

Unit Eight & May/June Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach Unit Eight and 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: www.mathlearningcenter.org/resources/materials/grade-four.asp		
335–336	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.
341	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
342	Materials You'll Need for May/June	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.
369–374	May/June Answer Keys	Provide answers for Number Corner Student Book pages.
UNIT EIGHT KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 4)		
871–874	Unit Eight Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
875–877	What's the Big Idea?	This portion of the Unit Eight Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
879	Unit Eight Planner	Highlight these sessions, which require more advance preparation than usual: 1, 2, 4, 7, 9, 13, and 18. See p. 545 for more information about the advance preparation required for these sessions. Note that there are no Work Places in Unit Eight. <i>Use the supplement planner if teachers are using a state supplement.</i>
882–883	Materials You'll Need for Unit Eight	Provides a comprehensive list of everything teachers will need to gather and do to prepare for Unit Eight, including manipulatives and materials, overheads, blacklines, assessments, books, and more.
877–878	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.
878	Assessment	Describes the formal assessments provided in Unit Eight.
971–973	Answer Keys	Provides answers and sample student work for assessments, Bridges Student Book pages, and Home Connections in Unit Eight.
GETTING STARTED KEY PAGES (MEETING PART V)		
Appendix 1.5 1.13 1.21	Three Getting Started Resources in the Appendix	Helping Your Child with Mathematics (1.5–1.6) is a helpful resource for parents and the Grade Four Math Skills & Concepts Student Report (1.13–1.15) and the Math Skills & Concepts Tracking Chart: Late Fourth Grade may help evaluate students and communicate with parents.

Unit Eight & May/June Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in May/June and Unit Eight 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>May/June Number Corner: The Calendar Grid, Calendar Collector, and Problem Solving revolve around an imaginary road trip and involve map skills, coordinate points, estimation, adding 4- and 5-digit numbers, and data analysis. Computational Fluency and Number Line are games with all operations, fractions and decimals.</p>	
Activity	Key Points
<p>Calendar Grid (Pages 343–348)</p>	<p>Introduce the workout as described on pages 344–346. Add markers 3–9 and use the description of Week 2 (pp. 346–347) to have teachers find the locations and chart the family’s movement on Student Book p. 94, while showing Overhead NC 9.1. Ask the questions on p. 346. Have teachers look over Student Book pp. 101–102 and 104–105; explain how this workout is connected to the Calendar Collector and Problem Solving.</p>
<p>Number Corner Checkup 4 (Pages 365–369)</p>	<p>Show each page of the final checkup on the overhead, giving teachers time to look over each page. Explain that the checkup provides a good summary of what students know and can do at the end of the year. Have teachers read the list of skills and concepts addressed on p. 365 and the table of Support Activities on p. 369.</p>
<p>Computational Fluency or Number Line</p>	<p>Play either Roll 5 (Computational Fluency pp. 354–356) or What’s My Number (Number Line, pp. 360–364). Note that teachers can adapt the games to address any skills that students need to work on before the end of the school year.</p>
UNIT EIGHT RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
<p>Wingspans: Measurement & Data Analysis: Students collect and interpret numerical data through constructing and analyzing several types of graphs. They look at the shape of a data set and work to identify patterns and landmark features and to interpret relationships within and between data sets. They use various types of graphs including line plots and scatter plots and they examine trend lines.</p>	
<p>Session 6 Wingspans of Owls (Pages 902–905)</p>	<p>Begin modeling the session as described on pp. 902–903, with teachers using Student book p. 178. Then, use p. 904 to get teachers started on Student Book pp. 179–180 (Work Sample). Take time to use the Word Resource Cards as you introduce pp. 179–180. Conclude with a group discussion as described on p. 905, with an emphasis on developing and supporting different theories.</p>
<p>Sessions 15, 16, and 17 Making Paper Airplanes, Flight Day 1, and Plotting and Analyzing Paper Airplane Flight Data (Pages 948–962)</p>	<p>It is highly recommended that teachers have the experience of making and flying planes before attempting to do these lessons in the classroom. Give them the option of working in pairs and using the guidelines on Student book p. 201. Then, have teachers read and discuss Teachers Guide pp. 950–953 in pairs. Show Overhead 8.13 as teachers turn to look at Student book p. 202. Then, work together to set up the Airfield (see Teachers Guide p. 955). When everyone is ready, have teachers fly their planes 10 times, taking time to record their flight distances (p. 956). Use the descriptions in the Teachers Guide on pp. 957–959 to guide teachers through making a line plot. Continue by modeling how to find the mean, reviewing the concept and process of averaging (pp. 959–961). Have teachers find their average flight distance. Take time to brainstorm challenges and solutions for this set of lessons. Conclude by letting teachers know that students have a chance to make modifications and fly planes again.</p>
<p>Supplemental Activities</p>	<p>While there are no supplemental activities relating specifically to data analysis, teachers may want to consider looking at the list of supplemental activities to meet student needs and/or state standards before the end of the school year. http://www.mathlearningcenter.org/resources/materials/grade-four/supplements.asp</p>

Sharing Responsibilities for May/June

Task	Team Member	Date Due to Others
1. Run 1 copy of blackline NC 1.1, 4 class sets of blackline NC 6.5, 1 copy of blackline NC 9.3, and a class set of blacklines NC 9.4 and 9.5 for each class.		
2. Run a copy of blacklines NC 9.1–9.2 for each class. Trim and glue the sheets together to form a record sheet for each classroom.		
3. Run a class set of blacklines NC A 9.1–A NC 9.7 for each class. Run 2 or 3 copies of blacklines NC A 9.8–A 9.10 for each class.		
4. If you don't have copies of the Number Corner Student Book, run a class set of pages 51–54 and pages 94–107 for each class.		
5. Other:		
6. Other:		
7. Other:		

Sharing Responsibilities for Unit Eight

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 class set of assessment blacklines A 8.1, A 8.2–A 8.5, A 8.7–A 8.8, and A 8.10 for each class. Run a few copies of assessment blacklines A 8.6 and A 8.9 for each class.		
2. If you don't have a class set of Bridges Student Books, run a class set of pages 173–203 for each class.		
3. If you don't have a class set of Home Connections Books, run a class set of pages 171–176 for each class.		
4. Cut 1" by 1" squares of construction paper—each <i>student</i> will need several—for each class.		
5. Cut or find 26 pieces of 4" by 11.5" cardstock or 4" by 12" tagboard plus a few extra for each class.		
6. Gather reference and fiction books about birds and flying. See pages 880, 882, and 885 for more information.	Each teacher will do independently	N/A
7. Gather a quarter-class set of 18" by 24" poster board, grid paper in various sizes, 12" by 18" construction paper, a triple class set of unlined 8 ½" by 11" paper in many different colors, 3" by 5" index cards, and several sheets of 18" by 24" paper	Each teacher will do independently	N/A
8. Gather heavy string, twine, or ribbon, several tape measures, 4 or more dispensers of clear tape, a bathroom scale, several paper grocery bags, a dishpan sized container, 27 rocks, and a container for the 27 rocks	Each teacher will do independently	N/A
9. Be sure to read pages 882–883 to see any other materials you will need to gather for this unit.	Each teacher will do independently	N/A
10. Other:		
11. Other:		
12. Other:		