

Number Corner Meeting 1

Preparing to Teach October Number Corner

Recommended Timing

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

The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet NC1.1), 1 copy for each teacher
- October Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher
www.mathlearningcenter.org/resources/materials/grade-two.asp
- Skills Assessed in October Number Corner (Sheet NC1.2), 1 copy for each teacher
- Sharing Responsibilities for October (Sheet NC1.3), 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 (5 minutes)

Begin the meeting by assigning or confirming the roles discussed in the initial meeting. You will need a facilitator, a record keeper, and a timekeeper. If you have four people, have two people share the role of facilitator. Although there are sheets for everyone to complete, you still need to designate one person as the official record keeper. Then, start looking over the agenda on the next page and noting the time and purpose of each section. While each section of the meeting could take much longer than the time allotted, we recommend you try to stay on schedule as

much as possible in order to accomplish the goals of the meeting within a reasonable amount of time. Of course, you can spend more time on some or all sections if all group members are willing.

Part	Time	Purpose
I Reviewing Roles & Agenda	5 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 Number Corner thus far, time to listen to, support, and share ideas with colleagues. Use your sheet during this meeting to record potential solutions to your challenges.
III Reading & Summarizing the Routines	25 minutes	Help all group members understand the key ideas and feel better prepared to teach the routines and challenges this month.
IV 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 workouts.
V Sharing Advance Preparation Responsibilities	5 minutes	Share responsibilities for preparing to teach the next Number Corner month among group members and determine the place, date, and time for your next meeting.
VI Sharing Successes, Challenges & Solutions	10 minutes	Listen to, share with, and support colleagues with an emphasis on generating solutions to challenges.

Part II: Recording Your Successes & Challenges (5 minutes)

Each group member should take a few moments to reflect on the experience of working with Number Corner. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet NC1.1). Please note that you will have an opportunity to share from this sheet at the end of the meeting—do not begin to discuss this sheet now. During this meeting, you might be able to record partial solutions to your challenges based on your discussions and readings.

Part III: Reading & Summarizing the Routines (25 minutes)

October Number Corner consists of six different routines: The Calendar Grid, Daily Number Chart, Mystery Numbers on the Hundreds Grid, The Magnetic Tile, The Coin Collector, and The Bean Clock. There is also an assessment—Number Corner Check-up 1. Use a jigsaw format to explore all of these routines—each participant will choose an equal amount of routines to explore and then to report findings back to the group. It is okay to have more than one person read the same routine or to research the assessment in order distribute the exploration evenly. It is especially important for the time keeper to keep everyone on track as there is a great deal to get done in this portion of the meeting.

Take about ten minutes to read the routines you have selected and to prepare to share with your group. Your sharing should help everyone feel more prepared to teach the routine you are summarizing. As you prepare to report back to your group, get ready to provide the following information:

- the key learning objective of this routine
- how to use the Number Corner Student Book pages that go along with this routine (Be sure to look at the pages in the Number Corner Student Book, especially if they are not shown in the Teachers Guide.)
- the recommended frequency for the routine

Take about 15 minutes for group members to describe the routine(s) they investigated. You'll have about 3 minutes for each summary. While each person presents, be sure to have your Number Corner Teachers Guide open to the appropriate pages. *Take notes and highlight as your colleagues present to help you better prepare for teaching these routines.* Before moving on, spend just a few minutes discussing which routines will be most important this month based on your state, district, or school priorities, as well as on your students' strengths and needs.

Part IV: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planner for October. You can find the planner on this page of the Math Learning Center's Web site: www.mathlearningcenter.org/resources/materials/grade-two.asp. These questions may help structure your discussion:

- How can the planner help guide your instruction?
- Do you have to do every routine every day?
- Is there time for assessment during Number Corner?

Then, take a minute to look at Skills Assessed in October Number Corner (sheet NC1.2). Notice how many skills are explored in Number Corner! At a later time, you can highlight the skills for which you need to assess your students for their report cards.

Finally, spend four or five minutes using the table on the following page to help you locate important information in the curriculum materials. *Use small sticky tabs to mark 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 2 October Number Corner Resources		
Page Number	Resource	Description
Number Corner Teachers Guide		
47	Setup Page	Shows 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.
49	Introduction to October Number Corner	Provides a brief overview of the routines and associated skills in this month's Number Corner as well as suggestions for when and how often to do each routine.
50	Planning Guide	Shows how often to do each routine, and whether you are only updating the routine or if you are updating and discussing the routine as a whole group.
50 & 51	The Student Book	Describes what students will do in the Student Book this month and explains the first (of four) Number Corner Check-Ups (assessment).

Part V: Sharing Advance Preparation Responsibilities (5 minutes)

Use the Sharing Responsibilities for October chart (sheet NC1.3) to assign advance preparation tasks to specific group members. Preparing for Number Corner can feel overwhelming so we recommend supporting each other in getting ready to teach Number Corner. Find ways to make Number Corner as easy as possible for you as there is an invaluable amount of math explored here. 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 in Handout 2, Organizing Your Photocopies.

Assign one person to photocopy and distribute finished copies of Successes & Challenges and Sharing Responsibilities for October. The latter sheet will be turned in to your administrator, if this is what you agree upon in the initial meeting. This will ensure that everyone has a record of the agreements reached in this meeting. Also confirm the date, time, and location of your next meeting.

Part VI: Sharing Successes, Challenges & Solutions (10 minutes)

Share your Successes and Challenges sheet with your colleagues. Be sure to begin with your successes! When you share the challenges you've encountered, work together to brainstorm solutions for them. You might also find the Challenges & Solutions chart (Handout 1) useful for this purpose. Try to stay positive, and focus on generating realistic solutions to group members' challenges during this short conversation.

Each group member can commit to trying at least two of the solutions in his or her classroom and then reporting back to the group in your next meeting; record your

initials beside the solutions you'll implement. Be prepared to report back to the group at the next meeting about how these solutions have worked in your classroom.

Before you end your meeting, give your Successes & Challenges sheets to the group member who has agreed to make and distribute copies of your work from this meeting.

Sheet NC1.1 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 NC1.2 Skills Assessed in October Number Corner (Part IV)

Number Corner teaches a variety of important skills that your students need to know. Each routine offers opportunities—formal and informal—to assess these skills. The chart below shows the skills that are formally assessed with paper-and-pencil methods during the October Number Corner. (You will have opportunities during class discussions to assess other skills informally.) At another time, you can look carefully at your first report card to determine which items you can report on using the assessment tools in October Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Calendar Grid (pp. 52–54)	
<ul style="list-style-type: none"> • Recognizing, describing, and extending patterns • Exploring multiples of 3 and 4 • Making predictions and generalizations 	Number Corner Student Book, page 5, The Calendar Grid
Daily Number Chart (pp. 55–59)	
<ul style="list-style-type: none"> • Counting by 1's, 2's, 5's and 10's • Exploring place value notation 	Number Corner Student Book, page 6, The Daily Number Chart
Computational Fluency (pp. 64–69)	
<ul style="list-style-type: none"> • Exploring properties of odd and even numbers • Exploring addition and subtraction strategies 	Number Corner Student Book, page 7, Doubles & Neighbors
The Coin Collector and the Bean Clock	
<ul style="list-style-type: none"> • Recognizing coins and knowing how much each coin is worth • Counting by 1's, 5's, 10's, and 25's • Exploring combinations of counting patterns • Telling time on an analog clock • Understanding that each number on the clock signifies 5 minutes and there are 60 minutes on an hour 	Number Corner Student Book, page 8, The Coin Collector and The Bean Clock
Assessment (pp. 110–113)	
<ul style="list-style-type: none"> • Basic addition facts • Basic subtraction facts • Exploring place value notation • Telling time on an analog clock • Recognizing coins and knowing how much each coin is worth • Counting by 1's, 5's, 10's, and 25's • Exploring combinations of counting patterns 	Number Corner Checkup 1, Number Corner Student Book, pages 9 and 10

Sheet NC1.3 Sharing Responsibilities for October (Part V)

Task	Team Member	Date Due to Others
1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for October. Bring a copy of Sharing Responsibilities to your administrator, if this is what you have agreed upon.		
2. Prepare for and host Meeting 2. This involves some prep work (e.g., copies).		
3. Run class sets of Student Book pages 5 – 10 if you don't have class sets of Student Books		
4. Staple 20 sheets of 5 ½" by 8 ½" white copier paper together to make a pad of paper for each class for the Magnetic Tile Routine		
5. Note that there is some advance preparation for each routine in individual classrooms. See the "You'll Need" section in the beginnings of each routine description and the "Preparation" description in the Daily Number Chart, Mystery Numbers on the Hundreds Grid, and the Bean Clock routines.	Each teacher will do this independently.	N/A
6.		
7.		
8.		
9.		
10.		
11.		