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-four.asp*		
255–256	**Setup Pages**	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.
262	**Planning Guide**	Shows how often to do each workout and the Student Book pages associated with each workout.
263–264	**Materials You'll Need for March**	Details about the materials, copies, and advance preparation this month. Pay close attention to the copies you'll need to make and the advance preparation.
293–295	**March Answer Keys**	Provide answers for Number Corner Student Book pages.
UNIT SIX KEY PAGES (MEETING PART V) (Bridges Teachers Guide, vol. 3)		
643–646	**Unit Six Introduction**	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
646–647	**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.
649	**Unit Six Planner**	Highlight these sessions, which require more advance preparation than usual: 1, 2, 4, 7, 9, 13, and 18. See p. 545 for more information about the advance preparation required for these sessions. *Use the supplement planner if teachers are using a state supplement.*
650–651	**Materials You'll Need for Unit Six**	Provides a comprehensive list of everything teachers will need to gather and do to prepare for Unit Six, including manipulatives and materials, overheads, blacklines, assessments, books, and more.
647–648	**Skills Across the Grade Levels**	Specifies whether key skills are being introduced, developed, or taught for mastery. Also indicates how key skills are addressed in Grades 3 and 5.
648	**Assessment**	Describes the formal assessments provided in Unit Six.
716–723 and 746–758	**Unit Six Work Places**	These sessions include overviews, directions, materials needed, skills & concepts, Work Place notes, and instructional considerations for Unit Six Work Places.
765–771	**Answer Keys**	Provides answers and sample student work for assessments, Student Book pages, and Home Connections.
GETTING STARTED KEY PAGES (MEETING PART V)		
17 and 22–23	**Support Activities**	Support Activities can be used when students are need of extra help. See p. 113 for a list of activities; note that activities are in a section of the Number Corner Blacklines.

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 students and try 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 below. Solve the problems, play the games, and discuss your thinking with one another, 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 observe and discuss a growing pattern with fractions, use a line graph to plot water evaporation, solve multi-step problems; review prime and composite numbers, factors, and multiples; and complete the third Number Corner Checkup.	
Activity	**Key Points**
Calendar Grid (pages 265–270)	Study the first fifteen calendar markers. Use the questions on p. 266 to start your discussion. Determine the key skills and concepts. Find and read the ***Note*** on p. 267, the Challenge on p. 270 and Student Book pp. 74 and 76.
Number Corner Checkup 3 (pages 289–292)	Read and discuss p. 289. Look at the Checkup on pp. 290 and 291. Consider the Support Activities on pp. 291 and 292—how can you make use of these and other resources to help struggling students?
Read and Summarize Calendar Collector, Computational Fluency, Number Line, and Problem-Solving.	Use a jigsaw protocol to read and summarize these workouts. For the Calendar Collector, make some estimates about how much water will evaporate. Pay close attention to the Problem Solving note on pp. 282–283 (**Naming the Problem-Solving Strategies)** and note the Challenge and Support sections of Computational Fluency on pp. 278–279.
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES (MEETING PART VII)	
Fractions & Decimals: Using visual models, activities, and discussion, students deepen their understanding of fractions and decimals. They focus on place value of decimal numbers and the relationship between fractions and decimals as they work to model, compare, order, add and subtract these numbers.	
Sessions 9 Introducing Decimal Numbers in Base Ten **(pp. 694–698)**	Study a mat, a strip, and a unit in base ten pieces and review the names and values. Read **Introducing Decimal Fractions** on p. 695 and try the activity **Building, Recording, and Reading a Decimal Number** (pp. 696–697). Think about how base ten pieces help students understand decimals and their relationship to fractions. If you have time, do Student Book p. 133.
Session 13 Decimal & Fraction Relationships **(pp. 741–745)**	Read page 712. Build and discuss making 2/5 with base ten pieces. Then build a model of 3/5. Come up with other fraction and decimal names for 2/5 and 3/5. Read 713–714 and complete Student Book pp. 141–142. Note that Sessions 9 & 13 produce Work Samples.
Session 18 Ordering Decimals on a Number Line **(pp. 712–715)**	Read page 741. Build and order the first group of numbers and discuss the number lines you created. Go on to build and order the second group of numbers—try not to look at the student work examples in the book. Discuss how your thinking and work changed as you completed their number lines. Complete and discuss the journal activity on pp. 744–745.
Sets A6 and A9 http://www.mathlearningcenter.org/resources/materials/grade-four/supplements.asp	You may consider using the some of the following supplemental activities during this unit: Set A6: Number & Operations—Fractions and Mixed Numbers and Set A9: Number & Operations—Adding and Subtracting Fractions. These activities will help develop student understanding and may help you meet state standards.

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. 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 Modeling and recognizing equivalent forms of common fractions and decimals to hundredths	**Key Sessions**	**Key Sessions**
	Work Places	**Work Places**
Additional instruction and practice in December, April, and May Number Corner		
2 Comparing and ordering fractions and decimals (tenths and hundredths)	**Key Sessions**	**Key Sessions**
	Work Places	**Work Places**
Additional instruction and practice in December, March, April, and May Number Corner		
3. Adding and subtracting decimals to hundredths using concrete models, money amounts, and visual representations	**Key Sessions**	**Key Sessions**
	Work Places	**Work Places**
Additional instruction and practice in December, March, April, and May 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. 265–270)	
• Modeling, recognizing, and comparing common fractions • Using a variety of visual models to conceptualize fractions and interpret different meanings for fractions • Exploring equivalent fractions and using equivalence to compare fractions • Describing, extending, and making verbal and written generalizations about patterns • Extending number patterns that grow by common differences	Number Corner Student Book, pages 74 and 76
Calendar Collector (pp. 271–275)	
• Exploring situations that demonstrate varying rates of change • Reading, interpreting, and constructing line graphs • Identifying or describing a situation that may be modeled by a given graph	Number Corner Student Book, pages 72 and 77
Computational Fluency (pp. 276–279)	
• Fluently using multiplication facts through 12 X 12 • Developing efficient strategies for solving basic division facts • Relating multiplication and division	Quick Facts Worksheet, Blackline NC 5.6
Problem Solving (pp. 280–283)	
• Using a variety of visual models to conceptualize fractions • Adding and subtracting commonly used fractions • Adding and subtracting up to 4-digit numbers with and without regrouping • Multiplying 2- and 3-digit numbers by 1-digit numbers • Extending a number pattern that doubles • Reading and interpreting a bar graph, pictograph, and table • Selecting methods and tools appropriate to a particular context for operations with whole numbers • Solving multi-step story problems using a variety of efficient paper/pencil and mental strategies	Number Corner Student Book, pages 70, 73, 75, and 78
Number Line (pp. 284–288)	
• Exploring concepts of prime and composite numbers, factors, and multiples	Number Corner Student Book, page 71

*Also see page 289 for the skills assessed on Number Corner Checkup 3.

Sharing Responsibilities for March Number Corner

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. Run 1 copy of blacklines NC 1.1, NC 5.5, and NC 7.5 for each class. Run four class sets of blackline NC 5.6 and a class set of blacklines NC 6.5 and NC 7.6 for each class.		
4. Run 1 copy of blacklines NC 7.1–7.2 and NC 7.3–7.4. Trim and glue Blacklines NC 7.1 and NC 7.2 and trim and glue Blacklines NC 7.3 and NC 7.4 to post on display boards for each classroom.		
5. Run a class set of blacklines NC A 7.1–7.4 for each class. Run 2 or 3 copies of blacklines NC A 7.5–7.7.		
5. If you don't have Number Corner Student Books, run a class set of pages 50 and 70–78 for each class.		
6. Use the calibration strip on blackline NC 7.5 to calibrate the measuring cup included in your Bridges kit. Follow the directions on the blackline—see page 264 for additional information.		
7. Other:		
8. 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 half class s et of blackline 2.4, a class set or at least 21 copies of blackline 6.1, 1 copy of blacklines 6.2–6.3, and a quarter class set of blackline 6.4 for each class.		
4. Run a class set of blacklines A 6.1–6.2, A 6.3–6.6, A 6.9–6.10, and A 6.12 for each class. Run a half class set of blackline A 6.7 for each class. Run 1 or 2 copies of blacklines A 6.8 and 6.11 for each class.		
5. If you don't have copies of the Bridges Student Book, run a class set of pages 122–147 for each class.		
6. If you don't have copies of the Home Connections book, run a class set of pages 125–152 for each class.		
7. If you don't have copies of the Work Places book, run a class set of pages 76–96 for each class.		
8. Make sets of 3" by 33" strips of paper for each class. You will need one strip for every four students. See page 651 for more information.		
9. Post the Great Wall of Great Four by Session 6. See instructions on pages 679–680.	Each teacher will do independently.	N/A
10. Other:		
11. Other:		
12. Other:		