

NCTM

2013

Regional Conference & Exposition

BALTIMORE, MARYLAND
OCTOBER 16-18

See Valuable
COUPONS
beginning
page 85



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

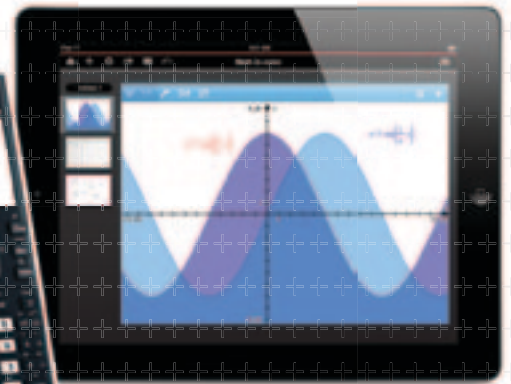
PROGRAM BOOK

You've never seen **Math** like this before

TI-Nspire™ Computer Software



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TI-Nspire™ technology extends seamlessly across a suite of tools, including handhelds, software and apps, helping teachers integrate engaging content into math instruction. Colorful visuals allow students to make meaningful connections between abstract concepts and the real world. The ability to manipulate graphs, charts and geometry constructions increases student engagement and provides them with a deeper understanding of concepts. No matter what technology you're using in the classroom, you can explore and discover relevant mathematics in the everyday world.

Stop by the TI booth #223 or visit education.ti.com/nspire.



NCTM 2013 Regional Conferences & Expositions BALTIMORE, MD • OCTOBER 16–18



HOST

Maryland Council of Teachers of Mathematics

MEETING FACILITY

All Regional Conference presentations will be held at the Baltimore Convention Center and the Hilton Baltimore. See pages 67–71 for floor plans.

REGISTRATION

Wednesday	5:00 p.m.	–	8:00 p.m.
Thursday	7:00 a.m.	–	3:00 p.m.
Friday	7:00 a.m.	–	3:00 p.m.

EXHIBITS

Thursday	8:00 a.m.	–	5:00 p.m.
Friday	8:00 a.m.	–	4:00 p.m.

BOOKSTORE AND MEMBER SHOWCASE

Wednesday	5:00 p.m.	–	7:00 p.m.
Thursday	7:00 a.m.	–	5:00 p.m.
Friday	8:00 a.m.	–	4:00 p.m.

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www.nctm.org/baltimore

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Some speakers on this program have elected to print their e-mail addresses as a means for individual correspondence with conference attendees. Unsolicited commercial e-mail or unsolicited bulk e-mail, whether or not that e-mail is commercial in nature, is expressly prohibited. Any use of e-mail addresses beyond personal correspondence is not authorized by NCTM.

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Welcome to Baltimore!



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Welcome to NCTM's 2013 Baltimore Regional Conference! We are so excited you have chosen to be here and experience all that Baltimore and NCTM have to offer. This year's regional conference boasts a host of learning opportunities and new perspectives on classroom instruction that will no doubt lead to increased student achievement. Baltimore offers visitors world-class venues as well as a number of shopping and restaurant choices. At the end of an exciting day of learning please take time to visit our Inner Harbor, home of the National Baltimore Aquarium and the Maryland Science Center.

This is an exciting time to be a mathematics educator. The sessions for this year's conference support NCTM's yearlong focus on Number and Operations: Be Radical and Get Real. During these two days, educators will have opportunities to hear from a variety of experts on a wealth of topics including STEM instruction, formative assessment, the Common Core State Standards, and instructional best practices as well as how to use new technologies to support and enhance math instruction. Our opening kickoff address from Dr. Sten Odenwald entitled "How to Explore the Cosmos with Just a Little Math" promises to showcase the connectedness and real-world applications of our essential content.

Planning and hosting a conference of this magnitude takes months of preparation and work by a number of individuals and this year's regional conference is no exception. We offer our heartfelt thanks to our committee members for their hours of work before and during this conference.



Bonnie H. Ennis
Program Committee Chair
Wicomico County Public Schools
Salisbury, Maryland



John SanGiovanni
Volunteer Committee Chair
Howard County Public School System
Ellicott City, Maryland



The NCTM 2013 Regional Conference & Exposition officially begins with the Opening Session featuring Sten Odenwald, starting at 5:30 p.m. on Wednesday. Presentations on Thursday and Friday begin at 8:00 a.m. each day and are scheduled concurrently throughout the day.

We have made every attempt to provide adequate seating for participants at the Regional Conference & Exposition. The room capacity for each presentation is listed on all meeting room signs. For your safety and due to fire regulations, only those with seats will be allowed to stay in meeting rooms.

Please remember:

- All meeting rooms will be cleared between presentations.
- All seats are available on a first-come, first-served basis.
- Reserving spaces in line or saving seats is not permitted.
- In compliance with fire codes, sitting on the floor or standing is not permitted.
- As a courtesy to the speakers and your colleagues, please silence your cell phone during all presentations.

New and Preservice Teachers Workshop

Wondering how to manage your classroom, work with parents, find engaging lessons, and handle homework—all while keeping your sanity? You're not alone! A must for every new teacher, this interactive workshop is your chance to ask questions on topics of your choice. Plus, you will connect with other new and early-career teachers. If you are in the first five years of teaching or are seeking certification, come get resources, materials, and fun prizes to encourage you and give you insight along your journey.

Thursday and Friday
10:30 a.m.–12:00 noon
Key Ballroom 8 (Hilton)

New Members and First Timers' Orientation

New to NCTM or a first-time attendee at a regional conference? Join us to learn how to maximize your membership experience! From journals, online lessons, tools, and activities to networking and career-advancement opportunities, you'll discover all that NCTM has to offer you. Also, first-time attendees will learn how to make the most of their time at the conference.

Thursday and Friday
7:15 a.m.–7:45 a.m.
Ballroom II (Convention Center)

Professional Development

FOCUS OF THE YEAR 2013–2014

This year's Focus of the Year is **Number and Operations: Be Radical and Get Real!**

The conference will highlight this theme as the topic of Thursday's Learn↔Reflect strand, as well as in many other NCTM activities throughout the year. For more information, visit www.nctm.org/focus.

Learn↔Reflect Strand

NUMBER AND OPERATIONS:
BE RADICAL AND GET REAL!

THURSDAY, OCTOBER 17

Plan one full day for the Focus of the Year topic, **Number and Operations: Be Radical and Get Real!** The strand begins with a morning Kickoff session and concludes with an end-of-the-day Reflection session. In between, choose from among a number of sessions exploring the topic, all marked with the symbol **LCR**. Immerse yourself in the topic, and collaborate with leaders and colleagues. We ask participants to reflect on the following questions throughout the Learn↔Reflect strand and then discuss them at the end of the strand, during the Reflection session:

1. What is number sense, and how can you promote the development of number sense in your students? How are fluency and understanding related in the context of number and operations?
2. How can instructional decisions facilitate the development of strategies that are meaningful and transferable for operations on all numbers?
3. How are equity and diversity promoted by developing conceptual understanding of number?
4. How can the Standards for Mathematical Practice support the development of number sense and computational fluency?
5. How are you thinking differently about your learning and teaching of number and operations as a result of participating in the Learn↔Reflect sessions?

Learn↔Reflect sessions are open for anyone to attend throughout the day. Participants who attend the Kickoff session, at least one Learn↔Reflect session during the day, and the final Reflection session will receive personalized certificates by mail.

Learn↔Reflect Kickoff Session
Thursday, 9:30 a.m.
Holiday Ballrooms 1/2 (Hilton)

Learn↔Reflect Reflection Session
Thursday, 3:30 p.m.
Holiday Ballrooms 1/2 (Hilton)


Program Information

Types of Presentations

All presentations are open to all conference participants. Admission is on a first-come, first-served basis. Reserving spaces in line or saving seats is not permitted.

Sessions (60 minutes) represent a common format where the speaker relates his or her ideas to an audience. The speaker may use audio-visual equipment, technology, and handouts, and he or she may include audience participation. Rooms are set theatre style and vary in size.

Gallery Workshops (90 minutes) have rooms set with round tables for hands-on work and additional gallery seating around the perimeter of the room. The gallery participants will receive the print materials and observe the workshop in a fashion similar to that of a classroom observer.

Exhibitor Workshops (60 minutes) are set theatre style for at least 100 people. Exhibitors showcase their products and services away from the Exhibit Hall. Look for the symbol  indicating exhibitor workshops in the program book.

Grade Bands

To assist attendees in finding appropriate presentations to attend, each presentation lists the presentation's target grade-band audience. The grade bands are:

- **Pre-K–2**
- **Grades 3–5**
- **Grades 6–8**
- **Grades 9–12**
- **Higher Education**—university and college level issues including both two-year and four-year institutions
- **Preservice and In-Service**—content and techniques for providers of preservice teacher education and professional development for practicing teachers, supervisors, specialists, coaches, and mathematics educators
- **General Interest**—Issues of interest to multiple grades and audiences

Program Updates

Don't forget to pick up your copy of the Program Updates, which includes speaker and program updates, a complete exhibitor directory, and additional exhibitor workshop listings. Program Updates are available in the Registration Area.

Tips for a Rewarding Regional Conference & Exposition

- Access the conference app for conference alerts and up-to-the-minute information. Visit www.nctm.org/confapp.
- Access available speaker handouts at www.nctm.org/plan.
- Become familiar with the layout of the conference facilities by reviewing the floor plans on pages 67–71.
- Visit the **NCTM Bookstore** for the latest NCTM educational resources and the **Member Showcase** to learn more about how NCTM can help you professionally and pick up free resources.
- Stop by the Information Booth for information on the local area.
- Wear comfortable shoes and clothes, and dress in layers.
- Turn off cell phones during presentations.
- Be safe! Remove your name badge when you leave the conference facilities at the end of the day.

Registration and Access to Presentations

You must wear your badge to enter all presentations and the NCTM Exhibit Hall. Please be aware that the fee for a replacement badge is **\$10**.

By registering and attending an NCTM conference, meeting, or other activity, participants grant NCTM the right to use their likeness or voice as recorded on, or transferred to, video, photographs, websites, electronic reproductions, audio files, and/or other media of such events and activities.

For Your Child's Safety

Due to the size and nature of the NCTM 2013 Regional Conference & Exposition, this event is not an appropriate setting for children under 16 years of age. Children under age 16 will not be permitted in the Exhibit Hall. We appreciate your understanding and cooperation. Children 16 years and over will need to register as nonteaching guests. To register a non-teaching guest, please visit the Registration Area.



Member Showcase

Make sure to stop by the **NCTM Member Showcase** located in the Exhibit Hall and let us help you learn more about how your NCTM membership can help you be more successful. A membership provides you access to lessons, teaching tips and strategies, research findings, and more. Classroom-ready activities, sample journals, and other materials will be available for you to take back and use immediately in the classroom.

Whether you are a new member, a current member, or thinking of joining, the NCTM Member Showcase is here to support you with your daily challenges!

Renew your membership or join NCTM for the first time on site and you will receive a **free** NCTM 2014 Annual Meeting t-shirt! Supplies are limited.

Bookstore

Wednesday 5:00 p.m. – 7:00 p.m.
Thursday 7:00 a.m. – 5:00 p.m.
Friday 8:00 a.m. – 4:00 p.m.

Save 25 percent off the list price on all purchases made at the NCTM Bookstore in the Exhibit Hall. Check out NCTM's newest titles and bestsellers, and find NCTM gear for yourself and friends and family at home. Spreading the word about the importance of math has never been easier. Start your wish list today by previewing NCTM's wealth of resources at www.nctm.org/catalog.

Note on Sales Tax Exemptions: To be considered exempt from sales tax in the NCTM Bookstore, you must provide a copy of a **Maryland tax exemption certificate** at the time of purchase. NCTM is required by law to keep a copy of the certificate, so we cannot return it to you. To qualify, you must make payment with a purchase order, check, or credit card from the school to which the Maryland Exemption Certificate is issued. We cannot accept personal checks, personal credit cards, or cash in conjunction with tax exemption certificates. Tax exemption certificates for states other than Maryland are not valid for this regional conference.

The NCTM Bookstore is not equipped to handle shipping from the meeting site. The Hilton Baltimore Business Center can assist you with your shipping needs.

Information Booth

The NCTM Information Booth will be in the Baltimore Convention Center, where friendly staff can answer your questions about Baltimore. They will also assist you with directions and local information, from transportation and historical sites to shopping and entertainment.

Networking Lounge

The Networking Lounge is a prime location to meet up with colleagues between presentations! Whether you want to make connections with fellow conference goers, exchange teaching tips, or catch up with friends, you'll find a comfortable spot in the Network Lounge to do so. Download the conference app to receive alerts for scheduled networking meet ups!

Lost-and-Found

You may retrieve or turn in lost-and-found items at the NCTM Information Booth in the Baltimore Convention Center. Unclaimed items will be turned over to the Baltimore Convention Center Security.

First-Aid Station

There will be a first-aid station at the Baltimore Convention Center during the NCTM conference. If you need medical services while in Baltimore please check with the hotel concierge for the closest medical facilities.

Your Opinion Counts!


Thank you for attending the NCTM 2013 Regional Conference & Exposition. In the days following the Regional Conference, you will receive an e-mail asking for an evaluation of your meeting experience. Please take a moment to complete the survey. Your feedback is important to us and will be instrumental in the Regional Conference & Exposition planning process.

General Information

Exhibits

Be sure to make time in your schedule to visit the NCTM Exhibit Hall. To give you dedicated time to visit the exhibits, no presentations will take place from 4:00 p.m. to 5:00 p.m. on Thursday. Explore, try out, and purchase products and services for use in your classroom or to help you meet your career goals. You'll also be able to meet the people who produce these products, get fresh ideas, and see demonstrations of how products work. Check out the list of exhibits and a map of the Exhibit Hall on pages 67–71. Please note: Children under age 16 will not be permitted in the Exhibit Hall.

Exhibitor Workshops

Do you want more in-depth, personal interaction with exhibitors? If so, plan to attend the Exhibitor Workshops. These workshops are held on Thursday and Friday and offer a wide variety of topics. For exhibitor workshop offerings, look for presentations in this program book marked with the symbol  or see the Program Updates.



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Conference App

The NCTM conference app keeps you connected with the Regional Conference's every aspect. The free app allows you to search sessions, speakers, and exhibits; view the Exhibit Hall floor plan; highlight your favorite presentations; and interact with your colleagues! Visit www.nctm.org/confapp for more information.

Check out the @NCTM Twitter feed for conference coverage. Be a part of the conversation by adding the #NCTMBaltimore hashtag to your tweets and access the conference stream to see what conference attendees are saying about the event.

Presentation Handouts

Attendees can access available electronic presentation handouts through the conference app and online planner. Handouts will be available until December 31, 2013.

Online Planner

The online planner is a great way for you to search the conference program book, set up your personal schedule, and download available presentation handouts. The online planner is up to date with the latest program changes and presentation information. Visit www.nctm.org/plan to check it out.

NCTM App

When you return home, don't forget to download NCTM's Android or iOS app for free. The NCTM app gives users easy, efficient access to timely NCTM information throughout the year—from updates on new publications and best sellers to the latest information on upcoming conferences and professional development opportunities. Users can be up to the minute on NCTM activities, teaching tips, and classroom resources. The new app also includes Facebook and Twitter-feed updates. Visit www.nctm.org/nctmmobile for more information and to download the app.



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HIGHLIGHT
Opening Session (Presentation 1): How to Explore the Cosmos with Just a Little Math



CONFERENCE APP

Network onsite with attendees!
www.nctm.org/confapp



FACEBOOK

Interact with your colleagues!
www.nctm.org/facebook



TWITTER

Use Twitter to follow the Conference!
#NCTMBaltimore
www.twitter.com/nctm

REGISTRATION HOURS

5:00 p.m. – 8:00 p.m.

BOOKSTORE AND MEMBER SHOWCASE HOURS

5:00 p.m. – 7:00 p.m.

FIRE CODE

We have made every attempt to provide adequate seating for participants at the conference, but for your safety and because of fire regulations, only those with seats will be allowed in meeting rooms. To comply with fire codes, we will have to ask persons sitting on the floor or standing to leave the room.

1



How to Explore the Cosmos with Just a Little Math

Opening Session

To understand the cosmos you need to know math. Astrophysics and cosmology offer a rich tapestry of math challenges for your students! From the Big Bang to the present time we will look at some of the math you encounter along the way. These mathematical interludes provide astonishing insights into how this huge system works.

Sten Odenwald

National Institute of Aerospace, Hampton, Virginia

Ballroom IIII (Baltimore Convention Center)

NCTM Introduces **MOTO** for K–2

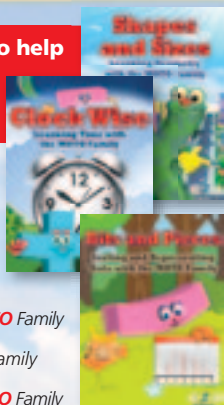
A New RtI Digital Series for Kindergarten through Second Grade



Use the books' active learning tasks to help students who struggle to understand and retain mathematical concepts

Collect all 7 books!

- ▲ *Clockwise: Learning Time with the MOTO Family*
- ▲ *What Comes Next? Making Patterns with the MOTO Family*
- ▲ *Shapes and Sizes: Learning Geometry with the MOTO Family*
- ▲ *One Foot, Two Feet: Measuring with the MOTO Family*
- ▲ *Everybody Counts: Learning to Count with the MOTO Family*
- ▲ *It All Adds Up! Learning to Add and Subtract with the MOTO Family*
- ▲ *Bits and Pieces: Sorting and Representing Data with the MOTO Family*

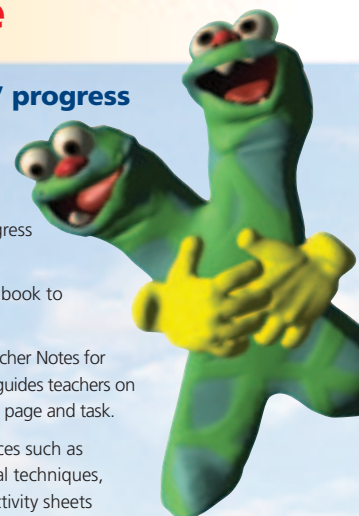


Books are available on iTunes, Google Play, and Amazon. Also available in Web-based format on the NCTM website.

Track your students' progress on *Teacher Connect*

The *Teacher Connect* website allows teachers to:

- ▲ Track and comment on the progress of each student
- ▲ Correlate each chapter of every book to the CCSSM
- ▲ Buy a Teacher Code to access Teacher Notes for each page of every book, which guides teachers on how to get the most out of each page and task.
- ▲ Access extensive teacher resources such as problem extensions, instructional techniques, and downloadable classroom activity sheets
- ▲ Be able to employ effective RtI instructional strategies and tasks



Teacher Connect is available exclusively through NCTM's website: www.nctm.org/moto



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

To learn more about this exciting new series go to www.nctm.org/moto.

TO ORDER: 800.235.7566 | www.nctm.org/moto

FIND US ON



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Visit the **NCTM Bookstore** to see the MOTO display and look for the daily schedule for MOTO sessions in the Bookstore!



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Thursday

HIGHLIGHTS

- New Members and First Timers' Orientation (Presentation 2)
- Learn↔Reflect Kickoff Session (Presentation 27)
- New and Preservice Teachers Workshop (Presentation 38)
- NCTM President Session (Presentation 49)
- Learn↔Reflect Reflection Session (Presentation 106)

ICON

Presentation Numbers

Exhibitor Workshops	14.1, 14.2, 14.3, 37.1, 37.2, 37.3, 60.1, 60.2, 60.3, 94.1, 94.2, 94.3, 117.1, 117.2
Learn↔Reflect	27, 50, 52, 55, 60, 63, 66, 68, 70, 86, 89, 90, 93, 106



CONFERENCE APP

Network onsite with attendees!
www.nctm.org/confapp



FACEBOOK

Interact with your colleagues!
www.nctm.org/facebook



TWITTER

Use Twitter to follow the Conference!
#NCTMBaltimore
www.twitter.com/nctm

REGISTRATION HOURS

7:00 a.m. – 3:00 p.m.

EXHIBIT AND NETWORKING LOUNGE HOURS

8:00 a.m. – 5:00 p.m.

BOOKSTORE AND MEMBER SHOWCASE HOURS

7:00 a.m. – 5:00 p.m.

FIRE CODE

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7:15 A.M.–7:45 A.M.

2 New Members and First Timers' Orientation

(General Interest) Session

New to NCTM? Join us to learn how to maximize your membership experience. From journals and online lessons, tools, and activities to networking and career-advancement opportunities, you'll discover all that NCTM has to offer you. Also, learn how to make the most of your time at the conference.

Gladis Kersaint

Board of Directors, National Council of Teachers of Mathematics; University of South Florida

Jonathan (Jon) Wray

Board of Directors, National Council of Teachers of Mathematics; Howard County Public Schools, Maryland

Ballroom II (Baltimore Convention Center)

8:00 A.M.–9:00 A.M.

3 An Instructional Framework for Tier 2 Mathematics Intervention

(General Interest) Session

I will discuss an instructional framework for Tier 2 intervention in mathematics and the characteristics of students with mathematics learning disabilities. I will also share suggestions for documenting student struggles in mathematics, research-based instructional practices, and designing accommodations.

Catherine DiDio Beals

Northwest Nazarene University, Nampa, Idaho

Ballroom III (Baltimore Convention Center)

4 Assessment: What's It All About, Alfie?

(General Interest) Session

Assessment and grading are not the same. Assessment helps teachers and students identify what they know and don't know, and it provides opportunities to help students improve their understanding and performance. We will begin with a hands-on activity and end with a discussion of assessment techniques for improved instruction.

Neil D. Cooperman

Millburn High School, New Jersey

Ballroom II (Baltimore Convention Center)

5 Improving Number Fluency: A Minute to Win It

(Pre-K–2) Session

Games are one of the most effective ways for children to practice number fluency. See how games engage children in a playful yet serious math practice, eliminating the need for tedious pencil-and-paper drills. Explore ideas for assessment using a game format.

Brenda E. Rubacha

Sequoia Pathway Academy, Maricopa, Arizona

Holiday Ballroom 6 (Hilton)

6 Math “Backpack-tivities”

(Pre-K–2) Session

Math “Backpack-tivities” will showcase math–literature integrated activities that can be housed in backpacks for classroom and home use. The hands-on activities will promote mathematical understanding, whereas literature connections will foster reading skills and supply a real-world context for learning.

Teresa D. Leahy

MathScience Innovation Center, Richmond, Virginia

Kristina Anthony

MathScience Innovation Center, Richmond, Virginia

Key Ballrooms 3/4 (Hilton)

7 Let's Give Them Something to Talk About

(3–5, Preservice and In-Service, Research) Session

Learn how instruction using the I-Think problem-solving framework compared to instruction using think-pair-share. Based on a pre/posttest design, I-Think better prepared students to analyze a problem, consider solution strategies, monitor their efforts, and justify their solutions. I-Think promotes verbal and written mathematical discourse.

Sararose DeVore Lynch

Westminster College, New Wilmington, Pennsylvania

Jeremy M. Lynch

Slippery Rock University, Pennsylvania

Ruth (Hilton)

8**Combine Technology with Singapore Strategies to Develop Number Sense***(3–8) Session*

Visual reasoning is a powerful tool for making sense of mathematics. Learn how to utilize free online software tools along with instructional methods from Singapore to help students develop a deeper understanding of number concepts and operations. We will share strategies for guiding student learning with manipulatives and software.

Cassandra Turner

Consultant, Fort Collins, Colorado

Lauri Susi

Conceptua Math, Petaluma, California

*Key Ballroom 5 (Hilton)***9****Linking Problem Solving to the Standards for Mathematical Practice***(3–8) Session*

In this highly interactive session, you'll try speak, write, reflect, revise, a cooperative learning process that links problem solving to rich classroom discourse and writing. Examine this process through the lens of mathematical practices, and see how every student contributes to a classroom full of successful problem solvers.

Robyn Silbey

Robyn Silbey Professional Development, Gaithersburg, Maryland

*Key Ballroom 6 (Hilton)***10****Turnonccmath.net: Learning Trajectories for CCSSM***(3–8) Session*

Describing students' conceptual growth over time and supporting the high expectations of the Common Core State Standards for Mathematics (CCSSM), Turnonccmath.net maps the K–8 CCSSM into learning trajectories. We demonstrate how learning trajectories support interpreting CCSSM and share resources that unpack the standards coherently and support cross-grade instructional planning and collaboration.

Alan Maloney

North Carolina State University, Raleigh, North Carolina

*Holiday Ballroom 3 (Hilton)***11****Get Your Math Class Up Fast!***(6–8, Preservice and In-Service) Session*

This session will display work by students in a class that uses differentiation in ways that students can relate to. I will share interactive notebooks, songs, and exciting and energizing activities that make the classroom a fun environment and help with the Common Core State Standards.

Ashley E. McLendon

Swain County Schools, Bryson City, North Carolina

*Key Ballrooms 1/2 (Hilton)***12****Like Gold, Math Practice Standards Are Often below the Surface***(6–12) Session*

Prospectors need to know where gold is likely to be found. Math educators need to know where to find “golden” problems that help students master the Common Core State Standards for Mathematical Practice. Using the multistep, lengthy performance tasks and the shorter, novel problems and games in this session, students can meet those standards.

John A. Anderson

HMH, Boston, Massachusetts

*Holiday Ballrooms 1/2 (Hilton)***13****iPad Implementation in the Math Classroom***(9–12) Session*

Participate in tutorials on different iPad apps that we have used in our classrooms. Many apps shown will be free! Highlights include paperless homework, assessment, student feedback, and calculator use.

Andrew S. Hopp

Springfield Platteview Community Schools, Nebraska

Julie E. Lodes

Springfield Platteview Community Schools, Nebraska

Rick Arch

Springfield Platteview Community Schools, Nebraska

Johnson (Hilton)

8:00 A.M.–9:00 A.M.

14 Visualizing Functions

(9–12) Session

How can we help students view the complex ideas of functions in a variety of ways? Tables, graphs, symbols, words, and physical models will all be used in this session that demonstrates ways to encourage connections among representations and deeper understanding about what functions are.

Evelyn Baracaldo
NYCiSchool, New York, New York

Fred Dillon
Consultant, Strongsville, Ohio

Ballroom I (Baltimore Convention Center)

14.1 Teaching Look4s: Tools and Resources Focused on the Mathematical Practices

(General Interest) Exhibitor Workshop

The eight Common Core math practices provide purpose for change and require shifts in classroom practice. Instructional shifts are an opportunity to focus on observable teaching skills. This session provides an overview of coaching resources to support teachers, as you talk about specific skills that develop desired academic behaviors in students.

Pearson
Washington, D.C.

Room 1 (Baltimore Convention Center)

14.2 Pearson’s CMP3: Get Connected!

(6–8) Exhibitor Workshop

Experience CMP3, the newest edition of the inquiry-based Connected Mathematics Project. See new updated Common Core–aligned content and easy-to-use mobile tools. Find out how twenty-first-century social-networking technology connects CMP3 teachers and how students benefit from interactive digital student pages that allow for instant sharing.

Pearson
Upper Saddle River, New Jersey

Room 2 (Baltimore Convention Center)

14.3 Britannica Digital Learning: Meeting the Practice Standards using Models from Math in Context®

(6–8) Exhibitor Workshop

The CCSSM Practice Standards ask students to “model with mathematics.” Students are expected to identify quantities and map relationships using math tools including diagrams, two-way tables, and formulas. Participants will explore models from MiC that can be used to analyze situations and draw conclusions, and receive a free Number Tools® workbook.

Britannica Digital Learning
Chicago, IL

Room 3 (Baltimore Convention Center)

8:30 A.M.–10:00 A.M.

15 Number Sense and the Common Core State Standards for Mathematics

(Pre-K–2) Gallery Workshop

What will the Common Core State Standards for Mathematics look like in your classroom? Engage in hands-on activities designed to develop deep understanding of number sense in your students. Leave with instructional ideas for your classroom.

Myrna I. Mitchell
Fresno Pacific University, California

Room 310 (Baltimore Convention Center)

16 Place, Properties, and Relationships: Getting to Addition and Subtraction

(Pre-K–2) Gallery Workshop

Help your students add and subtract in second grade by using place value, properties of operations, and the relationship between addition and subtraction. Earlier grades lay the foundation. Experience activities that will engage your students and make your life easier. Get activities ready to use on Monday.

Cynthia L. Schneider
Charles A. Dana Center, Austin, Texas

Mary Alice Hatchett
President, Texas Council of Teachers of Mathematics, Austin

Key Ballrooms 11/12 (Hilton)

17 Routines for Building Number Sense

(Pre-K–2) Gallery Workshop

Meet the Common Core State Standards for Mathematics through quick, engaging daily number routines and workstation activities by using five- and ten-frames, dot cards, rekenreks, and other do-it-yourself materials for composing and decomposing numbers. Get materials to use in your classroom.

Donna Boucher
Katy ISD, Texas

Key Ballroom 8 (Hilton)

18 Improving Numeracy with Numbers Bee

(3–8) Gallery Workshop

Numbers Bee is an online math game for elementary and middle school students designed to promote numeracy and build confidence in their math skills through interactive learning and competition. It increases critical thinking skills and is a fun teaching tool that can be used every day in the classroom and in after-school clubs.

Sakthi A. Vel
Vel Micro Works Incorporated, Hockessin, Delaware

Shirley F. Ellison
Red Clay Consolidated School District, Wilmington, Delaware

Peale A,B,C (Hilton)

19 Measurement and the Common Core State Standards for Mathematics

(3–8) Gallery Workshop

Explore research-based methods and innovative techniques to teach abstract concepts at the concrete level to achieve student understanding. Hands-on activities and 3-D models connect measurement, fractions, and scale drawings to real-life and to Common Core Standards. Practical applications lead to student understanding, success, ease, and enjoyment. I will provide hand-outs and materials.

Donna L. Monck
Rock Christian Academy, Easton, Pennsylvania

Holiday Ballroom 5 (Hilton)

20 Power Play: Games for Teaching Place Value

(3–8) Gallery Workshop

Come prepared to play games that incorporate the use of cards and place-value dice. The games and strategies focus on reading, ordering, comparing large numbers, expanding and rounding numbers, looking for patterns, and more. I will share reproducible gameboards, student samples, and a number of strategies to help with this critical part of the Common Core State Standards.

Lori Triplett
Box Cars & One-Eyed Jacks, Edmonton, Alberta

Room 308 (Baltimore Convention Center)

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8:30 A.M.–10:00 A.M.

21**Break the Cycle: Save Struggling Math Students with RtI***(6–8) Gallery Workshop*

Learn how an urban middle school response-to-intervention (RtI) program has measurably improved students' mathematics skills and outlook. See how students are selected, taught targeted skills, and have their progress monitored. Replace ad hoc efforts with an RtI that justifies resources and boosts math department morale, student attitudes, and mathematics assessment scores.

Dana Schreiber

East Hartford Schools, Connecticut

*Key Ballrooms 9/10 (Hilton)***22****Meaningful Models and Productive Projects for Geometry***(6–12) Gallery Workshop*

Come participate in activities that will make geometry more fun and meaningful for your students. As time allows, we will demonstrate properties with patty paper and construct the wheel of Theodorus, an icosahedron, a tangram puzzle, and a tetrahedron. I will also share some successful projects, including geometry valentines, creative writing, and magic-square quilts.

Arlene Yolles

Retired, Westport, Connecticut

*Room 309 (Baltimore Convention Center)***23****Statistical Inference through Simulation***(9–12) Gallery Workshop*

Using hands-on techniques and technology to conduct simulations, we will explore concepts of statistical inference. These simulations (randomization tests) provide more flexibility in the hypotheses our students can test and allow them to focus on conceptual understanding and statistical thinking.

Paul L. Myers

Georgia Institute of Technology, Atlanta, Georgia

*Holiday Ballroom 4 (Hilton)***24****Using Super Mario with Falling Objects and Quadratics***(9–12, Preservice and In-Service) Gallery Workshop*

Work on a series of problems that model the motion of falling objects using the Super Mario character. Mario's adventures are used to model quadratic systems, as well as quadratic-linear systems of equations. Use a graphing calculator as a tool for solving these systems.

Jack Burke

Fiorello H. LaGuardia High School of Music and Art and Performing Arts, New York, New York

*Room 307 (Baltimore Convention Center)***25****Let Us Count the Ways: Poems 4 Numbers and Operations***(Preservice and In-Service) Gallery Workshop*

Learn a variety of math poems about numbers and operations, as well as other related concepts in the Common Core State Standards. You will compose at least one poem, solve at least one poem problem (which is a story problem set to verse), and discuss how to implement and assess such an instructional strategy.

John E. Hammett III

Saint Peter's University, Jersey City, New Jersey

Key Ballroom 7 (Hilton)

9:30 A.M.–10:30 A.M.

26**Implementing One-to-One Technology Initiatives through an iPad Academy***(General Interest) Session*

Receive info on how one midsize suburban/rural high school implemented an iPad one-to-one initiative in just a few months. We will share tips on training for staff, parents, and students; distribution; financing; network concerns; security; and other things that we learned through the process.

Justin Montgomery

Delaware Valley Regional High School, Frenchtown, New Jersey

Carolyn Wolsiefer

Delaware Valley Regional High School, Frenchtown, New Jersey

Ballroom II (Baltimore Convention Center)

27 **Learn↔Reflect Kickoff:
Powerful and Radical Actions to
Enrich Number and Operations***(General Interest) Session*

Learn about the latest resources from the National Council of Supervisors of Mathematics that support powerful and radical actions to implement number and operations. Resources include sample mathematical tasks, research, leadership tips, position papers, instruction that promotes students' proficiency in the mathematical practices, and formative assessment examples.

Suzanne Mitchell

National Council of Supervisors of Mathematics, Denver, Colorado

*Holiday Ballrooms 1/2 (Hilton)***28****Math Rocks: Guided Math
Instruction in Action***(Pre-K–5) Session*

Learn how to offer small-group guided math instruction for the kindergarten–grade 8 Common Core State Standards for Mathematics. Explore building proficiency, analyzing student work, and offering strategic intervention and meaningful enrichment to help all students succeed.

Jennifer Taylor-Cox

Consultant, Severna Park, Maryland

*Ballroom I (Baltimore Convention Center)***29****Fractions Don't Have to
Be Frustrating!***(3–5) Session*

How can I help my students understand fractions? Come see how using manipulatives can help your students better understand fraction concepts. Hear why manipulatives can be a powerful tool in developing students' understanding of fractions. I will share ideas for equivalence, ordering, addition, and subtraction of fractions.

Kevin Dykema

Mattawan Middle School, Michigan

*Key Ballroom 5 (Hilton)***30****Engaging Real-World Investigations
Provide the Purpose for Skill
Development***(3–8) Session*

When will I ever use this? This common student question is resolved by using engaging real-world investigations. I will show you a four-step approach to mathematics teaching, concrete—representational—abstract—real-world application, that supports the Common Core State Standards for Mathematical Practice. Leave with sample problems, and learn how they are applied.

Arjan Khalsa

Conceptua Math, Petaluma, California

Lauri Susi

Conceptua Math, Petaluma, California

*Holiday Ballroom 6 (Hilton)***31****Operations with Rational Numbers:
Not Just the Rules***(3–8) Session*

We will investigate how the properties of the operations apply to all rational numbers and then strengthen our understanding of the properties of the operations by exploring the similarities and differences between operations with whole numbers and operations with fractions, decimals, and integers through multiple examples.

Terry W. Parkey

Partnership Institute for Math and Science Education Reform, Lexington, Kentucky

Gloria Beswick

Partnership Institute for Mathematics and Science Education Reform (PIMSER), Louisville, Kentucky

*Key Ballrooms 3/4 (Hilton)***32****Building Coherence: CCSS Learning
Trajectories in Algebra***(6–12) Session*

According to the Common Core State Standards (CCSS), how should the development of algebra progress across grades? How is the trajectory supported by research? How do the mathematical practices fit in? And what is the role of interactive dynamic technology in helping students achieve these standards? Well-chosen examples illustrate how this can happen in classrooms.

Gail Burrill

Past President, National Council of Teachers of Mathematics; Michigan State University, East Lansing, Michigan

Ballroom III (Baltimore Convention Center)

9:30 A.M.–10:30 A.M.

33

Using GeoGebra to Model Four Representations of Linear Equations

(6–12) Session

Using only symbolic representation to teach linear equations leaves students believing equations and graphs are for math class only and have no place in the real world. This session will show how using the four representations leads to an understanding of the real-world patterns behind linear equations. GeoGebra files, Moodle lessons, and quizzes will be shared.

David Pugh
Rochester Public Schools, Minnesota

Key Ballroom 6 (Hilton)

34

Reclaiming Lost Ground: Research-Based Interventions for Underprepared Algebra Students

(9–12) Session

Today, all students must succeed in algebra, including those who are underprepared. These students may need more time in algebra, but time alone is not sufficient. Learn about comprehensive, research-guided strategies and resources from mathematics learning, literacy, social psychology, and special education to help underprepared students.

James Lynn
University of Illinois at Chicago

Timothy M. Stoelinga
Learning Sciences Research Institute, University of Illinois at Chicago

Holiday Ballroom 3 (Hilton)

35

Computer Gaming: Mathematics Applications to Engage Students

(9–12, Higher Education) Session

Using Matlab, we will create computer games that include animation, audio, and video, emphasizing hands-on experiential learning opportunities for students. Explore cross-disciplinary problem-solving methods that combine mathematics and technology.

Susan G. Helser
Mott Community College, Flint, Michigan

Johnson (Hilton)

36

Making Sense of a Stunning Approximation to the Sine Function

(9–12, Preservice and In-Service) Session

We will examine a little-known function that is a ratio of two quadratic functions. Discovered 1,400 years ago, it provides an exceptionally close approximation to the sine function. Using technology, we will see that the approximation is stunning. We will explore how to use the approximation as the basis of a reasoning and sense-making activity.

Ron Lancaster
Ontario Institute for Studies in Education of the University of Toronto, Canada

Key Ballrooms 1/2 (Hilton)

Cracking the Code of Algebra

Thursday, October 17th
9:30 a.m. - 10:30 a.m.
BBC Room 1

Speaker:
Dr. Henry Borenson

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Borenson and Associates, Inc.
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800.993.6284

9:30 A.M.–10:30 A.M.

37

Making Connections: Preservice Teachers Experience the Mathematics of Drumming

(Preservice and In-Service) Session

We will share the results of a study that examined an integrated mathematics and music lesson in a mathematics methods course with preservice teachers. Researchers explored how the integrated lesson was understood and if students could transfer new learning. You will have an opportunity to experience parts of the lesson.

Anne Marie Marshall

Lehman College, Bronx, New York

Ryan Bazinet

John Jay College of Criminal Justice, New York, New York

Ruth (Hilton)

37.1 

Cracking the Code of Algebra to Ensure Success for All

(3–8) Exhibitor Workshop

How does Hands-On Equations® enable 80 percent of inner-city fourth graders to succeed with such basic equations as $4x + 3 = 3x + 10$ in only three lessons? Come and discover how effective instruction can dramatically shorten the learning process and lead to higher levels of success. If algebra is a foreign language to your students, this session is for you!

Borenson and Associates, Inc.

Allentown, Pennsylvania

Room 1 (Baltimore Convention Center)

37.2 

Success for All Foundation: Student-Teams Achievement Divisions: An Equation for Success

(6–12) Exhibitor Workshop

Student-Teams Achievement-Divisions (STAD), a proven, student-centered gradual-release process, provides teachers with opportunities for cognitive rehearsal, clarification, and reteaching while promoting 21st-century learning skills.

STAD is an interactive approach that helps students meet the cognitive demands of the Common Core State Standards!

Success for All Foundation, Inc.

Baltimore, MD

Room 2 (Baltimore Convention Center)

37.3 

MathCloud: Adaptive Online Self-Learning Tool

(6–12) Exhibitor Workshop

MathCloud will be showcasing a product description as well as the results from working with various different math students in Asia and the United States. The presentation will reveal the effectiveness of the program and discuss how MathCloud can help schools, teachers, and students transition into the upcoming Common Core State Standards.

MathCloud

Fort Lee, New Jersey

Room 3 (Baltimore Convention Center)

10:30 A.M.–12:00 P.M.

38

New and Preservice Teachers Workshop

(General Interest) Session

Find answers to your questions on topics such as classroom management, parents, motivation, and keeping your sanity. Connect with other new teachers, learn from experienced professionals, and find resources to engage you and your students. You might even win a prize.

Sarah DeLeeuw

National Council of Teachers of Mathematics, Reston, Virginia

Key Ballroom 8 (Hilton)

39

Let's Play Cards: A Simple, Fun Approach to Teaching Math

(Pre-K–2) Gallery Workshop

Transform your math teaching with games and activities by using a standard deck of cards. Explore how to use cards to develop basic number sense, problem-solving skills, logical reasoning, and much more. You will leave this workshop with materials ready to use in the classroom.

Frances O. Coleman

Collegiate School, Richmond, Virginia

Nicola Byford

Collegiate School, Richmond, Virginia

Holiday Ballroom 4 (Hilton)

Thursday

Engage Students and Inspire Learning

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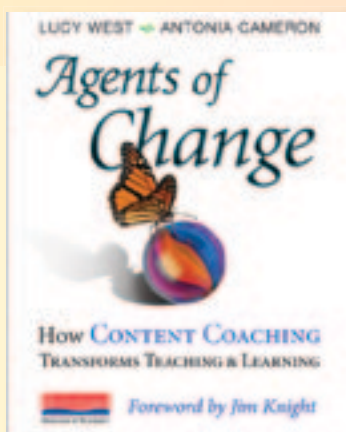
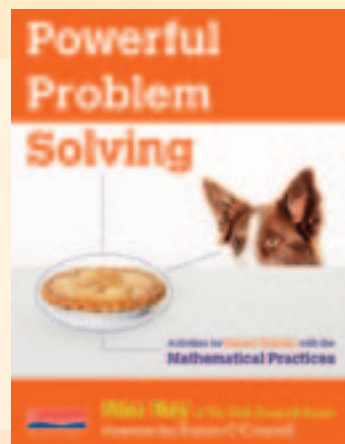
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Agents of Change

How Content Coaching Transforms Teaching and Learning

How can teacher leaders cultivate an environment that will improve student learning in every classroom? **Lucy West** and **Toni Cameron** turn decades of experience designing and implementing coaching initiatives into a practical resource for transforming school culture and inspiring true learning.

Grades K–8 / 978-0-325-01383-1 / 2013 / 248pp / \$25.81 est.

Putting the Practices Into Action

Implementing the Common Core Standards for Mathematical Practice

Susan O'Connell and **John SanGiovanni** provide practical activities to help you quickly integrate the eight Standards for Mathematical Practices into your existing math program. With classroom vignettes, sample activities, and helpful teaching tips, they bring the standards to life.

Grades K–8 / 978-0-04655-6 / 2013 / 168pp / \$16.63



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40

Shuffling into Math

(Pre-K–2) Gallery Workshop

Play card, dice, and domino games that help your primary students achieve success in numeration, operations, place value, patterning, and graphing. Explore excellent take-home ideas, game boards, student samples, and more to help you teach the Common Core State Standards. These activities are great for regular, ESL, Title I, and after-school programs.

Allison Riddle

Davis Unified School District, Salt Lake City, Utah

Room 308 (Baltimore Convention Center)

41

Engaging Students in Number Sense, Geometry, Problem Solving, Reasoning, and Discourse

(Pre-K–5) Gallery Workshop

Explore strategies, including use of manipulatives, to develop number sense, place value, estimation, geometry, and problem solving. See the power of mathematical discourse to develop concepts, reasoning, and mathematics vocabulary. Experience hands-on activities.

Donna L. Knoell

Self, Shawnee Mission, Kansas

Room 309 (Baltimore Convention Center)

42

Fun with Fractions!

(3–8) Gallery Workshop

Explore games for use in the classroom based on fractions, decimals, and percents. We will discuss developing content in order to play the games, as well as extending students' mathematical thinking. You will receive materials to incorporate these games into your math instruction.

Karie Lattimore

Tucson Unified School District, Arizona

Christy Erickson

Tucson Unified School District, Arizona

Key Ballrooms 11/12 (Hilton)

43

Three Dozen Games with Three Dozen Dice

(3–8) Gallery Workshop

Who knew regular dice could be used to teach and practice operations, order of operations, fractions, place value, patterning, data management and analysis, probability, and more? Come prepared to play with easy-to-find regular spotted dice and learn three dozen ways to motivate and engage your students. Great for regular and RtI.

Jane Felling

Box Cars & One-Eyed Jacks, Edmonton, Canada

Holiday Ballroom 5 (Hilton)

44

Common Core—Uncommon Practices

(6–8, Preservice and In-Service) Gallery Workshop

This session will cover instructional practices for implementing social studies content knowledge and literacy skills with the Common Core State Standards for number and operations.

Amelia A. Allen

Felician College, Rutherford, New Jersey

Karen Pezzolla

Felician College, Rutherford, New Jersey

Michelle Anderson

Felician College, Rutherford, New Jersey

Room 310 (Baltimore Convention Center)

45

Helping At-Risk Students Visualize Mathematics through Technology

(6–12) Gallery Workshop

At-risk students struggle with visualizing math concepts. Using graphing software and interactive whiteboard strategies, I will show how these technologies enhance students' understanding of topics in algebra and geometry. These activities, professional development, and technology access helped my district earn state and national awards.

James William Kearns

Salem State University, Massachusetts

Key Ballroom 7 (Hilton)

10:30 A.M.–12:00 P.M.

46
Uncovering Learning Possibilities for English Language Learners in Mathematics Classrooms

(6–12) Gallery Workshop

Immerse yourself in a short geometry lesson taught in a language other than your own. This experience will help you uncover ways in which the tools of mathematics, such as diagrams, gestures, and notation, give English language learners an opportunity to engage with math concepts and develop essential mathematical practices.

Roser A. Gine
 University of Massachusetts Lowell

Key Ballrooms 9/10 (Hilton)

47
Transitioning to CCSSM in Your Algebra Classroom

(9–12) Gallery Workshop

Confused about the Common Core State Standards for Mathematics (CCSSM)? Let us help you engage your students with hands-on collaborative activities that meet the standards.

Al R. Rabanera
 Fullerton Joint Union High School District, California

Kasey C. Grant
 Fullerton Joint Union High School District, California

Room 307 (Baltimore Convention Center)

48
What Can We Still Learn From TIMSS 2011?

(Preservice and In-Service) Gallery Workshop

Trends in International Mathematics and Science Study (TIMSS) 2011 presents data on seventy-seven education systems around the world, including the United States and nine states: Alabama, California, Colorado, Connecticut, Florida, Indiana, Massachusetts, Minnesota, and North Carolina. Public release items for grades 4 and 8 are available for classroom use.

Patsy Wang-Iverson
 Gabriella and Paul Rosenbaum Foundation, Bryn Mawr, Pennsylvania

Stephen Provasnik
 NCES-USED, Washington, D.C.

Renée A. Savoie
 Connecticut State Department of Education, Hartford, Connecticut

Peale A,B,C (Hilton)

11:00 A.M.–12:00 P.M.

49
NCTM President Session: It's Raining Rich Problems!

(General Interest) Session

A rich problem is the umbrella for incorporating standards of practice with mathematics content in the elementary grades. Here are some practical suggests to turn this vision into practice.

Linda M. Gojak
 President, National Council of Teachers of Mathematics;
 John Carroll University, University Heights, Ohio

Ballroom III (Baltimore Convention Center)

50 
A Case for Place Value

(Pre-K–2) Session

Explore a continuum of activities geared to build number sense and an understanding of place value in pre-K–grade 2. Leave with a practical, research-based unit plan and learning trajectory for use in the Common Core State Standards for Mathematics pre-K–2 domain Number and Operations in Base Ten.

April Dawn Hicks
 Cullowhee Valley School, Jackson County Public Schools, North Carolina

Key Ballrooms 3/4 (Hilton)

51
Building Formative Assessment Practices to Support the Common Core

(Pre-K–2) Session

Understanding of number is crucial to students' development in mathematics. Explore formative assessment as a tool for building the level of number understanding necessary for mathematical proficiency. Focus will be on multiple assessment practices dealing with major concept areas in elementary mathematics.

David Pugalee
 University of North Carolina at Charlotte

Key Ballroom 5 (Hilton)

52

Engaging Activities + Effective Instructional Strategies = Numerically Nimble Students

(3–5) Session

Improve students' numeric competence with strategies that promote greater sense making and participation. Discover more effective ways to differentiate instruction and efficiently implement the Common Core State Standards. Generous handouts include engaging activities to enhance mathematical reasoning as students improve their number sense and computation skills.

Leigh Childs

San Diego County Office of Education, California

*Holiday Ballroom 6 (Hilton)***53**

The “Core” of Fractions: Strategies to Build Fraction Number Sense

(3–5) Session

Students with a strong fraction number sense have the advantage when it comes to tackling higher-level concepts, including ratios and proportions. We will explore ways to build fraction number sense through lessons focused on strategies for equivalents, comparing, and ordering, all while meeting the Common Core State Standards.

Kristin DeLorenzo

Flemington Raritan School District, New Jersey

Elizabeth D. Gardner

Flemington Raritan School District, New Jersey

*Johnson (Hilton)***54**

Understanding the Equals Sign = Algebraic Success

(3–8, Research) Session

Many students with math difficulties enter their first-year algebra course with an inadequate understanding of the fundamental topics necessary to develop a coherent, conceptual understanding of algebra. I will present results from a study on the effects of an intervention focused on equality and equations for students with math difficulties.

Jason A. Miller

Anne Arundel County Public Schools, Annapolis, Maryland

*Ruth (Hilton)***55**

How to Teach Intensive Learners Who Don't Really Like Math

(6–8) Session

While the push is to have eighth graders take algebra, what happens to struggling learners who can't solve for place value, integers, ratios, and so forth? They have to be taught a different way to learn and grasp the concepts needed to pass the Common Core State Standards tests. New and updated ideas will be shared, as well as organizational skills, in this make-and-take session.

Linda Thiessen

Millennium Middle School, Tamarac, Florida

*Key Ballrooms 1/2 (Hilton)***56**

Making Student Thinking Visible

(6–8) Session

Research on effective classrooms shows visible thinking weaves throughout teacher planning and presentation. In making thinking visible, teachers have a variety of strategies to use in their classrooms. What are classroom activities that make student thinking visible? How can these activities be extended? What are the benefits of visible thinking?

Don S. Balka

Didax, Rowley, Massachusetts

*Ballroom II (Baltimore Convention Center)***57**

Square Roots Go Rational

(6–8, Preservice and In-Service) Session

This collection of activities explores the square roots of not-so-perfect squares and develops an algorithm to express the not-so-perfect square root as a rational value. Explorations continue as the algorithm is compared to calculator value to find the regression coefficient and strength of this relationship.

Dana Humble Dodson

Indiana University Northwest, Gary

Michael Todd Edwards

Miami University, Oxford, Ohio

Holiday Ballroom 3 (Hilton)

58 Motivating Students to Learn and Succeed

(6–12) Session

This session will provide a top-ten list of classroom-tested ideas for motivating students. Using these strategies will enable classroom teachers to capture students' interest and get them to want to learn mathematics, believe they can succeed in mathematics, and trust that you're the person who can help them.

Rita H. Barger

University of Missouri–Kansas City

Ballroom 1 (Baltimore Convention Center)

59 Art and Architecture in Geometry

(9–12) Session

By connecting geometric concepts to real-world photos, videos, and technology, teachers can engage students and create meaningful and lasting learning experiences. I will present a variety of means by which teachers can incorporate art and architecture from around the world to create lessons that are exciting, multicultural, and relevant to students.

Robin Marie Mankel

Boston Public Schools, Massachusetts

Holiday Ballrooms 1/2 (Hilton)

60 Picturing Functions and Functions of Pictures with Sketchpad

(9–12) Session

Graphics special effects are everywhere: TV, the Internet, the movies, games—everywhere. But kids seldom think about the functions that create these images. We'll distort pictures with Sketchpad's custom transformations, create fractal plants from iterated functions, and define a function by drawing its graph on the screen. Classroom-ready activities provided.

Scott Steketee

KCP Technologies, Philadelphia, Pennsylvania

Daniel Scher

KCP Technologies, Emeryville, California

Key Ballroom 6 (Hilton)

60.1 Exploring Programs That Meet the Needs of Mathematically Gifted Students

(General Interest) Exhibitor Workshop

Support and motivate your talented K–8 learners with Project M2, Project M3, and Math Innovations. These challenging Common Core–aligned units provide hands-on, real-world investigations and a variety of interactive digital activities that engage high-ability students. Learn about each program's instructional design, and receive sample units!

Kendall Hunt Publishing Company

Dubuque, Iowa

Room 1 (Baltimore Convention Center)

60.2 Math Digital Learning

(3–8) Exhibitor Workshop

Think Through Math (TTM) provides unprecedented differentiation with a distinctive and powerful blend of highly adaptive instruction and just-in-time support. By providing adaptive lesson pathways that are uniquely personalized, TTM deepens understanding of critical mathematical concepts and improves higher-order thinking and problem-solving skills.

Think Through Math

Pittsburgh, Pennsylvania

Room 3 (Baltimore Convention Center)

60.3 CCSS Math Practices? Trust CPM's Twenty Years of Writing Experience

(6–12) Exhibitor Workshop

Try some lessons and take home samples of CPM's Core Connections series (2013). The third generation of CPM blends CCSS content and practice standards in a coherent sequence from sixth grade through algebra 2. Course elements include problem solving, mathematical thinking, problem-based lessons, and mathematical discourse in a student-centered format.

CPM Educational Program

Sacramento, California

Room 2 (Baltimore Convention Center)

61**Formative to Summative Paths in Implementing and Validating CCSS***(General Interest) Session*

Elementary and middle grade mathematics leaders, as you move toward full implementation of the Common Core State Standards (CCSS), what formative assessment strategies work? How do you know? How will formative assessment opportunities lead to and connect with PARCC (Partnership for the Assessment of Readiness for College and Careers) or Smarter Balanced assessments? Come help us figure this out—together!

Francis (Skip) Fennell

Past President, National Council of Teachers of Mathematics;
McDaniel College, Westminster, Maryland

Beth Kobett

Stevenson University, Baltimore, Maryland

Jon Wray

Howard County Public Schools, Ellicott City, Maryland

Ballroom II (Baltimore Convention Center)

62**Looking at Common Core Number Domains, Kindergarten through Algebra 2***(General Interest) Session*

We examine the scope and sequence of the number domains in the Common Core State Standards from kindergarten through algebra 2. You will get a chance to interact with each of the Common Core domains and be able to evaluate the progression of various number-sense skills through the grade levels.

Julie Herron

California Polytechnic State University-San Luis Obispo

Calli Holaway

University of Alabama, Tuscaloosa

Ballroom III (Baltimore Convention Center)

63**Build Number Sense with Visual Models and Games***(Pre-K–2) Session*

Be more efficient and selective about time devoted to number. Explore number relationships by using visual models, including dot cards, ten-frames, number lines, grids, and hundred charts. Leave with classroom-ready games and strategies, based on the Common Core State Standards, to help you enhance number sense and build confidence in your students.

Laura L. Choate

Fallbrook Union Elementary School District, California

Key Ballrooms 3/4 (Hilton)

64**When Problematic Situations Are a Good Thing***(Pre-K–2) Session*

Explore how students understand addition and subtraction as they connect counting and number sequence to these operations. Because the operations involve part–whole relationships, students' understanding that the whole is made up of parts is crucial. Investigate how the relationships are connected to decomposing and composing numbers.

Meghan Hearn

Howard County Public Schools, Maryland

Holiday Ballroom 6 (Hilton)

65**Great Tasks to Encourage your Students to Demonstrate the Practices***(3–5) Session*

We will work with three tasks that revolve around interesting problems. The tasks are aligned with specific standards and practices and have multiple components. They start with a launch, progress to a core task, and include extensions. The session will include sample student work. Topics will be number sense, geometry, and algebraic reasoning.

Connie S. Schrock

Emporia State University, Kansas

Ballroom I (Baltimore Convention Center)

66**Using Alternative Algorithms to Develop Computational Competence for Diverse Learners***(3–5) Session*

A solid understanding of operation sense is essential for developing reasoning and computational skills, and diverse learners often struggle with conceptual knowledge due to contextualized procedures. I will reveal strategies and activities for explicitly teaching basic operations to students who are culturally and linguistically diverse.

Joseph Sencibaugh

Webster University, Saint Louis, Missouri

Key Ballroom 5 (Hilton)

12:30 P.M.–1:30 P.M.

67

Mission Possible: Changing Course for Math-Delayed Middle School Students

(3–8) Session

Many students entering middle school have very limited math fact fluency. If left unaddressed, this hinders progress with more advanced math topics. Traditional methods for developing fluency can be ineffective for many students. Finally—a successful classroom technique that is changing test scores and attitudes and even has them asking for more!

Denika C. Gum

Albemarle County School District, Charlottesville, Virginia

*Holiday Ballroom 3 (Hilton)***68**

Making Sense of Multiplication with Fractions: The Role of Context

(6–8) Session

We will examine field-tested, carefully crafted problems in the context of designing urban playgrounds. These problems can be used to support students' development of big ideas and strategies related to multiplication with fractions and equivalent forms of fractions—decimals and percents. Helpful suggestions for classroom use and materials will be provided.

Lynn Tarlow

City College of the City University of New York

*Key Ballroom 6 (Hilton)***69**

Girl Power: Strategies to Prevent Gender Inequity in Your Classroom

(6–12) Session

Do girls like math? Why do more men choose math as a career? Research in psychology and neuroscience has given us greater knowledge about gender inequities in mathematics. Join us as we review research findings and share simple strategies you can employ in your classroom to better support and encourage your female students.

Christy Gillespie

Kent Place School, Summit, New Jersey

*Key Ballrooms 1/2 (Hilton)***70**

Advanced Algebra with Financial Applications: Quantitative Financial Literacy for All

(9–12) Session

Advanced Algebra with Financial Applications is a third- or fourth-year course for students of all abilities that is aligned with the Common Core State Standards. Students learn selected topics in algebra 2, probability, statistics, and precalculus, with an algebra 1 prerequisite, while covering banking, taxes, insurance, credit, investing, budgeting, and more!

Richard J. Sgroi

Retired, Bedford Public Schools, New York

*Holiday Ballrooms 1/2 (Hilton)***71**

Preparing Student Teachers for Twenty-First-Century Learners

(Higher Education, Preservice and In-Service) Session

Explore best practices for teaching student teachers of mathematics in the twenty-first century.

Patricia Dickenson

National University, San Jose, California

*Johnson (Hilton)***72**

Mentoring, Induction, and Rounds! Oh My!

(Preservice and In-Service) Session

Professional development is not one size fits all. From the novice to the veteran teacher, you can transform school culture from teaching in isolation to public and collaborative work. We'll explore best practices that raise the discourse about teaching and learning, including educative mentoring, new teacher induction, and instructional rounds.

Reena Freedman

Gann Academy, Boston, Massachusetts

Ruth (Hilton)

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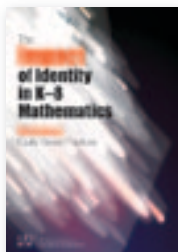


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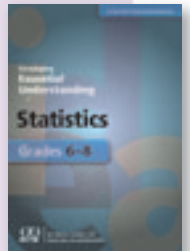
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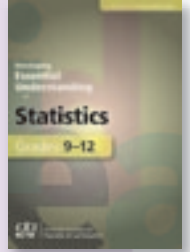


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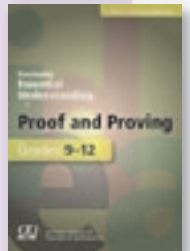


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BY AMY B. ELLIS, KRISTEN BIEDA, AND ERIC KNUTH

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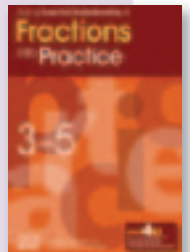
BARBARA DOUGHERTY, SERIES EDITOR

Putting Essential Understanding of Fractions into Practice in Grades 3-5

BY KATHRYN CHVAL, JOHN LANNIN, DUSTY JONES, AND BARBARA J. DOUGHERTY

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12:30 P.M.–2:00 P.M.

73
Rigor: Building Conceptual Understanding of Addition and Subtraction

(Pre-K–2) Gallery Workshop

Teach more than how to get the answer. Learn how to help students bring prior knowledge to new knowledge. Explore instructional strategies to teach students how to fluently add and subtract within 1000 on the basis of place value, properties of operations, and mathematical relationships.

Nicole Cathey
 Montgomery County Public Schools, Rockville, Maryland

Adrienne Howard
 Montgomery County Public Schools, Rockville, Maryland

Holiday Ballroom 5 (Hilton)

74
Connections: Progressions, Problem Solving, and Practices in Implementing Common Core

(Pre-K–5) Gallery Workshop

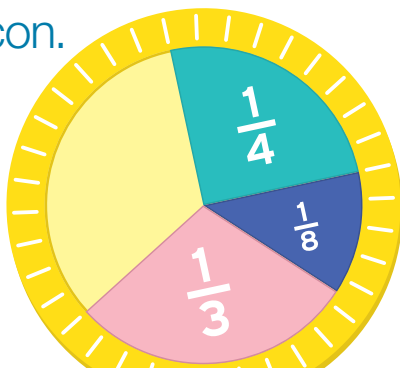
Explore activities from Measurement and Data of the Common Core State Standards for Mathematics while discovering connections with other domains. See examples of connections with other content areas in the context of rich, engaging mathematical experiences.

Tim W. Sears
 Kentucky Department of Education, Frankfort, Kentucky

Ellen F. Sears
 Kentucky Department of Education, Frankfort, Kentucky

Room 307 (Baltimore Convention Center)

Participate in today's **Learn↔Reflect** Strand. Look for sessions marked with the  icon.



75
Fractions Prepare Students to Be Successful Later in Algebra

(3–8) Gallery Workshop

A strong understanding of fractions is critical for students to be successful in algebra. Come experience hands-on research-to-practice strategies to help students grasp the essential fractional concepts and apply them in solving math problems. We will use the fractions number line and other manipulatives throughout the presentation.

Janie L. Zimmer
 Research-Based Education, Reading, Pennsylvania

Robert Jesberg
 Independent Consultant, Chalfont, Pennsylvania

Room 310 (Baltimore Convention Center)

76
Integrating the CCSS Mathematical Practices into Your Daily Lessons

(3–8) Gallery Workshop

As teachers, our goal is to help students become mathematically proficient. Meeting this objective requires that we teach our students how to reason and problem solve effectively. Are you thinking, “Easier said than done”? I will help you understand how to integrate the Common Core State Standards for Mathematical Practice into your daily lesson planning.

Amber Evenson
 McREL, Denver, Colorado

Key Ballrooms 11/12 (Hilton)

77
Middle-Years Math Games for Teaching the Common Core Standards

(3–8) Gallery Workshop

Come prepared to play card and dice games that align closely with the Common Core State Standards. These multisensory games focus on topics students typically struggle with, including fraction concepts, prealgebra, algebra, and operations, and integrate problem solving and data management. Samples, game boards, and assessment strategies included.

John Felling
 Box Cars & One-Eyed Jacks, Edmonton, Canada

Room 308 (Baltimore Convention Center)

12:30 P.M.–2:00 P.M.

78 Real Real-World Problems

(6–12) Gallery Workshop

Field trips offer both cognitive and affective benefits, yet they are hardly ever taken in math class. We will present ideas for hands-on experiences outside the classroom—including some created by students—that help students live and breathe mathematics in the local community and finally answer the age-old question, “When will we use this?”

Thomas P. Sellevaag

Capitol Hill Day School, Washington, D.C.

Cheryl Fricchione

Drexel University School of Education, Philadelphia, Pennsylvania

Peale A,B,C (Hilton)

79 Modeling through Stacking and Nesting

(6–12) Gallery Workshop

Participants will collect data from a variety of real-world activities related to stacking or nesting objects and make decisions on how to interpret the data through the Ohio University Advanced Quantitative Reasoning modeling philosophy.

John M. Ashurst

Harlan Independent Board of Education, Harlan, Kentucky

Room 309 (Baltimore Convention Center)

80 Algebra 1 and 2 Activities from Automotive, Manufacturing, and Construction

(9–12) Gallery Workshop

You will participate in and receive engaging hands-on classroom activities that highlight the Common Core State Standards for Mathematical Practice. The activities will span many career paths. The math topics include linear equations, systems of equations, quadratics, and exponential. See how project-based activities can increase learning and provide relevance.

Tom W. Moore

Thompson R2J Schools, Loveland, Colorado

Holiday Ballroom 4 (Hilton)

81 Math Strategies for English Language Learners

(9–12) Gallery Workshop

Classrooms today are becoming more integrated, including students with special needs and English language learners. I will show you how to implement teaching strategies that are conducive to learning for all students, including English language learners.

Angela Calvin

Bishop Machebeuf High School, Denver, Colorado

Key Ballrooms 9/10 (Hilton)

82 STEAM: Mathematics as the Base of Interdisciplinary Education

(Preservice and In-Service) Gallery Workshop

STEAM is science and technology interpreted through engineering and the arts, all based in elements of math. See a teaching framework based on research and practice formally linking disciplines to business structure and reality. I will demonstrate theoretical and hands-on applications as a math-based way to approach interdisciplinary and silo-based education.

Georgette P. Yakman

STEAM Education, Marion, Virginia

Key Ballroom 7 (Hilton)

2:00 P.M.–3:00 P.M.

83 Fractions and Ratios across CCSS

(General Interest) Session

What is a unit fraction, $1/a$, and why is it important? How do multiplicative thinking and equivalence influence fraction operations? We'll discuss the Common Core State Standards (CCSS) for teaching fractions and ratios across the grades, with lesson examples consistent with the Standards for Mathematical Practice to develop deep understanding. We'll also discuss the effects on higher math.

Pamela Weber Harris

Pam Harris Consulting LLC, Kyle, Texas

Ballroom II (Baltimore Convention Center)

Thursday

84**Implementing the Mathematical Practices: Does Your Classroom Look Like This?***(General Interest) Session*

Let's examine sample lessons and examples of student work and discourse, all of which demonstrate students' use of the Common Core State Standards for Mathematical Practice in action. We'll discuss recommendations and share participant input on the challenge, "How do I support and expand the mathematical behaviors of my students?"

Henry S. Kepner

Past President, National Council of Teachers of Mathematics;
University of Wisconsin-Milwaukee

*Ballroom III (Baltimore Convention Center)***85****The Ancient Roots of Modern Mathematics***(General Interest) Session*

View the half-hour documentary film *Plimpton 322: The Ancient Roots of Modern Mathematics* and discuss its use to inspire students, especially minority students, to study math. The film depicts the origins in the Middle East, Africa, and Asia of the mathematics that drives the modern world.

Laurence Kirby

Baruch College, City University of New York, New York

*Ruth (Hilton)***86****Are You Ready for Some Number Interventions?***(Pre-K–5) Session*

Are you looking for strategies to develop student thinkers with flexibility and an understanding of number? Explore three effective components promoting an awareness of number that we've adopted as we transitioned to the Common Core State Standards for Mathematics. We will share home–school connections, school-based interventions, and after-school program ideas.

Kelly Krownapple

Howard County Public School System, Columbia, Maryland

Karen Simcock

Howard County Public School System, Columbia, Maryland

*Holiday Ballroom 3 (Hilton)***87****From STEM to STEAM: Arts and Creativity in Mathematics***(Pre-K–5) Session*

Young students need to be excited about math. They need to be fully engaged in creating math models, making up math stories, doodling and sketching, and using multiple means of expression to think about math. Let's work together to get the arts—artistic expression and creative thinking—into our everyday math instruction.

Stuart J. Murphy

Independent Author, Boston, Massachusetts

*Ballroom I (Baltimore Convention Center)***88****Get Ready for the PARCC Assessment***(3–5) Session*

So you've heard of the the Partnership for Assessment of Readiness for College and Careers (PARCC), but do you know what it is? Come and learn about the PARCC assessment and see what the new assessment items look like. Find out how to create good assessment tasks to use in your classroom.

Ming Tomayko

Towson University, Maryland

*Key Ballrooms 3/4 (Hilton)***89****That's Reasonable! Estimating with Fractions***(3–5) Session*

This session will focus on techniques used to estimate sums and differences of fractions. Review and investigate the knowledge and skills necessary to compare fractions, and explore techniques to help untangle common misconceptions. These activities can be used in grades 3–5.

Nicola Edwards-Omolewa

Delaware State University, Dover, Delaware

Kathleen M. Fick

Methodist University, Fayetteville, North Carolina

Holiday Ballrooms 1/2 (Hilton)

90 **LCR**

Ours Is to Reason Why When We Invert and Multiply

(6–8) Session

Starting with pictorial representations and continuing with different operational strategies, we will build student comprehension of what it means to divide with fractions. Our lessons and activities will culminate with ideas to help students clearly understand the general algorithm for division by a fraction.

Fred Dillon
Consultant, Strongsville, Ohio

Holiday Ballroom 6 (Hilton)

91 Using Virtual Manipulatives to Teach Algebra and Prealgebra Concepts

(6–8, Preservice and In-Service) Session

Middle school teachers will benefit from this interactive session demonstrating virtual manipulatives (VMs), which promote understanding. Emphasis will be on how VMs meet content standards related to integers, factoring, and solving equations. I will present the results of a qualitative study on using VMs in middle school.

Robin L. Magruder
University of Kentucky, Lexington, Kentucky

Key Ballroom 5 (Hilton)

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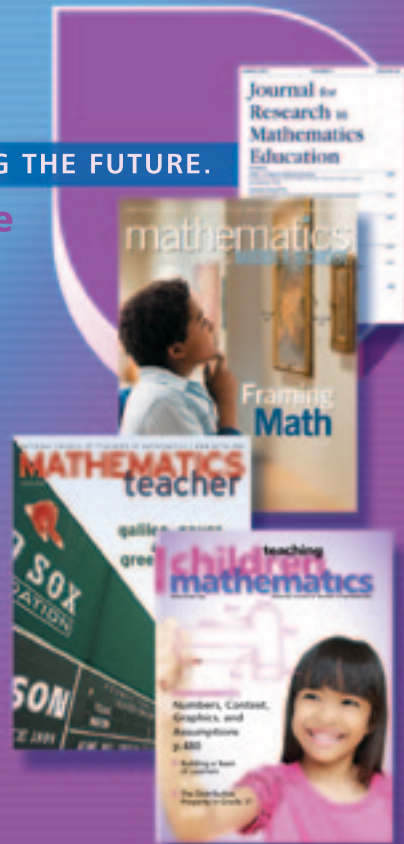
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2:00 P.M.–3:00 P.M.

92

When Reasoning Matters: Using Mathematical Thinking to Make Financial Decisions

(6–12) Session

See how financial choices can be used to explore ways that individuals use mathematics, especially problem solving, to make real-world decisions. We will then examine the value of mathematical thinking and reasoning in convincing others that our way was “good.” I will share free resources to incorporate financial education into math lessons.

Max Ray

The Math Forum @ Drexel University, Philadelphia, Pennsylvania

Key Ballroom 6 (Hilton)

93

LCR

Infinity: Where Is It in School Mathematics?

(9–12, Higher Education) Session

We explore the puzzling absence from school mathematics of questions and concepts related to infinity. We will give numerous examples of the hidden presence of the infinite in a range of topics along with suggestions for including infinity in the curriculum.

Bill Rosenthal

LaGuardia Community College, New York, New York

Elaine Howes

BSCS, Colorado Springs, Colorado

Key Ballrooms 1/2 (Hilton)

94

Assessing Teachers’ Change: Results of a Successful Teacher Development Program

(Higher Education, Preservice and In-Service, Research) Session

In this presentation, we examine how learning communities were created in a successful model for professional development and the coding scheme and rubric used to assess teacher change. We will also discuss the changes in the teachers’ practices that were coupled with increased percentages of students meeting the state learning standards for mathematics.

Lynn D. Tarlow

City College of the City University of New York, New York

Johnson (Hilton)

94.1 **ew**

Making Elementary Math Journals Fold-tastic!

(Pre-K–5) Exhibitor Workshop

Cut, fold, and more, in this hands-on workshop as you transform basic classroom materials into Notebook Foldables that are sure to make your student math journals fold-tastic. Depart with a mini-composition book made on site that is filled with immediately usable ideas.

Dinah-Might Adventures

San Antonio, Texas

Room 1 (Baltimore Convention Center)

94.2 **ew**

Pearson High School Math and the Common Core

(9–12) Exhibitor Workshop

Learn how this blended print and digital curriculum (grades 9–12) not only engages students but also infuses Common Core Standards and Mathematical Practices throughout each lesson to ensure all learners acquire the critical knowledge and skills necessary to succeed in college and in their careers.

Pearson

Upper Saddle River, New Jersey

Room 2 (Baltimore Convention Center)

94.3 **ew**

HP Prime: Redefining the Graphing Calculator Experience

(9–12) Exhibitor Workshop

Discover HP Prime, HP’s newest graphing calculator, featuring:

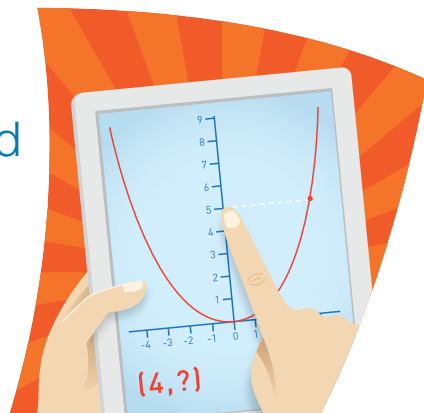
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Room 3 (Baltimore Convention Center)

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and learn in the
Exhibit Hall and
**Networking
Lounge!**



95

Food for Thought: Using Food to Teach Math

(Pre-K–2) Gallery Workshop

M&M's, marshmallows, pancakes, and popcorn: is your mouth watering yet? These inexpensive items will grab your students' attention and double as math manipulatives. This food-based workshop will not only fill your belly but also give you a CD of ideas to use in your classroom or at your next family fun night.

Andrea Mitchell

New York City Department of Education PS 135, Queens Village, New York

George T. Hadjoglou

NYCDOE/ PS 135Q, Queens Village, New York

Margaret Natonio

NYCDOE/ PS135Q, Queens Village, New York

Room 308 (Baltimore Convention Center)

96

Integrate the Performing Arts with Math to Support Learning

(Pre-K–2, Preservice and In-Service) Gallery Workshop

Engage in quality STEM/arts experiences led by a Wolf Trap teaching artist to understand the seamless natural connections between the performing arts and early-childhood math concepts. Learn effective ways to integrate performing arts strategies with math curriculum to increase STEM learning.

Rachel Knudson

Wolf Trap Institute for Early Learning through the Arts, Vienna, Virginia

Akua Femi Kouyate

Wolf Trap Institute for Early Learning through the Arts, Vienna, Virginia

Key Ballroom 8 (Hilton)

97

Concept Games for Common Core Mathematical Practices

(3–5) Gallery Workshop

Games are tremendous motivators for students. Participants in this session will be actively involved in concept games that make student thinking visible.

Ted H. Hull

LCM: Leadership, Coaching, Mathematics, Pflugerville, Texas

Don S. Balka

Saint Mary's College, Notre Dame, Indiana

Ruth Harbin Miles

Consultant/Trainer at LCM: Leadership, Coaching & Mathematics, Washington, D.C.

Room 309 (Baltimore Convention Center)

98

Fractions and Literature: An Integrated Approach

(3–8) Gallery Workshop

In this workshop, I will show you how to make comprehension questions by creating fraction clues for students to solve and encourage you to bring a grade-level text. I will model this process with chapter 1 from Rick Riordan's book, *The Lightning Thief*. Manipulatives will also be used to model the fractional concepts.

Mary J. Lurgio

Smithfield School Department, Rhode Island

Key Ballroom 7 (Hilton)

99

Success with Standards for Mathematical Practice in High-Needs Schools

(3–8) Gallery Workshop

Work on a rich set of problems we've used successfully in high-needs (and other) schools. Each problem will make use of spatial reasoning, encourage organization of data, and lead to generalized solutions. We'll share student work and discuss how the mathematics supports the Common Core State Standards for Mathematical Practice.

James R. Matthews

Siena College, Loudonville, New York

Jenny K. Tsankova

Roger Williams University, Bristol, Rhode Island

Holiday Ballroom 5 (Hilton)

100

Slope and Proportional Reasoning in Middle School

(6–8) Gallery Workshop

Slope as a rate of change is a critical concept in middle school mathematics. Learn how students can build on what they know about unit fractions to develop a sense of proportional reasoning that extends to slope. We will gather and explore data from various sources to develop a sense of slope and the role it plays in linear functions.

Sara D. Moore

ETA hand2mind, Vernon Hills, Illinois

Room 307 (Baltimore Convention Center)

101 Hands-On Activities for Practicing Mathematics

(6–12) Gallery Workshop

Learn over twenty fun activities that can be adapted for any level of math class. Activities range from pair work and group work to full-class activities. Some are games, while others promote mathematical discourse and reasoning. You will also learn some math songs and project ideas.

Gregory Fisher

Mt. Tabor High School, Winston-Salem, North Carolina

Key Ballrooms 11/12 (Hilton)

102 Making Mathematical Connections through Writing

(6–12) Gallery Workshop

You will explore and engage in different writing strategies to make connections between mathematical content and real-world situations, as well as within mathematical topics discussed in the classroom. We will discuss classroom adaptations and using writing as an assessment for learning.

Amber Simpson

Clemson University, South Carolina

Leigh Haltiwanger

Clemson University, South Carolina

Holiday Ballroom 4 (Hilton)

103 Free Colorful and Interactive Activities for Your Mathematics Classroom

(9–12, Preservice and In-Service) Gallery Workshop

Get creative activities for *all* math courses from algebra 1 through AP calculus. These colorful student-paced activities develop students' conceptual understanding, help them discover the math and investigate, and more. Teachers and students can interact with these using the free TI-Nspire Document Player and an iPad. Receive more than 200 activities free.

Tom Reardon

Youngstown State University, Ohio

Room 310 (Baltimore Convention Center)

104

Teacher Leaders Ensuring English Language Learners Achievement in Math

(Preservice and In-Service) Gallery Workshop

Through the Leadership Institute for Teachers (LIFT) partnership, we understand what it takes to build viable experiences for English language learners (ELLs) in math. Classroom video and artifacts help session participants understand language and mathematics connections for ELLs, as well as the robust opportunities for students to learn using the Common Core State Standards for Mathematical Practice.

Cathy Kinzer

NMSU, Las Cruces, New Mexico

Maricela Rincon

Las Cruces Public Schools, New Mexico

Ricardo Rincon

Las Cruces Public Schools, New Mexico

Key Ballrooms 9/10 (Hilton)

105

Using Lesson Study to Improve Formative Assessment

(Preservice and In-Service) Gallery Workshop

Examine students' understanding through the use of open-ended problems and rubrics. Learning outcomes, instructional design, and assessments highlighting the potential of formative assessment will be guided by the lesson study approach. You will have the opportunity to form collaborative groups and continue to interact online after the session.

Cheryl Fricchione

Drexel University School of Education, Philadelphia, Pennsylvania

Jason Silverman

Drexel University, Philadelphia, Pennsylvania

Hope M. Yursa

Drexel University, Philadelphia, Pennsylvania

Peale A,B,C (Hilton)

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106

Learn↔Reflect Reflection Session

(General Interest) Session

This culminating session of the Learn↔Reflect strand will be a facilitated discussion of the four reflection questions. Those who attend the Kickoff, at least one Learn↔Reflect session, and the Reflection session will earn a personalized certificate.

Susan Harman

Caroline County Public Schools, Denton, Maryland

Katherine Derby

Cecil County Public Schools, Elkton, Maryland

Nina Newlin

Kent County Public Schools, Rock Hall, Maryland

Michele McGoogan

Somerset County Public Schools, Westover, Maryland

Holiday Ballrooms 1/2 (Hilton)

107

Teaching Mathematics Language Learners

(General Interest) Session

Because mathematics is itself a language, all students, including English language learners, should be considered mathematics language learners. This session will share strategies that can be used to improve students' mathematical concept development and communication skills, including reading, writing, speaking, listening, and interpreting.

Gladis Kersaint

University of South Florida, Tampa

Ballroom 1 (Baltimore Convention Center)

108

Do They Know It? Assessing Understanding of Number K–3

(Pre-K–5) Session

The Common Core State Standards for Mathematics emphasize student understanding of number. How do we know what students know about number? How do we assess for that understanding? And what do we do next? Explore concepts, assessments, and interventions surrounding student understanding of number.

Catharina “Kay” Ringer

University of North Carolina at Chapel Hill

Kristin Bedell

Orange County Schools, Efland, North Carolina

Jennifer Parker

Orange County Schools, Efland, North Carolina

Key Ballroom 5 (Hilton)

109

Planting and Growing the Algebra Seed Early (Grade 1)

(Pre-K–5) Session

About 85 percent of the material taught in a traditional algebra 1 course can be mastered in elementary school. Although we don't teach algebra in elementary school, learn how to expose students to the fundamental concepts of algebra and enhance their problem-solving skills while teaching concepts of arithmetic.

Joseph C. Mason

Hagerstown Community College, Maryland

Key Ballrooms 3/4 (Hilton)

110

A Math-Minded School: 'Nfusing Number Sense and Mathematical Thinking


(3–5) Session

Explore ideas for transforming your school into a math-minded school. I will show you how to claim time for mathematics throughout the day by engaging students, directly or indirectly, in tasks to build number sense across content areas. We will look at ways to bring students' mathematical thinking out and use that in our planning.

Jane Braddock Hunt

Hunt's Educational Consulting, Elizabethtown, Kentucky

Key Ballrooms 1/2 (Hilton)



A big thank you to our exhibitors, sponsors, volunteers, and speakers!

111 Let Them Play Games

(3–5) Session

Learn how to use the iPad to engage your students in fun activities based on the Common Core State Standards. We all have our favorite apps that we spend hours playing. So do our students. Now make those hours more productive by letting them play games that help teach the standards. Students will be learning without even realizing it.

Shari B. Sternberg

Prince George's County Public Schools, Lanham, Maryland

Key Ballroom 6 (Hilton)

112 Examining the Fanatical Fraction Focus in the Common Core

(3–8) Session

There is little doubt that implementing the Common Core State Standards for Mathematics in grades 3–8 poses a great challenge to all. This challenge can be viewed as an opportunity to improve mathematics instruction. Thus, this session will demonstrate strategies, activities, and technology that can enhance the teaching and learning of number sense and rational numbers.

Eric Milou

Rowan University, Glassboro, New Jersey

Ballroom III (Baltimore Convention Center)

113 Go Deep to Address Common Core by Integrating Instructional Technology

(6–8) Session

Receive and work with three-part lessons that involve instructional technology to unpack topics often “taught” by rote rather than by emphasizing conceptual understanding. The focus is on a multisensory approach to increase the mathematical capacity of both student and teacher by building it, talking it, writing it, and owning it.

Rudy V. Neufeld

Thames Valley Schools, London, Canada

Nakita West

Maya Angelou Public Charter Schools, Washington, D.C.

Holiday Ballroom 6 (Hilton)

114 Algebraic and Geometric Reasoning: Important CCSSM Connections for All Students

(6–12) Session

Participate in active learning about the Common Core State Standards for algebra and geometry through lessons with a balance of content and Standards for Mathematical Practice. Instructional strategies will include real-world applications such as sports, cooking, special effects, hip-hop, video games, and fashion, with an emphasis on reasoning and sense making for all.

Deborah L. Ives

Montclair State University, New Jersey

Holiday Ballroom 3 (Hilton)

115 Flipping the Mathematics Classroom

(6–12) Session

Math teachers continuously look for more time to explore rigorous content, make math more meaningful, and help students think critically. Learn how to accomplish this by flipping your classroom with students watching instructional videos at home. Beginning and experienced flipped classroom teachers are welcome so we can learn from each other.

David C. Becker

Windermere Preparatory School, Florida

Jamie Schnack

Windermere Preparatory School, Florida

Ballroom II (Baltimore Convention Center)

116 Diagrammatic Reasoning Skills of Preservice Mathematics Teachers: An Investigation

(Higher Education, Research) Session

This presentation will report on a study which explored a relationship between geometric knowledge of pre-service secondary mathematics teachers and their diagrammatic reasoning skills. In the course of this study, pre-service mathematics teachers were presented with “visual proofs” of certain theorems and asked to “reason from the diagram.”

Margaret Karras

Borough of Manhattan Community College, City University of New York, New York

Ruth (Hilton)

117

Our Force: Focusing on Retention and Combining Efforts

(Higher Education) Session

Learn about the success of Our Force, an intrusive developmental mathematics advising intervention. Discuss best practices that can be implemented across community college campuses.

Rosanne B. Benn

Prince George's Community College, Largo, Maryland

Johnson (Hilton)

117.1 **ew**

IXL: Changing the Way Math is Practiced!

(General Interest) Exhibitor Workshop

Come learn how IXL is using web-based practice to change the way students and teachers approach math! Aligned to the Common Core State Standards, IXL engages students with dynamic content, interactive questions, and virtual awards. IXL's advanced reporting suite provides powerful tools for teachers to monitor students' progress.

IXL Learning

San Mateo, CA

Room 2 (Baltimore Convention Center)

117.2 **ew**

Mathalicious: Real-World Math Lessons and Projects

(6–12) Exhibitor Workshop

Address CCSS for middle & high school through interesting questions like: Just how fuel efficient are hybrids, and how long would you need to drive one to justify the extra cost? How many possibilities for a custom shoe exist on NIKEiD, and what are the consequences of so much choice? Warning: In previous workshops, minds have been blown.

Mathalicious

Charlottesville, VA

Room 1 (Baltimore Convention Center)



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NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

2014 REGIONAL CONFERENCES & EXPOSITIONS

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HIGHLIGHTS

- New Members and First Timers' Orientation (Presentation 118)
- New and Preservice Teachers Workshop (Presentation 152)
- NCTM Board Hot Topic: Embracing the Common Core (Presentation 163)

ICON

Presentation Numbers

ICON	Presentation Numbers
Exhibitor Workshops	129.1, 151.1, 151.2, 151.3, 173.1, 173.2, 173.3, 205.1



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REGISTRATION HOURS

7:00 a.m. – 3:00 p.m.

EXHIBIT AND NETWORKING LOUNGE HOURS

8:00 a.m. – 4:00 p.m.

BOOKSTORE AND MEMBER SHOWCASE HOURS

8:00 a.m. – 4:00 p.m.

FIRE CODE

We have made every attempt to provide adequate seating for participants at the conference, but for your safety and because of fire regulations, only those with seats will be allowed in meeting rooms. To comply with fire codes, we will have to ask persons sitting on the floor or standing to leave the room.

Friday

7:15 A.M.–7:45 A.M.

118 New Members and First Timers' Orientation

(General Interest) Session

New to NCTM? Join us to learn how to maximize your membership experience! From journals and online lessons, tools, and activities to networking and career-advancement opportunities, you'll discover all that NCTM has to offer you. Also, learn how to make the most of your time at the conference.

Gladis Kersaint

Board of Directors, National Council of Teachers of Mathematics; University of South Florida

Jonathan (Jon) Wray

Board of Directors, National Council of Teachers of Mathematics; Howard County Public Schools, Maryland

Ballroom II (Baltimore Convention Center)

8:00 A.M.–9:00 A.M.

119 Identifying and Building Common Core Fluencies for Mathematics

(General Interest) Session

To become twenty-first century learners and thinkers, students must first see the connections between arithmetic and algebra. I will focus on building foundational fluencies so that struggling students can leverage fact knowledge, deepen understanding of fundamental concepts, and feel prepared for the more rigorous curriculum they face.

Jan Scott

Scholastic Inc., New York, New York

Ballroom II (Baltimore Convention Center)

120 Mathematical Language: Deep, Early Understanding through Technology

(General Interest, Research) Session

Foundation, a two-dimensional computer language, looks identical to mathematical notation. The hypothesis is that students in all grades would more easily solve mathematical problems if they had the deep understanding of the language in which problems are written that Foundation could provide. Potential side benefits are multiple and major.

Don W. A. Watson

Retired from Lakehead University, Thunder Bay, Canada

Rachel Mary Le Neve

Lambton Kent District Schoolboard, Sarnia, Canada

Johnson (Hilton)

121 Demystifying Common Core Practices and Delving into Teaching for Understanding

(Pre-K–2) Session

Examine patterns in place value. Focus on promoting student understandings. Think about differentiation and multiple strategy solutions. Recognize the power of open-ended questioning. See how easily you can develop lessons to attend to the Standards for Mathematical Practice.

Claudia R. Burgess

Salisbury University, Maryland

Bonnie Ennis

Wicomico County Public Schools, Salisbury, Maryland

Key Ballrooms 3/4 (Hilton)

122 Mathematical Language: The Core for Mastering Concepts

(Pre-K–2) Session

Helping children develop deep understanding of mathematical concepts from all strands requires teachers to appropriately model the language of mathematics. Learn how language can be the bridge for support by using stories, concrete resources and pictorial representation. We will also present the language stages to facilitate meaning making for mathematical concepts.

Rosemary Reuille Irons

Queensland University of Technology, Brisbane, Australia

Holiday Ballroom 6 (Hilton)

123 Number Lines: A Gift from CCSSM

(3–5) Session

The Common Core State Standards for Mathematics emphasize the number line as it connects components of our number system. The same number line serves as a valuable problem-solving tool, with the additional benefit of making students' thinking visible. Come join us in this interactive session. Activities to use in your classroom will be featured.

Kit Norris

Educational Consultant, Southborough, Massachusetts

Key Ballrooms 1/2 (Hilton)

8:00 A.M.–9:00 A.M.

124 Math Expedition: A Journey with Project-Based Learning

(3–8) Session

The math expedition provides students with the opportunity to solve real-world problems in their home, school, or community. Students grow in their ability to collaborate and communicate mathematically while incorporating the Common Core State Standards for Mathematical Practice. Implement project-based learning in your math curriculum tomorrow—handouts included!

Susan Vohrer

Anne Arundel County Public Schools, Annapolis, Maryland

Key Ballroom 6 (Hilton)

125 The Locker Problem: Engaging Students in the Process of Proving

(6–8) Session

We will present an innovative way the Locker Problem was used in eighth grade to focus on proofs. We will then discuss how classroom discourse demonstrated that students engaged in different functions of proof and the process of proving, such as communication, generalization, justification of conjectures, explanation, and inquiry.

Megan Paddack

Southern New Hampshire University, Manchester

Dana Hanson-Babyak

North Hampton School, New Hampshire

Melissa Brown

North Hampton School, New Hampshire

Key Ballroom 5 (Hilton)

Join us at the 2014 Regional Conferences

Indianapolis, Indiana • October 29–31
Richmond, Virginia • November 12–14
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126 Incredible Math Tasks! Developing the Standards for Mathematical Practice

(6–12) Session

Work through a set of excellent, worthwhile math tasks with strategies for developing abstract reasoning and effective classroom discourse. The focus will be on developing all eight of the Common Core State Standards for Mathematical Practice in this engaging session. Leave with resources that can be used on Monday.

William Barnes

Howard County Public School System, Ellicott City, Maryland

Jennifer Novak

Howard County Public School System, Ellicott City, Maryland

Holiday Ballrooms 1/2 (Hilton)

127 The Moneyball Effect: Statistics, Sports, and the Common Core

(9–12) Session

Does home-field advantage really exist? Can someone really be a clutch player? Does trying to distract free-throw shooters really help? Questions like these can be answered using the statistical reasoning emphasized by the new Common Core State Standards for Mathematics (CCSSM). Learn how CCSSM and sports form a perfect team.

Paul V. Buckley

Gonzaga College High School, Washington, D.C.

Holiday Ballroom 3 (Hilton)

128 Barcodes and Matrices: What They Have in Common

(9–12, Higher Education) Session

Explore barcode reading, an application dependent on matrix mathematics and technology. Matrices are required to handle large data sets. I will emphasize experiential learning opportunities for students and cross-disciplinary problem-solving methods.

Susan G. Helser

Mott Community College, Flint, Michigan

Ruth (Hilton)

Friday



8:00 A.M.–9:00 A.M.

129 Using Videos and Sensors to Capture Real-World Data

(9–12, Higher Education) Session

We will demo how to collect data from videos and sensors and then create models for the data. These activities help students build a deeper understanding of quadratic, exponential, and piecewise functions. The data include water flow and ball bounce. The lessons are appropriate for algebra and precalculus and can be extended for calculus.

Maria L. Hernandez

The North Carolina School of Science and Mathematics,
Durham

Ballroom 1 (Baltimore Convention Center)

129.1 enVisionMATH Common Core: Lesson Structure That Successfully Implements the CCSSM

(Pre-K–5) Exhibitor Workshop

Explore the important qualities of a lesson, such as problem-based learning that engage students in the Math Practices and the accompanying questioning strategies that support teachers, in order to make sense of concepts and develop proficiency.

Pearson

Upper Saddle River, New Jersey

Room 3 (Baltimore Convention Center)

8:30 A.M.–10:00 A.M.

130 Harnessing Place-Value Power in the Common Core State Standards

(Pre-K–2) Gallery Workshop

In constructing ones to hundreds, investigate the role of place value in whole-number operations, relative size, and mental math. Experience activities and tools for composing, decomposing, comparing, and mentally adding and subtracting powers of tens to foster understanding and nurture reasoning with place-value structure.

Marti Kuntz

Educational Resources Group, Charleston, South Carolina

Room 310 (Baltimore Convention Center)

131 Fractions Cooperatively: More Than Just Fair Sharing

(Pre-K–5) Gallery Workshop

Why do my students struggle with fractions? What can I do to improve their understanding? In this hands-on workshop, I will show you how to bring real-life applications of fractions into the classroom and how working cooperatively allows for greater understanding.

Daniel Schroll

Loudoun County Public Schools, Virginia

Holiday Ballroom 4 (Hilton)

132 Subitizing: What, Why, How?

(Pre-K–5) Gallery Workshop

Number sense is always a stated goal. How do we introduce young children to the concept of number? Explore skills and knowledge of subitizing.

C. Sue Phelps

Phelps and Associates, Rocky Face, Georgia

Faith Everett

Retired

Peale A,B,C (Hilton)

133 Three Great Tasks Integrate Mathematical Practices and Common Core Content

(Pre-K–5) Gallery Workshop

Explore tasks to help our youngest math learners attack the mathematical practices and integrate Common Core Content Standards. Two years of implementation have polished these tasks. Leave with three tasks per grade level, rubrics, teacher evaluation forms, directions, and professional learning community implementation hints.

Jeanne M. Chmelik

Glen Ellyn SD #41, Illinois

Key Ballrooms 9/10 (Hilton)

134 Differentiation through Tasks

(3–8) Gallery Workshop

Task-based instruction allows students of varying readiness levels to work on the same task, accessing the mathematics from different entry points. Revisiting high-quality tasks over time can support students with either learning disabilities or gifted abilities in developing algebraic thinking through a concrete/representational/abstract approach.

Susan A. Schulz

Virginia Tech T/TAC, Blacksburg, Virginia

Brenda Mash

Montgomery County Public Schools, Christiansburg, Virginia

Key Ballrooms 11/12 (Hilton)

135 Fraction Sense— How Do We Get There?

(3–8) Gallery Workshop

Fractions have always been important. Are they more important today? Come and see how recommendations from the Institute of Education Sciences Practice Guide—Developing Effective Fractions Instruction and the Common Core State Standards for Numbers and Operations—Fractions connect and let's all consider how students can and must develop fraction sense.

Francis (Skip) Fennell

Past President, National Council of Teachers of Mathematics; McDaniel College, Westminster, Maryland

Jonathan Wray

Howard County Public Schools, Ellicott City, Maryland

Room 309 (Baltimore Convention Center)

136 STEM and CCSS: Go Green! Math and Science Interdisciplinary Fun

(3–8) Gallery Workshop

Go Green incorporates the Common Core State Standards by team teaching with science! This hands-on session will include activities and labs to teach math through the science concepts of energy usage; alternative energies; and reducing, reusing, and recycling. Mathematically explore problem-based learning activities that open your students' eyes to the world around them.

Jim Reynolds

Galway Central School, New York

Carrie Herron

Galway Central School, New York

Key Ballroom 8 (Hilton)

137 Teaching Mathematics with Historical and Cultural Quilt Blocks

(3–8) Gallery Workshop

Explore symmetry, fractions, shapes, picture patterns, and coordinate graphs in quilt blocks associated with historical events and various cultures. You will create quilt blocks illustrating symmetries and translations.

Edna L. Holbrook

Jackson State University, Mississippi

Room 308 (Baltimore Convention Center)

138 Online Data Games Help Students Learn Data Analysis, Algebra Skills

(6–12) Gallery Workshop

Bring your own laptop or tablet to this session! We'll explore a set of data games, freely available online, that motivate students to develop data analysis skills to win. You'll be introduced to the games, then play them and see how examining your data leads to success. We'll share ideas and materials that support using data games with your students.

Rick Gaston

KCP Technologies, Emeryville, California

Room 307 (Baltimore Convention Center)

139 Tackle the Common Core: Make It Real!

(6–12) Gallery Workshop

Standards for Mathematical Practice? Content Standards? Feeling overwhelmed? Not a problem! Join us to experience how investigations and explorations can help you implement the Common Core State Standards in your classroom. Specifically, we will collect data, defend a position, and exercise to make mathematics meaningful.

Jennifer M. North Morris

Professional Development Consultant, Tucson, Arizona

Lorie C. McFee

Buncombe County Schools, Weaverville, North Carolina

Holiday Ballroom 5 (Hilton)

8:30 A.M.–10:00 A.M.

140 Improving Secondary Mathematics Teacher Preparation: The MTE-Partnership

(Preservice and In-Service) Gallery Workshop

The Common Core State Standards (CCSS) provide a common vision for secondary mathematics across the states, opening up new possibilities for collaboration. The Mathematics Teacher Education (MTE) Partnership is a national partnership of universities and K–12 districts with the goal of ensuring that secondary mathematics teacher candidates are prepared to meet the requirements of CCSS.

W. Gary Martin
Auburn University, Alabama

Marilyn E. Strutchens
Auburn University, Alabama

Key Ballroom 7 (Hilton)

9:30 A.M.–10:30 A.M.

141 Ensure All Your Students Are Common Core Ready

(General Interest) Session

What are the most important actions to take now to ensure all your students are prepared for the 2015 Common Core State Standards (CCSS) assessments? I will highlight key content and mathematical practices that students need to know and demonstrate, along with research-based instruction and assessment practices with strategies to build students' proficiency.

Diane J. Briars
Pittsburgh, Pennsylvania

Ballroom II (Baltimore Convention Center)

142 Infusing Critical Thinking into the Mathematics Classroom

(General Interest) Session

Critical thinking and problem solving are essential skills in the mathematics classroom, as well as in a student's future professional life. We will focus on several indicators of critical thinking as well as how to determine the student's proficiency level in each.

Scott Sirota
Ramsey School District, New Jersey

Ruth (Hilton)

143 Learning Mathematics through Movement Activities

(General Interest) Session

This is an *active* session where you will engage in real-world problems and experiences involving sport, fitness, and movement activities for all students. Both the activities and assessments use best practices where students are given the opportunity to experience, talk, debate, discover, design, create, and build.

Joanne M. Hynes-Hunter
Dr. Joanne Hunter, LLC, Manassas, Virginia

Key Ballrooms 3/4 (Hilton)

144 Using Books to Ignite Learning and Deepen Understanding

(Pre-K–5) Session

An ideal springboard for mathematics instruction, literature offers contexts for understanding abstract concepts, presents problem-solving opportunities, and introduces students to math topics invitingly. Explore strategies and best practices for incorporating children's literature into mathematics instruction.

Mary Niehaus
Scholastic Education, New York, New York

Holiday Ballroom 6 (Hilton)

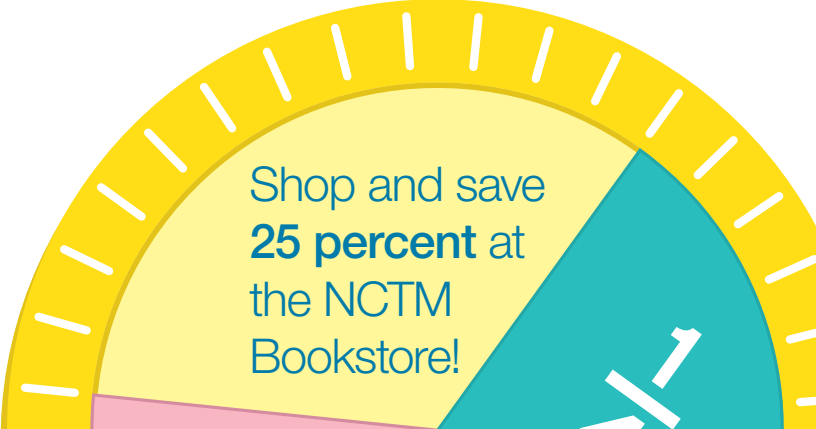
145 Mathematical Problem Solving: The Thinking Sport

(3–5) Session

Create a lively math classroom by providing mathematical challenge daily. Speak the language of mathematics to cultivate communication and cooperation among your students. Develop a climate of healthy frustration, where students keep their minds in motion. Involve all students in meaningful mathematics from starters to independent tasks.

Marcy Cook
Self-employed, Newport Beach, California

Ballroom I (Baltimore Convention Center)



Shop and save
25 percent at
the NCTM
Bookstore!

146 It's Not about You: Shifting Focus to the Students

(3–8) Session

According to the Common Core State Standards, students should be engaged in the Standards for Mathematical Practice. However, what that actually looks like in the classroom is elusive. Explore classroom videos that capture the Standards for Mathematical Practice in action and discuss teacher moves and meaningful tasks that support this engagement.

Juli K. Dixon
University of Central Florida, Orlando, Florida

Holiday Ballroom 3 (Hilton)

147 Meet the Needs of English Language Learners with Differentiated Assessments

(3–8) Session

My focus will be on strategies to help teachers of mathematics differentiate their formative assessments for English language learners. I will share recommendations for how both teachers and students can use the feedback gleaned from these assessments to help close the achievement gap.

Rachel Carrillo Syrja
The Leadership and Learning Center, Denver, Colorado

Key Ballrooms 1/2 (Hilton)

148 The Journey to Technology-Rich, Problem-Centered Instruction

(6–8, Higher Education) Session

We used our research results, successes, and setbacks to help a math department move from skills-only classes to technology-rich classes in which students explore ideas as they deepen their understanding of key math concepts.

Bob Horton
Clemson University, South Carolina

Johnson (Hilton)

149 Teaching Absolute Value Inequalities Using the Idea of Distance

(6–12) Session

Do your students have trouble solving absolute value inequalities like $|x - a| < b$? We have found that algebra students who think about absolute value in terms of distances, by using story problems and number lines, solve these problems more successfully than students who use a procedural approach.

Tim Boester
Wright State University, Dayton, Ohio

Anna Talbert
Wright State University, Dayton, Ohio

Key Ballroom 6 (Hilton)

150 Effective Use of Dynamic Geometry Software in the Classroom

(9–12) Session

I will describe how teachers used dynamic geometry (DG) software effectively after participating in professional development sponsored by an NSF-funded project. We will discuss examples of how they engaged students in experimentation and forming, testing, and proving conjectures with DG tools.

Zhonghong Jiang
Texas State University, San Marcos, Texas

Key Ballroom 5 (Hilton)

151 How to Improve Geometry Instruction and Achievement System-Wide

(9–12) Session

Baltimore County Public Schools, a system with twenty-six high schools, rewrote the secondary geometry curriculum to include activities at all levels of the van Hiele model. Learn about how the county supervisors and a professor accomplished the writing and training of about 150 geometry teachers and the successes and failures of its implementation.

Todd O. Moyer
Towson University, Maryland

John Staley
Baltimore County Public Schools, Maryland

Nina Riggs
Baltimore County Public Schools, Maryland

Holiday Ballrooms 1/2 (Hilton)

9:30 A.M.–10:30 A.M.

151.1 **ew** Experience the CCSSM through Investigations and the Common Core

(Pre-K–5) Exhibitor Workshop

Interactive whiteboard, assessment, and differentiated activities that focus on Standards for Mathematical Content and embed Standards for Mathematical Practice will be shared for use in your classroom.

Pearson

Upper Saddle River, New Jersey

Room 3 (Baltimore Convention Center)

151.2 **ew** Do Story Problems Scare the Daylights out of Your Students?

(3–8) Exhibitor Workshop

For many students, story problems set off a panic alarm: How does one translate an abstract story problem into an even more abstract algebraic equation? Attend this session to learn how Hands-On Equations® enables students to represent and solve story problems visually using game pieces, including age and consecutive number problems.

Borenson and Associates, Inc.

Allentown, Pennsylvania

Room 1 (Baltimore Convention Center)

151.3 **ew** Making Secondary Math Journals Fold-tastic!

(6–12) Exhibitor Workshop

Cut, fold, and more, in this hands-on workshop as you transform basic classroom materials into Notebook Foldables that are sure to make your student math journals fold-tastic. Depart with a mini-composition book made on site that is filled with immediately usable ideas.

Dinah-Might Adventures

San Antonio, Texas

Room 2 (Baltimore Convention Center)

Do Word Problems Scare the Daylights Out of Your Students?

Friday, October 18
9:30 a.m. - 10:30 a.m.
BCC Room 1



Speaker:
Dr. Henry Borenson

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P.O. Box 3328, Allentown, PA 18106
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10:30 A.M.–12:00 P.M.

152 New and Preservice Teachers Workshop

(General Interest) Session

Find answers to your questions on topics such as classroom management, parents, motivation, and keeping your sanity. Connect with other new teachers, learn from experienced professionals, and find resources to engage you and your students. You might even win a prize.

Sarah DeLeeuw

National Council of Teachers of Mathematics, Reston, Virginia

Key Ballroom 8 (Hilton)

153 Linking Mathematics and Early Literacy in Core Subjects by Using Themes

(Pre-K–2) Gallery Workshop

When math and literacy are linked, students can make sense of the world around them. Explore vital resources on key concepts in math and early literacy. Receive an extensive list of math and literacy resources plus a home–school connection packet on making math and literacy fun.

Teresa W. Hicks

Richmond City Public Schools/Early Head Start/Head Start Program, Virginia

Ida M. Jones

Richmond City Public School–Early Head Start/Head Start Program, Virginia

Holiday Ballroom 4 (Hilton)

154 Thinking Strategically: Connecting Addition and Subtraction

(Pre-K–2) Gallery Workshop

By the end of grade 2, students are expected to explain why addition and subtraction strategies work. Three strategies lead students to the connections between the two operations and supply the underlying reasoning to the basic facts. We can extend these to multidigit computation. Let’s arm our students with meaningful strategies.

Rob Nickerson

ORIGO Education, St. Charles, Missouri

Key Ballrooms 11/12 (Hilton)

155 Developing Efficient Addition Strategies with Strings and Guided Math Groups

(Pre-K–2, Preservice and In-Service) Gallery Workshop

Learn how to use strings (a set of related computation problems) for guided math groups as an effective way to develop fluency with basic facts, efficient mental computation strategies, and strong number sense. Walk away with addition strings for mini-lessons and knowledge of how to use a rekenrek, number line, and Unifix cubes as visual models.

Jennifer Lindauer-Thompson

American School of Bombay, Mumbai

Room 307 (Baltimore Convention Center)

156 Getting Down to the Core with Dr. Seuss

(Pre-K–5) Gallery Workshop

We know some good science and math you could do. We know some new tricks, and inquiry too. Common Core and NGSS K–6; handouts and door prizes with lots of great tricks! This workshop focuses on using books by Dr. Seuss as the basis for teaching science and math using inquiry-based lessons in the 5E format.

Kelly S. Chaney

University of Arkansas at Little Rock, Arkansas

Michelle Buchanan

University of Arkansas at Little Rock, Arkansas

Peale A,B,C (Hilton)

157 Math Matters: Games, Puzzles, and Diversions to Stimulate Reasoning

(Pre-K–5) Gallery Workshop

Bring excitement to your classroom and stimulate your students to think using games designed to integrate problem solving, analysis, and basic skill development. In this hands-on session, you will play games you can use in your classroom tomorrow. All experiences will develop your students’ inductive reasoning in number, geometry, and probability.

John Hinton

Long Island University (CW Post) Campus, Brookville, New York

Lisa M. Hall

Lakeside Elementary School, Richmond, Virginia

Room 308 (Baltimore Convention Center)

158 Picture This in Algebra and the New Common Core Standards

(6–8) Gallery Workshop

Learn how to develop a visually based lesson format to help students make an effective transition from the visual to the abstract. The primary emphasis will be on applying the PAW process: P is for pictures (visual part); A is for algebra (abstract part); and W is for words (descriptive part). Hands-on lessons included.

Angelo M. DeMattia

Rutgers Institute for Improving Student Learning, New Brunswick, New Jersey

Key Ballrooms 9/10 (Hilton)

10:30 A.M.–12:00 P.M.

159 Technology + Choice = Success

(6–8) Gallery Workshop

Do you long to hear your students say those three little words, “I love math”? Come discover how hands-on lessons infused with technology and choice have transformed our students into highly motivated, engaged, successful learners. Highlighted technology includes TI technology, math in movie clips, SMART Board, Google Earth, and Voki avatars.

Melissa Jackson

Deptford Township Schools, New Jersey

Meredith A. Howell

Deptford Township Schools, New Jersey

Room 309 (Baltimore Convention Center)

160 Notice and Wonder: Beyond Engagement to Reasoning

(6–12) Gallery Workshop

The notice-and-wonder approach to problem solving has gained popularity for overcoming student anxiety and for connecting to student thinking. We will look at the activities and developmental progression that show the approach’s value for expert problem solvers and facilitate the connection to strategic planning and higher-order thinking.

Stephen Weimar

The Math Forum @ Drexel, Philadelphia, Pennsylvania

Key Ballroom 7 (Hilton)

161 How Do Algebra 1 Students See Patterns?

(9–12) Gallery Workshop

We will look at engaging activities that offer multiple access points for students. We will investigate how to use a student’s answer to interpret his or her reasoning skills and determine the type of instruction best suited for that particular type of learner.

Edward C. Nolan

Montgomery County Public Schools, Rockville, Maryland

Room 310 (Baltimore Convention Center)

162 Keep Students’ Interest with Geogami: Geometric Origami

(Preservice and In-Service) Gallery Workshop

Origami (paper folding from Asia) is fun for students, and it grabs the interest of many of your students. You will make several geometric figures to take with you. We will provide paper, directions, and help folding the figures.

Tom P. Walsh

Consultant, Union, New Jersey

Holiday Ballroom 5 (Hilton)

11:00 A.M.–12:00 P.M.

163 NCTM Board Hot Topic Embracing the Common Core: An Opportunity Not a Burden

(General Interest) Session

The Common Core presents an unprecedented opportunity for mathematics education in this country. Participants will have an opportunity to learn about NCTM’s efforts and to share their own successes and challenges. It is up to us to take ownership and make it happen!

Gladis Kersaint

Board of Directors, National Council of Teachers of Mathematics; University of South Florida

Jonathan (Jon) Wray

Board of Directors, National Council of Teachers of Mathematics; Howard County Public Schools, Maryland

Linda M. Gojak

President, National Council of Teachers of Mathematics; John Carroll University, Ohio

Key Ballroom 6 (Hilton)

164 Building a Public–Private Partnership for Mathematics Conferences

(General Interest) Session

We will examine twenty years of partnership between the public and private sectors supporting an annual math conference and how this partnership developed into a strategic alliance with the Maryland Council of Teachers of Mathematics. The partnership involves the world's largest employer of mathematicians, the world's largest ice cream factory, and a nexus of firms interested in STEM initiatives.

Sue Vohrer

Anne Arundel County Public Schools, Annapolis, Maryland

Wayne Wilhelm

Wilhelm Commercial Builders, Annapolis, Maryland

Walt Townshend

Baltimore Washington Corridor Chamber, Laurel, Maryland

Ballroom II (Baltimore Convention Center)

165 Implementing and Using the TI-Nspire CX CAS for Beginners

(General Interest) Session

Implement the newest handheld in your school and your classroom. New Nspire users will learn the basic functions of the CX CAS handheld. Participate in hands-on activities while learning how to obtain support from your administration, parents, and staff. Handouts and sample activities will be provided.

Lauren E. Gaughan

Villa Joseph Marie High School / Holy Family University, Philadelphia, Pennsylvania

Holiday Ballroom 3 (Hilton)

166 Number Talks

(Pre-K–2) Session

Learn to incorporate number talks (developed by Sherry Parish) into your classroom. Number talks are a great way to reinforce the mathematical content of the Common Core State Standards while incorporating the mathematical practices with a focus on communication skills.

Cheryl L. Akers

Howard County Public Schools, Ellicott City, Maryland

Joan Tellish

Stevens Forest Elementary, Columbia, Maryland

Key Ballrooms 3/4 (Hilton)

167 Use Alternate Algorithms to Improve Teaching and Learning

(Pre-K–5) Session

Learn four alternate algorithms to teach. Investigate and discuss how these algorithms expose students' strengths and weaknesses, enabling you to effectively tailor instruction to increase students' mathematical understanding.

Wynn A. Godbold

Bee Sharp, Myrtle Beach, South Carolina

Key Ballroom 5 (Hilton)

168 Give Puzzles a Starring Role in Your Math Class

(3–5) Session

Make puzzles the main course, not the dessert, in your mathematics class as students develop problem-solving expertise to counter a brittle and rule-bound perception of mathematics. We will share interactive and engaging Sketchpad and iPad puzzles that focus on an assortment of topics, including fractions, decimals, factors, and early algebra.

Daniel Scher

KCP Technologies, Emeryville, California

Scott Steketee

University of Pennsylvania, Emeryville, California

Key Ballrooms 1/2 (Hilton)

169 RtI: Critical Strategies Ensuring Success for Struggling Students (Grades 3–5)

(3–5) Session

We will demonstrate proven methods and applications for response to intervention (RtI) success with Common Core, NCTM, and state standards. We will share research-based strategies implementing formative assessment, hands-on manipulative activities within the concrete-representational-abstract model, vocabulary development, and problem solving. Audience participation important.

Caryl Pierson

Math Teachers Press, Minneapolis, Minnesota

Amy Johnson

Math Teachers Press, Minneapolis, Minnesota

Holiday Ballrooms 1/2 (Hilton)

170 Parents' Experiences in a Standards-Based Mathematics Classroom

(3–5, Preservice and In-Service) Session

Parents of fourth graders were invited to the math classroom twice monthly in order to increase their engagement with and understanding of standards-based mathematics education. Results revolve around the changes that participants experienced over time and suggest a need to involve parents in the standards-based classroom.

Deborah B. Blume

Rosemont College, Rosemont, Pennsylvania

Johnson (Hilton)

171 Moving Beyond the Right Answer: Developing Students' Math Communication Skills

(3–8) Session

The Math Forum's rubric emphasizes a combination of good problem solving and strong mathematical communication. We score in six areas, including interpretation, strategy, accuracy, completeness, clarity, and reflection. We'll share stories from online and classroom exchanges of our efforts to help students develop mathematical communication skills.

Suzanne Alejandre

The Math Forum @ Drexel, Philadelphia, Pennsylvania

Erin Igo

Colonial School District, New Castle, Delaware

Ballroom 1 (Baltimore Convention Center)

172 Dart Mathematics Using Paper, Nerfs, Graphing Calculators, and SMART Boards

(9–12) Session

Discover the math of playing darts with Nerf boards and technology simulations. We will look at the concepts of geometric area for squares, circles, and sectors as well as geometric probability. We'll use random numbers to locate dart hits on a coordinate plane and calculate experimental and theoretical probabilities.

Kathleen Cage Mittag

Retired, University of Texas at San Antonio

Holiday Ballroom 6 (Hilton)

173 Dice, Graphs, and Chance: From Cyberspace to the Mathematics Classroom

(9–12, Higher Education) Session

An elementary statistics teacher chose specific data sets to help students make sense of and understand the statistical processes used to obtain and interpret results. Learn how to teach for understanding and make sense of the processes by using these data sets.

Martha Tapia

Berry College, Rome, Georgia

Ruth (Hilton)

173.1 Formative Assessment and Hands-On Instruction for RtI and CCSS Success!

(General Interest) Exhibitor Workshop

The Moving with Math Learning Management System is the RtI solution that reaches Pre-K–high school students struggling with math and prepares them for success with the CCSS. Assessment and instructional strategies using the C-R-A methodology will be shared demonstrating how easy Moving with Math makes it to differentiate instruction & reach all students!

Math Teachers Press, Inc.

Minneapolis, Minnesota

Room 2 (Baltimore Convention Center)

173.2 The Houghton Mifflin Harcourt Personal Math Trainer (Grades K–12)

(3–8) Exhibitor Workshop

A demonstration of this exciting new digital component that provides adaptive personalized assessment, intervention, and practice. The Personal Math Trainer presented by Tyrone Holmes, National Math Specialist at HMH, includes learning aids to improve the understanding of math concepts including videos, guided examples, and step-by-step solutions.

Houghton Mifflin Harcourt

Boston, Massachusetts

Room 1 (Baltimore Convention Center)

11:00 A.M.–12:00 P.M.

173.3 
**Conquer Times Tables in
ONLY 3 WEEKS - Guaranteed!**

(3–8) Exhibitor Workshop

Conquer Times Tables in ONLY 3 WEEKS-Guaranteed! If class average isn't 90% on final test - 100% refund. Research-based – MULTI-SENSORY - all 4 learning styles – for ALL students. No training! MULTI-SENSORY sister products to add, subtract, divide, and do ClockWise fractions & equivalency. www.rhymesntimes.com www.clockwisemath.com 888.684.6376

Rhymes 'n' Times
Lewisville, TX

Room 3 (Baltimore Convention Center)

12:30 P.M.–1:30 P.M.

174
**Preparing Students for Item Types
on the Common Core Assessments**

(General Interest) Session

I will review the Partnership for the Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) assessments and the item types they contain. I will also comment on how to best prepare students for these item types and talk about how to use evidence-centered design to write items that reflect the types found on the consortia's assessments.

David Whitcomb
CollegeBoard, New York, New York

Ballroom II (Baltimore Convention Center)

174.1
**Exploring the Standards for
Mathematical Practice with
Web-Based Tools**

(General Interest) Session

Discover how web-based tools can be used to meet the Common Core State Standards for Mathematical Practice. See how students can discuss, analyze, and justify using these tools to share their knowledge and understanding.

Patricia Dickenson
National University, San Jose, California

Ballroom II (Baltimore Convention Center)

175
**Attending to Precision and
Modeling with Mathematics in
Kindergarten–Grade 2**

(Pre-K–2) Session

Examine the Standards for Mathematical Practice in the Common Core State Standards. Explore cognitively demanding tasks and focus on what it means for K–2 learners to attend to precision and model with mathematics.

Drew Polly
University of North Carolina at Charlotte

Amy J. Lehw
Charlotte-Mecklenburg Schools, North Carolina

Key Ballrooms 1/2 (Hilton)

176
**CSI: Common Core, Student Work,
and Interviews in the Classroom**

(Pre-K–2) Session

Investigate student work samples with an emphasis on student interviews designed to offer insights into student thinking. Examine student work and discover the value of student interviews as a formative assessment strategy.

Tolene H. Pitts
Partnership Institute for Math and Science Education Reform,
Lexington, Kentucky

Marsha R. Maupin
Partnership Institute for Math and Science Education Reform,
Lexington, Kentucky

Holiday Ballrooms 1/2 (Hilton)

177
**Conceptual Strategies versus
Memorize, Plug, and Chug**

(Pre-K–5) Session

Learn how to add conceptually without memorizing the 100 addition facts? Learn how to subtract conceptually without memorizing the 100 subtraction facts? To demonstrate how easy this concept is, I will teach you to add and subtract numbers in other number base systems without memorizing facts. Are you up for the challenge?

Joseph C. Mason
Hagerstown Community College, Maryland

Holiday Ballroom 6 (Hilton)

178 Teaching the Tough Topics: Number Sense, Fact Fluency, and Fractions

(Pre-K–5) Session

Is there a way to teach computational skills that develops number sense, leads to fact fluency, prepares students for word problems, and helps visual learners become abstract thinkers? Join *The Grapes of Math* author and Kakooma inventor Greg Tang as we apply model-drawing strategies to arithmetic. You'll wonder why math isn't always taught this way!

Greg Tang

Scholastic, New York, New York

Ballroom 1 (Baltimore Convention Center)

179 Seventh-Grade Students' Misconceptions Regarding Rules for Integer Operations

(6–8, Preservice and In-Service) Session

We will share interviews with seventh-grade students performing integer computation, as well as work samples and pencasts created using Live Scribe smart pens. We will discuss students' misconceptions about rules for integer operations and explore teaching integer operations for conceptual understanding.

Tricia K. Strickland

Hood College, Frederick, Maryland

Christy Graybeal

Hood College, Frederick, Maryland

Holiday Ballroom 3 (Hilton)

180 Teacher Knowledge That Connects to Student Achievement

(6–8, Preservice and In-Service) Session

Recent research has identified connections between teachers' knowledge and their students' achievement (grades 4–8). We will share findings and engage participants in a discussion of teachers' responses to mathematical content and pedagogical knowledge items, addressing implications for professional development and teacher education.

Patricia F. Campbell

University of Maryland, College Park, Maryland

Lawrence Clark

University of Maryland, College Park, Maryland

Amber Rust

Anne Arundel Community College, Arnold, Maryland

Ruth (Hilton)

181 Student Misconceptions about Solving Multistep Linear Equations

(6–12, Research) Session

Students completed a fifteen-problem test of different types of linear equations appropriate for eighth graders according to the state and national standards. Students were not allowed to use a calculator. The results indicated that problems containing negative numbers and terms moved to the opposite side of the equals sign were incorrect most frequently.

Amber Powell

SUNY Fredonia, Fredonia, New York

Johnson (Hilton)

182 Using NASA Press Releases to Develop Integrated STEM Lessons

(9–12) Session

NASA press releases, integrated space math problems, and NASA videos bring standards-based learning to life using topics such as habitability, astrobiology, and climate change. Sten Odenwald, SpaceMath@NASA creator, will cofacilitate this session. Participants receive STEM modules and other resources in a LiveBinder.

Sharon Bowers

National Institute of Aerospace/Virginia Beach City Public Schools, Hampton, Virginia

Sten Odenwald

National Institute of Aerospace, Hampton, Virginia

Key Ballroom 5 (Hilton)

183 Removing Barriers to Reasoning and Sense Making in the Classroom

(9–12, Preservice and In-Service) Session

In the grades 9–12 curriculum there are a number of common “shortcuts” that misrepresent mathematics. We will discuss how they limit students' ability to reason and make sense of mathematical concepts and how teachers can avoid using these “shortcuts” and help their students build conceptual understanding.

Daniel R. Ilaria

West Chester University, Pennsylvania

Key Ballrooms 3/4 (Hilton)

184 Playfully Use Hands, Voices, Feet, and Brains to Learn Math

(Pre-K–2) Gallery Workshop

Introduce, reinforce, and review pre-K–grade 2 math in a playful yet sophisticated manner. Be kinesthetic, auditory, visual, and symbolic. Play card and other games to teach number families, computation, and vocabulary. Use the hundred board for numeric literacy and computation. Listen to a math fairy tale.

Agnes Azzolino

Mathnstuff.Com, Keyport, New Jersey

Key Ballroom 7 (Hilton)

185 Tackling the Twelve Problem Situations in Common Core Table 1

(Pre-K–2) Gallery Workshop

We're expected to give students a variety of problem situations for adding and subtracting. Explore the meaning of each situation through thematic examples, a variety of hands-on and reasoning solution strategies, and a set of situation problems you create. You'll be ready to teach K.OA-1 and -2, 1.OA-1, and 2.OA-1.

Patty E. Smith

Educational Resources Group, Charleston, South Carolina

Room 309 (Baltimore Convention Center)

186 Singapore's Secret to Mathematical Success and Supporting CCSSM

(Pre-K–5) Gallery Workshop

With the Common Core State Standards for Mathematics (CCSSM) comes an expectation that our students will become better mathematicians. Content must be more focused, coherent, and rigorous. Instruction should include practices that support this content. Singapore has applied these practices and risen to international success. We will explore their pedagogy and how it leads to mathematical success.

Kelly C. Snyder

Houghton Mifflin Harcourt, Boston, Massachusetts

Room 310 (Baltimore Convention Center)

187 Enhancing Elementary Math Lessons with Virtual Manipulatives

(3–5) Gallery Workshop

Virtual manipulatives are a growing resource on the Internet. What are they, and why are they better than traditional concrete manipulatives? Discover how an elementary math teacher uses online math simulations to engage students, encourage inquiry, and integrate the Common Core State Standards for Mathematical Practice.

Tanaga H. Rodgers

Prince George's County Public Schools, Upper Marlboro, Maryland

Holiday Ballroom 5 (Hilton)

188 "Let's Get Physical" with Math on the Floor!

(3–5) Gallery Workshop

In this very active session, you will see how easy it is to teach math concepts through physical movement on a large 100-square floor grid. I will address number patterns, operations, larger numbers, money, and fractions. I will also share tips on how to make your own large floor grid. Bring a camera and come prepared to move through math!

Wendy E. Hill

Retired Elementary Teacher, Mississauga, Canada

Key Ballrooms 11/12 (Hilton)

189 Unpacking Geometry Problems from Boxes You Create

(3–8) Gallery Workshop

Transform greeting cards into boxes while discovering concepts and properties to solve related problems. We will make predictions and conjectures about parallelograms, rectangles, squares, and other quadrilaterals. Visit ratio, proportion, area, and volume, along with nontraditional problems ready to bring back to your classroom.

Nicholas J. Restivo

Mathematical Olympiads for Elementary and Middle Schools, Bellmore, New York

Key Ballroom 8 (Hilton)

12:30 P.M.–2:00 P.M.

190 A Day at the Races

(6–8) Gallery Workshop

Play several types of “dice-race” games and investigate the sample spaces, probability distributions, and strategies for crossing the finish line first in each game.

Thomas Evitts

Shippensburg University, Pennsylvania

Room 307 (Baltimore Convention Center)

191 From Patterns to Proofs: Understanding the Building Blocks of Mathematics

(6–12) Gallery Workshop

The mathematical skills that we learn in elementary and secondary school are an important foundation for mathematical topics at the collegiate level. The session investigates this interrelation. It shows how pattern recognition in grade school builds to mathematical inquiry in high school, which lays the foundation for proofs in college.

Judith A. Vogel

Richard Stockton College - NAMS, Galloway, New Jersey

Holiday Ballroom 4 (Hilton)

192 Using Manipulatives and Activities in Geometry

(6–12) Gallery Workshop

Use manipulatives such as hinged mirrors, rubber bands, patty paper, and paper plates, as well as interesting problems, to develop and apply geometry concepts and review vocabulary. Topics include similarity, triangle heights, transformations, central angles, polygons, area, and more.

Christine Mikles

CPM Educational Program, Sacramento, California

Karen Wootton

CPM Educational Program, Sacramento, California

Key Ballrooms 9/10 (Hilton)

193 Stimulating Games and Puzzles to Implement CCSSM-Based Explorations

(9–12) Gallery Workshop

Play with puzzles and board games. Create a pop-up card to geometrically describe the winning strategy. Explore creative ways to implement the Common Core State Standards for Mathematical Practice as students investigate solutions based on exponential and polynomial functions. Come to play, leave with lively, dynamic projects for your classroom!

Gail Kaplan

Towson University, Maryland

Room 308 (Baltimore Convention Center)

194 The Many Faces of Differentiation in Algebra

(9–12, Preservice and In-Service) Gallery Workshop

Investigate various types of differentiated material, discussing when, why, and how they can be used. Working from scenarios, we'll create material. Some of the differentiation methods discussed include tiered worksheets, graduated-difficulty problem sets, differentiated questioning, different contexts and instructional mode. Support and challenge all!

Allan E. Bellman

University of California, Davis

Peale A,B,C (Hilton)

2:00 P.M.–3:00 P.M.

195 Tracking CCSSM Using Online Tools (General Interest) Session

Discover how teachers are able to track their students' progress on each of the Common Core State Standards for Mathematics (CCSSM) using free tools online. Grocery stores, banks, and cancer researchers, to name a few, track data using computers and databases. The online tools empower students and teachers, allowing them to use their independent and class time more effectively.

Cristina L. Heffernan

Worcester Polytechnic Institute, Massachusetts

Barbara Delaney

Bellingham Memorial Middle School, Massachusetts

Ballroom II (Baltimore Convention Center)

196

Numeracy and Literacy: What Can We Learn?

(Pre-K–2, Preservice and In-Service) Session

Students learn early numeracy in much the same way they learn early literacy, so why does our instruction look so different? Through the use of videos, we look at children's numeracy development and how we can use the teaching strategies effective in literacy development to guide our instruction in early numeracy.

Shelley Dickson

Fayette County Public Schools, Lexington, Kentucky

Holiday Ballroom 6 (Hilton)

197

Preparing Problem Solvers in Kindergarten

(Pre-K–2, Preservice and In-Service) Session

Through Hyde's concept of braiding mathematics, thinking, and language, explore how problem solving was introduced in kindergarten. Students had the opportunity to understand problems, select their own strategies, and compare solutions with one another through communication and modeling.

Jennifer Ward

Hillsborough County School District/University of South Florida, Tampa, Florida

Johnson (Hilton)

198

Facilitating Teacher and Student Understanding of Fractions through Technology

(3–5) Session

Improving teachers' ability to teach fractions requires that they understand a range of representations and how to use them to illustrate concepts, relationships, and operations. Learn how one county used technology to facilitate professional development and improve teacher instruction, which led to outstanding gains in student performance.

Sorsha Mulroe

Howard County Public Schools, Columbia, Maryland

Lauri Susi

Conceptua Math, Petaluma, California

Key Ballroom 5 (Hilton)

199

Fear Not the Fraction

(3–5) Session

Elementary students need experiences with multiple models of fractions to gain a deep understanding of the concept and proficiency with skills such as finding equivalence. We will explore which model is most appropriate for each purpose and will also relate and classify all fraction types.

James L. Burnett

ORIGO Education, St. Charles, Missouri

Key Ballroom 6 (Hilton)

200

A Math Course for Exceptionally Bright Middle School Students

(6–8) Session

This session will address some of the unique issues involved in creating a math course for exceptionally bright middle school students. Horizontal enrichment vs. vertical acceleration, assessment, scope and sequence, and communication with parents will be covered. Problem-solving exercises will be presented throughout the session.

Joe V. Lee

Parkway School District, Chesterfield, Missouri

Key Ballrooms 1/2 (Hilton)

201

Navigating Middle School Statistics in CCSSM

(6–8) Session

This session assists teachers in navigating the demanding Common Core State Standards for Mathematics statistics and probability standards using a learning trajectory of variation, distribution, and modeling. Participate in vertical team discussions about students' conceptual development and instructional coherence in grades 6–8 using descriptor resources from www.turnonccmath.net.

Tamar Avineri

North Carolina State University, Raleigh, North Carolina

Alan Maloney

North Carolina State University, Raleigh, North Carolina

Holiday Ballrooms 1/2 (Hilton)

2:00 P.M.–3:00 P.M.

202 Creating a Virtual Lesson Plan Implementing Differentiated Instruction

(6–8, Preservice and In-Service) Session

Design a unique virtual lesson plan tailored to the needs of your students. Your virtual lesson will include formative assessment activities, vocabulary development, interactive guided notes, problem solving, video segments showing application of the content, extra practice problems, and summative assessments.

Catherine Scott

University of North Carolina, Chapel Hill, North Carolina

Key Ballrooms 3/4 (Hilton)

203 What I Learned about Assessment from the AP Program

(9–12) Session

Forty years of teaching have taught me many things, but my most significant learning experiences have been in the area of assessment. My years with the AP Committee were especially enlightening, showing me how to challenge all my students without scaring them away.

Dan Kennedy

Baylor School, Chattanooga, Tennessee

Ballroom 1 (Baltimore Convention Center)

204 Oral Reviews: Improving Recruitment and Retention in STEM Majors

(9–12, Higher Education) Session

At five universities, analysis has shown that oral reviews are strongly correlated with improved understanding, grades, and retention in calculus, the gatekeeper to STEM majors. Failure rates have dropped dramatically, and course grades, attendance, and effort expended have all significantly improved.

Luis A. Melara

Shippensburg University, Pennsylvania

Holiday Ballroom 3 (Hilton)

205 New Standards for Preparing Future Mathematics Teachers

(Higher Education, Preservice and In-Service) Session

NCTM has revised the standards for NCATE's program review process. Examine new standards, content addenda, and rubrics for the preparation of secondary, middle-grades, and elementary math specialists. Explore how these changes will affect the review process leading to national recognition of programs by NCATE and CAEP.

Judy O'Neal

NCTM, Reston, Virginia

Ruth (Hilton)

205.1 Implementing CCSS From a Teacher's Perspective

(6–12) Exhibitor Workshop

When it comes down to implementation of Common Core State Standards, how will our classroom practices change? How will they affect what students are doing? How will we make CCSS a reality in our classrooms? In this session, you will learn hands-on, practical strategies for engaging your students in the Mathematical Practices using technology.

Texas Instruments

Dallas, Texas

Room 1 (Baltimore Convention Center)

2:30 P.M.–4:00 P.M.

206 Building Strong Number Sense with Place Value for Pre-K–2

(Pre-K–2) Gallery Workshop

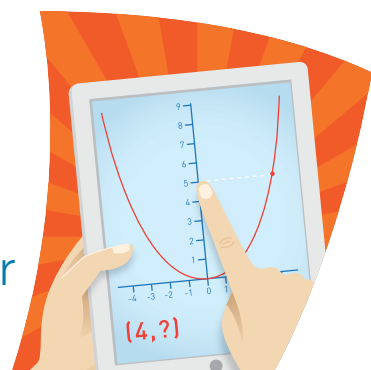
Explore how to build strong number sense with place value. Learn how to teach the concepts of place value from the conceptual level through abstraction. Experience literature, music, games, and hands-on manipulatives for this difficult area.

Kim P. Sutton

Self, Arcata, California

Room 308 (Baltimore Convention Center)

Stay connected!
Check us out on Twitter
and Facebook.



207 Flow into Fluency

(Pre-K–2) Gallery Workshop

Building fluency gives all students access to conceptual understanding. This hands-on workshop offers activities easily adapted to many of the Common Core State Standards for Mathematics. Leave with handouts and samples of fluency builders.

LaVerne P. Brown

Maryland State Department of Education, Baltimore

Kimberly Renee Brown

Prince George's County Public Schools, Mitchellville, Maryland

Key Ballrooms 9/10 (Hilton)

208 Context vs. Key-Word Approach to Solving Problems

(3–5) Gallery Workshop

Solving problems using a key-word approach skips the step of understanding and jumps directly to selecting a solution strategy or algorithm. Good problem solvers look beneath the surface information at the underlying model. I will focus on how to help students understand word problems before solving them.

Ann Wallace

James Madison University, Harrisonburg, Virginia

Room 309 (Baltimore Convention Center)

209 How Can We “Make Use of Structure” (Mathematical Practice 7)?

(3–5) Gallery Workshop

We will provide examples of ways we can integrate Common Core State Standard for Mathematical Practice 7 into our teaching. Structure is present in linear equation solutions, in word-problem types and solution representations, and in the ways we use instructional materials. We need to make structure explicit so that our students achieve mastery and flexibility.

Jenny K. Tsankova

Roger Williams University, Bristol, Rhode Island

James R. Matthews

Siena College, Loudonville, New York

Key Ballroom 7 (Hilton)

210 Cups, Ropes, and Licorice: Making Sense of Rate of Change

(6–8) Gallery Workshop

Do you have a difficult time making the connection between slope and rate of change in your algebra class? We will use cups, ropes, and licorice to demonstrate slope and rate of change, and you will leave with several concrete, hands-on ideas for teaching rate of change. We will use TI-84 calculators.

Jennifer M. Campbell

Wicomico County Board of Education, Salisbury, Maryland

Room 310 (Baltimore Convention Center)

211 Making Connections in Mathematics with Graphing Calculators and Children's Literature

(6–8) Gallery Workshop

We will use children's books to gather data that can be studied mathematically. Then using technology, we will study the data, create graphs, generate tables, write equations, and make connections between these different representations. You will be actively engaged in working with data, graphs, tables, and equations.

James R. Rahn

LL Teach, Inc, Bridgewater, New Jersey

Peale A,B,C (Hilton)

212 Our (Heart)Beats Go On: And, Oh, How They Vary

(6–12) Gallery Workshop

The rate at which our hearts beat depends on several factors, including age, gender, and fitness level. Join our group and predict how our heart rates vary both from each other at rest and after a brief amount of activity. We will use graphing technology to represent both sets of data in box plots and then compare those graphs to each other.

Jennifer Axley

Blount County Schools, Maryville, Tennessee

Donna Talley Russell

Blount County Schools, Maryville, Tennessee

Key Ballrooms 11/12 (Hilton)

2:30 P.M.–4:00 P.M.

213 Forensic Photography: CSI for the Eccentric(ity)

(9–12) Gallery Workshop

Our brain convinces us from experience that a round conference table observed from a distance actually has a circular tabletop. However, in a 2-D photograph taken from that perspective, the perimeter looks elliptical. Finally, a practical use of eccentricity. Learn to use photos forensically to deduce camera angles, lengths, and distances.

Mike Reiners

Christ's Household of Faith School, Saint Paul, Minnesota

Room 307 (Baltimore Convention Center)

214 Shapes in Shapes: Building Number Sense and Formula Sense

(9–12) Gallery Workshop

Starting with triangles, squares, and circles, fit shapes inside of other shapes and compare relative side lengths and areas. You will build a clever unit tetrahedron out of small envelopes without needing to know any origami. Then participants at each table will put the tetrahedrons together to build their very own stella octangula.

Nina Chung Otterson

The Hotchkiss School, Lakeville, Connecticut

Key Ballroom 8 (Hilton)

215 Presidential Portraits: Exploring Data Analysis Kinesthetically

(Preservice and In-Service) Gallery Workshop

How old were our presidents when they took office? Answer this and other questions using kinesthetic methods and innovative techniques to explore data collections that describe our nation's chief executives. Highlights include constructing a human histogram and acting out the calculation of several measures of center.

John E. Hammett III

Saint Peter's University, Jersey City, New Jersey

Holiday Ballroom 4 (Hilton)

216 Understanding Cognitive Demand: Are My Students “Doing Mathematics” or Not?

(Preservice and In-Service) Gallery Workshop

In this session, you will “do mathematics” while experiencing different levels of cognitive demand. Become familiar with what cognitive demand looks like enacted in an actual classroom, and then use a rubric to discuss and rate a geometry lesson.

Sara Morales

New Mexico State University, Las Cruces

Lisa Virag

New Mexico State University, Las Cruces

Jana Ward

Las Cruces Public Schools, New Mexico

Holiday Ballroom 5 (Hilton)

3:30 P.M.–4:30 P.M.

217 Coaching through Technology: Using Digital Media to Reach More Teachers

(General Interest) Session

Instructional coaches must find ways to support many teachers even as resources diminish. Learn how to use video tutorials to provide individualized coaching support and model effective instructional strategies, including the Common Core State Standards for Mathematical Practice and the NCTM Process Standards. The session will include video exemplars, testimonials, and demonstrations.

Delise Andrews

Lincoln Public Schools, Nebraska

Holiday Ballroom 3 (Hilton)

Thank you
to all of the volunteers
who have helped make
this conference a success!



218 Writing and Creating Animated Math Story Problems with Toontastic

(General Interest) Session

Try your hand at creating an animated math story to use in the classroom and explore the possibilities for student use. Toontastic is a free, user-friendly iPad app that engages students of all ages. We will share math-centered interdisciplinary story problems created with Toontastic.

Sarah Ann Keller
Tennessee Technological University, Cookeville, Tennessee

Stephanie Richards
Tennessee Technological University, Cookeville, Tennessee

Leslie A. Suters
Tennessee Technological University, Cookeville, Tennessee

Ballroom II (Baltimore Convention Center)

219 “Is That a Fact?”: Using Data Collection to Engage Students

(Pre-K–2) Session

Explore a variety of ideas for creating, organizing, and using sets of data to engage young children in tasks that focus on many of the Common Core’s content standards and Standards for Mathematical Practice.

Judy Macks
Towson University, Maryland

Key Ballroom 6 (Hilton)

220 Identifying Effective Practices of Math Coaches in Elementary Schools

(Pre-K–5) Session

Math coaching is a prevalent approach to professional development in mathematics education. Math coaches have diverse backgrounds, roles, and responsibilities, based on district infrastructure. Examine the definition and role of math coaches in elementary schools, as well as their difficulties, relationships, and goals.

Kelly Georgius
University of Nebraska, Lincoln, Nebraska

Yashu Yang
University of Nebraska, Lincoln, Nebraska

Key Ballrooms 3/4 (Hilton)

221 Math + Technology = Learning

(3–5, Preservice and In-Service) Session

Learn how to use technology in clever ways for teaching and learning mathematics. See how mathematics lessons can be enlivened and enhanced by integrating resources and tools found on the Internet, iPad, and the classroom computer. You’re guaranteed to leave with many ideas you can use tomorrow with your students!

Tammy G. Worcester
ESSDACK, Hutchinson, Kansas

Key Ballrooms 1/2 (Hilton)

222 “Noticing and Wondering” as a Vehicle to Understanding the Problem

(3–8) Session

The activity Noticing and Wondering can help all students generate mathematical ideas and make connections among them. It paves the way for developing other problem-solving strategies, supports a classroom culture that gives every student ways contribute mathematically, and promotes the practice of sense making and perseverance.

Annie Fetter
The Math Forum @ Drexel University, Philadelphia, Pennsylvania

Holiday Ballrooms 1/2 (Hilton)

223 Technology, CCSSM, and the Changing Classroom Culture

(6–8) Session

Experience a model of teaching that uses technology to track the Common Core State Standards for Mathematics (CCSSM) and Standards for Mathematical Practice. Learn how technology is used to orchestrate discussions about analysis of common misunderstandings, essay critiques, and models of mathematics. Observe a student-centered classroom supported by technology in and out of school.

Barbara Delaney
Bellingham Memorial Middle School, Massachusetts

Cristina L. Heffernan
Worcester Polytechnic Institute, Massachusetts

Ballroom I (Baltimore Convention Center)

3:30 P.M.–4:30 P.M.

224 Preparing for and Doing Great Mathematics Tasks

(6–12) Session

How do we motivate unmotivated students to engage in high cognitive tasks in mathematics? I will focus on researched motivational principles in learning mathematics along with aligned formative assessment strategies. These tools will motivate and engage students and give them the starting points, confidence, and desire they need to persist in doing such tasks.

Linda M. Fulmore
Education Consultant, Cave Creek, Arizona

Johnson (Hilton)

225 Probability in Geometry?

(9–12) Session

Probability in geometry should be more than just an add-on to the traditional curriculum. Probability should be an integrated part of the geometry curriculum. I will present real-life settings and problems that combine geometry and probability, including linear and area models.

Art Johnson
Boston University, Massachusetts

Holiday Ballroom 6 (Hilton)

226 Creating and Implementing Calculus Assessment

(Higher Education) Session

Although assessment has been around for a while in the elementary and secondary grades, it is a relatively new initiative at the college level. Learn how we created an assessment process for our calculus 1 course objectives that is both measurable and unobtrusively implementable.

Ryan D. Hedstrom
University of New England, Biddeford, Maine

Ruth (Hilton)

227 The Effects of Classroom Management on Student Achievement

(Preservice and In-Service) Session

Classroom management styles affect student achievement. The culturally responsive classroom management style known as CRCM and the well-managed classroom (WMC) will be discussed in detail, as well as their specific effects on individual student achievement.

Jean M. Contreras
Florida Air Academy, Melbourne, Florida

Key Ballroom 5 (Hilton)

Friday





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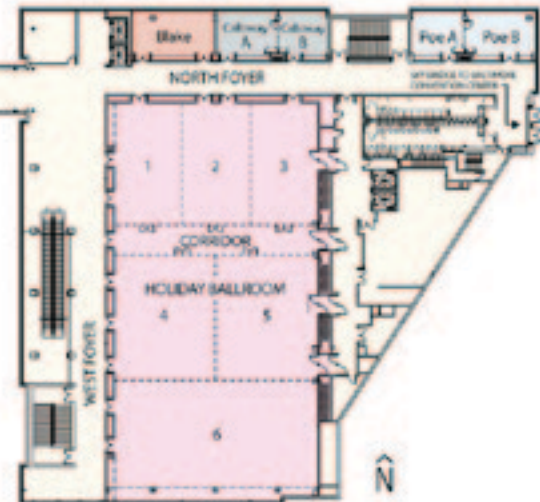
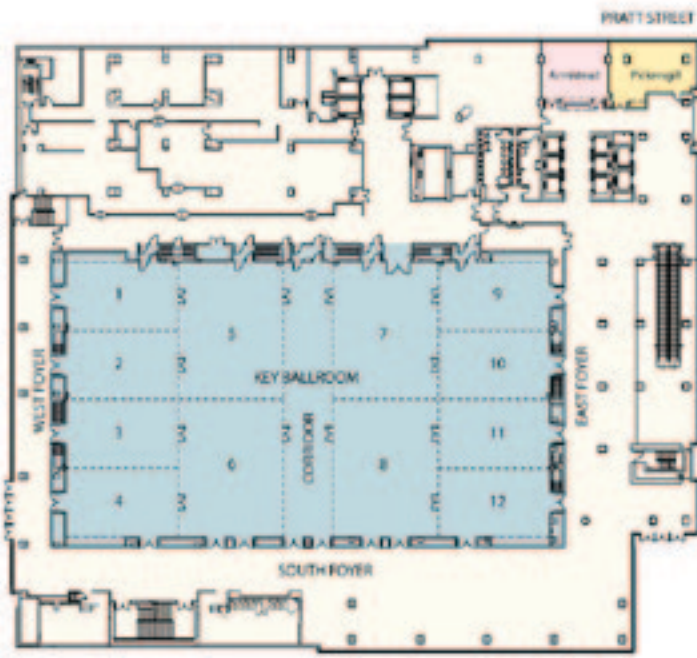
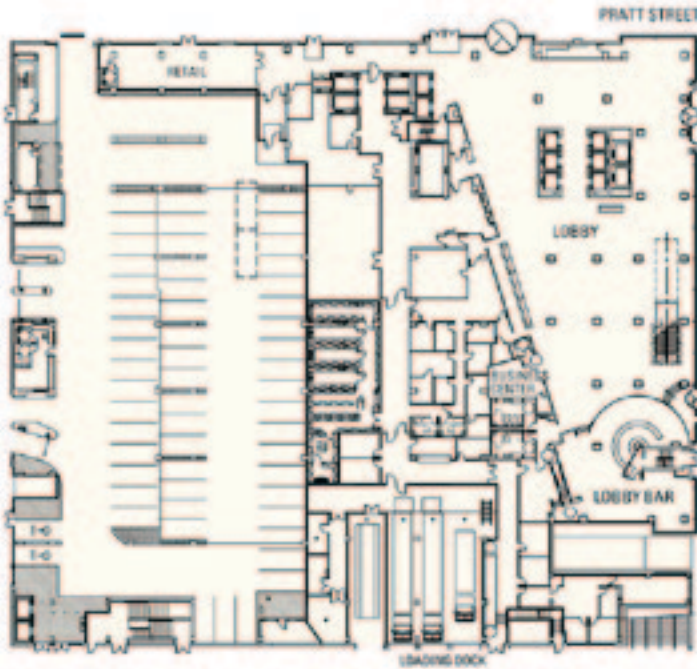
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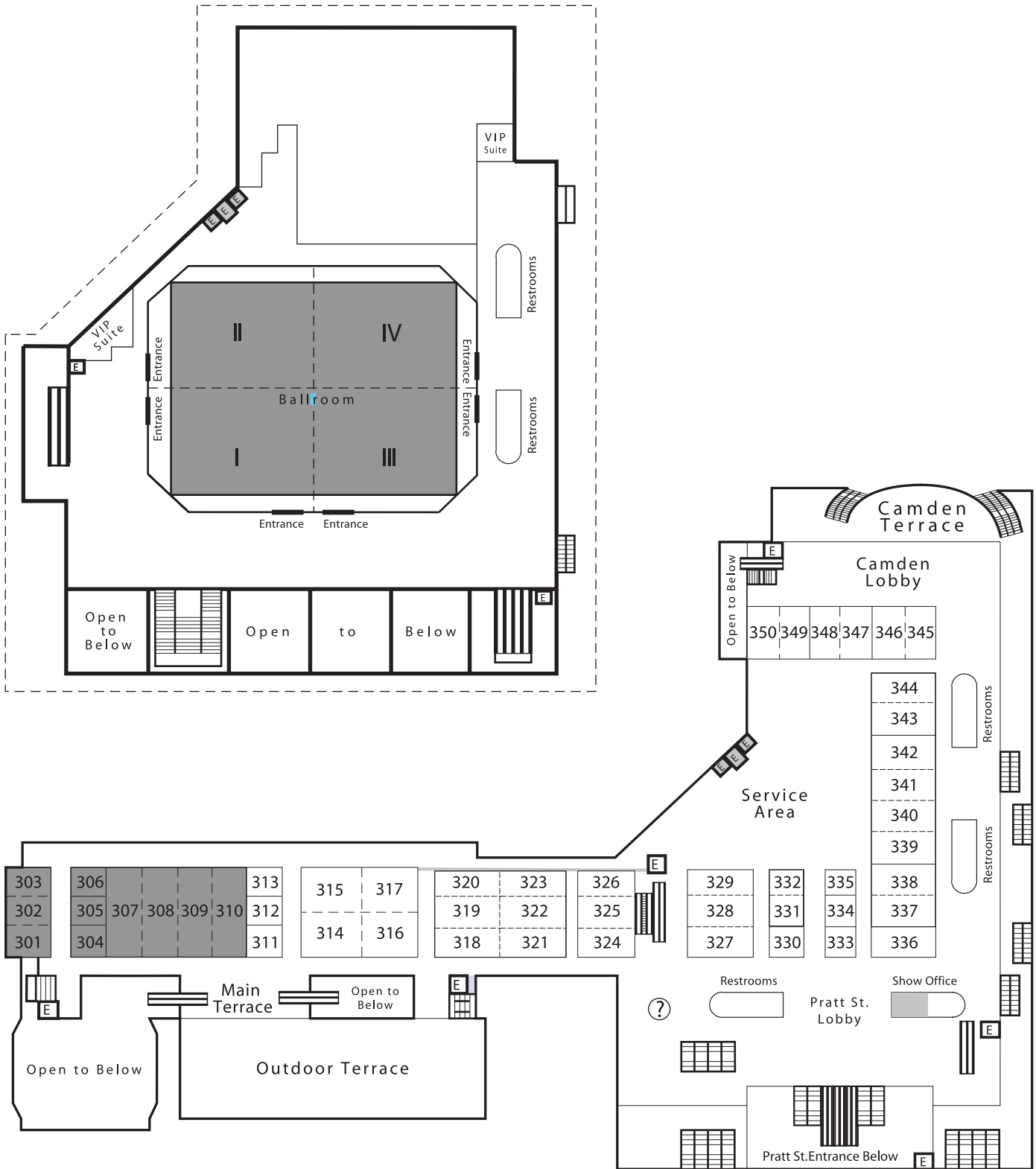


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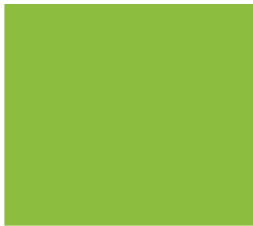
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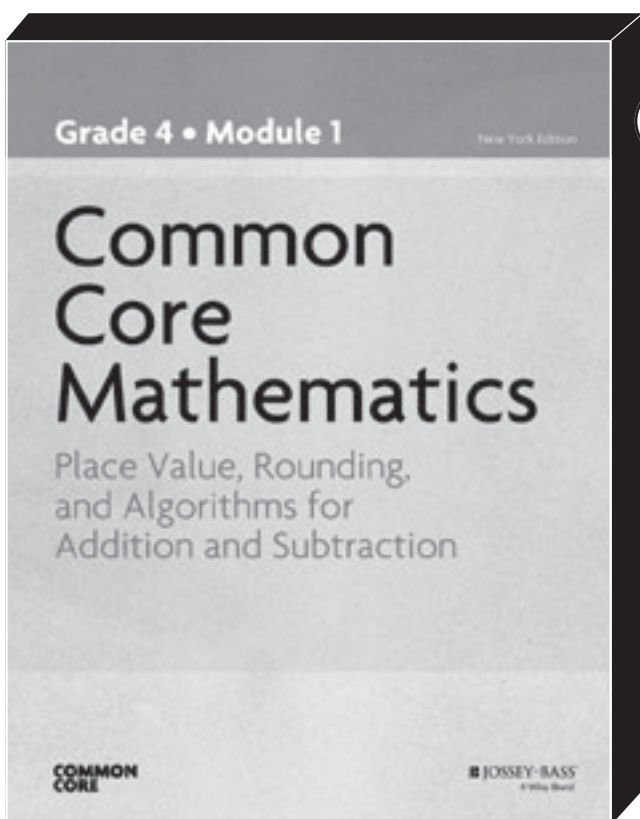
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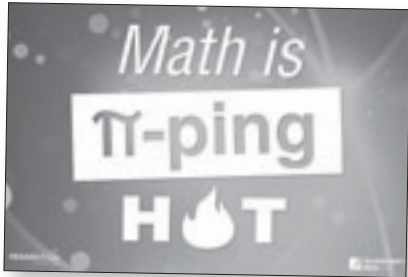
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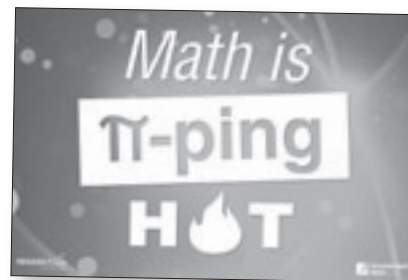
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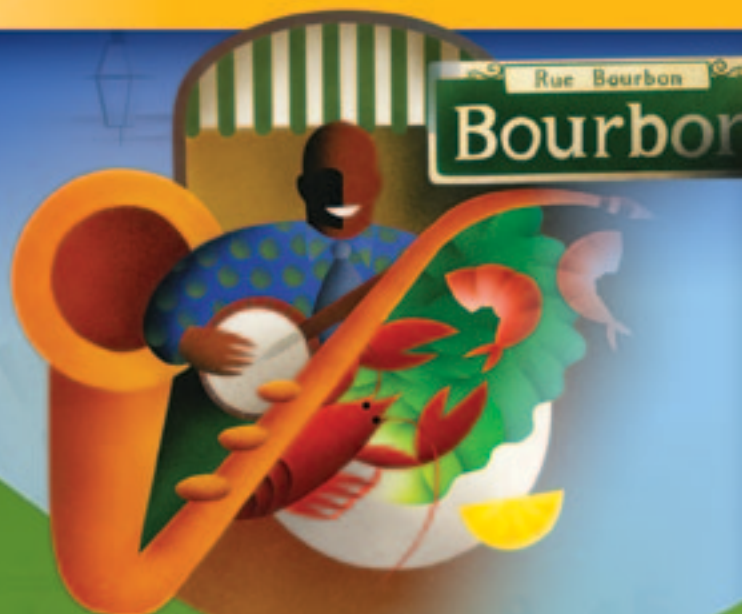
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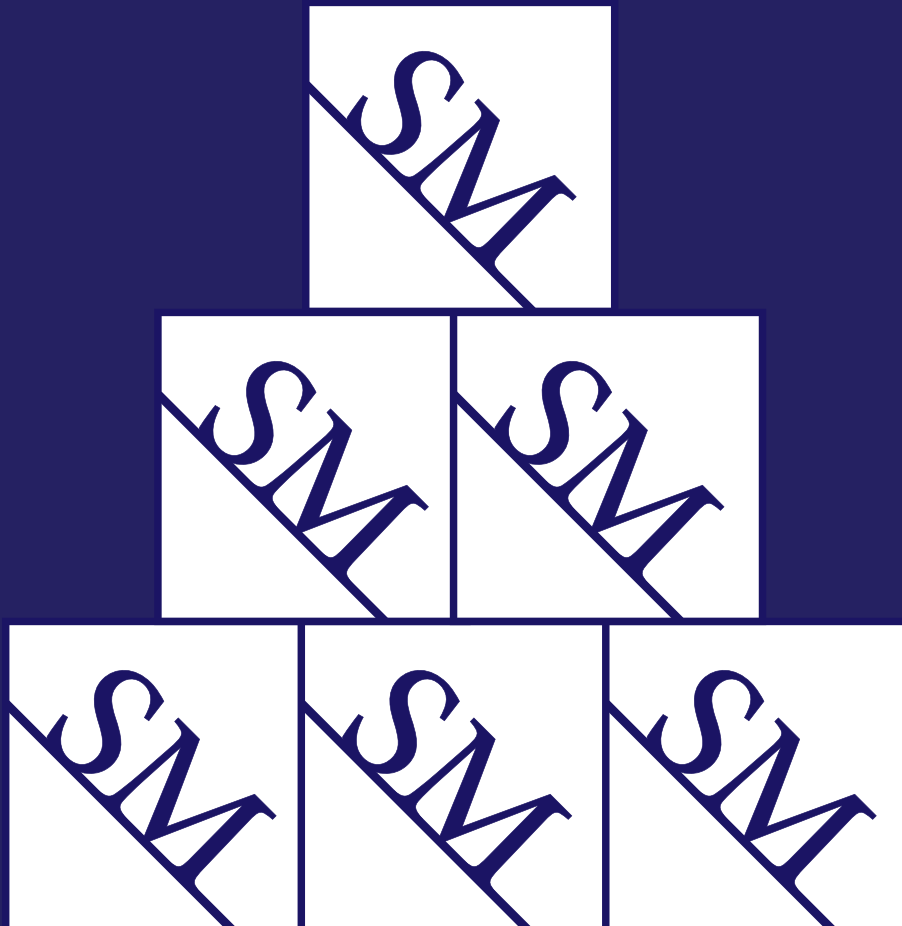
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