



August Days 2008 Schedule (Draft Schedule)

August 25, 26 & 27, 2008

All sessions will take place at GFSS

Monday, August 25	Tuesday, August 26		Wed., August 27
Elementary/Secondary	Elementary	Secondary	Elementary/Secondary
<p>7:30 Registration Muffins/Fruit/Beverages</p>	<p>7:30 Registration Muffins/Coffee</p>		<p>7:30 Registration Muffins/Coffee</p>
<p>8 a.m. - 2 p.m. GFSS Gym Opening Remarks- Michael Strukoff Introduction- Walt Osellame Damien Cooper Assessment Practices</p>	<p>8 a.m.. - 12 p.m. Library Trevor Calkins <u>Intermediate</u> Math Grades 4, 5, 6 & 7</p>	<p>8 a.m. - 12 p.m. GFSS Gym School/Staff Based</p>	<p>8 a.m.- 1:30 p.m. GFSS Gym Barry MacDonald Author Of <i>Boy Smarts</i> www.MentoringBoys.com</p>
<p>9:45 a.m. - 10 a.m. Break 11:30 a.m.-12:15 Lunch Multi Purpose Room</p>	<p>10 a.m. - 10:15 Break</p>		<p>9:30 a.m. - 9:45 a.m. Break 11:30 a.m.-12:00 Bag Lunch Provided</p>
	<p>1 p.m. - 5 p.m. Library Trevor Calkins <u>Primary</u> Math Grades K, 1, 2, &3 Break at 3 p.m.</p>		<p>1:45 p.m.- 2:45 p.m. Library Ladder Training For new staff or staff that may have missed this course previously</p>

Please have your teachers bring their Teachable Moment manuals and the following homework:

A copy for each student (class set) of the following:

1. A "How Many Ways sheet (all grades)

2. A What Do I Know sheet (all grades)

3. An "All the facts" sheet for adding and for subtracting for grades one and two. Give no more than 10 minutes. Do not make it a race and ask them to do the ones they know without counting, drawing pictures, using rulers or using their fingers.

4. An "All the Facts" multiplication and division sheet for grade 3,4,5,6,7,8, Give between 8 minutes at grade 3 to 3 minutes at grade 8). Do not make it a race and ask them to do the ones they know without counting, drawing pictures of using their fingers.

5. A student written problem for grades 2 to 8. Give the students a model problem of your choice and ask them to solve it. Give 3 to 10 minutes depending on how much they are struggling. Then solve the problem with the whole class. Then have them write a model problem of the same genre. At grades 4 and above the model problem should be multi-step (see example below)

A student solution showing their strategies.

A good problem for grade 2 would be:

Mary had 51 candies. Her friend Jamie has 37 candies. How many more candies does Mary have than Jamie? (If this works out well use the same lead the next day but ask "How many would each student get if they shared the candies?)

A good problem to do for grades three and four is:

The farmer looks out his window and sees a bunch of pigs and chickens. He counts 36 legs and 12 heads. How many pigs and how many chickens. Give them about 5 minutes and then collect the result.

For grades 5-8, the problem should be multi-step. It could be a Who Am I problem:

I am a number less than 200.

I am an odd number.

I am a multiple of 5.

I am divisible by 3.

The sum of my digits is an odd number.

At the grade 5 – 8 level also try to bring a problem with fractions, decimals or percents.

