

February & Unit Five 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 (Number Corner Teachers Guide, vol. 2)		
Download the February Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/grade-four.asp		
219–220	Setup Pages	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.
225	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
226	Materials You'll Need for February	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.
251–253	February Answer Keys	Provide answers for Number Corner Student Book pages.
UNIT FIVE KEY PAGES (Bridges Teachers Guide, vol. 3)		
535–542	Unit Five Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
538–541	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.
543	Unit Five 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 Five.
544–545	Materials You'll Need for Unit Five	Provides a comprehensive list of everything teachers will need to gather and do to prepare for Unit Five, including manipulatives and materials, overheads, blacklines, assessments, books, and more.
541	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 5.
542	Assessment	Describes the formal assessments provided in Unit Five.
639–642	Answer Keys	Provides answers and sample student work for assessments, Bridges Student Book pages, and Home Connections in Unit Five.
GETTING STARTED KEY PAGES		
58–59	Questions to Help Draw out Thinking	Two sections in the chapter on The Teacher in the Bridges Classroom are especially helpful for meaningful discussions—note the paragraph on Drawing out mathematical thinking with genuine questions and the list of questions in the following section.

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	
<p>February Number Corner: Students will explore algebraic thinking with a function machine, investigate probability with the Roll & Multiply game, focus on strategies and problem-solving skills, and continue to work on multiplication facts while deepening their understanding of multiplication.</p>	
Activity	Key Points
<p>Calendar Collector (pages 233–237)</p>	<p>Have teachers consider the questions in the Week 1 description (p. 234) and preview the record sheet (p. 235), and look over the Number Corner Student Book pages (63, 65, 69), noting that students can have a hard time understanding what is expected of them on these pages.</p>
<p>Problem Solving (pages 241–245)</p>	<p>Refer teachers to the notes on pp. 241 and 244–245. Teachers should become familiar with the Problem Solving Solution Page and how to use it with students.</p>
<p>Calendar Grid (pages 227–232)</p>	<p>Set up a calendar grid with at least 9 calendar markers to see if they can figure out the machine’s function or program. Have teachers read the note on p. 228 and look at the small versions of overheads and student book pages included in the Teachers Guide.</p>
UNIT FIVE RECOMMENDED MATHEMATICAL ACTIVITIES	
<p>Probability & Data Analysis: Students will learn about theoretical probability, experimental probability, and expressing the probability of an event using fractions, decimals, and percents.</p>	
<p>Session 2 The Language of Probability (Pages 551–557)</p>	<p>Have teachers write about the meaning of the word probability (p. 552). Then, have teachers put the probability terms (use Word Resource Cards) on the Qualitative Probability Line (p. 555). Provide a few examples of events and ask teachers where they go on the line; then have teachers write events on sticky notes and place them under the appropriate cards (pp. 555–556).</p>
<p>Sessions 12 & 13 Playing the 4-Cornered Spinner Game and Exploring Class Results from the 4-Cornered Spinner Game (Pages 607–616)</p>	<p>Introduce the game as described on p. 607. Have teachers play the game using Student Book pp. 110–111. Have teachers complete Summary tables on p. 111; then, collect data from the whole group (p. 611). Have the group observe the completed class chart (p. 612). Have teachers complete Student Book p. 112 and discuss (p. 612–613). Make a class set of data using Overhead 5.15. Have the group analyze the results and discuss. Listen for key ideas related to probability and fairness. Then, have teachers read the note on pp. 609–610 and the last paragraph on page 616. If you have time, play or go over the Tile Choice Game (Sessions 3 & 4) or Game Marker Goals (Sessions 6, 7, & 8).</p>
<p>Selected Readings from the Teachers Guide</p>	<p>Teachers can bolster their understanding of probability by reading the following notes: Session 2, pp. 567–568: <i>A Note on Experimental Probability</i>, Session 9, p. 590: <i>A Note on Theoretical and Experimental Probability</i>, Session 10, p. 597: <i>A Note on common misconceptions</i>. Teachers should read and discuss the notes, considering what they can do to support students as they work to understand these big ideas.</p>

Sharing Responsibilities for February

Task	Team Member	Date Due to Others
1. Run copies of Number Corner Blacklines. Run 1 copy of Blackline NC 1.1, 4 class sets of Blackline NC 5.6, 3 class sets of Blackline NC 6.5, 1 class set of Blackline NC 6.6, and 1 copy of Blacklines NC 6.7-NC 6.9.		
2. Run Number Corner Blacklines NC 6.1 and NC 6.2 and NC 6.3 and NC 6.4 for each classroom. Trim and glue Blacklines NC 6.1 and NC 6.2 and trim and glue Blacklines NC 6.3 and NC 6.4 to post on display boards.		
3. If you don't have colored tile, cut 2 different colors of construction paper into 1" squares. Each pair of students will need 10 squares in one color and 20 squares in another color.		
4. If you haven't purchased Number Corner Student Books, run a class set of pages 50, and 61-69 for each class.		
5. Other:		
6. Other:		
7. Other:		
8. 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 off copies of Assessment Blacklines. Run a class set of Blacklines A 5.1-A 5.4, A 5.5- A 5.9, A 5.11-A 5.12, and A 5.14 for each class. Run a few copies of Blacklines A 5.10 and A 5.13 for each class.		
2. Run Blacklines needed for Unit Five. Run a class set of Blackline 2.4 and a half class set of Blacklines 5.3-5.5 for each class.		
3. If you have not purchased Bridges Student Books, run a class set of pages 95-121 for each class.		
4. If you have not purchased the Home Connections, run a class set of pages 113-124 for each class		
5. Create a "Probability Line" for each class. This will be displayed on the wall for the entire unit. See page 545 for specific directions. You need a 3' by 3' piece of white butcher paper. Laminate the "Probability Line" for future use.		
6. There are various advance preparation tasks for sessions 4, 7, 9 and 13 that are individual to each classroom during the unit. See page 545 for more information.	Each teacher will do independently	N/A
7. Before Session 7, each teacher will need to transfer class data from Overheads 5.5 and 5.6 to Blacklines 5.1 and 5.2 and then to copy a class set of these Blacklines.	Each teacher will do independently	Before Session 7
8. Other:		
9. Other:		