

Unit Seven & April Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach 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, vol. 2)		
Download the April Planner from the Math Learning Center Web site: <i>www.mathlearningcenter.org/resources/materials/grade-four.asp</i>		
297–298	Setup Page	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.
304	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
305	Materials You'll Need for April	Details about the materials, copies, and advance preparation this month. Pay close attention to the copies you'll need to make and the advance preparation.
333–334	April Answer Keys	Provide answers for Number Corner Student Book pages.
UNIT SEVEN KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 4)		
773–775	Unit Seven Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
776–778	What's the Big Idea?	This portion of the Unit Seven Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
780	Unit Seven Planner	Highlight these sessions, which require more advance preparation than usual: 4, 9, 10, and 14. See pp. 781–782 for more information about the advance preparation required for these sessions. <i>Use the supplement planner if teachers are using a state supplement.</i>
781–782	Materials You'll Need for Unit Seven	Provides a comprehensive list of everything teachers will need to gather and do to prepare for Unit Seven, including manipulatives and materials, overheads, blacklines, assessments, books, and more.
	Skills Across the Grade Levels	Specifies whether key skills are being introduced, developed, or taught for mastery. Also indicates how key skills are addressed in Grades 3 and 5.
779	Assessment	Describes the formal assessments provided in Unit Seven.
828–840	Unit Seven Work Places	These sessions include overviews, directions, materials needed, skills & concepts, Work Place notes, and instructional considerations for Unit Seven Work Places.
862–870	Answer Keys	Provides answers and sample student work for assessments, Bridges Student Book pages, and Home Connections in Unit Seven.
GETTING STARTED KEY PAGES (MEETING PART V)		
109–116	Using Assessment Results	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 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>April Number Corner: This month emphasizes important skills and concepts for the fourth grade year—fraction and decimal sense, multiplicative thinking, adding and subtracting with decimals and fractions, area and perimeter, and division facts. Three fun games help students deepen understanding.</p>	
Activity	Key Points
<p>Calendar Collector (Pages 313–318)</p>	<p>Model introducing The Great Fraction Race (pp. 313–314) and teach participants how to play the game (pp. 314–316). Play against the group, taking at least 5 turns. Then, use the Week 2 description (pp. 316–317) to model making observations and combining the fractions to find the total on the game board. Discuss the key skills and concepts addressed in this game.</p>
<p>Number Line (Pages 327–332)</p>	<p>Teach participants to play Decimal Draw (p. 327). Show a few of the cards and ask them what they notice. Play one round against the group (pp. 328–332), with the group using a copy of Student Book page 83. Have the group play the game again in teams. Have a group discussion about the game, emphasizing the connection between decimal fractions and decimal notation (p. 330).</p>
<p>Computational Fluency (Pages 319–322)</p>	<p>If you have time, teach and play the game Division Capture. Ask what skills and concepts this game addresses other than efficiency with basic facts. Also ask how this game illustrates the connection between multiplication and division.</p>
UNIT SEVEN RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
<p>Algebraic Thinking: Students will make observations and describe patterns in order to make generalizations and establish relationships between numbers. They first use manipulatives and then generate formulas to solve algebraic challenges. The unit ends with a study of line graphs.</p>	
<p>Sessions 1 and 2 Building & Extending Number Patterns and Describing Patterns (Pages 783–793)</p>	<p>Use Building and Describing the First Three Arrangements in a Tile Pattern (p. 783) to introduce the lesson. Have teachers make observations (p. 784), first with a partner and then with the whole group. Have them sketch and discuss the fourth and fifth arrangements. Ask how many tile are in these arrangements (p. 786). Have teachers complete Student Book pp. 149 & 150 and then discuss (pp. 786–788). Then have them complete Student book p. 151 and discuss. Ask them to think about the arrangement number and number of tile as an ordered pair. Graph the data about patterns (pp. 790–791) using pattern graph Overhead 7.4 while teachers record on their own pattern graph (blackline 7.1). Note that Session 1 produces a Work Sample.</p>
<p>Session 3 Generalizing Patterns (Pages 794–800)</p>	<p>Follow the instructions on page 795 to begin the lesson. Discuss the chart and graph, having teachers come to the overhead to explain their thinking (p. 796). Make the connection between the symbolic representations and concrete models explicit. Have teachers complete the Journal activity (also a Work Sample) on p. 797. If you have time, model the Challenge on pp. 798–800.</p>
<p>Sessions 9 & 10 Work Places 7A, 7B, & 7C (Pages 828–840)</p>	<p>Choose one or more of the three Work Place games in this unit to model and play with teachers. You may want to teach one game and then have teachers choose another game to play with a partner. Then, have teachers report back at the end of this part of the meeting. Point out the Instructional Considerations for each game and note the Challenges, which offer variations to the games.</p>

Sharing Responsibilities for April

Task	Team Member	Date Due to Others
1. Run a class set of blacklines NC 8.8–NC 8.10 for each class. Run one copy of blackline NC 1.1, several copies of blackline NC 1.9, 4 class sets of blackline NC 6.5, and several copies of blackline NC 8.7 for each class.		
2. Run one copy of blackline NC 8.1 & NC 8.2 for each class. Trim and glue the sheets together to form one long chart for each classroom.		
3. Run and cut copies of blacklines NC 8.3–NC 8.6 as directed at the top of the sheets for each class. You will need light blue, light yellow, light green, and light pink copy paper for these copies.		
4. If you don't have class sets of the Number Corner Student Book, run a class set of pages 80–93 for each class.		
5. Cut apart overheads NC 8.7 & NC 8.8 and store them in a manila envelope or plastic bag for this month and future years.	Each teacher will do independently	NA
6. Other:		
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 half-class set of blackline 2.4, a one and a half class set of blackline 7.1, and a double class set of Blacklines 7.2 & 7.3 for each class.		
2. Run a class set of blacklines A 7.1–A 7.3, A 7.4–A 7.6, A 7.8–A 7.9, and A 7.11 for each class. Run a few copies of blackline A 7.7 and A 7.10 for each class.		
3. If you don't have a class set of Bridges Student Books, run a class set of pages 149–171 for each class.		
4. If you don't have a class set of Home Connections books, run a class set of pages 153–170 for each class.		
5. If you don't have a class set of the Work Place Student Book, run a class set of pages 97–114 for each class.		
6. Other:		
7. Other:		
8. Read the introduction to Unit Eight—pay close attention to the list of books and suggestions for cross-curricular connections as well as any other materials you will need to gather for this unit.	Each teacher will do independently	NA