

Unit Six & March Key Pages

The pages listed below include information and organizational tools that will help you prepare for and teach Unit Six and March Number Corner. Locate these pages in your Teachers Guides, flag them with sticky notes, read or skim them, and discuss as needed.

MARCH KEY PAGES (MEETING PART II) (Number Corner Teachers Guide, vol. 2)		
Download the March Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/grade-two.asp		
189	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 workout.
192	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
192–193	The Student Book	Describes what students will do in the Student Book this month; includes sample pages of Number Corner Check-Up 3.
UNIT SIX KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 3)		
Download the Grade Two Materials List by Unit and print the list of materials for Unit Six http://www.mathlearningcenter.org/media/Bridges_GrK-2_Unit_Lists/Bridges_Gr2_Unit_Lists.pdf		
661–663	Unit Six Introduction	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
663–666	What’s the Big Idea?	This portion of the Unit Six Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
668	Unit Six Planner	Highlight these sessions, which require more advance preparation than usual: 1, 4, 5, 11 and 12. See p. 666–667 for more information about the advance preparation required for this unit. <i>Use the supplement planner if teachers are using a state supplement.</i>
718–720	Assessment	This session describes the paper and pencil assessment for this unit—note that this assessment is somewhat different from other assessments.
716–717	Assessment Tips: Watching Children in Action	This session provides opportunity for important assessment as you watch students in action rather than studying their work on paper. You may want to make checklists of what to look for based on these tips.
	Work Places	Note that there are no Work Places in the unit, but if you have extra time, you can have activities from previous units out and available for students to use.
GETTING STARTED KEY PAGES (MEETING PART V)		
55–59 and 77–82	K-2 Competencies & Experiences	You may find the K–2 competencies and experiences in six different strands helpful as they prepare for state tests and other forms of assessments.

Unit Six & March Recommended Mathematical Activities

In the previous Number Corner Meetings, you read and summarized workouts. Now, we recommend that you put yourselves in the shoes of the students and try to do some of the workouts. You will gain insight into some of the most important mathematical ideas addressed in March and Unit Six by doing the activities recommended below. Solve the problems, play the games, and discuss your thinking, just as students will. Keep the big idea and key points in mind as you do these activities. Adjust the activities as needed if you are using a state supplement.

MARCH RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART II)	
March Number Corner: This month, students will explore fractions with the Calendar Grid, continue to develop strategies for regrouping 2- and 3-digit numbers, practice telling time, and explore multiplication as they participate in modified versions of now-familiar routines.	
Activity	Key Points
Calendar Grid (Pages 194–196)	Observe and discuss the first 15 markers. Consider the big ideas and skills of the routine. Find the key questions on pp. 195–196 and read about what is “counterintuitive” about fractions (p. 195). Post the rest of the calendar markers.
Base 10 Bank	Use the modified version of the March Base 10 Bank—see Activity 4 of the Set A5 Supplement. Discuss and practice the regrouping strategy shown on page A5.26. Note that in April and May, students will use this routine to develop strategies for 2- and 3-digit subtraction. http://www.mathlearningcenter.org/media/Bridges_Gr2_Online_Supplement/B2SUPA5_MulDigAddSub_0709.pdf .
Coin Collector, Bean Clock, The Hundreds Grid, and the Workout Wheel	Have each teacher read and summarize one of these four routines. Emphasize key skills and concepts, key questions, and advance preparation. For the coin collector, note how it is different this month and consider what implications this has for the math in this routine. Also note the reintroduction of the Bean Clock and how the Hundreds Grid is different this month.
Number Corner Check-Up 3 (Pages 192–193)	Read about the Check-Up on page 192 and study the sheets on page 193. Consider what skills are addressed and how the Check-Up can help with report writing, parent conferences, and general assessment.
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
Get Those Marbles Rolling!: This unit is the second integrated unit where students combine mathematics with research and scientific inquiry. Key skills and concepts include measurement; collecting, recording, and displaying data; experimenting, drawing conclusions, and exploring averages.	
Session 5 Marble Roll Experiment 1 (Pages 683–688)	Note that you will need a variety of materials not included in the Bridges kit; try to collect materials early! See page 683 for supplies. Read pages 683–688 and then set up and do the experiment, noting that you are testing only one hypothesis and changing only one variable. Don’t worry about the averages right now. Be sure to complete blackline 6.1. Discuss issues (organizing materials, classroom management, etc.) that may come up and brainstorm how to handle them. Discuss the connections between math and science, especially in language, process, and experimental design.
Unit 5 Session 30 Leveling Towers (Pages 637–641) <i>Note that this session is at the end of Unit 5.</i>	Read page 637 and the top of page 638. Use unifix cubes to build and level off the towers mentioned on pages 638 and 639. Try leveling a few more towers using three double-digit numbers. Discuss how this approach to finding an average is similar to or different from how you learned to find an average. Look over Sessions 31 & 32 and Unit 6, Session 8 for more on teaching about averages.

Unit Six Skills Across the Grade Levels

The table below shows the major skills and concepts addressed in Unit Six. 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 SIX	GRADE 1	GRADE 2, UNIT 6	ELSEWHERE IN GRADE 2	GRADE 3
Measuring length with non-standard units	I	M	November Number Corner	R/E
Count quantities up to 100 by groups of 10's and 1's	I	R/E	Unit Five October–May/June Number Corner	N/A
Record and systematically keep track of the outcomes when an experiment is repeated many times	I	D	Units Three and Seven December–February Number Corner	M
Collect, organize, and display the results of experiments using a variety of graphs including with bar graphs in which each division stands for more than one unit	N/A	I	Unit Seven	D
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units Three, Five, and Seven	M
Explore averaging problems by leveling off columns of cubes or base ten pieces	N/A	I	Unit Five	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.

Instruction & Assessment of Key Unit Six Learning Objectives

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. Measuring length with non-standard units.	Key Sessions	Key Sessions
	Work Places	Work Places
Additional instruction and practice in November Number Corner.		
2. Collect, organize, and display the results of experiments using bar graphs and tables.	Key Sessions	Key Sessions
	Work Places	Work Places
Additional instruction and practice in Unit Seven.		
3. Record and systematically keep track of the outcomes when an experiment is repeated many times; Draw conclusions, make predictions, and draw inferences from data displays.	Key Sessions	Key Sessions
	Work Places	Work Places
Additional instruction and practice in Units Three, Five, & Seven and December through February Number Corner.		

Skills Assessed in March Number Corner

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 March 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.) 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. 194 - 196)	
<ul style="list-style-type: none"> • Recognizing and naming fractions • Exploring fractions as parts of a whole and parts of a set • Recognizing, describing, and extending patterns • Making predictions and generalizations 	Number Corner Student Book, pages 51 and 54
Base Ten Bank (pp. 197 - 201)	
<ul style="list-style-type: none"> • Practicing various types of addition and subtraction facts • Understanding place value notation 	Number Corner Student Book, page 52
The Bean Clock (pp. 202–203)	
<ul style="list-style-type: none"> • Telling time • Counting by 5's 	Number Corner Student Book, page 53
The Workout Wheel (p. 208)	
<ul style="list-style-type: none"> • Practicing various addition and subtraction strategies • Practicing some multiplication facts 	Number Corner Student Book, pages 47–50

Sharing Responsibilities for March

Task	Team Member	Date Due to Others
1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for March. Bring a copy of Sharing Responsibilities to your administrator, if this is what has been agreed upon.		
2. Prepare for and host Meeting 6. This involves some prep work (e.g., copies).		
3. If you don't have copies of the Number Corner Student Book, run class sets of pages 47–54 for each class.		
4. Cut 40 small slips of paper for each class. (Sticky notes will work as well.)		
5. Collect one Styrofoam egg carton for each class and one large brightly colored button for each classroom.		
6. If you don't have a probability container, find a paper or cloth bag for each classroom.	Each teacher will do independently	N/A
7. Put 25 pennies and 25 dimes in the probability container or the paper or cloth bag. Make a half class set of re-sealable plastic bags with 15 pennies and 15 dimes in each bag.	Each teacher will do independently	N/A
8. Other:		
9. Other:		

Sharing Responsibilities for Unit Six

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 the completed master copies of the Instruction & Assessment of Key Unit Six Learning Objectives sheet and this Sharing Responsibilities for Unit Six sheet. This includes providing your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 6. This involves some prep work (e.g., copies).		
3. Run a class set of blacklines 6.1–6.3 and 6.9–6.12 for each class. Run a class set plus a few extra of blackline 6.4 for each class. Run 1 copy of blacklines 6.5–6.8 for each class.		
4. Run a class set of Home Connections blacklines 24.1–24.3, 25.1–25.2, and 26.1–26.4. Note instructions for copying on the blacklines.		
5. Provide half-class sets of 8 ½" by 14" paper for each class.		
6. Collect 400–500 toilet paper tubes, 30 paper towel tubes, and 15 gift wrap tubes. Ask students, colleagues and friends to start donating these materials before you begin Session 1.	Each teacher will do independently	N/A
7. Find 45 wooden blocks—3" by 6" by 2". If you don't have these in your classroom, you may be able to borrow them from the kindergarten or first grade.	Each teacher will do independently	N/A
8. If your classroom is not carpeted, collect a half-class set of large bath towels to provide friction for the experiments.	Each teacher will do independently	N/A
9. Collect a half-class set of baskets, shoe boxes, or bags for students to keep their materials.	Each teacher will do independently	N/A
10. Collect several rolls of masking tape.	Each teacher will do independently	N/A
11. If you don't have the Deluxe Bridges kit, collect marbles, ball bearings, and spherical wooden beads. You can purchase them from the Math Learning Center.	Each teacher will do independently	N/A
12. For Session 4, get students to help you snap together 100 sets of 10 Unifix cubes. Each set of 10 should be the same color. See page 680.	Each teacher will do independently	N/A
13. Collect lots of small plastic containers, tile, dominoes, blocks, and other like materials.	Each teacher will do independently	N/A