

Unit Seven & April Key Pages

The pages listed below include information and organizational tools that will help you prepare for and teach Unit Seven and April Number Corner. Locate these pages in your 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: <i>www.mathlearningcenter.org/resources/materials/grade-four.asp</i> | | |
| 297–298 | 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. |
| 304 | Planning Guide | Shows how often to do each workout and the Student Book pages associated with each workout. |
| 305 | Materials You'll Need for April | 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. |
| 333–334 | April Answer Keys | Provide answers for Number Corner Student Book pages. |
| UNIT SEVEN KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 4) | | |
| 773–775 | Unit Seven Introduction | Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit. |
| 776–778 | What's the Big Idea? | This portion of the Unit Seven Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit. |
| 780 | Unit Seven Planner | Highlight these sessions, which require more advance preparation than usual: 4, 9, 10, and 14. See pp. 781–782 for more information about the advance preparation required for these sessions. <i>Use the supplement planner if teachers are using a state supplement.</i> |
| 781–782 | Materials You'll Need for Unit Seven | 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. |
| | 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. |
| 779 | Assessment | Describes the formal assessments provided in Unit Seven. |
| 828–840 | Unit Seven Work Places | These sessions include overviews, directions, materials needed, skills & concepts, Work Place notes, and instructional considerations for Unit Seven Work Places. |
| 862–870 | Answer Keys | 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) | | |
| 109–116 | Using Assessment Results | 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

In the previous Number Corner Meetings, you read and summarized workouts. Now, we recommend that you put yourselves in the shoes of students and try some of the workouts. You will gain insight into some of the most important mathematical ideas addressed in April and Unit Seven by doing the activities below. Solve the problems, play the games, and discuss your thinking with one another, just as students will. Keep the big idea and key points in mind as you do these activities. Adjust the activities as needed if you are using a state supplement.

| APRIL RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II) | |
|---|--|
| <p>April Number Corner: This month emphasizes important skills and concepts for the fourth grade year—fraction and decimal sense, multiplicative thinking, adding and subtracting with decimals and fractions, area and perimeter, and division facts. Three fun games help students deepen understanding.</p> | |
| <p>Note: We recommend playing some of the games in this month's Number Corner. We suggest having one teacher (the facilitator) learn the games, teach the games and play against the other teachers.</p> | |
| Activity | Key Points |
| <p>Calendar Collector (Pages 313–318)</p> | <p>Model introducing The Great Fraction Race (pp. 313–314) and teach colleagues how to play the game (pp. 314–316). Play the game, taking at least 5 turns. Then, use the Week 2 description (pp. 316–317) to model making observations and combining the fractions to find the total on the game board. Discuss the key skills and concepts addressed in this game.</p> |
| <p>Number Line (Pages 327–332)</p> | <p>Teach the game Decimal Draw (p. 327). Study a few of the cards and make observations about them. Play one round of the game against the group (pp. 328–332), using copies of Student Book page 83. Play the game again in two teams. Have a group discussion about the game, emphasizing the connection between decimal fractions and decimal notation (p. 330)</p> |
| <p>Read and Summarize the Remaining Workouts</p> | <p>Read and summarize these workouts. For the Calendar Grid, think about the relationship between perimeter and area (p. 311). For Problem Solving, emphasize the descriptions on pages 324–325. If you have time, play a round of the Computational Fluency game Division Capture.</p> |
| UNIT SEVEN RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII) | |
| <p>Algebraic Thinking: Students will make observations and describe patterns in order to make generalizations and establish relationships between numbers. They first use manipulatives and then generate formulas to solve algebraic challenges. The unit ends with a study of line graphs.</p> | |
| <p>Sessions 1 and 2 Building & Extending Number Patterns and Describing Patterns (Pages 783–793)</p> | <p>Start by completing Student Book pp. 149 together or independently. Share observations. Next, complete p. 150 independently and then discuss problems 2–4. Read over pp. 783 – 788. Then, complete Student Book p. 151. Work together and use pp. 790–791 to graph the data—you will need copies of blackline 7.1 for everyone. Note that Session 1 produces a Work Sample.</p> |
| <p>Session 3 Generalizing Patterns (Pages 794–800)</p> | <p>Read p. 794, then complete and discuss the Pattern Chart and Pattern Graph (blacklines 7.1 & 7.2), making sure that everyone has a copy of the blacklines. Read pp. 796–797, noting the connection between the concrete models and the symbolic representations. Complete the Journal activity (also a Work Sample) on p. 797. If you have time, read about the Challenge on pp. 798–800.</p> |
| <p>Sessions 9 & 10 Work Places 7A, 7B, & 7C (Pages 828–840)</p> | <p>If you have time, play one of more of the Work Places games in this unit. You can choose to play different games and then report back on each game or you can play one or more games all together. Note the Instructional Considerations for the games and consider the Challenges, which offer variations to the games.</p> |

Instruction & Assessment of Key Unit Seven Learning Objectives

This unit addresses many important skills and concepts. The three skills on the chart below are arguably the most critical. Record when each skill is taught and assessed. Keep in mind that Work Places provide recurring opportunities for instruction, practice, and assessment of many, but not all key skills; and try to identify both formative and summative assessments for each skill.

| Learning Objective | Instruction of Learning Objective | Assessment of Learning Objective |
|--|--|---|
| 1 Describing, generalizing, and extending patterns with common differences (i.e., the pattern of counting by 2's) | Key Sessions | Key Sessions |
| | Work Places | Work Places |
| Additional instruction and practice in all months of Number Corner, and Units Two, Six, and Eight | | |
| 2 Representing patterns with words and tables and completing a table of values given a specific rule | Key Sessions | Key Sessions |
| | Work Places | Work Places |
| Additional instruction and practice in all months of Number Corner and Units Five, Six, and Eight | | |
| 3 Reading, interpreting, and constructing a variety of graphs, including single and double line graphs | Key Sessions | Key Sessions |
| | Work Places | Work Places |
| Additional instruction and practice in January–March and May/June Number Corner and Units Five and Eight | | |

Skills Assessed in April Number Corner

Number Corner teaches a variety of important skills that your students need to know. Each routine offers opportunities—formal and informal—to assess these skills. The chart below shows the skills that are formally assessed with paper-and-pencil methods during the April Number Corner. (You will have opportunities during class discussions to assess other skills informally—note that the skills and concepts addressed are written at the beginning of each routine.) Do keep in mind that it is best to evaluate students’ understanding using more than one assessment.

| SKILLS | WHERE SKILLS ARE ASSESSED |
|---|--|
| Calendar Grid (pp. 307–312) | |
| <ul style="list-style-type: none"> • Using properties of shapes to determine the lengths of their sides and perimeters • Identifying, describing, comparing, and classifying shapes • Describing, extending, and making generalizations about patterns • Extending number sequences that increase and decrease in a predictable manner • Making the distinction between perimeter and area | Number Corner Student Book, pages 84 and 91 |
| Calendar Collector (pp. 313–318) | |
| <ul style="list-style-type: none"> • Modeling, comparing, reading, and writing fractions and mixed numbers • Using physical and visual models to conceptualize fractions and mixed numbers • Exploring equivalent fractions and using equivalence to compare fractions • Adding fractions and mixed numbers using concrete numbers | Number Corner Student Book, pages 80–81 |
| Computational Fluency (pp. 319–322) | |
| <ul style="list-style-type: none"> • Developing efficient strategies for doing basic division facts | Number Corner Student Book, pages 86, 88, and 92 |
| Problem Solving (pp. 323–326) | |
| <ul style="list-style-type: none"> • Adding and subtracting 2- and 3-digit numbers with and without regrouping • Multiplying and dividing multiples of 10 and 100 • Using different models of division to solve problems • Multiplying and dividing 2- and 3-digit numbers by 1-digit numbers • Adding commonly used fractions • Developing strategies for finding the perimeter and area of rectangles • Selecting methods and tools appropriate to a particular context for operations with whole numbers • Solving multi-step story problems using a variety of efficient paper/pencil and mental strategies | Number Corner Student Book, pages 82, 87, 89, and 93 |
| Number Line (pp. 327–332) | |
| <ul style="list-style-type: none"> • Modeling, recognizing, and ordering decimals • Recognizing equivalent forms of common fractions and decimals to hundredths • Locating decimals to hundredths on a number line • Adding decimals (tenth and hundredths) | Number Corner Student Book pages 83 and 90 |

Sharing Responsibilities for April Number Corner

| Task | Team Member | Date Due to Others |
|--|------------------------------------|--------------------|
| 1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for April. Bring a copy of Sharing Responsibilities to your administrator, if this is what has been agreed upon. | | |
| 2. Prepare for and host Meeting 7. This involves some prep work (e.g., copies). | | |
| 3. Run a class set of blacklines NC 8.8–NC 8.10 for each class. Run one copy of blackline NC 1.1, several copies of blackline NC 1.9, 4 class sets of blackline NC 6.5, and several copies of blackline NC 8.7 for each class. | | |
| 4. Run one copy of blackline NC 8.1 & NC 8.2 for each class. Trim and glue the sheets together to form one long chart for each classroom. | | |
| 5. Run and cut copies of blacklines NC 8.3–NC 8.6 as directed at the top of the sheets for each class. You will need light blue, light yellow, light green, and light pink copy paper for these copies. | | |
| 6. If you don't have class sets of the Number Corner Student Book, run a class set of pages 80–93 for each class. | | |
| 7. Cut apart overheads NC 8.7 & NC 8.8 and store them in a manila envelope or plastic bag for this month and future years. | Each teacher will do independently | NA |
| 8. Other: | | |
| 9. 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 and distribute copies of the completed master copies of the Instruction & Assessment of Key Unit Seven Learning Objectives sheet and this Sharing Responsibilities for Unit Seven sheet. This includes providing your principal with a copy of any sheets she or he has requested. | | |
| 2. Prepare for and host Meeting 7. This involves some prep work (e.g., copies). | | |
| 3. Run a half-class set of blackline 2.4, a one and a half class set of blackline 7.1, and a double class set of Blacklines 7.2 & 7.3 for each class. | | |
| 4. Run a class set of blacklines A 7.1–A 7.3, A 7.4–A 7.6, A 7.8–A 7.9, and A 7.11 for each class. Run a few copies of blackline A 7.7 and A 7.10 for each class. | | |
| 5. If you don't have a class set of Bridges Student Books, run a class set of pages 149–171 for each class. | | |
| 6. If you don't have a class set of Home Connections books, run a class set of pages 153–170 for each class. | | |
| 5. If you don't have a class set of the Work Place Student Book, run a class set of pages 97–114 for each class. | | |
| 7. Other: | | |
| 8. Other: | | |
| 9. Read the introduction to Unit Eight—pay close attention to the list of books and suggestions for cross-curricular connections as well as any other materials you will need to gather for this unit. | Each teacher will do independently | N/A |