

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 (Number Corner Teachers Guide, vol. 2)		
Download the March Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/grade-five.asp		
285–286	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.
290	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
292–293	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.
325–328	March Answer Keys	Provide answers for Number Corner Student Book pages.
UNIT SIX KEY PAGES (Bridges Teachers Guide, vol. 3)		
767–770	Unit Six Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
770–772	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.
774	Unit Six Planner	Highlight these sessions, which require more advance preparation than usual: 2, 3, 4, 8, 13, 16, and 17. See pp. 776–777 for more information about the advance preparation required for these sessions.
775–777	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.
772–773	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.
773	Assessment	Describes the formal assessments provided in Unit Six.
819–825 and 887–898	Unit Six Work Places	These sessions include overviews, directions, materials needed, skills & concepts, Work Place notes, and instructional considerations for Unit 6 Work Places.
908–918	Answer Keys	Provides answers and sample student work for assessments, Bridges Student Book pages, and Home Connections in Unit Six.
GETTING STARTED KEY PAGES		
17, and 25–26	Support Activities	Support Activities can be used when students are need of extra help. See p. 120 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 below. Have teachers solve problems, play games, and discuss 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	
<p>March Number Corner: This month, students will work with coordinate graphing, mapping skills, elapsed time, double line graphs, and fractions and decimals. They will work on number sense and key vocabulary through solving number riddles. They will also complete Number Corner Checkup 3.</p>	
Activity	Key Points
<p>Computational Fluency (Pages 299–304)</p>	<p>Review using base ten pieces for fractions (pp.300–301; you may also want to see Teachers Guide Vol. 3, p. 830 to see how to shift the place value of the pieces). Review the rules for Put It on the Line (p. 302). Play a round of the game with your teachers, having them use base ten pieces and calculators.</p>
<p>Calendar Grid (Pages 313–319)</p>	<p>Model Week 1 as described on pp. 314–317, using the Meadow Grid Overhead 7.5 instead of Student Book p. 131. Summarize Weeks 2, 3, and 4.</p>
<p>Number Corner Checkup 3 (Pages 320–324)</p>	<p>Show overheads of Number Corner Checkup 3. Have teachers consider the skills and concepts assessed. Go over the procedures (i.e., evaluating, timing, etc.) for giving the Checkup. Point out Support Activities on p. 324.</p>
<p>Helpful Notes</p>	<p>You may want to have teachers read the overview (p. 305) and some of the <i>Notes</i> for the Calendar Collector. See pages 306, 207, 310, and 312.</p>
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES	
<p>Fractions, Decimal, & Percents: Unit Six emphasizes the relationship between decimals and fractions. Students will read, write, model, compare, order, add, and subtract fractions and decimals in order to solidify their understanding. They also look at percents and how they relate to fractions and decimals.</p>	
<p>Session 5 Adding & Subtracting Fractions, Part 1 of 2 (Pages 803–811)</p>	<p>Show Overhead 6.3 and provide a copy for each teacher. Have them generate equivalent fractions for each clock face (p. 804). Record the fractions and ask for patterns. Show Overhead 6.4 and give a copy to each teacher. Have them solve the problems using clock fractions or fraction strips (from Unit Four, Session 11—ask a teacher to bring some). Have teachers share at the overhead, explaining how these tools will help the students make sense of adding and subtracting fractions. Discuss—the questions on p. 809 may help. Have teachers read the notes on pp. 810–811.</p>
<p>Session 12 Decimal & Fraction Equivalencies (Pages 852–860)</p>	<p>Show Overhead 6.10 and provide a paper copy for each teacher. Have teachers find values for $\frac{1}{4}$ and $\frac{1}{2}$ independently and then share. Ask for observations. Have groups find the value of one of these fractions: $\frac{1}{5}$, $\frac{2}{5}$, $\frac{3}{5}$, $\frac{4}{5}$, $\frac{3}{4}$, and $\frac{1}{8}$ and outline their fraction on Blackline 6.7. Record their work on the chart and ask for more observations. Follow the lesson plan on p. 859 to complete the chart, using the questions in the middle of the page.</p>
<p>Session 14 Adding & Subtracting Decimals (Pages 868–873)</p>	<p>Model the lesson as described on pages 868–869, solving problems 1, 2, and 4 together. Have partners solve problems 6 & 7; then discuss their work. Ask what challenges or frustrations students will have. Point out the Journal prompt on p. 872, the Work Sample on p. 872, and the Challenge on p. 873.</p>
<p>Sets A6 and A9 http://www.mathlearningcenter.org/resources/materials/grade-five/supplements.asp</p>	<p>Teachers may consider using some of the following supplemental activities during this unit: Set A6: Number & Operations— Adding & Subtracting Fractions and Set A9: Number & Operations— Multiplying Fractions. These activities will help develop student understanding and may help teachers meet state standards.</p>

Sharing Responsibilities for March

Task	Team Member	Date Due to Others
1. Run 1 copy of blackline NC 1.1, NC 7.3, and NC 7.5–7.8 for each class. Run several copies of blackline NC 7.4 and a class set of blackline NC 7.9 for each class. If you need base ten pieces, run a half-class set of blackline NC 1.4 on cardstock and cut apart for each class.		
2. Run a copy of blacklines NC 7.1 & 7.2 for each class. Trim and glue these sheets to make the March calendar Collector Record Sheet for each class.		
3. Run a class set of blacklines NC A 7.1–NC A 7.7 for each class. Run several copies of blackline NC A 7.8 and 2 or 3 copies of blacklines NC A 7.9 & 7.10 for each class.		
4. If you don't have copies of the Number Corner Student Book, run a class set of pages 127–143 for each class.		
5. Other:		
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 half-class set of blackline 6.1, run a half class set on heavy paper or cardstock of blackline 6.2 and cut in half, run a few copies of blackline 6.3, run 1 copy of blacklines 6.4 & 6.5, run a one-fourth class set of blackline 6.6 and cut out the grids, run two class sets double-sided plus a few extra of blackline 6.7, run 1 copy of blackline 6.8, run a half class set of blackline 6.9 and cut in half, and run 1 copy on pastel paper of blackline 6.10 for each class.		
2. Run a class set of blacklines A 6.1–A 6.5, A 6.6–A 6.10, A 6.12–A 6.13, and A 6.15 and run a few copies of blackline A 6.11 and A 6.14 for each class.		
3. If you don't have copies of the Student Book, run a class set of pages 149–173 for each class.		
4. If you don't have the Home Connections book, run a class set of pages 177–214 for each class.		
5. If you don't have the Work Place Student Book, run a class set of pages 89–122 for each class.		
6. Cut a one and a half class set plus a few extra of 1" by 12" strips of red construction paper for each class.		
7. Cut several strips of 1" by 12" light colored construction paper strips for each student in each class.		
8. Cut a 1" by 36" strip of white, blue, or yellow butcher paper for each class.		
9. Cut a class set of 1 ½" by 6" strips, using the same kind and color of heavy paper or card stock you used to copy the fraction cards on blackline 6.2 for each class.		
10. Repost your Great Wall of Base Ten by Session 8. You may want to add a couple of feet of butcher paper to the right hand side. Cut the Decimal Display Labels (from blackline 6.4 & 6.5), laminate the labels if you want, and then affix loops of masking tape to the back. See pages 776 and 826 for more information.	Each teacher will do independently	N/A

<p>11. For Session 13: cut a 1' by 4' strip of light colored butcher paper. Fold one of the measuring tapes back on itself at the 100 cm mark and use scotch tape to hold the folded portion out of the way. Attach the strip to the butcher paper. You will also need to trace a 20 cm line on a blank transparency and mark it as shown on p. 862. Finally, cut your copy of blackline 6.8 (Number line Fractions) to create 16 small fraction labels.</p>	<p>Each teacher will do independently</p>	<p>N/A</p>
<p>12. Cut out the Number Line Game Cards (Overheads 6.16–6.18), mix them, and place them in a re-sealable bag or envelope. Cut out the Number Line Percent Labels (Blackline 6.10) and lay them on a tray before Session 16.</p>	<p>Each teacher will do independently</p>	<p>N/A</p>
<p>13. Other:</p>		
<p>14. Other:</p>		