

## Unit Meeting 2

### Preparing to Teach Unit Three: Addition, Subtraction & Probability

#### Recommended Timing

1 hour in late October (Can be combined with Meeting 2, Preparing to Teach November 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 U2.1), 1 copy for each teacher
- Unit Three Skills Across the Grade Levels (Sheet U2.2), 1 copy for each teacher
- Instruction & Assessment of Key Unit Three Learning Objectives (Sheet U2.3), 1 copy for each teacher
- Sharing Responsibilities for Unit Three (Sheet U2.4), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher

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

Confirm or assign roles of facilitator, record keeper, and timekeeper. Begin the meeting by looking over the agenda on the following 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.

Part	Time	Purpose
<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 Bridges so far; use your sheet during this meeting to record potential solutions to your challenges.
<b>III</b> Looking at the Unit Three Planning Guide	5 minutes	Develop a big picture of the unit.
<b>IV</b> Exploring Unit Three	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 Three 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 Unit Three 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)**

Each group member should take a few moments to reflect on the experience of working with the Bridges curriculum at this point in the year. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet U2.1). 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 Three 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 pages 193-194 in the Teachers Guide and mark them with a sticky note tab labeled “Unit Three Planning Guide” so that you can find this planning guide quickly. Spend a minute or two looking over the Unit Three Planning Guide and then discuss how you can use the information it provides to plan your instruction for the unit. The questions below may help structure your discussion.

- When do the assessments occur in this unit?
- When do you make a class chart of addition strategies? When do you make a class chart of subtraction strategies?
- How often are Home Connections assigned?
- In which sessions will students use Work Places?

#### Part IV: Exploring Unit Three (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 Three. 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 Three Skills Across the Grade Levels (Sheet U2.2) into your Unit Three Introduction, perhaps close to the Unit Three Planner on pages 193–194.

<b>Grade 2 Unit Three Helpful Resources</b>		
<b>Page Numbers</b>	<b>Resource</b>	<b>Description</b>
<b>Bridges Teachers Guide, volume 1</b>		
183–186	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.
186–191	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught.
205–207	Looking at Children's Work	Includes a sheet from the addition assessment and guidance for what to look for as you examine student work. Includes thoughts on Timed Tests as well.
227–242 and 281–296	Work Places	Overview, materials, skills, set up, instructional considerations, and descriptions for Work Places 4 and Work Places 5, respectively
229 & 230	Assessment Tips	Notes on how to assess students during Work Places; includes an observation sheet that will help you record your students' skills
319 & 320	Assessment Tips	Includes notes for looking at student work at the end of the unit, focusing particularly on progress from earlier work.
<b>Getting Started</b>		
21 & 22	An Instructional Overview	A description of the content and themes in each unit for second grade—this outline will help you see where your students are going from here.
34–45	Work Places	Provides information on Second Grade Work Places. Note the chart of the Work Places for each unit on page 35. Includes thoughts on preparing for, organizing, and managing Work Places and student work.

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

Read the Unit Three Introduction in silence (Teachers Guide pages 182–192). Note the many strategies for addition and subtraction facts and note the importance of naming the facts. 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 Three Learning Objectives Chart (15 minutes)**

As a group, read the paragraph at the top of the Instruction & Assessment of Key Unit Three Learning Objectives sheet (Sheet U2.3). 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 Three chart (Sheet U2.4) 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.

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 U2.1 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 U2.2 Unit Three Skills Across the Grade Levels (Part IV)

The table below shows the major skills and concepts addressed in Unit Three. 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 THREE	GRADE 1	GRADE 2, UNIT 3	ELSEWHERE IN GRADE 2	GRADE 3
Use strategies in the development and demonstration of computational fluency with addition and subtraction facts	I	D	October, January–March, and May/June Number Corner	R/E S
Recall basic addition facts with sums to 20	I	D/M	October, January, and February Number Corner	R/E S
Recall basic subtraction facts from 18	I	D	October, January–March, and May Number Corner	R/E S
Demonstrate the meaning of addition and subtraction using models and numbers	M	R/E	Units One, Two, Five, and Seven All months of Number Corner	R/E
Predict the likelihood of a particular outcome based on the initial conditions of a simple game	I	D	Unit Seven January and February Number Corner	D
Record and systematically keep track of the outcomes when an event is repeated many times	I	D	Units Six and Seven December and January Number Corner	M
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units Five–Seven	M

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 U2.3 Instruction & Assessment of Key Unit Three 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. Keep in mind that Work Places provide recurring opportunities for instruction, practice, and assessment of many, but not all key skills; and try to identify both formative and summative assessments for each skill.\*

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
1. Use strategies in the development and demonstration of computational fluency with addition and subtraction facts	Key Sessions Session 7: Make the Sum	Key Sessions Sessions 23 & 24: Assessment
	Work Places	Work Places
Additional instruction and practice in January – March and May/June Number Corner		
2. Demonstrate the meaning of addition and subtraction using models and numbers	Key Sessions	Key Sessions
	Work Places	Work Places
Additional instruction and practice in Units Five and Seven and all months of Number Corner		
3. Exploring probability – making reasonable predictions and recording outcomes in a systematic way	Key Sessions	Key Sessions
	Work Places 4A Shake, Reach, & Record	Work Places 4A Shake, Reach & Record record sheets
Additional instruction and practice in Units Six and Seven and December – February 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 U2.4 Sharing Responsibilities for Unit Three (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 Three Learning Objectives sheet and this Sharing Responsibilities for Unit Three sheet. This includes providing your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 3. This involves some prep work (e.g., copies).		
3. Run a class set of Blacklines 3.3, 3.22, 3.24, 3.25, and 3.30–3.35 for each classroom		
4. Run a half-class set of Blackline 3.2 for each classroom. Run a half-class set of Blackline 3.5. Run a class set, plus a few extras, of Blackline 3.23.		
5. Work Place Blacklines: Run 30 copies for each classroom of Blacklines 3.13–3.17, 3.23–3.30, and 3.42		
6. Work Place Blacklines: Run a class set of Blackline 3.6 for each class. Each teacher will need to staple this to the front of each student's work folder. Run a class set of Blackline 3.41. Each teacher will need to staple this to the front of each student's work folder after Blackline 3.6 is complete.		
7. Work Place Blacklines: Run 15 copies of Blacklines 3.8–3.12 for each class. Run 15 copies of Blacklines 3.36–3.40 for each class.		
8. Assessment Blacklines: Run 2 class sets of Blacklines 3.1 and 3.4 for each class. Run a class set of Blackline 3.7. Each teacher will need to label each sheet with a child's name.		
9. Home Connection Blacklines: Run class sets of Blacklines HC 8.1–8.4, 9.1–9.3, 10.1–10.5, and 11.1–11.5 for each classroom.		
10. For Sessions 9–11 (Character Quilts): Run a half-class set of Blackline 3.18 and cut in half for each classroom. ( <i>Teachers will need to decide if they want to use Blackline 3.19 or 3.20 for this project. You can decide now and assign someone to run class sets of the designated blackline or decide later and run your own.</i> ) Run a class set of Blackline 3.21 for each classroom.		
11. For Sessions 9–11 (Character Quilts): Cut many 1-inch squares in the following colors: yellow, red, green, black, brown, tan, and orange. (See page 248 for more information.)		
12. For Session 2, you will need to create the background for the class chart of addition strategies. You need 36" by 50" butcher paper and 130 2" by 3" white construction paper slips. (See page 198 for more information.) For Session 5, you will need to create the background for the class chart of subtraction strategies. You need two 60" lengths of wide butcher paper and 220 2" by 3" white construction paper slips. (See page 214 for more information.) To save time in the future, you might want to laminate your charts before the addition and subtraction facts are added. <i>You can also have students write the facts on 3" by 3" sticky notes so you don't have to cut all of the paper slips.</i>	Each teacher will do this independently.	N/A