The goal of this presentation was to share a variety of supplemental activities and support materials to empower teachers when working with the students. We supported the teachers by sharing ideas, materials, and resources that they could take back to school and use with their students.

We began with our introductions and then we shared a passage from the picture book *Counting on Frank* by Rod Clement (“You have a brain. Use it!”). We encouraged participants to empower their students by using a variety of strategies and resources. Thinking out loud is a big part of developing mathematical understanding. Participants were invited to visit the Children's Literature Station during the Exploration Time later in our session. We then shared a handout of various websites to enhance *Everyday Math*.

Next we had the participants work on a math puzzle competition in small groups, to review concepts in *Everyday Math*. Each table (there were five table groups) was given a set of review cards for problems from *Everyday Math*. The participants were assigned jobs. The goal was to answer five problems correctly, show the checker, and then get five pieces from their team's puzzle box. The first team to put their puzzle together correctly won the game. Each participant received a puzzle to do this activity with his or her students. We discussed how participants could use this puzzle game for review and practice.

We then had participants visit several stations during our Exploration time, which was similar to the Explorations used with *Everyday Math*. Each person received a packet of handouts that we use for third grade and the participants used at the stations. We also gave them a copy of some handouts given during a presentation by education consultant Caddie Miller. The participants moved around the room and worked at various stations. These stations included:

- **Third Grade Reference Folder Station.** Each participant made a Third Grade Reference Folder with a number line, multiplication chart, decimal chart, touch points, etc. to meet students' individual needs.
- **Counting Bracelet and Shape Bands Station.** Each person made a small abacus
or counting bracelet to use with students and learned how to use Shape Bands to make shapes.

- **Children’s Literature Station:** Participants explored a table of children’s literature relating to math to use in the classroom.
- **Touch Point Card Station.** Participants made touch point cards with glitter glue, sentence strips, and markers to help struggling students have another strategy to add and subtract.
- **“I Have” Game Station.** Each person made a Multiplication, Telling Time, and Place Value Game to use with the entire class. For example, one prompt is “I have 24. Who has 3 x 5?” They also received a blank template so students could create their own game.
- **Math Folder.** Each participant made a Math Folder which included vocabulary and/or routine sheets and a wipe-off sheet to put various worksheets or routine sheets inside.
- **Math Box Helper Sheets.** The participants learned how to make Math Box Helper Sheets to help struggling students. Each participant received a blank copy to make his or her own at school.

During our wrap-up, participants chose a literature book from among the following to use in their classroom with their students: *Sideways Arithmetic from Wayside Schools* by Louis Sachar, *Sir Cumference and the Great Knight of Angleland* by Cindy Neuschwander, and *From Simple Shapes to Geometry* by Jerry Pallotta. Participants worked on whole group, small group, and individual activities during our sessions. Ideas were shared and participants were actively engaged.