



5 + 1 = Power Components

by SNMC President Derek Fialkiewicz

If you are a mathematics teacher in the Clark County School District, you have probably heard of the 5 + 1 Model. There are many misconceptions about this model. I have heard comments from many math teachers who feel that another “new” program is being “forced” on them. This could not be further from the truth. The 5 + 1 Model is nothing more than a subset of the Components of an Effective Lesson. The “5” represents the select Components of an Effective Lesson that CCSD is currently focusing on: Instruction, Concept Development-Linkage; Note Taking; Homework; Test Preparation; and Assessment. The “+ 1” represents Student-Teacher Relationships and the My Kid Standard.

The My Kid Standard refers to the practice of treating every student as if he/she was your own child. Would you want your own child sitting in your classroom? How would you want a teacher to act towards your child? Are you doing everything you can to ensure that every child is learning? Parents don’t care about excuses when it comes to their child. Student-Teacher Relationships is a major component of the My Kid Standard. Teachers and students should have a positive relationship. There is nothing wrong with teachers expressing that they actually like their students and care about their success. This fits into the Law of Reciprocity which states, “People generally like people who like them, and people generally don’t like people who don’t like them.” Students will work hardest for teachers who care that they succeed for the sole purpose of not letting that teacher down. A simple smile and “Hello,” at the door as students enter goes a long way towards a positive classroom environment and student achievement.

Using the Backwards Assessment Model (BAM), assessment drives instruction. Assessments should never be something that is done to students, rather for evaluating learning. They should assess what the teacher feels are the vital concepts from a unit, as well as integral parts of the lessons. If a teacher expects the students to learn and understand vocabulary, writing and procedures, then those need to be assessed. Assessments should also prepare students for the Proficiency, CRT, and Semester Exams by including practice problems from those assessments. Since assessment does drive instruction, the assessments should be created before any lesson planning begins and should be the basis for instruction. If the assessment includes the vital concepts, then teachers are teaching what they value and not “to the test.”

In preparation for the assessments, parallel practice assessments should be created along with the assessments and used as a learning tool throughout the unit. A parallel constructed practice assessment should very closely resemble the actual assessment. If number 6 on the assessment is a multiple choice problem about slope and is on the bottom of page one, then number 6

on the practice assessment should be a multiple choice problem about slope and on the bottom of page one. Assessments should not be a surprise to students, thus parallel practice assessments takes the fear and anxiety out of assessments. The practice assessment should also enhance the learning in the classroom.

Inside this issue:

What’s Happening	3	Homework should also be a reflection of the vital information taught during the class. It should include vocabulary, writing, procedures, modeling, explanations, and problem solving exercises that prepare students for the assessment. Homework assignments do not have to be, nor should they be, “Page 132 #1-59 odd.” Students are much more likely to finish a homework assignment and attempt the problem-solving exercises when the assignment includes only 7-10 total problems. Most students need the instant feedback of having the answers to check while they are completing their homework. Many students, when stuck on a problem, can check the correct answer and work backwards to figure out how to solve it. Remember, perfect practice makes perfect. Therefore, students should have access to the answers to the homework problems while they are completing the assignment. Supplying the answers to the homework also reduces the amount of time needed to review the homework, which, in turn, increases the time available to develop a new concept and prepare the students for that night’s homework assignment. Students should never be assigned a homework problem they are not prepared for. Homework is for reinforcement of a concept, not for learning a concept.
NCTM President’s Message	4	Student notes should reflect and support instruction. Notes should include vocabulary, writing, concept or pattern development leading to rules, procedures, modeling, explanations, and examples that prepare students for the homework. Teachers should model proper note taking on the board during the lesson by being prescriptive, descriptive, and accommodating.
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“The 5 + 1 Model is nothing more than a subset of the Components of an Effective Lesson.”

It is not a question of if students will forget the information taught in a lesson, but when they will forget it. Effective Instruction and Concept Development-Linkage is used to maximize the amount of time students remember information. Concepts can be introduced by answering the question, “Where are we going to use this?” before it is asked. Concepts can be developed using previously learned material, patterns, models, and simple examples. Previously learned material needed for a new concept can be re-taught through Concept Development-Linkage, such as adding fractions when introducing adding rational expressions.

Student learning, achievement and each of the 5 “Power Components” can be enhanced with the use of the Star System. The Star System is a way of integrating notes, homework, the practice assessment, and the actual assessment by using a star classification. A three-star problem (***) is one that will appear unaltered on the assessment. Three-star problems include vocabulary, writing and procedures, and should never include computation. A two-star problem (***) will be the same problem using different numbers. A one-star problem (*) will apply the same concept, but in a different form.

Student achievement can be maximized through the effective utilization of the 5 “Power Components.” Assessments should be the driving force and, thus, created first, before the unit begins. The practice assessment should be created to parallel the actual assessment. Homework should reflect what is on the practice and actual assessments. Examples in notes and instruction should reflect what is on the homework, and thus, what are on the assessments. The Star System should bring this all together.

Thus, the 5 + 1 Model is nothing more than what you have been doing in your classrooms for years and is a subset of the Components of an Effective Lesson that the district uses to evaluate instruction. The only new frill is the Star System, which has always been done by saying, “This will be on the test.”



Homework Hotline opened Monday, September 14th for the 2009-2010 school year. Students may call in with their homework questions from 3:30-5:30 p.m., Monday through Thursday. The local hotline number is 799-5111 and the rural hotline number is 1-866-799-8997. Homework Hotline offers assistance to students via telephone in any subject at any grade level, although most of the calls focus on math. Teachers and student workers operate the phone lines.

Some questions are put through live on the

Homework Hotline television show from 4:00 -5:00 p.m. on Cox Communications Channel 96 and 111 as well as on Channel 7 EBS closed circuit television at after-school Safe key sites.

Homework Hotline is made available to students free of charge through a partnership with the Clark County School District, Vegas PBS, Cox Communications, and NV Energy.

Last year, more than 8,000 calls were answered by Homework Hotline.

SNMC Board Members 2009-1010

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What's Happening In ...

Nevada

by David J. Brancamp
K-12 Math Consultant, Nevada
Department of Education
dbrancamp@doe.nv.gov

The 2009 – 2010 school year will be a busy time in the math arena. The HSPE is undertaking a serious change. The sophomores in spring 2010 will take the first HSPE totally aligned to high school standards only. The test also includes a new formula sheet to assist with these new items. Due to the major changes in the HSPE and the new DOK levels in all Nevada state as-

sessments the Nevada Department of Education will need teachers and district math specialist support for two major events this spring. The first is an alignment study during the last week of February (Feb. 22 – 26) or first week of March (March 1 – 5). The second is a standards setting workshop scheduled for the week of May 3 – 7 in Reno, Nevada. Please mark your calendars now and look for further information on these two events to come in the next few months. One

other major event will be the standard setting of the Nevada Alternate Assessment on April 26 – 27 in Reno, Nevada. Lisa Ford, Special Education Assessment Consultant (lford@doe.nv.gov) and I will need a combination of special education teachers and general education teachers to assist with this task as well. Considering the national math conferences are in San Diego, CA from April 18 – 25th followed by these major events for us in Nevada, the spring will be busy.

“The sophomores in spring 2010 will take the first HSPE totally aligned to high school standards only.”

CCSD

Meet Eric Johnson

Director of K-12 Mathematics and Instructional Technology

Eric Johnson is now in his 19th year with the Clark County School District. His first 16 years were spent as a mathematics teacher (In chronological order: 1 year at Von Tobel MS, 6 years at Chaparral HS, 4 years as a "program analyst" with the districts Math Audit Team, 1 year at Curriculum and Pro-

fessional Development, and 4 years at Harney MS). Courses he taught include regular and accelerated Math 7, Math 8, Pre-Algebra, Algebra I H, Geometry, Geometry H, and AP Calculus. On the administrative side, Mr. Johnson was a Dean at Las Vegas HS and an assistant principal at Jerome D. Mack MS. He

has also worked as a Homework Hotline teacher, an adjunct instructor at UNLV, and a consultant for the International Center for Leadership in Education. In his free time he enjoys spending time outdoors fishing, hiking, and riding 4-wheelers and motorcycles.



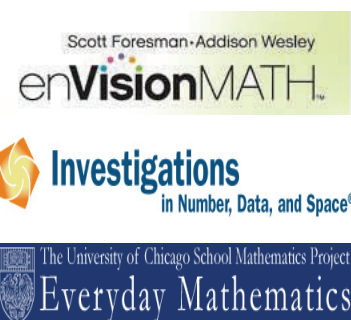
K-5 Mathematics

by Kelly O'Rourke

With year one of the newly adopted math series under our belt, the 2009-2010 school year will focus on mathematics instruction, in general. enVisionMATH Cadre members have had, and will con-

tinue to receive, specific training on facilitating presentations on topics such as, Intervention, DOK, and "Technology 201", for a few. The objective is to arm these teacher leaders with the knowledge and strategies that can be taken out to the masses

across our district. This year will also see an increase in available PDEs to target general mathematics instruction that can be taken not only into the enVisionMATH classroom, but also those teaching with Investigations and Everyday Math. Please keep



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“To date, 47 states have agreed to use the common standards, with some flexibility permitted.”

Why Common Core State Standards?

by NCTM President Henry (Hank) Kepner
NCTM Summing Up, September 2009

The growing public debate about consistent standards for mathematics education has taken several twists and turns over the past three years. Building on NCTM’s earlier standards, the 2006 publication of NCTM’s *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* has framed many of the subsequent discussions about the larger issues of curricular consistency and coherence.

This spring, the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) started the Common Core State Standards initiative to develop a common content focus at each grade level, starting with mathematics and English/language arts. Two major reasons for this effort are (1) the adverse effects of a lack of curricular consistency from state to state and district to district on students’ learning—particularly as a result of an increasingly mobile population; and (2) a concern that students are leaving high school without demonstrating college and career readiness.

This initiative raises two often conflicting issues: curricular coherence and local control of educational decisions. Before launching this project, the NGA set out to bridge these two by getting governors to agree in principle that if a common set of standards could be developed, they would use them in their respective states. To date, 47 states have agreed to use the common standards, with some flexibility permitted.

Although the early work on the first draft of college and career readiness standards was done by a small group, NCTM has been directly involved in providing substantive feedback to the initial draft and expects to play a continuing role in shaping the initiative.

The Common Core’s *College and Career Readiness Standards* draft is scheduled for public review this month. Following the review, a revised document will be sent to the governor and chief school officer of each state for action. I urge you as a member, along with your state and local Affiliates, to be vigilant for its release and engage actively in your state standards review process. This fall, the NGA and CCSSO will begin writing K–12 grade-level standards, scheduled for release in 2010.

More important than mere consistency is the quality of the final standards. I am confident that NCTM’s ongoing involvement and influence in this initiative as it moves forward will contribute to its quality. Where there are areas of concern and disagreement, NCTM can provide the ideal forum for sharing perspectives, conducting productive discussions, and articulating positions.

I encourage you to be in touch with NCTM, your local NCTM Affiliate, and state officials as this fast-moving policy evolves. As a teacher, you have a special opportunity to make your voice heard—not only within your state but also by the developers of the common standards. Watch for the *College and Career Readiness Standards* to be posted for public comment later this month at www.corestandards.org.

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your eyes and ears open for additional professional development opportunities and continue to encourage Math Site Leaders at each school site to attend the quarterly Math Site Leader meetings.

As I will be venturing back into the school site as assistant principal of Lois Craig Elementary School, please contact Lisa Drakulich, the K-5 mathematics project facilitator, for more information

on professional development happenings across the district. I have had an amazing stint as coordinator and I look forward to seeing fabulous things occurring in the K-5 math world!

Coming Attractions

<u>When</u>	<u>What</u>	<u>Where</u>	<u>Contact</u>
October 3	SNMC BBQ	Desert Breeze Park	Lissa Bzinak
October 17	K-12 Navigations Workshops	Silvestri MS	Register on Pathlore
October 22-24	School Science and Mathematics Association Conference	Reno, NV	http://www.ssma.org/
November 7	College Board AP One-Day Workshops in Calculus AB and Statistics	Del Sol HS	David Thiel
January 22-23	Southern Nevada Mathematics and Science Conference	Rancho HS	Derek Fialkiewicz
April 21-24	NCTM Annual Meeting & Exposition	San Diego, CA	http://www.nctm.org

Gifts That Keep on Giving

By Ricci Slobodnik, Co-Chair Southern Nevada Vertical Team

The Southern Nevada Vertical Team (SNVT) held its first meeting on September 19th, 2009. At this meeting seven mathematics teachers from grades 6-12 representing six different schools were in attendance. SNVT meets throughout the year to look at mathematics instruction through different grade levels, school demographics, and subject areas. Our first meeting started off with introductions and right away we addressed one of the hottest topics in CCSD mathematics, the 5 + 1 System for mathematics instruction.

We began discussing facts about the program as we knew them, and it appeared that what we knew ran from very little to quite a bit. We were fortunate to have in our group someone who had attended training provided by RPDP on the 5+1 system and they give us more insight. We learned that 5 + 1 stands for: 1) Instruction, Concept Development; 2) Note Taking; 3) Homework; 4) Test Preparation; 5) Assessment and +1) Student-Teacher Relationships. (www.rpdp.net, 2009) After visiting the RPDP website to learn even more, we started to notice that we saw great classroom practices that we are already doing in one way or another. Through using the Components of an Effective Lesson, taking time to prepare our students for tests, building positive relationships with students, and using good teaching methodology we are already doing all the requirements of 5+1. In fact one person in our group quipped that 5+1 was like “re-gifting”, the same old thing but in a different package!

On that train of thought we continued our discussion on what actions or “gifts” we could receive from school and district administrators that would help us all get to this common vision.

The Gift of Time – We all agreed that common planning time with fellow teachers is a vital and important part of effective teaching. However, finding the time is always a struggle when many have after school commitments. Our simplest suggestion was allowing math teachers to have a large section of staff development day to spend developing common curriculum and assessments. Our dream gift, however, was to either have extended contract days once or twice a month to work on planning or to have student early release days designated specifically for this.

“In fact one person in our group quipped that 5+1 was like “re-gifting”, the same old thing but in a different package!”

Struggling Helps Students Master Math

Math test scores soar if students are given the chance to struggle.

by Bernice Yeung

New Jersey teachers have found a surprising way to keep students engaged and successful: They let underachieving youngsters get frustrated by math.

While working with minority and low-income students at low-performing schools in Newark for the past seven years, researchers at Rutgers University have found that allowing students to struggle with challenging math problems can lead to dramatically improved achievement and test scores.

"We've found there is a healthy amount of frustration that's productive; there is a satisfaction after having struggled with it," says Roberta Schorr, associate professor in Rutgers University at Newark's Urban Education Department. Her group has also found that, though conventional wisdom says certain abilities are innate, a lot of kids' talents and abilities go unnoticed unless they are effectively challenged; the key is to do it in a nurturing environment.

"Most of the literature describes student engagement and motivation as having to do with their attitudes about math -- whether they like it or not," Schorr says. "That's different from the engagement we've found. When students are working on conceptually complex problems in a supportive environment, they do better. They report feeling frustrated, but also satisfaction, pride and a willingness to work harder next time."

Former Newark middle school math teacher Debra Joseph-Charles says the Rutgers training taught her to see her role as that of a guide. In her classes, she assigned rich word problems, then gave students a few minutes to work individually in a way that emphasized their strengths.

"If you are good at computations and you want to do it that way, you can," says Joseph-Charles, now a math coach in the school district. "If you are a visual learner and you want to draw, you can. Or if you want to use manipulatives, you can. You hear this rhetoric about there being this and that type of learner, but no one really gives students the opportunity to learn in different ways in the math classroom."

Using the Rutgers method of group learning, Joseph-Charles's students organized themselves into groups so that each student could explain how she arrived at an answer. The other students in the group gave constructive criticism about the pros and cons of each approach. Each group then decided which method was best and presented it to the class.

"Children who were failing are now quite successful," Joseph-Charles says of her former math students. "They're solving problems in ways we didn't see as a possibility but which were valid."

Naga Madhuri Philkhana, another former teacher turned math coach in Newark, says the Rutgers approach gave her students a sense of accomplishment. "You bring out their confidence by letting them have their own way of looking at problems and sharing it in the classroom," she says.

After teachers like Joseph-Charles and Philkhana began applying the Rutgers techniques in the classroom, students showed more interest in math, and the math test scores at what were among the lowest-performing schools in the state began to soar. (In comparison, the language arts scores often remained the same or decreased.) Schorr was delighted but admits she was also surprised at the rising scores and how they have continued to improve year after year.

Since 2003, the average standardized math test scores among fourth graders in Newark schools have risen from 45 percent to 79 percent. As a result of its success, math teachers across New Jersey are now receiving professional development in the Rutgers method through a federally funded series of webinars called MathNext.

Schorr and her colleagues at Rutgers, with the help of MetroMath researchers in New York City, have begun identifying how and when students appear to be most engaged in math so they can train teachers to create and sustain that engagement. A number of their academic-journal articles on the subject have been published, and more are forthcoming.

"Motivation is a key aspect of achievement that we often ignore in math; it's the missing link," Schorr says. "We need to provide kids with conceptually challenging math problems in an emotionally safe environment, and the teacher plays a critical role in that. Kids can view frustration as an opportunity for success instead of an indication of failure, but that won't happen without teachers letting the students experience productive struggles."



Credit: Getty Images

"... a lot of kids' talents and abilities go unnoticed unless they are effectively challenged ..."

Continued from page 5

The Gift of Communication – Some of the confusion and frustration that many of us felt when first told about the 5+1 system, just came from lack of information. With all the requirements placed on math departments, (Smart Goals, the new Depth of Knowledge (DOK) on state testing, balancing common planning time, implementing School Improvement Plans or other programs required at individual school sites, as well as the basic tasks of everyday teaching), adding another six requirements seemed daunting. It would have been beneficial to present this information at the Mathematics Department Chair meeting at the beginning of the year so educators could ask questions that would help us have effective dialogue with our principals. Communication needs to happen both ways, not just top down.

The Gift of Trust – Many of us felt that because this information came down through administrators, we could not be trusted to do these steps on our own. We are worried that many teachers could become defensive when asked if they are following a specified “plan” and that there is a misconception that all teachers of math need some type of “intervention”. A few of us had spoken to RPDP representatives and learned that the 5+1 presentation was intended to help our administrators identify methods in a well-run math classroom. Since most administrators do not come from a mathematics background, this is valuable information. They do need to be involved and informed. When observing us, trust that we know what we are doing and if you’re not sure what is happening, feel free to ask.

The Gift of Patience – Improved outcomes will come with time. Many of us worry that there always seems to be some new program or gimmick to fix what’s broken, but there hasn’t been enough time to see if previous efforts could be improved and may eventually work. There does not seem to be enough time spent implementing any new practice and evaluating it, before moving on to another or even determining if another is necessary. We would like to see one clear vision and voice from the district that can lead us to the ultimate goal of student success.

Ultimately, we all agreed that everyone invested in mathematical education desires the same results; for students to learn and be successful in mathematics. We need to come together, listen and understand each other’s ideas and needs in order for this to be accomplished.

The opinions expressed in this article may or may not be those of members of the Southern Nevada Vertical Team (SNVT) and the Southern Nevada Mathematics Council. This article was intended as a reflection of topics discussed at the SNVT meeting.

100 Days!

by Stuart J. Murphy

Time flies when you're having fun! And, of course, Math = Fun!

Now that fall is here, you can have fun counting your way toward that milestone of the academic year: the 100th day of school.

In my book, "[100 Days of Cool](#)", a group of very stylish and imaginative kids - Maggie, Nathan, Yoshi and Scott - find a way to dress up or do something "cool" every single school-day for 100 days. They wear kooky socks, decorate their bikes, make hats, paste sparkles on their faces, and even volunteer to read books at the Oak Hills Senior Center after school ("How cool is that?"). I hope *your* students are having fun and keeping track, too!

Back when the first three MathStart books came out, I had hoped that young kids could gain a better understanding of mathematical concepts if they were explained visually, and felt that they would be more motivated to learn if math was presented in the context of a story relevant to their lives. I never dreamed that there would eventually be 63 books in the series. Or that teachers all across the country would be using my books in their classrooms. Or that the books would be translated into foreign languages.

Thank you all for making this dream happen!

Best wishes,

Stuart



Secondary Math Competitions and Contests for Students 2009-2010

MATHCOUNTS Competition

MATHCOUNTS Foundation
Grades 6–8
Coaches Training: October 20, 2009
Competition: February 6, 2010
mathcounts.org
Local Contact: Tina Mika

KRYPTO Contest

Southern Nevada Mathematics Council
Grades 5–12
March 2010, date TBA
www.snmath.org/
Local Contact: Deb Julsen

Secondary Mathematics Contest

Southern Nevada Mathematics Council
Algebra I through Calculus
April 24, 2010
www.snmath.org/
Local Contact: Derek Fialkiewicz

K–12 Statistics Poster Competition

Nevada Chapter of the American Statistical Association
Grades K–12
Deadline for submission: February 19, 2010
www.nevada.edu/~nvasa
Local Contact: David Thiel

House of Cards Tournament

Associated General Contractors
Grades 6–12
October 24, 2009
Local Contact: Davis Ayers

Future City

National Engineers' Week
Grades 7–8
January 22–23, 2010
Local Contact: Davis Ayers

Nevada Prize Exam

University of Nevada
Grades 9–12
Date TBA (usually in March)
State Contact: Don Pfaff, UNR
don@unr.edu

Trig Star Contest

National Society of Professional Surveyors
Grades 9–12
Spring 2010
www.nspsmo.org/trig_star/index.shtml
Local Contact: Jerry Juarez, 775-786-5111,
jjvarez@usgeomatics.com

American Math Competitions

Mathematical Association of America
Grades 6–12
AMC 8: November 17, 2009
AMC 10: February 9, 2010 & February 24, 2010
AMC 12: February 9, 2010 & February 24, 2010
www.unl.edu/amc/

ASMA Annual Mathematics Contest

American Scholastic Mathematics Association
Grades 6–12
Monthly: October 8, 2009–March 11, 2010
www.asan.com/asa/asma1.htm

Who Wants to be a Mathematician

American Mathematical Society
Grades 9–12
Deadline to Qualify: October 20, 2009
www.ams.org/wwtbam/national/index.html

Catch the Wave!

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SNSTA & SNMC Present
**The 2010 Southern Nevada
Math & Science Conference**

January 22nd & 23rd
Rancho High School
Las Vegas, Nevada



*Southern Nevada Mathematics Council
Presents a...*

Membership Kick-off & BBQ

Saturday, October 3, 2009

12:00 - 3:00 pm

Desert Breeze Park - corner of Durango & Twain

- We will be barbequing hamburgers and hotdogs.
- Bring the family out for an afternoon of friends and math!
 - **Free** to all current members
 - Please RSVP for this event by **September 30** to Lissa Bzinak (lbzinak@interact.ccsd.net) via Interact!!!

Include the number in your party.



Not a member? No problem! You can join for a \$10 annual fee at the event.

You can also become a member at www.snvmath.org. More events are planned for this year at locations around the city, so if you are unable to make this event please still consider joining today!

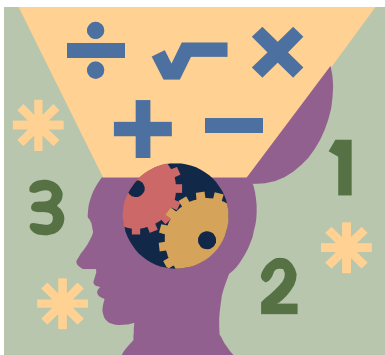
What is SNMC?

Southern Nevada Mathematics Council is a professional organization promoting active interest in mathematics and mathematics education. A local affiliate of the National Council of Teachers of Mathematics (NCTM), SNMC works in affiliation with the Nevada Mathematics Council in assisting statewide communication among northern, southern, and rural mathematics teachers in order to provide continuity in promoting mathematics and mathematics education.

What do SNMC funds support?

Your membership fees are used to fund all of our events. Southern Nevada Mathematics Council also supports...

- Teacher to Teacher Grant
- Southern Nevada Secondary Mathematics Contest
- Krypto Competition
- The Annual Southern Nevada Math & Science Conference
- Southern Nevada Vertical Mathematics Team
- Sending representation to the NCTM Delegate Assembly



SNMC Membership Benefits

New members receive...

- A SNMC Polo Shirt
- Membership Pin
- Other welcome gifts

All members receive...

- A membership card
- Invitations to SNMC social events, conferences, contests, and professional development opportunities*
- The SNMC newsletter
- Special prize drawings at SNMC sponsored events
- A voice at the national level via representation at the NCTM Annual Delegate's Assembly
- Special "For Members Only" giveaways at SNMC sponsored events
- An affiliation with a mathematics organization that can be added to resumes and professional evaluations
- Access to a network of educators who promote quality mathematics teaching and learning
- Opportunities for developing leadership skills

* Events Planned for 2009-2010

- Membership Kick-off & Barbeque
- Area 51s Game
- Social Get-togethers (Happy Hour)
- Spring Barbeque
- Krypto Competition
- Secondary Mathematics Contest
- The Annual Southern Nevada Math & Science Conference
- P³ – Our General Meetings & Dinners



Southern Nevada Mathematics Council

***An Affiliate of National Council of
Teachers of Mathematics and
Nevada Mathematics Council***

Membership Application

www.snvmath.org

**Please start my Membership in
SNMC today!**

Two payment options...

- Credit card at www.snvmath.org
- Check or Money Order made out to SNMC along with this form. Please send to ...

Kathy Robinson, SNMC Membership Chair
Northwest Career & Technical Academy
8300 W. Tropical Parkway
Las Vegas, NV 89108

Please Print

Name _____

Address _____

City _____ ST _____ Zip _____

Phone _____

Email _____

School/Dept. _____

Annual membership is currently \$10, but rates will be increasing next year. Sign up for up to three years to lock in the current price!

- 1 year membership \$10.00
- 2 year membership \$20.00
- 3 year membership \$30.00

Catch the Wave!

January 22nd & 23rd
Rancho High School
Las Vegas, Nevada

SNSTA & SNMC Present
**The 2010 Southern Nevada
Math & Science Conference**

During this two-day conference, participants choose from hands-on and demonstration sessions where they learn from experienced educators. After networking with other educators and acquiring the latest news on TI technology, teachers will return to the classroom with renewed enthusiasm for teaching and learning to share with fellow educators and students.

Visit www.snvmath.org/conference for more information, registration, or to apply to be a speaker at this conference. SNMC members will be entered into an exclusive drawing for prizes and will receive a special gift. Only those who become members in SNMC prior to the conference will be eligible.

NEW THIS YEAR!

Site memberships now available. For groups of 10 members enrolling from the same school, membership is only \$50 for the year and \$5 for each additional member. Go to www.snvmath.org for a School Site Membership Form.

2010 Regional Math and Science

Keynote Speaker – Stuart J. Murphy

- Author of MathStart book series
- Books about Math for Primary Students

Opportunity

- Hands-on and demonstration sessions
- Networking with fellow educators
- High-quality instructional strategies
- Classroom-ready resources
- New ideas to share

This is a unique opportunity to learn, share, and enrich your teaching!

Rewards

- Prizes, food, and free samples
- One graduate credit available with full attendance and assignment completion

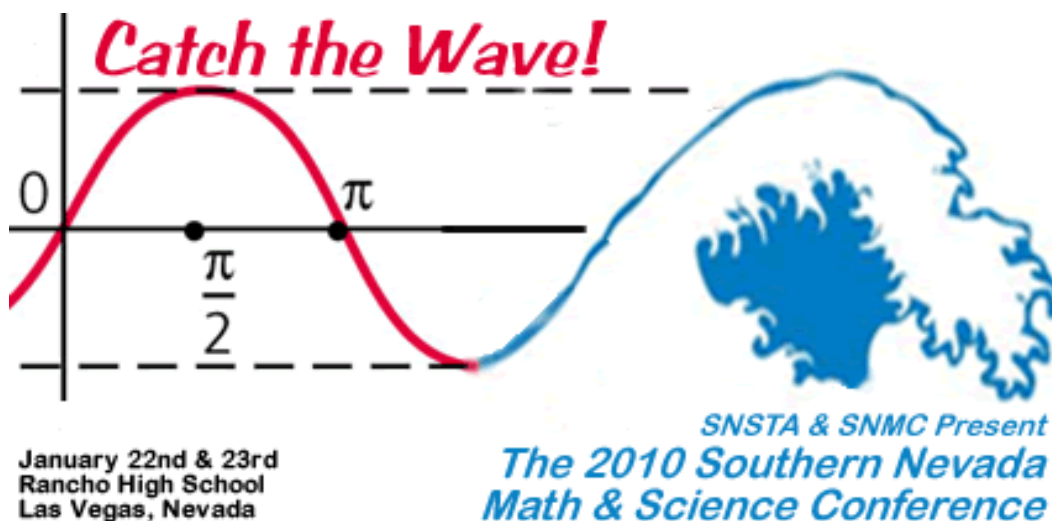
Dates

Jan. 22, 2010 from 5-9 pm
Jan. 23, 2010 from 8-5 pm

Location

Rancho High School
1900 Searles Avenue
Las Vegas, NV 89101

For more information visit our conference website
<http://www.snmvmath.org/conference/>



FREE TUTORING

High School 2009-2010 Math Proficiency Exam

Centennial Hills Library
Homework Help Center
6711 N. Buffalo Drive
Las Vegas, NV 89131

Clark County Library
Young People's Storyroom
1401 E. Flamingo Road
Las Vegas, NV 89119

Spring Valley Library
Storyroom
4280 South Jones Blvd.
Las Vegas, NV 89103

Sunrise Library
Auditorium
5400 Harris Avenue
Las Vegas, NV 89110

West Las Vegas Library
Homework Help Center
951 W. Lake Mead Blvd.
Las Vegas, NV 89106

DAY	DATE	CENTENNIAL HILLS	CLARK COUNTY	SPRING VALLEY	SUNRISE	WEST LAS VEGAS
SAT	3-Oct	10am-2pm			10am-12pm	10am-12pm
SUN	4-Oct		10am-2pm			
MON	5-Oct			5pm-7pm		
TUE	6-Oct	4pm-6pm	4pm-7pm		5pm-7pm	
WED	7-Oct					4pm-6pm
THU	8-Oct	4pm-6pm	4pm-7pm			
FRI	9-Oct					4pm-6pm
SAT	10-Oct	10am-2pm				10am-12pm
SUN	11-Oct					
MON	12-Oct			5pm-7pm		
TUE	13-Oct	4pm-6pm	4pm-7pm		5pm-7pm	
WED	14-Oct					4pm-6pm
THU	15-Oct	4pm-6pm	4pm-7pm			
FRI	16-Oct					4pm-6pm
SAT	17-Oct	10am-2pm				10am-12pm
SUN	18-Oct		12pm-2pm			
MON	19-Oct			5pm-7pm		
TUE	20-Oct	4pm-6pm	4pm-7pm			
WED	21-Oct		4pm-7pm			4pm-6pm
THU	22-Oct	4pm-6pm				
FRI	23-Oct					4pm-6pm
SAT	24-Oct	10am-2pm			10am-12pm	10am-12pm
SUN	25-Oct					
MON	26-Oct			5pm-7pm		
TUE	27-Oct	4pm-6pm	4pm-7pm		5pm-7pm	
WED	28-Oct					4pm-6pm
THU	29-Oct	4pm-6pm	4pm-7pm			4pm-6pm
FRI	30-Oct					
SAT	31-Oct	10am-2pm			10am-12pm	10am-12pm
SUN	1-Nov		12pm-2pm			
MON	2-Nov			5pm-7pm	5pm-7pm	
TUE	3-Nov	4pm-6pm	4pm-7pm			
WED	4-Nov					4pm-6pm
THU	5-Nov	4pm-6pm	4pm-7pm			
FRI	6-Nov					4pm-6pm
SAT	7-Nov	10am-2pm				10am-12pm
SUN	8-Nov					
MON	9-Nov			5pm-7pm		
TUE	10-Nov	4pm-6pm	4pm-7pm			
WED	11-Nov					
THU	12-Nov	4pm-6pm	4pm-7pm			
FRI	13-Nov					4pm-6pm
SAT	14-Nov	10am-2pm				
SUN	15-Nov		10am-2pm			10am-12pm

No Registration Required
Please call (702) 855-9771
for more information.