Number Corner Meeting 2

Preparing to Teach November Number Corner

Recommended Timing

1 hour in mid to late October (can be combined with Meeting 2, Preparing to Teach Unit Three, 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 NC2.1), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher
- November Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher *www.mathlearningcenter.org/resources/materials/grade-five.asp*
- Skills Assessed in November Number Corner (Sheet NC2.2), 1 copy for each teacher
- Sharing Responsibilities for November (Sheet NC2.3), 1 copy for each teacher

Part I: Reviewing Roles & Agenda (5 minutes)

Begin the meeting by assigning or confirming the roles discussed in the initial meeting—a facilitator, a record keeper, and a timekeeper. Then, start looking over the agenda on the next 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	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 Number Corner so far; use your sheet during this meeting to record potential solutions to your challenges.
III Reading & Summarizing Workouts	25 minutes	Help all group members feel better prepared to teach the routines and challenges this month.
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, 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 Number Corner. Then, take about four minutes to fill out a Successes & Challenges sheet (Sheet NC2.1). 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 might be able to record potential solutions to your challenges based on your discussions and readings.

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

November Number Corner consists of four different workouts: Calendar Grid, Calendar Collector, Computational Fluency, and Problem Solving. 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 for 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 November. You can find the planner on this page of the Math Learning Center's website: *www.mathlearningcenter.org/resources/materials/grade-five.asp* 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 November Number Corner (Sheet NC2.2). Notice how many skills are explored in Number Corner! 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 5 November Number Corner Resources		
Page Number	**Resource**	**Description**
Number Corner Teachers Guide		
121 & 122	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.
126 & 127	Planning Guide and Monthly Planner Template	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. Offers a planner to map out exactly when you will do each workout.
128 & 129	Materials You'll Need for November	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.
129	Advance Preparation	Describes what you need to do before beginning November Number Corner.
152–155	Instructions for the game of *Splat!*	Provides directions for a game that has students practice multiplication facts, multiplying by multiples of 10, and multiplying 2-digit by 2-digit numbers.
157–160	Answer Keys	Provide answers to November pages in the Number Corner Student Book. Each month includes Answer Keys.

Part V: Sharing Advance Preparation Responsibilities (5 minutes)

Use the Sharing Responsibilities for November chart (sheet NC2.3) 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 November. 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 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 Meeting 4 Preparing to Teach February Number Corner. Record your initials beside the solutions you'll implement. Be prepared to report back to the group at Meeting 4 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 work from this meeting.

Sheet NC2.1 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 NC2.2 Skills Assessed in November Number Corner (Part IV)

Number Corner teaches a variety of important skills that your students need to know. Each workout 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 November 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 workout.) At a later time, you can look carefully at your first report card to determine which items you can report on using the assessment tools in November Number Corner. Do keep in mind that it is best to evaluate students' understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Problem Solving (pp. 130–134)	
• Describing, comparing, choosing and accurately using strategies, including logical reasoning, for a variety of problem situations • Using symbols to stand for unknown quantities in expressions or equations • Other?	Number Corner Student Book, pages 35–38, November Problems Set 1, and pages 45–48, November Problems Set 2
Calendar Grid (pp. 135–145)	
• Ordering, modeling, and comparing fractions and decimals • Demonstrating meanings for fractions in different contexts • Recognizing equivalent forms of common fractions and decimals • Adding Fractions	Number Corner Student Book, page 53, Thinking about Fractions & Decimals and page 58, More about Fractions & Decimals
Calendar Collector (pp. 146–151)	
• Carrying out unit conversions within the U.S. Customary system	Number Corner Student Book, pages 40 and 41, Measuring Liquid Capacity and pages 49 and 50, Measuring Problems

Note that many other skills and practiced and reinforced in the workouts, especially in the games *2 Quarts or Spill* and *Splat.* See the Teachers Guide for more information.

Sheet NC2.3 Sharing Responsibilities for November (Part V)

Task	Team Member	Date Due to Others
1. Run copies of work products from this meeting: Successes & Challenges and Sharing Responsibilities for November. Bring a copy of Sharing Responsibilities to your administrator, if this is what has been agreed upon.		
2. Prepare for and host Meeting 3. This involves some prep work (e.g., copies).		
3. Run copies of Number Corner Blacklines. Run 1 copy of Blacklines NC 1.1, 3.1, 3.4–3.6, and 3.7 for each class.		
4. If you have not purchased class set of Number Corner Student Books, run class sets of Student Book pages 35–60 for each class.		
5 Run 1 copy of Blackline 3.2 and 10 copies of Blackline 3.3 for each classroom. These will be used to make a recording chart for this month's workout. Decide with colleagues if you want this chart to be laminated for use in future years. See page 129 for more information.		
6. Each teacher will need 2 half-gallon milk cartons and food coloring. You will also need to use the measuring cups, one-ounce portion cups, and quart bottles included in your Number Corner materials. You will need to calibrate the quart bottles: see page 129 and Blackline NC 3.7 for more information.	Each teacher will do this independently.	N/A
7.		
8.		
9.		
10.		