California State University, Sacramento Mathematics Project

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S.A.M.E. Mini-Conference 2013

Thank you to all of the volunteers, instructors, and teachers for another great SAME Mini-Conference!

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

Click to download a S.A.M.E. Flyer

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
	Common Core Standards in the Classroom
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.	Festival of Lessons and Ideas 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!

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"!)*

affiliations

It's like a Science Fair, but for math students! Students will submit their solutions to one of

Lessons and Ideas from 11:10 – 11:45.

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.

Certificates of Attendance:
Signed forms will be available at the registration tables at 1:30pm, following the close of the conference.

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

Workshop Descriptions

1) "Using Function Machines to Make Connections for Students" (Grades 3-6)
Susan Iida, Math Coach, Placer County Office of Education
Stacy James, E.V. Cain Middle School
Teachers attending this session will learn how to use the function machine to reinforce basic facts in an algebraic context. In addition, attendees will learn some effective instructional techniques as well as useful strategies for delivering math content.

2) "Students Understand Fractions in Different Ways Using Fraction Strips" (Grades K-5)
Scott Farrand, Sacramento State
Fraction strips are a tangible representation of fractions that allow for exploration and sense-making, which are important steps that should come prior to using formal symbolic representations to solve problems about fractions. We'll look at some exercises using fractions strips, and we'll see how fraction strips can lead students to some specific and different ways of thinking about fractions.

3) "Common Core Decomposing Lesson & Games" (Grades K-6)
Chrissy Poulsen,PCOE Math Coordinator
Kim Lilienthal,PCOE Math Specialist
Learn a common core decomposing lesson, and some fun games and activities to help reinforce the lesson for your students.

4) "Literacy in Mathematics" (Grades K-12)
Dave Chun,SCOE Director of K-12 Mathematics
There are literacy standard in the Common Core. How does math fit into the literacy equation? In this session, we will explore the literacy standards in the Common Core. We will discuss some of the sample problems from Smarter Balanced Assessments. In addition we will answer the question of literacy in math.

5) "Creating Tasks to Address the Common Core" (Grades 1-3)
Stephanie Biagetti, Sacramento State
This interactive discussion session will introduce you to several different types of tasks that build students' reasoning skills through writing. These classwork or homework tasks address the Common Core's Standards of Mathematical Practice while at the same time serve to deepen the students' conceptual understanding. Whether the content involves number sense, addition, subtraction, multiplication, time, measurement, or data analysis, the techniques used to create the tasks can be implemented.

6) "Developing Focus & Coherence in your classroom" (Grades 3-6)
Mark Freathy, Mathematics Curriculum Specialist, EGUSD
Four things you can do to help your students' transition to the CCCSS-M. In this session we will look at how teachers can provide more opportunities for students to; build number sense; develop academic language in a language rich classroom; use decomposition; use the number line. The challenge of implementing the CCCSS in our classrooms can be overwhelming, but if we start by selecting the right tasks and asking the right questions we can lower our anxiety level and move toward our goal.

7) "Teaching Fractions for Understanding—ala Common Core" (Grades 4-6)
Lara Kikosicki and April Fetch Cobblestone Elementary School
Session discussing teaching fractions in elementary school.
Check back for full session description.

8) "Making Sense of Word Problems" (Grades 6-8 Special Education)
Meghan Kerins, Silverado Middle School
Many students, particularly those with special needs, struggle to understand word problems. Come explore some ideas to help your students gain better understanding of word problems.

9) "Making Math have Meaning"(Grades 6-8)
Megan Morrison, Stonegate Elementary and Katy Green, Westmore Oaks Elementary
A hands-on lesson that connects math and science by measuring and graphing density of everyday materials to determine slope, best-fit line and outliers.

10) "Addressing Standards of Mathematical Practice with Screencasts" (Grades 6-8)
Jim Richards, Magnolia Intermediate School
This session addresses many of the Standards of Mathematical Practice by utilizing a free iPad screencast app. From recognizing needs and addressing remediation, to differentiating instruction and increasing cognitive demand, screencasts offer access to students and teachers that is limited only by the author's imagination. Watch and create an iPad screencast in minutes. See a glimpse of its application, recognize the potential, and take it where you may when you return to your site.

11) "Bar Model for Word Problems with Fractions and Percents" (Grades 6-8)
Jessica Wigmore and Heather Deas, Fern Bacon Middle
Using bar models to help students make sense of percent problems, fraction problems, and other word problems. Bar models are suggested for us by Common Core.

12) "Use Algebra Tiles to Introduce Algebra Students to Multiplying Binomials and Factoring Quadratic Expressions" (Grades 6-10)
Marla Tjoelker, Heron School
Building rectangles with algebra tiles creates a visual, kinesthetic strategy to blend students' prior knowledge about factoring whole numbers into an understanding of FOIL and factoring quadratic expressions. Students transition from constructing rectangles with tiles into drawing generic rectangles, which can also provide Algebra 2 students with another way to look at synthetic division.

13) "Distributive Property Common Core Style" (Grades 3-10)
Lori Fury, Mathematics Coach
Many students struggle to apply and correctly use the distributive property throughout their math careers. Common core state standards for math encourages students to connect algorithmic understanding with geometric understanding. Area models provide a conceptual base from which students can correctly apply and perform multiplication, distribution, and binomial multiplication. These models also make apparent relationships between zeroes and roots for polynomials.

14) "Common Core Math Stations...in Middle School, Algrebra I & II, and Geometry!" (Grades 6-11)
Nicole Bussell, Loomis Basin Charter School
Come play with common core in math stations based on the common core standards for middle and high school levels. Sample stations for each grade level will be shared. Participants will have the opportunity to go through two sets of stations at levels based upon grade levels of attendees. Common Core math stations are an easy way to start the transition to common core with something simple, hands on, engaging and conceptual.

15) "Make and Breaks in the Algebra Classroom." (Grades 6-12)
Clay Dagler, Luther Burbank High School
This session will show teachers how to use make and breaks in the classroom to help students learn algebraic concepts without being bogged down by unmastered pre-skills. Make and breaks can also help students discover mathematics, including the proof of the quadratic formula, in an engaging puzzle-solving format. The main focus in the session is Algebra, but the ideas learned can be extended to most math content.

16) "Wow, That is a Good Idea." (Grades 7-12)
Julie Swenson, Liberty High
INTERACTIVE DICSUSSION SESSION: *An interactive and guided discussion of classroom procedures, and instructional methods. The basics of Algebra; lines, factoring, exponents, quadratics and logarithms. All the talk we never have time for in department meeting!*

17) "Common Core is on it's way… Give an idea, Get an idea!" (Grades 7-12)
Loni Martin, Sutter Middle School
INTERACTIVE DICSUSSION SESSION: *Come share and discuss ideas for teaching toward common core in middle and high school. I will offer thoughts about how to develop students' expertise to look for structures and to make use of them when solving problems and constructing a justifications.*

18) "Interactive Algebra Using C/C++ in the Interpreter Ch" (Grades K-1)
Francesca Reinhard, Westmore Oaks Elementary
Ryan Mangan,School of Engineering and Sciences
Algebra is one of the most difficult topics for students to learn. It is a prerequisite for most courses in science, technology, engineering, and mathematics (STEM). It is considered as the gatekeeper for students to pursue a career in STEM. We will teach you how to use an interactive computing curriculum in an environment called Ch to help students learn Algebra. Like a calculator, Ch is an ideal tool to learn basic math concepts and will make students' learning experience more enjoyable.

19) "Inverses as a Theme" (Grades 8-11)
John McClung, Horizons Charter School
How can the underpinnings of inverses be developed in Algebra 1 and Geometry in preparation for Algebra 2? This session will give classroom tested ideas for helping students more easily grasp the concept of inverses for the trigonometric ratios (in Geometry and Common Core Algebra 2), for inverse functions and their graphs, for logarithms, and for

solving any equation. This would be most appropriate for teachers of Algebra 1 and above.

20) "Brain Dump & Number Talks"
Dee Dee Panelli, Silverado Middle School
Find out what your students know mathematically and get them talking about their understandings with the Brain Dump and Number Talks activities!
The Brain Dump is a language rich activity that builds vocabulary, puts emphasis on the use and meaning of mathematical terms, and helps students make real-world connections. It is also a quick way to assess what students know or understand about a concept before starting a new chapter or unit. The Brain Dump by Steven Leinwand can be found in the book Accessible Mathematics 10 Instructional Shifts that Raise Student Achievement.
Number Talks is a small group activity where students build number sense by participating in mental math problems and then sharing what they did in their head. As the teacher asks specific questions and student responses are listed on the board, it promotes new ways of thinking and teaches students how to be more efficient in your mental computations. This activity comes from the book "Number Talks: Helping Children Build Mental Math and Computation Strategies" by Sherry Parrish.