

FOIP Release: By submission of this form, I understand that my name will be included in a closed participants' group list, as compiled by SAPDC and made available to the presenter(s) and/or the participants of this workshop.

**"How do we measure up?"** All registrants will receive a Feedback Form by email within the week following the session. We thank you in advance for taking the time to complete this brief survey as future learning opportunities are based on your input.

Participants pre-register and pre-pay using cheque or credit card. Fees **MUST** be paid prior to the advertised start date. Notification of withdrawal must be received in writing by SAPDC offices seven (7) working days prior to the start of the program to receive a refund. For complete details regarding our new registration and cancellation policy, please visit our website at [www.sapdc.ca](http://www.sapdc.ca)

## SAPDC

B313, 1701 – 5<sup>th</sup> Ave S  
Lethbridge, AB T1J 0W4  
Ph: 403-381-5580  
Fax: 403-381-5709  
[register@sapdc.ab.ca](mailto:register@sapdc.ab.ca)

# TWO-DAY INSTITUTE FOR GRADES 3-6: YOUNG MATHEMATICIANS AT WORK FOCUS ON MULTIPLICATION & DIVISION

**Date:** Thursday, April 19 and Friday, April 20, 2012  
**Time:** 8:45am – 3:30pm  
**Location:** Lethbridge Site – TBA  
**Cost:** \$100 includes lunch and refreshments

To register please visit our website at [www.sapdc.ca](http://www.sapdc.ca)

## Day One: Experiencing the Math Workshop

In order to deepen their understanding of mathematics, teachers are asked to be learners in a mathematics environment where math is seen as posing and solving problems, searching for patterns, and constructing formulae, models, and strategies. Teachers will be actively involved in a mathematics investigation culminating in a 'Math Congress'.

## Day Two: Developing Efficient Computation Strategies with Mini-lessons

The second day begins with an overview of what it means to calculate with number sense – how mathematicians look to the numbers first to decide on a clever strategy. Teachers will be involved in several 'mini-lessons' as examples of ways to develop number sense and deepen their own repertoire of strategies for computation. The day ends with a general presentation on how to help parents understand these new goals.

**Cathy Fosnot** is Professor Emeritus from City College of New York and Founding Director of *Mathematics in the City*, a national center for professional development. She is the author of many books and articles on mathematics education, most recently the *Young Mathematicians at Work* series, the *Contexts for Learning Mathematics* resources, and the accompanying professional development materials funded by NSF. The AERA SIG on Constructivism has twice awarded her their "significant contribution" award. In 2005, she was the recipient of the Teacher of the Year award from CCNY.