

Number Corner Meeting 1

Preparing to Teach October Number Corner

Recommended Timing

1 hour in late September (Can be combined with Meeting 1, Preparing to Teach Unit Two, if you have at least 2 hours to meet.)

Materials You'll Need for the Meeting

Each teacher will need to bring:

- Number Corner Teachers Guide
- pen
- notebook
- Number Corner Student Book
- sticky notes

The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet NC1.1), 1 copy for each teacher
- October Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher
www.mathlearningcenter.org/resources/materials/grade-four.asp
- Skills Assessed in October Number Corner (Sheet NC1.2), 1 copy for each teacher
- Sharing Responsibilities for October (Sheet NC1.3), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher
- Organizing Your Photocopies (Handout 2), 1 copy for each teacher

Note Handouts 1 and 2 can be found on the MLC Web site along with this guide.

Part I: Reviewing Roles & Agenda (5 minutes)

As educators, you are responsible for inspiring learning and understanding in a diverse group of students. The purpose of these meetings is to help you meet that responsibility by making it easier to implement the Bridges in Mathematics program through collaboration and shared responsibilities with your colleagues. These meetings should focus on learning—learning for you and for your students.

Begin the meeting by assigning or confirming the roles discussed in the initial meeting. Although there are sheets for everyone to complete, you still need to designate one person as the official record keeper. Then, start looking over the

agenda below and noting the time and purpose of each section. While each section of the meeting could take much longer than the time allotted, we recommend you try to stay on schedule as much as possible in order to accomplish the goals of the meeting within a reasonable amount of time. Of course, you can spend more time on some or all sections if all group members are willing.

Part	Time	Purpose
I Reviewing Roles & Agenda	5 minutes	Clarify group members' roles and review what will happen in today's meeting.
II Recording Your Successes & Challenges	5 minutes	Reflect silently and privately on implementing Number Corner thus far, time to listen to, support, and share ideas with colleagues. Use your sheet during this meeting to record potential solutions to your challenges.
III Reading & Summarizing the Workouts	25 minutes	Help all group members understand the key ideas and feel better prepared to teach the routines and challenges this month.
IV Reviewing Important Planning Resources	10 minutes	Review what you'll be doing on a daily basis in Number Corner this month. Identify which skills are assessed this month and locate resources that will be helpful as you plan for and teach the workouts.
V Sharing Advance Preparation Responsibilities	5 minutes	Share responsibilities for preparing to teach the next Number Corner month among group members and determine the place, date, and time for your next meeting.
VI Sharing Successes, Challenges & Solutions	10 minutes	Listen to, share with, and support colleagues with an emphasis on generating solutions to challenges

Part II: Recording Your Successes & Challenges (5 minutes)

Each group member should take a few moments to reflect on the experience of working with Number Corner. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet NC1.1). Please note that you will have an opportunity to share from this sheet at the end of the meeting—do not begin to discuss this sheet now. During the meeting, you might be able to record partial solutions to your challenges based on your discussions and readings.

Part III: Reading & Summarizing the Workouts (25 minutes)

October Number Corner consists of five different workouts: Calendar Grid, Calendar Collector, Computational Fluency, Problem Solving and Number Line. Use a jigsaw format to explore all of these workouts—each participant will choose an equal amount of workouts to explore and then to report findings back to the group. It is okay to have more than one person read the same workout or to have one person research this month's assessment—Checkup 1—in order distribute the exploration evenly. It is especially important for the time keeper to keep everyone on track as there is a great deal to get done in this portion of the meeting.

Take about ten minutes to read the workouts you have selected and to prepare to share with your group. Your sharing should help everyone feel more prepared to teach the workout you are summarizing. As you prepare to report back to your group, get ready to provide the following information:

- the key learning objective of this workout
- how to use the Number Corner Student Book pages that go along with this workout (Be sure to look at the pages in the Number Corner Student Book, especially if they are not shown in the Teachers Guide.)
- how to play any games that are included in the workout

Take about 15 minutes for group members to describe the workout(s) they investigated. You will have about 3 minutes for each summary. While each person presents, be sure to have your Number Corner Teachers Guide open to the appropriate pages. *Take notes and highlight as your colleagues present to help you better prepare for teaching these workouts.* Before moving on, spend just a few minutes discussing which workouts will be most important this month based on your state, district, or school priorities, as well as on your students' strengths and needs.

Part IV: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planner for October. You can find the planner on this page of the Math Learning Center's website: www.mathlearningcenter.org/resources/materials/grade-four.asp These questions may help structure your discussion:

- How can the planner help guide your instruction?
- Do you have to do every workout every day?
- Is there time for assessment during Number Corner?

Then, take a minute to look at Skills Assessed in October Number Corner (Sheet NC1.2). Notice how many skills are explored in Number Corner! At a later time, you can highlight the skills for which you need to assess your students for their report cards.

Finally, spend four or five minutes using the table on the following page to help you locate important information in the curriculum materials. *Use small sticky tabs to mark pages that you want to come back to at another time.* Label the sticky notes so that you can quickly see what is located on each bookmarked page.

Grade 4 October Number Corner Resources		
Page Number	Resource	Description
Number Corner Teachers Guide		
67 & 68	Setup Page	Shows what materials are posted on the overhead or on your Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each workout.
73	Planning Guide	Shows how often to do each workout, the Student Book pages associated with each workout, and the assessments and related Support Activities provided this month.
74	Materials You'll Need for October	Details about the materials, copies, and advance preparation this month. Pay close attention to the copies you'll need to make and the advance preparation.
97–101	October Assessment	Information about Number Corner Checkup 1.
101	Support Activities	Information about the Support Activities you can use with students who need extra practice with basic addition and subtraction facts.

Part V: Sharing Advance Preparation Responsibilities (5 minutes)

Use the Sharing Responsibilities for October chart (sheet NC1.3) to assign advance preparation tasks to specific group members. Preparing for Number Corner may feel overwhelming so we recommend supporting each other in getting ready. Find ways to make Number Corner as easy as possible for you as there is an invaluable amount of math explored here. If you have reliable parent volunteers or an assistant, you could also use this chart to identify what they can do to help you. You can develop your own organizational system to store and locate all of the photocopies you will receive or you can use some of the suggestions in Handout 2, Organizing Your Photocopies.

Assign one person to photocopy and distribute finished copies of Successes & Challenges and Sharing Responsibilities for October. The latter sheet may be turned in to your administrator, if this is what you agreed upon in the initial meeting. This will ensure that everyone has a record of the agreements reached in this meeting. Also confirm the date, time, and location of the next meeting.

Part VI: Sharing Successes, Challenges & Solutions (10 minutes)

Share your Successes & Challenges sheet with your colleagues. Be sure to begin with your successes! When you share the challenges you've encountered, work together to brainstorm solutions for them. You might also find the Challenges & Solutions chart (Handout 1) useful for this purpose. Try to stay positive, and focus on generating realistic solutions to group members' challenges during this short conversation.

After recording solutions to the challenges you have encountered, have each group member identify at least two solutions to try in the classroom by making a star beside them on their own charts. Plan on reporting back to the group in the next meeting; record everyone's initials beside the solutions they will implement on the master copy of the Successes & Challenges Sheet. Be prepared to report back to the group at the next meeting about how these solutions have worked in your classroom.

Before you end your meeting, give your Successes & Challenges sheets to the group member who has agreed to make and distribute copies of your work from this meeting.

Sheet NC1.1 Successes & Challenges (Parts II and VI)

Successes

I felt like celebrating when ...
I was pleasantly surprised when ...
Other Successes

Challenges

Record your challenges in this column.	Record potential solutions (that you thought of, were shared by your colleagues, or were found on the Challenges & Solutions chart) in this column.
I felt concerned when ...	
I'd like to be more effective at ...	
Other Challenges	

Sheet NC1.2 Skills Assessed in October Number Corner (Part IV)

Number Corner teaches a variety of important skills that your students need to know. Each workout offers opportunities—formal and informal—to assess these skills. The chart below shows the skills that are formally assessed with paper-and-pencil methods during the October Number Corner. (You will have opportunities during class discussions to assess other skills informally.) At a later time, you can look carefully at your first report card to determine which items you can report on using the assessment tools in October Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Calendar Grid (pp. 75–80)	
<ul style="list-style-type: none"> • Developing an understanding of regrouping • Describing and extending geometric patterns • Making observations, predictions, and generalizations 	Number Corner Student Book, pages 18 and 19, Observations & Predictions
Calendar Collector (pp. 81–85)	
<ul style="list-style-type: none"> • Carrying out simple unit conversions within the U.S. customary system • Making realistic estimates and measurements using cups, quarts, and gallons, and selecting the unit most appropriate for a given situation • Multiplying and dividing by 4 or 16 • Representing and analyzing patterns and functions using a table 	Number Corner Student Book, pages 20 and 21, A Cup a Day
Computational Fluency (pp. 86–89)	
<ul style="list-style-type: none"> • Developing efficient strategies for solving multiplication facts • Relating multiplication and division • Applying the commutative and distributive properties to calculations with whole numbers 	Number Corner Student Book, pages 6, 7, 9, 10, 12, 13, 15, and 16, Multiplying by 2, 3, 4, and 5
Problem Solving (pp. 90–92)	
<ul style="list-style-type: none"> • Adding and subtracting 2- and 3-digit numbers with and without regrouping • Using models and a variety of efficient paper/pencil and mental strategies • Solving story problems using a variety of efficient paper/pencil and mental strategies 	Number Corner Student Book, pages 8, 11, 14, and 17, October Story Problems pages 1, 2, 3, and 4
Assessment (pp. 97–101)	
<ul style="list-style-type: none"> • Demonstrating fluency with basic addition and subtraction facts • Identifying place value of digits in whole numbers • Adding and subtracting 2- and 3-digit numbers with regrouping • Demonstrating fluency with multiplication facts through 10 X 10 • Carrying out simple conversions in the metric system • Selecting the unit of measure most appropriate for a given situation 	Number Corner Checkup 1, pages 1–4 (Blacklines NC A 2.1–2.4)

Sheet NC1.3 Sharing Responsibilities for October (Part V)

Task	Team Member	Date Due to Others
1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for October. Bring a copy of Sharing Responsibilities to your administrator, if you have agreed to turn this in.		
2. Prepare for and host Meeting 2. This involves some prep work (e.g., copies).		
3. Run copies of Number Corner Blacklines. Run 1 copy of Blackline NC 1.1, a one-third class set of Blacklines NC 1.9, 3 copies of Blackline NC 2.3, and 1 copy of Blacklines NC 2.4, NC 2.5, NC 2.6, and NC 2.7 for each class.		
4. Run copies of Number Corner Assessment Blacklines. Run a class set of Blacklines NC A 2.1–NC A 2.4 and run a few copies of Blackline NC A 2.5 for each class.		
5. If you haven't purchased a class set of Number Corner Student Books, run a class set of pages 6–21 for each class.		
6. Run Number Corner Blacklines 2.1 and 2.2 for each classroom. Trim and glue 2.1 and 2.2 together to post on display boards by the second week of October.		
7. Create a packet of Support Activities for each room. See p. 101 in the Number Corner Teachers Guide. The support blacklines are in their own subsection of the Number Corner blacklines. (Optional: You may not have time this year to use Support Activities. Use your judgment about whether to prepare these activities.)		
8. Each teacher will need to bring in a gallon container, preferably a gallon milk jug. Run a strip of masking tape up the side of the gallon jug and the provided quart containers so that you can mark the level of the water each day.	Each teacher will do this independently	N/A
9.		
10.		
11.		