

## May/June Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach May/June 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.

MAY/JUNE KEY PAGES (MEETING PART II) (Number Corner Teachers Guide, vol. 2)		
Download the May/June 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>		
391 & 392	<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.
395	<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.
427 & 428	<b>May/June Assessment</b>	Information about Number Corner Assessment 10: Check-Up. Let teachers know that they might also consider using student work from Friday's Figuring as a summative assessment.
428–431	<b>Support Activities</b>	Information about the Support Activities for use with students who need extra practice counting mixed coins, identifying two-digit numbers, and counting by 5 and 2.
GETTING STARTED KEY PAGES (MEETING PART V)		
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).

## May/June Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in May/June 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.

In addition to having teachers play the games below, ask them to bring all their teachers guides, including *Getting Started*, to review the progress they've made this year and invite them to think about what they will do differently next year. (Use Sheet 7.1 if you like.) Structure the activity carefully so that teachers can make focused notes, collaborate, and share ideas as a group. Encourage them to *make notes in the margins of their books* for easy reference next year. Plan to have them read portions of *Getting Started*: now that they have taught the entire curriculum, this volume may be even more helpful and will certainly jump-start their planning for next year.

MAY/JUNE RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)	
Students will practice skills associated with counting sums of money greater than \$1, telling time to the quarter hour, identifying and extending patterns, and counting up to 400.	
Activity	Key Points
<b>Monday's Money</b> Three Turns to Win (pp. 396–399)	Play this game as a whole group, first with the overheads alone and then with teachers using their own record sheets. Model how to color in first the dimes, then nickels, and finally pennies to make recording on the grid easier.
<b>Thursday's Thinking</b> Race to 400, Part 1 (pp. 416–417)	Play an entire round of the game with the whole group, if you have time. You might invite a volunteer to play the role of the teacher and model, with input from the group, questioning strategies throughout the game.
<b>Friday's Figuring</b> Assessment (pp. 424–426)	Give teachers a few minutes to read over this discussion of how to use students' Friday Figuring work as a way to assess students' developing number sense and computational skills over time.

## Sheet 7.1 Yearlong Reflection Sheet

List some things you did to make the implementation of Bridges successful in your classroom.

Identify about three things you would like to do more effectively next year. You might think about these as goals for improvement.

List some specific things you plan to do differently next year related to materials organization, advance preparation, Work Place management, using information from assessments, and other elements of instruction and classroom management.

List some things you and your grade-level teammates can do to help each other next year.

## Sheet 7.2 Sharing Responsibilities for May/June

Task	Team Member	Date Due to Others
1. 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.		
2. 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.)		
3. Run copies of Blacklines NC 27–29 for each classroom. Follow the copy directions at the top of each blackline master. (See p. 408 for more information.)		
4. Run copies of Blacklines NC 7, 9, 11, 13, 15, 15, 19, 21, and 30 for each classroom. (See p. 423 for more information.)		
5. Run class sets of Number Corner Assessment Blacklines A.54 and A.55.		
6. Run class sets of Student Book pages 49–55 if you don't have class sets of Student Books.		
7. Prepare 2 sets of each support game for each classroom using Number Corner Assessment Blacklines A.56–A.57 and A.58–A.59, A.60, and A.61. See pp. 428–431 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.)		
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9.		
10.		
11.		
12.		