

Unit Meeting 4

Preparing to Teach Unit Five: Place Value & Computation with Larger Numbers

Recommended Timing

1 hour in late January (Can be combined with Meeting 4, Preparing to Teach February 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 Two
- 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 U4.1), 1 copy for each teacher
- Unit Five Skills Across the Grade Levels (Sheet U4.2), 1 copy for each teacher
- Instruction & Assessment of Key Unit Five Learning Objectives (Sheet U4.3), 1 copy for each teacher
- Sharing Responsibilities for Unit Five (Sheet U4.4), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher

Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by looking over the agenda on the next page. 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	3 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 Planner	3 minutes	Develop a big picture of the unit.
IV Exploring Unit Five	5 minutes	Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit.
V Reading the Unit Five 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 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	7 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)

Fill out a Successes & Challenges sheet (Sheet U4.1) independently and silently. At the end of the meeting, you'll share some successes and then brainstorm solutions for one another's challenges. During this meeting, record ideas for potential solutions to your challenges based on your discussions and readings. This is the last time you will fill out these sheets this year.

Part III: Looking at the Unit Planner (3 minutes)

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

Turn to page 577 in the Teachers Guide and mark it with a sticky note tab labeled "Unit Five Planner." Spend a minute or two looking over the Unit Five Planner and then discuss a) what you notice about the unit and/or b) how you can use the information this planner provides to plan your instruction for the unit.

Part IV: Exploring Unit Five (5 minutes)

Use the chart 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 Five. We recommend bookmarking each page with a labeled sticky note to make it easy to find the information again. Take some time now to tape or staple Unit Five Skills Across the Grade Levels (Sheet U4.2) into your Unit Five Introduction, perhaps close to the Unit Five Planner on page 577.

Grade 3 Unit Five Helpful Resources		
Page Numbers	Resource	Description
Bridges Teachers Guide, volume 2		
574 & 575	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught. Includes examples of how students might subtract 3-digit numbers.
578 & 579	Materials You'll Need for Unit Five	Provides a comprehensive list of everything you will need to gather and do to prepare for Unit Five.
580–582	Work Places 5 Setup	Shows all Work Places introduced in Unit Five and specifies in which Session each is introduced, as well as the materials you'll need to place in the Work Place basket.
575 & 576	Assessment	Describes the formal assessments provided in Unit Five.
Getting Started		
110	Table of Support Activities	Lists the Support Activities (located in a special section of the Number Corner Blacklines) and specifies what skill each activity addresses. These activities can be a helpful resource for sharpening struggling students' skills before springtime testing.

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

Read the Unit Five Introduction in silence (Teachers Guide pages 571–576). 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 Learning Objectives Chart (15 minutes)

As a group, read the paragraph at the top of the Instruction & Assessment of Key Unit Five Learning Objectives sheet (Sheet U4.3). 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 paper-and-pencil tasks: also consider opportunities for observation and other informal assessments.

Part VII: Sharing Advance Preparation Responsibilities (7 minutes)

Use the Sharing Responsibilities chart to assign advance preparation tasks to specific group members. 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 establish 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. 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), Getting Started, and your Teachers Guide for additional ideas.

Discuss the solutions you've been implementing in your classrooms over the past few months. Are they helping? Did you discover ways to adapt them or improve upon them?

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. Save these sheets with the other two you completed in the first two meetings. In the final meeting of the year, you'll review the set for evidence of your progress and to identify ways that you can plan for smoother implementation next year.

Sheet U4.1 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 U4.2 Unit Five Skills Across the Grade Levels (Part IV)

The table below shows the major skills and concepts addressed in Unit Five. 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 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) 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 FIVE	GRADE 2	GRADE 3, UNIT 5	ELSEWHERE IN GRADE 3	GRADE 4
Read, write, order, model, compare, and identify the place value of digits in whole numbers to 10,000	N/A	M	Unit Two (focused on 2- and 3-digit numbers) December–March Number Corner	R/E
Round whole numbers to the nearest hundred	N/A	M		S
Compose and decompose numbers to 10,000 by place value and use expanded notation to represent such numbers	I	M	Unit Two (focused on 2- and 3-digit numbers) December–February Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and numbers	R/E	R/E	Units One, Two, and Six November, March, and April Number Corner	R/E
Add 3-digit numbers with and without regrouping using a variety of strategies	I	M	Unit Two (focused on 2- and 3-digit numbers) and Unit Six December–March Number Corner	S
Subtract 3-digit numbers with and without regrouping using a variety of strategies	N/A	M	Unit Two (focused on 2- and 3-digit numbers) and Unit Six December–March Number Corner	S
Estimate sums and differences of 3-digit numbers	N/A	M	Unit Two (focused on 2- and 3-digit numbers)	S
Identifying and applying the operation needed to solve a problem	D	D	Units One, Two, Four, and Six–Eight December–February Number Corner	M
Estimate and measure mass in grams	N/A	M	Unit Eight	R/E

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 U4.3 Instruction & Assessment of Key Unit Five 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. Keep in mind that Work Places provide recurring opportunities for instruction, practice, and assessment of 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. Read, write, order, model, compare, and identify the place value of digits in whole numbers to 10,000	Key Sessions	Key Sessions
	Work Places	Work Places
Additional instruction and practice in January–March Number Corner		
2. Add 3-digit numbers with and without regrouping using a variety of strategies	Key Sessions	Key Sessions
	Work Places	Work Places
Additional instruction and practice in Unit Six and January–March Number Corner		
3. Subtract 3-digit numbers with and without regrouping using a variety of strategies	Key Sessions	Key Sessions
	Work Places	Work Places
Additional instruction and practice in Unit Six and January–March Number Corner		

Sheet U4.4 Sharing Responsibilities for Unit Five (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 Five Learning Objectives sheet and this Sharing Responsibilities for Unit Five sheet. This includes providing your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 5. This involves some prep work (e.g., copies).		
3. Run copies of Blacklines 5.1–5.19 for each classroom according to copy instructions at the top of the blacklines. Also run a class set of Work Place Student Book page 93 for each classroom. (See p. 578 & 579 in the Teachers Guide for a complete list of blackline numbers, titles, and copy instructions.)		
4. Run copies of Blacklines A 4.4 and 5.1–5.3 for each classroom according to copy instructions at the top of the blacklines. (See p. 579 for a list of blackline numbers, titles, and copy instructions.)		
5. Run a class set of Work Place Student Book pages 79–97 for each classroom. (See p. 579 for a list of page numbers, titles, and copy quantities.)		
6. Prepare a class set of Home Connections 18–21 for each classroom using pages 103–130 in the Home Connections book. You do not need to do this if students are using their own Home Connections books.		
7. Use rubber bands to bundle groups of 10 2-inch paperclips together if you don't have gram masses for use on a balance scale. (See Session 9 Advance Preparation note on page 579 for more information.)		
8. Collect sections of the newspaper for students who might not have a newspaper at home. They will use them for Home Connection 19 after Session 10.		
9. Look at the Advance Preparation notes on page 579. Highlight Sessions 4, 9, 10, 12, and 14 on your Unit Planner (p. 577) to remind yourself that these sessions require Advance Preparation.	Each teacher will do this independently.	N/A
10.		
11.		