



Teachers Teaching with Technology™

Professional Development from Texas Instruments

**KCTM
and
T³ Regional Conference
Lexington, KY
October 19-20, 2007**



Kentucky Council of Teachers of Mathematics

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Participant Information

Welcome to Henry Clay High School! A special Thank You goes to Henry Clay High School for their hospitality toward KCTM and T³.

We hope you will enjoy the conference and leave with many new ideas to implement in your classroom. Below you will find some information that will help you make the most of your conference experience.

- For participants who are pre-registered and present a ticket, a continental breakfast is available in the cafeteria between 7:30 am and 8:30 am.
- For participants who are pre-registered and present a ticket, a boxed lunch and drink can be picked up in the cafeteria during designated lunch times.
- Visit the exhibitors in the Vendor Area between 8:00 am and 2:30 pm. You will have the opportunity in the Vendor Area to review instructional materials, talk with representatives from publishing companies, and purchase mathematics-related merchandise.
- Some speakers may not use the full time allotted. You may use this time to visit exhibits and/or network with other teachers. There is seating in the cafeteria and in the outdoor courtyard by the Vendor Area.
- Check out the KCTM webpage at www.kctm.org when you return home. Thanks to Kathy Mowers for being such a great webmaster!
- Special thanks to registration chair Ruth Casey and MESA banquet chair Ann Booth for their help with the conference.

ENJOY THE CONFERENCE!

Bethany Noblitt

KCTM and T³ Regional Conference Program Chair

Bryson Perry

KCTM and T³ Regional Site Chair

KCTM
Welcomes
Melendy Lovett
President of Texas Instruments
Educational and Productivity Solutions
And
Senior Vice President of Texas Instruments, Inc.



Closing the Achievement Gap in Mathematics

In this talk, Melendy will review positive progress and promising practices aimed at closing the mathematics achievement gap. She will present both national and local models that are proving effective, and the audience will have the opportunity to hear what's working from students and parents. Her video presentation includes clips from local classrooms.

*In order for everyone to be able to attend, there will be two Keynote Speaker sessions offered:
Friday, 3:10 pm - 4:35 pm & Saturday, 9:40 am - 11:05 am*

Seating at each session is limited to the first 350 people.

Friday, October 19

7:30 am – 8:30 am	Check-in and Breakfast
8:30 am – 9:25 am	Session 1
9:40 am – 11:05 am	Session 2
11:20 am – 12:15 pm	Session 3 and Lunch
12:30 pm – 1:15 pm	Lunch and Vendors
1:30 pm – 2:55 pm	Session 4
3:10 pm – 4:05 pm	Session 5
3:10 pm – 4:35 pm	KEYNOTE SPEAKER <i>Melendy Lovett</i>
4:45 pm	Door Prize Give-Away in the Cafeteria <i>You must be present to win.</i>

Saturday, October 20

7:30 am – 8:30 am	Check-in and Breakfast
8:30 am – 9:25 am	Session 1
9:40 am – 10:35 am	Session 2
9:40 am – 11:05 pm	KEYNOTE SPEAKER Melendy Lovett
11:20 am – 12:15 pm	Session 3 and Lunch
12:30 pm – 1:15 pm	Lunch and Vendors
1:30 pm – 2:55 pm	Session 4
3:10 pm – 4:35 pm	Session 5
4:45 pm	Door Prize Give-Away in the Cafeteria <i>You must be present to win.</i>

Friday Sessions

Join us in the cafeteria for the

Door Prize Give-Away

at 4:45 pm

You must be present to win.

Friday, October 19**Session 1: 8:30 am – 9:25 am**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p><i>*Managing the tough classroom</i> (P,I,M,H,PS)</p> <p>Every teacher knows the frustration of losing valuable instruction time to matters of discipline. We deal with an increasing number of students who confront administrators, teachers, and school personnel with persistent, threatening, and destructive behavior. This workshop introduces a set of research-based strategies proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful. In this day of increased accountability, there is nothing more relevant than giving teachers more instructional time. By eliminating low-level misbehaviors that "suck up" teachers' time, rigor is enhanced. By using strategies that are consistent and predictable, strong trust relationships between students and teachers are created.</p> <p><i>*Also presented Saturday, Session 1 and Saturday, Session 3</i></p>	Jan Thornton
102	<p><i>*Mathematical curves of the bluegrass: A photographic exploration</i> (H,C)</p> <p>Mathematics conjures up images of an arcane and even menacing realm of human knowledge understandable by only a select few people lucky enough to be born with the requisite tools to master this black art. The idea that mathematics is all around us and possesses an enchanting beauty all its own is not one that comes easily to most people's minds. Graphs of mathematical relationships are not generally thought of as exemplars of the fundamental qualities we associate with esthetics, symmetry, proportions, line and curves nor does the average citizen recognize the presence of representations of mathematical relationships in their everyday world. The purpose of my project is to make people aware of wonderful and elegant mathematical curves that surround us.</p> <p>I have prepared a photographic essay accompanied by a mathematical discussion of the images and how the images resemble mathematical curves. I will offer a power point presentation and display of these images to encourage mathematics teachers to recognize opportunities to illustrate the presence of mathematics in our everyday world.</p> <p><i>*Also presented Saturday, Session 2</i></p>	Roger Guffey
109	<p><i>The caffeine project and other pre-calculus data collection labs</i> (H)</p> <p>This hands-on lab has students explore how the body metabolizes caffeine and how this applies to exponential decay. The students gather data based on the caffeinated drinks they drink in one day and graph the amount of caffeine in their body over time. We will simulate this lab and share student work. Other data collection labs for exponential growth/decay, logistical growth, and normal distributions will also be shared if time permits.</p>	Amy Cash
111	<p><i>Using TI's Cabri Jr in the geometry classroom</i> (H)</p> <p>Participants will use a TI-84 graphing calculator to explore Cabri Jr. The workshop will focus on how to use this application in the geometry classroom.</p>	Carlene Kirkpatrick
112	<p><i>Simulations and other probability activities</i> (P,I)</p> <p>Collecting all six toys from a child's favorite sugary cereal: How many boxes do you have to buy? A simulation will be conducted to provide insight into the number of boxes you would have to purchase to collect all toys available. Additional activities that connect probability to other areas of mathematics will be shared.</p>	Tim Jacobbe

Key: G – General
M – Middle (5-9)

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Room	Session Title and Abstract	Presenter(s)
121	<p><i>Teaching mathematics with an interactive whiteboard</i> (G)</p> <p>This presentation is focused on how to implement the interactive whiteboard into the mathematics classroom. Topics will include online resources such as interactive activities, lessons, presentations and free downloads. We will highlight the use of TI software and Geometer's Sketchpad in the whiteboard environment. Other features of the presentation will include virtual manipulatives, math videos and student response systems.</p>	Rita Denief Jeffrey Jackson
122	<p><i>*Becoming SMART (Skillful at Mathematics and Resources for Teaching)</i> (M,H,PS)</p> <p>Working less but having more professional worksheets, assessments and PowerPoint presentations is within the grasp of any educator. This session will focus on providing teachers with the skills needed to incorporate the SmartView capabilities into their class activities while reducing workload. The TI-SmartView has great potential to be used for more than classroom instruction. Participants will receive a short overview of the program, but the focus will be methods for importing graphs and tables from the SmartView program into Word documents and PowerPoint. It is all about becoming SMART with TI technology!</p> <p><i>*Also presented Friday, Session 5</i></p>	Cheryll Crowe
131	<p><i>Racing ahead with the latest in TI Technology – The TI-Nspire™ CAS</i> (H)</p> <p>This presentation will involve a demonstration of the capabilities of the new TI handheld with the Computer Algebra System. Sample lessons and classroom activities will also be included. Come and explore the future of classroom calculating.</p>	Jim Austin
132	<p><i>Excel at grading</i> (G)</p> <p>Take the time out of calculating final grades! This presentation will demonstrate how to create and maintain a self-calculating grade book using Microsoft Excel. This easy-to-use system can be exported to Microsoft Access to create ready-made progress reports for students to take home.</p>	April Pilcher
134	<p><i>Integrating career applications with secondary mathematics</i> (H)</p> <p>Presenters will introduce strategies to help teachers embed and integrate more meaning and purpose into lessons and increasing student achievement and connect mathematics skills to students' individual career goals.</p>	Carol Frakes
136	<p><i>Construction paper and scissors.....in high school?</i> (M,H)</p> <p>Sounds funny? Foldables are a creative way of taking notes and organizing information. They involve construction paper and scissors. Come learn about different styles of foldable and ways to incorporate this method of note taking in the classroom. We will give samples of many areas of mathematics. At the end you will be able to create your own foldable to take back to the classroom.</p>	Cynthia Smith Denise Lyles-Yancey
137	<p><i>Viewing mathematics through the project lead the way lens</i> (M,H)</p> <p>Project Lead the Way is a curriculum that uses hands-on problem-based learning to bring mathematical and science curriculum to life. In this demonstration, learn how one teacher in Kentucky is using the curriculum. Information on the growth of Project Lead the Way in the Commonwealth will also be shared.</p>	Bill Schneider Henry Lacy Deb Besser

Room	Session Title and Abstract	Presenter(s)
139	<i>Divisibility tests in many bases</i> (I,M) This hands-on experiment will begin with a review of divisibility tests for 9 and 11 in base ten. We'll then transfer our thinking to numbers in base five. After performing some calculations in base five we'll find divisibility tests for both 4 and 6 in base five and generalize this observation to the base +1 and the base -1 in many bases.	Olivia Lipps
140	<i>*Working different parts of your brain with Try-a-Tile: Math Tiles</i> (P,I) Whether computation, logic or fractions, Try - A - Tile: Math Tiles are a wonderful way for 1 - 6 grade students to work another part of their brain. With a little creative thinking and a small part of effective management, Math Tiles can be incorporated in a variety of classroom arrangements. Once your initial set has been ordered and the small moveable tiles have been created, your students are empowered with a different and occasionally rigorous way of solving numerous math strands. Since each Try - a - Tile work mat can be laminated for a longer life, students can become proficient masters of taking the given digits of 0 - 9 and filling in the missing squares of 4 or more mathematical problems. Problem Solving skills such as working backwards, guess and check and using logical reasoning are all developed in this wonderful, educational, teacher - friendly tool. Join us for this hands-on session!! <i>* Also presented Saturday, Session 2</i>	Shawna Mitchell
141	<i>Math instructor</i> (M,H) I have been working with students on the Plato system since 2006, and have seen how some of the sections of Algebra 2 have been so helpful to the students. Plato is a self-directed course of a credit recovery system. I am going to use Plato in my Algebra 2 class to help them with factoring polynomials, which is such a huge part of Algebra 2! We start factoring first semester, and then use it for several other sections in the second semester, so if they don't get it the first time, it really hinders them when we move on to more complex lessons! Because I worked with over 40 students this summer in Plato, and saw how effective the Plato section was, I am going to use it as a reinforcement, a review, and as another way for all my students who have such varied learning styles to grasp a difficult concept!!! I would like to present it just as another tool - a resource that we can use to strive to reach each student in the way that he/she learns best!	Shelley Mosier
149	<i>*Family math games</i> (P,I) Having a Family Math Night? Want to have games/ideas to send home with your parents so they can help their students practice basic facts and math skills at home? Come find a wide variety of games and ideas that parents can use at home to help their elementary age children with math concepts. Parents and students will play games that help them with addition, subtraction, multiplication, probability and measurement while having fun and a little "family bonding"! These are great games for the classroom too! <i>*Also presented Friday, Session 3</i>	Melanie Christmas
151	<i>Earth science activities with the TI-84 Plus Silver</i> (M,H) Activities will include Kepler's Laws of Planetary Motion and Soil Erosion.	Peggy Welch
159	<i>What about celsheet?</i> (H) CelSheet seems to be an overlooked app. This app. gives students experience using a spreadsheet without going to a computer lab. In this session we will look at a classic fencing problem in which we want to maximize area. You will be amazed at what this app. is capable of!	Rancie Fester

Room	Session Title and Abstract	Presenter(s)
160	<p><i>Implementing self-regulated learning in the algebra I classroom: Do's and Don'ts</i> (M,H)</p> <p>This session will give teachers an overview of self-regulated learning in the Algebra I classroom. Previous studies have revealed teacher difficulties in implementing self-regulated strategies. This session will help identify these problems as well as give insight as to how a practicing teacher can incorporate self-regulated learning in their classroom. This strategy can help teachers to achieve differentiation in the classroom.</p>	Craig Schroeder
161	<p><i>*Using new technology to inspire our students – An introduction to TI-Nspire™</i> (H)</p> <p>EXTENDED SESSION: 8:30 am – 11:30 am</p> <p>The new TI-Technology tools offer an integrated platform for connecting the numeric, algebraic, and geometric representations of a problem situation. Come and explore this new tool designed to enhance mathematics instruction for your students.</p> <p><i>* Also presented Friday, Session 4 and Saturday, Session 4</i></p>	John Ashurst
162	<p><i>Using algebra tiles to add and subtract polynomials</i> (M,H)</p> <p>Presentation will include Core Content using algebra tiles to add and subtract polynomials. Participants will practice a hands-on activity that has been aligned with formative assessment and differentiation. Tiered lessons plans and forms will be given to each participant.</p>	Ronda Hunter
163	<p><i>Kentucky math coaching</i> (M)</p> <p>This session, led by math coaches, focuses on implementing the Cognitive Coach model successfully in a middle school environment based on their experiences with the Center for Cognitive Coaching. Founded by Art Costa and Bob Garmston, Cognitive Coaching is a "supervisory/peer coaching model that capitalizes upon and enhances cognitive processes...a set of strategies, a way of thinking and a way of working that invites self and others to shape and reshape their thinking and problem solving capacities." A handout will be provided as well as an opportunity for the participants to ask questions.</p>	Susan Gordon Margie Maloney
164	<p><i>Using games to teach mathematics</i> (I,M)</p> <p>Mathematical games, and adaptations of other familiar games, can be used to review basic concepts, introduce new concepts, and prepare for assessments. A variety of games appropriate for pairs, small groups, and the classroom as a whole, will be presented, along with ways in which technology may be used to implement these activities.</p>	Keith Durham
165	<p><i>Construction geometry - interdisciplinary course</i> (H)</p> <p>Construction Geometry, a two-year video-based course, allows students to earn a math credit, via natural integration in their Carpentry/Construction class. It meets the "highly qualified" teacher requirement, without greatly increasing the burden on local math teachers. Fifteen minute video lessons, from a certified math teacher, highlight core content standards required for geometry, and integrate construction/carpentry applications. Videos, PowerPoint presentations, lesson plans, practice problems and assessments, provide a complete package for CTE teachers around the state, to use in their classrooms.</p>	Terri Bennett Sallye Thompson

Friday, October 19**Session 2: 9:40 am – 11:05 am**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p><i>*Meeting the standards through differentiated learning</i> (P,I,M,H)</p> <p>This session consists of a PowerPoint presentation connecting the standards to differentiated learning through problem solving, followed by participants breaking into grade level bands to work on a worthwhile mathematical task, then discuss solutions and how to differentiate the task for different ability levels in their classroom.</p> <p><i>*Also presented Friday, Session 4</i></p>	Debora Kuchey
102	<p><i>Getting to know data plots on the TI-Nspire™</i> (H)</p> <p>The participants will explore the various types of data plots on the TI-Nspire™. We will examine regression equations using both linear and non-linear data.</p>	Vicki Carter
111	<p><i>Using TI-73s to support mathematical reasoning</i> (M,PS)</p> <p>The TI-73 calculator will be used to support mathematical reasoning across middle school focal points--rate and ratio, expressions and linear equations, analysis of data sets and multiple representations with fractions, decimals, and percents. The focus of the presentation will be investigative in nature--incorporating critical thinking and problem solving through use of the TI-73 calculator.</p>	Sherry Colarusso
112	<p><i>TestPrep for student achievement</i> (M,H,PS)</p> <p>Learn how ACT and KCCT preparation can be made easier with graphing technology and free test prep questions. Walk away with the questions on your own calculator as well as a Getting Started with Assessments booklet. Utilizing graphing calculators, wireless networking, and software APPS such as LearnCheck and Study Cards.</p>	Tonya Hancock
121	<p><i>*Teaching transformations of equations with TI-Interactive</i> (H)</p> <p>See how TI-Interactive can be used to teach the transformation of equations. Participants will also learn how to make an interactive document that can be used for any type of equation and its transformation. No prior knowledge of the program is needed.</p> <p><i>* Also presented Friday, Session 4</i></p>	Deborah Nutt
122	<p><i>Math and the stock market game</i> (M,H)</p> <p>Learn about the Stock Market Game Internet simulation and competition in this hands-on session and how math teachers statewide use it. Participants will receive the new Math Behind the Market curriculum (M/S and H/S) as well as a certificate for 3-free teams to participate (3-5 students per team).</p>	Susan Sandage
131	<p><i>Let's collect some data with our statistics students using the TI-Nspire™</i> (H)</p> <p>We will collect data and analyze our findings. See how the TI-Nspire™ allows you to use multiple representations with your statistics students. Learn how to use TI technology to take your students to deeper levels of understanding. Walk away with ready to use lesson plans.</p>	Beth Smith

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132	<p><i>*Full integration of technology into the classroom</i> (M,H,G,C)</p> <p>I have created an integration of technology into my instruction that captures the technical reading and writing of mathematics, use of the Texas Instruments computer algebra systems, a tablet pc, and audio/visual assistance of software and an IM camera. I have website that houses all of the information that is accessible to students, parents, administrators, and other stakeholders in the learning community. It has truly created a place for all-inclusive learning for special ed students, gifted and talented students, and the middle of the road student who can now enrich their learning. We have online discussions, in class instruction, and out of class enrichment and remediation. It is a very manageable technique and really keeps parents, students, and others informed about all that is happening. Come check out what I'm doing at www.scott.kenton.kyschools.us/jeldridge/index.html.</p> <p><i>* Also presented Friday, Session 4</i></p>	John Eldridge
134	<p><i>Walk this way and other engaging activities</i> (H)</p> <p>Participants will use the CBR, the CBL2, and various probes to collect and analyze data. This session is for beginners or for those who just want some new ideas! Come ready to have fun and learn how to incorporate real-time data collection into your curriculum. Leave with classroom-ready materials!</p>	Sherri Abel
135	<p><i>*Project M3: Mentoring Mathematical Minds</i> (I)</p> <p>Project M3: Mentoring Mathematical Minds (http://www.projectm3.org/) is a 5-year Javits research grant project designed to provide challenging, motivational differentiated curriculum units for students with mathematical promise in grades two through six. These units combine exemplary teaching practices of gifted education with the content and process standards from the National Council of Teachers of Mathematics. The content at each level includes number and operations, algebra, geometry and measurement, and data analysis and probability. Students are encouraged to think deeply about important mathematical concepts and thus discover the complexity and beauty inherent in the study of mathematics. The program uses engaging, inquiry-based investigations to foster mathematical discovery and learning. Instructional strategies include use of a verbal discourse model to create a classroom environment in which all students participate in high-level and in-depth discussions. Written communication is emphasized in each lesson as students justify their thinking and create new and interesting problems to solve. Participants in this workshop will be actively involved in exploring activities from the units.</p> <p><i>* Also presented Friday, Session 4</i></p>	Linda Sheffield
136	<p><i>TI Navigator™ 101</i> (H)</p> <p>Tips for beginners. This session will focus on basic Navigator™ skills. We will focus on skills such as: set up, loading software, setting up a class, using Quick Poll, LearnCheck, and Activity Center.</p>	Patty Boyd Pam Argabrite
137	<p><i>Using patty paper and folding techniques to experience major geometric concepts</i> (H)</p> <p>Participants will do several activities from the Patty Paper workbook. These activities will allow them to explore geometry concepts including (but not limited to) constructing perpendicular bisectors of line segments, drawing a line perpendicular to a line to a point not on a line, drawing a line parallel to a line through a point not on the line, distance on a point of perpendicular bisector is equidistant to end points, bisector of angle, point on angle bisector is equidistant to the rays forming angle, corresponding angles are congruent, vertical angles are congruent, sum of angles in triangle is 180 degrees, etc. Also, a circle folding activity that relates many geometric and proportional concepts. This is a fantastic activity.</p>	Jeani Gollihue

Room	Session Title and Abstract	Presenter(s)
139	<p><i>Make a "DIFFERENCE" with subtraction</i> (P)</p> <p>This hands-on session is designed for K-3 teachers interested in helping students master subtraction facts. Activities and games will 1) improve students' conceptual understanding of subtraction, 2) help students develop efficient strategies for recalling basic facts, and 3) provide effective drill for students.</p>	Nancy Applegate, Jennifer Olssen Amanda Wurtman, Angie Miller
140	<p><i>Covering the sphere: A Pi-day activity</i> (M,H,G)</p> <p>Getting students to conceptually understand the surface area of a sphere can be a daunting task. As a Pi-Day activity, we (a high school mathematics teacher and a graduate student in mathematics) devised a lesson in which the students covered a spherical object with different sized (two-dimensional) triangles. The students then approximated how many triangles covered their sphere, and used the area of the triangles to approximate the surface area of the sphere. Within the presentation, we show a process of conceptual steps to help understand the area of a circle, and then show how to expand upon these ideas to find the surface area of a sphere as described above.</p>	Matthew Wells Kimberly Halsey
141	<p><i>Life science activities with the TI-84 Plus Silver</i> (M,H)</p> <p>Activities will include Ecology and Behavior Core Content standards</p>	Peggy Welch
149	<p><i>*Getting every child involved in learning</i> (I,M)</p> <p>Using area APPS, TI Navigator™, and SmartView to enhance student learning. In this session teachers will learn to use the Area form APPS on the TI-73 and/or TI-84 to reinforce area of irregular shapes. Participants will experience the excitement that TI-Navigator™ gives to a classroom. They will also see how to use the Navigator™ as a means of continuous assessments and classroom engagement.</p> <p><i>* Also presented Saturday, Session 4</i></p>	Patty Gibian Billie Travis
151	<p><i>*Piecewise into real data</i> (H)</p> <p>Participants will collect data of a ball bounce using a CBR and graphing calculator. They will then create a piecewise function using lines, a parabola, and a trigonometric function to overlay on the collected data. This activity allows students to realize real-world data is not always one pretty function but a collection of functions.</p> <p><i>* Also presented Friday, Session 4</i></p>	Lisa Conn
159	<p><i>*Where have POLY and her friends GON(e)</i> (G)</p> <p>Explore rate of change with a geometry connection. Use manipulatives and technology to investigate algebraic and geometric principles from Pre-K to Grade 12. Leave with ideas for engaging all students in algebraic reasoning.</p> <p><i>* Also presented Friday, Session 4</i></p>	Ann Booth Vonda Stamm
160	<p><i>*Embedding mathematical literacy into instruction: The six sub-domains of content literacy</i> (M,H)</p> <p>This session will give teachers an overview of self-regulated learning in the Algebra I classroom. Previous studies have revealed teacher difficulties in implementing self-regulated strategies. This session will help identify these problems as well as give insight as to how a practicing teacher can incorporate self-regulated learning in their classroom. This strategy can help teachers to achieve differentiation in the classroom.</p> <p><i>* Also presented Friday, Session 4</i></p>	Roland O'Daniel Jo Ann Mosier

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161	<p><i>*Using new technology to inspire our students – An introduction to TI-Nspire™</i> (H)</p> <p>EXTENDED SESSION: 8:30 am – 11:30 am</p> <p>The new TI-Technology tools offer an integrated platform for connecting the numeric, algebraic, and geometric representations of a problem situation. Come and explore this new tool designed to enhance mathematics instruction for your students.</p> <p><i>* Also presented Friday, Session 4 and Saturday, Session 4</i></p>	John Ashurst
162	<p><i>Data collection activities for pre-algebra through calculus</i> (H)</p> <p>This session will look at different data collection activities that can be used from Algebra I and beyond. We will do some hands-on data collection and connect it to linear, quadratic, absolute value, square root, polynomial, exponential, logarithmic, Gaussian, and logistic equations. Teachers will take ready to use handouts and worksheets back to their classroom.</p>	Ronni Tallent
163	<p><i>Leap into algebraic thinking: A K-12 perspective</i> (P,I,M,H)</p> <p>Explore rate of change with manipulatives & technology. Freddie the Frog leaps from pad to pad, progressing in his understanding of rate of change. Leave with strategies for formative assessment and differentiation for all ages and ability levels.</p>	Rhonda Allen Tami Pickett
164	<p><i>*Having fun with conics</i> (H)</p> <p>Unleash the creative side of your math students through conic sections. Teach conics creating artwork by programming your graphing calculator to draw. Sample student projects, presentation materials and tips to make this project a success in your class.</p> <p><i>*Also presented Friday, Session 4</i></p>	Elena Acciaro
165	<p><i>*Green math for Earth Day and everyday</i> (M)</p> <p>Engage in hands-on activities that use demographics and data on natural resource use, climate change and land patterns to teach measurement, data analysis, problem solving, representation and more. Free activities CD-ROM!</p> <p><i>*Also presented Friday, Session 4</i></p>	Maxine Rudder

Friday, October 19**Session 3: 11:20 am – 12:15 pm**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p><i>*KDE's New Question Writing Manual</i> (G)</p> <p>Consultants from the Kentucky Department of Education will discuss the recent revisions to the manual for writing open response questions. Topics will include writing quality open response and multiple choice questions as well as classroom practices for improving student responses.</p> <p><i>*Also presented Saturday, Session 4</i></p>	Sean Elkins Ann Bartosh
102	<p><i>Funforms: A new math learning system</i> (M)</p> <p>Words and symbols are the chief tools used in human thought. We do not yet know what effects, if any, learning new symbols and structures might have on our understandings of mathematics. Funforms is a place order, tally mark, binary system. The continuity between fractions and whole numbers is beautifully demonstrated in Funforms. Operations become much more transparent and follow simple easily learned rules. The glyphs/ciphers are iconic/ideographic. Counting, adding, subtraction, multiplication and division of whole numbers, fractions and mixed numbers will all be clearly demonstrated. Learning Funforms should produce benefits analogous to the benefits and advantages that learning a foreign language have on the understanding of one's native language.</p>	Joel Steinberg
111	<p><i>*Using a numeracy center</i> (P)</p> <p>Using a Numeracy Center of calendar, Hundred's Board, place value, money pocket charts, graphing manipulatives and fraction kits, teachers will participate in focused inquiry lessons to spiral through PreK-2 math focal points. The Numeracy Center serves as the hub for review, patterning, focused inquiry, and numerical discovery. Attendees will experience modeling of focused inquiry in all mathematics strands; gain insight into the nature of integrated mathematics; participate in questioning at the high end of Bloom's Taxonomy; and engage in graphing activities used to tie numeracy to data analysis. This session is tailored to grades K-2.</p> <p><i>*Also presented Friday, Session 3 (focus on grades K-2 and 3-5)</i></p>	Sherry Colarusso
112	<p><i>Collaboration or simply confusion????</i> (M,H)</p> <p>Working with Special Education teachers through various methods of collaboration can be tricky, confusing, entertaining, and often overwhelming. Get actual models of successful collaboration, hands on ideas for ALL students including students with exceptionalities, and even an opportunity to discuss with a team of collaborators and have them answer all your questions.</p>	Megan Wilson Debra Hambrick
121	<p><i>*Excel at grading</i> (G)</p> <p>Take the time out of calculating final grades! This presentation will demonstrate how to create and maintain a self-calculating grade book using Microsoft Excel. This easy-to-use system can be exported to Microsoft Access to create ready-made progress reports for students to take home.</p> <p><i>*Also presented Friday, Session 1</i></p>	April Pilcher

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PS – Pre-Service

Room	Session Title and Abstract	Presenter(s)
122	<p><i>And the light bulb comes on....how to use LearnCheck</i> (M,H)</p> <p>Calling all intermediate Navigator™ users. Do you know how to use the basic functions of Navigator™? Would you like to know more about creating LearnChecks? Our session will cover how to create a LearnCheck in more detail. Participants will be able to take and create LearnChecks. By the end of the session, users will be able to create their own LearnCheck to take back to the classroom. Handouts will be provided. *Please bring a USB drive to save your document.*</p>	Denise Lyles-Yancey Cynthia Smith
131	<p><i>Racing ahead with the new TI handheld -- The TI-Nspire™</i> (H)</p> <p>Participants will receive hands-on exploration of the new TI-Nspire™, experiencing activities that they could do in their class with the handhelds that could help students in more fully grasping mathematics concepts.</p>	Jim Austin
132	<p><i>*Professional learning communities communicating online in real time</i> (H,C)</p> <p>Through online seminars, educators have developed a professional community across the Appalachian Math Science Partnership (AMSP) regions. Teachers employed in remote areas with small departments expand their professional community with experienced teachers and without time consuming travel. Access to Algebra is an AMSP program that gives high school students the opportunity to take college algebra. The high school students are mentored by a local secondary mathematics teacher. The mentor teachers work together to develop and maintain a successful program through weekly seminars. Teachers incorporate the weekly seminars into their academic year schedules. During the seminars teachers discuss course material, instructional strategies, student work, and evaluate the program with continuous assessment. The meetings use Centra 7 software for the meeting interface. Centra 7 is a video conferencing software that allows participants to share computer applications and student work with the group. *Also presented Saturday, Session 1</p>	Lee Alan Hanawalt Roher Gina Kinser Sara Zehnder
134	<p><i>Real classroom activities with the transformation APP</i> (H)</p> <p>Learn how to use the transformation application then apply what you have learned. Several ready-to-use classroom activities involving real world data will be given to make scatter plots on the graphing calculator then find lines of best fit using the app. Once a best-fit line has been found then the equation will be used to make predictions for the data. The data will model linear, quadratic and exponential function.</p>	Deborah Nutt
135	<p><i>Using the TI-73 to enhance the teaching of elementary school mathematics</i> (I)</p> <p>Participants will learn the basics of the TI-73 Explorer while engaging in rich mathematical activities. These activities will include topics such as the basic operations, fractions, data analysis, probability, functions, and more. This session will help the beginning user learn about the TI-73 and how this calculator can enhance a student's learning of mathematics. This session although listed for grades 3-6 would also be beneficial for beginning users who teach K-8.</p>	Jeremy Winters

Room	Session Title and Abstract	Presenter(s)
136	<p><i>*Introduction to the TI-Nspire™ CAS and the Document Model</i> (H,G,C)</p> <p>An introduction to the TI-Nspire™ CAS calculator will be given. We will explore the document model of the TI-Nspire™ CAS and explore linked representations where a change made to a variable in one instantly changes the other and data can be collected within a spreadsheet. We will also use the Grab-and-Move feature of the calculator to explore graphical representations. Come and explore new ways to observe relationships and to make connections.</p> <p><i>*Also presented Saturday, Session 3</i></p>	Bryson Perry
137	<p><i>Making sense of the numbers game</i> (P)</p> <p>Number sense, addition and subtraction are key concepts and skills developed in early childhood, and are the foundations for future mathematical thinking. Primary Math Intervention Teachers in this hands-on session will present not only games, but strategies for developing number sense, as well as addition and subtraction fact fluency using ten frames, base ten pieces, Unifix cubes, cards, dominoes and other readily available materials. Participants will receive a packet of activities that they can take back to their classrooms for immediate use.</p>	Belle Rush, Jan Estes Kim Estes, Elizabeth Phillips
139	<p><i>Effectively teaching math with technology</i> (P)</p> <p>This session will discuss clever, user friendly and teacher controlled math software for K-3. Understanding Numeration is wonderful software that will make a teacher's job easier. This software is interactive and full of graphics to keep even the smallest learners interested. They don't read yet!! No problem. This software very cleverly reads aloud for the student with just one simple click of the mouse. Teachers will be able to pick the level of content and then it is just as simple as putting the student at the computer. Wonderful worksheets are included with each lesson. Come, listen and learn how this software can ease your teaching load.</p>	Bob Garvey Mary Rumsey
140	<p><i>*Family math games</i> (P,I)</p> <p>Having a Family Math Night? Want to have games/ideas to send home with your parents so they can help their students practice basic facts and math skills at home? Come find a wide variety of games and ideas that parents can use at home to help their elementary age children with math concepts. Parents and students will play games that help them with addition, subtraction, multiplication, probability and measurement while having fun and a little "family bonding"!</p> <p>These are great games for the classroom too!</p> <p><i>* Also presented Friday, Session 1</i></p>	Melanie Christmas
141	<p><i>Using CPS in the math classroom</i> (M,H)</p> <p>This presentation will be a demonstration on how the Classroom Performance System (CPS) can be used in the math classroom. CPS increases student motivation and participation while decreasing the amount of work for the teacher. Learn how this technology can be an every day part of your math classroom.</p>	Tara Barnett

Room	Session Title and Abstract	Presenter(s)
149	<p><i>*The senior college prep math class that eliminates remedial math in post secondary education (H)</i></p> <p>In the Kentucky graduating class of 2006, 11,979 scored 15-18 on the ACT math section. These scores require the student to take remedial math classes that cost the parents and the state of Kentucky \$9,357,616.00. In studies, the students that are required to take remedial math in college, an estimated 60% or higher fail these classes and a large percentage drop out of college. After years of research, Advancement of Mathematics Now (AMN) has a solution. AMN combines proven instruction using hands-on exercises with new math manipulatives, selected drills from a new book, combined with the new technology and the use of ALEKS. Of course, the use of the TI-84 graphing calculator must be included because of its use in College Algebra and other advanced classes. To measure student advancement, the math section of the COMPASS Test will be given to each student. The combination of new and old will prove to be a student's successful transition from high school to post secondary studies. Time to save the future of 12,000 potential post-secondary students. There is much more news that will be shared at the presentation. We are approaching the state to fund pilot schools.</p> <p><i>*Also presented Saturday, Session 3</i></p>	James De Forest
151	<p><i>The L-M-N-O-P's of elementary math (P,I)</i></p> <p>Linking LITERACY, MATH, and class NORMS, for OPTIMAL PERFORMANCE. Presenter will demonstrate a lesson linking math to literacy as an entry into a problem. The group will participate in a math activity, and join in the process of creating norms that focus on shared understandings. Participants will walk away with specific ideas regarding books to use and how to provide access for different level learners.</p>	Chris Lowber
159	<p><i>*Using TI's Cabri Jr in the geometry classroom (H)</i></p> <p>Participants will use a TI-84 graphing calculator to explore Cabri Jr. The workshop will focus on how to use this application in the geometry classroom.</p> <p><i>*Also presented Friday, Session 1</i></p>	Carlene Kirkpatrick
160	<p><i>A classroom think tank (H)</i></p> <p>Do you sometimes feel that your students just don't know how to think? Using "Mathematical Team Games" and "Logic Problems" in groups of 3 or 4 will help develop your students' problem solving and reasoning skills. In this workshop, you will try several puzzles yourself and will have fun solving them. This is a good activity to use when you have 10 - 15 min. left of class and you are in need of something to do that will entertain your students, while teaching them some life skills.</p>	Kathleen Bulmer Lisa Mullins
162	<p><i>Getting things done (G)</i></p> <p>An introduction to a powerful, but simple, method for organizing and accomplishing work and increasing productivity. Based on the book "Getting Things Done" by David Allen.</p>	Jerra Wood

Room	Session Title and Abstract	Presenter(s)
163	<p><i>If I could lift a lion or two... (I)</i></p> <p>Can you lift a lion? Using a toy lion and a simple machine, you (the participants) will determine how much work is needed to lift a lion. In this real world activity, you will develop a plan to weigh a toy lion using common materials such as pencils, rulers, and metal washers. Armed with the results of this investigation and facts about the size of a real lion, you can verify the amount of work needed to lift the lion. Lifting a Lion, adapted from a TI Activities Exchange lesson, will be extended to address formative assessment, NCTM content and process standards, Kentucky Program of Studies, and Kentucky Core Content for Assessment 4.1.</p>	Terry Parkey Tolene Pitts
164	<p><i>*The caffeine project and other pre-calculus data collection labs (H)</i></p> <p>This hands-on lab has students explore how the body metabolizes caffeine and how this applies to exponential decay. The students gather data based on the caffeinated drinks they drink in one day and graph the amount of caffeine in their body over time. We will simulate this lab and share student work. Other data collection labs for exponential growth/decay, logistical growth, and normal distributions will also be shared if time permits.</p> <p><i>*Also presented Friday, Session 1</i></p>	Amy Cash
165	<p><i>How can we Nspire™ our lowest achievers? (H,PS)</i></p> <p>This session will focus on using the TI-Nspire™ with our lowest achieving students. Students will leave the session with ready-made lesson plans and projects that can be used on the TI-Nspire™ or the TI-84.</p>	Jessica Kachur

Friday, October 19**Session 4: 1:30 pm – 2:55 pm**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p><i>*Meeting the standards through differentiated learning (P,I,M,H)</i></p> <p>The session consists of a PowerPoint presentation connecting the standards to Differentiated Learning through problem solving, followed by participants breaking into grade level bands to work on a worthwhile mathematical task, then discuss solutions, and how to differentiate the task for different ability levels in their classroom.</p> <p><i>*Also presented Friday, Session 2</i></p>	Debora Kuchey
102	<p><i>Getting to know data plots on the TI-Nspire™ (H)</i></p> <p>The participants will explore the various types of data plots on the TI-Nspire™. We will examine regression equations using both linear and non-linear data.</p>	Vicki Carter
109	<p><i>*Piecewise into real data (H)</i></p> <p>Participants will collect data of a ball bounce using a CBR and graphing calculator. They will then create a piecewise function using lines, a parabola, and a trigonometric function to overlay on the collected data. This activity allows students to realize real-world data is not always one pretty function but a collection of functions.</p> <p><i>* Also presented Friday, Session 2</i></p>	Lisa Conn

Room	Session Title and Abstract	Presenter(s)
111	<p><i>*Using a numeracy center</i> (P,I,PS)</p> <p>Using a Numeracy Center of calendar, Hundred's Board, place value, money pocket charts, graphing manipulatives and fraction kits, teachers will participate in focused inquiry lessons to spiral through PreK-2 and 3-5 math focal points. The Numeracy Center serves as the hub for review, patterning, focused inquiry, and numerical discovery. Attendees will experience modeling of focused inquiry in all mathematics strands; gain insight into the nature of integrated mathematics; participate in questioning at the high end of Bloom's Taxonomy; and engage in graphing activities used to tie numeracy to data analysis.</p> <p><i>*Also presented Friday, Session 3 (focus on grades K-2)</i></p>	Sherry Colarusso
112	<p><i>*Project M3: Mentoring Mathematical Minds</i> (I)</p> <p>Project M3: Mentoring Mathematical Minds (http://www.projectm3.org/) is a 5-year Javits research grant project designed to provide challenging, motivational differentiated curriculum units for students with mathematical promise in grades two through six. These units combine exemplary teaching practices of gifted education with the content and process standards from the National Council of Teachers of Mathematics. The content at each level includes number and operations, algebra, geometry and measurement, and data analysis and probability. Students are encouraged to think deeply about important mathematical concepts and thus discover the complexity and beauty inherent in the study of mathematics. The program uses engaging, inquiry-based investigations to foster mathematical discovery and learning. Instructional strategies include use of a verbal discourse model to create a classroom environment in which all students participate in high-level and in-depth discussions. Written communication is emphasized in each lesson as students justify their thinking and create new and interesting problems to solve. Participants in this workshop will be actively involved in exploring activities from the units.</p> <p><i>* Also presented Friday, Session 2</i></p>	Linda Sheffield
121	<p><i>*Teaching transformations of equations with TI-Interactive</i> (H)</p> <p>See how TI-Interactive can be used to teach the transformation of equations. Participants will also learn how to make an interactive document that can be used for any type of equation and its transformation. No prior knowledge of the program is needed.</p> <p><i>* Also presented Friday, Session 2</i></p>	Deborah Nutt
122	<p><i>*Full integration of technology into the classroom</i> (M,H,G,C)</p> <p>I have created an integration of technology into my instruction that captures the technical reading and writing of mathematics, use of the Texas Instruments computer algebra systems, a tablet pc, and audiovisual assistance of software and a IM camera. I have website that houses all of the information that is accessible to students, parents, administrators, and other stakeholders in the learning community. It has truly created a place for all-inclusive learning for special ed students, gifted and talented students, and the middle of the road student who can now enrich their learning. We have online discussions, in class instruction, and out of class enrichment and remediation. It is a very manageable technique and really keeps parents, students, and others informed about all that is happening. Come check out what I'm doing at www.scott.kenton.kyschools.us/jeldridge/index.html.</p> <p><i>* Also presented Friday, Session 2</i></p>	John Eldridge
131	<p><i>*Green math for Earth Day and everyday</i> (M)</p> <p>Engage in hands-on activities that use demographics and data on natural resource use, climate change and land patterns to teach measurement, data analysis, problem solving, representation and more. Free activities CD-ROM!</p> <p><i>*Also presented Friday, Session 4</i></p>	Maxine Rudder

Room	Session Title and Abstract	Presenter(s)
132	<i>Of course it doesn't make sense! This is algebra!</i> (M,H) All too often students in mathematics classrooms do not see the connections between what is being taught and their lives. Consequently, they resort to memorization of procedures and facts. Participants will see, hands on, how using standards-based problem solving curriculum can help students understand the power and utility of mathematics.	Valerie Muller Sherri Abel
134	<i>Real data for relevance</i> (H) Participants will do "easy to take home" activities in a group work setting that involve collecting real world data. "Rule of Thumb" will connect linear models and literature; "M&Ms and Radioactive Decay" will incorporate M&Ms, music, and a simple exponential model; "HIKER" will use a motion detector to investigate linear as well as quadratic models. Use investigations like these and no student will leave your classroom asking the question, "When will we ever use this?"	Renee Watkins
135	<i>*Having fun with conics</i> (H) Unleash the creative side of your math students through conic sections. Teach conics creating artwork by programming your graphing calculator to draw. Sample student projects, presentation materials and tips to make this project a success in your class. <i>*Also presented Friday, Session 2</i>	Elena Acciaro
136	<i>My SmartBoard, my SmartView, my textbook...Now what?</i> (H,G) A basic introduction into how SmartBoards and support technology can be knitted together to enhance the learning of your students. Includes how to create reusable Smart Notebook files with area capture and clip art galleries and innovative ways Notebook files can enhance learning in mixed ability classrooms. Hands-on practice with "Drag & Drop" and area capture from SmartView and publisher provided resources to enhance lessons.	Leanne Hankins
137	<i>Prime power</i> (M) This presentation will start from the very beginning of the use of primes. Participants will be involved in projects and activities including Mersenne primes. If primes are understood, the teaching of fractions can be a piece of cake or at least a cookie. Many handouts will be available.	Joanne Greaver
139	<i>*Are you sure they got it?</i> (H) The session will demonstrate the use of the TI Navigator™ system to enhance formative assessment and increase student engagement. Participants will have hands-on experience at a variety of classroom instructional and assessment activities that have been used successfully in the classroom. Activities will focus primarily on Algebra I and Geometry. <i>*Also presented Saturday, Session 5</i>	Erica Arnette
140	<i>Math out of the box: measuring up success!</i> (P,I) Math comes to life through the exploration of various units of measurement (area, volume, time, temperature, length and weight) in Math Out of the Box, an inquiry-based math curriculum developed at Clemson University. Experience interactive lessons from the program's Developing Measurement Benchmarks strand.	Richard Dettmer

Room	Session Title and Abstract	Presenter(s)
141	<p><i>*Embedding mathematical literacy into instruction: The six sub-domains of content literacy</i> (M,H)</p> <p>This session will give teachers an overview of self-regulated learning in the Algebra I classroom. Previous studies have revealed teacher difficulties in implementing self-regulated strategies. This session will help identify these problems as well as give insight as to how a practicing teacher can incorporate self-regulated learning in their classroom. This strategy can help teachers to achieve differentiation in the classroom.</p> <p><i>* Also presented Friday, Session 2</i></p>	Roland O'Daniel Jo Ann Mosier
149	<p><i>*Where have POLY and her friends GON(e)</i> (G)</p> <p>Explore rate of change with a geometry connection. Use manipulatives and technology to investigate algebraic and geometric principles from Pre-K to Grade 12. Leave with ideas for engaging all students in algebraic reasoning.</p> <p><i>*Also presented Friday, Session 2</i></p>	Ann Booth Vonda Stamm
151	<p><i>Introduction to TI Nspire™</i> (H)</p> <p>Introduction to the latest in TI technology for the classroom. Get a birds-eye view of this startling device. Learn how to create, use and manipulate documents in a math laboratory setting. Receive an introduction to this document-based and menu-driven tool.</p>	Vincent Doty
159	<p><i>M&M's galore - Data analysis for middle school grades using the TI-73 Explorer</i> (M)</p> <p>Participants will use a TI-84 graphing calculator to explore Cabri Jr. The workshop will focus on how to use this application in the geometry classroom.</p> <p><i>*Also presented Friday, Session 1</i></p>	Beth Smith Sherry Colarusso
160	<p><i>Fishing for relevance</i> (M,H)</p> <p>Fishing for Relevance...by integrating inquiry into math, science, and the real world of fishing...a topic relevant to most kids. Students from all grade levels can analyze age, length, and weight data of various fish species from Kentucky lakes and pose their own questions about the wellness of the fish and lakes. Various mathematical methods will be employed by attendees to answer those questions and direct student to explore deeper inquiry. Spreadsheets and other tools will help address core content for assessment items in science and math. Learn how to integrate real data and real tools for addressing real-world situations.</p>	Bill Schneider
161	<p><i>*Using new technology to inspire our students – An introduction to TI-Nspire™</i> (H)</p> <p>EXTENDED SESSION: 8:30 am – 11:30 am</p> <p>The new TI-Technology tools offer an integrated platform for connecting the numeric, algebraic, and geometric representations of a problem situation. Come and explore this new tool designed to enhance mathematics instruction for your students.</p> <p><i>* Also presented Friday, Session 1 and Saturday, Session 4</i></p>	Alicia Page

Room	Session Title and Abstract	Presenter(s)
162	<p><i>Enhance the teaching of algebra by utilizing the Voyage 200™ CAS</i> (H,G,C)</p> <p>Many students encounter difficulties associated with algebraic concepts. This is prevalent at both the high school and collegiate levels. The judicious deployment of CAS (Computer Algebra System) technology opens new avenues in the teaching and learning of mathematics including algebra. In this workshop, participants will explore the algebra menu on the VOYAGE 200™. Our technological marvel will be utilized not only to generate solutions but also to illustrate the intermediate steps associated with solving equations and inequalities. The calculator will serve as a user-friendly approach to alleviate the apprehension often associated with the discipline. Activities will include the derivation of the quadratic formula, the sum and product of the roots of a quadratic equation, simple deductive proofs utilizing algebra after the gathering of empirical evidence via induction, the solutions to both linear and non-linear inequalities, factoring, expansions including the resolution of a rational expression into its partial fractions decomposition, and the exploration of the complex numbers. We will tie many of these ideas graphically. Please join us to explore a more exciting excursion into algebra that should be far more palatable for your students.</p>	Jay Schiffman
163	<p><i>Exploring quadrilaterals with Cabri</i> (M)</p> <p>Cabri Jr. and TI-Navigator™ will be used to help middle school students explore properties of quadrilaterals as well as the relationships between quadrilaterals. The activities will help students to construct the meaning of the relationships.</p>	Allison Golem
164	<p><i>CSI: Calculators, Sensors & Investigations - Integrating algebra and physical science</i> (H)</p> <p>Using real-world labs, TI-84 calculators and Vernier sensors, see how to transform your classroom into a laboratory integrating the two curriculums. Handouts and CD provided.</p>	Beth Tucker
165	<p><i>Differentiation for struggling primary students</i> (P)</p> <p>This workshop will blend strategies for diagnostic intervention and differentiation for primary students with special needs. Primary teachers will make materials and gain ideas for helping struggling primary students develop early numeracy concepts and skills.</p>	Alice Gabbard Liz Brewer

Friday, October 19

Session 5: 3:10 pm – 4:05 pm

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p>*FEATURED SPEAKER</p> <p><i>Closing the achievement gap in mathematics</i></p> <p>3:10 pm – 4:35 pm</p> <p>In this talk, Melendy will review positive progress and promising practices aimed at closing the mathematics achievement gap. She will present both national and local models that are proving effective, and the audience will have the opportunity to hear what's working from students and parents. Her video presentation includes clips from local classrooms.</p> <p>Seating at this session is limited to the first 350 people.</p> <p><i>*Also presented Saturday, Session 2</i></p>	Melendy Lovett

Key: G – General
M – Middle (5-9)

P – Primary (K-3)
H – High (9-12)

I – Intermediate (3-6)
C – College

PS – Pre-Service

Room	Session Title and Abstract	Presenter(s)
102	<p><i>Elementary math software: What's fluff and what's substance?</i> (P,I,M,PS)</p> <p>This presentation is intended those interested in elementary mathematics education that may be unfamiliar with issues related to instructional software. We will take a critical look at some software examples and discuss the following questions: When is computer-assisted instruction more appropriate than concrete materials or paper and pencil activities? What are virtual manipulatives? What are some attributes of good elementary mathematics software? Do the graphics and sound truly embody or model the concepts or are they meaningless or distracting embellishments? Is student engagement and entertainment sufficient evidence the software is appropriate for accomplishing your objectives?</p>	Mark Schack
121	<p><i>Conceptual place value: An elaborated framework for understanding</i> (P)</p> <p>Conceptual place value describes an elaborated framework for approaching this particularly challenging content. In this session, participants will learn more about the history and challenges associated with the teaching and learning of place value. Additionally, participants will have the opportunity to explore various technology applications that support an elaborated conceptual framework.</p>	Jonathan Thomas
122	<p><i>Using free software to create GREAT graphs!</i> (M,H,C,PS)</p> <p>In this session, participants will use free software to make great graphs, including number line graphs and 2- and 3-dimensional graphs.</p>	Lori Powell
134	<p><i>Scary bones</i> (H)</p> <p>Let your students become crime lab experts using technology, regressions, biology, and the television show, <i>Numbers</i>. Using clips from a <i>Numbers</i> show, students will see how forensics and regressions are used to identify human skeleton characteristics. A quick review of bone names in a human skeleton will tie into biology via a 3-D skeleton model as well as a skeleton on the ACTIVBoard (an interactive white board). Then students working in groups will measure the humerus bone of each other to determine their height using linear regression equations that have been derived for both male and female skeletons. Students will also measure cardboard Halloween skeletons to predict if the cardboard skeleton is a model of a male or female skeleton. The ACTIVBoard with Geometer's Sketchpad software will show electronically how various representations (tables, equations, graphs) relate in reference to male and female skeletons. Also TI's SmartView software will be used to demonstrate the multiple representations. Handouts will be available that show ways to extend/enrich the lesson such as using exponential equations.</p>	Lisa Willian
135	<p><i>TI-73 and the Navigator™</i> (M)</p> <p>The presentation will be an overview of the Navigator™ System and the TI-73 calculator. The four main components: Class Analysis, Quick Poll, Learn Check and Activity Center will be introduced. The presentation will be interactive and the participants will be experiencing the system first hand.</p>	Lori Brawner
136	<p><i>Use eMath tools to race ahead in math</i> (P,I)</p> <p>Explore 28 multilevel, interactive, electronic manipulative tools to demonstrate and explore concepts and practice skills to help bring math lessons alive. A variety of math concepts will be addressed including number sense, data analysis, probability, algebra, measurement, and geometry.</p>	Mary Hodges Denise Bullock

Room	Session Title and Abstract	Presenter(s)
137	<p><i>Teaching made easy with technology</i> (I,M,H)</p> <p>Understanding Math Plus is an innovative, interactive software that will teach students math concepts from grades 4 through grade 10. If you need to remediate that Pre-Algebra 7th grader on Fractions, just simply send him to the computer and let the software do the work. Need help keeping that gifted, fast paced 8th grader motivated, send her to the computer and have her work well beyond the standard curriculum. This software will help lessen the teacher stress of trying to reach all of your students at their various levels. Concepts such as Fractions, Whole Numbers and Integers, Equations, Algebra, Measurement and Geometry, Percent and Probability are just some of the topics that this software covers. A variety of ways to use the software will be discussed as well as some of its unique features will be revealed in this seminar. Don't miss out!</p>	Mary Rumsey Bob Garvey
159	<p><i>HA, I am right!: Checking answers with the TI-84 calculator</i> (M,H,C)</p> <p>The presenter will look at the common and not so common ways of checking answers to math problems with the TI-84 family of calculators, from well known graphical methods to some simple but surprising ways that few know. You'll wonder why you never thought of methods that seem obvious once you see them demonstrated.</p>	Darren Allen
161	<p><i>*Using new technology to inspire our students – An introduction to TI-Nspire™</i> (H)</p> <p>EXTENDED SESSION: 1:00 pm – 4:00 pm</p> <p>The new TI-Technology tools offer an integrated platform for connecting the numeric, algebraic, and geometric representations of a problem situation. Come and explore this new tool designed to enhance mathematics instruction for your students.</p> <p><i>* Also presented Friday, Session 1 and Saturday, Session 4</i></p>	Alicia Page
163	<p><i>Using algebra tiles to add and subtract polynomials</i> (M,H)</p> <p>Presentation will include Core Content using algebra tiles to add and subtract polynomials. Participants will practice a hands-on activity that has been aligned with formative assessment and differentiation. Tiered lessons plans and forms will be given to each participate.</p>	Ronda Hunter
164	<p><i>Mathematics competitions for high school students</i> (H)</p> <p>The speakers will discuss in detail participation in the American Mathematics Competition (AMC) and the American Regional Mathematics League (ARML) and share experiences in preparing students to participate. Sample problems and the excitement that AMC and ARML bring to a school will be shared. Materials and information to get started will be made available. Enrich and strengthen the problem solving skills of your students. Get them involved in ACM and ARML!</p>	Dora Ahmadi Peter Knapp
165	<p><i>Different ways to address the 3 aspects of number</i> (P)</p> <p>The Madison County MITs will demonstrate and engage participants in various activities that can be used in the classroom to enhance the students learning of number in the verbal, quantitative, and symbolic aspects.</p>	Cindy Gross, Kelly Livers Heater Rader, Libby Horn Mary Greene, Becky Reister

Saturday Sessions

Join us in the cafeteria for the

Door Prize Give-Away

at 4:45 pm

You must be present to win.

Saturday, October 20**Session 1: 8:30 am – 9:25 am**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p><i>*Managing the tough classroom</i> (P,I,M,H,PS)</p> <p>Every teacher knows the frustration of losing valuable instruction time to matters of discipline. We deal with an increasing number of students who confront administrators, teachers, and school personnel with persistent, threatening, and destructive behavior. This workshop introduces a set of research-based strategies proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful. In this day of increased accountability, there is nothing more relevant than giving teachers more instructional time. By eliminating low-level misbehaviors that "suck up" teachers' time, rigor is enhanced. By using strategies that are consistent and predictable, strong trust relationships between students and teachers are created.</p> <p><i>*Also presented Friday, Session 1 and Saturday, Session 3</i></p>	Jan Thornton
102	<p><i>Nspired by the Pythagorean Theorem</i> (H)</p> <p>Using multiple representations, the TI-Nspire™ will demonstrate how students can develop a deep conceptual understanding of the Pythagorean Theorem, applications of the Pythagorean Theorem, and concepts that can be derived from the Pythagorean Theorem.</p>	David Lambright
109	<p><i>*Tooth pick geometry</i> (P,I)</p> <p>Using toothpicks and marshmallows we will engage students with the geometry concepts that are covered in primary and the 4th grade. Students will easily learn what points, lines, rays, polygons and angles look like using fun everyday items. We will also learn how to make 3-dimensional shapes and talk about vertices, faces and edges. We will also compare and contrast 3-dimensional and 2-dimensional shapes. (These activities could also be used for other grade levels)</p> <p><i>*Also presented Saturday, Session 3</i></p>	Denise Justice
111	<p><i>*Nspiring geometry students</i> (H)</p> <p>Bring geometry to life with TI-Nspire™. The Nspire™ gives the flexibility of a computer geometry program in a handheld device. Help students discover and generalize geometric relationships. Get students excited about geometry by using the latest in TI technology.</p> <p><i>*Also presented Saturday, Session 3</i></p>	Brenda Perkins
112	<p><i>Rational numbers</i> (G)</p> <p>In this workshop, we will address the common misconceptions connected to fractions, ratios, and odds.</p>	Charma Linville

Room	Session Title and Abstract	Presenter(s)
121	<p><i>*Professional learning communities communicating online in real time</i> (H,C)</p> <p>Through online seminars, educators have developed a professional community across the Appalachian Math Science Partnership (AMSP) regions. Teachers employed in remote areas with small departments expand their professional community with experienced teachers and without time consuming travel. Access to Algebra is an AMSP program that gives high school students the opportunity to take college algebra. The high school students are mentored by a local secondary mathematics teacher. The mentor teachers work together to develop and maintain a successful program through weekly seminars. Teachers incorporate the weekly seminars into their academic year schedules. During the seminars teachers discuss course material, instructional strategies, student work, and evaluate the program with continuous assessment. The meetings use Centra 7 software for the meeting interface. Centra 7 is a video conferencing software that allows participants to share computer applications and student work with the group.</p> <p><i>*Also presented Friday, Session 3</i></p>	Lee Alan Hanawalt Roher Gina Kinser, Sara Zehnder
122	<p><i>*Spinning an educational web</i> (G)</p> <p>This presentation will demonstrate how to easily create your own class website using Microsoft Word. The webpage-building exercise will include how to hyperlink web pages, graphics, blog spaces, calendars, and more. These self-made web pages look great, are easily updated, and are customized by you to meet your classroom needs.</p> <p><i>*Also presented Saturday, Session 3</i></p>	April Pilcher
131	<p><i>Nspire™ your classroom</i> (H,PS)</p> <p>A sneak peek into the new things TI-Nspire™ can add to your classroom. Get your hands on the newest handheld for Texas Instruments and try your hand at programs that will expand your students' opportunities to learn and explore. Technology and learning walk hand-in-hand as we explore the next step for technology in the classroom.</p>	Leanne Hankins
132	<p><i>*Designing standards-based units of instruction using lesson plan creator</i> (M)</p> <p>The unit plan creator is an instrument for designing units of instruction. The web-based instrument allows teachers to design standards-based units using the KDE model. The teacher uses backward design, which begins with selecting standards, determining a unit organizer and deciding upon essential questions that will drive the unit. Designing a unit using this process will be the focus of the presentation. The unit that will be presented is an 8th grade Pre-Algebra unit that focuses on ratio and proportion. The culminating task will lead the students through the process of building Barbie to scale.</p> <p>During the presentation, teachers will be able to see the completed unit along with sample student work and video clips. The process for designing the unit will be clearly described in a step-by-step fashion.</p> <p><i>*Also presented Saturday, Session 3</i></p>	Christi Walker
134	<p><i>Cabri Jr. for beginners</i> (H)</p> <p>This hands-on presentation will develop the basic skills necessary to begin using interactive geometry software in the classroom. Classroom ready activities will be provided as part of the presentation.</p>	Cathy Jahr

Room	Session Title and Abstract	Presenter(s)
135	<p><i>*Calculus activities for new teachers</i> (H)</p> <p>This presentation will be a discussion of activities, some original and some collected from a variety of sources, appropriate for use in AB, BC, or non-AP Calculus courses. The emphasis is not on using the latest and greatest technology, but more on activities that could be done with any TI-83 or TI-84 series calculators.</p> <p><i>*Also presented Saturday, Session 3</i></p>	Simon Stern
136	<p><i>Dealing with data</i> (P)</p> <p>Fun ways to incorporate graphing into lessons and daily attendance. Concrete, active way to introduce circle graphs. Easy way to create bar graphs with primary kids on the computer.</p>	Evelyn Christensen
137	<p><i>*Hit the books in 5th grade Everyday Math</i> (I)</p> <p>Do you need to get your students' attention in math? Multiple picture book titles will be presented along with lesson plans straight from the Everyday Math program. Many hands-on activities will be demonstrated using pattern blocks, dice, cards, tangrams, pentominoes, etc. All lessons demonstrated will have a hand out so you can use the lesson right away.</p> <p><i>*Also presented Saturday, Session 3</i></p>	Brenda Jackson Amy Cordivola
139	<p><i>TI Navigator™: A tool for ALL students</i> (H)</p> <p>This session is an introductory session for beginner TI Navigator™ users. Participants will experience Quick Poll, Learning Check, and Activity Center activities. Daily routines and successes will be shared as well as data showing the impact on special needs/collaborative classrooms.</p>	Nicole Brock
140	<p><i>Learn math while doing origami!</i> (P,I)</p> <p>Participants will learn how to fold a paper cup that actually holds water, a paper crane--the universal symbol of peace, a wreath that transforms into a pinwheel, and a whale that is also a penguin. While doing these origami projects, the participants will also learn how to integrate origami with curricular disciplines such as math, science, language arts, and social studies.</p>	Janet Castle, Cathy Pennington, Tonya Evans, Suella Slibeck
141	<p><i>Using the virtual environment for motivating students to engage in learning Algebra I</i> (H)</p> <p>A panel of Kentucky Algebra I teachers share their experiences as they utilize online resources such as the KVHS Algebra I course, Spotlight on Algebra, and virtual manipulatives and other technology, mathematical literacy strategies, and modeling to motivate students to engage in the learning of Algebra I.</p>	Jo Ann Mosier, Roland O'Daniel David Pollittle, Karen Sandlin Libby Cannon
149	<p><i>*Transform the way you teach algebra</i> (H)</p> <p>Beginner's session using the Transformation App on the TI-83plus and TI-84. Show your class how functions shift digitally using your calculator. Complete an activity called "What's my Function?"</p> <p><i>*Also presented Friday, Session 5</i></p>	Elena Acciaro

Room	Session Title and Abstract	Presenter(s)
151	<i>*Toys, technology and physics phun</i> (H) Do you want to increase student engagement? Do you enjoy playing with toys? Then come learn how with the aide of computer data analysis software (Vernier Logger Pro) you can teach physics concepts such as centripetal force, kinetic and potential energy, Newton's third law and many others with hands-on lab activities that use toys many students are familiar with. <i>*Also presented Saturday, Session 2</i>	Tammy Hooper
159	<i>Celsius-Fahrenheit relationships developed via TI-84 Plus SE (or TI-73)</i> (M,H) Multiple representations, including the TI-84 Plus SE and TI-73, will be used to investigate Celsius-Fahrenheit relationships. TI-84 and TI-73 handhelds will be available.	John Ashurst Alicia Page
160	<i>Fun, games (and skills) – intermediate grades 3 – 6</i> (I) A potpourri of activities and games that will reinforce skills and build enthusiasm. Child-tested games using dice, cards, 1 – 100 charts. Ways to reinforce multiplication facts. Handouts!	Elise Mandel
161	<i>Explore 3–dimension with CABRI 3D</i> (M,H) I will demonstrate a computer-based tool for constructing 2-D and 3-D figures by combining fundamental geometric objects such as points, angles, segments, circles, and planes. Students can explore a figure's properties by manipulating its variable elements and make conjectures about algebraic and geometric properties, and then verify relationships among various parts of a figure.	Gina Foletta
162	<i>Stalls or malls? The graph tells it all!</i> (M,H) Valuable cropland is disappearing in the Bluegrass Region. Horse farms are now shopping malls and subdivisions. Use real cropland value data to create a scatter plot, determine a linear model and make predictions should these trends continue.	Peggy Welch
163	<i>Exploring middle school math within the real world!</i> (I,M) Students always ask the question, "When will I ever use this in my life!" This hands-on presentation provides a number of real world practices of everyday concepts that are explored in middle grades mathematics using the TI-Navigator™ System. Students will explore parallel and perpendicular lines and the slopes and equations of these lines from a construction site and explore the Pythagorean theorem with the intention to build an interstate ramp.	Brenda Mescher
164	<i>*Want to raise math scores?</i> (I,M,H) A revolutionary learning approach created by an internationally known team of software engineers and cognitive scientists, ALEKS is fundamentally different from previous educational software. It is based on research in Knowledge Space Theory (which analyzes how knowledge is acquired) and features an artificial intelligence engine. ALEKS can search an enormous knowledge structure quickly and efficiently and can accurately assess the exact knowledge state of any student in any mathematics subject area. The groundbreaking technology that ALEKS employs interacts with each student individually, identifying knowledge gaps and adapting its explanations and questions to the student's particular needs, just as you would. This ability to assess a student's strengths and weaknesses results in truly individualized instruction. <i>*Also presented Saturday, Session 2</i>	Betsy Goldsworthy Rob Goldsworthy

Room	Session Title and Abstract	Presenter(s)
165	<p><i>Bluma's method: A new way to solve quadratics</i> (M,H,PS)</p> <p>In eighth-grade, Bluma is taught to solve $5x^2 - 27x + 10 = 0$ by first looking at the expression $x^2 - 27x + 50 = 0$. Solving the second equation gives, by simple factoring, $x = 25$ and $x = 2$. She then says that the solution to the first equation is 5 and $2/5$. As a group, we will explore whether this method actually works by first trying some examples and then, in small groups, try to show why Bluma's method is always valid. We will engage the group in a conversation about whether this method would be helpful in Algebra I or II. The speaker's use of Bluma's method in courses for preservice middle school teachers will also be discussed.</p>	Richard Millman

Saturday, October 20**Session 2: 9:40 am – 10:35 am**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p>*FEATURED SPEAKER</p> <p><i>Closing the achievement gap in mathematics</i></p> <p>In this talk, Melendy will review positive progress and promising practices aimed at closing the mathematics achievement gap. She will present both national and local models that are proving effective, and the audience will have the opportunity to hear what's working from students and parents. Her video presentation includes clips from local classrooms.</p> <p>Seating at this session is limited to the first 350 people.</p> <p><i>*Also presented Friday, Session 5</i></p>	Melendy Lovett
102	<p><i>Mathematical modeling for high school students</i> (H,G)</p> <p>In this workshop we will use the sequence capabilities of a TI-83/84 to model several examples taken from science, mathematics, and business. No previous knowledge of sequences is needed and all examples are appropriate for use in a high school classroom.</p>	Constance Edwards
111	<p><i>Using area models to determine theoretical probability</i> (M,H)</p> <p>Area models give students a visual way to determine theoretical probabilities. In this session, we will explore classroom activities to teach probability area models and compare this method with other methods, such as probability trees and formulas. This session addresses Mathematics Core Content item MA-08-4.4.4.</p>	Cindy Aossey

Room	Session Title and Abstract	Presenter(s)
112	<p><i>*Mathematical curves of the bluegrass: A photographic exploration</i> (H,C)</p> <p>Mathematics conjures up images of an arcane and even menacing realm of human knowledge understandable by only a select few people lucky enough to be born with the requisite tools to master this black art. The idea that mathematics is all around us and possesses an enchanting beauty all its own is not one that comes easily to most people's minds. Graphs of mathematical relationships are not generally thought of as exemplars of the fundamental qualities we associate with esthetics, symmetry, proportions, line and curves nor does the average citizen recognize the presence of representations of mathematical relationships in their everyday world. The purpose of my project is to make people aware of wonderful and elegant mathematical curves that surround us.</p> <p>I have prepared a photographic essay accompanied by a mathematical discussion of the images and how the images resemble mathematical curves. I will offer a power point presentation and display of these images to encourage mathematics teachers to recognize opportunities to illustrate the presence of mathematics in our everyday world.</p> <p><i>*Also presented Friday, Session 1</i></p>	Roger Guffey
136	<p><i>Activities to engage pre-calculus students</i> (H)</p> <p>Are you looking for more activities to use in your pre-calculus class? In this session, you will learn about several hands-on activities that can be used to help students understand complex topics in pre-calculus and trigonometry. Examples will range from short 5-minute activities to long-term projects. Learn about how to use transformations of trig functions to draw pictures on the calculator, investigate the Law of Sines with spaghetti, make connections between the unit circle and right triangles and many more activities. Handouts for each activity will be provided.</p>	Laura Jones
139	<p><i>Differentiating instruction in the high school math classroom</i> (H)</p> <p>After doing research and trying many ideas for differentiating instruction in different high school math subjects I have found several ways to reach all students. I will present ways of identifying learning styles and of activities I have done to meet the needs of all students. I will share some of the activities I have used. I have created some lessons using the internet, graphing calculator, Geometer's Sketchpad, and Mathematica software.</p>	Amanda Hunt
141	<p><i>KCM math coaching program</i> (P,I,M,H,G)</p> <p>Coaching is a way to provide teachers with job-embedded professional development that is not only ongoing and intensive, but also connected to and derived from the teachers' work with their students. The primary goal of a coach is to build relationships and dialogue that produce self-directed teachers with the capacity for high performance, both independently and as members of a community. The Kentucky Center for Mathematics, currently in its second year of a state-wide math coaching program, encourages any teacher or administrator, who is interested in enhancing the capabilities of their faculty to increase student achievement, to consider the potential impact a math coach may have on their program. In this session, specific information related to program goals and rationale, program requirements, the application process, and data collected during the first year will be shared. In addition, several experienced coaches will answer questions related to how their school implemented the program, the challenges they faced, and what changes are becoming evident in their schools.</p>	Jim Justice Panel of Kentucky Mathematics Coaches

Room	Session Title and Abstract	Presenter(s)
149	<p><i>What's for lunch?</i> (P,I,C,PS)</p> <p>This is an interdisciplinary project involving 55 students in two K-2 multi-age classes. I engaged the students in the study of statistics and nutrition. Using action research, I explored the impact of allowing students to use invented representations on their understanding of formal representations (tally marks, graphs, tables, etc.). The project resulted in rich learning and enthusiasm.</p>	Sara Eisenhardt
151	<p><i>*Toys, technology and physics phun</i> (H)</p> <p>Do you want to increase student engagement? Do you enjoy playing with toys? Then come learn how with the aide of computer data analysis software (Vernier Logger Pro) you can teach physics concepts such as centripetal force, kinetic and potential energy, Newton's third law and many others with hands-on lab activities that use toys many students are familiar with.</p> <p><i>*Also presented Saturday, Session 1</i></p>	Tammy Hooper
159	<p><i>Projects in the Pre-Calculus Classroom - P²C²</i> (H)</p> <p>Differentiating in the classroom is such a big buzz topic today. See some ways to differentiate through projects involving Reading, Writing, Technology, Performance, Group work, Individual work and on and on...</p> <p>Bring copies of your own projects to share with the group.</p>	Cyndy Howes
160	<p><i>*Working different parts of your brain with Try-a-Tile: Math Tiles</i> (P,I)</p> <p>Whether computation, logic or fractions, Try - A - Tile: Math Tiles are a wonderful way for 1 - 6 grade students to work another part of their brain. With a little creative thinking and a small part of effective management, Math Tiles can be incorporated in a variety of classroom arrangements. Once your initial set has been ordered and the small moveable tiles have been created, your students are empowered with a different and occasionally rigorous way of solving numerous math strands. Since each Try - a - Tile work mat can be laminated for a longer life, students can become proficient masters of taking the given digits of 0 - 9 and filling in the missing squares of 4 or more mathematical problems. Problem Solving skills such as working backwards, guess and check and using logical reasoning are all developed in this wonderful, educational, teacher - friendly tool. Join us for this hands-on session!!</p> <p><i>* Also presented Friday, Session 1</i></p>	Shawna Mitchell
164	<p><i>*Want to raise math scores?</i> (I,M,H)</p> <p>A revolutionary learning approach created by an internationally known team of software engineers and cognitive scientists, ALEKS is fundamentally different from previous educational software. It is based on research in Knowledge Space Theory (which analyzes how knowledge is acquired) and features an artificial intelligence engine. ALEKS can search an enormous knowledge structure quickly and efficiently and can accurately assess the exact knowledge state of any student in any mathematics subject area.</p> <p>The groundbreaking technology that ALEKS employs interacts with each student individually, identifying knowledge gaps and adapting its explanations and questions to the student's particular needs, just as you would. This ability to assess a student's strengths and weaknesses results in truly individualized instruction.</p> <p><i>*Also presented Saturday, Session 1</i></p>	Betsy Goldsworthy Rob Goldsworthy

Saturday, October 20**Session 3: 11:20 am – 12:15 pm**

Room	Session Title and Abstract	Presenter(s)
109	<p><i>*Tooth pick geometry</i> (P,I)</p> <p>Using toothpicks and marshmallows we will engage students with the geometry concepts that are covered in primary and the 4th grade. Students will easily learn what points, lines, rays, polygons and angles look like using fun everyday items. We will also learn how to make 3-dimensional shapes and talk about vertices, faces and edges. We will also compare and contrast 3-dimensional and 2-dimensional shapes. (These activities could also be used for other grade levels)</p> <p><i>*Also presented Saturday, Session 1</i></p>	Denise Justice
111	<p><i>*Nspiring geometry students</i> (H)</p> <p>Bring geometry to life with TI-Nspire™. The Nspire™ gives the flexibility of a computer geometry program in a handheld device. Help students discover and generalize geometric relationships. Get students excited about geometry by using the latest in TI technology.</p> <p><i>*Also presented Saturday, Session 1</i></p>	Brenda Perkins
121	<p><i>*Designing standards-based units of instruction using lesson plan creator</i> (M)</p> <p>The unit plan creator is an instrument for designing units of instruction. The web-based instrument allows teachers to design standards-based units using the KDE model. The teacher uses backward design, which begins with selecting standards, determining a unit organizer and deciding upon essential questions that will drive the unit. Designing a unit using this process will be the focus of the presentation. The unit that will be presented is an 8th grade Pre-Algebra unit that focuses on ratio and proportion. The culminating task will lead the students through the process of building Barbie to scale. During the presentation, teachers will be able to see the completed unit along with sample student work and video clips. The process for designing the unit will be clearly described in a step-by-step fashion.</p> <p><i>*Also presented Saturday, Session 1</i></p>	Christi Walker
122	<p><i>*Spinning an educational web</i> (G)</p> <p>This presentation will demonstrate how to easily create your own class website using Microsoft Word. The webpage-building exercise will include how to hyperlink web pages, graphics, blog spaces, calendars, and more. These self-made web pages look great, are easily updated, and are customized by you to meet your classroom needs.</p> <p><i>*Also presented Saturday, Session 1</i></p>	April Pilcher
131	<p><i>Introduction to the TI-Nspire™ Calculator</i> (G)</p> <p>This session will give an introduction to the “Graphs & Geometry” and “List and Spreadsheets” Applications on the TI-Nspire™. Participants will engage in an activity designed for Algebra I.</p>	Sylvia Brown
132	<p><i>Home for the holidays</i> (H)</p> <p>Fun activity just in time for Thanksgiving using the internet to find travel information to various cities and towns across the country. Students examine the relationship between distance and time.</p>	Elena Acciardo

Room	Session Title and Abstract	Presenter(s)
135	<p><i>*Managing the tough classroom</i> (P,I,M,H,PS) Every teacher knows the frustration of losing valuable instruction time to matters of discipline. We deal with an increasing number of students who confront administrators, teachers, and school personnel with persistent, threatening, and destructive behavior. This workshop introduces a set of research-based strategies proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful. In this day of increased accountability, there is nothing more relevant than giving teachers more instructional time. By eliminating low-level misbehaviors that "suck up" teachers' time, rigor is enhanced. By using strategies that are consistent and predictable, strong trust relationships between students and teachers are created. <i>*Also presented Friday, Session 1 and Saturday, Session 1</i></p>	Jan Thornton
136	<p><i>*Introduction to the TI-Nspire™ CAS and the Document Model</i> (H,G,C) An introduction to the TI-Nspire™ CAS calculator will be given. We will explore the document model of the TI-Nspire™ CAS and explore linked representations where a change made to a variable in one instantly changes the other and data can be collected within a spreadsheet. We will also use the Grab-and-Move feature of the calculator to explore graphical representations. Come and explore new ways to observe relationships and to make connections. <i>*Also presented Friday, Session 3</i></p>	Bryson Perry
137	<p><i>*Calculus activities for new teachers</i> (H) This presentation will be a discussion of activities, some original and some collected from a variety of sources, appropriate for use in AB, BC, or non-AP Calculus courses. The emphasis is not on using the latest and greatest technology, but more on activities that could be done with any TI-83 or TI-84 series calculators. <i>*Also presented Saturday, Session 1</i></p>	Simon Stern
140	<p><i>Using the calculator as a thinking tool in the elementary grades</i> (P) In this session you will use the calculator as a thinking tool in several fun activities that will help students develop number sense, understand place value, and master their basic facts.</p>	Maggie McGatha
149	<p><i>*The senior college prep math class that eliminates remedial math in post secondary education</i> (H) In the Kentucky graduating class of 2006, 11,979 scored 15-18 on the ACT math section. These scores require the student to take remedial math classes that cost the parents and the state of Kentucky \$9,357,616.00. In studies, the students that are required to take remedial math in college, an estimated 60% or higher fail these classes and a large percentage drop out of college. After years of research, Advancement of Mathematics Now (AMN) has a solution. AMN combines proven instruction using hands-on exercises with new math manipulatives, selected drills from a new book, combined with the new technology and the use of ALEKS. Of course, the use of the TI-84 graphing calculator must be included because of its use in College Algebra and other advanced classes. To measure student advancement, the math section of the COMPASS Test will be given to each student. The combination of new and old will prove to be a student's successful transition from high school to post secondary studies. Time to save the future of 12,000 potential post-secondary students. There is much more news that will be shared at the presentation. We are approaching the state to fund pilot schools. <i>*Also presented Friday, Session 3</i></p>	James De Forest

Room	Session Title and Abstract	Presenter(s)
141	<i>Data analysis in the middle grades: analyzing students' thinking</i> (M,PS) I will show video clips of a 7th grade lesson where students construct parachutes, calculate their areas and test them for hang time. The students make a representation of the data and decide which parachute is the "best" based on hang time and cost. We will discuss their representations and explore calculator, computer and other technology options. This session is appropriate for middle school teachers and college teachers of pre-service teachers.	Andrew Wilson
161	<i>*Hit the books in 5th grade Everyday Math</i> (I) Do you need to get your students' attention in math? Multiple picture book titles will be presented along with lesson plans straight from the Everyday Math program. Many hands-on activities will be demonstrated using pattern blocks, dice, cards, tangrams, pentominoes, etc. All lessons demonstrated will have a hand out so you can use the lesson right away. <i>*Also presented Saturday, Session 1</i>	Brenda Jackson Amy Cordiviola
162	<i>Nspired probability - probability, polynomials, and CAS</i> (H,G,C,PS) Participants will discover how to model simple dice and spinner games using polynomials, polynomial multiplication, and the TI-Nspire™ CAS. Participants will apply the principles learned to other probability and counting problems.	Steve Phelps
163	<i>Circles: From Cabri Jr. to data analysis</i> (H) Use Cabri Jr. on the TI-84+ to collect circle data and explore the relationships that will lead to algebraic connections.	Alicia Page John Ashurst
165	<i>FATHOM illustrates the p-value</i> (H,C) This session will showcase how to input, graph and analyze data with FATHOM. Topics will include correlation and regression, a t-test of the mean, and chi-square tests. A teaching trajectory that stresses concept development will be shared.	Kathy Shafer

Saturday, October 20**Session 4: 1:30 pm – 2:55 pm**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<i>*KDE's New Question Writing Manual</i> (G) A consultant from the Kentucky Department of Education will discuss the recent revisions to the manual for writing open response questions. Topics will include writing quality open response and multiple choice questions as well as classroom practices for improving student responses. <i>*Also presented Friday, Session 3</i>	Ann Bartosh
102	<i>Getting geometry in the hands of your students</i> (I) In this session, participants will work through hands-on, problem-based activities focusing on geometry concepts for grades 3-6. By having students get their hands on geometry, they will better understand the math involved. Journal opportunities as well as literature connections will also be discussed. Each participant will receive sample geometric manipulative material.	Amy Langelier

Room	Session Title and Abstract	Presenter(s)
109	<p><i>*An introduction to TI-Nspire™</i> (H)</p> <p>In this session, participants will be introduced to the integrated platform for connecting the numeric, algebraic, geometric and statistical representations of a problem situation. Experience the power of exploration and examination of multiple mathematical representations simultaneously. Come and explore this new tool designed to enhance mathematics instruction for you students. Begin using the TI-Nspire™ handheld and Software to enhance and expand instruction in your classroom. This beginner session will open the door to the power and versatility of TI-Nspire™. It will also include activities appropriate for the high school mathematics curriculum.</p> <p><i>*Also presented Saturday, Session 5</i></p>	Wendy Freebersyser
111	<p><i>*Wanted: Math detectives</i> (I)</p> <p>There are two criminals on the loose who have committed a number of crimes throughout the state. Five suspects are currently in custody. Traces of "DNA" have been found at one of the crime scenes. We need YOU to help the FBI crack the case! Use detective files, detective logs, probability and crime solving skills to place the right criminals behind bars.</p> <p><i>*Also presented Saturday, Session 5</i></p>	Penny Roberts
112	<p>Multiple Representations in Mathematics (H)</p> <p>EXTENDED SESSION: 1:30 pm – 4:35 pm</p> <p>Do your students struggle connecting math concepts together? Learn about new technology that will utilize multiple representations to engage and motivate students. Activities will be provided. No experience needed! Learn how multiple representations can make mathematics and learning more enjoyable for students. Address different learning styles, and have students show all their work. Welcome to the 21st Century – this could allow you to have an entirely paperless classroom!</p>	Tonya Hancock
121	<p><i>Exploring mathematics with Geogebra dynamic mathematics software</i> (H)</p> <p>Geogebra is a free open source multi-platform dynamic mathematics software incorporating Geometry, Algebra, and Calculus and has received several international awards. In this hands-on workshop, participants will use this tool to explore three different activities to familiarize themselves with the software and extend their understanding of mathematics and teaching. All participants will receive a free CD-ROM containing the software and activities which can be installed at their school (and even at home)!</p>	Michael Waters
122	<p><i>*Algebraic understanding: One problem, multiple representations</i> (H)</p> <p>This session will focus on the strategies needed to improve student engagement and retention within an Algebra II class. Participants will experience a lesson that begins with a real world problem situation and emphasizes multiple representations to analyze and solve. Experience the benefits of a blended curriculum that incorporates collaborative learning, written communication, hand-held technology and computer technology to encourage active learning.</p> <p><i>*Also presented Saturday, Session 5</i></p>	Cassie Martin
131	<p><i>A new look at old friends</i> (H)</p> <p>In this hands-on introduction to TI-Nspire™, we will explore classic graphing calculator problems, such as the box problem, ball bounce, disappearing M & M's and others, using the TI-Nspire™. The TI-Nspire™ allows new looks at these old friends.</p>	Pamela Dase

Room	Session Title and Abstract	Presenter(s)
132	<i>*You, too, can be a transformer!</i> (P,I,M) Participants will investigate transformations (translations, reflections, rotations) using both hands-on activities that can be done in the classroom as well as exploring a variety of online interactive websites that will allow students to make their own tessellations. <i>*Also presented Saturday, Session 5</i>	Carol Muzny
134	<i>CSI in the operating room</i> (H) A patient has died on the operating table. Was it an error on the part of operation room staff, or simply bad luck? Some quick, easy and definitive forensics work can help solve the case. Come to this session and be the principal investigator of this mystery.	Peggy Welch
136	<i>Area, perimeter and technology, oh my!</i> (M) Use the TI-84 Plus graphing calculator to tie analytical, graphical and numerical concepts together. This session will demonstrate student-centered activities to engage students in their own discovery of the relationship of area and perimeter. Enhance your students' understanding and improve your class discussions by using technology to investigate geometry and algebra concepts.	Eva Airhart
137	<i>*Seeing is believing – Fraction Wizzards</i> (I) Seeing is believing! In this hands-on presentation, the world's first self-contained mechanical pie chart is demonstrated. Fraction Wizzards provide an easier way to teach fractions, degrees, decimals and percents. All participants will receive a free Fraction Wizzard. <i>*Also presented Saturday, Session 5</i>	Thomas Tucker
139	<i>*Making sense of number sense</i> (P) Activities will be shared that have proven to increase students' understanding of number providing a sound basis for future mathematics learning. Calculator connections will be integrated throughout the presentation. Handouts will be provided. <i>*Also presented Saturday, Session 5</i>	Linda Jewell, Charlotte Baker, Kris Jarboe, Rick Reinle, Tamara Stephens
140	<i>Stained glass: A hands-on activity for geometry</i> (M,H,G,C) A panel of Kentucky Algebra I teachers share their experiences as they utilize online resources such as the KVHS Algebra I course, Spotlight on Algebra, and virtual manipulatives and other technology, mathematical literacy strategies, and modeling to motivate students to engage in the learning of Algebra I. Participants will create a geometric construction using a compass and a straightedge and then will create a stained glass from this construction using glass paint. Construction techniques will be reviewed. During "drying time", participants will use paper folding to create a folding book.	Carroll Wells Jean Thornton
141	<i>*Getting every child involved in learning</i> (I,M) Using area APPS, TI Navigator™, and Smart View to enhance student learning. In this session teachers will learn to use the Area form APPS on the TI-73 and/or TI-84 to reinforce area of irregular shapes. Participants will experience the excitement that TI-Navigator™ gives to a classroom. They will also see how to use the Navigator™ as a means of continuous assessments and classroom engagement. <i>* Also presented Friday, Session 2</i>	Patty Gibian Billie Travis

Room	Session Title and Abstract	Presenter(s)
149	<i>Navigating bridges</i> (M) Teacher participants will investigate linear and inverse variation through activities found in the Connected Mathematics 2 unit, Thinking With Mathematical Models. Participants will construct models of bridges and make predictions as characteristics of the bridge structure change. The TI-73 calculator and the TI-Navigator™ will be used to model the mathematical relationships and connections found in the investigations.	Rhonda Niemi Gloria Beswick
151	<i>Translation as a unifying concept in the study of functions</i> (H) Multiple representations, including the TI-84 Plus SE and TI-73 will be used to investigate Celsius-Fahrenheit relationships. TI-84 and TI-73 handhelds will be available.	Allan Bellman
159	<i>An 'APP'le a day...</i> (H) What is that APPS button for anyway? Have fun learning some APPS that will enhance your curriculum and motivate your students. Participants will be actively engaged in using the following APPS: Algebra 1 Part 1 and Chapter 5, Inequal, Transformation, and Guess My Coefficient. Handouts will be provided.	Sheri Abel
160	<i>*Using new technology to inspire our students – An introduction to TI-Nspire™</i> (H) EXTENDED SESSION: 1:30 pm – 4:30 pm The new TI-Technology tools offer an integrated platform for connecting the numeric, algebraic, and geometric representations of a problem situation. Come and explore this new tool designed to enhance mathematics instruction for your students. <i>* Also presented Friday, Session 1 and Friday, Session 4</i>	Alicia Page
161	<i>*Using new technology to inspire our students – An introduction to TI-Nspire™</i> (H) EXTENDED SESSION: 1:30 pm – 4:30 pm The new TI-Technology tools offer an integrated platform for connecting the numeric, algebraic, and geometric representations of a problem situation. Come and explore this new tool designed to enhance mathematics instruction for your students. <i>* Also presented Friday, Session 1 and Friday, Session 4</i>	John Ashurst
162	<i>The DNA of imaginary numbers (complex, quaternions, octonions, and sedenions)</i> (H,G,C) I have developed around 370+ programs and functions surrounding these topics on the TI Voyage 200™. Some duplication on the TI-84.	Chris Niemann
163	<i>*Graphing trig functions in the activity center of TI-Navigator™</i> (H) The TI-Navigator™ system will be used to demonstrate various ways to use Activity Center in a unit on trig graphing. Participants will contribute points to create the sine and cosine function. Translations of these graphs will be explored. Using digital pictures as backgrounds in Activity Center will be demonstrated. <i>*Also presented Saturday, Session 5</i>	Vicki Carter
164	<i>Take 5: Five principles of learning for rigorous mathematics instruction</i> (G) Need to take your teaching to the next level? In this session teachers will learn strategies for increasing student reading, writing, talking, and problem solving through Disciplinary Literacy - a framework to help teachers engage learners so that each student is accountable to rigorous content.	Katy Murray

Room	Session Title and Abstract	Presenter(s)
165	<p><i>Math trailblazers: A mathematical journey integrating science and language arts</i> (P,I)</p> <p>This presentation will show how Math Trailblazers emphasizes connections to other academic subjects. The presentation will also demonstrate how Math Trailblazers: shows math's relevance to real problems and will prepare students for mathematical challenges in everyday life; meets the needs of a wide range of learners through differentiation; offers students a balance between conceptual understanding and procedural skills; is teacher-friendly.</p>	Patty Dermody

Saturday, October 20**Session 5: 3:10 pm – 4:35 pm**

Room	Session Title and Abstract	Presenter(s)
Auditorium	<p><i>Teaching mathematics in a technological society</i> (G)</p> <p>Due to advancements in technology, some topics in mathematics become more important (or possible) because technology makes them so. This presentation explores some of those topics, examines the implications for mathematics teacher preparedness, and proposes ways to improve mathematics teachers' knowledge in light of current trends in technology.</p>	Michael Waters
102	<p><i>The power of picture books: making the literacy/mathematics connection</i> (P,I)</p> <p>Research has shown that math interest and success increases with the use of children's literature (Jennings, 1992; Raymond, 1995; Vacca & Vacca, 2005; Whitin & Wilde, 1995). The content of the presentation begins with a math connected read aloud of a piece of children's literature and continues with an overview of the powerful role teachers play in selecting and using children's literature with which math connections may be made. Facilitators will model using the read aloud to make math connections using problem solving, the National Council of Teachers of Mathematics Strands, and parent involvement. Participants will be challenged to make similar math connections with other pieces of children's literature. Finally, facilitators will demonstrate the use of Microsoft Photostory as a way to engage children in making mathematics connections with children's literature and as a way to make the home/school connection.</p>	Joyce Shatzer
109	<p><i>*An introduction to TI-Nspire™</i> (H)</p> <p>In this session, participants will be introduced to the integrated platform for connecting the numeric, algebraic, geometric and statistical representations of a problem situation. Experience the power of exploration and examination of multiple mathematical representations simultaneously. Come and explore this new tool designed to enhance mathematics instruction for you students. Begin using the TI-Nspire™ handheld and Software to enhance and expand instruction in your classroom. This beginner session will open the door to the power and versatility of TI-Nspire™. It will also include activities appropriate for the high school mathematics curriculum.</p> <p><i>*Also presented Saturday, Session 4</i></p>	Wendy Freebersyser

Room	Session Title and Abstract	Presenter(s)
111	<p><i>*Wanted: Math detectives</i> (I)</p> <p>There are two criminals on the loose who have committed a number of crimes throughout the state. Five suspects are currently in custody. Traces of "DNA" have been found at one of the crime scenes. We need YOU to help the FBI crack the case! Use detective files, detective logs, probability and crime solving skills to place the right criminals behind bars.</p> <p><i>*Also presented Saturday, Session 4</i></p>	Penny Roberts
112	<p>Multiple Representations in Mathematics (H)</p> <p>EXTENDED SESSION: 1:30 pm – 4:35 pm</p> <p>Do your students struggle connecting math concepts together? Learn about new technology that will utilize multiple representations to engage and motivate students. Activities will be provided. No experience needed! Learn how multiple representations can make mathematics and learning more enjoyable for students. Address different learning styles, and have students show all their work. Welcome to the 21st Century – this could allow you to have an entirely paperless classroom!</p>	Tonya Hancock
121	<p><i>Creating understanding. raising math test scores, every child, every day</i> (G)</p> <p>We are all working hard to meet the standards imposed by No Child Left Behind, but in a highly diverse society, the old methods don't meet the needs of every student. During this program we will discuss and provide a hands-on demonstration of how ALEKS' research-based strategies meet the needs of all students, regardless of race, gender, ethnicity, socioeconomic group, or ability level, and how this type of instruction increases their ability to succeed on state and federally mandated tests. The unique ALEKS program is an effective, proven method that addresses concerns of the No Child Left Behind act.</p> <p>Researched and developed under a multi-million dollar grant from the National Science Foundation and available only on the World Wide Web, ALEKS (Assessment and Learning in Knowledge Spaces), is an individualized mathematics program—a full-time automated tutor that allows students to demonstrate what they already know and helps them master new concepts. ALEKS delivers a precise diagnostic assessment of students' math knowledge, guides them in the selection of new materials, and records their progress toward mastery of content goals. Its unique, research-based system allows the program to move between explanation and practice, correct and analyze errors, and introduce new topics only when the student is ready. By targeting what the student is prepared to learn next, ALEKS builds a learning environment that engages students, sparking their interest and propelling them toward success. Many schools use the program for remediation; some find that it challenges especially able students. Some teachers choose ALEKS to give at-risk students an additional learning strategy. Others give every student the opportunity to experience the ALEKS difference. No matter how the program is implemented, the results are the same—improved abilities in math and higher test scores.</p>	Rob Goldsworthy
122	<p><i>*Algebraic understanding: One problem, multiple representations</i> (H)</p> <p>This session will focus on the strategies needed to improve student engagement and retention within an Algebra II class. Participants will experience a lesson that begins with a real world problem situation and emphasizes multiple representations to analyze and solve. Experience the benefits of a blended curriculum that incorporates collaborative learning, written communication, hand-held technology and computer technology to encourage active learning.</p> <p><i>*Also presented Saturday, Session 4</i></p>	Cassie Martin

Room	Session Title and Abstract	Presenter(s)
131	<i>"Connect the dots" with TI-Nspire™</i> (H) Through engaging real world activities and multiple representations, see how the TI-Nspire™ makes the Algebra curriculum "connect" for your students. Handouts and a CD will be provided.	Beth Tucker
132	<i>*You, too, can be a transformer!</i> (P,I,M) Participants will investigate transformations (translations, reflections, rotations) using both hands-on activities that can be done in the classroom as well as exploring a variety of on-line interactive websites that will allow students to make their own tessellations. <i>*Also presented Saturday, Session 4</i>	Carol Muzny
134	<i>The greenhouse effect - A good thing?</i> (M) The greenhouse effect is necessary to keep Earth warm enough for life. But is the increasing level of greenhouse gases attributing to global warming? Come find answers to this debate by modeling the greenhouse effect, collecting and analyzing data.	Peggy Welch
135	<i>Transforming a heart: An activity to teach students to love geometry</i> (M) In this workshop, participants will explore concepts of coordinate and transformational geometry by engaging in an activity that involves graphing a heart. Using TI-73 technology, the hearts will be transformed by rotations, translations, and reflections to create a kaleidoscope design.	Linda West Phyllis Kelsch
136	<i>Tailoring activity center background images for your instruction</i> (M,H,G,C,PS) Do you find yourself thinking that a picture you can use for Activity Center will turn out great, only to be disappointed when you actually use it? Join us as we look at altering images in multiple ways without using any expensive graphics programs, but one that is available on every PC! We will start out with a review of the many choices that the Activity Center offers for your instruction, and then build up to making your images more flexible to your needs. Don't settle for less when it comes to your background images-perfect them for your class!	Frederick Groves
137	<i>*Seeing is believing – Fraction Wizzards</i> (I) Seeing is believing! In this hands-on presentation, the world's first self-contained mechanical pie chart is demonstrated. Fraction Wizzards provide an easier way to teach fractions, degrees, decimals and percents. All participants will receive a free Fraction Wizzard. <i>*Also presented Saturday, Session 4</i>	Thomas Tucker
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Room	Session Title and Abstract	Presenter(s)
140	<p><i>*Hands-on activities for geometry</i> (H)</p> <p>Participants will discuss the Platonic Solids and will use paper folding to create two of these, the cube and the octahedron. The cube will open to allow its dual, the octahedron, to be placed inside and will also refold to create a cuboctahedron. Participants will also make the dodecahedron.</p>	Jane Brantley Leigh Ann Wells
141	<p><i>Algeblocks: Building blocks to algebra</i> (H)</p> <p>PowerPoint presentations will be used to introduce Algeblocks to participants. Algeblocks will also be used by the participants for hands-on examples. Participants will learn about the basic Algeblocks materials and how to use them in teaching concepts from Algebra I and Algebra II.</p>	Carol Rosensteel
149	<p><i>*Are you sure they got it?</i> (H)</p> <p>The session will demonstrate the use of the TI Navigator™ system to enhance formative assessment and increase student engagement. Participants will have hands-on experience at a variety of classroom instructional and assessment activities that have been used successfully in the classroom. Activities will focus primarily on Algebra I and Geometry.</p> <p><i>*Also presented Friday, Session 4</i></p>	Erica Arnette
151	<p><i>Use technology to insure individual success in your classroom</i> (H,G,PS)</p> <p>The combination of TI-Navigator's constant assessment capability and TI-Nspire's document model can enable you to meet each of your student's individual needs during any classroom period. During the session we will demonstrate and discuss an instructional routine and teacher developed materials that are allowing a group of beginning teachers to provide individualized instruction during a regular classroom period. A quick demonstration of TI-Navigator™ and TI-Nspire™ will occur as a major part of the demonstration.</p>	Allan Bellman
159	<p><i>Yes, MAMM! (Middle-Schoolers Anticipating Meaningful Math)</i> (M)</p> <p>During this presentation, participants will actively explore how to use the TI-73 and TI-84 calculators to implement authentic lessons that inspire middle school students to become more eager about math class through kinesthetic, auditory, and visual activities that promotes team building. All activities are aligned to NCTM standards.</p>	Sheri Flake Camesha Sims
160	<p><i>*Using new technology to inspire our students – An introduction to TI-Nspire™</i> (H)</p> <p>EXTENDED SESSION: 1:30 pm – 4:30 pm</p> <p>The new TI-Technology tools offer an integrated platform for connecting the numeric, algebraic, and geometric representations of a problem situation. Come and explore this new tool designed to enhance mathematics instruction for your students.</p> <p><i>* Also presented Friday, Session 1 and Friday, Session 4</i></p>	Alicia Page
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Room	Session Title and Abstract	Presenter(s)
162	<i>Updating D-R-T problems with technology</i> (H) "Two trains leave a station, traveling in opposite directions..." For many, hearing this sentence is like hearing from an old friend. In this presentation, I present an update of this classic distance-rate-time problem - focusing on motion in two dimensions, the Pythagorean Theorem, parametric equations, and many more concepts. With the aid of technology, especially the animation features of the Voyage 200™, an old classic becomes rich, new learning activity!	Ted Hodgson
163	<i>*Graphing trig functions in the activity center of TI-Navigator™</i> (H) The TI-Navigator™ system will be used to demonstrate various ways to use Activity Center in a unit on trig graphing. Participants will contribute points to create the sine and cosine function. Translations of these graphs will be explored. Using digital pictures as backgrounds in Activity Center will be demonstrated. <i>*Also presented Saturday, Session 4</i>	Vicki Carter
164	<i>Bringing cryptology to the high school classroom</i> (H) Cryptology is the study of message secrecy. It is a link between mathematics and computer science. This session will discuss and give ideas on bringing this interesting topic to the high school level.	Kelli Poling Savannah Capito Marla Cordray
165	<i>Games and activities for structuring number to 20</i> (P) In this workshop primary teachers will gain an understanding of the importance of structuring number and they will engage in hands-on games and activities to guide students to use composite strategies in working with structures to 5, to 10, to 15, and to 20.	Alice Gabbard, Jean Bingham Pam Shafer, Lynn Roberts

A Special Thank You

goes to the Speakers for their dedication to provide stimulating presentations to enrich each educator with new ideas, teaching methods and tools. We acknowledge the many hours of preparation they have spent to provide you with valuable handouts and this opportunity for growth and networking.



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