

Unit Meeting 2

Preparing to Teach Unit Three: Fractions and Division

Recommended Timing

1 hour to 1.5 hours in late October (Can be combined with Meeting 2, Preparing to Teach November 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 U2.1), 1 copy for each teacher
- Instruction & Assessment of Key Unit Three Learning Objectives (Sheet U2.2), 1 copy for each teacher
- Sharing Responsibilities for Unit Three (Sheet U2.3), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher

Part I: Reviewing Roles & Agenda (5 minutes)

Confirm or assign roles of facilitator, record keeper, and timekeeper. Begin the meeting by looking over the agenda on the following page, making sure to note the time and purpose of each section. While you could spend more time on each part of the meeting than is indicated below, 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.

Part	Time	Purpose
I Reviewing Roles & Agenda	5 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 Three Planner	5 minutes	Develop a big picture of the unit
IV Exploring Unit Three	5 minutes	Locate resources in the Teachers Guide that will be helpful as you plan for and teach the unit
V Reading the Unit Three 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 Unit Two 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	5 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)

Each group member should take a few moments to reflect on the experience of working with the Bridges curriculum at this point in the year. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet U2.1). 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 the meeting, you can record potential solutions to challenges as they come up.

Part III: Looking at the Unit Three Planner (5 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 277 in the Teachers Guide. Mark this page with a labeled sticky note. Spend a minute or two looking over the Unit Three Planner and then discuss how you can use the information this planner provides to plan your instruction for the unit. The questions on the next page may help structure your discussion.

- When are the first and last assessments?
- How often are Home Connections assigned?
- At the end of which sessions will you collect work samples?
- In which sessions will you introduce new Work Places?

Part IV: Exploring Unit Three (5 minutes)

Use the chart below to locate and skim several important sections of the Teachers Guide that will be helpful as you plan for and teach Unit Three. *We recommend bookmarking each page with a sticky note so it is easy to find the information again.* You'll be able to find what you're looking for even more quickly if you label each sticky note.

Grade 4 Unit Three Helpful Resources		
Page	Resource	Description
269–271	What's Going to Happen in This Unit?	Provides a detailed summary of the unit, including assessments, Problems & Investigations, and Work Places. Describes what students actually do and what models they use.
272–274	What's the Big Idea?	Explains the main purpose of the unit and the rationale behind how the big ideas are taught. Describes what students should understand about division by the end of the unit
278 & 279	Materials You'll Need for Unit Three	Provides a comprehensive list of everything you will need to gather and do to prepare for Unit Three, including manipulatives and materials, overheads, blacklines, assessments, and books.
274	Skills Across the Grade Levels	Shows not only the skills and concepts addressed in Unit Three, but also shows where these skills are addressed in Grade 3 and other places in Grade 4. Also shows whether skills should be introduced, developed, mastered, or extended to higher levels.
275 & 276	Assessment	Describes the formal assessments provided in Unit Three.
365 & 366	Common Division Strategies	Describes common division strategies and then provides <i>Next Steps</i> which tell you what to encourage students to do next.
376	A Word about the Algorithm for Long Division	This extended note provides information about the Bridges approach to the standard algorithm for division in fourth grade. Provides thoughts on who to support students who already know the standard algorithm as well as what to do if your district or state requires the standard algorithm in fourth grade.
Getting Started		
25–28	Overview of Program Resources	Provides a very concise look about what each program resource offers. Also includes a list of the Ancillary Bridges Materials and their purposes.
78–81	Organizing & Managing Manipulatives	Provides tips for material management, the contents of a toolbox, and storage alternatives if toolkits are not working for you.

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

Take about ten minutes to read the Unit Three Introduction in silence (Teachers Guide Volume Two pages 269–276). 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 before the others, look through the sessions in this unit.

Part VI: Completing the Instruction & Assessment of Key Unit Three Learning Objectives Chart (15 minutes)

As a group, read the paragraph at the top of the Instruction & Assessment of Key Unit Three Learning Objectives (sheet U2.2). Work together with your colleagues to identify when each of the three learning objectives is taught. Be sure to include both 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 the 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.

This discussion and exercise should be a collaborative effort. It is important to help and support each other as you continue to work through implementing Bridges. Note that this sheet may be turned in to your administrator if that is what you agreed upon in the initial meeting.

Part VII: Sharing Advance Preparation Responsibilities (5 minutes)

Use the Sharing Responsibilities for Unit Three chart (sheet U2.3) to assign advance preparation tasks to specific group members. For example, one person might take responsibility for running copies of all the blacklines, while someone else agrees to run copies of all the assessment blacklines. 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 confirm the date, time, and location of the next meeting.

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

In the last meeting, 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. Be sure to begin with your successes! When you share the challenges you've encountered, work together to brainstorm solutions for them. You might also find the Challenges & Solutions chart (Handout 1) useful for this purpose. Try to 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 two months to try them out—you will report back in Unit Meeting 5: Probability & Data Analysis. Record your initials beside the solutions you'll implement. Be prepared to report back to the group at Meeting 5 about how these solutions have worked in your classroom.

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.

Sheet U2.1 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) in this column.
I felt concerned when ...	
I'd like to be more effective at ...	
Other Challenges	

Sheet U2.2 Instruction & Assessment of Key Unit Three 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; some examples have been filled in for you as a starting point. Keep in mind that Work Places provide recurring opportunities for instruction, practice, and assessment of many, but not all key skills. Try to identify both formative and summative assessments for each skill.*

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
1. Demonstrating an understanding of the process of division	Key Sessions and Work Places 3E Line 'Em Up	Key Sessions and Work Places 3E Line 'Em up
Additional instruction and practice in October – May Number Corner		
2. Recognizing and comparing common fractions	Key Sessions and Work Places	Key Sessions and Work Places
Additional instruction and practice in October - December and March - May Number Corner		
3 Using manipulatives and/or a model to solve division problems	Key Sessions and Work Places Session 17, Larger Division with Money	Key Sessions and Work Places Unit Three Post-Assessment, problem 9
Additional instruction and practice in October – May Number Corner		

* **Formative assessments** provide information about student understanding during the course of instruction, while the student is learning. Formative assessments are used to guide further instruction to meet the needs of the learner.

Summative assessments measure student learning at a particular point in time, usually when instruction and practice of the assessed skill is complete, for example at the end of a unit. A post-assessment is an example of a summative assessment.

Sheet U2.3 Sharing Responsibilities for Unit Three (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 Three Learning Objectives sheet and this Sharing Responsibilities for Unit Three sheet. This includes providing your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 3. This involves some prep work (e.g., copies).		
3. Run off copies of Assessment Blacklines. Run a class set of Blacklines A 3.1–A 3.3, A 3.5–A 3.8, A 3.10 & A 3.11, and A 3.13 for each class. Run a few copies of Blacklines A 3.4, A 3.9, and A 3.12 for each class.		
4. Run Blacklines needed for Unit Three. Run a class set of Blackline 2.4, a double class set plus a half class set of Blackline 3.1, a class set on green paper of Blacklines 3.2–3.6, a few copies of Blackline 3.7, and 2 class sets run double sided of Blackline 3.8 for each class.		
5. If you have not purchased Bridges Student Books, run a class set of pages 47–60 for each class.		
6. If you have not purchased the Home Connections, run a class set of pages 61–84 for each class.		
7. If you have not purchased the Work Places Student Book, run a class set of pages 27–52 for each class.		
8. Find heavy string or yarn and cut into 10 inch pieces. Each student needs 12 lengths of string. Make class sets for each teacher		
9. Prepare and distribute a half class set of 26" by 26" newsprint or butcher-block paper per class.		
10. Each teacher needs to collect a double-class set of 12-egg cartons and a half-class set of 18-egg cartons.	Each teacher will do this independently. (Help each other with this if you can.)	by Session 4