Seminars by the Sea

From Arithmetic to Algebra, K-12
Cathy Fosnot and Bill Jacob

Ocean Beach, New London, CT
July 17-18, 2017

Series Information:
Dates: July 17-18, 2017
Time: 8:30 AM—3:30 PM

Place: Port and Starboard, Ocean Beach, New London, CT

Accommodations are available at:
Holiday Inn New London
(860-443-7000)

Fee: $499 per person. Price includes continental breakfast, luncheon, and materials. Group discounts are given to 10 or more from the same district. A few scholarships may also be available.

For further information or to register, visit our website:
www.NewPerspectivesOnLearning.com

Or, contact Meg at:
Meg.cecc@outlook.com
Provide her with:

Name:
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School :
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E-mail address:
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Cathy Fosnot is CEO and President of New Perspectives on Learning. An award-winning author, she speaks around the world on producing vibrant math communities in K-8 classrooms. She is the author of the recently released book **Conferring with Young Mathematicians at Work** and the curriculum series **Contexts for Learning Mathematics** and was the founding director of Mathematics in the City—a national center for professional development at The City College of New York.

Bill Jacob is a professor of mathematics at the University of California, Santa Barbara. In addition to his mathematical research he develops and teaches courses for pre-service teachers. Over the past twenty-five years he has designed and led professional development programs for K-12 teachers across the US. He authored Algebra units for the curriculum series **Contexts for Learning Mathematics** and is the director of the UCSB Center for Mathematical Inquiry, which is devoted to the study of inquiry-based learning in collegiate mathematics education.

What might the development of algebra look like as a continuum, K-12? What are some of the critical big ideas and strategies learners construct even early on when doing arithmetic that might serve as important landmarks for teachers to notice, develop, and celebrate; what causes some of the misconceptions and challenges that develop; and, how might realistic contexts and representational models–for example, a "double number line," "combination charts," the area model, and the "ratio table"–support the development of algebra?

In this workshop we will explore instructional sequences to support the development of algebra. Participants will receive materials to take back and try along with a landscape of learning reflecting the big ideas, strategies, and important models for algebra to monitor growth and development, along with a signed copy of Cathy and Bill's book, *Young Mathematicians at Work: Constructing Algebra*.