

Wahpe Woyaka pi

(T a l k i n g L e a f)

South Dakota Council Teachers of Mathematics Newsletter

Presidential Ponderings

There's good news and bad news. The bad news: my term as SDCTM president is drawing to a close. I have truly enjoyed representing South Dakota's finest educators: you! It has been a great ride, and I'm sorry to see it come to an end. The good news: no more Kroon family stories!

As I ride off into the sunset, I owe a debt of everlasting gratitude to all members of the executive board, and so many others who have worked selflessly and tirelessly to promote the cause of mathematics education in South Dakota. Beginning my term in 2008, I received some great advice from SDCTM past-president Chuck Holmstrom. He told me, "Surround yourself with good people and they will make you look good." I did, and they did.

A special thank you goes to Jean Gomer. As conference coordinator, Jean makes it all work in Huron each February. This year's conference was no exception. If you attended, you experienced outstanding speakers, great sessions, and connected with friends both old and new. Conference photos for 2011 are online now at www.sdctm.org. Paul Kuhlman's *Superman* presentation was my favorite banquet speech of all time. If you missed it, put February 2-4, 2012 on your calendar and vow to attend next year.

On a somber note, we say goodbye and Godspeed to our friend and colleague Bobbie Traxinger. Bobbie taught in Douglas, and was secretary of SDSTA. She died suddenly in February while doing what she loved—promoting science education in South Dakota. She will be missed by all.

Exciting events loom on the horizon. South Dakota has adopted the Common Core Standards for School Mathematics (CCSSM). That was the easy part. Now the hard work of implementation follows. We welcome SDDOE math specialist Billy Kliche (william.kliche@k12.sd.us) to the team. Billy is already working on plans for professional development as the new standards are implemented. SDCTM plans to work closely with Billy and DOE to make the transition as smooth and successful as possible. It is critical for SDCTM members to be included in the posse. Please consider the role that you can fill in the upcoming transition. South Dakota's math educators have a big stake in the outcome. Let's get involved in the process.

It has been an honor to represent you, the outstanding math educators of South Dakota. Next month, I will hand over the reins to incoming SDCTM President Jay Berglund of Gettysburg. There's a new sheriff in town. Giddy-up!

Cindy Kroon
SDCTM President



SPRING 2011

Wahpe Woyaka pi

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Calendar Notes:

- PAEMST Applications due May 2, 2011
- 2012 SDCTM/SDSTA



Friends of Mathematics Award Recipient

This year's recipient of the Friend of Mathematics Award is Chad Tussing. He has been of great assistance to this conference through his donation of supplies and materials for our attendees. For many years, Chad has been involved in Project WILD presentations and has frequently supplied bags, lanyards, and other materials for our conference.

Chad Tussing is the director of the Outdoor Campus-West in Rapid City. TOC-West is a new outdoor education center being built by the Department of Game, Fish, and Parks. Once construction is completed in May 2011, the facility will host classes on outdoor topics such as hunting, fishing, canoeing, kayaking, wildlife management and more.

Prior to taking this position, Chad was the Education Services Coordinator for GFP in Pierre. As such, he coordinated education programs such as Project WILD, Becoming an Outdoorswoman, Aquatic Resource Education and more. Chad's educational background includes a BS in Fisheries Management and graduate work in Environmental Education, both at Ohio State University.

“He has been of great assistance to this conference...”



Distinguished Service to Mathematics Award

This year's Distinguished Service to Mathematics award goes to someone very deserving. This conference would not be the same without the dedication and time that this person brings to the table. As long as I've been involved with this conference, when I first attended back in the early 90's, and later in planning and leadership, he has been tireless in his efforts to make it a great experience for SD teachers. His attention to detail is legendary. I would never send out a program, flier, or mailing without having him look it over first.

This year's awardee has been involved in math and science education as a teacher and leader for 30 years. He has a Master's degree from SDSU in Science Education, and a minor in mathematics and chemistry. He has also been involved in professional development as a TTL instructor. He has made a difference to generations of students, first in Draper, then Groton, Bristol, and back to Groton.

He is worth his weight in gold. This year's Distinguished Service to Mathematics Award goes to my mentor and friend: James Stearns.

“...he has been tireless in his efforts to make it (the conference) a great experience for SD teachers.”



Daktronics Outstanding Math Teacher

Jay Berglund, of Gettysburg, has been named the 2011 Daktronics South Dakota Outstanding Mathematics Teacher. Jay is a graduate of Colorado State University and teaches a wide range of mathematics including 7th grade math and AP calculus. He has been involved in writing and revising the SD mathematics standards as well as many other activities in mathematics education. Jay “tries to inspire my students to want to take the math class rather than have to. I let my students know why I love mathematics and more importantly why I love teaching mathematics.” Jay’s Principal said “Mr. Berglund demonstrates a true dedication to his school, students, and fellow staff.” A parent describe Jay as “a competent, creative teacher who cares deeply for each of his pupils.” Jay was presented this award by the Vice President of Daktronics Frank Kurtenbach at the South Dakota Science and Math Teachers Conference. He receives a \$1000 award, courteous of Daktronics, for purchasing classroom supplies or travel to professional conferences.



“a competent, creative teacher who cares deeply for each of his pupils.”

Nominate an outstanding secondary teacher for the 2011 PAEMST.

Nominations for 2011 PAEMST

Know a Great Secondary Math Teacher? Nominate him or her to receive the Presidential Teaching Award!

We’re looking for outstanding 7-12 math teachers for the 2011 Presidential Awards for Excellence in Mathematics and Science Teaching. The awards are sponsored by the White House and administered by the National Science Foundation.

Every year up to 108 National Awardees each receive a \$10,000 award, a paid trip for two to Washington, DC to attend a week-long series of networking opportunities and recognition events, and a special citation signed by the President of the United States.

The program is now accepting nominations of 7-12 teachers for the nation’s highest honor for mathematics and science teachers. Anyone can nominate a teacher. Teachers should submit completed application materials by May 1, 2011.

For more information, including nomination and application forms, please visit www.nsf.gov/pa or www.sdctm.org and click on the awards link.

Diana McCann
SD Math Coordinator PAEMST



Bobbie Traxinger



Bobbie Traxinger passed away suddenly Saturday evening, February 5th, 2011. Bobbie was born March 18, 1956. She met her future husband, Pat Traxinger, while both were working for the Corps of Engineers at Big Bend Dam north of Chamberlain. Bobbie and Pat married April 21, 1980. They were blessed with three children, John, Megan, and Luke. A mother first, Bobbie did not go into teaching right away. When she did take over a classroom at Douglas High School in October of 1985, it was obvious that Bobbie had always been a teacher. She had found her professional calling. For 26 years Bobbie nurtured her own children through the Douglas Schools and touched the lives of thousands more science students and teachers. Bobbie always made time for each student, often at great sacrifice to herself. This year alone, Bobbie gave her own time to tutor an AP Physics student in an independent study and had volunteered to travel back to Huron again this weekend to coach a Douglas team in the State Science Bowl competition. In recent years Bobbie had become even more active professionally, adding Education Specialist in Science to her already impressive credentials. In addition, Bobbie helped teach the next class of Education Specialist candidates. Bobbie was also very active in her state science teachers association, serving as association secretary at the time of her death.

Services for Bobbie were held Saturday, February 12th at 11:00AM in the Whitehead Gymnasium at Douglas High School.

A memorial scholarship fund has been established in Bobbie's name. Donations to the Roberta L. Traxinger Memorial Scholarship fund can be sent to her family at 5738 Pluto St, Rapid City, SD 57703.

Bobbie was moved by this quote she heard in a presentation just 24 hours before passing away:

“Learn as if you were to live forever. Live as if you were to die tomorrow.” –Ghandi



SDSTA “Family Picture” taken February 4, 2011

1st Row: Molly TenBroeck, Micheline Hickenbothem, Marcy Farrand
2nd Row: James Stearns, Ramona Lundberg, Brenda Murphey, Bobbie Traxinger, Mark Farrand, Larry Browning



Wind for Schools South Dakota Educator Workshop

The Wind for Schools Program and The National Energy Education Development (NEED) Project are proud to present the upcoming Wind for Schools South Dakota Educator Workshop. Classroom teachers involved and interested in the Wind for Schools Program will have a unique opportunity to learn about wind energy, wind generated electricity, and the use of data produced from wind installations in their classrooms. The workshop will be held April 29, 2011 from 8:30 am to 3:30 pm at Douglas Middle School Auditorium, 401 Tower Road, Box Elder, South Dakota.

The workshop is **free to educators on a first come, first served basis**. Breakfast, lunch, classroom materials are provided. To register go to www.sdwind.org

The NEED Project's mission is to promote an energy conscious and educated society. NEED is the nation's leading provider of energy education programs and materials to schools. The program will make teaching energy exciting and fun for your classroom. Our goal is to introduce students and teachers to energy through hands-on science activities. NEED works to create high quality materials and training to make learning and teaching about energy fun.

If you have questions or need further information about the Wind for Schools South Dakota Workshop, please contact Wendi Moss at NEED at 800-875-5029 or wmoos@need.org.

For more information about the NEED Project visit our website at <http://www.need.org>.

This training is sponsored by:

- * The NEED Project www.need.org
- * United States Department of Energy Wind Powering America <http://www.windpoweringamerica.gov/>
- * Western Area Power Administration www.wapa.gov
- * Black Hills Power <http://www.blackhillspower.com/glossary.htm>
- * South Dakota State University www.wac.sdwind.org
- * South Dakota Wind Energy Association www.sdwind.org

Steve Wegman
South Dakota Wind Energy Association
300 East Capitol Ave.
Pierre, SD 57501

“Classroom teachers...will have a unique opportunity to learn about wind energy, wind generated electricity, and the use of data produced from wind installations...”

Contact info for Steve:

605 295 1221
www.sdwind.org
wac.sdwind.org
wind@pie.midco.net



“The four liaison positions were added to the executive board this year to provide members a contact person with expertise at the different grade bands.”

Meet the Executive Board

Elected Officers

- * President – Jay Berglund – Gettysburg High School
- * President Elect – Ellie Cooch – Spearfish Middle School
- * Vice President – Steve Caron – Aberdeen Central High School
- * Secretary – Brad Andera – Aberdeen Central High School
- * Treasurer – Diana McCann – Retired (Bon Homme School District)
- * NCTM Representative – Allen Hogie – Brandon Valley High School

Appointed Positions

- * Post-Secondary Liaison – Dan VanPeurse – USD
- * High School Liaison – Bill Gripentrog – Watertown High School
- * Middle School Liaison – Becky Umenthum – Rapid City Public Schools
- * Elementary Liaison – Brenda Danielson – Scotland Elementary School
- * Conference Chairperson – Jean Gomer – Retired (Deubrook Area Schools)
- * Newsletter Editor – Sheila McQuade – O[†]Gorman High School
- * Webmaster – Cindy Kroon – Montrose High School

The four liaison positions were added to the executive board this year to provide members a contact person with expertise at the different grade bands. They will also be providing articles and/or activities appropriate to their grade band for each newsletter. Please feel free to contact any board member with suggestions, concerns, or questions.

Jay Berlund
SDCTM President
2011-2013

SDCTM Website Info

The SDCTM website is running out of space! To make room for new items, some older items must be deleted. Please visit the site at <http://www.sdctm.org> and download pictures, documents, etc. that you would like to save. Items older than 2008 will be deleted as necessary to make room for newer items.

As always, please contact me with your submissions and suggestions for the SDCTM website.

Cindy Kroon, Webmaster



K-5 Corner

About this time of year, you may be seeking a new way to do math fact practice. Maybe one of these would help.

Websites: Multiplication.com offers 57 different multiplication related games. In most of these, students may choose to practice just one set of facts, like the 5's or a range of facts such as 0-5, 2-9, or 3-12. One of my favorites is when you can get the grannies to race wheelchairs. If you have those true video game playing students, they may enjoy those that reward a certain number of correct facts with a chance to play an arcade type game. In Peabody Penguin, after you do the facts, you jump Peabody through a game board looking for the key to unlock the door and getting rid of sea lions. For those Sim-city fans, after you get the facts correct, you may build your own castle complete with knights, and dragons in the Castle game. Egg Static requires quick gaming hands and quick thinking to catch the multiples of a given number. At the top of the page, there are links to other games that can be programmed for addition or division.

Be sure to read the blurb about each activity. There are some that show the basis of multiplication (repeated adding) and some that practice the multiples of numbers.

Activities: For that class that needs more movement, try one of these fact practice activities. Get a beach ball and create numerous small sections on it with a permanent marker. Put one math fact in each section. Toss the ball to a student. They need to correctly state the fact for the section where their right thumb is located.

For a small group activity, place flashcards for facts on the seats of chairs. Have students play musical chairs. When the music stops students stand by a chair. Then you point to one student to give the answer to the fact on the chair nearest them. Quickly go around the circle and have them give the answers. If one student has particular trouble with one fact, they may "accidentally" end up at that chair several times.

SWAT- Place the answers to various math facts on a large piece of paper. Get two teams. Arm the first person in each team with a flyswatter. Announce a fact. The two players dash up to the paper and SWAT the correct answer. This is nice because both of them can be correct and you can see who knows the facts fastest.

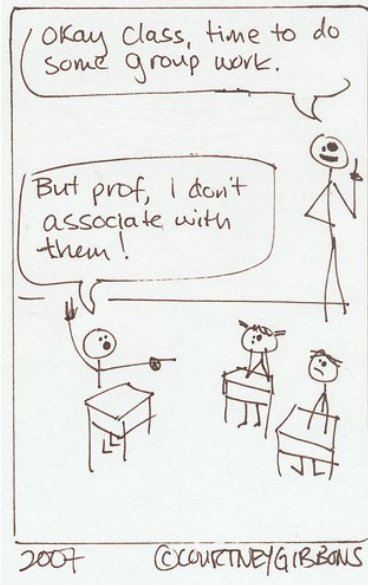
If you like this kind of information, come on over to the Joint Math Science convention in Huron next February, you will learn so much. Put it in your requisitions now.

Brenda Danielson,
Elementary Liaison 2011-2013

“About this time of year, you may be seeking a new way to do math fact practice. Maybe one of these will help.”



9-12 Spotlight



“Argument and defending your position is a powerful way to embed a new concept.”

“It did lead to a good conversation about multiple representations.”

There are many things that I love about my job. However, correcting isn't one them. It is boring. I really, really hate correcting. It seems like I always have papers to correct. If I don't get it done, it makes the assignment kind of worthless. I tried first quarter to not grade the assignments, just give the kids feedback. I have tried this before and failed. Now, I have it tried it twice and failed. I ended up having to go back to grading homework so students would do it so they would learn the concepts.

At the end of the quarter, I tried something different and have carried it over to this quarter. It seems to be working. It solves two problems. I want students to work in heterogeneous groups and they want to work with their friends, which most of the time are not heterogeneous. I put them in base groups of two. The students can sit wherever they want in the classroom; however they have to sit with their assigned table partner. This way the students still have a choice of where they sit and I still get my groups.

These "base groups" serve a couple purposes. Most of the time when we are doing learning activities, they work with their assigned partners. Where I have modified this is for homework assignments. Students can't work with their table partners on the homework. They work with their friends in groups of one, two, three or four. Yes, some students prefer to work by themselves. The next day, the students compare their answers with their table partners while I walk around helping groups who are confused. If they disagree, they need to evaluate each other's work and try explain to their partner where the mistake is. Correcting their homework has just become a learning activity. Argument and defending your position is a powerful way to embed a new concept. My favorite student comment so far are two students who came and plopped their paper in front of me and said that they couldn't find each other's mistake and they didn't agree on their answer. It turns out that they were both right, they just used different representations of their answer. It did lead to a good conversation about multiple representations.

The nice thing is the assignments I need to grade are higher quality because they have already been evaluated by one their peers. When I have multiple students miss the same thing, it something we have to address.

continued



9-12 Spotlight, *continued*

The one thing is I have built in some interdependence into the learning. The kids "narc" on each other in a heartbeat. "Mr. Grip, Oliver doesn't have his assignment complete, can I compare with someone else?" I have heard this a couple times already. This process doesn't make students do their work. It does help with the learning of the students who do want to learn. I still have students who try to copy their partner's work, that is why it is important to circulate with this method.

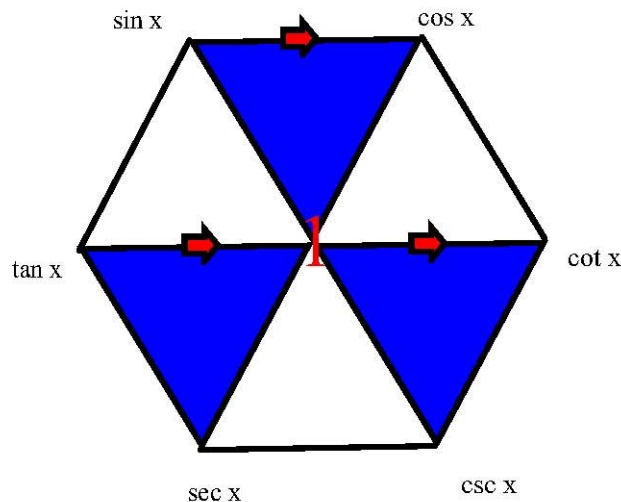
Gone are the days when I would put the answers up for students to correct their own assignment. Notice, they compare with each other, not with me. I have only done this with the end of semester review and the beginning of this semester. These assignments have one thing in common, a single correct answer. I am looking forward to when we do this process with proofs.

Bill Gripentrog,
High School Liaison 2011-2013



"Gone are the days when I would put the answers up for students to correct their own assignment."

An interesting visual to remember the trig (pythagorean) identities!



- Notice that the reciprocal functions (sin and csc), (tan and cot), (cos and sec) are at opposite vertices of the hexagon.
- The number one is in the center of the hexagon.
- Follow the arrows as you travel around the colored triangles.

Travel from sin to cos to 1. This represents $\sin^2 x + \cos^2 x = 1$

Travel from tan to 1 to sec. This represents $\tan^2 x + 1 = \sec^2 x$

Travel from 1 to cot to csc. This represents $1 + \cot^2 x = \csc^2 x$

*This activity was
Inspired by
Jamie Nelson,
West Central High School*



Technology Based Investigations in Geometry

Each year we are asked to set professional goals for the next school year. Some are meant to be how we will grow individually, others are directed at how we want to change our teaching methods. One of my reoccurring goals has been to integrate more technology in my class. I've come a long way in the last 10 years. I'm fortunate enough to have a tablet pc that I use on a daily basis instead of the beautiful, new white board in the front of my room. But there are days that I wonder if I there is more that I can/should do in the technology arena.

"...there are days that I wonder if I can/should do in the technology arena."

Recently, I took the plunge and wrote some investigations for my students. My goal was for them to discover the theorems/properties from the current chapter. On the following two pages is one of four of the investigations that I assigned using GeoGebra (www.geogebra.org). I heard about it at the conference last month. It is free (always a bonus), is web based so kids can access it from any computer with an internet connection. I did tell the kids that I had only recently been introduced to GeoGebra and that I did not have it mastered. I purposely chose to not write explicit, detailed step by step directions. I also explained that one of my goals was for them to learn to use the software and to teach one another (and me) the features that they learned.

I was really pleased with the outcome. I had the opportunity to require some writing (one of our school's improvement goals) in a way that was authentic to the task and not forced. The experience also provided my students another opportunity to communicate about math. At the bottom of this page is the scoring sheet with a rubric of sorts that I used to grade their papers.

Sheila McQuade
O'Gorman High School

Geometry
L9.4 Arcs and Chords Computer Investigation

GeoGebra Investigation

Name _____

Investigation #1 (3 pts)

Use ctrl C, copy the screen and paste into a Word document. Use complete sentences to write a paragraph explaining what you discovered about the relationship between congruent arcs and their chords.

Investigation #2 (3 pts)

Use ctrl C, copy the screen and paste into your Word document. Use complete sentences to write a paragraph explaining what you discovered about the relationship between a diameter perpendicular to a chord and the pieces of the chord.

Investigation #3 (3 pts)

Use ctrl C, copy the screen and paste into your Word document. Use complete sentences to write a paragraph explaining what you discovered about the relationship between congruent chords and their distance from the center from the circle.

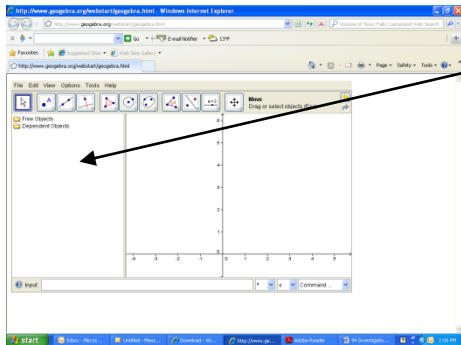
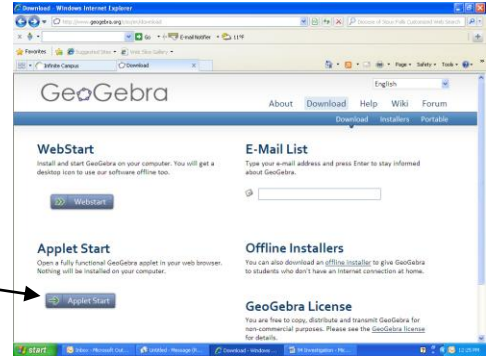
Put your name and class hour in the upper right hand corner of the page. (1pt)

L9.4 Arcs and Chords Computer Investigation

We'll be using GeoGebra to do some geometry investigations. GeoGebra is a web based software tool. The address is: <http://www.geogebra.org/cms/en/download>

The screen should look like the screen shot at the right.

We will not be downloading the software, so click on the button for Applet Start in the lower left corner.

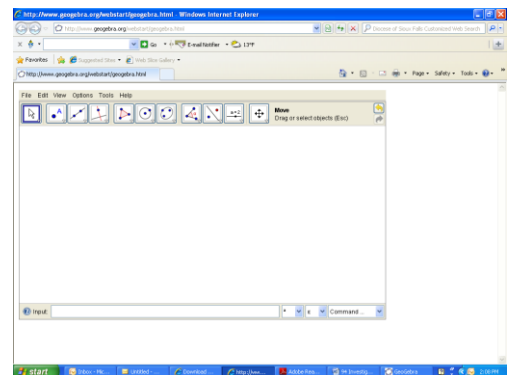


You won't need the pane on the left hand side, so you can hide it.

You also won't need the axes and since they may cause some distraction, you can hide them as well.

To hide both the left hand pane and the axes, click on View and uncheck *Axes* and *Algebra view*.

You will be completing three investigations. If you don't complete them in class today, you will need to do them as homework in addition to the textbook assignment.



Investigation #1

- Draw a circle.
- Draw two central angles and the corresponding chords.
- Remember that the measure of the arc is equal to the measure of the central angle. To measure the arcs, you will need to measure the angles.
- Move the points around the circle so that the measures of the arcs (angles) change but are always congruent to each other. What happens to the chord lengths?
- Use ctrl C, copy the screen and paste into a Word document. Use complete sentences to write a paragraph explaining what you discovered about the relationship between congruent arcs and their chords.

Investigation #2

- Construct a new circle (center O , 1st point on the circle A). Place a second point (B) on the circle. Construct the chord (\overline{AB}) that joins the two points on the circle. Construct the perpendicular line from the center to the chord. Construct the point where the perpendicular line intersects the chord (X). Measure the length of \overline{AX} and \overline{BX} .
- Move the points around the circle. What happens to the lengths of the pieces of the chords?
- Use ctrl C, copy the screen and paste into your Word document. Use complete sentences to write a paragraph explaining what you discovered about the relationship between a diameter perpendicular to a chord and the pieces of the chord.

Investigation #3

- Construct a new circle (Center O , 1st point on circle A). Place a second point (B) on the circle. Construct the chord (\overline{AB}) that joins the two points on the circle. Construct the perpendicular line from the center to the chord. Construct the point where the perpendicular line intersects the chord (M). Hide the perpendicular line (right click on it and uncheck show object). Draw segment \overline{OM} .
- Place two add'l points (X & Y) on the circle. Construct the chord (\overline{XY}) that joins these two points. Construct the perpendicular line from the center to the chord. Construct the point where the perpendicular line intersects the chord (N). Hide the perpendicular line. Draw segment \overline{ON} .
- Measure and \overline{AB} and \overline{XY} . Adjust the placement of points B , X , and Y until $\overline{AB} \cong \overline{XY}$. Measure \overline{OM} and \overline{ON} .
- Move points A , B , X , Y around the circle so that the lengths of \overline{AB} and \overline{XY} change but \overline{AB} is always congruent to \overline{XY} . What is true about the relationship between \overline{OM} and \overline{ON} when $\overline{AB} \cong \overline{XY}$?
- Investigate the converse. What is true when you change the the lengths of \overline{OM} and \overline{ON} ...always keeping \overline{OM} congruent to \overline{ON} ?
- Use ctrl C, copy the screen and paste into your Word document. Use complete sentences to write a paragraph explaining what you discovered about the relationship between congruent chords and their distance from the center fo the circle.

Put your name and class hour in the upper right hand corner of the page.



Presents a Summer Symposium

A day of exploration and lesson planning

For Interactive Whiteboards

Dina Vanderwert will be sharing her expertise on using interactive whiteboards in her classroom. Dina is an elementary teacher in Mitchell and an instructor at DWU. You will have time to explore and set up your own lessons on the whiteboards.

The summer symposium will be at Dakota Wesleyan University, Smith Hall Room 210, on June 16, 2011 from 9-4. Registration at 8:30. Lunch will be provided.

Bring your own computer or use one of DWU's computers. Bring a flash/ thumb drive to save your work. If you are bringing your computer, make sure that the software for your white board is loaded and that you have the rights to freely access the internet.

The cost of the symposium will be \$50.00. Dr. Rocky Von Eye will be offering an opportunity for one graduate credit. You will need to complete an after-symposium assignment. This credit will be available for an additional \$70. Questions about the credit may be directed to Rocky at rovoneye@dwu.edu.

Please complete the registration form below. Mail form and \$50 by April 29th to Steve Caron 907 South 16th Street Aberdeen, SD 57401. The credit fee will be collect by the college when checking in the day of the symposium. Don't delay! *Registration is limited to 30 participants! (first-come basis)* Questions? Contact Steve Caron at Steve.Caron@k12.sd.us.

Name _____

Check one

E-MAIL address _____

Will use a DWU Computer

Home/Summer Address _____

Will bring own computer

_____ School _____



TI-Nspire CX Workshop

Math and Science Colleagues:

The Sioux Falls Public Schools have the honor of hosting TI-Nspire CX workshops in June! Playing host to these workshops is, in itself, a tremendous honor, but the REAL cool thing is that we have been selected as the first site in the country—maybe in the world—to host workshops featuring the new TI-Nspire CX handheld. Once you see this new device, you will want to join us for these workshops.

Check out this website to get a sneak peek: <http://education.ti.com/calculators/products/US/nspire-family/>

We will offer three separate workshops concurrently from June 6-8, 2011 at Roosevelt High School. Two of the workshops, High School Mathematics and High School Science, are for the new TI-Nspire user. The third workshop is High School Mathematics for the Intermediate user. It's important to note that, even though the titles say "High School", these workshops will be very valuable to any middle or high school math or science teacher.

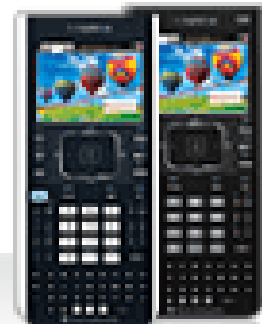
I will be the instructor for the HS Science Workshop, Kira Christensen from Washington High School will teach the beginner Math Workshop, and Ray Barton from Salt Lake City will join us as the instructor for the Intermediate Math Workshop. Ray has been with us several times, and he is truly one of the finest math educators anywhere.

We anticipate getting a large number of participants this summer, so please secure your place in one of the workshops right away. Registration for the workshops just opened on Tuesday, March 1, so you can go to <http://www.tinspire2011.com/> for more information and for registration materials.

Finally, I will be working with the University of Sioux Falls to offer college credit for the workshops. Stay tuned for more information. In the meantime, check out the websites and let me know if you have questions.

I look forward to seeing you this summer!

Jeff Lukens
Roosevelt High School



“ . . .we have been selected as the first site in the country—maybe in the world—to host workshops featuring the new TI-Nspire CX handheld. “

“I will be working with the University of Sioux Falls to offer college credit for the workshops..”



Print a copy of this form. Mail with check payable to SDCTM to:

Diana McCann
31133 Bon Homme Road
Tabor, SD 57063

Name _____

School Name _____

Subjects or Grades Taught _____

Addresses

Home _____

School _____

Mailing Address: _____ Home _____ School _____

Home Phone _____

School Phone _____

Fax Number _____

E-mail _____

Membership categories (Check only one)

- _____ Elementary School \$5.00
- _____ Middle School / Junior High \$20.00
- _____ High School \$20.00
- _____ Post Secondary \$20.00
- _____ Retired \$5.00
- _____ Student \$5.00
- _____ Other \$20.00



SDCTM Newsletter
C/o Sheila McQuade
OGHS
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Sioux Falls, SD 57105

2008-2011 SDCTM Executive Board Members

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Treasurer
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