

Sessions 108–121 & May/June Key Pages

The pages listed below include information and organizational tools that will help teachers prepare for and teach Sessions 108–121 and May/June 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.

MAY/JUNE KEY PAGES (MEETING PART II) (Number Corner Teachers Guide)		
Download the May/June Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/kindergarten.asp		
273	Setup Page	Shows what materials are posted on the Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each routine.
275–278	Introduction	Describes what teachers and students will be doing in each routine this month.
SESSIONS 108–121 KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 2)		
243	May Planning Guide	Shows which sessions and Number Corner activities to do for 20 school days in May. <i>Use the supplement planning guide if teachers are using a state supplement.</i>
244–247	Work Places 2 Setup	Shows all Work Places introduced in the Winter and Spring, and specifies in which session each is introduced, as well as the materials that go in each Work Place basket. This resource is useful in planning ahead for Work Places at the end of the year.
GETTING STARTED KEY PAGES (MEETING PART V)		
73–74	Assessment Interview	Provides information and guidance about an interviews that can be used to assess students' skills with basic addition and subtraction equations, number recognition to 40, and counting collections of mixed coins. Assessment blacklines are included at the back of Getting Started.
85–90	Evaluation	The discussion on these pages may help teachers consider how they can effectively communicate with parents and administrators about student progress at the end of the year.
101–102	Math Skills & Concepts Continuum	Have teachers review this reporting tool to consider what they know about their students' skills at the end of the year. (They might also find the Competencies & Experiences chart on pages 91–96 useful.) Give them time to discuss how they might report to students' teachers for the next school year and to their parents.

Sessions 108–121 & May/June Recommended Mathematical Activities

Teachers will gain insight into some of the most important mathematical ideas addressed in May/June and Sessions 108–121 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.

Rather than having teachers do mathematical activities, you might instead ask them to bring all their teachers guides, including Getting Started, to review the progress they've made this year and invite them to think about what they will do differently next year. (Use Sheet 7.1 if you like.) Structure the activity carefully so that teachers can make focused notes, collaborate, and share ideas as a group. Encourage them to *make notes in the margins of their books* for easy reference next year. Plan to have them read portions of Getting Started: now that they have taught the entire curriculum, this volume may be even more helpful and will certainly jump-start their planning for next year.

MAY/JUNE RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)	
Students will practice skills associated with counting beyond 100, counting by 5 and 10, presenting data using a bar graph, and identifying events that take place in the morning, afternoon, and evening.	
Activity	Key Points
Calendar Grid Making the New Markers (pp. 280–283)	Post the first seven markers and give teachers a few moments to think about what the pattern might be. Then read the Hour Hand, Minute Hand poem out loud and invite them to share their ideas about the pattern. Be sure to emphasize that mounting the markers on yellow, blue, and black paper can help students discern this pattern.
Our Month in School Counting by 5's with 5-Pointed Stars (pp. 297 & 298)	Have teachers count by 5's using about 15 star markers. Emphasize that students can first count the points by 1's and then by 5's. Using their hands to count by 5's can also help students see 5 (fingers) as a single group.
SESSIONS 108–121 RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
Students will develop skills related to estimating and measuring length with nonstandard units; solving basic addition, subtraction, multiplication, and division story problems; writing equations to represent addition and subtraction; and identifying and exploring the relationships among shapes.	
Activity	Key Points
Session 113 Frog Jump Measuring (pp. 474–475)	With a volunteer's help, model the frog jump activity as described in the book. Model how to lay out a couple of craft sticks before asking everyone to estimate the length of the jump, as well as how to talk about measurements that aren't round numbers of craft sticks.
Work Place 2Q Polydrons: Can You Build It? (pp. 493–495)	Have teachers work in pairs to visualize and describe, and then build, the polydron structure on the overhead. Ask them to discuss some ideas for helping students for whom this kind of visualization and building is quite challenging. Also encourage them to have students check their work against the original plans when they have completed their structures.

Sheet 7.1 Yearlong Reflection Sheet

List some things you did to make the implementation of Bridges successful in your classroom.

Identify about three things you would like to do more effectively next year. You might think about these as goals for improvement.

List some specific things you plan to do differently next year related to materials organization, advance preparation, Work Place management, using information from assessments, and other elements of instruction and classroom management.

List some things you and your grade-level teammates can do to help each other next year.

Sheet 7.2 Sharing Responsibilities for May/June

Task	Team Member	Date Due to Others
1. Cut sheets of 12" x 18" construction paper in the Yearlong Paper Chain colors into 1" x 7" strips for each classroom. You'll need about 10 in each color for each classroom. (You can get 28 strips out of a single, intact, piece of construction paper.) (See p. 279 for details.)		
2. Paper Chain Number Labels in 140, 150, and 160 for each classroom, unless you already have a year's worth of labels. (See p. 279 for details.)		
3. Run 1 copy of Poems & Songs Portfolio A pages PA 44–48 for each classroom. (See p. 280 for details.)		
4. Run 1 copy of Blacklines NC 40–56 for each classroom. (See p. 280 for details.)		
5. Cut 11 yellow, 10 blue, and 10 black 5"-by-5" pieces of construction paper for each classroom. (See p. 280 for details.)		
6. Run 1 copy of Blacklines NC 2 and NC 3 for each classroom and cut apart. (See p. 284 for details.)		
7. Run 6 copies of Blackline NC 30 on cardstock for each classroom, cut out the cards, and store each classroom set in an envelope. (See p. 287 for details.)		
8. Run 4 copies of Blackline NC 1 for each classroom, cut apart, and store each classroom set in an envelope. Run 1 copy of Blacklines NC 31–36 for each classroom (optional). (See p. 293 for details.)		
9.		
10.		
11.		
12.		

Sheet 7.3 Sharing Responsibilities for Sessions 108–121

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 copies of the blacklines listed below according to the instructions on the Teachers Guide pages indicated. Blackline 2.28 (p. 474) Blackline 2.29 (p. 480) Blacklines 2.30–2.31 (p. 509)		
2. Create a big book or wall chart for each classroom using pages PA.1–PA.4 in Poems & Songs Portfolio A.		
3. Run a class set of Assessment Blacklines BL.7 and BL.8 for each classroom if you plan to use this interview. Also review the Assessment worksheets described on pages 75–84 in Getting Started to decide whether you want to re-administer any of the worksheets before the end of the school year. (Assessment Backlines are in the back of Getting Started.)		
4. Prepare a class set of Home Connections 24–26 for each classroom using Blacklines HC 24.1–26.3 and Blacklines HC E–I.		
5. Cut out the cards on Overhead 2.16 and store in a labeled envelope for use in Session 115.	Each teacher will do this independently.	N/A
6. Look at the materials lists and notes for Session 108 (p. 454), Session 109 (p. 458), Session 110 (p. 465), Session 111 (p. 468), Work Place 2R (p. 501), and Session 119 (p. 502) to see what you might need to prepare ahead of time. You may want to highlight these sessions on your May Planning Guide to remind yourself that you'll need to prepare in advance for these sessions.	Each teacher will do this independently.	N/A
7.		
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