

## 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: <a href="http://www.mathlearningcenter.org/resources/materials/grade-five.asp">www.mathlearningcenter.org/resources/materials/grade-five.asp</a>		
329–330	<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.
334	<b>Planning Guide</b>	Shows how often to do each workout and the Student Book pages associated with each workout.
336	<b>Materials You'll Need for April</b>	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.
361–364	<b>April Answer Keys</b>	Provide answers for Number Corner Student Book pages.
UNIT SEVEN KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 4)		
919–922	<b>Unit Seven Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
922–924	<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.
926	<b>Unit Seven Planner</b>	Highlight these sessions, which require more advance preparation than usual: 2, 4, 7, and 15. See pp. 927–928 for more information about the advance preparation required for these sessions. <b>Note that there are no Work Places in Unit Seven, but you may want to use Work Places from earlier units from time to time. Use the supplement planner if teachers are using a state supplement.</b>
927–928	<b>Materials You'll Need for Unit Seven</b>	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.
924–925	<b>Skills Across the Grade Levels</b>	Specifies whether key skills are being introduced, developed, or taught for mastery. Also indicates how key skills are addressed in Grades 3 and 4.
925	<b>Assessment</b>	Describes the formal assessments provided in Unit Seven.
1025–1035	<b>Answer Keys</b>	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)		
116–123	<b>Using Assessment Results</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 Unit Seven with the activities recommended below. Have teachers solve problems, play games, and discuss thinking just as their students will, and consider the big idea and key points as you model 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 review and reinforce important fifth grade skills and concepts: volume and surface area, converting fractions and mixed numbers, adding fractions, and dealing with place value in the billions. In the Problem Solving workout, they will learn a working backwards strategy.</p>	
Activity	Key Points
<p><b>Calendar Grid</b> (Pages 343–348)</p>	<p>Begin the workout by modeling Week 1 as described on pages 343–344. Have teachers look at Student Book page 154 and read Weeks 3 &amp; 4 (pp. 346–347) in their Teachers Guides. Have them work independently or in pairs to complete Student Book page 162, using cm cubes. Invite teachers to share their work and ask how the cm cubes helped them answer the questions.</p>
<p><b>Computational Fluency</b> (Pages 356–360)</p>	<p>Introduce the game Color Ten using the description for Week 1 on pages 356–359. Then, have teachers work in teams to play Color Ten, Game 2 (Student Book p. 155). Discuss the key skills and concepts of the game as well as what confusion or frustration students may have.</p>
<p><b>Calendar Collector</b> (Pages 349–355)</p>	<p>If you have time, go over the Great Space Race. This is a great game with a considerable amount of scientific information. Describe the game, show a sample race track, ask some of the questions on p. 350, have teachers practice reading some of distances aloud, and model drawing one or more Travel Distance cards and filling in the Great Space Race Record Sheet.</p>
UNIT SEVEN RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
<p><b>Algebraic Thinking:</b> Students will observe and describe patterns and make generalizations about them. The key work here is seeing relationships between sets of numbers. Students will use letters and symbols to represent variables, examine functions, and construct and interpret various types of graphs.</p>	
<p><b>Session 1</b> The Operations Game (pp. 929–935)</p>	<p>Introduce the Operations Game (pp. 929–932). Play against the group, with teachers using Student Book page 174. Then, have teachers play in two teams. Discuss the game; consider the key skills and concepts as well as the challenges. Use the Challenge notes on pages 933–934. Have teachers read the Home Connections notes (pp. 934–935). Invite teachers to play this and the Function Machine game (Session 9) as Work Places later in the unit.</p>
<p><b>Sessions 4–5</b> A Tale of Two Patterns, Parts 1 &amp; 2 (pp. 949–964)</p>	<p>Begin modeling the session as described on pages 950–951; be sure each teacher has Student Book page 178. As teachers share, record their ideas on the overhead. Continue with Extending the Tile Sequence (pp. 951–953), having teachers work in pairs to extend the sequence and then to share with the group. Provide copies of Overhead 7.6 &amp; 7.7 for each teacher; have pairs complete these pages, having them share after the 3<sup>rd</sup> and 5<sup>th</sup> questions (pp. 953–954). Then, have teachers graph and discuss the data on Student book page 179 (pp. 954–955). Have partners begin work on Student Book pages 180–182, noting that this task is a Work Sample. If you have time, have them complete, discuss, and graph the work on pages 180–182 (pp. 959–962), being sure to compare the lines created on the graph (see the Note on p. 962). If not, give a quick summary of the rest of the lesson. Note the challenge on p. 959 and close by having teachers read about the Poster Project (pp. 962–963).</p>

## Sharing Responsibilities for April

Task	Team Member	Date Due to Others
1. Run 1 copy of blacklines NC 1.1 and NC 8.3 for each class. Run a class set of blacklines NC 8.8–NC 8.9 for each class.		
2. Run 1 copy of blacklines NC 8.1–NC 8.2 for each class. Trim and attach the sheets for form one long record sheet for each classroom. Run 1 copy of blacklines NC 8.4–8.7, cut them out and attach them to form one large racetrack for each classroom.		
3. Run 1 copy of blacklines NC 8.10–8.13 on heavy cardstock, cut them apart and put them in a lunch sack for each class. You may want to laminate these cards for use in future years.		
4. If you don't have copies of the Number Corner Student Book, run a class set of pages 144–163 for each class.		
5. Find the copies of your own class Problem Solving Score Sheet (see January Advance Preparation Notes, p. 207) and run two and half class sets.	Each teacher will do independently	N/A
6. Other:		
7. 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 1 or 2 copies of blacklines 7.1–7.8 for each class. Run a half class set plus a few extra of blacklines 7.9–7.11 for each class.		
2. Run a class set of blacklines A 7.1–7.5, A 7.6–7.10, A 7.13–A 7.14, and A 7.16. Run a few copies of blacklines A 7.11–A 7.12, and A 7.15 for each class.		
3. If you don't have a class set of Student Books, you will need to run copies of pages 174–208 for each class.		
4. If you don't have copies of the Home Connections Book, you will need to run copies of pages 215–246 for each class.		
5. Cut a class set of 2 meter pieces of string for each class.		
6. Prepare a half class set plus a few extra of 18" by 24" chart paper.		
7. For Session 2, cut the bottom inch off of eight 3" by 2" sticky notes to make eight 3" by 1" sticky notes. Cover each puzzle on Overheads 7.3 and 7.4 with the sticky notes—do not cover the row of shapes or letters at the bottom of each puzzle.	Each teacher will do independently	N/A
8. For Session 7, you will need 3" by 3" sticky notes in 2 different colors; you will need about 7–10 sticky notes in each color for each pair of students.	Each teacher will do independently	N/A
9. You will need 15–20 coffee stirrers for each student for several sessions in this unit. You will also need a pound of rice.	Each teacher will do independently	N/A
10. Other:		
11. Other:		