

## 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.

<b>MARCH KEY PAGES</b> (Number Corner Teachers Guide, vol. 2)		
Download the March Planner from the Math Learning Center Web site: <a href="http://www.mathlearningcenter.org/resources/materials/grade-five.asp">www.mathlearningcenter.org/resources/materials/grade-five.asp</a>		
285–286	<b>Setup Pages</b>	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.
290	<b>Planning Guide</b>	Shows how often to do each workout and the Student Book pages associated with each workout.
292–293	<b>Materials You'll Need for March</b>	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.
325–328	<b>March Answer Keys</b>	Provide answers for Number Corner Student Book pages.
<b>UNIT SIX KEY PAGES</b> (Bridges Teachers Guide, vol. 3)		
767–770	<b>Unit Six Introduction</b>	Explains what will happen during the unit and addresses the big mathematical ideas developed during the unit.
770–772	<b>What's the Big Idea?</b>	This portion of the Unit Six Introduction provides a clear explanation of the key mathematical ideas students will explore in this unit.
774	<b>Unit Six Planner</b>	Highlight these sessions, which require more advance preparation than usual: 2, 3, 4, 8, 13, 16, and 17. See pp. 776–777 for more information about the advance preparation required for these sessions.
775–777	<b>Materials You'll Need for Unit Six</b>	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.
772–773	<b>Skills Across the Grade Levels</b>	Specifies whether key skills are being introduced, developed, or taught for mastery. Also indicates how key skills are addressed in Grades 3 and 4.
773	<b>Assessment</b>	Describes the formal assessments provided in Unit Six.
819–825 and 887–898	<b>Unit Six Work Places</b>	These sessions include overviews, directions, materials needed, skills & concepts, Work Place notes, and instructional considerations for Unit 6 Work Places.
908–918	<b>Answer Keys</b>	Provides answers and sample student work for assessments, Bridges Student Book pages, and Home Connections in Unit Six.
<b>GETTING STARTED KEY PAGES</b>		
17, and 25–26	<b>Support Activities</b>	Support Activities can be used when students are need of extra help. See p. 120 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	
<p><b>March Number Corner:</b> This month, students will work with coordinate graphing, mapping skills, elapsed time, double line graphs, and fractions and decimals. They will also work on number sense and key vocabulary through solving number riddles. They will also complete Number Corner Checkup 3.</p>	
Activity	Key Points
<p><b>Computational Fluency</b> (Pages 299–304)</p>	<p>Review using base ten pieces for fractions (pp.300–301; you may also want to see Teachers Guide Vol. 3, p. 830 to see how to shift the place value of the pieces). Then, review the rules for Put It on the Line (p. 302). Play a round of the game, using base ten pieces and calculators.</p>
<p><b>Calendar Grid</b> (Pages 313–319)</p>	<p>Read about this month’s calendar grid and Week 1 on pp. 313–317. Post the first eight calendar markers, study them, and fill in the coordinates on a copy of Student Book p. 131. Read about Weeks 2, 3, and 4 and discuss.</p>
<p><b>Number Corner Checkup 3</b> (Pages 320–324)</p>	<p>Read and discuss pages 320–321. Look at the Checkup pages and the checklist and scoring suggestions on pp. 321–323. Consider the skills and concepts assessed. Consider the Support Activities on p. 324.</p>
<p><b>Helpful Notes</b></p>	<p>Read the overview (p. 305) and the <i>Notes</i> on pages 306, 207, 310, and 312.</p>
UNIT SIX RECOMMENDED MATHEMATICAL ACTIVITIES	
<p><b>Fractions, Decimal, &amp; Percents:</b> Unit Six emphasizes the relationship between decimals and fractions. Students will read, write, model, compare, order, add, and subtract fractions and decimals in order to solidify their understanding. They also look at percents and how they relate to fractions and decimals.</p>	
<p><b>Session 5</b> Adding &amp; Subtracting Fractions, Part 1 of 2 (Pages 803–811)</p>	<p><i>Have paper copies of Overheads 6.3 and 6.4 for teachers can work privately before sharing.</i> Begin by looking at Overhead 6.3 and generate equivalent fractions for each clock face (p. 804). Record the fractions and look for patterns. Look at Overhead 6.4 and solve the problems using clock fractions or fraction strips (made in Unit 4, Session 11), showing each other how these tools will help students make sense of adding and subtracting fractions. Discuss; the questions on p. 809 may help. Read the notes on pp. 810–811.</p>
<p><b>Session 12</b> Decimal &amp; Fraction Equivalencies (Pages 860)</p>	<p>Look at Overhead 6.10 and fill in values for <math>\frac{1}{4}</math> and <math>\frac{1}{2}</math>. Make observations. Have each teacher find the value of one or more of these fractions: <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{3}{5}</math>, <math>\frac{4}{5}</math>, <math>\frac{3}{4}</math>, and <math>\frac{1}{8}</math> and outline their fraction on Blackline 6.7. Record work on the chart on the overhead and make more observations. Use calculators to find the decimal equivalents and fill in the bottom row of the chart. Discuss—you may want to consider the questions in the middle of page 859.</p>
<p><b>Session 14</b> Adding &amp; Subtracting Decimals (Pages 868–873)</p>	<p>Read page 868 and solve problems 1, 2, and 4 on Overheads 6.11 and 6.12 together. Solve problems 6 &amp; 7 in pairs and then discuss your work. Consider what challenges or frustrations students will have. Note the Journal prompt on p. 872, the Work Sample on p. 872, and the Challenge on p. 873.</p>
<p><b>Sets A6 and A9</b> <a href="http://www.mathlearningcenter.org/resources/materials/grade-five/supplements.asp">http://www.mathlearningcenter.org/resources/materials/grade-five/supplements.asp</a></p>	<p>You may consider using the some of the following supplemental activities in this unit: Set A6: Number &amp; Operations— Adding &amp; Subtracting Fractions and Set A9: Number &amp; Operations—Multiplying Fractions. These activities will develop student understanding and may help you meet state standards.</p>

## 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
<b>1 Recognizing, modeling, reading, writing, comparing and ordering decimals and fractions</b>	<b>Key Sessions</b>	<b>Key Sessions</b>
	<b>Work Places</b>	<b>Work Places</b>
Additional instruction and practice in Unit Four and November, February, March, and April Number Corner		
<b>2 Adding and subtracting decimals and fractions with like and unlike denominators</b>	<b>Key Sessions</b>	<b>Key Sessions</b>
	<b>Work Places</b>	<b>Work Places</b>
Additional instruction and practice in Unit Four and March and April Number Corner		
<b>3 Modeling and recognizing equivalent forms of common fractions and decimals</b>	<b>Key Sessions</b>	<b>Key Sessions</b>
	<b>Work Places</b>	<b>Work Places</b>
Additional instruction and practice in November, February, and March 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
<b>Problem Solving (pp. 294–298)</b>	
<ul style="list-style-type: none"> <li>• Using all four operations fluently</li> <li>• Identifying prime and composite numbers using patterns in factor pairs</li> <li>• Identifying common factors of a set of whole numbers</li> <li>• Understanding key terms including: odd, even, square numbers, digit, consecutive, sum, product, dimensions, factors, and multiples</li> <li>• Determining the perimeter and area of rectangles</li> <li>• Identifying and using a variety of strategies to solve problems</li> </ul>	Number Corner Student Book, pages 127, 128, 132, 133, 136, 137, 139, and 140.
<b>Calendar Collector (pp. 305–312)</b>	
<ul style="list-style-type: none"> <li>• Constructing, reading, and interpreting line graphs</li> <li>• Comparing two related sets of data</li> <li>• Telling time and calculating elapsed time</li> </ul>	Number Corner Student Book, pages 130, 134, 141, and 142
<b>Calendar Grid (pp. 313–319)</b>	
<ul style="list-style-type: none"> <li>• Locating and naming points on a coordinate grid using ordered pairs of whole numbers</li> <li>• Describing spatial relationships and paths using coordinate geometry</li> <li>• Accurately measuring length to the nearest half inch</li> <li>• Making unit conversions between inches, feet, and yards</li> <li>• Using a map scale to figure distances</li> </ul>	Number Corner Student Book, pages 131, 135, and 143

\*Also see page 320 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 blackline NC 1.1, NC 7.3, and NC 7.5–7.8 for each class. Run several copies of blackline NC 7.4 and a class set of blackline NC 7.9 for each class. If you need base ten pieces, run a half-class set of blackline NC 1.4 on cardstock and cut apart for each class.		
4. Run a copy of blacklines NC 7.1 & 7.2 for each class. Trim and glue these sheets to make the March calendar Collector Record Sheet for each class.		
5. Run a class set of blacklines NC A 7.1–NC A 7.7 for each class. Run several copies of blackline NC A 7.8 and 2 or 3 copies of blacklines NC A 7.9 & 7.10 for each class.		
6. If you don't have copies of the Number Corner Student Book, run a class set of pages 127–143 for each class.		
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 set of blackline 6.1, run a half class set on heavy paper or cardstock of blackline 6.2 and cut in half, run a few copies of blackline 6.3, run 1 copy of blacklines 6.4 & 6.5, run a one-fourth class set of blackline 6.6 and cut out the grids, run two class sets double-sided plus a few extra of blackline 6.7, run 1 copy of blackline 6.8, run a half class set of blackline 6.9 and cut in half, and run 1 copy on pastel paper of blackline 6.10 for each class.		
4. Run a class set of blacklines A 6.1–A 6.5, A 6.6–A 6.10, A 6.12–A 6.13, and A 6.15 and run a few copies of blackline A 6.11 and A 6.14 for each class.		
5. If you don't have copies of the Student Book, run a class set of pages 149–173 for each class.		
6. If you don't have the Home Connections book, run a class set of pages 177–214 for each class.		
7. If you don't have the Work Place Student Book, run a class set of pages 89–122 for each class.		
8. Cut a one and a half class set plus a few extra of 1" by 12" strips of red construction paper for each class.		
9. Cut several strips of 1" by 12" light colored construction paper strips for each student in each class.		
10. Cut a 1" by 36" strip of white, blue, or yellow butcher paper for each class.		

11. Cut a class set of 1 ½" by 6" strips, using the same kind and color of heavy paper or card stock you used to copy the fraction cards on blackline 6.2 for each class.		
12. Repost your Great Wall of Base Ten by Session 8. You may want to add a couple of feet of butcher paper to the right hand side. Cut the Decimal Display Labels (from blackline 6.4 & 6.5), laminate the labels if you want, and then affix loops of masking tape to the back. See pages 776 and 826 for more information.	Each teacher will do independently	N/A
13. For Session 13: cut a 1' by 4' strip of light colored butcher paper. Fold one of the measuring tapes back on itself at the 100 cm mark and use scotch tape to hold the folded portion out of the way. Attach the strip to the butcher paper. You will also need to trace a 20 cm line on a blank transparency and mark it as shown on p. 862. Finally, cut your copy of blackline 6.8 (Number line Fractions) to create 16 small fraction labels.	Each teacher will do independently	N/A
14. Cut out the Number Line Game Cards (Overheads 6.16–6.18), mix them, and place them in a re-sealable bag or envelope. Cut out the Number Line Percent Labels (Blackline 6.10) and lay them on a tray before Session 16.	Each teacher will do independently	N/A
15. Other:		
16. Other:		