Common Core Mathematics: Building Competent and Confident

Problem Solvers

California Mathematics Council - South
55th Annual Mathematics Conference
October 24 - 25, 2014 | Palm Springs Convention Center
www.cmc-south.org
Building Competent and Confident Problem Solvers

California Mathematics Council – South Section welcomes you to the 55th Annual Mathematics Conference. You are one of thousands of mathematics educators and leaders in California gathering to contribute to a professional learning network that goes beyond your classroom, school, and district—dedicated to the excellence and equity of mathematical learning.

Our theme “Common Core Mathematics: Building Competent and Confident Problem Solvers” frames our intent to support your implementation of the California-adopted Common Core Content Standards and Standards for Mathematical Practice, and the Instructional Shifts: Focus, Coherence, and Rigor. It is our goal to offer you forums of learning and practical tools that will support your work in building the mathematical identity of our students as they strive to become confident problem solvers.

The annual conference is organized by dozens of volunteers who believe in you and the work you do to improve the quality of life of the students you serve. They are proud and honored to serve you.

CMC-South hopes you take away ideas to share with colleagues, a sense of empowerment to influence change, and renewed confidence and joy in teaching and learning mathematics.

Enjoy the conference and join the community!

Diana Ceja
CMC-South President, 2014-2015
How Do We Build Competent and Confident Problem Solvers?

California Mathematics Council-South is pleased and proud to bring you the 55th Annual Mathematics Conference, “Common Core Mathematics: Building Competent and Confident Problem Solvers.”

As you look through the sessions for the two days, you will find sessions that address the theme as well as the supports that need to be in place in order for students to build the stamina and skill set to be good problem solvers. This is a life skill as well as one that will help in our new assessment system.

These are exciting times as we begin implementing the Common Core with an eye on the assessment that students will take. This conference provides you the opportunity to learn from each other as well as from the well-known experts.

This conference is the result of dozens of volunteers who invest thousands of hours of time for the benefit of teachers and ultimately for the students. Join me in thanking the members of the conference committee for their dedication. These dedicated professionals have given the gift of time and their expertise in putting together a program.

Many thanks go out to our excellent speakers. The high quality of our speakers makes this one of the premier conferences. They share their experiences and expertise as well as resources for teachers and students.

Finally we would not have a conference without the many teachers and leaders who give their time to participate. Attendees exemplify what it means to be a life-long learner.

We, the members of California Mathematics Council, shall continue our commitment to excellence and equity as together we implement the Common Core and build Competent and Confident Problem Solvers. We hope that you enjoy the conference.

Carol Treglio
LOCATION
Sessions will be held at the Palm Springs Convention Center, the Renaissance Palm Springs, Palm Springs Hilton Hotel and the Hard Rock Hotel.

CONFERENCE HOURS
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Friday</td>
<td>October 24</td>
<td>7:30 a.m. to 5:30 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>October 25</td>
<td>7:30 a.m. to 5:00 p.m.</td>
</tr>
</tbody>
</table>

NEWCOMER SESSION
Special session for first-time attendees that provides an opportunity to find out about the conference format and sessions. (See pages 9 and 32.)

SESSIONS
All sessions are 90 minutes long. There are NO ticketed sessions this year. Sessions start on time. Arrive early.

Sessions are identified by areas of focus and by grade level. Codes are listed below.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Asmt</td>
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<tr>
<td>English Language Learners</td>
<td>ELL</td>
</tr>
<tr>
<td>Gifted and Advanced Learners</td>
<td>Gifted</td>
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<tr>
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<td>STEM</td>
</tr>
<tr>
<td>Social Justice and Equity</td>
<td>SJ</td>
</tr>
<tr>
<td>Technology</td>
<td>T</td>
</tr>
</tbody>
</table>

Featured speaker sessions are listed on pages 12, 13, 34, and 35. Cognitively Guided Instruction (CGI) sessions and Vendor sessions are listed on pages 10 and 33.

EXHIBIT HALL
See the most current mathematics education products, publications, software, and services in the Convention Center Exhibit Hall in Oasis I and II. CMC-South greatly appreciates the support and participation of these exhibitors in the conference. (See pages 56 and 57.) Your registration badge is required for admission to the Exhibit Hall.

Exhibit hours:
<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>Saturday</td>
<td>October 25</td>
<td>8:00 a.m. to 3:00 p.m.</td>
</tr>
</tbody>
</table>

EXPRESS BADGE PICKUP
Pre-registered attendees can pick up their registration badge and badge holder in the Convention Center Lobby on:
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>October 23</td>
<td>4:00 p.m. to 7:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>October 24</td>
<td>7:00 a.m. to 4:30 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>October 25</td>
<td>7:30 a.m. to 12:00 p.m.</td>
</tr>
</tbody>
</table>

LUNCHEONS
Leadership Luncheon
CMC-South is hosting a luncheon at the Renaissance Palm Springs Hotel on Friday, October 24 at 12:00 noon.
Cost: $40.00 (See page 22.)

Affiliate Luncheon
CMC and its Affiliates are hosting a luncheon at the Renaissance Palm Springs Hotel, Saturday, October 25 at 12:00 noon.
Cost: $30.00 (See page 44.)
Available tickets for either luncheon can be purchased from the treasurer in the registration area.

PARKING
The parking fee at the Convention Center is $6.00/day, no in-and-out privileges. CMC-South suggests that you park at your hotel and take the shuttle bus or walk. Please do not park in privately owned vacant lots near the Convention Center.

TRANSPORTATION
CMC-South offers participants free shuttle service between the Convention Center, the Hilton, and the Hard Rock Hotel. The Hard Rock Hotel is across the street from the Hilton and the Renaissance is connected to the Convention Center. Shuttles are available on Friday and Saturday. All conference hotels are within walking distance (2-3 blocks).

HANDICAPPED ACCESS
Shuttles will be available both days between the Hilton, the Hard Rock Hotel and the Convention Center/Renaissance.

CELL PHONES
Please be considerate of the speakers and those around you. Turn your cell phone OFF or place it on VIBRATE. If you must answer it, leave the room immediately. Thank you.

LOST AND FOUND
Lost and Found is located in the Convention Center Lobby.

COLLEGE CREDIT
One (1) upper division quarter unit from University of California, Riverside may be earned by attending at least 10 hours of conference sessions and satisfactorily completing a written assignment including ideas for classroom application. Details available at the College Credit booth located in the registration area. Visit www.cmc-south.org.

CMC PUBLICATIONS
The CMC ComMuniCator is the official quarterly journal of the California Mathematics Council. The 2014–15 Special Edition: “Activities to Implement the Mathematics Common Core Standards Across the Grades, K-12” will be on sale at the CMC ComMuniCator Booth in the Convention Center Exhibition Hall. Stop by to purchase this special edition containing 48 pages of activities and investigations for Grades K–12 for $5. Also available at the CMC Booth will be previous issues of the annual Special Activity Issues and back issues of the ComMuniCator.

NCTM
The National Council of Teachers of Mathematics (NCTM) will exhibit and sell NCTM publications in the Convention Center Exhibit Hall. Visit the NCTM Booth to review and purchase the latest materials from NCTM. Take advantage of the NCTM member discount by showing your membership card.

NCTM Membership
You can join or renew your NCTM membership online at the NCTM web site www.nctm.org. NCTM will provide CMC-South with a rebate for each individual who joins or renews membership online. As part of the membership process, you will be given the option to select an Affiliate to receive the rebate. Only one Affiliate may be selected. In order for CMC-South to receive the rebate, please select California Mathematics Council, Southern Section. Visit the NCTM Booth in the Exhibit Hall for more information.

SCHOLARSHIPS AND GRANTS
CMC-South awards scholarships and grants. For more information visit www.cmc-math.org. (See page 59.)
VOLUNTEERS
Volunteers are needed for a smooth running conference. Educators, you can volunteer for an hour or two of your time by contacting the Volunteer Chair, Nita Walker, at the information desk in the registration area. Your help will be greatly appreciated.

CONFERENCE EVALUATION
Help us continue to work toward excellence in our conference. Tell us what you think. Visit our website and complete the online conference evaluation form. You may be one of the two persons selected at random to receive complimentary registration for the 2015 CMC-South conference.

New!

Speaker Evaluation System

There is a new speaker evaluation system this year. Instead of a paper evaluation, participants will text their responses. This will give the speaker quick feedback and help us to maintain the quality of the program. Please see below. You will see this in all of your sessions and your presenter will give you the 6-digit poll code for this session.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Text your message to this Phone Number:  37607

6-digit poll code for this session

Speaker was well-prepared and knowledgeable (0-3)

(1 space) Speaker was engaging and an effective presenter (0-3)

(1 space) Session matched title and description in program book (0-3)

Other comments, suggestions, or feedback (words)

Example: 381025 323 Great session!
Non-Example: 381025 3 2 3 Great session!
Non-Example: 381025 3-2-3 Great session!

This is what it might look like on your phone.

CONTENTS

President’s Welcome............................................2
CMC-South Officers.................................................2
Conference Committee Chairperson’s Message........3
CMC-South Conference Committee Members.........3
Conference Information............................................4
Conference Highlights..............................................6
Featured Speakers...................................................7
Session Details/Focus Areas.................................8
Friday At A Glance..................................................9
Friday CGI and Vendor Sessions..............................10
Tips and Friday/Saturday Conference Planner.........11
Friday Featured Speakers.......................................12
Friday Sessions, 8:30 a.m.–10:00 a.m....................14
Friday Sessions, 10:30 a.m.–12:00 p.m.................18
Leadership Luncheon.............................................22
Friday Sessions, 1:30 p.m.–3:00 p.m.....................23
Friday Sessions, 3:30 p.m.–5:00 p.m.....................27
Saturday At A Glance.............................................32
Saturday CGI and Vendor Sessions........................33
Saturday Featured Speakers...................................34
Saturday Sessions, 8:30 a.m.–10:00 a.m................36
Saturday Sessions, 10:30 a.m.–12:00 p.m..............40
Affiliate Luncheon..................................................44
Saturday Sessions, 1:15 p.m.–2:45 p.m..................45
Saturday Sessions, 3:15 p.m.–4:45 p.m..................50
Speaker Index..........................................................54
Exhibit Hall Floor Plan...........................................56
Commercial Exhibits...............................................57
CMC-South Past Presidents...................................58
Affiliate Information..............................................58
Scholarships/Grants/Awards.................................59
Calendar of Events..................................................59
Convention Center Floor Map.............................60
Hilton and Hard Rock Hotel Floor Map.................61
Palm Springs Area Maps........................................62
Conference Highlights

**Incredible speakers!**

**Outstanding sessions!**

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### NEWCOMERS ORIENTATION

Convention Center (CC) Mesquite B  
7:45 a.m. to 8:15 a.m.

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### LEADERSHIP CONFERENCE

Friday, October 24th  
For superintendents, assistant superintendents, principals and other school leaders.  
(There is a separate registration for this event.)

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### LEADERSHIP LUNCHEON

Friday, October 24th  
Madera/Pasadena Rooms Renaissance  
Cost: $40.00  
(See page 22.)

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### AFFILIATE LUNCHEON

Saturday, October 25th  
Madera/Pasadena Rooms Renaissance  
Cost: $30.00  
(See page 44.)

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### EXHIBIT HALL

Friday: 8:00 a.m. to 5:30 p.m.  
Saturday: 8:00 a.m. to 3:00 p.m.  
(See pages 56 and 57 for the Floor Plan and a listing of Commercial Exhibits.)
Introducing the Featured Speakers

Karim Ani  Jo Boaler  Kendall Brown  Ed Burger

Patrick Callahan  Heather Dallas  David Foster  Deborah Franklin  Lisa Grant

Casey Hawthorne  Cathy Humphreys  Eli Luberoff  Dan Meyer  Eric Milou

David Mumford  Bill Ricketts  Cathy Seeley  Lisa Usher-Staats
Sessions, Focus Areas, CCSS MP

Sessions

All sessions are 90 minutes in length.

There are no ticketed sessions this year.

Sessions start on time. Space is limited; please arrive early.

Fire Marshall Code is strictly enforced. See page 45 for details.

Featured Speakers sessions are listed on page 12, 13, 34, and 35.

Cognitively Guided Instruction (CGI) and Vendor sessions are listed on pages 10 and 33.

Focus Areas

Speakers have selected Focus Areas for their presentations. This information is included with each session description. Use the following codes to identify sessions related to your area of interest:

- Assessment: Asmt
- English Language Learners: ELL
- Gifted and Advanced Learners: Gift
- Intervention/Special Education: I/SpEd
- Science, Technology, Engineering, Mathematics: STEM
- Social Justice and Equity: SJ
- Technology: Tech

CCSS MP

The Common Core State Standards for Mathematical Practice (CCSS MP) is an emphasis for this conference. The majority of sessions address information and strategies to support teachers, teacher leaders and administrators implementing the CCSS MP. The Eight Standards for Mathematical Practice are:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.
NEWCOMERS orientation

A session to orient first-time attendees to the conference program and format.
Convention Center (CC) Mesquite B
7:45 a.m. to 8:15 a.m.

Exhibit Hall
Friday: 8:00 a.m. to 5:30 p.m.
Saturday: 8:00 a.m. to 3:00 p.m.

Featured Speakers:

Kendall Brown  Patrick Callahan  David Foster  Deborah Franklin  Lisa Grant

Eli Luberoff  Eric Milou  Cathy Seeley  Lisa Usher-Staats

sessions, sessions, sessions!

Leadership Luncheon with

Cathy Seeley

Ten Kinds of Wonderful Wonderful
(See page 22.)
Friday CGI and Vendor Sessions

CGI Sessions

<table>
<thead>
<tr>
<th>Session #</th>
<th>Time</th>
<th>Title</th>
<th>Speaker</th>
<th>Grade Level</th>
<th>Venue/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>8:30 AM</td>
<td>Counting &amp; Number Sense with Young Children</td>
<td>Hasmik Avetisian-Cochran</td>
<td>PK-1</td>
<td>PSCC Smoke Tree E</td>
</tr>
<tr>
<td>131</td>
<td>8:30 AM</td>
<td>Fractions &amp; The Common Core: Engaging Children Differently</td>
<td>Carolee Koehn Hurtado</td>
<td>3-5</td>
<td>Hilton Plaza D</td>
</tr>
<tr>
<td>210</td>
<td>10:30 AM</td>
<td>K-2 CGI Addition and Subtraction Problem Types</td>
<td>Rosa Starke</td>
<td>K-2</td>
<td>Hilton Plaza D</td>
</tr>
<tr>
<td>211</td>
<td>10:30 AM</td>
<td>Children’s Invented Algorithms: A CGI Perspective</td>
<td>Nick Johnson</td>
<td>K-5</td>
<td>PSCC Smoke Tree E</td>
</tr>
<tr>
<td>313</td>
<td>1:30 PM</td>
<td>Do the Math, Talk the Math</td>
<td>James Christman</td>
<td>K-1</td>
<td>PSCC Mesquite D</td>
</tr>
<tr>
<td>329</td>
<td>1:30 PM</td>
<td>Problem Solving with Fractions</td>
<td>Shernice Lazare</td>
<td>3-5</td>
<td>Renaissance Pueblo B</td>
</tr>
<tr>
<td>331</td>
<td>1:30 PM</td>
<td>Building Strong, Sustainable Student Partnerships through CGI</td>
<td>Jennifer Lawyer</td>
<td>3-5</td>
<td>Hilton Plaza D</td>
</tr>
<tr>
<td>414</td>
<td>3:30 PM</td>
<td>Moving Students Forward: Formative Assessment in K-2</td>
<td>Danielle Moore</td>
<td>K-5</td>
<td>Hilton Plaza D</td>
</tr>
</tbody>
</table>

Vendors’ Sessions

Palm Springs Convention Center, Mesquite A

Come to special sessions presented by our commercial vendors. Presentations will provide in-depth information about their products or services. All vendor sessions will take place in the PSCC Mesquite A room. Open to all attendees.

Friday, October 24th

<table>
<thead>
<tr>
<th>Session #</th>
<th>Time</th>
<th>Presenter</th>
<th>Name of Company/Business</th>
<th>Title of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>V199</td>
<td>8:30 - 10:00</td>
<td>John Felling</td>
<td>Box Cars and One-Eyed Jacks</td>
<td>Middle Years Catch Up—Math Games with Cards and Dice</td>
</tr>
<tr>
<td>V299</td>
<td>10:30 - 12:00</td>
<td>Frankie Mata</td>
<td>Curriculum Associates</td>
<td>Finding and Addressing Common Core Math Gaps from K to 12</td>
</tr>
<tr>
<td>V399</td>
<td>1:30 - 3:00</td>
<td>Ron Stuart</td>
<td>Learning Wrap Ups, Inc.</td>
<td>Fact Mastery through Commutative Properties and Learning Centers Correlated to State and National Standards</td>
</tr>
<tr>
<td>V499</td>
<td>3:30 - 5:00</td>
<td>Maz Wright</td>
<td>TPS Publishing Inc.</td>
<td>A Step Beyond STEAM</td>
</tr>
</tbody>
</table>

CMC does not endorse or approve programs. This information is provided only for your perusal as you investigate services, products, issues and concerns you may have with regard to mathematics education.

Friday Exhibit Hall Hours: 8:00 a.m. to 5:30 p.m.

Remember to Visit the CMC *ComMuniCator* Booth in the Exhibit Hall!
The CMC-South Conference Committee wants you to have a rewarding conference experience. Here are some suggestions and reminders we hope will make for a positive two days:

1) **Attend a variety of sessions** - Choose at least one session or two sessions that challenges your thinking about equity for all students and about mathematics education in our state and country.

2) **Plan your sessions** - Select alternate sessions in case your first choice is full.

3) **Consider attending featured sessions** - Featured Speakers are well-known and their topics are relevant to a broader audience. They are usually assigned to the largest rooms.

4) **Arrive early to your session to ensure seating** - Sessions fill up quickly. Please do not save seats for yourself or others.

5) **Observe the Fire Code** - There is a fire marshal and a fire code. In the interest of your safety and in compliance with the law, we cannot allow the number of attendees to exceed the number of chairs assigned to a meeting room.

6) **Expand your network** - Speakers represent a variety of classrooms and districts from throughout the state and the country. Reach out to speakers or other participants and add them to your network.

7) **Reflect about the sessions you attend** - Set aside time to reflect on a presentation, either alone or with a colleague.

8) **Provide feedback to CMC-S** - Text your session evaluations using the Session Evaluation Codes. (See page 5.) Visit our website, www.cmc-south.org, and complete the online conference survey.

9) **Visit the Exhibit Hall** - The Exhibit Hall has the latest resources and services from the vendors.

10) **Enjoy!** - Share your good learning with others to deepen your own learning and broaden your impact. Join a local affiliate of CMC-South and continue your learning. Join us next year when we meet in Palm Springs, **November 6 and 7, 2015**.
Friday—Featured Speakers

10:30 a.m. to 12:00 p.m.

201 PSCC, Primrose A Leadership DECISIONS AND SHIFTS REQUIRED BY THE COMMON CORE STATE STANDARDS
David Foster, Silicon Valley Mathematics Initiative dfoster@svmimac.org

Teachers, Administrators & Parents are confronted with significant change in K-12 education, requiring changes in content and instructional practices. Negotiating these shifts and decisions will be discussed, curricular & assessment tools introduced & shared.

Evaluation Poll Code: 44191

202 PSCC, Primrose C Grades K-C WHO BENEFITS? ADVANCE YOUR EQUITY PEDAGOGY IN COMMON CORE
Lisa Usher-Staats, Los Angeles USD (Retired) & Kyndall Brown, UCLA/UCOP lisastaats@hotmail.com

Will each Common Core math student have access & opportunity to achieve college and career readiness? Engage in a data-based analysis of gaps, and learn about what it means to adopt an ‘equity pedagogy’ to realize the promise of Common Core for all. SJ l/SpEd ELL Evaluation Poll Code: 44192

203 PSCC, Primrose B Grades 6-12 REASONING, DISCOVERING, AND CRITIQUING WITH NETWORKED TASKS
Eli Luberoff, Founder of Desmos eli@desmos.com

Join Eli Luberoff, founder of Desmos.com, in an exploration of some of the collaborative tasks on teacher.desmos.com. If time permits, some new features of the Desmos calculator may make an appearance. Bring a computer or a tablet!

Tech Evaluation Poll Code: 44196

CONFERENCE EVALUATION
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New!

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<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Text your message to this Phone Number: 37607

Example: 381025 323 Great session!
Non-Example: 381025 3 2 3 Great session!
Non-Example: 381025 3-2-3 Great session!

CONFERENCE UPDATES:
Watch for changes and additions to the program at http://cmcsouth2014.sched.org

“Like Us” on Facebook:
facebook.com/CAMathCouncil

Follow CMC on Twitter:
@CAMathCouncil
### 1:30 p.m. to 3:00 p.m.

<table>
<thead>
<tr>
<th>Session #</th>
<th>Location</th>
<th>Grade Level</th>
<th>Focus Area Codes</th>
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</thead>
<tbody>
<tr>
<td>301</td>
<td>PSCC, Primrose C</td>
<td>Grades PreK-12</td>
<td>Assessment (Asmt)</td>
</tr>
<tr>
<td>302</td>
<td>PSCC, Primrose A</td>
<td>Grades PreK-C</td>
<td>English Language Learners (ELL)</td>
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<td>Gifted and Advanced Learners (Gift)</td>
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<td>Intervention/Special Education (I/SpEd)</td>
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<td>Social Justice and Equity (SJ)</td>
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<td>Technology (Tech)</td>
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**301 PSCC, Primrose C Grades PreK-12**

**COME ON IN THE MATH IS FINE!**

**DIVE INTO THE CA MATH FRAMEWORK**

Lisa Grant & Tom Adams, California Department of Education

lgrant@cde.ca.gov

In this workshop session, we will dive deeply into the content of the framework and how to use it in your daily classroom instruction.

Asmt I/SpEd ELL Evaluation Poll Code: 44349

**302 PSCC, Primrose A Grades PreK-C**

**MATHEMATICAL REASONING:**

**WHY WE ARE BAD AT IT**

Patrick Callahan, CMP
callahan.web@gmail.com

Reasoning is getting some major play:

SMP2: Reason abstractly and quantitatively.

SBAC Claim#3: Communicating reasoning.

We will explore some research on reasoning and make a case that mathematical reasoning is hard because it is unnatural!

SJ Asmt STEM Evaluation Poll Code: 44356

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### 3:30 p.m. to 5:00 p.m.

<table>
<thead>
<tr>
<th>Session #</th>
<th>Location</th>
<th>Grade Level</th>
<th>Focus Area Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>401</td>
<td>PSCC, Primrose C</td>
<td>Grades PreK-12</td>
<td>Assessment (Asmt)</td>
</tr>
<tr>
<td>402</td>
<td>PSCC, Primrose A</td>
<td>Grades 4-8</td>
<td>English Language Learners (ELL)</td>
</tr>
<tr>
<td>403</td>
<td>Renaissance, Pasadena</td>
<td>Grades PreK-C</td>
<td>Gifted and Advanced Learners (Gift)</td>
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<td></td>
<td></td>
<td></td>
<td>Intervention/Special Education (I/SpEd)</td>
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<td></td>
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<td>Science, Technology, Engineering, Mathematics (STEM)</td>
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<td>Social Justice and Equity (SJ)</td>
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<td>Technology (Tech)</td>
</tr>
</tbody>
</table>

**401 PSCC, Primrose C Grades PreK-12**

**CA MATH FRAMEWORK: A TOOL FOR TEACHERS OF ENGLISH LEARNERS**

Lisa Grant & Deborah Franklin, California Department of Education

lgrant@cde.ca.gov

In this session, we will delve into the California Math Framework and focus on the many ways in which teachers can use the Framework to help English learners thrive.

ELL Evaluation Poll Code: 44475

**402 PSCC, Primrose A Grades 4-8**

**TEACHING NUMBER SENSE TO THE iGENERATION**

Eric Milou, Rowan University

milou@rowan.edu

This session will examine how to engage, motivate, and teach the iGeneration (the Internet Generation). Participants will be provided with strategies that can lead to rich discourse, motivation, and deeper mathematical understanding.

Asmt Tech Evaluation Poll Code: 44467

**403 Renaissance, Pasadena Grades PreK-C**

**PREPARING PROBLEM SOLVERS TO THINK MATHEMATICALLY**

Cathy Seeley, Retired
cseeley@utexas.edu

How students think is as important as what they know; how we teach is as important as what we teach. How can we prepare every student with the mathematical habits of mind that help them think, reason, and become powerful problem solvers?

SJ Asmt Evaluation Poll Code: 44363
Friday, 8:30 a.m. to 10:00 a.m.

101 PSCC, Primrose A Grades 3-12
HOW OLD IS THE SHEPHERD?
Robert Kaplinsky, Downey USD
rkaplins@gmail.com
Learn how implementing real-world problem-based lessons and higher depth of knowledge questions helps students develop deeper understandings and make sense of mathematics while avoiding becoming mindless math robots. Leave with free online resources.
Asmt Gift ELL Evaluation Poll Code: 39759

105 PSCC, Smoke Tree C Grades PreK-C
BUILD COMPETENT PROBLEM SOLVERS WITH RUBRICS NOT PERCENTAGES
Tim Hudson, DreamBox Learning
timh@dreambox.com
Students often care more about points & less about being competent problem solvers because percent-based grading systems distract from key outcomes. Learn how teachers turned standards into Novice-Expert rubrics to transform curriculum & assessment.
Asmt I/SpEd Gift Evaluation Poll Code: 39776

110 PSCC, Smoke Tree E Grades PreK-1
COUNTING & NUMBER SENSE WITH YOUNG CHILDREN
Hasnok Avetisian-Cochran & Linnea Paul
havetisian@labschool.ucla.edu
In this session we will explore different ways that young children develop number sense via counting, and how we support them in the discovery of a wide range of strategies that helps them to demonstrate their thinking.
Evaluation Poll Code: 39776

111 Hilton, Palm Canyon Grades PreK-3
3 REASONS KIDS DON'T KNOW ADDITION FACTS AND HOW TO HELP
Christina Tondevold, Mathematically Minded, LLC
mathematicallyminded@yahoo.com
An over-reliance on counting, lack of number sense, and the manipulatives we use in the early grades all affect a kid’s ability to be fluent with their addition facts. Come learn what we can do to help kids become fast and flexible with their facts.
I/SpEd Evaluation Poll Code: 39777

112 PSCC, Primrose B Grades K-3
PROBLEMS FOR PRIMARY PUPILS
Marcy Cook, Independent Math Consultant
marcycook123@gmail.com
Start young children on the road to mathematical thinking with meaningful activities. Engage all students in seeing and doing addition and subtraction in a variety of ways. Involve them with word problems and challenge problems on a daily basis.
Asmt I/SpEd Gift Evaluation Poll Code: 39774

113 Renaissance, Pasadena Grades K-5
ILLUSTRATING COMMON CORE STANDARDS THROUGH MATH TASKS
Jody Guarino, Orange County Department of Education
jguarino@uci.edu
Join the Illustrative Mathematics Community! Participate in an Illustrative Mathematics task writing session. Unpack standards, design a task and collaborate to analyze, critique, and review tasks developed within the group.
Evaluation Poll Code: 39775

120 PSCC, Mesquite G Grades 1-2
BUILD PRODUCTIVE MATHEMATICAL THINKERS
Mary Cavanagh, PRIME Center
mcavanagh@asu.edu
Participants will explore depths of young children’s understanding of equality and inequality. We will explore balancing equations with math puzzlers and other thought-provoking activities to build confident and competent young problem solvers.
I/SpEd Gift Evaluation Poll Code: 39761

121 Renaissance, Chino A Grades 1-3
LAND OF TEN—ACTIVITIES FOR PLACE VALUE LEARNING
Susan Kunze & Michelle Kubiak, Bishop USD
s.kunze@verizon.net
Learn engaging activities and instructional strategies that align with the mathematical practices to guide all students in deepening their understanding of place value concepts. See “a-ha” moments happen in your classroom!
I/SpEd Gift ELL Evaluation Poll Code: 39780

129 Renaissance, Madera Grades 3-5
FEAR NOT THE FRACTION: EMBRACING THE CHANGES OF THE CCSS
James Burnett, ORIGO Education
j_burnett@origo.com.au
The Common Core uses multiple models of fractions to help elementary students build competence and become confident problems solvers. This workshop will explore the benefits of each model to help transform your teaching of fractions.
Asmt I/SpEd ELL Evaluation Poll Code: 39785

130 Hard Rock, Palladium North Grades 3-5
MODEL FRACTION OPERATIONS WITH A NUMBER LINE AND RECTANGLE
Jennifer Synold, bby Publications at UWA
jwsynold@aol.com
Use rectangles and number lines to model common denominators and equivalent fractions and to compare, order, add, subtract, multiply and divide fractions. These faithful models show how two different denominators can work together on the same whole.
SJ I/SpEd ELL Evaluation Poll Code: 39787

Please silence your cell phones.

TIP for a Successful Conference:
Attend a variety of sessions!
Friday, 8:30 a.m. to 10:00 a.m. (cont.)

131 Hilton, Plaza D  Grades 3-5
FRACTIONS & THE COMMON CORE: ENGAGING CHILDREN DIFFERENTLY
Carolee Koehn Hurtado & Brandon McMillan, UCLA Mathematics Project
koehn@gseis.ucla.edu
The CCSSMContent Standards and Standards for Mathematical Practice require students to reason differently about fractions. This session will engage participants in CGI fraction concepts that promote student discourse and teacher reflection.
1/SpEd Gift ELL Evaluation Poll Code: 39784

136 Hilton, Plaza C  Grades 3-9
PREPARING A GOOD MATH GAME—FROM MY DESK TO YOURS
Greisy Winicki Landman, Cal Poly Pomona-Dept of Mathematics
greisyw@csupomona.edu
In this session participants will play several original math games that promote competent and confident problem solvers. We will reflect about the process of creating these games and successful strategies to implement them.
ELL Evaluation Poll Code: 39823

132 PSCC, Mesquite D  Grades 3-5
INCREASE MASTERY OF MULTIPLICATION AND DIVISION
Mary Peterson, Self Employed
mpeterson8832@hotmail.com
Learn a wealth of effective strategies and techniques to develop students’ multiplication and division understanding and mastery. Mary will share a variety of engaging guided lessons, math centers, and problem-solving activities.
1/SpEd Gift ELL Evaluation Poll Code: 39788

133 PSCC, Mesquite H  Grades 3-5
A PLAN B: ENHANCE STUDENTS’ UNDERSTANDING OF +, −, x, AND ÷
Pat Ballew, Burbank USD (Retired)
pballew@dslextreme.com
Common Core requires a deep understanding of number sense in operations but the algorithms taught do nothing to support or improve such understanding. Come learn some new ways to +, −, x, and ÷ that DO teach, support and intensify such learning.
1/SpEd Gift ELL Evaluation Poll Code: 39794

134 Renaissance, Ventura  Grades 3-6
TIERED REAL-WORLD PROBLEMS ADDRESS MATHEMATICAL PRACTICES
Arjan Khalsa, Conceptua Math
akhalsa@conceptuamath.com
“When will I ever use this mathematics?” Learn how a 3-tiered approach to real-world investigations engages all students in the Standards for Mathematical Practices. Receive sample problems and learn how they are being applied in action research.
Asmt Tech ELL Evaluation Poll Code: 39795

135 Renaissance, San Jacinto  Grades 3-8
EXPLORING FRACTIONS THROUGH NUMBER TALKS ROUTINE
Kim Webb & Shelah Feldstein, Tulare County Office of Education
kimw@ers.tcoe.org
Participants will walk through the development of fraction understanding from the perspective of the student through the use of Number Talks. We will highlight strategies utilizing the Common Core State Standards and the Mathematical Practices.
1/SpEd Gift ELL Evaluation Poll Code: 39809

137 Renaissance, Santa Rosa  Grades 3-12
TRANSFORMING MATHEMATICAL PRACTICES INTO ACTION
Juli Dixon, University of Central Florida
juli.dixon@ucf.edu
Explore classroom videos that capture students engaged in the Math Practices in action and discuss transforming teacher moves and meaningful tasks that support this engagement. This session is appropriate for teachers, coaches, and administrators.
Asmt I/SpEd Gift Evaluation Poll Code: 39821

138 Renaissance, Cactus  Grades 4-7
GETTING TO THE POINT ON DECIMAL FRACTIONS
Allan Turton, Origo Education
a_turton@origo.com.au
People of all ages often have difficulty with decimal fractions. This session will examine Common Core expectations, links to other types of fractions, and ways of improving student competence with the topic through deeper understanding.
Asmt Evaluation Poll Code: 39836

139 Hard Rock, Woodstock Two  Grades 4-8
USE CUBES AS A SETTING FOR YOUR PROBLEM SOLVING
Dennis Mulhearn, Mathematical Olympiad for Elementary and Middle Schools (MOEMS)
li_mathguy@yahoo.com
A cube can provide the starting point for much problem solving. Work through factors, volume, surface area, networks, and more while solving a dozen classics selected from math contests. At least 50 additional problems will be distributed.
Asmt 1/SpEd Gift Evaluation Poll Code: 39842

140 Hard Rock, Roxy  Grades 6-7
DISCOVERING PI AND SOLVING PROPORTIONS
Joe Shim & Veronica Smith, Pomona USD
joseph.shim@pusd.org
Students use their problem-solving skills to discover pi and other fun activities having students work cooperatively to build confidence in proportional thinking. We will work in groups, use manipulatives, and move around quite a bit in this session.
1/SpEd Gift ELL Evaluation Poll Code: 39858

Visit the CMC ComMuniCator Booth in the Exhibit Hall!
<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Grades</th>
<th>Title</th>
<th>Presenters</th>
<th>Email</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>141</td>
<td>PSCC, Mesquite C</td>
<td>6-8</td>
<td><strong>FANTASY BASEBALL:</strong> A TASK FOR PROJECT-BASED LEARNING</td>
<td>Gregory Hammond &amp; Andrea Hammond, Beaumont USD <a href="mailto:yeshmania@yahoo.com">yeshmania@yahoo.com</a></td>
<td></td>
<td>A project that requires knowledge &amp; application of expressions, equations, proportions, data displays, probability, and statistics. Students will use stats on backs of baseball cards to build a team and simulate baseball games against other students.</td>
</tr>
<tr>
<td>142</td>
<td>Hard Rock, Woodstock One</td>
<td>6-11</td>
<td>ALGEBRA INTERVENTION &amp; CCSS: PROBLEM SOLVING, THE INTERSECTION</td>
<td>Mardi Gale, WestEd <a href="mailto:mgale13@gmail.com">mgale13@gmail.com</a></td>
<td></td>
<td>Examine essential elements for conceptually based algebraic intervention that support the CCSS, embeds the Math Practices, support problem solving &amp; writing. EL &amp; PLC friendly. Engage in math; receive material that models the CCSS assessments.</td>
</tr>
<tr>
<td>143</td>
<td>PSCC, Primrose C</td>
<td>6-12</td>
<td><strong>ENGINEERING A NUMBER LINE—A COMMON CORE UNIT FOR ALL AGES</strong></td>
<td>Brent Ferguson, The Lawrenceville School <a href="mailto:bferguson@lawrenceville.org">bferguson@lawrenceville.org</a></td>
<td></td>
<td>The 2013 runner-up Rosenthal Prize project serves the Common Core problem-solving practices using constructions as an entrée to geometry and numeracy. Participants will complete the project, building confidence and competence as they build a line.</td>
</tr>
<tr>
<td>144</td>
<td>PSCC, Primrose D</td>
<td>6-12</td>
<td><strong>PROMOTING MATHEMATICAL DISCOURSE:</strong> MYSTERY BAGS, SPEED DATING</td>
<td>Susanna Meza, Placentia Yorba Linda USD &amp; Mark Ellis, CSU Fullerton <a href="mailto:smeza@pylusd.org">smeza@pylusd.org</a></td>
<td></td>
<td>You will see, hear, and experience activities that engage diverse students in authentic mathematical discourse. Mystery Bags, Math Speed Dating, and Culturally Relevant Contexts have motivated students to “talk math” and deepen their understanding.</td>
</tr>
<tr>
<td>148</td>
<td>Hard Rock, Roxy Two</td>
<td>Teacher Ed 6-12</td>
<td><strong>LA CUCINA MATEMATICA:</strong> FREE TOOLS FOR YOUR MATH KITCHEN</td>
<td>Matt Vaudrey, Bonita USD &amp; John Stevens, Chaffey JUHSD <a href="mailto:mattvaudrey@gmail.com">mattvaudrey@gmail.com</a></td>
<td></td>
<td>We’ll take you from appetizer to entree to side dish to dessert, and show you how to make any ordinary lesson into a tasty, Common Core-ready performance task. Teachers will leave with resources and links to enhance their own flavor.</td>
</tr>
</tbody>
</table>

**WEAR YOUR NAME TAG for admission to all sessions and the Exhibit Hall.**

**Commercial Exhibitors and Exhibit Hall Floor Plan on pages 56 and 57.**
161  Renaissance, Mojave Lrng Ctr  Grades 8-10
HANDS ON TRANSFORMATIONS: RIGID MOTIONS
Shelley Kriegler, Center for Mathematics and Teaching
shelley@mathandteaching.org

Come experience activities and discussions that build understanding of transformations as functions. This session will focus on translations, reflections, rotations, and congruence.
I/SpEd  ELL  Evaluation Poll Code: 39934

162  Renaissance, Pueblo B  Grades 8-11
UNDERSTANDING FUNCTIONS THROUGH PROBLEM SOLVING
Staci Shackelford, Whittier UHSD
msdshack@yahoo.com

Experience activities that help students become competent problem solvers. Be part of a human graph to explore functions; play a game with function machines, and other activities. The Mathematical Practices will be emphasized throughout.
I/SpEd  ELL  Evaluation Poll Code: 39954

163  PSCC, Mesquite B  Grades 8-12
WRITING ACTIVITIES THAT SUPPORT COMMON CORE INITIATIVES
Robert Gerver, North Shore Schools
rgerver@optonline.net

CCSS Math Practice Standards MP1 - MP 8 will require more focused reading and writing. This session will present, via a 30-page handout, specific daily writing activities designed to help students explain and understand math content better.
Asmt  Gift  Evaluation Poll Code: 39986

164  PSCC, Smoke Tree B  Grades 8-12
THE ART OF QUESTIONING: TRANSFORMING YOUR PLC
Jennifer Wilson, Rankin County SD
jwilsone@rcsd.ms

When we analyze student work collaboratively, we build a toolkit of questions from a broader perspective. Practice teaming to develop push & probe questions to use for making instructional adjustments & serving all learners to make sense of problems.
Asmt  Tech  Evaluation Poll Code: 39992

170  PSCC, Mesquite E  Grades 9-11
BUILD THE ALGEBRAIC FOUNDATION FOR CONFIDENT PROBLEM SOLVERS
Al Noel Rabanera & Armandina Turner, Fullerton JUHSD
arabanera@fjuhsd.net

Build the Common Core Algebraic foundation today. Approach the Common Core in a common sense way while integrating the Math Practice Standards. Participate in teacher created and teacher led lessons that can be implemented in classrooms now!
Asmt  Tech  Evaluation Poll Code: 40007

Check your local CMC-South affiliate for conferences in your local area. See page 58.

Friday, 8:30 a.m. to 10:00 a.m. (cont.)

172  Renaissance, Sierra  Grades 9-12
MIRA MIRA ON THE WALL:
HANDS-ON CONSTRUCTIONS IN GEOMETRY
Kyndall Brown, California Mathematics Project
kyndalb@math.ucla.edu

The CCSS require geometry students to make formal geometric constructions with a variety of tools and methods. This presentation will show participants how to use a reflective device known as a MIRA to do the constructions called for in the CCSS.
SJ  I/SpEd  ELL  Evaluation Poll Code: 39997

180  PSCC, Smoke Tree A  Grades 10-12
MATHEMATICAL MODELING – PROBLEM SOLVING IN ACTION!
Betty Gasque, Mathematics Consultant
bgasque@aol.com

Experience mathematical modeling activities with a focus on enhancing student competence in problem solving. Activities include fitting, interpreting, and comparing models for real data and using two-way tables to describe and interpret survey data.
Tech  Gift  Evaluation Poll Code: 40000

190  Hilton, Plaza A  Grades 10-12
TAYLOR SERIES: A BEAUTIFUL STORY BEHIND A MOST DREADED TOPIC
Bence Szamosfalvi, Math for America Los Angeles
bszamosfalvi@lcusd.net

Explore a carefully built progression of problem-solving activities for the “Sequences and Series” topic in AP Calculus BC that starts in PreCalculus and is woven into the entire BC course. Visualize and animate series using Desmos for understanding.
Asmt  Tech  Evaluation Poll Code: 39999

191  Hilton, Plaza B  Grades 10-12
CALCULUS BEFORE CALCULUS
Susan Keeble, Phillips Exeter Academy
skeeble@exeter.edu

Why wait until calculus to have students explore topics such as optimization and rates of change? With technology and carefully written problems, students can grasp concepts before seeing them formally in a calculus class.
Tech  Evaluation Poll Code: 40004

193  PSCC, Smoke Tree D  Grades 9-12
STRENGTHEN STATISTICAL INTERPRETATIONS WITH TECHNOLOGY
Linda Saeta, Claremont USD
lsaeta@cusd.claremont.edu

Participants will experience how to use technology to create and interpret a student created survey incorporating all the HS year 1 statistics standards (S-ID 1-9). Practical advice to support and enhance student understanding will be shared. BYOD Tech  Evaluation Poll Code: 40005

Room capacity enforced by the Fire Marshall! See page 45.
**Friday, 8:30 a.m. to 10:00 a.m. (cont.)**

<table>
<thead>
<tr>
<th>195</th>
<th>Hilton, Tapestry</th>
<th>Grades 9-12</th>
<th>ESTIMATING A MARGIN OF ERROR FROM A SAMPLE SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>David Foster, Silicon Valley Mathematics Initiative</td>
<td><a href="mailto:dfoster@svmimac.org">dfoster@svmimac.org</a></td>
<td>Reputable surveys publish a margin of error along with the survey results. In this session, we’ll use spinners, calculators, and applets to simulate the margin of error when estimating a population proportion or mean from sample data.</td>
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<td></td>
<td>Evaluation Poll Code: 40015</td>
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<tr>
<th>196</th>
<th>Hard Rock, Roxy One</th>
<th>Teacher Ed 6-12</th>
<th>PROVIDING STUDENTS SPECIFIC FEEDBACK FROM DIAGNOSTIC DATA</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Bruce Arnold, CSU/UC Mathematics Diagnostic Testing Project (MDTP)</td>
<td><a href="mailto:barnold@ucsd.edu">barnold@ucsd.edu</a></td>
<td>Diagnostic assessments that focus on specific misunderstandings and errors can help teachers provide meaningful feedback to students, empowering them to better evaluate themselves as learners and take concrete steps to improve their own learning.</td>
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<td>Evaluation Poll Code: 40016</td>
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**Friday, 10:30 a.m. to 12:00 p.m.**

**Featured Speakers are identified with their picture**

<table>
<thead>
<tr>
<th>201</th>
<th>PSCC, Primrose A</th>
<th>Leadership</th>
<th>DECISIONS AND SHIFTS REQUIRED BY THE COMMON CORE STATE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>David Foster, Silicon Valley Mathematics Initiative</td>
<td><a href="mailto:dfoster@svmimac.org">dfoster@svmimac.org</a></td>
<td>Teachers, Administrators &amp; Parents are confronted with significant change in K-12 education, requiring changes in content and instructional practices. Negotiating these shifts and decisions will be discussed, curricular &amp; assessment tools introduced &amp; shared.</td>
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<td>Evaluation Poll Code: 44191</td>
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<thead>
<tr>
<th>202</th>
<th>PSCC, Primrose C</th>
<th>Grades K-C</th>
<th>WHO BENEFITS? ADVANCE YOUR EQUITY PEDAGOGY IN COMMON CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lisa Usher-Staats, Los Angeles USD (Retired) &amp; Kyndall Brown, UCLA/UCOP</td>
<td><a href="mailto:lisastaats@hotmail.com">lisastaats@hotmail.com</a></td>
<td>Will each Common Core math student have access &amp; opportunity to achieve college and career readiness? Engage in a data-based analysis of gaps, and learn about what it means to adopt an ‘equity pedagogy’ to realize the promise of Common Core for all.</td>
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<td>Evaluation Poll Code: 44192</td>
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</table>

**TIP for a Successful Conference:**

Plan your sessions!
In this session, we will explore how CGI encourages children’s thinking and strategies to evolve in solving addition and subtraction problems. Participants will have the opportunity to work collaboratively as we work through various problem types.

ELL Evaluation Poll Code: 44205

Childhood's Invented Algorithms: A CGI Perspective

Nick Johnson, Orange County Dept. of Education
njohnson@ocde.us

"Use place value understanding and properties of operations to..." What does this mean? What strategies do students use? How can we support students to develop these strategies? This session will provide a CGI perspective to address these questions.

SJ 1/SpEd Gift Evaluation Poll Code: 44207

Simple Accommodations for IEP Students in Your Classroom

Tricia Bagnas, Discovery Charter School
tbagnas@discoveryk8.org

Every class has IEP students and those you think have a disability. How can you help them with 30+ students? This session will share simple accommodations to help your most needy students. You will leave with a plan and strategies for Monday.

Tech 1/SpEd ELL Evaluation Poll Code: 44208

Literature and Manipulatives—Use Both to Teach the Standards

David Schwartz, Author & Sara Moore, Ph.D., ETA hand2mind
david@davidschwartz.com

Literature enlivens math concepts; manipulatives take the learning to another level. See how books and manipulatives used together can give students a broad understanding of place value, exponents, ratio, proportion and problem-solving approaches.

Gift ELL Evaluation Poll Code: 44218

Scaffolding Academic Language in Math for Accessing Rigor

Deborah Shepherd, McGraw-Hill
deborah.shepherd@mheducation.com

In this session, we will focus on strategies for developing mathematical vocabulary to increase mathematical understanding. Participants will be provided with hands-on ideas and strategies that can be immediately implemented in their classroom.

Tech ELL Evaluation Poll Code: 44219

Tell us what you think. Visit our website and complete the online conference evaluation form. You may be one of the two persons selected at random to receive complimentary registration for the 2015 CMC-South conference.
CONFIDENCE = EXPLORATION + PROBLEM SOLVING

Join us to explore Common Core geometry for fourth, fifth and sixth grade students using free online resources. This workshop will cover two- and three-dimensional shapes, attributes and relationships, area, surface area, and volume.

SUPPORTING CRITICAL THINKING IN THE MATH CLASSROOM

Struggling to embed critical thinking in your class? You will deepen your understanding of math practices and improve literacy with reading and vocabulary strategies & activities. Ready to use strategies to support student success will be provided.

ALGEBRA INTERVENTION & CCSS: PROBLEM SOLVING, THE INTERSECTION

Examine essential elements for conceptually based algebraic intervention that support the CCSS, embeds the Math Practices, support problem solving & writing. EL & PLC friendly. Engage in math; receive material that models the CCSS assessments.

FOSTERING PERSEVERANCE WITH INTERESTING MATH PROBLEMS

We will do math problems that will make students persevere. Because these problems are nontraditional, students will have to rely on conceptual understanding to find the solution, instead of mimicking a stated, paved path (by the teacher or textbook).

REAL STUDENTS! REAL CLASSROOMS! REAL PROBLEMS!

We will watch my classroom videos of students to understand what the Practices look like when students are engaged in solving complex problems. We will see students at a variety of levels and consider next steps for each set of students.

FREE SHUTTLE BUSES

Shuttle services available between the Convention Center, the Hilton and the Hard Rock Hotel on Friday and Saturday.
<table>
<thead>
<tr>
<th>Session</th>
<th>Venue</th>
<th>Grades</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>250</td>
<td>PSCC, Mesquite F</td>
<td>7-9</td>
<td>DON’T CALL ME AFTER MIDNIGHT – SOLVING EQUATIONS WITH DCMAM</td>
</tr>
<tr>
<td>251</td>
<td>Hard Rock, Palladium North</td>
<td>7-10</td>
<td>CREATING A CLASSROOM CULTURE OF CONFIDENT PROBLEM SOLVING</td>
</tr>
<tr>
<td>252</td>
<td>Renaissance, Sierra</td>
<td>7-12</td>
<td>NOTEBOOK WITH FOLDABLES: A TOOL TO ORGANIZE STUDENT LEARNING</td>
</tr>
<tr>
<td>260</td>
<td>Renaissance, Mojave Lrngr Ctr</td>
<td>8-8</td>
<td>HANDS ON TRANSFORMATIONS: DILATIONS AND SIMILARITY</td>
</tr>
</tbody>
</table>

**TIP for a Successful Conference:**
Consider attending featured sessions.
CALCULUS BEFORE CALCULUS

Susan Keeble, Phillips Exeter Academy
skeeble@exeter.edu

Why wait until calculus to have students explore topics such as optimization and rates of change? With technology and carefully written problems, students can grasp concepts before seeing them formally in a calculus class.

Evaluation Poll Code: 44306

MOVING” THROUGH CALCULUS—ANIMATIONS PROPEL UNDERSTANDING

Audrey Weeks, Calculus In Motion
amweeks@aol.com

The core of calculus is movement & change – don’t just describe it, make it actually move! Interactive Sketchpad animations span the full year of calculus including limits, derivatives, integrals, related rates, areas, volumes, slope fields, & more.

Evaluation Poll Code: 44308

PROJECTS PROMOTE STATISTICAL UNDERSTANDING: COMMON CORE & AP

Daren Starnes, The Lawrenceville School
dstarnes@lawrenceville.org

Projects enable students to solve engaging statistics problems as they formulate questions, collect data, analyze data, and interpret results. In this session, we will discuss two classroom-tested projects. Sample scoring rubrics will be provided.

Evaluation Poll Code: 44315

FINDING AND ADDRESSING COMMON CORE MATH GAPS FROM K TO 12

Frankie Mata, Curriculum Associates
fmata@cainc.com

Learn how your school and district can fill in the gaps in curriculum when transitioning to the Common Core Mathematics Standards using an online K to 12 diagnostic tool for a blended learning environment.

Evaluation Poll Code: 44320

Leadership Luncheon with CATHY SEELEY

Ten Kinds of Wonderful

Teachers play many roles in the classroom. Let’s think together about how a teacher operates like an architect, movie director, stock broker, composer, ship captain, and more in order to help every student become a mathematical thinker ready to take on the world.

Cost: $40.00
Tickets may still be available at the Oasis I and II.

Raffle Drawing in the Exhibit Hall
See page 56 for more information.

301  PSCC, Primrose C  Grades PreK-12  
COME ON IN THE MATH IS FINE!
DIVE INTO THE CA MATH FRAMEWORK
Lisa Grant & Tom Adams, California Department of Education
lgrant@cde.ca.gov
In this workshop session, we will dive deeply into the content of the framework and how to use it in your daily classroom instruction.
Asmt  I/SpEd  ELL  Evaluation Poll Code: 44349

302  PSCC, Primrose A  Grades PreK-C
MATHEMATICAL REASONING: WHY WE ARE BAD AT IT
Patrick Callahan, CMP
callahan.web@gmail.com
Reasoning is getting some major play: SMP2: Reason abstractly and quantitatively. SBAC Claim#3: Communicating reasoning. We will explore some research on reasoning and make a case that mathematical reasoning is hard because it is unnatural!
SJ Asmt  STEM  Evaluation Poll Code: 44356

304  Renaissance, Catalina  Grades 6-10
BRINGING PROBLEM SOLVING INTO YOUR MATH CLASSROOM
Fawn Nguyen, Mesa Union Junior High
fawnmpnguyen@gmail.com
Participants will engage in rich problem-solving (PS) tasks that foster the 8 Math Practices. See how PS can be incorporated into your math curriculum to create a culture of productive struggle and critical thinking in mathematics.
Tech  Gift  Evaluation Poll Code: 44193

306  Renaissance, San Jacinto  Leadership
ONE DISTRICT’S JOURNEY FOR MAKING THE CCSSM REALITY
Christine Roberts, Tulare County Office of Education & Sophia Burr, Dinuba USD
croberts@ers.tcoe.org
Cycles of professional development, unit planning, and district-wide math routines have made the CCSSM a reality. View sample unit plans, report cards, assessments, and a strategies booklet used to support teachers on their implementation journey.
I/SpEd  ELL  Evaluation Poll Code: 44358

307  PSCC, Smoke Tree C  Grades K-12
COMMON CORE CIRCLES: SELECTING AWESOME TASKS
Dina Williams, Los Angeles USD & Bruce Grip, CMC South Common Core Circle Committee
dina.williams@lausd.net
Select awesome, worthwhile tasks to engage students and teach common core math. Investigate criteria for rigorous and grade level appropriate tasks. We will illustrate using number line tasks for K-12. See Part II CC Circles: Selecting an Awesome Task.
I/SpEd  Gift  ELL  Evaluation Poll Code: 44370
Friday, 1:30 p.m. to 3:00 p.m. (cont.)

331 Hilton, Plaza D Grades 3-5
BUILDING STRONG, SUSTAINABLE STUDENT PARTNERSHIPS THROUGH CGI

Jennifer Lawyer, Lawndale ESD
jennifer_lawyer@lawndalesd.net
Cognitively Guided Instruction (CGI) supports confident problem solvers with deep understanding. Presenters will share video, student work, current research and vignettes from their classrooms to highlight successful strategies and resources.

STEM ELL Evaluation Poll Code: 44402

332 Hilton, Plaza C Grades 3-6
CONNECTING THE MATH THROUGH MEANINGFUL TASKS

Jennifer North Morris, Math Coach/Specialist
jnomo@me.com

As mathematics education evolves, we can no longer teach concepts one at a time, but rather as connected concepts. Come experience: What does origami have to do with fractions? How can randomness increase number sense? Why do we need decimals?

Asmt Tech Evaluation Poll Code: 44400

333 Hard Rock, Palladium South Grades 3-6
FRACTIONS DON'T HAVE TO BE FRUSTRATING

Kevin Dykema, Mattawan Middle School
kykema@mattawanschools.org

How can I help my students understand fractions? See how using manipulatives can help your students better understand fractions. Hear why they can be a powerful tool; ideas will be shared for equivalence, ordering, and fractions operations!

Tech I/SpEd Evaluation Poll Code: 44403

335 Renaissance, Cactus Grades 3-9
PERSEVERE THROUGH THE CCSS WITH EXPLORELEARNING GIZMOS!

Thom O’Brien, ExploreLearning
tobrien@explorelearning.com

The 8 Mathematical Practices are what make the CCSS come to life in the mathematics classroom and make math exciting and interesting. But the question is how do I incorporate these practices into my teaching? Here come GIZMOS to the rescue!!

Tech Asmt Evaluation Poll Code: 44406

336 Hard Rock, Woodstock One Grades 3-12
BARBIE, KEN AND STEM: TASKS AND PROJECTS TO PROMPT LEARNING

Carole Greenes, Arizona State University
cgreenes@asu.edu

Tasks and Projects that advance student understanding, prompt discussions, promote curiosity and perseverance, are memorable and delightful, and will be presented along with strategies for developing these.

Asmt Gift Evaluation Poll Code: 44417

337 Renaissance, Chino A Teacher Ed 4-6
MAKING MATH MEANINGFUL: DECIMALS ARE FRACTIONS, TOO!

Kimberly Rimbev, KP Mathematics
kpkimrimbev@gmail.com

Making sense of decimal concepts and operations requires strong connections between fractions and place value. Come explore decimal fraction multiplication using concrete and visual models, connected to written work, and grounded in problem solving.

I/SpEd Gift ELL Evaluation Poll Code: 44410

339 Hard Rock, Palladium North Grades 4-8
DIGGING INTO FRACTION DIVISION

Julie McNamara, CSU-East Bay & Morri Spang, Los Angeles USD
juliemcmath@gmail.com

Dig into fraction division and discover why we invert and multiply, why we can divide fractions without doing so, how to represent fraction division pictorially, and how to help students divide fractions efficiently and with understanding.

SJ Asmt ELL Evaluation Poll Code: 44407

340 PSCC, Mesquite F Grades 4-8
50+ CALCULATOR ACTIVITIES/GAMES TO ENCOURAGE PROBLEM SOLVING

Lynda Wormell, Retired
lwormell@dslextreme.com

Technology is a powerful tool when used appropriately. Strategies presented will help every student develop skills, knowledge and insight necessary to meet rigorous content standards and the Standards for Mathematical Practice.

Asmt Tech Evaluation Poll Code: 44411

342 Hilton, Plaza B Grades 5-8
INSTRUCTIONAL PRACTICES THAT BUILD COMPETENT PROBLEM SOLVERS

Ann Trescott
annmptrescott@gmail.com

Using written response items, participants will engage in the instructional strategies of student collaboration, evidence-based writing and classroom discussion. These Practice Standards based strategies can be used to build competent problem solvers.

Asmt Gift ELL Evaluation Poll Code: 44413

343 Hard Rock, Woodstock Two Grades 5-8
MATH PRACTICES & NCTM TEACHING PRACTICES = PROBLEM SOLVING

Trudy Mitchell, retired
tрудымitchell@live.com

Connect the Eight Mathematical Practices and NCTM’s Practices of Mathematics Teaching to create a classroom culture for excellent problem solving. Explore problem-solving strategies and experience challenging problems that model the Practices.

Asmt Gift ELL Evaluation Poll Code: 44414

344 PSCC, Mesquite H Grades 6-9
TWO-WAY TABLES: A CHALLENGING NEW 8TH GRADE STATS STANDARD

Chase Orton, Center for Mathematics and Teaching
chase@mathandteaching.org

CCSS 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.

SJ I/SpEd Evaluation Poll Code: 44420

Follow CMC on Twitter: @CAMathCouncil for resources, advocacy, and networking to realize equity in mathematics education.
Friday, 1:30 p.m. to 3:00 p.m. (cont.)

345  PSCC, Primrose B  Grades 6-10

MODELING MATHEMATICS USING PROBLEM-SOLVING TASKS
Andrew Stadel, Tustin USD
mr.stadel@estimation180.com; mr.stadel@gmail.com
Participate in problem-solving tasks that require mathematical modeling, sense-making, and the construction of viable arguments. Learn teacher moves, strategies, and what mathematical modeling is and is not. Free online resources.

SJ  Tech  Evaluation Poll Code: 44421

346  Renaissance, Pueblo A  Grades 6-10

YOU TALKIN’ TO ME? DISCOURSE AND MATHEMATICS
Joe Garland & Phet Pease, San Diego USD
joegarland@hotmail.com
Are you doing most of the talking about mathematics in your class? Through engagement in rich mathematical tasks, we will consider productive discourse moves to support students during whole-class and small-group discussions.

Asmt  ELL  Evaluation Poll Code: 44423

347  Renaissance, Andreas  Grades 6-11

MARTIN GARDNER AND THE MATHEMATICAL PRACTICES
Michael Serra
mserra@earthlink.net
Celebrate the 100th anniversary of Martin Gardner’s birth. He introduced us to polyominoes, Escher, geometric dissections, reptiles, and more. See how these topics can be used to support the mathematical practices and transformations in novel ways.

Tech  Gift  Evaluation Poll Code: 44424

348  Renaissance, Chino B  Grades 6-12

TO OWN THE MATH IS TO LOVE THE MATH
Jeff Lukens, Sioux Falls Public Schools
jeffreylykens0613@gmail.com
If students collect real data it becomes important to them. Once they own their data, they will find value in analyzing it. Using state-of-the-art data collection techniques, we will use real data to bring mathematical concepts to life.

Tech  Gift  Evaluation Poll Code: 44427

350  PSCC, Smoke Tree F  Grades 7-11

TRANSFORMATIONAL GEOMETRY WITH GEOGEBRA
Armando Martinez-Cruz & Ross Morrow, III, CSU Fullerton
amartinez-cruz@fullerton.edu
We will engage in transformational geometry (reflections, rotations, slides and dilations) with GeoGebra, and geometric and algebraic connections. Handouts and CD provided. No software familiarity needed. Bring your laptop.

Asmt  Tech  Evaluation Poll Code: 44430

351  PSCC, Mesquite B  Grades 7-12

DESMOS: INFINITE GRAPHING POWER ON EVERY DEVICE. FOR FREE.
Michael Fenton, Fresno Christian Schools
mfenton@fresnochristian.com
Supercharge your students’ problem-solving toolset with Desmos, the free and fantastically beautiful online graphing calculator. The learning curve is low and the sky’s the limit. Bring a laptop or tablet to the session for maximum graphing joy.

Asmt  Tech  Evaluation Poll Code: 44429

352  PSCC, Mesquite E  Grades 7-12

CCSS, QUESTIONING TECHNIQUES, TECHNOLOGY AND RICH TASKS
Tom Reardon, Youngstown State University
tom@tomreardon.com
Three activities that promote active student engagement and are mapped to the practices and standards. Specific instructional strategies that stimulate deeper conceptual understanding. Discover, explore, investigate, analyze with appropriate technology.

Asmt  Tech  Evaluation Poll Code: 44431

353  Hard Rock, Rocky Two  Grades 7-12

TRIKE WARS! HOW GREAT TASKS CREATE GREAT PROBLEM SOLVERS
Marti Hoyt & Mitch Heethius, Kern HSD
marti_hoyt@kernhigh.org
A hands-on demonstration of a strong mathematical task focused on developing linear relationships. Students are engaged in an open-ended task that utilizes the math practices. Information to many more CCSS class-ready tasks available.

ELL  Evaluation Poll Code 45973

354  Hard Rock, Rocky Two  Grades 7-12

TRIPLE WARS! HOW GREAT TASKS CREATE GREAT PROBLEM SOLVERS
Marti Hoyt & Mitch Heethius, Kern HSD
marti_hoyt@kernhigh.org
A hands-on demonstration of a strong mathematical task focused on developing linear relationships. Students are engaged in an open-ended task that utilizes the math practices. Information to many more CCSS class-ready tasks available.

ELL  Evaluation Poll Code 45973

355  Renaissance, Santa Rosa  Grades 8-10

BATTLESHIPS, SHUFFLEBOARD AND PROBLEM SOLVING—A CONNECTION?
Claudia Maness, CORD Communications, Inc.
cdmanness@cordcommunications.com
Participants will solve systems of equations to lay mines on a graph. They will play shuffleboard so they can write equations and graph nonlinear functions. They will test reaction times to collect data to calculate measures of central tendency.

I/SpEd  Gift  Evaluation Poll Code: 44432

361  Renaissance, Mojave Lrng Ctr  Grades 8-11

HOW I MET YOUR MOTHER FUNCTION
Ivan Cheng, CSU Northridge & Jaspreet Sandha, Los Angeles USD
icheng@csun.edu
Competent and confident problem solvers need to use appropriate tools strategically in order to... wait for it... understand transformations as functions in geometry. This session will use a simple tool to create lessons in transformational geometry.

Tech  Evaluation Poll Code: 44434
Friday, 1:30 p.m. to 3:00 p.m. (cont.)

363  PSCC, Primrose D  Grades 8-12
“MOVING” THROUGH ALGEBRA— ANIMATIONS PROPEL UNDERSTANDING
Audrey Weeks, Calculus In Motion
amweeks@aol.com
Harness the aptitude of visual learners via interactive computer animations (Sketchpad) that remove the abstraction from algebra and give it meaning. Competency & confidence follow. Topics span algebra 1 & 2, trigonometry, & pre-calculus.
Tech  Evaluation Poll Code: 44438

370  PSCC, Smoke Tree B  Grades 9-12
USING ANCHOR TASKS TO DRIVE INSTRUCTIONAL SHIFTS
Kyle Atkin, Kern HSD
kyle_atkin@khsd.k12.ca.us
Come and see how one high school district is using Anchor Tasks to build competent and confident problem solvers as we patiently wait for good Common Core curriculum. At least one of the tasks will be investigated.
Tech  Evaluation Poll Code: 44436

371  PSCC, Smoke Tree D  Grades 9-12
USING TECHNOLOGY TO ENHANCE COMMON CORE MATHEMATICS
Myra Deister, Fullerton JUHSD
mjdeister@fjuhsd.org
Looking for ideas to add more technology to your math class? This presentation will show you two teacher-tested projects that you can use with any device. Attendees will receive links to digital copies of student handouts and rubrics.
Tech  Evaluation Poll Code: 44441

372  PSCC, Smoke Tree A  Grades 9-12
COMPETENCE AND CONFIDENCE WITH THE TI-NSPIRE CX CAS
Joanne Ryan, Private School
jryan@huckley.org
Equations & inequalities, graphs (conics, parametric and polar), limits, differentiation & integration, differential equations, slope fields, Euler’s method, Taylor polynomials, and 3-D. Learn how to use this incredible tool in your classroom!
Asmt  Tech  Gift  Evaluation Poll Code: 44445

373  Renaissance, Sierra  Grades 9-12
FORMULAS NO MORE: THE POWER OF INDUCTIVE REASONING
Bence Szamosfalvi & Alexandra Lee, Math for America Los Angeles
bszamosfalvi@lcsusd.net
Participants will use inductive reasoning to derive formulas from Algebra, Geometry, Pre-Calculus and Calculus and then discuss how this approach helps build more confident problem solvers. Handouts with classroom ready ideas will be provided.
Asmt  Evaluation Poll Code: 44443

390  Hilton, Plaza A  Grades 9-C
CALCULUS IN THE CC ERA: HOW THE CC MP’S RELATE TO CALCULUS
Eric Shulman, Irvine USD
ericshulman@iusd.org
Your Calculus students are not too late to benefit from the changes brought on by the Common Core. Learn how you can implement the Mathematical Practices in your AP or College Calculus classroom.
Asmt  Tech  Gift  Evaluation Poll Code: 44446

393  PSCC, Smoke Tree E  Grades 9-12
Repeated 193
STRENGTHEN STATISTICAL INTERPRETATIONS WITH TECHNOLOGY
Linda Saeta, Claremont USD
lsaeta@cusd.claremont.edu
Participants will experience how to use technology to create and interpret a student-created survey incorporating all the HS year 1 statistics standards (S-ID 1-9). Practical advice to support and enhance student understanding will be shared. BYOD
Tech  Evaluation Poll Code: 44447

395  Hilton, Tapestry  Grades 9-C
STATISTICS, SPORTS, AND REAL RESEARCH: A NEW EXPERIMENT
William Thill, Harvard Westlake
wthill@hw.com
In this workshop, we will perform an experiment from a new multi-disciplinary course integrating CCSS Statistics, Sports Analytics, Sports Medicine and authentic student research. Laptops and energy encouraged.
Tech  Evaluation Poll Code: 44449

396  Hard Rock, Roxy One  Teacher Ed
CSU-MTEP: A SESSION FOR SHARING IDEAS AND GIVING INPUT
David Pagni & Margaret Kidd, CSU Fullerton
dpagni@fullerton.edu
A CSU and Mathematics Teacher Education Partnership session. Learn more about participating in this powerful partnership. Hear feedback from participants of the Convening and ideas about the future work of campus partnering in RACs, etc.
Evaluation Poll Code: 44450

V399  PSCC, Mesquite A  Grades 3-5
FACT MASTERY: COMMUTATIVE PROPERTIES AND LEARNING CENTERS
Ron Stuart, Learning Wrap Ups, Inc.
ron@learningwrapups.com
Fact Mastery through the understanding of Commutative Properties utilizes Conceptual Understanding, Commutative Property exercises, Drill and Practice, and Problem Solving to assist students in developing automatic recall of basic facts
Asmt  Evaluation Poll Code: 44448

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CCSS MP 3
Construct viable arguments and critique the reasoning of others.
<table>
<thead>
<tr>
<th>Session</th>
<th>Room</th>
<th>Grade Levels</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Contact</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>401</td>
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<td>404</td>
<td>405</td>
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<tr>
<td>401</td>
<td>PSCC, Primrose C</td>
<td>Grades PreK-12</td>
<td>CA MATH FRAMEWORK: A TOOL FOR TEACHERS OF ENGLISH LEARNERS</td>
<td>Lisa Grant &amp; Deborah Franklin, California Department of Education</td>
<td><a href="mailto:lgrant@cde.ca.gov">lgrant@cde.ca.gov</a></td>
<td>In this session, we will delve into the California Math Framework and focus on the many ways in which teachers can use the Framework to help English learners thrive.</td>
</tr>
<tr>
<td>402</td>
<td>PSCC, Primrose A</td>
<td>Grades 4-8</td>
<td>TEACHING NUMBER SENSE TO THE IGENERATION</td>
<td>Eric Milou, Rowan University</td>
<td><a href="mailto:milou@rowan.edu">milou@rowan.edu</a></td>
<td>This session will examine how to engage, motivate, and teach the iGeneration (the Internet Generation). Participants will be provided with strategies that can lead to rich discourse, motivation, and deeper mathematical understanding.</td>
</tr>
<tr>
<td>403</td>
<td>Renaissance, Pasadena</td>
<td>Grades PreK-C</td>
<td>PREPARING PROBLEM SOLVERS TO THINK MATHEMATICALLY</td>
<td>Cathy Seeley, Retired</td>
<td><a href="mailto:cseeley@utexas.edu">cseeley@utexas.edu</a></td>
<td>How students think is as important as what they know; how we teach is as important as what we teach. How can we prepare every student with the mathematical habits of mind that help them think, reason, and become powerful problem solvers?</td>
</tr>
<tr>
<td>404</td>
<td>Renaissance, Mojave LrngCtrGrades PreK-12</td>
<td>Grades K-12</td>
<td>EMPOWERING AFRICAN AMERICAN AND LATINO YOUTH FOR SUCCESS</td>
<td>Larry Bell, Multicultural America Inc.</td>
<td><a href="mailto:larry@larry-bell.com">larry@larry-bell.com</a></td>
<td>This dynamic, empowering and energizing session provides math teachers with specific strategies to connect with and empower students of color to improve their chances of success in math.</td>
</tr>
<tr>
<td>405</td>
<td>PSCC, Smoke Tree C</td>
<td>Grades K-12</td>
<td>COMMON CORE CIRCLES: ENACTING AWESOME TASKS</td>
<td>Jennifer Montgomery &amp; Michael Farber, CMC-S Common Core Circles Committee</td>
<td><a href="mailto:jennifer.montgomery@pomona.k12.ca.us">jennifer.montgomery@pomona.k12.ca.us</a></td>
<td>OMG! What is teaching/learning within Common Core? Have you ever asked yourself, “How do I get my students to communicate about the math we are studying?” Join us to experience the 5 Practices for Orchestrating Productive Mathematics Discussions.</td>
</tr>
<tr>
<td>411</td>
<td>Renaissance, Chino A</td>
<td>Grades K-3</td>
<td>MAKING MATH MEANINGFUL: PROBLEM SOLVING WITH PLACE VALUE</td>
<td>Kimberly Rimbe, KP Mathematics</td>
<td><a href="mailto:kpmkimrimey@gmail.com">kpmkimrimey@gmail.com</a></td>
<td>From subitizing to multi-digit operations, place value provides a critical foundation for student success in math. Join us as we explore concrete and visual models, mental strategies, and context problems that make math meaningful in the early years.</td>
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<tr>
<td>412</td>
<td>PSCC, Mesquite C</td>
<td>Grades K-5</td>
<td>ORCHESTRATING POWERFUL DISCUSSIONS BEYOND SHOW AND TELL</td>
<td>Jody Guarino, Orange County Department of Education &amp; Cathery Yeh, UC Irvine</td>
<td><a href="mailto:jguarino@uci.edu">jguarino@uci.edu</a></td>
<td>Engage in productive discussion that moves beyond show and tell of student strategies. Unpack the different goals for math talk and discuss how to plan and orchestrate discussions that help students participate in and learn from strategy sharing.</td>
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<tr>
<td>413</td>
<td>PSCC, Mesquite D</td>
<td>Grades K-5</td>
<td>BUILDING CONCEPTUAL UNDERSTANDING OF NUMBER &amp; OPERATIONS</td>
<td>Sara Moore, ETA hand2mind</td>
<td><a href="mailto:smoore@hand2mind.com">smoore@hand2mind.com</a></td>
<td>Manipulatives help students build a conceptual foundation for number and operations. Model operations in context using hands-on tools and then transition students to other strategies and more formal algorithms as their understanding develops.</td>
</tr>
<tr>
<td>414</td>
<td>Hilton, Plaza D</td>
<td>Grades K-5</td>
<td>MATH LITERACY: INDEPENDENT PROBLEM-SOLVING STRATEGIES</td>
<td>Danielle Moore, UCLA Math Project</td>
<td><a href="mailto:teachingonemoore@gmail.com">teachingonemoore@gmail.com</a></td>
<td>CCSSM asks students to persevere in making sense of complex problems. We can support our students in becoming independent problem solvers by giving them the thinking strategies that good readers and mathematicians use to solve problems.</td>
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<tr>
<td>421</td>
<td>Renaissance, Ventura</td>
<td>Grades 1-5</td>
<td>DEMYSTIFYING DICE—AMES FOR EXPLORING OPERATIONS AND MORE</td>
<td>Jane Felling, Box Cars and One-Eyed Jacks</td>
<td><a href="mailto:jane@boxcarsandoneeyedjacks.com">jane@boxcarsandoneeyedjacks.com</a></td>
<td>Are you intrigued by multi-sided dice and want to maximize their use? Come play games and discover their potential for helping you dig deep into the CCSS. Areas include: graphing, operations, and probability. Gameboards and student samples provided.</td>
</tr>
</tbody>
</table>
Friday, 3:30 p.m. to 5:00 p.m. (cont.)

422 Hard Rock, Woodstock Two Grades 1-8
MATH HAPPENS WHEN CHILDREN WONDER ABOUT WHAT AUTHORS WRITE
David Schwartz, Author
david@davidschwartz.com
The author of How Much Is a Million? and other books shows how literature can inspire children to ask questions and solve problems. He shares impressive student work including rigorous, instructive and hilarious efforts to disprove the author’s math.
Gift ELL Evaluation Poll Code: 44486

423 PSCC, SmokeTree D Grades 2-8
Repeated 822
CLAIM, SUPPORT, QUESTION—THINKING ROUTINE
Jeffrey Linder & Vanessa Scarlett, Montecito USD
jlinder@montecitou.org
Teach students how to make claims, support them with evidence, and critique the reasoning of others through games and open-ended problems. Participants will experience this thinking routine that can be used to teach or assess key concepts.
Asmt Gift ELL Evaluation Poll Code: 45908

429 PSCC, Mesquite G Grades 3-5
LET’S EXPLORE THE COMMON CORE WITH MATH ON THE FLOOR!
Wendy Hill, The Learning Carpet-TLC, Inc.
whilltlc@vianet.ca
In this interactive session, many of the CCSS are physically demonstrated on a large 100 square floor grid. The emphasis will be in developing a solid sense of number, with the remaining time given to activities in geometry, and measurement.
Asmt I/SpEd ELL Evaluation Poll Code: 44487

431 Renaissance, San Jacinto Grades 3-5
GEOMETRY TASKS THAT DEVELOP STUDENT PROBLEM SOLVERS
Christine Roberts, Tulare County Office of Education
croberts@ers.tcoe.org
Engage in hands-on geometry activities to develop students as problem solvers and focus on the Mathematical Practices. Explore and discuss the progression documents and the geometry standards, connecting them to rich geometry tasks for the classroom.
ELL Evaluation Poll Code: 44488

432 PSCC, Smoke Tree E Grades 3-6
TAPE DIAGRAMMING IN THE COMMON CORE
Sabrina Ortega & Grace Greenleaf, Pomona USD
booney1012@gmail.com
What is tape diagramming and how can it be used effectively in instruction? We will look at how tape diagramming has proven to be a useful tool in approaching a variety of mathematical concepts, from fractions and ratios to percents.
ELL Evaluation Poll Code: 44490

433 Hard Rock, Woodstock One Grades 3-7
TEACHING FRACTIONS IN THE COMMON CORE ERA
Tricia Salerno, SMARTTraining NOW, LLC
tsalerno@singaporemathtraining.com
Students in the U.S. do not conceptually understand fractions. This session will have participants using hands-on materials to solve multi-step fraction word problems. Working in groups of 2 or 3, they will explore multiple problem-solving methods.
Asmt I/SpEd Gift Evaluation Poll Code: 44496

435 Hard Rock, Roxy Two Grades 3-8
GROUPS THAT WORK—BUILDING COLLABORATIVE PROBLEM SOLVERS
Ellen Crews & Annette Wilson, Vista USD
ellencrews@vistausd.org
Collaboration only works when all students contribute equitably and communicate their thinking. We will demonstrate how Complex Instruction and Participation Assessment can promote student collaboration, accountability, and problem-solving skills.
Asmt Gift ELL Evaluation Poll Code: 44500

436 Hilton, Palm Canyon Grades 3-8
TOOLS TO DEVELOP COMPETENT AND CONFIDENT PROBLEM SOLVERS
Melanie Maxwell & Stephen Sher, Riverside USD
drmaxwell09@live.com
When you present a rich math task, do your students respond, “I don’t get it,” followed by silence as they wait for someone else to solve the problem. Come experience and discuss how to build students’ problem-solving skills and positive attitude.
Evaluation Poll Code: 44501

437 Renaissance, Pueblo B Grades 3-12
EFFECTIVE CCSS MATH PREP THROUGH PERSONALIZED LEARNING
Raymond Ramos, McGraw-Hill Education (ALEKS)
rramos@aleks.com
We will demonstrate and share results on how an online math program ensures successful Common Core preparation through correlated math content and practices, personalized learning pathways optimized to each student’s needs, and integrated reporting.
Evaluation Poll Code: 44504

438 Renaissance, Cactus Grades 4-7
SINGIN’ & SIGNIN’: STEPS & APPLICATIONS THRU SONGS & SIGNS
Siegrid Stillman, Fallbrook Union ESD
sig@nickynote.com
Launching into the CC, don’t forget the rudder! This fun session teaches steps & procedures to build competent and confident problem solvers, using songs, signs, & gestures. Get Flip&Folds, song lyrics, and proven strategies ensuring 100% engagement!
I/SpEd Gift ELL Evaluation Poll Code: 44509

FREE SHUTTLE BUSES
Shuttle services available between the Convention Center, the Hilton and the Hard Rock Hotel on Friday and Saturday.
Friday, 3:30 p.m. to 5:00 p.m. (cont.)

439 Hilton, Plaza C Grades 4-6
HITTING THE TRIFECTA!
FRACTIONS TO DECIMALS TO PERCENTS
Dorothy Johnston, Ontario Montclair SD & Sabrina Blake,
Monte Vista Elementary/Ontario Montclair SD
dorothy.johnston@omsd.net
Learn how to connect the relationship between fractions, decimals
and percents using interactive lesson and hands-on modeling.
ELL Evaluation Poll Code: 44506

440 PSCC, Primrose B Grades 4-9
NUMBER LINE:
EMPPOWERING MATHEMATICAL THINKING
Brad Fulton, Enterprise ESD
brad@tttpress.com
Students can develop incredible fluency with mental mathematics
using this easy-to-implement strategy. Adaptations make the
lesson a perfect fit for arithmetic through algebra. A ready-for-
Monday handout is available.
Asmt I/SpEd Gift Evaluation Poll Code: 44507

441 PSCC, Mesquite H Grades 5-9
GAMES AND DANCING IN PRE-ALGEBRA AND ALGEBRA
Ivona Grzegorczyk, CSU Channel Islands
ivona.grze@csuci.edu
Dancing fractions, playing functions, games with parabolas—
all improve concept understanding, problem-solving skills and
your students’ attitudes. These interactive games and kinesthetic
activities support Common Core ideas and make learning fun!
Gift ELL Evaluation Poll Code: 44513

442 Renaissance, Santa Rosa Grades 6-11
BUILDING CONNECTIONS THROUGH AUTHENTIC TASKS
Erin Fraser, Oceanside USD & Brian Shay, Canyon Crest
Academy, San Dieguito UHSD
erin.fraser@oside.us
Course-level chapters in the new CA Framework provide rich
guidance about instruction directly related to specific topics &
skills in CCSSM. We will discuss examples from middle & high
school based on insight gained as Framework Committee members.
Evaluation Poll Code: 44517

443 Renaissance, Andreas Teacher Ed 6-12
TRICKS OF THE TRADE
Michael Serra
mserra@earthlink.net
This marks my 45th and perhaps last year of teaching mathematics.
As a math teacher we must be excited motivators to our students. I
will be sharing a number of my favorite activities, manipulatives,
games, puzzles, and math magic tricks.
SJ Asmt Evaluation Poll Code: 44528

444 Hard Rock, Palladium North Grades 6-12
BE CREATIVE WITH PROBLEMS, PROJECTS AND PERFORMANCE TASKS
Linda Faulk & Marcella Cook, Colton JUSD
lfaulk92313@gmail.com
Engage students with real-life problems, projects and performance
tasks. From drinking fountains to recycling, students will see
math everywhere and work to create solutions. Activities easily
modified for your own class. Resources provided.
Asmt Tech ELL Evaluation Poll Code: 44518

445 Hard Rock, Roxy Grades 7-8
A SCALED-UP APPROACH TO AREA, SURFACE AREA AND VOLUME
Johnny Reyes, Pomona USD & Roberto Garcia, Ontario
Montclair USD
johnny.reyes@pusd.org
With the use of Unifix cubes, students will be guided to move from
congrete to the abstract. We will emphasize looking for patterns
and repeated reasoning. The series of lessons are supported by an
inquiry-based learning platform.
ELL Evaluation Poll Code: 44527

450 Hard Rock, Palladium South Grades 7-9
BUILDING STUDENTS’ CONFIDENCE AS PERSEVERING PROBLEM SOLVERS
Jeanne Ramos, Los Angeles USD
jeanne.ramos@lausd.net
Participants will engage in activities that will build students’ access
to and confidence in doing rigorous mathematics, in particular
for English learners, through problem-solving tasks that develop
algebraic thinking and academic language
ELL Evaluation Poll Code: 44530

New!

Speaker Evaluation System
There is a new speaker evaluation system this year. Instead
of a paper evaluation, participants will text their responses.
This will give the speaker quick feedback and help us to
maintain the quality of the program. Please see below. You
will see this in all of your sessions and your presenter will
give you the 6-digit poll code for this session.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Text your message to this Phone Number: 37607

6-digit poll code for this session
Speaker was engaging and an effective presenter (0-3)
Other comments, suggestions, or feedback (words)

Example: 381025 323 Great session!
Non-Example: 381025 3 2 3 Great session!
Non-Example: 381025 3-2-3 Great session!

REMINDER:
Friday Exhibit Hall Hours
8:00 a.m. to 5:30 p.m.

Please silence your cell phones.
## TIP for a Successful Conference:
Observe the Fire Code.

### CCSS MP 4
Model with mathematics.

---

### Conference Updates:
Watch for changes and additions to the program at
http://cmcsouth2014.sched.org

---

<table>
<thead>
<tr>
<th>Session</th>
<th>Room</th>
<th>Grades</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Contact(s)</th>
<th>Abstract</th>
<th>Asmt</th>
<th>Tech</th>
<th>Evaluation Poll Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>452</td>
<td>PSCC, Mesquite B</td>
<td>7-12</td>
<td>TURNING STUDENTS INTO POSERS + SOLVERS</td>
<td>Michael Fenton, Fresno Christian Schools</td>
<td><a href="mailto:mffenton@fresnochristian.com">mffenton@fresnochristian.com</a></td>
<td>Boost your students’ problem-solving superpowers by having them pose their own problems. Join us for a session filled with visually engaging mathematical prompts. Learn how to develop CCSSM practices through problem posing and problem solving.</td>
<td>STEM</td>
<td>Evaluation Poll Code: 44531</td>
<td></td>
</tr>
<tr>
<td>460</td>
<td>PSCC, Mesquite F</td>
<td>8-9</td>
<td>TRANSFORMING TRANSFORMATIONAL GEOMETRY</td>
<td>Brisia De La Rosa &amp; Jessica Jordan, Pomona USD</td>
<td><a href="mailto:brisia.delarosa@pusd.org">brisia.delarosa@pusd.org</a></td>
<td>As Master Teachers under the Noyce Fellowship, we have come together to create activities and gather resources to assist in the transition to Common Core with regards to transformational geometry, which we will share during our presentation.</td>
<td>Evaluation Poll Code: 44537</td>
<td></td>
<td></td>
</tr>
<tr>
<td>461</td>
<td>PSCC, Smoke Tree A</td>
<td>8-10</td>
<td>USING THE TI-NSPIRE AS A PROBLEM-SOLVING TOOL</td>
<td>David Reeves, San Juan USD</td>
<td><a href="mailto:dreeves@sanjuan.edu">dreeves@sanjuan.edu</a></td>
<td>The Common Core Standard for Mathematical Practice Number 1 is to make sense of problems and persevere in solving them. The TI-Nspire can be an excellent tool for making this practice a reality for students in your classroom.</td>
<td>Evaluation Poll Code: 44540</td>
<td></td>
<td></td>
</tr>
<tr>
<td>462</td>
<td>PSCC, Smoke Tree F</td>
<td>8-11</td>
<td>USING GOOGLE APPS TO LAUNCH THE TRANSFORMATION</td>
<td>Cheryl Brown, RAI Charter School</td>
<td><a href="mailto:cbrownrai@gmail.com">cbrownrai@gmail.com</a></td>
<td>Explore the power of Google Apps to transform the classroom. Using Google apps for exploration and collaboration, participants will create a lesson integrating Internet and GeoGebra resources designed to lead students through a performance task.</td>
<td>Evaluation Poll Code: 44543</td>
<td></td>
<td></td>
</tr>
<tr>
<td>463</td>
<td>Renaissance, Chino B</td>
<td>8-11</td>
<td>THE OOHS AND AAHS OF MATH PRACTICE STANDARD 3</td>
<td>Rhoda McInerney &amp; Robin Levine-Wissing, Glenbrook High School District 225</td>
<td><a href="mailto:rmcinerney@glensbrook225.org">rmcinerney@glensbrook225.org</a></td>
<td>We will demonstrate how utilizing SMP 3 can help build confident and competent problem solvers in your classroom. Engage in multiple activities and participate in discussing and constructing items that can be implemented immediately in class.</td>
<td>Evaluation Poll Code: 44546</td>
<td></td>
<td></td>
</tr>
<tr>
<td>464</td>
<td>PSCC, Smoke Tree B</td>
<td>8-12</td>
<td>PUT YOURSELF IN YOUR ALGEBRA PROBLEMS WITH DIGITAL VIDEO</td>
<td>Allan Bellman, University of Mississippi</td>
<td><a href="mailto:abellman@olemiss.edu">abellman@olemiss.edu</a></td>
<td>Video problem-solving tasks featuring their teacher keep students engaged until the end as they use modeling to determine which one of a set of videos ends with a surprise for their teacher. Differentiated groups and practices 1 to 6 are featured.</td>
<td>Evaluation Poll Code: 44547</td>
<td></td>
<td></td>
</tr>
<tr>
<td>466</td>
<td>PSCC, Primrose D</td>
<td>8-C</td>
<td>MATHEMATICAL MODELING WITH STRAWBERRIES AND VIDEOS</td>
<td>Sean Nank, American College of Education</td>
<td><a href="mailto:snank@sbcglobal.net">snank@sbcglobal.net</a></td>
<td>Explore Mathematical Practice 4: Modeling with Mathematics using real-life observations. In this session, you will use the Digital Library and student-created videos involving strawberries to engage in the six CCSSM steps for mathematical modeling.</td>
<td>Evaluation Poll Code: 44549</td>
<td></td>
<td></td>
</tr>
<tr>
<td>470</td>
<td>Renaissance, Sierra</td>
<td>9-12</td>
<td>THE TASK AT HAND: MAKING TASK-BASED LEARNING WORK FOR YOU</td>
<td>Nate Goza, Los Angeles USD &amp; Lien Tran, Los Angeles USD, Math for America LA</td>
<td><a href="mailto:nathangoza@mfala.org">nathangoza@mfala.org</a></td>
<td>We have created meaningful Algebra and Pre-Calculus tasks that have helped our inner-city students make connections in the CCSS. We will share tasks and our considerations from creation to implementation with the 8 Practice Standards in mind.</td>
<td>Evaluation Poll Code: 44550</td>
<td></td>
<td></td>
</tr>
<tr>
<td>471</td>
<td>PSCC, Mesquite E</td>
<td>9-12</td>
<td>MY (BRIEF?) JOURNEY AS A GEOMETRY TEXTBOOK AUTHOR/PUBLISHER</td>
<td>Bill Doherty, Acalanes UHSD</td>
<td><a href="mailto:bdoherty80@earthlink.net">bdoherty80@earthlink.net</a></td>
<td>What happens when a classroom teacher decides to write a Geometry textbook? The idea itself may be crazy—but maybe a classroom teacher best knows his needs. We’ll discuss why this path was chosen, and the adventures encountered along the way.</td>
<td>Evaluation Poll Code: 44561</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Find your favorite speakers and their session numbers on pages 54 & 55.
Friday, 3:30 p.m. to 5:00 p.m. (cont.)

490 Hilton, Plaza A Grades 10-C
PROBLEM SOLVING WITH
THE FUNDAMENTAL THEOREM
Brent Ferguson, The Lawrenceville School
bferguson@lawrenceville.org
Through a mix of non-traditional and classic approaches, we extend this central FTC conversation to modeling and linearization, Euler’s method, identity (mathematical and personal), and Taylor’s Theorem for the sake of robust problem-solving skills.
STEM Evaluation Poll Code: 44562

491 Hilton, Plaza B Grades 10-12
I LOVE MY AP CALCULUS CLASS!
Howard Alcosser, Walnut Valley USD
alcosser@yahoo.com
This session provides motivational techniques for success teaching AP Calculus. Participants explore tips on building a successful AP Calculus program, ways to make their program exciting, and learn strategies to help ensure student success on the AP Calculus Exam.
Asmt Gift Evaluation Poll Code: 44568

WEAR YOUR NAME TAG
for admission to all sessions and the Exhibit Hall.

CMC does not endorse or approve programs. This information is provided only for your perusal as you investigate services, products, issues and concerns you may have with regard to mathematics education.

Our Mission
The California Mathematics Council (CMC) believes that all students have the capacity to become mathematically competent and confident when provided a rigorous and challenging mathematical program supported by high expectations.

The California Mathematics Council is committed to:
1. promoting professional activities that will ensure continual improvement towards excellence in the teaching of mathematics;
2. communicating with educators, parents, the public, and legislative bodies concerning issues related to teaching rigorous, challenging mathematics; and
3. increasing the diversity of the membership of the California Mathematics Council and the diversity of leadership in mathematics education at the local, state, and national levels.
NEWCOMERS orientation

A session to orient first-time attendees to the conference program and format.
Convention Center (CC) Mesquite B
7:45 a.m. to 8:15 a.m.

Last Day to Shop!

Exhibit Hall
Saturday, 8:00 a.m. to 3:00 p.m.

Featured Speakers:

Karim Ani
Kendall Brown
Jo Boaler
Ed Burger
Heather Dallas
Casey Hawthorne
Cathy Humphreys
Dan Meyer
David Mumford
Bill Ricketts

More Great Sessions!

Affiliate Luncheon
Join us!
Everyone is Welcome!
For more details, see page 44.
Saturday CGI and Vendor Sessions

CGI Sessions

<table>
<thead>
<tr>
<th>Session #</th>
<th>Time</th>
<th>Title</th>
<th>Speaker</th>
<th>Grade Level</th>
<th>Venue/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>514</td>
<td>8:30 AM</td>
<td>Number Sense Routines that Support the SMPs</td>
<td>Melissa Canham</td>
<td>K-5</td>
<td>Renaissance Pueblo B</td>
</tr>
<tr>
<td>530</td>
<td>8:30 AM</td>
<td>Warm-up Activities Inspired by CGI Practices</td>
<td>Monica Acosta</td>
<td>3-5</td>
<td>PSCC Mesquite D</td>
</tr>
<tr>
<td>613</td>
<td>10:30 AM</td>
<td>CGI and the Common Core</td>
<td>Kim Morchower</td>
<td>K-5</td>
<td>Renaissance Pueblo B</td>
</tr>
<tr>
<td>810</td>
<td>3:15 PM</td>
<td>Building Number Sense and Problem-Solving Readiness</td>
<td>Cathy Nguyen</td>
<td>PK-2</td>
<td>Renaissance Pueblo B</td>
</tr>
</tbody>
</table>

Vendors’ Sessions

Palm Springs Convention Center, Mesquite A
Come to special sessions presented by our commercial vendors. Presentations will provide in-depth information about their products or services. All vendor sessions will take place in the PSCC Mesquite A room. Open to all attendees.

Saturday, October 25th

<table>
<thead>
<tr>
<th>Session #</th>
<th>Time</th>
<th>Name</th>
<th>Name of Company/Business</th>
<th>Title of Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>V599</td>
<td>8:30–10:00</td>
<td>Rick Ludeman</td>
<td>Math Learning Center</td>
<td>Introduction to Bridges in Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pia Hansen</td>
<td></td>
<td>K-5</td>
</tr>
<tr>
<td>V699</td>
<td>10:30–12:00</td>
<td>Rebecca Johnson</td>
<td>Walch Integrated Math</td>
<td>Differentiated Implementation of the Problem-Based Task</td>
</tr>
<tr>
<td>V799</td>
<td>1:15–2:45</td>
<td>Stephanie Patterson</td>
<td>SpringBoard</td>
<td>Dial Up the “Math Noise” in Your Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Melissa Heinz</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V899</td>
<td>3:15–4:45</td>
<td>Todd Beckmann</td>
<td>First Investors</td>
<td>Understanding CalSTRS, PERS, and Social Security</td>
</tr>
</tbody>
</table>

CMC does not endorse or approve programs. This information is provided only for your perusal as you investigate services, products, issues and concerns you may have with regard to mathematics education.

Stop! Conference Dates for 2015: November 6 and 7
### Saturday—Featured Speakers

**8:30 a.m. to 10:00 a.m.**

<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Grades</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Email(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>Renaissance, Pasadena</td>
<td>Grades 3-12</td>
<td>ERASE MATH FAILURE THROUGH MINDSET &amp; MULTI-DIMENSIONAL MATH</td>
<td>Jo Boaler, Stanford University</td>
<td><a href="mailto:joboaler@stanford.edu">joboaler@stanford.edu</a></td>
</tr>
<tr>
<td>506</td>
<td>Renaissance, Sierra</td>
<td>Grades K-12</td>
<td>DEVELOPING A LENS OF STRUCTURE TO BUILD MATHEMATICAL MEANING</td>
<td>Casey Hawthorne, San Diego State University &amp; Beth Rackliffe, La Mesa Spring Valley SD</td>
<td><a href="mailto:caseyhawthorne@yahoo.com">caseyhawthorne@yahoo.com</a></td>
</tr>
</tbody>
</table>

By decomposing tasks, teachers will see the power of the CCSS Practice Standard of Structure for helping students understand and connect a range of concepts. Participants will work examples from numerical calculations to algebraic expressions. Evaluation Poll Code: 44604

### 10:30 a.m. to 12:00 p.m.

<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Grades</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Email(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>601</td>
<td>PSCC, Primrose B</td>
<td>Grades K-C</td>
<td>OFFERING A THOUGHT-PROVOKING EXPERIENCE THROUGH MATH</td>
<td>Edward Burger, Southwestern University</td>
<td><a href="mailto:burger@southwestern.edu">burger@southwestern.edu</a></td>
</tr>
<tr>
<td>603</td>
<td>PSCC, Primrose A</td>
<td>Teacher Ed</td>
<td>NUMBER TALKS IN HIGH SCHOOL: SHIFTING THE CLASSROOM CULTURE</td>
<td>Cathy Humphreys, Stanford University</td>
<td><a href="mailto:cathyh@stanford.edu">cathyh@stanford.edu</a></td>
</tr>
<tr>
<td>602</td>
<td>PSCC, Primrose D</td>
<td>Grades 7-12</td>
<td>APPLIED MATH IN THE CLASSROOM</td>
<td>Heather Dallas, UCLA Mathematics &amp; David Mumford, Brown University</td>
<td><a href="mailto:dallas@math.ucla.edu">dallas@math.ucla.edu</a></td>
</tr>
<tr>
<td>604</td>
<td>PSCC, Mesquite D</td>
<td>Grades 2-6</td>
<td>TEACHING FRACTIONS IN AN ERA OF CCSS: EQUAL SHARING TASKS</td>
<td>Bill Ricketts, Chula Vista ESD</td>
<td><a href="mailto:bill.ricketts@sbcglobal.net">bill.ricketts@sbcglobal.net</a></td>
</tr>
</tbody>
</table>

Equal sharing tasks provide a familiar context for children to build on informal knowledge. In this session we will discuss how to utilize equal sharing tasks by adapting them for different grade levels linked to the CCSS Mathematical Practices. Evaluation Poll Code: 45020

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**Visit the CMC ComMuniCator Booth in the Exhibit Hall!**
Saturday—Featured Speakers

1:15 p.m. to 2:45 p.m.

701 PSCC, Primrose B Grades K-12
FAKE-WORLD MATH: MATH MODELING GONE WRONG & GETTING IT RIGHT
Dan Meyer, Stanford University
dan@mrmeyer.com
The presenter works with 1000s of math educators every year and finds more disagreement about the CCSS modeling standard than any other. What is modeling? How do we get our students to do it? And how do we get our students to like it?
Tech Evaluation Poll Code: 47027

770 PSCC, Mesquite B Grades 9-12
STANDARDS FOR MATHEMATICAL PRACTICE IN AN URBAN CONTEXT
Kyndall Brown, California Mathematics Project
tyndallb@math.ucla.edu
Presented are teacher changes and student outcomes resulting from a program designed to prepare teachers to confidently implement standards of mathematical practice and teach abstract quantitative reasoning in a challenging urban high school.
SJ Asmt ELL Evaluation Poll Code: 47123

3:15 p.m. to 4:45 p.m.

801 PSCC, Primrose B Grades 6-12
TEACHING MATH USING REAL-WORLD TOPICS
Karim Ani, Mathalicious
karim@mathalicious.com
We’ll model a range of lessons that use real-world topics to teach math and promote critical thinking. Questions include: Is Wheel of Fortune rigged? Should you foul at the end of a close basketball game? How much can you really trust your memory?
Tech Evaluation Poll Code: 45859

802 PSCC, Primrose A Leadership
LEADING MATHEMATICS CHANGE ACROSS A SCHOOL DISTRICT
Jo Boaler, Stanford University & Cathy Williams
joboaler@stanford.edu
We will describe our work leading a low achieving district towards mathematics change. We will share about our work with teachers, parents, administrators and the school board, and our ongoing mission towards widespread change through youcubed.org.
Evaluation Poll Code: 45862

New!

Speaker Evaluation System

Tell speakers what you thought about their session via text message. See below:

Strongly Disagree: 0  Disagree: 1  Agree: 2  Strongly Agree: 3

Text your message to this Phone Number: 37607

6-digit poll code for this session

Speaker was engaging and an effective presenter (0-3)

Other comments, suggestions, or feedback (words)

Speaker was well-prepared and knowledgeable (0-3)
Session matched title and description in program book (0-3)

Example: 381025 323 Great session!
Non-Example: 381025 3 2 3 Great session!
Non-Example: 381025 3-2-3 Great session!

Focus Area Codes

Assessment (Asmt)
English Language Learners (ELL)
Gifted and Advanced Learners (Gift)
Intervention/Special Education (I/SpEd)
Science, Technology, Engineering, Mathematics (STEM)
Social Justice and Equity (SJ)
Technology (Tech)
### Saturday, 8:30 a.m. to 10:00 a.m.

<table>
<thead>
<tr>
<th>Session</th>
<th>Location</th>
<th>Grades</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>501</td>
<td>Renaissance, Pasadena</td>
<td>Grades 3-12</td>
<td>ERASE MATH FAILURE THROUGH MINDSET &amp; MULTI-DIMENSIONAL MATH</td>
</tr>
<tr>
<td>505</td>
<td>Renaissance, Santa Rosa Teacher Ed K-12</td>
<td>LEARN HOW TO INTEGRATE FILMMAKING AND MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>506</td>
<td>Renaissance, Sierra</td>
<td>Grades K-12</td>
<td>DEVELOPING A LENS OF STRUCTURE TO BUILD MATHEMATICAL MEANING</td>
</tr>
<tr>
<td>508</td>
<td>PSCC, Primrose A</td>
<td>Grades K-12</td>
<td>LEVERAGE THE MATHEMATICAL PRACTICES TO BUILD PERSEVERANCE</td>
</tr>
<tr>
<td>509</td>
<td>PSCC, Mesquite H Leadership PreK-8</td>
<td>BUILDING BETTER BLENDS</td>
<td></td>
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<tr>
<td>510</td>
<td>PSCC, Mesquite G</td>
<td>Grades K-1</td>
<td></td>
</tr>
<tr>
<td>512</td>
<td>Hard Rock, Roxy Two</td>
<td>Grades K-2</td>
<td>USING LANGUAGE TO DEVELOP ADDITION AND SUBTRACTION CONCEPTS</td>
</tr>
<tr>
<td>513</td>
<td>Renaissance, Ventura</td>
<td>Grades K-3</td>
<td>INCREASE MASTERY OF ADDITION AND SUBTRACTION</td>
</tr>
<tr>
<td>514</td>
<td>Renaissance, Pueblo B</td>
<td>Grades K-5</td>
<td>NUMBER SENSE ROUTINES THAT SUPPORT THE SMPS</td>
</tr>
</tbody>
</table>

**Featured Speakers are identified with their picture**
Saturday, 8:30 a.m. to 10:00 a.m. (cont.)

520 Renaissance, Cactus Grades 2-5
MULTI-STEP PROBLEM SOLVING: SETTING THE STAGE
Valerie Henry, UC Irvine
vhenry@uci.edu
You’ll leave this session knowing how to write your own multi-step problems by combining word problem types (+-x/). We’ll also look at ways to scaffold and differentiate using strategies from Singapore and years of problem-solving research.
Evaluation Poll Code: 44618

522 Hard Rock, Roxy One Teacher Ed 2-6
PROBLEM SOLVING USING REASONING AND COMMUNICATION
Stephen Sher & Melanie Maxwell, Riverside USD
ssher@sbcglobal.net
Engage students in rich problem solving through the building blocks of the Mathematical Practices, the NCTM Process Standards. The focus is on understanding and putting into practice what students need to do to engage in reasoning and communication.
SJ Gift Evaluation Poll Code: 44621

530 PSCC, Mesquite D Grades 3-5
WARM-UP ACTIVITIES INSPIRED BY CGI PRACTICES
Monica Acosta & Noelani Morris
macosta@labschool.ucla.edu
In this session participants will engage in and learn a variety of warm-up activities used to differentiate instruction, engage children in deep mathematical thinking, and provide multiple entry points for all of your mathematicians.
Asmt Tech Evaluation Poll Code: 44619

531 PSCC, Smoke Tree C Grades 3-5
RHYTHM OF MATH
Lew Douglas, Bay Area Mathematics Project
lewdouglas@berkeley.edu
Rhythm of Math, developed by Keith Terry and Linda Akiyama, engages students in learning grade-level concepts while analyzing, composing, and performing rhythms. You will learn about it by standing up and hitting yourself (but not too hard!).
SJ ELL Evaluation Poll Code: 44622

532 PSCC, Smoke Tree E Grades 3-6
BUILDING FOUNDATIONS: CONCEPTUAL DIVISION
Ashley McCullough & Russell Geisner, Alvord USD
ashley.mccullough@alvord.k12.ca.us
How does 48÷6 relate to 3/4 ÷ 2/3? A big shift in CCSS and a key to confident and competent problem solving is applying and extending previous understandings. Come learn how division progresses conceptually from whole numbers to fractions.
Asmt I/SpEd Gift Evaluation Poll Code: 44623

533 Renaissance, San Jacinto Teacher Ed 3-7
FIBONACCI IN NATURAL SCIENCES, A STEM ACTIVITY
Jorge Garcia, Ventura
jorge.garcia@csuci.edu
Through mathematical explorations and using Fibonacci sequences, these STEM activities investigate prey and predator models that maintain a balance between species. Audience will split to work, discuss and expand the given models.
Tech Gift Evaluation Poll Code: 44631

534 PSCC, Smoke Tree D Grades 3-8
DIGITAL LEARNING TO ADDRESS CONCEPT-DRIVEN DIVERSE LEARNING
Rudy Neufeld, Neufeld Learning Systems Inc & Brenda Morgan, Houston ISD
rneufeld@neufeldlearning.com
We will model a personalized learning environment by blending traditional and digital methods in Fractions to Algebra. Participants receive access to software and 3-part lessons to support rich discussion, seamless integration and differentiation.
Asmt I/SpEd Gift Evaluation Poll Code: 44630

535 Renaissance, Catalina Grades 3-8
GET STUDENTS ARGUING IN CLASS WITH NUMBER SENSE ACTIVITIES
Andrew Stadel, Tustin USD
mr.stadel@estimation180.com; mr.stadel@gmail.com
Get students to productively argue about math situations. Participate in number sense activities requiring students to construct viable arguments, critique the reasoning of others, and use sense-making.
Get ready to throw down. Free online resources.
Asmt Tech ELL Evaluation Poll Code: 44629

536 Hilton, Plaza B Grades 4-8
AREA—WHERE CAN I FIND GREAT PROBLEMS?
Dennis Mulhearn, Mathematical Olympiad for Elementary and Middle Schools (MOEMS)
li_mathguy@yahoo.com
Non-routine problems are an effective tool to teach area. The real problem is finding problem-solving gems. Math contests are a fertile source. Work through a dozen contest classics. Leave with these and over 50 additional problems for class use.
Asmt Gift Evaluation Poll Code: 44634

537 PSCC, Primrose B Grades 4-8
STARTERS & STUMPERS TO KEEP MINDS IN MOTION
Marcy Cook, Independent Math Consultant
marcycook123@gmail.com
Create a math environment where all students are expected to engage in mathematical thinking. “Math Spoken Here” needs to be the motto of a math class where skills and vocabulary are kept alive with daily problem solving and reasoning encounters.
Asmt Gift Evaluation Poll Code: 44635

Make sure to drop off Raffle Coupons at participating booths to win prizes.

twitter Alert!

Follow CMC on Twitter: @CAMathCouncil for resources, advocacy, and networking to realize equity in mathematics education.

CCSS MP 5
Use appropriate tools strategically.
538 Hilton, Palm Canyon  Grades 4-9
A “HANDS-ON” APPROACH TO
THE DISTRIBUTIVE PROPERTY
David Chamberlain, Capistrano USD
djchamberlain@capousd.org
Teach your students the distributive property for understanding by showing them how to easily multiply binomials and trinomials (and even factor trinomials!) with just their hands. No need to FOIL or use the “diamond/box method” anymore.
Asmt  Evaluation Poll Code: 44636

539 PSCC, Mesquite C  Grades 4-10
IMPROVING REASONING THROUGH
WRITTEN PERFORMANCE ASSESSMENTS
John Woodward, University of Puget Sound
woodward@pugetsound.edu
Participants will learn how written performance assessments can be used for Mathematical Practices such as reasoning and constructing arguments. Research support as well as the needs of students at risk for special education will be discussed.
SJ  Asmt  I/SpEd  Evaluation Poll Code: 44638

540 PSCC, Primrose D  Grades 4-10
PROMOTING MATHEMATICAL PRACTICES
THROUGH STUDENT DISCOURSE
Brad Fulton, Enterprise ESD
brad@ttpress.com
Fostering oral and written language in the math classroom goes a long way to ensure students employ the mathematical practices. Learn how to help students speak, write, and think mathematically. A comprehensive and practical handout is available.
Asmt  ELL  Evaluation Poll Code: 44639

541 Hard Rock, Palladium South  Teacher Ed 5-8
PROMOTING STUDENTS’ UNDERSTANDING
OF THE NATURE OF MATH
Rong-Ji Chen, CSU San Marcos
rchen@csusm.edu
The CCSSM calls for a different nature of math than in the past. Participants will advance their expertise in helping students understand what it means to do math so that they will develop effective habits of mind and productive dispositions.
SJ  Evaluation Poll Code: 44642

542 PSCC, Mesquite E  Grades 5-9
INCREASING STUDENT COMPETENCE
THROUGH MATHEMATICAL MODELING
Nancy Butler Wolf, Charter Oak USD & Lisa Maggiore, West Covina USD
nanbut@hotmail.com
Mathematical Modeling is a powerful practice that increases student engagement and competence. Learn what mathematical modeling is, and what it is not, through rich tasks that provide opportunity for competence in problem solving for all learners.
SJ  Asmt  I/SpEd  Evaluation Poll Code: 44641

543 PSCC, Primrose C  Grades 5-9
NUMBER LINE MATH FOR MIDDLE YEARS
John Felling, Box Cars and One-Eyed Jacks
john@boxcarsandoneeyedjacks.com
Integers, fractions, decimals, and rounding lend themselves to being taught with number lines. A fast paced workshop with activities tied to the CCSS. Handout includes gameboards that can be used next day, samples and assessment ideas provided.
I/SpEd  ELL  Evaluation Poll Code: 44647

544 Hard Rock, Roxy  Grades 6-8
CCSS MIDDLE SCHOOL PROPORTIONAL REASONING:
IT’S A BIG DEAL!
Cynthia Raff & Mark Goldstein, Center for Mathematics and Teaching
cynthia@mathandteaching.org
Proportional reasoning, a capstone of middle school math, is a critical area in the standards. Make connections to algebra and geometry, discuss coherence through the grade levels, and connect learning to the practice standards.
Evaluation Poll Code: 44648

545 PSCC, Mesquite F  Grades 6-8
ELD STANDARDS AND CCSSM
WORKING IN TANDEM
Jameson Rienick, San Diego County Office of Education
jrienick@sdcue.net
Learn about how ELD Standards work in tandem with CCSSM. Increase pedagogical knowledge around language instructions in math and be provided resources to better implement rigorous tasks to conduct productive student discussions.
ELL  Evaluation Poll Code: 44649

546 Hilton, Plaza C  Grades 6-9
USING BIVARIATE DATA TO
PROBLEM SOLVE & CREATE EXPLANATIONS
David Harris, Escondido USD & Susan Zwiep, CSU Long Beach/ K12 Alliance
dharris@eusd.org
Challenge: Create pendulums swings, first 60X/min then 30X, 80X etc., by changing string length. Collected data will be graphed & used to discuss linear & nonlinear relationships. Experience tools to develop evidence-based arguments & justifications.
Asmt  ELL  Evaluation Poll Code: 44650

547 Hilton, Plaza D  Grades 6-10
DEVELOPING ALGEBRAIC REASONING FROM
QUANTITATIVE REASONING
Osvaldo Soto & Genevieve Esmende, San Diego USD
osoto@sandi.net
Explore how algebraic thinking can be developed through quantitative reasoning by experiencing a sequence of carefully crafted rate problems. Learn principles for task selection and discover how to necessitate algebraic reasoning in your classroom.
Evaluation Poll Code: 44652

Visit the CMC ComMuniCator Booth in the Exhibit Hall!
548  Hard Rock, Woodstock One  Grades 6-11
SOAR WITH COMMON CORE MATH FUN
(GRADES 6 – 11)
Vik Hovsepian, Rio Hondo SD & Michael Hattar, Don Bosco
College Prep Academy
vhovsepian@riohondo.edu
You will experience opportunities that have proven to be highly adaptable as well as fun-filled. Also be exposed to ready-made dynamic inquiry oriented investigations in making teaching simply coherent and FUN.
Tech Gift  Evaluation Poll Code: 44654

550  Renaissance, Chino B  Grades 7-C
ALGEBRA IN DISGUISE: THAT’S MAGIC
Cherlyn Converse & Bianca Converse, CSU Fullerton
ccconverse@fullerton.edu
In this interactive session participants have fun exploring the algebra behind new card tricks and other “magic.” This is a way to capture students’ attention and enhance critical thinking to build Competent and Confident Problem Solvers.
I/SpEd Gift  Evaluation Poll Code: 44660

551  Hard Rock, Palladium North  Grades 7-12
GETTING STUDENTS TO TALK CONFIDENTLY
(ABOUT MATH!)
Kathleen Strange, MD USD
kathstrange@comcast.net
Techniques to engage students in viable mathematics discourse so Algebra 1 and Geometry students can speak with confidence about what they know and don’t know. Presented by a CCSS curriculum writer who is back teaching in the classroom.
Asmt I/SpEd  Evaluation Poll Code: 44658

553  Renaissance, Mojave Lrng Ctr  Grades 7-12
BUILDING MATHEMATICIANS THROUGH RICH EXPERIENCES
Vanessa Cerrahoglu, Orange County Department of Education & Jeremy Hansuvadha, Orange County School of the Arts
vcerrahoglu@ocde.us
Teaching math in the Common Core Era means finding the balance between building fluency and conceptual understanding. Come experience how a couple of teachers use complex instruction and group tests to find that balance.
Asmt Gift ELL  Evaluation Poll Code: 44659

560  Renaissance, Andreas  Grades 8-11
A CRASH COURSE IN STATS CONCEPTS IN INTEGRATED 1/ALGEBRA 1
Renee Kollar-Bachman & Tina Shinsato, Vista USD
math_dancer@yahoo.com
Learn what the Integrated 1/Algebra 1 Statistics CC standards entail & get ready-to-use activities to reduce apprehension in teaching stats. Increase your confidence in teaching statistics to build competent & confident young statisticians.
I/SpEd Gift ELL  Evaluation Poll Code: 44661

561  PSCC, Smoke Tree A  Grades 8-11
Repeated 661
WHO, ME? I AM GOING TO TEACH STATISTICS IN ALGEBRA 1 AND 2?
Robin Levine-Wissing & Rhoda McInerney, Glenbrook High School District 225
bichons_98028@yahoo.com
Participants will explore statistics content new to Algebra 1 and 2 through implementation and transition to Common Core. Activities include summarizing, representing and interpreting data as well as inference, all with technology integration.
Asmt Tech I/SpEd  Evaluation Poll Code: 44662

562  PSCC, Smoke Tree B  Grades 8-12
PERSEVERING THROUGH ALGEBRA 1 AND GEOMETRY PROBLEMS
Katherine Martinez, San Dieguito UHSD
ksallard20@yahoo.com
Experience challenging problems that demonstrate how students persevere through tasks in order to deepen their understanding of concepts. Participants will practice justifying their reasoning and discuss the use of technology during each activity.
Tech I/SpEd Gift ELL  Evaluation Poll Code: 44663

563  Hilton, Plaza A  Grades 8-12
PROBLEMS THAT MOTIVATE STUDENTS & NECESSITATE GEOMETRY CONCEPTS
Jannelle Olivier, Math for America San Diego & Suzie Fore, San Diego USD
jannelle.olivier@gmail.com
Participants will be introduced to holistic problems that necessitate the use of Geometry standards. These problems help teachers build connections between the mathematical practices and the content they teach. Handouts provided.
Asmt I/SpEd ELL  Evaluation Poll Code: 44665

565  Renaissance, Pueblo A  College 8-C
Repeated 665
DYNAMIC ALGEBRA BUILDING COMPETENT CONFIDENT PROBLEM SOLVERS
Chris Mackenzie, Perris UHSD
cceathree@msn.com
Launch the transformation by using Excel charts, Dynamic lessons, and multiple practice questions. Ideal to demonstrate dynamic variations in shape or position and suitable for creating worksheets. Students build knowledge with their own charts and data sheets.
Asmt Gift ELL  Evaluation Poll Code: 44666

570  PSCC, Mesquite B  Grades 9-11
TRANSLATING TO CCSS IN YOUR ALGEBRA CLASSROOM
Kasey Grant & Al Rabanera, Fullerton JUHSD
mathkasey@gmail.com
Confused about the Common Core State Standards for Mathematics (CCSSM)? Let us help you engage your students with hands-on collaborative Algebra activities that meet the Common Core Content and Practice Standards.
Asmt 1/SpEd ELL  Evaluation Poll Code: 44669

Room capacity enforced by the Fire Marshall! See page 45.

TIP for a Successful Conference:
Reflect about the sessions you attend.
Saturday, 8:30 a.m. to 10:00 a.m. (cont.)

594  PSCC, Smoke Tree F  College 11-C
A STATISTICS PROJECT WITH GEOGEBRA
Tuyetdong Phan-Yamada, East Los Angeles College & Walter Yamada, III, Azusa Pacific University
tphanyamada@yahoo.com
We will demonstrate how to use our GeoGebra apps to do a project about the lefty-righty experiment. Attendees will be given GGB apps and guided through z-, t-, 2-, ANOVA-, and Goodness-of-fit Tests. Bring your laptop to the workshop.
Asmt  Tech  Evaluation Poll Code: 44673

Saturday, 10:30 a.m. to 12:00 p.m.

Featured Speakers are identified with their picture

601  PSCC, Primrose B  Grades K-C
OFFERING A THOUGHT-PROVOKING EXPERIENCE THROUGH MATH
Edward Burger, Southwestern University
burger@southwestern.edu
How can we train minds today 2 solve problems in the future—problems that have yet 2 B posed? The answer is 2 not only think about math, but 2 also think through math. Here we’ll offer practical activities 2 provoke creativity, understanding, & thought.
Asmt  I/SpEd  Gift  Evaluation Poll Code: 44994

602  PSCC, Primrose D  Grades 7-12
APPLIED MATH IN THE CLASSROOM
Heather Dallas, UCLA Mathematics & David Mumford, Brown University
dallas@math.ucla.edu
Students most often encounter merely abstract math, leaving them unprepared for the problems of adult life. This talk calls for an equal and sequenced emphasis on applied and pure math and provide examples illustrating how this can be accomplished.
Evaluation Poll Code: 44993

603  PSCC, Primrose A  Teacher Ed
NUMBER TALKS IN HIGH SCHOOL: SHIFTING THE CLASSROOM CULTURE
Cathy Humphreys, Stanford University
cathyh@stanford.edu
To make the Practices central, we need a class culture that supports mathematical conversations. We will discuss videos of preservice high school teachers learning to lead Number Talks and how this supported the growth of both teachers and students.
Asmt  STEM  Evaluation Poll Code: 44995

604  PSCC, Mesquite D  Grades 2-6
TEACHING FRACTIONS IN AN ERA OF CCSS: EQUAL SHARING TASKS
Bill Ricketts, Chula Vista ESD
bill.ricketts@sbcglobal.net
Equal sharing tasks provide a familiar context for children to build on informal knowledge. In this session we will discuss how to utilize equal sharing tasks by adapting them for different grade levels linked to the CCSS mathematical practices.
Gift  ELL  Evaluation Poll Code: 45020

610  Renaissance, Cactus  Grades K-2
BE PRECISE:
LINK ADDITION AND SUBTRACTION
Rob Nickerson, ORIGO Education
r.nickerson@origomath.com
Addition and subtraction are closely linked. What strategies are used to strengthen this connection between these operations and develop flexible thinking and competent students? ‘Attend to Precision’ using strategies and rich mathematical language.
I/SpEd  Evaluation Poll Code: 44997
611  PSCC, Mesquite F  Grades K-3
PROBLEM SOLVING IN THE PRIMARY GRADES
Matthieu Hamo, Glendale USD & Gohar Hamo, Los Angeles USD
matt.hamo@gmail.com
Problem solving is critical to Common Core mathematics. Learn classroom-tested strategies to help your students become competent and confident problem solvers, while having fun along the way. Leave with ready-to-use materials!
Asmt Gift ELL Evaluation Poll Code: 44998

612  Renaissance, Chino A  Grades K-3
EMPOWERING TEACHERS TO TRANSFORM NUMERACY
Vicki Breneman, Moorhead Area Public Schools
vicki@mathrecovery.org
When teachers design purposeful instruction students apply concepts with understanding. Knowledge of how children learn math & diagnostic assessments result in an instruction that develops strategies for flexible thinking and confident problem solving.
Asmt I/SpEd ELL Evaluation Poll Code: 45002

613  Renaissance, Pueblo B  Grades K-5
CGI AND THE COMMON CORE
Kim Morchower
kmorchower@labschool.ucla.edu
In this workshop, we will explore how to meet the Common Core standards while using CGI practices.
Evaluation Poll Code: 45003

614  Renaissance, Santa Rosa  Grades K-6
ENGINEERING IN THE ELEMENTARY
John Gaines & Rogelio Villasano Jr., South Whittier SD
jgaines.glame@gmail.com
Participants will explore problem solving through the engineering design process in the elementary classroom. They will work through a problem-based learning activity and will discuss strategies for integrating mathematics and engineering.
Tech ELL Evaluation Poll Code: 45000

615  PSCC, Mesquite G  Teacher Ed K-8
MATHEMATICAL PRACTICE STANDARDS IN ACTION
Ann Trescott
anntrescott@gmail.com
Using video, participants will develop an understanding of what to look for, have conversations about and be able to identify specific Practice Standards in both teachers and students engaged in math. Perfect for Teachers, Coaches and Administrators!
Asmt ELL Evaluation Poll Code: 45006

616  PSCC, Smoke Tree C  Grades K-8
TEACHING ENGLISH LANGUAGE LEARNERS THROUGH RICH MATH TASKS
Glenn Kenyon & Noam Szoke, San Francisco USD
kenyon@sfusd.edu
Participants will learn how rich math problems can be presented, worked on, and shared with the whole group in ways that support high cognitive demand as well as promote meaningful interactions between all students, including ELL students.
SJ I/SpEd ELL Evaluation Poll Code: 45007

620  Renaissance, Ventura  Grades 1-5
USING THE IPAD IN MATH TO INCREASE PROBLEM-SOLVING SKILLS
Mary Peterson, Self Employed
mpeterson8832@hotmail.com
Looking for ways to use the iPad to increase student practice and application of Common Core Math Standards? In this session Mary will share a wealth of motivating apps and creative projects to help students master math concepts and skills.
Tech Gift ELL Evaluation Poll Code: 45012

621  Hard Rock, Palladium South  Grades 1-6
MENTAL MATH MEANS MASTERING NUMBER FACTS AND MUCH MORE
Calvin Irons, Queensland U of Technology
mathmates@iinet.net.au
For computation, students must be fluent with number facts and beyond. This session will demonstrate how to begin with special strategies to master basic number facts and extend beyond the facts to special and general strategies.
Asmt I/SpEd ELL Evaluation Poll Code: 45013

630  Renaissance, Andreas  Grades 3-6
THE PATCH “CORE” QUILT
James Nadler, Lennox SD
plaid_rhino@yahoo.com
Quilts are full of math principles. Learn to create quilts and extend them into multi-cognitive & multi-dimensional math problems that are hands-on & use physical modeling for geometry, proportional thinking, algebra, & conservation of numbers.
Asmt I/SpEd ELL Evaluation Poll Code: 45014

631  Hard Rock, Woodstock One  Grades 3-7
INQUIRY IN MATHEMATICS
Joan Commons, CaMSP Grant
jcommons@ucsd.edu
As students work to make sense of problems, look for patterns/repeated reasoning, they begin to ask very interesting questions. Join us for teacher-initiated inquiries to get students started wondering, and experience student-initiated inquiries.
Asmt Gift ELL Evaluation Poll Code: 45023

632  PSCC, Smoke Tree E  Grades 3-8
GETTING TO THE CORE OF SOLVING PROBLEMS
Nicholas Restivo, MOEMS
nicholas.restivo@gmail.com
Generate excitement for, and interest in, mathematical problem solving among your students. Energize and enrich your curriculum by encouraging them to take risks in problem solving and reminding them that REAL problems do not always have easy answers.
SJ Asmt Gift Evaluation Poll Code: 45025

640  Hilton, Palm Canyon  Grades 5-7
BECAUSE YOU’RE MINE, I DANCE THE LINE
Sean Yee, CSU Fullerton & Marie LaCassa, Orange SD
syee@fullerton.edu
This session implements 6th and 7th grade CCSS use of number-line operations via the contextualized approach of “number line dancing.” Teachers will dance the number line operations physically and see how other teachers have implemented them.
Asmt Gift Evaluation Poll Code: 45024
641  Hard Rock, Roxy  Grades 6-8
WHAT’S NEW IN CCSS MIDDLE SCHOOL PROPORTIONAL REASONING?
Mark Goldstein & Cynthia Raff, Center for Mathematics and Teaching
mark@mathandteaching.org
Double number lines, tape diagrams, ratio tables…Come see new tools students will grapple with while solving problems, discuss coherence through the grade levels, and connect learning to the practice standards.  
Evaluation Poll Code: 45026

642  PSCC, Mesquite H  Grades 6-8
RESTORING ORDER TO PERMUTATIONS AND COMBINATIONS
Patrick Kimani, Glendale Community College & Sarah Anderson, Magnolia SD
patrick.kimani@gccaz.edu
Students’ struggles with counting techniques are well documented. Participants will be engaged in solving a counting problem, exploring the mathematics embedded in the problem, and discussing the best practices for teaching counting techniques. 
Evaluation Poll Code: 45027

643  PSCC, Mesquite E  Grades 6-8
PROBLEM SOLVING IN THE RP DOMAIN USING A DOUBLE NUMBER LINE
Judy Keeney & Jennifer Moffett, Central SD
jkeeney@me.com
The double number line is a visual tool students can use to develop their understanding of situations involving ratios, rates and percent. We will explore tasks with the double number line and relate it to proportions, tape diagrams and equations.  
I/SpEd Gift ELL Evaluation Poll Code: 45028

644  PSCC, Smoke Tree D  Grades 6-8
NASA SMART SKIES: PROBLEM SOLVING IN AIR TRAFFIC CONTROL
Rebecca Green, NASA
rebecca.a.green@nasa.gov
Transform students’ ability to make sense of distance-rate-time problems using a simulator to model conflicts between airplanes. Worksheets guide students to apply proportional reasoning and problem-solving skills to solve these real-world problems. 
Tech Evaluation Poll Code: 45031

645  Hard Rock, Woodstock Two  Grades 6-10
PIZZA & PATTERNS: STUDENT-DEVELOPED SLOPE/INTERCEPT CONCEPTS
Wayne Snyder, Cal Poly Pomona & Ilene Foster, Claremont Graduate University
wsnyder@caltech.edu
In this active presentation, participants will use competing pizza purchase plans to construct tables and graphs, analyze the patterns of these representations, and come up with their own meaning of slope, intercept, function tables, and graphs. 
Evaluation Poll Code: 45032

646  PSCC, Mesquite B  Grades 6-12 Repeated 246
USING GOOGLE FORMS FOR QUICK FORMATIVE ASSESSMENTS
Rachel Lasek, West Sonoma County UHSD
rlasek.ehs@wscuhsd.k12.ca.us
Wish there was a faster and easier way to check for student understanding? Learn to create Google Forms for quizzes and assignments, which students can use on any device and receive quick feedback. Get students writing and making viable arguments!  
Asmt Tech Evaluation Poll Code: 45045

647  PSCC, Smoke Tree A  Grades 6-12
TI NAVIGATOR SYSTEM—THE RIGHT TOOL FOR THE JOB
Naomi Kokason & Tania Lopez-Hipple, Los Angeles USD
mrskoke@rocketmail.com
See how the Navigator allows students to interact instantaneously with the teacher like no other tool out there. Finally have the discussions needed for students to grasp a deeper understanding of mathematics and so much more.  
Asmt Tech Evaluation Poll Code: 45040

648  Renaissance, Catalina  Grades 6-12
USING DIGITAL STORYTELLING TO BRING CALIFORNIA CCSSM TO LIFE
Stephanie Castleberry, American Book Company
scastleberry@abck12.com
This session will teach educators how to use free Digital Storytelling software to design engaging, interactive lessons that not only help students master the standards, but also teach today’s learners why math is so important. 
Tech Evaluation Poll Code: 45046

649  Renaissance, Mojave Lrng Ctr  Grades 6-12
QUANTITATIVE PROBLEM SOLVING: THE PARAMETRIC APPROACH
Manuel Chavez, Los Angeles USD
mec43682@lausd.net
Build “competent and confident problem solvers” with this powerful, yet untapped, algebraic approach that your students will actually understand and use to solve problems spanning from 6th grade to advanced mathematics. Experience math innovation.  
I/SpEd Gift ELL Evaluation Poll Code: 45049

650  Hilton, Plaza B  Grades 6-12
BUILDING STRUCTURES THAT GUIDE STUDENT SENSE-MAKING
Javier Garcia, Tulare County Office of Education
javierg@ers.tcoe.org
Feedback is critical to learning. Participants will explore ways to increase the point of contact between students and mathematics, consider structures to provide feedback that deepen student understanding of mathematics and sense-making strategies.  
Asmt Tech Evaluation Poll Code: 45051

CONFERENCE UPDATES:
Watch for changes and additions to the program at http://cmcsouth2014.sched.org
**651** Hard Rock, Palladium North Grades 7-12
Repeated 551

**GETTING STUDENTS TO TALK CONFIDENTLY (ABOUT MATH!)**

Kathleen Strange, MD USD  
kathstrange@comcast.net

Techniques to engage students in viable mathematics discourse so Algebra 1 and Geometry students can speak with confidence about what they know and don’t know. Presented by a CCSS curriculum writer who is back teaching in the classroom.

Asmt I/SpEd  Evaluation Poll Code: 45053

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**652** PSCC, Mesquite C Grades 7-12

**LOTS OF SQUARES: AN EXAMPLE FROM THE DIGITAL LIBRARY**

Sean Nank, American College of Education & Tiffany Obrien, Escondido UHSD  
svnank@sbcglobal.net

In this session, you will navigate the Digital Library to access activities. We will complete the Lots of Squares activity, discovering how many squares we can make inside of one square while problem solving and determining patterns.

Asmt STEM  Evaluation Poll Code: 45054

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**653** Hard Rock, Roxy Two Grades 7-12
Repeated 351

**DESMOS: INFINITE GRAPHING POWER ON EVERY DEVICE. FOR FREE.**

Michael Fenton, Fresno Christian Schools  
mfenton@fresnochristian.com

Supercharge your students’ problem-solving toolset with Desmos, the free and fantastically beautiful online graphing calculator. The learning curve is low and the sky’s the limit. (Bring a laptop or tablet to the session for maximum graphing joy.)

Asmt Tech  Evaluation Poll Code: 45058

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**660** Renaissance, San Jacinto Grades 8-9

**HANDS-ON STRATEGIES FOR TRANSFORMATIONAL GEOMETRY**

Julie Joseph, Tulare County Office of Education  
jjoseph@ers.tcoe.org

Build student understanding of congruence and similarity through the use of hands-on strategies. Participants will explore translations, reflections, rotations, and dilations using hands-on tools.

Asmt ELL  Evaluation Poll Code: 45059

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**661** PSCC, Smoke Tree B Grades 8-11
Repeated 561

**WHO, ME? I AM GOING TO TEACH STATISTICS IN ALGEBRA 1 AND 2?**

Robin Levine-Wissing & Rhoda McInerney, Glenbrook High School District 225  
bichons_98028@yahoo.com

Participants will explore statistics content new to Algebra 1 and 2 through implementation and transition to Common Core. Activities include summarizing, representing and interpreting data as well as inference, all with technology integration.

Asmt Tech I/SpEd  Evaluation Poll Code: 45060

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**663** Hilton, Plaza D Grades 8-12

**PREPARING FOR NEW CCSSM GEOMETRY STANDARDS**

Osvaldo Soto, San Diego USD & Frances Henderson, High Tech High International  
osoto@sandi.net

CCSSM geometry emphasizes proof. Three teachers will share lessons learned as they implemented a research-based, experiential geometry curriculum centered on developing geometry through proof, construction, student discourse and debate.

Asmt Tech I/SpEd  Evaluation Poll Code: 45066

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**664** Renaissance, Sierra Grades 8-12

**PERFORMANCE TASKS THAT BOTH FACILITATE AND ASSESS LEARNING**

Xuhui Li, California State University & Marianne Drummond, Wilson High School, Long Beach USD  
xuhui.li@csulb.edu

Tasks for mathematics learning and for performance assessment don’t have to be different! The speakers will discuss strategies for designing and adapting performance tasks that serve both purposes, and share experiences in classroom implementations.

Asmt Tech ELL  Evaluation Poll Code: 45068

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**665** Renaissance, Pueblo A College 8-C
Repeated 565

**DYNAMIC ALGEBRA BUILDING COMPETENT CONFIDENT PROBLEM SOLVERS**

Chris Mackenzie, Perris UHSD  
cca@brown.com

Launch the transformation by using Excel charts, Dynamic lessons, and multiple practice questions. Ideal to demonstrate dynamic variations in shape or position and suitable for creating worksheets. Students build knowledge with their own charts and data sheets.

Tech  Evaluation Poll Code: 45069

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**670** PSCC, Primrose C Grades 9-12

**CROCODILES, LOGS AND THE MATHEMATICAL PRACTICE STANDARDS**

Gail Burrill, Michigan State University  
burrill@msu.edu

A question about crocodiles leads to the CCSS 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?

Tech  Evaluation Poll Code: 45070

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**671** PSCC, Smoke Tree F Teacher Ed 9-12

**PROBLEM SOLVING WITH Π**

Kellie Evans, CSU Northridge & Kyle Ramstad, CSU Northridge NSF Teaching Fellowship Program  
kellie.m.evans@csun.edu

In anticipation of March 14, 2015 (3.1415…), this session will celebrate π. Participants will use GeoGebra to make sense of problems, test ideas, and check that solutions make sense. Classroom ready activities will be provided. Bring a laptop.

Tech  Evaluation Poll Code: 45070

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**TIP for a Successful Conference:**
Expand your network.
CCSS mP 7
Look for and make use of structure.

Sustain your professional growth BEYOND the CMC-South Annual Conference.
<table>
<thead>
<tr>
<th>Session Code</th>
<th>Location</th>
<th>Grades</th>
<th>Title</th>
<th>Presenter</th>
<th>Email</th>
<th>Abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>701</td>
<td>PSCC, Primrose B</td>
<td>K-12</td>
<td>FAKE-WORLD MATH: MATH MODELING GONE WRONG &amp; GETTING IT RIGHT</td>
<td>Dan Meyer, Stanford University</td>
<td><a href="mailto:dani@mrmeyer.com">dani@mrmeyer.com</a></td>
<td>The presenter works with 1000s of math educators every year and finds more disagreement about the CCSS modeling standard than any other. What is modeling? How do we get our students to do it? And how do we get our students to like it?</td>
</tr>
<tr>
<td>709</td>
<td>Hard Rock, Palladium South</td>
<td>PreK-2</td>
<td>MORE UNDERSTANDING AND LESS COUNTING</td>
<td>Joan Cotter, Activities for Learning, Inc.</td>
<td><a href="mailto:joancotter@rightstartmath.com">joancotter@rightstartmath.com</a></td>
<td>As competent problem solvers, young children need to understand Common Core number sense and operations standards, not as rote sequences, but as visual processes based on logic and understanding using subitizing and temporary explicit number naming.</td>
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<tr>
<td>710</td>
<td>Hilton, Plaza D</td>
<td>K-2</td>
<td>MOVING STUDENTS FORWARD: FORMATIVE ASSESSMENT IN K-2</td>
<td>Sara Moore, ETA hand2mind</td>
<td><a href="mailto:smoore@hand2mind.com">smoore@hand2mind.com</a></td>
<td>Formative assessment is a powerful tool for teachers to help build student confidence. Discuss appropriate probes around number sense, ideas for incorporating hands-on learning, and strategies for providing feedback to young learners.</td>
</tr>
<tr>
<td>711</td>
<td>Renaissance, Cactus</td>
<td>K-2</td>
<td>MAKE SENSE OF NUMBER RELATIONSHIPS WITH NUMBER LINES K-2</td>
<td>Ann Carlyle, UC Santa Barbara</td>
<td><a href="mailto:atcarlyle@gmail.com">atcarlyle@gmail.com</a></td>
<td>The Open Number line is a model that students can use flexibly, depending on their familiarity with finding tens, counting forward by jumps of ones or tens, and their understanding of the relationship between addition and subtraction.</td>
</tr>
<tr>
<td>712</td>
<td>PSCC, Mesquite G</td>
<td>K-5</td>
<td>THREE READS: SOLVING RIGOROUS MATH TASKS WITH UNDERSTANDING!</td>
<td>Barbara Blanke, Cal Poly San Luis Obispo</td>
<td><a href="mailto:drbarbblanke@gmail.com">drbarbblanke@gmail.com</a></td>
<td>Meet or exceed the CCSSM using this simple strategy to build confident problem solvers. See how problem stems from any resource &amp; the “3 Reads” strategy can develop a deep understanding for solving cognitively demanding tasks for ALL K-5 students!</td>
</tr>
</tbody>
</table>

**WEAR YOUR NAME TAG**

for admission to all sessions and the Exhibit Hall.

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**FIRE CODE:**

We have made every attempt to provide adequate seating for participants at the conference.

For your safety and because of fire regulations, only those with seats will be allowed to remain in meeting rooms.

No additional chairs may be added to the room. To conform to fire codes, it will be necessary to ask persons sitting on the floor or standing to leave the room.

Thanks for your cooperation.
720  Renaissance, San Jacinto  Grades 1-2
BUILDING MEASUREMENT TOOLS TO BUILD UNDERSTANDING

Julie Joseph, Tulare County Office of Education
jjoseph@ers.tcoe.org

Learn to help students understand measurement by building their own measurement tools. Participants will build “straw rulers” to help students develop their understanding of linear measurement as called for in the 1st and 2nd grade CCSS standards.

I/SpEd  ELL  Evaluation Poll Code: 47038

721  PSCC, Mesquite D  Grades 1-6
IMPROVING PROBLEM SOLVING WITH MENTAL MATH ACTIVITIES

Joseph Walsh, Brandman University
jwalsh@brandman.edu

This will be an interactive session in which participants learn strategies to use in their classroom that promote mental math and improve the problem-solving abilities of their students while focusing on Common Core.

Asmt  I/SpEd  Evaluation Poll Code: 47047

722  Renaissance, Ventura  Grades 2-6
SETTING THE STAGE FOR MP3: MAKING DISCOURSE SAFE FOR ELLS

Morri Spang, Los Angeles USD & Julie McNamara, CSU East Bay
mospang@aol.com

“A safe learning environment” sounds like common sense, but how do we create it? We will walk you through the nuts and bolts of creating a classroom community so all students will benefit from classroom discourse. Classroom video will be shown.

S J  Asmt  ELL  Evaluation Poll Code: 47051

723  Renaissance, Santa Rosa  Grades 2-8
“TALK TO LEARN” KEY CONCEPTS & ACADEMIC LANGUAGE

Debra Coggins, Debra Coggins & Associates
debracoggins@mac.com

Student talk, vocabulary development, and representations including diagrams help all students, including English language learners, develop math concepts and academic language such as fewer, difference, compare, proportional, and times as many.

ELL  Evaluation Poll Code: 47053

730  Hard Rock, Palladium North  Grades 3-5
FUN MATH GAMES THAT BUILD CONFIDENT PROBLEM SOLVERS

Mary Curry, MANGO Math
mary@mangomath.com

Attendees will play math games that promote the Common Core State Standards for Mathematical Practice. These practices establish the foundation for which students learn problem-solving skills and the games increase interest and understanding.

I/SpEd  Evaluation Poll Code: 47052

732  PSCC, Mesquite F  Grades 3-5
BUILDING A COMMUNITY OF LEARNERS THROUGH PROBLEM SOLVING

Judy Devens-Seligman, Hacienda La Puente USD & HeidiButkus, HeidiSongs
jdseligman1@verizon.net

See problem solving in action as students solve non-routine problems. Learn strategies to facilitate group work and share solution methods. Discuss questioning techniques that probe students’ thinking and provide formative assessment.

Asmt  Gift  ELL  Evaluation Poll Code: 47054

733  PSCC, Mesquite H  Grades 3-5
BE STRATEGIC: TOOLS FOR MULTIPLICATION AND DIVISION

Rob Nickerson, ORIGO Education
r_nickerson@origomath.com

Strategies, visual models, and reasoning develop number and operation sense for students. Teaching ‘how to think’ is the focus for learning the basic facts in multiplication. Come ‘use tools strategically’ that foster competent mathematicians.

I/SpEd  Evaluation Poll Code: 47055

734  PSCC, Primrose A  Grades 3-6
FRACTIONS FOR FUN—NOT FEAR!

Marcy Cook, Independent Math Consultant
marcycook123@gmail.com

Ensure students UNDERSTAND what a common fraction really means. Use number lines, make connections with geometric shapes, deal with fractional parts of numbers as well as “pie” models. Combine thinking & reasoning with fraction number sense.

Asmt  Gift  Evaluation Poll Code: 47056

735  PSCC, Smoke Tree A  Grades 3-7
MAKING SENSE OF FRACTIONS AND OPERATIONS WITH FRACTIONS

Barbara Schallau, East Side UHSD
schallaub@esuhsd.org

I will show how to teach equivalent fractions and fraction operations for understanding—especially division! All classroom activities will show how students can recreate their learning, instead of memorizing. This promotes confident math students.

I/SpEd  ELL  Evaluation Poll Code: 47058

736  Hilton, Plaza B  Grades 3-9
INTO THE CORE: RIGOROUS TASKS FOR ALL

Maria Tere Hirsch, Los Angeles Office of Education
terehi@aol.com

Insure ALL students can access rigorous tasks. Look at new & tried & true strategies necessary to facilitate a path to success. The SMP will impact the classroom, we need to help students persevere, organize, observe, conclude, use tools, & justify

Asmt  I/SpEd  ELL  Evaluation Poll Code: 47060

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Raffle Drawing in the Exhibit Hall
See page 56 for more information.

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TIP for a Successful Conference:
Provide feedback to CMC-S.
**Saturday, 1:15 p.m. to 2:45 p.m. (cont.)**

<table>
<thead>
<tr>
<th>Session ID</th>
<th>Location</th>
<th>Grade Level</th>
<th>Title</th>
<th>Speaker(s)</th>
<th>Email(s)</th>
<th>Abstract</th>
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<tbody>
<tr>
<td>737</td>
<td>PSCC, Smoke Tree E</td>
<td>Grades 3-12</td>
<td><strong>LITERACY AND THE CCSSM: READING &amp; WRITING FOR UNDERSTANDING</strong></td>
<td>David Pugalee, UNC Charlotte</td>
<td><a href="mailto:david.pugalee@uncc.edu">david.pugalee@uncc.edu</a></td>
<td>Reading and writing exemplars promoting engagement as envisioned in the CCSS will be presented. Participants receive a 65 page handout of strategies, information, and tools to assist in developing literacy connections supporting the Common Core.</td>
</tr>
<tr>
<td>738</td>
<td>PSCC, Smoke Tree C</td>
<td>Grades 4-6</td>
<td><strong>VOLCANIC FRACTION</strong></td>
<td>Taik Kim, New Mexico Highlands University</td>
<td><a href="mailto:taikkim@nmhu.edu">taikkim@nmhu.edu</a></td>
<td>The goal of this session is to show teachers how to develop the concept of fractions to students, and how to improve children’s thinking skills and understanding of fractions. The speaker will present a variety of strategies to teach fractions.</td>
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<tr>
<td>739</td>
<td>Renaissance, Chino A</td>
<td>Grades 4-10</td>
<td><strong>UNRAVELING THE MYSTERIES OF GEOMETRY BY BUILDING A BOX</strong></td>
<td>Nicholas Restivo, MOEMS</td>
<td><a href="mailto:nicholas.restivo@gmail.com">nicholas.restivo@gmail.com</a></td>
<td>Transform greeting cards into boxes to understand the relationships among perimeter, area and volume. Give students an in-depth understanding of geometry terms: families of quadrilaterals, volume, surface area, ratio and proportion.</td>
</tr>
<tr>
<td>740</td>
<td>PSCC, Mesquite C</td>
<td>Grades 4-10</td>
<td><strong>IMPROVING REASONING THROUGH WRITTEN PERFORMANCE ASSESSMENTS</strong></td>
<td>John Woodward, University of Puget Sound</td>
<td><a href="mailto:woodward@pugetsound.edu">woodward@pugetsound.edu</a></td>
<td>Participants will learn how written performance assessments can be used for Mathematical Practices such as reasoning and constructing arguments. Research support as well as the needs of students at risk for special education will be discussed.</td>
</tr>
<tr>
<td>741</td>
<td>Renaissance, Pueblo A</td>
<td>Grades 5-7</td>
<td><strong>ENGAGING STUDENTS IN CCSS MP 1: WHAT DOES THE TEACHER DO?</strong></td>
<td>Iris Riggs &amp; Laura Wallace, CSU San Bernardino</td>
<td><a href="mailto:iriggs@csusb.edu">iriggs@csusb.edu</a></td>
<td>Experience the “Math Tug of War” problem as you consider the teacher’s role while students are finding entry into a problem, attempting to solve the problem, and sharing their approaches and solutions. A problem-based lesson will be shared.</td>
</tr>
<tr>
<td>742</td>
<td>Hilton, Plaza C</td>
<td>Grades 6-8</td>
<td><strong>PROBLEMS TO EXPLOIT SEEING STRUCTURE &amp; GENERALIZATION</strong></td>
<td>Joanne Becker, San Jose State University</td>
<td><a href="mailto:joanne.rossibecker@sjsu.edu">joanne.rossibecker@sjsu.edu</a></td>
<td>MP 7 and 8: Use of Structure &amp; Regularity in Repeated Reasoning are inextricably linked. Videos will illustrate activities that actuate them. The importance of visualization will be evident in seeing structure and using it to generalize.</td>
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<tr>
<td>743</td>
<td>Hard Rock, Roxy</td>
<td>Grades 6-8</td>
<td><strong>CATCH THE ONE THAT GOT AWAY—TRANSFORMING MATH HATERS</strong></td>
<td>Mike Chamberlain, San Joaquin Valley Mathematics Project &amp; Jason Chamberlain, Caruthers Elementary School</td>
<td><a href="mailto:mchamberlain@fcoe.org">mchamberlain@fcoe.org</a></td>
<td>Fun, current, multiple-entry level problems build confidence and interest in math. Learn the art of choosing motivating problems and how to present them so that even the most disillusioned middle school student can’t keep from joining in the fun!</td>
</tr>
<tr>
<td>744</td>
<td>PSCC, Primrose C</td>
<td>Grades 6-9</td>
<td><strong>CCSS, RATIOS AND PROPORTIONS: IMPLICATIONS FOR OUR TEACHING</strong></td>
<td>Gail Burrill, Michigan State University</td>
<td><a href="mailto:burrill@msu.edu">burrill@msu.edu</a></td>
<td>The CCSS approach to ratios and proportions, supported by interactive dynamic technology, can bring coherence and consistency to content that has been “tough to teach/tough to learn.” What shifts do we need to make in our practice?</td>
</tr>
<tr>
<td>745</td>
<td>PSCC, Smoke Tree F</td>
<td>Teacher Ed 6-10</td>
<td><strong>SIMILARITY WITH GEOGEBRA</strong></td>
<td>Ross Morrow, III &amp; Armando Martinez-Cruz, CSU Fullerton</td>
<td><a href="mailto:rmorrow13@csu.fullerton.edu">rmorrow13@csu.fullerton.edu</a></td>
<td>We will explore and discuss the concept of similar figures with GeoGebra (dynamic geometry software). Handouts and CD provided. No familiarity with the software is needed. Bring your laptop.</td>
</tr>
<tr>
<td>746</td>
<td>Renaissance, Sierra</td>
<td>Grades 6-12</td>
<td><strong>TRANSFORMULAS: SIMPLIFYING RELATIONSHIPS WITH HI &amp; LO TECH</strong></td>
<td>Jedidiah Butler, PUHSD</td>
<td><a href="mailto:jedidiahbutler@gmail.com">jedidiahbutler@gmail.com</a></td>
<td>Simplify facetious formulas for seemingly unrelated shapes with just 1. Connect geometry and algebra in meaningful ways that will enhance conceptual understandings for both teacher and student. Actually use transformations in the classroom.</td>
</tr>
</tbody>
</table>

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**Saturday Exhibit Hall Hours:** 8:00 a.m. to 3:00 p.m.

Remember to Visit the CMC *ComMuniCator* Booth in the Exhibit Hall!
TIP for a Successful Conference:
Visit the Exhibit Hall.
Session # | Location | Grade Level
--- | --- | ---
771 | Renaissance, Andreas | Grades 9-12
796 | Hilton, Tapestry | Teacher Ed 6-12

**EXPLORING MEAN, MEDIAN, AND MODE IN THE COMMON CORE FOR HS**

*Susan Sim-Kim & Amy Aviv, Los Angeles USD  
susan.simkim@lausd.net*

Defining, Understanding, and Applying Mean, Median, and Mode from Common Core Standards to Secondary Algebra 1 & 2 courses. Middle School teachers encouraged to attend to understand learning progressions.

Tech 1/SpEd ELL Evaluation Poll Code: 47138

**LEARNING CALCULUS THROUGH EXPLORATIONS**

*Mimi Yang, The Northwest School  
mimiyang@gmail.com*

I will share my adventure of teaching a “backwards”, exploration-based Calculus class, and ask you to share your own ideas about how to further re-shape this content-heavy course in a student-centered approach!

Asmt Tech Evaluation Poll Code: 47139

**TEACHING SAMPLING AND EXPERIMENTS IN AP STATISTICS**

*Douglas Tyson, Central York SD & Jason Molesky, Lakeville Area Public Schools  
tyson.doug@gmail.com*

This session will provide activities for teaching stratified random sampling, cluster sampling, and simple random sampling and how they differ. Another activity will investigate random assignment in experiments is different than random sampling.

STEM Evaluation Poll Code: 47136

**EXPLORING PROJECT-BASED LEARNING THROUGH THE LENS OF CCSS**

*Jade White & Amy Callahan, High Tech High, San Diego USD  
jwhite@hightechhigh.org*

In this workshop we will look at a variety of tried-and-true projects for the math classroom. Participants will experience the initial steps of a project and will walk away with ideas to help implement CCSS aligned projects in their classrooms.

Asmt Tech ELL Evaluation Poll Code: 47179

**NEW!**

**Speaker Evaluation System**

There is a new speaker evaluation system this year. Instead of a paper evaluation, participants will text their responses. This will give the speaker quick feedback and help us to maintain the quality of the program. Please see below. You will see this in all of your sessions and your presenter will give you the 6-digit poll code for this session.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

Submit a proposal to speak at our 2015 Conference. Visit the speaker page of our website in early March and complete the online proposal form.
<table>
<thead>
<tr>
<th>Event Number</th>
<th>Location</th>
<th>Grades</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>801</td>
<td>PSCC, Primrose B</td>
<td>6-12</td>
<td>Teaching Math Using Real-World Topics</td>
</tr>
<tr>
<td>802</td>
<td>PSCC, Primrose A</td>
<td>Leadership</td>
<td>Leading Mathematics Change Across a School District</td>
</tr>
<tr>
<td>810</td>
<td>Renaissance, Pueblo B</td>
<td>PreK-2</td>
<td>Building Number Sense and Problem-Solving Readiness</td>
</tr>
<tr>
<td>811</td>
<td>PSCC, Smoke Tree C</td>
<td>PreK-3</td>
<td>Systematic Measurement of Progress: Essential Math Skills</td>
</tr>
<tr>
<td>812</td>
<td>PSCC, Smoke Tree E</td>
<td>PreK-5</td>
<td>Math Club: How Math as Play Builds Core Competencies</td>
</tr>
<tr>
<td>813</td>
<td>Renaissance, Chino B</td>
<td>PreK-12</td>
<td>Rethinking How We Respond to Student Misconceptions</td>
</tr>
<tr>
<td>814</td>
<td>PSCC, Mesquite C</td>
<td>K-2</td>
<td>Number Talks and Frazer Models</td>
</tr>
<tr>
<td>815</td>
<td>Renaissance, Chino A</td>
<td>K-3</td>
<td>The Parallel Journeys of Assessment and Instruction</td>
</tr>
<tr>
<td>816</td>
<td>PSCC, Mesquite D</td>
<td>K-3</td>
<td>Empowering Teachers to Transform Numeracy</td>
</tr>
<tr>
<td>817</td>
<td>Renaissance, Santa Rosa</td>
<td>K-6</td>
<td>Explore Engaging Opportunities to Meet Our ELLs Needs</td>
</tr>
</tbody>
</table>

TIP for a Successful Conference:
Enjoy!

CCSS MP 8
Look for and express regularity in repeated reasoning.
Participants will explore a linguistic approach to solving word problems. They will address concepts of semantics and syntax as they analyze a number of example word problems and discuss strategies for developing their students’ mathematical fluency.

ELL Evaluation Poll Code: 45880

This session introduces paired text, demonstrates how paired text can teach mathematical practices, promotes ways to develop paired text, and shares a theoretical model for using trade books to address CCSS in mathematics.

Gift ELL Evaluation Poll Code: 45901

Do your students need hands-on activities to help develop their math concepts and to help actively engage them in learning the CCSS? Discover benefits and ways to use a variety of manipulatives in your class to help students understand math.

Tech I/SpEd Gift ELL Evaluation Poll Code: 45902

Learn how to effectively use the number line to reinforce that fractions are numbers, develop an understanding of magnitude and make comparisons. Strategies for addressing the common core content and practice standards will be presented.

Asmt Tech ELL Evaluation Poll Code: 45932

Get hands-on with free geometry programs and applets that will allow your students to explore, conjecture, justify, and problem solve. These tools truly engage students, and will prepare them for Smarter Balanced geometry problems.

Tech Evaluation Poll Code: 45936

Discover the world of modeling with mathematics and develop student problem solvers in the process. Describe, discuss, and implement “math talks” to facilitate student group conversations.

Gift ELL Evaluation Poll Code: 45938

Follow CMC on Twitter: @CAMathCouncil for resources, advocacy, and networking to realize equity in mathematics education.

"Like Us" on Facebook: facebook.com/CAMathCouncil
839  Hard Rock, Roxy  Grades 5-8
EXPLORING MATH THROUGH PUZZLES
Nancy Blachman, Julia Robinson Math Festival
nancy@blachman.org
Looking to get middle school students inspired by math? The puzzles in this workshop engage students with different mathematical abilities, enrich their skills, and make learning challenging and fun.
Gift  Evaluation Poll Code: 45940

840  PSCC, Mesquite F  Grades 5-9
PROMOTING PRODUCTIVE STRUGGLE WITH JUCY PROBLEMS
Vicki Vierra, Ventura County Office of Education
vvierra@vcoe.org
Bring CC Math to life in your classroom with rich problems that call for students to model the context with mathematics. Students develop Math Practice 4 as they connect expressions, equations and representations to explain real world situations.
Asmt  Gift  ELL  Evaluation Poll Code: 45939

841  Renaissance, Mojave Lrng Ctr  Grades 5-12
OCCUPY MARS HIGH MOTIVATIONAL STEAM + PROJECT-BASED LEARNING
Bob Barboza, Super School University
suprschool@aol.com
Learn how we integrate special needs, gifted and English language learners into our high motivational STEAM ++ math and language based Occupy Mars Learning Adventures, Backpack Journalism, Backpack Science and Backpack Robotics programs.
I/SpEd  Gift  ELL  Evaluation Poll Code: 45942

842  Renaissance, Sierra  Grades 5-C
PUT REMEDIATION IN THE HANDS OF YOUR STUDENTS WITH AR
John Stevens, Chaffey JUHSD & Matt Vaudrey, Moreno Valley USD
stevens009@gmail.com
Capture student excitement with technology and critical questioning. This session takes the tech-curious math teacher and presents steps to place remediation in the hands of students without reteaching the lesson using Augmented Reality.
Tech  I/SpEd  Gift  Evaluation Poll Code: 45943

843  Renaissance, Pueblo A  Grades 6-8
MAMMOTH MATH: 40,000 YEARS AND COUNTING
Curt Abdouch, jeST-EAimagine & James Christman, Davis Magnet School, Newport Mesa USD
curtisabdouch@gmail.com
This collection of activities uses the mammoth as a context to connect abstract mathematical concepts to practical applications in order to emphasize the value of problem solving. Problems include geologic time, hibernation and climate signals.
Gift  Evaluation Poll Code: 45945

844  Hard Rock, Woodstock Two  Grades 6-8
REVOLUTIONARY MATH INTERVENTION
Janet Bales, Scholastic, Inc.
jbales@scholastic.com
Successful math intervention at middle schools has been difficult to achieve. Learn how many educators are revolutionizing their instructional practices and student engagement through the implementation of MATH 180.
STEM  Evaluation Poll Code: 45948

845  PSCC, Mesquite E  Grades 6-9
VISUALIZING ALGEBRA USING MATH IN THE MIND’S EYE
Suzanne Hassler, Clark County SD
suzanneh45@yahoo.com
Visualizing Algebra is a powerful replacement unit that is a perfect fit for the Algebra domain in grades 6-8 of the Common Core. A differentiated unit that allows students at all levels to engage in Algebra and algebraic reasoning through modeling.
I/SpEd  Gift  Evaluation Poll Code: 45952

846  Hilton, Plaza B  Grades 6-10
EXAMPLES AND RESOURCES FOR MATHEMATICAL MODELING
Brian Lim, CSU Sacramento
blim128@yahoo.com
We will do some of my favorite mathematical modeling problems as well as discuss some of the key things to consider when we model with mathematics. I will share some of the resources where you can get more ideas of mathematical modeling.
STEM  Evaluation Poll Code: 45953

847  PSCC, Mesquite B  Grades 6-12
USING iPADS EFFECTIVELY WITH ONE OR A CLASS SET
Tom Reardon, Youngstown State University
tom@tomreardon.com
See how to incorporate the TI-Nspire app for iPads in your math classroom from grades 7 to 12, as a demo tool or in a 1-1 situation. See how to integrate graphing, geometry, spreadsheets, data, and statistics – all communicating together in one cool app!
Asmt  Tech  Evaluation Poll Code: 45957

848  PSCC, Primrose C  Grades 6-12
USING FEEDBACK & REVISION TO IMPROVE COMMUNICATING REASONING
Jessica Murk, Windsor USD & Patrick Callahan, UCLA
jmurk@wusd.org
In math class students are taught, first draft equals final draft. By using peer feedback and revision, students can learn how to persevere in their own problem solving, and also how to construct viable arguments and critique the reasoning of others.
Asmt  ELL  Evaluation Poll Code: 45961

850  PSCC, Smoke Tree D  Teacher Ed 6-12
INTRODUCTION TO BLAST LEARNING
Blaine Matis, LA Alliance
blainematis@gmail.com
This session will lead you through what BLAST blended learning is and how it is implemented in the math classroom. We will learn how to incorporate station rotations and technology in order to differentiate for all students effectively.
Tech  Evaluation Poll Code: 45964

Room capacity enforced by the Fire Marshall! See page 45.
Let's put them back into Math-ematics!
Jennifer Branch, Greater Los Angeles Math Council & Roxanne Klarin, Los Angeles USD - CCSS Secondary Math Learning Facilitator
algebranch@yahoo.com
Connect your students' mathematical understanding with real-world applications, problem-solving strategies, and captivating activities that adhere to the CCSS and mathematical practices. Let's get our students (them) to be competent and confident!
Asmt | I/SpEd | Gift
---|---|---
Evaluation Poll Code: 45972

Do the Math: Like your life depends on it
Jennifer North Morris, Math Coach/Specialist & John Berray, West Hills High School, Grossmont UHSD
jnomo@me.com
The pressure is higher than ever to use investigative tasks in mathematics. Come experience “life or death” investigations that help us understand what meaningful tasks look like. Come consider your choices... and construct viable arguments.
Asmt | Tech
---|---
Evaluation Poll Code: 45973

Trike wars! How great tasks create great problem solvers
Marti Hoyt & Mitch Heethius, Kern HSD
marti_hoyt@kernhigh.org
A hands-on demonstration of a strong mathematical task focused on developing linear relationships. Students are engaged in an open-ended task that utilizes the math practices. Information to many more CCSS class-ready tasks available.
ELL
Evaluation Poll Code: 45979

Transforming how we make sense of congruence and similarity
Jennifer Wilson, Rankin County SD
jwilson@rcsd.ms
How can we show that two figures are congruent and/or similar to each other? In this session, we will use rigid motions, dilations, and several interesting tasks to explore and deepen student understanding of the congruence and similarity of figures.
Asmt | Tech
---|---
Evaluation Poll Code: 45979

Modeling the Suez canal: A million system of equations
Daniel Teague, NCSSM
teague@ncssm.edu
This talk presents a real-world modeling activity to demonstrate the CCSS modeling process. We will use 2nd year algebra to develop a model of the traffic flow in the Suez Canal, and find an optimal solution for how to organize the flow of traffic.
STEM
Evaluation Poll Code: 45984

Please silence your cell phones.
<table>
<thead>
<tr>
<th>Speaker</th>
<th>Session #</th>
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</thead>
<tbody>
<tr>
<td>Abdouch, Curt</td>
<td>843</td>
</tr>
<tr>
<td>Acosta, Monica</td>
<td>530</td>
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<tr>
<td>Adams, Paul</td>
<td>824</td>
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<td>Alcozer, Howard</td>
<td>491</td>
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<td>Anderson, Sarah</td>
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<tr>
<td>Ani, Karim</td>
<td>801</td>
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<td>248, 796</td>
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<td>272</td>
</tr>
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<td>Christman, James</td>
<td>313, 843</td>
</tr>
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<td>Clark, Caroline</td>
<td>296</td>
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</tbody>
</table>

<table>
<thead>
<tr>
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<th>Session #</th>
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<tbody>
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<td>238</td>
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<td>Deister, Myra</td>
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<td>216, 820</td>
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<td>144</td>
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<td>406</td>
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<td>135, 215</td>
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<td>Felling, Jane</td>
<td>320, 421</td>
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<tr>
<td>Felling, John</td>
<td>199, 543</td>
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<tr>
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<td>351, 452, 653</td>
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<td>143, 490</td>
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<td>442</td>
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<td>440, 540</td>
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<td>714</td>
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<td>142, 239</td>
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<td>532</td>
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<td>Gerver, Robert</td>
<td>163, 280</td>
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<td>470</td>
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<td>113, 412</td>
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<th>Session #</th>
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<td>331</td>
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<td>Lazare, Shermine</td>
<td>329</td>
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<td>Lee, Alexandra</td>
<td>373</td>
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<td>463, 561, 661</td>
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<td>Lewis, Walter</td>
<td>237</td>
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<tr>
<td>Li, Xuhui</td>
<td>664</td>
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</table>
The 55th Annual CMC-South Conference committee wishes to thank all of the speakers for helping to make a memorable and meaningful conference for mathematics educators.
Check the Raffle Coupon booklet in your conference bag. Drop off the coupons at the participating booths for their raffle or free give-aways. Make sure to fill out the coupon before you drop it off! Drawings will be held on Friday at 1:00 and 5:00 and on Saturday at 12:30.
### 2014 Exhibitors

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Page</th>
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<tbody>
<tr>
<td>Activities for Learning, Inc (NEW)</td>
<td>134</td>
</tr>
<tr>
<td>AIMS Center for Math and Science</td>
<td>420</td>
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<td>American Book Company</td>
<td>228</td>
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<td>Amplify (NEW)</td>
<td>744</td>
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<tr>
<td>Ascend Math (NEW)</td>
<td>345</td>
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<td>AXA Advisors, LLC</td>
<td>321</td>
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<tr>
<td>The BACH Company</td>
<td>220</td>
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<tr>
<td>Bedtime Math Foundation (NEW)</td>
<td>332</td>
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<tr>
<td>Box Cars and One-Eyed Jacks</td>
<td>325</td>
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<tr>
<td>Calculus in Motion</td>
<td>416</td>
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<tr>
<td>California JumpStart Coalition</td>
<td>120</td>
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<td>California Mathematics Council</td>
<td>504</td>
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<td>California Teachers Assoc. (NEW)</td>
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<td>238</td>
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<td>216</td>
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<td>Center for Mathematics and Teaching, Inc</td>
<td>427</td>
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<tr>
<td>ConsumerMath.org</td>
<td>446</td>
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<tr>
<td>CORD Communications, Inc</td>
<td>338</td>
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<td>CPM Educational Program</td>
<td>205</td>
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<td>Creative Instruction LLC-Math Graffiti</td>
<td>128</td>
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<td>CSU/UC Mathematics Diagnostic Testing Project</td>
<td>428</td>
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<td>Curriculum Associates</td>
<td>414</td>
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<td>431</td>
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<td>203</td>
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<td>Edmentum</td>
<td>227</td>
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<td>108</td>
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<tr>
<td>eInstruction by Turning Technologies (NEW)</td>
<td>334</td>
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<td>ETA hand2mind</td>
<td>526</td>
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<td>Exemplars</td>
<td>234</td>
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<td>519</td>
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<td>221</td>
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<td>337</td>
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<td>FluidityMath-Fluidity Software, Inc</td>
<td>247</td>
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<td>Frog Publications</td>
<td>237</td>
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<tr>
<td>Grand Canyon University</td>
<td>327</td>
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<td>545</td>
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<td>404</td>
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<td>It’s About Time</td>
<td>426</td>
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<td>IXL Learning</td>
<td>421</td>
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<td>Lakeshore Learning Materials</td>
<td>207</td>
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<tr>
<td>The Learning Carpet-TLC, Inc</td>
<td>326</td>
</tr>
<tr>
<td>Learning Wrap Ups, Inc</td>
<td>239</td>
</tr>
<tr>
<td>Los Angeles Unified School District (NEW)</td>
<td>117</td>
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<tr>
<td>M Folz</td>
<td>525</td>
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<tr>
<td>MANGO Math Group</td>
<td>132</td>
</tr>
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<td>Marcy Cook Math</td>
<td>527</td>
</tr>
<tr>
<td>The Markerboard People</td>
<td>319</td>
</tr>
<tr>
<td>Mathematically Minded, LLC (NEW)</td>
<td>127</td>
</tr>
<tr>
<td>Math for America Los Angeles</td>
<td>328</td>
</tr>
<tr>
<td>The Math Learning Center (NEW)</td>
<td>320</td>
</tr>
<tr>
<td>Math Teachers Press, Inc</td>
<td>313</td>
</tr>
<tr>
<td>MOEMS®</td>
<td>333</td>
</tr>
<tr>
<td>Mathfunbook.com (NEW)</td>
<td>240</td>
</tr>
<tr>
<td>McGraw-Hill Education</td>
<td>204</td>
</tr>
<tr>
<td>MIND Research Institute</td>
<td>422</td>
</tr>
<tr>
<td>Music Notes</td>
<td>322</td>
</tr>
<tr>
<td>Nasco</td>
<td>213</td>
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<tr>
<td>National Geographic Learning/Cengage Learning</td>
<td>316</td>
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<td>508</td>
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<tr>
<td>Origo Education</td>
<td>346</td>
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<td>Pearson</td>
<td>434</td>
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<tr>
<td>Peoples Education</td>
<td>214</td>
</tr>
<tr>
<td>Rainbow Book Company (NEW)</td>
<td>339</td>
</tr>
<tr>
<td>Redbird Advanced Learning (NEW)</td>
<td>340</td>
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<tr>
<td>Renaissance Learning</td>
<td>222</td>
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<tr>
<td>Rockin Feet by Unique 4 U, LLC</td>
<td>232</td>
</tr>
<tr>
<td>Rosen Classroom</td>
<td>439</td>
</tr>
<tr>
<td>Russian Blue Diamonds (NEW)</td>
<td>138</td>
</tr>
<tr>
<td>Scholastic/Math Solutions</td>
<td>521</td>
</tr>
<tr>
<td>School Savers</td>
<td>516</td>
</tr>
<tr>
<td>SpringBoard, The College Board</td>
<td>514</td>
</tr>
<tr>
<td>Stamping Till Dawn Educational Supplies</td>
<td>314</td>
</tr>
<tr>
<td>Stokes Publishing Company</td>
<td>225</td>
</tr>
<tr>
<td>Teacher Treasures</td>
<td>233</td>
</tr>
<tr>
<td>Teacherwear</td>
<td>231</td>
</tr>
<tr>
<td>TEAM UP! The Common Core Math Game (NEW)</td>
<td>331</td>
</tr>
<tr>
<td>TenMarks Education, an Amazon Co. (NEW)</td>
<td>104</td>
</tr>
<tr>
<td>Tessellations &amp; Jacobs Publishing</td>
<td>115</td>
</tr>
<tr>
<td>Texas Instruments</td>
<td>308</td>
</tr>
<tr>
<td>Think Through Math</td>
<td>515</td>
</tr>
<tr>
<td>TODOS Mathematics for ALL</td>
<td>246</td>
</tr>
<tr>
<td>TPS Publishing Inc</td>
<td>520</td>
</tr>
<tr>
<td>Triumph Learning</td>
<td>209</td>
</tr>
<tr>
<td>US Math Recovery Council® (NEW)</td>
<td>114</td>
</tr>
<tr>
<td>Voyager Sopris Learning</td>
<td>122</td>
</tr>
<tr>
<td>Walch Integrated Math</td>
<td>219</td>
</tr>
<tr>
<td>Western Governors University</td>
<td>226</td>
</tr>
<tr>
<td>YMIR, Inc./The Ultimate Puzzle</td>
<td>425</td>
</tr>
<tr>
<td>Zachary Hanan &amp; Assoc (NEW)</td>
<td>116</td>
</tr>
</tbody>
</table>

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Visit the Manipulative Playground in the Exhibit Hall!
Manipulatives provided by ETA hand2mind. Visit and “Play” and possibly win the manipulatives for your classroom!
### CMC-South Past Presidents

<table>
<thead>
<tr>
<th>President</th>
<th>Year</th>
<th>President</th>
<th>Year</th>
<th>President</th>
<th>Year</th>
<th>President</th>
<th>Year</th>
<th>President</th>
<th>Year</th>
</tr>
</thead>
</table>

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### STAY CONNECTED with CMC - South Affiliates

Meet your Affiliate colleagues at the Affiliate Luncheon! (See page 44.)

Join, participate, stay connected!

#### Greater San Diego Math Council
**GSDMC**
- Jason Slowbe
- [www.gsdmc.org](http://www.gsdmc.org)

#### Greater Los Angeles Math Council
**GLAMC**
- Michelle Katz
- [www.glamc.org](http://www.glamc.org)

#### Imperial County Math Council
**ICMC**
- Ciriam Valenzuela

#### Riverside San Bernardino Counties Mathematics Teachers’ Association
**RSBCMTA**
- Oghwa Ladner

#### San Gabriel Valley Math Council
**SGVMC**
- Nitza Peraza
- [mysgvmc.weebly.com](http://mysgvmc.weebly.com)

#### Ventura County Math Council
**VCMC**
- Wendi Bowles
- [www.vcmc.org](http://www.vcmc.org)

#### Antelope Valley Math Council
**AVMC**
- Matthias Vheru

#### Orange County Math Council
**OCMC**
- David Chamberlain
- [www.ocmathcouncil.com](http://www.ocmathcouncil.com)

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Contact your local affiliate. Find out more about their organization. Get involved at a local level!

Visit the CMC-South Connect and Network page at [www.cmc-south.org](http://www.cmc-south.org)
The California Mathematics Council-South is proud to announce its 39th Annual Program of Scholarships and Grants to promote interest in mathematics and excellence in the teaching of mathematics. Scholarships range in amounts from $200 to $2000 and are available to students enrolled in education credential programs and to teachers who are members of CMC-South. Go to http://www.cmc-south.orgcmc-s-awards-and-scholarships-recipients.html for more information.

Other Awards and Scholarships

- ELISABETH JAVOR K–8 MENTORING AWARD
- CMC-SOUTH LURIE CENTER SCHOLARSHIP
- CMC-SOUTH SUSIE HAKANSSON AWARD

For information on these awards, go to: www.cmc-south.org

New! Speaker Evaluation System

There is a new speaker evaluation system this year. Instead of a paper evaluation, participants will text their responses. This will give the speaker quick feedback and help us to maintain the quality of the program. Please see below. You will see this in all of your sessions and your presenter will give you the 6-digit poll code for this session.

**Example:** 381025 323 Great session!

**Non-Example:** 381025 3 2 3 Great session!

**Non-Example:** 381025 3-2-3 Great session!

### CONFERENCE EVALUATION

Help us continue to work toward excellence in our conference. Tell us what you think. Visit our website and complete the online conference evaluation form. You may be one of the two persons selected at random to receive complimentary registration for the 2015 CMC-South conference. www.cmc-south.org
PALM SPRINGS Area Map

Enjoy your stay in Palm Springs!
The Standards for Mathematical Practice of the CCSS challenge students to think like mathematicians. How is this different from what is happening in your classroom now?

We enrich problems by embedding the Standards for Mathematical Practice. We make the problem more engaging! We add ambiguity.

CPM Problem:
If the image of George Washington's face on Mount Rushmore is 60 feet tall, what is the length of his nose? How did you get your answer?

Routine Problem:
Assume that George Washington had a face that was 9 inches long and a nose that was 2.75 inches long. If the face of George Washington on Mount Rushmore is 60 feet long, how long is his nose?

Can the students DO the CPM problem?
Yes, they can. Give them time to think. How can students find a solution? What tools can they use? What information might they gather?

To learn more visit CPM, booth #205, see our materials, and discuss this with a Teacher Leader!

CMC does not endorse or approve programs. This information is provided only for your perusal as you investigate services, products, issues and concerns you may have with regard to mathematics education.
To all participants.... Thank you for your continual support!

See you next year.... November 6 & 7, 2015

Common Core Mathematics: Building Competent and Confident Problem Solvers