

## Unit Four & February Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach Unit Four and February Number Corner. Ask teachers to locate these pages in their Teachers Guides, flag them with sticky notes, read or skim them, and discuss as needed.

FEBRUARY KEY PAGES (MEETING PART II) (Number Corner Teachers Guide, vol. 2)		
Download the February Planner from the Math Learning Center Web site: <a href="http://www.mathlearningcenter.org/resources/materials/grade-one.asp">www.mathlearningcenter.org/resources/materials/grade-one.asp</a>		
255 & 256	<b>Setup Pages</b>	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.
261	<b>Overview</b>	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.
297 & 298	<b>February Assessment</b>	Information about Number Corner Assessment 7: Individual Interview.
298–303	<b>Support Activities</b>	Information about the Support Activities for use with students who need extra practice counting by 1, 5, and 10; using models to solve doubles and neighbors addition and subtraction facts; or modeling and adding 2-digit numbers with place value models.
UNIT FOUR KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 2)		
399–408	<b>Unit Four Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
406–408	<b>What’s the Big Idea?</b>	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
409–411	<b>Unit Four Planning Guide</b>	The Unit Four 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.
412–419	<b>What Materials Will I Need to Prepare?</b>	Provides a list of everything required to teach Unit Four.
GETTING STARTED KEY PAGES (MEETING PART V)		
110	<b>Table of Support Activities</b>	Lists the Support Activities (located in a special section of the Number Corner Blacklines) and specifies what skill each activity addresses. These activities can be a helpful resource for sharpening struggling students’ skills before springtime testing.
60	<b>Questions about Integrated Theme Units</b>	Provides information teachers may find helpful in deciding how extensively to implement this first integrated theme unit.

## Unit Four & February Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in February and Unit Four by doing the activities recommended below. Have teachers solve problems, play games, and discuss their thinking just as their students will, and keep the big idea and key points in mind as you model these activities. Adjust the activities as needed if teachers are using a state supplement.

FEBRUARY RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)											
Students will practice skills associated with adding money amounts to 25¢, telling time in 5-minute intervals, adding 2-digit numbers, and demonstrating fluency with basic addition and subtraction facts.											
Activity	Key Points										
<b>Monday's Money</b> Race to a Quarter (pp. 262–264)	Before explaining the game, have participants share what they notice. As you play the game, model how to count by 5's and 1's (and connect that to the nickels and pennies).										
<b>Tuesday's Time, Tally &amp; Temperature</b> An Hour or Bust! (pp. 271–272)	Have teachers fill in their own record sheets, and emphasize that they should use a new color for each spin. Review how to count by 5's on the clock face, and use the beans to show that there are 5 minutes from one number to the next on the clock face. Connect the ten-strips (and the groups of 5 on them) to the clock face and the groups of 5 on it.										
<b>Thursday's Thinking</b> One More, One Less (pp. 289–290)	Model how to use the Unifix cube stacks to have children think about one more and one less than an amount. As teachers complete the student book page, ask them to think about which problems will be difficult for some students and why. What can they do when discussing the Unifix cubes that will set those students up for success?										
UNIT FOUR RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)											
<b>Penguins: Measuring, Sorting, Computation &amp; More (An Integrated Unit):</b> Students will develop skills related to sorting, graphing, computing, and measuring while studying penguins in Antarctica.											
Activity	Key Points										
<b>Day 4</b> Rockhopper Penguins (pp. 445–453)	Actually go through the entire activity and have teachers complete the job list on page 453, except for making the Penguins on Board game. Taking the measurements gives students not only measuring experience, but meaningful points of reference that allow them to make sense of the data in this unit.										
<b>Travel Games</b> See game titles and skills at right. (pp. 433–435, 454–455, 472–473, 481–484, 499–500)	You can give teachers the chance to play some or all of these games. You might also have small groups of teachers do a jigsaw to teach each other about the games. Emphasize that the games are critical: they take the place of Home Connections and Work Places and provide practice with important computation skills. <table border="0" style="width: 100%;"> <tr> <td><i>Journey to Antarctica</i> (computing with larger numbers)</td> <td style="text-align: right;">433–435</td> </tr> <tr> <td><i>Penguins on Board Addition</i> (addition facts to 18)</td> <td style="text-align: right;">454–455</td> </tr> <tr> <td><i>Help, A Skua!</i> (numbers and models of 2-digit numbers)</td> <td style="text-align: right;">472–473</td> </tr> <tr> <td><i>Spin to Win Bingo</i> (addition facts to 18)</td> <td style="text-align: right;">481–484</td> </tr> <tr> <td><i>Old Orca Subtraction</i> (subtracting from 10)</td> <td style="text-align: right;">499–500</td> </tr> </table>	<i>Journey to Antarctica</i> (computing with larger numbers)	433–435	<i>Penguins on Board Addition</i> (addition facts to 18)	454–455	<i>Help, A Skua!</i> (numbers and models of 2-digit numbers)	472–473	<i>Spin to Win Bingo</i> (addition facts to 18)	481–484	<i>Old Orca Subtraction</i> (subtracting from 10)	499–500
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## Sheet 4.1 Unit Four Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Four. 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 FOUR	GRADE K	GRADE 1, UNIT 4	ELSEWHERE IN GRADE 1	GRADE 2
Compare the length and weight of objects using terms like <i>longer than</i> , <i>shorter than</i> , <i>heavier than</i> , and <i>lighter than</i>	I	M		N/A
Measure length in standard units (inches or centimeters)	N/A	I/D		D
Measure weight in pounds	N/A	I		N/A
Measure temperature in degrees Fahrenheit using a thermometer	N/A	I	All months of Number Corner	N/A
Count, read, and write numbers to 100	I	D	Units One, Three, and Six All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	D	Units Three and Six All months of Number Corner	M
Solve addition facts with sums to 20 using objects/drawings and numbers	I	M	Units Two and Three September, October, and December– May/June Number Corner	R/E
Solve subtraction facts from 10 using objects/drawings and numbers	I	M	Unit Two January and May/June Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	M	Units Two and Three All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	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–Three and Six October Number Corner	D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Two and Six All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	D	Units Two, Three, and Six May/June Number Corner	D

I – Skill or concept is introduced or re-introduced.  
M – Skill or concept is expected to be mastered.  
N/A – Skills or concept is not addressed.

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

## Sheet 4.2      Sharing Responsibilities for February

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. Cut out the 25¢ or Bust! coin cards from Overhead NC 20.	Each teacher will do this for her or his own classroom.	N/A
3. Cut 4 or 6 ½-inch-by-6-inch strips of red construction paper for each student in each classroom. (See p. 273 for more information.)		
4. Run copies of Blacklines NC 7, 9, 11, 13, 15, and 19–21. for each classroom. Follow the copy directions at the top of each blackline master. (See p. 293 for more information.)		
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.40 and A.41.		
7. Run class sets of Student Book pages 29–35 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.36–A.39 and A.42–A.44. See pp. 298–303 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.		
12.		

### Sheet 4.3 Sharing Responsibilities for Unit Four

**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 4.1–4.14 for each classroom according to copy instructions at the top of the blacklines. (You'll need plenty of cardstock for 4.5–4.7.)		
2. Prepare a copy of Ten Little Penguins: A Subtraction Book for each classroom using Blacklines 4.15–4.25 run on cardstock.		
3. Run copies of Blacklines 4.26–4.82 for each classroom according to copy instructions at the top of the blacklines. (You'll need plenty of cardstock for 4.31–4.35, 4.47–4.50, 4.52–4.55, and 4.62–4.64.)		
4. Run a copy of pages 4.1–4.15 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 Penguin folders on Day 1, cut out the following pieces of construction paper for each classroom (plus a few extra of each): white: one 3"-by-9" and one 3"-by-3" piece per student black: one 4" x 6" piece per student orange or yellow: one 3"-by-3" piece per student		
6. Gather pictures, books, old calendars, and videos about penguins and Antarctica. (See pp. 418 and 419 for suggestions.)	All teachers can do this and then share resources with the group.	
7. Look over pp. 412–419 to get a sense of what you'll need to prepare in advance for this unit.	Each teacher will do this independently.	N/A
8.		
9.		
10.		