

NW Math Conference Presenters – alphabetical order

Abbott, Derek abbottd@loswego.k12.or.us Lake Oswego HS, Lake Oswego, OR

(7-12) **BRING IT ALL TOGETHER ON THE SMARTBOARD:**

Use the Internet, pictures and the textbook to enhance your lesson. The Smart Board software makes teaching more efficient and adds pizzazz to your lesson. In this short time learn some of the added features that

Adams, Dennis dennisa@mathlearningcenter.org The Math Learning Center, Portland, OR

(K – 2) **Building Math Skills Through Interactive Calendar Activities K-2:**

Learn how you can build math skills through daily calendar-based activities. We will explore a variety of lessons rich enough to build math fluency yet concise enough to complement other curricula. Accessible and engaging activities will be drawn from Number Corner, a standards-based supplemental program from the Math Learning Center. Participants will solve calendar patterns, observe counting and visual models in practice, engage in data analysis, learn how to teach fact strategies, work with money and time activities and more. Participant handouts will include selected September activities.

(3 – 5) **Building Math Skills with Daily Workouts in 3rd-5th Grade:**

Bring focus to building math skills through Number Corner, a standards-based program from the Math Learning Center comprised of 15 to 20 minute daily workouts. The lessons we'll explore are rich enough to build math fluency yet brief enough to complement other curricula. Participants will work with calendar patterns, computational fluency activities, data collection and analysis, problem solving, number grids, clocks, money and more. Participant handouts will include selected September activities.

Adsit, Lynn ladsit@lwsd.org Lake Washington High School, Kirkland, WA

(9 – 16) **Data Collection with the TI Nspire for High School Mathematics**

If you've been wondering how real data collection can be integrated using the new TI Nspire Handheld, then this is the presentation for you! The session will include demonstrations and ideas for the Nspire handheld using the CBR2 and the CBL2 probes. The goal is to use real data activities on the Nspire to model many of the key functions studied in Algebra 1 and 2.

Anderson, Nancy amathlady2000@yahoo.com Making Math Count, Salem, OR

(3 – 8) **What Does It Take to Win?**

Increase your chances to be a winner! Hands-on activities strengthen math facts, probability, and statistics. Activities include investigating games from around the world as well as playing and designing fair and unfair games.

Atkins, Sandra s_atkins@origomath.com ORIGO Education, Saint Charles, MO

(3 – 5) **Creating AHAs to build computational fluency:**

In this interactive session we will examine the use of objects, pictures, strategies, and symbols to build computational fluency for all.

Baguley, Bruce bruce.baguley@gmail.com St. Paul Lutheran School, Wenatchee, WA

(6 – 12) **GCD and Manipulatives:**

Use manipulatives, pictures and computer simulations to calculate the greatest common divisor of two numbers with the Euclidean Algorithm. See the relationship to the Fibonacci Sequence.

Balka, Don donbalka@sprintmail.com Saint Mary's College, Notre Dame, IN

(3 – 5) **Curriculum Focal Points: Algebra and Its Connections:** What are the Curriculum Focal Points for algebra? What are the algebra connections? How do standards for Oregon, Washington, and British Columbia align with the CFPs? What are activities that cross grade levels to focus on the connections?

(3 – 9) **Activities with Random Digits:** With and Without Manipulatives: A page of random digits provides a wealth of activities for focusing on various objectives: computation, order of operations, place value, estimation, and many more. Findings from classroom research will be included.

(3 – 6) **Mini-Geofix Activities: Geometry, Algebra, and Measurement:** Using Mini-Geofix Shapes for geometry, algebra, and measurement makes learning more meaningful and exciting in Grades 3-6. Students are able to investigate a great number of concepts in 2- and 3-dimensions by building with the shapes. Specific activities related to expectations contained in the NCTM Standards 2000: Principles and Standards for School Mathematics will be addressed

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Beck, Sara sara_beck@beavton.k12.or.us Westview High School, Beaverton, OR
(General Interest) **Proficiency Grading:**

Proficiency grading is a natural extension to standards based instruction and assessment. I will share how to implement proficiency-based instruction, assessment, and grading system in your classroom

Becker, Jerry jbecker@siu.edu Southern Illinois University, Carbondale, IL
(General Interest) **Once You Get the Answer, Then Mathematics Begins:**

What are the characteristics of a good problem? We begin by presenting a problem and solving it in many different ways, that is, get the answer. After discussing those ways, we will work mathematically to get a general solution and connect to higher level mathematics. Finally, we will summarize from where we started to where we ended up, and how we got there. We will see that "Once you get the answer, then mathematics begins." Also, that "Teaching mathematics is a BIG job!" [Very useful handouts]

(General Interest) **A Perspective on Teaching Mathematics in the School Classroom - the Open**

Approach: We describe this approach to teaching: the standards, detailed lesson plans, clear examples, and assessment" [Useful handouts]

Beisiegel, Mary mdb5@ualberta.ca University of Alberta, Edmonton, Alberta
(Teacher Ed) **Dividing Fractions: Using Manipulatives and Contexts:**

We'll look at conceptual meanings underlying division with fractions. Focusing on mathematical understanding, I hope these ideas will bring new insights for teaching.

(3 – 12) **SNAP Math Fair:**

The Math Fair has caused students, teachers, and parents to rediscover an interest in math. I will describe the SNAP Math Fair, how you can plan one at your school, and will share samples of projects.

Bellman, Lonnie bellman@onemain.com CPM Educational Program, Sacramento, CA
(9-12) **All Algebra Students Can Recognize That They Are Smart:**

Come participate in sample activities that model a new approach in which all students learn rich mathematics. Teachers will receive practical ideas while administrators will learn about strategies that have shown success with heterogeneous groups

(9-12) **Proof! Finally a Logical Approach:**

Participants will learn how to work with non geometric concepts at the beginning stages of proof. The goal is to have students develop strategies, draw conclusions, think logically, communicate and justify their reasoning.

Bernhard, Cathy cathymath@earthlink.net Educational Consultant, Beaverton, OR
(3 – 5) **It's All in the Cards:**

Learn a variety of activities and games with a deck of playing cards that teach and reinforce math skills.

Billstein, Rick rickb@mso.umt.edu The University of Montana, Missoula, MT
(6 – 80) **Making Middle School Math Meaningful:**

Meaningful examples of mathematics that can be used to motivate middle grades students.

Boergadine, Frazer frazierb@mathlearningcenter.org The Math Learning Center, Salem, OR
(Teacher Ed) **Best Practices that Press on Student Assumptions:**

The instructional strategies a teacher makes can either allow students to be satisfied they have pleased the teacher or they can cause students to re-examine their assumptions, beginning sense, and conclusions about mathematical truth. Initial student thinking is most often fragile in a new topic. Teacher moves can encourage students to revisit their thinking and the thinking of others to solidify and stabilize their initial conclusions.

Boldrin, Pam forpam@aol.com Washington State Math Helping Corps, Renton, WA
(3 – 5) **Flip-Flop-Fold Geometry!**

Enjoy the challenges of paper folding and exercising your visual spatial abilities! The activities shared are great for intermediate level students and family math events.

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Bonser, Lynn bonser@nwresd.k12.or.us Northeast Regional ESD, Hillsboro, OR
(General Interest) **Buckys jitterbug, & other fun stuff: Buckminster**

Fuller is my hero! I have had students build models of his inventions for over 25 years. In this class each participant will build their own "Jitterbug" and I will supply plans and instruction for several other Bucky items including a geodesic dome playhouse.

(General Interest) **PDC and core standards.**

The Professional Development Cadre of OCTM will present an informational program about the new core standards.

Brannan, Dick lbrannans@comcast.net Retired, Beaverton, OR
(3 – 8) **Hands-on Geometry:**

Toothpicks, Tangrams, Four Triangles, Folding a Circle, and Pentominoes-All designed to provoke thinking and reasoning. Join an old retired teacher for several hours of fun.

Brown, Cathy TIPS4CathyBrown@gmail.com Oregon Depart of Ed, retired, Salem, OR
(3 – 7) **What's the Connection?**

Let's look at instructional approaches, questioning strategies, scaffolding of student work and some materials designed to support Mathematics Problem Solving and Curriculum Focal Points.

Burak, Marge maggieraye@charter.net Waldport High School, Waldport, OR
(9 –12) **Maximize Graph Sense:**

Activities to strengthen students' understanding of the relationships between graphical, numerical, algebraic and verbal data sets.

Burnett, James j_burnett@origo.com.au RIGO Education, San Ramon, CA/ Queensland, Australia
(1 – 6) **Developing the Essential Strategies for Computation:**

Simple visual aids and models should be used to help students form a mind picture that links to the thinking strategy. This session will demonstrate the use of these aids and show how the thinking strategies can be generalized and extended beyond the number fact range.

(1 – 6) **Developing Algebraic Thinking:**

Algebra should be developed as a way of thinking that supports the connections between inverse operations and provides a foundation for more formal work later. James will describe appropriate activities that will help achieve this aim and will, in particular, show how to bridge from patterns to algebra in a logical and meaningful manner.

Burton, Laurie burtonl@wou.edu Western Oregon University, Monmouth, OR
(3 – 5) **Fraction Bar Fun:**

Learn how to use the fun, active and hands on fraction bars model and a series of fraction bar games to make basic fraction concepts come alive for your students

Buschman, Larry buschmanlf@proaxis.com Retired, Jefferson Elementary School, Jefferson, OR
(K – 8) **Mythmatics:**

Several widely held MYTHS undermine the teaching of problem solving. Dispelling these myths can help educators become effective teachers of problem solving, and help children become successful problem solvers.

Calkins, Trevor poweroften@shaw.ca Mathematics Consultant Grades K -8 Victoria, B.C., Canada
(K – 3) **Brains, Games and Meaning:**

This hands-on workshop will explore the use of ten-frames (Power of Ten), graphing, games, student written problems and calendar time to create understanding of the basic mathematical structures while learning facts and patterns.

(5 – 8) **Does Your Answer Make Sense?**

This hands-on workshop will explore the use of hundreds grids and student written problems to make sense of fractions, decimal fractions, percent and multiplication.

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Chamberlin, Ruth ruth.chamberlin@k12.wa.us Math Helping Corps Facilitator, Vancouver, WA
(3 – 12) **So Now You're a Math Coach--Getting Started:**

The workshop will deal with challenges beginning coaches face as they work towards helping teachers rethink their practice. Looking at various scenarios, how does a coach deal with the situation? Participants will receive ideas on getting started with classroom visitations, suggestions on working with school staff and how to focus professional sessions.

Chiotti, Erica erica_chiotti@beavton.k12.or.us Sunny Slope Elementary, Beaverton, OR
(3 – 5) **Celebrating Math Across the Curriculum:**

Ways to celebrate & connect math to social studies, literature and science throughout the year. Games and activities will be included.

Christensen, Giny reginy@msn.com West Intermediate, Sutherlin, OR
(6 – 8) **Targeting Number Sense Concepts for Grades 6-8 Through Problem Solving:**

Engage in solving rich problems that stimulate deep processing of number sense concepts for grades 6-8. Experience instructional strategies that emphasize visual, hands-on processing, the use of multiple representations and focused dialogue. Participate in purposefully selecting a sequence of student work to share in order to scaffold conceptual development for students. Free samples.

Clark, Andy andyclark@qwest.net Great Source Education author, Lake Oswego, OR
(4 – 8) **Algebra As Representation: Making the Transition From Arithmetic to Algebra:**

Algebra is more than the intensive study of the last three letters of the alphabet, it is a language for representing relationships. This session will present visual models and daily routines that help all students make the challenging transition from elementary arithmetic to high school algebra.

Claus-McGahan, Elly DrElly@sound-decisions.org Sound Decisions Consulting, Tacoma, WA
(K – 4) **Stories Anyone?**

My favorite math stories almost beg for manipulatives and to start thinking. Children love to get involved and check their thinking against the story. The math can keep going long after the story is over.

(5 – 8) **Contest Problems Anyone?**

WSMC Math Olympiad contest problems can jazz up your teaching to the standards and are available on-line. We'll go through how to access them, highlight and do problems that support the new Washington standards, and discuss how to use them in your classroom no matter what state you are from. Students, grades 5-8, find them fun and good preparation for our WASL (or in Oregon TESA). And then maybe take the next leap and take some teams to the contest on May 2, 2009 at the site nearest you.

Coggins, Debra dcogginsmath@gmail.com Consultant, Lafayette, CA
(3 – 8) **Powerful ELL Strategies:**

Collaborate to increase your use of visual representations, vocabulary, and student talk during math lessons. Sensible strategies support English language learners and all students. Teachers - band together to adopt strategies and make changes!

Cook, Marcy marcycook@aol.com Math Consultant/Author, Balboa Island, CA
(3 – 5) **Make Sense of Numbers:**

Provide opportunities for students to visualize and explore numbers. Utilize starters daily to involve all students with number concepts. Focus on communication and thinking.

(5 – 8) **THINK Relationships:**

Prepare students for algebra success by developing an awareness for relationships and functions. Starters, Mental Math, Independent Task Time and Pursuit Problems will be explored.

(K – 2) **Wonders of Numbers:**

Create a lively primary classroom with motivational starting activities. Involve all in mathematical thinking. Use hundred charts and skillboards for student understanding and to make sense of numbers.

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Cooke, Jackie jcooke@spiritone.com Oregon Council of Teachers of Mathematics, Vancouver, WA
(K – 2) **Targeting K-2 Number Sense Concepts Through Problem Solving:**

Engage in solving rich problems that stimulate deep processing of K-2 number sense concepts. Experience instructional strategies that emphasize visual, hands-on processing, the use of multiple representations and focused dialogue. Participate in purposefully selecting a sequence of student work to share in order to scaffold conceptual development for students. Free samples.

Cox, Jennifer coxj@morrow.k12.or.us Windy River Elementary, Boardman, OR
(3 – 7) **Math Games and Activities:**

Would you like a collection of games that you can use with your students when they finish early? How about games to enhance math concepts? We will play whole group, small group, and partner games that are used in a 6th grade classroom.

Crossfield, Don dcrssfld@gmail.com Roseburg High School, Roseburg, OR
(6 – 12) **Stuff About Chords of Circles:**

We know some things about chords of circles that we didn't know until after several years of teaching, and we think they're fun, so we want to share them with you.

Dalla, Liwinna Lidwina.Dalla@k12.wa.us Spokane School District, Spokane, WA
(K – 8) **Affect: A Critical Component of Mathematical Learning:**

This presentation will delve into how students' and teachers' beliefs, attitudes, and emotions influence students ability to learn and to be confident in mathematics.

Delano Moore, Sara smoore@etacuisenaire.com ETA/Cuisenaire, Kent, OH
(6 – 12) **Hands-On Algebra:**

Learn to use concrete models to support instruction in key algebraic ideas and algorithms. Engage students and improve learning!

(K – 5) **On Beyond Place Value:** Learn to use base 10 blocks for more than teaching place value. See how hands-on instruction can improve student confidence and competence in key mathematical concepts and procedures.

DesJardin, Pat desjardinp@lagrande.k12.or.us La Grande High School, La Grande, OR
(8 – 12) **Have a Ball With Circles:**

Math and science collide when technology is applied. Come see a different way of teaching those curvy things

(6 – 10) **Transformations at Different Levels:**

Transformations are a fundamental topic in geometry. Come see how to present the topic using a variety of approaches from hands-on to technology.

Dick, Thomas tpdick@math.orst.edu Oregon State University, Corvallis, OR
(Teacher Ed) **Math Gems from OMLI:**

The Oregon Mathematics Leadership Institute engaged K-12 teachers from all levels together through six math content strands. This session will highlight the tasks and strategies OMLI instructors used.

(6 – 12) **TI-Nspire CAS – Making Microworlds:**

TI-Nspire CAS goes beyond incremental feature enhancement in a handheld device. More than just a “next generation” graphing calculator. TI-Nspire CAS provides a dynamic linking environment for creating interactive documents – “microworlds” for teaching and learning mathematics. This mini-course will provide a hands-on introduction and assumes no prior experience.

Dolan, Dan ddolan@wesleyan.edu PIMMS, Wesleyan University, Middletown, CT
(6 – 12) **New Ways to Teach Slope:**

The definition for slope (Rise over Run) and notations such as $m = \text{difference of } y \text{ divided by difference of } x$ contribute little to students' conceptual development of this important topic. The use of real world contexts and multiple representations are powerful tools that will enhance students' understanding of slope. Come and explore some instructional strategies and classroom tested lessons that help students make sense of slope.

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Eich, Lynda lynda.eich@k12.wa.us Office of Superintendent of Public Instruction –
(3 – 8) **Focus on Fractions:** Mathematics Initiative, Olympia, WA
Fractions are arguably one of the most difficult topics to teach, yet one of the most essential to success in higher mathematics and science. Participants will explore the development of fraction concepts that provide a foundation for understanding and skills with rational numbers. This workshop provides participants with the following: (1) a comprehensive interpretation of the meaning of fractions, (2) fraction tasks that promote the big ideas of rational numbers, (3) opportunity for collaborative analysis of student work, and (4) research that highlights best teaching practices.

Ettlich, Sherry ettlich@sou.edu Southern Oregon University, Ashland, OR
(7 – 12) **Why stop with Golden Rectangles?**
Learn another way to explore geometry and algebraic properties related to the Golden Mean.

(K – 2) **One, Two, Three, Fun:**
Several fun games, which build counting and computational abilities. Most are highly adaptable for various types of numbers and levels of complexity.

Frame, Amy aframe@vernier.com Vernier Software & Technology, Beaverton, OR
(6 – 10) **Easy Data Collection for Math Teachers:**
Attend this hands-on workshop to learn how easy data collection for math can be. You will use TI graphing calculators and Vernier sensors, such as temperature, pressure, and motion, to perform a variety of experiments appropriate for high school math.

Fraser, Don dfraser@oise.utoronto.ca University of Toronto, Toronto, Ontario, Can
(General Interest) **Math and Laugh:**
That's right. Math can be fun for students and teachers alike! Through newspaper and internet articles, current events, and a series of fun interactive activities from the world of math, Don will have you laughing and learning. Your students will be engaged and they'll never quite look at numbers in the same way again. Don will bring the activities. You bring a sense of humor!

(4 – 9) **Tricks and Treats:**
Experience at least a dozen math-based tricks which offer computational practice and pattern seeking. Many of the surprising results can be proven to be true with basic algebra. However the workshop itself will be heavy on the tricks and light on the algebra. Your students will build their 'math esteem' by dazzling their friends and family at home with the tricks!

Frost, Joe JFrost@lkwash.wednet.edu University of Washington, Seattle, WA
(General Interest) **Named and Notorious Primes:**
Prime numbers are a foundation of number theory, with applications from elementary school to computer encryption. They are so important that many kinds of primes have been named for mathematicians.

Frost, Joyce JFrost@lkwash.wednet.edu Lake Washington High School, Kirkland, WA
(6 – 12) **2-D Nets for 3-D Puzzles:**
3-D space tessellating shapes are a captivating way to integrate puzzles and mathematics while applying geometric concepts of measurement, congruence, regularity, and proof.

Fulton, Brad brad@tttpress.com Mistletoe Elementary, Redding, CA
(6 – 8) **The Language of Math:**
Use the brain's natural affinity for language to help students speak, write, and think mathematically. Increase mathematical understanding and engage students with the ready-to-teach handout.

(6 – 8) **Number Sense for All:**
Developing number sense is the key to deeper mathematical thinking for all students from struggling to advanced. See easy ways to foster this skill with the comprehensive handout.

Fung, Maria fungm@wou.edu Western Oregon University, Monmouth, OR
(7 – 12) **Challenging Probability Problems:**
In this session we will consider the Sock Drawer and the Chuck-a-Luck problems. We will illustrate ways to turn them into successful group activities for the middle and high school classroom.

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Gadette, Jeff gadettej@oes.edu Oregon Episcopal School, PNAIS
(9 – 12) **TI-Nspire: Applications in Algebra, Geometry, Trigonometry, Calculus, and Statistics:**
The TI-Nspire calculator and software allows students to make connections between numerical, graphical, and symbolic representations. Combining the visual power of interactive geometry software, graphing calculator functions and statistical software, the TI-Nspire is perfect for investigations and demonstrations. This workshop features a number of examples for teachers of algebra, geometry, trigonometry, calculus, and statistics.

Gelakis, Perry pgelakis@neufeldmath.com Thames Valley Dis Sch Board, London, ON
(6 – 8) **Make It Real! Strategies to Engage Students Working with Information:**
Connect your math program's study of probability and statistics to literacy skills. Use engaging strategies and interactive software in your classroom to develop and extend student concepts. CD and support material provided.

(6 – 8) **You Can Reach Them All! Differentiated Instruction for Middle School:**
We will demonstrate how an integrated instruction approach can be used to reach a wide range of ability levels. Technology and research based instructional strategies lead to concept development from concrete to abstract.

Gerdemann, Gail gerdemag@science.oregonstate.edu Oregon State University faculty
(K – 5) **Number Club:** Corvallis School District retired teacher; OCTM--member of state Board Program (free online) of progressively more challenging "clubs," using strategies for computational fluency. Number patterns, place value, basic facts, and multi-digit problems all in four operations.

(K – 2) **Primary Math Show:**
A sit down event using PowerPoint (available free on web) for students and parents: play number sense and addition and subtraction games, use a mike to interview students about mathematical thinking.

Gould, Mike math.gould@gmail.com Teachers Development Group, Portland, OR
(3 – 8) **The Big 4-Formative Assessment, Content Knowledge, How Children Learn and Best Practices:**
This session will look at the connection between increased content knowledge, formative assessment, how children learn and best practices. By careful reflection we can advance student learning through sharpening mathematical content, formative assessment, awareness of how students learn and best teaching practices.

Grace, Ellen eggrace@aol.com Consultant, Albuquerque, NM
(K – 2) **Math-Literature Explorations:**
Hands-on workshop using children's literature as conceptual or contextual springboard. Handout and bibliography provided.

Hall, Karen Karen.Hall@k12.wa.us OSPI, Olympia, WA
(9 – 12) **I've Seen That Math Before - Same Math, New Context:**
Students need help recognizing the mathematics they know and have seen before. Participants will examine sets of sample problems that use the same mathematics but the mathematics is presented in different contexts. The examples are appropriate for Algebra I, Geometry, or Algebra 2.

Hartman, Charlotte chartman@iinet.com Retired Administrator/Mathematics Consultant, Woodland, WA
(3 – 12) **Thinking Games:**
Game playing gives students a chance to develop and practice their mathematical skills while they are engaged in thinking intelligently about numbers. Join us and have fun! Prizes awarded.

Hill, Wendy whilltlc@vianet.on.ca Retired, Huntsville, ON, Canada
(K – 5) **BACK TO SQUARE ONE-101 Ways to Use a 100 Square Floor Grid:**
This is a fast-paced, interactive program that will actively involve teachers in a kinesthetic approach to teaching concepts in all five strands of math using "The Learning Carpet," a large 100 square.

Hirsch, Tere terehi@aol.com Montebello USD, TODOS, UCLA Math Project, Montebello, CA
(3 – 12) **Making Connections to Access & Retain Math Concepts:**
All students, especially English language learners (ELLs), access & retain math concepts using vocabulary building activities, organizers, & other techniques to make strong connections. Activities currently in use in the classroom will be shared in this hands-on, minds-on presentation.

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Hulbert, Teri thulbert@ocosta.k12.wa.us Ocosta High School, Westport, WA
(9 – 12) **Getting Started With Cabri Junior on the TI-84 Calculator (T3 Session):**
This session is for Geometry teachers who would like to start learning how to use the Cabri Junior Application on the TI-84 calculator.

Inzerillo, Carol caroli@uic.edu Retired, University of Illinois at Chicago and Illinois Public School System
(3 – 50) **Bouncing Balls:**
Data Analysis and Probability is an important strand in the Standards and in the Focal Points, both for the critical mathematics involved and as a context for making connections. Participants will explore length measurement.

Isaak, Steve nanookspi@yahoo.com
(5 – 9) **Get Going with TI 84:**
Participants will be introduced to using the TI 84 to create lists, graphs, tables and work on activities that are classroom ready. During this workshop participants will practice "little" activities that have been done in classrooms and come away feeling more comfortable using the 84. The workshop will also include time to go through the various applications that may be used as teaching tools in class.

(4 – 9) **Introduction to TI 73:**
Participants will be introduced to using the TI 73 in class and will walk away with ready to use activities and some teacher notes that may be used individually or as notes for students. The workshop will also include time to go through the various applications that may be used as teaching tools in class. This is a great way to get your students started with TI calculators.

Jackson, Anton anton.jackson@k12.wa.us Office of Superintendent of Public Instruction, WA
(9 – 12) **Portfolio Assessment:**
Participants will discuss portfolios as a state level summative assessment including writing and assessing various tasks aligned to state standards. Student work samples will be shared and discussed.

Johnson, Dr. Elaine ebjelan@spiritone.com Adjunct Professor, Marylhurst University, Marylhurst, OR,
(General Interest) **The Life We Live Builds the Brain:** Executive Director, MBM Associates
Human beings were born to speak languages, but not to read them, and to grasp numbers, but not to manipulate them. Experience wires brain circuits to handle words and numbers. Experience also wires the brain to learn, remember, increase intelligence, value others, and balance reason and emotion. In this introduction to the brain, Dr. Johnson will explore the many ways in which the brain, incomplete at birth, alters its physical structure in response to daily life-for as long as we live. (See Thursday Presentations)

Johnson, Jerry johnsonj@cc.wvu.edu Western Washington University, Bellingham, WA
(Breakfast Keynote) **Yogi Berra's Guide to Teaching Mathematics:**
Its Like Deja Vu All Over Again: Yogi's inane quotes provide both the motivation and insight underlying questions about simple mathematics that can perplex, entice, and challenge students at all levels of understandings. Fortunately or unfortunately, these questions do not separate students from teachers...rather they turn all of us into learners working together as we explore interesting mathematics.

(General) **Humor in the Mathematics Classroom:**
Humor can be used to motivate students to learn mathematics. The session will explore a wide variety of humor in many areas of mathematics. Come and smile, groan, enjoy, perhaps laugh... and leave feeling good.

Jongejan, Tony tony.jongejan@wwu.edu Western Washington University, Bellingham, WA
(General Interest) **Web 2.0 Applications in the Math Classroom:**
In Web 1.0, people browse or build websites. Web 2.0 (eg., podcasts, blogs, wiki's) provide people with a new level of participation without needing to be a web designer. What does Web 2.0 offer mathematics students and educators?

Judd, Kevin kevin.judd@whizzeducation.com Whizz Education, Edmonds, WA
(General Interest) **Solving for X's and Why's:**
Bringing Cognitive Science into the Classroom: Based on "How People Learn" and "How Students Learn" from the National Research Council, come discover some practical ways to bring cognitive research into the math classroom.

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Kandle, Anita kandlea@ortrail.k12.or.us Sandy High School, Sandy, OR
(6 – 12) **Let's Classify and Sort:**

We will sort cards to practice fractions, geometry, and equations/graphs; use mind maps to review unit terminology and use warm-ups to classify word-problem vocabulary and clarify other terms.

Keating, Tom tomk@sd81.k12.wa.us Chase Middle School, Spokane, WA
(6 – 10) **Fun & Games in the Classroom:**

Develop problem solving strategies and thinking skills while having FUN.

Koss, Roberta robertamath@earthlink.net T3 National Instructor, San Rafael, CA
(6 – 12) **Dynamic Assessment Using TI-Navigator:**

TI-Navigator makes impromptu assessments quick and easy. We'll explore the Quick Poll, Screen Capture, and Learning Check features to see how to monitor student progress and use the results to adjust instruction and capture teachable moments.

Kralovec, Sandy sandyk@canby.com The Math Learning Center, Portland, OR
(3 – 5) **Bridges to Probability:**

Explore hands-on probability activities designed for 4th and 5th grade students from the Bridges in Mathematics© program. Learn how easy it is to teach probability with confidence while simultaneously incorporating connections to multiple strands of mathematics.

Kring, Bill bill.kring@esd112.org SD 112, Mathematics Specialist, Vancouver, WA
(8 – 12) **Geometry Comes Alive on the TI-84 and TI-Nspire:**

Participants will use Cabri Jr.™ to dynamically explore inclusive definitions, measure figures, animate drawings and investigate locus situations. They will see how their students can develop a sense of adventure with Geometry through conjecturing.

Kruczek, Klay kruczekk@wou.edu Western Oregon University, Monmouth, OR
(3 – 8) **Birds, Trees, and Tic-Tac-Toe:**

We will learn how to incorporate basic discrete mathematics into the classroom. We will learn about the pigeonhole principle, constructing roads to connect cities (minimum weight spanning tree), and Tic-Tac-Toe. We will extend our basic knowledge of Tic-Tac-Toe, including the size of a winning line and the number of dimensions.

Lane, Deborah darlane32@earthlink.net Math Helping Corps, Olympia, WA
(K – 8) **How to help Children Make Connections in Mathematics:**

Addition and subtraction are one dimensional... how about teaching linear thinking of perimeter and temperature along with those number lines? Multiplication and division are two-dimensional... how about merging ideas of area and covering with squares at the same time you are using arrays? How can you separate geometry and attributes of shapes from measurement? We'll explore the natural ties between the strands. Children will make the connections.

Lewis, Karrin karrin.lewis@k12.wa.us Office of Superintendent of Public Instruction, WA
(Research) **Formative Assessment:**

What are the benefits of formative assessment to students and their learning? Catch up on recent research and literature resources and protocols to support your professional learning community.

Libeskind, Shlomo shlomo@darkwing.uoregon.edu University of Oregon, Eugene, OR
(8 – 12) **Benefits of solving problems in more than one way.**

We will bring examples from algebra, geometry and calculus to show how different solutions to the same problem enhance learning.

Linski, Mark mlinski@shaw.ca Neufeld Learning Systems, Langley, BC
(K – 8) **Technology Infusion:**

We will examine two powerful computer based math programs, Understanding Numeration (K-3) and Understanding Math (4-10). Examples of integrating technology into your classroom will be displayed and discussed.

NW Math Conference Presenters – alphabetical order

Lobe, Randy randylobe@comcast.net Capital H.S. / T3 Regional Instructor, Olympia, WA
(9 – 12) **Fun and Engaging Activities using Technology:**

Grab student interest using technology to explore the mathematics they are learning. This workshop will present several fun and engaging activities to use with your students in your classroom. Adaptations for all levels of math will be discussed as well.

Long, Donna donna_long@mcgraw-hill.com McMillan?McGraw-Hill, Columbus, Ohio
(K – 2) **Children's Literature and Problem Solving:**

This session will look at Children's Literature and problem solving as a "springboard" to introduce geometry and measurement.

Lott, Carolyn Carolyn.Lott@mso.umt.edu University of Montana, retired, Missoula, MT
(3 – 8) **Math via Children's Literature:**

Math can be initiated using all genres of children's literature. Come see the books, examples of math applications, and a bibliography of resources.

Lott, Johnny jlott@olemiss.edu University of Mississippi, Oxford, MS
(General Interest) **Teach/Test or Test/Teach:**

Pre-test and then teach; teach and then test; mix both teaching and testing? Whatever we do, it must be done with thought and care. Sample test items will be considered.

(General Interest) **Who is a good teacher?**

Historical examples will be incorporated into deciding on what a "good" teacher might look like!

Lubliner, Irving lubliner@bigfoot.com Southern Oregon University, Ashland, OR
(7 – 12) **Finite Differences:**

What's next in the sequence 2, 10, 30, 68, 130, 222, 350, ...? What's the 100th term? Come explore finite differences. They will be a powerful addition to your students' problem-solving repertoire.

(6 – 12) **The Magic of Math:**

Why do magic tricks work? Sometimes, the answer is mathematics! Come see how magic tricks can capture students' attention, stimulate exploration of mathematical ideas, and reinforce basic skills.

Lytton, Tricia lytton_t@4j.lane.edu North Eugene High School, Eugene, OR
(6 – 12) **ROCKETING into Quadratics:**

This session shows how students engage in algebra through hands-on lessons. We will build paper rockets and use an air pressure launcher to study quadratics. Modeling and functions studies using Geometer's Sketchpad and Autodesk Inventor software will be shown. Student-made pre-engineering projects including wooden catapults, roller coasters, and balsa bridges will be displayed.

Mabbott, Art art@mabbott.org Seattle Schools, Seattle, WA
(6 – 10) **Tetrahedron Math Projects:**

Let's build tetrahedron kites and then study the mathematics that is embedded within.

(6 – 10) **Tetrahedron Math Projects:**

GSP Session for beginners or GSP-Not just for Geometry.

MacPherson, Dr Glen glen.macpherson@gmail.com School District #46 (Sunshine Coast)
(6 – 16) **'Best Practice' in Mathematics Education: Best for Whom?**

Drawing on recent field-based research, reported widespread practice, and the power of external high stakes testing, the presenter reveals the forces on, and complexity of, classrooms and schools; and the personal, professional, and pedagogical responses of teachers and administrators as they pragmatically reach for 'best practice.'

Maletsky, Evan maletskye@mail.montclair.edu Montclair State University, Upper Montclair, NJ
(6 – 8) **Interactive Math Ideas:**

Ideas on creating and utilizing effective interactive materials and methods so that students can better experience the dynamics inherent in the subject of mathematics.

NW Math Conference Presenters – alphabetical order

Maynard, Douglas EdGames@aol.com EducationalGames.Biz/Learning Outlet, Kelso, WA
(K – 8) **Using Educational Math Games in your Classroom:**

Participants will be introduced to the research supporting the value of using math games as teaching tools, and have hands on experience playing several exceptional math games. Great resource for K-8 teachers.

(K – 8) **How to hold a Math Game Night in your school:**

Participants will look at the value of hosting a Math Game Night at their school, and several options of how to organize and facilitate the event. Participant will be introduced to exceptional math games.

McCaw, Shannon shannonmccaw@yahoo.com SM^c Curriculum, Oregon City, OR
(6 – 8) **Focus on Middle School Mathematics:**

Middle school mathematics is transforming from a "mile wide and inch deep" program to one that focuses on key areas at each grade level called Focal Points. Learn about the NCTM research behind the change. Examine ways this will affect teaching practices, participate in discussions on program design and ways to engage all students.

McLain, Janet jmclain@bend.k12.or.us Bend-LaPine School District, Bend, OR
(K – 8) **Discourse in Action:**

Focusing on discourse within our math classes, our experience has shown that understanding and facilitating meaningful mathematics achievement requires a focus on the learner and an emphasis on student discourse around important mathematical concepts. We will lead our discussion as though we were leading our own classes. You will learn, through hands on activities, how important mathematical discourse is, what discourse sounds like, and how you can implement it within your own practice. This workshop is meant for any teacher of mathematics K-12.

McMahon, Ann annmcmahon@comcast.net
(3 – 5) **Targeting Number Sense Concepts for Grades 3-5 Through Problem Solving:**

Engage in solving rich problems that stimulate deep processing of number sense concepts for grades 3-5. Experience instructional strategies that emphasize visual, hands-on processing, the use of multiple representations and focused dialogue. Participate in purposefully selecting a sequence of student work to share in order to scaffold conceptual development for students. Free samples.

Melhorn, Bruce melhorns@hotmail.com College Prep Math
(General) **Study Team Strategies:**

Are you looking for exciting, interactive ways to get your students to work together in small groups or study teams? In this workshop, you will learn and practice about a dozen different strategies. Great for new teachers and anyone else looking to recharge their batteries!

(4 – 8) **Using Tiles and Games to Teach Algebra:**

Participants will be actively engaged in using integers in a variety of situations. Operations on integers will be explored. Games will be played to introduce or practice some of the basic skills, like order of operations. The important part is transitioning from the concrete (manipulative) to the abstract (paper).

Mikles, Chris mikles@cpm.org CPM Education Program, Sacramento, CA
(9 – 12) **How Can I Solve It?"**

Using Manipulatives for Deeper Understanding: Come participate in sample lessons and problems that use manipulatives to build a deep understanding of negatives as well as solving equations. Teachers will receive ideas and materials that they can use in their own algebra classrooms.

(9 – 12) **Making Algebra Connections:**

Using a Functions Strand: Functions are a core idea in algebra. Participate in lessons that foster deeper understanding by exploring functions and helping students see all the connections between the multiple ways to represent functions. Closure includes a treasure hunt.

Miller, Jim millerion@cleelum.com Cle-Elum-Roslyn High School, Cle Elum, WA
(6 – 12) **Developing the Linear Model Part 1:** A unique way to help students (and you) understand concepts involving the linear model. Be prepared to think in patterns and change some of your views.

NW Math Conference Presenters – alphabetical order

Miller, Jim millerion@cleelum.com Cle-Elum-Roslyn High School, Cle Elum, WA
(6 – 12) **Applying the Linear Model Part 2:**
Stretch your understanding of the linear model and its ability to relate to other models. Build a foundation for modeling and doing hands-on experiments in the classroom.

Miller, Winnie millerw1@comcast.net
(6 – 8) **Targeting Probability and Statistics Concepts Through Problem Solving:**
Engage in solving rich problems that stimulate deep processing of probability and statistics concepts. Experience instructional strategies that emphasize visual, hands-on processing, the use of multiple representations and focused dialogue. Participate in purposefully selecting a sequence of student work to share in order to scaffold conceptual development for students. Free samples.

(6 – 12) **Use the TI Nspire and inquiry-based teaching to help students learn concepts more deeply.**
Participate in activities that emphasize problem solving and multiple representations (algebraic, graphical, geometric, numeric and written). Dynamic tools on this handheld can show the impact of changes in real time and has great potential to engage and excite students by the kinds of questions that you and your students can pose.

Momsen, Patrick Pearson Publications
(General) **CMP users group forum/discussion/session addressing the new standards and CMP2.**

Mong, Jennie jenniem@wsucougars.com Anacortes School District, Anacortes, WA
(K – 5) **Meeting Standards and Meeting the Needs of All Learners:**
A Model for Differentiated Instruction in the Math Classroom: Do you struggle with helping all students reach standard while meeting the varied needs of the diverse learners in your classroom? In this session, you will hear how a primary and an intermediate classroom teacher are using differentiated instruction techniques to help all students succeed in math. You will see examples of how a math workshop model is used as a way to differentiate in a primary and intermediate classroom.

Moore, Carolyn carolyn_moore@mcgraw-hill.com SRA/McGraw-Hill, Columbus, OH
(K – 8) **On the Shoulders of Giants:**
The Power of Prior Knowledge and Scaffolding: Participants will engage in meaningful tasks including hands-on, games, and technology that encourage students' deep understanding of concepts, while practicing and mastering basic skills and reaching toward the synthesis level of problem solving.

(K – 5) **Not Another Worksheet:**
Differentiated Instruction Made Meaningful and Manageable:
Forget the copy machine! Participants will engage in hands-on activities, games, and technology that address conceptual understanding, skills and problem solving while practicing the art of questioning.

Moursund, David moursund@uoregon.edu University of Oregon, Eugene, OR
(General) **Good Math Lesson Plans:**
A good lesson plan helps students increase their math expertise and maturity. It includes a focus on using one's brain and computer technology to make sense of math, learn to learn math, and use math to help solve problems.

Muri, Mari mmuri@wesleyan.edu PIMMS, Wesleyan University, Middletown, CT
(3 – 5) **Math Centers are a MUST!**
This workshop will engage you in activities that you can develop for math centers in the intermediate classroom. Learn how math centers can help you meet the needs of ALL learners.

Mussack, Karen boxcars@planet.eon.net Box Cars & One-Eyed Jacks, Edmonton, AB, Canada
(3 – 8) **POWER PLAY-Games for Place Value:**
Games will be taught that will empower your students with all kinds of strategies for learning place value concepts including rounding, decimals, expanding, ordering, and comparing large numbers. Games will incorporate the use of cards, dice, and multi-sided place value dice. Come prepared to play.

NW Math Conference Presenters – alphabetical order

Mussack, Karen boxcars@planet.eon.net Box Cars & One-Eyed Jacks, Edmonton, AB, Canada
(3 – 5) **DOUBLE DARE YOU-Math Games with Double Dice:**

Come prepared to play math games that cover the operations, probability, fractions and more. Unique double dice are highly motivating to students and have a wide range of mathematical uses. We double dare you to add some fun to your program!

Nelson, Reggie rnelson@fidalgo.net Consultant, LaConner, WA
(6 – 12) **Standards for Success:**

See how a successful Core-Plus classroom can mean your students will meet the standards! A proven formula for success!

Nelson, Virginia vnelson@ttsd.k12.or.us C.F. Tigard Elem, Tigard, OR
(k – 5) **Closing the Gap:**

This session will describe the work of twenty families from Mexico who supported students' math achievement as the students' scores exceeded those of comparison groups at the district and state levels.

Niess, Magie niessm@onid.orst.edu Oregon State University, Corvallis, OR
(6 – 12) **Spreadsheets and Math:**

Explore strategies and ideas for guiding students' in designing and creating dynamic spreadsheets as mathematical tools to explore and extend algebra and pre-algebra problems.

Norse, Manny Manny_Norse@beavton.k12.or.us Secondary Specialists, Beaverton School Dist.
(K – 12) **Adoption of Core Mathematics Material:**

Secondary and Primary Math Specialists for the Beaverton School District will discuss their District's process of textbook adoption. All aspects of the QCC will be addressed, including state and federal mandates, the creation of the Math Project Team, Math Cadre, Program Evaluation, Philosophy Position Paper, and most importantly, the input of the community.

Orey, Daniel orey@csus.edu California State University, Sacramento, CA
(General Interest) **Culture and Mathematics:**

Ethnomathematics in Brasil and Nepal: In this presentation, I will share my examples of work and research in ethnomathematics, mathematics education and mathematical modeling in Brasil and Nepal. Participants will see examples of the Ouro Preto Math Trail and the Kathmandu Math Trail.

Ortiz-Franco, Luis ortiz@chapman.edu Mathematics Professor, Chapman University/TODOS, Orange, CA
(General Interest) **Math/Culture/Latinos:**

This presentation will explore the mathematical activity in the Latino culture in a historical perspective from pre-Columbian and Colonial times in Mexico and Peru to today in the United States.

Otness, Chris otnessc@loswego.k12.or.us Waluga Jr. High, Lake Oswego, OR
(6 – 8) **SmartBoard Bag of Tricks:**

Practical and everyday uses and tips for math instruction using the SmartBoard.

Oursland, Mark oursland@cwu.edu TODOS and Central Washington University, Ellensburg, W
(3 – 12) **Integrating Content Reading and Writing Strategies into Mathematics Instruction:**

Context is important when teaching mathematics to English as a Second Language (ESL) student. The context needs to be both mathematically challenging and language accessible. We will show successful mathematics activities for ESL students that use content reading and writing strategies.

Parrish, Bob bob@excelmath.com Excel Math, AnsMar Publishers, Inc.
(K – 6) **Effective Instructional Strategies:**

7 Proven Methods: Using a well-balanced, research-based mathematics curriculum (Excel Math) with seven successful strategies, your teachers will be able to track the successful development of student learning. This facilitates development of knowledge and skills as specified in state and NCTM standards.

NW Math Conference Presenters – alphabetical order

Patterson, Roger rspatt1@comcast.net

(8 – 12) **Integrating Algebra and Geometry with Technology Using the SIMMS Curriculum:**

We will examine three modules from the SIMMS curriculum that integrated algebra and geometry using technology. These modules may be used as supplements to your teaching materials and maybe used at various HS grade levels. TI-84 calculators will be used, but we will have some Nspires available. Topics include: area, transformational geometry, trigonometry, matrices, and power functions.

Peck, Julie peckj@nwrel.org

NWREL, Portland, OR

(K – 2) **K-2 Measurement and Geometry - what do I need to know?**

What is it students need to understand at this grade level, and how can I assess it as their teacher?

Pollastro, Julia Julia.Pollastro@vansd.org

Fort Vancouver High School, Vancouver, WA

(9 – 12) **Team Teaching? In Math? Learn Successful strategies and avoid common pitfalls:**

Two high school teachers will experiences in team teaching. Participants will collaboratively plan a lesson and view video clips of the planning, class starters, instruction, room "tools", work time, behavior management, and administrative feedback. Web site for handouts and video clips will be shared.

Rakos, John rakosj@ortrail.k12.or.us

Sandy High School, Sandy Oregon

(6 – 12) **TI-83/84 Modeling:**

From lines of best-fit to polynomial functions. Using the TI-83/84 graphing calculator to model functions."

Raleigh, Claudia claudia.raleigh@corvallis.k12.or.us

Adams Elem Corvallis, OR

(K – 2) **Talking to Parents about Math:**

Why do I teach math this way? Parent friendly language to explain math learning, NCTM focal points, differentiating instruction for all levels, questioning strategies. Home school connection ideas.

Reed, Kathy kreedsk8@verizpn.net

Math With a Smile, Gresham, OR

(3 – 5) **Connecting Data Analysis:**

Using Activities from Math Learning Center's Bridges in Mathematics.

Richards, Joe dcrssfld@gmail.com

Roseburg High School, Roseburg, OR

(6 – 12) **More Stuff About Chords of Circles:**

We know even more things about chords of circles that we didn't know until after several years of teaching, and we think they're fun, so we want to share them with you.

Rigelman, Nicole nrigelma@georgefox.edu

George Fox University, Newberg, OR

(K – 8) **Elicit High-Level Student Discourse:**

In this session we will explore strategies for drawing out student thinking/reasoning. Specifically we will identify levels of student mathematical discourse and consider structures/strategies that prompt observation, justification, and generalization from students.

Riopel, Paul priopel@ti.com

Texas Instruments, Fairview, OR

(6 – 12) **Grasp the Math with TI-Nspire:**

The TI-Nspire from Texas Instruments is available with or without a Computer Algebra System (CAS) and has a changeable keypad that enables compatibility with the TI-84 Plus and TI-83 Plus. The TI-Nspire greatly enhances the use of multiple representations for concept development and problem solving.

Ross, Amanda rossconsultingresearch@yahoo.com

Educational Consultant, Oro Valley, AZ

(Research/Teacher Ed) **Learn how to do action research in the mathematics classroom.**

Participants will be given ideas for designing a study, interpreting findings, and implementing best practices based on data results.

(General) **What's in a Number:**

Learn about the origin and meaning of numbers and investigate ways to increase student understanding of different representations of numbers. Learning objectives, as detailed in PSSM and CFP will be presented.

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Sandoz, Patty psandoz@eoni.com OCTM, LaGrande, OR

(General) **Equity: Pizza, Pop, and Problems for All!**

Avoid hunger, grow professionally! Oregon brings professional development equally to teachers around the state with this enticing invitation: Explore your inner mathematician and enjoy pizza & pop as you probe a math task that can span grades K–12. While getting messy with the math, best practices will be modeled and discussed for classroom use.

(6 – 12) **Water Baby Bungee Jump:**

Drop your Water Baby from a cliff without fear of "death" or a "brain injury" using algebra!

Schjelderup, Kim Kim_Schjelderup@misd.wednet.edu Mercer Island High School, Mercer Island, WA

(9 – 16) **Infinite Power with the CAS based calculators, TI-89 and Nspire CAS.**

If you've been using a CAS calculator and want to strengthen and increase your knowledge, understanding, and use of this powerful tool, then this workshop is for you! The workshop will model best practices of CAS in advanced mathematics courses. You will leave the workshop with ready to use materials for your precalculus and calculus classes that deepen and broaden student understanding of challenging topics.

Seidenberg, Tom tseidenberg@exeter.edu Phillips Exeter Academy, Exeter, NH

(9 – 12) **The Lowly Line - Lots of Good Problems:**

Why are there so many forms for the equation of a line? What's the best form? The difficulty of a problem can depend on what form you choose. We'll look at lots of problems in 2- and 3-space.

(9 – 12) **Cones without Calculus:**

There are lots of thought-provoking, non-intuitive questions that can be asked about cones. We'll look at as many as time allows.

Skelton, Laura cecilia@facingthefuture.org Facing the Future, Seattle, WA

(6 – 8) **Globally Sustainable Math:**

Engage your students by teaching math in the context of current global issues! Receive a FREE copy of a brand new curriculum of NCTM-aligned lessons on issues such as population, natural resources, and ecological footprint.

Slosson, James jslosson@aol.com Yelm Community Schools, Yelm, WA

(96– 12) **4 Reasons Kids Fail:**

To improve math achievement teachers must use instructional techniques that systematically address the four reasons kids fail: aptitude, learning style, school grading/credit practices and content alignment.

Smith, Marianne msmith.writer@gmail.com Writer / Consultant, Oakland, CA

(General) **Advocacy for Educators:**

Learn how educators can be effective grassroots advocates for mathematics education reform and counteract political opposition. How do challenges impact professional development, curriculum, assessment?

(General) **Politics and Mathematics Education - and Why You Should Care?**

A workshop for mathematics education leaders: The backlash against mathematics education reform is growing on the Internet. In Washington State, groups are pressuring state legislators and policymakers to abandon a decade of reform. On the federal stage, the National Math Panel report is aimed at dismantling principles that form the foundation of the NCTM standards. Learn how educators can become grassroots advocates for reform and have a positive influence on policy.

Smith, Molly molly@eoni.com Powder Valley Elementary, North Powder, OR

(K – 5) **A Fraction of Your Time:**

This 90-minute presentation will provide teachers with hands-on activities that help bring fractions to life. Attendees will leave with a variety of user-friendly tools and resources that are sure to help students develop a deeper understanding of fractions.

Specht, Jim Jim15387@msn.com retired, Friday Harbor, WA

(9 – 12) **The Sum of Its Parts:**

10 Lessons where math is taught in the context of application. Threads from different subject areas, math topics, learning styles and NCTM Focal Points woven into a fabric greater than the sum of its parts.

NW Math Conference Presenters – alphabetical order

Stein, Robert bstein@csusb.edu California State University, San Bernardino
(4 – 12) **Pascal's Triangle and How It Grew:**
Development of Pascal's triangle from ancient roots. Unexpected mathematical connections and fascinating patterns make this topic central to the curriculum from grade 4 up.

Stein, Roni mail@ronistein.com Seattle Pacific University, Seattle, WA
(General) **Cultural Tools for Math Teachers:**
Helping teachers understand Hofstede classic dimensions of culture. Focus on: authority, individual vs group learning, gender roles, open-ended vs structured environments, long and short range plans in mathematics instruction

Sutton, Kim ksutton@humboldt1.com Creative Mathematics, Arcata, CA
(K – 2) **Building Algebraic Thinking K-2:**
Come experience practical strategies to boost the thinking behind algebra.

(3 – 5) **The Role of Motivation in the Mathematics Classroom:**
Come experience strategies to motivate even the reluctant math student.

Tang, Greg greg.tang@verizon.net Author, Belmont, MA
(K – 6) **An Algebraic Approach to Teaching Place Value:**
Perhaps the most important concept in elementary school math. It's the key to working with big numbers and understanding traditional algorithms. But does anybody really understand it? Or do most know just enough to almost get by? In this mind-stretching session, we'll see how place value can be taught algebraically, and why traditional algorithms are so important for kids to learn and understand.

(General) **Algebraic Teaching - The Missing Piece:**
The goal of every good math teacher. Quick - can you explain what it means? So hard to define and even harder to teach. The secret? Algebraic teaching! Join best selling *Grapes of Math* author Greg Tang in exploring the difference between algebraic and non-algebraic teaching, and see why algebraic teaching may represent the paradigm shift that can end the math wars and lead to programs and methods that actually work.

Todd, Philip philt@saltire.com Saltire Software, Tigard, OR
(6 – 12) **Discovering Math:**
We present a set of examples where new mathematics can be discovered by students using symbolic geometry software. Examples come from real world situations. The math includes geometry, algebra and calculus.

Torpey, Lynn Ltorpey@bham.wednet.edu Squalicum HS, Bellingham, WA
(6 – 12) **Algebra Connection:**
This workshop will emphasize representing algebraic ideas in multiple ways (eg: pattern, rule, table, graph) so that students see how ideas are connected. Materials will be provided.

(6 – 12) **Algebra "Smarts!":**
Math is often where students are labeled as "smart". Learn how to help all students feel smart by participating in activities and lessons which employ new strategies to make math accessible to ALL students.

Whitfield, Diane dwhitfield@casio.com PCC & Casio MRD Center, Portland, OR
(9 – 12) **Fuel Student Interest:**
We will do algebra/geometry level activities designed to help you learn the ClassPad, and to show how this tool can be used in lectures to increase student involvement. Use a ClassPad or bring a laptop, sample software will be provided.

(6 – 12) **Hands-on Workshop:**
You will learn how schools are successfully teaching under-performing students' algebra and geometry using the ClassPad 330. You will learn how to use the software in lectures or with a SmartBoard.

NW Math Conference Presenters – alphabetical order

Windsheimer, Cathy catherine_windsheimer@beavton.k12.or.us Stoller Middle School, Portland, OR
(6 – 8) **Unlocking the Mystery of Multiplying Fractions - All Kids Can!!!:**

Participants will collaborate to analyze and invent computational algorithms based on conceptual models and strategies. Use area models for multiplication as a context for generalizing about relationships among whole numbers, fractions and decimals and recognize the role and usefulness of the distributive property in carrying out fraction computations.

Wood, Sally woods@estacada.k12.or.us Estacada Jr. High, Estacada, OR
(6 – 8) **Math Activity Nights:**

Learn the secrets to success in planning and implementing Math Activity Nights for Families at your school. Participants should be prepared to participate in actual Math Night activities, including a warm up, group game and featured activity.

Wright, John jpwright@seattleschools.org SEALTH HS, Seattle, WA
(9 – 12) **Matrices on the TI84:**

Explore the TI-84's matrix functions. Calculate determinants, inverses, solve systems of equations with rref(), graph transformations, and more.

(9 – 12) **STEP UP TO CALCULUS:**

Share successes and challenges of a UW summer precalc program via MESA to increase South Seattle HS minority participation in calculus. Bring/Share successful strategies for higher math equity.

Wyatt, Carol cwyatt@jesuitportland.org ????

(9 – 12) **Motivating Math with Movies:**

Transform your lectures into multimedia extravaganzas! Learn easy ways to place movie clips, you-tube videos, and interactive media into math presentations.

Young, Sharon syoung@spu.edu Seattle Pacific University, WA

(3 – 8) **The Right Questions:**

Asking the right questions is critical to initiating and sustaining though-provoking discourse. Strategies are described for posing questions to involve students in higher level thinking.
