

## Number Corner Meeting 3

### Preparing to Teach December & January Number Corner

#### Recommended Timing

1 hour in mid to late November (Can be combined with Meeting 3, Preparing to Teach Unit Four, 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
- sticky notes
- Number Corner Student Book

##### The group will need:

- this guide, 1 copy for each teacher
- December & January Planners, 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 the December Number Corner (Sheet NC3.1), 1 copy for each teacher
- Skills Assessed in the January Number Corner (Sheet NC3.2), 1 copy for each teacher
- Sharing Responsibilities for December (Sheet NC3.3), 1 copy for each teacher
- Sharing Responsibilities for January (Sheet NC3.4), 1 copy for each teacher

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

Begin the meeting by looking over the agenda on the next page. Because you will be reviewing two months' worth of routines in this meeting, you will not be recording and sharing successes and challenges today. If you have more than an hour, take a moment to identify how you'd like to spend the extra 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> Reading & Summarizing the Routines	37 minutes	Help all group members feel better prepared to teach every routine this month.
<b>III</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 routines.
<b>IV</b> Sharing Advance Preparation Responsibilities	10 minutes	Share responsibilities for preparing to teach the month among group members and determine the place, date, and time for your next meeting.

### Part II: Reading & Summarizing the Routines (37 Minutes)

For the next 15 minutes or so, each group member will read two or three of the December and January routines and prepare to give a 2-minute summary of each routine to the rest of the group. Try to give each group member an equal amount of work. Note that there are two new routines, which may take more time to research and summarize so plan accordingly. 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. Below are the routines we recommend you research and share—note that not all of the routines are listed here.

#### December Routines

Calendar Grid  
Daily Number Chart  
Magnetic Tile  
The Bean Clock

#### January Routines

The Base Ten Bank (New routine)  
The Routine Wheel (New routine)  
The Daily Measure  
Assessment—*Use Number Corner Student Book, pages 36–38 and the Teachers Guide pages 134 and 135.*

In summarizing a routine for the rest of the group, the presenter's goal is to help everyone feel prepared to teach the routine. Be ready to address the following points in your summary:

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

After the 15 minutes of reading time have passed, take about 20 minutes for group members to summarize the routines they investigated. You'll have about 2 minutes for each routine. The timekeeper will probably need to hold other members to the time limit: a timer might be an effective way to keep time during this activity. 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 III: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planners for December and January. As you scan the planners, consider the following questions:

- On each day, what are you just updating and what are you actually teaching?
- On which days will students complete Number Corner Student Book pages?
- When and what is the formal assessment planned in January?

Take a minute or two to look at Skills Assessed in the December Number Corner and Skills Assessed in the January Number Corner (Sheets NC3.1 and NC3.2) and make note of the skills that Number Corner will allow you to assess these two months. At a later time, you might find it helpful to compare these charts to your report card and highlight the skills on which you'll need to report at the end of this marking period.

Finally, spend 4 or 5 minutes using the tables on this page and the following page to locate important information in the Number Corner Teachers Guide. *Use sticky notes to bookmark 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.

<b>Grade 2 December Number Corner Helpful Resources</b>		
<b>Page Number</b>	<b>Resource</b>	<b>Description</b>
109	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.
111 & 112	Introduction to December Number Corner	Provides a brief overview of the routines and associated skills in this month's Number Corner. Identifies similarities and differences between last month's routines and this month's routines.
112	December 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.
112 & 113	The Student Book	Describes what students will do in the Student Book and explains which pages are familiar and which pages are new.

<b>Grade 2 January Number Corner Helpful Resources</b>		
131	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.
133	Introduction to January 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.
134	January 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.
134 & 135	The Student Book	Describes what students will do in the Student Book this month. Pay close attention to the description of Number Corner Check-Up 2, the second of four assessments throughout the year in Number Corner.

#### **Part IV: Sharing Advance Preparation Responsibilities (10 minutes)**

Use the Sharing Responsibilities for December and January charts (Sheets NC3.3 and NC3.4) to assign advance preparation tasks to specific group members. If you have reliable parent volunteers or an assistant, you could also use these lists 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 (including any copies your principal has requested). Also establish the date, time, and location of the next meeting. Remember to try out the two strategies or solutions you selected during the Successes, Challenges, & Solutions section of the last meeting. You will report back on these solutions in the next meeting.

**NC3.1 Skills Assessed in the December Number Corner (Part III)**

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the December Number Corner. (You will have opportunities during class discussions to assess other skills informally.) At a later time, you can look carefully at your report card to determine which items you can report on using the assessment tools in the December Number Corner. Keep in mind that it is best to evaluate student understanding using more than one assessment.

<b>SKILLS</b>	<b>WHERE SKILLS ARE ASSESSED</b>
<b>Daily Number Chart (p. 119122)</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 2124, The Daily Number Chart
<b>The Magnetic Tile (p. 177182)</b>	
<ul style="list-style-type: none"> <li>• Exploring fractional parts of sets</li> <li>• Connecting the idea of halves with dividing sets of objects into 2 equal groups</li> <li>• Exploring the results of dividing odd and even numbers</li> </ul>	Number Corner Student Book, page 25, Tile Fractions
<b>The Bean Clock (p. 188193)</b>	
<ul style="list-style-type: none"> <li>• Telling time</li> <li>• Counting by 5's</li> </ul>	Number Corner Student Book, page 26, Bean Clock

## Sheet NC3.2 Skills Assessed in the January Number Corner (Part III)

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the January Number Corner. (You will have opportunities during class discussions to assess other skills informally.) At a later time, you can look carefully at your report card to determine which items you can report on using the assessment tools in the January Number Corner. Keep in mind that it is best to evaluate student understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
<b>The Calendar Grid (pages 136138)</b>	
<ul style="list-style-type: none"> <li>• Recognizing, describing, and extending patterns</li> <li>• Exploring fractions</li> </ul>	Number Corner Student Book, page 35
<b>The Magnetic Tile (pages 140143)</b>	
<ul style="list-style-type: none"> <li>• Exploring fractional parts of sets</li> <li>• Connecting the idea of halves with dividing sets of objects into 2 equal groups</li> </ul>	Number Corner Student Book, 27, Tile Fractions
<b>The Base Ten Bank (pages 144151)</b>	
<ul style="list-style-type: none"> <li>• Practicing various types of addition facts (doubles, neighbor number facts, +10's, +9's)</li> <li>• Counting by 100's, 10's, and 1's</li> <li>• Understanding place value notation</li> <li>• Developing strategies for adding numbers over 20</li> </ul>	Number Corner Student Book, pages 32 and 33, Base Ten Bank
<b>The Routine Wheel (pages 152155)</b>	
<ul style="list-style-type: none"> <li>• Practicing various types of addition facts (doubles, neighbor number facts, +10's, +9's, adding and subtracting 0's, 1's, and 2's, subtracting 10's and 1's)</li> </ul>	Number Corner Student Book, pages 28–31, Routine Wheel
<b>The Daily Measure (page 159)</b>	
<ul style="list-style-type: none"> <li>• Estimating weight</li> <li>• Using different nonstandard units to weigh the same object and predicting whether the results will be more or less when different units are used</li> <li>• Relating one measure to another</li> </ul>	Number Corner Student Book, page 34, Daily Measure
<b>Assessment (pages 134 and 135)</b>	
<ul style="list-style-type: none"> <li>• Basic addition and subtraction facts</li> <li>• Counting by 100's, 10's and 1's, and recognizing the place value notation for 100's, 10's, and 1's</li> <li>• Measuring with centimeters</li> <li>• Telling time and showing a certain time on a clock</li> <li>• Counting coins and making specific amounts of money</li> <li>• Using different strategies to add and subtract 2-digit numbers</li> </ul>	Number Corner Checkup 2, Number Corner Student Book, pages 3638

### Sheet NC3.3      Sharing Responsibilities for December (Part IV)

Task	Team Member	Date Due to Others
1. Run and distribute copies of the completed master copy of this Sharing Responsibilities for December sheet. Provide 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. For the Hundreds Grid, run 6 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.)		
4. Run class sets of Student Book pages 21–26 if you don't have class sets of Student Books		
5. Make a pad of 8 ½" by 11" copier paper to hang next to the Daily Number Chart for each classroom. Run 5 or 6 copies on NC 3 for the Daily Number Chart, as described on pages 120–122.		
6. Make a pad of 5 ½" by 8 ½" white copier paper for the Magnetic Tile routine for each classroom.		
7.		
8.		
9.		
10.		

## Sheet NC3.4      Sharing Responsibilities for January (Part IV)

***Note** The new routines need various materials that came in your Bridges kit. Try to organize these materials so they are easily accessible to you and students during Number Corner. See pages 144 and 152 for more information. You will also need a variety of objects to weigh for the Daily Measure: see page 156 for more information.*

Task	Team Member	Date Due to Others
1. Run and distribute copies of the completed master copy of this Sharing Responsibilities for January sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Make a pad of 5 ½" by 8 ½" white copier paper for the Magnetic Tile routine for each classroom.		
3. For the Base Ten bank, run several copies of Blackline NC 7. Cut along the dotted line and then staple half sheets into a pad for each classroom.		
4. Run class sets of Student Book pages 27–35 if you don't have class sets of Student Books.		
5. Run 1 copy of Blackline NC 6 for Magnetic Tile Fractions each classroom.		
6. Run 4 copies of NC 8 for the Daily Measure: Weight for each classroom.		
7.		
8.		
9.		