

Number Corner Meeting 4

Preparing to Teach February Number Corner

Recommended Timing

1 hour in mid to late January (can be combined with Meeting 4, Preparing to Teach Unit Five, 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
- Number Corner Student Book
- sticky notes

The group will need:

- this guide, one copy for each teacher
- Successes & Challenges, (Sheet NC4.1), 1 copy for each teacher
- Challenges & Solutions, (Handout 1) 1 copy for each teacher
- February Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher
www.mathlearningcenter.org/resources/materials/grade-four.asp
- Skills Assessed in February Number Corner (Sheet NC4.2), 1 copy for each teacher
- Sharing Responsibilities for February (Sheet NC4.3), 1 copy for each teacher

Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by assigning or confirming the roles needed for the meeting—a facilitator, a record keeper, and a timekeeper. Start by looking over the agenda on the following page and noting the time and purpose of each section. While each section of the meeting could take much longer than the time allotted, we recommend you try to stay on schedule as much as possible in order to accomplish the goals of the meeting within a reasonable amount of time. Of course, you can spend more time on some or all sections if all group members are willing.

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 Number Corner so far; use your sheet during this meeting to record potential solutions to your challenges.
III Reading & Summarizing Workouts	25 minutes	Reflect silently and privately on implementing Number Corner so far; use your sheet during this meeting to record potential solutions to your challenges.
IV 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 challenges.
V Sharing Advance Preparation Responsibilities	7 minutes	Share responsibilities for preparing to teach the next Number Corner month among group members and determine the place, date, and time for your next meeting.
VI Sharing Successes, Challenges & Solutions	10 minutes	Listen to, share with, and support 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 Number Corner at this midway point of the school year. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet NC4.1). You might think about your development as a teacher of Bridges and the growth and progress you have made thus far. 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 this meeting, you might be able to record potential solutions to your challenges based on your discussions and readings.

Part III: Reading & Summarizing the Workouts (25 minutes)

February Number Corner consists of five different workouts: Calendar Grid, Calendar Collector, Computational Fluency, Problem Solving and Number Line. Use a jigsaw format to explore all of these workouts—each participant will choose an equal amount of workouts to explore and then to report findings back to the group. It is okay to have more than one person read the same workout. It is especially important for the time keeper to keep everyone on track as there is a great deal to get done in this portion of the meeting.

Take about ten minutes to read the workouts you have selected and to prepare to share with your group. Your sharing should help everyone feel more prepared to teach the workout you are summarizing. As you prepare to report back to your group, get ready to provide the following information:

- the key learning objective of this workout
- how to use the Number Corner Student Book pages that go along 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 any games included in the workout

Take about 15 minutes group members to describe the workout(s) they investigated. You will have about 3 minutes for each summary. While each person presents, be sure to have your Number Corner Teachers Guide open to the appropriate pages. *Take notes and highlight as your colleagues present to help you better prepare for teaching these workouts.* 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 IV: Reviewing Important Planning Resources (10 minutes)

Spend a few minutes looking over and discussing the Daily Planner for February. These questions may help structure your discussion:

- How can the planner help guide your instruction?
- Do you have to do every workout every day?
- Is there time for assessment during Number Corner?

Then, take a minute to look at the Skills Assessed in February Number Corner (Sheet NC4.2). At a later time, you can highlight the skills for which you need to assess your students for their report cards.

Finally, spend four or five minutes using the table on the following page to help you locate important information in the curriculum materials. *Use small sticky tabs to mark 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 February Number Corner Resources		
Page Number	Resource	Description
Number Corner Teachers Guide		
219 & 220	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.
225	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.
226	Materials You'll Need for February	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.
226	Advance Preparation	Tells you what you need to do before beginning February Number Corner.
228 & 241	Background Information for the Teacher	Provides background information on the algebraic concept of a function (p. 228) and explains how and why February Problem Solving is more challenging this month.
244 and 245	Teaching Specific Problem-Solving Strategies	Helpful advice for supporting students as they generate and develop strategies—helps label and clarify various strategies as well as suggestions for moving students beyond one or two strategies with which they are most comfortable.

Part V: Sharing Advance Preparation Responsibilities (7 minutes)

Use the Sharing Responsibilities for February chart (sheet NC4.3) to assign advance preparation tasks to specific group members. Preparing for Number Corner can feel overwhelming so we recommend supporting each other in getting ready to teach Number Corner. Find ways to make Number Corner as easy as possible for you as there is an invaluable amount of math explored here. 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 Successes & Challenges and Sharing Responsibilities for February. The latter sheet may be turned in to your administrator, if this is what you agreed upon in the initial meeting. This will ensure that everyone has a record of the agreements reached in this meeting. Also confirm the date, time, and location of the next meeting.

Part VI: Sharing Successes, Challenges & Solutions (10 minutes)

In Number Corner Meeting 2, each teacher selected two solutions to try out in the classroom. Take a moment to share what happened when you tried the solutions discussed or discovered in the last meeting. Let your colleagues know if the solutions worked, if you would recommend them, or if you would alter them in some way in order to be more effective. Then, share your Successes & Challenges

sheet with your colleagues. Start with your successes. You could frame your discussion by focusing on the growth you have made with the Bridges program. Then, share the challenges you are now or are still facing with the program. As you share the challenges you've encountered, work together to brainstorm solutions for them. The Challenges & Solutions sheet (Handout 1) may be helpful for this purpose. Stay positive, and focus on generating realistic solutions to group members' challenges during this short conversation.

Before you leave the meeting, commit to trying two more of the solutions in your classroom. This time you will have three months to try them out—you will report back in Meeting 7: Preparing to Teach May Number Corner. Record your initials beside the solutions you'll implement. Be prepared to report back to the group at Meeting 7 about how these solutions have worked in your classroom.

Before you end your meeting, give your Successes & Challenges sheets to the group member who has agreed to make and distribute copies of your work from this meeting.

Sheet NC4.1 Successes & Challenges (Parts II and VI)

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) in this column.
I felt concerned when ...	
I'd like to be more effective at ...	
Other Challenges	

Sheet NC4.2 Skills Assessed in February Number Corner (Part IV)

The chart below shows the skills that are formally assessed with paper-and-pencil methods during the February 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 February 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 (pp. 227–232)	
<ul style="list-style-type: none"> • Describing, extending, and making generalizations about number patterns • Representing and analyzing patterns and functions 	Number Corner Student Book, page 68, Extending the Function Machine Pattern
Calendar Collector (pp. 233–237)	
<ul style="list-style-type: none"> • Using multiplication facts through 9×9 with fluency • Predicting outcomes of various outcomes or events • Constructing, reading, and interpreting bar graphs 	Number Corner Student Book, pages 63 and 65, Roll & Multiply Data Chart and Thinking about Roll & Multiply
Computational Fluency (pp. 238–240)	
<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 (pp. 241–245)	
<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 • Describing the rule governing the relationship between two values in a 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 61, 64, and 66, February Story Problems Pages 1, 2, and 3
Number Line (pp. 246–250)	
<ul style="list-style-type: none"> • Using multiplication facts through 10×10 with fluency • Describing, extending, and making generalizations about numeric patterns 	Number Corner Student Book, pages 62 and 67, Multiples of 8 and Multiples of 9

Sheet NC4.3 Sharing Responsibilities for February (Part V)

Task	Team Member	Date Due to Others
1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for February. Bring a copy of Sharing Responsibilities to your administrator if you have agreed to turn this in.		
2. Prepare for and host Meeting 5. This involves some prep work (e.g., copies).		
3. Run copies of Number Corner Blacklines. Run 1 copy of Blackline NC 1.1, 4 class sets of Blackline NC 5.6, 3 class sets of Blackline NC 6.5, 1 class set of Blackline NC 6.6, and 1 copy of Blacklines NC 6.7–NC 6.9.		
4. Run Number Corner Blacklines NC 6.1 and NC 6.2 and NC 6.3 and NC 6.4 for each classroom. Trim and glue Blacklines NC 6.1 and NC 6.2 and trim and glue Blacklines NC 6.3 and NC 6.4 to post on display boards.		
5. If you don't have colored tile, cut 2 different colors of construction paper into 1" squares. Each pair of students will need 10 squares in one color and 20 squares in another color.		
6. If you haven't purchased Number Corner Student Books, run a class set of pages 50, and 6169 for each class.		
7.		
8.		
9.		
10.		
11.		
12.		