

Unit Meeting 1

Preparing to Teach Unit Two: Hungry Ants

Recommended Timing

1 hour in late September (Can be combined with Meeting 1, Preparing to Teach October 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 One
- 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 U1.1), 1 copy for each teacher
- Unit Two Skills Across the Grade Levels (Sheet U1.2), 1 copy for each teacher
- Instruction & Assessment of Key Unit Two Learning Objectives (Sheet U1.3), 1 copy for each teacher
- Sharing Responsibilities for Unit Two (Sheet U1.4), 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)

As educators, you are responsible for inspiring learning and understanding in a diverse group of students. The purpose of these meetings is to help you meet that responsibility by making it easier to implement the Bridges in Mathematics curriculum through collaboration and shared responsibilities with your colleagues. These meetings should focus on learning—learning for you and for your students.

Begin the meeting by looking over the agenda on the next page, making sure to note the time and purpose of each section. While you could spend more time on each part of the meeting than is indicated below, 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
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 Bridges so far; use your sheet during this meeting to record potential solutions to your challenges.
III Looking at the Unit Two Planning Guide	5 minutes	Develop a big picture of the unit.
IV Exploring Unit Two	5 minutes	Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit.
V Reading the Unit Two Introduction	10 minutes	Deepen your understanding of the big mathematical ideas in the unit, as well as the flow of the instruction and assessment.
VI Completing the Instruction & Assessment of Key Unit Two Learning Objectives Chart	15 minutes	Identify when the most important learning objectives in the unit will be taught and assessed.
VII Sharing Advance Preparation Responsibilities	5 minutes	Share responsibilities for preparing to teach the unit among group members and determine the place, date, and time for your next meeting.
VIII 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)

Each group member should take a few moments to reflect on the experience of working with the Bridges program at this point in the year. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet U1.1). 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 the meeting, you can record potential solutions to challenges as they come up.

Part III: Looking at the Unit Two Planning Guide (5 minutes)

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

Turn to page 127 in the Teachers Guide and mark it with a sticky note tab labeled “Unit Two Planning Guide” so that you can find this planning guide quickly. Spend

a minute or two looking over the Unit Two Planning Guide and then discuss how you can use the information it provides to plan your instruction for the unit. Note that Unit Two is the first of two units that are considered *Integrated Themes* where students apply what they have learned to new contexts. The questions below may help structure your discussion.

- When do your students create story problems?
- How often are Home Connections assigned?
- In which session will students generate work samples that can become part of their portfolios?
- In which sessions will students use Work Places?

Part IV: Exploring Unit Two (5 minutes)

Use the chart below and 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 Two. 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 Two Skills Across the Grade Levels (Sheet U1.2) into your Unit Two Introduction, perhaps close to the Unit Two Planner on pages 127.

Grade 2 Unit Two Helpful Resources		
Page Numbers	Resource	Description
Bridges Teachers Guide, volume 1		
121–124	What's Going to Happen in This Unit?	Provides a detailed summary of the unit and includes when students do assessments, problems & investigations, and work places. Describes what students actually do and what models they use.
124 & 125	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
121 & 122	Important Note	This note explains the books you will need to collect for this unit and is followed by examples of read-alouds, resource books, and other classroom resources.
171 & 172	Assessment Tips	Looking at Children's Work—Provides ideas about what to look for and consider as you look at student work.

Getting Started		
16 & 17	Overview of Program Components	These pages show where to find each of the Bridges components and how they work together.
23–25	What Happens if I get Behind?	Provides advice about what to do if you feel like you're taking too long to get through the unit. It advises you on what sessions to leave out or combine for each unit.
63 & 64	Assessment Methods: Work Samples	Provides information about how to use student work samples as assessments and provides suggestions for looking at students' work.

Part V: Reading the Unit Two Introduction (10 minutes)

Read the Unit Two Introduction in silence (Teachers Guide pages 121–126). 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 Unit Two Learning Objectives Chart (15 minutes)

As a group, read the paragraph at the top of the Instruction & Assessment of Key Unit Two Learning Objectives sheet (Sheet U1.3). 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 for Unit Two chart (Sheet U1.4) 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. 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 all the work products from this meeting (including any copies your principal has requested), including the Successes & Challenges sheets, which will be completed in Part VIII below. 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.

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

Spend whatever time you have left in this meeting discussing your successes and challenges with one another. During this discussion, you will probably discover that your implementation is already successful in many ways, that you share some of the same struggles, and that your colleagues have insightful solutions to share. Be sure to 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) and your Getting Started guide for additional ideas. After recording solutions to the challenges you have encountered, have each group member identify at least two solutions to try in the classroom by making a star beside them on their charts. Be prepared to report back the group at the next meeting about how these solutions have worked in your classrooms.

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.

Sheet U1.1 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 U1.2 Unit Two Skills Across the Grade Levels (Part IV)

The table below shows the major skills and concepts addressed in Unit Two. 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 Grade 1, elsewhere in Grade 2, and also in Grade 3. The Competencies & Experiences chart in Getting Started (pp. 78–82) 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 TWO	GRADE 1	GRADE 2, UNIT 2	ELSEWHERE IN GRADE 2	GRADE 3
Count by 1, 2, 5, and 10	M	R/E	Units One, Five, and Six September, October, December, and March–May/June Number Corner	R/E
Add and subtract 1- and 2-digit numbers	D	D	Units One, Three, Five, and Seven All months of Number Corner	R/E
Solve addition and subtraction, story problems using models, pictures, and numbers	M	R/E	Units Five and Seven May/June Number Corner	R/E
Solve multiplication, and division story problems using pictures, symbols, equations, and words	I	D	Units Five and Seven	D
Demonstrate the meaning of addition, subtraction, multiplication, and division using models, words, and/or numbers	D	D	Units Three–Five and Seven September–November and January–May/June Number Corner	D
Identify and apply the operation needed to solve a problem	D	D	Units Five and Seven May/June Number Corner	D
Evaluate and explain whether the solution to a problem is reasonable	N/A	I	Units Five and Seven	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.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

Sheet U1.3 Instruction & Assessment of Key Unit Two 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 are filled in for you as an example. Try to identify both formative and summative assessments for each skill.*

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
1. Solve addition, subtraction, multiplication and division story problems using pictures, symbols, equations, and words	Key Sessions Session 11: Shopping for Hungry Ant Story Problems, Part 1	Key Sessions Work Sample: Session 11: Shopping for Hungry Ant Story Problems, Part 1
Additional instruction and practice in Units Five and Seven and May/June Number Corner		
2. Identifying needed information to pose and solve a story problem	Key Sessions Session 8: Creating Hungry Ant Story Problems, Part 1	Key Sessions Session 8: Creating Hungry Ant Story Problems, Part 1
Additional instruction and practice in Units Five and Seven and May/June Number Corner		
3. Exploring the idea of symbolizing the problem statement and the solution process (e.g. using a number sentence to symbolize a story problem)	Key Sessions	Key Sessions
Additional instruction and practice in Units Five and Seven and May/June 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 U1.4 Sharing Responsibilities for Unit Two (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.

Note For Sessions 8 and 9, students create their own story ant problems. You can choose the "color-in method" or the "collage method." For the "color-in method," you will need a class set of Blacklines 2.46 and 2.47. For the "collage method," you will need 9" by 12" light blue construction paper, 6" by 12" pieces of light brown construction paper, 3" by 6" pieces of gray or dark brown pieces of construction paper, 3" by 4" pieces of black paper, and scraps of green and brown paper for each student.

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 Two Learning Objectives sheet and this Sharing Responsibilities for Unit Two sheet. This includes providing your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 2. This involves some prep work (e.g., copies).		
3. Run 10 copies of Blacklines 2.1–2.4 for each classroom. Run a class set of Blackline 2.5 for each classroom. Run a class set plus a few extra of Blackline 2.20 for each classroom.		
4. Run a double class set plus a few extra of Blackline 2.30 for each classroom. Run 1 copy of Blacklines 2.42 and 2.43 for each classroom. Cut them apart according to the directions on the top of the page.		
5. Prepare a class set of Home Connections 5–7 using Home Connection Blacklines 5.1–5.3, 6.1–6.4, and 7.1–7.4 for each classroom.		
6. Run a copy of Blacklines 2.6–2.12, 2.13–2.17, 2.21–2.24, 2.25–2.27, 2.31–2.35, 2.36–2.39 for each classroom. These will be used to create a wall chart or book		
7. Run a class set of Blacklines 2.18–2.20, 2.28, 2.29, 2.40, and 2.41 for each class.		
8. Run 15 copies of Blacklines 2.44 and 2.45 and cut pages in half by type of ant for each class.		
9. Be sure to have a book, video, or film about ants. See pages 121 and 122 for recommended resources.	Each teacher will do this independently.	N/A
10.		