

Unit Meeting 1

Preparing to Teach Unit Two: Place Value & Multiplication with Larger Numbers

Recommended Timing

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

Materials You'll Need for the Meeting

Each teacher will need to bring:

- Teachers Guide Volume One
- Getting Started
- pen
- notebook
- State Supplement (You would have received one in your Bridges kit if this applied to you.)
- Unit Two Post-Assessment Blacklines A 2.32.6
- sticky notes

The group will need:

- this guide, 1 copy for each teacher
- Challenges & Solutions (Sheet U1.1), 1 copy for each teacher
- Instruction & Assessment of Key Unit Two Learning Objectives (Sheet U1.2), 1 copy for each teacher
- Sharing Responsibilities for Unit Two (Sheet U1.3), 1 copy for each teacher
- Successes & Challenges (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 curriculum 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. You will need a facilitator, a record keeper, and a timekeeper. If you have four people, have two people share the role of facilitator. Although there are sheets for everyone to complete, you still need to designate one person as the official record keeper.

Then, start by looking over the agenda below and noting the time and purpose of each section. While you could spend more time on each part of the meeting than is indicated below, follow these recommendations as much as possible in order to accomplish the goals of the meeting in about an hour. If you have more than an hour, take a moment now to identify those parts of the meeting where you'd like to spend more time.

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 Bridges so far: use your sheet during this meeting to record potential solutions to your challenges.
III Looking at the Unit Two Planner	5 minutes	Look at the unit overall from beginning to end. Note sequence and components to develop a big picture of the unit.
IV Exploring Unit Two	5 minutes	Locate helpful resources in the Teachers Guide that will be helpful as you plan and teach the unit.
V Reading the Unit Two Introduction	10 minutes	Time to read (or reread) the Unit Two introduction to deepen understanding of the big mathematical ideas in unit two, what you and the students will do, and how they will be assessed.
VI Completing the Instruction & Assessment of Key Unit Two Learning Objectives Chart	15 minutes	Identify when the most important learning objectives in the unit will be taught and assessed.
VII Sharing Advance Preparation Responsibilities	5 minutes	Share responsibilities that will help colleagues prepare for Unit Two and determine place, date, and time for the next meeting.
VIII 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 the Bridges curriculum. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet U1.1). 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. You might record some solutions to your challenges during this meeting if they arise during readings or discussion.

Part III: Looking at the Unit Two Planner (5 minutes)

Note *If you received a state supplement in your Bridges kit, it is very important to use the planner and activities included with that supplement.*

Turn to page 150 in the Volume One Teachers Guide and mark it with a sticky note labeled “Unit Two Planner” so you can find it quickly in the future. Spend a minute or two looking over the Unit Two Planner. Then, discuss the planner with your colleagues. The questions below may help structure your discussion.

- Where is the first assessment?
- Which sessions have Home Connections?
- When will students build the Great Wall of Base Ten? (Note that this session requires some advance preparation, as well as sizable wall space to display the Great Wall.)
- Which sessions produce Work Samples?
- Which session has Work Places?
- Where is the last assessment?

Part IV: Exploring Unit Two (5 minutes)

Spend about five minutes using the chart on the next page to help guide you through several important pages and sections that will help support you and your students as you plan for and teach Unit Two. You will not have time to read these pages, but teachers new to Bridges often find it is helpful to know where everything is. *We recommend bookmarking each page with a sticky note so it is easy to find the information again.* You'll be able to find what you are looking for even more quickly if you label each sticky note.

Grade 4 Unit Two Helpful Resources		
Page Number	Resource	Description
Unit Two Teachers Guide		
151 & 152	Materials You'll Need for Unit Two	Provides a comprehensive list of everything you will need to gather and/or do for Unit Two including manipulatives and materials, overheads, blacklines, assessments, books, and more.
147	Skills Across the Grade Levels	Shows not only the skills and concepts addressed in Unit Two, but also shows where these skills are addressed in Grade 3 and other places in Grade 4. Also shows whether skills should be introduced, developed, mastered, or extended to higher levels.
148	Assessment	Describes assessment provided in Unit Two as well as tools you can use to score, track, and better understand student work.
258–262	Scoring the Unit Two Post-Assessment	Provides item-by-item answer key and scoring suggestions, also includes sample answers. Also see page 257 to see correlations between points scored and levels (e.g. working above, at, or below grade level).
180 & 181	Looking at Student Work	Provides further information that is helpful when assessing student work. Also includes a chart of student multiplication strategies.
219	Multiplication Strategies and A Word about the Standard Algorithm	Provides a chart of multiplication strategies with the name of the strategy, a description, and visual models or numbers to show the strategy. Also provides some thoughts on how to support students who already know the standard algorithm as they learn new strategies for multiplication.
263–267	Unit Two Answer Keys	Provides answers to Student Book pages, Home Connections, and Assessments. Each Unit includes an Answer Key.
Getting Started		
12	Structure of Bridges Grade Four	This chart shows what the Units and Number Corner studies are comprised of and the instructional techniques for each. The following pages provide more information about each of the components listed on the chart.
82–87	Organizing and Managing Print and Overhead Materials	Provides suggestions about how to create and use systems for storing overheads, Blacklines, Student Pages, and Assessments. Note the chart on page 84 showing where all of the Bridges blacklines are and how they are identified and the charts on pages 86 and organizing materials for Units and Number Corner.

Part V: Reading the Unit Two Introduction (10 minutes)

Take about ten minutes to read the Unit Two Introduction quietly (Teachers Guide pages 141–149). You may want to highlight anything you find particularly helpful or important. As you read, please consider these questions:

- What are the mathematical learning targets for your students? What do you want students to be able to know and to do by the end of the unit?
- As you are teaching the unit, what assessment tools and opportunities will you use to determine whether students are meeting the learning objectives?

If you finish before your colleagues, look ahead to the sessions you will teach in this unit.

Part VI: Completing the Instruction & Assessment of Key Unit Two Learning Objectives Chart (15 minutes)

As a group, read the paragraph at the top of the Instruction & Assessment of Key Unit Two Learning Objectives (sheet U1.2). Work together with your colleagues to identify when each of the three learning objectives is taught. Be sure to include both Problems & Investigations (the whole group lessons) and Work Places (partner games and activities).

Then, work together to identify the assessments that will allow you to determine whether every student in your class has met the three learning objectives. Remember to consider both formative and summative assessments, and don't limit your list to formal paper-and-pencil tasks: also consider opportunities for observation and other informal assessments.

This is a particularly important time for collaborating with colleagues. You can choose to divide the work and share back the results, or if you can work together and make decisions as you go along. This sheet will be turned in to your administrator following the meeting, if that is what you agreed upon in the initial meeting.

Part VII: Sharing Advance Preparation Responsibilities (5 minutes)

Toward the end of your meeting, use the Sharing Responsibilities for Unit Two chart (sheet U1.3) to assign advance preparation tasks to specific group members. For example, one person might take responsibility for making all the photocopies except for what is needed for Work Places, while someone else agrees to do all of the Work Places preparation. 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. You may be able to get parent volunteers or other people to help you with some or all of this advance preparation, which would save time and energy for you!

Assign one person to photocopy and distribute finished copies of all the work products from this meeting (including any copies your principal has requested). This will ensure that everyone has a record of the agreements you reached in this meeting. Be sure to keep your Successes & Challenges chart, as well as your work and any other handouts from this meeting. Also confirm the date, time, and location of your next meeting.

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

Take a few minutes to share what you wrote on your Successes & Challenges Sheet. Sharing your thoughts may help you realize that your implementation is already more successful than you think, that your colleagues have some of the same struggles as you, and that your colleagues may have insightful solutions to

share. Be sure to start with the successes and reflect on what is going well so far before moving on to the challenges.

When you share the challenges you've encountered, work together to brainstorm solutions for them. Add the solutions to your chart. In addition to your colleagues' suggestions, you might also find the Challenges & Solutions chart (Handout 1) useful for this purpose. Some solutions may also have arisen during the course of this meeting. After discussing solutions to challenges you have encountered, have each group member identify at least two solutions to try in the classroom. Write each group member's initials next to the solution he or she will try. Be prepared to share your experience trying these solutions in your classroom.

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

Sheet U1.1 Successes & Challenges (Parts II and VIII)

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 U1.2 Instruction & Assessment of Key Unit Two Learning Objectives (Part VI)

This unit addresses many important skills and concepts. The three skills on the chart below are arguably the most critical. Record when each skill is taught and assessed; a few examples have been filled in for you as a starting point. Keep in mind that Work Places provide recurring opportunities for instruction, practice, and assessment of many but not all key skills. Try to identify both formative and summative assessments for each skill.*

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
<p>1. Relating the area and dimensions of a rectangle to area models for multiplication</p>	<p>Key Sessions and Work Places</p> <p>Session 11 Quick Sketches & Strategies</p>	<p>Key Sessions and Work Places</p> <p>Unit Two Post-Assessment Problems 1, 4, 5</p>
<p>Additional instruction and practice in Units Three and Six</p>		
<p>2. Demonstrating an understanding of the process of multiplication</p>	<p>Key Sessions and Work Places</p> <p>2B More or Less Multiplication Session 16</p>	<p>Key Sessions and Work Places</p> <p>2B More or Less Multiplication Session 16</p>
<p>Additional instruction and practice in October-May Number Corner</p>		
<p>3. Multiplying 1- by 2-digit numbers using at least one method other than skip counting or repeated addition</p>	<p>Key Sessions and Work Places</p>	<p>Key Sessions and Work Places</p>
<p>Additional instruction and practice in January – May Number Corner</p>		

Formative assessments provide information about student understanding to both the teacher and the student as the student is learning. Formative assessments happen in the midst of instruction and can be used to guide and change instruction to best meet the needs of the learner.

Summative assessments are a means to measure student learning at a particular point in time, usually after they have worked with specific content. A post-assessment is an example of a summative assessment.

Sheet U1.3 Sharing Responsibilities for Unit Two (Part VII)

Note If a State Supplement was included with your Bridges kit, you'll need to adjust this list if some original sessions are being replaced with supplement sessions. You'll also need to add to this list if you are not using the Deluxe Bridges kit.

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Task	Team Member	Date Due to Others
1. Run and distribute copies of participants completed Successes & Challenges sheets, as well as the completed master copies of the Instruction & Assessment of Key Unit Two Learning Objectives sheet and this Sharing Responsibilities for Unit Two sheet. This includes providing your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 2. This involves some prep work (e.g., copies).		
3. Blackline Masters: Run 3 class sets of Blackline 2.1, 2 class sets run double-sided and 1 class set run single-sided of Blackline 2.2, several class sets of Blackline 2.3 and about 10 sheets of Blackline 2.4 for each class.		
4. Assessment Blacklines: Run a class set of Blacklines A 2.1 & 2.2, A 2.3–2.6, A 2.8 & 2.9, and A 2.11. Run a few copies of Blackline A 2.7 and A 2.10 for each class.		
5. If you have not purchased Bridges Student Books, run a class set of pages 28–41 and 44 & 45 for each class.		
6. If you have not purchased the Home Connections, run a class set of pages 27–60 for each class.		
7. If you have not purchased the Work Places Student Book, run a class set of pages 14–26 for each class.		
8. Each teacher will need to make sure that the base four pieces are broken apart and included in student toolkits or incorporated into classroom materials—this is a job students could do. You also need to cut apart the linear pieces. See Getting Started, Chapter 5, page 81 for more information about cutting the linear pieces. This is a good job for a parent volunteer.	Each teacher will do this independently.	N/A
9. Other:		