

California Early Math Project Presents

# Early Math Forum

FINDING THE MATH IN EVERYDAY PLACES

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October 13th, 2022

6:00PM - 8:00PM (PST) | Virtual Event



# Schedule

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## **6:00pm PST**

Welcome and Keynote:

- Let's Take the Learning Outside Creating Playful Learning Landscapes!

## **7:00pm PST**

Break

## **7:05pm PST**

Breakout Sessions - Select from one of six sessions

- Solving problems in the Transitional Kindergarten classroom. What to do (and what not to do).
- Tinkering in Early Childhood
- Show and Tell! Great Graphs and Smart Charts
- Bringing Early Math to Libraries: Resources and Programs to Support Families with Children 0 - 5
- Intentional Lesson Design with Universal Design for Learning
- Supporting Preschool through Third Grade Instructional Alignment

## **8:00pm PST**

Closing remarks

# Presentations

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## ***Let's Take the Learning Outside Creating Playful Learning Landscapes!***

Presented by **Monique Daviss, Andres S. Bustamante & Jenny Zavala** at **6:00 PM**

Age: All Ages

Children learn best in active, meaningful, engaged, and socially interactive settings—making play an ideal context to foster learning and development. As students return to in-person schooling, there is great need for outdoor activities that can engage children in high quality learning experiences that align with public health safety recommendations. Learn how El Sol and UCI partnered to create research based playful learning landscapes on our campus, and how you can too. Participants will understand how we integrate research-based tools like number line training and representing rational numbers in different spatial forms in a lively game of “Fraction Ball”. In Parkopolis, roll dice that represent whole numbers and fractions to advance around a thirty square foot game board full of whole numbers and fractions and draw cards that suggest challenges born directly from research on STEM education. Come ready to play!

## ***Solving problems in the TK classroom. What to do (and what not to do).***

Presented by **Jonathan Dueck** at **7:05 PM**

Age: Preschool, Transitional Kindergarten (TK), Kindergarten

The TK classroom can provide a great time of learning and thinking about everyday math. One consideration that should be at the forefront of what is necessary in this year of education is “what should be delayed for kindergarten and how is that different from what is taught in TK?” If a teacher’s mindset is to push and accomplish more than a student is ready for, this can be a detriment for the child. Join us to consider what should be delayed and what should be focused on this important year of a child’s educational career.

## ***Tinkering in Early Childhood***

Presented by **Claudia Caro Sullivan & Luigi Anzivino** at **7:05 PM**

Age: Toddler, Preschool, Transitional Kindergarten (TK), Kindergarten

The Tinkering Studio at the Exploratorium will present an overview of professional development programming for early childhood educators and caregivers focused on STEAM. We will share how the implementation of tinkering supported other aspects of young children's learning including early literacy, language development, and social-emotional development. We will explore how offering these experiences during the pandemic continues to push us to reimagine the possibilities and impact of the tinkering approach beyond STEAM learning.

## ***Show and Tell! Great Graphs and Smart Charts***

Presented by **Stuart J. Murphy** at **7:05 PM**

Age: First Grade, Second Grade, Third Grade

Young children need to know about data and statistics. Not the data of Wall Street or the statistics of the world, but information about their own lives and the things that interest them. Displays of data can become part of their language, part of how they can better understand things and communicate with others. When presented in creative infographics, these displays bring that information to life. This session will feature simple bar graphs, pictographs, pie charts and line graphs, and include step-by-step instructions for collecting and organizing data, creating graphs and charts, and transforming them into dynamic infographics. Kids will have fun as they use math to show and tell their very own stories.

## ***Bringing Early Math to Libraries: Resources and Programs to Support Families with Children 0 - 5***

Presented by **Nate Halsan** at **7:05 PM**

Age: Infant, Toddler, Preschool, Transitional Kindergarten (TK)

When young children develop early math knowledge, it benefits their later reading success. To support caregivers of children ages 0 - 5 in growing these skills, Sacramento Public Library began a multifaced effort to infuse early math into early learning initiatives. Participants will learn why a focus on early math in libraries is important, how to integrate early math ideas into learning experiences, including book and song ideas for storytime and effective materials for play-based engagement. We will also discuss strategies for training staff and communicating the value of early math within the community.

## ***Intentional Lesson Design with UDL***

Presented by **Priscilla Rice** at **7:05 PM**

Age: First Grade, Second Grade, Third Grade

Our classrooms have a wide range of learners. It is our job as educators to design learning opportunities to reduce barriers to learning so that each and every child can be successful. Join me to learn about Universal Design for Learning and how to intentionally plan for student success.

## ***Supporting P-3 Instructional Alignment***

Presented by **Deborah Stipek** at **7:05 PM**

Age: First Grade, Second Grade, Third Grade

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# Speakers

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## **Luigi Anzivino**

Luigi Anzivino envisions a world where people can learn by doing and making in inventive, unusual, and sometimes messy ways, without fear of failure. Towards that goal, he contributes to the design, prototyping, and facilitation of hands-on making activities for the Tinkering Studio, following a pedagogical approach called “tinkering.” In his work as a Professional Development Lead, Luigi focuses on developing, documenting, and disseminating rich learning experiences, with the goal of creating a physical, cultural, and social space that is safe for trying out

tentative ideas, not knowing the right answer, and developing the skill of posing — not just solving — interesting problems

## **Andres S. Bustamante**

Andres Bustamante is an Assistant Professor at the University of California Irvine’s School of Education, and directs the Social, iTerative, Engaged, and Meaningful (STEM) Learning Lab. He designs and implements play-based early childhood STEM interventions in places and spaces that children and families spend time (e.g., parks, school yards, grocery stores etc.). He maintains an intentional focus on translating rigorous science from the lab, into meaningful research in the classroom, and the community. Andres is invested in research that has practical implications for



school and life success for children and families from under-served communities. His work has been funded by the National Science Foundation, Advanced Education Research and Development Fund (AERDF), Heising Simons Foundation, and the American Educational Research Association (AERA). He was recognized by the Association for Psychological Science (APS) through their Rising Star Award for early career scholars. He is also committed to sharing and interpreting early childhood research with a broader audience through blog posts for the Brookings Institution, Psychology Today, BOLD Blog, and other media outlets.



## **Claudia Caro Sullivan**

Claudia Caro Sullivan is a developmental psychologist, applied researcher, and progressive educator specializing in creating innovative multidisciplinary initiatives for life-long learning. She holds an EdM in human development and psychology from Harvard Graduate School of Education and a BA in social sciences from UC Irvine. As a member of the Tinkering Studio team, Claudia is responsible for the overall direction, planning, design and implementation of early childhood and community-based tinkering projects.

## **Monique Daviss**

Monique Daviss has been the Executive Director of El Sol Science and Arts Academy since 2005. During her tenure the school has grown in both size and achievement. El Sol has been named the Hart Vision Charter School of the Year, National Center for Urban School Transformation Best Urban School, a California Distinguished School (twice), a Title I Academic Achievement Awardee (three times), a California Association for Bilingual Educators Seal of Excellence Awardee, a Campaign for Business & Education Excellence (CBEE) STAR awardee (twice) as well as many other awards and recognitions. The school is a frequent destination for groups interested in dual immersion programs and community school initiatives. Her work supporting university-school partnerships has resulted in research-based innovative practices that contribute to the educational landscape at El Sol and elsewhere.





## **Jonathan Dueck**

Jon was previously the Director of STEM Education for the Office of the Fresno County Superintendent of Schools. He has recently moved into a position that focuses on Early Care & Education with a focus on math and science. Jon works with teachers and administrators to build programs that promote a worthwhile and optimistic view of math and science. He has worked in preschools, TK-12 schools and at the secondary level. Jon enjoys talking about numbers with young children.

## **Nate Halsan**

Nate Halsan, MLIS, is the Early Learning Specialist for the Sacramento Public Library. He supports staff throughout the system's 28 branches in their work with families with young children, develops and implements system-wide early learning initiatives, and provides staff training in storytime and play-based programming.





## **Stuart J. Murphy**

Stuart J. Murphy is a visual learning strategist and children's book author. Stuart is the author of the award-winning MathStart series, which includes a total of 63 children's books that present mathematical concepts in the context of stories for Pre-K through Grade 4. He is also the author of Stuart J. Murphy's I SEE I LEARN, a 16-book series of storybooks for children in Pre-K, Kindergarten and Grade 1 that focus on social, emotional, health and safety, and cognitive skills. Stuart is a member of the authorship teams of a number of mathematics programs published by Savvas Learning, including enVisionMATH, a comprehensive elementary school series, as well as a new Pre-K curriculum, Three Cheers for Pre-K. A graduate and trustee emeritus of the Rhode Island School of Design, he has been presenter at meetings of the National Councils of Teachers of Mathematics (NCTM) and Supervisors of Mathematics (NCSM), and many other professional educational organizations. Most of all, Stuart is an advocate for using visual learning strategies to help students succeed in school and in life.

## **Priscilla Rice**

Priscilla started her career in the Etiwanda School District. During this time she taught across grade levels, served as a District Site Representative for the implementation of new curriculums, and as an instructional coach to work with educators using transformational coaching. She recently joined the San Bernardino County Superintendent of Schools as a Curriculum Coordinator.





## **Deborah Stipek**

Deborah J. Stipek is the Judy Koch Emeritus Professor of Education and the former Dean of the Graduate School of Education at Stanford University. Her scholarship concerns instructional effects on children's achievement motivation and early childhood education. In addition to her scholarship, she served for five years on the Board on Children, Youth, and Families of the National Academy of Sciences and is a member of the National Academy of Education. She also chaired the National Academy of

Sciences Committee on Increasing High School Students' Engagement & Motivation to Learn and the MacArthur Foundation Network on Teaching and Learning. She currently chairs the Heising-Simons Development and Research on Early Math Education Network and serves as a senior consultant to California Education Partners, working with districts to improve P-3 alignment. Dr. Stipek served 10 of her 23 years at UCLA as Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. She joined the Stanford Graduate School of Education as Dean and Professor of Education in January 2001.

## **Jenny Zavala**

Jenny Zavala is the Director of Curriculum and Instruction at El Sol Science and Arts Academy, a dual immersion school in southern California. During her tenure, El Sol became the first bilingual school to receive America's Best Urban School Award, presented annually to the nation's highest performing urban schools. She has taught at the elementary and middle school level, mentored emerging and experienced teachers on curriculum development, instructional best practices, and led a number of educational initiatives that support teacher leadership. She is an instructional leader and a certified Tier III GLAD Trainer, presenting across nationwide platforms on various topics around dual language and instructional best practices. With more than 18 years of experience, she believes in the importance of prioritizing the ongoing growth and development of teacher leadership and advocacy as a pathway for underrepresented and marginalized students to attain academic success.

