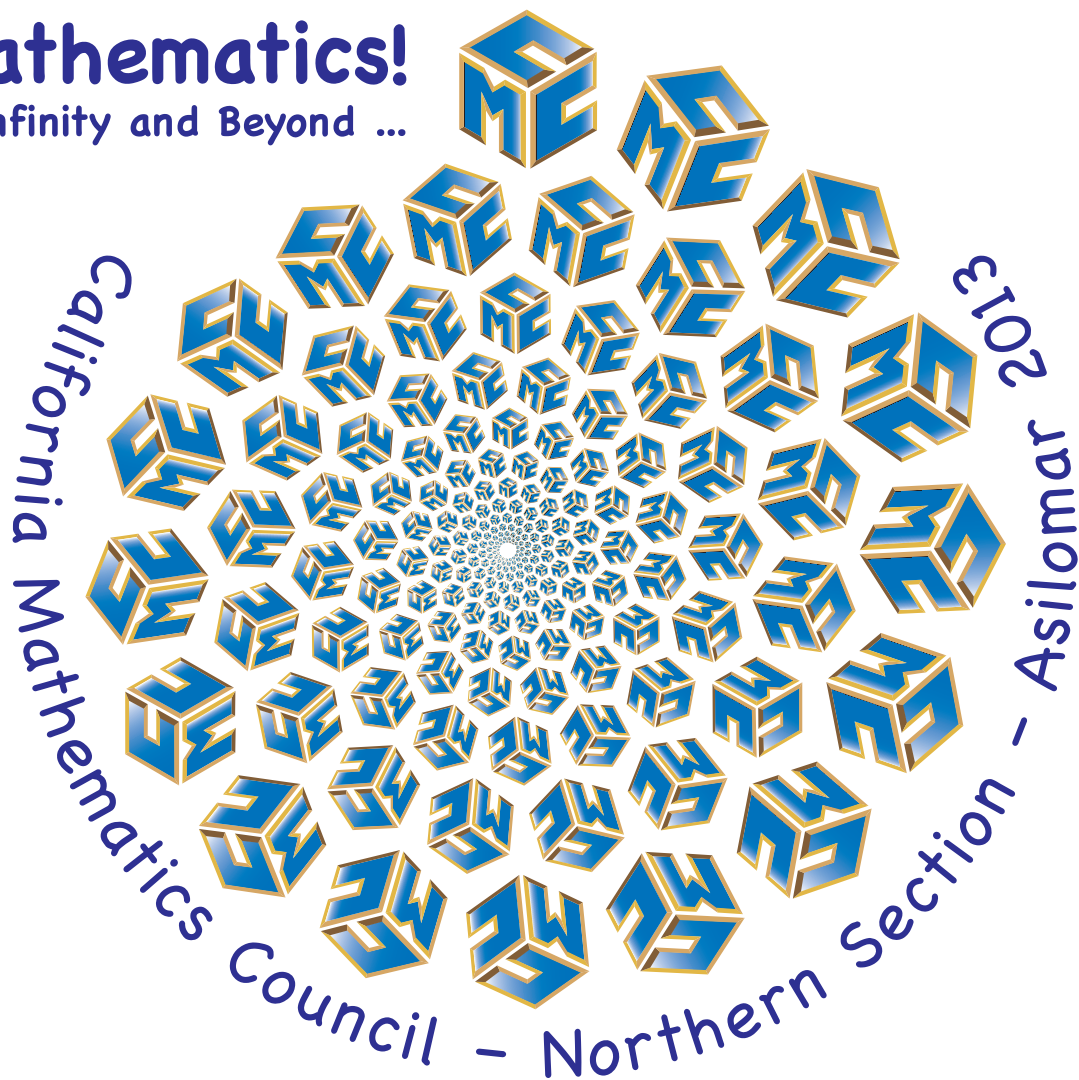


# ASILOMAR

Mathematics Conference 2013

[www.cmc-math.org](http://www.cmc-math.org)

**Mathematics!**  
To Infinity and Beyond ...



**"Modeling Mathematics from Many Angles"**

Friday, December 6 - Sunday, December 8, 2013  
Asilomar Conference Grounds • Pacific Grove Middle School, Pacific Grove

## Welcome to Asilomar

Take time to explore mathematical ideas and teaching for understanding. Whether you're a first-timer or a veteran of many Asilomar conferences, we hope this brochure will help you find the exciting opportunities that await you at this year's conference!

### A PLACE TO GET NEW IDEAS...

Asilomar is a place to get lots of new lessons and ideas to use in your classroom. Attend sessions led by teachers and educators from all levels, and all over California, the United States, and beyond. Experience hands-on workshops and fun-filled activities you will want to share with your colleagues and students. The Asilomar conference provides nearly 200 sessions in a three-day program that offers a rich variety of experiences to suit every grade level and to cover all strands of mathematics.

### A PLACE TO LEARN WHAT IS NEW IN MATHEMATICS EDUCATION...

Come to Asilomar to learn about and discuss the latest mathematics education news, information and issues. We are proud to have an outstanding group of presenters—people at the forefront of change in mathematics instruction. Discover how changes in state and national policy, teaching techniques, materials, texts and assessment will affect your classroom, your students and your teaching.

### A PLACE TO NETWORK...

Several hundred teachers from all levels attend Asilomar each year. Take this opportunity to enlarge your network of colleagues who can assist you in building your math program. Become part of the CMC network that supports math teachers throughout California. Meet new friends who share your interests and love of teaching.

### A WONDERFUL PLACE TO BE...

Asilomar is a beautiful State Park. You will encounter many species of wildlife as you meander through the grounds or take the boardwalks to the dunes. Join us!

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### Conference Evaluation Form Now Online!

Complete evaluation at [https://www.surveymonkey.com/s/CMC-North\\_Math](https://www.surveymonkey.com/s/CMC-North_Math) by December 31, 2013 and you will be entered in a drawing for FREE conference registration and on grounds housing for next year. The winners for this year's free registration and housing are Kathy Morris and Marc Roth.

### A SPECIAL THANKS TO!

**Conference Coordinator**  
Christine Robles

**Registration**  
Julie Crozier

**Program Chair**  
Rebecca Lewis

# MINI CONFERENCE AT ASILOMAR

FRIDAY | 1:30-4:30 PM

Speaker	Topic	Grade Level	Room
Biagetti, Stephanie	Posing Math Tasks to Target the SMP: A Look at Student Work	PK-2	Acacia
Cheng, Ivan	How to Common-Core Your Book When Your Book Is Not Common-Cored	8-12	Kiln
Fetter, Annie	Strategic Uses of Technology to Promote Conceptual Understanding	6-12	Oak Shelter
Humphreys, Cathy	The MP's in Action: Engaging Students in Math Investigations	GI	Nautilus East
Moore, Sara	Understanding Fractions with Multiple Models	3-5	Toyon
Toncheff, Mona	Leading the Sustained Implementation of the CCSS for Mathematics	Ldrshp	Triton
Whitman, Carmen	Let's Integrate: Standards For Content and Mathematical Practice	6-8	Evergreen

## PROGRAM

	Time	Event	Location
Friday	3:00-7:00 PM	Registration	Surf & Sand, Asilomar
	4:00-6:00 PM	Newcomers' Session	Nautilus West, Asilomar
	5:30-7:30 PM	Commercial Exhibits (materials for purchase)	Gym, Pacific Grove MS
	6:00-7:00 PM	Dinner	Dining Hall, Asilomar
	<b>7:30-9:00 PM</b>	<b>KEYNOTE SESSION:</b> (information on page 7) Dr. David Dockterman — The Gamification of Math: Building a Growth Mindset Among Students Who Need It Most	Auditorium, Pacific Grove MS
Saturday	7:00-8:15 AM	Breakfast	Dining Hall, Asilomar
	7:30 AM-12:00 PM	Registration	Surf & Sand, Asilomar
	7:45-9:00 AM	Newcomers' Session	Nautilus West, Asilomar
	8:00 AM-5:00 PM	Commercial Exhibits (materials for purchase)	Gym, Pacific Grove MS
	8:00 AM-12:00 PM	Sessions (matrix begins on page 10, speaker section begins on page 14)	
	12:00-1:30 PM	Lunch (refer to page 4)	Dining Hall, Asilomar
	1:30-5:00 PM	Sessions (matrix begins on page 10, speaker section begins on page 14)	
	6:00-7:00 PM	Dinner	Dining Hall, Asilomar
	7:30-10:00 PM	<b>Ignite! and President's Party</b> (Everyone Welcome!)	Merrill Hall, Asilomar
Sunday	7:30-9:00 AM	Breakfast (pickup box lunch)	Dining Hall, Asilomar
	8:00-8:45 AM	CMC-N Membership Meeting	Surf & Sand, Asilomar
	<b>9:00-10:15 AM</b>	<b>MORNING KEYNOTE SESSION:</b> Dan Meyer — Fake-World Math	Merrill Hall, Asilomar
	10:15-10:45 AM	Coffee Break	
	<b>10:45 AM - Noon</b>	<b>MID-MORNING KEYNOTE SESSION:</b> Dr. Timothy Kanold — The Art of Teaching Mathematics: Inspiring Students to Learn!	Merrill Hall, Asilomar

*CMC-North would like to express its sincere gratitude to:*

**The Asilomar Program Committee**—for preparing an enriching program with speakers who are experts in their field, a variety of presentations to energize and expand the skills and talents of each mathematics educator, and a feeling of renewed enthusiasm for teaching.

**The Speakers**—for providing stimulating presentations and sharing new ideas, teaching methods, and tools. We acknowledge the many hours of preparation they have spent to provide you with valuable handouts and with this opportunity for growth and networking.

**The Asilomar Committee Chairs and Volunteers**—for providing you with the best support to help make your experience at this year's conference go smoothly through their help with equipment, signs, logistics, and more.

**The Presiders and Pre-Service Teacher Volunteers**—for providing speakers with warm hospitality, a welcoming introduction, and a hearty thank you at the end of each session. Presiders are one of the ones to keeping speakers coming back to Asilomar.

**The Exhibitors**—for contributing to your conference experience by bringing new curriculum materials, teaching ideas, technology, products, and free demonstrations to you and your fellow conference goers.

**The Staffs of Pacific Grove Middle School and the Asilomar Conference Grounds**—for welcoming conference participants to your sites and for your support in making our conference a great success.

*Thank  
you*

### Ignite! and President's Party

We're very excited to offer an Ignite session sponsored by Math Forum @ Drexel. What is Ignite? This fast-paced, fun, thought-provoking, high-energy series of 5-minute talks with 20 self-advancing slides by people with the guts to get onstage and talk about something they are passionate about! Stay for the President's Party afterwards.

*Co-presenters: Andrew Stadel, Annie Fetter, Dan Meyer, Fawn Nguyen, Gail Burrill, Kyndall Brown, Max Ray, Megan Taylor, Pat Ballew, Peg Cagle*

Saturday, 7:30 - 10:00 | Asilomar, Merrill Hall

### Lunch Options

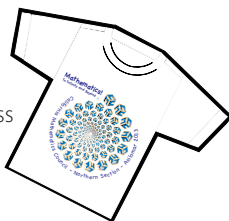
There will be food available for purchase at the Middle School! From 8:00 a.m. till about 2:00 p.m., student organizations will be selling various snacks and refreshments. Coffee, sodas and water will be available, as well as sandwiches and pastries. Please support these local school groups. A limited number of meal tickets are available for purchase at the Asilomar front desk and light snacks can be purchased in the Asilomar Social Hall.

### First Time at Asilomar

Come to Nautilus West for a 20-minute orientation session on how to navigate your first conference at Asilomar. We will show you all you need to know. Friday, 4:00-6:00 p.m. and Saturday 7:45-9:00 a.m.

### T-shirts and Sweatshirts

Displaying this year's Asilomar Mathematics Conference logo will be available for purchase in Surf & Sand. Don't miss your opportunity to bring home a memento of your conference participation.



### Conference Evaluation Form Online!

[https://www.surveymonkey.com/s/CMC-North\\_Math](https://www.surveymonkey.com/s/CMC-North_Math)

Complete conference evaluation online by December 31, 2013 and you will be entered in a drawing for FREE conference registration and on grounds housing for next year.

The winners for this year's free registration and housing are Kathy Morris and Marc Roth.

### Important Note

Please be sure to check on the very last minute information that is posted in the Asilomar registration area.

Although you have likely planned your schedule ahead of time, it is important that you verify the session information with what appears in this program. The information here reflects some unavoidable changes. Some sessions have changed speakers and/or topics, some have changed times and some have changed location, or a session has reached room capacity.

Plan to use the **Conference Planner** (page 9). This will save you time by not having to make a last minute choice.

## CMC-NORTH OFFICERS

**President** .....Christine Robles  
**President Elect**....April Goodman-Orcutt  
**Vice President** .....Rebecca Lewis  
**Treasurer**.....Chris Tsuji  
**Secretary**.....Rita Nutsch

## CONFERENCE VOLUNTEERS

### Program Chair

Rebecca Lewis

### Program Committee

Hope Bjerke, Renae Burson,  
Ana England, Krista McAtee,  
Sherry Rodgers, Pallavi Shah

### Evaluation

Elizabeth Brooking and  
Rebecca Hubbell

### Pre-Registration

Julie Crozier

### Housing

John Martin

### Exhibits

Daniel Wieman

### NCTM Representative

Alison Nash

### NCTM Sales

Mary Ann Sheridan

### Awards

FaraLee Wright

### Pre-Service Volunteer

#### Coordinators

Catherine Reed and Jean Simutis

### Asilomar Presiders

Nyla DeLong

### Communication Chair

Chris Dell

### Conference Signs

Julia Stephens

### Registration Tech Support

Gretchen Muller

### Information Booth

Krista McAtee

### Equipment

Alison Nash

### Newcomers' Orientation

Sherry Rodgers and  
Linda Shumate

### Program Logo and T-shirt Design

John Martin

### Conference Program

Connie Anderson

## CONFERENCE INFORMATION

### Sessions

You will find four session types: Presentations, Hands-on Workshops, Interactive and Make-It, Take-It sessions.

#### Presentations (PRS)

Will be speaker-focused, but you may expect discussion, explorations and/or some activity.

#### Hands-on Workshops (WkS)

Limited enrollment. Tickets are no longer needed for admission. Seats available on a first-come, first-served basis.

#### Interactive Sessions (INT)

Provide for discussion and exploration. Participants will be involved in activities and interaction with others.

#### Make-It, Take-It (MITI)

Make your own models for classroom projects and activities. Please join one of our scheduled sessions. Participation is limited to twenty-five. Advanced registration is not required. **Materials fee may be charged.**

### Session Capacity/Seating

We have made every attempt to provide adequate seating for participants at the conference. However, to ensure your safety and adhere to fire regulations, the number of participants allowed in each meeting room will be limited to the number of seats approved by the Fire Marshall. Anyone sitting on the floor or standing will be asked to leave the room. Please check the Program Matrix (pages 10-13) for the seating capacity of each room. All seats are available on a first-come, first-served basis.

### First Time at Asilomar?

Come to the **Nautilus West** for a 20 minute orientation session on how to navigate your first conference at Asilomar. We will show you all you need to know to get the most out of the experience. Friday 4:00-6:00 p.m. and Saturday 7:45-9:00 a.m.

### Commercial Exhibits

Some speakers have commercial products as an integral part of their presentation. Also see the latest materials and textbooks from other companies.

Friday PGrove MS 5:30 - 7:30 p.m.  
Saturday PGrove MS 8:00 a.m. - 5:00 p.m.

### Parking

Since parking space is very limited, on-grounds parking is reserved for registrants housed on grounds. Others must park outside the main entrance to Asilomar or at the Middle School.

### Disabled Services

Jitney service and white courtesy phones are available on Asilomar Grounds. Disabled access is available on the Asilomar grounds and at the Middle School.

### College Credit

Course details and registration information are found on page 45.

### Bus Service

Buses run between Asilomar and the Middle School on Friday 4:00 to 9:30 p.m. and 7:15 a.m. - 6:00 p.m. on Saturday.

### Cell Phones and Pagers

Out of respect for presenters and other participants, please turn off cell phones and pagers during sessions.

### Program Changes

Although this book contains the latest information available as of the printing deadline, some last-minute changes are inevitable. We apologize for any inconvenience that may result, and we appreciate your understanding.

### Refreshments

Coffee and tea are available during the conference at Dolphin, Kiln, and Acacia on Saturday, and Surf and Sand on both Friday and Saturday. Water will be in all the rooms on the grounds.

### Lunch Options

There will be food available for purchase at the Middle School. From 8:00 a.m. till about 2:00 p.m., student organizations will be selling various snacks and refreshments. Coffee, sodas and water will be available, as well as sandwiches and pastries. Please support these local school groups.

### Meal Tickets

Participants staying on-grounds receive a meal ticket with their housing, covering Friday dinner through Sunday lunch. For participants staying off-grounds a limited number of meal tickets will be available for purchase at the Asilomar front desk.

### T-shirt and Sweatshirt Sales

T-shirts and sweatshirts displaying this year's Asilomar Mathematics Conference logo will be available for purchase in Surf and Sand. Don't miss your opportunity to bring home a memento of your conference participation.

### Walking

It is one mile from Asilomar to Pacific Grove Middle School. A map of this area of Pacific Grove is provided on page 46.

### Help Protect the Vegetation

Please stay on the paved paths that meander through the grounds or the boardwalks that take you on a delightful journey through the dunes. By keeping people off the vegetation, Asilomar is able to preserve the natural landscape for all to enjoy for many years to come. You might see some paths that look walking trails, but if they are not paved, they are simple animal trails created by many hooves walking the same route through the grounds. Thank you very much for your cooperation.





# KICK-OFF MINI-CONFERENCE

ASILOMAR, 1:30-4:30PM

FRIDAY

Biagetti, Stephanie — CSU Sacramento

## **Posing Math Tasks to Target the SMP: A Look at Student Work**

Prior to the conference, participants will pose math tasks to their students. The tasks are designed to target the SMP, specifically those associated with sense-making, perseverance, constructing arguments, modeling, and precision in communication. Participants will bring the student work to the session where we will analyze the students' mathematical thinking and explanations. We will focus on how to further develop these SMP through instruction and problem posing. PK-2 | INT | Acacia | BT

Cheng, Ivan — Associate Professor, CSU Northridge

## **How to Common-Core Your Book When Your Book Is Not Common-Cored**

The challenge for teachers in transitioning to the Common Core standards is that most textbooks are not Common Core ready. In this session we will show you how to "common-core" your textbook problems so that students can engage in the eight mathematical practices while learning important mathematics. Sample tasks will be provided, as well as links to resources for "common-coring" your textbook problems. 8-12 | PRS | Kiln | BT *Co-presenter: Jaspreet Sandha — Teacher, Maclay MS*

Fetter, Annie — Educational Programs Leader, The Math Forum @ Drexel

## **Strategic Uses of Technology to Promote Conceptual Understanding**

Many topics in math seem difficult to address conceptually and tend to be taught procedurally. We'll explore technology tools that encourage students to "notice and wonder," talk about and make sense of mathematical situations, and develop conceptual understanding of triangle properties, linear equations, systems of equations, factoring trinomials, calculus concepts, and more. Participants are encouraged to bring iPad and laptop. 6-12 | PRS | Oak Shelter | BT

Humphreys, Cathy — Stanford Univ.

## **The MP's in Action: Engaging Students in Math Investigations**

Mathematical investigations give students a chance to experience mathematics as an exploratory activity. In mathematical investigations, students pose their own questions about a mathematical situation and then figure out how to approach answering them. They must gather relevant information, look for patterns, make and test conjectures, and justify their conclusions. In this session, participants will engage in a mathematical investigation; then talk about the teaching issues that arise. Chrissy Byron and David Heinke, two teachers from Fremont High School, will talk about their experiences doing Number Talks regularly with their geometry students. GI | INT | Nautilus East

Moore, Sara — ETA hand2mind

## **Understanding Fractions with Multiple Models**

Join this session to experience a number of models which help students understand fractions more fully. When are number line models most appropriate? When might you use area models like circles or squares? What about less traditional models such as Cuisenaire Rods, tangrams, or pattern blocks? Experience activities that use a range of models and see how the models can support the deep conceptual understanding emphasized by Common Core State Standards for Mathematics. Build a strong fraction foundation for students by using a variety of tools and models. 3-5 | INT | Toyon | BT

Toncheff, Mona — Math Content Specialist, Phoenix Union HSD

## **Leading the Sustained Implementation of the Common Core State Standards for Mathematics**

With the 2015 Common Core State Standards for Mathematics assessment less than 2 years away, how can you ensure that the reality of your K-12 mathematics program is closing the gap on the student learning expectations of the Common Core State Standards? Sustained implementation of the Common Core State Standards for Mathematics requires four unwavering pursuits and this session will explore these research-affirmed expectations and leadership actions necessary for successful Common Core State Standards for Mathematics implementation. Ldrshp | INT | Triton | BT

Whitman, Carmen — Director, Mathematics For All Consulting

## **Let's Integrate: Standards For Content and Mathematical Practice**

How will we teach all the Common Core State Standards for Mathematics? We need to integrate the standards for content and standards for practice when we teach mathematics in our classrooms. This session will focus on exploring middle school lessons that demonstrate the integration of content standards and standards for mathematical practice. 6-8 | W | Evergreen | BT

*Co-presenter: Emma Trevino — Supervisor of Mathematics Programs, Univ. of Texas, Charles A. Dana Center*

# KEYNOTE SESSIONS

**FRIDAY EVENING** — PACIFIC GROVE MIDDLE SCHOOL, AUDITORIUM

7:30 - 9:00



Dr. David Dockterman, Professor Harvard University

### **The Gamification of Math: Building a Growth Mindset Among Students Who Need It Most**

In games failure typically prompts players to adjust and try again. In school mistakes, particularly in math, can lead to shut down, reaffirming the student's sense of inadequacy. Too many struggling students have, in the words of Carol Dweck, a "fixed mindset" about math, a belief that they just can't do it. They stop trying. Without effort, though, success is impossible. On the other hand, perseverance, a key standard of mathematical practice in the Common Core, is a fundamental characteristic of "growth mindset" and the way kids naturally approach games. This session brings together research-validated and research-based tools for leveraging gaming elements to shift the math mindsets of the students who need it most. [GI | W | 53](#)



Dan Meyer,  
Digital Mathematics  
Curriculum Consultant,  
Stanford University

### **Fake-World Math**

The presenter works with thousands of math educators every year and finds more disagreement about the California Common Core State Standards modeling standard than any other. So let's try to answer these questions: a) what is modeling, b) how do we get our students to do it, and c) how do we get our students to like it? [GI | PRS | 1018](#)

**SUNDAY MORNING** — ASILOMAR, MERRILL HALL

9:00 - 10:15

10:45 - NOON

Dr. Timothy Kanold,  
Educational Author  
and Speaker, Houghton  
Mifflin Harcourt and  
Solution Tree Publishing

### **The Art of Teaching Mathematics: Inspiring Students to Learn!**

This session will focus on how to take into account the variety of prior mathematics knowledge and language proficiency of students. Variation in language proficiency takes on more urgency with the close link between language and knowledge in the California Common Core State Standards (CCSS) as we design and implement mathematics instruction. What are the challenges and the opportunities facing students as schools shift to the CCSS-mathematics? Starting from the 8 Standards for Mathematical Practice (pages 6-8, CCSS), the session will examine implications for ALL students, EL students, and instructional strategies. [GI | PRS | 1118](#)



# SATURDAY HIGHLIGHTED SESSIONS

Time	Speaker	Session	Grade Level   Type	Room
8:00 - 9:00	Cagle, Peg	Instructional Choices for More Effective Math Classrooms	8-12   PRS	Kiln
	Cook, Marcy	Engage All in Reasoning	PK-2   INT	Merrill Hall
	Fulton, Brad	Fostering the CCSS Mathematical Practices	6-8   PRS	PGMidS Auditorium
	Moskowitz, Stuart	Renew Yourself by Teaching Math in Another Country	GI   PRS	PGMS Room 5
9:30 - 10:30	Armstrong, Larry	Flip Instruction to Transform Learning	6-8   PRS	Kiln
	Burrill, Gail	Ten Strategies for Making Questioning Central to Teaching	GI   INT	PGMidS Auditorium
	Grip, Bruce	Hot Dogs, Pizza, Soda Cans and Mathematical Modeling	8-12   PRS	Merrill Hall
	Callahan, Patrick	The Skeleton in the Closet: Rethinking Curriculum Maps	GI   PRS	PGMS Room 5
11:00 - 12:00	Cook, Marcy	Reasoning & Problem Solving: The Heart of Mathematical...	3-8   INT	PGMidS Auditorium
	Foster, David	Change and the CCSSM	GI   PRS	Merrill Hall
	Fulton, Brad	A Ready-to-Use Activity for the Common Core	6-8   PRS	Kiln
	Easterday, Joan	California Mathematics Project: Implementing the CCSS Reasoning...	3-8   PRS	PGMS Room 5
1:30 - 3:00	Burrill, Gail	Crocodiles, Logarithms and the Mathematical Practice Standards	8-12   INT	Merrill Hall
	Serra, Michael	Pirate Geometry	8-12   INT	PGMidS Auditorium
	Taylor, Megan	From Tsuruda to Tsicherman: Great Problems in the Age of CC	8-12   INT	Kiln
	Latimer, Kathlan	Practicing the Standards for Mathematical Practice	GI   INT	PGMS Room 5
3:30 - 5:00	Asturias, Harold	Academic Discussions: Building on Student's Explanations	3-8   W	PGMidS Auditorium
	Erickson, Sheldon	Transform Math – Integrate Science and Technology	6-8   PRS	Merrill Hall
	Humphreys, Cathy	Number Talks Instead of Warmups: Developing Algebraic...	GI   INT	Kiln
	Hakansson, Susie	Standards for Mathematical Practice: Resources for MP1 and MP6	GI   INT	PGMS Room 5

## CALL FOR SPEAKERS

### CMC-North 56<sup>th</sup> Annual Conference

Asilomar and Pacific Grove Middle School, Pacific Grove

## Discovering the Beauty in Mathematics

December 5-7, 2014

Proposals will be accepted online at [www.cmc-math.org/activities/north\\_speakers.html](http://www.cmc-math.org/activities/north_speakers.html) from January 30 to April 30, 2014. We welcome new and returning speakers to submit proposals. Speaking at a conference is a great way to share your ideas and expertise with your colleagues.

For further information, please contact: Ana England at [anaengland@me.com](mailto:anaengland@me.com).

## CMC STUDENT ACTIVITIES TRUST

### Tax Deductible Contribution

Remember your year-end tax deductible contribution to the CMC Student Activities Trust Fund. So far we've spent \$200,000 to support student activities throughout California since 1983. All contributions should be mailed to:

Gayle Spencer  
CMC Student Activities Trust Fund  
3617 Dayton Avenue, Fresno, CA 93726

### Applications

Many of the past activities supported have been math fairs and various math contests, however funds are not limited to these two type of events. For information on how to apply for these funds to support student activities in mathematics, visit [www.cmc-math.org/awards](http://www.cmc-math.org/awards), or contact your local affiliate president or Natalie Mejia at the SATF Chair, at [nmejia62@yahoo.com](mailto:nmejia62@yahoo.com).



## How To Use The Conference Time Planner

The Conference Time Planner is designed to help you “map out” your sessions so you can enjoy the conference without the frustration of running from place to place, arriving late for a session, or missing one completely. It cannot, of course, help you decide which of the many sessions for your grade level to select in each time slot, nor can it make the very popular sessions less crowded. We hope it will help you enjoy the conference just a little bit more.

Below are some ideas to be aware of as you check your plan for the day:

- If this is your first Asilomar math conference, be sure to drop in at the newcomers’ session Friday or Saturday morning.
- The lunch hour is 90-minutes and does not overlap any session.
- Don’t forget to visit the commercial exhibits at Pacific Grove Middle School.

**Please plan accordingly and choose a couple sessions at the same site you’d like to attend.  
This will save you time by not having to make a last minute choice.  
It’s possible a session has reached room capacity, or was cancelled after this program went to print.**

### CONFERENCE DAY AND TIME PLANNER

	Time	Speaker / Topic	Location
<b>Friday</b>	6:00-7:00 PM	Dinner	Dining Hall, Asilomar
	<b>7:30-9:00 PM</b>	<b>KEYNOTE SESSION:</b> (information on page 7) <b>Dr. David Dockterman</b> — The Gamification of Math: Building a Growth Mindset...	Auditorium, Pacific Grove MS
<b>Saturday</b>	7:00-8:15 AM	Breakfast	Dining Hall, Asilomar
	8:00-9:00 AM	<b>1ST CHOICE:</b>	
		<b>2ND CHOICE:</b>	
	9:30-10:30 AM	<b>1ST CHOICE:</b>	
		<b>2ND CHOICE:</b>	
	11:00 AM-12:00 PM	<b>1ST CHOICE:</b>	
		<b>2ND CHOICE:</b>	
	12:00-1:30 PM	Lunch / Commercial Products	
	1:30-3:00 PM	<b>1ST CHOICE:</b>	
		<b>2ND CHOICE:</b>	
3:30-5:00 PM	<b>1ST CHOICE:</b>		
	<b>2ND CHOICE:</b>		
6:00-7:00 PM	Dinner	Dining Hall, Asilomar	
7:30-10:00 PM	<b>Ignite!</b> and <b>President’s Party</b> - Everyone Welcome! (information on page 4)	Merrill Hall, Asilomar	
<b>Sunday</b>	7:30-9:00 AM	Breakfast	Dining Hall, Asilomar
	<b>9:00-10:15 AM</b>	<b>MORNING KEYNOTE SESSION:</b> (information on page 7) <b>Dan Meyer</b> — Fake-World Math	Merrill Hall, Asilomar
	<b>10:45 AM-Noon</b>	<b>MID-MORNING KEYNOTE SESSION:</b> (information on page 7) <b>Tim Kanold</b> — Math, Language, and the Pursuit of Happiness	Merrill Hall, Asilomar

## ASILOMAR CONFERENCE GROUNDS—SATURDAY SESSIONS

Facility		8:00 - 9:00	9:30 - 10:30	11:00 - 12:00	1:30 - 3:00	3:30 - 5:00
FIRESIDE	Kiln Seats 100	<b>Peg Cagle</b> Instructional Choices for More Effective Math Classrooms 8-12   PRS   102   BT	<b>Larry Armstrong</b> Flip Instruction to Transform Learning 6-8   PRS   202   BT	<b>Brad Fulton</b> A Ready-to-Use Activity for the Common Core 6-8   PRS   302   BT	<b>Megan Taylor</b> From Tsuruda to Tsicherman: Great Problems in the Age of CC 8-12   INT   402   BT	<b>Cathy Humphreys</b> Number Talks Instead of Warmups: Developing Algebraic Reasoning in Middle and High School GI   INT   502
	Oak Shelter Seats 44	<b>Victoria Brady</b> Sky Geometry: Great Circles and Angles on a Sphere 6-8   INT   104   BT	<b>Lynda Holman</b> Primary Algebra PK-2   INT   204   BT	<b>Katie Daniels</b> Fraction and Decimal Computation Models 3-5   INT   304   BT	<b>Deborah Lane</b> Start with a Picture: A Guide to Teaching to CCSS for Mathematical Practices 3-8   INT   404   BT	<b>Brad Christensen</b> Creative Core Curriculum PK-5   PRS   504   BT
FIRESIDE	Evergreen Seats 44	<b>Emmanuel Coup</b> Geometry with a French Twist 6-8   105   BT	<b>Julie Yu</b> The Many Pieces of Pi 6-8   INT   205   BT	<b>Shelly Lawson</b> Modeling Lessons Can Work for All Students – Yes, Even Yours! 6-8   INT   305   BT	<b>David Lau</b> Applied Calculus in Finance, Business and Economics 8-12   PRS   405	<b>Monica Johnson Rock</b> Accessing Geometry Through Origami 3-8   INT   505   BT
	Acacia Seats 40	<b>Janet Bales</b> Using Games to Foster Math Reasoning, Discourse and Motivation 6-8   INT   107   BT	<b>Louanne Myers</b> Common Core, Help Me Get Started! 3-5   INT   207   BT	<b>Sherrina Clark</b> Effective Group Work 8-12   INT   307	<b>Karen Arth</b> Develop Conceptual Understanding Using Multiple Representations 8-12   INT   407   BT	<b>Judith Kysh</b> Turn Algebra Exercises into Common Core Practice Tasks 8-12   INT   507   BT
NORTH WOODS	Toyon Seats 40	<b>Karyn Conner</b> Oh the Places They'll Go, When We Know What They Know! 3-8   INT   108   BT	<b>Denise McDowell</b> Active Learning and Higher-Order Thinking Using Math Practices 6-8   PRS   208   BT	<b>Karen Kennedy</b> Problem-Based Learning and the Common Core: What's to Argue? Tchr Ed   308   BT	<b>Jeanne Ramos</b> Building Students' Confidence as Persevering Problem Solvers 6-8   INT   408   BT	<b>Christopher Yakes</b> Common Core Fraction Instruction 3-5   PRS   508   BT
	Marlin Seats 34	<b>Ed Zaccaro</b> Seven High-Interest Real-Life Math Investigations 6-8   PRS   109   BT	<b>Ed Zaccaro</b> Meeting the Needs of Mathematically Gifted Children 3-8   PRS   209   BT	<b>Chris Dell</b> CCSSM: Teaching the WHY & the WHERE Before the HOW GI   PRS   309	<b>Mike Chamberlain</b> Get a Statistical Advantage: Shifting to CCSS 8-12   INT   409   BT	<b>Brandy Wieggers</b> Bay Area Math Circle for Teachers Into the Classroom Tchr Ed   PRS   509   BT
VIEW CRESCENT	Curlew Seats 34	<b>Jody Siker</b> Proportionality: Technology to Facilitate Co-Teaching Tchr Ed   PRS   110	<b>Julie McNamara</b> Examining/Developing Practice via Live Laboratory Teaching Tchr Ed   PRS   210	<b>Babette Benken</b> Aligning Instruction to the SMPs: Activities for Secondary Teachers Tchr Ed   PRS   310	<b>Brigitte Lahme</b> Using IllustrativeMathematics.org to Support Teacher Change Tchr Ed   PRS   410	<b>Frederick Nelson</b> Natural Connections in STEM Learning for Future Elementary Teachers Tchr Ed   PRS   510
	Sanderling Seats 34	<b>Scott Farrand</b> Diophantine Equations Can Hide Geometric Surprises 8-12   INT   111   BT	<b>Tony Alteparmakian</b> Who Needs Homework? 8-12   PRS   211   BT	<b>Barbara Novelli</b> Talking and Writing in Math Supports Mathematical Thinking PK-5   INT   311   BT	<b>Barbara Novelli</b> Making the Core Math Standards Relevant to Young Learners PK-2   INT   411   BT	<b>Stephen Weimar</b> Notice and Wonder: Engage in Formative Assessment of Mathematical Thinking 8-12   INT   511   BT

### Speaker and Conference Evaluation Forms Now Online!

We value your input and your feedback is important to us. All comments are reviewed by committee members to ensure next year's conference is even better! We can make it better—you just have to tell us!

#### ■ Speaker Evaluation Form

Go to our website and click on the link to the Speaker Evaluations Input or go directly to [https://www.surveymonkey.com/s/CMC\\_SPEAKER\\_EVALUATION](https://www.surveymonkey.com/s/CMC_SPEAKER_EVALUATION). Your input will be easier and faster to tally!

#### ■ Conference Evaluation Form

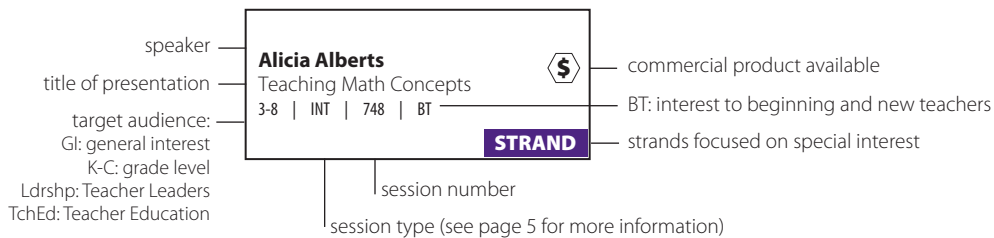
Complete conference evaluation online [https://www.surveymonkey.com/s/CMC-North\\_Math](https://www.surveymonkey.com/s/CMC-North_Math) by December 31, 2013 and you will be entered in a drawing for FREE conference registration and on grounds housing for next year. The winners for this year's free registration and housing are Kathy Morris and Marc Roth.

## ASILOMAR CONFERENCE GROUNDS—SATURDAY SESSIONS

Facility	8:00 - 9:00	9:30 - 10:30	11:00 - 12:00	1:30 - 3:00	3:30 - 5:00	
<b>SEA GALAXY</b>	<b>Triton</b> Seats 40	<b>Gena Richman</b> A Morning Cup of Mathematical Practices 3-5   INT   115   BT	<b>Clay Dagler</b> Make and Breaks in the Algebra Classroom 8-12   PRS   215	<b>Cathy Carroll</b> Highlighting Mathematical Practices in Everyday Tasks 6-8   INT   315	<b>Robert Preston</b> Modeling with Mathematics in the Everyday Mathematics Classroom PK-5   INT   415   BT	<b>James Sheldon</b> Rethinking Mathematics (Dis)Abilities GI   PRS   515   BT
	<b>Nautilus E</b> Seats 36	<b>Stephanie Biagetti</b> Getting Started with Math Tasks that Align with the SMP PK-2   INT   116   BT	<b>Jody Anderson</b> Spring into Common Core Using Literature, Non-Fiction and Writing PK-2   INT   216   BT	<b>Heather Dallas</b> News from the California Framework Committee GI   PRS   316	<b>Vicki Vierra</b> Power the Common Core Transformation with Proportional Reasoning 6-8   INT   416   BT	<b>Lorie Reichel-Howe</b> Survival Guide to Detect and Dismantle Disruptive Behavior Tchr Ed   PRS   516   BT
	<b>Nautilus W</b> Seats 48	Newcomers' Session PRS   117	<b>Susan Hoffmier</b> The Amazing, "One-derful", 1 6-8   INT   217   BT	<b>Heather Clark</b> Rigor Pie: Managing the Balance of Mathematics Instruction 3-8   INT   317	<b>Avery Pickford</b> Proof Doesn't Begin with Geometry GI   INT   417	<b>Michael Lutz</b> Transformations, Modeling, Technology with Exponentials in the CCSS 8-12   INT   517   BT
<b>MERRILL H.</b>	<b>Merrill Hall</b> Seats 300	<b>Marcy Cook</b> Engage All in Reasoning PK-2   INT   118   BT	<b>Bruce Grip</b> Hot Dogs, Pizza, Soda Cans and Mathematical Modeling 8-12   PRS   218   BT	<b>David Foster</b> Change and the Common Core State Standards for Mathematics GI   PRS   318   BT	<b>Gail Burrill</b> Crocodiles, Logarithms and the Mathematical Practice Standards 8-12   INT   418   BT	<b>Sheldon Erickson</b> Transform Math: Integrate Science and Technology 6-8   PRS   518   BT

### HOW TO READ THE MATRIX

The matrix also reflects site, room, day and time of session. Refer to the alpha section for more information about each session. Site map on back of program.



### SPECIAL INTEREST STRANDS

**LDRSHP** The leadership strand focuses on areas of interest to mathematics teacher leaders and coaches as well as district and site administrators.

**TODOS** In collaboration with TODOS: Mathematics for All!, an affiliate of NCTM, the sessions in this strand focus on issues related to equity and providing all students with high quality mathematics learning opportunities.

**MITI** In the Make-It, Take-It strand you can make your own models for classroom projects and activities. Each session is limited to 25 participants. **There may be a small materials fee for some sessions.**

**CAMTE** The California Association of Mathematics Teacher Educators bring together a set of speakers whose presentations focus on areas of interest to those involved in pre-service and in-service mathematics education. CAMTE Business meeting will be held 12:00-1:30 in Curlew.

### BUS SERVICE

On Friday, bus service will run between the Asilomar grounds and Pacific Grove Middle School from 4:00-9:30 p.m.



Busses will run between Asilomar and Pacific Grove Middle School and 7:15 a.m. - 6:00 p.m. on Saturday.

### REFRESHMENTS

Coffee and tea are available during the conference at Dolphin, Kiln, and Acacia on Saturday, and Surf and Sand on both Friday and Saturday. Water will be in all the rooms on the grounds.

PACIFIC GROVE MIDDLE SCHOOL—SATURDAY SESSIONS

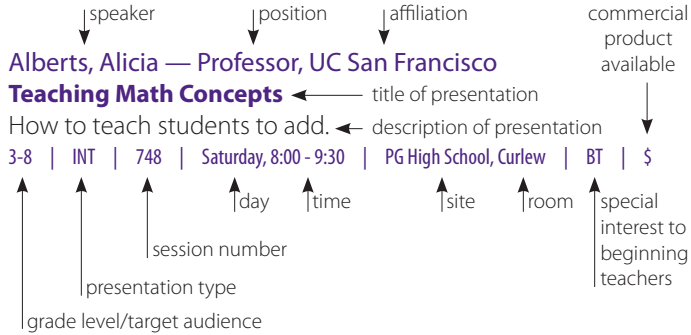
Room	8:00 - 9:00	9:30 - 10:30	11:00 - 12:00	1:30 - 3:00	3:30 - 5:00
Library Seats 25	<b>James Richards</b> Address and Engage the SMP with an iPad® Screencast 6-8   PRS   130   BT	<b>Gary Eisenberg</b> Sing, Dance, Play Your Way Through K-3 Math PK-2   INT   230   BT	<b>Rebecca Hubbell</b> iPads 101 GI   PRS   330	<b>Rebecca Hubbell</b> Using iPads to Enhance a Math Lesson GI   PRS   430	<b>Karl Schaffer</b> Mathematics, Rhythm, and Dance GI   INT   530   BT
Room 1 Seats 30	<b>Lori Lambertson</b> Graphing Density: Floating Sinking Functional Relationships 6-8   INT   131   BT	<b>Rich Parsons</b> Using Lesson Study to Tackle those "Tough to Teach" Lessons 8-12   PRS   231   BT	<b>Rich Parsons</b> An iPad-Based Interactive Lesson on Vectors 8-12   PRS   331   BT	<b>Louanne Myers</b> Little Kids Love Math! PK-2   INT   431   BT	<b>Pat Ballew</b> Pattern Blocks? No Thanks, I'm Not into Quilting 3-8   INT   531   BT
Room 4 Seats 30	<b>Brian Lindaman</b> Transformational Geometry in the Common Core 8-12   PRS   133   BT	<b>Martha Robertson</b> Algebra 1 for All? What About Those Who Are 2-3 Years Behind? 6-8   PRS   233   BT	<b>Jack Bloom</b> Let's Explore Geometry Through the Lens of Common Core 6-8   INT   333   BT	<b>Matthieu Hamo</b> Launching the Transformation with Performance Tasks 3-8   INT   433   BT	<b>Travis Lemon</b> Teaching Transformational Geometry with Quality Tasks: MVP Utah 8-12   INT   533   BT
Room 5 Seats 30	<b>Stuart Moskowitz</b> Renew Yourself by Teaching Math in Another Country GI   PRS   134   BT	<b>Patrick Callahan</b> The Skeleton in the Closet: Rethinking Curriculum Maps GI   PRS   234   BT	<b>Joan Easterday</b> California Mathematics Project: Implementing the CCSS Reasoning Practices 3-8   PRS   334   BT	<b>Kathlan Latimer</b> Practicing the Standards for Mathematical Practice GI   INT   434   BT	<b>Susie Hakansson</b> Standards for Mathematical Practice: Resources for MP1 and MP6 GI   INT   534   BT
Room 6 Seats 30	<b>Brent Ferguson</b> Math for Book Lovers, Books for Math Lovers GI   PRS   135   BT	<b>Annie Fetter</b> Sense Making? Aren't We Already Doing That in Literacy? 3-8   PRS   235   BT	<b>Eric Muller</b> The Math in Motion 8-12   MITI   335	<b>Ruth Chamberlin</b> What's Vocabulary Got To Do With Making Math Accessible? 6-8   INT   435   BT	<b>Nicholas Restivo</b> Unpacking Geometry Problems from Boxes You Make 6-8   MITI   535   BT
Room 7 Seats 30	<b>Ivan Cheng</b> The Right Answer is Not Enough! 8-12   PRS   136   BT	<b>Erin Hanley</b> What's the Problem with the Answer? 8-12   INT   236   BT	<b>Elizabeth Wright</b> Establishing a Culture for Productive Math Learning 3-5   W   336   BT	<b>Joanne Rossi Becker</b> Online PD Resources for Structure and Generalization Tchr Ed   PRS   436   BT	<b>Kyndall Brown</b> Online PD Resources for Modeling and Using Tools Ldrshp   INT   536   BT
Room 12 Seats 30	<b>Emiliano Gomez</b> MDTP's WRI and Common Core State Standards for Mathematical Practice 6-8   PRS   139   BT	<b>Emiliano Gomez</b> The Stolen Pumpkin Pie: Modeling to Solve a Mystery 8-12   INT   239	<b>Travis Bower</b> Nspire iPad® App 8-12   PRS   339   BT	<b>Kyle Moyer</b> Beyond A-G: Avoiding College Remediation 8-12   PRS   439   BT	<b>Agnes Tuska</b> Mathematical Investigations and Modeling with GeoGebra 8-12   INT   539   BT
Room 13 Seats 30	<b>Carolee Koehn</b> Engaging Parents in Mathematics 3-8   INT   140   BT	<b>Sean Nank</b> The Transformation is Now: Experience CCSS in Action GI   INT   240   BT	<b>Sean Nank</b> Launching the Transformation: Classroom Assessments and CCSS GI   INT   340   BT	<b>Shelley Kriegler</b> Transformations 10 8-12   INT   440   BT	<b>Jared Derksen</b> Data and Slope and Intercepts, Oh My! 8-12   INT   540   BT
Lab 21 Seats 30	<b>Todd CadwalladerOlsker</b> (Re)Creating an Environment of Mathematical Discovery 8-12   PRS   141   BT	<b>Risa Wolfson</b> Modeling with Mathematics and Making a Decision 8-12   INT   241   BT	<b>Karlene Steelman</b> Integrating Mathematical Reasoning into Your Curriculum 6-8   INT   341   BT	<b>Emma Trevino</b> We Need to Reason Why: Division of Fractions 3-8   INT   441   BT	<b>Carmen Whitman</b> Let's Connect Proportional Reasoning with the Standards 6-8   W   541   BT
Lab 22 Seats 30	<b>Karen Mayfield-Ingram</b> Using Formative Assessment to Create Equitable Practices 6-8   INT   142   BT	<b>Megan Taylor</b> Clustering the Common Core: A New Take on Unit Planning 6-8   PRS   242   BT	<b>Chase Orton</b> Two-Way Tables: A Challenging New 8th Grade State Standards 6-8   PRS   342   BT	<b>Virginia Bastable</b> Examining the Meaning of Multiplication: $12 \times \frac{3}{4}$ or $\frac{3}{4}$ of 12? 3-8   INT   442   BT	<b>Suzanne Damm</b> Implementing CCSS for Mathematics: Practices Before New Material 6-8   INT   542   BT
Room 24 Seats 30	<b>Terry Coes</b> The Conics: From Paper Folding to Sketches to Equations 8-12   PRS   143   BT	<b>Debra Coggins</b> Let Your English Learners Help You Launch the CCSS for Mathematics! 3-8   INT   243   BT	<b>Mona Toncheff</b> Differentiation Strategies to Achieve CCSS Algebra Success! 8-12   INT   343   BT	<b>Melissa Canham</b> Developing Place Value Understanding Through Problem Solving PK-5   INT   443   BT	<b>Lisa Miller</b> Reaching At-Risk Students in Algebra 1 and Algebra 2 8-12   PRS   543   BT

PACIFIC GROVE MIDDLE SCHOOL—SATURDAY SESSIONS

Room	8:00 - 9:00	9:30 - 10:30	11:00 - 12:00	1:30 - 3:00	3:30 - 5:00
Room 25 Seats 30	<b>Alison Mazzola</b> Creating Meaning by Modeling Division 3-5   INT   144   BT	<b>Kim Kirley</b> Common Core Number Sense in the Kindergarten Classroom PK-2   PRS   244   BT	<b>Lew Douglas</b> Math and Musical Rhythm 3-5   INT   344   BT	<b>Chris Paulus</b> 1-and-1 Basketball: CCSS and Probability for Middle School 6-8   INT   444   BT	<b>Travis Bower</b> Scaled Drawings and Sliders 8-12   INT   544
Room 26 Seats 30	<b>Brian Lim</b> Make Use of Structure with non-CCSS Textbooks 8-12   PRS   145   BT	<b>Sara Moore</b> Ratio and Proportion: Manipulatives for a Strong Foundation 6-8   INT   245   BT	<b>Ann Carlyle</b> Expanding Math Talk with Our Youngest Students PK-2   PRS   345   BT	<b>Stuart Moskowitz</b> Algebra in Full Color and High Resolution with the New TI84C 8-12   INT   445   BT	<b>Max Ray</b> Becoming Better Reasoners: Supporting Students to Develop as Problem-Solvers 8-12   INT   545   BT
Room 27 Seats 30	<b>Donna Goldenstein</b> Mathematics and The Arts: Thinking and Reasoning Through Art 3-5   PRS   146	<b>Peggy McLean</b> What is This Place? Place Value Investigations 3-5   INT   246   BT	<b>Cathie Dillender</b> Understanding Rigor + Mathematical Practices + Modeling PK-5   PRS   346   BT	<b>Gail Standiford</b> Ready – Stats – Go! 8-12   INT   446   BT	<b>Elmano Costa</b> English Learners and Common Core: It Can Be Done! 3-8   INT   546   BT
Room 28 Seats 30	<b>Myrna Mitchell</b> Number Sense and the Common Core PK-2   INT   147   BT	<b>Virginia Young</b> Creating a More Engaging Math Class with Interactive Whiteboards 6-8   PRS   247   BT	<b>Alex Bega</b> Flipping the Secondary Math Classroom 8-12   PRS   347   BT	<b>Christopher Brownell</b> Making Mathematical Modeling Manageable 6-8   INT   447   BT	<b>Ryan Doetch</b> Enhance Math Instruction with Interactive Whiteboards PK-2   PRS   547   BT
Room 29 Seats 30	<b>John Diehl</b> The Mathematics of Angry Birds 8-12   PRS   148   BT	<b>Ethan Weker</b> Asperger's Syndrome in the Math Classroom GI   PRS   248   BT	<b>Virginia Bastable</b> Representing Algebraic Situations: Words, Tiles & Symbols 6-8   INT   348   BT	<b>Jeanne Lazzarini</b> Common Core Connections with FUNc-tions! 6-8   INT   448   BT	<b>Olga Eidelman</b> Geometry from Scratch 3-8   INT   548
Room 32 Seats 30	<b>Jennifer North Morris</b> Strike a Pose: Modeling in Algebra 8-12   INT   150   BT	<b>Greisy Winicki Landman</b> Making Sense of School Mathematics via Transformations 8-12   INT   250	<b>Suzanne Alejandre</b> Moving Beyond the Right Answer GI   INT   350   BT	<b>Nancy McGuire-Paulson</b> Ladders and Number Lines, Models for Factoring 3-8   INT   450   BT	<b>Elizabeth Street</b> Modeling: Embedding Authentic Problems in Your MS/HS Curriculum 8-12   INT   550   BT
Room 33 Seats 30		<b>Neal Manegold</b> What is Intelligent Adaptive Learning? PK-5   PRS   251	<b>Paul Giganti</b> Nim: A Classic Math Game You Can Play All Year 3-5   INT   351   BT	<b>Martin Flashman</b> Using Mapping Diagrams to Understand (Linear) Functions 8-12   PRS   451   BT	<b>Tom Murray</b> Pentominoes: Mathematical Models that Grow 3-5   MITI   551   BT
Auditorium Seats 700	<b>Brad Fulton</b> Fostering the CCSS Mathematical Practices 6-8   PRS   153   BT	<b>Gail Burrill</b> Ten Strategies for Making Questioning Central to Teaching GI   INT   253   BT	<b>Marcy Cook</b> Reasoning and Problem Solving: The Heart of Mathematical Thinking 3-8   INT   353   BT	<b>Michael Serra</b> Pirate Geometry 8-12   INT   453   BT	<b>Harold Asturias</b> Academic Discussions: Building on Student's Explanations 3-5   W   553
Room 36 Seats 30	<b>Glenn Kenyon</b> Teaching Division of Fractions for Understanding: Grades 5 and 6 3-8   INT   154   BT	<b>Scott Farrar</b> A Picture is 1000 Words: How Much is Geogebra Worth? 8-12   PRS   254   BT	<b>Donna Langerman</b> Math Activity Days 6-8   PRS   354   BT	<b>Gloria Brown Brooks</b> From Flatland to Zometown: Visit with the Five Platonic Solids Tchr Ed   MITI   454	<b>Calisa Holm</b> Getting the Most Out of Your Communicators 6-8   INT   554   BT
Room 37 Seats 30	<b>Patricia Rogers</b> Facilitating Students' Discussions of Mathematics 3-8   INT   155   BT	<b>Sandy Silverman</b> More than Naming Shapes: Geometry for Pre K and Kindergarten PK-2   INT   255   BT	<b>Barbara McIntyre</b> The Many Angles of Number Sense in First Grade PK-2   PRS   355   BT	<b>Andrew Stadel</b> Hands-on Activity to Foster CCSSM Practices 6-8   INT   455   BT	<b>Cheryl Roddick</b> Implementing the Common Core: Math Practices and Content 3-5   INT   555   BT
Room 38 Seats 30	<b>Mardi Gale</b> Algebra Intervention and Common Core: What's the Intersection? 8-12   PRS   156   BT	<b>Mardi Gale</b> Curriculum Design Integrating Standards for Math Practice GI   PRS   256   BT	<b>Rajee Amarasinghe</b> Implementing Common Core Using Deliberate Discourse GI   PRS   356	<b>Brent Ferguson</b> Constructing a Number Line the "Right" Way – from Scratch! 8-12   PRS   456   BT	<b>Zaur Berkaliiev</b> Modeling Mathematical Proofs Through Visualization Tchr Ed   INT   556   BT
Room 39 Seats 30	<b>Lauren Matteis</b> Constructing Viable Arguments in the Elem. Classroom PK-5   INT   157   BT	<b>Masha Albrecht</b> Supporting the AP Calculus Curriculum Through Projects 8-12   INT   257   BT	<b>Rick West</b> Students Making Sense of Integer Addition on the Number Line 3-8   INT   357   BT	<b>Betty Cordel</b> Fractions on a Number Line 3-5   INT   457   BT	<b>Henri Picciotto</b> Function Diagrams: A Visual Tool for Secondary Math 8-12   INT   557   BT



## HOW TO READ SPEAKER LIST



Albrecht, Masha — Berkeley HS

### Supporting the AP Calculus Curriculum Through Projects

Good projects enrich the classroom environment, increase the quality of student collaboration, and motivate the mathematics content. The presenter will share projects and unifying problems she has used with her AB Calculus classes at Berkeley High. These will include group skits, using an integral to understand solar panels, a 3-D model building project, the lollipop problem, and a description of how we celebrate "e day." Classroom ready handouts and samples of student work will be provided.

8-12 | INT | 257 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 39 | BT

Alejandre, Suzanne — The Math Forum @ Drexel

### Moving Beyond the Right Answer

What happens when we give students solutions and engage them in an activity where the focus is shifted from solving a problem to reflecting on methods used by others to solve the problem? We'll experience this and discuss how to create similar activities from different resources. Activities that offer a variety of problem-solving strategies provide the scaffolding for students to develop how they make sense of problems, develop additional problem-solving methods, and persevere in solving problems.

GI | INT | 350 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 32 | BT

Alteparmakian, Tony — Foothill HS; ComMuniCator Panel

### Who Needs Homework?

Homework almost made me quit my job. It's a frustrating exercise that most teachers despise but feel is a necessary evil. But, is it necessary? We will discuss the good reasons we use to justify why we give homework and the better reasons that should make us shift our focus and stop assigning it. In a follow-up to my CMC Asilomar presentation last year, "The Black Sheep Chronicles," we will explore dynamic, effective practice strategies.

8-12 | PRS | 211 | Saturday, 9:30 - 10:30 | Asilomar, Sanderling | BT

~ Name badges ~

Name badges must be worn at all times while attending the conference. Badges are required for entry into the sessions and the exhibit hall.

Amarasinghe, Rajee — CSU Fresno Math Dept.

### Implementing Common Core Using Deliberate Discourse

Implementing the eight Standards for Mathematical Practice of the Common Core State Standards Initiative in the classroom can be challenging for beginning or experienced teachers. This presentation will show classroom videos and discuss details of how we have tried to use Deliberate Discourse to develop these practices in students. These examples were taken from a high school geometry classroom and a one-week summer academy conducted for grades 4-7 students.

GI | PRS | 356 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 38  
Co-presenter: Daniel Jones — Teacher, University HS, Fresno

Anderson, Jody — TK/K Teacher, California Reading Assc. Area 2 Director, CRA Area 2 Director

### Spring into Common Core Using Literature, Non-Fiction and Writing

What child doesn't love to be read to and what teacher doesn't love to read to children? If this describes you...see how reading *The Three Little Pigs* and the *Very Hungry Caterpillar* (plus many more titles) can lead into your next concept lesson and ignite the love of literature and reading in your students. See how to use interactive writing to write math equations and story problems using the Language of Mathematics.

PK-2 | INT | 216 | Saturday, 9:30 - 10:30 | Asilomar, Nautilus East | BT  
Co-presenter: Jenn Tverberg — First Grade Teacher, President of the Placer Area Reading Council

Armstrong, Larry — Teacher, Computech MS

### Flip Instruction to Transform Learning

Flip instruction with technology. Focus class time on tasks to develop conceptual understanding and practices. Teach and reinforce procedural knowledge with online technology. Three years of flipping experience and free online resources shared.

6-8 | PRS | 202 | Saturday, 9:30 - 10:30 | Asilomar, Kiln | BT

Arth, Karen — CPM Educational Program

### Develop Conceptual Understanding Using Multiple Representations

Participate in activities that make the connections between a pattern, table, graph and its rule. Learn ways to help students move from each representation to the others while developing a deep conceptual understanding of multiple ways to solve problems. Teachers will receive ideas and materials that they can use in their own 8th grade and/or Algebra classrooms. The Standards for Mathematical Practice will be embedded and highlighted throughout this hands-on session.

8-12 | INT | 407 | Saturday, 1:30 - 3:00 | Asilomar, Acacia | BT | \$

Asturias, Harold — Lawrence Hall of Science

### Academic Discussions: Building on Student's Explanations

Students' main job is to produce explanations that other students understand. To do this, they need to both access and opportunities to engage in tasks that promote discourse. Three read strategy is one tool to engage students in the mathematics of the task as they develop the language to communicate their reasoning. In this session we will experience the three read strategy.

3-5 | W | 553 | Saturday, 3:30 - 5:00 | PG Middle School, Auditorium

Bales, Janet — Regional Director of Math Partnerships, Scholastic

### Using Games to Foster Math Reasoning, Discourse and Motivation

In this lively, hands-on session, participants will learn about the value of incorporating strategic play into their mathematics classes. Games with fraction strips, number cubes, and sets of number cards will be used. The discussion will focus on students' mathematical discourse, opportunities for computational practice, and game extensions. Participants may keep all materials used.

6-8 | INT | 107 | Saturday, 8:00 - 9:00 | Asilomar, Acacia | BT

Ballew, Pat

### Pattern Blocks? No Thanks, I'm Not into Quilting

No! No! No! I'm talking about those funny plastic shapes. Come join in and explore ways to use pattern blocks in grades 4-6 for finding equivalencies and writing equations. Then expand this, especially for 6th and 7th grades, to determine area utilizing multiple rationales.

3-8 | INT | 531 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 1 | BT

Bastable, Virginia — Mount Holyoke College

### Examining the Meaning of Multiplication: $12 \times \frac{3}{4}$ or $\frac{3}{4}$ of 12?

This interactive session will examine the meaning of fraction multiplication through math activities and analysis of classroom video. Various representations of fractions and multiplication will allow us to focus on the question, how are  $12 \times \frac{3}{4}$  and  $\frac{3}{4}$  of 12 the same and how are they different?

3-8 | INT | 442 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 22Lab | BT

### Representing Algebraic Situations: Words, Tiles and Symbols

The CCSS-M include representing situations with words, symbols, graphs, and manipulatives as part of algebraic thinking. This session includes a variety of math activities using multiple representations as tools for reasoning. A consideration of how to help students make connections between their intuitive approaches and more formal concepts of linear and non-linear functions and equation solving is a focus. Links to the CC Practice Standards will be addressed. Handouts include problem sets.

6-8 | INT | 348 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 29 | BT

Bega, Alex — Mathematics Teacher and Educational Technologist, Saint Francis HS

### Flipping the Secondary Math Classroom

Maximize the time with your students by rearranging how you deliver content. Flip your teaching so you can better utilize classroom minutes and valuable individual instruction time with your students. Learn how to deliver content using screen casting and interactive whiteboard software, teacher websites, online surveys, SMART boards and iPads.

8-12 | PRS | 347 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 28 | BT

Benken, Babette — CalState Long Beach  
**Aligning Instruction to the SMPs: Activities for Secondary Teachers**

In this session we will share elements of and results from our long-term PD project and study that sought to improve high school Algebra teachers' content knowledge and teaching practices in a large, urban district. Additionally, we will explore activities from our PD that assist teachers in learning new ways of thinking about mathematics and its teaching. Specifically as it relates to the new Common Core State Standards algebra standards and the Standards for Mathematical Practice.

Tchr Ed | PRS | 310 | Saturday, 11:00 - 12:00 | Asilomar, Curlew

Co-presenter: Cara Richards — Tutor, CalState Long Beach

Berkaliev, Zaur — CSU Chico

### Modeling Mathematical Proofs Through Visualization

This interactive session will focus on non-routine examples of mathematical proofs and their enhancement by visualization and hands-on activities. The activities emphasize the development of algebraic and geometric reasoning and are based on real world problems and their mathematical modeling available to a wide range of high and middle school students. No formal math content knowledge beyond the K-6 level is required.

Tchr Ed | INT | 556 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 38 | BT

Biagetti, Stephanie — CSU Sacramento

### Getting Started with Math Tasks that Align with the SMP

This interactive session will introduce you to math tasks at the K-2 levels. Math tasks are problems that target concepts, have multiple entry points, elicit reasoning, require explanations, and address the SMP. Because students do not necessarily enter your class with the skills needed to solve these tasks completely, I will present scaffolding techniques (e.g. language frames, guiding questions) so that students can develop skills over time as these problems become a regular math routine.

PK-2 | INT | 116 | Saturday, 8:00 - 9:00 | Asilomar, Nautilus East | BT

Bloom, Jack — Math Expert, Monroe HS

### Let's Explore Geometry Through the Lens of Common Core

Participants will explore hands-on activities, receive assessment samples, and get an overview of the direction geometry is headed through the eyes of Common Core State Standards. A packet containing project themes, questioning techniques, and online resources offers support in designing lessons that you can implement immediately. Join us in the excitement as we discover new trends in geometry guided by Common Core!

6-8 | INT | 333 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 36 | BT

Co-presenter: Miki Nakamuraorth Hills — Secondary Math Teacher, Los Angeles Unified SD

#### REFRESHMENTS

Coffee and tea are available during the conference at Dolphin, Kiln, and Acacia on Saturday, and Surf and Sand on both Friday and Saturday. Water will be in all the rooms on the grounds.

#### CONFERENCE PLANNER (PAGE 9)

Please plan accordingly and choose a couple sessions at the same site you'd like to attend. This will save you time by not having to make a last minute choice. It's possible a session may have reached room capacity, or was cancelled after this program went to print.

Bower, Travis — Dos Pueblos HS

### **Nspire iPad® App**

Come find out how to use this tool effectively and confidently. This session is designed for the beginner, but we will mention some of the significant differences between the handheld CX and App. We will discuss one iPad® model as well as a 1-to-1 model in the classroom. Examples will be from Geometry and Algebra 2. The goal is to also provide you with a vision for this tool's potential. Bring your own iPad®.

8-12 | PRS | 339 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 12 | BT

### **Scaled Drawings and Sliders**

Are you eager to model real world problems involving geometry and trigonometry? Want to create dynamic models? Learn how on the Nspire (CX and iPad App). We will work through some examples on each device, comparing and contrasting. Bring your own iPad®. We will also see how a free LMS (edu20.org) can be used for projects.

8-12 | INT | 544 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 25

### **Brady, Victoria — Staff Educator, The Exploratorium Sky Geometry: Great Circles and Angles on a Sphere**

Get an angle on the sky! Come explore how we locate the sun and stars on the celestial sphere. We will look at the path of the sun at different seasons, and discover the relationship between the celestial equator and the ecliptic path. We will build an ancient navigation device, the cross staff, and practice how to use it.

6-8 | INT | 104 | Saturday, 8:00 - 9:00 | Asilomar, Oak Shelter | BT

Brown, Kyndall — UC Los Angeles

### **Online PD Resources for Modeling and Using Tools**

In 2012, the California Mathematics Project (CMP) partnered with California Mathematics Council to create a Professional Learning Module for the California Common Core State Standards for Mathematics. CMP's six-unit module focuses on the Standards for Mathematical Practice. This workshop reviews module unit 4.

Ldrshp | INT | 536 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 7 | BT

### **Brown Brooks, Gloria — Santa Ana Opportunity From Flatland to Zometown: Visit with the Five Platonic Solids**

We will convert flat surfaces to three dimensional surfaces using paper, straws and Zometools. The following Common Core State Standards for Mathematics Practices will be addressed during this session: making sense of problems and solving them, reasoning abstractly, modeling with mathematics, and the appropriate use of tools.

Tchr Ed | MITI | 454 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 36

Brownell, Christopher — TEAMES Grant Coordinator,  
Claremont Graduate Univ.

### **Making Mathematical Modeling Manageable**

A process for choosing/creating mathematical modeling problems will be demonstrated and participated in. Attendees will experience such problem(s) and discuss their alignment to the eight mathematical practices and the content standards of the California Common Core State Standards for Mathematics.

6-8 | INT | 447 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 28 | BT

Co-presenter: Ilene Foster — Coordinator Teacher Education Program,  
Claremont Graduate Univ.

Burrill, Gail — Math Specialist, Michigan State Univ.

### **Ten Strategies for Making Questioning Central to Teaching**

Questions can make student thinking about the mathematics visible and enable teachers to shape their instruction accordingly. Questions can also push students to make connections and extend their learning. How can we make such questioning the norm in our classrooms and how can interactive dynamic technology help?

GI | INT | 253 | Saturday, 9:30 - 10:30 | PG Middle School, Auditorium | BT

### **Crocodiles, Logarithms and the Mathematical Practice Standards**

A question about crocodiles leads to the Common Core State Standards for Mathematical Practice standard on modeling. How do you decide when data are linear? What do you do when the relationship does not seem to be linear? Where do logarithms come in and why? Modeling involves more than fitting a curve to a set of data and crocodiles help make the case.

8-12 | INT | 418 | Saturday, 1:30 - 3:00 | Asilomar, Merrill Hall | BT

### **CadwalladerOlsker, Todd — Assistant Professor, CSU Fullerton Recreating an Environment of Mathematical Discovery**

Certain types of classroom activities can lead to mathematical "discoveries" among students in the classroom. These discoveries are often spontaneous with one group of students, begging the question: how can we re-create those spontaneous discoveries with future classes? Together, we will discuss how approaching high school algebra problems from several angles can develop insights into the problem itself, but also into broader mathematical issues, in order to re-create these discoveries.

8-12 | PRS | 141 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 21Lab | BT

Cagle, Peg — Vanderbilt Univ.

### **Instructional Choices for More Effective Math Classrooms**

Teachers employ pedagogical judgment in making thousands of instructional choices, big and small, that define students' learning opportunities. Examine three high-leverage practices (management of homework; public records of work to guide mathematical discourse; assessment and evaluation of reasoning and sense-making) to become more adept at making the right choices to move towards realizing the promise in the Standards for Mathematical Practice to define what proficiency looks like for all students.

8-12 | PRS | 102 | Saturday, 8:00 - 9:00 | Asilomar, Kiln | BT

Callahan, Patrick — UC Los Angeles

### **The Skeleton in the Closet: Rethinking Curriculum Maps**

The standards are not a description of instruction. They are descriptions of what students should achieve as a result of their experiences. Too often, curriculum maps are just lists of standards that do not translate into coherent mathematical experiences for students. Illustrative Mathematics is developing mathematical and pedagogical narratives for units (called Unit Blueprints) and ways of arranging these units (called Curriculum Plans) that scaffold coherent curriculum development.

GI | PRS | 234 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 5 | BT

Co-presenter: Kristin Umland — Univ. of New Mexico

Canham, Melissa — Teacher Specialist, Mathematics, Downey USD

### Developing Place Value Understanding Through Problem Solving

Explore a progression of number sense activities based on Cognitively Guided Instruction research that develops the deep place value understanding required by the Common Core State Standards. Leave with access to digital classroom resources.

PK-5 | INT | 443 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 24 | BT

Carlyle, Ann — UC Santa Barbara

### Expanding Math Talk with Our Youngest Students (Pre K, K)

We will describe various investigative activities where children expand on their own mathematical ideas. We'll show video of young children dealing with counting, measuring and comparison. This session is intended for pre-K and kindergarten teachers.

PK-2 | PRS | 345 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 26 | BT

Carroll, Cathy — WestEd

### Highlighting Mathematical Practices in Everyday Tasks

The Common Core State Standards for Mathematical Practice (SMPs) describe processes that students are expected to develop and apply as they deepen their mathematics content understanding. In this session we will use examples of mathematically rich tasks and everyday textbook tasks to highlight connections between the SMPs and content standards.

6-8 | INT | 315 | Saturday, 11:00 - 12:00 | Asilomar, Triton

Chamberlain, Mike — Math Consultant, Project Director, Fresno COE / San Joaquin Valley Math Project

### Get a Statistical Advantage: Shifting to Common Core State Standards

Common Core State Standards for Mathematics calls for students to analyze data using increasingly sophisticated methods. Students will work with data analysis and associated facets of probability to foster statistical reasoning. This session will examine classroom activities about statistical inference, getting students to design activities where they participate in the process of generating reliable data. Participants will learn to use GeoGebra and graphing calculators to investigate trends/patterns in univariate and bivariate data.

8-12 | INT | 409 | Saturday, 1:30 - 3:00 | Asilomar, Marlin | BT

Co-presenter: Carl Veater — Math Coordinator, Fresno COE

Chamberlin, Ruth — Olympia SD

### What's Vocabulary Got To Do With Making Math Accessible?

Struggling students often lack confidence in their math and math vocabulary. Easily adaptable strategies can be used to support students as they build and use mathematical language. In this session, we will examine strategies to promote math vocabulary. Many of these strategies can be easily implemented next week.

6-8 | INT | 435 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 6 | BT

Cheng, Ivan — Associate Professor, CSU Northridge

### The Right Answer is Not Enough!

The Standards for Mathematical Practice ask students to "make sense of problems and persevere in solving them" and "attend to precision." This means teachers need to give students opportunities to engage in those practices. We will show you how to implement understand Common Core State Standards practices in a practical way by sharing how we created rich problems and assessment prompts similar to the kinds of problems students will see on Smarter Balanced assessments. We will show you how to analyze student work and score them efficiently and effectively. Handouts provided!

8-12 | PRS | 136 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 7 | BT

Co-presenter: Jaspreet Sandha — Teacher, Maclay MS

Christensen, Brad — STEM Instructional Designer, TPS Publishing/CeMaST

### Creative Core Curriculum

The Creative Core Curriculum includes traditional lessons, STEM projects, and Art activities to address Common Core Standards grades K-8. It also includes tutorials, reader books, and activity guides that can be used to address literacy, all in the context of mathematics instruction.

PK-5 | PRS | 504 | Saturday, 3:30 - 5:00 | Asilomar, Oak Shelter | BT | \$

Clark, Heather — Black Butte ES

### Rigor Pie: Managing the Balance of Mathematics Instruction

Making instructional shifts to Common Core State Standards is a challenge. One of these shifts is to add more rigor to instruction. What does that look like in mathematics? It is a balance of fluency, procedural knowledge and application. The application piece is what was least represented in my previous approach to teaching mathematics. The focus of this session is how to incorporate more application opportunities in math instruction.

3-8 | INT | 317 | Saturday, 11:00 - 12:00 | Asilomar, Nautilus West

Clark, Sherrina — Independence HS

### Effective Group Work

Group work can be a daunting task. However, if planned right, group work can be most effective for the teacher and beneficial to the student. Learn how to use a variety of modalities in the classroom to effectively create some learning among all students in the classroom. With the use of technology, brain games, writing activities, and other useful tools, turn your group work into a place where students want to learn more and stay perplexed throughout the entire process.

8-12 | INT | 307 | Saturday, 11:00 - 12:00 | Asilomar, Acacia

Coes, Terry — Mathematics Teacher, Rocky Hill School, RI

### The Conics: From Paper Folding to Sketches to Equations

It's great to fold patty paper to make an outline of an ellipse or of the other conic sections, but why do the constructions work? We will connect the paper folds of parabolas, ellipses, and hyperbolas to dynamic sketches based on the definitions of the three figures. From there, we can make sense of the equations for the figures.

8-12 | PRS | 143 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 24 | BT

### CELL PHONES AND PAGERS

Out of respect for presenters and other participants, please turn off cell phones and pagers during sessions.



Coggins, Debra — Consultant

### Let Your English Learners Help You Launch the Common Core State Standards for Mathematics!

Teaching strategies that help English learners develop as young mathematicians can lead your whole class to success. Consider strategies for “negotiating meaning for mathematical situations,” and “addressing mathematical discourse and academic language” while teaching significant new multiplication concepts.

3-8 | INT | 243 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 24 | BT  
Co-presenter: Jessica Beerbaum — Teacher, Meadow Homes ES

Conner, Karyn — Teacher, Del Mar USD

### Oh the Places They'll Go, When We Know What They Know!

How do students intuitively approach problems involving generalizing linear relationships and how can a teacher support them? How do students justify their solutions? Learn about how students' strategies naturally progress in sophistication from modeling to generalizing. Find out what those strategies tell us about student understanding, and what specific teacher-moves can be used to advance that understanding. Participants will work through tasks and will be given Common-Core-ready activities.

3-8 | INT | 108 | Saturday, 8:00 - 9:00 | Asilomar, Toyon | BT  
Co-presenter: Nancy Paulson — Teacher, San Marcos Unified SD

Cook, Marcy — Math Consultant, Author

### Engage All in Reasoning

Create a mathematical environment which invites students to respond to if...then...statements. Utilize a variety of materials for students to order items by hearing clues and reasoning. Practice basic addition and subtraction facts in a logical thinking activity rather than paper/pencil drill only. Practical ideas for starters and independent task time to involve all in our wonderful world of mathematics.

PK-2 | INT | 118 | Saturday, 8:00 - 9:00 | Asilomar, Merrill Hall | BT

### Reasoning and Problem Solving: The Heart of Mathematical Thinking

Develop a thinking mathematical environment that provokes thought with quality problems. Provide encounters of the thinking kind where strategies and reasoning are necessary components. Be sure that algebraic thinking and relationship thinking are constants in your math program and that students have opportunities to communicate and defend their thinking.

5-8 | INT | 353 | Saturday, 11:00 - 12:00 | PG Middle School, Auditorium | BT

Cordel, Betty — Curriculum Developer, AIMS Education Foundation

### Fractions on a Number Line

Fractions as numbers, fractions on the number line, unit fractions build other fractions—fractional concepts found in the Common Core State Standards for Mathematics. The focus of this hands-on session will be fractions on the number line and the related concepts: equivalent fractions, measurement, and multiplication of a fraction by a whole number.

3-5 | INT | 457 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 39 | BT | \$

Costa, Elmano — CSU Stanislaus

### English Learners and Common Core: It Can Be Done!

English learners can meet the Common Core standards when the instruction is especially designed to meet their needs. This workshop will show you how to plan and deliver lessons that make instruction comprehensible for EL students at any level. The session begins by presenting the characteristics of effective lessons for ELs and then models how to implement them in a math lesson taught exclusively in Portuguese.

3-8 | INT | 546 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 27 | BT

Coup, Emmanuel — Ecole Bilingue

### Geometry with a French Twist

Hands-on geometry activities with your middle school students. Come to this workshop to build 2D and 3D figures. These activities will help them practice their vocabulary and become more familiar with symmetries. You will take with you finished products.

6-8 | MITI | 105 | Saturday, 8:00 - 9:00 | Asilomar, Evergreen | BT | \$

Dagler, Clay — Luther Burbank HS

### Make and Breaks in the Algebra Classroom

This session will show teachers how to use Make and Breaks in the classroom to help students learn algebraic concepts without being bogged down by unmastered pre-skills. Make and Breaks can also help students discover mathematics, including the proof of the quadratic formula, in an engaging puzzle-solving format. The main focus in the session is Algebra, but the ideas learned can be extended to most math content.

8-12 | PRS | 215 | Saturday, 9:30 - 10:30 | Asilomar, Triton

Dallas, Heather — UC Los Angeles Math Dept.

### News from the California Framework Committee

In this session, members of the 2012-13 California Mathematics Framework Committee (Heather Dallas, Joe Fiedler, Brian Shay, and Bruce Grip) share news from Sacramento regarding the new Framework including: strategies for teaching Common Core; final modifications made to the 2010 California Common Core “additions” (including the fate of the 8th grade specific Algebra 1 course); California coursification of the high school standards; California recommendations on acceleration; and California textbook adoption. We also share news from UC/CSU and the CCTC relative to the Common Core.

GI | PRS | 316 | Saturday, 11:00 - 12:00 | Asilomar, Nautilus East

Co-presenters: Joe Fiedler, Bruce Grip and Brian Shay

Damm, Suzanne — UC Santa Cruz

### Implementing CCSS for Mathematics:

#### Practices Before New Material

Come explore activities and resources for instilling the habits of mind needed for mathematical success. Participants will engage in activities designed for maximum student engagement and accountability. Your students will gain confidence in their own ability to solve unfamiliar and non-routine problems. The new Common Core State Standards assessment will be here in 2014-15. Come see some ways to help prepare your students.

6-8 | INT | 542 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 22Lab | BT



Daniels, Katie — Associate Professor, Adkison ES

### Fraction and Decimal Computation Models

Make models that develop understanding of fraction and decimal computation in grades K-5. Help students communicate reasoning with pattern blocks, fraction tiles, paper folding, base-ten grids, and tangrams. Learn how to use models and meaningful contexts strategically for adding, subtracting, multiplying and dividing with fractions and decimals. We can develop number sense and reasoning through classroom discourse. Use models as concrete referents to solve problems and explain conclusions.

3-5 | INT | 304 | Saturday, 11:00 - 12:00 | Asilomar, Oak Shelter | BT

Co-presenter: Noelle Won — Associate Professor, CSU Stanislaus

Dell, Chris — Shasta COE

### CCSSM: Teaching the WHY and the WHERE Before the HOW

To align to the Common Core, help students retain their math learning and provide an opportunity for a productive disposition in mathematics, students need to learn WHY the math works while connecting it to WHERE the math is applied before just memorizing HOW to do the math. What does this look like in a math classroom? Get inspired, walk away with ideas and make sense of aligning instruction to the CCSS-M.

GI | PRS | 309 | Saturday, 11:00 - 12:00 | Asilomar, Marlin | BT

Derksen, Jared — Teacher, Rancho Cucamonga HS

### Data and Slope and Intercepts, Oh My!

Interpreting slope and y-intercept from data runs through the Common Core. From your favorite movie, to the size of your forearm, to burger calories, we will dive into classroom-tested activities that deepen students' understanding of these topics. Graphing calculators will be used to showcase the technology side of this topic.

8-12 | INT | 540 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 13 | BT | \$

Diehl, John — President, CTAC

### The Mathematics of Angry Birds

We will use the popular game "Angry Birds" as motivation for explorations of projectile motion, focusing on parametric relations to develop a model for motion. The exploration will study how the variables of angle and initial velocity affect the graph, the motion, and the game. We'll check the results for motion in other images and video captures.

8-12 | PRS | 148 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 29 | BT

Dillender, Cathie — Math Director/Natl. Math Consultant, K-12, Pearson

### Understanding Rigor + Mathematical Practices + Modeling = Success!

This session will focus on understanding the Common Core State Standards meaning of rigor and how using the Mathematical Practices and various models will achieve rigor and make the transition to Common Core instruction. Each attendee will receive a Mathematical Practices Kit. It will be used in activities to demonstrate how the Mathematical Practices can be seamlessly embedded in daily instruction now, to help make the transition to Common Core seamless.

PK-5 | PRS | 346 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 27 | BT

Doetch, Ryan — Teacher, Taylor ES

### Enhance Math Instruction with Interactive Whiteboards

In this dynamic seminar, award winning innovation teacher, trainer, and international/national presenter, Ryan Doetch will share how to engage students and instruction in math with easy designs, and techniques. Ryan will demonstrate dozens of practical, highly useful ways to use interactive whiteboards to enhance student learning in math. Ryan will share his designs, practical ideas, and tips for building interactive lesson for SMART™ and Promethean boards in grades K-5.

PK-2 | PRS | 547 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 28 | BT

Douglas, Lew — Co-Director, Bay Area Math Project, UC Berkeley Lawrence Hall of Science

### Math and Musical Rhythm

The Math and Musical Rhythm is a Teaching Unit for grades 2-5 based on Rhythm Blocks, a technique that is easy to learn, even for teachers and students with little or no musical experience. The unit makes learning properties of natural numbers, fractions, ratios and proportions, and measurement engaging and fun. Additional resources are also available.

3-5 | INT | 344 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 25 | BT | \$

Easterday, Joan — Sonoma COE

### California Mathematics Project: Implementing the Common Core State Standards Reasoning Practices

As part of AB250, the California Mathematics Project developed K-12 Standards for Mathematical Practice Professional Learning Modules to support teachers as they transition to the Common Core. This workshop focuses on Mathematical Practices 2 and 3. Grade span examples will be provided.

3-8 | PRS | 334 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 5 | BT

Eidelman, Olga — G. Hausner Jewish Day School

### Geometry from Scratch

Scratch is a free programming environment that can be used to teach geometric concepts. Bring your own laptop and dive into the fascinating world of Scratch while exploring coordinates, symmetry, transformations, and polygons. The project-based unit is based on the lessons that my 4th graders enjoyed. The lessons can be taught to 4th-8th graders and beyond.

3-8 | INT | 548 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 29

Eisenberg, Gary — Vacaville USD

### Sing, Dance, Play Your Way Through K-3 Math

Participants will experience song-movies, dances, and games which help students master number writing, math facts, even and odd, fractions, place value, skip counting, rounding, and multiplication. Participants will be able to access all song movies presented when they get home.

PK-2 | INT | 230 | Saturday, 9:30 - 10:30 | PG Middle School, Library | BT

### PROGRAM CHANGES

Although this book contains the latest information available as of the printing deadline, some last-minute changes are inevitable. We apologize for any inconvenience that may result, and we appreciate your understanding.

Erickson, Sheldon — Teacher, Computech

### Transform Math: Integrate Science and Technology

Ignite the spark of curiosity with intriguing science. As students gather, organize, generalize, and apply data they relate the multiple representations of data to real world experience. This deepens their conceptual understanding as they learn to apply the math practices in meaningful contexts. See how to use hands-on activities to turn on minds. Transform math with excitement and meaning.

6-8 | PRS | 518 | Saturday, 3:30 - 5:00 | Asilomar, Merrill Hall | BT

Farrand, Scott — CSU Sacramento

### Diophantine Equations Can Hide Geometric Surprises

We'll examine some ordinary looking, familiar types of equations in two variables. By looking only for solutions that are integers, we'll be treated to otherwise hidden truths. Those solutions can have geometric significance that is not at all apparent in the original equation.

8-12 | INT | 111 | Saturday, 8:00 - 9:00 | Asilomar, Sanderling | BT

Co-presenter: Rick West — UC Davis

Farrar, Scott — Skyline HS

### A Picture is 1000 Words: How Much is Geogebra Worth?

Dynamic geometry software is the most powerful tool at a teacher's disposal. In this talk I will relate my own experiences implementing Geogebra in high school courses from Algebra to Calculus, and expand upon three powerful modes the software can be used in: as a presentation aid, as a student manipulative, and as a construction tool.

8-12 | PRS | 254 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 36 | BT

Ferguson, Brent — The Lawrenceville School

### Constructing a Number Line the "Right" Way – from Scratch!

Come engage in a project rich with hands-on tasks, a compass and straightedge project that uses geometry with number theory. Participants will receive materials to teach this series of lessons in their own classroom after doing the project themselves with guidance from the presenter as needed. Typical student challenges will be described, along with testimonies of deep learning and enduring understanding.

8-12 | PRS | 456 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 38 | BT

### Math for Book Lovers, Books for Math Lovers

Come hear a husband and wife team of educators—he loves math (and some books); she loves books (and not much math). How do they bridge that gap? Seeing this from both angles helps us sympathize with our students who fall at various points along the math-enthusiasm spectrum. Participants will receive a well-culled bibliography of "must have on the shelf" books for math teachers. This is a great list as a reference for excited students, and a possible entry point for reluctant students.

GI | PRS | 135 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 6 | BT

Co-presenter: Elizabeth Ferguson — The Lawrenceville School

Fetter, Annie — Educational Programs Leader, The Math Forum @ Drexel

### Sense Making? Aren't We Already Doing That in Literacy?

The very first Mathematical Practice, "make sense of problems," includes many ideas that have long been foci of literacy instruction. Yet when "math" starts, both teachers and students often leave those good habits behind. We'll look at examples of this and explore how to translate literacy routines into good mathematical practices.

3-8 | PRS | 235 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 6 | BT

Flashman, Martin — Professor of Mathematics, Humboldt State Univ.

### Using Mapping Diagrams to Understand (Linear) Functions

Mapping diagrams (described as dynagraphs) provide a valuable alternative to graphs for visualizing functions. Linear functions' core concepts can be more easily understood using these diagrams. I will give an introduction to the concepts and illustrate with examples of composition, rates (slope), and inverses for functions to understand linear, quadratic, exponential and trigonometric functions. Technological tools will be used that make the presentation more dynamic.

8-12 | PRS | 451 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 33 | BT

Foster, David — Silicon Valley Math Initiative

### Change and the Common Core State Standards for Mathematics

The Common Core State Standards for Mathematics calls for change. How will learning change? How will teaching change? How will assessing change? How will leading change? This session will address these fundamental questions and provide sources for resources and services.

GI | PRS | 318 | Saturday, 11:00 - 12:00 | Asilomar, Merrill Hall | BT

Fulton, Brad — Teacher to Teacher Press

### Fostering the Common Core State Standards Mathematical Practices

The challenge as we shift to the Common Core State Standards will be teaching in ways that help develop the eight Mathematical Practices. See how to modify your existing lessons to foster these crucial skills. Handout available.

6-8 | PRS | 153 | Saturday, 8:00 - 9:00 | PG Middle School, Auditorium | BT

### A Ready-to-Use Activity for the Common Core

To shift to the Common Core State Standards we need to present students with problems that foster mathematical thinking and mathematical rigor. See how a single problem can be designed to target multiple mathematical domains and grade levels. Complete handout is available.

6-8 | PRS | 302 | Saturday, 11:00 - 12:00 | Asilomar, Kiln | BT

## CALL FOR SPEAKERS!

Interested in presenting at the 2014 Asilomar Mathematics Conference? The theme is *Discovering the Beauty in Mathematics*. Speaker proposals will be accepted between January 30 - April 30, 2014. Go to: [www.cmc-math.org/activities/north\\_speakers.html](http://www.cmc-math.org/activities/north_speakers.html) to submit your online proposal.

**Gale, Mardi — Senior Research Assistant, WestEd**  
**Algebra Intervention and Common Core:**  
**What's the Intersection?**

Learn about essential elements for algebraic intervention that support the Common Core State Standards and embed the Standards for Mathematical Practice. Examine conceptually based content that target common barriers to algebraic success and are Common Core State Standards aligned. Provides teacher support for lessons. Flexible implementation. RTI appropriate. Support for English learners. Participants will engage in math and receive material that models the upcoming Common Core State Standards assessments.

8-12 | PRS | 156 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 38 | BT

**Curriculum Design Integrating Standards for Math Practice**

What are the design principles that enhance student understanding and performance? Examine visual verbal mapping, worked examples, spaced practice and formative assessment in the context of the Connected Math Project and the Common Core.

GI | PRS | 256 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 38 | BT

**Giganti, Paul — Math Festival Program**

**Nim: A Classic Math Game You Can Play All Year**

If you don't know Nim, your students are missing out on a game that is easy to play, requires no materials, is perfect to fill that last couple minutes before the bell rings, and yet thought provoking and infinitely changeable. Yes, it's a "game," but Nim fits nicely into more than five of the Common Core Mathematical Practices. Come learn several variations of this classic game, enough to keep your students engaged and thinking for an entire year!

3-5 | INT | 351 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 33 | BT

**Goldenstein, Donna — Retired**

**Mathematics and The Arts: Thinking and Reasoning Through Art**

This session will focus on math/art activities that encourage students to concentrate on the Common Core State Standards mathematical practices of perseverance, precision, and using tools strategically, as well as access the core curriculum. Participants will be introduced to a variety of art projects that deepen the mathematical concepts in an intermediate grade classroom. Participants will see student work as well as a variety of journal prompts that integrate literature, mathematics and the arts.

3-5 | PRS | 146 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 27

**Gomez, Emiliano — MDTP Site Director, UC Berkeley**  
**The Stolen Pumpkin Pie: Modeling to Solve a Mystery**

Come solve a police mystery involving a stolen pumpkin pie by using mathematical modeling. This is the kind of activity that can help students develop their problem solving and modeling skills as described in the California Common Core State Standards for Mathematical Practice. The level of the mathematics involved is 8th grade or algebra.

8-12 | INT | 239 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 12

**MDTP's WRI and Common Core State Standards for Mathematical Practice**

Mathematics Diagnostic Testing Project (MDTP) written response materials help improve students' ability to think and communicate effectively about mathematics. We will start with a brief overall description of MDTP's Written Response Items. Then we will roll up our sleeves and work on a couple of the items at the Prealgebra Readiness level. Finally, we will have a conversation about how these materials support the Standards for Mathematical Practice proposed by the Common Core State Standards.

6-8 | PRS | 139 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 12 | BT

**Grip, Bruce — Math Teacher, Montclair HS**

**Hot Dogs, Pizza, Soda Cans and Mathematical Modeling**

Bring mathematics into life with mathematical modeling! After defining what is, and what is not, mathematical modeling, we will begin the modeling process with a real-world context accessible to all students in grades 6-11. Get links for rich problems you can use to engage your students in meaningful mathematics and the Standards for Mathematical Practice.

8-12 | PRS | 218 | Saturday, 9:30 - 10:30 | Asilomar, Merrill Hall | BT

**Hakansson, Susie — UC Los Angeles**

**Standards for Mathematical Practice: Resources for MP1 and MP6**

The California Mathematics Project developed the K-12 Standards for Mathematical Practice Professional Learning Module to support teachers in transitioning to the Common Core State Standards for Mathematics. We will focus on MP1, making sense of problems and persevering in solving them, and MP6, attending to precision.

GI | INT | 534 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 5 | BT

**Hamo, Matthieu — Teacher, Glendale USD**

**Launching the Transformation with Performance Tasks**

If you have ever utilized problem solving in your classroom, then you are ready to launch into the Common Core with the use of performance tasks. We will guide you through the transformation using classroom-tested materials and practices. Leave with resources and ideas that you can use Monday morning.

3-8 | INT | 433 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 4 | BT

Co-presenter: Gohar Hamo — Teacher, Los Angeles USD

**Hanley, Erin — Math Teacher, Mesa Union ES**

**What's the Problem with the Answer?**

One great way to help students prepare for the CCSS is to have them analyze their own work through the use of an Error Analysis Form. We will show you how you can help your students gain mastery and you will leave with ready-to-use examples.

8-12 | INT | 236 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 7 | BT

Co-presenter: Komal Achhnani — Teacher, Aveson Global Leadership Acad.

**ASILOMAR PATHWAYS**

Please stay on the paved paths that meander through the grounds or the boardwalks that take you on a delightful journey through the dunes. By keeping people off of the vegetation, Asilomar is able to preserve the natural landscape for all to enjoy for many years to come. You might see some paths that look like walking trails, but if they are not paved, they are simply animal trails created by many hooves walking the same route through the grounds. Thank you very much for your cooperation.



Hoffmier, Susan — Retired  
**The Amazing, “One-derful”, 1**

Join us in exploring the clout of the Multiplicative Identity! Come experience how the power of 1 is “sense making” from fractions to simplifying rational expressions.

6-8 | INT | 217 | Saturday, 9:30 - 10:30 | Asilomar, Nautilus West | BT | \$

Holm, Calisa — Teacher, Pacific Union ES  
**Getting the Most Out of Your Communicators**

CMC membership includes four issues of the awarding winning Communicator each year. Every issue includes classroom ready activities highlighting objectives of the new Common Core Math Standards. In this workshop we will explore how the CCSS Practice Standards can be emphasized with Communicator activities designed for middle school. A variety of math concepts will be addressed. Participants will receive one or two back issues for use in their own classrooms.

6-8 | INT | 554 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 36 | BT  
 Co-presenter: Stuart Moskowitz — Teacher, Humboldt State Univ.

Holman, Lynda — Marietta City Schools  
**Primary Algebra**

The new Common Core standards address algebraic operations and thinking in primary grades. Join in a hands-on session to explore and learn strategies for strengthening mathematical problem solving and algebraic thinking in kindergarten, first, and second grades. We will use framework tasks that provide opportunities for students to explore numbers, make generalizations about addition and subtraction, and create multiple representations for quantities and combinations. Leave with a set of tasks for K-2.

PK-2 | INT | 204 | Saturday, 9:30 - 10:30 | Asilomar, Oak Shelter | BT

Hubbell, Rebecca — Four Winds  
**Using iPads to Enhance a Math Lesson**

Content specific apps provide extra practice and are more motivating than the textbooks. However, we want students to make mathematical connections and demonstrate conceptual understanding. There are apps for iPads and iPods that transform them from toys to tools. We will look at apps that require students to use higher level thinking skills, and learn how these apps will enhance a lesson.

GI | PRS | 430 | Saturday, 1:30 - 3:00 | PG Middle School, Library

**iPads 101**

Integrating new technology into your class can be a challenge. Most of the time teachers are handed a new tool and don't receive any training. In this session, we will look at different ways to use iPads and iPods on a daily basis. I have used these tools for the past 2 years with K-8th grade students. I will share tips and tricks that make them easier to use, as well as a variety of apps for teacher and students.

GI | PRS | 330 | Saturday, 11:00 - 12:00 | PG Middle School, Library

**REFRESHMENTS**

Coffee and tea are available during the conference at Dolphin, Kiln, and Acacia on Saturday, and Surf and Sand on both Friday and Saturday. Water will be in all the rooms on the grounds.

Humphreys, Cathy — Stanford Univ.  
**Number Talks Instead of Warm-ups: Developing Algebraic Reasoning in Middle and High School**

Most middle and high school students have had few opportunities to “attend to the meaning of quantities – not just how to compute them.” Short daily lessons called Number Talks can help our students gradually move away from “what to do” toward “what to do and why.” This session will consider why this is so important and how to get started with Number Talks in our classrooms.

GI | INT | 502 | Saturday, 3:30 - 5:00 | Asilomar, Kiln

Johnson Rock, Monica — Hayward DO  
**Accessing Geometry Through Origami**

Why Origami? Children learn concepts best when they have time to explore and create their own thinking to build understanding. Origami allows students to create models that represent complex concepts. This workshop will show a systematic approach in how to create models to teach students geometrical concepts and vocabulary. This approach emphasizes the following Standards for Mathematical Practice: perseverance, precision and the ability to reason abstractly.

3-8 | INT | 505 | Saturday, 3:30 - 5:00 | Asilomar, Evergreen | BT

Kennedy, Karen — Arroyo HS  
**Problem-Based Learning and the Common Core: What's to Argue?**

The essential elements of Problem-Based Learning encompass the tenets of 21st Century learning—problem solving, collaboration, communication, and critical thinking, which are also evident in both the Common Core and Practice Standards. In this session, participants will learn how to implement a PBL lesson and have the tools (lesson plan, materials, and instructional strategies) to build a classroom culture of inquiry as a first step towards fostering these tenets in their students.

Tchr Ed | MITI | 308 | Saturday, 11:00 - 12:00 | Asilomar, Toyon | BT

Kenyon, Glenn — Elementary Math Specialist, San Francisco USD  
**Teaching Division of Fractions for Understanding: Grades 5 and 6**

Shouldn't the division of fractions be understood conceptually before learning those confusing procedures? Participants will deepen their understanding of this difficult topic and be able to move their teaching beyond algorithms. The expectation for this session is that 5th and 6th grade teachers will be empowered to give meaning not just to “invert and multiply” for their students, but to the entire concept of division through the use of manipulatives, patterns, models and alternative.

3-8 | INT | 154 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 4 | BT  
 Co-presenter: Kathy Bradley — Elementary Math Specialist

Kirley, Kim — Park School  
**Common Core Number Sense in the Kindergarten Classroom**

Build students' number sense as you go about your day. Small adaptations in routines, games and projects help kids deepen their mathematical understanding. I'll share easy, fun and inexpensive/free ideas that can be used with any curriculum to meet the new Common Core State Standards.

PK-2 | PRS | 244 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 25 | BT



**Koehn, Carolee — UC Los Angeles Mathematics Project**  
**Engaging Parents in Mathematics**

Teachers often want to engage parents but rarely are given tools to meet this goal. The ways schools traditionally engage parents are divorced from the mathematics content of our classes. True engagement goes beyond back to school nights and contacting parents solely for discipline purposes. In this session, we share some concrete, tested ways to include and engage parents in mathematics classes and provide a space for participants to share and develop ideas for authentic family engagement.

3-8 | INT | 140 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 13 | BT

Co-presenter: *Carlos Hurtado — Professional Learning Partner, UCLA Mathematics Project*

**Kriegler, Shelley — Center for Math and Teaching, Inc.**  
**Transformations 101**

Common Core State Standards for Mathematics prescribes the use of transformations as the foundation for developing geometric concepts beginning in 8th grade. Don't be scared. Come learn what it is all about and leave with some ready to use lessons.

8-12 | INT | 440 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 13 | BT | \$

**Kysh, Judith — San Francisco State Univ.**

**Turn Algebra Exercises into Common Core Practice Tasks**

Ideas for turning algebra exercises from today's textbooks into group worthy tasks that engage students in common core practices. Examples of some ways to convert routine exercises into good group discussions and "unscaffold" problems so students can engage in the thinking and reasoning they need to solve them. Specific problems that have been used with Algebra 1 and Algebra 2 students will be discussed.

8-12 | INT | 507 | Saturday, 3:30 - 5:00 | Asilomar, Acacia | BT

**Lahme, Brigitte — Sonoma State Univ., Math Dept.**  
**Using IllustrativeMathematics.org to Support Teacher Change**

In the Common Core, mathematical modeling is prominent K-12. Mini-session one addresses experiences and training to help teachers implement modeling as a tool to teach content. Examples from *illustrativemathematics.org* (IM), and undergrad, pre-service, and in-service courses are shared. Mini-session two reports on a national project where content and methods instructors use IM to help pre-service teachers learn about Common Core State Standards for Mathematics by working through, critiquing, and writing tasks and giving feedback to others.

Tchr Ed | PRS | 410 | Saturday, 1:30 - 3:00 | Asilomar, Curlew

**Speaker Evaluation Form**

Go to our website and click on the Speaker Evaluation Input or go directly to [https://www.surveymonkey.com/s/CMC\\_SPEAKER\\_EVALUATION](https://www.surveymonkey.com/s/CMC_SPEAKER_EVALUATION).

**Conference Evaluation Form**

Complete Conference Evaluation online [https://www.surveymonkey.com/s/CMC-North\\_Math](https://www.surveymonkey.com/s/CMC-North_Math) by December 31, 2013 and you will be entered in a drawing for FREE conference registration and on grounds housing for next year.

**Lambertson, Lori — Staff Teacher, The Exploratorium**  
**Graphing Density: Floating Sinking Functional Relationships**

Come join us for a hands-on exploration of density and linear functions. We'll measure a variety of different materials, graph the data, and use our graphs to discuss the meaning of slope, and what it tells us about whether or not an object will float or sink. We'll use mathematics, the language of science, to understand more about objects in our world.

6-8 | INT | 131 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 1 | BT

Co-presenter: *Patrick Callahan, UCLA*

**Lane, Deborah — Math Specialist, Shorewood ES**  
**Start with a Picture: A Guide to Teaching to Common Core State Standards for Mathematical Practices**

Join me as I share successes with teaching in the Pictorial mode in helping all children meet rigorous standards. Lessons learned from using techniques from Singapore, Australia, and United States. Major concepts from 1st grade through 6th grade will be modeled in Pictorial mode – offering the connection between the concrete to the abstract. Attention is focused on Common Core Math Practices 4, 5, and 7.

3-8 | INT | 404 | Saturday, 1:30 - 3:00 | Asilomar, Oak Shelter | BT

**Langerman, Donna — Willowside MS**  
**Math Activity Days**

Attendees will get all the information they need to host six differentiated math activity days at their sites. These days are for teams of students (at our school 7th and 8th) and cover math strands from a variety of viewpoints. Activities are all hands-on and require teamwork by students. Each of the six days has a specific theme (such as integers), and contains a variety of activities that allow students to discover new concepts as well as put into practice what they already know.

6-8 | PRS | 354 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 36 | BT

Co-presenter: *Stephanie Willshon-Butler — Teacher, Willowside MS*

**Latimer, Kathlan — CMC President**  
**Practicing the Standards for Mathematical Practice**

The California Mathematics Project partnered with the California Department of Education to create an online professional learning module on the Standards for Mathematical Practice (SMP). This workshop provides an introduction to the module, reviewing units 1 and 6. These units provide an overview of the SMP, their development, intent, and philosophical underpinnings. Videotapes of students engaged in mathematics will be shared and implications for teacher practice will be discussed.

GI | INT | 434 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 5 | BT

Co-presenter: *Sheri Willebrand — Immediate Past President, CMC*

**Lau, David — Professor of Mathematics, Mission HS/ Ohlone CC**  
**Applied Calculus in Finance, Business and Economics**

We will look at the use of calculus applied to business, economics and finance. We will discuss consumers and producers surplus and calculate retirement funds, mortgage payments, and annuity. Some applications on the use of calculus on statistics will be covered such as probability density function and calculating expected values.

8-12 | PRS | 405 | Saturday, 1:30 - 3:00 | Asilomar, Evergreen



**Lawson, Shelly — 7th grade, Math Teacher, Terrace MS**  
**Modeling Lessons Can Work for All Students – Yes, Even Yours!**

Come and experience an actual modeling lesson, along with a math talk and a reengagement lesson designed to work with our more challenging students. The approach is from a math application basis with a heavy STEM influence. You will walk away with additional lesson handouts ready for your immediate use. I am a math teacher that has been a part of the two-year CPEC grant that brought together K-12 teachers and college faculty to study how to implement the Common Core practices.

6-8 | INT | 305 | Saturday, 11:00 - 12:00 | Asilomar, Evergreen | BT

**Lazzarini, Jeanne — Resource Area for Teachers (RAFT)**  
**Common Core Connections with FUNC-tions!**

This presentation actively engages participants in practical experiences by assembling hands-on kits aligned with the National Curriculum Standards and 21st century skills to demonstrate mathematical functions. Includes effective strategies for applying Common Core practices. Resource Area for Teaching is an educational nonprofit organization inspiring pre-K to high school learning with hundreds of hands-on ideas and kits aligned with the National Curriculum Standards. Visit: [www.raft.net](http://www.raft.net)

6-8 | INT | 448 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 29 | BT | \$

**Lemon, Travis — Teacher, Mathematics Vision Project**  
**Teaching Transformational Geometry with Quality Tasks: MVP Utah**

California Common Core State Standards for Mathematics requires a transformational perspective for the development of geometry. We will address geometry standards and stretch participants to more fully understand what is required when teaching geometry from a transformational perspective while incorporating the standards for mathematical practice. Student work and video clips will be shared from classes using this integrated pathway program developed in Utah and posted online.

8-12 | INT | 533 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 4 | BT

*Co-presenter: Joleigh Honey — Math Specialist, Mathematics Vision Project*

**Lim, Brian — CSU Sacramento**  
**Make Use of Structure with non-Common Core State Standards Textbooks**

The seventh Standard for Mathematical Practice in Common Core State Standards is to “look for and make use of structure.” We will look at examples of how basic structures/problems can be developed through the progressions to make more cognitively complex structures/problems using the current non-Common Core State Standards textbooks.

8-12 | PRS | 145 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 26 | BT

### SESSION CAPACITY/SEATING

We have made every attempt to provide adequate seating for participants at the conference. However, to ensure your safety and adhere to fire regulations, the number of participants allowed in each meeting room will be limited to the number of seats approved by the Fire Marshall. Anyone sitting on the floor or standing will be asked to leave the room. Please check the Program Matrix for the seating capacity of each room. All seats are available on a first-come, first-served basis.

**Lindaman, Brian — Math Ed Faculty, Chico State Univ.**  
**Transformational Geometry in the Common Core**

The Common Core State Standards emphasizes students’ understanding of transformations in geometry. In this session, participants will explore the motivations for this approach, become acquainted with the proof possibilities, and generally gain an understanding of how transformational geometry compares to traditional Euclidean geometry. Activities and resources will be shared, including technology-assisted activities meant to foster and motivate student learning within this innovative approach to geometry.

8-12 | PRS | 133 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 4 | BT

**Lutz, Michael — CSU Bakersfield**  
**Transformations, Modeling, Technology with Exponentials in the Common Core State Standards**

Use TI-Nspire™ technology to explore exponential functions numerically, symbolically and via transformational graphing while modeling population growth at three levels of the same situation to facilitate differentiating instruction. Participants will increase their appreciation of teaching mathematics as big ideas that are connected, in context, and make sense vs. small, isolated facts for memorization.

8-12 | INT | 517 | Saturday, 3:30 - 5:00 | Asilomar, Nautilus West | BT

**Manegold, Neal — Lead Curriculum Designer, DreamBox Learning**

**What is Intelligent Adaptive Learning?**

There is a lot of confusion about “adaptive” learning, with most assuming it can only make lesson recommendations, or to give a student slightly harder or easier problems. Intelligent adaptive learning actually starts engaging learners at inception. Rather than using a diagnostic, Intelligent Adaptive Learning engage students in strategic thinking at the point when they form an idea and make connections to prior knowledge. Join us to discover how this can impact your district, your school, and your students.

PK-5 | PRS | 251 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 33 | \$

**Matteis, Lauren — Cox Academy**  
**Constructing Viable Arguments in the Elementary Classroom**

What does mathematical discourse look like in K-5 classrooms? As schools make the transition to the California Common Core State Standards for Mathematical Practices, teachers face the challenge of incorporating student talk into their lessons. I will detail how children can be taught to construct viable arguments and how they can critique the reasoning of others in a caring, supportive way. The session will examine successful strategies we used to get students talking math with each other and use reflective questioning strategies to get students to go deeper with their thinking and can be implemented immediately.

PK-5 | INT | 157 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 39 | BT

### NAME BADGES!

Name badges must be worn at all times while attending the conference. Badges are required for entry into the sessions and the exhibit hall.

Mayfield-Ingram, Karen — EQUALS/FAMILY MATH, Associate Director, UC Berkeley Lawrence Hall of Science

### Using Formative Assessment to Create Equitable Practices

Assessment is often used to evaluate and separate students. It can narrow instead of enhance a students' perception of their ability to do and succeed in mathematics. Come experience formative assessment strategies that allow all students to deepen their mathematics understanding, utilize multiple mathematical competencies, and affirm their learner identities.

6-8 | INT | 142 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 22Lab | BT

Mazzola, Alison — St. Matthew's Episcopal

### Creating Meaning by Modeling Division

Explore ways to help your students make sense of division. Use manipulatives to guide them towards meaningful strategies and away from confusing acronyms. We will explore division of whole numbers and of fractions.

3-5 | INT | 144 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 25 | BT

McDowell, Denise — VP Curriculum and Instruction, Big Ideas Learning, LLC

### Active Learning and Higher-Order Thinking Using Math Practices

Learn how to teach your students the habits of mind called for by the Common Core Standards for Mathematical Practice. Examine classroom instructional strategies that promote active learning and higher-order thinking.

6-8 | PRS | 208 | Saturday, 9:30 - 10:30 | Asilomar, Toyon | BT

McGuire-Paulson, Nancy — San Marcos MS

### Ladders and Number Lines, Models for Factoring

In this hands-on workshop participants will learn strategies for prime factoring and for finding GCF/LCM. We will practice these strategies with fun, motivating games using dice and playing cards. Strategies using a ladder model based upon the distributive property for decomposing and recomposing numbers which lead to greater number sense and future success in higher level mathematics are detailed.

3-8 | INT | 450 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 32 | BT

McIntyre, Barbara — Teacher, Harding ES

### The Many Angles of Number Sense in First Grade

In this session, we will explore multiple representations used to teach and reinforce Number Sense concepts in a Bay Area first grade classroom. We will look at student work as we consider how using base 10 materials and modeling with a number line impact our instruction. Join us and share and compare best practices as we all prepare for implementation of the Common Core and the Standards for Mathematical Practice.

PK-2 | PRS | 355 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 37 | BT

Co-presenter: Risa Wolfson — Education Consultant

McLean, Peggy — Math Consultant, Peggy McLean Consulting

### What is This Place? Place Value Investigations

The concept of place value is understanding basic units and the relationship of ordering these units. Participants will build models and explore unique tools that can foster a deeper meaning of place value. They will practice the four arithmetic operations using a variety of materials and play games that strengthen place value concepts.

3-5 | INT | 246 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 27 | BT

McNamara, Julie

### Examining/Developing Practice via Live Laboratory Teaching

A summer school laboratory class for upper elementary students provides an opportunity for teachers and other stakeholders to engage in the close study of public teaching. This setting creates a shared context for investigating teaching's complexity. We will share video and artifacts to illustrate the benefits of this unique professional learning experience. Explicit attention is given to strategies that help students learn to engage in the Common Core State Standards for Mathematical Practice.

Tchr Ed | PRS | 210 | Saturday, 9:30 - 10:30 | Asilomar, Curlew

Miller, Lisa — Napa HS

### Reaching At-Risk Students in Algebra 1 and Algebra 2

How do we use the Common Core to help our at risk students be successful in Algebra 1? How can we use the Common Core Standards for Mathematical Practice and the content standards to make Algebra meaningful to students who have experienced previous math failure? Examine how a team of Algebra teachers are using best practices and the Common Core to improve not only the Algebra 1 pass rate, but also transition at risk students to be successful in Algebra 2.

8-12 | PRS | 543 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 24 | BT

Mitchell, Myrna — Curriculum Developer, AIMS Education Foundation

### Number Sense and the Common Core

What will the Common Core State Standards look like in your classroom? Engage in hands-on activities designed to develop understanding of number sense in your students. Leave with instructional ideas that you can take back into your classroom.

PK-2 | INT | 147 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 28 | BT | \$

Moore, Sara — ETA hand2mind

### Ratio and Proportion: Manipulatives for a Strong Foundation

The study of ratio and proportion in Common Core State Standards lays a strong foundation for expressions, equations, and functions. Learn how a variety of manipulative tools can enable teachers to integrate standards for mathematics content with the practices and help students build proportional reasoning skills and conceptual understanding.

6-8 | INT | 245 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 26 | BT

#### Speaker Evaluation Form

Go to our website and click on the Speaker Evaluation Input or go directly to [https://www.surveymonkey.com/s/CMC\\_SPEAKER\\_EVALUATION](https://www.surveymonkey.com/s/CMC_SPEAKER_EVALUATION).

#### Conference Evaluation Form

Complete Conference Evaluation online

[https://www.surveymonkey.com/s/CMC-North\\_Math](https://www.surveymonkey.com/s/CMC-North_Math) by December 31, 2013 and you will be entered in a drawing for FREE conference registration and on grounds housing for next year.

Moskowitz, Stuart — Humboldt State Univ.

### Renew Yourself by Teaching Math in Another Country

Whether you are a new teacher, seasoned veteran, or retired, you have much to offer and learn by teaching in another country. Panelists Carol Langbort, Stuart Moskowitz, and Kristen Raymond will share their Mexican, African and Thai teaching experiences and respond to your questions. The US National Commission on Math Instruction sponsors this session hoping that attendees become motivated to seek out their own international adventures.

GI | PRS | 134 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 5 | BT

Co-presenter: Carol Langbort — Retired, San Francisco State Univ.

### Algebra in Full Color and High Resolution with the New TI84C

The TI-83/84s have been making math meaningful for our students since 1996 because they are well made and easy to use. 2013 brings the TI-84 plus C with a full color and high-resolution screen along with innovative new functionality. Now we can import our own photographs right into the graph screen and use concepts from algebra to analyze our own world more easily than ever! TI-84 plus C loaners will be available.

8-12 | INT | 445 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 26 | BT

Co-presenter: Calisa Holm

Moyer, Kyle — Math Teacher, Everest PHS

### Beyond A-G: Avoiding College Remediation

Our students have been completing UC A-G requirements but still needing math remediation in college, a significant barrier to their ultimate success. We used a fourth year of math to design a competency-based intervention that leveraged real-time data and technology around student skills. We actively worked with students on their disposition towards math, explicitly teaching them about non-cognitive skills and emotional intelligence to help them become more self-directed, college-ready learners.

8-12 | PRS | 439 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 12 | BT

Co-presenter: Christopher Lewine — Math Teacher, Everest PHS

Muller, Eric — Exploratorium

### The Math in Motion

Explore the relationship between math and motion. Investigate how objects fall by graphing real data and doing some algebra, geometry and a bit of trigonometry. Using Newtonian equations, your computer, cell phone/digital camera and meter sticks, we will collect and analyze data. We will apply this new knowledge to create a simple student challenge device. Engage in activities from the Exploratorium Teacher Institute rich in math/physics content and simple to assemble with easily obtainable materials.

8-12 | MITI | 335 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 6

Murray, Tom — San Mateo-Foster City SD

### Pentominoes: Mathematical Models that Grow

Pentominoes are an excellent hands-on tool that enable students to experience powerful connections between measurement, geometry and algebra. Participants will discover relationships between perimeter, area and volume as the dimensions of a shape grow by a scaling factor 2, 3, 4 and 5 times the original figure. These shapes also lend themselves to making/solving spatial puzzles. Connections will be made to the CCSS and Mathematical Practice standards. It's math from an exciting angle!

3-5 | MITI | 551 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 33 | BT

Myers, Louanne — San Lorenzo ES

### Little Kids Love Math!

For K-2 classrooms, a major focus of the Common Core Standards is on developing number sense and reasoning skills. This session will focus on visual interactive activities for K-2 students that develop these skills and a love for math. Number Talks, inquiry and cognitively based instructional strategies will be discussed as well as how language learners, special needs and advanced students can all enjoy and successfully participate in your lessons.

PK-2 | INT | 431 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 1 | BT

### Common Core, Help Me Get Started!

Within the eight Common Core Standards for Mathematical Practice are multiple references to development of mathematical reasoning and number sense skills. How do I start? How do I fit this into my math lessons? This workshop will focus on using short, differentiated, daily activities to facilitate discovery of mathematical relationships and number sense. CGI theory, Number Talks, math wall, and other ideas will be presented. Show your students how fun math can be!

3-5 | INT | 207 | Saturday, 9:30 - 10:30 | Asilomar, Acacia | BT

Nank, Sean — American College of Education

### The Transformation is Now: Experience Common Core State Standards in Action

Where can I find quality resources to help launch my transformation to the Common Core State Standards? In this session, a Mathematics Dream Team coach uses Learn Zillion to show how to use online resources such as videos, assessments, lesson arcs, PowerPoints, and expert commentary to discuss what the Common Core State Standards looks like in classrooms.

GI | INT | 240 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 13 | BT

### Launching the Transformation: Classroom Assessments and Common Core State Standards

How can I transform my classroom assessments to align with the Common Core State Standards? In this session we will look at the four types of Smarter Balanced assessment items and discuss how each type can inform formative and summative assessments. Emphasis will be placed on assessments for identifying and addressing student misconceptions.

GI | INT | 340 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 13 | BT

Nelson, Frederick — Cal State Fresno

### Natural Connections in STEM Learning for Future Elementary Teachers

We are involved in the development and implementation of a newly-approved cross-disciplinary, four-course Science, Technology, Engineering, and Mathematics (STEM) Concentration for the Liberal Studies major at Fresno State. These courses employ an explicit integration of the Common Core State Standards for Mathematical Practice and the Science and Engineering Practices of the Next Generation Science Standards. We will share our design of these connected courses and our plan for multidisciplinary faculty collaboration and professional development.

Tchr Ed | PRS | 510 | Saturday, 3:30 - 5:00 | Asilomar, Curlew

Co-presenter: Carol Fry Bohlin

North Morris, Jennifer — Math Coach/Specialist

### Strike a Pose: Modeling in Algebra

The pressure is higher than ever to include modeling in mathematics. Come explore what modeling looks like in the algebra curriculum. With minimal, inexpensive supplies, we will collect and analyze data to make mathematics meaningful to our students. Using transformations, we will fit the data and then apply our knowledge of transformations to fit student models using photos and technology. Take back ready to use activities to your classroom and empower your students!

8-12 | INT | 150 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 32 | BT

Novelli, Barbara — George Fox Univ.

### Talking and Writing in Math Supports Mathematical Thinking

Thoughtful conversations and writing create opportunities for organizing and clarifying student's thinking. They support students in making sense of mathematics and help teachers understand what students are learning. Barb will provide easy to implement ideas about doing this and share actual student work.

PK-5 | INT | 311 | Saturday, 11:00 - 12:00 | Asilomar, Sanderling | BT

### Making the Core Math Standards Relevant to Young Learners

There are important foundational ideas in mathematics that must begin in the very early years. Barbara will present great, easy to implement ideas about how to make the core math standards interesting, fun and meaningful to Pre-K through Second Graders.

PK-2 | INT | 411 | Saturday, 1:30 - 3:00 | Asilomar, Sanderling | BT

Orton, Chase — Center for Math and Teaching

### Two-Way Tables: A Challenging New 8th Grade State Standard

Common Core State Standards is transforming the way students investigate patterns of association in bivariate data to include the construction and interpretation of two-way tables. Come sharpen your knowledge of two-way tables and leave with lessons that you can use.

6-8 | PRS | 342 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 22Lab | BT

### Parsons, Rich — Math Department Chair, The Branson School An iPad-Based Interactive Lesson on Vectors

After spending years learning to graph curves at fixed locations on the plane, students often have difficulty grasping the concept of a vector – a quantity with direction and magnitude but no fixed position. Using the Japanese Lesson Study model, a group of Branson teachers collaborated to find new ways to illustrate vectors and their properties. The result was an iPad-based lesson. Participants will receive copies of all materials from this lesson and get a chance to experiment with them. This lesson uses Geometer's Sketchpad and can be taught using a desktop or laptop rather than an iPad®.

8-12 | PRS | 331 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 1 | BT

### Using Lesson Study to Tackle those "Tough to Teach" Lessons

Branson recently began using the Japanese Lesson Study model to take on topics that students seem to struggle with each year, with transformative results. A group of teachers selects a topic, develops a lesson, presents it, and evaluates student learning. Of note is that the focus is on student learning, not the teacher. Each lesson is taught once, revised, and taught again. The rich conversations are fantastic professional development, and the lessons are innovative and different. Participants will receive handouts of lessons for teaching word problems, logarithms and vectors.

8-12 | PRS | 231 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 1 | BT

Paulus, Chris — Santa Maria HS

### 1-and-1 Basketball: Common Core State Standards Statistics and Probability for Middle School

Want to practice summarizing and describing distributions? Do you want to draw informal comparative inferences about two populations? Would you like to use and evaluate probability models? Will investigating patterns of data help you out? See how the game of basketball can help you do all of these things with your students.

6-8 | INT | 444 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 25 | BT

Picciotto, Henri — MathEducationPage.org

### Function Diagrams: A Visual Tool for Secondary Math

Function diagrams use parallel x and y-axes. They complement Cartesian graphs and offer an alternate approach to concepts in basic algebra: operations with signed numbers; linear functions; solving inequalities; solving systems of linear equations. They are also helpful in precalculus and calculus: definition of functions; domain and range; rate of change; composition; identity and inverse functions; the chain rule; iterating linear functions; sequences. Add this tool to your repertoire!

8-12 | INT | 557 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 39 | BT

Pickford, Avery — The Nueva School

### Proof Doesn't Begin with Geometry

A course called Geometry is often the beginning and the end of students' exposure to proof. In this session, participants will explore alternatives to what proof can look like throughout K-12, from "because statements" to analyzing strategy games. Investigate problems in the context of a more social definition of proof, "the convincing of skeptical peers." After all, the Common Core State Standards for Mathematics MP3, "Construct viable arguments and critique the reasoning of others" shouldn't be constrained to just one year.

GI | INT | 417 | Saturday, 1:30 - 3:00 | Asilomar, Nautilus West

Preston, Robert — Chico USD

### Modeling with Mathematics in the Everyday Mathematics Classroom

Everyday mathematics provides multiple opportunities for students to model with mathematics (SMP 4) at all grade levels. This session will delve deeper into these situations while addressing how we, as teachers, can use these teachable moments to get students to understand the meaning behind "Modeling with mathematics."

PK-5 | INT | 415 | Saturday, 3:30 - 5:00 | Asilomar, Triton | BT

Ramos, Jeanne — Administrator, Los Angeles USD

### Building Students' Confidence as Persevering Problem Solvers

Participants will engage in activities that build students access to and confidence in doing rigorous mathematics, in particular for English Learners, through problem solving tasks in which academic language is developed.

6-8 | INT | 408 | Saturday, 1:30 - 3:00 | Asilomar, Toyon | BT

### CELL PHONES AND PAGERS

Out of respect for presenters and other participants, please turn off cell phones and pagers during sessions.



Ray, Max — Professional Collaboration Facilitator,  
The Math Forum @ Drexel

### **Becoming Better Reasoners: Supporting Students to Develop as Problem-Solvers**

How do we move students along the continuum from novice to expert problem solvers? We'll explore strategies such as Solve a Simpler Problem, Look at Cases, Make a Table, and Make a Model, exploring what it means to get better at each. We will solve problems together and use our own work and student work to practice recognizing novice versions of strategic thinking, as well as discuss activities and teacher moves that can help students see problem solving as a process they can get better at.

8-12 | INT | 545 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 26 | BT

### **Reichel-Howe, Lorie — Educational Consultant Survival Guide to Detect and Dismantle Disruptive Behavior**

Learn common sense, research based classroom management strategies that prevent and protect student misbehavior from eroding math instruction and learning.

Tchr Ed | PRS | 516 | Saturday, 3:30 - 5:00 | Asilomar, Nautilus East | BT

### **Restivo, Nicholas — Director of Mathematics K-12, Mineola UFSD (Retired)**

#### **Unpacking Geometry Problems from Boxes You Make**

Participants will transform used greeting cards into boxes for delivering an in-depth understanding of the relationships among perimeter, area and volume. Give your students a better understanding of geometry terms and the nuances of definitions involved with polygons, especially quadrilaterals. Ratios and proportions are explored and used.

6-8 | MITI | 535 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 6 | BT

### **Richards, James — Magnolia IS**

#### **Address and Engage the SMP with an iPad® Screencast**

This session will address the Standards for Mathematical Practice (SMP) and how to utilize a free iPad® screencast to support and engage students in their pursuit of mathematical understanding and application. Learn more about the SMP, see an iPad® screencast in action, and take your first steps toward utilizing technology to support the Common Core State Standards. Recognize the potential and take it where you may when you return to your site.

6-8 | PRS | 130 | Saturday, 8:00 - 9:00 | PG Middle School, Library | BT

### **Richman, Gena — Teacher, Mary Collins School at Cherry Valley A Morning Cup of Mathematical Practices**

Imagine your students having a cup of Common Core Standards for Mathematical Practice every morning to wake them up! Two teachers share how they jump-start the first 15 minutes of the day with their daily morning number routines. Through the use of classroom video, active participation and teacher moves, learn how to facilitate discussions leading to a culture of rich learning experiences within the practices. Walk away with a fresh look at your first 15 minutes of the school day.

3-5 | INT | 115 | Saturday, 8:00 - 9:00 | Asilomar, Triton | BT

Co-presenter: Rob Ruddell — Teacher

### **Robertson, Martha — Curriculum Specialist, Pearson Algebra 1 for All? What About Those Who Are 2-3 Yrs. Behind?**

OnRamp to Algebra uses Common Core Standards and develops student knowledge necessary for success in algebra, by establishing the foundations for algebra and building skills, concepts and problem solving toward that goal. Instead of treating students who fail algebra with a remedial class, onRamp to Algebra offers a different approach of treating struggling student prior to Algebra 1 with this program to give them success in algebra the following year.

6-8 | PRS | 233 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 4 | BT | \$

### **Roddick, Cheryl — Math Professor, San José State Univ. Implementing the Common Core: Math Practices and Content**

This session is intended to highlight the connection between content and the Mathematical Practices. The Common Core Standards call for a balanced approach to teaching mathematics, stressing conceptual understanding as well as procedural fluency. Mathematical practices can be integrated into instruction to provide students with opportunities to develop a deep understanding of mathematics. This session will give you practical ideas to incorporate the Common Core into your daily lessons.

3-5 | INT | 555 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 37 | BT

Co-presenter: Christina Centeno — District Instructional Coach, San Jose USD

### **Rogers, Patricia — Brownell MS**

#### **Facilitating Students' Discussions of Mathematics**

"Constructing viable arguments and critiquing the reasoning of others" suggest students need opportunities to share, discuss and work together to make sense of mathematical concepts. We consider resources to explore techniques for promoting effective student-to-student discussions, while facing concerns about introducing collaborative discussion in our classrooms. Learn about teachers' new role of facilitator and ways to develop into a more effective leader of discourse with your students.

3-8 | INT | 155 | Saturday, 8:00 - 9:00 | PG Middle School, Rm 37 | BT

### **Rossi Becker, Joanne — Professor, San Jose State Univ.**

#### **Online PD Resources for Structure and Generalization**

As part of AB250, the California Mathematics Project (CMP) developed an online module for the K-12 Standards for Mathematical Practice to support teachers as they transition to the Common Core State Standards in Mathematics. This workshop focuses on SMP7: Look for and Make Use of Structure; and SMP8: Look for and Express Regularity in Repeated Reasoning. Examples of these two mathematical practices will be presented from across the grades. Video examples and student work will also be shared.

Tchr Ed | PRS | 436 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 7 | BT

~ Name badges ~

**Name badges must be worn at  
all times while attending the conference.  
Badges are required for entry into the  
sessions and the exhibit hall.**

Schaffer, Karl — De Anza College  
**Mathematics, Rhythm, and Dance**

The mathematics of rhythm can be complex, and the ways rhythms are used vary considerably from culture to culture. Learning about rhythm using whole-body movement activities and clapping sequences allows us to gain new insights into important mathematical concepts such as least common multiple and other number theory properties, combinations and permutations, and aspects of patterning. In this workshop, we will see how to engage students in physical problem solving using rhythmic movement activities that develop their understanding of these mathematical concepts.

GI | INT | 530 | Saturday, 3:30 - 5:00 | PG Middle School, Library | BT

Serra, Michael  
**Pirate Geometry**

We will explore activities with a pirate buried treasure theme that you can use to teach rectangular, polar, spherical, and 3-D coordinate systems. The focus is on reasoning and problem solving while having a good time playing games and solving pirate treasure puzzles.

8-12 | INT | 453 | Saturday, 1:30 - 3:00 | PG Middle School, Auditorium | BT

Sheldon, James — San Francisco State Univ.  
**Rethinking Mathematics (Dis)Abilities**

Everyone has a kid in their class that doesn't seem to understand things or be able to keep up. The classic approach is to identify a deficit or disability and attempt to make the student "normal" or average. This workshop offers an alternative approach involving group problem solving using multiple ability tasks, training in group roles, and status interventions.

GI | PRS | 515 | Saturday, 3:30 - 5:00 | Asilomar, Marlin | BT

Siker, Jody — San Francisco State Univ.  
**Proportionality: Technology to Facilitate Co-Teaching**

In this presentation, we discuss a strategy and technological tool, Dynabook, for preparing both special and math educators to work with new forms of curricular materials. We focus on "educative curricular materials," materials that educate teachers as they use them with students (Davis and Krajcik, 2005; Remillard, 2005).

Tchr Ed | PRS | 110 | Saturday, 8:00 - 9:00 | Asilomar, Curlew

Silverman, Sandy — Retired  
**More than Naming Shapes: Geometry for Pre K and Kindergarten**

Experience a real kindergarten investigation into shapes. See how children created their own understanding of geometric shapes and concepts. Learn about yearlong preschool experiences with geometry via the Let's Go guides for learning in the child's environment. Take home ideas you can use right away with your own class.

PK-2 | INT | 255 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 37 | BT

Co-presenter: Eric Blackorby, Director for Education and Human Services, SRI International

**CELL PHONES AND PAGERS**

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Stadel, Andrew — Currie MS  
**Hands-on Activity to Foster CCSSM Practices**

Participants will engage in a classroom-tested hands-on activity to foster the Common Core Standards for Mathematical Practices. You will build "hotels" with linking cubes with the goal of maximizing profit. You will figure in building costs and consider potential income. This task is easily adaptable to many levels.

6-8 | INT | 455 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 37 | BT

Co-presenter: Fawn Nguyen — Math Teacher, Mesa Union JH

Standiford, Gail — Fairfield High (retired)  
**Ready – Stats – Go!**

The Common Core State Standards are here and the assessment is just around the corner. What are you doing to get ready for the high school statistics and probability strand? What curriculum is available and what technology could you use? This workshop will use some readily available downloadable lessons that align with the mathematical practice standards and the statistical content standards. Graphing calculators and tablet apps will be incorporated into this hands-on workshop.

8-12 | INT | 446 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 27 | BT

Steelman, Karlene — Joaquin Moraga IS  
**Integrating Mathematical Reasoning into Your Curriculum**

From warm ups to projects to exit games, we'll share our favorite practices and activities. We will hand out a packet of mathematical tasks that we have refined over the years. These exercises will help you to incorporate mathematical reasoning into your curriculum while utilizing key mathematical practices that will fully engage your students. Come for lots of interesting ideas and activities you can use in your classroom tomorrow!

6-8 | INT | 341 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 21Lab | BT

Co-presenter: Brett Lorie — Teacher, Joaquin Moraga

Street, Elizabeth — Teacher, Kenilworth JHS and Sonoma COE  
**Modeling: Embedding Authentic Problems in Your MS/HS Curriculum**

Henry Polk wrote, "Every application of mathematics uses mathematics to understand, or evaluate, or predict something in the part of the world outside mathematics." In this workshop, we will demonstrate a modeling lesson by having you work with each other to solve a modeling problem. You will learn about resources for good modeling problems, and how to set up modeling experiences for your students as well as ways to encourage students to look for their own modeling problems in their every day lives. We will share the lessons learned in our classrooms.

8-12 | INT | 550 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 32 | BT

Co-presenter: Jessica Balli — Teacher, Windsor HS and Sonoma COE

**PROGRAM CHANGES**

Although this book contains the latest information available as of the printing deadline, some last-minute changes are inevitable. We apologize for any inconvenience that may result, and we appreciate your understanding.

Taylor, Megan — Assistant Professor, Sonoma State Univ.  
**Clustering the Common Core: A New Take on Unit Planning**

Teachers await the “new” textbooks aligned to the “new” standards. But addressing Common Core well, in the ways they were intended to be taught, will involve a significant departure from the ways we’ve addressed standards in the past, and will require unit planning that involves teachers using textbooks as resources, not scripts. In this interactive presentation we will examine the use of standard “clusters” in unit planning as a way to build on current practices and curricula effectively.

6-8 | PRS | 242 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 22Lab | BT

**From Tsuruda to Tscherman: Great Problems in the Age of Common Core**

Great problems are plentiful in mathematics. But it can be difficult to know how and when to use them in courses and with existing curricula, especially as teachers adapt to the new demands of the California Common Core content standards and Standards for Mathematical Practice. The reality is that the Common Core provides more space than ever for using rich, open-ended problems. Come to an “old” session with a new twist! And, as always, be prepared to do some math.

8-12 | INT | 402 | Saturday, 1:00 - 3:00 | Asilomar, Kiln | BT

Toncheff, Mona — Math Content Specialist, Phoenix Union HSD  
**Differentiation Strategies to Achieve Common Core State Standards Algebra Success!**

Ensuring the rigor of Common Core State Standards for Mathematics requires all teachers engage in reflection to create a collective response to learning mathematics. Exemplar models of differentiation will be shared and teachers will develop a plan for a differentiated response to learning. This plan will utilize an assessment cycle to evaluate students' current mathematical understanding and drive instructional design for teaching and learning, to create an intentional differentiated response to learning.

8-12 | INT | 343 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 24 | BT

Trevino, Emma — Supervisor of Mathematics Programs, Charles A. Dana Center

**We Need to Reason Why: Division of Fractions**

Let's investigate how we model division of fractions through the Common Core State Standards. We will trace how to teach the development throughout the grades.

3-8 | INT | 441 | Saturday, 1:30 - 3:00 | PG Middle School, Rm 21Lab | BT

Co-presenter: Carmen Whitman — Director, Mathematics For All Consulting

Tuska, Agnes — CSU Fresno

**Mathematical Investigations and Modeling with GeoGebra**

Find the best seat on the balcony of a theater, build the cheapest road between camps, and hang your mirror right, based on investigations with the open-source GeoGebra software.

8-12 | INT | 539 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 12 | BT

Vierra, Vicki — Ventura COE

**Power the Common Core Transformation With Proportional Reasoning**

Begin your transition to Common Core standards from the many angles of proportional reasoning with connections to equivalent fractions, coordinate graphing, function tables and geometric similarity.

6-8 | INT | 416 | Saturday, 1:30 - 3:00 | Asilomar, Nautilus East | BT

Weimar, Stephen — Director, The Math Forum @ Drexel  
**Notice and Wonder: Engage in Formative Assessment of Mathematical Thinking**

The Notice and Wonder approach to problem solving has gained popularity for overcoming anxiety and for connecting to student thinking. This workshop will share professional development activities that take this strategy beyond engagement to develop reasoning and an explicit focus on the Mathematical Practices of the Common Core State Standards.

8-12 | INT | 511 | Saturday, 3:30 - 5:00 | Asilomar, Sanderling | BT

Weker, Ethan — Orion Academy

**Asperger's Syndrome in the Math Classroom**

Many students have been diagnosed with autism spectrum disorders, including Asperger's Syndrome and Nonverbal Learning Disability. Who are these students, what are their strengths and challenges, and how can we meet their needs? I will discuss some of the areas where I have found successful strategies, including word problems, assessment, and group work.

GI | PRS | 248 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 29 | BT

West, Rick — Mathematics Instructor, UC Davis  
**Students Making Sense of Integer Addition on the Number Line**

See how you can help students to figure out for themselves where the negative numbers are on the number line, how to add negative numbers, and how to subtract negative numbers. With well-chosen questions to get them started, your students can make sense of integer arithmetic, without gimmicks or rules. The Common Core expects students to apply and extend previous understandings to integer arithmetic on the number line, so let's make that doable, for you and your students.

3-8 | INT | 357 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 39 | BT

Co-presenter: Deb Stetson — Mathematics Project Director, CSU Sacramento

Whitman, Carmen — Director, Mathematics for All Consulting  
**Let's Connect Proportional Reasoning with the Standards**

How do the Common Core State Standards address proportionality? Let's examine lessons that incorporate proportional reasoning as we teach the different domains. These lessons will also exemplify the Standards for Mathematical Practice.

6-8 | W | 541 | Saturday, 3:30 - 5:00 | PG Middle School, Rm 21Lab | BT

Co-presenter: Emma Trevino — Supervisor of Mathematics Programs, Univ. of Texas, Charles A. Dana Center

**REFRESHMENTS**

Coffee and tea are available during the conference at Dolphin, Kiln, and Acacia on Saturday, and Surf and Sand on both Friday and Saturday. Water will be in all the rooms on the grounds.

**CELL PHONES AND PAGERS**

Out of respect for presenters and other participants, please turn off cell phones and pagers during sessions.

Wiegiers, Brandy — San Francisco State; MSRI  
**Bay Area Math Circle for Teachers Into the Classroom**

This session will bring together a panel of teachers who have participated in Bay Area Circle for Teachers over the last six years and have them discuss how they've taken their Math Circle experience for teachers and translated in into the classroom. The work will showcase lessons developed over the summer and highlight future opportunities to be involved in similar programs. Visit <http://bact.mathcircles.org/> to learn more!

Tchr Ed | PRS | 509 | Saturday, 3:30 - 5:00 | Asilomar, Marlin | BT

Winicki Landman, Greisy — Cal Poly Pomona  
**Making Sense of School Mathematics via Transformations**

In this workshop, hands-on activities will highlight how the "good old" mathematics curriculum looks more consistent and cohesive when looked through the transformations goggles. SMP3 and SMP7 will be the underlying connection among the activities.

8-12 | INT | 250 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 32

Wolfson, Risa — Education Consultant  
**Modeling with Mathematics and Making a Decision**

In this session, we construct a mathematical model of decision making using weighted averages. This concept can be used to buy a car, choose a college, or assign grades to your students – all while preparing for implementation of the Standards for Mathematical Practice! We will Model with mathematics (SMP4) and use appropriate tools strategically (SMP5). Participants will leave with classroom ready materials that can be adapted to the decisions that their students need to make.

8-12 | INT | 241 | Saturday, 9:30 - 10:30 | PG Middle School, 211Lab | BT

Wright, Elizabeth — Hillbrook School  
**Establishing a Culture for Productive Math Learning**

We will share our classroom strategies and tools for starting the year off successfully in order to create a community of mathematicians who listen and talk with each other about their thinking. Much of our presentation will focus on how to develop the eight mathematical practices in your students.

3-5 | W | 336 | Saturday, 11:00 - 12:00 | PG Middle School, Rm 7 | BT

Yakes, Christopher — CSU Chico Math Dept.  
**Common Core Fraction Instruction**

Student understanding of fractions hinges on the concept of the whole being divided into equal parts. Typically, younger grades students only see examples of fractions using a single model, for example a circle, which leads to students developing a prototype fraction model that hinders a deeper understanding of fraction concepts later. In this session, we will explore the Common Core State Standards for Mathematics approach to teaching fractions, with an added emphasis on understanding fractions on the number line.

3-5 | PRS | 508 | Saturday, 3:30 - 5:00 | Asilomar, Toyon | BT

Young, Virginia — Teacher, Sheppard MS  
**Creating a More Engaging Math Class with Interactive Whiteboards**

Attendees will learn how to use interactive whiteboards to make their math lessons more engaging and relevant for students. Mrs. Young will demonstrate to attendees how to make Common Core aligned math lessons that are hands-on and student driven. Important tools for interactive whiteboards will be discussed including how to make containers, layers, use timers, online dice, graphing tools, and how to integrate online resources like math games and videos.

6-8 | PRS | 247 | Saturday, 9:30 - 10:30 | PG Middle School, Rm 28 | BT

Yu, Julie — Staff Scientist, Exploratorium  
**The Many Pieces of Pi**

Despite being so irrational, pi is loved by all. More than just a tool for figuring out how much pizza you're getting, pi is useful in many areas of math and science. Come do transcendental hands-on activities that show some of the ways pi appears in our natural world. We'll discover pi not only with circles, but also hidden in a line and by throwing toothpicks. Gain ideas for celebrating Pi Day and see how pi shows up whether you're teaching graphing, geometry, probability, or calculus.

6-8 | INT | 205 | Saturday, 9:30 - 10:30 | Asilomar, Evergreen | BT

Zaccaro, Ed — Author/Retired Teacher  
**Seven High-Interest Real-Life Math Investigations**

Seven high-interest math investigations that will help students see the power of mathematics in their lives. Included in the session will be: (1) The danger of payday loans and college loans (2) How statistics are manipulated (3) A commercial pilot's math error that led to a tragic crash (4) Math mistakes in the media and their consequences (5) How to teach students the difference between cause and correlation. These and several other fascinating math investigations will be discussed.

6-8 | PRS | 109 | Saturday, 8:00 - 9:00 | Asilomar, Marlin | BT

**Meeting the Needs of Mathematically Gifted Children**

Research clearly shows that thousands of hours of meaningful practice are the key to excellence in mathematics. Because of this fact, children who are talented in mathematics must not only progress through their curriculum at the proper pace, but also must be exposed to material that nurtures their gift. Unfortunately, children often lose interest in mathematics because they do not find it challenging, interesting, or relevant. This session help teachers nurture a passion for mathematics.

3-8 | PRS | 209 | Saturday, 9:30 - 10:30 | Asilomar, Marlin | BT

### IMPORTANT NOTE

Although you have likely planned your schedule ahead of time, it is important that you verify the session information with what appears in this program. The information here reflects some unavoidable changes. Some sessions have changed speakers and/or topics, some have changed times and some have changed location. Please be sure to check on the very last minute information that is posted in the Asilomar registration area.



## SESSIONS AT A GLANCE

Speaker	Presentation Title (Refer to alpha section for presentation description.)	Target Audience							Beginning Tchr.	Comm. Product
		K-2	3-5	6-8	9-12	College	Ldship/TchEd	GI		
Albrecht, Masha	Supporting the AP Calculus Curriculum Through Projects			√	√				√	
Alejandre, Suzanne	Moving Beyond the Right Answer							√	√	
Alteparmakian, Tony	Who Needs Homework?			√	√				√	
Amarasinghe, Rajee	Implementing Common Core Using Deliberate Discourse							√		
Anderson, Jody	Spring into Common Core Using Literature, Non-Fiction and Writing	√							√	
Armstrong, Larry	Flip Instruction to Transform Learning			√					√	
Arth, Karen	Develop Conceptual Understanding Using Multiple Representations			√	√				√	
Asturias, Harold	Academic Discussions: Building on Student's Explanations		√							
Bales, Janet	Using Games to Foster Math Reasoning, Discourse and Motivation			√					√	
Ballew, Pat	Pattern Blocks? No Thanks, I'm Not into Quilting		√	√					√	
Bastable, Virginia	Examining the Meaning of Multiplication: $12 \times \frac{3}{4}$ or $\frac{3}{4}$ of 12?		√	√					√	
	Representing Algebraic Situations: Words, Tiles & Symbols									
Bega, Alex	Flipping the Secondary Math Classroom			√	√				√	
Benken, Babette	Aligning Instruction to the SMPs: Activities for Secondary Teachers							√		
Berkaliev, Zaur	Modeling Mathematical Proofs Through Visualization							√	√	
Biagetti, Stephanie	Getting Started with Math Tasks that Align with the SMP	√							√	
	Posing Math Tasks to Target the SMP: A Look at Student Work	√							√	
Bloom, Jack	Let's Explore Geometry Through the Lens of Common Core			√					√	
Bower, Travis	Nspire iPad® App			√	√				√	
	Scaled Drawings and Sliders			√	√					
Brady, Victoria	Sky Geometry: Great Circles and Angles on a Sphere			√					√	
Brown Brooks, Gloria	From Flatland to Zometown: Visit with the Five Platonic Solids							√		
Brown, Kyndall	Online PD Resources for Modeling and Using Tools							√	√	
Brownell, Christopher	Making Mathematical Modeling Manageable			√					√	
Burrill, Gail	Crocodiles, Logarithms and the Mathematical Practice Standards			√	√				√	
	Ten Strategies for Making Questioning Central to Teaching							√	√	
CadwalladerOlsker, Todd	(Re)Creating an Environment of Mathematical Discovery			√	√				√	
Cagle, Peg	Instructional Choices for More Effective Math Classrooms			√	√				√	
Callahan, Patrick	The Skeleton in the Closet: Rethinking Curriculum Maps							√	√	
Canham, Melissa	Developing Place Value Understanding Through Problem Solving	√	√						√	
Carlyle, Ann	Expanding Math Talk with Our Youngest Students (Pre K, K)	√							√	
Carroll, Cathy	Highlighting Mathematical Practices in Everyday Tasks			√						
Chamberlain, Mike	Get a Statistical Advantage: Shifting to Common Core State Standards			√	√				√	
Chamberlin, Ruth	What's Vocabulary Got To Do With Making Math Accessible?			√					√	
Cheng, Ivan	The Right Answer is Not Enough!			√	√				√	
Christensen, Brad	Creative Core Curriculum	√	√						√	√

## SESSIONS AT A GLANCE

Speaker	Presentation Title (Refer to alpha section for presentation description.)	Target Audience							Beginning Tchr.	Comm. Product
		K-2	3-5	6-8	9-12	College	Ldship/TchEd	GI		
Clark, Heather	Rigor Pie: Managing the Balance of Mathematics Instruction		√	√						
Clark, Sherrina	Effective Group Work			√	√					
Coes, Terry	The Conics: From Paper Folding to Sketches to Equations			√	√				√	
Coggins, Debra	Let Your English Learners Help You Launch the CCSS for Mathematics!		√	√					√	
Conner, Karyn	Oh the Places They'll Go, When We Know What They Know!		√	√					√	
Cook, Marcy	Engage All in Reasoning	√	√						√	
	Reasoning and Problem Solving: The Heart of Mathematical Thinking		√	√					√	
Cordel, Betty	Fractions on a Number Line		√	√					√	
Costa, Elmano	English Learners and Common Core: It Can Be Done!		√	√					√	
Coup, Emmanuel	Geometry with a French Twist			√					√	√
Dagler, Clay	Make and Breaks in the Algebra Classroom			√	√					
Dallas, Heather	News from the California Framework Committee							√		
Damm, Suzanne	Implementing CCSS for Mathematics: Practices Before New Material			√					√	
Daniels, Katie	Fraction and Decimal Computation Models		√						√	
Dell, Chris	CCSSM: Teaching the WHY & the WHERE Before the HOW							√		
Derksen, Jared	Data and Slope and Intercepts, Oh My!			√	√				√	√
Diehl, John	The Mathematics of Angry Birds			√	√				√	
Dillender, Cathie	Understanding Rigor+Mathematical Practices+Modeling=Success!	√	√						√	
Doetch, Ryan	Enhance Math Instruction with Interactive Whiteboards	√	√						√	
Douglas, Lew	Math and Musical Rhythm		√						√	√
Easterday, Joan	California Mathematics Project: Implementing the CCSS Reasoning Practices		√	√					√	
Eidelman, Olga	Geometry from Scratch		√	√						
Eisenberg, Gary	Sing, Dance, Play Your Way Through K-3 Math	√							√	
Erickson, Sheldon	Transform Math: Integrate Science and Technology			√					√	
Farrand, Scott	Diophantine Equations Can Hide Geometric Surprises			√	√				√	
Farrar, Scott	A Picture is 1000 Words: How Much is Geogebra Worth?			√	√				√	
Ferguson, Brent	Constructing a Number Line the "Right" Way – from Scratch!			√	√				√	
	Math for Book Lovers, Books for Math Lovers							√	√	
Fetter, Annie	Strategic Uses of Technology to Promote Conceptual Understanding			√	√				√	
	Sense Making? Aren't We Already Doing That in Literacy?		√	√					√	
Flashman, Martin	Using Mapping Diagrams to Understand (Linear) Functions			√	√				√	
Foster, David	Change and the Common Core State Standards for Mathematics							√	√	
Fulton, Brad	Fostering the Common Core State Standards Mathematical Practices			√					√	
	A Ready-to-Use Activity for the Common Core			√					√	
Gale, Mardi	Algebra Intervention and Common Core: What's the Intersection?			√	√				√	
	Curriculum Design Integrating Standards for Math Practice							√	√	

## SESSIONS AT A GLANCE

Speaker	Presentation Title (Refer to alpha section for presentation description.)	Target Audience							Beginning Tchr.	Comm. Product
		K-2	3-5	6-8	9-12	College	Ldship/TchEd	GI		
Giganti, Paul	Nim: A Classic Math Game You Can Play All Year		√						√	
Goldenstein, Donna	Mathematics and The Arts: Thinking and Reasoning Through Art		√							
Gomez, Emiliano	The Stolen Pumpkin Pie: Modeling to Solve a Mystery			√	√					
	MDTP's WRI and Common Core State Standards for Mathematical Practice			√					√	
Grip, Bruce	Hot Dogs, Pizza, Soda Cans and Mathematical Modeling			√	√				√	
Hakansson, Susie	Standards for Mathematical Practice: Resources for MP1 and MP6							√	√	
Hamo, Matthieu	Launching the Transformation with Performance Tasks		√	√					√	
Hanley, Erin	What's the Problem with the Answer?			√	√				√	
Hoffmier, Susan	The Amazing, "One-derful", 1			√					√	√
Holm, Calisa	Getting the Most Out of Your Communicators			√					√	
Holman, Lynda	Primary Algebra	√							√	
Hubbell, Rebecca	Using iPads to Enhance a Math Lesson							√		
	iPads 101							√		
Humphreys, Cathy	The MP's in Action: Engaging Students in Math Investigations							√		
	Number Talks Instead of Warmups: Developing Algebraic Reasoning...							√		
Johnson Rock, Monica	Accessing Geometry Through Origami		√	√					√	
Kennedy, Karen	Problem-Based Learning and the Common Core: What's to Argue?						√		√	
Kenyon, Glenn	Teaching Division of Fractions for Understanding: Grades 5 and 6		√	√					√	
Kirley, Kim	Common Core Number Sense in the Kindergarten Classroom	√							√	
Koehn, Carolee	Engaging Parents in Mathematics		√	√					√	
Kriegler, Shelley	Transformations 101			√	√				√	√
Kysh, Judith	Turn Algebra Exercises into Common Core Practice Tasks			√	√				√	
Lahme, Brigitte	Using IllustrativeMathematics.org to Support Teacher Change						√			
Lambertson, Lori	Graphing Density: Floating Sinking Functional Relationships			√					√	
Lane, Deborah	Start with a Picture: A Guide to Teaching to CCSS for Mathematical Practices		√	√					√	
Langerman, Donna	Math Activity Days			√					√	
Latimer, Kathlan	Practicing the Standards for Mathematical Practice							√	√	
Lau, David	Applied Calculus in Finance, Business and Economics			√	√					
Lawson, Shelly	Modeling Lessons Can Work for All Students – Yes, Even Yours!			√					√	
Lazzarini, Jeanne	Common Core Connections with FUNc-tions!			√					√	√
Lemon, Travis	Teaching Transformational Geometry with Quality Tasks: MVP Utah			√	√				√	
Lim, Brian	Make Use of Structure with non-CCSS Textbooks			√	√				√	
Lindaman, Brian	Transformational Geometry in the Common Core			√	√				√	
Lutz, Michael	Transformations, Modeling, Technology with Exponentials in the CCSS			√	√				√	
Manegold, Neal	What is Intelligent Adaptive Learning?	√	√							√
Matteis, Lauren	Constructing Viable Arguments in the Elementary Classroom	√	√						√	

## SESSIONS AT A GLANCE

Speaker	Presentation Title (Refer to alpha section for presentation description.)	Target Audience							Beginning Tchr.	Comm. Product
		K-2	3-5	6-8	9-12	College	Ldship/TchEd	GI		
Mayfield-Ingram, Karen	Using Formative Assessment to Create Equitable Practices			√					√	
Mazzola, Alison	Creating Meaning by Modeling Division		√						√	
McDowell, Denise	Active Learning and Higher-Order Thinking Using Math Practices			√					√	
McGuire-Paulson, Nancy	Ladders and Number Lines, Models for Factoring		√	√					√	
McIntyre, Barbara	The Many Angles of Number Sense in First Grade	√							√	
McLean, Peggy	What is This Place? Place Value Investigations		√						√	
McNamara, Julie	Examining/Developing Practice via Live Laboratory Teaching						√			
Miller, Lisa	Reaching At-Risk Students in Algebra 1 and Algebra 2			√	√				√	
Mitchell, Myrna	Number Sense and the Common Core	√							√	√
Moore, Sara	Ratio and Proportion: Manipulatives for a Strong Foundation			√					√	
	Understanding Fractions with Multiple Models		√						√	
Moskowitz, Stuart	Algebra in Full Color and High Resolution with the New TI84C			√	√				√	
	Renew Yourself by Teaching Math in Another Country							√	√	
Moyer, Kyle	Beyond A-G: Avoiding College Remediation			√	√				√	
Muller, Eric	The Math in Motion			√	√					
Murray, Tom	Pentominoes: Mathematical Models that Grow		√						√	
Myers, Louanne	Little Kids Love Math!	√							√	
	Common Core, Help Me Get Started!		√						√	
Nank, Sean	The Transformation is Now: Experience CCSS in Action							√	√	
	Launching the Transformation: Classroom Assessments and CCSS							√	√	
Nelson, Frederick	Natural Connections in STEM Learning for Future Elementary Teachers									
North Morris, Jennifer	Strike a Pose: Modeling in Algebra			√	√				√	
Novelli, Barbara	Talking and Writing in Math Supports Mathematical Thinking	√	√						√	
	Making the Core Math Standards Relevant to Young Learners	√							√	
Orton, Chase	Two-Way Tables: A Challenging New 8th Grade State Standards			√					√	
Parsons, Rich	An iPad-Based Interactive Lesson on Vectors			√	√				√	
	Using Lesson Study to Tackle those "Tough to Teach" Lessons			√	√				√	
Paulus, Chris	1-and-1 Basketball: CCSS Statistics and Probability for Middle School			√					√	
Picciotto, Henri	Function Diagrams: A Visual Tool for Secondary Math			√	√				√	
Pickford, Avery	Proof Doesn't Begin with Geometry							√		
Preston, Robert	Modeling with Mathematics in the Everyday Mathematics Classroom	√	√						√	
Ramos, Jeanne	Building Students' Confidence as Persevering Problem Solvers			√					√	
Ray, Max	Becoming Better Reasoners: Supporting Students to Develop as Problem...			√	√				√	
Reichel-Howe, Lorie	Survival Guide to Detect and Dismantle Disruptive Behavior						√		√	
Restivo, Nicholas	Unpacking Geometry Problems from Boxes You Make			√					√	
Richards, James	Address and Engage the SMP with an iPad® Screencast			√					√	



## SESSIONS AT A GLANCE

Speaker	Presentation Title (Refer to alpha section for presentation description.)	Target Audience							Beginning Tchr.	Comm. Product
		K-2	3-5	6-8	9-12	College	Ldship/TchEd	GI		
Richman, Gena	A Morning Cup of Mathematical Practices		√						√	
Robertson, Martha	Algebra 1 for All? What About Those Who Are 2-3 Years Behind?			√					√	
Roddick, Cheryl	Implementing the Common Core: Math Practices and Content		√						√	
Rogers, Patricia	Facilitating Students' Discussions of Mathematics		√	√					√	
Rossi Becker, Joanne	Online PD Resources for Structure and Generalization						√		√	
Schaffer, Karl	Mathematics, Rhythm, and Dance							√	√	
Serra, Michael	Pirate Geometry			√	√				√	
Sheldon, James	Rethinking Mathematics (Dis)Abilities							√	√	
Siker, Jody	Proportionality: Technology to Facilitate Co-Teaching						√			
Silverman, Sandy	More than Naming Shapes: Geometry for Pre K and Kindergarten	√							√	
Stadel, Andrew	Hands-on Activity to Foster CCSSM Practices			√					√	
Standiford, Gail	Ready – Stats – Go!			√	√				√	
Steelman, Karlene	Integrating Mathematical Reasoning into Your Curriculum			√					√	
Street, Elizabeth	Modeling: Embedding Authentic Problems in Your MS/HS Curriculum			√	√				√	
Taylor, Megan	From Tsuruda to Tschierman: Great Problems in the Age of Common Core			√	√				√	
	Clustering the Common Core: A New Take on Unit Planning			√					√	
Toncheff, Mona	Differentiation Strategies to Achieve CCSS Algebra Success!			√	√				√	
	Leading the Sustained Implementation of the CCSS for Mathematics						√		√	
Trevino, Emma	We Need to Reason Why: Division of Fractions		√	√					√	
Tuska, Agnes	Mathematical Investigations and Modeling with GeoGebra			√	√				√	
Vierra, Vicki	Power the Common Core Transformation With Proportional Reasoning			√					√	
Weimar, Stephen	Notice and Wonder: Engage in Formative Assessment of Mathematical...			√	√				√	
Weker, Ethan	Asperger's Syndrome in the Math Classroom							√	√	
West, Rick	Students Making Sense of Integer Addition on the Number Line		√	√					√	
Whitman, Carmen	Let's Connect Proportional Reasoning with the Standards			√					√	
	Let's Integrate: Standards for Content and Mathematical Practice			√					√	
Wiegers, Brandy	Bay Area Math Circle for Teachers Into the Classroom						√		√	
Winicki Landman, Greisy	Making Sense of School Mathematics via Transformations			√	√					
Wolfson, Risa	Modeling with Mathematics and Making a Decision									
Yakes, Christopher	Common Core Fraction Instruction		√						√	
Young, Virginia	Creating a More Engaging Math Class with Interactive Whiteboards			√					√	
Yu, Julie	The Many Pieces of Pi			√					√	
Zaccaro, Ed	Seven High-Interest Real-Life Math Investigations			√					√	
	Meeting the Needs of Mathematically Gifted Children		√	√					√	

# In Memoriam

## Kay Gilliland, a Tireless Leader for EQUITY in Mathematics Education

In October we lost one of our most energetic, long-serving mathematics education teachers and leaders with the passing of Kay Gilliland.

*Kay embodied what we have all come to understand as equity and fairness in mathematics education. From the beginning of her teaching career until the end, she was determined that her students should experience the joy and satisfaction of knowing that mathematics was a subject they could master. They responded to her encouragement, warmth, and generosity, but mostly they knew she cared about each and every one of them.*

*Nancy Kreinberg, Former Director, EQUALS Project, UC Berkeley*



Kay Gilliland, 1928–2013

Kay's interest in mathematics education started as a classroom teacher and her involvement with leadership began with AC3ME, the local CMC affiliate in the Bay Area. From there she got involved in CMC-North and the Asilomar Conference, serving as Vice President, Program Chair and Presider Chair.

Through these early experiences, Kay developed a strong desire to improve opportunities in mathematics for underserved students. In 1978, Kay became a founding member of the EQUALS Program at UC Berkeley, and for 20 years taught teachers to enjoy mathematics AND help female and minority students become successful in mathematics.

Kay never shied away from leadership. Kay served as Chair of the NCTM Regional Services Committee, Chair of the NCSM Equity Resource Development Task Force, editor of the NCSM Newsletter, and as NCSM President.

In her last two years, Kay received the TODOS Iris Carl Leadership and Equity award, the CMC Walter Denham Leadership Award, and the CMC-N Leadership Award for her tireless service to mathematics education.

Kay Gilliland seemed to have endless energy and enthusiasm. She seldom said, "No" to a new task or leadership opportunity. It will take MANY people to fill Kay's shoes.

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We are also saddened to hear of the death of **Bob McFarland**, North President 1981 & 82; State CMC President 1983 & 1984; and treasurer and stalwart supporter of our local Alameda Contra Costa Counties affiliate (aka AC3ME). Unfortunately the lateness of this news did not allow for inclusion of any additional details.

### Speaker Evaluation Form

Go to our website and click on the Speaker Evaluation Input or go directly to [https://www.surveymonkey.com/s/CMC\\_SPEAKER\\_EVALUATION](https://www.surveymonkey.com/s/CMC_SPEAKER_EVALUATION).

### Conference Evaluation Form

Complete Conference Evaluation online [https://www.surveymonkey.com/s/CMC-North\\_Math](https://www.surveymonkey.com/s/CMC-North_Math) by December 31, 2013 and you will be entered in a drawing for FREE conference registration and on grounds housing for next year.

## COMMERCIAL EXHIBITS

Company	PG Middle Gym	Company	PG Middle Gym
AIMS Education Foundation	214-216	Music Notes	249
Aspire Public Schools	217	Nasco	211-213
Bach Company	267	National Geographic Learning/Cengage Learning	221
Bedford, Freeman & Worth (BFW) Publishers & W.H. Freeman	247-248	NCTM Books	218-219
California Casualty Auto and Home Ins	229	Path to Math	260
California Jump\$tart	246	Pearson	206-209
Carnegie Learning, Inc	204	Qwizdom, Inc.	245
Center for Math and Teaching	253	RAFT	242
CMC Check In PGMS	205	Renaissance Learning	252
CMC Communicator	276	Scholastic/Math Solutions	258-259
CPM Educational Program	238-239	SpringBoard	256
CPO Science	223-224	Stokes Publishing Company	270-271
CSU/UC Mathematics Diagnostic Testing Project (MDTP)	255	Tessellations	227-228
Curriculum Associates	243	Texas Instruments	266
DreamBox Learning	254	The Markerboard People	236-237
Houghton Mifflin Harcourt	272-275	Think Through Math	268
Industry Initiatives for Science and Math Education (IISME)	235	TODOS: MATHEMATICS FOR ALL	202
IXL Learning	244	TPS Publishing Inc. and Partners	203
Math Teachers Press, Inc.	232-234	Triumph Learning	225
McGraw-Hill School Education	262-265	Virtual Locker LLC	226
Melon Rind	222	Walch Education	251
Moore Educational Resources	231	Xtreme Math	241

Pacific Grove Middle School      Friday / 5:30 - 7:30 p.m.      Saturday / 8:00 a.m. - 5:00 p.m.  
Exhibits close promptly at times listed above so visit early!

**~ Name badges ~**  
**Name badges must be worn at all times while attending the conference. Badges are required for entry into the sessions and the exhibit halls.**

270	271	272	273	274	275	276
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▪ **Presidential Awards, [www.cmc-math.org/PAEMST](http://www.cmc-math.org/PAEMST)**

One elementary or one secondary awardee, chosen from several mathematics teacher finalists, get a trip for two to the White House and over \$10,000 in awards. The award alternates between the two levels: secondary in odd years, elementary in even.

**2014 Elementary Teacher Nominations**

Elementary and secondary awards are alternating. The nominations for the 2014 Presidential Award for Excellence in Mathematics and Science Teaching are now being accepted. Please encourage your colleagues to apply. A good candidate:

- Gets students excited about math
- Skillfully uses a variety of teaching techniques
- Engages students in meaningful mathematics
- Regularly reflects on lessons and seeks professional development
- Is actively involved in mathematics education at the local, state, and/or national levels

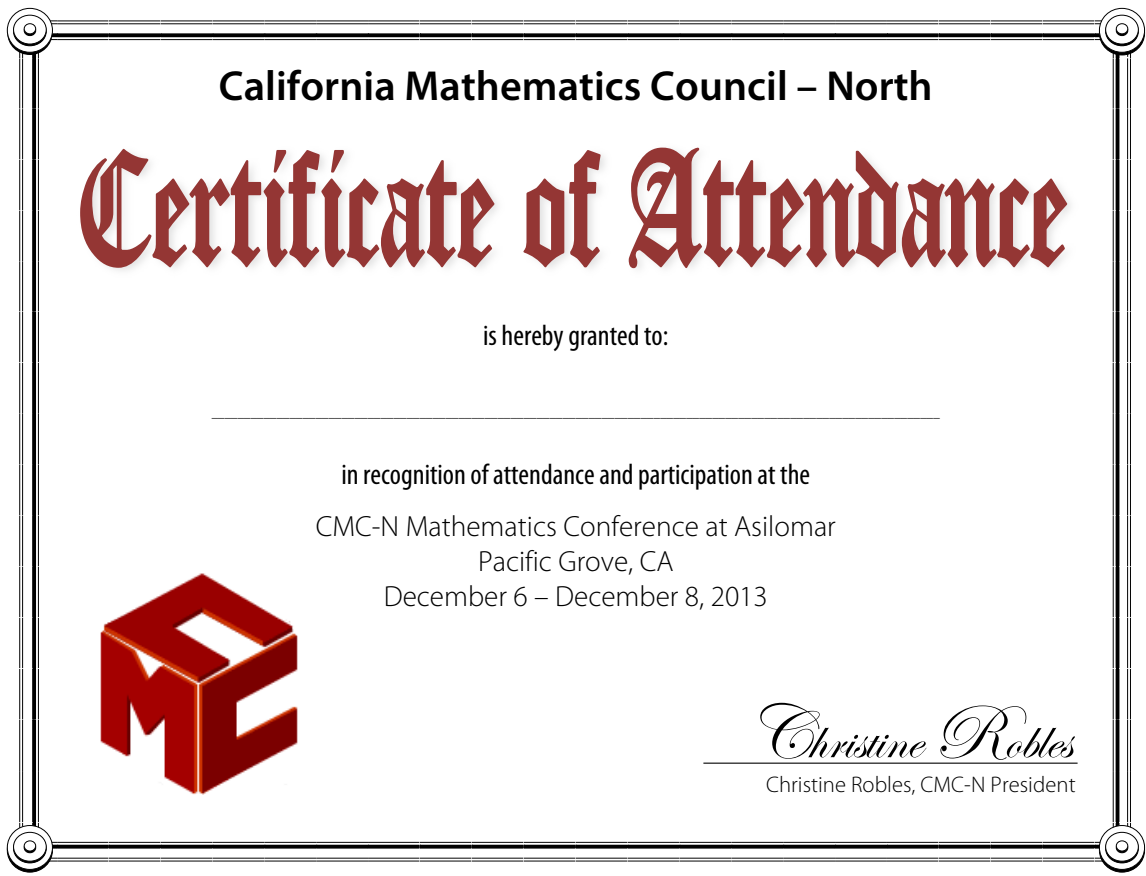
▪ **California Math Council, [www.cmc-math.org/awards](http://www.cmc-math.org/awards)**

We are also grateful to the following winners of CMC’s awards for educators who have given sustained service to the students of California and to the mathematics education community.

**Award Winners**

Kay Gilliland .....2012 Walter Denham Memorial Award  
 Brian Shay.....2012 George Polya Memorial Award  
 Carol Fry Bohlin .....2012 Edward Begle Memorial Award

For more information about awards, or to nominate, visit Presidential Awards at [www.cmc-math.org/PAEMST](http://www.cmc-math.org/PAEMST) or California Math Council at [www.cmc-math.org/awards](http://www.cmc-math.org/awards)



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www.cmc-math.org



The Math Forum  
@ Drexel  
& CMC

# IGNITE!

Saturday 7:30 pm  
Merrill Hall

Andrew Stadel • Annie Fetter • Dan Meyer  
Fawn Nguyen • Gail Burrill • Kyndall Brown  
Max Ray • Megan Taylor • Pat Ballew • Peg Cagle

5 minutes. 20 slides. Lots of ideas.

## CALENDAR OF MATH EVENTS 2013-14

### February 6-8, 2014

Association of Mathematics Teacher Educators (AMTE)  
Annual Conference, Hyatt Regency Irvine, Irvine, CA  
[www.amte.net](http://www.amte.net)

### March 2014

Sacramento Area Mathematics Educators (SAME)  
Annual Conference, CSU Sacramento, CA  
[edweb.csus.edu/projects/same/](http://edweb.csus.edu/projects/same/)

### March 2013

February 8, 2014  
Council of Mathematics and Science Educators  
of San Mateo County (CMSESMC)  
Annual Conference, San Mateo County Office  
of Education, Redwood City, CA  
April Cherrington 650.802.5359  
[acherrington@smcoe.k12.ca.us](mailto:acherrington@smcoe.k12.ca.us)

### April 7-9, 2014

NCSM Annual Conference, New Orleans, LA  
[www.mathedleadership.org](http://www.mathedleadership.org)

### April 9-12, 2014

NCTM 92nd Annual Meeting & Exposition  
New Orleans, LA  
[www.nctm.org/conferences](http://www.nctm.org/conferences)

### October 2014

Mt. Lassen Math Council  
Annual Conference, Chico, CA  
Robert Preston, [rpreston@chicousd.org](mailto:rpreston@chicousd.org)

### October 24-25, 2014

CMC-South, 55th Annual Mathematics Conference  
Palm Springs, CA  
888-CMC-MATH or [cmc-math@sbcglobal.net](mailto:cmc-math@sbcglobal.net)  
[www.cmc-math.org/activities/south\\_conference.html](http://www.cmc-math.org/activities/south_conference.html)

### December 5-7, 2014

CMC-North, Asilomar Mathematics Conference  
Pacific Grove, CA  
888-CMC-MATH or [cmc-math@sbcglobal.net](mailto:cmc-math@sbcglobal.net)  
[www.cmc-math.org/activities/conferences.html](http://www.cmc-math.org/activities/conferences.html)

For information and links to these math events go to:  
[www.cmc-math.org/activities/calendar.html](http://www.cmc-math.org/activities/calendar.html)

## BOARD MEMBERS

		BOARD MEMBERS	
<b>2012-13</b>	<b>State</b>	<b>President</b> .....Kathlan Latimer <b>President-Elect</b> .....Jane Wentzel <b>Secretary</b> .....Jeannie Toshima <b>Treasurer</b> .....April Goodman-Orcutt	<b>North</b> <b>President</b> .....Christine Robles <b>President-Elect</b> .....April Goodman-Orcutt <b>Vice-President</b> .....Rebecca Lewis <b>Secretary</b> .....Rita Nutsch <b>Treasurer</b> .....Chris Tsuji
<b>2014-15</b>	<b>State</b>	<b>President</b> .....Kathlan Latimer <b>President-Elect</b> .....Vicki Vierra <b>Secretary</b> .....Jeannie Toshima <b>Treasurer</b> .....Chris Dell	<b>North</b> <b>President</b> .....April Goodman-Orcutt <b>President-Elect</b> .....Rebecca Lewis <b>Vice-President</b> .....Ana England <b>Secretary</b> .....Rita Nutsch <b>Treasurer</b> .....Brian Lim

## COMMERCIAL EXHIBITS

Be sure to make time in your schedule to visit the commercial exhibits at the Pacific Grove Middle School Gym. You'll find a remarkable collection of mathematics education books, curriculum materials, teaching resources, games, manipulatives, and technology and services. Exhibit hours allow ample opportunity to explore, try out, and purchase product/services for use in your classroom or to help you meet your career goals. You'll also have the opportunity to get fresh ideas, valuable information and resources and to see demonstrations of how products work. Be sure to check the list of exhibits and map of the exhibit hall on page 39.



## California Mathematics Council - Northern Section

- Purpose** CMC-N wishes to encourage creativity and innovation among Northern California educators for the purpose of developing mathematically powerful students.
- Who** CMC-N members from any public or private school or district
- Qualifications**
- ✓ Must be current members
  - ✓ Can only apply once per school year
  - ✓ Should have additional sources of funding
  - ✓ Application completed in full
- Proposal**
1. Title Page, complete the form on page 44.
- Format**
2. Project Description
    - a. Project Goals—What will the project seek to accomplish?
    - b. Statement of need as related to your students.
    - c. Project activities and timeline.
    - d. Impact—Who and how many will be effected?
    - e. Evaluation/Dissemination Plan—How will you assess and then document the outcomes of the project? What plans do you have for sharing?
  3. Project Budget—provide an itemized budget listing support from other sources.
  4. Amount requested. Partial funding likely.

**Applications must be limited to five pages including the cover form.**

**Send to:**

CMC-N Grants  
c/o FaraLee S Wright  
PO Box 2738  
Suisun City, CA 94585-5738

**MINI-GRANTS**

Mini-Grants for CMC-N members are available for up to \$500 to encourage creativity and innovation among Northern California educators for the purpose of developing mathematically powerful students.

Deadline: January 31 and November 1 of next year.

For information and applications visit [www.cmc-math.org/awards](http://www.cmc-math.org/awards) or contact FaraLee Wright at [faralee.wright@sbcglobal.net](mailto:faralee.wright@sbcglobal.net)

**SESSION CAPACITY/SEATING**

We have made every attempt to provide adequate seating for participants at the conference. However, to ensure your safety and adhere to fire regulations, the number of participants allowed in each meeting room will be limited to the number of seats approved by the Fire Marshall. Anyone sitting on the floor or standing will be asked to leave the room. Please check the Program Matrix for the seating capacity of each room. All seats are available on a first-come, first-served basis.

**California Mathematics Council - Northern Section**

**Mini-Grant Deadlines: January 31 - \$500  
November 1 - \$500**

Title of Grant \_\_\_\_\_

Name of Grant Leader: \_\_\_\_\_ CMC Member # \_\_\_\_\_

Home phone: (     ) \_\_\_\_\_ Home e-mail: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_ Fax: \_\_\_\_\_

School e-mail: \_\_\_\_\_

The Grant will impact the following:     Number of students: \_\_\_\_\_

Number of teachers: \_\_\_\_\_

Percent members of minorities: \_\_\_\_\_

Maximum amount requested to implement the grant: \_\_\_\_\_

**Include the following information in your request:**

Item(s) to be purchased:

Expected vendor and prices:

Short narrative about how these items will be used:

Grant requests may be only partially funded. Additional funding sources available to you.

NOTE: Grant covers materials only, not teacher work time or compensation.  
Only one Mini-Grant can be awarded per applicant per school year.  
Grant is limited to current CMC-N members and to school sites in the CMC-N area.

**Approval Signature:**

Grant Leader \_\_\_\_\_

Building Site Administrator Name and Title \_\_\_\_\_

**Send to:**

CMC-N Grants, c/o FaraLee S Wright, PO Box 2738, Suisun, CA 94585-5738, or faralee.wright@sbcglobal.net



**SPECIFICS:**

- ✓ Earn 1.5 quarter hours (= 1 sem hr) of college credit for your Asilomar participation.
- ✓ Credit is from CSU East Bay Extension Division. Generally it can not be applied toward a degree program, but can be used as:
  - professional growth units for your credential, and,
  - district credit for step advancement. Check with your district regarding its policy on accepting these units.
- ✓ Credit will be given in the Winter Quarter. Grades will not be available until April. Please do NOT call before that time. After February 1, you may send an e-mail to be sure your materials were received.
- ✓ Grades are CR/NC only.
- ✓ You must complete each of the requirements below.

**REQUIREMENTS:**

1. Register for the conference.
2. Register for credit/no credit by downloading the form at [www.cmc-math.org/activities/north\\_conference.html](http://www.cmc-math.org/activities/north_conference.html). Complete the form on your computer. Then print, sign, and mail with your payment in the amount of \$145.00 (payable to CSU East Bay).
3. Attend the opening session Friday evening 7:30-9:00 p.m. at Pacific Grove Middle School Auditorium.
4. Attend at least three sessions on Saturday, visit the exhibit area, and attend a Sunday closing session.
5. Type a paper as described below. Save a tree: single spacing is fine. Include your name, address and phone number on it in case of problems.

**PAPER:**

1. Submit a two-part paper. In the first part devote a paragraph or more to each session you attended. Include details on the title, speaker, ideas, activities, and theme(s). Then, in the second part, reflect on how the conference affected your thinking about math education. How has it affected your classroom? How do you believe it will affect it in the future? What common themes did you see throughout the conference? This part should be at least 1 or 2 pages.
2. If you prefer, the two parts above can be combined into one using a more narrative style.

**REMEMBER:**

The paper must exhibit a great deal of reflection, and must not be just a chronicle of how you spent your weekend.

Mail the registration form, payment, and paper in a single packet by January 30 to:

Dr. Jean Simutis  
 Dept. of Mathematics and Computer Science  
 CSU East Bay  
 Hayward, CA 94542

**Download form at**  
[http://www.cmc-math.org/activities/north\\_conference.html](http://www.cmc-math.org/activities/north_conference.html)

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CALIFORNIA STATE UNIVERSITY **Division of Continuing and International Education**  
 25800 Carlos Bee Blvd., SA 1700 | Hayward, CA 94542 | Phone: (510) 885-3605 | www.cc.csueastbay.edu

**Contract Credit Registration Form**

**Student Information** (Please print clearly) **To enroll for credit, please complete and return to instructor. Fees must be paid in full for enrollment to be valid.**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Initial \_\_\_\_\_ NetID/SSN \_\_\_\_\_

Street Address \_\_\_\_\_ Date of Birth **(required)** \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_ E-mail \_\_\_\_\_

Employer \_\_\_\_\_ Employer Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Gender:  Male  Female

**Please sign and date below to verify for official University records that the above information is correct.** By signing this application, you consent to have your NetID & activation code e-mailed to the address provided above.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**NO REFUNDS ISSUED ON CONTRACT REGISTRATIONS**

**Course Information** Year: 2014 Quarter:  Fall  Winter  Spring  Summer

Credit/No Credit Option: To receive credit/no credit instead of a letter grade (for courses offering this option) you must check the appropriate CR/NC column below. If you do not choose an option, you will automatically receive a standard letter grade.

Department	Course No	Course Title	Instructor	Units	Fee	CR/NC
MA	Math 7373	Asilomar Conference 2013	Simutis	1.5	\$ 145	<input checked="" type="checkbox"/>
					\$	
					\$	
<b>Total:</b>					<b>\$145</b>	

**Payment Options** (Check one box)

Personal Check/Money Order (Made Payable to CSUEB)  Paid by Employer: **Attach** either Company/Agency Check or Employer Purchase Order. Employer address information must be provided above.

Office Use Only \_\_\_\_\_

## AFFILIATED GROUPS

Contact your local affiliate to find out more about their organization and become involved at a local level!

CA Math Council to the Far North (CMCN $\infty$ )  
Mary Ann Sheridan, masheris@suddenlink.net

Mt. Lassen Math Council (MLMC)  
Robert Preston, rpreston@chicousd.org

Sonoma County Math Council (SCMC)  
Ben Ford, ben.ford@sonoma.edu

Sacramento Area Math Educators (SAME)  
Brian Lim, blim128@yahoo.com

Math Educators of Solano County (MESOC)  
Julie Crozier, crozier4mesoc@aol.com

Alameda Contra Costa County  
Math Educators (AC<sup>3</sup>ME)  
David Lincoln, lincoln.hotmath@att.net

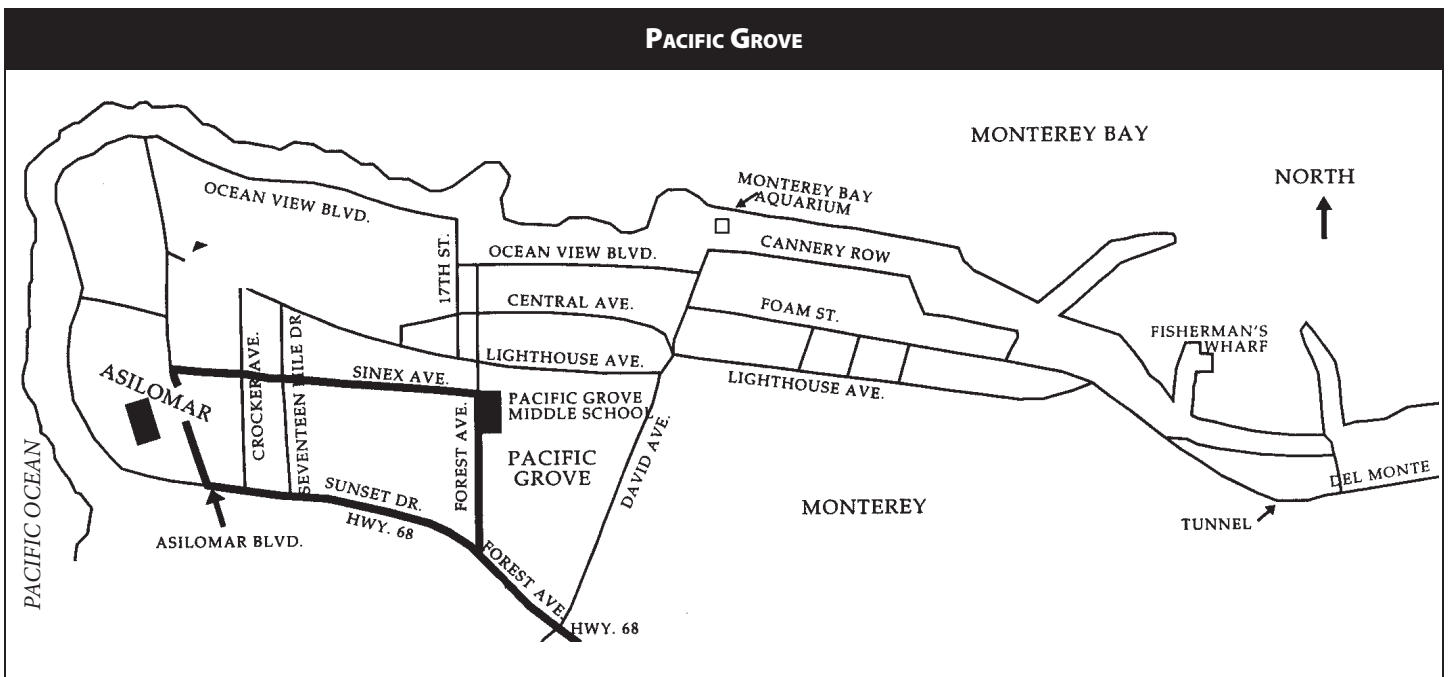
Council of Math & Science Educators  
San Mateo County (CMSESMC)  
Stephen Asp, stephenasp@gmail.com

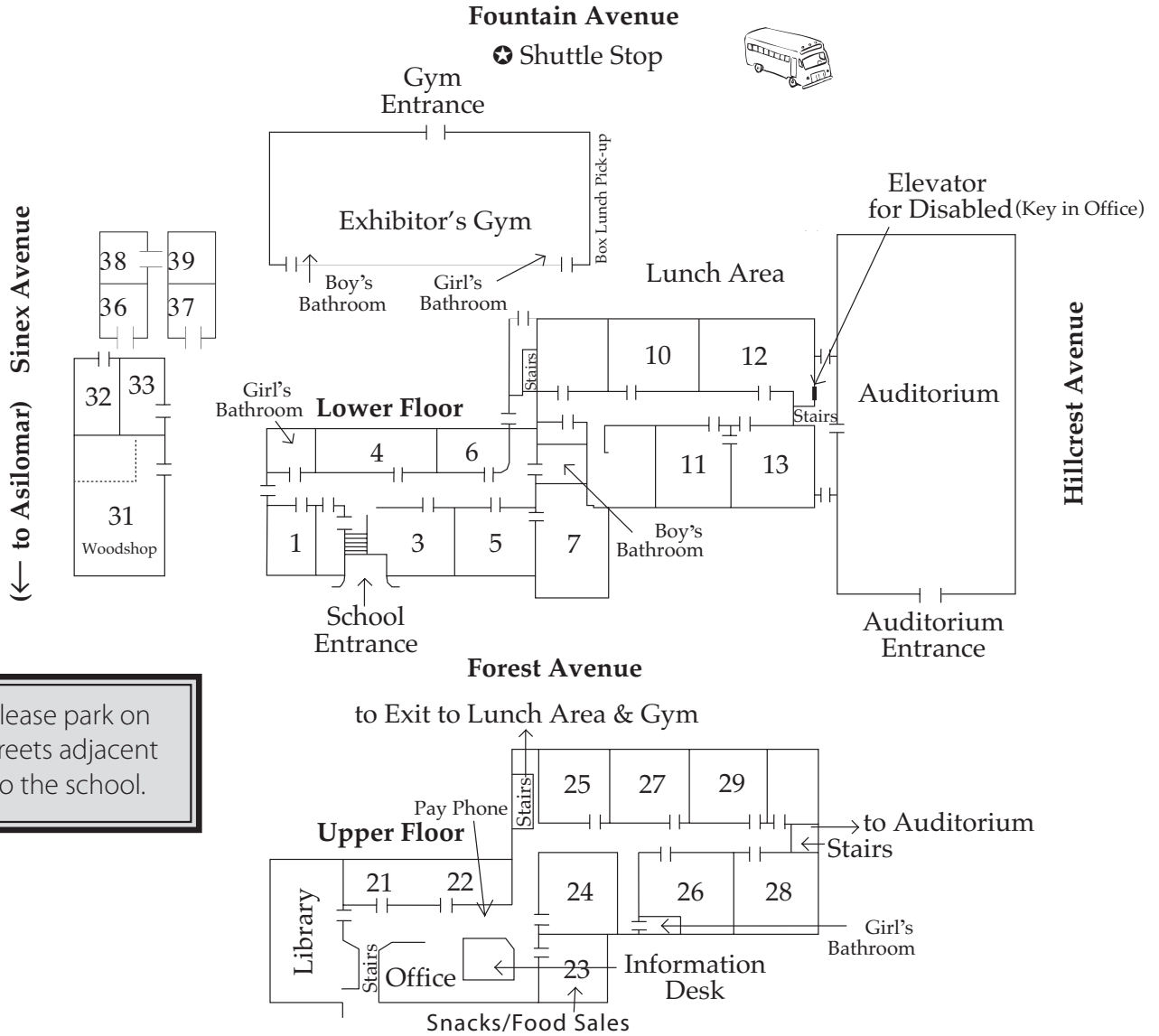
Santa Clara Valley Math Association (SCVMA)  
Pallavi Shah, scvmath@gmail.com

Monterey Bay Counties Math Education (MBCME)  
Linda Dilger, ldilger@monterey.k12.ca.us

Northern Nevada Mathematics Council (N<sup>2</sup>MC)  
Misha Miller, mkmillier@washoeschools.net

San Francisco Math Teachers Association (SFMTA)  
Jason Murphy-Thomas, murphy-thomasj@sfusd.edu





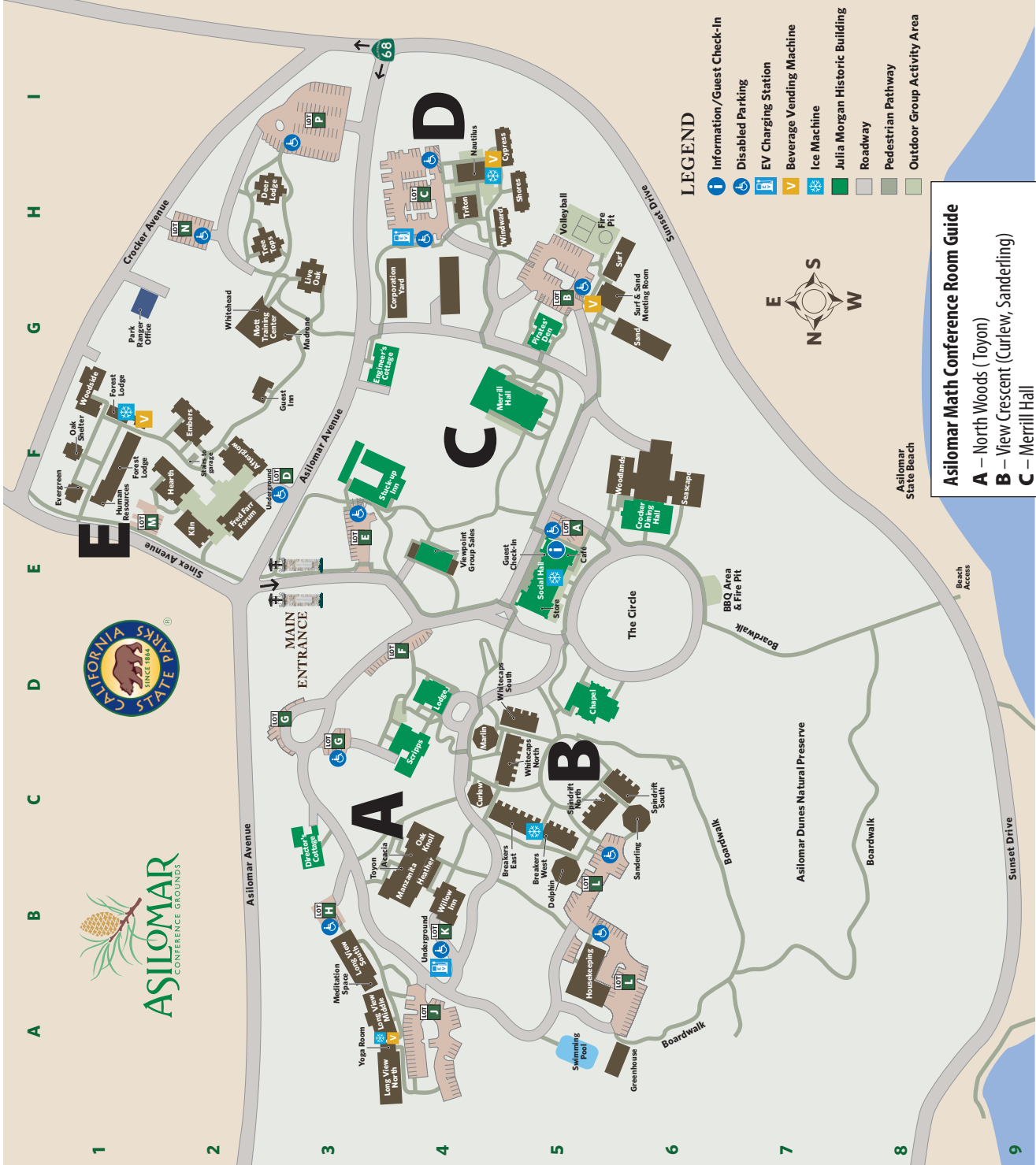
Please park on streets adjacent to the school.

**BUS SERVICE**



On Friday, bus service will run between the Asilomar grounds and Pacific Grove Middle School from 4:00-9:30 p.m. Busses will run between Asilomar and Pacific Grove Middle School and 7:15 a.m. - 6:00 p.m. on Saturday.

MEETING ROOMS	LODGING	MEETING ROOMS
B4 Acacia	F2 Afterglow Rooms 1301-1312	B4 Acacia
D5 Chapel Auditorium	C5 Breakers East Rooms 821-832	D5 Chapel Auditorium
C4 Curlew	C5 Breakers West Rooms 833-840	C4 Curlew
C5 Dolphin	H5 Cypress Rooms 717-724	C5 Dolphin
F1 Evergreen	H3 Deer Lodge Rooms 1121-1130	F1 Evergreen
E2 Fred Farr Forum	C3 Director's Cottage Rooms 133-1324	E2 Fred Farr Forum
C4 Heather	G3 Engineer's Cottage	C4 Heather
E2 Klin	F1 Forest Lodge Rooms 1202-1211	E2 Klin
G3 Madrone	F2 Guest Inn Rooms 901-903	G3 Madrone
B4 Manzanita I & II	F1 Hearth Rooms 1325-1336	B4 Manzanita I & II
D4 Marlin	G3 Live Oak Rooms 1101-1110	D4 Marlin
G4 Merrill Hall	D4 Lodge Rooms 201-218	G4 Merrill Hall
H4 Nautilus	A3 Long View North Rooms 101-110	H4 Nautilus
C4 Oak Knoll I & II	A3 Long View Middle Rooms 111-120	C4 Oak Knoll I & II
F1 Oak Shelter	A3 Long View South Rooms 121-130	F1 Oak Shelter
C6 Sanderling	B4 Manzanita Rooms 1001-1012	C6 Sanderling
D4 Scripps	C4 Oak Knoll Rooms 1018-1024	D4 Scripps
G5 Surf & Sand	G5 Pirates' Den Rooms 501-510	G5 Surf & Sand
B4 Toyon	G6 Sand Rooms 605-610	B4 Toyon
H4 Triton	D4 Scripps Rooms 301-323	H4 Triton
B4 Willow I & II	H5 Shores Rooms 709-716	B4 Willow I & II
G3 Whitehead	C5 Spindrift North Rooms 849-856	G3 Whitehead
<b>OTHER</b>	C6 Spindrift South Rooms 841-848	<b>OTHER</b>
BBQ Area	F4 Stuck-up Inn Rooms 401-414	BBQ Area
Crocker Dining Hall	H6 Surf Rooms 601-604	Crocker Dining Hall
Fire Pits	H3 Tree Tops Rooms 111-120	Fire Pits
Guest Check-In	C5 Whitecaps North Rooms 809-820	Guest Check-In
Hearst Social Hall	D5 Whitecaps South Rooms 801-808	Hearst Social Hall
Human Resources	B4 Willow Inn Rooms 1025-1036	Human Resources
Meditation Space	H5 Windward Rooms 701-708	Meditation Space
Mott Training Center	G1 Woodside Rooms 122-1223	Mott Training Center
Park Ranger Office		Park Ranger Office
Park Store		Park Store
Phoebe's Café		Phoebe's Café
Seascape		Seascape
Swimming Pool		Swimming Pool
Conference and Event Sales		Conference and Event Sales
Viewpoint		Viewpoint
Volleyball Court		Volleyball Court
Woodlands		Woodlands
Yoga Room		Yoga Room
<b>PARKING LOTS</b>		<b>PARKING LOTS</b>
Parking Lot A		Parking Lot A
Parking Lot B		Parking Lot B
Parking Lot C		Parking Lot C
Parking Lot D		Parking Lot D
Parking Lot E		Parking Lot E
Parking Lot F		Parking Lot F
Parking Lot G		Parking Lot G
Parking Lot H		Parking Lot H
Parking Lot J		Parking Lot J
Parking Lot K		Parking Lot K
Parking Lot L		Parking Lot L
Parking Lot M		Parking Lot M
Parking Lot N		Parking Lot N
Parking Lot P		Parking Lot P



**Asilomar Math Conference Room Guide**

- A** – North Woods (Toyon)
- B** – View Crescent (Curlew, Sanderling)
- C** – Merrill Hall
- D** – Sea Galaxy (Nautilus East & West, Triton)
- E** – Fireside (Evergreen, Fred Farr, Klin)