



HOW TO MAKE

MATH COUNT

K-8 Conference
presented by
**Nassau County Math
Teachers Association &
Nassau County Association
of Math Supervisors**

**Thursday, Jan. 12, 2023
Molloy University**



Nassau County Mathematics Teachers Association
Nassau County Association of Math Supervisors
Present a K-8 Conference

HOW TO MAKE MATH COUNT

Molloy University
Thursday, January 12, 2023 8:00 A.M. – 2:15 P.M.

We are pleased to announce that NCMTA and NCAMS will sponsor *The How To Make Math Count K-8* conference, held at Molloy University, Rockville Centre, NY, on **Thursday, January 12, 2023**. Join us for this special day, designed to meet the curriculum and assessment concerns of elementary and middle school teachers. Workshops include teacher-tested ideas, models, demonstrations, techniques, and hands-on activities that can be used in the classroom the very next day. We are fortunate to again have exhibitors so you will have an opportunity to speak with vendors and peruse materials.

This year we are thrilled to have leading mathematics educator **James Matthews** delivering the keynote address, “Engaging All Students and Teachers with Engaging Mathematics.” Jim Matthews, from Siena College, was inducted into the New York State Mathematics Educators Hall of Fame and has been recognized with a NYNEX award for Excellence in Education and the Siena College Teaching Award. He was the back-up keynote speaker for President Obama in 2011. He is an author of articles, co-author of About Mathematics and is currently working on a new book. Recently, he was the principal investigator for a \$1.2 million NSF grant project to prepare teachers for work in high needs schools. Jim has served and chaired committees for the New York State Education Department. He is a past president of both AMTNYS and NYSAMS.

Jim will be speaking about difficulties we face as math teachers. He explains, “My students aren't learning because they aren't trying, and my students aren't learning even though they are trying”, are two very different but persistent challenges for teachers of mathematics. He will discuss an overall approach and mathematics content that has successfully addressed these challenges.

We are happy to offer online registration and payment. The cost is \$75, (full-time students or student teachers, \$50), which includes the keynote speaker, two workshops, vendors, continental breakfast, and lunch.

Please use this link for the Credit Card Registration: <https://ncmta.memberclicks.net/howto2023creditcard>

Please use this link for the Purchase Order Registration: <https://ncmta.memberclicks.net/howto2023poregistration>

You will receive immediate confirmation of your registration. Online Registration will close on January 6, 2023. **Space is limited!!** You will receive an email reminder by January 10, 2023.

If you do not receive an email reminder by January 10, 2023, make sure to contact us at makemathcount@aol.com. Your schedule for the day will be waiting for you at the registration desk in the lobby of Wilbur Arts Center on January 12, 2023.

Participants will be scheduled for the keynote address, two out of three sessions, lunch and time to visit the exhibit area. *Lunch is included in the cost of the conference.* If you have any questions about the program or registration, call Suzanne Golder at 516-662-8378 after 3:15 pm or email makemathcount@aol.com.

| CONFERENCE TIME SCHEDULE | | | |
|--|-------|---|-------|
| Registration, Coffee, Commercial Exhibits | 8:00 | - | 9:05 |
| Keynote Address | 9:15 | - | 10:30 |
| Session 1 | 10:45 | - | 11:45 |
| Session 2 or Lunch and Commercial Exhibits | 12:00 | - | 1:00 |
| Session 3 or Lunch and Commercial Exhibits | 1:15 | - | 2:15 |

*How to Make Math Count
Planning Committee*

SESSION CHOICES

1. ***Jumpstart Your Kindergarten and First Grade Math Class: My Favorite No and More!*** – Let’s “Jump Start” your Kindergarten and First Grade math class by incorporating a variety of fun and engaging math activities that you will be able to use in your classroom the very next day with students. Teachers will engage in the math station rotation and actually “do the math.” Resources will be provided to bring your math class to life. **Leticia Cuthbertson** and **Christine Lofaro**, Huntington Schools, Gr K-1.
2. ***The Game is On!*** – Give children dice and cards and they think they are playing a game. There is so much learning and practice that happens while they are playing. Engage in different types of games that promote cooperation, conversation, and collaboration, all while practicing multiple math skills. **Audrey Bellovin**, Garden City Schools, Gr K-2.
3. ***Meaningful Math Conversations*** – Learn how to take a few minutes every day to get students engaged in mathematical discourse by having meaningful math conversations. Math conversations are more than just math talks. Students share strategies, see patterns, make connections, and gain a deeper conceptual understanding of math. Using open-ended, quick math, ‘problems’ your class will learn to see that math is flexible -there is no one right way to solve a problem. Your students will learn the language of mathematical discourse. You will walk away with many examples to get you started in establishing a mathematical community immediately. **Millie Joyce**, Garden City Schools, Gr K-2.
4. ***Bar Models: A Tool for Mathematical Reasoning*** – Bar models can help students (and teachers!) make sense of word problems, promote perseverance in problem solving and develop independence in students’ ability to work through problems. Following the learning path students would experience, we will solve a progression of increasingly complex word problems in order to understand how proficiency in the bar model method can be developed in students. **Denise Simone** Valley Stream Schools, Gr K-3
5. ***Games Galore: Family Math Night, Grade Level, and Classroom Math Fun for All*** – Are you looking for math games to reinforce various topics? Are you interested in planning a Family Math Night? If you answered yes to one or both of these questions, this workshop is for you. I am a K-4 Math Coach and will share numerous games, activities, and resources I use when working with teachers and students. **Laura Marks**, Island Trees Schools, Gr K-4.
6. ***Responsive Classroom Practices in Math Instruction*** – Participants will learn about how to incorporate Responsive Classroom components into math instruction. We will discuss each component in relation to math instruction and what it can look like in your classroom. After learning about the components, participants will plan a morning meeting around a math topic they are currently teaching. **Alyssa Penkal** and **Lindsay Cafiero**, East Williston Schools, Gr K-4.
7. ***Conversations, Confidence & Collaboration In Mathematics*** – This workshop was designed to provide teachers with strategies to make students more successful and confident in math through mathematical discourse and infusing the growth mindset. Students with growth mindsets are willing to put in effort even when it’s challenging. Elementary teachers will learn about productive struggle and walk away ready to implement strategies to facilitate a deeper understanding of mathematics and boost confidence in their students. *It’s not that I’m so smart, it’s just that I stay with problems longer.* – Albert Einstein. **Rosalie Ambrosio** and **Lauren Cassidy**, Valley Stream 13 Schools, Gr K-6.
8. ***Alleviating Math Anxiety through Social Emotional Learning Practices*** – This interactive workshop will discuss what math anxiety is and what it looks like in the math classroom. It will also explain what social emotional learning is from a brain-based perspective. Participants will take part in: stand up/sit down, a gallery/graffiti walk, and experience several mindfulness techniques. The final activity will be a trash and stash, with attendees completing a tomorrow, next week, and next month action plan. **Dr. Lisa Peluso**, and **Francine Wisnewski**, Molloy University, Gr K-8.

9. *Using Origami to Introduce the Properties of a Square* – We will use the ancient art of Japanese paper folding (origami) to discover and prove the properties of a square by using origami paper (which is always a square), pencils, markers, rulers, and pipe cleaners. After we examine the properties of a square, we will make origami models. **Helen Rodney**, Bronx/AMTNYS, Gr K-8.
10. *Using Math Games as a Tool for Developing Fluency, Perseverance and Collaboration* – This presentation will focus on how to use math games during instructional time in order to build fluency and strengthen students' abilities to solve higher order problems. This will focus on the benefits of using games and math activities, as well as provide a list of recommendations and resources for teachers to use in their own classrooms. **Brittany Roaldsen** and **Lauren Russo**, Levittown Schools, Gr 1-5.
11. *Making Math Fun* – In this workshop a variety of ideas will be presented on how to make math fun in the classroom. Games using cards, dice, and other manipulatives will be explored so you can get your students excited about math. **Michelle Saccone** and **Ann Wachowics**, Diocese of RVC in New Hyde Park, Gr 1-5.
12. *Escape the Boredom with Digital Escape Rooms* – Escape the boredom of assignments and assessments and so much more by creating digital Escape Room activities using Thinglink. This activity can be adapted to any grade level. Using the app Thinglink and a few Google tools you can engage and motivate your students by replacing conventional instruction with this easy-to-use- application. Hands on practice and creation. **Rickey Moroney**, Molloy University, Gr 1-8.
13. *Jumpstart Your Second and Third Grade Math Class: My Favorite No and More!* – Let's "Jump Start" your 2nd and 3rd grade math class by incorporating "My Favorite No" and a variety of fun and engaging math activities that you will be able to use in your classroom the very next day with students. Teachers will engage in the math station rotation and actually "do the math." Resources will be provided to bring your math class to life! **Allie Conlon**, Flower Hill Primary and **Christine Lofaro**, Huntington Schools, Gr 2-3.
14. *Growth Mindset: STEAMing Up Experimental Learning* – What does it take to be successful in STEAM? By embedding lessons with positive psychology constructs of growth mindset, grit, character strengths, happiness, and hope, we will empower students to be reflective and critical thinkers. **Jessica Ryan**, Lynbrook Schools and Molloy College and **Lauren Maywald**, Baldwin Schools Gr 2-4.
15. *Serving Up Engagement, With a Side of Math* – Mathematics is often considered the hard subject or subject that a student is 'bad' at. It is time to change this negative stigma and adapt new teaching approaches to increase engagement. Pushing worksheets and textbooks is not going to make the cut, it is time to jazz things up. This workshop is intended to provide you with strategies to gamify math concepts and how to use technology as a resource to amplify your lessons resulting in a deeper level of student engagement. **Alexa Livingston**, Maria Regina Catholic School, Gr 2-5.
16. *Multiplication Games* – Participants will learn an **array** of multiplication games that are sure to produce **as much as 4 times** the fun and learning. These games **factor in multiple** learning styles, **group** sizes, and can be adapted to fit many different grades and levels. **Altogether**, these activities are designed to engage your students, build fluency, **model** math language, and increase motivation. **Jennifer Guismondi**, Malverne Schools, Gr 3-5.
17. *Number Talks and Mathematical Fluency* – This workshop is designed to help you support students in building confidence and excitement in the area of mathematics. Participants in this class will reflect on the most recent research regarding math fluency. We will explore strategies for building number sense including the use of Number Talks in the Classroom. Participant will walk away with tools and strategies that can easily be incorporated into their instruction. **Kathleen Nicoletti**, **Kiera O'Hara** and **Amy Gigliobianco**, Oceanside Schools Gr 3-6.

18. ***Simplifying Fractional Computations and Enhancing Student Understanding*** - Research has shown that fractions are the most misunderstood mathematical concept of the U.S. population - regardless of age! Participants will initially engage in hands-on activities for grades 3-5 to develop students' understanding of fractions. These hands-on activities will be followed by a series of symbolic representations of fractions and related computations which are designed for grades 6-8. Students' calculations with these fractions will be supported by mathematical principles that will simplify their computations and increase accuracy. An understanding of these fundamental mathematical principles will enhance students' future performance in manipulating algebraic, rational expressions. **Dr. Sharon Whitton**, Hofstra University, Gr 3-8.
19. ***How To Make Math Count with Engaging Counting Problems*** – Counting things is a fundamental human activity. In this session we'll share interesting counting problems that can help students 1) develop their inductive reasoning abilities, 2) develop their abilities to generalize and think algebraically, and 3) enjoy problem solving. We will share successful techniques for launching problems and helping students when they need it. **James Matthews**, Sienna College, Gr 4-6.
20. ***Excite While You Enrich – Challenge All Your Students with These Problems*** – Problem solving brings excitement to your classes as all students contribute in solving, and benefit from the experience. Put yourself in your students' place. Work alone or team up in a problem-solving training session. Discover just how effective multiple solution questions are, both for investigating and reinforcing many topics. Multi-approach draws on students' own talents and insights as different approaches are tried. **Dennis Mulhearn**, Retired, Valley Stream Schools, MOEMS, Gr 4-6.
21. ***How to Teach Coding to the Next Generation of Students.*** - We will cover coding programs for various ages. For those in middle school, we can focus on how to start or enhance a coding club. **David Cordeau**, Roslyn Schools, Gr 4-8.
22. ***Let's Explore and Create DESMOS Activities!*** – You will learn how to use the website with your students and learn how to make and modify creative interactive lessons where students will be able to explore concepts more deeply. Your students will be able to collaborate with their peers on problem-solving and apply knowledge creatively as mathematicians! **Lisa Clark**, Molloy University, Gr 6-8.
23. ***Number Talks in Middle School*** – We will be exploring the hows and whys of number talks in middle school and how they support ALL learners, especially those with special needs and English Language Learners. **Dara Koza**, NYCDOE, World Journalism Preparatory School, Gr 6-8.
24. ***Mobile App Development for Students*** – The main objective of integrating MAD-learn into a computer science or technology classroom is to provide a program which equips students with the skills and knowledge they need to productively and effectively succeed in a digital world. Mobile phones and mobile apps especially are a prominent aspect of students' lives, therefore this course will integrate student interests with the resources of a technological society. Throughout the App development program students gain an abundance of vital and transferable skills, including: Creativity, Innovation Technology, Operations and Concepts, Interactive Communication and Collaboration, Critical Thinking and Problem Solving, Decision Making, Research and Information, Fluency, and Digital Citizenship. **Kimberly Epps**, Oceanside Schools, Gr 6-8.
25. ***Building Relationships in the Math Classroom*** – During this workshop we will discuss strategies and activities that you can implement in your classroom to help build positive relationships with your students as well as a culture for learning. Student reflections and daily check-ins will be discussed. We will also discuss how feedback and student self-reflection can engage students in the learning process. **Lisa Downey**, Mineola Schools, Gr 6-8.
26. ***The Building Thinking Classrooms Framework For Middle School Math*** – This workshop will provide instructional strategies that you can use in your mathematics classroom based upon the book, "Building Thinking Classrooms" by Peter Liljedhal. Learn researched based strategies to get your students thinking every day! Participants will engage in hands-on activities so they can experience these practices in action.

The goal of this workshop is to leave participants excited to put these practices into use with their own students. **Melanie Anderson**, Levittown Schools, Gr 6-8.

27. ***Digital Game-Based Learning Platforms for Math Class*** – Classrooms today look very different than they did just 10 years ago. Thanks to a 1:1 device initiative, utilizing digital game-based learning is now a prominent instructional strategy found in many classrooms. Studies have shown that students play video games outside of school for 4-6 hours per day. Educators can leverage that to promote engagement and achievement within their classrooms. This course will focus on incorporating digital game-based platforms and activities, such as Blooket, Gimkit, BreakoutEDU, Desmos, etc, that both excite students and provide teachers with important feedback to drive their future instruction. **Victoria Gianatiempo**, Levittown Schools, Gr 6-8.
28. ***Do Nows Done Better-Fifteen Categories of Five-Minute Period Opening Activities*** – Fifteen different types of activities that take only five minutes at the beginning of each math class will be presented. Categories include Quizzes, Manipulative Readiness, Data Entry, Foreign Texts, Quotes, Explorations, Homework-Based, Partner Problems, What's the Problem? Find and Fix, and more. The activities have been field-tested and revised for over four decades, and they will really help your math class get off to a purposeful, punctual start. **Robert Gerver**, North Shore Schools, retired, Gr 6-8.
29. ***Kindness and Content*** – Fostering a learning environment where students feel comfortable to take risks while enjoying Mathematics is essential. We believe the precedent set at the beginning of the school year that mistakes are a necessary component of the learning process and that respect is number one in the classroom, will allow for students to learn valuable resources to carry as lifelong learners. Our workshop will cover various techniques we use everyday in our 8th grade Math class that have proven to benefit various levels of learners. From the usage of technology to enhance lessons, to accountable talk guidance while students work in pairs or teams, all the way to strategies incorporated when delivering new and current instruction, we are happy to share these approaches and explore way to organically bring kindness into the classroom while working with Math content. **Lauren Silverstein and Linda Neglia-Moran**, Syosset Schools, Gr 6-8.
30. ***Diagnostic Self-Assessments (DeltaMath)*** – How do your students enter into a new unit? Are you interested in getting data about your students for specific learning objectives before the unit starts? With diagnostic assessments that are targeted to the unit objectives, students can determine what they need to know in-order-to be successful in the unit. Pairing the questions on the diagnostic assessment with additional (optional) assignments for students, allows the students to take ownership and be in charge of their desired comprehension. Using DeltaMath as the platform, we create diagnostic assessments that pair with remedial assignments to allow students to master prerequisite skills and develop accountability and confidence in their learning. **Lindsey Warren and Meghan Shear**, Syosset Schools, Gr 7-8.
31. ***Student-Centered Discovery-Based Learning With GeoGebra*** – GeoGebra easily incorporates student-centered discovery-based learning in any teaching modality (remote, hybrid, or live learners). Come with your device and learn how to increase access and equity in your classroom through GeoGebra Classroom and their thousands of free copyable, editable, sharable resources. **Robert Pontecorvo**, GeoGebra, Gr 7-8.
32. ***What Can Math Tell Us About Caffeine Consumption?*** – Participants will learn how to introduce exponential functions to students through the example of caffeine consumption (including energy drinks) and the associated half-life. A hands-on approach where students use bins of water to represent blood flow in the human body will take what is normally an upper level high school concept and make it accessible and memorable for students as young as seventh grade! **Rocio Saborido**, Oceanside Schools, Gr 7-8.
33. ***Fun with Functions*** – Use the Ti84 and the CBR2™2 motion detector to collect, view and analyze motion data. Through discovery, students have fun developing the connection between rate of change and slope. Creating a graph from a verbal description and interpreting the components in terms of the situation becomes an easy task. **JoAnn Miltenberg**, T3 National Instructor, Gr 8.

34. ***Kinesthetic Strategies to Boost Math Outcomes***– Anxiety is a common emotion experienced by students and teacher alike, particularly in math classrooms. Anxiety as it relates to mathematics has been proven to hinder the learning of math. Aerobic exercise fends off the state of anxiety through the relaxation of muscles and boosting serotonin levels, but also treats anxiety through the production of BDNF. These trauma-informed, multi-sensory learning strategies will engage your learners, build self-confidence and address unfinished learning. Best of all, kids love to learn this way! Join me for this fun, energizing and interactive training. Learn practical play-based learning, and kinesthetic strategies for making math fun, boosting fluency, building number sense, supporting state learning standards and addressing unfinished learning. **Suzy Koontz**, Learn Through Movement, Gr K-6.
35. ***Measurement, Money, & Math: Putting the M in STEM*** - What do you think of when you see STEM? What does the M mean? "Math" is often the answer, but what about measurement or money? Let's create, explore, and instill wonder in our students through hands-on activities. Participants in this workshop will engage in measurement and budgeting STEM activities using simple classroom and household materials that they can immediately implement in their own classrooms. **Kelly Hogan**, East Quogue School District and **Patty Mueller**, Westbury School District, Gr. 2-5.

Please choose **five** workshops, in order of preference. Use the numbers next to the description. You will be assigned two workshops and lunch. Workshops will be assigned in the order in which we receive your registration. Every effort will be made to honor your preferences. Since most workshops are scheduled for only one time slot, you must choose 5.

Session Choices

| | |
|---------------|---------|
| First Choice | # _____ |
| Second Choice | # _____ |
| Third Choice | # _____ |
| Fourth Choice | # _____ |
| Fifth Choice | # _____ |

Pay by credit card or purchase order. The cost is **\$75.00**, (full time students or student teachers **\$50.00**) which includes continental breakfast and lunch. **On-line registration only.**

Please use this link for the Credit Card Registration:
<https://ncmta.memberclicks.net/howto2023creditcard>

Please use this link for the Purchase Order Registration:
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Questions? Email: makemathcount@aol.com

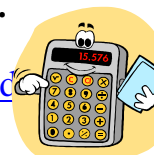
Space is limited. We look forward to your early response!

NO ON-SITE REGISTRATION!

A conformation email will be sent immediately upon registration.

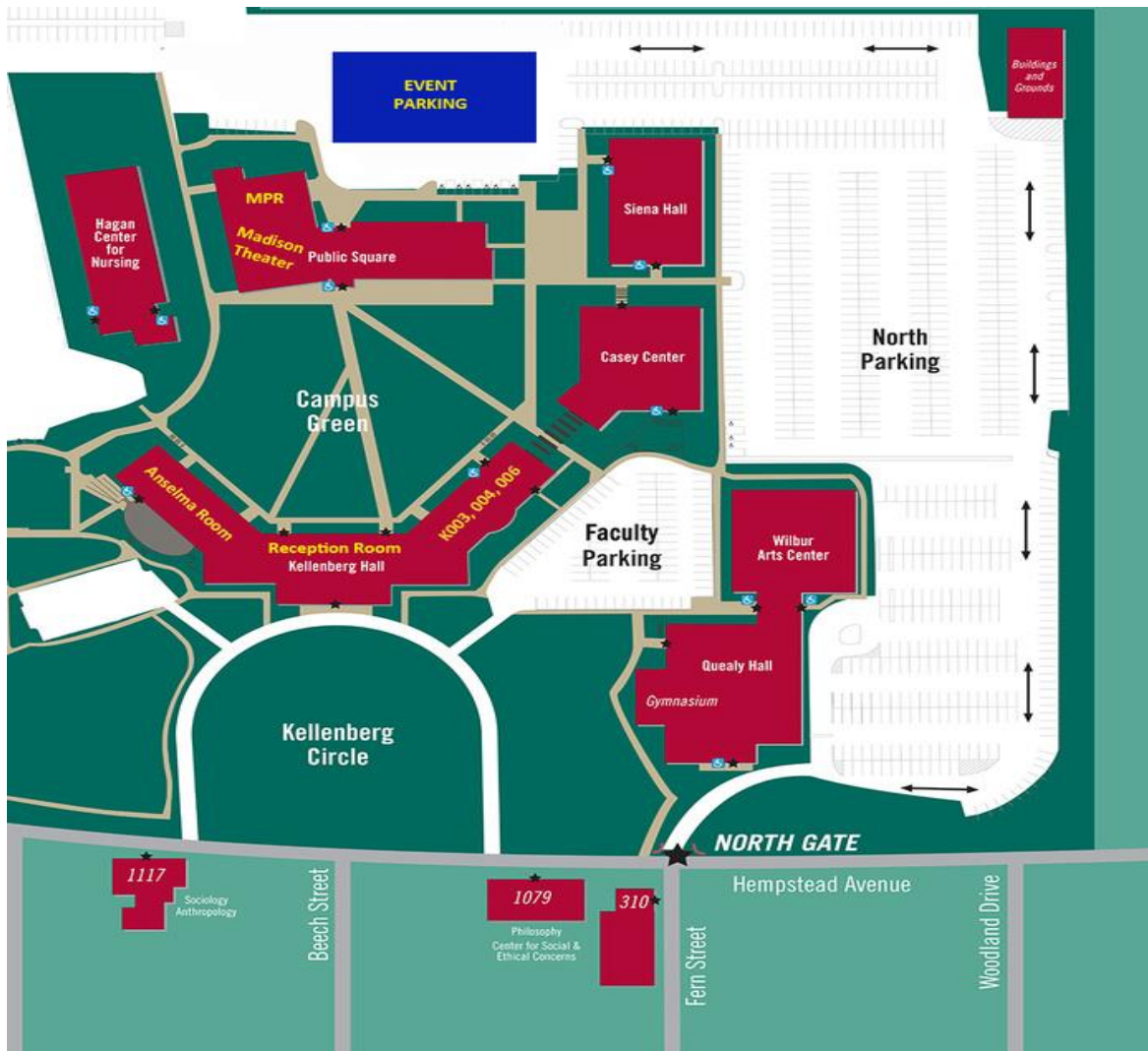
A reminder email will be sent January 10, 2023.

[NCMTA and NCAMS are approved NYS CTLE providers](#)



Register Early

Space is Limited



Best parking is Faculty Parking Lot or North Parking Lot