

## Unit Meeting 2

### Preparing to Teach Unit Three: Lobster Legs & Whale Tales: Computation & Place Value

#### Recommended Timing

1 hour in late November (Can be combined with Meeting 3, Preparing to Teach December/January 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 Two
- 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
- Unit Three Skills Across the Grade Levels (Sheet U2.1), 1 copy for each teacher
- Investigating the Math in Unit Three (Sheet U2.2), 1 copy for each teacher
- Instruction & Assessment of Key Unit Three Learning Objectives (Sheet U2.3), 1 copy for each teacher
- Sharing Responsibilities for Unit Three (Sheet U2.4), 1 copy for each teacher

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

Begin the meeting by looking over the agenda on the next page, making sure to note the purpose of each section. 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.

Note that in this meeting you will review the math concepts addressed in this unit instead of discussing successes, challenges, and solutions as you have in past meetings. You will return to successes and challenges in the next 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> Looking at the Unit Planning Guide	3 minutes	Develop a big picture of the unit.
<b>III</b> Exploring Unit Three	5 minutes	Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit.
<b>IV</b> Reading the Unit Three Introduction	10 minutes	Deepen your understanding of the big mathematical ideas in the unit, as well as the flow of the instruction and assessment.
<b>V</b> Getting into the Math of Unit Three	17 minutes	Prepare to teach the key learning objectives in this unit by doing some math and investigating the concepts more deeply.
<b>VI</b> 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.
<b>VII</b> 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.

### Part II: Looking at the Unit Planning Guide (3 minutes)

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

Turn to page 292 in the Teachers Guide and mark it with a sticky note tab labeled “Unit Three Planning Guide” so that you can find this planning guide quickly. Spend a minute or two looking over the Unit Three Planning Guide and then discuss how you can use the information it provides to plan your instruction for the unit. The questions below may help structure your discussion.

- In which sessions will you introduce new Work Places?
- In which sessions will students produce work samples that you can add to their portfolios?
- In which sessions will you play games as a whole class? In which sessions will students solve story problems?

### Part III: Exploring Unit Three (5 minutes)

Use the chart on the next page 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 Three. 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 Three Skills Across the Grade Levels (Sheet U2.1) into your Unit Three Introduction, perhaps close to the Unit Three Planning Guide on page 292.

<b>Grade 1 Unit Three Helpful Resources</b>		
<b>Page Numbers</b>	<b>Resource</b>	<b>Description</b>
<b>Bridges Teachers Guide, volume 2</b>		
288–291	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
294 & 295	Work Places 3 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.
395–398	Individual Interviews	Provides information about the two interviews you can use toward the end of this unit to assess your students' skills with adding 10 to single-digit numbers and counting by 2's, 5's, and 10's.
<b>Getting Started</b>		
30	Unit Three: Lobster Legs & Whale Tails	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.
50–53	Advice about Work Places	Provides advice about managing Work Places. It may be helpful to revisit this information now that you've been doing Work Places for a while in your classrooms.

#### **Part IV: Reading the Unit Three Introduction (10 minutes)**

Read the Unit Three Introduction in silence (Teachers Guide pages 279–291). 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 V: Getting into the Math of Unit Three (17 minutes)**

Developing an understanding of whole numbers, as well as strategies for adding and subtracting them, is one of the most critical features of first grade mathematics, reflected by the Curriculum Focal Points released in 2006 by the National Council of Teachers of Mathematics and by state standards across the

country. For the next 15 to 20 minutes, you'll explore a story problem and a game situation featured in this unit, which will help prepare you to guide students toward a deeper and more fluent understanding of addition and subtraction.

Use Sheet 2.2 to guide your mathematical investigation. The prompts will ask you to imagine ways that your students will solve different kinds of problems and will direct you to key passages in the Teachers Guide. Approaching the mathematics from a student's perspective—while also reflecting on how students' strengths, needs, and sources of confusion might impact your teaching—will leave you better prepared to teach this 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 Three Learning Objectives sheet (Sheet U2.3). 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 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.

Assign one person to photocopy and distribute finished copies of all the work products from this meeting. 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.

## Sheet U2.1 Unit Three Skills Across the Grade Levels (Part III)

The table below shows the major skills and concepts addressed in Unit Three. 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 THREE	GRADE K	GRADE 1, UNIT 3	ELSEWHERE IN GRADE 1	GRADE 2
Count, read, and write numbers to 100	I	D	Units One, Four, and Six All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	I/D	Units Four and Six All months of Number Corner	R/E
Count by 1's, 2's, 5's, and 10's	I	D	Units One, Two, 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 Two and Four September, October, and December–May Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	D	Units Two and Four All months of Number Corner	R/E
Solve addition and subtraction story problems using models, pictures, and/or numbers	I	D	Units One, Two, Four, and Six October Number Corner	R/E
Solve multiplication and division story problems using pictures, symbols, equations, and/or words	I	I/D	Units One, Four, and Six	D
Find the value of mixed collections of pennies, nickels, dimes, and quarters	I	D	Unit Two All months of Number Corner	M
Tell time to the nearest 5 minutes on an analog clock	N/A	I	All months of Number Corner	M
Determine one quantity when given another based on a simple relationship	I	D	Units Two, Four, and Six May/June Number Corner	D

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

D – Skill or concept is developed.

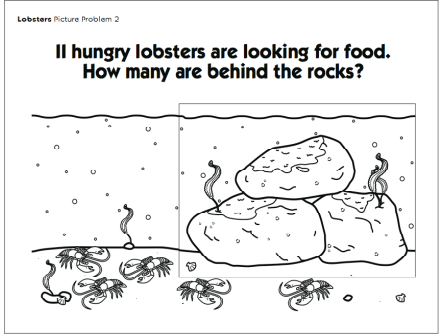
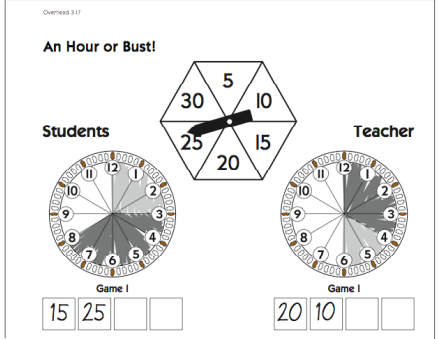
M – Skill or concept is expected to be mastered.

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

N/A – Skills or concept is not addressed.

## Sheet U2.2 Investigating the Math in Unit Three (Part V)

For each prompt, follow the sequence of activities from left to right. Do the activity or problem, read the specified passages in the Teachers Guide, and then discuss the question(s). Take notes in the right-hand column. You can be flexible in deciding which questions to discuss (or address your own questions).

	DO	READ	DISCUSS	NOTES
<b>Prompt 1</b>	<p>Try to imagine how your students would solve this picture problem from Session 11. Record 3 or 4 different ways to solve the problem.</p> 	<p>Dialog on pp. 348 &amp; 349</p>	<ul style="list-style-type: none"> <li>• If a student responded, “I just know it’s 6,” how could you elicit more information about her thinking?</li> <li>• Which students in your class might have difficulty solving this problem? What specific strategies could you use to provide scaffolding for them?</li> </ul>	
<b>Prompt 2</b>	<p>Try to imagine how your students would figure out how many minutes they have accumulated and how many the teacher has accumulated on the game board shown below.</p>  <p>Record 3 or 4 different ways to solve the problem.</p>	<p>Dialog on pp. 374 &amp; 375</p>	<ul style="list-style-type: none"> <li>• By what increments are your students likely to count on the clock face?</li> <li>• Do you think it’s easier or harder for students to count by 5’s on the clock face or when using nickels? Why?</li> <li>• What questions could you ask about this game to challenge students?</li> </ul>	

### Sheet U2.3 Instruction & Assessment of Key Unit Three 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; and try to identify both formative and summative assessments for each skill.\*

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
1. Count by 1's, 2's, 5's, and 10's	Key Sessions 1 & 2 Solving Student Crab & Sea Star Picture Problems	Key Sessions and/or Assessments Interview 2: Sea Creature Counting
	Work Places 3D Count & Compare Coins	Work Places
Additional instruction and practice in Units Four and Six and all months of Number Corner.		
2. Solve addition, subtraction, multiplication, and division story problems	Key Sessions	Key Sessions and/or Assessments
	Work Places	Work Places
Additional instruction and practice in Units Four and Six.		
3. Find the value of mixed collections of pennies, nickels, dimes, and quarters	Key Sessions	Key Sessions and/or Assessments
	Work Places	Work Places
Additional instruction and practice in all months of 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 U2.4 Sharing Responsibilities for Unit Three (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 the completed master copies of the Instruction & Assessment of Key Unit Three Learning Objectives sheet and this Sharing Responsibilities for Unit Three 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 Blacklines 3.1–3.17 for each classroom according to copy instructions at the top of the blacklines.		
4. Run a class set of Assessment Blacklines A 3.1 and 3.2 for each classroom.		
5. Prepare a class set of Home Connections 7–10 for each classroom using Blacklines HC 7.1–10.3.		
6. Run a copy of pages 3.1–3.11 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 lobster picture problems in Sessions 12 and 13, cut out the following pieces of construction paper for each classroom: turquoise: one 4"-by-12" piece per student manila or light brown: one 3" x 12" piece per student yellow: one 3"-by-3" piece per student		
8. Cut four 1 3/4"-by-1 1/2" pieces of cardstock or railroad board for each classroom. (Two pieces used in Session 5 and two pieces used in Session 14.)		
9. Briefly look over Sessions 12, 13, 19, and 20 to get a sense of what you'll need to prepare in advance to conduct them. Then highlight these sessions on your Unit Three Planning Guide to remind yourself that they require advance preparation.	Each teacher will do this independently.	N/A
10.		
11.		