

# Rockin' With Region 4

## HELP US GO GREEN!

**L**ike most organizations these days, the T/TAC at GMU is in the process of trying to find ways to become more environmentally conscious, particularly as it pertains to waste material. In our office, paper appears to be the main product that is discarded at the end of any given day. Of course, it has become routine to recycle through the university's recycling and waste management program, but we have challenged ourselves to do more by reducing the total amount of paper we use. Towards this effort, *The T/TAC Telegram*, our quarterly newsletter, will be provided to you electronically, beginning in Fall 2009.

We need your help with this! Included in this current newsletter is an insert form regarding the newsletter going electronic. We ask your cooperation in completing the form and returning it to us through one of three means listed below. Specifically, we need to have your: name, job position, school/agency, school division, school address, and email address.

You may send this information by:

1. email to [ttacgmu@gmu.edu](mailto:ttacgmu@gmu.edu) (subject line: e-newsletter subscription) **OR**
2. fax at 703-993-4496 **OR**
3. mail to VDOE T/TAC at GMU, 4400 University Dr., MS 1F2, Fairfax, VA, 22030

Ensuring that you receive your electronic copy of *The T/TAC Telegram* is important to us! Please send us your information so we can add you to our electronic subscriber's list.

To be sure, most people are already focused on recycling and reducing waste, but the Environmental Protection Agency (EPA) has issued some compelling statistics on paper and paperboard material that end up in our landfills. They report that while Americans recycle an estimated 55 percent of the 45 million tons of paper they use, paper and paperboard products

represent the largest amount of municipal solid waste (trash) amounting to approximately 35 percent of the total. The primary categories for paper waste are office paper (copier, stationary, tablet) and printing paper (mail, magazines, directories, books). In 2007, these paper and paperboard products accounted for 83 million tons, or an estimated 32.7 percent, of all material in the municipal waste stream.

This information is taken from the Environmental Protection Agency's report on Municipal Solid Waste in the United States, 2007 Facts and Figures (EPA530-R-08-010). The full report can be accessed online at: <http://www.epa.gov/osw/nonhaz/municipal/pubs/msw07-rpt.pdf>.

Thanks for helping us **GO GREEN!**



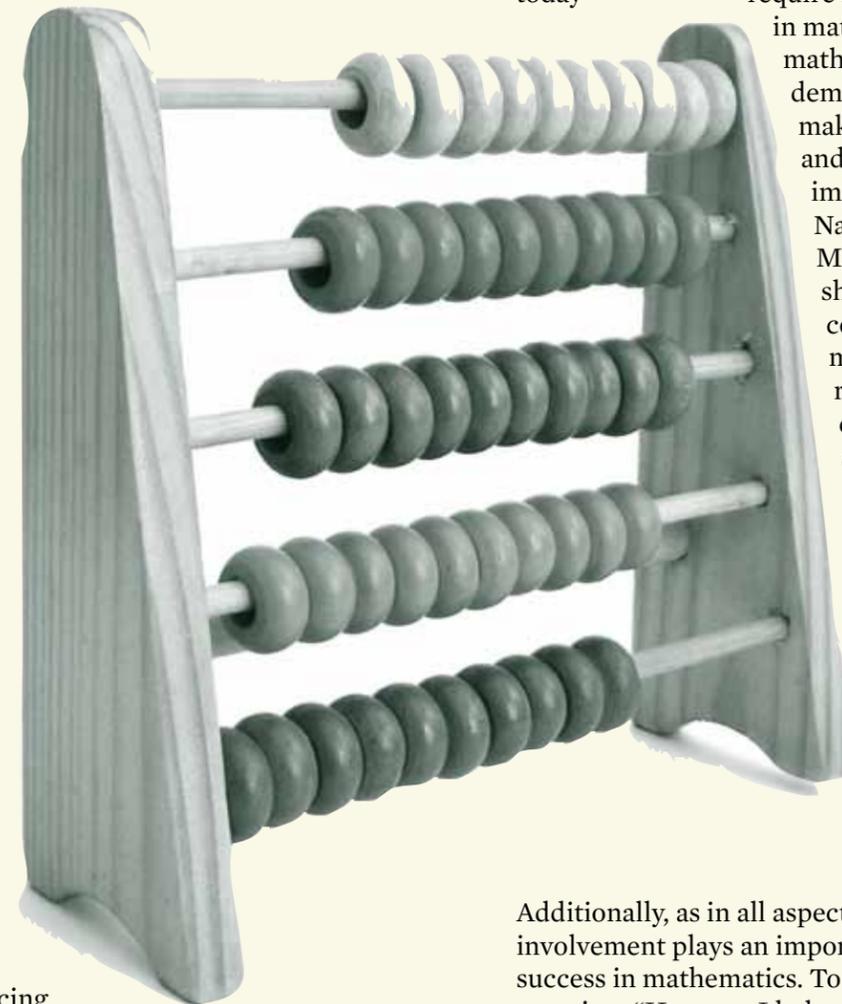
# The Paraeducator Press

Helping Students Shine

## HELPING CHILDREN LEARN MATHEMATICS

Linda Hickey, M.Ed., Coordinator & Cheryl Henderson, M.Ed., Co-Director, VDOE Region 5 T/TAC @ JMU

**AN** adult's personal attitude towards math can have an effect on a child's perception of math. Children who hear the adults in their environment talk about their dislike or dread of mathematics could have a negative impact on the child's mathematical development. Likewise, children who see and hear adults identify the importance of math in job and life skills, who view math as useful in everyday life, may be influencing the child's attitudes toward math learning in a more positive manner.



While adults can be a positive force in helping children learn math, they also can undermine children's math ability and attitudes by saying things such as: "Math is hard," or "I'm not surprised you don't do well in math, I didn't like math either when I was in school," or "I wasn't very good in math and I'm a success, so don't worry about doing well." Although we can't make children like math, we can encourage it by taking steps to ensure that children learn to appreciate the value of mathematics both in everyday life and in preparing for the future.

The rapid technology advancements in our world today require increasingly stronger skills in mathematics. State curriculum math standards are becoming more demanding and helping children to make the effort to learn, appreciate, and master mathematics is vitally important. According to the National Council of Teachers of Mathematics (2008), children should be learning beginning concepts in algebra, geometry, measurement, problem solving, representation, and logic in elementary school. Children should be learning how to solve problems by applying knowledge of math to new situations. Thinking of themselves as mathematicians, by being able to reason mathematically and to communicate mathematical ideas by talking and writing, will further develop their skills as they progress through school and in the future job market.

Additionally, as in all aspects of education, parent involvement plays an important role related to a child's success in mathematics. To help parents answer the question, "How can I help my child in math?", the U.S. Department of Education has developed the Helping Your Child series of informational booklets which can be

viewed online, downloaded, or a free hard copy requested. Designed for students in kindergarten through 5<sup>th</sup> grade, the information provides practical, functional, and easy to implement ideas for activities in core content areas. Some of the topics in the math publication include developing positive math attitudes, becoming a good problem solver, thinking and speaking mathematically, and helping your child succeed as a math student. Parents will also find activities to do with their child to strengthen their understanding of math concepts. The site may be accessed at:  
(<http://www.ed.gov/parents/academic/help/hyc.html>).

Other Web sites which offer resources for parents as they strive to help their children in gaining or enhancing mathematic ability include:

[http://www.figurethis.org/challenges/math\\_index.htm](http://www.figurethis.org/challenges/math_index.htm)

The National Council of Teachers of Mathematics has created this site to give parents a resource of math problems that use problem solving skills, as well as practical applications of math.

The “Family Corner” includes different parental supports in helping children with math homework, math and literature, and numerous other topics.

<http://mixinginmath.terc.edu>

Mixing in Math is designed to be used with any school math curriculum and is geared towards elementary grades. The information presented on this Web site is based on work funded in part and supported by a National Science Foundation grant. The parent section includes suggestions for math activities, games, and crafts to do with children during activities at home. Mixing in Math helps build children’s skills such as time sense, size sense, record keeping, and math talk (*using math words to enhance literacy*).

Whether a teacher, paraprofessional, parent, child care provider, grandparent, administrator, or neighbor, as adults we all have the responsibility to help our youngest citizens learn to the best of their abilities. It’s their future...and ours.

#### REFERENCES:

Helping Your Child Learn Mathematics. (2005, Rev.). Washington, DC: U.S. Department of Education, Office of Communications and Outreach.

National Council of Teachers of Mathematics:  
<http://www.nctm.org/>



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In these days of budget cuts, layoffs, and recession news, the T/TAC library collection is a better value than ever! If you haven't used the collection before, this is a terrific opportunity to take advantage of all the resources that are available to you at no charge.

The collection is a treasure-trove of information and resources that will help you stretch your school's dollars without sacrificing access to valuable materials, including books, videos, software, AT devices, and assessment tools.

To see what the library has available, check the catalog at

<http://129.174.57.212/InmagicGenie/opac.aspx> .

You can search the catalog online, and order materials to be mailed to your school or home address or to pick up at the Kellar Library if you plan to come to the George Mason Fairfax campus.

The library is open Monday through Friday from 8:30 a.m. to 4:30 p.m.

#### HERE IS A SAMPLE OF SOME OF THE RECENT ITEMS ADDED TO THE COLLECTION:

*Coaching Classroom Management: Strategies & Tools for Administrators & Coaches*

*Differentiated Instructional Strategies for Science, Grades K-8*

*Dyslexia: Action Plans for Successful Learning*

*Effective Instruction for Struggling Readers, K-6*

*Embracing disAbilities in the Classroom: Strategies to Maximize Students' Assets*

*Family Friendly Communication for Early Childhood Programs*

*Hands On Activities for Exceptional Students*

*Helping Deaf & Hard of Hearing Students to Use Spoken Language*

*Inclusion: 450 Strategies for Success*

*Inclusion: A Practical Guide for Parents*

*Inclusion: An Essential Guide for the Paraprofessional, 2nd edition*

*Inclusion: Strategies for Working with Young Children*

*Involving Parents of Students with Special Needs: 25 Ready to Use Strategies*

*Learning Disabilities and Life Stories*

*Living in the State of Stuck*

*Math Instruction for Students with Learning Problems*

*Much More Than the ABC's: The Early Stages of Reading and Writing*

*Storymovies: Social Concepts & Skills At School, vol. 1 (DVD)*

*Teaching Students with Autism Spectrum Disorders*

*Teaching Visual Literacy*