

## Number Corner Meeting 4

### Preparing to Teach February Number Corner

#### Recommended Timing

1 hour in late January (Can be combined with Meeting 3, Preparing to Teach Unit Four, 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 2
- Number Corner Student Book
- pen
- notebook
- sticky notes

##### The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet NC4.1), 1 copy for each teacher
- February 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 February Number Corner (Sheet NC4.2), 1 copy for each teacher
- Sharing Responsibilities for February (Sheet NC4.3), 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 Challenges	25 minutes	Help all group members feel better prepared to teach the 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 NC4.1) 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. In the final meeting of the year (Preparing to Teach May/June Number Corner), you will review the Successes & Challenges Sheets you completed year, of which this one is the last. After photocopies of the sheets have been made and distributed, be sure to keep your sheets in a safe place so that you can bring them to the final meeting.

### **Part III: Reading & Summarizing the 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., 1 or 2 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 10 minutes of reading time have passed, take about 10 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 about 5 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 February calendar markers.

#### **Part IV: Reviewing Important Planning Resources (10 minutes)**

Spend a few minutes looking over and discussing the Daily Planner for February. 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 February Number Corner (Sheet NC4.2) 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 February Number Corner Helpful Resources		
Page Number	Resource	Description
255 & 256	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.
261	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).
297 & 298	February Assessment	Information about Number Corner Assessment 7: Individual Interview.
298–303	Support Activities	Information about the Support Activities you can use with students who need extra practice counting by 1, 5, and 10; using models to solve doubles and neighbors addition and subtraction facts; or modeling and adding 2-digit numbers with place value models.

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

Use the Sharing Responsibilities for February chart (Sheet NC 4.3) 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. Also establish 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. 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, have each group member identify at least one solution to try in the classroom by making a star beside it on their charts. Be prepared to report back the group in April 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. In the final meeting in April, you'll look over the three Successes & Challenges sheets you completed this year, so be sure to save your sheets in your notebooks.

## Sheet NC4.1 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 NC4.2 Skills Assessed in the February Number Corner (Part IV)

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the February 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 February 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>Thursday's Thinking (p. 287)</b>	
<ul style="list-style-type: none"> <li>• Solving doubles addition facts from <math>1 + 1</math> to <math>10 + 10</math></li> <li>• Solving doubles subtraction facts from <math>2 - 1</math> to <math>20 - 10</math></li> </ul>	Number Corner Student Book, p. 33, Adding Doubles & Subtracting Doubles
<b>Thursday's Thinking (p. 290)</b>	
<ul style="list-style-type: none"> <li>• Adding 1 to numbers 0 to 11</li> <li>• Subtracting 1 from numbers 1 to 12</li> </ul>	Number Corner Student Book, p. 34, Adding 1's & Subtracting 1's
<b>Thursday's Thinking (p. 292)</b>	
<ul style="list-style-type: none"> <li>• Adding 2 to numbers 0 to 11</li> <li>• Subtracting 2 from numbers 2 to 13</li> </ul>	Number Corner Student Book, p. 35, Adding 2's & Subtracting 2's
<b>Friday's Figuring (p. 294)</b>	
<ul style="list-style-type: none"> <li>• Generating combinations of numbers that are equal to a particte 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. You can use the Friday Figuring assessment sheet (Blackline NC 21) to compare students' work on this assessment from different months this year.
<b>Assessment (p. 297)</b>	
<ul style="list-style-type: none"> <li>• Counting by 5's and 10's using visual models</li> <li>• Adding 2-digit numbers using visual models</li> <li>• Solving addition and subtraction doubles and neighbors facts using a visual model</li> </ul>	Assessment 7: individual interview, pages 1 and 2 (Blacklines NC A.40 and A.41)

### Sheet NC4.3      Sharing Responsibilities for February (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 February sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 5. 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 out the 25¢ or Bust! coin cards from Overhead NC 20.	Each teacher will do this for her or his own classroom.	N/A
5. Cut 4 or 6 ½-inch-by-6-inch strips of red construction paper for each student in each classroom. (See p. 273 for more information.)		
6. Run copies of Blacklines NC 7, 9, 11, 13, 15, and 19–21. for each classroom. Follow the copy directions at the top of each blackline master. (See p. 293 for more information.)		
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.40 and A.41.		
9. Run class sets of Student Book pages 29–35 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.36–A.39 and A.42–A.44. See pp. 298–303 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.		