

Unit Meeting 1

Preparing to Teach Unit Two: From Land to Sea: Understanding Addition & Subtraction

Recommended Timing

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

Materials You'll Need for the Meeting

Each teacher will need to bring:

- Teachers Guide Volume One
- Getting Started
- State Supplement (You would have received one in your Bridges kit if this applied to you.)
- pen
- notebook
- sticky notes

The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet U1.1), 1 copy for each teacher
- Unit Two Skills Across the Grade Levels (Sheet U1.2), 1 copy for each teacher
- Instruction & Assessment of Key Unit Two Learning Objectives (Sheet U1.3), 1 copy for each teacher
- Sharing Responsibilities for Unit Two (Sheet U1.4), 1 copy for each teacher
- 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 the Bridges in Mathematics curriculum 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 below, 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 Bridges so far; use your sheet during this meeting to record potential solutions to your challenges.
III Looking at the Unit Planning Guide	5 minutes	Develop a big picture of the unit.
IV Exploring Unit Two	5 minutes	Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit.
V Reading the Unit Two Introduction	10 minutes	Deepen your understanding of the big mathematical ideas in the unit, as well as the flow of the instruction and assessment.
VI Completing the Instruction & Assessment of Key Learning Objectives Chart	15 minutes	Identify when the most important learning objectives in the unit will be taught and assessed.
VII Sharing Advance Preparation Responsibilities	7 minutes	Share responsibilities for preparing to teach the unit among group members and determine the place, date, and time for your next meeting.
VIII 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 U1.1) 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: Looking at the Unit Planning Guide (5 minutes)

Note *If you received a state supplement in your Bridges kit, it is very important to use the planning guide and activities included with that supplement.*

Turn to pages 129 and 130 in the Teachers Guide and mark them with a sticky note tab labeled "Unit Two Planning Guide" so that you can find this planning guide quickly. Spend a minute or two looking over the Unit Two Planning Guide and then discuss how you can use the information it provides to plan your instruction for the unit. The following questions may help structure your discussion.

- When is the first assessment? What skills does it assess?
- How often are Home Connections assigned?
- In which session will you collect work samples from students?
- In which sessions will you introduce new Work Places?

Part IV: Exploring Unit Two (5 minutes)

Use the chart below to locate and skim several important sections of the Teachers Guide and Getting Started that will be helpful as you plan for and teach Unit Two. We recommend bookmarking each page with a sticky note so it is easy to find the information again. You'll be able to find what you're looking for even more quickly if you label each sticky note. Take some time now to tape or staple Unit Two Skills Across the Grade Levels (Sheet U1.2) into your Unit Two Introduction, perhaps close to the Unit Two Planner on pages 129 and 130.

Grade 1 Unit Two Helpful Resources		
Page Numbers	Resource	Description
Bridges Teachers Guide, volume 1		
127 & 128	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
131–133	Work Places 2 Setup	Shows all Work Places introduced in Unit Two and specifies in which Session each is introduced, as well as the materials you'll need to place in the Work Place basket. This resource can help you plan ahead for upcoming Work Places throughout the unit.
265–272	Individual Interviews	Provides information about the three interviews you can use during this unit to assess your students' skills with addition, subtraction, and patterns.
273–278	Sea Creatures Across the Curriculum	Provides ideas about how you can explore sea creatures through other subject areas, including language arts and science.
Getting Started		
30	Unit Two: From Land to Sea	This paragraph provides advice about which sessions to leave out or combine if you feel like you're taking too long to get through the unit.
43	Work Places Chart	This 1-page chart shows all of the Work Places for the entire year. It shows when each is introduced and removed, as well as the skills addressed by each unit's worth of Work Places.
59	Questions from Teachers about Integrate Themes	Provides information about using the songs and poems in this unit.

Part V: Reading the Unit Two Introduction (10 minutes)

Read the Unit Two Introduction in silence (Teachers Guide pages 119–128). As you read, consider these questions and make notes if you like:

- What are the learning objectives for your students? What do you want students to know and be able to do by the end of the unit?
- As you are teaching the unit, what assessment tools and opportunities will you use to determine whether students are meeting the learning objectives?

If you finish reading the introduction before the other members of the group, spend the rest of this time skimming the sessions in the unit.

Part VI: Completing the Instruction & Assessment of Key Learning Objectives Chart (15 minutes)

As a group, read the paragraph at the top of the Instruction & Assessment of Key Unit Two Learning Objectives sheet (Sheet U1.3). Then work together to identify when each of the three learning objectives is taught. Be sure to include Problems & Investigations (the whole group lessons) and Work Places (partner games and activities).

Then, work together to identify the assessments that will allow you to determine whether every student in your class has met these three learning objectives. Remember to consider both formative and summative assessments, and don't limit your list to formal assessments: also consider opportunities for observation and other informal assessments.

Part VII: Sharing Advance Preparation Responsibilities (7 minutes)

Use the Sharing Responsibilities chart (Sheet U 1.4) to assign advance preparation tasks to specific group members. For example, one person might take responsibility for running copies of all the blacklines, while someone else agrees to run copies of all the assessment blacklines. 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 VIII 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 VIII: Sharing Successes, Challenges & Solutions (10 minutes)

Spend whatever time you have left in this meeting discussing your successes and challenges with one another. 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 Getting Started 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 U1.1 Successes & Challenges (Parts II and VIII)**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 or in Getting Started) in this column.
I felt concerned when ...	
I'd like to be more effective at ...	
Other Challenges	

Sheet U1.2 Unit Two Skills Across the Grade Levels (Part IV)

The table below shows the major skills and concepts addressed in Unit Two. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Kindergarten, elsewhere in Grade 1, and also in Grade 2. The Competencies & Experiences chart in Getting Started (pp. 91–96) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT TWO	GRADE K	GRADE 1, UNIT 2	ELSEWHERE IN GRADE 1	GRADE 2
Count by 1's, 5's, and 10's	I	D	Units One, Three, Four, and Six All months of Number Corner	R/E
Solve addition facts with sums to 20 using objects/drawings and numbers	I	D	Units Three and Four September, October, and December – May/June Number Corner	R/E
Solve subtraction facts from 5 using objects/drawings and numbers	I	M	Unit Four January–May/June Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	Units One, Three, Four, and Six October Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	D	Units Three and Four All months of Number Corner	R/E
Recognizing and modeling odd and even numbers	I	I/D		D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Four and Six All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	I/D	Units Three, Four, and Six May/June Number Corner	D
Find the value of mixed collections of pennies, nickels, and dimes	I	D	Unit Three All months of Number Corner	M

I – Skill or concept is introduced or re-introduced.

D – Skill or concept is developed.

M – Skill or concept is expected to be mastered.

R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

N/A – Skills or concept is not addressed.

Sheet U1.3 Instruction & Assessment of Key Unit Two Learning Objectives (Part VI)

This unit addresses many important skills and concepts. The three skills on the chart below are arguably the most critical. Record when each skill is taught and assessed; some information is filled in for you as an example. Keep in mind that Work Places provide recurring opportunities for instruction, practice, and assessment of key skills. Try to identify both formative and summative assessments for each skill.*

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
1. Solve addition facts with sums to 20 using objects/drawings and numbers	Key Sessions 2 Bags of Buttons Addition	Key Sessions and/or Assessments
	Work Places 2A Buttons Addition (Session 3)	Work Places 2A Buttons Addition (Session 3)
Additional instruction and practice in Units Three and Four and September, October, and December–May/June Number Corner.		
2. Solve subtraction facts from 5 using objects/drawings and numbers	Key Sessions	Key Sessions and/or Assessments
	Work Places	Work Places
Additional instruction and practice in Unit Four and January–May/June Number Corner.		
3. Solve addition and subtraction story problems using models, pictures, and/or numbers	Key Sessions	Key Sessions and/or Assessments
	Work Places	Work Places
Additional instruction and practice in Units Three, Four, and Six and October Number Corner.		

* **Formative assessments** provide information about student understanding during the course of instruction, while the student is learning. Formative assessments are used to guide further instruction to meet the needs of the student.

Summative assessments measure student learning at a particular point in time, usually when instruction and practice of the assessed skill is complete, for example at the end of a unit. A post-assessment is an example of a summative assessment.

Sheet U1.4 Sharing Responsibilities for Unit Two (Part VII)

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 and distribute copies of participants' completed Successes & Challenges sheets, as well as the completed master copies of the Instruction & Assessment of Key Unit Two Learning Objectives sheet and this Sharing Responsibilities for Unit Two sheet. This includes providing 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. Run copies of Blacklines 2.1–2.47 for each classroom according to copy instructions at the top of the blacklines.		
4. Run a class set of Assessment Blacklines A 2.1–2.3 for each classroom.		
5. Prepare a class set of Home Connections 2–6 for each classroom using Blacklines HC 2.1–6.2.		
6. Run a copy of pages 2.1–2.15 in the Song & Poetry Portfolio for each classroom using 11"-by-17" paper. (You could use the masters in the portfolio and not make copies if you are short on time or paper.)		
7. To prepare for making the crab chart in Session 9, cut out the following pieces of construction paper for each classroom: orange, blue, or light brown: three 5"-by-7" pieces per student black: one 2" x 2" piece per student manila or light brown: one 3" x 9" piece per student		
8. To prepare for making the sea star quilt in Sessions 12–14, cut apart the following pieces of construction paper for each classroom: six 9"-by-12" sheets of turquoise cut into 1-inch squares two 9"-by-12" sheets of tan cut into 1-inch squares two 9"-by-12" sheets of white cut into 1-inch squares one 5 5/8"-by-5 5/8" piece of white for each student one 5 5/8"-by-5 5/8" piece of tan for each student		
9. To prepare for making the picture problems in Sessions 24 and 25, cut out the follow pieces of construction paper for each classroom, plus some extra: class set of 4"-by-12" turquoise class set of 3"-by-12" tan class set of 3"-by-3" yellow class set of 3"-by-4" white cut to form talking bubbles class set of 3"-by-4" brown and manila		
10. Briefly look over Sessions 9, 12–14, 24, and 25 to get a sense of what you'll need to prepare in advance to conduct them. Then highlight these sessions on your Unit Two Planning Guide to remind yourself that they require advance preparation.	Each teacher will do this independently.	N/A