TIME-1, Ten Years Later  By Gregory Hyams (T-11) and Mara Markinson (T-11)

“I can’t believe it has almost been ten years since the members of TIME-1, who we have affectionately referred to as “the originals” or sometimes “the survivors,” have graduated. I can remember very clearly the day I first met them in the old Powdermaker Hall. Many of them weren’t even sure they wanted to become mathematics teachers; now they are the best of the best! For the first year of their study, I sat together with them in all of their TIME 2000 classes with Dr. Sultan, Dr. Mendelson, and Dr. Armour-Thomas so I could understand what they were experiencing. I continually asked them to share their thoughts and suggestions during these crucial developmental years, and it was through their insightful comments in their monthly journals, questionnaires, and meetings, that the founding ideas of the program were born. This is the group that stuck with the program through all of its growing pains and ended up becoming exemplary mathematics teachers and leaders in the field! They are the trail blazers of TIME 2000 of whom I am so proud!”

-Alice Artzt

T-1, Where are they now?

Edna Broukhim: I’m currently teaching trigonometry and honors pre-calculus at Beverly Hills High School in California. I’m engaged now and plan to get married in July. I wish I could be there to see everyone; I miss everyone! It’s amazing how much I learned in TIME 2000. I’m the only teacher in my department whose lesson plans include student-centered activities.

John Chae: I teach AP Calculus AB, Math Theory Honors, and Computer Science at Syosset High School. I have presented at NCTM, LIMA-ÇON, and TIME 2000 conferences. I am married with a 14-month-old son and a second child on the way. Eric Glatz: I am the Assistant Principal of Organization at the Queens School of Inquiry (QSI). I helped to build the math department at QSI where all the current math teachers are TIME 2000 graduates. I continue to work with TIME 2000 by serving as an adjunct. I have a two-year-old daughter, Alaina.

Lena (Grillo) Nicholson: I gave many TI Navigator presentations and had a lesson published in the Nav News when I was teaching. I’m currently a stay-at-home mom. I have two daughters, Siena Rosalia and Liliana Clara and live in Colts Neck, New Jersey.

Sonya Khanija: I teach Algebra 2 & Trig, College Prep Algebra, and Advanced Algebra at Half Hollow Hills High School West. I was honored by two student athletes for positively impacting their lives. I continue to travel throughout the world.

YaLi Liu: I am teaching Algebra 2 & Trigonometry, Pre-Calculus and Calculus at Benjamin Cardozo High School. I have hosted three student teachers from Queens College. I have a beautiful son, Daniel. Young Mei Oh: I completed my doctorate degree in May, 2011, and am an Assistant Professor at Vaughn College of Aeronautics and Technology. I currently teach Pre-Calculus, Calculus, and Fundamentals of Pre-Calculus. I am also writing curricula for developmental mathematics courses. I am married to my wonderful husband, John Hyun Kim, and we are expecting a baby in May.

Malaury Samedy: I teach Algebra 2 & Trigonometry, Integrated Algebra, and ESL math at Walt Whitman High School on Long Island. Last season, the math team I coach won 1st place at the Suffolk County Math Competition. I have been married for three years and I am the proud father of a 10-month-old boy, Sebastien. Thanks to Dr. Artzt and the TIME 2000 family for helping me find my true calling in life. I love my job and I love my life. Scott Stahl: I am currently in my tenth year at Hauppauge Middle School teaching 7th and 8th grade mathematics. I coached middle school football and Junior Varsity golf. I run the math club, the wiffle ball club, and the street hockey club. My wife of six years, Ivette, and I recently became parents of identical twin boys, Jayden and Giovanni (8 months old).

Georgia (Tzortzatos) Bruculeri: I teach eighth grade algebra and pre-algebra at Herricks Middle School.

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On January 11, 2012, thirty-two TIME 2000 students went on a field trip to the Museum of the Moving Image in Astoria, New York. We ventured from the world of mathematics to the world of film in order to explore where these two fields overlap.

Our visit included a tour of the museum and a private animation workshop. The tour guides showed us how cameras have developed over time, starting with square, wooden cameras from the beginning of movie-making history. We also saw the oldest video games and various optical illusions. It was exciting to see the costumes and set designs for classic movies like *The Silence of the Lambs* and the facial prosthetics that were used in a movie from our childhood, *Mrs. Doubtfire*. The best treat of all was the viewing the Jim Henson display on the top floor of the museum.

Scale models of sets from famous movies are also on display. This is an excellent example of how mathematics is used in the real world. Middle school students learning about scale factors, ratio and proportion might be surprised that every one of their favorite movies starts with precise scale drawings and three-dimensional models of the sets.

In a private workshop, we learned how to create stop-animation videos and related frame rates to mathematics. It only took us a few minutes to make stop-animation videos, but for only one second of film we needed to take 12 pictures. Imagine how many pictures it takes to create a 30-minute cartoon (do the math!). The videos we made can be viewed on The Museum of the Moving Image’s Education YouTube site.

As future teachers, this experience was one of many ways to learn about different realms of knowledge to relate to our future students’ interests. When we relate mathematics to things that excite our students, we will motivate them to learn.

For a fun and educational day, The Museum of the Moving Image is the place to go. For more information about the museum, visit www.movingimage.us.

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**How to Make Math Count Conference**

By Mara Markinson (T-11) with input from Despina Kaneris (T-11), Alia Shameer (T-11) and Bessie Zavala (T-11)

On January 12, 2012, I was fortunate to attend the annual “How to Make Math Count” conference at Molloy College in Rockville Centre, New York, with several other TIME 2000 students.

The keynote speaker, Dr. James Rubillo, former NCTM Executive Director, spoke about how to implement the Common Core Standards in mathematics classrooms. We spent the day attending informative sessions about teaching mathematics, and some of us even got to attend a workshop given by Jim Matthews, a TIME 2000 favorite.

A workshop that I was particularly grateful to attend was about how to effectively spend the first five minutes of a mathematics class. The speaker, Dr. Robert Gerver, shared practices from his own classroom. Dr. Gerver believes that quizzes should be given every day during the first five minutes of class to reinforce what students have learned and put them in the right mindset to work. At the end of the quarter, he adds up all of the points students have accumulated on these quizzes and counts it as a test grade. Alia Shameer (T-11) also enjoyed this presentation because “it showed us ways in which we could actually use the first five minutes of class instead of letting them go to waste. Using a timed quiz as a means of getting the students to class on time and making sure they review past concepts will keep students on track to perform well on the end-of-year assessments.”

After attending Jim Matthews’ presentation, Bessie Zavala (T-11) had so much to say, “Jim’s passion for mathematics is what inspires and motivates others to want to learn. He is always excited and has a lot of energy when he is presenting. Every time I leave one of his workshops, I am inspired and just want to start teaching like he does. Today, Jim gave a presentation I had never seen before. He presented a problem about chicken nuggets and had us work in pairs to determine the highest number of nuggets that could not be boxed with only boxes that fit 6, 9, or 20 chicken nuggets. We were shocked to discover that the answer was 43 nuggets, because we thought it would be higher. We examined other word problems to strengthen our ability to think critically and all went home with a great packet of problems to share with our classes in the future.”

The fun didn’t stop there. Another conference attendee, Despina Kaneris (T-11), was enlightened by a presentation called *Puzzles, Patterns and Games for Enriching Your Classes.* When asked to reflect on the workshop, Despina said “As future great teachers of mathematics we strive to learn as much as we can so that we may create a mathematics classroom that is engaging, thought provoking and fun. We want our students to look forward to coming into our classrooms each and every day. One great way of doing this is by constantly exposing students to thought provoking math problems and games.”

“I had the pleasure of sitting in on a great workshop by Art Kalish filled with math problems and games. For example, how many ways can a pizza be divided into three equally-sized portions? There are so many interesting and engaging problems and games that we could easily incorporate into our math lessons on a daily basis which challenge students to think while having fun at the same time.”

As the day came to a close, I was thankful for the opportunity to be a part of yet another professional mathematics teaching conference. It was great to learn so much with my friends by my side as we all begin our last semester as TIME 2000 undergraduates.

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**T-1, Where are they now?**

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I completed my administrative degree at Queens College. I have given presentations on reading and writing in the mathematics classroom at LIMAÇON and two NCTM conferences. I am married and I had a baby girl, Athena Ava, in August.

**Tara Wachter:** I teach 7th and 8th grade mathematics classes at Herricks Middle School. I have written articles for Scholastic’s *Math and Dynamath* magazines. I now submit monthly reviews of these magazines based on my students’ reactions to the articles. I have stayed involved with the TIME 2000 program as a portfolio advisor and grader. I got married this past April and I’m happily living in Manhattan.

**Gabrielle (Wiesel) Hakimian:** I am currently teaching Geometry at Francis Lewis High School. I am certified in administration and special education. I am married with a baby girl.

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**Save the date:**

**LIMAÇON**

**March 16, 2012**

**SUNY, Old Westbury**
Have You Met?...

**Timothy Connor, Mathematics Teacher**

Mr. Timothy Connor will be honored at Dr. Arzt’s Annual Mathematics Teachers’ Reunion on January 17, 2012, for being an outstanding cooperating teacher. He will receive the Mary Felicetti Memorial Award for Excellence in Mathematics Mentoring and Supervision. Mr. Connor’s past Queens College student teachers include Seth Reisner (T-8), Alexander Lord, and Paul Mojaven. When speaking of Mr. Connor, Seth said, “he allowed me to be responsible for my own classes and, along with his helpful feedback, to learn by doing.”

Mr. Connor was recently interviewed by Emma Biramian (T-11), who will student teach at Townsend Harris High School this spring semester.

**Q:** How long have you been teaching mathematics?

**A:** This is my 27th year teaching.

**Q:** What made you decide to become a mathematics teacher?

**A:** I wanted to teach computers, but there wasn’t, and still isn’t, a separate license, so I was advised to become a math teacher.

**Q:** Where are you currently teaching?

**A:** I am teaching at Townsend Harris High School.

**Q:** What do you teach?

**A:** I teach Geometry, Advanced Algebra, and Business Calculus.

**Q:** What is the most rewarding part of teaching mathematics?

**A:** Having it make sense! The most rewarding part is when I can tell that a student understands a concept. I love when a student can explain why a method works, rather than just follow procedures for solving problems.

**Q:** What advice do you have for future math teachers?

**A:** Make sure you are enjoying what you are doing. Nothing is worse than having a teacher who doesn’t want to really be there.

**Q:** Why should new teachers get involved in after-school activities?

**A:** I am the Varsity girls’ track coach. I have coached different sports for the past 18 years. It is important to be involved with the students outside of the classroom so that you don’t form opinions of them just based on academic performance. I have seen students who struggle in mathematics achieve extraordinary things in extra-curricular activities.

**Q:** What do you like the most about having a student teacher?

**A:** I love the enthusiasm and the willingness of a student teacher to try new and creative things. It keeps me up to date with new educational theories and practices.

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**TIME 2000’s Tenth Annual Conference**

*By Mara Markinson (T-11) and Greg Hyams (T-11)*

On November 18, 2011, TIME 2000 hosted its tenth annual conference, “Celebrating Mathematics Teaching.” There were over 350 high school students with their teachers and other professionals in the field of mathematics in attendance. The presenters, nine of whom are TIME 2000 alumni, conducted wonderful hands-on workshops and shared with us exciting mathematical applications. We learned about mathematics and enjoyed the intellectual companionship of our peers and educators. Here are three TIME 2000 students’ reflections of the day.

**Grazia Curatolo (T-14):** As a freshman, this was my first time participating in the TIME 2000 conference. Unlike other students in my cohort, I did not get the chance to attend when I was in high school, so this was a new experience for me. My job was to be an escort and take a group of students to designated classrooms to attend workshops. The first presentation was given by John Chae (T-1). Students were asked how to minimize the amount of wire used to connect one router to four computers. By using bubbles, Mr. Chae showed us that there is always a way to minimize the amount of material used. The second workshop was an origami-based presentation given by May Herrera (T-5) and Sara Liu (T-3). Students investigated the geometry of an origami octagon and found surprising results regarding the areas of different shapes. I enjoyed the presentations very much and I can’t wait for the next 3 years!

**Josephine Caporusso (T-13):** This year’s TIME 2000 conference went off without a hitch as students and teachers from high schools across New York City and Long Island took part in our celebration of mathematics. I was impressed by one presenter in particular, Mrs. Rocio Saborido (T-2) from Oceanside High School. She gave an enthusiastic and eye-opening presentation about caffeine and how long it really takes for the amount of caffeine in one cup of coffee to leave the human body. She started by asking true/false questions about caffeine and energy drinks and the dangers they potentially pose. The students were then put in pairs and performed a hands-on experiment in which they added a sample of iced tea to a larger sample of water. Some of the diluted water was then removed and clean water was added to the rest of the mixture. The students had to repeat this process about five times before the water appeared clean. Each repetition represented six hours of digestion time, and it was determined that the amount of caffeine present in one cup of coffee takes about 30 hours to fully leave the body.

The students determined the equation of a logarithmic function which modeled their results using the TI-84 graphing calculator. They had a lot of fun at this workshop and got a free can of iced tea as well!

**Dwaine Screen (T-12):** The TIME conference is something that I look forward to every year because I get to be involved in a professional event while bonding with members of TIME 2000. My first job of the day was VIP/Presenter check-in, which I have done since I was a freshman. I love the responsibility that comes with the position and the opportunity to chat with the presenters as they come to collect their tote bags.

For me, the most exciting and nerve-wracking part of the conference was speaking on the student panel at the end of the day. I get nerv-

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Dr. Artzt’s annual reunion dinner is to be held on campus on Tuesday, January 17, 2012. The evening will include a presentation by Mara Markinson (T-11) and Zujenis Pico (T-11) about using iPad applications (apps) for teaching mathematics.

Teaching Mathematics with an iPad is great because there are many apps on the same topic at various levels of difficulty, allowing teachers to differentiate with ease. Since the iPad has a touch-screen viewing window, it features the up-to-date technology that digital natives (our students) are familiar with and therefore increases the amount of time that students will spend engaged in class and, hopefully, after class.

The apps to be presented are included in the list below. Apps can be obtained from the Apple App Store; some are available for purchase while others are free.

- CountingTree
- Divisibility
- Factor Samurai
- Number Line
- Motion Math HD
- Tony Fraction’s Pizza Shop
- Algebra Touch
- Slope Slider
- Diamond Factor
- Factor Race
- Function Mystery Machine
- Geo. Volume Lite
- TanZen Lite
- GeoBoard
- Zombie Math
- Rocket Math
- Fraction Kitchen
- AFactorTree
- AlgebraPro
- Cubotronic
- Video Calculus
- MathTerms
- TriTutor
- Algebraics
- Factoring
- Math Snacks HD
- Graphing Calculator
- Math Pentagon
- Slide Shark

Questions about using the iPad? Feel free to email us!
Mara Markinson (on the right): maramarkinson@yahoo.com
Zujenis Pico (on the left): anahellizp@aol.com