

## 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: <i><a href="http://www.mathlearningcenter.org/resources/materials/grade-five.asp">www.mathlearningcenter.org/resources/materials/grade-five.asp</a></i>		
365–366	<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.
371	<b>Planning Guide</b>	Shows how often to do each workout and the Student Book pages associated with each workout.
372	<b>Materials You'll Need for May/June</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.
405–409	<b>May/June Answer Keys</b>	Provide answers for Number Corner Student Book pages.
UNIT EIGHT KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 4)		
1073–1041	<b>Unit Eight Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
1041–1043	<b>What's the Big Idea?</b>	This portion of the introduction provides a clear explanation of the key mathematical ideas students will explore in this unit. Note the background information on pp. 1042–1043.
1046	<b>Unit Eight Planner</b>	Highlight these sessions, which require more advance preparation than usual: 2, 3, 4, 5, 7, and 11. See pp. 1047–1048 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>
1047–1048	<b>Materials You'll Need for Unit Eight</b>	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.
1043–1044	<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.
1044	<b>Assessment</b>	Describes the formal assessments provided in Unit Eight.
1115–1116	<b>Answer Keys</b>	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	<b>Three Getting Started Resources in the Appendix</b>	Helping Your Child with Mathematics (1.5–1.6) is a helpful resource for parents and the Fifth Grade Math Skills & Concepts: Student Report (1.13–1.15) and the Math Skills & Concepts Tracking Chart: Late Fifth 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><b>May/June Number Corner:</b> The main theme of this month's Number Corner study is deduction; students use what they know to solve challenges. They focus in particular on determining unknown angles, motion geometry, long division, and problem solving, and they complete the 4<sup>th</sup> Checkup.</p>	
Activity	Key Points
<p><b>Calendar Grid</b> (380–387)</p>	<p>Begin modeling the workout as described on pp. 380–382. Have teachers read the <i>Background for the Teacher</i> on pp. 381–382. Then, have teachers do Student Book p. 181 (p. 383). Have them share their work and justify answers. Show markers 1–12 and have them make supported predictions about the 13<sup>th</sup> marker (pp. 384–385). Have teachers read over Workout 5 (pp. 386–387).</p>
<p><b>Calendar Collector</b> (Pages 388–395)</p>	<p><i>Note the advance preparation for this workout.</i> Use the description on pp. 389–392 to teach Transformation Game 1 by playing against the group. Then, show teachers how Game 2 is different and have them play in two teams. Have a brief discussion of the games and then point out the <i>Notes</i> on pp. 394 and 395.</p>
<p><b>Number Corner Checkup 4</b> (Pages 400–404)</p>	<p>Show each page of the final checkup on the overhead. Explain that the checkup provides a good summary of what students know and can do in June, which may be helpful for reports or conferences. Have teachers read the list of skills and concepts on p. 400 and the table of Support Activities on p. 404.</p>
UNIT EIGHT RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
<p><b>Data, Measurement, Geometry and Physics with Spinning Tops:</b> This thematic unit combines science, language arts, and art with math as students create spinning tops to reinforce their understanding of measurement, data analysis, and geometry. The tops generate opportunities for learning more about circles, scientific inquiry, data collection and analysis, and principles of physics.</p>	
<p><b>Session 1</b> Reviewing Circles &amp; Angles (Pages 1049–1054)</p>	<p>Show an overhead of Student Book p. 209. Note that this can be a pre-assessment. Then, elicit participation from teachers to fill in the overhead, and record their ideas. Then, guide teachers through the <b>Introducing Angles in Circles</b> activity using the description on pp. 1051–1054. After modeling, be sure to have each teacher complete a few circles independently, and then have them share their work, emphasizing relevant relationships and equations (p. 1053). <i>Note: In Session 2, students will make their own compasses—encourage teachers to make at least one compass before teaching this session.</i></p>
<p><b>Session 3</b> Introduction to Top Making (Pages 1062–1066)</p>	<p><i>Note that you will need a variety of materials for this session.</i> Start by having teachers use compasses to make different circles. Then, use the description for <b>Constructing a Basic Top</b> (pp. 1063–1065) to guide teachers through making their own tops, having teachers work in pairs. Providing the opportunity for teachers to make their own tops will help them considerably as they teach this unit. Once teachers have made tops, have them practice spinning their tops and record observations on Student Book p. 213 (see pp. 1065–1066).</p>
<p><b>Supplemental Activities</b></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. <a href="http://www.mathlearningcenter.org/resources/materials/grade-five/supplements.asp">http://www.mathlearningcenter.org/resources/materials/grade-five/supplements.asp</a></p>

### Sharing Responsibilities for May/June

Task	Team Member	Date Due to Others
1. Run 1 copy of blackline NC 1.1, 1 or 2 class sets of blackline NC 5.1, and 1 copy of blackline NC 9.4 for each class.		
2. Run a copy of blacklines NC 9.1–9.3 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–NC A 9.5 for each class. Run a half class set of blacklines NC A 9.6 for each class. Run 2 or 3 copies of blacklines NC A 9.7–NC A 9.8 for each class.		
4. If you don't have copies of the Number Corner Student Book, run a class set of pages 164–200 for each class.		
5. Run 1 copy of blacklines NC 9.5–NC 9.10 for each class. These are three sets of game cards—run each set on a different color paper. You may want to laminate the cards for use in the future.		
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 8.3, and A 8.5 for each class. Run a few copies of assessment blackline A 8.4 for each class.		
2. If you don't have a class set of Bridges Student Books, run a class set of pages 209–224 for each class.		
3. If you don't have a class set of Home Connections Books, run a class set of pages 247–262 for each class.		
4. Cut a class set plus one extra of 3" by 3" tag board for each class. Cut a class set plus a few extra of black 6" by 6" construction paper for each class. Cut a class set plus a few extra of 1" by 5" pieces of cardstock for each class.		
5. Gather and sort 4 class sets plus a few extra of 8 ½" by 11" white copy paper, 1 class set of 12" by 18" pieces of construction paper, 3 class sets plus a few extra of 12" by 18" white drawing paper, and a class set of 12" by 18" construction paper "safety mats" for each class.		
6. Cut a half class set of 48" pieces of string for each class. Cut a class set of 26 cm pieces of string for each class.		
7. Gather 6–8 class sets plus a few extra of 9" by 12" tag board, plenty of scratch paper, scraps of tag board, several rolls of scotch tape or masking tape, a class set of pushpins, several dish-pan sized containers, a class set of toothpicks or regular paperclips, a half-class set of timing devices, and a class set of CD envelopes.	Each teacher will do independently	N/A
8. Make a cardstock compass prior to Session 2—see pages 1056–1057 for more information.	Each teacher will do independently	N/A
9. Make a top prior to Session 3—see Bridges Student Book pages 211 and 212 for directions.	Each teacher will do independently	N/A
10. Gather 4 or 5 class sets of sharp pencils.	Each teacher will do independently	N/A
11. Other:		
12. Other:		