

SESSION C 12:40 - 1:30 (Select three sessions from numbers 25 - 33)

25. **The Power Of Ten!** Sue Mehr (K-4) Deer Park Schools
We will explore the progression of learning that will enable students to master mental addition and subtraction strategies, such as "Make a Ten" and "Take from Ten" with numbers within 1000.
26. **Digging a Little Deeper to Enhance Student Understanding** Bridget Young (K-4) Suffolk County CC
Explore the depths of advanced mathematic topics covered in K-12 classrooms. Mini lessons for several topics will be provided BUT you can send your specific questions to us at: moremath4U@gmail.com. We will answer your questions with a lesson plan.
27. **Think Like a Student Act Like a Teacher** Marion Hutchinson (5-8) A.B.G. Schultz Middle School
The presentation will feature and highlight the creativity of the teacher to unfold higher order thinking abilities and the unfathomable creativity of students in an attempt to solve real life problems.
28. **Pls Excuse My Dear Eng Tchr She Never Taught Me to Read Math** Christina Pawlowski (5-8) Commack High School
"I don't get it...what does this mean...how do I start?" This workshop, offered at this year's LILAC and NYS Middle School Assoc. Conferences, offers practical, research-based strategies for literacy instruction in academic disciplines.
29. **Connecting Over Pi** Lidia Gonzalez (9-12) York College
Engage in various activities around pi highlighting connections to content such as linear equations, data analysis, and even a gentle introduction to limits while linking content to the CCSS. Bring a graphing calculator if possible.
30. **An In Depth Look at the Nine Point Circle** Lawrence Maggio (9-12) Plainedge Public Schools
The Nine Point Circle in Module 1 is a new challenge for students and teachers. Using Geometer Sketchpad makes it more understandable. Learn how to adapt the lesson to make it "user friendly" for both you and your students.
31. **Is Your Classroom Ready for Problem Solving?** Jonathan LaManna (9-12) UAAGL
We want our students to be successful & independent thinkers. Are you providing your students with the right tools to do so? We will discuss strategies to help promote a positive problem solving atmosphere.
32. **Summative and Formative Assessment in Statistics Classes** Myungchul Kim (College) Suffolk County CC
The use of a classroom response system can help student engagement and perception. It can enlighten the instructor to sources of student difficulties. The effective use of clickers will be presented.
33. **Surviving Your First Year In Education** Daniel Concannon/ Natasha Murray (Pre-service) Hauppauge/ Copiague HS
Developing effective teaching strategies can be particularly challenging for beginning teachers. We will discuss critical pedagogical issues such as classroom management, curriculum, and instructional resources.

SESSION D 1:45 - 2:35 (Select three sessions from numbers 34 - 47)

34. **Using Children's Literature to Teach Problem Solving** Alexis Jovel (K-2) Prospect School Hempstead UFSD
In this workshop, teachers will learn how to use literature during math to teach problem solving in lessons based on the Common Core Standards for Mathematical Practice.
35. **"How Big is My Hand?"** Linda Carlson (K-5) Pace University
A developmental look at problem solving for K-5. Each participant will be given a question sheet and supplies and responses will be self-evaluated. Similar to the puddle problem which asked each student, "How do you measure a puddle?" students were now asked, "How do you measure a hand?"
36. **Bringing Content and Practice Standards to Life** Grace Quinlan (3-5) NCMTA
Using color tiles we will explore several problems involving patterns, perimeter and fractions. While we "persevere" in solving them, we will have some fun too!
37. **Use Cubes As a Setting for Your Problem Solving** Dennis Mulhearn (5-8) Valley Stream South (retired)
A cube is the starting point for many rich problems. Work through factors, combinatorics, volume, surface area, networks, and more solving a dozen area math contest classics. At least 50 additional problems will be distributed.
38. **Navigating the Common Core with TI-Navigator & Nspire** Paul Pelech (5-12) Great Neck Public Schools
Make a powerful classroom connection with interactive graphing calculator technology! No prerequisite knowledge required! The TI-Navigator paired with the Nspire, creates a powerful connection between students and educator.
39. **Strategies to Enrich Vocabulary/Comprehension for ELL's** Brenda Strassfeld (5-12) Touro College
This presentation will share strategies and activities that help teachers develop an understanding of the linguistic needs of second language learners, especially in solving word problems in mathematics.
40. **How to use Mathemagic to Engage your Students** Michael Riccardo (5-12) Bayside HS
In this workshop, participants will learn several magic tricks that can be performed in front of any audience that has even the slightest of algebra skills. We'll explore where these tricks fit into the Common Core Algebra curriculum.
41. **TI Tips for Regents Exam Success** Dana Morse (9-12) Texas Instruments
Give students tips and confidence to achieve greater success in Regents level mathematics courses. Learn about the latest operating systems and functionality on your handhelds and software.
42. **Putting the M in STEM** Rayhan Ahmed (9-12) The Expeditionary Learning School
This session will help you create student interest-led investigations to elucidate essential, relevant, and common-core standards of mathematical practices to better understand STEM questions and problems.
43. **Debate Math!** Chris Luzniak (9-12) UA School for Law & Justice
Debate has often been a staple of the humanities classroom, and now you can bring it into your math class to increase student achievement and engagement. Come explore several debate and discussion activities.
44. **Radians: The Unitless Measurement** Amy Cappiello (9-12) Commack HS
What is a radian? Why do we need radians? Why are radians used instead of degrees in applications? These are the questions we investigated through lesson study to develop an exemplar, application-based, lesson introducing radians.
45. **Problem-Solving in Graph Theory: An Exercise in Logic** Alan Tucker (9-12) Stony Brook Univ.
Two graph theory problems will be discussed that illustrate the role of logical analysis, plus a little theory, in solving problems with little formal structure.
46. **Rethinking Standardized Test Questions** Jonathan LaManna (9-12) UAAGL
With the transition from the Regents to the Common Core, we don't have to reinvent the wheel. We will look at past assessment problems and use strategies to make them better and promote student thinking deeply about the content.
47. **Probability Using the Hypothetical 1000** Jane-Marie Wright (College) Suffolk County CC
Teaching conditional probability using formulas can be very confusing for students. Using contingency tables and the "Hypothetical 1000", students get a more intuitive understanding of the concept. As students often believe "It's All About ME."

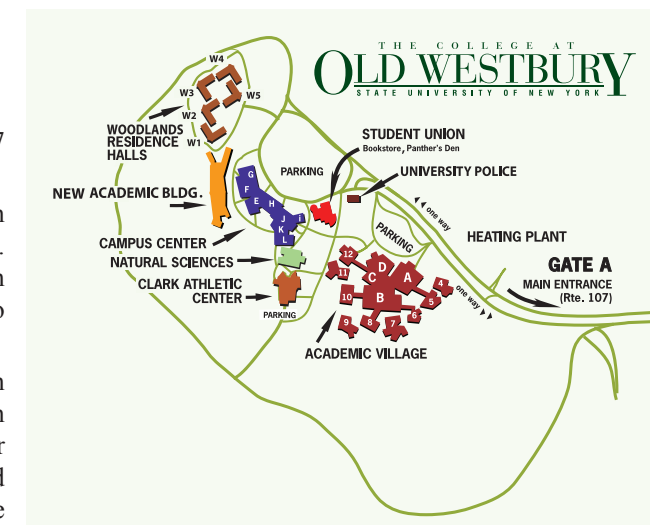
Directions to SUNY College at Old Westbury

BY CAR: SUNY College at Old Westbury is located immediately north of the Long Island Expressway (495) in the Village of Old Westbury, Long Island, approximately 30 miles east of New York City.

The main entrance to the College is located on the west side of Route 107 approximately one-half mile north of Jericho Turnpike.

BY TRAIN: The Long Island Railroad stops at the Hicksville station. Train schedule and route information are available from the LIRR, 516-822-LIRR. Bus service is available to and from the Hicksville station Monday through Friday. Bus schedule information may be obtained from the MTA Info Center, 516-222-1000.

BY BUS: The College is accessible by bus via MTA bus route N20, which travels between Main Street, Flushing and the Hicksville railroad station along Northern Boulevard and Route 107. The bus connects with other MTA buses at various connecting points along Northern Boulevard and elsewhere. Call the MTA Information Center (number above) for schedule and additional route information.



When using a GPS device please make sure that it takes you to the main entrance off route 107.

SCHEDULE FOR THE LONG ISLAND MATHEMATICS CONFERENCE

7:45 - 8:30 CHECK-IN, CONTINENTAL BREAKFAST and VENDOR BOOTHS Campus Center

8:45 - 9:15 INTRODUCTION by L.I. Conference Board

9:15 - 10:15 KEYNOTE ADDRESS by **Dr. Alfred S. Posamentier,**
Dean of the School of Education at Mercy College

10:30 - 2:35 SESSIONS A-D see schedule

BUFFET LUNCHEON during either session B or C

VENDOR BOOTHS AVAILABLE 7:45 - 1:45



**Mathematics and Computer Information
Sciences Department
P.O. Box 210
SUNY College at Old Westbury
Old Westbury, New York 11568-0210**

LIMAÇON

Registration materials inside.

The Mathematics and Computer Information Sciences Department
State University of New York College at Old Westbury

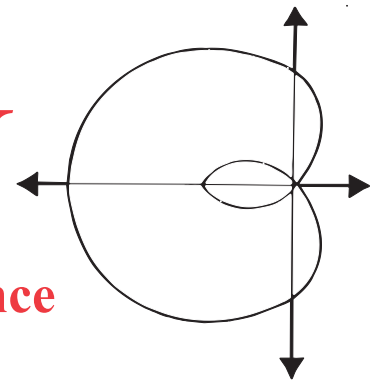
Presents
The Twenty-Ninth Annual

LIMAÇON

Long Island Mathematics Conference

The (Neglected) Art of (Genuine) Problem Solving

Friday, March 13, 2015, From 7:45 A.M. to 2:35 P.M.
at SUNY College at Old Westbury, Campus Center



Co-sponsored by:

The Nassau County
Mathematics Teachers'
Association

The Suffolk County
Mathematics Teachers'
Association

The Nassau County
Association of
Mathematics Supervisors

The Association of
Teachers of Mathematics
of New York City

and partially funded
by a grant from NYS
Department of Education

LIMAÇON, designed for mathematics educators from primary through university level, provides opportunities for professional interactions and offers a forum for the exchange of concerns, innovative ideas, and achievable goals. This year's conference theme: **The (Neglected) Art of (Genuine) Problem Solving** focuses on why solve problems?

The **keynote speaker** is **Dr. Alfred S. Posamentier**, Dean of the School of Education and Professor of Mathematics Education at Mercy College, New York. He is Professor Emeritus of Mathematics Education and former Dean of the School of Education at the City College of the City University of New York. Dr. Posamentier is the author of more than 55 mathematics books for teachers and the general readership. His incisive views of mathematics education are often quoted in the New York Times and other publications.

Dr. Posamentier's keynote address is followed by a daylong series of workshops focused on mathematics education, pedagogy, and problem solving. Participants can expect sessions to provide ideas, techniques, and skills that will improve teaching and content effectiveness, and energize their classroom.

FOR CALCULATOR SESSIONS, PLEASE BRING YOUR OWN.
ON-SITE REGISTRATION WILL BE ACCEPTED ON A LIMITED BASIS (\$10 ADDITIONAL FEE).
NO CONFIRMATION WILL BE SENT.
ANY QUESTIONS? CALL OR TEXT Ronni David: 516-359-2794 (MathRonni@cs.com) or Mimi Schnier, 516-876-3261

REGISTRATION FORM

LIMAÇON, Friday, March 13, 2015 at SUNY College at Old Westbury, Campus Center from 7:45 A.M. to 2:35 P.M.
Register early to ensure your choice of sessions. Come early to browse the vendor displays.

Cost of conference: Fee includes Continental Breakfast and Lunch.
(Please check one)

\$50.00 for ATMNYC, NCAMS, NCMTA or SCMTA members

\$60.00 for non-members

Full-time students pay only \$25.00

*-ON-SITE REGISTRATION WILL BE ACCEPTED ON A LIMITED BASIS
(\$10 ADDITIONAL FEE)*

Mail completed form with check or P.O. by February 27,

2015 to: (make payable to: L.I. Mathematics Conference Board)

Mr. Arthur L. Kalish, Director of the Institute of MERIT

Limaçon Conference

SUNY College at Old Westbury

Box 210

Old Westbury, NY 11568-0210

You can now register online at:
<http://www.limathconference.org>

Name _____ Position _____ Grade Level _____

Address _____ E-mail _____

School/District Represented _____ Telephone _____

Please write the session number for your first, second, and third choice for each session.

Session A:	1st Choice _____	Session B or C	1st Choice _____	Session D:	1st Choice _____
#1 - 15	2nd Choice _____	#16 - 33	2nd Choice _____	#34 - 47	2nd Choice _____
10:30 - 11:20	3rd Choice _____	11:35 - 12:25 or 12:40 - 1:30	3rd Choice _____	1:45 - 2:35	3rd Choice _____

LUNCH MENU: You must select one of the following when you register:

- Chef Salad (no ham)
- Vegan/gluten free platter (baby spinach with roasted vegetables)
- Individual lunch platters with Romaine lettuce, cucumbers, tomato, carrot sticks, new potato salad, string bean salad Tuna Salad Egg Salad Chicken Salad

**- NO CONFIRMATIONS WILL BE SENT
- NO REFUNDS
- BRING YOUR OWN CALCULATOR**
Make copies of this form if more are needed

SESSION A 10:30 -- 11:20 (Select three sessions from numbers 1 - 15)

- Math Talk!** Mickey Jo Sobierajski (K-4) AMTNYS: past president
Critical thinkers and problem solvers are what we want our students to be. Ideas and activities will be shared that help your students talk the math talk that engages them in mathematics.
- Foundations of Number Sense in Singapore Math®** Christopher Coyne (K-4) Marshall Cavendish Education
We will discuss the importance of place value as a fundamental element of Singapore Math® as well as number bonds and part-whole thinking. The session will make use of technology and manipulatives.
- The Book is the Problem!** Audrey Bellovin (K-4) Hemlock School
Using literature as the springboard for problem solving, children will create and solve many problems. Word problems provide a framework for thinking about problems. The six shifts in the CCLS will be addressed through this workshop.
- Activities to Bring the Common Core Alive** Iva Jean Tennant (5-8) Binghamton University
Take home hands-on activities to explore some geometry concepts to help your students visualize and understand their meaning as well as making mathematics class fun.
- Creating Homework Videos to Review a Mathematics Lesson** Frank Gardella (5-8) Hunter College
Teachers can create single concept teaching videos to upload for students. Participants will work with fraction models and use their smartphone/tablet to create single concept videos from a student's point of view.
- Imagine a World: Knowledge-Building with Geometry** Peter G. Hayes (5-12) Roslyn Schools/ Information Specialist
Developing the inter-relatedness of the area concept for all 2-D geometric figures is a constructivist classic. Here, it's re-imagined as creative work in the world of mathematical ideas-as-artifacts, i.e., modern "knowledge-building".
- A Connection Between Counting Problems and Polynomials** Matthew DeMarinis (9-12) Jericho High School
How many ways can you distribute 10 letters into 3 mailboxes? Ten people enter a room and shake hands with one another. How many handshakes take place? How are these problems related?
- Challenging Problem Solving: Pythagorean Theorem** Farrel Powsner (9-12) Roslyn High School (retired)
The participants will discuss their solutions to some math team questions that can be solved primarily with the Pythagorean theorem. We will then explore some Pythagorean triples and look for patterns among them.
- "Engage" NY Common Core Algebra students** Marianne Schoepflin (9-12) Smithtown High School East
The study of sequences is a difficult topic for students in the Common Core Algebra Module 3. Using the fable of the Tower of Hanoi, we will develop the concept of sequences through hands on problem solving, computer games, and modeling.
- FUN Math - "Foldable Unique Notes"** Barbara Dwyer, Katherine Wehmann (9-12) The Lowell School
An interactive approach to address the needs of ALL students in one classroom using various techniques will be presented. The use of color to highlight key points, graphic organizers, foldable notes, and manipulatives will be demonstrated.
- Assessing Problem Solving Abilities of NY Students** Steve Watson (9-12) NYCDOE
This presentation uses problems from old Regents examinations to illuminate the Advanced Arithmetic curriculum taught in high schools and academies throughout New York State at the end of the 19th and beginning of the 20th centuries.
- Using Real Data In Statistics** Harriet Greenspan (10-College) Suffolk County CC
How can newspaper articles, paper airplanes and M&M's help our students explore vocabulary and topics in statistics (2 Sample t-test and Chi-squared Goodness of Fit test) ? Bring your graphing calculators TI-84.
- Mathematics: An Elegant Cohesion** Nick Grant/Lesley Dove Addison (General) NYCDOE
Investigate engaging ways to align the various expectations of teaching and learning mathematics through differentiation, interdisciplinary instruction, multiple pathways and the Arts.
- Writing As a Form of Assessment in the Mathematics Classroom** Michelle Yacoub (General) Benjamin Franklin HS for Finance
This presentation gives teachers resources and suggestions of how to incorporate writing into the classroom in more formal ways. Innovative suggestions for assignments as well as samples of student work will be given.
- So I'm Certified, Now What?** David Flatley (Pre-service) Carle Place UFSD
Pre-service teachers and others seeking employment as a teacher will be provided with strategies for a successful job search.

SESSION B 11:35 - 12:25 (Select three sessions from numbers 16 - 24)

- Common Core Mathematical Practices** Mickey Jo Sobierajski (K-4) AMTNYS: past president
Let's delve into the mathematical practices. What are they and how can they be incorporated into K-4 math activities?
- Analyzing Story Problems** Susan Carretta (K-4) Oak Park Elementary
After this presentation, teachers will have ideas and materials to use with their students that will build their skills on how to analyze the different problem types and the processes needed to solve them.
- The Flipped Mastery Classroom** Matt Ringh (5-8) Riverdale Country School
Learn how the Flipped Classroom can be used to make mastery learning feasible. We will utilize iPads, Laptops, Interactive White Boards to examine the apps "Explain Everything" and "Camtasia". In addition, we will look at video hosting sites like YouTube.
- Let's Use Student Energy to Energize Your Math Class** Iva Jean Tennant (5-8) Binghamton University
Let's capitalize on student energy and explore some of the standards with fun and meaningful ways to actively involve the students and bring about understanding and visualization of the underlying concepts.
- Making Math Visual: Technology Makes it Easy** Frank Sobierajski (9-12) Wolcott HS (retired)
Digital images in the hands of students can enhance learning in the math classroom. Seven pieces of software + 113 digital images +5 grade levels + 29 ideas + 17 videos = 50 minutes of prime technology fun.
- The Mandala Project** Laurie Rosborough (9-12) Granada Central Schools
Participants will explore the new constructions from the Geometry Common Core Standards and create a personal mandala using these constructions. This is a student project used to teach the constructions and engage the students in an interdisciplinary exploration of the history of mandalas.
- Task Analysis of the CCSS Mathematical Practices** Maria DeLucia (9-12) Middlesex County College
This presentation will discuss task analysis to elicit evidence that the Standards for Mathematical Practice are embedded in mathematical activities. Designing these tasks can vary in difficulty, context, and type.
- Development and Assessment of Developmental Math Curriculum** Young Mee Oh/Rodney Dash(College) Vaughn College of Aeronautics and Tech
We will discuss the processes that our group went through in creating and assessing the developmental math curriculum. We will share the teaching practices and supplemental tools and technology that we are providing to our students.
- Ed Tech 2015** Stevan Peters (General) Touro College Graduate School of Education
We will take a look at electronic resources to facilitate planning and conducting math lessons, including assessment and management tools. We will explore interesting products and websites. Handouts will include addresses of useful sites.