



3<sup>rd</sup> Annual

# Mathematics Educator Mini-Conference

Saturday March 21, 2015

8:30-9:00	<b>REGISTRATION</b> : Biddle Hall Lobby
9:00-10:15	<b>CONCURRENT SESSIONS:</b> Biddle Hall
Session A (early childhood)	<p><b><u>Using Augmented Reality to Teach Subitizing</u></b> by Megan Stotz and Dr. Lynn Columba, Lehigh University</p> <p>Through the use of augmented reality to explore real world numeracy concepts, preschoolers indicated positive subitizing gains. Implementing physical game pieces along with virtual ones in a game board format, <i>Creative Counting</i>, indicates that augmented reality technology has the possibility to enhance student engagement and innate curiosity. The overlays, through which the preschoolers were able to manipulate three-dimensional virtual models, revealed missing creature eyeballs in various subitizing spatial arrangements.</p>
Session B (middle level, learning support, special education)	<p><b><u>"I do <i>What</i> to the Bottom Number?": Teaching Fractions to Middle School Students with Disabilities</u></b> by Dr. Elizabeth Hughes, Duquesne University</p> <p>The importance of mastering fractions is widely recognized, but operations involving fractions pose challenges for many students. This session will (a) identify some challenges students experience when learning fractions (e.g., applying properties of rational numbers to fractions) and (b) share evidence-based instructional practices for students with disabilities. Participants will interact as they learn about how to implement interventions such as concrete-representational-abstract sequence and video modeling to teach fractions to middle school students with disabilities.</p>
Session C (secondary)	<p><b><u>Creatively Integrate CCSS, Questioning Techniques, Interactive Technologies, and Mathematically-Rich Engaging Problems</u></b> by Mr. Tom Reardon, Youngstown State University</p> <p>Incorporate CCSS Mathematical Practices into your students' learning with these rich activities that can be used at various grade levels. Questioning techniques that create more engaging discussions will be illustrated. Get hands-on experience with graphing calculators and also see with an iPad app. Walk away with all the activities demonstrated.</p>
Session D (middle and secondary)	<p><b><u>Formative Assessment Lessons from MDC/MAP: What's the Buzz?</u></b> By Mr. Aaron Hileman, Spring Cove; Mr. Brian Reynolds, Central Cambria; Ms. Monica Tremba, Forest Hills; and Ms. Kristin Wilson, Hollidaysburg.</p> <p>Local teachers will share their experiences and lead a roundtable discussion on the successes and challenges of using formative assessment lessons from the Mathematics Design Collaborative (MDC)/Mathematics Assessment Project (MAP). The roundtable is open to both teachers wishing to learn more about the Formative Assessment Lessons (FALs) and those already implementing them.</p>
10:30-11:30 Student Union Cambria Room	<p><b>BRUNCH and LHMA Annual Business Meeting</b></p> <p>Enjoy brunch and conversation with your colleagues in the region!</p>



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University of Pittsburgh Johnstown

### 2015 LHMA KEYNOTE SESSION

11:30-12:30 Student Union, Cambria Room

***My Favorite Problem-Solving Activities for  
Elementary, Middle, and High School  
Mathematics Classes  
with Thanks to George Polya  
by Mr. Tom Reardon***



Speaker Biography: Tom Reardon taught mathematics for 35 years at Fitch High School (Ohio) and he is in his 34<sup>th</sup> year of teaching at Youngstown State University. He enjoys integrating appropriate technology into his lessons when possible. Tom is a frequent presenter at NCTM and T<sup>3</sup> national and regional conferences and at state math conferences. He has done professional development in 39 states and 8 countries. Tom has received several awards including the Presidential Award and he is Nationally Board Certified. He has been married to his wife, Paula, for 39 years. They have 3 children and 3 grandchildren.