

Unit Eight & May/June Key Pages

The pages listed below include information and organizational tools that will help you prepare for and teach Unit Eight and May/June Number Corner. Locate these pages in your 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: www.mathlearningcenter.org/resources/materials/grade-five.asp | | |
| 365–366 | 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. |
| 371 | Planning Guide | Shows how often to do each workout and the Student Book pages associated with each workout. |
| 372 | Materials You'll Need for May/June | 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 | May/June Answer Keys | Provide answers for Number Corner Student Book pages. |
| UNIT EIGHT KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 4) | | |
| 871–874 | Unit Eight Introduction | Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit. |
| 875–877 | What's the Big Idea? | 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. |
| 879 | Unit Eight Planner | Highlight these sessions, which require more advance preparation than usual: 1, 2, 4, 7, 9, 13, and 18. See p. 545 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> |
| 882–883 | Materials You'll Need for Unit Eight | 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. |
| 877–878 | 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 4. |
| 878 | Assessment | Describes the formal assessments provided in Unit Eight. |
| 971–973 | Answer Keys | 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 | Three Getting Started Resources in the Appendix | 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

You will gain insight into some of the most important mathematical ideas addressed in May/June and Unit Eight by doing the activities recommended 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.

| MAY/JUNE RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II) | |
|--|---|
| <p>May/June Number Corner: 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 4th Checkup.</p> | |
| Activity | Key Points |
| <p>Calendar Grid (Pages 343–348)</p> | <p>Read and discuss pp. 380–382, noting the <i>Background for the Teacher</i> on pp. 381–382. Then, complete Student Book p. 181 (p. 383). Share your work, taking time to discuss and justify your answers. Look at markers 1–12 and make and support predictions about the 13th marker; then read pp. 384–385. If you have time, read Workout 5: One More Look at the Big Picture (pp. 386–387).</p> |
| <p>Calendar Collector (Pages 388–395)</p> | <p><i>Note the advance preparation for this workout.</i> Use the description on pp. 389–392 to learn how to play Transformation Game 1. Play the game in two teams. Then, read about how Game 2 is different (p. 393) and play in two teams again. Have a brief discussion of the games. Read the <i>Notes</i> on pp. 394 and 395.</p> |
| <p>Number Corner Checkup 4 (Pages 400–404)</p> | <p>Look at each page of the final checkup. Note that the checkup provides a good summary of what students know and can do at the end of the year, which may be helpful for reports or conferences. 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>Data, Measurement, Geometry and Physics with Spinning Tops: 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>Session 1 Reviewing Circles & Angles (Pages 1049–1054)</p> | <p>Look at Student Book p. 209. Note that this can be a pre-assessment. Then, work together to fill in this page. Then, turn to Student Book p. 210. Read and discuss the directions and work together to trace and rotate one pattern block around the center of a circle. Complete a few more circles independently, then share and discuss your work. You may want to look over pp. 1049–1054 before moving to Session 3. <i>Note: In Session 2, students will make their own compasses—we strongly encourage you to make a compass before teaching this session—if you have time and materials, you can make one in this meeting.</i></p> |
| <p>Session 3 Introduction to Top Making (Pages 1062–1066)</p> | <p><i>Note that you will need a variety of materials for this session.</i> Use compasses to make a many different circles. Then, use the description for Constructing a Basic Top (pp. 1063–1065) and the directions on Student Book pp. 211–212 to make your own tops. Making tops will help you considerably as you teach this unit. Once you have made tops, practice spinning your tops and record observations on Student Book p. 213 (see pp. 1065–1066). Note that students will refine the process of making tops in future sessions.</p> |
| <p>Supplemental Activities</p> | <p>While there are no supplemental activities relating specifically to data analysis, you 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. http://www.mathlearningcenter.org/resources/materials/grade-five/supplements.asp</p> |

Instruction & Assessment of Key Unit Eight 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 Reading, interpreting, and constructing a variety of data displays and comparing two related sets of data using measures of variability. | Key Sessions | Key Sessions |
| Additional instruction and practice in Units One & Five, September, October, & December–March Number Corner | | |
| 2 identifying the circumference, radius, and diameter of a circle. | Key Sessions | Key Sessions |
| Additional instruction and practice in Unit Three | | |
| 3 Selecting and accurately using tools for measuring length and selecting appropriate tools (including a protractor and a compass) to measure geometric figures. | Key Sessions | Key Sessions |
| Additional instruction and practice in Units Two, Three, Four, & Six and May/June Number Corner | | |

Skills Assessed in May/June 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 May/June 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. 380–387) | |
| <ul style="list-style-type: none"> • Applying the following properties: the sum of the angle measures in a triangle is 180° and the sum of the angle measures on a quadrilateral is 360°. • Making deductions about angle measures based on properties of figures • Making deductions about angles measures based on line symmetry • Using a protractor to measure angles up to 360° • Recognizing obtuse, acute, and right angles | Number Corner Student Book, pages 180, 181, and 197 |
| Calendar Collector (pp. 388–395) | |
| <ul style="list-style-type: none"> • Sketching the results of translations, rotations, and reflections • Identifying the transformation that generates one figure from one to another • Identifying coordinates on a grid | Number Corner Student Book, pages 172, 173, 182, 183, 190, 191, 198, and 199 |
| Computational Fluency (pp. 396–399) | |
| <ul style="list-style-type: none"> • Dividing 3-digit numbers by 2-digit numbers • Multiplying 2-digit numbers by 1- and 2-digit numbers | Number Corner Student Book, pages 174, 184, 192, and 200 |
| Problem Solving (pp. 373–379) | |
| <ul style="list-style-type: none"> • Posing and solving problems • Fluently using all four operations • Demonstrating meanings for fractions in different contexts • Adding, subtracting, and multiplying fractions • Averaging numbers • Determining the perimeter and area of rectangles • Analyzing the effects on area and perimeter of combining geometric figures | Number Corner Student Book, pages 164–167, 175–178, 185–188, and 193–196 |

*Also see page 400 for the skills assessed on Number Corner Checkup 4.

Sharing Responsibilities for May/June Number Corner

| Task | Team Member | Date Due to Others |
|---|-------------|--------------------|
| 1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for May/June. Bring a copy of Sharing Responsibilities to your administrator, if this is what has been agreed upon. | | |
| 2. 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. | | |
| 3. 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. | | |
| 4. Run a class set of blacklines NC A 9.1–A NC 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–A 9.8 for each class. | | |
| 5. If you don't have copies of the Number Corner Student Book, run a class set of pages 164–200 for each class. | | |
| 6. 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. | | |
| 7. Other: | | |
| 8. 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 and distribute copies of the completed master copies of the Instruction & Assessment of Key Unit Eight Learning Objectives sheet and this Sharing Responsibilities for Unit Eight sheet. This includes providing your principal with a copy of any sheets she or he has requested. | | |
| 2. 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. | | |
| 3. If you don't have a class set of Bridges Student Books, run a class set of pages 209–224 for each class. | | |
| 4. If you don't have a class set of Home Connections Books, run a class set of pages 247–262 for each class. | | |
| 5. 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. | | |
| 6. 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. | | |
| 7. 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. | | |
| 8. 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 |
| 9. Make a cardstock compass prior to Session 2—see pages 1056–1057 for more information. | Each teacher will do independently | N/A |
| 10. Make a top prior to Session 3—see Bridges Student Book pages 211 and 212 for directions. | Each teacher will do independently | N/A |
| 11. Gather 4 or 5 class sets of sharp pencils. | Each teacher will do independently | N/A |
| 12. Other: | | |