California State University, Sacramento Mathematics Project

Home

About

Calendar

Professional Development
- Saturday Seminars
- Summer Institutes
- Mathematics Conferences
- Local Math Events

Achived Newsletters

Resource Links

Contact Us

S.A.M.E. Mini-Conference 2012

S.A.M.E. Mini-Conference

Save the Date
Saturday, March 3, 2012

Registration has closed for 2012

Click to download the S.A.M.E. Mini-Conference Information Packet (pdf)

Click to download the S.A.M.E. Mini-Conference List of Break-Out Descriptions (pdf)

Conference Agenda

8:15 a.m. - 8:45 a.m.	Registration and Continental Breakfast
8:45 a.m. - 9:10 a.m.	Welcome and Introductions
	What are California's Common Core Standards?
9:15 a.m. - 10:05 a.m.	Break-Out Session 1
10:15 a.m. - 11:05a.m.	Break-Out Session 2
11:10 a.m. - 11:45 a.m.	Poster Sessions and Vendors in Main Ballroom
11:50 a.m. - 12:40 p.m.	Break-Out Session 3
12:45 p.m. - 1:30 p.m.	A Moveable Feast: Lunch, Networking and Door Prizes

Conference Information

To Register:
Registration has closed for 2012.

If you have any questions you can email Debbie Dennick.

Break-Out Sessions:
Please indicate your session interest on the registration form so that we can have an idea for organizational purposes. Sessions will be open to maximum room capacity on the day of the conference. *(Your choice will not be "binding"!)*

Where to Go:
Sign-in and main sessions for the Conference will be in the University Union Building, Ballrooms II and III (first floor). You can download a campus map at www.csus.edu/map

affiliations

Certificates of Attendance:

Questions?
Contact Debbie Dennick or the MASE office at (916) 278-5487.

Workshop Descriptions

1) "Calendar Activities That Reinforce Mathematical Thinking" (Grades K-1)
Kerri Bray-Smith, St. Philomene School
This session will explore mathematical concepts that can be reinforced daily during calendar activities, i.e., place value, pattern, odd/even, time order, money, etc.

2) "Getting "M.I.F.F.-ed" Really Works!" (Grades K-8)
Susan Iida, Placer County Office of Education and Stacy James, St. John's School
Interested in learning some techniques that assist you to teach "without telling" and can be used throughout the instructional day, not just in one content area? Join us and get "M.I.F.F.-ed!" These research-based classroom management techniques are designed to get students involved, focus them to the content, especially in mathematics, as well as provide feedback to both the teacher and the students. Expect this session to be interactive.

3) "The Power of Multiplication Facts through Song" (Grades 1-12)
Mark Arnez, Mills Middle School
Teach your students to master multiples with song, rhythm and cadence. Bring a new excitement to your room. Teachers for all levels of math, including intervention for secondary teachers, will find value introducing this to your classroom in as little as 2 minutes a day. Participants will learn the songs of multiples through 10 and learn an innovative approach to writing multiples. Participants will be able to download a sing-along music video for use in the classroom and blackline masters of material presented.

4) "Long Division: Concept to Algorithm" (Grades 3-5)
Nicole Bussell and Marcie Morrill, Blue Oaks Elementary
We will describe how students can use fair sharing of paper money to provide a conceptual experience in order to understand the long division process. Our students have been able to connect the ideas distributing to each student and exchanging different denominations of bills to the different steps in long division. Come connect that conceptual experience to the standard algorithm.

5) "A fading STAR begins to reveal Smarter Balanced Assessments" (Grades 3-11)
Dave Chun, Sacramento County Office of Education
What information has Smarter Balanced Assessment given us relating to the new assessments? What might assessment questions and tasks look like under the Common Core Standards? In this session we will discuss these questions. We will also have the chance to try some of these proposed problems. In addition, we will discuss the implications of these changes.

6) "Understanding Decimal Place Value" (Grades 4-5)
Lara Kikosicki and April Fetch, Cobblestone Elementary
Join us as we look at decimals and come to a clearer understanding of them. We will be identifying what "a whole" looks like. Then, we will be using this to help students create a model to see the relationship between tenths, hundredths, and thousandths. We will connect this to an understanding of our base-ten system.

7) "Fraction Sense: Helping Children Compare and Estimate Fractions Quickly" (Grades 4-5)
Debbie Prekeges, Cobblestone Elementary
This session will cover "fraction number sense" for comparing and ordering fractions. Tried and proven activities will be presented as well as different resources that will help 4th and 5th graders estimate fractions quickly without reliance on formal algorithms. Students will learn to order such fractions mentally by comparing each to a known fraction, such as ½.

8) "Products Games" (Grades 4-8)
Dee Dee Panelli, Silverado Middle School and Janelle Colley, Quail Glen Elementary
A fun, fast paced game of multiplication, addition, and probability. Students have to use these skills quickly and accurately while playing to bet on the teacher's highest or lowest score.

9) "Addition and Subtraction of Integers"(Grades 5-9)
Edric Cane, Retired Teacher
This is an essential topic, one that is mastered by some students and dogs others all the way to remedial classes in college. In an illustration of what can happen when Common Core standards meet Content standards, we will develop and discuss a multifaceted strategy to make operations on integers almost as intuitive to students as adding and subtracting positive numbers.

10) "Connecting Arithmetic and Algebra to Develop Algebraic Thinking" (Grades 5-10)
Mark Freathy, Elk Grove Math Curriculum Specialist
In this session we will apply basic understanding of arithmetic and decomposition of number to enhance the development of algebraic thinking. We will also look at the conceptual understanding and application of the two most important numbers in math, zero and one. We

will also look at specific strategies to help teachers transition to the new Common Core Standards.

11) "Making Equations Real" (Special Ed. Grades 6-8)
Meghan Kerins, Silverado Middle School
Many kids, especially those with learning disabilities have trouble making sense of word problems. As a way to bridge the gap, reverse the process and work with the kids to turn standard equations into word problems. This helps them to understand the vocabulary and understand what the numbers really mean. In this session you will learn a process to move students from the equation to writing a word problem that would fit that equation. It was designed for use in a pullout special needs classroom.

12) "Turning Worksheets into Engaging Puzzles" (Grades 6-12)
Clay Dagler, Luther Burbank High School
Teachers will learn how to take any worksheet and turn it into a jigsaw puzzle. The students will complete the puzzle by matching each problem with its answer.

13) "Blending Common Core Standards in the Algebra Classroom" (Grades 7-10)
Kim Lillienthal, Placer County Office of Education
CANCELLED

14) "Angry Birds - Catapulting Deeper Understanding through Common Core with Quadratics" (Grades 7-12)
Christine Poulsen, Placer County Office of Education
In this session learn how to integrate Standards of Mathematical Practice when writing, developing, and teaching a lesson on Quadratics. Based on activities with Angry Birds phone APP, Understanding by Design, and utilizing a College Prep Math unit from CPM. Learn how to catapult into deeper understanding of quadratics. This Session is designed for anyone that teachers quadratics and Algebra 1, 7th - high school.

15) "Solving Multistep Linear Inequalities" (Grades 8-10)
Susan Seeley, Mt. Diablo High School
Come explore the concepts of range, translation, scale change, and reflection with respect to inequalities. Practice providing a justification for the direction of each inequality when solving multistep linear inequalities.

16) "Geometric Proof: A New Angle on Triangles" (Grades 8-10)
John McClung, Horizon Charter
Has a student ever told you, "I love proofs? These are easy." In this session, we'll explore a way to let geometry students delve into triangle congruence proofs so that proofs make sense to them.

17) "A Look at Rich Tasks for the High School Classroom" (Grades 9-12)
Kim Elce and Scott Farrand, Sacramento State, and Deb Stetson, CSUS Mathematics Project
Asking students to draw upon skills and ideas in order to solve rich mathematical tasks is a challenge. Finding rich mathematical tasks that allow for more than one solution path which would assist different students in accessing the problem is also a challenge. Join us to engage in rich tasks both as a mathematics learner and as a mathematics teacher. We'll work on rich tasks and discuss questions that could be used with high school students to: promote their engagement in the task; develop their understanding of the contextual meanings of the mathematics they are using; assist them in making connections among solution methods; and assist them in mathematical approaches (otherwise known as Mathematical Modeling in the Common Core Standards.)

18) "Student Work = Teacher Insight: Using student work to guide instruction" (Grades K-1)
Stephanie Biagetti, Sacramento State
During this interactive session, participants will analyze samples of student work to gain insight into the students mathematical understanding. Many different levels of students understanding will be apparent in the various samples. Through our student work analysis, we will identify common errors, misconceptions, and evidence of understanding. As we discuss probable student understandings and misunderstandings derived from the work samples, we will construct questions to ask the students that will enable us to understand more comprehensively the students knowledge and/or misconceptions. We will also brainstorm activities, problems, and discussions for future mathematics lessons based on our analysis of the students work.

19) "Tiles That Reinforce Students Understanding of Integers and Simple Equations" (Grades 6-9)
Marla Tjoelker, Heron School
Use integer tiles to create a visual image for struggling students to help them learn and correctly apply operations with integers. These tiles can easily be recorded onto paper so students can trace their steps and can also be used to teach two-step equations.