

Sample Regents Questions for Integrated Algebra

The NY State Education Department has finally published its Test Sampler for the new Regents Examination in Integrated Algebra. It has been posted at: <http://www.emsc.nysed.gov/osa/hsmath.html>. The Test Sampler consists of examples of questions, along with the formatting and the scoring guides that are being developed for the operational examination.



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Puzzle of the Month

Digit Decoding

Write a ten-digit number so that the first digit tells how many zeros there are in the number, the second how many ones, the third how many twos, and so forth.



(Answer next month)

New York City Science and Engineering Fair February 2 – 3, 2008

The NYC Department of Education Science and Engineering Fair will be hosted this year by the City University of New York (CUNY). The first round of the fair will take place at City College during the weekend of February 2-3, 2008 with judging occurring on February 3. Application deadline is Friday, November 30, 2007 with the submission of the completed research paper due on Friday, January 11, 2008. Applications, rules and other information can be found at <http://collegenow.cuny.edu/sciencefair>. For further information contact Denise McNamara at dmcnama@schools.nyc.gov or 212-374-0780 or Jeanette Kim at sciencefair@listserv.cuny.edu

ATMNYC's Fall Conference

"Math: Food for Thought" is the theme of this year's annual fall conference of the Association of Teachers of Mathematics of New York City. It will be held on **Saturday November 17** from 8:00 a.m. to 1:00 p.m. at Hunter College (West Building, 7th Floor) at Lexington Avenue and 68th Street. Keynote speaker will be James Matthews, mathematics professor at Siena College. There will be many workshops for teachers at all grade levels, and a continental breakfast is included. For more information including a registration form, visit their website: <http://www.atmnyc.org/2007fallconf.html>

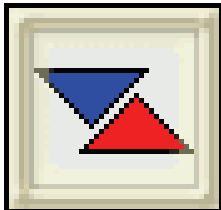
ATMNYC

Association of the Teachers of Mathematics of New York City
Affiliated with the National Council of Teachers of Mathematics

Website of the Month

National Library of Virtual Manipulatives

The National Library of Virtual Manipulatives (NLVM) is an NSF-supported project that began in 1999 to develop a library of uniquely interactive, web-based virtual manipulatives or concept tutorials, mostly in the form of Java applets, for mathematics instruction (K-12 emphasis). Learning and understanding mathematics, at every level, requires student engagement. As has been said, mathematics is not a spectator sport. Too much of current instruction fails to actively involve students. One way to address the problem is through the use of manipulatives, physical objects that help students visualize relationships and applications. We can now use computers to create virtual learning environments to address the same goals.



Click on <http://nlvm.usu.edu/en/nav/vlibrary.html>

ALERT! Replacement of Prentice Hall *Brief Review for Integrated Algebra*

Prentice Hall will be replacing its *Brief Review for Integrated Algebra* books, which were shipped to schools earlier this semester, with an improved and corrected version. The company will be sending out a letter to schools advising of the replacement shipment before sending out the actual books. Then, enclosed with the replacements there will be a prepaid label and letter asking schools to return the incorrect books either in the original carton or in the carton the new books will be sent in. This will be taking place in the next several weeks.

New York State Mathematics Honor Society

The purpose of the NYS Mathematics Honor Society is to provide student recognition, promote mathematical leadership and encourage students to consider the mathematics field. It aims to enhance knowledge and understanding and create enthusiasm by letting motivated students enjoy mathematics through activities outside the classroom and meet like-minded peers. The society also provides parents the opportunity to recognize and appreciate the mathematical accomplishments of their children.



Membership is based on mathematical scholarship, service, character and citizenship and is open to high school students who have successfully completed a minimum of three semesters of high school or college mathematics with minimum mathematics average of 85% (or equivalent) and an overall scholastic average of 85% (or equivalent). For more information, please visit their website at:

<http://www.amtnys.org/nysmhs/nysmhs1.html>

Graphing Calculator Conference

Texas Instruments and Molloy College will be hosting a T³™ Regional Conference, November 16-17, 2007, in Rockville Centre, NY at Molloy College. For more information contact Louis J. Cino at lcino@molloy.edu or call 516-678-5000 x6357 or click on www.molloy.edu/ce/t3/index.asp



Problem Solving Around the World: Summing Up the State of the Art

ZDM (The International Journal on Mathematics Education) is a German mathematics education journal published in English that has a long tradition of single-topic special issues. The October 2007 issue (Volume 39, Numbers 5-6), edited by Guenter Toerner, Alan Schoenfeld, and Kristina Reiss, is a special issue entitled *Problem Solving Around the World: Summing Up the State of the Art*. The issue contains articles describing the state of research and curricular practice around the world, offering interesting contrasts between what we know and what we make happen in schools.

ZDM was recently acquired by Springer, which is trying to make the journal more visible. To do so they're making this special issue **free** on the Web--**until the end of the year**. It is available at <http://tinyurl.com/34fvpr>

The volume includes papers describing the state of the art in Australia, Brazil, China, England, France, Germany, Hungary, Israel, Italy, Japan, Mexico, the Netherlands, Portugal, Singapore, and the USA. Take advantage of this limited-time opportunity to access these articles free of charge!

Source: Alan Schoenfeld - UC, Berkeley -

alans@berkeley.edu

Spanish Assessments Grades 1 to 5 Now Available

Everyday Mathematics 3rd Edition Spanish Assessments, Grades 1-5 are now available on the Department of Education intranet, i.e., a school computer connected to the Metro-Tech server: www.nycboe.net/AdminOrg/Offices/TeachingLearning.

Texas Instruments' Nspire now on FAMIS

NUMBER	DESCRIPTION	UNIT PRICE
270025758	TI-Nspire™	\$ 123.84
270025766	TI-Nspire™ CAS	\$ 126.32
270025774	TI-Nspire™ VIEWSCREEN PANEL	\$ 175.07
270025782	TI-Nspire™ COMPUTER SOFTWARE FOR MATH & SCIENCE	\$ 71.43
270025790	TI-Nspire™ CAS COMPUTER SOFTWARE FOR MATH & SCIENCE	\$ 73.47

About Figures

We chose the name because it refers to numbers, but also much more: there are geometric figures, historical figures, figure drawing and figure skating, and especially thinking (it figures!). Our goal is to provide you with information that is as timely and useful as possible, aimed at the entire Pre-K through 12 New York City mathematics community. Plus we'd like to provide you with food for thought, including a puzzle every month (with the answer published the following month). If you do not currently subscribe and would like to get on our e-mail distribution list, please write us at rschwarz@schools.nyc.gov along with any questions, comments or suggestions you may have.

November Birthday August Möbius November 17

Möbius (1790-1868) is best known for his work in topology, especially for his conception of the Möbius



strip, a two-dimensional surface with only one side (example at left).



Grant Listings and Guide

This new guide provides information on federal, private and foundation grant listings. Although compiled by Texas Instruments, the tips and sources actually apply to any sort of math and science programs that might need funding: http://education.ti.com/sites/US/downloads/pdf/New_York_Grant_Opportunities.pdf



January 2008 Regents Exam Schedule

The NY State Education Department has posted its January schedule at: <http://www.emsc.nysed.gov/osa/schedules/jan08.pdf>

For June, all that has been announced are the dates: Tuesday, June 17 through Thursday, June 26. The good news is that the new Integrated Algebra Regents exam is likely to be given at the beginning of this testing period. The bad news is why: Because of the statewide protest (including from our office) over the idea of 'post-equating' the exam (i.e., not producing the famous sliding scale to convert the student's raw score into a percentile grade until August), the SED has now agreed to do so by the end of the June exam period list above, provided that all schools grade and ship their students' papers to the SED by the end of the day following the exam, an almost-impossible turn-around time. We will continue to lobby for more time, but have no guarantee that we'll be successful.

Reader Recommendation

I'm constantly roaming for new stuff. I've built all of these with classes, except bridge (I wish I had, as it would have been the perfect precursor to my West Point Bridge experiments):

Bridge exploration: <http://www.flying-pig.co.uk/pagesv/bridge.html>

Paper turbine: <http://www.flying-pig.co.uk/pagesv/turbine.html>

Platonic solids: <http://www.flying-pig.co.uk/pagesm/platonic.html>

And my favorite, which I use for probability (fundamental counting) lessons in February (build with students, then fill with M&M's; students give the codes to their Valentines):

<http://www.flying-pig.co.uk/pagesv/combination.html>

Glenn Bunger, Staff Developer
Math Science Partnership Title IIB
gbunger@schools.nyc.gov

Solution to last month's puzzle (Ping-Pong):

Answer: 11. The most direct approach would be to create a tree diagram. With any one of the ten numbers appearing on the first ball and any one of the ten appearing on the second, there would be 100 possible outcomes, generating 19 different sums ranging from 2 to 20. By counting how many times each of these sums appears and comparing that to 100, we can calculate the probability of each occurring. Although direct, this method involves a lot of writing and counting. A faster way might be to look for a pattern, starting with the lowest and highest sums (2 and 20); this is also called 'consider the extremes'. We can see that there is only **one** possible way to have a sum of 2 (1 on the first ball and 1 on the second). Likewise there is only **one** way to have a sum of 20 (10 on the first ball and 10 on the second). As we move to the second-lowest and second-highest possible sums (3 and 19), we can see that there are now **two** ways to have a sum of 3 (either 1 on the first ball and 2 on the second, or 2 on the first and 1 on the second) and **two** ways to have a sum of 19 (either 10 on the first ball and 9 on the second, or 9 on the first and 10 on the second). This pattern continues, as we could see by considering how many ways the next-most-extreme sums (4 and 18) could be created (**three** ways): the further away from the extremes we go and therefore the closer to the middle, the more different ways there are to have a particular sum. Following this pattern to its logical conclusion, the middle sum of this range should have the most different ways to create it, which is 11. A third approach, somewhat similar to the second one is to adopt a different point of view: which number on the first ball would make it impossible to have a given sum, regardless of what number we had on the second ball? Again beginning with the extremes (2 and 20), we see that any number **higher** than 1 on the first ball would make it impossible to have a sum of 2 (or **lower** than 10, in the case of 20). The further away from those extremes we go, the fewer numbers on the first ball would make it impossible to have a given sum. In fact, there is only **one** sum which can be produced by **any number** on the first ball (combined with the right number on the second ball, of course). That sum is 11.

Upcoming Workshops

Our department is offering numerous mathematics workshops in the next several months. Here are the details:

Elementary Schools

Pre-Kindergarten Everyday Mathematics: An Overview, Session 1

(Target Audience: Pre-Kindergarten Teachers who did not attend this session in October)

This workshop is an overview of Pre-Kindergarten Everyday Mathematics 3rd Edition. It will summarize important information about usage, pacing and selecting activities. During this workshop teachers learn that Pre-Kindergarten Everyday Mathematics 3rd Edition is intended as a resource to promote and support both child- and adult-initiated mathematics activities. Each participant will receive the book "Hippos Go Berserk." No food will be provided. Materials to bring: Pre-K Teacher's Guide to Activities; Pre-K Assessment Handbook.

November date TBA 9:00 a.m. – 3:00 p.m.

Dr. Charlotte K. Frank Education Center, CCNY 138th Street & Convent Avenue NAC Building Room 3/218

Presenter: Debbie Leslie, Author of Pre-Kindergarten Everyday Mathematics 3rd Edition-UCSMP; Sandra Jenoure, Wright Group/McGraw-Hill Consultant

Cost: \$125 **Max. No. Participants:** 30 **Contact:** Lisa Emond at lemond@schools.nyc.gov

To Register: Protraxx **FAMIS Item Number:** TLMATH029

Supporting Teachers in the Implementation of Everyday Mathematics 3rd Edition, Session 1

(Target Audience: New Coaches who did not attend this session in October, Grades K-5)

This workshop is about the continuities and differences between Everyday Mathematics Second Edition and Everyday Mathematics Third Edition, including Kindergarten. Coaches will learn about the different components of the Classroom Resource Package so that they understand how best to utilize each of the components when supporting teachers in the planning of mathematics instruction. They will explore the Everyday Mathematics philosophy and get an overview of the new tools. They will experience a process for creating a balanced assessment plan. They will have an opportunity to speak with experienced math coaches. Each participant will receive a CD with the presentation materials. No food will be provided.

Three full days: **November date TBA, Thursday December 13, May date TBA** 9:00 a.m. – 3:00 p.m.

Dr. Charlotte K. Frank Education Center, CCNY 138th Street & Convent Avenue NAC Building Room 3/218

Presenter: TBA **Cost:** \$250 **Max. No. Participants:** 30 **Contact:** Lisa Emond at lemond@schools.nyc.gov

To Register: Protraxx **FAMIS Item Number:** TLMATH030

Taking a Deeper Look at the Assessment Components of the 3rd Edition of Everyday Mathematics, Session 1

(Target Audience: Coaches who did not attend this session on November 6th, Grades K-5)

Prerequisite: This workshop is designed for coaches who attended summer coach training in the summer of 2007 or new coach training in October, 2007.

This workshop specifically focuses on the new assessment components within EM3 and how to effectively use them to monitor student progress toward the: 1) Everyday Mathematics Grade Goals and 2) New York State Standard grade level performance indicators. Each participant will receive a CD with the presentation materials. No food will be provided.

November date TBA 9:00 a.m. – 3:00 p.m.

Dr. Charlotte K. Frank Education Center, CCNY 138th Street & Convent Avenue NAC Building Room 3/218

Supporting Teachers in the Implementation of Everyday Mathematics 3rd Edition, Session 2

(Target Audience: New Coaches who attended Session 1 in October or November, 2007)

Prerequisite: Supporting Teachers in the Implementation of Everyday Mathematics 3rd Edition, Session 1

This workshop is a continuation of Supporting Teachers in the Implementation of Everyday Mathematics 3rd Edition, Session 1. Coaches will learn how research informs the way activities and ideas are incorporated into Everyday Mathematics 3rd Edition and participate in a decimal strand trace. Differentiation/modification of Math Boxes and Games will be explored. Coaches will also further discuss the role of the coach, including role playing. Each participant will receive a book and a CD with the presentation materials. Participants must attend all three days. No food will be provided. Materials to bring: Teacher's Lesson Guide, Volume 1 (choose a grade); corresponding Assessment Handbook and Differentiation Handbook.

Three full days: **November date TBA, Thursday December 13 May date TBA** 9:00 a.m. – 3:00 p.m.

Location TBA

Presenters: Ilene Weiskopf and Virginia Love, Wright Group/McGraw-Hill Consultants

Cost: TBA **Max. No. Participants:** 40 **Contact:** Lisa Emond at lemond@schools.nyc.gov

To Register: Protraxx **FAMIS Item Number:** TLMATH032

Taking a Deeper Look at the Assessment Components of the 3rd Edition of Everyday Mathematics, Session 2

(Target Audience: Coaches who attended Session 1 in November, Grades K-5)

Prerequisite: Taking a Deeper Look at the Assessment Components of the 3rd Edition of Everyday Mathematics, Session 1

This workshop is a continuation of *Taking a Deeper Look at the Assessment Components of the 3rd Edition of Everyday Mathematics, Session 1*. In addition to looking at the Everyday Mathematics grade-level goals and the New York State Standard grade level performance indicators, participants will also spend time looking at the Acuity System to learn how this assessment program can assist teachers in making informed instructional decisions while using Everyday

Mathematics. The Quality Review process will also be discussed. Each participant will receive a CD with the presentation materials. No food will be provided.

Tuesday January 8 9:00 a.m. - 3:00 p.m.

Location TBA **Presenter:** TBA **Cost:** \$125 **Max. No.**

Participants: 40 **Contact:** Lisa Emond at lemond@schools.nyc.gov

To Register: Protraxx **FAMIS Item Number:** TLMATH033

Pre-Kindergarten Everyday Mathematics: Mathematics Around the Classroom, Session 2

(Target Audience: Pre-Kindergarten Teachers who attended Session 1 in October or November, 2007)

Prerequisite: Pre-Kindergarten Everyday Mathematics: An Overview, Session 1

This workshop focuses on *Mathematics All Around* to help teachers become more familiar with child-initiated activities and explorations. Mathematical opportunities naturally occur throughout the day as Pre-Kindergarten children work and play at school (i.e., Art, Science, Dramatic Play, etc.). Participants will have an opportunity to do several interactive Everyday Mathematics Pre-K activities and will identify the mathematics embedded within these activities. Participants will also discuss questioning techniques, “kid watching,” and ways to engage young children in meaningful mathematical conversations. Each participant will receive a book. No food will be provided. Materials to bring: Pre-K Teacher’s Guide to Activities and Pre-K Assessment Handbook.

Choose one: **Three dates in January TBA** 9:00 a.m. - 3:00 p.m. Location TBA

Presenter: Debbie Leslie, Author of Pre-Kindergarten Everyday Mathematics 3rd Edition-UCSMP; Sandra Jenoure, Wright Group/McGraw-Hill Consultant

Cost: \$125 **Max. No. Participants:** 30 **Contact:** Lisa Emond at lemond@schools.nyc.gov

To Register: Protraxx **FAMIS Item Numbers:** TLMATH034 (1st date); TLMATH035 (2nd date); TLMATH036 (3rd date)

Middle Schools

Level One Exemplars Professional Development – Introduction

(Target Audience: Mathematics Coaches, Mathematics Lead Teachers, and Supervisors, Grades 6-8)

How do we give each student individual attention? Capturing and celebrating individual mathematical goals met by students is essential to their personal growth. Participants in this workshop will learn to effectively analyze students’ mathematics work in a way that will individually communicate to their students what is expected, and how effectively each student has meet that expectation. Analysis will be based upon holistically-scored student work samples correlated to Impact Mathematics in grades 6, 7, and 8. Effective tools and strategies will be explored to help teachers develop lesson plans based on students’ work.

Friday January 25 8:30 a.m. – 3:30 p.m.

JHS 167M 220 East 76th Street

Presenter: Jacqueline Labate, Exemplars **Cost:** \$200 **To Register:** Protraxx **Contact:** Elaine Carman at ecarman@schools.nyc.gov **FAMIS Item Number:** TLMATH037

Supporting Teachers in the Implementation of Impact Mathematics

(Target Audience: Mathematics Coaches, Mathematics Lead Teachers, and Supervisors, Grades 6-8)

Participants in this workshop series will explore the sixth, seventh and eighth grade Impact Mathematics core curriculum and develop strategies to differentiate instruction for all students as they progress through the course work. Pacing will be reviewed, assessments will be explored, and the various component pieces of Impact Math will be integrated to provide models of support that should be delivered to the math teachers in the participants’ schools.

Tuesday December 11, Wednesday January 30, Tuesday February 26 Time: TBA

Dr. Charlotte K. Frank Education Center, CCNY 138th Street & Convent Avenue NAC Building Room 3/218

Presenter: Donna Davis, Glencoe, McGraw-Hill **Cost:** \$200 **To Register:** Protraxx **Contact:** Elaine Carman at ecarman@schools.nyc.gov **FAMIS Item Number:** TLMATH038

The Nature of Mathematical Tasks: Learning to Think, Reason, and Problem Solve

(Target Audience: Mathematics Teachers, Coaches, and Assistant Principals, Grades 6-8)

This is a series of two all-day workshops, where participants will explore, analyze, and categorize middle school mathematics tasks. Participants will develop a lens for high level tasks in mathematics. Moreover, mathematics tasks from the New York State Middle School Mathematics Assessments will be discussed in terms of their cognitive demands on students. Breakfast will be included.

Tuesdays January 8 and 22 9:00 a.m. – 3:00 p.m.

Dr. Charlotte K. Frank Education Center, CCNY 138th Street & Convent Avenue NAC Building Room 3/218

Presenter: Dr. William L. Farber, NYCDOE Director, The Dr. Charlotte K. Frank Mathematics Education Center

Cost: \$170 **Max. No. Participants:** 25 **To Register:** Protraxx **Contact:** Dr. William Farber at WFarber@schools.nyc.gov **FAMIS Item Number:** TLMATH025

How to Use the TI-34II Scientific Calculator as a Teaching and Learning Tool in the Middle School Mathematics Classroom

(Target Audience: Mathematics Teachers, Coaches, and Assistant Principals, Grades 6-8)

This is a series of two all-day workshops, where participants will explore the effective uses of the scientific calculator (TI-34 II) in the middle school mathematics classroom. Activities will include how the calculator can serve as a learning tool for students as well as a teaching tool for teachers. Test items from the New York State Middle School Mathematics Assessments will be explored and discussed in terms of calculator use. Breakfast will be included.

Fridays January 11 and 25 9:00 a.m. – 3:00 p.m.

Dr. Charlotte K. Frank Education Center, CCNY 138th Street & Convent Avenue NAC Building Room 3/218

Presenter: Dr. William L. Farber, NYCDOE Director, The Dr. Charlotte K. Frank Mathematics Education Center

Cost: \$170 **Max. No. Participants:** 25 **To Register:** Protraxx

Contact: Dr. William Farber at WFarber@schools.nyc.gov
FAMIS Item Number: TLMATH026

**Mathematics workshops on Exemplars (Level 2)
Middle Schools / Events: December 8, January 26 and
March 8**

Level Two *Exemplars* Professional Development will take place on **December 8, January 26** and **March 8** from 9:00 a.m. to 3:00 p.m. at Stuyvesant High School. In order to participate in this series, participants must have participated in the Summer 2007 or November 6 Level One *Exemplars* professional development.

Participants in this series will continue to explore the use of *Exemplars* to reinforce the mathematics instruction at the middle school level. Student work samples correlated to grades 6, 7, and 8 will be investigated. Additional training will include the examination of the work of the participants' students and the development of instructional plans based upon the work of individual students. Work will focus on intervention strategies to complement the instructional model. Registration for this program must be completed on Protraxx at <http://pd.nycoit.org> and paid for on FAMIS, item number TLMATH001. For additional information contact Elaine Carman at Ecarman@schools.nyc.gov.

High Schools

**Brain Research: How Students Learn Mathematics
(Target Audience: Mathematics Teachers, Coaches, and
Assistant Principals)**

Neuroscience, like pedagogy, looks at learning but from a substantially different point of view. This difference can be illuminating and exciting in its implications for classroom practice. In this session, participants will explore the latest research in neurobiology; the emphasis will be on the practical applications of this research to math instruction. In addition, participants will become familiar with the latest research on how people learn mathematics and will explore practical applications, as well as the implications in creating an enriched environment in math classes.

Mondays November 26 and December 17, 9:00 a.m. – 3:00 p.m.

Charlotte K. Frank Mathematics Education Center CCNY (NAC Building Room 3/218) 138th St. and Convent Ave.

Cost: \$175 Contact: Miguel Cordero,
mcordero@schools.nyc.gov

To Register: Protraxx FAMIS Item Number: TLMATH027
Breakfast will be included.

**Teaching High School Geometry – Introducing the Next
Level**

**(Target Audience: Mathematics Teachers, Coaches, and
Assistant Principals, Grades 9-12)**

Beginning in September 2008 students in New York State will be studying a new 10th grade math course, Geometry.

Although geometry topics have been taught in Math A and B (and Sequential Math before them), there has not been a complete Geometry course in NYC for more than 30 years. To maximize teachers' understanding of teaching Geometry, we are providing two full days of professional development. Participants will have an opportunity to:

- Examine current and innovative pedagogies related to the teaching and learning of geometry
- Expand teachers' knowledge of geometry
- Integrate technology and manipulatives into the study of geometry

Mondays December 10 and January 7, 9:00 a.m. – 3:00 p.m.

Charlotte K. Frank Mathematics Education Center CCNY (NAC Building Room 3/218) 138th St. and Convent Ave.

Cost: \$175 Contact: Miguel Cordero,
mcordero@schools.nyc.gov To Register: Protraxx FAMIS
Item Number: TLMATH028 Breakfast will be included.

Integrated Algebra

**(Target Audience: Mathematics Teachers, Coaches, and
Assistant Principals, Grades 9-12)**

This is a series of three all-day workshops where participants will explore the wealth of ancillary materials which accompany the new Integrated Algebra book, including transparencies, graphing calculator resources, class sets of manipulatives, Spanish-language materials, review book, workbooks, assessment options and especially the new online resources. In addition, ExamView, TeacherExpress, and other technology that is now a part of daily instruction will be reviewed. They will also plan instruction for the next three chapters and practice pedagogical strategies (e.g., Think-Pair-Share, Numbered Heads, Jigsaw) to better reach their students. Breakfast will be included.

Tuesdays December 11, January 15 and February 5,
9:00 a.m. – 3:00 p.m.

Charlotte K. Frank Mathematics Education Center CCNY (NAC Building Room 3/218) 138th St. and Convent Ave.

Presenters: Dr. William L. Farber, Director, Mathematics Education Center and Gerald Haber, Mathematics Consultant

Cost: \$255 To Register: Protraxx Contact: Dr. William Farber
WFarber@schools.nyc.gov FAMIS Item Number:
TLMATH024

New Pacing Calendars Online

Teachers can access all of our pacing calendars, including those for the new third edition of *Everyday Math*, *Impact Math*, the two-semester and four-semester (in draft) sequences for Integrated Algebra and a calendar of *Geometer's Sketchpad* activities correlated to Integrated Algebra. These are accessible however only from the Department of Education intranet, i.e., a school computer connected to the MetroTech server:

<http://www.nycboe.net/AdminOrg/Offices/TeachingLearning/math.aspx>