

Welcome to #FallForMath!

9-14-19 • Jack Brown Hall – CSUSB • 8:00 a.m. – 3:00 p.m.

Keynote Session • 8:45 a.m. – 9:45 a.m. (60 minutes)

Breakout Session 1 • 10:00 a.m. – 11:15 a.m. (75 minutes)

All sessions are available to all participants regardless of your focus grade level.

Strategies and Activities for Reaching the Under-Participators • JB- TBD • Grades K-12

Jeremy Aikin, Mathematics Professor, CSU San Bernardino • jaikin@csusb.edu

As we strive to create a learning environment in our classrooms in which all students have access to the content and are engaged learners, we often encounter challenges related to students having academic gaps in their knowledge or linguistic barriers. In this workshop, we will experience some activities and investigate some strategies that we can use to bring all students into the conversation in a way that fosters academic language, builds agency, and promotes equitable participation.

Counting Collections to Build Number Sense • JB- TBD • Grades K-2

Denise Cates-Darnell, Curriculum Coordinator, PK-8 Mathematics, San Bernardino County Superintendent of Schools • Denise.Cates-Darnell@sbcss.net

This workshop will focus on building counting and cardinality skills with the use of daily open-ended counting routines. This routine helps to build a solid foundation with number operations. Participants will leave with strategies and resources that can be used in the classroom on Monday.

Math through Movement- Hundred Grid Carpet Strategies • JB- TBD • Grades 1-3

Adriann Huntington, 3rd Grade Teacher, Murrieta Valley Unified School District • ahuntington@murrieta.k12.ca.us

Are you striving to provide multiple entry points to math concepts through kinesthetic, visual, auditory, and verbal interactions? Would you like to engage students' thinking with giant manipulatives? Well, abandon those desks and build curiosity on the carpet in all domains, with all SMPs, for all learners! Discover instructional strategies with literally a low floor and high ceiling!

Mathematical Reasoning: The Force Awakens • JB- TBD • Grades 3-5

Tonka Parkin & Cassandra Gartung, Glitter Gals Edu • @GlitterGalsEdu www.GlitterGalsEdu.com

Participants will discover ways to support students' mathematical reasoning through writing by participating in a performance task in order to understand the structure of rigorous and engaging mathematical writing with the Mathematical Practices. Teachers will be given classroom tools such as rubrics, graphic organizers, and activities.

Let's Give Them Something to Talk About: Secondary Number Talks • JB- TBD • Grades 6-12

Melanie Janzen, Curriculum Coordinator, Secondary Mathematics, San Bernardino County Superintendent of Schools • @MelanieJanzen15

Do you have students who lack arithmetic fluency? How about flexibility in thinking? Come explore one of the most efficient strategies for building numeracy while supporting multiple strategies and flexibility in thinking. Participants will learn the routine for number talks as well as leave with number strings to immediately implement.

The Clothesline Grows Up: Functions on the Number Line • JB- TBD • Grades 9-12

Chris Shore, Math Specialist, Temecula Valley USD/The Math Projects Journal • @MathProjects, shore@mathprojects.com

The Clothesline is being popularly used to teach conceptual understanding of algebraic expressions and equations, geometric relationships and statistics. Now experience functions like you never have... on an open number. Learn how this manipulatable, visual tool reveals the critical aspects of functions to all students, especially for those who have typically struggled in traditional math classes.

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Standards Based Learning: The In's and Out's • JB- TBD • Grades 9-12

*Karen Hernandez, Dept. Chair & Teacher, Shadow Hills High School • @KarenRabadan
Karen.hernandez@desertsands.us*

Walk away with action steps ready to use tomorrow to help you make the switch. We will focus on how SBL helps all students become successful in owning their learning experience and how it helps teachers target instruction for our struggling learners.

Breakout EDU, can you solve the puzzle? • JB- TBD • Grades 9-12

Venetia Ricchio, Teacher, Montclair High School • @bellagio594

Digital Breakout EDU is an immersive game platform that uses the four C's: Collaboration, Communication, Critical Thinking, and Creativity. Students must "make sense of problems" and "persevere" to solve the puzzles that open lock boxes. BYOD!

Lunch • 11:15 a.m. – 12:00 p.m. (45 minutes)

Networking • 12:00 p.m. – 12:45 p.m. (45 minutes)

Breakout Session 2 • 1:00 p.m. – 2:15 p.m. (75 minutes)

All sessions are available to all participants regardless of your focus grade level.

Building Student Agency through Building Teacher Agency • JB- TBD • Grades K-5

Mary Vongsavanh, Math Coach, Murrieta Valley Unified School District • mvongsavanh@murrieta.k12.ca.us

We talk about building student agency in the classroom, but what does that really look like? What does that really mean? This session will take a deep dive into understanding student agency, along with teacher agency to support it. We will look at how a team of teachers used the TRU Framework and lesson study to focus on this equity theme.

Focus on the Question: Elementary Version • JB- TBD • Grades K-5

*Catherine Vittorio, Math Coordinator, San Bernardino County Superintendent of Schools • Catherine.Vittorio@sbcss.net
@vittorioisms*

This workshop will focus on supporting students in making sense of mathematical tasks and encouraging all learners to persevere and engage in critical thinking. Participants will leave with resources that can be used in their classrooms on Monday.

All Students Shine with Bar Models from Subtraction to Systems • JB- TBD • Grades 1-9

David Mattoon & Marcy Curcie, Secondary Math Coach / TOSA & Math Instructional Coach, Hemet Unified School District • meaningformemory.com

A cohesive problem solving strategy from 1st grade to Algebra 2 connects mathematical representations, EMTP 3 : verbal descriptions, concrete manipulatives & abstract symbolic procedures. The visual meaning within a bar model provides a low floor for all to engage in mathematics. The models can help all students see relationships between quantities, make use of structure & recognize repetition, SMPs 2,7,8, which pushes even those rushing to a procedure to understand what they are doing & why.

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Reading and Writing to Uncover Students' Math Thinking and Understanding • JB- TBD • Grades 3-12

*Sarah Galasso, Lead Math Solution Specialist, Carnegie Learning • @SarahGMath
www.carnegielearning.com/SarahGMath*

Communication through written text is critical to building math understanding. Writing ensures all students are given a voice to share their thinking. That voice promotes equity and gives value to what student say. For many students reading is a barrier to context rich problems that promote accessibility and opportunities to bring prior knowledge. How do we meaningfully incorporate reading and writing strategies into math? We will look at opportunities to utilize literacy to deepen mathematical understanding, give all students a voice, and engage in math practices.

Sense Making and Coherence of Math - Building on What Students Know • JB- TBD • Grades 4-8

Theodore Sagun, Associate Director, UCLA Mathematics Project

Educators can pay attention to details of student thinking to make instructional decisions which also provides space to extend or build on that thinking. Let's look at the coherence of some grouping problems, examine how upper elementary to middle school students solve these problems, and consider some implications might be for our work.

Up for Debate! An Introduction to Debate Routines in Math Class • JB- TBD • Grades 6-12

Chris Luzniak, Math Teacher/Math Coach, The Archer School • @cluzniak

Debate and discussions have often been staples of humanities classrooms. However, as Elham Kazemi states “everything we know about student learning and classroom practice tells us that classroom conversations are crucial to mathematics learning.” Let's explore ways to incorporate short debates into everyday math lessons that invite all students to the conversation. Come learn and experience techniques and routines for creating healthy math-debating classrooms that will empower and engage students of all levels.

Closing Session and Prizes! • 2:30 p.m. – 3:00 p.m. (30 minutes)