

## Unit Seven & April Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach the beginning of Unit Seven and April 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.

APRIL KEY PAGES (MEETING PART II) (Number Corner Teachers Guide)		
Download the April Planner from the Math Learning Center Web site: <a href="http://www.mathlearningcenter.org/resources/materials/grade-two.asp">www.mathlearningcenter.org/resources/materials/grade-two.asp</a>		
209	<b>Setup Page</b>	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.
213	<b>Planning Guide</b>	Shows how often to do each workout and the Student Book pages associated with each workout.
213	<b>The Student Book</b>	Describes what students will do in the Student Book this month; includes a sample page of student work
UNIT SEVEN KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 3)		
Download the Grade Two Materials List by Unit and print the list of materials for Unit Seven <a href="http://www.mathlearningcenter.org/media/Bridges_GrK-2_Unit_Lists/Bridges_Gr2_Unit_Lists.pdf">http://www.mathlearningcenter.org/media/Bridges_GrK-2_Unit_Lists/Bridges_Gr2_Unit_Lists.pdf</a>		
721	<b>Unit Seven Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
725	<b>What's the Big Idea?</b>	This portion of the Unit Seven Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
730–731	<b>Unit Seven Planner</b>	Highlight these sessions, which require more advance preparation than usual: 1, 2, 3, 4, 5, 6, 10, 18, and 19. See the Materials List by Unit for more information about the advance preparation required for these sessions. <i>Use the supplement planner if teachers are using a state supplement.</i>
743–746	<b>Assessment Tips: Looking at Children's Work</b>	What to look for, think about, and question as you look at students' Unit Seven pre-assessment. Look for a sample dialogue and samples of student work.
852–854	<b>Assessment Tips: Looking at Children's Work</b>	What to look for, think about, and question as you look at students' work later in the unit. Helps you focus on changes in student understanding. Note that this assessment is not the typical pencil and paper post-assessment.
793–808	<b>Work Places 10</b>	Work Places Setup, Assessment Tips for Work Places, and a description of each Work Place activity, materials needed, and instructional considerations.
GETTING STARTED KEY PAGES (MEETING PART V)		
67–68	<b>Assessments Through the Year</b>	Tips for using assessments and a chart of when and where key second grade skills and concepts are assessed.
69–76	<b>Evaluation</b>	At this point in the year, this information may help structure your instruction, talk with parents and administrators, and work with students to set goals and monitor their progress.

## Unit Seven & April Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in April and the beginning of Unit Seven 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.

APRIL RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)	
<p><b>April Number Corner:</b> Students will make a third set of calendar markers and devise a pattern for the 30 markers. They will revisit the Daily Number Chart and the Magnetic Tile, which is used to explore perimeter. Students continue working with the Bean Clock, the Base Ten Bank, and the Hundreds Grid.</p>	
Activity	Key Points
<p><b>Daily Number Chart</b> (Pages 222–225)</p>	<p>Determine how many days of school have passed. Ask teachers how to fill in that amount on blackline NC 10, taking time to consider how the chart lends itself to different ways of knowing how much to fill in (pp. 223–224). As teachers share, record what they say as number sentences for everyone to see. Once the chart is filled in, ask teachers for observations. Use the questions on pp. 224–225 for discussion. Show or have teachers find and study pp. 62–64 in the Student Book.</p>
<p><b>Magnetic Tile</b> (Pages 226–230)</p>	<p>Provide 12 square tiles for each teacher and have them use the tile to make different rectangles. Have them record the area and perimeter of each rectangle. Ask them to share their work. Record their work on the overhead, emphasizing the different ways to find the perimeter. Model marking each unit with a pen as described in the teacher dialogue at the bottom of page 227. Explain that the date determines the number of tile students will use to create rectangles and find perimeters throughout the month.</p>
UNIT SEVEN RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
<p><b>Games, Graphs, &amp; Toys:</b> In this unit, students play games and investigate story problems as they explore statistics and probability and dig deeper into computation with money and 2- and 3-digit numbers. By second grade, hands-on experiences help students begin to develop a more sophisticated sense of probability as they start to see that initial conditions do have an effect on outcomes.</p>	
<p><b>Session 5</b> Fair Shares (Pages 762–768)</p>	<p>Start by providing a quick summary of the book <i>Arthur's Funny Money</i>, noting that this book is read in Session 1. Emphasize the licorice twists problem and then model the beginning of Session 5 as described on pp. 763–764. Have teachers work in pairs with paper and scissors to create models of <math>2 \div 3</math>. Have them share their work at the overhead. Discuss the solutions, focusing on how second graders might tackle this problem. If you have time, have teachers complete blackline 7.18. Provide alternatives to offering candy (p. 762).</p>
<p><b>Session 6</b> Bug Spinner Experiments (Pages 769–775)</p>	<p>Begin the session as described on pages 769–770. (<i>You can save time by making the spinners ahead of time and/or by having teachers only spin 16 or 20 times.</i>) Emphasize the importance of predicting first. Then, have teachers share their results—see pages 772–774. Have teachers repeat the experiment with second bug spinner and discuss the results. Your discussion should focus on the theoretical and experimental probability of the experiments, how students will react to the experiments and tips for discussion of these complex ideas in the classroom. Note that this session can be spread out over two days.</p>
<p><b>Sets A6 and Set A7</b> <a href="http://www.mathlearningcenter.org/resources/materials/grade-two/supplements.asp">http://www.mathlearningcenter.org/resources/materials/grade-two/supplements.asp</a></p>	<p>Teachers may consider using some of the following supplemental activities during this unit: Set A6: Number &amp; Operations: Money and Set A7: Number &amp; Operations: Numbers to 1,000 on a Line or a Grid. Set A6 offers more opportunities to use money while Set A7 looks at larger numbers on number lines and grids. Teachers may also consider other supplemental activities to meet individual student needs at this point in the school year.</p>

## Unit Seven Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Seven. 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 Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) 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 SEVEN	GRADE 1	GRADE 2, UNIT 7	ELSEWHERE IN GRADE 2	GRADE 3
Understand, model, read, and write fractions to $\frac{1}{8}$	N/A	I	Unit Four December and January Number Corner	M
Add and subtract 2- and 3-digit numbers with and without regrouping using a variety of strategies	I	D	Unit Five November and January– May/June Number Corner	M
Identify and apply the operation needed to solve a problem	D	D	Units Two and Five May/June Number Corner	D
Solve story problems using models, pictures, and numbers	D	D	Units Two and Five May/June Number Corner	D
Calculate the value of mixed coins and bills to \$5.00	N/A	I	Units One and Five September, October, and May/June Number Corner	D
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	D	R/E	Units Two, Three, and Five November and January– May/June Number Corner	R/E
Demonstrate the meaning of multiplication and division using models, words, and/or numbers	I	D	Units Two, Four, and Five September, November, and May/June Number Corner	M
Record and systematically keep track of the outcomes when an event is repeated many times	I	D	Units Three and Six December and January Number Corner	M
Collect, organize, and display the results of surveys and experiments using a variety of graphs including bar and circle graphs	N/A	D	Unit Six	D
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units Three, Five, and Six	M
Predict the likelihood of a particular outcome based on the initial conditions of a simple game involving spinners	I	D	January Number Corner	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.

### Sharing Responsibilities for April Number Corner

Task	Team Member	Date Due to Others
1. Make at least 30 2 ¾" squares of white construction paper for each class.		
2. Make at least 30 3 ¼" squares in one color and 30 5" squares in another color for each class.		
3. Make a pad of paper by stapling 10 sheets of 8 ½" by 11 white copier paper together for each class.		
4. If you don't have copies of the Number Corner Student book, run class sets of pages 59–70 for each class.		
5. Have construction paper scraps in various colors available, as well as scissors, glue, crayons, and colored pencils.	Each teacher will do independently	N/A
6. Each class will need a large, brightly colored button.	Each teacher will do independently	N/A
7. Other:		
8. Other:		

## Sharing Responsibilities for Unit Seven

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 a double class set of blacklines 7.2–7.5, a half-class set of blackline 7.6, 1 copy of blacklines 7.7–7.12, a class set of blackline 7.13, 20 copies of blacklines 7.14–7.15, a class set of blacklines 7.16–7.18, a half class set of blackline 7.19 run on cardstock or heavy paper, a half-class set of blacklines 7.20–7.23, a half-class set of blacklines 7.37–7.42, 1 copy of blacklines 7.43–7.44, a class set plus a few extra of blackline 7.45, several copies of blackline 7.46–7.48, a half class set of blackline 7.49, a class set plus a few extra of blacklines 7.50–7.52, and several copies of blackline 7.53 class for each.		
2. Run Work Places blacklines. Run a class set of blackline 7.24, Run 20 copies of blacklines 7.14–7.15, 15 copies run double-sided of blacklines 7.25–7.30, 15 copies of blackline 7.31 run on cream or light brown paper, 30 copies of blacklines 7.32–7.34, 1 copy of blackline 7.35, 30 copies of blackline 7.36 and a class set of blackline 5.15. See pages 793–794 for more information.		
3. Run a class set of Home Connections blacklines 27.1–27.3, HC 28.1–28.4, HC 29.1–29.4, HC 30.1–30.5, HC 31.1–31.3, and HC 32.1–32.5 for each class.		
4. Make a half-class set of money kits for each class, using blackline 7.1. See page 733 for more information.		
5. Cut a class set of 1" by 12" strips of white construction paper, three class sets of 3" by 5" pieces of white construction paper, and two class sets of 3" by 5" pieces of black construction paper for each class.		
6. Cut 15 2" by 5 ½" strips of white paper, 5 pieces of 3" by 6" brown construction paper, about 200 pieces of 2 ½" by 1 ¼" brown construction paper, a double class set of 3" by 4" pieces of white construction paper, and 200-400 5 ½" by 8 ½" white copy paper for each class.		
7. Set up Work Place baskets 10A–10F. See pages 793–794.	Each teacher will do independently	N/A
8. Make a half class set of base ten kits, using 3 mats, 20 strips, and 40 units in a plastic bag or other container. See page 739 for more information.	Each teacher will do independently	N/A

9. Have a paper bag with each child's name written on a small piece of paper. Have plenty of 3" by 5" index cards.	Each teacher will do independently	N/A
10. Have 2 fun sized candy bars for every 3 children. See page 762 for alternatives and more information.	Each teacher will do independently	N/A
11. Have a brass fastener and a paper clip for each student. Have a ¼" length of a drinking straw for each student. Have a half class set of paper lunch sacks. Have three stiff pieces of 9" by 12" corrugated cardboard or thin wood.	Each teacher will do independently	N/A
12. Other:		
13. Other:		