

## Unit Six & March Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach Unit Six and March 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.

MARCH KEY PAGES (MEETING PART II) (Number Corner Teachers Guide, vol. 2)		
Download the March Planner from the Math Learning Center Web site: <a href="http://www.mathlearningcenter.org/resources/materials/grade-two.asp">www.mathlearningcenter.org/resources/materials/grade-two.asp</a>		
189	<b>Setup Page</b>	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.
192	<b>Planning Guide</b>	Shows how often to do each workout and the Student Book pages associated with each workout.
192–193	<b>The Student Book</b>	Describes what students will do in the Student Book this month; includes sample pages of Number Corner Check-Up 3.
UNIT SIX KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 3)		
Download the Grade Two Materials List by Unit and print the list of materials for Unit Six <a href="http://www.mathlearningcenter.org/media/Bridges_GrK-2_Unit_Lists/Bridges_Gr2_Unit_Lists.pdf">http://www.mathlearningcenter.org/media/Bridges_GrK-2_Unit_Lists/Bridges_Gr2_Unit_Lists.pdf</a>		
661–663	<b>Unit Six Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
663–666	<b>What’s the Big Idea?</b>	This portion of the Unit Six Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
668	<b>Unit Six Planner</b>	Highlight these sessions, which require more advance preparation than usual: 1, 4, 5, 11 and 12. See p. 66–667 for more information about the advance preparation required for this unit. <i>Use the supplement planner if teachers are using a state supplement.</i>
718–720	<b>Assessment</b>	This session describes the paper and pencil assessment for this unit—note that this assessment is somewhat different from other assessments.
716–717	<b>Assessment Tips: Watching Children in Action</b>	This session provides opportunity for important assessment as teachers watch students in action rather than studying their work on paper. Teachers may want to make checklists of what to look for based on these tips.
	<b>Work Places</b>	Note that there are no Work Places in the unit, but if teachers have extra time, they can have activities from previous units out and available for students to use.
GETTING STARTED KEY PAGES (MEETING PART V)		
55–59 and 77–82	<b>K-2 Competencies &amp; Experiences</b>	Teachers may find the K–2 competencies and experiences in six different strands helpful as they prepare for state tests and other forms of assessments.

## Unit Six & March Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in March and Unit Six 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.

MARCH RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)	
<p><b>March Number Corner:</b> This month, students will explore fractions with the Calendar Grid, continue to develop strategies for regrouping 2- and 3-digit numbers, practice telling time, and explore multiplication as they participate in modified versions of now-familiar routines.</p>	
Activity	Key Points
<p><b>Calendar Grid</b> (Pages 194–196)</p>	<p>Have teachers observe and discuss the first 15 markers. Ask for the big ideas and skills. Point out the key questions on pp. 195–196 and provide information about what is “counterintuitive” about fractions (p. 195). Post the rest of the calendar markers and point out Student Book page 51.</p>
<p><b>The Hundreds Grid</b> (Pages 204–205)</p>	<p>Reintroduce the Hundreds Grid and ask teachers to think about how this routine will be different now that the numbers are in the hundreds. Have teachers consider at least one mystery number. Use key questions on p. 205.</p>
<p><b>Base 10 Bank</b> <a href="http://www.mathlearningcenter.org/media/Bridges_Gr2_Online_Supplement/B2SUPA5_MulDigAddSub_0709.pdf">http://www.mathlearningcenter.org/media/Bridges_Gr2_Online_Supplement/B2SUPA5_MulDigAddSub_0709.pdf</a>.</p>	<p>Use the modified version of the March Base 10 Bank—see Activity 4 of the Set A5 Supplement. Model the regrouping strategy shown on page A5.26. Note that in April and May, students will use this routine to develop strategies for 2- and 3-digit subtraction. Copy Activity 4 pp. A5.25–A5.28 for teachers.</p>
<p><b>Number Corner Check-Up 3</b> (Pages 192–193)</p>	<p>Have teachers read about the Check-Up on page 192 and study the sheets on page 193. Have them consider what skills are addressed and how the Check-Up can help with report writing, parent conferences, and general assessment.</p>
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
<p><b>Get Those Marbles Rolling!:</b> This unit is the second integrated unit where students combine mathematics with research and scientific inquiry. Key skills and concepts include measurement; collecting, recording, and displaying data; experimenting, drawing conclusions, and exploring averages.</p>	
<p><b>Session 6</b> Marble Roll Experiment 1 (Pages 683–688)</p>	<p>Note that you will need a variety of materials not included in the Bridges kit in order to make this exploration meaningful for teachers; encourage teachers to collect materials early! See page 683 for supplies. Model the session as described on pages 683–686, emphasizing that you are testing only one hypothesis and changing only one variable. Don’t have teachers work on the averages right now—they will do that later today. Emphasize the importance of using the Blacklines. After teachers experiment, discuss issues (organizing materials, classroom management, etc.) that may come up during this session and brainstorm how to handle them. Also ask about the connections between math and science, especially in language and experimental design.</p>
<p><b>Unit Five Session 30</b> Leveling Towers (Pages 637–641) <i>Note that this session is at the end of Unit 5; modeling it will help teachers teach averages in Units 5 and 6.</i></p>	<p>Model the lesson as described on pages 637–639. Be sure that teachers use unifix cubes to build and “level off” the towers. Discuss this hands-on visual way of finding averages. Have them try one or two more challenges, using bigger numbers than those suggested on page 640. Give a quick overview of Sessions 31 and 32, which also address finding averages and, if you have time, have them do the activity in Session 32. These activities will help teachers prepare to teach finding the average in Unit 6, Session 8.</p>

## Unit Six Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Six. 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 Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) 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 SIX	GRADE 1	GRADE 2, UNIT 6	ELSEWHERE IN GRADE 2	GRADE 3
Measuring length with non-standard units	I	M	November Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	R/E	Unit Five October–May/June Number Corner	N/A
Record and systematically keep track of the outcomes when an experiment is repeated many times	I	D	Units Three and Seven December–February Number Corner	M
Collect, organize, and display the results of experiments using a variety of graphs including with bar graphs in which each division stands for more than one unit	N/A	I	Unit Seven	D
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units Three, Five, and Seven	M
Explore averaging problems by leveling off columns of cubes or base ten pieces	N/A	I	Unit Five	D

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.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

## Sharing Responsibilities for March

Task	Team Member	Date Due to Others
1. If you don't have copies of the Number Corner Student Book, run class sets of pages 47–54 for each class.		
2. Cut 40 small slips of paper for each class. (Sticky notes will work as well.)		
3. Collect one Styrofoam egg carton for each class and one large brightly colored button for each classroom.		
4. If you don't have a probability container, find a paper or cloth bag for each classroom.	Each teacher will do independently	N/A
5. Put 25 pennies and 25 dimes in the probability container or the paper or cloth bag. Make a half class set of re-sealable plastic bags with 15 pennies and 15 dimes in each bag.	Each teacher will do independently	N/A
6. Other:		
7. Other:		

## Sharing Responsibilities for Unit Six

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 a class set of blacklines 6.1–6.3 and 6.9–6.12 for each class. Run a class set plus a few extra of blackline 6.4 for each class. Run 1 copy of blacklines 6.5–6.8 for each class.		
2. Run a class set of Home Connections blacklines 24.1–24.3, 25.1–25.2, and 26.1–26.4. Note instructions for copying on the blacklines.		
3. Provide half-class sets of 8 ½" by 14" paper for each class.		
4. Collect 400–500 toilet paper tubes, 30 paper towel tubes, and 15 gift wrap tubes. Ask students, colleagues, and friends to start donating these materials before you begin Session 1.	Each teacher will do independently	N/A
5. Find 45 wooden blocks—3" by 6" by 2". If you don't have these in your classroom, you may be able to borrow them from the kindergarten or first grade.	Each teacher will do independently	N/A
6. If your classroom is not carpeted, collect a half-class set of large bath towels to provide friction for the experiments.	Each teacher will do independently	N/A
7. Collect half-class set of baskets, shoe boxes, or bags for students to keep their materials.	Each teacher will do independently	N/A
8. Collect several rolls of masking tape.	Each teacher will do independently	N/A
9. If you don't have the Deluxe Bridges kit, collect marbles, ball bearings, and spherical wooden beads. You can purchase them from the Math Learning Center.	Each teacher will do independently	N/A
10. For Session 4, get students to help you snap together 100 sets of 10 Unifix cubes. Each set of 10 should be the same color. See page 680.	Each teacher will do independently	N/A
11. Collect lots of small plastic containers, tile, dominoes, blocks, and other like materials.	Each teacher will do independently	N/A