

## Number Corner Meeting 2

### Preparing to Teach November Number Corner

#### Recommended Timing

1 hour in mid to late October (can be combined with Meeting 2, Preparing to Teach Unit Three, 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 NC2.1), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher
- November Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher  
*[www.mathlearningcenter.org/resources/materials/grade-two.asp](http://www.mathlearningcenter.org/resources/materials/grade-two.asp)*
- Skills Assessed in November Number Corner (Sheet NC2.2), 1 copy for each teacher
- Sharing Responsibilities for November (Sheet NC2.3), 1 copy for each teacher

#### Part I: Reviewing Roles & Agenda (5 minutes)

Begin the meeting by assigning or confirming the roles discussed in the initial meeting—a facilitator, a record keeper, and a timekeeper. 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.

<b>Part</b>	<b>Time</b>	<b>Purpose</b>
<b>I</b> Reviewing Roles & Agenda	5 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 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.
<b>III</b> Reading & Summarizing Routines	25 minutes	Help all group members understand the key ideas and feel better prepared to teach the routines and 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 workouts.
<b>V</b> 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.
<b>VI</b> 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 NC2.1). 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 potential solutions to your challenges based on your discussions and readings.

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

November Number Corner consists of five different routines: the Calendar Grid, Daily Number Chart, Magnetic Tile, Hundreds Grid, and Daily Measure: Length. 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. Note that the Calendar Grid description is more involved this month as the first three days of Number Corner are devoted to time for the students to make the calendar markers. You may want to have one person take only that routine while everyone else takes other two routines. It is okay to have more than one person read the same routine. 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 of each 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 November. You can find the planner on this page of the Math Learning Center's Web site: [www.mathlearningcenter.org/resources/materials/grade-two.asp](http://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 the Skills Assessed in November Number Corner (Sheet NC2.2). 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 November Number Corner Resources		
Page Number	Resource	Description
<b>Number Corner Teachers Guide</b>		
75	Setup Page	Shows what materials are posted on your Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each routine.
77–78	Introduction to November Number Corner	Provides a brief overview of the routines and associated skills in this month's Number Corner. Identifies important differences between last month's routines and this month's routines and highlights necessary preparation for the Calendar Grid.
78	November 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.
78	The Student Book	Describes what students will do in the Student Book this month and includes important information to read before November 1.
Blacklines NC2–NC4	Blacklines needed for November	Note that these blacklines can be found at the back of the Number Corner Teachers Guide. You will need these blacklines for the routines this month.

### Part V: Sharing Advance Preparation Responsibilities (5 minutes)

Use the Sharing Responsibilities for November chart (sheet NC2.3) 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.

Assign one person to photocopy and distribute finished copies of Successes & Challenges and Sharing Responsibilities for November. The latter sheet may be turned in to your administrator, if this is what you agreed 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)

In the last meeting, each teacher selected two solutions to try out in the classroom. Take a moment to share what happened when you tried the solutions discussed or discovered in the last meeting. Let your colleagues know if the solutions worked, if you would recommend them, or if you would alter them in some way in order to be more effective. Then, share your Successes & 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.

Before you leave the meeting, commit to trying two more of the solutions in your classroom. This time you will have two months to try them out—you will report back in Meeting 4: Preparing to Teach February Number Corner. Record your initials beside the solutions you'll implement. Be prepared to report back to the group at Meeting 4 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 work from this meeting.

## Sheet NC2.1 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 NC2.2 Skills Assessed in November Number Corner (Part IV)

Each routine offers opportunities—formal and informal—to assess these skills. The Number Corner student book offers paper and pencil assessment. The chart below shows the skills that are formally assessed with paper-and-pencil methods during the November Number Corner. (You will have opportunities during class discussions to assess other skills informally—note that the skills and concepts addressed are written at the beginning of each routine.) At a later time, you can look carefully at your first report card to determine which items you can report on using the assessment tools in November 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>Calendar Grid (pp. 79–88)</b>	
<ul style="list-style-type: none"> <li>• Creating patterns with objects</li> <li>• Thinking flexibly</li> </ul>	Number Corner Student Book, page 11, The Calendar Grid
<b>Daily Number Chart (pp. 92–96)</b>	
<ul style="list-style-type: none"> <li>• Counting by 10's and 1's</li> <li>• Generating equations for a given number by examining a visual model</li> <li>• Using standard notation for addition and subtraction</li> <li>• Exploring standard notation for multiplication and division</li> </ul>	Number Corner Student Book, pages 13 – 16, The Daily Number Chart
<b>The Magnetic Tile (pp. 97–100)</b>	
<ul style="list-style-type: none"> <li>• Exploring the factors of numbers between 1 and 31</li> <li>• Exploring rectangular arrays</li> <li>• Generating equations for a given number by examining a visual model</li> <li>• Using standard notation for addition and subtraction</li> <li>• Exploring standard notation for multiplication and division</li> </ul>	Number Corner Student Book, pages 17 – 19, Making Tile Rectangles
<b>The Daily Measure (pp. 101–107)</b>	
<ul style="list-style-type: none"> <li>• Estimating Length</li> <li>• Using different nonstandard units to measure the same object and predicting whether the measure will be greater or smaller when a different unit is used</li> <li>• Relating on measure to another</li> </ul>	Number Corner Student Book, page 20, The Daily Measure

## Sheet NC2.3 Sharing Responsibilities for November (Part V)

*Note that there is a “You’ll Need” section in the beginning of each routine and a “You’ll Need” section in the middle of certain routines describing what you need when students complete their Student Book pages.*

Task	Team Member	Date Due to Others
1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for November. Bring a copy of Sharing Responsibilities to your administrator, if this is what has been agreed upon.		
2. Prepare for and host Meeting 3. This involves some prep work (e.g., copies).		
3. Run class sets of Student Book pages 11–20 if you don’t have class sets of Student Books.		
4. Make a voting chart for each classroom, drawn on 36” by 36” paper. (See the model on page 79.)		
5. Cut thirty 2 ¾” squares of white construction paper, and thirty 3 ¼” squares and thirty 5” squares on several different colored sheets of paper for each classroom. See page 81 for more information. These are for the calendar markers—each teacher may want to choose the colors for the markers themselves.		
6. For the Hundreds Grid, run 12 copies of Blackline NC 2 and staple them into a pad for each classroom. (Blacklines are in the back of the Number Corner Teachers Guide.)		
7. For the Daily Number Chart, run 6 copies of Blackline NC 3 and staple them into a pad. Staple 6 sheets of blank paper into another pad for each classroom. (Blacklines are in the back of the Number Corner Teachers Guide.)		
8. For the Magnetic Tile, make a pad of paper by stapling together 6 – 8 sheets of white copier paper for each classroom.		
9. Run 4 copies of Blackline NC 4 for each classroom. (Blacklines are in the back of the Number Corner Teachers Guide.)		
10.		
11.		