

Number Corner Meeting 3

Preparing to Teach December & January Number Corner

Recommended Timing

1 hour in mid to late November (Can be combined with Meeting 3, Preparing to Teach Unit Four, if you have at least 2 hours to meet.)

Materials You'll Need for the Meeting

Each teacher will need to bring:

- Number Corner Teachers Guide
- pen
- notebook
- sticky notes
- Number Corner Student Book

The group will need:

- this guide, 1 copy for each teacher
- December & January Planners, downloaded from Math Learning Center Web site, 1 copy for each teacher
www.mathlearningcenter.org/resources/materials/grade-four.asp
- Skills Assessed in the December Number Corner (Sheet NC3.1), 1 copy for each teacher
- Skills Assessed in the January Number Corner (Sheet NC3.2), 1 copy for each teacher
- Sharing Responsibilities for December (Sheet NC3.3), 1 copy for each teacher
- Sharing Responsibilities for January (Sheet NC3.4), 1 copy for each teacher

Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by looking over the agenda on the next page, noting the time and purpose of each section. Because you will be reviewing two months' worth of workouts in this meeting, you will not be recording and sharing successes and challenges today. If you have more than an hour, take a moment to identify how you'd like to spend the extra 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 Reading & Summarizing the Workouts	37 minutes	Help all group members feel better prepared to teach every workout this month.
III Reviewing Important Planning Resources	10 minutes	Review what you'll be doing on a daily basis in Number Corner this month. Identify which skills are assessed this month and locate resources that will be helpful as you plan for and teach the workouts.
IV Sharing Advance Preparation Responsibilities	10 minutes	Share responsibilities for preparing to teach the month among group members and determine the place, date, and time for your next meeting.

Part II: Reading & Summarizing the Workouts (37 minutes)

For the next 15 minutes or so, each group member will read two or three of the December and January workouts and prepare to give a 2-minute summary of each workout to the rest of the group. Try to give each group member an equal amount of work (e.g., 3 workouts apiece if you have 3 group members). Because your time is limited, we recommend focusing on the following workouts:

December Workouts

Calendar Grid
Calendar Collector
Computational Fluency
Problem Solving

January Workouts

Calendar Grid
Calendar Collector
Computational Fluency
Number Line
Assessment & Support Activities

In summarizing a workout for the rest of the group, the presenter's goal is to help everyone feel prepared to teach the workout. Be ready to address the following points in your summary:

- the key learning objective of this workout
- what Number Corner Student Book pages, if any, are used with this workout (Be sure to look at the pages in the Number Corner Student Book, especially if they are not shown in the Teachers Guide.)
- how to play the game, if one is included in the workout

After the 15 minutes of reading time have passed, take about 20 minutes for group members to summarize the workouts they investigated. You'll have about 2 minutes for each workout. The timekeeper will probably need to hold other members to the time limit: a timer might be an effective way to keep time during this activity. Before moving on, spend just a few minutes discussing which workouts will be most important this month based on your state, district, or school priorities, as well as on your students' strengths and needs.

Part III: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planners for December and January. As you scan the planners, consider the following questions:

- On each day, what are you just updating and what are you actually teaching?
- On which days will students complete Number Corner Student Book pages?
- When is the formal assessment planned in January?

Take a minute or two to look at Skills Assessed in the December Number Corner and Skills Assessed in the January Number Corner (Sheets NC3.1 and NC3.2) and make note of the skills that Number Corner will allow you to assess these two months. At a later time, you might find it helpful to compare these charts to your report card and highlight the skills on which you'll need to report at the end of this marking period.

Finally, spend 4 or 5 minutes using the following table to locate important information in the Number Corner Teachers Guide. *Use sticky notes to bookmark pages that you want to come back to at another time.* Label the sticky notes so that you can quickly see what is located on each bookmarked page.

Grade 4 December Number Corner Helpful Resources		
Page	Resource	Description
143-144	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.
149	Planning Guide	Shows how often to do each workout and the Student Book pages associated with each workout.
150	Materials You'll Need for December	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.
162–163	A Few Words of Caution	An important note to heed when teaching the Multiplying by 10 Strategy in Computational Fluency
Grade 4 January Number Corner Helpful Resources		
177-178	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.
184	Planning Guide	Shows how often to do each workout, the Student Book pages associated with each workout, and the assessments and related Support Activities provided this month.
185	Materials You'll Need for January	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.
211-213	January Assessment	Information about Number Corner Checkup 2.
197-198	A Note about Timed Testing	This important note may help reassure teachers and students about the role and purpose of timed tests and point out bad habits that students may develop from an excessive emphasis on timed tests.
214	Support Activities	Information about the Support Activities for telling time and calculating elapsed time, multiplication facts up to 9 X 9, practice with a variety of models for multiplication facts, and practice for some division facts.

Part IV: Sharing Advance Preparation Responsibilities (10 minutes)

Use the Sharing Responsibilities for December and January charts (Sheets NC 3.3 and NC 3.4) to assign advance preparation tasks to specific group members. If you have reliable parent volunteers or an assistant, you could also use these lists 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). Remember to try out the two strategies or solutions you selected during the Successes, Challenges & Solutions section of the last meeting. You will report back on these solutions in the next meeting. Also confirm the date, time, and location of your next meeting.

Sheet NC3.1 Skills Assessed in the December Number Corner (Part III)

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the December Number Corner. (You will have opportunities during class discussions to assess other skills informally.) At a later time, you can look carefully at your report card to determine which items you can report on using the assessment tools in the December Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Calendar Grid (p. 151–155)	
<ul style="list-style-type: none"> • Describing, extending, and making verbal and written generalizations about number patterns to make predictions and solve problems • Extending number patterns to make predictions and solve problems • Reading a calendar 	Number Corner Student Book, pages 43 and 44, Number Patterns
Calendar Collector (p. 156–161)	
<ul style="list-style-type: none"> • Using money pieces to conceptualize fractions • Multiplying by 3 and 4, and dividing by 4 • Representing and analyzing patterns and functions using a table 	Number Corner Student Book, page 45, Quarters & Dollars
Computational Fluency (p. 162–165)	
<ul style="list-style-type: none"> • Developing efficient strategies for solving multiplication facts • Relating multiplication and division • Applying the commutative and distributive properties to calculations with whole numbers 	Number Corner Student Book, pages 34, 35, 37, 38, 40, and 41, Multiplying by 10, Multiplying by 11, Multiplying by 12
Problem Solving (p. 166–169)	
<ul style="list-style-type: none"> • Using estimation strategies to solve problems • Rounding whole numbers for addition, subtraction, and multiplication problems • Selecting methods and tools appropriate to a particular context for operations with whole numbers • Solving multi-step story problems using a variety of paper/pencil and mental strategies 	Number Corner Student Book, pages 36, 39, and 42, December Problems pages 1, 2, and 3

Sheet NC3.2 Skills Assessed in the January Number Corner (Part III)

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the January Number Corner. (You will have opportunities during class discussions to assess other skills informally.) At a later time, you can look carefully at your report card to determine which items you can report on using the assessment tools in the January Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Calendar Grid (pages 186–190)	
<ul style="list-style-type: none"> • Determining elapsed time • Describing, extending, and making verbal and written generalizations about number patterns to make predictions and solve problems • Extending number patterns that grow by common differences 	Number Corner Student Book, pages 47 and 48, Night & Day
Calendar Collector (pages 191–196)	
<ul style="list-style-type: none"> • Predicting and representing all possible outcomes for a simple probability situation in an organized way • Constructing, reading, and interpreting bar graphs • Describing the probability of various outcomes and events 	Number Corner Student Book, page 49, Mid-Month Sampling Date and Number Corner Student Book page 59, End of the Month Sampling Data
Computational Fluency (pages 197–201)	
<ul style="list-style-type: none"> • Fluently using multiplication facts through 12×12 • Developing efficient strategies for solving basic division facts • Relating multiplication and division 	Blackline NC 5.6, Quick Facts Worksheet and Number Corner Student Book page 50, Quick Fact Tracking Sheet
Problem Solving (pages 202–204)	
<ul style="list-style-type: none"> • Using different models of division to solve problems • Multiplying and dividing 2- and 3-digit numbers by 1-digit numbers • Adding and subtracting decimals to hundredths using money amounts • Extending number patterns that grow by common differences • Developing strategies for finding the perimeter and area of rectangles • Determining elapsed time • 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 46, 55, 56, and 60, January Problem Solving Sheets 1, 2, 3, and 4
Assessment (pages 211–214)	
<ul style="list-style-type: none"> • Demonstrating fluency with multiplication facts through 10×10 • Carrying out simple unit conversions in the U.S. customary system • Finding the area of perimeter of a rectangle • Determining elapsed time in minutes • Rounding to the nearest 100 and recognizing which place will be the most helpful in estimating an answer • Adding and subtracting 2- and 3-digit numbers with regrouping • Multiplying and dividing a 2-digit number by a 1-digit number • Recognizing equivalent forms of common fractions and decimals to hundredths • Demonstrating an understanding of multiplication and division 	Number Corner Checkup 2, pages 1–4 (Blacklines NC A 5.1–5.4)

Sheet NC3.3 Sharing Responsibilities for December (Part IV)

Task	Team Member	Date Due to Others
1. Run and distribute copies of the completed master copy of this Sharing Responsibilities for December sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 4. This involves some prep work (e.g., copies).		
3. Run copies of Number Corner Blacklines. Run 1 copy of Blackline NC 1.1, a third-class set of Blackline NC 1.9, 1 copy of Blackline NC 4.8, a class set of Blackline NC 4.9, and 1 copy of Blacklines NC 4.10 and 4.11 for each class.		
4. Run 2 copies on yellow paper and 2 copies on white paper of Blackline NC 4.2. Cut them apart and store in an envelope or re-sealable bag for each class.		
5. Run 4 copies of Number Corner Blackline NC 4.3 on light green paper, cut apart, for each class. Run copies of Number Corner Blackline NC 4.4, 2 copies per student for each class, and run copies of Number Corner Blackline NC 4.5, 3 copies per student for each class.		
6. Run Number Corner Blacklines 4.6 and 4.7 for each classroom. Trim and glue 4.6 and 4.7 together to post on display boards.		
7. If you haven't purchased Number Corner Student Books, run a class set of pages 34–45 for each class.		
8. Each teacher will need to have 5 pieces of 6" by 12" white construction paper. You will need to glue the dollar grids (NC blackline 4.3) across each of the 5 pieces of paper. See page 150 for more information.	Each teacher will do this independently.	N/A
9.		
10.		

Sheet NC3.4 Sharing Responsibilities for January (Part IV)

Task	Team Member	Date Due to Others
1. Run and distribute copies of the completed master copy of this Sharing Responsibilities for January sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Run copies of Number Corner Blacklines. Run 1 copy of Blackline NC 1.1, a third-class set of Blackline NC 1.9, a one-third class set of Blacklines NC 1.10–NC 1.12, a few copies of Blackline NC 1.13, a class set of Blackline NC 4.9, 2 copies of Blackline NC 5.5 and 4 class sets of Blackline 4.6 for each class.		
3. Run 1 copy of Blacklines NC 5.1 and NC 5.2 for each class. Run 1 copy of Blacklines NC 5.3 and NC 5.4 for each class. Trim and tape together Blacklines NC 5.1 and NC 5.2 and trim and tape together Blacklines NC 5.3 and NC 5.4 to show on the Number Corner display.		
4. Run class sets of Number Corner Assessment Blacklines, NC A 5.1–5.4, and NC A 5.5 & 5.6. See page 150 in the Number Corner Teachers Guide for specific page numbers and quantities.		
5. If you haven't purchased a class set of Number Corner Student Books, run a class set of pages 46–60 for each class.		
6. Create a packet of Support Activities for each room. See p. 214 in the Number Corner Teachers Guide. The support blacklines are in their own subsection of the Number Corner blacklines. (Optional: You may not have time this year to use Support Activities. Use your judgment about whether to prepare these activities.)		
7. Each teacher will need a paper lunch bag or a small paper bag for the Calendar Collector this month.	Each teacher will do this independently.	N/A
8.		
9.		
10.		
11.		