

State University of New York College at Old Westbury

Presents

The Thirty-Sixth Annual

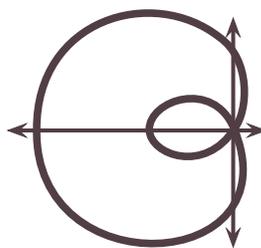
LIMAÇON

Long Island Mathematics Conference

Culturally Relevant Teaching

Moving toward Cultural Competence in Education

Friday, March 18, 2022 – 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 Nassau County Association of Mathematics Supervisors
- The Association of Teachers of Mathematics of New York City

To register go to:

<https://limathconference.org/register/>

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 is: *Culturally Responsive and Relevant Instruction: Focusing on academic and social learning, advancing cultural competence, and developing a critical consciousness.*

The **keynote speaker** is **Dr. Paul Gray**, president of the National Council of Supervisors of Mathematics (NCSM) and Chief Curriculum Officer in the Dallas/Fort Worth Area.

Culturally Relevant Education requires teachers to engage students in a rigorous curriculum that empowers students to acknowledge their own identities and experiences as they develop the skills necessary to critically analyze the world around them. Examples in a mathematics classroom include (1) knowing the backgrounds of the students, (2) applying data from local civic issues, and (3) examining symmetries in various cultural artworks.

Session A (10:30 – 11:20)	Session B (11:35 – 12:25)	Session C (12:40 – 1:30)	Session D (1:45 – 2:35)
1. Division as a Process Frank Gardella	14. Culturally Relevant Tasks Paul Gray	22. Fun with Pattern Blocks Suzanne Golder/Laura Forsyth	30. Guided Math Groups Cyndi Nichols
2. Effective Fraction Instruction Irina L Lyublinskaya	15. Scavenger Hunt+Math=Fun Irina Lyublinskaya	23. Preventing Math Anxiety Janis Mazza	31. Culturally Responsive Educ Sheilah Jefferson-Isaac/Y Vidal
3. Growing a Growth Mindset Jessica Ryan/Lauren Maywald	16. MS Algebra: Investigation Frank Gardella	24. Linear Functions Workshop Benjamin Allen	32. First in Math Goal Robert Sun
4. Scratch, Art, and Math Alise Braick	17. Beauty of Flipped Lessons Patrick Letourneau	25. Logic, Games, and Puzzles John Paul Kopacz	33. Motivate Reluctant Student Carmela Emmerich/John Watson
5. Virtual Manipulatives Amy Lee/Alexander Lord	18. All-Powerful Quad. Formula Aziz Jumash	26. Make Regressions Fun Cathieann Rowland	34. Independent Learning Astrida Lizins/Jocelyn Dunnack
6. Desmos Activity Builder Rocio Saborido	19. Create Thinking Classroom Elana Reiser	27. HS Math Research Club Dan Summers	35. Math & Video Games Charalambos "Harry" Loizides
7. Struggling Student Options Robert Gerber	20. Teaching with an iPad Natalie Talhami	28. Teach: Meaning of Symbols Aradhana Kumari	36. Algebra 1 in Middle School Robin Schwartz
8. Strategies for AMC Problems Lihong Cheng	21. Landing Your First Position F Wisniewski/Rosalie Ambrosio	29. The Whole Kit & Caboodle Matthew Baruch	37. Technology in the Classroom Thomas Knox
9. GeoGebra on Regents Robert Pontecorvo	7:45 - 8:30 CHECK-IN, CONTINENTAL BREAKFAST 8:45 - 9:15 INTRO by L.I. Mathematics Conference Board and DR. JONG PIL LEE Scholarship Awardees 9:15 - 10:15 KEYNOTE ADDRESS by Dr. Paul Gray 10:30 - 2:35 SESSIONS A-D see schedule (all presentations held in the New Academic Building) Sealed Box LUNCHEON during either session B or C 7:45 - 1:45 EXHIBITOR BOOTHS AVAILABLE		38. Tips for Regents Success Dana Morse
10. Using CAS in Calculus Class Ken Collins			39. Wisdom of the Crowds Frank Sanacory
11. Contests, Circles, Festivals Mark Saul			40. EdTech for Math Jay Murphy
12. History in Equitable Math Jay Schiffman			41. Getting that First Job Jayson Kiang
13. First Year in the Classroom Fran Wisniewski			

SESSION A 10:30 -- 11:20 (Select three sessions from numbers 1 - 13)

- 1. Division As A Process: Leave Your 'Guzintas' at Home** Frank Gardella (3-5) Hunter College
When division is approached as a sharing process, students can use hands-on materials to understand the algorithmic 'box' (the guzinta (or 'goes into') box) and how they can use it to formally express their mathematical thinking.
- 2. Developing Effective Fractions Instruction** Irina Lyublinskaya (3-5) Teachers College, Columbia University
Participants will engage in activities that help students develop an initial understanding of fractions as numbers, including comparing and ordering fractions and equivalence of fractions.
- 3. Growth Mindset: STEAMing Up Experiential Learning** Jessica Ryan/Lauren Maywald (3-5) Molloy College/Baldwin District
What does it take to be successful in STEAM? By embedding lessons with positive psychology concepts of growth mindset, grit, character strengths, happiness, and hope, we will empower students to be reflective, critical thinkers.
- 4. Interface of Scratch Programming, Art, and Mathematics** Alise Braick (6-8) IS 392
A tour of a comprehensive standard-based unit plan that integrates coding with mathematics and art. Walk away with lesson plans, assessments, plugged and unplugged activities, rubrics, resources and more!
- 5. Virtual Manipulatives for Problem Solving** Amy Lee/Alexander Lord (6-12) Brooklyn Tech HS/Francis Lewis HS
Let's equip students with effective tools to improve their confidence in math by creating virtual manipulatives to boost problem-solving skills.
- 6. Introduction to Desmos Activity Builder** Rocío Saborido (6-12) Oceanside HS
Participants who have little experience with Desmos activity builder will learn the different elements of the teacher dashboard, how to edit premade activities, and how to create activities using basic features including card sorts.
- 7. Alternate Pathways to Graduation for Struggling Students** Robert Gerver (9-12) North Shore HS, retired/ICPS
Two courses, Advanced Algebra with Finance and Hands-On Statistics, replace Algebra 2 and/or Precalculus so students can get four years of state-approved math credits successfully.
- 8. Strategies in Solving AMC Problems** Lihong Cheng (9-12) Glen Cove H.S.
Solving AMC 8-12 problems can be challenging. Proper strategies and methods will help students to solve the problems and raise the interest in participation.
- 9. GeoGebra on Regents: Promote Equity & Improve Instruction** Robert Pontecorvo (9-12) Geogebra
Improve instruction and you improve assessment results. Improve assessment tools and you may even improve instruction. GeoGebra on Regents and in class can be your door to both. Here, develop a plan that works best for your school.
- 10. Using CAS to Help Students Understand Calculus Theorems** Ken Collins (College) Charlotte Latin School
CAS can provide an environment where students can explore the components of a conceptual problem or theorem and receive immediate feedback on their conjectures. We will share examples using these ideas with classroom ready documents.
- 11. Math After Hours: Contests, Math Circles, Festivals** Mark Saul (General) Retired
The word is out! Students, parents, teachers can enjoy mathematics together outside the classroom--but with connections to serious mathematics education. We will discuss three forms: competitions, math circles, and math festivals.
- 12. Utilizing History to Furnish Equitable Mathematics** Jay Schiffman (General) Rowan University, retired
This workshop explores different cultures including the Egyptian, Mayan and Babylonian systems of numeration and discusses the role played by Fibonacci with unit fractions in addition to alternatives to standard algorithms when necessary.
- 13. Your First Year in the Classroom!** Fran Wisniewski (Pre-Service) Molloy College
New teachers will discuss the transition from student teaching to becoming a full-time teacher of mathematics at every level. Classroom management and parents as partners will be a few of the topics discussed.

SESSION B 11:35 - 12:25 (Select three sessions from numbers 14 - 21)

- 14. Are Your Tasks Culturally Relevant?** Paul Gray (K-5) NCSM: Leadership in Math Education
How relevant are your instructional tasks to your students? Let's use a rubric to determine to what extent a set of tasks are both culturally relevant and cognitively demanding to a set of students.
- 15. Scavenger Hunt + Math = Fun!** Irina Lyublinskaya (3-5) Teachers College, Columbia University
Participants will experience a Scavenger Hunt from student's perspective and then learn how to design their own Scavenger Hunts. We will also discuss implementation of scavenger hunt in various spaces: classroom, outdoor, and virtual.
- 16. Middle School Algebra is an Investigation, not a Course** Frank Gardella (6-8) Hunter College
Algebra as part of the middle school curriculum should not be formal. This session will demonstrate how algebraic topics can be addressed in a hands-on, informal way so that students truly understand what algebra is before THE COURSE.
- 17. The Beauty of Flipped Lessons** Patrick Letourneau (6-College) The Ramaz School
This workshop will explore the concept of a flipped lesson, including how to create one, advantages to using one, different styles of flipped lessons, examples of flipped lesson videos, and working through the basics of editing a video.
- 18. The All-Powerful Quadratic Formula** Aziz Jumash (9-12) Stuyvesant High School
The theory of quadratic equations, due to its simplicity, has many non-standard applications. We'll discuss how the quadratic formula is used to simplify radicals, find the range of a function, solve cubics /higher degree equations, etc.
- 19. Creating a Thinking Classroom** Elana Reiser (9-College) St. Joseph's College
We will begin with a brief experience of a thinking classroom so that you can see what it feels like. Following you will hear the story of how a Calculus course was developed using research on 'The Thinking Classroom' by Peter Liljedahl.
- 20. Teaching and Learning with Apple Pencils and iPads** Natalie Talhami (General) Patchogue-Medford High School
Learn how to use an iPad and Apple Pencil to create amazing hands-on, innovative, student lead classroom experiences.
- 21. How do you Land your First Teaching Position?** Fran Wisniewski/Rosalie Ambrosio (Pre-Service) Molloy College
Pre-service teachers learn how to secure a teaching position; from writing a resume, to the interview process, to the demo lesson.

SESSION C 12:40 - 1:30 (Select three sessions from numbers 22 - 29)

- 22. Fun with Pattern Blocks** **Suzanne Golder/Laura Forsyth (K-2)** **Malverne School District**
Come see how your students can have fun using pattern blocks to add, graph, think logically, and practice geometry skills. You will see some great things for Fun Friday!
- 23. Preventing Math Anxiety** **Janis Mazza (K-5)** **Nassau Community College**
Math anxiety is a big issue as students get older. This workshop will focus on strategies to prevent math anxiety in the early stages.
- 24. Linear Functions Workshop** **Benjamin Allen (6-8)** **NYC DOE - MS 137**
This workshop will present a discovery-style task where students graph linear equations to create a map of a Brooklyn neighborhood and are then guided through a set of questions encouraging reflection on parallel and perpendicular lines.
- 25. Logic, Games, and Puzzles** **John Paul Kopacz (6-12)** **Great Neck High School**
Logic games and puzzles teach students to identify patterns, find connections, and solve problems. Participants will be introduced to logic games and puzzles that can enhance the middle school/high school curriculum and challenge students.
- 26. Ideas on how to make Regressions Fun and Exciting** **Cathieann Rowland (9-12)** **West Hempstead High School**
Learn some ideas on how to make teaching linear and exponential regressions fun and engaging for students. We will look at different activities involving Starbursts, M&M's, Bungee jumping Barbies and Survivor to engage students.
- 27. Running A High School Mathematics Research Club** **Dan Summers (9-12)** **Chaminade High School**
In this talk, we discuss what makes a successful mathematics research club for high school students. We define what math research is, what it would look like to a high schooler, and the tools we need as teachers to facilitate such a club.
- 28. Do Not Teach Symbols in Mathematics, Teach the Meaning of the Symbols.** **Aradhana Kumari (General)** **Borough of Manhattan Community College, CUNY**
Unnecessary use of symbols in introducing concepts in mathematics makes it difficult for students to learn Mathematics. I will show using examples how we can avoid using unnecessary symbols and teach the concepts/ ideas in Mathematics.
- 29. The Whole Kit & Caboodle** **Matthew Baruch (General)** **Miller Place UFSD**
Data Driven Instruction, Mindset, Limitless Mind, Hattie, Mazur, Sir Ken Robinson, The Learning Pyramid, Technology, The Future, Learning & Teaching Styles, Deconstructing Math Problems, The Big Book of Math. How does it all fit together?

SESSION D 1:45 - 2:35 (Select three sessions from numbers 30 - 41)

- 30. Guided Math Groups You Can Start Tomorrow!** **Cyndi Nichols (K-2)** **North Ridge Primary School, Commack UFSD**
Differentiate your math lessons with guided math groups. You will discover all you need to get started next week; then sit back and listen to your students say, "Yay, math time!!" Included will be materials, lessons, games, online resources, assessments, and more!
- 31. Genius, Joy, and Culturally Responsive Pedagogy** **S Jefferson-Isaac/Yvonne Vidal (K-5)** **Northern Parkway School, Uniondale**
Northern Parkway school educators will share how they are using a model of community and accountability to help empower their Black and Latinx students to reach their highest potential in mathematics.
- 32. Collaborative goal setting with First in Math** **Robert Sun (K-5)** **Suntex International, Inc**
First In Math session will introduce participants to the site's student-facing, digital content. Learn how activity generates data, how teachers can access reports, assign practice, and work on collaborative goal setting.
- 33. Using Technology to Motivate Reluctant** **Carmela Emmerich/John Watson (6-8)** **Massapequa Middle School**
In this session two programs will be demonstrated; Gimkit and Pixels. The participants will have the opportunity to create their own game and or lesson using these highly motivating programs.
- 34. Create and Foster Independent Learners** **Astrida Lizins/Jocelyn Dunnack (6-12)** **CPM Educational Program**
Participants will have an opportunity to learn as mathematicians in an equitable environment. This session will provide you with an opportunity to engage in productive struggle, experience mathematics, and reflect on the strategies used.
- 35. Creating Meaningful Math Activities Through Video Games** **Charalambos "Harry" Loizides (6-12)** **West Hempstead High School**
This workshop will showcase various examples of utilizing various video games and tabletop games to demonstrate numerous mathematical topics. Examples range from 5-minute Warm Up activities to multi-day Project-Based Learning opportunities.
- 36. Are Your Students in Algebra I in MS?** **Robin Schwartz (7-12)** **College of Mt. St. Vincent/Math Confidence**
Does it count as 1 year of HS math? Will it put students on track for Calculus or will students end math after 10th? We will share about this popular phenomenon and explore ideas to maximize learning.
- 37. Implementation of Technology in the Math Classroom** **Thomas Knox (9-12)** **Math, Science Research & Tech HS NYC DOE**
Increasing discourse in the classroom using Nearpod, checks for understanding with Nearpod and google forms, increase vocabulary through matching activities, Use of jamboard for students to display their work.
- 38. TI Tips For NYS Math Regents Success** **Dana Morse (9-12)** **Texas Instruments**
Increase math confidence and get the most out of your TI classroom solutions. Learn proven tips to give your students the best chance for achieving great success. All attendees can receive the TI Teacher software of their choice.
- 39. Wisdom of the Crowds** **Frank Sanacory (9-College)** **SUNY College at Old Westbury**
Large groups of diverse non-experts can match the accuracy of smaller groups of experts. In this short presentation we will go from zero to statistics and measures of variation. We will see how greater variation yields greater accuracy.
- 40. Educational Technology for the MATH Classroom** **Jay Murphy (General)** **Deer Park Public Schools**
Create a student centered 21st century classroom with teacher created educational technology solutions perfect for math classrooms.
- 41. Getting That First Teaching Job** **Jayson Kiang (Pre-Service)** **Longwood High School/VP in NYSAMS**
In this session for pre-service teachers, we will go over the interview process - how to write a proper resume, creating portfolios, what employers are looking for, preparing for the demo lesson, etc. Session will be Q & A style.

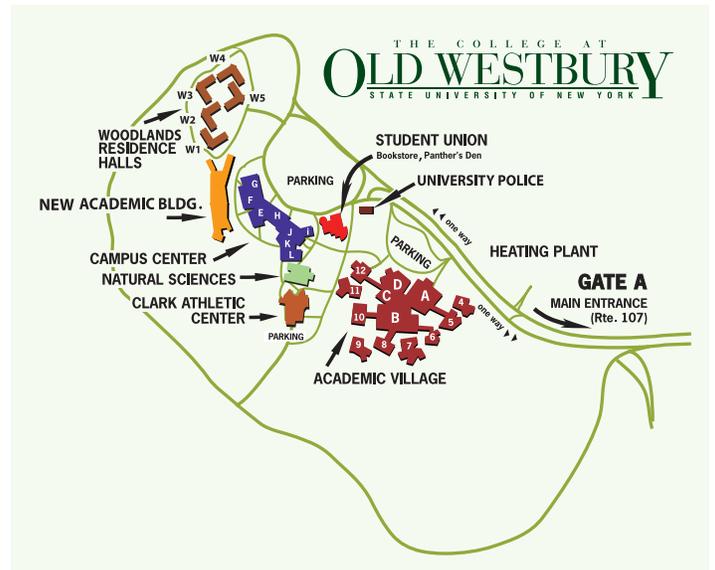
Directions to SUNY College at Old Westbury

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.



To register go to:

<https://limathconference.org/register/>

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

Cost of Conference

Fee includes Continental Breakfast and Luncheon

Payment Options: Choose one that applies

\$50 for members of one of the following – ATMNYC, NCAMS, NCMTA, SCMTA

\$60 for nonmembers

\$25 for full-time students

There will be NO sign-ups on the day of the Conference

At the website you can select your preferred payment method

Credit Card via Eventbrite
School Purchase Order (PO)

Lunch Menu

#51 Chef Salad (no ham)

#52 Vegan/gluten free platter
baby spinach with roasted
vegetables)

#53 Tuna Salad

#54 Egg Salad

#55 Chicken Salad

All meals will be served in a sealed lunch box along with additional condiments