

1106-E5-2150      **sarah-marie belcastro** ([smbelcas@toroidalsnark.net](mailto:smbelcas@toroidalsnark.net)) and **Thomas C Hull\***  
([thull@wne.edu](mailto:thull@wne.edu)). *Teaching abstraction via wackadoodle scenarios.*

The presenters use goofiness in their teaching not only to keep student focus, but also to help students learn to abstract the underlying mathematics from a problem setup and help students learn to translate between formal mathematical and conversational statements. Our presentation will both describe and demonstrate the different ways in which we teach humorously and the instructional commonalities we share, with particular reference to the abstraction and translation goals. To a certain extent, implementation of levity must be personal; thus, we will also give examples of how several of our colleagues at MathILy (a summer program at which we teach) interpret these same ideals. Here are some teasers: What does a picky eater's menu for Thanksgiving dinner 2013 have to do with Hall's Matching Theorem? Into how many pieces does the Staff of Ra lasercut a hypertiramisu? Given Paul Krugman's seminal research on interstellar travel, we need to know—how few wormholes can you activate and still connect all your space stations? (Received September 15, 2014)