## EUREKA NCTM 2023 MATH 2. Presentations & Demonstrations

Our *Eureka Math*<sup>2®</sup> teacher-writers are presenting on a variety of instructional practices, mathematical models, and more at NCTM 2023. Our various sessions are located in several locations including the DC Convention Center breakout rooms, our booth (#227) in the exhibit hall, and the Marriott Marquis adjacent to the convention center. Join us for the following presentations and demonstrations, and make sure to stop by booth #227 to meet the *Eureka Math*<sup>2</sup> team and be entered to win one of six iPad Air tablets.

### Thursday, October 26

<b>8:00 AM – 9:00 AM</b> Marriott Liberty Ballroom M	In Their Own Words: Getting the Most Out of the Lesson Objective (Grades K–2) Maria Amaya "Today we are going to learn about" Isn't that how most lessons begin? Let's shift the paradigm to refrain from announcing the objective, and instead close with a Math Meeting where students debrief the lesson experience. The result is reflective students arriving at an authentic understanding of concepts expressed in their own words.
9:30 AM – 10:00 AM DC Convention Center Great Minds Booth (#227)	<b>Exponentially Greater: What's New in Eureka Math<sup>2</sup> (All Grades)</b> We revolutionized math instruction with <i>Eureka Math®</i> —and now we've raised the bar to the second power. Join us to see how <i>Eureka Math<sup>2</sup></i> maintains our reputation for focus, coherence, and rigor, while adding digital interactives, additional teacher support, and so much more to make it exponentially more joyful to teach and learn math.
9:30 AM – 10:30 AM Marriott Independence Ballroom F-H	In Their Shoes: Journey Mapping a Mathematics Lesson (Grades 3–5) Kori Morrow   Whitney Ricker Are you prepared to meet the needs of all students, especially multilingual learners and students who need support to stay engaged? Do you ever wonder what math class feels like from the students' perspective? Through an interactive Journey Mapping exercise, explore common learning barriers and how to use the Universal Design for Learning Guidelines to address variability.
<b>9:45 AM – 11:00 AM</b> Marriott Capitol Congress Room	Division by Fractions: Making It Meaningful (Grades K–2) Jenn Tadlock   Monica Clark Division by fractions is more than just using the standard algorithm. This session focuses on building students' understanding of dividing by fractions through the use of linking cubes and area models. Having students explore concrete and pictorial representations can help lead to division by fractions success.
<b>10:30 AM – 11:00 AM</b> DC Convention Center Great Minds Booth (#227)	Visibility <sup>2</sup> : Premodule and Embedded Assessments Reveal Student Understanding (All Grades) See how the comprehensive <i>Eureka Math</i> <sup>2</sup> assessment system—including premodule diagnostic (with <i>Eureka Math</i> <sup>2</sup> <i>Equip</i> <sup>™</sup> ), formative, and summative assessments give teachers a clear understanding of what students know to plan instruction accordingly.

### Thursday, October 26 (Continued)

<b>11:00 AM – 12:00 PM</b> DC Convention Center Room 101	Metacognition in the Mathematics Classroom (Grades 3–5) Kyle Williams   Asma Akhras Ever start off a math class by saying, "What did we do in math yesterday?", only to be met with blank stares? Ever wonder how to support students in thinking about their own thinking in mathematics? In this session, we will explore instructional routines and strategies to engage students in metacognitive thinking skills.
<b>11:30 AM – 12:00 PM</b> DC Convention Center Room 147A	Times Ten/Divide by Ten. The Decimal Doesn't Move. (Grades 3–5) Ricky Mikelmann   Karen Irving We'll elevate conceptual understanding of multiplying and dividing by tenths from concrete to pictorial to abstract so students recognize that the place value of the digits shift but the decimal doesn't move! Teachers will practice building understanding by using manipulatives and ideas they can take to their classrooms.
<b>11:30 AM – 12:00 PM</b> DC Convention Center Great Minds Booth (#227)	<b>Student-Centered Learning &amp; Discourse in Eureka Math<sup>2</sup> (All Grades)</b> See how Eureka Math <sup>2</sup> uses a balanced instructional framework for teaching mathematics. Examine student-centered learning, explore student-centered Instruction, and receive tips for facilitating discourse and developing a math community.
<b>1:30 PM – 2:00 PM</b> DC Convention Center Great Minds Booth (#227)	Accessibility <sup>2</sup> : How Readability, Learning Supports, and UDL Create Entry Points for All Students (All Grades) <i>Eureka Math</i> <sup>2</sup> advances equity by putting into practice research that provides teachers with specific strategies to address learner variance. See how we've made math exponentially more accessible so all students can access grade-level content.
<b>2:30 PM – 3:00 PM</b> DC Convention Center Great Minds Booth (#227)	<b>Engagement<sup>2</sup>: Digital Interactives with Eureka Math<sup>2</sup> (All Grades)</b> See how digital interactives were integrated into Eureka Math <sup>2</sup> to foster peer-to-peer discourse and deepen student understanding of math concepts while giving teachers visibility into student understanding.
<b>2:45 PM – 4:00 PM</b> DC Convention Center Room 102AB	Where are the Words? Reducing Barriers Without Reducing Rigor (Grades 6–9) Kevin Davis Let go of the key words and make the mathematics more accessible through different modalities. For many students, words are the problem with word problems. In this session, learn how to reduce the barrier written word problems can present while increasing relevance and engagement with meaningful contexts.



<b>3:30 PM – 4:00 PM</b> DC Convention Center Great Minds Booth (#227)	Visibility <sup>2</sup> : Premodule and Embedded Assessments Reveal Student Understanding (All Grades) See how the comprehensive Eureka Math <sup>2</sup> assessment system—including premodule diagnostic (with Eureka Math <sup>2</sup> Equip <sup>™</sup> ), formative, and summative assessments give teachers a clear understanding of what students know to plan instruction accordingly.
<b>4:00 PM – 5:00 PM</b> DC Convention Center Room 147B	<b>Strategies to Enhance Long-Term Learning (Grades 6–8)</b> Do your students forget what they have learned? Are you interested in strategies that will boost student learning and can be implemented in your limited class time? In this session, explore powerful strategies to improve learning retention and to develop a process to include these strategies in your classroom.

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### Friday, October 27

<b>8:00 AM – 9:00 AM</b> Marriott Ballroom Salon 12&13	Caution: Accelerated Curriculum Ahead (Grades 6–8) Connie Laughlin   Heidi Strate   Janae Pritchett Learn the Why, the What, and the How of creating and evaluating accelerated curriculum. Discern the difference between compacted and accelerated programs so you can create or select the best program. to prepare your students for college and careers.
9:30 AM – 10:30 AM DC Convention Center Room 101	No More Tears: Developmentally Appropriate Assessment (Grades K–2) Lacy Endo-Peery   Melanie Gutierrez Focus on Math: Early childhood teachers often struggle to balance time constraints and data demands with developmentally appropriate assessment practice. This session supports Prekindergarten and Kindergarten teachers by providing age-appropriate assessment tools and practices that fit into the context of daily instruction. These practices provide a systematic method of collecting observations related to standards- based teaching sequences and are responsive to individual student needs. The tools support teachers with formative assessment and allow data-based decision-making in the early childhood grades without compromising the needs of young children.
9:30 AM – 10:00 AM DC Convention Center Great Minds Booth (#227)	<b>Rekenrek Counting (Grades K–3)</b> Experience how the Rekenrek can be used to count from a number other than 1 and demonstrate the distributive property. See how teachers can use physical models or even virtual manipulatives in their classrooms.
<b>10:30 AM – 11:00 AM</b> DC Convention Center Great Minds Booth (#227)	Visibility <sup>2</sup> : Premodule and Embedded Assessments Reveal Student Understanding (All Grades) See how the comprehensive Eureka Math <sup>2</sup> assessment system—including premodule diagnostic (with Eureka Math <sup>2</sup> Equip <sup>™</sup> ), formative, and summative assessments give teachers a clear understanding of what students know to plan instruction accordingly.

#### Friday, October 27 (Continued)

<b>11:00 AM – 12:00 PM</b> Marriott Monument Room	<ul> <li>Connecting the Dots: Deepening Conceptual Understanding Through Connections Across Domains (Grades 8–10)</li> <li>Selena Oswalt   Bridget Soumeillan</li> <li>This session connects the dots across topics in statistics, algebra, and functions by following a theme of examining points in the plane. Explorations will include how digital photography and pointillism connect to histograms, linear inequalities, and graphs of functions.</li> </ul>
<b>11:30 AM – 12:00 PM</b> DC Convention Center Room 102AB	Routines to Support Multilingual Learners' Social Status in the Mathematics Classroom (Grades K–12) Mary Christensen-Cooper "The one who does the talking does the learning." But do we hold this same expectation for multilingual learners (MLLs) in the mathematics classroom? This session dives into language instructional routines that focus on receptive and productive language to ensure that all students, including MLLs, have access to the classroom's math discourse community.
<b>1:00 PM – 2:15 PM</b> DC Convention Center Room 204AB	Modeling Can Be Messy (Grades 8–10) Bridget Soumeillan   Selena Oswalt We will experience the messiness of a modeling task, reflect on our experience, identify instructional choices for increased accessibility, and connect Standards for Mathematical Practice and Universal Design for Learning guidelines. We will consider how students see themselves in learning and applying mathematics, the need for diverse contexts, and how to include community-based and global contexts.
<b>1:30 PM – 2:00 PM</b> DC Convention Center Great Minds Booth (#227)	<b>Student-Centered Learning &amp; Discourse in Eureka Math<sup>2</sup> (All Grades)</b> See how Eureka Math <sup>2</sup> uses a balanced instructional framework for teaching mathematics. Examine student-centered learning, explore student-centered Instruction, and receive tips for facilitating discourse and developing a math community.
<b>4:00 PM – 5:00 PM</b> DC Convention Center Room 151A	Invigorate, Engage, Inspire: Low-Floor, High-Ceiling Activities (Grades 6–8) Janae Pritchett   Cathy Terwillinger Low-floor, high-ceiling tasks engage all students in rigorous mathematics. They allow students to see themselves as thinkers and doers of mathematics. Take a deep dive into multiple standards-aligned low-floor, high-ceiling tasks and explore why these powerful

tasks increase rigor and engagement. Then, learn strategies for design and implementation.

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#### Saturday, October 28

# 8:00 AM - 9:00 AMCultivating Students' Mathematical Identity Through Probability and StatisticsDC Convention Center(Grades 6-8)Room 154ABGabie Mathiesen

When students see how probability and statistics can help them understand and explore the world around them, they see themselves as doers of mathematics and as valuable members of their community. This session will explore the importance of truly relevant contexts in developing students' statistical literacy and mathematical identities.

11:00 AM – 12:00 AM DC Convention Center Room 147B

### Cooking, Currency, and Culture: Inviting Student Stories into Middle School Math (Grades 6–8)

#### Heidi Strate

Exploring common middle school math contexts, participants will encounter simple, impactful activities that build community and belonging by inviting student stories into the math classroom. This session combines research on adolescent development and identity formation with practical ideas for teachers to honor their students' unique backgrounds.