

Laying the Foundation: Building a Deep Understanding of Number in the Primary Grades

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Appropriate for Early Educators, Primary and Elementary level as well as Special Educators.

Course Description:

This course is designed to develop a deeper understanding of our number system and to review the research on how students develop an understanding of number. Strategies for promoting numeracy in day-to-day instruction are explored.

Outcomes of this course:

During this 3-credit graduate course teachers will develop a deeper understanding of the foundational concepts of early numeracy including counting, number sense, magnitude, properties of number, and place value. Participants will examine how students develop an understanding of number, and the common errors and misconceptions students have about number; and explore ways to assess and promote early numeracy development throughout the school day.

This course will count toward the HQT requirements in mathematics for early childhood, elementary, and special educators.

Dates:
Mondays
January 23,30,
February 6,13,20,
March 12,19,26,
April 2,9,16,30, 2012

Times: 4:00 - 7:15PM

Location:
East Montpelier Elementary School

Cost:

\$655 for LAPDA members;

\$790 for nonmembers;

*** An additional \$285 for 3 graduate credits from St. Michael's College**

Registration:
www.lapdavn.org
call (802) 224-9110
for more information

About the Instructor

Loree Silvis is an experienced primary-grade teacher who left the classroom several years ago to delve deeply into the cognitive research on how young children construct understanding of important foundational mathematical concepts. In support of early educators, she led the development of two graduate level courses which focus on number and additive reasoning and facilitates these courses throughout Vermont. She recently co-led the development of the Primary Number and Operation Assessment (PNOA) with support from the Vermont Department of Education and continues to work with districts in the development of comprehensive assessment systems and in the implementation of the Common Core State Standards for Mathematics in the primary and elementary levels.