

NCTM 2010 ANNUAL MEETING & EXPOSITION

SAN DIEGO, CA • APRIL 21–24, 2010

Connections:
Linking Concepts
and Context



$$f = \frac{2}{5}c + 32$$

$$\bar{v} = \frac{\Delta x}{\Delta t}$$

$$A = \frac{1}{2}b \cdot h$$

$$L = \oint p n \cdot k dA$$

See Valuable
COUPONS
in the back
of the program

PROGRAM BOOK



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

www.nctm.org

DO YOU GII ?

Stop by the Casio booth at NCTM **#1441** for an exclusive look at our new graphing calculators, web site, fx-Manager Software, testimonial videos, new training videos and much more!

Look inside and stop by booth **#1441** to see if you won \$2,000 or a class set of Casio GII Graphing Calculators

CASIO

©2010 CASIO AMERICA, INC.

2010 ANNUAL MEETING *and* EXPOSITION

San Diego, California | April 21–24, 2010 | *Connections: Linking Concepts and Context*

HOSTS

Greater San Diego Math Council
California Mathematics Council, Southern Section

MEETING FACILITIES

All Annual Meeting presentations will be held at the **San Diego Convention Center, the Manchester Grand Hyatt San Diego, and the San Diego Marriott Hotel and Marina**. See pages 168–71 for floor plans.

REGISTRATION AREA HOURS

Wednesday	8:00 a.m. – 7:00 p.m.
Thursday	7:00 a.m. – 4:00 p.m.
Friday	7:00 a.m. – 4:00 p.m.
Saturday	7:00 a.m. – 10:00 a.m.

EXHIBITS & CYBER CAFÉ

Thursday	8:30 a.m. – 5:00 p.m.
Friday	8:30 a.m. – 5:00 p.m.
Saturday	9:00 a.m. – 12:00 noon

BOOKSTORE & MEMBER SHOWCASE

Wednesday	10:00 a.m. – 7:00 p.m.
Thursday	7:00 a.m. – 5:30 p.m.
Friday	7:30 a.m. – 5:30 p.m.
Saturday	8:30 a.m. – 12:00 noon



CONTENTS

Advertisers Guide	196
Affiliate Membership	164
Bookstore	161
Certificate of Attendance	173–74
Cyber Café	162
Delegate Assembly	14
Directory and Special Locations	170
Exhibits	162
Directory	176–89
Workshops	162
First Aid	162
Floor Plans	168–71
Focus of the Year	4
General Information	161–62
Hotel Information and Map	165–66
Information Booth	161
Member Showcase	161
Membership Application	175
NCTM Officers	172
Online Attendee Survey (Your Opinion Counts!)	162
On-Site <i>Daily News</i>	6
Program and Local Arrangements Committees	172
Program Information	4, 6
Wednesday Presentations	9–11
Thursday Presentations	13–80
Friday Presentations	81–148
Saturday Presentations	149–160
New Member and First Timers' Orientation	6
Strands	4
Types of Presentations	6
Regional Caucuses	10
Registration	161
Research Presession	161
Shuttle Bus Service	161
Speaker Index	190–95
Sponsors	163

The publications and programs of the National Council of Teachers of Mathematics present a variety of viewpoints. The content, affiliations, and views expressed or implied in this publication, unless otherwise noted, should not be interpreted as official positions of the Council. References to particular commercial products by a speaker should not be construed as an NCTM endorsement of said product(s). NCTM reserves the right to change speakers, change facilities, or modify program content.

NCTM does not sell or distribute member e-mail addresses in compliance with Federal privacy policies. However, 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.

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191-1502; Telephone (703) 620-9840; Fax (703) 476-2970; e-mail nctm@nctm.org; Web www.nctm.org.

Welcome to San Diego!

WELCOME to the largest, most exciting annual gathering of mathematics educators in the world. The 88th Annual Meeting and Exposition of the National Council of Teachers of Mathematics brings together outstanding classroom teachers, mathematics educators, and mathematicians to share what they know and to exchange ideas all in support of helping every student learn challenging mathematics. On behalf of the Board of Directors, Program and Local Arrangements committees, NCTM staff, and the many volunteers who have worked long hours over the past two years to put together an extraordinary set of opportunities for you, welcome to San Diego.

Our conference theme, *Connections: Linking Concepts and Context*, provides just a glimpse of what the conference will offer. Our Program Committee has put together an exceptional group of presentations for you to explore and consider so that you can help all students learn. You will find presentations that challenge you to examine your own teaching within the context of connecting concepts and context, as well as your connec-

tions to your students and their community, and your perspectives on mathematics.

There is much more to the conference than the more than 700 presentations planned for your professional enrichment. Over the next three days, take advantage of the extraordinary opportunities you'll have to meet new colleagues and to form stimulating professional and personal relationships that can last a lifetime. With its idyllic climate, 70 miles of beaches, and a wide variety of attractions, San Diego has something for everyone. Popular attractions include the San Diego Zoo, Sea World, Balboa Park, and Coronado Island. Explore San Diego's charming neighborhoods and experience its vibrant nightlife. Sightseeing tours are available to NCTM attendees and guests through NCTM's shuttle company.

We hope that after your San Diego experiences you will return to your classroom and colleagues full of new ideas and fresh perspectives that will expand your thinking about the mathematics you teach and the students whose lives you influence every day.



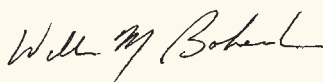
Henry S. Kepner, Jr.
*President, National Council of
Teachers of Mathematics
University of Wisconsin—
Milwaukee*



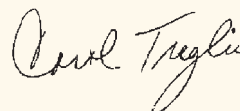
Bonnie Hagelberger
*Program Chair
Monroe Elementary School,
Retired
Plymouth, Minnesota*



William Bokesch
*Local Arrangements
Committee Cochair
San Diego, California*



Carol Treglio
*Local Arrangements
Committee Cochair
San Diego, California*



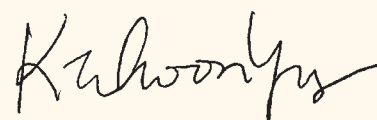
Welcome to the Council's 2010 Annual Meeting and Exposition. The NCTM staff and I are delighted that you decided to join us for this wonderful event in sunny Southern California!

The NCTM Annual Meeting is a truly awesome event not only because of its size—we have more than 12,000 students, teachers, and educators attending our conference—but also because of its scope of coverage. This year's meeting is no exception: there are more than 700 presentations to choose from, covering a wide range of topics. There are presentations on such timely topics as the national common core standards, response to intervention strategy, and NCTM's recent publication, *Focus in High School Mathematics: Reasoning*

and Sense Making. Moreover, you will discover that mathematics is everywhere, even in such unexpected places as origami, the Federalist papers, the NBA draft lottery, opera, and poetry. I am confident that you will grow professionally and have fun in the process.



Kichoon Yang
*Executive Director
National Council of Teachers of Mathematics*





Inviting to the Touch.

You're invited to experience the new TI-Nspire™ handheld with Touchpad.

Come by **TI Booth #1223** to get your hands on one and feel the difference.

Visit education.ti.com/nspire.



Program Information

THE 2010 NCTM Annual Meeting and Exposition officially begins with the Opening Session, starting at 5:30 p.m. on Wednesday, April 21, in Ballroom 20 at the San Diego Convention Center. All other presentations begin at 8:00 a.m. each day and are scheduled concurrently throughout the day on Thursday, Friday, and Saturday.

We have made every attempt to provide adequate seating for participants at the Annual Meeting and Exposition. The room capacity for each presentation is listed on all meeting room signs. For your safety and because of fire regulations, only those with seats will be allowed in meeting rooms. To comply with fire codes, it may be necessary to ask any person sitting on the floor or standing to leave the room.

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.
- As a courtesy to the speakers and your colleagues, please turn off your cell phone during all presentations.

Professional Development Focus of the Year 2009–2010

Connections: Linking Concepts and Context

This year's Focus of the Year is Connections: Linking Concepts and Context. This theme will be highlighted at the conference as the topic of Thursday's Learn↔Reflect strand, as well as in many NCTM activities throughout the year. For more information, visit www.nctm.org/focus.

Learn↔Reflect Strand


Focus one full day on the Focus of the Year topic, Connections: Linking Concepts and Context. The strand begins with a morning Kickoff session and concludes with an end-of-the-day Reflection session. In between, you choose from among a number of sessions exploring the topic, all marked with the symbol . Immerse yourself in the topic and collaborate with leaders and colleagues. Participants are asked to reflect on the following questions throughout the Learn↔Reflect strand. At the end of the strand during the Reflection session, participants engage in a discussion based on the following questions.

1. How has your understanding of mathematics connections been changed, challenged, or confirmed?
2. What role do connections play in developing students' insights about and understanding of mathematics?
3. What do you do or what will you do in your instruction to emphasize the interrelatedness of mathematical ideas?
4. How will you create classroom experiences that value and build upon the connections between mathematics and students' prior knowledge, lived experiences, and personal interests?

Learn↔Reflect sessions are open for anyone to attend throughout the day. Personalized certificates will be prepared for those attendees who attend the Kickoff session, at least one Learn↔Reflect session during the day, and the final Reflection session.


New Teacher Strand

The New Teacher strand offers sessions and gallery workshops designed to answer questions and concerns of new teachers. Presentations are grade-band-specific and include topics from management and motivation, to engaging struggling students, to a celebration of those entering and just beginning their teaching careers. Learn, network with other new teachers, and get your questions answered. Targeted to early career teachers and those working on certification. All are welcome.

Look for this symbol, , on Friday, April 23, 2010, for presentations that are part of this strand. Join the New Teacher Kickoff on Thursday at 3:00 p.m.

Visit www.nctm.org/newteacher for more information.

NCTM Committee Presentations

NCTM committee presentations are identified by the  symbol. For a list of all NCTM committees, please visit www.nctm.org.

Equity Strand

The Equity strand features presentations given by the Benjamin Banneker Association, TODOS: Mathematics for ALL, and Women and Mathematics Education. Presentations are scheduled throughout the conference.

Mathematical Association Presidents' Series

The Presidents' Series is a feature of the NCTM Annual Meeting program that highlights connections among the mathematical community at different levels. Presentations are scheduled throughout the conference.

Come, Connect, Communicate

Join your colleagues in informational discussions about the latest trends in education. Held on Friday, these small-group discussions will be led by a facilitator and provide attendees with a place to focus on important issues in the education world.

Supporting Math and Science Education

When does $X+Y(Z) = \text{future CEO?}$
When MathMovesU®.



Raytheon believes when students are engaged and inspired by math and science, anything is possible. That's why we created the MathMovesU® national initiative. It takes math and science to fun, exciting and innovative places:

like having kids engineer their own thrills through a new Raytheon experience at INNOVENTIONS at Epcot® at the Walt Disney World® Resort; compete with peers in the Raytheon MATHCOUNTS® National Competition; use math to talk football with the New England Patriots; or explore a range of interactive activities on www.mathmovesu.com. It's all part of our mission to inspire today's students to be tomorrow's leaders.

Visit us at Booth 1053 to learn more and enter to win a \$250 gift card.

www.MathMovesU.com

Raytheon

Customer Success Is Our Mission

© 2010 Raytheon Company. All rights reserved.
"Customer Success Is Our Mission" is a registered trademark of Raytheon Company.
MathMovesU is a registered trademark of Raytheon Company.
MATHCOUNTS is a registered trademark of the MATHCOUNTS Foundation.

Program Information

New Member and First Timers' Orientation

New to NCTM or a first-time attendee? Hear about maximizing your NCTM member experience and get takeaways full of classroom-ready activities with the New Member and First Timers' Orientation. Plus, the sessions will discuss the format of the conference and help attendees make the most of their experience. Our attendees are representative of the United States, Canada, and numerous international locations.

Wednesday	Thursday
Session #1	Session #3
4:00 p.m.–4:30 p.m.	7:15 a.m.–7:45 a.m.
Room 6 A (Convention Center)	Room 6 A (Convention Center)

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.

Session (60 minutes)	Rooms are set theatre style and vary in size.
Research Session (60 minutes)	Rooms are set theatre style and vary in size. Research sessions emphasize the connection between research and practice.
Gallery Workshop (90 minutes)	Rooms are set with round tables for hands-on work and additional seating around the perimeter of the room. The gallery participants will receive the print material and observe the workshop in a fashion similar to a classroom observer.
Exhibitor Workshop (60 minutes)	Rooms are set theatre style for 100 people. Exhibitors showcase their products and services away from the exhibit hall. Look for the symbol ew 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—preschool and prekindergarten through grade 2

Grades 3–5—grades 3 through 5

Grades 6–8—grades 6 through 8

Grades 9–12—grades 9 through 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—applicable to all grades and audiences

On-Site *Daily News*

Start each morning with the NCTM *Daily News*, which will include late-breaking news about the 2010 NCTM Annual Meeting and Exposition. Program or speaker changes and cancellations will be listed as well. The *Daily News* will be distributed in the lobby of the San Diego Convention Center and available in the Manchester Grand Hyatt San Diego and the San Diego Marriott Hotel and Marina.

Tips for a Rewarding Annual Meeting and Exposition

- Become familiar with the layout of the San Diego Convention Center, Manchester Grand Hyatt San Diego, and San Diego Marriott Hotel and Marina by reviewing the floor plans on pages 168–71.
- Visit the NCTM Bookstore and save 25 percent on all NCTM resources.
- Stop by the Information Booth for information on the local San Diego, California, area.
- If attending the conference with colleagues, attend different presentations and share your learned knowledge after the conference.
- Wear comfortable shoes and clothes, and dress in layers.
- Turn off cell phones and pagers during presentations.
- Visit the Exhibit Hall, where more than 200 exhibitors will share the latest educational products.
- The more you participate in the presentations, the more you will get out of the conference.
- Help us continually improve the Annual Meeting and Exposition by filling out the post-conference survey, sent via email in late April.
- Be safe! Remove your name badge when you leave the conference facilities at the end of the day.

Everyone's favorite puzzle is now your students' favorite MATH LESSON

ACT NOW! CONFERENCE SPECIAL

ends June 1, 2010.



Enhance learning in grades 3-12 with
the Rubik's Cube Math Education Kit.
Makes learning Math more fun!

Lessons in **GEOMETRY**,
ALGEBRA and **GENERAL MATH**
9 lessons aligned to National and State
Math Standards

Each kit
only **\$33.33***
a **\$150** value!

*when purchasing 3 kits

Math Education Kit contains
everything educators
need to use the Rubik's
Cube as a Math Manipulative

- 12 Rubik's Cubes
- 1 Instructional DVD
- 1 CD with 12 Diverse
Math Lessons and Activities
- 1 Teaching Tips
- 12 Solution Guides
- 2 Sign Out Sheets
- 2 Posters
- 2 Certificates
- 4 Stickers

Learn more at

www.YouCanDoTheCube.com

- Online community • Teacher experiences with program • Free downloads
- List of schools currently using the Math Education Kit

Student Benefits

- Promotes 21st Century Skills including problem solving, critical thinking, perseverance and encourages logical thinking
- Helps to visualize Math concepts

When ordering online
use code **NCTMSD4**

© 2010 Seven Towns Limited

Rubik's® is a registered trademark of Seven Towns, Ltd. London, England

Learn More at our workshop on Friday, April 23
4:00 p.m. – 5:00 p.m., Room 1A in the Convention Center

Booth #1847

NCTM Members

Have Access to All These Great Resources!

Looking for lessons, activities, resources, and teaching tips? NCTM has you covered. We've got all of this and more in one location and set up by grade band to help make it easier. Check us out today!

www.nctm.org/resources

Access your NCTM journal online (including searchable archives of 1,000 articles). View *ON-Math*, our interactive online journal; new publications; and more.

www.nctm.org/publications

Full Member-only online access to the *NCTM Principles & Standards for School Mathematics*.

www.nctm.org/standards

Invest in You! NCTM's professional development resources provide you with the opportunity to focus on improving your skills. Let us help you expand your knowledge base with e-Workshops, conferences, meetings, and more.

www.nctm.org/profdev



These are just a few of the many resources available to you that are included with your membership. Check us out to see how we can help you; visit www.nctm.org/membership.

Need help with your membership or have questions? Contact us by phone (800) 235-7566 or by e-mail nctm@nctm.org.



Every day you shape futures.
You can count on us to help.

www.keypress.com • Visit us at booth #1041





WARNING: YOUR STUDENTS MAY DEVELOP
A SUDDEN, INCURABLE INTEREST IN MATHEMATICS.

THE GEOMETER'S
SKETCHPAD  + **SKETCHPAD**
LessonLink  = Dynamic Learning

www.keypress.com/gsp • Visit us at booth #1041

WEDNESDAY PLANNER

Plan your conference activities here.

5:00	
5:30	
6:00	
6:30	
7:00	

HIGHLIGHTS

- Opening Session (Presentation 2): Change Is Good When Your Attitude Is Great!

Registration Hours

8:00 a.m.–7:00 p.m.

Bookstore and

Member Showcase Hours

10:00 a.m.–7:00 p.m.

Fire Codes

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 conform to fire codes, it will be necessary to ask persons sitting on the floor or standing to leave the room.



NCTM Regional Caucuses

Regional Caucuses for Delegates and Alternates

Caucus	Location	Presiders
Canadian Caucus 2:00 p.m.—4:00 p.m.	17 B (Convention Center)	Rita Janes, Educational Solutions, St. John's, Newfoundland
Central Caucus 2:00 p.m.—4:00 p.m.	16 B (Convention Center)	Bethany Noblitt, Northern Kentucky University, Highland Heights, Kentucky Tom Muchlinski, Retired, Plymouth, Minnesota
Eastern Caucus 2:00 p.m.—4:00 p.m.	16 A (Convention Center)	Maria Diamantis, Southern Connecticut State University, New Haven, Connecticut Neil Cooperman, Millburn High School, Millburn, New Jersey
Southern Caucus 2:00 p.m.—4:00 p.m.	14 A/B (Convention Center)	Desha L. Williams, Kennesaw State University, Kennesaw, Georgia Vanessa Cleaver, Little Rock School District, Little Rock, Arkansas
Western Caucus 2:00 p.m.—4:00 p.m.	15 A/B (Convention Center)	David Brancamp, Nevada Department of Education, Carson City, Nevada Sandy Christie, Puget Sound Educational Service District, Renton, Washington
Affiliates-at-Large Caucus 2:00 p.m.—4:00 p.m.	17 A (Convention Center)	Vena Long, University of Tennessee, Knoxville, Tennessee

Visit us at booth #523 for your free gift!





New
Middle
Grades
Math

Focusing on a coherent approach for the 21st century, *Math Innovations* engages students in a rich understanding of mathematics.

Stop by our booth and see how *Math Innovations* focuses on your students' success!

From the same publisher as: *We Discover Math*, *Project M³*, *Math Trailblazers*, and *SIMMS Integrated Mathematics*.








Kendall Hunt

publishing company

Go to: www.kendallhunt.com/mathinnovations to download your free digital sample

1

New Member and First Timers' Orientation**(General Interest) Session**

New to NCTM? Join members of the NCTM Board 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. First-time attendees, learn how to make the most of your time at the conference.

National Council of Teachers of Mathematics Board of Directors

National Council of Teachers of Mathematics, Reston, Virginia

6 A (Convention Center)

2

**Change Is Good When Your Attitude Is Great!****Opening Session****Remarks by NCTM President Henry S. Kepner, Jr.**

Change happens! Life happens! Change is essential to any growth process, yet nobody wants to change. Progress necessitates change, and change is the key to progress.

Jolley will share his "VDAD" (Vision, Decision, Action, Desire) formula for embracing change. You will view change as an ally, believing that change is good!

Willie Jolley is truly a renaissance man—an award winning speaker, singer, author, and national columnist, all in one. In 1999 he was named "One of the Outstanding Five Speakers in the World" by Toastmasters International. He is the author of two international best selling books, *It Only Takes a Minute to Change Your Life!* and *A Setback Is a Setup for a Comeback*, and coauthor of several more. He is host of the radio show, *The Willie Jolley Weekend Show* on XM Radio.

Willie Jolley

Willie Jolley Productions, Inc., Washington, D.C.

Ballroom 20 (Convention Center)



ORIGO

get plugged in for FREE*

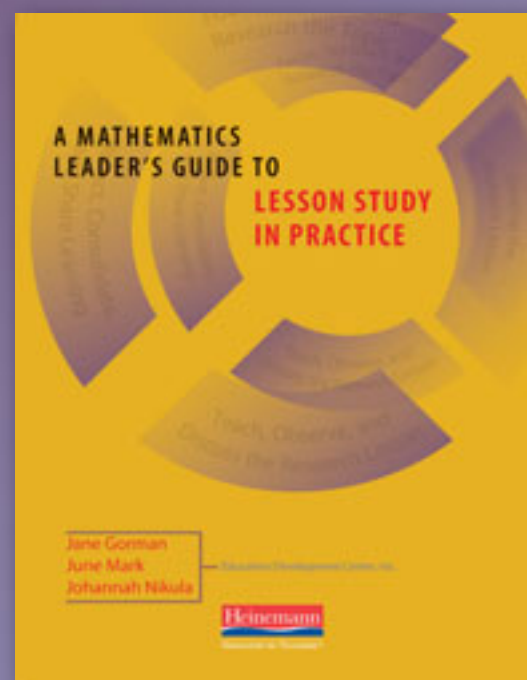
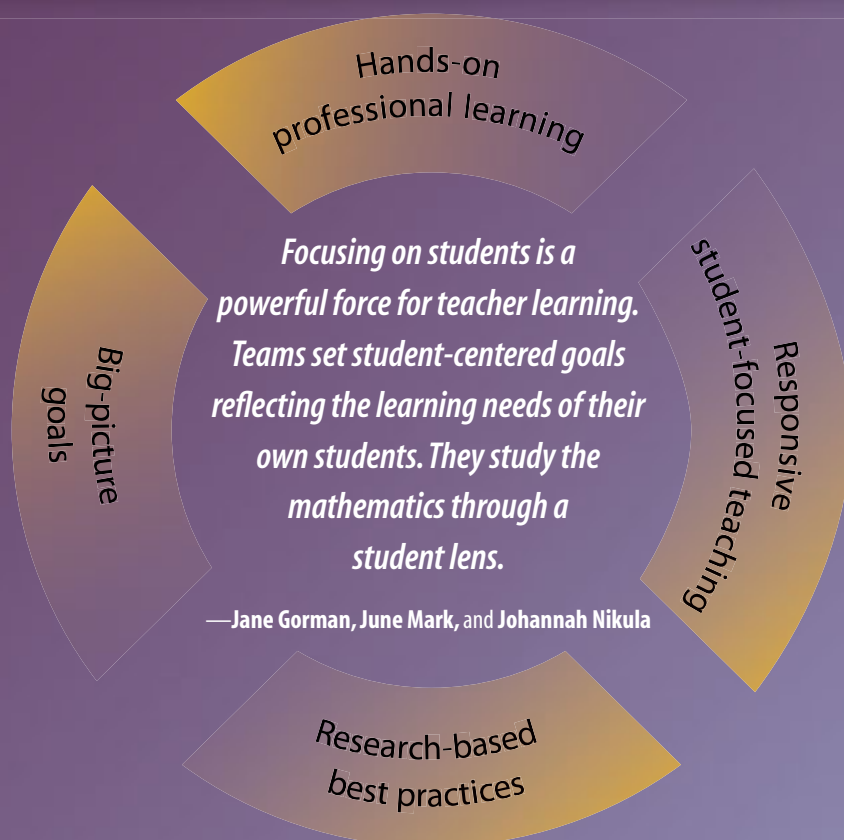


* Visit ORIGO Education at Booth 329-432 and quote code NCTM-432 for six months free subscription to *Fundamentals Game Boards*. Alternatively, go to www.origoeducation.com/nctm-offer.

ORIGO
EDUCATION

www.origoeducation.com

A MATHEMATICS LEADER'S GUIDE TO LESSON STUDY IN PRACTICE



A Mathematics Leader's Guide to Lesson Study in Practice, Gr 6–12
978-0-325-02799-9 / 2010 / 248 pp / **\$25.00**

Across the world lesson study gives teachers immediate classroom-based feedback that helps them evaluate and improve their instructional effectiveness. They develop a method for ongoing learning about mathematics and the craft of teaching.

In *A Mathematics Leader's Guide to Lesson Study in Practice*, Jane Gorman, June Mark, and Johannah Nikula share the best practices they've learned in leading lesson study teams, training lesson study coaches, and launching lesson study programs in schools. Taking teams beyond understanding how to get started, the guide provides a resource for leaders and teams to use across many lesson study cycles to continually deepen lesson study practices.

Visit **Heinemann.com**
for samples of video and sessions.



ALSO AVAILABLE

Lesson Study in Practice: A Mathematics Staff Development Course offers a structured introduction to lesson study in a learn-by-doing format. Includes 10 ready-to-go PD sessions and a DVD-ROM with classroom case-study videos and more.

Gr 6–12 / 978-0-325-02800-2 / 2010 / Binder + DVD-ROM + book / **\$195.00**

Save 30% at **Heinemann Booth #2032**

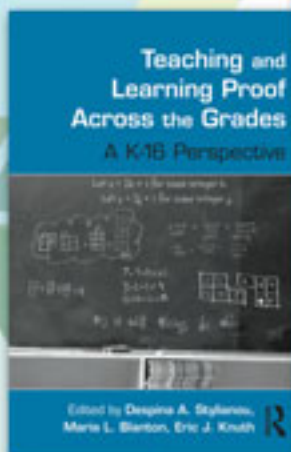
Heinemann
DEDICATED TO TEACHERS

THURSDAY

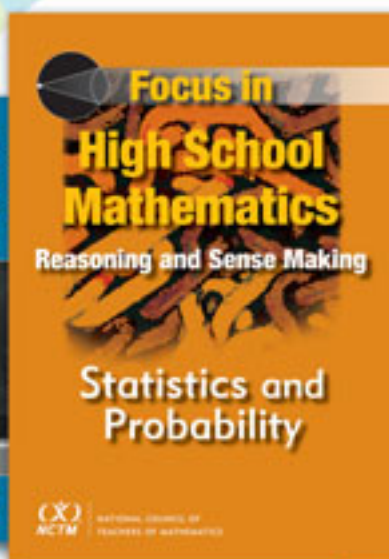
NEW BOOKS from NCTM

Shop online where you can view tables of contents and sample pages! For more information or to place an order, visit www.nctm.org/catalog or call (800) 235-7566.

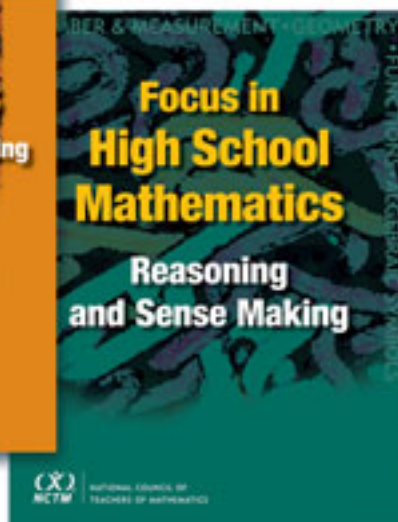
THURSDAY



Teaching and Learning Proof Across the Grades
Stock #: 13356
List Price: \$125.00
Member Price: \$100.00
Conference Price: \$93.75



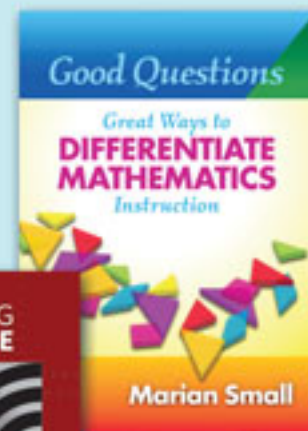
Focus in High School Mathematics: Statistics and Probability
Stock #: 13526
List Price: \$28.95
Member Price: \$23.16
Conference Price: \$21.71



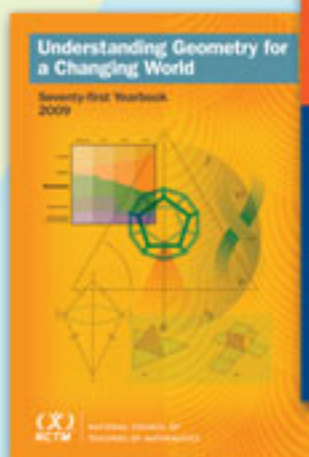
Focus in High School Mathematics: Reasoning and Sense Making
Stock #: 13494
List Price: \$34.95
Member Price: \$27.96
Conference Price: \$26.21



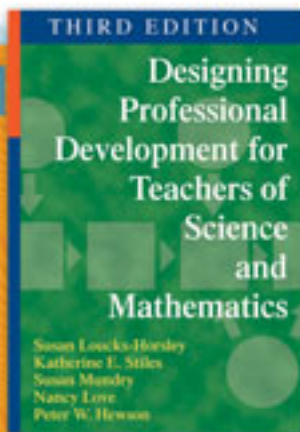
Promoting Purposeful Discourse
Stock #: 13484
List Price: \$35.95
Member Price: \$28.76
Conference Price: \$26.96



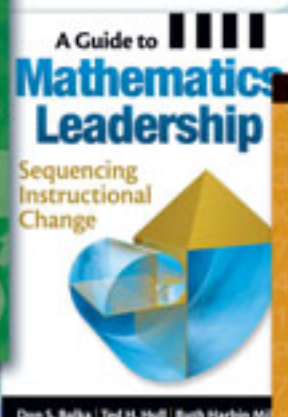
Good Questions: Great Ways to Differentiate Mathematics Instruction
Stock #: 13513
List Price: \$29.95
Member Price: \$23.96
Conference Price: \$22.46



Understanding Geometry for a Changing World: 71st Yearbook
Stock #: 13466
List Price: \$52.95
Member Price: \$42.36
Conference Price: \$39.71



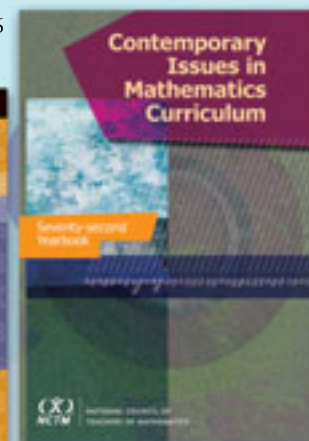
Designing Professional Development for Teachers of Science and Mathematics, 3rd Edition
Stock #: 13761
List Price: \$39.95
Member Price: \$31.96
Conference Price: \$29.96



A Guide to Mathematics Leadership
Stock #: 13762
List Price: \$28.95
Member Price: \$23.16
Conference Price: \$21.71



Focus in Grades Pre-K-2
Stock #: 13486
List Price: \$34.95
Member Price: \$27.96
Conference Price: \$26.21



Mathematics Curriculum: 72nd Yearbook
Stock #: 13591
List Price: \$TK
Member Price: \$TK
Conference Price: \$TK

All conference attendees will receive a special conference discount of **25% off** the NCTM list price on all purchases made in the Bookstore.* Visit the NCTM Bookstore in the Exhibit Hall!

Store hours: Wednesday 10 a.m.–7 p.m. • Thursday 7 a.m.–5:30 p.m.
Friday 7:30 a.m.–5:30 p.m. • Saturday 8:30 a.m.–12 p.m.

THURSDAY PLANNER

Plan your conference activities here.

8:00	
8:30	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
Noon	
12:30	
1:00	
1:30	
2:00	
2:30	
3:00	
3:30	
4:00	
4:30	
5:00	

 **Learn↔Reflect Strand**

 **Exhibitor Workshop**

 **New Teacher Strand**

 **NCTM Committee Presentation**

HIGHLIGHTS

- 61st Annual Delegate Assembly (Presentation 4)
- Learn↔Reflect Kickoff (Presentation 69)
- New Teacher Workshop and Kickoff (Presentation 302.1)
- Learn↔Reflect Reflection Session (Presentation 307)
- NCTM President's Address (Presentation 340)

Registration Hours

7:00 a.m.–4:00 p.m.

Exhibits and Cyber Café Hours

8:30 a.m.–5:00 p.m.

Bookstore and Member Showcase Hours

7:00 a.m.–5:30 p.m.

Fire Codes

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 conform to fire codes, it will be necessary to ask persons sitting on the floor or standing to leave the room.

7:15 a.m.–7:45 a.m.

3

New Member and First Timers' Orientation (General Interest) Session

New to NCTM? Join members of the NCTM Board 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. First-time attendees, learn how to make the most of your time at the conference.

National Council of Teachers of Mathematics Board of Directors

National Council of Teachers of Mathematics,
Reston, Virginia

6 A (Convention Center)

7:30 a.m.–9:00 a.m.

4

61st Annual Delegate Assembly (General Interest) Session

This session is a forum for delegates and designated leaders of NCTM Affiliates to make recommendations to the NCTM Board of Directors concerning activities and policies of NCTM and mathematics education.

Affiliate Services Committee

National Council of Teachers of Mathematics,
Reston, Virginia

6 B (Convention Center)

8:00 a.m.–9:00 a.m.

5

The Teacher Development Continuum in China

(General Interest) Session

Mathematics teachers in China progress through a sequence of levels with increasing mentoring and curriculum responsibilities. This session will describe how this system works in China, on the basis of findings of the August 2009 conference for Chinese and American mathematics educators sponsored by the U.S. National Commission on Math Instruction.

Joseph G. Rosenstein

Rutgers University, New Brunswick, New Jersey

Ann Lawrence

Consultant, Washington, D.C.

Rick Scott

New Mexico Department of Higher Education, Santa Fe

7 B (Convention Center)

6

Connecting Algebra from Grade to Grade! (General Interest) Session

Explore classic problems as algebra develops, grades K–12, in topics such as patterns, functions, and rate of change. Solve problems, view students' work demonstrating connections for concept development. Gain the insight that the structure of problems formed in early grades is the foundation for creating a connected vision of math.

Nell W. McAnelly

Louisiana State University, Baton Rouge

Elizabeth Ballroom D/E (Hyatt)

7

Promote Number Sense with Effective Games and Practices

(Pre-K–2) Session

Experience highly engaging activities and instructional strategies that promote students' greater participation and sense making. A ready-to-use handout will help you enhance mathematical reasoning and build your students' confidence. Discover repeatable, adaptable activities that work well at school and home.

Laura Lee Choate

Fallbrook Union Elementary School District, California

16 B (Convention Center)

8

Differentiation: Supporting and Challenging All Students

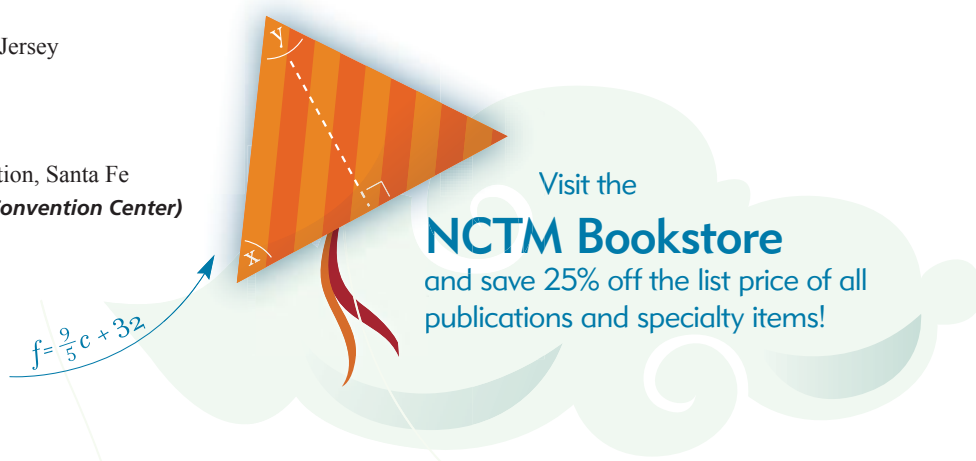
(Pre-K–2) Session

The diversity of learning needs in classrooms is growing. By adapting classroom practices that address this growing diversity, teachers can increase the likelihood that curricular outcomes will be met. Come explore how to transform tasks to allow access and success for all students.

Amy Cliffe Mayfield

Math Solutions, Sausalito, California

5 B (Convention Center)



9

Supporting Teachers at Crucial Junctures (Pre-K–2, 9–12, Higher Education, Preservice and In-Service) Session

This session will discuss the nature of three graduate-level mathematics education programs that are designed to support teachers at crucial junctures in the mathematics education continuum. Our focuses will be on programs for grades K–3 mathematics specialists, Algebra 1 teachers, and newly certified secondary school mathematics teachers.

Ira Papick

University of Nebraska—Lincoln

Jim Lewis

University of Nebraska—Lincoln

Molly A/B (Hyatt)

10

Grades Pre-K-2 Math: It's Mostly about the Numbers

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

Current recommendations focus on helping students build an understanding of number and number relationships. This begins with helping students build an intuitive feel for number meaning through explorations and experiences. This session will provide teachers with concrete ideas to take back to their own classrooms.

Carol Inzerillo

Kendall Hunt Publishing Company, Dubuque, Iowa

2 (Convention Center)

11

Flips, Turns, and Slides: Sorry, This Is Not Dance Class

(Pre-K–5) Session

This presentation will give you classroom resources to help your students develop the spatial visualization skills needed to recognize and perform geometric transformation (flips, turns, and slides). Each participant will create their own “Flips, Turns, and Slides” book.

Belinda Phillips Robertson

Arkansas Center for Mathematics and Science Education,
University of Central Arkansas, Conway

10 (Convention Center)

12

I've Assessed: Now What? New Insights into Data-Guided Instructional Planning (Pre-K–5) Session

IES-funded research examining three years of longitudinal assessment data reveals patterns in students' learning that apply to classroom instruction. Learn about these new patterns and their relevance to your students and instruction. Actual profiles and lesson plans will be shared, as well as guidance on effective classroom implementation.

Herbert P. Ginsburg

Teachers College, Columbia University, New York, New York

Doug Moore

Wireless Generation, Brooklyn, New York

Douglas Pavilion D (Hyatt)

13

Math Is a Life Skill: Presenting Mathematical Concepts in Contexts That Students Understand

(Pre-K–5) Session

Stories that present mathematical concepts within the context of a kid's-world setting help students to understand that math isn't just a school skill: it's a life skill. Visual models help students to understand difficult concepts, make connections to other areas of learning, and build their mathematical comprehension.

Stuart J. Murphy

MathStart Series, Boston, Massachusetts

20 D (Convention Center)

14

Keeping Up, Not Catching Up: Differentiating Instruction without Differentiating Children

(Pre-K–5) Session

For strugglers, timing matters. A little help before a lesson gives a child two chances to learn—the help session, and then the lesson for which the child is more ready. It saves time, doesn't hold the class back, and helps strugglers get the real lesson, not watered down, so they can rejoin the mainstream rather than falling further behind.

Shannon Sauder

Cunniff Elementary School, Watertown, Massachusetts

E. Paul Goldenberg

Education Development Center, Newton, Massachusetts

Elizabeth Ballroom H (Hyatt)

T

H

U

R

S

D

A

Y

15**Investigating the Steps of Statistical Problem Solving in the Elementary Grades****(3–5) Session**

This session will present classroom-ready activities that involve the process of statistical problem solving. We will examine this process, which involves more than collecting data and making graphs but includes formulating good statistical questions and interpreting the results.

Patrick Hopfensperger

University of Wisconsin—Milwaukee

*4 (Convention Center)***16****Making Sense of Multiplication and Division: Activities, Games, and More!****(3–5) Session**

Avoid multiplication mayhem and division disaster! From meanings to basic facts to computational procedures, the speakers will use hands-on concrete, pictorial, and symbolic activities. Games and writing activities will show how to develop skills meaningfully. Have marvelous multiplication and dazzling division!

Janet H. Caldwell

Rowan University, Glassboro, New Jersey

*Manchester Ballroom D (Hyatt)***17****Hop into Mathematics and Science Connections****(3–5) Session**

Experience inquiry-based projects exploring mathematics content (data collection, geometry concepts, measurement, and graphing) and science content (ecosystems, habitats, adaptations, food chains, and structure and function).

Betty Stephens

Northern Kentucky University Center for Integrative Natural Science and Mathematics, Highland Heights

*Salon 4 (Marriott)***18****Teachers' Stories in Action: Ways to Improve Teachers' Geometry Knowledge****(3–5, Preservice and In-Service) Research Session**

This presentation will demonstrate how to conduct narrative analysis, a qualitative method. Teachers will investigate their knowledge and how to design activities for teachers by using results. This study incorporated the research results with an analysis that used students' work in a set of geometry activities to improve teachers' knowledge.

Fatma Aslan Tutak

Bogazici University, Istanbul, Turkey

*Gregory A/B (Hyatt)***19****It Starts with a Cube****(3–8) Session**

A cube is the starting point for many rich problems involving even more math concepts. Work your way through factors, combinatorics, volume, surface area, networks, and more by solving Math Olympiad problems. A dozen of these cube problems provide a fresh approach to these topics. More than 50 additional Math Olympiad problems will be distributed.

Dennis Mulhearn

Math Olympiads, Bellmore, New York

*Manchester 1/2 (Marriott)***20****Linking Concepts, Context, and Problem Solving through Singapore Math Model Drawing****(3–8) Session**

Learn how special education students improved their ability to understand and visualize word problems, resulting in improved test performance and more confident students. The presenter will share the model-drawing steps and problems that connect to the real world and reinforce skills and concepts, as well as examples of students' work.

Patty E. Smith

Educational Resources Group, Inc., Charleston, South Carolina

*15 B (Convention Center)***21****Teaching through Problem Solving to Develop Concepts in the Context****(3–8, Preservice and In-Service) Session**

Teaching through problem solving has been a major focus in mathematics education because it helps students develop concepts in context so that they can see connections. Japanese textbooks use contextualized problems to introduce new concepts to students. This session will discuss how you can use problem solving in everyday teaching.

Akihiko Takahashi

DePaul University, Chicago, Illinois

6 F (Convention Center)

The NCTM Membership Showcase has activities, lessons, sample journals, and more. Stop by!



22

Using Misconceptions and Students' Thinking to Deepen Teachers' Mathematics Knowledge

(3–8, Preservice and In-Service) Session

Explore activities intended to develop teachers' knowledge of content and students. Grades 3–8 topics from fractions, algebra, and geometry will situate three types of activities—analyzing students' work, discussing one's own misconceptions, and engaging with research on students' thinking.

Mary Lou Metz

Indiana University of Pennsylvania

Amy F. Hillen

Kennesaw State University, Georgia

Elizabeth Hughes

University of Northern Iowa, Cedar Falls

Manchester Ballroom B (Hyatt)

23

Journey through the Core

(3–12) Session

One of the goals of the team writing the common core standards was to capture the coherence of mathematics. The team identified unifying principles that tie together the disparate topics in school mathematics. The speaker will describe these principles and illustrate with examples how they can provide coherence to the curriculum.

William McCallum

University of Arizona, Tucson

6 E (Convention Center)

24

Making Sense of Multiplication with Fractions: The Role of Context

(6–8) Session

Field-tested, carefully crafted problems that use the context of designing urban playgrounds will be examined, in order 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 D. Tarlow

City University of New York—City College

Marina G (Marriott)

25

Wikis in the Math Classroom

(6–12) Session

Increase classroom communication and collaboration. Create a classroom resource. Discover how wikis can be used in the math classroom. Receive how-to information including lesson ideas, lesson plans, technology tips, and related Web site information.

Jennie L. Gibson

Idaho Virtual Academy, Jerome

Edward A/B/C/D (Hyatt)

26

SMART™ Games That Engage

(6–12) Session

Experience exciting, new interactive algebra games using SMART technology that will reinforce your lessons in a fun way. These engaging games can be customized to any grade level. CDs will be given out with the templates already created, waiting for your personal editing. Be prepared to interact, learn, and have fun, just like your students.

Karen Lee Compere

Trinity Christian Academy, Addison, Texas

Judy Lins

Trinity Christian Academy, Addison, Texas

Elizabeth Ballroom A (Hyatt)

27

Myth Busters: Engaging Students in Data Representation

(6–12) Session

Imagine your students creating their own *Myth Busters* episodes! In this session you will experience the power of giving students choices, integrating technology, and applying data analysis to bring math and science full circle. See several student-made projects and receive lesson plans and rubrics.

Amber Muscarello

Sartartia Middle School, Sugar Land, Texas

Anna Lauryn Davila

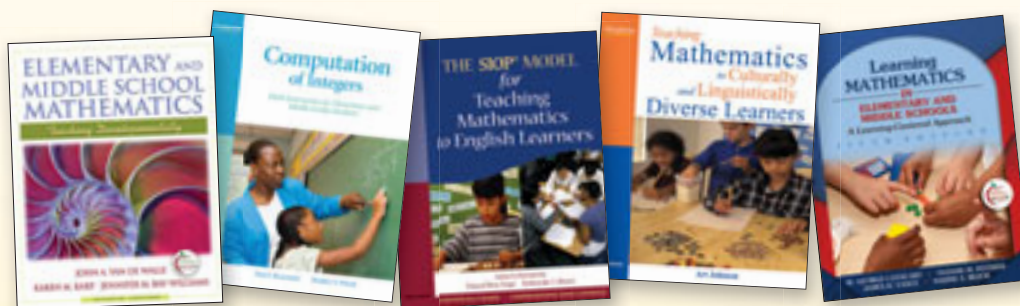
Sartartia Middle School, Sugar Land, Texas

Salon 1/2 (Marriott)

T
H
U
R
S
D
A
Y

Build Mathematics Instructional Capacity with Help *from* Pearson

Learn the Latest Methodology and Teaching Strategies



Provide Targeted Improvement in Algebra and Intervention Teaching Strategies

MATHEMATICS INTERVENTION *Institutes & Services*

ALGEBRA ACHIEVEMENT *Institutes & Services*

Mathematics Institutes are designed to help educators and administrators working in kindergarten to tenth grade. Over two-and-a-half days, participants will learn proven strategies, techniques, and practices to effectively help every student understand and thrive in mathematics and algebra. Workshops include K-8 Intervention, Foundations of Algebra (K-8), and Rethinking Algebra (6-10).

Build Instructional Capacity in Your District

When your district is ready to take the next step to improve math instruction, advance student achievement, and build capacity, Pearson's **on-site math training programs** are the solution. Our training supports any curriculum currently in use, including Pearson's research-based programs, and is tailored to your district's specific needs to help you get results that matter.



Join us in **BOOTH #1023** to
check out our newest offerings!

PEARSON
www.PearsonPD.com

28**Lines of Best Fit: Fact and Fiction?****(6–12) Session**

It's easy to push the LinReg button, but how and why does a line of best fit really work? What does "regression" mean? How is that related to correlation? And what common misunderstanding appears frequently in textbooks and on tests?

David Bock

Ithaca High School, New York

11 B (Convention Center)**29****Patty Paper Geometry on the Go!****(6–12) Session**

Start easy and go far folding your way to sophisticated geometric reasoning you and your students will find irresistible! Explore how patty paper activities can motivate students to talk about geometry, use and increase their mathematical vocabulary, discover and retain important geometric ideas, and persist in wrestling with challenging problems.

Jenny K. Tsankova

Roger Williams University, Bristol, Rhode Island

Polina Dina Sabinin

Boston University, Massachusetts

6 A (Convention Center)**30****Strengthening Connections among Representations of Algebraic Functions****(6–12) Session**

Connecting the symbolic, verbal, tabular, and graphical representations of algebraic functions will help students improve their depth of understanding and fluency. Shared strategies will emphasize these connections and foster an environment that encourages students' conjectures when studying linear, nonlinear, and piecewise functions.

Elizabeth Kim McClain

University of Kansas, Lawrence

Susan Gay

University of Kansas, Lawrence

Manchester Ballroom H (Hyatt)**31****Connecting Algebraic Ideas in Middle and High School Mathematics****(6–12) Session**

What does it mean for a student to have a coherent experience of algebra in middle and high school? Participants in this hands-on session will trace core algebraic ideas from middle school through high school mathematics using two NSF curricula, Connected Mathematics Project 2 and the high school CME Project, both published by Pearson.

Sarah Sword

Education Development Center, Inc., Newton, Massachusetts

Bowen Kerins

Education Development Center, Inc., Newton, Massachusetts

Salon 3 (Marriott)**32****Teaching for Understanding and Its Impact on Learning in Algebra****(6–12, Higher Education) Session**

The speakers will discuss a student-friendly framework designed to develop habits of mind (predicting, applying, representing, justifying, comparing) that help students learn algebra with understanding. They will share data from a project that evaluates the use of this framework. Participants will leave with tasks and rubrics used.

Jon Hasenbank

University of Wisconsin—La Crosse

Jennifer Kosiak

University of Wisconsin—La Crosse

6 C (Convention Center)**33****Making Mathematics "Real"**
(6–12, Higher Education) Session

A critical-thinking approach encouraging the development of mathematical intuition and student interaction (while discouraging blind reliance on algorithms) is described. Concrete examples come from experiences in the ultimate

test-bed of linking mathematical concepts and context: beginning calculus classes with 200-plus students.

Donald Saari is a mathematician interested in dynamic systems with emphases ranging from the evolution of the universe and chaotic price dynamics to voting theory and the evolution of social norms. He directs a research institute in California that emphasizes the math of the social and behavioral sciences. His interest in teaching challenged him to find a way to teach math so that students in a class of more than 200 could outperform those in smaller classes.

Donald Saari

Institute for Math Behavioral Sciences, University of California—Irvine

20 A/B/C (Convention Center)

34**Making Dynamic Connections between Algebra and Geometry****(9–12) Session**

Assist students in connecting applications, linear equations and coordinate geometry using geometry software. The presentation will make use of Geogebra, a free program. Applications of interest to high school students will be examined and lesson outlines will be provided so that you can use the materials or modify them to fit your needs.

Amy B. Bell

A. C. Flora High School, Columbia, South Carolina

*17 B (Convention Center)***35****Why Does a Soccer Ball Have 12 Pentagons?****(9–12) Session**

We spend most of our geometry classes on 2-D figures, but we live in a 3-D world! Improve students' ability to think in 3-D by studying Euler's formula and some extensions for regular and semiregular polyhedra using manipulatives, photos of real-life models, and software. See how a soccer ball is manufactured and why it has exactly 12 pentagons.

Laurie Bass

Ethical Culture Fieldston School, Bronx, New York

*Douglas Pavilion B (Hyatt)***36****The Equivalence of Coffee Cups and Doughnuts****(9–12) Session**

This session will explore some elements of topology, mathematics often only for advanced undergraduates that is accessible to talented students before calculus. Investigate geometric properties from a first proof course such as sets, functions, or knot theory, and receive both a proof-based and a hands-on introduction to topology.

Joshu Fisher

Johns Hopkins University—Center for Talented Youth, Baltimore, Maryland

*14 B (Convention Center)***37****Sliding through Calculus: Using Sliders and Animations to See Patterns and Change****(9–12, Higher Education) Session**

Computer animations help students visualize concepts, patterns, and change in calculus. The speaker will compare several software programs, show examples, and discuss possibilities for using animations effectively in the classroom with students.

Ruth Dover

Illinois Mathematics and Science Academy, Aurora

*San Diego Ballroom B (Marriott)***38****Connecting Simple Physical Phenomena to Fundamental Concepts of Calculus****(9–12, Higher Education, Preservice and In-Service) Session**

This session will show how familiar phenomena can be used to explore concepts in calculus. Data streaming collects and displays data at high rates in real time. The data is used to develop a mathematical model. The model leads to mathematical discourse on concepts. A computer algebra system will lift the discourse further to pure mathematics.

G. T. Springer

Hewlett-Packard Company, San Diego, California

*Manchester Ballroom C (Hyatt)***39****Math Phobic? Answers to Real Problems****(Higher Education) Session**

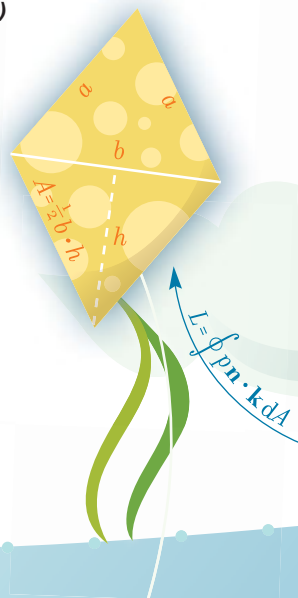
This presentation will give strategies to help identify math-phobic students and, more important, strategies that college professors can use to help reduce math anxiety. Come prepared to start reducing and eliminating math phobia!

Amelia Ann Allen

Monmouth University, Long Branch, New Jersey

Harvey Allen

Monmouth University, Long Branch, New Jersey

Elizabeth Ballroom C (Hyatt)

**Participate in the
Learn↔Reflect Strand
on Thursday!**

8:00 a.m.–9:00 a.m.

40

Brain-Based Strategies to Promote Learning Mathematics for All Students

(Preservice and In-Service) Session

How is a child's perception of a concept determined by the child's experiences? How do students "experience" concepts of number or algebra? How is learning mathematics anchored through visual and concrete manipulatives? This session will address brain-based strategies to help all students actively participate in learning mathematics.

Candace Yamagata

EC Educational Consulting, Orem, Utah

Yvonne Randall

Touro University Nevada, Henderson

Helen McAnany

Fertitta Middle School, Las Vegas, Nevada

6 D (Convention Center)

8:30 a.m.–9:30 a.m.

ew 41

Math Out of the Box®—a Numbers Game!

(General Interest) Exhibitor Workshop

Discover patterns in the world around us through addition, subtraction, multiplication, division, fractions, decimals, and probability in Math Out of the Box, an inquiry-based curriculum developed at Clemson University.

Carolina Biological Supply Company

Carolina Biological Supply Company, Burlington, North Carolina

1 B (Convention Center)

ew 41.1

Aim for Algebra: Not Business As Usual

(General Interest) Exhibitor Workshop

Learn about an engaging algebra intervention program that helps students overcome common barriers to success in algebra. Aim for Algebra is a conceptually-based, standards-aligned supplementary program organized in a modular format allowing for easy implementation, flexible programming, and individualized student placement.

Mardi Gale

It's About Time, Armonk, New York

Torrey (Marriott)

ew 42

Response to Intervention - Mathematics

(K–6) Exhibitor Workshop

From universal screening and progress monitoring to intensive intervention, learn about different solutions for providing intervention around mathematics in your classroom.

Pearson

Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

8:30 a.m.–10:00 a.m.

43

Composing and Decomposing Numbers: An Important Prerequisite Math Skill

(Pre-K–2) Gallery Workshop

Research suggests that between the ages of 9 and 12, the brain matures enough to take things apart and put them together in new ways. Yet many states expect second graders to add and subtract "whether or not regrouping is necessary." How can we provide early mathematical experiences to help support this expectation?

Dinah Lee Chancellor

D. R. Chancellor, Inc., Southlake, Texas

5 A (Convention Center)

44

Big Ideas for Little People: Important Things after Counting

(Pre-K–2) Gallery Workshop

This presentation will address four foundational big ideas about numbers that will help children be successful in mathematics. The focus will be how to develop children's understanding of these number relationships in whole-class lessons and small-group activities or centers.

Carollee Norris

Peace River North School District, Fort Saint John, British Columbia, Canada

Betsy A/B/C (Hyatt)

45

Focal Points + Manipulatives + Theme = Learning for Understanding!

(Pre-K–2) Gallery Workshop

Using ideas from NCTM's Focal Points, we will share grades pre-K–2 activities using games and manipulatives. Ideas will focus on the number and operation strand using common themes—farm, rain forest, ocean, and carnival.

Jeannie Gee

Des Moines Public Schools, Iowa

Salon 6 (Marriott)

46

Catch the Attribute Train!

(Pre-K–5) Gallery Workshop

Participants will explore how the use of SMART Board technology, attribute and pattern blocks, games, and graphic organizers can enhance children's understanding of patterns, relationships, and functions. Attendees will leave with ready-to-use activities and lessons for their classrooms.

Susan H. Davies

Fairfax County Public Schools, Springfield, Virginia

3 (Convention Center)

47**Contextual Problem Solving: It's More than a Story Problem****(Pre-K–5) Gallery Workshop**

This interactive presentation will examine the differences between story problems connected to school mathematics and contextual problems based on students' experiences. Participants will view videos of students engaged in problem solving and discuss how contextual problems encourage meaningful approaches to a solution.

Laurel Marsh

Howard County Public Schools, Columbia, Maryland

Key Sammons

Howard County Public Schools, Columbia, Maryland

*14 A (Convention Center)***48****Rhythm and Hues: Teaching with the SMART Board™ and TI-10****(Pre-K–5, Preservice and In-Service) Gallery Workshop**

Discover how the SMART Board, TI-10, music, literature, and manipulatives can build conceptual understanding and make learning mathematics fun! Hands-on activities will include unique features of the SMART Board and TI-10. Special needs will be addressed. Participants will leave with ready-to-use lessons.

Christine RudaTeachers Teaching with Technology (T³), Miami, Florida*Manchester Ballroom E/F (Hyatt)***49****Leading a Schoolwide Effort to Increase Number Sense for All!****(Pre-K–8) Gallery Workshop**

"I could teach ___, if only they had ___, or "They don't know their math facts." Math Leaders hear these comments all the time. This presentation will examine your own beliefs about number sense and how to help teachers help students become flexible with numbers. Leave with brain-compatible strategies to implement in your own schools.

Debbie Scruggs

Kokopelli Educational Consulting, Albuquerque, New Mexico

*Marina F (Marriott)***50****Children's Literature and Mathematics: Connecting and Extending****(3–5) Gallery Workshop**

Many current children's literature books provide opportunities for teachers to connect the mathematics with other areas. How do the activities fit with your lessons? How can NCTM's Curriculum Focal Points and connections be implemented using children's literature? A variety of materials will be provided.

Richard Callan

Bunker Hill Elementary School, Indianapolis, Indiana

Don S. Balka

Saint Mary's College, Notre Dame, Indiana

*Elizabeth Ballroom G (Hyatt)***51****Connecting the Student's Toybox with the Teacher's Mathematical Toolbox****(3–5) Gallery Workshop**

Can playing with bubbles or balloons help my high-stakes assessment results? Experience ways to enrich mathematical knowledge and deepen understanding using everyday toys in order to address content standards. Simple items will be used to demonstrate fun, easy-to-implement tasks that reinforce the skills necessary for students' achievement.

Jeremy J. Winters

Middle Tennessee State University, Murfreesboro

Leslie Marrie Lasater

Campus School, Middle Tennessee State University, Murfreesboro

Cindy Cliche

Campus School, Middle Tennessee State University, Murfreesboro

*Manchester Ballroom I (Hyatt)***52****Measurement Mania****(3–5) Gallery Workshop**

Are you looking for creative ways to help students master concepts in measurement? Try out these classroom ready, hands-on activities that engage and motivate students. Have you ever been in a metric lineup? Created your measurement mug? Built a weight wall? Find out how! Be part of the measurement mania!

Connie Horgan

Jerome School District, Idaho

Salon 5 (Marriott)

53

How to Love 3-D Geometry

(3–8) Gallery Workshop

Come to enrich your teaching of spatial geometry through play and games. You will build the most symmetrical solids and play with decomposition to nets to discover what solids can be built with given nets. You will find out how to represent and show with simple materials the abstract 3-D constructs such as height and diagonal.

Aniceta Skowron

Geometro, Ancaster, Ontario, Canada

11 A (Convention Center)

54

Using Origami in an Algebra Class, Meaningfully

(6–8) Gallery Workshop

Change is an essential concept in algebra. Using origami we will explore how length, area, and volume change as a function of the size of the paper that is folded. Models will be built and used with extensions beyond what we will do in this gallery workshop. Teaching algebra is not a prerequisite to benefit from this presentation.

Joseph R. Georgeson

University School of Milwaukee, Wisconsin

16 A (Convention Center)

55

Beyond M&M's and Cheerios: Making Data Collection and Analysis Fun!

(6–8) Gallery Workshop

Let's make statistics fun! Participants will actively collect and engage in a variety of hands-on data-collection activities to generate data suitable for scatterplots, trend, box-and-whiskers plots, bar graphs, histograms, and other descriptive statistics. Handouts with many other activities will be included.

Colleen Watson

James Madison University, Harrisonburg, Virginia

Douglas Pavilion C (Hyatt)



**HEWLETT
PACKARD**




A Leading Distributor of Calculators to the Education Market, Offers You
The Lowest Price Guarantee!




Calculators
Software
Classroom Solutions
Calculator Storage
And much More!

CASIO

 **TEXAS INSTRUMENTS**

Price, Selection and Service - All in One Place.
Call, Click or Fax right now for Bid and Quantity Pricing!

800-248-2224 • www.bachcompany.com • Fax: 650-494-1995

**Booth
#1348**

56**Body Parts, Livestock, and Bacteria:
Algebra Contexts for Middle Grades****(6–8, Preservice and In-Service) Gallery Workshop**

This gallery workshop will focus on explorations designed to help students develop their algebraic thinking with a variety of concepts and relationships. These explorations help students connect algebra to a variety of contexts and are useful in fostering rich discussions in the mathematics classroom.

Terry Goodman

University of Central Missouri, Warrensburg

Ann McCoy

University of Central Missouri, Warrensburg

*8 (Convention Center)***57****Making Math Come Alive by Working on
Problems of Living Mathematicians****(6–12) Gallery Workshop**

Can your students name three professional living musicians and athletes? Of course. Can they name three living professional mathematicians or any of their problems? Can you? In this gallery workshop we will explore some rich, contemporary problems that are accessible to middle school students and learn about some of the mathematicians connected to these problems.

James R. Matthews

Siena College, Loudonville, New York

*Manchester Ballroom G (Hyatt)***58****Math on the Move: Making Connections!****(6–12) Gallery Workshop**

Come prepared to move! Using lessons that helped the speaker's students make connections and be successful, participants will kinesthetically and visually explore the connections in the order of operations, integer operations, greatest common factor and lowest common multiple using prime factorization, properties of polygons, and other topics.

Julie Nurnberger-Haag

Michigan State University, East Lansing

*San Diego Ballroom A (Marriott)***59****Creating an “Algebra for All” Toolkit****(6–12) Gallery Workshop**

Do you teach algebra to English language learners, students with disabilities, or unmotivated students? If so, come “fill your toolkit” with hands-on activities, games, graphic organizers, puzzles, discovery lessons, and journaling ideas to make algebra truly accessible for *all*.

Sharon Bryant Hoffert

Chesterfield County Public Schools, Midlothian, Virginia

*15 A (Convention Center)***60****Pyramids, Cubes, and Stellated
Octahedrons: Hands-On, Geometric
Origami****(6–12) Gallery Workshop**

Learn to build various 3-D geometric figures, including the beautiful stellated octahedron, from colorful origami paper! While folding the basic building units and constructing the final “spiky-ball” structure, the speaker will address geometric concepts that arise during the process, including quadrilaterals, triangles, angles, and surface area.

Mansoor Kapasi

Los Angeles Unified School District, California

*9 (Convention Center)***61****Geometry Investigations for 2010****(6–12) Gallery Workshop**

Does every Pentomino tile the plane? What are all the Archimedean tilings? What is Pick's formula? What is origamics? Can you solve the challenging geometry constructions needed to design the stained-glass windows and tracery of gothic cathedrals? If these are new to you, come explore some unusual and very cool geometry investigations.

Michael Serra

Key Curriculum Press, Emeryville, California

*Douglas Pavilion A (Hyatt)***62****Connecting the Concrete to the Abstract
through 3-D Puzzles****(6–12) Gallery Workshop**

Three-dimensional puzzles are a powerful, engaging tool to help students conceptualize important geometric concepts. Through the use of analysis, paper folding, compasses, and computer drawing tools, participants will create nets and construct puzzles while reflecting on the powerful underlying geometric concepts.

Joyce Evelyn Frost

Finn Hill Junior High School, Kirkland, Washington

Manchester Ballroom A (Hyatt)

63**Increasing Accessibility to Algebra and Geometry for All Students****(6–12) Gallery Workshop**

Make math accessible to all students by using graphic organizers (rule-of-four links sheets, webs, splashes, sorts, matches). The presenter will model helping students build on prior knowledge and communicate what they can do using multiple representations. Participants will have access to our Web site with more than 200 organizers for grades 6–12.

Carol Hynes

Retired, Leominster Public Schools, Massachusetts

Marina E (Marriott)

64**Making Secondary School Mathematics More Visual: Using Algebra Tiles from Integers to Factoring****(6–12) Gallery Workshop**

Manipulatives in a secondary school math classroom? See how it works. Participants will use algebra tiles in a variety of situations. Operations on polynomials will be explored from factoring through completing the square. The important part is transitioning from the concrete (manipulative) to the abstract (paper and pencil).

Virginia Head

College Preparatory Mathematics, Grand Prairie, Texas

San Diego Ballroom C (Marriott)

65**It's All about the Rectangle!****(6–12, Preservice and In-Service) Gallery Workshop**

Did you know that the formulas for the areas of many plane figures are based on the rectangle? Make hands-on models of figures, such as trapezoids, circles, and regular polygons. Use models to develop formulas. Discuss how these activities can be used to differentiate instruction in diverse classrooms. Classroom-ready materials will be provided.

Teri Willard

Central Washington University, Ellensburg

Mandy McDaniel

Boise State University, Idaho

Marina D (Marriott)

66**What's New in Visualization? I Can See the Math!****(6–12, Preservice and In-Service) Gallery Workshop****Presidents' Series presentation**

Using some of the latest software and technology tools available, explore ways in which students can make discoveries that can sometimes be difficult to grasp. The speaker will focus on latest developments with Sketchpad V5. Optional: Bring a fully charged laptop for a hands-on experience.

David Kapolka

Council of Presidential Awardees in Mathematics, Alto, Michigan

Elizabeth Ballroom F (Hyatt)

67**Making Connections: There Really Is a Use for Why We Do That!****(9–12) Gallery Workshop**

Square root functions, reciprocal functions, trig functions and rational functions: "Why do we need to know this?" In this gallery workshop we will explore problems that connect the mathematics that is taught to the real world. The examples will span Algebra 1 to precalculus. Be prepared to use your graphing calculator to help make the connections.

Fred Decovsky

Teachers Teaching with Technology, Millburn, New Jersey

17 A (Convention Center)

68**Classroom Investigations to Improve Students' Understanding of Limits and Derivatives****(9–12, Higher Education) Gallery Workshop**

This presentation will share several investigations used in the classroom to help strengthen students' understanding of limits and derivatives. The speaker will discuss some ideas for developing these investigations and offer reproducible copies to use in your classes. All levels of teaching experience are welcome.

Ken M. Collins

Charlotte Latin School, North Carolina

Elizabeth Ballroom B (Hyatt)



Cambium
LEARNING®
Group

New Company. Same Mission.

We are excited to announce that Cambium Learning, Inc. and Voyager Learning Company have joined together to form the leading provider of intervention curricula, educational technologies, and services for the PreK–12th grade market in the United States.

As one company, we remain steadfast to our mission to help all students achieve their full academic potential. The three core divisions—Voyager, a comprehensive intervention business; Sopris, a supplemental solutions business; and Cambium Learning Technologies—will be primarily focused on serving the needs of the nation's most challenged learners and those realizing their full potential.

We look forward to continuing to provide our customers with our proven solutions and exceptional service.



(800) 547-6747

www.cambiumlearninggroup.com

Making Math Much More Accessible to Our Students

Learn↔Reflect Kickoff Session

(General Interest) Session

This fast-paced, up-beat presentation will identify and model a set of practical, easy-to-adopt instructional strategies that significantly enhance mathematical learning and retention at all grades. Look at how adopting a few daily routines and shifting a few crucial mindsets can pay rich dividends in long-term mastery and test scores.

Steven Leinwand

American Institutes for Research, Washington, D.C.

6 A (Convention Center)

70

Developing Early Numeracy for Prekindergarten: The Power of Small Numbers

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

The presenter will share ideas to encourage early numeracy for young children, such as the use of multiple visual models and partner games. Participants will experience activities and literature to help young children make connections.

Patsy Kanter

PK Consultants, New Orleans, Louisiana

14 B (Convention Center)

71

String Beans and Tommy Tomatoes; Mathematics Is Growing Green

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

Mathematical proficiency grows for students, teachers, and parents when they are engaged in nurturing number sense of more, less, and same; part-part-whole; and early spatial sense. Participants will use literature-based experiences, graphic organizers, and assessment tools for linking concepts in the context of a mathematical garden.

Lana Bray Thomas

University of Louisville, Kentucky

Elizabeth Todd Brown

University of Louisville, Kentucky

Edward A/B/C/D (Hyatt)

72

How Do You Know That Makes Sense?

(Pre-K–5) Session

See how children use a measurement context to explore the concepts of equality and inequality. This session will share questioning and other strategies a teacher can use to facilitate the development of students' reasoning abilities.

Linda Venenciano

University of Hawaii, Honolulu

Hannah Slovin

University of Hawaii, Honolulu

Maria DaSilva

University of Hawaii, Honolulu

10 (Convention Center)

73

Algebraic Strategies for Enhancing Visual Discrimination and Numeracy in Children

(Pre-K–5) Session

Explore a variety of easy-to-learn strategies for introducing algebraic symbols as a learning tool for children in the early grades. The presentation will focus specifically on how algebraic symbol manipulation will enhance visual discrimination and numeracy skills. Participants will also learn ways to document the effects of these strategies.

Suzy Koontz

Math Made Fun, Ithaca, New York

6 F (Convention Center)

74

Response to Intervention (RTI) and Math: Completing Your Assessment Plan!

(Pre-K–5) Session

Please join us to learn how a regional educational service agency in Ottawa developed and implemented a large scale RTI model for math. This model includes screening for number sense, data analysis, targeted interventions, and progress-monitoring tools for grades 1–6. Sample screeners and intervention tools will be shared.

Michael Klavon

Ottawa Area Independent School District, Holland, Michigan

Robyn Lucas

Ottawa Area Independent School District, Holland, Michigan

Douglas Pavilion D (Hyatt)

75

Making Equity Real in a Multicultural District through Professional Development (Pre-K–8) Session

Meeting the needs of all in a large, multicultural school district can be a challenging process, but well worth it when students' achievement scores continue to improve year after year. Learn how our all-inclusive, synchronized effort between an outside mathematics consultant and a district coordinator has resulted in data we are proud to share.

Claran Einfeldt

C Math 2, Inc., Bradley, Illinois

Janice Taylor

Joliet Public Schools, District 86, Illinois

Salon 3 (Marriott)

76

The Art of Smart

(Pre-K–8, Preservice and In-Service) Session

What's the goal, to make kids great in computations or great in problem solving? Neither: the goal is to make them smart! Join us as we explore a new teaching paradigm that develops algebraic thinking in even the youngest students. See how a few crucial changes to your teaching practice can produce better math students and smarter kids.

Greg Tang

Houghton Mifflin Harcourt, Cambridge, Massachusetts

20 A/B/C (Convention Center)

77

Spatial Relations: Building Problem-Solving Skills through a "Stacking" Approach

(3–5) Session

Children view the world more through perceptions than knowledge. Appropriate hands-on math and science activities will be demonstrated with videos from lessons taught by student teachers. From shadows to cross sections, models to mirrors, see children develop mathematical and scientific concepts using topology, perspectives, and projections.

Jean Morrow

Emporia State University, Kansas

Nancy Tanner Edwards

Missouri Western State University, Saint Joseph

11 B (Convention Center)

78

Fractions without Distraction

(3–5) Session

Learn to eliminate "fraction phobia" using mnemonic devices, number lines, tortillas, and more. See fun, effective, research-based activities and unique teaching tools for differentiated instruction. Learn to "smart teach" fractions. There will be door prizes and handouts!

Sandra White

Lone Star Learning, Lubbock, Texas

17 B (Convention Center)

79

Wrapping Around: Understanding Fractions and "Super" Units

(3–5) Session

The speakers' team of teachers and researchers developed a lesson to help students build knowledge of units and quarter units of length as they measure. They will describe the transition from tutoring students to a whole-class lesson involving wrapping that was developed to address the struggles relating quarter units and units along a ruler.

Chepina Witkowski

Illinois State University, Normal

Ronda Wilder

Thomas Metcalf Elementary School, Normal, Illinois

Roberta Maubach

Thomas Metcalf Elementary School, Normal, Illinois

Karen Irvin

Thomas Metcalf Elementary School, Normal, Illinois

Michelle Mueller

Thomas Metcalf Elementary School, Normal, Illinois

Craig Cullen

Illinois State University, Normal

5 B (Convention Center)

80

Who Has Time for Development over Time? Helping Students Acquire Both Conceptual and Procedural Knowledge

(3–5) Session

If you think you don't have enough time to develop your students' conceptual and procedural knowledge thoroughly, then this session is for you. Through a series of tasks, participants will explore how students' learning progresses from conceptual to procedural knowledge. Emphasis will be given to what "development over time" looks like.

Shannon E. Harmon

Mississippi Council of Teacher of Mathematics, University

Douglas Pavilion B (Hyatt)

81**Teaching Investigations Math with SMART™ Board Technologies****(3–5) Session**

The presenters will demonstrate how to incorporate SMART Board technologies into teaching the Investigations math program. Participants will be shown dozens of Investigations activities and games (made in notebook 10) on the SMART Board, as well as how to use the SMART document camera as part of an effective math lesson.

Kelle Singleton

Oakridge Elementary School, Arlington, Virginia

Greg Chapuis

Oakridge Elementary School, Arlington, Virginia

Karen Heathcock

Oakridge Elementary School, Arlington, Virginia

Elizabeth Ballroom A (Hyatt)

82**Creating Comics: Connecting Mathematics, Art, and Writing to Explain Concepts****(3–8) Session**

Writing graphic stories (i.e., comics) are a fun, efficient way for students to make connections among concepts, represent and communicate their understandings to others, explain their reasoning, and develop their problem-solving skills. Come learn how to use math comic writing with students, see sample comics, and build a demonstration comic.

Leslee Francis-Pelton

University of Victoria, British Columbia, Canada

Tim Pelton

University of Victoria, British Columbia, Canada

Karen Moore

Eastern School District, St. John's, Newfoundland and Labrador, Canada

7 B (Convention Center)

83**Making Connections among Concepts, Procedures, Representations, and Contexts****(3–8) Session**

Mathematics teaching in Japan centers on problem solving, and textbooks include carefully selected and coherently sequenced problems. This session will examine how a Japanese elementary school math textbook series uses problems to help students develop a web of connections among concepts, procedures, and representations using problem contexts.

Tad Watanabe

Kennesaw State University, Georgia

San Diego Ballroom B (Marriott)

84**Adapting Instruction to Promote Equity for Special-Needs Students, Grades 3–8****(3–8, Preservice and In-Service) Session**

This session will discuss research-based strategies that adapt mathematics instruction to make it equitable for special-needs students. The speakers will demonstrate how to adapt a problem that integrates several areas of geometry (surface area, volume, and measurement), using these strategies for grades 3–8 and a variety of special needs.

Julie Sliva Spitzer

San Jose State University, California

Cheryl D. Roddick

San Jose State University, California

Elizabeth Ballroom C (Hyatt)

85**Preservice Teachers Learn to Use Literature to Connect Children's World to Mathematical Ideas****(3–8, Preservice and In-Service) Session**

This session describes how the book *Spaghetti and Meatballs for All* was used as a catalyst to help prospective elementary school teachers develop skills in connecting students' world to area, perimeter, and algebraic thinking.

Blidi S. Stemn

Hofstra University, Hempstead, New York

6 E (Convention Center)

86**You're Not in Math Class Any More! Integrating Math across the Curriculum****(6–8) Session**

It is the responsibility of every mathematics teacher to help students recognize and apply mathematics outside the contexts of mathematics. Connecting mathematics to other subject areas is an exciting way to capture students' interests. This presentation will look at examples of how mathematics can be connected to other subject areas.

Mark Evans

Saint Callistus School, Garden Grove, California

Manchester 1/2 (Marriott)

87

The MATHCOUNTS Club Program: Free, Easy, Fun, and Effective!

(6–8) Session

The MATHCOUNTS Club Program is a free program every middle school math teacher can use in and out of the classroom. We provide all the standards-based activities and students' incentives you need! Join us as we go through the Club-in-a-Box, the online resources, and the prizes that make this club a must-have in every middle school.

Kristen Chandler

MATHCOUNTS, Alexandria, Virginia

Manchester Ballroom B (Hyatt)

88

Interactive Classroom Activities That Enhance Mathematical Reasoning and Problem Solving

(6–8) Session

This session will showcase a collection of hands-on, action-oriented classroom activities, designed to develop and enhance numerical, geometric, and algebraic reasoning and skills when presented interactively. These dynamic activities support the belief that mathematics must tickle the senses as well as stretch the mind.

Evan M. Maletsky

Montclair State University, New Jersey

Manchester Ballroom D (Hyatt)

89

Linking Arithmetic and Algebraic Thinking

(6–8) Session

This session will engage participants in activities and discussions that link algebraic thinking instruction to arithmetic instruction. Specific content focuses will be on equivalence and properties.

Genni Steele

Math Solutions, Saint Paul, Minnesota

Manchester Ballroom H (Hyatt)

90

Addressing Misconceptions Using Open-Source, Interactive Technologies

(6–8) Session

This interactive session will introduce the combined use of formative assessment prompts and interactive technologies to elicit and address students' known misconceptions as revealed by research. Focus topics will include identifying, locating, comparing, and operating with rationale numbers. Additional content areas will be discussed.

Cheryl Rose Tobey

Educational Development Center, Gardiner, Maine

Salon 4 (Marriott)

91

Teaching Fractions: Is It Poetry or Mathematics?

(6–8, Higher Education) Session

Why are students not learning fractions? The speaker will describe a likely general reason: if we continue to teach fractions—or, in fact all school mathematics—solely by the use of analogies, metaphors, and allusions rather than precise mathematical language, students will continue not to learn.

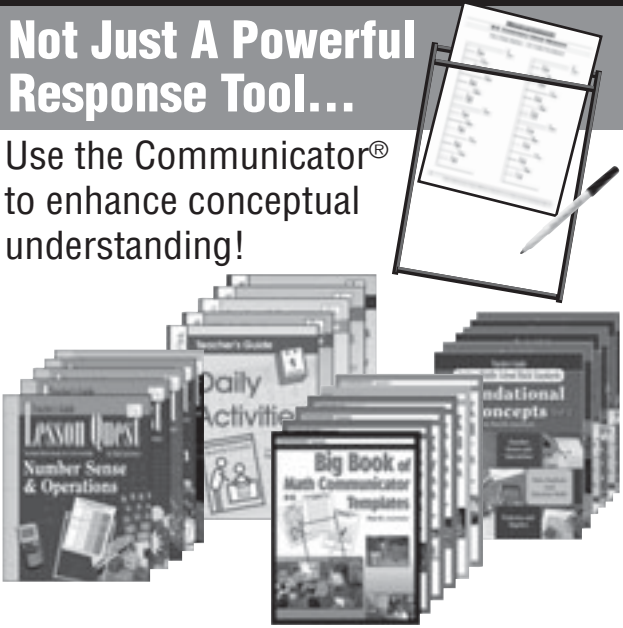
Hung-Hsi Wu

University of California Berkeley

16 B (Convention Center)

Not Just A Powerful Response Tool...

Use the Communicator[®] to enhance conceptual understanding!



Don't Be Confused By Imitators!

- Unparalleled instructional support
- Professional development videos
- Template books and publications that make an impact

Look in the back of this book for FREE SAMPLE coupon.

Booth #323

LL Teach Inc.

Visit www.LLTeach.com for a FREE lesson ideas.

92

Reading and Rhyming in the 'Rithmetic Classroom

(6–12) Session

Explore the mathematical structure of poetry as we examine a variety of styles in this genre. Learn techniques designed to enable you to spark your students' creativity as they discover ways to express mathematical concepts in verse. You may encounter your own "inner poet!"

Martha Hildebrandt

Chatham University, Pittsburgh, Pennsylvania

Barbara Biglan

Chatham University, Pittsburgh, Pennsylvania

Elizabeth Ballroom H (Hyatt)

93

A SMARTer Way to Teach Math: Use SMART Notebook™ Math

(6–12) Session

Get an interactive look at the new SMART Notebook mathematics software. Participants will have the opportunity not only to observe, but also to take part in using the many new features relating to algebra, geometry, and other concepts. Get ideas about lesson creation, classroom instruction, and students' engagement from middle school classroom teachers.

Jill Lyttle

Kenmore Middle School, Arlington, Virginia

Michelle Meehan

Kenmore Middle School, Arlington, Virginia

Manchester Ballroom C (Hyatt)

94

Can Three Wrongs Make a Right? Drive Students' Thinking with Test Items

(6–12) Session

We use items from large-scale math tests with our students, but can we use them for more than drill, to help drive their thinking to higher levels? Absolutely! Using case studies, the speaker will build insights into item and test construction and explore methods and strategies to make test items into tools that really get students thinking.

Sendhil Revuluri

Chicago Public Schools, Illinois

Salon 1/2 (Marriott)

95

Fractions from the Ground Up

(6–12, Higher Education) Session

Many students begin eighth-grade algebra with a very rudimentary understanding of algorithms for fraction operations, which increases the likelihood that they will need to take algebra a second time. Explore some language issues and visual models that better connect fraction and operation concepts to students' experience.

Lewis Philip Douglas

Lawrence Hall of Science, Berkeley, California

Elizabeth Ballroom D/E (Hyatt)

96

We Are Leaving Our English Language Learners (ELLs) Behind: How Teachers Can Help Prevent It

(6–12, Higher Education, Preservice and In-Service) Session

ELLs typically score low on state assessment tests. They need to learn mathematics language in the context of mathematics lessons. This session will offer tested classroom activities that help students practice geometric vocabulary, with an emphasis on implementing the Texas English Language Proficiency Standards.

Bill Jasper

Sam Houston State University, Huntsville, Texas

2 (Convention Center)

97

Searching for Solutions to Solution Sets

(9–12) Session

What does it mean to solve an equation or a system of equations? Explore this question to gain insight into teaching and assessing these important concepts. Experiences and discussions with NSF Mathematics Leadership Institute lead teachers will be shared focusing on the common misconceptions about the nature of solution sets.

Richard Parr

Rice University School Mathematics Project, Houston, Texas

Anne Papakonstantinou

Rice University School Mathematics Project, Houston, Texas

15 B (Convention Center)

98**Algebra Explained through Magic!****(9–12) Session**

Magic tricks that are explained by using algebra will be presented. First the trick will be presented with cards, number cubes, calendars, or mental patterns. Then the trick will be explained showing the algebra that the teacher can share with their students.

John Gregory

University of Florida, Gainesville

20 D (Convention Center)**99****Transform Geometry with Transformations****(9–12) Session**

Students come to geometry with a basic understanding of transformations. So, why not begin with what they know? This session will provide a series of hands-on activities that develop conceptual understanding of the properties of triangles and quadrilaterals in connection to students' knowledge of transformations.

Colleen McLean Eddy

University of North Texas, Denton

Kevin Hughes

Arlington Independent School District, Texas

Vincent Kieftenbeld

University of North Texas, Denton

Carole Hayata

University of North Texas, Denton

6 B (Convention Center)**100****Focus in High School Mathematics: Reasoning and Sense Making****(9–12) Session**

NCTM has recognized the need to promote new discussion around high school mathematics. This session will provide participants an opportunity to discuss NCTM's *Focus in High School Mathematics: Reasoning and Sense Making*. Other NCTM activities related to high school mathematics will also be discussed.

W. Gary Martin

Auburn University, Alabama

Judith Quander

National Council of Teachers of Mathematics, Reston, Virginia

Vincent Snipes

Winston-Salem State University, North Carolina

6 D (Convention Center)**101****Why Are Word Problems So Much Easier than the Others?****(9–12) Session**

This is an actual question from a student. Without context, students are working with abstractions and have nothing to suggest the approach to solving the problem. The speaker will provide examples of problems and contexts beginning in elementary algebra that will help students solve problems and develop concepts.

Guy Robert Mauldin

Science Hill High School, Johnson City, Tennessee

Marina G (Marriott)**102****To the Vector Belong the Spoils****(9–12, Higher Education) Session**

Learn three unique ways to introduce vectors. Discover how MacDonalds can make understanding dot product easier. Glean unusual ways to use vectors in $d = rt$ problems, geometric proofs, and a dynamic projectile motion game on the TI-84. Plus, be surprised by simple AB and BC calculus applications that are not difficult to comprehend.

William E. Rogge

University of Nebraska—Lincoln

Molly A/B (Hyatt)**103****Oral Assessments: Retaining Students in Science, Technology, Engineering, and Mathematics (STEM) Majors****(9–12, Higher Education) Session**

In voluntary, ungraded oral assessments, students defend their reasoning and negotiate meaning with peers. Students learn to assess themselves, use multiple representations, and make important mathematical connections. Statistical analyses show that orals help underprepared students improve conceptual understanding and their retention in STEM majors.

Mary Ann Nelson

University of Colorado, Boulder

Gregory A/B (Hyatt)

Lakeshore helps children make connections...

...by aligning our products to the 5 NCTM content strands:

Geometry

Number & Operations

Data & Graphing

Measurement

Algebra

Stop by Booth 1623 for:

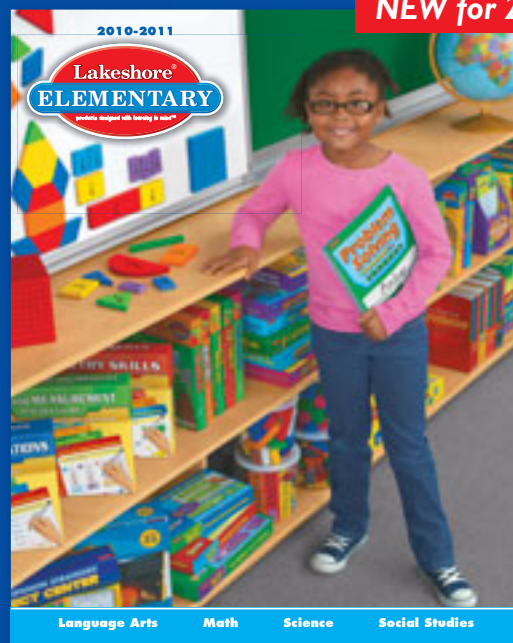
- ✓ Engaging Workshops
- ✓ Free Samples
- ✓ Booth Raffle

Lakeshore®

LakeshoreLearning.com

Call us!
(800) 421-5354.

NEW for 2010!



View our new MATH catalogs online:

DI Math

RTI Math

Download a PDF or request free copies.

104**Mathematics Teacher Education: Current Issues and Perspectives****(Higher Education) Session****Presidents' Series presentation**

The session will highlight issues in the preparation of mathematics teachers, including a shortage of qualified secondary school mathematics teachers, strengthening mathematics preparation of elementary school teachers, and responding to public criticism of traditional teacher education programs. Ideas for addressing the issues will be shared.

Barbara Reys

University of Missouri—Columbia

*6 C (Convention Center)***105****Algebra, the Connector Par Excellence! Connections within, between, and Among (Higher Education, Preservice and In-Service) Session**

Algebra is now a way of thinking that cuts across content areas and unifies the curriculum. Demands on elementary school teachers to expose students to algebra early, and on middle and high school teachers to build on students' prior experiences, can be daunting. The speaker will use her research and writing to render them concrete.

Monica Neagoy

MN Mathematics Consulting Services, Arlington, Virginia

*4 (Convention Center)***ew 106****Interactive Digital Texts Engage Students in Algebra****(General Interest) Exhibitor Workshop**

Use multiple forms of input to engage your students in algebra. Animations, audio, multiple self-assessment tools and more are built into a comprehensive digital text that has successfully completed the California state adoption.

Kinetic Books

Kinetic Books, Seattle, Washington

*1 B (Convention Center)***ew 106.1****Math Connections: A Standards-Based Mathematics Curriculum****(General Interest) Exhibitor Workshop**

This presentation will look at three activities that demonstrate how the standards-based program Math Connections helps students at all levels of ability achieve success in mathematics. We will show data on how schools have increased student results on state assessments—the greatest gains being for the lower-level students.

Jim Kearns

It's About Time, Armonk, New York

*Torrey (Marriott)***ew 107****Scott Foresman-Addison Wesley enVisionMATH: The Next Generation of Problem Solving****(K–6) Exhibitor Workshop**

Are you ready to meet the needs of the next generation of learners in the mathematics classroom? Through activities in this exhibitor workshop, participants will learn strategies to engage a range of learners through problem-based interactive learning and pictorial representations for solving problems.

Pearson

Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

Cracking the Code of Algebra

Thursday • April 22nd
Columbia 1, 2, 3 (Marriott)
10:00 a.m. to 11:00 a.m.

Speaker:
Dr. Henry Borenson

Visit our Booth
 (#423 & 425)
**ENTER THE RAFFLE
 TO WIN A CLASS SET!**

Hands-On Equations®
 Borenson and Associates, Inc.
 P.O. Box 3328, Allentown, PA 18106
 800.993.6284

ew 108**"Cracking the Code of Algebra" or
"Cracking One's Head on Algebra"****(4–9) Exhibitor Workshop**

How does Hands-On Equations® enable 80 percent of inner city fourth graders to have success with such basic equations as $4x + 3 = 3x + 10$? If algebra is a foreign language to your students, this presentation is for you!

Borenson and Associates, Inc.

Borenson and Associates, Inc., Allentown, Pennsylvania
Columbia (Marriott)

109**Formative Assessment: A Pathway to
Enhanced Learning****(Pre-K–2) Gallery Workshop**

In education, it seems that each day brings a new classroom practice that teachers need to embrace and implement with their students. A closer look at formative assessment may help you recognize how you are already enhancing learning through this important practice, as well as how you can more fully engage in and learn from it.

Renee Everling

Math Solutions, Sausalito, California

16 A (Convention Center)

110**A Glimpse of Singapore Math in the
Primary Grades****(Pre-K–2) Gallery Workshop**

Come learn strategies from the Singapore Primary Mathematics Curriculum that will help build a strong foundation in mathematics. Participants will use various manipulatives to engage in activities that will help students develop logical-thinking and problem-solving skills. Activities will be provided.

Johnette Roberts

City of Baker School System, Baton Rouge, Louisiana

Elizabeth Ballroom B (Hyatt)

111**Math Takes Center Stage****(Pre-K–2) Gallery Workshop**

Connect literature, standards, and drama to create a command math performance. Experience teacher created math theater activities that enhance students' learning. See how easily literature and drama can be infused into your teaching and leave with scripts, Web tools, and Web sites to produce your own class math videos.

Charyl Kerns Hills

Council Rock School District, Newtown, Pennsylvania

Manchester Ballroom I (Hyatt)

112**Designing a Shape Gallery: Making
Geometry Connections for Primary School
Students****(Pre-K–2) Gallery Workshop**

Explore activities from an NSF grant to create units based on *Curriculum Focal Points*, enrichment teaching, and learning strategies. Young students make connections between two- and three-dimensional shapes and explore symmetry and perspective as they create a shape gallery. Participants will leave with engaging, research-based activities.

M. Katherine Gavin

University of Connecticut, Storrs

Tutita Casa

University of Connecticut, Storrs

Janine M. Firmender

University of Connecticut, Storrs

Marina F (Marriott)

113**Using Visual Aids and Games to Develop
Basic Fact Strategies****(3–5) Gallery Workshop**

Students must be confident with a variety of computation methods. This presentation will show how mental computation can be developed using a sequence of strategies that begins with number facts and broadens as it extends to larger numbers. Participants will leave with many practical activities and games to use immediately in their classrooms.

James L. Burnett

ORIGO Education, Saint Charles, Missouri

8 (Convention Center)

114**SMART Board™ + Manipulatives = A
Winning Combination****(3–5) Gallery Workshop**

Success in math begins with the conceptual understanding of number sense. Manipulatives and the SMART Board are powerful tools that help lay the foundation for number sense. Participants will actively engage in hands-on activities that move students through the three levels of learning—concrete, transitional, and abstract.

Carolyn Belson

Retired, Chesapeake Public Schools, Virginia

Sharon Huber

Chesapeake Public Schools, Virginia

Manchester Ballroom E/F (Hyatt)

Learn more
about Stenhouse
Professional
Resources at
**BOOTH
#923**

Stenhouse Books for Teaching Math

from

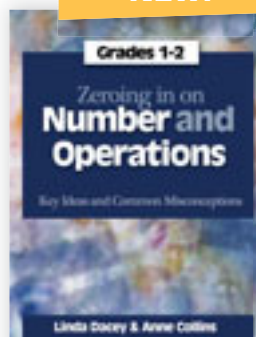
Linda Dacey & Anne Collins

The **Zeroing in on Number and Operations** series features easy-to-use tools for teaching key concepts in number and operations and for addressing common misconceptions. Each book in the series, which is organized by grade level, provides thirty research-based, classroom-tested modules that zero in on the key mathematical strategies and concepts essential for that grade level while highlighting the importance of teacher language in the development of those skills. The spiral-bound, flipchart format makes it easy to access the important sections in each module, including:

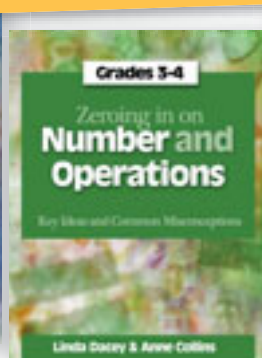
- summaries that identify the mathematical focus and associated challenges and misconceptions
- instructional strategies and activities that develop conceptual understanding and computation skills
- ideas and activities for adjusting activities to meet individual needs
- reproducibles for instructional use
- resources for further reading

PREVIEW
Sample
Pages
online

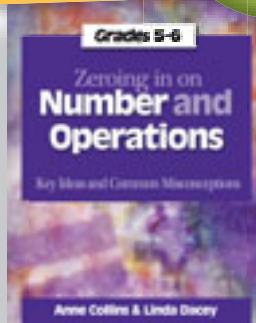
NEW!



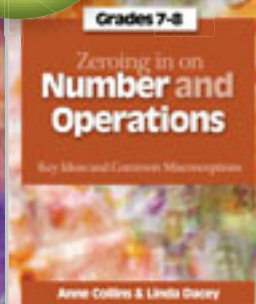
Grades 1-2:
978-1-57110-797-8
\$15.00



Grades 3-4:
978-1-57110-795-4
\$15.00



Grades 5-6:
978-1-57110-798-5
\$15.00



Grades 7-8:
978-1-57110-799-2
\$15.00

Zeroing in on Number and Operations Set
978ZERO79W | \$60.00

For more than fifteen years, Stenhouse has been a leading publisher of professional books and videos for K-12 language arts teachers.



Now, we've expanded our focus to include math. Like all of our titles, our math books feature proven strategies from the country's top teachers and teacher educators.



Stenhouse
PUBLISHERS

Professional Resources by Teachers for Teachers

See all our new books online

www.stenhouse.com
[800] 988-9812

115**Teach Problem Solving Using ThinkFun's Hands-On Program****(3–8) Gallery Workshop**

This program will not only teach your students problem solving but also be the best part of their day! Use hands-on brain games and puzzles to teach problem-solving steps, strategies, and state of mind, the tools to empower students to tackle problems. Teacher-tested and approved, empowering students everywhere. Come play, learn, and be inspired!

Tanya Lee Thompson

ThinkFun, Inc., Alexandria, Virginia

*15 A (Convention Center)***116****Slow Down to Think Mathematically: Connecting Concepts and Context****(3–8) Gallery Workshop**

This presentation will help teachers focus students on thinking mathematically rather than just getting to the right answer quickly. Participants will work on and discuss sample grades 4–8 problems from Gillan's *Problems without Figures* and receive a copy of the book to use with their students.

Patsy Wang-Iverson

Gabriella and Paul Rosenbaum Foundation, Stockton, New Jersey

Richard Askey

Retired, University of Wisconsin—Madison

Marian Palumbo

Bernards Township Public Schools, Basking Ridge, New Jersey

*Marina E (Marriott)***117****How Does Your Body Measure Up?****(3–8) Gallery Workshop**

Not every classroom can have an X-ray machine or a CAT scan to look inside the body, and books can only provide a static representation. Using measurements like length, weight, and volume, students will begin to understand the true workings of the human body.

Jeanine L. Haistings

William Jewell College, Kansas City, Missouri

*San Diego Ballroom A (Marriott)***118****Visualizing and Mentally Calculating Percents****(3–8) Gallery Workshop**

Attendees will create visual models of percents and then be able to calculate percents mentally. Next, attendees will solve word problems involving percents using number sense and not confusing algorithms. Finally, they will understand the relationships among percents, fractions, and decimals.

Sandy Hindy

Ventura County Mathematics Council, California

*3 (Convention Center)***119****Maximize Technology: Meet the Challenge to Reach All Math Students****(3–8) Gallery Workshop**

To meet learning needs effectively, see how teachers can use a broad range of strategies involving technology, manipulatives, and paper that integrate a variety of resources to promote deeper understandings of fractions, area, and algebraic thinking. Participants will receive a CD and a lesson to use in Monday's class.

Rudy Neufeld

Neufeld Learning Systems, London, Ontario, Canada

*Manchester Ballroom A (Hyatt)***120****Jump toward Better Understanding of Linear Functions through Multiple Representations****(3–8) Gallery Workshop**

Participants will experience the problem Jump Frog Jump and discover the power multiple representations have in developing algebraic thinkers. Jump Frog Jump addresses concepts of linear functions and rate of change from earliest grades through high school algebra. Hands-on activities and TI-73 calculators will be incorporated into the presentation.

Gloria Beswick

Partnership Institute for Mathematics and Science Education Reform, Louisville, Kentucky

Rhonda Niemi

Jefferson County Public Schools, Louisville, Kentucky

*San Diego Ballroom C (Marriott)*T
H
U
R
S
D
A
Y

121

Nonstandard Units Are Custom Units: Linking Measurement to Proportional Reasoning

(3–8, Preservice and In-Service) Gallery Workshop

Nonstandard units arise in impromptu measurement and in traditional cultures where objects are custom-made for the user. They also introduce proportional thinking. Activities will involve body proportions, connecting body measurements to standard units, and reinterpreting mathematical topics through custom units. Bring scissors if possible.

Susan Addington

California State University, San Bernardino

Madeleine Jetter

California State University, San Bernardino

Elizabeth Ballroom F (Hyatt)

122

The Study of Change as a Preparation for Algebra

(6–8) Gallery Workshop

This opportunity to better understand and interpret graphs can help you provide students with knowledge they need to succeed in algebra and beyond. The antics of Wile E. Coyote, a race between a turtle and a rabbit, and graphing one's own motions will provide a venue for making sense of graphs representing change.

Susan Nickerson

San Diego State University, California

Judith Sowder

San Diego State University, California

17 A (Convention Center)

123

Thinking Proportionally with Origami Cubes

(6–8) Gallery Workshop

Participants will construct origami cubes and explore what happens to the surface area and volume of the cube when the dimensions of the initial square change. They will also engage in proportional-reasoning activities and discuss the rubrics based on these models.

Diane Devine

Peabody Public Schools, Massachusetts

Betsy A/B/C (Hyatt)

124

Aha! Multiple Instructional Strategies That Build Concepts for All Students

(6–8) Gallery Workshop

Just when you think you've seen and heard it all: come join us and learn multiple instructional strategies that build solid math concepts for fractions, decimals, percents, and number operations for all students. Get ready to be involved with lots of differentiated activities. Walk away with a CD and lessons that you can use on Monday!

Brenda Morgan

Houston Independent School District, Texas

Lisa Friedberg

Irvine Unified School District, California

Salon 6 (Marriott)

125

Promote Positive Mathematical Dispositions with Games and Puzzles

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

Build productive dispositions—beliefs about abilities and the nature of mathematics. Promote proficiency, positive attitudes, and diligence through games, puzzles, and group problem solving.

Vicki Ann Vierra

Ventura County Office of Education, Camarillo, California

14 A (Convention Center)

126

Unwrapping Surface Area

(6–12) Gallery Workshop

How are prisms and cylinders alike? How are pyramids and cones alike? Unwrap students' confusion by exploring 2-D nets! Use geofix manipulatives and common containers to develop an understanding of surface area and how to generalize the many formulas. Students' engagement, discourse, and a castle blueprint activity will be discussed.

Laurie Boswell

The Riverside School, Lyndonville, Vermont

Elizabeth Ballroom G (Hyatt)

127**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 technologies, the presenter will show how these technologies enhance students' understanding of algebra and geometry. The activities, professional development, and technology helped the presenter's district earn state and national awards.

James William Kearns

Salem State Collaborative, Massachusetts

*5 A (Convention Center)***128****Building Conics with Patty Paper and on the TI-Nspire™****(9–12) Gallery Workshop**

Participants will use patty paper to fold the three conic sections—the parabola, ellipse, and hyperbola. Using the definition for each, and the techniques that were just used in the paper folding, the participants will create the envelope in which each conic sits and then find the actual conic (the set of points that fits the definition).

Art Mabbott

Seattle Schools, Washington

*11 A (Convention Center)***129****Nspired™ Connections: Rich Tasks That Connect Concepts and Contexts****(9–12) Gallery Workshop**

Explore rich tasks, designed for the TI-Nspire, that investigate applications of mathematics to real-life contexts. The speaker will analyze these interactive tasks through multiple representations and the connections between them. See how inquiry and engagement can lead to deep mathematical thinking.

Marc Garneau

Curriculum and Instructional Services, School District 36, Surrey, British Columbia, Canada

*Marina D (Marriott)***130****Real-World Investigations Connecting Data Analysis, Probability, and Statistics (9–12, Higher Education) Gallery Workshop**

Does sleep deprivation impair students' performance two days later? Using experimental data, cards, and technology,

investigate whether the results can be explained by chance. Did a company carry out a fair lottery to choose employees for promotion? Perform simulations to help decide.

Daren Starnes holds the endowed Master Teacher chair in Mathematics at the Lawrenceville School, where he team-teaches a course with a different colleague each term. He has led numerous AP Statistics institutes for new and experienced AP teachers and has been a reader, table leader, and question leader for the AP Statistics exam. From 2004 to 2009, he served on the ASA/NCTM Joint Committee on Statistics and Probability, chairing the committee in 2009.

Daren Starnes

The Lawrenceville School, New Jersey

*Douglas Pavilion C (Hyatt)***131****The Fundamental Theorem of Calculus, Integration, and Differentiation: Putting It All Together****(9–12, Higher Education) Gallery Workshop**

Working through a series of paper-and-pencil and technology-based classroom activities, participants will try hands-on investigations designed to help students improve their conceptual understanding of the fundamental theorem of calculus. Activities will focus on connections between integrally defined functions and their derivatives.

Mike Koehler

Blue Valley North High School, Overland Park, Kansas

*Manchester Ballroom G (Hyatt)***132****Unfolding Mathematics from Geometry to Precalculus and Beyond****(9–12, Higher Education) Gallery Workshop**

This is not your parents' origami! Fold paper to explore and illustrate ideas from geometry, precalculus, and beyond. Investigations will include parabolas, ellipses, convergence, and regularity.

Paul J. Karafiol

Walter Payton College Prep High School, Chicago, Illinois

Scott Galson

Walter Payton College Prep High School, Chicago, Illinois

Salon 5 (Marriott)

10:30 a.m.–12:00 noon

133

Nesting Boxes and Students' Work Samples: Building Teachers' Subject-Matter Knowledge of Geometry

(Preservice and In-Service) Gallery Workshop

The presenter's research study suggests that teachers' geometric reasoning and spatial sense can be enhanced when they analyze, categorize, and assess students' work samples. Attendees will become familiar with this research study, and they will engage in activities aimed at furthering teachers' mathematical subject-matter knowledge.

Sherri Cianca

Niagara University, Lewiston, New York

9 (Convention Center)

134

Challenging Geometric Constructions with The Geometer's Sketchpad®

(Preservice and In-Service) Gallery Workshop

Strategies for discovering constructions that have proven unusually interesting to preservice and in-service high school teachers will be investigated. Constructions will include maxima and minima problems using transformations.

Shlomo Libeskind

University of Oregon, Eugene

Douglas Pavilion A (Hyatt)

11:00 a.m.–12:00 noon

135

Research-Based Practices and Practical Suggestions for Implementing Them in Your Classroom

(General Interest) Session

Many instructional practices are called "research-based," but are they really? Learn about important research-guided practices identified in the NCSM PRIME Leadership and Teaching Framework that can significantly increase students' achievement, the conditions under which they do so, and practical ideas for incorporating them into your instruction.

Diane J. Briars

National Council of Supervisors of Mathematics, Pittsburgh, Pennsylvania

6 B (Convention Center)

LOR 136

Building Math and Science Connections in Preschool and Kindergarten

(Pre-K–2) Session

Teachers will discuss how to integrate concepts in science and mathematics through an analysis of the content and process standards. They will investigate developmentally appropriate activities to determine connections and discuss how to foster cognitive process in preschool and kindergarten age children.

Glenda Pepin

Clemson University, South Carolina

Sandra Mammano Linder

Clemson University, South Carolina

11 B (Convention Center)

137

The National Research Council (NRC) Report on Early Mathematics

(Pre-K–2, Higher Education) Session

The NRC recently completed a study of early childhood math, synthesizing and analyzing the past twenty years of research from a number of disciplinary fields. The authors of the report will draw implications for practice and policy that will help all children, especially vulnerable children, get a strong start in learning math.

Douglas H. Clements

University at Buffalo, State University of New York

Sybilla Beckmann

University of Georgia, Athens

Karen C. Fuson

Northwestern University (Emerita), Evanston, Illinois

Herbert P. Ginsburg

Teachers College Columbia University, New York, New York

Julie Sarama

University at Buffalo, State University of New York

6 A (Convention Center)

LOR 138

Assessing Mathematical Understanding: Using One-on-One Mathematics Interviews with Grades K–2 Students

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

High-quality mathematics experiences in the primary grades build a strong foundation for future learning. This session will share useful assessment tasks along with video clips of grades K–2 students that help teachers understand what to ask and what to look for when assessing their students.

Linda Griffin

Northwest Regional Educational Laboratory, Portland, Oregon

Lisa Lavelle

Education Northwest, Portland, Oregon

17 B (Convention Center)

Increase mathematics achievement through DEEP PRACTICE



First In Math®
ONLINE PROGRAM
www.firstinmath.com

- **PROVIDES "DEEP PRACTICE" NECESSARY FOR SKILL RETENTION.** Geared to student practice and fact mastery—not just with whole numbers, but with FRACTIONS, DECIMALS & INTEGERS.
- **NO ADDED LOAD ON TEACHERS.** Launch the program in minutes.
- **IMPROVES TEST SCORES.** The First In Math® Online Program's track record—in scientific studies and in the classroom—shows that students CAN succeed when presented with engaging content that focuses on important components of math learning.*
- **GREAT FOR INTERVENTION AND GIFTED.** Provides differentiated instruction with extensive content, ranging from one-step addition to multi-step algebra.
- **INCLUDES TEST-PREP EXERCISES GEARED TO GRADE LEVEL.** "Know & Show" modules are a unique way for students to familiarize themselves with standardized test questions.
- **ENGAGES STUDENTS.** This is a program that students WANT to do. They can elect to participate in a national, individual and/or team competition.
- **COMPLEMENTS ANY CURRICULUM.** Ties closely to state, national and NCTM standards. Grades 1 through 9.

**As demonstrated by elevated test scores, WestEd study, 2004.*

To purchase the comprehensive mathematics supplement that is results-oriented and cost-effective, contact our dedicated Customer Service Team now!

800-242-4542 • sales@firstinmath.com



DEMO FIRST IN MATH®!

**Booth
#1341**

139**Math Fact Fluency: How and Why We Teach for Flexible Thinking****(Pre-K–5) Session**

This session will provide participants with multiple instructional strategies, activities, and games that can be used to help students develop fluency with addition, subtraction, and multiplication facts. All suggested strategies are based on significant research and have been successfully applied in public schools serving diverse populations.

Sam Strother

Boise State University, Idaho

16 B (Convention Center)**140****Communicating Mathematical Thinking: Young Problem Solvers Show What They Know****(Pre-K–5) Session**

How do young students use math materials, pictures, numbers, and words to show what they know? Examples of how students solved a variety of open-ended, literature-based mathematical problems will be shared. A focus of the problem-solving experiences was having students communicate their mathematical thinking and showing how they solved the problem.

Janice Novakowski

Richmond School District, Vancouver, British Columbia, Canada

Manchester Ballroom B (Hyatt)**Booth #422****Differentiated Tasks to Reach Every Student...****From the Low Achieving to the High Performing**

Offering **1 2 3** levels of difficulty, *Exemplars* material is designed to foster active learning and improve student performance through differentiated problem solving and assessment.

- **Real-world tasks that engage students.** By creating tasks relevant to students' interests, *Exemplars* differentiated problems captivate learners at all levels.
- **Anchor papers and student rubrics.** These tools provide both teachers and students with guidelines and concrete examples of what work meets the standard and why.
- **Timely and comprehensive feedback.** *Exemplars* is a proven formative assessment tool that reflects student understanding, reasoning, achievement and growth to guide instruction and determine next steps for each individual learner.

Performance Tasks, Pre K–12
State and NCTM Alignments

800-450-4050 | www.exemplars.com**FREE samples and CD demonstrations!**

141**Math for All! Equal Opportunity Education in the Math Classroom****(Pre-K–5, Preservice and In-Service) Session**

Have a better understanding of how to differentiate math instruction easily to meet the needs of a variety of learning styles. Learn how to implement these strategies into classrooms through a variety of engaging activities that are motivating for learners using few or inexpensive, easy-to-make materials.

Marilyn R. Lance

Houghton Mifflin Harcourt, Austin, Texas

Nicole Hamilton

Houghton Mifflin Harcourt, Boston, Massachusetts

*Edward A/B/C/D (Hyatt)***142****Supporting English Language Learners (ELLs) in Math Class****(Pre-K–5, Preservice and In-Service) Session**

Discussing ideas in math class facilitates understanding, but ELLs may be at a disadvantage. This session will show teachers how to structure experiences so ELLs can accomplish two goals—developing their mathematical thinking and, at the same time, developing proficiency in English.

Bernard George Bresser

University of California at San Diego

Kathy Melanese

University of California at San Diego

*Salon 1/2 (Marriott)***143****Algebra in Elementary School?****(Pre-K–5, Preservice and In-Service) Session**

Many in-service teachers have difficulty recognizing that many of the topics and concepts they currently teach are actually preparing their students for success in formal algebra. What does algebra look like in grades K–3? How can we prepare teachers to take advantage of opportunities to nurture algebra skills in students at lower grades?

Amy Rushall

Northern Arizona University, Flagstaff

*Gregory A/B (Hyatt)***144****Building a Community of Mathematical Thinkers through the Use of Math Olympiad Problems****(3–5) Session**

The speaker will explore rich problems provided by the Math Olympiad for Elementary and Middle School students and discuss how these problems are used to create an environment of mathematical thinkers. She will also share her experience as the coach of a team of grades 4–6 students and provide a packet of sample problems and solutions.

M. Lynn Breyfogle

Bucknell University, Lewisburg, Pennsylvania

*6 D (Convention Center)***145****Speaking the Language of Mathematics****(3–5, Preservice and In-Service) Session**

Talking about math ideas helps students expand their understanding, but talking about math is not easy. Math has a complicated language with challenging vocabulary that tests even the most capable students. This session highlights classroom-tested, research-based, vocabulary strategies that are interactive and fit in any math program.

Susan O’Connell

Quality Teacher Development, Ellicott City, Maryland

*Marina G (Marriott)***146****Quilts, Topology, Origami, Tessellations, and More: Connecting Mathematics with Art****(3–8) Session**

Art is full of amazing connections with mathematics! The speaker will share ideas of how to connect mathematics to art in elementary school classrooms using a variety of activities. These activities will include quilts, topology, origami, tessellations, pop-up cards, geometric sculpture, and more. He will also share examples of students’ work.

Elaine Tuft

Utah Valley University, Orem

*2 (Convention Center)*T
H
U
R
S
D
A
Y

LOR 147**You Are What You Eat: Integrating Science and Mathematics****(3–8) Session**

This session will explore research based activities integrating science and mathematics in the context of smart energy choices. Students will transform into researchers who ask the important questions related to nutritional choices, purposefully collect and analyze data, and then professionally report their findings.

Sarah Selmer

West Virginia University, Morgantown

Johnna Bolyard

West Virginia University, Morgantown

Jim Rye

West Virginia University, Morgantown

15 B (Convention Center)

148**Building a Foundation for Understanding Fraction Operations: Using Concrete Contexts****(3–8) Session**

Misconceptions are common with fraction operations. The use of context can assist in dispelling common misconceptions. This session will examine the use of context in teaching fraction operations, particularly multiplying and dividing fractions. Solving and creating context problems will be examined.

Janet Andreasen

University of Central Florida, Orlando

Jennifer M. Tobias

Illinois State University, Normal

Elizabeth Ballroom A (Hyatt)

149**Differentiated Instruction for Conceptual Understandings****(3–8) Session**

This session presents a variety of instructional processes for differentiation, including C-R-A and scaffolded questioning, aligned differentiated assessments for progress monitoring, and multiple product representations. Specific examples and tools to implement differentiated instruction systematically for conceptual understandings will be shared.

Jodi O'Meara

Jodi O'Meara, Inc., Parrish, Florida

Elizabeth Ballroom H (Hyatt)

LOR 150**Speaking, Writing, and Problem Solving (3–8, Preservice and In-Service) Session**

Try “speak, write, reflect, revise”—a cooperative learning process that effectively connects problem solving with rich classroom discourse and writing. See how every student contributes to a classroom of successful problem solvers and how students’ written words guide math instruction. Do this tomorrow in your classroom!

Robyn Silbey

Montgomery County Public Schools, Gaithersburg, Maryland

10 (Convention Center)

LOR 151**Algebra Connections: Developing Students’ MP³ (Mathematical Passion, Perseverance, and Promise)****(6–8) Session**

Participants will explore problems and investigate related extensions designed to develop the passion, perseverance, proficiency, power, and promise of a wide range of students, using algebraic reasoning and multiple representations to analyze patterns, make predictions and generalizations, and develop recursive and explicit rules and formulae.

Linda Jensen Sheffield

Northern Kentucky University (Emerita), Highland Heights

5 B (Convention Center)

152**I Notice, I Wonder, I Can Think!****(6–8) Session**

Develop students’ ability to think through technology and challenging, complex problems. Empower your students with the power of thinking. Focus on questions and observations as a method leading to problem-solving skills. Redirect students from solution-orientated thinking to reasoning and inquiry as a method to developing problem-solving skills.

Barbara Delaney

Bellingham Memorial Middle School, Massachusetts

Ashley C. Miller

China Grove Middle School, North Carolina

Marie Hogan

Traweek Middle School, West Covina, California

Salon 3 (Marriott)

153**Aim for Algebra: Algebra Intervention—Not Business as Usual****(6–12) Session**

Aim at intervention: learn about essential elements for algebraic intervention by examining a successful, conceptually based, standards-aligned program that supports struggling students through modules targeting common barriers to algebraic success, provides teacher support for each lesson, and implements flexibly for grade levels and schedules.

Mardi A. Gale

WestEd, Redwood City, California

*20 D (Convention Center)***154****Bringing Connections to the Pythagorean Theorem “Full Circle”****(6–12) Session**

Examining connections between, and representations of, mathematical ideas is vital if students are to visualize concepts rather than memorize formulas. See how visualizing connections among the Pythagorean theorem, the distance formula, and the equation of a circle helps connect ideas, enhancing the transfer of knowledge to new situations.

Cheryl Malm

Northwest Missouri State University, Maryville

Christine C. Benson

Northwest Missouri State University, Maryville

*6 F (Convention Center)***155****Using Mathematics in Tennis****(6–12) Session**

Much mathematics is included in tennis—measurement, geometry, data, and algebra. This session will offer many ideas that show how mathematics can be used when playing tennis.

Robert Reys

University of Missouri—Columbia

Rustin Reys

Park Hill High School, Kansas City, Missouri

*San Diego Ballroom B (Marriott)***LOR 156****Math Is All around You****(6–12) Session**

Mathematics learning is enhanced when your students make the connections across mathematics topics and across different subject areas. See lessons that connect algebra, probability, science, social studies, language arts, and more!

Fred Dillon

Board of Directors, National Council of Teachers of Mathematics; Strongsville City Schools, Ohio

*14 B (Convention Center)***LOR 157****Connect with Mathematical Curves in the Real World****(6–12) Session**


Conic sections, spirals, catenaries, fractals, and other curves will be presented in many different ways, (some humorous, some real), with hands-on activities, digital photos, and calculator/computer applications. Connections within mathematics and other sciences will be a main focus.

Scott Oliver

Adlai E. Stevenson High School, Lincolnshire, Illinois

4 (Convention Center)

Chi Alpha Mu
The National Junior Mathematics Club
has been reactivated by Mu Alpha Theta to serve middle school mathematics students.
Visit www.chialphamu.org



**Involve and Inspire
Your Students!**

Mu Alpha Theta

National High School and Two-Year
College Mathematics Honor Society

Benefits of having a chapter at your school

- Honors superior mathematics students
- State, regional and national competitions
- Scholarships and awards for members and sponsors
- National convention held every summer
- Certificates, honor cords & jewelry for student recognition

Jointly sponsored by the MAA, SIAM and AMATYC

**NCTM is a founding member
of Mu Alpha Theta**

Mu Alpha Theta
601 Elm Ave, Room 1102
Norman, OK 73019-3103
Phone: 405-325-4489
Fax: 405-325-7184
matheta@ou.edu
www.mualphatheta.org

158**Why Should We Assign Homework in Math?****(6–12) Session**

The speaker will share the numerous types of assignments he has used in classes ranging from Algebra 1 through AP Calculus BC. He will discuss what some of the research says, and what it does not, about homework, and there will be an opportunity to share what practices have worked for other participants.

James Wysocki

Chadwick School, Palos Verdes Peninsula, California

*Salon 4 (Marriott)***159****Coaching in an Urban District: Math + Science + Coaching = Success****(6–12) Session**

How can you create an effective professional learning community in a large, urban district? The speaker will share the program design and interim results of an ongoing math and science professional development and coaching academy. Teams of teachers increase their content and pedagogy knowledge and cultivate leadership skills.

Wanetta Jones-Allen

Houston Independent School District, Texas

*6 E (Convention Center)***160****Connecting Vocabulary and Conceptual Understanding: Strategies, Assessments, and Research Findings****(6–12, Higher Education) Session**

Vocabulary strategies promoting conceptual understanding and examples of students' work done in middle school through college algebra will be shared. The speakers will discuss assessments that provide diagnostic information and share research findings on students' understanding of primary concepts such as equation, exponent, domain, and function.

Susan Gay

University of Kansas, Lawrence

Ingrid Peterson

University of Kansas, Lawrence

*7 B (Convention Center)***161****Let's Talk Mathematics: Supporting Mathematical Discourse in Your Classroom (6–12, Preservice and In-Service) Session**

This presentation focuses on specific discourse moves that teachers can use in order to support students' learning during mathematical discussions. During this session, teachers will analyze an episode of teaching that illuminates these discourse moves and then discuss how to implement these moves in their classroom.

Amy F. Hillen

Kennesaw State University, Georgia

Elizabeth Hughes

University of Northern Iowa, Cedar Falls

*Douglas Pavilion D (Hyatt)***162****Now That Calculators Can Do Algebra, What Is Left to Learn in Algebra Class?****(9–12) Session**

Affordable calculators can now do most of the operations that once formed the core of the algebra curriculum; however, there is plenty left to learn, and many tasks that only people can do. Take a look at how to harness the new power and to clarify what we still need to learn and do ourselves.

Loring Coes

Rocky Hill School, East Greenwich, Rhode Island

*Douglas Pavilion B (Hyatt)***163****So You've Got a SMART™ Board: Now What?****(9–12) Session**

This session will demonstrate and discuss various ways to use your SMART Board for teaching and learning mathematics, from algebra to calculus, including use of SMART Notebook Math, the new notebook software for mathematics classrooms. Bring your successful SMART Board strategies to share with others, too!

Roger Day

Lead Author, McGraw-Hill K–12 Mathematics, Pontiac, Illinois

Chad Shepherd

Pontiac Township High School, Illinois

Brian Schmalzer

Glenbrook South High School, Illinois

Tami S. Martin

Illinois State University, Normal

Manchester Ballroom C (Hyatt)

164**Mathematics in the NBA Draft, Electoral College, and Olympic City Voting****(9–12) Session**

The NBA draft lottery uses combinatorics and probability to order the teams. The electoral process uses apportionment to determine presidential elections. The voting for a host city uses an application of elimination-method voting. These three examples provide a context for students to see mathematics outside the classroom.

Anthony W. Griffith

Westminster School, Simsbury, Connecticut

*Manchester Ballroom H (Hyatt)***165****Making Sense of Data Analysis****(9–12, Higher Education) Session**

This presentation will focus on how some specific data sets have been used in an elementary statistics class to help students make sense of and understand the statistical processes used to obtain and interpret the results. Strategies on how to teach for understanding and make sense of the processes using these data sets will also be discussed.

Martha Tapia

Berry College, Rome, Georgia

*20 A/B/C (Convention Center)***166****High School High-Stakes Testing and Remedial Math in College****(9–12, Higher Education) Session**

Is there a mismatch between success on high-stakes high school tests and college expectations? Come learn about the results of survey research on secondary school and teachers' practices that may explain the paradox of higher test scores and increasing numbers of students requiring remediation in college.

Laura Bridge

Greater Richmond Council of Teachers of Mathematics, Richmond, Virginia

*Elizabeth Ballroom D/E (Hyatt)***167****The Impact of High School Curricula on College Mathematics Achievement and Course-Taking Patterns****(9–12, Higher Education) Session**

Results will be discussed of an ongoing, four-year, multiuniversity, NSF-funded research project examining college-level mathematics achievement, persistence, and course-taking patterns as a function of students' high school curricula. Thirty-five higher education institutions and 27,000 students are represented in the data.

Tom Post

University of Minnesota—Twin Cities, Minneapolis

Michael Harwell

University of Minnesota—Twin Cities, Minneapolis

*Manchester Ballroom D (Hyatt)***168****Exploring Grades 10–12 Teachers' Beliefs about Mathematics, Teaching, and Learning****(9–12, Higher Education, Preservice and In-Service) Session**

What are grades 10–12 teachers' ideas and beliefs about mathematics education and the reform movement? This session will give an opportunity to explore our beliefs about mathematics, teaching, and learning, and to learn more about the many paradigms of mathematics education. Explore beliefs using clicker technology.

Lorraine M. Baron

Central Okanagan School District, Kelowna, British Columbia, Canada

*Manchester 1/2 (Marriott)***169****A Secondary School Preservice Teacher Content Course Focused on Problem Solving****(Higher Education) Session**

To strengthen licensure and students' knowledge of high school curriculum and ground investigation in good practice, the speakers created a course based in problem solving, reasoning, and critical thinking. Participants will experience rich problems, see students' reflections from the course, and discuss the impact on teacher education programs.

Janet Mays

Elon University, North Carolina

Alan Russell

Elon University, North Carolina

Amanda Ketner

Elon University, North Carolina

6 C (Convention Center)

11:00 a.m.–12:00 noon

170

Using Beyond Crossroads to Teach the Millennial Generation

(Higher Education) Session

Presidents' Series presentation

This session will demonstrate using Beyond Crossroads to address teaching strategies for the millennial generation. These students are now entering college classrooms with a different set of expectations and values than previous generations. The speaker will present specific ways to engage these students while maintaining academic integrity.

Robert Farinelli

Community College of Allegheny County, Pittsburgh, Pennsylvania

Elizabeth Ballroom C (Hyatt)

171

Mathematics Anxiety and College Algebra

(Higher Education) Research Session

The presenter will provide information about mathematics anxiety pertinent to the classroom teacher. The session will include the results of a three-semester study examining math anxiety of students enrolled in a college algebra course using tutorial software as an integral part of course delivery. Audience discussion will follow the presentation.

DesLey V. Plaisance

Nicholls State University, Thibodaux, Louisiana

Molly A/B (Hyatt)

11:30 a.m.–12:30 p.m.

ew 171.1

Autograph®: Empowering All Students to Graph, Visualize, and Understand Mathematics

(General Interest) Exhibitor Workshop

Show four-color representations of graphs of functions, geometric transformations, systems of equations in two or three variables of revolution. Autograph is the leading program for helping students visualize complex topics in algebra through calculus. See how teachers use Autograph in classrooms and how it works seamlessly with the SmartBoard, Excel, and Word.

It's About Time

It's About Time, Armonk, New York

Torrey (Marriott)

ew 172

Interactive Whiteboard in an Inquiry-Based Classroom

(K–5) Exhibitor Workshop

Are you looking to utilize an interactive whiteboard in an inquiry-based classroom? Learn how to use activities on your interactive whiteboard to bring new depth to your class.

Pearson

Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

ew 172.1

The Cutting Edge of Singapore Math: Problem Solving, Creative Thinking, and Enquiry Thinking

(1–6) Exhibitor Workshop

This exhibitor workshop describes important Singapore approaches that have shown results in inculcating mathematical problem solving skills, creative thinking, and enquiry thinking. Participants will have the opportunities to learn various methods that help students excel in mathematics grades 1–6.

Fong Ho Kheong

Houghton Mifflin Harcourt, Boston Massachusetts

Columbia (Marriott)

ew 173

Math Upgrade Interactive Prealgebra Lessons Using Songs, Video, and Games

(3–8) Exhibitor Workshop

Math Upgrade features music and animation to make prealgebra concepts understandable. Find out how teachers transform their classes using interactive, whole-class lessons and individual online courses. Join us for math, music, and fun!

Learning Upgrade LLC

Learning Upgrade LLC, Escondido, California

1 B (Convention Center)

12:30 p.m.–1:30 p.m.

174

The Common Core Standards Initiative

(General Interest) Session

Building on crucial work of NCTM and others, the National Governors Association, the Council of Chief State School Officers, and 48 states have begun developing common standards in mathematics. Participants will learn about the effort and discuss how NCTM members can play an active role in implementation of these standards across the states.

Dane Linn

National Governors Association, Washington, D.C.

Gene Wilhoit

Council of Chief State School Officers, Washington, D.C.

20 A/B/C (Convention Center)

Join Us For Music, Math, and Fun!

Algebra Upgrade Interactive Lessons Using Songs, Video, and Games

**Session Thursday 1:00 - 2:00 pm
Room 1B Convention Center
Free Course For Each Attendee!**

Algebra Upgrade features music and animation to make challenging concepts understandable. Find out how teachers transform their classes using interactive whole class lessons and individual online courses. Join us for algebra, music, and fun!

Math Upgrade Interactive Pre-Algebra Lessons Using Songs, Video, and Games

**Session Thursday 11:30 am - 12:30 pm
Room 1B Convention Center
Free Course For Each Attendee!**

Math Upgrade features music and animation to make pre-algebra concepts understandable. Find out how teachers transform their classes using interactive whole class lessons and individual online courses. Join us for math, music, and fun!

LEARNING UPGRADE®

(800) 998-8864

info@learningupgrade.com

Play A Live Course Demo:

www.learningupgrade.com

**Booth
1149**

175



Math and Philosophy: What did Plato, Kant, and Russell Think about Mathematics?

(General Interest) Session

The speaker will discuss what the great philosophers thought about mathematics and see if their thinking is still relevant in today's world.

Kichoon Yang

Executive Director, National Council of Teachers of Mathematics, Reston, Virginia

6 D (Convention Center)

176

Fixing 27 Common Myth-Takes of 23 Myth-Conceptions in 42 Myth-Tical Minutes

(General Interest) Session

Presidents' Series presentation

Beginning with the misunderstanding of the number line through the operations, algebra, and on to calculus, here are the causes (and the cures) for the most common errors in mathematics by students.

Alan Zollman

School Science and Mathematics Association, DeKalb, Illinois

Manchester Ballroom B (Hyatt)

LOR 177

Can Grades Pre-K–2 Students Use Algebraic Reasoning?

(Pre-K–2) Session

Participants will explore the main concepts of algebraic reasoning with connections to literature and problem solving. Activities will include students' work from the NCTM Navigating through Algebra series.

Donna E. Weaver

Norfolk Public Schools, Virginia

Diana J. Batliner

Norfolk Public Schools, Virginia

10 (Convention Center)

LOR 178

Project M²'s Approach: Connecting Math and Language Arts through Communication

(Pre-K–2) Session

Learn how to implement the cornerstones of a balanced language arts program to encourage high-level math thinking. Participate in discussion-based activities and review writing from students in urban and suburban classes that developed their knowledge of advanced math ideas along with their reading, writing, listening, and speaking skills.

Tutita Casa

University of Connecticut, Storrs

M. Katherine Gavin

University of Connecticut, Storrs

Janine M. Firmender

University of Connecticut, Storrs

16 B (Convention Center)

179

Measuring Number Sense in Preschoolers through a Curriculum-Based Measure

(Pre-K–2) Session

This research evaluated a curriculum-based assessment of number sense (quantification, counting, set comparison, numerals, addition, patterning) in preschool children. The measurement tool is an interactive game played between assessor and child. Factor analysis indicated the tool is valid and reliable for teachers to use to guide instruction.

Sally Moomaw

University of Cincinnati, Ohio

6 F (Convention Center)

180

Effects of a Professional Development Intervention on Low-Income Children's Knowledge of Mathematics and Teachers' Practice

(Pre-K–2) Research Session

This presentation will describe a prekindergarten math-science curriculum, the professional development of Head Start teachers, prekindergarten children's outcomes, and findings from the first three years of data collection. Suggestions for helping teachers become successful facilitators of math-science activities will be shared.

David Brown

Texas A & M University—Commerce

Gregory A/B (Hyatt)

181

Generating Mathematical Discourse: Establishing an Environment That Supports Mathematical Proficiency

(Pre-K–5) Session

Teachers who have successfully established discourse-based learning environments will share selections from classroom videos of mathematics lessons. They will discuss strategies they use for teaching children to discuss, listen, and learn from each other.

Lisa Ann de Garcia

Brigham Young University, Provo, Utah

Amy Smith

San Diego Unified School District, California

Adriane Stewart

San Diego Unified School District, California

Jeralyn Treas

San Diego Unified School District, California

Stephanie Hasselbrink

San Diego Unified School District, California

5 B (Convention Center)

182

Concept Mapping for Mathematics Connections: Linking Concepts and Context

(Pre-K–5, Preservice and In-Service) Session

Attendees will be provided with an opportunity to engage actively in hands-on/minds-on “concept mapping” assessment techniques in mathematics that will reach students at the concrete, pictorial/representational, and symbolic levels. Critical thinking, problem solving, and decision making will be emphasized while connecting math concepts.

Nancy L. Gallenstein

Coastal Carolina University, Conway, South Carolina

Marilyn Larmon

University of Southern Mississippi, Hattiesburg

6 B (Convention Center)

**NCTM Booth
Number 341**

Educators Outlet®

“Buy More For Less”™

**GREAT
SHOW SPECIALS!**
 ALL PRODUCTS
 DISCOUNTED
 FOR NCTM
 CONFERENCE



**YOUR
SOURCE FOR
MATH &
LITERATURE
BOOKS!**



11904 Foam Magnetic Demo Algebra Tiles - Exclusive!



NEW!

105395 10 Sided Write On Wipe Off Die



NEW!

10307 Demo Thinking Frame
10302 Student Thinking Frame

Author Signings:

Thursday

9:30–11:00 **Stuart J. Murphy**

Friday

8:30–9:30 **Stuart J. Murphy**

11:00–Noon **Joseph D’Agnese**
*Author of Blockhead:
The Life of Fibonacci*

♦ Overhead Materials ♦ Literature Books

♦ Stuart J. Murphy’s Math Start Series ♦ Games

♦ Dominoes, Dice, Spinners ♦ Communicators®

♦ AngleViewer™ ♦ And Much, Much More!

FREE CATALOGS AVAILABLE - CALL 1-800-315-2212

www.educatorsoutlet.com

183**From Concrete Manipulatives to Abstract Numeric Symbols: Bridging the Gap****(Pre-K–5, Preservice and In-Service) Session**

Many students have difficulty moving from manipulatives to numeric representations. This discussion will attempt to convert the giant leap from concrete to abstract into a series of small, manageable steps. This technique uses schematic representations in which each representation is just slightly more abstract than the one before it.

Arlene Goldblatt

Southern Connecticut State University, New Haven

*2 (Convention Center)***184****Home and School Connections: Presidential Award Teachers Share Ideas!****(Pre-K–8) Session**

Learn how experienced math teachers involve parents and community. Find ways to help parents understand where their children are headed, what students should know, and what they be able to do. Hear how parents' involvement affects learning. Discover resources for teachers and parents from NCTM and the U.S. Department of Education. Some are free!

Sara Normington

Catlin Gabel School, Portland, Oregon

Lisa K. Cartwright

Pullman School District, Washington

Lisa M. Hall

Jacob L. Adams Elementary School, Richmond, Virginia

Stacie Kaichi-Imamura

Hawaii Department of Education, Honolulu

Leslie Marrie Lasater

Campus School, Middle Tennessee State University, Murfreesboro

Sandy Schoff

Anchorage School District, Alaska

Martha C. Short

Consultant, Jackson, Missouri

Joy Wolfe

Rogers Public Schools, Arkansas

*Elizabeth Ballroom H (Hyatt)***185****Mathematical Stretches: Math Warm-Ups to Begin the Day****(Pre-K–8, Preservice and In-Service) Session**

Athletes know the wisdom of beginning their workouts with stretching so they can maximize their performances. The same is true for students. This session will offer specific ideas for easily implemented “math stretches,” in which students draw on their background knowledge and make math connections as they warm up for math with brief tasks.

Laney Sammons

Hubbard Elementary School, Forsyth, Georgia

*Elizabeth Ballroom C (Hyatt)***186****Being SMART™ in Your Math Lessons****(3–5) Session**

Participants will see how to use the SMART Board as a mathematical tool, from manipulatives to timers and other interesting features. Come learn how to enhance your classroom.

Adam Meador

Bingham Elementary School, Springfield, Missouri

*Manchester Ballroom C (Hyatt)***187****Exploring Logic Problems with Elementary School Students****(3–5, Higher Education, Preservice and In-Service) Session**

Many students have difficulty solving word problems involving logic. This presentation will describe a lesson that gives students in the primary grades the opportunity to explore a variety of solution strategies to a logic word problem.

Zhixia You

University of Nevada, Reno

Robert J. Quinn

University of Nevada, Reno

*6 E (Convention Center)***188****Fractions and Geometry with Manipulatives****(3–5, Preservice and In-Service) Session**

Help your students develop visual, proportional, logical, and algebraic thinking skills to deepen their understanding of fraction and geometry concepts using manipulatives such as tangrams, pattern blocks, and a few new surprises.

Barbara Irvin

Consultant, Plano, Texas

*15 B (Convention Center)***189****Differentiating Instruction in the Middle School Mathematics Classroom****(3–8) Session**

Participants will gain insight into ways differentiated instruction can be effectively implemented into their classrooms. Differentiating instruction can be an overwhelming task to both new and veteran teachers. This presentation will give teachers ideas on how to meet their students at challenging and motivating levels.

John T. Neral

Oakland Public Schools, New Jersey

Salon 4 (Marriott)

190**Around the World in 60 Minutes: A Cultural Excursion through Probability****(3–8, Preservice and In-Service) Session**

Play probability games from diverse cultures around the world. Analyze situations using applets and simulations; record data using graphs, trees, and lists to relate theoretical and experimental probability. Take a quick glimpse at pop culture through the Monty Hall problem and more! Souvenirs will be provided at the end of the tour.

Nirmala Naresh

Miami University, Oxford, Ohio

Iris DeLoach Johnson

Miami University, Oxford, Ohio

*6 C (Convention Center)***191****What's Your Mindset? Transforming Mathematics Learning through Emerging Technologies****(3–12) Session**

Emerging technologies are often not yet widely adapted or fully actualized, but hold the potential to engage learners, deepen their understanding, and extend mathematical and real-world connections. Learn more about some tools and devices that show remarkable promise for transforming the mathematics classroom.

Jon Wray

Howard County Public Schools, Ellicott City, Maryland

*Manchester 1/2 (Marriott)***192****Strategy Games for the Last Five Minutes of Class****(3–12) Session**

Sometimes you finish a lesson early and don't want to start something new. Learn some mathematics games that are a good use of time. The winning strategies will be explored during the session.

Diane Resek

San Francisco State University, California

*Salon 3 (Marriott)***193****Using Geometry as a Lens for Exploring Other Content Strands****(3–12, Preservice and In-Service) Session**

Learn to integrate concepts that are too often viewed in isolation by using geometry as the organizing agent. Geometry is a driving focal point for fundamental concepts of number, algebra, measurement, data analysis, and probability. See how a myriad of concepts take on a new life and richer meaning when viewed through a common lens.

William Renwick Speer

University of Nevada, Las Vegas

*Marina G (Marriott)***LOR 194****Problem Solving and Technology Implementation in an Inclusion Classroom****(6–8) Session**

Learn how the speakers are creating a problem-solving environment in classrooms that include English language learners and special-education students. They will share problems and accompanying activities—some of which use Sketchpad, applets, and other technology—that can help turn students into problem solvers.

Annie Fetter

The Math Forum @ Drexel, Philadelphia, Pennsylvania

Michelle O'Donnell

Woodlynne School, New Jersey

*14 B (Convention Center)***LOR 195****Bringing Math to Life with History****(6–8) Session**

Have you ever wondered where mathematics comes from? Providing a historical context to the math you teach can help students to make connections among people, places, and ideas. Integrating history and biography into your middle school math classroom can help you engage students in learning standards-based content and concepts.

Christine Latulippe

California State University Polytechnic, Pomona

4 (Convention Center)

**196**

Teaching for Understanding with *Mathematics Teaching in the Middle School (MTMS)*

(6–8) Session

The *MTMS* journal provides opportunities for educators to reach students of all abilities while teaching for understanding. Presenters will share classroom-tested ways they have used the journal to challenge students while building conceptual knowledge.

Mathematics Teaching in the Middle School Editorial Panel

National Council of Teachers of Mathematics, Reston, Virginia

*7 B (Convention Center)***197**

Using Context to Support Algebraic Reasoning

(6–8) Session

During this interactive session, participants will explore middle school students' understandings and strategies used to solve context-based problems involving algebra. Participants will discuss how to integrate context problems into the classroom.

George J. Roy

University of South Florida—Saint Petersburg

Farshid Safi

College of New Jersey, Ewing

*Douglas Pavilion B (Hyatt)***198**

Binary System, Braille Alphabet, Wordplay, Jon Arno Lawson's Poetry, and Mathemagic

(6–8) Session

The speaker will explore diverse and unexpected places where the binary system appears, such as the Braille alphabet; recreational wordplay; the underlying structure of *The Voveller's Bestiary*, a children's poetry book by poet Jon Arno Lawson; numerical patterns; mathematical magic tricks; and shuffling a deck of cards.

Ron Lancaster

University of Toronto, Ontario, Canada

*Elizabeth Ballroom D/E (Hyatt)***199**

Connecting Logarithms to Logistics: Mathematics Activities for Global Competitiveness

(6–12) Session

How can you introduce your students to the high-paying careers of the future and make them globally competitive while teaching to national standards? This hands-on session introduces activities from a context-based, grade 6–12 mathematics curriculum that integrates supply chain and logistics concepts to increase relevancy and students' engagement.

Allison Medley

North Canton City Schools, Ohio

Leslie Gardner

University of Indianapolis, Indiana

*Edward A/B/C/D (Hyatt)***LOR 200**

Quantitative Reasoning in Science, Technology, Engineering, and Mathematics (QR in STEM): Integrated Science and Mathematics

(6–12, Higher Education) Session

QR in STEM is a mathematics and science partnership project that integrates biology, chemistry, earth sciences, physics, and mathematics in the context of energy and environment. The speakers will share performance tasks developed through a collaboration of scientists and teachers and provide the evidence of impact on students' learning.

Robert Lee Mayes

Science and Mathematics Teaching Center, University of Wyoming, Laramie

Jim Verley

University of Wyoming, Laramie

*17 B (Convention Center)***LOR 201**

Using Mathematics to Help Cure Hunger, Disease, and Global Warming

(9–12) Session

Solar cookers can help with global warming while reducing disease and hunger. The focal property of a parabola makes it a good shape for a solar cooker that can be repositioned to point directly at the sun. Examine alternatives to the parabola for the shape of a solar cooker made of clay and aluminum foil that cannot be moved.

Philip Todd

Saltire Software, Tigard, Oregon

Irina Lyublinskaya

City University of New York—College of Staten Island

11 B (Convention Center)

202**Geometric Means, and What They Mean****(9–12) Session**

The geometric mean is a versatile concept, with applications in dynamic processes, exponential growth, and higher-dimensional geometry. Participants will learn surprising properties of geometric means, generalizations you have probably never seen, and strategies for incorporating them across the curriculum from algebra to calculus.

Michael Weiss

Oakland University, Rochester, Michigan

6 A (Convention Center)

204**Proof! Finally, a Logical Approach!****(9–12) Session**

The development of proof begins with deductive reasoning by way of games. The goal is to use communication, reasoning and logic skills needed in proof. Participants will justify and argue strategies as they come to conclusions. Three types of proof will be modeled: flowchart, paragraph, and two-column.

Mark Noel Cote

Beaver Lake Middle School, Issaquah, Washington

Elizabeth Ballroom A (Hyatt)

205**Solving a Mystery: Who Wrote the Disputed Federalist Papers?****(9–12) Session**

Disputes about authorship arise in the press, the legal system, and even among historians. One such dispute was a “mystery” concerning some famous documents in United States history, the Federalist papers. Find out how frequency distributions were used to investigate this mystery and connect mathematics to social science.

Natalie Jakucyn

Glenbrook South High School, Glenview, Illinois

Manchester Ballroom D (Hyatt)

206**Assessing More than Procedures without Losing Your Weekend****(9–12) Session**

If conceptual understanding is not assessed, then students will not value it. The speaker will explore assessing conceptual understanding without overburdening teachers. Examples of items assessing conceptual understanding and students’ related work will be shared. Participants will write items that assess conceptual understanding.

Rebecca K. Walker

Grand Valley State University, Allendale, Michigan

San Diego Ballroom B (Marriott)

207**Computer Algebra Systems (CAS): From Where Did They Come, and Where Might They Go?****(9–12, Higher Education) Session**

Beginning on mainframes, CAS evolved to desktop versions and into handheld computers. What is CAS, and what has been its impact on teaching and learning? What might mathematics educators expect from CAS in the future? Ideas from those involved in the development of CAS will be shared, and audience speculation about the future will be encouraged.

Ed Dickey

University of South Carolina, Columbia

20 D (Convention Center)

208**Striving to Teach Mathematics for Social Justice: A Learning Experience****(9–12, Higher Education) Session**

Teaching math for social justice, or using math as a way to understand and critique the world, is an exciting idea. Educators, however, may be intimidated at the prospect of creating lessons that use local contexts to engage all students in learning math. This session will show an attempt at adapting a Standards-based curriculum to create such a lesson.

Joel Amidon

University of Wisconsin—Madison

Salon 1/2 (Marriott)



Teach mathematics overseas with ISS Educational Staffing as over 20,000 educators in American international schools have done. Contact us to establish your professional file and interview face-to-face with international school heads at one of our exclusive US-based International Recruitment Centers.

2011 IRCs**BANGKOK, THAILAND**

4–7 January 2011

SAN FRANCISCO, CA

6–10 February 2011

Administrative Recruitment Day—7 Feb.

EAST COAST IRC

February 14–17, 2011

Location T.B.A.

ISS Educational Staffing

Princeton, NJ 08543, USA

609.452.0990

edustaffing@iss.edu • www.iss.edu



**INTERNATIONAL
SCHOOLS SERVICES**

“Building a Global Foundation for Education Since 1955”

12:30 p.m.–1:30 p.m.

209

Preparing for Your Institution's NCATE Program Review

(Higher Education) Session

Learn to navigate the NCATE program review process and prepare the required documents. This session provides information about the overall program review system, as well as specifically what is needed to prepare mathematics education program reports. Report templates, samples of assessments, and mistakes to avoid will be explored in this session.

Monique Lynch

National Council of Teachers of Mathematics, Reston, Virginia

Manchester Ballroom H (Hyatt)

210

Changing Mathematics Preparation for Elementary Education: Using Discourse with Undergraduates

(Preservice and In-Service) Session

Using discourse in the classroom can help elementary education students achieve conceptual understanding of mathematics. This session will teach effective discourse strategies to use with preservice elementary school teachers to prepare them to teach mathematics effectively with a focus on fostering conceptual understanding.

Mary Elizabeth Matthews

Boston University, Massachusetts

Ziv Feldman

Boston University, Massachusetts

Molly A/B (Hyatt)

1:00 p.m.–2:00 p.m.

ew 211

CMP2: An Award Winning Middle School Math Program

(5–8) Exhibitor Workshop

See the latest technology to support teachers and students using Connected Mathematics. Also, review recent research results that show the effectiveness of this award-winning mathematics curriculum.

Pearson

Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

ew 212

Algebra Upgrade Interactive Lessons: Using Songs, Video, and Games

(9–12) Exhibitor Workshop

Algebra Upgrade features music and animation to make challenging concepts understandable. Find out how teachers transform their classes using interactive whole class lessons and individual online courses. Join us for algebra, music, and fun.

Learning Upgrade LLC

Learning Upgrade LLC, Escondido, California

1 B (Convention Center)

1:00 p.m.–2:30 p.m.

213

Numerical Reasoning in First Grade

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

The presenter will share an instructional sequence using the arithmetic rack, which helps children develop numerical relationships. Video clips of the instruction will show how children moved away from unitary counting to using mental-reasoning strategies of five-referenced and ten-referenced numbers and doubles for addition and subtraction.

Patty King

U.S. Math Recovery Council, Nashville, Tennessee

9 (Convention Center)

214

Shuffling into Math: Primary School Math Games Using Cards and Dice

(Pre-K–5) Gallery Workshop

Come prepared to play card and dice games that help your primary school students achieve success in basic numeration, operations, place value, and graphing. Excellent ideas for implementing a math games component into your regular and after school programs will be shared. Reproducible gameboards and students' samples will be provided.

Jane Felling

Box Cars & One-Eyed Jacks, Edmonton, Alberta, Canada

Elizabeth Ballroom F (Hyatt)

Make time to explore
the Exhibit Hall
for the latest in
educational
resources.



BFWBEDFORD, FREEMAN, AND WORTH
HIGH SCHOOL PUBLISHING GROUP

ONE EXTRAORDINARY AP* STATISTICS BESTSELLER —
TWO INCREDIBLE OPTIONS FOR YOUR CLASSROOM

Available now...

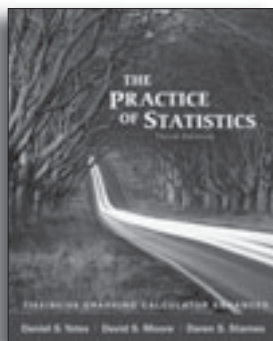
Yates | Starnes | Moore

THE PRACTICE OF STATISTICS

• THIRD EDITION •

order now to receive...

Six-year eBook access card



packaged free
with every new
copy of the text

*AP and the Advanced Placement Program are registered trademarks of the College Board which was not involved in, and does not endorse, this product.

Available Fall 2010...

Starnes | Yates | Moore

THE PRACTICE OF STATISTICS

• FOURTH EDITION •

pre-order now and get...

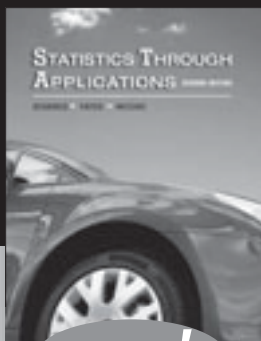
the **TPS 4e**

preliminary edition

(chapters 1–6)—

for Fall '10 classes.

Then automatically receive
the **complete Fourth Edition**
upon publication in
December '10.



new!

Just Published for Non-AP Statistics

Starnes | Yates | Moore

STATISTICS THROUGH APPLICATIONS, SECOND EDITION

*Learn more about these and other outstanding titles
at BFW's NCTM exhibit, booths 1823, 1825, & 1827.
Stop by and receive a FREE gift!*

215**Shazam! Students Creating Math Story Problems Using Graphic Literature****(Pre-K–5) Gallery Workshop**

Attendees will experience integrating the use of several graphic novels and other graphic texts into the math curriculum. The presenters will show how students can develop their own math problem-solving stories. Come prepared to laugh, enjoy, and explore math concepts using the latest literacy phenomenon in children's texts.

Robyn B. Rhodes

Bushland Independent School District, Texas

Gina D. McCown

Bushland Independent School District, Texas

Beverly Sutterfield

Bushland Independent School District, Texas

*San Diego Ballroom A (Marriott)***216****Response to Intervention: Supporting Struggling Learners with Differentiated Instruction and Intensive Interventions****(Pre-K–8) Gallery Workshop**

Are you looking for ways to support students who struggle with mathematics? Join the speaker as she discusses evidence-based strategies for providing intensive interventions. Engage in hands-on activities, hear ideas for organizing the classroom to provide differentiated support, and receive handouts containing references and resources.

Linda Forbringer

Southern Illinois University Edwardsville

*Douglas Pavilion C (Hyatt)***217****Understanding Multiplication and Division Problems: Not a Problem!****(3–5) Gallery Workshop**

Solving word problems can be challenging for students. Using a hands-on approach, the speaker will explore and examine the categories of multiplication and division problems. Leave with an in-depth understanding of these structures as you write some problems of your own. Help your students be strong problem solvers!

Sally Kingsley Goss

Howard County Public Schools, Ellicott City, Maryland

*11 A (Convention Center)***218****Fraction Sense****(3–5) Gallery Workshop**

Proficiency with fractions is crucial for success in algebra. As teachers, we strive to develop number sense. But how do we develop “fraction sense?” This presentation will focus on instructional strategies that will develop students’ fraction sense when implemented daily and intentionally. Classroom structures and activities will be shared.

John SanGiovanni

Howard County Public Schools, Ellicott City, Maryland

*Marina F (Marriott)***219****What’s Your Problem?****(3–5, Preservice and In-Service) Gallery Workshop**

You can help your students become problem solvers through the use of problem-solving strategies. Experience using, and teaching with, these strategies as well as ideas for instruction and assessing students’ work. Receive rich tasks to use with your students. Come prepared to solve some problems!

Linda M. Gojak

John Carroll University, University Heights, Ohio

*San Diego Ballroom C (Marriott)***220****Exploring Geometric Shapes as a Visualization of Basic Algebraic Ideas****(3–8) Gallery Workshop**

From early grades, geometry can and should be used to help students visualize and better understand connections between quantities. The activities presented in this gallery workshop may help students practice notions of area and length while preparing them for understanding important algebraic ideas.

Natalya Vinogradova

Plymouth State University, New Hampshire

*Manchester Ballroom A (Hyatt)***221****Visions of Fraction Divisions****(3–8, Higher Education) Gallery Workshop**

Want to see the real picture of fraction division? Algorithms for partitive and measurement fraction division should be “seen” from pictures that promote understanding rather than easily forgotten rote procedures. Hands-on activities will reveal why some fraction problems have exact answers whereas others have whole-number answers with remainders.

George Douglas Poole

East Tennessee State University, Johnson City

17 A (Convention Center)

222

3D Paper Mechanisms: Learning Algebra and Geometry through Paper Engineering (3–8, Preservice and In-Service) Gallery Workshop

Become a paper engineer! Learn to make your own three-dimensional, animated paper mechanisms using cardstock and tape. To understand and design their mechanisms, students measure distances and angles, search for patterns in data, develop their own linear equations, and solve them algebraically, geometrically, or both ways.

Gary Scott

University of Southern California, Los Angeles

Gary Benenson

City College of New York, New York

Douglas Pavilion A (Hyatt)

223

Computational Thinking and Data Analysis in the Middle School Classroom

(6–8) Gallery Workshop

Data in the form of numbers, words and images through cell phones, text messages, Internet surfing, and computer gaming fill students' daily lives. Promote understanding of data in a student-relevant context while building thinking skills. Explore activities and strategies to help students analyze data, identify trends and gain meaning from data.

Lisa Howells

iPlant Collaborative—Tucson, Arizona

14 A (Convention Center)

224

When Your Textbook Isn't Enough: Teaching Algebra Right the First Time

(6–8) Gallery Workshop

Research indicates teaching procedural skills in algebra before conceptual understanding leaves students with superficial perceptions. Engage students with labs and learning activities that deepen algebraic thinking leading to procedural skills. The “big ideas” developed in this presentation are relational thinking about equality and inverse operations.

Paul Agranoff

AIMS Education Foundation, Saint Francis, Minnesota

16 A (Convention Center)

225

Use Multiple Entry-Level Problems to Reach All Students

(6–8) Gallery Workshop

One way of achieving equity in the mathematics classroom is through the use of multiple entry-level problems. Participants will solve problems, examine students' responses, and receive related resources. They will also discuss the importance of involving all students in the problem-solving process.

Marilyn Elaine Strutchens

Auburn University, Alabama

5 A (Convention Center)

226

Effective Strategies for Connecting Mathematics and Language for English Learners

(6–8) Gallery Workshop

Teachers who know the mathematics they teach are better at teaching it to their students. Teachers need to understand how English mathematics language challenges English language learners. This presentation will give teachers insight into the interplay of language, culture, and mathematics understanding.

Harold Asturias

Lawrence Hall of Science, University of California at Berkeley

Betsy A/B/C (Hyatt)

227

Question and Shout: Making Concept Connections through Questioning Strategies

(6–8) Gallery Workshop

Experience a process for strengthening students' mathematics performance on assessments using questioning strategies and language concepts. Participants will expand their questioning process, improve skills in question construction, and learn to self-assess questions so that every student is more successful on various mathematics assessments.

Jennie Marie Bennett

NUMBERS Mathematics Professional Development, Houston, Texas

Manchester Ballroom I (Hyatt)

228**Engage All Students with Interactive and Visual Environments****(6–8) Gallery Workshop**

Students are surrounded by highly visual and interactive environments. Yet math instruction centers on auditory and sequential procedures. Students must be engaged using a more active approach. See how hands-on investigations, informative comics, and videos can be used to engage students and develop essential conceptual math understanding.

Sheldon J. Erickson

Fresno Unified School District, California

*Marina D (Marriott)***229****Building the Diagonal Cube****(6–8) Gallery Workshop**

Using a protractor, the speaker will draw seven adjacent isosceles triangles on strips of colored paper, weave the strips to create the 3-D cube, and observe clockwise observation of each face to discover 24 color combinations, modeling the maximum number of ways to arrange four elements of a set. Instructions and supplies will be provided.

Jane A. Whitmire

Central Washington University, Ellensburg

Salon 5 (Marriott)

Nasco Math

Visit Nasco Booth #547 for your chance to win either of these math kits!

Meet **Stuart J. Murphy**
Thursday, April 22
1:00pm - 2:00pm
signing his collection of **MathStart® Books!**

Contact Nasco for a **FREE** Catalog!
www.eNasco.com/math
1.800.558.9595

NCTM1001

230**Solving Rate Problems with Pattern Blocks (6–12) Gallery Workshop**

Question: “Mary fills 3 balloons per minute. Joe fills 5 balloons every two minutes. How long will it take them to decorate for the prom if they need 440 balloons?” Pattern blocks provide visual models for problems of this type. Experience an intuitive, unique solution path in a hands-on gallery workshop. Classroom-ready resources will be available.

Robb Sinn

North Georgia College and State University, Dahlonega

Dianna Spence

North Georgia College and State University, Dahlonega

*Manchester Ballroom G (Hyatt)***231****Connections: Linking Research-Based Instructional Strategies with Standards-Based Mathematics****(6–12) Gallery Workshop**

Do you know how to integrate reading, writing, vocabulary, cooperative learning, and diverse learning styles without losing crucial content? Engage in a lesson that uses strategies to support a deep understanding of mathematics. Teachers from a large, urban district are seeing increased engagement and achievement from using these strategies.

Rosann Hollinger

Milwaukee Public Schools, Wisconsin

Laura Maly

Milwaukee Public Schools, Wisconsin

*3 (Convention Center)***232****Technology, Assessment, Inquiry: TI-Nspire™ Navigator and SMART™ Technology****(6–12) Gallery Workshop**

Experience hands-on activities with the latest handheld learning tool. Hear about inquiry learning resources focused on improving instruction of tough-to-teach, tough-to-learn algebra and geometry topics. See how the TI-Nspire Navigator can be used with interactive whiteboards for formative assessment or review and preparation for high-stakes tests.

Sean Bird

Covenant Christian High School, Indianapolis, Indiana

Manchester Ballroom E/F (Hyatt)

233**Looking for Patterns and Developing Algebraic Representations****(6–12) Gallery Workshop**

Explore hands-on activities designed to help students move from concrete models of problem situations to algebraic representations. Data will be graphed and analyzed using the TI-Nspire.

Elizabeth Gasque

Retired, Charleston, South Carolina

Judy Hicks

Retired, Arvada, Colorado

*Marina E (Marriott)***234****Building Quadratics and Other Polynomials from Linear Functions****(9–12) Gallery Workshop**

Students do not always see quadratic functions' link with linear functions. The speakers will share activities to develop an understanding of quadratic functions and higher-order polynomials from graphs and tables of linear functions, extending linear contexts to explore relationships among linear, quadratic, and higher-order polynomials.

Charlene E. Beckmann

Grand Valley State University, Allendale, Michigan

Denisse R. Thompson

University of South Florida, Tampa

Rheta N. Rubenstein

University of Michigan—Dearborn

*8 (Convention Center)***235****Transitioning You and Your Statistics Students to TI-Nspire™ Handhelds****(9–12) Gallery Workshop**

Explore data analysis and related inference topics in this overview of the extraordinary capabilities of the Nspire. This hands-on gallery workshop will focus on differences between the TI-84 Plus and the TI-Nspire while emphasizing opportunities for maximizing scores on the AP Statistics exam. Activity worksheets will be provided.

Lee E. Kucera

Capistrano Valley High School, Mission Viejo, California

*Elizabeth Ballroom B (Hyatt)***236****One-Variable and Two-Variable Functions through the Lens of 3-D Geometry in a Dynamic Environment****(9–12) Gallery Workshop**

Develop a twofold meaning for the concept of a graph of a function involving both algebraic and geometric understandings. Through the dynamic environment of Cabri 3D, visually and graphically give linked meaning to the worlds of algebra, geometry, and calculus.

Colette Laborde

University of Grenoble, Isère, France

Barbara Pence

San Jose State University, California

*Elizabeth Ballroom G (Hyatt)***237****Connecting Calculus with the Roller Coaster****(9–12, Higher Education) Gallery Workshop**

A roller coaster is the perfect context for bringing to life and understanding the concepts of calculus. Multiple representations, including the use of GeoGebra, Amusement Park Physics, and Data Studio software, as well as hands-on activities, will provide connections between calculus and roller coasters. It's a ride you can't miss.

Mike Long

Shippensburg University, Pennsylvania

*15 A (Convention Center)***238****Exploring Exponential Functions Using the TI-Navigator™ System****(9–12, Preservice and In-Service) Gallery Workshop**

We'll use calculator features and some simple experiments to model exponential growth and decay and then use the features of TI-Navigator to assess understanding.

Roberta KossTeachers Teaching with Technology (T³), Dallas, Texas*Salon 6 (Marriott)*

239**Pick a Concept and Find a Context, or Pick a Context and Find a Concept****(General Interest) Session**

A major issues for presenting mathematics in context is how this is done. If a context is chosen, does it meet your needs for concepts? If a concept is chosen, can you find a context for that concept? Examples from different grade levels will be discussed. What's your favorite context for a concept?

Johnny W. Lott

Past President, National Council of Teachers of Mathematics;
University of Mississippi, Oxford

*Elizabeth Ballroom H (Hyatt)***240****Identity and Power in Classrooms: Moving beyond the Achievement Gap****(General Interest) Research Session**

Authors and the editorial panel for the equity special issue of *Journal for Research in Mathematics Education* will engage participants in discussions about the roles of identity and power (e.g., racism, sexism, ability, classism, language, politics) in mathematics learning and teaching, emphasizing implications for classroom practice.

Beatriz S. D'Ambrosio

Miami University, Oxford, Ohio

*Elizabeth Ballroom D/E (Hyatt)***241****Discovering Grades Pre-K–2 Mathematics in the Visual Arts and Children's Literature****(Pre-K–2) Session**

Explore Mondrian's quadrilaterals, Matisse's patterns, Arp's chance collages, Warhol's 2D and 3D shapes, and number sense in works by Pollock and Lichtenstein. Explore children's literature that features the visual arts, and learn how to connect the literature to mathematical concepts. Discuss the research on math-art connections.

Robin Anne Ward

Rice University School Mathematics Project, Houston, Texas

*5 B (Convention Center)***242****Enhancing Think-Pair-Share: Mathematical Communication in Early Childhood Classrooms****(Pre-K–2) Session**

This session will engage participants in mathematical activities for early childhood students that foster an understanding of number and patterns. Classroom protocols designed to help teachers foster mathematical communication and listening skills in their students will be shared.

Andrew M. Tyminski

Purdue University, West Lafayette, Indiana

Signe Kastberg

Indiana University Purdue University Indianapolis

Elizabeth Winarski

Project School, Indianapolis, Indiana

Sue Ellen Richardson

Indiana University Purdue University Indianapolis

*7 B (Convention Center)***243****Making Math Move and Connect through Centers****(Pre-K–2) Session**

Make your math move, connect, and meet individual students' needs through innovative centers. Participants will interactively learn how to set up, move, and assess your students through powerfully connected, hands-on learning centers. Your students will power forward in learning as they move through math centers.

Lynn Gannon Patterson

Murray State University, Kentucky

Manchester Ballroom D (Hyatt)**New to Teaching?**

Get answers to pivotal questions and concerns of new and soon-to-be teachers at the New Teacher Strand on Friday.

244**Geometric Thinking in Young Children: An International Research Perspective****(Pre-K–2, Higher Education, Preservice and In-Service) Session**

The presenters will share findings from a study addressing geometric thinking in five- and six-year-olds conducted in Queensland, Australia. Classroom-tested lessons will be shared that connect effective teaching practices to students' learning of important geometric concepts. Implications for teaching and learning will be discussed.

Trena Wilkerson

Baylor University, Waco, Texas

Betty Ruth Baker

Baylor University, Waco, Texas

Jordan Sandefur

Baylor University, Waco, Texas

Julie Leary

Baylor University, Waco, Texas

Kimber Fowler

Baylor University, Waco, Texas

Alison Macari

Baylor University, Waco, Texas

*Gregory A/B (Hyatt)***245****Promoting Deductive Thinking through Problem Solving with Storybook Characters****(Pre-K–2, Preservice and In-Service) Session**

Do you read storybooks and have the characters pose problems that require students to use deductive thinking and problem-solving strategies to solve? This session will share examples of how primary grade teachers used storybooks to promote mathematical reasoning and will provide participants with strategies to use in their own classrooms.

Jane M. Wilburne

Penn State Harrisburg, Middletown, Pennsylvania

Jane Keat

Penn State Harrisburg, Middletown, Pennsylvania

*6 D (Convention Center)***LOR 246****Poetometry: Empower All Students by Connecting Geometry and Poetry****(Pre-K–5) Session**

Poetometry is an integrated mathematics and poetry project. This session will describe the powerful connections between geometry and poetry. Children learn geometric concepts in the context of poetry. They compose poems, construct figures, and investigate geometric properties. Elementary school students' poetometry will be showcased.

Donna Gee

Angelo State University, San Angelo, Texas

Marilyn Eisenwine

Angelo State University, San Angelo, Texas

Judith A. Hakes

Angelo State University, San Angelo, Texas

*11 B (Convention Center)***247****The Mathematics and Literature Connection: Moving beyond *The Doorbell Rang*****(Pre-K–5) Session**

This session will showcase research and practical applications related to the integration of mathematics and children's literature. A framework will be provided that will guide attendees to support students in making authentic and meaningful mathematical connections stemming from children's literature.

Jeffrey Shih

University of Nevada, Las Vegas

Cyndi Giorgis

University of Nevada, Las Vegas

*6 C (Convention Center)***LOR 248****Drill and Thrill: Mindful Practice That Connects Skill with Understanding****(Pre-K–5) Session**

Whether one is learning soccer, piano, or mathematics, practice is necessary, but mindless practice is deadening. This session will give several concrete examples—with handouts and video—of highly focused, effective practice that children love and that build competence very quickly. How? Connect skill with thinking through mindful practice!

Liz Uccello

Cunniff Elementary School, Watertown, Massachusetts

Shannon Sauder

Cunniff Elementary School, Watertown, Massachusetts

E. Paul Goldenberg

Education Development Center, Newton, Massachusetts

*15 B (Convention Center)***T****H****U****R****S****D****A****Y**

249**A Balanced Approach to Elementary Math Methods: Seeing is Believing****(Pre-K–5, Preservice and In-Service) Session**

This presentation focuses on balanced mathematics—an integration of constructivist approaches with a math version of Response to Intervention—in an elementary methods course designed by a teacher, professor, and mathematician. A description of course components will be provided, and attendees will participate in a simulated classroom activity.

Stephanie Baker Peacock
University of Texas at Austin

Taylor Martin
University of Texas at Austin

Rose Tran
University of Texas at Austin Elementary School

Molly A/B (Hyatt)

250**Individual Assessments: The Key to Student's Skills and Understanding (Pre-K–8) Session**

Number and operations is the cornerstone of elementary school math instruction. Teaching students effectively depends on having detailed and specific information about their understanding and skills. While paper and pencil work provides some information about students, individual assessments provide essential in-depth and unique information.

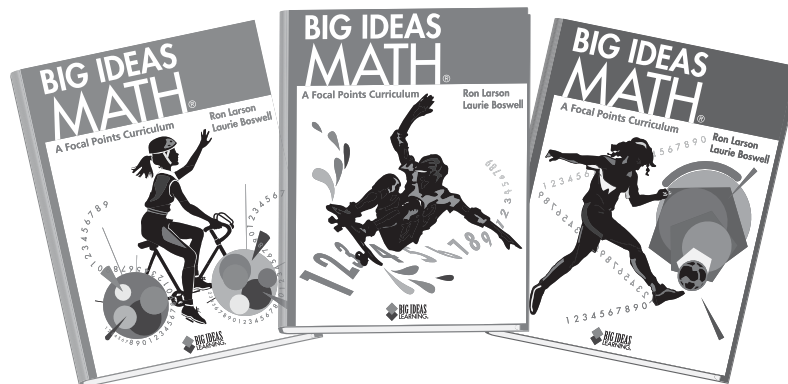
Marilyn Burns
Math Solutions, Sausalito, California

20 A/B/C (Convention Center)

BIG IDEAS MATH[®]

A FOCAL POINTS CURRICULUM FOR MIDDLE SCHOOL MATHEMATICS

BY RON LARSON AND LAURIE BOSWELL



877-552-7766
BigIdeasMath.com



1762 Norcross Road
Erie, PA 16510

251**How to Create Scoring Rubrics: Linking Appropriate Assessment to Math****(Pre-K–8) Session**

Successful teachers set clear expectations for students' work. This session focuses on methods to develop rubrics that facilitate assessment. Attendees will create rubrics, use rubrics to assess sample work, review student-created rubrics, and share experiences. Sample rubrics and resources will be provided.

Audrey M. Quinlan

Seton Hill University, Greensburg, Pennsylvania

*Manchester Ballroom B (Hyatt)***252****Connecting NCTM Articles to the Context of Teaching: Ideas for Growing Professionally****(Pre-K–8, Preservice and In-Service) Session**

The speakers will share favorite articles from *Teaching Children Mathematics* and *Mathematics Teaching in the Middle School* and explain how to engage teachers in ways to maximize the connection of the article to our work in classrooms.

Jennifer Bay-Williams

University of Louisville, Kentucky

Karen Karp

Board of Directors, National Council of Teachers of Mathematics; University of Louisville, Kentucky

*Edward A/B/C/D (Hyatt)***253****Maximizing the Potential of Children's Literature in Teaching Mathematics: What We Can Learn from Teachers****(3–5) Session**

Using children's literature to teach mathematics has long been a recommended practice, but its use often falls short of its potential. Listen to the stories of three teachers who have learned to maximize the potential of this practice. Guidelines and benefits emerge that should help others use children's literature in mathematics more effectively.

Eula Monroe

Brigham Young University, Provo, Utah

Damon L. Bahr

Brigham Young University, Provo, Utah

*Salon 1/2 (Marriott)***LOR 254****Integrating Mathematics and Literature: Enhancing the Potential for Every Child****(3–5, Preservice and In-Service) Session**

The use of creative ideas to integrate teaching across the curriculum is an important tool. Introducing mathematics units with quality literature creates a positive atmosphere that enables students to be successful and actively involved in mathematical learning.

Sally C. Mayberry

Florida Gulf Coast University, Fort Myers

*14 B (Convention Center)***255****Building Strong Algebraic Foundations****(3–5, Preservice and In-Service) Session**

This session will address how to build algebraic thinking daily in grades 3–5. The speaker will model differentiated instruction with a multitude of instructional strategies to create algebraic constants. Come prepared to sing, dance, and think algebra with five powerful activities to use three times a week with students.

Kimberly Sutton

Creative Mathematics, Arcata, California

*6 A (Convention Center)***LOR 256****Two Sizes Too Small? Geometry Meets the Grinch****(3–8) Session**

This interactive session will explore size change transformations as we solve the Grinch Heart Task using a combination of by-hand and computer-based methods. This surprisingly rich problem, classroom-ready and student-tested, will reveal misconceptions your students have about proportionality and help you individualize your instruction.

Dana C. Cox

Miami University, Oxford, Ohio

Michael Todd Edwards

Miami University, Oxford, Ohio

*10 (Convention Center)*T
H
U
R
S
D
A
Y

257**Putting a Face on X: Connecting Number Sense to Algebraic Reasoning****(3–8) Session**

Explore and connect the big ideas of fraction concepts and quantitative reasoning as well as students' common misconceptions about these topics. Using a number-line model and strategies developed to help build quantitative reasoning, participants will examine basic algebra concepts of variable and connect them to reasoning about x .

Nadine Bezuk

San Diego State University, California

Steve Klass

Encinitas Union School District, Encinitas, California

6 B (Convention Center)**258****Focus on Fractions, Building Fraction Sense: Why Not?****(3–8) Session**

Number sense is important for all elementary and middle grade mathematics students. For far too many, number sense has become only a whole-number opportunity. It's way past time to extend number sense to fractions, decimals, ratio, and percent. Check out activities that work and that provide the foundation for developing rational number sense!

Francis (Skip) Fennell

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

6 F (Convention Center)**259****Fractions Are a Pane in the Window****(3–8) Session**

What topic strikes mortal fear into the hearts of students and parents? Fractions! Come see how to develop meaningful concepts of, and operations with, fractions using a model from students' everyday environment. After this session, windows will take on a new meaning for you. The same will be true for students after they see fractions in windows.

Dan Dolan

Project to Increase Mastery of Mathematics and Science, Middletown, Connecticut

20 D (Convention Center)**260****Children's Book Project: Connecting Children's Literature and Mathematics Using Technology****(3–8, Higher Education) Session**

Children's literature is a powerful tool for connecting a child's attention to mathematics. This presentation will introduce a book project appropriate for preservice teachers or for use in a grades K–8 environment. Electronic book versions will be presented, analyzed, and discussed.

John Francis McAdam

Marist College, Poughkeepsie, New York

Erika Moore

Marist College, Poughkeepsie, New York

Marina G (Marriott)**261****Math Assessment: Engage Students through Projects, Problem Solving, and Writing****(6–8) Session**

Use creative practical math application projects and extended-response problems to engage students in meaningful mathematics. Vocabulary strategies, journaling, and portfolios will be shared. Assessment rubrics and samples of students' work will be included.

Edna F. Bazik

National-Louis University, Chicago, Illinois

2 (Convention Center)**262****Engaging Students in Understanding Functions with the Use of a Communicator®****(6–8) Session**

Participants will experience how using the Communicator Clearboard can engage students in understanding the concept of a function and in connecting functions numerically, graphically, verbally, and analytically.

James R. Rahn

LL Teach, Inc., Bridgewater, New Jersey

San Diego Ballroom B (Marriott)

LOR 263**Math + (Science, Social Studies, or Language Arts) = Fun****(6–8, Preservice and In-Service) Session**

Math has many connections with science, social studies, and language arts. This session will combine a variety of activities, literature, and games to use an interdisciplinary approach to help motivate middle school students. It is designed to help students see that math exists outside the classroom and the textbook.

Jeanne Ramirez Corpus Mather

University of Science and Arts of Oklahoma, Chickasha

*17 B (Convention Center)***264****Conquering Measurement and Scale****(6–8, Preservice and In-Service) Session**

Experience activities that make measurement and scale fun to teach and accessible to students. Problems designed to make conversions meaningful, a strategy to teach dimensional analysis, a tool that helps students transition from additive to multiplicative thinking when making scale drawings, and ready-to-use lessons will be included.

Shelley Kriegler

University of California at Los Angeles Math Content Program for Teachers and Students

Joanna Packham

University of California at Los Angeles Math Content Program for Teachers and Students

*Manchester 1/2 (Marriott)***LOR 265****Connecting to the Real World with Alternative Assessment: It's Not Just Assigning Projects!****(9–12) Session**

Alternative assessment is not just assigning projects. Performance assessments, solving real-world problems, or communicating one's understanding is part of the process, but alternative assessment is measuring students' progress with validity and reliability in lieu of paper-and-pencil tests. Learn how without making yourself crazy in the process.

Neil D. Cooperman

Millburn High School, New Jersey

*16 B (Convention Center)***LOR 266****How to Incorporate Financial Planning Successfully into the Math Classroom (9–12) Session**

Financial crisis: in the midst is the mathematics making it possible and solvable. High school students need the math skills to become financially independent. Stop waiting for someone else to teach the financial skills. Participants see portions of lessons and obtain resources to teach lessons on budgeting, investing, and using credit wisely.

Kimberly Hanson Nagorski

Big Lake High School, Minnesota

*4 (Convention Center)***267****Financial Algebra: Real-Life Applications All Students Should Know****(9–12) Session**

Financial Algebra is an algebra-based, technology-rich program incorporating topics from Algebra 1 and 2, and even precalculus, into the study of taxes, insurance, banking, budgeting, investing, home ownership, auto ownership, credit, and more. The program allows all students to extend and practice their algebra skills.

Robert Kenneth Gerver

North Shore High School, Glen Head, New York

*6 E (Convention Center)***268****Teaching Limits So Students Will Understand Limits****(9–12) Session**

Ways to help your students understand limits and the uses of limits in precalculus and calculus—continuity, asymptotes, area, and the tangent line—will be discussed. Numerical and graphical concepts help the students understand the analytic (delta-epsilon) definition. The use of technology and computer algebra systems will be included.

Lin McMullin

National Math and Science Initiative, Dallas, Texas

Douglas Pavilion D (Hyatt)

269

Using SMART™ Board to Improve Teaching and Students' Understanding in Mathematics

(9–12) Session

Learn how to make your math lessons come alive with a SMART Board! The speaker will show how abstract concepts can become accessible to students with SMART's Notebook software. Participants will also learn how to use other math software such as Autograph, The Geometer's Sketchpad and the TI SmartView Calculator with a SMART Board.

Sarah Jane Heller

Lynnfield High School, Massachusetts

Manchester Ballroom C (Hyatt)

270

Innovative Applications of Computer Algebra Systems (CAS)

(9–12) Session

A CAS environment can make sophisticated mathematics tractable. Computational models of mathematical objects allow students to experiment with mathematical phenomena (functions, graphs, polynomials) in ways that would be difficult to do by hand. Investigate with examples from the CME Project, an NSF-funded high school curriculum.

Al Cuoco

Education Development Center, Inc., Newton, Massachusetts

Salon 4 (Marriott)

271

High School to Higher Education: Challenges of Transition

(9–12, Higher Education) Session

It is increasingly important for students to continue with education beyond high school—for their future and for the future of our country. We can't wait until students are seniors to inspire them to apply to college and provide support for them to succeed. How can we pave the way for our students to make this crucial transition?

Susan Hudson Hull

Charles A. Dana Center, University of Texas at Austin

Salon 3 (Marriott)

272

Beyond the Two-Sample T-Test: ANOVA

(9–12, Higher Education) Session

This presentation will introduce one-way analysis of variance, including a discussion of hypotheses, conditions, the ANOVA table, the TSST statistic, F-distribution, decision, and concursion. Bring a TI-8X calculator if possible.

John M. Arko

Glenbrook South High School, Glenview, Illinois

Elizabeth Ballroom A (Hyatt)

273

Engage Students with Real-World Data Analysis

(9–12, Higher Education) Session

Arrive with ideas to share for spontaneous data collection, participate in several data-collection activities that wake up even sleepy college students, and leave with data sets and projects that are not only useful in and out of class but also motivate students to practice as they build a historical perspective on data analysis.

Janet Marie Winter

Pennsylvania State University, Reading

Elizabeth Ballroom C (Hyatt)

274

Mathematics as Sense Making: Technology as a Vehicle

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

Dynamic geometry, statistics, and algebraic technologies are tools for engaging students in mathematical thinking and sense-making. This session gives examples of activities that use technological tools for mathematical sense making and makes research-based suggestions for using technologies to deepen students' mathematical understandings.

M. Kathleen Heid

Pennsylvania State University, University Park

Rose Mary Zbiek

Pennsylvania State University, University Park

Manchester Ballroom H (Hyatt)

275

Develop Practioner Inquiry and Professional Learning Communities Using Web 2.0

(Higher Education, Preservice and In-Service) Session

Increase and enhance your understanding of readily available Web 2.0 technologies while exploring the applications in preservice and in-service teacher education. Learn powerful strategies for deepening teachers' knowledge of mathematics while enhancing their understanding of the learning processes of the students they teach.

Hope M. Yursa

Drexel University, Philadelphia, Pennsylvania

Douglas Pavilion B (Hyatt)

ew 276**Practice SMART! Assess SMART! Differentiate SMART! Britannica SmartMath!****(Pre-K–5) Exhibitor Workshop**

Participants will engage in lively and interactive, Web-based practice and assessment for elementary students. Move students toward computational fluency while using tools that allow teachers to differentiate, assess, track, and evaluate in real time. Students *enjoy* doing math at home or in the classroom.

Britannica Digital Learning

Britannica Digital Learning, Chicago, Illinois

1 B (Convention Center)

ew 277**Change the Way Students See Math****(8–12) Exhibitor Workshop**

Prentice Hall Algebra 1, Geometry, Algebra 2[©] 2001 is changing the way students see math! Make math more meaningful for students by focusing on student engagement, problem solving, visual instruction, and conceptual understanding. Deliver instruction through a blended medium of digital and print components and reach today's digital natives.

Pearson

Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

279**Can You Explain Your Thinking?****(Pre-K–2) Gallery Workshop**

Participants will learn about cognitively guided instruction (GCI) and implementing it in the classroom. This presentation will explore children's thinking using math word problems and math games. You will learn about the different levels of math word problems using CGI and a variety of fun math games.

Cynthia Jane Graham

Plano Independent School District, Texas

Jessica Defrang

Plano Independent School District, Texas

Jane Curry

Baylor University, Waco, Texas

Betsy A/B/C (Hyatt)

280**A Unit Story: Introducing Unit and the Number Line to Young Children****(Pre-K–2) Gallery Workshop**

See how unit and number are introduced after children are familiar with the meaning of addition and subtraction and comparing quantities. Storytelling and pictures accompanied by activities introduce students to the concept of unit. Participants will use continuous quantities and learn one way in which unit is taught to young children.

Fay Zenigami

Curriculum Research and Development Group, University of Hawaii, Honolulu

Claire Okazaki

Curriculum Research and Development Group, University of Hawaii, Honolulu

Elizabeth Ballroom G (Hyatt)

281**Using Music and Movement to Reach Your Grades K–1 English Language Learners in Math****(Pre-K–2) Gallery Workshop**

Come learn some fun songs with movements that will help your students learn to identify numbers and shapes, count to 100, make patterns, compare sets, and more! These multisensory techniques are particularly effective for children who are still learning English, and they will compliment any existing math program.

Heidi Butkus

Bonita Unified School District, La Verne, California

Salon 5 (Marriott)

282**Camping In, Math Style!****(Pre-K–5) Gallery Workshop**

Are you hiking through the world of mathematics looking for great ideas? Hike to math "trail posts," record ideas in your camp journal, and fill your backpack with great ideas! Learn how to replicate a Math Camping In experience for your classroom or building. Handouts (and s'mores) provided.

Kelli Shrewsberry

Teaching and Learning Collaborative, Columbus, Ohio

Jessica Cahill

South Western City Schools, Grove City, Ohio

Mary Polen

South Western City Schools, Grove City, Ohio

Phyllis Bates

South Western City Schools, Grove City, Ohio

Jan Wilson

South Western City Schools, Grove City, Ohio

Manchester Ballroom I (Hyatt)

STILL NOT SATISFIED
THEY ALL REALLY
"GET IT"?

TRY **ST MATH**®:
THE NEW LEADER
IN VISUAL LEARNING

VISIT US AT
BOOTH #445
& ENTER OUR
DAILY RAFFLE

TO WIN A
KINDLE
OR
FLIP
VIDEO

AND RAISE
YOUR
AWE
QUOTIENT

MIND Research Institute
A neuroscience and education research-based non-profit corporation
www.mindresearch.net

3:00 p.m.–4:30 p.m.

283

Bridging the Gap between the Standards and Teaching Data Analysis

(Pre-K–5, Preservice and In-Service) Gallery Workshop

This presentation will engage participants in activities developed by a joint American Statistics Association–NCTM project to enhance statistics teaching in elementary school. One of the activities will compare the use of different data displays (tally charts, frequency tables, bar graphs, and line plots) to examine various aspects of a data set.

Tim Jacobbe

University of Florida, Gainesville

Marina D (Marriott)

284

Communicating Mathematical Thinking through Writing, Talk, and Problem Solving

(Pre-K–8) Gallery Workshop

This gallery workshop will address practical ways of integrating writing and other types of communication strategies into your mathematics program. Teachers will participate in a variety of fun, easy-to-implement problem-solving activities that encourage students to learn mathematical concepts as well as communicate their own mathematical thinking.

Cathy Marks Krpan

University of Toronto, Ontario, Canada

San Diego Ballroom A (Marriott)

285

What's Rational about Fractions?

(3–5) Gallery Workshop

Explore some activities to help your students connect with fractions and their contexts. Children's literature, manipulatives, and games will be used to supplement students' understanding of fractions. The speaker will also investigate how these activities can be differentiated to accommodate the different learning styles in your classroom.

Theresa Suetterlein

Fairfax County Public Schools, Springfield, Virginia

Elizabeth Ballroom B (Hyatt)

286

Engaging Activities + Effective Instructional Strategies = Students' Success

(3–5) Gallery Workshop

"Work smarter, not harder" to improve numeric competence. These strategies promote greater participation and sense making, ideal for intervention success and "family math" efforts. A ready-for-immediate handout will include engaging activities to improve students' performance and enhance mathematical reasoning.

Leigh Childs

California Mathematics Council, San Diego

Elizabeth Ballroom F (Hyatt)

287**Math Out of (Con)text: Bringing Concepts to Life****(3–5) Gallery Workshop**

Go beyond the textbook and teach all students for mathematical understanding. Turn traditional textbook problems into real-life, problem-based tasks that are accessible to all students without increasing your work load or budget. Create lessons for immediate use in the classroom that develop students' math competence, engagement, and understanding!

Anna M. LaForgia

Council Rock School District, Newtown, Pennsylvania

Julie Eastburn

Council Rock School District, Newtown, Pennsylvania

*Manchester Ballroom G (Hyatt)***288****Number and Spatial Sense Supported by Technology****(3–8) Gallery Workshop**

Number sense and spatial sense are the two main components for elementary school education. They can be supported by direct manipulation and dynamic activities. Come discuss how the new Cabri for Elementary Education supports this and can engage students in activities to help them construct more robust and in-depth mathematical concepts.

Jean-Marie Laborde

Cabrilog, Grenoble, Isère, France

*14 A (Convention Center)***289****Using the Sieve of Eratosthenes in Beginning Number Theory Activities****(3–8) Gallery Workshop**

The sieve reveals an “x-ray” of the decimal system and number patterns. A sieve of the numbers 1–102 will identify prime numbers by “sifting” out composite numbers whose prime factors are labeled. Activities include patterns in the sieve, factors, multiples, twin primes, fraction families, and patterns in repeating and terminating decimals.

Diana Venters

Key Curriculum Press, Berkeley, California

*3 (Convention Center)***290****Putting the Hands in Hands-On Teaching (3–8, Higher Education, Preservice and In-Service) Gallery Workshop**

The focus of this presentation is to demonstrate how classroom teachers, at all levels, can enhance their teaching by using a hands-on approach to teaching in order to keep students actively engaged in the lesson. Manipulatives or other materials that allow students to gain a deeper understanding of a given concept will be incorporated.

Eric J. Heinrich

Louisiana Tech University, Ruston

Julie A. Holmes

Louisiana Tech University, Ruston

*15 A (Convention Center)***291****Will It Float? Will It Fit? Is It Faultless?****(3–8, Preservice and In-Service) Gallery Workshop**

Attendees will use Unifix cubes to estimate and build rectangular prism; measure, collect data, and use calculators to determine relationships between different circumferences; use water displacement to determine the volume of three dimensional objects; and develop an understanding of density as they determine what will sink or float.

Kim Hartweg

Keokuk Community School District, Iowa

*Salon 6 (Marriott)***292****A Project Approach with Kaleidoscopes: Connecting Mathematics, Science, and Art****(3–8, Preservice and In-Service) Gallery Workshop**

Use the Project Approach to plan and implement a hands-on unit. Build simple mirror systems, a teleidoscope, and a kaleidoscope to take home. Investigate math-science-art integration, kaleidoscope sources, construction materials, resource books, and literature connections. Come if you believe math consists of doing as well as knowing.

Nick Stupiansky

Edinboro University of Pennsylvania

Sandra Waite-Stupiansky

Edinboro University of Pennsylvania

Douglas Pavilion C (Hyatt)

293**Making Sense of the Census****(6–8) Gallery Workshop**

The census is about much more than simply counting the number of people in the United States! This year's census will provide math teachers with a plethora of data to use in classrooms. Participants will receive samples of census data and will construct box-and-whisker plots and scatter plots, both by hand and on the TI graphing calculator.

Jennifer M. Seay

Wicomico County Public Schools, Salisbury, Maryland

*17 A (Convention Center)***294****Using Math Games to Encourage and Enhance Students' Learning****(6–8) Gallery Workshop**

Participants will gain hands-on experience exploring sample games and extensions. They will discuss strategies while reflecting on the mathematical significance of each game. The focus of the gallery workshop will be on number and operations and problem solving as defined in NCTM's *Principles and Standards for School Mathematics*.

Sarah Klimek

National Council of Teachers of Mathematics, Reston, Virginia

Sarah DeLeeuw

National Council of Teachers of Mathematics, Reston, Virginia

*Manchester Ballroom E/F (Hyatt)***295****Connecting Geometry, Algebra, and Measurement with Geofix****(6–8) Gallery Workshop**

Using Geofix shapes allows students to investigate and connect many concepts dealing with two- and three-dimensional geometry. Specific activities related to the NCTM Curriculum Focal Points will be addressed. How can algebra concepts be integrated with geometric concepts?

Don S. Balka

Saint Mary's College, Notre Dame, Indiana

*Marina E (Marriott)***296****Not Everything in Life Is Fair: Fair and Unfair Games****(6–8) Gallery Workshop**

This presentation will investigate games using dice, coins, two-color counters, and other manipulatives to determine whether they are fair or unfair. If the games are unfair, the speakers will explore ways to make them fair.

Betty B. Long

Appalachian State University, Boone, North Carolina

Deborah Ann Crocker

Appalachian State University, Boone, North Carolina

*Marina F (Marriott)***297****The Physical to the Cognitive: Building Mathematical Connections****(6–8) Gallery Workshop**

For algebra and geometry, learn how to build broader and deeper mathematical understanding for your students through the use of manipulatives. You will see how your students will gain crucial insights into the concepts and relationships that make math meaningful and engaging. This gallery workshop will greatly enrich your existing math curriculum.

Guy Stuart Foresman

Institute for Conceptual Instruction and California Association for the Gifted, Anaheim, California

Brad Fulton

Mistletoe Elementary School, Redding, California

*San Diego Ballroom C (Marriott)***298****Turning Work Problems into Hands-On Puzzles****(6–12) Gallery Workshop**

Do you want to make work problems hands-on? Are you tired of teaching the trick to solve work problems? These problems are rooted in our everyday lives, but everyday people rarely use the trick to solve them. Join us to learn how to turn work problems into hands-on puzzles to help students create a deep understanding of these interesting problems.

Barbara Boschmans

Plymouth State University, New Hampshire

Brian P. Beaudrie

Plymouth State University, New Hampshire

8 (Convention Center)

299**Fibonacci in Action! Bring the Golden Ratio to Life****(6–12) Gallery Workshop**

Learn how to integrate algebra, geometry, art, anatomy, history, and the natural sciences into a meaningful, action-packed lesson. Through inquiry activities you can introduce one of the most famous sequences that will have your students moving, exploring, and most important, learning.

Ricci Slobodnik

Northwest Career and Technical Academy, Las Vegas, Nevada

*16 A (Convention Center)***300****Exploring the Connection between Recursive Sequences and the Composition of Functions****(9–12) Gallery Workshop**

Multiple representations of recursive sequences will be examined through iterative techniques. Various learning styles will be addressed through modeling of real-world situations. See how handheld technology promotes algebraic thinking and a deeper understanding of sequences, functions, and limits to help students move from algebra to calculus.

Thomas Beatini

Glen Rock High School, New Jersey

*5 A (Convention Center)***301****Connecting Mathematics and Science through Data Analysis****(9–12) Gallery Workshop**

Participants will explore the use of graphing calculators and data collectors to simulate real-life problems connecting geometry and algebra to science. Explore using a motion sensor to map the ocean floor and using color to reflect light using a light sensor. All equipment will be provided for the activities. Sample lesson plans will be available.

Judy Johnson

Portsmouth City Schools, Virginia

Douglas Pavilion A (Hyatt)

**Proven Professional Development
from the people you trust.**

- ✓ 1 or 2 day training at your school
- ✓ Research-based content
- ✓ Companion to any math curriculum
- ✓ Focus on techniques successful in Singapore



Stop by and visit us at Booth #850

www.SDE.com/success-systems

1-877-388-2054



3:00 p.m.–4:30 p.m.

302

Some Sequentially Organized Thoughts on the Nature of Randomness

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

Much of mathematics is counterintuitive. Randomness definitely is. Participants will conduct two simulations of random events. Each simulation will be followed by an actual experiment of the simulated event. The simulated results will be compared to those of the actual event, and a discussion will follow.

Richard A. Little

Baldwin-Wallace College, Berea, Ohio

Manchester Ballroom A (Hyatt)

3:30 p.m.–4:30 p.m.

304

Weaving Mathematics and Culture through the Internet

(General Interest) Session

Many Internet sites provide an avenue to weave together culture and mathematics. Explore investigations developed using Internet sites about masks, flags, and games from around the world. The speakers will share how to modify these investigations to meet a range of grade and ability levels.

Michaele F. Chappell

Middle Tennessee State University, Murfreesboro

Denisse R. Thompson

University of South Florida, Tampa

17 B (Convention Center)

305

Do You Expect Me to Find All the Pebbles in the World? (Hermione Granger)

(General Interest) Session

How do you know you have found all of the answers? How do you know for sure something does not exist? Questions such as these naturally lead students to create general arguments. In this presentation we will have fun exploring tasks that lead to such questions and in turn general arguments.

Joanna Rachel Bartlo

Portland State University, Oregon

Sean Larsen

Portland State University, Oregon

2 (Convention Center)

306

Predictors of Success in Algebra 1 and Higher Mathematics

(General Interest) Session

What does it take to be successful at Algebra 1, and what is preventing more students from success? Algebra can be for everyone. The results of a year-long, quantitative research study of 1500 high school students in a low-income community will be discussed along with its implications for both curricular and instructional changes.

Linda Faulk

Colton High School, California

6 C (Convention Center)

302.1

New Teacher Workshop and Kickoff

(Preservice and In-Service) Gallery Workshop

Do you have questions on how to make it all work? Together we have answers and ideas on management, parents, homework, keeping your sanity and more! Join others still in school, just starting their careers, or looking for help. Receive gifts, prizes, and good ideas.

David Barnes

National Council of Teachers of Mathematics, Reston, Virginia

11 A (Convention Center)

303

Developing Mathematics Learning Communities

(Preservice and In-Service) Gallery Workshop

Mathematics learning communities use students' work to connect professional development to the classroom and to stimulate authentic discussions about how students learn mathematics with the goal of improving both students' and teachers' understanding of mathematics.

Wendy Cleaves

University of Massachusetts Medical School—Regional Science Resource Center, Shrewsbury

Dona Apple

University of Massachusetts Medical School—Regional Science Resource Center, Shrewsbury

9 (Convention Center)

LOR 307**Learn↔Reflect Reflection Session****(General Interest) Session**

This is a culminating session for those who attended the Learn↔Reflect strand sessions. The session will be a facilitated discussion of four reflection questions.

Professional Development Services Committee

National Council of Teachers of Mathematics, Reston, Virginia

6 D (Convention Center)

308**Yes, Virginia, Good Multiple-Choice Questions Do Exist!****(General Interest) Session**

Results from well-written, multiple-choice questions can provide diagnostic information and reveal a student's possible error patterns and misconceptions. The key is to develop meaningful multiple choice questions. This session will give your specific steps and principles on writing good multiple-choice questions and interpreting the results.

Samantha Burg

MetaMetrics, Inc., Durham, North Carolina

Gregory A/B (Hyatt)

309**Building Strong Mathematical Foundations in Prekindergarten****(Pre-K–2) Session**

A learning environment that offers choices, fosters natural language development, and uses appropriate questioning to stimulate and support a child's thinking lays a strong mathematical foundation. This session will focus on building prekindergarten math understanding through natural play situations and providing intentionally organized tasks.

Kim Bowen

Math Perspectives, Bellingham, Washington

14 B (Convention Center)

310**Integrating Algebraic Thinking with Number and Operations****(Pre-K–2) Session**

This session will explore how many early elementary school number-and-operation activities can be easily modified to incorporate algebraic thinking and to provide differentiation for students at different levels. Examples will be drawn from a variety of elementary school math curricula, and samples of students' work will be shown.

Pamela J. Wells

Grand Valley State University, Allendale, Michigan

Elizabeth Ballroom C (Hyatt)

311**Using Literature to Build Operation Concepts and Teach Number Facts****(Pre-K–2) Session**

An understanding of operation concepts occurs best when young children are connected to their learning. Stories help children to build mental pictures of the ideas. These mental pictures then help teach strategies that lead to mastery of number facts. This session will show how stories can teach all four operations beginning in kindergarten.

Calvin Irons

Queensland University of Technology, Brisbane, Australia

Manchester Ballroom B (Hyatt)

312**Generalizations, Connections, and Ideas: Exploring the Role of Algebra in Elementary School****(PreK–5) Session**

This session will focus on how algebra ideas are investigated in the elementary school classroom. Algebra concepts in kindergarten through fifth grade will be explored and analyzed through activities and explorations. Emphasis will be placed on generalizations about the operations, growing patterns, fractions, equality, and relational thinking.

Zachary Champagne

Mandarin Oaks Elementary School, Jacksonville, Florida

Douglas Pavillion D (Hyatt)

313**Connecting It All: Four Frames Instructional Model****(Pre-K–5) Session**

Planned daily instruction includes spiral review, problem solving, direct instruction, and perfect practice. The direct instruction frame will include opportunities to explore number and place value as students develop an understanding of whole-number operations. Games will be shared in the perfect practice frame.

Deborah S. Donovan

Educational Resources Group, Inc., Charleston, South Carolina

Elizabeth Ballroom H (Hyatt)

314**Developing Primary School Problem Solving****(Pre-K–5) Session**

Participants will explore developing an understanding of number sense through a conceptual approach to problem solving. Teaching big ideas from the textbook will be discussed, as well as implementing games, the workshop model, authentic problems, and use of the open number line.

Ginalouise Pflanz

Council Rock School District, Richboro, Pennsylvania

*Manchester Ballroom C (Hyatt)***315****Assessing for Understanding****(3–5) Session**

Connect powerful assessment and instructional practices to provide meaningful information for the classroom teacher. This session will share the development of an instructional plan with yearlong assessments that influence classroom practices to enhance and monitor students mathematical understanding in cognitively guided instruction.

Mary Bridget Sweeney

Des Moines Schools, Iowa

Josie Burg

Downtown School, Des Moines, Iowa

Tracey Donovan

Downtown School, Des Moines, Iowa

Jessica Capper

Downtown School, Des Moines, Iowa

*5 B (Convention Center)***316****Strengthen Mathematics Vocabulary Using Popular Games and National Comedy Theater****(3–5) Session**

Enhance students' mathematics success by incorporating recommendations from the National Reading Panel. Learn to use activities adapted from TV game shows (new and old), *Whose Line is it Anyway?*, and the National Comedy Theater. Actors from National Comedy Theater will demonstrate with participants.

Mary C. Cavanagh

Arizona State University, Tempe

*6 E (Convention Center)***317****Braiding Together Language, Thinking, and Mathematics for Students' Conceptual Understanding****(3–8) Session**

Transform your teaching through cognitively-based planning. Students can do problem solving by creating mathematical models, make connections among the mathematical concepts, create their own meaningful representations, and solve problems involving the same concept in different contexts to build a generalized understanding.

Arthur Hyde

National Louis University, Lisle, Illinois

Susan Friedlander

Northbrook School District 28, Illinois

*Marina G (Marriott)***318****Digging into Operation Sense: Helping Students Reason with Quantitative Analysis****(3–8) Session**

Do students begin attacking problems through computation without considering what operation they need to be using? Quantitative analysis is a process of analyzing the structure of a problem to verify which operations apply before plugging in values to solve. Come explore a strategy that truly helps think about a math problem before solving it.

Beth Ann Schefelker

Milwaukee Public Schools, Wisconsin

Connie Laughlin

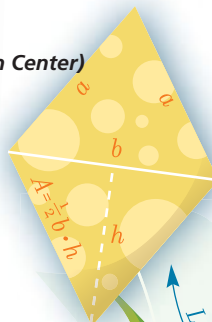
Milwaukee Public Schools, Wisconsin

*Salon 3 (Marriott)***319****Making Math Cool! with "The Rappin' Mathematician"****(3–8) Session**

This session will offer classroom teachers the tools, courage, and expertise to combat negative stereotypes of mathematicians as "nerdy" or "boring." Making Math Cool! will deliver hands-on activities and ideas to turn even the most hardened, tough-to-teach student into one that says, "Hey, that's pretty cool!"

Alex Kajitani

Escondido Union School District, California

20 D (Convention Center)

Check your e-mail at the
Cyber Café
located in the Exhibit Hall.

$$L = \oint \rho \mathbf{n} \cdot \mathbf{k} dA$$

320**Reasoning Proportionally and Talking Math Lead to Success with Algebra****(3–8) Session**

Fundamental to success with algebra is reasoning proportionally and describing relationships. Keyboarding, skateboarding, snowboarding, and a variety of projects, problems, and games from the sciences, arts, history, literature, and sports will serve as the settings for developing skill with proportional reasoning and communicating.

Carole Ellen Greenes

Arizona State University, Tempe

*6 A (Convention Center)***321****Another Algebraic “Whack on the Side of the Head!”****(3–12) Session**

The speaker was once asked how we could connect the concepts of algebraic thinking to the context of the algebra classroom. He will take a humorous, thought-provoking look at some common “mental locks,” and we explore how we can turn dry algebraic procedures into powerful algebraic thinking tools.

Larry Campbell

Missouri State University, Springfield

*Douglas Pavilion B (Hyatt)***322****Empowering Yourself as a Mathematics Mentor****(3–12, Preservice and In-Service) Session**

This session will discuss effective strategies for developing mentoring skills both individually and collaboratively, including a mixture of presentation and interactive experiences to demonstrate skills you can develop to mentor others and improve your own teaching. Examples from different levels of mathematics teaching will be provided.

Linda Sue Hutchison

University of Wyoming, Laramie

Judith Ellsworth

University of Wyoming, Laramie

*Manchester Ballroom H (Hyatt)***323****Learning to Adapt Curricula through Lesson Study****(6–8) Session**

Teachers face important decisions about how to implement curricula in the classroom. Lessons containing unfamiliar content, tools, or methodologies are especially challenging. In Japan, teachers work together through lesson study to implement new ideas. This presentation will examine the decisions teachers must make and how lesson study can help.

Thomas Fenger McDougalAsia-Pacific Mathematics and Science Education
Collaborative, Chicago, Illinois*4 (Convention Center)***324****Activities and Applications to Facilitate Middle Grades Mathematics****(6–8) Session**

This session will present activities and applications that can be used in middle school classrooms. Activities have been class-tested.

Rick Billstein

University of Montana, Missoula

*Salon 4 (Marriott)***325****Creating a Professional Learning Community through Coaching****(6–8, Preservice and In-Service) Session**

Instructional coaching can be a powerful catalyst for developing a professional learning community in mathematics. This session will show how coaching extended beyond individual teachers' classrooms to influence their awareness of inquiry, the selection and alignment of curriculum, and the formation of a vibrant grades 5–8 lesson study team.

Karma Nelson

Bozeman School District, Montana

Jennifer Luebeck

Montana State University, Bozeman

David Yopp

Montana State University, Bozeman

Elizabeth Burroughs

Montana State University, Bozeman

Manchester Ballroom D (Hyatt)

326**Mathematics's Role in Developing a College-Going Culture****(6–12) Session**

What role does mathematics education play in developing a college-going culture for at-risk kids? Researchers will share midpoint results of a seven-year, longitudinal study focused on building a college culture. The speakers will discuss merits and challenges of mentoring and tutoring as students make difficult transitions in grades 8 and 9.

Rich Radcliffe

Texas State University, San Marcos

Beth Bos

Texas State University, San Marcos

*Salon 1/2 (Marriott)***327****Ping-Pong Balls and Lipstick: Teaching Problem Solving Using Complex Estimation****(6–12) Session**

How many ping-pong balls fit in a plane? How fast does hair grow? Multistep estimation problems such as these will be explored as a way to teach problem solving. This session will look at a unit that supports all the skills needed to solve complex estimation problems. A packet of problems and lessons will be provided.

Eyal Wallenberg

Urban Assembly School for Law and Justice, Brooklyn, New York

Christopher Luzniak

Urban Assembly School for Law and Justice, Brooklyn, New York

*10 (Convention Center)***328****A Checklist for Making Algebra Meaningful and Engaging****(6–12) Session**

It's a given that many students dislike, and have considerable difficulty in making sense of, algebra. Suggestions and rationale for some changes that build on prior learning experiences and forge connections with all content standards will be offered. Examples, activities, and projects that illustrate and illuminate will be provided.

Margaret J. Kenney

Boston College Mathematics Institute, Chestnut Hill, Massachusetts

*San Diego Ballroom B (Marriott)***329****Bridging the Gap between Concrete Activities and Abstract Homework****(6–12, Preservice and In-Service) Session**

Technology is only as good as the reasoning it inspires. Students often make no connection between an activity and their homework. This session will demonstrate appropriate, inappropriate, and innocuous uses of technologies, and ways to bridge between the concrete items students manipulate and the abstract ideas students represent on paper.

Christine C. Benson

Northwest Missouri State University, Maryville

Jennifer Wall

Northwest Missouri State University, Maryville

*6 B (Convention Center)***330****Reasoning and Sense Making in Geometry across Grades 9–12****(9–12) Session**

Participants will engage in tasks and discussion that promote students' development of reasoning and sense making in high school geometry. Learn about students' reasoning habits and how to increase reasoning opportunities, as presented in the geometry topic book that supports NCTM's *Focus in High School Mathematics* document.

Sharon McCrone

University of New Hampshire, Durham

Yuria Orihuela

University of Miami, Florida

James King

University of Washington, Seattle

*15 B (Convention Center)***332****SMART™ Students in a Flash****(9–12) Session**

The presenters will share proven successful activities in Algebra 1 and 2 to enhance students' self-testing and review of mathematical objectives through the use of SMART Board technology combined with TI study cards. CD demos will be shared with participants.

Antoinette Kidwell

Bryant Adult Alternative High School, Alexandria, Virginia

Lynn Wills

Bryant Adult Alternative High School, Alexandria, Virginia

Elizabeth Ballroom A (Hyatt)

333

Integrating Advanced Algebra Applications into the Geometry Classroom (9–12) Session

This session will investigate advanced algebra concepts in a geometry environment. Participants will actively explore and extend geometry topics, using a review of the old (advanced algebra) and a preview of the new (precalculus). Included problems will involve probability, maximum and minimum (using a graphing calculator), and series.

Ilene Hamilton

Retired, Adlai Stevenson High School, Lincolnshire, Illinois
Elizabeth Ballroom D/E (Hyatt)

334

Connecting with the Past: Lessons Learned from 19th-Century Textbooks (9–12, Higher Education) Session

Authors of early U.S. algebra textbooks described teaching philosophies that are surprisingly relevant today. Examining those philosophies gives us a chance to reflect on our own teaching practices. These antiquarian books can be used in the classroom as a teaching strategy. Participants will be able to examine a number of selected textbooks.

Marcus Jorgensen

Utah Valley University, Orem

11 B (Convention Center)

335

Connecting Mathematical Concepts to Students' Interpretations of Mathematical Representations

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

Teachers' and students' interpretations of mathematical representations can differ significantly. Students do not always see what mathematicians see in representations. The speakers will investigate students' interpretations of representations and discuss implications for such in respect to learning, instruction, and assessment.

Kwaku Adu-Gyamfi

East Carolina University, Greenville, North Carolina

Michael J. Bosse

East Carolina University, Greenville, North Carolina

Ron Preston

East Carolina University, Greenville, North Carolina

16 B (Convention Center)

336

Some Difficulties to Be Aware of When Using Interactive Geometry in the Classroom

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

Interactive geometry can be used quite effectively by the teacher to foster mathematical exploration; however, cognitive difficulties may arise in the visual and conceptual analysis of the dynamic figures with which the students can interact. We have analyzed a few of such difficulties and believe it is fundamental to develop awareness of them.

Anna E. Baccaglini-Frank

University of New Hampshire, Durham

Manchester 1/2 (Marriott)

337

Connection-Making in a Secondary Mathematics Methods Course

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

Why does the test for divisibility by nine work? Why is the volume of a cone one-third the volume of a cylinder? These questions are typically answered using algebra and calculus. The presenters will share alternative explanations using geometry and other representations that led to connection-making in a secondary mathematics methods course.

Bethany Noblitt

Northern Kentucky University, Highland Heights

Laura Bristol

Kentucky Center for Mathematics, Highland Heights

Molly A/B (Hyatt)

338

Portfolios in Mathematics Teacher Education Programs: Tools for Documenting Transformation

(Higher Education, Preservice and In-Service) Session

Portfolios present opportunities for preservice and in-service mathematics teachers to document struggles and transformations in knowledge, pedagogical skills, and dispositions. This session will focus on electronic portfolios rooted in the NCTM Principles and Standards as well as state standards and institutional conceptual frameworks.

William Lacefield

Mercer University, Atlanta, Georgia

7 B (Convention Center)

T
H
U
R
S
D
A
Y

3:30 p.m.–4:30 p.m.

339

A Study on How Mathematics Teachers Use Technology in Their Teaching: Three Cases

(Higher Education, Preservice and In-Service) Session

To enrich teacher education programs in which teachers prepare teaching for students who live in a technologically advanced society, we need to know the relationship between what teachers learned in their teacher education programs and how they actually teach using technology. Research findings about the relationship will be presented.

Hyeonmi Lee

University of Georgia, Athens

Edward A/B/C/D (Hyatt)

3:30 p.m.–5:00 p.m.

340



Mathematics Standards and Assessments Require Reasoning, Sense Making, and Connections

(General Interest) Session

Lifetime Achievement Awards Presentation

As we continue to build and implement the NCTM Standards and assessment work, students must expect to make sense of the mathematics they are learning. They should reason about mathematics and connect it across content strands and to contexts throughout their experiences. Let's look at examples of tasks and student engagement in doing mathematics.

Henry S. Kepner

President, National Council of Teachers of Mathematics;
University of Wisconsin—Milwaukee

20 A/B/C (Convention Center)

4:00 p.m.–5:00 p.m.

ew 341

Simplify Math RtI: One Complete, Integrated Web-Based Solution

(General Interest) Exhibitor Workshop

Learn about the first completely Web-based solution that connects the important components of Response to Intervention (RtI). The RtI Package for the Academy of Math delivers universal screening, scientifically based intervention, progress monitoring, case management and reporting.

AutoSkill International

AutoSkill International, Ottawa, Ontario, Canada

1 B (Convention Center)

ew 342

Pearson's New Middle Grades Math Program for Interactive Whiteboards

(6–8) Exhibitor Workshop

Get a sneak peek at Pearson's all-new middle grades math program built for today's digital student. It has interactive Whiteboard lessons, online homework and assessments, and automatic grading and reporting.

Pearson

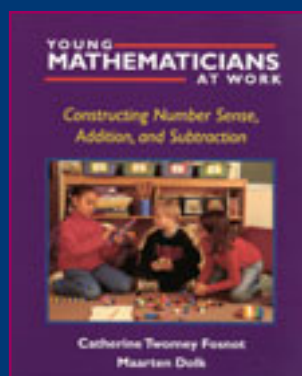
Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

THINK BIG

Real Problems Impressive Results

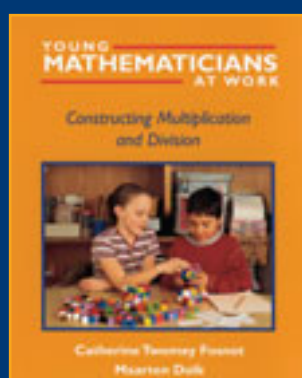
The Young Mathematicians at Work Series



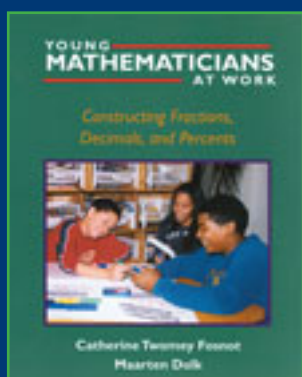
In the first three volumes of this popular series **Catherine Twomey Fosnot** and **Maarten Dolk** help teachers support children's development in number sense and operation.

The hallmarks of the series include:

- ▶ supporting children as they construct mathematical strategies and big ideas
- ▶ creating realistic contexts and representational models that develop children's capacity to mathematize their world
- ▶ building a collaborative community of mathematical thinkers engaged in inquiry.



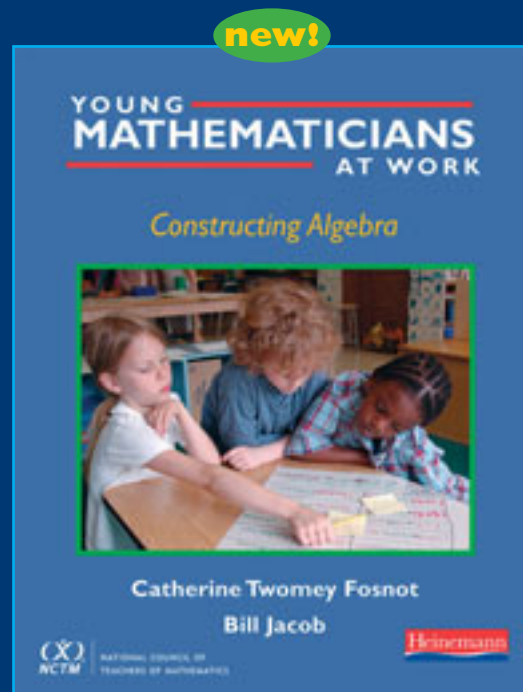
Now Catherine teams up with **Bill Jacob** to offer a comfortably familiar and characteristically rich extension to the earlier work. Catherine and Bill provide a landscape of learning that helps teachers recognize, support, and celebrate their students' capacity to structure their worlds algebraically. They identify for teachers the models, contexts, and landmarks that facilitate algebraic thinking in young students.



Constructing Number Sense, Addition, and Subtraction
PreK–Grade 2 / 978-0-325-00353-5 / 216pp / \$25.00

Constructing Multiplication and Division
Grades 3–5 / 978-0-325-00354-2 / 192pp / \$25.00

Constructing Fractions, Decimals, and Percents
Grades 5–8 / 978-0-325-00355-9 / 192pp / \$25.00



new! Grades K–8 / 978-0-325-02841-5 / 224pp / \$25.00

When children are given the chance to structure number and operation in their own way, they can make sense of algebra not as a funny set of rules that mixes up letters and numbers but as a language for describing the structure and relationships they uncover.

—Catherine Fosnot and Bill Jacobs

Visit **Heinemann.com**
for samples of video and sessions.

Resources for the Mathematics Educator... in the NCTM Bookstore

With nearly 200 publications written *by* mathematics educators *for* mathematics educators, NCTM's wealth of books, electronic content, and specialty products is unmatched.

New Resources

NCTM's publications are topical, practical, and dedicated to the same cause you are—improving the teaching and learning of mathematics for all students.

Popular Series

Realizing the vision of high-quality mathematics education for all students, as described in NCTM's *Principles and Standards for School Mathematics*, requires the active participation of everyone in the education community. NCTM offers a wealth of materials designed to help you spread the message of the importance of improved mathematics education.

Strategies to Implement

Classroom friendly, grade-band specific volumes are filled with practical, teacher-tested activities and strategies to help students meet and exceed state or local standards.

Specialty Products

NCTM provides a variety of shirts, erasers, pencils, and other gifts and incentives to spread the importance of mathematics.

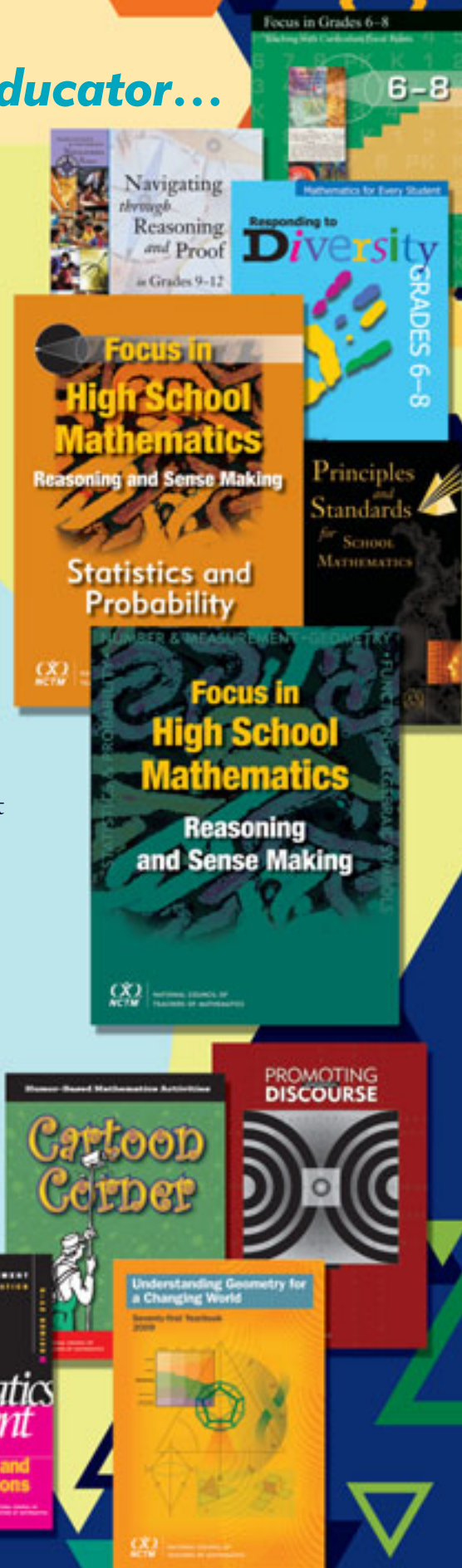
*All conference attendees will receive a special conference discount of 25% off the NCTM list price on all purchases made in the Bookstore.**

Visit the NCTM Bookstore in the Exhibit Hall. Store hours:

Wednesday	10:00 a.m. – 7:00 p.m.
Thursday	7:00 a.m. – 5:30 p.m.
Friday	7:30 a.m. – 5:30 p.m.
Saturday	8:30 a.m. – 12:00 p.m.

* Conference discount not valid on sale items.

 NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS
(800) 235-7566 | WWW.NCTM.ORG



FRIDAY PLANNER

Plan your conference activities here.

8:00	
8:30	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
Noon	
12:30	
1:00	
1:30	
2:00	
2:30	
3:00	
3:30	
4:00	
4:30	
5:00	

 **New Teacher Strand**

 **Exhibitor Workshop**

HIGHLIGHTS

- Iris M. Carl Equity Address (Presentation 478)
- NCTM President-Elect's Address (Presentation 648)
- NCTM Business Meeting (Presentation 582)
- New Teacher Celebration! (Presentation 686)

Registration Hours

7:00 a.m.–4:00 p.m.

Exhibits and Cyber Café Hours

8:30 a.m.–5:00 p.m.

Bookstore and Member Showcase Hours

7:30 a.m.–5:30 p.m.

Fire Codes

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 conform to fire codes, it will be necessary to ask persons sitting on the floor or standing to leave the room.

343**There Is No “Achievement” Gap in Mathematics****(General Interest) Session**

We actually know what schools are doing that are successfully closing the achievement gap: they are focusing on closing instructional gaps by addressing the policies and practices that ultimately produce what we typically label the achievement gap. This session will address these instructional gaps and examine strategies for overcoming them.

Matt Larson

Lincoln Public Schools, Nebraska

*20 A (Convention Center)***344****Improving Achievement and Closing Gaps in Math and Science: Lessons from Schools on the Performance Frontier****(General Interest) Session**

Kati Haycock will tell us about highly effective schools that get unusually strong results in math and science from all students, regardless of race or income. She will discuss the trends and the schools that beat them, as well as national math and science achievement trends, with a special focus on low-income and minority students.

Haycock serves as president of the Education Trust. Established in 1990, the Trust speaks up for what's right for young people, especially those who are poor or members of minority groups. Before coming to the Education Trust, she served as executive vice president of the Children's Defense Fund. A native Californian, she founded the Achievement Council and served as director of the outreach and student affirmative action programs for the University of California system.

Kati Haycock

The Education Trust, Washington, D.C.

*20 B/C (Convention Center)***345****The Mathematical Mysteries of a U.S. \$1 Bill****(General Interest) Session**

Money intrigues and motivates everyone, young and old. Who could have predicted that our common \$1 bill could have a multitude of arithmetic, geometric, and origami connections for students of all ages? Hear the amazing story behind this rectangle, what it has to do with radar and bowties, and when \$1 can be worth much more than a dollar!

David K. Masunaga

Board of Directors, National Council of Teachers of Mathematics; Iolani School, Honolulu, Hawaii

*6 B (Convention Center)***346****Renew Yourself by Teaching Math in Another Country****(General Interest) Session**

Whether you are a new teacher, a seasoned veteran, or retired, you have much to offer and learn by teaching in another country. A panel shares their experiences and responds to your ideas and questions about teaching internationally. This session was conceived and cosponsored by the U.S. National Commission on Mathematics Instruction.

Stuart Moskowitz

Humboldt State University, Arcata, California

Cathy Seeley

Past President, National Council of Teachers of Mathematics; Charles A. Dana Center, University of Texas at Austin

Barbara Garii

State University of New York—College of Oswego

Ana Ferreras

Board on International Scientific Organizations, The National Academies, Washington, D.C.

*Edward A/B/C/D (Hyatt)***347****Math and Opera in the Prekindergarten Classroom****(Pre-K–2) Session**

This presentation will explore a collaborative curriculum program that connects mathematical concepts with opera figures from the Commedia dell'Arte and brings them to life in the preschool or prekindergarten setting. Included will be videos of this project, participation in some of the activities, and songs from the curriculum.

Julie Herron

University of Alabama, Tuscaloosa

Cecile Komara

University of Alabama, Tuscaloosa

*15 B (Convention Center)***348****Uno Means One: Grades Pre-K–2 Activities in Number, Measurement, and Spatial Relationships****(Pre-K–2) Session****TODOS: Mathematics for ALL presentation**

During math lessons children learn to respect differences and value variety. Based partly on the speaker's recent experiences in Mexico, the activities reinforce children's understanding of number, measurement, and spatial relationships. Communication and connections help students see that mathematics permeates all cultures and societies.

Kay Gilliland

Mills College, Oakland, California

16 B (Convention Center)

349**Games, Grids, Ten Frames: Number Sense for Primary Grades****(Pre-K–2) Session**

The speaker will explore card games, dice games, and arrays (ten frame and hundreds chart) to build number sense with grades K–2 students. She will use an arithmetic rack (rekenrek) to connect fives and tens to computation.

Ann Carlyle

Gervirtz School, University of California at Santa Barbara

*Elizabeth Ballroom D/E (Hyatt)***350****Math Buddies: A Three-Way Collaboration among Preservice Teachers, Preschoolers, and Their Parents****(Pre-K–2, Preservice and In-Service) Session**

The presentation will walk participants through the process of setting up a three-way collaboration. Participants will engage in four model learning activities and review journal comments and interviews with preschoolers, preservice teachers, and parents. The session will conclude with lessons learned and tips for avoiding pitfalls.

Eileen Cyr

Springfield College, Massachusetts

*14 B (Convention Center)***351****This Isn't Language Arts: Vocabulary Instruction in Math Classrooms****(Pre-K–5) Session**

Want to know how to enhance vocabulary instruction in your math classroom? This session will discuss the importance of building mathematical vocabulary in elementary school classrooms as well as how teaching the language of math can be confusing. Various hands-on activities, games, literature, graphic organizers, and writing prompts will be shared.

Carol A. Corcoran

Stetson University, DeLand, Florida

*20 D (Convention Center)***352****Math Fact Fluency: How Can Students' Data Guide Its Development?****(Pre-K–5) Session**

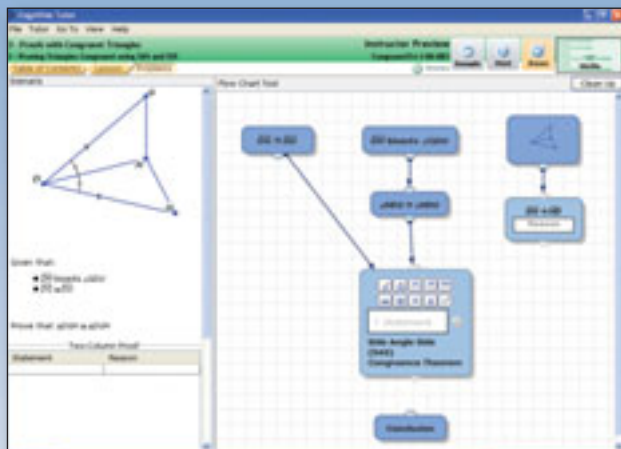
How does a student's math fact fluency develop over time? Which methods can be used to promote fluency across a broad range of students? See what the latest research reveals about math fact fluency through longitudinal performance data from a large-sample, online research platform developed under grants from the National Science Foundation.

Paul Cholmsky

ExploreLearning, Charlottesville, Virginia

Salon 4 (Marriott)

Now Students Can Envision Geometry...



And SUCCESS. New Proof Tools, Only in Carnegie Learning® Geometry.



Visit us at booth #840 to see a demonstration!

Carnegie Learning
www.carnegielearning.com

353

A Comprehensive Approach to Number Sense: Technology That Supports Professional Development

(Pre-K–5) Session

Explore how Dr. Bob Wright's Learning Framework in Number, from Math Recovery and Add+Vantage Math Recovery, is used to improve achievement by providing a foundational and comprehensive understanding of number sense development and how technology can be used to help classroom teachers expand instructional approaches with this concept.

Tina Silvestri

Solon City Schools, Ohio

William LaRicca

Solon City Schools, Ohio

6 C (Convention Center)

354

Learning about Mathematics in Conversation with Children

(Pre-K–5, Preservice and In-Service) Session

What do teachers learn when children in first, second, and fourth grade are invited into a conversation about their mathematical thinking? Explore how conversations in mathematics assessment provide opportunities for children to illustrate their deep mathematical thinking and for teachers to develop different perspectives of mathematical ideas.

Florence Glanfield

University of Alberta, Edmonton, Canada

M. Shaun Murphy

University of Saskatchewan, Saskatoon, Canada

Gladys Sterenberg

University of Alberta, Edmonton, Canada

Douglas Pavilion B (Hyatt)

355

Intervention, the Ultimate Connector: Integrating Concepts, Content, Contexts and Cultures

(Pre-K–8) Session

At some time, *everyone* needs intervention. This session will engage participants in fun activities, a variety of representations (concrete/visual/virtual), and active discussions to link concepts, content, context, and culture, thereby ensuring fairness and accessibility for all students, including the disenfranchised.

Carolyn M. Moore

McGraw-Hill, Columbus, Ohio

Manchester 1/2 (Marriott)

356

Improving Blackboard Organization to Enhance Students' Mathematical Thinking and Understanding

(Pre-K–8) Session

Japanese teachers believe that effective use and organization of the blackboard, or bansho, helps improve students' mathematical thinking and understanding. For this reason, bansho is often examined during lesson study in Japan. Participants will learn ideas for enriching students' learning through effective use of the blackboard.

Makoto Yoshida

William Paterson University, Wayne, New Jersey

William Jackson

Scarsdale Public Schools, New York

Manchester Ballroom H (Hyatt)

357

Scratch™ Brings Geometry to Life!

(3–5) Session

Animation brings geometry, integers, and Cartesian planes to life. Scratch, a new programming language, was integrated into our curriculum. Projects and resources will be shared. Scratch supplements the Focal Points by extending the understanding of 2D shapes, transformations, and rotational symmetry. Scratch was developed at Massachusetts Institute of Technology and is free.

Mary Queitzsch Zocchi

Watkins Elementary School, Washington, D.C.

Ann Potter

Langley School, McLean, Virginia

2 (Convention Center)

358

Multiplication Matters

(3–5) Session

Teaching and learning multiplication facts can be a trying process. On the basis of her dissertation research, the speaker has come up with a radically different approach to teaching multiplication facts that helps teachers and makes the process engaging for children. She will share her plan.

Lynn Salvo

Consultant, McLean, Virginia

Elizabeth Ballroom H (Hyatt)

359**How? What? Why? Creating Interdisciplinary Units of Study****(3–8) Session**

This session will discuss what research says in creating interdisciplinary projects and how it can guide design decisions. The speakers will share a math-and-science unit aligned to the Standards to discover what content-specific topics are being addressed. Various resources will also be given to support teachers in creating similar projects.

Jean Sangmin Lee

Indiana University Bloomington

Vanashri S. Nargund

Indiana University Bloomington

*6 D (Convention Center)***360****When Mathematicians Write: Making Meaning of Mathematics****(3–8) Session**

When students engage in the authentic work of mathematicians, they solve problems, communicate their solutions, collaborate, and deepen their understanding of concepts through writing. Come explore how writing in math helps students make meaning of mathematical language and differentiates a single math task for a spectrum of learners.

Kateri Thunder

University of Virginia, Charlottesville

Jane Hansen

University of Virginia, Charlottesville

Linde Rickert

Charlottesville City Schools, Virginia

*6 F (Convention Center)***361****Dust Off Those Cuisenaire Rods: They're Still Real Cool!****(3–8, Preservice and In-Service) Session**

In this activity-based presentation, participants will discover and explore the rods as a means to understanding fundamental algebraic concepts. Ideas to be explored include rational numbers, patterns and functions, area, factoring, prime and composite numbers, and more. Join the fun, and use rods with us to go back to the future!

John F. Thomson

Consultant, Rochester, New York

*Salon 1/2 (Marriott)***362****How Can We Improve Students' Success with Algebra?****(3–12) Session**

Why do many “successful” elementary school math students have so much difficulty with formal algebra? How do we diagnose common misconceptions and partial concepts that children may have developed regarding number and operations? Reveal “cracks” in our students’ foundations that may be keeping them from engaging deeply in their algebraic studies.

Debi De Paul

Educational Service District 123, Pasco, Washington

*5 B (Convention Center)***363****Helping Struggling Learners Increase Self-Monitoring through Writing to Solve Problems****(3–12) Session**

Many students with disabilities are poor self-regulators when solving word problems. This often hinders their progress and development in solving problems and understanding the content. Teachers will be provided with an instructional approach that uses writing to promote self-monitoring and strategic awareness for solving problems.

Delinda van Garderen

University of Missouri—Columbia

*Douglas Pavilion D (Hyatt)***364****Inquiry into Equity: Using a Mathematics Cultural Proficiency Continuum****(3–12) Session**

Develop your school or district capacity for closing mathematics education opportunity and achievement gaps, using a new inquiry-based tool to identify and examine your instructional program’s cultural proficiency. Learn how a leadership team of teachers are using this tool to close gaps for African American and English language learner students.

Lisa Usher-Staats

Los Angeles County Office of Education, Downey, California

Stephanie Graham

Los Angeles County Office of Education, Downey, California

7 B (Convention Center)

365**Learning Geometry from a Sheet of Paper**
(6–8) Session

Middle school geometry will be taught by using an inexpensive manipulative—paper! Through paper-folding activities, using both regular paper and patty paper, many of the middle school geometry topics, and much of the vocabulary, will be shown. Come learn some new ways to teach geometry to your students.

Catherine Banks

Texas Woman's University, Denton

Edith Hays

Texas Woman's University, Denton

*Marina G (Marriott)***366****Teaching Math to Artists: Creative Math Projects in High School**

(6–12) Session

Math teachers at the Boston Arts Academy have developed a unique math program that infuses arts and project-based learning into a traditional math sequence. Come hear about some of our successes. Leave with project samples that will engage students, connect to their interest in the arts and allow students to explore rich math content.

Mark Lonergan

Boston Arts Academy, Massachusetts

*11 B (Convention Center)***367****Linking Mental Math, Concepts, and Context in Grades 7–12 Mathematics**

(6–12) Session

With the use (and sometimes overuse) of calculators, we need to put a focus on mental math. This session will discuss ways to teach mental-math strategies, help students see the power of mental math, and show ways we can have students simultaneously practice mental-math strategies and the concepts and skills we are teaching.

James Olsen

Western Illinois University, Macomb

*4 (Convention Center)***368****Reasoning and Sense Making in Geometry: Even Italian Painters Sometimes Get It Wrong**

(6–12) Session

Geometry can be a difficult subject: it is often the first time a student is asked to think visually or logically. The speaker

will explore geometry areas that give students trouble and look at classroom-tested ideas that help facilitate students' learning. Students' work will be used to highlight reasoning and sense making.

Paul Kelley is a mathematics teacher at Anoka High School, Minnesota, where he has taught since 1987, focusing on teaching geometry and teaching using technology. He has written curriculum for his district for geometry, statistics, and trigonometry and served on several adoption committees. He cowrote *Navigating through Geometry in Grades 9–12* and has presented at many mathematics conferences.

Paul Kelley

Anoka High School, Minnesota

*6 A (Convention Center)***369****Interactive Statistics: Exploring Statistical Concepts through Real-World Context**

(6–12) Session

Participants will explore real-world statistical concepts in context of the GAISE Pre-K–12 Report (www.amstat.org/education/gaise) by formulating questions, collecting, analyzing, and drawing conclusions from data. This session will enhance educators' understanding of statistics, clear up common misconceptions, and provide interactive activities.

Martha Aliaga

American Statistical Association, Alexandria, Virginia

Rebecca Nichols

American Statistical Association, Alexandria, Virginia

*Gregory A/B (Hyatt)***370****What Do Mathematicians Do, Anyway? Explorations in Problem Solving**

(6–12, Higher Education) Session

Many students equate excellence in math with speed in problem solving and are unaware that mathematicians may spend years on a single problem. Learn about a method to encourage students to investigate a single problem at length and to communicate mathematical thinking. Receive detailed directions, a scoring rubric, and sources of problems.

Mary Pat Sjostrom

Chaminade University of Honolulu, Hawaii

10 (Convention Center)

Pick-up a copy of the onsite
Daily News for up-to-date
conference information.

371

Create More Instructional Time: Effectively Integrating SMART™ Boards, TI-Nspire™, and TI-Navigator™

(6–12, Higher Education) Session

Buy time for your classroom by incorporating these fascinating technologies! Place your actual daily class notes online in color as PDFs and videos. Use Nspire documents as investigations, reviews, tutorials, study cards, and more. Learn to use the wireless Navigator system effectively. Obtain a CD with hundreds of ready-to-use activities.

Tom Reardon

Fitch High School, Youngstown, Ohio

Elizabeth Ballroom A (Hyatt)

372

Infusing Technology into Math Education for Latino and At-Risk Students

(6–12, Higher Education) Session

This session will report on five years of Title V and what technology worked best for Latino and at-risk students. These emerging learning technologies should be used to supplement mathematics education for today's media-hungry, twenty-first-century student.

Richard Gardner

Alliant International University, San Diego, California

6 E (Convention Center)

373

Linking Best Mentoring Practices and Online Support for Beginning Teachers

(6–12, Higher Education, Preservice and In-Service) Session

A mentor or cooperating teacher plays a crucial role in beginning or student teachers' development. Strategies will be discussed for guiding them to effective mathematics teaching and dealing with their classroom challenges. The effectiveness of a new approach using on-line support for discussion and reflection will be presented.

Nina R. Girard

University of Pittsburgh at Johnstown

Manchester Ballroom D (Hyatt)

374

Using Interesting Problems to Link Concepts to Context

(6–12, Preservice and In-Service) Session

Interesting problems from many aspects of real life and from mathematics itself will be connected to concepts in the middle school curriculum. Problems will be solved with audience participation and discussion of how they can be used in a packed program.

Jack Price

Past President, National Council of Teachers of Mathematics, Newport Beach, California

Manchester Ballroom B (Hyatt)

375

Exploring Exponentials and Logarithms in an AP Calculus Class

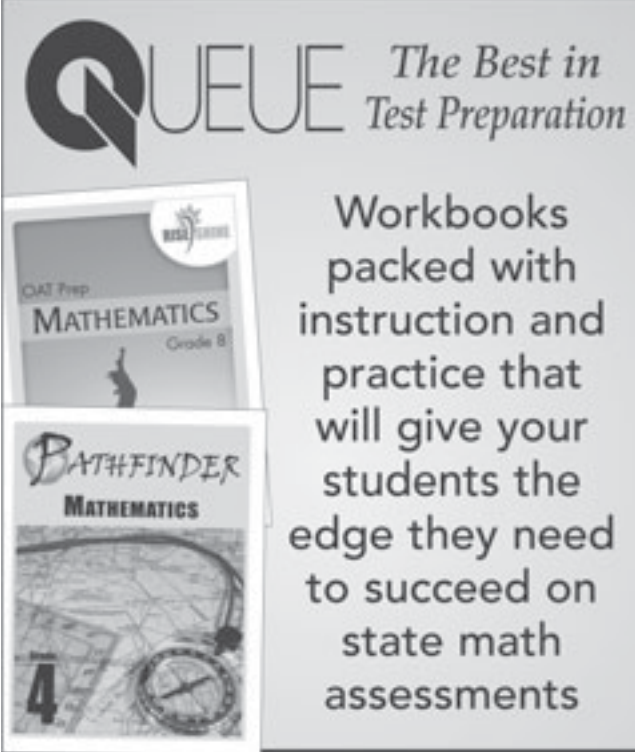
(9–12) Session

Students need a deep understanding of functions in order to derive their integrals and derivatives. Too often students memorize formulas with little understanding of what the formulas mean. Come explore the calculus of functions and their inverses visually, numerically, algebraically, and verbally using technology and cooperative learning.

Lyn Orletsky

Titusville High School, Florida

Molly A/B (Hyatt)



QUEUE *The Best in Test Preparation*

Workbooks packed with instruction and practice that will give your students the edge they need to succeed on state math assessments

Come see us at Booth #1648 for FREE Review Copies

www.qworkbooks.com • (800) 232-2224

Your One-Stop Math Source

Over
350
new products

Jumbo
Magnetic

8" wide

7"



Visit booth
#1922 for a
FREE gift!

Visit booth #1922 for:

- Product demonstrations
- In-booth workshops
- See new products
- Free gift

376**Probing Understanding: What Can We Learn from Students' Responses in Large-Scale Assessments?****(9–12) Session**

The speakers will examine geometry problems from assessment instruments used in a longitudinal study. They will share students' work and look at the strategies students used. Specifically, what strategies are successful students using? What are common misconceptions? What are the implications for geometry teaching?

Oscar Chavez

University of Missouri—Columbia

Dan James Ross

University of Missouri—Columbia

San Diego Ballroom B (Marriott)

377**Board Games, Markov Chains, and Matrices****(9–12, Higher Education) Session**

What's the average length of a game of Chutes and Ladders? This question and others can be answered using Markov chains, a branch of probability closely tied to linear algebra. Participants will explore Markov chains using materials from an NSF-funded curriculum currently in development. Sample materials will be provided.

Bowen Kerins

Education Development Center, Inc., Newton, Massachusetts

Salon 3 (Marriott)

378**Energy—the Sixth E: Enhancing the Five-E Model with Whistles and Bells****(9–12, Higher Education) Session**

This session will discuss the implementation of, and results from, having teachers working as a finely tuned, collaborating, dream-team machine. It will include how to integrate the "Five E" model with SMART board technology, TI-Nspire calculators, thinking maps, white boards, and different hands-on activities.

Naomi Christine Molina de Wood

Cesar Chavez High School, Houston, Texas

Juanita Ramos

Cesar Chavez High School, Houston, Texas

Christie Ginson

Cesar Chavez High School, Houston, Texas

Manchester Ballroom C (Hyatt)

379**Authentic Discovery Learning Projects in Statistics****(9–12, Higher Education) Research Session**

The speakers share results from a project funded by the National Science Foundation, including classroom-ready materials developed for using discovery learning projects in statistics, classroom implementation of these projects, and quantitative analysis of the success of these materials based on students' attitudes and content knowledge.

Dianna Spence

North Georgia College and State University, Dahlonega

Robb Sinn

North Georgia College and State University, Dahlonega

17 B (Convention Center)

380**Developing Mathematical Thinking: Professional Development (PD) for Helping Teachers Meet the Needs of Diverse Learners****(Preservice and In-Service) Session**

An overview of a PD model that increased achievement at elementary and middle school levels will be presented. PD facilitators and teachers from schools with high populations of English-language-learner and low-socioeconomic-status students will discuss their challenges and successes and how the program influenced their teaching.

Kimberly Bunning

Boise State University, Idaho

Sam Strother

Boise State University, Idaho

Gay Lynn Erb

Meridian School District, Idaho

Melissa Langan

Caldwell School District, Idaho

Elizabeth Ballroom C (Hyatt)

ew 381**Interactive Digital Texts Engage Students in Algebra****(General Interest) Exhibitor Workshop**

Use multiple forms of input to engage your students in algebra. Animations, audio, multiple self-assessment tools and more are built into a comprehensive digital text which has successfully completed the California state adoption.

Kinetic Books

Kinetic Books, Seattle, Washington

1 B (Convention Center)

EW 381.1**Moving with Math: Assessment and Hands-On Lessons to Differentiate Instruction for Response to Intervention (RtI)!****(General Interest) Exhibitor Workshop**

Moving with Math® is the RtI Solution that will reach preK–high school students in all tiers with proven results! Attendees will participate in hands-on activities and learn what makes Moving with Math the intervention leader.

Math Teachers Press

Math Teachers Press, Minneapolis, Minnesota

Torrey (Marriott)

EW 381.2**Writing in Mathematics****(General Interest) Exhibitor Workshop**

How do you incorporate writing into the mathematics classroom? Math for America (MfA) master teachers highlight how communicating about math strengthens students' learning and acts as an assessment tool. The presentation will explore the role of writing in math education, review real classroom scenarios and demonstrate learning logs and project-based writing.

Robert LaColla

Math for America, New York, New York

Jessica Long

Math for America, New York, New York

Columbia (Marriott)

EW 382**Improving Student Success Through Better Engagement: MathXL® for School****(6–12) Exhibitor Workshop**

MathXL® for School allows teachers to focus on important aspects of teaching, such as measuring learning outcomes and identifying students who need help, while students receive a customized learning experience with automatic grading, immediate feedback, multiple help resources, and practice, practice, practice!

Pearson

Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

Visit www.nctm.org
for lessons, activities,
and teacher resources!

383**Link Up with Geometry Activities throughout the Seasons****(Pre-K–2) Gallery Workshop**

Developing geometric concepts requires on-going learning activities to provide a solid foundation. Participants will create pattern-block animals, symmetrical rocks, and three-dimensional alphabet blocks. Link up with geometry activities that keep building geometry concepts throughout the year.

Charlene Steadman

North Kansas City Public Schools, Missouri

Elise Sabaski

North Kansas City Public Schools, Missouri

14 A (Convention Center)

384**Mudpies, and Magnets, and Math, Oh My!****(Pre-K–2) Gallery Workshop**

Follow the Yellow Brick Road to math and science integration. Participants will experience hands-on, Standards-based activities that facilitate the development of math and science concepts. Activities presented will highlight areas such as measurement, data analysis, classification, and more.

Latrenda Knighten

Consultant, Baton Rouge, Louisiana

Betsy A/B/C (Hyatt)

385**Effective Uses for Ten Frames****(Pre-K–2) Gallery Workshop**

Ten frames are an effective tool to use to support the development of number sense. Mathematical routines, games, and problem-solving lessons using the ten frames will engage participants. Research complimenting the use of ten frames will be shared.

Melissa Conklin

Math Solutions, Sausalito, California

Salon 6 (Marriott)

386**Place Value: The Foundation for All Mathematics Begins in Primary School****(Pre-K–5) Gallery Workshop**

Place value: what is it? Why is it important? How do you teach it and teach it well in kindergarten through third grade? Work on the development of place value through adding and subtracting whole numbers. See how place value is the foundation of future algebraic success for your students. You will really understand the value of place value!

Lori M. Hamada

Fresno County Office of Education, California

5 A (Convention Center)

ARE YOUR STUDENTS STRUGGLING WITH FRACTIONS?



“Fraction proficiency is the most important foundational skill we can teach students as they prepare for algebra.”

– National Math Panel

The Case for Fraction Nation

- **Research-based**
fraction instruction
- **Adaptive Technology**
to meet each student's needs
- **Teacher Support**
to build capacity and expertise



Fraction fluency in 15 minutes a day!

by the creators of *FASTt Math*



For your free professional paper on Fraction Fluency visit www.scholastic.com/fractionnation

387**Round Up Those Computational Skills****(Pre-K–5) Gallery Workshop**

Experience hands-on ways to unlock the number–algebra sense door for students with fun, engaging activities. The activities help students make connections between concepts and operations through the investigation of whole number operations, the discovery of patterns, and the value of estimation. All materials will be available electronically.

Mary Alice Hatchett

Texas Council of Teachers of Mathematics, Austin

*Manchester Ballroom G (Hyatt)***390****Making Mathematical Sense: Engage Your Students with Attribute Pieces****(3–5) Gallery Workshop**

Together we will explore counting, categorizing, and reasoning activities that will enable children to make important logical connections about the pieces. Come prepared to think with your hands. You will leave with a collection of new activities to help your students see more patterns and to answer some “why” questions.

Mary J. DeYoung

Hope College, Holland, Michigan

*17 A (Convention Center)***391****What’s the Point? How to Teach Decimals in Real-World Context****(3–5) Gallery Workshop**

Do your students need to develop their decimal number sense further? This presentation will show teachers how to link decimals to fractions, percent, money, and the metric system. Participants will leave the session with ideas and activities that will engage their students with decimal concepts in a real-world context.

Connie Conroy

Howard County Public Schools, Columbia, Maryland

Heather Romich

Howard County Public Schools, Columbia, Maryland

*Elizabeth Ballroom G (Hyatt)***392****It’s a Tangram World****(3–5, Preservice and In-Service) Gallery Workshop**

This seven-piece puzzle provides mathematical experiences including properties of geometric shapes, angle measurement, liquid measurement, geography, fractions, decimals, percent, and musical notation. Learn how to fold and cut a puzzle from a 4×6 inch card, play games, solve puzzles, and strengthen math concepts with this amazing material.

Peggy McLean

Nueva School, Hillsborough, California

*Salon 5 (Marriott)***388****Creating a Mathematical Community through Management and Motivation****(Pre-K–5, Preservice and In-Service) Gallery Workshop**

The mathematical learning that takes place in your classroom is only as rich as the community that has been created. Learn how to build a classroom environment that fosters mathematical understanding by using engaging activities that invite students’ participation and support a range of learners.

Kimberley Englert

Jefferson County Public Schools, Louisville, Kentucky

Elizabeth Todd Brown

University of Louisville, Kentucky

Jennifer Bay-Williams

University of Louisville, Kentucky

Ronnah Bogert

Jefferson County Public Schools, Louisville, Kentucky

*3 (Convention Center)***389****Smarter Together! Rigorous Mathematics for All Students through Complex Instruction****(Pre-K–8) Gallery Workshop**

As classrooms become more diverse, teachers must find ways to support all students in learning rigorous mathematics; however, perceptions about academic ability can limit students’ participation. The speakers will draw on the framework of complex instruction for tools for improving mathematical learning by addressing inequitable participation.

Marcy B. Wood

University of Arizona, Tucson

Ginney Stokes

Lansing School District, Michigan

Lisa Jilk

University of Washington, Seattle

Manchester Ballroom I (Hyatt)

Thank you to the Local Arrangements and Program Committee members. Your time and dedication made this year’s Annual Meeting a huge success!



393**Benjamin Banneker: Reaching All Students—Observe Success in Action****(3–8) Gallery Workshop****Benjamin Banneker Association presentation**

Actions speak louder than words. See for yourself a typical class of elementary school students being taught high-level mathematics using Project SEED's successful Socratic pedagogy. Observe proven strategies for increasing feedback, focus, and conceptual understanding that raise achievement and prepare students for success in algebra and beyond.

William Glee

Project SEED, Berkeley, California

Hamid Ebrahimi

Project SEED, Berkeley, California

11 A (Convention Center)

394**Connecting Contexts to Concepts Using Fraction Division****(3–8) Gallery Workshop**

Using multiple representations and strategies to connect context with the concept of fraction division, the speakers will explore several advanced models for thinking about fraction division. Participants will discover methods of dividing with fractions that are most helpful to students, and they will leave with ideas for classroom implementation.

Steve Klass

Encinitas Union School District, Encinitas, California

Nadine Bezuk

San Diego State University, California

8 (Convention Center)

395**Spirals, Knots, Tessellations, Puzzles: Challenging and Engaging Geometry and Art Projects****(3–8, Preservice and In-Service) Gallery Workshop**

Tessellate a circle with remarkable congruent shapes. Make a spiral of nesting squares. Design an ancient knot. Make a chambered nautilus of similar triangles. Cut a hexagon into congruent pentagons. These hands-on projects combine geometry with art and beautiful artifacts. Tested lesson plans from a geometry course for teachers will be included.

Patricia Baggett

New Mexico State University, Las Cruces

Andrzej Ehrenfeucht

University of Colorado, Boulder

Manchester Ballroom A (Hyatt)

396**From Skip Counting to Linearity: How Do We Get There?****(3–12) Gallery Workshop**

In this presentation the journey from skip counting to linearity will be explored through the mathematical idea of recursion. Algebraic thinking throughout the grades provides the connections necessary for a deep understanding of mathematics. Participants will experience hands-on activities that make this transition accessible for all students.

Mary Mooney

Milwaukee Public Schools, Wisconsin

Astrid Fossum

Milwaukee Public Schools, Wisconsin

San Diego Ballroom A (Marriott)

397**Everyone Wins, When Everyone Plays!****(6–8) Gallery Workshop**

Games provide an enjoyable, effective, and interactive way for students to practice and master skills by helping students develop the ability to think critically, solve problems, and investigate ideas about probability. You will learn games that can be played the next day in class.

Rochelle Fouts

McGraw Hill, Chicago, Illinois

Marina D (Marriott)

398**Math Tasks and Processes That Work for Middle Grades Students****(6–8, Preservice and In-Service) Gallery Workshop**

Classroom management and learning in a classroom can be helped significantly by building good tasks and good processes. Find out what makes a good task, how to develop and use them in your class, and what processes support more learning and less trouble.

Jenny Simmons

Salt Lake High School, Tupelo, Mississippi

Barbara Dougherty

Board of Directors, National Council of Teachers of Mathematics; Iowa State University, Ames

9 (Convention Center)

399**Buses Aren't That Small! Using Hot Wheels® to Examine Scale Factor****(6–12) Gallery Workshop**

This presentation will share an activity published in *Mathematics Teaching in the Middle School* that uses Hot Wheels cars to examine the concept of scale factor and that can be connected to the concepts of similarity and proportionality. Students' thinking and extensions to other real-world applications will also be addressed.

Matthew S. Winsor

Illinois State University, Normal

*Elizabeth Ballroom B (Hyatt)***400****Connecting Algebra and Geometry: Activities to Promote Achievement for All Students****(6–12) Gallery Workshop**

Participants will engage in a variety of classroom-ready activities designed to connect algebraic concepts to geometric concepts and representations. Activities will span introductory algebra, second-year algebra, and precalculus.

John A. Carter

Adlai E. Stevenson High School, Lincolnshire, Illinois

Gwen Zimmermann

Adlai E. Stevenson High School, Lincolnshire, Illinois

Darshan Jain

Adlai E. Stevenson High School, Lincolnshire, Illinois

*Douglas Pavilion A (Hyatt)***401****Using Literacy Strategies to Increase Mathematical Understanding****(6–12) Gallery Workshop**

Mathematics textbooks can contain more concepts per line, sentence, and paragraph than any other kind of textbook. This brings increased challenges for students. This presentation will incorporate literacy strategies that promote mathematical understanding, guide instruction, and engage students in powerful learning experiences.

Kathleen Dempsey

Mid-continent Research for Education and Learning, Denver, Colorado

*Elizabeth Ballroom F (Hyatt)***402****You Can Do It! Technology Can Help!****(6–12) Gallery Workshop**

Challenge students to make connections among mathematics, science, and technology using real-world phenomena. Use the TI-Nspire handheld technology, in conjunction with probes and other manipulatives, to explore linear, exponential, and quadratic functions.

Kathleen McKinley

School District of Lancaster, Pennsylvania

Alwina F. Green

School District of Philadelphia, Pennsylvania

*Marina E (Marriott)***403****Strategies for Teaching Probability in the Middle Grades****(6–12, Higher Education) Gallery Workshop**

This gallery workshop will begin with probability experiments to generate data for experimental probability. Three strategies for computing theoretical data for these experiments—sample spaces, probability trees, and an area model—will be covered, with comparisons made between the experimental and theoretical probability.

Sue Sundberg

University of Central Missouri, Warrensburg

*15 A (Convention Center)***404****Students' Work: What's the Big Idea?****(6–12, Preservice and In-Service) Gallery Workshop**

How is this student's thinking developing? What is the core mathematical concept at stake? How can I respond in a way that engages and moves thinking forward while eliciting more information? Look at the insights gained from teams of researchers, mathematicians, and teachers looking at the work of students mentored in online problem solving.

Stephen Weimar

The Math Forum @ Drexel, Philadelphia, Pennsylvania

*Marina F (Marriott)***405****Discrete Mathematics: Classroom-Ready Tasks for Cryptography, Graphs, Recursion, and More****(9–12) Gallery Workshop**

Discrete math is engaging, powerful, and fun. It "should be an integral part of the school mathematics curriculum" (NCTM 2000). Come sample a collection of classroom-ready tasks that will make your class come alive with problem solving, reasoning, sense-making, connections, and contemporary contexts.

Eric Hart

Maharishi University of Management, Fairfield, Iowa

San Diego Ballroom C (Marriott)

406

Deal or No Deal: Fair or Not Fair?

(9–12, Higher Education) Gallery Workshop

Participants will engage in an interactive presentation where they will calculate mathematical measures of mean, median, expectation, and fairness in order to analyze the offers from the “banker” in the game show *Deal or No Deal* and predict offers as the game progresses until the final deal is accepted.

Jason Gershman

Nova Southeastern University, Fort Lauderdale, Florida

16 A (Convention Center)

407

Multiple Representations of Calculus Concepts Using TI-Nspire™ CAS Technology

(9–12, Higher Education) Gallery Workshop

Participants will be given hands-on experience using the handheld TI-Nspire computer algebra system (CAS). They will work on activities that represent calculus concepts algebraically, graphically, and numerically.

Patricia Sauquillo Brooks

Mount Carmel High School, San Diego, California

Manchester Ballroom E/F (Hyatt)

408

Under the Tip of the Iceberg: A Model for Assessment and Instruction

(Higher Education, Preservice and In-Service) Gallery Workshop

This interactive presentation will highlight assessment activities and teacher-designed materials used in professional development with elementary, middle, and high school math teachers. Participants will explore and discuss how an iceberg model can be used to support teachers' classroom assessment practices and deeper understanding of mathematics.

David C. Webb

University of Colorado at Boulder

Douglas Pavilion C (Hyatt)

409

Using Mathematics Homework with an Eye on Equity and on Mathematical Integrity

(General Interest) Session

Homework is widely used in mathematics teaching, but it can also amplify inequities. How can homework be designed and used in ways that support mathematical development and that are sensitive to the differences in students' out-of-school contexts and responsibilities? The session will examine specific examples of homework and their design and use.

Deborah Loewenberg Ball

University of Michigan—School of Education, Ann Arbor

20 A (Convention Center)

410

**Worksheets Don't Grow Dendrites: Twenty Instructional Strategies That Engage the Brain**

(General Interest) Session

If students don't learn the way we teach them, then we must teach them the way they learn. Experience 20

brain-compatible strategies that maximize understanding and memory. Explore research that shows why these strategies are preferable to others and ensure that brains retain important concepts, not only for tests, but for life!

Marcia Tate is a former executive director of professional development for the DeKalb County Schools, Decatur, Georgia. In her 30-year career with the district, she has been a classroom teacher, reading specialist, language arts coordinator, and staff development director. She has worked with administrators, teachers, parents, and business and community leaders and has authored five best-selling books.

Marcia L. Tate

Developing Minds, Inc., Conyers, Georgia

20 D (Convention Center)

411

Bridge across the Americas: Connections for Strengthening Math Education in Latin America

(General Interest) Session

This session will be an overview of past linkages between professional organizations in the United States and Latin America with proposals for how they can be evaluated and improved, in order to understand the impact of both systems on immigrant students.

Rick Scott

New Mexico Department of Higher Education, Santa Fe

Eduardo Mancera

Asociación Nacional de Profesores de Matemáticas, Mexico City, Distrito Federal, Mexico

Eliana Rojas

University of Connecticut, Storrs

Gregory A/B (Hyatt)



Grades 2-8+

NEW

Powerful Data for Raising Math Achievement

- Screen for Intervention
- Inform Instruction
- Monitor Progress



For your free professional paper on Quantiles visit www.scholastic.com/SMI

 SCHOLASTIC

412**From Fingers to Figures****(Pre-K–2) Session**

The speaker will show how math history helps students develop their mathematical understanding of place value and number sense. She will demonstrate the development of counting and share the stories and materials. Mathematical concepts will be more evident and easily understood if students are given a historical background.

Doris Lindberg

Carlssons Skola, Stockholm, Sweden

5 B (Convention Center)

413**Teaching and Assessing for Understanding****(Pre-K–2) Session**

Connect assessment and instructional practices to provide meaningful information for classroom teachers. This session will share the development of an instructional plan with yearlong assessments that help classroom practices monitor students' mathematical understanding. This plan correlates with strategies from cognitively guided instruction.

Jennifer Marie Johnson

Des Moines Schools, Iowa

Barbara Leise

Des Moines Schools, Iowa

Chris Curtis Mathews

Des Moines Schools, Iowa

Natalie Franke

Des Moines Schools, Iowa

John S. Johnson

Des Moines Schools, Iowa

Manchester Ballroom D (Hyatt)

414**The Singapore Math for Helping Children Solve Challenging Mathematical Problems****(Pre-K–5) Session**

The TIMSS results show that Singapore students are consistently doing very well at the grade 4 math. How do they solve complicated and algebraic problems before learning algebra? The speaker will show Singapore Math methods in greater depth, linking theory, practice, and connection. The model method and other math strategies will be examined.

Ho-Kheong Fong

Univeristy of Bahrain, Bahrain

20 B/C (Convention Center)

415**Avoiding Misconceptions and Decreasing the Need for Intervention****(Pre-K–5) Session**

If we focus on meaning and consider the crucial learning phases when children are beginning their study of mathematics, we can prevent many misconceptions that cause children to be unsuccessful in mathematics.

Kathy Richardson

Math Perspectives Teacher Development Center, Bellingham, Washington

6 F (Convention Center)

416**More than Just Rabbits: Why Fibonacci Matters****(Pre-K–8) Session**

In this playful, highly visual presentation, the presenter will reveal how you can use the story of Fibonacci to teach more than just number patterns. Learn how this medieval mathematician's tale connects with seven crucial disciplines: math, science, art, literature, history, language, and lasagna!

Joseph D'Agnese

Henry Holt Books for Young Readers, New York, New York

15 B (Convention Center)

417**Virtual or Not? Selecting Virtual Manipulatives for Effective Classroom Use****(Pre-K–8) Session**

Exploring mathematics with virtual manipulatives can be engaging and exciting. The question is, how can teachers effectively select a virtual manipulative for classroom use? The session will provide some guidelines and questions to consider that will help you take advantage of their potential.

Johnna Bolyard

West Virginia University, Morgantown

Patricia Moyer-Packenham

Utah State University, Logan

6 E (Convention Center)

418**Can Students Get the Right Answers for the Wrong Reasons?****(Pre-K–8, Preservice and In-Service) Session**

Are your current assessments revealing what your students truly understand? Take a mathematical journey with Sarah and her teacher to identify why she is getting the right answers for the wrong reasons. Use informative diagnostic tasks designed to elicit Sarah's understandings, partial concepts, and misconceptions.

Terri Morrison

Grafton Public Schools, Massachusetts

Elizabeth Ballroom H (Hyatt)

419**Teach to the Test for Deeper Understanding****(3–5) Session**

Make the most of multiple-choice. Incorporate problem solving, critical thinking, and reading comprehension skills. These strategies are classroom-tested (pardon the pun) and proven to improve standardized test scores by as many as 30 percentile points while students gain deeper understanding of connections between math skills and concepts.

Christine Losq

Consultant, Palo Alto, California

*Edward A/B/C/D (Hyatt)***421****Algebraic Thinking and the Language of Number Puzzles****(3–8) Session**

The language used in many number puzzles requires students to think algebraically. Participants will solve a collection of number puzzles and discuss the role that language plays in the algebraic thinking needed to solve the puzzles.

Wade Hampton Sherard

Furman University, Greenville, South Carolina

*2 (Convention Center)***422****Go Math: Mobile Applications to Support Families' Everyday Math Use****(3–8) Research Session**

The speakers interviewed families with middle school students to learn how families use and talk about math at home. From that, they developed mobile applications to support families' problem-solving activities and discussions in everyday math. They will present the applications and discuss potential math links between home and the classroom.

Kristen Blair

Stanford University, California

April C. Alexander

Stanford University, California

Shelley Goldman

Stanford University, California

*Manchester Ballroom B (Hyatt)***423****Changing the Culture of Language for the Hispanic ELL Student in Mathematics****(3–8, Preservice and In-Service) Session**

Mathematics language and the mathematics register includes more than just the mathematical concepts; they are also vehicles to communicate mathematically. In multicultural classes, language is not only a tool but also a target. Come hear the challenges that our English language learner (ELL) students experience and some solutions to those challenges.

Noemi R. Lopez

Harris County Department of Education, Houston, Texas

*7 B (Convention Center)***424****Mathematical Learning Styles: Teaching So Everyone Can Learn****(3–8, Preservice and In-Service) Session**

Research shows that there are two very distinct learning styles in mathematics—linear and holistic. This session will teach characteristics of the two styles as well as teach strategies that meet the needs of both types of students in the same classroom.

Rita H. Barger

University of Missouri—Kansas City

*Salon 3 (Marriott)***425****How SMART™ Is Your Chalkboard?****(6–8) Session**

Transform your old math lessons into SMART lessons. Learn how to teach your current lessons using a SMART Board. See strategies to encourage students' participation at the board. Classroom teachers will present ways to create and use SMART Board manipulatives and games to generate engaging lessons. Audience participation is required!

Michelle Meehan

Kenmore Middle School, Arlington, Virginia

Jill Lyttle

Kenmore Middle School, Arlington, Virginia

Elizabeth Ballroom A (Hyatt)

Receive a free T-shirt:
join or renew your NCTM
membership onsite at
the NCTM Member
Showcase.



426**Casting for Knowledge in the Mathematics Classroom****(6–8) Session**

Over the last three years, 80 middle school educators in North Texas have participated in Teacher Quality Grant programs producing podcasts and vodcasts. This presentation will demonstrate how to create, edit, and publish broadcasts that will enhance middle school mathematics teaching.

Vanessa E. Huse

Texas A & M University—Commerce

Maribeth L. McAnally

Texas A & M University—Commerce

Susan Bauer

Ursuline Academy of Dallas, Texas

Manchester 1/2 (Marriott)

427**Use Rich Problems to Teach, Connect, and Extend Hard Middle School Concepts****(6–8, Higher Education, Preservice and In-Service) Session**

Develop rich problems that start with accessible questions but continue with probing questions that increase in difficulty to challenge the most able students. Rich problems provide all students the opportunity to succeed and allow the most able to continue to deepen knowledge about important concepts. A set of such problems is presented.

Carol Reed Findell

Boston University, Massachusetts

Salon 4 (Marriott)

428**Using Small Groups with Linguistically Diverse Students****(6–12) Session****TODOS: Mathematics for ALL presentation**

You can use groups with linguistically diverse students. The speakers will summarize research on using groups with bilingual students, work on a proportional reasoning task you can use in your classroom, discuss cases of linguistically diverse students working on the task, and consider how to apply principles from this presentation to your teaching.

William Zahner

University of California at Santa Cruz

Griselda Marlene Velazquez

University of California at Santa Cruz

17 B (Convention Center)

429**Grow Beasts: Growing Students' Understanding of Ratio, Proportions, and Slope****(6–12) Session**

Grow Beasts: plunk 'em in water and four days later they've grown! Students measure, estimate, predict growth rates, measure some more, compile data, plot points, crunch numbers, and generally get excited, using math to make sense in an inquiry environment. Come to the session and time-warp through the process. Leave with a plan and a Grow Beast.

Mark Roddy

Seattle University, Washington

Elizabeth Ballroom C (Hyatt)

430**Using Technology to Differentiate Instruction and Activate Learning for All Students in Your Math Classroom****(6–12) Session**

SMART Boards and TI-Navigators in high school classrooms: share strategies for differentiating algebra instruction, and use these same tools in Algebra 2, statistics, and precalculus to deepen instruction. After a review of the SMART Board and the TI-Navigator, participants see new, advanced features that increase students' achievement.

Donna Johnson

Caroline County Public Schools, Denton, Maryland

Manchester Ballroom C (Hyatt)

431**Newly Prepared Secondary School Mathematics Teachers in Urban Schools: Their Pedagogy and Students' Learning****(6–12, Preservice and In-Service) Session****Benjamin Banneker Association presentation**

This study examines the pedagogical approaches that urban secondary school mathematics teachers use in their classrooms and their effects on students' learning. Data was collected through questionnaires and interviews and analyzed using a phenomenological approach revealing mixed results.

Pier Angeli Junor Clarke

Georgia State University, Atlanta

Denise Natasha Brewley-Corbin

Georgia Gwinnett College, Lawrenceville, Georgia

Marsha McCrary-Barron

Georgia State University, Atlanta

16 B (Convention Center)

432**Mathematical Field Trips: Geometrical Entree to Worlds of Art and Cultures****(6–12, Preservice and In-Service) Session**

Examine multicultural artwork through the lens of geometry as you “visit” museums around the world. The presenters will share experiences of both actual and virtual fieldtrips that place geometry, symmetry, tessellations, and transformations in the context of art and culture. Students’ work will be shared.

Cara Melina Goldberg

Boston University, Massachusetts

Pamela Ann Halpern

Salem State College, Massachusetts

*Manchester Ballroom H (Hyatt)***433****The Shape of Geometry and the Geometry of Shape****(6–12, Preservice and In-Service) Session**

Transformations, coordinate geometry, calculator and computer graphics, and the increased attention to applications have all caused, without any fanfare, changes in how we look at the shapes of figures. This talk will look at the changes in school geometry in grades 3–12 over the past half century from the standpoint of the concept of shape.

Zalman Usiskin

University of Chicago, Illinois

*Elizabeth Ballroom D/E (Hyatt)***434****CAS: More than a Turbo Pencil****(9–12) Session**

Handheld computer algebra systems (CAS) have been around for more than twenty years. This session will focus on how they can be used as instruments that have pedagogic value. Issues of equity, symbolic fidelity, and using CAS to make mathematically meaningful connections will all be addressed.

Mark Howell

Gonzaga High School, Washington, D.C.

*6 C (Convention Center)***435****Ruling Out Chance****(9–12) Session**

This session will examine the connections between probability and statistical inference. Activities will be presented that help students understand the concept of a sampling distribution and how the conclusions in hypothesis tests and the interpretation of confidence intervals and margin of error relate to probability.

Roxy Peck

California Polytechnic State University, San Luis Obispo

*Douglas Pavilion D (Hyatt)***436****Using the Concept of Derivatives to Investigate Integrals: A Lesson Study****(9–12) Session**

How do you teach the concept of integrals prior to calculus? This session describes a lesson study connecting conceptual understanding of derivatives to integrals. You will watch video of eleventh graders working collaboratively using their knowledge of rate of change to predict graphs of original functions from graphs of derivatives.

Matsuo Marti

Jones College Prep High School, Chicago, Illinois

Jessica Fulton

Jones College Prep High School, Chicago, Illinois

John Remiasz

Jones College Prep High School, Chicago, Illinois

*Marina G (Marriott)***437****Algebra Goes to the Movies****(9–12) Session**

How can a teacher introduce the material in the next chapter of an Algebra 1 or 2 textbook in an interesting way? Let the students help. Connect your students’ interests in movies with algebra through this unique and engaging poster project. Students will use communication, creativity, and evaluation to present the content of the new chapter.

Lynda Wormell

California State University, Northridge

Salon 1/2 (Marriott)

438**New Approaches to the Fourth Year of High School Mathematics****(9–12, Higher Education) Session**

Linear algebra can bring algebraic and geometric thinking together in ways that reinforce both. Participants will sample activities from a new, NSF-funded curriculum, drawing on vector algebra, geometry, and equations of lines and planes, and look at some of the rich applications of the subject. The only background required is second-year algebra.

Kevin Waterman

Education Development Center, Newton, Massachusetts

Stephanie Ragucci

Andover High School, Massachusetts

14 B (Convention Center)**439****Stimulating Interest in Statistics through the Use of Government Data****(9–12, Higher Education) Session**

Much statistical information of interest to students' daily lives are available on public Web sites maintained by federal statistical agencies. The speaker will show examples of this data, describe how to access it, and consider how to present it to stimulate students' interest in statistics and encourage them to consider careers in public service.

Ron Wasserstein

American Statistical Association, Alexandria, Virginia

4 (Convention Center)**440****Unexpected Expectations****(9–12, Higher Education) Session**

Mathematical expectation provides a means of quantifying the expected outcome of an experiment involving more than one possible outcome. This talk will present the quirkier (paradoxical) issues that can arise, including Newcomb's paradox, Parrondo's paradox, and the Prisoner's Dilemma.

Leonard Wapner

El Camino College, Torrance, California

11 B (Convention Center)**441****The Pythagorean Theorem and Ptolemy's Theorem****(9–12, Higher Education) Session**

The speaker will look at the Pythagorean theorem again, and show the result using a less famous theorem in geometry called Ptolemy's theorem. Geometry problems for the classroom will be shown.

Gail Marie Nord

Gonzaga University, Spokane, Washington

Molly A/B (Hyatt)**442****Succeeding in Challenging Times: Where to Start and What Next****(9–12, Preservice and In-Service) Session**

It's probably not what you expected. Learn how to get ready; how to start; how to take the next steps to be successful; and how to finish the year. From working with challenging students to challenging students, from administrators to parents, look for ways to engage toward success.

Mike Stewart

Ventura Unified School District, California

10 (Convention Center)**443****A "Founders of Mathematics" Project: More than a Biographical Listing****(Higher Education, Preservice and In-Service) Session**

Tired of student's "cut and paste" papers? This Founders of Mathematics project requires insights from the student beyond summarizing. Students must estimate a founder's worth to a particular field as well as predict what it will take for the student to become "famous" in the course being taken. A "recipe for success" will be available.

Stephen LaVerne Brown

Olivet Nazarene University, Bourbonnais, Illinois

Douglas Pavilion B (Hyatt)**444****Response to Intervention (RtI) and Mathematics: Help for Struggling Students****(Higher Education, Preservice and In-Service) Session**

The three-tiered RtI strategy will be discussed using examples of problem-solving instructional strategies that focus on teaching mathematics in context. Relevant research on RtI initiatives in mathematics, including technology resources, will be presented and synthesized into a take-home checklist.

Dolores Burton

New York Institute of Technology, Old Westbury

6 B (Convention Center)

445

Doing What Works: A Multimedia Web Site Highlighting Research-Based Practices (Preservice and In-Service) Session

Explore learning what works, seeing how it works, and doing what works for mathematics topics included in the Web site “Doing What Works.” Topics will include response to intervention in mathematics, encouraging girls in mathematics and science, crucial foundations of algebra, and major topics for school algebra.

Clare Heidema

RMC Research Corporation, Denver, Colorado

Arlene Mitchell

RMC Research Corporation, Denver, Colorado

San Diego Ballroom B (Marriott)

446

Challenging Preservice Elementary School Teachers to Confront their Mathematical Knowledge: Opportunities in Content and Methods Courses

(Preservice and In-Service) Session

Helping preservice elementary school teachers develop deep mathematical knowledge for teaching is a goal in elementary programs. The speakers will share course projects that we have found useful for helping preservice teachers confront their gaps and develop deep mathematical knowledge for teaching.

Kay A. Wohlhuter

University of Minnesota—Duluth

M. Lynn Breyfogle

Bucknell University, Lewisburg, Pennsylvania

Amy Roth McDuffie

Washington State University—Tri-Cities, Richland

6 A (Convention Center)

Come, Connect, Communicate

Inclusion and special education

Meet with educators who share your interests in inclusion and special education to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Carlsbad (Marriott)

Come, Connect, Communicate

Intervention, Grades Pre-K–2

Meet with educators who share your interests in intervention, grades pre-K–2, to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Del Mar (Marriott)

ew 446.1

Raising Math Achievement through Adaptive Technology and Differentiated Instruction

(General Interest) Exhibitor Workshop

Learn about three innovative programs—Scholastic Math Inventory, Fraction Nation, and FASTT Math—that use computer-adaptive technology to provide universal screening, and adaptive instruction, and that build fraction and math fact fluency for grade 2 and up.

Scholastic/Tom Snyder Productions

Scholastic/Tom Snyder Productions, Watertown, Massachusetts

Torrey (Marriott)

ew 447

Do Word Problems Scare the Daylights Out of Your Students?

(4–9) Exhibitor Workshop

Find out how Hands-On Equations® enables students to visually represent and solve word problems using game pieces, including age and consecutive number problems.

Borenson and Associates, Inc.

Borenson and Associates, Inc., Allentown, Pennsylvania

Columbia (Marriott)

ew 448

Math Innovations: A New Middle Grades Mathematics Program

(6–8) Exhibitor Workshop

Developed using Curriculum Focal Points, Math Innovations encourages students to think like mathematicians with focus on verbal and written communication. Concepts are developed in depth with connections across grade levels in conjunction with computational fluency.

Kendall Hunt Publishing Co.

Kendall Hunt Publishing Co., Dubuque, Iowa

1 B (Convention Center)

ew 449

CME Project: Math with a Twist

(8–12) Exhibitor Workshop

Somewhere between an instructional approach that is traditional and one that is progressive lives another way to teach math: the CME Project. This four-year, NSF-funded project takes a problem-based, student-centered approach balancing instruction elements, forming good Habits of Mind, and developing a deep understanding of mathematics.

Pearson

Pearson, Upper Saddle River, New Jersey

1 A (Convention Center)

450**Wake Up! Shake Up! Pick My Brain!****(Pre-K–2) Gallery Workshop**

Discover quick, motivational ways of engaging students with brain teasers, puzzles, and more. Get your lessons off with a bang, recover from midday slumps, or add pizzazz to daily routines. With quick, ready-to-use tasks for all year, your class will be brimming with not-so-typical, very cool investigations.

Giselle Irene Benoit-Humber

Eastern School District, St. John's, Newfoundland and Labrador, Canada

Colleen Cheryl King

Eastern School District, St. John's, Newfoundland and Labrador, Canada

Sharon Anne Power

Eastern School District, St. John's, Newfoundland and Labrador, Canada

11 A (Convention Center)

451**A Star Model Makes the Mathematics Shine for All****(Pre-K–2) Gallery Workshop**

TODOS: Mathematics for ALL presentation

Presidents' Series presentation

We all know that children learn in many ways and that multiple representations provide opportunities for all students to learn mathematics. Participants will experience classroom tasks, use a star model that emphasizes multiple representations to plan and initiate tasks, and consider the important mathematical ideas of the tasks.

Nora G. Ramirez

TODOS: Mathematics for ALL, Tempe, Arizona

15 A (Convention Center)

452**Singing to the Tune of Integrating Math, Literature, and Music****(Pre-K–2) Gallery Workshop**

This presentation will incorporate child-created songs into the elementary school classroom to reinforce math skills. Using Stuart Murphy's Math Start books as a springboard, the speaker will introduce participants to songs that integrate math, music, and literature.

Minerva Harrell Smith

Discovery School @ Reeves Rogers, Murfreesboro, Tennessee

Elizabeth Ballroom B (Hyatt)

453**Ten, It's Bigger than You Think****(Pre-K–2) Gallery Workshop**

When you think of a student with good number sense, what comes to mind? Can your students link what they know about ten to larger numbers? The lessons in this participatory presentation build on early number sense, including counting; more, less and equal; writing and recognizing numerals; part-part-total relationships; and anchors of 5 and 10.

Cheryl Akers

Howard County Public Schools, Columbia, Maryland

Randi Blue

Howard County Public Schools, Elkrige, Maryland

Manchester Ballroom I (Hyatt)

454**Using Mathematical Connections to Build Fact Fluency****(Pre-K–2, Preservice and In-Service) Gallery Workshop**

Asking students to make the leap from counting to memorizing addition facts may hinder their understandings and fluency with basic facts. This interactive presentation will focus on methods for getting students fluent with facts by moving them from counting strategies to derived facts and making mathematical connections along the way.

Christina Tondevoid

Initiative for Developing Mathematical Thinking, Boise State University, Idaho

*16 A (Convention Center)***455****A Visit to the Zoo = Having Fun with Math****(Pre-K–5) Gallery Workshop**

Plan a trip to a zoo by using math as a means of reaching all your students at all levels. Participants will explore different ways of finding the best way to see all the animals, vote for their favorite animal, and get ideas for using discrete math. Participants will leave with a wealth of ideas to help their class plan the zoo trip.

Susan L. Weiss

Solomon Schechter Day School, Newton, Massachusetts

*Elizabeth Ballroom F (Hyatt)***456****Response to Intervention (RtI): A Framework for Effective Math Instruction****(Pre-K–5, Preservice and In-Service) Gallery Workshop**

RtI focuses on integrating assessment, instruction, early prevention, and the student's learning process. Little is known still of how RtI can be integrated into math instruction. This gallery workshop will use examples from RtI math projects in grades pre-K–2 to explain the approach and provide a step-by-step guide on how to implement RtI in a classroom.

Michael P. Mueller

Hospital for Sick Children, Toronto, Ontario, Canada

Douglas Pavilion A (Hyatt)**457****Engaging the Struggling Students: Building Understanding and Skill with Numbers****(Pre-K–5, Preservice and In-Service) Gallery Workshop**

How do we help struggling students (and *all* students) build the core understandings of number along with the skills to use apply math? Learn activities and approaches to engage in the development of important number concepts. Learn how to engage your students as they go from understanding to skill development.

Neil Pateman

University of Hawaii, Honolulu

Joseph Zilliox

University of Hawaii, Honolulu

*8 (Convention Center)***458****The Question-Discourse Connection: What Questions Should You Be Asking?****(Pre-K–8, Preservice and In-Service) Gallery Workshop**

We all want to involve our students in thought-provoking discourse, but how do we get there? A variety of question types will be described, including those based on the revised Bloom's taxonomy, question stems, alternative-response questions, and talk moves. Criteria for "quality questions" will be explored.

Sharon Young

Seattle Pacific University, Washington

*Marina E (Marriott)***459****Picture This: A New Sketchpad® in Grades 3–6****(3–5) Gallery Workshop**

The latest release of The Geometer's Sketchpad adds new, dynamic opportunities for exploring transformations with digital photographs. Attendees will receive teachers' notes and students' worksheets for a variety of activities. Bring a laptop with battery power so that you can jump right in!

Daniel Scher

Key Curriculum Press Technologies, New York, New York

San Diego Ballroom A (Marriott)

460**Games as Assessment? How to Get More from Game Time****(3–8) Gallery Workshop**

Math games engage students and offer a great opportunity for assessment. Participants will play games and learn strategies to gather data formally and informally about students as they play. The presenters will share resources and discuss challenges of expanding the role of games in your classroom to strengthen reasoning, writing, and more!

Sara Torpey

Linden Public Schools, New Jersey

Paul V. Ridgway

Encyclopaedia Britannica, Chicago, Illinois

3 (Convention Center)

461**Moving beyond Ratio Tables in the Development of Proportional Reasoning****(3–8) Gallery Workshop**

Participants will explore proportional-reasoning problems and analyze the potential of the problems. The goal will be to understand the evolution of proportional reasoning with tasks that demand higher levels of reasoning than can be solved with ratio tables.

Signe Kastberg

Indiana University Purdue University Indianapolis

Beatriz S. D'Ambrosio

Miami University, Oxford, Ohio

Kathleen Lynch-Davis

Appalachian State University, Boone, North Carolina

Manchester Ballroom G (Hyatt)

462**Hands-On Activities and Questions That Stimulate Number Sense with Fractions****(3–12) Gallery Workshop**

Experience lessons showing how to use manipulatives and questioning to teach fractions, equivalent fractions, and operations with fractions. All activities and questions focus on students making sense of the mathematics being taught. Lessons are based on three stages of learning—concrete, pictorial, and abstract.

Barbara Schallau

East Side Union High School District, San Jose, California

Salon 6 (Marriott)

463**Infusing Technology into the Classroom (3–12, Preservice and In-Service) Gallery Workshop**
Benjamin Banneker Association presentation

Participants will sample five free and five inexpensive methods to “infuse twenty-first century learning” into the classroom. This hands-on presentation will introduce ten ways to enable students to experience complex concepts through engaging engineering, math, and science applications.

Vanessa R. Wimberly

School District of Philadelphia, Philadelphia, Pennsylvania

Manchester Ballroom E/F (Hyatt)

464**Milking Graphs for All They Are Worth!****(6–8) Gallery Workshop**

Is a graph worth 1000 words? Can we find the mean, median, and mode from a pie chart? Bar graph? Histogram? Box plot? Pictogram? What else do graphs tell us? Can we draw a histogram from a pie chart and vice versa? You will use graphs like never before and leave with activities your students can sink their teeth into on Monday.

Polina Dina Sabinin

Boston University, Massachusetts

Jenny K. Tsankova

Roger Williams University, Bristol, Rhode Island

17 A (Convention Center)

465**In the Real World, No Measurement Is Exact: Precision and Accuracy in Middle School****(6–8) Gallery Workshop**

This gallery workshop will help middle school teachers and trainers of teachers experience ideas related to precision and accuracy in a hands-on method using calculators and manipulatives. Participants will receive handouts and a CD of activities for a teaching unit.

Mary Sarli

Edgewood Independent School District, San Antonio, Texas

Marina F (Marriott)

466**Generalizing Algebraic Expressions Using Picture Patterns****(6–8) Gallery Workshop**

Join the speakers as they explore patterns using tiles and snap cubes. Use these patterns to help your students learn to write an algebraic expression for the n th term of a sequence. Leave with classroom ready activities that focus on using pictures rather than numbers to develop these algebraic expressions.

Vivian Flora Cyrus

Morehead State University, Kentucky

Christie Perry

Morehead State University, Kentucky

*San Diego Ballroom C (Marriott)***467****Don't Box Me In! Statistical Analysis and Interpretation****(6–12) Gallery Workshop**

Come construct a human box plot. Box plots are an important tool to compare data sets. Twenty-first century students need to be savvy consumers of data. Learn a variety of classroom-tested ways to build students' understanding of this research-based tool, including unpacking data sets of box plots and possible bar graph data displays.

Lee Ann Pruske

Milwaukee Public Schools, Wisconsin

Paige Richards

School District of South Milwaukee, Wisconsin

*Betsy A/B/C (Hyatt)***468****Let's Play with Robots: Making Connections among Technology, Geometry, and Algebra****(6–12) Gallery Workshop**

Want to play with a robot and learn mathematics? Come explore geometric and algebraic activities while using robotics! Participants will receive lessons and activities that allow students to make connections among technology, algebra, and geometry. The presenters will also share students' feedback from such activities.

Rachelle Meyer

Baylor University, Waco, Texas

Trena Wilkerson

Baylor University, Waco, Texas

Geoff Price

Carver Academy, Waco, Texas

*Elizabeth Ballroom G (Hyatt)***469****Interesting Ideas, Manipulatives, and Activities for Teaching Geometry Topics (6–12, Preservice and In-Service) Gallery Workshop**

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

Chris Mikles

College Preparatory Mathematics, Sacramento, California

*Salon 5 (Marriott)***470****Hot Air Ballooning: An Integrated Calculus-Chemistry Unit****(9–12) Gallery Workshop**

Connect science and math with this integrated, exciting, hands-on unit. Participants will make a small balloon, watch videos of students designing and flying their balloons, and receive the unit plan along with rubrics.

Robin Washam

Office of the Superintendent of Public Instruction, Olympia, Washington

Russ Ballard

Kentlake High School, Kent, Washington

*5 A (Convention Center)***471****Taking Advantage of Increasing Computer Access to Connect Mathematical Ideas****(9–12) Gallery Workshop**

Participants will use the public domain software CPMP-Tools to solve problems that encourage mathematical reasoning and sense-making and contribute to recognizing connections among mathematical ideas. Bring your laptop with battery power.

Beth Ellen Ritsema

Western Michigan University, Kalamazoo

Douglas Pavilion C (Hyatt)

NEW!
Interactive Online
Edition



Fundamentals of Algebra ***Foundations of Algebra, and Algebra 1***

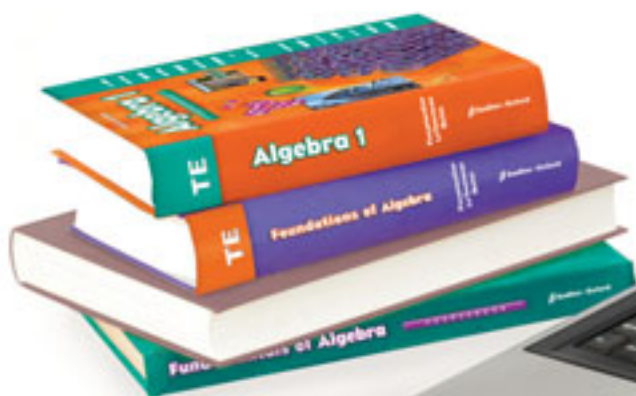
Teach and reach all levels of students anytime, in class or at home,
with standards-aligned digital versions of our problem-solving
based mathematics curriculum.

Print and/or Digital Editions

Choose what works best for you!

Special Features:

- True to Text Representation
- Audio-Enabled Glossary
- URL Linking
- Highlighting and Customizing
- Instant Download
- Quick and Easy to Navigate
- Full Tutorials
- Zoom



ProgressInMathematics.com

 **Preview pages at**
Sadlier.com

For more information, call 877-930-3336. Mention Promo Code K7.

472

Six Degrees of Separation: Making Connections**(9–12) Gallery Workshop**

How are E.T. and the Sistine Chapel, the Konigsberg Bridge and submarines, and the London Underground and networks connected? Help students discover threads that connect people, events, ideas, and innovations through presentations, center activities, projects, and games. Connections provide real-world context to make sense of mathematical ideas.

Chris Rumsey Mackmin

Braden River High School, Bradenton, Florida

Linda Shepard

Braden River High School, Bradenton, Florida

Manchester Ballroom A (Hyatt)

473

ProofBlocks: A Visual Approach to Logic and Proof**(9–12) Gallery Workshop**

Learn a new, visual format for introducing geometric proof that uses manipulatives to support the development of logical reasoning. Participants will try out the ProofBlock format themselves on whiteboards and leave with the resources and worksheets necessary to implement it in their own classrooms.

Jennifer Dirksen

San Mateo High School, California

Jinna Hwang

Francis Polytechnic High School, Sun Valley, California

Marina D (Marriott)

474

Rationally Speaking: Exploring Rational Functions with Illuminations and ExploreLearning Activities**(9–12, Higher Education) Gallery Workshop**

Participate in classroom-ready activities from NCTM's Illuminations and ExploreLearning's gizmos that help students make connections among rational functions, their graphs, and various contexts. How to integrate the computer simulations successfully with whole-group instruction will be discussed.

Jennifer Wall

Northwest Missouri State University, Maryville

Margaret Buerman

Northwest Missouri State University, Maryville

9 (Convention Center)

NCTM 475

Struggling Math Students: Strategies to Challenge Challenging Students**(9–12, Preservice and In-Service) Gallery Workshop**

New high school math teachers are often assigned classes of students having challenges with math. Learn strategies for engaging students, building success, and learning math all at the same time.

Connie Schrock

Emporia State University, Kansas

14 A (Convention Center)

476

Women and Mathematics Education: Where We Are Today**(General Interest) Session****Presidents' Series presentation****Women and Mathematics Education presentation**

This session will describe the advances and challenges that women and girls in mathematics deal with today. What has changed and what has not changed will be the focal points.

Judy Werner

Slippery Rock University, Pennsylvania

10 (Convention Center)

477

My Favorite Mathematical Paradoxes**(General Interest) Session**

Nothing beats a good paradox for convincing people that they should know some mathematics: these are the speaker's favorite mathematical paradoxes gathered over the years. Some will be familiar, but they put a new spin on some old classics. There should be something new for almost everyone.

Dan Kennedy

Baylor School, Chattanooga, Tennessee

20 A (Convention Center)



$$f = \frac{2}{3}c + 32$$

**A special thank you to
all the volunteers that
have assisted with the
Annual Meeting.**

478



Connections for Equity: Math, Language, Culture, and Context

(General Interest) Session

Iris M. Carl Equity Address

We don't teach mathematics; we teach students who come to us with diverse academic backgrounds, cultures, and languages—even if they were born in the United States. The speaker will discuss strategies for differentiating instruction to address these differences and to promote learning with understanding—for ELL and ALL.

The annual Iris M. Carl Equity Address was established to underscore the critical need for collective action in advancing understanding of equality and equity in education. Inaugurated in 2008, the address commemorates Iris Carl's lifelong commitment to educational equity and celebrates the vision and inspiration that she provided for achieving the goal of "more and better mathematics for all children." Each year a distinguished scholar who is recognized for leadership and action related to equality in mathematics education is invited to deliver this featured address.

Miriam A. Leiva

TODOS: Mathematics for ALL, Harrisburg, North Carolina

20 B/C (Convention Center)

479

The Power of Articulation through a Mathematics Vertical Team

(General Interest) Session

Five nonunified, rural districts have made it to their ninth year as a successful mathematics vertical team. Using books and blogging has empowered this team not only to survive but also to thrive despite leadership changes and financial cutbacks. A panel will share how they have bridged grade level, school, and district boundaries for shared success.

Stephanie Verneris

Fresno County Office of Education, California

Edward A/B/C/D (Hyatt)

480

Understanding Title 1 and What It Can Mean for You and Your Math Students

(General Interest) Session

Learn from two Title 1 state directors what Title 1 can (and cannot) do in districts, schools and classrooms. Learn why this is important for teaching and learning math and what you need to know to go back and connect with the right people in your school and district.

Nancy Konitzer

Arizona Department of Education, Phoenix

Roberta Schlicher

Virginia Department of Education, Richmond

11 B (Convention Center)

481

A Closer Look at Primary Programs and Developing Number Sense

(Pre-K–2) Session

Math programs at the primary level vary in how they develop number sense and base ten unitizing. Even when similar tools are used, strategies and implementation may vary and affect student understanding differently. Drawing from Asian and U.S. texts/programs, we will discuss the implications of these differences.

Mary N. Leer

School District of Lancaster, Pennsylvania

Makoto Yoshida

William Paterson University, Wayne, New Jersey

14 B (Convention Center)

482

A Foundation in Number Sense Affects All Grades

(Pre-K–2) Session

See how one school has analyzed number sense from kindergarten to second grade. This presentation will include discussing the importance of number sense for the success in future grades and how we have developed a number-sense recovery program for our youngest students.

Katie Gilmore

Mount Vernon Woods Elementary School, Alexandria, Virginia

Megan Gregory

Mount Vernon Woods Elementary School, Alexandria, Virginia

Elizabeth Sampson

Mount Vernon Woods Elementary School, Alexandria, Virginia

2 (Convention Center)

483

Teaching with a SMART™ Board: It's a SMART Thing to Do

(Pre-K–2) Session

Are you looking for more ways to use a SMART Board in your classroom? Learn how to use SMART Board technology in everyday math lessons and receive a list of Web sites that include math games and lessons that meet each of the NCTM strands for primary school students. Be prepared to get involved in this fun, interactive session!

Heather Youngblood

Springfield Public Schools, Missouri

Cary Sikes

Springfield Public Schools, Missouri

Elizabeth Ballroom A (Hyatt)

484**The Amazing Race: A Mathematical Adventure****(Pre-K–5) Session**

Looking for a fun theme to stimulate your family math night? Come to our session to hear about an exciting theme that provides rigorous mathematics activities within a social studies and geography theme. Participants will receive an extensive handout as well as many good tips for planning a successful family math night.

Rebecca Sue Borowski

Ponderosa Elementary School, Fayetteville, North Carolina

Kathelyn Denman

Ponderosa Elementary School, Fayetteville, North Carolina

*Marina G (Marriott)***485****Response to Intervention (RTI) for Teaching Number Concepts and Operations to Struggling Grades K–4 Students****(Pre-K–5) Session**

Join the speaker as she discusses how to meet the needs of all students using the RTI model for teaching number concepts and operations to children in grades K–4. Discussion will include topics such as intervention levels, strategies, assessments, and specific examples of lessons you can immediately use with students.

Kimberly Rimbey

Rodel Foundation of Arizona, Scottsdale, Arizona

*6 C (Convention Center)***486****Seeing Is Believing: Communication and Problem Solving Using Lesson Studies****(Pre-K–5, Preservice and In-Service) Session**

The presentation team from a grades K–5 urban elementary school will engage participants in a multimedia presentation and discussion of their journey to increase students' achievement in mathematics through a modified lesson study approach focused on problem solving and communication in mathematics. Professional development protocols will be shared.

Thelma A. Davis

Robert Lunt Elementary School, Las Vegas, Nevada

Jennifer Spinos

Robert Lunt Elementary School, Las Vegas, Nevada

Peter Schmit

Robert Lunt Elementary School, Las Vegas, Nevada

Jamie Galgana

Robert Lunt Elementary School, Las Vegas, Nevada

Virginia Usnick

University of Nevada, Las Vegas

*Elizabeth Ballroom D/E (Hyatt)***487****Singapore Math: Contextual Word Problem Solving Leads to Conceptual Mastery****(Pre-K–8) Session**

"Sam bought 3 shirts and 2 pairs of pants for \$67.30. Each pair of pants costs \$2.40 more than each shirt. What was the cost of 1 pair of pants?" This Singapore Math fifth-grade problem is an example of a challenging, real-life problem that students solve using bar models rather than algebra. Learn the how and why of Singapore Math.

Tricia Salerno

Benchmark School, Phoenix, Arizona

*Salon 1/2 (Marriott)***488****Math with Meaning—Success the Singapore Way: Foundations of Number Sense****(Pre-K–8) Session**

Attendees will learn practical—not theoretical—place-value, computation, and mental-math strategies used in Singapore, where students consistently score highest in international math studies. Learn how to emphasize conceptualization and incorporate computation and mental-math strategies into your existing math curriculum.

Rolff Christensen

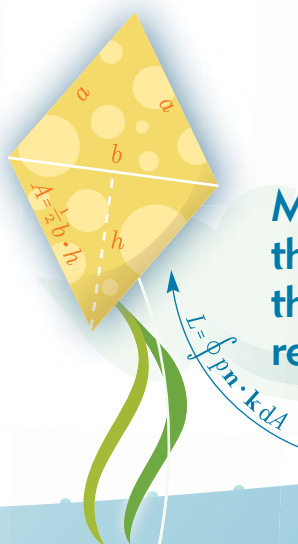
Staff Development for Educators, Peterborough, New Hampshire

*Manchester Ballroom H (Hyatt)***489****Making Sense of Math: Demystifying the Algorithms My Teacher Taught Me****(Pre-K–8, Preservice and In-Service) Session**

Rule #1: Math makes sense. Rule #2: Everyone will be good at math. Experience how to help grades K–7 students learn the foundations to algebra through arithmetic. Get students to make sense of math without tricks and rules they don't understand. Learn how to support teachers in building in-class interventions focused on big math ideas.

Ivan Leonel Alba

San Diego Unified School District, California

7 B (Convention Center)

Make time to explore the Exhibit Hall for the latest educational resources.

490**Teaching Mathematics to Students with Special Needs: Connecting and Collaborating****(3–5, Preservice and In-Service) Session**

Hear the results of a coplanned and cotaught mathematics methods course for teachers of students with special needs. Aligned with NCTM Standards as well as recent Response to Intervention initiatives, successful activities and the results of teachers implementing these strategies in their classroom will be shared.

Amy Lingo

University of Louisville, Kentucky

Karen Karp

Board of Directors, National Council of Teachers of Mathematics; University of Louisville, Kentucky

Monica Delano

University of Louisville, Kentucky

Ginevra Courtade

University of Louisville, Kentucky

*Douglas Pavilion D (Hyatt)***491****You're Doing Algebra: Making Algebraic Reasoning Explicit for Young Learners****(3–8) Session**

Algebra remains the gatekeeper for advanced math classes, yet using algebraic reasoning begins in elementary school. Join the speakers to investigate math tasks across content strands that facilitate elementary and middle school students' algebraic thinking. Make generalizations about patterns in our number system and the world around us.

Temple A. Walkowiak

University of Virginia, Charlottesville

Kateri Thunder

University of Virginia, Charlottesville

Beth Buchholz

Albemarle County Public Schools, Charlottesville, Virginia

*4 (Convention Center)***492****Making Memories in the Math Classroom****(3–8) Session**

Enter the wonderful world of recreational mathematics and math magic. Enthusiastic teaching will be modeled as mathematical concepts are presented in a spirit of play. Teachers will learn hands-on activities that connect concepts with context. Come prepared to experience the beauty and fun of mathematics.

Charles Sonenshein

Wright State University, Dayton, Ohio

*Molly A/B (Hyatt)***493****Making Connections: Long Division of Whole Numbers and Algebraic Expressions****(3–8) Session**

This session will feature middle school students from diverse linguistic backgrounds discussing connections they made between the long division arithmetic processes and understanding of whole numbers and algebraic expressions. Videotaped interview clips and discussion of analyses will be shared to highlight students' mathematical thinking.

Cynthia Oropesa Anhalt

University of Arizona, Tucson

Joseph Cuprak

Tucson Unified School District, Arizona

*Manchester Ballroom D (Hyatt)***494****Fraction as Ratio on the Cartesian Coordinate Plane****(3–8) Session**

The speaker will investigate how using the Cartesian coordinate plane to represent fraction as ratio can provide a visual representation of least common multiples, equivalent fractions, fraction addition and subtraction, and converting fractions to decimals and percents, all done graphically.

Anne M. Collins

Lesley University, Boston, Massachusetts

*Salon 3 (Marriott)***495****Paint Bucket Polygons: Geometry Concepts in High Definition****(3–8, Preservice and In-Service) Session**

What is a polygon in elementary school? The answer is not as simple or closed as you may think! Experience activities the speakers have developed with children and their teachers to build more sophisticated notions of geometry. They discuss features of photo-editing software as a tool to foster discussion and debate.

Suzanne Harper

Miami University, Oxford, Ohio

Michael Todd Edwards

Miami University, Oxford, Ohio

6 F (Convention Center)

496**Good Questions: A Great Way to Differentiate Instruction****(3–12) Session**

Asking just the right questions allows for differentiating instruction to meet a broad range of students' needs without ignoring curricular requirements. Examples, along with students' responses, will be shared to show how a rich mathematical environment can be created for all students in the class, whether struggling, average, or gifted.

Marian Small

University of New Brunswick, Fredericton, Canada

*20 D (Convention Center)***497****Increasing Mathematics Achievement through Simple, Research-Based Strategies****(6–8) Session**

This interactive presentation will explore strategies that help diverse learners connect to the content and increase mathematical achievement. Participants will walk away with seven effective, easy-to-use, research-based strategies that can be implemented immediately.

Mary J. Mitchell

Kean University, Union, New Jersey

Robin D. Roberts

Fairfax Public Schools, Virginia

*5 B (Convention Center)***498****Stem-and-Leaf Plots: It's Not a Botany Activity!****(6–8) Session**

Stem-and-leaf plots organize data, but can students use the plots to analyze a situation? This session will explore organizing basic science experiment data in enhanced stem-and-leaf plots, relating them to multiple bar graphs, and identifying the information presented. Box-and-whisker plots will further illustrate characteristics of the data set.

Patricia Lucido

Rockhurst University, Kansas City, Missouri

Cheryl Malm

Northwest Missouri State University, Maryville

*6 D (Convention Center)***499****Infusing Algebraic Thinking into All Strands of the Math Curriculum****(6–8) Session**

Do you sometimes think there just isn't enough time to teach algebraic thinking? Take heart. The presenters will share practical, classroom-tested ideas for including algebraic thinking as natural extensions of your current work in number, measurement, geometry, and chance and data.

Ann Lawrence

Consultant, Washington, D.C.

Charlie Hennessy

Holy Trinity School, Washington, D.C.

*Douglas Pavilion B (Hyatt)***500****Adding, Subtracting, Multiplying, and Dividing Fractions Using NCTM Resources****(6–8) Session**

Have you ever wondered about the math of changing gears on your bicycle? Gear ratios are just one application of operating on fractions that you will explore in this session. You will gain hands-on experience investigating multiple ways of making operations on fractions more engaging for students, by using applets, games, and writing prompts.

Sarah DeLeeuw

National Council of Teachers of Mathematics, Reston, Virginia

Julia Zurkovsky

National Council of Teachers of Mathematics, Reston, Virginia

*Manchester Ballroom C (Hyatt)***501****Implementing the SIOP Model in the Middle School Mathematics Classroom****(6–8) Session**

Learn how to use the sheltered instruction observation protocol (SIOP) model to plan and deliver instruction in the math classroom. SIOP unifies a variety of methods and best practices for teaching content to English language learners (ELLs). See how to customize instruction for ELLs at different levels of English proficiency using research based strategies and techniques.

Melinda Riccardi

Fresno County Office of Education, California

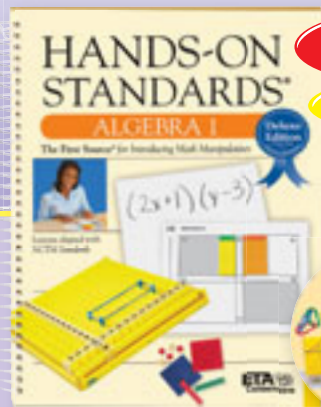
Jonathan R. Dueck

Fresno County Office of Education, California

San Diego Ballroom B (Marriott)

Stop by booth #631 and receive a FREE gift!

Increase Algebra Understanding with **NEW** Hands-On, Interactive Resources!



NEW!

EXCLUSIVE!



Hands-On Standards®, Deluxe Edition Algebra 1

Step-by-step, full-color lessons enable every teacher to successfully integrate a range of manipulatives into the algebra classroom!



NEW!
Interactive
Whiteboard
Resources!



NEW AND IMPROVED!



Algeblocks® 2nd Edition

Help students visualize algebra concepts with lessons that use three-dimensional area models and interactive whiteboard resources!



NEW!

EXCLUSIVE!



VersaTiles® Algebra Readiness and Algebra 1
Motivating, standards-aligned independent practice activities increase students' confidence and prepare them for algebra success!

502**Findings from Four Countries Regarding Prospective Teachers' Knowledge of Addition of Fractions****(6–8, Preservice and In-Service) Research Session**

Prospective elementary school teachers in Northern Ireland, South Africa, Hong Kong, and the United States have similar difficulties understanding fraction addition. Participants will create and analyze fraction addition problems, making connections of concepts and context. They will see how the research findings connect to classroom practices.

Rose Elaine Carbone

Clarion University, Pennsylvania

*Gregory A/B (Hyatt)***503****Linear Functions: Much More than $y = mx + b$** **(6–12) Session**

Every linear function is not a line. Yet, many algebra students react to the equation $y = 3x + 6$ by making a table, plotting the points, and connecting them to form a line. This session will examine class-tested ways of helping students get a deep understanding of these important functions.

Jim Rubillo

Former Executive Director, National Council of Teachers of Mathematics; DeSales University, Center Valley, Pennsylvania

*6 A (Convention Center)***504****Telescoping Sequences: The Mathematics of Recursively Imbedded Expressions****(6–12, Higher Education) Session**

In their studies, most students will encounter simple imbedded expressions, like a fraction where both numerator and denominator contain fractions, or a radical inside a radical. The speaker will explore these types of expressions more deeply, relate them to sequences or recursion, and discover the unique reasoning that “telescoping” invokes.

Mike Reiners

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

*17 B (Convention Center)***505****Fostering Conceptual Understanding through Reading-Math Connections****(6–12, Higher Education) Session**

The conceptual density of mathematics texts presents a challenge to secondary school students who struggle to understand how what they read translates into mathematics. This session addresses this challenge by focusing on reading strategy as a way to foster connections among texts and other forms of conceptual mathematics representations.

Antony T. Smith

University of Washington Bothell

Robin Angotti

University of Washington Bothell

*Manchester 1/2 (Marriott)***506****Making Connections: Multiple Representations in Algebra 1****(6–12, Preservice and In-Service) Session**

Participate in activities that help find the connections between a rule, graph, table, and context. Learn ways to help students move from each representation to the others, developing deep understanding of multiple ways to solve problems. Teachers will receive ideas and materials that they can use in their own algebra classrooms.

Glenda Arlene Wilkins

California Mathematics Council, Forest Falls, California

*16 B (Convention Center)***507****It's Their Web 2.0 World: You're Just Teaching in It****(9–12) Session**

So take advantage of all the opportunities that Web 2.0 provides! Look at practical, useable, classroom-tested ideas on expanding formative and summative assessments onto the Web and using free, and almost free, online instructional tools to enliven and enrich classes from Algebra 1 through calculus.

Calvin Armstrong

Appleby School, Oakville, Ontario, Canada

6 B (Convention Center)

508**Polygons: Inside-Out and Beyond****(9–12, Higher Education, Preservice and In-Service) Session**

Reflect a regular polygon across an edge, and repeat. Explore fascinating results with any polygon. Form fractional and negative polygons, derive the formula, and consider polygons with an irrational number of sides, all on the TI-Nspire. A tns file will be given.

Paul Williams

Red Deer College, Alberta, Canada

*Manchester Ballroom B (Hyatt)***509****Creating Connections with Inquiry Questions and Action/Consequence Documents****(9–12, Preservice and In-Service) Session**

This presentation will discuss types of inquiry questions that promote student understanding of mathematical content. Examples of such questions will be used with computer-based environments (action/consequence documents) where students are allowed to act on mathematical objects and transparently observe the consequences of their actions.

Wade Ellis

West Valley College, Saratoga, California

*Elizabeth Ballroom C (Hyatt)***510****Teach AP Statistics Next Year, with TI-Nspire™!****(9–12, Preservice and In-Service) Session**

Considering teaching AP Statistics? A member of the College Board's AP Statistics (Test) Development Committee will give you an introduction to the course using TI-Nspire, examples of typical problems, a guided timeline so that you can be prepared to teach the course successfully starting in August, and (hopefully) the confidence to do so.

John F. Mahoney

Benjamin Banneker Academic High School, Washington, D.C.

*Salon 4 (Marriott)***511****Building a Community of Scholars in a Teacher Education Program****(Higher Education) Session**

The speakers are committed to placing highly qualified teachers in high-need schools. They will discuss their Mathematics Education Teaching Scholars program for future secondary school teachers, including criteria development, standards, and programmatic details.

Harry T. Washington

North Carolina State University, Raleigh

Hollylynne Stohl Lee

North Carolina State University, Raleigh

*6 E (Convention Center)***512****Rethinking Classroom Assessment with a Purpose in Mind: An International Perspective****(Higher Education) Session**

This session will explore classroom assessment in two-year colleges in the United States and in nonuniversity tertiary institutions in other countries. Cultural and educational experiences from different countries using classroom assessment to guide, improve, and modify teaching to enhance students' learning will be discussed.

Richelle Blair

Lakeland Community College, Concord, Ohio

Sadie Bragg

Borough of Manhattan Community College, New York, New York

*Elizabeth Ballroom H (Hyatt)***513****Better Teacher Retention through Lesson Study****(Higher Education, Preservice and In-Service) Session**

The speaker will examine the collaborative practice of Japan's model of preservice introduction, Lesson Study, and how we are using this model at the university level. We are preparing preservice teachers to enter the education profession as partners who are ready to build learning communities centered on students' learning and styles in the field.

Tracey Everett Carter

Chicago Lesson Study Group, Chicago, Illinois

*15 B (Convention Center)***Come, Connect, Communicate****Coaching**

Meet with educators who share your interests in coaching to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Carlsbad (Marriott)

11:00 a.m.–12:00 noon

Come, Connect, Communicate

Intervention, Grades 6–12

Meet with educators who share your interests in intervention, grades 6–12, to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Del Mar (Marriott)

11:30 a.m.–12:30 p.m.

ew 514

PowerTeaching: Mathematics— an Equitation for Success!

(General Interest) Exhibitor Workshop

Developed by the Success for All Foundation, PowerTeaching: Mathematics is a curricular framework that is composed of research-proven instructional strategies that increase student achievement. PowerTeaching provides teachers with a clear and simple structure for framing their mathematics instruction no matter which curriculum or textbook they use.

Success for All Foundation

Success for All Foundation, Baltimore, Maryland

1 A (Convention Center)

ew 515

Come Discover “We Discover Math” for Pre-K Students

(Pre-K) Exhibitor Workshop

Newly released in fall 2009, “We Discover Math” is Kendall Hunt’s research-based Pre-K mathematics program. Through children’s literature, students explore the important mathematical content recommended by both NCTM and NAEYC.

Kendall Hunt Publishing Co.

Kendall Hunt Publishing Co., Dubuque, Iowa

1 B (Convention Center)

12:30 p.m.–1:30 p.m.

516

Using Upside-Down Teaching to Bring Out the Thinking of Every Student

(General Interest) Session

Communication and the other NCTM process standards can help us transform the way we teach from the primary grades through high school. When teachers structure classrooms so that students do the thinking and the talking, even challenging mathematics can become accessible to students, and even students who have struggled can become successful.

Cathy Seeley

Past President, National Council of Teachers of Mathematics;
Charles A. Dana Center, University of Texas at Austin

20 A (Convention Center)

517

Spreadsheets: An Amazing Tool to Enliven and Animate Mathematics

(General Interest) Session

This talk will give numerous examples of how spreadsheets may be used to animate different graphs that arise in the secondary school curriculum.

Robert L. Devaney

Boston University, Massachusetts

6 B (Convention Center)

518

Building a Productive Classroom Environment: Talking Mathematics and Connecting Ideas

(General Interest) Session

The language of mathematics is a powerful, but underdeveloped, skill in our classrooms. Helping students learn to talk mathematics and connect ideas is a challenge; however, the payoff is worth the effort. The speaker will focus on ways of developing mathematical discourse.

Glenda T. Lappan

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

Douglas Pavilion D (Hyatt)

519

Coaching: It’s Not Just for Athletics!

(General Interest) Session

Come and hear how a math coach can assist with staff development, curriculum alignments, disaggregating data, differentiating instruction, resources and demonstrating master teacher skills. With the help of our coach, our school has received four gold-star performance awards in math from the Texas Education Agency.

Melissa Cooper McCracken

Huntsville Independent School District, Texas

6 C (Convention Center)

520

It All Adds Up: Games to Strengthen Number Sense

(Pre-K–2) Session

It’ll all “add” up as you see student’s number sense “multiply” with more than 20 fun games and activities. The best part is they require little to no preparation time, so you can “subtract” that and just start “adding” up all the learning you’ll see on Monday.

Cary Sikes

Springfield Public Schools, Missouri

Heather Youngblood

Springfield Public Schools, Missouri

4 (Convention Center)

521

Word Problems: How Do They Make a Difference in Children's Development of Number Sense?

(Pre-K–2) Session

The presentation will discuss the main ideas of cognitive guided instruction, highlighting different types of word problems, and the development of children's strategies. The speaker will review several video clips from research and discuss how the distinctions among problem types are reflected in children selection of strategies.

Myoungwhon Jung

Northern Illinois University, DeKalb

Molly A/B (Hyatt)

522

Knock, Knock! Who's There?

(Pre-K–5) Session

New ways to assess, that's who! Tired of the same old photocopied tests? So are your students! Take review and assessment to new levels that are engaging, thought provoking, and information

filled. See students' practice and assessments from podcasts to PowerPoints to videos to fit-for-a-frame. Open the door to a new way to demonstrate mastery.

Catherine Kuhns has more than 25 years of teaching experience in grades K–4 classrooms, currently teaching fourth grade. She is the author of several books, including *Number Wonders*, *Mathematical Art-o-Facts*, *Building Number Sense*, and *Word Problems for Model Drawing Practice (levels 1 and 5)*. She enjoys working with fellow teachers and sharing her passion for making math meaningful, connected, and engaging.

Catherine Kuhns

Country Hills Elementary School, Coral Springs, Florida

20 B/C (Convention Center)

523

Using Repeating Patterns to Think Functionally

(Pre-K–5) Session

Looking to go beyond "What's the core unit?" and "What comes next?" Young children are capable of thinking functionally at an early age, and exploring repeating patterns offers a solid starting point for this work. Come explore powerful strategies and activities that support the development of functional thinking in your students.

Melissa E. Hedges

Milwaukee Public Schools, Wisconsin

Beth Ann Schefelker

Milwaukee Public Schools, Wisconsin

6 F (Convention Center)

524

A Comprehensive Approach to Improving Mathematics Achievement: A Math-Science Partnership in Rural Wyoming

(Pre-K–5) Session

Participants will discover a comprehensive assessment framework that identifies students' deficiencies in early numeracy. While identifying the deficiencies, participants will experience interventional activities that will help to build on conceptual understanding in numeracy.

Catherine Ann McAtee

Carbon County School District #2, Saratoga, Wyoming

Elizabeth Ballroom C (Hyatt)

525

Supporting Children's Sense Making in Number

(Pre-K–5) Session

Presidents' Series presentation

The speaker will share activities that foster number sense through the exploration of patterns and relationships. Emphasis will be on thinking in collections and constructing meaning for ten as a unit. The activities can be used immediately in the classroom.

Anne Reynolds

Kent State University, Ohio

Manchester Ballroom B (Hyatt)

526

Number Sense versus Nonsense

(Pre-K–5, Preservice and In-Service) Session

We all know you can't teach common sense, so can you really teach number sense? Yes, you can! Learn strategies to help students with number sense. The speaker will also discuss some of the "nonsense" teachers sometimes use to foster number sense, and how it may unintentionally hurt a child's mathematical understanding later on.

Heather Nichol Larrabee

Louisa County Public Schools, Mineral, Virginia

Elizabeth Ballroom H (Hyatt)

527

Zooming In on Number Lines: Connecting Whole Numbers, Decimals, and Fractions

(3–5) Session

The image is fun and crystal clear. It's also deeply mathematical. The connections allow children to understand decimals and fractions and work as confidently and skillfully with them as with whole numbers. Practical ideas for your teaching will let you and students see numbers in a new way. Classroom video, handouts, PowerPoint will be available.

Cindy Carter

Rashi School, Newton, Massachusetts

14 B (Convention Center)



SingaporeMath.com Inc

presents

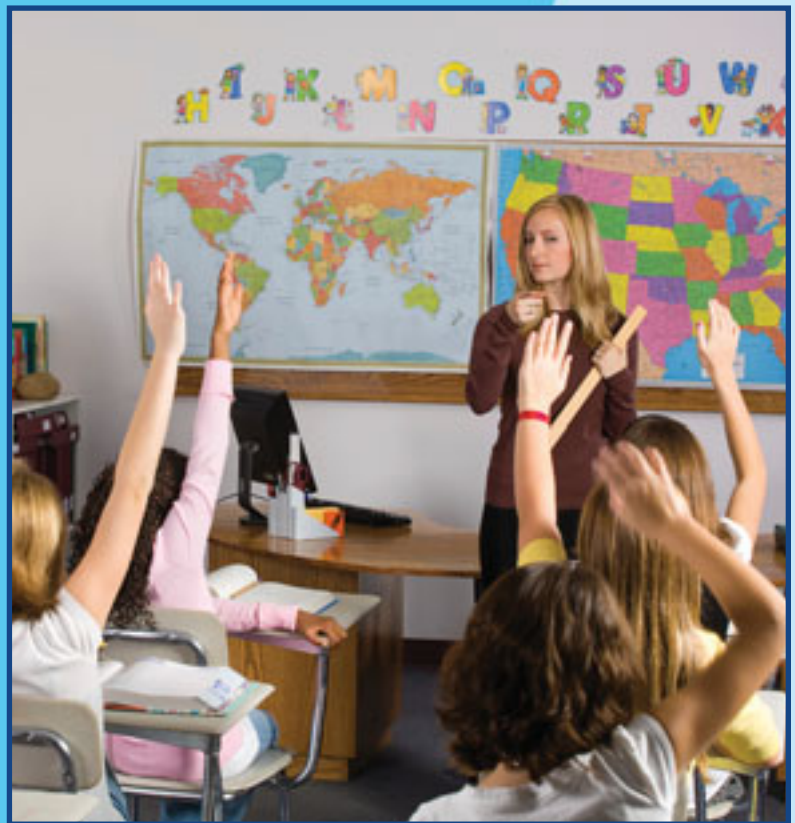
PRIMARY MATHEMATICS Standards Edition

***The Proven Math Program That Has Kids
Across America With Their Hands Held High!***

Our Singapore Math™ programs, the *Earlybird Kindergarten* and *Primary Mathematics Standards Editions*, are the acclaimed math programs that have been improving math literacy in America for years.

Approved for adoption by the California State Board of Education and on the Oregon State Board of Education's Instructional Materials List, these comprehensive K-5 programs allow you to teach confidently and realize positive results.

Singapore students who were tops in TIMSS in 1995, 1999, and 2003, were all taught using *Primary Mathematics* books. The Singapore Math™ *Primary Mathematics Standards Edition* is where east meets west... bringing you the best!



*For more info and to read
exciting success stories, visit*

www.SingaporeMath.com

or call (503) 557-8100

528**Base-Ten Blocks: What Is Their Educational Value?****(3–5) Research Session**

Children have to have the idea of “tens” to count objects by tens. The speaker asked 81 children in grades 2–4 to count (1) 123 cubes by tens and (2) 6 ten-blocks and 12 one-blocks. Base-ten blocks were found to make counting by tens easier but did not teach the idea of tens. In second grade, only 58 percent counted the base-ten blocks by tens.

Constance Kamii

University of Alabama at Birmingham

*Edward A/B/C/D (Hyatt)***529****Mathematics Education for the Twenty-first Century: Spanning the Digital Divide****(3–5, 9–12, Preservice and In-Service) Session**

This interactive session will explore effective use of instructional strategies to meet the needs of all students in mathematics by integrating NCTM’s *Principles and Standards* with the National Educational Technology Standards and Performance Indicators for Teachers and the Technology and Pedagogy Content Knowledge model.

Rhonda Bonnstetter

Southwest Minnesota State University, Marshall

Debbie Van Overbeke

Southwest Minnesota State University, Marshall

Michelle Beach

Southwest Minnesota State University, Marshall

*Elizabeth Ballroom A (Hyatt)***530****Modeling and Relating Fractions and Ratios in the Multiplication Table****(3–8, Preservice and In-Service) Session**

Learning and teaching paths will be reported from grades 3–6 classroom research on differentiating and then relating fractions and ratios. These approaches enable students to outperform older students and reach high levels of understanding. Making math drawings and using the multiplication table enables students at all levels to understand.

Karen C. Fuson

Northwestern University (Emerita), Evanston, Illinois

Dor Abrahamson

University of California, Berkeley

*7 B (Convention Center)***531****Are You Surrendering in Teaching Fraction Operations?****(3–8, Preservice and In-Service) Session**

This presentation will discuss how to incorporate different visual representations, including computer software and interactive Internet resources, to teach procedural knowledge and conceptual understanding of fraction operations. Participants will be guaranteed not to surrender in teaching fraction operations after attending this session!

Cheng-Yao Lin

Southern Illinois University Carbondale

Rong-Ji Chen

California State University San Marcos

Hsing Wen Hu

University of Wisconsin—River Falls

*Manchester Ballroom H (Hyatt)***532****Skill Building versus Comprehensible Input: Live Demonstration of an EL Classroom****(3–12) Session****TODOS: Mathematics for ALL presentation**

Teachers will experience firsthand how students learn in an English learner (EL) classroom by participating in a fishbowl activity that uses two live demonstrations. One will use a traditional approach; the other, effective comprehensible input strategies. A whole-group discussion will follow.

Pedro Vazquez

Bridgeport Public Schools, Connecticut

Herminio Manuel Planas

Bridgeport Public Schools, Connecticut

*15 B (Convention Center)***533****Video Study Groups: The Focus Is on Your Students’ Learning****(3–12) Session**

Video of students at work in each teacher’s classroom will launch professional discussions about students’ interactions, questions, and responses to instruction. This session will share lessons learned as well as protocols and sample video from the speakers’ experience as facilitators of video study groups.

Lisa Lavelle

Education Northwest, Portland, Oregon

Linda Griffin

Northwest Regional Educational Laboratory, Portland, Oregon

Manchester 1/2 (Marriott)

534**Solving Equations + Multiple Representations = Students' Success****(3–12, Preservice and In-Service) Session**

Treat algebra as a handy language for “unlocking secrets” (equation solving) and building mathematical models. Participate in a variety of innovative, engaging, nontraditional approaches for solving equations. These methods have been researched and tested and are designed to empower your students and move them to mastery!

Donna M. Davis

Baltimore City Public Schools, Maryland

*Elizabeth Ballroom D/E (Hyatt)***535****“How Steep It Is!” Connecting Geometric Angle and Algebraic Slope****(6–8) Session**

Prepare your students for the study of slope while helping them develop proportional reasoning. Help them describe, construct, and imagine their way from what they already know about steepness to the concept of slope.

Diana Cheng

Boston University, Massachusetts

*20 D (Convention Center)***536****A Nontraditional Equation-Solving Sequence for Struggling Learners****(6–8) Session**

Algebra for All: experience a nontraditional, multilesson, linear-equation-solving sequence, accessible to all learners, which employs the use of meaningful contexts, visuals, and manipulatives.

Mark Goldstein

University of California at Los Angeles

Helen Chan

University of California at Los Angeles

*5 B (Convention Center)***537****Writing Activities in Mathematics for Middle and High School Students****(6–12) Session**

Participants will learn writing-to-learn activities, such as annotation strategies for equations, graphs, or word problems, which will help students to monitor their understanding of those problems. They will also learn writing-as-assessment activities that will provide students with fun ways to demonstrate their knowledge of mathematical concepts.

Amy Alexandra Wilson

University of Georgia, Athens

Aaron Ross Wilson

Cottonwood High School, Salt Lake City, Utah

*16 B (Convention Center)***538****Connections, Blogs, and Lesson Study****(6–12) Session**

Learn about how to use connections through a lesson-study approach. Collaboratively planned lessons will be analyzed using technology, assessment alignment with instruction, and students' work. Student-response-centered blogs will be used to foster recognizing and using connections among mathematical ideas and in contexts outside mathematics.

José Francisco Sala García

Instituto de Educación Secundaria Sa Colomina, Ibiza, Balearic Islands, Spain

*2 (Convention Center)***539****The Golden Ratio: Connections to the World around Us from Ancient to Modern Times****(6–12) Session**

The golden ratio has been an integral part of art and architecture for centuries. Known as the golden mean, it appears in basic constructions, Egyptian pyramids, Greek statuary and temples, Islamic Art, and paintings from the Renaissance to modern times. Historical examples and the creation of relevant projects will be explored.

Stephanie H. Cooperman

Chatham Middle School, New Jersey

Salon 1/2 (Marriott)

**2011 Annual Meeting and Exposition
proposal deadline is May 1, 2010.**

**Go to www.nctm.org/speak to submit
your proposal!**

540**Algebra Readiness Tests: Is There One?****(6–12) Session**

In spite of efforts to teach algebra at all grade levels and to include all students in algebra, educators continue to seek an “algebra readiness” test. But algebra readiness tests generally don’t work. What can or should we use instead? We will consider alternatives to standard testing for “algebra readiness.”

Judith Mary Kysh

San Francisco State University, California

*Salon 4 (Marriott)***541****Sketchpad® Dynagraphs Reveal Domain, Range, Composition, and Inverses of Functions****(6–12) Session**

Dynagraphs are dynamic, behavioral representations of functions that promote an understanding of important properties of functions and are easily related to other representations. Dynagraphs emphasize the role of variables and the mapping of an input variable to an output variable. Participants will receive several ready-to-use activities.

Andres Marti

Key Curriculum Press, Emeryville, California

*17 B (Convention Center)***NCTM 542****Classroom Management and Motivation: How It Can Work for You****(6–12, Preservice and In-Service) Session**

Understand how motivation and management works and does not work with students. What can you do? Learn to create situations and environments that motivate and engage students. Improve your classroom management skills, and support you in teaching math.

James Middleton

Arizona State University, Tempe

*10 (Convention Center)***543****Titilating Topics from Trigonometry****(9–12) Session**

There is more to trigonometry than the unit circle. This session will explore the relationships of sides, angles, and cevians in a triangle; some unusual trigonometric identities; trigonometric representation of complex numbers; and inverse trig functions.

David Wilson

Wake Forest University, Winston-Salem, North Carolina

*11 B (Convention Center)***544****Using Maps in Mathematics: A Connections Activity****(9–12) Session**

This activity connects mathematics to other subjects and areas such as cartography, art, and social justice and gives teachers a method for convincing their students of the merits of collaborative learning. There are three stages: motivation for collaborative group work, the four-color theorem, and social justice in maps.

Brian Evans

Pace University, New York, New York

*6 D (Convention Center)***545****Algebra in Motion: Improving Algebra Understanding through Interactive Computer Animations****(9–12) Session**

Harness the aptitude of your visual learners by exploring interactive computer animations (Sketchpad) that remove the abstraction from algebra and give it meaning. Appropriate teaching strategies also will be emphasized. Many assorted topics will be taken from Algebra 1, Algebra 2, and precalculus.

Audrey Weeks

Calculus In Motion, Burbank, California

*Douglas Pavilion B (Hyatt)***546****Engaging and Challenging Tasks for Capstone Mathematics****(9–12) Session**

NCTM says, “Every student should study mathematics every year through high school, progressing to a more advanced level each year.” This talk will present cognitively demanding problems and projects that solidify and connect a wide range of mathematical content that seniors have found engaging in a post-Algebra 2 alternative to precalculus.

Gregory D. Foley

Ohio University, Athens

Gregory A/B (Hyatt)

547**Be a SMART Educator: Enhancing Mathematics Instruction using SMART™ Software****(9–12) Session**

Want to be an effective teacher with dynamic notes, interactive examples, and a way to save all this hard work using an interactive whiteboard? This introductory session will include creating lesson plans using Notebook Software, Senteo Response Systems for assessments, and the new SMART Document Camera.

Barbara Mutch

Miramichi Valley High School, New Brunswick, Canada

*Manchester Ballroom C (Hyatt)***548****The SAT in a Flat World****(9–12) Session**

How does the SAT mathematics test relate to a dynamically changing world? How can the SAT skills insight help students improve their skills and reach their goals in college and beyond? How does the SAT prepare students to be flexible problem solvers and leaders in the workforce? Come hear the answers to these questions and more.

Robin O’Callaghan

College Board, New York, New York

Andrew Schwartz

College Board, New York, New York

*Salon 3 (Marriott)***549****Creating and Using Guided Discovery Lessons****(9–12) Session**

Participants will learn how to create, find, adapt, and use guided discovery lessons. These lessons offer students unique opportunities to become “archeologists on a mathematical dig” by sequentially uncovering layers of mathematical information one step at a time. Guided discovery lessons can be customized to fit the needs of all students.

Richard J. Sgroi

Fox Lane High School, Bedford, New York

*San Diego Ballroom B (Marriott)***550****Issues of the Transition from High School to College Mathematics****(9–12, Higher Education) Session**

This talk will focus on what we know, what we don’t know, and what we need to know about the transition from high school to college mathematics, with a description of what the Mathematical Association of America is doing about these issues.

David Bressoud

Macalester College, Saint Paul, Minnesota

*Manchester Ballroom D (Hyatt)***551****Integrating Math Study Skills into Developmental Math Classes****(Higher Education) Session**

Do your developmental math students have even a clue about study skills needed for college success? Do they know that there are specific strategies they can use to become successful in mathematics? Learn about worksheets and activities that are designed to help develop effective study skills using very little class time.

Lynn M. Marecek

Santa Ana College, California

MaryAnne Anthony

Santa Ana College, California

*6 A (Convention Center)***552****Don’t We Always Ask Good Questions? Don’t We? Don’t We?****(Preservice and In-Service) Session**

Questioning is probably the single most important instructional strategy that we use everyday, and too often it is the single most ignored strategy in our planning. In a lively, interactive presentation, participants will consider the do’s and don’ts of effective questioning.

James J. Clayton

Saint Peter’s College, Jersey City, New Jersey

Marina G (Marriott)

12:30 p.m.–1:30 p.m.

553

Developing Number Sense with Technology-Based Experiments: Reflections on Classroom Practice in Preservice Education

(Preservice and In-Service) Session

This session will share inquiry-based lab activities designed to develop number sense in preservice elementary school teachers. Qualitative data collected from the preservice teachers suggests that teacher candidates developed greater number sense as a result of their participation in these classroom activities.

Irina Lyublinskaya

City University of New York—College of Staten Island

Judit Kerekes

City University of New York—College of Staten Island

6 E (Convention Center)

Come, Connect, Communicate

Curriculum Focal Points

Meet with educators who share your interests in curriculum focal points to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Carlsbad (Marriott)

Come, Connect, Communicate

English Language Learners

Meet with educators who share your interests in english language learners to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Del Mar (Marriott)

1:00 p.m.–2:00 p.m.

ew 554

Math-U-See: Making a Difference in Special Education!

(General Interest) Exhibitor Workshop

Math-U-See's unique approach has shown students' 100 percent improvement three years in a row in the Albuquerque Public Schools. Come see how we can help you to "close the gap" in this dynamic, multi-sensory exhibitor workshop that will clearly demonstrate the Math-U-See difference!

Math-U-See

Math-U-See, Fallbrook, California

1 A (Convention Center)

ew 555

Math Innovations: A New Middle Grades Mathematics Program

(6–8) Exhibitor Workshop

Developed using Curriculum Focal Points, Math Innovations encourages students to think like mathematicians with focus on verbal and written communication. Concepts are developed in depth with connections across grade levels in conjunction with computational fluency.

Kendall Hunt Publishing Co.

Kendall Hunt Publishing Co., Dubuque, Iowa

1 B (Convention Center)

1:00 p.m.–2:30 p.m.

556

Building Number Sense with Meaningful Practice

(Pre-K–2) Gallery Workshop

Children enter school with an informal sense of number gained through natural curiosity. Let's examine how we facilitate the development of number in students as we consider what number sense is and the experiences that would enhance its acquisition.

Lisa Rogers

Math Solutions, Sausalito, California

Elizabeth Ballroom G (Hyatt)

557

Math Intervention: Building Number Power for Struggling Students

(Pre-K–5) Gallery Workshop

Learn how to use formative assessment and motivating games to help students increase conceptual knowledge as they engage in math discourse. The speaker will compare conceptual knowledge to procedural knowledge and analyze specific math concepts to help struggling multilingual students, special-needs students, and others who are having difficulties.

Jennifer Taylor-Cox

Taylor-Cox Instruction, LLC, Severna Park, Maryland

5 A (Convention Center)

558

Outsmarting Your SMART™ Board: Combining Interactive High-Tech and Low-Tech Solutions

(Pre-K–5) Gallery Workshop

Explore the many ways to use interactive technology in conjunction with low-tech manipulatives as a teaching tool for whole-class lessons, differentiated instruction, individual centers, and students' assessment. No SMART Board? No problem!

Kelli Ann Cox

San Diego Jewish Academy, California

Shelly Moses

San Diego Jewish Academy, California

Manchester Ballroom E/F (Hyatt)

559

Are There Really Six Tens in 268? The Language of Place Value

(Pre-K–5, Higher Education, Preservice and In-Service) Gallery Workshop

The gallery workshop's goal is to raise participants' awareness of the importance of language in the learning of place value. In particular, participants will make connections among research on children's learning of place value, teachers' knowledge of place value, and place-value instruction for preservice teachers in methods and content courses.

Christopher Danielson

Normandale Community College, Bloomington, Minnesota

Elizabeth Ballroom F (Hyatt)

560

Raising Questions, Finding Answers: Applying Concepts of Statistics and Probability

(Pre-K–5, Preservice and In-Service) Gallery Workshop

This gallery workshop presents five developmentally appropriate activities exploring fundamental concepts of statistics, data analysis, and probability. Activities include raising questions, gathering data, using statistical methods to create visual and mathematical representations, and developing predictions based on data analysis.

Barbara Biglan

Chatham University, Pittsburgh, Pennsylvania

Martha Hildebrandt

Chatham University, Pittsburgh, Pennsylvania

Betsy A/B/C (Hyatt)

561

Language Links: Connecting Vocabulary to Math Concepts

(3–5) Gallery Workshop

Do your students have trouble making connections to math concepts because of the "language" involved? Students are interested in geometry, measurement, data, and so on, but can struggle with all the words. Participants will engage in activities that give students visual, concrete ways to build vocabulary associated with math concepts.

Elise Sabaski

North Kansas City Public Schools, Missouri

Charlene Steadman

North Kansas City Public Schools, Missouri

14 A (Convention Center)

562

Geometry Fun with Two Guys

(3–5) Gallery Workshop

This presentation will demonstrate geometry activities that the speakers have learned through math specialist courses at the University of Virginia. The activities will connect mathematics to the NCTM Geometry Standards as well as the five Process Standards. Participants will engage in several hands-on activities that can be used in the classroom.

Tres Wells

Albemarle County Schools, Charlottesville, Virginia

Justin Hose

Frederick County Public Schools, Winchester, Virginia

16 A (Convention Center)

563

Got Fraction Frustration? No-Tears Strategies for Students (and Teachers)

(3–5) Gallery Workshop

Explore engaging lessons that build fraction knowledge. Hands-on tasks will teach concepts, operations, and problem solving and use strategies such as facilitating discussions and effective questioning. Students' work and observations of the teacher and coach will reveal outcomes. Walk away with lessons that make fraction frustrations disappear.

Elizabeth Gehron

Seminole County Public Schools, Sanford, Florida

Tiffany Garrison

Seminole County Public Schools, Sanford, Florida

17 A (Convention Center)

564**Math Activities for the Special Student in the Regular Classroom****(3–5) Gallery Workshop**

Are you having difficulty teaching computation to your students with special needs? Using the NCTM Math Computation Standard, you will be actively involved with games and activities that develop concepts, then practice these concepts and apply them to solve problems.

Shirley H. Bradsby

Jefferson County Public Schools, Lakewood, Colorado

Douglas Pavilion C (Hyatt)

565**Math and Literature: A Joint Effort for Success****(3–5, Preservice and In-Service) Gallery Workshop**

Understanding math concepts begins with children being actively engaged. Literature helps link math concepts through real-world applications. Together, success is achieved. Experience the math and literature connection by participating in hands-on activities that are motivating, simple, and relevant.

Sharon Huber

Chesapeake Public Schools, Virginia

Carolyn Belson

Retired, Chesapeake Public Schools, Virginia

San Diego Ballroom C (Marriott)

NCTM 566**Fractions, Ratios and Patterns: Helping Elementary School Students Get Ready for Algebra****(3–5, Preservice and In-Service) Gallery Workshop**

The core concepts and skills students learn in elementary school set the stage for success in algebra. Learn how to teach the important concepts and skills that support future success in algebra.

Joseph Zilliox

University of Hawaii, Honolulu

Eomailani Bettencourt

University of Hawaii, Manoa, Honolulu

9 (Convention Center)

567**Building Connections through Problem Solving****(3–8) Gallery Workshop**

Successful problem solvers draw on past experiences and apply their knowledge to new situations. The speakers will share strategies for using problems to help students (1) understand the interconnectedness of mathematical ideas, (2) recognize and take advantage of prior learning, and (3) forge new connections to help make sense of challenges.

Claire Mead

The Math Forum @ Drexel, Philadelphia, Pennsylvania

Manchester Ballroom I (Hyatt)

568**Fantastic Folding Feats****(3–8) Gallery Workshop**

In this gallery workshop, participants create familiar two-dimensional shapes by folding metric paper. The simple steps yield some captivating patterns and designs. A truly fantastic way to represent and examine two-dimensional shapes and their properties.

Allan Turton

Origo Education, Brisbane, Queensland, Australia

Calvin Irons

Queensland University of Technology, Brisbane, Australia

Marina F (Marriott)

569**It's Not in the Textbook: Now What? Hands-On, Discrete Mathematics in the Middle School****(3–8) Gallery Workshop**

Join the speakers for some hands-on examples in discrete math! Activities on vertex edge maps, four-color theorem, origami, combinations, and more can be applied right away in the classroom and adapted easily to multiple ages and grade levels. You will leave knowing how to get your kids excited about problem solving!

Alanna Webb

Dysart Unified School District, Surprise, Arizona

Ashley Hinsberg

Dysart Unified School District, Surprise, Arizona

11 A (Convention Center)

570**Lets Be Rational: Making Sense of Fractions, Decimals, and Integers****(6–8) Gallery Workshop**

Middle school students struggle to understand fractions, decimals, and integers. This gallery workshop will teach new approaches to help students make sense of these topics. You will explore activities and games that build understanding and learn some new computational algorithms that will help students avoid errors.

Suzanne H. Chapin

Boston University, Massachusetts

*8 (Convention Center)***571****Percents without Proportions****(6–8) Gallery Workshop**

Participants will try fun, easy-to-implement activities in which students learn to calculate percents using multiples, graphic organizers, and logic. The activities are perfect for improving estimation skills, number sense, and operation sense and for English language learners and special-education students.

Susan Mercer

Santa Ana Unified School District, California

*Manchester Ballroom A (Hyatt)***572****Exploring Integers: Relevant Applications, Engaging Activities, and Instructional Strategies****(6–8) Gallery Workshop**

Explore applications of integers, make connections in multiple domains, explore students' misconceptions and strategies, and enhance pedagogical and content knowledge to improve students' conceptual understanding, which leads to flexibility when applying that knowledge to new situations.

Sarah Jane Harris

University of Texas at Austin

*Salon 5 (Marriott)***573****Measurement for All****(6–12) Gallery Workshop**

Ever wonder how to develop measurement concepts for all students? Making a ruler and a trundle wheel will help extend linear measurement to area concepts while providing context for students struggling to make connections. Experience activities just as students do in our transition to high school math camp.

Judith L. Carlin

Nikki Rowe High School, McAllen, Texas

Fayna Guerrero

Cathey Middle School, McAllen, Texas

Felipe Santiago Rico

Nikki Rowe High School, McAllen, Texas

*Marina D (Marriott)***574****I Get It! Developing Linear Concepts Using Clever, Meaningful Tasks****(6–12) Gallery Workshop**

Participants will be actively engaged in hands-on activities that will enhance students' understanding of linear functions and rate of change. The activities will focus on multiple representations of linear functions, developing an understanding of slope, and real-world applications.

Kristy Marie Thompson

Muncie Community Schools, Indiana

Katie Marie Metz

Muncie Community Schools, Indiana

Gloria Frasier

Muncie Community Schools, Indiana

Rollin Ty Gill

Muncie Community Schools, Indiana

*San Diego Ballroom A (Marriott)***575****Making Sense of Algebra****(6–12) Gallery Workshop**

This presentation will discuss the role that algebra currently plays in schools and explore ways of teaching algebra with a focus on increasing algebraic sense making in the classroom. Participants will engage in student-centered algebra activities, examine their own conceptualization of algebra, and reflect on the needs of their students.

Jill Newton

Purdue University, West Lafayette, Indiana

Rachael Kenney

Purdue University, West Lafayette, Indiana

Lindsay M. Umbeck

Purdue University, West Lafayette, Indiana

Douglas Pavilion A (Hyatt)

Join or renew your membership at the NCTM Member Showcase and receive a free t-shirt!

576**Tennis Balls, Lines, and Geometric Transformations****(6–12, Preservice and In-Service) Gallery Workshop**

Students roll a wet tennis ball across a horizontal sheet of easel grid paper then investigate the characteristics of the line left by the path of the wet ball. Their exploration leads from traditional algebraic concepts to making connections to ideas in measurement, coordinate geometry, and transformational geometry.

Kathleen Mittag

University of Texas at San Antonio

*Salon 6 (Marriott)***577****Lights! Logs! And Lines!****(9–12) Gallery Workshop**

Light intensity is an illuminating context for studying logarithms. Come gather light-intensity data and see how this exploration connects to logarithmic transformation and linear regression, while teaching basic spreadsheet skills as learners determine and justify a best-fit model. Bring a laptop with battery power. Other technology will be provided.

Janice L. Krouse

Illinois Mathematics and Science Academy, Aurora

*15 A (Convention Center)***578****Errors, Mishaps, and Misconceptions: Understanding Quadratic Functions****(9–12) Gallery Workshop**

Connect theory to practice by investigating quadratic functions and students' common errors. Analyze students' work, integrate technology, and investigate methods that will make this topic accessible for all students and enable them to move beyond rote procedures to connections between the symbolic and graphical forms of quadratics.

Karen L. Terrell

Boston College, Chestnut Hill, Massachusetts

Lillie R. Albert

Boston College, Chestnut Hill, Massachusetts

*3 (Convention Center)***579****Nspiring™ Students: How New Technology Changes Instruction****(9–12) Gallery Workshop**

The new TI-Nspire has changed the speaker's lessons from direct instruction to interactive, exploratory, small-group activities that promote students' mathematical thinking and reasoning. Participants will complete student activities focusing on Algebra 1, geometry, and Algebra 2. No previous technology experience required.

Kimberley Ann Thomas

Valley Vista High School, Surprise, Arizona

*Manchester Ballroom G (Hyatt)***580****The Matrix: Applying Matrices to Plant Life Histories and Conservation****(9–12, Higher Education) Gallery Workshop**

Discover practical applications of scientific concepts in the math classroom. Learn how to apply matrices to ecology and evolutionary biology. Through the use of a simple matrix population-growth model, using a system of linear equations, teachers can explore the evolution of different plant-life histories.

Alberto Macias-Duarte

iPlant Collaborative—Tucson, Arizona

Lisa Howells

iPlant Collaborative—Tucson, Arizona

*Marina E (Marriott)***581****The First Ten Minutes of Class Can Ensure Students' Success!****(9–12, Preservice and In-Service) Gallery Workshop**

Use the beginning of class to assess each student's readiness for the lesson. Learn how to develop an "opener" for any lesson, techniques to collect and review the "opener", ideas for using this information to structure your lesson, and materials to meet each student's needs in a typical classroom. All levels of technology will be used.

Allan Bellman

University of California, Davis

Katie Allard

Canyon Crest High School, San Diego, California

Elizabeth Ballroom B (Hyatt)

F

R

I

D

A

Y

582



NCTM Business Meeting (General Interest) Session

This session will provide a summary of the past year's significant accomplishments and an overview of NCTM's current and future strategic directions.

Kichoon Yang

Executive Director, National Council of Teachers of Mathematics, Reston, Virginia

5 B (Convention Center)

583

M. C. Escher Took Islamic Art to Infinity, and So Can You!

(General Interest) Session

Escher used tessellations from Islamic art as a basis for intriguing transformational masterpieces. Learn how to construct triangular and square grids, recognize patterns, arrange stars, use a “nibbling” technique to create designs, and see Adobe Photoshop-enhanced images. Handouts, Powerpoint, and Photoshop instructions will be available.

Carol D. Desoe

Scarsdale High School, New York

Douglas Pavilion B (Hyatt)

584

Creating a Curriculum Map: The GPS for Effective Curriculum Implementation and Assessment

(General Interest) Session

This session will share strategies and procedures for compacting curriculum, using available resources, making connections, capitalizing on prior knowledge, building students' retention of big ideas in mathematics, and “recalculating” for school interruptions. This interactive session will include a comprehensive handout with sample maps.

Joan Josephine Vas

Kean University, Union, New Jersey

Manchester Ballroom B (Hyatt)

585

Research Insights into Mathematics Instruction for Females

(General Interest) Research Session

Women and Mathematics Education presentation

Research-based instructional methods that support and encourage females in mathematics will be presented with attention to how other social identities—especially race, ethnicity, and social class—intersect with gender. The presentation will incorporate audience discussion, and resources will be provided.

Lynda R. Wiest

University of Nevada, Reno

Rebecca McGraw

University of Arizona, Tucson

15 B (Convention Center)

586

Teaching and Learning Mathematics: Translating Research to the Classroom

(General Interest) Session

Participants will learn what research tells us about important questions and issues related to mathematics teaching and learning posed by grades pre-K–12 teachers and administrators. The presenters will use information gleaned from the *Second Handbook of Research on Mathematics Teaching and Learning*.

Frank K. Lester

Indiana University Bloomington

Diana V. Lambdin

Board of Directors, National Council of Teachers of Mathematics; Indiana University Bloomington

6 E (Convention Center)

587

Capitalizing on Connections: Place Value Concepts in Real-World Contexts

(Pre-K–2) Session

Learn how to use real-world contexts to support development of place value concepts. A framework for designing contextualized problems that encourage base-ten thinking will be shared. Emphasis will be given to examining students' work samples and discussing how children's problem solutions can be used to promote base-ten thinking.

Wendy Bray

Rollins College, Winter Park, Florida

10 (Convention Center)

588**Unlocking Story Problems without Key Words****(Pre-K–2) Session**

Learn how to use the context a story problem to build conceptual understanding of operations without using “key words.” Through video and students’ work samples, see how students make sense of stories, use variables, and represent and connect the action to mathematical operations.

Maria DaSilva

University of Hawaii, Honolulu

Hannah Slovin

University of Hawaii, Honolulu

Linda Venenciano

University of Hawaii, Honolulu

*11 B (Convention Center)***589****Kinesthetic Exploration of Number Using a 100-Square Floor Grid****(Pre-K–2) Session**

This is a highly interactive session that will introduce teachers to the numerous and creative ways of teaching children to explore number physically on a large, 100-square floor grid. Teachers will experience fun, foolproof strategies for calendar work, number patterns, greater than, less than, and basic addition and subtraction operations.

Wendy Ellen Hill

Retired, Huntsville, Ontario, Canada

*6 A (Convention Center)***590****Math Room Time****(Pre-K–2) Session**

A math room, designed around math recovery philosophy, strongly emphasizes assessment. All students grades K–2 will join the math room for 20 minutes. The room is divided into learning centers with one technology center that consists of a SMART Table, SMART Board, and computers. The SMART Table allows teachers to customize lessons.

Jaime Lodge

Chester Grade School, Illinois

*Douglas Pavilion D (Hyatt)***591****Problem Posers Create Concepts in Context (Pre-K–2, Preservice and In-Service) Session**

When children create their own problems from their own experience, it becomes easy to assess what concepts they have learned—often more complex than their teacher expects! See examples of problems developed by young children who were helped by “Sylvester the Cat.”

Kate Le Maistre

McGill University, Montreal, Quebec, Canada

*Elizabeth Ballroom H (Hyatt)***592****Geometry Is More than Squares and Triangles****(Pre-K–8) Session**

What does geometric reasoning look like in the elementary grades, and how can we help our students develop reasoning abilities that move beyond naming geometric figures? A framework for understanding the development of geometric reasoning will be examined, focusing on hands-on classroom activities for developing geometric reasoning.

Tom Fox

University of Houston—Clear Lake, Texas

4 (Convention Center)

UNI Overseas Recruiting Fair XXXV

February 4-6, 2011

- ◆ *Personal Attention* ◆ *Quality Service*
◆ *No Placement Fees*

“An incredible opportunity for math teachers to meet and interview with over 120 American K-12 schools from around the world.”

Stop by the UNI exhibitor booth in San Diego to learn more!



Overseas Placement Service for Educators

Go to the UNI web site for a registration packet.

Registration deadline is January 14, 2011

Cedar Falls, Iowa USA 50614-0390

Phone: (319) 273-2083 Fax: (319) 273-6998

E-mail: overseas.placement@uni.edu

Web site: www.uni.edu/placement/overseas

Change the equation.

Become a Math for America Fellow.



MEET US
AT BOOTH
1444

Let your passion for math lead you to a winning career choice. Step up and teach in New York City public secondary schools to make a difference in mathematics education and help solve our nation's math literacy problem.

MfA provides aspiring math teachers with:

- A full scholarship for a master's degree or teacher credentialing program in Mathematics Education
- Up to \$100,000 in stipends, in addition to a full-time New York City teacher's salary
- Mentoring, job search support and ongoing professional development opportunities
- Membership in a national corps of highly qualified secondary math teachers



www.mathforamerica.org

Helping Scores of Students

593**Does Singapore Mathematics (SM) Enhance Students' Learning in the United States?****(Pre-K–8) Session**

Many teachers want to use SM with their students, but they have been unable to provide data on its effectiveness in the United States. The speakers will report results of a longitudinal study of SM implementation, offer examples of concepts students learn, and offer ways in which all students can learn math to high levels.

Richard Askey

Retired, University of Wisconsin—Madison

Madge Goldman

Gabiella and Paul Rosenbaum Foundation, Bryn Mawr, Pennsylvania

Patsy Wang-Iverson

Gabiella and Paul Rosenbaum Foundation, Stockton, New Jersey

Ban-Har Yeap

Nanyang Technological University, Singapore

Marian Palumbo

Bernards Township Public Schools, Basking Ridge, New Jersey

*6 F (Convention Center)***594****Meaningful Multiplication: Visualizations and Independent, Task-Time Activities****(3–5) Session**

Create an environment involving all students in meaningful multiplication activities. Ensure that students make sense of multiplication before memorizing abstract facts. Provide a variety of tools to assess students' understanding and to challenge students to think by combining problem solving with computational practice.

Marcy Cook

Consultant, Balboa Island, California

*20 D (Convention Center)***595****Helping Students Understand Fractions by Making Connections****(3–5) Session**

Do your students struggle to understand fractions? Are you looking for new ideas to support student learning? In this session, you will gain insight on how to support student learning by examining connections between math content, student thinking, assessment and curricula.

Teruni Lamberg

University of Nevada, Reno

*Manchester Ballroom C (Hyatt)***596****Build an Understanding of Fractions****(3–5) Session**

In the same way students develop an understanding of whole numbers, they need to develop an understanding of fractions. Explore ways to develop that understanding using linear and area models. Connect linear models to a number line to see fractions as numbers. Apply conceptual understanding to fraction addition and subtraction.

Jaine Kopp

Bay Area Mathematics Project, Berkeley, California

*Marina G (Marriott)***597****Combining Math and Literacy: Using Picture Books to Teach Content and Reading****(3–5) Session**

Children's literature will be highlighted in this presentation with an emphasis on using math content picture books to teach reading and math simultaneously. Participants will leave the session with classroom activities and lessons that integrate literacy and math in an engaging way for students.

Julie Marie Amador

University of Nevada, Reno

*Salon 3 (Marriott)***598****Differentiating Mathematics Instruction and Practice for Inclusive Environments: Math Stations****(3–5, Preservice and In-Service) Session**

Learn how to provide effective instruction and practice for all learners in inclusive settings using process, content, and product differentiation; learning supports; and task modifications. The speaker will illustrate and discuss examples using the concept of math stations. Ideas will be based on the instruction and practice of fraction operations.

Jessica Heather Hunt

University of Central Florida, Orlando

Kimberly Davis

University of Central Florida, Orlando

Elizabeth Ballroom D/E (Hyatt)

599**Tools to Help Teachers and School Leaders Understand Curriculum Implementation****(3–12) Research Session**

A research team will share classroom-tested, research-based tools to help practitioners identify and understand issues of curriculum implementation. Participants will examine—and leave with—lesson logs, surveys, and unit guides that capture pedagogical and mathematical storylines for grades K–12 curricula.

Steven W. Ziebarth

Western Michigan University, Kalamazoo

Nicole L. Fonger

Western Michigan University, Kalamazoo

Alden J. Edson

Western Michigan University, Kalamazoo

*Molly A/B (Hyatt)***600****Spicing It Up: A Five-Step Recipe for Adding Flavor to Bland Word Problems****(6–8) Session**

Are your students tired of the application word problems given at the bottom of the textbook page? You'll leave this session with a fistful of "good" word problems that you have created. Learn five easy revision strategies that transform plain, old word problems into worthwhile mathematical tasks. Your students will eat them up!

Carrie S. Cutler

University of Houston, Texas

*20 A (Convention Center)***601****Help! I Need a Fun, Hands-On Math Activity****(6–8) Session**

Hands-on math activities will be presented that were used in classrooms, were adapted for a family math night, and can be easily modified for use at all grade levels. You will leave this presentation with several ideas for fun, engaging, and educational activities that you can implement right away or at your next family math night.

Paul V. Ridgway

Encyclopaedia Britannica, Chicago, Illinois

Sara Torpey

Linden Public Schools, New Jersey

*Manchester Ballroom D (Hyatt)***602****Using Arithmetic Sequences to Make Sense of Linear Equations****(6–8, Preservice and In-Service) Session**

The speaker will describe an approach to learning linear equations that is based on first understanding arithmetic sequences. Because students find arithmetic sequences more intuitive and easier to grasp, this approach allows them to learn not by memorizing a set of formulas but by deriving and making sense of the important ideas.

Ryota Matsuura

Boston University School of Education, Massachusetts

*Manchester 1/2 (Marriott)***603****Formative Assessment: A Practical Approach****(6–8, Preservice and In-Service) Session**

In education, it seems that each day brings a new classroom practice that teachers need to embrace and implement with their students. A closer look at formative assessment may help you recognize how you are already using this important practice, as well as how you can more fully engage in and learn from it.

Nickie Rizzo

Math Solutions, Sausalito, California

*San Diego Ballroom B (Marriott)***604****Activities on Data Analysis and Probability Using Technology****(6–12) Session**

Data analysis and probability are imperative concepts in mathematical thinking and often hard to teach and learn. A number of online activities and visual tools will be presented on data analysis and probability to be used in the middle and high school mathematics classroom.

Gary Bitter

Arizona State University Technology-Based Learning and Research, Scottsdale

Rusen Meylani

Arizona State University, Tempe

6 C (Convention Center)

605**Socratic Seminar: Fostering Mathematical Discourse for English Language Learners (ELLs) and All Students****(6–12) Session**

This session is aimed at helping teachers organize and facilitate Socratic seminars for ELLs in mathematics. Students will gain confidence in analyzing mathematics textbooks as well as asking and answering complex questions. The seminar is designed to give all students responsibility in maintaining equity during the discussion.

Angela Thompson

University of California, Santa Cruz

*7 B (Convention Center)***606****Hands-On Experiences to Develop the Concepts of Variable and Function****(6–12) Session**

Participants will learn how to use real-world phenomena to help students develop the concept of a variable as something that actually varies! Participants will also experience data streaming from common physical phenomena and learn how the streaming itself mirrors and develops the concept of function. The new HP Data Streamer will be demonstrated.

Michael Grasse

Elk Grove High School, Elk Grove Village, Illinois

G. T. Springer

Hewlett-Packard Company, San Diego, California

*Edward A/B/C/D (Hyatt)***607****Use Practical Strategies to Increase English Language Learners' (ELLs') Math Progress Dramatically****(6–12) Session**

ELLs and other students benefit from instruction in algebra that incorporates multiple representations, frequent formative assessment, and opportunities to “talk math.” The speaker will discuss ELL teaching strategies for mathematical concept and academic language development, along with classroom routines that increase engagement.

Debra Coggins

Alliant International University, San Francisco, California

*Salon 1/2 (Marriott)***608****Cultural Context and Teaching for Social Justice****(6–12) Session****Presidents' Series presentation****Benjamin Banneker Association presentation**

Teachers who use cultural relevance or social justice as a context for teaching mathematics must not underestimate the difficulty of finding appropriate examples. Using these crucial pedagogies in the mathematics classroom is not a panacea. Teachers should avoid making them routine, which may create a new form of marginalization.

Jacqueline Leonard

Temple University, Philadelphia, Pennsylvania

*16 B (Convention Center)***609****Formative Assessment Tools for High School Mathematics Teachers****(9–12) Session**

This session will describe formative assessment tools developed for high school teachers in Kentucky. The tools include mathematics content prerequisite trees, students' common misconceptions, and strategies for addressing misconceptions. The tools were developed by teams of mathematicians, mathematics educators, and teachers.

William S. Bush

University of Louisville, Kentucky

Wanda Weidemann

Western Kentucky University, Bowling Green

Gina Foletta

Northern Kentucky University, Highland Heights

Christie Perry

Morehead State University, Kentucky

*14 B (Convention Center)***610****Applications of Polynomial Functions****(9–12) Session**

Learn some real-world and mathematical-world phenomena that can be modeled by higher-degree polynomial functions. Some are exact, such as the bending of beams and sums of powers of integers. Others are empirical and involve fitting functions to data. Even complex zeros of a cubic function can be made to show up on the graph.

Paul A. Foerster

Alamo Heights High School, San Antonio, Texas

20 B/C (Convention Center)

611**States Moving toward Common Core Standards****(9–12) Session**

The presenters will discuss the process used to arrive at the NGA- and CCSSO-led Common Core State Standards in mathematics and the implications for students' achievement, including equity and access, curriculum development, teacher capacity, and U.S. success.

Laura Slover
Achieve, Washington, D.C.

6 B (Convention Center)**612****Reasoning and Sense Making in Algebra****(9–12) Session**

NCTM has recognized the need to promote new discussion around high school mathematics. This session will provide participants an opportunity to discuss and engage with examples from NCTM's *Reasoning and Sense Making in Algebra* document.

Karen Graham
University of New Hampshire, Durham
Al Cuoco
Education Development Center, Inc., Newton, Massachusetts

Gwen Zimmermann
Adlai E. Stevenson High School, Lincolnshire, Illinois
6 D (Convention Center)

613**How to Make Your Classroom 24-7****(9–12) Session**

Want to discover the full capabilities of the technology in your classroom? From basic to advanced lessons to formal assessments and 24-7 access for students, watch as we demonstrate the endless possibilities of SMART Board, SMART-view, and Blackboard. Learn how to apply this knowledge in courses ranging from Algebra 1 to AP calculus.

Sam V. Gero
Fairfax County Public Schools, Lorton, Virginia
Kate Wolling
Fairfax County Public Schools, Lorton, Virginia
Melissa Rushing
Fairfax County Public Schools, Lorton, Virginia
Elizabeth Ballroom A (Hyatt)

614**Cool Geometry****(9–12) Session**

Geometry is fundamentally different than other high school subjects, for many reasons. It can get students turned on to mathematics. The speaker will share some things that have gotten him and his students excited about geometry in the last forty years. He will share interesting problems, applications, and connections.

John Allen Benson
Evanston Township High School, Illinois

Salon 4 (Marriott)**615****Distance Learners and the Processes of Learning Mathematics****(9–12, Higher Education) Research Session**

Research in distance learning has focused mainly on success rates, as measured by course completion, and college-level learners. This session will discuss the preliminary findings of qualitative research devoted to examining evidence of the NCTM Process Standards in distance learners at the high school level.

Jodie A. Miller
Morristown-Beard School, Morristown, New Jersey
Gregory A/B (Hyatt)

616**Links to Literacy****(Higher Education, Preservice and In-Service) Session**

Reading mathematically-themed children's books can help college students improve their English-language literacy and gain a better understanding of mathematical concepts. Class-tested activities will be shared.

MaryAnne Anthony
Santa Ana College, California
Manchester Ballroom H (Hyatt)

617**The Activity and Impact of Elementary School Mathematics Coaches on Students' Achievement****(Higher Education, Preservice and In-Service) Session**

Mathematics coaches serve as resources for content, pedagogy, and curriculum. This session will address how coaches spend their time and how those activities do and do not relate to students' achievement. Findings will be shared from a three-year, NSF-funded study that examined coaches' impact on students' achievement and teachers' beliefs.

Patricia F. Campbell
University of Maryland, College Park
2 (Convention Center)

2:00 p.m.–3:00 p.m.

618

Making Cultures Count in the Classroom: How to Get Started

(Preservice and In-Service) Session

TODOS: Mathematics for ALL presentation

Teachers who integrate the role of language and culture in the learning of mathematics create equitable, rigorous, and coherent instruction. Many people strive to accomplish this but do not know how to get started. Participants will learn “how-to” steps to enhance their own effectiveness as the presenters share tried and tested techniques.

Jim Barta

TODOS: Mathematics for ALL, Salt Lake City, Utah

Susie Hakansson

California Mathematics Project, Los Angeles, California

17 B (Convention Center)

619

Transforming School Culture through New Teacher Induction

(Preservice and In-Service) Session

Transform school culture from teaching in isolation to public and collaborative work through current best practices, from information-rich hiring and orientation to comprehensive mentoring and faculty rounds. By raising the level of authentic discourse about teaching and learning, schools can truly build a professional learning community.

Reena Freedman

Gann Academy, Boston, Massachusetts

Elizabeth Ballroom C (Hyatt)

Come, Connect, Communicate

Core Content Standards

Meet with educators who share your interests in Core Content Standards to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Carlsbad (Marriott)

Come, Connect, Communicate

Differentiated Instruction

Meet with educators who share your interests in Differentiated Instruction to discuss how we might improve the teaching and learning of mathematics. This colloquium provides an opportunity to network and establish relationships that can continue beyond the conference as a resource for your professional growth.

Del Mar (Marriott)

2:30 p.m.–3:30 p.m.

EW 620

Make Sense of Numbers using Mathematical Models from Math in Context®

(General Interest) Exhibitor Workshop

Experience realistic mathematics education and problem solving while exploring multiple number models. These models will move students to a deeper understanding of number and operations. Each participant will receive a free Number Tools® workbook.

Britannica Digital Learning

Britannica Digital Learning, Chicago, Illinois

1 A (Convention Center)

EW 621

Project M2 and Project M3: Developing Mathematical Talent in Elementary Students

(Pre-K–5) Exhibitor Workshop

Help your students assume the role of mathematicians as they develop critical- and creative-thinking skills to solve real problems. Project M3 and the new Project M2 for primary students are both challenging and motivational.

Kendall Hunt Publishing Co.

Kendall Hunt Publishing Co., Dubuque, Iowa

1 B (Convention Center)

3:00 p.m.–4:30 p.m.

622

Movin' with Math: Connecting Kids, Concepts, and Kinesthetics

(Pre-K–2) Gallery Workshop

Kinesthetic activities offer variety in differentiated instruction and practice that supplements and enriches concepts being taught. This multisensory approach motivates, promotes mastery, requires few materials, and gives immediate feedback. Kinesthetic activities for important math concepts will be presented and provided.

Joquita McKibben

Houghton Mifflin Harcourt, Orlando, Florida

Marina F (Marriott)

623

Place Value: Making Connections One Paper Clip at a Time

(Pre-K–2) Gallery Workshop

With a box of paper clips, participants will represent deep, meaningful understanding of place value and its connection to their world. Participants will use familiar objects and ordinary language to represent one of the big ideas in mathematics—place value!

Elizabeth Arcement

Iberia Parish School System, New Iberia, Louisiana

Salon 5 (Marriott)

624**Math Talk: Teaching Concepts and Skills through Illustrations and Stories****(Pre-K–2, Preservice and In-Service) Gallery Workshop**

Using illustrations of nursery rhymes, fairy tales, and themes, learn how math talk can give your students interactive opportunities to practice and master early math concepts and skills in a language-based setting. Based on an approach from Singapore, math talk is a powerful way for students to create and solve math stories.

Char Forsten

Staff Development for Educators, Peterborough, New Hampshire

*Elizabeth Ballroom F (Hyatt)***625****The Japanese Abacus, Soroban, Can Boost Mental Calculation Skills****(Pre-K–5) Gallery Workshop**

Join us as the presenter demonstrates how the soroban works and how it is used. Soroban-trained students are capable of performing mental calculation—addition, subtraction, multiplication, and division—by visualizing soroban beads in their mind.

Hiroo Kodama

Tomoe MI Academy, Shinjuku-ku, Tokyo, Japan

*Manchester Ballroom I (Hyatt)***626****Stop! Re-evaluate! I Thought You Understood Fractions****(3–5) Gallery Workshop**

This presentation will focus on a lesson study presented to fourth- and fifth-grade students. Participants will take active part in the lesson, which incorporates the understanding of three different fraction models, and examine the different error patterns in the students' work.

Laura Gray

Norfolk Public Schools, Virginia

*11 A (Convention Center)***627****LCC: Links between Concepts and Content (3–5) Gallery Workshop**

Participants will experience hands-on activities that highlight natural links to concepts and content in the mathematics of grades 3–5. The activities will enhance the connections to real life and to other disciplines, such as language arts, science, and technology.

Maria Diamantis

Southern Connecticut State University, New Haven

*15 A (Convention Center)***628****Mathematics Notebooking That Works: Reaching All Learners****(3–5) Gallery Workshop**

During this presentation, participants will examine and actively explore using notebooking as a tool to increase students' mathematical thinking and understanding while meeting individual needs. Notebook entry types and strategies for use will be highlighted as organizational elements to support student learning.

Mary Knuck

Arizona Department of Education, Phoenix

*3 (Convention Center)***629****Making Connections: Problems from Singapore Classrooms****(3–5) Gallery Workshop**

Come with a sharp pencil and experience solving mathematics problems used in Singapore schools. Some of these problems help students use context to learn content. Others help students link different content areas. Learn how teachers can help students make all sorts of connections in solving problems. Go home with a bunch of problems.

Ban-Har Yeap

Nanyang Technological University, Singapore

*Douglas Pavilion A (Hyatt)***630****Technologically Challenged But Still Using a SMART™ Board****(3–5) Gallery Workshop**

Educators of different technological skill levels will learn to use a SMART Board as a tool for linking concepts and context. Learn the tricks of this technology, learn how to develop instructional activities, and be able to edit previously created lessons. Participants will leave with multiple ideas and resources to make the connections.

Jan A. Puls

Norman Public Schools, Oklahoma

Johnnie Keel

Norman Public Schools, Oklahoma

Manchester Ballroom E/F (Hyatt)

631**What's the Big Idea? Connecting Fractions, Decimals, and Percents****(3–5) Gallery Workshop**

The presenter's hands-on gallery workshop will show participants how to use manipulatives and pictorial representations to acquire strategies that can be used to help students understand the "big ideas" about fractions, decimals, and percents and how the three are all interconnected.

Carolyn Doyle

Richmond City Public Schools, Virginia

*San Diego Ballroom A (Marriott)***632****Using Music Composition to Teach Math****(3–5, Preservice and In-Service) Gallery Workshop**

Color bars will be used to represent music scales, and the numbers of bars to represent notes' durations. Combinations of color bars will be used to represent chords. Based on a typical pop music chord sequence, students will compose music by choosing colors. Statistics tables and graphs will be created based on students' composition notes.

Song An

Texas A&M University, College Station

Shuhua An

California State University, Long Beach

*Salon 6 (Marriott)***633****Rational Number Project: Fraction Operations and Initial Decimal Ideas****(3–8) Gallery Workshop**

Latest curriculum project from the NSF-funded Rational Number Project (RNP) will be shared. Twenty-eight lessons are available at no cost on the RNP Web site. The presentation provides participants opportunity to explore sample lessons, view video clips of actual lessons, and analyze students' work.

Terry Wyberg

University of Minnesota—Twin Cities

Kathleen Cramer

University of Minnesota—Twin Cities

Seth Leavitt

Minneapolis Public Schools, Minnesota

*Elizabeth Ballroom B (Hyatt)***634****Surface Area and Volume: Help! I Can't Memorize All These Formulas****(3–8, Preservice and In-Service) Gallery Workshop**

Participants will actively engage in hands-on activities using tape measures, square tiles, cubic units, and even sand in order to develop a conceptual understanding of perimeter, area, and volume formulas. These activities will begin with rectangles, triangles, parallelograms, trapezoids, and circles and will end with prisms and pyramids.

Joy W. Darley

Georgia Southern University, Statesboro

Barbara B. Leapard

Eastern Michigan University, Ypsilanti

*17 A (Convention Center)***635****ABC's of Problem Solving: An Approach to Building Mathematical Knowledge****(3–8, Preservice and In-Service) Gallery Workshop**

Experience an approach to problem solving that builds knowledge and confidence in grades K–12 students and preservice teachers alike, and share in the joys, frustrations, breakthroughs, and growth of attempting, solving, and presenting problems. Materials and an overview of a preservice capstone course based on this model will be provided.

Janet Nichols

Colorado State University—Pueblo

Janet Heine Barnett

Colorado State University—Pueblo

*Marina D (Marriott)***636****Math Nights That Work****(6–8) Gallery Workshop**

Learn the secrets to success in planning and implementing math activity nights at your school. You should be prepared to participate in actual math night activities, including a warm-up, a group game, and a featured activity. You will leave with a CD full of activities you can use or modify.

Elizabeth Warren

Estacada Junior High School, Oregon

Sally Wood

Estacada Junior High School, Oregon

Julie Norrander

Estacada Junior High School, Oregon

9 (Convention Center)

637

All Aboard for Function Junction**(6–8) Gallery Workshop**

Pack your thinking bags, get your brain ticket, and travel from station to station where you will explore functions in a variety of ways. Your travels will also take you on a tour where literature is integrated into the study of the different types of functions. All aboard!

Emily Combs

Clinton Middle School, Missouri

Ann McCoy

University of Central Missouri, Warrensburg

Joann Barnett

Ozark Upper Elementary School, Missouri

Melody Ollison

University of Central Missouri, Warrensburg

Ashley Burns

Park Hill Schools, Park Hill, Missouri

Jami Smith

Archie Schools, Archie, Missouri

Elizabeth Ballroom G (Hyatt)

638

NASA Smart Skies: Applying Math to Air Traffic Control**(6–8) Gallery Workshop**

Apply proportional reasoning and distance-rate-time relationships to explore flight problems through an experiment, a graphing tool, and an air traffic control simulator. Use multiple representations to connect equations, their graphs, and real-world scenarios. All materials are free online.

Gregory Condon

NASA Ames, Moffett Field, California

Miriam Landesman

NASA Ames, Moffett Field, California

Manchester Ballroom G (Hyatt)

639

Mathematics through Paper Folding**(6–8) Gallery Workshop**

Participants will join in an interactive, hands-on experience folding waxed and regular paper to illustrate geometric concepts. The presentation will begin with how to fold the basic constructions and then apply paper folding to lines, angles, squares, circles, triangles, parabola, and more. This will be an active mathematical experience.

Jim Fulmer

University of Arkansas at Little Rock

Suzanne Mitchell

Arkansas State University, Jonesboro

Marina E (Marriott)

640

People Count: Math and Demography in the Year of the Census**(6–8) Gallery Workshop**

In this census year, discover timely and innovative hands-on activities for drawing connections between math and social studies. Students will learn about U.S. demographic trends past and present while honing their skills in algebra, data analysis, problem solving, measurement, and more. A free CD-ROM of activities will be available.

Sara Jenkins

Population Connection, Washington, D.C.

San Diego Ballroom C (Marriott)

641

Written Formative Feedback: Building Problem Solving and Mathematical Understanding**(6–12) Gallery Workshop**

Participants will explore a guide developed by the Northwest Regional Educational Laboratory to help teachers make constructive written comments. Opportunities will be provided to examine follow-up instructional activities using written feedback to advance students' problem-solving performance and mathematical understanding.

Jessica Strowbridge Cohen

University of Idaho, Moscow

Edith S. Gummer

Northwest Regional Educational Laboratory, Portland, Oregon

Claire Gates

Northwest Regional Educational Laboratory, Portland, Oregon

Traci Fantz

Northwest Regional Educational Laboratory, Portland, Oregon

Sarah Enoch

Portland State University, Oregon

Karen Marrongelle

Portland State University, Oregon

Betsy A/B/C (Hyatt)

642

Reaching the “I Don’t Know How to Teach” Students in Algebra**(6–12) Gallery Workshop**

Participants will use assessment, hands-on activities with manipulatives, and Marzano’s research-based strategies to prepare middle school students for success in algebra. Differentiated instructional activities with fractions, geometry, and integers for all students will be demonstrated.

Amy Johnson

Math Teachers Press, Inc., Minneapolis, Minnesota

Douglas Pavilion C (Hyatt)

643**Helping All Algebra Students Recognize That They Are Smart****(6–12) Gallery Workshop**

Participate in sample activities modeling a new approach for all students to learn rich mathematics. Teachers will receive practical ideas, whereas administrators will learn about strategies successful with heterogeneous groups. These ideas allow students to connect their algebra understanding with real-life applications.

Carol Cho

Alhambra High School, Martinez, California

*Manchester Ballroom A (Hyatt)***644****Patterns of Change****(6–12, Higher Education, Preservice and In-Service) Gallery Workshop**

Change—one of the big ideas in mathematics. Participants will engage in tasks to identify, describe, and analyze patterns of change mathematically using a variety of tools, including combinatorics, Pascal's triangle, and statistical methods. Understanding and predicting change changes our view of mathematics!

Timothy Hendrix

Meredith College, Raleigh, North Carolina

5 A (Convention Center)**645****Teaching Algebra through Building the Right Tasks****(6–12, Preservice and In-Service) Gallery Workshop**

How you approach algebra affects how your students learn it. Learn how to develop and design tasks that engage students and apply the full range of processes—problem solving, reasoning, connections, communications, and more.

Barbara Dougherty

Board of Directors, National Council of Teachers of Mathematics; Iowa State University, Ames

*8 (Convention Center)***646****Connecting Geometry to Algebra, Probability, and Logic****(9–12) Gallery Workshop**

This presentation will investigate math problems that connects geometry with other mathematical topics. Specifically, we will connect geometry to algebra, probability, and logic. Pictures, tables, and logic puzzles are used to solve mathematical problems.

Nicole Williams

Winona State University, Minnesota

*14 A (Convention Center)***647****Projects and Precalculus: Putting Concepts in Context****(9–12) Gallery Workshop**

You will explore alternative assessments that use precalculus concepts in a real-world context. Graphing calculators will link linear and exponential regression with the Olympics, sine curves with tide changes, and equations of functions with art. You will leave with examples and rubrics, ready to implement these projects immediately.

Ingrid Williams

Shawnee High School, Medford, New Jersey

Amy Gersbach

Seneca High School, Tabernacle, New Jersey

16 A (Convention Center)

3:30 p.m.–4:30 p.m.

648**Sense Making in Mathematics: Where Have We Been, and Where Would We Like to Go?****(General Interest) Session**

Throughout our history, there have been a number of calls for students' sense making in mathematics. This session will remind us of some of those past pleas and then discuss the Council's current goals for sense making for all our students.

J. Michael Shaughnessy

President-Elect, National Council of Teachers of Mathematics; Portland State University, Oregon

*20 B/C (Convention Center)***649****Becoming an Inspirational Teacher: Creating a Context for Commitment****(General Interest) Session****Presidents' Series presentation**

This highly motivational, humorous session will examine research on students' motivation and commitment to learning. Participants will discuss and discover six specific behaviors of teachers that make the undesirable desirable and motivate students to maximize their effort and commitment to learn.

Timothy D. Kanold

National Council of Supervisors of Mathematics, Denver, Colorado

20 D (Convention Center)

650



Emerging Strategies in Strengthening Math Education for All Students

(General Interest) Session

Districts have responded to higher mathematics expectations for all students with new approaches to such difficult problems as serving children with special learning needs, academic language development, and motivating students to persist in challenging courses. Learn of new work to solve urgent problems of educational practice for all students.

Philip "Uri" Treisman is a professor of mathematics and public affairs at the University of Texas and is also the executive director of the Charles A. Dana Center. He chairs the steering committee of the Urban Mathematics Leadership Network, a coalition that works to improve grades pre-K–12 mathematics teaching and learning. For his work on nurturing minority students' high achievement in mathematics, he was named a MacArthur Fellow for 1992–1997.

Uri Treisman

Charles A. Dana Center, University of Texas at Austin

6 B (Convention Center)

651

The Five "Secrets" to Effective Instruction

(General Interest) Session

In this humorous, heart-warming talk, the speaker—diagnosed once as having "neurological impairment" and no academic potential, but who later earned a Ph.D. in mathematics from MIT—will give five research-based, easy-to-apply yet powerful techniques for improving teaching effectiveness and inspiring teachers to help students of all ages achieve success.

Frank Y. Wang

Wang Education, LLC, Plano, Texas

Elizabeth Ballroom D/E (Hyatt)

652

Coaching Strategies That Address Students' Learning

(General Interest) Session

What coaching work will increase the probability that students will be successful? Learn the structure of different coaching models and the advantages of each model. Hear the perspectives from a teacher and a principal about how focusing on formative assessment principles in conjunction with coaching has made a difference in their school.

Janis L. Freckmann

Milwaukee Public Schools, Wisconsin

Connie Laughlin

Milwaukee Public Schools, Wisconsin

Susan Chiemilinski

Wauwatosa Public Schools, Wisconsin

Manchester Ballroom H (Hyatt)

653

Better Research, Better Schools: Connecting Quality Research to the Classroom

(General Interest) Session

The What Works Clearinghouse (WWC) offers guidance on the effectiveness of interventions in mathematics instruction. WWC researchers will discuss what marks quality research, detail how educators use research effectively, highlight useful products, and open a discussion on strengthening communication between educators and researchers.

Mark Dynarski

What Works Clearinghouse, Washington, D.C.

Roberto Agodini

Mathematica, Princeton, New Jersey

San Diego Ballroom B (Marriott)

654

Young Children and the Voice of Reason

(Pre-K–2) Session

This session will provide resources to assist teachers in presenting activities that require young children to reason and prove. In each activity, children will have to give a rationale to support their answer. Manipulative activities using teddy bears, ladybugs and grasshoppers, puppy dogs, and snakes will be presented.

Sue Brown

University of Houston—Clear Lake, Texas

Elizabeth Ballroom H (Hyatt)

655

Finding Math in the Museum

(Pre-K–5) Session

Come learn how children can be involved in mathematical thinking during visits to informal learning sites such as museums and zoos. Activities will be shared that will provide participants with the resources to include more mathematical experiences during field trips.

Sandi Cooper

Baylor University, Waco, Texas

Jordan Sandefur

Baylor University, Waco, Texas

7 B (Convention Center)

656

No Paper, No Pencil: No Problem!

(Pre-K–5) Session

Participate in math lessons that connect hands-on activities to pictorial and abstract representations through the use of pocket charts and miniature whiteboards. Classroom video clips will be used to show how to enhance learning by increasing students' engagement during guided practice activities.

Judy Diane Devens-Seligman

Hacienda-La Puente Unified School District, Valinda, California

14 B (Convention Center)

657

Lesson Study: Developing Meaningful Mathematical Ideas in the Elementary School Classroom

(Pre-K–5) Session

The lesson study cycle helps teachers evaluate their current instructional best practices and the practices' impact on students' understanding. Video clips, examples of students' work, and activities that build conceptual understanding will be shared.

Susan Call

Annandale Terrace Elementary School, Annandale, Virginia

4 (Convention Center)

658

Meeting the Needs of All Students through Differentiated Mathematics Instruction

(3–5) Session

All teachers face the challenge of meeting the needs of a wide range of students. This session helps teachers understand what it means to meet students' needs through differentiation. Teachers experience a variety of approaches that help them make instructional adjustments that address how different students learn.

Lu Ann Weynand

Math Solutions, Sausalito, California

11 B (Convention Center)

659

Games That Promote Students' Success in Mathematics

(3–5) Session

Participants will experience a variety of games that actively engage all students, particularly those from diverse populations, while reinforcing math skills. The games can involve whole families in math as well as promote problem solving and reasoning and reinforce number sense. A handout will include rules and additional resources.

Louise Vandling

Vista Unified School District, Vista, California

Molly A/B (Hyatt)



"This is the best workshop in the NCTM Conference"

"Best lecture here !!!"

"...wished it had been longer"

-- Talk attendee comments



Dr. Frank Wang
Mathemagician and Edutainer

Come hear Dr. Wang deliver his talk

The Five "Secrets" to Effective Instruction (session 651)

• 3:30 - 4:30 pm Friday, April 23, Elizabeth Ballroom D/E at the Hyatt

• Educators who have heard Dr. Wang have described his talks as *inspiring, entertaining, thoughtful, thought-provoking, and full of passion*. Some have written to say the talk **"made the conference for them"** and was the **best and most useful** talk at the show. Come early to get a seat !

Visit the Wang Education booth (# 944)

- Register at the Wang Education booth and get a free "I Love Nerds" or "Geek is Chic" pocket protector (a \$ 3.95 value).
- Get a free sample of **FracBars**, the first and only manipulative that can easily and visually illustrate fraction division as well as do everything else that other fraction manipulatives can do.
- Get a bookmark sample of **Wittzle Pro**, an easy-to-learn mental math game that is so addictive and fun students won't want to stop playing.
- See unique products such as the DVD-based classroom kits *Beauty and Mathematics* and *Group Theory with Fruits*, the *Secrets of Mental Math* book, the Whaley three-line gradebook, and the geometric laser game *Khet*.



Packed audience at teacher conference.

660**Does Math Make Sense? Switching the Light Bulb On****(3–5, Preservice and In-Service) Session**

To make math meaningful for each student, teachers must have a robust understanding of the mathematics, reliable tools to diagnose students' understanding, and strategies that provoke students' thinking. Two teachers will show how they engage every student through the use of diagnostic tasks, differentiated instruction, and focus questions.

Christine Lyons

STEPS Professional Development, Norwell, Massachusetts

*6 C (Convention Center)***661****Formative Assessment: A Sensible Approach****(3–5, Preservice and In-Service) Session**

In education, it seems that each day brings a new classroom practice that teachers need to embrace and implement with their students. A closer look at formative assessment may help you recognize how you are already using this important practice, as well as how you can more fully engage in and learn from it.

Patty Clark

Math Solutions, Sausalito, California

*Manchester Ballroom B (Hyatt)***662****Geometry through the Five Strands of Mathematics Proficiency****(3–5, Preservice and In-Service) Session**

This hands-on, interactive presentation will guide participants through activities and discussions for facilitating plane and solid geometry instruction through the NRC's Five Strands of Mathematics Proficiency: adaptive reasoning, strategic competence, conceptual understanding, productive disposition, and procedural fluency.

Thomasesia Lott Adams

University of Florida, Gainesville

*Manchester Ballroom D (Hyatt)***663****Lessons from Singapore: Using Visual Models to Teach Algebra and Number****(3–8) Session**

Singapore's success in math education is in part a result of carefully designed lessons that help students represent and visualize mathematical relationships. These models begin with the four operations and word problems, then are connected to more complex problems and eventually algebra. This presentation will demonstrate the power of these models.

Andy Clark

Great Source Education Group, Portland, Oregon

*6 A (Convention Center)***664****Number Sense and Rational Numbers: Challenges, Clarity, and Coherence****(3–8) Session**

This session will examine issues about whole numbers and rational numbers and the lack of students' sense making with such numbers. Participants will engage in strategies, activities, and technology (including YouTube videos) that can lead to building better number and fraction sense. They will also consider issues around curricular coherence.

Eric Milou

Rowan University, Glassboro, New Jersey

Jill Perry

Rowan University, Glassboro, New Jersey

*16 B (Convention Center)***665****Using "Strip Diagrams" to Solve Algebra Word Problems****(3–8) Session**

You will learn how to use simple drawings—"strip diagrams"—to make sense of and solve a wide variety of word problems. These simple drawings can also be connected directly to algebraic equations and to standard algebraic techniques for solving equations. Strip diagrams are widely used in grades 3–6 in Singapore.

Sybilla Beckmann


University of Georgia, Athens

Jon R. Star

Harvard University, Cambridge, Massachusetts

Elizabeth Ballroom C (Hyatt)

Check out special offers
and coupons in the back
of the Program Book.



Math has never been so much fun!

Your students will love **DOMA + Unique Math®/Pre-Algebra Pathways®**
It's our exciting, interactive online math diagnostic and instruction system that really engages students.

Join in on the fun at
Booth 1433
Come see a free demo!

Curriculum Associates® and Let's Go Learn® have partnered to provide assessment and correlated instructional solutions.

 **Curriculum Associates®**

CurriculumAssociates.com

666**Intervention Strategies: The Singapore Way****(3–8) Session**

Do you have students who struggle with retaining their facts, basic computation or remembering a skill that you taught them last week? This session will provide you with valuable strategies that you can use as intervention tools to help the struggling student. These strategies come from Singapore, the world's leader in math achievement.

Ann Elizabeth Stipek

Staff Development for Educators, Peterborough, New Hampshire

*10 (Convention Center)***667****Podcasting: You Can Do It, We Can Help!****(3–8) Session**

This session will present ways to use podcasting for teachers' professional development and capturing important classroom episodes. The speakers will describe their experience with podcasting. See how to create a podcast, view some sample podcasts, and discuss its benefits and challenges.

Eleanor Pusey

Columbus County Schools, Whiteville, North Carolina

Leslie Bellamy

Guideway Elementary School, Tabor City, North Carolina

*Salon 1/2 (Marriott)***668****Focusing on Students' Learning****(3–8, Higher Education, Preservice and In-Service) Session**

This presentation will explain a model for, and the accompanying results of, implementing the Japanese lesson study model in both preservice and in-service programs designed to examine lessons in algebra, geometry, and measurement topics of concern identified in international and national testing.

Sally A. Robison

University of Arkansas, Little Rock

*6 D (Convention Center)***669****See Beyond What You Know: Explore Visually with Cabri® and Cabri® Elem****(3–8, Preservice and In-Service) Session**

For students to develop algebraic and geometric understandings, they must reach beyond a static world of knowing. In Cabri environments, visually explore and link real-world experiences with reasoning and abstractions of mathematics. Topics will include reasoning, geometric objects and relations, graphing, transformations, and 2D and 3D modeling.

Barbara Pence

San Jose State University, California

Janet Smith

Franklin McKinley School District, San Jose, California

*6 E (Convention Center)***670****Laws of Exponents: Linking Concepts and Context****(6–8) Session**

Learn how to link concepts and context involving laws of exponents in and outside mathematics. Why is any number to the zero power equal to one? Why is $1/10$ equal to $10^{(-1)}$? Why is the square root of 25 equal to $25^{(1/2)}$? Learn the answer to these students' questions and more.

Estella P. De Los Santos

University of Houston—Victoria, Texas

*5 B (Convention Center)***671****Connecting Mathematics to the Culture of Industry****(6–8) Session**

Students often ask, "When will I ever use this?" This session will engage participants in lessons that connect mathematics content to graphic design, industrial engineering, and construction, addressing this age-old question. Ideas for participants constructing their own contextual mathematics lesson will also be discussed.

Desha L. Williams

Kennesaw State University, Georgia

Marina G (Marriott)

672**Developing Students' Proportional Reasoning: Lessons through Research****(6–8) Session**

One of the primary goals of middle school mathematics classes is to help students develop proportional reasoning. This session will provide teachers with research-based suggestions for teaching concepts related to proportions. The sessions will engage teachers in active ways as they solve problems and discuss their solution strategies.

Gwendolyn J. Johnson

University of South Florida, Tampa, Florida

*Salon 4 (Marriott)***673****South Dakota Counts in Middle School Mathematics****(6–8, Higher Education) Session**

South Dakota Counts is a professional development program designed to deepen middle school teachers' mathematical understanding while giving teachers a constructivist teaching approach using cognitively guided instruction. Learn about this successful project, including the activities used to teach middle school mathematics concepts through inquiry.

Christine Lynne Larson

South Dakota State University, Brookings

*Edward A/B/C/D (Hyatt)***674****Everyone Can Achieve: Reaching All Your Student Population****(6–8, Preservice and In-Service) Session**

This session will focus on middle school math standards and how to adapt the grade-level standards to meet the different needs and learning styles of all the students in your classroom, including special education students.

Ilene Foster

California State Polytechnic University, Pomona

Erik Foster

Etiwanda School District, Hesperia, California

*Douglas Pavilion B (Hyatt)***675****Developing the Concept of Integers in the Context of Finance****(6–8, Preservice and In-Service) Session**

Integer concepts constitute the building blocks of algebra where students perform operations with negative numbers. Participants will receive a series of problems grounded in a finance context that support students' understanding of integer concepts and lead them to reinvent the rules for integer operations.

Michelle Stephan

Lawton Chiles Middle School, Oviedo, Florida

Didem Akyuz

University of Central Florida, Orlando, Florida

*Elizabeth Ballroom A (Hyatt)***676****Getting Your Reps for a Great Algebra Workout****(6–12) Session**

In olden times, getting in your “reps” meant doing many instances of the same type of problem. Now, we are using multiple “rep”resentations in algebra to help students understand problem solving. Dynamic problems from Algebra 1 and Algebra 2 will demonstrate how representations allow students multiple access points to real-world problems.

Edward C. Nolan

Albert Einstein High School, Kensington, Maryland

*20 A (Convention Center)***677****Using TI-Nspire™ to Discover the Corner Point Principle****(6–12) Session**

Participants will use TI-Nspire calculators to graph the formulation of a real-world linear programming problem. Next, they will learn how to use the interactive geometry tools of Nspire to discover the corner point principle. Finally, extensions to the activity and the potential of the use of Nspire to affect students' learning will be discussed.

Thomas G. Edwards

Wayne State University, Detroit, Michigan

S. Asli Ozgun-Koca

Wayne State University, Detroit, Michigan

Douglas Pavilion D (Hyatt)

Join Math Solutions for...

Sessions by Math Solutions master educators.



Assessment

Individual Assessments: The Key to Student's Skills and Understanding

Marilyn Burns, Founder of Math Solutions
April 22, 2:00 P.M.–3:00 P.M.

Formative Assessment: A Pathway to Enhanced Learning

Renee Everling, Education Specialist
April 22, 10:30 –12:00 P.M.

Formative Assessment: A Practical Approach

Nickie Rizzo, Associate Director of Professional Development
April 23, 2:00–3:00 P.M.

Formative Assessment: A Sensible Approach

Patty Clark, Education Specialist
April 23, 3:30–4:30 P.M.

Differentiation

Differentiation: Supporting and Challenging All Students

Amy Mayfield, Education Specialist
April 22, 8:00–9:00 A.M.

Meeting the Needs of All Students through Differentiated Mathematics Instruction

Lu Ann Weynand, Education Specialist
April 23, 3:30–4:30 P.M.

Number Sense

Building Number Sense with Meaningful Practice

Lisa Rogers, Education Specialist
April 23, 1:00–2:30 P.M.

Effective Uses for Ten Frames

Melissa Conklin, Education Specialist
April 23, 8:30–10:00 A.M.

Algebraic Thinking

Linking Arithmetic and Algebraic Thinking

Genni Steele, Education Specialist
April 22, 9:30–10:30 A.M.

Live demonstrations of web-based ePD services:

- ePD Coaching
- ePD Webinars
- ePD Ask Me Now™—
virtual office hours

Customizable, interactive services
provide continuous and assessable
support for all teachers.

Book signings by award- winning Math Solutions authors.

Marilyn Burns

Founder of Math Solutions
April 22, 3:30–4:30 P.M.

Rusty Bresser & Kathy Melanese

Co-Authors of *Supporting English
Language Learners in Math Class*
April 22, 12:30–1:30 P.M.

Cathy Seeley

NCTM past president and author of
*Faster Isn't Smarter: Messages About Math,
Teaching, and Learning in the 21st Century*
April 23, 2:00–3:00 P.M.



Enter to win a new
Netbook and gift cards for
Math Solutions resources!

Booth 1833



Math Solutions.
FOUNDED BY MARILYN BURNS

Solve the Problem™

678**Quantitative Investigations of the Financial Crisis****(9–12) Session**

Clearly understanding the causes and significance of the current financial crisis in America requires both quantitative and financial literacy. This presentation will provide teaching ideas using data and statistics to describe the housing bubble, the loss of capitalization, global interconnectedness, the bailout, and other current economic events.

Paul Young

Colorado Springs School, Colorado

*2 (Convention Center)***679****Tackling Functions: Concept, Operations, and Transformations from Multiple Perspectives****(9–12) Session**

Ready to deepen your students' understanding of functions? Learn how to approach function operations from multiple representations. We'll dive deep into function transformations with an emphasis on the use of The Geometer's Sketchpad. Prepare for light bulb moments involving inverse functions and transforming polar functions.

Vincent LaVergneShawnee Mission South High School, Overland Park, Kansas
*Manchester Ballroom C (Hyatt)***680****Shape-Changing Transformations: Hands-On Activities That Demonstrate Linearization in Regression Modeling****(9–12) Session**

Using simple activities, students can collect inherently nonlinear data and carry out shape-changing transformations to linearize the data while developing regression models. Regression diagnostics will assess the fit and appropriateness of the models. Teachers' and students' materials, along with background information, will be available.

Stephen Miller

Winchester Thurston School, Pittsburgh, Pennsylvania

*Salon 3 (Marriott)***681****Solving Optimization Problems by Using Technology****(9–12, Higher Education) Session**

Providing students a visual and algebraic understanding of optimization problems by using technology is important for having a deep understanding in calculus. Explore how to use the dynamic nature of technology to illustrate optimization problems.

Sirin Coskun

University of Central Florida, Orlando

*17 B (Convention Center)***682****The Cube Contains All, Explains All****(9–12, Higher Education) Session**

A series of models will be used to demonstrate how formulas for the volumes of every solid studied in Geometry 1—and many that are not—spring from the very shape whose name symbolizes volume: the cube. The concept will be expanded to develop formulas for volumes of new shapes, culminating in the formula for the volume of the Dynamic Tower.

Kenn L. Pendleton

GED Testing Service, Washington, D.C.

*6 F (Convention Center)***683****Investigating Students' Concepts of Standard Deviation****(9–12, Higher Education) Research Session**

This session will investigate rich tasks in statistics that tease out the fundamental ways students understand standard deviation. Students' artifacts and videos will be shared. After working through several problems, participants will reflect on the prototypes we have found and help discuss future directions for this research.

Alan Russell

Elon University, North Carolina

Janet Mays

Elon University, North Carolina

Amanda Ketner

Elon University, North Carolina

*Gregory A/B (Hyatt)***F****R****I****D****A****Y**

3:30 p.m.–4:30 p.m.

684

Learning from African-American Teachers of African-American Students in High-Stakes Testing Environments

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

Benjamin Banneker Association presentation

The speakers will present cases of how African-American teachers in predominately African-American classrooms foster the development of students' mathematics identities. These cases promote inquiry into the importance of understanding students' relationship to mathematics and strategies for fostering students' positive mathematics identities.

Julius Davis

University of Maryland, College Park

Ann Edwards

University of Maryland, College Park

Lawrence Clark

University of Maryland, College Park

Dan Chazan

University of Maryland, College Park

Whitney Johnson

University of Maryland, College Park

Farhaana Nyamekye

University of Maryland, College Park

Kellyn Farlow

University of Maryland, College Park

Andrew Brantlinger

University of Maryland, College Park

Steven Jones

University of Maryland, College Park

15 B (Convention Center)

685

Problem Solving in Dynamic Mathematics Environments

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

Dynamic learning environments afford a variety of new approaches to classic problems in school mathematics. Using conic sections, the speakers will investigate implications of formal definitions and paper-folding tasks in GeoGebra's interactive, dynamic environment, focusing on two strategies—understanding dependency and working backward.

Erhan Selcuk Haciomeroglu

University of Central Florida, Orlando

Lingguo Bu

Southern Illinois University Carbondale

Manchester 1/2 (Marriott)

4:45 p.m.–5:30 p.m.



686

New Teacher Celebration!

(Preservice and In-Service) Session

Celebrate the progress and possibilities. We are looking for all new and early-career teachers and students working toward entering this exciting profession. Learn a little, laugh more, meet some great folks and win wonderful prizes. Come celebrate with us. You are the future.

4 (Convention Center)

Join us at the 2011
NCTM Annual Meeting
in Indianapolis,
Indiana,
April 13–16, 2011



We're what's **new...** in mathematics education



Jane F. Schielack and **Dinah Chancellor** understand that a focal-points based curriculum requires special planning. In *Mathematics in Focus, K-6* they provide math leaders and teachers strategies for instructional design that helps students achieve deeper understanding.

Gr K-6 / 978-0-325-02578-0 / 208pp / \$22.00



Raising students' math achievement doesn't have to mean starting from scratch. **Steven Leinwand** shows how small shifts in teaching can make a big difference in student learning. In *Accessible Mathematics* he offers ideas for immediate use to achieve a solid mathematics program.

Gr K-12 / 978-0-325-02656-5 / 128pp / \$17.00



Steven Leinwand gives leaders a roadmap for change that aligns with NCTM's *Principles and Standards* series. In *Sensible Mathematics* he shows how to clearly communicate what change must occur, why it has to, and what must be done to implement it.

Gr K-12 / 978-0-325-00277-4 / 144pp / \$22.00



In *Math, Culture, and Popular Media*, **Michael Chappell** and **Denisse Thompson** offer a unique multicultural resource for teachers to incorporate popular media in engaging math investigations.

Gr. 6-8 / 978-0-325-02122-5 / 160 pp + CD / \$21.00



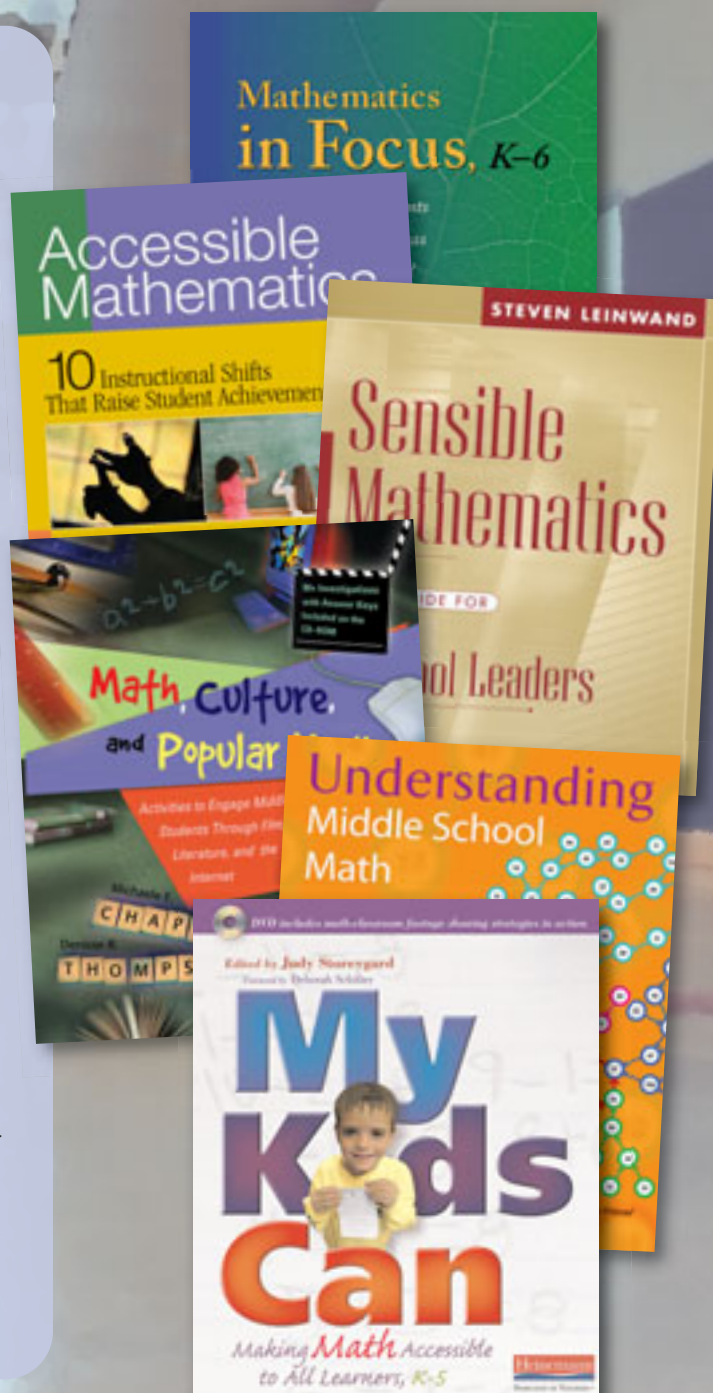
Give students these 50 cool problems that connect math to the real world. In *Understanding Middle School Math*, **Arthur Hyde** offers field-tested problems that lead to deep thinking and fun.

Gr. 6-8 / 978-0-325-01386-2 / 280pp / \$27.00



Judy Storeygard gives you instructional strategies to help struggling math learners to move along the path toward grade-level competency. In *My Kids Can: Making Math Accessible to All Learners, K-5*, you'll find practical answers to difficult questions of practice. The DVD includes classroom footage and interviews with teachers who have had success using Judy's approach.

Gr K-5 / 978-0-325-01724-2 / 240pp + DVD / \$27.00



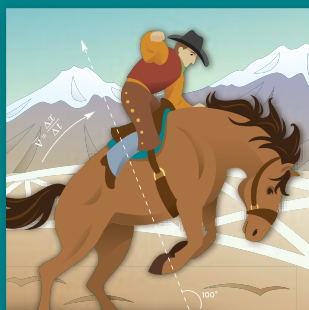
SATURDAY

Save 30% at the Heinemann booth 2032

VISIT heinemann.com FOR SAMPLE CHAPTERS, PODCASTS, AND MORE.

Heinemann
DEDICATED TO TEACHERS

2010 NCTM Regional Conferences & Expositions



Denver
October 7–8



Baltimore
October 14–15



New Orleans
October 28–29

Three great conferences at three fabulous locations!

Do something to help you advance your professional skills, knowledge, and career. Regional Conferences offer so much to help you move in the right direction:

- **Challenge yourself** with new ideas and approaches
- **Meet other teachers** with similar issues, concerns, and interests
- **Gather actionable insights** that you can implement immediately

NCTM Regional Conferences have what you need to start your school year off right!

For more information, visit www.nctm.org/meetings.

SATURDAY



$$r_1 = \cos(2\theta)$$



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

TEL: (800) 235-7566 | WWW.NCTM.ORG

SATURDAY PLANNER

Plan your conference activities here.

8:00	
8:30	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
Noon	
12:30	
1:00	
1:30	
2:00	
2:30	
3:00	
3:30	
4:00	
4:30	
5:00	

 NCTM Committee Presentation

HIGHLIGHTS

- Closing Session: Unlocking the Secrets of Happiness (Presentation 753)

Registration Hours

7:00 a.m.–10:00 a.m.

Exhibits and Cyber Café Hours

9:00 a.m.–12:00 noon

Bookstore and Member Showcase Hours

8:30 a.m.–12:00 noon

Fire Codes

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 conform to fire codes, it will be necessary to ask persons sitting on the floor or standing to leave the room.

687**STEM: More than an Acronym?****(General Interest) Session**

Everyone is talking about STEM. Do they agree on its meaning? Is there a shared strategy on implementation? The answer to both questions is “no.” Let’s think of this as an opportunity, rather than a challenge. How can the mathematics education community benefit from the fact that STEM is in the forefront of many conversations?

Linda Rosen

Former Executive Director, National Council of Teachers of Mathematics; Education and Management Innovations, Inc., Bethesda, Maryland

*6 D (Convention Center)***688****How to Develop Computational Skills without Drill, During Problem Solving****(General Interest) Session**

You can develop your students’ computational skills through problem solving. You will see how this can be done in the context of excellent problems that engage students’ thinking and give computational practice, at the same time. Don’t believe it? Come and see.

Jerry P. Becker

Southern Illinois University Carbondale

*6 F (Convention Center)***689****Responsive Routines for Early Number Sense****(Pre-K–2) Session**

Early number sense is at the core of making meaning in mathematics. Participants will learn ways to develop strong but quick routines that will provide students opportunities to interact with number sense ideas every day. Video clips and students’ work will be shared to deepen understanding of how to be responsive to students’ number-sense needs.

Jessica Shumway

Fairfax County Public Schools, Alexandria, Virginia

*4 (Convention Center)***690****Getting to the Heart of Measurement (When We Usually Don’t)****(Pre-K–5) Research Session**

U.S. textbooks do some things well and some things poorly in helping elementary school students learn spatial measurement—length, area, and volume. This session will take you to the heart of the measurement process, explore students’ confusions and errors, and give you tools—tasks and prompts—with which your students can make sense of measurement.

Jack Smith

Michigan State University, East Lansing

*11 B (Convention Center)***691****Scaffolding Math Academic Language and Literacy for English Language Learners (ELLs)****(Pre-K–8) Session**

This session will focus on ways to develop academic content vocabulary, increase comprehension, and differentiate math instruction while addressing a variety of reading levels. Particular emphasis will include supporting the needs of ELLs in the regular literacy or content area classroom.

Tammy Jones

National Literacy Consultant, Conway, Arkansas

*14 B (Convention Center)***692****Infusing Measurement in Math and Science****(3–5) Session**

This session will investigate the role estimation strategies play in teaching the measurement standards. These roles will assist in developing the benchmarks for various measurement and assessing the reasonableness of the results. Attributes of measure will be discussed.

Marti Kuntz

South Carolina Teachers of Mathematics, Charleston

*7 B (Convention Center)***693****Division Problem Types and Remainder Types: Context Does Strange Things!****(3–5, Higher Education, Preservice and In-Service) Session**

Participants will explore the difference between “grouping” and “sharing” division word problems and how those differences can be best used in teaching. Further, participants will inductively “discover” four types of division remainders and learn to use these types to sequence lessons and improve students’ understanding.

James E. Schwartz

Saint John Fisher College, Rochester, New York

16 B (Convention Center)

**Don't miss the
Closing Session on Saturday
afternoon with featured
speaker Dan Buettner.**

694**Making Meaning through a Student-Led Math Night****(3–8) Session**

As students plan and lead a family math night, teachers step out of the way as students step up. Learning opportunities abound throughout the planning process and during the event. Handouts include activity ideas, resources, and practical suggestions for starting a new school tradition.

Wendy Petti

Washington International School, Washington, D.C.

2 (Convention Center)**695****Equity through Group Work: Complex Instruction (CI) Benefiting Diverse Learners****(3–8) Session****TODOS: Mathematics for ALL presentation**

Drawing on experiences with Latino students in grades 3–8, including English language learners, this session illustrates how CI principles can motivate and engage all students in rigorous mathematics. Session activities and handouts will focus on how norms, roles, and sample tasks support students applying mathematics in relevant contexts.

Kathleen Ross

University of Arizona, Tucson

Marta Civil

University of Arizona, Tucson

Belin Tsinnajinnie

University of Arizona, Tucson

10 (Convention Center)**696****Connect to Content through Coaching****(3–12) Session**

Engage in activities from a successful, multilevel coaching model for schools with students of low socioeconomic status. Participants will gain awareness of three commitments to coaching and connect with journaling, communication, conferencing, and parental involvement strategies. The model is aligned with NCTM's standards and focal points.

Pam L. Warrick

Walden University, Little Rock, Arkansas

C. Neelie Dobbins

University of Arkansas at Little Rock

6 C (Convention Center)**697****What Do Magnets Have to Do with Geometry and Developing Geometric Vocabulary?****(6–8) Session**

This session will explore how to teach geometric concepts and vocabulary through hands-on manipulation of magnets. Teaching concepts such as angles, types of polygons and their specific properties, polyhedra, and nets with magnets will be demonstrated. This process is a valuable tool for students struggling with geometric thinking and vocabulary.

Eric William Shippee

College of William and Mary, Williamsburg, Virginia

Robert L. Provost

King and Queen Elementary School, Mattaponi, Virginia

Marguerite (Margie) Mason

College of William and Mary, Williamsburg, Virginia

15 B (Convention Center)**698****Hook, Line, and Thinker****(6–12) Session**

Take a tour of a vertical series of lessons in number, algebra, geometry, and probability created by grade 6–10 teachers. Mirrors, marbles, rabbits, “line dancing,” birthday candles, and fruit punch are among the hooks that motivate students to construct and extend lines of reasoning through the grade levels and build understandings that last.

Ralph S. Pantozzi

Scotch Plains – Fanwood Public Schools, New Jersey

6 A (Convention Center)**699****Making the Connection: Solving Problems with Graph Theory****(6–12) Session**

Graphs can be very useful tools in solving problems, especially counting problems. Participants will engage in some problems that will be solved through graph theory. Handouts will include activities ready for the classroom. If you feel intimidated by the term *graph theory*, this session is for you.

Clifton Wingard

Delta State University, Cleveland, Mississippi

6 B (Convention Center)

S

A

T

U

R

D

A

Y

700**Focus on High School: Reasoning and Sense Making in Statistics****(9–12) Session**

As part of its vision for reasoning and sense making in secondary school mathematics, NCTM has commissioned a series of companion books to focus on reasoning and sense making. This session will present some of the reasoning and sense making activities to appear in the forthcoming companion book on data analysis and probability.

Beth Chance

California Polytechnic State University, San Luis Obispo

J. Michael Shaughnessy

President Elect, National Council of Teachers of Mathematics; Portland State University, Oregon

Henry Kranendonk

Rufus King High School, Milwaukee, Wisconsin

5 B (Convention Center)**701****Mathematical Masterpieces****(9–12, Higher Education) Session**

Participants will take a guided tour through some of the most important, ingenious proofs in the history of math. Though these masterpieces come from different eras and different cultures, what they all have in common is that they can be enjoyed by high school students—gems from Euclid, Archimedes, Ptolemy, Napier, Euler, and more!

Gary Rubinstein

Stuyvesant High School, New York, New York

6 E (Convention Center)**702****Opening Your Class by Mathematizing African History****(9–12, Preservice and In-Service) Session****Benjamin Banneker Association presentation**

This session will offer examples of mathematics openings to start class activities. The session is designed for mathematics educators to realize a need for a paradigm shift in order to bring students of African descent into the mathematics. The openings will include a variety of mathematical topics.

Kwame Anthony A. Scott

Benjamin Banneker Association, Inc., Oak Park, Illinois

17 B (Convention Center)**703****A Different Approach to Teaching First-Grade Mathematics****(Pre-K–2) Gallery Workshop**

Counting discrete objects is a common basis for introducing children to mathematical ideas. A different approach is to begin with generalized notions without using number. This approach enables first graders to reason algebraically. Participants will engage in activities designed to study fundamental mathematical ideas without having to count.

Claire Okazaki

Curriculum Research and Development Group, University of Hawaii, Honolulu

Fay Zenigami

Curriculum Research and Development Group, University of Hawaii, Honolulu

3 (Convention Center)**704****Game-Talk: The Value of Discourse****(3–5) Gallery Workshop**

Games may be fun, but if we want students to learn from them, we have to do more than just play! Mathematical learning is not in the fun. It is not even in the play. Mathematical learning takes place in the thinking and discourse about the play. Come to play, think, and share.

Mary Altieri

SUMTCHR, Inc., Putnam Valley, New York

5 A (Convention Center)**705****Connect the Dots! Mathematics, Literature, and the Visual Arts****(3–8) Gallery Workshop**

The visual arts present an ideal medium through which students can express their ideas, thoughts, emotions, and understanding of mathematical concepts such as pattern, line, shape, and form. Experience literature-based activities designed to help students make connections. From Pollock to Dali, we explore what happens when a line bends.

Mary Elizabeth Baker

University of North Dakota, Grand Forks

16 A (Convention Center)

706**Online Math Strategy Games for the Middle School Curriculum****(3–8) Gallery Workshop**

Calculation Nation, an online world of math strategy games, is part of the Illuminations project and was launched at the 2009 NCTM Annual Meeting. In the past year, the site has improved and added new games. You will learn how to use these games with students as part of your middle school curriculum.

Patrick Vennebush

National Council of Teachers of Mathematics, Reston, Virginia

15 A (Convention Center)**707****Fraction Computation Emerges from Models Used to Solve Worded Problems****(6–8) Gallery Workshop**

Children often lack understanding of why “invert and multiply” makes sense for dividing fractions. Participants will explore fraction multiplication and division through worded problems and models. They will examine actions implied by words within problems and analyze how actions provide a rationale for the fraction division algorithm.

Melfried Olson

Curriculum Research and Development Group, University of Hawaii, Honolulu

Judith Olson

Curriculum Research and Development Group, University of Hawaii, Honolulu

Mary Pat Sjostrom

Chaminade University of Honolulu, Honolulu

17 A (Convention Center)**708****Building Origami Polyhedra = Building Spatial Reasoning****(6–12) Gallery Workshop**

Come build face, edge, and skeletal models to see how unit origami can engage a wide range of students in exploring deep 3-D geometric concepts—surface and dihedral angles, axes and planes of symmetry, chirality, and duality. Folding becomes vocabulary review. Assembling takes visualization and reasoning. Resulting models invite further study.

Margaret (Peg) Cagle

Lawrence Gifted Magnet School, Chatsworth, California

9 (Convention Center)**709****Fractal Functions: Connecting Geometry, Measurement, and Algebra****(6–12, Preservice and In-Service) Gallery Workshop**

Use geometry and measurement concepts to make fractals. Then, use your fractals to develop the concept of function by representing their characteristics with words, symbols, tables, and graphs. Examine how the activities can be used to differentiate instruction in diverse classrooms and serve as assessments.

Mandy McDaniel

Boise State University, Idaho

Teri Willard

Central Washington University, Ellensburg

11 A (Convention Center)**710****Beyond Means, Medians, and Modes: Bringing More Authentic Statistical Inquiry to Your Mathematics Classroom****(9–12) Gallery Workshop**

Participate in a statistical study. Learn how to better help your students ask statistical questions, collect and analyze data, and make good conclusions from data. Activities in this presentation will help teachers develop their own activities to go beyond the tasks typically found in mathematics textbooks.

William Conrad Thill

Harvard Westlake, Los Angeles, California

14 A (Convention Center)**711****Using NCTM Enhanced Journal Articles to Build Mathematics Learning Communities****(Preservice and In-Service) Gallery Workshop**

Participants will actively engage in exploring journal articles that have been enhanced by NCTM's Professional Development Services Committee. The facilitators will model the process of using the journal articles to build school-based, professional learning communities.

Professional Development Services Committee

National Council of Teachers of Mathematics, Reston, Virginia

8 (Convention Center)

712**Take the Chain Off Your Brain****(General Interest) Session****Benjamin Banneker Association presentation**

Imagine the power of raised expectations and beliefs for all learners. The speaker will use class lessons to demonstrate the impact of awareness that intelligence is not fixed. Drawing on social psychology, problem solving, and neuroscience, discussion will focus on how this affects the teaching and learning of African American students.

Salik Mukarram

Benjamin Banneker Association, Chicago, Illinois

17 B (Convention Center)**713****Learning about Number: Natural and Complex for Young Children****(Pre-K–2) Session**

Learning about number is natural for children as they work with resources, draw pictures, and recognize symbols in a mathematics-rich environment. A range of number representations such as different arrangements of quantity, five- and ten-frame organizers, and number tracks support a strong conceptual understanding of number.

Rosemary Reuille Irons

Queensland University of Technology, Brisbane, Australia

6 D (Convention Center)**714****For Math Coaches: Maintaining Your Balance (and Your Sanity)!****(Pre-K–5) Session**

How do you successfully balance responsibilities as a math teacher, coach, and school and division leader during your first years as a math specialist and coach? What do you have to keep in mind when working with new teachers, veteran teachers, and those in between? The speakers will share insights as to how they have worked through these issues.

Rebecca Parker

Stafford County Public Schools, Virginia

Susan Sydla

Stafford County Public Schools, Virginia

Branch Wyatt Pronk

Stafford County Public Schools, Virginia

Cindy Sypolt

Stafford County Public Schools, Virginia

5 B (Convention Center)**715****Teaching the Children We Have: Simple Yet Effective Differentiation Techniques****(3–5) Session**

Join the speakers for lively discussions, engaging activities, and videos as they identify practical ways to bridge mathematics instruction for English language learners, students who need support, or students who need additional challenges. Move from theory to practice to make fractions comprehensible for all your students.

Chris Confer

Consultant, Tucson, Arizona

Marco Ramirez

Tucson Unified School District, Arizona

11 B (Convention Center)**716****Number-Sense Approach to X Facts: Every Day Counts****(3–5) Session**

Experience a schoolwide approach used in a Title 1 school to teach basic facts in a way that encourages students' reasoning and thinking while building fluency for all. A special array of flash cards and games help break harder facts into easier ones. Students focus on connections among x , division, and fractions of a set.

Janet Gillespie

Great Source/Houghton Mifflin Harcourt, Portland, Oregon

15 B (Convention Center)**717****Let's Make Triangles with Sticks! Geometry in Asian Textbooks****(3–5) Session**

This session will explore the teaching of triangles and angles in Japanese and Singapore textbooks. The presenters will share video clips of actual geometry lessons developed through lesson study and discuss the results and implications of their research.

William Jackson

Scarsdale Public Schools, New York

6 E (Convention Center)**718****1, 2, 3, 4: Let Me Count the Ways****(3–5, Preservice and In-Service) Session**

This session features several multiplication algorithms and a nonstandard division algorithm to explore and verify. Come learn how to use the Egyptian, Russian, lightning, and more multiplication methods along with the scaffolding method of long division.

Teresa Banker

Kennesaw State University, Georgia

14 B (Convention Center)

719

Analyzing, Interpreting, and Connecting Data Relationships Using Virtual Manipulatives

(3–8) Session

Participants explore data relationships using several virtual manipulatives. They will make connections among statistical concepts including data analysis, trend lines, correlations, and the strength and direction of relationships. Virtual manipulatives provide a visual tool in modeling these connections and their applications for students.

Patricia Moyer-Packenham

Utah State University, Logan

Arla Westenskow

Utah State University, Logan

6 F (Convention Center)

720

Stories from the Community: Problem-Solving Experiences in Middle Grades

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

Learn how online math education community members are successfully implementing contextual problem solving in middle grade classrooms. One teacher says, "... when students truly develop problem-solving skills, they should be able to use them even on standardized tests." Activities, techniques, sample problems, and resource documents will be shared.

Suzanne Alejandre

The Math Forum @ Drexel, Philadelphia, Pennsylvania

10 (Convention Center)

721

Inclusion Strategies for Strong Connections and Successful Inclusion

(6–12) Session

See how to establish a strong foundation of connections and understanding for your intervention students that will allow them to build a solid structure

of mathematical proficiency. Classroom-tested and data-supported strategies will be demonstrated. An extensive, ready-to-teach handout will be available.

Known throughout the country for motivating and engaging teachers and students, Fulton has coauthored more than a dozen books that provide easy-to-teach yet mathematically rich activities for busy teachers. Drawing on his 28 years in education, he is a frequent presenter, cohosts a Web site that provides resources to teachers (www.tttpress.com), and in 2005 was selected as California's middle school educator of the year.

Brad Fulton

Mistletoe Elementary School, Redding, California

6 A (Convention Center)

722

Construction Site Geometry: A Lesson in Cooperative Learning

(6–12) Session

Interested in implementing cooperative learning, problem-solving, or performance assessment into your geometry course? Students will work in groups to design a corporate park in this activity developed in cooperation with the University of Cincinnati's STEP program. Each team has to solve problems, perform calculations, and compromise.

Sara Garrison

Norwood High School, Cincinnati, Ohio

Brad Hunt

Norwood High School, Cincinnati, Ohio

2 (Convention Center)

723

Teaching Math to Transient Students

(6–12) Session

This session will give teachers strategies to catch transient students up with their current students. The speaker will look at several different districts who have successfully transitioned these students into their classrooms. She will also examine some of the language and cultural differences transient students have.

Tracey Zak Johnson

Consultant, Aledo, Texas

7 B (Convention Center)

724

Exploring Democratic Education, Opportunity, and Equity

(6–12) Session

Be prepared to think about how the opportunity to learn mathematics is related to democracy. Learn how democratic education is accessible to all students and is based on the assumption that all students can learn given the right circumstance. Explore mathematics in a context that addresses social justice.

Carol Elaine Malloy

McGraw-Hill K–12 Mathematics, Chapel Hill, North Carolina

6 B (Convention Center)

725**Bacterial Mathematics and What It Means for Mathematics Education****(6–12, Higher Education) Session**

New research debunks the myth of bacteria as primitive organisms; they are actually communicative, collaborative problem solvers capable of doing simple mathematics. This session compares video of collaborating bacteria and middle school mathematics classes to highlight salient social principles advocated by the current reform math movement.

Thomas Ricks

Louisiana State University, Baton Rouge

4 (Convention Center)**726****English Learners in My Classroom: What Do I Do?****(6–12, Preservice and In-Service) Session****TODOS: Mathematics for ALL presentation**

This session will model effective strategies for engaging English language learners in meaningful mathematics and giving them access to the core curriculum. Attendees will be active participants in lessons that support English learners in acquiring academic language while making sense of the mathematics.

Ana Elisa England

University of California, Santa Cruz

Patricia Valdez

Pajaro Valley Unified School District, Watsonville, California

16 B (Convention Center)**727****Using a Computer Algebra System (CAS) to Promote Engagement and Access to Algebra for All Students****(9–12) Session**

Learn how a CAS can be used to engage all students in learning algebra. See how the classroom becomes an active learning center where students hypothesize, justify, and communicate. Explore sample lessons and create CAS activities. Data will show changes in students' attitudes, teachers' attitudes, and students' achievement.

Larry Osthus

Consultant, Des Moines, Iowa

6 C (Convention Center)**728****Differentiation through the Process Standards****(Pre-K–5) Gallery Workshop**

The process standards provide teachers with a pathway to meet the needs of all students. This presentation will identify ways to use the process standards to develop and maintain a differentiated classroom. Instructional strategies and activities will be shared.

Heather C. Dyer

Howard County Public Schools, Ellicott City, Maryland

John SanGiovanni

Howard County Public Schools, Ellicott City, Maryland

9 (Convention Center)**729****Tangrams with a Different Twist****(3–5, Preservice and In-Service) Gallery Workshop**

Participants will use tangrams to identify convex and concave polygons; measure area using nonstandard units of measure with monetary applications; name fractional parts of a shape; add, subtract, multiply, and divide fractions; and measure area and perimeter with standard units.

Celine J. Przydzial

Kutztown University, Pennsylvania

3 (Convention Center)**730****"Stacking" for Success: A Strategy for Response to Intervention (RtI) Tier 2 Students****(3–8) Gallery Workshop**

Come learn about Stacking, a new, interactive process bringing math success to more than 11,000 students. Math activities are constructed in such a way that RtI Tier 2 students can take the lead to help the class solve math problems using the eight components of stacking. Participants will receive a copy of the activities to use in their classrooms

Nancy Tanner Edwards

Missouri Western State University, Saint Joseph

Jean Morrow

Emporia State University, Kansas

8 (Convention Center)

731**Origami: A Tool for Reinforcing Angle Relationships****(6–8) Gallery Workshop**

Participants will create an origami book of angles. This activity will provide middle school students with an opportunity to make connections among multiple angle concepts by comparing and contrasting terms and ideas. The speaker will also discuss ways to connect angle relationships to students' daily life experiences.

Martha Y. Parrott

Northeastern State University, Broken Arrow, Oklahoma

5 A (Convention Center)**732****The Patterns of Algebra: Linear Functions****(6–12) Gallery Workshop**

The study of mathematics is the study of patterns. Algebra is accessible to every student when it is taught as patterns. You will discover the patterns relating to linear functions and discover how easily they can be generalized into a personal understanding of the function, its graph, and its solutions.

Deena M. Lyons

Del Webb Middle School, Henderson, Nevada

14 A (Convention Center)**733****English Language Learners Achieving Success with Handheld Technology****(6–12) Gallery Workshop****TODOS: Mathematics for ALL presentation**

With Texas Instrument support, TODOS created lessons on proportional reasoning that incorporate research-based practices for teaching English language learners with handheld technology. The lessons, field tested in California, facilitate the acquisition of academic language and enable students to enhance their mathematics achievement.

Jose Marcelino Franco

University of California at Berkeley

Christine Montes

Los Amigos High School, Huntington, California

16 A (Convention Center)**734****Making It Happen: Re-engaging Students Who've Been Turned Off to Mathematics****(6–12) Gallery Workshop**

For too many students, the cost of learning mathematics is too high for them. Unlike failed learners, who at least try, intentional nonlearners believe that if they don't try, then they can't fail. In this interactive presentation, participants will learn strategies for re-engaging students who have decided that mathematics is not for them.

Pamela Annette Seda

DeKalb County Schools, Decatur, Georgia

15 A (Convention Center)**735****Three Ways to Teach Linear Regression Using Illuminations Resources****(9–12) Gallery Workshop**

Why should students with individual learning styles struggle with an instructional method they find difficult when you can use 3 different methods in the same class? Differentiate your instruction. Join in this gallery workshop to explore linear regression using cooperative learning, writing, and interactive tools, all from the Illuminations Web site.

Julia Zurkovsky

National Council of Teachers of Mathematics, Reston, Virginia

11 A (Convention Center)**736****The Coaching Connection: Linking Instruction and Reflection****(Preservice and In-Service) Gallery Workshop**

Are you grappling with what effective support for math instruction looks like? A grades K–8 math specialist shares insights from coaching individual teachers, facilitating grade-level team meetings, and encouraging vertical collaboration—all designed to foster a reflective practice and enhance instruction. Please join us to share your thinking!

Danusia Therese Gerlach

Chicago Public Schools, Illinois

17 A (Convention Center)

737**Equity in the Mathematics Classroom: A Tool for Lesson Planning and Reflection****(General Interest) Session**

How do teachers promote equity in the mathematics classroom? What are some characteristics of equitable mathematics classrooms? Participants will engage in a math activity and use an equity lens tool that is valuable for lesson planning and reflection and promotes meaningful discussion about reaching all students in the math classroom.

Nancy Terman

University of California Santa Barbara

Maria Guzman

Oxnard High School, California

11 B (Convention Center)**738****International Perspectives on Gender and Mathematics Education****(General Interest) Session****Women and Mathematics Education presentation**

This session will discuss results from a new volume synthesizing research on gender and mathematics from an international perspective. The editors of the volume will give an overview of the volume's contents and highlights of the current state of research on issues of gender and mathematics in the developed and developing countries.

Joanne Rossi Becker

San José State University, California

Olof Bjorg Steinhorsdottir

University of North Carolina at Chapel Hill

15 B (Convention Center)**739****Math Night: So Easy a Caveman Can Do It!****(Pre-K–2) Session**

Have you ever wanted to host a math night, but were afraid? This team of a teacher, a district supervisor, and a college math professor have run highly successful math nights for many years and have coached many other teachers and schools to begin their own math nights. They will share the how-to's and a low-stress, step-by-step process.

Joyce A. Moon

Sangaree Elementary School, Summerville, South Carolina

Sandra M. Powers

Retired, College of Charleston, South Carolina

17 B (Convention Center)**740****Using Guided Math to Differentiate Instruction****(Pre-K–2) Session**

Experience practical strategies to differentiate your math instruction using small-group instruction and open-ended math centers. Learn how the principles of guided reading can work

for your math instruction! You can teach, reteach, and extend mathematical concepts every day.

Barbara Blanke is a teacher, author, and teacher educator. She taught 22 years in grades K–12 classrooms. For the past eight years she has been a professor and university supervisor in teacher education for the College of Education at California Polytechnic. She is currently an educational consultant for school districts throughout the country, providing professional development workshops and coaching for grades K–8 mathematics teachers and administrators.

Barbara Lynn Blanke

California Polytechnic State University, San Luis Obispo

7 B (Convention Center)**741****Telling the “Whole” Story: Making Sense of Fraction Language****(3–8) Session**

Correct language use can give students a foundation for being successful in conceptualizing mathematical situations. This is particularly true with difficult topics such as fraction concepts and operations. Explore language use with fractions and learn strategies to help students develop fluency when describing these situations.

Jennifer M. Tobias

Illinois State University, Normal

Juli K. Dixon

University of Central Florida, Orlando

Janet Andreasen

University of Central Florida, Orlando

10 (Convention Center)**742****A Process for Developing STEM Curriculum and Instructional Materials****(3–8) Session**

The Science, Technology, Engineering, and Mathematics Curriculum Integration Project is an innovative approach to the design of curriculum and instruction materials in which these disciplines are connected as one. Teachers will examine a process that results in products that answer the question “Why do I need to know this?”

Joseph L. Mills, Jr.

CurrTech Integrations, LLC, Baltimore, Maryland

Hays Lantz

CurrTech Integrations, LLC, Baltimore, Maryland

2 (Convention Center)

743**Developing Algebraic Reasoning: A Sequence of Geometric Pattern Tasks****(6–8) Session**

How can students better understand fundamental algebraic concepts prior to a formal course in algebra? This session will present a sequence of geometric pattern tasks designed to promote students' ability to generalize and their understanding of functions and variables. Teachers will come away with lessons for their own classrooms.

Kimberly Ann Markworth

University of North Carolina at Chapel Hill

16 B (Convention Center)

744**Assessing Mathematical Concepts in Context****(6–8) Session**

Several engaging mathematical investigations and activities appropriate for assessing middle school students will be presented. Examples of students' work, assessment guidelines, and students' reflections will also be included. A variety of content strands will be addressed.

Winnie J. Peterson

Kutztown University, Pennsylvania

6 D (Convention Center)

745**Problem Solving: A Vehicle for Integrating Financial Literacy and the Mathematics Curriculum.****(6–12) Session**

It is becoming imperative to equip students with the tools needed for financial literacy. We will discuss problems that focus on core math competencies and are situated within financial contexts. These problems can introduce important personal finance concepts while helping develop students' problem-solving and critical-thinking skills.

Mai M. Sidawi

The Math Forum @ Drexel, Philadelphia, Pennsylvania

5 B (Convention Center)

746**Putting Proof into Practice****(6–12) Session**

The ability to understand and use mathematical proof is an essential skill in mathematics, but it's rarely integrated into the curriculum outside geometry. This session will offer a model for teaching proof strategies in middle and high school, along with specific lessons that successfully incorporate proofs into any mathematics class.

Carlos Rodriguez

Johns Hopkins University Center for Talented Youth, Baltimore, Maryland

Stuart Gluck

Johns Hopkins University Center for Talented Youth, Baltimore, Maryland

6 E (Convention Center)

747**Exploring 3-D Geometry Using Google™'s SketchUp™****(6–12, Higher Education) Session**

Three-dimensional geometry can be taught and learned in new and exciting ways using Google's free, 3-D design software package, SketchUp. Learn how to explore the traditional topics of solid geometry such as prisms and pyramids and the Platonic solids using this easy-to-use, powerful software package.

Jonathan Choate

Groton School, Massachusetts

Bonnie Roskes

3Dvinci, Washington, D.C.

4 (Convention Center)

748**I'm Going to Be a Math Teacher: Why Didn't I Know This Before?****(6–12, Higher Education, Preservice and In-Service) Session**

Provides participants with some of what a secondary methods teacher and his students have discovered are some deficiencies concerning conceptual understanding of several math procedures and formulas. Many preservice and in-service math teachers confess that they "should have known these things a long time ago."

Steven Todd Williams

Lock Haven University of Pennsylvania

6 B (Convention Center)

S

A

T

U

R

D

A

Y

749**Sizing Things Up: Helping Students Understand Geometric Measurement****(6–12, Preservice and In-Service) Session**

Through a series of hands on activities, participants will explore the concepts of area, perimeter, and volume and then apply them to methods of teaching the formulas for two and three dimensional shapes. Specifically, methods of teaching these formulas will be developed so that students can recall or reconstruct them.

Matthew Claren Chedister

Boston University, Massachusetts

14 B (Convention Center)**750****Demystifying Conditional Probabilities: Not as Hard as It Looks****(9–12) Session**

Independence, conditional probabilities, and versus or—it all seems so confusing! Students don't understand, and teachers believe that they barely have a solid grip on how to apply the definitions and formulas. Ways exist to approach the subject that make sense, and the speaker will work through some of them.

Ruth Miller

Roland Park Country School, Baltimore, Maryland

6 A (Convention Center)**751****Enhancing Students' Schema of Functions: Transformations, Compositions, and Inverses****(9–12) Session**

Research indicates that students rely on memorization to respond to function transformation questions. This limits them from seeing and using relationships between transformations and other concepts, such as compositions and inverses. Participants will examine some transformation tasks and how they relate to compositions or inverses.

Patrick M. Kimani

California State University, Fullerton

6 C (Convention Center)**752****Antagonist and Protagonist Discourse Model: African American and Latino(a) Students Conceptualizing AP Calculus****(9–12, Higher Education, Preservice and In-Service) Session****Benjamin Banneker Association presentation**

The antagonist-protagonist discourse model was created to help increase the conceptualization of calculus by African American, Latino, and Latina students. This model emerges from culturally responsive pedagogy, essential questioning, inquiry-based learning, and issues regarding cognitive development in oral-based traditions.

Dante Abdul-Lateef Tawfeeq

Adelphi University, Long Island, New York

6 F (Convention Center)

12:30 p.m.–1:30 p.m.

753**Unlocking the Secrets of Happiness****Closing Session****Remarks by NCTM President Henry S. Kepner, Jr.**

The speaker is close to a discovery—unlocking the secrets to happiness. He discovered hot spots of contentment and

will share secrets of life satisfaction. Identifying the “happiest” regions on three continents and combining the data with information from interviews of well-being experts, he created a cross-cultural formula for life satisfaction.

New York Times best-selling author Dan Buettner has delivered the secrets to living longer to more than 250 audiences nationwide. Using National Geographic photography, he tells the stories of four of the world's longest-lived cultures and offers nine habits for people to get up to ten more good years out of life.

Dan Buettner

Quest Network, Inc., Minneapolis, Minnesota

6 A (Convention Center)

Kaplan creates success stories, one student at a time.

Partner with Kaplan to receive significant discounts on expert classroom and after-school instruction.



K-8 Programs

After-School Programs, Private Tutoring,
Online Academic Software

➤ kaplantutoring.com | 1-800-497-2673

9-12 Programs

Classroom, Small Group Tutoring & Private
Tutoring for all college admissions exams:
SAT, ACT, PSAT, SAT Subject Tests, AP Exams

➤ kaptest.com/college | 1-800-KAP-TEST

School-sponsored classroom courses for
SAT & ACT Prep

➤ kaplanK12.com | 1-888-KAPLAN8



Call or visit us online to learn how Kaplan can partner with your school to propel student achievement.

BEGINNING PATTERNS
 BEGINNING DATA AND PROBABILITY
 KNOWING FRACTIONS
 UNDERSTANDING FRACTIONS
 UNDERSTANDING AND READING WORD PROBLEMS
 MULTIPLYING MULTIDIGIT WHOLE NUMBERS
 MEASUREMENT
 PLACE VALUE FROM DECIMALS TO BILLIONS
 TABLES, CHARTS AND GRAPHS
 GEOMETRY: POLYGONS AND SYMMETRY
 DECIMALS AND POWERS OF TEN
 RATIONAL NUMBERS
 OPERATIONS AND WORD PROBLEMS
 PERCENTS
 DATA ANALYSIS AND PROBABILITY
 FUNCTIONS AND GRAPHS
 EXPRESSIONS AND EQUATIONS
 GENERALIZING PATTERNS
 EXPONENTS
 POSITIVE AND NEGATIVE NUMBERS
 FOUNDATIONS OF ALGEBRA
 EXPRESSIONS, EQUATIONS, AND EXPONENTS
 FACTORS AND FRACTIONS
 THE NUMBER SYSTEM
 RATIO AND PROPORTIONALITY
 SHOWING RELATIONSHIPS WITH GRAPHS
 DATA AND PROBABILITY
 GEOMETRY AND MEASURE
 POSITIVE AND NEGATIVE NUMBERS
 USING EQUATIONS TO SOLVE PROBLEMS
 FOUNDATIONS OF PRE-ALGEBRA
 DATA AND PROBABILITY
 DECIMALS AND PERCENTS
 GEOMETRY AND MEASURE
 MULTIPLES AND FACTORS
 NUMBERS AND THE NUMBER LINE
 OPERATIONS WITH FRACTIONS
 RATIOS AND GRAPHS

WE APOLOGIZE FOR NOT BEING ABLE TO FIT ALL OUR TITLES
VISIT US IN BOOTH 1548 TO SEE THEM ALL

MATHEMATICS NAVIGATOR
 TARGETED INTERVENTION
 GRADES 2 – 10



RAMP-UP MATHEMATICS
 INTENSIVE INTERVENTION
 GRADES 6 – 9

www.americaschoice.org • 877 530 2716

Registration and Access to Presentations

Badges must be worn to enter all presentations and the NCTM Exhibit Hall. Please be aware that a \$10 fee will be charged for replacement badges.

By registering for the 2010 NCTM Annual Meeting and Exposition, participants grant NCTM the right to use, in promotional materials, their likeness or voice as recorded on, or transferred to, videotape, film, slides, audiotapes, or other media.

Research Presession

The Research Presession, jointly sponsored by the NCTM Research Committee and the Special Interest Group on Research in Mathematics Education of the American Educational Research Association, will be held in the San Diego Convention Center prior to the 2010 NCTM Annual Meeting and Exposition. The Research Presession Registration Area is in the Ballroom 6 Lobby (upper level) of the convention center.

The opening session will be held at 7:00 p.m. on Monday, April 19. Concurrent sessions will be held from 8:30 a.m. to 6:00 p.m. on Tuesday, April 20, and from 8:30 a.m. to 4:30 p.m. on Wednesday, April 21. There is no additional fee for on-site registration for the Research Presession. Registered Annual Meeting attendees may attend Wednesday's Research Presession presentations at no extra charge.

For Your Child's Safety

Due to the size and nature of the 2010 NCTM Annual Meeting and Exposition, this event is not the appropriate setting for children under 16 years of age. Your hotel concierge will be able to recommend activities for children while you are attending the conference. We appreciate your understanding and cooperation. Children 16 years and over will need to register as nonteaching guests. To register a nonteaching guest, stop by the Registration Area at the San Diego Convention Center.

Member Showcase

Everything you need to know about NCTM Membership—and how we can help you succeed as a teacher (and in your classroom)—is at the Showcase; from teachers' resources, including activities, lessons, and sample journals, to member certificates, personalized news releases, and more! Whether you are a new member, a current member, or thinking of joining, stop by to learn how NCTM can help you!

Also at the Member Showcase, members of the journal staff and the editorial panels will hold brief discussion groups on such topics as "Write for the Journal: It's Not as Scary as You Think," "Become a Reviewer and Beef Up Your Knowledge," and "Using Literature in Your Math Class." Be sure to stop by to chat or pick up a schedule, which will also be available in the onsite *Daily News*.

Stop by the Member Showcase in the lobby outside of Exhibit Hall B at the San Diego Convention Center.

Bookstore

Save 25 percent off the list price on all purchases made at the onsite NCTM Bookstore, located in the Exhibit Hall at the San Diego Convention Center. View first-hand all the publications that NCTM has to offer. You will also find a variety of specialty products that you can use as gifts, prizes, and incentives to spread the word about the importance of math. Start your wish list today by previewing NCTM's wealth of resources at www.nctm.org/catalog.

Note on Sales Tax Exemptions: In order to be considered exempt from sales tax in the NCTM Bookstore, you must provide a copy of a **California tax exemption certificate**, issued by the state, at the time of purchase. NCTM is required by law to keep a copy of the certificate, and will be unable to return it to you. In order to qualify, payment must be made with a purchase order, check, or credit card from the school to which the California Exemption Certificate is issued. Personal checks, personal credit cards, and cash cannot be accepted in conjunction with tax exemption certificates.

The NCTM Bookstore is not equipped to handle shipping from the meeting site. A Business Center located at each meeting facility is ready to assist you with your shipping needs.

The NCTM Bookstore is partially sponsored by BeAnActuary.org.

Shuttle Bus Service

Attendees who reserved their hotel room through NCTM's official housing company will receive complimentary shuttle bus service from hotels in the NCTM housing block to the San Diego Convention Center. Some of the hotels are within walking distance of the convention center and will not require shuttle bus service. Routes and schedules will be posted in your hotel lobby. The schedule will be followed as closely as possible. For a shuttle bus schedule or if you have questions, please visit the shuttle desk located at the shuttle area outside of Exhibit Hall B & C.

Tour Information

An exciting array of sightseeing tours will be available to NCTM attendees and guests through NCTM's shuttle company. For the complete offering, including descriptions, prices, dates, and times, please visit the tour desk located in the lobby area at the San Diego Convention Center.

Information Booth

The NCTM Information Booth is located in the lobby area of the San Diego Convention Center, where local staff from San Diego will be on hand to answer any questions you may have and to assist you with directions and local information, from transportation and historical sites to shopping and entertainment.

Lost-and-Found

Items for lost-and-found may be retrieved or turned in at the NCTM Information Booth. At the end of the conference, all

General Information

lost-and-found items brought to the Information Booth will be turned over to Convention Center Security.

Restaurant Reservations

Explore the fabulous restaurants of San Diego! Stop by the Restaurant Reservations desk located in the lobby at the San Diego Convention Center. The friendly staff will be available to offer recommendations and make reservations.

Bag and Coat Check

A bag and coat check is available for you to store your belongings during the conference hours for a nominal charge of \$3.00 per item. You can check your items at the bag check located in the San Diego Convention Center Thursday through Saturday during the program hours. All items are to be picked up each day by closing time; items may not be left overnight.

First Aid Station

A first-aid station is staffed at the San Diego Convention Center during the NCTM program. If you need medical services while in San Diego, please check with the hotel concierge for the closest medical facilities. As with any medical emergency, call 911 without hesitation.

NCTM Clear Air Act

In accordance with a resolution of the 1978 Delegate Assembly, smoking is permitted only in designated areas.

Your Opinion Counts!

Thank you for attending the NCTM 2010 Annual Meeting and Exposition. In the days following the Annual Meeting, you will receive an e-mail asking for an evaluation of your meeting experience. Please take a moment to complete the conference attendee survey. Your feedback is important to us and will be instrumental in the future Annual Meeting and Exposition planning process.

Exhibit Hall Information

Exhibits

Be sure to make time in your schedule to visit the NCTM Exhibit Hall. The hours allow ample opportunity to explore, try out, and purchase products and services for use in your classroom or to help you meet your career goals. You'll also have the opportunity to meet the people who produce these products, get fresh ideas, and see demonstrations of how products work. Be sure to check out the list of exhibits and a map of the Exhibit Hall on pages 176–89.

Exhibitor Workshops

Do you want more in-depth and personal interaction with exhibitors? If you do, plan to attend the Exhibitor Workshops. These workshops are held on Thursday, Friday, and Saturday and offer a wide variety of topics. See the program for Exhibitor Workshop offerings, indicated by **ew** before the presentation number.

Cyber Café and Calculation Nation™

Stop by the NCTM Cyber Café to check email or surf the Web. There are two Cyber Cafés each located in the back of the NCTM Exhibit Hall in the San Diego Convention Center. Wireless connections are available at the Convention Center for a fee.

Calculation Nation, part of NCTM's Illuminations Project, offers online math strategy games that can be played individually or against an online opponent. Come try out a game and learn more about Illuminations and other online resources from NCTM in the Cyber Café.

2010 Annual Meeting Sponsors

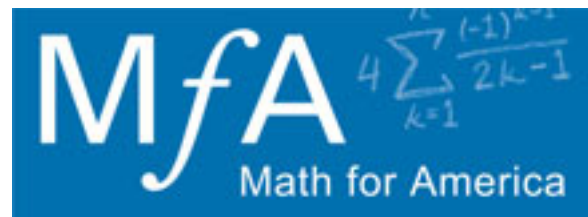
A special thank-you goes to our sponsors for generously supporting NCTM by providing products and services to enhance your conference experience. Please stop by to thank the following sponsors when you are in the Exhibit Hall.

The logo for SMART, featuring the word "SMART" in a bold, black, sans-serif font with a trademark symbol (TM) to the right.The logo for CASIO, featuring the word "CASIO" in a bold, blue, sans-serif font with a registered trademark symbol (®) to the right.The logo for Texas Instruments, featuring a red outline of the state of Texas with a white "ti" inside, followed by the words "TEXAS INSTRUMENTS" in a black, sans-serif font. Below the logo is the tagline "Your Passion. Our Technology. Student Success.™" in a smaller, black, sans-serif font.

Forrest T. Jones & Company

The logo for FREEMAN, featuring the word "FREEMAN" in a bold, blue, sans-serif font.

School Education Group

The logo for MIND Research Institute, featuring the word "MIND" in a large, orange, serif font, with "Research Institute" in a smaller, black, sans-serif font below it.

BeAnActuary.org A Career Without Boundaries

Join an NCTM Affiliate Today!

Once you have joined NCTM, membership in an NCTM Affiliate is a terrific way to round out your professional involvement. Affiliates offer you an opportunity to link with teachers in your state, region, or city for support, professional development opportunities, community outreach, political advocacy, and information sharing.

The host Affiliates for the NCTM 2010 Annual Meeting and Exposition and the Affiliates-at-Large are listed below. To join one of these groups, e-mail the Affiliate contact for membership information.

NCTM has more than 230 Affiliates throughout the U.S. and Canada. For a list of all organizations affiliated with NCTM and information on how to join, please see the Affiliate Directory on the NCTM Web site at www.nctm.org/affiliates.

Affiliate Information

Host Groups

California Mathematics Council, Southern Section

Mike Contino, cmc-math@sbcglobal.net

Greater San Diego Mathematics Council (California)

Joan Commons, jcommons@ucsd.edu

Affiliates-at-Large

Adult Numeracy Network

Margaret Rogers, marogers-princess@sbcglobal.net

Association of Mathematics Teacher Educators

Gary Martin, martiwg@auburn.edu

Benjamin Banneker Association, Inc.

Lois Moseley, loismoseley@gmail.com

Council for Technology in Mathematics Education

Stephanie Cooperman, shc283@worldnet.att.net

North American Study Group on Ethnomathematics

Blidi Stemn, catbss@hofstra.edu

National Council of Supervisors of Mathematics

Terri Belcher, tbelcher@berkeley.edu

Society of Elementary Presidential Awardees

Lisa Black, lisazblack@yahoo.com

TODOS: Mathematics for ALL

Bob McDonald, mac@todos-math.org

Women and Mathematics Education

Dorothy Buerk, buerk@ithaca.edu

A representative from the NCTM Housing Bureau is available on-site for housing assistance in the registration area in Exhibit Hall B/C at the San Diego Convention Center.


Housing Desk Hours

Tuesday	12:00 noon – 6:00 p.m.
Wednesday	9:00 a.m. – 7:00 p.m.
Thursday	8:30 a.m. – 4:00 p.m.
Friday	8:30 a.m. – 4:00 p.m.
Saturday	8:30 a.m. – 10:00 a.m.

	Hotel	Single (1 person/1 bed)	Double (2 persons/1 bed)	Double/Double (2 persons/2 bed)	Triple (3 persons/2 beds)	Quad (4 persons/2 beds)
	1 Best Western Bayside Inn 555 West Ash Street	\$170	\$170	\$179	\$188	\$188
	2 Courtyard by Marriott San Diego Downtown 530 Broadway Street	\$199	\$199	\$199	\$219	\$239
	3 Doubletree Hotel San Diego Downtown 1646 Front Street	\$199	\$199	\$199	\$209	\$219
	4 Embassy Suites Hotel San Diego Bay— Downtown 601 Pacific Highway	\$249	\$249	\$269	\$289	\$309
	5 Hampton Inn by Hilton San Diego Downtown 1531 Pacific Highway	\$179	\$179	\$189	\$199	\$209
	6 Hard Rock Hotel San Diego 207 5th Avenue (suite)	\$260 \$315	\$260 \$315	\$260	\$280	\$280
	7 Hilton San Diego Bayfront One Park Boulevard	\$220	\$220	\$220	\$240	\$260
	8 Hilton San Diego Gaslamp Quarter 401 K Street	\$242	\$262	\$262	\$282	\$302
	9 Holiday Inn San Diego on the Bay 1355 North Harbor Drive	\$210	\$210	\$210	\$225	\$240
	10 Horton Grand Hotel, 311 Island Avenue	\$179	\$179	\$199	\$219	\$239
	11 Hotel Solamar, 435 6th Avenue	\$229	\$239	\$239	\$259	\$279
	12 Andaz San Diego (formerly Ivy Hotel), 600 F Street	\$199	\$199	\$199	n/a	n/a
	13 Manchester Grand Hyatt San Diego* One Market Place	\$250	\$265	\$265	\$305	\$330
	14 Omni San Diego Hotel, 675 L Street	\$254	\$274	\$274	\$294	\$314
	15 Residence Inn by Marriott 1747 Pacific Highway	\$219	\$219	n/a	n/a	n/a
	16 San Diego Marriott Gaslamp Quarter 660 K Street	\$253	\$273	\$288	\$293	\$313
	17 San Diego Marriott Hotel & Marina* 333 West Harbor Drive	Cityview \$259 Bayview \$279	\$259 \$279	\$259 \$279	\$284 \$304	\$309 \$329
	18 The Sofia Hotel, One-Fifty West Broadway	\$170	\$170	\$170	\$190	\$200
	19 The US GRANT— Luxury Collection Hotel 326 Broadway	\$229	\$249	\$249	\$269	\$289
	20 The Westgate Hotel 1055 Second Avenue	\$229	\$229	\$229	\$239	\$249
	21 W San Diego Hotel, 421 West B Street	\$229	\$229	\$229	\$254	\$299
	22 Westin Gaslamp Quarter 910 Broadway Circle	\$229	\$249	\$249	\$269	\$289
	23 Westin San Diego, 400 West Broadway	\$230	\$230	\$230	\$250	\$270

*Headquarters Hotel

Rates do not include current tax of 12.64%; subject to change.

Hotels identified with a  icon are within walking distance of the convention center.

For a shuttle schedule visit www.nctm.org/sandiego.

Map of San Diego

San Diego Convention Center Area



NCTM 2011

INDIANAPOLIS, IN
APRIL 13–16, 2011

Annual Meeting & Exposition

Geometry: Constructing and Transforming Perspectives

Rev up your professional skills and keep your knowledge and career on track.

NCTM's Annual Meeting offers numerous opportunities to help you move in the right direction. There's something for everyone—whether you're a classroom teacher, administrator, teacher educator, preservice teacher, or math specialist. Attendees will:

- **Discover** new strategies to use in the classroom
- **Network**, network, network
- **Assess** current teaching methods and find what works best for them
- **Evaluate** new products and technology
- **Collaborate** with colleagues and gain new insights

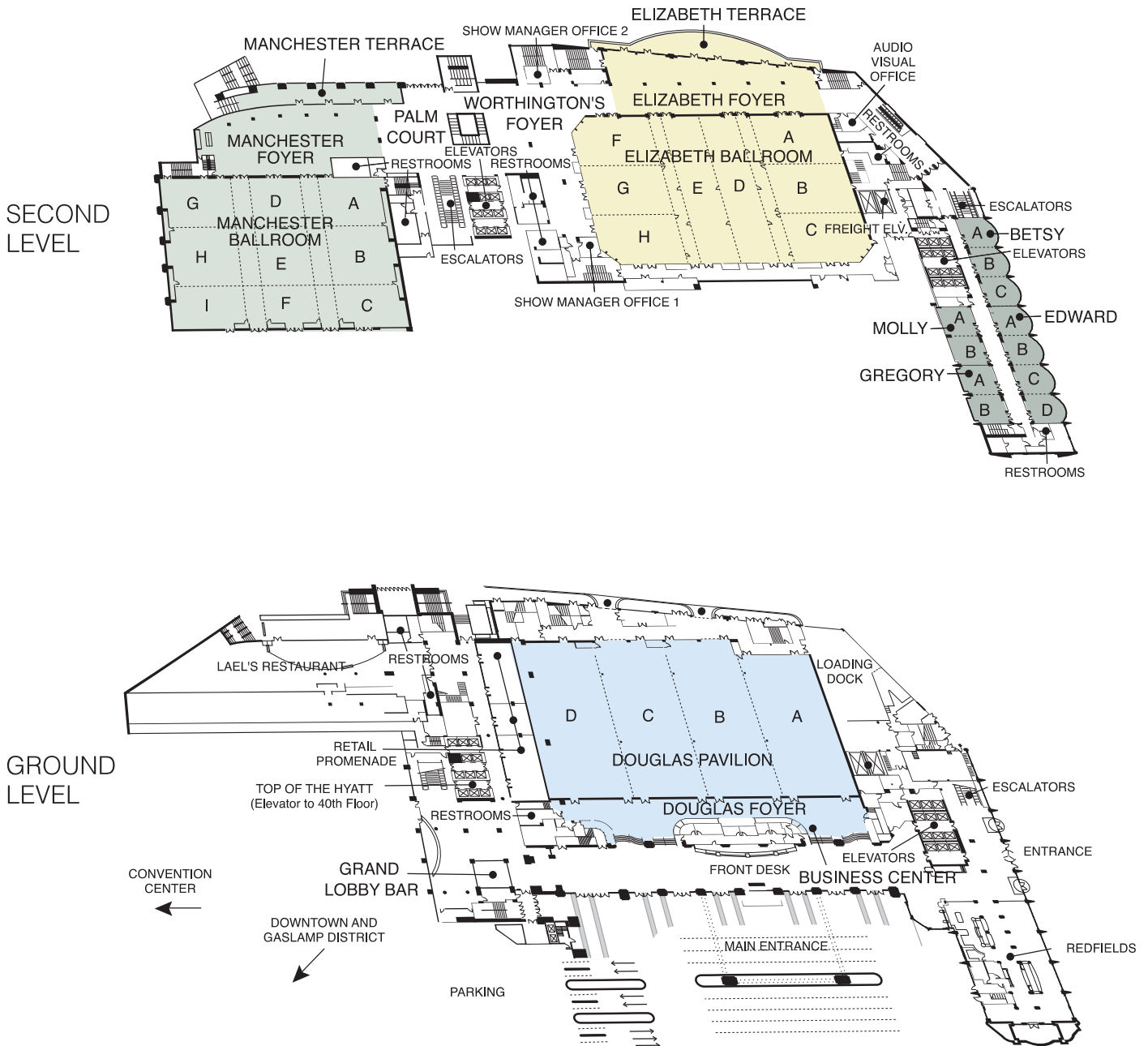
You'll speed back to the classroom excited to share what you've learned!



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS
(800) 235-7566 | WWW.NCTM.ORG

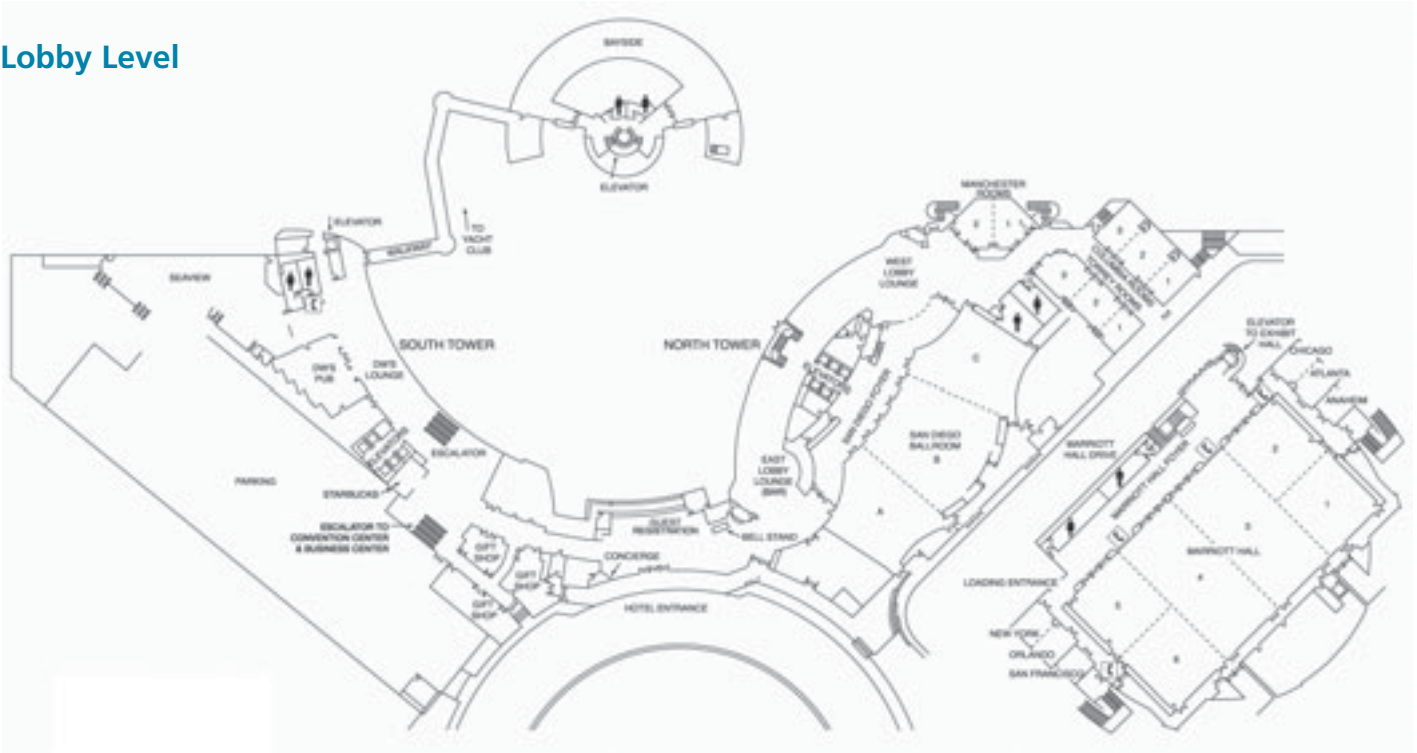
Visit www.nctm.org/meetings for up-to-date information.

Manchester Grand Hyatt San Diego

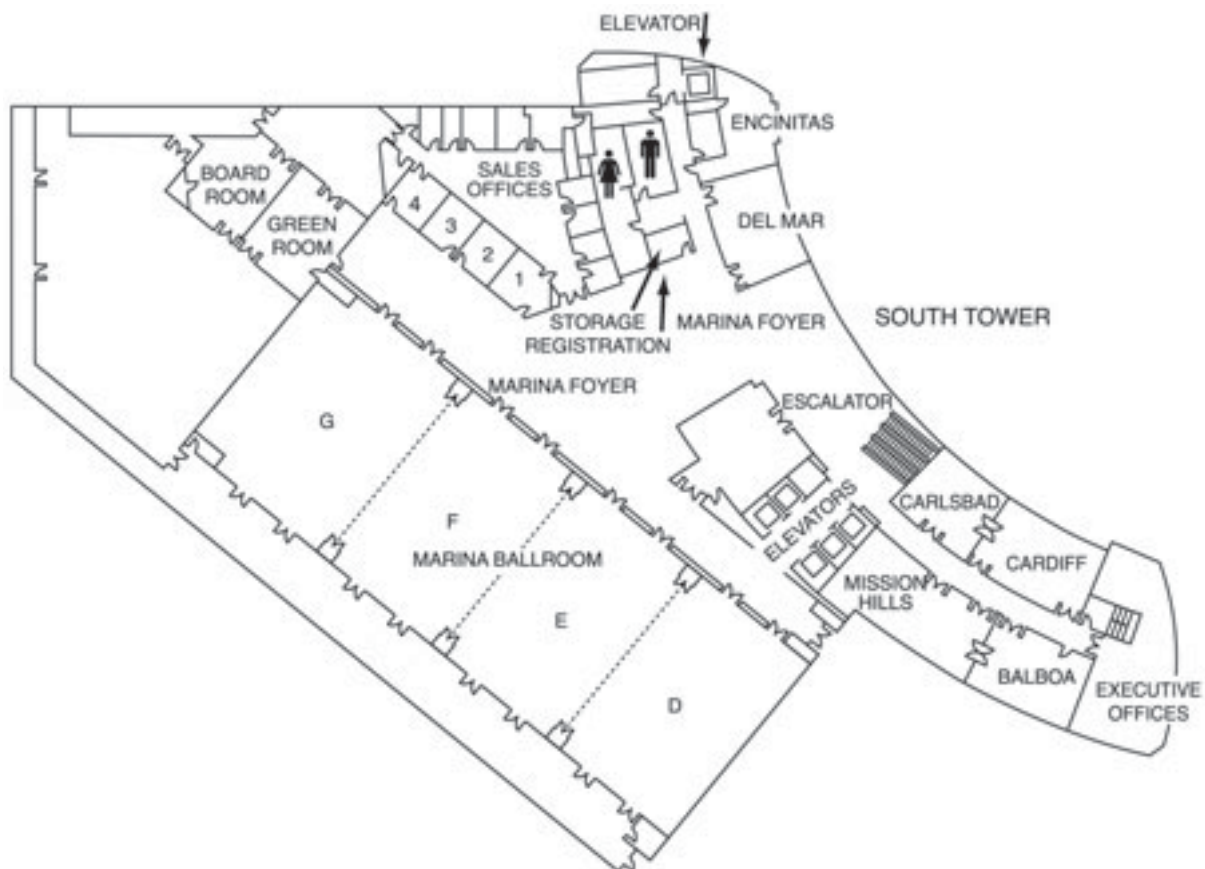


San Diego Marriott Hotel & Marina

Lobby Level

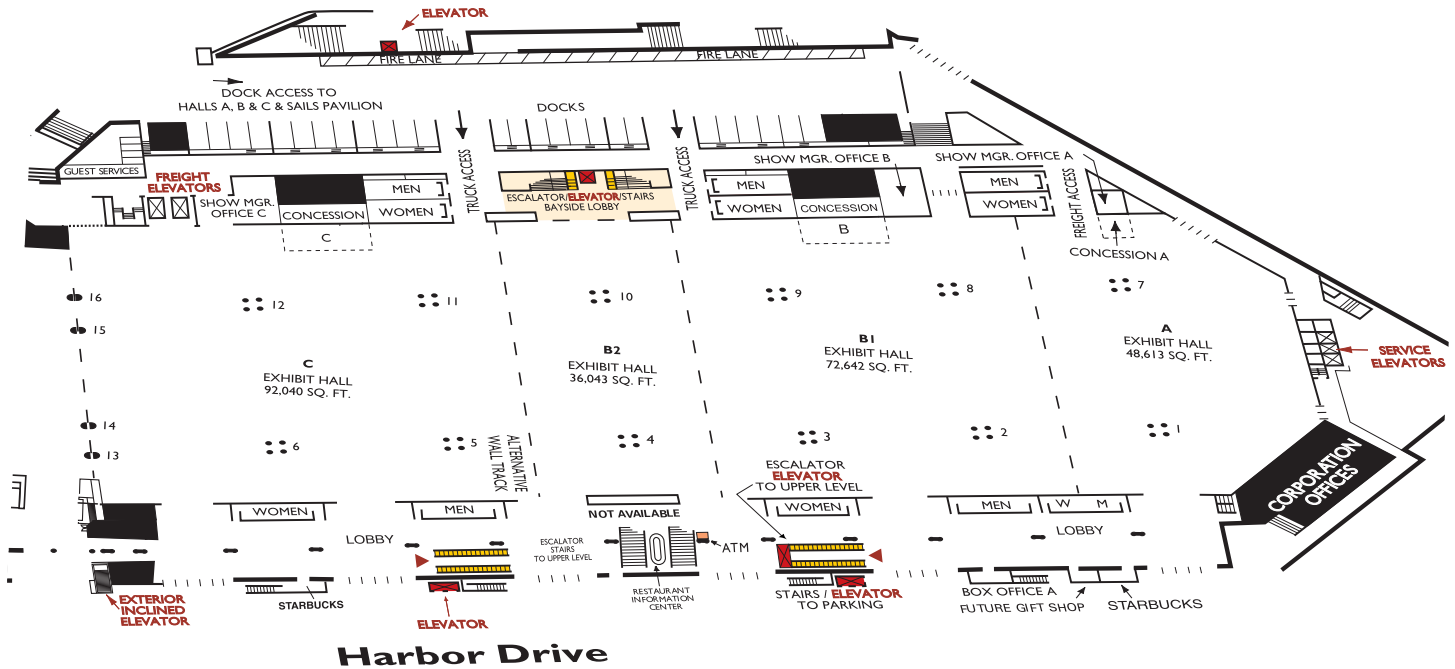


Level Three



San Diego Convention Center

Ground Level

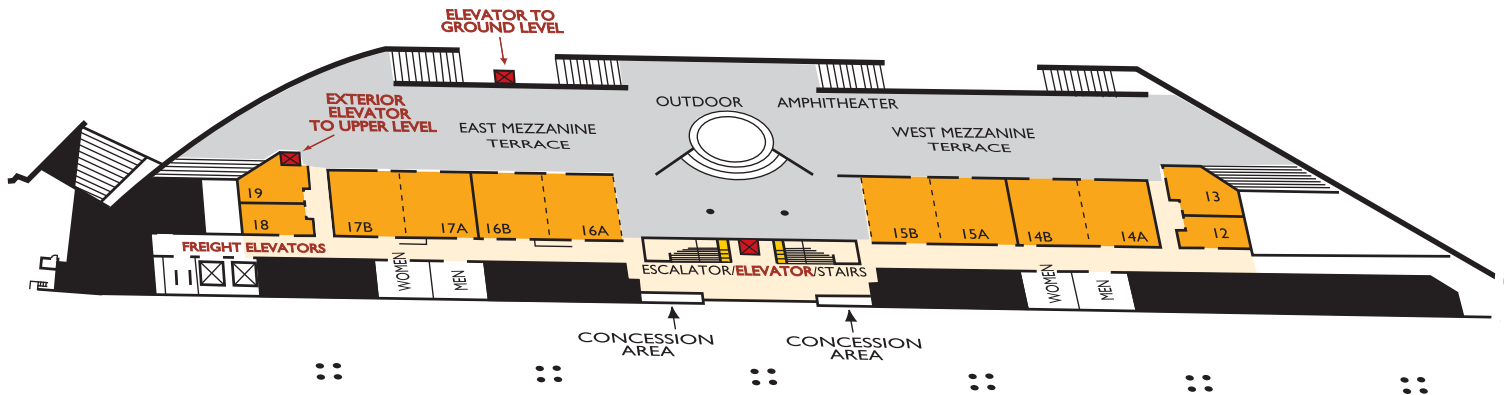


Directory and Special Locations

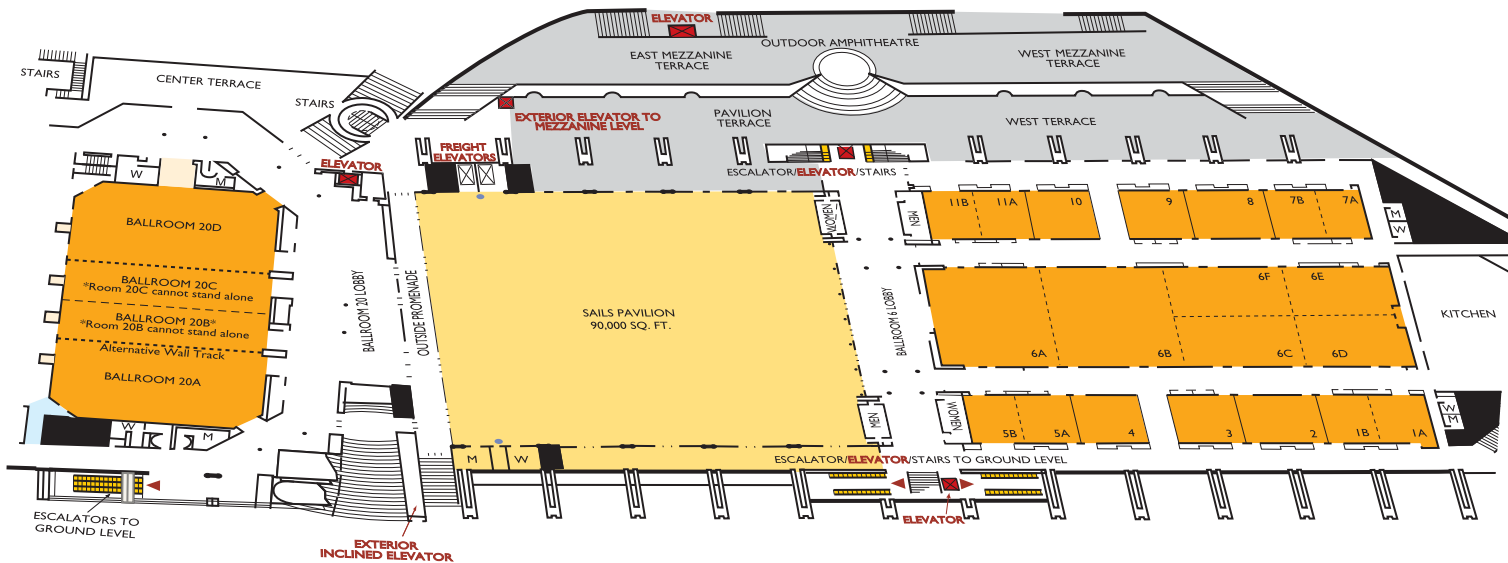
ADA Services/Special Needs	Information Booth
Bag Check	Lobby
Bookstore	Exhibit Hall B
Business Center	Lobby outside Hall D
Cyber Café	Exhibit Hall B/C
Exhibits	Exhibit Hall B/C
Exhibitor Check-In	Exhibit Hall B/C
First Aid Room	Exhibit Hall B
Housing Desk	Exhibit Hall B/C
Information Booth	Lobby
Lost-and-Found	Information Booth
Mathematics Education Trust	Lobby/Member Showcase
Member Showcase	Lobby
Press Room	Room 12
Registration	Exhibit Hall B/C
Shuttle Desk	Shuttle Area on Harbor Drive
Speaker Check-In	Exhibit Hall B/C
Sponsorship Items Distribution	Exhibit Hall B/C
Tours	Lobby
Volunteer Check-In	Lobby

San Diego Convention Center

Mezzanine Level



Upper Level



NCTM Board of Directors

Henry S. Kepner, Jr., President; University of Wisconsin—Milwaukee
J. Michael Shaughnessy, President-Elect; Portland State University, Oregon
Kichoon Yang, Executive Director, NCTM
Marshalyn E. Baker, Messalonskee Middle School, Maine
Frederick L. Dillon, Strongsville High School, Ohio
Barbara J. Dougherty, Iowa State University
Karen Karp, University of Louisville, Kentucky
Diana V. Lambdin, Indiana University Bloomington
Vena M. Long, University of Tennessee
David K. Masunaga, Iolani School, Hawaii
Jennifer J. Salls, Sparks High School, Nevada
Jacqueline Goodloe Smith, Scott Montgomery Elementary School, Washington, D.C.
Christine Suurtamm, University of Ottawa, Ontario
Christine D. Thomas, Georgia State University
Judith Zawojewski, Illinois Institute of Technology

San Diego Program Committee

Program Chair

Bonnie Hagelberger, Plymouth, Minnesota

Program Committee

Cindy Bryant, Marshfield, Missouri
Gail Burrill, East Lansing, Michigan
Cindy Chapman, Albuquerque, New Mexico
Mark Ellis, Buena Park, California
Gail Englert, Norfolk, Virginia
Gladis Kersaint, Tampa, Florida
Trudy Mitchell, San Diego, California
Tom Muchlinski, Plymouth, Minnesota
Mari Muri, Cromwell, Connecticut
Susan Ryan, St. John's, Newfoundland and Labrador, Canada
John Staley, Randallstown, Maryland

San Diego Local Arrangements Committee

Local Arrangements Committee

William Bokesch, Cochair
Carol Treglio, Cochair

Cyber Café

Daryl Stermon, Cochair
Jeannie Toshima, Cochair

Meeting Rooms

Barbara Post, Cochair
Louise Vandling, Cochair
Rick Willard, Cochair

Volunteer

Cheryl Avalos, Cochair
Janet Trentacosta, Cochair

The National Council of Teachers of Mathematics is a public voice of mathematics education, supporting teachers to ensure equitable mathematics learning of the highest quality for all students through vision, leadership, professional development, and research. With nearly 90,000 members and more than 230 Affiliates, NCTM is the world's largest organization dedicated to improving mathematics education in prekindergarten through grade 12. The Council's *Principles and Standards for School Mathematics* includes guidelines for excellence in mathematics education and issues a call for all students to engage in more challenging mathematics. NCTM is dedicated to ongoing dialogue and constructive discussion with all stakeholders about what is best for our nation's students.

To learn more about NCTM products or services, including membership benefits and opportunities, visit www.nctm.org, email nctm@nctm.org, or call (800) 235-7566.



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

This certificate is presented to

*in recognition of attendance and participation at the
NCTM 2010 Annual Meeting and Exposition*

San Diego, California • April 21–24, 2010

A handwritten signature in blue ink, reading "Henry S. Kepner, Jr.", is positioned above a horizontal line.

Henry S. Kepner, Jr.
President, NCTM



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

NCTM Annual Meeting and Exposition
April 21–24, 2010
San Diego, California

Name of Provider: National Council of Teachers of Mathematics

Educator's Name: _____

Description of Professional Development Activity: This is a three-day annual conference sponsored by the National Council of Teachers of Mathematics. Hundreds of presentations are offered for teachers of prekindergarten through college. Topics range from administration to geometry, precalculus to statistics.

Note: PD time earned should be the time actually spent in sessions and/or workshops.

Date	Session #	Session Title	Presenter(s) Name(s)	Start/End Time	PD Time earned
TOTAL Professional Development Hours Accrued:					

I certify that the above named educator accrued the indicated number of Professional Development hours.

Kichoon Yang
Executive Director, NCTM

Henry S. Kepner, Jr.
President, NCTM

Please check with your state education agency and local administration to determine if these conference hours can be used for professional development credits.

NCTM Individual Membership Application

SD10P

Visit www.nctm.org/membership to learn more and join!

CONTACT INFORMATION (PLEASE PRINT)

First Name* _____ Last Name* _____

Please check ONE box for preferred mailing address, but please complete both columns for our records:

☐ **Institutional Address**

☐ **Home Address**

Institution* _____

Address* _____

Address* _____

City* _____

City* _____

State/Prov* _____ ZIP/PC* _____

State/Prov* _____ ZIP/PC* _____

Country* _____

Country* _____

Phone* _____

Phone* _____

Primary E-mail* _____

Your grade level interest (check all that apply)*: ☐ PreK-2 ☐ 3-5 ☐ 6-8 ☐ 9-12 ☐ Higher Education

☐ I was referred by an NCTM Member: _____ Member ID: _____

☐ Check here to remove your name from rental lists (companies renting lists must obtain approval from NCTM before using lists).

NOTE: Membership pricing valid through May 31, 2010. Visit www.nctm.org/membership for up-to-date pricing.

OPTION 1

Full Individual Membership

Includes a print subscription to one NCTM journal (*print version includes online access*). Select **ONE** journal below:

- \$78** ☐ **Teaching Children Mathematics** (PreK-6)
☐ **Mathematics Teaching in the Middle School** (5-9)
☐ **Mathematics Teacher** (8-14)

\$105 ☐ **Journal for Research in Mathematics Education**

Additional Print Journals:

May be selected to enhance your membership for as little as \$33 (*print version includes online access*).

- ☐ **\$33 Teaching Children Mathematics** (PreK-6)
☐ **\$33 Mathematics Teaching in the Middle School** (5-9)
☐ **\$33 Mathematics Teacher** (8-14)
☐ **\$60 Journal for Research in Mathematics Education**

OPTION 2

E-Membership

Includes full online access, including online archives to one NCTM school journal. E-Membership does not include a print journal or the research journal. Select **ONE** journal below:

- \$66** ☐ **Teaching Children Mathematics** (PreK-6)
☐ **Mathematics Teaching in the Middle School** (5-9)
☐ **Mathematics Teacher** (8-14)

Additional Online Journals:

May also be included with Option 1. May be selected to enhance your membership for as little as \$21.

- ☐ **\$21 Teaching Children Mathematics** (PreK-6)
☐ **\$21 Mathematics Teaching in the Middle School** (5-9)
☐ **\$21 Mathematics Teacher** (8-14)

PAYMENT SUMMARY

Membership Dues (Option 1 or 2)\$ _____

Additional Print Journals (if choosing Option 1)\$ _____

Additional Online Journals (if choosing Option 1 or 2)\$ _____

Membership and Additional Journals Total\$ _____

For 2-year membership, multiply by 2 and deduct 10%\$ _____

For 3-year membership, multiply by 3 and deduct 15%\$ _____

Foreign Postage (if applicable): For mailings outside the U.S., add \$18 for the first journal subscription and \$4 for each additional print journal subscription per year. For multiyear membership, please multiply foreign postage by 2 or by 3 and add to payment line at right.\$ _____

Mathematics Educational Trust (MET) Support (*Your contribution is tax deductible*)\$ _____

TOTAL Payment to NCTM in U.S. Dollars\$ _____

METHOD OF PAYMENT

☐ Check ☐ Money Order ☐ AMEX ☐ MC ☐ VISA ☐ P.O. # _____
(include signed copy)

Credit Card Number _____ Exp. Date _____

Signature (required for credit card payments) _____ 110



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

1906 ASSOCIATION DRIVE | RESTON, VA 20191-1502
TEL: (800) 235-7566 | (703) 620-9840
FAX: (703) 476-2970 | WWW.NCTM.ORG

Directory as of January 22, 2010

2Know!™ Classroom Response System/Renaissance Learning **Booth: 1841**

Wisconsin Rapids, Wisconsin
Ph: 7115-424-3636 Fx: 715-424-4242
www.renlearn.com

2Know!™ combines easy-to-use software, wireless handheld remote devices, and a custom toolbar to help you get all your students engaged in learning, while you instantly access performance. The system's state-of-the-art radio-frequency technology provides students with a fun and interactive way to take quizzes, tests, and surveys in virtually any subject!

A

AccuCut

Booth: 1337

Fremont, Nebraska
Ph: 800-288-1670 Fx: 800-369-1332
www.accucut.com

AccuCut(R) offers the most versatile die cutting system on the market today for teachers and media specialists to use in creating classroom teaching aids, manipulative activities, and embellishments.

The Actuarial Foundation

Booth: 2026

Schaumburg, Illinois
Ph: 847-706-3535 Fx: 847-706-3599
www.actuarialfoundation.org

The Actuarial Foundation offers free math-enhancement materials to every educator who comes to see us! Solve geometry challenges with the Geometrics Stage Crew! Or teach financial literacy with ease using our newest workbook, Building Your Future. To find out more about the Foundation or our math grants visit http://www.actuarialfoundation.org/programs/for_teachers.shtml

Adaptive Curriculum

Booth: 1750

Scottsdale, Arizona
Ph: 480-884-1689 Fx: 480-884-1888
www.adaptivecurriculum.com

AIMS Education Foundation

Booth: 1040

Fresno, California
Ph: 1-888-733-2467 Fx: 1-559-255-6396
aimsedu.org

AIMS Education Foundation develops curriculum for K-9 using hands-on activities. AIMS curriculum focuses on math and science investigations. The AIMS Model of Learning provides a practical method for differentiating instructional strategies to meet the diverse needs of all students.

ALEKS Corporation

Booth: 2023

Tustin, California
Ph: 714-245-7191 x. 152 Fx: 714-245-7190
www.aleks.com

ALEKS is a unique, Web-based program that provides precise mathematics assessment and personalized learning correlated to all 50 states' standards. Through an artificial intelligence engine and adaptive questioning, ALEKS accurately assesses a student's knowledge and delivers highly targeted instruction on the exact topics a student is most ready to learn.

America's Choice

Booth: 1548

Washington, DC
Ph: 202-783-3668 Fx: 202-783-3672
www.americaschoice.org

America's Choice is a new kind of educational organization. We offer comprehensive, proven solutions to the complex problems educators face in the era of accountability. America's Choice has an unparalleled history as a national thought leader and as the creator of research-based school improvement solutions that work for states, districts, and schools.

American Book Company

Booth: 2133

Woodstock, Georgia
Ph: 888-264-5877 Fx: 866-827-3240
www.americanbookcompany.com

FREE preview books available for CAHSEE, CST, EOCs, EOCEP, HSPE, LEAP, CRCTs, AIMSs, TAKS, FCAT, GHSGT, HSAP, OGT, MIAs, ECAs, HSA, SAT, ACT, and many other test preparation mathematics materials. HURRY to booth 2133.

American Contract Bridge League

Booth: 1350

Horn Lake, Mississippi
Ph: 901-332-5586
www.acbl.org

The American Contract Bridge League, founded in 1937 and headquartered in Horn Lake, MS, is one of the largest bridge organizations in the world with over 165,000 members in North America, including the United States, Canada, Mexico, and Bermuda. The Not-for-profit organization (501C-4) determines North American rules of bridge, assists with international rules, sanctions club games and tournament games, and sponsors three North American Bridge Championships annually. The mission of the ACBL is to serve the bridge-related interests of its members and to promote and sustain the game of bridge. Visit www.acbl.org for more information.

American Educational Products LLC

Booth: 1245

Fort Collins, Colorado
Ph: 800-446-8767 Fx: 970-484-1198
www.amep.com

American Educational Products, LLC, with divisions: Scott Resources, Hubbard Scientific, National Teaching Aids, Ginsberg Scientific, and Tuzzles® Puzzles, is a leading manufacturer of educational materials for Grades PreK-12.

American Regions Mathematics League (ARML)

Booth: 1945

New York, New York
Ph: 212-724-9843
www.arml.com

ARML, an annual mathematics competition for high school students held each year on the weekend following Memorial Day simultaneously at Penn State, U. of Georgia, U. of Iowa, UNLV. Teams of 15 compete in four types of mathematical rounds. ARML brings together the best math students in the country for an exciting and provocative weekend.

American Statistical Association

Booth: 2122

Alexandria, Virginia
Ph: 703-684-1221 Fx: 703-684-3768
www.amstat.org/education

Amsco School Publications, Inc.

Booth: 1935

New York, New York
Ph: 212-886-6500 Fx: 212-886-6515
www.amscopub.com

Amsco publishes textbooks, workbooks, test-prep and supplementary programs for Integrated Algebra, AP Calculus, Algebra 2 & Trigonometry, Geometry, AP Statistics etc. for students in grades 7-12.

Apperson Education Products

Booth: 2031

Renton, Washington
Ph: 800.827.9219 Fx: 800.321.8558
appersonedu.com/go/NCTM

Apperson offers test scoring solutions for both the classroom and district level. Combine any Apperson scanner with our FREE DataLink software and gain immediate access to data-rich reports. Contact us to register for a free, no-risk 30-day trial.

Association of Mathematics Teacher Educators

Booth: 228

San Diego, California
Ph: 619-594-3971 Fx: 619-594-0725
www.amte.net

AMTE and its members work together to promote and improve the education of preservice and inservice teachers of mathematics.

Award Publishing Limited

Booth: 2130

New York, New York
Ph: 212-246-0405 Fx: 212-246-0406
www.awardinteractive.com

AWARD Math partners print with technology to teach mathematics with a 21st-century perspective. The new math program from AWARD Publishing is for grades K–2. The animated texts and the activities, which are delivered online, will motivate students to problem solve and use mathematical reasoning in their learning.

B

Bach Company

Booth: 1348

Palo Alto, California
Ph: 800-248-2224 Fx: 650-494-1995
www.bachcompany.com

The Bach Company, the largest educational distributor on the West Coast, has been serving the educational market for over 28 years. We provide high quality products and superior customer service! Product lines include, but are not limited to, Texas Instruments, Casio, Hewlett Packard, Sharp, Stokes, Top Rhino, Vernier & Franklin.

BeAnActuary.org

Booth: 2028

Schaumburg, Illinois
Ph: 847-706-3501 Fx: 847-706-3599
www.beanactuary.org

BeAnActuary.org is responsible for increasing the recognition of the actuarial profession among students, educators, and career counselors in high schools, colleges, and universities. Please stop by for career information for your students!

Bedford, Freeman & Worth (BFW) Publishers and W.H. Freeman & Company

Booth: 1823

Cranbury, New Jersey
Ph: 866-843-3715 Fx: 609-409-0297
bfwpub.com/highschool

Bedford, Freeman & Worth (BFW) Publishers is the most trusted source for educational materials for high school mathematics in print, on CD, and on the Web. We publish the best-selling books in Advanced Placement and general level statistics, calculus,

Benchmark Education

Booth: 632

Pelham, New York
Ph: 1-877-236-2465 Fx: 1-877-732-8273
www.benchmarkeducation.com

Benchmark Education provides you with the resources that you need to build Math Literacy and Math Concepts. Products include standards based leveled texts; Content Connections Big Books, for teaching and modeling Math skills, strategies, and language; and Math Explorers differentiated text sets, that improve the understanding of Math language, concepts, and skills.

Big Ideas Learning

Booth: 1551

Erie, Pennsylvania
Ph: 877-552-7766 Fx: 814-824-6377
www.bigideaslearning.com

The BizWorld Foundation

Booth: 340

San Francisco, California
Ph: 415-503-5880 Fx: 415-863-2072
www.bizworld.org

Borenson and Associates, Inc.

Booth: 423

Allentown, Pennsylvania
Ph: 800-993-6284 Fx: 610-398-7863
www.borenson.com

Hands-On Equations® demystifies the learning of algebra for students in grades 3 - 8. Since 1990 more than 50,000 teachers have taken the Making Algebra Child's Play® workshop. Visit our website www.borenson.com for additional information and workshop schedule.

Box Cars & One-Eyed Jacks

Booth: 1647

Edmonton, Alberta Canada
Ph: 780-440-6284 Fx: 780-440-1619
www.boxcarsandoneeyedjacks.com

Award winning math game resources K - 12 dice, cards, math manipulatives overhead material and more. Great for regular and afterschool programs. Find out about our excellent workshops.

Britannica Digital Learning

Booth: 1434

Chicago, Illinois
Ph: 800-621-3900 Fx: 800-344-9624
info.eb.com

Britannica mathematics: innovative products with the assurance of Britannica quality! SmartMath, a web-based practice and assess program for elementary students, allows teachers to assign, evaluate, and assess with ease! Mathematics in Context, a NSF funded standards-based mathematics curriculum for the middle grades, with new! Companion Workbooks and expanded online resources.

BuzzMath.com

Booth: 1235

Montreal, Quebec
Ph: 888-528-8878
www.buzzmath.com

C

Calculus In Motion

Booth: 1237

Burbank, California
Ph: 818-845-6332 Fx: 818-845-6332
www.calculusinmotion.com

We offer two extensive collections (on CDs) of interactive computer animations (using Geometer's Sketchpad v4 or v5) for teaching mathematics. The "Algebra In Motion" CD is for teaching Algebra 1 through Pre-Calculus. The "Calculus In Motion" CD covers nearly every concept in a first year calculus course.

Carnegie Learning, Inc.

Booth: 840

Pittsburgh, Pennsylvania
Ph: 888-851-7094 Fx: 412-690-2444
www.carnegielearning.com

Carnegie Learning is a leading publisher of secondary and postsecondary math curricula software and text solutions that are helping all students everywhere to learn math. These solutions are based on over 20 years of proven research into how students really learn and have consistently shown significant improvement on student learning.

Casio America, Inc.

Booth: 1441

Dover, New Jersey
Ph: 973-968-3061 Fx: 973-537-8964
www.casio.com

Cengage Learning

Booth: 535

Belmont, California
www.cengage.com

Clark County School District - Las Vegas, Nevada

Booth: 326

Las Vegas, Nevada
Ph: 702-799-5427 Fx: 702-799-5439
www.ccsd.net/jobs

The Clark County School District is currently the fifth largest nationwide. Excellent teaching and career advancement opportunities, competitive salaries, and geographical location continue to make our school district highly attractive for professional educators. For more information or to submit an interest form visit our website at www.ccsd.net/jobs

Classroom Prooducts Warehouse

Booth: 1946

Vernon Hills, Illinois
Ph: 888-271-8305 Fx: 888-280-6110
www.shopcpw.com
Math and Science Classroom Supplies at Warehouse Prices

Coastline Graphics

Booth: 941

Valencia, California

Ph: 661-254-4707 Fx: 661-254-4702

www.coastlinepromotions.com

Coastline Graphics provides a full-service screen printing, embroidery, and novelties selection for many schools, businesses, sports teams, and individuals throughout the United States.

The College Board

Booth: 741

New York, New York

Ph: 212-713-8331 Fx: 212-649-8442

www.collegeboard.com

CORD Communications

Booth: 342

Waco, Texas

Ph: 254-772-8756 Fx: 254-772-8972

www.cord.org

Corwin

Booth: 1049

Thousand Oaks, California

Ph: 800 - 233-9936 Fx: 800-417-2466

www.corwin.com

Corwin's research-based books, journals, and multimedia resources are written for PreK–12 teachers, administrators, counselors, specialists, and staff developers in areas such as staff development, leadership, mathematics, teaching methods, learning styles, instructional equity, counseling, diversity, exceptional students, curriculum development, student assessment, classroom management, student behavior, community relations, technology, and research.

Council for Technology in Math Education – CLIME

Booth: 230

White Plains, New York

Ph: 914-815-0843

CLIME's mission is to enhance the teaching & learning of mathematics by providing venues for sharing information and resources relating to effective and creative uses of technology in mathematics education especially in a Web 2.0 world. Visit us and learn what Math 2.0 is all about.

CPM Educational Program

Booth: 2123

Sacramento, California

Ph: 209 745-2055 Fx: 916 391-3301

www.cpm.org

CPM courses--6th grade through Calculus--engage students in structured explorations and mathematical dialogues using student-centered materials. The courses incorporate the research-based principles of problem-based learning, structured student study teams, and spaced practice. Each course is supported with several days of funded professional development.

Creative Instruction LLC

Booth: 223

Yorba Linda, California

Ph: 714-996-7900 Fx: 714-970-7451

www.creativeinstruction.net

As Southern California math teachers, we saw our students struggle with vocabulary. Students often learned a concept during the chapter, but quickly forgot the meaning of words and concepts after the chapter test. We needed to move the learning into their long-term memory. We created Math Graffiti to address this need. Math Graffiti aids English learners and special education students as well as your average student.

Curriculum Associates

Booth: 1433

North Billerica, Massachusetts

Ph: 800-225-0248 Fx: 800-366-1158

www.curriculumassociates.com

Curriculum Associates publishes high quality supplemental materials for reading, writing, language arts, mathematics, science, test prep, and special education assessment programs that are guaranteed to help students succeed. Programs are designed to affordably meet the needs of today's diverse classrooms. Research-based and classroom-proven, they deliver content aligned with national and state standards.

CurrTech Integrations, LLC

Booth: 1650

Baltimore, Maryland

Ph: 410-340-8860 Fx: 410-298-2589

www.currtechintegrations.com

D

D & H Distributing Company

Booth: 1347

Harrisburg, Pennsylvania

Ph: 800-340-1006 Fx: 717-255-6750

www.buycalcs.com

"The Nation's #1 Calculator Supplier to Schools"

Didax, Inc.

Booth: 945

Rowley, Massachusetts

Ph: 978-997-4385 Fx: 800-350-2345

www.didax.com

Dinah-Might Adventures, LP/ Dinah Zike Academy

Booth: 1151

San Antonio, Texas

Ph: 210-698-0123 Fx: 210-698-0095

www.dinah.com/www.dzacademy.com

Dinah-Might Adventures is an Educational Publishing and Consulting Company owned by Dinah Zike, Author/Speaker, and creator of "Foldables®" 3-D interactive graphic organizers. Dinah Zike Academy is a unique trainer of trainers facility in the beautiful Texas Hill Country town of Comfort. A variety of 3-day intensive institutes are offered.

E

EAI Education

Booth: 1922 & 1923

Oakland, New Jersey

Ph: 800-770-8010 Fx: 201-891-5689

www.EAleducation.com

EAI Education is your source for teaching supplies, hands-on educational products, manipulatives, calculators, teacher resources, and more for grades PreK–12. We carry over 5,000 products, including our exclusive SmartPAL® transparent sleeves, QuietShape® foam manipulatives, GeoModel® solids, and Geared for Time® clocks.

Educators Outlet, Inc.

Booth: 341

Timnath, Colorado

Ph: 970-224-3811 Fx: 970-224-3822

www.EducatorsOutlet.com

Educo International, Inc.

Booth: 644

Clarkston, Georgia

Ph: 770-506-9224 Fx: 770-506-9243

www.educosoft.com/

EduStic - "Learning That Sticks!"

Booth: 1929

San Diego, California

Ph: 858-578-5668 Fx: 858-578-9620

www.edustic.com

EduStic is the ultimate learning material to hit the educational market! Discover why EduStic resources are better than magnetic, better than plastic, better than foam manipulatives. This quiet, reusable product sticks to any glossy surfaces. EduStic is the #1 choice of teachers, parents and kids for learning, fun, and creativity.

Ellison

Booth: 2040

Lake Forest, California

Ph: 949-598-8822 Fx: 949-598-8838

www.ellisoneducation.com

Emines, Inc.

Booth: 533

Santa Clara, California

Ph: 408-247-3298 Fx: 408-247-0962

www.emines.com

Emines specializes in developing educational math games that make "Learning Fun and Engaging". Our games encourage cooperative learning in highly motivating ways. Each game introduces different basic math skills and reinforces math concepts necessary to succeed in school. The games are fun and can easily fit into small slots of extra time in the classroom or at home. We believe that when children are having fun, they learn. And when children learn, they succeed.

ETA/Cuisenaire

Booth: 631 & 641

Vernon Hills, Illinois

Ph: 800-445-5985 Fx: 888-659-0057

www.etcuisenaire.com

ETA/Cuisenaire is a leading supplier of products, manipulatives, and programs for students of all learning styles. We offer literacy, math, and science programs that engage students, support educators and parents, and empower children.

Excel Math

Booth: 543

Poway, California

Ph: 858-513-7900 Fx: 858-513-2764

www.excelmath.com

Exemplars

Booth: 422

Underhill, Vermont

Ph: 800-450-4050 Fx: 802-899-4825

www.exemplars.com

Exemplars publishes standards-based assessment and instruction material in the areas of Math, Science and Writing. Our material is easily differentiated and includes rubrics aligned to state and national standards as well as annotated anchor papers and teacher notes for assessment and instruction. Exemplars math tasks have been differentiated.

ExploreLearning

Booth: 1934

Charlottesville, Virginia

Ph: 434.293.7043 Fx: 434.464.0029

www.ExploreLearning.com

ExploreLearning delivers the largest online library of interactive math and science simulations, called Gizmos, for grades 3-12. Gizmos help teachers bring research-proven instructional strategies to life through easy-to-use, fun, hands-on exploration.

Eye On Education

Booth: 1449

Larchmont, New York

Ph: 888-299-5350 Fx: 914-833-0761

<http://www.eyoneducation.com>

Eye On Education publishes practical reference books for teachers, administrators, and other educators. Our books provide busy educators with information on literacy, professional development, educational leadership, differentiated instruction, student assessment, data analysis, and related topics.

F

FACEing MATH

Booth: 1026

Hemet, California

Ph: 951 492-8341

FACEingMATH.com

FACEing MATH books provide teachers with unique standards-based supplemental lessons that blend math and art. The lessons are great for review days, homework assignments, and substitute lesson plans! The books range from elementary level math to high school level math.

First In Math-Suntex International

Booth: 1341

Easton, Pennsylvania

Ph: 610-253-5255 Fx: 610-258-2180

www.firstinmath.com

Suntex's First In Math® Online Program complements any curriculum. Minutes a day, in the classroom or at home, gives K-12 students the "deep practice" necessary for skill retention and improved test scores. Engaging, substantive, self-pacing content enables students to take ownership of learning process—with no additional load on teachers.

FoxMind Games

Booth: 1822

Montreal, Canada

Ph: 514-369-7777 Fx: 514-221-2271

www.foxmind.com

FoxMind Games publishes games that offer gradual progression in developing reasoning skill and spatial logic. Our games can be played in group or alone allowing players to progress at their own rhythm. In addition our games are language neutral permitting players from any background to advance while having fun.

Frog Publications

Booth: 2022

San Antonio, Florida

Ph: 800-777-3764 Fx: 352-588-0863

<http://www.frog.com>

Frog Publications is a publisher of educational materials, primarily used at the elementary level. Founded in 1974 by a teacher seeking high quality independent student materials which matched tested objectives, Frog Publications sells skill based instructional and intervention materials for reading/language arts, math and critical thinking.

G

GeoLeg Geometry

Booth: 636

Monroe, Louisiana

Ph: 888-595-5347 Fx: 318-324-1546

www.geoleg.com

GeoLeg provides students with a single dynamic tool to replace the protractor and compass that also builds to form quantitative polygons. We also offer a comprehensive geometry/measurement curriculum for grades 3-high school that engages students for greater learning. Look for our coupon elsewhere in the Program Book offering a free GeoLeg.

GetMath

Booth: 545

North Highlands, California

Ph: 916.799.6017

www.getmath.info

GetMath, a California small business, is a distributor of Efofex Software. We provide nationwide sales and support, and offer training on Efofex Software in California. Efofex Software provides graphing, geometric diagram creation, equation editing, statistics, and more directly from within Microsoft Word.

H

Haese & Harris Publications

Booth: 427

Adelaide, South Australia

Ph: +61 8 8355 9444 Fx: +61 8 8355 9471

www.haeseandharris.com.au

We are a specialist publisher of math textbooks and software for schools, mainly for schools that offer the International Baccalaureate (IB) Diploma and Middle Years programs. Our books are noted for their student-friendly approach and our own specially designed interactive software on the CDs that accompany each of our textbooks.

HandyGraph

Booth: 2029

Corvallis, Oregon

Ph: 541-752-1545 Fx: 866-583-6735

www.handygraph.com

Heinemann Publishers

Booth: 2032

Portsmouth, New Hampshire

Ph: 603-431-7894 Fx: 603-431-7840

www.heinemann.com

Helps4Teachers

Booth: 2128

Fallbrook, California
Ph: 760-728-2217
www.helps4teachers.com

Helps4Teachers specializes in unique Kindergarten-3rd grade math and language arts products. This includes both math and language arts manipulatives as well as great teacher resource books. We offer 20% off all books at educational conventions because we feel educators deserve a break! For more information email us at rstur@roadrunner.com.

Hotmath, Inc.

Booth: 1927

Kensington, California
Ph: 510-524-5525 Fx: 510-372-2756
We have operated Hotmath.com, a website for textbook-correlated homework help, for 10 years. Our new website, Catchupmath.com, provides personalized remediation for middle school, high school, and community college math. Catchupmath.com assesses student learning gaps with short quizzes, and then fills those gaps with lessons, videos, activities and practice problems.

Houghton Mifflin Harcourt

Booth: 723

Evanston, Illinois
Ph: 847-424-3718
www.hmhpublish.com

HP Calculators

Booth: 2035

San Diego, California
Ph: 858-655-6748 Fx: 858-655-6971
<http://www.hp.com/calculators>

HP Calculators provides technology solutions for the mathematics classroom. From basic and scientific calculators to full-featured graphing calculators, we have it all. Our CAS and non-CAS graphing calculators for secondary mathematics are totally compatible and both work identically with our data streamer to collect data from sensors. Drop by!

I

Instructional Images

Booth: 1637

Belmont, California
Ph: 650-508-8844 Fx: 650-508-9444
www.instructionalimages.com

InterLingua Educational Publishing

Booth: 943

Redondo Beach, California
Ph: 310-792-3635 Fx: 310-356-3578
www.TADELL.com

InterLingua Education Publishing is focused on helping schools meet the growing needs of the English Language Learner population. We offer a wide variety of publications including TADELL, a math assessment tool that determines the language and math skills of your Spanish-speaking students; available both online and in hardcopy.

J

Johns Hopkins University Center for Talented Youth

Booth: 225

Baltimore, Maryland
Ph: 410-735-4100 Fx: 410-735-6187
<http://cty.jhu.edu>

Since 1979, the Center for Talented Youth at Johns Hopkins University has focused on the needs of students with high academic abilities. Our 27 summer programs offer students from around the world the opportunity to engage in challenging academic work with peers who share their abilities and love of learning.

Jossey-Bass

Booth: 751

Hoboken, New Jersey
Ph: 201-748-6518 Fx: 201-748-6617
<http://www.josseybass.com/WileyCDA/>
Jossey-Bass, an imprint of Wiley is the leader in providing cutting-edge resources for conflict resolution professionals - from mediators and attorneys to teachers and therapists. In the rapidly developing world of conflict resolution and dispute mediation, we continue to bring you the latest practical leadership from the top practitioners and teachers in the field.

K

Kendall Hunt Publishing Co.

Booth: 523

Dubuque, Iowa
Ph: 563-589-1000 Fx: 563-589-1163
www.kendallhunt.com

Kendall Hunt Publishing's innovative, standards-based Math Trailblazers program is a balanced, K-5, NSF-funded program integrating science and language arts. We also have your solutions for Pre-K, Elementary Talented and Gifted (Project M3), and High School Integrated Mathematics (SIMMS). All programs are based on research into how kids learn. Stop by or call 800-542-6657 or visit www.kendallhunt.com.

Key Curriculum Press

Booth: 1041

Emeryville, California
Ph: 800-995-MATH Fx: 800-541-2442
www.keypress.com

Key Curriculum Press (www.keypress.com) is a leader in inquiry-based mathematics, developing award-winning software, textbooks, and supplements. Key publishes the country's most widely used math software, The Geometer's Sketchpad® with Sketchpad LessonLink™, and inquiry-based textbook series, Discovering Mathematics. Founded by mathematics educators in 1971, the company also offers effective professional development.

Kinetic Books

Booth: 2927

Seattle, Washington
Ph: 877-411-5266 Fx: 206-374-2918
www.kineticbooks.com

As a digital curriculum publisher, our goal is to provide comprehensive, interactive, standards based educational materials at lower costs than traditional print textbook providers.

L

Lakeshore Learning Materials

Booth: 1623

Carson, California
Ph: 310-537-8600 Fx: 310-900-2190
www.lakeshorelearning.com

The Learning Carpet - TLC, Inc.

Booth: 1549

Hunstville, Ontario
Ph: 705-789-8912 Fx: 705-789-8016
www.thelearningcarpet.ca/site

Kinetic Textbooks™ are comprehensive textbooks built from the ground up to take advantage of computers. They are fully interactive, including hundreds of simulations, thousands of animations, audio, video, multiple self-assessment tools for students and work with all types of learning styles.

Learning Resources

Booth: 1446

Vernon Hills, Illinois
Ph: 800-222-3909 Fx: 847-281-1717
www.learningresources.com

Learning Upgrade LLC

Booth: 1149

Escondido, California
Ph: 800 998 8864 Fx: 866 792-9183
www.learningupgrade.com

Learning Upgrade publishes the Algebra Upgrade and Math Upgrade online courses featuring songs, video and games. Transform your class with interactive lectures using data projectors, smartboards, and activboards. Bring each student up to proficiency with high interest online student courses.

Learning Wrap ups, Inc

Booth: 646

Layton, Utah

Ph: 800 992 4966 Fx: 801 497 0050

learningwrapups.com

Learning Wrap ups, Inc. is a supplemental publisher of Learning Wrap ups which is designed to build Fact Fluency and develop Automaticity of Basic Math Skills and Learning Palette which creates Standard Based Learning Centers.

LL Teach

Booth: 323

Bridgewater, New Jersey

Ph: 908-575-8830 Fx: 908-704-1730

www.llteach.com

Lone Star Learning

Booth: 1635

Lubbock, Texas

Ph: 806-281-1424 Fx: 806-281-1407

www.LoneStarLearning.com

User friendly math, science, and reading supplementary products that reinforce learning standards, effectively teach problem-solving and engage students in quick daily activities using interactive bulletin boards and vocabulary picture cards.

M

MAA - American Mathematics Competitions

Booth: 1046

Lincoln, Nebraska

Ph: 402-472-2257 Fx: 402-472-6087

www.unl.edu/amc

For over 60 years, the MAA has offered the nation's premier series of mathematics contests so students will have an opportunity to participate in enriching math experiences. The AMC contests are intended for everyone from the average student who enjoy math to the very best students.

Manga.High.com

Booth: 1248

Henderson, Nevada

www.mangahigh.com

The Markerboard People

Booth: 1440

Lansing, Michigan

Ph: 800-DRY-ERASE (800-379-3727)

Fx: 888-DRY-ERASE (888-379-3727)

www.DryErase.com

Marshall Cavendish Online

Booth: 2126

Singapore

www.learningedvantage.com

Marshall Cavendish Online (MC Online) is the digital arm of Marshall Cavendish Publishing Group. Marshall Cavendish who brought the popular Primary Mathematics (US and Standard Edition) textbooks based on Singapore's syllabus to the United States, will now be accompanied with MC Online's e-learning content, making it a complete learning experience.

The Master Ruler/ Master Innovations, LLC

Booth: 328

Alpha, New Jersey

Ph: 908-859-1788 Fx: 908-859-3141

www.themasterruler.com

Award winning, scientifically research-based manipulatives to teach measurement skills, reading a ruler, fractions: recognition of, equivalence, simplification, adding/subtracting fractions with common and uncommon denominators, scale drawing, perimeter, area, PLUS MORE! clocks, fractions, angles, accompanying workbooks, and staff development available. Teacher/student success, ease, and enjoyment!

Math for America

Booth: 1444

New York, New York

Ph: 646-434-0460 Fx: 212-421-0471

www.mathforamerica.org

We are a nonprofit organization with a mission to improve math education in secondary public schools in the United States by recruiting, training, and retaining outstanding mathematics teachers.

The Math Forum @ Drexel

Booth: 1148

Philadelphia, Pennsylvania

Ph: 19104 Fx: 215.895.2964

mathforum.org

For almost 20 years, the Math Forum has been at the forefront of math education, tackling the challenges of teachers, schools and school districts head on. We are the world's leading online mathematics education community, and our mission is clear: To help teachers teach and help students learn.

The Math Learning Center

Booth: 1048

Salem, Oregon

Ph: 503-370-8130 Fx: 503-370-7961

www.mathlearningcenter.org

Math Recovery Council

Booth: 1744

Brentwood, Tennessee

Ph: 615-369-0700 Fx: 615-369-0701

www.mathrecovery.org

Math Recovery K-5 programs (Intervention Specialist, Add+VantageMR, and SNAP) provide a powerful framework that gives teachers unique techniques and tools to help elementary children achieve lifetime results! Using highly-effective professional development programs, Math Recovery is changing the way teachers and administrators look at the teaching and learning of mathematics.

Math Solutions

Booth: 1833

Sausalito, California

Ph: 800-868-9092 Fx: 877-942-8837

mathsolutions.com

Founded 25 years ago by renowned educator Marilyn Burns and focused exclusively on mathematics education, Math Solutions is the foremost authority on transforming instruction so that all students become confident and successful learners of mathematics. Our expert educational consultants create solutions for accelerated, sustainable improvement in teacher effectiveness, student learning, and test results.

Math Teachers Press, Inc.

Booth: 1723

Minneapolis, Minnesota

Ph: 800-852-2435 Fx: 952-546-7502

www.movingwithmath.com

Moving with Math® from Math Teachers Press. Pre K-12 research-based programs integrating manipulatives, problem solving and practice. Built-in assessment monitors achievement and measures progress for RTI, intervention and differentiated instruction. Scientifically based results. Explicit and systematic instruction in lesson plans. Web-based technology and professional development available.

MATHCOUNTS

Booth: 1344

Alexandria, Virginia

Ph: 703-299-9006 Fx: 703-299-5009

www.mathcounts.org

The MATHCOUNTS Foundation is a nonprofit organization that works with middle school students to promote excellence in mathematics. Free MATHCOUNTS materials are currently distributed to every middle school in the U.S., impacting the lives of over 250,000 middle school students annually.

Mathematical Olympiads for Elementary & Middle Schools

Booth: 1943

Bellmore, New York
Ph: 866-781-2411 Fx: 516-785-6640
www.moems.org

For 31 years the Math Olympiads have developed problem-solving skills in students through its monthly contests. Visit booth 1943 and win a set of 25 rich, engaging problems to bring back to your school.

MathLine at Howbrite Solutions, Inc.

Booth: 531

Cokato, Minnesota
Ph: 320-286-2597 Fx: 320-286-6338
www.howbrite.com

MathType by Design Science

Booth: 845

Long Beach, California
Ph: 562-432-2920 Fx: 562-432-2857
www.dessci.com

New version for Windows! Besides including equations in Word, PowerPoint, and SMART Notebook, you can graph a MathType equation with Wolfram|Alpha, include math in Gmail, and much more! MathType now works with over 500 apps and websites. Stop by booth 845 for a demo and a special NCTM price.

Math-U-See

Booth: 1135

Fallbrook, California
Ph: 800-454-6284 Fx: 760-451-0096
www.mathusee.com

SPED TEACHERS! Math-U-See's unique approach has shown 100% student improvement 3 years in a row! Come see how we can help you to "close the gap" with this explicit, systematic, multi-sensory program!

McGraw-Hill School Education Group

Booth: 1423

Columbus, Ohio
Ph: 1.800.442.9685 Fx: 614.430.4241
www.mhsegsolutions.com

McGraw-Hill School Education Group is the leading PreK-12 publisher, providing comprehensive instructional programs with the highest quality teacher and student materials in mathematics. With products from Glencoe, Macmillan/McGraw-Hill, SRA and Wright Group, our programs offer dynamic digital solutions, are research and standards-based, have proven efficacy, and provide extensive support and professional development for educators. Visit mhsegsolutions.com

Media4Math

Booth: 1746

Silver Spring, Maryland
Ph: 301-841-5221 Fx: 301-933-9703
www.media4math.com

Media 4 Math products are dedicated to bringing math educators the best media resources to supplement their math instructional materials.

Michigan State University

Booth: 630

East Lansing, Michigan
Ph: 517-355-1708 ext. 105 Fx: 517-432-9868
www.dsme.msu.edu

The Doctoral Program in Mathematics Education at Michigan State University is designed for those who show promise of becoming researchers and leaders in state, national and international mathematics education communities. It also prepares researchers to address critical issues in mathematics teaching, learning, curriculum and policy.

mimio

Booth: 233

Cambridge, Massachusetts
Ph: 617-902-2040 Fx: 617-902-2041
www.mimio.com

mimio® is a recognized provider of interactive teaching technologies that make it possible to capture, manage, share, and interactively create and present information and ideas.

MIND Research Institute

Booth: 445

Santa Ana, California
Ph: 714-751-5443 x285 Fx: 714-751-5915
www.mindresearch.net

The MIND Research Institute is a neuroscience and education research-based, non-profit corporation. MIND applies its distinctive visual approach to illustrating math concepts and building problem-solving skills as the basis for innovative, research-proven instructional math education programs for elementary and secondary schools.

Minitab Inc.

Booth: 1933

State College, Pennsylvania
Ph: 800-448-3555 (US/
CANADA 814-238-3280) Fx: 814-238-4383
www.minitab.com

Minitab® 15 is the leading software for statistics education worldwide. It is accurate, reliable and easy to use, with powerful graphics abilities that let you create stunning and informative graphs. Minitab integrates into curriculums seamlessly and affordably. Minitab is used at more than 4,000 colleges and universities. Free trial version at www.minitab.com/minitab

Mountain Math/Language,, LLC

Booth: 927

Ogden, Utah
Ph: 801-475-1963 Fx: 801-475-1995
www.mtmath.com

Mu Alpha Theta

Booth: 1249

Norman, Oklahoma
Ph: 405-325-4489 Fx: 405-325-7184
www.mualphatheta.org

Mu Alpha Theta, the National High School and Two-Year College Mathematics Honor Society, serves over 1700 chapters and expects 80,000 members by June, 2010. We provide free math competitions, grants, scholarships, and awards. Chi Alpha Mu, for middle school students interested in math, has recently been reactivated.

N

Nasco

Booth: 547

Modesto, California
Ph: 209-545-1600 Fx: 209-846-6571
www.eNasco.com

National Assessment of Educational Progress (NAEP)

Booth: 743

Washington, DC
Ph: 202-842-3600 Fx: 202-842-4032
www.naep.org

National Council of Supervisors of Mathematics (NCSM)

Booth: 224

Emeryville, California
Ph: 510-601-6276 Fx: 510-547-6276
www.mathedleadership.org

NCSM is an international leadership organization for those who serve the NCSM vision of excellence and equity for student achievement in mathematics. Those leaders include district or county coaches, grade-level team leaders, course-level team leaders, curriculum directors, principals, superintendents & all who work to ensure success of every child in mathematics.

Navajo Jewelry & Crafts

Booth: 1152

Albuquerque, New Mexico
Ph: 505-345-5750 Fx: 505-345-2808

Neufeld Learning Systems, Inc.

Booth: 1733

London, Ontario
Ph: 519-657-9334 Fx: 519-657-3220
www.neufeldmath.com

The New York Times

Booth: 1645

Weston, Massachusetts
Ph: 310-924-4830 Fx: 781-890-2799
www.ontheavenuemarketing.com

Northpoint Horizons

Booth: 1351

Vernon Hills, Illinois

Ph: 866-466-7047 Fx: 888-286-8681

www.northpointhorizons.com

Northpoint Horizons is the newest division of a 25 year old company dedicated to the development of innovative, research-based programs meeting the needs of struggling learners in all tiers.

Math Elevations, 3-8 Intervention and Content Academic Vocabulary Systems K-8 for Math and Science are comprehensive programs including hands-on components.

O

ORIGO Education, Inc.

Booth: 329

St. Charles, Missouri

Ph: 888-674-4601 Fx: 888-674-4604

www.origoeducation.com

ORIGO Education is a math resource company based in St. Charles, MO (and Australia) dedicated to being the source of inspiration in helping to develop computational fluency. We do this not only by our printed materials but by our dynamic professional development.

P

PBS TeacherLine

Booth: 1851

Arlington, Virginia

Ph: 800-572-6386 Fx: 703-739-8495

www.pbsteacherline.org

PBS TeacherLine provides high-quality, affordably priced professional development to teachers through facilitated online courses, a supportive learning community, and exemplary Internet-based resources. More than 130 courses span the entire curriculum: *Reading/Language Arts, Mathematics, Instructional Technology, Instructional Strategies, and Science*. We also offer **PBS TeacherLine Peer Connection**, a professional learning community which delivers powerful online support for instructional coaches, mentors, and teacher leaders. With these tools you can *search, save, and share* the best professional development resources from PBS and other respected education content providers.

Pearson

Booth: 1022

Upper Saddle River, New Jersey

Ph: 201.236.5887 Fx: 201.236.5888

www.pearsonhighered.com

As the premier publisher in mathematics, we are pleased to present the most innovative, easy-to-use, well-integrated teaching and learning tools available for your courses. Browse our booth to find the perfect solution for your class, your students, and you.

Pearson

Booth: 1023

Upper Saddle River, New Jersey

Ph: 1-800-848-9500

www.PearsonSchool.com

Pearson, the global leader in education content, services and technology, provides innovative print and digital solutions for Pre-K through college, student information systems and learning management systems, teacher professional development, career certification programs, and testing and assessment products that set the standard for the industry.

The Pi-Dye Shop

Booth: 652

Salt Lake City, Utah

Ph: 801-413-3070

www.pidye.com

Do you know the Fundamental Theorem of Nerddiness?

Nerdy + Groovy = The Pi-Dye Shop

So, come on down to get Pi t-shirts, posters, cookie cutters, puzzles, backwards clocks, Pi Day classroom resources and more. Make sure to stop by to participate in our Pi recitation contests!

Pierrot Math

Booth: 1044

Seoul, Korea

Ph: 82-2-3475-2446 Fx: 82-2-3475-2446

Q

Queue, Inc

Booth: 1648

Shelton, Connecticut

Ph: 203-944-0087 Fx: 800-775-2729

www.qworkbooks.com

Queue, Inc. publishes the very best state-specific, standard-aligned test prep workbooks; supplemental curriculum workbooks; and remedial and intervention workbooks available. We have a large selection of math titles from which to choose. Our books are packed with instruction and practice for your students. We can help make you a more effective educator.

Qwizdom, Inc.

Booth: 1234

Puyallup, Washington

Ph: 253-845-7738 Fx: 253-845-1909

www.qwizdom.com

Qwizdom combines advanced student-response technology with standards-based curriculum, classroom, school/district-wide management tools, online assessment, and content sharing software to provide a complete instructional solution for classrooms. Qwizdom's Interactive Learning System includes student remotes and a Q7 Presenter Tablet, allowing teachers to view data, ask spontaneous questions and much more.

R

RM Education

Booth: 1035

Hyannis, Massachusetts

Ph: 508-862-0700 Fx: 508-862-0770

www.rmeducation.com

Rainbow Products

Booth: 925

Salt Lake City, Utah

Ph: 801-424-1478 Fx: 801-272-0846

Raytheon Company

Booth: 1053

Waltham, Massachusetts

Ph: 781-522-5112 Fx: 781-522-5877

www.raytheon.com/responsibility/stem/mmu/index.html

Raytheon's MathMovesU™ program is committed to increasing U.S. students' interest in STEM (Science, Technology, Engineering and Math) through unique, interactive learning initiatives, contests, events, tutoring programs and more. Raytheon awards more than \$2 million annually in scholarships and grants to students, teachers and schools nationwide. Nominate a Math Hero today!

Renaissance Learning

Booth: 1741

Wisconsin Rapids, Wisconsin

Ph: 715-424-3636 Fx: 715-424-4242

www.renlearn.com

Accelerated Math™ helps you give students personalized practice that is aligned to your textbook and linked to your state standards, ensuring math success. Plus, the software helps you easily manage the daily math activities of a wide range of students who are all working at their own levels and pace.

Rhymes 'n' Times

Booth: 2124

Baton Rouge, Louisiana

Ph: 888-684-6376 Fx: 888-684-6177

www.rhymesntimes.com

Rhymes 'n' Times is a research-based, MULTI-SENSORY math program to teach Times Tables in ONLY 3 WEEKS—Guaranteed! If class average isn't 90% or above on final test, you get 100% refund. Program addresses all 4 learning styles to meet needs of ALL students, regular/SPED/Gifted. Rtl-Optimized. Ask about sister products: Fishin' for Addition, Subtraction in Action, and Divide 'n' Slide. Visit www.rhymesntimes.com for 3-minute video.

Rosen Classroom

Booth: 448

New York, New York

Ph: 800-237-9932 Fx: 888-436-4643

www.rosenclassroom.com

RVJ International LLC

Booth: 1352

Las Vegas, Nevada

Ph: 702-871-6377 Fx: 702-222-1212

S

Sadlier

Booth: 431

New York, New York

Ph: 800-221-5175 Fx: 212-312-6080

www.sadlier.com

Sadlier's new © 2009-2010 Middle School Core Mathematics Program for Grades 7 (Fundamentals of Algebra), 8 (Foundations of Algebra), and Algebra 1, introduces a standards-based course of study taught through economical and efficient SourceBooks and Practice Books.

Saltire Software

Booth: 929

Tigard, Oregon

Ph: 503-612-9019 Fx: 503-968-1282

www.geometryexpressions.com

Scholastic, Inc.

Booth: 1532

New York, New York

Ph: 212-343-6920 Fx: 212-343-6849

www.scholastic.com

Scholastic Corporation (NASDAQ:SCHL) is the world's largest publisher and distributor of children's books and a leader in educational technology. Scholastic creates quality educational and entertaining materials and products for use in school and at home, including children's books, magazines, technology-based products, teacher materials, television programming, film, videos, and toys. The company distributes its products and services through a variety of channels, including proprietary school-based book clubs, school-based book fairs, and school-based and direct-to-home continuity programs; retail stores, schools, libraries, television networks; and the company's Web site.

School Savers

Booth: 1335

Long Beach, California

Ph: 562 988-0988 Fx: 562 988-0888

www.schoolsavers.com

School Savers is an authorized educational dealer specializing in classroom calculators, TI-Navigator, storage solutions, software, batteries, projectors, and all related accessories. Some of our lines are Texas Instruments, Casio, Top Rhino, Duracell, and InFocus. School Savers has a 15-year reputation for excellent customer service, aggressive pricing, and comprehensive product knowledge.

School Specialty Intervention

Booth: 522

Cambridge, Massachusetts

Ph: 617-547-6706

www.intervention.schoolspecialty.com

Our company description: School Specialty Intervention brings together the educational expertise of EPS and AutoSkill to provide K-12 blended-media solutions to help students progress to grade level and beyond. Visit intervention.schoolspecialty.com or call 1-800-225-5750 for more information.

Sharp Electronics

Booth: 933

Mahwah, New Jersey

Ph: 201-529-8200 Fx: 201-512-2072

www.sharpsusa.com

School Specialty Math/Delta Education

Booth: 745

Nashua, New Hampshire

Ph: 603-579-3467 Fx: 603-821-2979

www.delta-education.com

Shell Education

Booth: 1735

Huntington Beach, California

Ph: 877-777-3450 Fx: 888-877-7606

www.shelleducation.com

Shell Education develops supplemental educational resources that are research based, and meet the standards of all 50 states. By working closely with teachers to develop top quality resources, Shell provides practical, classroom-tested ideas and professional development resources to administrators and educators around the globe.

SingaporeMath.com Inc.

Booth: 2127

Oregon City, Oregon

Ph: 888-419-4408 Fx: 503-557-8103

www.singaporemath.com

Since 1998, SingaporeMath.com has been proud to bring world-class mathematics curriculum materials from Singapore to the US and Canada. We are the exclusive distributors of the highly regarded Primary Mathematics series, a key part of Singapore's rise to the top in TIMSS, published by Marshall Cavendish International.

Singin' & Signin'

Booth: 424

Fallbrook, California

Ph: 866-696-4259 Fx: 918-582-0608

www.nickynote.com

Singin' & Signin' is a revolutionary supplemental math program designed for primary and intermediate grade classrooms. Through easily recalled songs and chants, the program teaches complex concepts using accompanying signs and gestures that easily adapt to any adopted curriculum. Grand prize winner of the 2009 Classroom of the Future Award!

SMART Technologies

Booth: 849

Calgary, Alberta Canada

Ph: 888-427-6278 Fx: 403-228-2500

www.education.smarttech.com

SMARTTraining, LLC

Booth: 2137

Scottsdale, Arizona

Ph: 602-570-1942 Fx: 602-926-8363

St. Jude Children's Research Hospital

Booth: 844

Memphis, Tennessee

Ph: 1.800.386.2556

www.mathathon.org

Math-A-Thon is a free educational program that serves as a fundraiser for St. Jude Children's Research Hospital. The program is designed to supplement your existing curriculum, while also teaching students the importance of helping others. Call 1.800.FUNBOOK (386.2665) or visit www.mathathon.org.

Staff Development for Educators

Booth: 846

Peerborough, New Hampshire

Ph: 3458 Fx: 603 924 6688

www.sde.com

SDE us America's leading provider of seminars, conferences in service professional development & high-quality training materials through Crystal Springs Books. Our Success Systems training includes Singapore Math, RTI, Differentiated Instruction & Early Learning. Or try our on-line courses or a program specifically tailored for your district needs.

Stenhouse Publishers

Booth: 923

Portland, Maine

Ph: 800 988 9812 Fx: 800 833 9164

www.stenhouse.com

Stenhouse books and videos help K-12 teachers enhance their professional knowledge and build their students' skills as readers, writers, and thinkers.

STEPS Professional Development

Booth: 1251

Norwell, Massachusetts

Ph: 978-927-0038 Fx: 978-759-9990

www.stepspd.com

Looking for proven, practical, and powerful professional development and resources to help improve student outcomes in mathematics and literacy? STEPS Professional Development is dedicated to helping teachers at all levels improve student achievement by providing a range of comprehensive, research-based, and highly practical professional development courses based on award-winning teacher resource books.

Stokes Publishing

Booth: 1334

Sunnyvale, California
Ph: 800-550-5254 Fx: 408-541-9145
www.stokespublishing.com

Study Island

Booth: 1941

Dallas, Texas
Ph: 800-419-3191
www.studyisland.com

Study Island is an online standards mastery and test preparation program available in all 50 states and is built from specific state standards.

Success For All Foundation Inc.

Booth: 640

Baltimore, Maryland
Ph: 800-548-4998 Fx: 410-324-4444
www.successforall.org

Summit Learning

Booth: 322

Fort Atkinson, Wisconsin
Ph: 800-777-8817 Fx: 800-317-2194
www.summitlearning.com

Summit Learning is your #1 source for elementary to secondary math manipulatives and teacher's resources. We are dedicated in providing you with the highest quality products at the lowest prices. All products are discounted to help stretch your budget.

T

Tabula Digita

Booth: 1653

Long Island City, New York
Ph: 718 361 7301 Fx: 718 361 7971
www.dimensionm.com

Tabula Digita is the leading developer of innovative educational video games for elementary, middle and high schools. Research-based and standards-aligned, DimensionM covers more than 200 math skills. This award-winning learning system provides a collaborative, content-rich experience and has been proven highly effective in increasing student engagement, time on task, and achievement scores.

Teacher Created Materials Publishing

Booth: 1732

Huntington Beach, California
Ph: 800-858-7339 Fx: 888-877-7606
www.tcmpub.com

Teacher Created Materials, a California-based educational publishing company with worldwide distribution publishes award-winning, research- and standards-based educational resources for K-12 classrooms. Specializing in supplemental materials and professional development training, Teacher Created Materials provides classroom-tested products for all areas of the curriculum to educators around the globe.

Teachers Development Group

Booth: 541

West Linn, Oregon
Ph: 503-650-1914 Fx: 503-650-1575
www.teachersdg.org

Tessellations

Booth: 642

Phoenix, Arizona
Ph: 800-655-5341 Fx: 480-763-6948
www.tessellations.com

Tessellations produces tessellation and brain teaser puzzles; geometry, algebra, and trigonometry manipulatives; activity books; and classroom posters. Starting in 2010, Tessellations has taken over Jacobs Publishing's "design" titles. Tessellations also carries Escher ties and T-shirts, and more.

Texas A&M University

Booth: 1829

College Station, Texas
Ph: 979-862-6508 Fx: 979-845-6060
www.stat.tamu.edu/dist/

The Department of Statistics at Texas A&M University offers Online AP® teacher training workshops for high school statistics teachers, Masters' degrees and Certificates in Business Analytics, Biostatistics, or Applied Statistics. An integrated extension of our renowned on-campus program, distance students receive the same instruction, course materials, and exams - with flexibility.

Texas Instruments

Booth: 1223

Dallas, Texas
Ph: 800-TI-CARES (800-842-2737)
Fx: 972-917-0747
<http://education.ti.com>

Supporting educators' passion for teaching, TI's research-based technology for instruction and assessment, curricular materials and professional development combine to provide essential elements for greater student achievement in math and science. See how TI-Nspire™ learning handhelds and software deepen understanding and how the TI-Navigator™ system enables real-time assessment. Visit education.ti.com

Think It By Hand

Booth: 437

Santa Ana, California
Ph: 888-723-4402 Fx: 888-723-0660
www.thinkitbyhand.com

Recognized for its leadership, innovation, and quality, Think It By Hand provides materials and training for Math and Science education with uncommon effectiveness and success for teachers and students.

ThinkFun

Booth: 1649

Alexandria, Virginia
Ph: 703-549-4999 Fx: 703-549-6210
www.thinkfun.com

ThinkFun is the world's leading designer and manufacturer of logic puzzles and thinking games. ThinkFun's powerful new online Brain Lab program capitalizes on the irresistible appeal of our Rush Hour game to help students build essential strategic thinking and reasoning skills. Learn more at www.thinkfuneducation.com

TODOS: Mathematics for ALL

Booth: 232

Tempe, Arizona
www.todos-math.org
TODOS is an international organization dedicated to support teachers, teacher educators and their students in the area of mathematics education and equity. Stop by our booth to learn more about TODOS and peruse our materials, including our new scholarly journal for educators, Teaching for Excellence and Equity in Mathematics (TEEM).

Triangle Coalition for Science and Technology Education (Albert Einstein Distinguished Educator Fellowship Program)

Booth: 1453

Arlington, Virginia
Ph: 703-516-5960 Fx: 703-516-5969
www.trianglecoalition.org

Learn more about the Albert Einstein Distinguished Educator Fellowship program, managed by the Triangle Coalition, which brings K-12 math and science teachers to Washington, DC for a school year. Fellows work in a Congressional office or within a Federal agency and receive a monthly stipend, moving expenses, and a professional travel allowance.

Tutor.com

Booth: 1937

New York, New York
Ph: 212-528-3101 Fx: 212-766-5855
www.tutor.com

U

UNI Overseas Placement Service for Educators

Booth: 1150

Cedar Falls, Iowa
Ph: 319-273-2083 Fx: 319-273-6998
www.uni.edu/placement/overseas/

Offering services since 1976, the University of Northern Iowa (UNI) Overseas Placement Service for Educators connects international K-12 schools with certified educators. Services offered include the UNI Overseas Recruiting Fair, credential and referral services, and related publications. UNI is home to the original international fair for educators. We are committed to providing personal attention and quality service to all of our constituents.

Universal Publishing

Booth: 526

Waymart, Pennsylvania
Ph: 1-800-940-2270
www.upub.net

Universal Publishing offers effective and affordable products such as: Learning Essential Math Skills math program; Mastering Essential Math Skills math program; math journals; history journal; science journals; handwriting books for grades pre-K-8; handwriting supplementals including the Alphamation Animated Alphabet; and more!

V

Valley Business Machines

Booth: 1451

West Valley City, Utah
Ph: 800-462-2019 Fx: 801-969-4013
www.valleybusinessmachines.com

Vernier Software & Technology

Booth: 1252

Beaverton, Oregon
Ph: 503-277-2299 Fx: 503-277-2440
www.vernier.com

Virtual Nerd

Booth: 1849

Ph: 314-422-8959
www.virtualnerd.com

Voyager Expanded Learning

Booth: 1832

Dallas, Texas
Ph: 214-932-3298 Fx: 214-932-9490
www.voyagerlearning.com

W

W.H. Freeman & Company

Booth: 1823

Cranbury, New Jersey
Ph: 866-843-3715 Fx: 609-409-0297
bfwpub.com/highschool

Bedford, Freeman & Worth (BFW) Publishers is the most trusted source for educational materials for high school mathematics in print, on CD, and on the Web. We publish the best-selling books in Advanced Placement and general level statistics, calculus, geometry, algebra, discrete mathematics and elective courses.

Wang Education LLC

Booth: 944

Plano, Texas
Ph: 866-362-9264 Fx: 413-638-2574
www.wangeducation.com

Dr. Frank Wang is a motivational speaker for math teachers whose passion and mission is to help them be as effective as possible. His company, Wang Education, provides manipulatives (including the only manipulative that illustrates fraction division), books, and DVD programs to help enliven and enrich students' learning.

Whaley Gradebook Co., Inc.

Booth: 1932

Grand Junction, Colorado
Ph: 970-241-7777 Fx: 970-241-0016
www.whaleygradebook.com

Teacher time-saver Names Program, 3-line and 2-line Gradebooks. 4, 7 and 8 subject Planbooks. Harry K. Wong products. The First Days of School features our 3-line Gradebooks. Marvin Marshall's book Discipline Without Stress, Punishment or Rewards.

Wikki Stix Co.

Booth: 1247

Phoenix, Arizona
Ph: 602-870-9937 Fx: 602-870-9877
www.wikkistix.com

Wiley

Booth: 749

Hoboken, New Jersey
Ph: 201-748-6000
www.wiley.com

Founded in 1807, John Wiley & Sons, Inc. is an independent, global publisher of print and electronic products. Wiley Higher Education publishes for a broad range of post secondary education with leading programs in the Sciences, Business, Technology and the Social Sciences. Wiley's Internet Site can be accessed at <http://www.wiley.com>.

Wireless Generation

Booth: 337 & 436

Brooklyn, New York
Ph: 212-796-2475 Fx: 212-796-2311
www.wirelessgeneration.com

Wireless Generation helps educators teach smarter by creating tools, systems, and services that provide greater visibility into students' needs, expand capacity for effective and targeted instruction, and connect educators with each other, students and parents.

WKB Publishing

Booth: 1346

Maynard, Massachusetts
Ph: 978-897-1800 Fx: 978-897-1806
www.wkbradford.com

Wolfram Research, Inc.

Booth: 1824

Champaign, Illinois
Ph: 217-398-0700 Fx: 217-398-0747
www.wolfram.com

Wolfram Research, Inc. is the technical innovation powerhouse behind the world's most powerful global computation system Mathematica, and the world's first-ever computational knowledge engine, Wolfram|Alpha. Wolfram Research continues its strong commitment to technology and education with resources like MathWorld, load-on-demand curated data, and the Wolfram Demonstrations Project. <http://wolfram.com>

Women and Mathematics Education

Booth: 222

Laramie, Wyoming
www.wme-usa.org

WME's general purpose is to promote the mathematics education of girls and women.

Y

YMIR Inc./The Ultimate Puzzle

Booth: 1828

Los Angeles, California
Ph: 310-673-1733 Fx: 310-673-1733
www.europeanpromotion.com

The Ultimate Puzzle is an educational and fun manipulative tool that shows combinations, permutations, probabilities and symbol recognition in a powerful demonstration that will engage all ages! Visit our booth and "Solve our puzzle in minutes or less and it's free".

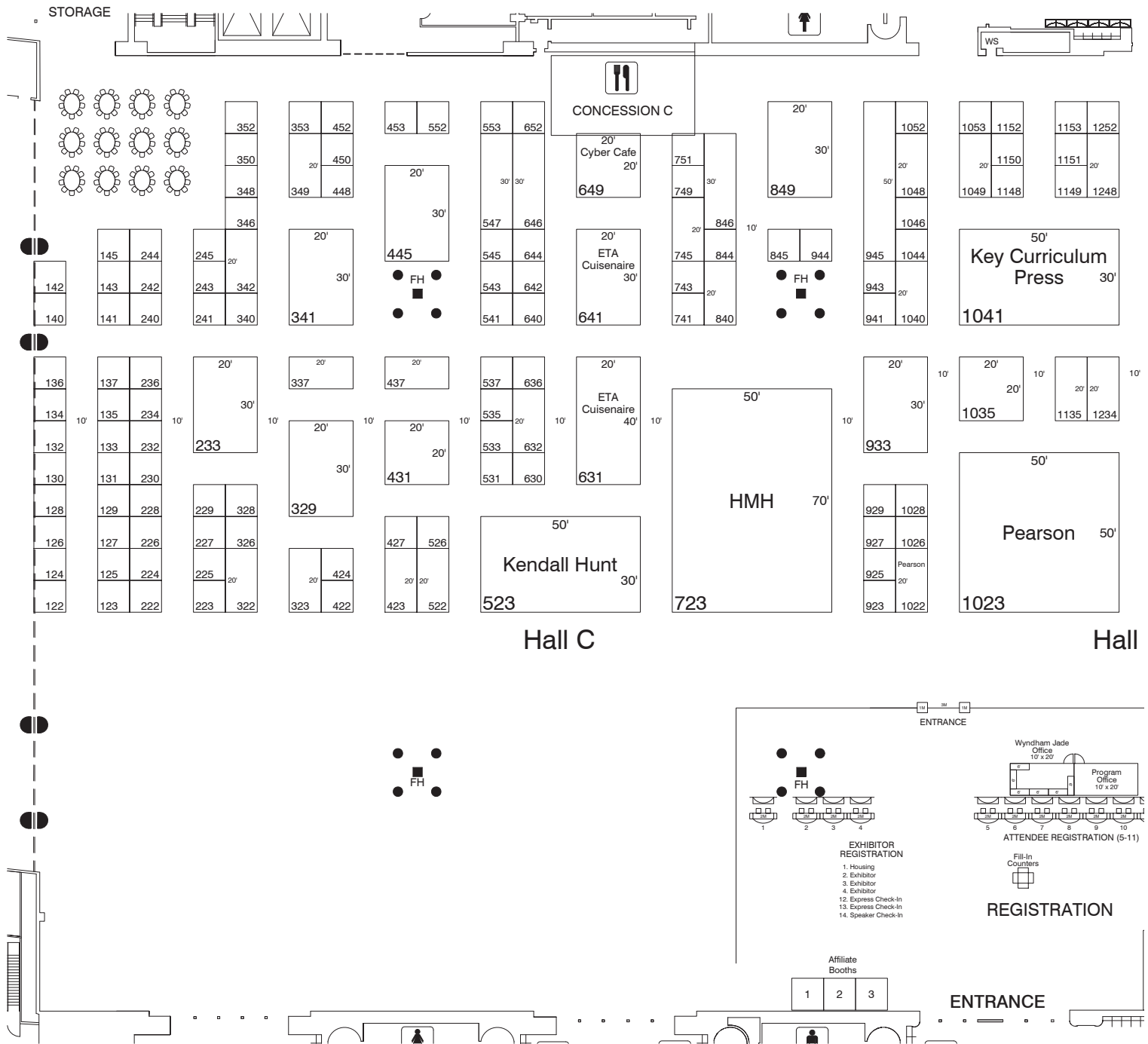
You CAN Do The Rubik's Cube!

Booth: 1847

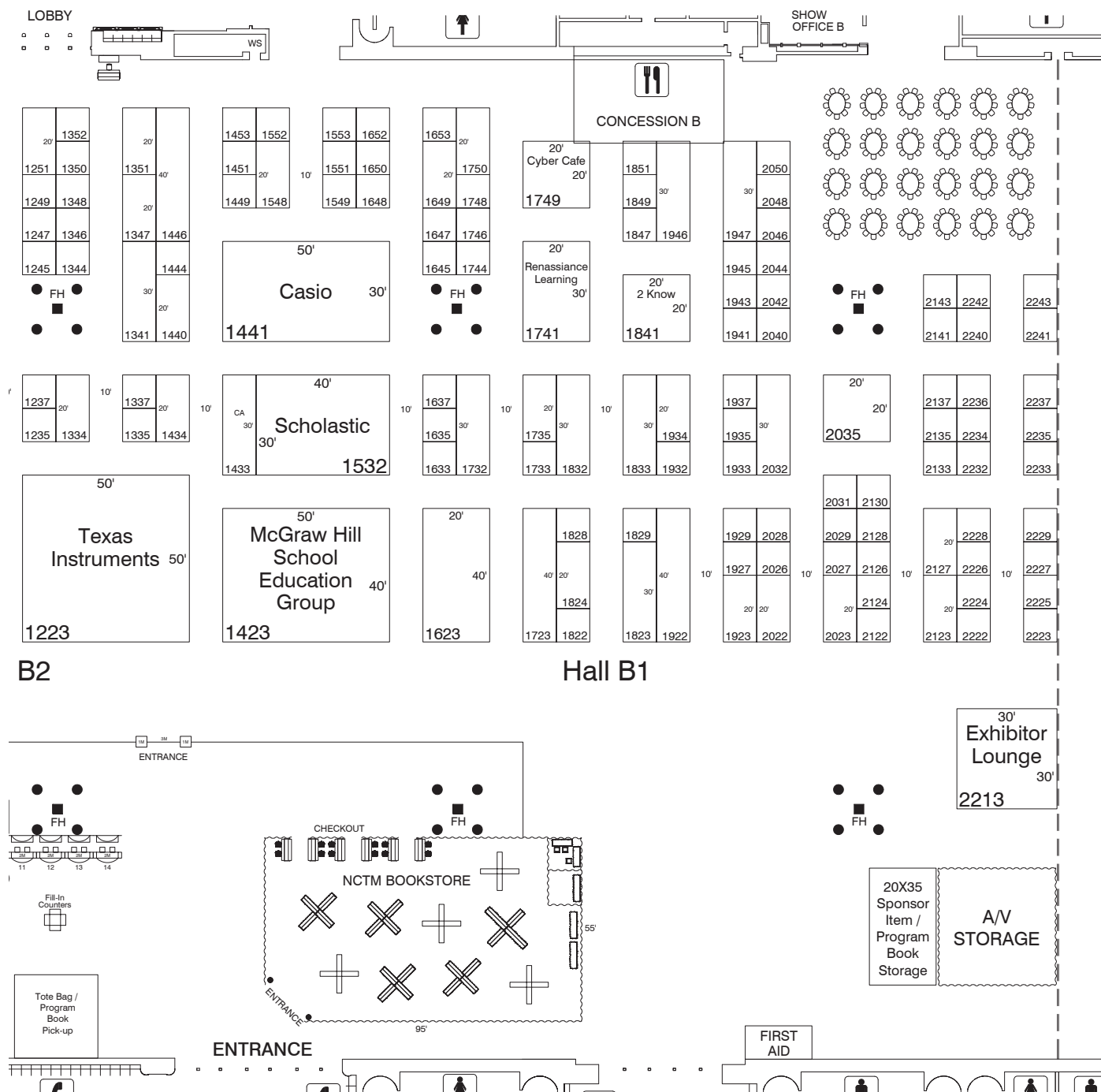
Danvers, Massachusetts
Ph: 1-617-379-2988 Fx: 1-978-762-5607
www.YouCanDoTheCube.com

Everyone's Favorite Puzzle Is Now Your Student's Favorite Math Lesson! In response to teacher's requests, the You Can Do the Rubik's Cube Program provides a range of Lesson Plans, Activities, Homework Sheets w/answers that support Geometry, Algebra and General Math, appropriate for 3rd – 12th Grades for \$49.99. www.YouCanDoTheRubik'sCube.com

Exhibitor Floor Plans



Exhibitor Floor Plans



Speaker Index

A

Abrahamson, Dor	530
Adams, Thomasenia	662
Addington, Susan	121
Adu-Gyamfi, Kwaku	335
Affiliate Services Committee, NCTM	4
Agodini, Roberto	653
Agranoff, Paul	224
Akers, Cheryl	453
Akyuz, Didem	675
Alba, Ivan	489
Albert, Lillie	578
Alejandre, Suzanne	720
Alexander, April	422
Aliaga, Martha	369
Allard, Katie	581
Allend, Amelia	39
Allen, Harvey	39
Altieri, Mary	704
Amador, Julie	597
Amidon, Joel	208
An, Shihua	632
An, Song	632
Andreasen, Janet	148, 741
Angotti, Robin	505
Anhalt, Cynthia	493
Anthony, MaryAnne	551, 616
Apple, Dona	303
Arcement, Elizabeth	623
Arko, John	272
Armstrong, Calvin	507
Askey, Richard	116, 593
Aslan Tutak, Fatma	18
Asturias, Harold	226
AutoSkill International	341

B

Baccaglini-Frank, Anna	336
Baggett, Patricia	395
Bahr, Damon	253
Baker, Betty Ruth	244
Baker, Mary	705
Balka, Don	50, 295
Ballard, Russ	470
Banker, Teresa	718
Banks, Catherine	365
Barger, Rita	424
Barnes, David	302.1
Barnett, Janet	635
Barnett, Joann	637
Baron, Lorraine	168
Barta, Jim	618
Bartlo, Joanna	305
Bass, Laurie	35
Bates, Phyllis	282
Batliner, Diana	177
Bauer, Susan	426
Bay-Williams, Jennifer	252, 388
Bazik, Edna	261
Beach, Michelle	529
Beatini, Thomas	300
Beaudrie, Brian	298
Becker, Jerry	688
Becker, Joanne	738
Beckmann, Charlene	234
Beckmann, Sybilla	137, 665
Bell, Amy	34
Bellamy, Leslie	667
Bellman, Allan	581

Belson, Carolyn	114, 565
Benenson, Gary	222
Bennett, Jennie	227
Benoit-Humber, Giselle	450
Benson, Christine	154, 329
Benson, John	614
Beswick, Gloria	120
Bettencourt, Eomailani	566
Bezuk, Nadine	257, 394
Biglan, Barbara	92, 560
Billstein, Rick	324
Bird, Sean	232
Bitter, Gary	604
Blair, Kristen	422
Blair, Richelle	512
Blanke, Barbara	740
Blue, Randi	453
Board of Directors, NCTM	1, 3
Bock, David	28
Bogert, Ronnah	388
Bolyard, Johnna	147, 417
Bonnstetter, Rhonda	529
Borenson and Associates, Inc.	108, 447
Borowski, Rebecca	484
Bos, Beth	326
Boschmans, Barbara	298
Bosse, Michael	335
Boswell, Laurie	126
Bowen, Kim	309
Bradsby, Shirley	564
Bragg, Sadie	512
Brantlinger, Andrew	684
Bray, Wendy	587
Bresser, Bernard	142
Bressoud, David	550
Brewley-Corbin, Denise	431
Breyfogle, M. Lynn	144, 446
Briars, Diane	135
Bridge, Laura	166
Bristol, Laura	337
Britannica Digital Learning	276, 620
Brooks, Patricia	407
Brown, David	180
Brown, Elizabeth	71, 388
Brown, Stephen	443
Brown, Sue	654
Bu, Lingguo	685
Buchholz, Beth	491
Buerman, Margaret	474
Buettner, Dan	753
Bunning, Kimberly	380
Burg, Josie	315
Burg, Samantha	308
Burnett, James	113
Burns, Ashley	637
Burns, Marilyn	250
Burroughs, Elizabeth	325
Burton, Dolores	444
Bush, William	609
Butkus, Heidi	281

C

Cagle, Margaret	708
Cahill, Jessica	282
Caldwell, Janet	16
Call, Susan	657
Callan, Richard	50
Campbell, Larry	321
Campbell, Patricia	617
Capper, Jessica	315

Carbone, Rose	502
Carlin, Judith	573
Carlyle, Ann	349
Carolina Biological Supply Company	41
Carter, Cindy	527
Carter, John	400
Carter, Tracey	513
Cartwright, Lisa	184
Casa, Tutita	112, 178
Cavanagh, Mary	316
Champagne, Zachary	312
Chan, Helen	536
Chance, Beth	700
Chancellor, Dinah	43
Chandler, Kristen	87
Chapin, Suzanne	570
Chappell, Michael	304
Chapuis, Greg	81
Chavez, Oscar	376
Chazan, Dan	684
Chedister, Matthew	749
Chen, Rong-Ji	531
Cheng, Diana	535
Chiemilinski, Susan	652
Childs, Leigh	286
Cho, Carol	643
Choate, Jonathan	747
Choate, Laura	7
Cholmsky, Paul	352
Christensen, Rolff	488
Cianca, Sherri	133
Civil, Marta	695
Clark, Andy	663
Clark, Lawrence	684
Clark, Patty	661
Clayton, James	552
Cleaves, Wendy	303
Clements, Douglas	137
Cliche, Cindy	51
Coes, Loring	162
Coggins, Debra	607
Cohen, Jessica	641
Collins, Anne	494
Collins, Ken	68
Combs, Emily	637
Compere, Karen	26
Condon, Gregory	638
Confer, Chris	715
Conklin, Melissa	385
Conroy, Connie	391
Cook, Marcy	594
Cooper, Sandi	655
Cooperman, Neil	265
Cooperman, Stephanie	539
Corcoran, Carol	351
Coskun, Sirin	681
Cote, Mark	204
Courtade, Genevra	490
Cox, Dana	256
Cox, Kelli	558
Cramer, Kathleen	633
Crocker, Deborah	296
Cullen, Craig	79
Cuoco, Al	270, 612
Cuprak, Joseph	493
Curry, Jane	279
Cutler, Carrie	600
Cyr, Eileen	350
Cyrus, Vivian	466

D

D'Agnese, Joseph	416
D'Ambrosio, Beatriz	240, 461
Danielson, Christopher	559
Darley, Joy	634
DaSilva, Maria	72, 588
Davies, Susan	46
Davila, Anna	27
Davis, Donna	534
Davis, Julius	684
Davis, Kimberly	598
Davis, Thelma	486
Day, Roger	163
de Garcia, Lisa Ann	181
De Los Santos, Estella	670
De Paul, Debi	362
Decovsky, Fred	67
Defrang, Jessica	279
Delaney, Barbara	152
Delano, Monica	490
DeLeeuw, Sarah	294, 500
DeLoach Johnson, Iris	190
Dempsey, Kathleen	401
Denman, Kathelyn	484
Desoe, Carol	583
Devaney, Robert	517
Devens-Seligman, Judy	656
Devine, Diane	123
DeYoung, Mary	390
Diamantis, Maria	627
Dickey, Ed	207
Dillon, Fred	156
Dirksen, Jennifer	473
Dixon, Juli	741
Dobbins, C. Neelie	696
Doherty, Mary	314
Dolan, Dan	259
Donovan, Deborah	313
Donovan, Tracey	315
Dougherty, Barbara	398, 645
Douglas, Lewis	95
Dover, Ruth	37
Doyle, Carolyn	631
Dueck, Jonathan	501
Dyer, Heather	728
Dynarski, Mark	653

E

Eastburn, Julie	287
Ebrahimi, Hamid	393
Eddy, Colleen	99
Edson, Alden	599
Edwards, Ann	684
Edwards, Michael	256, 495
Edwards, Nancy	77, 730
Edwards, Thomas	677
Ehrenfeucht, Andrzej	395
Einfeldt, Claran	75
Eisenwine, Marilyn	246
Ellis, Wade	509
Ellsworth, Judith	322
England, Ana	726
Englert, Kimberley	388
Enoch, Sarah	641
Erb, Gay Lynn	380
Erickson, Sheldon	228
Evans, Brian	544
Evans, Mark	86
Everling, Renee	109

F

Fantz, Traci	641
Farinelli, Robert	170
Farlow, Kellyn	684
Faulk, Linda	306
Feldman, Ziv	210
Felling, Jane	214
Fennell, Francis (Skip)	258
Ferreras, Ana	346
Fetter, Annie	194
Findell, Carol	427
Firmender, Janine	112, 178
Fisher, Joshu	36
Foerster, Paul	610
Foletta, Gina	609
Foley, Gregory	546
Fong, Ho-Kheong	414
Fonger, Nicole	599
Forbringer, Linda	216
Foresman, Guy	297
Forsten, Char	624
Fossum, Astrid	396
Foster, Erik	674
Foster, Ilene	674
Fouts, Rochelle	397
Fowler, Kimber	244
Fox, Tom	592
Francis-Pelton, Leslee	82
Franco, Jose	733
Franke, Natalie	413
Frasier, Gloria	574
Freckmann, Janis	652
Freedman, Reena	619
Friedberg, Lisa	124
Friedlander, Susan	317
Frost, Joyce	62
Fulmer, Jim	639
Fulton, Brad	297, 721
Fulton, Jessica	436
Fuson, Karen	137, 530

G

Gale, Mardi	153
Galgana, Jamie	486
Gallenstein, Nancy	182
Galson, Scott	132
Gardner, Leslie	199
Gardner, Richard	372
Garii, Barbara	346
Garneau, Marc	129
Garrison, Sara	722
Garrison, Tiffany	563
Gasque, Elizabeth	233
Gates, Claire	641
Gavin, M. Katherine	112, 178
Gay, Susan	30, 160
Gee, Donna	246
Gee, Jeannie	45
Gehron, Elizabeth	563
Georgeson, Joseph	54
Gerlach, Danusia	736
Gero, Sam	613
Gersbach, Amy	647
Gershman, Jason	406
Gerver, Robert	267
Gibson, Jennie	25
Gill, Rollin	574
Gillespie, Janet	716
Gilliland, Kay	348

Gilmore, Katie	482
Ginsburg, Herbert	12, 137
Ginson, Christie	378
Giorgis, Cyndi	247
Girard, Nina	373
Glanfield, Florence	354
Glee, William	393
Gluck, Stuart	746
Gojak, Linda	219
Goldberg, Cara	432
Goldblatt, Arlene	183
Goldenberg, E. Paul	14, 248
Goldman, Madge	593
Goldman, Shelley	422
Goldstein, Mark	536
Goodman, Terry	56
Goss, Sally	217
Graham, Cynthia	279
Graham, Karen	612
Graham, Stephanie	364
Grasse, Michael	606
Gray, Laura	626
Green, Alwina	402
Greenes, Carole	320
Gregory, John	98
Gregory, Megan	482
Griffin, Linda	138, 533
Griffith, Anthony	164
Guerrero, Faynna	573
Gummer, Edith	641
Guzman, Maria	737

H

Haciomeroglu, Erhan	685
Haistings, Jeanine	117
Hakansson, Susie	618
Hakes, Judith	246
Hall, Lisa	184
Halpern, Pamela	432
Hamada, Lori	386
Hamilton, Ilene	333
Hamilton, Nicole	141
Hansen, Jane	360
Harmon, Shannon	80
Harper, Suzanne	495
Harris, Sarah	572
Hart, Eric	405
Hartweg, Kim	291
Harwell, Michael	167
Hasenbank, Jon	32
Hasselbrink, Stephanie	181
Hatchett, Mary	387
Hayata, Carole	99
Haycock, Kati	344
Hays, Edith	365
Head, Virginia	64
Heathcock, Karen	81
Hedges, Melissa	523
Heid, M. Kathleen	274
Heidema, Clare	445
Heinrich, Eric	290
Heller, Sarah	269
Hendrix, Timothy	644
Hennessy, Charlie	499
Herron, Julie	347
Hicks, Judy	233
Hildebrandt, Martha	92, 560
Hill, Wendy	589
Hillen, Amy	22, 161
Hills, Charyl	111

Speaker Index

Hindy, Sandy	118
Hinsberg, Ashley	569
Hoffert, Sharon	59
Hogan, Marie	152
Hollinger, Rosann	231
Holmes, Julie	290
Hopfensperger, Patrick	15
Horgan, Connie	52
Hose, Justin	562
Houghton Mifflin Harcourt	172.1
Howell, Mark	434
Howells, Lisa	223, 580
Hu, Hsing Wen	531
Huber, Sharon	114
Huber, Sharon	565
Hughes, Elizabeth	22, 161
Hughes, Kevin	99
Hull, Susan	271
Hunt, Brad	722
Hunt, Jessica	598
Huse, Vanessa	426
Hutchison, Linda	322
Hwang, Jinna	473
Hyde, Arthur	317
Hynes, Carol	63

I	
Inzerillo, Carol	10
Irons, Calvin	311, 568
Irons, Rosemary	713
Irvin, Barbara	188
Irvin, Karen	79
It's About Time	41.1, 106.1, 171.1

J	
Jackson, William	356, 717
Jacobbe, Tim	283
Jain, Darshan	400
Jakucyn, Natalie	205
Jasper, Bill	96
Jenkins, Sara	640
Jetter, Madeleine	121
Jilk, Lisa	389
Johnson, Amy	642
Johnson, Donna	430
Johnson, Gwendolyn	672
Johnson, Jennifer	413
Johnson, John	413
Johnson, Judy	301
Johnson, Tracey	723
Johnson, Whitney	684
Jolley, Willie	2
Jones, Steven	684
Jones, Tammy	691
Jones-Allen, Wanetta	159
Jorgensen, Marcus	334
Jung, Myoungwhon	521
Junor Clarke, Pier	431

K	
Kaichi-Imamura, Stacie	184
Kajitani, Alex	319
Kamii, Constance	528
Kanold, Timothy	649
Kanter, Patsy	70
Kapasi, Mansoor	60
Kapolka, David	66
Karafioli, Paul	132
Karp, Karen	252, 490

Kastberg, Signe	242, 461
Kearns, James	127
Keat, Jane	245
Keel, Johnnie	630
Kelley, Paul	368
Kendall Hunt Publishing Co	448, 515, 555, 621
Kennedy, Dan	477
Kenney, Margaret	328
Kenney, Rachael	575
Kepner, Henry	340
Kerekes, Judit	553
Kerins, Bowen	31, 377
Ketner, Amanda	169, 683
Kidwell, Antoinette	332
Kieftenbeld, Vincent	99
Kimani, Patrick	751
Kinetic Books	106, 381
King, Colleen	450
King, James	330
King, Patty	213
Klass, Steve	257, 394
Klavon, Michael	74
Klimek, Sarah	294
Knighten, Latrenda	384
Knuck, Mary	628
Kodama, Hiroo	625
Koehler, Mike	131
Komara, Cecile	347
Konitzer, Nancy	480
Koontz, Suzy	73
Kopp, Jaine	596
Kosiak, Jennifer	32
Koss, Roberta	238
Kranendonk, Henry	700
Kriegler, Shelley	264
Krouse, Janice	577
Kucera, Lee	235
Kuhns, Catherine	522
Kuntz, Marti	692
Kysh, Judith	540

L	
Laborde, Colette	236
Laborde, Jean-Marie	288
Lacefield, William	338
LaForgia, Anna	287
Lambdin, Diana	586
Lamberg, Teruni	595
Lancaster, Ron	198
Lance, Marilyn	141
Landesman, Miriam	638
Langan, Melissa	380
Lantz, Hays	742
Lappan, Glenda	518
LaRiccia, William	353
Larmon, Marilyn	182
Larrabee, Heather	526
Larsen, Sean	305
Larson, Christine	673
Larson, Matt	343
Lasater, Leslie	51, 184
Latulippe, Christine	195
Laughlin, Connie	318, 652
Lavelle, Lisa	138, 533
LaVergne, Vincent	679
Lawrence, Ann	5, 499
Le Maistre, Kate	591
Leapard, Barbara	634
Learning Upgrade, LLC	173, 212

Leary, Julie	244
Leavitt, Seth	633
Lee, Hollylynn	511
Lee, Hyeonmi	339
Lee, Jean	359
Leer, Mary	481
Leinwand, Steven	69
Leise, Barbara	413
Leiva, Miriam	478
Leonard, Jacqueline	608
Lester, Frank	586
Lewis, Jim	9
Libeskind, Shlomo	134
Lin, Cheng-Yao	531
Lindberg, Doris	412
Linder, Sandra	136
Lingo, Amy	490
Linn, Dane	174
Lins, Judy	26
Little, Richard	302
Lodge, Jaime	590
Loewenberg Ball, Deborah	409
Lonergan, Mark	366
Long, Betty	296
Long, Mike	237
Lopez, Noemi	423
Losq, Christine	419
Lott, Johnny	239
Lucas, Robyn	74
Lucido, Patricia	498
Luebeck, Jennifer	325
Luzniak, Christopher	327
Lynch, Monique	209
Lynch-Davis, Kathleen	461
Lyons, Christine	660
Lyons, Deena	732
Lyttle, Jill	93, 425
Lyublinskaya, Irina	201, 553

M	
Mabbott, Art	128
Macari, Alison	244
Macias-Duarte, Alberto	580
Mackmin, Chris	472
Mahoney, John	510
Maletsky, Evan	88
Malloy, Carol	724
Malm, Cheryl	154, 498
Maly, Laura	231
Mancera, Eduardo	411
Marecek, Lynn	551
Marks Krpan, Cathy	284
Markworth, Kimberly	743
Marrongelle, Karen	641
Marsh, Laurel	47
Marti, Andres	541
Marti, Matsuo	436
Martin, Tami	163
Martin, Taylor	249
Martin, W. Gary	100
Mason, Marguerite	697
Masunaga, David	345
Math For America	381.2
Math Teachers Press	381.1
Math-U-See	554
Mather, Jeanne	263
Mathews, Chris	413
Matsuura, Ryota	602
Matthews, James	57
Matthews, Mary Elizabeth	210

Maubach, Roberta	79
Mauldin, Guy	101
Mayberry, Sally	254
Mayes, Robert	200
Mayfield, Amy	8
Mays, Janet	169, 683
McAdam, John	260
McAnally, Maribeth	426
McAnany, Helen	40
McAnelly, Nell	6
McAtee, Catherine	524
McCallum, William	23
McClain, Elizabeth	30
McCown, Gina	215
McCoy, Ann	56, 637
McCracken, Melissa	519
McCrary-Barron, Marsha	431
McCrone, Sharon	330
McDaniel, Mandy	65, 709
McDougal, Thomas	323
McGraw, Rebecca	585
McKibben, Joquita	622
McKinley, Kathleen	402
McLean, Peggy	392
McMullin, Lin	268
Mead, Claire	567
Meador, Adam	186
Medley, Allison	199
Meehan, Michelle	93, 425
Melanese, Kathy	142
Mercer, Susan	571
Metz, Katie	574
Metz, Mary Lou	22
Meyer, Rachelle	468
Meylani, Rusen	604
Mathematics Teaching in the Middle School Editorial Panel, NCTM	196
Middleton, James	542
Mikles, Chris	469
Miller, Ashley	152
Miller, Jodie	615
Miller, Ruth	750
Miller, Stephen	680
Mills, Joseph	742
Milou, Eric	664
Mitchell, Arlene	445
Mitchell, Mary	497
Mitchell, Suzanne	639
Mittag, Kathleen	576
Molina de Wood, Naomi	378
Monroe, Eula	253
Montes, Christine	733
Moomaw, Sally	179
Moon, Joyce	739
Mooney, Mary	396
Moore, Carolyn	355
Moore, Doug	12
Moore, Erika	260
Moore, Karen	82
Morgan, Brenda	124
Morrison, Terri	418
Morrow, Jean	77, 730
Moses, Shelly	558
Moskowitz, Stuart	346
Moyer-Packenham, Patricia	417, 719
Mueller, Michael	456
Mueller, Michelle	79
Mukarram, Salik	712
Mulhearn, Dennis	19
Murphy, M. Shaun	354

Murphy, Stuart	13
Muscarello, Amber	27
Mutch, Barbara	547

N

Nagorski, Kimberly	266
Naresh, Nirmala	190
Nargund, Vanashri	359
Neagoy, Monica	105
Nelson, Karma	325
Nelson, Mary	103
Neral, John	189
Neufeld, Rudy	119
Newton, Jill	575
Nichols, Janet	635
Nichols, Rebecca	369
Nickerson, Susan	122
Niemi, Rhonda	120
Noblitt, Bethany	337
Nolan, Edward	676
Nord, Gail	441
Normington, Sara	184
Norrander, Julie	636
Norris, Carollee	44
Novakowski, Janice	140
Nurnberger-Haag, Julie	58
Nyamekye, Farhaana	684

O

O'Callaghan, Robin	548
O'Connell, Susan	145
O'Donnell, Michelle	194
Okazaki, Claire	280, 703
Oliver, Scott	157
Ollison, Melody	637
Olsen, James	367
Olson, Judith	707
Olson, Melfried	707
O'Meara, Jodi	149
Orihuela, Yuria	330
Orlitsky, Lyn	375
Osthus, Larry	727
Ozgun-Koca, S. Asli	677

P

Packham, Joanna	264
Palumbo, Marian	116, 593
Pantozzi, Ralph	698
Papakonstantinou, Anne	97
Papick, Ira	9
Parker, Rebecca	714
Parr, Richard	97
Parrott, Martha	731
Pateman, Neil	457
Patterson, Lynn	243
Peacock, Stephanie	249
Pearson	42, 107, 172, 211, 277, 342, 382, 449
Peck, Roxy	435
Pelton, Tim	82
Pence, Barbara	236, 669
Pendleton, Kenn	682
Pepin, Glenda	136
Perry, Christie	466, 609
Perry, Jill	664
Peterson, Ingrid	160
Peterson, Winnie	744
Petti, Wendy	694
Pflanz, Ginalouise	314
Plaisance, DesLey	171

Planas, Herminio	532
Polen, Mary	282
Poole, George	221
Post, Tom	167
Potter, Ann	357
Power, Sharon	450
Powers, Sandra	739
Preston, Ron	335
Price, Geoff	468
Price, Jack	374
Professional Development Services Committee, NCTM	307, 711
Pronk, Branch	714
Provost, Robert	697
Pruske, Lee Ann	467
Przydzial, Celine	729
Puls, Jan	630
Pusey, Eleanor	667

Q

Quander, Judith	100
Quinlan, Audrey	251
Quinn, Robert	187

R

Radcliffe, Rich	326
Ragucci, Stephanie	438
Rahn, James	262
Ramirez, Marco	715
Ramirez, Nora	451
Ramos, Juanita	378
Randall, Yvonne	40
Reardon, Tom	371
Reiners, Mike	504
Remiasz, John	436
Resek, Diane	192
Revuluri, Sendhil	94
Reynolds, Anne	525
Reys, Barbara	104
Reys, Robert	155
Reys, Rustin	155
Rhodes, Robyn	215
Riccardi, Melinda	501
Richards, Paige	467
Richardson, Kathy	415
Richardson, Sue Ellen	242
Rickert, Linde	360
Ricks, Thomas	725
Rico, Felipe	573
Ridgway, Paul	460, 601
Rimbey, Kimberly	485
Ritsema, Beth	471
Rizzo, Nickie	603
Roberts, Johnette	110
Roberts, Robin	497
Robertson, Belinda	11
Robison, Sally	668
Roddick, Cheryl	84
Roddy, Mark	429
Rodriguez, Carlos	746
Rogers, Lisa	556
Rogge, William	102
Rojas, Eliana	411
Romich, Heather	391
Rosen, Linda	687
Rosenstein, Joseph	5
Roskes, Bonnie	747
Ross, Dan	376
Ross, Kathleen	695
Roth McDuffie, Amy	446

Speaker Index

Roy, George	197
Rubenstein, Rheta	234
Rubillo, Jim	503
Rubinstein, Gary	701
Ruda, Christine	148
Rushall, Amy	143
Rushing, Melissa	613
Russell, Alan	169, 683
Rye, Jim	147

S

Saari, Donald	33
Sabaski, Elise	383, 561
Sabinin, Polina	29, 464
Safi, Farshid	197
Sala García, José Francisco	538
Salerno, Tricia	487
Salvo, Lynn	358
Sammons, Kay	47
Sammons, Laney	185
Sampson, Elizabeth	482
Sandefur, Jordan	244, 655
SanGiovanni, John	218, 728
Sarama, Julie	137
Sarli, Mary	465
Sauder, Shannon	14, 248
Schallau, Barbara	462
Schefelker, Beth	318, 523
Scher, Daniel	459
Schlicher, Roberta	480
Schmalzer, Brian	163
Schmit, Peter	486
Schoff, Sandy	184
Scholastic/Tom Snyder Productions	446.1
Schrock, Connie	475
Schwartz, Andrew	548
Schwartz, James	693
Scott, Gary	222
Scott, Kwame Anthony	702
Scott, Rick	5, 411
Scruggs, Debbie	49
Seay, Jennifer	293
Seda, Pamela	734
Seeley, Cathy	346, 516
Selmer, Sarah	147
Serra, Michael	61
Sgroi, Richard	549
Shaughnessy, J. Michael	648, 700
Sheffield, Linda	151
Shepard, Linda	472
Shepherd, Chad	163
Sherard, Wade	421
Shih, Jeffrey	247
Shippee, Eric	697
Short, Martha	184
Shrewsbury, Kelli	282
Shumway, Jessica	689
Sidawi, Mai	745
Sikes, Cary	483, 520
Silbey, Robyn	150
Silvestri, Tina	353
Simmons, Jenny	398
Singleton, Kelle	81
Sinn, Robb	230, 379
Sjostrom, Mary	370, 707
Skowron, Aniceta	53
Slobodnik, Ricci	299
Slover, Laura	611
Slovin, Hannah	72, 588
Small, Marian	496

Smith, Amy	181
Smith, Antony	505
Smith, Jack	690
Smith, Jami	637
Smith, Janet	669
Smith, Minerva	452
Smith, Patty	20
Snipes, Vincent	100
Sonenshein, Charles	492
Sowder, Judith	122
Speer, William	193
Spence, Dianna	230, 379
Spinosa, Jennifer	486
Spitzer, Julie	84
Springer, G.	38, 606
Star, Jon	665
Starnes, Daren	130
Steadman, Charlene	383, 561
Steele, Genni	89
Steinthorsdottir, Olof	738
Stemn, Blidi	85
Stephan, Michelle	675
Stephens, Betty	17
Sternberg, Gladys	354
Stewart, Adriane	181
Stewart, Mike	442
Stipek, Ann	666
Stokes, Ginney	389
Strother, Sam	139, 380
Strutchens, Marilyn	225
Stupiansky, Nick	292
Success for All Foundation	514
Suetterlein, Theresa	285
Sundberg, Sue	403
Sutterfield, Beverly	215
Sutton, Kimberly	255
Sweeney, Mary	315
Sword, Sarah	31
Sydla, Susan	714
Sypolt, Cindy	714

T

Takahashi, Akihiko	21
Tang, Greg	76
Tapia, Martha	165
Tarlow, Lynn	24
Tate, Marcia	410
Tawfeeq, Dante	752
Taylor, Janice	75
Taylor-Cox, Jennifer	557
Terman, Nancy	737
Terrell, Karen	578
Thill, William	710
Thomas, Kimberley	579
Thomas, Lana	71
Thompson, Angela	605
Thompson, Denise	234, 304
Thompson, Kristy	574
Thompson, Tanya	115
Thomson, John	361
Thunder, Kateri	360, 491
Tobey, Cheryl	90
Tobias, Jennifer	148, 741
Todd, Philip	201
Tondevoid, Christina	454
Torpey, Sara	460, 601
Tran, Rose	249
Treas, Jeralyn	181
Treisman, Uri	650
Tsankova, Jenny	29, 464

Tsinnajinnie, Belin	695
Tuft, Elaine	146
Turton, Allan	568
Tyminski, Andrew	242

U

Uccello, Liz	248
Umbeck, Lindsay	575
Usher-Staats, Lisa	364
Usiskin, Zalman	433
Usnick, Virginia	486

V

Valdez, Patricia	726
van Garderen, Delinda	363
Van Overbeke, Debbie	529
Vandling, Louise	659
Vas, Joan	584
Vazquez, Pedro	532
Velazquez, Griselda	428
Venenciano, Linda	72, 588
Vennebush, Patrick	706
Venters, Diana	289
Verley, Jim	200
Verners, Stephanie	479
Vierra, Vicki	125
Vinogradova, Natalya	220

W

Waite-Stupiansky, Sandra	292
Walker, Rebecca	206
Walkowiak, Temple	491
Wall, Jennifer	329, 474
Wallenberg, Eyal	327
Wang, Frank	651
Wang-Iverson, Patsy	116, 593
Wapner, Leonard	440
Ward, Robin	241
Warren, Elizabeth	636
Warrick, Pam	696
Washam, Robin	470
Washington, Harry	511
Wasserstein, Ron	439
Watanabe, Tad	83
Waterman, Kevin	438
Watson, Colleen	55
Weaver, Donna	177
Webb, Alanna	569
Webb, David	408
Weeks, Audrey	545
Weidemann, Wanda	609
Weimar, Stephen	404
Weiss, Michael	202
Weiss, Susan	455
Wells, Pamela	310
Wells, Tres	562
Werner, Judy	476
Westenskow, Arla	719
Weynand, Lu Ann	658
White, Sandra	78
Whitmire, Jane	229
Wiest, Lynda	585
Wilburne, Jane	245
Wilder, Ronda	79
Wilhoit, Gene	174
Wilkerson, Trena	244, 468
Wilkins, Glenda	506
Willard, Teri	65, 709
Williams, Desha	671

Williams, Ingrid	647
Williams, Nicole	646
Williams, Paul	508
Williams, Steven	748
Wills, Lynn	332
Wilson, Aaron	537
Wilson, Amy Alexandra	537
Wilson, David	543
Wilson, Jan	282
Wimberly, Vanessa	463
Winarski, Elizabeth	242
Wingard, Clifton	699
Winsor, Matthew	399
Winter, Janet	273
Winters, Jeremy	51
Witkowski, Chepina	79
Wohlhuter, Kay	446
Wolfe, Joy	184
Wolling, Kate	613
Wood, Marcy	389
Wood, Sally	636
Wormell, Lynda	437
Wray, Jon	191
Wu, Hung-Hsi	91
Wyberg, Terry	633
Wysocki, James	158

Y

Yamagata, Candace	40
Yang, Kichoon	175, 582
Yeap, Ban-Har	593, 629
Yopp, David	325
Yoshida, Makoto	356, 481
You, Zhixia	187
Young, Paul	678
Young, Sharon	458
Youngblood, Heather	483, 520
Yursa, Hope	275

Z

Zahner, William	428
Zbiek, Rose	274
Zenigami, Fay	280, 703
Ziebarth, Steven	599
Zilliox, Joseph	457, 566
Zimmermann, Gwen	400, 612
Zocchi, Mary	357
Zollman, Alan	176
Zurkovsky, Julia	500, 735

Great Reasons to Stop by the NCTM Member Showcase!

- *Learn how to access your exclusive member-only online benefits—journal articles, tips to make your job easier, and lesson plans*
- *Take home helpful teaching tools—sample journals, activities, newsletters, and more*
- *Pickup personalized news releases, certificates, and member ribbons*
- *Join or renew in San Diego and receive a free T-shirt**
- *Learn how to get published in an NCTM journal, become a referee for journal features, or adapt articles for use in your classroom. Journal editors and panel members will be on site.*

Let us help you maximize your membership experience!

* Some restrictions and exclusions apply; see the Member Showcase for details.



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

Coupon Advertisers (in order—back of program)

Stokes Publishing Company
Geoleg Geometry
American Educational Products, LLC
LL Teach Inc.
FoxMind Games
MIND Research Institute
Encyclopaedia Britannica, Inc.
You Can Do The Rubik's Cube
Math Teacher's Press--Moving with Math.com
NCTM Educational Materials
Wolfram Research, Inc.
EAI Education
AIMS Education Foundation
Helps4 Teachers
InterLingua Education Publishing
School Specialty Intervention
ALSAC / St. Jude
American Contract Bridge League

Advertisers (in alphabetical order)

America's Choice Tab Page-General Info
Bach Company 23
Bedford, Freeman & Worth Publishing 57
Big Ideas Math 64
Borenson & Associates 34, 103
Cambium Learning 26
Carnegie Learning, Inc. 83
Casio, Inc. Inside Front Cover
Curriculum Associates 143
EAI Education 88, Coupon
Educators Outlet, Inc. 51
ETA Cuisenaire 113
Exemplars 42
First In Math/Suntex International 41
Heinemann TAB Pages-Thurs/Fri/Sat

Houghton Mifflin Harcourt Outside Back Cover
International Schools Services 55
Kaplan TAB Page-General Info
Kendall/Hunt Publishing Company 10
Key Curriculum Press TAB Page-Wednesday
Lakeshore 33
Learning Upgrade 49
LL Teach Inc. 30, Coupon
Math for America 130
Math Solutions 146
McGraw-Hill School Education Group Inside Back Cover
MIND Research Institute 70, Coupon
Mu Alpha Theta 45
Nasco Math 60
Origo Education 12
Pearson 18
Queue 87
Raytheon - MathMovesU 5
Sadlier 107
Scholastic 91, 96
Staff Development for Educators/SDE.com 73
SingaporeMath.com Inc. 118
Stenhouse Publishers 36
Texas Instruments 3
University of Northern Iowa-Overseas Placement 129
Voyager Learning 26
Wang Education 141
You Can Do The Rubik's Cube 7, Coupon

National Council of Teachers of Mathematics

NCTM Educational Materials TAB Pages-Thurs, Friday, Coupon
NCTM Member Benefits 8, 195
NCTM Conferences 167, TAB Page-Saturday
Online Professional Development Back of Program with Coupons



TeachTimer II[®]

Don't miss the NEW TeachTimer II

Stop by booth 1334-1336

Daily Drawing for a TeachTimer II

20% discount on TeachTimer II

orders placed at NCTM

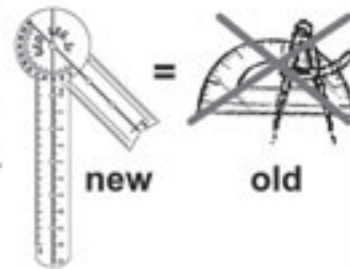
STOKES PUBLISHING COMPANY

www.stokespublishing.com



FREE* GeoLeg[™]

Replace your old protractor and compass with GeoLeg.
Dynamic Tool: Measure - Draw - Construct
Easy-to-use • Safe • Sturdy • Made in USA



*Sign up for our free GeoLeg Geometry and Measurement e-newsletter filled with teaching tips and ideas and receive one **FREE** GeoLeg.

Limit one free GeoLeg to the first 1,000 recipients with coupon.

Booth 636 – GeoLeg Geometry/Measurement

FREE

GOOD FOR ONE PYRAMATH[™] CARD GAME



REDEEM COUPON AT BOOTH #1245

(LIMIT ONE COUPON PER PERSON)



American Educational Products LLC
TEACHING TOOLS FOR UNDERSTANDING OUR WORLD

Don't miss the **NEW TeachTimer II**

Complete the following information to participate in our **DAILY TeachTimer II** drawing:

Name: _____

School: _____

Street: _____

City: _____ State: _____ Zip: _____

Telephone: (____) _____ Email: _____

STOKES PUBLISHING COMPANY • Booth No. 1334-1336

Free* GeoLeg™ Booth 636

Replace your old protractor and compass with GeoLeg.
Dynamic Tool: Measure - Draw - Construct
Easy-to-use • Safe • Sturdy • Made in USA

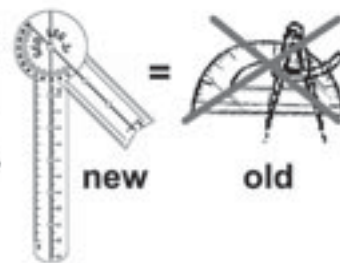
Complete curriculum available.

Name _____ Position _____

School District _____ State _____

Phone Number _____

email _____



SR-1581	I SEE Card Game	\$6.95
SR-1581-5	I SEE Card Game Set/5	\$34.75
SR-1581-10	I SEE Card Game Set/10	\$59.50
SR-1582	Pyramath Card Game	\$6.95
SR-1582-5	Pyramath Card Game Set/5	\$34.75
SR-1582-10	Pyramath Card Game Set/10	\$59.50
SR-1583	Fractazmic Card Game	\$6.95
SR-1583-5	Fractazmic Card Game Set/5	\$34.75
SR-1583-10	Fractazmic Card Game Set/10	\$59.50
SR-1584	Prime Bomb Card Game	\$6.95
SR-1584-5	Prime Bomb Card Game Set/5	\$34.75
SR-1584-10	Prime Bomb Card Game Set/10	\$59.50

ORDER TOLL FREE 1.800.289.9299 OR VISIT OUR WEBSITE: WWW.AMEP.COM

Not Just A Powerful Response Tool...

Use the Communicator[®]
to enhance conceptual
understanding!

FREE
Communicator[®]
Clearboard
SEE BACK

LL Teach Inc.

Visit
www.LLTeach.com for
FREE lesson ideas.



Keep for future reference!
1-866-FOX-MIND (369-6463) • www.FoxMind.com

MIND Research Institute

A neuroscience and education research-based non-profit corporation

VISIT US AT
BOOTH #445

& ENTER INTO OUR DAILY RAFFLE TO WIN
A **KINDLE** OR **FLIP VIDEO**

PLEASE FILL OUT YOUR INFO ON THE BACK
& BRING TO OUR BOOTH. WINNER MUST BE PRESENT TO WIN.



Fill Out This Coupon and Hand In At **Booth #323** For:

- 1) FREE Communicator® Clearboard sample
- 2) Automatic entry to win a Communicator® Classroom set*!



Name _____

Address _____

City _____ State _____ Zip _____

Tel _____ Email _____

Job Position _____ Grade Level _____



Teach Inc.

www.LLTeach.com



This Fox invites you
for some fun
SMART fun that is . . .



1 Stop by our den - booth 1822

2 Solve a puzzle

3 Have some fun...and...

run the chance of winning a

☆☆☆
200\$
☆☆☆

FoxMind gift certificate!

Keep for future reference!

1-866-FOX-MIND (369-6463) • www.FoxMind.com

NAME: _____

TITLE: _____

SCHOOL/CO.: _____

DISTRICT: _____

ADDRESS: _____

CITY: _____

STATE/ZIP: _____

PHONE: _____

FAX: _____

EMAIL: _____

I'M INTERESTED IN
(CHECK ALL THAT APPLY):

- ☐ ST MATH: K-5
- ☐ ST MATH+MUSIC: K-5
- ☐ ST MATH: SECONDARY INTERVENTION
- ☐ ST MATH: FLUENCY
- ☐ ALGEBRA READINESS

NEW!
FOR GRADES 1-6

Britannica smartmath

Formative Assessment, Practice, and Differentiation made easy!



smartmath.eb.com



2009 SIIA
//CODiE//
FINALIST



Stop by **BOOTH 1434** for a **FREE** gift and enter our drawing for a **FREE one-year subscription* to SmartMath** for your school!
(*Maximum 250 students—a \$1,250.00 value!)

NOW AVAILABLE!
FOR GRADES 6, 7, AND 8

2010 Mathematics in Context

An in-depth program reaching students of all levels.

Britannica
Mathematics
in
Context



Funded in part by
the National Science Foundation



ALSO:
Learn about Math in Context's
Key to Success program, a
curriculum for summer school,
extended time, and exploration
programs.

Enter
our drawing
for **FREE**
Manipulative
Kits!

ENCYCLOPEDIA
Britannica

Stop by **BOOTH 1434** for a **NEW U.S. Presidents poster**
plus **FREE Compass Cards and pencils**! Supplies are limited!

Unlock The Secret to the World Famous Rubik's Cube



**FREE Rubik's Cube Solution Guide and
Solution DVD when you return
this coupon to booth #302
- Valued at over \$10.**

Learn More about the Rubik's Cube
Math Education Kit at

Booth #1847



www.YouCanDoTheCube.com

Please print clearly.

Name _____

Title _____

School _____

Address _____

City, State, Zip Code _____

Phone _____

E-mail _____

When is the best time to call: _____

Please print clearly.

Name _____

Title _____

School _____

Address _____

City, State, Zip Code _____

Phone _____

E-mail _____

When is the best time to call: _____



Learn More about the Rubik's Cube
Math Education Kit at

Booth #1847

Name: _____

School Name: _____

City: _____

State: _____

Email Address: _____

Learn more at

www.YouCanDoTheCube.com

© 2010 Seven Towns Limited
Rubik's® is a registered trademark
of Seven Towns, Ltd. London, England





FREE Student Book!

Receive a **FREE Moving with Math® Student Book** for your grade level when you attend the Math Teachers Press, Inc. Exhibitor Workshop!

**Friday, April 23rd 8:30am
Marriott Torrey Room**



Math Teachers Press, Inc. **Booths 1723, 1725, 1727, 1729**

www.movingwithmath.com



FREE Poster!

**Stop by our booth and receive a
FREE Dropout Prevention Poster!**

(While Supplies Last)



Math Teachers Press, Inc. **Booths 1723, 1725, 1727, 1729**

www.movingwithmath.com



Win a \$250 Gift Card!

**Stop by our booth and sign up
for a chance to win ONE of FOUR
\$250 Moving with Math® Gift Cards!**



Math Teachers Press, Inc. **Booths 1723, 1725, 1727, 1729**

www.movingwithmath.com



FREE Student Book!

When you attend the Math Teacher's Press, Inc. Exhibitor Workshop

Name _____

Title _____

School District _____

Address _____

City _____ State _____ Zip _____

Email _____

Phone _____ Grade Level of Interest _____

Visit www.movingwithmath.com
for all of your Math Intervention needs!

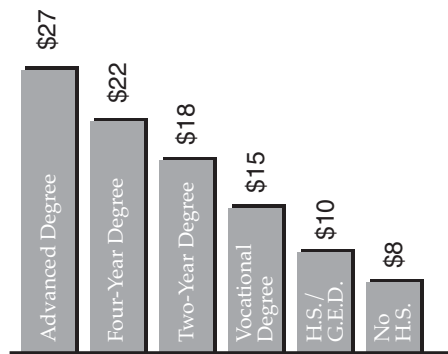
FREE Poster!



MORE EDUCATION BRINGS MORE MONEY

Earning power increases greatly
with a training certificate or education
degree beyond high school.

Median hourly wages by education level.



Source:
Minnesota Department of Employment
and Economic Development

www.movingwithmath.com



Win a \$250 Gift Card!

- Response to Intervention
- Correlated to State Standards
- Scientifically Based Research and Results
- Hands-On Learning with Manipulatives
- Problem Solving in Every Lesson
- Web-Based Assessment Technology

**The
Intervention
Leader**
Pre-K through
High School



Math Teachers Press, Inc. **Booths 1723, 1725, 1727, 1729**

Visit www.movingwithmath.com
for all of your Math Intervention needs!

Save \$5.00 on your NCTM Bookstore Purchase!

Visit NCTM's Bookstore and save \$5.00 off your purchase of \$100.00 or more.

With nearly 200 publications written by mathematics educators for mathematics educators, NCTM's wealth of books, electronic content, and specialty products is unmatched.

Store Hours:

Wednesday 10:00 a.m. – 7:00 p.m.
Thursday 7:00 a.m. – 5:30 p.m.
Friday 7:30 a.m. – 5:30 p.m.
Saturday 8:30 a.m. – 12:00 p.m.



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

Only one coupon per person, per transaction.
Valid 4/21/2010–4/24/2010 at the NCTM Conference Bookstore.



Wolfram|Alpha™ + Mathematica®

Bring math concepts to life and get three free gifts

A lesson in using
Wolfram|Alpha and
Mathematica to create a
dynamic classroom
environment.



+

Your choice of one of
three cool prizes!*

* Sum $\neq \infty$



+

A discount on
Mathematica to make your
own interactive classroom
demonstrations, lessons,
and instructional handouts.



EAI[®]
EDUCATION

Stop by booth
#1922
to get your
Free SmartPAL® Sleeve
and enter to win a
SmartPAL® classroom kit!



Save \$5.00 on your NCTM Bookstore Purchase!



Fill out this form and bring it to the Wolfram Research booth #1824/1826 to receive three free gifts! Don't delay!

Name _____
 Title _____
 Organization _____
 State and Country _____
 Email Address _____
 Phone Number _____
 Spring 2010 Classes _____

www.wolfram.com | www.wolframalpha.com | demonstrations.wolfram.com

NAME: _____

I TEACH: (CIRCLE SUBJECT) MATH LITERACY SCIENCE GRADES: _____

WHICH TEXTBOOK(S) DO YOU USE? _____

EMAIL: _____

TELEPHONE: _____ FAX: _____

SCHOOL/DISTRICT: _____

ADDRESS: (CIRCLE SCHOOL OR HOME) _____

IS YOUR DISTRICT IN THE PROCESS OF ADOPTING A NEW TEXTBOOK PROGRAM?

☐ MATH ☐ LITERACY ☐ SCIENCE

YEAR: _____ COORDINATOR: _____

EAI[®]
 EDUCATION
 800.770.8010
EAleducation.com



\$5.00 OFF
Any One AIMS Book!

Use this coupon at AIMS booth 1040 and receive an additional **\$5.00 Off** our already-reduced conference prices!

One per customer. Only for books purchased at NCTM 2010.



Helps 4 Teachers

Convention Special:
20% off retail price of all books



***with this coupon save an additional**
\$3.00 off orders of \$30.00 or more
\$5.00 off orders of \$50.00 or more

We also offer a free daily drawing!

(only one coupon per customer)

Booth # 2128

TADSELL™

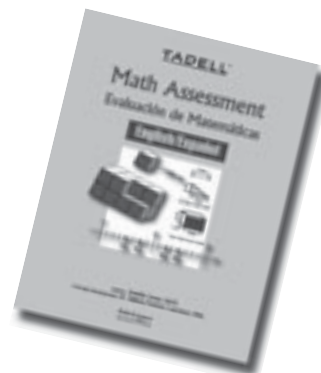
Tools for the Assessment and Development of English Language Learners

10 FREE English/Spanish Online Math Assessments for your ELL students

Complete the information on the back of this card and return it to our booth #943

InterLingua
Educational Publishing

423 South Pacific Coast Highway, Suite 208
Redondo Beach, CA 90277 USA
Phone: (310) 792-3635 | Fax: (310) 356-3578
www.Tadell.com | E-mail: info@tadell.com



\$5.00 off Hands-on Math and Science

Complete the following information to receive your \$5.00 off:

Name: _____

Address 1: _____

Address 2: _____

City: _____ State: _____ Zip: _____

Telephone: _____ E-mail: _____

Booth No. 1040



AIMS Education Foundation
www.aimsedu.org
1.888.733.2467

Helps 4 Teachers

Complete the information below and drop it off in our ballot box
for our free daily drawing! Booth #2128

Name: _____

School: _____ Grade Level Taught: _____

Street: _____

City: _____ State: _____ Zipcode: _____

Phone Number: () _____ E-mail: _____

If you win, what product would you like? _____

*Complete the following information and we will email you the instructions and
access codes for 10 FREE English/Spanish TADELL Online Math Assessments.*

Name: _____ Position: _____

School: _____

School Address: _____

City: _____ State: _____ Zip: _____

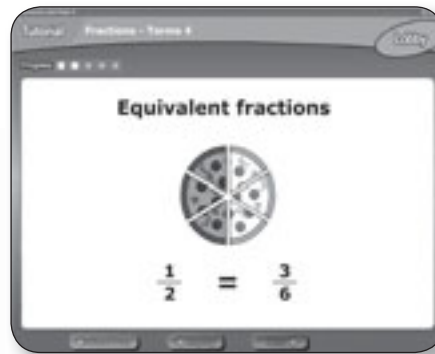
Telephone: () _____ Email: _____

ELL Languages in your school: _____

InterLingua Educational Publishing • Booth No. 943

Academy of MATH[®]

Close the achievement gap and help struggling students build math skills for life with the *Academy of MATH[®]*. This completely web-based intervention solution is proven to deliver significant gains for Tier I at-risk, Tier II and Tier III students.



Stop by Booth # 522 to see a demonstration and have your name entered into a daily draw for a \$100 Amazon gift card!



intervention.schoolspecialty.com

PRODUCTS BY
AutoSkill[®]

Stop by Booth #844 for a chance to win a Nintendo Wii!

Do the Math. Help Save Lives.

Every year, schools across the nation help St. Jude Children's Research Hospital[®] treat patients regardless of a family's ability to pay. You can help too, by coordinating a *Math-A-Thon[®]* at your school.



Your students improve their math skills while learning the invaluable lesson of helping others. Help St. Jude continue its mission of finding cures and saving children.



For more information, Call **1-800-FUNBOOK** or visit **www.mathathon.org** today.



Looking for a fun way to improve your students' math and reasoning skills?

Come by Booth 1350 and the *American Contract Bridge League* will show you how!

And, don't forget to complete the back of this coupon for a chance to win a Samsung Netbook.*

*No purchase necessary. Official Rules available at Booth #1350. Void where prohibited.

Visit us on the web at www.acbl.org

See a demonstration of the *Academy of MATH®* and
enter our daily draw for **\$100 Amazon gift card!**

Name: _____

School/District: _____

City: _____ **State:** _____

E-mail: _____

Phone: _____



EPS® and AutoSkill® (*Academy of READING®* and *Academy of MATH®*) now form School Specialty® Intervention. Our combined years of educational expertise enable us to develop blended-media instructional tools in the most effective modality for all students.

**To learn more about School Specialty Intervention,
visit intervention.schoolspecialty.com/transition**



Complete the following information to participate in our Grand Prize drawing:

Name: _____

School: _____

School street address: _____

City: _____ State: _____ ZIP: _____

School telephone: (____) _____ Alternate telephone: (____) _____

E-mail: _____

St. Jude Children's Research Hospital®

Booth #844

©2010 ALSAC/St. Jude Children's Research Hospital (02247)

**Complete the following information for a chance to win a
Samsung Netbook.**

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Email: _____ Phone: _____



American Contract Bridge League Booth 1350

NCTM Online Professional Development

***Convenient, Affordable, and
Immediately Useful!***

**Save \$10
on E-Workshops
by registering
by June 30**

eworkshops

Join mathematics educators from around the globe for NCTM's interactive E-Workshops. You and your colleagues will gain a wealth of knowledge, learn the latest teaching strategies, and receive activities to use in the classroom...all without having to leave your school! These **two-part E-Workshops include 3 hours of Standards-based content** that you can apply immediately in your classroom—**all for one fee per site**. That's right—just one low rate for a classroom full of teaching staff!

Visit www.nctm.org/eworkshops to learn more about these and other upcoming topics:

- Implementing the Algebra Standard
- Geometric Thinking
- Problem Solving
- Math Games
- Exploring Mathematics through Literature
- Reasoning with Data and Probability

Remember, you can **include as many people as you want for this one low fee!**

Nonmember Price: \$179

Member Price: \$149



seminars

NCTM's online E-Seminars provide a closer look at hot topics within mathematics education and provide professional development for teachers of all grades. These **one-time 60-minute seminars are presented by experienced mathematics educators** and include informative content, audience Q & A, and live polls. For one site fee, you can invite a classroom full of educators to participate with no travel required. Stay ahead of the learning curve with NCTM's newest professional development tool!

Visit www.nctm.org/eseminars to learn about upcoming topics.

Include a classroom full of teaching staff for this low rate!

Nonmember Price: \$59

Member Price: \$49



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

(800) 235-7566 | WWW.NCTM.ORG

**McGraw-Hill School Education Group
is now your one-stop solution
for all PreK-12 math needs**

**Everyday
Mathematics®**
Grades K-6

Glencoe McGraw-Hill
Mathematics
Grades 9-12
Pre-Algebra
to Precalculus

Macmillan McGraw-Hill
Math Connects
Grades K-8

**Math
Triumphs**
Intervention
Products

**NUMBER
WORLDS**
Intervention Products

Elementary Core Programs

- Macmillan/McGraw-Hill
 - SRA
 - Wright Group
- 800-442-9685**

Secondary Core Programs

- Glencoe
- 800-334-7344**

**PreK-12 Intervention &
Supplemental**

- SRA
 - Wright Group
- 800-648-2970**

**Visit us at
Booths 1423 & 1623**



School Education Group

The McGraw-Hill Companies

The answer is **723***

We're excited to present our newest math program – along with new editions of your current favorites.

**GO
MATH!**

Brand new for Grades K–6

LARSON
ALGEBRA 1

LARSON
GEOMETRY

LARSON
ALGEBRA 2

New 2011 Editions

 HOLT McDUGAL

Algebra 1

 HOLT McDUGAL

Geometry

 HOLT McDUGAL

Algebra 2

New 2011 Editions

Math
Expressions

New 2011 Editions

 Visit booth #723 to learn more about our math programs that provide real solutions to your math problems.



HOUGHTON MIFFLIN HARCOURT