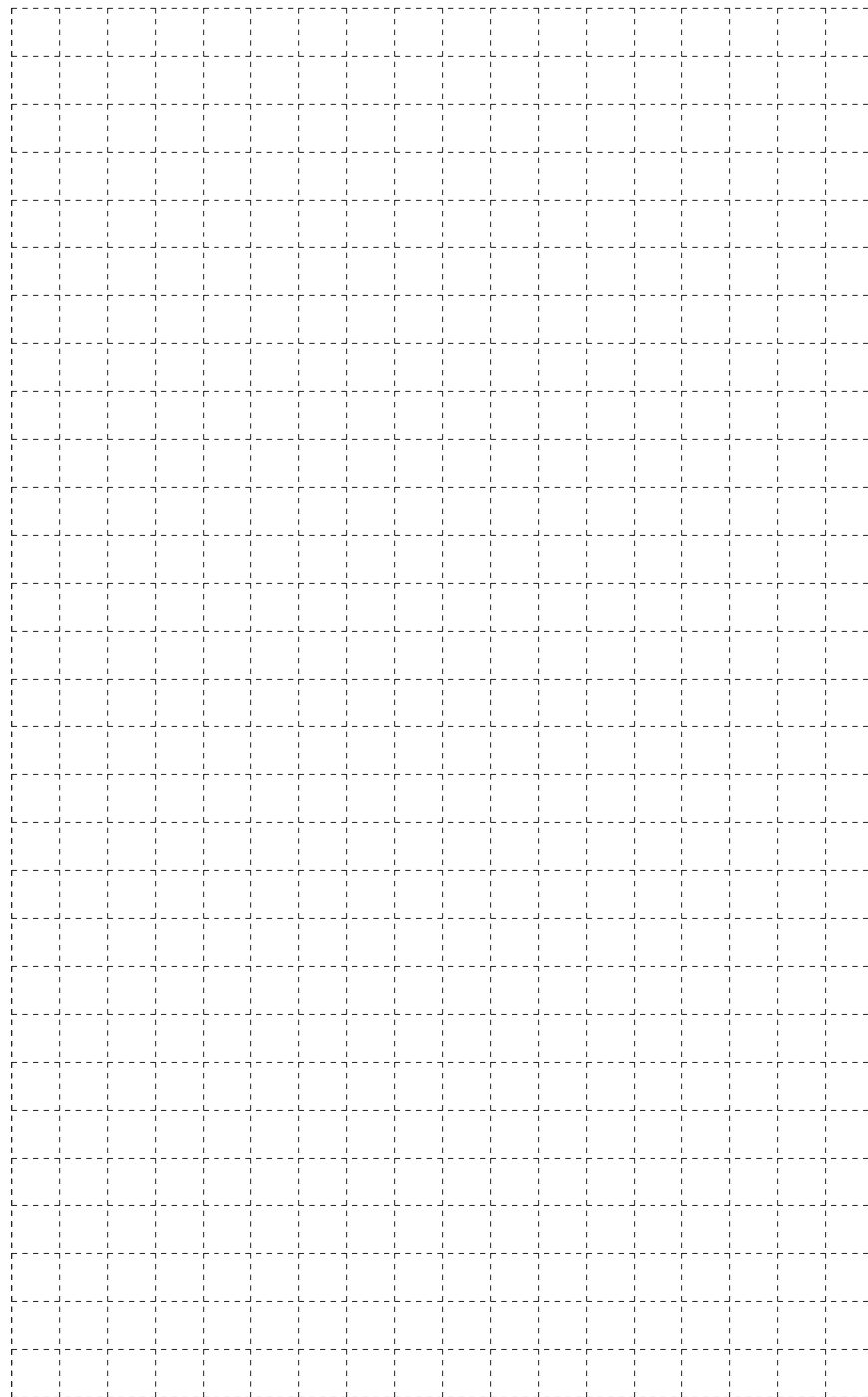
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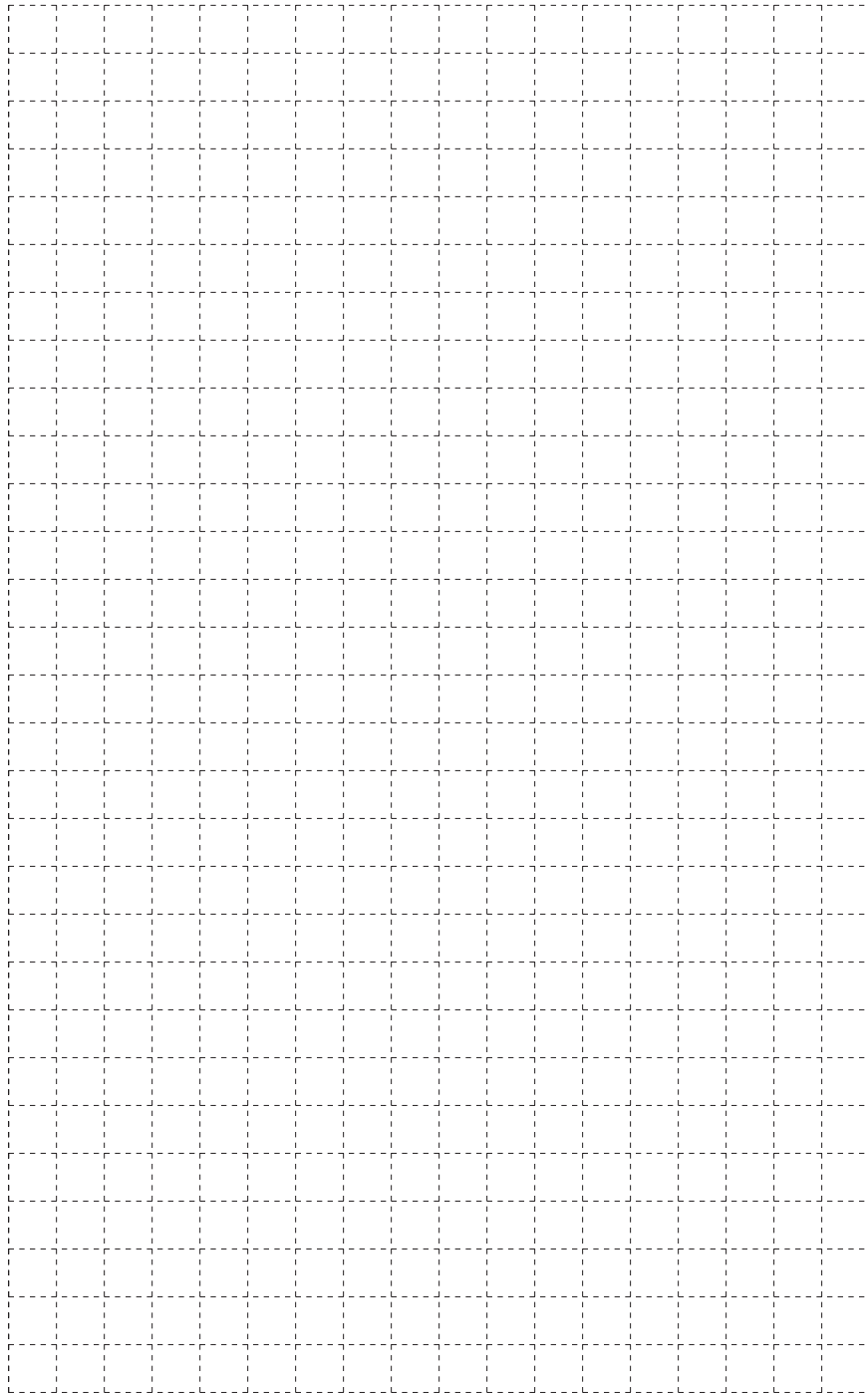
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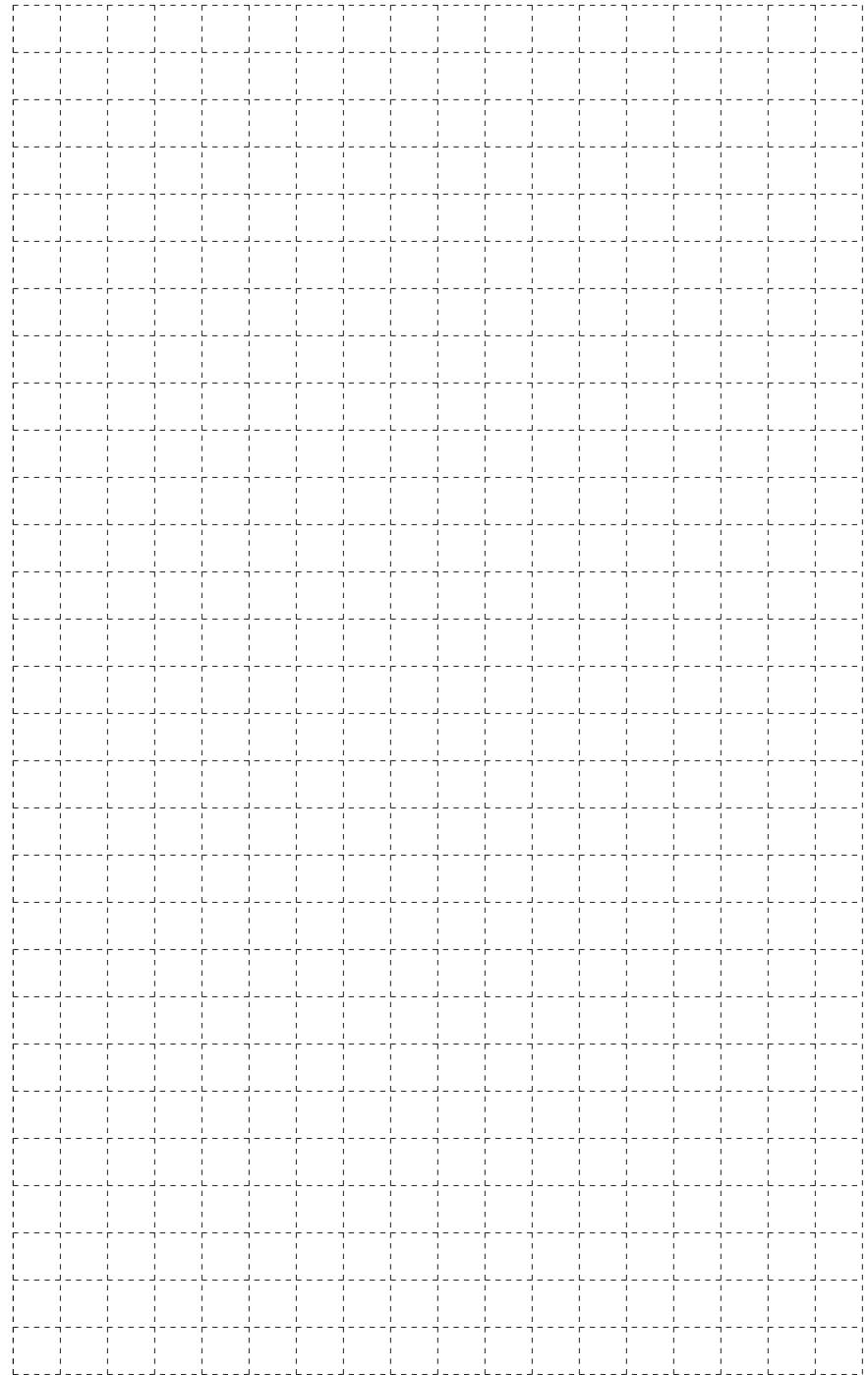
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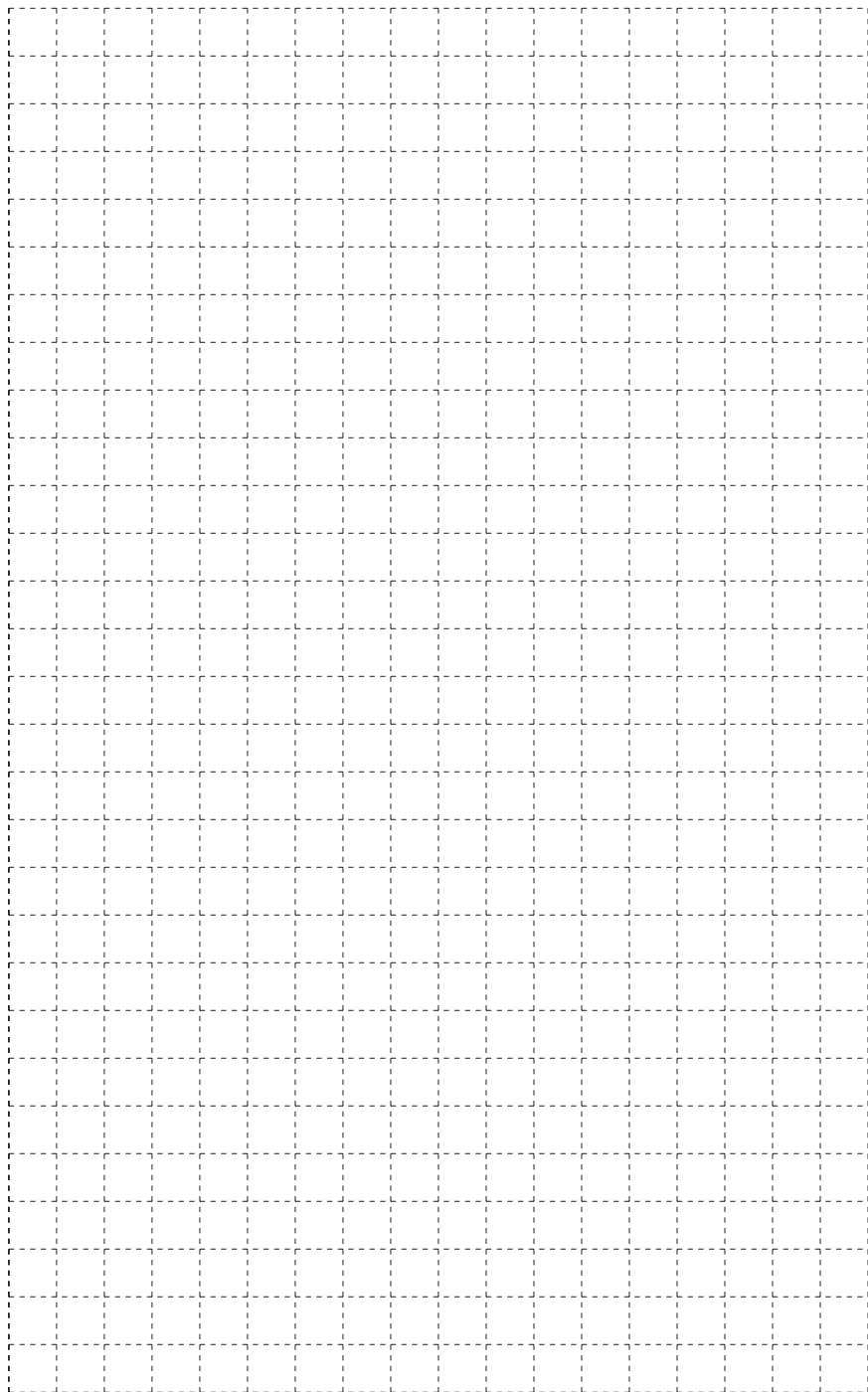
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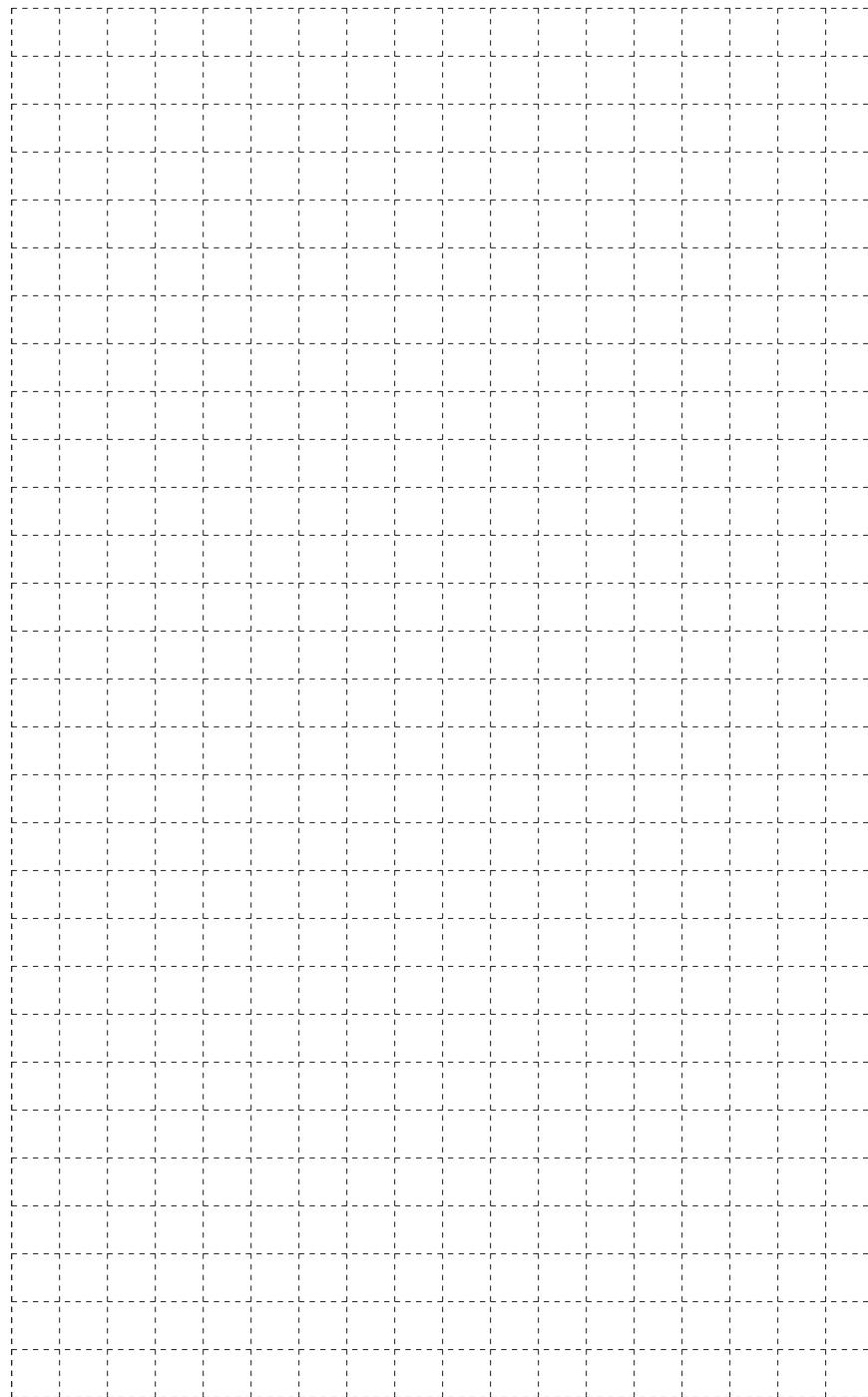
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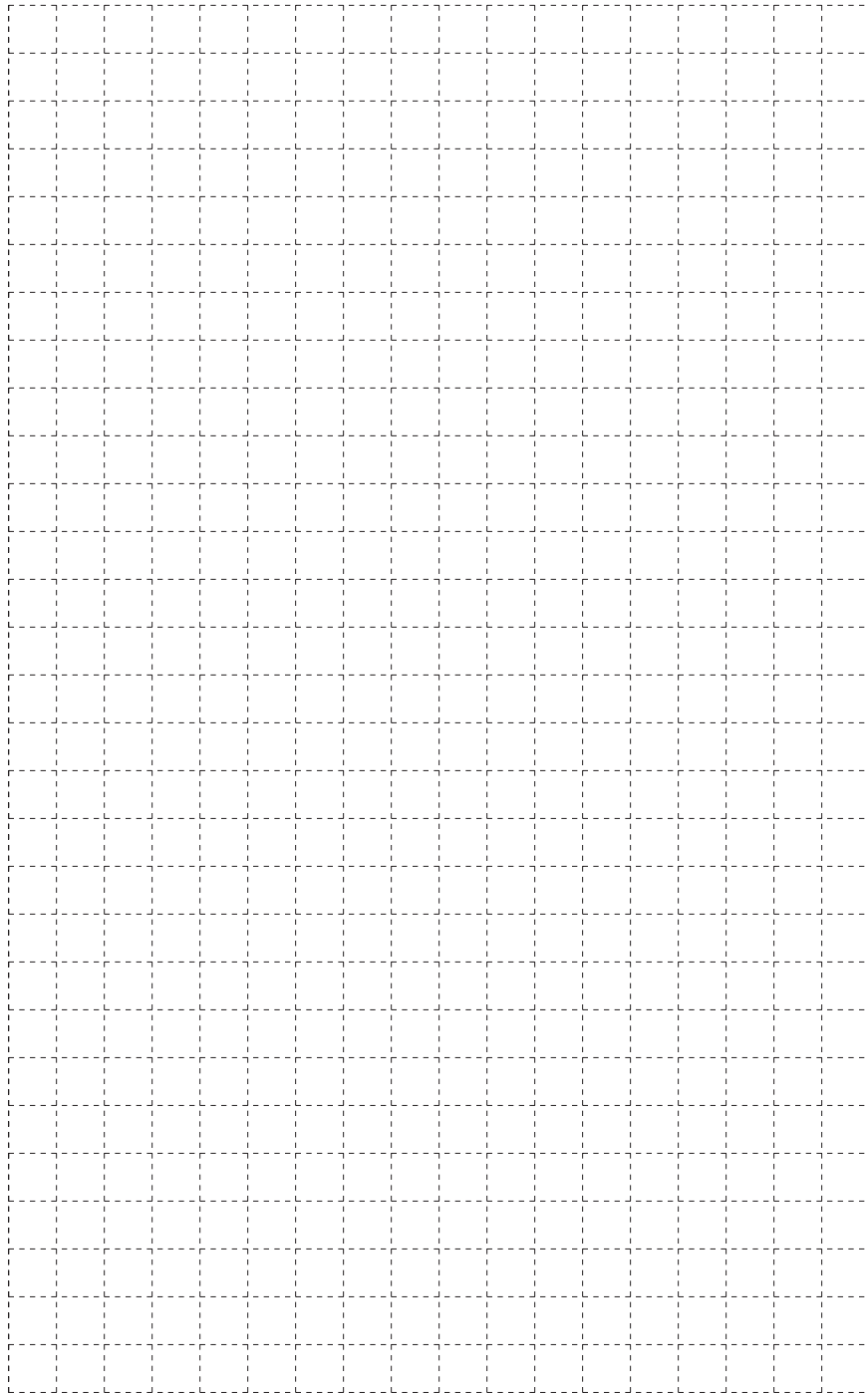
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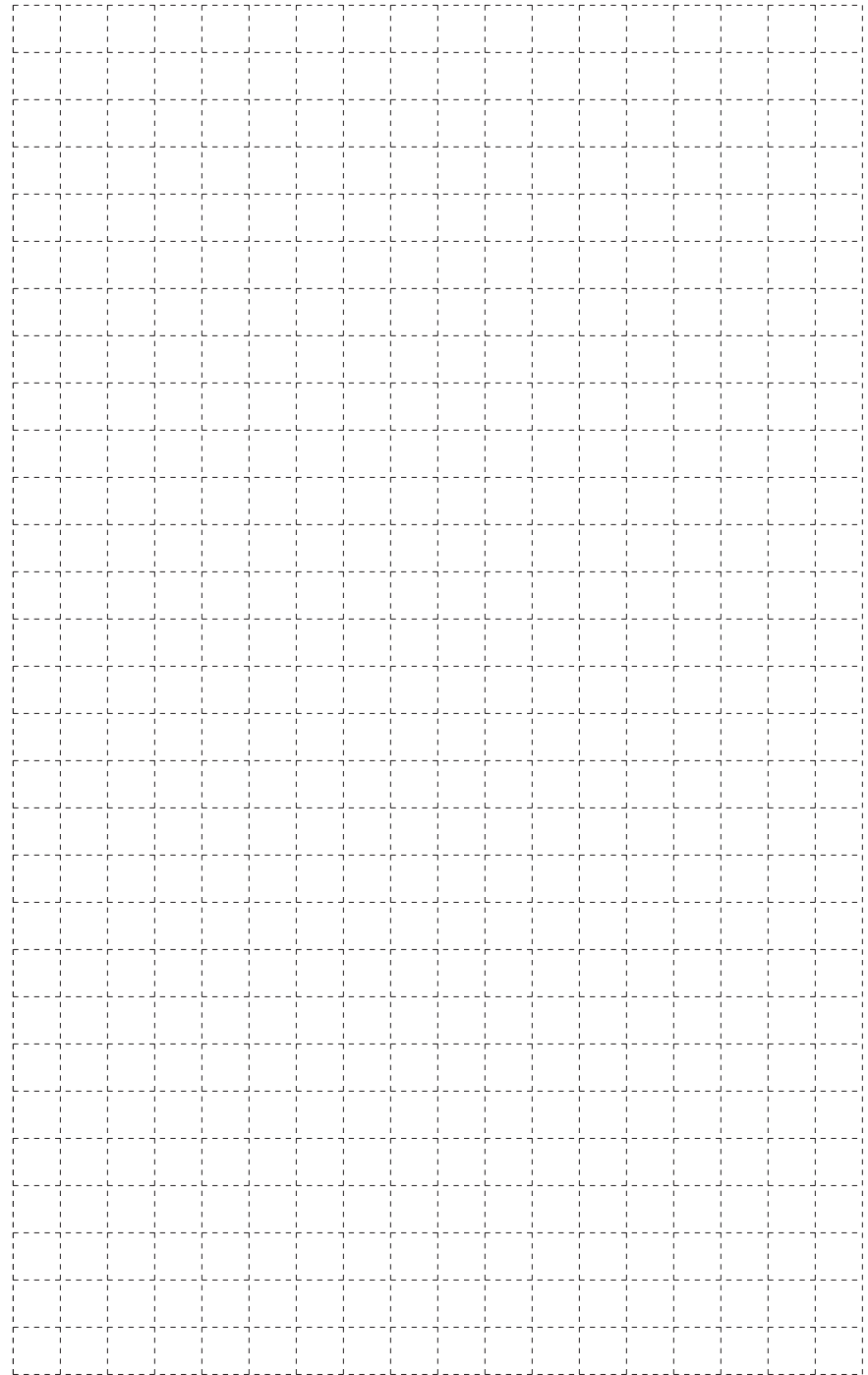
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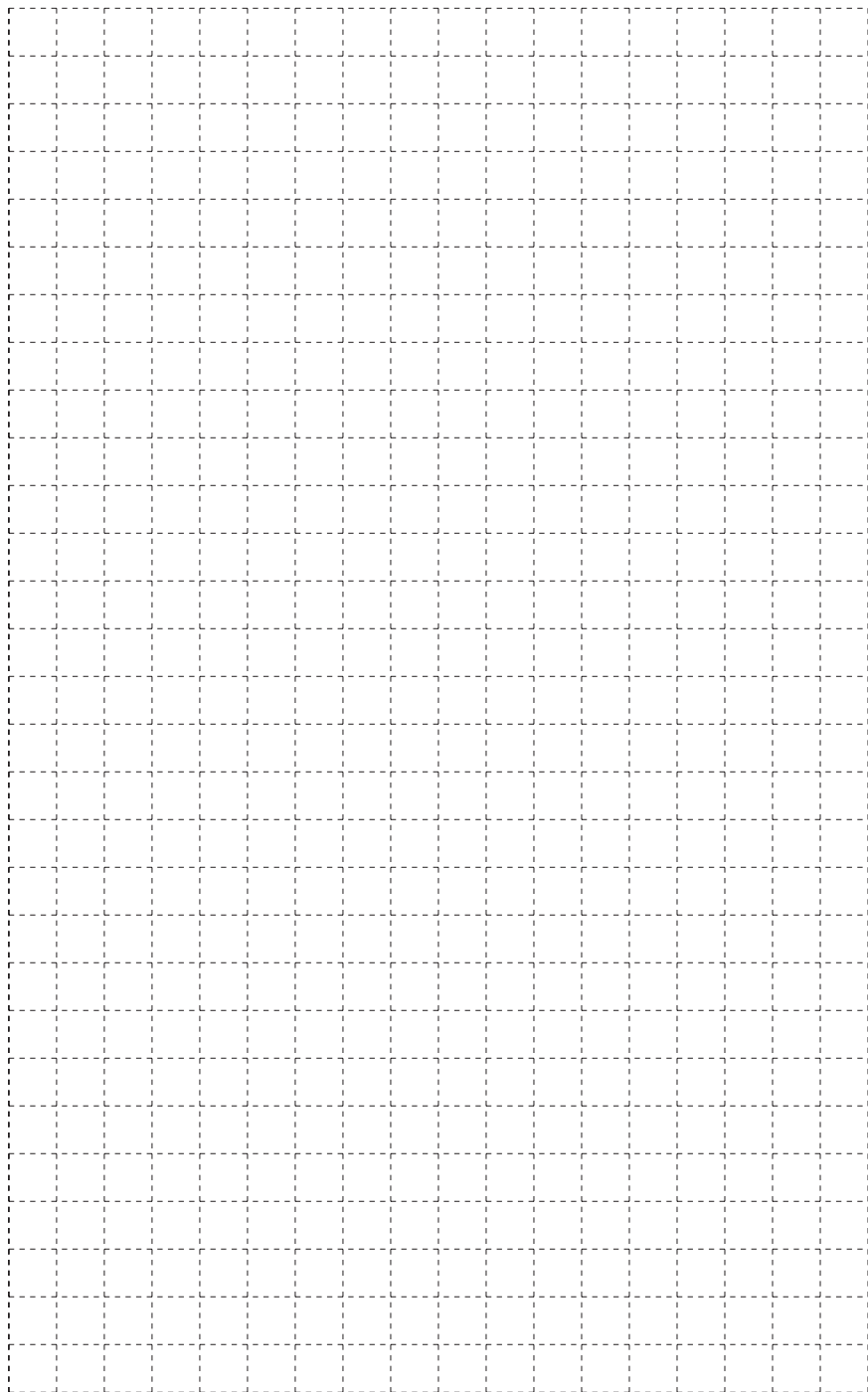
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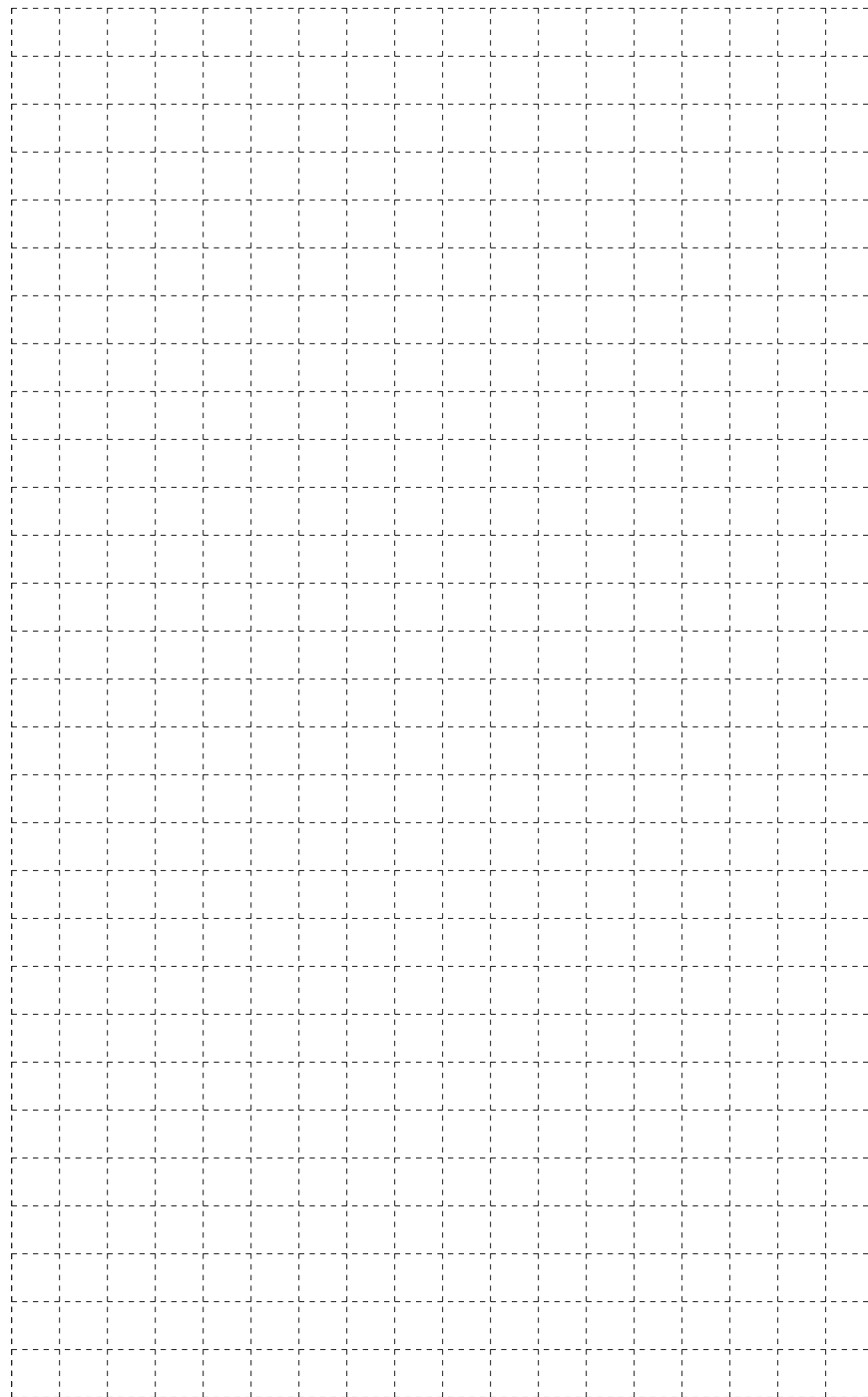
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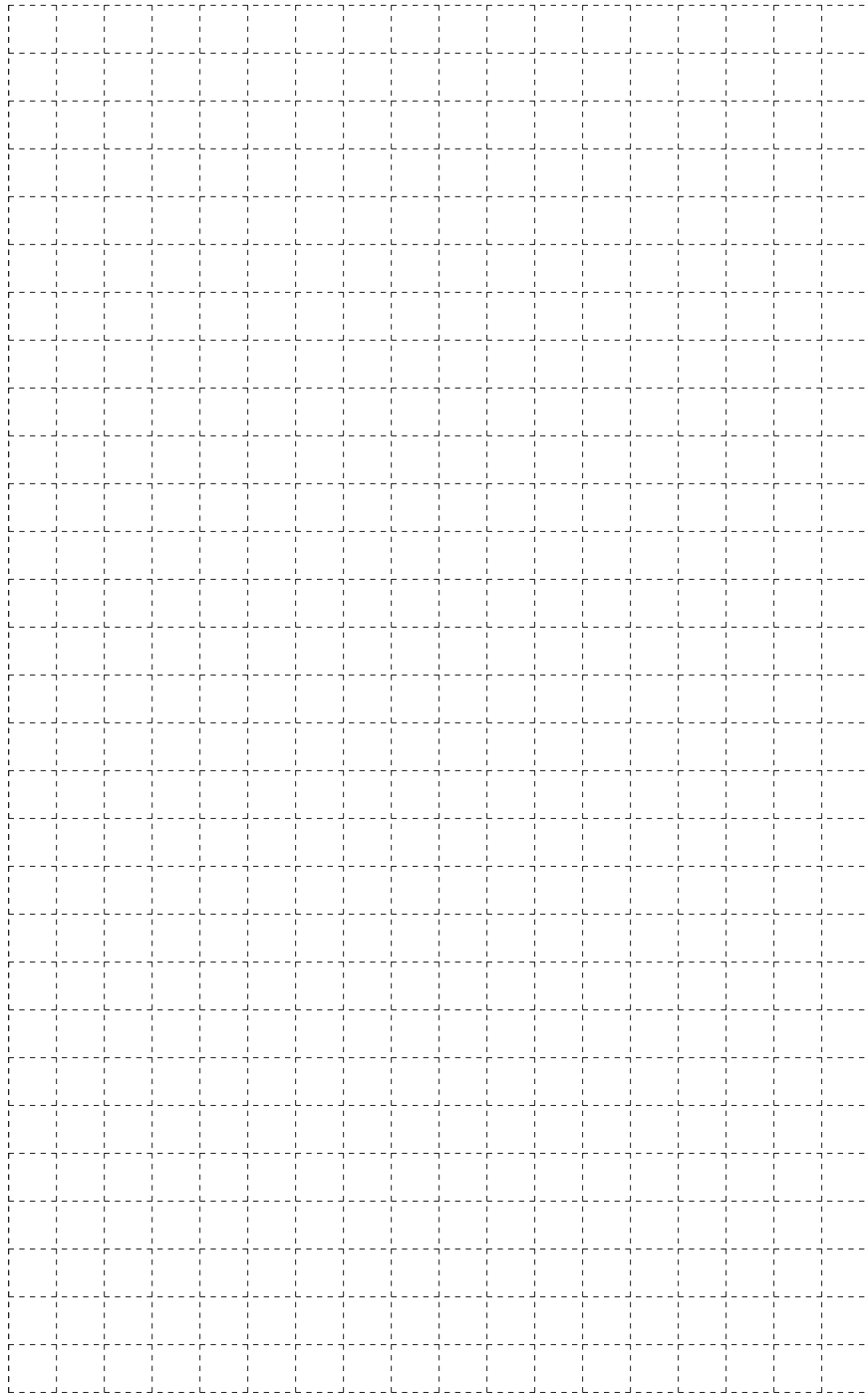
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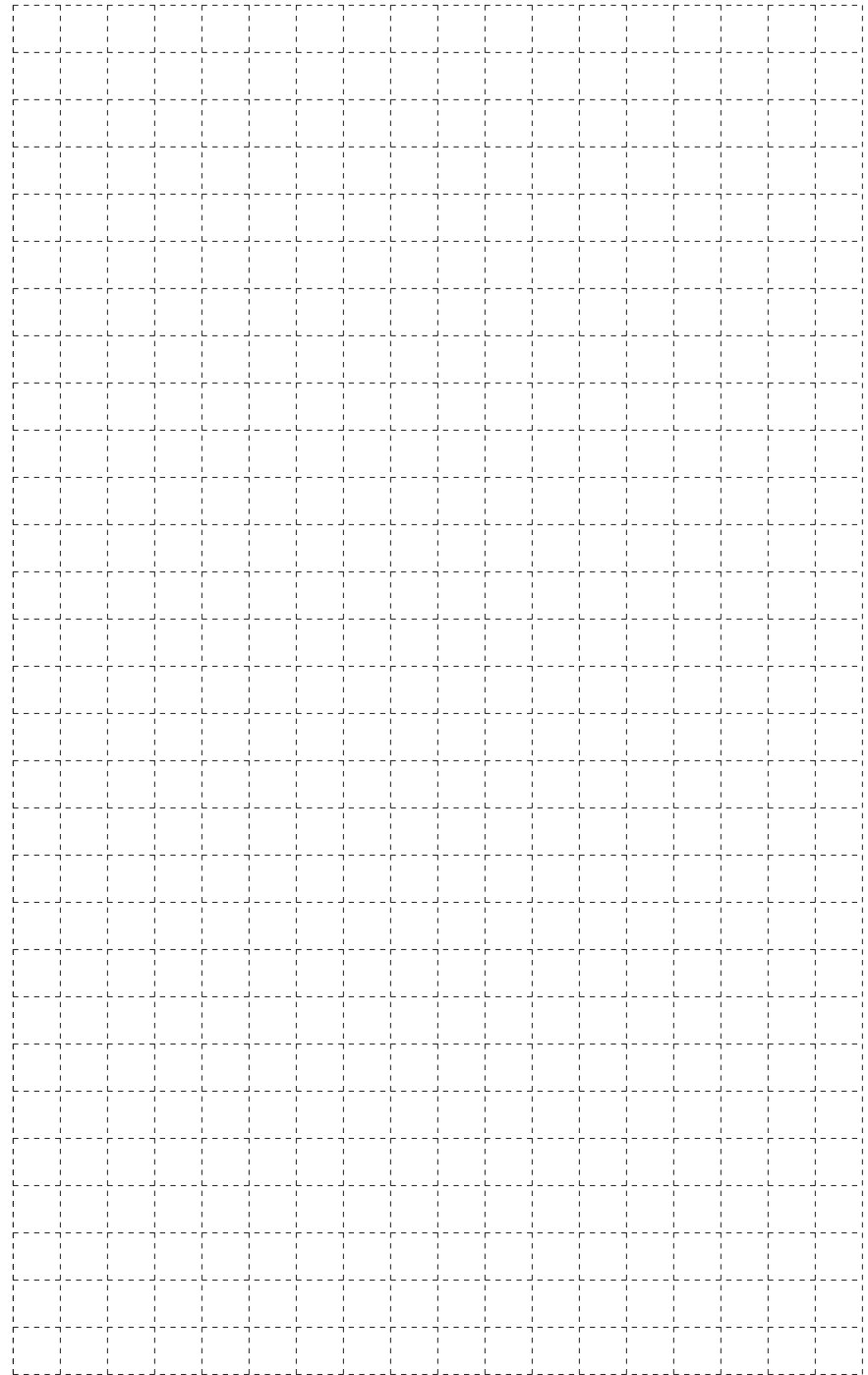
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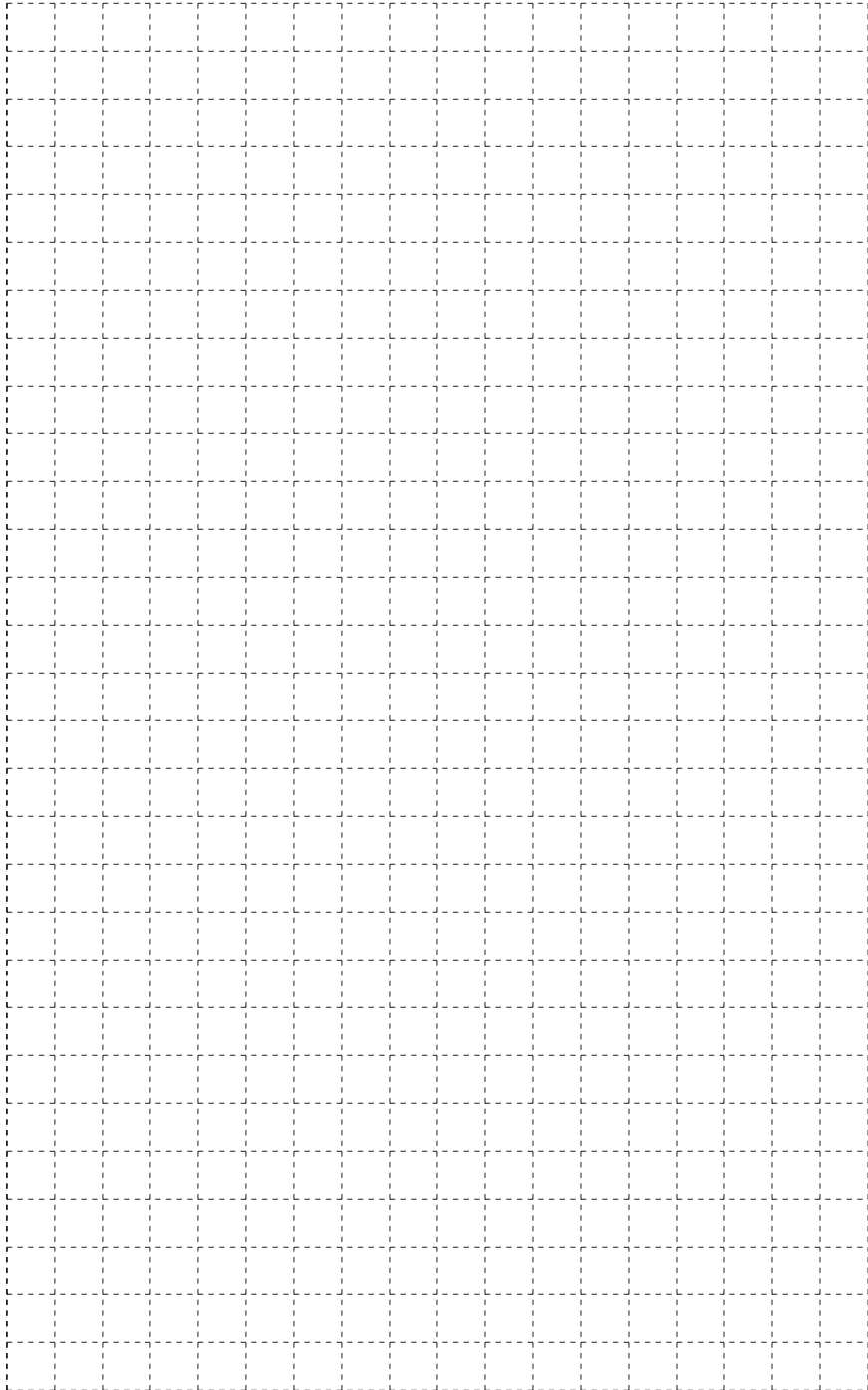
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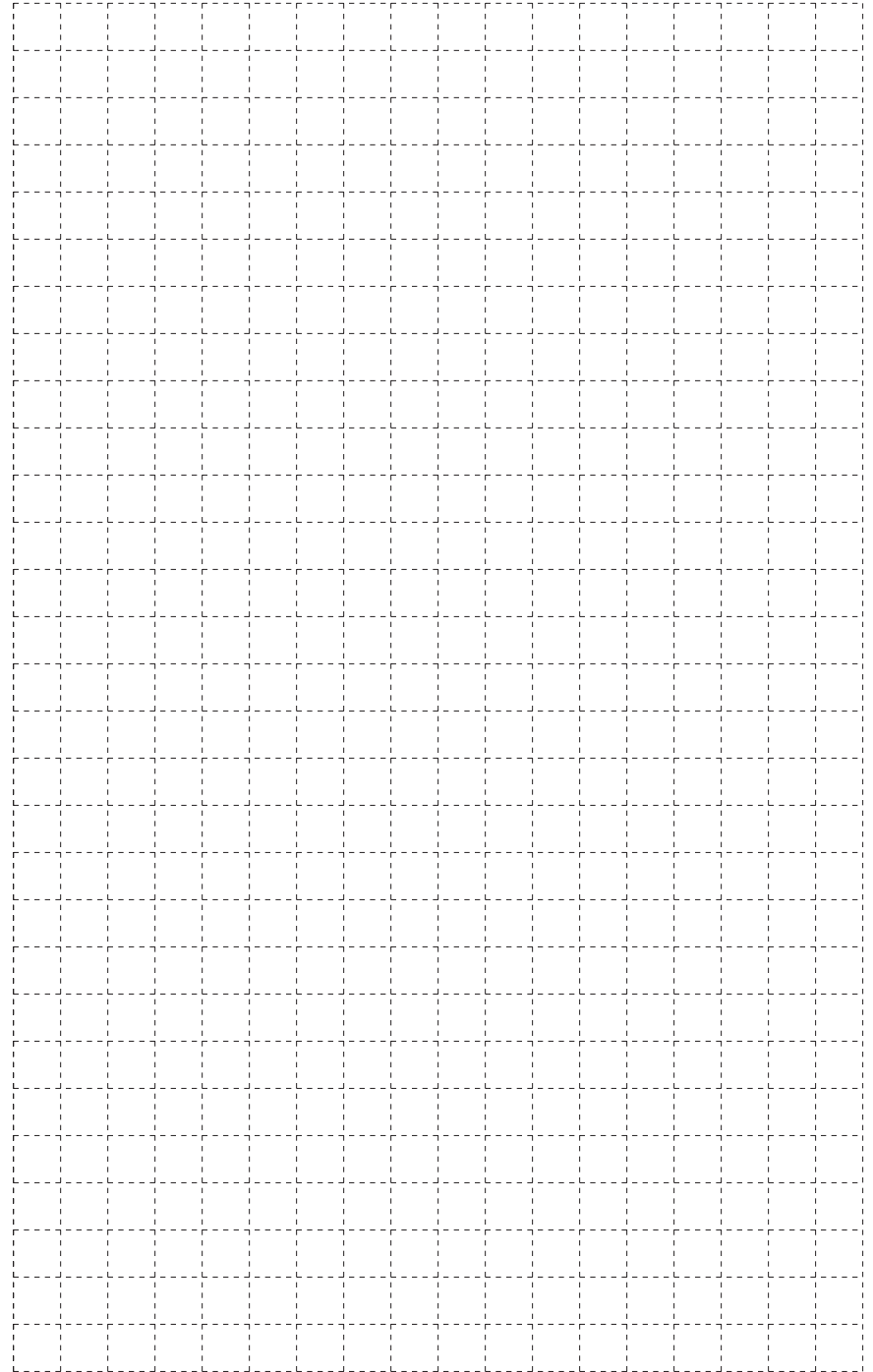
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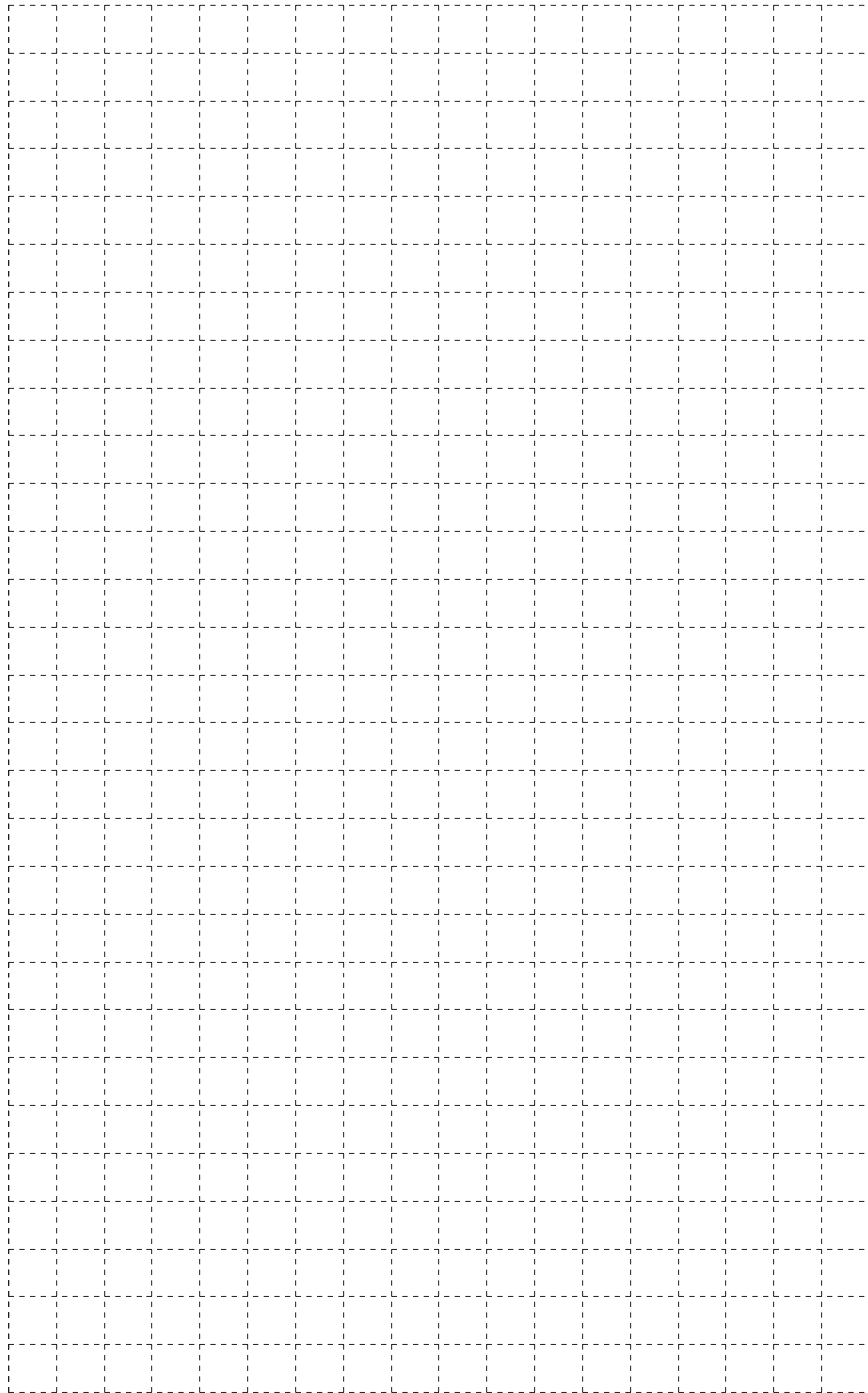
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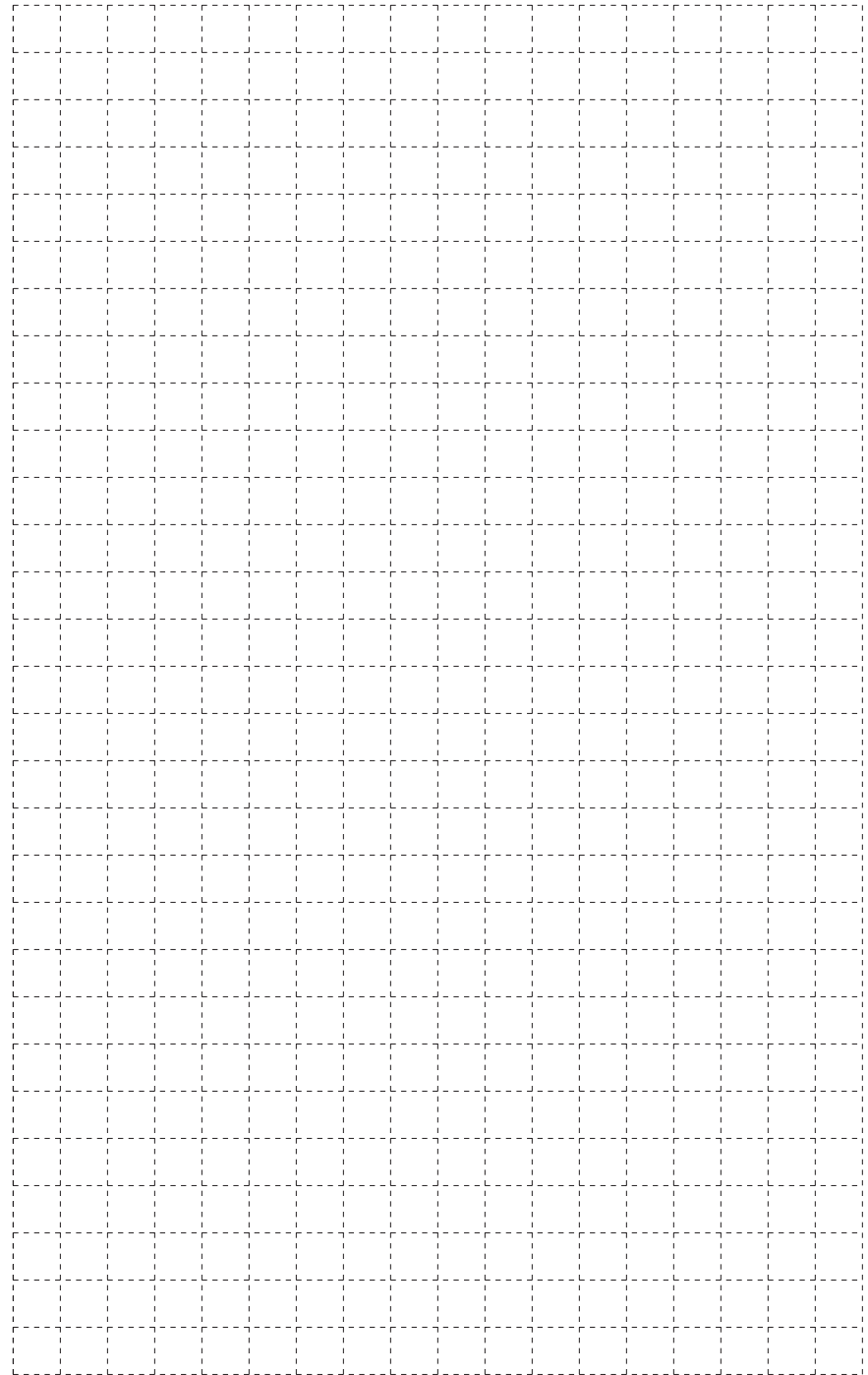
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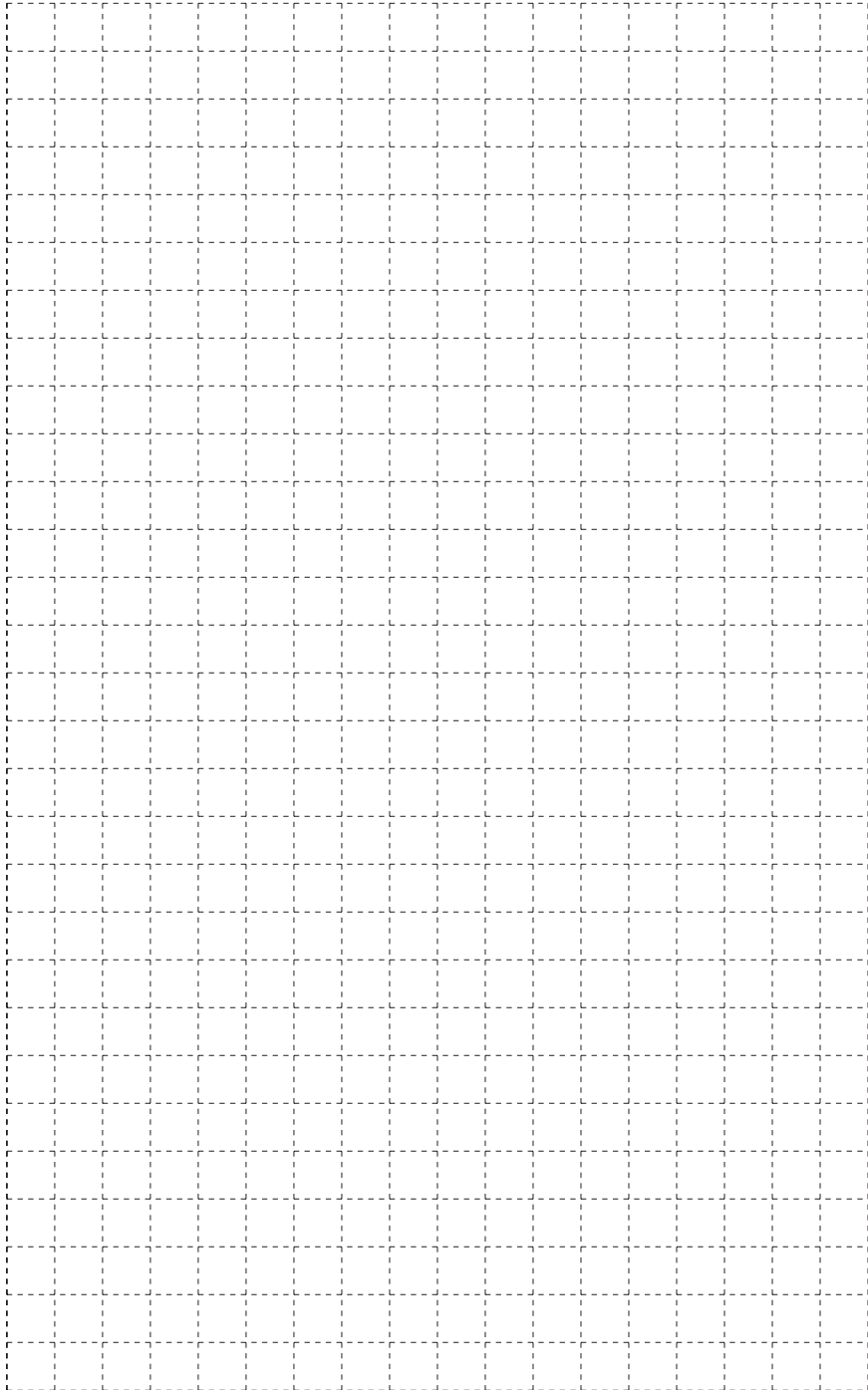
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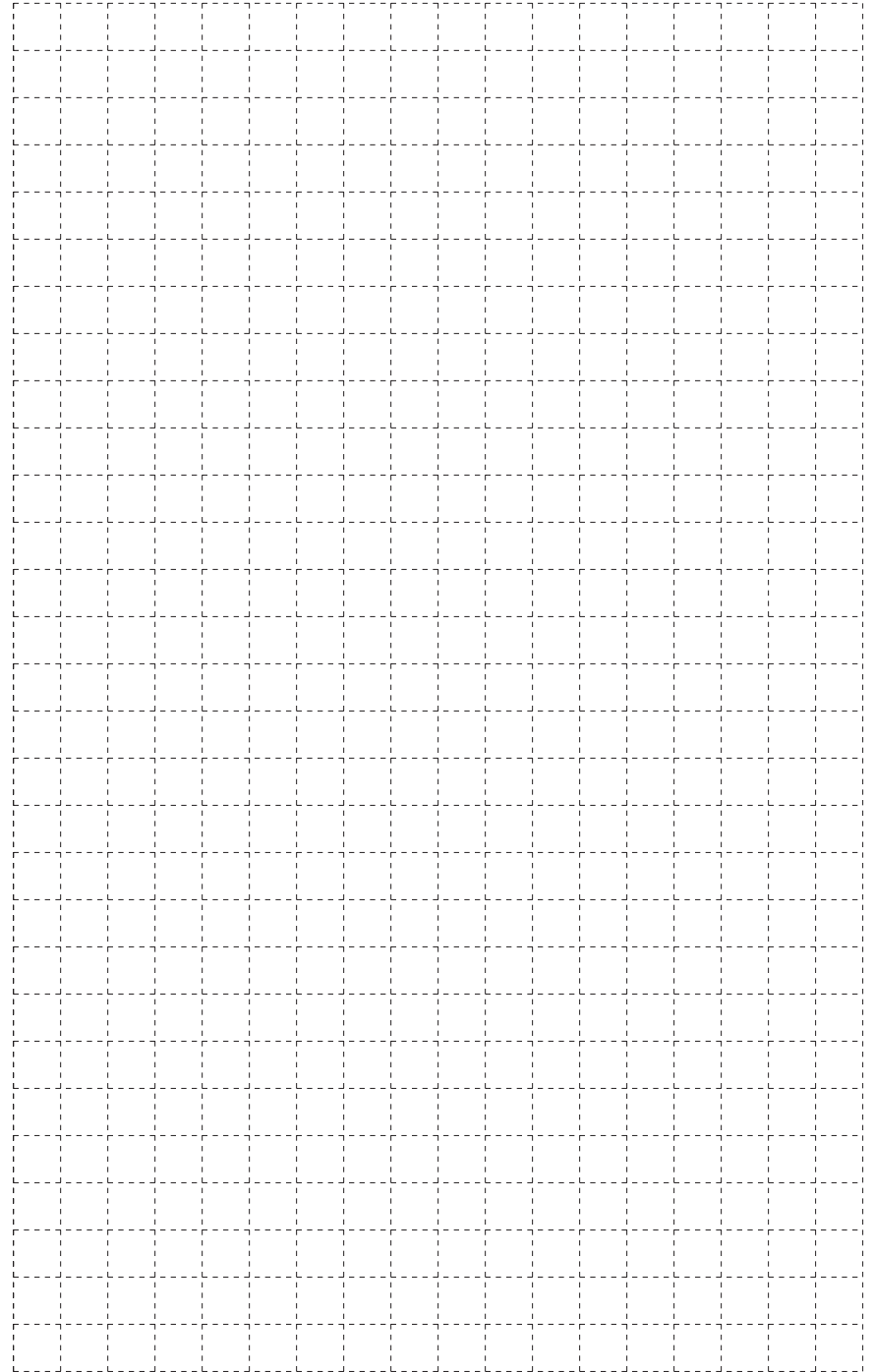
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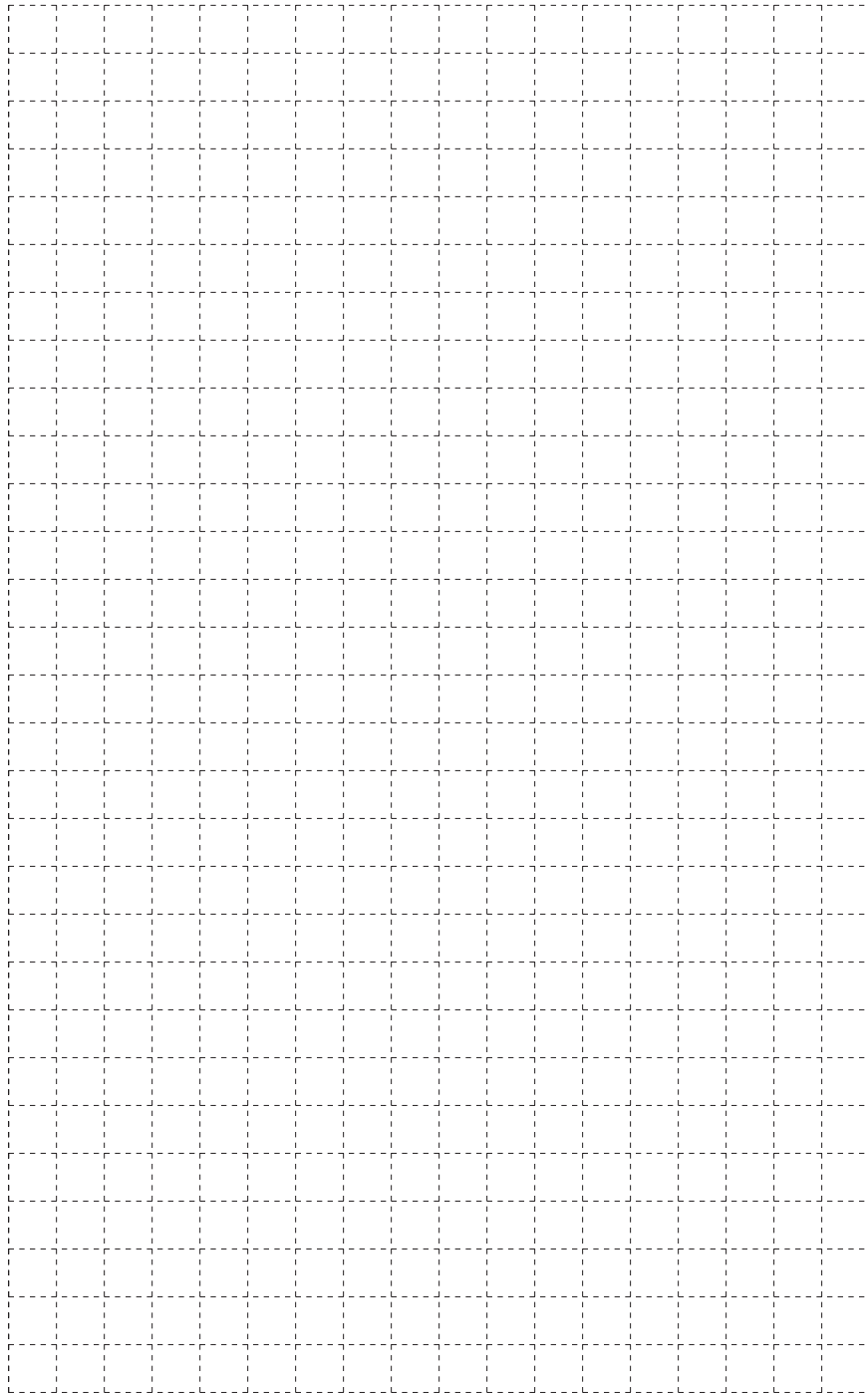
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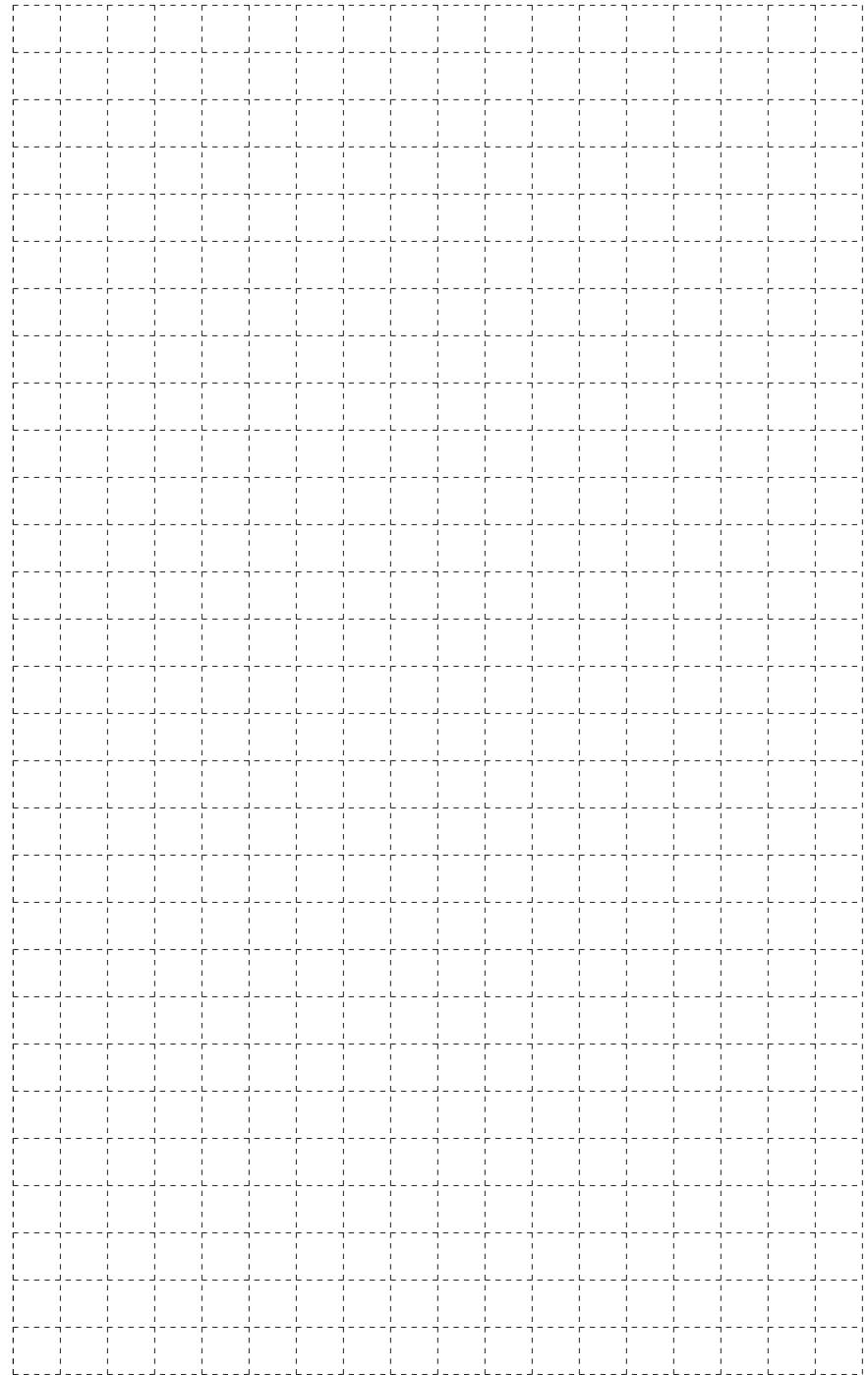
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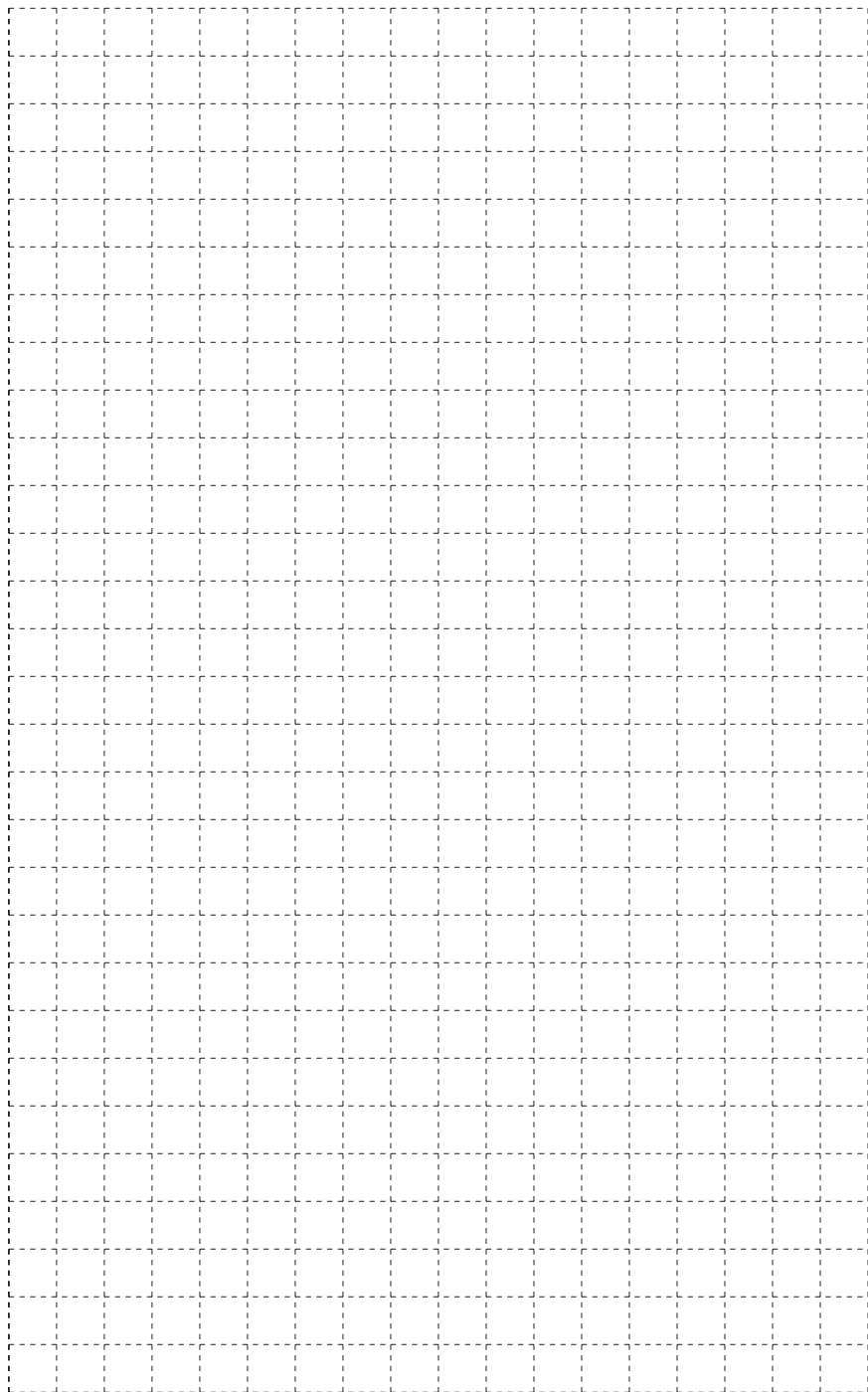
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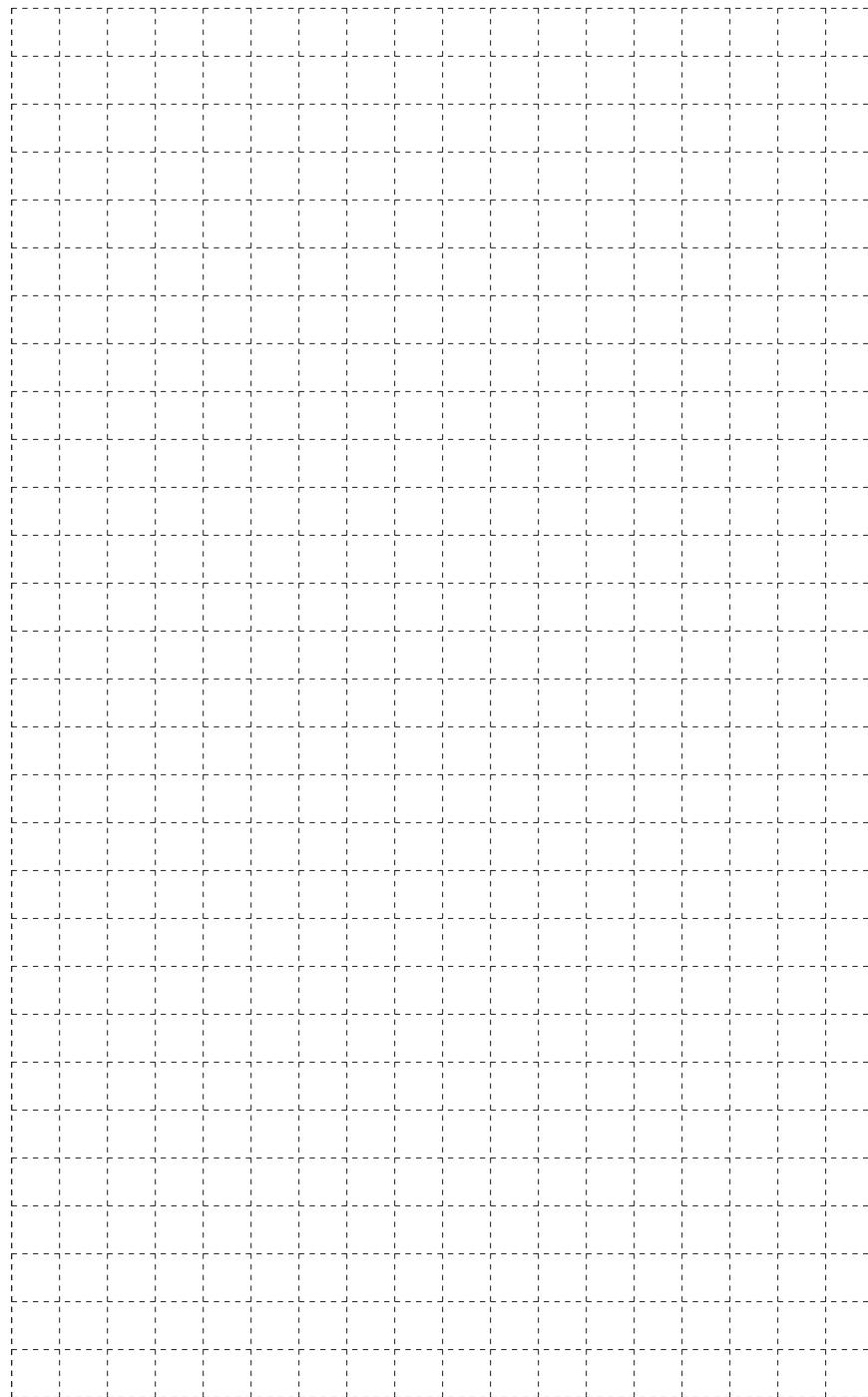
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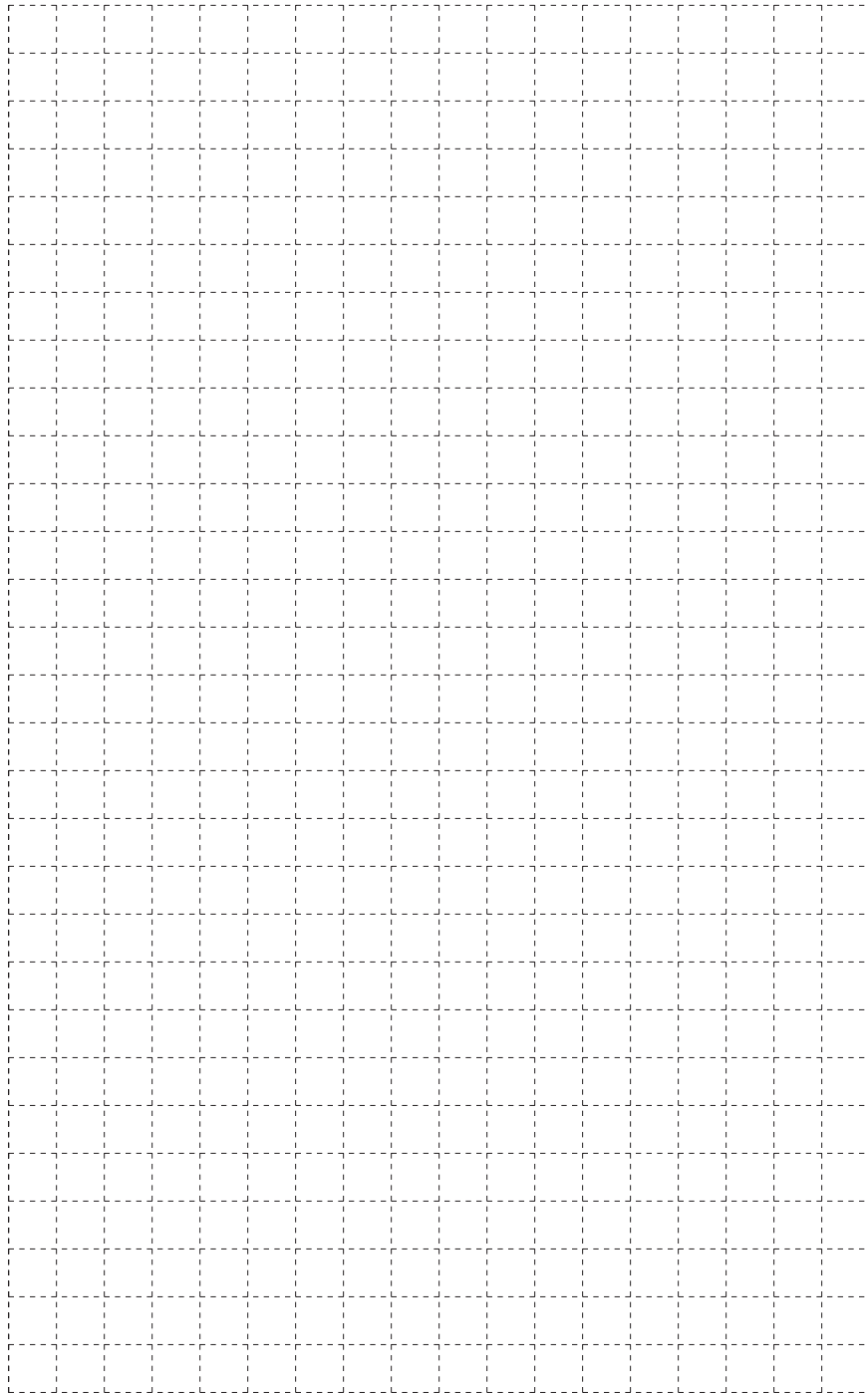
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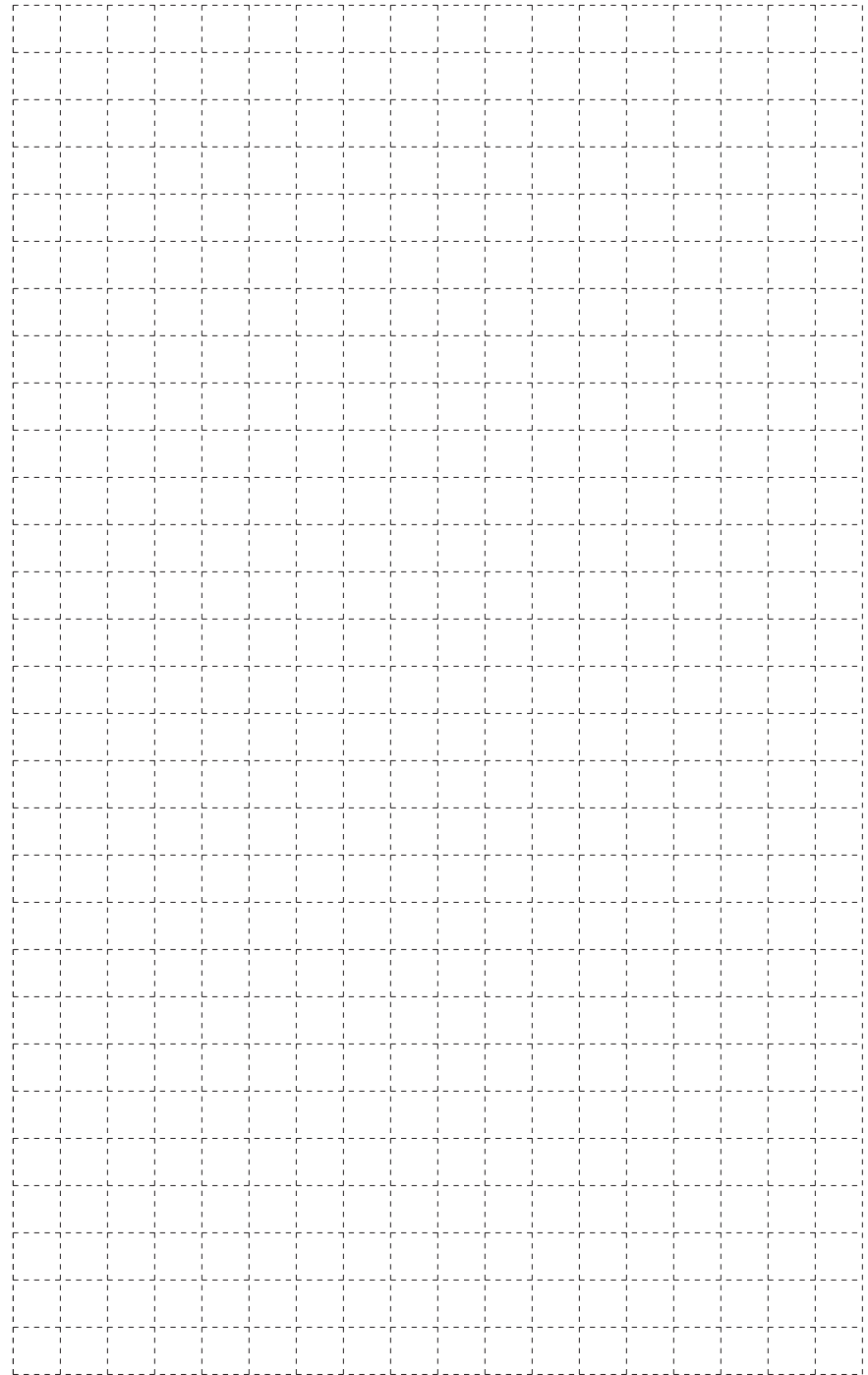
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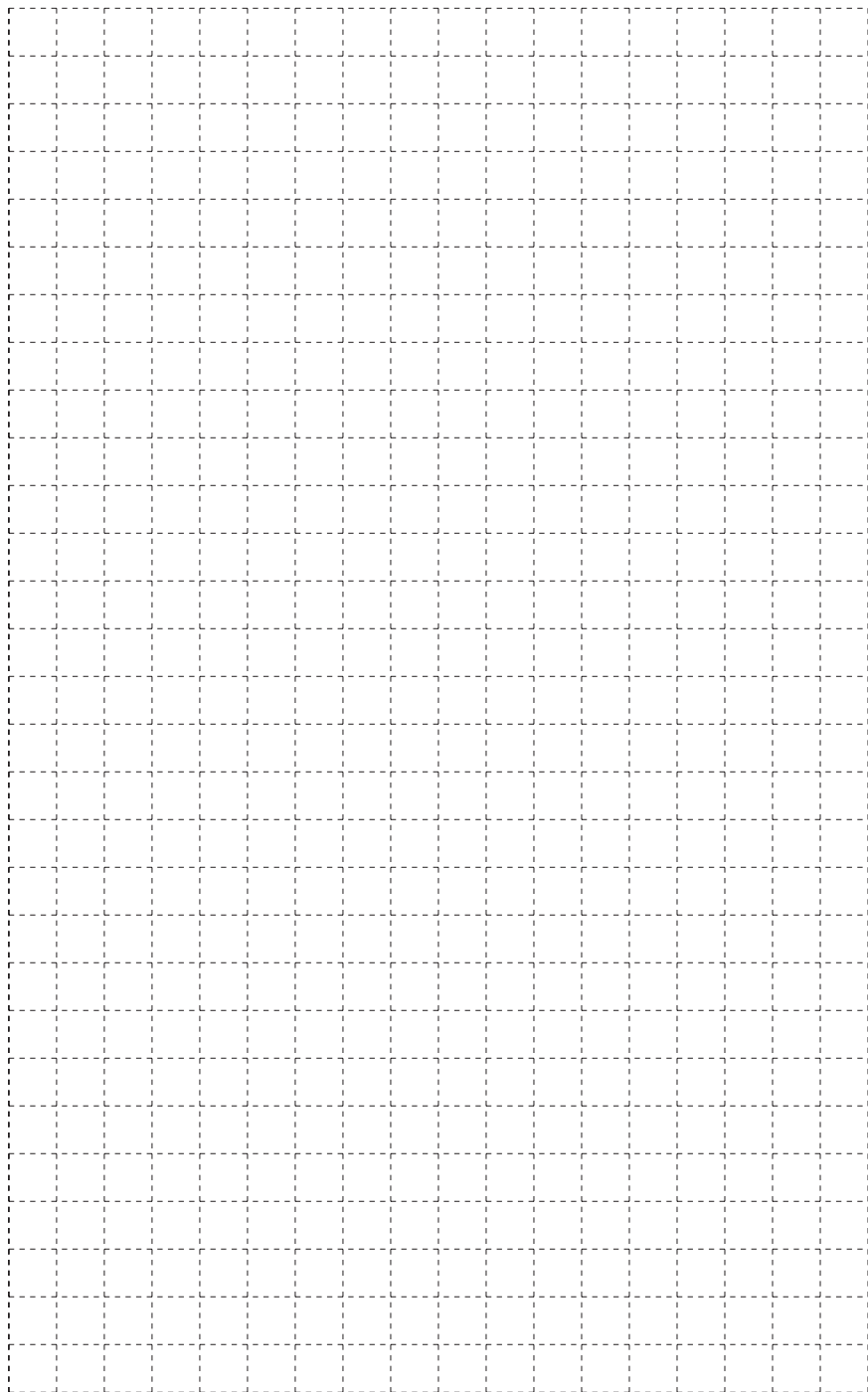
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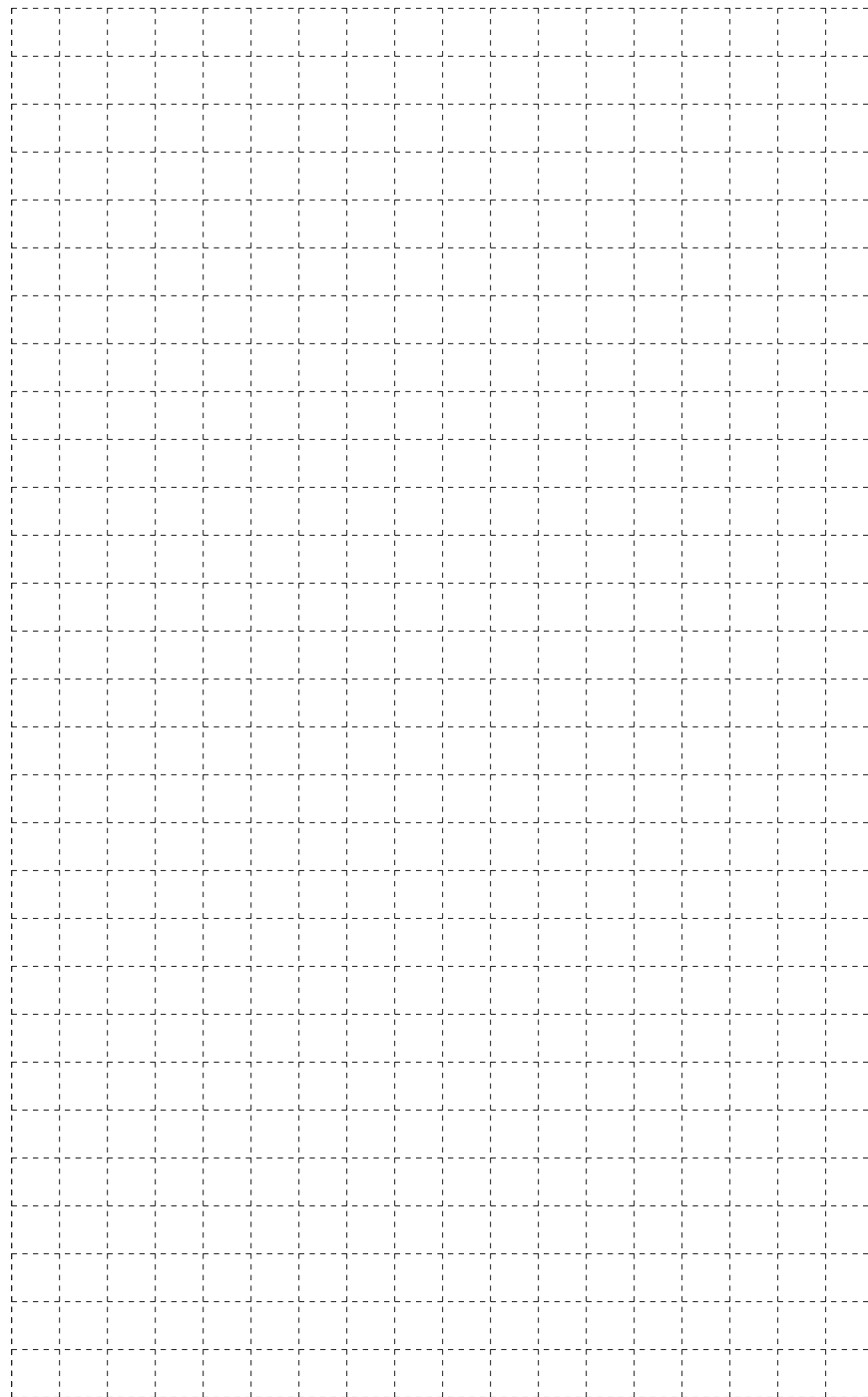
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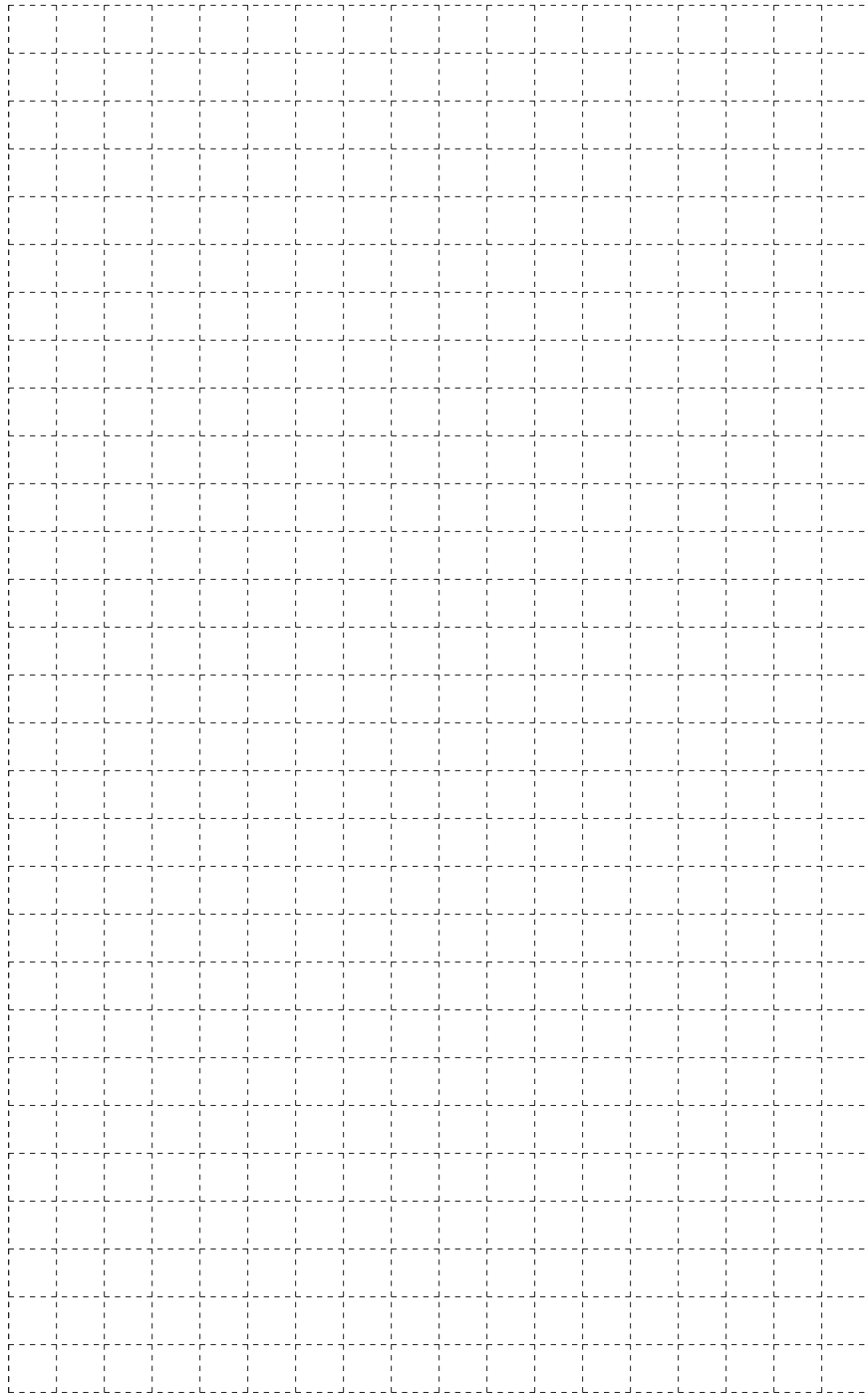
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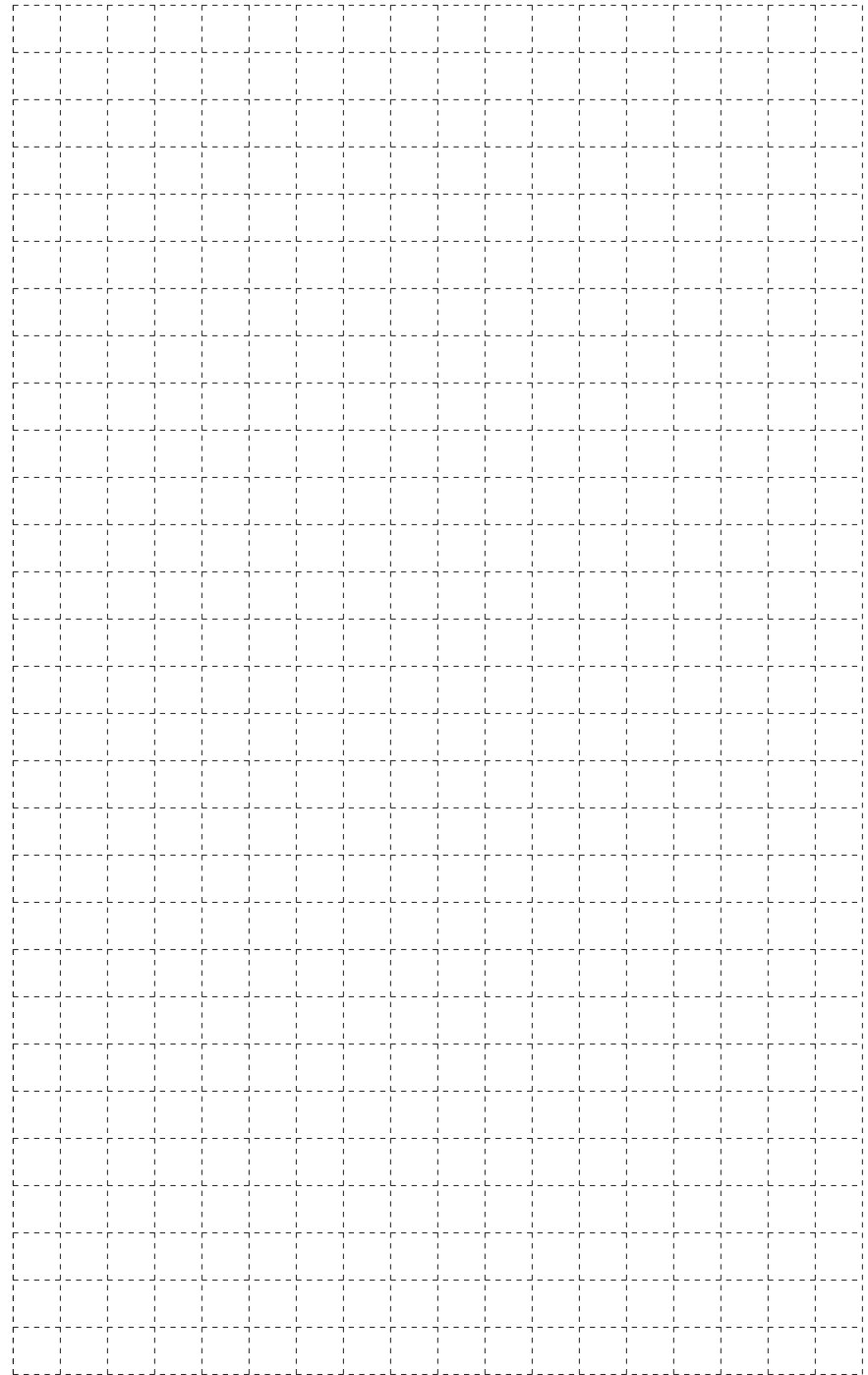
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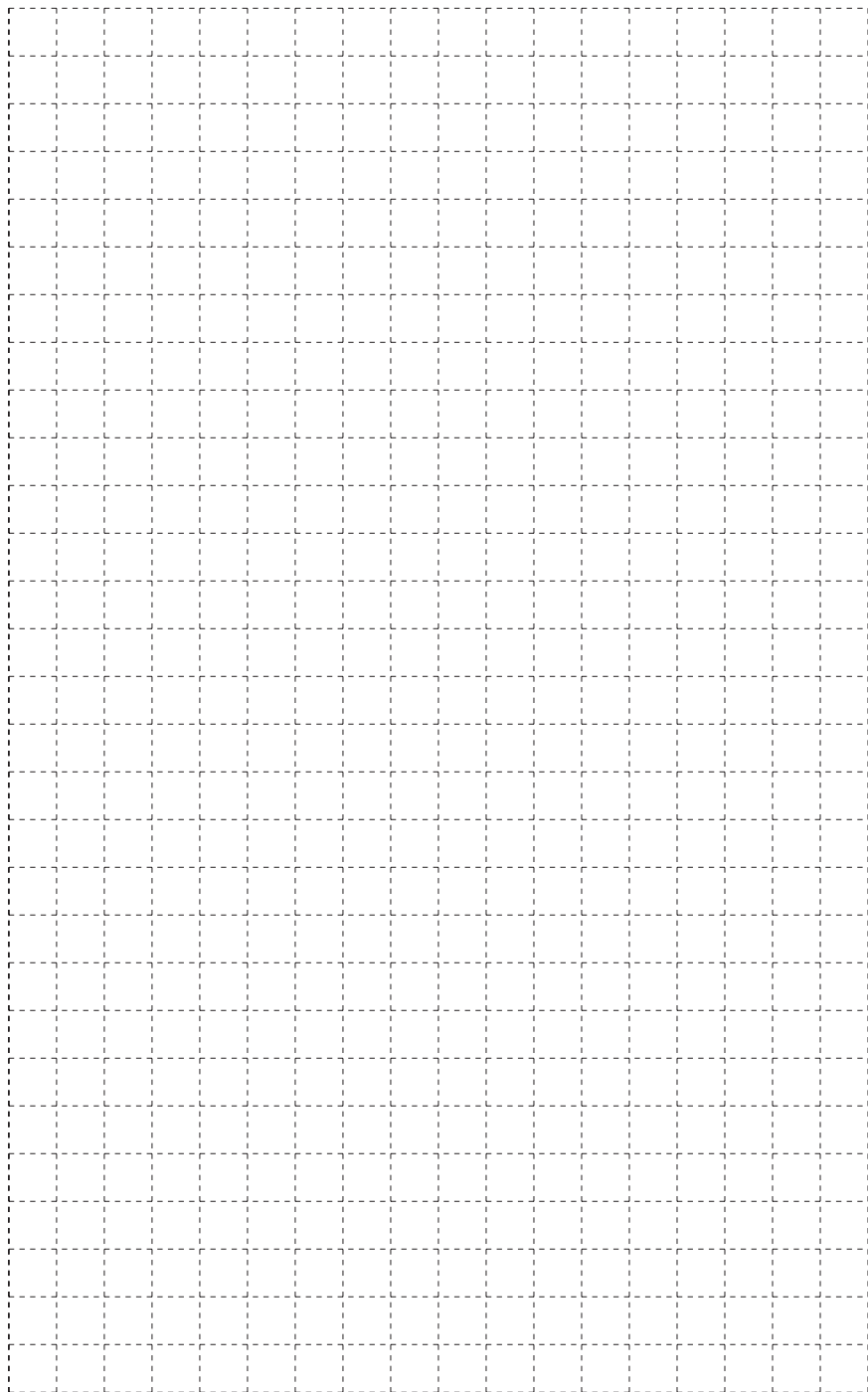
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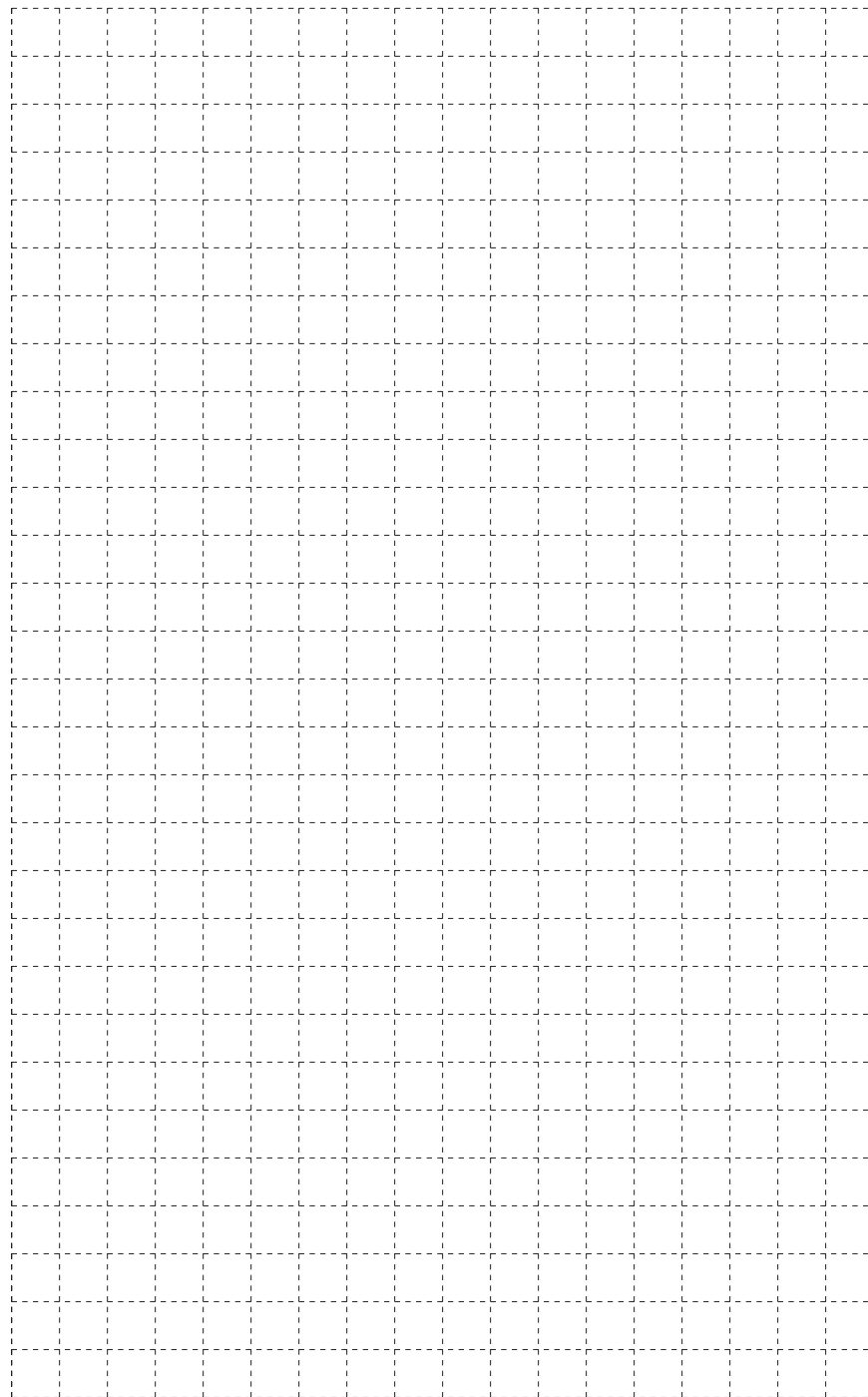
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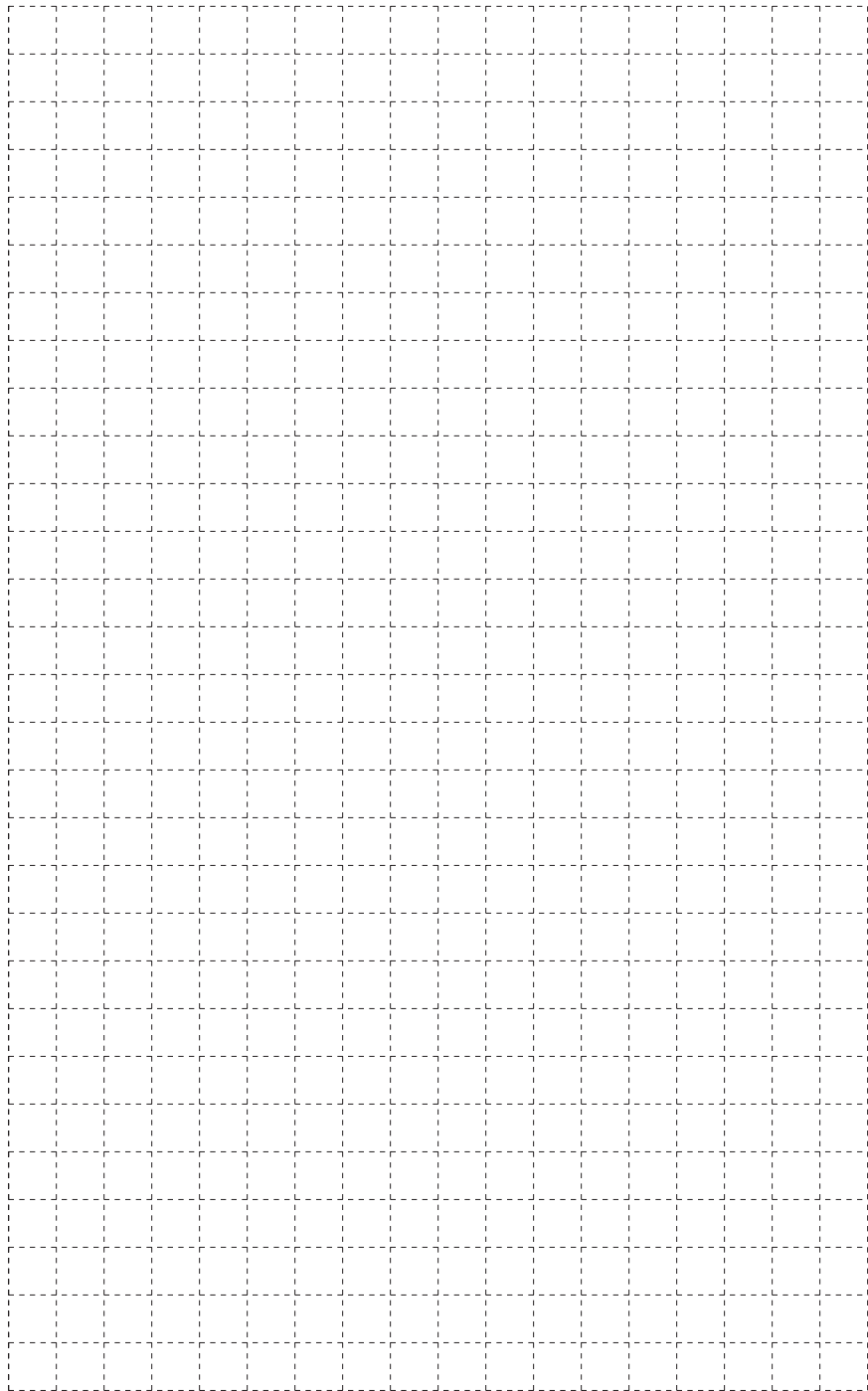
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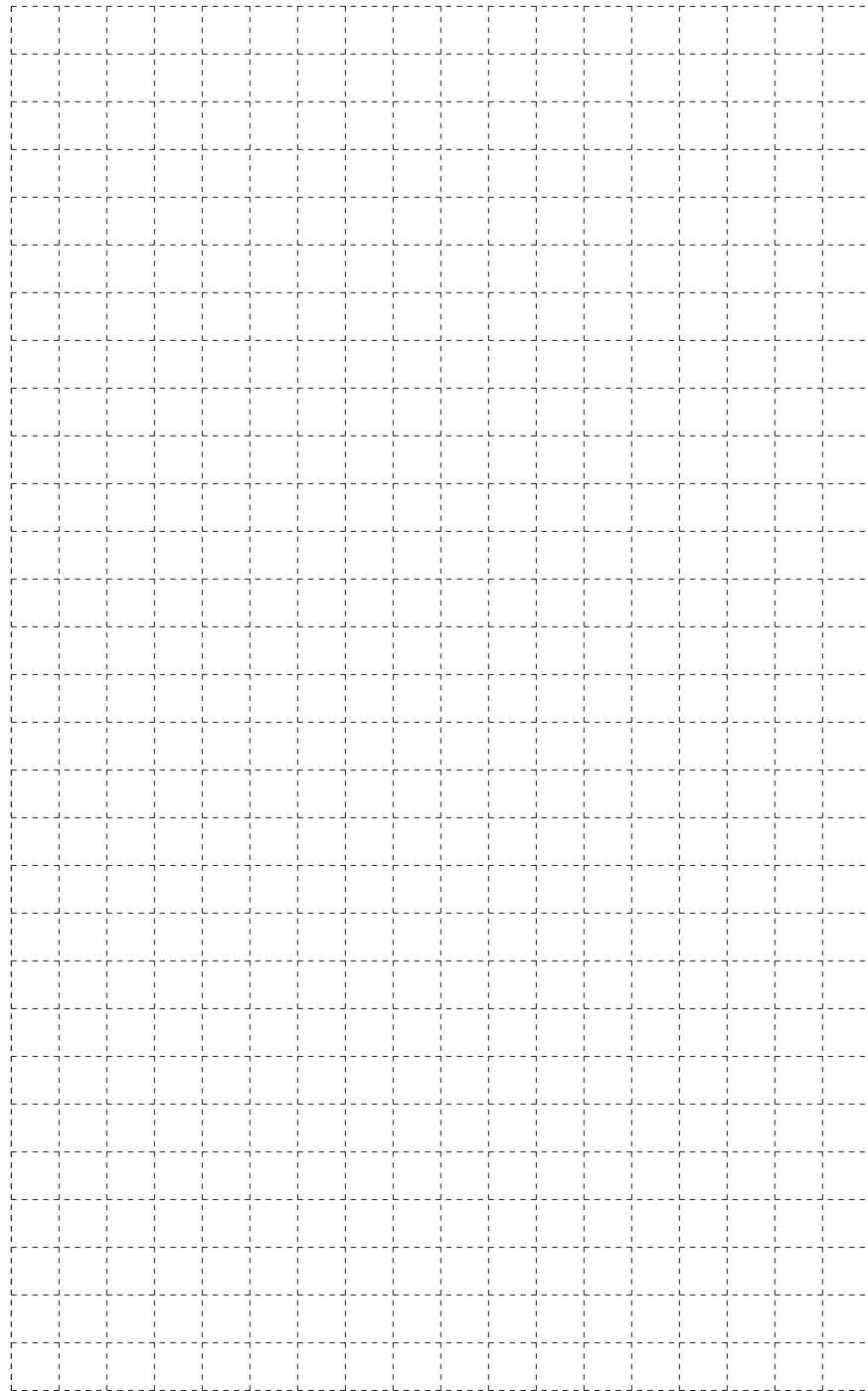
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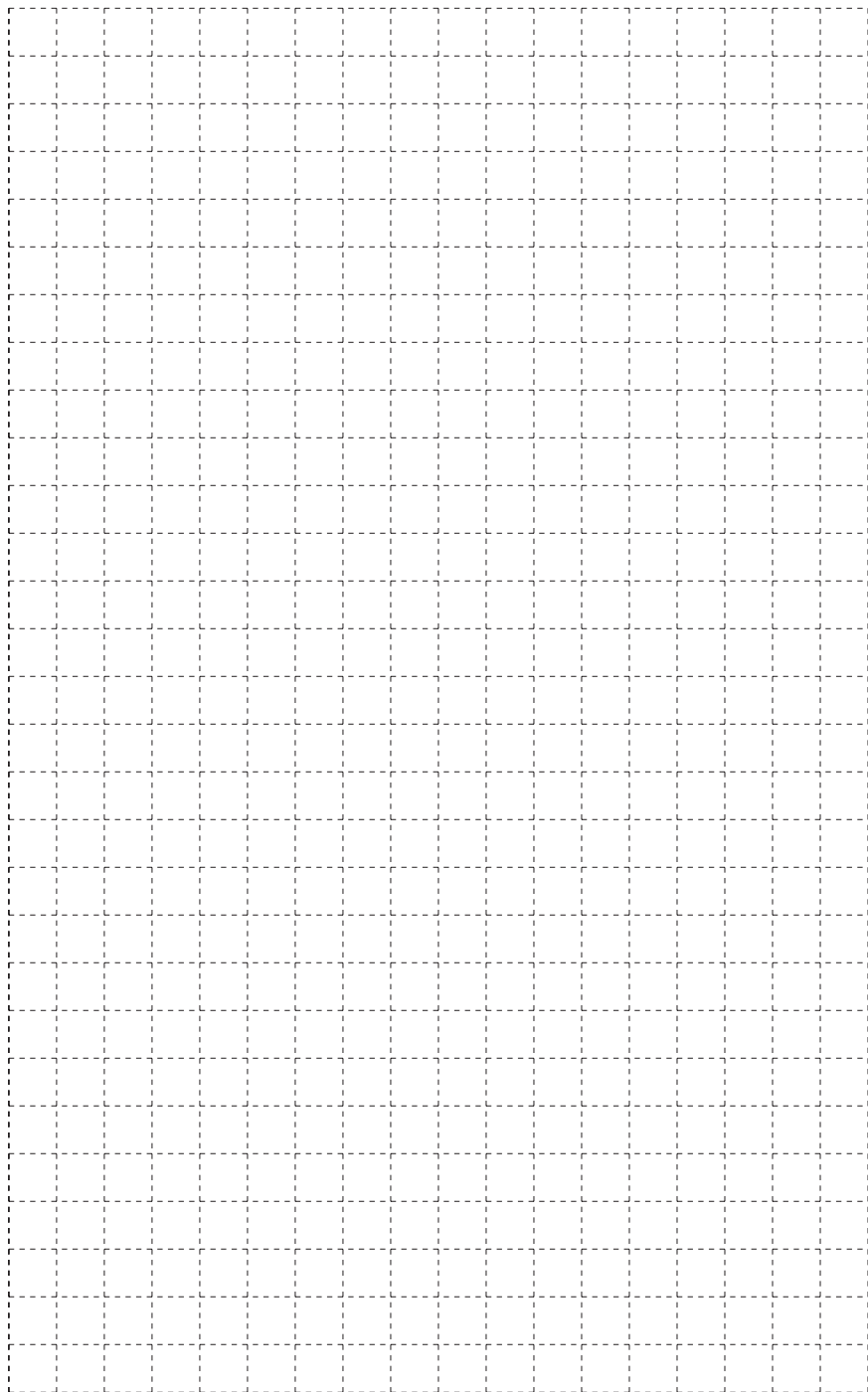
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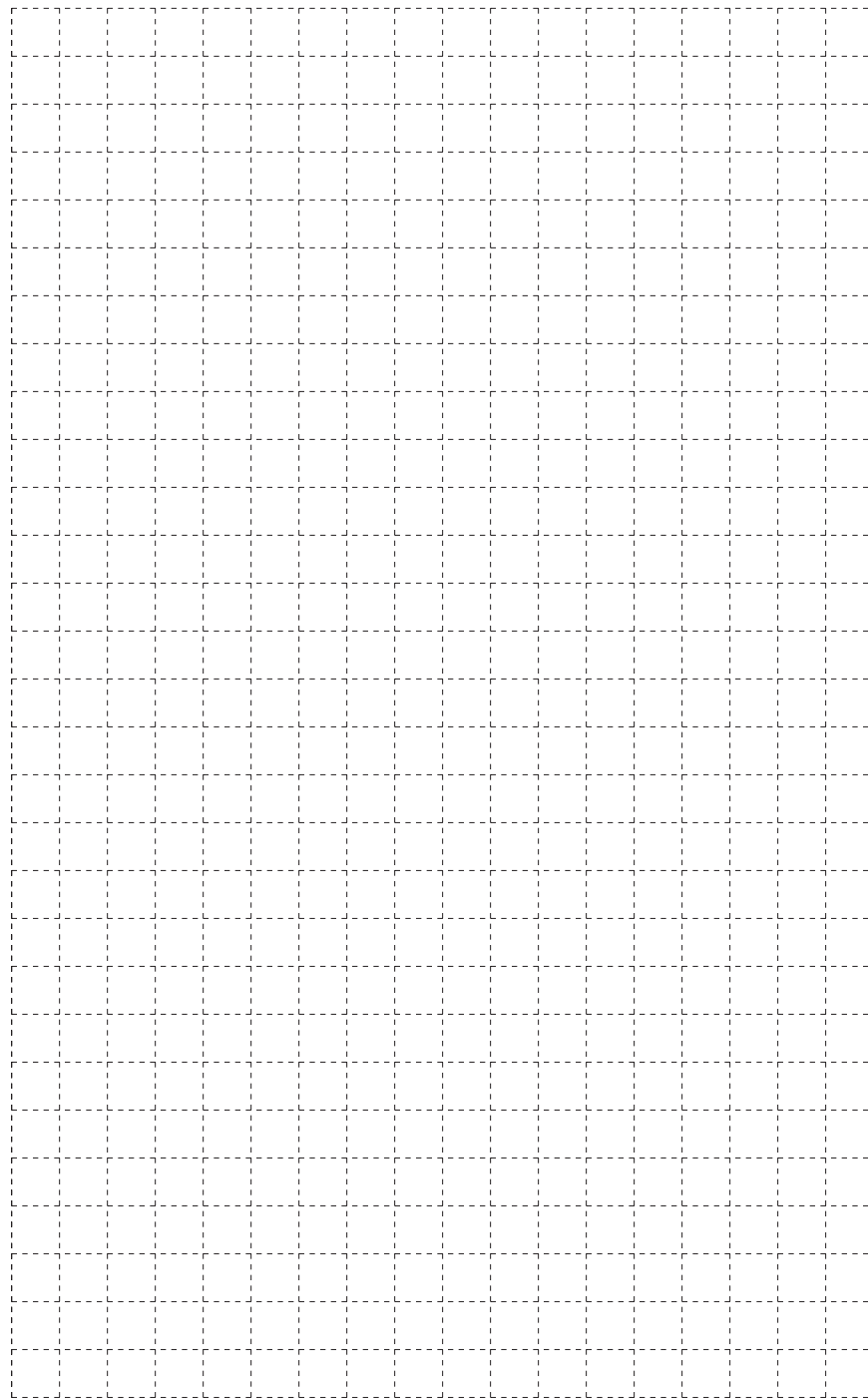
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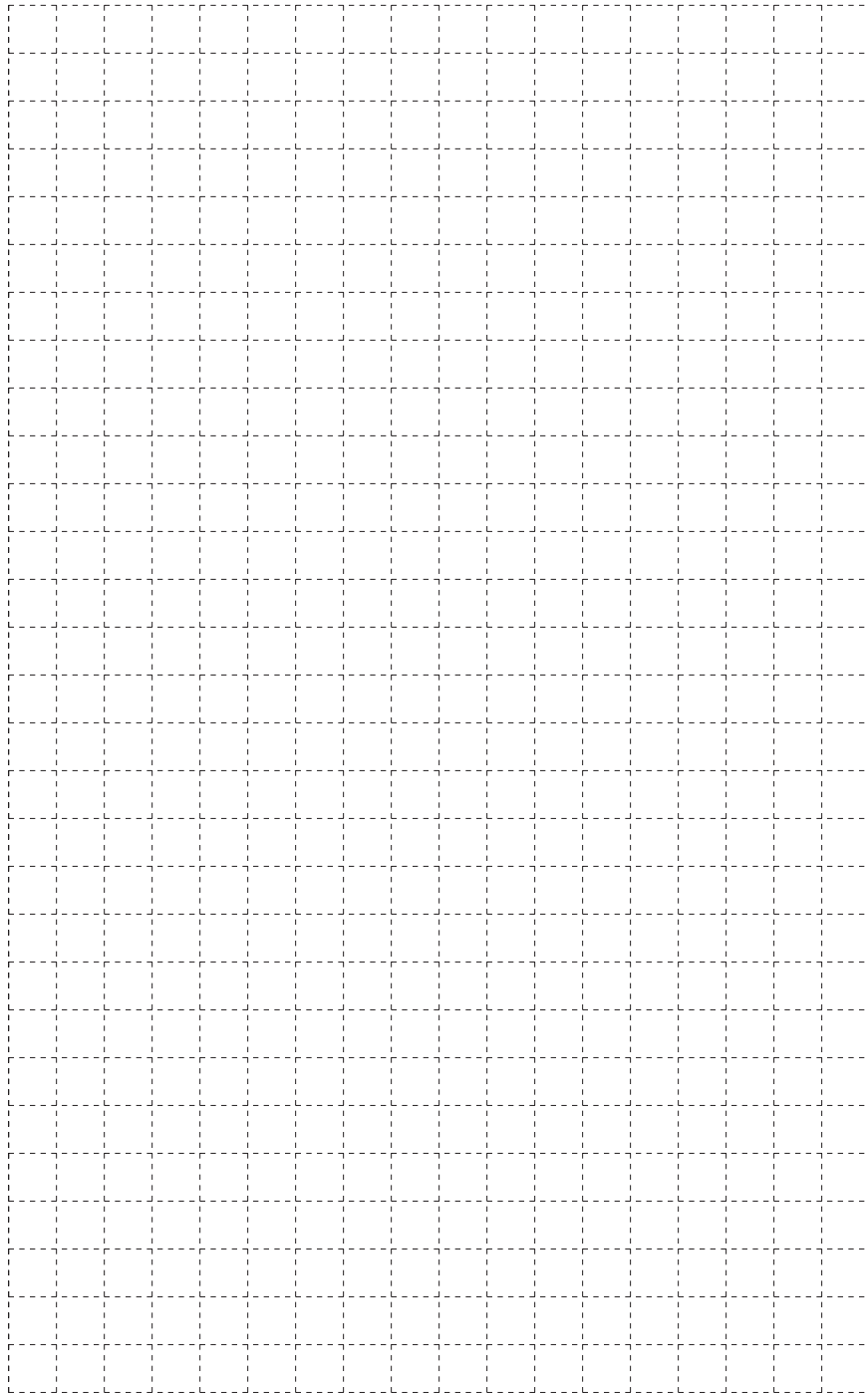
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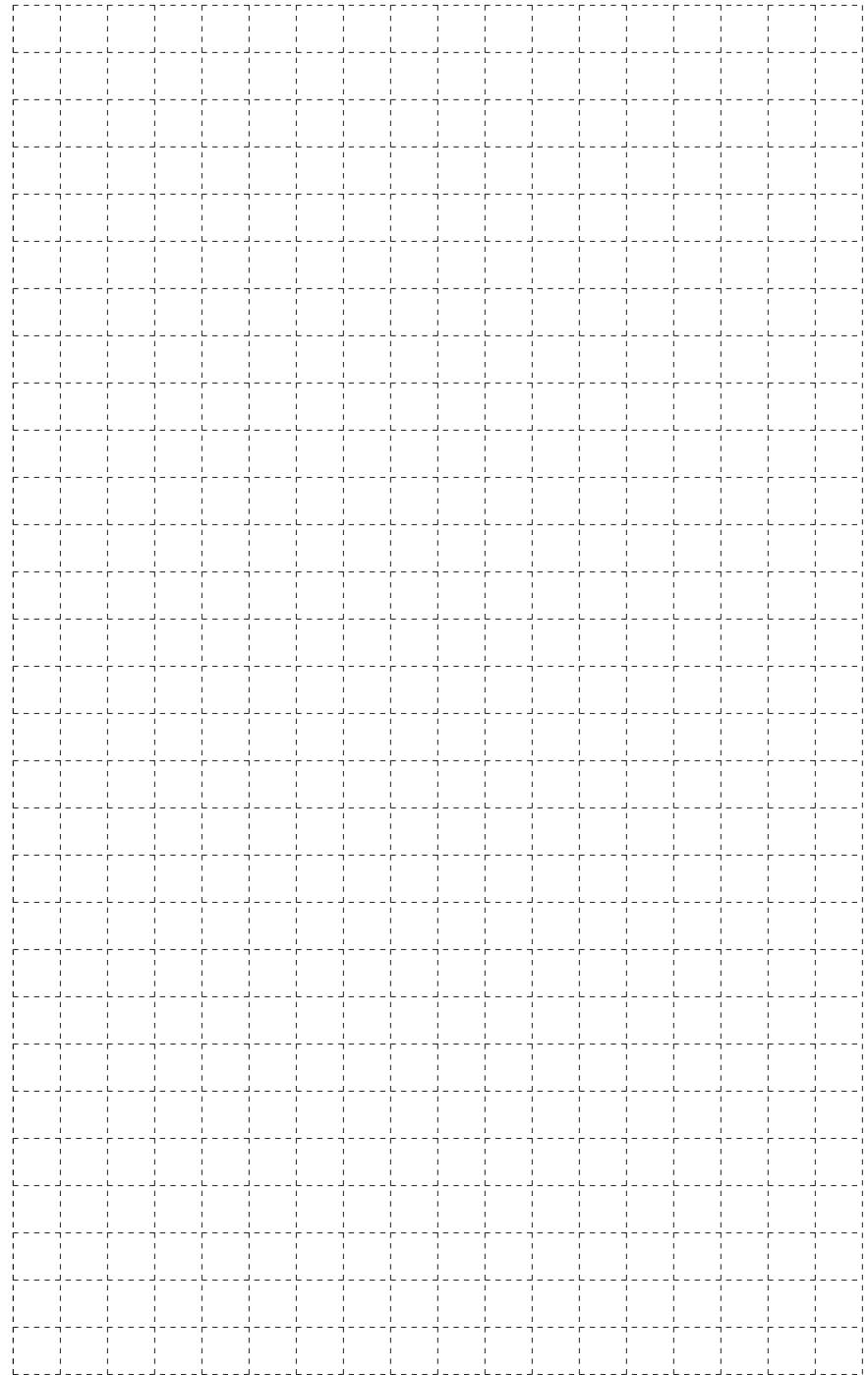
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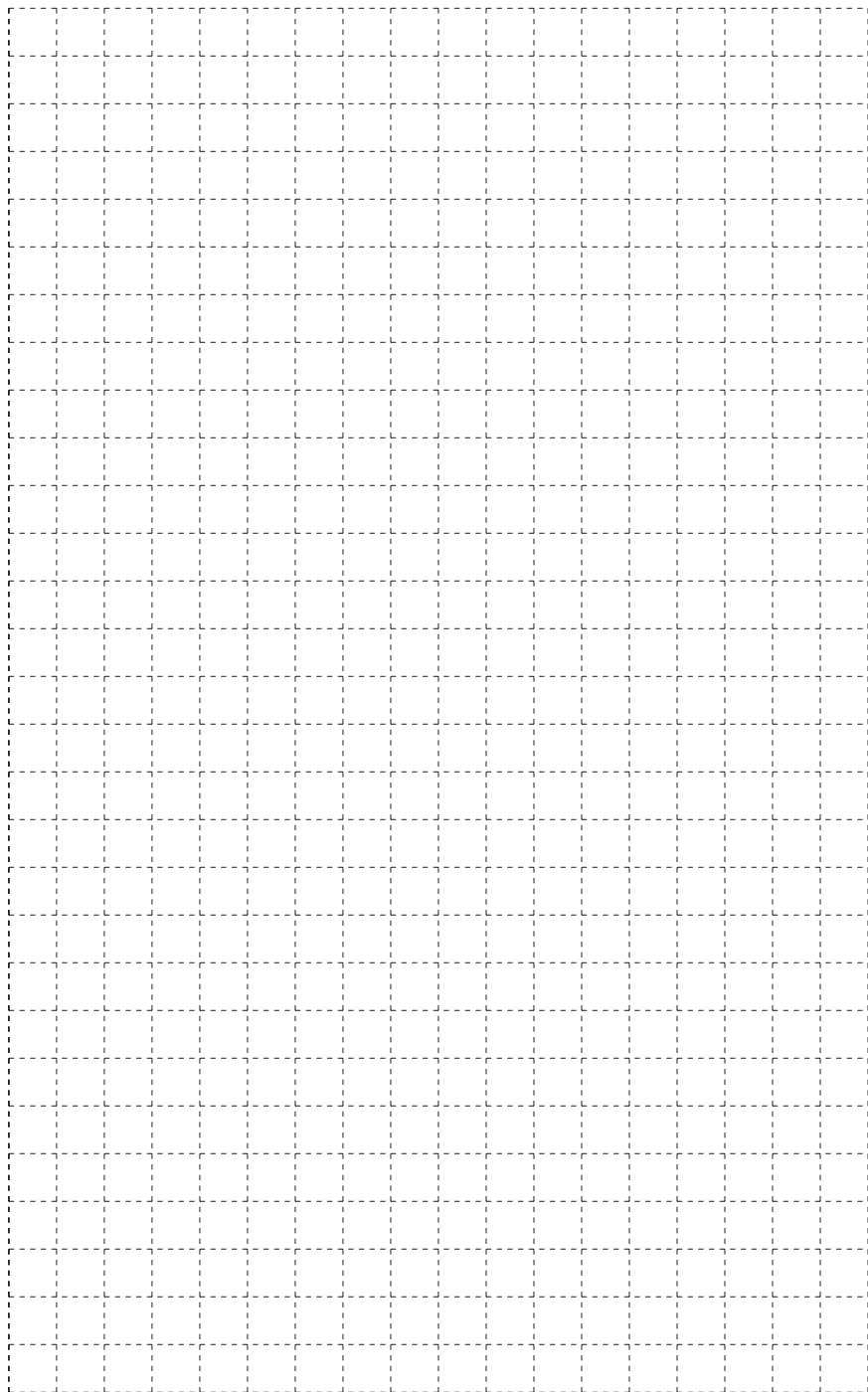
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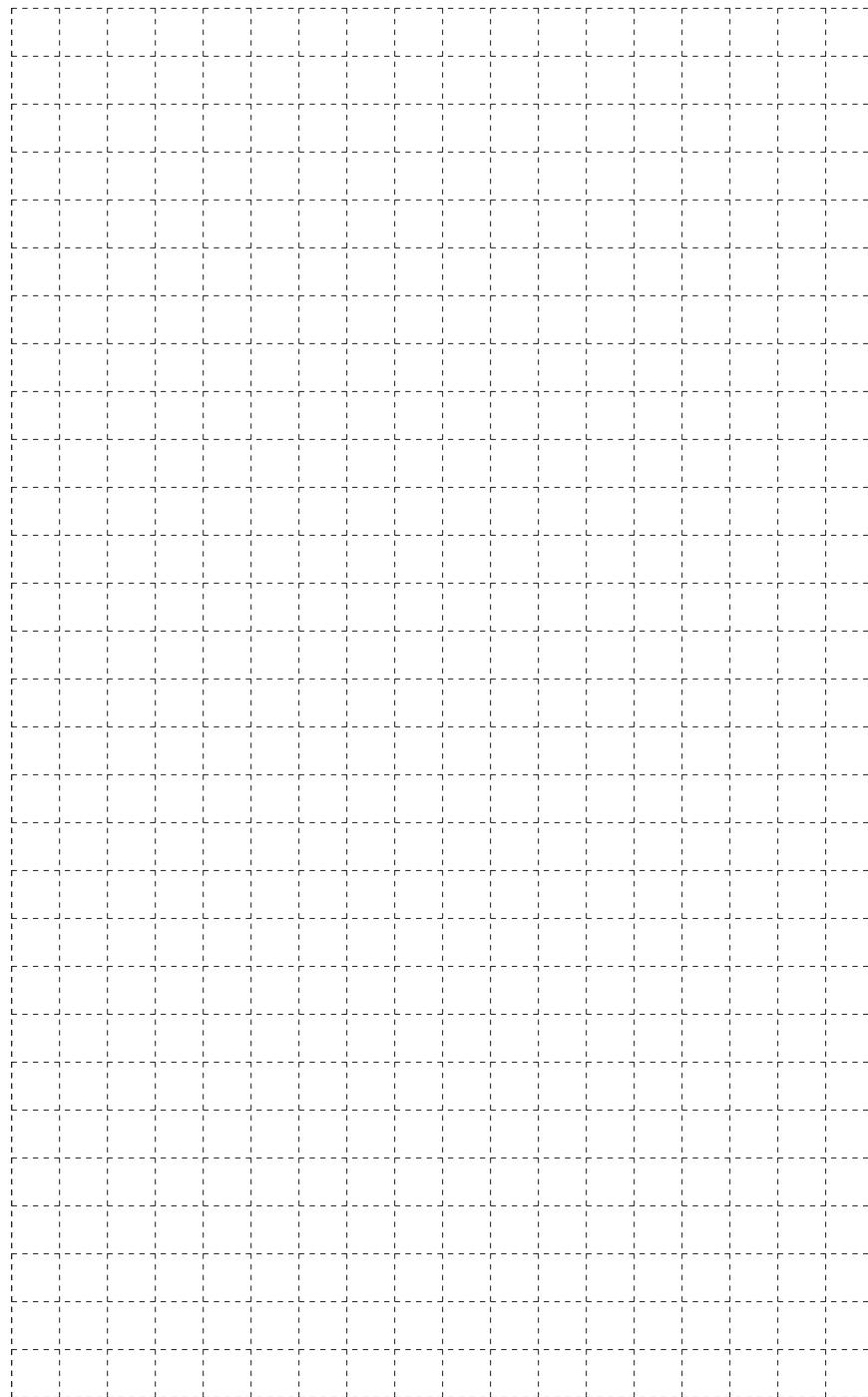
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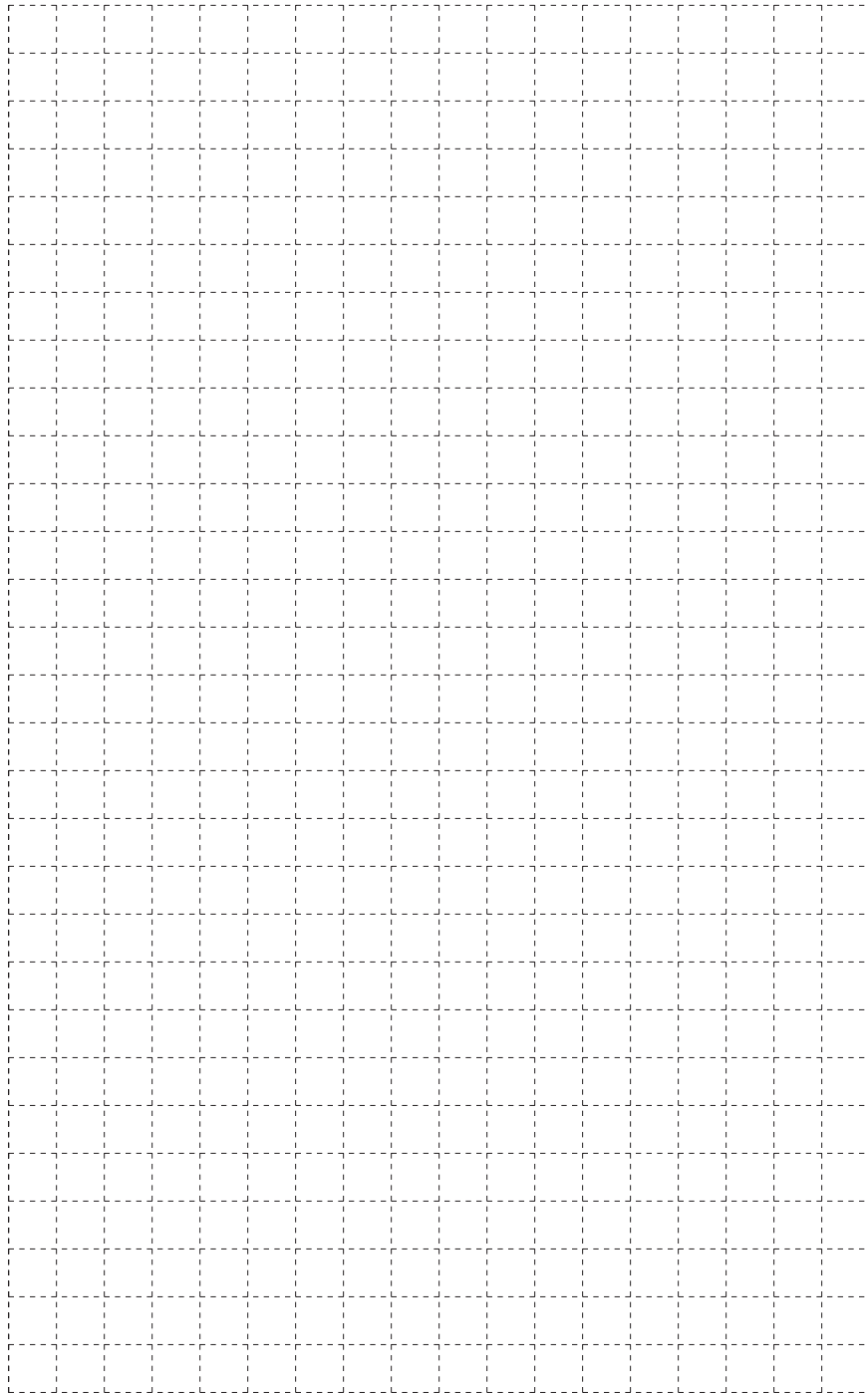
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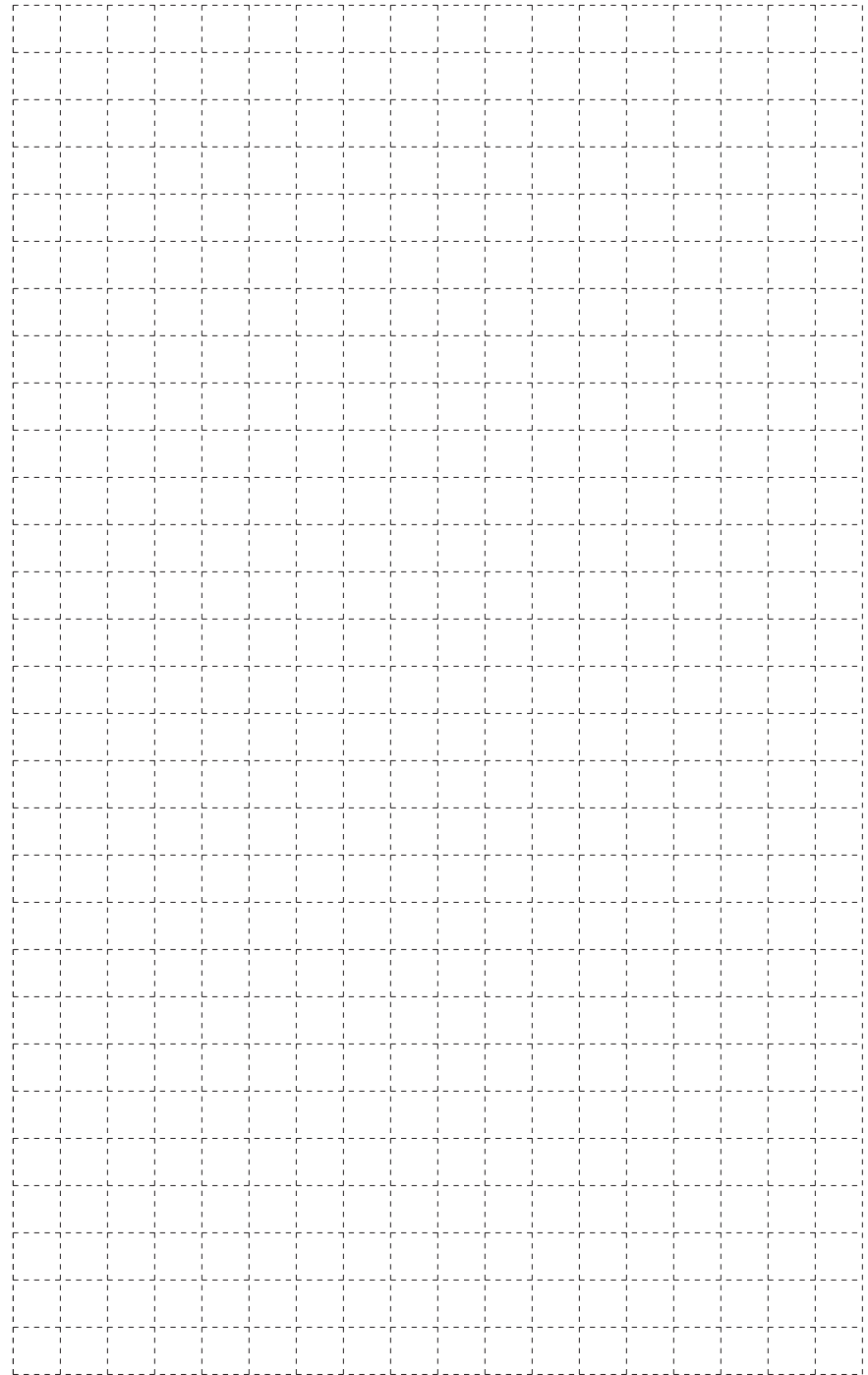
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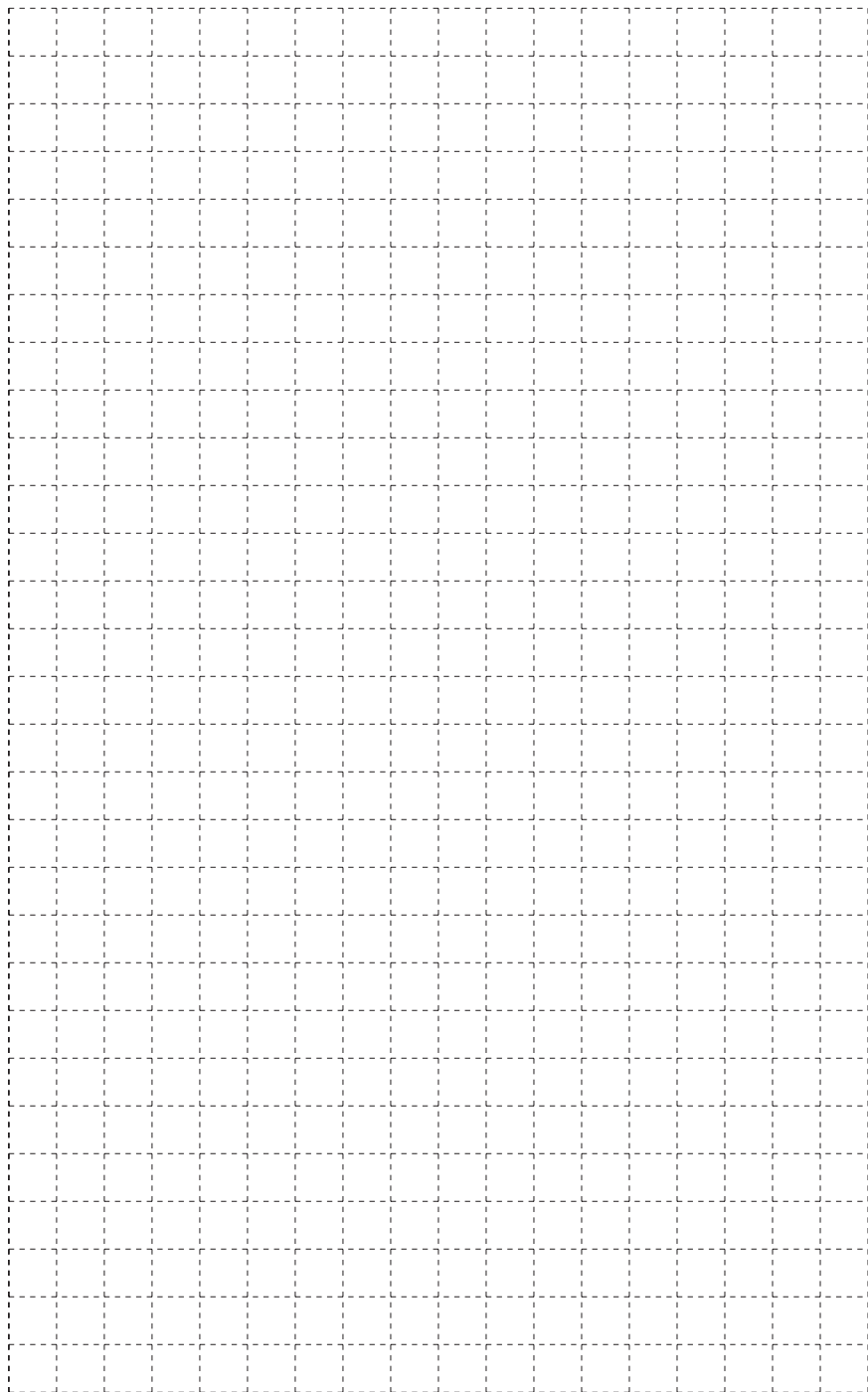
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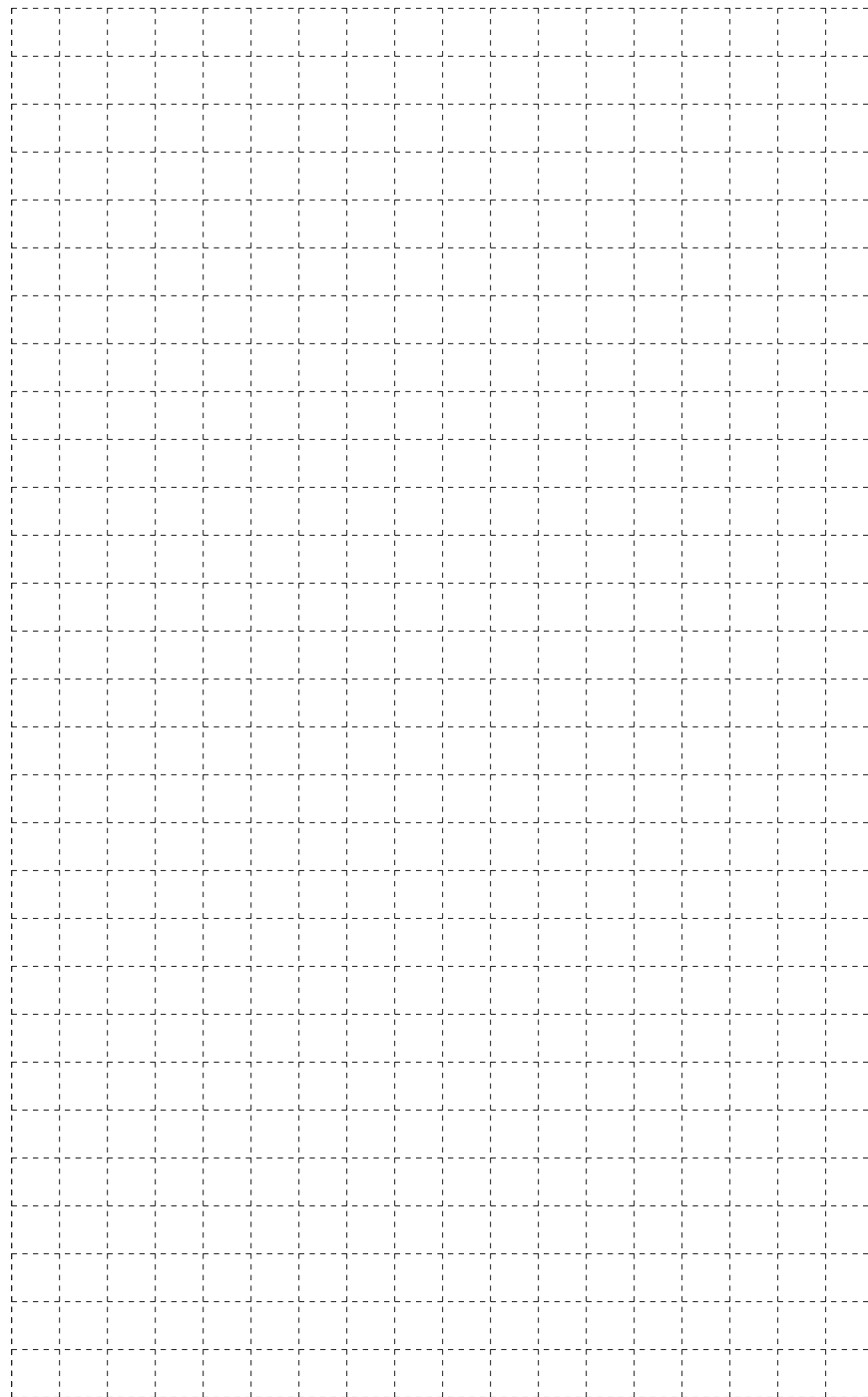
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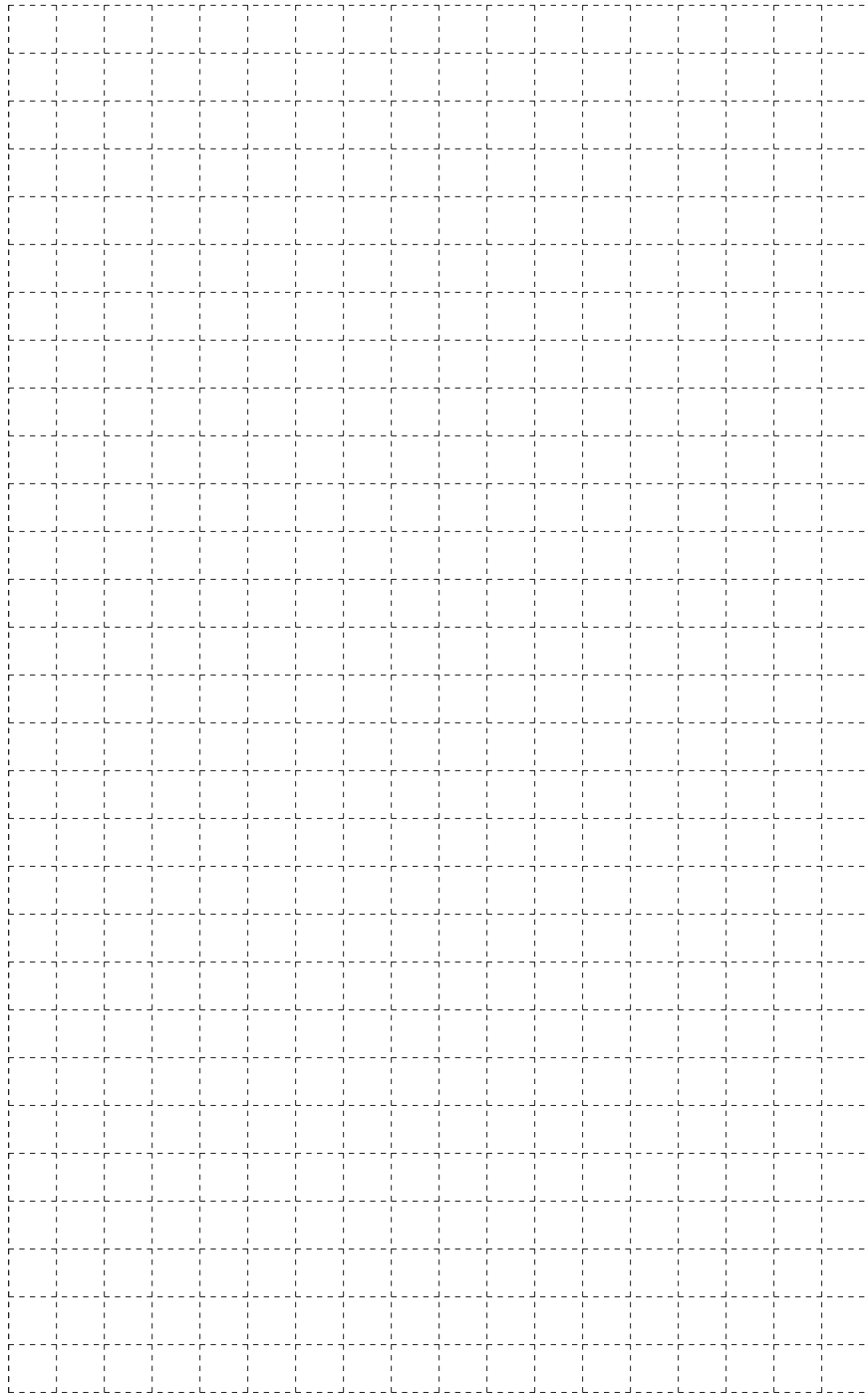
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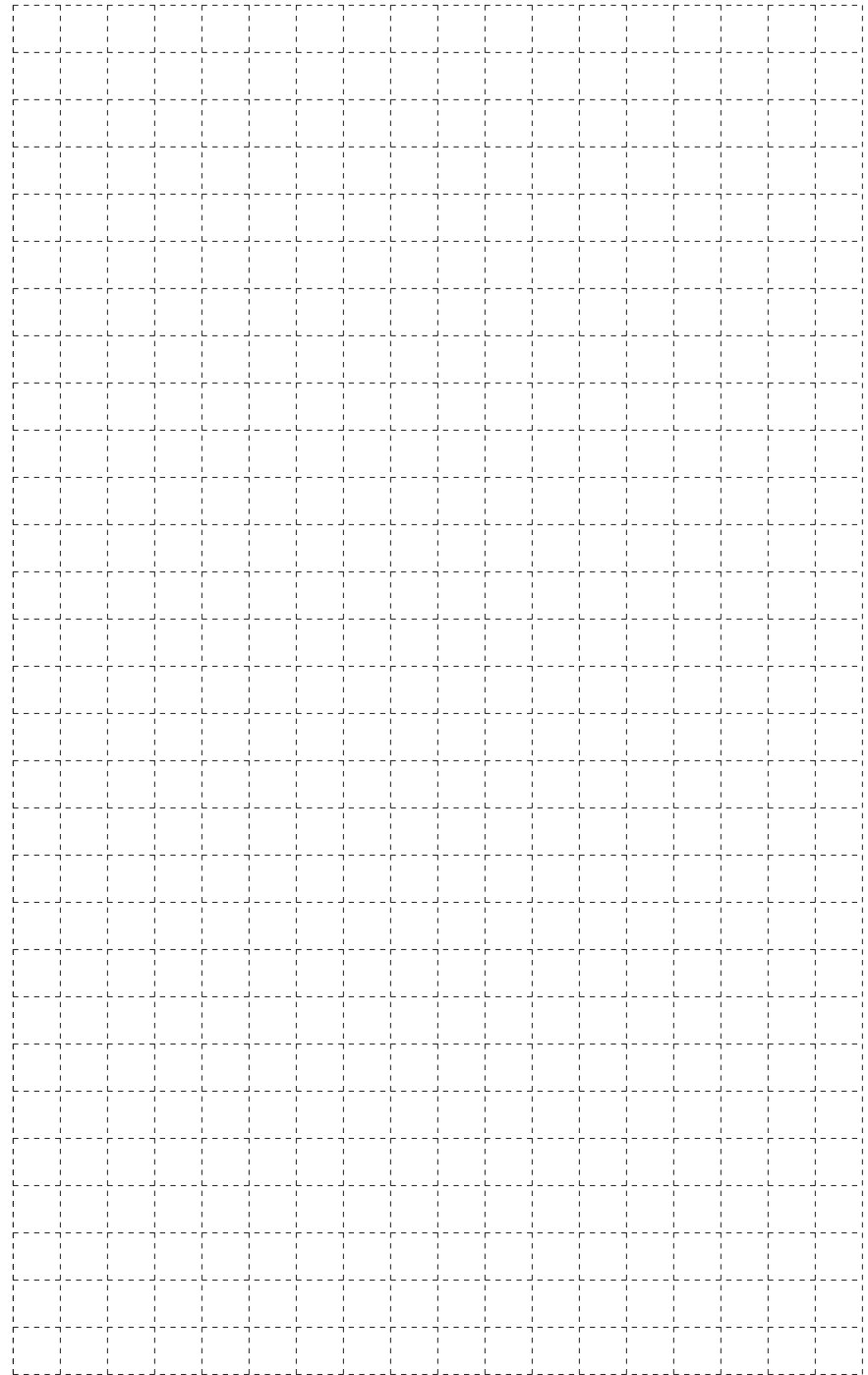
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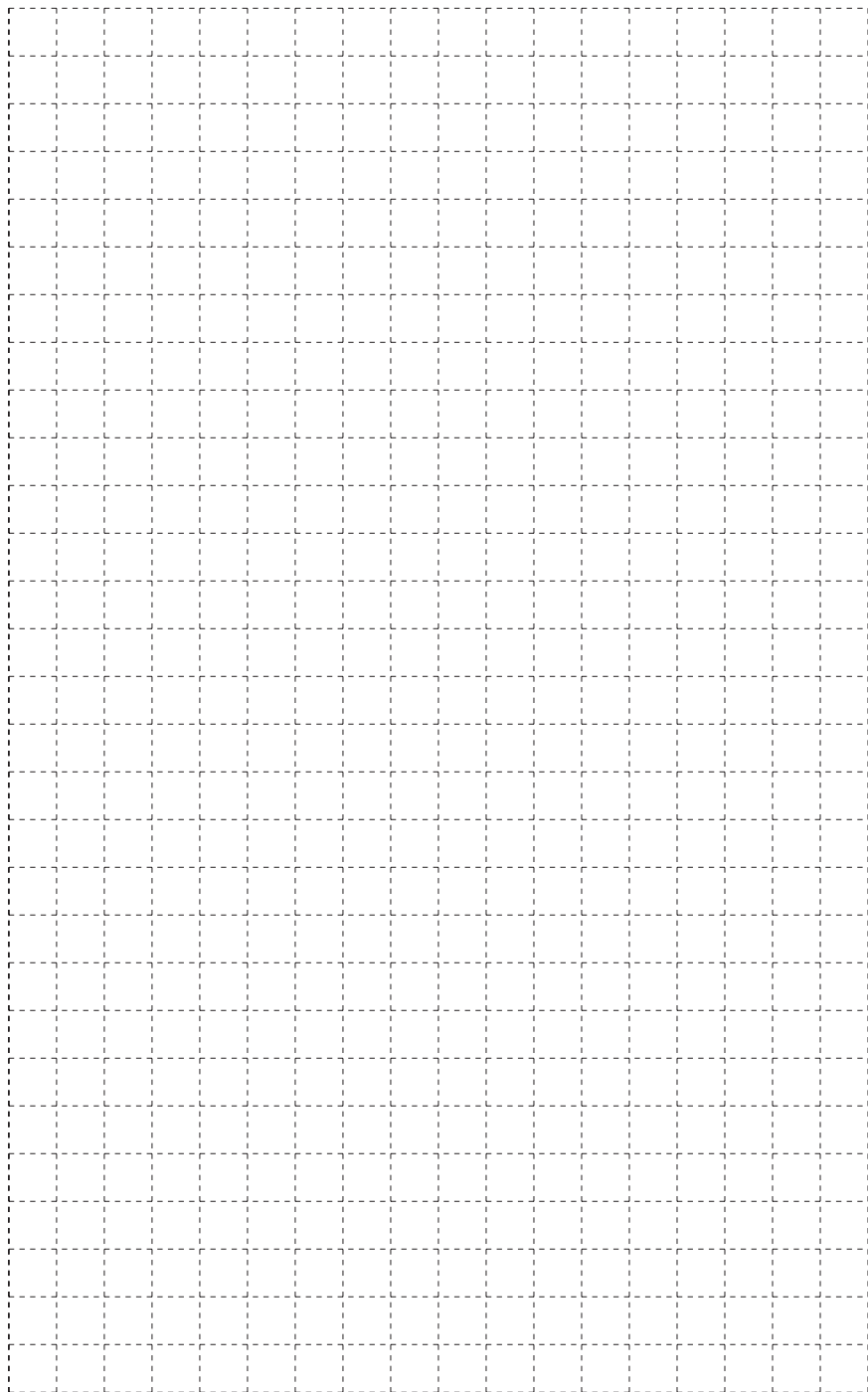
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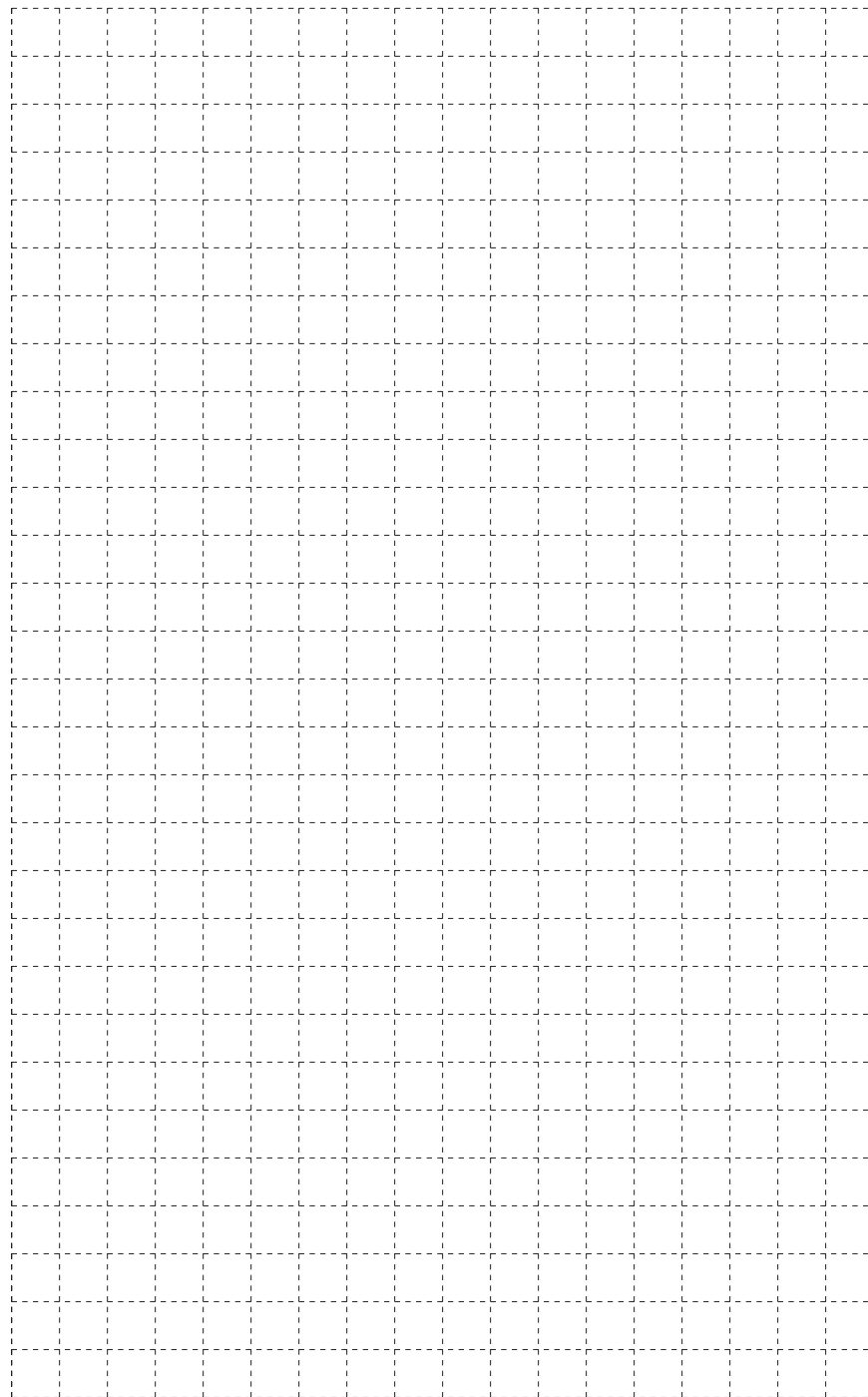
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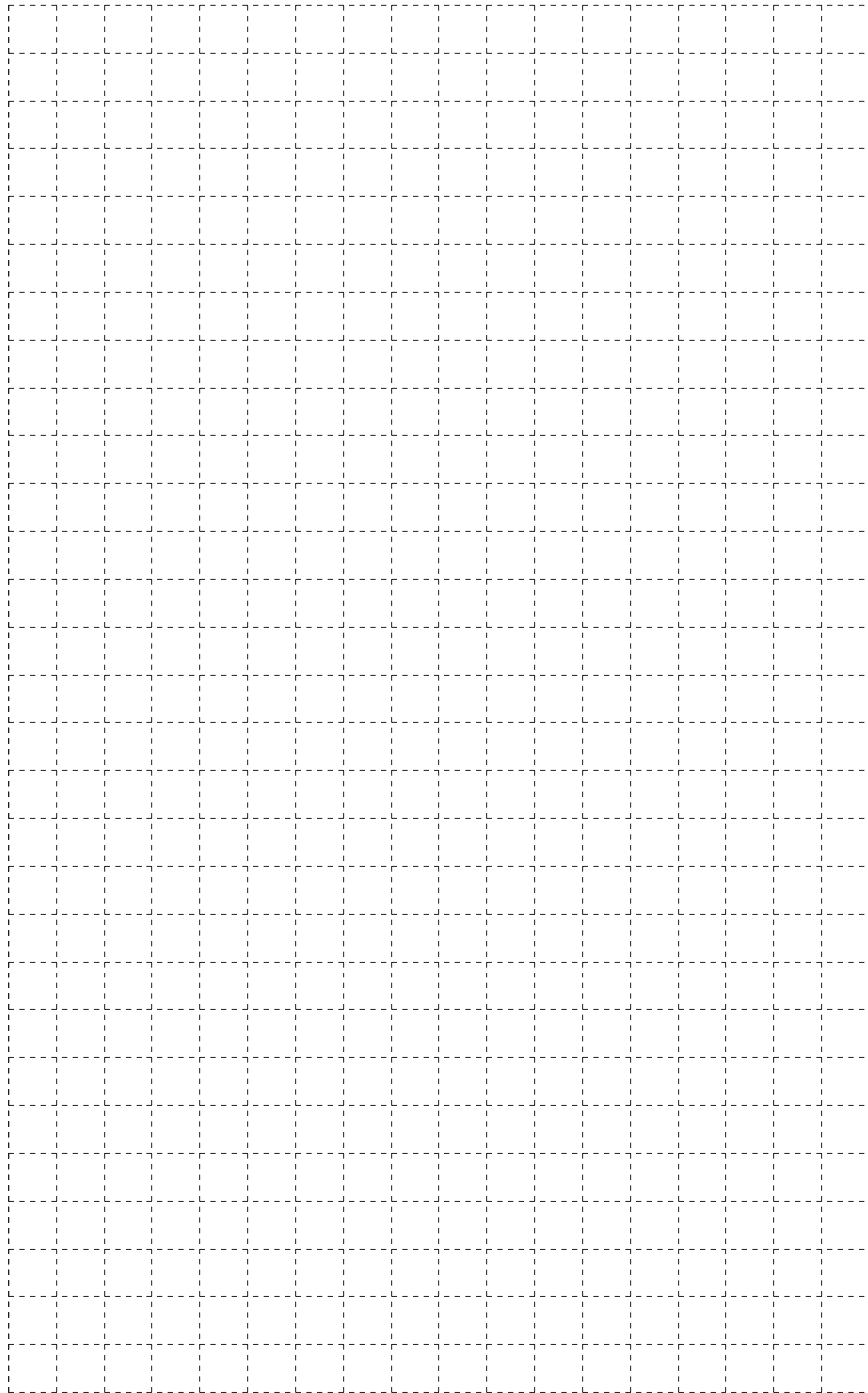
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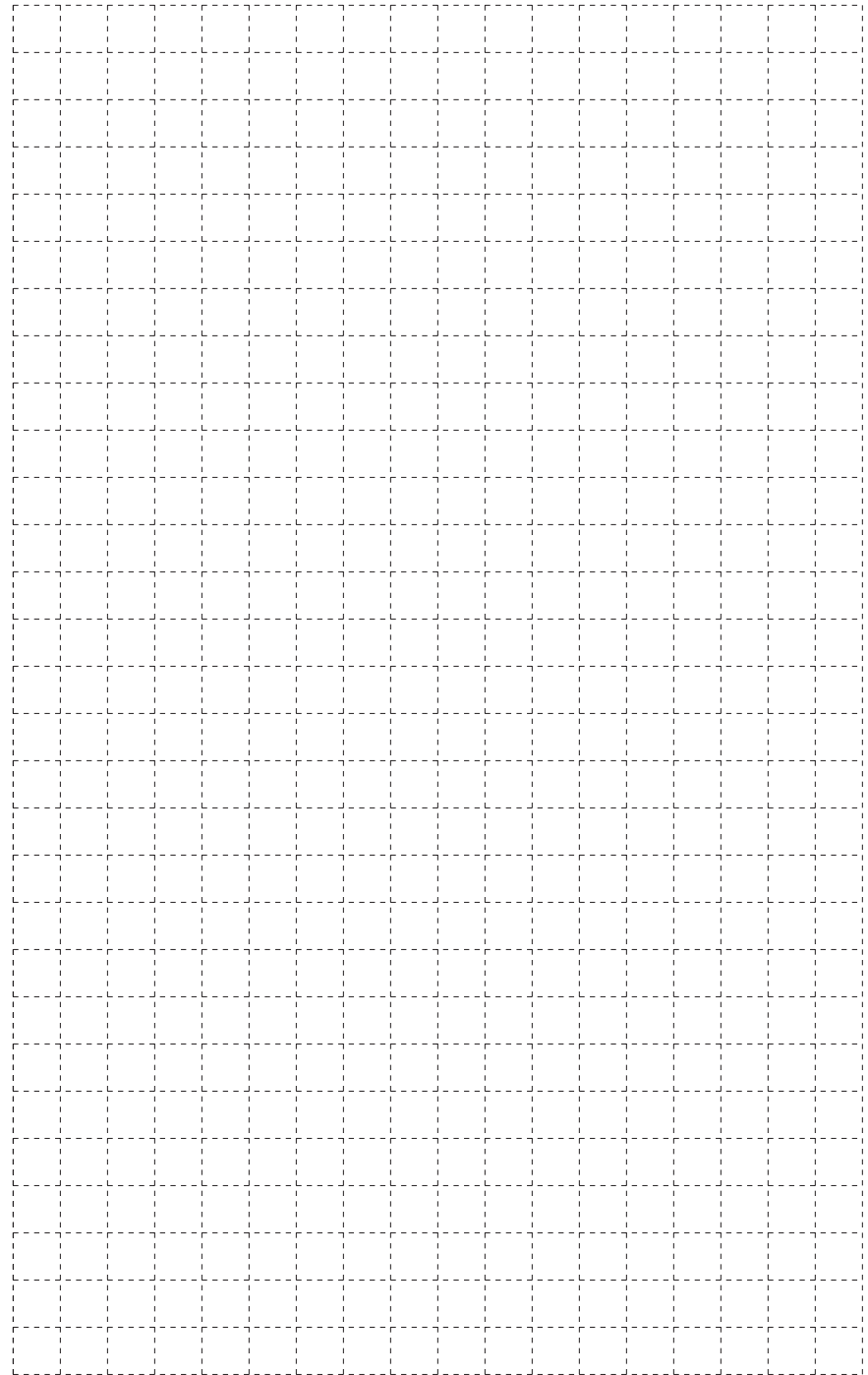
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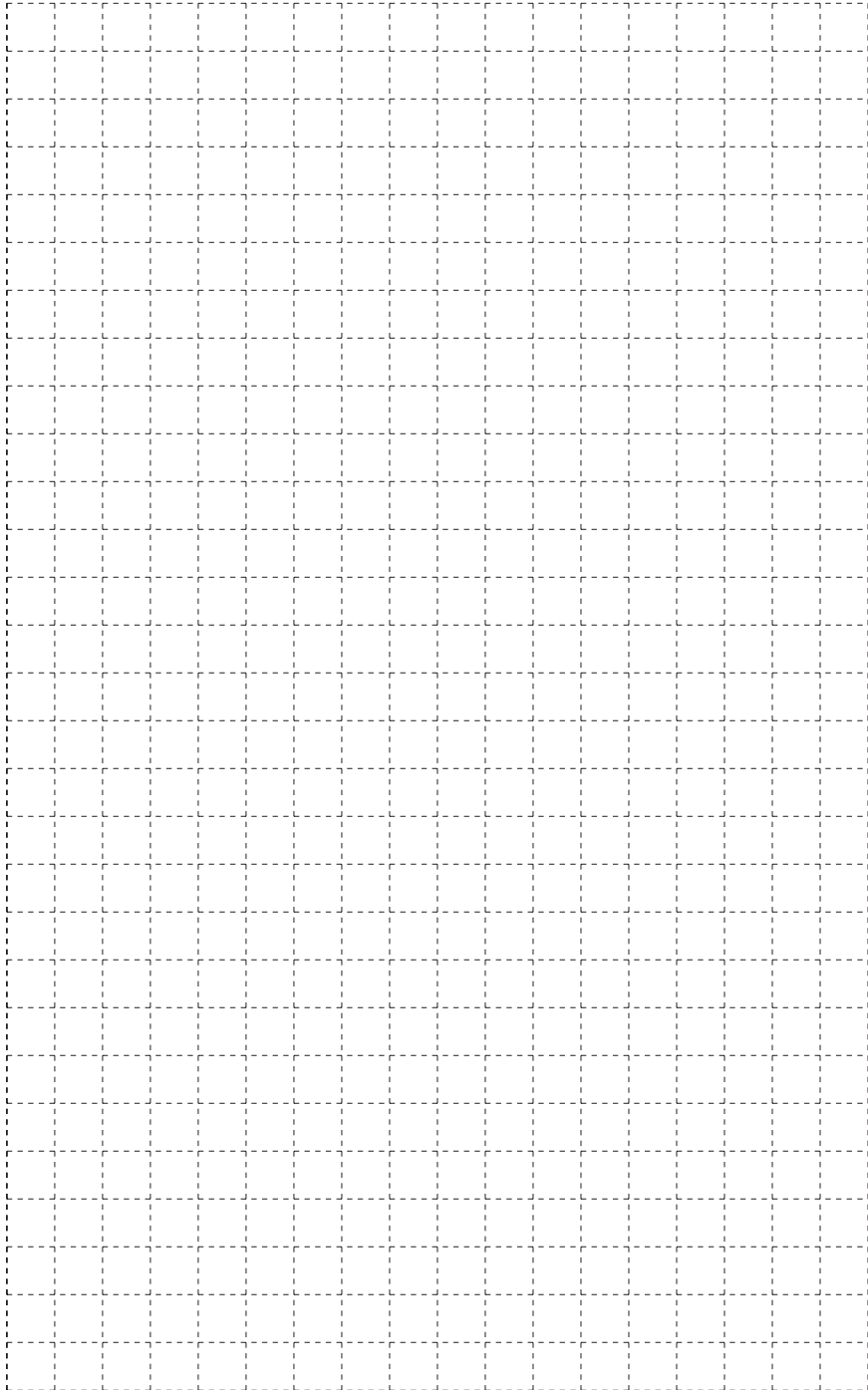
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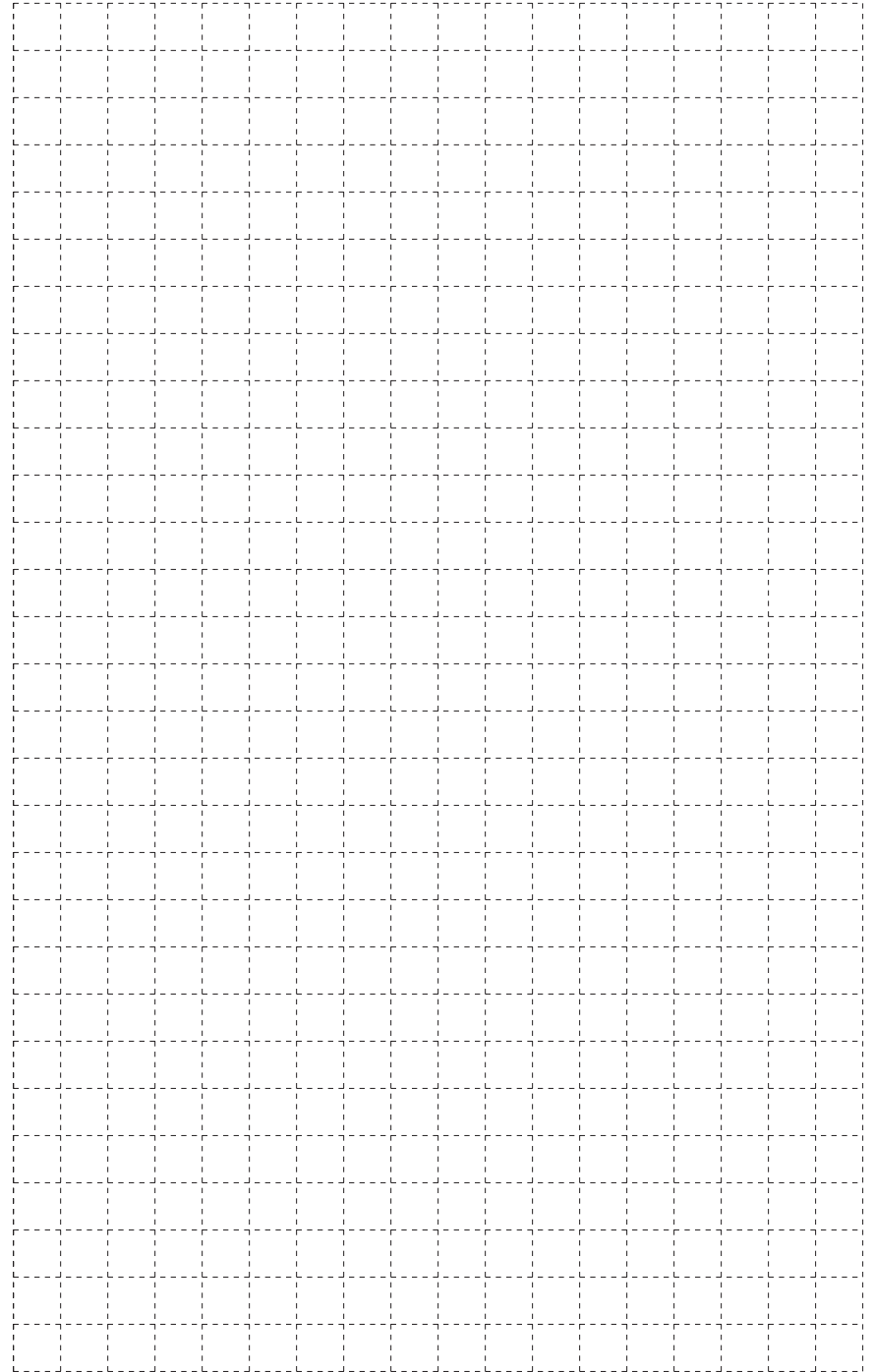
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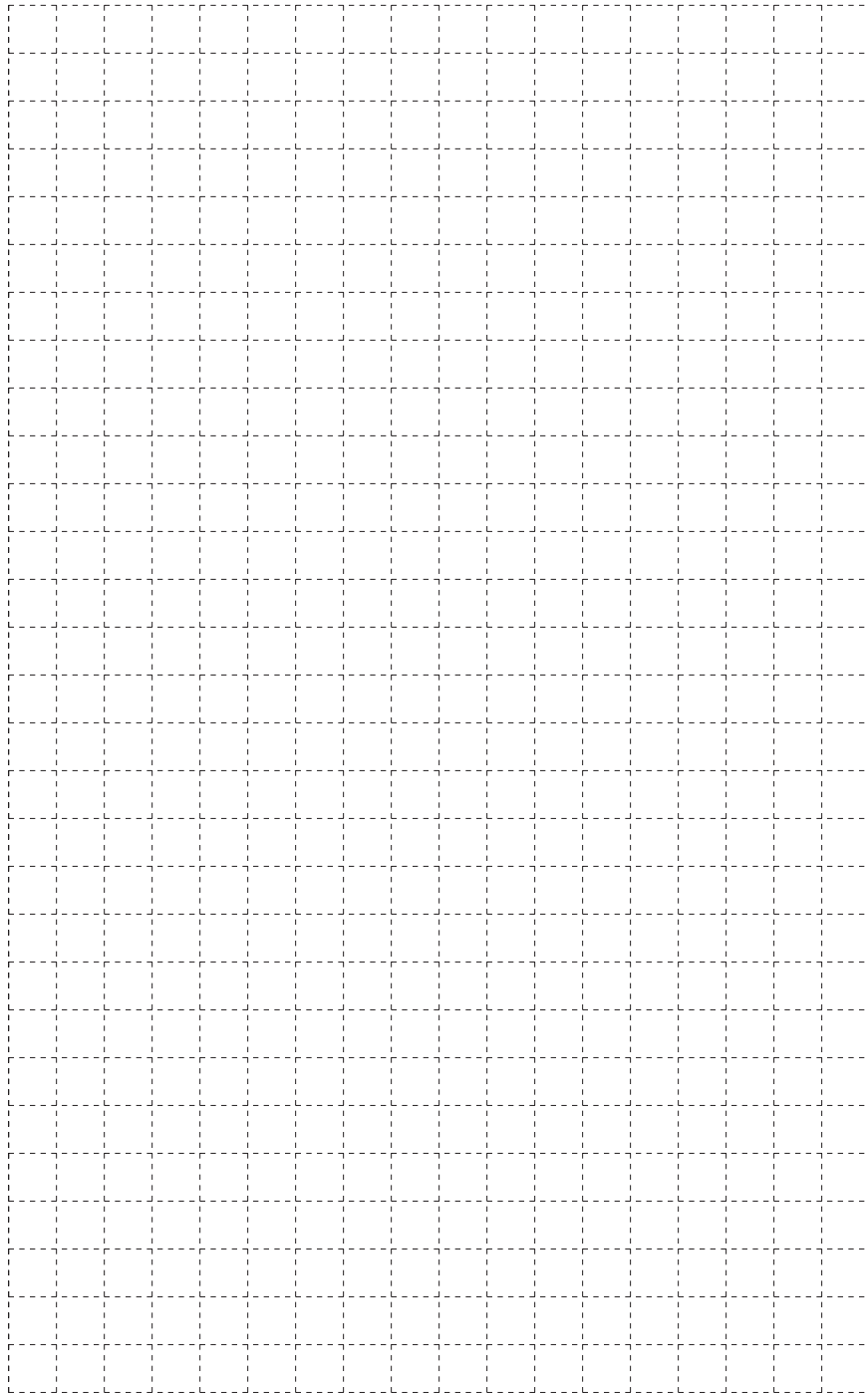
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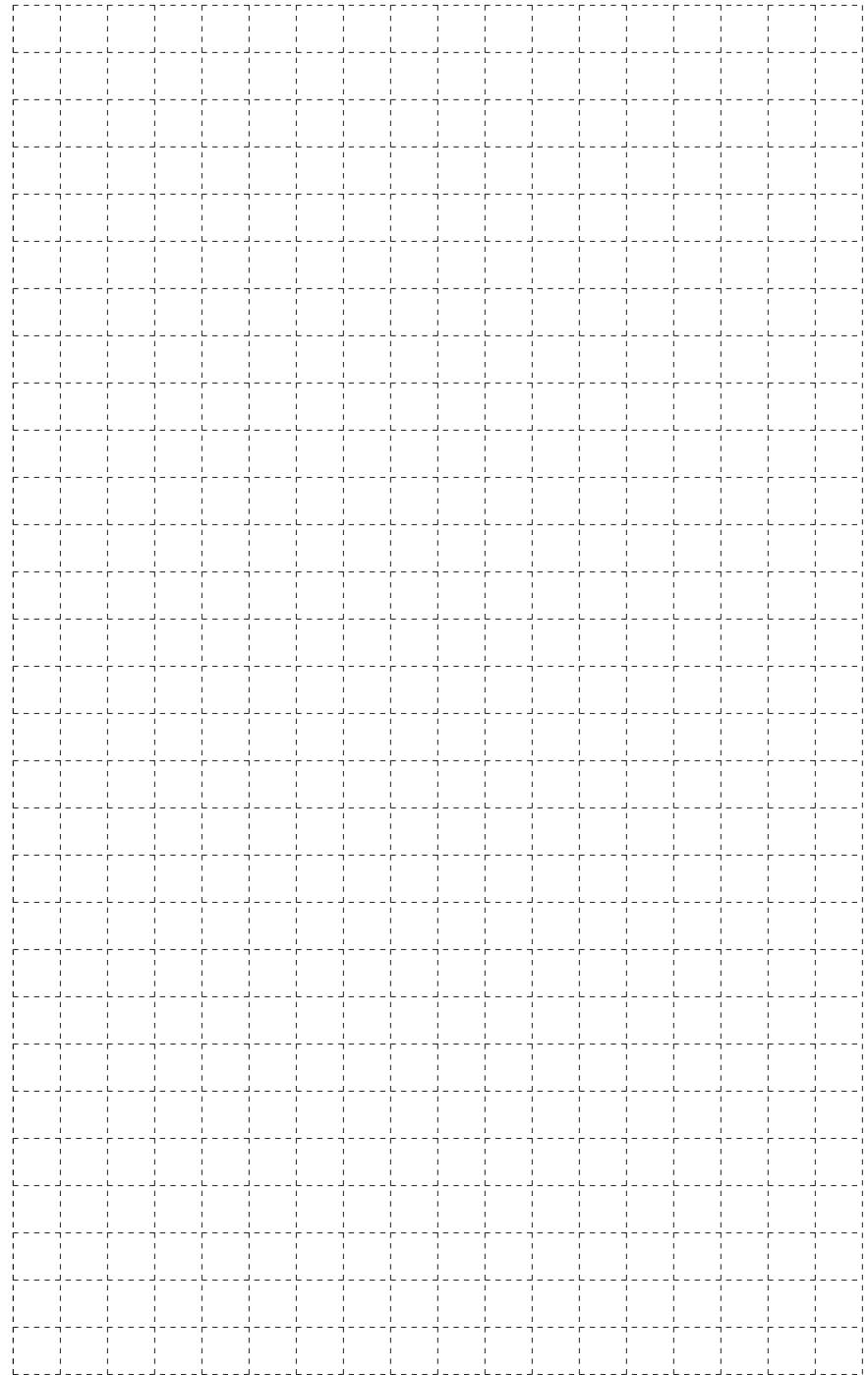
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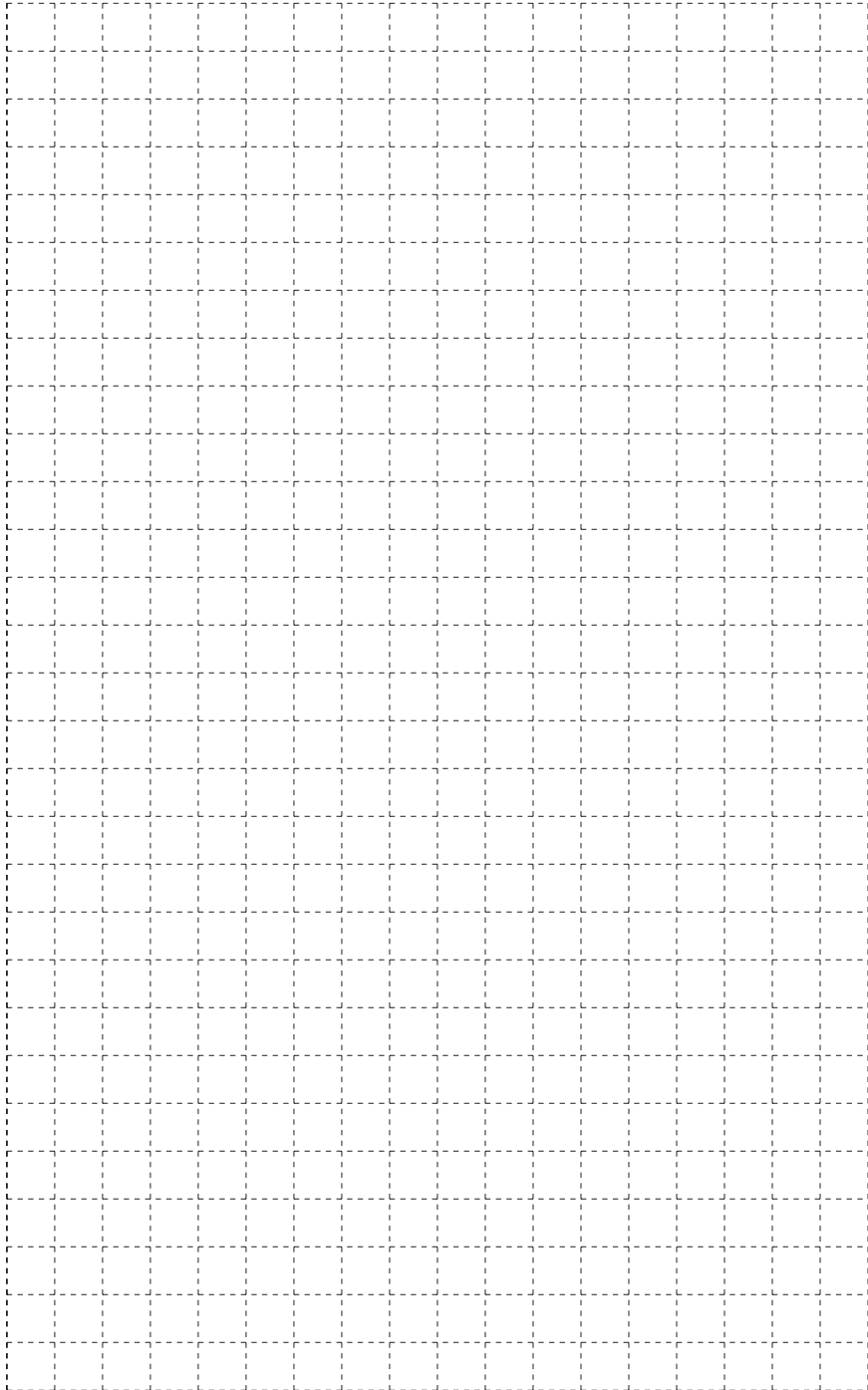
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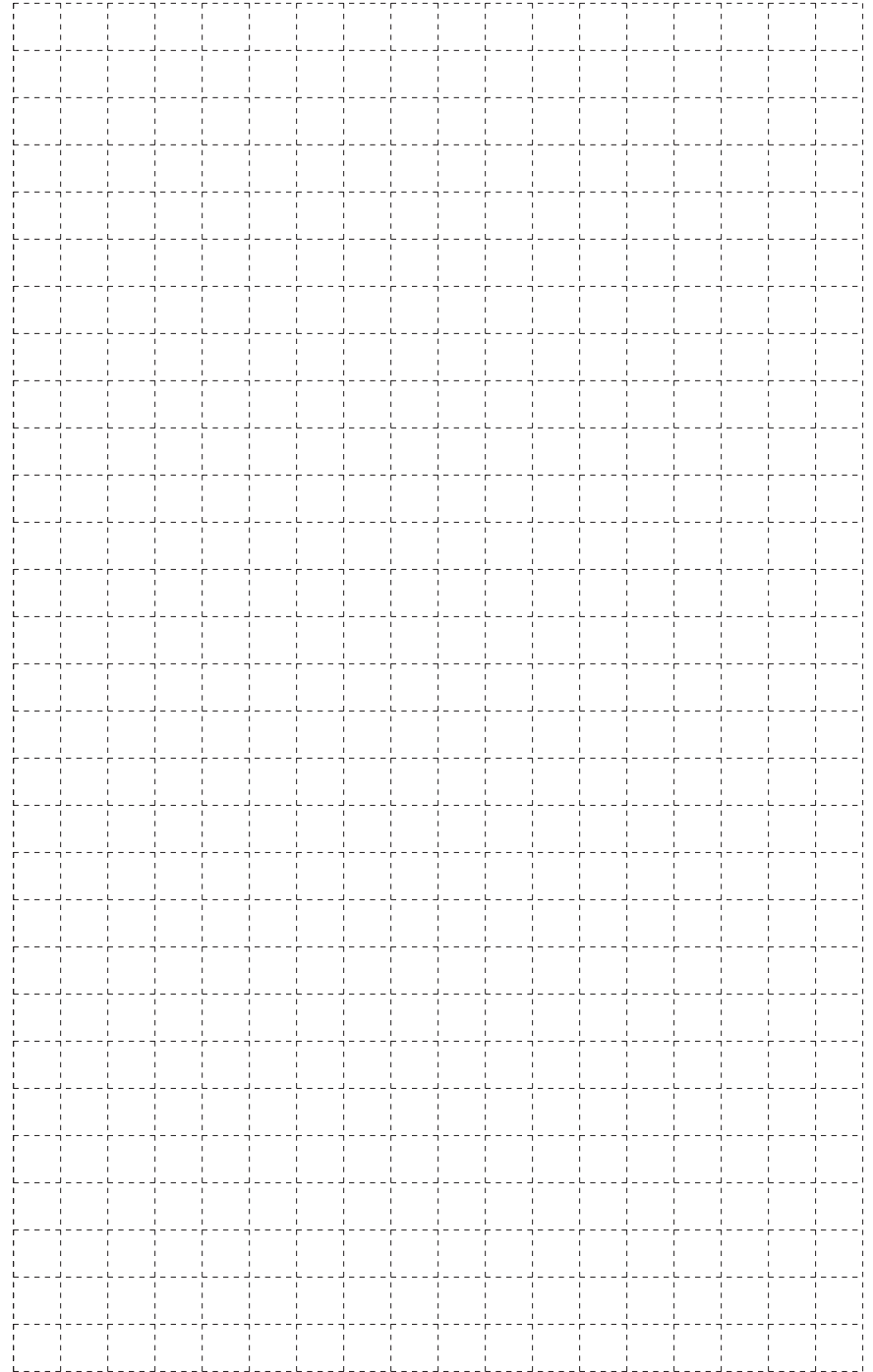
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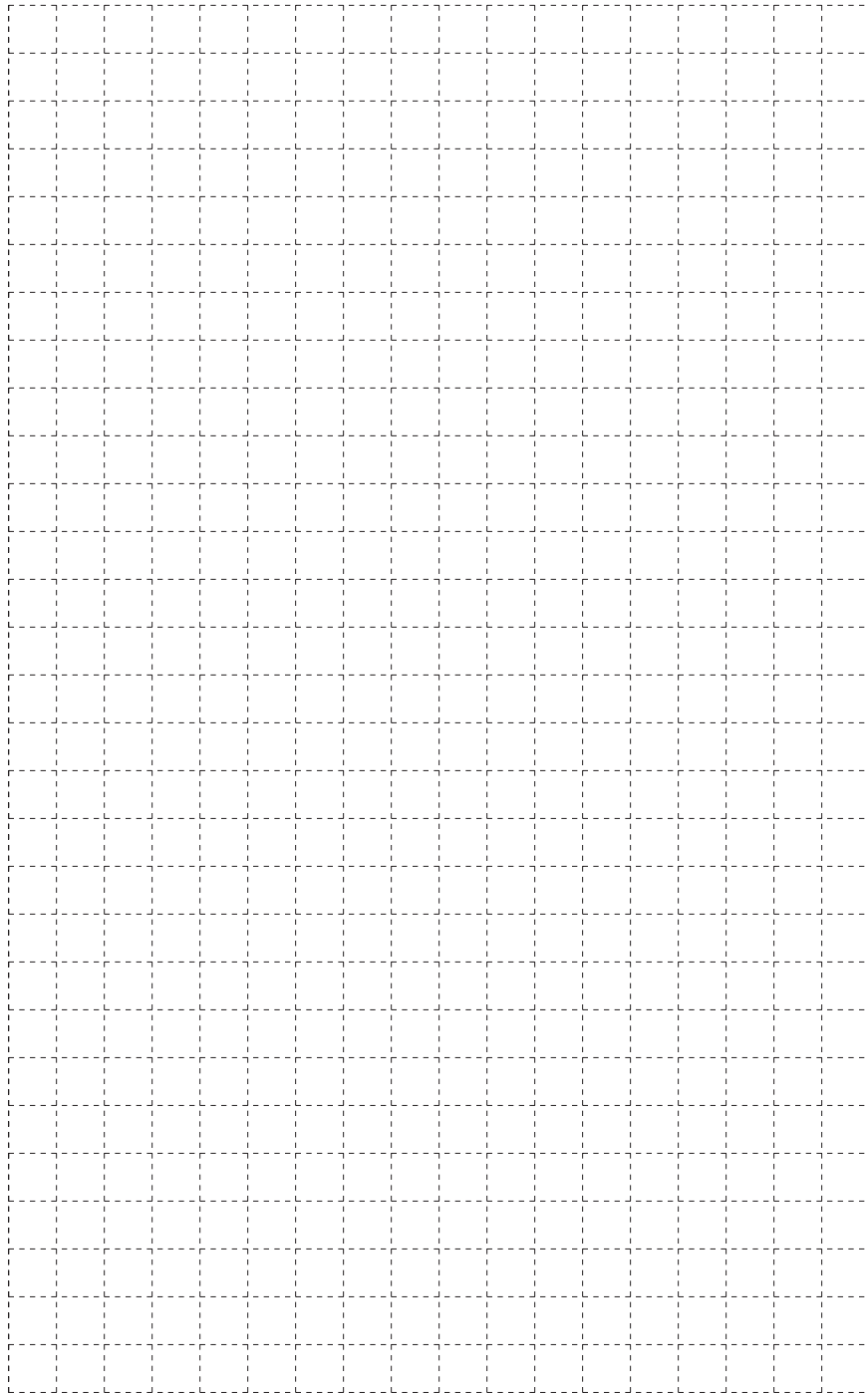
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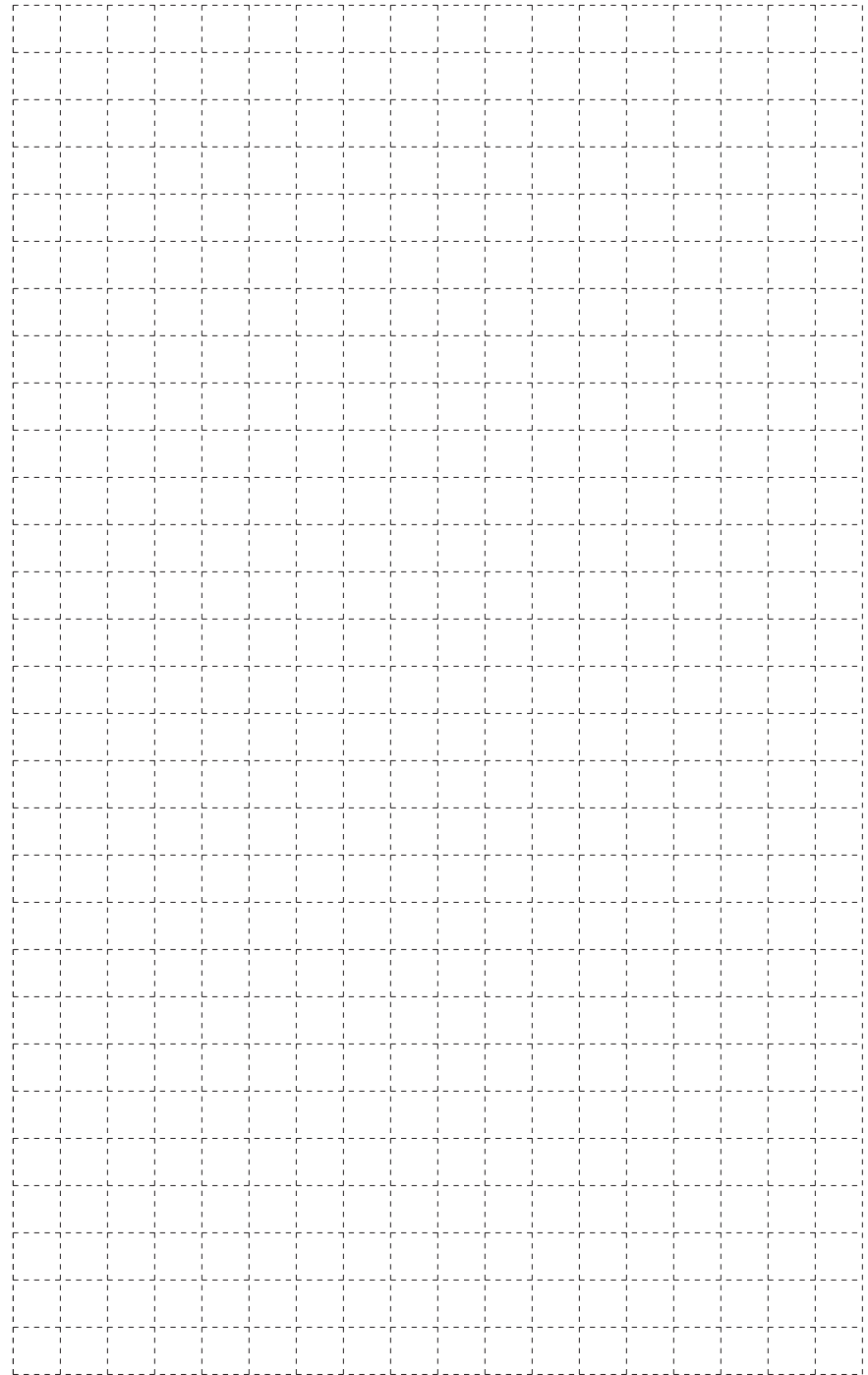
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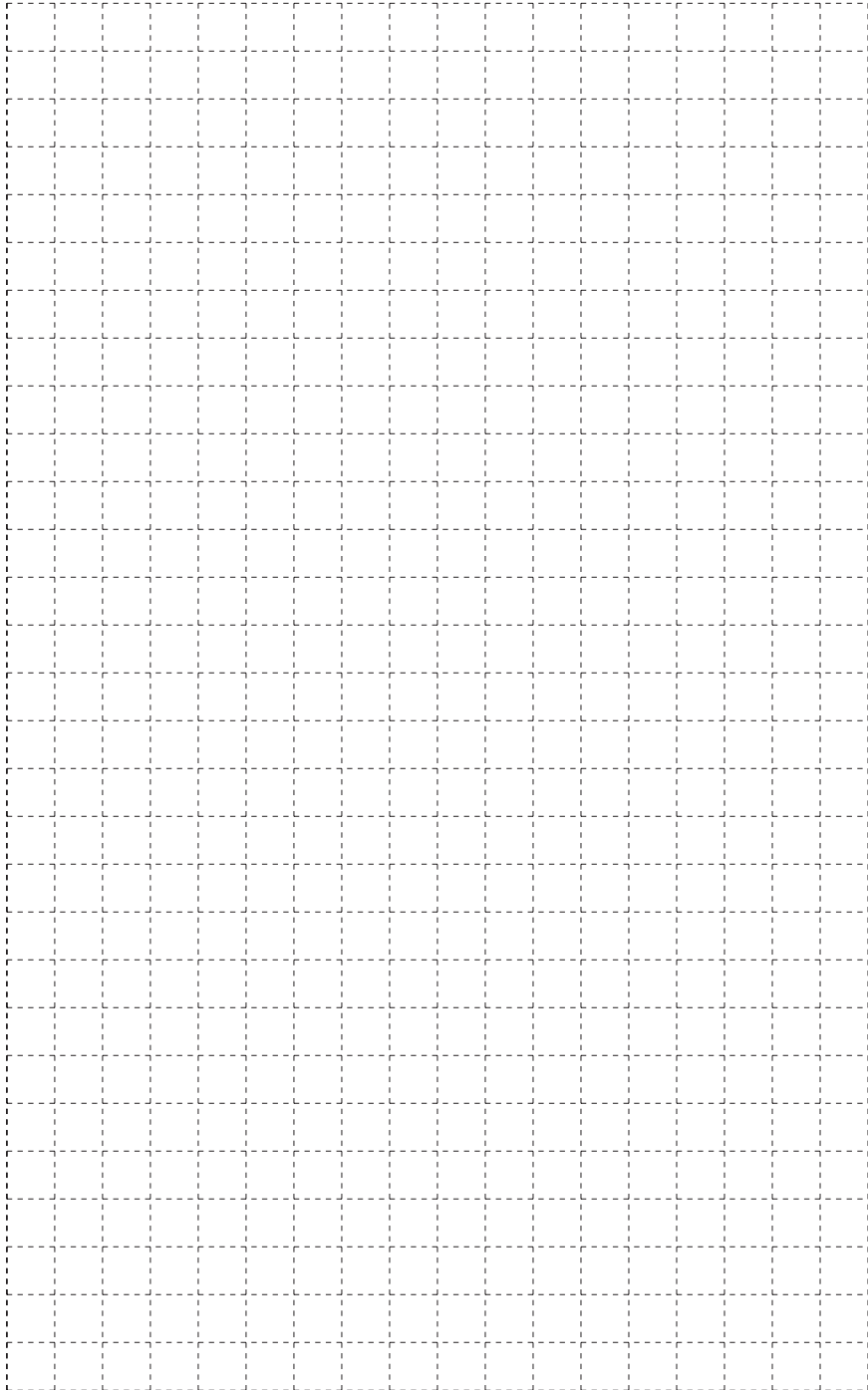
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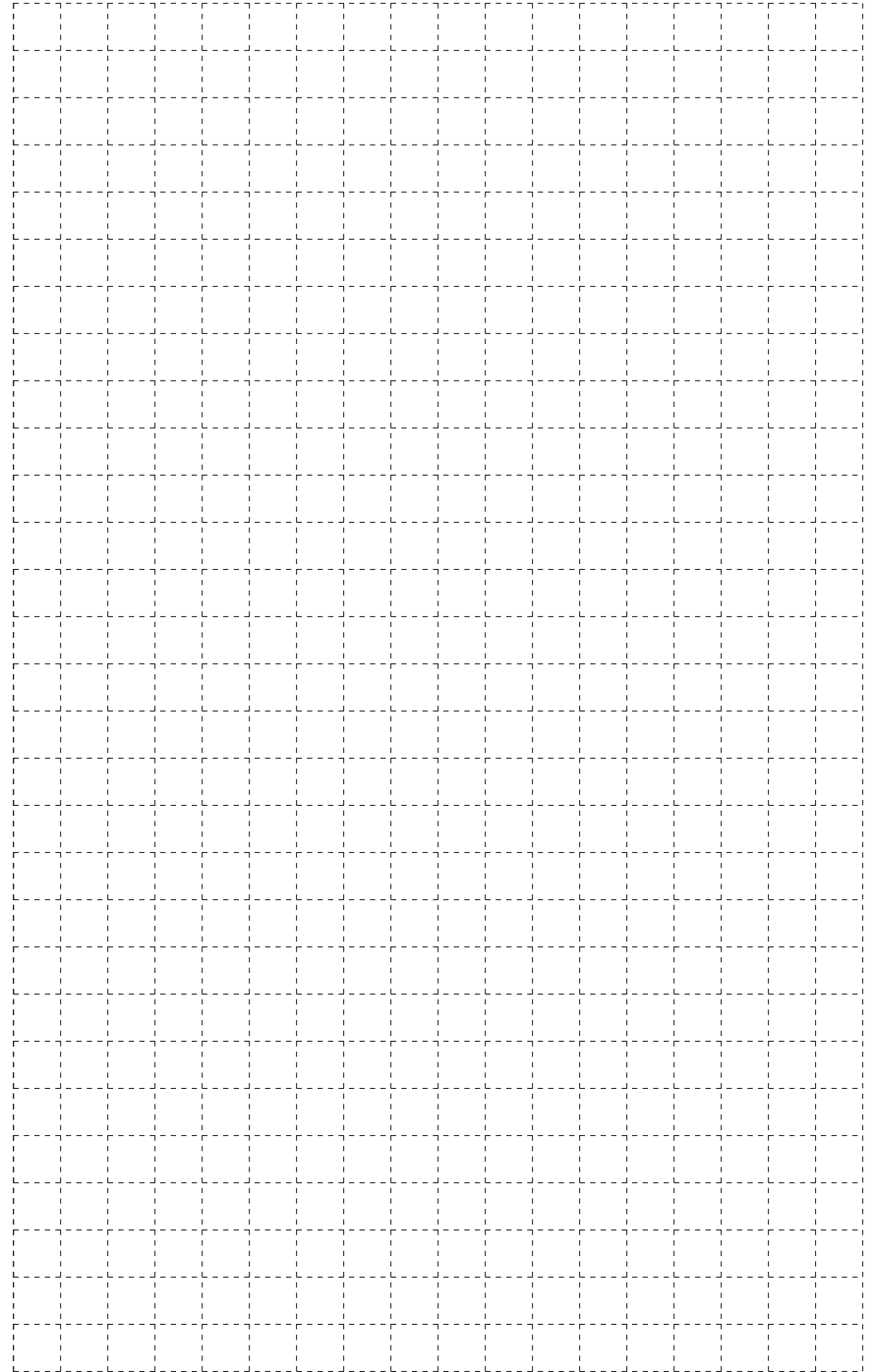
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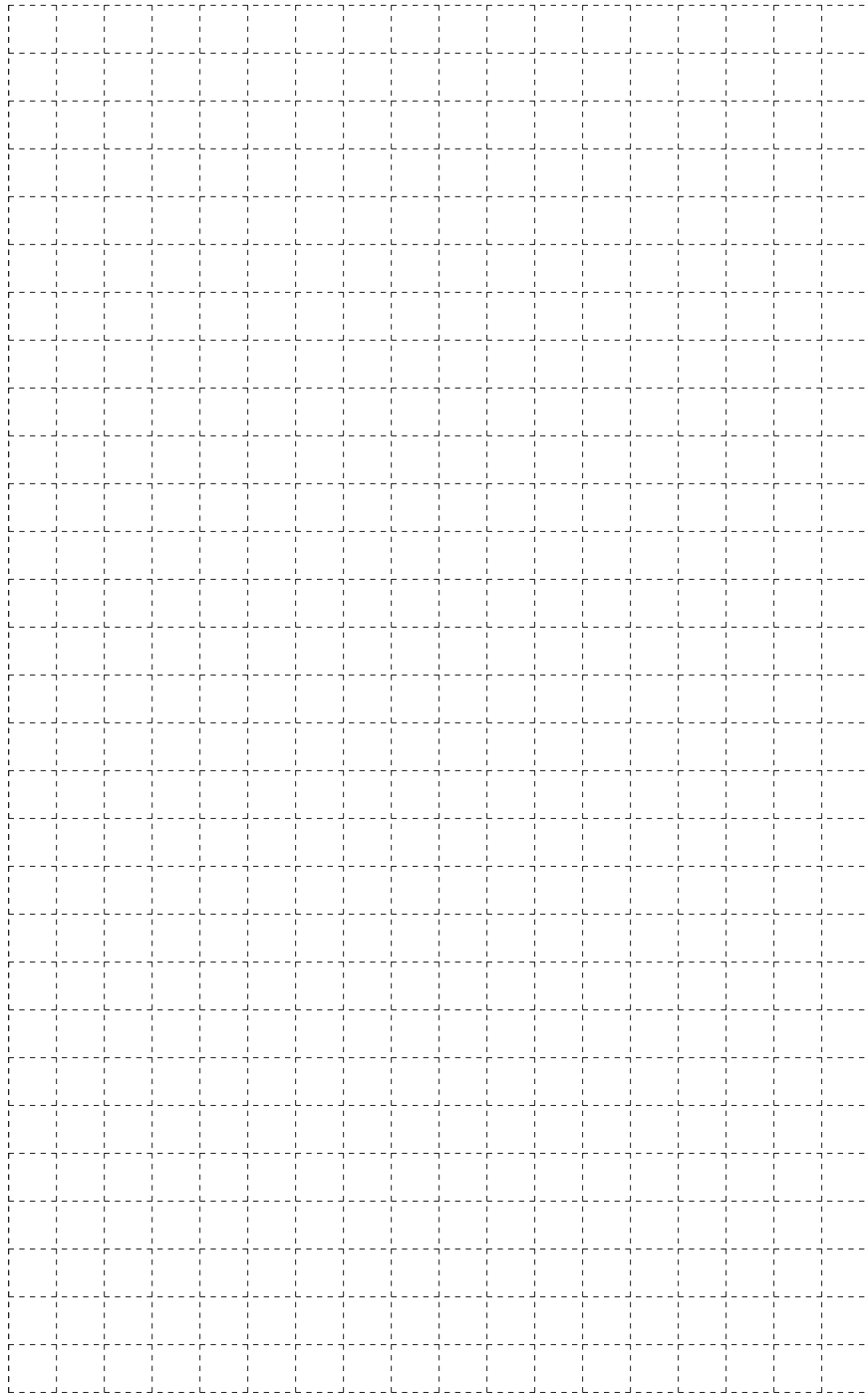
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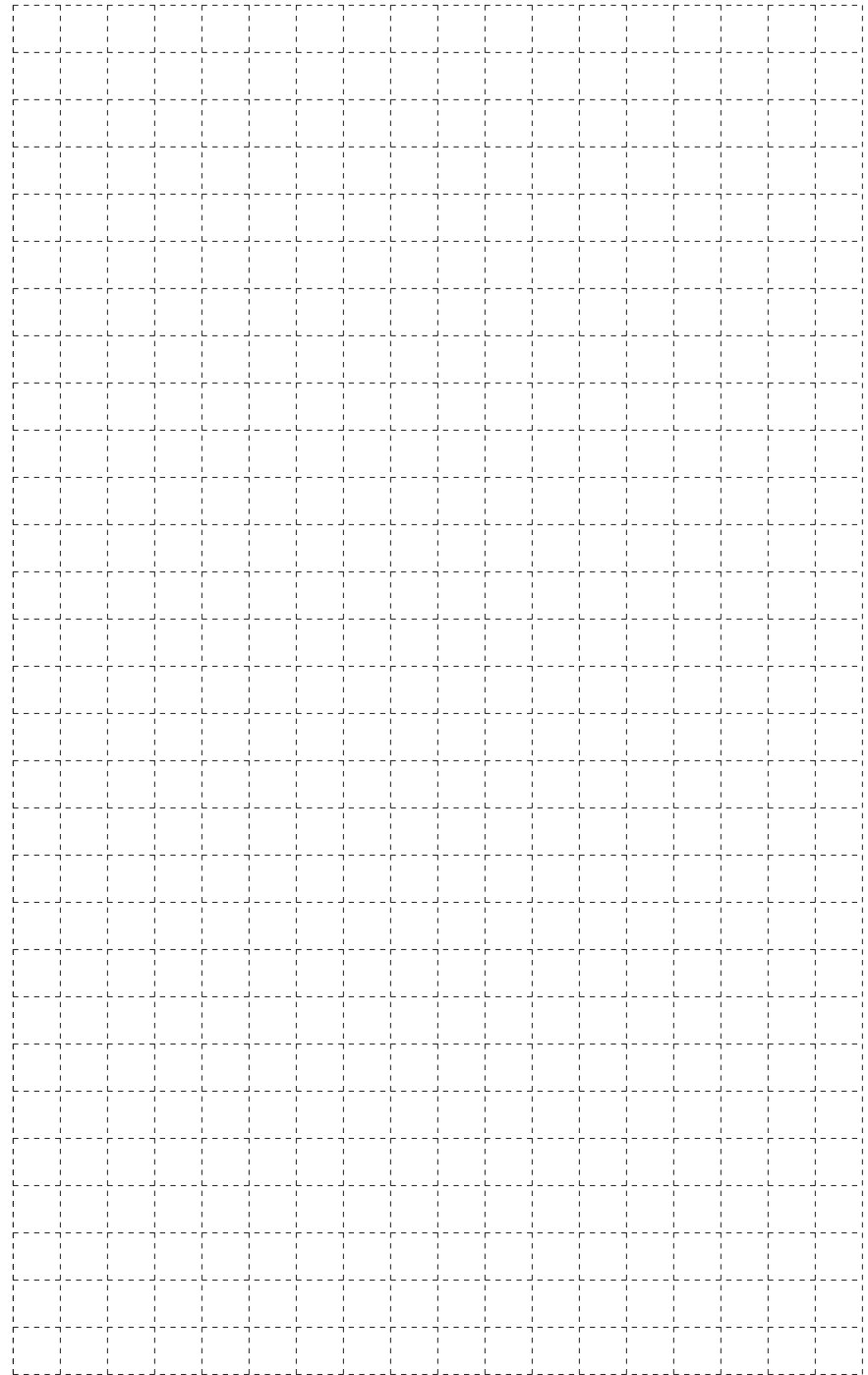
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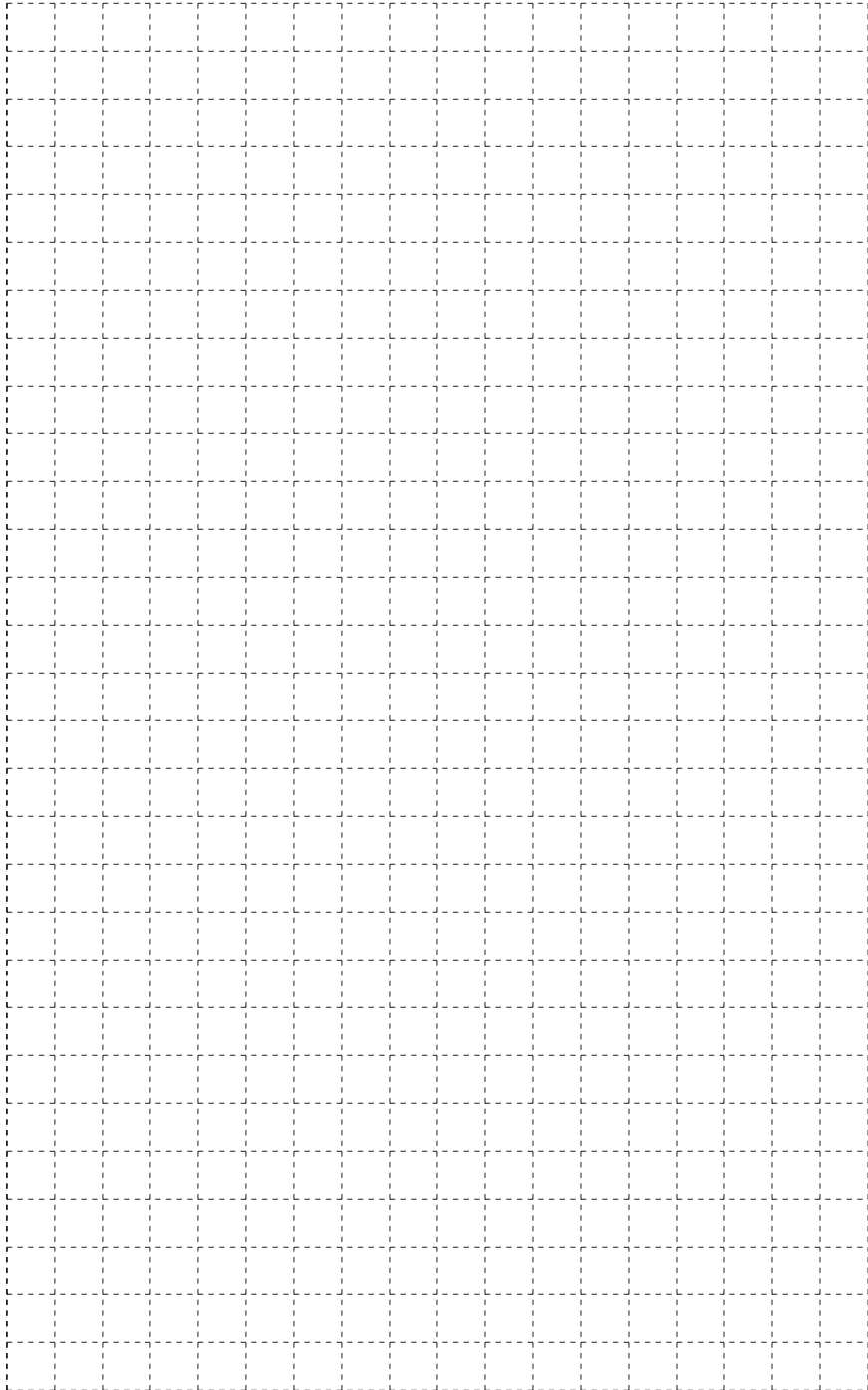
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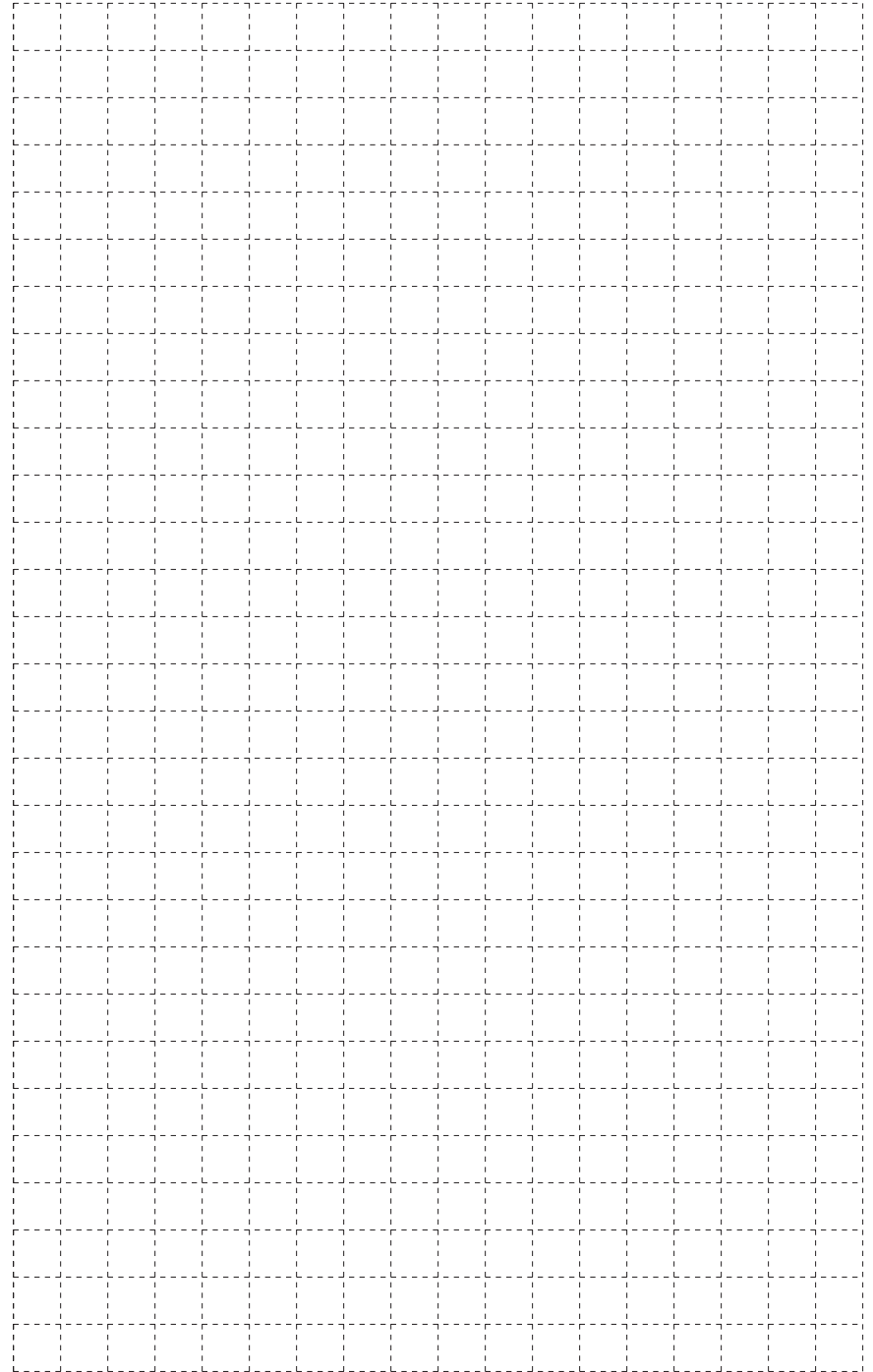
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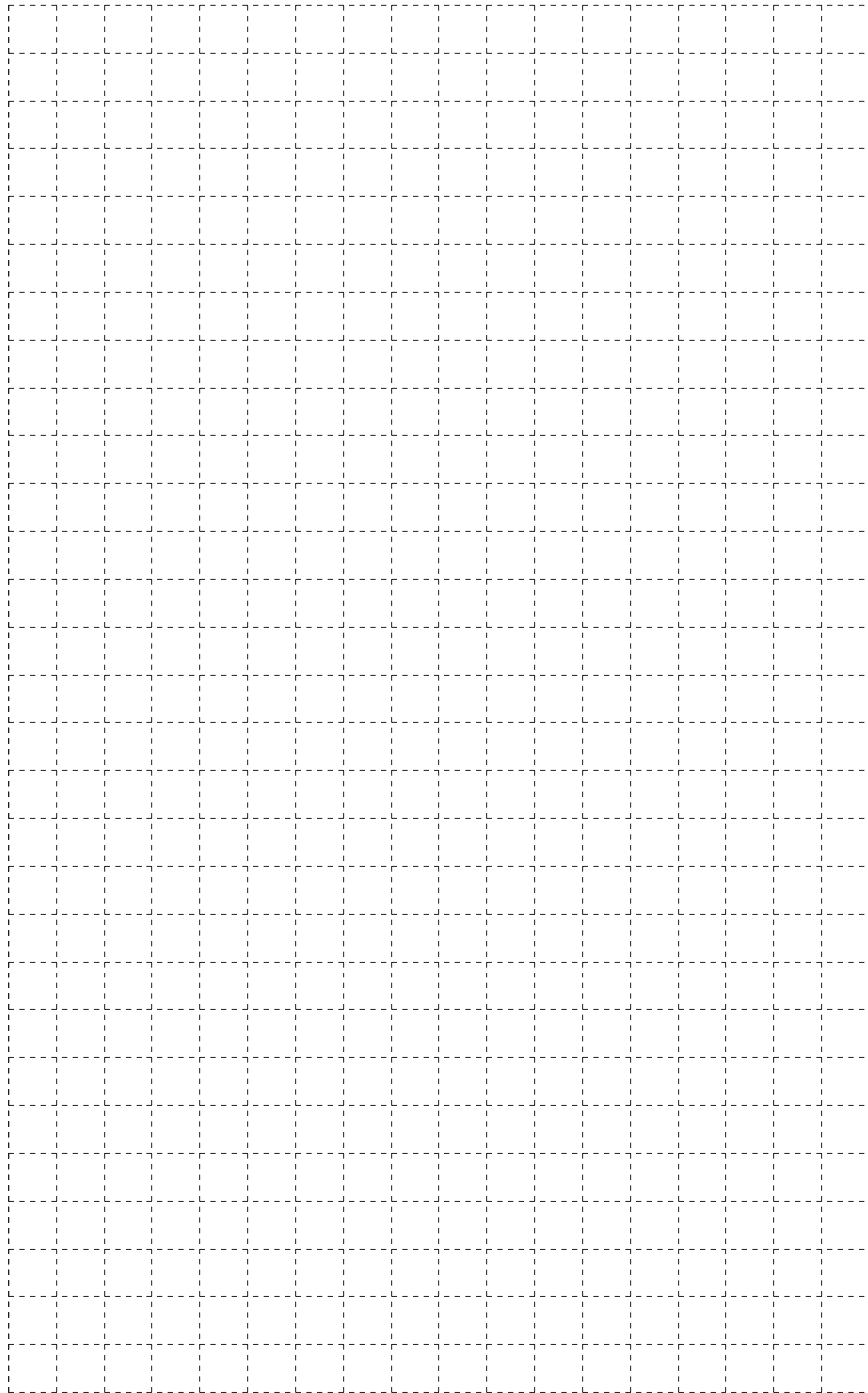
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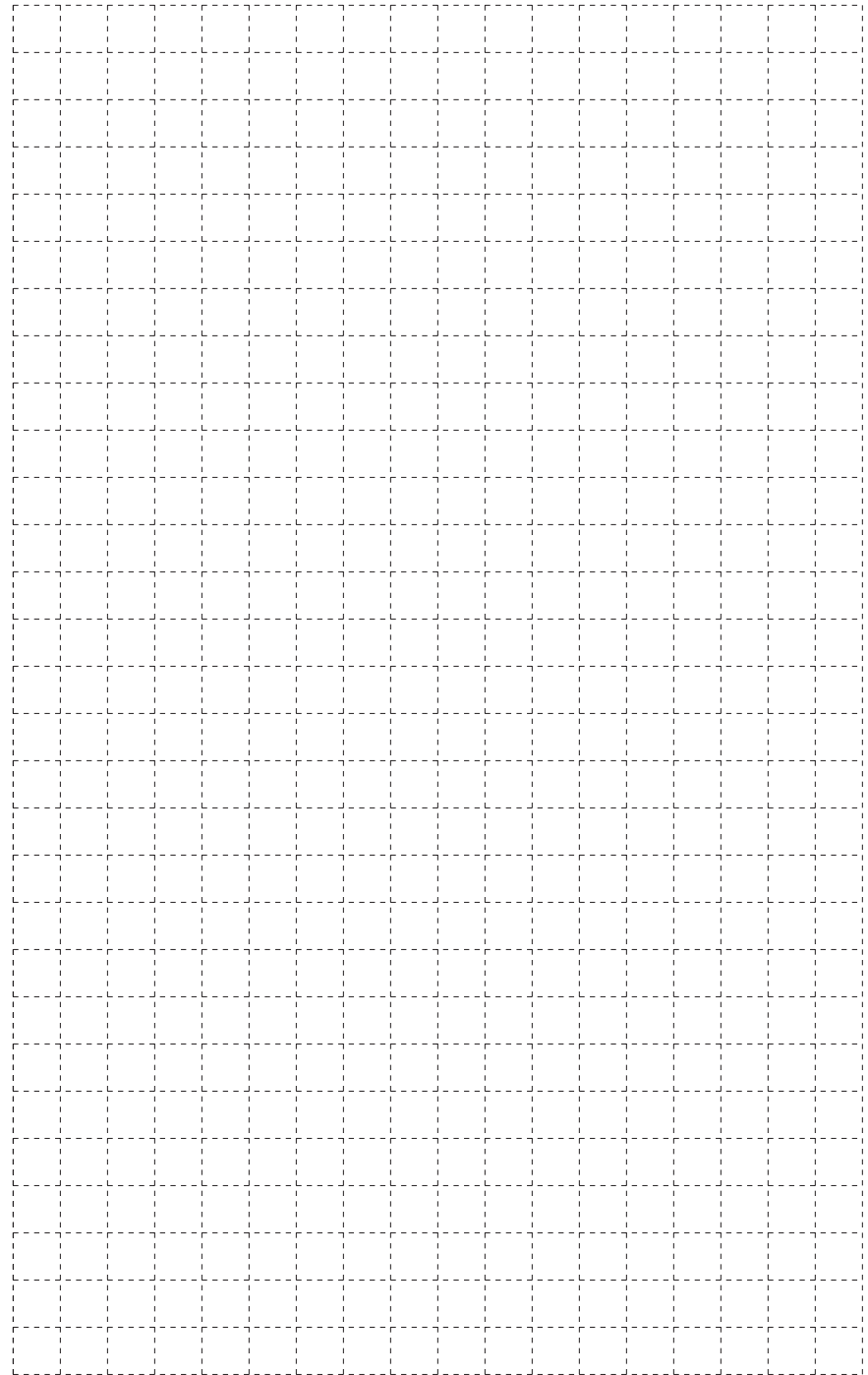
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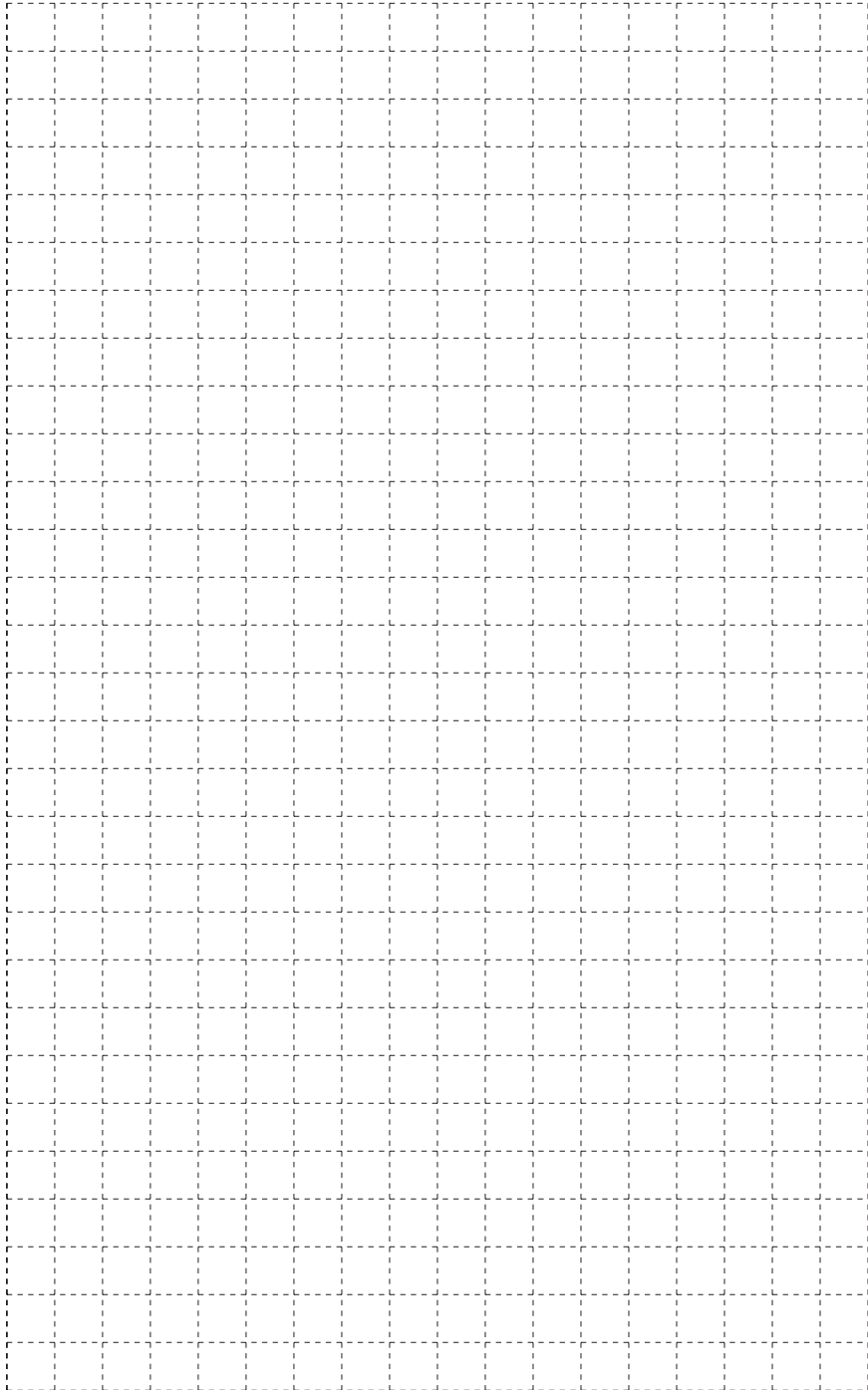
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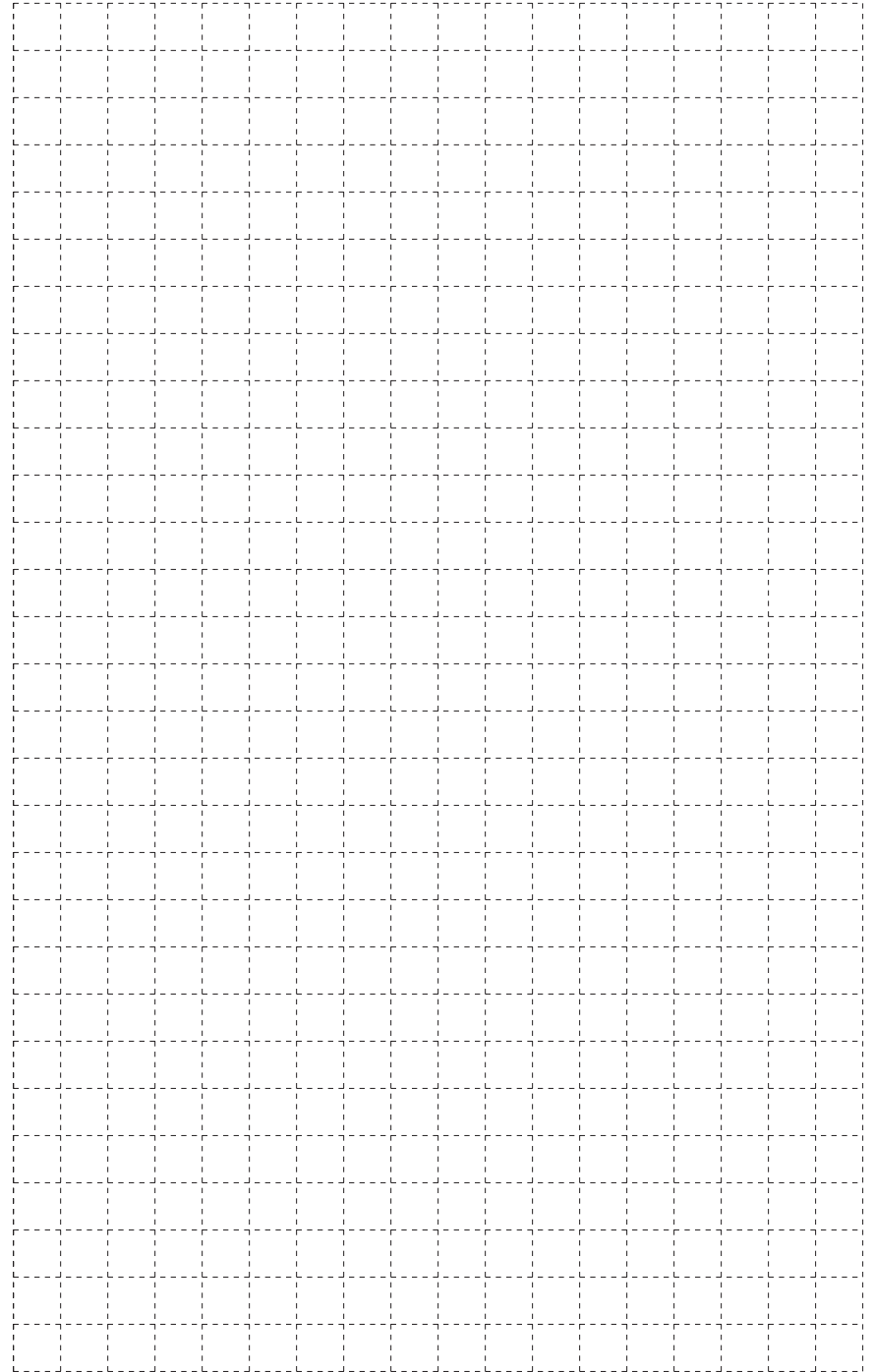
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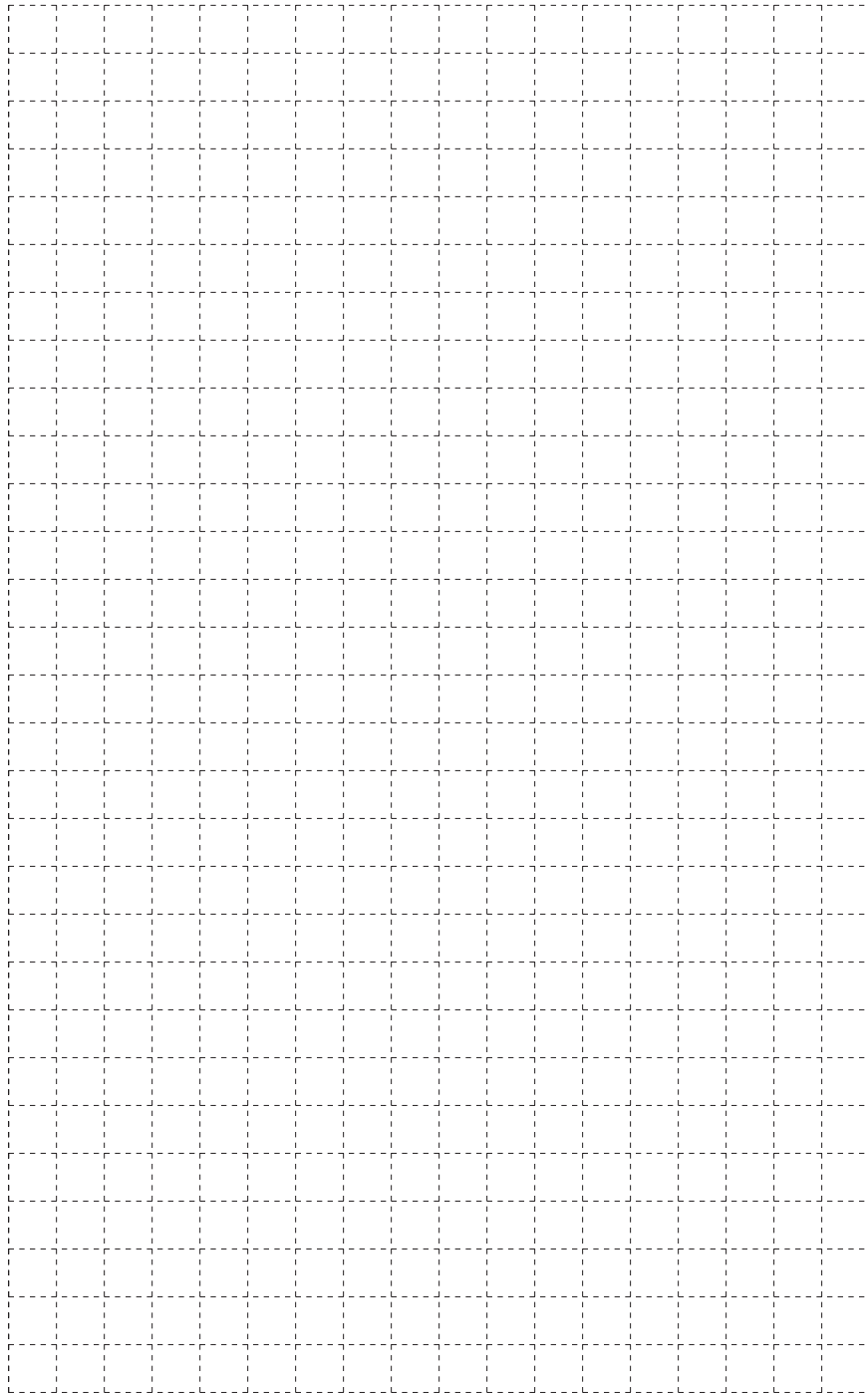
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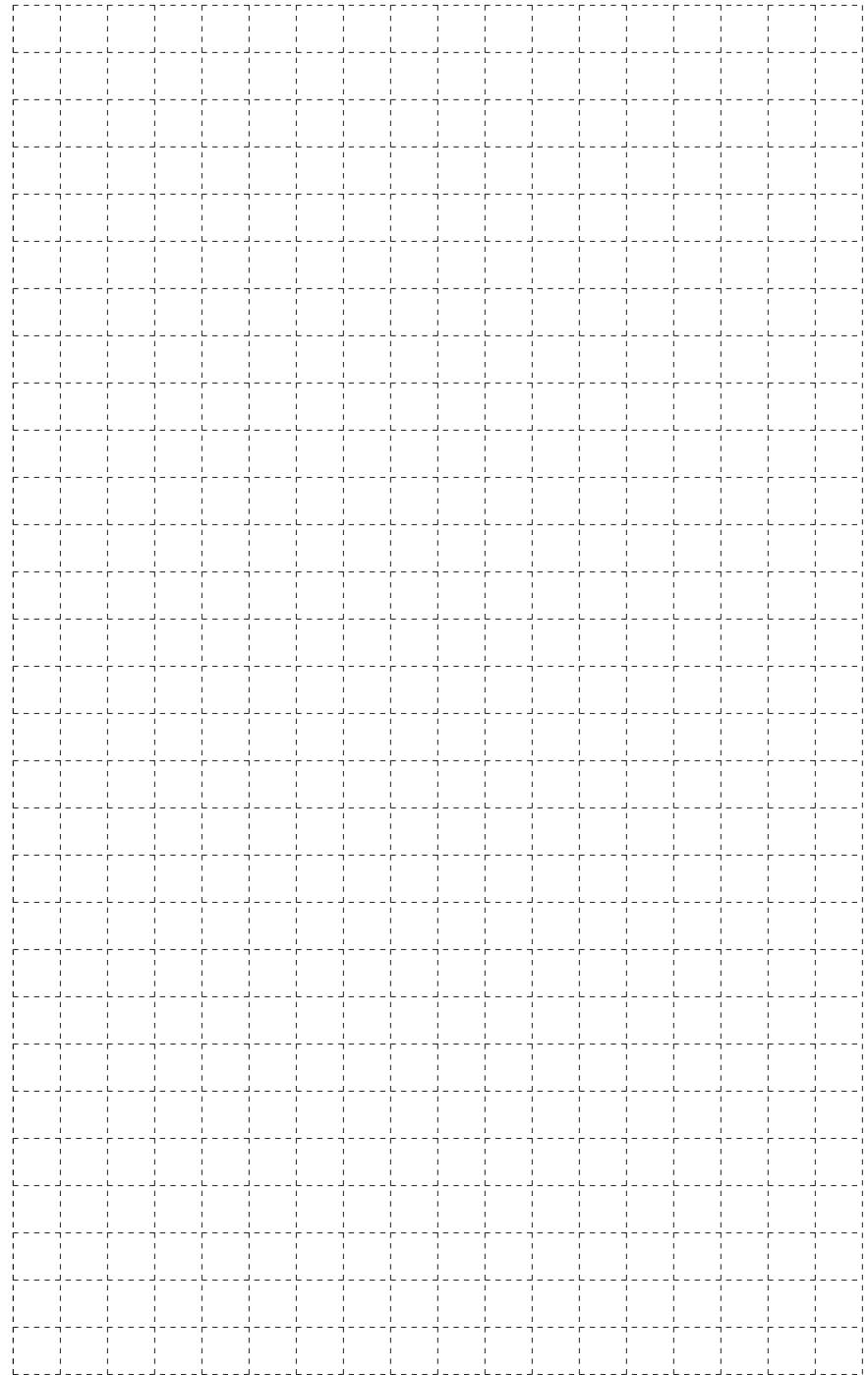
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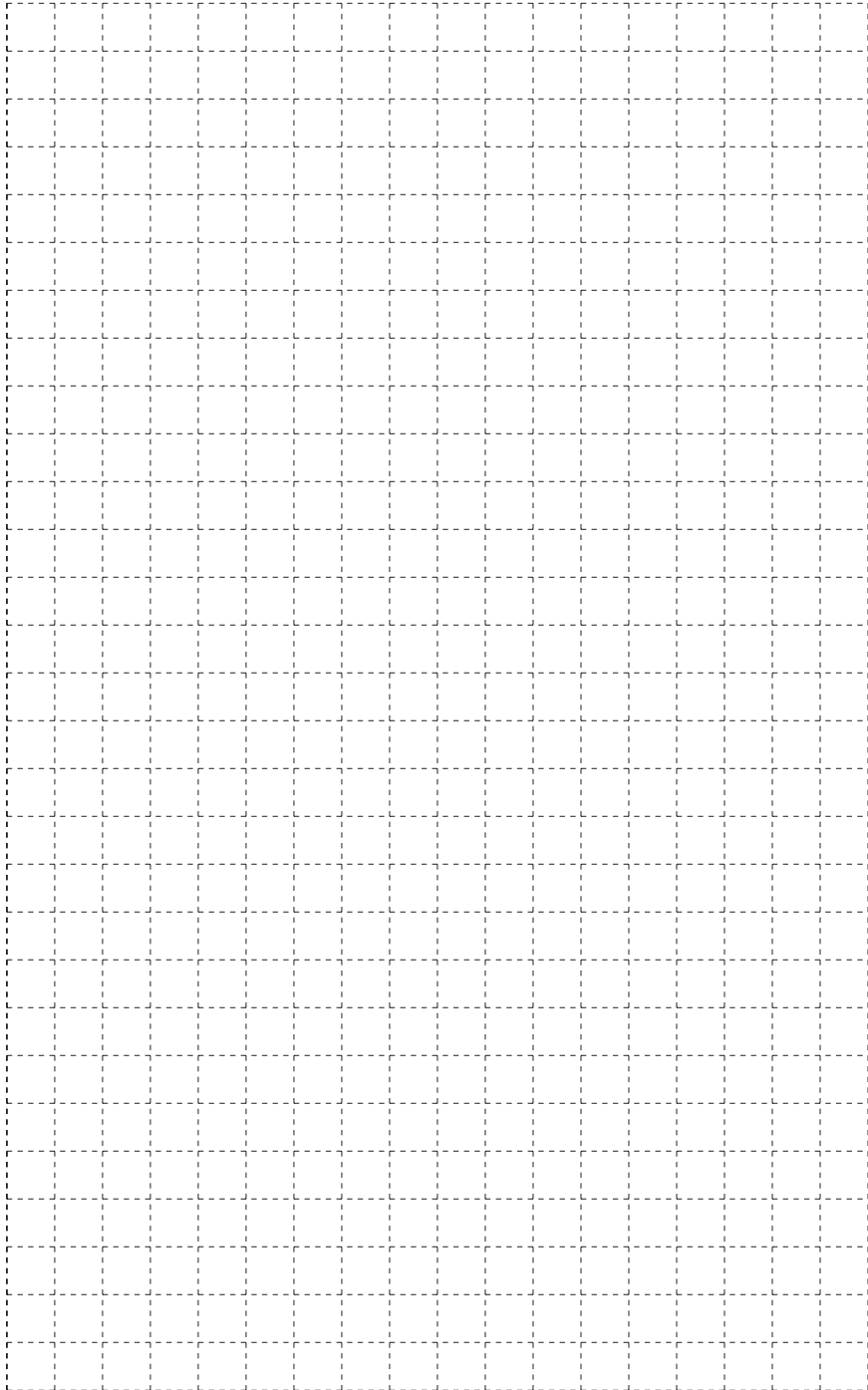
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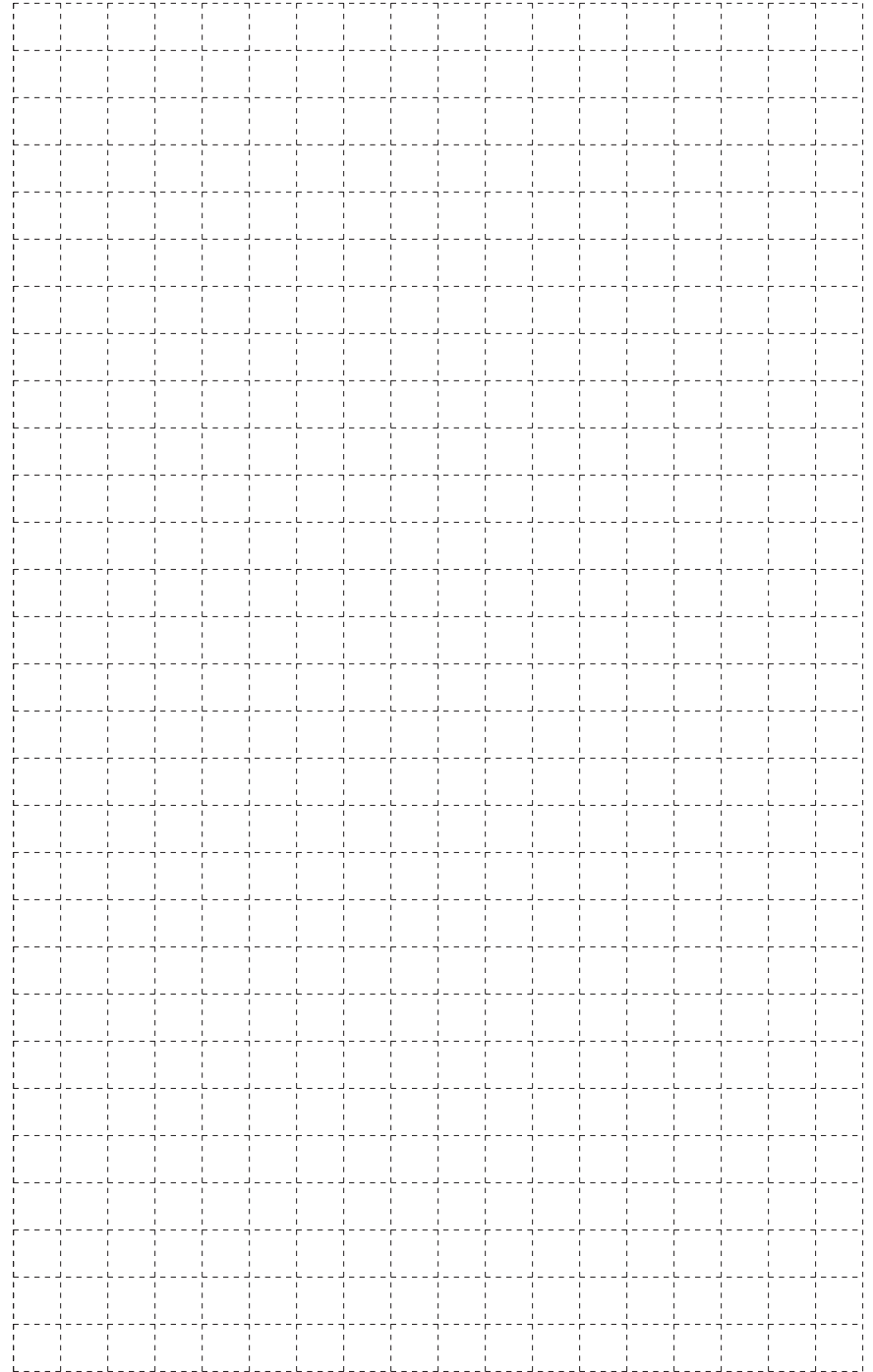
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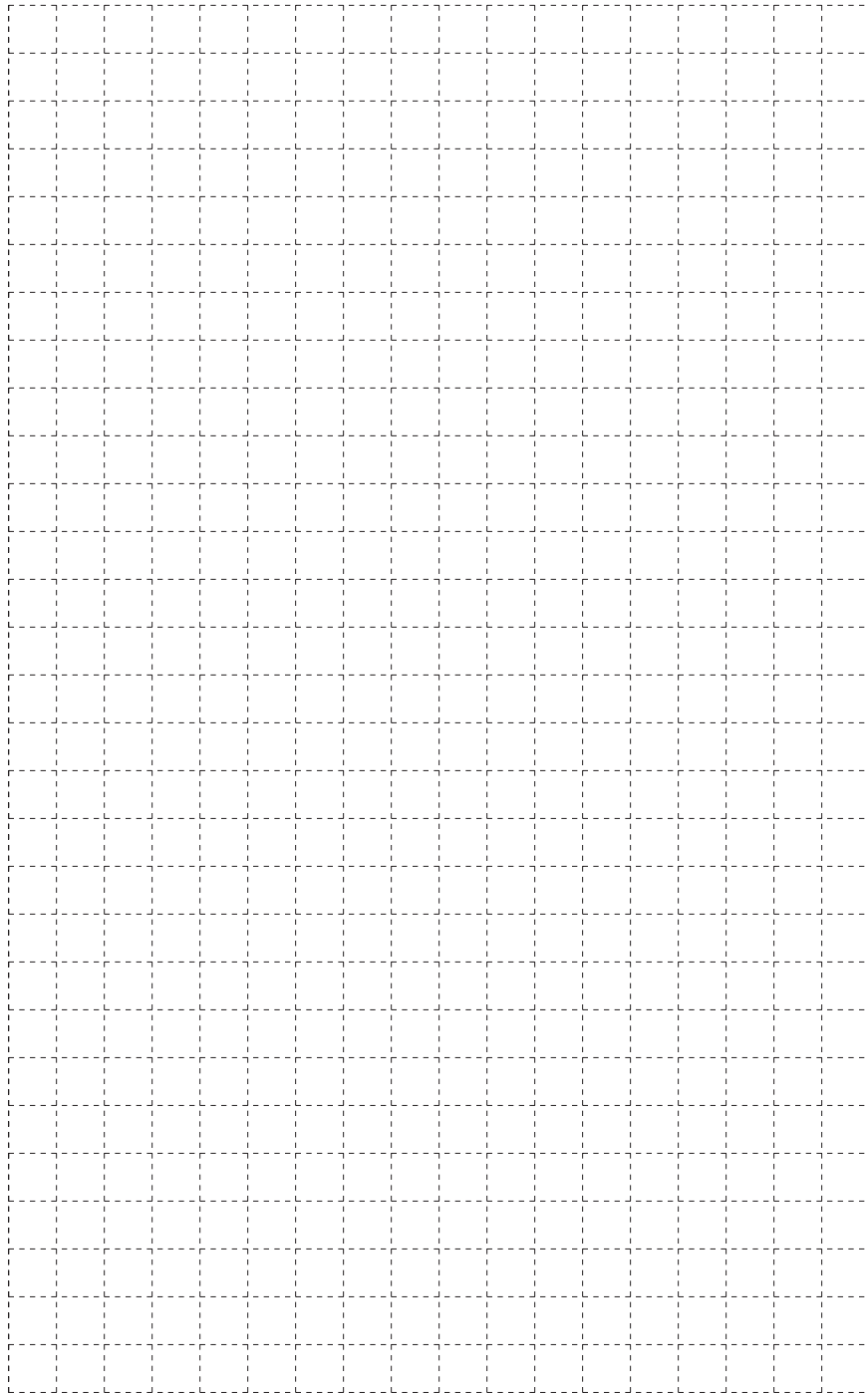
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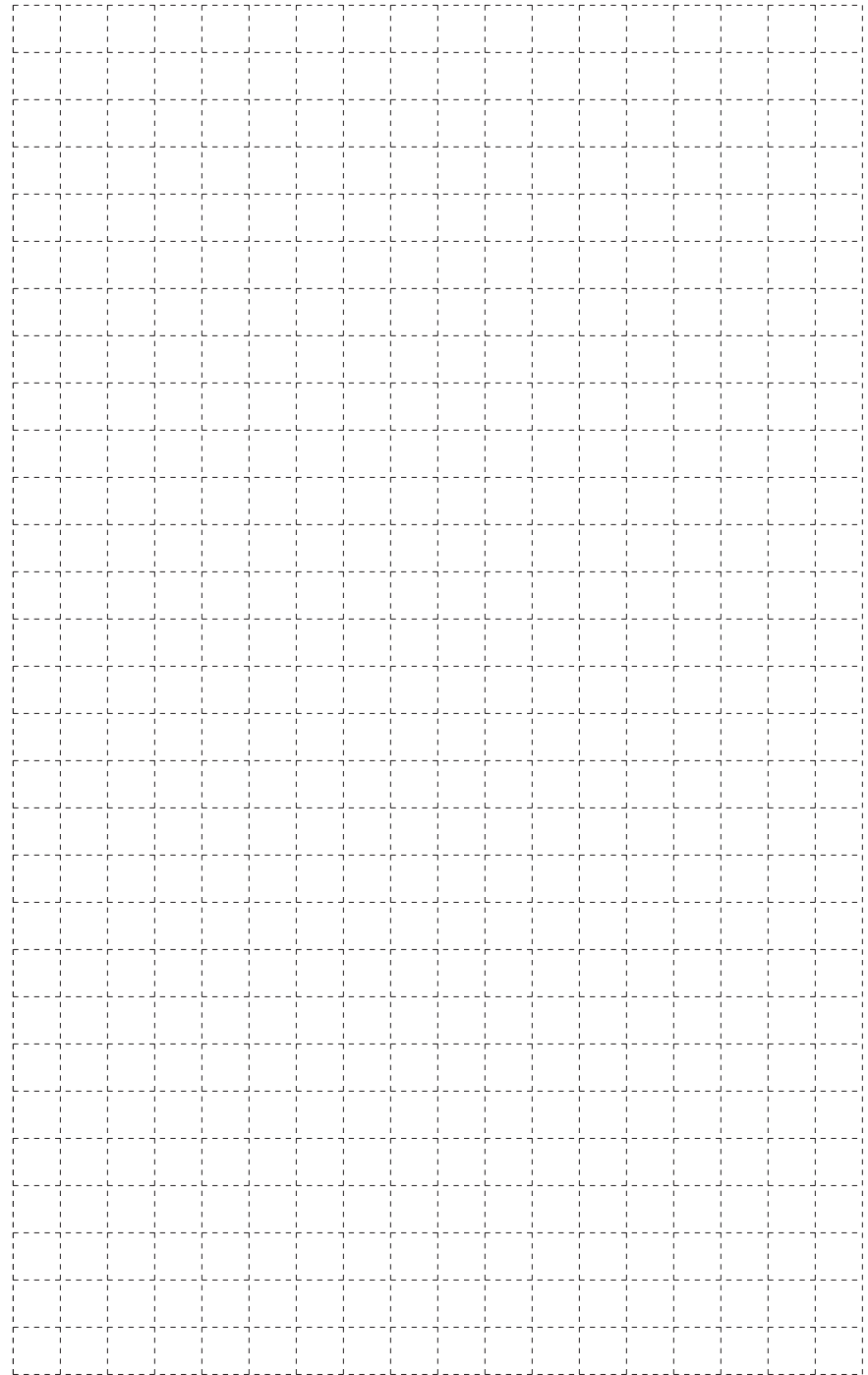
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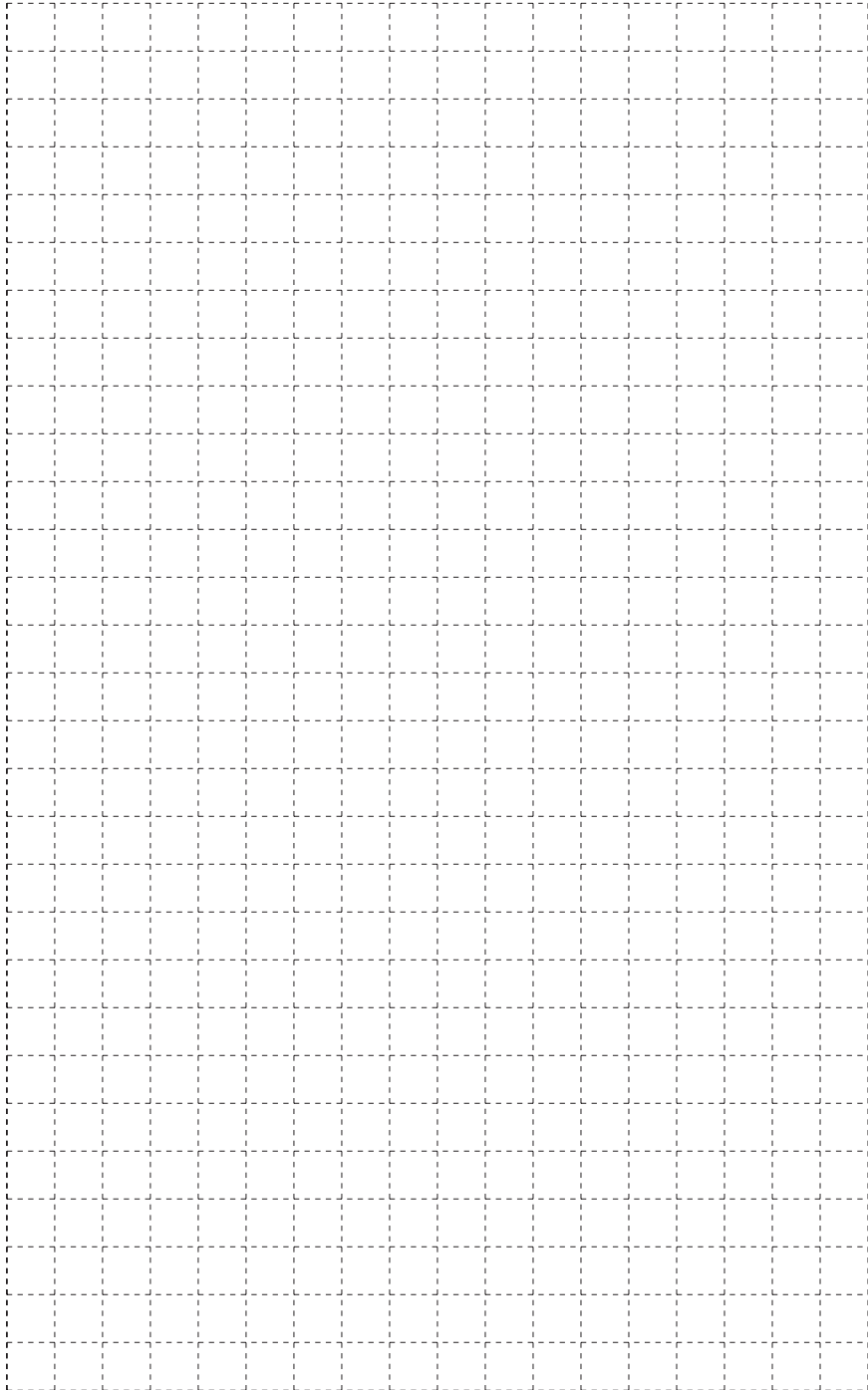
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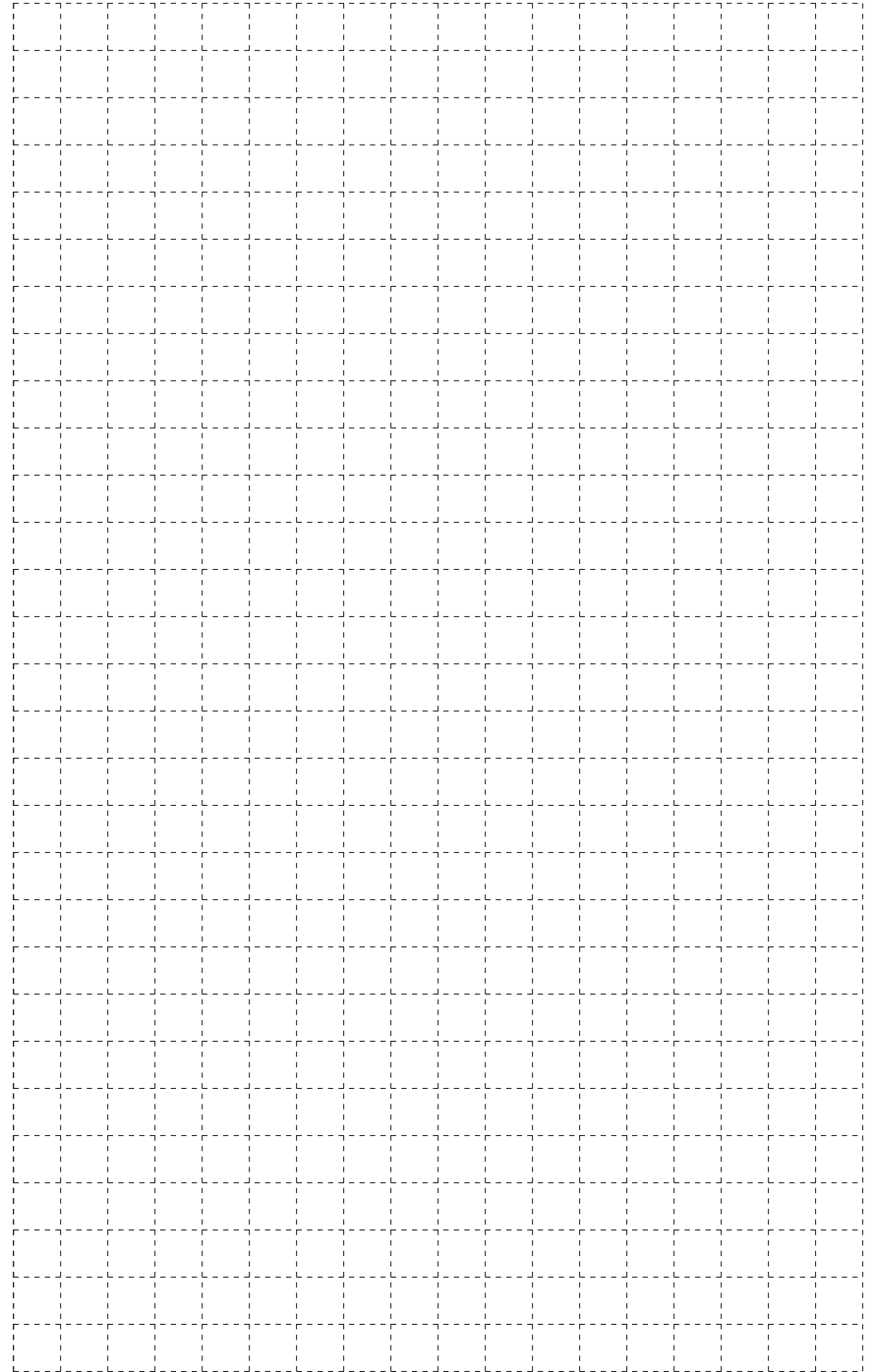
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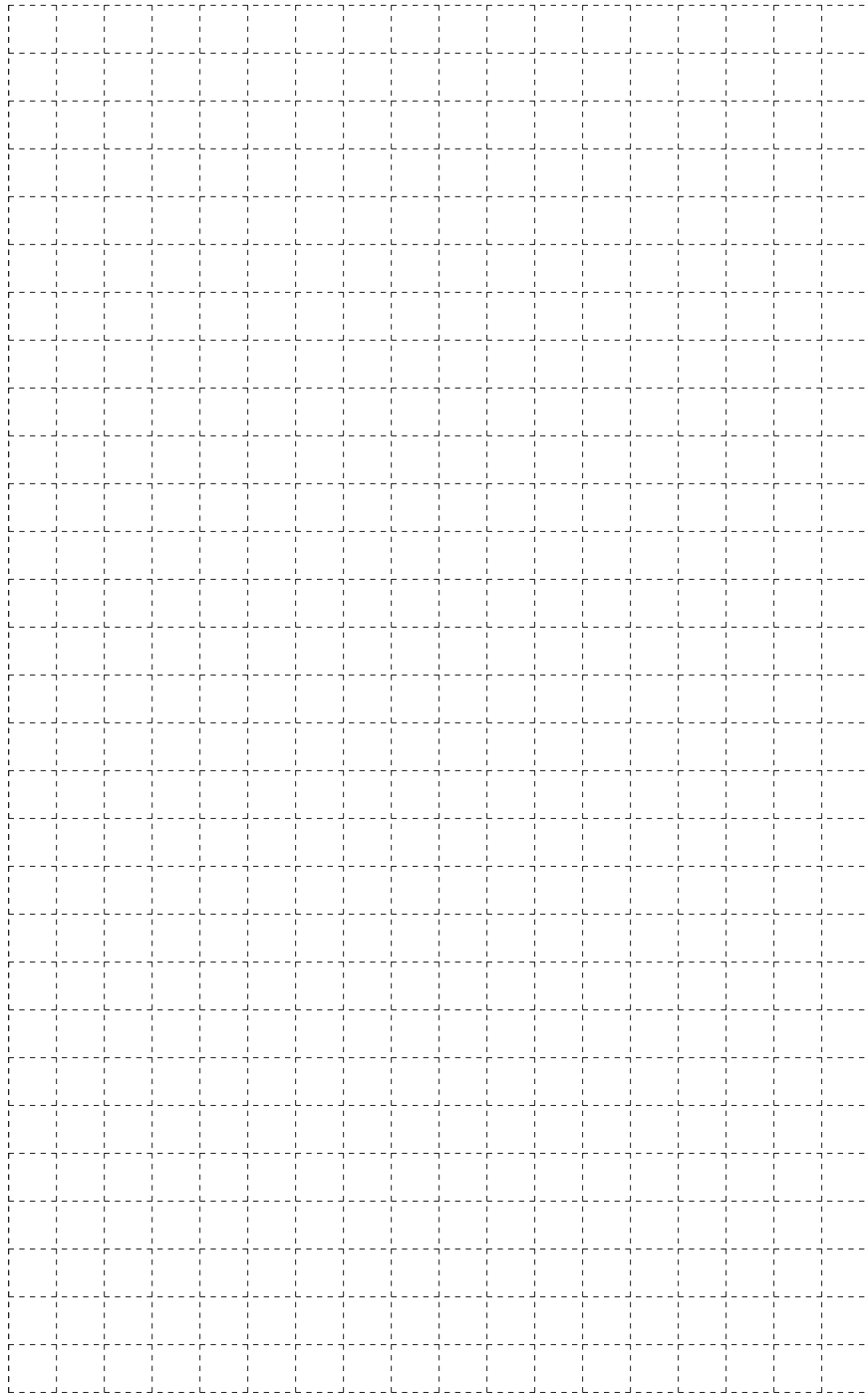
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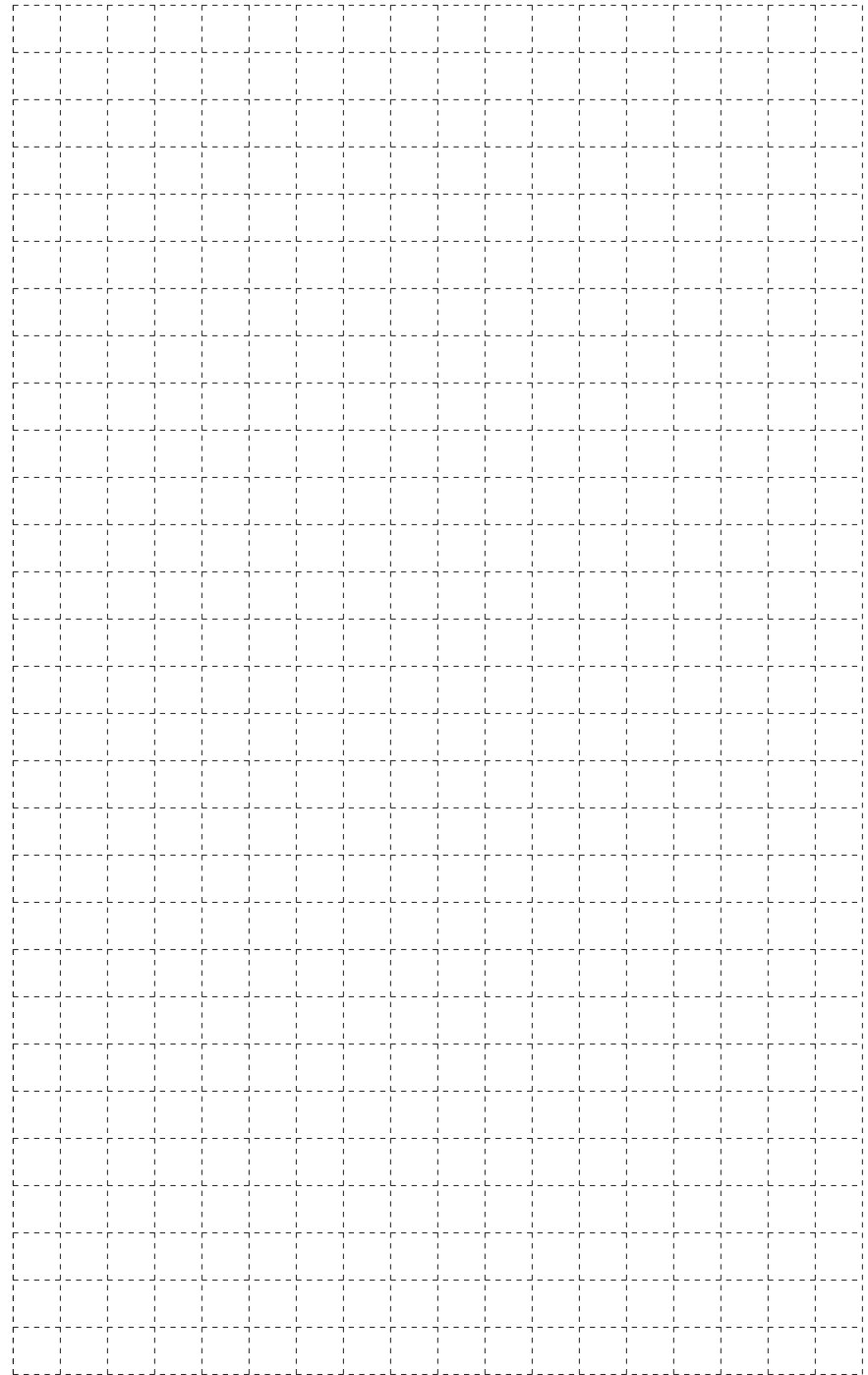
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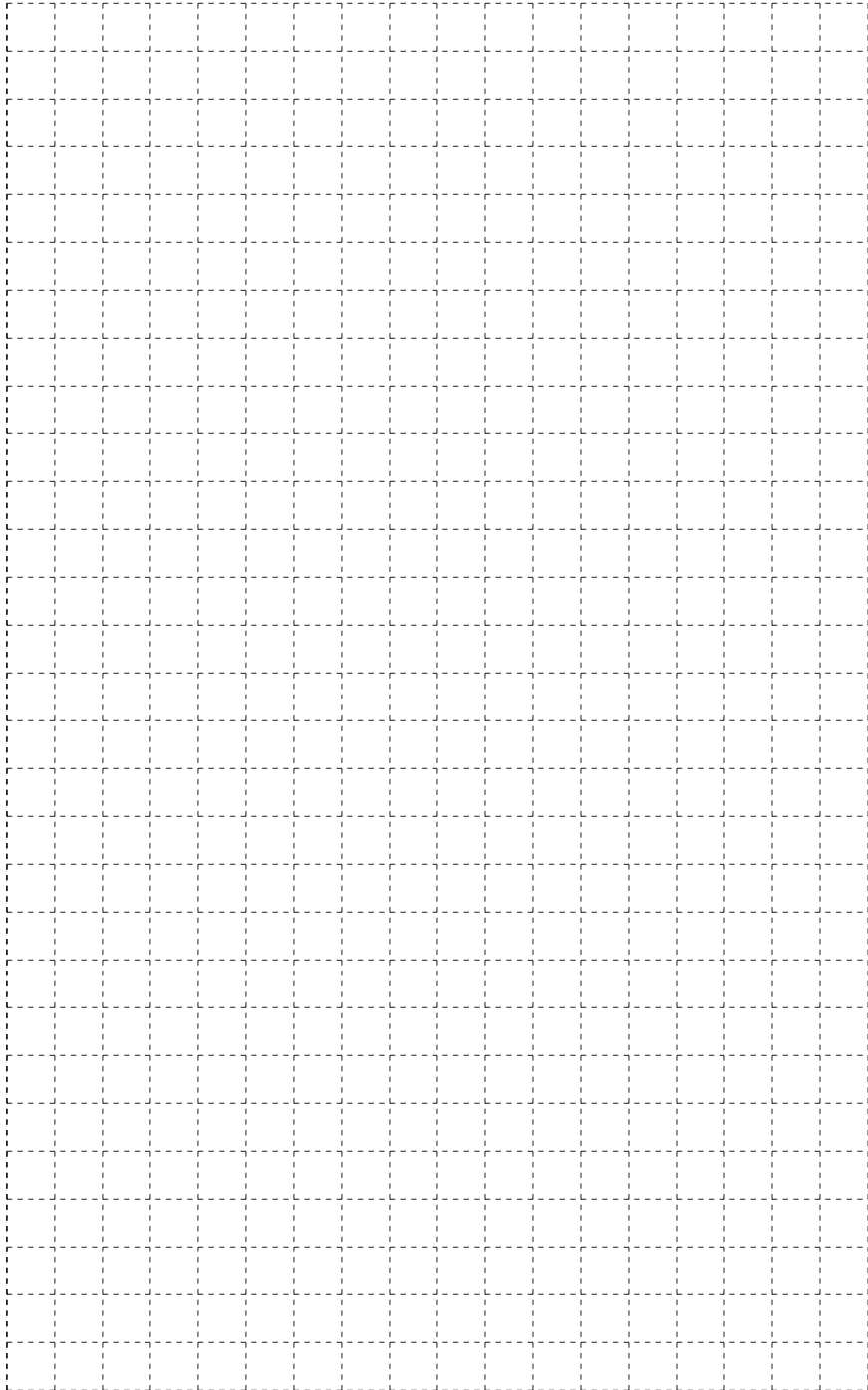
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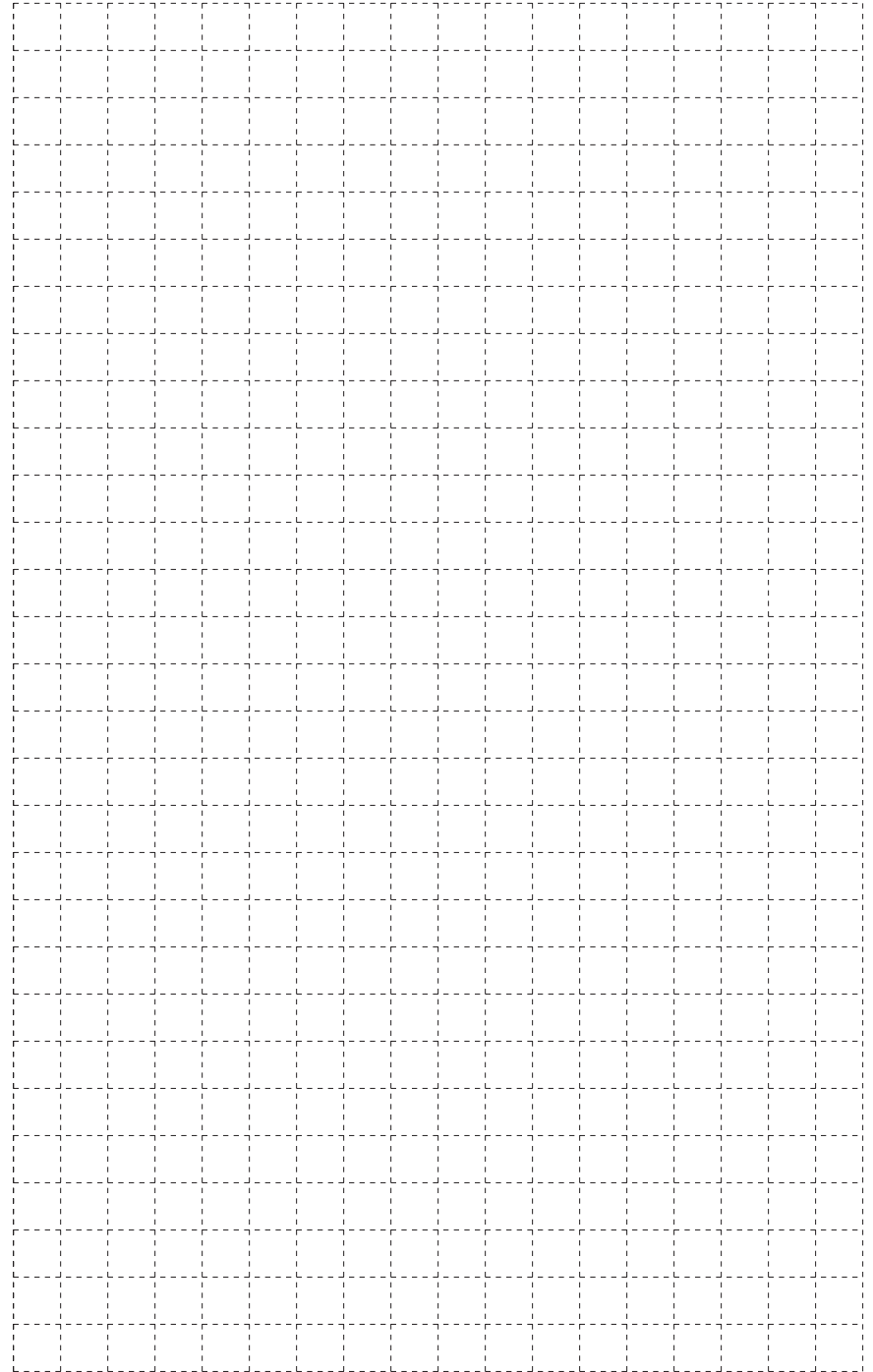
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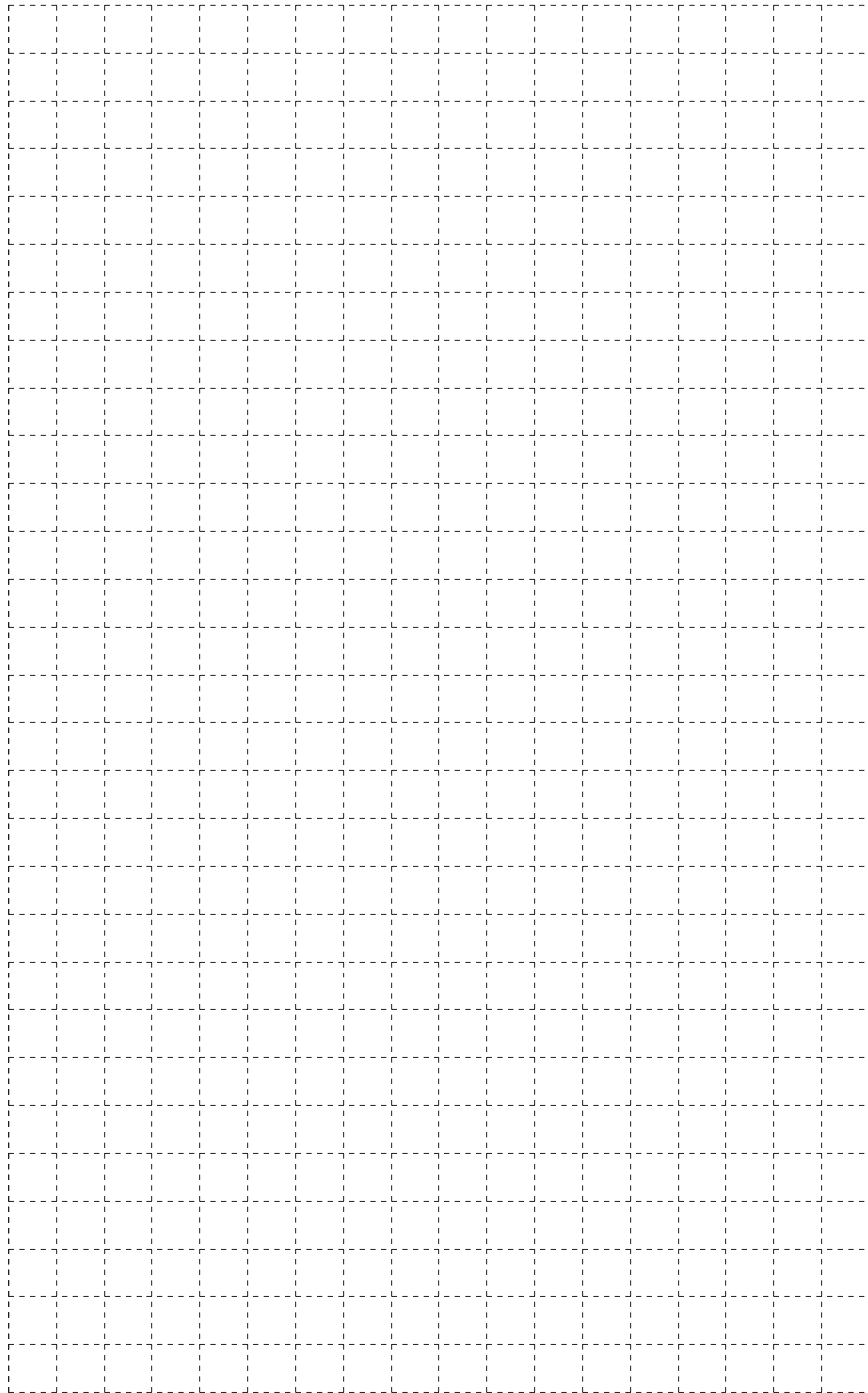
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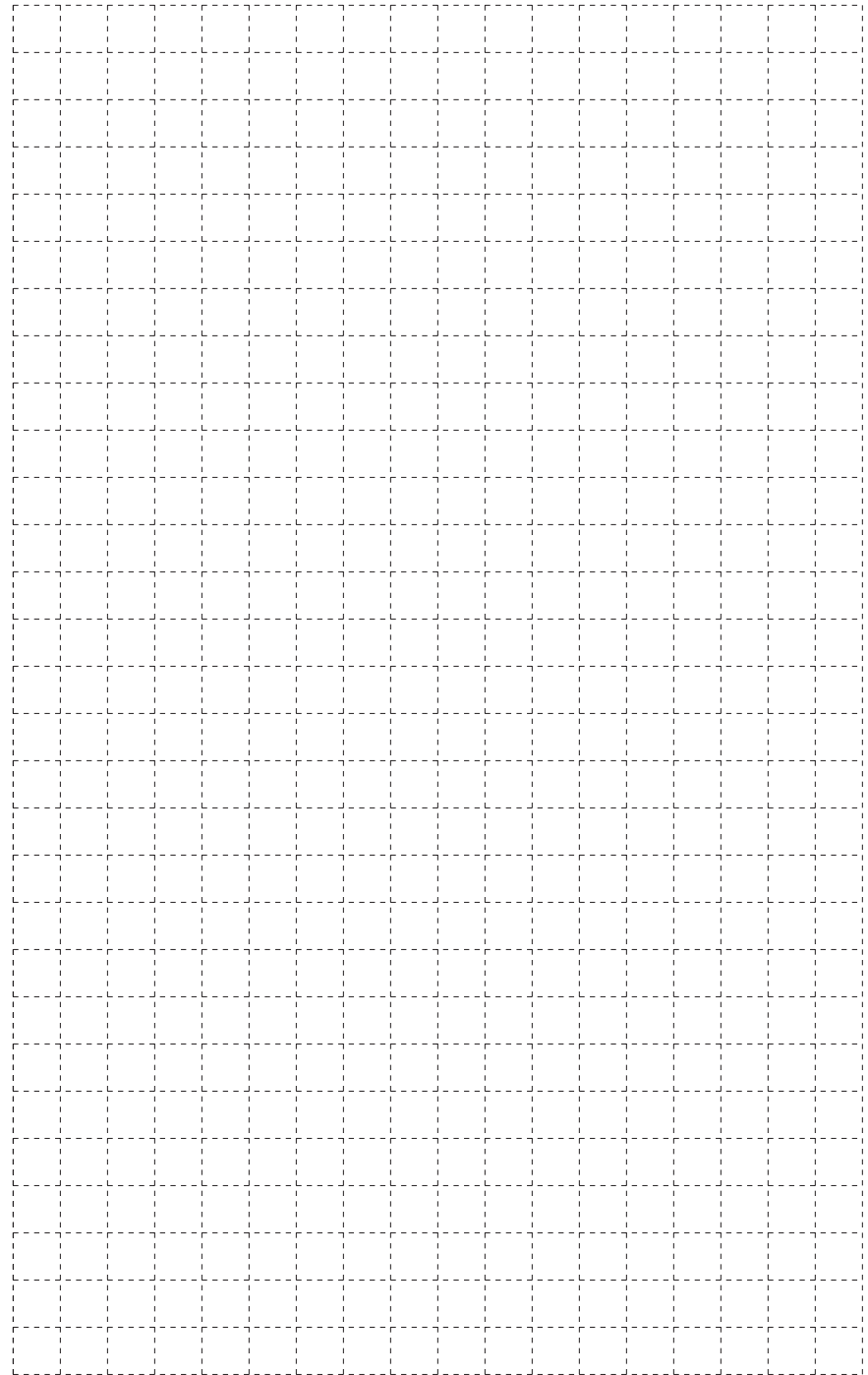
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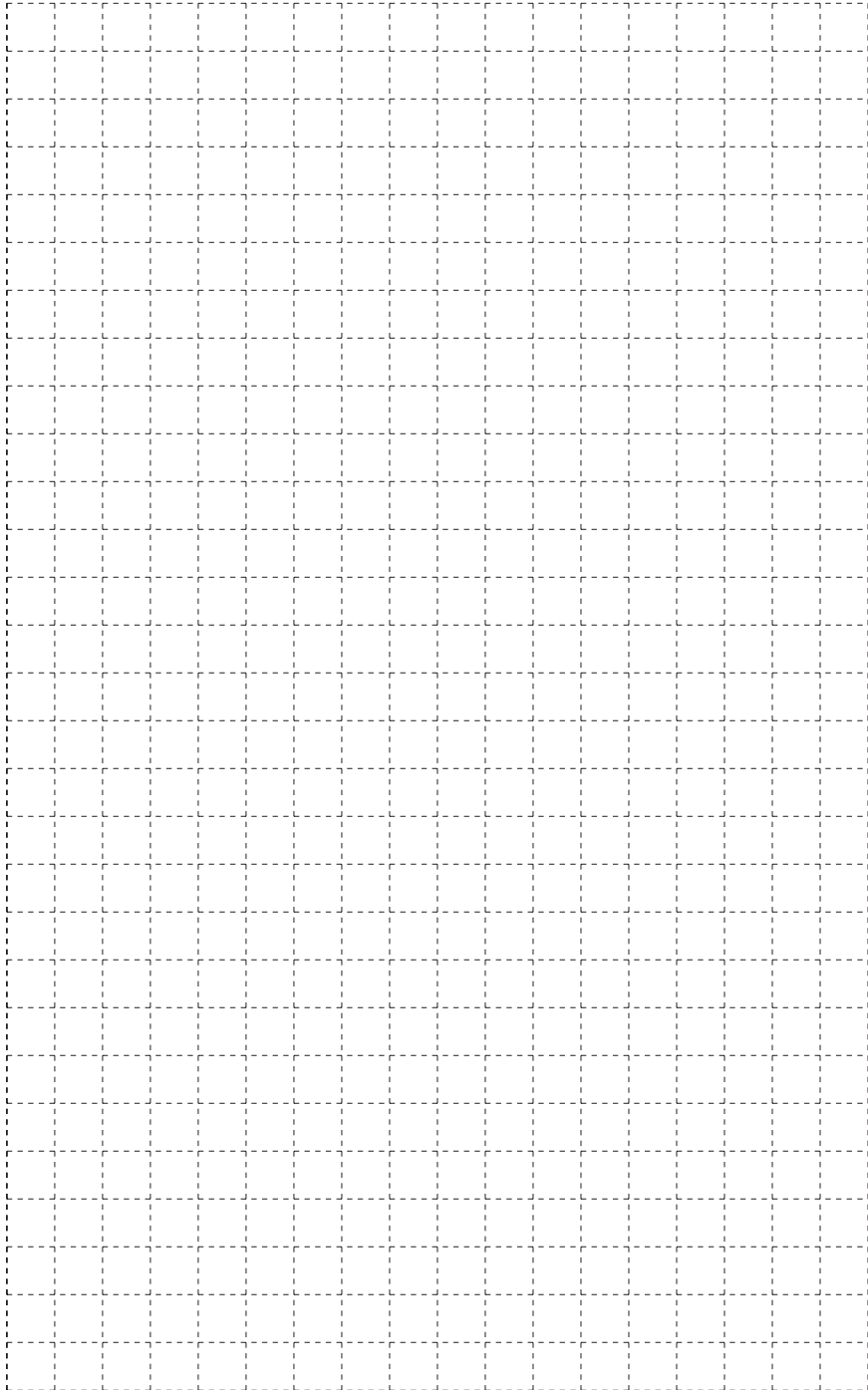
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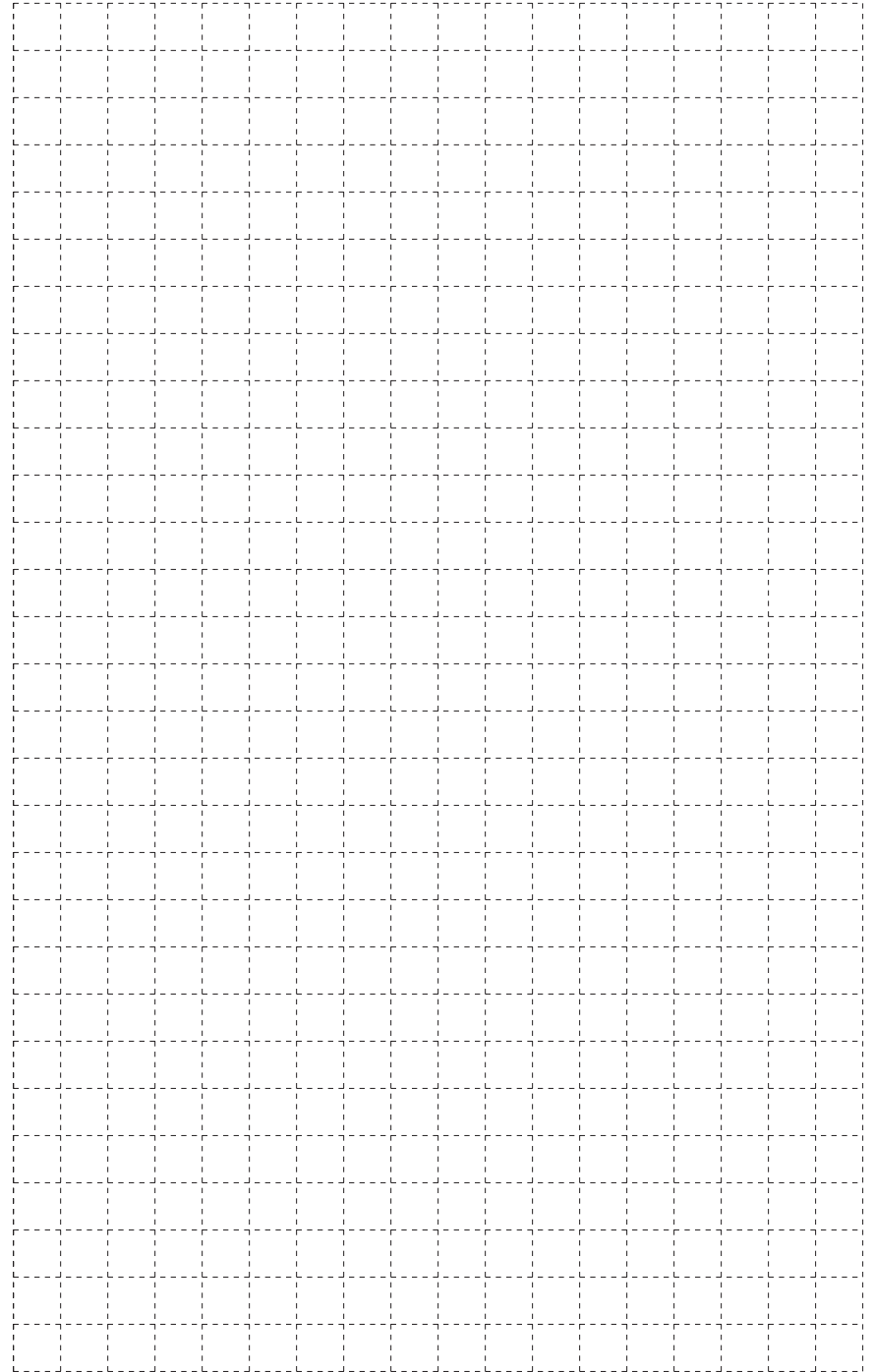
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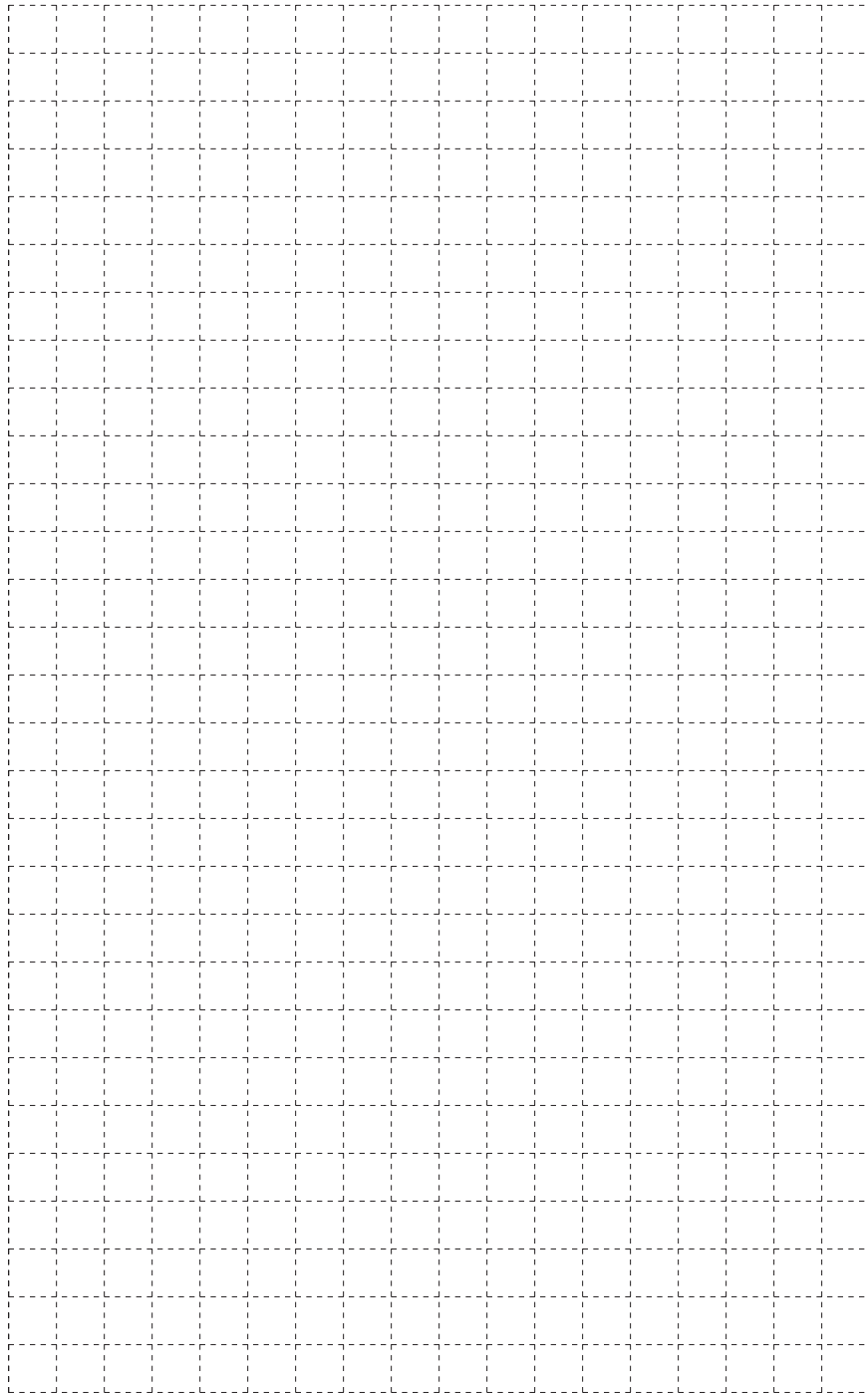
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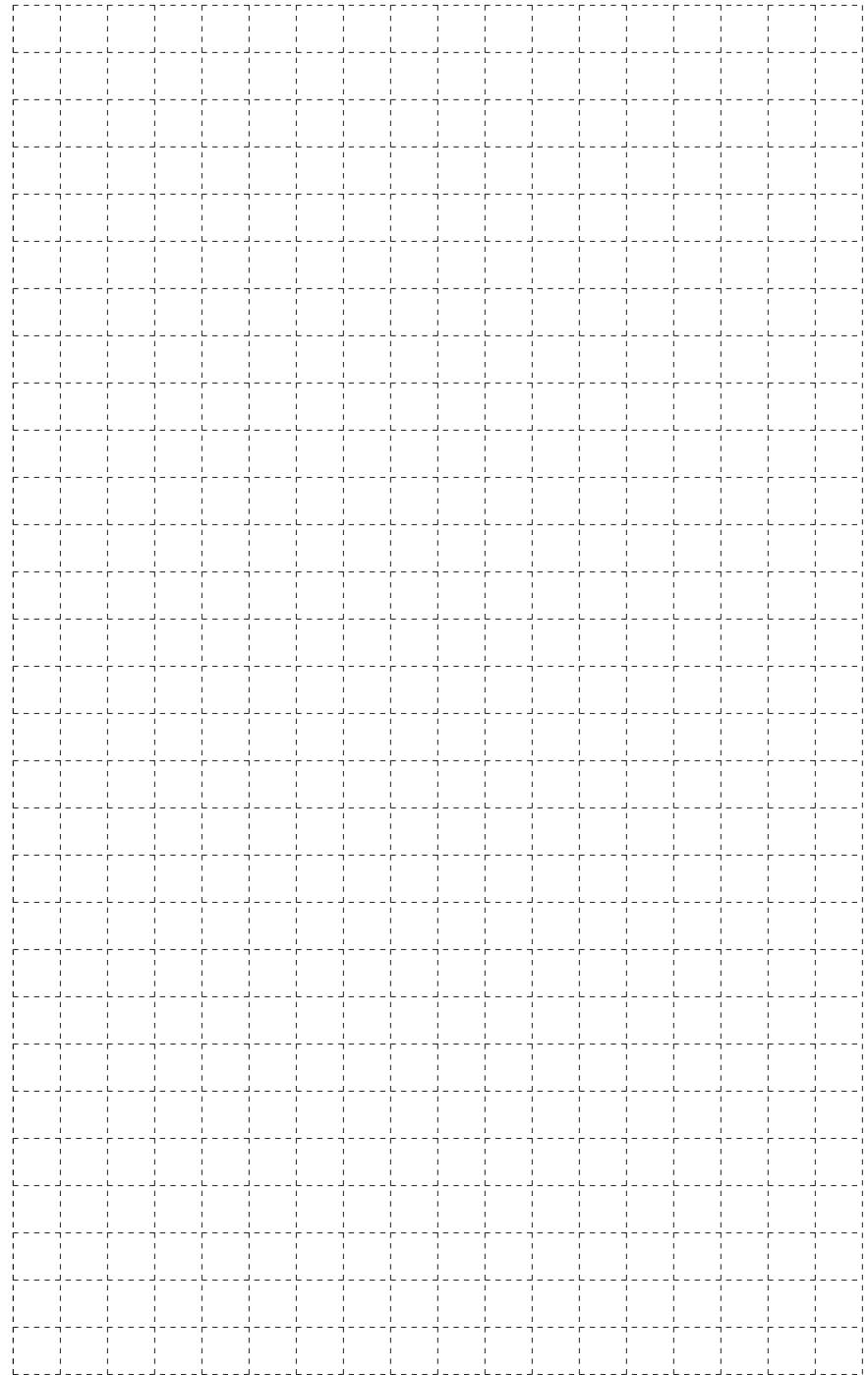
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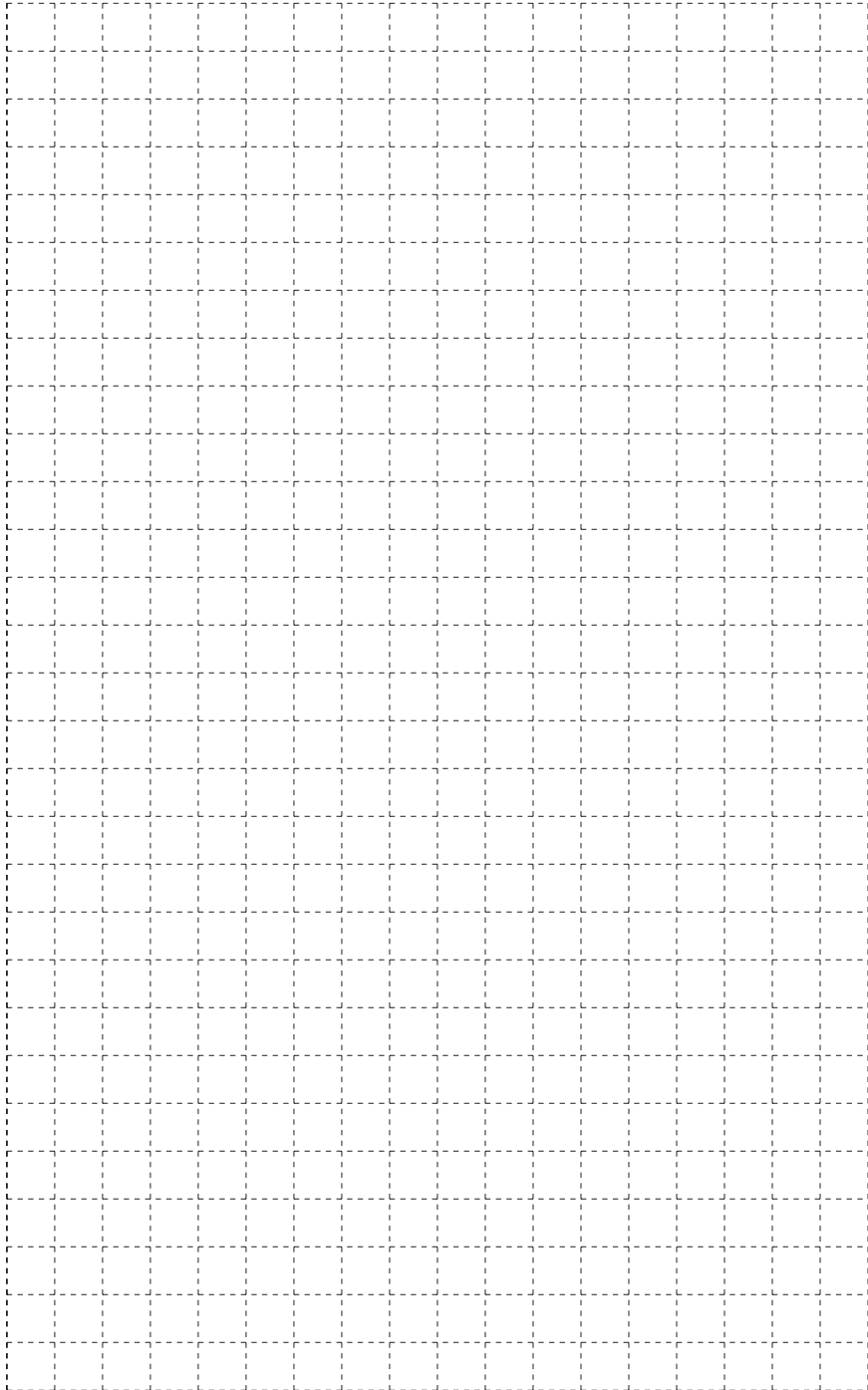
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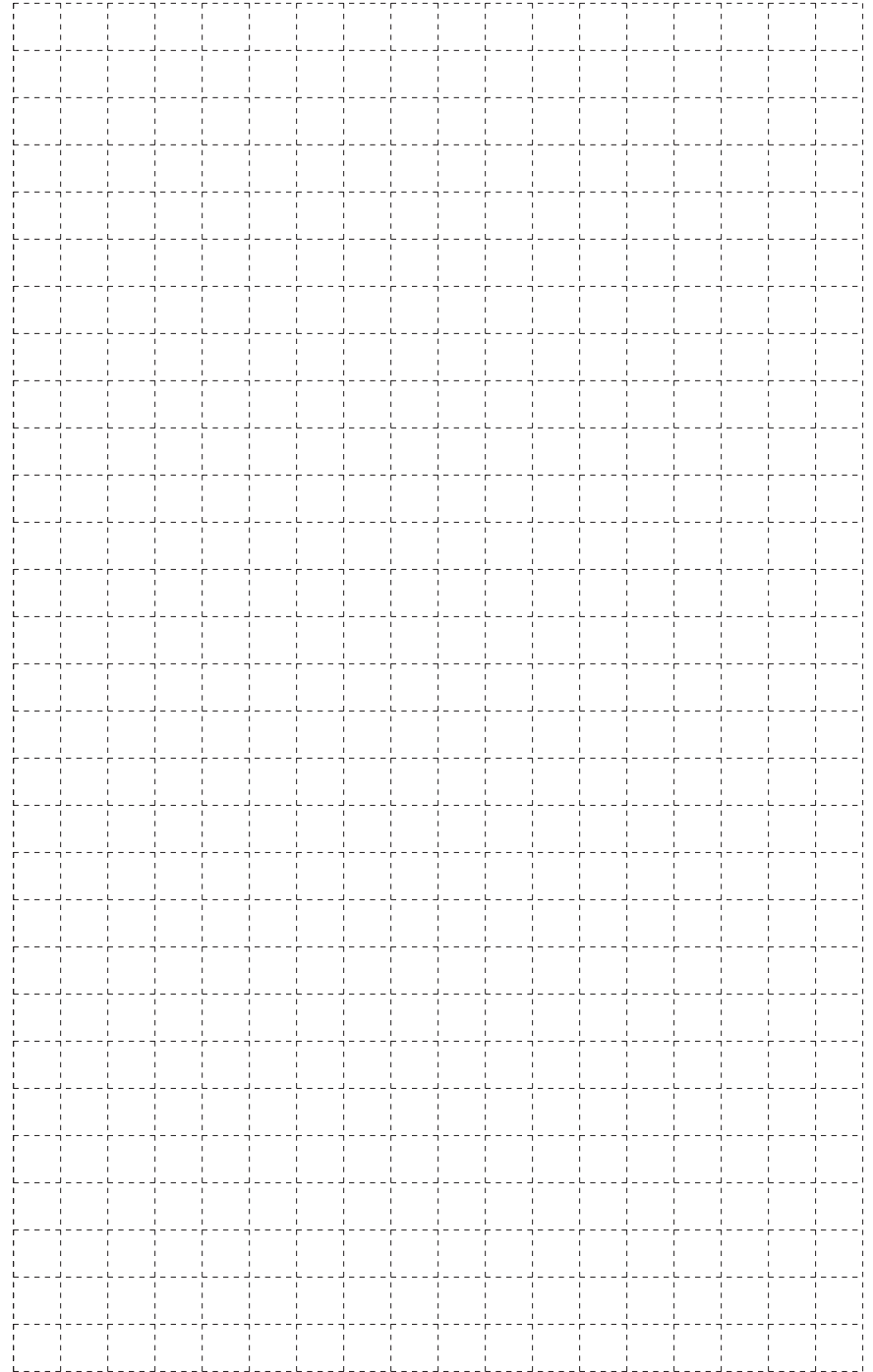
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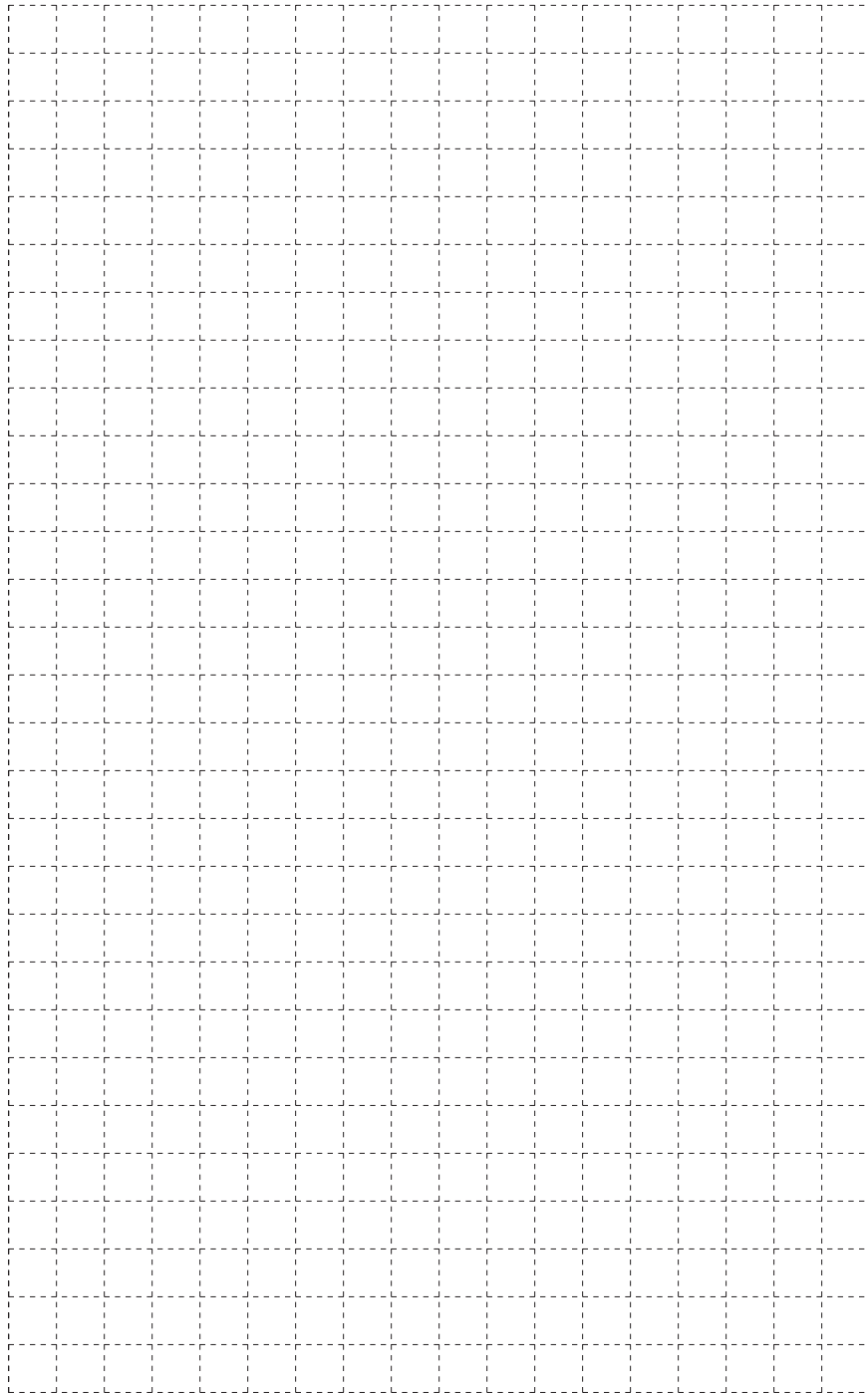
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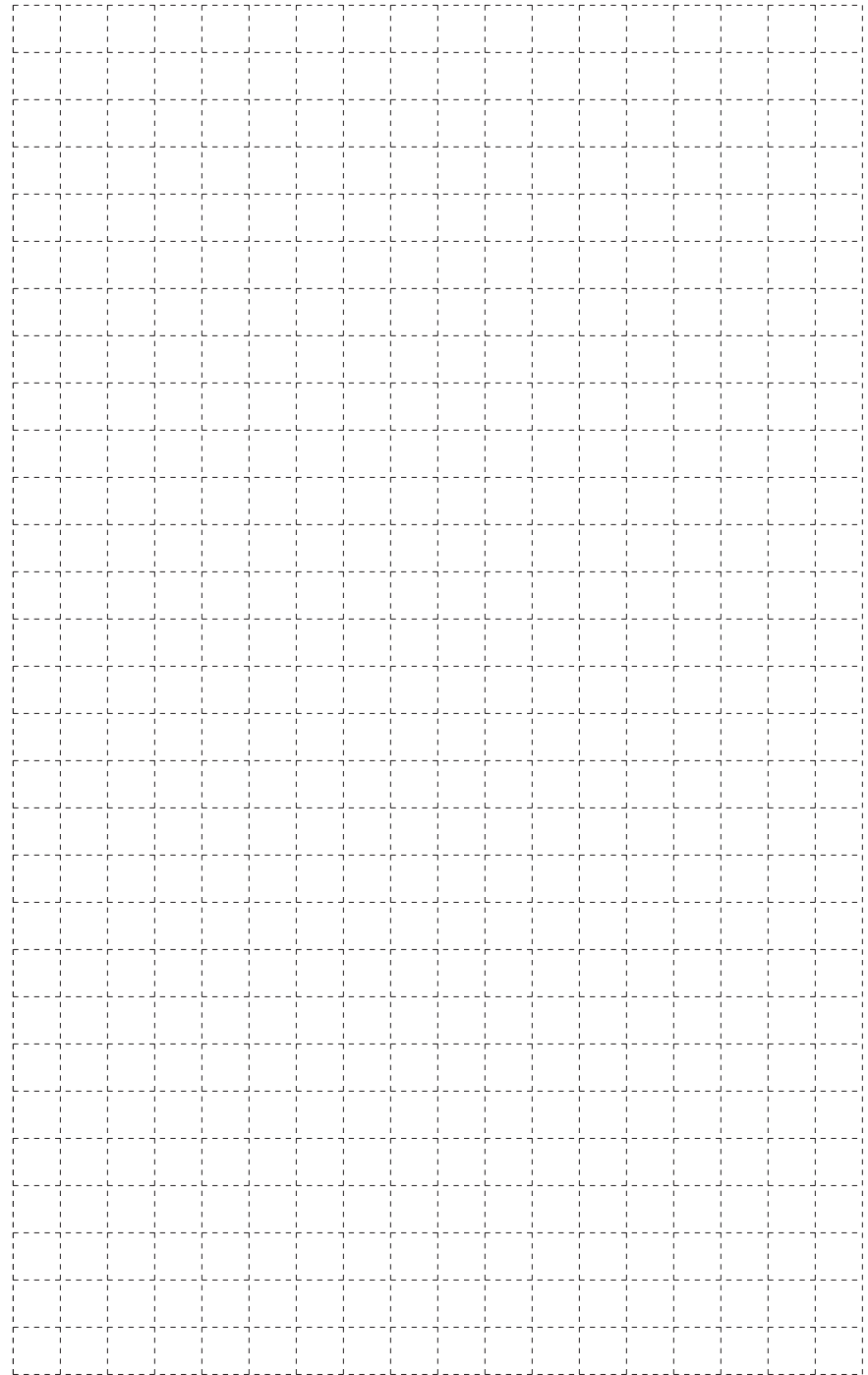
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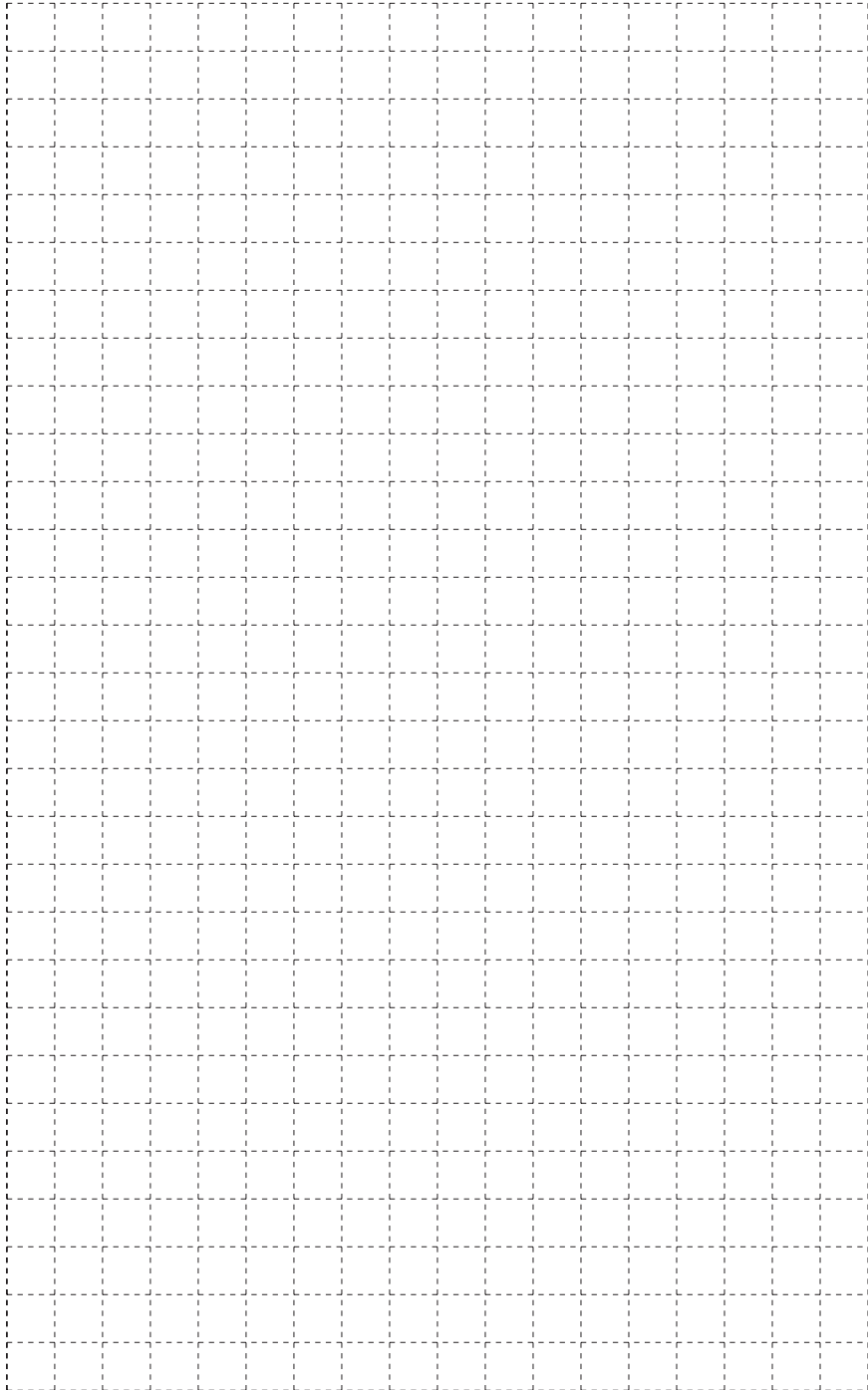
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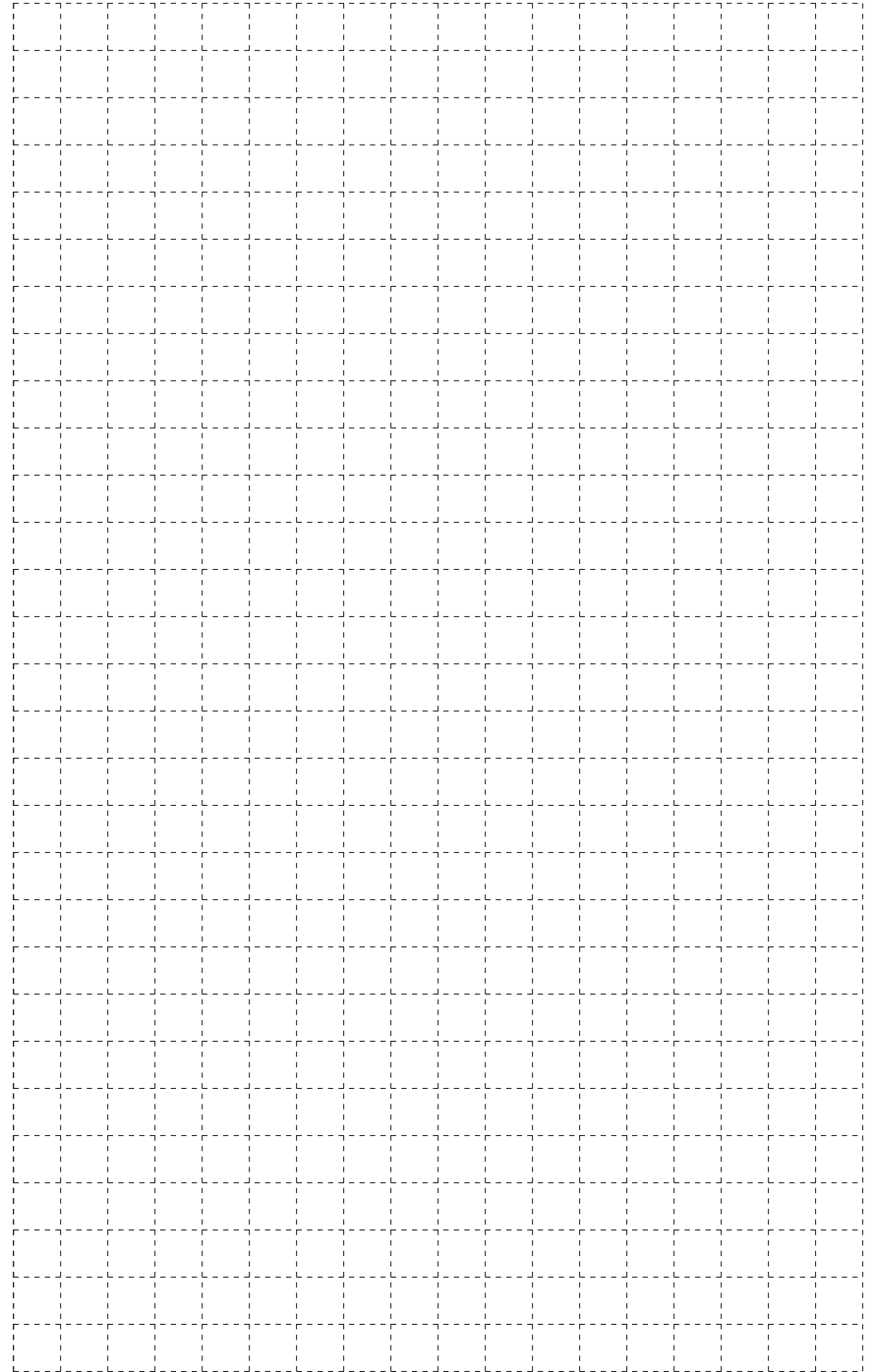
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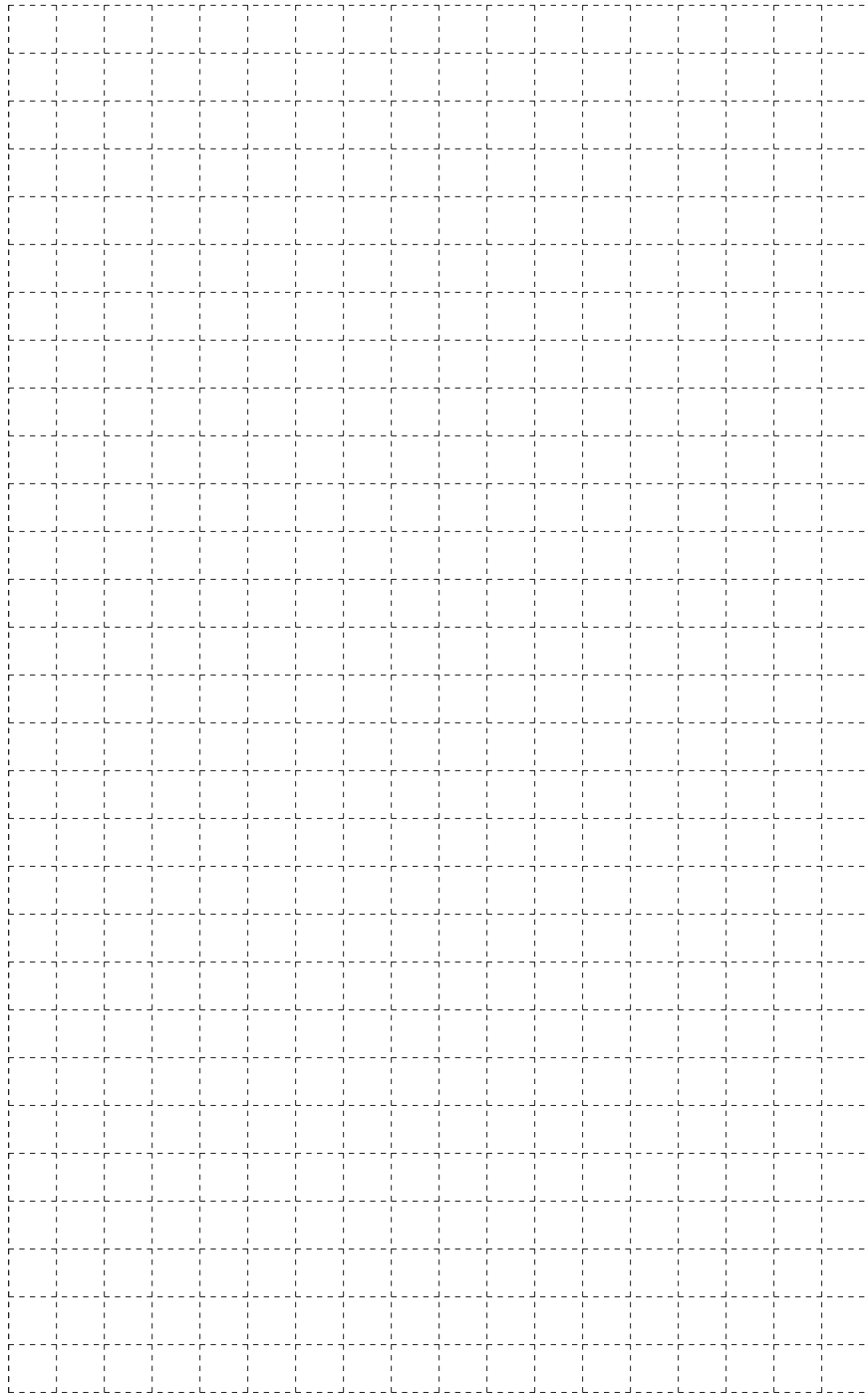
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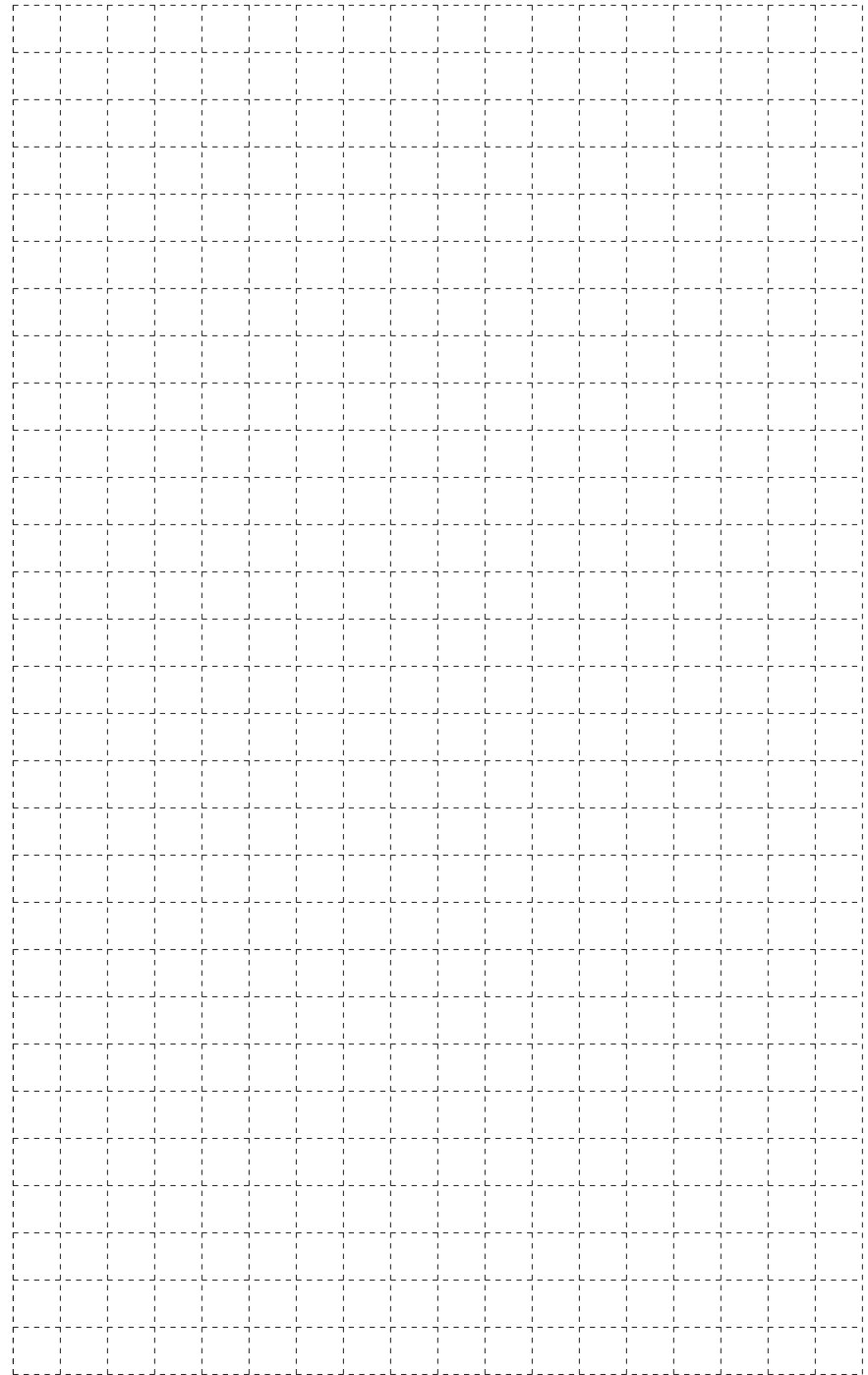
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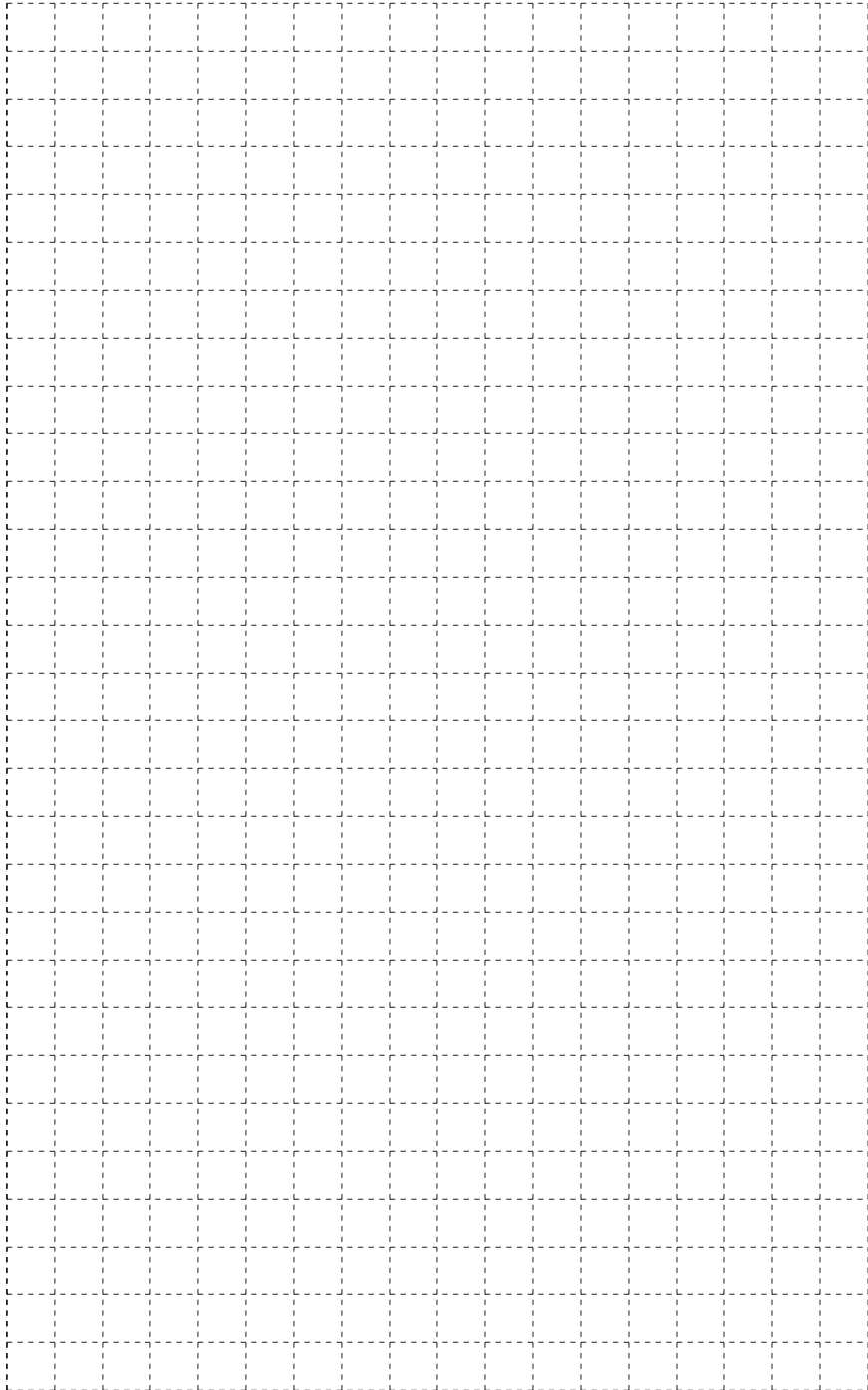
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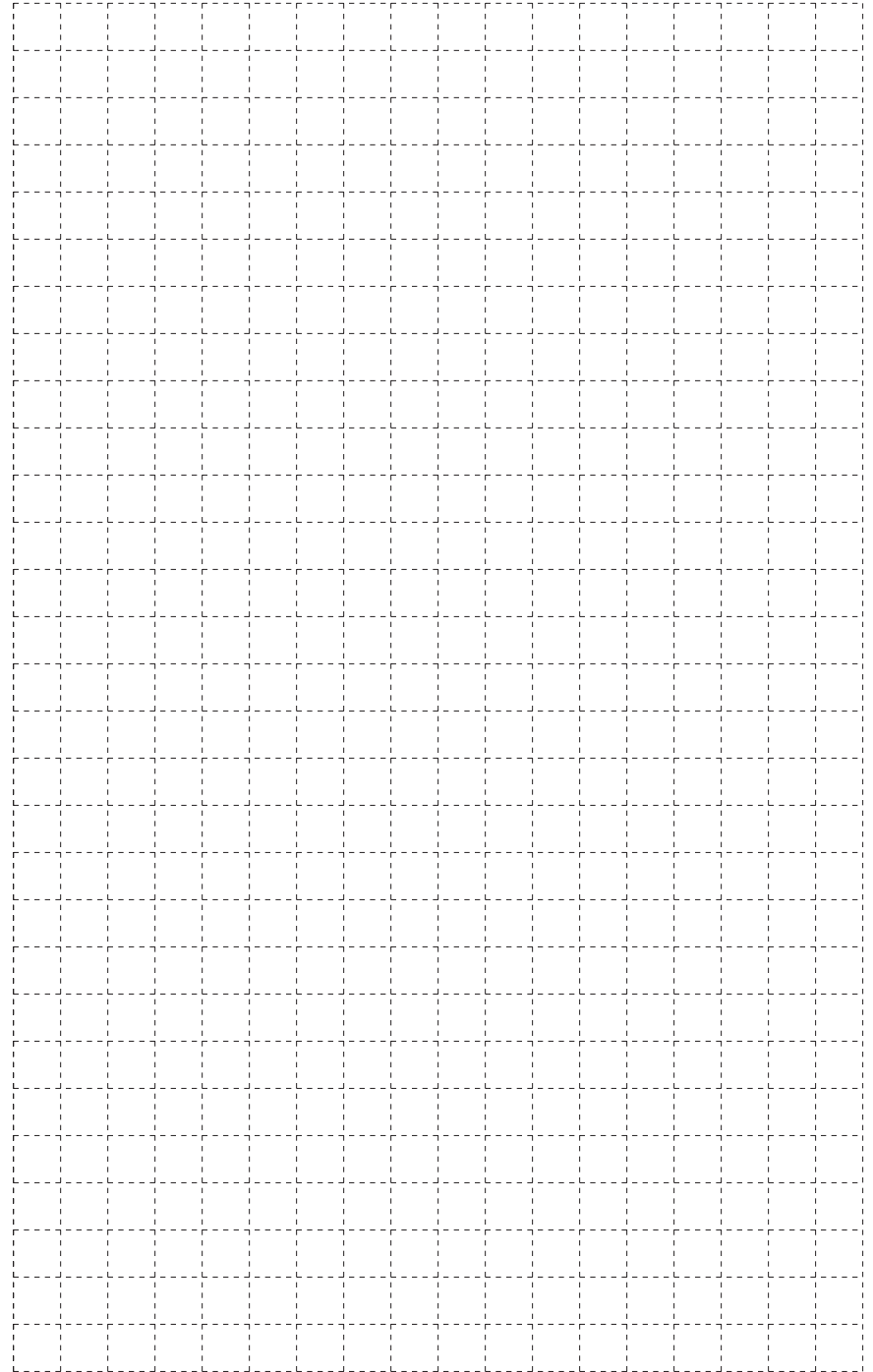
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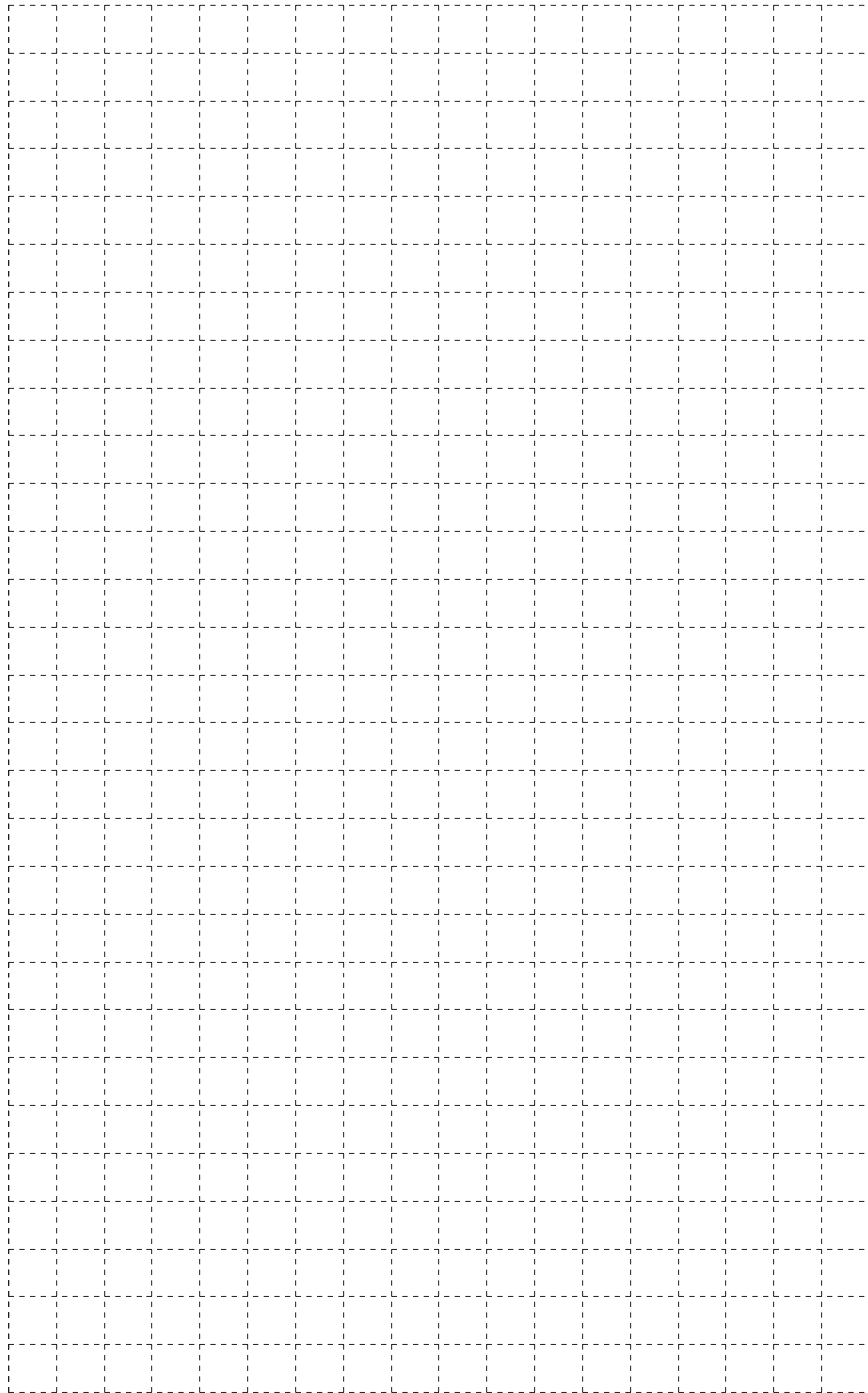
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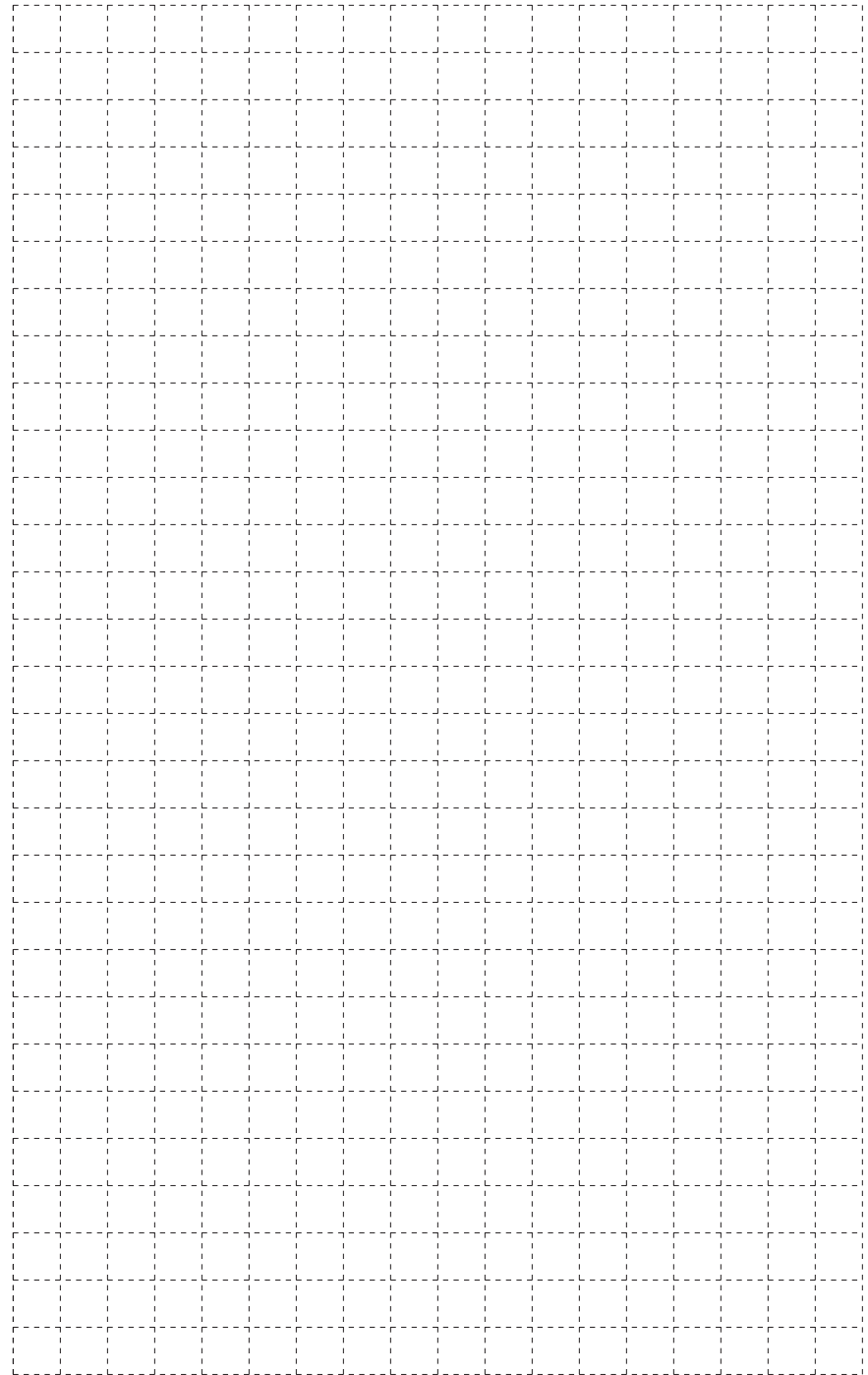
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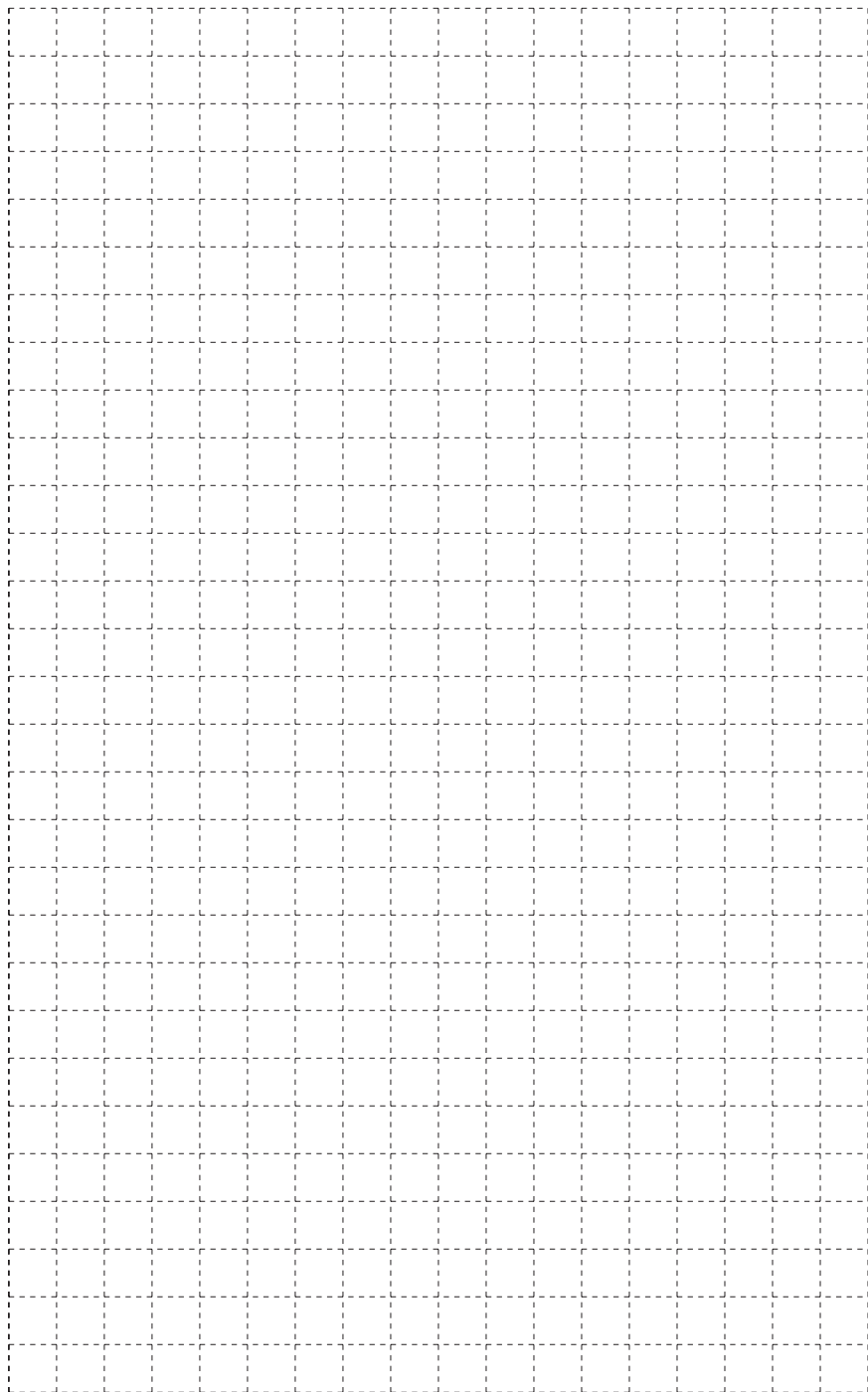
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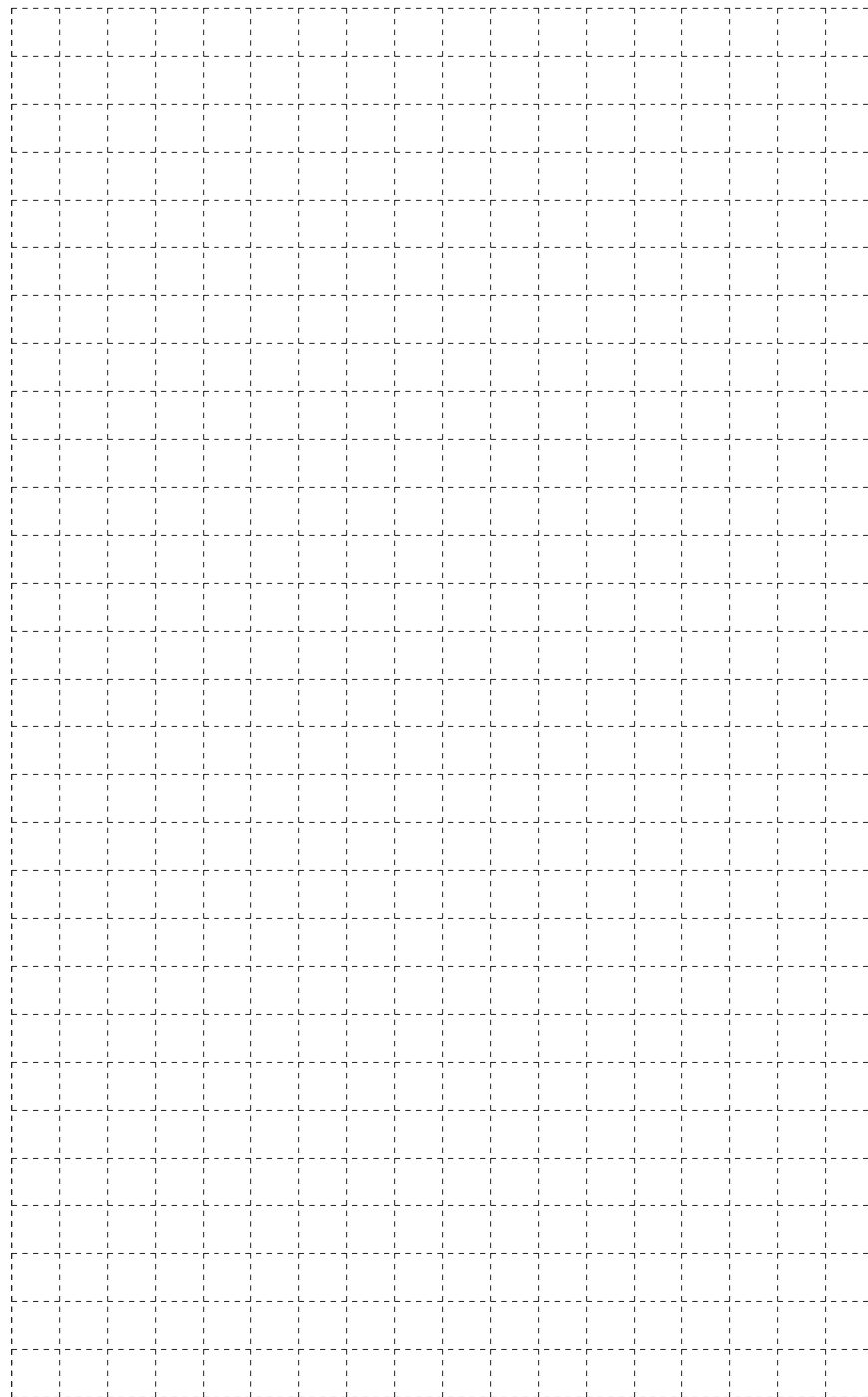
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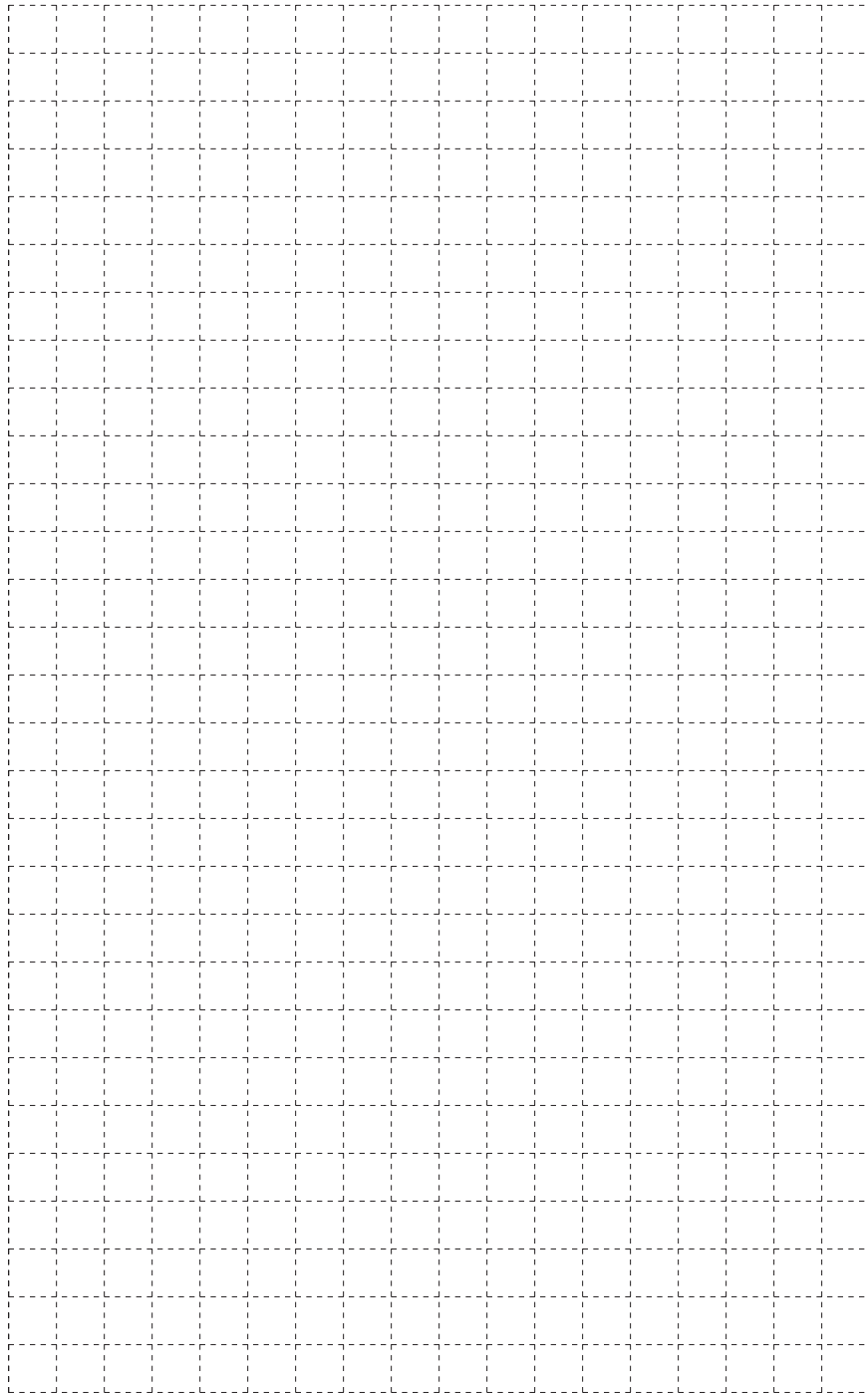
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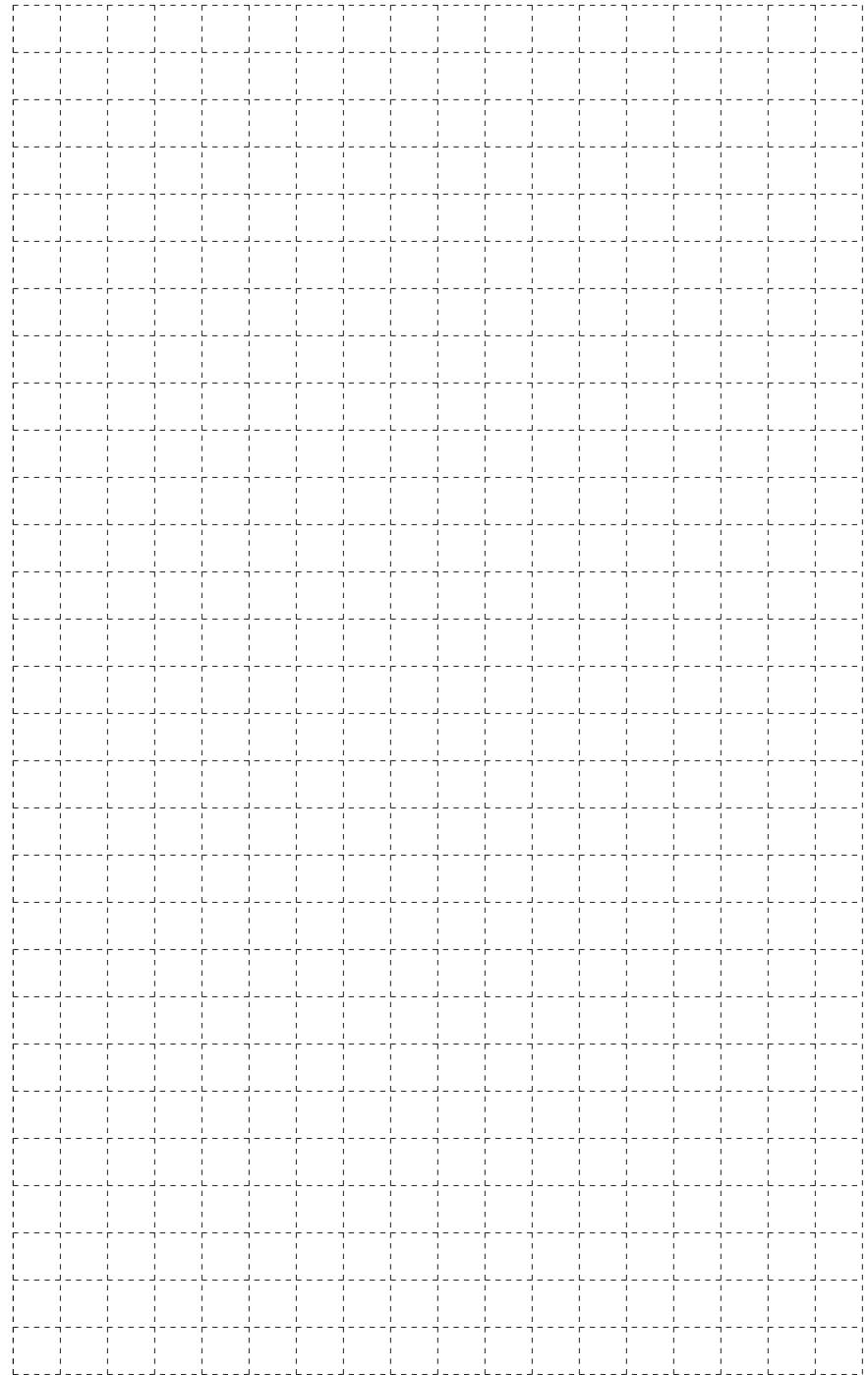
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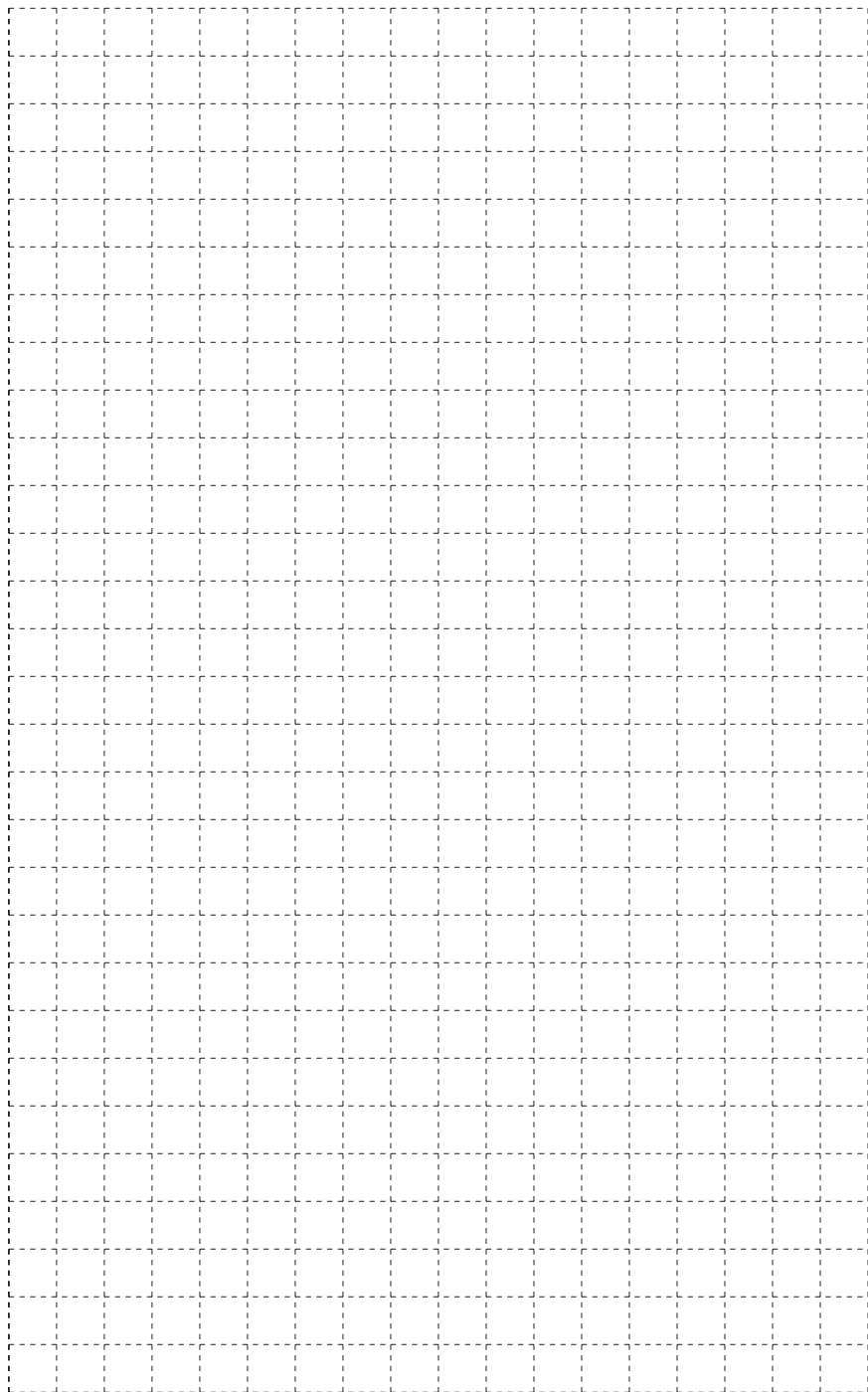
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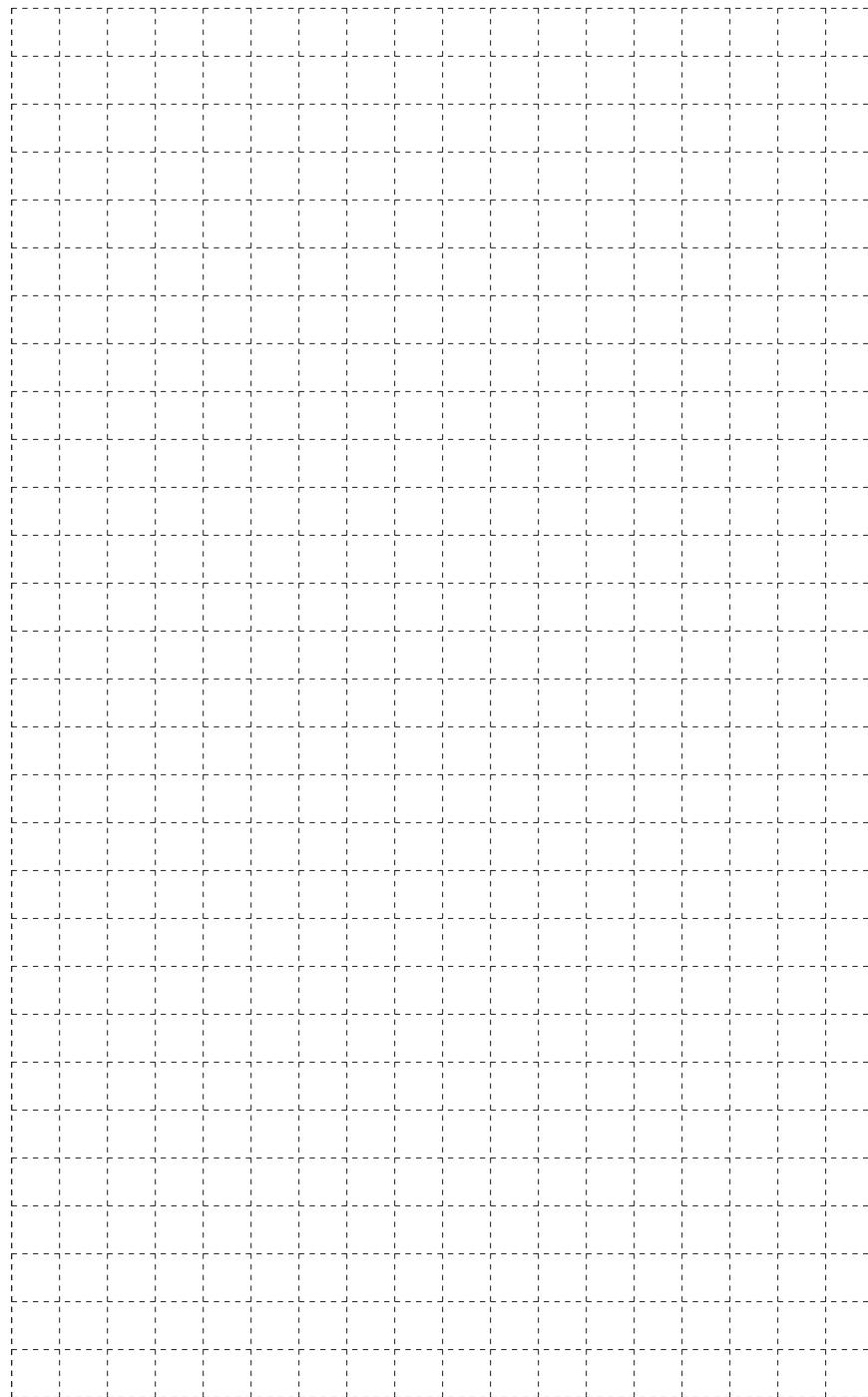
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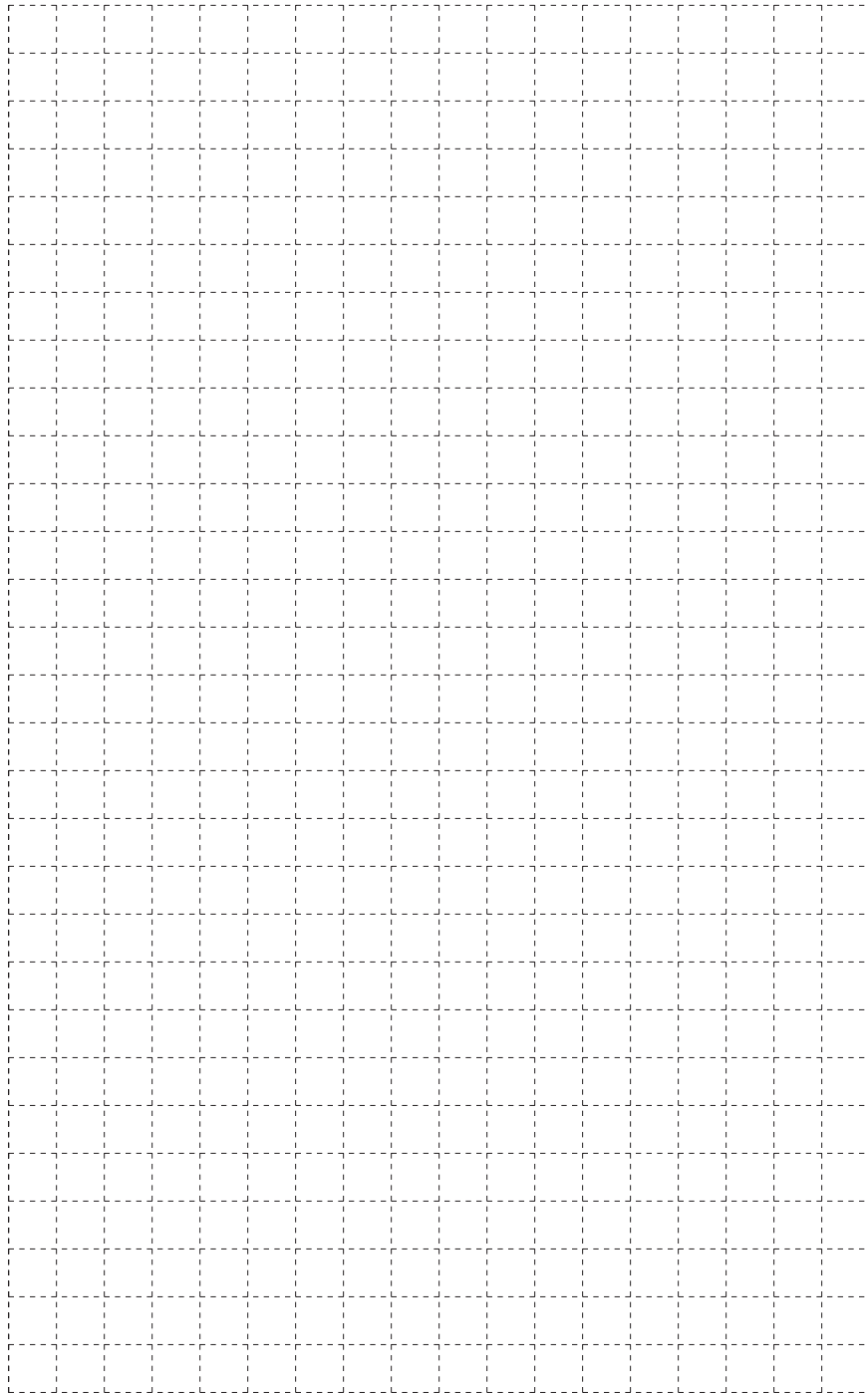
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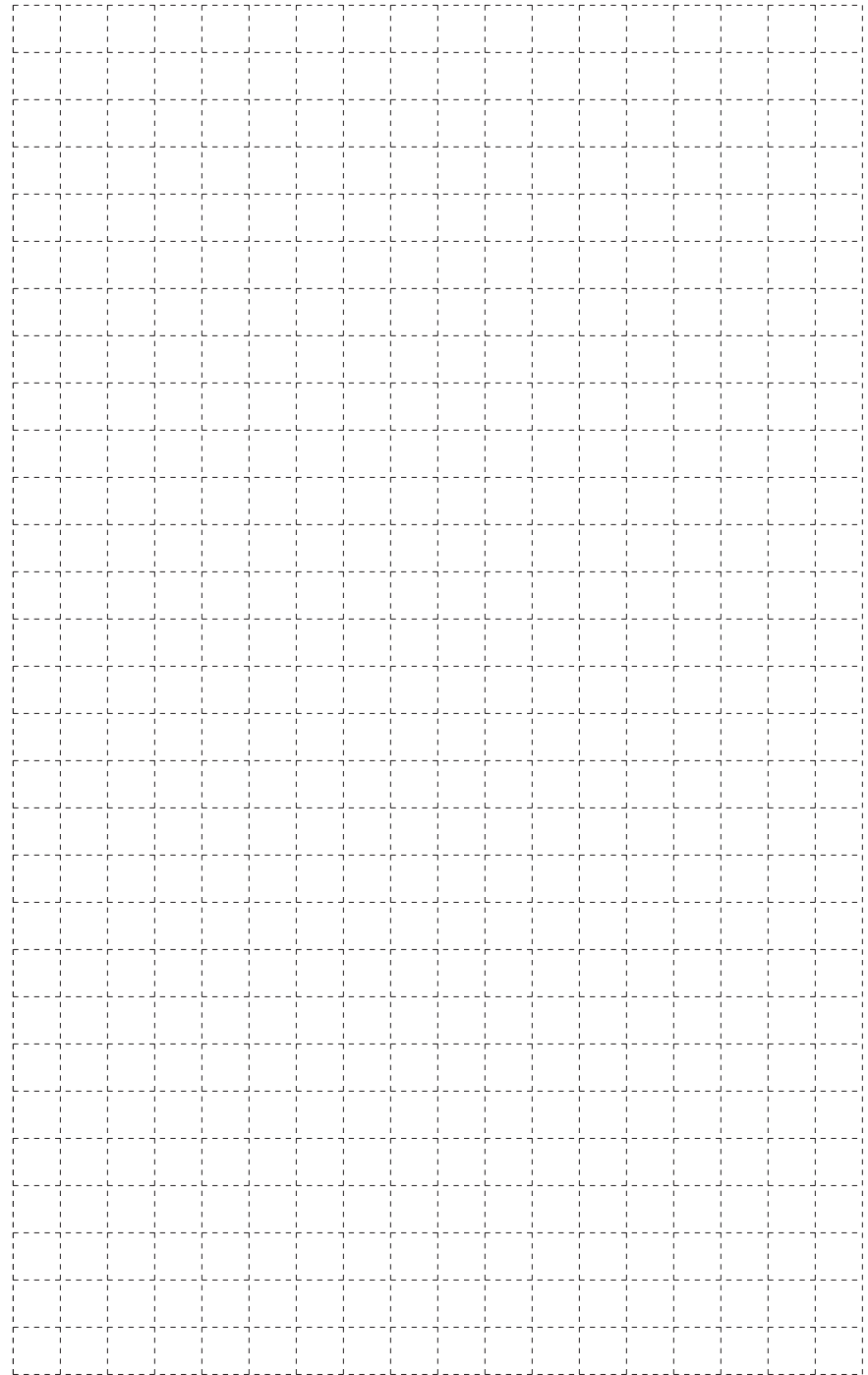
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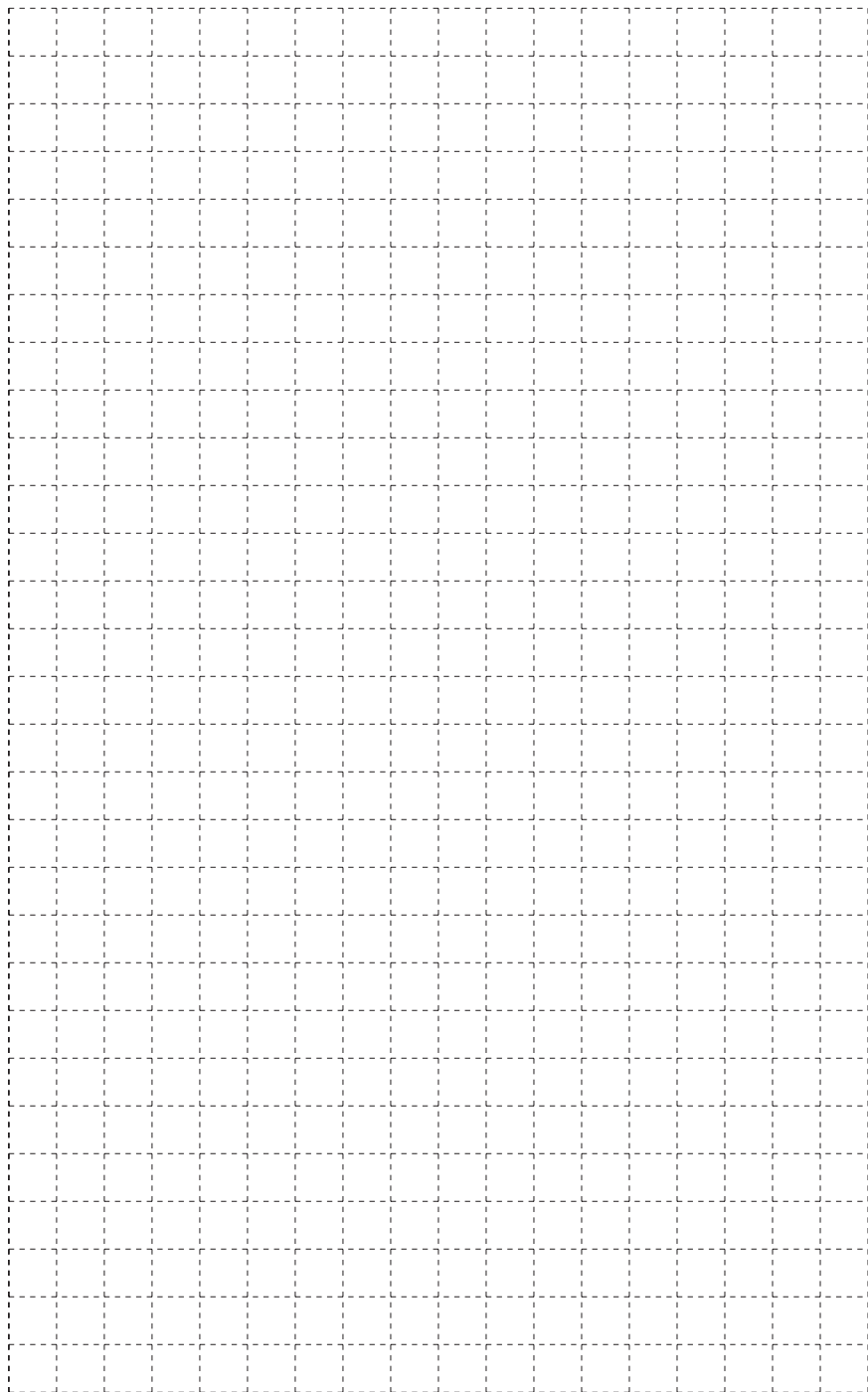
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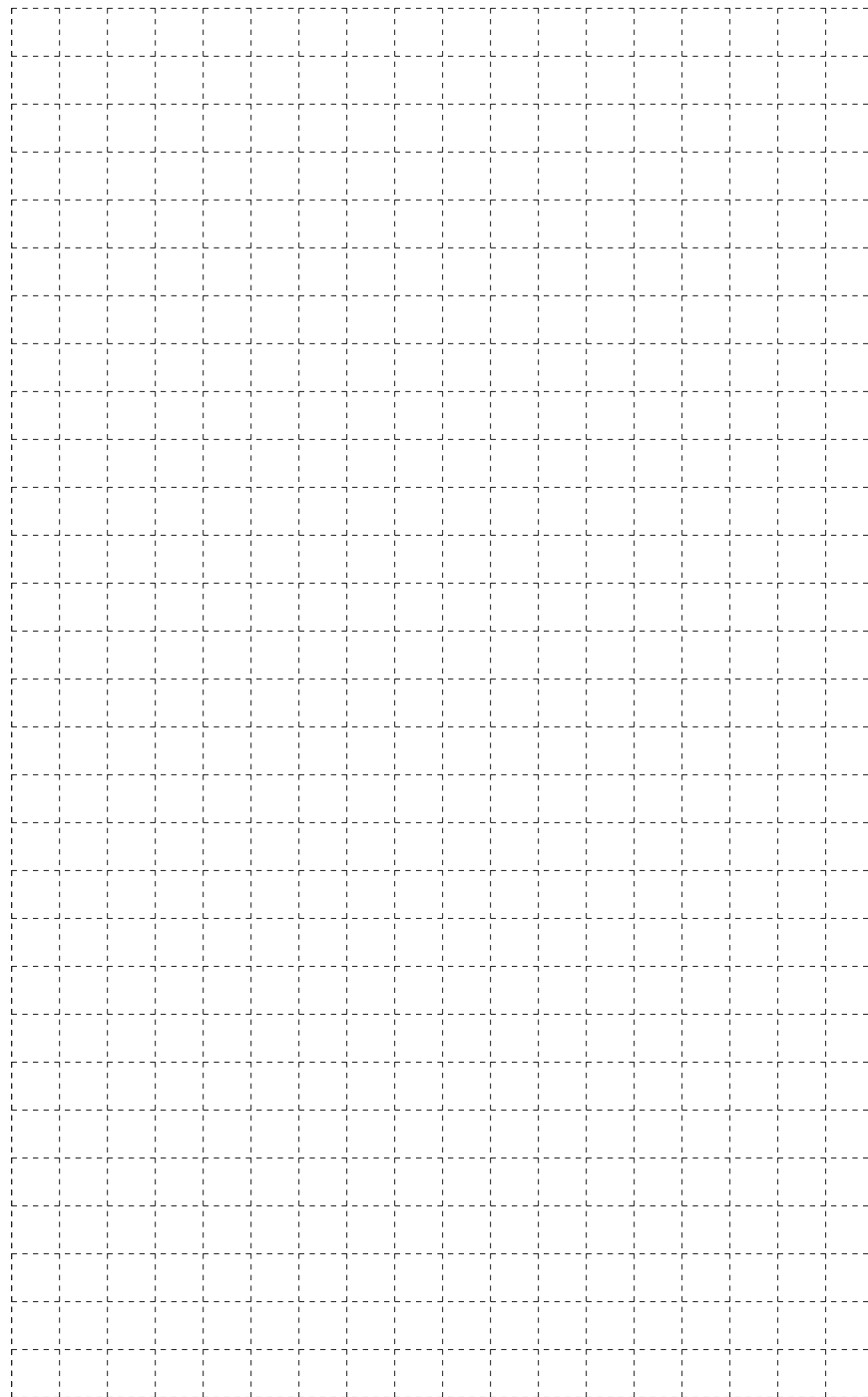
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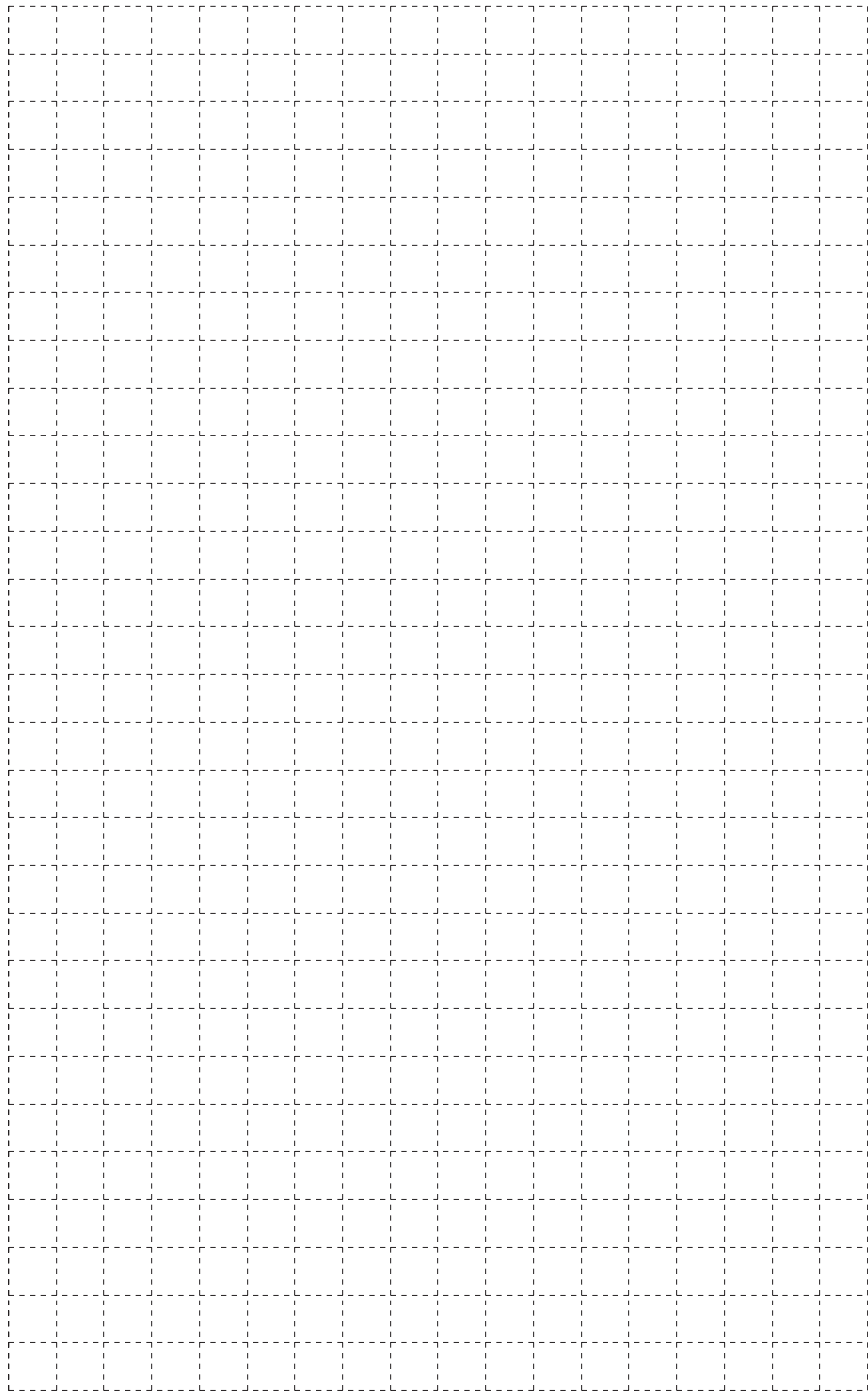
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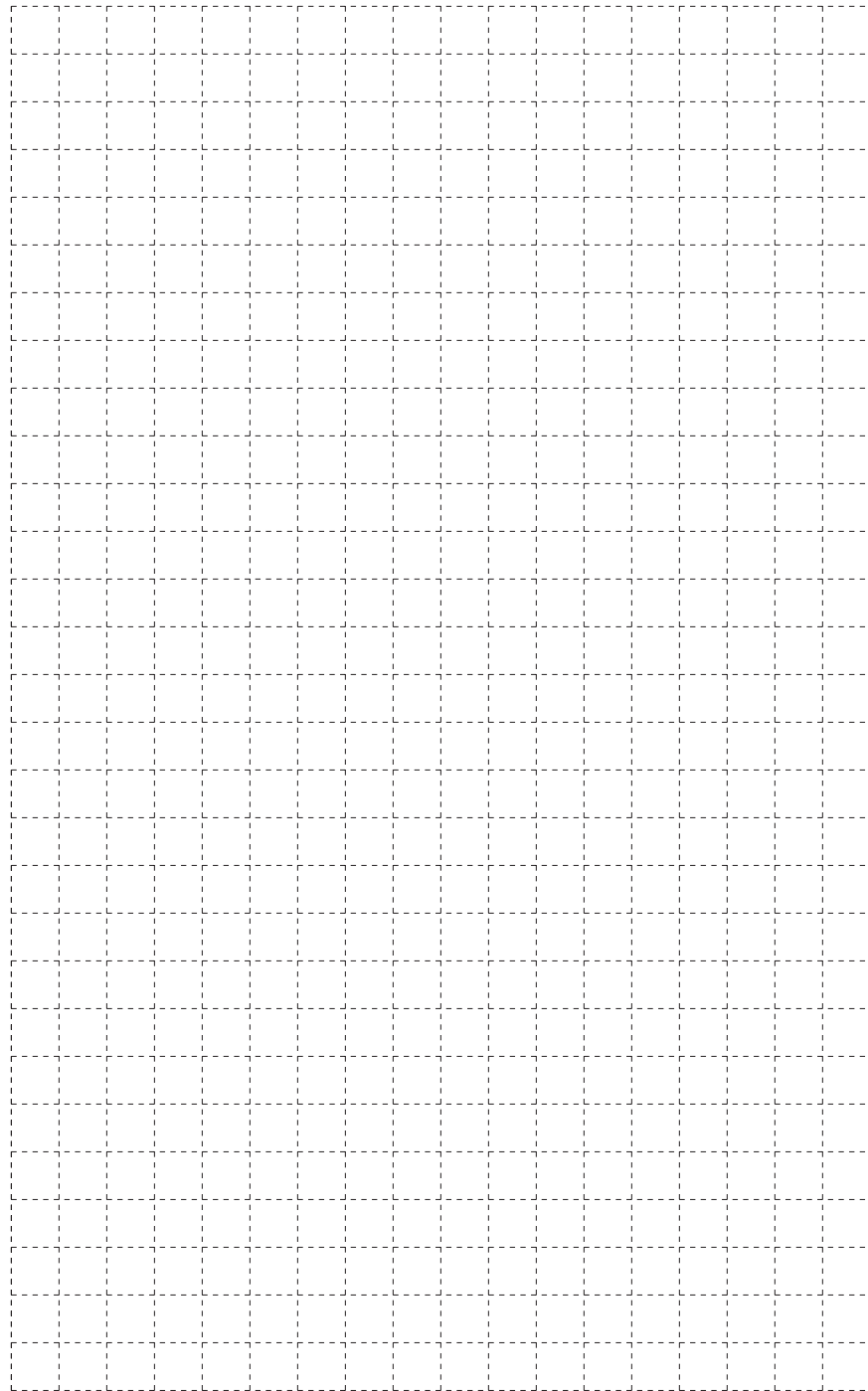
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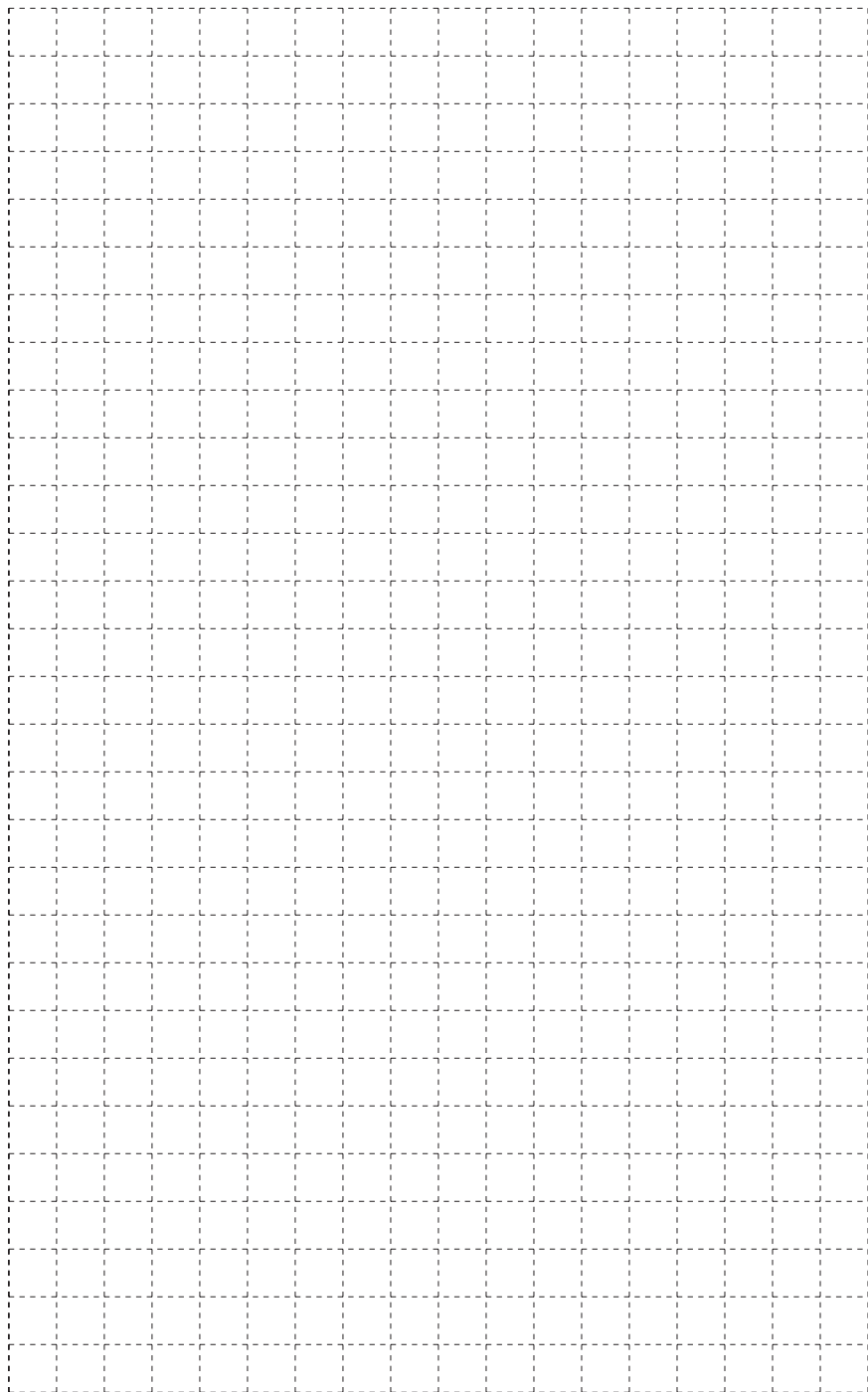
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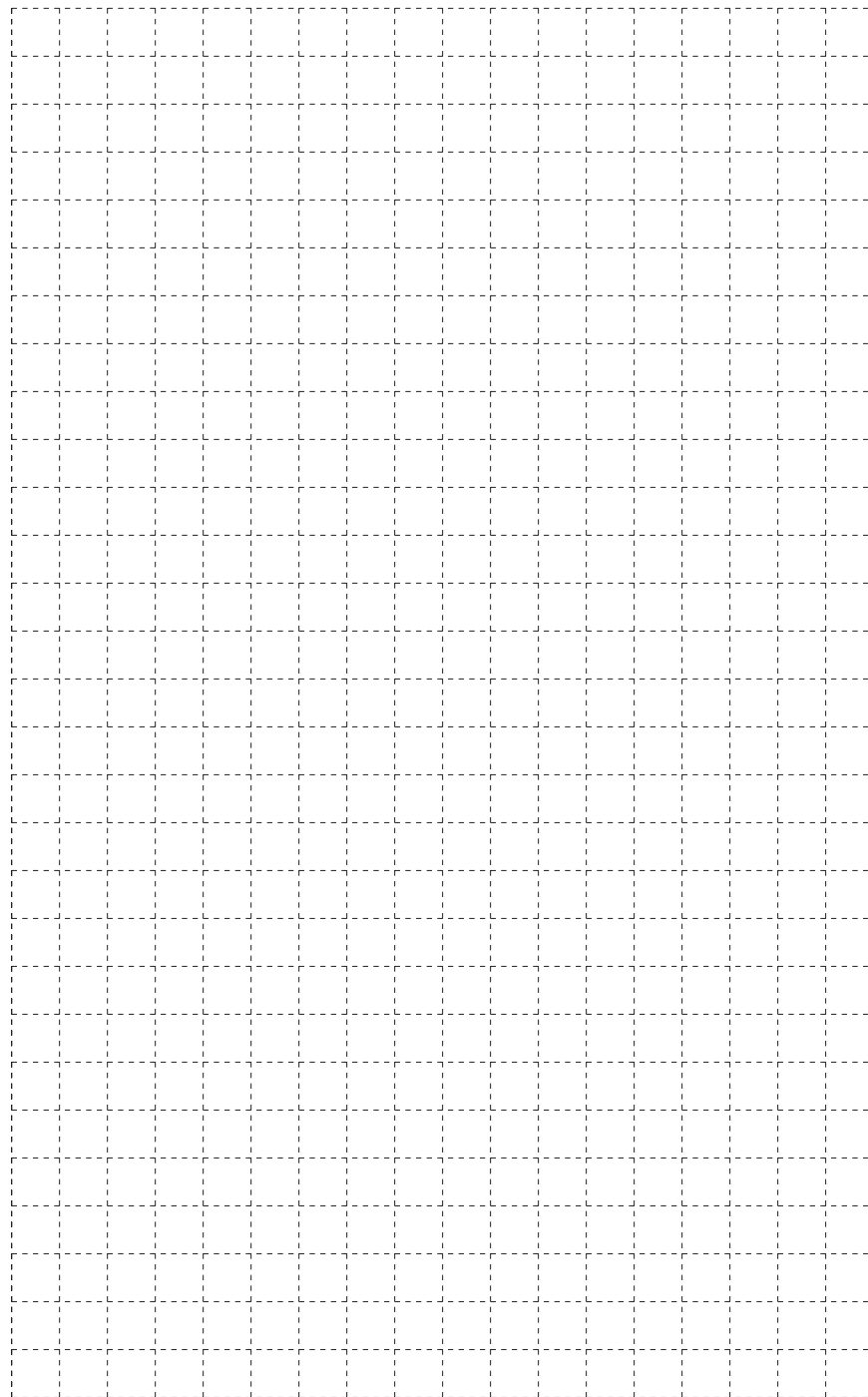
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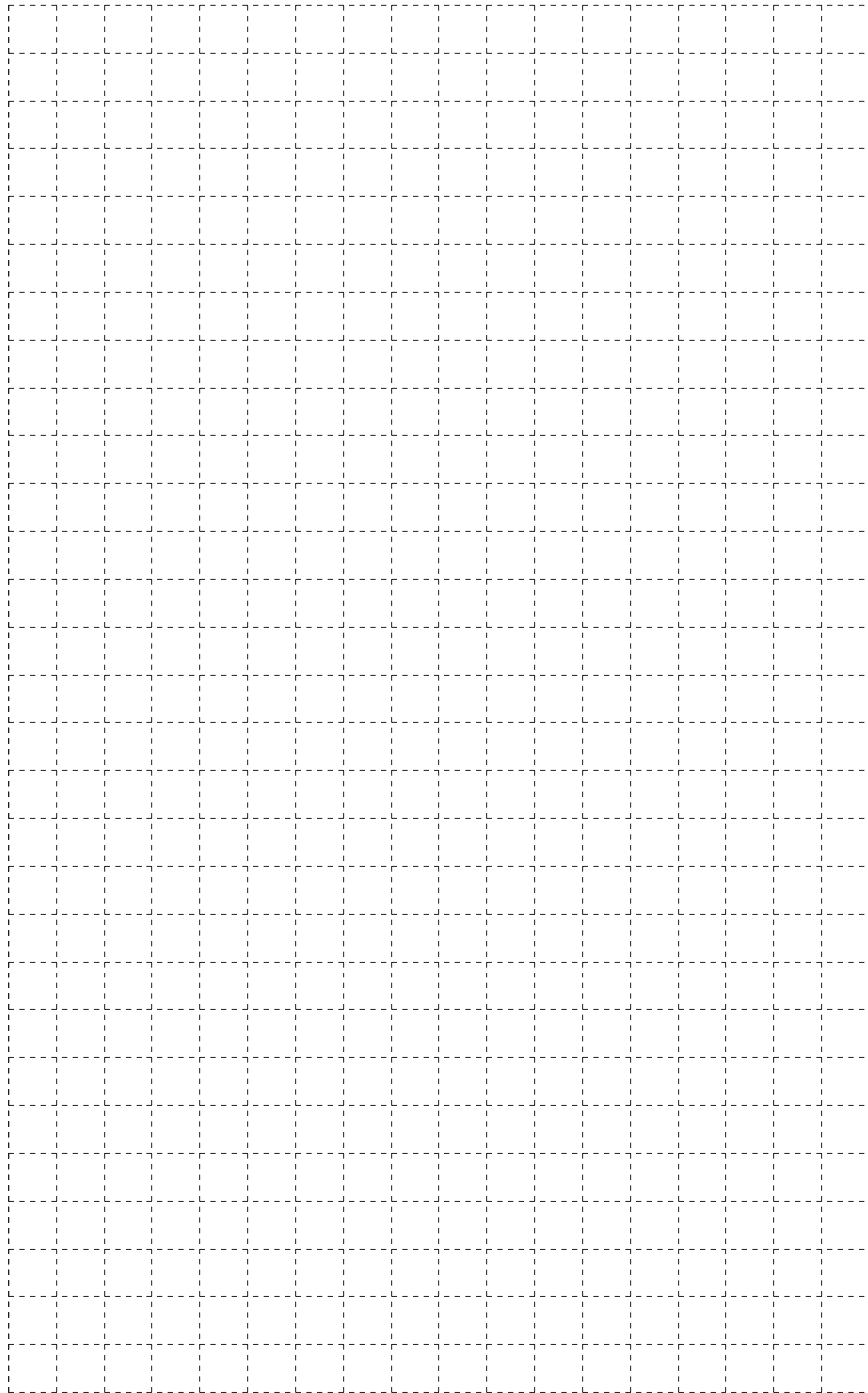
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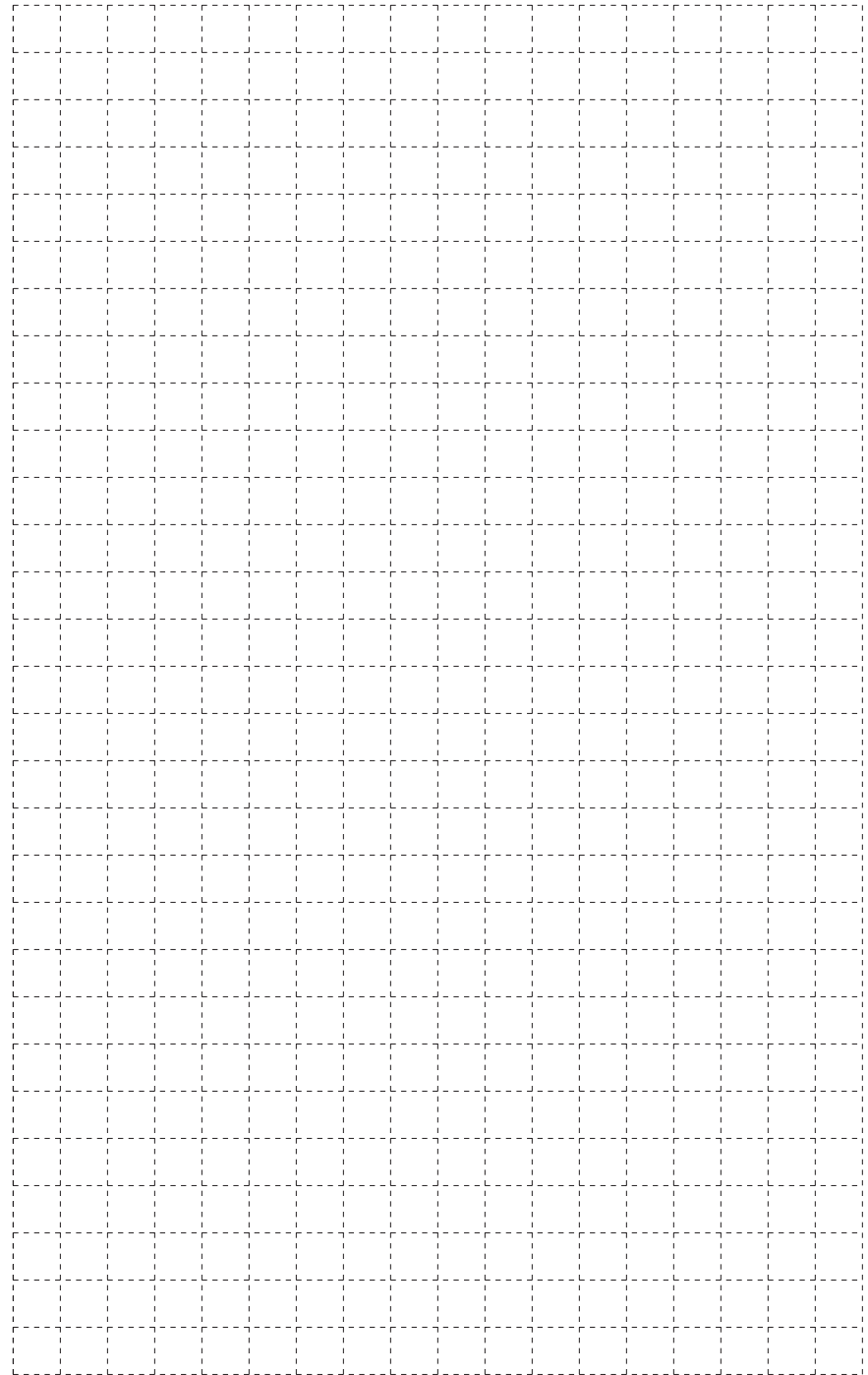
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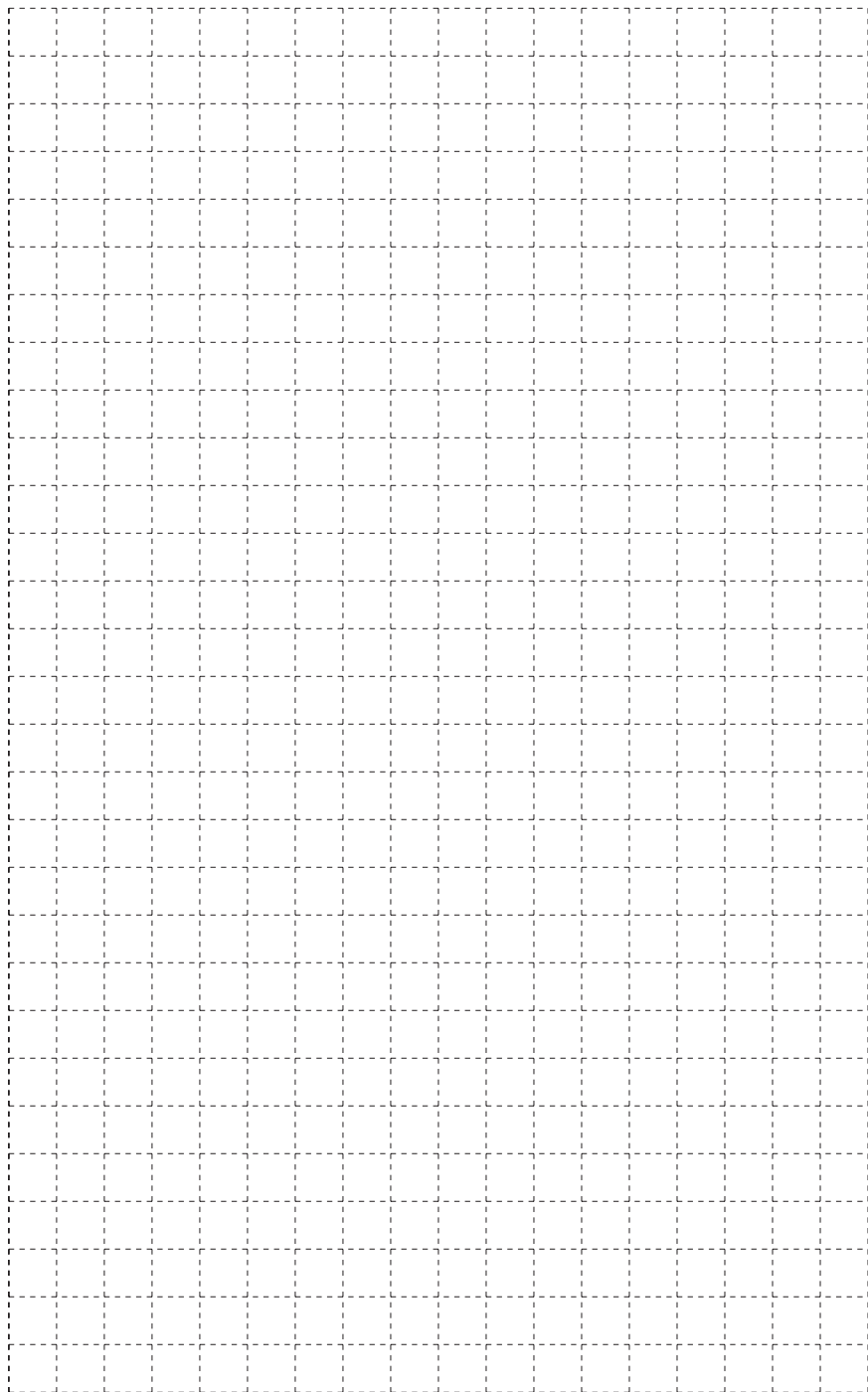
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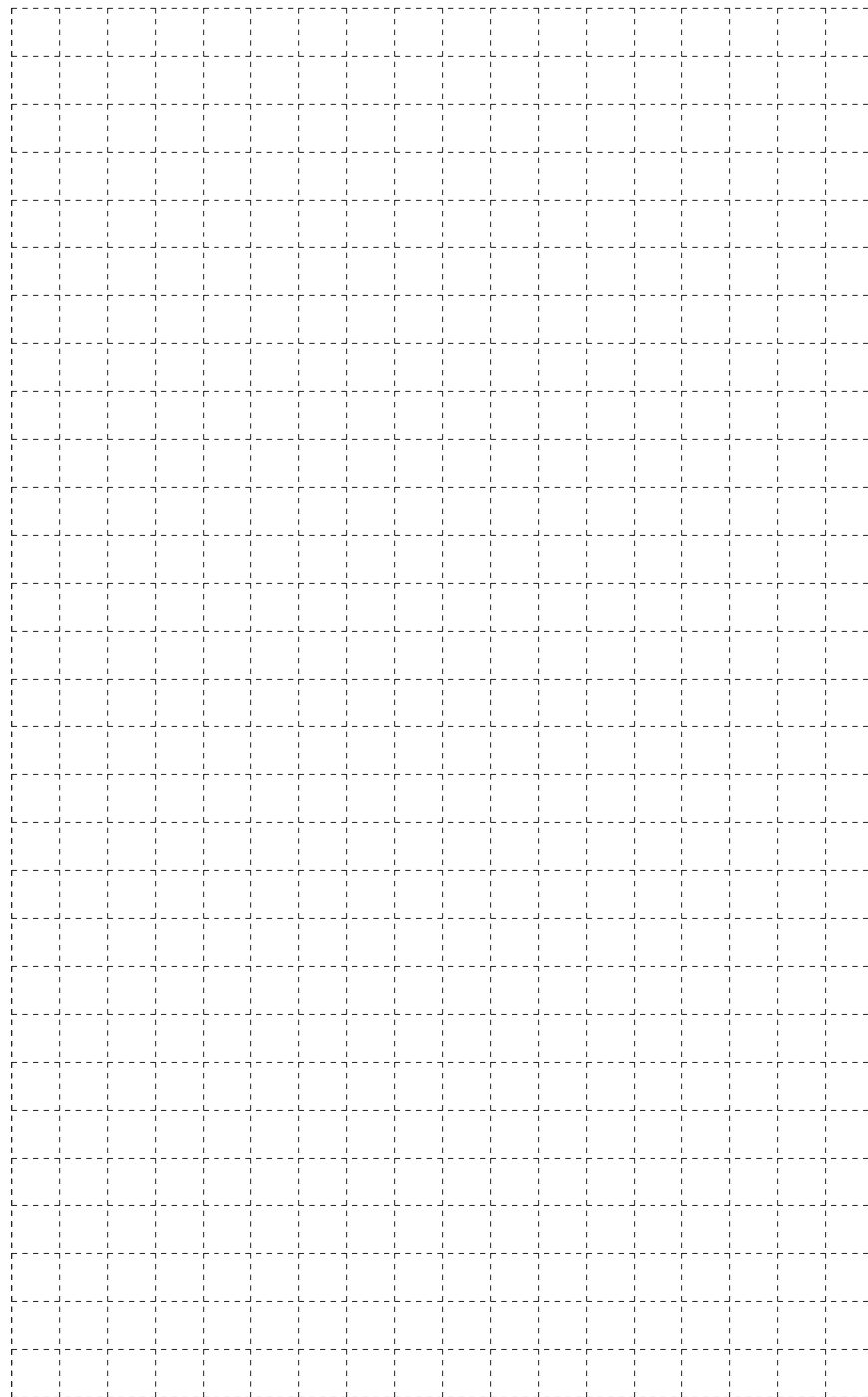
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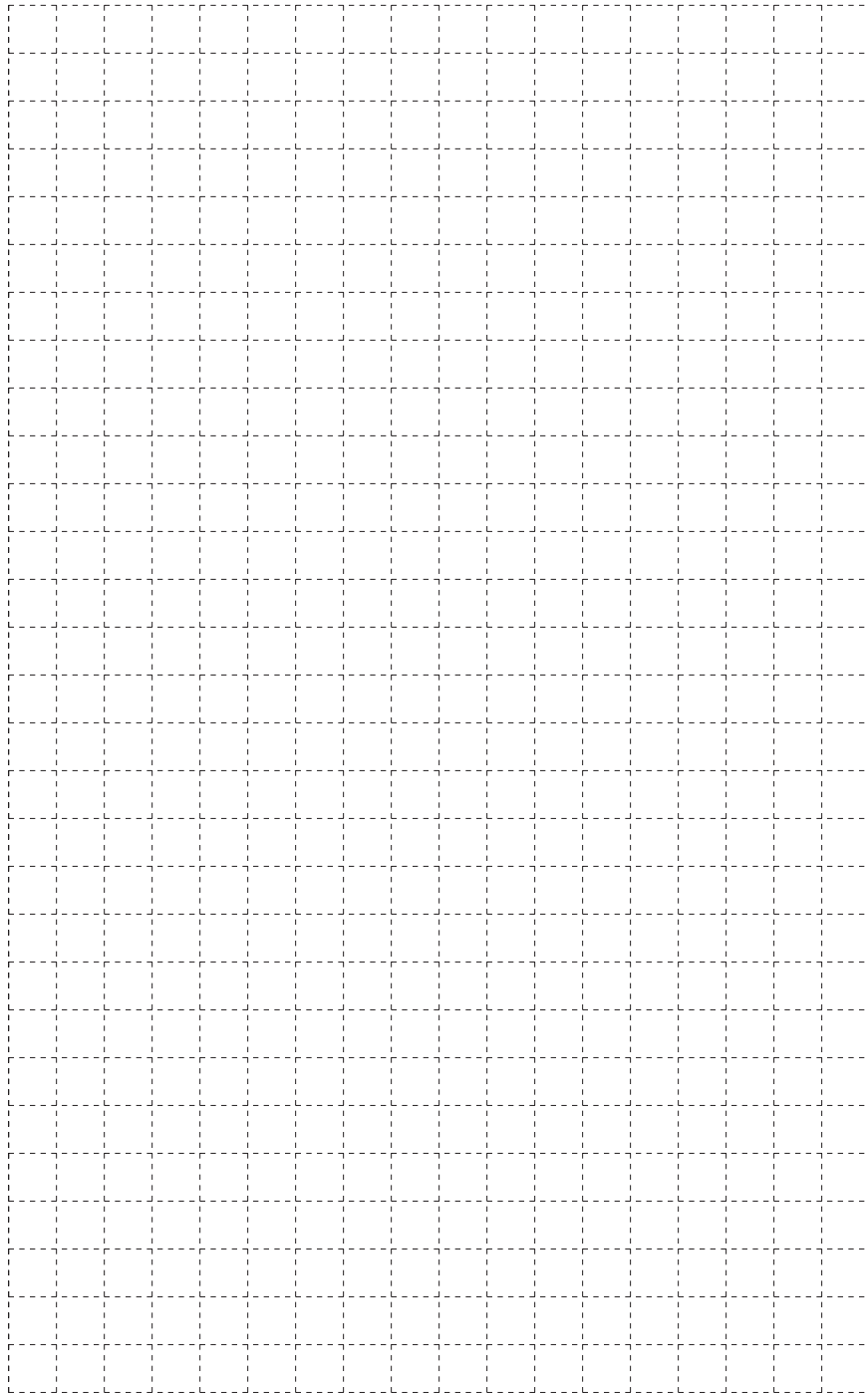
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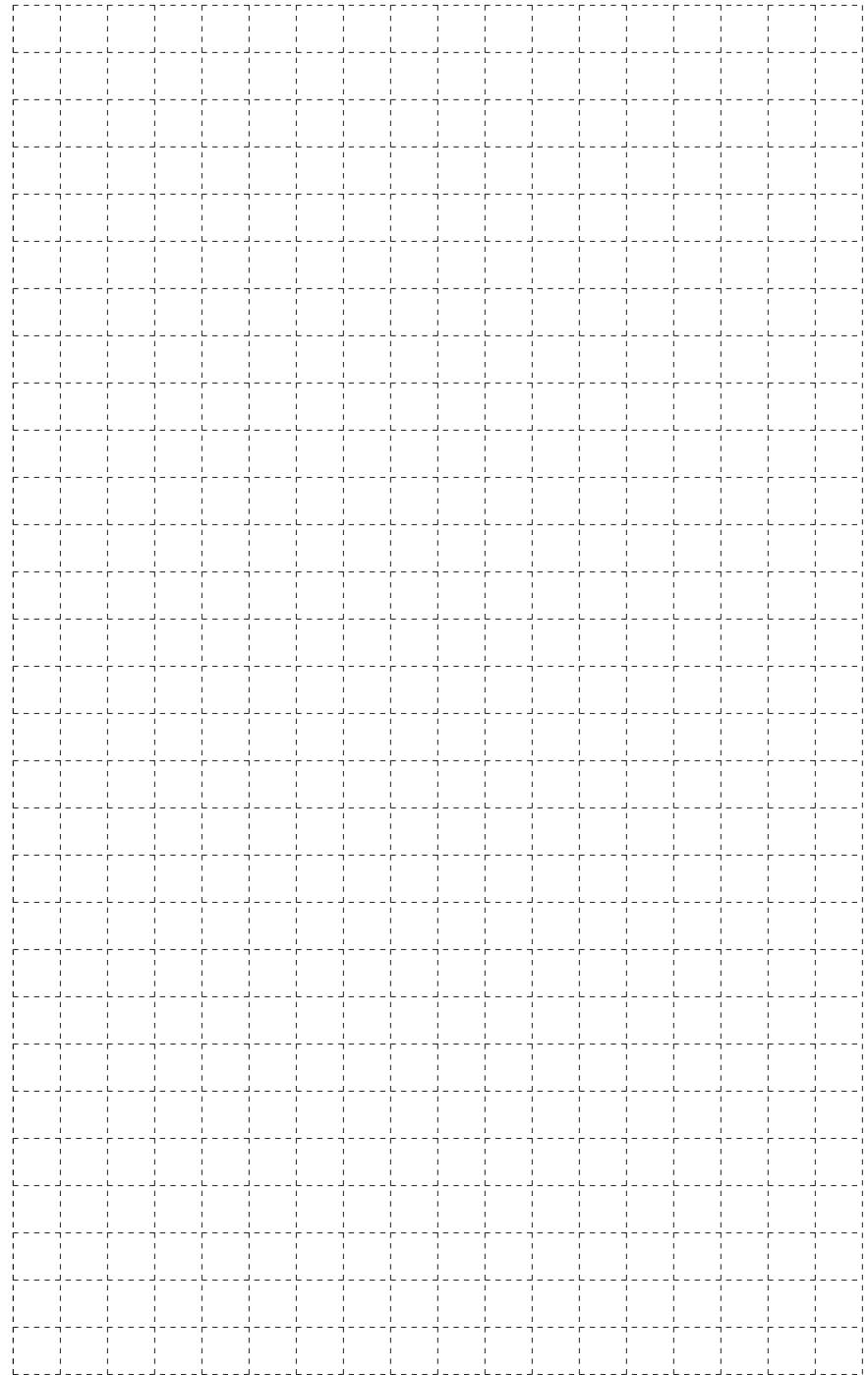
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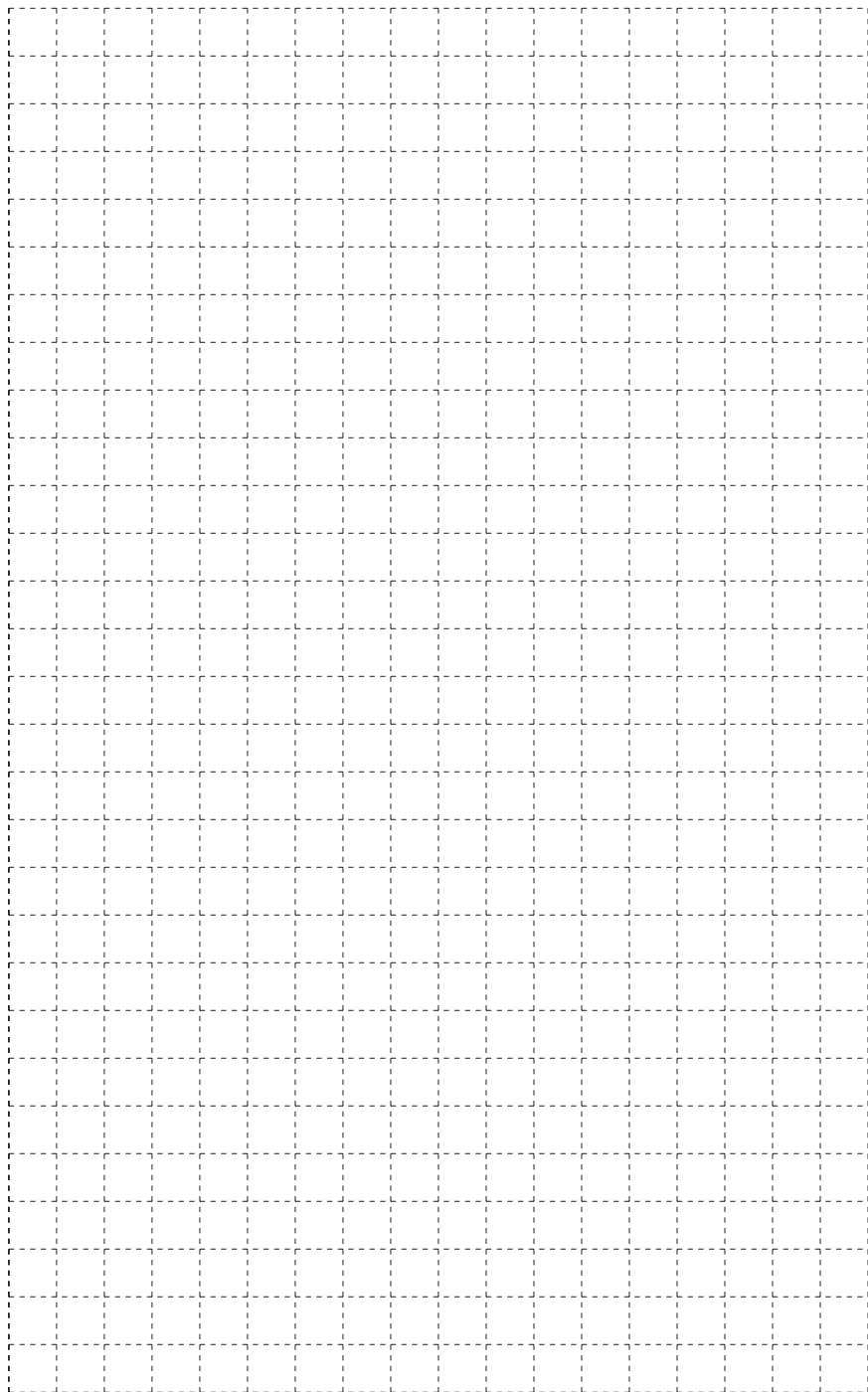
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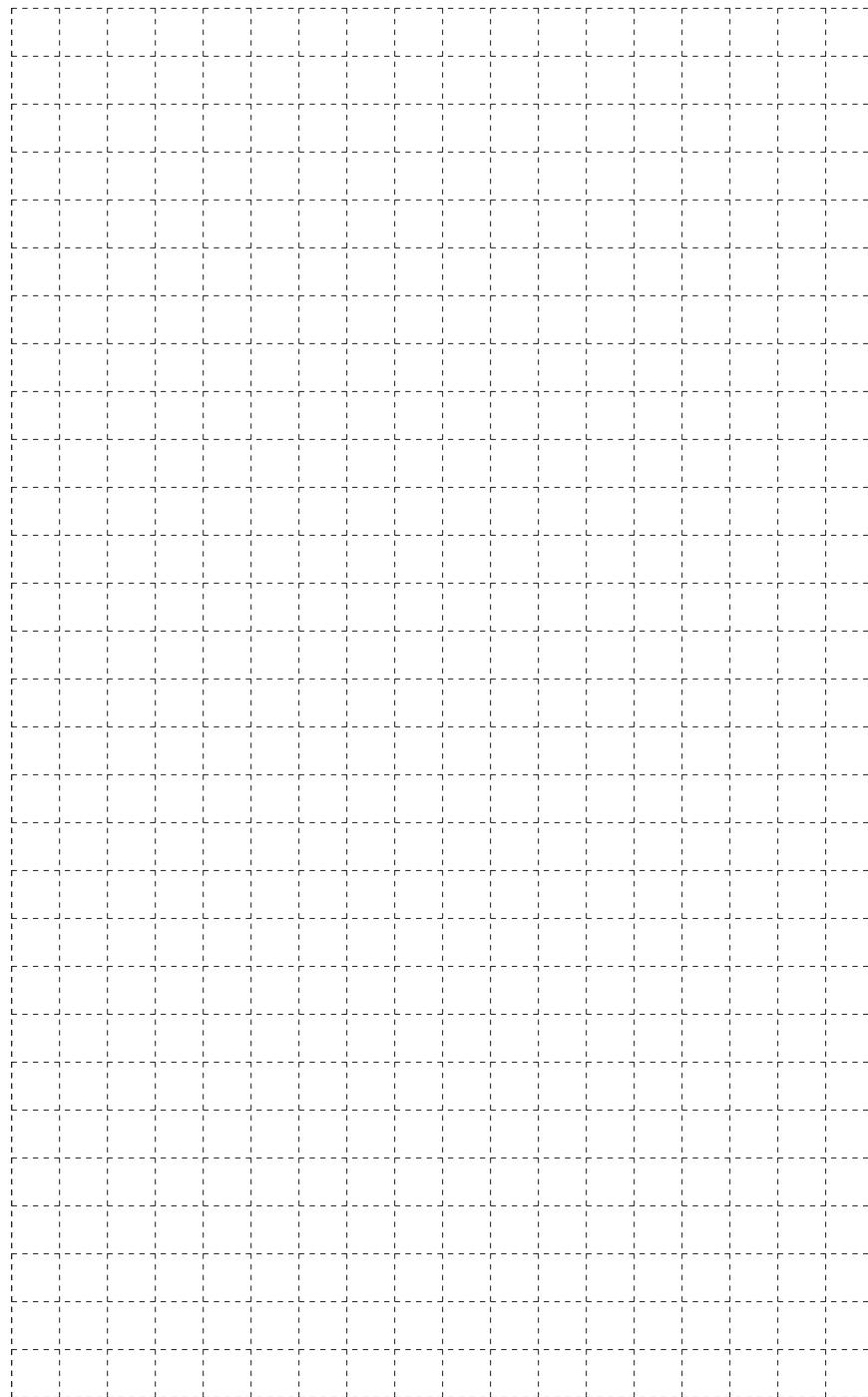
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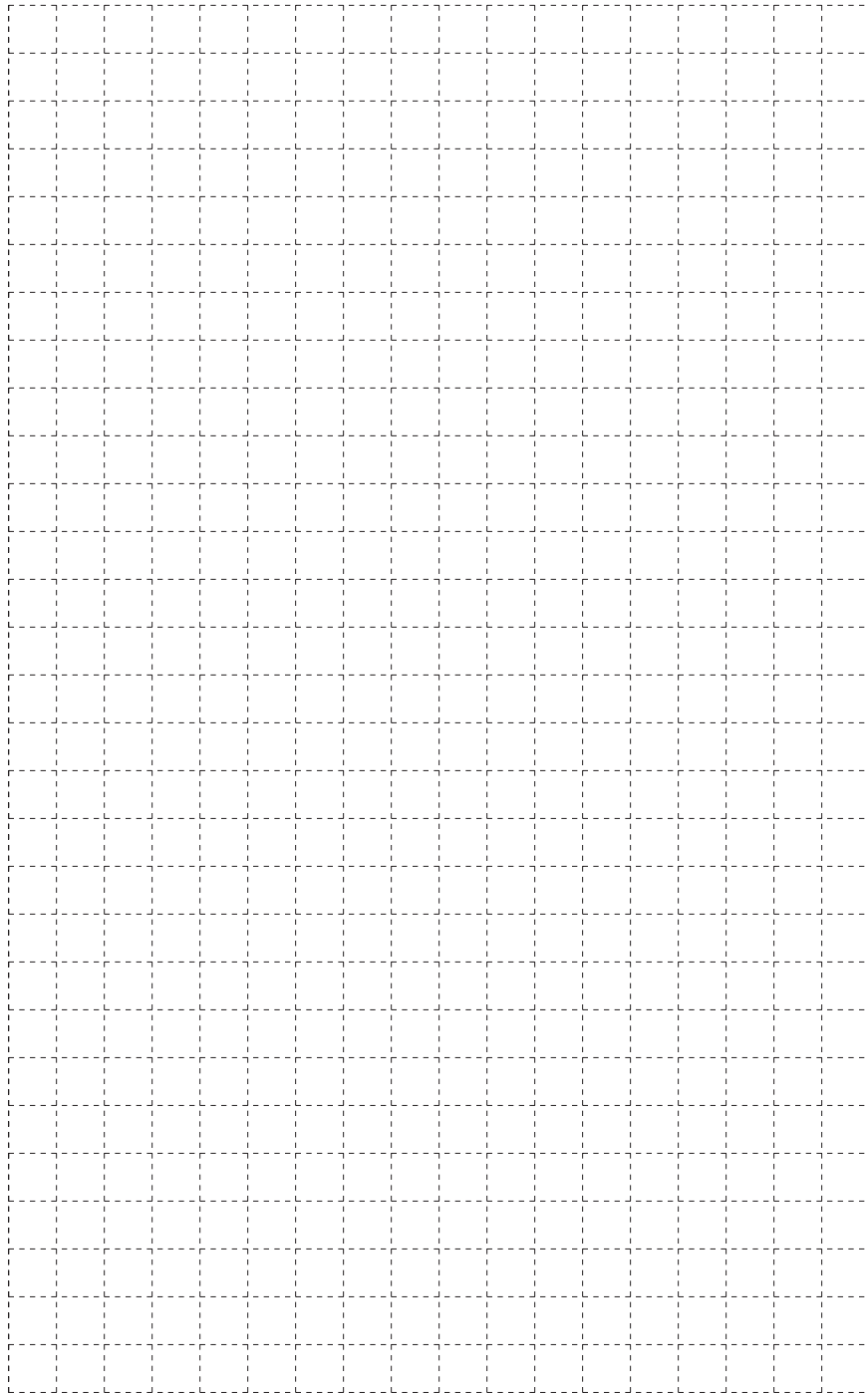
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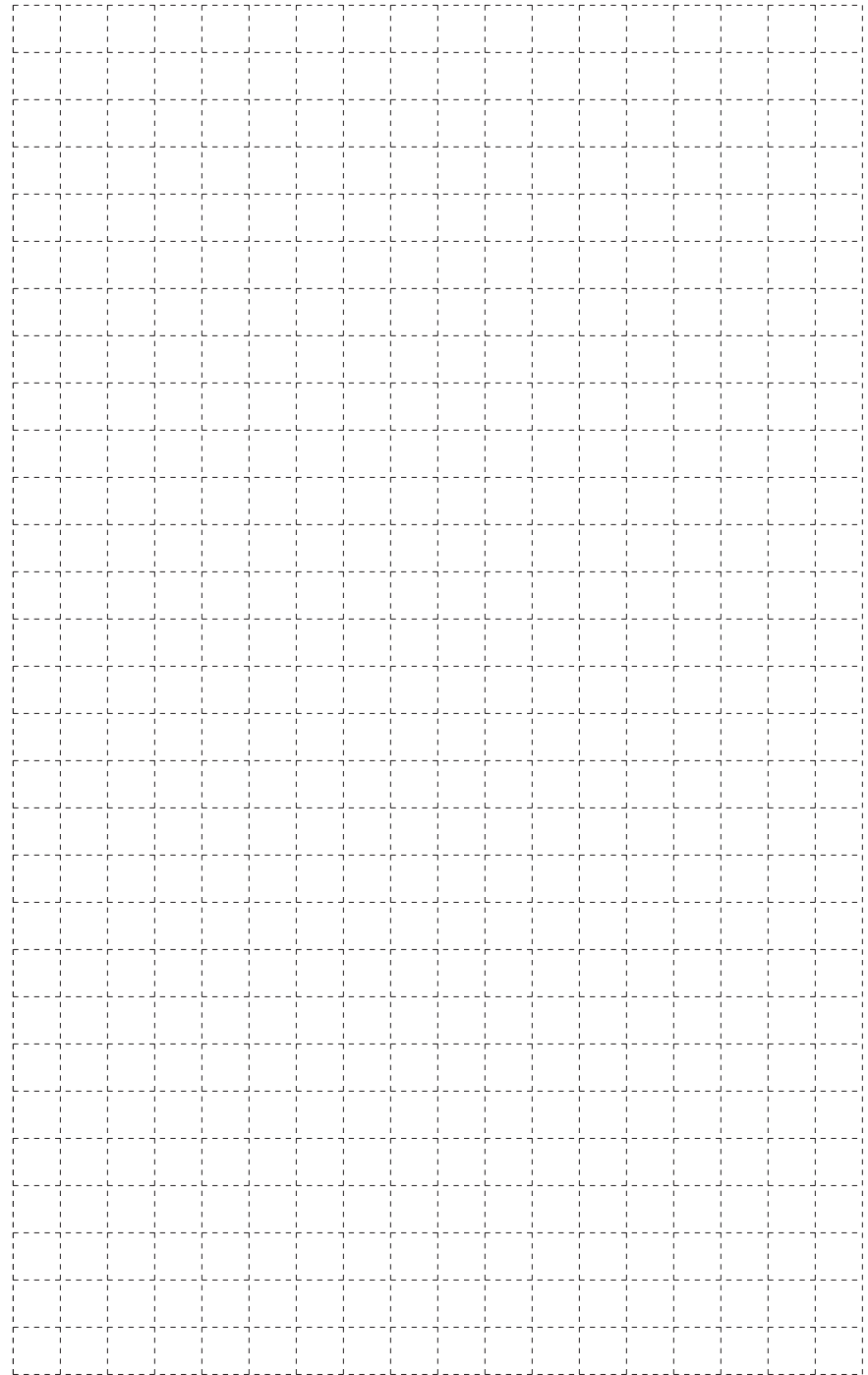
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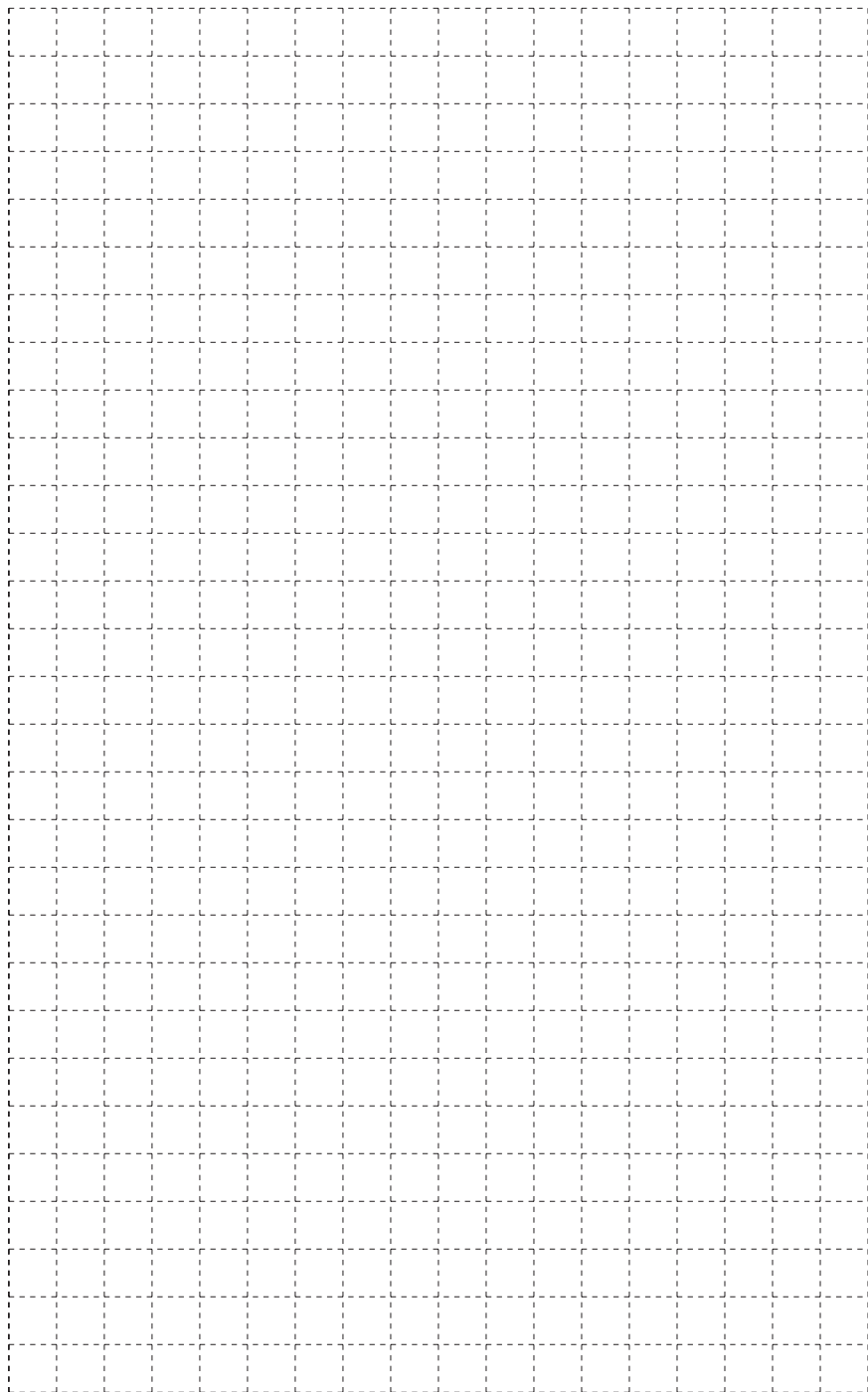
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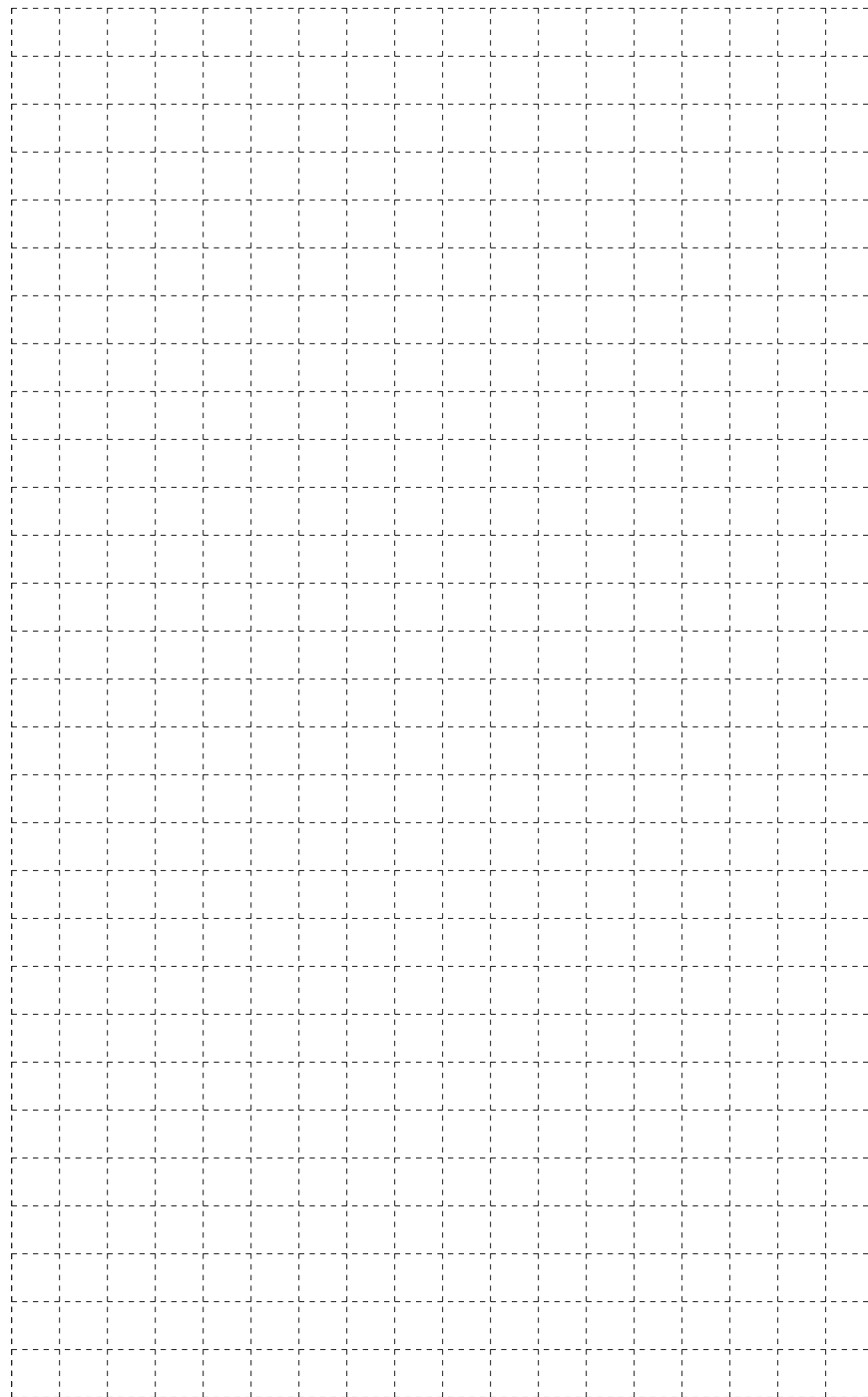
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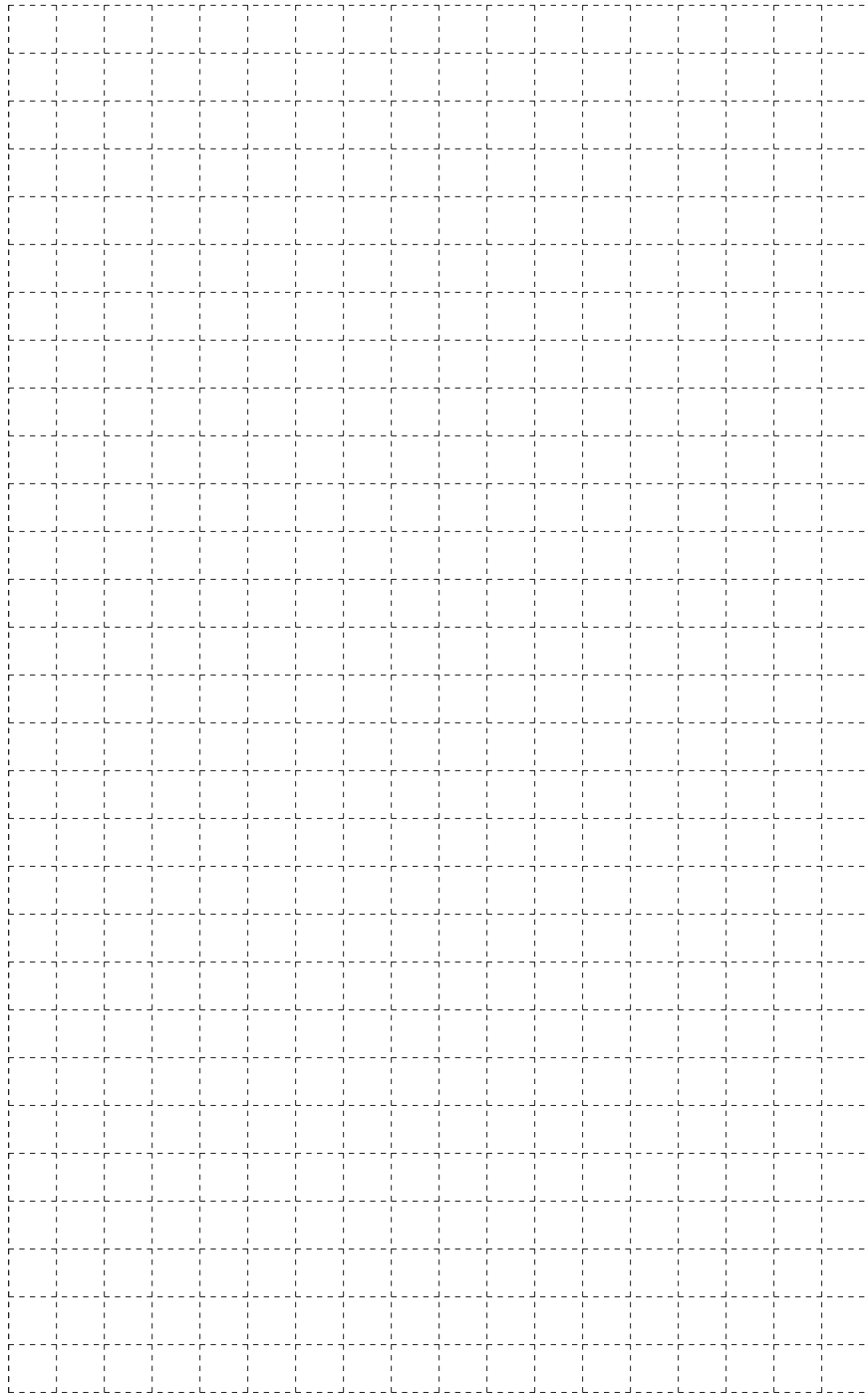
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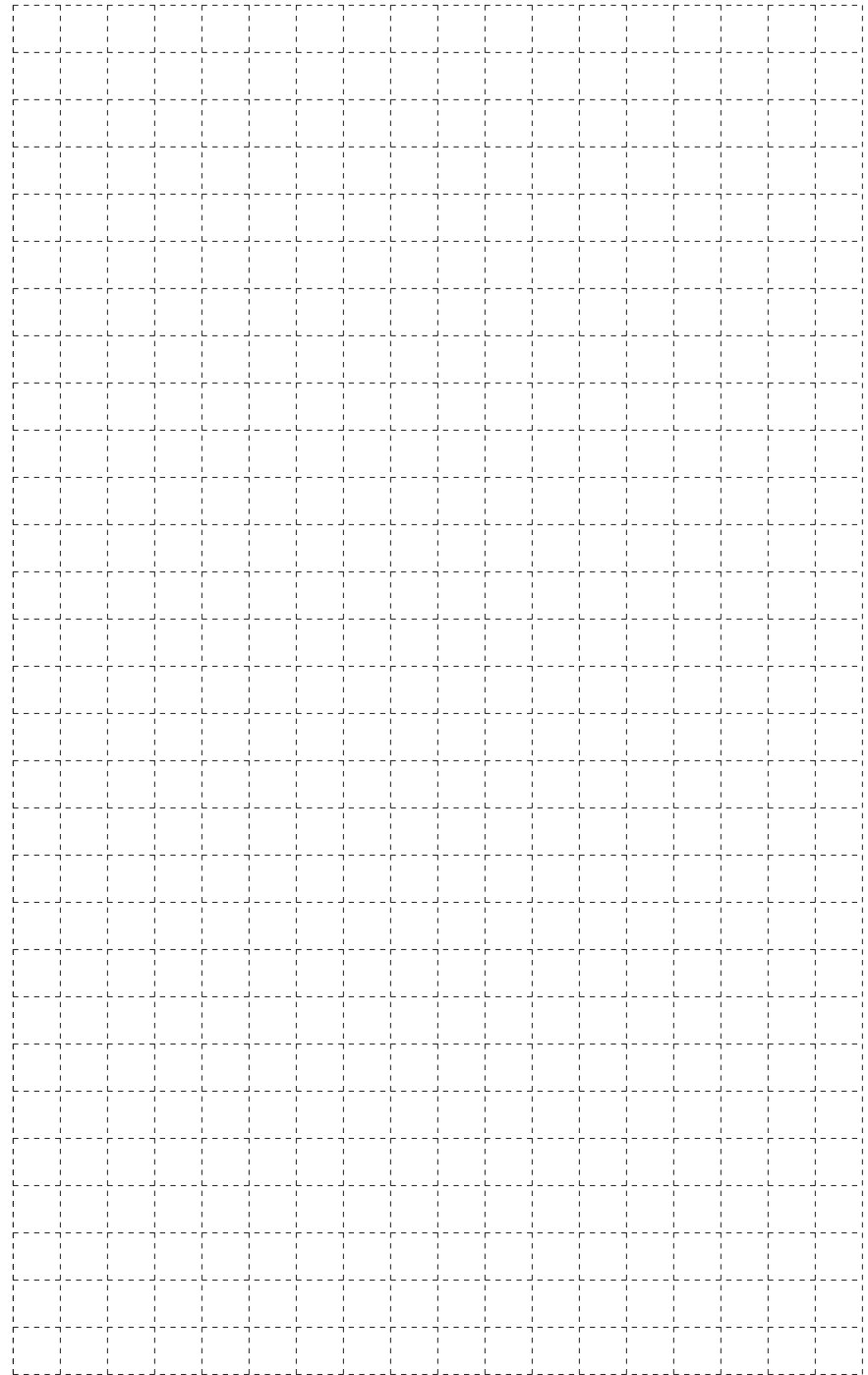
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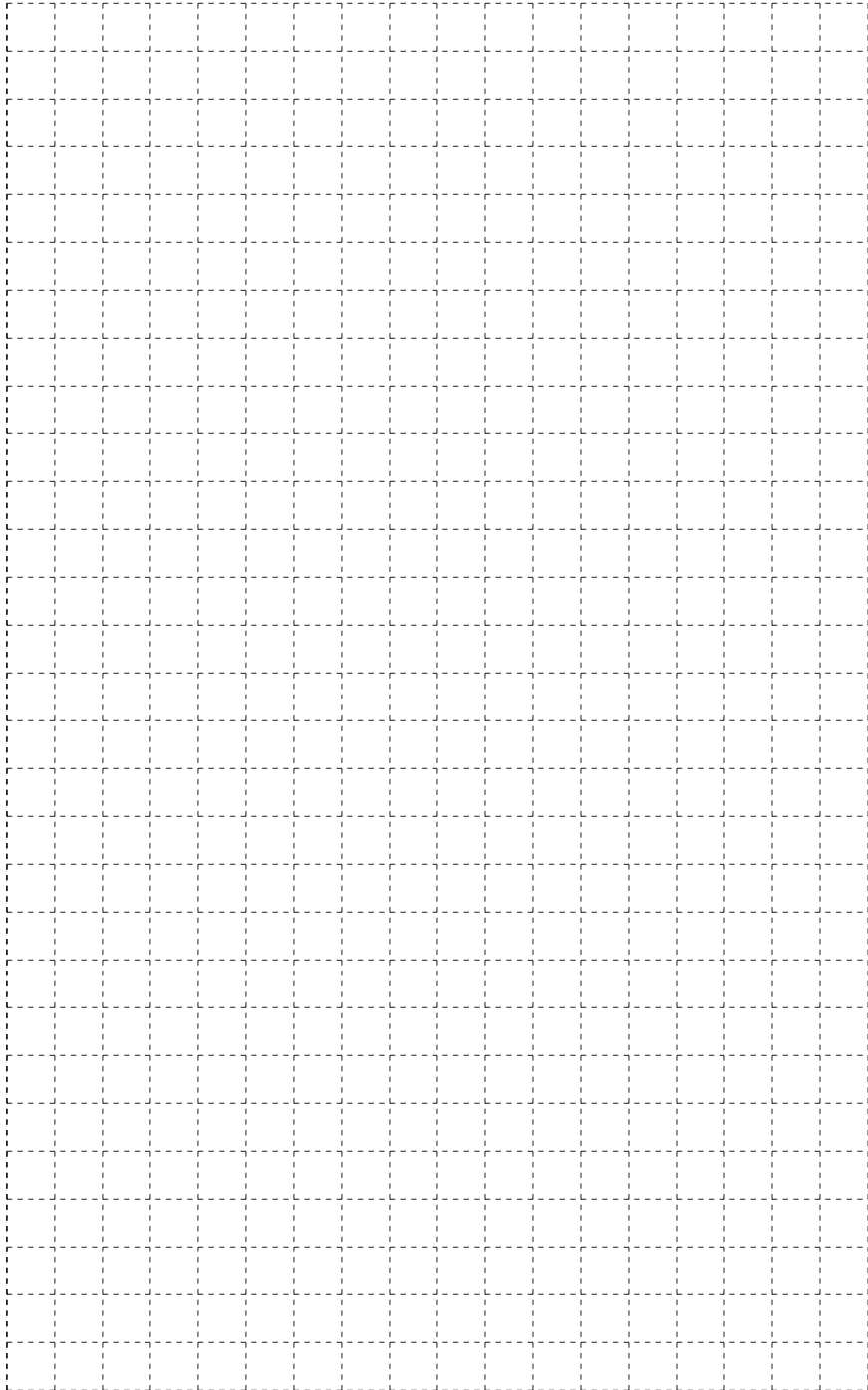
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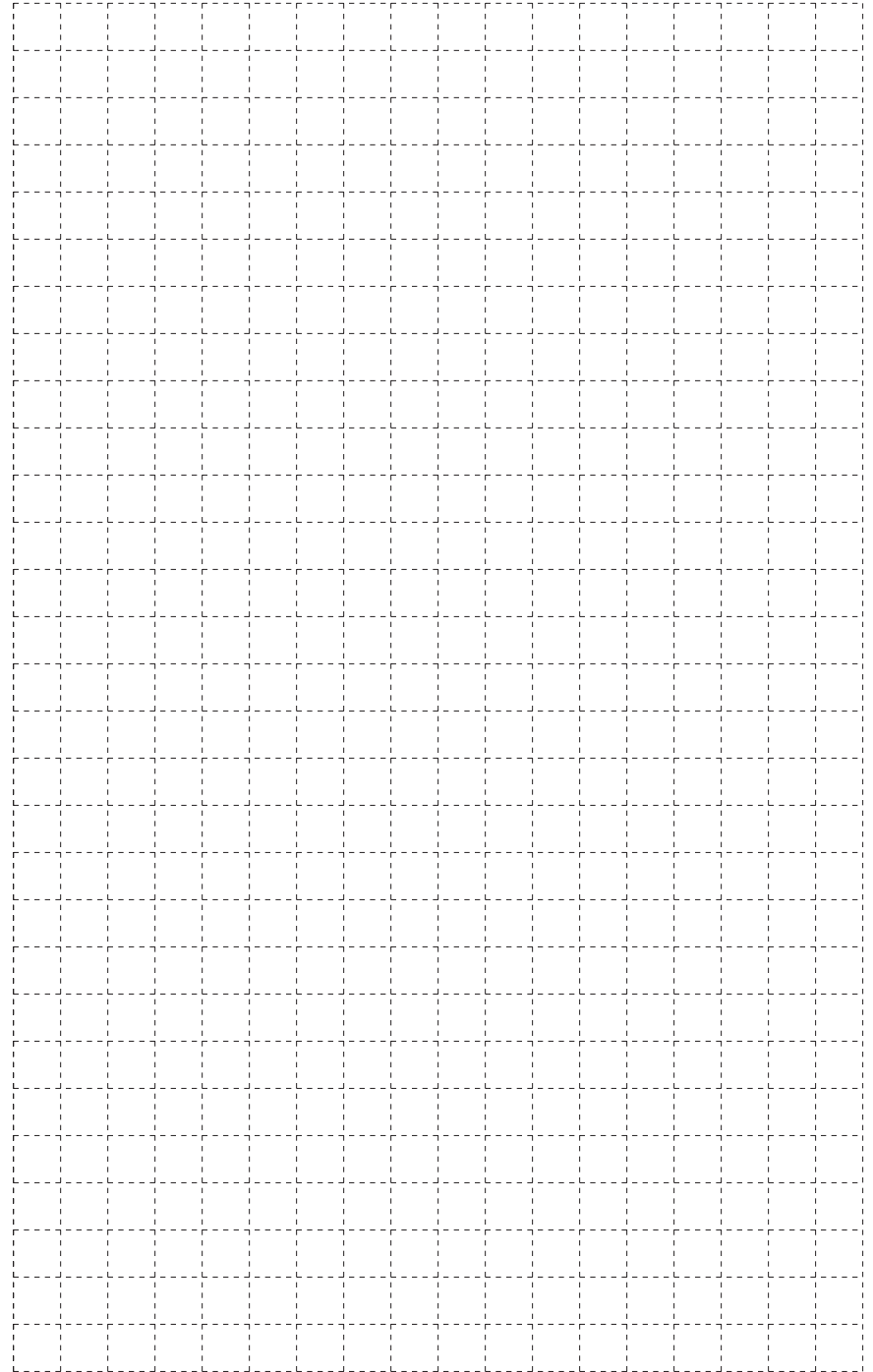
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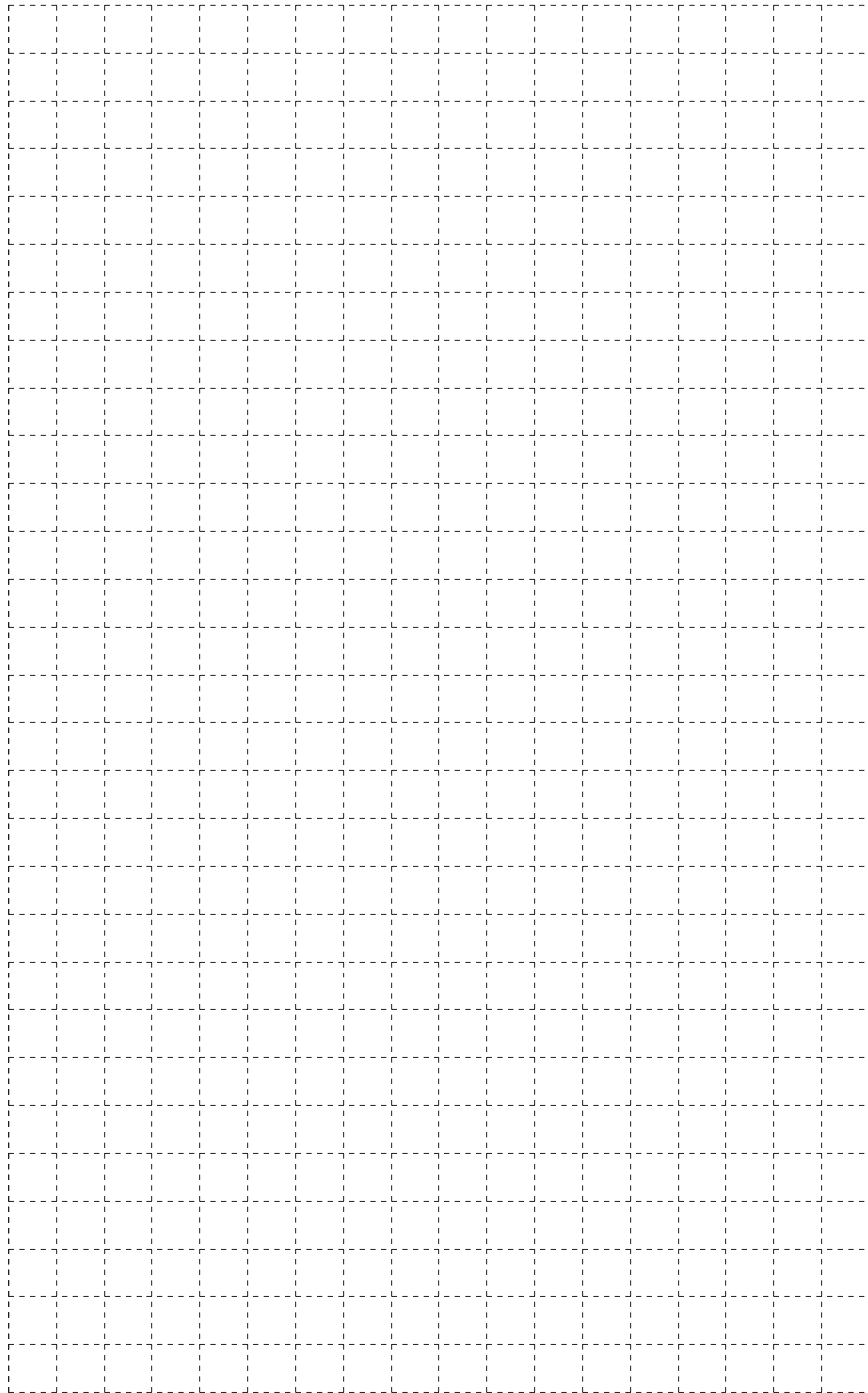
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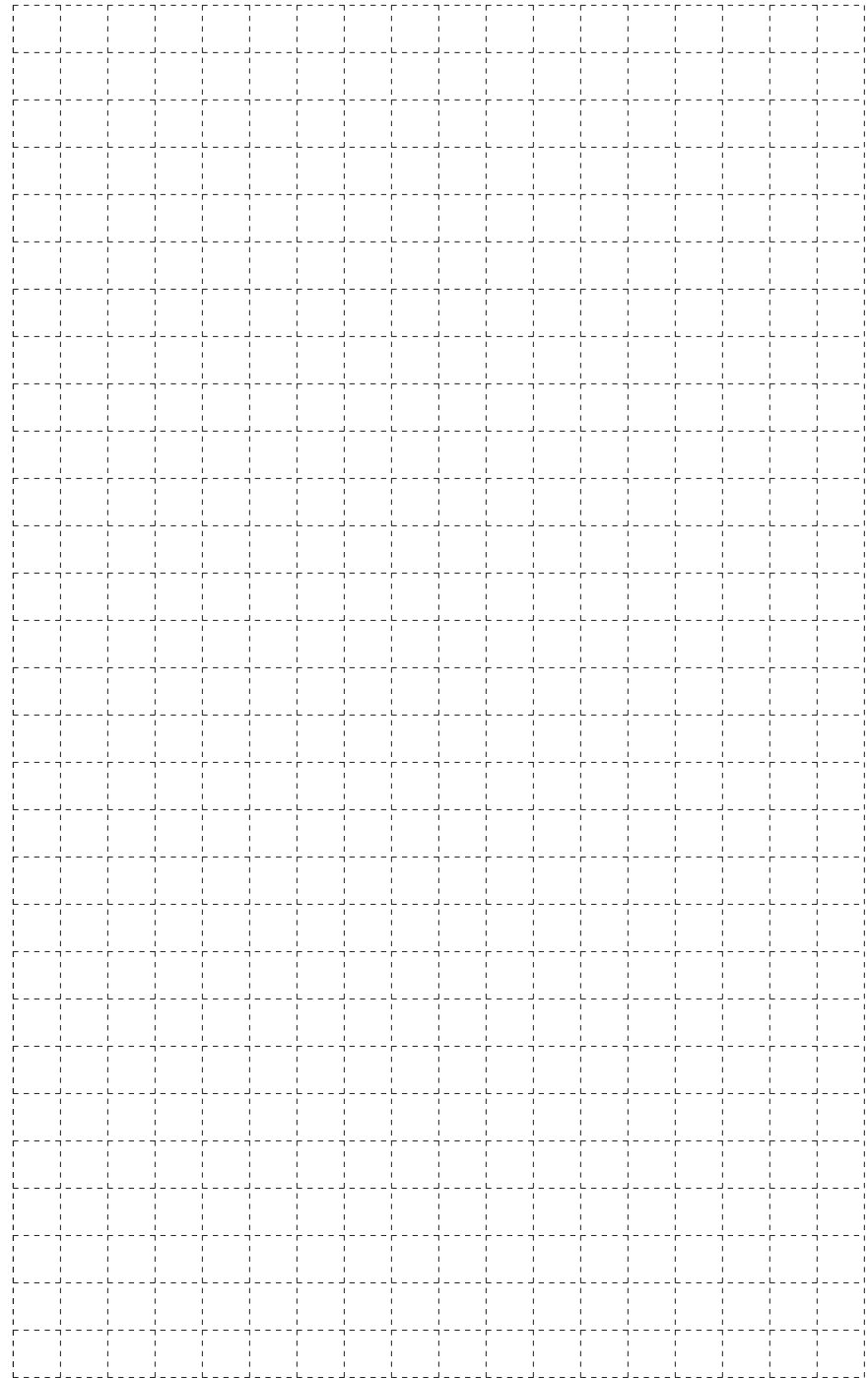
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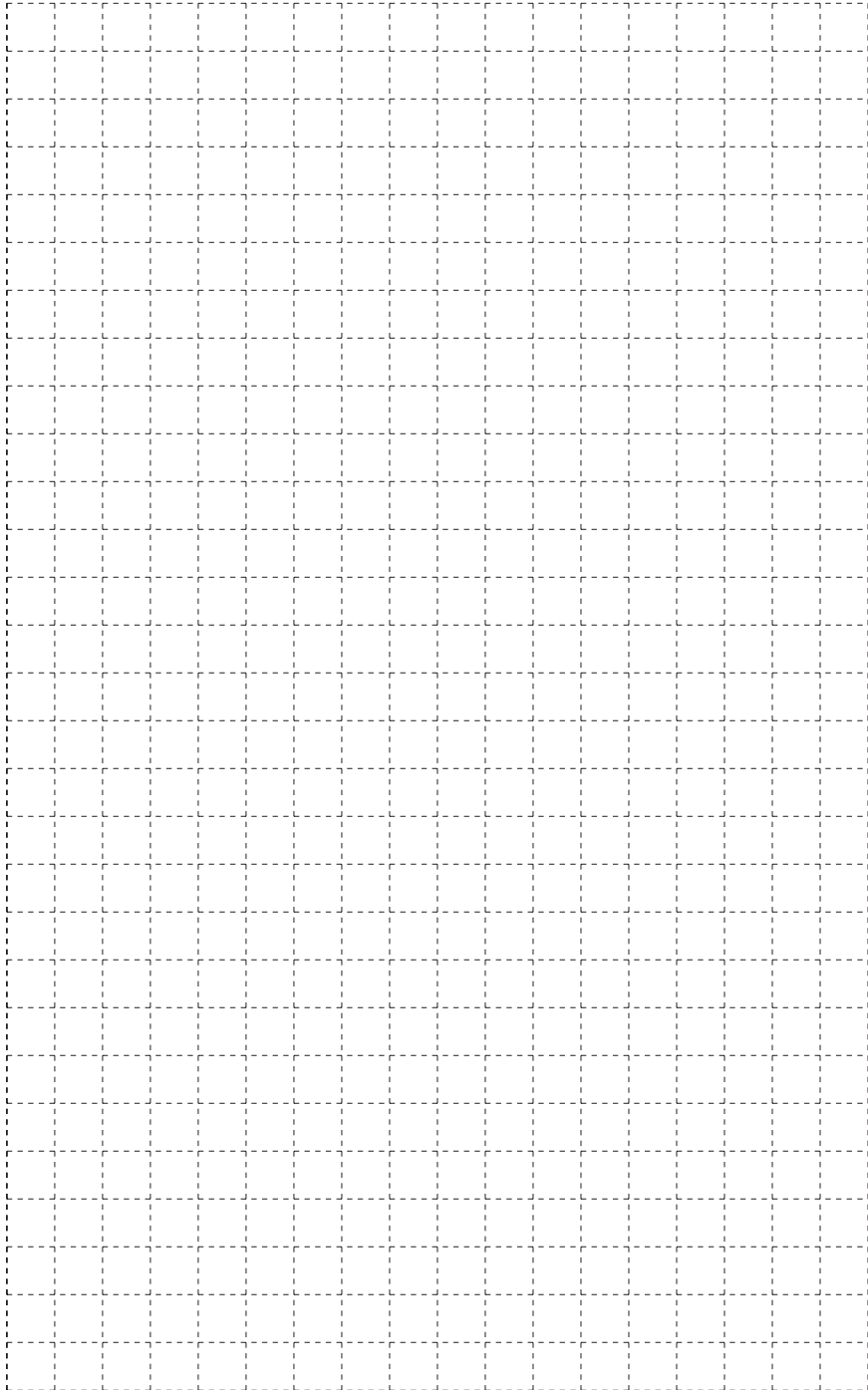
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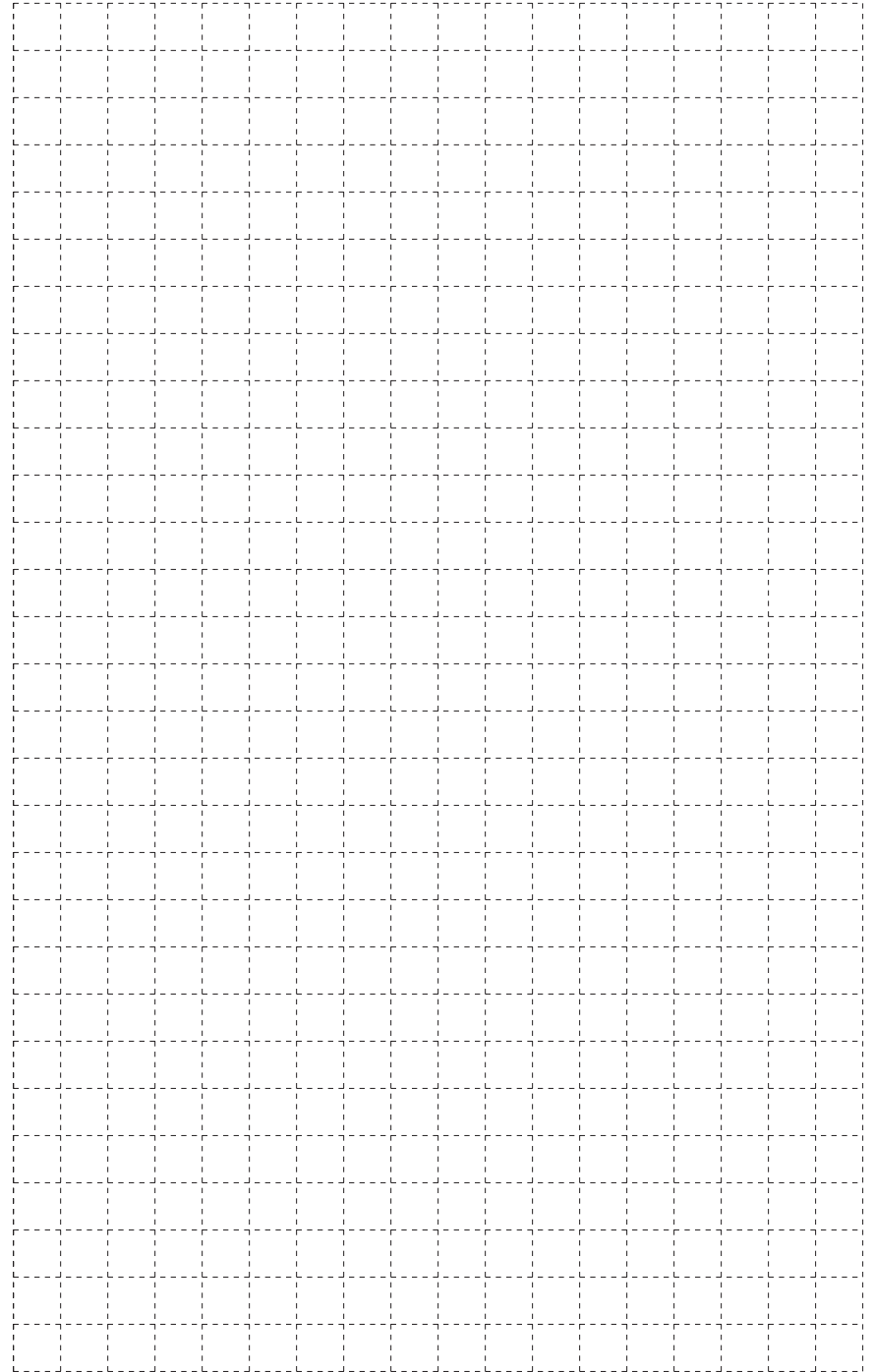
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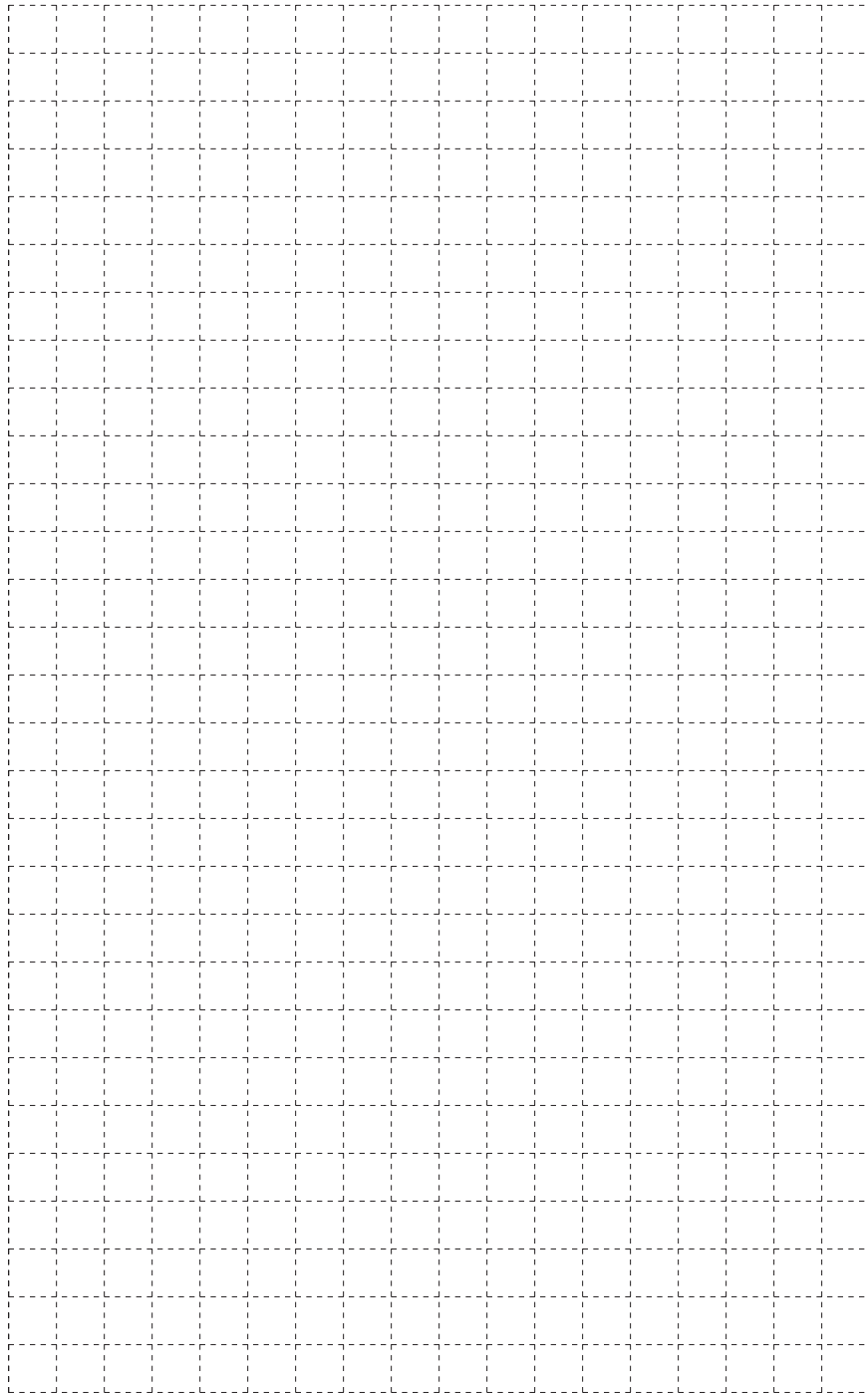
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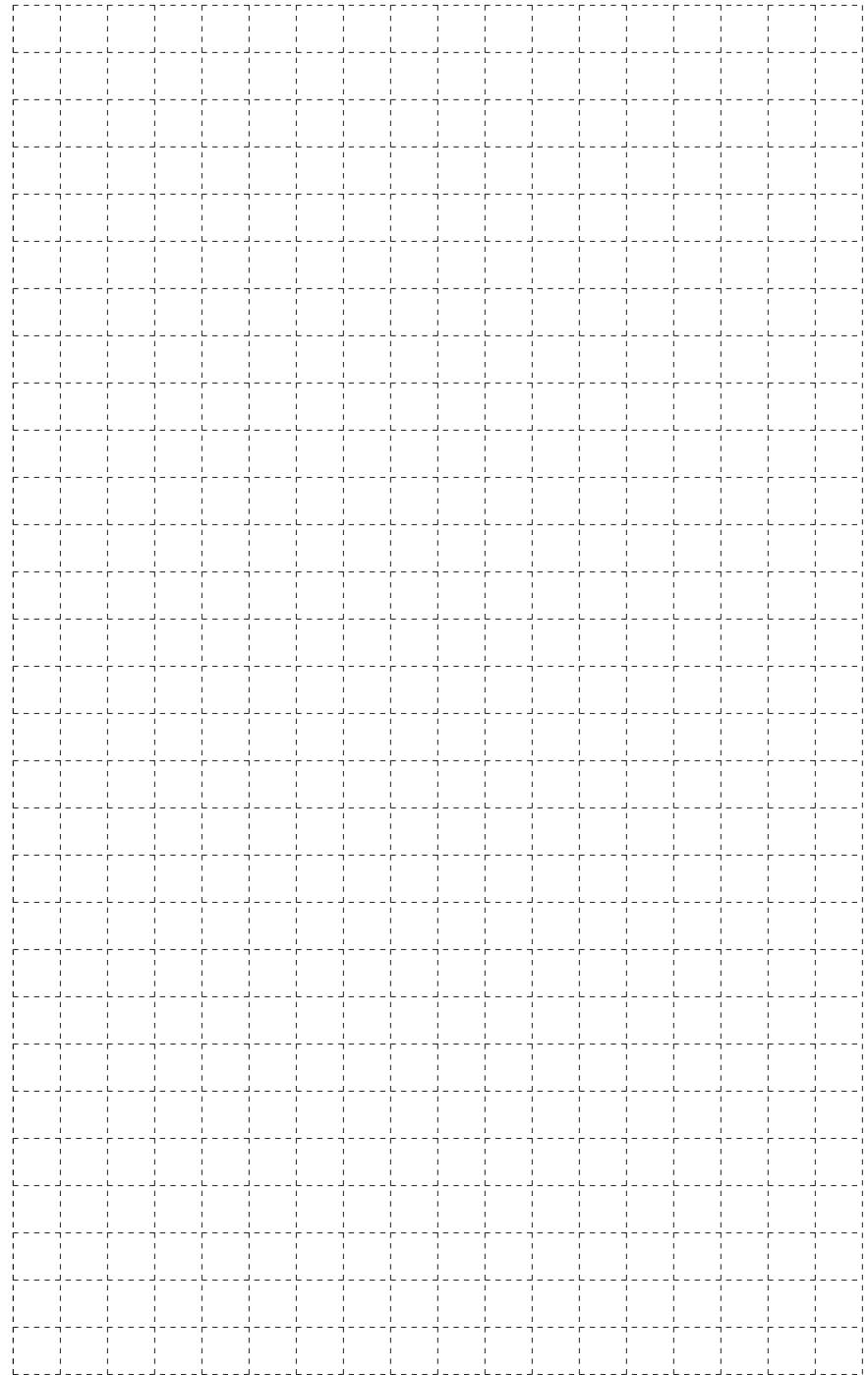
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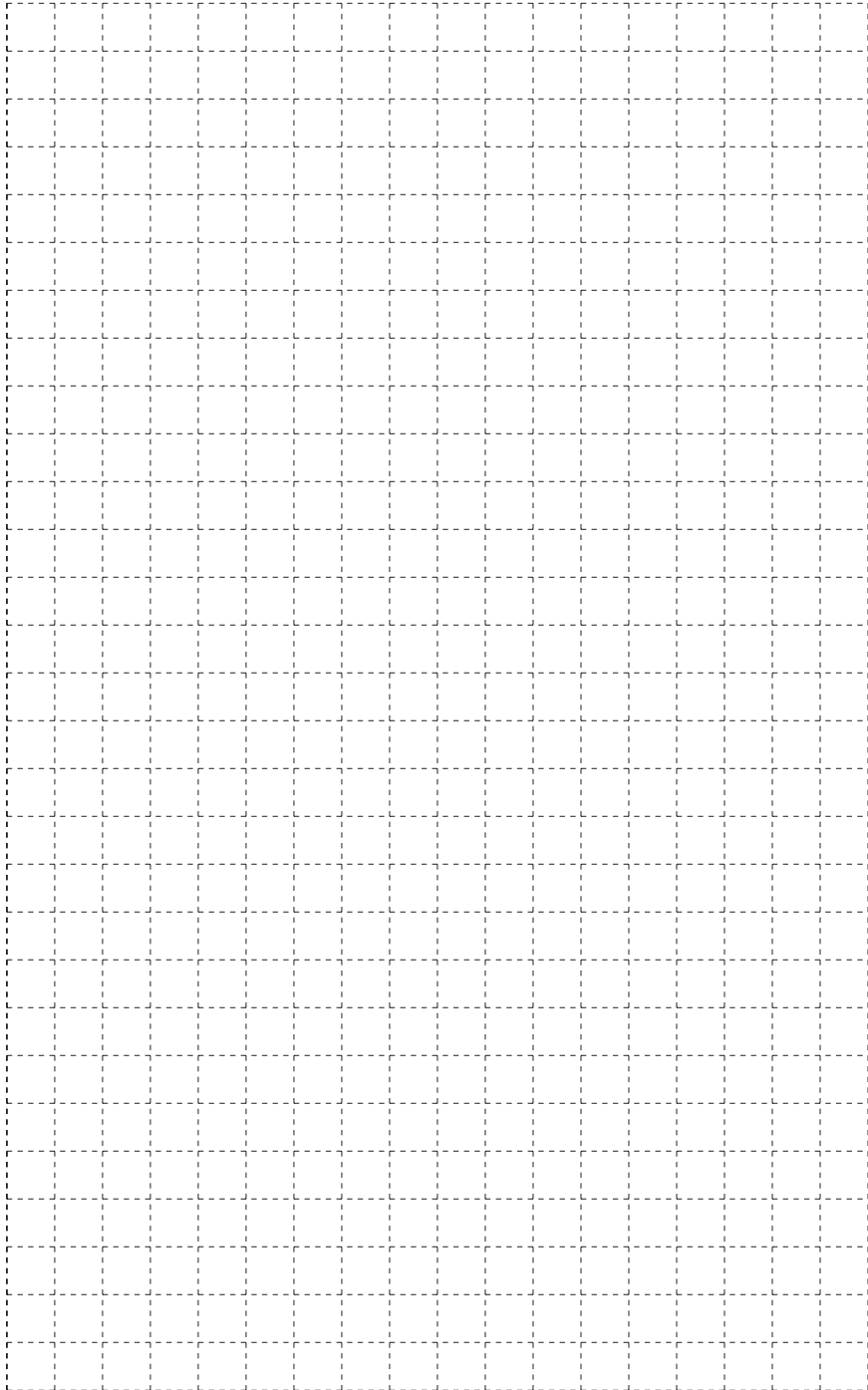
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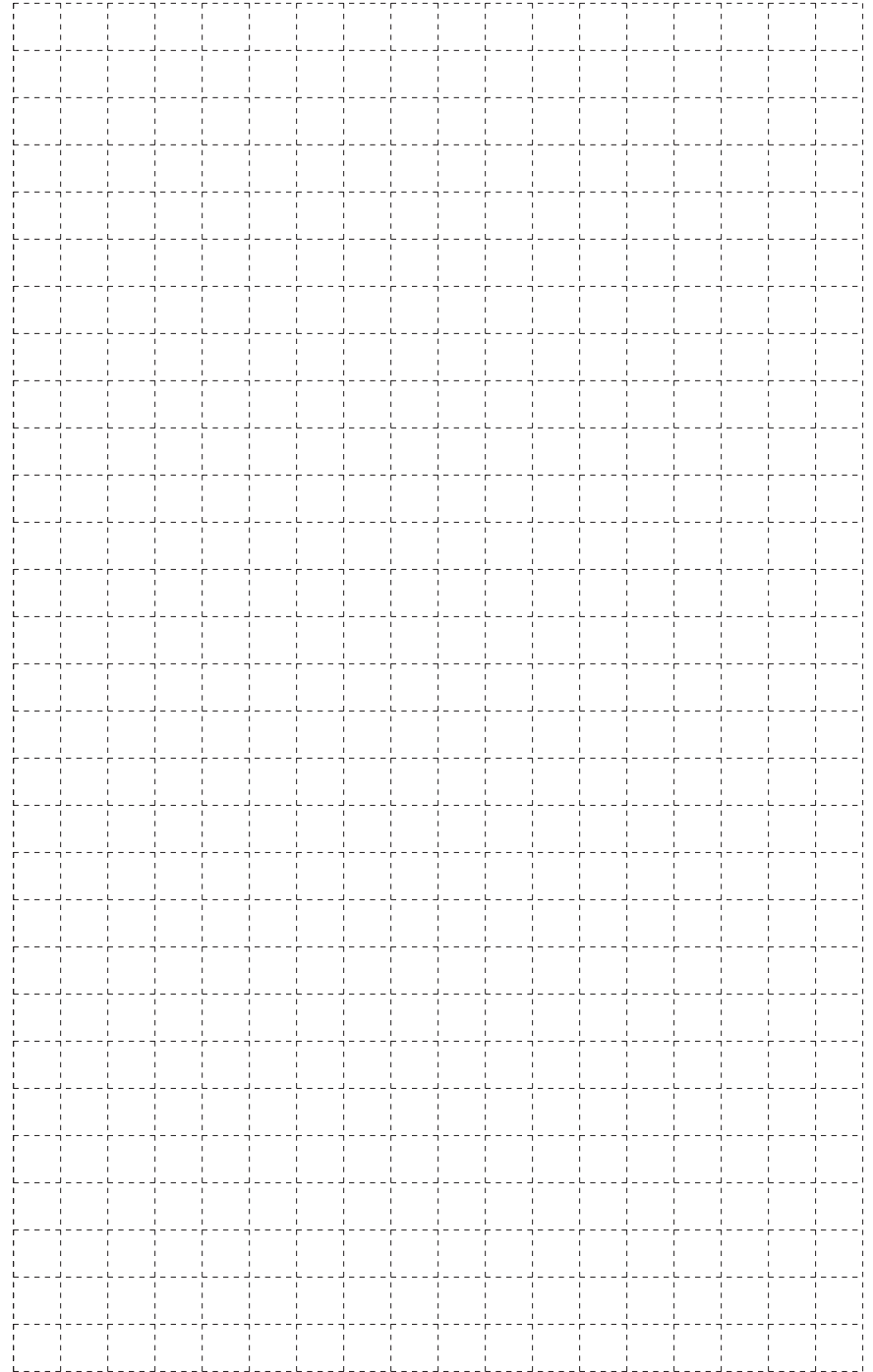
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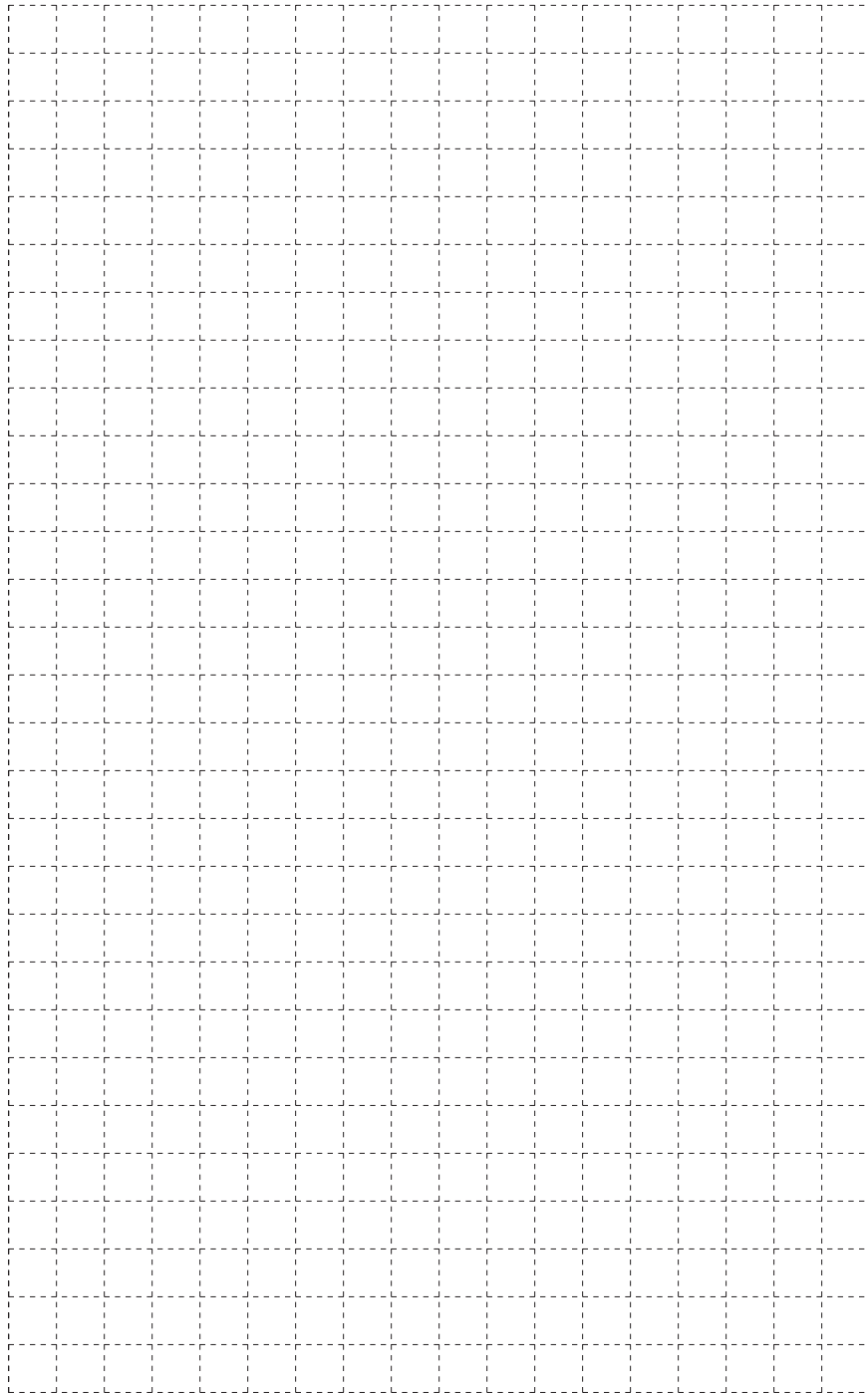
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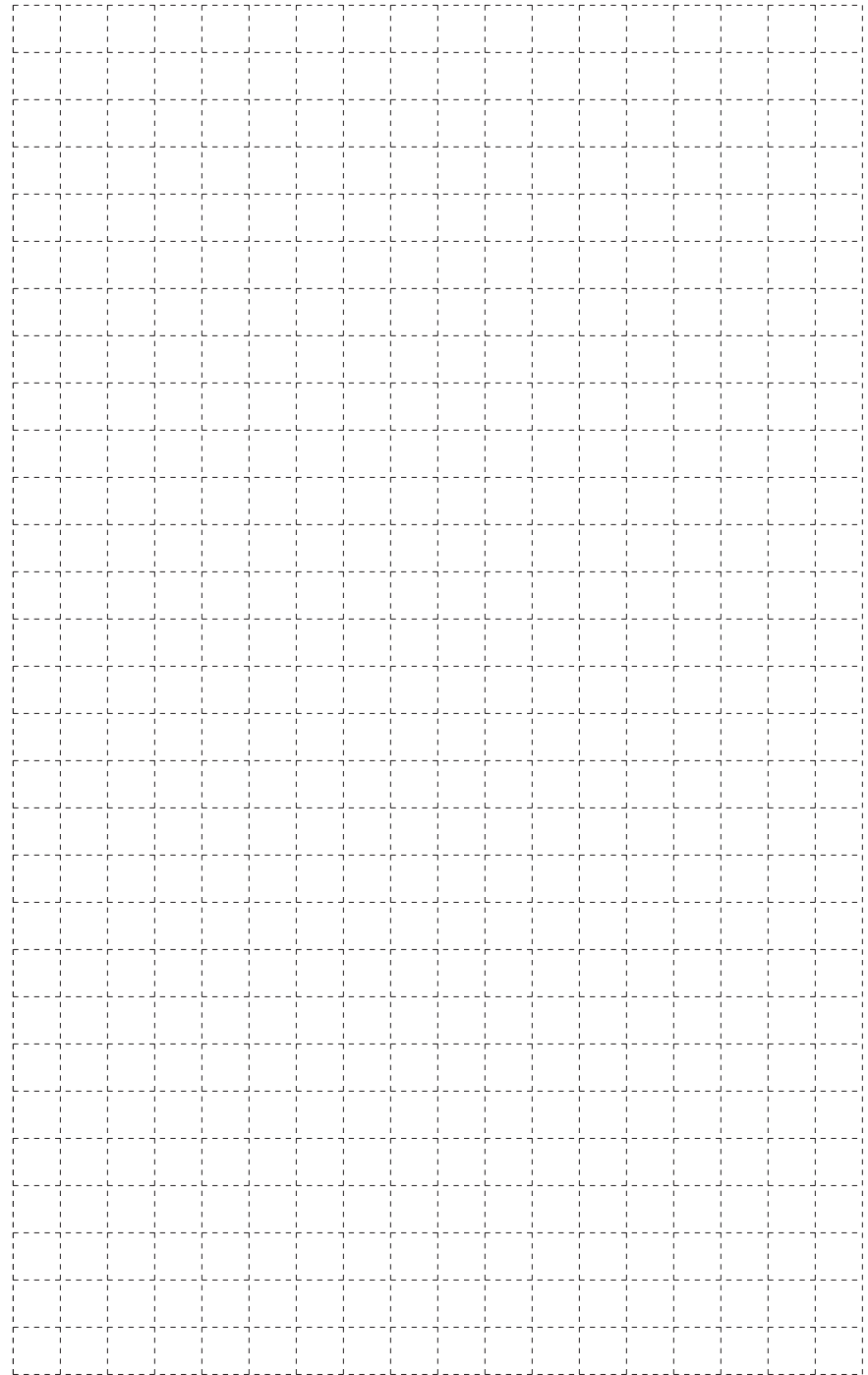
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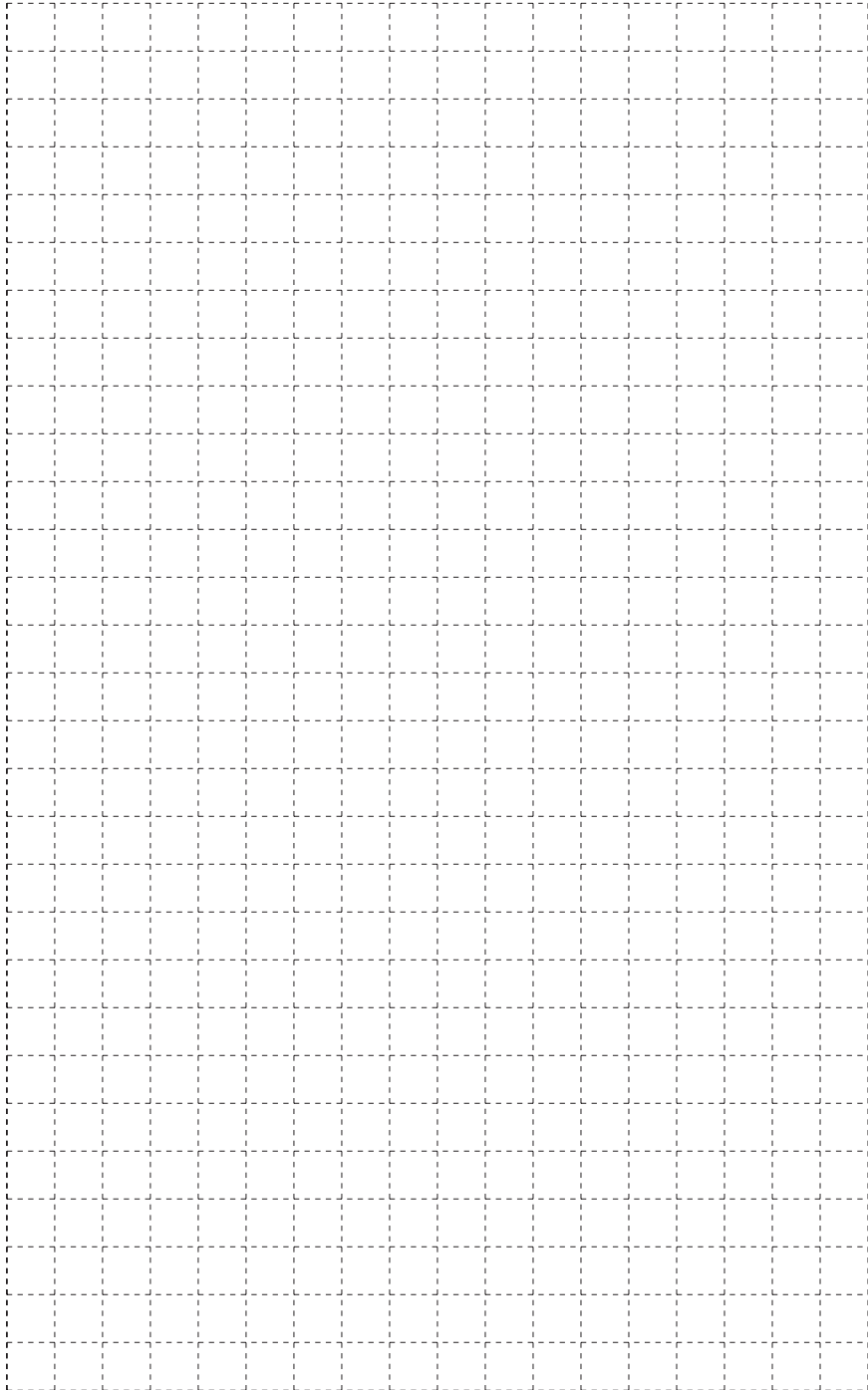
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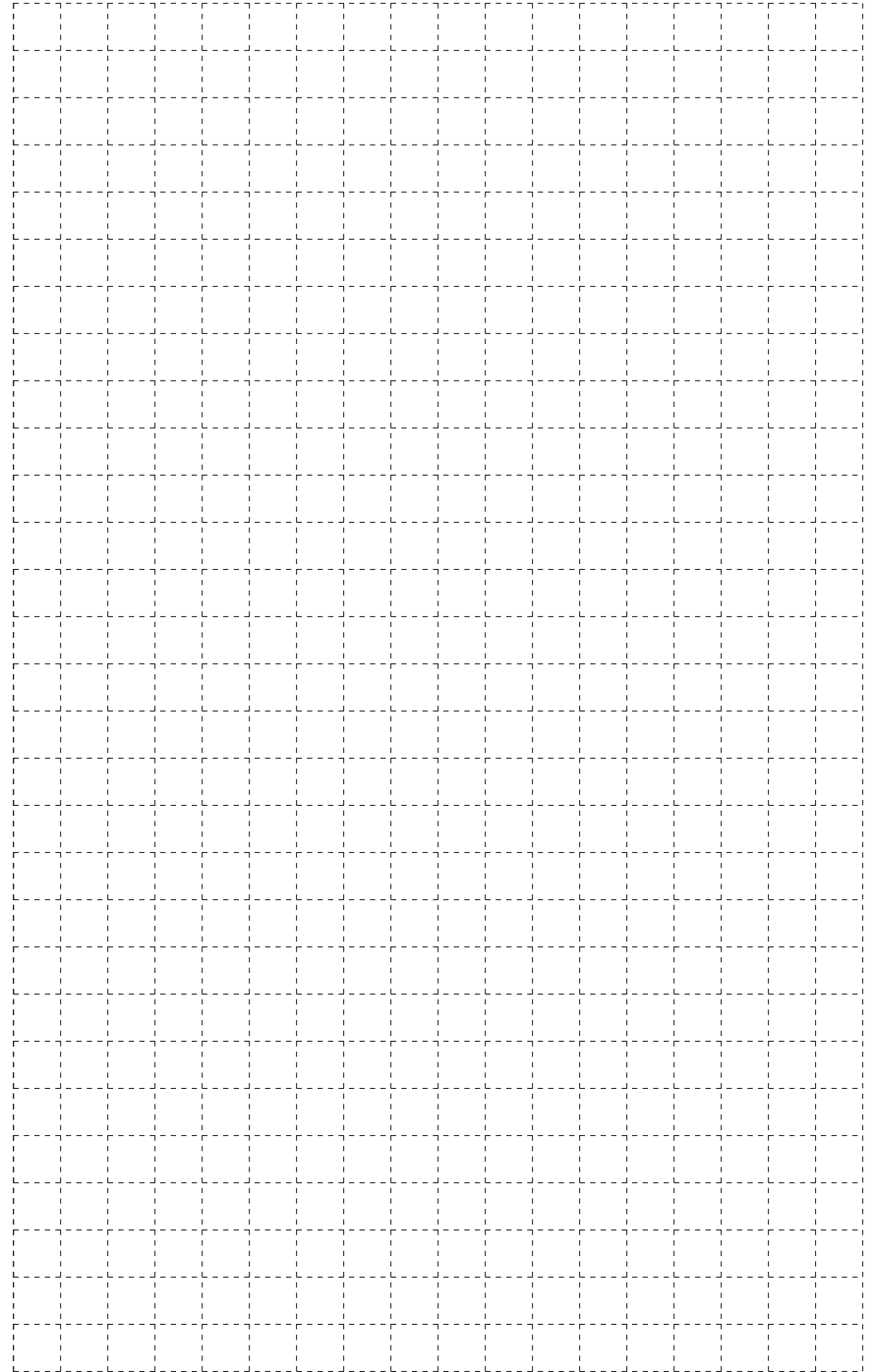
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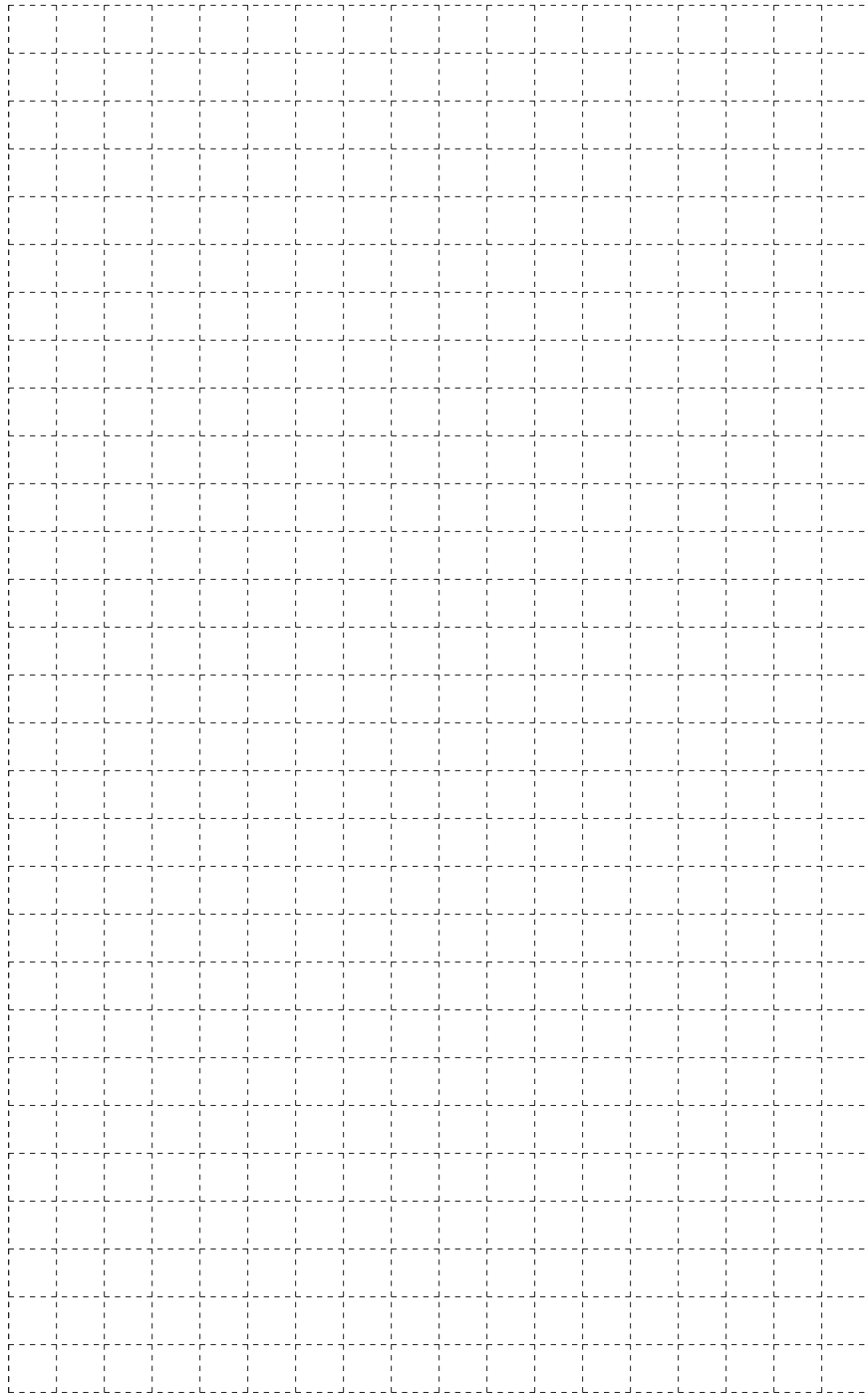
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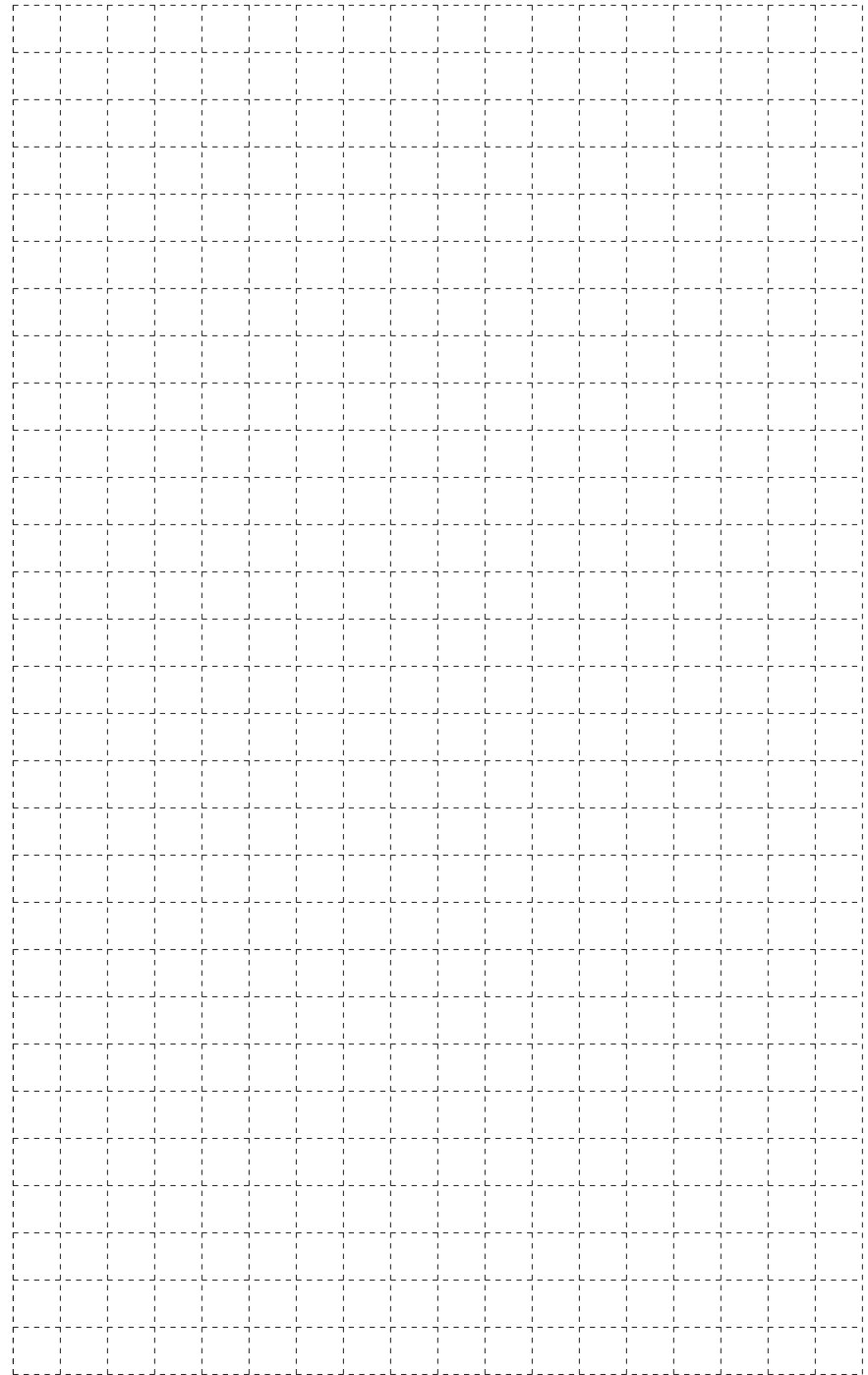
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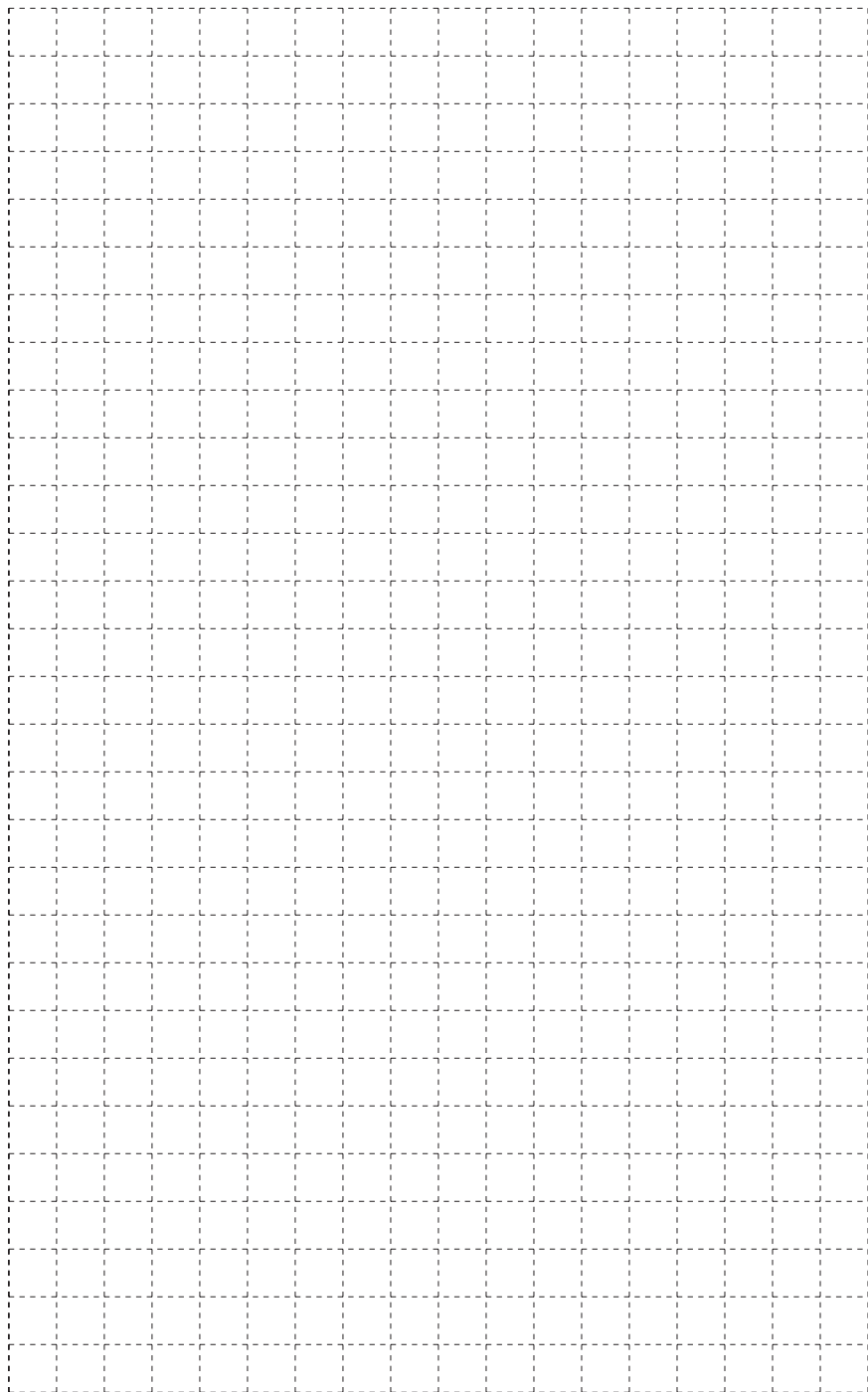
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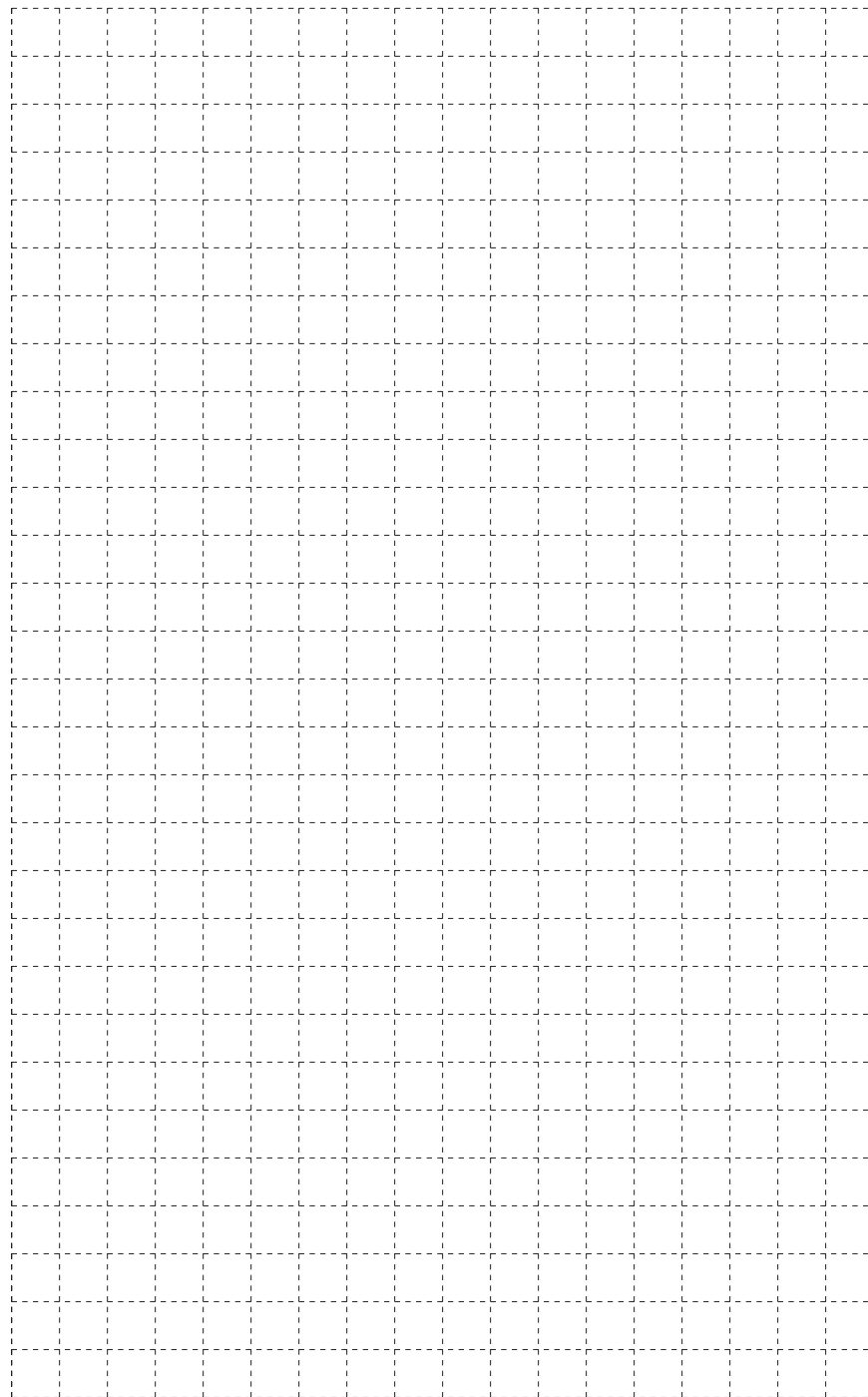
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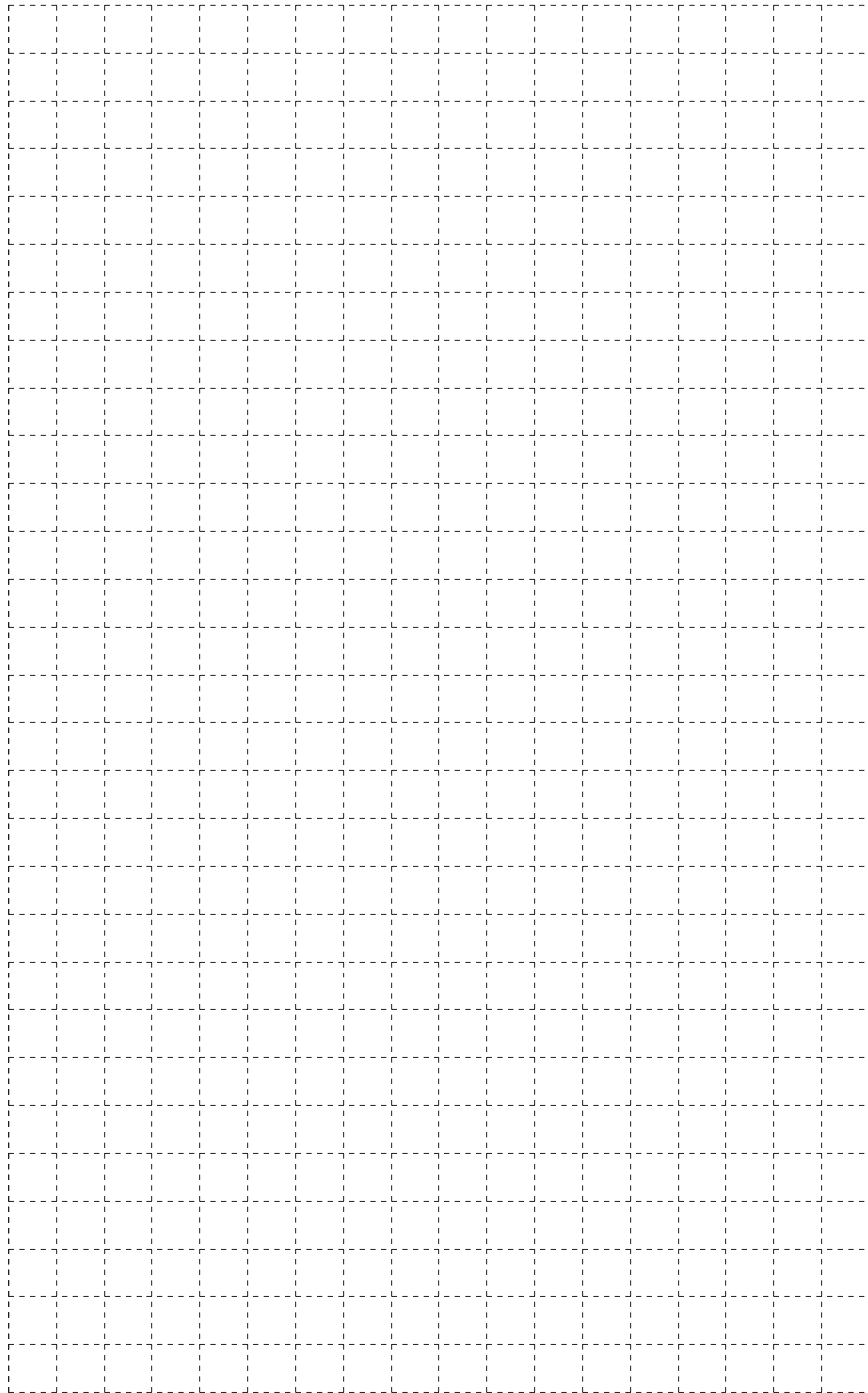
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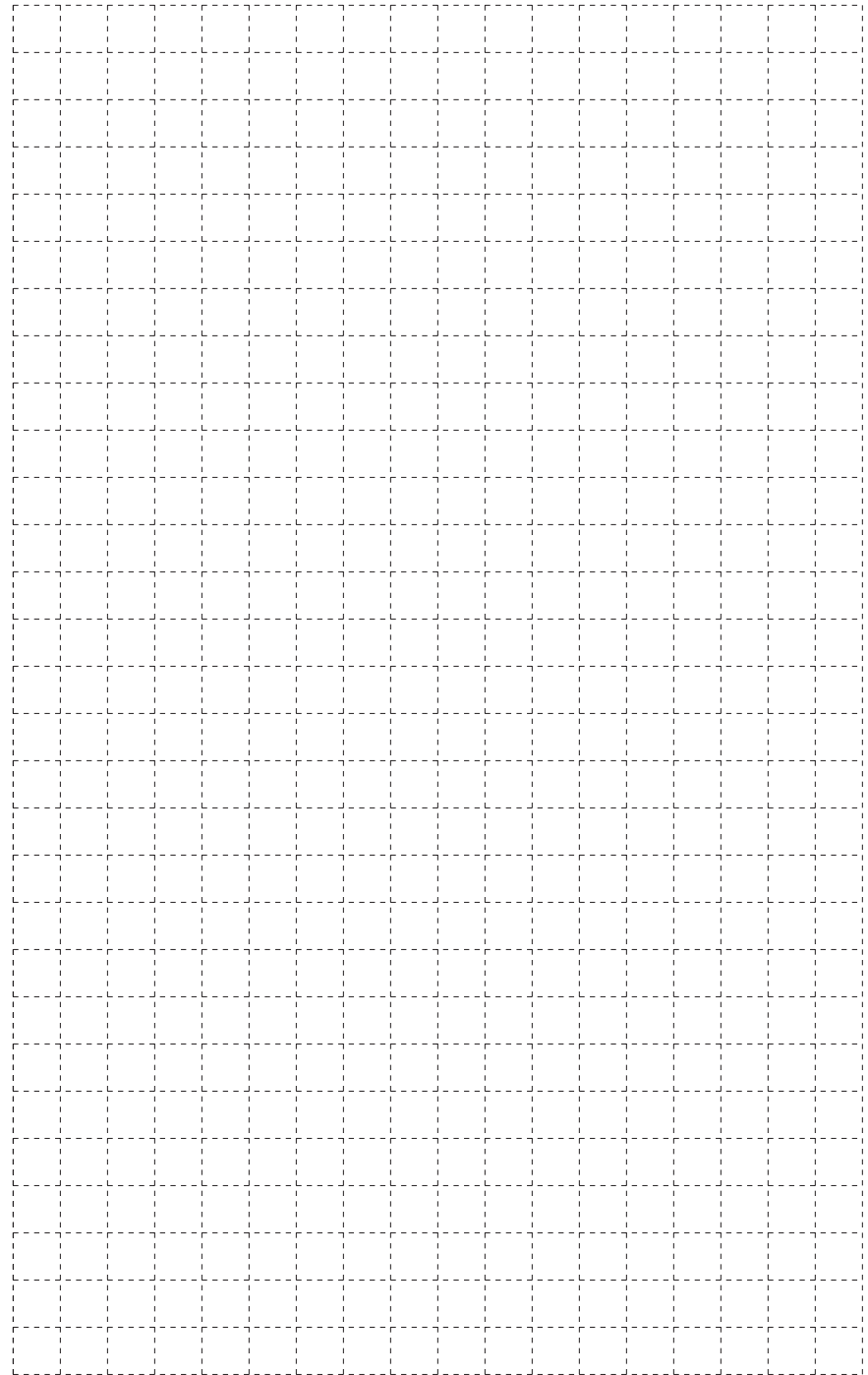
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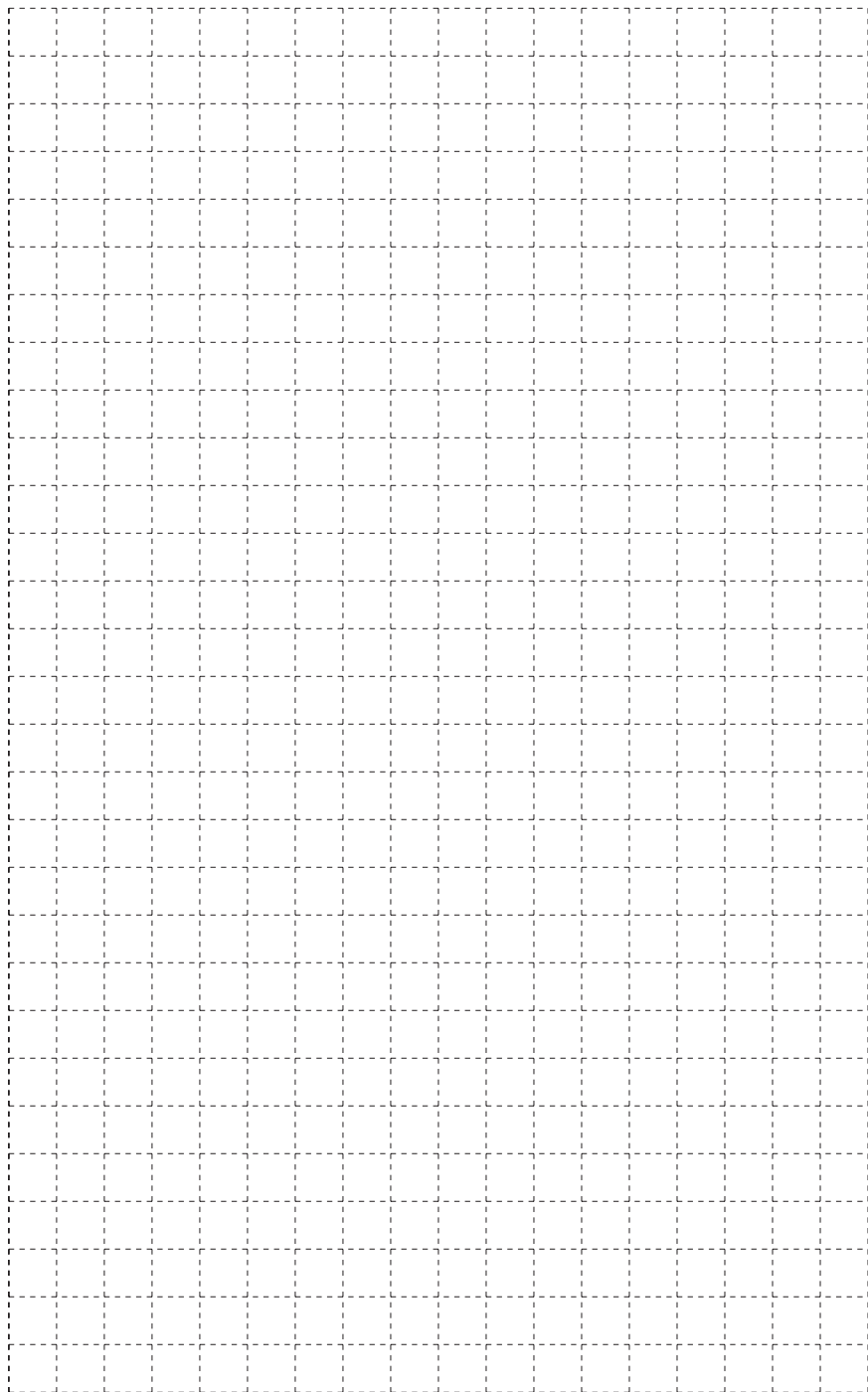
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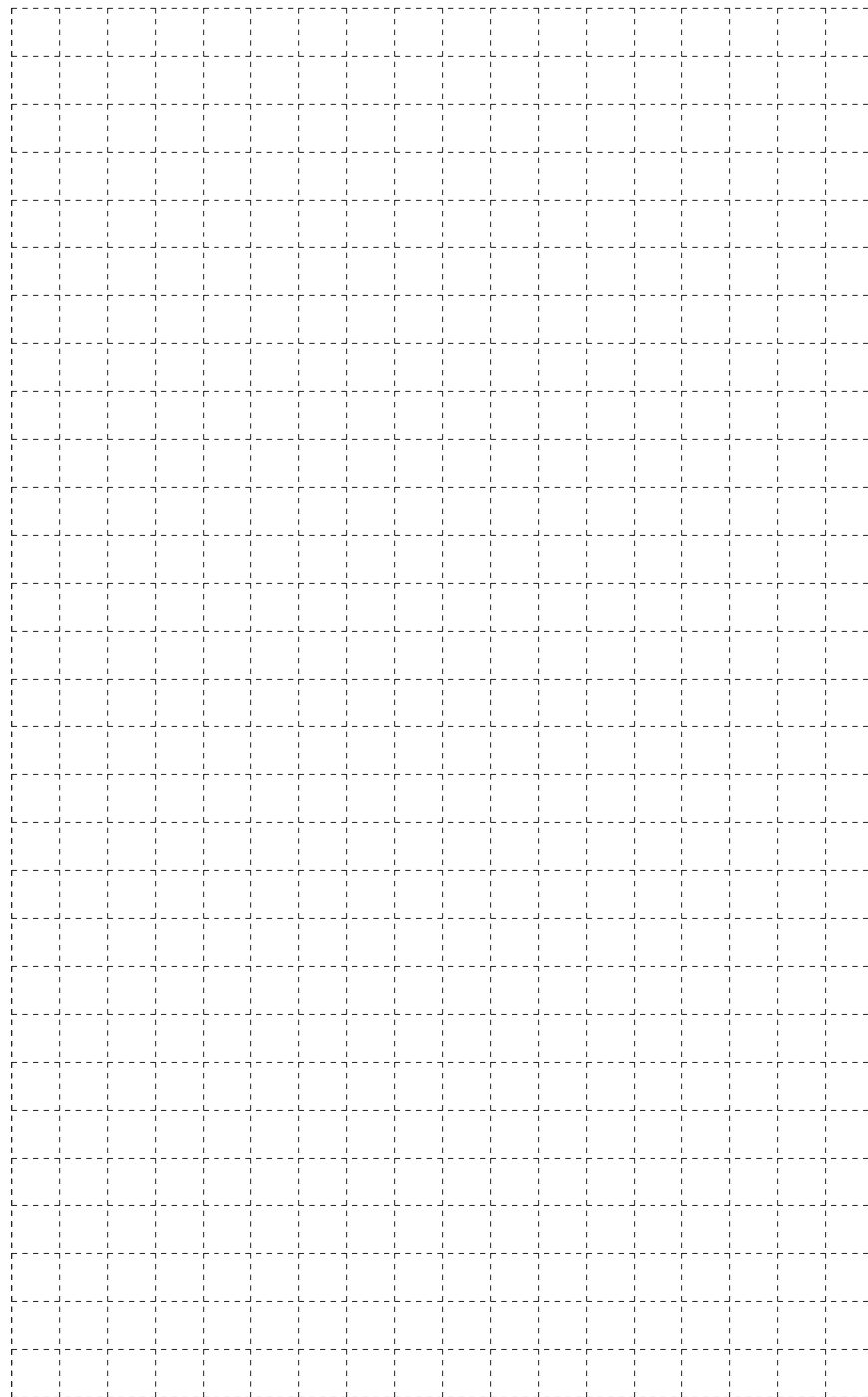
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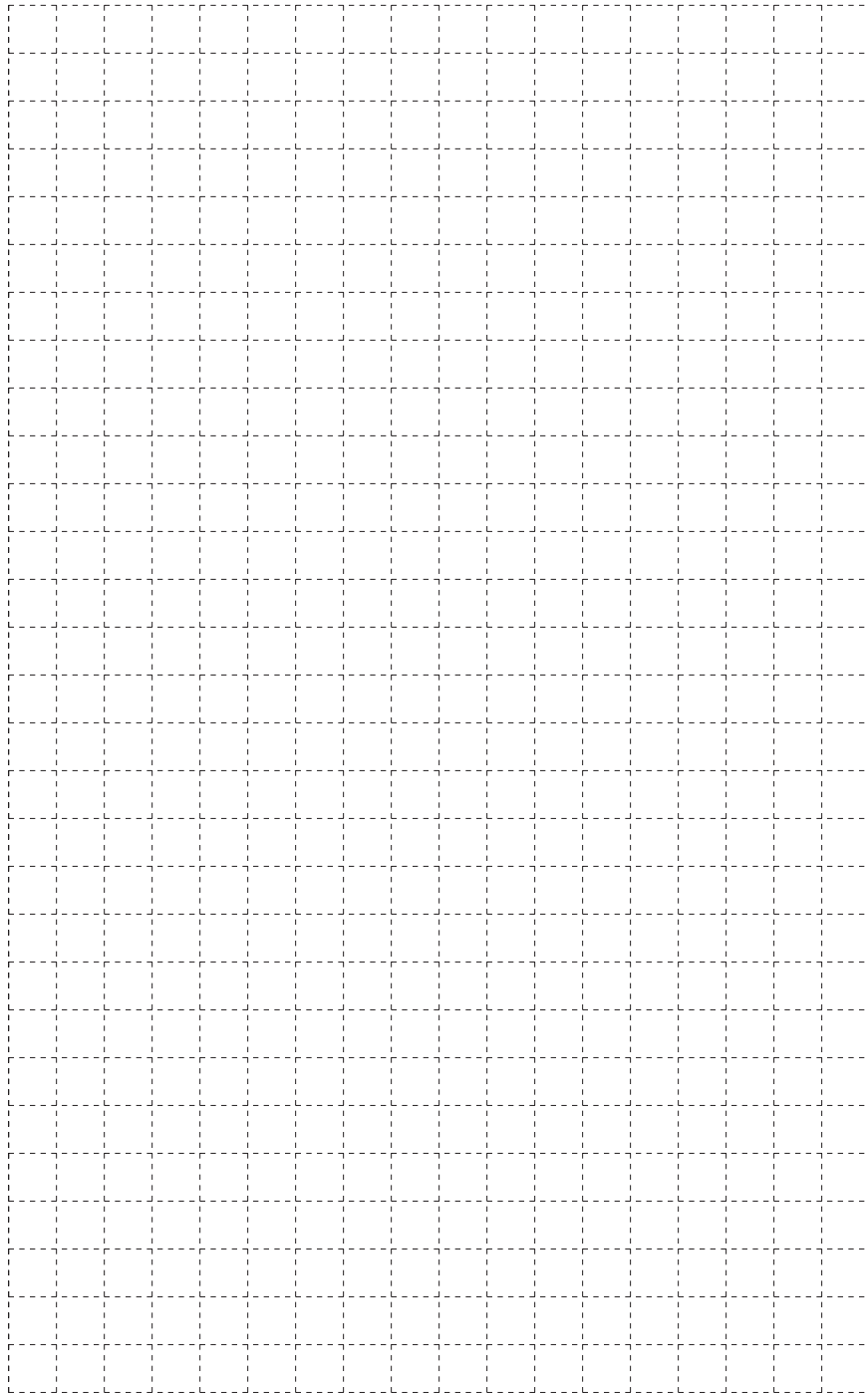
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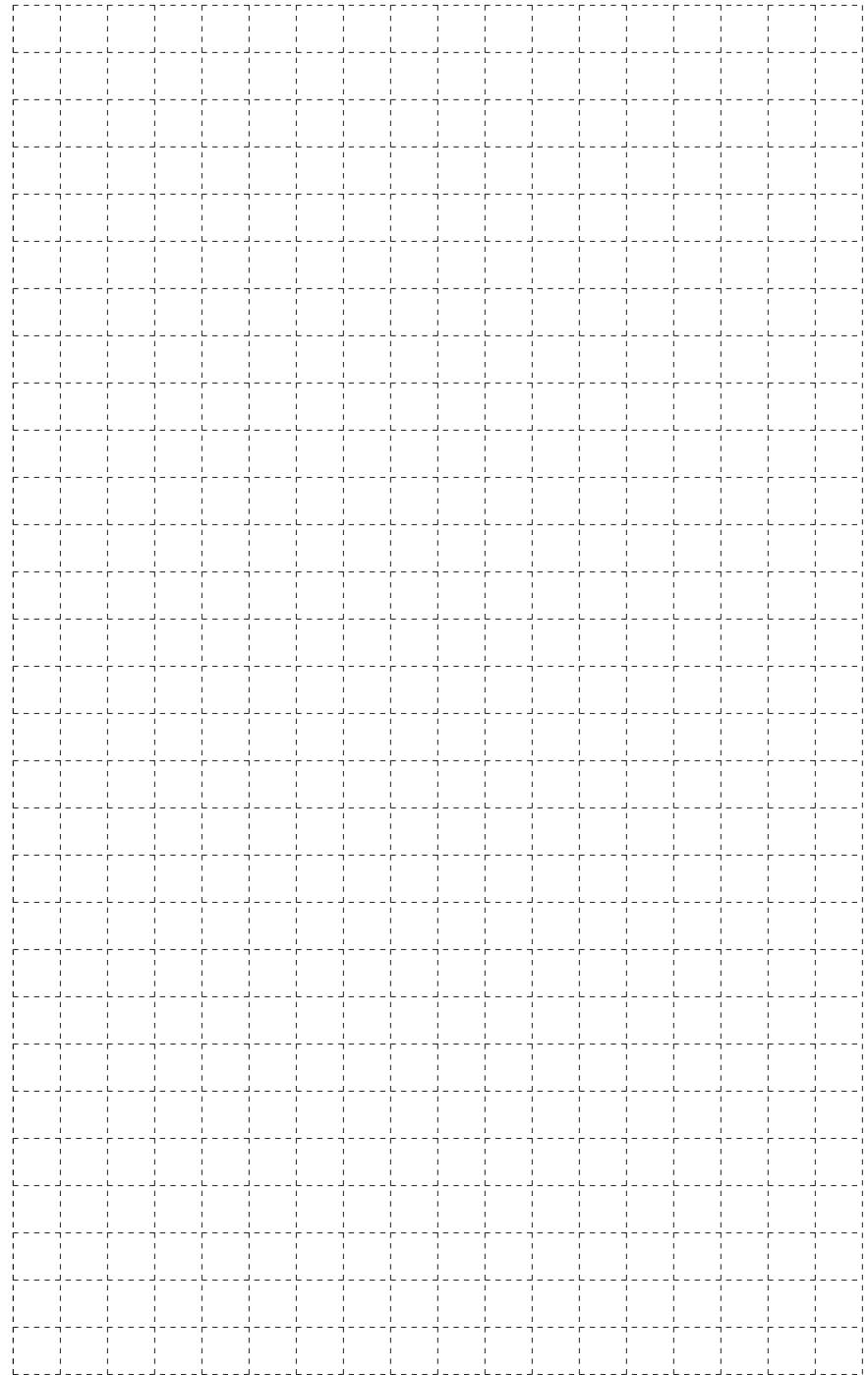
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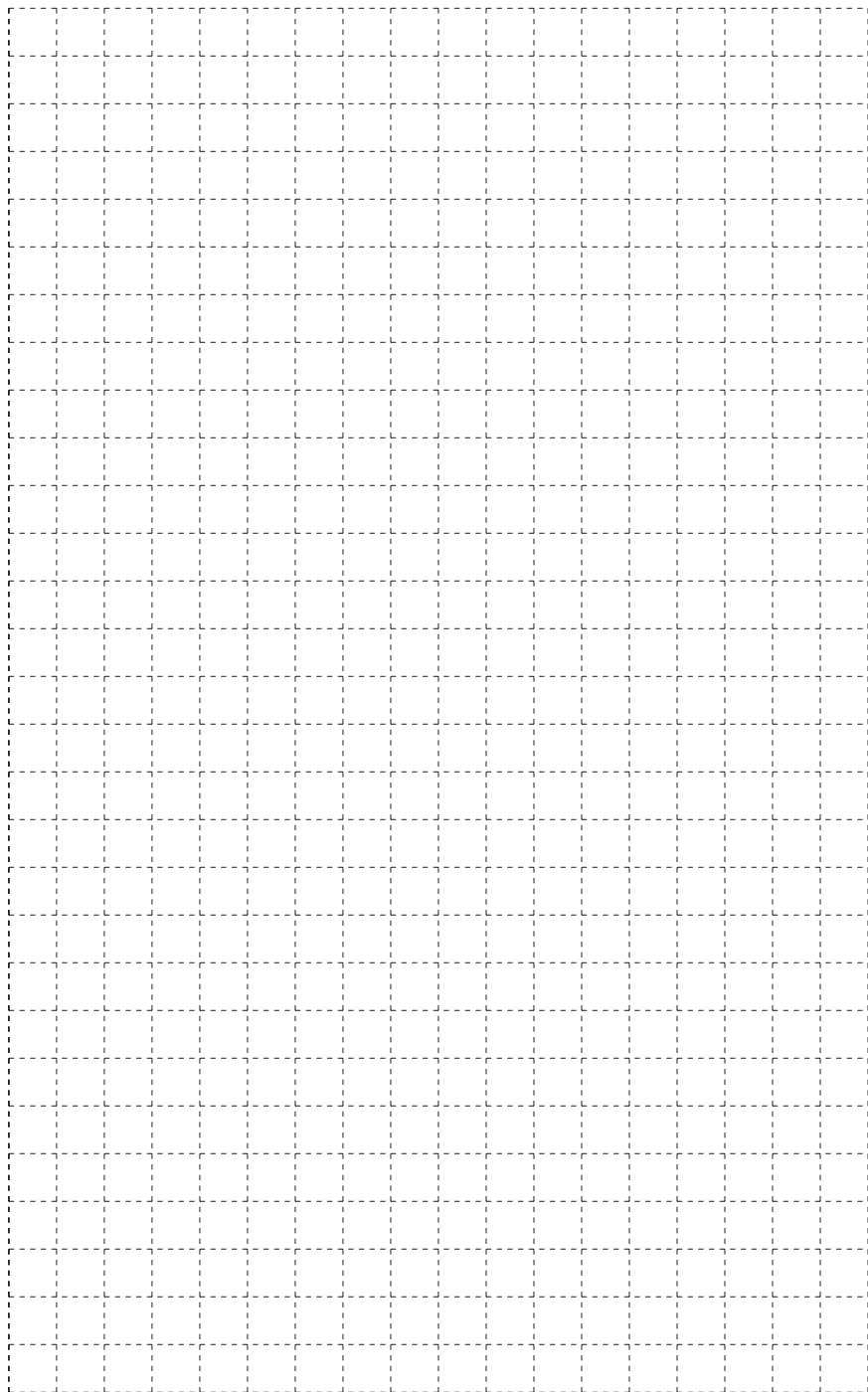
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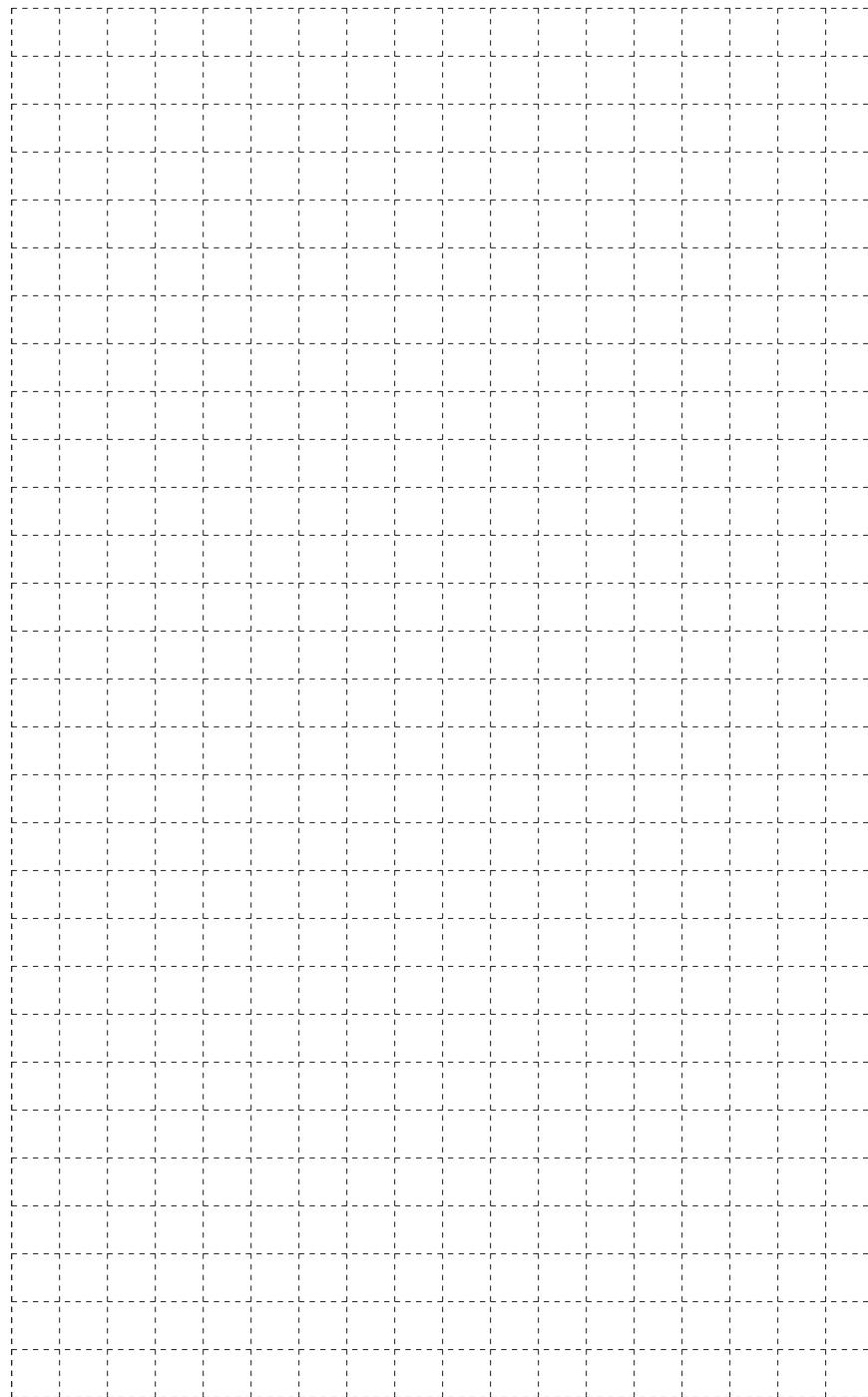
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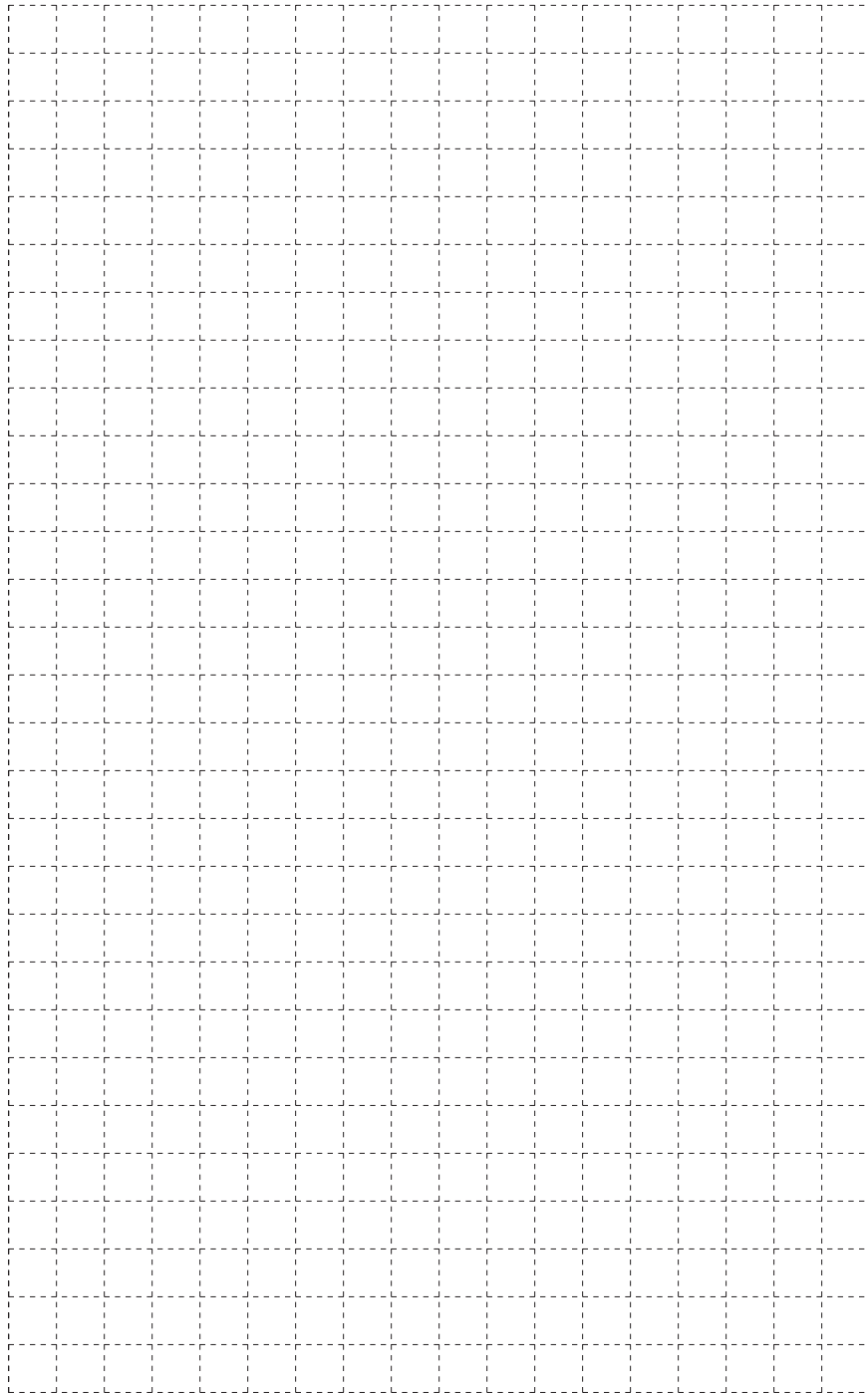
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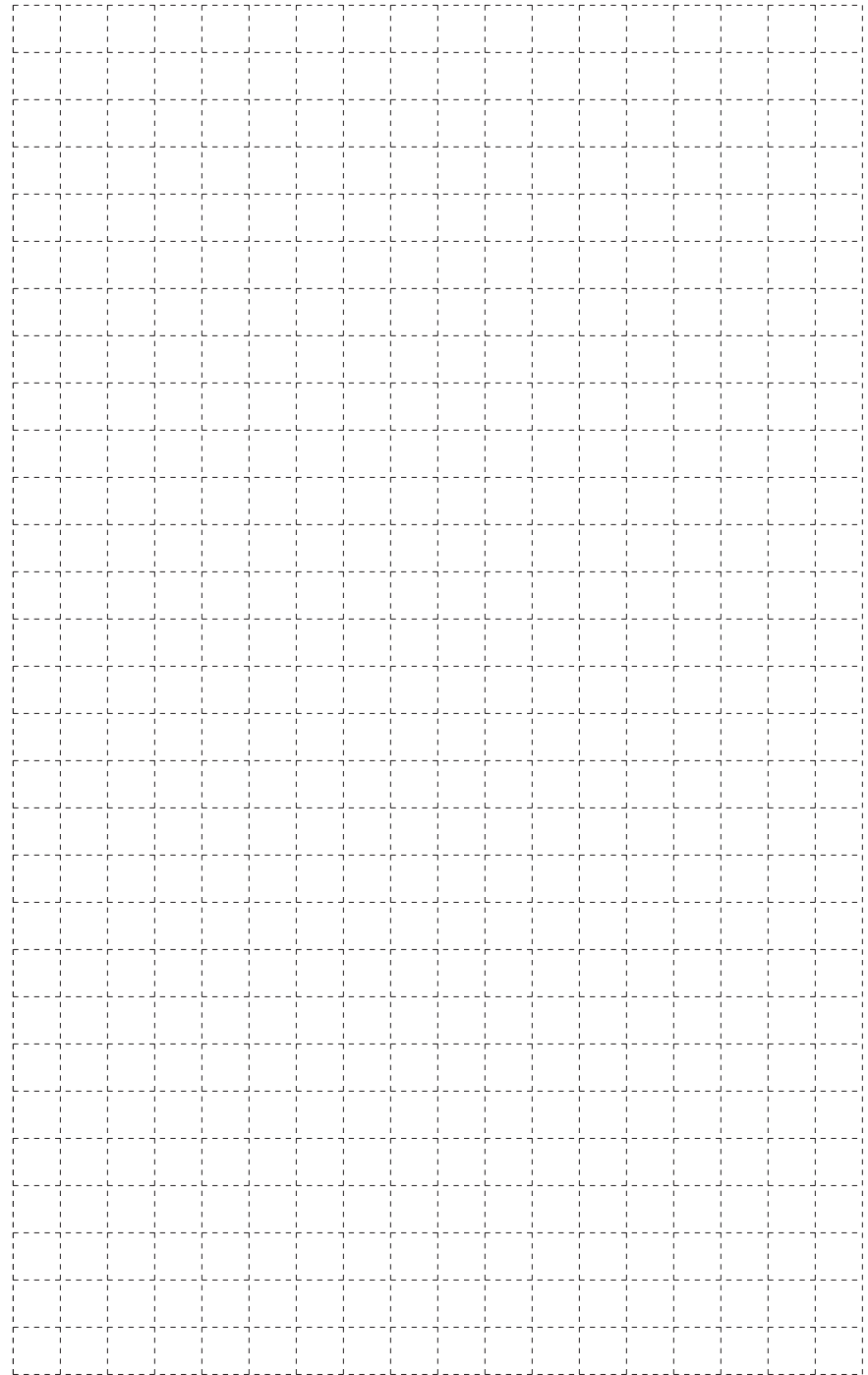
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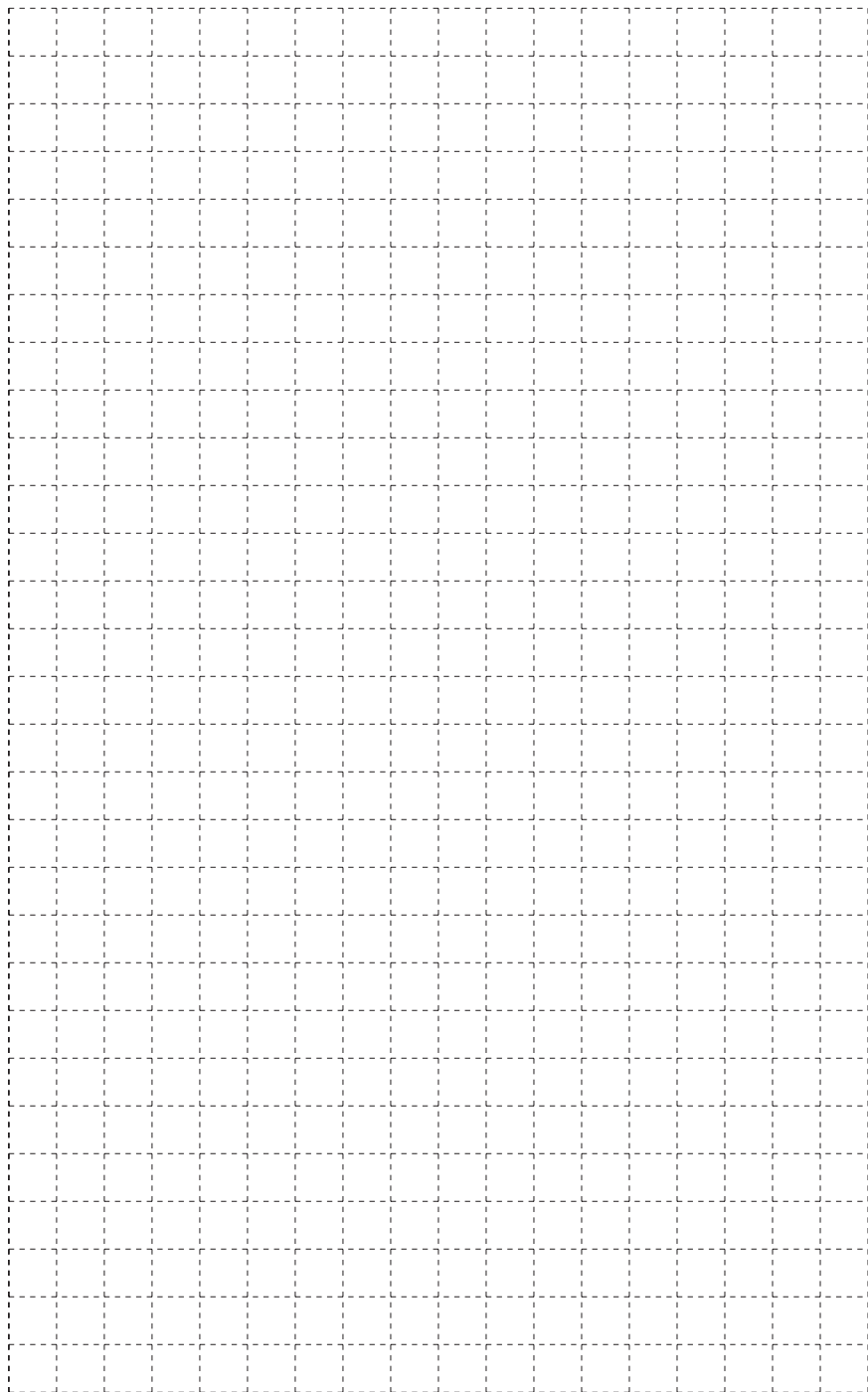
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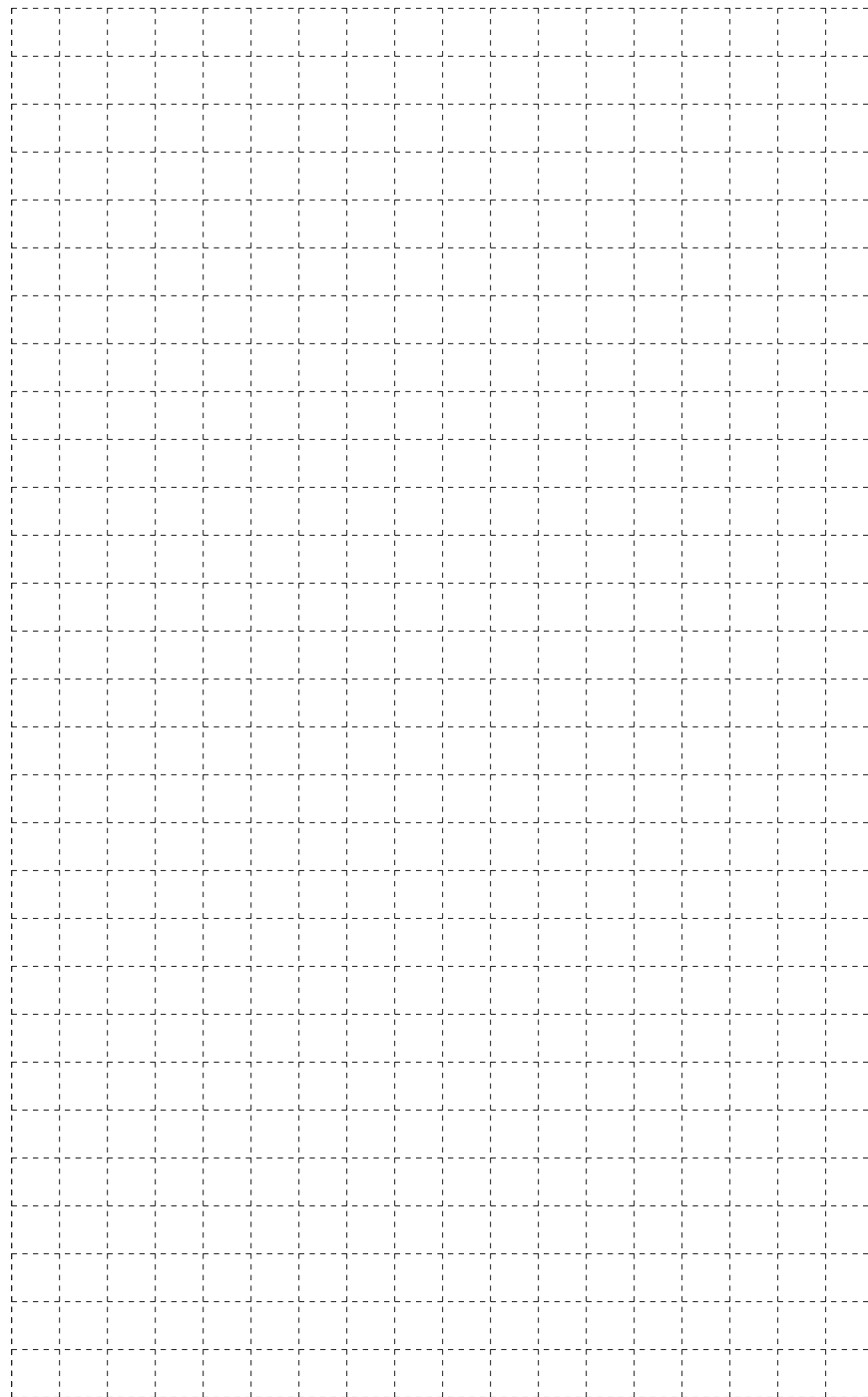
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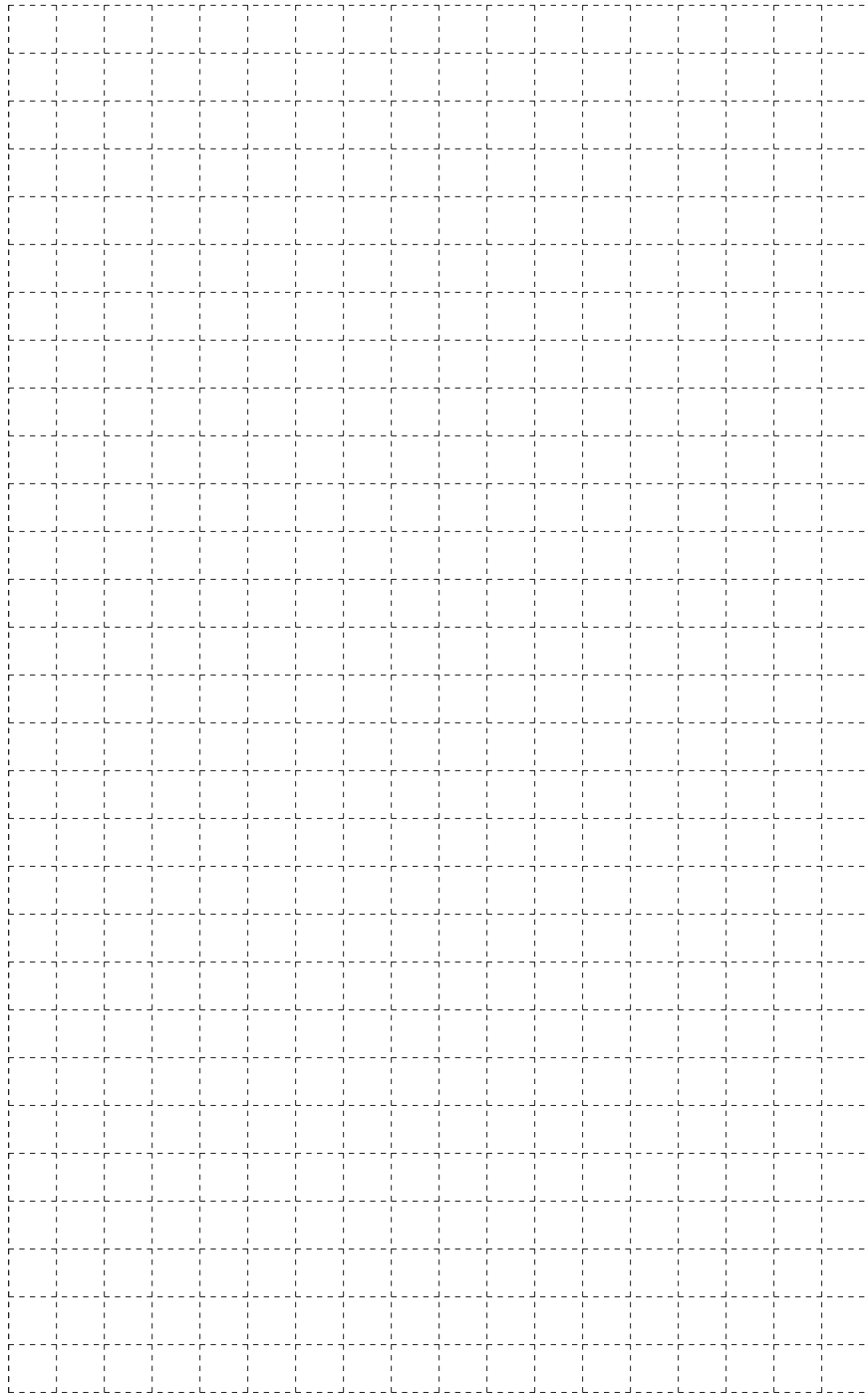
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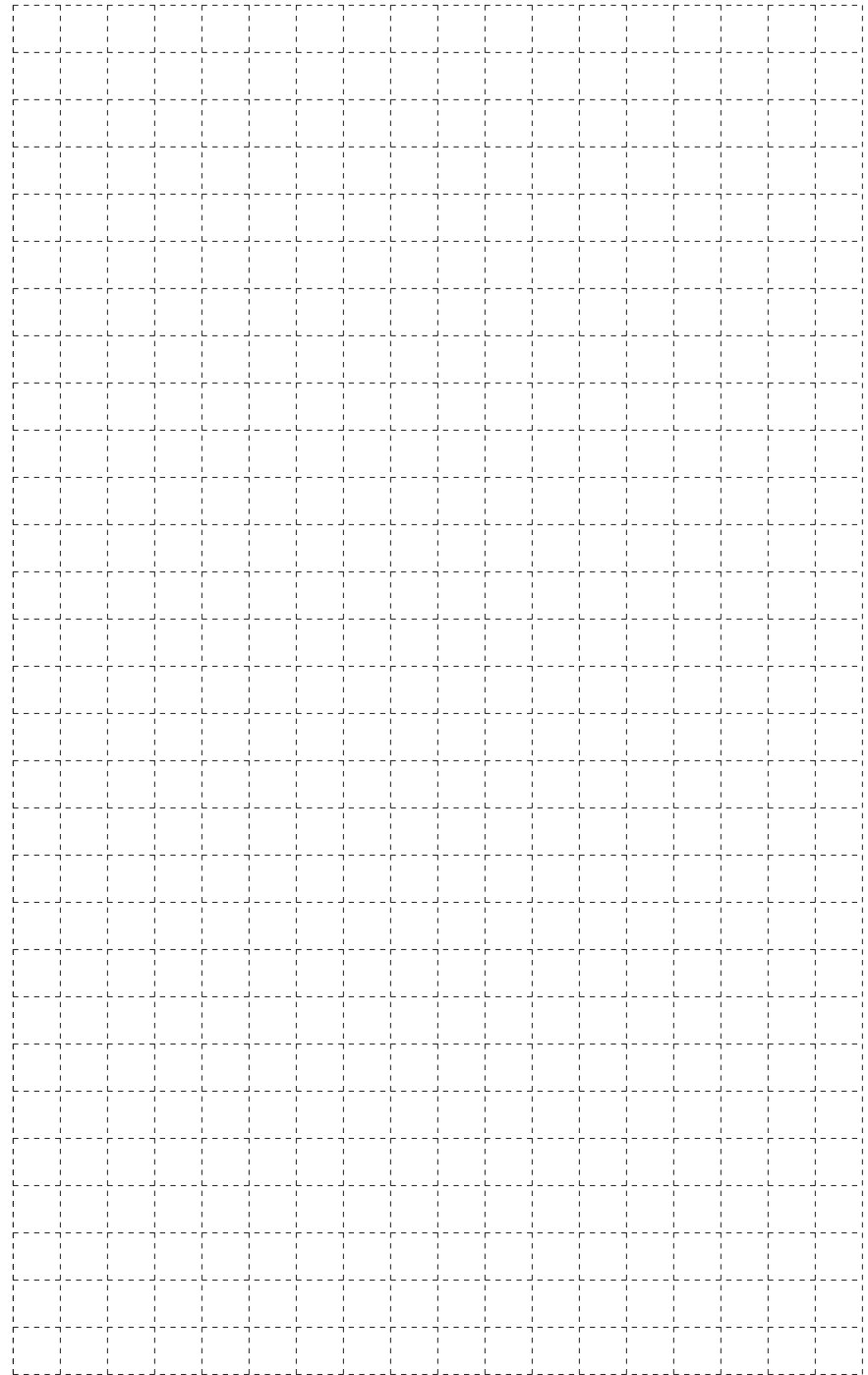
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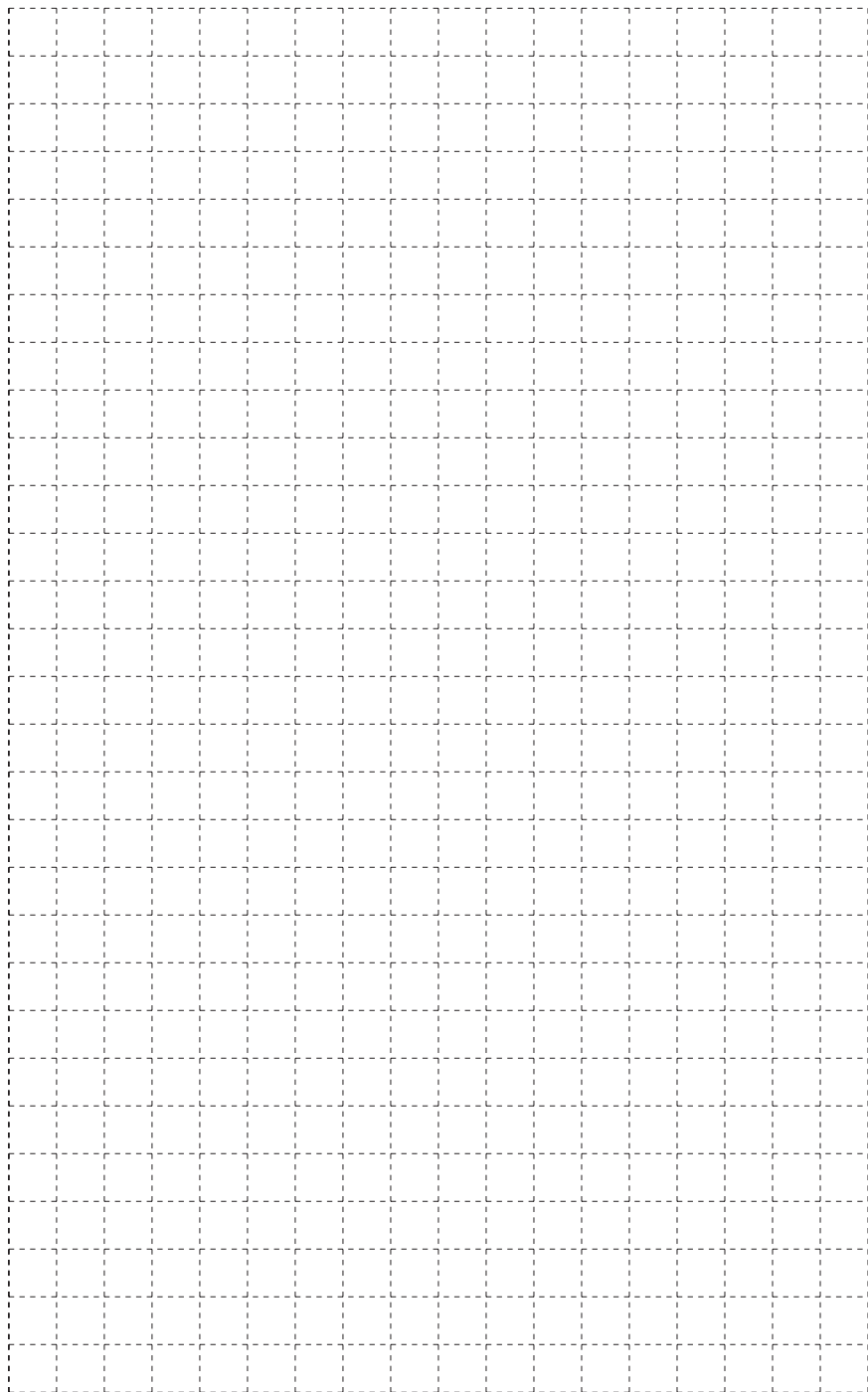
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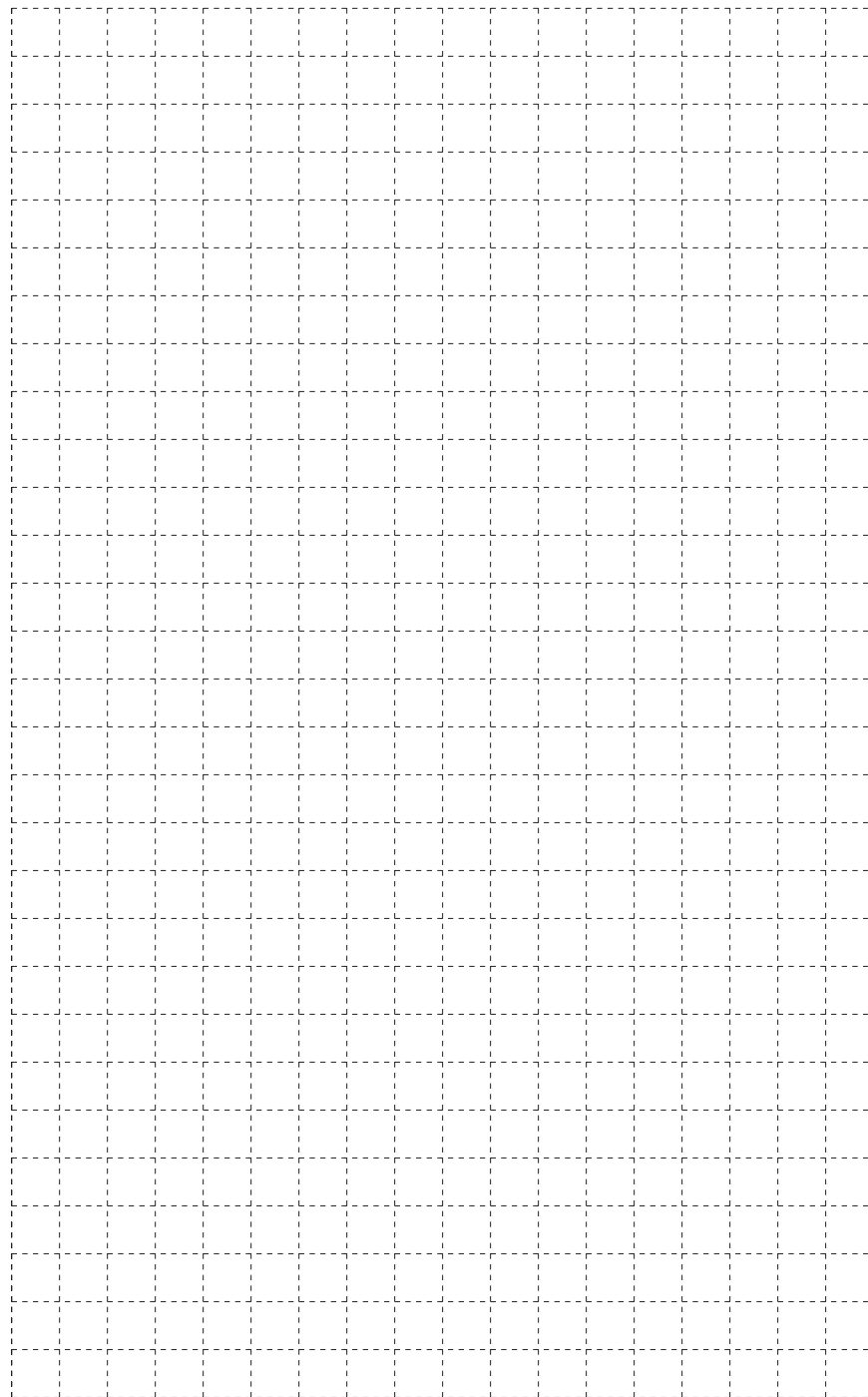
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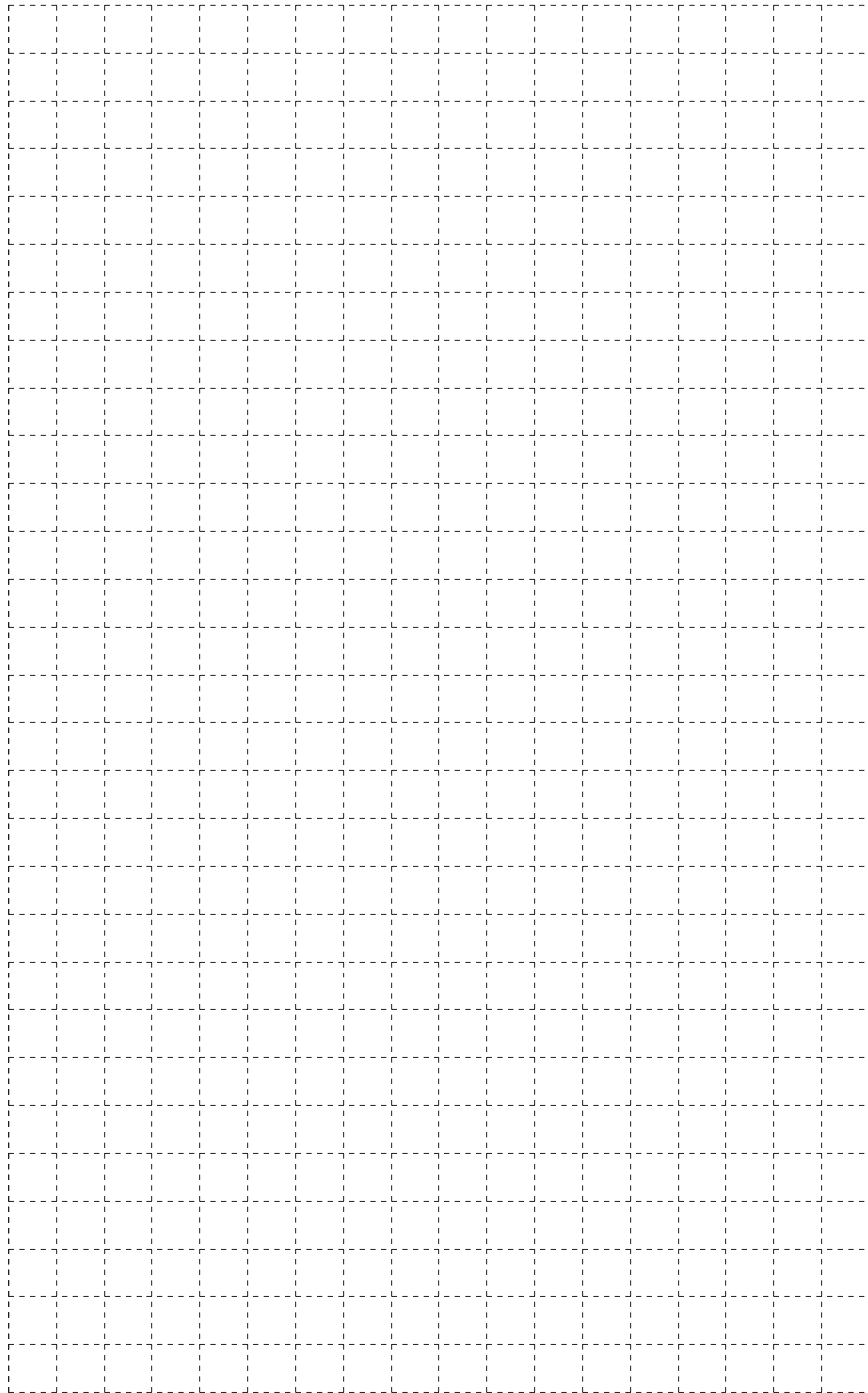
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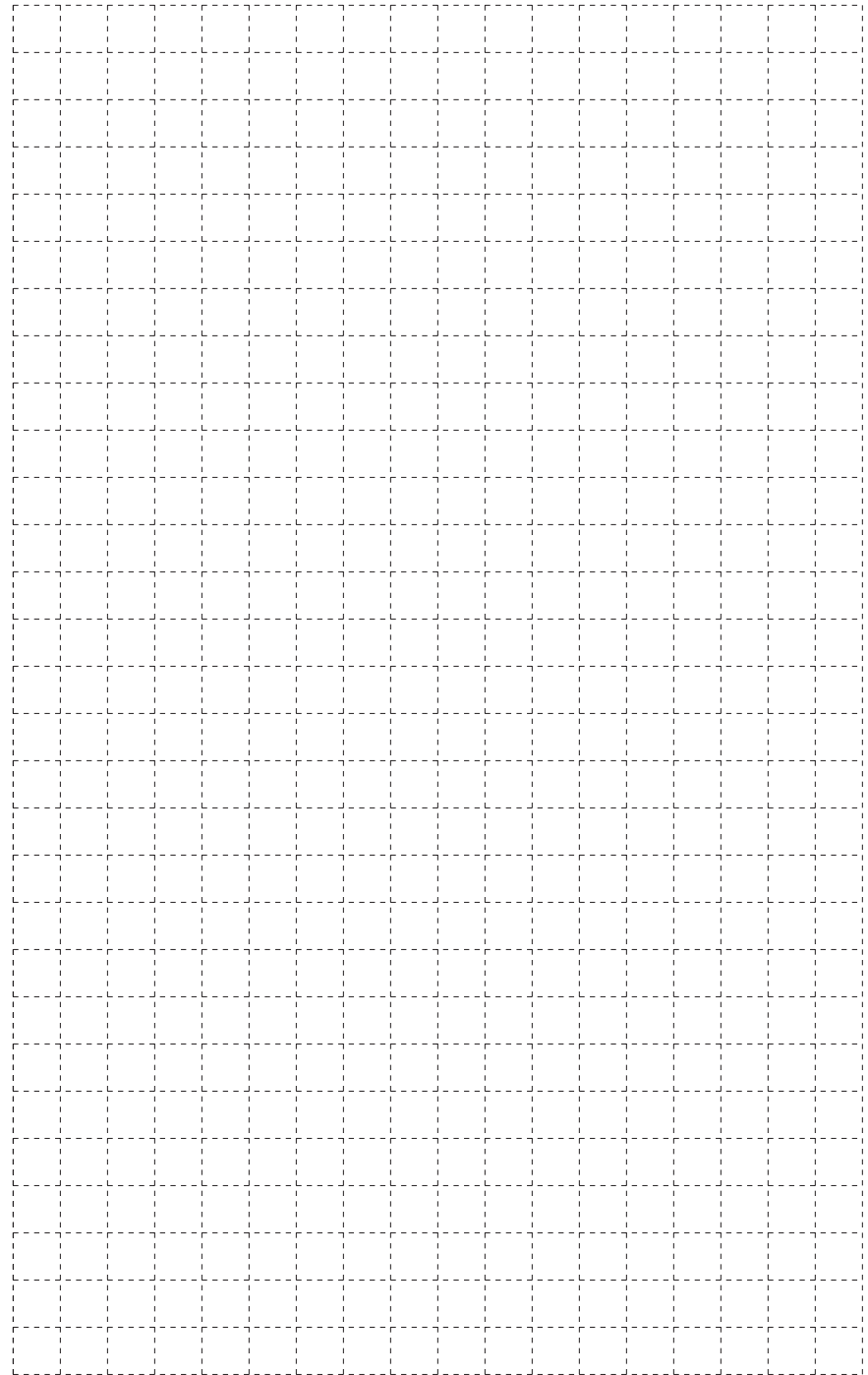
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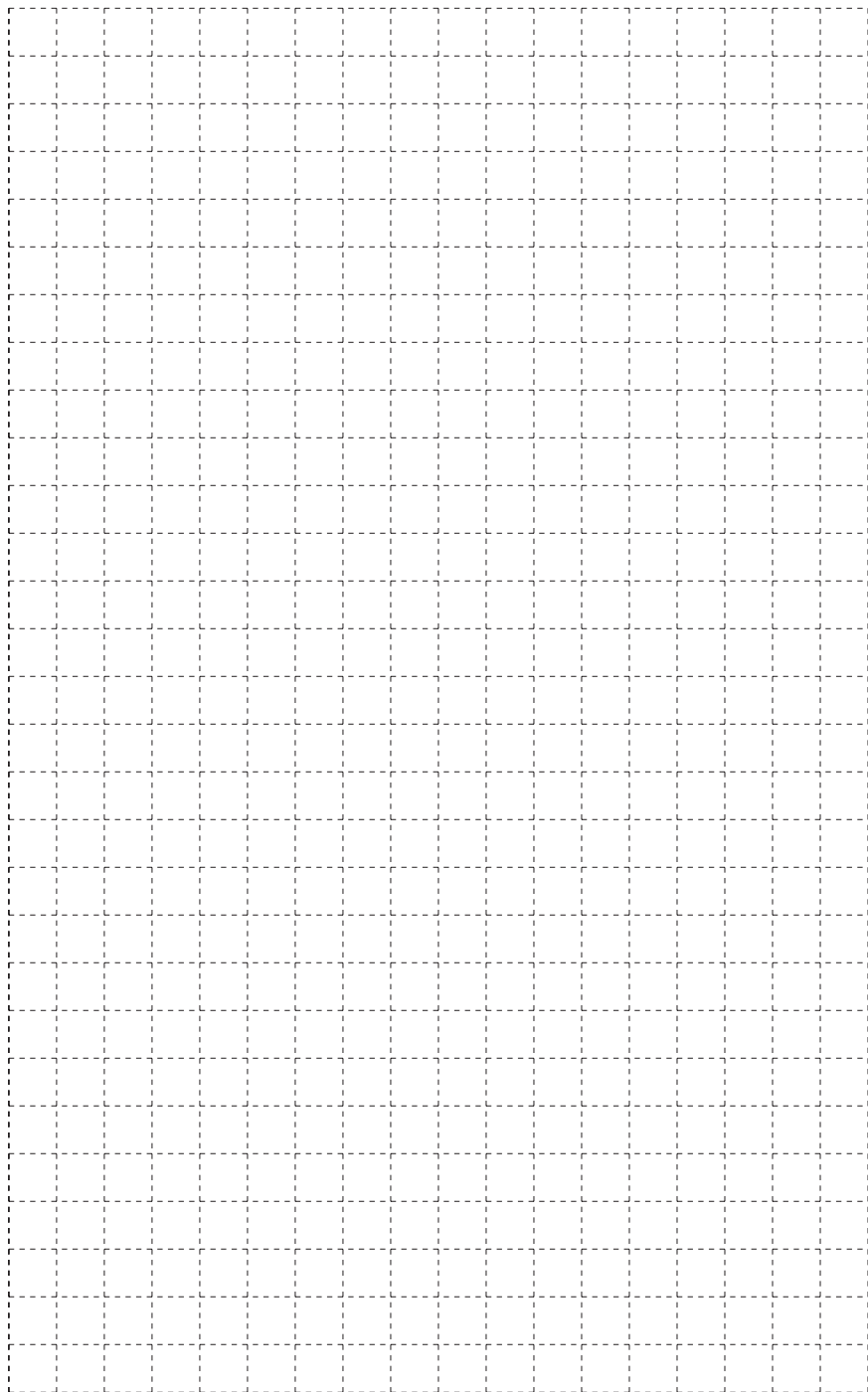
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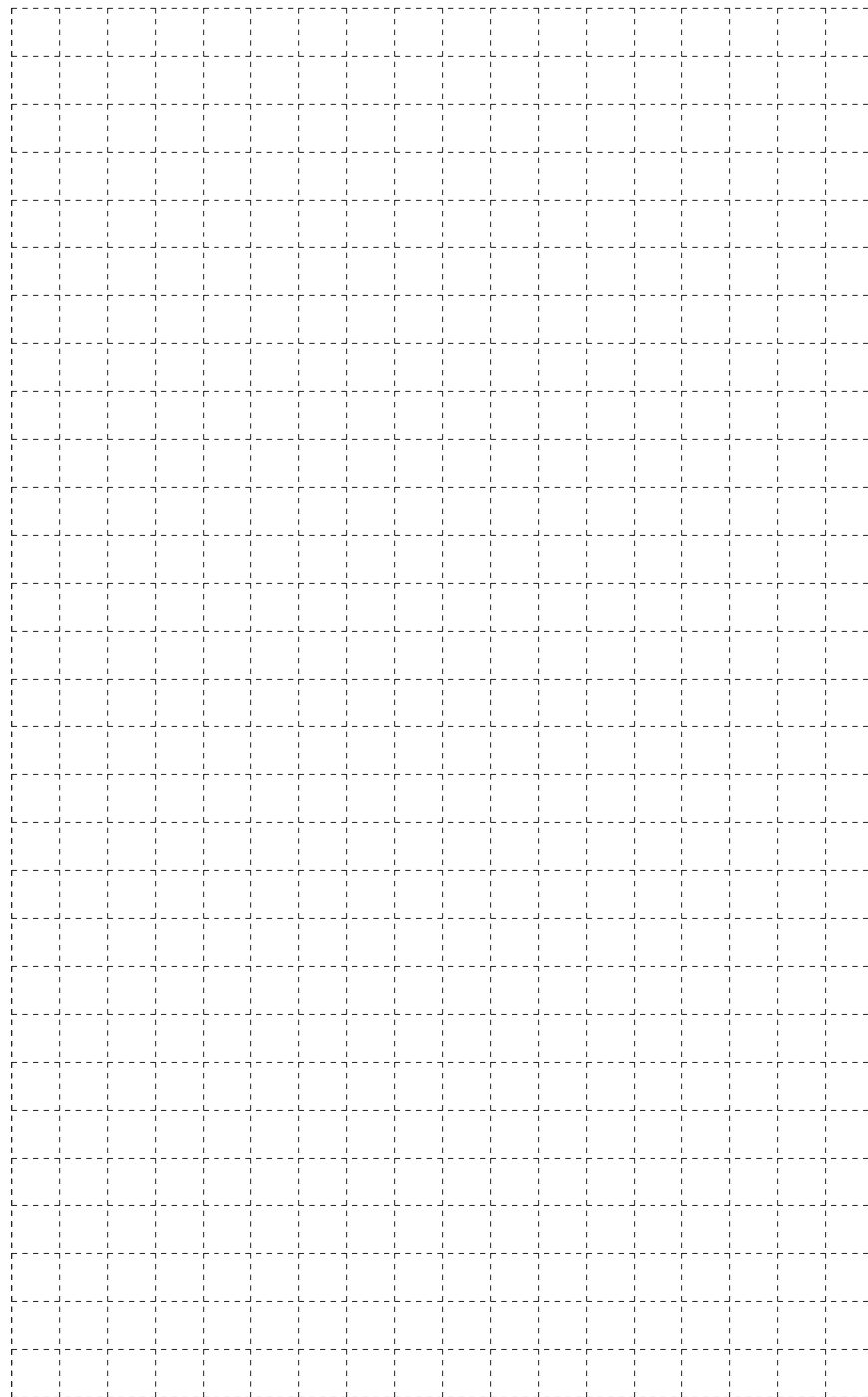
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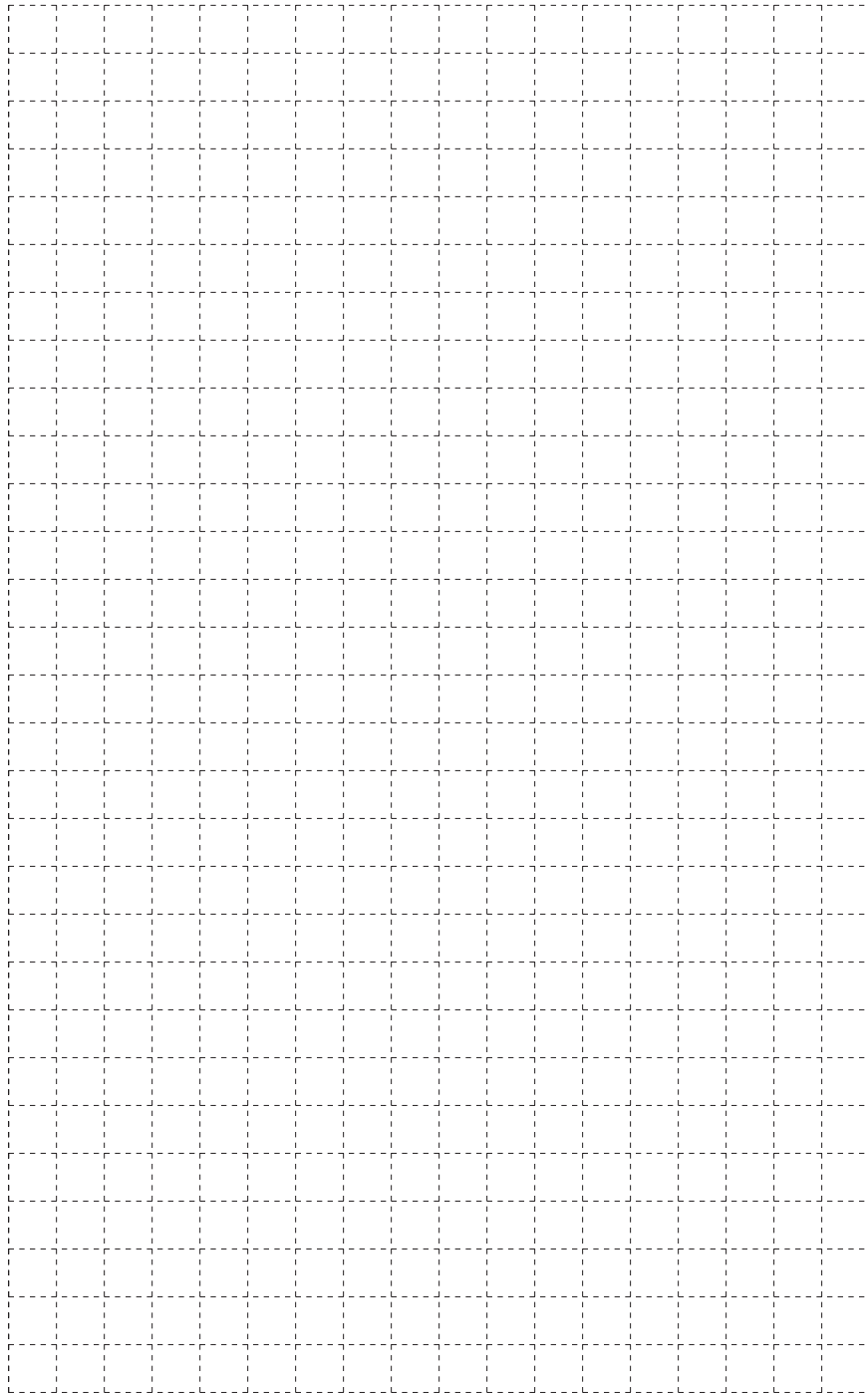
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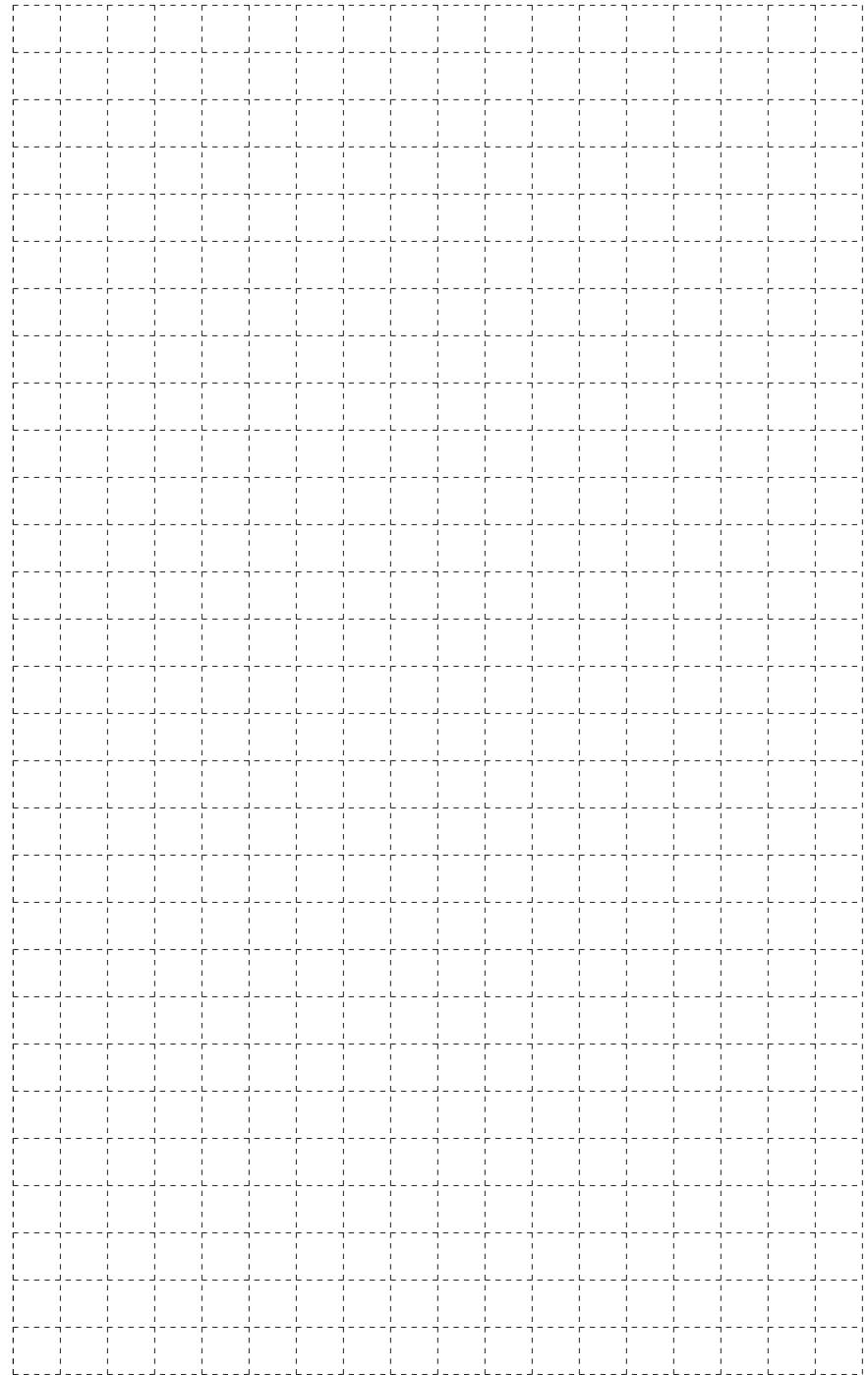
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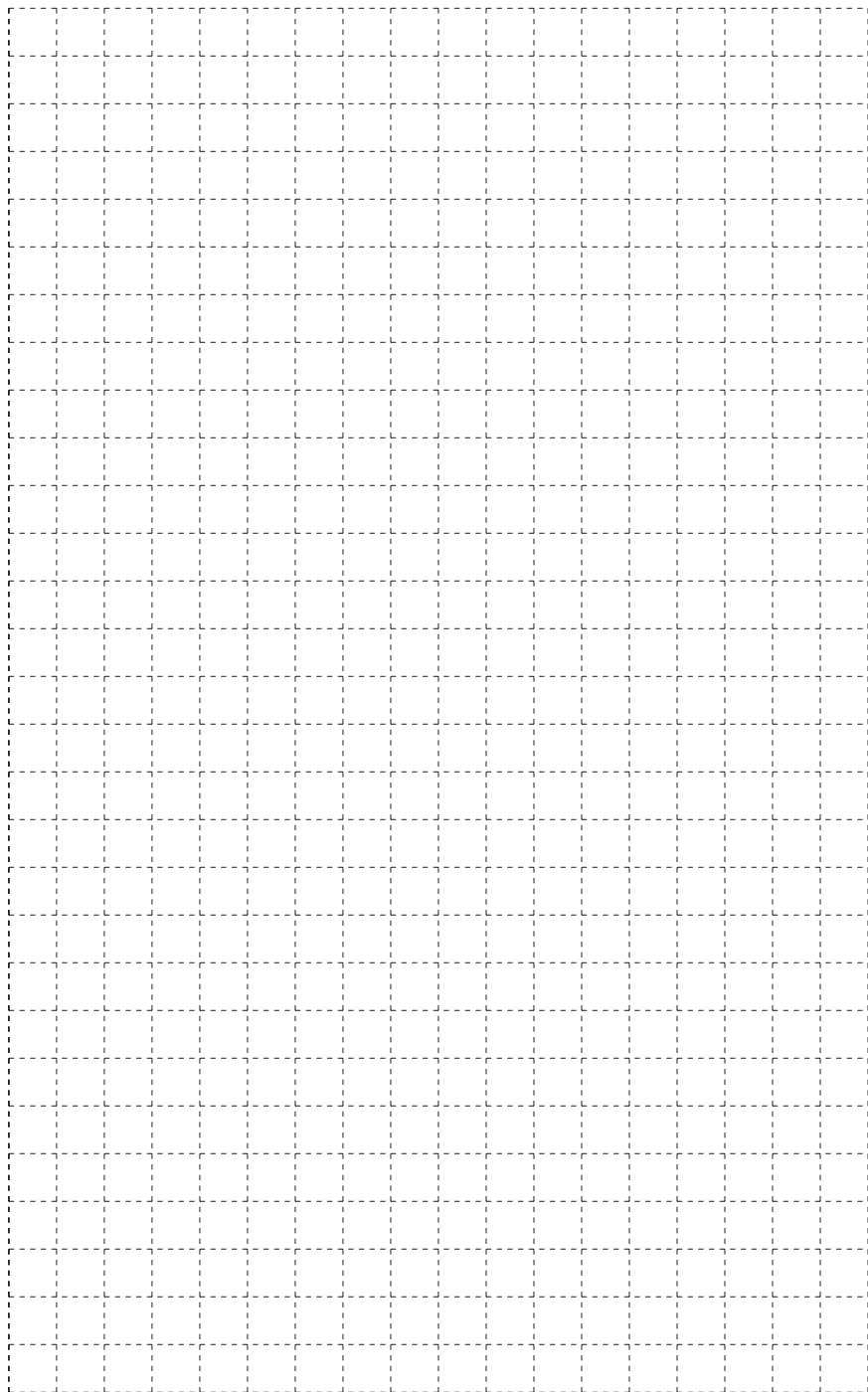
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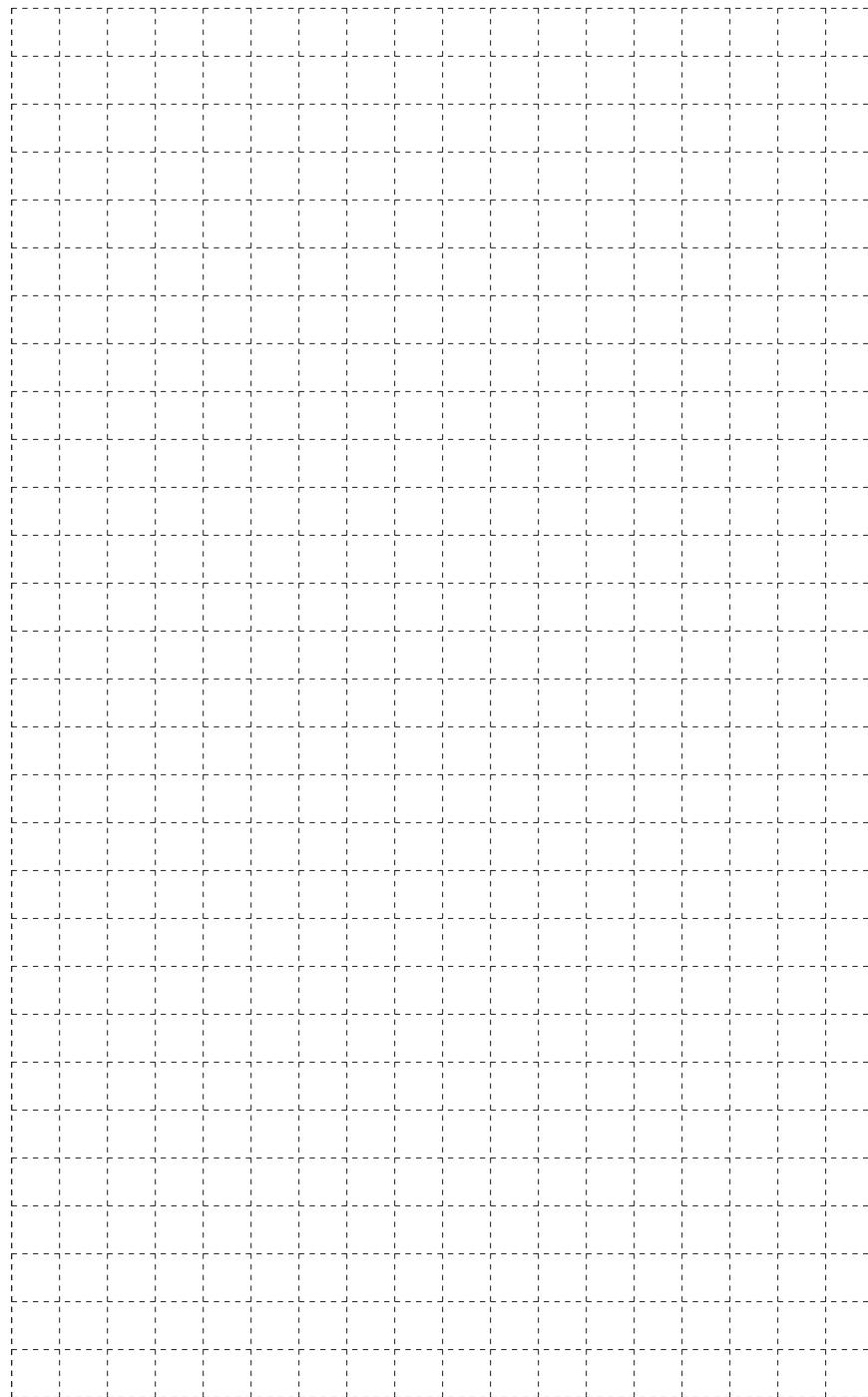
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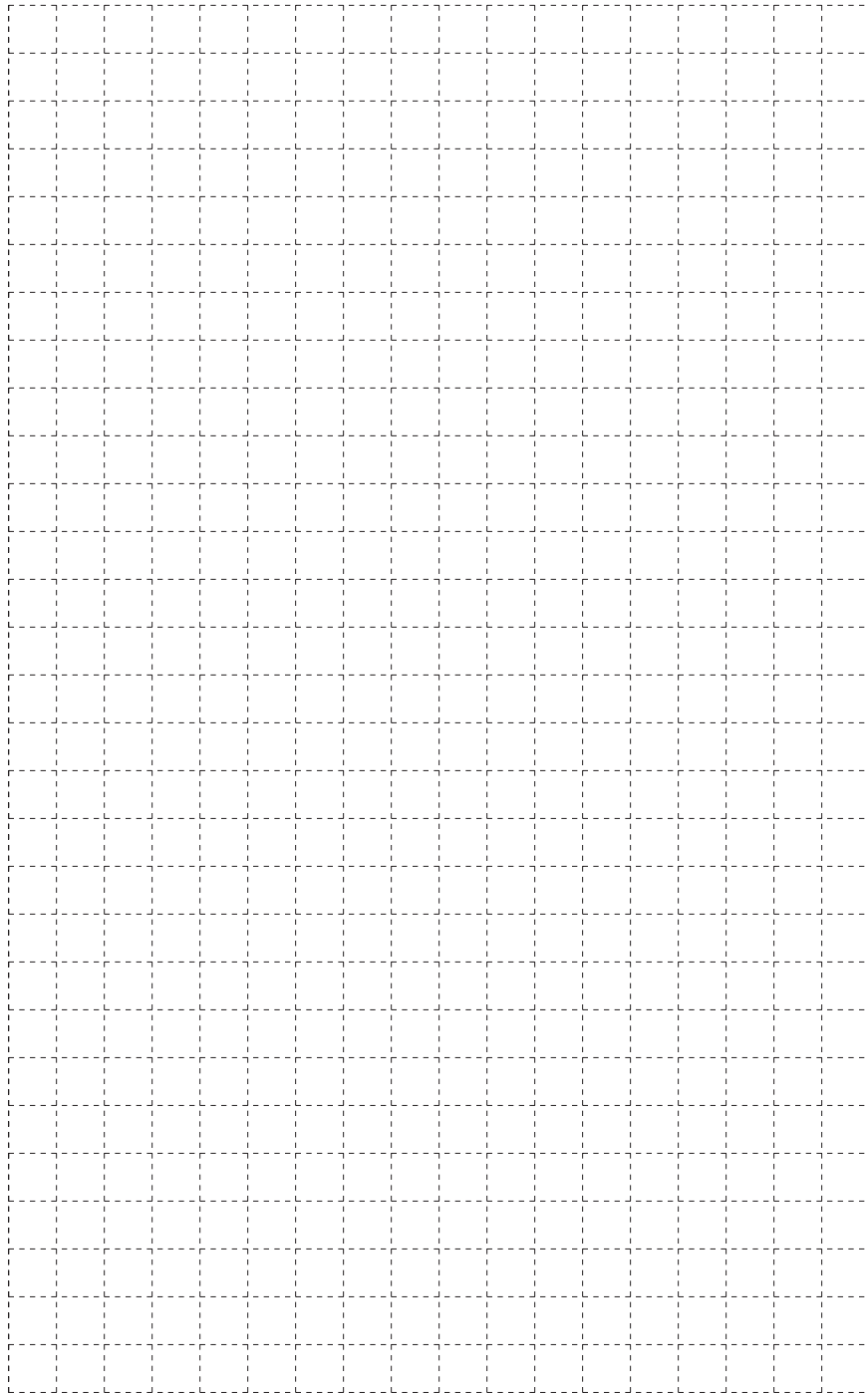
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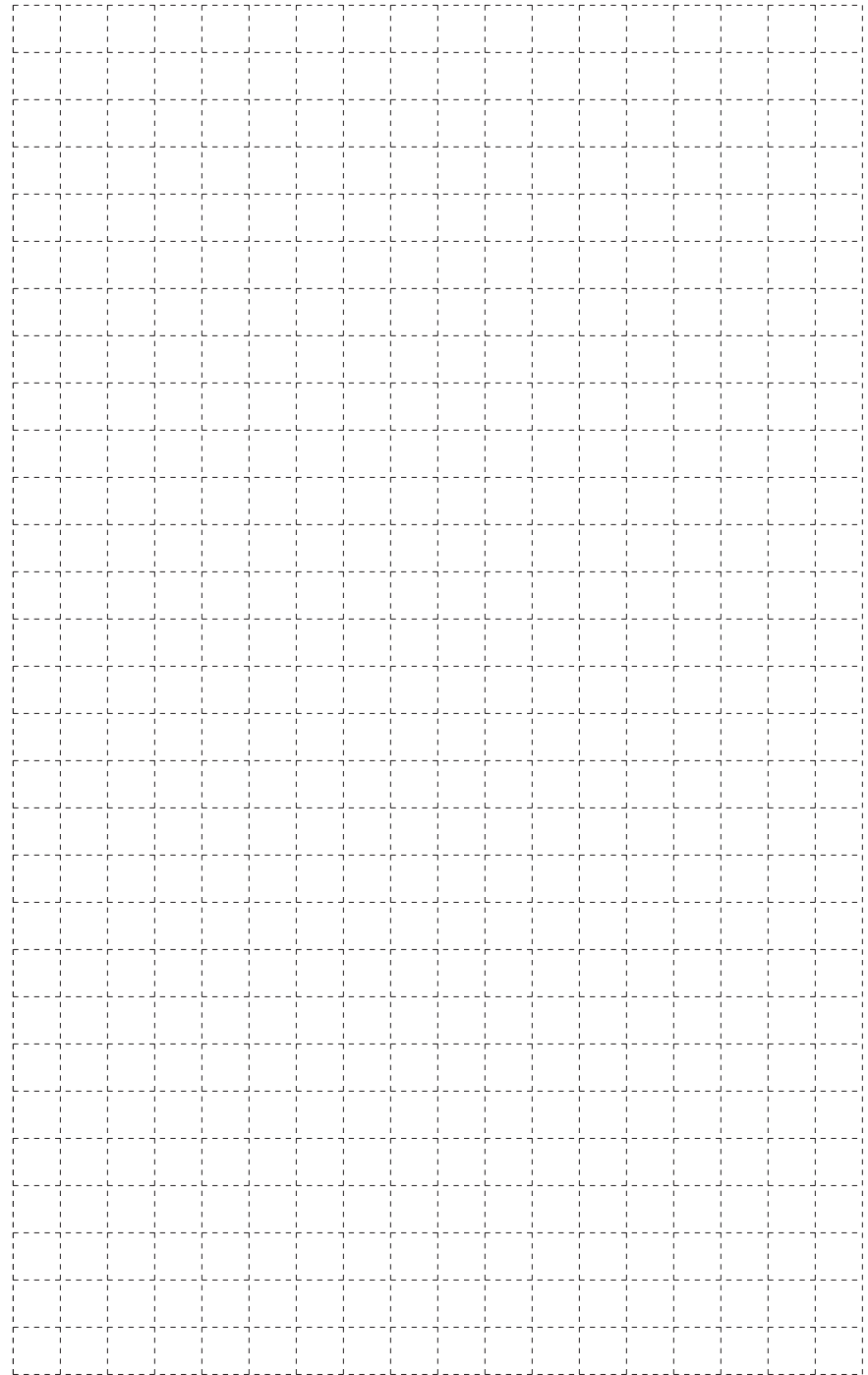
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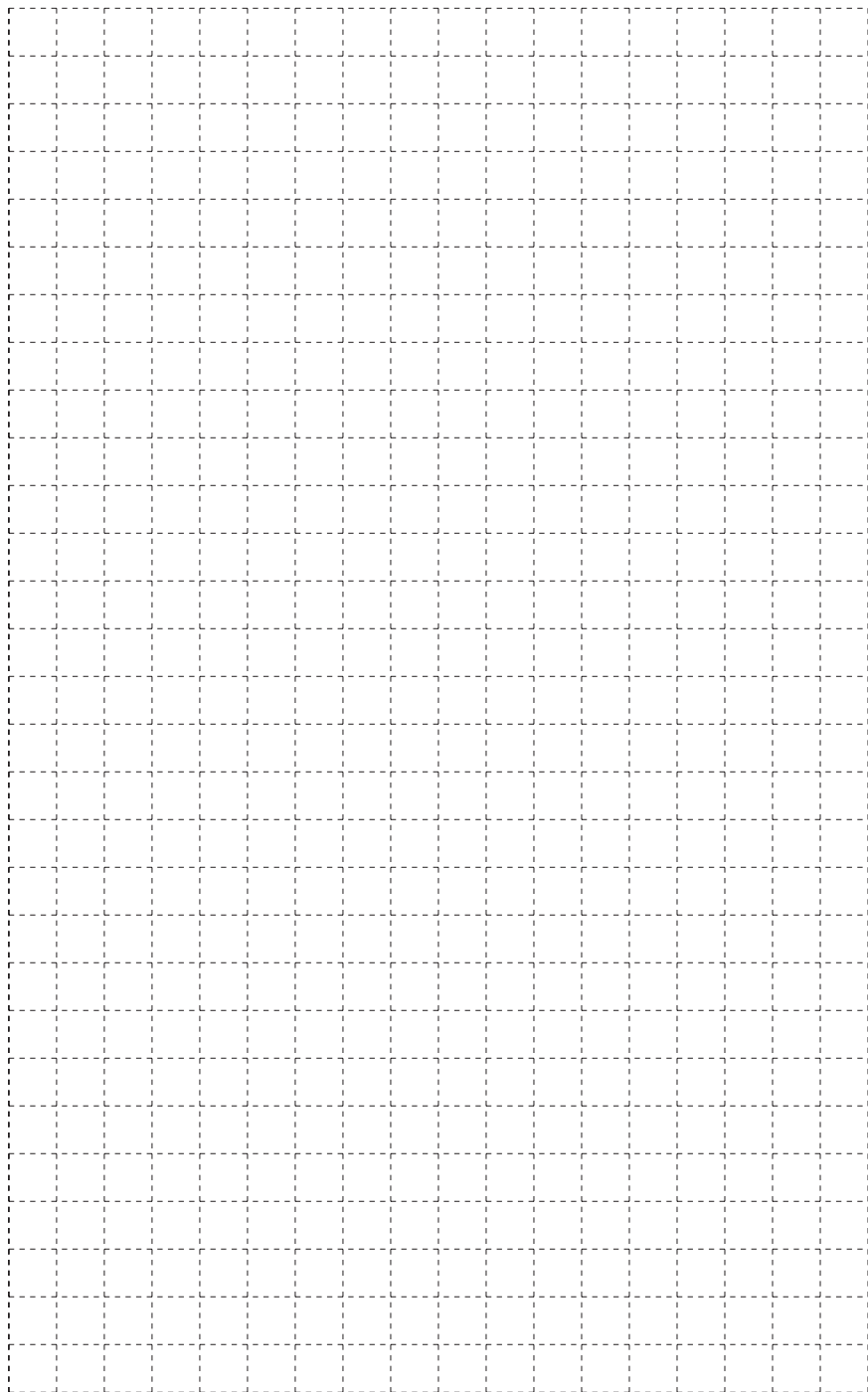
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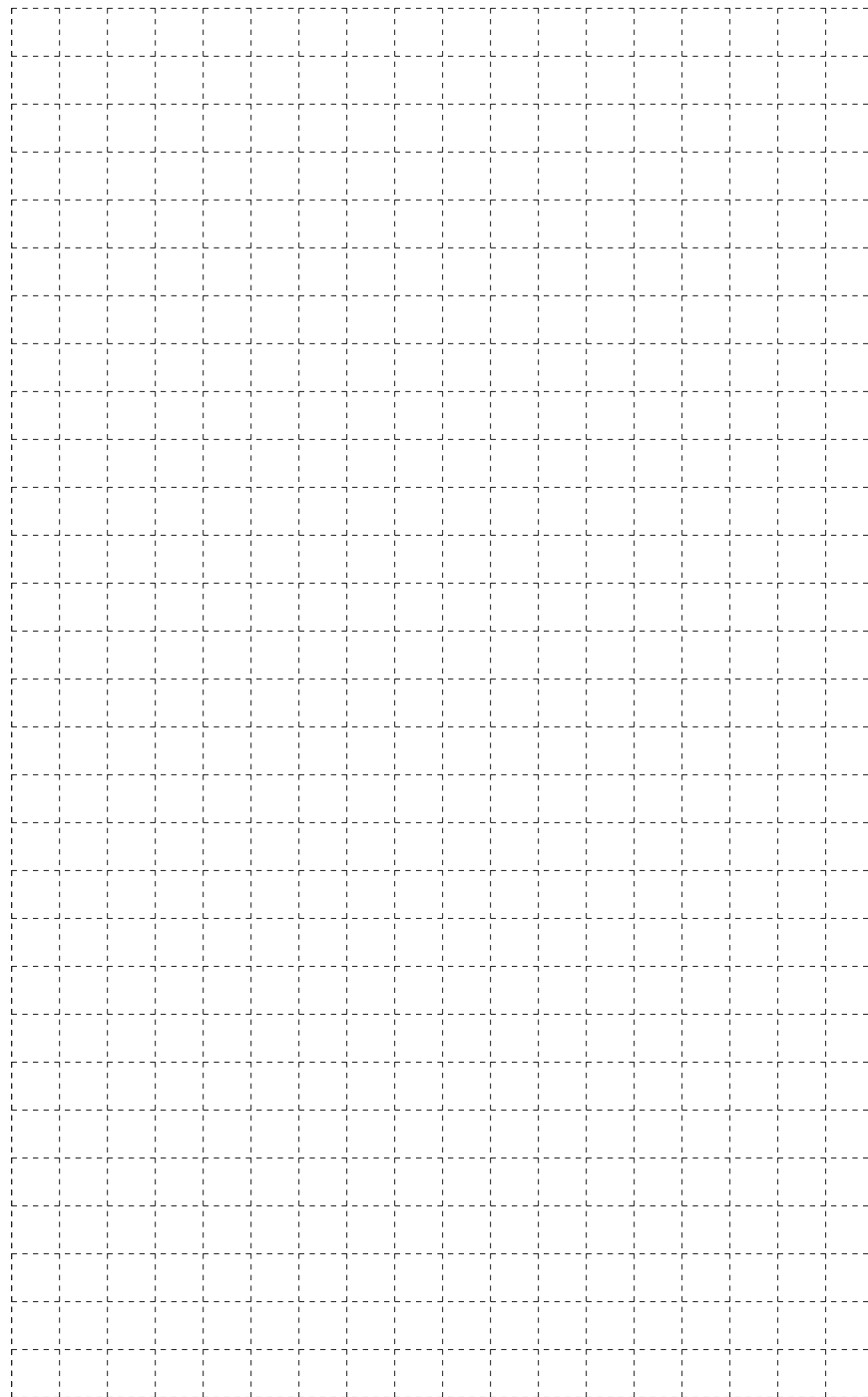
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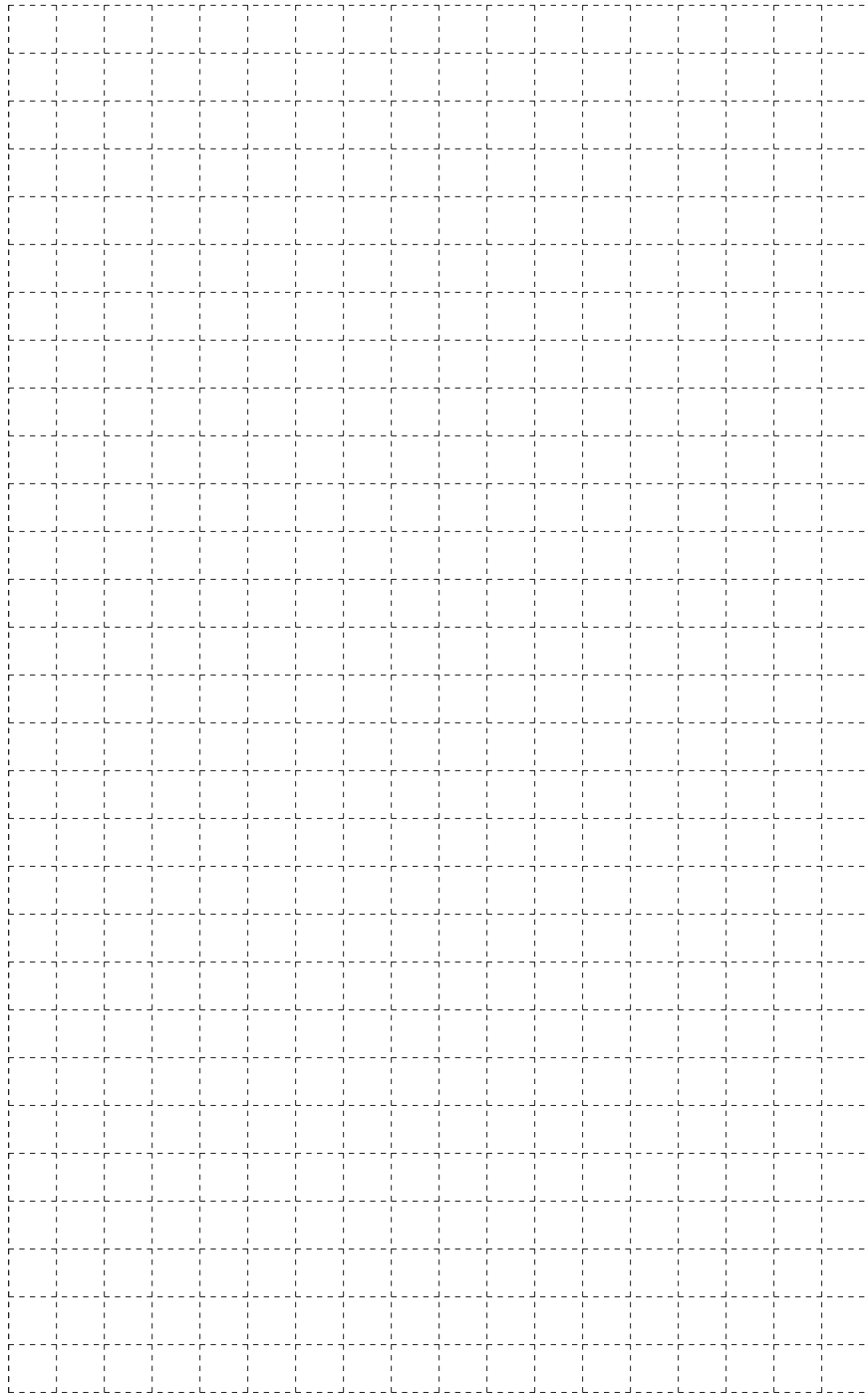
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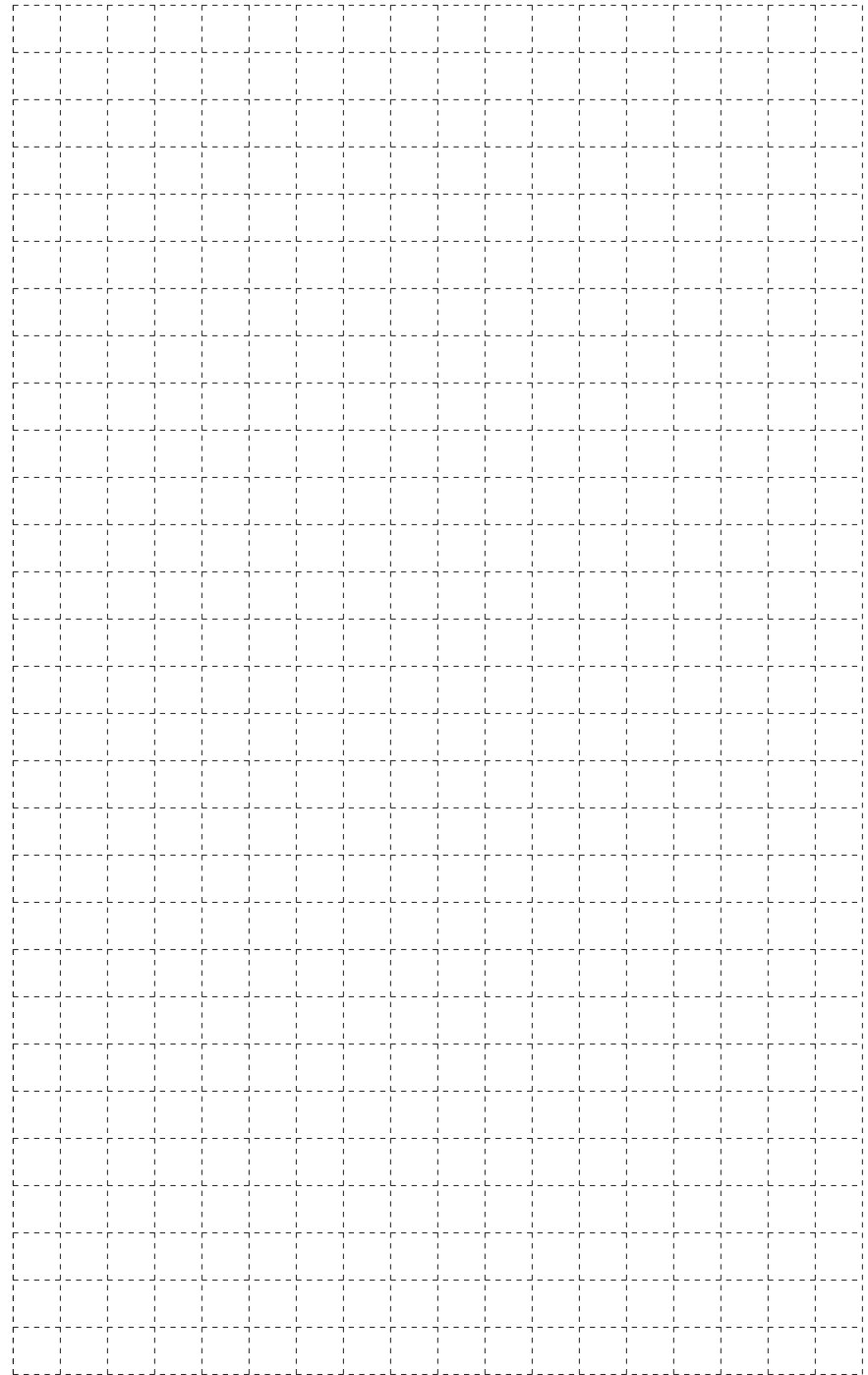
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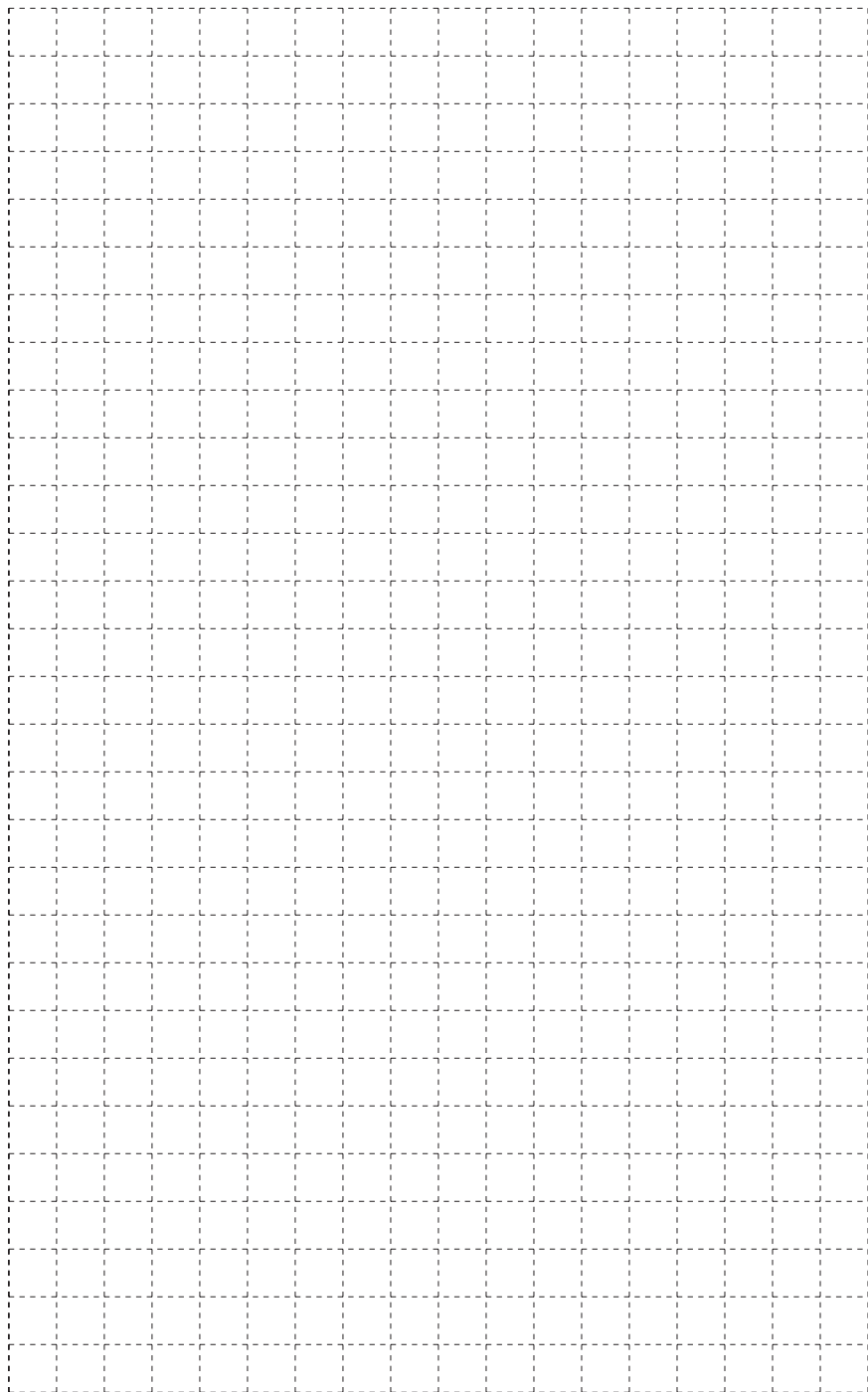
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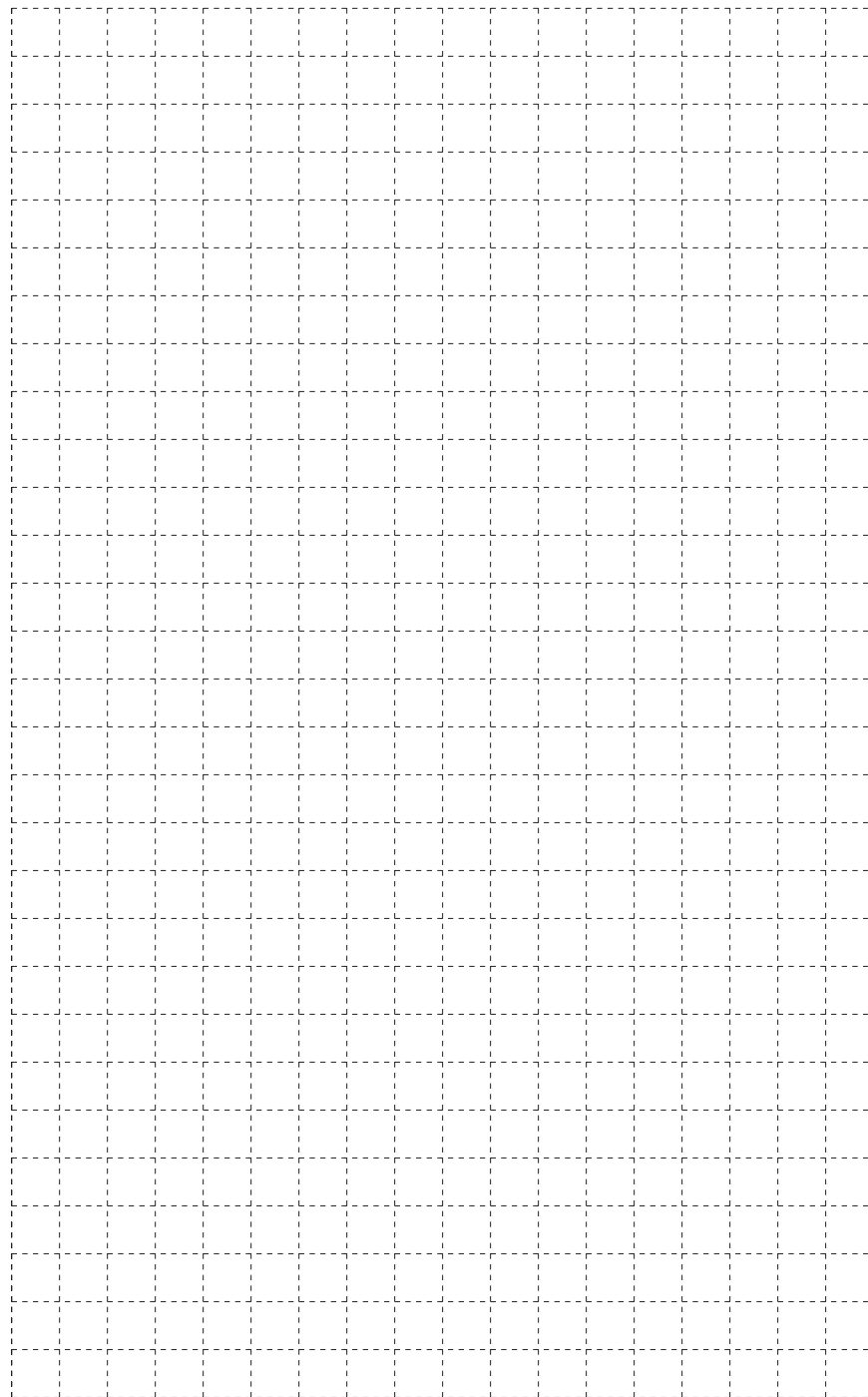
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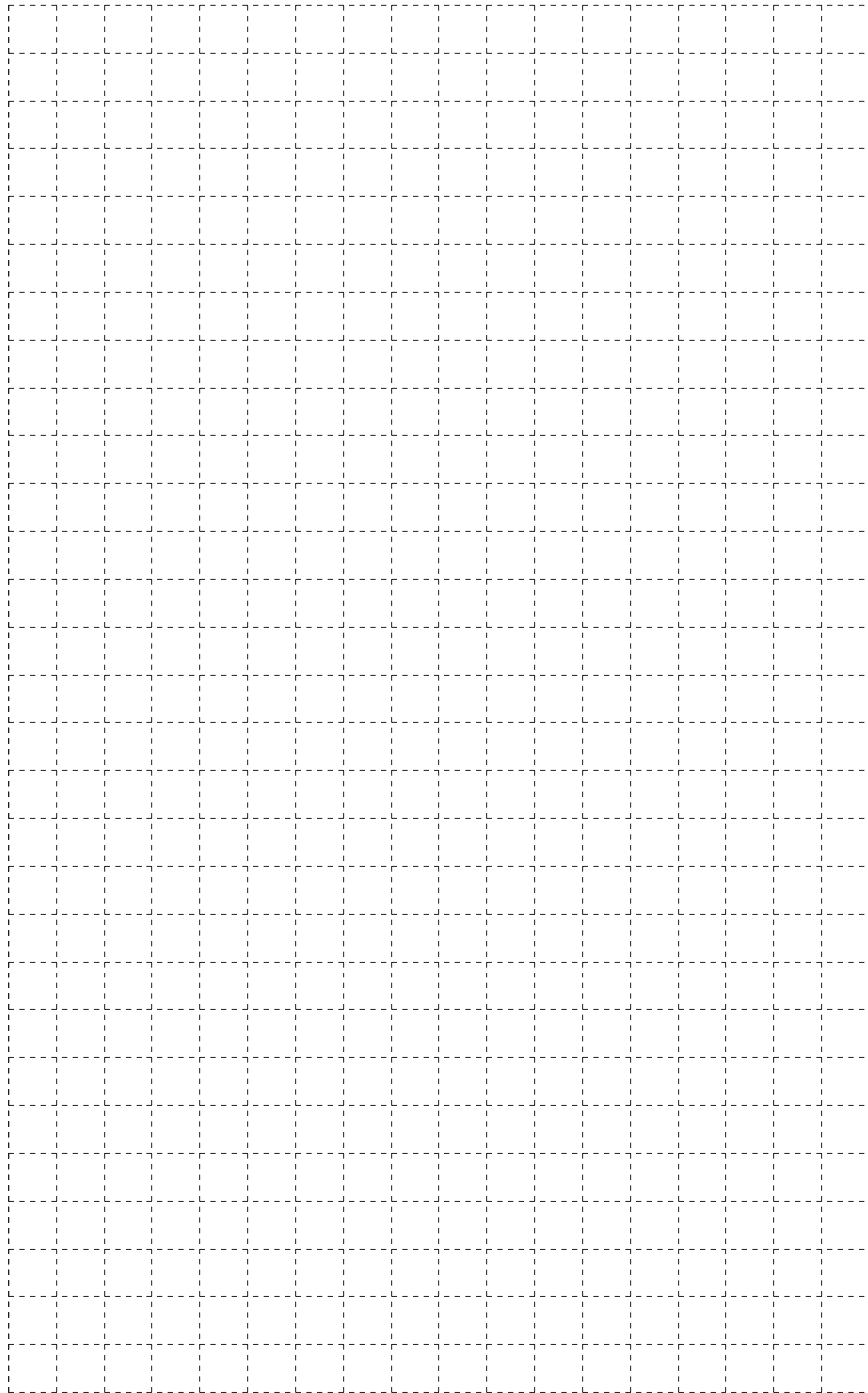
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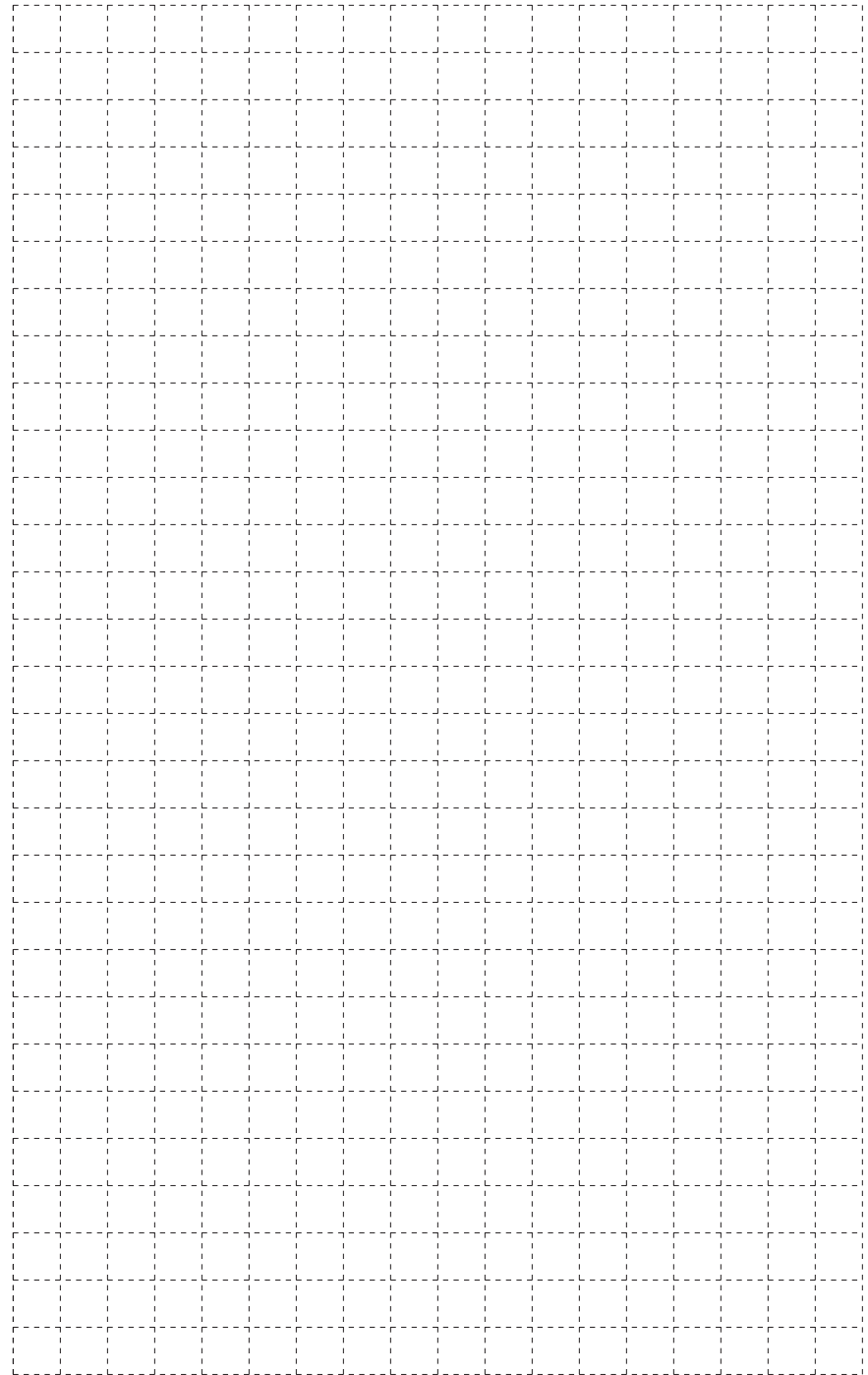
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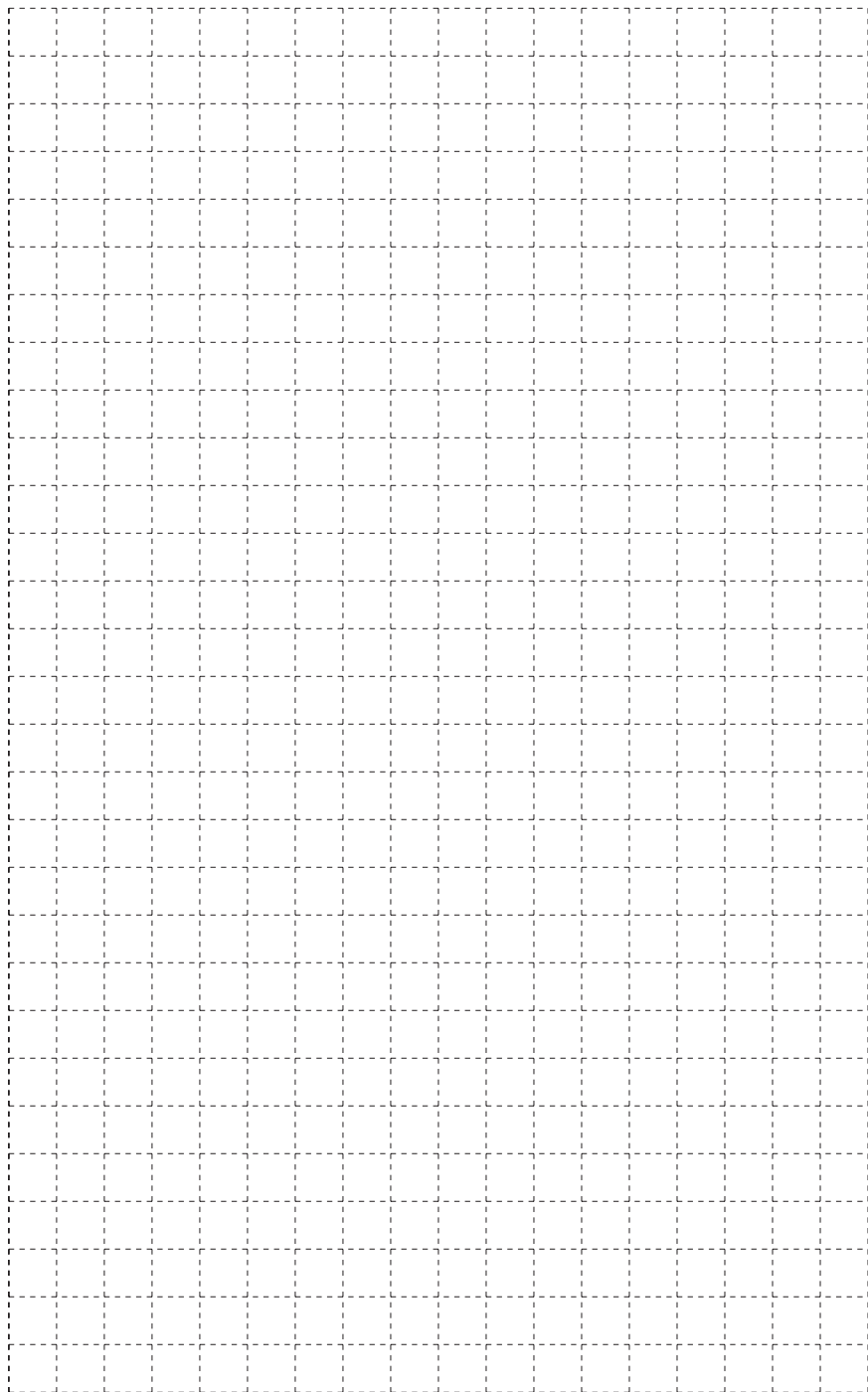
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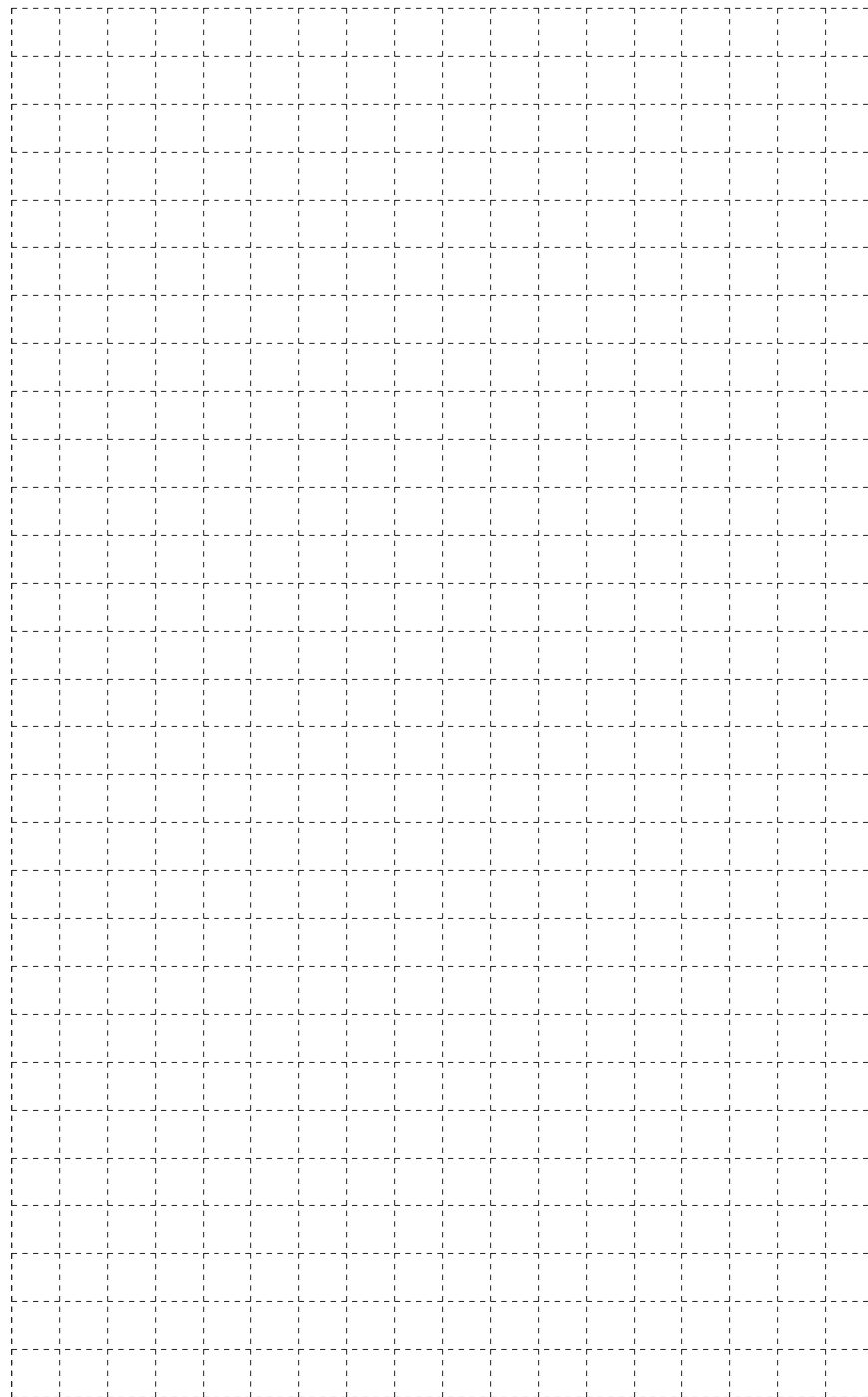
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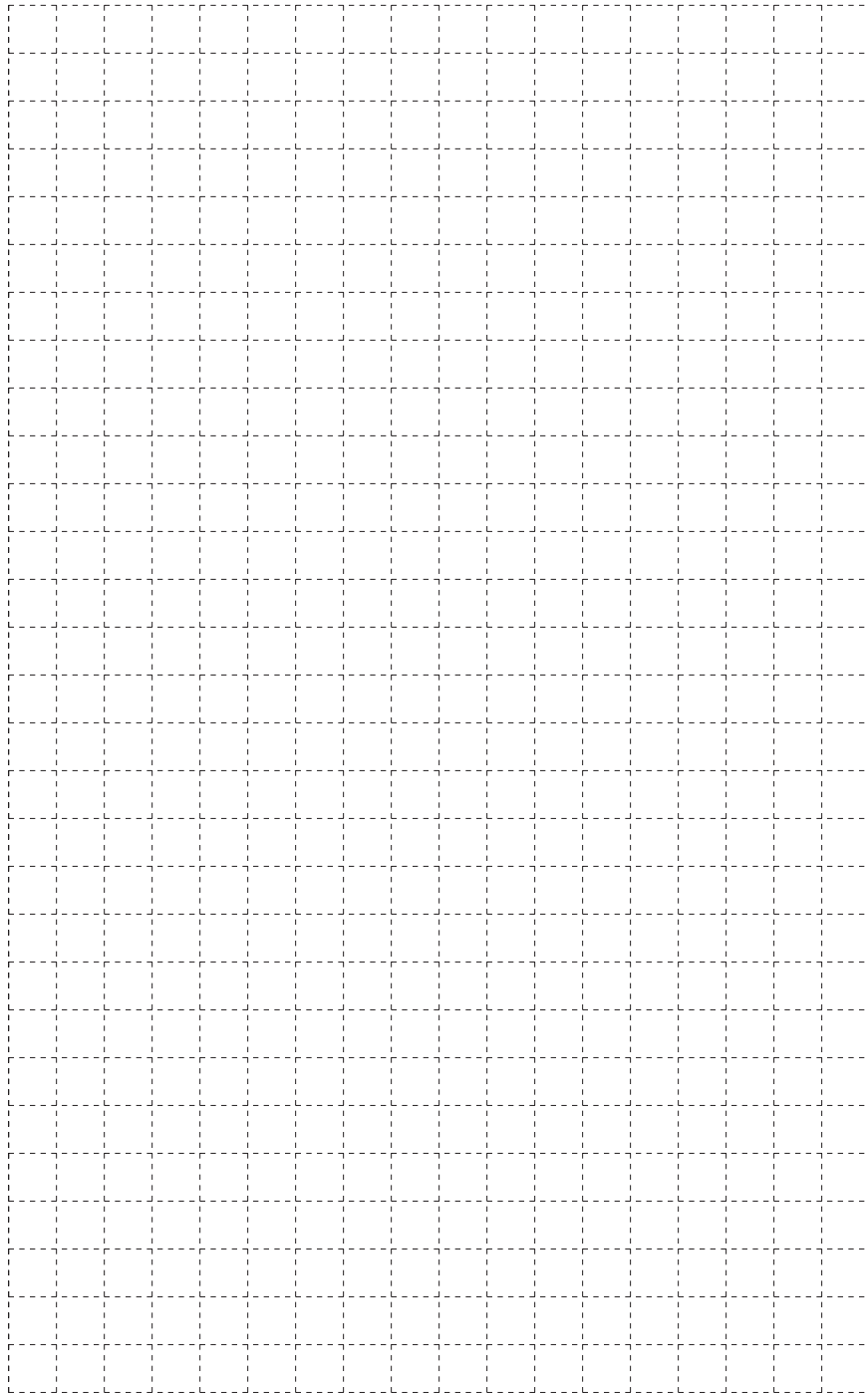
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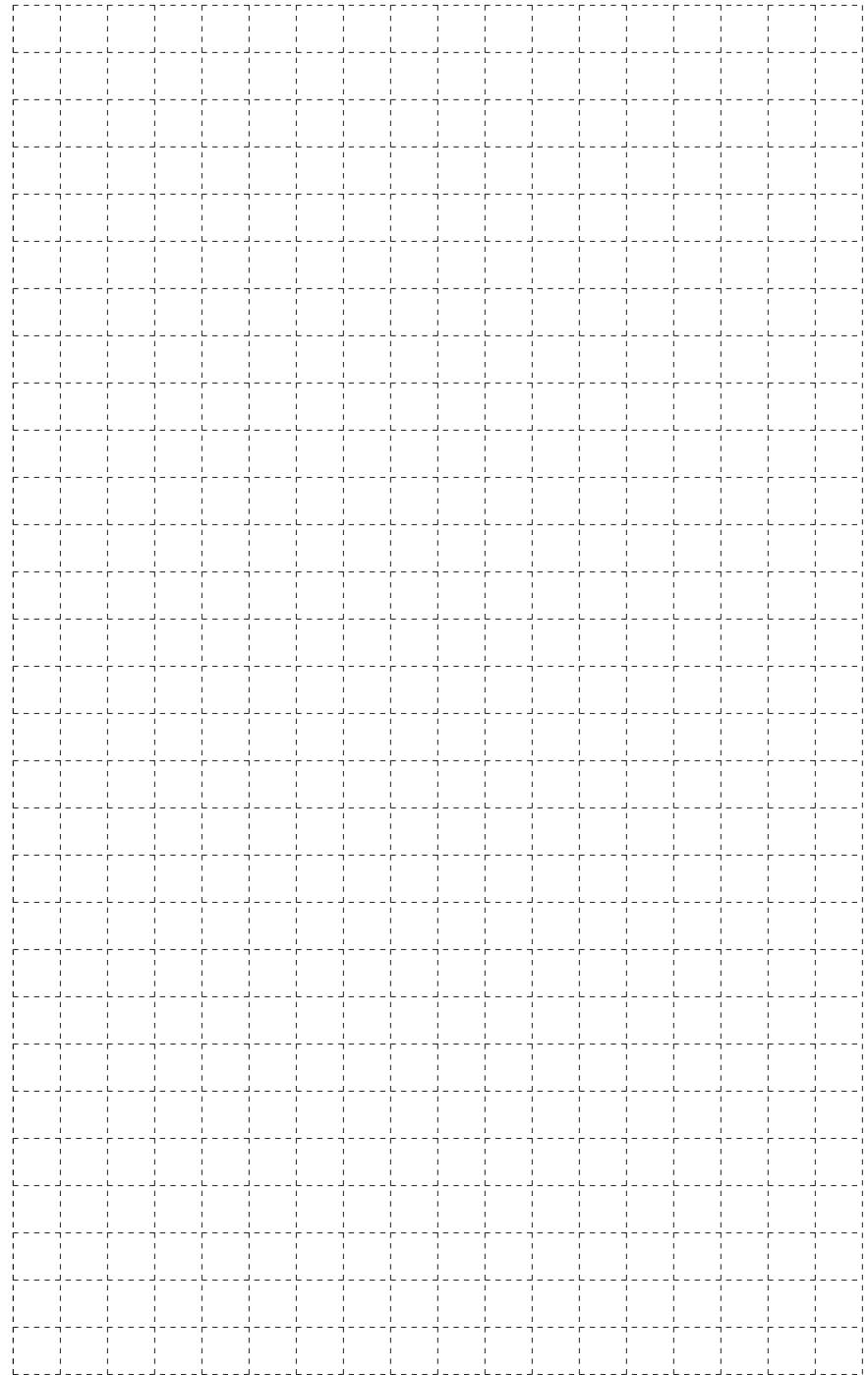
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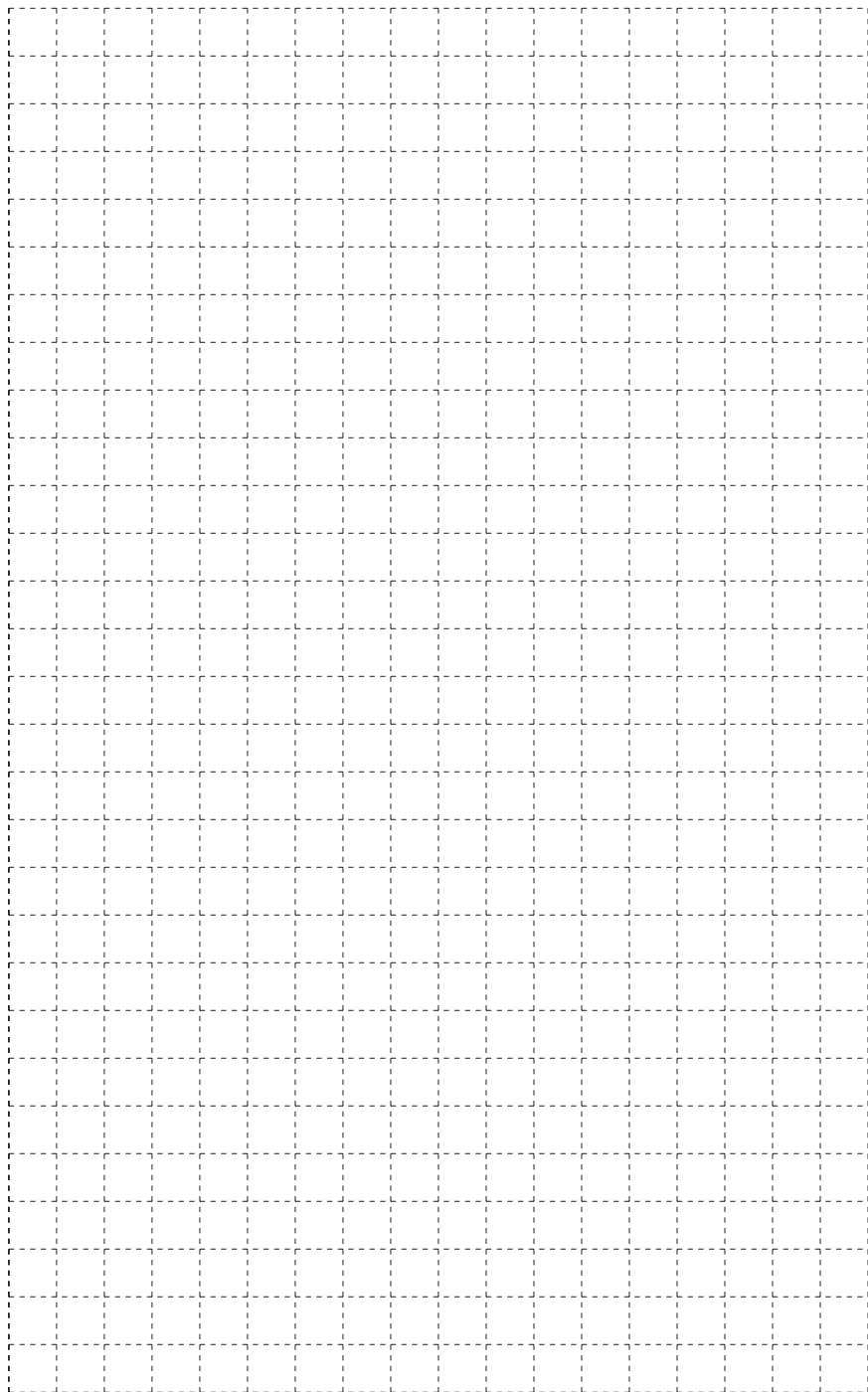
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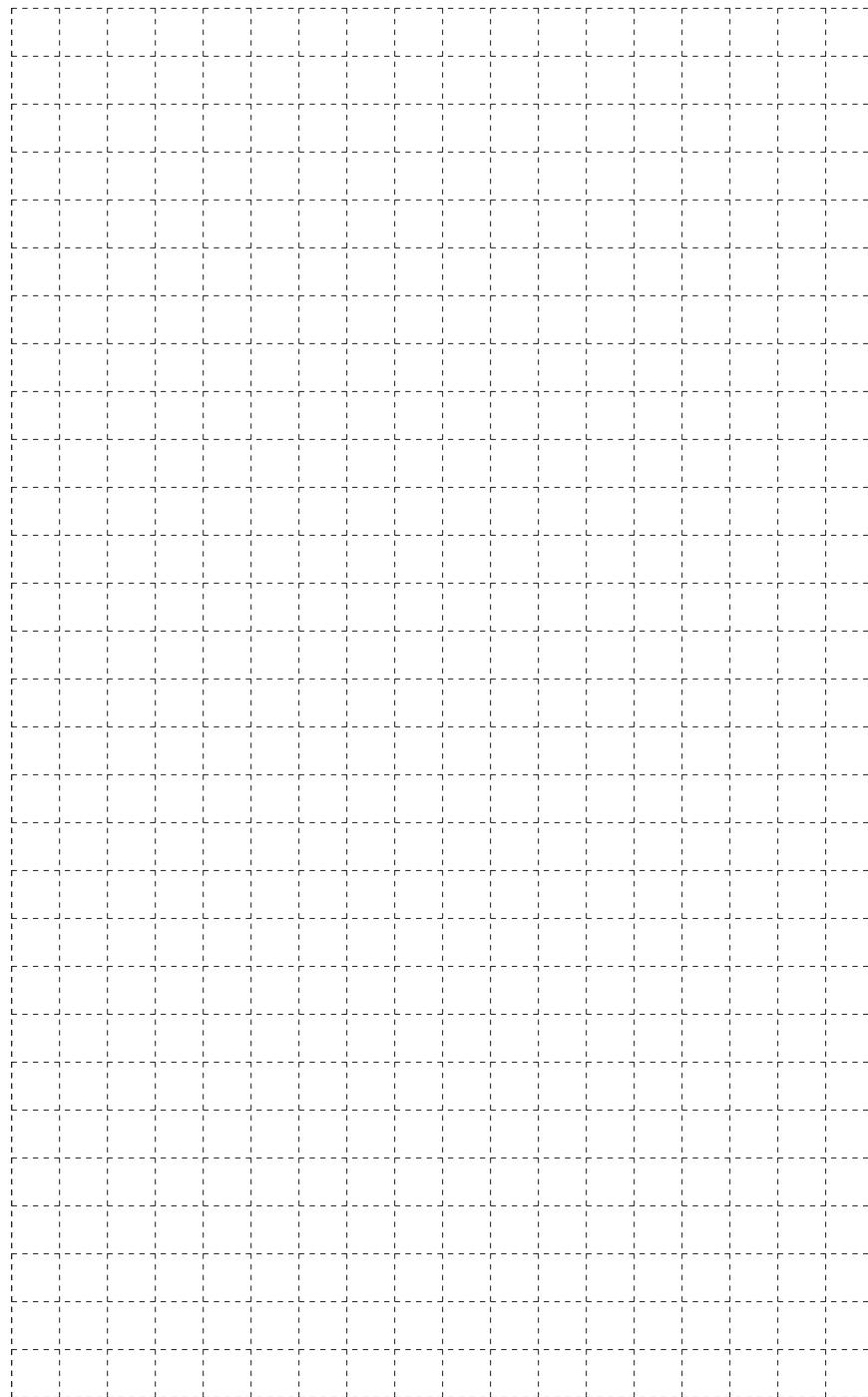
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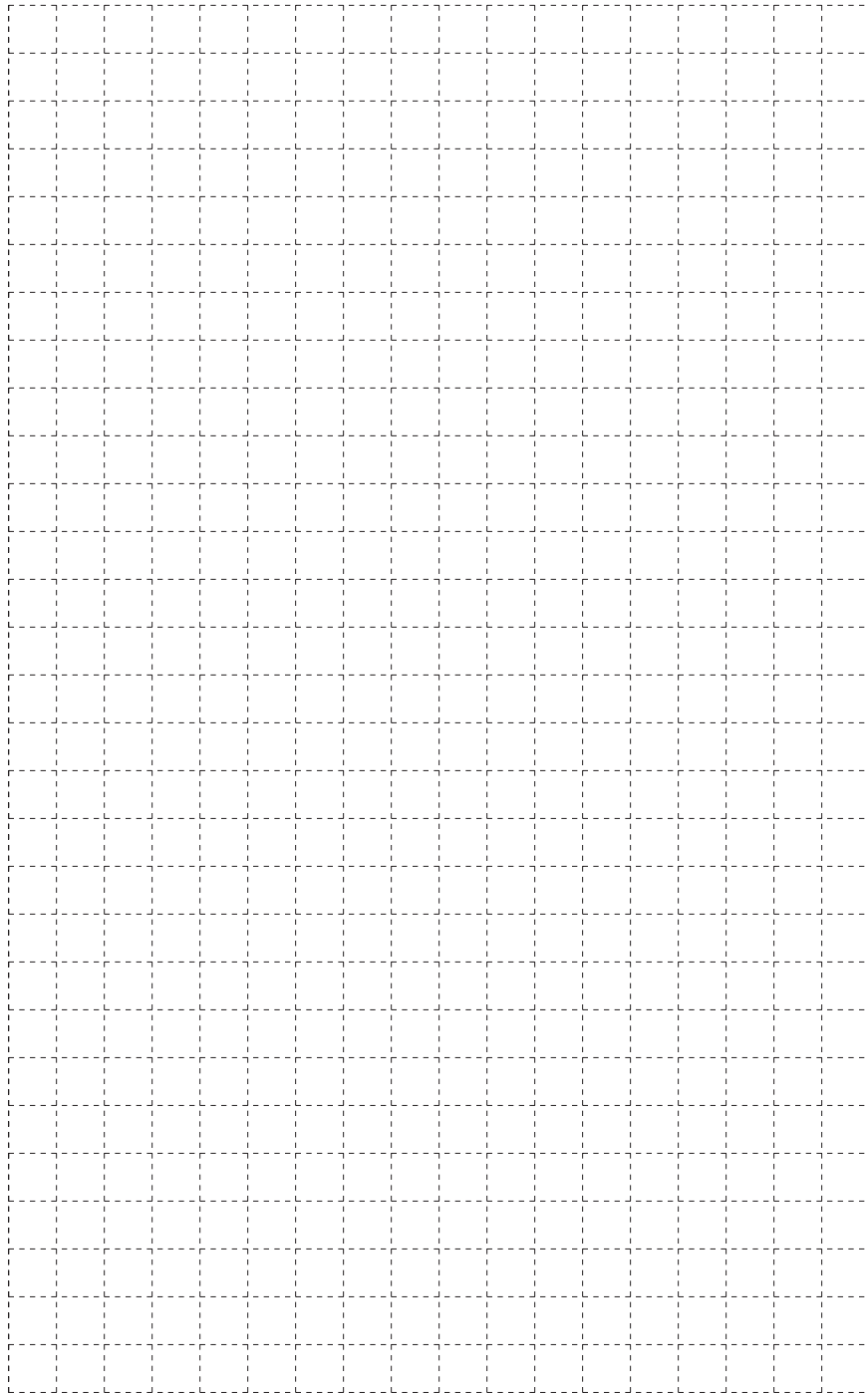
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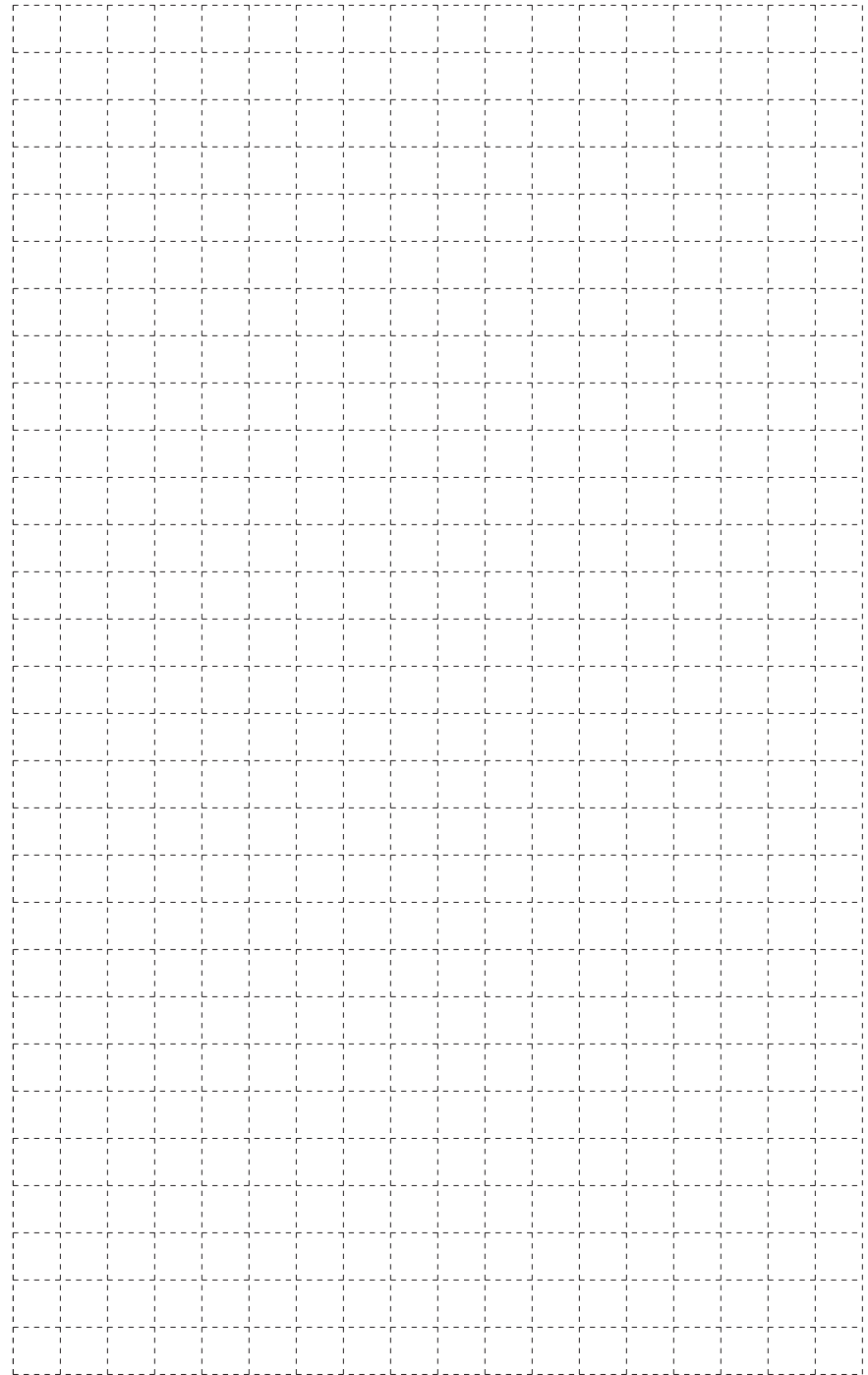
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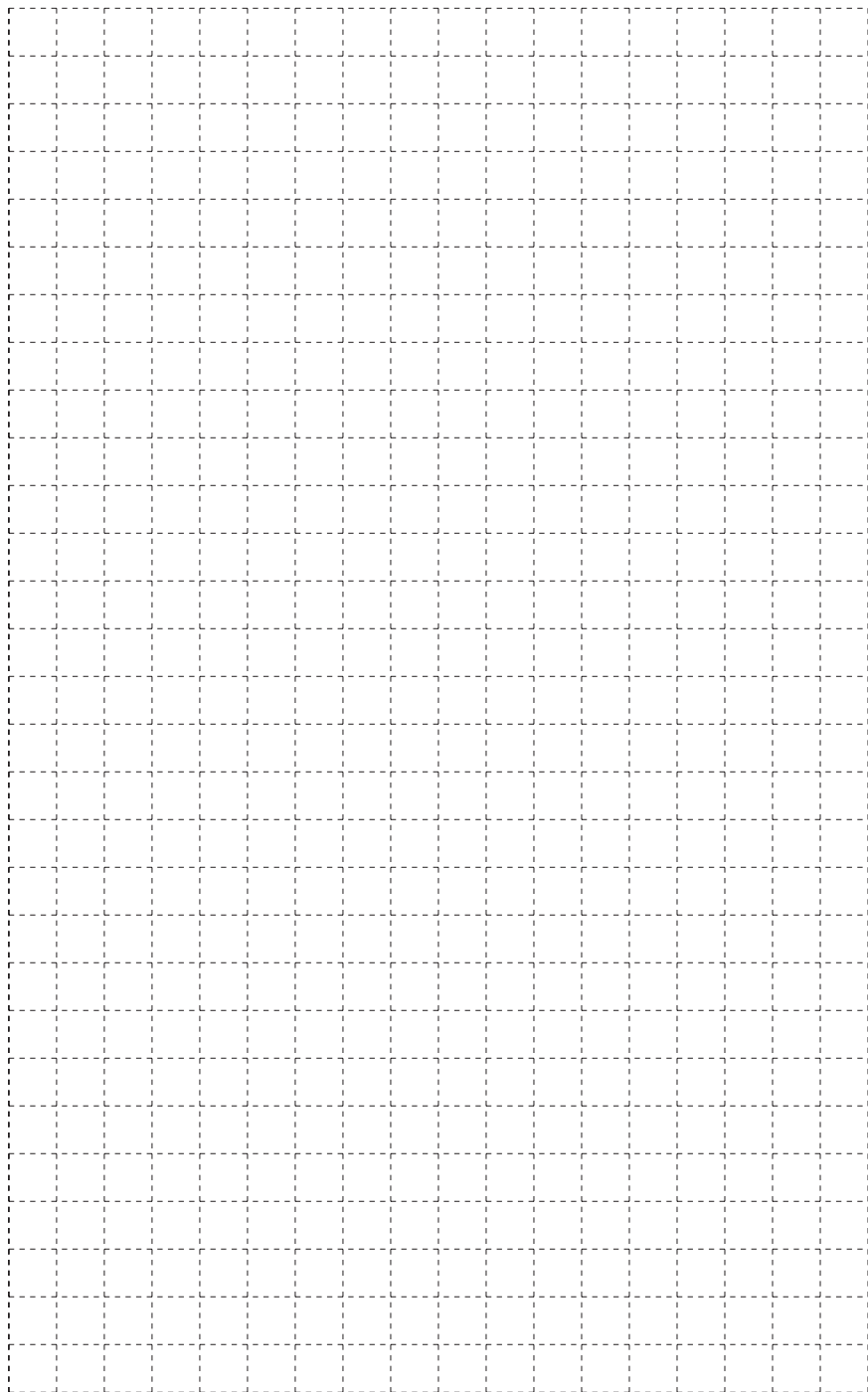
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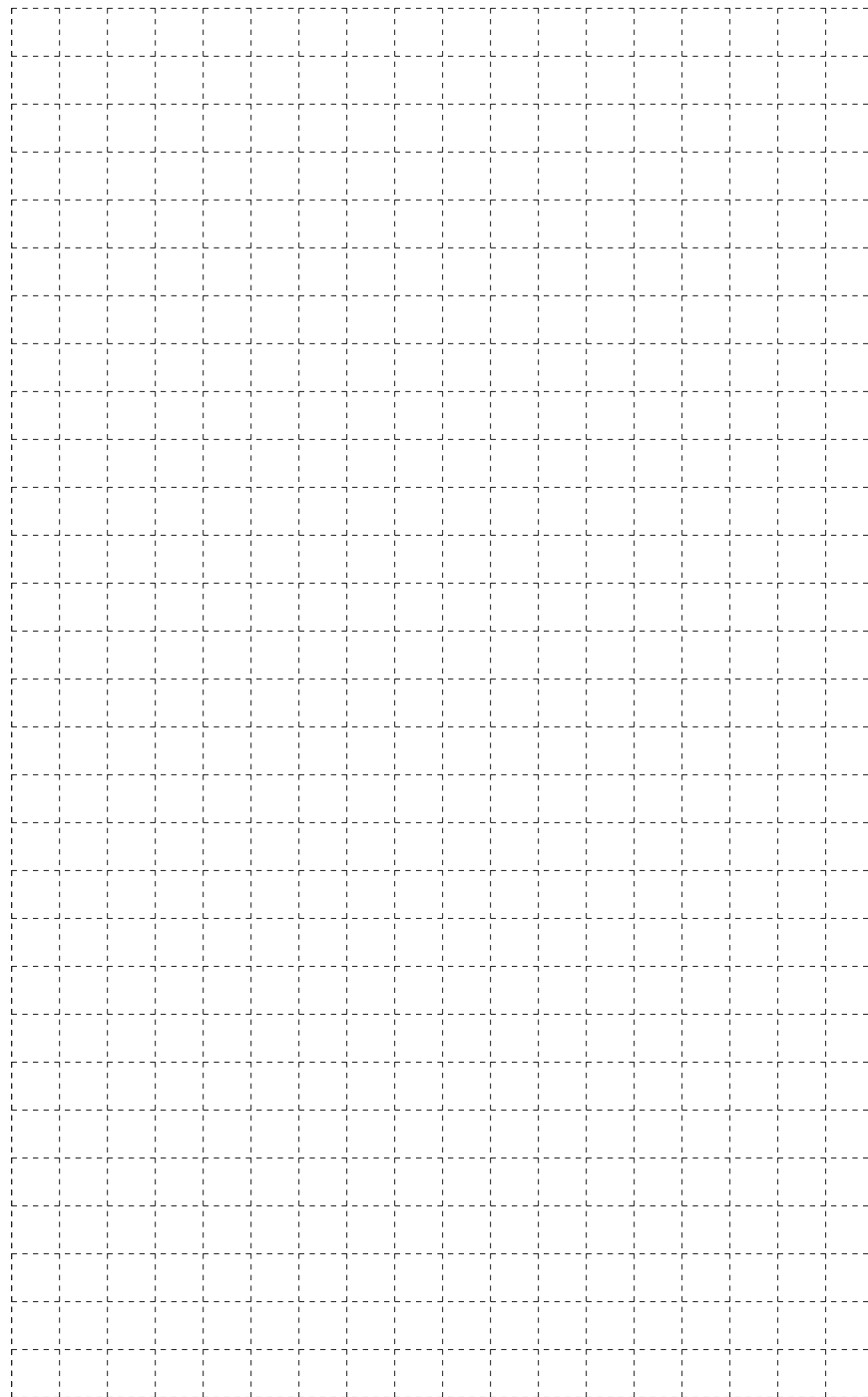
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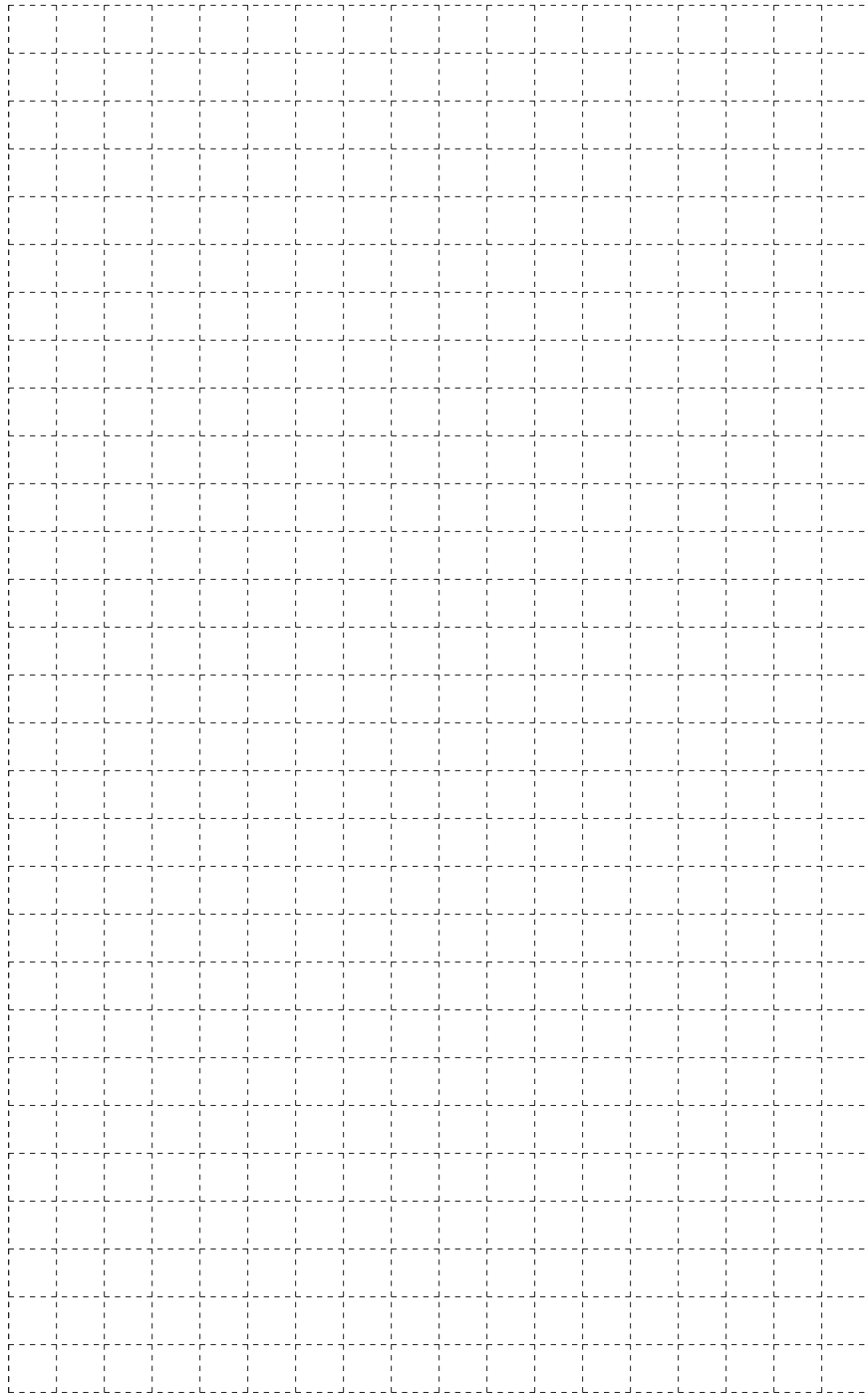
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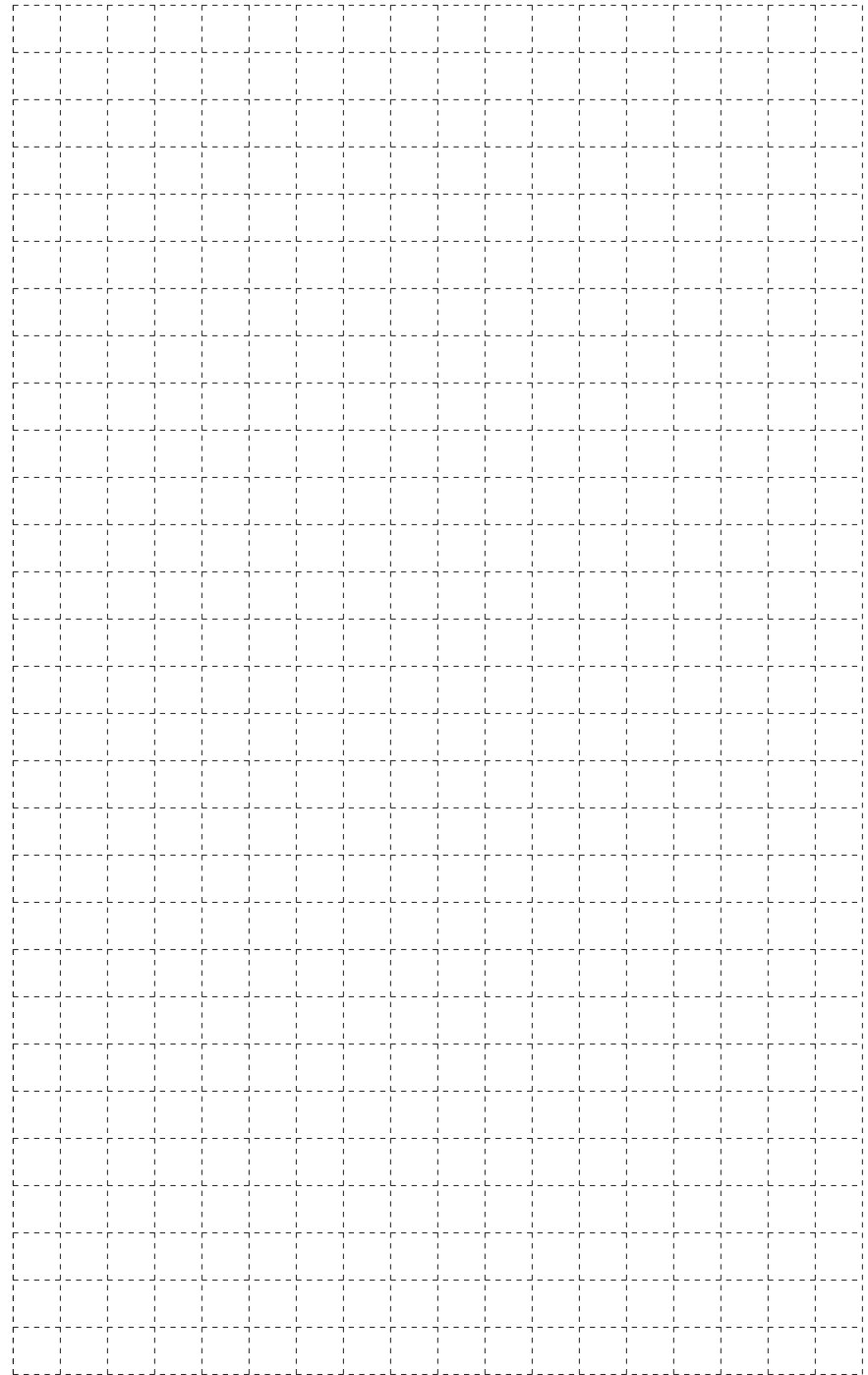
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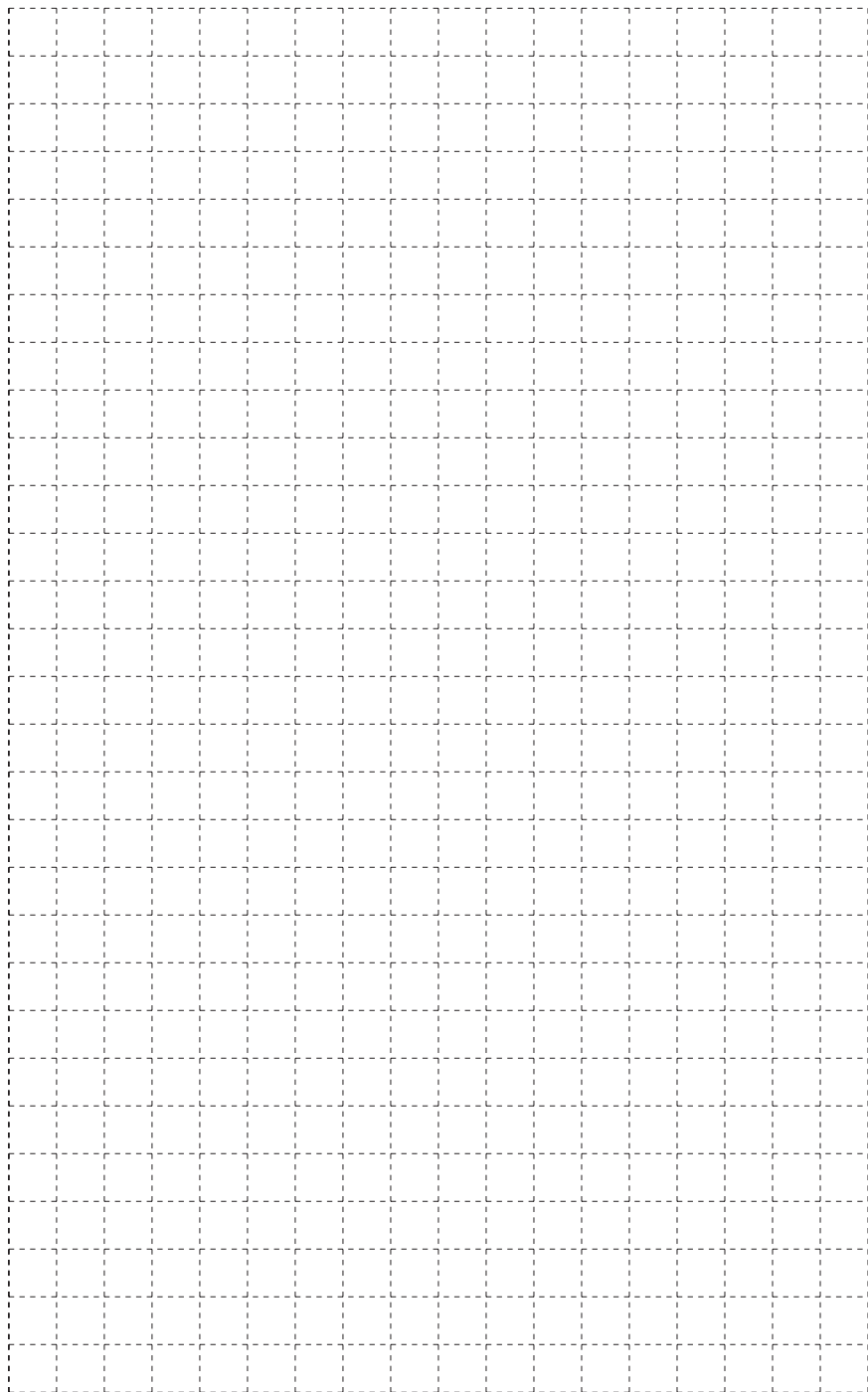
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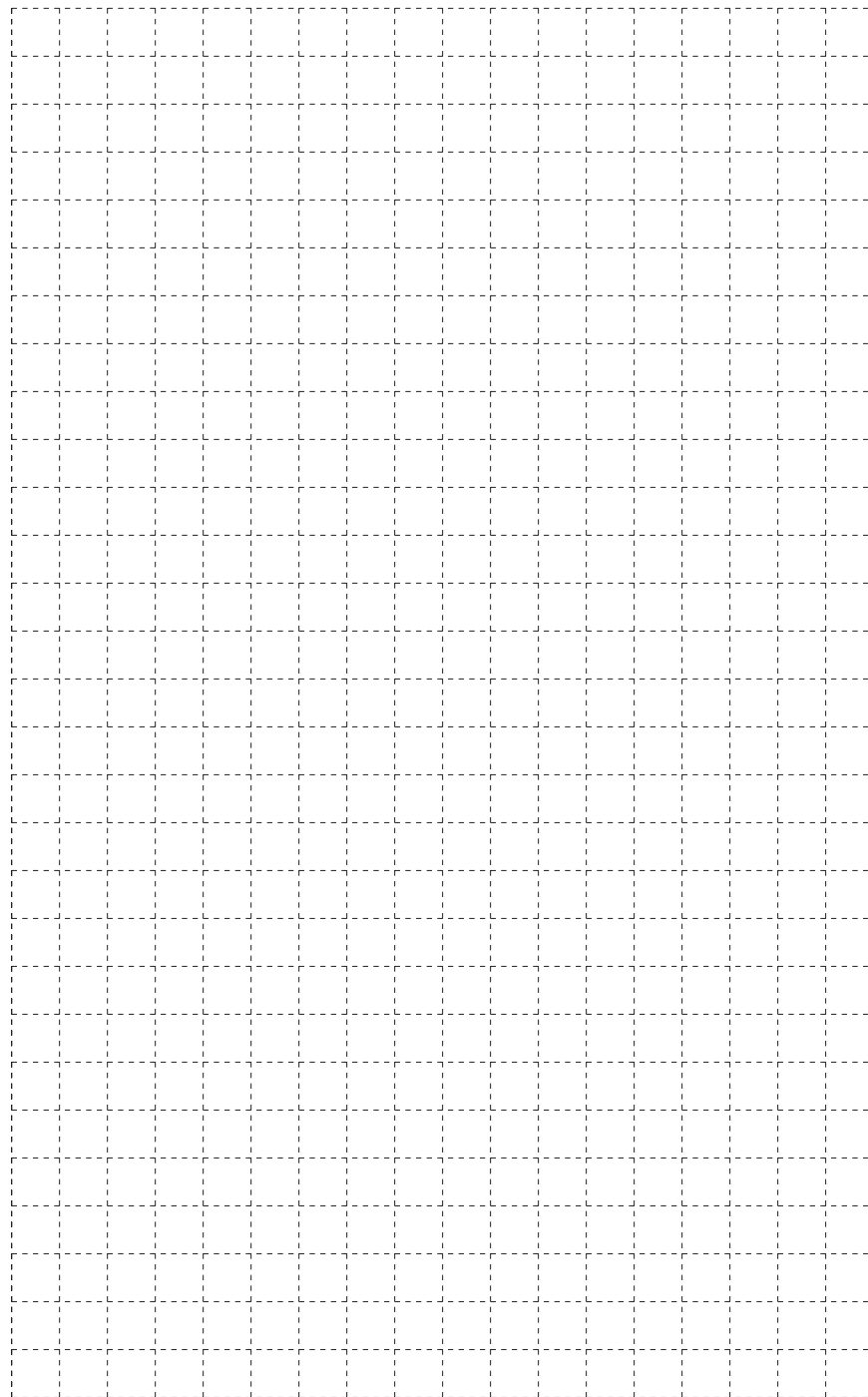
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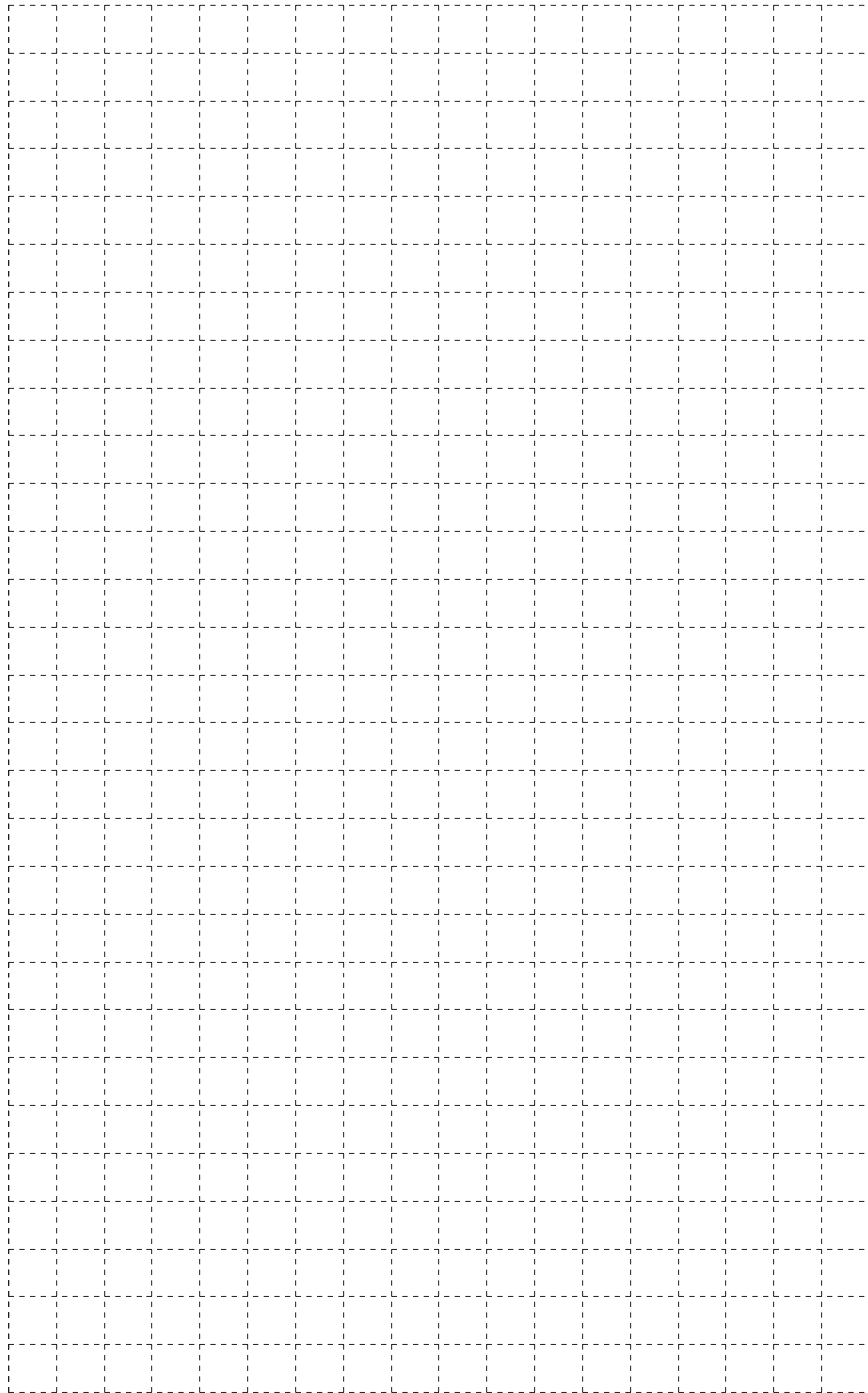
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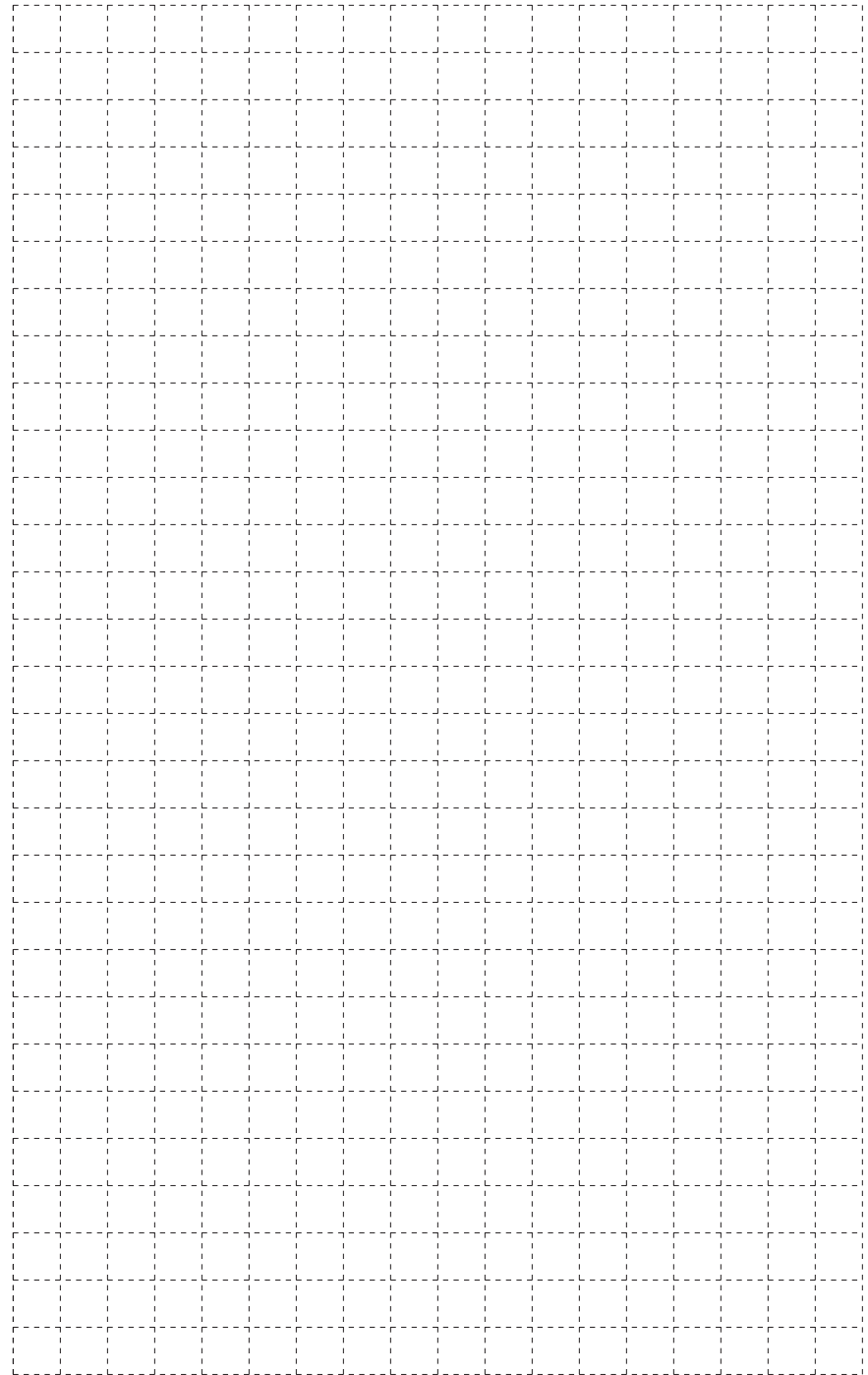
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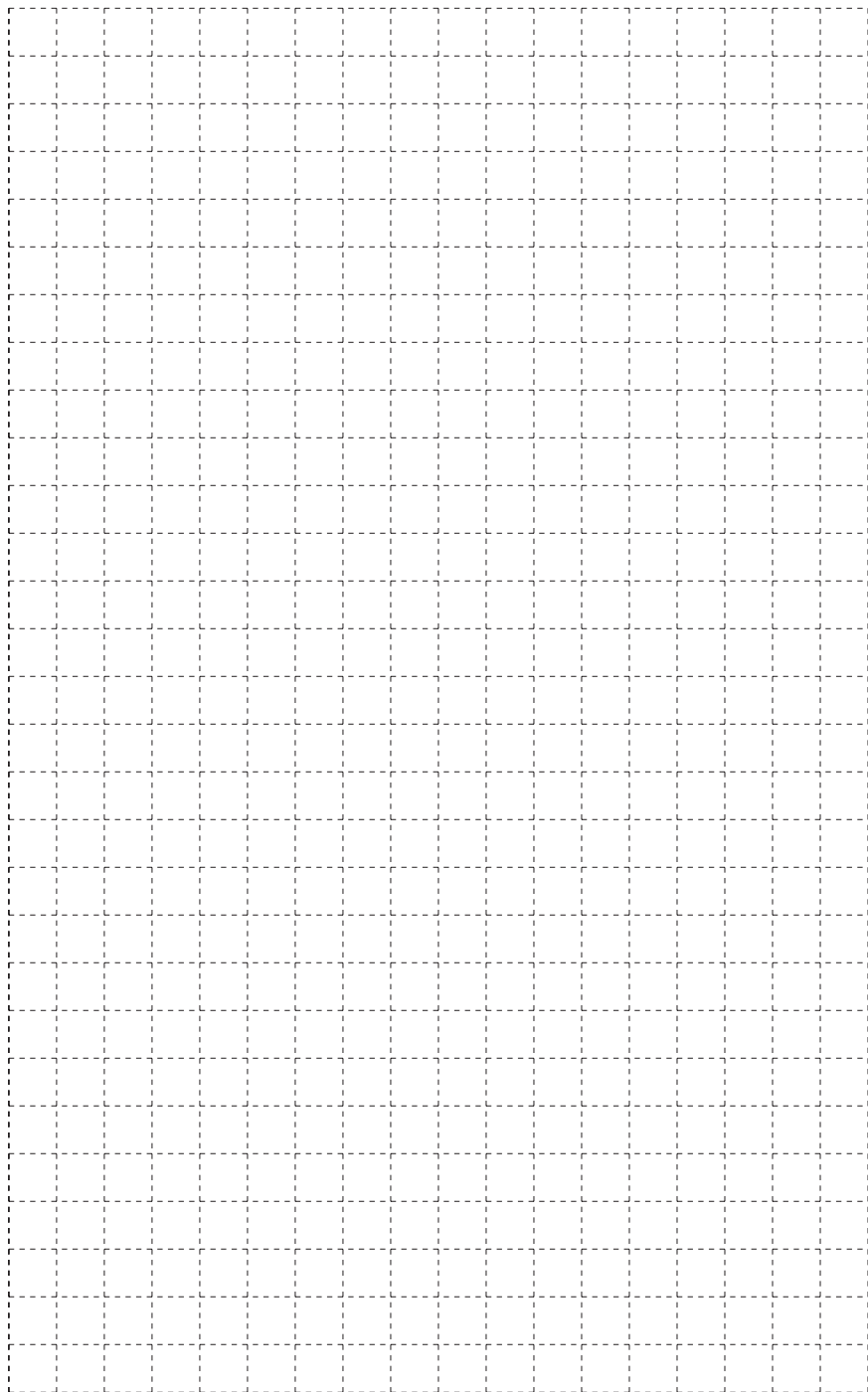
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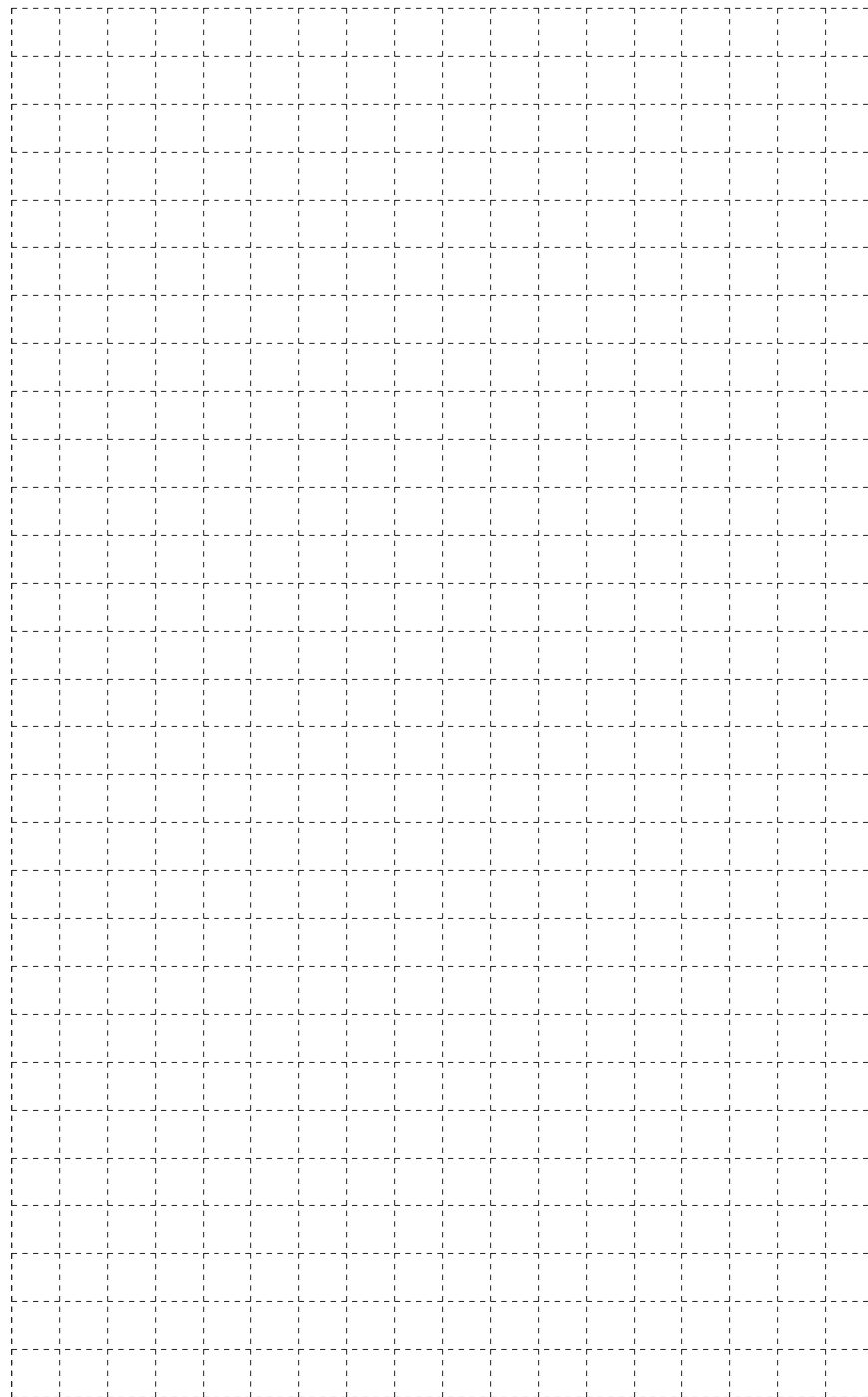
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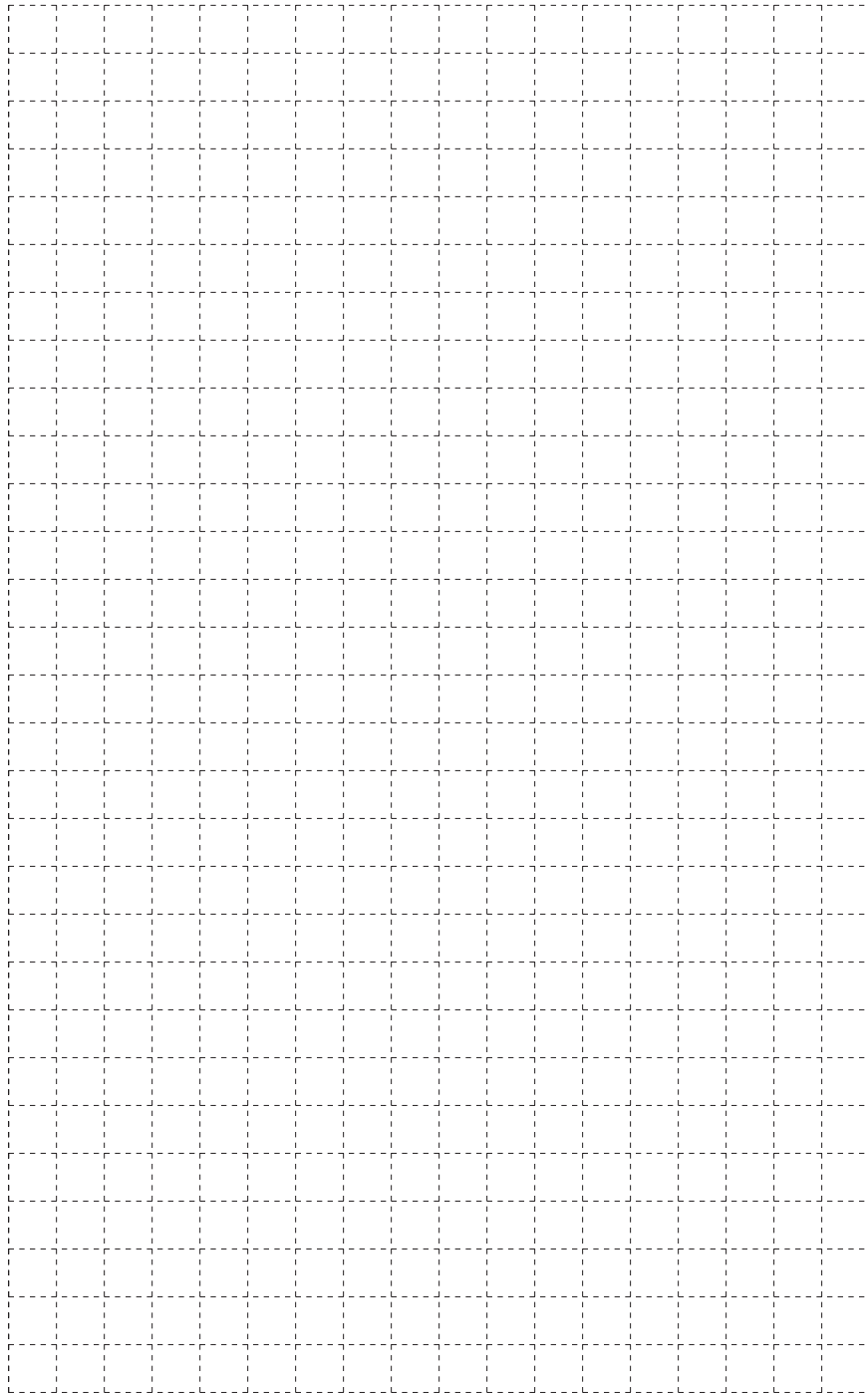
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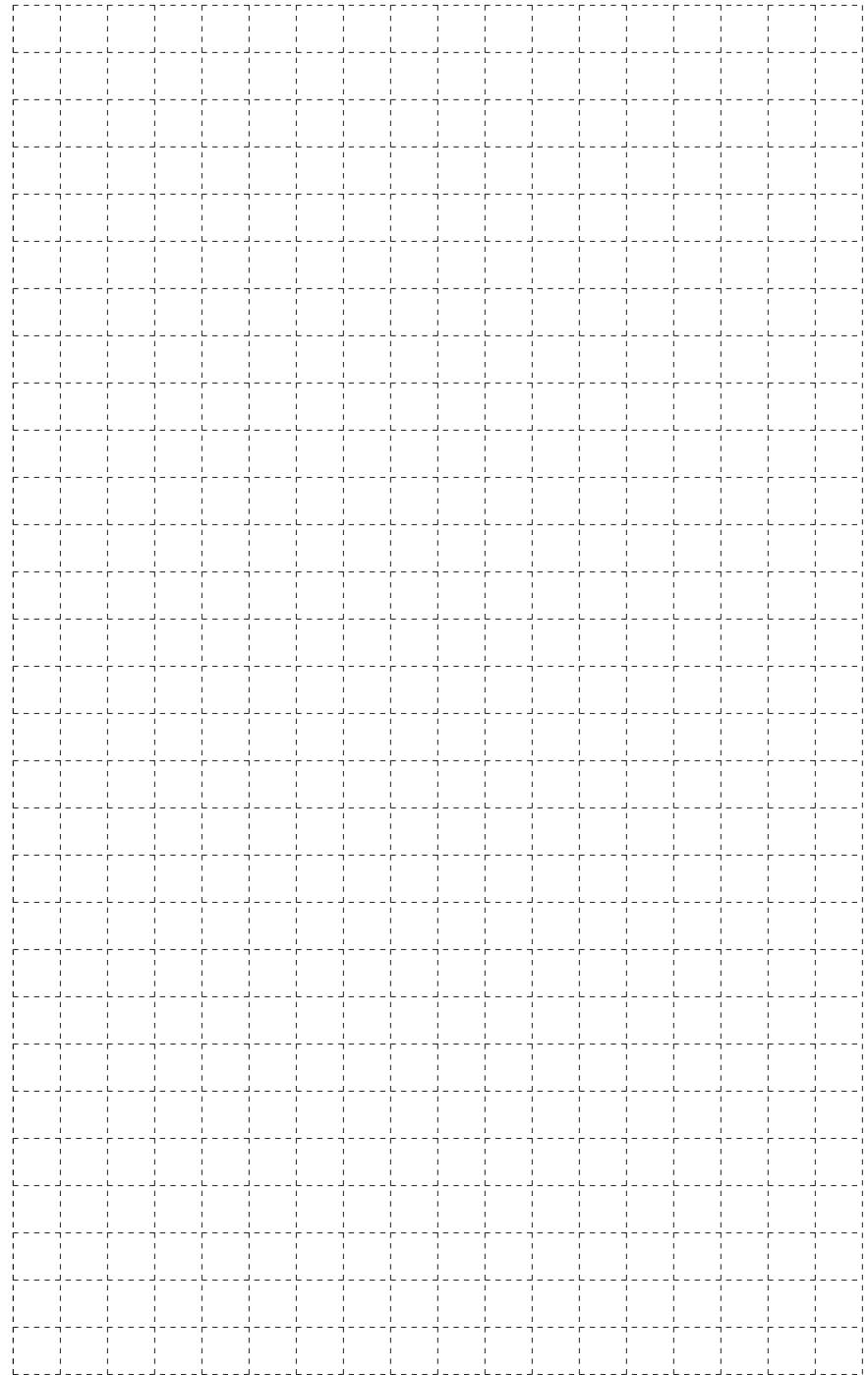
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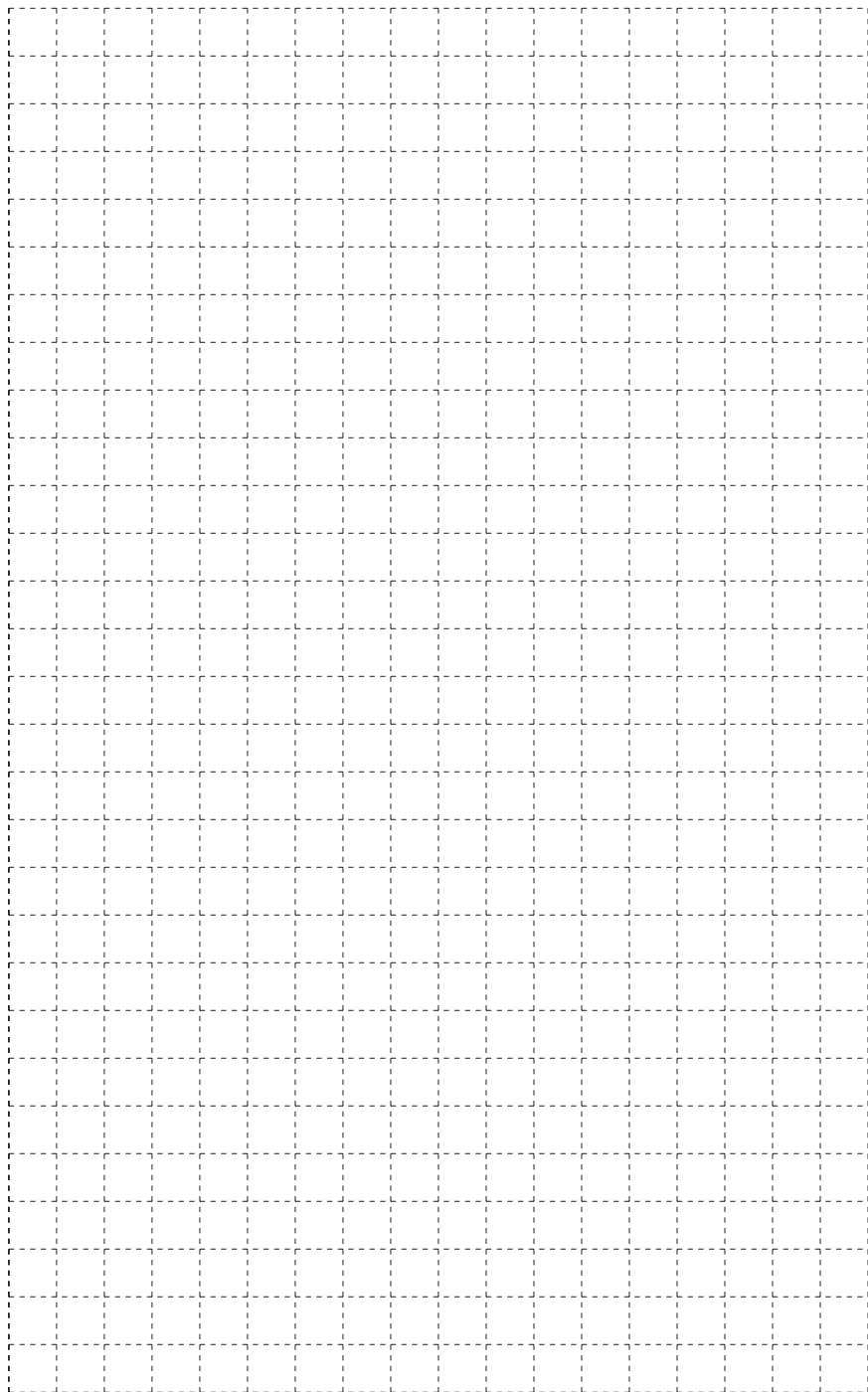
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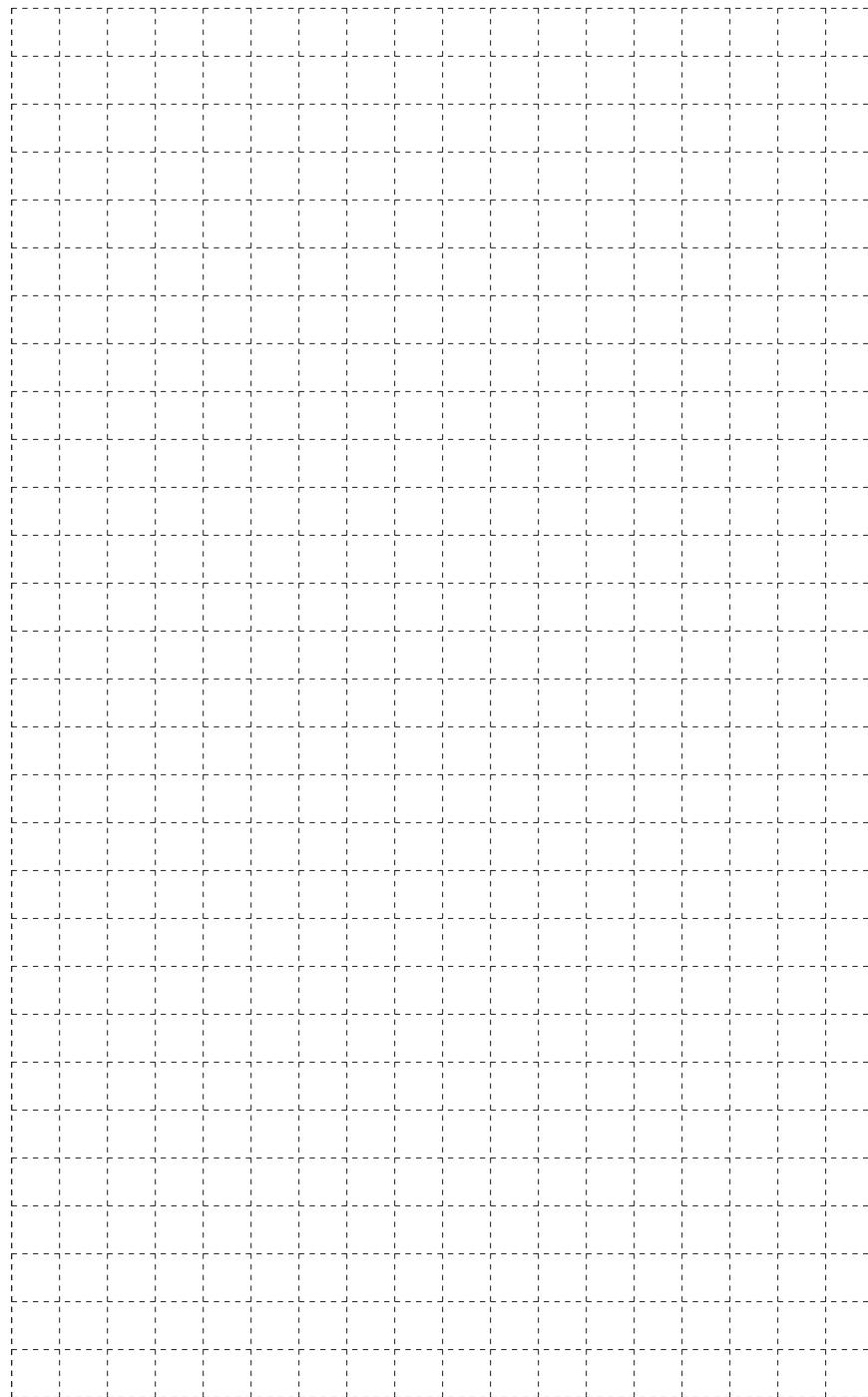
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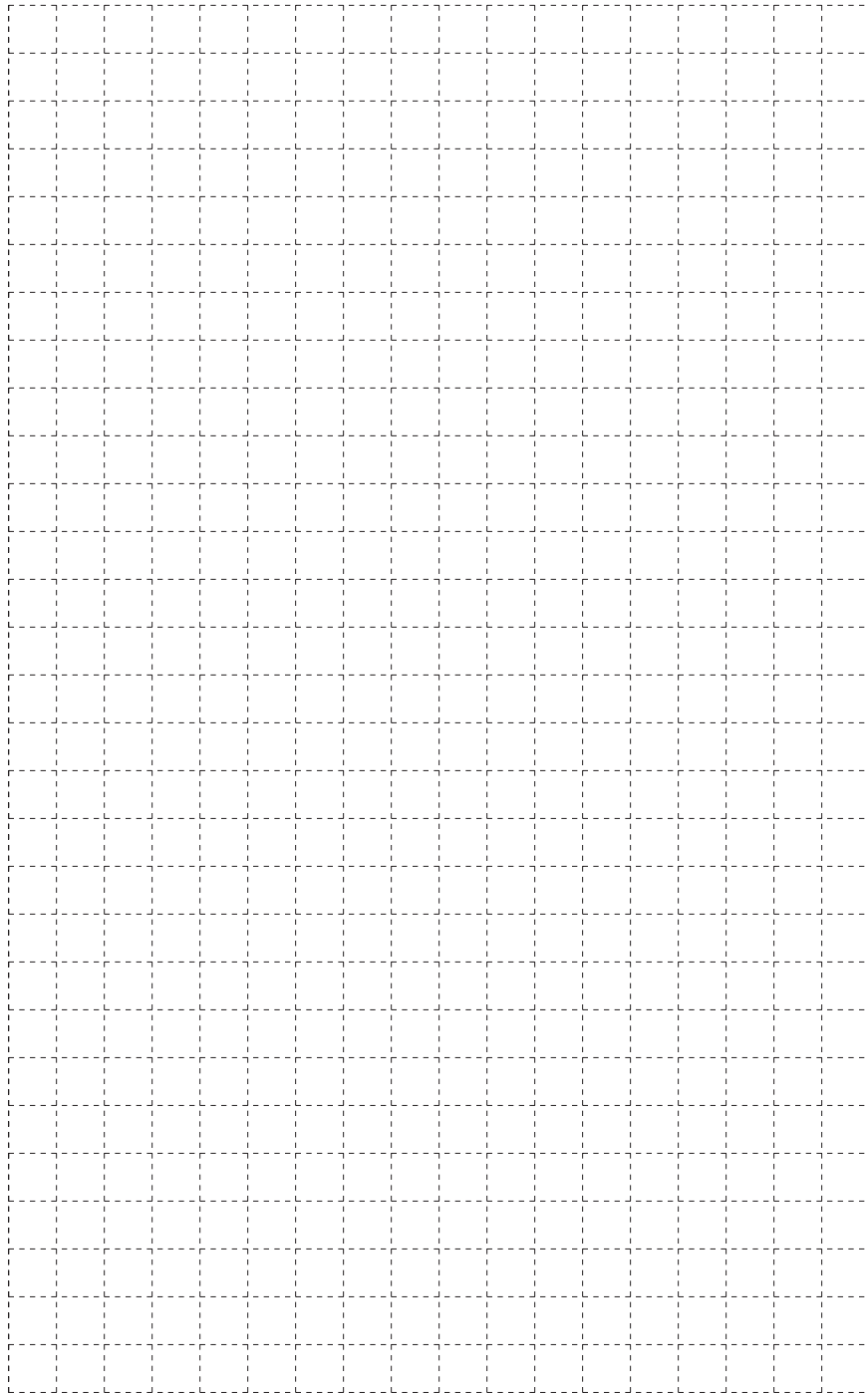
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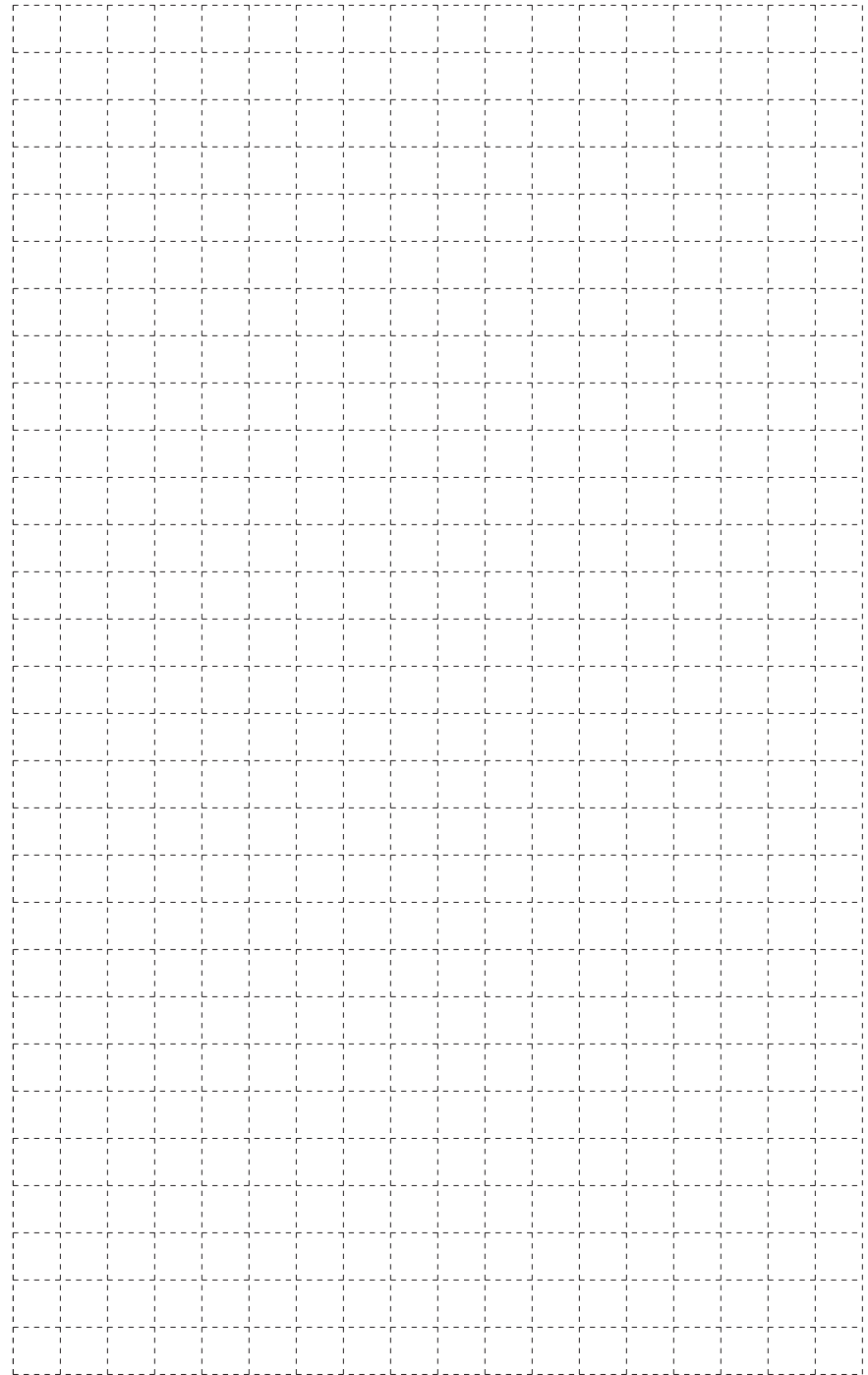
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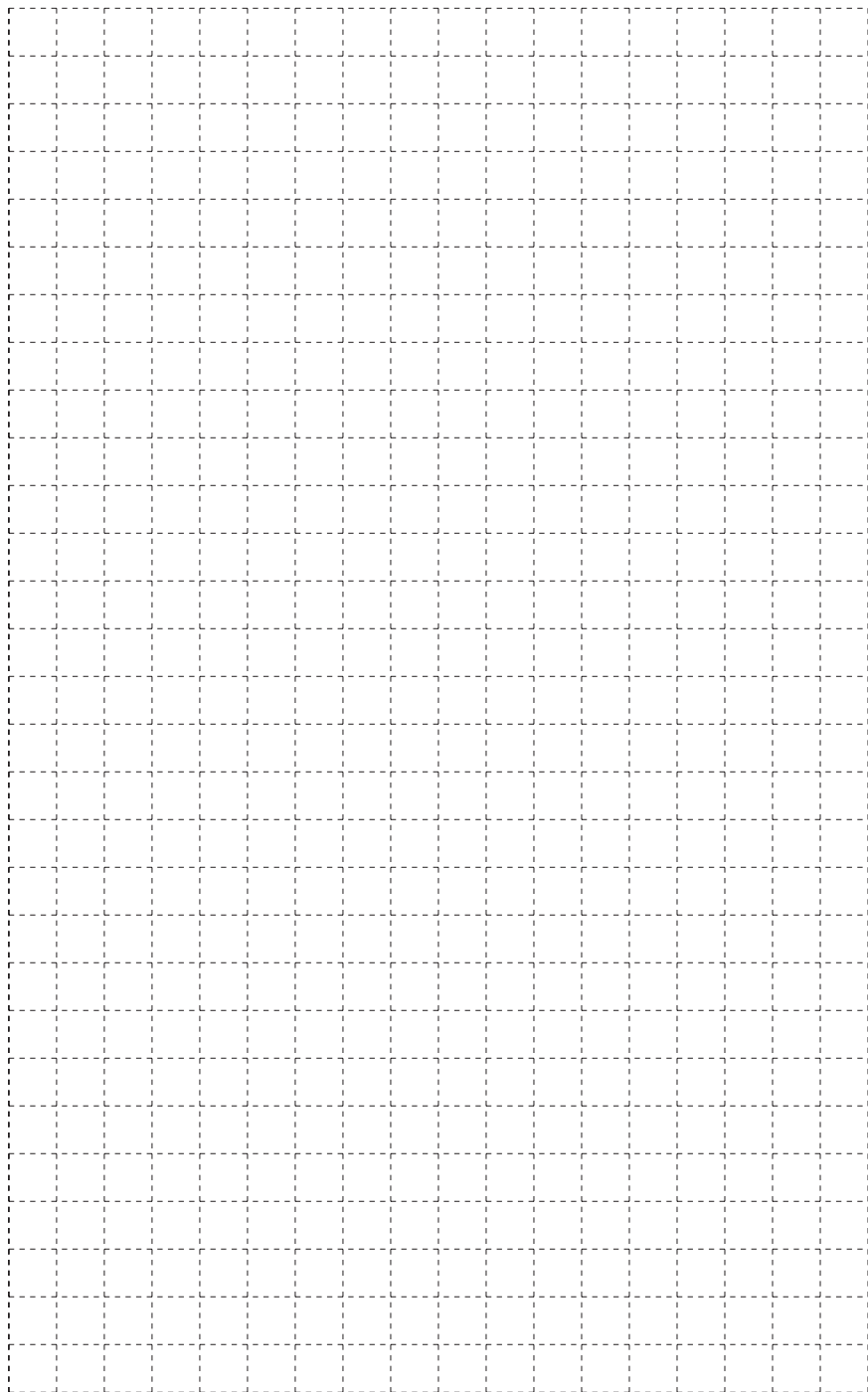
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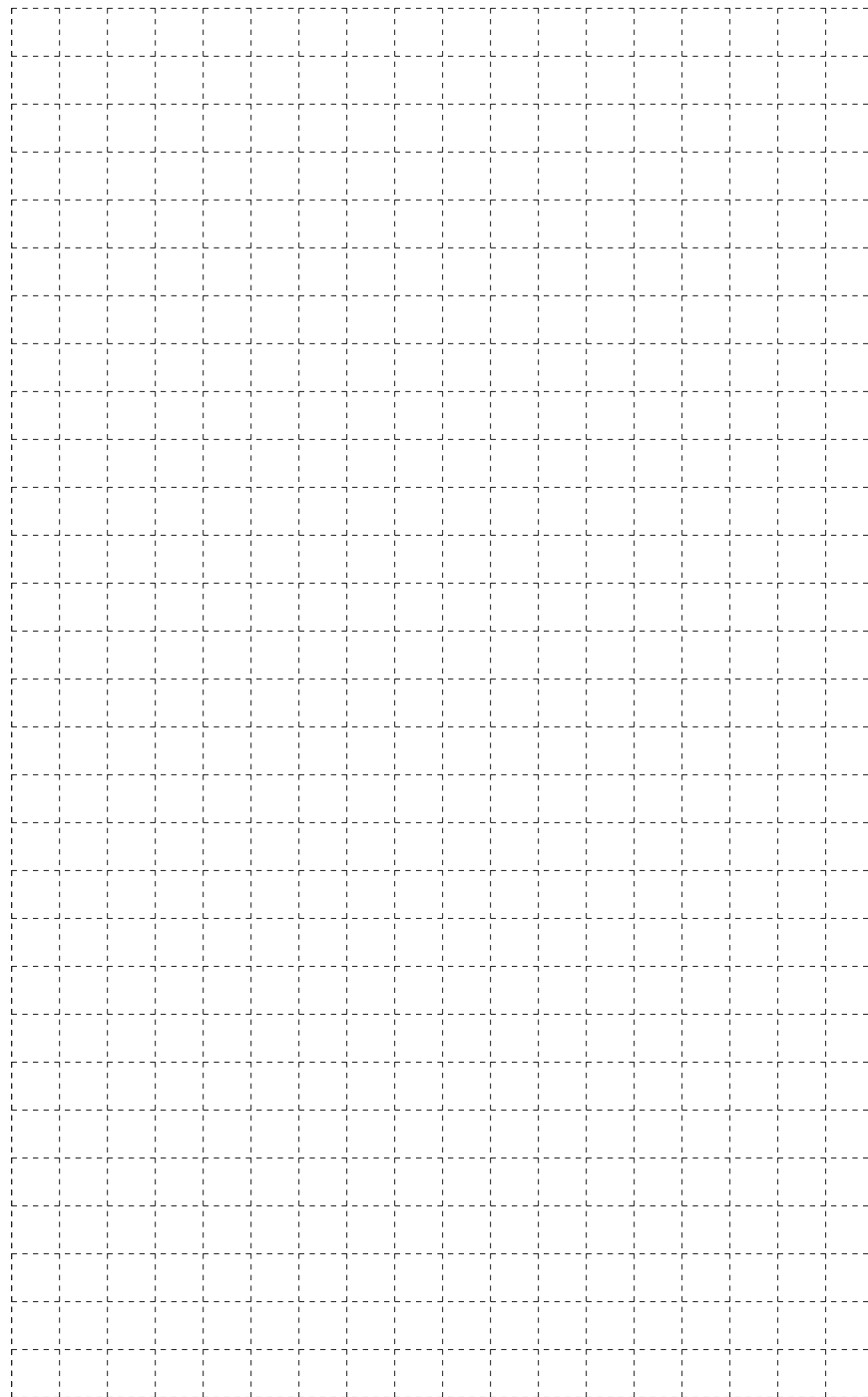
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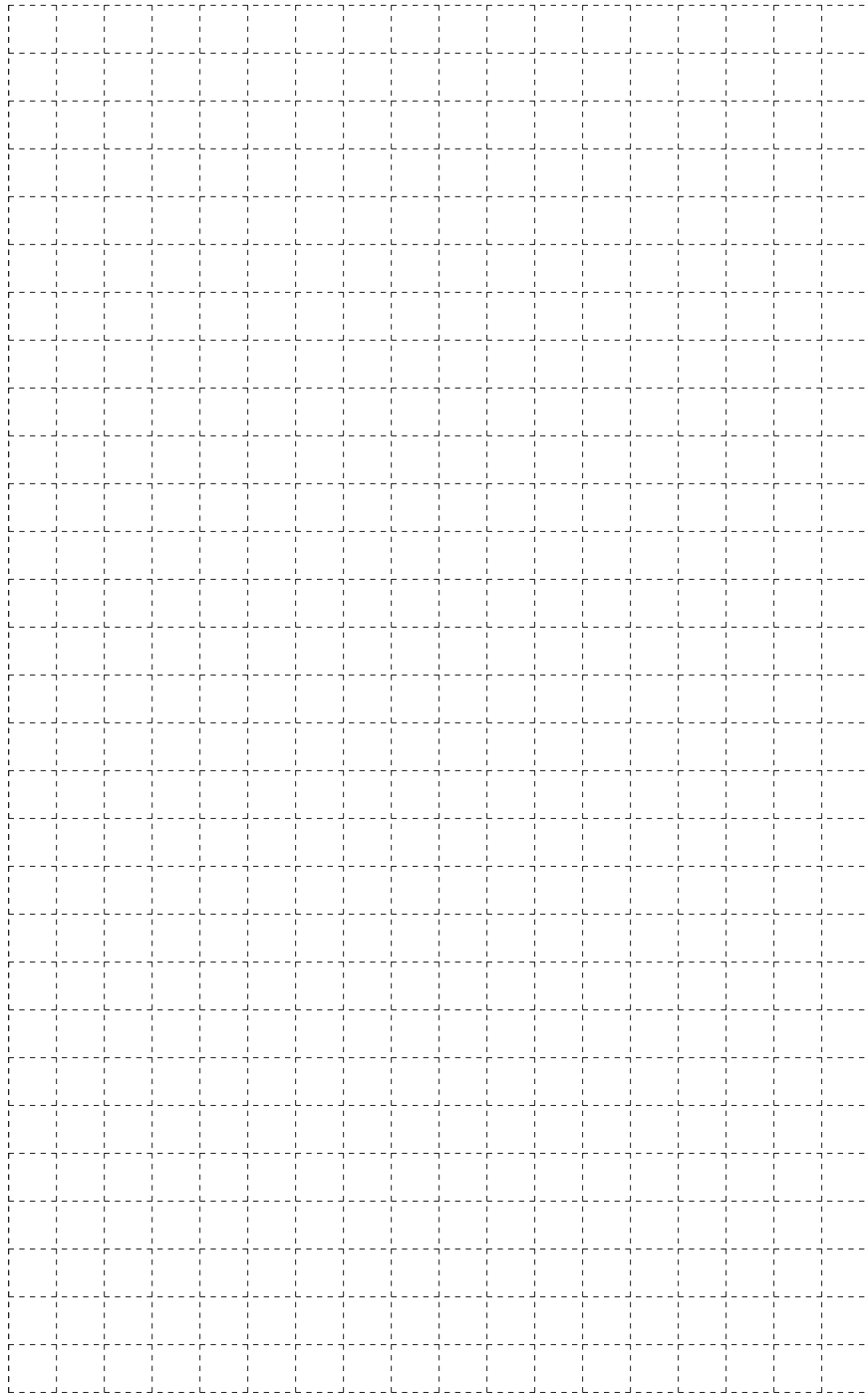
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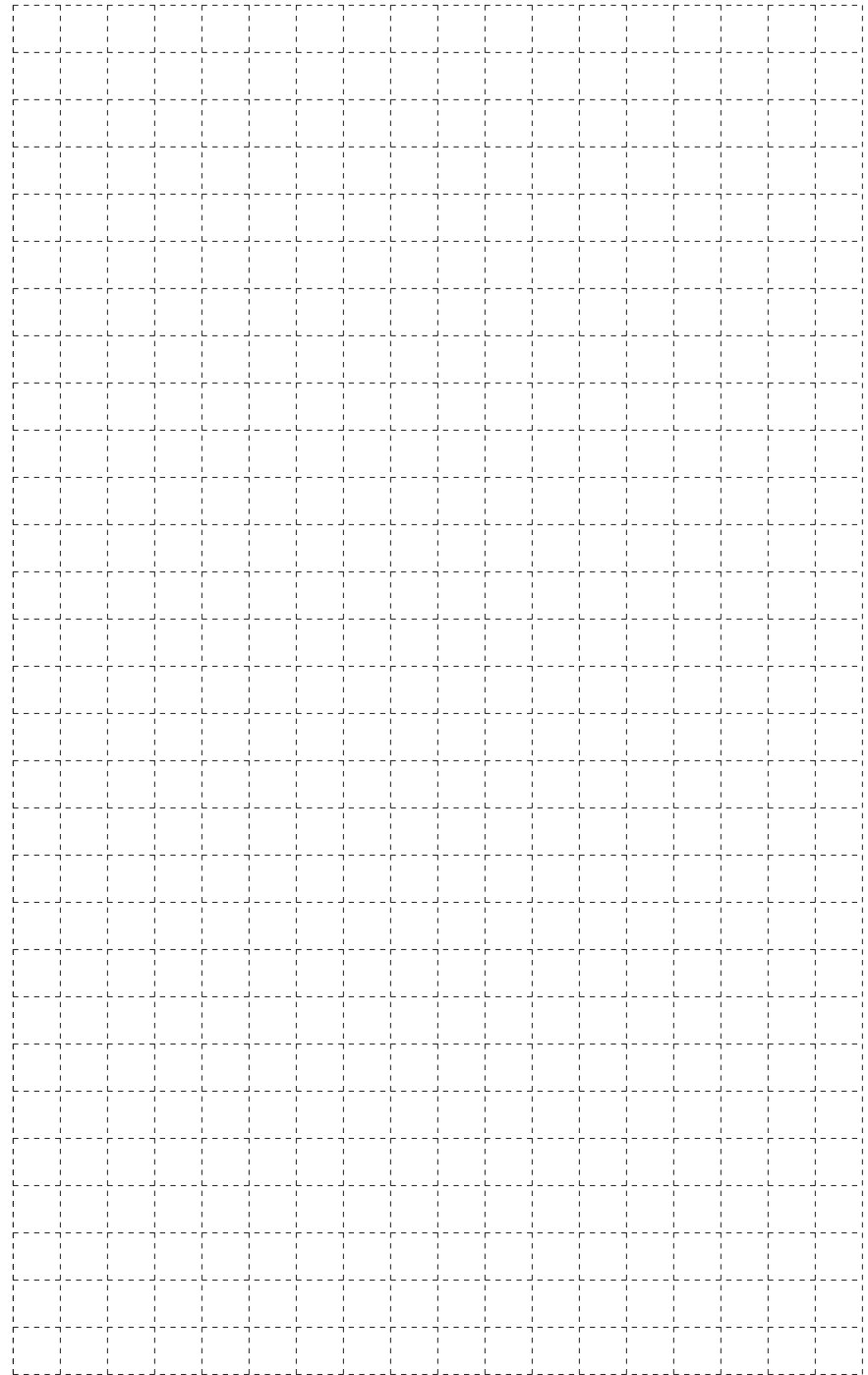
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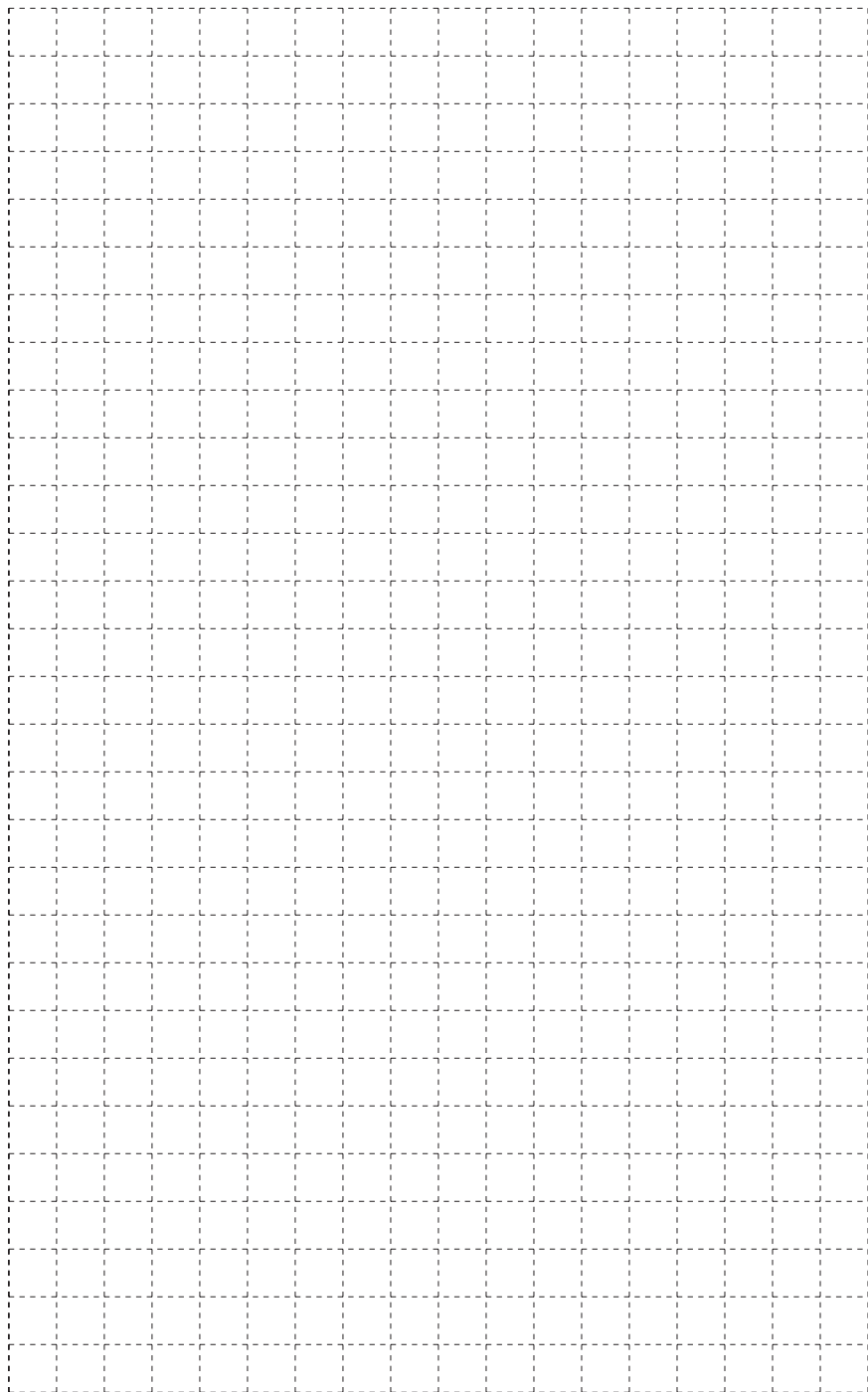
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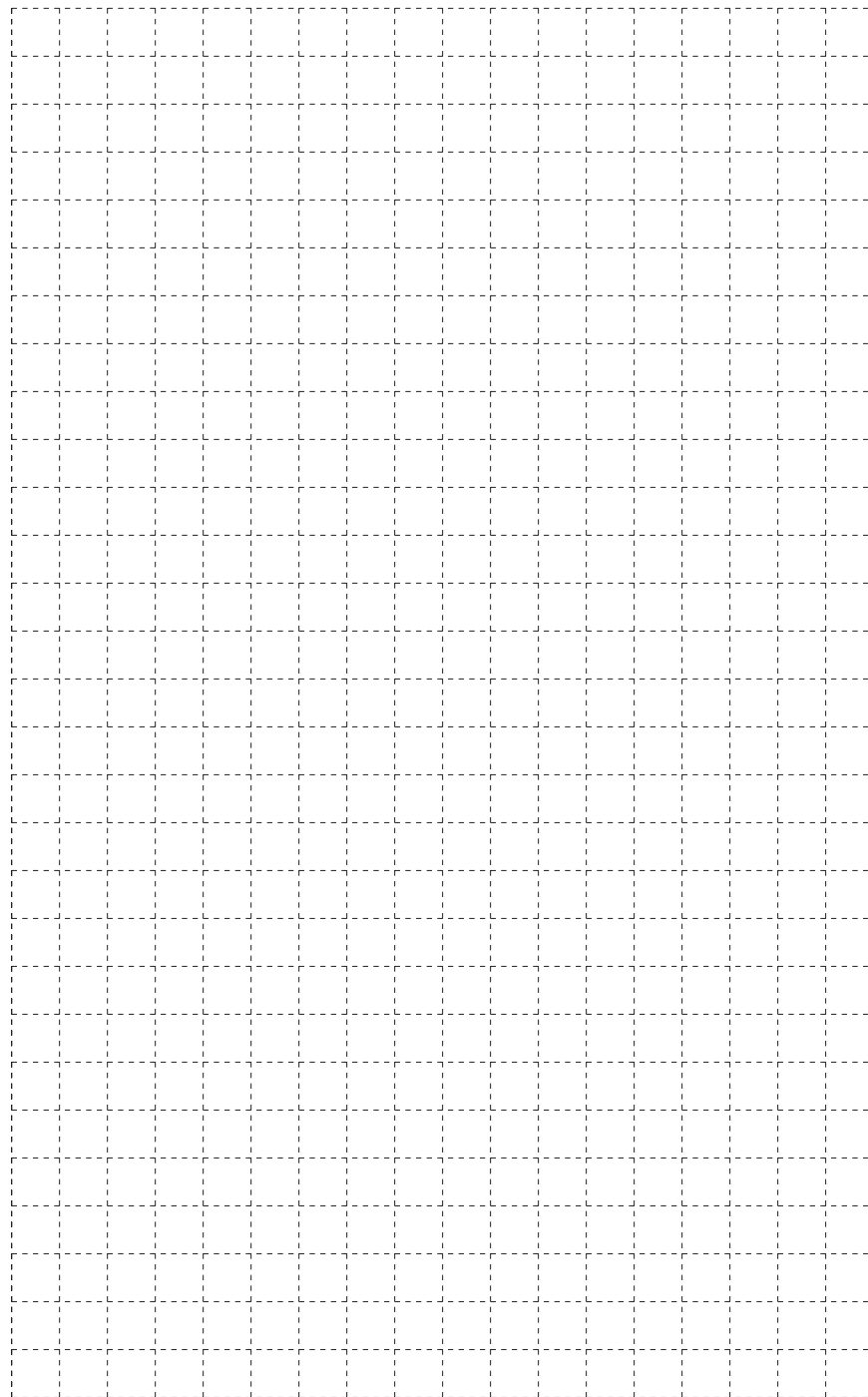
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Introduction to Daily Reports

Use daily reports to keep track of and reflect about your daily assignments. In each day's reflections, mention important mathematical moments, questions, places you are stuck, or whatever you especially want your teacher to know. Every Friday write a summary of the ways you grew as a mathematician during the week. On some occasions there may not be enough room to record all of your daily or weekly reflections. If so, write "see page ____" and then continue your reflections on that page of your journal.

Introduction to Daily Reports

Use daily reports to keep track of and reflect about your daily assignments. In each day's reflections, mention important mathematical moments, questions, places you are stuck, or whatever you especially want your teacher to know. Every Friday write a summary of the ways you grew as a mathematician during the week. On some occasions there may not be enough room to record all of your daily or weekly reflections. If so, write "see page ____" and then continue your reflections on that page of your journal.

Daily Reports

WEEK OF _____

■ **Monday** Assignment: _____

Complete by: _____

What I did: All None These parts: _____

My reflections: _____

■ **Tuesday** Assignment: _____

Complete by: _____

What I did: All None These parts: _____

My reflections: _____

■ **Wednesday** Assignment: _____

Complete by: _____

What I did: All None These parts: _____

My reflections: _____

Daily Reports

WEEK OF _____

■ **Monday** Assignment: _____

Complete by: _____

What I did: All None These parts: _____

My reflections: _____

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What I did: All None These parts: _____

My reflections: _____

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My reflections: _____

■ **Thursday** Assignment: _____

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What I did: All None These parts: _____

My reflections: _____

■ **Friday** Assignment: _____

Complete by: _____

What I did: All None These parts: _____

My reflections: _____

Weekly reflections about my mathematical growth:

■ **Thursday** Assignment: _____

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My reflections: _____

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Glossary

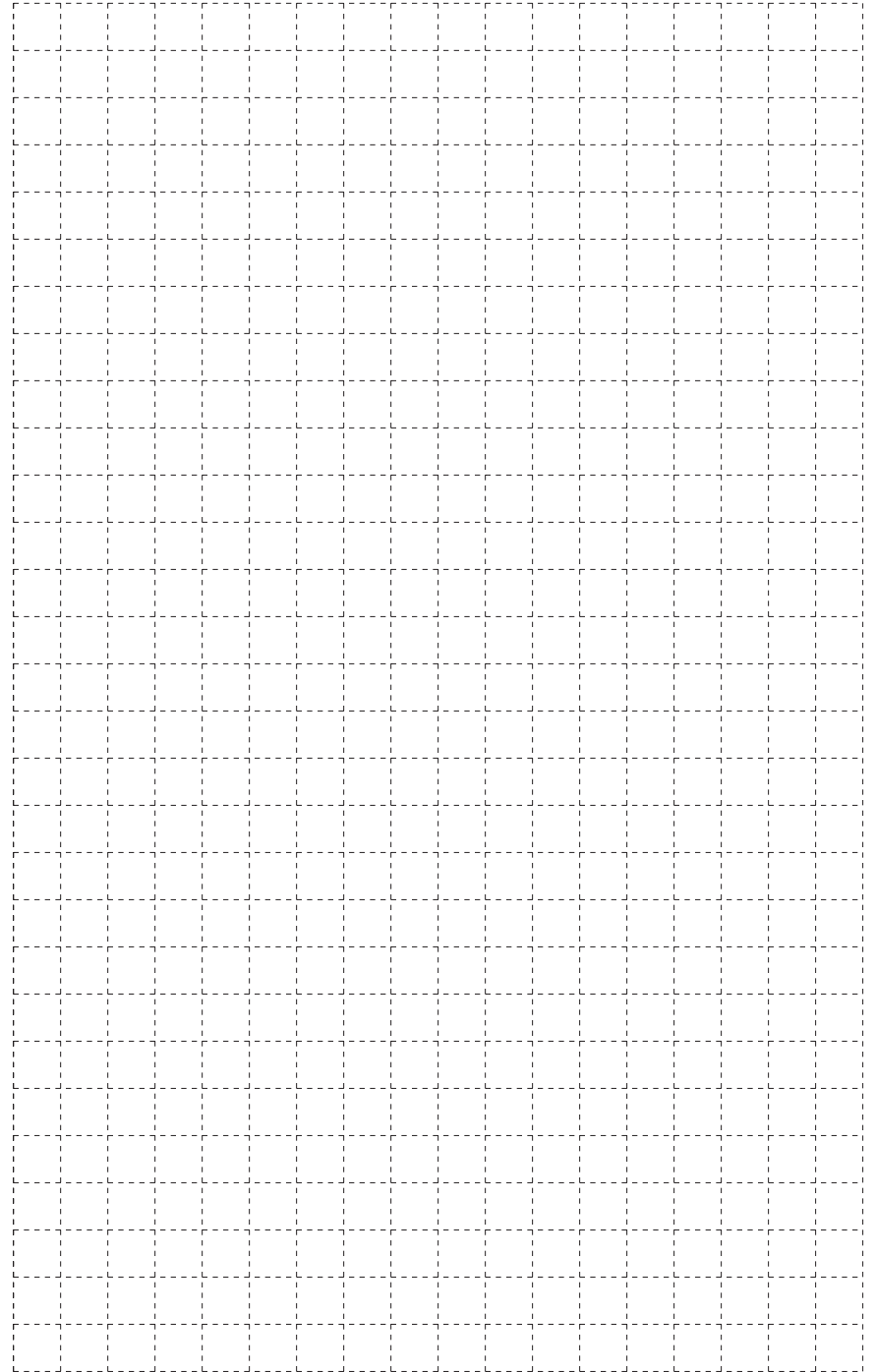
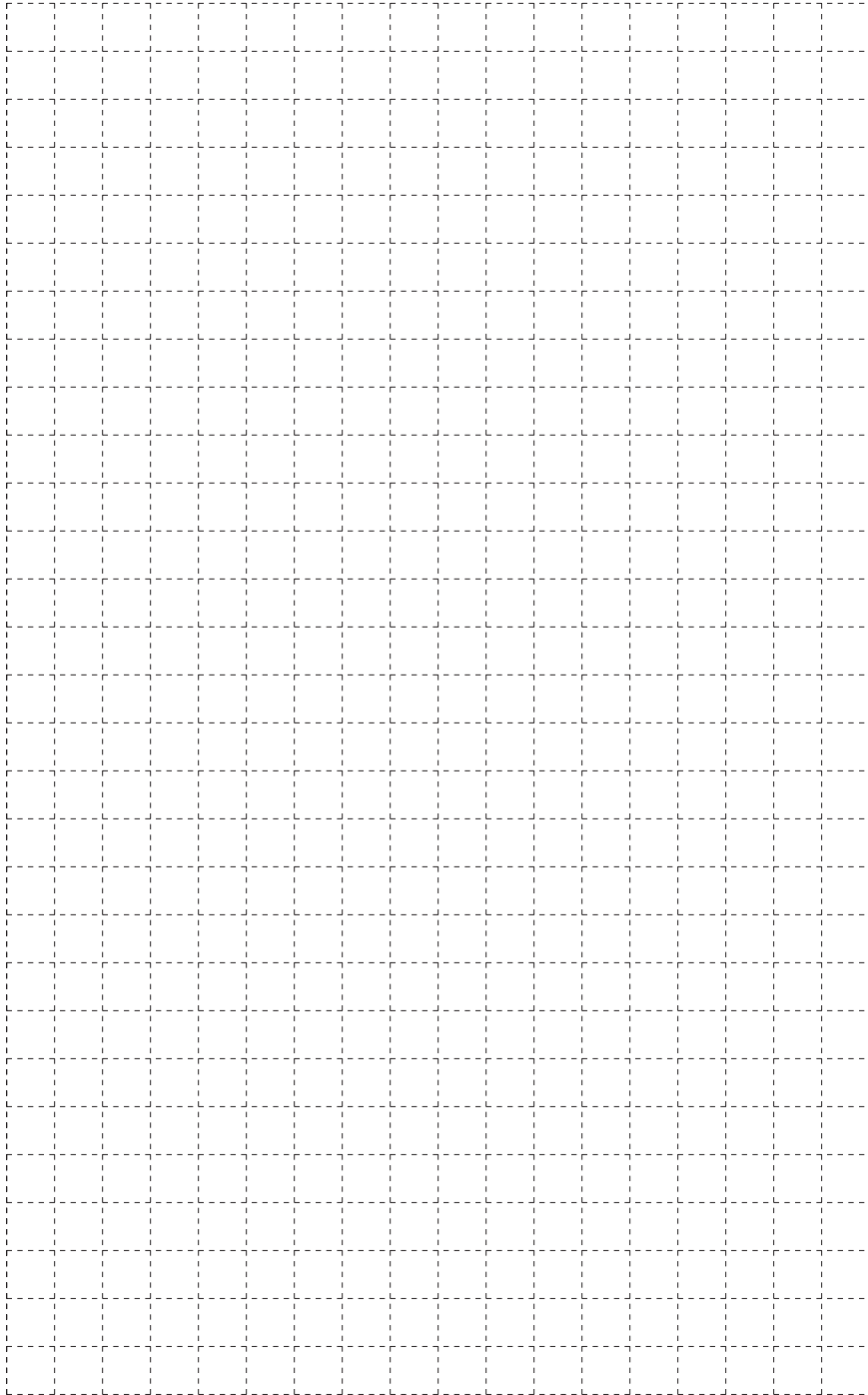
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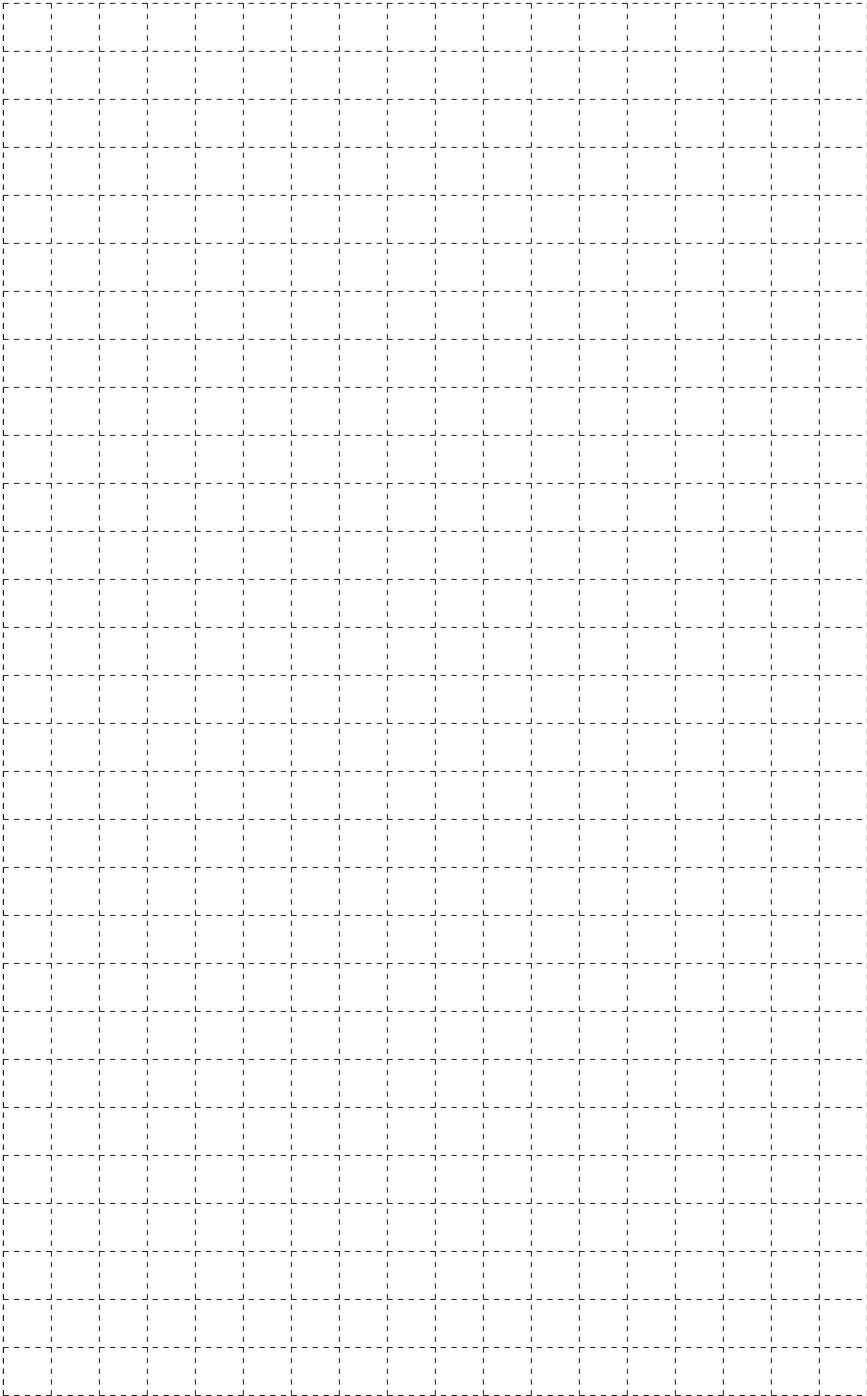
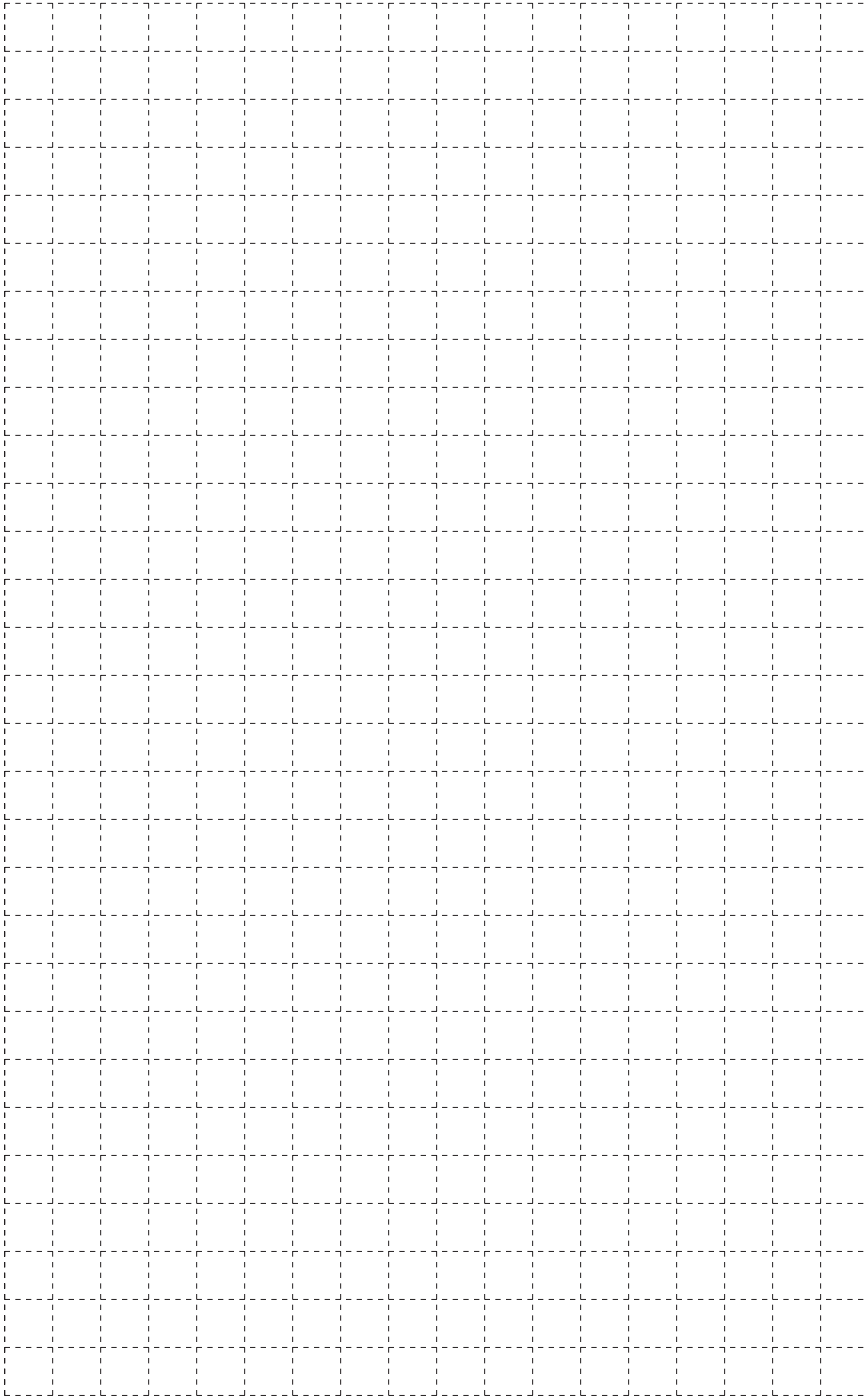
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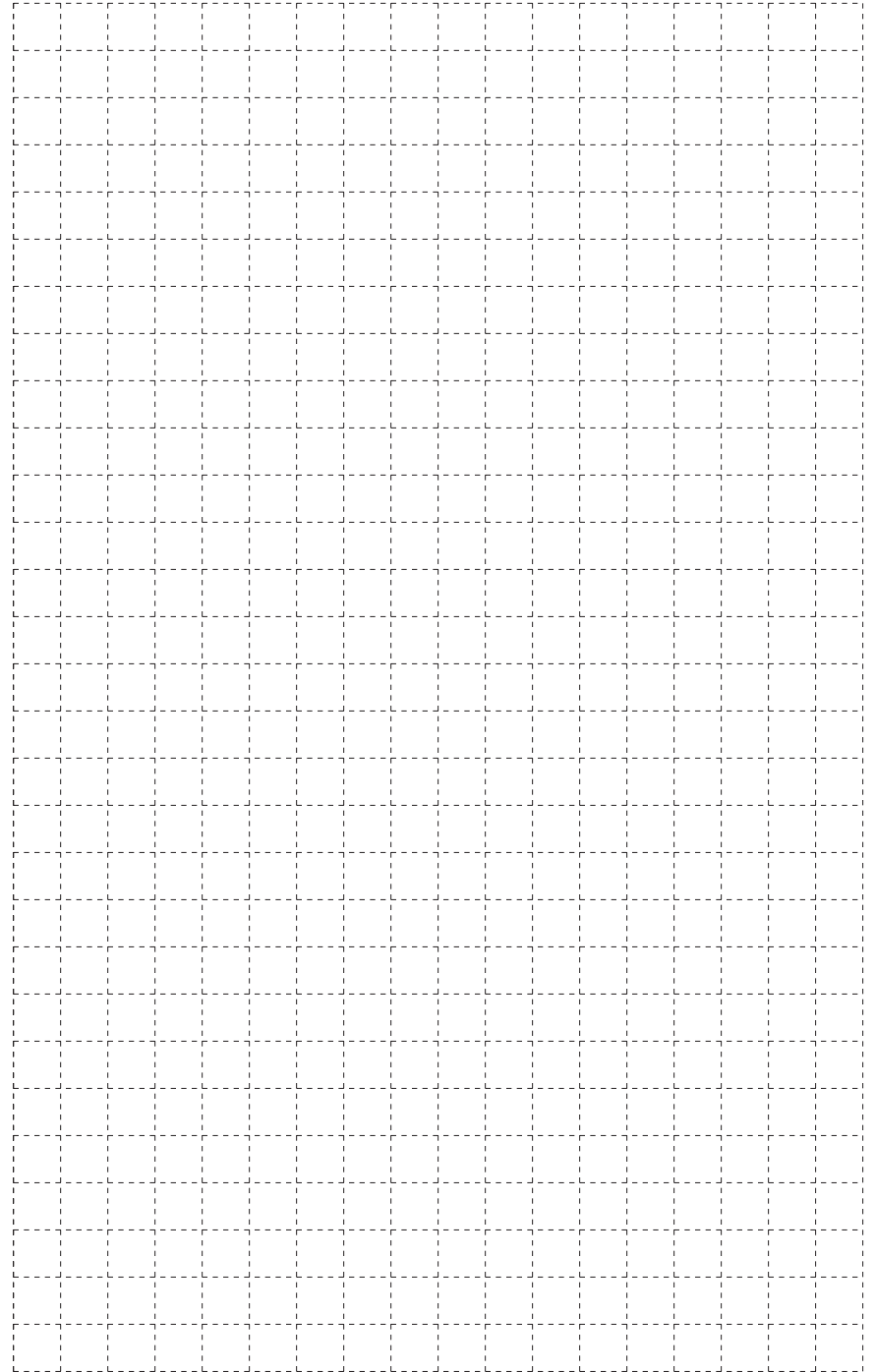
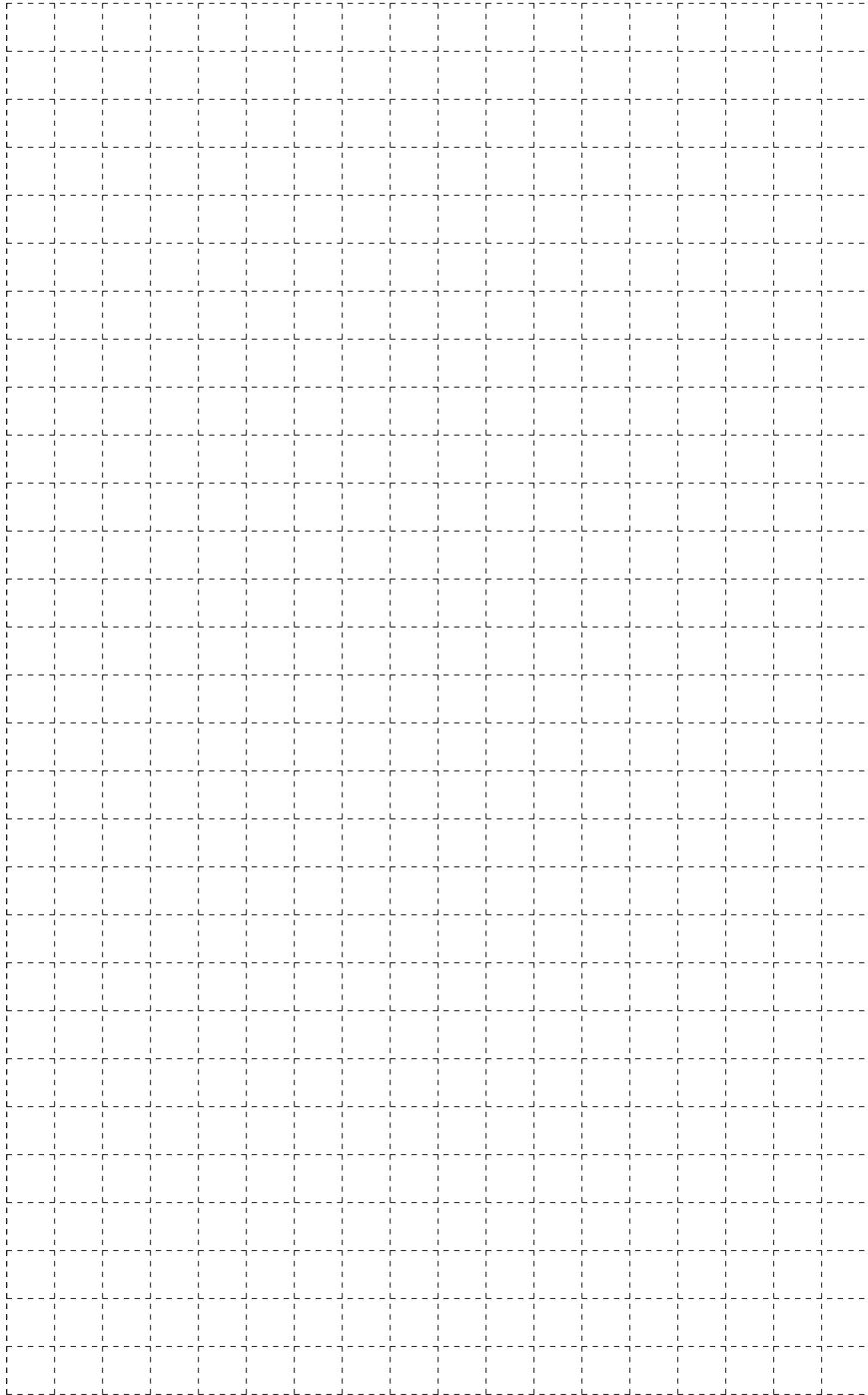
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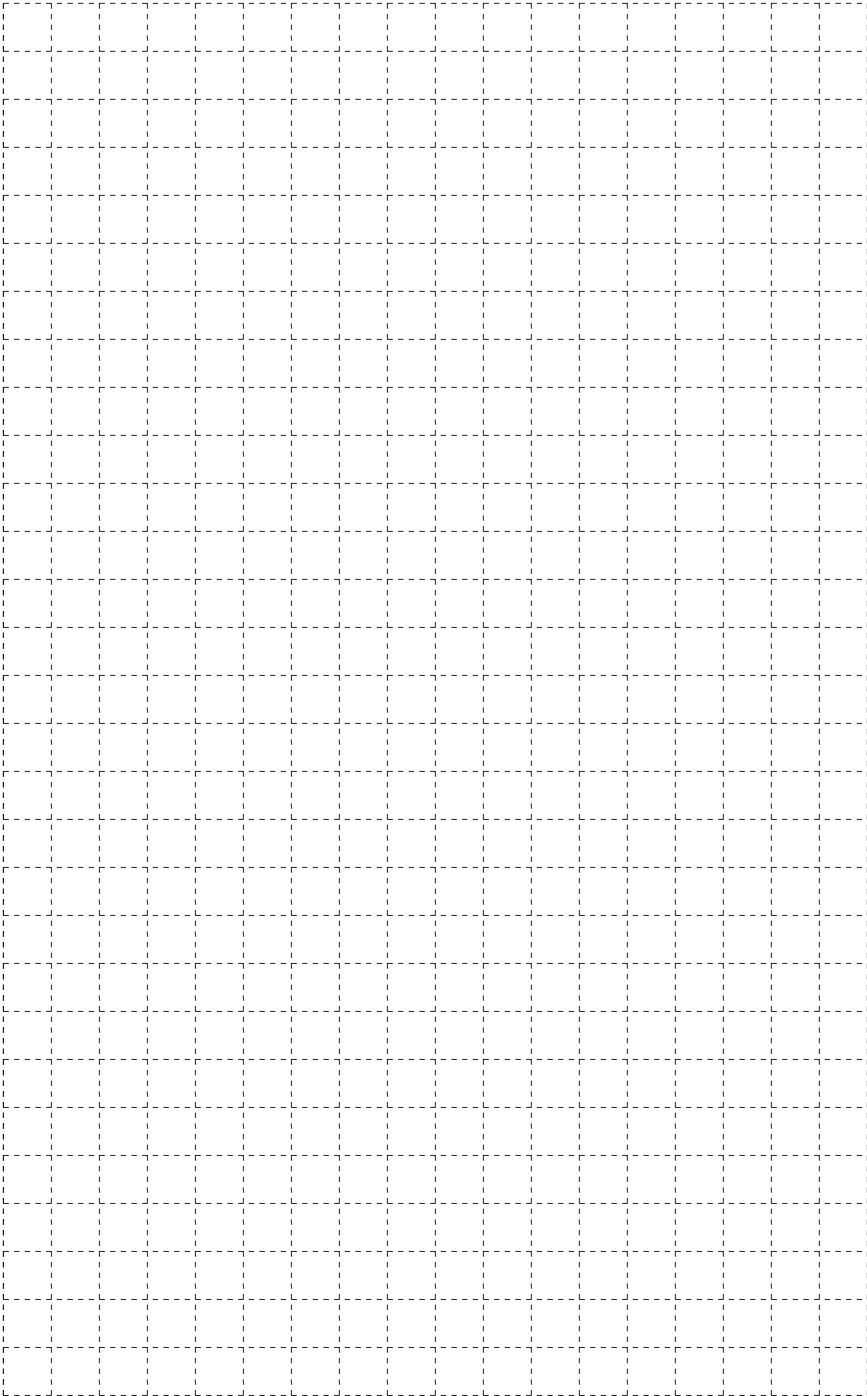
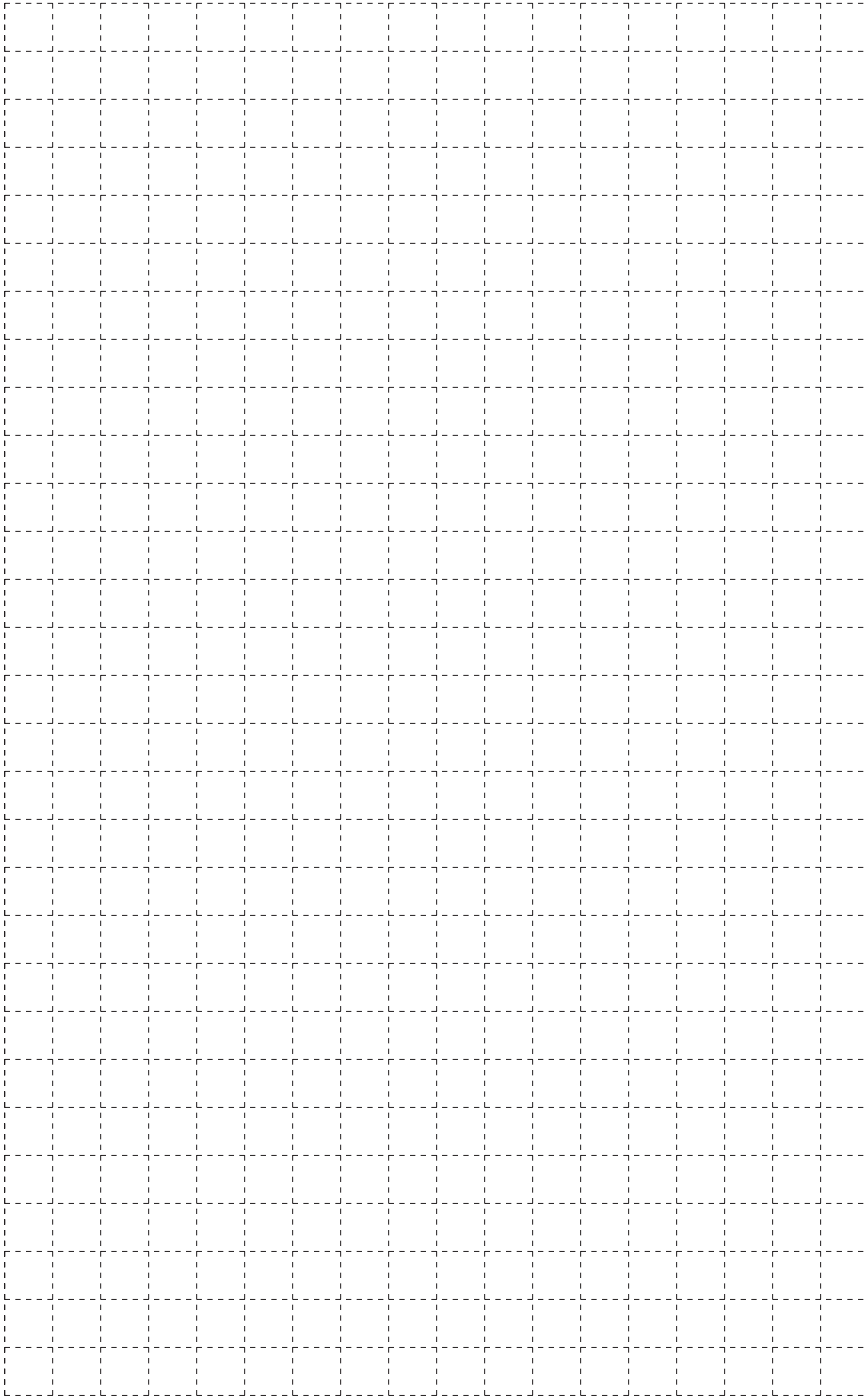
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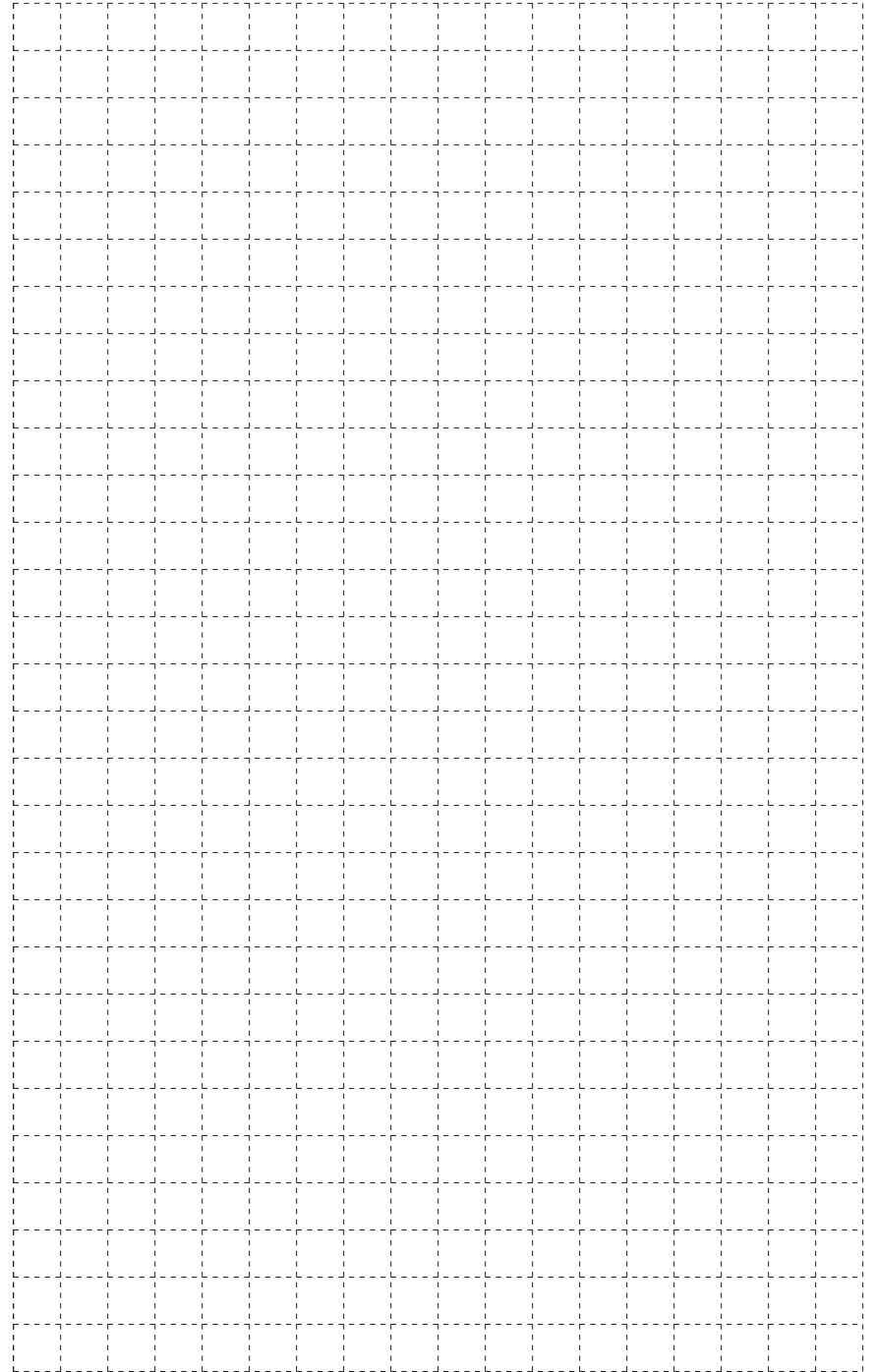
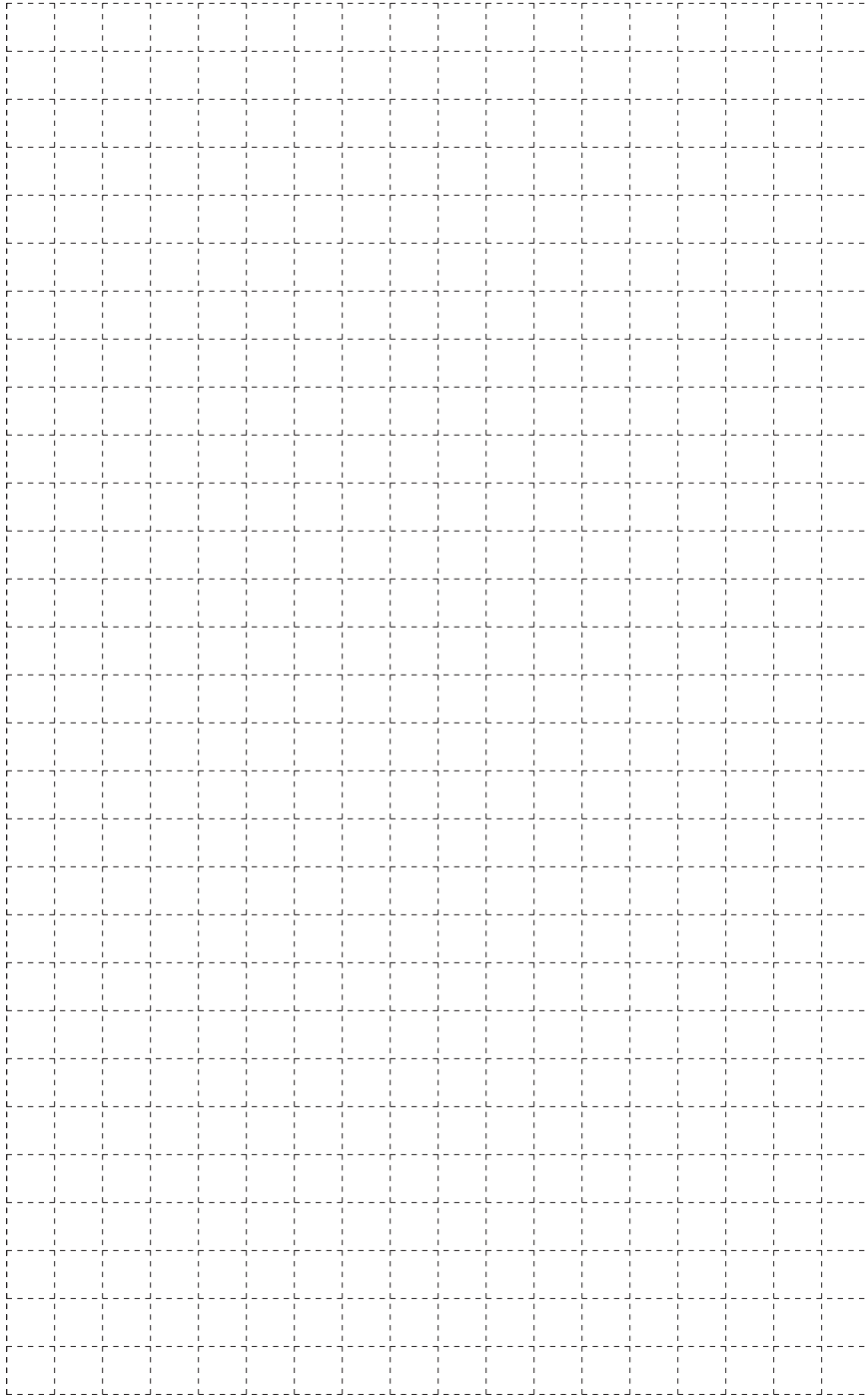
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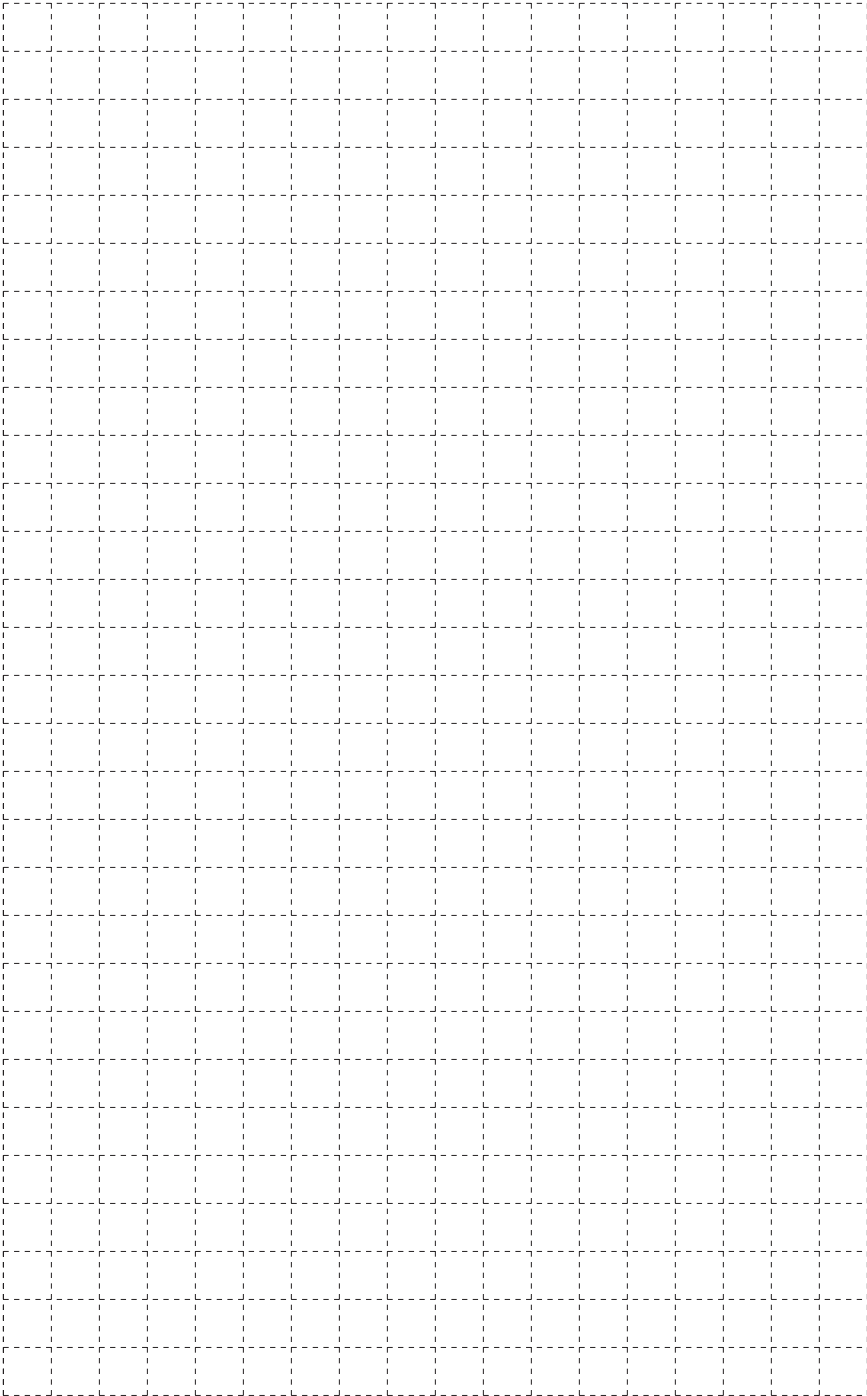
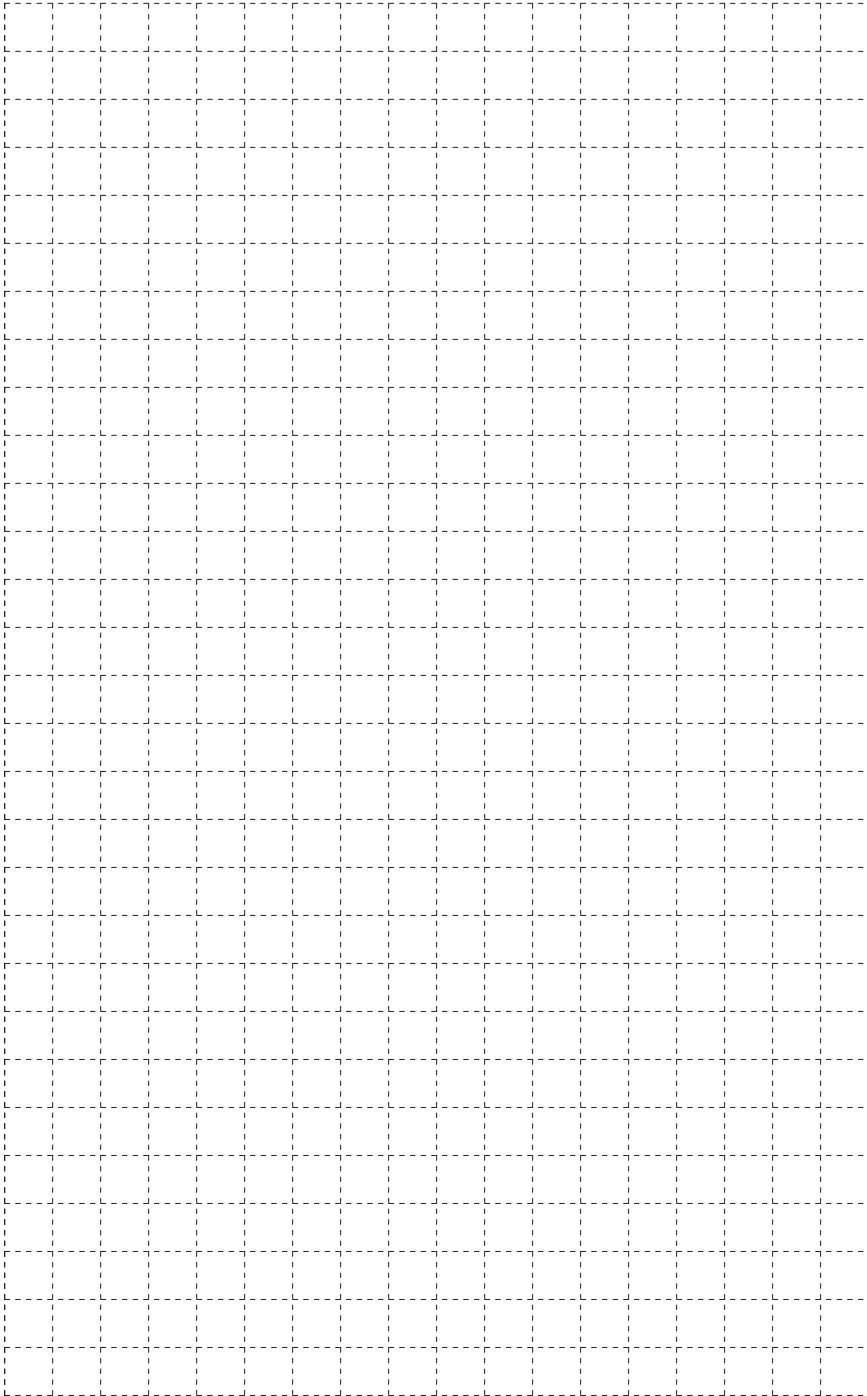


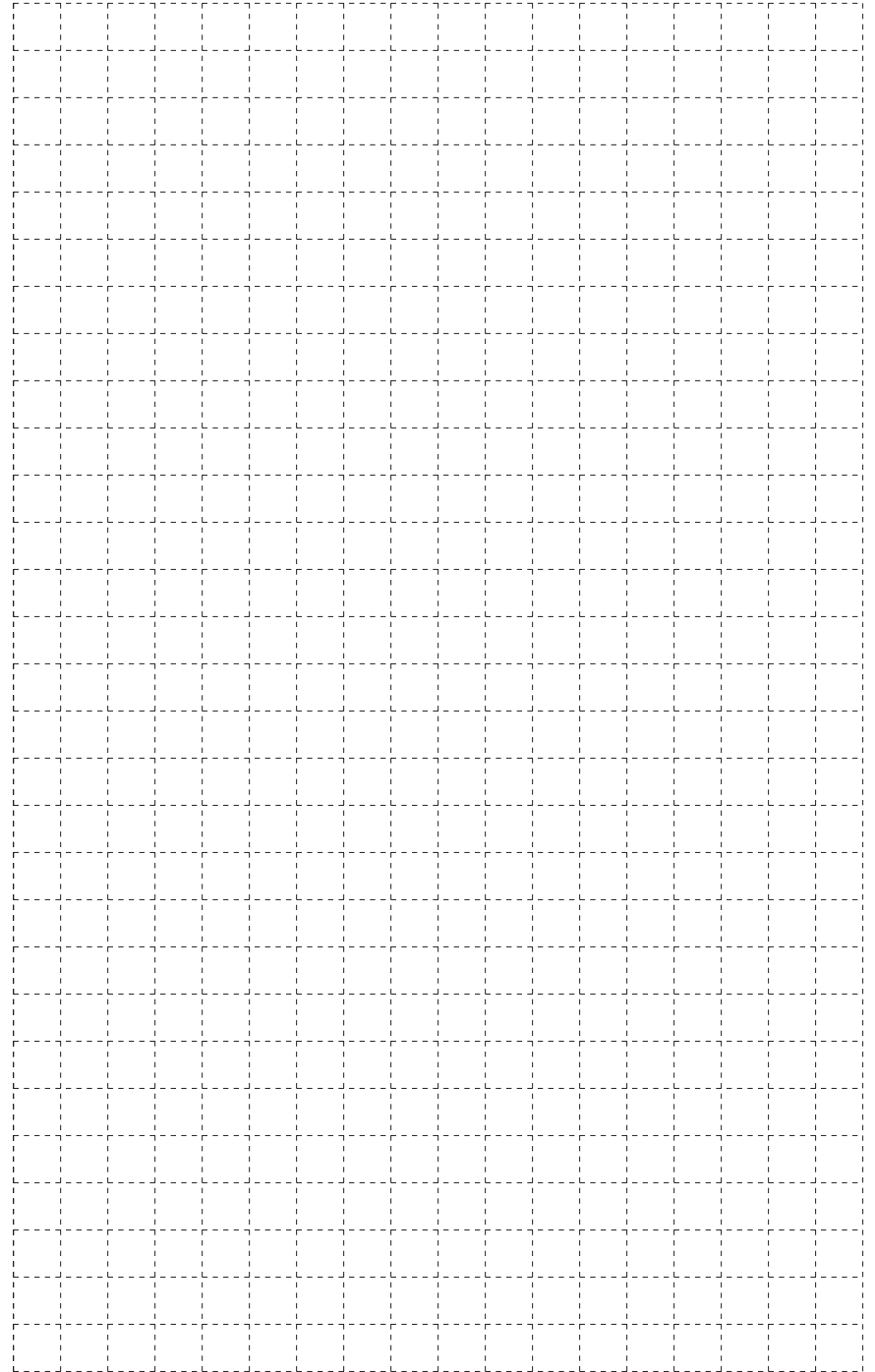
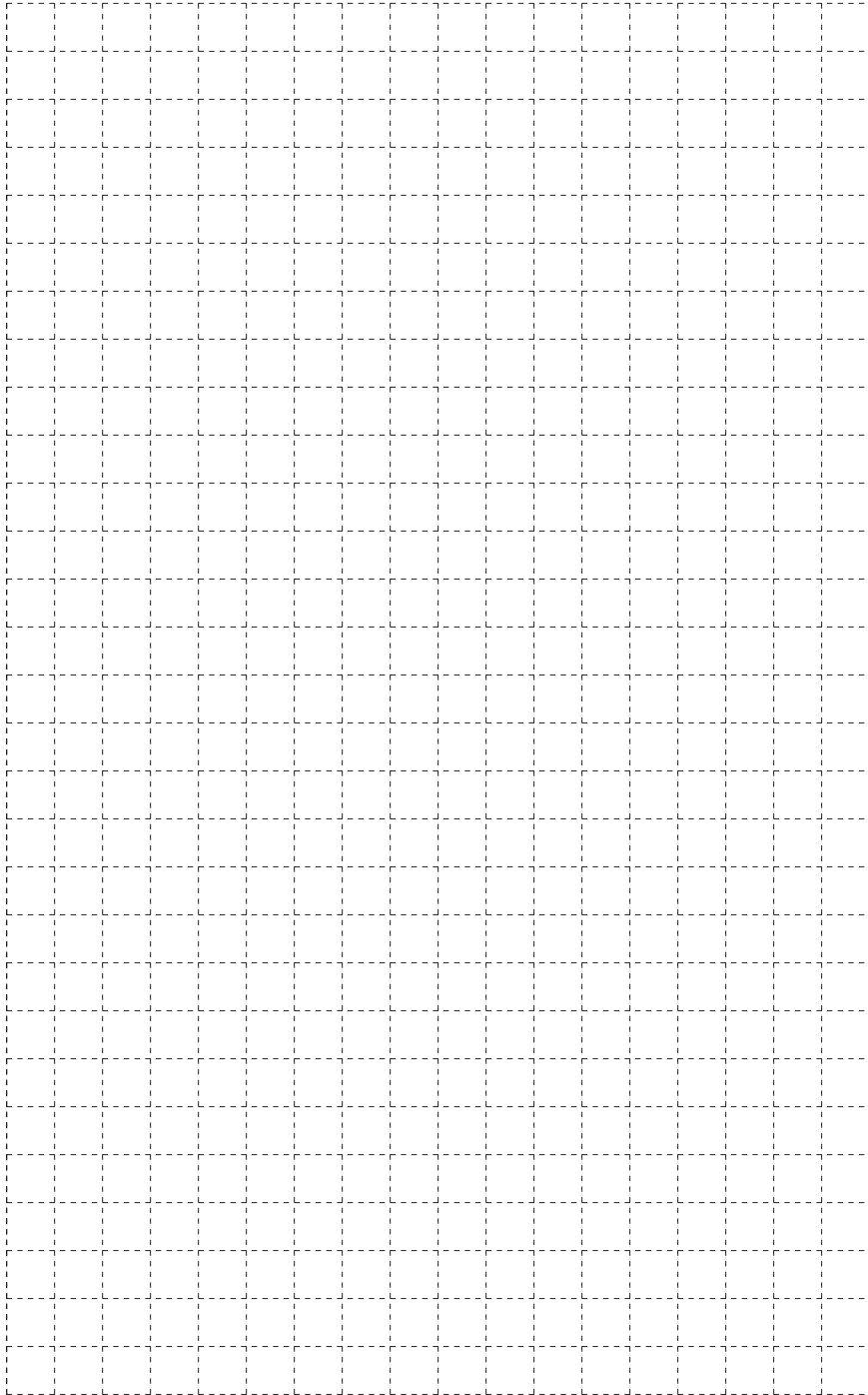


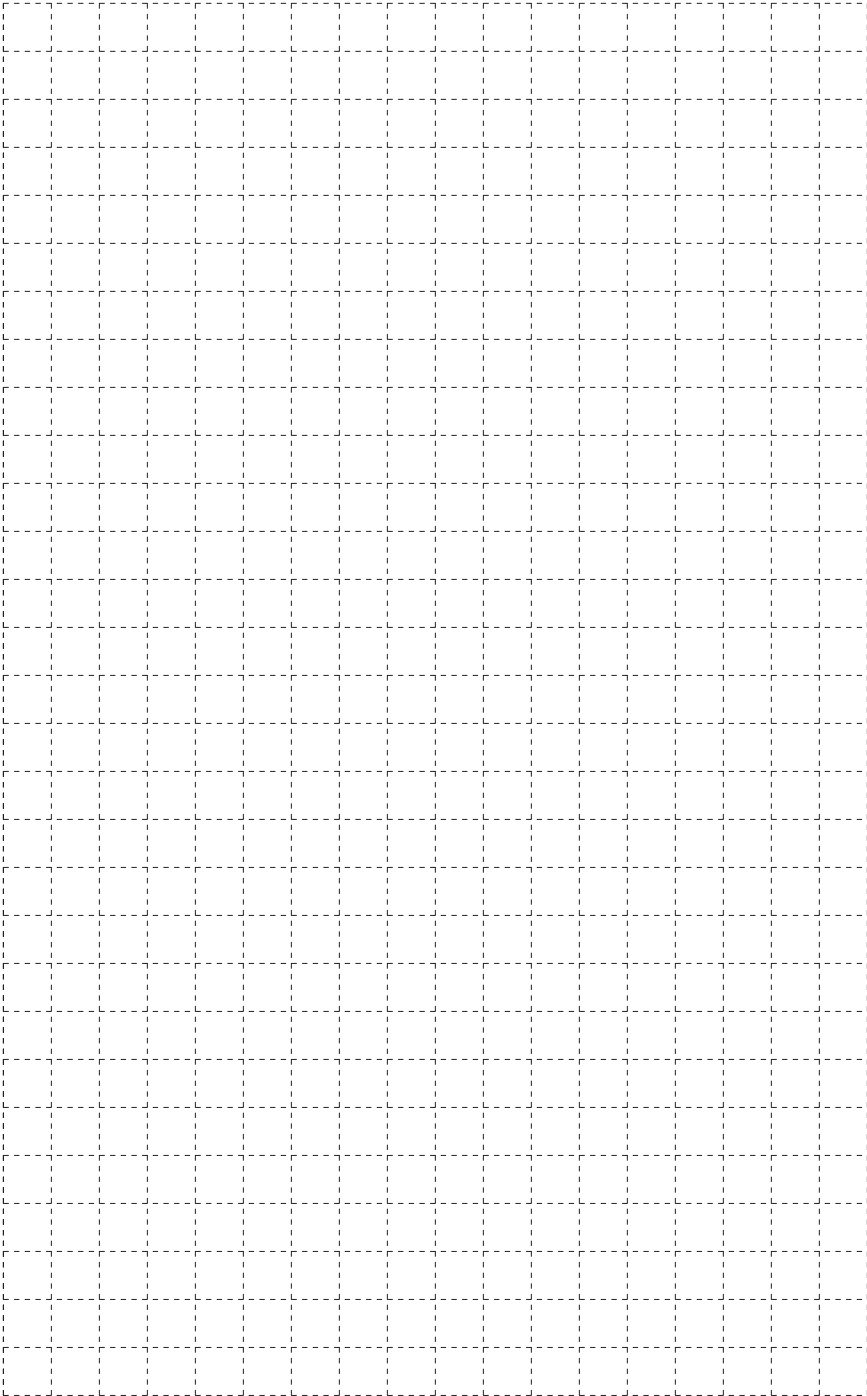
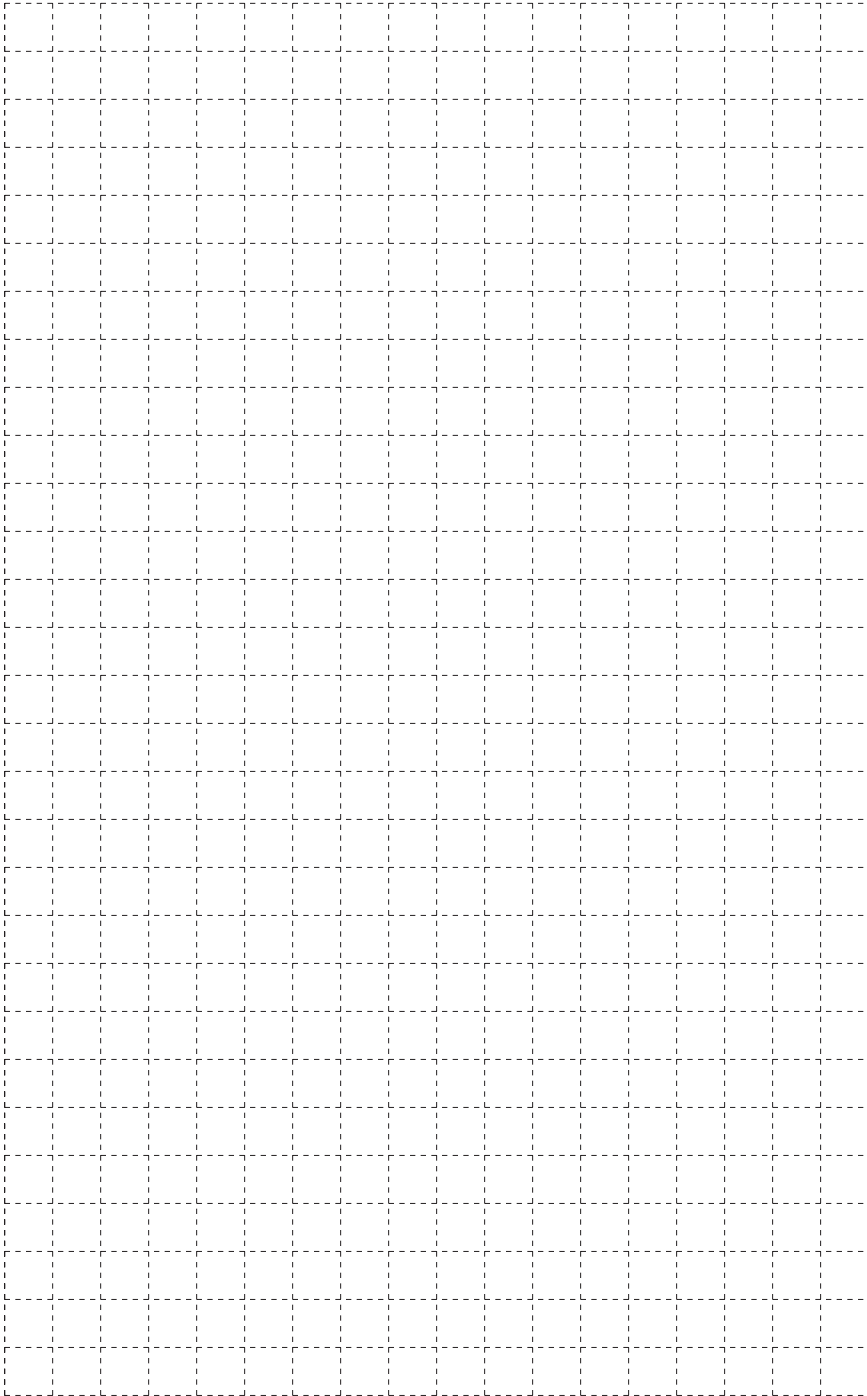


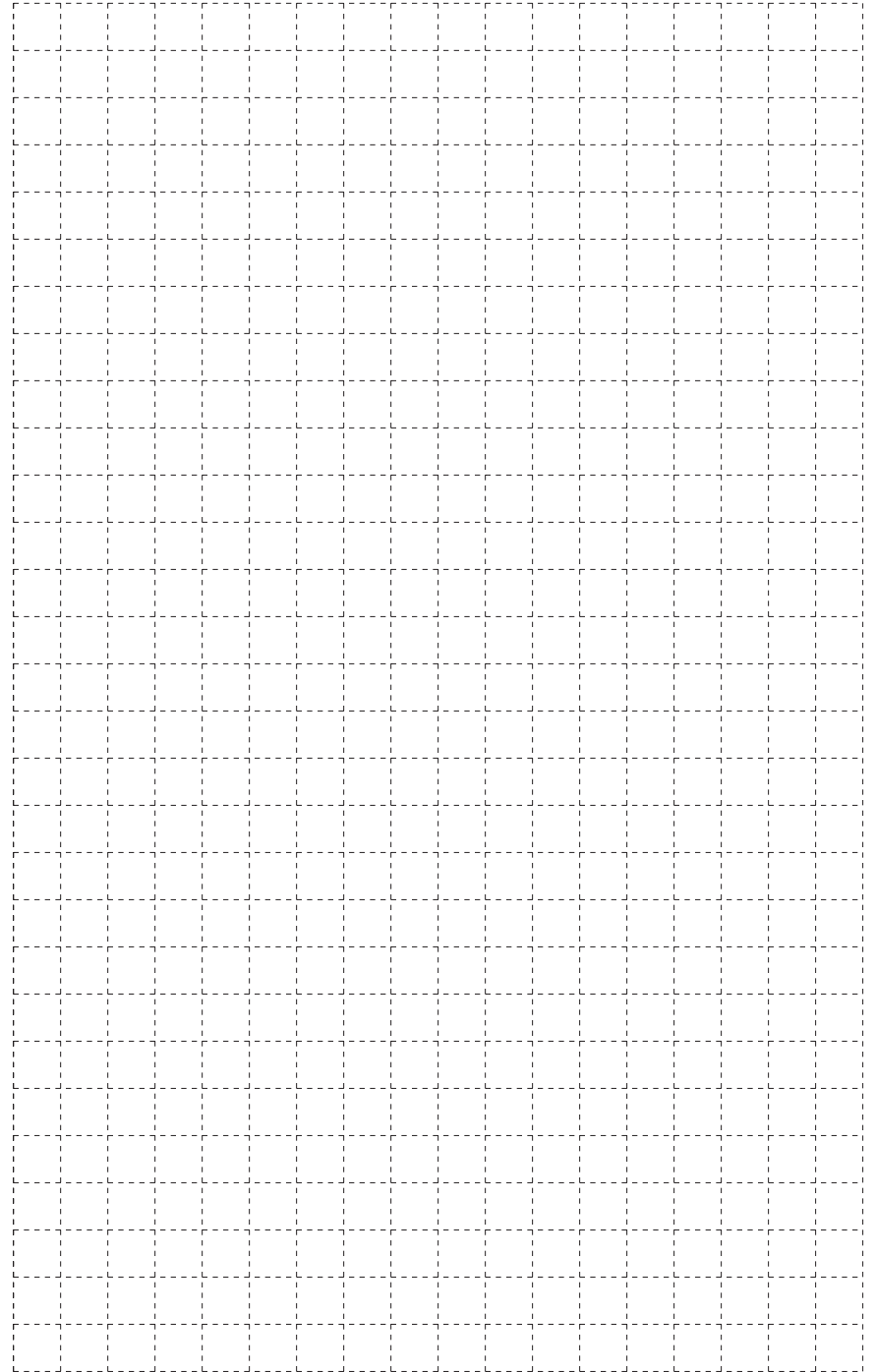
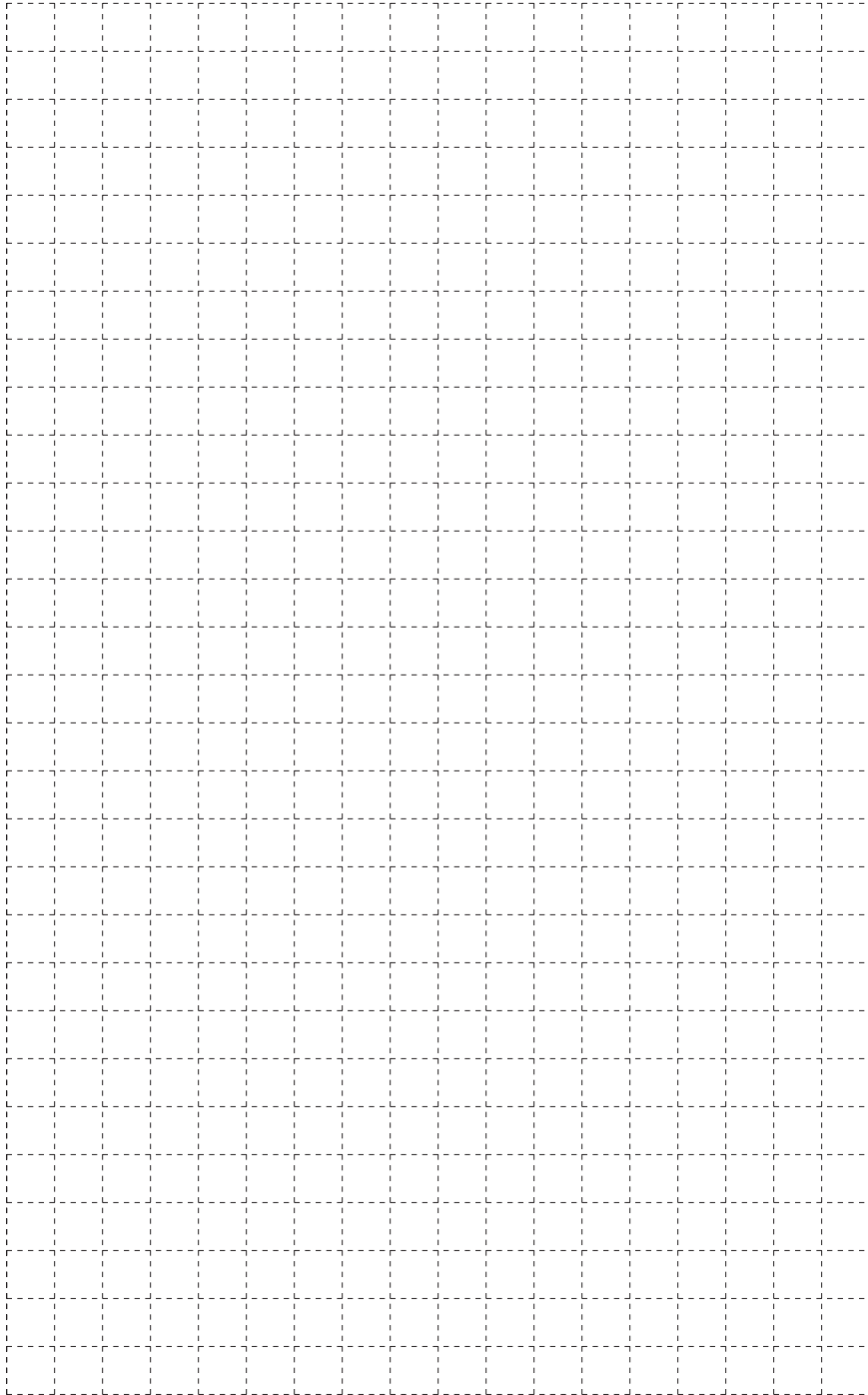












What to Emphasize in Your Journal

When you write in your journal, remember to record the problem or question you are writing about so that your entry will make sense when you or your teacher reads it later. Be sure to date each journal entry. Emphasize the following in your journal entries:

- mathematical communication (describe your understanding of concepts and your methods or ideas in words, diagrams, and math symbols)
- mathematical reasoning (whenever possible, support your ideas with logical arguments)
- your own solutions to math problems and ideas you get from others
- your conjectures and generalizations
- your AHA!s and “lightbulb” moments
- your feelings (joy, disequilibrium, excitement, confidence, worries, etc.)
- your questions and math ideas you wonder about
- ways your thinking about a math concept or procedure has changed
- connections you notice among math ideas, between math and other subjects, and between math and your life outside of school

Regularly review your journal. When you do this, write a new journal entry describing the mathematical growth, strengths, and needs you notice.

It is important *not* to erase a journal entry, even if you feel what you wrote before is wrong. Instead, show growth by adding new ideas (write the date that you make the addition). Or, on another page describe how your thinking has changed.

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Thought Starters I

- a) Today I felt my inner mathematician at work when...
- b) Today I experienced the power of a model when...
- c) Today I felt the importance of math as a social activity when...
- d) Math is an ongoing process! Today I developed a better understanding of..., when...
- e) Math is an ongoing process! Today I learned for the first time that...
- f) I felt disequilibrium today when...
- g) A mathematical idea that fascinated me today was...
- h) Today I saw a connection between _____ and _____ when...
- i) A math problem I'm working on (or wondering about) is..., and here is my reasoning so far...
- j) I think...
- k) I wonder...
- l) AHA!...
- m) What if...
- n) A conjecture I have is...
- o) A generalization I have is..., and here is how I decided...
- p) A questions I have is...
- q) Here is where I became "stuck" today...
- r) What happened to help me get "unstuck" was...

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Thought Starters II

- a) In my own words the meaning of _____ is...
- b) A relationship, idea or fact about _____ that I didn't know before or now understand better is... What happened to help me understand was...
- c) Some mathematical patterns or relationships I noticed today are...
- d) A discovery I made today about myself as a mathematician is...
- e) A discovery I made today about mathematics is...
- f) The method of _____ that I feel least/most confident with is..., because...
- g) How I feel about solving _____ problems is...
- h) Here is how I use a model to...
- i) What is most important to understand about _____ is...
- j) Here is my letter to a classmate who could not attend class today. In my letter I explain the class activity so that she can understand what she missed and have benefit of the discussions and observations that occurred in class. I show diagrams or sketches to support my explanations.
- k) Here is a multiple choice question I created about _____ and my explanation of how each of the wrong answers could be considered logical:
- l) Here is how I think _____ and _____ are related and how they are different...
- m) The images that come to mind when I think about _____ are...
- n) Here are two different approaches to solving _____ :
- o) Reflecting on today's activity, I am pleased that I...
- p) What I learned today by exploring another student's model was...

Thought Starters II

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Thought Starters III

- a) After teaching an adult about _____, using models and methods like those we used in class, here is my explanation of what I did, their reactions, and what I learned during the process:
- b) Here is my “mathography” in which I describe my feelings about and experiences in mathematics, both in and out of school...
- c) How I feel about mathematics now as compared to before I took this class...
- d) Following is my letter to a student who will be enrolling in this class for the first time next year. In it I offer suggestions that will make the transition into the class smooth, erase doubts, or provide encouragement so that student can benefit the very most from the class.
- e) What I feel is the single most important math idea I learned this term... and why I feel this way is...
- f) Looking back through my journal, I notice the following evidence that my understanding of the concept of _____ is developing:
- g) After looking back through my journal, I notice I used to think that..., but now I think...
- h) The area I need most help with right now is...
- i) On a scale of 1–5, the rating that best describes my understanding of _____ is _____ because...

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Thought Starters IV

- a) When I work with a group I feel...
- b) Next time I work on a group investigation I will...
- c) When I worked with my group today I was pleased with the way that I...
- d) Ways my group participation was appropriate and helpful today are...
- e) Related to being a good collaborator, what I need the most help with now is...
- f) What is hardest/easiest for me about working in small groups is...
- g) Some ways that I have grown as a collaborator this year are...
- h) Here is a paragraph explaining how I plan to improve my mathematical communication:
- i) If I could change one thing about the way I interact with my group, it would be..., because...
- j) An example of a way that I built on a classmate's idea today is...
- k) An example of one of my groupmates building on an idea of mine is...
- l) Our groupwork today helped me understand better when...
- m) My group could improve in the following ways:
- n) My group made mathematical connections today when...
- o) As a group, here are some ways we have grown as collaborators...
- p) The two most important mathematical ideas we learned today are:
- q) The quality of communication in our group has improved in the following ways:
- r) To be a better functioning group, I think we need to...
- s) The strengths of our group are...

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