

Sessions 108–121 & May/June Key Pages

The pages listed below include information and organizational tools that will help you prepare for and teach Sessions 108–121 and May/June Number Corner. Locate these pages in your Teachers Guides, flag them with sticky notes, read or skim them, and discuss as needed.

MAY/JUNE KEY PAGES (Number Corner Teachers Guide)		
Download the May/June Planner from the Math Learning Center Web site: www.mathlearningcenter.org/resources/materials/kindergarten.asp		
273	Setup Page	Shows what materials are posted on the Number Corner display for the month. The illustrations often provide a quick overview of the math addressed by each routine.
275–278	Introduction	Describes what teachers and students will be doing in each routine this month.
SESSIONS 108–121 KEY PAGES (Bridges Teachers Guide, vol. 2)		
243	May Planning Guide	Shows which sessions and Number Corner activities to do for 20 school days in May. <i>Use the supplement planning guide if you are using a state supplement.</i>
244–247	Work Places 2 Setup	Shows all Work Places introduced in the Winter and Spring, and specifies in which session each is introduced, as well as the materials that go in each Work Place basket. This resource is useful in planning ahead for Work Places at the end of the year.
GETTING STARTED KEY PAGES		
73–74	Assessment Interview	Provides information and guidance about interviews that can be used to assess students' skills with basic addition and subtraction equations, number recognition to 40, and counting collections of mixed coins. Assessment blacklines are included at the back of Getting Started.
85–90	Evaluation	The discussion on these pages may help you think about how to effectively communicate with parents and administrators about student progress at the end of the year.
101–102	Math Skills & Concepts Continuum	Review this reporting tool to consider what you know about students' skills at the end of the year. (You might also find the Competencies & Experiences chart on pages 91–96 useful.) Discuss how you might report to students' teachers for the next school year and to their parents.

Sessions 108–121 & May/June Recommended Mathematical Activities

You will gain insight into some of the most important mathematical ideas addressed in May/June and Sessions 108–121 by doing the activities recommended 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.

Rather than doing the mathematical activities below, you might instead bring all your teachers guides, including Getting Started, to review the progress you made this year and talk about what you will do differently next year. (Use Sheet 7.3 if you like.) Structure the activity carefully so that you can make focused notes, collaborate, and share ideas as a group. *Make notes in the margins of your books* for easy reference next year. Take some time to read portions of Getting Started as well: now that you have taught the entire curriculum, this volume may be even more helpful and will certainly jump-start your planning for next year.

MAY/JUNE RECOMMENDED MATHEMATICAL ACTIVITIES

Students will practice skills associated with counting beyond 100, counting by 5 and 10, presenting data using a bar graph, and identifying events that take place in the morning, afternoon, and evening.

Activity	Key Points
Calendar Grid Making the New Markers (pp. 280–283)	Post the first seven markers and think about what the pattern might be. Then read the Hour Hand, Minute Hand poem out loud and share your ideas about the pattern. Mounting the markers on yellow, blue, and black paper can help students discern this pattern.
Our Month in School Counting by 5's with 5-Pointed Stars (pp. 297 & 298)	As a group, count by 5's using about 15 star markers. Students can first count the points by 1's and then by 5's. Using their hands to count by 5's can also help students see 5 (fingers) as a single group.

SESSIONS 108–121 RECOMMENDED MATHEMATICAL ACTIVITIES

Students will develop skills related to estimating and measuring length with nonstandard units; solving basic addition, subtraction, multiplication, and division story problems; writing equations to represent addition and subtraction; and identifying and exploring the relationships among shapes.

Activity	Key Points
Session 113 Frog Jump Measuring (pp. 474–475)	Do the frog jump activity as described in the book. The facilitator should model how to lay out a couple of craft sticks before asking everyone to estimate the length of the jump, as well as how to talk about measurements that aren't round numbers of craft sticks.
Work Place 2Q Polydrons: Can You Build It? (pp. 493–495)	Work in pairs or as a small group to visualize and describe, and then build, the polydron structure on the overhead. Discuss some ideas for helping students for whom this kind of visualization and building is quite challenging. Also have students check their work against the original plans when they have completed their structures.

Sheet 7.1 Instruction & Assessment of Key Learning Objectives for Sessions 108–121

These sessions address 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 key skills.

Learning Objective	Instruction of Learning Objective	Assessment of Learning Objective
1. Solving story problems with basic addition, subtraction, multiplication, and division (and representing those solutions and the strategies for arriving at them)	Key Sessions	Key Sessions and/or Assessments
	Work Places	Work Places
No additional instruction this year.		
2. Writing equations to represent addition and subtraction	Key Sessions	Key Sessions and/or Assessments
	Work Places	Work Places
No additional instruction this year.		
3. Describing, recognizing, and identifying 2D and 3D shapes	Key Sessions	Key Sessions and/or Assessments
	Work Places	Work Places
No additional instruction this year.		

Sheet 7.2 Day-by-Day Planner

Monday	Tuesday	Wednesday	Thursday	Friday
<input data-bbox="310 310 358 352" type="checkbox"/>	<input data-bbox="578 310 626 352" type="checkbox"/>	<input data-bbox="846 310 894 352" type="checkbox"/>	<input data-bbox="1114 310 1162 352" type="checkbox"/>	<input data-bbox="1382 310 1430 352" type="checkbox"/>
<input data-bbox="310 600 358 642" type="checkbox"/>	<input data-bbox="578 600 626 642" type="checkbox"/>	<input data-bbox="846 600 894 642" type="checkbox"/>	<input data-bbox="1114 600 1162 642" type="checkbox"/>	<input data-bbox="1382 600 1430 642" type="checkbox"/>
<input data-bbox="310 924 358 966" type="checkbox"/>	<input data-bbox="578 924 626 966" type="checkbox"/>	<input data-bbox="846 924 894 966" type="checkbox"/>	<input data-bbox="1114 924 1162 966" type="checkbox"/>	<input data-bbox="1382 924 1430 966" type="checkbox"/>
<input data-bbox="310 1226 358 1268" type="checkbox"/>	<input data-bbox="578 1226 626 1268" type="checkbox"/>	<input data-bbox="846 1226 894 1268" type="checkbox"/>	<input data-bbox="1114 1226 1162 1268" type="checkbox"/>	<input data-bbox="1382 1226 1430 1268" type="checkbox"/>
<input data-bbox="310 1528 358 1570" type="checkbox"/>	<input data-bbox="578 1528 626 1570" type="checkbox"/>	<input data-bbox="846 1528 894 1570" type="checkbox"/>	<input data-bbox="1114 1528 1162 1570" type="checkbox"/>	<input data-bbox="1382 1528 1430 1570" type="checkbox"/>

Note Write the date in the small square in each box.

Sheet 7.3 Yearlong Reflection Sheet

List some things you did to make the implementation of Bridges successful in your classroom.

Identify about three things you would like to do more effectively next year. You might think about these as goals for improvement.

List some specific things you plan to do differently next year related to materials organization, advance preparation, Work Place management, using information from assessments, and other elements of instruction and classroom management.

List some things you and your grade-level teammates can do to help each other next year.

Sheet 7.4 Sharing Responsibilities for May/June

Task	Team Member	Date Due to Others
1. Run and distribute copies of participants' completed Successes & Challenges sheets, as well as the completed master copy of this Sharing Responsibilities sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Cut sheets of 12" x 18" construction paper in the Yearlong Paper Chain colors into 1" x 7" strips for each classroom. You'll need about 10 in each color for each classroom. (You can get 28 strips out of a single, intact, piece of construction paper.) (See p. 279 for details.)		
3. Paper Chain Number Labels in 140, 150, and 160 for each classroom, unless you already have a year's worth of labels. (See p. 279 for details.)		
4. Run 1 copy of Poems & Songs Portfolio A pages PA 44–48 for each classroom. (See p. 280 for details.)		
5. Run 1 copy of Blacklines NC 40–56 for each classroom. (See p. 280 for details.)		
6. Cut 11 yellow, 10 blue, and 10 black 5"-by-5" pieces of construction paper for each classroom. (See p. 280 for details.)		
7. Run 1 copy of Blacklines NC 2 and NC 3 for each classroom and cut apart. (See p. 284 for details.)		
8. Run 6 copies of Blackline NC 30 on cardstock for each classroom, cut out the cards, and store each classroom set in an envelope. (See p. 287 for details.)		
9. Run 4 copies of Blackline NC 1 for each classroom, cut apart, and store each classroom set in an envelope. Run 1 copy of Blacklines NC 31–36 for each classroom (optional). (See p. 293 for details.)		
10.		
11.		
12.		
13.		

Sheet 7.5 Sharing Responsibilities for Sessions 108–121

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 Learning Objectives sheet and this Sharing Responsibilities sheet. This includes providing your principal with a copy of any sheets she or he has requested.		
2. Run copies of the blacklines listed below according to the instructions on the Teachers Guide pages indicated. Blackline 2.28 (p. 474) Blackline 2.29 (p. 480) Blacklines 2.30–2.31 (p. 509)		
3. Create a big book or wall chart for each classroom using pages PA.1–PA.4 in Poems & Songs Portfolio A.		
4. Run a class set of Assessment Blacklines BL.7 and BL.8 for each classroom if you plan to use this interview. Also review the Assessment worksheets described on pages 75–84 in Getting Started to decide whether you want to re-administer any of the worksheets before the end of the school year. (Assessment Backlines are in the back of Getting Started.)		
5. Prepare a class set of Home Connections 24–26 for each classroom using Blacklines HC 24.1–26.3 and Blacklines HC E–I.		
6. Cut out the cards on Overhead 2.16 and store in a labeled envelope for use in Session 115.	Each teacher will do this independently.	N/A
7. Look at the materials lists and notes for Session 108 (p. 454), Session 109 (p. 458), Session 110 (p. 465), Session 111 (p. 468), Work Place 2R (p. 501), and Session 119 (p. 502) to see what you might need to prepare ahead of time. You may want to highlight these sessions on your May Planning Guide to remind yourself that you'll need to prepare in advance for these sessions.	Each teacher will do this independently.	N/A
8.		
9.		
10.		
11.		