

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-five.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
- Sharing Responsibilities for January (Sheet NC3.4), 1 copy

Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by looking over the agenda on the next page, noting the time and purpose for 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 listed below 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). 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.

December Workouts

Calendar Grid
Calendar Collector
Computational Fluency
Problem Solving

January Workouts

Calendar Grid
Calendar Collector
Computational Fluency
Problem Solving
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 5 December Number Corner Helpful Resources		
Page	Resource	Description
161 & 162	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.
166 & 167	Planning Guide and Planner Template	Shows how often to do each workout and the Student Book pages associated with each workout. Offers a planner to map out exactly when you will do each workout.
168	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.
Grade 5 January Number Corner Helpful Resources		
197 & 198	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.
203 & 204	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.
205 & 206	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.
232–235	January Assessment	Information about Number Corner Checkup 2.
207, 213, 218	Advance Preparation	Certain workouts require some additional preparation this month. Be sure to read these pages before the month begins.
236	Support Activities	Information about the Support Activities for students who need extra practice with rounding, modeling and comparing decimals to hundredths, and calculating perimeter and area of rectangles.

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). Also confirm the date, time, and location of your next meeting. 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 Number Corner 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. Keep in mind that it is best to evaluate student understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Calendar Grid (p. 169–176)	
<ul style="list-style-type: none"> • Identifying and forming 3-D figures from 2-D representations • Making generalizations about patterns that help solve problems 	Number Corner Student Book, page 73, Which are Nets for Open Boxes
Calendar Collector (p. 177–182)	
<ul style="list-style-type: none"> • Exploring situations that demonstrate varying rates of change • Comparing two related sets of data • Conducting experiments; systematically collecting and recording data; drawing, supporting, communicating conclusions based on data collected • Reading, interpreting, and constructing double line graphs 	Number Corner Student Book, page 67, Carrot Weighs Double Line Graph, and pages 76 and 77, Another Carrot Experiment
Problem Solving (p. 188–193)	
<ul style="list-style-type: none"> • Using basic multiplication and division facts with fluency • Thinking about multiples and divisibility 	Number Corner Student Book, pages 63–65, December Problems Set 1, and pages 69–71, December Problems Set 2

Note that many other skills are practiced and reinforced in the workouts, especially in the game *Put it on the Line!* See the Teachers Guide for more information.

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. Keep in mind that it is best to evaluate student understanding using more than one assessment.

SKILLS	WHERE SKILLS ARE ASSESSED
Problem Solving (pages 207–212)	
<ul style="list-style-type: none"> • Describing, comparing, choosing, and accurately using strategies and operations for a variety of problem situations • Fluently using multiplication and division • Finding the perimeter and area of squares and rectangles • Using order of operations to solve problems • Determining possible outcomes in a situation 	Number Corner Student Book, pages 78–81, January Problems Set 1, 84–87, January Problems Set 2, and 92–95, January Problems Set 3
Calendar Collector (pages 213–217)	
<ul style="list-style-type: none"> • Determining mean (average) of a set of data • Constructing, reading, and interpreting line graphs • Comparing two related sets of data • Dividing 2- and 3-digit by 1-digit numbers with and without remainders 	Number Corner Student Book, pages 100 and 101, Average School Day Temperature
Calendar Grid (pages 218–225)	
<ul style="list-style-type: none"> • Identifying and building 3-dimensional objects from 2-dimensional representations • Estimating and determining the volume of rectangular and irregular solids • Describing, extending, and making generalizations about patterns 	Number Corner Student Book, page 89, Thinking about Volume, and pages 96 and 97, Views & Volumes
Computational Fluency (pages 226–231)	
<ul style="list-style-type: none"> • Fluently using multiplication facts • Multiplying 2-digit by 1- and 2-digit numbers • Applying the distributive property to calculations with whole numbers 	Number Corner Student Book, pages 82 and 83, 90 and 91, 98 and 99, Multiplication Problems, Sets 1–3
Assessment (pages 232–235)	
<ul style="list-style-type: none"> • Demonstrating fluency with multiplication and division facts • Rounding to the nearest hundred, thousand, and tenth • Adding and subtracting 4-digit numbers with regrouping • Dividing a 3-digit number by a 1-digit number • Multiplying a 2-digit number by a 2-digit number • Finding the mean (average) of 3 numbers • Reading and interpreting a bar graph, a line graph, and a line plot • Identifying the range, mode, and median • Converting ounces to cups and quarts • Measuring length in centimeters • Finding the perimeter and area of a rectangle • Finding the volume of a rectangular solid • Recognizing equivalent forms of common fractions and decimals 	Number Corner Checkup 2, pages 1–6 (Blacklines NC A 5.1–5.6)

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 Blacklines NC 1.1, 4.1, 4.2, 4.3, and 4.4 for each class. Trim and attach Blacklines NC 4.1 and 4.2 to post on your Number Corner Display. Run a class set of Blackline NC 4.5 for each class. Run several copies of Blacklines 4.6–4.8 for each class.		
4. If you haven't purchased a class set of Number Corner Student Books, run class sets of Student Book pages 61–77.		
5. Each teacher will need to bring two very fresh carrots to school at the beginning of the month. One carrot should weigh between 120 and 180 grams and the other one should weigh about half as much. See page 168 for more information.	Each teacher will do this independently.	N/A
6.		
7.		
8.		
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 one copy of Blacklines NC 1.1 and 5.2–5.4 for each class. Trim and attach Blacklines NC 5.2 and 5.3 to post on the Number Corner Display. Run two and a half class sets of Blackline 5.1 for each class. If you need Base Ten Pieces, run several copies of Blackline NC 1.4 for each class.		
3. Run copies of Number Corner Assessment Blacklines: Run a class set of Blacklines NC A 5.1–5.6 and 5.7 for each class. Run 2 or 3 copies of Blacklines NC A 5.8 and 5.9 for each class. Run several copies of Blackline NC A 5.10 for each class.		
4. If you have not purchased Number Corner Student Books, run a class set of pages 78–101 for each class.		
5. Create a packet of support activities for each room. See p. 236 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.)		
6. Each teacher should see page 206 for advance preparation that needs to be done in each classroom.	Each teacher will do this independently.	N/A
7.		
8.		
9.		
10.		
11.		