

The 50th Annual
Georgia Mathematics Conference
Rock Eagle 4-H Center
October 14-16, 2009



Conference Program

The Georgia Council of Teachers of Mathematics 50th Annual Georgia Mathematics Conference

2009 Conference Overview

Wednesday, October 14th

2:00 – 7:00 PM	Registration and Lodging	Hastings
3:00 – 5:00 PM	Open House sessions <i>Tasks</i> <i>Technology</i>	Bankers Wildlife Ecology
5:30 – 7:00 PM	Dinner	New Dining Hall
7:15 PM	Opening Session	New Dining Hall
8:45 PM	Social Activity	Senior Pavilion
9:00 – 9:30 PM	Registration and Lodging	Hastings

Thursday, October 15th

7:00 – 8:30 AM	Breakfast	New Dining Hall
8:00 – 9:00 AM	Welcome First Timers	International Paper 3
7:30 AM–6:00 PM	Registration and Lodging	Hastings
8:00 AM–4:30 PM	Conference sessions	Various Buildings
9:00 AM–4:30 PM	Exhibits	Sutton Hall
11:30 AM–2 PM	Lunch	New Dining Hall
4:45 PM	GCTM π Mile Fun Run Tri-Cross game tournament	Bankers Callaway
5:45 – 6:45 PM	Dinner	New Dining Hall
6:45 – 7:15 PM	Regional Caucuses	Various Buildings
7:30 PM	Evening session	Auditorium
9:00 PM	Social Activity	Senior Pavilion
9:00 – 9:30 PM	Registration and Lodging	Hastings

Friday, October 16th

7:00 AM–8:30 AM	Breakfast	New Dining Hall
8:00 – 9:00 AM	Welcome First Timers	International Paper 3
7:30 – 11:00 AM	Registration	Hastings
8:00 AM–3:15 PM	Conference sessions	Various Buildings
9:00 AM–3:00 PM	Exhibits	Sutton Hall
11:30 AM–2 PM	Lunch	New Dining Hall
3:30 – 4:30 PM	Closing Session	Auditorium

GMC: 50 and Fabulous

Thank you for choosing to *party* with your colleagues from across Georgia at the 2009 Georgia Mathematics Conference. That's right, the Georgia Mathematics Conference is **50** and we are having a ***Fabulous*** celebration. The GCTM platform is intended to support teachers as they promote learning through student engagement. This year's conference program promises to help us reflect on where we have been, share what we are currently doing in mathematics classrooms, and look to the future of mathematics education in the State of Georgia. Of course there will be the usual fun and fellowship that we have come to expect and enjoy at the conference each year.

In addition to the many sessions provided by classroom teachers and mathematics leaders, the program will include three keynote sessions. **Dan Flockhart**, the author of the *Fantasy Sports and Mathematics* series, will present on Wednesday night. His series has been used by many students throughout the U. S. On Thursday night we bring you ***Calculus the Musical***, a comic "review" of the concepts and history of Calculus. Although Calculus is usually thought of as a high school topic, the musical promises to be entertaining for all spanning genres from light opera to hip-hop. We will close the conference on Friday with our friend and colleague, **Jane Barnard**. Jane is a well-respected mathematics educator and has served GCTM, NCTM, and mathematics education in Georgia for many years. She will look back at these first fifty years and set the course for the next fifty.

As part of the sessions provided on Thursday and Friday, we will be inspired by a series of featured speakers. **Bill Jasper**, Sam Houston State, will share his work on Mathematics for English Language Learners. **Ana Escuder**, a project director at Florida Atlantic University, will demonstrate activities with GeoGebra, free dynamic mathematics software. **Michaele Chappell**, Middle Tennessee State University professor and Georgia native, will encourage teachers to integrate culture into the mathematics classroom, and **Chris Franklin**, University of Georgia, will provide statistics activities. **Doug Clements**, SUNY Distinguished Professor, will inspire elementary teachers while **Irina Lyublinskaya**, CUNY, shares her expertise with secondary teachers. **Janie Cates** and **Virginia Wilcox** are leaders in mathematics education in Georgia and will offer elementary teachers activities and mathematical ideas to use in the classroom.

Again this year, we continue the pre-conference Open House on Wednesday from 3 – 5 PM. Experienced educators will provide a technology experience for conference participants interested in an introduction to using graphing calculators, GeoGebra, Geometer's Sketchpad, and interactive white boards. During this same time period, seasoned teacher-leaders will coach participants through tasks and share tips for incorporating tasks in classroom instruction. This session will include tasks that are appropriate for each grade band: K-2, 3-5, 6-8, and 9-12. Unlike the sessions on Thursday and Friday, the Open House will be "drop-in" style. You are invited to come when you can, experiment with tasks and/or technology, ask questions, and leave when you are satisfied (or at 5 PM, whichever comes first).

The Georgia Mathematics Conference depends on the teachers and educators who provide their time and expertise for its success. **The GMC and GCTM Boards extend their sincere appreciation to all those people willing to volunteer to help make each year's conference great!**

Conference Highlights

Wednesday

Dan Flockhart, author of the **Fantasy Sports and Mathematics** series, will kickoff our conference at the opening session. This session includes the GCTM Business Meeting and will conclude with door prizes.

Following the opening session, enjoy music and complimentary refreshments at the EMC Senior Pavilion. An alternate activity, a movie with popcorn, will be available in International Paper.

Thursday

The *famous* **GCTM π Mile Fun Run** will begin at 4:45 PM at the Bankers Building. Come walk or jog this popular fun run! Everyone is invited to participate – no pre-registration is required! Fun Run souvenir t-shirts provided by **Carnegie Learning**.

Not in the mood to break a sweat?!? How about a brain workout instead!
Participate in a **Tri-Cross** tournament in the Callaway building at 4:45 PM.

The **Regional Caucuses** will convene in assigned locations prior to the evening session – see page 38 to locate your room assignment!

The **evening session** includes a presentation of **Calculus: The Musical!** and the announcements of the 2009 GCTM award winners, including the Gladys M. Thomason Award. It will conclude with door prizes.

After the evening session, enjoy dancing and complimentary refreshments with others attending the conference at the EMC Senior Pavilion.

Friday

The **closing session** includes a keynote address by **Jane Barnard** and door prizes.

The **Cyber Café** is located in the Callaway building. Bring your own laptop and get online via a wireless connection or an Ethernet cable connection.

Cell phones have sporadic signal availability at Rock Eagle. In the event of an **Emergency** between the hours of 8:00 AM and 5:00 PM, call 706-484-2899. From 5:00 PM until 8:00 AM, call the guardhouse at 706-484-2821. Leave a complete message if the guard is away on rounds. The Putnam General Hospital can be reached at 706-485-2711 and is located at 101 Lake Oconee Parkway in Eatonton.

Conference Menu
(cafeteria meals may be purchased only during online pre-registration)

Wednesday

Dinner Grilled Pork Chops (alternate: Roast Turkey), pretzel salad, 7-layer salad, corn, green beans, bread, chocolate cake, beverage

Thursday

Breakfast Rock Eagle toast, eggs, bacon, grits, hash browns, fruit, bagels, cereal, juices, milk, hot tea, coffee

Lunch*** Chicken Tenders, broccoli spears, rice casserole, apple salad, chicken salad, toss salad, rolls, brownies, lemon bars, beverage

Dinner Hamburgers (Black Bean burger available), baked beans, coleslaw, potato salad, fruit, pound cake, ice cream, beverage

Friday

Breakfast Pancakes & syrup, eggs, sausage, grits, fruit, muffins, bagels, cereal, juices, milk, hot tea, coffee

Lunch*** Turkey & dressing, green beans, yams, toss salad, Waldorf salad, vegetable and pasta salad, rolls, assorted desserts, beverage

***During the lunch time, the hamburger stand (cash only) will be available outside Sutton Hall for those who did not purchase cafeteria meals in advance.

GCTM Executive Committee

GCTM President	Lynn Stallings, Kennesaw State University
GCTM Past-President	Barbara Ferguson, Retired
GCTM President-elect	Debbie Poss, Lassiter HS, Cobb County
Vice President for Advocacy	Linda Crawford, Augusta State University
Vice President for Competitions	Chuck Garner, Rockdale Magnet School
Vice President for Constitution & Policy	Debbie Gober, Columbus State University
Vice President for Honors and Awards	Cindy Fielder, America's Choice, Inc.
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Secretary	Patti Barrett, Retired
Treasurer	Dan Funsch, The Alleluia Community School, Augusta
NCTM Representative	Cathy Franklin, Hardaway HS, Columbus
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GCTM Webmaster	Walter Cotter, Lassiter HS, Cobb County
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Executive Director of GCTM	Becky King, Retired

2010 Georgia Mathematics Conference **October 13-15, 2010**

Plan to present at the next Georgia Mathematics Conference!
Submit your proposal online beginning February 1, 2010
Proposal review and conference scheduling will begin June 1, 2010.

2009 Georgia Mathematics Conference Program Committee

Susie Lanier, Chair, Georgia Southern University
Sybilla Beckmann, University of Georgia
Nathan Borchelt, Clayton State University
Linda Crawford, Augusta State University
Debbie Gober, Columbus State University
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Lynn Stallings, Kennesaw State University
Sharon Taylor, Georgia Southern University
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Exhibitors

The following vendors have registered to exhibit at the conference.

New this year: the exhibits are located in Sutton Hall!

AIMS Education Foundation	Learning Wrap-ups
ALEKS Corporation	Logical Choice Technologies
American Book Company	Math a Magic
America's Choice	Math Teacher's Press
Brainchild	Mind Research Institute
Camcor, Inc.	NCTM
Carnegie Learning Inc.	Neufeld Learning Systems
CASIO America, Inc.	Northpoint Horizons
Curriculum Associates	Pearson
Dodge Learning Resources / Howbrite	Pearson Prentice Hall
Educators Outlet, Inc.	Pearson Scott Foresman
eInstruction	Reading Source
ETA/Cuisenaire	RMEducation
Great Source	SRA / Wright Group McGraw Hill
Hart, Inc.	Texas Instruments
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Holt-McDougal	The School Box
Houghton Mifflin Harcourt	Triumph Learning/Coach Books/Buckle Down
Houghton Mifflin Harcourt Learning Technology	University of Georgia – Griffin Campus
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Learning Source for Rhymes 'n James	William H. Sadlier, Inc.
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Open House Wednesday, 3-5 PM

We are pleased to provide early arrivers a set of pre-conference options. Experienced educators will provide a technology open house for conference attendees interested in an introduction to using graphing calculators, Geometer's Sketchpad, GeoGebra, or interactive white boards.

During the same time period, seasoned teacher-leaders will coach participants as they work through tasks and will share tips for incorporating tasks in classroom instruction. There will be tasks appropriate for each grade band.

Taking You To Task

(Bankers building)

Grades K – 2	Jessica Jetton and Sharquinta Tuggle
Grades 3 – 5	Jean Anderson and Denise Huddleston
Grades 6 – 8	Kelli Nipper
Grades 9 – 12	Diana Lossner

Introduction to Technology

(Wildlife Ecology building)

WE 1	GeoGebra – Ana Escuder
WE 2	Graphing Calculators – Debbie Poss
WE 3	Geometer's Sketchpad – Marsha Sanders-Leigh
WE 4	Interactive Whiteboard – Karen Lawrence

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Wednesday 7:15 PM

Opening Session

Dan Flockhart **Fantasy Sports and Mathematics – A New Paradigm**

Dan Flockhart is the author of the Fantasy Sports and Mathematics Series, hands-on programs that give students opportunities to manage “fantasy” teams of professional athletes. Fantasy sports are dynamic games that can increase motivation and achievement. More information can be found at www.fantasysportsmath.com.



Dan Flockhart is the author of the Fantasy Sports and Mathematics Series, hands-on programs that give students opportunities to manage "fantasy" teams of professional athletes. The programs are based on football, baseball, basketball, and soccer, and have been featured widely in the media, including ESPN.

Flockhart taught middle school mathematics for 11 years in the San Francisco Bay Area and has over 25 years experience playing fantasy sports. He has also taught college success courses at a community college in Northern California. In 2008, he produced a documentary film that showed the impact of fantasy sports in learning environments. The film is posted on YouTube. Flockhart has recently completed a new book on ethics, culture, and education (including math education). More information can be found at www.fantasysportsmath.com.

The GCTM Business Meeting will immediately follow the evening keynote speaker.

Following the business meeting, please join your fellow conference participants for music and refreshments at the EMC Senior Pavilion.

Plan your conference schedule!

Thursday

8:00-9:00	
9:15-10:15	
10:30-11:30	
11:45-12:45	
1:00-2:00	
2:15-3:15	
3:30-4:30	
4:45	Extracurricular Activity
6:45	Regional Caucuses
7:30	Evening Session

Friday

8:00-9:00	
9:15-10:15	
10:30-11:30	
11:45-12:45	
1:00-2:00	
2:15-3:15	
3:30-4:30	Closing Session

Thursday 8-9 AM

International Paper 3	Welcome First Time Participants to the Georgia Mathematics Conference! Barbara Ferguson, GCTM Past-President	#1 PreK-College
In this presentation you will gain some tips to help you get the most out of the conference. This session is only for first timers and especially for newer teachers. This session is brought to you by the Executive Committee of the Georgia Council of Teachers of Mathematics.		
Senior Pavilion	Assessment LEarning in Knowledge Spaces = ALEKS Jean Austin, Special Education Consultant, Newton County School District and Petra Griffin, Educational Sales Consultant	#2 3 – 12
ALEKS is a research-based, supplemental, web-based math solution for differentiated GPS instruction that meets a student where he/she is READY to learn! The artificial intelligence engine provides every student a unique learning path through explicit, systematic instruction, frequent progress monitoring, corrective & immediate feedback, and textbook integration for connections & extra support. Come see why ALEKS is a Math Support MUST HAVE! NEW in ALEKS: standards-based reporting & create your own quizzes. Complimentary demo CD!		
Callaway	Hitting a Homerun with Math and Literature Aila Dakue Dark, Parklane ES, Jacqueline Burns and Daphne Mills, Oak Knoll ES, and Bobby Butler, Renaissance ES	#3 K – 5
With so much emphasis on reading and mathematics, why not team them up to have an integrated lesson with all the excitement of a reading a story, but learning a math concept at the same time. Participants will be treated to lessons based on popular children's books that lend themselves to GPS math concepts. Come prepared to walk away with a lesson that can be implemented in your classroom the next day.		
Barkuloo Rich 1	Coordinated Resources for Math 2 Joyce Hale, Walch Education	#4 10 – 12
This session provides an overview of the coordinated Mathematics 2 program developed through a partnership between Walch Education and a GA school district. Participants will engage in activities built around the GA Math 2 Framework and Performance Tasks and will leave with sample materials from the Math 2, Math 2 Support, and Accelerated Math 2 programs. The instructional materials employ a wide variety of approaches included investigation, graphing calculator use, wikis, direct instruction, guided practice, and station-based activities.		
Krannert 3	What's the Big IDEA? Intervene, Differentiate, Engage, Assess Kyri Harris and Michelle Lowe, Kaplan K12 Learning Services	#5 6 – 12
Research tells us that students who struggle in mathematics need instruction that is explicit and scaffolded. These students need instruction that Intervenes just-in-time; Differentiates learning styles; Engages and motivates; and Assesses for understanding. Learn IDEA's that will help students see mathematical relationships and make connections that prepare them for math success while equipping teachers with instructional strategies that respond to intervention.		

Thursday 8-9 AM (continued)

Wildlife Ecology 3	Closing the Math Achievement Gap with Technology and Data-Driven Instruction in I CAN Learn® Classrooms Jeff Hildebrandt, I CAN Learn Education Systems, Inc.	#6 5 - College
In order to stay competitive in a global economy, it is critical to get U.S. students through the “Algebra Gateway,” and move them on to higher level mathematics. In light of the persistent Math Achievement Gap in this country, this is a daunting challenge. This presentation describes how some U.S. schools are using a computer-based math curriculum and data-driven instruction to close the Math Achievement Gap.		
Dining Hall D	The Math Party: Learning Mathematics Through Music Stephanie Pasley, Step By Step Expressions, Inc.	#7 PreK – 12
The MATH PARTY session will encompass songs, raps, chants, and movements that can be infused into your existing mathematics curriculum. In this electrifying session, you will sing, dance, and most importantly, learn. The motivating, musical, mathematical repertoire includes age-appropriate content for students in Pre-K through Grade 12. Teachers, students, parents, counselors and administrators are welcome. This session will be INTERACTIVE, MOTIVATIONAL, INSPIRATIONAL AND EDUCATIONAL!!!! <i>(Please note: This session will be repeated on Friday, 11:45-12:45)</i>		
International Paper 1	Unit Planning Jennifer Peek, A. S. Staley MS	#8 6 – 8
Text, task, and testing. How to plan your units for effective and balanced classroom instruction.		
Krannert 2	Important Attributes of Excellent Teaching in Mathematics Polly Pohlman, Loganville HS	#9 7 – 12
This session is an opportunity for various stakeholders, including students, teachers, parents and administrators, to voice their opinions on what is the essence of excellent teaching. Several questions will be addressed: What are the best practices of effective teachers? How can a teacher influence student performance? How do some teachers make a significant difference in the lives of their students? The goal of the session is for participants to determine the order of importance of the set of excellent teacher attributes from their vantage point.		
International Paper 2	My Identity as a Mathematics Teacher Anthony Stinson, Lakeside HS	#10 6 – 12
The purpose of this session is help mathematics teachers construct "their identity" as mathematics teachers. There are several principles which constitute teacher identity in facilitating learning in the mathematics classroom, e.g., discourse richness and agency. Do you know yours? As we move further with GPS, does your identity foster change in your practices in the mathematics classroom. Do I need to change as a mathematics teacher? Come and find out how...		

Thursday 8-9 AM (continued)

Bankers	Helping Struggling Students Master Mathematics Valencia Thornton, C.R.A.M. Academy	#11 3 – 8
Do you want your students leaving your class motivated and ready to return? Come join me as I share with you practical math strategies that will help any reluctant learner. During this session, techniques will be presented to assist teachers in teaching state standards more effectively. Creative ways of assessment will be demonstrated to incorporate a win-win environment for both students and teachers.		
Georgia Power 2	Using GeoGebra in the Middle School Mathematics: An Introduction Bill Whitmire, Francis Marion University	#12 6 – 8
GeoGebra is an easy-to-use, free, open-source, cross-platform computer program that can be used to demonstrate and/or investigate concepts found in middle-grades mathematics (integers, pre-algebra and geometry). Bring your own Laptop to explore Geogebra and a jump drive to get GeoGebra (Software) and GeogebraWikis (activities).		
Clover (Dining Hall)	"We're Going to Change the Way We Teach" The Use of Technology in a Standards-Based Classroom Matthew White, Webster County HS and Jason Williams, Americus Sumter HS	#13 PreK – 12
Paper, pencil, desk. . . After 50 years, same 'ole ways of teaching are not enough to reach the majority of students. This session will look at the use of technology in standards-based classrooms. Time is valuable and this session will allow you to work smarter, not harder, when preparing lessons and activities utilizing technology. Bring your lesson ideas and we will try to help you to technologically adapt your lessons to improve student understanding.		
Wildlife Ecology 1	From Rates of Change to Accumulation: Bridging the Gap with Euler's Method Dennis Wilson, Landmark Christian School	#14 11 - 12
Participants in this hands-on workshop will get to explore the ability of the TI Nspire CAS to help students learn math using multiple representations. In one activity, participants will use the graphing and spreadsheet environments of the handheld to develop Euler's method from the equations of tangent lines. In the second activity, participants will get to connect the geometry of the graph from their first activity to develop Riemann Sums from Euler's method.		

Thursday *Extended Sessions* 8-10 AM

Georgia Power 3	Exploring the Rhombic Dodecahedron Shelly Bydlinski, Glynn County Schools and Neomi McClendon, Risley Early College Academy	#15 4 – 9
If you are familiar with M.C. Escher's print "Waterfall," this shape is atop the tower in the upper right hand corner. Participants will explore the relationship of the rhombic dodecahedron to the cube and the space-filling or tessellating properties of both polyhedra by building a "make and take" model. This standards-based activity can be used to keep students mentally and actively engaged in meaningful mathematics while giving students a context to use and apply important geometric vocabulary and concepts.		
Wildlife Ecology 4	Math Education and Technology as Vinegar and Oil Clancy Garner, Kennesaw State University	#16 PreK-College
Where do we draw the line for use of technology when teaching students mathematics? Where we are, where we should be, what the standards say, and what will it look like when we get there. All from someone who wanted technology banned in the classroom and is now a great proponent of technology as routine.		
Barkuloo Rich 3	From Kindergarten to Calculus: A Seamless Transition Everett McCoy and Julie Burke, North Springs HS	#17 K – 3
We will present several activities designed to teach the primary grades curriculum in a way which prepares the child's mathematical thinking to facilitate the later acquisition of higher mathematical ideas.		
Georgia Power 1	Re-engaging Students Who Have Been Turned Off to Mathematics Pamela Seda, DeKalb County School System	#18 6 – 12
For too many students, the cost of learning mathematics is too high for them. Unlike failed learners, who at least try, intentional non-learners believe that if they don't try, then they can't fail. In this interactive session, participants will learn strategies for re-engaging students who have decided that mathematics is not for them.		
Wildlife Ecology 2	Getting "Nspired" to Teach Accelerated Math II Don Slater, Lassiter HS	#19 9 -11
The TI-Nspire calculator allows students to explore mathematical concepts in a multitude of interactive modes. Come learn this new technology in a hands-on session as we examine a variety of concepts from the Math II and Math III curriculum.		
Krannert 1	Teaching Geometric Shape Recognition With New Activities Alisha Waller and Greg Watson, Learning with Alisha! LLC	#20 PreK – 5
In this workshop, participants will learn new activities for teaching children to correctly identify and analyze the characteristics of geometric shapes. Using the van Heile theory, we will discuss common student perceptions and misconceptions and how teachers can help students develop correct understandings. Each participant will receive a set of manipulatives and the directions for five activities.		

Thursday 9:15-10:15 AM

Senior Pavilion	Georgia Department of Education Update Janet Davis Mathematics Program Manager Come hear an update about what is going on at the state department that affects teachers and students in Georgia!	#21 K – 12
International Paper 3	Teaching Mathematics Within the Postmodern Randall Archer, Berkmar HS and Erika Bullock, McEachern HS This presentation will provide an overview of postmodern philosophy and its impact on K-12 Mathematics Education. A great deal of focus will be on understanding the postmodern mathematics student. Work by a variety of authors discussed including Walshaw, Neyland, Skovsmose, Stinson, St. Pierre, Foucault, Deleuze and Guattari and Lyotard among others.	#22 PreK-College
International Paper 2	Teaching Advanced Mathematics in Grades 9-12: A Strategy for Increasing Student Interest Robert Blumenthal, Georgia College & State University In this presentation, we will discuss a strategy for stimulating student interest in mathematics by offering suggestions for advanced topics which are accessible to the students and which have the potential of changing their perception of mathematics and increasing their interest in further study. Possible collaboration between high school and college faculty which can help facilitate this endeavor will also be discussed.	#23 9 – 12
Bankers	Use the C-R-A Instructional Approach for Math Intervention & Success Kay Frantz, Independent Math Consultant Using the Concrete - Representational - Abstract approach, students model math skills using manipulatives, and then visually represent these concepts on paper to help transform the skill from concrete to abstract. This representational BRIDGE deepens the understanding of the skill and enables students to apply their new understanding into performance-based math & student success! I will demonstrate this approach using Northpoint Horizon's NEW intervention program MATH ELEVATIONS. Handouts, samples, & door prizes provided!	#24 3 – 8
Clover (Dining Hall)	Twelve-and-a-Half Days Chuck Garner, Rockdale Magnet School How much time do we really have to teach in one school year? I will give a new perspective on planning by focusing first on the big picture: the entire school year.	#25 9 – 12
International Paper 1	Making Sense with Linear Equations Bert Green, Peachtree Ridge HS Graphing linear equations is a topic we do in every level of math. In this session, we will graph and write linear equations in a way that all students can understand. We will also explore the concepts of slope, parallel and perpendicular lines, and horizontal and vertical lines as well as explore how they relate to each other and linear equations in standard form.	#26 8 – 12

Thursday 9:15-10:15 AM (continued)

Wildlife Ecology 1	Manipulatives and the TI-84 Graphing Calculator Jenna Mauriello, Rockdale County Public Schools	#27 8
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Current best practices in the field of middle level mathematics encourage teachers to implement the use of collaborative, hands on, and inquiry based tasks as well as providing students with the opportunity to use educational technology. This session is designed to be an interactive and collaborative class experience where teachers will be exposed to various middle school mathematics activities centered on manipulative use and technology such as the TI-84 graphing calculator.

Barkuloo Rich 1	Let them Connect!! Strategies to Reach Them All! Rudy Neufeld, Thames Valley Schools, Ontario & Neufeld Math, Aben Ellerbee, Houston ISD Math Lead, and Connie Kitchens, West MS	#28 5 – 9
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We will share methods that use interactive software and manipulatives to "hook" students with a wide range of abilities to order to build confidence and understanding. Specific concepts ranging from operations, whole numbers, integers, fractions and decimals to geometry and algebraic thinking will be addressed. Participants will receive a CD and corresponding lesson support materials which can be used in a variety of learning environments ranging from resource, intervention, enrichment and regular classroom use.



Notes

Thursday *Extended Sessions* 9:15-11:15 AM

Callaway

#29
6 – 12

Be a Math Hero in Your Classroom

Ana Escuder, Florida Atlantic University

How can we visualize multiplication of fractions? Does a flower have symmetry? What is the minimum length of a mirror needed to see your body from head to toe? Do your students really understand the Pythagorean Theorem? Help your students visualize, discover, and experiment with many mathematical concepts using GeoGebra, free Dynamic Mathematics software. This presentation will provide you with information and materials needed to start using the software in your classroom.

Ana Escuder is a doctorate student at Florida Atlantic University in Curriculum, Culture and Educational Inquiry and her main interest is the acquisition of mathematical pedagogical content knowledge by novice teachers. She started her professional career as a middle school mathematics teacher. Later, as a high school mathematics teacher, Ana developed and established the first computer-based lab for advanced students in Geometry using Cabri dynamic education software.

Since 2004, Ana has been the Project Manager of a National Science Foundation (NSF) grant funding a Mathematics and Science Partnership (MSP) between FAU and Broward County Public Schools. Under this grant, FAU provides a Master's degree program for middle school mathematics teachers in Broward County. Ana has led the program by designing curriculum and teaching mathematics content classes with a strong emphasis in use of technology tools and GeoGebra dynamic software. Ana has had the invaluable opportunity to work with Dr. Markus Hohenwarter, the creator and developer of the open-source software GeoGebra, providing him with valuable field experience to evolve the software to better meet educator's needs. Ana has organized and conducted many workshops on GeoGebra nationwide including Maine, Arkansas, and Colorado.

Krannert 2

Problem Solving in the Primary Grades

#30
K – 2

Lynn Janes, Bibb County School District and
Jamie Akin, Howard HS

In order to help our students become better problem solvers, we need to be aware of our own problem solving processes. This session will encourage teachers to examine their own problem solving process in order to support students. Participants will leave with ideas and activities that can be incorporated into their class upon return.

Georgia
Power 2

Problem Solving: NOT A Problem!

#31
PreK – 5

Jonathan McGavin, Orrs ES, Ami Rivera, Jackson Road ES,
Debi Hancock, Cowan Road ES, and Tonya Hiers, New Hope ES

This presentation will take you on a step by step tour of Cognitively Guided Instruction (CGI). Videos will be presented of actual CGI lessons to help you understand how CGI looks and works in the classroom. CGI is aligned with GPS across the curriculum; it is also a researched based intervention to be used with RTI. Sample lessons will be shared for you to use in your classroom along with other useful resources.

Thursday *Extended Sessions* 9:15-11:15 AM (continued)

Dining Hall D	ALGEBRA: Success for ALL Sara Delano Moore, ETA/Cuisenaire	#32 6 – 12
“Algebra phobia” disappears as students actively discover patterns, apply theories, and solve algebra problems through visual investigations using Algeblocks. Algeblocks will enable your students to represent constants and variables with area models – making it easier for them to see and build algebraic expressions and equations and make the natural connection between algebra and geometry. The XY Coordinate Pegboard allows students to graph equations and discover slope before transitioning to graphing calculators and other technological tools for studying functions.		
Wildlife Ecology 3	Divide to Conquer: The Sum of the Parts Presents the Whole Picture Kenn Pendleton, University of Maryland & Casio	#33 10 – College
Working in small groups – each making a unique contribution to a collective body of knowledge – engages more students and promotes active learning. A graphing calculator provides a perfect means for doing so and offers the opportunity to explore complex questions. Three first-hand experiences in Statistics topics will be provided.		
Krannert 3	Integrating and Differentiating with the Total Coach Approach Sue Vansant, Lee County MS & Triumph Learning	#34 3 – 8
Receive practical strategies and hands-on activities for integrating Coach into your daily instruction. Emphasis will be placed on using data along with the total Coach approach to facilitate differentiation within your classroom. For those attending, you will receive a sneak preview of our new web-based program, COACH CONNECTED.		

Notes

Thursday 10:30-11:30 AM

Senior Pavilion	Multiplying and Dividing Fractions - What Does It Mean? Janie Cates, University of West Georgia	#35 5 – 6
Why don't we use common denominators for fraction multiplication and division? Why do we invert and multiply? Come find out the answers to these questions and more through a variety of hands-on activities. Leave with ideas and activities you can use in your classroom next week! <i>Dr. Janie Cates is an Assistant Professor of Mathematics Education at the University of West Georgia. She has over 17 years of experience in public and private P-12 schools as well as post secondary education. In addition to her duties at the University of West Georgia, she serves school districts throughout the southeastern United States as a mathematics education consultant.</i>		
Wildlife Ecology 1	Realistic Motion Problems with TI-Nspire Irina Lyublinskaya, College of Staten Island	#36 9 – 12
Motion problems are used at all levels of mathematics. With TI-Nspire technology you can create realistic motion animations. In this workshop you will learn how to simulate various motion situations that could be used for data collection and analysis from algebra to calculus. <i>Irina Lyublinskaya received Master's degree in Physics in 1986, Ph.D. in Theoretical and Mathematical Physics in 1991 from the Leningrad State University and has published substantially in that field. She has taught at the university as well as the high school level for over 20 years. In recent years she has directed her professional endeavors to the curriculum development and research in the area of integrating technology into mathematics and science education and to the professional development of mathematics and science teachers, conducting grant-funded workshops to help teachers learn to use educational technology. She has received grants for these projects from a variety of agencies, including the US Department of Education and the National Science Foundation. Irina is a recipient of Radioshack/Tandy Prize for Teaching Excellence Mathematics, Science, and Computer Science, NSTA Distinguished Science Teaching Award and citation, Education's Unsung Heroes Award for innovation in the classroom, and NSTA Vernier Technology Award. She has published multiple articles and 10 books about teaching of mathematics and science. Her research interests are in the area of integrating instructional technology into mathematics and science education, and professional development of pre-service and in-service teachers.</i>		
Georgia Power 1	Writing to Learn Mathematics Devie Archebelle, King Danforth ES	#37 3 – 9
Participants will be introduced to the cubing writing strategy which includes Bloom's Taxonomy questions that students will answer in writing when learning mathematics. I will demonstrate how to make the cube and how to implement the strategy in the mathematics classroom.		

Thursday 10:30-11:30 AM (continued)

Georgia Power 3	The Key to GPS Success: Teacher Collaboration Carla Bidwell and Julie Pinto, Marietta HS	#38 9 – 12
This session will focus on strategies to assist Georgia teachers in collaboration throughout the implementation of the GPS. A Math I teacher and mathematics coach will share how one Title I school developed a Math I Professional Learning Community that supported Math I teachers through the first year of implementation and how they used data to inform instruction. Time will be allotted to discuss ways to make a Math I PLC successful in your school.		
Krannert 1	Come See What's New @ TI Ned Colley, Texas Instruments	#39 K – College
I will showcase the latest and greatest from Texas Instruments. Take-home materials and resources will be given out. And maybe a couple of prizes, too! <i>(Please note: This session will be repeated on Friday, 10:30-11:30 AM)</i>		
Bankers	Surface Area and Volume: Help! I Can't Memorize All of These Formulas! Joy Darley, Georgia Southern University	#40 3 – 5
Participants will actively engage in hands-on activities using tape measures, square tiles, cubic units and even sand in order to develop a conceptual understanding of perimeter, area, and volume formulas. These activities will begin with rectangles, triangles, parallelograms, trapezoids, and circles and will end with prisms and pyramids.		
Barkuloo Rich 1	50 Fabulous Ideas for Integrating Mathematics and Literature William Lacefield, Mercer University	#41 PreK – 3
This session will focus on the creative and meaningful use of literature in nurturing children's learning of the Georgia Performance Standards. Beloved examples of children's literature will serve as inspiration for rich tasks and engaging opportunities to reinforce crucial knowledge and skills. Session participants will leave with handouts describing 50 (or more) ideas.		
Wildlife Ecology 4	SMART Math Brian Lewis, Feagin Mill MS	#42 6 – 8
(Free Stuff) GPS math lessons using SMART Board and BrainPOP videos. Lessons on Fractions, Integers, Exponents, Proportions, Ratios, Area, Perimeter, Absolute Value, Surface Area, Slope, and many more! <i>(Please note: This session will be repeated on Friday, 8-9 AM)</i>		
International Paper 3	Modeling Ferris Wheel Motion Kathleen Mittag, University of Texas-San Antonio and Sharon Taylor, Georgia Southern University	#43 4 – 8
This session will use a hamster wheel to model a Ferris wheel. Participants will collect data and find their own sinusoidal model and then confirm with a calculator.		
International Paper 2	People Count: Math and Demography in the Year of the Census Clara Nosegbe, Atlanta Public Schools	#44 6 – 8
As we approach the 2010 U.S. Census, discover timely and innovative, hands-on activities for drawing connections between math and social studies. Students will learn about U.S. demographic trends past and present while honing their skills in algebra, data analysis, problem solving, measurement and more. Free CD-ROM of activities matched to the Georgia Performance Standards!		

Thursday 10:30-11:30 AM (continued)

Clover (Dining Hall)	Fantasy Football Mania Patia Rountree and Tracey Simons, Southeast Bulloch MS	#45 5 – 12
Are you ready for some football???? During this session two 6th grade math teachers will share how they used Dan Flockhart's (keynote speaker) Fantasy Football in Mathematics to engage and motivate their students. Join them as they reflect on their experiences from Draft Night to the Awards Ceremony. Come have some fun and see how this program helped to get students and parents talking about what is going on in math class!		
Wildlife Ecology 2	Probability: Certain or Uncertain? Marsha Shrago, Center for Education Integrating Science, Mathematics, and Computing (CEISMC) at Georgia Tech	#46 8 – 10
Join me to work probability problems (simple and compound independent events, dependent events, conditional and binomial probabilities) to become more certain about uncertainty. What is the likelihood that you will attend this session? If you attend, what is the probability that you will learn something?		
Barkuloo Rich 3	Becoming a Leader in Mathematics Education moderated by Lynn Stallings, Kennesaw State University and <i>President, The Georgia Council of Teachers of Mathematics</i>	#47 PreK-College
In this session, a panel of leaders at the school, system, state, and university level will describe their career paths to their current positions and will provide advice to those interested in assuming leadership roles. The panel will include Adell Atwood (Fulton County Schools), Janet Davis (Georgia DOE), Dan Funsch (Alleluia Community School), Debbie Poss (Lassiter High), Anthony Stinson (Lakeside High), and Dottie Whitlow (Atlanta Public Schools). Bring your questions for these leaders and be prepared to be inspired!		
International Paper 1	Can You Construct This? 7th graders build a portfolio of constructions with Geometer's Sketchpad Kathy Traylor, Shiloh MS	#48 6 – 10
See how 7th graders mastered geometric constructions with technology. Starting with simple constructions, moving through tessellations created by translation and by rotation, and ending with complex plane figures based on circles, hexagons, pentagons and more, they really understand the difference between constructing a figure and simply drawing it with Geometer's Sketchpad. You'll be amazed at how easy it is to construct complex designs, once you understand how they are constructed.		

Thursday 11:45 AM-12:45 PM

Wildlife Ecology 2	Promethean - The Other White Board Karen Beasley, Traci Pourron, and Kelly Teague, Ola MS	#49 5 – 8
Are you tired of using your Activslate solely as a note generator or as a non-interactive board? This is an introductory level overview of the Promethean board and Active studio software for the middle school classroom. We will look at the basic functions of making the most of the Activslate while sharing strategies, lessons, and tools available for the math classroom. Come find out how to have students engaged with your interactive board!		
Wildlife Ecology 3	Statistics in Math I and II, Using the TI-84 Julie Burke, North Springs HS	#50 4 – 12
This is particularly for Math 1 and Math 2 teachers who aren't quite sure about the various statistics activities they are expected to teach. This session is particularly designed for people to bring questions.		
Senior Pavilion	Help Students Conceptualize and Understand Through Investigations, Comics, and Animations Carmella Crawford, Sissonville HS and AIMS Education	#51 6 – 9
Need more time to make your students successful on all the standards? Hands-on lessons allow students to develop conceptual understanding and learn more, better, and faster. Several model units with sequential lessons based on geometry and measurement that are research based, and classroom tested, will be explored. Make your students successful with engaging investigations that help students gain understanding from hands-on experience and apply the understanding at the abstract level required by tests.		
Dining Hall D	Achieving Fact Fluency Brenda Erwin, Erwin Educational Services	#52 1 – 5
This presentation will focus on strategies for teaching basic facts that help students see connections and relationships rather than a process of rote memorization. A simple method for teachers to use to keep track of which students have mastered which facts will be presented. A suggested fact fluency plan for grades K - 5 will be outlined, and a process of monitoring student, class, and grade level achievement will be discussed.		
Krannert 2	A Visit with Some Greek Mathematicians from Antiquity Marian Fox, Kennesaw State University	#53 7 – 12
Spend some time exploring contributions to the areas of geometry and algebra attributed to some of the great Greek mathematicians of the past. Learn how these investigations can enrich your classroom.		
Barkuloo Rich 3	The Rule of nX in Probability Problems Anda Gadidov, Kennesaw State University	#54 10 – College
In this session some meaningful applications of modeling probability problems using sums of independent and identically distributed random variables will be presented. Simulations run in Minitab will be show to reinforce the approach.		

Thursday 11:45 AM-12:45 PM (continued)

International Paper 1	Differentiating Instruction using iSucceed MATH™ Pierre Geurts, Houghton Mifflin Harcourt	#55 3 – 8
Join us to find out more about differentiating instruction in the intervention classroom using Houghton Mifflin Harcourt's award-winning math intervention courseware. Participants will see an in-depth demonstration of the iSucceed MATH program and learn how to use it to differentiate instruction for students in grades 3-8.		
International Paper 2	Using SMILE to reinforce STEMS through Robotics Anterro Graham, Ora Gilmore, and Tammy Lynde, Dutchtown HS	#56 9 – 10
We will share a lesson learned from our summer 2009 SMILE institute in Henry County to show examples of how teachers in Math I, Math II and Pre-Engineering can use Robotics to illustrate real world activities to our cross section of students.		
Georgia Power 1	Differentiating the Product via Answer Sheets Suzette Hermann, Pickens HS	#57 9
User-friendly answer sheets for DOE tasks for Math 1. It keeps multiple representations available to the student while giving the teacher a structured format for grading. A good differentiation strategy for the product component of the lesson.		
Wildlife Ecology 4	Manipulatives in the 21st Century Classroom Jennifer Hutcheson, Georgia Educational Technology Center and Linda Crawford, Augusta State University	#58 6 – 8
Manipulatives help introduce mathematical concepts through physical exploration. This presentation will focus on integrating mathematical manipulatives such as two color counters and Algeblocks with technology resources to increase student understanding in mathematics.		
Barkuloo Rich 1	Mathematical Content Connections in Georgia Erik Jacobson, Ann Marie Marshall, and Laura Lowe, University of Georgia	#59 9 – 12
How do you make connections between different branches of high school mathematics that are interesting for students and mathematically meaningful? Based on research at the University of Georgia, we will describe some ways that teachers in Georgia think about integrated mathematics. Learn about a Math 1 teacher's strategies for integrating mathematics content that you can use in your own classroom, and walk away with a novel Math 2 exploration that integrates probability and exponential functions.		
Bankers	Math a Magic Program Tommy Johns, Tommy Johns Presents	#60 6 – 12
Math-a-Magic demonstrates how to use simple magic tricks to teach difficult concepts like multiplying fractions, calculating probability, understanding and calculating factorials, and the concept of Pi and how to recall its value to seven digits. Taught in a fun, engaging way that guarantees students will pay attention and retain the information taught. NOT A PROGRAM ONLY FOR GIFTED STUDENTS! In fact, those who struggle with math will get the MOST from this approach. Supplies included.		

Thursday 11:45 AM-12:45 PM (continued)

Wildlife Ecology 1	Effective Use of Calculators TI-84 and TI-Nspire for Student Engagement and Discovery Debbie Kohler, Sequoyah HS	#61 8 – 12
This session will invite the attendees to participate in labs and activities that show purposeful activities that engage students in meaningful learning activities with the TI graphing calculators. The calculator is used as a discovery tool in labs and as a means to check and discover answers, but not to replace knowledge, and how to find the balance will be discussed.		
International Paper 3	Name That Conic Basil Lee, The Ron Clark Academy	#62 9 – 12
Participants will create a graphic organizer that displays the general and standard forms of equations for a circle, parabola, ellipse, and hyperbola. A game called "Name That Conic" will be played using the graphic organizers which participants created.		
Georgia Power 3	Regular Flexagons Bruce McLean, Georgia Southern University	#63 2 – College
Five years ago at GMC my daughter helped me present her 8th grade science project on the nonahexaflexagon. A regular flexagon contains $9n$ equilateral triangles, folded from a straight sheet of paper, and was discovered in 1939 by topologist Arthur Stone. It is a Möbius band with $3(3n-2)$ half-twists, and the pinch flex moves it to $6n-3$ different mathematical faces. The V-flex scrambles the colors like a flat Rubic's cube and we will provide a 2009 algorithm that counts the number of mathematical faces for all $n > 0$.		
Georgia Power 2	Beautiful Depth of Mathematics at the Elementary and Middle School Level Richard Millman, Center for Education Integrating Science, Mathematics, and Computing (CEISMC) at Georgia Tech	#64 4 – 8
We will look together at some examples from elementary and middle school that can occur in the classroom to give insights into how deep elementary mathematics is. These examples are chosen from student suggestions such as the relationship between area and perimeter, arithmetic difficulties like $\frac{1}{4} = \frac{1}{4}$ and $\frac{1}{2} + \frac{1}{5} = \frac{7}{10}$, investigating conclusions from $xy = 1$, and determining rectangles from their diagonals.		
Krannert 3	Introducing "Numbers Plus" An exciting way to teach math to young children! Kay Rush, HighScope Educational Research Foundation	#65 PreK
The Numbers Plus Preschool Mathematics Curriculum is a comprehensive set of detailed plans for small- and large-group early childhood mathematics activities, with ideas for extending learning throughout the program day. What's special about Numbers Plus is that children's mathematical learning is sequenced within activities — each activity has a built-in progression so children of different developmental and ability levels can participate together and have a positive and meaningful learning experience.		
Callaway	10 Days to Multiplication Mastery Rich Stuart, Learning Wrap-ups, Inc.	#66 2 – 5
Find out how to teach Multiplication in 10 Days utilizing the power of COMMUTATIVE properties and fun methods of practice.		

Thursday 11:45 AM-12:45 PM (continued)

Krannert 1	Advanced Bar Modeling Gregg Velatini and Dianna Spence North Georgia College & State University	#67 7 – 12
Bar modeling is a powerful strategy taught in the Singapore Math curriculum. As this curriculum is used increasingly in elementary classrooms, more students will enter middle and upper grades with training in bar modeling techniques. Middle grades and secondary teachers would benefit from familiarity with bar modeling strategies, which can be leveraged to solve many types of word problems, including those requiring fractions, ratios, percents, as well as problems involving rate, time, and distance.		
Clover (Dining Hall)	50 Fabulous Finds for Math Classrooms Jason Williams, Americus Sumter HS and Matthew White, Webster County HS	#68 PreK-College
While GCTM is celebrating "50 & Fabulous," this session will discuss 50 fabulous websites and technology tools. The presented technology will assist teachers at any grade level and allow them to teach more conceptually and be more organized as a teacher. Don't wait for another 50 years before learning about these great teacher tools. There will be giveaways of some of the 50 fabulous technology items presented during the session.		

Notes

Thursday 1-2 PM

Senior Pavilion	EOCT Released Items Janet Davis Mathematics Program Manager Georgia Department of Education Come hear an update about testing in Georgia.	#69
Clover (Dining Hall)	Tri-Cross™ A Classic Game of Strategy for the 21st Century Tri-Cross is a NEW innovative board game that appeals to strategy enthusiasts from ages 10 and up (2-4 players)! It is <i>fast-paced</i> and challenges you every step of the way! Tri-Cross evolves from poker-like play (reading your opponent) into total strategy (much like chess). Tri-Cross has been accepted into two of the largest school systems in Georgia. Cobb County Schools and Dekalb County Schools have accepted Tri-Cross as a part of the curriculum and will feature it this year as a highly recommended game for the advancement of those in gifted education (Cobb County Schools). <i>Come learn how to play this exiting game!</i> Can you outsmart, outwit, and outplay your opponent? Find out by participating in the Tri-Cross tournament on today at 4:45 PM in the Callaway building!	#70
Wildlife Ecology 2	Getting Started with TI NSPIRE Ned Colley, Texas Instruments This will be a hands-on session to introduce you to the TI Nspire. Participants will learn how to use the calculator to explore and consider mathematics that they have not taught before, and to ask calculator-enabling questions that reveal an understanding of mathematics, not button pushing. Take home materials will be available.	#71 6 – College
Krannert 1	Thinking Math with Thinking Maps Felicia Cullars, Thomson MS Thinking Maps are great tools for students to analyze their math and thinking at the same time. Explore how maps can be used to address specific content needs, view student samples, PowerPoint lessons, and other technologies that have been used to expand student thinking. Learn ways to make the maps part of your everyday instruction, activities, and assessments.	#72 5 – 9
Wildlife Ecology 1	Math Coaching: Driven by Data Jana Czerwonky, Berkmar MS After coaching math teachers for several years, I've implemented an organized plan to impact classroom instruction by collecting a variety of classroom observation data that impacts student achievement. This plan provides for job-embedded staff development using the cognitive coaching cycle and empowers teachers by providing differentiation based on their individual needs. Session documents could also be the platform for a math peer coaching program.	#73 K – College

Thursday 1-2 PM (continued)

Barkuloo Rich 1	First in Math Brett Eaker, Hart Inc.	#74 1 – 8
Want your students to ask to do math problems? www.FirstinMath.com is an online competition style program that taps into the "XBox generation" way of thinking and learning. Easy for teachers, students learn and have fun, and even parents are happy. See why Georgia students solved over 24 million math problems with First in Math in the 2008-09 school year and over 750 million nation wide.		
Bankers	Use the 5 E's Approach to Help Students Understand Math Vocabulary Critical for Success! Kay Frantz, Independent Math Consultant	#75 K – 5
In this session we will demonstrate using the 5 E's to help struggling students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, & EVALUATE their way to a greater level of math understanding & vocabulary acquisition. NEW Content Academic Vocabulary System (CAVS) is perfect for Title 1, ELL, SPED, RTI, and Resource Classrooms. Handouts, samples, and door prizes sponsored by Northpoint Horizons!		
International Paper 1	Math Education in Georgia Reflected Through the State Math Tournament Chuck Garner, Rockdale Magnet School and Debbie Poss, Lassiter HS	#76 9 – College
The State Math Tournament is more than just a mathematical problem-solving contest. The authors of the tests through the years are influenced by trends in mathematics education and high school curriculum. We will use the tournament tests as a window to those trends. Some of the most challenging and most interesting problems from the tests are also presented.		
Dining Hall D	Making the Most of Math Manipulatives! Jennifer Grimes, Lakeshore Learning	#77 K – 5
A fun, interactive classroom with innovative math manipulatives will keep students engaged, energized, and excited about learning, thus they will reach their highest learning potential! Join this hands-on workshop and discover research-based and classroom-based methods for integrating manipulatives into everyday math lessons. In addition, learn ways to utilize manipulatives for formal and informal assessments for students at all achievement levels.		
Krannert 3	Strategies to Keep'm Engaged Jeannie McCorkle, Ogeechee Technical College	#78 2 – 7
As a teacher of elementary school for over thirty years, I was well aware of how difficult it is to keep students engaged in the learning process. Gradually I pieced together many strategies to use to keep them focused on learning. These multi-age strategies are useful in all areas of the curriculum, but they work best in mathematics. Children learn through play, so let the game begin.		
Georgia Power 1	Tips and Techniques for Effectively Teaching Mathematics Andy Randrup, Providence Christian Academy	#80 8 – 12
Techniques, tips, and suggestions for effectively teaching mathematics will be shared and discussed. This seminar will be especially helpful to newer teachers and teachers-in-training. Each participant will receive a CD of resources.		

Thursday 1-2 PM (continued)

International Paper 2	Math and the Works of Leonardo da Vinci Raquel Rimpola, Atlanta Public Schools	#81 6 – 12
The study of the life of Leonardo da Vinci brings wonder in seeing various ways to connect mathematical concepts to art, urban planning, and the sciences. This session aims to provide teachers with several ways to engage students in math through the life and works of a great artist and scientist, Leonardo da Vinci.		
Georgia Power 3	Using GeoGebra in High School Mathematics: An Introduction Bill Whitmire, Francis Marion University	#82 9 – 12
GeoGebra is an easy-to-use, free, open-source, cross-platform computer program that can be used to demonstrate and/or investigate concepts found in secondary mathematics (algebra, geometry, precalculus). Bring your own Laptop to explore GeoGebra and a jump drive to get GeoGebra (Software) and GeoGebraWikis (activities).		
Barkuloo Rich 3	Georgia NCTM Affiliates Desha Williams, Kennesaw State University	#83 PreK-College
Come talk with other Georgia NCTM Affiliates about current initiatives and examine ways the state affiliates can pool resources in making a difference in mathematics education.		



Notes

Thursday *Extended Sessions* 1-3 PM

Callaway	Fantasy Sports and Mathematics Dan Flockhart, Fantasy Sports Math	#84 6 – College
Fantasy sports are dynamic games that are played by 30 million people in the U.S. Students create and manage teams of professional athletes, who earn points from statistics in their games. Participants will learn how to integrate fractions, decimals, exponents, percentages, graphs, and algebra into the fantasy games in order to increase motivation and achievement. More information can be found at www.fantasysportsmath.com. <i>Please see Dan's biographical information on page 9.</i>		
International Paper 3	Questioning Zero and Negative Numbers Virginia Wilcox, Georgia College and State University	#85 K – 6
This session is based on an article published in the November 2008 Teaching Children Arithmetic journal. The session will examine how to structure activities to support children's construction of algebraic concepts. Based in Developing Mathematical Ideas: Reasoning Algebraically about Operations, this session would be appropriate for anyone wishing to introduce algebraic concepts and ideas to children as young as kindergarten in contextual and meaningful ways. A foundational component of this experience will be the formulation of theoretical proofs and mathematical arguments. <i>Virginia B. Wilcox is an associate professor of Education at Georgia College and State University. She was a classroom teacher in grades three through six for twelve years, served as an assessment coordinator, and as a mathematics instructional coach. Virginia received her PhD in Elementary Curriculum with a focus in Math, Science and Technology from Auburn University in 2005. Her main research interest is uncovering the logic behind common mathematical misconceptions and targeting those needs using effective pedagogical practice and activities. She enjoys spending time in her daughter's classrooms, working out, and teaching. She is available for professional and staff development sessions focused student engagement and best practice in elementary education.</i>		
Wildlife Ecology 4	SMARTBoard - Basic through Intermediate Randall Archer, Berkmar HS	#86 PreK-College
Focus will be on using SMARTBoard Interactive Whiteboard technology in the K-16 classroom. Topics covered will be basic functionality, constructing interactive lessons, and saving and sharing constructed lessons. The presenter is a certified SMART Notebook V10 instructor.		
Krannert 2	Sensational Centers in the Primary Program Pat Evans, Houghton Mifflin Harcourt	#87 K – 3
Why use Learning Centers? There is research to support the benefit of using Learning Centers to actively engage and motivate students. Learning Centers can appeal to all four sensory styles of learning with meaningful learning experiences. Attendees will actively participate as they experience a wide variety of learning center ideas that can be adapted for different skill levels.		

Thursday *Extended Sessions* 1-3 PM (continued)

Georgia Power 2	Mathematical Decision Making for Government and Business: A New 4th-year High School Math Course for Georgia Dave Goldsman, Georgia Tech	#88 12
We are developing a new 4th-year high school mathematics course targeted at students who are not necessarily in a math/science/engineering track and who may go directly into the workforce. Students will study such important topics as integer programming, computer simulation, queueing models, transportation theory, and warehouse location problems, all of which have both mathematical and practical value. We feel these “mathematics for the real world” subject areas will greatly increase student interest and thereby enhance student performance in mathematics.		
Wildlife Ecology 3	Getting "Nspired" to Teach Math I Don Slater, Lassiter HS	#89 8 – 10
The new TI-Nspire calculator allows students to explore mathematical concepts using a multitude of interactive representations. Come learn this new technology hands-on, as we explore a variety of topics from the Math I curriculum		

Notes

Thursday 2:15-3:15 PM

Wildlife Ecology 1	Geometry + Technology = Proofs Irina Lyublinskaya, College of Staten Island and Dan Funsch, The Alleluia Community School Teaching reasoning and proofs in high school geometry is one of the challenging tasks that we face today. Can technology help us with this task? Come to this presentation to learn about set of problems that uses symbolic geometry software that can be used to develop students' proofs skills. <i>Please see Irina's biographical information on page 19.</i>	#90 9 – 12
Georgia Power 3	Bubble-ology Vicki Jacobs, Clayton County Public Schools Use bubbles to help teach averaging and to find the circumference of a circle and learn ways to apply this teaching strategy to primary grades.	#91 K – 5
International Paper 2	Linking Mathematics and Literature in the Middle Grades: Standards-Based Strategies William Lacefield, Mercer University Connecting mathematics to literature helps teachers embrace the idea of an integrated curriculum while nurturing deep understanding in learners. This session will focus on standards-based mathematics lessons inspired by children's and young adolescent literature.	#92 4 – 8
Krannert 3	Mmm, Mmm, Good! Multimedia Mathematics! Ashley Langford student of Jill Drake, University of West Georgia In this session participants will learn to how to use PhotoStory 3, a free program retrieved from Microsoft Online, to make meaningful, multimedia, mathematics presentations. This easy to use, innovative software allows students to import digital pictures, add narration and notes to those pictures, and then generate a movie-like multimedia presentation. Students will love creating and sharing PhotoStory 3 presentations about the mathematics they are learning. This is one session you don't want to miss!	#93 3 – 8
International Paper 1	Graphs Galore Jenny Lockwood, Centennial Place ES and Debra Muse, Carrollton MS Data analysis spans the grade levels. Come to "Graphs Galore" to find ways to incorporate data analysis and graphing into your daily routines. Also, find out ideas about to use literature and integrate graphing with other content areas.	#94 K – 5
Barkuloo Rich 3	Mathematics Education Today: Not Just Your Grandma's Arithmetic! Tom Ottinger The 50th Georgia Mathematics Conference is a great time to look back at how math education has changed over the years. But this won't be a dry historical narrative; it has important implications for what and how we teach today! Do we focus on rules or concepts? Understanding or applications? Discovery or direct instruction? Using schoolbooks from as far back as the early 1800's, we'll explore what was taught as well as how it was taught for the last two centuries.	#95 K – 12

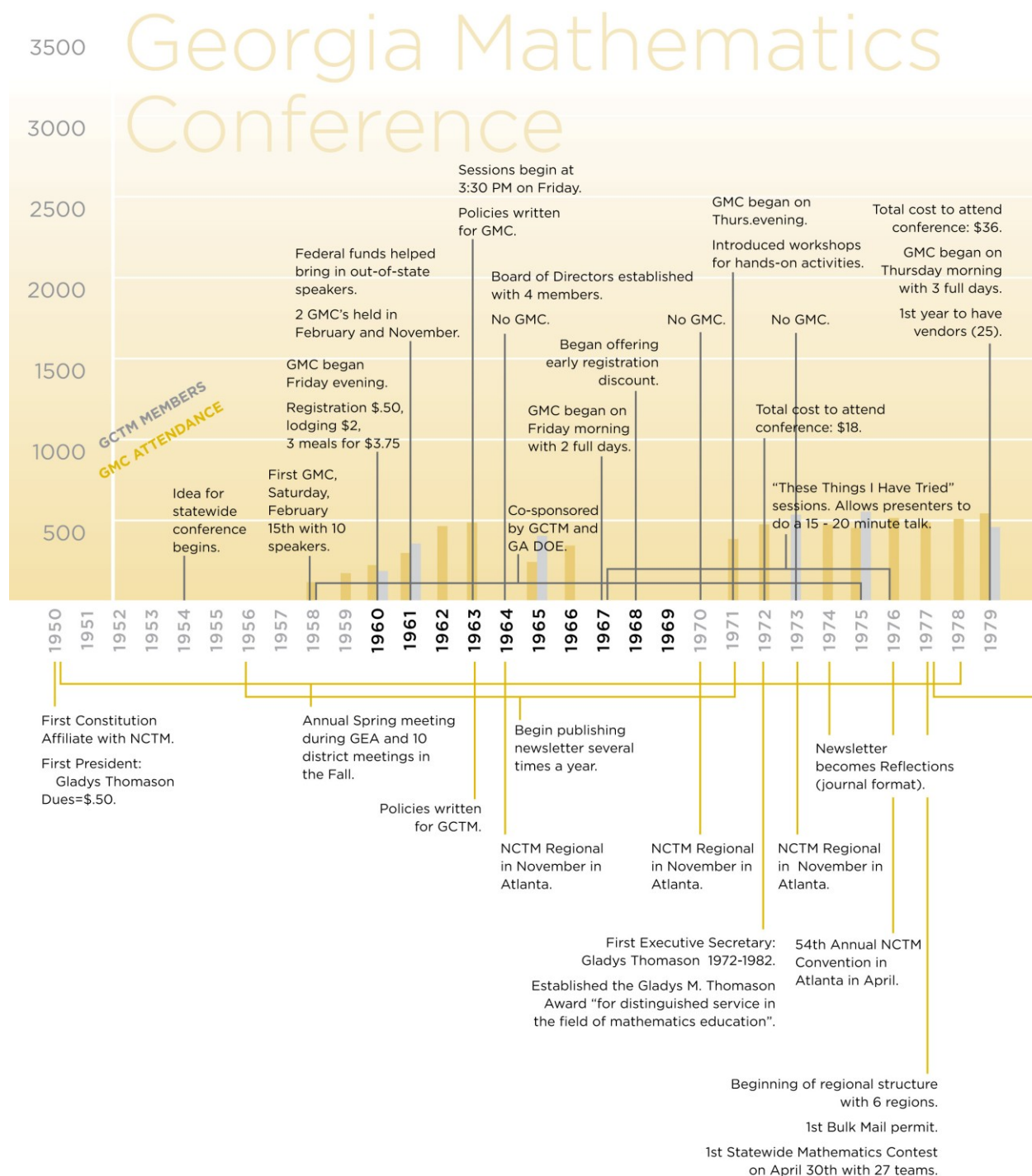
Thursday 2:15-3:15 PM (continued)

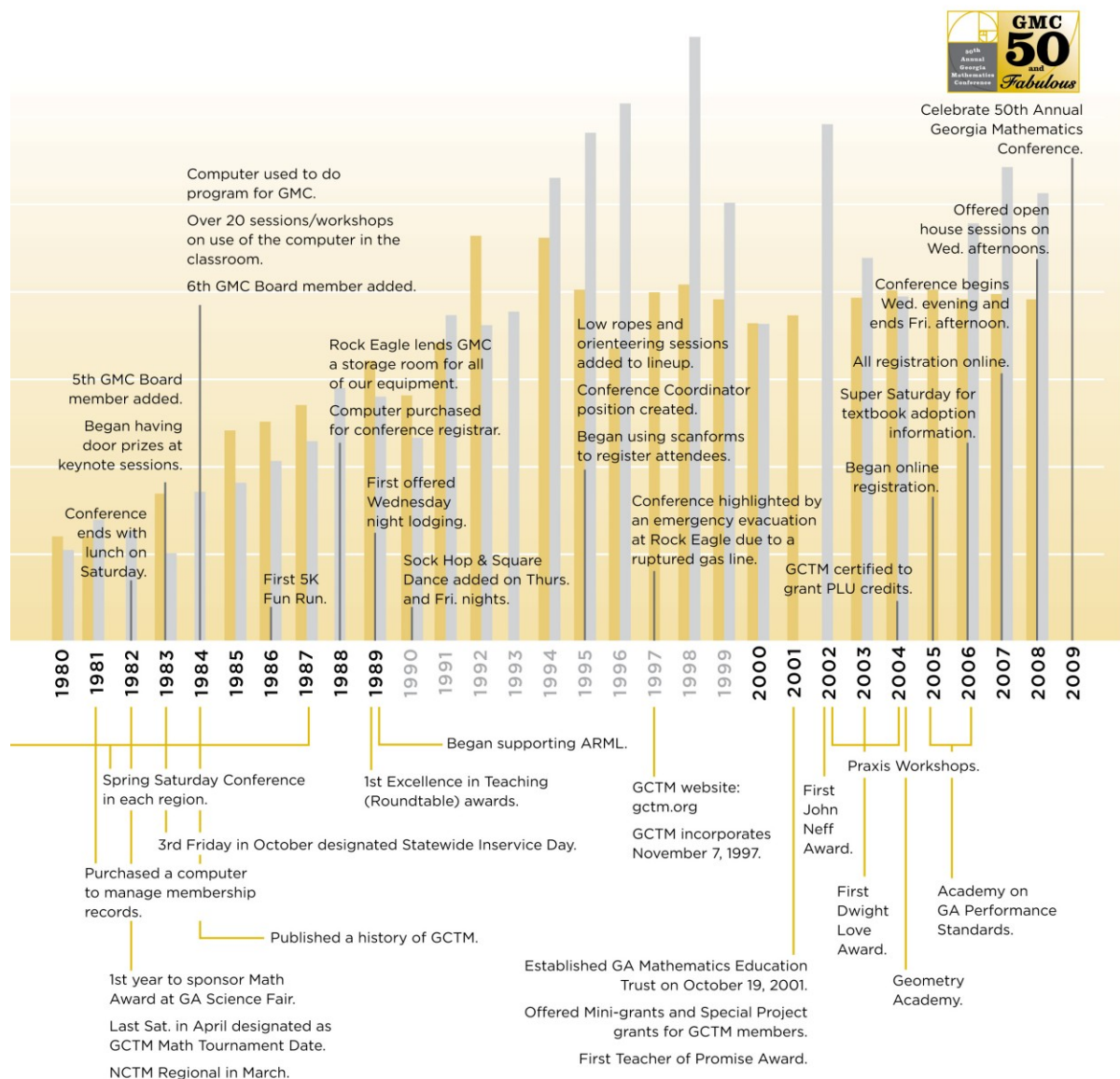
Georgia Power 1	Twelve Practical Projects for Algebra One Andy Randrup, Providence Christian Academy	#96 8 – 10
Tired of hearing, "When are we ever going to use this?" These self-guided projects are designed so that they can be completed by students outside of class. Each participant will receive a CD with all twelve projects.		
Krannert 1	Hands On Explorations of Transformations Sharon Taylor, Georgia Southern University	#97 6 – 9
Participants will create their own line on large grid paper and find an equation for that line. They will then physically perform a translation, reflection, rotation, and dilation and find the new equations.		

Notes

Thursday *Extended Sessions* 2:15-4:15 PM

Wildlife Ecology 2	Putting the Pieces Together: Working with Piecewise Functions in Mathematics II /Accelerated Mathematics I Catherine Aust, Clayton State University Get hands on experience using graphing calculator technology to graph functions with limited domains and then to put several such pieces together to graph piecewise functions. Explore the development of piecewise functions in the frameworks for Mathematics II/Accelerated Mathematics I and see how graphing technology helps students progress through increasingly sophisticated ideas to build a robust understanding of this topic, including step functions and absolute value functions as piecewise functions. Bring your TI-83/84 calculator.	#98 9 – College
Bankers	Mastering Math with Manipulatives Jane Hannon, Angie Meredith, Beverly Smithson, and Becky Garcia, Fayette County Schools This session will show teachers how to use a variety of manipulatives to enrich their mathematics instruction. We will focus on attribute blocks, base-ten blocks, 100 charts, pattern blocks, and geoboards. Activities presented will range from Kindergarten through Fifth Grade. Hand outs will be provided. Come play with us!	#99 K – 5
Clover (Dining Hall)	Problem Solving in the Elementary Grades Lynn Janes, Bibb County School District and Jamie Akin, Howard HS In order to help our students become better problem solvers, we need to be aware of our own problem solving processes. This session will encourage teachers to examine their own problem solving process in order to support students. Participants will leave with ideas and activities that can be incorporated into their class upon return.	#100 3 – 5
Senior Pavilion	Progress Monitoring Mathematics in Grades K through 8 and Beyond Maggie Kjer, Pearson This session will provide a brief overview of AIMSweb, a web- based CBM and progress monitoring tool. I will demonstrate how to benchmark student achievement in mathematics and use progress monitoring for struggling students with AIMSweb. Sample cases will be used with students in different grades levels between K through 8th grade. A method for using AIMSweb to benchmark and monitor progress for struggling high school students who are performing below grade level in mathematics will also be presented.	#101 K – 12
Dining Hall D	Mathematical Reading Sara Delano Moore, ETA/Cuisenaire See how easily teachers can assist students’ mastery of the often difficult concepts of number sense, algebraic thinking, and geometry through the use of children’s literature. Learn ways to integrate a hands-on approach to your math and literature connection lessons. Each attendee will receive bibliographies, lesson notes, and math manipulatives.	#102 K – 2
Barkuloo Rich 1	Build a 3-D World with Zome! Kathy Traylor, Shiloh MS In this hands-on workshop, you’ll explore geometry concepts with Zometools. (Think 21st century TinkerToys!) See how your students can explore “slices and shadows” in 3D, visualize the 4th dimension, build the Platonic solids and many more polyhedra, create 3-D bubbles, build models of atoms and much more.	#103 3 – College





Georgia Council of Teachers of Mathematics

Thursday 3:30-4:30 PM

International Paper 2	1...2...3...4...Counting the Ways Teresa Banker, Kennesaw State University	#104 3 – 5
This session features multiplication algorithms and a non-standard division algorithm to explore and verify. Come and learn how to use the Egyptian, Russian, lightning, European/lattice methods for multiplication. We will also investigate the scaffolding method for division.		
Krannert 3	Test Success! Laine Bradshaw, University of Georgia	#105 6 – College
In this interactive session, an overview of the large-scale test construction process will be given, and how this process can be similarly applied to develop classroom-level mathematics assessments will be discussed. Best practices of creating various types of items will be illustrated with examples. Simple, but useful analyses of responses to multiple choice items will be demonstrated.		
Wildlife Ecology 1	Calculus Constructions with a Retrievable-State Java Applet Thomas Cooper, North Georgia College & State University	#106 12 – College
The presenter will demonstrate how his Java graphing applet can be used with students to construct graphical representations of calculus concepts. By saving the applet tag, the graphs can be saved and retrieved. Examples will include secant lines, tangent lines, and Riemann sums.		
Georgia Power 3	Tips for a Successful Math Support Class Marilyn Ellis, Sandy Creek HS	#107 9 – 10
Are you still not sure how you should be running your Math Support classes? Here are some ideas from a teacher who has been doing Math Support for three years. First pairing it with Applied Problem Solving and last year with Math I. Come listen and share.		
Callaway	basic facts + strategies = problem solvers Lynda Holman, Marietta City Schools	#108 1 – 4
We all strive for our students to become competent and confident in mathematics. This session will provide games, interventions, and lessons to develop fluency of basic facts through the use of problem solving strategies. Ideas the develop problem solving and competency for all operations will be presented. Handouts and CDs of lessons will be provided.		
Georgia Power 1	Math in the Magic or Magic in the Math? Carey Huddlestun, Learning Through Wonder and Denise Huddlestun, Metro RESA	#109 1 – 5
Magic, puppets, and literature will be used to address mathematical concepts taught in the elementary grades and show connections of mathematics in students' daily lives. Participants will identify the connections to the Georgia Performance Standards and elements, engage in an activity related to the standards, and receive a resource list of learning experiences, books, and web links related to the concepts.		
Wildlife Ecology 4	SMART Board Lessons That Teach Best Practices Karen Lawrence, Dean Rusk MS	#110 6 – 8
Teachers, bring your jump drives and snatch up these lessons to take back to your schools. I will discuss how to put a SMART Board lesson together to cover the standards. This session will spark a fire in you to organize your lessons, and share with your peers.		

Thursday 3:30-4:30 PM (continued)

International Paper 3	Singapore Math: What, Why, and How? David Moody, Director of Elementary Education, Hall County Schools	#111 K – 5
What is Singapore Math? Why and how is it being implemented in the Hall County Elementary Schools? This session will provide answers with an overview of the distinctive Primary Mathematics program from the country of Singapore and a summary of the implementation process being used in the Hall County Elementary Schools.		
Wildlife Ecology 3	The Scientific Calculator: Another Tool in the Middle School Mathematics Toolbox Kenn Pendleton, University of Maryland & Casio, Inc.	#112 6 – 8
The scientific calculator offers an alternate means of investigating topics found in middle school mathematics and affords teachers another opportunity to engage students who find traditional approaches difficult. Specific state standards will be addressed in the examples provided.		
Barkuloo Rich 3	What We Have Learned From Teaching Accelerated Math II Debbie Poss, Lassiter HS and <i>GCTM President-elect</i> and Rachel Buhler, Wheeler HS	#113 8 – 11
Cobb teachers taught Accelerated Math II last year and are willing to share our positive experiences and ways to work with the challenges of the new curriculum. Tasks, student work, time lines and some assessment items will be shared.		
Krannert 1	Hands on Math for the Primary Classroom Nancy Ricciardi, Kilpatrick ES	#114 1 – 3
Do your students struggle with many everyday tasks? Do they retain very little they've been taught when you return to previously taught skills and concepts? Instead of learning tricks to get them through the next test, learn a variety of hands on methods that will help students truly understand the concepts being taught. Come explore such concepts as counting money, making change, place value, and solving multi-digit problems using a variety of hands on methods.		
Krannert 2	Let's go to the Movies (and bring Math along)! Desha Williams, Kennesaw State University	#115 6 – 8
Movies permeate the lives of middle grade students. Why not use this as a way to engage them in mathematical tasks? This session will demonstrate ways of incorporating movies into mathematics classrooms as a source of motivation. Teachers will leave with lesson plan ideas and ways of gathering media clips to use in their own classroom.		
Georgia Power 2	FUNction Aerobics Alphonse Wilson, Dougherty County School System	#116 9 – 10
Need some innovative ideas on how to get your students to remember the parent graphs in Math I? Need a fun, hands-on approach for remembering vertical shifts and stretches? Bring your water bottle and towel and get ready to use your body to review parent graphs and their transformations!		
International Paper 1	Emerging Themes from Conversations with Teachers of Math 1 Patricia Wilson, Laura Lowe, and Anne Marie Marshall, University of Georgia	#117 9 – 12
What do Math 1 teachers think about the new curriculum designed to meet the Georgia Performance Standards? Researchers at the University of Georgia conducted focus groups and interviews with teachers from 16 schools in 9 counties to explore this question. We will describe emerging themes including student and teacher preparation, resources, teacher collaboration and mathematical integration.		

Extracurricular Activities Thursday 4:45 PM

The *famous* **GCTM Mile Fun Run** will begin at the Bankers Building.

Come walk or jog this popular fun run!

Everyone is invited to participate – no pre-registration is required!

Fun Run souvenir t-shirts for those who complete the course!

Can you outsmart, outwit, and outplay your opponent?

Find out by participating in the **Tri-Cross™**
tournament in the Callaway building!

Regional Caucuses 6:45-7:15 PM

Convene in your assigned area!

Central East	Georgia Power 1
Central West	Georgia Power 2
Metro East	Georgia Power 3
Metro West	International Paper 3
Northeast	International Paper 2
Northwest	International Paper 1
Southeast	Callaway
Southwest	Callaway

Check in Hastings for your Region!

GCTM Regional Representatives

Northwest	Jeni Halimun, Woodland HS, Cartersville
Northeast	Kay Haugen, Piedmont College
Metro West	Rita McGinley, East Cobb MS, Marietta
Metro East	Leanne Luttrell, Sycamore ES, Gwinnett County
Central West	Peter Anderson, Troup County HS
	Kenneth Jones, Columbus Regional Mathematics Collaborative
Central East	Amber Donnell, East Laurens HS, Laurens County
Southwest	John Walker, Sumter County Elementary Math, Science, & Technology Academy
	Christy Wray, Mitchell County School System
Southeast	Melanie Helms, Ware County HS
	Vicki Mixon, Bulloch County Schools

Thursday 7:30 PM

Evening Session

Calculus: The Musical!

It's for everyone – we promise!

Calculus: The Musical! is a comic “review” of the concepts and history of calculus. It was born as a teaching tool in Marc’s classroom. He found that setting formulas and rules to music helped his students learn and retain tricky information. “Maxima” and “minima” is an abstract concept to a lot of us, but when sung as a rousing “Can-Can” chorus, it’s fun and easy to remember! A blend of sketch comedy, musical theatre and classroom lecture, MATHEATRE has created a performance piece to show that although calculus is used in rocket science, well...it isn’t exactly rocket science.

Using musical parodies that span genres from light opera to hip hop, we introduce and illuminate such concepts as limits, integration and differentiation. With our unique comic style we dramatize some high points of calculus’ history. From Archimedes to Riemann, the quest for the instantaneous rate of change and the area under the curve comes to life through song! Musical tributes to The Beatles, Gilbert & Sullivan, Petula Clark and even Eminem are just a few of the artists who have inspired this engaging and educational lesson that is nothing at all like your high school textbooks.

Calculus: The Musical! promises to be entertaining to the arithmophobe and the rocket scientist alike!

After Sadie and Marc of Matheatre toured the show for two years, it is now being produced by Know Theatre of Cincinnati. Their “Know-to-Go” education program continues to put the “edge” in “education” both in the greater Cincinnati area and nationwide!

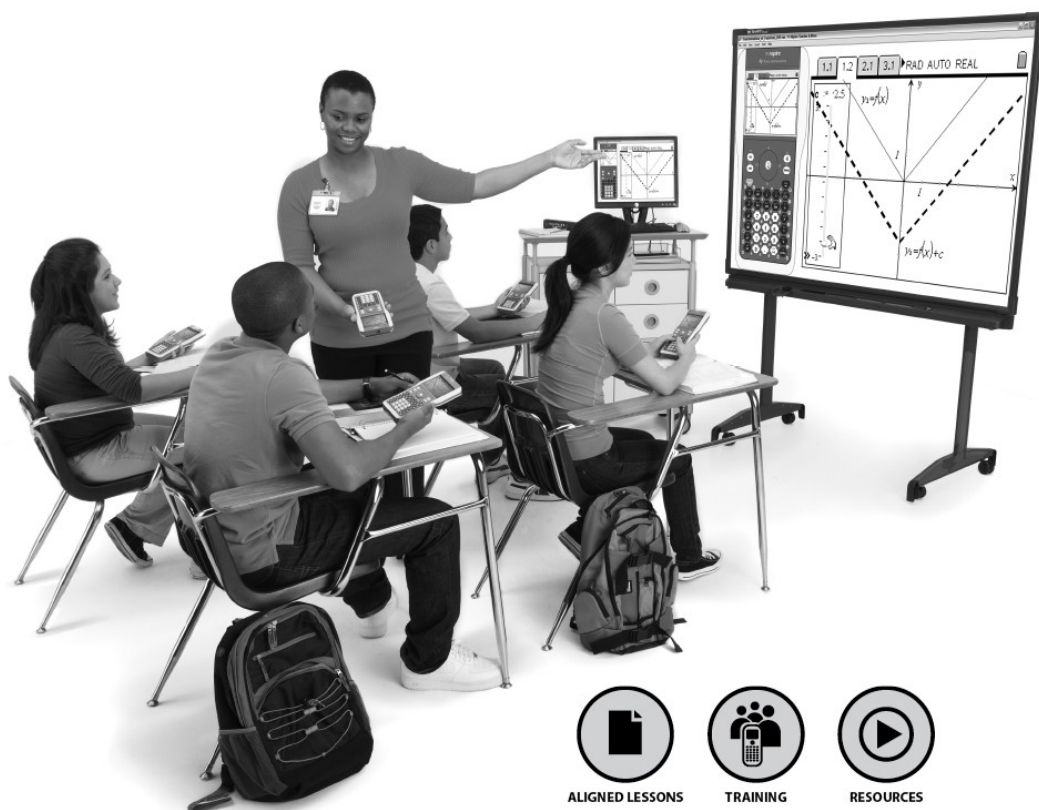
***The GCTM Awards presentation will immediately
follow the evening session.***

Following the awards ceremony, please join your fellow conference participants for the GCTM 50th anniversary celebration with dancing and refreshments at the EMC Senior Pavilion.



TI's new Algebra Nspired and Geometry Nspired. Teach students concepts they struggle with most.

Get started teaching Algebra and Geometry easily and confidently with TI-Nspire™ technology. The Algebra Nspired and Geometry Nspired lesson resource center prepares you to help students grasp difficult concepts. Find the online resources to support your instruction at algebranspired.com and geometrynspired.com.



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TRAINING



RESOURCES

Free comprehensive online resources:

- » Ready-to-use lessons aligned to textbooks and state assessment standards
- » Editable activities with corresponding TI-Nspire documents
- » TI-Nspire “tech tip” tutorials and getting started guides
- » Online training courses

Affordable professional development opportunities available.



Your Passion. Our Technology. Student Success.™

Friday 8 – 9 AM

International Paper 3	Welcome First Time Participants to the Georgia Mathematics Conference! Barbara Ferguson, <i>GCTM Past-President</i> In this presentation you will gain some tips to help you get the most out of the conference. This session is only for first timers and especially for newer teachers. This session is brought to you by the Executive Committee of the Georgia Council of Teachers of Mathematics.	#118 PreK-College
Senior Pavilion	What Does Algebra Look Like in K-2? Janie Cates, University of West Georgia There is no Algebra strand in the K-2 Georgia Performance Standards. Does this mean we don't teach it? NO! Come see what algebra looks like in grades K-2. Engage in hands-on activities designed to develop students' understanding of beginning algebraic concepts. Take home ideas and activities to use in your classroom next week! <i>Please see Jane's biographical information on page 21.</i>	#119 PreK – 2
Callaway	Developing a Statistically Literate Society: Promoting Statistical Thinking in Grades K-16 Christine Franklin, University of Georgia Statistical literacy is a must have competency for our citizenry. Sound statistical reasoning skills cannot be honed in a single course. Foundational statistical concepts should be nurtured in the elementary grades, and these ideas should be strengthened and expanded throughout the middle, high school and post-secondary grades. A developmental framework that provides a conceptual structure and gives a cohesive and coherent picture of the overall statistics curriculum, Grades K-16, will be presented. <i>Christine Franklin is a Senior Lecturer in Statistics at the University of Georgia and Honoratus Lothar Tresp Honors Professor (recognized as the UGA Outstanding Honors Professor 5 different years). She has been a recipient of the UGA's Arts and Sciences Outstanding Faculty Academic Advisor Award and UGA's Arts and Sciences Sandy Beaver Outstanding Teacher Award. In 2008, Chris was inducted into the UGA Teaching Academy. She has written approximately 50 journal articles and resource materials for textbooks, including an Introductory Statistics textbook co-authored with Alan Agresti (now in the 2nd edition). Chris was the lead writer for the American Statistical Association Pre-K-12 Guidelines for the Assessment and Instruction in Statistics Education (GAISE) Framework. She has given more than 75 invited talks on statistics education at the Pre K-12 and undergraduate levels.</i> <i>Chris is a Fellow of the American Statistical Association and has served many years at the national and state level working in statistics education which includes the development and writing of standards in statistics for K-12. She is presently serving as the AP Statistics Chief Reader. She is President of the national statistical honor society, Mu Sigma Rho and was honored in 2006 with the Mu Sigma Rho National Statistical Education Award. Chris recently completed an enriching year of professional growth, spending the academic year with UGA mathematics educators as part of a study in a second discipline.</i>	#120 PreK-College

Friday 8 – 9 AM (continued)

Bankers	Breaking Through the Surface: Using Questioning Strategies to Deepen Understanding	#121 K – 5
	Diane Bresson, Bethlehem ES and Katherine Brown, J J Harris ES	
	As teachers develop richer tasks for students, the questioning strategies used by teachers should dig deeper to enhance student understanding. This session will describe some questioning strategies to aid teachers in facilitating this deeper understanding. We will also view sample classroom lessons to analyze specific strategies and their effectiveness. We hope you will leave this session with some effective techniques to break through surface learning.	
Georgia Power 3	Fun Calculus Activities on a Low Budget!	#122 11 – College
	Sandy Burlingame, Mountain Area Christian Academy	
	A variety of labs and activities will be presented that require little or no cost to do. Topics will include Reimann Sum, volume, related rates, and more.	
Barkuloo Rich 1	Math Standards in MOTION!	#123 PreK – 5
	Deborah Childs and Heather McCain, Cave Spring ES	
	Everyone has fun as you reach and teach the kinesthetic learners in your class! This session is full of research-based activities with a twist. Each activity can easily be adapted to teach the Pre-K through 5th grade performance standards.	
International Paper 1	Making Sense of Area	#124 3 – 5
	Linda Crawford, Augusta State University	
	When asked, "What is area?" many students (and adults!) answer "Length times width." How can teachers help students develop a more meaningful concept of area? How can teachers help students determine appropriate and meaningful generalizations (i.e., formulas) for calculating area?	
Georgia Power 2	The Popsicle Stick Population: Enhancing Student Understanding in AP Statistics with Real Data	#125 9 – 12
	Vicki Greenberg, Woodward Academy	
	Using the Atlanta Peachtree Road Race runners as our population, I will share activities that use this population to illustrate data analysis, sampling, sampling distributions, errors, power, confidence intervals and significance testing.	
Georgia Power 1	Normal (pun intended) Approaches to Volumes of Revolution	#126 10 – College
	Chris Harrow, The Westminster Schools	
	Most teachers present only two methods to volumes of revolution, discs and shells. This presentation shows that each of these techniques can always be approached through both the x - and y -variables, doubling a student's chances of finding a manageable integral to solve. Of course, this is even easier with an Nspire CAS or TI-89.	
Krannert 2	Teaching Areas of Polygons: An Alternative Approach	#127 6 – 8
	Emam Hoosain, Augusta State University	
	This presentation examines some of the merits and demerits of two possible sequences for teaching areas of polygons and suggests an alternative to the conventional sequence.	

Friday 8 – 9 AM (continued)

Wildlife Ecology 1	Mathematically Inspired Pier Junor Clarke, Tahira Hyman, Marcellin Mutuyimana, and Paik Sung Tan, Georgia State University	#128 9 – 12
One concern of pre-service secondary school mathematics (PSSM) teachers is to increase their experiences and confidence with classroom technological tools. These PSSM teachers had the opportunity to explore, develop some expertise, and gain the confidence that is needed for meaningful implementation to benefit diverse population of students. In this session, they will share their acquisition and personal development of such expertise and have the audience experience some hands-on secondary school mathematics activities		
Wildlife Ecology 4	SMART Math Brian Lewis, Feagin Mill MS	#129 6 – 8
(Free Stuff) GPS math lessons using SMART Board and BrainPOP videos. Lessons on Fractions, Integers, Exponents, Proportions, Ratios, Area, Perimeter, Absolute Value, Surface Area, Slope, and many more!		
Krannert 3	Problem Based Learning in Math 1 Classrooms Alyson Lischka, Georgia Perimeter College, Alli Gonding, Milton HS, and Dorothy Davis, Alpharetta HS	#130 9 – 12
We will describe the concept of Problem Based Learning (PBL) and then engage participants in the beginning of a PBL unit designed for Math 1. One unit will be presented with discussion of other ways to incorporate PBL into the course.		
International Paper 2	Meeting and Exceeding the Georgia Performance Standards in Grades 6 – 8 with Geometer's Sketchpad ®	#131 6 – 8
Shirley McDonald, Ringgold MS and Deborah McAllister, University of Tennessee-Chattanooga Participants will learn how Geometer's Sketchpad ® can help middle grades students understand several of the algebra and geometry standards. You will see the basics of using the dynamic geometry ® software for exploring mathematics. Student-made sketches, based on the GPS, will be displayed.		
Clover (Dining Hall)	Mathematical Integration and the Process Standards Laura Singletary and Zandra De Araujo, University of Georgia	#132 9 – College
The participants will engage in an interactive presentation focused on new ideas for teaching the NCTM process standards by integrating mathematical ideas. We will begin by eliciting participants' thoughts on integrated mathematics. Using sample lessons, we will offer practical, research-based ideas illustrating a variety of ways to think about integrated mathematics and ways it can motivate students to learn mathematical processes.		
Dining Hall D	Centers that Support State and National Standards Rich Stuart, Learning Wrap-ups, Inc.	#133 K – 6
This is a hands-on workshop that will allow you to play with the materials that will be presented. Learning Palette and Learning Wrap-ups are self-correcting materials that allow students to work independently and learn basic skills that essential to continued success in upper level mathematics.		

Friday *Extended Sessions* 8 – 10 AM

Wildlife Ecology 2	Using a Scientific Calculator to Increase Test Scores Tracey Johnson, Independent Consultant & Casio, Inc. This session will teach creative ways to use a graphing calculator on the End of Course Test to increase scores and boost student confidence.	#134 9 – 12
Wildlife Ecology 3	NSpiring Middle School Math: Using the TI NSpire Calculator with Pre-Algebra, Algebra and Geometry Concepts Kathy Traylor and Michelle Nichols, Shiloh MS The TI-Nspire is a great tool for exploring graphs and equations, systems of equations and inequalities, Pythagorean Theorem, data analysis, exponents, factors, simplifying radicals and so much more. See how the Nspire can inspire your students' learning! Try out some activities from the TI Activities Exchange. See how easy it is to transfer documents and assess student work with TI's Connect-to-Class system!	#135 6 – 9
Krannert 1	Geometric Transformations: Connecting Geometry and Algebra Alisha Waller and Greg Watson, Learning with Alisha! LLC The goal of this two-hour workshop is to deepen the geometry content knowledge of middle school teachers. We will emphasize transformations of objects and the connections between algebra and geometry. Topics include rotations, translations, reflections, dilations, polar coordinates, representations, and symmetries. When teachers understand their subject deeply, they are able to construct a wider variety of explanations and activities to reach more students' learning needs.	#136 4 – 8

Notes

Friday 9:15 – 10:15 AM

Callaway	The Building Blocks of Early Mathematics Douglas Clements, University at Buffalo, SUNY	#137 PreK – 2
This session will focus on the mathematical and instructional building blocks of PreK-2 mathematics. The presenter will discuss NCTM's Curriculum Focal Points for PreK-2, the President's National Math Advisory Panel report, and the effective instructional approach of NSF- and IES (U.S. Dept. of Education)-funded projects. Building Blocks is one of a small number of projects (nationwide) that the National Science Foundation (NSF) has funded to create mathematics curriculum materials for young children. The Building Blocks project created exemplary mathematics materials designed to enable all young children to meet NCTM's new PreK-grade 2 standards. Building Blocks' basic approach is finding the mathematics in, and developing mathematics from, children's every day activity. <i>Douglas H. Clements is SUNY Distinguished Professor of Education at University of Buffalo, SUNY. He was a member of President Bush's National Math Advisory Panel and the National Academies of Sciences/National Research Council Committee on Early Childhood Mathematics. His primary research interests lie in the areas of the learning and teaching of geometry, computer applications in mathematics education, and the early development of mathematical ideas. He has published over 90 refereed research studies, 6 books, 50 chapters, and 250 additional publications. Currently, Dr. Clements is Principal Investigator on a large scale research project, Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies funded by the U.S. Department of Education's Institute of Education Sciences. In addition, Dr. Clements has directed or co-directed over 15 additional projects, including Building Blocks-Foundations for Mathematical Thinking, Pre-Kindergarten to Grade 2: Research-based Materials Development (http://www.buildingblocks.org), and the national Conference on Standards for Preschool and Kindergarten Mathematics Education (co-funded by NSF and ExxonMobil Foundation, http://www.gse.buffalo.edu/org/conference/index.htm), which resulted in a book, Clements, D. H., Sarama, J., & DiBiase, A.-M. (Eds.). (2004). Engaging young children in mathematics: Standards for early childhood mathematics education.</i>		
Dining Hall D	Learning Village Janet Davis Mathematics Program Manager Georgia Department of Education Come hear about this valuable teacher resource!	#138
Krannert 3	Geometry Expressions™ Irina Lyublinskaya, College of Staten Island and Dan Funsch, The Alleluia Community School	#139 9 – 12
“Geometry Expressions™” creates dynamic models of geometric objects. Unlike other programs, it provides algebraic results (rather than numeric). Since it integrates geometry and algebra it is ideally suited to help teachers teach the GPS. Come learn how to use this powerful tool and explore how it can be used in your classroom. Ideally participants should bring their own laptops with the free 30-day trial from www.geometryexpressions.com already installed. <i>Please read Irina's biographical information on page 19.</i>		

Friday 9:15 – 10:15 AM (continued)

Barkuloo Rich 1	A Taste of Statistics Susan Hardy, Kennesaw State University	#140 9 – College
Using taste tests in the classroom, you can teach how to design an experiment, reduce bias in statistical research, perform a one-proportion z test, and write up a professional report that your “boss” can use--all within the real-world application of marketing research. Come participate in a taste test and see if you agree with my students at Kennesaw State University on the best product!		
Georgia Power 1	Glorified Geometric Series Chris Harrow, The Westminster Schools	#141 10 – College
This presentation walks through the presenter's development of Maclaurin and Taylor Series through precalculus and into calculus. En route, you will discover that every polynomial series approximation to every function is either a geometric series or is attempting to become one. This insight simplifies and minimizes the amount of information students must absorb while dramatically deepening their understanding of series and what they can do.		
Georgia Power 3	Let the X-Games Begin: Using Interactive Technology in an AP Calculus Classroom Laurie Lombardi, Parkview HS	#142 11 – College
Do you wish you could get instant feedback from your students in order to see how well they understand a topic? Come see ways to increase student engagement and get meaningful feedback at the same time. Different uses of the Smart Response system (previously called the Senteo system) will be demonstrated by working through some fun hands-on activities. Effective questioning techniques will also be discussed.		
International Paper 1	Bending Asymptotes and Bouncing off Infinity Nurfatimah Merchant, The Westminster Schools	#143 10 – 12
A deep understanding of polynomial behavior and transformations dramatically simplifies the graphing of any rational function (and beyond). This session offers an innovative approach to analyzing rational functions and more, via transformations far beyond simple stretches and slides. With the TI-Nspire, it explores ways to use CAS to facilitate students' exploration and target their understanding of the concepts.		
Georgia Power 2	Random Mu-sings from Myers Paul Myers, Woodward Academy	#144 9 – 12
A plethora of unique data sets, data displays, activities & thoughts for AP Statistics.		
International Paper 2	It's all in the NUMB3RS: Crime Scene Investigation Activities to Integrate Mathematics and Science Nikita Patterson, Kennesaw State University	#145 9 – 12
If you like crime shows and forensics, you will want to learn how you can bring these concepts into the mathematics and science classroom. In this session we will solve crimes with technology and clips from the TV show NUMB3RS. After this session, you will go away with activities that will add a dose of mystery and motivation to your standards-based lessons.		

Friday 9:15 – 10:15 AM (continued)

Krannert 2	Let's Learn to See Numbers Sue Phelps, Phelps & Associates	#146 PreK – 3
Why do we have so much trouble with students learning number facts? I believe it has to do with developing number sense. A real opportunity to rethink how we teach number concepts to young learners (Pre K, K, grades 1 to 2 and re mediate with older learners (grades 3-5) including learning disabled. The program will include addition and subtraction to the sum of 10.		
Clover (Dining Hall)	The Art of Open-Ended Assessments Debbie Poss and Don Slater, Lassiter HS	#147 7 – 12
Creativity abounds when students are given the opportunity to integrate math with their own interests, but artists need limits. Come and see student-created application problems, math stories, conic faces, articles and parametric eggs. Learn how to create such tasks and how to assess them.		
Wildlife Ecology 1	Data Driven Functions Janet Shiver and Angel Abney Georgia College & State University	#148 8 – 12
This session will present a data-driven approach to understanding both linear and non-linear functions. Participants will collect their own data by conducting simple, hands-on experiments and then analyze the data using the TI - 84 calculator.		
International Paper 3	What do you mean 50% is 0.5? It was 20 earlier! Tad Watanabe, Kennesaw State University	#149 5– 6
In the GPS, percents are introduced in Grade 5, and by the end of Grade 6, they are expected to "use fractions, decimals and percents interchangeably." However, many students often struggle with this idea, and they wonder why 50% is 0.5 or 1/2 when 50% of a quantity may be 20. In this session, we will attempt to deepen our own understanding of what percents are, and investigate better ways of teaching this important idea.		
Barkuloo Rich 3	Minds On, Interactive On, Mathematics & Science Lessons Elementary Pre-service Teachers students of Maurice Wilson, Kennesaw State University	
Group projects are presented that showcase Mathematics & Science integrated lessons that will allow elementary students to navigate through a GPS standard lesson with clear assessments of content. Session participants will actively participate in the lesson as well as take away the technology lessons so they can use them in their respective classrooms.		

Friday *Extended Sessions* 9:15 – 11:15 AM

Bankers	Discovering the Logic Behind Student Mathematical Misconceptions Virginia Wilcox, Georgia College and State University I will present data from an action research project undertaken while I was employed as a mathematics instructional coach in Washington State. In an effort to effectively target mathematical needs; three different programs (First Steps in Mathematics, Developing Mathematical Ideas, and Orrigo Computational Fluency Activities) were merged together and used with targeted students to analyze student mathematical misconceptions, locate the logic behind the misconception, and select the most appropriate follow-through activity to help move the child forward in their mathematical journey. The procedures used will be described along with the programs and their effectiveness. <i>Please see Virginia's biographical information on page 29.</i>	#150 PreK – 8
Wildlife Ecology 4	Graphical, Numerical, Analytical Randall Archer, Berkmar HS This session focus is on utilizing interactive whiteboards and the TI Smartview in teaching concepts from Algebra, Trigonometry and Calculus. Emphasis will be on teaching from a Graphical, Numerical, Analytical perspective.	#151 6 – College
Senior Pavilion	Inquiry and Math in the Classroom Michelle Rodabaugh, Cogburn Woods ES, Tiffany Hall and Carmelita Haasenritter, Renaissance ES, and Cheryl Lico, Mimosa ES Participants will be provided the opportunity to experience hands-on, inquiry based lessons for fourth and fifth grade students. Presenters will share lessons on place value and the connection between volume and capacity. Lessons will directly support the Georgia Performance Math Standards.	#152 3 – 5

Notes

Friday 10:30 – 11:30 AM

Callaway	Linking Math, Culture, and Popular Media?.....Right! Michael Chappell, Middle Tennessee State University	#153 6 – 8
	Popular media (e.g., film, literature, internet) provide avenues for linking math and culture in meaningful ways in the middle school mathematics classroom. In this session, I will provide a rationale for integrating culture and mathematics and will highlight appropriate examples of culturally-based media resources. To illustrate how this linking can be done, participants will engage in sample investigations that cover varied content areas. <i>Dr. Michael Chappell is a Georgia native who taught five years at Statesboro High School. After completing her doctorate in Mathematics Education at the Florida State University, she taught ten years on the faculty of the University of South Florida in Tampa. Currently, Michael is in the Mathematical Sciences Department at Middle Tennessee State University, Murfreesboro, where she teaches both undergraduate and graduate mathematics and mathematics education courses designed for K-12 teachers. Michael has authored numerous publications on African American students' mathematics achievement as well as the professional development of teachers of mathematics. She is the owner and lead consultant for LCG Education Associates, LLC.</i>	
Clover (Dining Hall)	Tri-Cross™ A Classic Game of Strategy for the 21st Century	#154
	Tri-Cross is a NEW innovative board game that appeals to strategy enthusiasts from ages 10 and up (2-4 players)! It is <i>fast-paced</i> and challenges you every step of the way! Tri-Cross evolves from poker-like play (reading your opponent) into total strategy (much like chess). Tri-Cross has been accepted into two of the largest school systems in Georgia. Cobb County Schools and Dekalb County Schools have accepted Tri-Cross as a part of the curriculum and will feature it this year as a highly recommended game for the advancement of those in gifted education (Cobb County Schools). <i>Come learn how to play this exiting game!</i>	
International Paper 1	Not Synthetic Anymore: Multiplying, Factoring, and Dividing Polynomials Teresa Banker, Kennesaw State University	#155 9 – 12
	In this session participants will learn how to multiply and factor polynomials concretely using the area model of multiplication. Then we will look at long division of polynomials using generic rectangles. Synthetic may be gone!	
Barkuloo Rich 1	Using “strip diagrams” to Solve Algebra Word Problems and to Make the Transition to Algebra Sybilla Beckmann, University of Georgia	#156 3 – 8
	In this session you will learn how to use simple drawings, “strip diagrams,” to make sense of and solve a wide variety of word problems. These simple drawings can also be connected directly to algebraic equations and to the standard algebraic techniques for solving (linear) equations. Strip diagrams are widely used in grades 3 – 6 in Singapore, where students do very well in mathematics.	

Friday 10:30 – 11:30 AM (continued)

Krannert 2	Come See What's New @ TI Ned Colley, Texas Instruments	#157 6 – College
A showcase of the latest and greatest from Texas Instruments. Take-home materials and resources will be given out. And maybe a couple of prizes too!		
Wildlife Ecology 3	Math the Write Way David Fricke, Pearson	#158 1 – 5
Mathematics students should practice writing to explain, describe, and compare their mathematical understandings. In this workshop teachers will be involved in activities for their students that help them develop their writing for math skills. Work samples will be shown as well. Through writing and speaking, students internalize their conceptual understanding.		
Krannert 3	Dominoes, Decks and Dice Nelda Jesson, Debbie King, and Denise Skeels, Margaret Winn Holt ES	#159 K – 5
How can you use dominoes, decks and dice to engage your students in math? Game ideas will be shared for kindergarten through fifth grade. Come learn and play!		
Dining Hall D	Math a Magic Workshop Tommy Johns, Tommy Johns Presents	#160 1 – 12
Predict the future! Read minds! Do the Impossible! During this hands-on workshop, math teachers will learn magic tricks using cards, coins, and other easy to obtain supplies to introduce, reinforce or teach math concepts to a variety of ages. We will discuss how to present the trick as well as the math behind it. All supplies and printed instructions will be included at no cost to the participants.		
Wildlife Ecology 2	PreAlgebra/Algebra/Geometry Projects Jody Johnson, Mount Pisgah Christian School	#161 7 – 9
Projects include: (1) Probability Simulation using the TI 84+, fractions, decimals, percentages, degrees in a circle, drawing bar graphs, circle graphs, square graphs by hand and on the computer, (2) Car Project - writing linear equations to model mileage vs. price of used cars, meaning of slope and y intercept, points above and below the line (3) writing Power Point word problems for Pythagorean Theorem and Special Right Triangles.		
Georgia Power 2	You Know What They Say About Assuming... Jill Kelly, Brookwood HS	#162 10 – 12
AP Statistics students often struggle with the practice and purpose of checking the conditions necessary for inference. This session will focus on identifying the assumptions necessary for specific confidence intervals and hypothesis tests and deciding if these requirements are met. Examples from prior AP examinations will be discussed, and simulation will be used to instruct on the behavior of samples and sampling distributions.		
Georgia Power 3	Using TI-Navigator to Make AP Stat Easier Debbie Kohler, Sequoyah HS	#163 10 – 12
This session will describe and show you how to use the TI-Navigator system to collect data and disseminate data, and other conduct labs that will make AP Statistics data collection much easier. Giving quizzes is also much easier with the TI-Navigator!		

Friday 10:30 – 11:30 AM (continued)

International Paper 3	Draw It, Write It, Own It: Expand Your Math Toolbox To Reach Them All Rudy Neufeld, Thames Valley Schools, Ontario and Neufeld Learning Systems Aben Ellerbee, Houston ISD, and Connie Kitchens, West MS We will explore methods that "hook" students with manipulatives and interactive software in order to build understanding from the concrete to the abstract. Specific concepts ranging from counting, place value, operations, and calendar activities to whole numbers and fractions will be addressed. Bring your laptop or pick up a CD and lessons which can be used in a variety of learning environments ranging from resource, intervention, enrichment and regular classroom use.	#164 K – 5
Wildlife Ecology 1	Integrating Algebra and Geometry with TI-Nspire John Olive and Hyeonmi Lee, University of Georgia Using TI-Nspire handhelds, participants will construct and investigate the locus of the orthocenter of a family of triangles having the same base and height. They will attempt to fit a quadratic function to this locus and determine possible relations among the coordinates of the base of the triangle, the equation of the line parallel to the base that determines the height of the triangles, and the coefficients of the quadratic function.	#165 9 – 12
Georgia Power 1	The Continuity of a Derivative Marshall Ransom, Georgia Southern University We know that if a function is differentiable, then it is continuous. What, if anything, do we know about the continuity of that existing derivative? We shall examine elementary functions and an example of an existing derivative that is not continuous. Related facts, not usually a part of elementary calculus, will be discussed at an "elementary" level.	#166 12 – College
International Paper 2	Putting Differentiation into Practice Sandra Scroggins, Salem MS This workshop is designed to provide educators with an understanding and practical application of instructional strategies that will meet the needs of the varied levels of learners that challenge instruction in a classroom. The workshop will put participants in a differentiated setting where they can experience the kinds of strategies that support learning on varied interest and levels and learning styles.	#167 6 – 8
Krannert 1	What Teachers Need More of...Time to Teach! Marina Shubert, Roberts ES Time, it has been said, is the coin of learning. Yet every teacher has known the frustration of losing valuable instruction time to matters of discipline. For too many teachers, the amount of time lost is very great. The strategies given are proven to restore that lost time to teachers and students in a way that is simple, fair, and mutually respectful.	#168 K – 12
Barkuloo Rich 3	Minds On, Interactive On, Mathematics & Science Lessons Elementary Pre-service Teachers students of Maurice Wilson, Kennesaw State University Group projects are presented that showcase Mathematics & Science integrated lessons that will allow elementary students to navigate through a GPS standard lesson with clear assessments of content. Session participants will actively participate in the lesson as well as take away the technology lessons so they can use them in their respective classrooms.	

Friday 11:45 AM – 12:45 PM

Wildlife Ecology 2	Teaching Function Transformations with Interactive Software Richard Craig, Academy of Richmond County	#169 8 – 12
The session will provide examples of teaching function transformations using Geometer's Sketchpad. Participants will learn how to create interactive sketches to be published on the internet for their students to use, and will also create and share lessons that utilize prepared sketches.		
International Paper 2	Manipulatives vs. Rote Memory Marlene Goodrum	#170 7 – College
This is a presentation of some pros and cons of both the use of manipulatives and the use of rote memory to achieve mathematical understanding. It is suggested that once facts, relationships, and operation algorithms are mastered, using either or both methods, the students should be encouraged to build on this knowledge in more advanced mathematical problems and activities, using manipulatives only to iron out the wrinkles that persist in the thinking of the students.		
Georgia Power 3	Meeting and Exceeding the Standards on the CRCT Using Technology Tiffany Holland and Felicia McKinley, Babb MS	#171 6 – 8
Participants will learn how to incorporate technology such as the InterWrite Pad, TurningPoint, and Study Island into their classroom instruction in order to assist students in meeting and exceeding the standards on the CRCT.		
Krannert 2	Clean Up, Clean Up – We Will Help You Clean Up Karen Harkins and Karen Jones, Hilltop ES	#172 3 – 5
This session will provide ideas and examples to help you "clean up" those math problems in your classroom. The ideas will be standards based, multi-sensory, cross curricular. Some ideas will be offered as make-and-takes to use in your classroom.		
Wildlife Ecology 3	Some Activities in Statistics Pat Humphrey, Georgia Southern University	#173 9 – College
This session will present some activities that can be used in statistics education - guess the jelly beans (linear regression) among others.		
Wildlife Ecology 4	Equations in Motion Pier Junor Clarke, Idara Ekwere; Spencer Hamrick; and Cherrish Foger, Georgia State University	#174 9 – 12
A group of pre-service secondary school mathematics (PSSM) teachers wanted to integrate more hands-on activities with students in calculus courses. In search of a good manipulative, the students reached "across the aisle" to the physics classroom. Using a simplified radar device attached to a graphing calculator, these students discovered ways to explain mathematical derivations into terms of physics phenomena. This was accomplished through experiential time-distance exercises. In this session, we will share our math/physics experiments.		
Krannert 1	Set Theory and The Real Number System Karen Kline and Laurie Carroll, Barber MS	#175 8
The Real Number System will be investigated using the basic concepts of Set Theory. Participants will be involved in a GPS-based lesson that can be used with students that covers M8D1 and M8N1. Lesson plans, including an animated Venn diagram of the Real Number System, will be shared, along with student work.		

Friday 11:45 AM – 12:45 PM (continued)

International Paper 1	Implementing An Integrated Mathematics Curriculum with Technology Hyeonmi Lee, University of Georgia	#176 10 – 11
For successful implementation of the new integrated curriculum, teachers need to be aware of what are the foundational ideas that the integrated mathematics curriculum pursues. This presentation will discuss the foundational ideas of coherence and connection between concepts, between topics, or between theory and real life. In order to discuss “how”, the presenter will illustrate how technology can help teachers to integrate mathematics through their teaching supporting the foundational idea.		
Dining Hall D	Math with Toys Deborah McAllister, The University of Tennessee-Chattanooga and Shirley McDonald, Ringgold MS	#177 3 – 8
Participate in standards-based, mathematics activities with “toys,” including paper airplanes, cars, dowel caps, seesaws, tops, cards, dice, etc., with an emphasis on active learning through data collection.		
Clover (Dining Hall)	Be Fabulously Successful with Counting Strategies for Beginning and Struggling Math Students Karen Murphy and Cassie Moates, Bethlehem ES	#178 K – 2
Participants will discover the importance of masterful counting, learn to use a Counting Proficiency Assessment Tool, look at four levels of counting using a Counting Profile, and explore a task to get at understanding base ten sense.		
Callaway	The Math Party: Learning Mathematics Through Music Stephanie Pasley, Step By Step Expressions, Inc.	#179 PreK – 12
The MATH PARTY session will encompass songs, raps, chants, and movements that can be infused into your existing mathematics curriculum. In this electrifying session, you will sing, dance, and most importantly, learn. The motivating, musical, mathematical repertoire includes age-appropriate content for students in Pre-K through Grade 12. Teachers, students, parents, counselors and administrators are welcome. This session will be INTERACTIVE, MOTIVATIONAL, INSPIRATIONAL AND EDUCATIONAL!!!!		
Bankers	Primary and Elementary Math Content Strategies Shari Quintero, Pioneer RESA	#180 K – 5
Hands-on approaches to teaching many of the content topics students struggle with: facts, elapsed time, money, fractions, decimals, percents, ratios, and word problems.		
Wildlife Ecology 1	Authentic Discovery Projects in Statistics Dianna Spence and Gregg Valentini North Georgia College & State University	#181 9 – College
We share classroom materials and research results from a 3-year project funded by the National Science Foundation to study discovery projects in the teaching of statistics. Participants will: a) learn about the NSF study; b) obtain printed and web-based materials developed to facilitate discovery learning projects in statistics; c) learn best practices for implementing these projects; and d) see findings regarding the effectiveness of these methods for improving student content knowledge and perceptions about statistics.		

Friday 11:45 AM – 12:45 PM (continued)

International Paper 3	Euler Beat Me To It! David Stone, Georgia Southern University	#182 9 – College
What a bummer -- figure out some neat mathematical result and then learn that somebody already did it. Twice the speaker found that Euler beat him to a really nice result. In fact, mathematical history abounds with instances of discovery and re-discovery, and we'll talk about some. In the case of a student, a discovery is wonderful even if not original, so we rejoice in situations which challenge students to experience the thrill of discovery.		
Senior Pavilion	Making Math Accessible to Special Needs Students in the Middle Grades Cindy Tanzey, Pearson	#183 6 – 8
Participants will learn new strategies and activities to help engage middle school special needs students in the math class while maintaining and developing skills needed to be successful in mathematics. Participants will engage in activities and games and will receive handouts with strategies to use in the classroom.		
Krannert 3	Appealing to 21st Century Learners Michael Whalen and Jeff Knight, Ignite! Learning	#184 4 – 8
The digital immigrants who teach digital natives can adapt their pedagogical strategies to meet the learning styles of their 21st century students. Teachers must facilitate discussion, collaboration, and inclusion into their classroom to ensure they reach these millennials. By tapping into the multitasking thinking skills and digital ease of access by which students choose to learn in their free time, this session will model how mathematics teachers can use innovative technology with interactive lessons.		
Barkuloo Rich 1	Number Sense, Measurement and a Little Data Michael Wiernicki, Henry County Schools	#185 4 – 5
Teachers will learn how to help their students make connections between the Measurement, Data, and Number strands using a hands-on, problem based approach to learning.		

Notes

Friday 1 – 2 PM

Dining Hall D	Improving Mathematics Language Acquisition for English Language Learners Bill Jasper, Sam Houston State University	#186 6 – 12
The rapidly-increasing population of English Language Learners (ELLs) often struggles in mathematics classes when they don't fully understand the language of mathematics, and many drop out of school. Combining research and teacher testimonials gives an insight into how teachers can best help their ELL students be successful. Ideas, strategies, and access to resources will be provided to mathematics teachers, to help increase the mathematics understanding and performance of ELL students. <i>Bill Jasper is an Associate Professor of Mathematics Education at Sam Houston State University, in Huntsville, Texas, where he teaches mathematics classes for pre-service and in-service teachers. For the past five years, Bill has been a key player in the Texas Mathematics for English Language Learners (MELL) initiative, which is funded by the Texas Education Agency, and has helped provide teachers with resources to improve the mathematics learning of their English language learner students.</i>		
Wildlife Ecology 1	Picture Perfect! Using Images with Smart Notebook 10 and Sketchpad 5 to Teach Mathematics Irina Lyublinskaya, College of Staten Island	#187 2 – College
In this presentation learn how you can use various digital images to teach mathematics ideas at all levels. Bring your own laptop to work along with the presenter. <i>Please see Irina's biographical information on page 19.</i>		
Senior Pavilion	Problem Solving Using Pictures, Words, and Numbers Crystal Dankert and Nicole Herring, Hiram ES	#188 1 – 5
An organized way for students to communicate their mathematical thinking when solving exemplars will be presented. The participants will be working through exemplars, using multiple representations to communicate their mathematical thinking. You will leave with the understanding of using rubrics with exemplars and how to use student work as anchor examples. Exemplars are a great way to incorporate the NCTM and GPS process standards.		
Wildlife Ecology 3	Moonlight Math Tutoring Fara Hicks, Loganville HS	#189 9 – 12
Come learn how to provide online homework help presented through the Elluminate format.		
International Paper 1	Talking about Talk: Supporting Mathematical Discourse in Your Classroom Amy Hillen, Kennesaw State University	#190 6 – College
This session will focus on specific discourse moves that teachers can use in order to support their students' learning during mathematical discussions. During this session, teachers will analyze an episode of teaching that illuminates these discourse moves, and then discuss how to implement these moves in their classroom.		

Friday 1 – 2 PM (continued)

Krannert 2	Math + Literacy = Student Achievement	#191
	Debbie King, Nelda Jesson, and Denise Skeels	K – 5
	Margaret Winn Holt ES	
	How does integrating math and literacy provide additional instructional time for both? An emphasis will be placed upon how to apply best teaching practices during math instruction using a variety of children's literature. Presenters will share a plethora of practical possibilities!	
Bankers	Hands-On Fractions with Pattern Blocks	#192
	Beth Knight, Cobb County Schools	2 – 4
	Come ready to participate in this hands-on workshop using pattern blocks to deepen understanding of fractions. Walk away with ideas that you could try in your classroom on Monday!	
Clover (Dining Hall)	Got Standards....Now What?	#193
	Heather McCain and Deborah Childs, Cave Spring ES	PreK – 5
	Aren't sure where to begin? Don't know when you're done? Afraid you may have left something out? This session will walk you through the process of putting together a performance-based unit with the GPS and frameworks as your base.	
Wildlife Ecology 2	Developing Effective Assessment Items for the GPS	#194
	Joseph Palmour, North Oconee HS,	6 – 12
	Laine Bradshaw, University of Georgia, Darrel Presley, East Jackson HS, and Chris Franklin, University of Georgia	
	Writing good assessment questions is crucially important for standards-based integrated mathematics. Members of the STEM Mathematics Curriculum Team from the University of Georgia will discuss the alignment of items to standards, evaluate the depth of knowledge of items, and demonstrate how to develop questions that assess what is intended. Some limitations of the type of items we commonly see or use will be discussed, and insights into modifying these types of items will be offered	
Barkuloo Rich 1	This Renovation Needs Scaffolding!	#195
	Differentiating Math 1 Tasks	8 – 12
	Arielle Pool, Riverwood International Charter School and Emily Kennedy, Alpharetta HS	
	Moving beyond the maxim that differentiation means focusing on learning style, we've transformed a year-long study of differentiated instruction into a collection of ready-to-use tasks for Math 1. We'll guide participants through the rationale we used to revise original framework tasks and share our students' results. You will also have a chance to try your hand at differentiation by readiness. Most importantly, you'll leave with a toolkit for differentiating tasks for your own heterogeneous classroom.	
Wildlife Ecology 4	You Don't Say	#196
	Cynthia Reddish, Martha Puckett MS	2 – 9
	"You Don't Say" is a fun game developed to increase student fluency with the math language used in the Georgia Performance Standards. Students must be familiar with vocabulary terms that are unique to mathematics. Their using these terms in context, as this game requires, deepens their understanding and requires them to discuss, think and reflect on what they have learned.	

Friday 1 – 2 PM (continued)

Callaway	Using Geometer's Sketchpad for Scale Factor and Dilation Gwen Richards, Dickerson MS	#197 6 – 8
This session will show you how to construct figures using Geometer's Sketchpad and use the program to show the relationships between area and perimeter as they relate to the scale factor. Complete with step-by-step instructions and a worksheet for the students. This is designed for those who are afraid of Geometer's Sketchpad. Correlates to Unit 6 of the GPS.		
International Paper 3	High School and Elementary Partnership: Developing Mathematical Competencies Clemmie Whatley, Mercer University, Beatrice Washington, Cobb Performance Learning Center, Leshon Graham, LaBelle ES, and Students from the Cobb Performance Learning Center	#198 PreK – 12
Join us as we share how high school students used different mathematical strategies incorporating music and manipulatives to engage Grade 3 elementary students in exciting and motivating ways to learn mathematics. High school students will model their approach to instruction as a part of the session. The partnership principles and practices will be discussed.		
Barkuloo Rich 3	Minds On, Interactive On, Mathematics & Science Lessons Elementary Pre-service Teachers students of Maurice Wilson, Kennesaw State University	
Group projects are presented that showcase Mathematics & Science integrated lessons that will allow elementary students to navigate through a GPS standard lesson with clear assessments of content. Session participants will actively participate in the lesson as well as take away the technology lessons so they can use them in their respective classrooms.		

Notes

Friday *Extended Sessions* 1 – 3 PM

Krannert 1	Teaching Euclidean Constructions Randall Archer, Berkmar HS	#199 6 – 12
Focus on teaching geometric constructions using straight edge and compass. Copying segments and angles, constructing special right triangles, constructing congruent triangles, constructing quadrilaterals and pentagons and constructing square roots.		
Georgia Power 3	Beautiful Math, Nspired by CAS Chris Harrow, The Westminster Schools	#200 9 – College
Incredibly rich and deep problems from quadratic & cubic functions, conics, and sums of infinite terms will be explored. All of these were initially encountered by the presenter and his students because of the presence of CAS (Computer Algebra Systems) in the classroom. Even if you don't use CAS, you won't want to miss these beautiful mathematical gems!!		
International Paper 2	Proving Pythagoras: Using Technology to Explore and Prove the Pythagorean Theorem Andrea Knapp, University of Georgia and Karen Beasley, Ola MS	#201 7 – 10
In this session we present four activities for developing the Pythagorean Theorem. First we examine grid paper representations. Next we explore the relationship on dynamic geometry software. Third we use tangrams to integrate Number & Operations and Geometry with the Pythagorean Theorem. Lastly, we present a puzzle that provides a proof through an area model. Activslate technology will be demonstrated.		
Krannert 3	50 Fabulous Ideas for 5th Grade Michelle Parker, Fairmount ES	#202 5
Participants will receive 2 poems, 1 song, 24 anchor chart ideas, 1 CRCT Study Guide, 3 sets of flashcards, 2 templates for manipulative modeling, 3 Pi Day activities, 12 original tasks, and 2 web resources. All are aligned to the 5th Grade GPS. As an added bonus, 5th grade correlations will be available for BrainPop, Hands-On Standards, and a John Van de Walle book. Disclaimer: Not responsible if you leave with more than 50 ideas!		
GA Power 1	The 2009 AP Calculus Reading	
The questions from the free response part of the exam will be examined. The manner in which these were graded will be discussed. There will be comments regarding "lessons learned" for teachers of AP Calculus.		
GA Power 2	The 2009 AP Statistics Reading	
The questions from the free response part of the exam will be examined. The manner in which these were graded will be discussed. There will be comments regarding "lessons learned" for teachers of AP Statistics.		

Friday 2:15 – 3:15 PM

Wildlife Ecology 2	Implementing Singapore Math in Elementary Schools James Badger, Dianna Spence, and Gregg Velatini North Georgia College & State University	#203 K – 4
Participants in this session will see preliminary findings from a study of the use of Singapore Math in K-4 classrooms. The session will start with a brief overview of Singapore Math philosophy, teaching strategies, and best practices. Findings include results from student and teacher attitude surveys about mathematics; teacher journal and interview data about challenges and successes of implementing Singapore Math; and trends in student performance, including standardized test scores.		
Clover (Dining Hall)	A Portfolio of "Circle" Activities Lorrie Bearden, Milton HS	#204 6 – 12
A hands-on demonstration of various activities that are designed to teach the many different properties associated with circles. This portfolio of activities, a joint creation of five high school teachers, is GPS friendly and teachers attending will leave with a variety of hands on, project based learning experiences for their students. Electronic resources available on site.		
Dining Hall D	Report of the National Research Council Committee on Early Childhood Mathematics Sybilla Beckmann, University of Georgia	#205 PreK – 2
In this session, a member of the National Research Council Committee on Early Childhood Mathematics will present the conclusions and recommendations of the Committee's newly released report. The improvement of early childhood mathematics education is an urgent national need. Far too many young children are falling behind in mathematics in the early grades, with a resulting negative impact on their further mathematics learning and negative consequences for the opportunities these children will have later on.		
Senior Pavilion	Playing with Algebra Tiles Ashley Clody and Cheryl Aller, Awtrey MS	#206 7 – 9
Want to play and have fun? Come join us in using Algebra Tiles manipulatives. We will demonstrate some visual representations for solving equations, adding and subtracting polynomials, multiplying binomials, or completing the square.		
Barkuloo Rich 1	Guided Math: Approaching Math Instruction with a Reading Frame of Mind Mandy Gregory, Acworth ES	#207 1 – 3
This session will introduce practical ideas on how to implement guided math small group instruction in your elementary classroom. Using a similar format to balanced literacy, learn how to apply this broad concept to the structure of your math block to meet your students mathematical needs! Explore ways to differentiate instruction for your students using flexible small math groups and meaningful independent activities.		
Callaway	The Math-Writing Connection Stephanie Holt, Troyanne Parham, and Leslie Martin Mt. Zion ES	#208 K – 5
Participants will learn practical ideas to incorporate writing into your daily math curriculum. When your students are actively involved and are communicating mathematically, they will have an increased understanding of and usage of the language of the mathematics standards, increase their reasoning and problem solving skills, and show an improvement in higher-level thinking skills. Come join us for some easy to implement ideas you can use in your classroom next week.		

Friday 2:15 – 3:15 PM (continued)

Wildlife Ecology 1	Exploring Function Families With the Casio FX-300ES Essie Jones, Stockbridge HS	#209 8 – 9
This session will demonstrate how to access the table application of a scientific calculator to input a function with set starting and ending values and examine the table's values. Discussion on examining mathematical sequences and deriving a function rule for a sequence will occur. NCTM Standards addressed will include number operations, Algebra, problem solving Reasoning and proof, communications and connecting.		
Bankers	Themed Family Fun Nights Joy Kennedy and Nancy Probst, Midway MS	#210 6 – 8
Come join us as we share how we have increased parental involvement at our school with curriculum nights. We started with "Math Survivor", then "The Amazing Math and Science Race" and our most recent family night was "Spring Fling Curriculum Night". We will share all our activities for getting your students and their family excited about math and other subjects!		
Wildlife Ecology 4	Data Analysis Gone Wild Basil Lee, The Ron Clark Academy	#211 7 – 12
The new Georgia Performance Standards (GPS) incorporates statistics and data analysis in each grade level. Participate in several hands-on activities the students will enjoy. We will use dice and playing cards to create data and manipulate it to demonstrate mathematical concepts.		
Krannert 2	Using Great Books to Teach Math Leigh Mesco and Laura Filson Charles Ellis Montessori Academy	#212 PreK – 5
This workshop will demonstrate how literature and math go hand in hand. Lessons will be discussed as well as resources for literature. Participants will also participate in the making of materials and activities that go along with lessons. Teachers will also be provided with a list of additional activities and internet resources.		
International Paper 1	Using Manipulatives that Work Letha Silas and Debra Jones, Perry Center for Learning	#213 3 – 9
Participants will experience a hands-on presentation of manipulatives of the 21st century that enhances greater mental thought, understanding and connections of mathematics concepts.		
International Paper 3	Only YOU Can Prevent Classroom Fires! Cyndi Speciale, Atlanta International School	#214 PreK – 12
Cutting edge ideas, strategies, tips and techniques which will forever increase your teaching time, student on-task time, and reduce stress for you and your students. Go back to your school with innovative strategies to establish an optimal learning environment. You will go way beyond discipline to create a program that will change your student's behavior...and they will love it!		
Barkuloo Rich 3	Minds On, Interactive On, Mathematics & Science Lessons Elementary Pre-service Teachers students of Maurice Wilson, Kennesaw State University	
Group projects are presented that showcase Mathematics & Science integrated lessons that will allow elementary students to navigate through a GPS standard lesson with clear assessments of content. Session participants will actively participate in the lesson as well as take away the technology lessons so they can use them in their respective classrooms.		

Friday 3:30 PM *Closing Session*

Fifty Years . . . and Who's "Counting"?

Jane Barnard

Each student, teacher, administrator, staff member, leader, or family is important in the mathematical landscape, and each is a part of a continuum in the learning and teaching of mathematics. Looking back engenders pride in our accomplishments or adaptations and also brings laughter as well as sadness as we remember professional friends and their contributions. Reflecting on our personal or collective past offers us opportunities to learn and grow as we realize that change is a constant. Such reflection has the potential to challenge us and will affect our mathematical futures. How will you "count" in the future of mathematics education in Georgia?



Jane Barnard was born and educated in middle Georgia and became involved with GCTM through her mother Edwena Thompson, a grades 7-9 mathematics teacher. She has taught in both public and private schools at all levels K-12 as well as in the Department of Mathematics at Armstrong Atlantic State University. Jane has been awarded all three of the teaching awards at AASU as well as the Regents Teaching Award in 2002 conferred by the Board of Regents of the University System of Georgia. She received the Gladys M. Thomason Award in 1994 and the John Neff Award in 2008 from the Georgia Council of Teachers of Mathematics, having served as President of the Council and in other leadership positions. Jane has also served in leadership positions with the National Council of Teachers of Mathematics as well as the National Council of Supervisors of Mathematics. She has received nearly a million dollars in grants over the past 25 years primarily to offer graduate and professional development coursework for teachers in the learning and teaching of mathematics. Jane is passionate about learning and teaching mathematics (especially about communication and technology in mathematics) – both from the students' perspectives as well as K-University teachers' and leaders' perspectives.

Georgia Council of Teachers of Mathematics 2008 Awards

Gladys M. Thomason Distinguished Service Award

James Wilson, The University of Georgia

Selection for this lifetime achievement award is based on distinguished service in the field of mathematics education at the local, regional, and state levels. Nominees should have demonstrated significant rendered services, service beyond the normal job requirements, and services primarily for the improvement of mathematics instruction. This is GCTM's most coveted award.

John Neff Award

Jane Barnard, Armstrong Atlantic University

The John Neff Award is presented to a member of GCTM who demonstrates excellence as a full-time, post-secondary educator and/or district supervisor. The nominee must serve as an inspirer, a mentor, and an advocate of mathematics and mathematics education.

Dwight Love Award

presented posthumously to Steve Sigur (1946-2008), The Paideia School, Atlanta

This award is presented to a teacher in Georgia who models excellence in the profession and in life, a person who gives much to others beyond the classroom as a mentor, teacher, and leader. The recipient must be a master teacher, must be professionally active, and must promote GCTM and its mission.

Awards for Excellence in the Teaching of Mathematics

Shirley McDonald, Ringgold MS, Catoosa County Schools

Melanie Helms, Ware County HS

One teacher from each of the elementary, middle school, and high school levels is selected each year for this award. Winners have taught mathematics for at least three years in Georgia, have a strong content foundation in mathematics appropriate for their grade level, have shown growth in the teaching of mathematics, and been professionally involved in GCTM and NCTM.

Teacher of Promise Award

Katherine Brown, Bethlehem ES, Barrow County Schools

Each year GCTM recognizes one outstanding new teacher in the state as the Teacher of Promise.

Nominees must have no more than three years experience at the time of nomination, must excellence in the teaching of mathematics, and must be nominated by a GCTM member.

Friend of Mathematics Award

Cheryl Keck, ETA/Cuisenaire

Nominated and selected by members of the GCTM Executive Board, the winner of this award is an individual who, while not a mathematics teacher/educator, is dedicated to supporting the mission and goals of the GCTM, as well as its members individually and as a whole.

The **Gladys M. Thomason Distinguished Service Award** is the highest award given by the Georgia Council of Teachers of Mathematics, recognizing an individual who has given a lifetime of service, both to GCTM and to the profession of mathematics education.

Past Winners of the Gladys M. Thomason Distinguished Service Award

2008	James Wilson				
2007	Barbara Ferguson	1995	Bill Roughead	1983	Jo Anne Mayberry
2006	Dan Funsch	1994	Jane Barnard	1982	Peggy Neal
2005	Christine Thomas	1993	David Stone	1981	Doris Dickey
2004	Tom Ottinger	1992	John Neff	1980	Dora Helen Skypek
2003	Dottie Whitlow	1991	Becky King	1979	Lex Buchanan
2002	Barbara Ham	1990	Larry Elbrink	1978	Clare Nesmith
2001	Margaret Faircloth	1989	J. Norman Wells	1977	Randall Hicks
2000	David O'Neil	1988	Mildred Sharkey	1976	Cherry Clements
1999	Thomas Cooney	1987	Wanda White	1975	Dorothy Simmons
1998	Wanda Oldfield	1986	Aurelia Hinson	1974	Gwen Shufelt
1997	Earl Swank	1985	Ed Davis	1973	Margaret Edenfield
1996	Cathy Franklin	1984	Bill Bompart	1972	Gladys M. Thomason

Georgia Council of Teachers of Mathematics Grants

Special Projects

GCTM is committed to supporting initiatives developed by its members and to providing opportunities for professional growth to its membership. GCTM members are eligible to apply for funds to support large projects that promote the improvement of mathematics teaching in Georgia. Please see the GCTM website for complete details.

Mini-Grants

This program provides funds (up to \$300) to classroom teachers for creative teaching projects to be implemented from October through June. Please see the GCTM website for complete details.

Georgia Mathematics Education Trust

The Georgia Mathematics Education Trust is a non-profit educational trust established to promote quality mathematics education in the state of Georgia. GMET is a separate organization from GCTM, but GCTM actively supports GMET and its goals. Donations designated "in memoriam" or "in honor" will be recognized with a letter to the person or family on whose behalf the donation is made. Your contribution can help keep the doors open for Georgia's mathematics educators. Please make your check payable to GMET and send your contribution to the address below.

GMET
2819 Peach Orchard Road
Augusta, GA 30906

Thursday

	8:00-9:00	9:15-10:15	10:30-11:30	11:45-12:45
Bankers	Thornton	Frantz	Darley	Johns
Barkuloo Rich 1	Hale	Neufeld	Lacefield	Jacobson
Barkuloo Rich 3	McCoy		Stallings	Gadidov
Callaway	Dark	Escuder		Stuart
Clover (Dining Hall)	White	Chuck Garner	Rountree	J. Williams
Georgia Power 1	Seda		Archebelle	Hermann
Georgia Power 2	Whitmire	McGavin		Millman
Georgia Power 3	Bydlinski		Bidwell	McLean
Dining Hall D	Pasley	Moore		Erwin
International Paper 1	Peek	Green	Traylor	Geurts
International Paper 2	Stinson	Blumenthal	Nosegbe	Graham
International Paper 3	1 st Timers	Archer	Mittag	B. Lee
Krannert 1	Waller		Colley	Velatini
Krannert 2	Pohlman	Janes		Fox
Krannert 3	Harris	Vasant		Rush
Senior Pavilion	Austin	Davis	Cates	C. Crawford
Wildlife Ecology 1	D. Wilson	Mauriello	Lyublinskaya	Kohler
Wildlife Ecology 2	Slater		Shrago	Beasley
Wildlife Ecology 3	Hildebrandt	Pendleton		Burke
Wildlife Ecology 4	Clancy Garner		Lewis	Hutcheson

	1:00-2:00	2:15-3:15	3:30-4:30
Bankers	Frantz	Hannon	
Barkuloo Rich 1	Eaker	Traylor	
Barkuloo Rich 3	Williams	Ottinger	Poss
Callaway	Flockhart		Holman
Clover (Dining Hall)	Tri-Cross™	Janes	
Georgia Power 1	Randrup	Randrup	Huddlestun, C.
Georgia Power 2	Goldsman		A. Wilson
Georgia Power 3	Whitmire	Jacobs	Ellis
Dining Hall D	Grimes	Moore	
International Paper 1	Chuck Garner	Lockwood	P. Wilson
International Paper 2	Rimpola	Lacefield	Banker
International Paper 3	Wilcox		Moody
Krannert 1	Cullars	Taylor	Ricciardi
Krannert 2	Evans		D. Williams
Krannert 3	McCorkle	Langford	Bradshaw
Senior Pavilion	Davis	Kjer	
Wildlife Ecology 1	Czerwonky	Lyublinskaya	Cooper
Wildlife Ecology 2	Colley	Aust	
Wildlife Ecology 3	Slater		Pendleton
Wildlife Ecology 4	Archer		Lawrence

Friday

	8:00-9:00	9:15-10:15	10:30-11:30	11:45-12:45
Bankers	Bresson	Wilcox		Quintero
Barkuloo Rich 1	Childs	Hardy	Beckmann	Wiernicki
Barkuloo Rich 3		M. Wilson	M. Wilson	
Callaway	Franklin	Clements	Chappell	Pasley
Clover (Dining Hall)	Singletary	Poss	Tri-Cross™	Murphy
Georgia Power 1	Harrow	Harrow	Ransom	
Georgia Power 2	Greenberg	Myers	Kelly	
Georgia Power 3	Burlingame	Lombardi	Kohler	Holland
Dining Hall D	Stuart	Davis	Johns	McAllister
International Paper 1	L. Crawford	Merchant	Banker	H. Lee
International Paper 2	McDonald	Patterson	Scroggins	Goodrum
International Paper 3	1 st Timers	Watanabe	Neufeld	Stone
Krannert 1	Waller		Shubert	Kline
Krannert 2	Hoosain	Phelps	Colley	Harkins
Krannert 3	Lischka	Lyublinskaya	Jesson	Whalen
Senior Pavilion	Cates	Rodabaugh		Tanzey
Wildlife Ecology 1	Junor Clarke	Shiver	Olive	Spence
Wildlife Ecology 2	T. Johnson		J. Johnson	Craig
Wildlife Ecology 3	Traylor		Fricke	Humphrey
Wildlife Ecology 4	Lewis	Archer		Junor Clarke

	1:00-2:00	2:15-3:15
Bankers	Knight	Kennedy
Barkuloo Rich 1	Pool	Gregory
Barkuloo Rich 3	M. Wilson	M. Wilson
Callaway	Richards	Holt
Clover (Dining Hall)	McCain	Bearden
Georgia Power 1	AP Calculus Reading	
Georgia Power 2	AP Statistics Reading	
Georgia Power 3	Harrow	
Dining Hall D	Jasper	Beckmann
International Paper 1	Hillen	Silas
International Paper 2	Knapp	
International Paper 3	Whatley	Speciale
Krannert 1	Archer	
Krannert 2	King	Mesco
Krannert 3	Parker	
Senior Pavilion	Dankert	Clody
Wildlife Ecology 1	Lyublinskaya	Jones
Wildlife Ecology 2	Palmour	Badger
Wildlife Ecology 3	Hicks	
Wildlife Ecology 4	Reddish	B. Lee

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Admin. Offices
Information Center
4-H Camp Office
Environmental Edu.
Auditorium
Bankers
Barkuloo-Rich
Callaway
Chapel
Coca-Cola Cottage
Dining Hall
Entomology
EMC/Senior Pavilion
Gas Building

ADM
AUD
BK
BR
CA
CH
CC
DH
ENT
SEN
GAS

Georgia Power
Guard House
Old Guard House
Hastings
Health Cottage
Housekeeping
International Paper
Krannert
Maintenance
Mini Golf
Sutton Hall
Natural History Museum
Wildlife Ecology Bldg
Woodruff Lake Labs

GP
GH
OGH
HS
HC
HK
IP
KR
MT
MG
SH
NHM
WE
WL2, WL4

OTHER FEATURES

Amphitheater
High Ropes Course
Climbing Wall
Lakeside Pavilion
Pavilion - Area 1
Pavilion - Pool 2
Pavilion - Area 3
Pavilion - Area 4
Pool #1
Pool #2
E.R. Gay Pavilion
Tennis Courts
Basketball Court

AMP
HRC
CW
LP
PV1
PV2
PV3
PV4
PO1
PO2
ERG
TEN
BC

Canoeing areas are labeled
Cove, Senior Beach, Bridge
Beach, and Dock

Challenge Courses are
labeled CC1, CC3 and CC4

Campfire Rings are labeled
1, 2, 3 and 4

Guest Cottages are
numbered 1 through 55

