

## Unit Meeting 3

### Preparing to Teach Unit Four: Penguins: Measuring, Sorting, Computation & More

#### Recommended Timing

1 hour in late January (Can be combined with Meeting 4, Preparing to Teach February 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
- Successes & Challenges (Sheet U3.1), 1 copy for each teacher
- Unit Four Skills Across the Grade Levels (Sheet U3.2), 1 copy for each teacher
- Instruction & Assessment of Key Unit Four Learning Objectives (Sheet U3.3), 1 copy for each teacher
- Sharing Responsibilities for Unit Four (Sheet U3.4), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher

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

Begin the meeting by looking over the agenda on the next page. 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
<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 Bridges so far; use your sheet during this meeting to record potential solutions to your challenges.
<b>III</b> Looking at the Unit Planning Guide	5 minutes	Develop a big picture of the unit.
<b>IV</b> Exploring Unit Four	5 minutes	Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit.
<b>V</b> Reading the Unit Four 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>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.
<b>VIII</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 U3.1) 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. This is the last time you will fill out these sheets this year.

### 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 planner and activities included with that supplement.*

Turn to page 409 in the Teachers Guide and mark it with a sticky note tab labeled "Unit Four Planning Guide." Spend a minute or two looking over the 3-page cross-curricular planning guide. Then discuss a) what you notice about the unit and/or b) how you can use this information to plan your instruction for the unit. You might also want to spend some time talking about how extensively you want to implement this integrated unit.

**Part IV: Exploring Unit Four (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 Four. We recommend bookmarking each page with a labeled sticky note to make it easy to find the information again. Take some time now to tape or staple Unit Four Skills Across the Grade Levels (Sheet U3.2) into your Unit Four Introduction, perhaps close to the Unit Four Planning Guide that starts on page 409.

<b>Grade 1 Unit Four Helpful Resources</b>		
<b>Page Numbers</b>	<b>Resource</b>	<b>Description</b>
<b>Bridges Teachers Guide, volume 2</b>		
406–408	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
412–419	What Materials Will I Need to Prepare?	Provides a list of everything you will need to gather and do to prepare for Unit Four.
<b>Getting Started</b>		
110	Table of Support Activities	Lists the Support Activities (located in a special section of the Number Corner Blacklines) and specifies what skill each activity addresses. These activities can be a helpful resource for sharpening struggling students' skills before springtime testing.
60	Question about Integrated Theme Units	Provides information you may find helpful as you decide how extensively to implement this first integrated theme unit.

**Part V: Reading the Unit Four Introduction (10 minutes)**

Read the Unit Four Introduction in silence (Teachers Guide pages 399–408). 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 Four Learning Objectives sheet (Sheet U3.3). Then work together to identify

when each of the three learning objectives is taught and what assessments 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)**

Look carefully at pages 412–419 to get a sense of what you'll need to do ahead of time to prepare to teach this unit. Then use the Sharing Responsibilities chart 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. Sharing responsibilities among colleagues and volunteers can make implementing this integrated unit more manageable and enjoyable.

Note that there is quite a bit more preparation required for this unit and that the travel games are used instead of Work Places to help students become more fluent with computation skills. You might consider keeping these games for use in future years, rather than sending them home with students at the conclusion of the unit. This will save you a lot of prep time in the future.

Assign one person to photocopy and distribute finished copies of all the work products from this meeting (including copies requested by your principal), including the Successes & Challenges sheets, which will be completed in Part VIII below. 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. 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), Getting Started, and your Teachers Guide for additional ideas.

Discuss the solutions you've been implementing in your classrooms over the past few months. Are they helping? Did you discover ways to adapt them or improve upon them?

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. Save these sheets with the ones the group members completed in the first meeting. In the final meeting of the year, you'll review the set for evidence of your progress and to identify ways that you can plan for smoother implementation next year.

## Sheet U3.1 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 U3.2 Unit Four Skills Across the Grade Levels (Part IV)

The table below shows the major skills and concepts addressed in Unit Four. 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 FOUR	GRADE K	GRADE 1, UNIT 4	ELSEWHERE IN GRADE 1	GRADE 2
Compare the length and weight of objects using terms like <i>longer than</i> , <i>shorter than</i> , <i>heavier than</i> , and <i>lighter than</i>	I	M		N/A
Measure length in standard units (inches or centimeters)	N/A	I/D		D
Measure weight in pounds	N/A	I		N/A
Measure temperature in degrees Fahrenheit using a thermometer	N/A	I	All months of Number Corner	N/A
Count, read, and write numbers to 100	I	D	Units One, Three, and Six All months of Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	D	Units Three and Six All months of Number Corner	M
Solve addition facts with sums to 20 using objects/drawings and numbers	I	M	Units Two and Three September, October, and December– May/June Number Corner	R/E
Solve subtraction facts from 10 using objects/drawings and numbers	I	M	Unit Two January and May/June Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	I	M	Units Two and Three 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 models, pictures, and/or numbers	I	D	Units One–Three and Six October Number Corner	D
Describe, extend, and make generalizations about numeric and geometric patterns	I	D	Units Two and Six All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	I	D	Units Two, Three, and Six May/June Number Corner	D

I – Skill or concept is introduced or re-introduced.  
M – Skill or concept is expected to be mastered.  
N/A – Skills or concept is not addressed.

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

### Sheet U3.3 Instruction & Assessment of Key Unit Four Learning Objectives (Part VI)

This unit addresses many important skills and concepts. The three measurement skills on the chart below are arguably the most critical, and none are addressed in depth elsewhere in Grade 1 Bridges. Record when each skill is taught and assessed in this unit. Try to identify both formative and summative assessments for each skill.

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
<b>1.</b> Compare the length and weight of objects using terms like <i>longer than</i> , <i>shorter than</i> , <i>heavier than</i> , and <i>lighter than</i>	Key Sessions	Key Sessions
<b>2.</b> Measure length in inches	Key Sessions	Key Sessions
<b>3.</b> Measure weight in pounds	Key Sessions	Key Sessions

## Sheet U3.4 Sharing Responsibilities for Unit Four (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 Four Learning Objectives sheet and this Sharing Responsibilities for Unit Four sheet. This includes providing 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. Run copies of Blacklines 4.1–4.14 for each classroom according to copy instructions at the top of the blacklines. (You'll need plenty of cardstock for 4.5–4.7.)		
4. Prepare a copy of Ten Little Penguins: A Subtraction Book for each classroom using Blacklines 4.15–4.25 run on cardstock.		
5. Run copies of Blacklines 4.26–4.82 for each classroom according to copy instructions at the top of the blacklines. (You'll need plenty of cardstock for 4.31–4.35, 4.47–4.50, 4.52–4.55, and 4.62–4.64.)		
6. Run a copy of pages 4.1–4.15 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 Penguin folders on Day 1, cut out the following pieces of construction paper for each classroom (plus a few extra of each): white: one 3"-by-9" and one 3"-by-3" piece per student black: one 4" x 6" piece per student orange or yellow: one 3"-by-3" piece per student		
8. Gather pictures, books, old calendars, and videos about penguins and Antarctica. (See pp. 418 and 419 for suggestions.)	All teachers can do this and then share resources with the group.	
9. Look over pp. 412–419 to get a sense of what you'll need to prepare in advance for this unit.	Each teacher will do this independently.	N/A
10.		
11.		