

## May/June and Support for Materials Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach May/June Number Corner and the end of Second Grade Bridges. As you probably went over the Unit Seven key pages in the last meeting, they have been omitted here, but feel free to visit or revisit them if necessary. We have added some resources from the website that may be helpful as teachers begin to think about next year. Ask teachers to locate these pages in their Teachers Guides, flag them with sticky notes, read or skim them or note them for later, and discuss as needed.

You may want to consider replacing some of the recommended mathematical activities on the next page with a year end reflection. See the note and the Yearlong Reflection Sheet on pages 3 and 4.

MAY/JUNE KEY PAGES (MEETING PART II) (Number Corner Teachers Guide)		
Download the May/June 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>		
237	<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.
241	<b>Planning Guide</b>	Shows how often to do each workout and the Student Book pages associated with each workout.
241–243	<b>The Student Book</b>	Describes what students will do in the Student Book this month; includes a description of the fourth Number Corner check-up.
SUPPORT FOR MATERIALS Bridges Online Resources		
These online resources may help you now or as you begin to plan for next year.		
	<b>Support for Bridges Grade 2</b>	This page includes links to several helpful resources such as Materials Lists by Unit, Work Place Instructions, Skills Across the Grade Levels charts and a new Baseline Assessment. <a href="http://www.mathlearningcenter.org/resources/materials/grade-two.asp">http://www.mathlearningcenter.org/resources/materials/grade-two.asp</a>
	<b>Bridges Grade 2 Supplements</b>	This page includes supplemental activities that may help meet student needs and/or state standards. <a href="http://www.mathlearningcenter.org/resources/materials/grade-two/supplements.asp">http://www.mathlearningcenter.org/resources/materials/grade-two/supplements.asp</a>
	<b>Bridges Grade 2 Student Gallery</b>	This page includes samples of student work—learn how you can add your own students' work to this page! <a href="http://www.mathlearningcenter.org/resources/materials/grade-two/gallery.asp">http://www.mathlearningcenter.org/resources/materials/grade-two/gallery.asp</a>
GETTING STARTED KEY PAGES (MEETING PART V)		
66	<b>Number Corner Check-up Tests</b>	This section may help as you get ready to administer the last Number Corner check-up.
87–88	<b>Second Grade Math Skills &amp; Concepts Continuum</b>	Revisiting this continuum may help you to evaluate student understanding of key second grade skills at this point in the school year.

## Unit Seven & May/June Recommended Mathematical Activities

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

MAY/JUNE RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)	
<p><b>May/June Number Corner:</b> Students work with all of the Number Corner Routines this month—some offer new challenges and concepts while others offer review and practice. Students will explore 3-dimensional figures on the Calendar Grid, prime and composite numbers with Magnetic Tile, telling time to the minute with the Bean Clock, and money problems with the Coin Collector.</p>	
Activity	Key Points
<p><b>The Calendar Grid</b> (Pages 244–248)</p>	<p>Show the first 6 calendar markers and have teachers make observations with a partner. Show the next 6 markers and ask for a few more observations, this time sharing with the whole group. Take time to go over the vocabulary for these solid figures using pp. 245–246. Use some of the questions on p. 247 for discussion. Show or have teachers find and discuss Student Book p. 248.</p>
<p><b>The Magnetic Tile</b> (Pages 257–259)</p>	<p>Have teachers make as many rectangular arrays as they can, using 7, 8, and 9 tiles. Have them draw and label the arrays they make and then share their work. Ask for observations. Explain that students will use the date to generate rectangular arrays to explore prime and composite numbers (p. 257). Emphasize that they don't need to develop a sophisticated understanding right now (pp. 258–259). Have teachers find and study the chart on p. 258.</p>
<p><b>Number Corner Check-up 4</b></p>	<p>Show or have teachers find Student Book pp. 85–88, taking time to look at each page. Point out that this check-up is designed to assess students' year-end ability with key second grade skills. The results may be helpful in writing reports, having parent conferences, or making recommendations for summer work.</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>Work Places 10E &amp; 10F</b> Anything But 1! and The Indy 500 <b>Pages 804–808</b></p>	<p>Show blackline 7.34 and give a quick summary of the Anything But 1! (pp. 804–806). Then, play the game against the group, encouraging them to use different strategies and to share their thinking aloud. Then, model The Indy 500 by explaining the game and playing against the group (pp. 807–808). Go over the Instructional Considerations for both games (pp. 806–807 and p. 808). If you have time and materials, have teachers play the games in pairs.</p>
<p><b>Sessions 26–28</b> Student Conducted Surveys, Parts 1, 2 &amp; 3 <b>Pages 861–872</b></p>	<p>Let teachers know that students will design and conduct surveys and use the data collected to make bar graphs. Provide a quick summary of Session 26 (pp. 861–864), showing and explaining blackline 7.50. Then show blackline 7.51 and go over the important information on p. 866, emphasizing the key questions to ask in the classroom and the different ways students may use the blackline. Finally, show blackline 7.52 and explain that students will use this sheet to graph the data they collected. Teachers can use this sheet as an assessment—see the <i>Note</i> on p. 869—and they can challenge students with a survey analysis (blackline 7.53).</p>
<p><b>Sets A1, A4, A5, &amp; A9</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 can use these and other supplemental activities to help meet state standards and deepen student understanding by the end of the year. Set A4 deals with place value while Sets A1, A5, and A9 address addition and subtraction. Set A9 introduces the standard algorithm; students should have a solid understanding of addition and subtraction before using these algorithms.</p>

## Year End Reflection

Taking time to reflect on the first year of Bridges can help teachers as they begin to think about the upcoming school year. Rather than having teachers do the recommended mathematical activities, you might instead 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.

## 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.

## Sharing Responsibilities for May/June Number Corner

Task	Team Member	Date Due to Others
1. If you don't have copies of the Student book, run a class set of pages 71–88 for each class.		
2. Run one copy of blackline NC 12 for each class.		
3. Make a pad of paper by stapling together 20 sheets of 8 ½" by 11" white copy paper for each class.		
4. Make a chart on butcher paper for the Magnetic Tile routine for each class—see the sample chart on page 258 for more information.		
5. If you don't have dice for this month's Bean Clock routine, make one die with the numbers 0, 10, 20, 30, 40, and 50, one die with the numbers 0, 1, 2, 3, 3, and 4, and one die numbered from 0 to 5 for each class.		
6. Make a half class set of base ten kits—each kit should include 3 mats, 20 strips, and 40 units. You can use re-sealable plastic bags or other containers to make the kits.	Each teacher will do independently	N/A
7. Make a half-class set of money kits—each kit should contain 1 blackline dollar bill, 4 quarters, 10 dimes, 10 nickels, and 20 pennies.	Each teacher will do independently	N/A
8. Make bags of magnetic tile—a half class set of bags with 31 tile in each bag is best.	Each teacher will do independently	N/A
9. Each class will need a Styrofoam egg carton with the lid attached and a large brightly colored button.	Each teacher will do independently	N/A
10. Other:		