

## Unit Five & March Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach Unit Five and March Number Corner. Ask teachers to locate these pages in their Teachers Guides, flag them with sticky notes, read or skim them, and discuss as needed.

<b>MARCH KEY PAGES (MEETING PART II)</b> (Number Corner Teachers Guide, vol. 2)		
Download the March Planner from the Math Learning Center Web site: <a href="http://www.mathlearningcenter.org/resources/materials/grade-one.asp">www.mathlearningcenter.org/resources/materials/grade-one.asp</a>		
305 & 306	<b>Setup Pages</b>	Show what materials are posted on the overhead or on the Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each routine and set of challenges.
310	<b>Overview</b>	Shows what challenge to do each day of the month, including the Student Book page number if one is used. Also shows when to administer the formal assessment.
347 & 348	<b>March Assessment</b>	Information about Number Corner Assessment 8: Check-Up.
348–351	<b>Support Activities</b>	Information about the Support Activities for use with students who need extra practice counting mixed coins and counting by 2's.
<b>UNIT FIVE KEY PAGES (MEETING PART V)</b> (Bridges Teachers Guide, vol. 3)		
581–597	<b>Unit Five Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
582–583	<b>What's the Big Idea?</b>	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
598–599	<b>Unit Five Planning Guide</b>	The Unit Five Planning Guide shows which sessions to do each day of the unit.
<b>GETTING STARTED KEY PAGES (MEETING PART V)</b>		
76–78	<b>Individual Interviews</b>	Teachers may find the information in these pages helpful as they plan to conduct individual interviews in Unit Five.
81–82	<b>The Number Corner Check-Up Tests</b>	Teachers may find the information in these pages helpful as they plan to conduct the check-up during March Number Corner.
84	<b>Bridges Yearlong Assessment Plan</b>	This chart shows all the assessments planned for the Grade 1 year. Teachers may find it helpful this spring to review the assessments they have given and see which assessments remain as they think about how they will report on student progress at the end of the year.
85–90	<b>Evaluation</b>	The discussion on these pages may help teachers consider how they can effectively communicate with parents and administrators about student progress this spring (and for the entire year).

## Unit Five & March Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in March and Unit Five by doing the activities recommended below. Have teachers solve problems, play games, and discuss their thinking just as their students will, and keep the big idea and key points in mind as you model these activities. Adjust the activities as needed if teachers are using a state supplement.

MARCH RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)													
Students will practice skills associated with identifying and drawing 2D shapes, counting money, telling time to the half-hour, adding 2-digit numbers, and counting by 5.													
Activity	Key Points												
<b>Tuesday’s Time, Tally &amp; Temperature</b> Counting by 5’s on the Clock (pp. 321–323)	Model the activity as shown on pages 321 and 322, and make sure teachers have access to student clocks if at all possible. Let teachers know that they can use the completed student pages (shown on p. 323) to assess students’ ability to count by 5’s and tell time.												
<b>Wednesday’s Workout</b> Two to Make Ten (pp. 328–329)	Model the Two to Make Ten activity as described on pages 328 and 329. Have teachers do the pairing activity with the Make Ten cards.												
<b>Thursday’s Thinking</b> Two Out of Three for 50, Part 1 (pp. 335–337)	Model the entire activity with teachers playing the role of students. Let them know that Supplement A5, available at <a href="http://www.mathlearningcenter.org/resources/materials/grade-one/supplements.asp">www.mathlearningcenter.org/resources/materials/grade-one/supplements.asp</a> , can help them provide students with additional practice working with larger 2-digit numbers.												
UNIT FIVE RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)													
<b>Pattern Blocks, Polydrons &amp; Paper Quilts: Explorations in Geometry:</b> Students will develop skills related to recognizing, describing, and comparing 2- and 3-D shapes.													
Activity	Key Points												
<b>Session 10</b> 9-Patch Inventions (pp. 667–671)	Give teachers crayons and the 9-Patch Grids and have them do this activity as described on pages 668–671. Remind them that this activity provides review of some basic addition facts. If you have time, have teachers use double-hinged mirrors to preview the mini-quilts that can be created with a variety of blocks, as described on pages 672–675.												
<b>Geometry Work Places</b> (Adjust the collection as needed if teachers are using a state supplement.)	Give teachers time to explore the 12 Work Places in this unit. You might set up the games and have them rotate through the Work Places in pairs. Or, you might break the group into smaller groups of 6 or 12 and have each group member review one or two Work Places and then summarize them for the group. No matter how you structure the activity, make sure teachers identify the learning target for each game, discuss how they will know students are meeting each target, and how they can adjust the game to make it easier or harder for certain students. Instructions for the Work Places appears on the pages cited below: <table style="margin-left: auto; margin-right: auto;"> <tr> <td>4A (p. 617)</td> <td>4E (p. 659)</td> <td>4I (p. 704)</td> </tr> <tr> <td>4B (p. 626)</td> <td>4F (p. 665)</td> <td>4J (p. 711)</td> </tr> <tr> <td>4C (p. 636)</td> <td>4G (p. 692)</td> <td>4K (p. 720)</td> </tr> <tr> <td>4D (p. 643)</td> <td>4H (p. 698)</td> <td>4L (p. 728)</td> </tr> </table>	4A (p. 617)	4E (p. 659)	4I (p. 704)	4B (p. 626)	4F (p. 665)	4J (p. 711)	4C (p. 636)	4G (p. 692)	4K (p. 720)	4D (p. 643)	4H (p. 698)	4L (p. 728)
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## Sheet 5.1 Unit Five Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Five. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FIVE	GRADE K	GRADE 1, UNIT 5	ELSEWHERE IN GRADE 1	GRADE 2
Generate at least 5 or 6 different ways to sort a collection of objects and describe the groups formed using categorical labels	I	D	Units One, Two, and Four October Number Corner	M
Recognize, describe, and compare a variety of 2- and 3-dimensional shapes	I	D	March Number Corner	D
Classify 2-dimensional shapes by the number of sides and vertices	I	D		M
Use proportional and spatial reasoning to compose and decompose shapes into larger and smaller shapes (e.g., use 6 triangles to compose a hexagon)	I	D	Unit Six November, January, and April Number Corner	D
Explore flips and rotations	N/A	I		D
Recognize lines of symmetry and create shapes with lines of symmetry	N/A	I		D
Locate positions on a coordinate grid	N/A	D	Units One and Six	D
Give and follow directions about location using the words <i>diagonal</i> , <i>horizontal</i> , and <i>vertical</i>	N/A	I		D

I – Skill or concept is introduced or re-introduced.

D – Skill or concept is developed.

M – Skill or concept is expected to be mastered.

R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

## Sheet 5.2 Sharing Responsibilities for March

Task	Team Member	Date Due to Others
1. Cut one ½" by 6" strip of red construction paper for each student and one ½" by 18" strip of red construction paper for each teacher. (See p. 326 for more information.)		
2. Run copies of Blacklines NC 22 and 23 for each classroom. Follow the copy directions at the top of the blackline masters. (See page 326 for more information.)		
3. Run copies of Blacklines NC 7, 9, 11, 13, 15, 19, and 24 for each classroom. (See page 345 for more information.)		
4. Cut a set of about forty 4-by-4-inch squares of construction paper or cardstock for each classroom (enough for 31 finished calendar markers, plus extra for mistakes). Students will use these squares to make calendar markers.		
5. Run a set of Blacklines NC 31 and 32 for each classroom and cut out the numbers. (These are the numbers for the calendar markers that students will create.)		
6. Run class sets of Number Corner Assessment Blacklines A.45 and A.46.		
7. Run class sets of Student Book pages 36–39 if you don't have class sets of Student Books.		
8. Prepare 2 sets of each support game for each classroom using Number Corner Assessment Blacklines A.47–A.48, A.49, and A.50. See pp. 347–351 in the Teachers Guide for more information about the games. (Note: You may not have time this year to use support games. Use your judgment about whether to prepare these games.)		
9.		
10.		
11.		

### Sheet 5.3 Sharing Responsibilities for Unit Five

**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.

Task	Team Member	Date Due to Others
1. Run copies of Blacklines 1.17–1.22 and 5.1–5.23 for each classroom according to copy instructions at the top of the blacklines.		
2. Run a class set of Assessment Blacklines A 5.1–5.3 for each classroom.		
3. Prepare a class set of Home Connections 11–14 for each classroom using Blacklines HC 11.1–14.3.		
4. To prepare for making mini-quilts in Session 12, cut out the following pieces of construction paper for each classroom: first color: two or three 9"-by-12" sheets cut into 1" squares second color (or gift wrap or painted paper): two or three 9"-by-12" sheets cut into 1" squares		
5. Collect real-world objects in the following shapes for use in Session 7. Find as many of each kind of shape as you can. Cubes: <i>dice, blocks</i> Rectangular prisms: <i>boxes of all kinds</i> Cylinders: <i>cans, tennis ball containers, poster tubes</i> Sphere: <i>ball, orange</i> Triangular prism: <i>prism for reflecting light, packaged food container, example built with polydrons, geoblock borrowed from Grade 2 or Grade 3</i> Pyramid (Any base shape is fine.): <i>packaged food container, example built with polydrons, geoblock borrowed from Grade 2 or Grade 3</i>	If all team members do this, you'll get a better variety of objects. Be sure to keep track of what you have collected, though, to make sure you have examples of all shapes.	
6. Briefly look over Sessions 7, 12, and 20 to get a sense of what you'll need to prepare in advance to conduct them. Then highlight these sessions on your Unit Five Planning Guide to remind yourself that they require advance preparation.	Each teacher will do this independently.	N/A
7. If you plan to use the computer Work Places, get familiar with the software provided in your Bridges kit and make sure it is set up on your classroom computer so that students can use it during Work Places, starting in Session 1.	Each teacher will do this independently.	N/A
8.		