

## Number Corner Meeting 4

### Preparing to Teach February Number Corner

#### Recommended Timing

1 hour in late January (Can be combined with Meeting 4, Preparing to Teach Sessions 72–83, 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

##### The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet NC4.1), 1 copy for each teacher
- February Planner, downloaded from Math Learning Center Web site, 1 copy for each teacher  
*[www.mathlearningcenter.org/resources/materials/kindergarten.asp](http://www.mathlearningcenter.org/resources/materials/kindergarten.asp)*
- Day-by-Day Planner (Sheet NC4.2), 1 copy for each teacher
- Sharing Responsibilities for February (Sheet NC4.3), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher
- 2-minute sand timer, optional

#### Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by looking over the agenda on the next page. 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
<b>I</b> Reviewing Roles & Agenda	3 minutes	Clarify group members' roles and review what will happen in today's meeting.
<b>II</b> 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.
<b>III</b> Reading & Summarizing the Routines	25 minutes	Help all group members feel better prepared to establish the routines at the beginning of the month and continue them through the rest of the month.
<b>IV</b> Reviewing the Day-by-Day Planner	10 minutes	Review what you'll be doing on a daily basis in Number Corner this month.
<b>V</b> Sharing Advance Preparation Responsibilities	7 minutes	Share responsibilities for preparing to teach the month among group members and determine the place, date, and time for your next meeting.
<b>VI</b> 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)**

Fill out a Successes & Challenges sheet (Sheet NC4.1) independently and silently. At the end of the meeting, you'll share some successes and then brainstorm solutions for one another's challenges. During this meeting, record ideas for potential solutions to your challenges based on your discussions and readings. In the final meeting of the year (Preparing to Teach May/June Number Corner), you will review the Successes & Challenges Sheets you completed year, of which this one is the last. After photocopies of the sheets have been made and distributed, be sure to keep your sheets in a safe place so that you can bring them to the final meeting.

### **Part III: Reading & Summarizing the Routines (25 minutes)**

For the next 10 minutes, each group member will read one or two lesson plans (Days 1–4 and the Day 100 Activities) and prepare to give a 3-minute summary to the rest of the group. Depending on how many teachers are in your group, one or two people might need to read two lesson plans.

In summarizing a lesson plan for the rest of the group, the presenter's goal is to help everyone feel prepared to teach that lesson. Be ready to address the following points in your summary:

- what you'll be doing for each routine that day
- the key mathematical learning objectives for each routine
- any preparation teachers will have to do in advance
- anything unusual or noteworthy involved in a lesson

The person summarizing Day 4 will need to describe the ways in which you can continue each routine through the month, including options for making the routines easier or more challenging depending on your students' needs. The person summarizing the Day 100 Activities will need to give a brief description of all four activities.

After the 10 minutes of reading time have passed, take about 15 minutes for group members to summarize the lesson plans they read. You'll have about 3 minutes for each lesson. The timekeeper will probably need to hold other members to the time limit: a small sand timer might be an effective way to keep time during this activity.

Before moving on, spend just a few minutes discussing which routines are likely to be most important this month based on your state, district, or school priorities, as well as on your students' strengths and needs. Also spend a few minutes deciding whether you'll have students make mini collages for the February calendar markers or select a different theme for the calendar markers.

#### **Part IV: Reviewing the Day-by-Day Planner (10 minutes)**

Spend a few minutes looking over and discussing the Daily Planner for February. Keep in mind that the lessons for Days 1–3 will take an entire math period, which means you won't be doing Bridges sessions on those days. Starting with Day 4, you'll resume teaching Bridges sessions and will spend just 10 to 15 minutes on the Number Corner routines daily. You'll decide which routines to address each day.

Take some time to talk about the suggestions on the Daily Planner: you might decide to follow it exactly or make some modifications based on your students, schedule, and preferences. You may also find that you need to make adjustments throughout the month. If you have the time, you can use the blank Day-by-Day Planner (Sheet NC4.2) to create your own daily planner for October that reflects your school's schedule and the choices you've made.

#### **Part V: Sharing Advance Preparation Responsibilities (7 minutes)**

Use the Sharing Responsibilities for February chart (Sheet NC4.3) to assign advance preparation tasks to specific group members. 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 VI 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 your next meeting.

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

Spend whatever time you have left in this meeting discussing your successes and challenges. When you share the challenges you've encountered, work together to brainstorm solutions for them. Add helpful suggestions to the Solutions column on your chart, and refer to the Challenges & Solutions chart (Handout 1) and your Teachers Guide for additional ideas. After recording solutions, have each group member identify at least one solution to try in the classroom by making a star beside it on their charts. Be prepared to report back the group in April about how these solutions have worked in your classrooms.

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. In the final meeting in April, you'll look over the three Successes & Challenges sheets you completed this year, so be sure to save your sheets in your notebooks.

## Sheet NC4.1 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 NC4.2 Day-by-Day Planner (Part IV)**

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="839 310 888 352" type="checkbox"/>	<input data-bbox="1105 310 1154 352" type="checkbox"/>	<input data-bbox="1367 310 1416 352" type="checkbox"/>
<input data-bbox="310 600 358 642" type="checkbox"/>	<input data-bbox="578 600 626 642" type="checkbox"/>	<input data-bbox="839 600 888 642" type="checkbox"/>	<input data-bbox="1105 600 1154 642" type="checkbox"/>	<input data-bbox="1367 600 1416 642" type="checkbox"/>
<input data-bbox="310 924 358 966" type="checkbox"/>	<input data-bbox="578 924 626 966" type="checkbox"/>	<input data-bbox="839 924 888 966" type="checkbox"/>	<input data-bbox="1105 924 1154 966" type="checkbox"/>	<input data-bbox="1367 924 1416 966" type="checkbox"/>
<input data-bbox="310 1226 358 1268" type="checkbox"/>	<input data-bbox="578 1226 626 1268" type="checkbox"/>	<input data-bbox="839 1226 888 1268" type="checkbox"/>	<input data-bbox="1105 1226 1154 1268" type="checkbox"/>	<input data-bbox="1367 1226 1416 1268" type="checkbox"/>
<input data-bbox="310 1528 358 1570" type="checkbox"/>	<input data-bbox="578 1528 626 1570" type="checkbox"/>	<input data-bbox="839 1528 888 1570" type="checkbox"/>	<input data-bbox="1105 1528 1154 1570" type="checkbox"/>	<input data-bbox="1367 1528 1416 1570" type="checkbox"/>

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

## Sheet NC4.3 Sharing Responsibilities for February (Part V)

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 for February sheet. Provide your principal with a copy of any sheets she or he has requested.		
2. Prepare for and host Meeting 5. This involves some prep work (e.g., copies).		
3. Sheets of 12" x 18" construction paper in the Yearlong Paper Chain colors cut 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. 173 for details.)		
4. Paper Chain Number Labels in 80 and 90 for each classroom, unless you already have a year's worth of labels. (See p. 173 for details.)		
5. Cut a brightly colored 5" x 5" piece of paper for each classroom. (This is not necessary if you still have these pieces of paper from prior months of Calendar Grid.) (See p. 175 for details.)		
6. Cut the following pieces of construction paper for each classroom to make the calendar markers: red: seven 5" x 5" squares 10 to 12 ½" by 4" strips for each student blue: seven 5" x 5" squares 10 to 12 ½" by 4" strips for each student white: fourteen 5" x 5" squares 10 to 12 ½" by 4" strips for each student		
7. Run 1 copy of Blacklines NC 2 and NC 3 for each classroom and cut apart. (See p. 179 for details.)		
8. Run copies of Blacklines NC 57 and 37–39 for each classroom according to the directions at the top of each blackline. These will be used for the Day 100 Activities (pp. 195–206).		
9. Cut a 36-inch piece of cotton string for each student. (See p. 204 for details.)		
10. Review pp. 195–206 to see what you might need to do to prepare for the Day 100 Activities.	Each teacher will do this independently.	N/A
11. Get 100 wrapped candies, a large box of O-shaped cereal (preferably that comes in multiple colors), and a class set of small paper cups. (See pp. 195 and 204.)	Each teacher will do this independently.	N/A