

## Number Corner Meeting 2

### Preparing to Teach November Number Corner

#### Recommended Timing

1 hour in late October (Can be combined with Meeting 1, Preparing to Teach Unit Two, if you have at least 2 hours to meet.)

#### Materials You'll Need for the Meeting

##### Each teacher will need to bring:

- Number Corner Teachers Guide, volume 1
- Number Corner Student Book
- pen
- notebook
- sticky notes

##### The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet NC2.1), 1 copy for each teacher
- November Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher  
*[www.mathlearningcenter.org/resources/materials/grade-one.asp](http://www.mathlearningcenter.org/resources/materials/grade-one.asp)*
- Skills Assessed in the November Number Corner (Sheet NC2.2), 1 copy for each teacher
- Sharing Responsibilities for November (Sheet NC2.3), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher
- 2-minute sand time, optional

#### Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by looking over the agenda on the next page. If you have more than an hour, take a moment to identify how you'd like to spend the extra time. Also review who is playing the role of timekeeper, recorder, and facilitator for this meeting.

Part	Time	Purpose
<b>I</b> Reviewing Roles & Agenda	3 minutes	Clarify group members' roles and review what will happen in today's meeting.
<b>II</b> 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.
<b>III</b> Reading & Summarizing the Routines & Challenges	25 minutes	Help all group members feel better prepared to teach the routines and challenges this month.
<b>IV</b> 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.
<b>V</b> Sharing Advance Preparation Responsibilities	7 minutes	Share responsibilities for preparing to teach the month among group members and determine the place, date, and time for your next meeting.
<b>VI</b> 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 NC2.1) 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 and prepare to give a 2-minute summary to the rest of the group. Try to give each group member an equal amount of work (e.g., 2 challenges apiece if you have 3 group members). Be sure someone reads the section titled "Making the Calendar Markers" on pages 129 and 130.

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., preparing 4 groups of 10 Unifix cubes for each pair of students prior to the first Wednesday's challenge on p. 143)

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.

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 November calendar markers: will you use the quilt block 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 November, which was downloaded from the Support for Bridges section of the Math Learning Center Web site ([www.mathlearningcenter.org/resources/materials/grade-one.asp](http://www.mathlearningcenter.org/resources/materials/grade-one.asp)).

As you scan the planner, consider the following questions:

- 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 November Number Corner (Sheet NC2.2) and make note of the skills that Number Corner will allow you to assess this month. 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 table on the next page 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 November Number Corner Helpful Resources		
Page Number	Resource	Description
123 & 124	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.
128	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).
163–165	November Assessment	Information about Number Corner Assessment 4.
165–168	Support Activities	Information about the Support Activities you can use with students who need extra practice finding the value of collections of pennies, nickels, and dimes; counting by 1, 5, and 10; and matching place value models to two-digit numbers.

### Part V: Sharing Advance Preparation Responsibilities (7 minutes)

Use the Sharing Responsibilities for November sheet to assign advance preparation tasks to specific group members. If you have reliable parent volunteers or an assistant, you could also use this list to identify what they can do to help you.

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. 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 in January 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. At the end of the year, you can look over all the Successes & Challenges sheets you will have completed (three altogether), so be sure to save your sheets in your notebooks.

## Sheet NC2.1 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 NC2.2 Skills Assessed in the November Number Corner (Part IV)

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the November 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 November Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
<b>Tuesday's Time, Tally &amp; Temperature (p. 138)</b>	
<ul style="list-style-type: none"> <li>• Telling time to the hour on an analog clock</li> </ul>	Number Corner Student Book, p. 15, Tell the Time
<b>Friday's Figuring (p. 161)</b>	
<ul style="list-style-type: none"> <li>• Generating combinations of numbers that are equal to a particle teen number</li> <li>• Writing equations</li> </ul>	Toward the middle of the month, each student will independently write equations for the day's date on a blank sheet of paper.
<b>Assessment (p. 163)</b>	
<ul style="list-style-type: none"> <li>• Counting by 1, 5, and 10</li> <li>• Counting, reading, and writing numbers to 80</li> <li>• Knowing the value of different coins</li> <li>• Finding the value of a collection of mixed dimes, nickels, and pennies</li> </ul>	Assessment 4: check up, pages 1–3 (Blacklines NC A.18–A.20)

**Sheet NC2.3      Sharing Responsibilities for November (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 November sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 3. This involves some prep work (e.g., copies).		
3. Run copies of Blackline NC 12 on cardstock for each classroom. Students will use them to make the quilt block calendar markers this month.		
4. Cut 4 white, 1 blue, and 1 red 9-by-12-inch pieces of construction paper into 1” squares for each classroom. (Do this only if you want to make quilt block calendar markers this month. See p. 129 for more information.)		
5. Run copies of Blacklines NC 7, 9, and 13–15 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 a class set of Number Corner Assessment Blacklines A.18–A.20 for each classroom.		
8. Run a class set of Student Book pages 15–19 for each classroom 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.21–A.25. See pp. 165–168 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.		