

Unit Five & February Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach Unit Five 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)		
Download the February Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/grade-two.asp		
161	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.
164	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
163–164	The Student Book	Describes what students will do in the Student Book this month; includes a sample page of student work
UNIT FIVE KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 2)		
Download the Grade Two Materials List by Unit and print the list of materials for Unit Five http://www.mathlearningcenter.org/media/Bridges_GrK-2_Unit_Lists/Bridges_Gr2_Unit_Lists.pdf		
469–473	Unit Five Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
473–476	What's the Big Idea?	This portion of the Unit Five Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
478–479	Unit Five Planner	Highlight these sessions, which require more advance preparation than usual: 4, 6, 7, 9, 15, 16, 26, and 29. See the Materials List by Unit for more information. <i>Use the supplement planner if teachers are using a state supplement.</i>
484–487	Assessment Tips: Looking at Student Work	What to look for, think about, and question as you look at students' Unit Five pre-assessment. Look for a sample dialogue and samples of student work.
654–659	Assessment Tips: Looking at Student Work	What to look for, think about, and question as you look at students' Unit Five post-assessment. Helps you focus on changes in student understanding; provides work samples and commentary.
553–572 and 619–634	Work Places 8 & 9	Work Places Setup, Assessment Tips for Work Places, and a description of each Work Place activity, materials needed, and instructional considerations.
GETTING STARTED KEY PAGES (MEETING PART V)		
32–34	Questions from Teachers	These pages focus on questions from and answers for teachers about Problems & Investigations. It may be helpful to revisit these pages at this point in the year.
83–85	Parent Presentation Sheet	These pages could be made into overheads for a Math Night with families or copied and shared (with some additional information) in order to help parents understand changes in teaching mathematics.

Unit Five & February Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in February and Unit Five 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)	
February Number Corner: This month, students will make their own calendar markers; develop, use, and discuss strategies for adding 2- and 3-digit numbers; practice addition and subtraction strategies, and focus on estimation, capacity, and probability.	
Coin Collector (Pages 182–183)	Model introducing this month’s Coin Collector routine (see pages 182–183) and ask some of the key questions on page 183—be sure discussion involves important probability concepts. Have teachers discuss how to handle the larger dates later in the month.
Base Ten Bank (Pages 175–178)	Focus on what makes this routine different in February—now students are adding 2- and 3-digit numbers. Have teachers practice using base ten pieces and share strategies for larger numbers. Record their work for everyone to see; be sure to collect a variety of different strategies.
Calendar Grid (Pages 165–173)	Have teachers review the process of having students design markers and determine this month’s pattern by skimming pages 165–173. Have them pay careful attention to the note on page 167, the sample dialogues, and the key questions on page 172.
UNIT FIVE RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
Branching into Larger Numbers: Money & Place Value: Students work with numbers larger than ten using visual models to gain more efficient problem-solving skills as they deepen their understanding of place value and numbers and operations.	
Session 14 Beat You to \$1.00 (Pages 539–541)	Model how to play “Beat You to \$1.00” by playing against the group. Elicit discussions about probability and fairness. Ask teachers to anticipate how their students will respond to the game, emphasizing the key questions on the top of page 540. This game is a true investigation offering students the chance to collect and analyze data. The game is revisited in Session 27 where students look at data collected from the game and is extended by playing “Beat You to \$2.00” in Session 28.
Session 25 Shopping for Key Chain Charms (Pages 604–607)	Teach and play the game according to the notes on pages 604–605. As you play, have teachers use base ten pieces to solve the problems. Draw and record their strategies with the pieces so everyone can see. This session is one of the only ones in this unit to focus on subtracting—be sure teachers understand and are comfortable with strategies for regrouping.
Assessment and Looking at Student Work (Pages 481–487 and 653–659)	Have teachers look at the assessment on pages 482–483; this will be the pre- and the post-assessment. Then, have them skim over Assessment Tips: Looking at Student Work on pages 654–658, noting the changes they should expect to see in their students’ work.
Sets A5 and Set A9 Download from: http://www.mathlearningcenter.org/resources/materials/grade-two/supplements.asp	Teachers may consider using some of the following supplemental activities during this unit: Set A5: Multi-Digit Addition & Subtraction and Set A9: More Multi-Digit Addition & Subtraction—the latter models the standard algorithm for addition and subtraction. It is critical that teachers and students understand why the algorithms work and that they are able to judge whether their solutions are reasonable.

Sharing Responsibilities for February

Task	Team Member	Date Due to Others
1. Make a voting chart drawn on 36" by 36" butcher paper for each class. See page 165 for more information.		
2. Cut thirty 2 ¾" squares of white construction paper, and thirty 3 ¼" squares and thirty 5" squares on several different colored sheets of paper for each classroom. See page 167 for more information. These are for the calendar markers—each teacher may want to choose the colors for the markers themselves.		
3. For the Base Ten bank, run several copies of Blackline NC 7. Cut along the dotted line and then staple half sheets into a pad for each classroom.		
4. Run copies of Blackline NC 9 for each classroom.		
5. If you do not have the Number Corner Student Book, run class sets of pages 39 – 46		
6. Other:		
7. Other:		

Sharing Responsibilities for Unit Five

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 class sets of Blacklines 5.19, 5.20, 5.21, 5.22, 5.23, 5.41, and 5.42 for each class. Run 1 copy of Blacklines 5.4 – 5.5, 5.9 - 5. 11, 5.12, 5.13, 5.31, 5.32, and 5.33 – 5.35 for each class. Run a few copies of Blackline 1.19 for each class.		
2. Run a class set of Blacklines 5.24 – 5.25 on 8 ½” by 14” paper for each class. Run copies of Blacklines 5.26 – 5.30—run each denomination on a different color copier paper and cut the bills apart. You will need 3 copies of \$1’s, 2 copies each of \$5’s and \$10’s, 1 copy each of \$25’s and \$100’s for each class.		
3. Work Place Blacklines—run 30 copies of Blacklines 5.12, 5.13, 5.16, 5.17, 5.18, 5.19, 5.37, 5.38, 5.39, and 5.40 for each class.		
4. Work Place Blacklines—run a class set of Blackline 5.14 for each class. Each teacher will need to staple this to the front of each student’s work folder. Run a class set of Blackline 5.36 for each class. Each teacher will need to staple this to the front of each student’s work folder, replacing Work Places 8 Planner.		
5. Work Places Blacklines—run 1 copy of Blacklines 5.9 – 5.11, several copies of Blackline 5.15, 3 copies of cardstock of Blackline 5.31, and 6 copies on cardstock of Blackline 5.32 for each class.		
6. Home Connections—run class sets of Blacklines HC 17.1 – 17.6, 18.1 – 18.4, 19.1 – 19.5, 20.1 – 20.5, 21.1 – 21.4, 22.1 – 22.6, 23.1 – 23.4 for each class.		
7. Assessments—run 2 class sets of Blacklines 5.1 – 5.3 for each class.		
8. <i>If you choose the Color-in method for Presents & Parcels for Sessions 4 - 8:</i> Run a half class set plus a few more of Blacklines 5.6 – 5.7 for each class and run a class set plus a few extra of Blackline 5.8 for each class. See note below		
9. <i>If you choose the Collage Method for Presents & Parcels Session 4 – 8:</i> Run a class set plus a few more of Blackline 5.8. See note below.		
10. For sessions 7 and 8, cut 100 – 200 sheets of white copier paper in half for each class.		
11. For sessions 4 – 8, each class will need a variety of paper materials. If you choose the Color-in Method, you will need a sheet of 3” by 6” brown paper, white		

<p>construction paper cut into a talking bubble shape, and a half sheet of lined paper for each student. If you choose the Collage Method, you will need a 9" by 12" sheet of white construction paper, a 3" by 6" sheet of brown paper, a 3" by 4" sheet of brown paper, a 4" by 5" sheet of red paper, scraps of many different colors of paper, white construction paper cut into a talking bubble shape, and a half sheet of lined paper for each student.</p>	<p>Each teacher will do independently</p>	<p>N/A</p>
<p>12. Other:</p>		