

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: www.mathlearningcenter.org/resources/materials/grade-four.asp		
255–256	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.
262	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
263–264	Materials You'll Need for March	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.
293–295	March Answer Keys	Provide answers for Number Corner Student Book pages.
UNIT SIX KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 3)		
643–646	Unit Six Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
646–647	What's the Big Idea?	This portion of the Unit Six Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
649	Unit Six 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. <i>Use the supplement planner if teachers are using a state supplement.</i>
650–651	Materials You'll Need for Unit Six	Provides a comprehensive list of everything teachers will need to gather and do to prepare for Unit Six, including manipulatives and materials, overheads, blacklines, assessments, books, and more.
647–648	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.
648	Assessment	Describes the formal assessments provided in Unit Six.
716–723 and 746–758	Unit Six Work Places	These sessions include overviews, directions, materials needed, skills & concepts, Work Place notes, and instructional considerations for Unit Six Work Places.
765–771	Answer Keys	Provides answers and sample student work for assessments, Student Book pages, and Home Connections.
GETTING STARTED KEY PAGES (MEETING PART V)		
17 and 22–23	Support Activities	Support Activities can be used when students are need of extra help. See p. 113 for a list of activities; note that activities are in a section of the Number Corner Blacklines.

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)	
March Number Corner: This month, students observe and discuss a growing pattern with fractions, use a line graph to plot water evaporation, solve multi-step problems; review prime and composite numbers, factors, and multiples; and complete the third Number Corner Checkup.	
Activity	Key Points
Calendar Grid (pages 265–270)	Post the first seven calendar markers for teachers to study. Use the questions on p. 266 to start a discussion. Have teachers make predictions about the 8 th and 9 th markers (pp. 266–267). Ask what key skills and concepts are addressed by the pattern. Have teachers read the note on p. 267 and look at Student Book pp. 74 and 76. Ask the challenge questions on p. 270.
Calendar Collector (pages 271–275)	Give a quick summary of this month’s collector (p. 271). Model calibrating the measuring cup. Introduce the experiment (Week 1, pp. 272–273). If possible, have examples of 200 milliliters of water that have sat out for about 3, 7, and 10 days. Model graphing the data (pp. 273–274); use the questions on p. 274.
Number Corner Checkup 3 (pages 289–292)	Show overheads of Number Corner Checkup 3. Have teachers consider the skills and concepts assessed. Have teachers find the list of Support Activities on pp. 291–292; ask them how these activities can help struggling students.
Helpful Notes	You may want teachers to read Naming the Problem-Solving Strategies on pp. 282–283 and see the Challenge and Support sections on pp. 278–279.
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
Fractions & Decimals: Using visual models, activities, and discussion, students deepen their understanding of fractions and decimals. They focus on place value of decimal numbers and the relationship between fractions and decimals as they work to model, compare, order, add and subtract these numbers.	
Sessions 9 Introducing Decimal Numbers in Base Ten (pp. 694–698)	Show a mat, a strip, and a unit in base ten pieces. Review the names and values. Then, use Introducing Decimal Fractions on p. 695. Continue by modeling Building, Recording, and Reading a Decimal Number (pp. 696–697). Ask teachers how base ten pieces help students understand decimals and their relationship to fractions. If you have time, do Student Book p. 133.
Session 13 Decimal & Fraction Relationships (pp. 741–745)	Use Exploring the Relationship Between Tenths and Fifths (pp. 712–714) to model the key ideas of Session 13—be sure teachers use and label their base ten pieces and share their work. Have partners work on Student Book pp. 141–142, #'s 3–6. Note that Sessions 9 & 13 produce Work Samples.
Session 18 Ordering Decimals on a Number Line (pp. 712–715)	Model the lesson as described on pp. 741–744. Ask teachers how their thinking and work changed as they completed their number lines. If you are running out of time, only have teachers complete two of the Number Line exercises. Model and discuss the journal activity on pp. 744–745.
Sets A6 and A9 http://www.mathlearningcenter.org/resources/materials/grade-four/supplements.asp	Teachers may consider using some of the following supplemental activities during this unit: Set A6: Number & Operations—Fractions and Mixed Numbers and Set A9: Number & Operations—Adding and Subtracting Fractions. These activities will help develop student understanding and may help teachers meet state standards.

Sharing Responsibilities for March

Task	Team Member	Date Due to Others
1. Run 1 copy of blacklines NC 1.1, NC 5.5, and NC 7.5 for each class. Run four class sets of blackline NC 5.6 and a class set of blacklines NC 6.5 and NC 7.6 for each class.		
2. Run 1 copy of blacklines NC 7.1–7.2 and NC 7.3–7.4. Trim and glue Blacklines NC 7.1 and NC 7.2 and trim and glue Blacklines NC 7.3 and NC 7.4 to post on display boards for each classroom.		
3. Run a class set of blacklines NC A 7.1–7.4 for each class. Run 2 or 3 copies of blacklines NC A 7.5–7.7.		
4. If you don't have Number Corner Student Books, run a class set of pages 50 and 70–78 for each class.		
5. Use the calibration strip on blackline NC 7.5 to calibrate the measuring cup included in your Bridges kit. Follow the directions on the blackline—see page 264 for additional information.	Each teacher will do independently.	N/A
6. Other:		
7. Other:		
8. 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 half class set of blackline 2.4, a class set or at least 21 copies of blackline 6.1, 1 copy of blacklines 6.2–6.3, and a quarter class set of blackline 6.4 for each class.		
2. Run a class set of blacklines A 6.1–6.2, A 6.3–6.6, A 6.9–6.10, and A 6.12 for each class. Run a half class set of blackline A 6.7 for each class. Run 1 or 2 copies of blacklines A 6.8 and 6.11 for each class.		
3. If you don't have copies of the Bridges Student Book, run a class set of pages 122–147 for each class.		
4. If you don't have copies of the Home Connections book, run a class set of pages 125–152 for each class.		
5. If you don't have copies of the Work Places book, run a class set of pages 76–96 for each class.		
6. Make sets of 3" by 33" strips of paper for each class. You will need one strip for every four students. See page 651 for more information.		
7. Post the Great Wall of Great Four by Session 6. See instructions on pages 679–680.	Each teacher will do independently	N/A
8. Other:		
9. Other:		
10. Other:		