

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 (Number Corner Teachers Guide, vol. 2)		
Download the February Planner from the Math Learning Center Web site: <i>www.mathlearningcenter.org/resources/materials/grade-five.asp</i>		
243–244	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.
248–249	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
250	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.
273–274	Background Information	Explains how the area model can be used for division—this concept is introduced in the game Remainder Roundup, which is played during the Computational Fluency workout this month.
280–281	February Answer Keys	Provide answers for Number Corner Student Book pages.
UNIT FIVE KEY PAGES (Bridges Teachers Guide, vol. 3)		
643–646	Unit Five Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
646–648	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.
651	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.
652–653	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.
648–649	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 4.
649–650	Assessment	Describes the formal assessments provided in Unit Five.
761–766	Answer Keys	Provides answers and sample student work for assessments, Bridges Student Book pages, and Home Connections in Unit Five.
GETTING STARTED KEY PAGES		
64	Questions to Help Draw out Thinking	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

February Number Corner: The main emphasis this month is for students to develop a stronger sense of fractions, decimals, and the relationships between them. They also explore probability expressed as a fraction. Additionally, students will practice multi-digit division and use patterns to solve problems.

Problem Solving (Pages 251–258)	Emphasize the importance of looking for patterns when solving problems. Model introducing the workout according to pages 252–254 (Week 1, Workout 1). Have teachers solve at least one of problems in Set 1, Overhead NC 6.2, using the strategies just discussed. Go over having students evaluate each other’s work using the Problem Solving Score Sheet developed in January (page 258).
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Calendar Grid (Pages 259–265)	Note that for this unit, the base ten mat is now considered a unit, and has a value of 1, rather than representing 100 as it did before. Model introducing the workout as described on pages 260–261. Then, show the first 9 calendar markers and use Overhead NC 6.3 to record observations from the group. Use the question on page 264 to build discussion—listen for key ideas such as decimals are not only equivalent to fractions, they are fractions (tenths, hundredths). Point out the related Number Corner Student Book pages 124–125.
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Other Workouts	If you have time, teach the Computational Fluency game “Remainder Roundup” or go over how to use the Sampling Sack for this month’s Calendar Collector.
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UNIT FIVE RECOMMENDED MATHEMATICAL ACTIVITIES

Probability & Data Analysis: In this unit, students will refine their understandings of theoretical and experimental probability and see the connection between probability and data analysis more explicitly. They will also improve their ability to analyze data and draw conclusions.

Session 4 Creating Double Bar Graphs (Pages 672–677)	Ask the group how data can be used to provide evidence to support or refute an idea. Use p. 673 to begin an inquiry-based discussion with the group. Quickly generate a list of everyone’s first names and display it on the overhead (<i>or, use the list on p. 674</i>). Then, use pp. 674–675 to teach Organizing the Data and Analyzing the Data . Next, have teachers observe and discuss Overhead 5.5. Then, go back to Overhead 5.4 for the group to make a double bar graph together. Finally, have teachers read p. 677.
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Session 5 More about Names & Double Bar Graphs (Pages 678–682)	Show Overhead 5.4 with the completed double bar graph. Ask teachers to study the graph as you ask them the questions on the top of p. 679. Then, use pp. 680–681 to teach Finding and Comparing the Mean of Each Data Set . Be sure to emphasize the different ways of finding the mean—record the strategies for everyone to see. Ask what key skills and concepts Sessions 4 and 5 address and then have teachers look over Home Connection 43 on p. 682.
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Session 12 The Dragon’s Lair, Part 1 of 2 (Pages 722–726)	Show Overhead 5.13 and have teachers consider the problem. Then, have partners investigate one of the choices (try to have an equal number of pairs work on each choice). Have teachers report back about their findings—be sure that their work is visible and explicit to everyone in the group. Rather than focusing on making a choice, focus on the problem-solving techniques and communication skills. Let teachers know that students will work on this for at least two sessions.
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Sharing Responsibilities for February

Task	Team Member	Date Due to Others
1. Run copies of Number Corner Blacklines for each class. Run 1 copy of Blacklines 1.1, 6.1–6.2, and 6.3–6.4 for each class. Trim and glue 6.1 and 6.2 together and trim and glue 6.3 and 6.4 to post on display boards in each classroom.		
2. If you have not purchased sets of Number Corner Student Books, run a class set of pages 102–126 for each class.		
3. For Computational Fluency, each teacher will need to cut out the cards on the Dividend Cards Overhead and store them along with your other overheads. Be sure to read through the directions and even practice a few problems if this division method is new to you.	Each teacher will do independently	N/A
4. Teachers also need to have several 1" squares of red, blue, and green construction paper or colored tiles available for students who want to use them.	Each teacher will do independently	N/A
5. Other:		
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 off copies of Assessment Blacklines—run a class set of Blacklines A 5.1–5.4, A 5.5–5.9, A 5.11–5.12, and 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 three half-class sets of Blacklines 5.1 and 5.2 for each class. Run a half class set of Blackline 5.4 and two half-class sets of Blacklines 5.7 and 5.8 for each class. Run a few copies of Blacklines 5.3 for each class. Run a one-third class set plus a few extra of Blackline 5.5 for each class. Run a class set plus few extra double-sided on Blackline 5.6 for each class. Run a class set plus 1 copy of Blackline 5.9 for each class.		
3. If you have not purchased Bridges Student Books, run a class set of pages 131-147 for each class.		
4. If you have not purchased the Home Connections, run a class set of pages 151-176 for each class.		
5. There are various advance preparation tasks for sessions 3, 4, 5, 8, 12, 14, 15, 17, and 19 that are individual to each classroom during the unit. See page 653 for more information.	Each teacher will do independently	N/A
6. Other:		
7. Other:		