

Unit Six & March Key Pages

The pages listed below include information and organizational tools that will help you prepare for and teach Unit Six and March Number Corner. Locate these pages in the Teachers Guides, flag them with sticky notes, read or skim them, and discuss as needed.

MARCH KEY PAGES (Number Corner Teachers Guide, vol. 2)		
Download the March Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/grade-one.asp		
305 & 306	Setup Pages	Show what materials are posted on the overhead or on the Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each routine and set of challenges.
310	Overview	Shows what challenge to do each day of the month, including the Student Book page number if one is used. Also shows when to administer the formal assessment.
347 & 348	March Assessment	Information about Number Corner Assessment 8: Check-Up.
348–351	Support Activities	Information about the Support Activities for use with students who need extra practice counting mixed coins and counting by 2's.
UNIT SIX KEY PAGES (Bridges Teachers Guide, vol. 3)		
737–746	Unit Six Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
742–745	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
747–749	Unit Six Planning Guide	The Unit Six Planning Guide shows the activities in all subject areas—math, social studies, art, literacy, physical education, and science—that are available each day of the unit.
750–759	What Materials Will I Need to Prepare?	Provides a list of everything required to teach Unit Six.
GETTING STARTED KEY PAGES		
81–82	The Number Corner Check-Up Tests	You may find the information in these pages helpful as you plan to conduct the check-up during March Number Corner.
84	Bridges Yearlong Assessment Plan	This chart shows all the assessments planned for the Grade 1 year. You may find it helpful this spring to review the assessments you have given and see which assessments remain as you think about how you will report on student progress at the end of the year.
85–90	Evaluation	The discussion on these pages may help you consider how you can effectively communicate with parents and administrators about student progress this spring (and for the entire year).

Unit Six & March Recommended Mathematical Activities

Doing the activities recommended below can help you gain insight into some of the most important mathematical ideas addressed in March and Unit Six. If you have time, solve problems, play games, and discuss your thinking just as your students will. Keep the big idea and key points in mind as you do these activities, and adjust them as needed if you are using a state supplement.

MARCH RECOMMENDED MATHEMATICAL ACTIVITIES	
Students will practice skills associated with identifying and drawing 2D shapes, counting money, telling time to the half-hour, adding 2-digit numbers, and counting by 5.	
Activity	Key Points
Tuesday's Time, Tally & Temperature Counting by 5's on the Clock (pp. 321–323)	Do the activity as shown on pages 321 and 322, using student clocks if at all possible. Keep in mind that you can use the completed student pages (shown on p. 323) to assess students' ability to count by 5's and tell time.
Wednesday's Workout Two to Make Ten (pp. 328–329)	Do the Two to Make Ten activity as described on pages 328 and 329.
Thursday's Thinking Two Out of Three for 50, Part 1 (pp. 335–337)	Play the game together as a group. Consider reviewing Supplement A5, available at www.mathlearningcenter.org/resources/materials/grade-one/supplements.asp , which can help you provide students with additional practice working with larger 2-digit numbers.
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES	
My Little Farm: Money, Place Value & Mapping: Students will develop skills related to using a coordinate grid, determining the area and perimeter of rectangles, solving story problems with all four basic operations, and counting, reading, and writing numbers to 100.	
Activity	Key Points
Planning Resources Planner, Materials List & Green Pages (pp. 747–759 and others)	Review the planner and the green pages for each day of the unit to decide how extensively you want to implement the cross-curricular lessons in this unit. Look over the materials you'll need to prepare in advance, and share ideas for managing the materials based on your experiences with the penguin unit. Some teachers have found it helpful to use 12"-by-12" mats for students' farms and then reduce all the copies by 50% to fit; they have found that this smaller size is easier to manage. Consider inviting a parent helper or older student to act as the banker on days when students are purchasing land, fencing, and animals.
Day 11 Hens Hundreds Grid (pp. 868–871)	Review the activity and talk about whether you want to collect students' work as a way to check their skills with counting and adding larger numbers.

Sheet 5.1 Unit Six Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Six. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SIX	GRADE K	GRADE 1, UNIT 6	ELSEWHERE IN GRADE 1	GRADE 2
Count, read, and write numbers to 100	I	M	Units One, Three, and Four All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	M	Units Three and Four	R/E
Count by 1's, 2's, 5's, and 10's	I	M	Units One–Four All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	M	Units One, Two, Four, and Six October Number Corner	R/E
Solve multiplication and division story problems using models, pictures, and/or numbers	I	D	Units One–Four October Number Corner	D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Two and Four All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	D	Units Two–Four May/June Number Corner	D
Locate positions on a coordinate grid	N/A	D	Units One and Five	D
Determine the area and perimeter of rectangles using non-standard units	N/A	I	April Number Corner	D
Use proportional and spatial reasoning to compose and decompose shapes into larger and smaller shapes (e.g., compose rectangles from small squares)	I	D	Unit Five November, January, and April Number Corner	D

I – Skill or concept is introduced or re-introduced.

D – Skill or concept is developed.

M – Skill or concept is expected to be mastered.

R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

Sheet 5.2 Skills Assessed in the March Number Corner

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the March Number Corner. (You will have opportunities during class discussions to assess other skills informally.) Look carefully at your report card to determine which items you can report on using the assessment tools in the March Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Monday's Money (p. 319)	
• Finding the total value of a collection of mixed coins	Number Corner Student Book, p. 37, How Much Money?
Tuesday's Time, Tally & Temperature (p. 323)	
• Counting by 5's on a clock face	Number Corner Student Book, p. 38, Counting by 5's on the Clock
Wednesday's Workout (p. 332)	
• Solving basic subtraction facts (facts with sums of 10 and differences from 10)	Number Corner Student Book, p. 39, Add & Subtract with Ten
Friday's Figuring (p. 345)	
• Writing equations for double-digit numbers	Students' written work from this challenge.
Assessment (p. 347)	
• Finding the total value of a collection of mixed coins • Counting by 2's	Assessment 8: check-up, pages 1 and 2 (Blacklines NC A.45 and A.46)

Sheet 5.3 Instruction & Assessment of Key Unit Six Learning Objectives

This unit addresses many important skills and concepts, but the three skills on the chart below are arguably the most critical. Record when each skill is taught and assessed in this unit. Try to identify both formative and summative assessments for each skill.

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
1. Locate positions on a coordinate grid	Key Sessions	Key Sessions
2. Determine the area and perimeter of rectangles using non-standard units	Key Sessions	Key Sessions
3. Solve story problems involving addition, subtraction, multiplication, and division	Key Sessions	Key Sessions

Sheet 5.4 Sharing Responsibilities for March

Task	Team Member	Date Due to Others
1. Run and distribute copies of participants' completed Successes & Challenges sheets, as well as the completed master copy of this Sharing Responsibilities for March sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 6. This involves some prep work (e.g., copies).		
1. Cut one ½" by 6" strip of red construction paper for each student and one ½" by 18" strip of red construction paper for each teacher. (See p. 326 for more information.)		
2. Run copies of Blacklines NC 22 and 23 for each classroom. Follow the copy directions at the top of the blackline masters. (See page 326 for more information.)		
3. Run copies of Blacklines NC 7, 9, 11, 13, 15, 19, and 24 for each classroom. (See page 345 for more information.)		
4. Cut a set of about forty 4-by-4-inch squares of construction paper or cardstock for each classroom (enough for 31 finished calendar markers, plus extra for mistakes). Students will use these squares to make calendar markers.		
5. Run a set of Blacklines NC 31 and 32 for each classroom and cut out the numbers. (These are the numbers for the calendar markers that students will create.)		
6. Run class sets of Number Corner Assessment Blacklines A.45 and A.46.		
7. Run class sets of Student Book pages 36–39 if you don't have class sets of Student Books.		
8. Prepare 2 sets of each support game for each classroom using Number Corner Assessment Blacklines A.47–A.48, A.49, and A.50. See pp. 347–351 in the Teachers Guide for more information about the games. (Note: You may not have time this year to use support games. Use your judgment about whether to prepare these games.)		
9.		
10.		
11.		

Sheet 5.5 Sharing Responsibilities for Unit Six

Note You might find pages 750–759 helpful in preparing materials for Unit Six. You may need to adjust this list if you are not using the Deluxe Bridges kit.

Task	Team Member	Date Due to Others
1. Run copies of the blacklines listed below according to the instructions on the Teachers Guide pages indicated. Some blacklines include copy and preparation instructions at the top of the page. Divide this job among a few team members or helpers. Blacklines 6.1–6.6 (p. 761) Blacklines 6.7–6.9 (p. 773) Blacklines 6.10–6.15 (p. 785) Blacklines 6.16–6.23 (p. 795) Blacklines 6.24–6.27 (p. 807) Blacklines 6.28–6.31 (p. 819) Blacklines 6.32–6.34 (p. 827) Blackline 6.35 (p. 837) Blacklines 6.36–6.40 (p. 845) Blacklines 6.41–6.45 (p. 853) Blacklines 6.46 (p. 861) Blacklines 6.47–6.50 (p. 873) Blacklines 6.51–6.53 (p. 881) Blackline 6.54 (p. 887) Blacklines 6.55–6.61 (p. 895) Blacklines 6.62 & 6.63 (p. 905) Blacklines 6.65 & 6.66 (p. 917) Blackline 6.67 (p. 925, optional)		
2. Run large copies of the songs and poems to make big books or wall charts for each classroom. See page 754 for a complete list of titles, page numbers, and copy instructions.		
3. Prepare a class set of Home Connections 15–18 for each classroom using Blacklines HC 15.1–18.2.		
4. Prepare the following pieces of construction paper for students in each classroom to make their farm folders: red: one 6" x 6" square per student green: one 3" x 9" piece per student light blue: one 12" x 18" piece per student, folded in half		
5. Create a 24" x 24" paper mat for each student to use in arranging their model farms and one for each teacher to use for demonstrating. Follow the instructions on page 752 to create a 3-inch grid on each mat.		
6. Cut the following pieces of construction paper for each classroom. Cut some extra in case of loss or mistakes. green: about 35–40 3" x 3" squares per student brown: about sixteen 3" x 3" squares per student black: about twelve 3" x 3" squares per student yellow: about seven 3" x 3" squares per student		
7. Cut the following pieces of construction paper for each classroom: black: nine 1" x 1" squares and one 3" x 6" rectangle per student white: eleven 1" x 1" squares per student blue: ten 1" x 1" squares and one 6" by 6" square per student green: six 1" x 1" squares and one 3" x 6" rectangle per student		
8. Create a writing book for each student using Blacklines 6.23 and 6.24. See directions on page 756. (Optional.)		
9. Gather books about farms to read to students. See recommendations on pages 757–759.		
10. Look over pp. 750–759 to get a sense of what you'll need to prepare in advance for this unit.	Each teacher will do this independently.	N/A