

Bridges Meeting 4

Preparing to Teach Sessions 72–83

Recommended Timing

1 hour in late January (Can be combined with Meeting 4, Preparing to Teach February Number Corner, if you have at least 2 hours to meet.)

Materials You'll Need for the Meeting

Each teacher will need to bring:

- Teachers Guide Volume Two
- Getting Started
- State Supplement (You would have received one in your Bridges kit if this applied to you.)
- pen
- notebook
- sticky notes

The group will need:

- this guide, 1 copy for each teacher
- Successes & Challenges (Sheet U4.1), 1 copy for each teacher
- Instruction & Assessment of Key Learning Objectives (Sheet U4.2), 1 copy for each teacher
- Sharing Responsibilities for Sessions 72–83 (Sheet U4.3), 1 copy for each teacher
- Challenges & Solutions (Handout 1), 1 copy for each teacher

Part I: Reviewing Roles & Agenda (3 minutes)

Begin the meeting by looking over the agenda on the next page. Follow these recommendations as much as possible in order to accomplish the goals of the meeting in about an hour. If you have more than an hour, take a moment now to identify those parts of the meeting where you'd like to spend more 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 Recording Your Successes & Challenges | 5 minutes | Reflect silently and privately on implementing Bridges so far; use your sheet during this meeting to record potential solutions to your challenges. |
| III Looking at the February Planning Guide | 5 minutes | Develop a big picture of the month. |
| IV Exploring Sessions 72–83 | 5 minutes | Locate resources in the Teachers Guide that will be helpful as you plan for and teach this sequence of sessions. |
| V Reading the Winter & Spring Introduction | 10 Minutes | Deepen your understanding of the big mathematical ideas in the second part of the school year, as well as the flow of the instruction. |
| VI Completing the Instruction & Assessment of Key Learning Objectives Chart | 15 minutes | Identify when the most important learning objectives will be taught and assessed. |
| VII Sharing Advance Preparation Responsibilities | 7 minutes | Share responsibilities for preparing to teach the sessions among group members and determine the place, date, and time for your next meeting. |
| VIII 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 U4.1) 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. This is the last time you will fill out these sheets this year.

Part III: Looking at the February Planning Guide (5 minutes)

Note *If you received a state supplement in your Bridges kit, it is very important to use the planning guide and activities included with that supplement.*

Turn to page 240 in the Teachers Guide and mark it with a sticky note tab labeled "February Planning Guide" so that you can find this planning guide quickly. Spend a minute or two looking over the February Planning Guide and then discuss how you can use the information it provides to plan your instruction. The questions below may help structure your discussion.

- Which days are devoted only to establishing the February Number Corner?
- How often are Home Connections assigned?

- In which sessions will you introduce new Work Places?

You might be slightly behind or ahead of schedule with your Bridges sessions. In either case, take the first three days of February to establish the Number Corner routines for the month and a few days for the Day 100 activities as well. Then resume teaching the Bridges sessions where you left off at the end of January, even if it is not Session 72 exactly.

Part IV: Exploring Sessions 72–83 (5 minutes)

Use the chart below to locate and skim several important sections of the Teachers Guide and Getting Started. We recommend bookmarking each page with a sticky note so it is easy to find the information again. You'll be able to find what you're looking for even more quickly if you label each sticky note.

| Kindergarten Sessions 72–83 Helpful Resources | | |
|--|---|--|
| Page Numbers | Resource | Description |
| Bridges Teachers Guide, volume 2 | | |
| 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 you'll need to place in the Work Place basket. This resource can help you plan ahead for upcoming Work Places during Sessions 72–83 (and beyond). |
| 263–272 | Sea Creatures Across the Curriculum | Provides ideas about how you can explore sea creatures with your students through other subject areas, including language arts and science. |
| Getting Started | | |
| 70–72 | Individual Interviews | Provides information and guidance about two interviews you can use to assess students' skills in the late winter, if you have not use them already in the winter. Assessment blacklines are included at the back of Getting Started. |
| 83 | Assessment Worksheet | Provides information and guidance about a worksheet that can help you assess students' skills with patterning and numeral writing anytime after Session 71. Assessment blacklines are included at the back of Getting Started. |
| 36–38 | Questions from Teachers About Problems & Investigations Lessons | Now that you have spent almost half the year teaching Bridges, you might find the discussion on these pages helpful in thinking about the effectiveness of your instruction. It can help you think of ways you'd like to refine your practice during the rest of the year or next year. |
| 49–52 | Integrated Themes | These pages explain the value of teaching mathematics to kindergarteners in the context of bugs or sea creature themes, which you can extend across the curriculum. |

Part V: Reading the Winter & Spring Introduction (10 minutes)

Take some time to skim the Winter & Spring Introduction (Teachers Guide pages 225–238) and Sessions 72–83 (pages 311–351) in silence. As you skim, consider what the learning objectives for your students are at this time of year and how you might determine whether students are meeting these learning objectives.

Part VI: Completing the Instruction & Assessment of Key Learning Objectives Chart (15 minutes)

As a group, read the paragraph at the top of Instruction & Assessment of Key Learning Objectives for Sessions 72–83 (Sheet U4.2). Then work together to identify when each learning objective is taught, as well as how you will determine whether every student in your class has met each learning objective. Remember to consider the assessments described in Getting Started (pp. 65–78), as well as informal modes of assessment such as observation.

Part VII: Sharing Advance Preparation Responsibilities (7 minutes)

Use the Sharing Responsibilities chart (Sheet U4.3) 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 VIII 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 VIII: Sharing Successes, Challenges & Solutions (10 minutes)

Spend whatever time you have left in this meeting discussing your successes and challenges. Start with the successes and reflect on what is going well before moving on to the challenges. Also discuss the solutions you've been implementing in your classrooms over the past few months. Are they helping? Did you discover ways to adapt them or improve upon them? 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), Getting Started, and your Teachers Guide for additional ideas.

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. Save these sheets with the ones the group members completed in the first and second meetings. In the final meeting of the year, you'll review the set for evidence of your progress and to identify ways that you can plan for smoother implementation next year.

Sheet U4.1 Successes & Challenges (Parts II and VIII)

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 or in Getting Started) in this column. |
|--|---|
| I felt concerned when ... | |
| I'd like to be more effective at ... | |
| Other Challenges | |

Sheet U4.2 Instruction & Assessment of Key Learning Objectives for Sessions 72–83 (Part VI)

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. Interpret simple addition, subtraction, multiplication, and division problems and solve them using drawings and/or numbers | Key Sessions | Key Sessions and/or Assessments |
| | Work Places | Work Places |
| Additional instruction and practice in Spring, March, and April Number Corner. | | |
| 2. Create and pose simple picture/story problems | Key Sessions | Key Sessions and/or Assessments |
| | Work Places | Work Places |
| Additional instruction and practice in Spring. | | |
| 3. Read, write, and understand numbers to 20 | Key Sessions | Key Sessions and/or Assessments |
| | Work Places | Work Places |
| Additional instruction and practice in Spring and March–May/June Number Corner. | | |

Sheet U4.3 Sharing Responsibilities for Sessions 72–83 (Part VII)

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. Prepare for and host Meeting 5. This involves some prep work (e.g., copies). | | |
| 3. Run copies of the blacklines listed below according to the instructions on the Teachers Guide pages indicated. Blacklines 2.6–2.8 (p. 311) Blacklines 2.9–2.13 (p. 311) | | |
| 4. Create big books or wall charts for each classroom using pages PA.20–PA.25, PA.26–PA.29, and PA.30–PA.33 in Poems & Songs Portfolio A. | | |
| 5. Run a class set of Assessment Blacklines BL.3–BL.6 and BL.13 for each classroom if you plan to use these two interviews and the worksheet. (Assessment Backlines are in the back of Getting Started.) | | |
| 6. Prepare a class set of Home Connections 16–18 for each classroom using Blacklines HC 16.1–18.2. | | |
| 7. Look at the materials lists and notes for Session 73 (p. 311), Session 76 (p. 327), Session 77 (p. 332), Session 78 (p. 333), Session 79 (p. 335), and Session 80 (p. 340) to see what you might need to prepare ahead of time. You may want to highlight these sessions on your February 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. | | |