Sacramento Area Mathematics Educators and California State University, Sacramento Mathematics Project present the 10th Annual Making Math Meaningful S.A.M.E. Mini-Conference Saturday, March 6, 2010 8:15 a.m. - 1:30 p.m. Sacramento State University Union Ballrooms II and III

Conference Agenda
8:15 a.m. - 8:45 a.m. Registration and Continental Breakfast
8:45 a.m. - 8:55 a.m. Welcome and Introductions
9:00 a.m. - 9:50 a.m. Break-Out Session 1
10:00 a.m. - 10:50 a.m. Break-Out Session 2
10:55 a.m. - 11:30 a.m. Poster Sessions and Vendors in Ballrooms II and III
11:40 a.m. - 12:30 p.m. Break-Out Session 3
12:35 p.m. - 1:30 p.m. A Moveable Feast: Lunch, Networking and Door Prizes

Early Bird Registration:
Registration received by Monday, February 8th will be eligible for a $5 registration discount.
## BREAK-OUT SESSIONS

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter</th>
<th>Grade Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Together We’re Better: The Brain, Books and Math</td>
<td>Francie Dillon <em>Sacramento State</em></td>
<td>K-2</td>
<td>This session explores the core principals of brain-based learning and the role children’s literature plays in helping to optimize students’ learning environment as they embrace the world of math.</td>
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<tr>
<td>Developing Mathematical Understanding: The Power of Problem Solving</td>
<td>Stephanie Biagetti <em>Sacramento State</em></td>
<td>K-4</td>
<td>During this interactive, hands-on session, participants will learn how problem solving can be used as a tool to develop students’ conceptual understanding across a multitude of topics.</td>
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<tr>
<td>Using Games to Teach Math</td>
<td>Dr. Elisa Michals <em>Sacramento State</em></td>
<td>K-12</td>
<td>In this workshop we will all participate in several activities/games and discuss how to use them in your elementary and secondary classrooms.</td>
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<tr>
<td>Fractions for Mathematically Challenged Students</td>
<td>Linda Wolfe <em>Charles Brown Elementary</em></td>
<td>3-5</td>
<td>Explore strategies and activities for teaching fractions to students who struggle with math concepts and procedures.</td>
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<tr>
<td>Using the Box Method to Factor</td>
<td>Darrell Amerine and Benito Dimas <em>Fern Bacon MS</em></td>
<td>3-12</td>
<td>We’ll describe and show you how to incorporate the box method into your classroom. If introduced in early grades, students will have a strategy to solve complex multiplication problems through factoring polynomials.</td>
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<tr>
<td>Adding and Subtracting Integers: An Intuitive Approach</td>
<td>Edric Cane</td>
<td>5-8</td>
<td>For many students, the traditional approach to adding and subtracting integers is a procedural nightmare. It is also often a linguistic atrocity. There are better ways. Here, the material will be presented as a natural extension of regular (pre-negative numbers) arithmetic and build on students’ common sense and intuition.</td>
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<tr>
<td>Tessellations</td>
<td>Marla Tjoelker <em>Leroy F. Greene MS</em> and Lisa Prindible <em>NP3 Charter School</em></td>
<td>5-10</td>
<td>Looking for a great activity to supplement curriculum after the CST’s that will keep students engaged? This hands-on session teaches the basic steps of creating tessellations from squares, rectangles and triangles.</td>
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<tr>
<td>Turning Problems into Puzzles Using Simple Graphic Organizers</td>
<td>Clay Dagler</td>
<td>5-12</td>
<td>Two graphic organizers will be used in this breakout session. The first is a mathematical cloze where the students will be given a worked out problem with missing parts. This activity turns most math problems into puzzles. The second organizer will be a flow chart which forces students to think forward and backwards. It will be used with topics including long division, solving equations, and exponent laws. However, these organizers can be used to support most topics in mathematics.</td>
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<tr>
<td>Mastering Algebra Through the Use of Manipulatives</td>
<td>Mark Arnez <em>Mills MS</em></td>
<td>6-9</td>
<td>Teach students how to solve multi-step equations using intuition and natural instincts through the power of manipulatives. Learn how to take this skill of solving equations with manipulatives and bridge the process to a traditional way of solving equations. Explore common errors and learn how to reprogram wrong thinking.</td>
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# Break-Out Sessions (continued)

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<td>10 Teaching Algebra Using a Numerical Pattern Approach</td>
<td>Ravin Pan <em>Sacramento State</em></td>
<td>6-12</td>
<td>This session will present an alternate approach to the teaching of beginning algebra. This algebraic approach connects the standards, has high cognitive demands and depth for a few standards for the first semester of Algebra.</td>
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<tr>
<td>11 Mount Everest, Boolean Algebra and Curve Stitching</td>
<td>Melissa Bryden <em>Del Campo HS and Sacramento State</em></td>
<td>7-8</td>
<td>Get to know some famous women in mathematics, their stories and their connections to the world we know. Take home a hands-on project that may help your students build connections to concepts in analytic geometry. Find out what Mount Everest, Boolean Algebra and Curve Stitching have in common!</td>
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<tr>
<td>12 Getting to the Heart of the Matter: What Teachers Think of Offering Algebra I to All California 8th Grade Students</td>
<td>Sherrie Carinci <em>Sacramento State</em> and Carmen Bowen <em>Sacramento HS</em></td>
<td>7-9</td>
<td>The focus of this presentation is to examine research which studied the opinions of teachers of mathematics on the issue of teaching Algebra I to all eighth grade students in California. In July 2008, the California State Board of Education approved a new standardized test for eighth grade students; “the revised mathematics blueprint is based on California content standards for Algebra I.” Though the implementation of this standard is currently pending, this presentation will offer an insight into what math educators think should be offered to students and the challenges of meeting this new standard’s goals and objectives.</td>
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<tr>
<td>13 Finding the Words to Help with Word Problems</td>
<td>Deb Stetson and Scott Farrand <em>Sacramento State</em></td>
<td>7-12</td>
<td>The typical crux of solving a word problem is the translation from the information given in English into a mathematical equation or inequality to be solved. This session will describe a technique for focusing student thought on the bridge between the word problem and its equation. It will focus students on the meaning of the expressions used in the equation. The technique works for all word problems.</td>
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<tr>
<td>14 Math Plug-Ins for Microsoft Word</td>
<td>Jodie Thayer <em>Mira Loma HS</em></td>
<td>7-12</td>
<td>Most math teachers suffer with using a word processor to create documents for classroom use. We have found add-in programs for Microsoft Word that will graph functions, draw geometric diagrams, create Cartesian planes, and more- turning Word into a math document editor.</td>
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<td>15 TBD</td>
<td>Heather Brumbaugh</td>
<td>7-12</td>
<td>TBD</td>
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<tr>
<td>16 Algebra I for the Underprepared</td>
<td>Robert Brewer <em>Florin HS</em></td>
<td>8-12</td>
<td>Specific strategies that teachers can use to help all students succeed in Algebra I, regardless of their incoming level of preparation.</td>
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<tr>
<td>17 Activities for Fun and to Enhance Learning in the Classroom</td>
<td>Julie Swenson</td>
<td>9-12</td>
<td>A collection of activities to enrich the math classroom. These can be modified and adapted for most situations. They include fun activities, learning activities and projects.</td>
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**Making Math Meaningful**

S.A.M.E. Mini-Conference
Saturday, March 6, 2010
8:15 a.m. - 1:30 p.m.
Conference Information

To Register
Fill out and return the form on the next page. We accept checks, credit cards, and purchase orders (P.O.s) as forms of payment. Registration and payment must be received in our office no later than Monday, February 15th. We accept registrations via mail or fax if paid by credit card or if a P.O. number is provided.

Registration Confirmation: E-mail confirmation of registration will be sent out by Friday, February 19th.

Refund Policy: Cancellations must be received by Friday, February 26th at 5 p.m. Please contact us with any questions or concerns.

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!”).

Parking
A complimentary parking permit will be provided for pick-up at the registration table. Closest parking is in Parking Structure II.

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: http://itweb.csus.edu/map/

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

Questions?
Contact Debbie Dennick at debbie@csus.edu or (916) 278-4497 or Rita Johnson at rjohnson@csus.edu.

Making Math Meaningful
S.A.M.E. Mini-Conference
California State University, Sacramento
Saturday, March 6, 2010

Registration Form
Deadline to Register: Monday, February 15, 2010

First Name: ___________________________ Last Name: ___________________________
Home Address: __________________________________________ State: __________ Zip: ____________
City: ___________________________ Contact Phone: ___________________________ E-mail: ___________________________
School: ___________________________ District: ___________________________
Grade Level: ___________________________

Break Out Session Preferences: (list 3) ___________________________

Early Bird Registration: Registrations received by Monday, February 8th will be eligible. Subtract $5 from the amount below.

Registration Fee (check one):
☐ $40 (includes S.A.M.E. membership for 2010)
☐ $30 if S.A.M.E. dues paid at Asilomar this year
☐ $15 for students
☐ Free. I am leading a break-out session or poster session or am a S.A.M.E. board member.

Select Type of Payment:
☐ Check enclosed, payable to S.A.M.E.
☐ Purchase order (P.O.) enclosed, payable to S.A.M.E.
☐ Charge my: ☐ Visa ☐ MasterCard

Cardholder Name: __________________________________________
Credit Card #: ___________________________________________ Exp. Date: ____________
Billing Zip: ___________________________ Signature: ____________________________

Mail Registration Form and Payment to:
Attn: Debbie Dennick
CSUS Math Project
6000 J Street
Sacramento, CA 95819-6125

Fax: (916) 278-4770

Questions? Please call: (916) 278-4497