

Number Corner Meeting 1

Preparing to Teach October Number Corner

Recommended Timing

1 hour in late September

Materials You'll Need for the Meeting

Each teacher will need to bring:

- Number Corner Teachers Guide, Volume One
- Number Corner Student Book
- pen
- notebook
- sticky notes

The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet NC1.1), 1 copy for each teacher
- October Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher
www.mathlearningcenter.org/resources/materials/grade-one.asp
- Skills Assessed in the October Number Corner (Sheet NC1.2), 1 copy for each teacher
- Sharing Responsibilities for October (Sheet NC1.3), 1 copy
- 2-minute sand timer, optional
- Challenges & Solutions (Handout 1), 1 copy for each teacher
- Organizing Your Photocopies (Handout 2), 1 copy for each teacher

Note Handouts 1 and 2 can be found on the MLC Web site along with this guide.

Part I: Reviewing Roles & Agenda (3 minutes)

As educators, you are responsible for inspiring learning and understanding in a diverse group of students. The purpose of these meetings is to help you meet that responsibility by making it easier to implement Number Corner through collaboration and shared responsibilities with your colleagues. These meetings should focus on learning—learning for you and for your students.

Begin the meeting by looking over the agenda on the next page, making sure to note the purpose of each section. While you could spend more time on each part of the meeting than is indicated, follow these recommendations as much as possible

in order to accomplish the goals of the meeting in about an hour. If you have more than an hour, take a moment now to identify those parts of the meeting where you'd like to spend more time. Also review who is playing the role of timekeeper, recorder, and facilitator for this meeting.

Part	Time	Purpose
I Reviewing Roles & Agenda	3 minutes	Clarify group members' roles and review what will happen in today's meeting.
II Recording Your Successes & Challenges	5 minutes	Reflect silently and privately on implementing Number Corner so far; use your sheet during this meeting to record potential solutions to your challenges.
III Reading & Summarizing the Routines & Challenges	25 minutes	Help all group members feel better prepared to teach the routines and challenges this month.
IV Reviewing Important Planning Resources	10 minutes	Review what you'll be doing on a daily basis in Number Corner this month. Identify which skills are assessed this month and locate resources that will be helpful as you plan for and teach the challenges.
V Sharing Advance Preparation Responsibilities	7 minutes	Share responsibilities for preparing to teach the next Number Corner month among group members and determine the place, date, and time for your next meeting.
VI Sharing Successes, Challenges & Solutions	10 minutes	Listen to, support, and share ideas with colleagues, with an emphasis on generating solutions to challenges.

Part II: Recording Your Successes & Challenges (5 minutes)

Fill out a Successes & Challenges sheet (Sheet NC1.1) independently and silently. At the end of the meeting, you'll share some successes and then brainstorm solutions for one another's challenges. During this meeting, record ideas for potential solutions to your challenges based on your discussions and readings.

Part III: Reading & Summarizing the Routines & Challenges (25 minutes)

For the next 10 minutes, each group member will read one or two of the challenges in the Number Corner Teachers Guide (Monday's Money; Tuesday's Time, Tally & Temperature; Wednesday's Workout; Thursday's Thinking; and Friday's Figuring) and prepare to give a 2-minute summary to the rest of the group. One group member should also read the Instructions for Making the Calendar Markers on pages 12–14 in the Number Corner Teachers Guide, Volume One. Try to give each group member an equal amount of work (e.g., 2 challenges apiece if you have 3 group members).

In summarizing a set of challenges (or how to make calendar markers) for the rest of the group, the presenter's goal is to help everyone feel prepared to teach that set of challenges. Be ready to address the following points in your summary:

- the key learning objective of the challenges
- what Number Corner Student Book pages, if any, are used with these challenges (Be sure to look at the pages in the Number Corner Student Book, especially if they are not shown in the Teachers Guide.)
- how to play the game, if one is included in the set of challenges
- any special preparation teachers will have to do in advance to get ready for a particular challenge (e.g., counting out and storing 20 popsicle sticks for each student prior to the third Tuesday's challenge on p. 95)

After the 10 minutes of reading time have passed, take about 12 minutes for group members to summarize the challenges they investigated. You'll have about 2 minutes for each set of challenges. The timekeeper will probably need to hold other members to the time limit: a small sand timer might be an effective way to keep time during this activity. While each person presents, other group members should follow along in their Number Corner Teachers Guides and *take notes and highlight key information that will help them teach the challenges.*

Before moving on, spend just a few minutes discussing which challenges will be most important this month based on your state, district, or school priorities, as well as on your students' strengths and needs. Keep in mind that you'll also be doing the Calendar Grid, Days this Month, and Days in School routines; as is the case every month, you'll decide how often to revisit these routines and how much time to spend on them each time. Also spend a few minutes deciding on the theme for the October calendar markers: will you use the crab and sea star suggestion or select a different theme?

Part IV: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planner for October, which was downloaded from the Support for Bridges section of the Math Learning Center Web site (www.mathlearningcenter.org/resources/materials/grade-one.asp).

As you scan the planner, consider the following questions:

- What is the computational emphasis of Wednesday's Workout this month?
- On which days will students complete Number Corner Student Book pages?
- When is the formal assessment planned?

Take a minute or two to look at Skills Assessed in the October Number Corner (Sheet NC1.2) and make note of the skills that Number Corner will allow you to assess this month, especially those that are not addressed in Units One or Two. At a later time, you might find it helpful to compare this chart to your report card and highlight the skills on which you'll need to report at the end of this marking period.

Finally, spend 4 or 5 minutes using the following table to locate important information in the Number Corner Teachers Guide. *Use sticky notes to bookmark*

pages that you want to come back to at another time. Label the sticky notes so that you can quickly see what is located on each bookmarked page.

Grade 1 October Number Corner Helpful Resources		
Page Number	Resource	Description
77 & 78	Setup Pages	Show 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 routine and set of challenges.
82	Overview	Shows what challenge to do each day of the month, including the Student Book page number if one is used. Also shows when to administer the formal assessment (check-up).
119 and 120	October Assessment	Information about Number Corner Assessment 3.
120–122	Support Activities	Information about the Support Activities you can use with students who need extra practice telling time to the hour, interpreting tallies in the teens, or modeling doubles and neighbors addition facts.

Part V: Sharing Advance Preparation Responsibilities (7 minutes)

Use the Sharing Responsibilities for October chart (Sheet NC 1.3) to assign advance preparation tasks to specific group members. If your group is large enough, each teacher might only need to do advance preparation tasks every other month. If you have reliable parent volunteers or an assistant, you could also use this list to identify what they can do to help you. You can develop your own organizational system to store and locate all of the photocopies you will receive, or you can use some of the suggestions on Handout 2, Organizing Your Photocopies.

Assign one person to photocopy and distribute finished copies of all the work products from this meeting (including any copies your principal has requested), including the Successes & Challenges sheets, which will be completed in Part VI below. This will ensure that everyone has a record of the agreements you reached in this meeting. Also confirm the date, time, and location of your next meeting.

Part VI: Sharing Successes, Challenges & Solutions (10 minutes)

Spend whatever time you have left in this meeting discussing your successes and challenges. During this discussion, you will probably discover that your implementation is already successful in many ways, that you share some of the same struggles, and that your colleagues have insightful solutions to share. Be sure to start with the successes and reflect on what is going well before moving on to the challenges.

When you share the challenges you've encountered, work together to brainstorm solutions for them. Add helpful suggestions to the Solutions column on your chart, and refer to the Challenges & Solutions chart (Handout 1) and your Teachers Guide

for additional ideas. After recording solutions to the challenges you have encountered, have each group member identify at least two solutions to try in the classroom by making a star beside them on their charts. Be prepared to report back the group at the next meeting about how these solutions have worked in your classrooms.

Before you end the meeting, give your Successes & Challenges sheets to the group member who has agreed to make and distribute copies of your work products from this meeting.

Sheet NC1.1 Successes & Challenges (Parts II and VI)

Successes

I felt like celebrating when ...
I was pleasantly surprised when ...
Other Successes

Challenges

Record your challenges in this column.	Record potential solutions (that you thought of, were shared by your colleagues, or were found on the Challenges & Solutions chart) in this column.
I felt concerned when ...	
I'd like to be more effective at ...	
Other Challenges	

Sheet NC1.2 Skills Assessed in the October Number Corner (Part IV)

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the October Number Corner. (You will have opportunities during class discussions to assess other skills informally.) Look carefully at your first report card to determine which items you can report on using the assessment tools in the October Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Monday's Money (p. 88)	
<ul style="list-style-type: none"> • Knowing the value of different coins • Identifying different combinations of coins that have the same value • Finding the value of a collection of pennies and nickels 	Number Corner Student Book, p. 4, Pennies: 5 & More
Wednesday's Workout (p. 105)	
<ul style="list-style-type: none"> • Matching visual models and equations showing doubles and neighbors addition facts 	Number Corner Student Book, p. 7, Bugs: Doubles & Neighbors
Wednesday's Workout (p. 108)	
<ul style="list-style-type: none"> • Writing numerals • Writing numbers from 1–31 	Number Corner Student Book, p. 11, Today Is ...
Thursday's Thinking (p. 111)	
<ul style="list-style-type: none"> • Sorting objects by common attributes • Describing groups in a sorting schema with categorical labels 	Number Corner Student Book, p. 12, Which Bug Does NOT Belong?
Thursday's Thinking (p. 113)	
<ul style="list-style-type: none"> • Extending repeating patterns (ABCABC and AABAAB) 	Number Corner Student Book, p. 13, Bug Patterns
Friday's Figuring (p. 117)	
<ul style="list-style-type: none"> • Generating combinations of numbers that are equal to a part of a ten number • Writing equations 	Toward the middle of the month, each student will independently write equations for the day's date on a blank sheet of paper.
Assessment (p. 119)	
<ul style="list-style-type: none"> • Telling time to the hour on an analog clock • Counting by 5's and 1's to find the total of a group of tally marks • Solving doubles and neighbors addition facts using a visual model • Writing an equation to match a visual model 	Assessment 3: check-up, pages 1 and 2 (Blacklines NC A.10 and A.11) (The assessment blacklines are located in a separate section at the end of the Number Corner Blackline Masters.)

Sheet NC1.3 Sharing Responsibilities for October (Part V)

Task	Team Member	Date Due to Others
1. Run and distribute copies of participants' completed Successes & Challenges sheets, as well as the completed master copy of this Sharing Responsibilities for October sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 2. This involves some prep work (e.g., copies).		
3. Cut a set of about forty 4-by-4-inch squares of construction paper or cardstock for each classroom (enough for 31 finished calendar markers, plus extra for mistakes). Students will use these squares to make calendar markers. (See p. 12 in the Teachers Guide for more information.)		
4. Cut a ½-by-12-inch strip of red construction paper for each classroom. (See p. 91 in the Teachers Guide for more information.)		
5. Run copies of Blacklines NC 6, 7, and 9–11 for each classroom. Follow the copy directions at the top of each blackline master.		
6. Run a set of Blacklines NC 31 and 32 for each classroom and cut out the numbers. (These are the numbers for the calendar markers that students will create.)		
7. Run class sets of Number Corner Assessment Blacklines A.10 and A.11. (The assessment blacklines are located in a separate section at the end of the Number Corner Blackline Masters.)		
8. Run class sets of Student Book pages 4–13 if you don't have class sets of Student Books.		
9. Prepare 2 sets of each support game for each classroom using Number Corner Assessment Blacklines A.12–A.17. See pp. 120–122 in the Teachers Guide for more information about the games. (Note: You may not have time this year to use support games. Use your judgment about whether to prepare these games.)		
10.		
11.		