

# Meeting 1

## Preparing to Teach Unit Two & October Number Corner

### Materials You'll Need for the Meeting

#### Participants will need to bring:

- Getting Started
- Bridges Teachers Guide, Volume One
- Number Corner Teachers Guide, Volume One
- State Supplement (Included in their Bridges kits, if applicable.)
- pen or pencil
- highlighter
- notebook or scratch paper
- list of questions or concerns

#### The facilitator will need to bring:

- this Implementation Guide
- Getting Started
- Bridges Teachers Guide, Volume One
- Number Corner Teachers Guide, Volume One
- Doubles & Neighbors cards
- Doubles & Neighbors number sentences cards
- pocket chart
- 1 sentence strip for each table group
- 20 fish-shaped crackers for each participant
- 1 cup to hold the crackers for each participant
- black and colored markers
- masking tape
- a square piece of white paper (about 5"-by-5") for each participant, plus more if needed, for a total of at least 21 squares
- index card for each participant
- State Supplement, if applicable (Available for download on the Math Learning Center Web site: [www.mathlearningcenter.org/resources/materials/default.asp](http://www.mathlearningcenter.org/resources/materials/default.asp))
- Challenges & Solutions, Handout 1 (Available for download on the Math Learning Center Web site: [www.mathlearningcenter.org/resources/materials/implementation/implement1.asp](http://www.mathlearningcenter.org/resources/materials/implementation/implement1.asp))
- snacks and napkins (optional)

#### Copies the facilitator will need to make:

- Crab Poem, Blackline 2.29 (1 copy for each participant and 1 for the facilitator)
- October Planner, downloaded from Math Learning Center Web site (1 copy for each participant)  
*www.mathlearningcenter.org/resources/materials/grade-one.asp*
- Participant Signup Sheet, Sheet 1.1 (1 copy run double sided)
- Meeting 1 Agenda, Sheet 1.2 (1 copy for each participant or 1 copy for the overhead or document projector)
- Unit Two Skills Across the Grade Levels, Sheet 1.3 (1 copy for each participant)
- Unit Two Planning Guide, Teachers Guide, pages 129 and 130 (1 copy for use on the overhead or document projector) *Use the planning guide from the State Supplement, if applicable.*
- Sharing Responsibilities for Unit Two, Sheet 1.4 (1 copy for each participant)
- Sharing Responsibilities for October, Sheet 1.5 (1 copy for each participant)
- giveaway for each participant (See page 3 of this guide for giveaway options.)

**Note** You'll find the overheads, blacklines, and manipulatives in the Bridges kit. Sheets are included at the end of this guide, and other handouts for participants are available on the Math Learning Center Web site.

## Advance Preparation for the Meeting

About two weeks before the meeting, and again a day or two before the meeting, send a reminder email like the one below to your participants. *If you are working with a group of teachers in a state for which the Math Learning Center has developed supplemental materials, be sure to tell them to bring their State Supplements as well.*

We'll be meeting tomorrow for our first Bridges in Mathematics Implementation Meeting. We'll start promptly at 2 pm and end at 4 pm. Please bring the following items with you:

Getting Started	a pen or pencil
Bridges Teachers Guide, Volume One	a highlighter
Number Corner Teachers Guide, Volume One	a notebook or scratch paper
	a list of questions or concerns

Please be prepared to discuss the successes and challenges you've experienced with the curriculum this past month. Think of ways you have already solved or begun to address some of the challenges you've encountered.

I'll bring snacks and helpful resources. I look forward to seeing all of you! Please feel free to email me ahead of time with pressing concerns or questions so that I can make time to address them during our meeting.

## Meeting Setup

**Note** Depending on the size of your group, you may find it helpful to hold this meeting in someone's classroom, because the room will be set up to accommodate teaching key activities from the unit and will have a pocket chart posted already. You may also be able to use the host teacher's manipulatives (listed on the previous page).

Immediately prior to the meeting, set out the following items for each table group:

<input type="checkbox"/> snacks and napkins	<input type="checkbox"/> 1 sentence strip
<input type="checkbox"/> sticky tabs	<input type="checkbox"/> 20 fish crackers in a cup for each participant
<input type="checkbox"/> an index card for each participant	<input type="checkbox"/> 1 square of white paper for each participant (about 5" by 5")
<input type="checkbox"/> a stack of all the handouts you prepared for each participant	
<input type="checkbox"/> black and colored markers	

## Follow Up

After this meeting is over, try to do the following things within about a week or so:

- Email a list of names and email addresses to all participants.
- Email a list of participants' concerns/questions and solutions, as well as the questions they generated for the crab chart, if you have sufficient notes to do so.
- If you ran out of time, be sure to email possible solutions for unresolved concerns to all participants.

## Giveaway Options

It really helps with buy-in and morale to give teachers something at the end of every meeting. Essentially, in preparing a giveaway, you've done some of their prep work for them. Remember that the more work it is for you to prepare, the more of a relief it will be for your participants when they *don't* have to prepare it themselves! Your group size and the amount of time and assistance you have will determine which giveaway option(s) makes the best sense for you.

### Option 1: Materials for creating the Buttons Addition Chart for each teacher.

*Teachers will need to create and post this chart before Session 2.*

#### What you'll need

- Blacklines 2.2–2.9 (1 copy run on paper for each teacher)
- Blacklines 2.10–2.15 (1 copy run on cardstock for each teacher)
- a piece of 22-inch-by-22-inch butcher paper for each teacher
- a paperclip for each teacher
- a rubber band for each teacher

#### What you'll do

Run 1 copy of Blacklines 2.2–2.9 for each teacher and trim on heavy black lines. Run 1 copy of Blacklines 2.10–2.15 on cardstock for each teacher and cut apart. Paperclip each teacher's copies together. Cut a 22-by-22-inch square of butcher paper for each teacher, roll it up, and secure with a rubber band.

#### Requirements for a Group of 20 Teachers

- 160 sheets of paper
- 120 sheets of cardstock
- twenty 22-inch square pieces of butcher paper
- 20 paperclips
- 20 rubber bands

**Note** Laminate the doors to make them more durable.

### Option 2: Five ladybug necklaces for each teacher.

*Teachers will have students wear these to act out story problems in Session 3.*

#### What you'll need

- Blackline 2.16 (5 copies per teacher run on red construction paper or cardstock)
- single hole puncher
- yarn

#### What you'll do

Run 5 copies for each teacher. Trim each copy, poke 2 holes at the top, and run a piece of yarn through the holes to make a necklace. (See pp. 145 and 146 in the Teachers Guide for more information.)

#### Requirements for a Group of 20 Teachers

- 100 sheets of red construction paper or cardstock
- yarn

**Note** Laminate sheets before punching holes to make them more durable.

### Option 3: One copy of the directions for each Work Place for each teacher.

*Teachers may find it helpful to put a copy of the directions for each Work Place in its basket. This helps adult helpers (and the teacher) remember what is supposed to happen at each Work Place. You might run the copies on cardstock to make them more durable.*

All you need to do is go to this Web address, click on [Grade 1 Workplace Instructions](#), and print a copy of pages 12–23 of the PDF for each teacher.

[www.mathlearningcenter.org/resources/materials/grade-one.asp](http://www.mathlearningcenter.org/resources/materials/grade-one.asp)

### **Part I Introduction & Agenda (5 minutes)**

Begin the class by welcoming everyone and explaining that the purpose of these meetings is to help them prepare to teach the upcoming unit and month of Number Corner. Introduce yourself and share a little bit about your past experience teaching math and supporting teachers, or whatever feels appropriate for your group. You might also take just a few moments to have participants share something with the person sitting next to them, perhaps the best thing about their day so far, the funniest thing a student has said this week, or the kindest thing they did for someone else this week. In addition, you might ask participants to share their names and the school where they teach with the whole group. The purpose of this brief sharing time is to help people relax, get acquainted with each other, and begin the class on a positive note.

Let participants know that you're sending around a sheet to collect everyone's email addresses and have them sign up for a time to bring snacks for the meeting. Then review the agenda for today's meeting to give them an overview of what will happen. At this point, you might want to ask one participant to act as timekeeper for the meeting.

Explain that you want to get a quick sense of how far along people are in the curriculum at this time; this is not a contest to see who has taught the most lessons! Then ask some questions like the following, which will give you a quick sense of how much of the first unit and September Number Corner the participants have done.

- Who has made it through Session 8 in Unit One (Creating Bug Picture Problems)?
- Who has used at least three different Number Corner challenges (e.g., Monday's Money, Tuesday's Time, Tally & Temperature), in addition to the routines?

### **Part II Sharing Successes (5 minutes)**

Ask participants to think privately for a minute about the successes they have had this past month. Ask them to recall, for example, times when they felt proud, competent, pleasantly surprised by their students, or like they learned something new.

Then give participants time to discuss their successes in table groups. In their discussions, ask them to talk about what they did to make their successes happen: maybe they overcame a challenge to create a success, or maybe they took steps that helped that success happen.

Finally, invite a representative from each table group to share a success from his or her group. Invite the speakers to emphasize what they and their colleagues have done to create opportunities for success with Bridges in their classrooms. Take this

opportunity to make some notes (or have a participant make the notes for you) about what your group seems to enjoy about Bridges and what elements they seem to feel confident implementing already. (e.g., If a lot of people are already using Work Places successfully, you might not need to spend as much time helping with Work Places in future classes.) At the end of this sharing session, you can quickly point out (if it seems appropriate) that you used this as an opportunity for informal assessment and that they can do this in their own classrooms.

### **Part III Gathering & Reviewing Questions & Concerns (15 minutes)**

Now explain that you'd like to collect participants' concerns so that you can address them. First ask participants to talk in their table groups for a few minutes about some of the challenges they have encountered and questions that have arisen for them as they have been teaching Bridges.

Then ask each group to select what they feel is the most pressing question or concern at this time, write it on the sentence strip on their table, and come tape the strip to the whiteboard. Explain that for future meetings, you'll collect their concerns and questions via email.

Give everyone time to read over the concerns and questions, and ask them to begin thinking of ways to resolve these concerns and questions. Then select a couple of issues to address one at a time. First ask the group who else has experienced the same challenge or wondered about the same question, and then invite volunteers to share how they have begun to solve this problem on their own (or what they think might be an effective way to solve it). Finally, you can share some solutions of your own or refer to Handout 1: Challenges & Solutions. Also direct participants to sections of the Teachers Guide and Getting Started that might help them. Leave the sentence strips posted and address some of the questions and concerns during the meeting if you can. You'll also spend a short time discussing a few of the questions and concerns that remain unresolved at the end of the meeting.

### **Part IV October Number Corner Preview (15 minutes)**

**Note** Try to "read" your group: if much of this activity seems like old news to them based on their Getting Started workshops, speed up the pace.

Now explain that you're going to spend a short time looking over the October Number Corner. If they had a 2- or 3-day Getting Started Workshop, you may want to keep this part very brief, since participants will have already reviewed the October Number Corner in that workshop. In that case, explain that although some of this material will be review, all of the material in subsequent meetings will be brand new. Invite participants to use the small sticky tabs you've provided on their tables to flag key pages in their Teachers Guides as you go.

Begin by asking participants to turn to pages 77 and 78 in their Number Corner Teachers Guides. Remind them that each month begins with two pages like these, which show all of the items that will be posted on the Number Corner display for the daily routines, as well as some of the materials used in the daily challenges. The pages provide a quick visual summary of what they'll be doing that month in the Number Corner routines and challenges. You might want to remind participants to mark these pages (and all other important pages in this meeting) with a sticky note.

Then ask them to turn to pages 119–122, which show the assessment they can have students complete at the end of the month, as well as some support games they can use to shore up targeted skills with students who are struggling. Remind them that the support games are not to be used with the whole class: students who are struggling with a particular skill can play the support game for that skill with an instructional assistant, volunteer, or family member.

Now explain that for the rest of the months this year, students will make their own calendar markers and then decide upon a pattern to create with them. Give participants a few minutes to flag and then read through pages 12–14, which describe this process.

Finally, explain that many of the challenges this month involve having students match visual models with the numbers or number combinations they represent. Many of the models are based on the ten-frame (you might show one of the doubles or neighbors cards now), which helps students recognize quantities quickly, using 2, 5, and 10 as benchmarks. The ten-frames are wonderful for modeling addition problems with numbers equal to or less than 5. In the Wednesdays Workouts this month, students will use the models to explore doubles and neighbors facts.

Post all of the Doubles and Neighbors cards in the pocket chart, and explain that some of the cards are doubles and some are neighbors. Then quickly conduct the first Wednesday's Workout as described on pages 102 and 103 in the Number Corner Teachers Guide, but don't take the time to have participants write out their own number sentences: instead, just invite them to share number sentences verbally as you point to each card, but do emphasize that it's important for them to have students write the number sentences when they do this activity.

Now quickly play a round or two of Doubles & Neighbors Match Game, as described on page 104 in the Number Corner Teachers Guide. Conclude the activity by asking participants to turn to page 105 in their Teachers Guides to look at pages 7 and 9 from the Number Corner Student Book. These pages provide independent practice with the skills that were developed as a whole group in the two activities you just modeled with them. This gradual release of responsibility to students is characteristic of many Number Corner challenges, and the student book pages often provide the critical final step of independent practice for students.

Close this part of today’s meeting by giving each participant a copy of the October Number Corner Daily Planner and explaining that although the overview on page 82 in the Number Corner Teachers Guide shows what challenges to do each day of the month, they can use this Daily Planner to see what routines and challenges to do each day of the month. (Daily planners for each month are available on the Math Learning Web site: [www.mathlearningcenter.org/resources/materials/grade-one.asp](http://www.mathlearningcenter.org/resources/materials/grade-one.asp).)

### **Part V Looking at the Unit Planner & Exploring Unit Two (10 minutes)**

**Note** *If you are working in a state that has supplemental Bridges materials, it is critical that you use the copy of the planner included with those supplemental materials and adjust your instruction as needed to address the variations in the state supplement.*

Display your copies of the planning guide on the projector, and ask participants to turn to the planning guide on pages 129 and 130 in their Teachers Guides. Ask them to mark Sessions 9, 12–14, 24, and 25 with a highlighter: these are the sessions that require more advance preparation than usual. They can refer to the first page of each session to see exactly what they will need to do to prepare for those sessions.

Give participants a few minutes to look over the Unit Two Planning Guide quietly: you might invite them to find the different assessments included in this unit (including work samples) and make note of how many Work Places there are and when they are introduced. Give them a couple minutes to think of a way to summarize the unit in two or three sentences, based on what they gleaned from the planning guide. Then ask them to share their summaries with their neighbors. Finally, explain that it is quite common to fall behind schedule the first year teaching a new curriculum. Reassure them that there is some wiggle room built into the curriculum (a total of 121 sessions to be taught in at least 180 days of school) and that they can refer to page 29 in Getting Started for more information about what to do if they are concerned about being behind schedule.

Next, ask participants to find the copies of the Unit Two: Skills & Concepts Across the Grade Levels (Sheet 1.3) on their tables. Explain that in every unit of the curriculum they will be teaching some skills for mastery, and many others for introduction, development, or extension. This chart shows at which level each skill is addressed in this unit. Those skills that are taught for introduction and development will be revisited in future units and months of Number Corner, when they will be further developed or taught for mastery. This means that at the conclusion of many sessions, and at the end of the unit, students will still be using some skills inexpertly and still grappling with certain concepts. This is how it should be.

Give participants just a few minutes to look over the chart. Ask them to think about what it indicates about their goals for this unit. You might ask participants to give

a silent thumbs-up when they're done scanning the chart. When most thumbs are up, ask volunteers to share what they learned from the chart, what surprised them about the chart, or how they expect the information on the chart will inform their instruction.

### **Part VI Reading the Unit Introduction (10 minutes)**

Give teachers time to read the Unit Two Introduction in silence (Teachers Guide pages 119–133). Before they begin reading, remind them that the unit introductions offer practical information about Work Places and planning, as well as more substantial information about the mathematical content in the unit. Ask them to pay careful attention to what the learning objectives are and how they might determine whether students are meeting those objectives. Invite participants who finish early to spend the rest of this time skimming the sessions in the unit. While participants are reading, review the sentence strip concerns and think carefully about how you could address the concerns you have not yet discussed.

### **Part VII Doing Key Activities from Unit Two (45 minutes)**

**Note** Read through this entire section before conducting the meeting. During the meeting, you might find the mini agenda for this section on page 12 useful.

#### **[5 mins.] Acting Out Bugs in the Garden Story Problems (Teachers Guide pp. 146 and 147)**

Explain that as the title of the unit suggests, Unit Two focuses on addition and subtraction. Over the course of the unit, students develop an understanding the two operations by using visual models and story problems. In the third session of the unit, students will act out story problems read by the teacher. Carry out the first part of Session 3 as described on pages 146 and 147, with you reading the problems and the participants acting out the problems as the students will. Also ask participants to think of different ways their students might solve each problem and describe those strategies when you ask them to share how they solved the problem. For example, did they count all the bugs one by one? Did they count on or use a fact they already know (e.g.,  $2 + 2$  to solve  $2 + 3$ )?

#### **[5 mins.] Discussing the Value of Acting Out Problems**

After they have acted out the two problems, ask participants to talk in pairs about why acting out the problems is valuable for first graders. What does it help them understand about the operation of addition? How does it help them generate efficient strategies for solving basic addition problems? Circulate as they talk, and then invite participants who you overheard discussing a particularly insightful or important idea to share it with the whole group.

#### **[5 mins.] Acting Out Hungry Shark Story Problems (Teachers Guide pp. 209 and 210)**

Now ask them to think about the same questions while you quickly do the first part of Session 15, Hungry Shark Subtraction, as described on pages 209 and 210. (They will find the fish crackers on their tables.) When you're done, ask them to

discuss the advantages and limitations of acting out subtraction problems in this way. What about the activity might be challenging for students, and what might it help them understand better about subtraction?

**[10 mins.] Creating a Crab Chart**

Now explain that students will make a few charts in this unit to provide a context for exploring counting patterns, as well as for generating and solving addition and subtraction problems. Explain that they are going to work together right now to create a crab chart identical to the one they will make with students in Session 10. Students will use the chart in subsequent sessions to count by 10's and to generate and solve story problems.

Begin by asking everyone to find a copy of the Crab Poem on their tables. Read through it together, perhaps in round robin or popcorn style to keep things interesting. Then ask everyone to make a quick sketch of a crab on the square pieces of paper on their tables. Ask them to be sure to include 10 legs on their crabs, and invite them to use the pictures on the poem sheet as a reference if they like. Ask them to use the markers you've provided to make their sketches easy for everyone to see. (You'll need 21 crabs altogether, so ask a few people to make more than one crab if you have fewer than 21 participants in your group.)

As people are finishing their crabs, invite them to start bringing them to a gathering place in the room to arrange them as shown on page 188. (If you don't have enough room to gather on the floor, tape the crabs to the whiteboard.) When the 21 crabs are arranged, explain that every time a new display is presented to students, they should ask students to share what they notice about it: students' observations will provide information about what they find interesting and how they are beginning to approach the mathematics embedded in the display.

**[10 mins.] Discussing the Crab Chart (Teachers Guide pp. 189 and 190)**

Give participants some time to share observations about the chart, first in pairs and then as a whole group. You might invite them to try to imagine the kinds of things their students would say, from the mundane to the very insightful. Then explain that after students have shared their observations (which they will record and display beside the chart), they can begin asking questions to push students' mathematical thinking a little further and to introduce the idea of counting by tens. Then ask some questions of the group, using the questions on pages 189 and 190 in the Teachers Guide as needed. As participants respond to the questions, try to model the following things:

- Provide ample wait time after asking a question.
- Ask them to show their thinking on the chart itself.
- Invite participants to pair up and explain someone's observation to each other in their own words.
- Invite participants to explain why they agree or disagree with an observation or idea.
- Encourage participants to talk to one another, rather than just to you.

**[10 mins.] Generating and Discussing Good Mathematical Questions about the Chart**

After about 5 minutes of questioning, ask participants to think silently about some questions they might ask their students about this chart. Encourage them to consider what makes a really good question and to try to think of questions that would elicit valuable mathematical thinking from a wide range of students, from those who are struggling, to those who have a lot of mathematical confidence.

After they have had a few minutes to think, invite participants to share and discuss their questions with a partner. Finally, invite volunteers to share some good questions (their own or their partner's) with the whole group; each time, ask everyone to talk in pairs about what big mathematical ideas students will consider as they answer the question and to imagine a variety of student responses to the question. (You might ask a volunteer to record these questions so that you can email them to participants later.)

Ask teachers to talk for a few minutes with a new partner about what makes a really good question: which questions seemed the most interesting to them or seemed like they would generate some interesting mathematical thinking from students? What did those questions have in common? When they've had a few minutes to talk, invite volunteers to share their ideas with the group. You might share some of your own ideas or insights as well.

**Part VIII Brainstorming Solutions to Challenges (5 minutes)**

**If you're running out of time:** Remind participants that you'll have a discussion and brainstorming session similar to this one in every meeting. Offer to email everyone with possible solutions to the unresolved concerns. When you send the email, invite participants to offer ideas about other solutions as well. Move on to Part IX when you have about 10 minutes left.

Ask participants to take a look at the sentence strip concerns they turned in at the beginning of the meeting. Select one of the concerns and invite participants to think for a moment about how they would address this issue. Then ask participants who have encountered this same issue to describe how they are working to solve it, and invite others to share ideas about how they might resolve the problem or address the concern. After participants have shared some ideas, you might offer a solution based on your own experience or on the Challenges & Solutions chart (Handout 1). Also try to direct participants to key pages in the Teachers Guides and Getting Started that can help.

You might want to ask one of the participants to make notes about the concerns and solutions during this time. If you have the time, type up these notes and email them to participants so they can use them as a helpful reference.

**Part IX Wrap Up (10 minutes)**

Thank teachers for their participation and confirm the next meeting place, date, and time. Remind participants who signed up to bring snacks for the next class, and explain that to save time and minimize distractions, snacks should be set out at each table instead of in one central location.

Next, ask participants to get an index card from the stack of materials on their tables and write one thing they found useful about this class, as well as any additional questions or concerns they have. Give them a few minutes to write. Ask them to turn in these cards at a central place as they leave, but to stay seated for a few more minutes so that you can distribute some helpful materials. Also ask those who haven't already done so to sign up to bring snacks for a future class and to include their information on the list of participants' email addresses as they leave.

Finally, let them know that in each class they will receive something to make it easier for them to prepare for and/or teach the next unit of Bridges. Pass out any handouts, including the Sharing Responsibilities sheets (Sheets 1.4 and 1.5). Explain that they can use the Sharing Responsibilities sheets to share the work of getting ready for each unit and month of Number Corner among their grade level teammates. Then give them each the giveaway item you prepared and explain a little bit about how they'll use it. Remind them to cross off the giveaway item on the Sharing Responsibilities sheet.

Make sure participants have your email address and phone number, and invite them to contact you if they have questions or need help before the next class. Also tell them that you'll email the list of participant names and email addresses to everyone so that they can also contact each other for help or input.

If you have extra time or if you are able to linger for a few minutes, you might want to give participants time to fill out their Sharing Responsibilities sheets with their grade-level team members. You might also stay in the room for a while to talk with participants who have concerns and questions that weren't addressed during the meeting.

## Appendix 1 Doing Key Activities from Unit Two Mini-Agenda

You can use this mini-agenda to help guide your work during this section of the meeting, which will take about 45 minutes altogether.

<b>Time</b>	<b>Brief Overview</b> <i>Some details are not included. See pp. 8–10 for complete information.</i>	<b>Teachers Guide Pages</b>
5 mins.	<b>Acting Out Bugs in the Garden Story Problems</b> __ Explain that the unit focuses on addition and subtraction and that students will explore both operations by solving story problems. __ Read the problems in the Teachers Guide and have volunteers act them out. __ Have teachers describe strategies students are likely to use when solving these story problems.	Facilitator uses pp.146 and 147.
5 mins.	<b>Discussing the Value of Acting Out Problems</b> __ Give pairs time to discuss why it is valuable to have students act out story problems. Circulate to listen in on their conversations. __ Invite teachers to share insights as a whole group.	
5 mins.	<b>Acting Out Hungry Shark Story Problems</b> __ Read the problems in the Teachers Guide and have teachers act them out with their fish crackers. __ Have the group discuss the value and limitations of acting out subtraction problems in this way.	Facilitator uses pp. 209 and 210.
10 mins.	<b>Creating a Crab Chart</b> __ Explain that students will build a crab chart to explore a variety of story problems and counting by 10. __ Read the Crab Poem together. __ Give teachers time to draw crabs and then construct a chart with them.	
10 mins.	<b>Discussing the Crab Chart</b> __ Ask teachers to share observations about the chart. __ Pose questions (use the Teachers Guide) about the chart. __ Model questioning and discussion facilitation techniques as teachers respond to the questions.	Facilitator uses pp. 189 and 190.
10 mins.	<b>Generating &amp; Discussing Good Mathematical Questions about the Chart</b> __ Ask teachers to think of questions related to the chart that they could ask their students. __ Have teachers share their questions in pairs and as a whole group. __ Give teachers time to talk with a new partner (and then with the group) about what makes a really good mathematical question for students.	



## Sheet 1.2 Meeting 1 Agenda

You can use this agenda as a guide while leading the meeting. You should also post some form of the agenda for participants; you might write a brief agenda on the whiteboard, display this page on a document projector, or distribute copies of this sheet to participants.

<b>Part</b>	<b>Time</b>	<b>Summary</b>
<b>I</b> Introduction & Agenda	5 minutes	The group establishes a positive and professional environment and reviews the agenda.
<b>II</b> Sharing Successes	5 minutes	Table groups share their successes, and then a representative from each group shares a success with the whole group.
<b>III</b> Gathering & Reviewing Questions & Concerns	15 minutes	Participants write their concerns on sentence strips and turn them in to the facilitator. (Concerns or questions will be submitted via email for future meetings.) The group reviews the sentence strip concerns and the facilitator addresses one or two of them right now. There is also more time at the end of the meeting to brainstorm solutions for the challenges participants have encountered.
<b>IV</b> October Number Corner Preview	15 minutes	The facilitator helps teachers preview key pages in the Teachers Guide related to planning and assessment for the October Number Corner. The facilitator leads a quick activity from the month with teachers.
<b>V</b> Looking at the Unit Planner and Exploring Unit Two	10 minutes	Teachers develop a big picture of Unit Two while the facilitator helps them locate resources in the Teachers Guide that will be helpful in planning for and teaching the unit.
<b>VI</b> Reading the Unit Introduction	10 minutes	Teachers read the unit introduction to consider the big mathematical ideas of the unit, as well as the flow of instruction and assessment.
<b>VII</b> Doing Key Activities from Unit Two	45 minutes	The facilitator helps teachers explore, discuss, and have hands-on experiences with key activities from Unit Two.
<b>VIII</b> Brainstorming Solutions to Challenges	5 minutes	The facilitator helps teachers brainstorm solutions to challenges they have encountered.
<b>IX</b> Wrap Up	10 minutes	The facilitator confirms the time, date, and location of the next meeting, collects teachers' exit cards, and shares giveaways with participants.

### Sheet 1.3 Unit Two Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Two. 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 TWO	GRADE K	GRADE 1, UNIT 2	ELSEWHERE IN GRADE 1	GRADE 2
Count by 1's, 5's, and 10's	I	D	Units One, Three, Four, and Six All months of Number Corner	R/E
Solve addition facts with sums to 20 using objects/drawings and numbers	I	D	Units Three and Four September, October, and December – May/June Number Corner	R/E
Solve subtraction facts from 5 using objects/drawings and numbers	I	M	Unit Four January–May/June Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	Units One, Three, Four, and Six October Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	D	Units Three and Four All months of Number Corner	R/E
Recognizing and modeling odd and even numbers	I	I/D		D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Four and Six All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	I/D	Units Three, Four, and Six May/June Number Corner	D
Find the value of mixed collections of pennies, nickels, and dimes	I	D	Unit Three All months of Number Corner	M

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.

N/A – Skills or concept is not addressed.

## Sheet 1.4 Sharing Responsibilities for Unit Two

**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 copies of Blacklines 2.1–2.47 for each classroom according to copy instructions at the top of the blacklines.		
2. Run a class set of Assessment Blacklines A 2.1–2.3 for each classroom.		
3. Prepare a class set of Home Connections 2–6 for each classroom using Blacklines HC 2.1–6.2.		
4. Run a copy of pages 2.1–2.15 in the Song & Poetry Portfolio for each classroom using 11"-by-17" paper. (You could use the masters in the portfolio and not make copies if you are short on time or paper.)		
5. To prepare for making the crab chart in Session 9, cut out the following pieces of construction paper for each classroom: orange, blue, or light brown: three 5"-by-7" pieces per student black: one 2" x 2" piece per student manila or light brown: one 3" x 9" piece per student		
6. To prepare for making the sea star quilt in Sessions 12–14, cut apart the following pieces of construction paper for each classroom: six 9"-by-12" sheets of turquoise cut into 1-inch squares two 9"-by-12" sheets of tan cut into 1-inch squares two 9"-by-12" sheets of white cut into 1-inch squares one 5 5/8"-by-5 5/8" piece of white for each student one 5 5/8"-by-5 5/8" piece of tan for each student		
7. To prepare for making the picture problems in Sessions 24 and 25, cut out the follow pieces of construction paper for each classroom, plus some extra: class set of 4"-by-12" turquoise class set of 3"-by-12" tan class set of 3"-by-3" yellow class set of 3"-by-4" white cut to form talking bubbles class set of 3"-by-4" brown and manila		
8. Briefly look over Sessions 9, 12–14, 24, and 25 to get a sense of what you'll need to prepare in advance to conduct them.	Each teacher will do this independently.	N/A
9.		
10.		

## Sheet 1.5 Sharing Responsibilities for October

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. (See p. 12 in the Teachers Guide for more information.)		
2. Cut a ½-by-12-inch strip of red construction paper for each classroom. (See p. 91 in the Teachers Guide for more information.)		
3. Run copies of Blacklines NC 6, 7, and 9–11 for each classroom. Follow the copy directions at the top of each blackline master.		
4. 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.)		
5. Run class sets of Number Corner Assessment Blacklines A.10 and A.11. (The assessment blacklines are located in a separate section at the end of the Number Corner Blackline Masters.)		
6. Run class sets of Student Book pages 4–13 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.12–A.17. See pp. 120–122 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.)		
8.		
9.		
10.		
11.		