

Number Corner Meeting 3

Preparing to Teach December & January Number Corner

Recommended Timing

1 hour in late November (Can be combined with Meeting 2, Preparing to Teach Unit Three, 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 Guides, volumes 1 and 2
- Number Corner Student Book
- pen
- notebook
- sticky notes

The group will need:

- this guide, 1 copy for each teacher
- December & January Planners, downloaded from Math Learning Center Web site, 1 copy for each teacher
www.mathlearningcenter.org/resources/materials/grade-one.asp
- Skills Assessed in the December Number Corner (Sheet NC3.1), 1 copy for each teacher
- Skills Assessed in the January Number Corner (Sheet NC3.2), 1 copy for each teacher
- Sharing Responsibilities for December (Sheet NC3.3), 1 copy for each teacher
- Sharing Responsibilities for January (Sheet NC3.4), 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. Because you will be reviewing two months' worth of challenges in this meeting, you will not be recording and sharing successes and challenges today. 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
I Reviewing Roles & Agenda	3 minutes	Clarify group members' roles and review what will happen in today's meeting.
II Reading & Summarizing the Challenges	37 minutes	Help all group members feel better prepared to teach the challenges for these two months.
III Reviewing Important Planning Resources	10 minutes	Review what you'll be doing on a daily basis in Number Corner each month. Identify which skills are assessed and locate resources that will be helpful as you plan for and teach the challenges.
IV Sharing Advance Preparation Responsibilities	10 minutes	Share responsibilities for preparing to teach the months among group members and determine the place, date, and time for your next meeting.

Part II: Reading & Summarizing the Challenges (37 minutes)

For the next 15 minutes or so, each group member will read two or three of the December and January challenges and prepare to give a 2-minute summary of each to the rest of the group. Try to give each group member an equal amount of work (e.g., 3 challenges apiece if you have 3 group members).

In summarizing a set of challenges 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

After the 15 minutes of reading time have passed, take about 18 minutes for group members to summarize the challenges they investigated. You'll have about 2 minutes to summarize 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 using your discretion to decide how much time to spend on the Calendar Grid, Days this Month, and Days in School routines each month. Also spend a few minutes deciding on the themes for the calendar markers.

Part III: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planners for December and January. As you scan the planners, consider the following questions:

- On which days will students complete Number Corner Student Book pages?
- When are the formal assessments planned?

Take a minute or two to look at Skills Assessed in the December Number Corner and Skills Assessed in the January Number Corner (Sheets NC3.1 and NC3.2) and make note of the skills that Number Corner will allow you to assess these two months. At a later time, you might find it helpful to compare these charts 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 December Number Corner Helpful Resources		
Page Number	Resource	Description
169 & 170	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.
175	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).
205 and 206	December Assessment	Information about Number Corner Assessment 5.
206 and 207	Support Activity	Information about a support game you can use with students who need extra practice finding the total value of a collection of dimes, nickels, and pennies (counting by 1, 5, and 10).
Grade 1 January Number Corner Helpful Resources		
209 & 210	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.
215	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).
249 and 250	January Assessment	Information about Number Corner Assessment 6.
251–254	Support Activities	Information about the Support Activities you can use with students who need extra practice reading thermometers, telling time to the half hour, and finding the area of pattern block designs.

Part IV: Sharing Advance Preparation Responsibilities (10 minutes)

Use the Sharing Responsibilities for December and January charts (Sheets NC 3.3 and 3.4) to assign advance preparation tasks to specific group members. If you have reliable parent volunteers or an assistant, you could also use these lists 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). Also confirm the date, time, and location of your next meeting.

Sheet NC3.1 Skills Assessed in the December Number Corner (Part III)

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

SKILLS	WHERE SKILLS ARE ASSESSED
Thursday's Thinking (p. 198)	
<ul style="list-style-type: none"> • Counting by 1, 5, and 10 • Counting and writing numbers to about 80 • Counting objects by first grouping them by 10's and 1's • Estimating the number of objects in a collection of up to 80 with reasonable accuracy using a benchmark of 10 	Number Corner Student Book, p. 21, Scoop & Count
Friday's Figuring (p. 202)	
<ul style="list-style-type: none"> • Generating combinations of numbers that are equal to a particte teen 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. 205)	
<ul style="list-style-type: none"> • Finding the total value of a collection of mixed dimes, nickels, and pennies • Counting by 1, 5, and 10 • Adding two 2-digit numbers using a visual model 	Assessment 5: check up, pages 1 and 2 (Blacklines NC A.26 and A.27)

Sheet NC3.2 Skills Assessed in the January Number Corner (Part III)

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

SKILLS	WHERE SKILLS ARE ASSESSED
Thursday's Thinking (p. 241)	
<ul style="list-style-type: none"> • Solving doubles and neighbors addition facts using a visual model or mental strategies 	Number Corner Student Book, p. 27, See the Facts: Doubles & Neighbors
Friday's Figuring (p. 247)	
<ul style="list-style-type: none"> • Generating combinations of numbers that are equal to a particulate teen 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 half hour on an analog clock • Reading a thermometer • Composing and decomposing shapes into larger and smaller shapes (e.g., use 2 triangles to make a rhombus) • Measuring area with different pattern block shapes 	Assessment 6: check up, pages 1–3 (Blacklines NC A.30–A.32)

Sheet NC3.3 Sharing Responsibilities for December (Part IV)

Task	Team Member	Date Due to Others
1. Run and distribute copies of the completed master copy of this Sharing Responsibilities for December sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 4. 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 out the Coins on Board coordinate cards (Overhead NC 11) and store in an envelope.	Each teacher will do this for her or his own classroom.	N/A
5. Run copies of Blacklines NC 7, 9, 11, 13, and 15–17 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.26 and A.27 for each classroom.		
8. Run a class set of Student Book pages 20 and 21 for each classroom if you don't have class sets of Student Books.		
9. Prepare 2 sets of the support game for each classroom using Number Corner Assessment Blacklines A.28 and A.29. See pp. 206 and 207 in the Teachers Guide for more information about the game. (Note: You may not have time this year to use support games. Use your judgment about whether to prepare these games.)		
10.		
11.		

Sheet NC3.4 Sharing Responsibilities for January (Part IV)

Task	Team Member	Date Due to Others
1. Run and distribute copies of the completed master copy of this Sharing Responsibilities for January sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 4. 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.		
4. Cut ¼-inch-by-6-inch strips of red construction paper. You'll need 6 strips, plus some extra, for every student in each classroom. (See p. 224 for more information.)		
5. Cut ¼-inch-by-5-inch strips of red construction paper. You'll need 2 strips, plus some extra, for every student in each classroom. (See p. 249 for more information.)		
6. Run copies of Blacklines NC 7, 9, 11, 13, 15, 18, and 19 for each classroom. Follow the copy directions at the top of each blackline master.		
7. 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.)		
8. Run class sets of Number Corner Assessment Blacklines A.30–A.32.		
9. Run class sets of Student Book pages 22–27 if you don't have class sets of Student Books.		
10. Prepare 2 sets of each support game for each classroom using Number Corner Assessment Blacklines A.33–A.39. See pp. 251–254 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.)		
11.		
12.		