

May/June Key Pages

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

MAY/JUNE KEY PAGES (Number Corner Teachers Guide, vol. 2)		
Download the May/June Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/grade-one.asp		
391 & 392	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.
395	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.
427 & 428	May/June Assessment	Information about Number Corner Assessment 10: Check-Up. You might also consider using student work from Friday's Figuring as a summative assessment.
428–431	Support Activities	Information about the Support Activities for use with students who need extra practice counting mixed coins, identifying two-digit numbers, and counting by 5 and 2.
GETTING STARTED KEY PAGES		
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).

May/June Recommended Mathematical Activities

Doing the activities recommended below can help you gain insight into some of the most important mathematical ideas addressed in May/June. 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.

In addition to playing the games below, bring all your teachers guides, including Getting Started, to review the progress you made this year and talk about what you will do differently next year. (Use Sheet 7.2 if you like.) Structure the activity carefully so that you can make focused notes, collaborate, and share ideas as a group. *Make notes in the margins of your books* for easy reference next year. Take some time to read portions of Getting Started as well: now that you have taught the entire curriculum, this volume may be even more helpful and will certainly jump-start your planning for next year.

MAY/JUNE RECOMMENDED MATHEMATICAL ACTIVITIES	
Students will practice skills associated with counting sums of money greater than \$1, telling time to the quarter hour, identifying and extending patterns, and counting up to 400.	
Activity	Key Points
Monday's Money Three Turns to Win (pp. 396–399)	Play this game as a whole group, with everyone using their own record sheets. Color in the dimes first, then nickels, and finally pennies to make recording on the grid easier.
Thursday's Thinking Race to 400, Part 1 (pp. 416–417)	Play an entire round of the game as a whole group, if you have time. You might take turns modeling questioning strategies throughout the game.
Friday's Figuring Assessment (pp. 424–426)	Read over this discussion of how to use students' Friday Figuring work as a way to assess students' developing number sense and computational skills over time.

Sheet 7.1 Skills Assessed in the May/June Number Corner

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the May/June 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 April 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. 400)	
• Finding the total value of a collection of mixed coins	Number Corner Student Book, p. 50, How Much Is Each Collection Worth?
Tuesday's Time, Tally & Temperature (p. 407)	
• Telling time to the quarter and half hour on an analog clock face	Number Corner Student Book, p. 51, Clocks & Labels
Wednesday's Workout (p. 410)	
• Extending growing patterns	Number Corner Student Book, p. 53, Growing Patterns
Thursday's Thinking (p. 421)	
• Subtracting numbers up to 10 from 2-digit numbers	Number Corner Student Book, p. 55, \$50 to Spend
Friday's Figuring (p. 423)	
• Writing equations for double-digit numbers	Students' written work from this challenge.
Assessment (p. 427)	
<ul style="list-style-type: none"> • Finding the total value of a collection of mixed coins • Writing 2-digit numbers to match place value models • Counting by 2's and 5's 	Assessment 10: check-up, pages 1 and 2 (Blacklines NC A.54 and A.55)

Sheet 7.2 Yearlong Reflection Sheet

List some things you did to make the implementation of Bridges successful in your classroom.

Identify about three things you would like to do more effectively next year. You might think about these as goals for improvement.

List some specific things you plan to do differently next year related to materials organization, advance preparation, Work Place management, using information from assessments, and other elements of instruction and classroom management.

List some things you and your grade-level teammates can do to help each other next year.

Sheet 7.3 Sharing Responsibilities for May/June

Task	Team Member	Date Due to Others
1. 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.		
2. 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.)		
3. Run copies of Blacklines NC 27–29 for each classroom. Follow the copy directions at the top of each blackline master. (See p. 408 for more information.)		
4. Run copies of Blacklines NC 7, 9, 11, 13, 15, 15, 19, 21, and 30 for each classroom. (See p. 423 for more information.)		
5. Run class sets of Number Corner Assessment Blacklines A.54 and A.55.		
6. Run class sets of Student Book pages 49–55 if you don't have class sets of Student Books.		
7. Prepare 2 sets of each support game for each classroom using Number Corner Assessment Blacklines A.56–A.57 and A.58–A.59, A.60, and A.61. See pp. 428–431 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.)		
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