Southern Illinois University Carbondale
is Proud to Present

The 33rd Annual Conference on Teaching Mathematics

Illinois Council of Teachers of Mathematics/Southern Section

Common Core State Standards for Mathematics
Thursday, February 15, 2018

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ACKNOWLEDGEMENTS

A mathematics conference such as this is the result of work and support of many people. Reference is made below to some of the many who contributed significantly and generously to supporting, planning and carrying out the conference…to them go our many thanks.

To all PARTICIPANTS in the conference, for their participation that makes it a success.

To SPEAKERS – they are the heart and substance of the conference program;

To Jackie Murawska, ICTM President, and George Reese, Past President of ICTM, for bringing greetings from ICTM to the conference and each conducting a session in the program;

To Dr. Akihiko Takahashi, to give the main conference presentation at the Luncheon;

To Dr. Barry Hancock for his assistance in organizing the conference in the Hancock Conference Center at John A. Logan College;

To ICTM for “seed” money towards conference expenses and its continued support of our efforts;

To MONTE NEWLIN, JULIE WOLLERMAN, KELTON DAVIS, JANE QUINLAN, LAWRENCE FILLINGIM, LORIE LEQUATTE, CHERYL GRAFF, RON DANIELS, ROBERT DAIBER, MICHELLE MUELLER and SUSAN SARFATY, Regional Superintendents, for their assistance in disseminating conference information; and their support of teachers attending the conference; and

To LESLIE BROCK and the Conference & Scheduling Services staff for handling a myriad of activities in organizing the conference.
SESSION I
(9:00 AM – 10:00 AM)

1. Math Activities for Young Students
   Room
   Grades Pre-K-K
   JOANNA LEE, Unity Point School, Makanda, IL
   Participants will be provided with commonly used math materials in the PreK classroom. Group discussions will follow. Pre-service teachers are welcome.

2. Understanding Place Value Begins with Grouping and Partitioning Problems
   Room
   Grades K-3 (with application for 4-6)
   DR. CHERYL LUBINSKI, Elementary Teacher and University Professor of Mathematics (Retired), Ellisville, MO
   Word problems that progress from beginning place value understanding of whole numbers to decimals will be discussed. Videos and pictures of students will be shown. Handouts provided.

3. Teaching Multiplication with Area Measurement Models
   Room
   Grades K-6
   JEFFREY BARRETT, Illinois State University, Normal, IL
   I will examine area measurement activities as models for teaching multiplication, following CCSS-M, and reflect on lesson study processes to help teachers motivate mathematical ideas.

4. How Do I Manage Differentiation in my Classroom?
   Room
   Grades K-8
   GREG GIERHART, Murray State University, Murray, KY
   Differentiation doesn’t have to be an ugly word. Differentiation shouldn’t be about the teacher doing more work. Differentiation should be a seamless experience for both the student and the teacher. This session will focus on some top 10 differentiation strategies to use in the classroom. Ideas will be presented so that the teacher can return to their classroom and implement.

5. What’s in a Name?
   Room
   Grades 5-12
   DR. BOB MANN, Western Illinois University, Macomb, IL
   Participants will experience a classroom activity where student names are used to explore many topics and ideas from data analysis and statistics including mean, median, mode, variance, histograms, box plots and outliers.

(continued on next page)
6. Putting Some Life Back Into 9th Grade Algebra
Room
Grades 9th
GEORGE REESE, University of Illinois, Urbana-Champaign, IL
JANA SEBESTIK, University of Illinois, Urbana-Champaign, IL
9th graders in Algebra 1 struggle. Why? What can we do? This talk will be both discussion and exploration. We will share experiences and activities.

7. Using “Open Middle” Problems to Encourage Productive Struggle
Room
Grades K-12
ALISON CHILDERS, Carmi High School, Carmi, IL
This session will discuss using problems that have many solution strategies and paths in a variety of contexts in math class. We will discuss how we can encourage practice and productive struggle without assigning a large number of problems. Lots of examples and resources will be given, as well as tips for developing your own!

8. Choosing Tasks for Productive Struggle, Not Frustration
Room
Grades 6-12
JACKIE MURAWSKA, ICTM President and Saint Xavier University, Palos Park, IL
Identifying cognitively demanding tasks is the first step toward promoting struggle in mathematics. Participants will explore how worthwhile tasks can shape students’ mathematical dispositions.

9. Mathematical Insights about Numbers, Formulas and Equations from Geometric, Algebraic and Historical Connections
Room
Grades 7-12
CRAIG W. ROBERTS, Southeast Missouri State University, Cape Girardeau, MO
Explore connections among geometry, algebra and history that provide interesting and instructive insights into number relationships, formulas and equations that help students master these concepts.

10. Accurate Assessment in the Common Core Era
Room
Grades K-14
ERIC BRIGHT, Charleston Middle School, Charleston, IL
What does a grade mean? What should count for a grade? What about homework? A discussion on how to develop meaningful assessment practices and policies.
SESSION II
(10:10 AM – 11:10 AM)

1. Literature and Mathematics: What’s the Connection?
   
   Room
   Grades 2-5
   
   DR. JACKIE L COX, Clinical Associate Professor/Clinical Supervisor, Carbondale, IL
   LILY GRABER, Student Teacher at Thomas School – 3rd Grade, Carbondale, IL
   JESSICA CAMPOBELLO, Student Teacher at Lewis School – 5th Grade, Carbondale, IL
   BRITTANY ATHA, Student Teacher at Lewis School – 5th Grade, Carbondale, IL
   ELISABETH ELLIOTT, Student Teacher at Thomas School – 2nd Grade, Carbondale, IL

   See how these student teachers add relevancy to their mathematics classroom through the use of literature. This session will offer an overview of techniques and strategies for using literature to enhance the teaching and learning of mathematics in your classroom. We will explore a variety of children’s books and offer sample lessons/activities that you can use immediately with your students. Plan to share your favorite literature and how you use it in your math class!

2. Reading, Vocabulary and Writing in Mathematics – Oh My!
   
   Room
   Grades K-5
   
   GREG GIERHART, Murray State University, Murray, KY

   There is power in the mathematics classroom when reading, vocabulary, and writing is part of the curriculum. But how to do this? This session will focus on important topics a teacher can use to bring literacy alive within the mathematics classroom.

3. Getting Students to Talk about Shapes and Properties
   
   Room
   Grades 1-6
   
   PETER WILES, Eastern Illinois University; Charleston, IL
   RICK ANDERSON, Eastern Illinois University; Charleston, IL

   Adapt the Number Talk instructional strategy to develop geometric thinking. Engage with tasks that help students visualize shapes and reason about their properties. Learn about strategies to implement meaningful classroom discussions about geometric ideas.

   
   Room
   Grades K-8
   
   LYNN NARASIMHAN, DePaul University, Chicago, IL

   This interactive presentation will engage participants in strategies that can be used in K-8 classrooms to promote access to interesting mathematics.
5. Procedural Knowledge and Conceptual Knowledge on Decimal Operations
Room
Grades 3-8
CHENG-YAO LIN, Southern Illinois University, Carbondale, IL
This presentation will discuss procedural knowledge and conceptual knowledge on decimal operations. We will discuss the differences between procedural knowledge and conceptual knowledge.

6. Justifying Your Answer
Room
Grades 6-8
JILL WINTHROP, Elverado Junior High, Elkville, IL
What does ‘justify your answer’ mean? What should it look like? Why is it important? This session will also look at the importance of visual models.

7. Autism Essentials and Teaching/Working Strategies
Room
Grades 3-12
STACIE HICK, Perandoe Special Education District, Red Bud, IL
I will give basics about autism and then discuss how to work with children with autism and how to support them in the classroom and home.

8. Logic, Numbers and Art
Room
Grades 6-12
KATHLEEN M. FICK, Methodist University, Fayetteville, NC
An activity encouraging critical thinking, creativity, and appropriate mathematical language by writing simple logical statements for puzzles defined in columns and rows. Handouts provided.

9. Accurate Assessment: Standards Based Grading in a Southern Illinois Classroom
Room
Grades 7-12
JON WILHELM, Vienna High School, Vienna, IL
We will explore how to modify a traditional grade book into a standards based system. Standards based grading helps students take ownership of their learning by identifying their strengths and weaknesses. Numerous assessment ideas will be discussed.

10. Who Knew the Quadratic Formula was This Versatile?
Room
Grades 9-14, Teacher Education
LANIS L. LENKER, Wesclin High School (Retired), Mount Vernon, IL
Learn to use the Quadratic Formula in two unusual areas. Trig students can use it to solve the difficult SSA triangle problems. Conic section students can use it to graph translated and rotated conics. Bring your graphing calculator with you for some surprises and fun (TI-83/84 featured).
1. Counting Collections
   Room
   Grades Pre K-2
   DENISE BROWN, Murphysboro School District, Murphysboro, IL
   Use collections of everyday objects to develop mathematical problem solving and number sense with young children. Presentation is based on CGI research of T. Carpenter and M. Franke.

2. Understanding Fractions Begins with Geometry
   Room
   Grades K-4
   DR. CHERYL ANN LUBINSKI, Elementary Teacher and University Professor of Mathematics (Retired), Ellisville, MO
   We will talk about solving fraction problems from pictures to symbols. Handouts for classroom use provided.

3. Scratching the Surface and Minding the Gap
   Room
   Grades K-6
   WILLIAM MCNEARY, Southeast Missouri State University, Cape Girardeau, MO
   Scratch and Scratch Jr allow students to learn to code, but they can be used in a variety of ways to develop mathematical concepts.

4. Teaching Math Through Problem Solving: Experiences at Prieto
   Room
   Grades K-8
   ANDREW FRIESEMA, Dr. Jorge Prieto Math and Science Academy, Chicago, IL
   Detail the history of the work done at Prieto using Lesson Study to better understand teaching through problem solving.

5. Hand-on Math in Elementary School: Number Concept as an Example
   Room
   Grades 1-6
   JUEI-HSIN WANG, National Chiayi University, Taiwan; Visiting Scholar at Southern Illinois University, Carbondale, IL
   YEN-TING CHEN, National Taichung University of Education, Taiwan; Visiting Scholar at Southern Illinois University, Carbondale, IL
   This session is about the practice in all kinds of number concepts. The math content is from first grade to sixth grade in elementary school. First, the researchers will discuss the number concept development in Taiwan Math Curriculum. Then, the researchers will use hands-on Math games for examples.

(continued on next page)
6. Integrating Digital Games Into Your Mathematics Classroom
   Room
   Grades K-8
   EUNMI JOUNG, Southern Illinois University, Carbondale, IL
   During this presentation, participants will learn how digital games can be used in mathematics learning and the effects of such games. Bring your tablet or laptop to this session.

7. How to Teach Effectively? (Operations on Fractions, Decimals and Percentages)
   Room
   Grades 3-8
   WEICHEN ZHAO, Southern Illinois University, Carbondale, IL
   Teachers’ procedural knowledge and conceptual knowledge are the important factors of students’ achievements. Comparing Chinese and American preservice mathematics teachers’ procedural knowledge and conceptual knowledge can help preservice teachers not only improve their computational skills but also develop their teaching abilities. In addition, organizing preservice teachers’ procedural knowledge and conceptual knowledge on operations of fraction, decimal and percentage will give preservice teachers the guidance they need to teach effectively.

8. Teaching Through Problem Solving
   Room
   Grades K-12
   TOM MCDONAGAL, Lesson Study Alliance, Chicago, IL
   Examine the Japanese approach of teaching math through problem solving, from both lesson and lesson-sequence perspectives, as a way to address SMP #1 and 3.

9. So Why Do We Want Multiple Solutions?
   Room
   Grades Experience with Algebra I
   ALBERT OTTO, Illinois State University, Normal, IL
   We will look at serval examples that illustrate how multiple solutions can develop deeper understanding of mathematical situations.

10. Using Open-Ended Tasks to Build Conceptual Understanding
    Room
    Grades 9-12
    ALISON CHILDER, Carmi High School, Carmi, IL
    Tired of lecturing to introduce a topic? Tired of students memorizing steps with no conceptual understanding? In this session we will discuss how we can use open-ended, low entry point tasks to let students explore a topic before we teach it, giving them an important bridge between prior knowledge and the new knowledge we want to build.
Greetings from John A. Logan College ............................................ Dr. Barry Hancock, Dean
for Community Education

Luncheon
11:50 a.m. – 2:00 p.m.
Conference Center Banquet Room

LUNCHEON MENU

Boxed lunches include:
Roasted vegetable w/ cucumber and sundried tomato aioli sandwiches
Turkey and provolone sandwiches
Roast beef and cheddar sandwiches
Apples
Bananas
Potato Chips
Cookies
Sodas

* Additional Beverages
Orange Juice, Coffee, Water

Greetings from ICTM ................................................................. Jackie Murawska, ICTM President

Introduction of Speaker.......................................................... Dr. Cheng-Yao Lin

Luncheon Speaker................................................................. Dr. Akihiko Takahashi
DePaul University
Chicago, IL

“A Way to Make a School as a Place for Joyful Learning for Both Students and Teachers”

Adjournment

Continuing Professional Development Unit documentation will be available at the registration table.