October
Number Corner

Notes for teachers…

- These slides incorporate all parts the Number Corner lessons each day. Most questions or discussion points are incorporated so you don't need your manual.
- The calendar collector this month requires you to collect materials and collect liquid each day. I couldn't do this activity justice on the slides so you will have to prepare these materials prior to day 2. There is a copy of the instructions at the start of Day 2.
- On Day 11, you need to copy a master and cut out shapes so each student has a shape prior to the lesson.

Calendar Grid

Date	Shape Name	Color	Lines of Symmetry (Skip this until Day 11)	Other Observations

Links to Slides

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Calendar Grid

Date	Shape Name	Color	Lines of Symmetry (Skip this until Day 11)	Other Observations

Links to Slides

Day 8

Day 9

Day 10

Day 11

Day 12

Day 13

Day 14

Calendar Grid

Date	Shape Name	Color	Lines Of Symmetry	Other Observations

Links to Slides

Day 15

Day 16

Day 17

Day 18

Day 19

Day 20

Calendar Collection Record Sheet

Day	Milliliters (Running Total)	Liters (Running Total)
1	250 ml	¼ liter
2	500 ml	2/4 liter

Links to Slides

Day 1
Day 2
Day 3
Day 4
Day 5
Day 6
Day 7

Calendar Collector Record Sheet

Day	Milliliters (Running Total)	Liters (Running Total)

Links to Slides

Day 8

Day 9

Day 10

Day 11

Day 12

Day 13

Day 14

Calendar Collector Recording Sheet

Day	Milliliters (Running Total)	Liters (Running Total)

Links to Slides

Day 15

Day 16

Day 17

Day 18

Day 19

Day 20

DAY 1

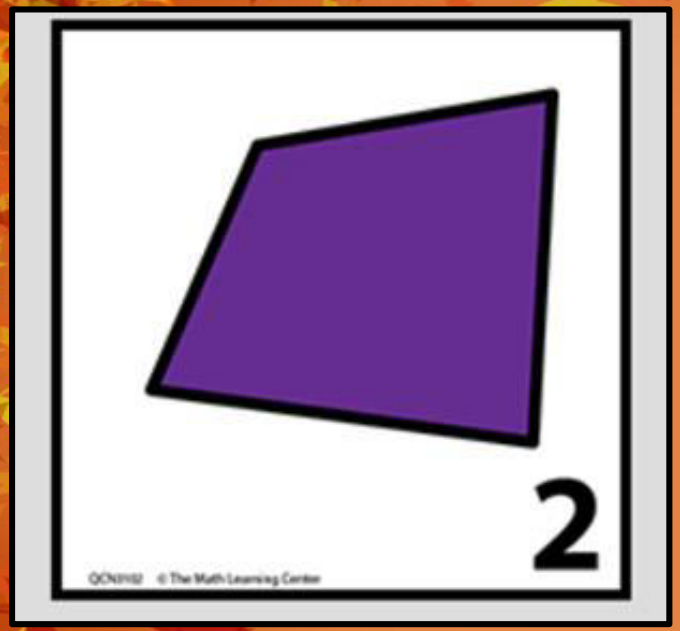
Today we will…

- Look at our Calendar markers and Calendar Grid Observations chart for this month
- Make predictions about future markers

Day 1 continued

What do you think today's marker will be? Why do you think that? Share your thinking with a partner.

Day 1 continued

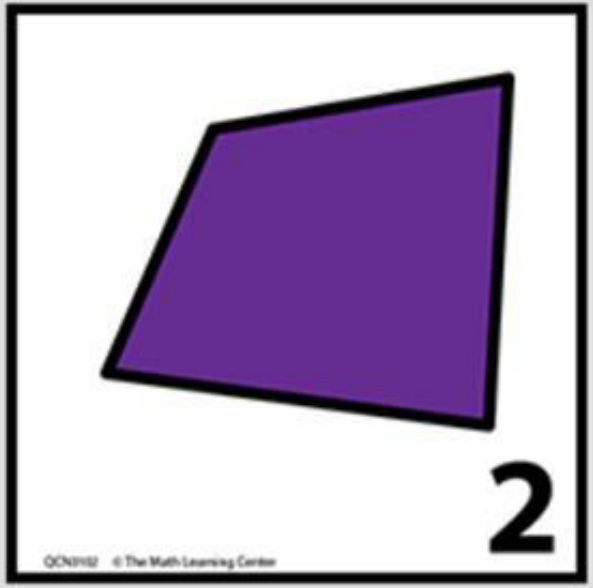


Let's take a sneak peek at tomorrow's marker. What do you see? Share your observations with a partner near you and then we will discuss as a class.

Day 1 continued

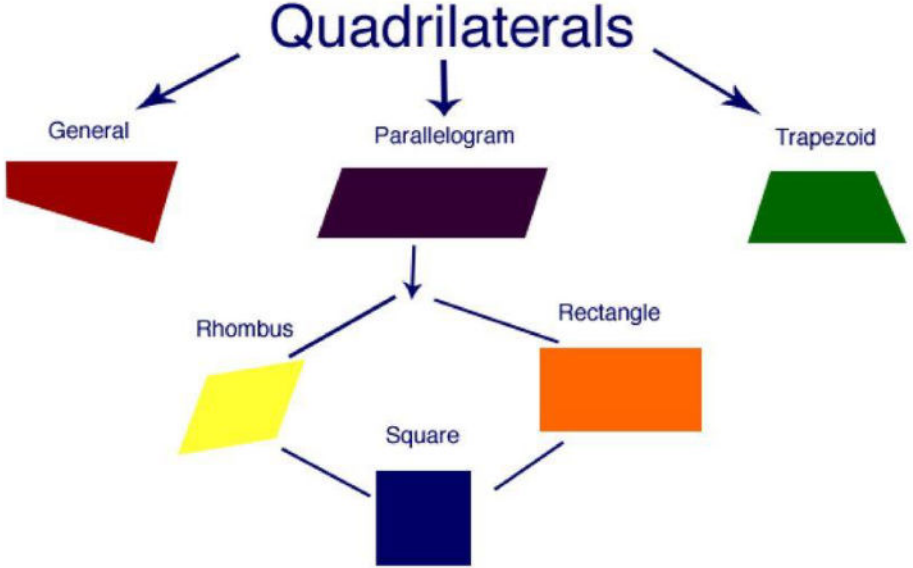
Click here for a short video of a song about quadrilaterals.

Important Vocabulary Alert!

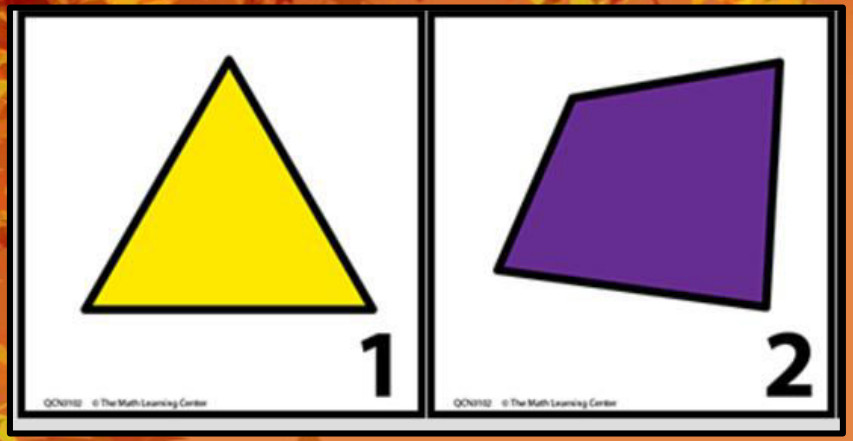


What is a Quadrilateral?

A polygon with 4 sides!



DAY 1 cont.



Now we will fill in our Calendar Observations Chart together.

Link to Calendar Observation Chart

DAY 2

Today we will…

- Learn about our Calendar Collector for this month

Teachers, you need to prepare materials for Calendar Collector.
Directions are on the next slide.

Preparation

Gathering and Preparing the Containers

- Gather one empty, clean 1-quart milk or juice carton and 6 clear or translucent plastic one-liter bottles with tops or lids. If you don't already have such items in your classroom, the best source (after you check your science kit or the school science supplies) is your local grocery store. Many brands of bottled water and soda come in 1-liter bottles. Try to find bottles that are relatively straight-sided, rather than curved.
- Run a strip of masking tape up the side of each of the six 1-liter bottles, from the bottom all the way to the top so students can mark the water level each day.

- Get a plastic pitcher that holds about 2 quarts and can be easily managed by your students.

Setup for Activity 1

Place the following items on a tray prior to conducting Activity 1:

- 1-cup/250 ml measuring cup from your Number Corner Kit
- Empty 1-liter bottle, with masking tape up the side
- Permanent fine-tip black marking pen
- 1-quart milk or juice container filled with 1 quart of colored water (use a few drops of red, blue, or green food coloring to color the water so it's easier to see); measure the amount of water as you fill the carton to make sure it's exactly 4 cups or 32 ounces
- Pitcher, with about a cup of the colored water in it
- A few paper towels in case of spills

Put the remaining 1-liter bottles away for now, so they're out of students' sight.

Day 2 continued

Measure

What does the word measure mean? Why do we measure things? What do people do when they measure? Who measures things in their daily work and what do they measure? DIscuss with a partner and then we will discuss as a class and write down your ideas.

Day 2 continued

Measure

You learned a lot about measuring length in second grade! What tools did you use to measure length? What units did you measure in?

Day 2 continued

Important Vocabulary Alert!

One of the things we are going to learn to measure this year is liquid volume.

Does anyone know what liquid volume means?

Let's look at the next slide to find out.

Day 2 continued

Important Vocabulary Alert!

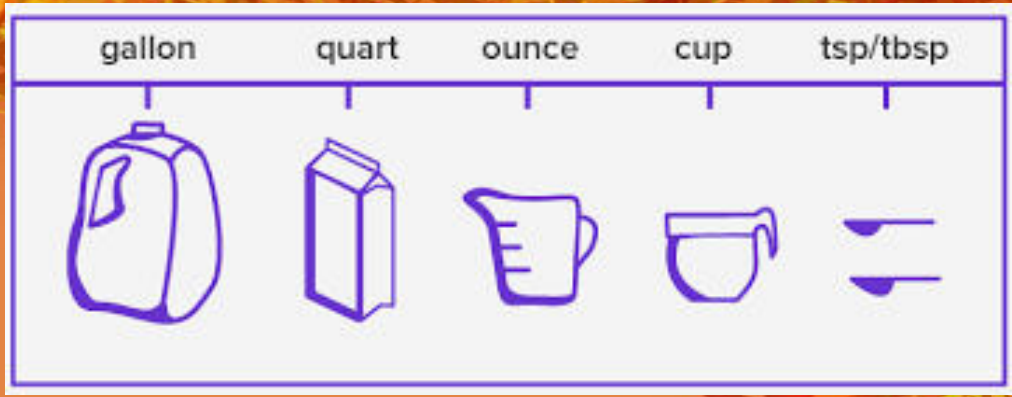
Liquid volume is a measure of how much liquid there is in a container of any size. Can anyone think of any tools or units people use to measure liquid volume?

Have any of you ever heard or a quart or gallon? Where have you heard or seen that?

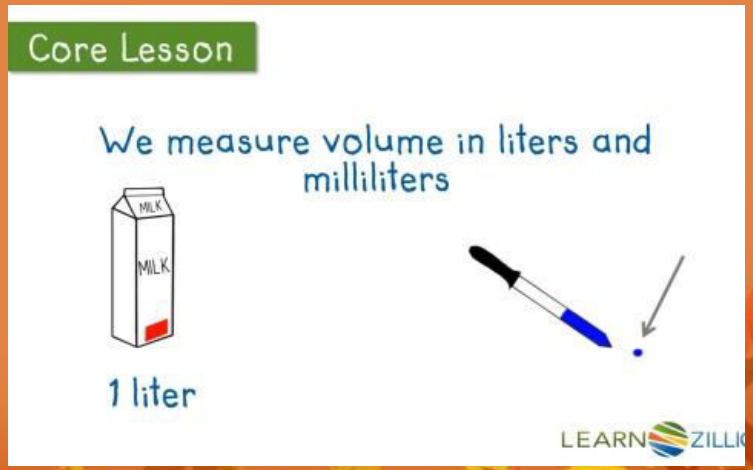
Day 2 continued

Important Vocabulary Alert!

In the U.S., we often measure liquid volume in cups, quarts, and gallons.



In most other parts of the world, and in science labs, people use metric units of liquid measure.



Click here for a short video about measuring in liters and milliliters.

Day 2 continued

Teachers, pull out the empty 1 liter bottle and place next to the quart container.

Which container do you think holds more liquid? Why?

Now I am going to pour the liquid from the quart container into the 1 liter bottle. What do you notice? Discuss with a partner. Was your prediction correct?

Day 2 continued

Teachers, pour the colored water out of the 1 liter bottle into the pitcher. Then using the water from the pitcher, fill the smaller measuring cup to 250 mL mark.

How much of the 1 liter bottle do you think this measurement will fill?

Teachers, pour the contents of the small measuring cup into the liter bottle. Mark on the masking tape to show the water level.

What fraction of the bottle has been filled?

Teachers, repeat this process, using the water in the pitcher to fill the measuring cup to 250 mL, then pouring it into the 1 liter bottle and marking the level on the masking tape, until the bottle is full.

How many small measuring cups did it take to fill the bottle? What fraction of a liter is each measuring cup?

Day 2 continued

Measure

1 liter = 1,000 milliliters

Our measuring cup holds 250 mL

250 + 250 + 250 + 250

500 + 500 = 1,000

Each measuring cupful is ¼ of a liter.

Day 2 continued

Teachers, now pour the water out of the 1 liter bottle and back into the pitcher.

Each day we are in school, we will collect 250 mL, or ¼ of a liter. So today, since this our second day of Number Corner this month, we will do two cupfuls into our bottle.

Pour 2 cupfuls into the liter bottle.

How much water have we collected so far?

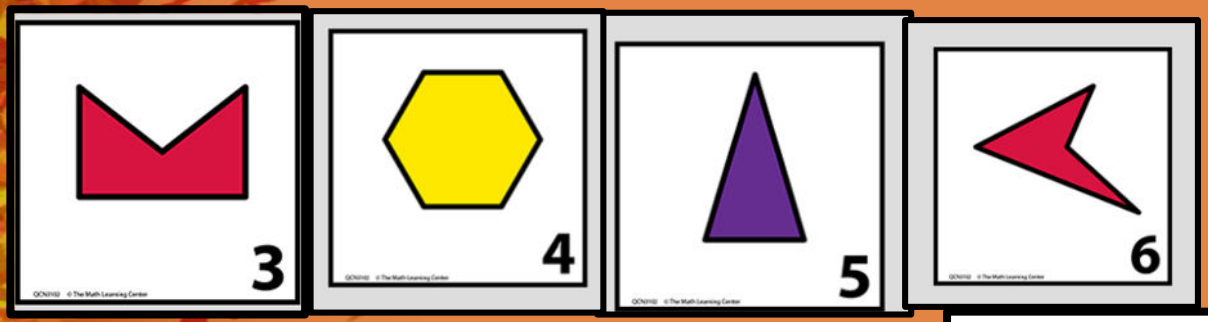
DAY 3

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Learn a new multiplication game

DAY 3 cont.

Weekend Update!



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 3 cont

Let's take a look at our next Number Corner marker for the month of October.

What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 3 cont

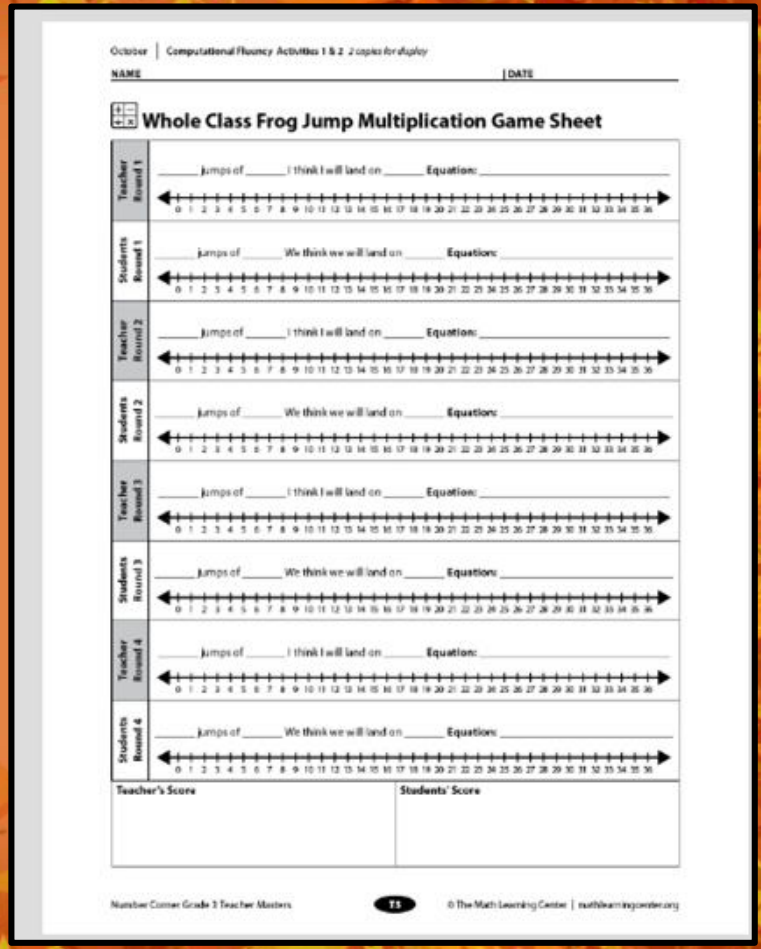
Now let's add our 250 mL of water to our bottle.

DAY 3 cont.

Take a look at this page.

We are going to learn how to play a new game that will help us learn more about multiplication. Today we will play and you will all be one team and I will be the other team.

- We will take turns rolling a die twice. The first roll shows how many jumps you get to make on the number line. The second tells how long each jump will be.
- After you roll and mark your jumps on the number line, you write a multiplication equation to show the results.
- Each team takes 4 turns and then add up their products to find the total sum.
- The team with the greater sum wins the game.



October | Computational Fluency Activities 1 & 2 *2 copies for display*

NAME | DATE

Whole Class Frog Jump Multiplication Game Sheet

Teacher Round 1	_____ jumps of _____. I think I will land on _____. Equation: _____
Students Round 1	_____ jumps of _____. We think we will land on _____. Equation: _____
Teacher Round 2	_____ jumps of _____. I think I will land on _____. Equation: _____
Students Round 2	_____ jumps of _____. We think we will land on _____. Equation: _____
Teacher Round 3	_____ jumps of _____. I think I will land on _____. Equation: _____
Students Round 3	_____ jumps of _____. We think we will land on _____. Equation: _____
Teacher Round 4	_____ jumps of _____. I think I will land on _____. Equation: _____
Students Round 4	_____ jumps of _____. We think we will land on _____. Equation: _____

Teacher's Score	Students' Score

DAY 3 cont.

I will take the first turn today so you can see how the game works. I will keep track of the action for both teams on my game sheet today and you will each do your team's turns in your Number Corner workbooks (page 6).

Link to Frog Jump Multiplication

October | Computational Fluency Activities 1 & 2 2 copies for display

NAME | DATE

Whole Class Frog Jump Multiplication Game Sheet

Teacher Round 1

_____ jumps of _____. I think I will land on _____. Equation: _____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Students Round 1

_____ jumps of _____. We think we will land on _____. Equation: _____

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Teacher's Score | Students' Score

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Teachers, go to next slide before you play if you want some reminders about discussion points during the game.

DAY 3 cont.

Teachers,

- Talk about how to make a prediction before you make the jumps.
- Circle each number that you land on along the way.
- When both teams have taken 4 turns, talk about how to find the sum of the 4 products.

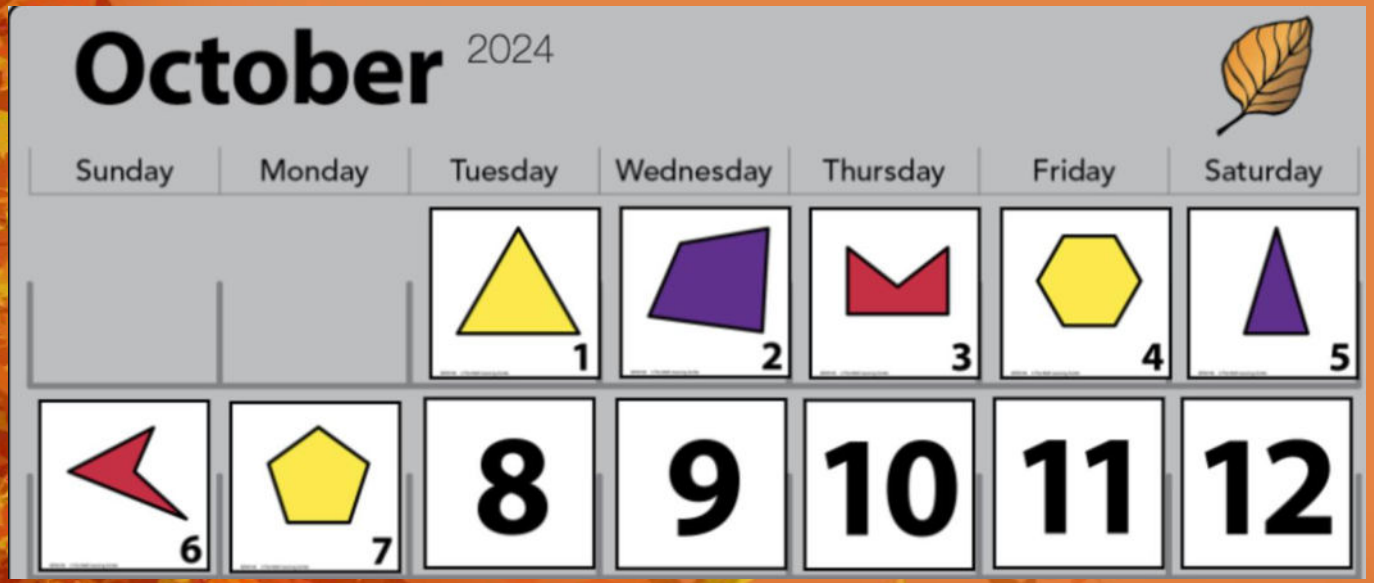
DAY 4

Today we will…

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Complete a Problem String

DAY 4 cont.

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.



What is your prediction? Tell us why you think that.

DAY 4 cont.

What do you see? What do you notice?

Were your predictions correct?

DAY 4 cont.

Now let's add our 250 mL of water to our bottle.

DAY 4 cont.

Please take out your Math Notebook and a pencil. Solving problems will be part of our Number Corner again this month we will complete more problem strings. Remember...

- A problem string is a series of related problems that we will solve and discuss one at a time.
- Strings often start with easier problems and then problems get harder as the string continues.
- The problems at the beginning often help to solve the problems toward the end.
- Solving problems in a string involves thinking like a mathematician because we want to find smart and efficient ways to solve the problem.
- There is a process the class will use to solve each problem, share strategies and answers, and discuss each other's thinking.
- We will do our work in our Math notebook (or in back of N.C. workbook)
- I will try and write down your thoughts as you explain your thinking.

DAY 4 cont.

- Each time we do a new problem string, you should start a new blank page in your notebook and write the date at the top of the page.
- On the next page, I will share the first problem in the problem string. Please write down the problem and then put your thumb up in front of your chest when you have an answer.

  Teachers, model all shared strategies on a Number Line. Emphasize those strategies that involve jumping back by 10 or multiples of 10 and then subtracting the remaining ones at the end.

DAY 4 cont.

Problem	Strategies
53-10	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 4 cont.

Problem	Strategies
167-10	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 5

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Work with Number Lines using different end points

DAY 5 cont.

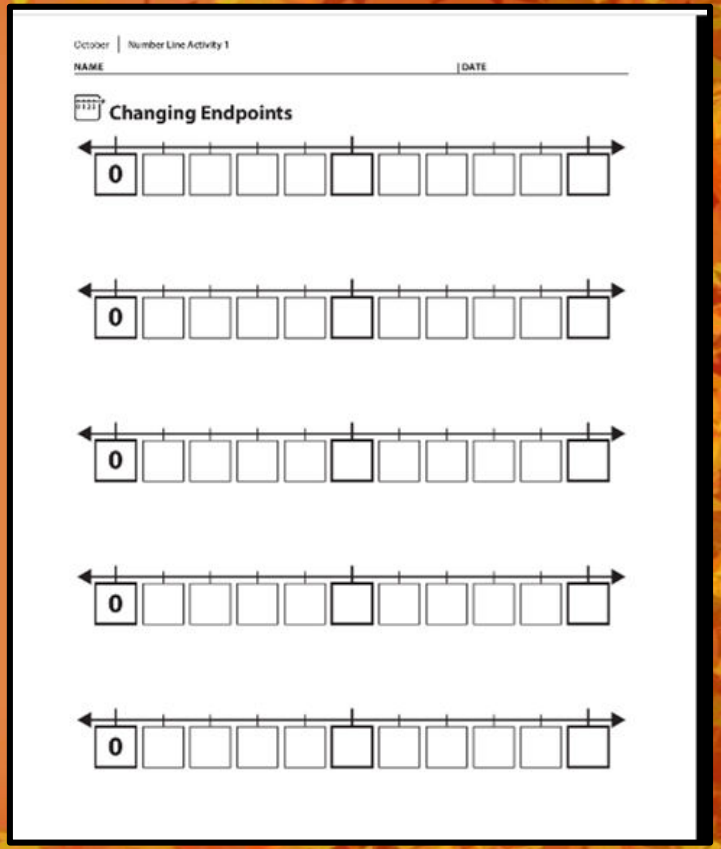
Now let's update our Calendar Grid Observations Chart

DAY 5 cont.

Now let's add our 250 mL of water to our bottle.

DAY 5 cont.

Please take out your number workbooks and open to page 9. I would like you to take a look at this page and talk to a neighbor about what you notice.



October | Number Line Activity 1

NAME | DATE

Changing Endpoints

0

0

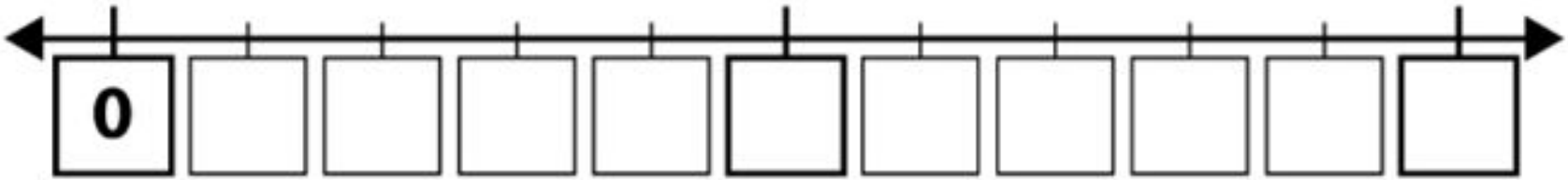
0

0

0

DAY 5 cont.

Changing Endpoints



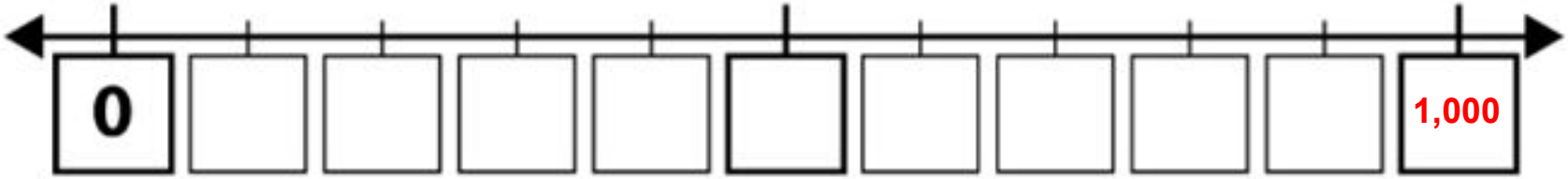
I'd like you to now share ideas with your partner about what numbers belong in the boxes along the first line on the sheet.

Link to workbook page

DAY 5 cont.

Link to workbook page

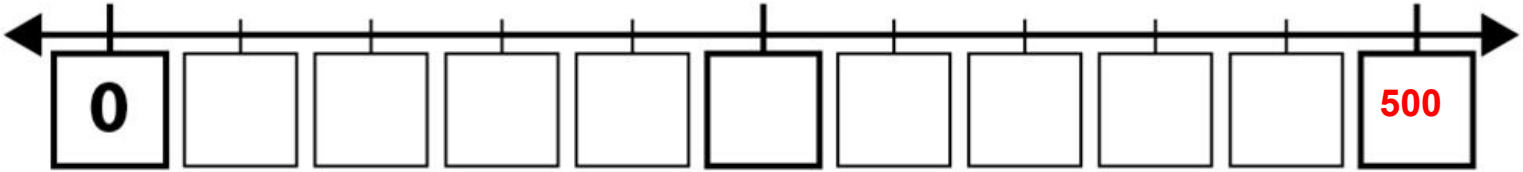
Changing Endpoints



Now look at the number that I put in the last box. I want you to copy that number on your first number line. Talk to a neighbor about what numbers you think belong in the other boxes now. Then we will talk about your ideas together. Lastly, we will fill in the numbers we decide belong on the line together.

DAY 5 cont.

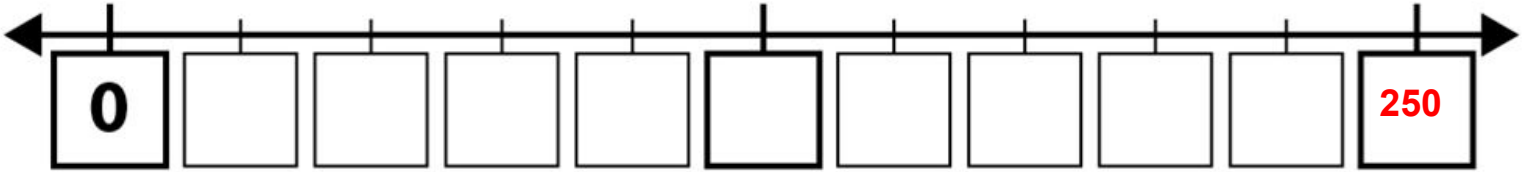
Link to workbook page



Let's move to the second number line. Now look at the number that I put in the last box. I want you to copy that number on your first number line. Talk to a neighbor about what numbers you think belong in the other boxes now. Then we will talk about your ideas together. Lastly, we will fill in the numbers we decide belong on the line together.

DAY 5 cont.

Link to workbook page



Let's move to the third number line. Now look at the number that I put in the last box. I want you to copy that number on your first number line. Talk to a neighbor about what numbers you think belong in the other boxes now. Then we will talk about your ideas together. Lastly, we will fill in the numbers we decide belong on the line together. We will revisit this activity later this month.

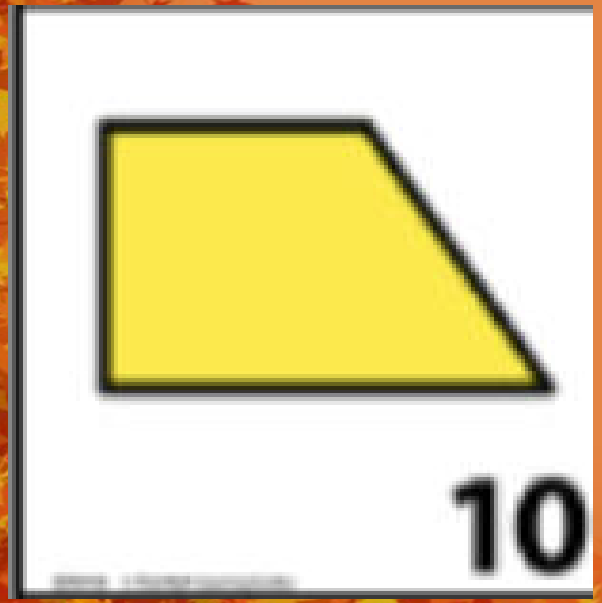
DAY 6

Today we will…

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Learn some new vocabulary in geometry

DAY 6 cont

Let's take a look at our next Number Corner marker for the month of October.



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

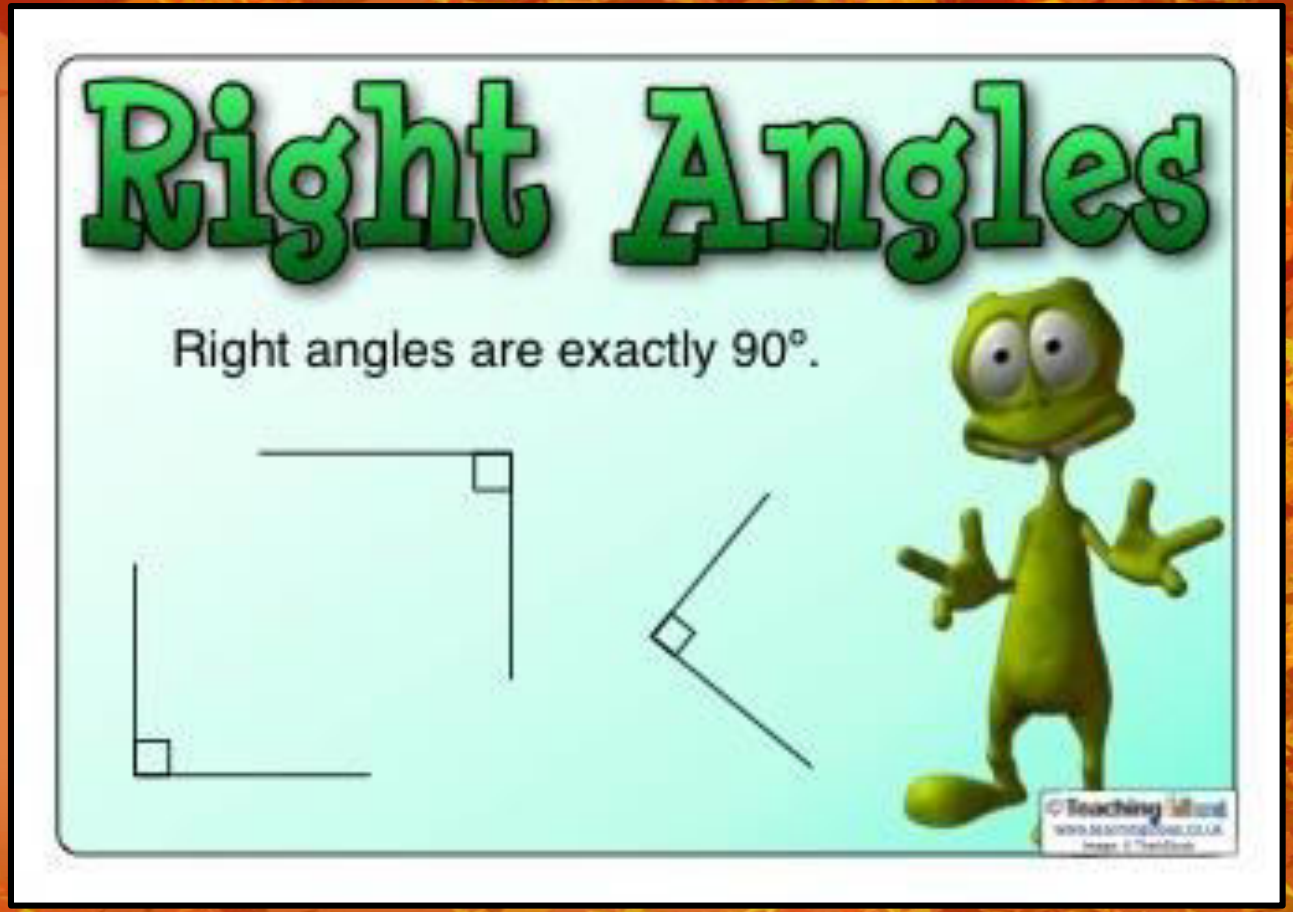
DAY 6 cont.

Now let's add our 250 mL of water to our bottle.

Day 6 continued

Important Vocabulary Alert!

Can you make a right angle with your arms? How about with your fingers?



Day 6 continued

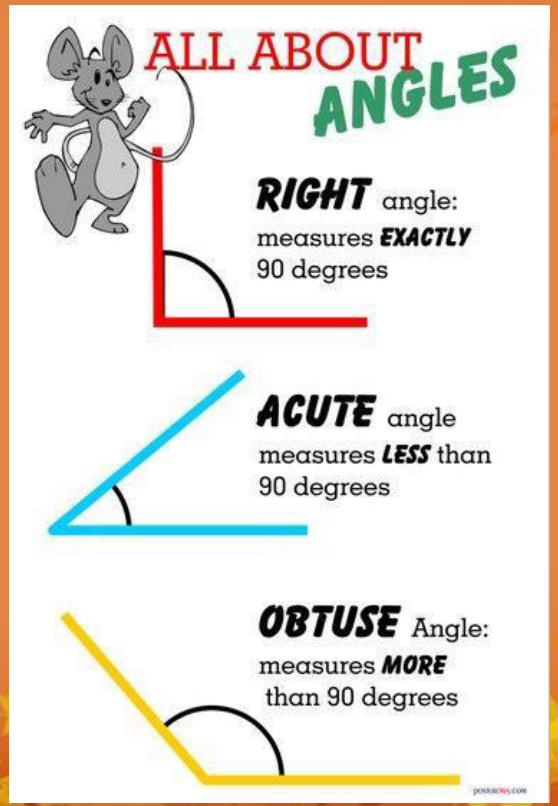
Now we will use my right angle tool to see if there were right angles on any of the shapes we have seen so far. Let's start on the 3rd.

Day 6 continued

Important Vocabulary Alert!

Link to a video with a song about angles.

Other angles are smaller than a right angle or larger than a right angle.



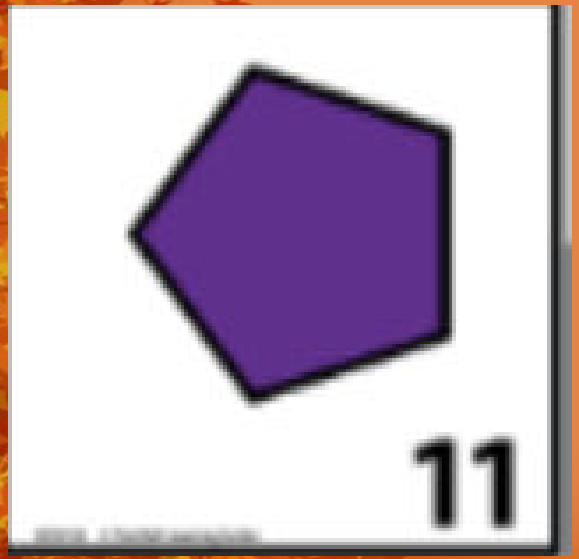
DAY 7

Today we will…

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Start recording the water that we have been collecting in our bottles

DAY 7 cont

Let's take a look at our next Number Corner marker for the month of October.



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 7 cont.

Let's look at what we have collected so far. Talk to a neighbor about how many liters or milliliters we have collected.

Now let's add our 250 mL for today. What's our new total?

Now we will look at our Calendar Collection Recording Sheet. This will help us keep track of what we have collected.

DAY 7 cont.

We will update for what we have done so far. I have done the first few for us to get us started.

Link to Calendar Collection Recording Sheet

DAY 7 cont.

Now I want you to estimate how many liters that we will collect by the end of the month. I will record your predictions here.

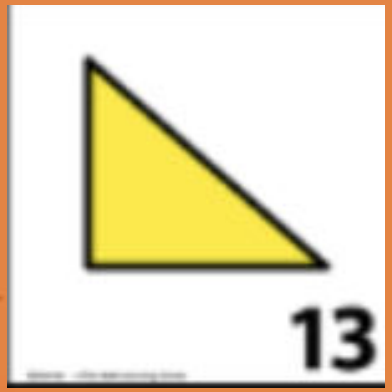
DAY 8

Today we will…

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Have a Frog Jump Multiplication rematch

DAY 8 cont.

Weekend Update!



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 8 cont.

Let's take a look at our next Number Corner marker for the month of October.

What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 8 cont.

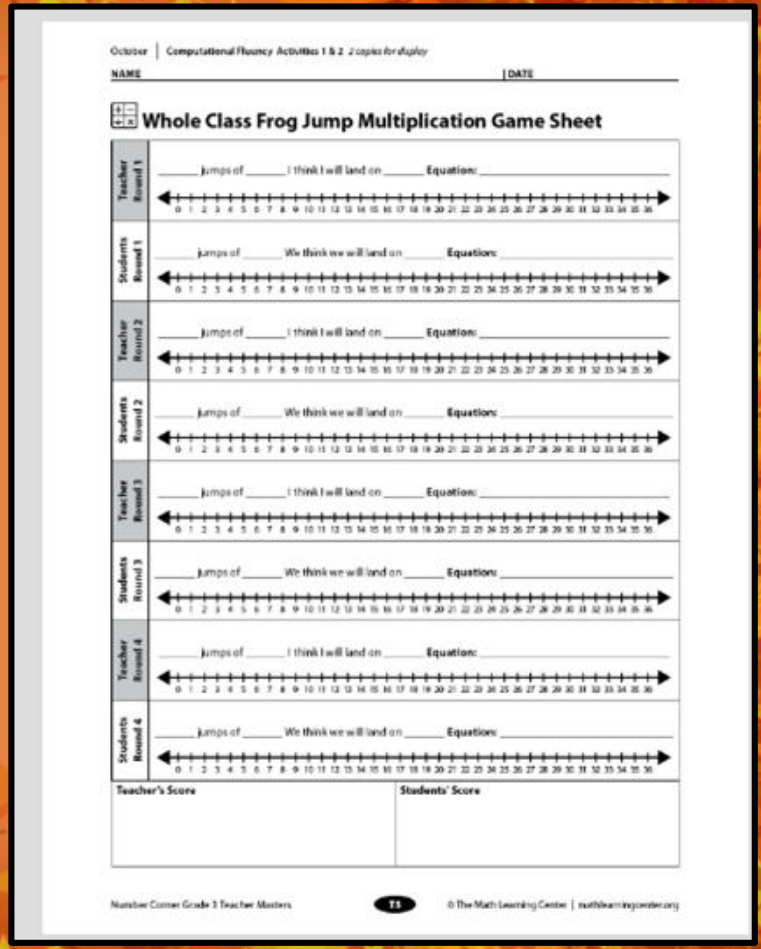
Now let's add our 250 mL of water to our bottle.

DAY 8 cont.

Take a look at this page.

We are going to have a rematch in Frog Jump. As a reminder...

- We will take turns rolling a die twice. The first roll shows how many jumps you get to make on the number line. The second tells how long each jump will be.
- After you roll and mark your jumps on the number line, you write a multiplication equation to show the results.
  - Each team takes 4 turns and then add up their products to find the total sum.
  - The team with the greater sum wins the game.



October | Computational Fluency Activities 1 & 2 *2 copies for display*

NAME | DATE

Whole Class Frog Jump Multiplication Game Sheet

Teacher Round 1 — _____ jumps of _____. I think I will land on _____. Equation: _____

Students Round 1 — _____ jumps of _____. We think we will land on _____. Equation: _____

Teacher Round 2 — _____ jumps of _____. I think I will land on _____. Equation: _____

Students Round 2 — _____ jumps of _____. We think we will land on _____. Equation: _____

Teacher Round 3 — _____ jumps of _____. I think I will land on _____. Equation: _____

Students Round 3 — _____ jumps of _____. We think we will land on _____. Equation: _____

Teacher Round 4 — _____ jumps of _____. I think I will land on _____. Equation: _____

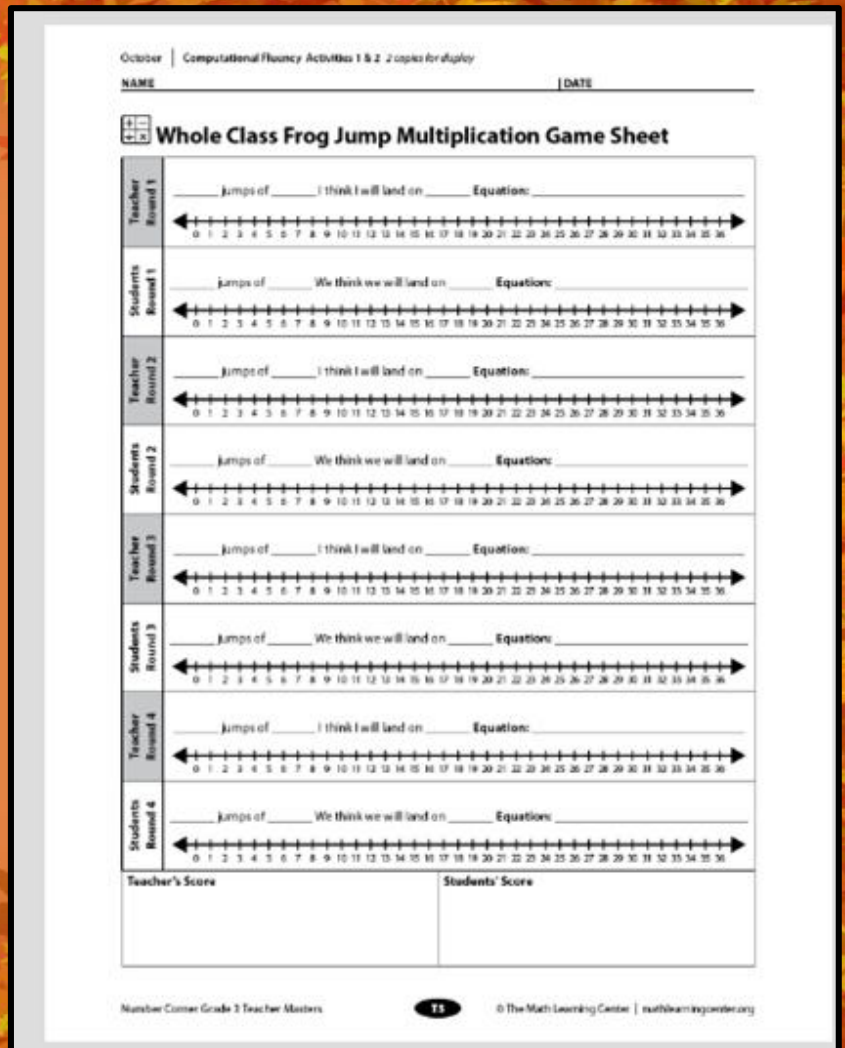
Students Round 4 — _____ jumps of _____. We think we will land on _____. Equation: _____

Teacher's Score	Students' Score

DAY 8 cont.

You can go first today. I will keep track of the action for both teams on my game sheet today and you will each do your team's turns in your Number Corner workbooks (page 7).

Link to Frog Jump Multiplication



October | Computational Fluency Activities 1 & 2 2 copies for display

NAME | DATE

Whole Class Frog Jump Multiplication Game Sheet

Teacher Round 1: ____ jumps of ____ I think I will land on ____ Equation: ____

Students Round 1: ____ jumps of ____ We think we will land on ____ Equation: ____

Teacher Round 2: ____ jumps of ____ I think I will land on ____ Equation: ____

Students Round 2: ____ jumps of ____ We think we will land on ____ Equation: ____

Teacher Round 3: ____ jumps of ____ I think I will land on ____ Equation: ____

Students Round 3: ____ jumps of ____ We think we will land on ____ Equation: ____

Teacher Round 4: ____ jumps of ____ I think I will land on ____ Equation: ____

Students Round 4: ____ jumps of ____ We think we will land on ____ Equation: ____

Teacher's Score	Students' Score

DAY 9

Today we will…

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Complete another Problem String

DAY 9 cont.

Let's take a look at our next Number Corner marker for the month of October.

What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 9 cont.

Now let's add our 250 mL of water to our bottle.

DAY 9 cont.

- Each time we do a new problem string, you should start a new blank page in your notebook and write the date at the top of the page.
- On the next page, I will share the first problem in the problem string. Please write down the problem and then put your thumb up in front of your chest when you have an answer.

Teachers, model all shared strategies on a Number Line. Emphasize those strategies that involve moving to the next friendly 10, then taking jumps of 10 backward.

DAY 9 cont.

Problem	Strategies
254-4	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 9 cont.

Problem	Strategies
283-34	
Move this box to reveal next problem	
Move this box to reveal next problem	

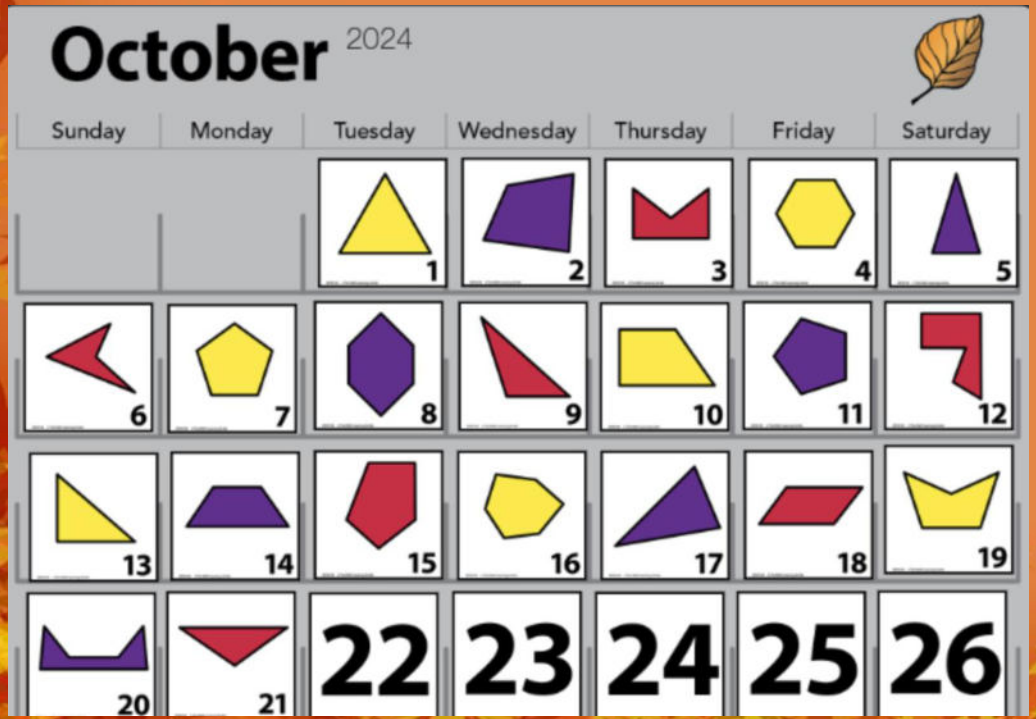
DAY 10

Today we will…

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Update our Calendar Collection Recording Sheet for the past few days
- Play Put it on the Line

DAY 10

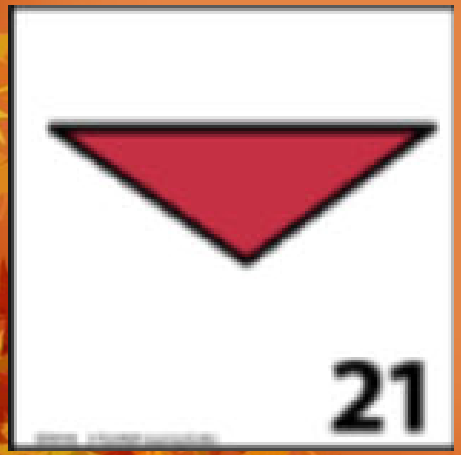
Long weekend update

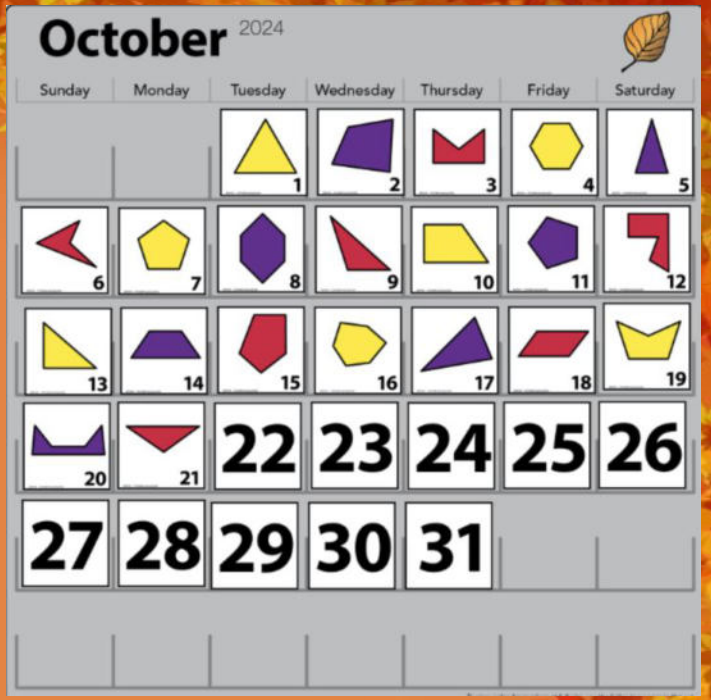


What is your prediction? Tell us why you think that.

DAY 10

Let's take a look at our next Number Corner marker for the month of October.





What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 10 cont.

Let's add our 250 mL.

We will update for what we have done since the last time we updated our sheet.

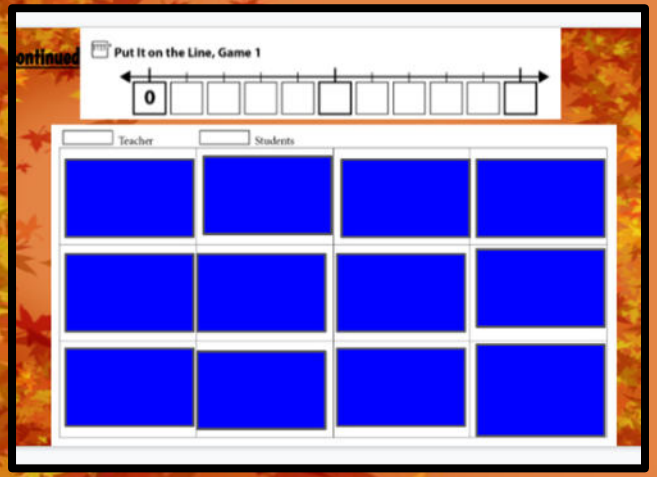
Link to Calendar Collection Recording Sheet

DAY 10 cont.

Does anyone want to change their estimate from last time? Talk to a partner estimate how many liters that we will collect by the end of the month. I will record your predictions here.

Day 10continued

Put It On the Line - I'll explain how to play the game...



- The squares are covering problems that I will show you as we play the game. There are also pictures.
- Look at the number line above the problems.
- For today, you are going to play against me to learn how to play the game.
- Directions continued on next slide

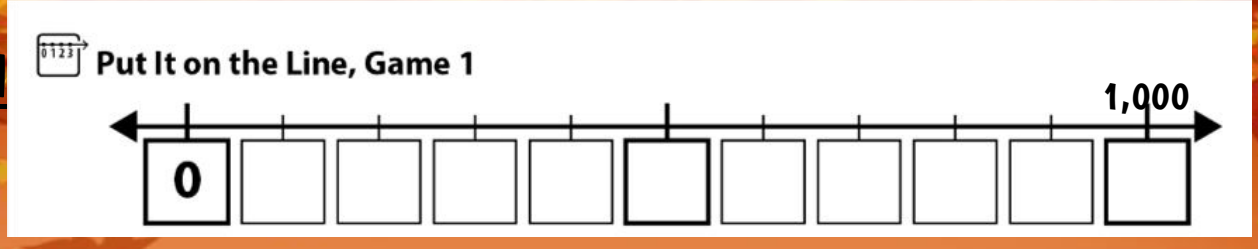
Day 10 continued

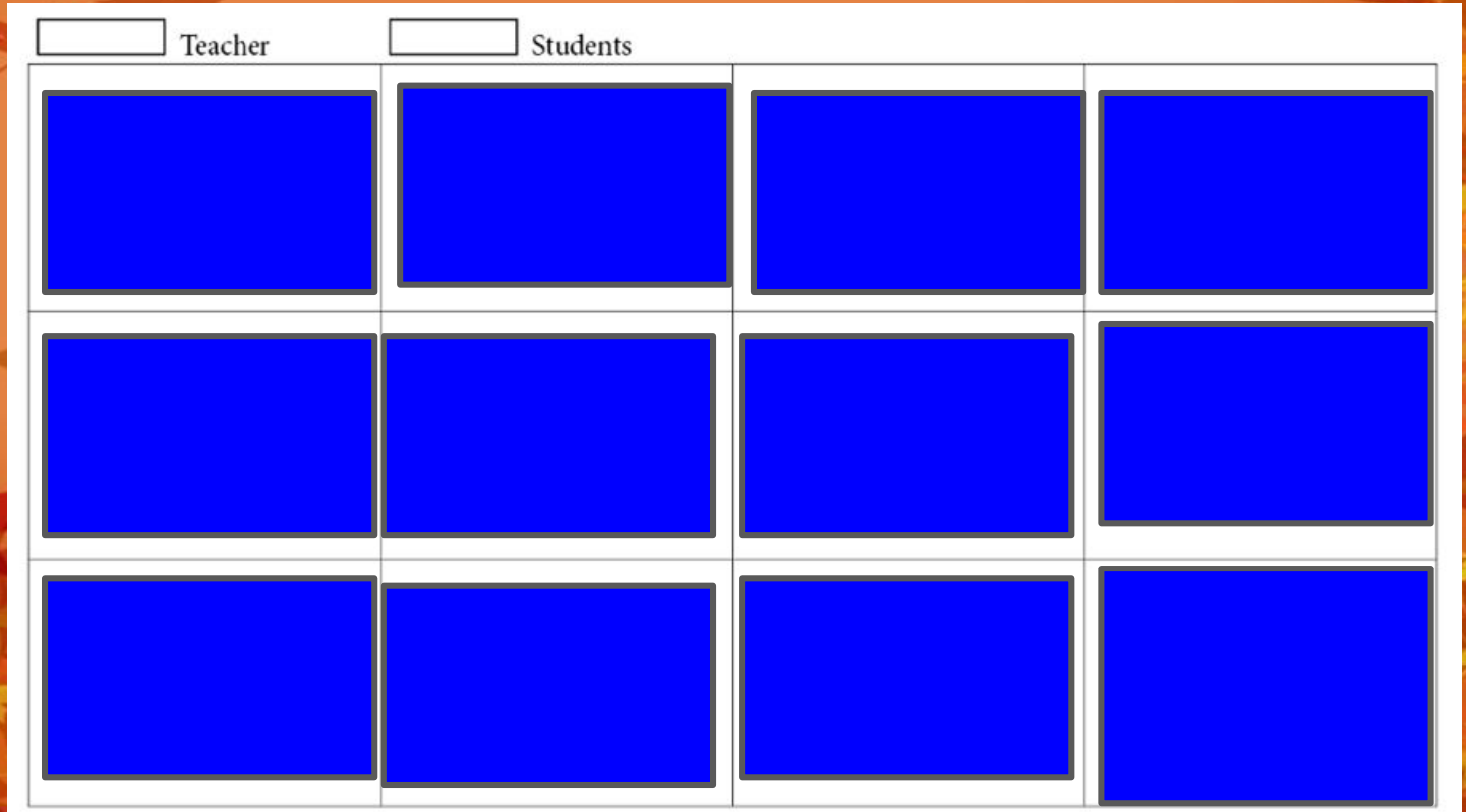
I'll explain how to play the game...

- Each team will take turns revealing a problem on the board.
- They will then solve the problem and record the answer where it belongs on the number line. (We will use a different color for each team) Whatever number a team writes becomes points for them. If you reveal a picture, you can pick any open number on the number line but first you must come up with an equation or story problem to match that number.
- If you solve a problem and the answer is already marked on the number line, you lose your turn. We will continue until all spots on the number line are filled.
- Then we will add up the spots that we filled in on the number line and the team with the greatest sum wins.
- Go to the next slide to begin the game

Day 10 continued

Students, Go to page 10 in your number corner workbook. Take out two different color pencils to mark numbers on the number line. Today we will use top half and we use the bottom half later in the month.





DAY 10 cont.

Now let's total up our scores to see who won.

DAY 11

Today we will…

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Learn new vocabulary

Teachers, prior to this lesson you need to print the jumbo shapes teacher master and cut the shapes out for the students to use

Link to Teacher Master

DAY 11 cont.

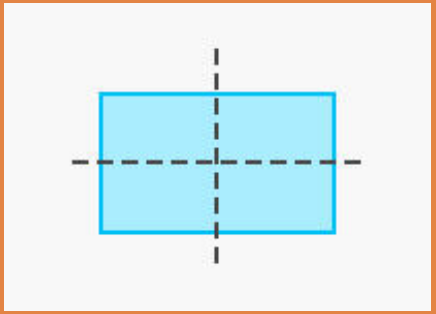
What do you see? What do you notice?

Teachers, encourage students to use the geometric terms that have been discussed this month and describe the shape as precisely as possible.

Day 11 continued

Important Vocabulary Alert!

Line of Symmetry - a line that divides a shape into two identical mirror images. If a shape has at least one line of symmetry, it is called symmetrical.

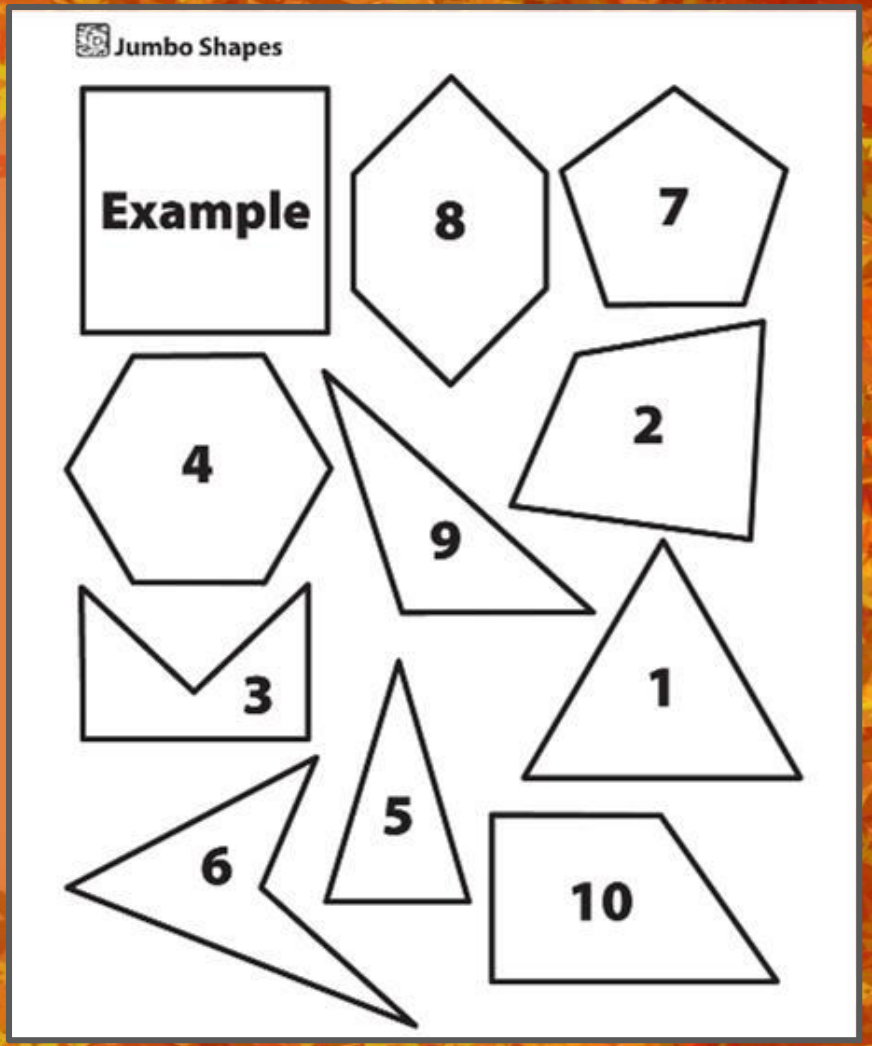


Click here for a video of a song about symmetry.

I am going to give you each a post it note. I'd like you to find a line of symmetry in the square by folding it in half so both sides are exactly the same. Draw a line where you folded it. Compare your square to a neighbor's. Did you both find the same line of symmetry? How many lines of symmetry does a square have?

Day 11 continued

I am going to give you each one shape to look at it with a partner. Each of these is a shape from our calendar this month. Some of these shapes are symmetrical and some are not. Decide with your partner if your shape is symmetrical. If it is, how many lines of symmetry does it have?



DAY 11 cont.

Now we will update our Calendar Grid Observation chart and add a column for Lines of Symmetry.

Link to Calendar Grid Observation Chart

What do you see? What do you notice?

Teachers, encourage students to use the geometric terms that have been discussed this months and describe the shape as precisely as possible.

DAY 12

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle

Teachers, this lesson is supposed to explain a measuring workstation for students to use. With limited space, I am choosing to skip this part and instead will do an online measuring activity. The directions for the workplace are linked here if you would like to do it.

Link to directions (Activity 3)

Link to Lesson

DAY 12

Let's take a look at our next Number Corner marker for the month of October.

What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 12 cont.

Now let's add our 250 mL of water to our bottle.

DAY 12 cont.

Teachers, instead of the workplace, I will do this online activity with the students about measuring milliliters and liters.

Link to Online Measuring Activity

DAY 13

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Play Frog Jump with a Partner

DAY 13

Let's take a look at our next Number Corner marker for the month of October.

What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 13 cont.

Now let's add our 250 mL of water to our bottle.

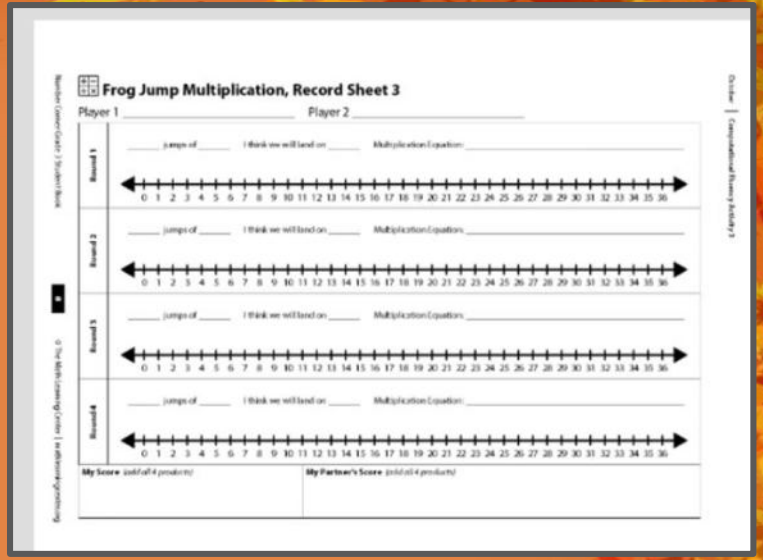
DAY 13 cont.

Take a look at this page.

Today you are going to play Frog Jump in partners. Open to page 8 in your Number Corner book. As a reminder...

- We will take turns rolling a die twice. The first roll shows how many jumps you get to make on the number line. The second tells how long each jump will be.
- After you roll and mark your jumps on the number line, you write a multiplication equation to show the results.
- Each team takes 4 turns and then add up their products to find the total sum.
- The team with the greater sum wins the game.

I will give you each one die to play the game.



DAY 14

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Learn about sorting quadrilaterals

DAY 14 cont.

What do you see? What do you notice?

Let's update our Calendar Grid Observation Chart.

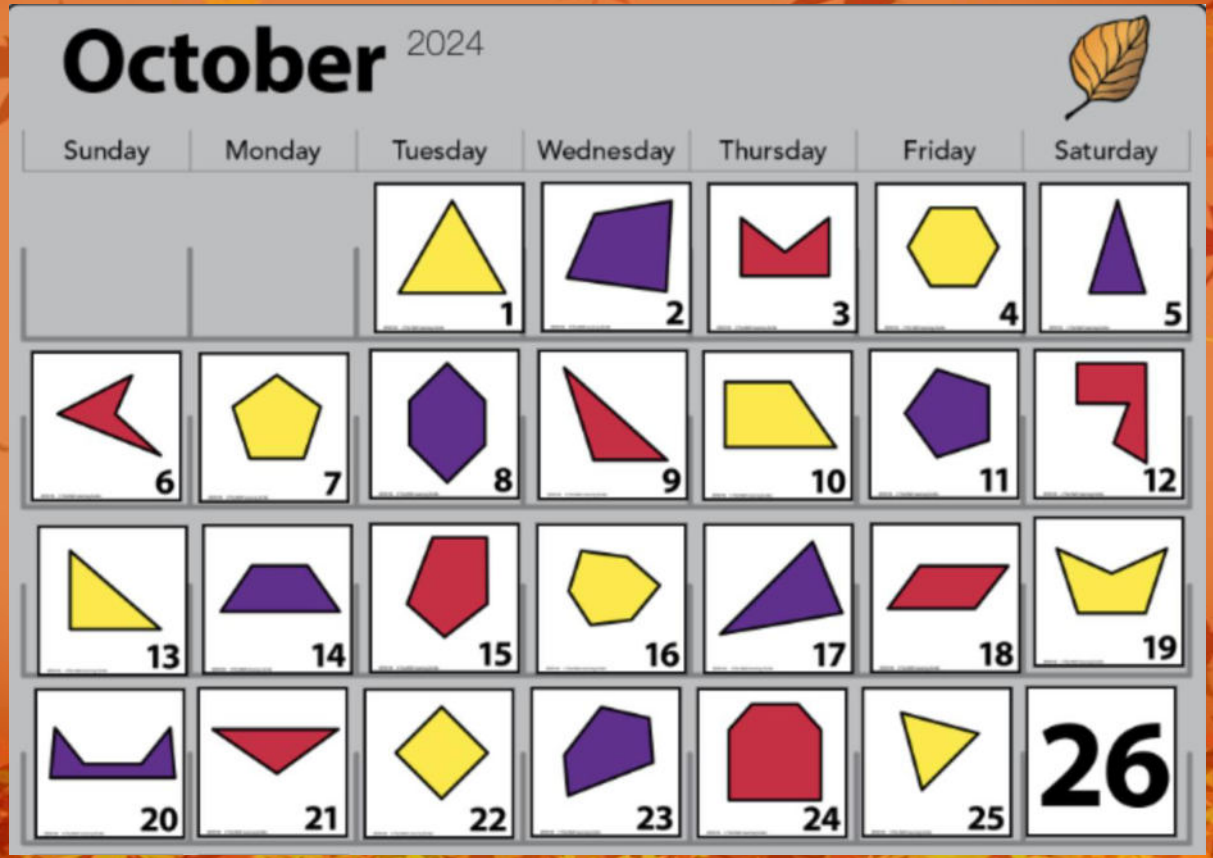
Teachers, encourage students to use the geometric terms that have been discussed this months and describe the shape as precisely as possible.

DAY 14 cont.

Now let's add our 250 mL of water to our bottle.

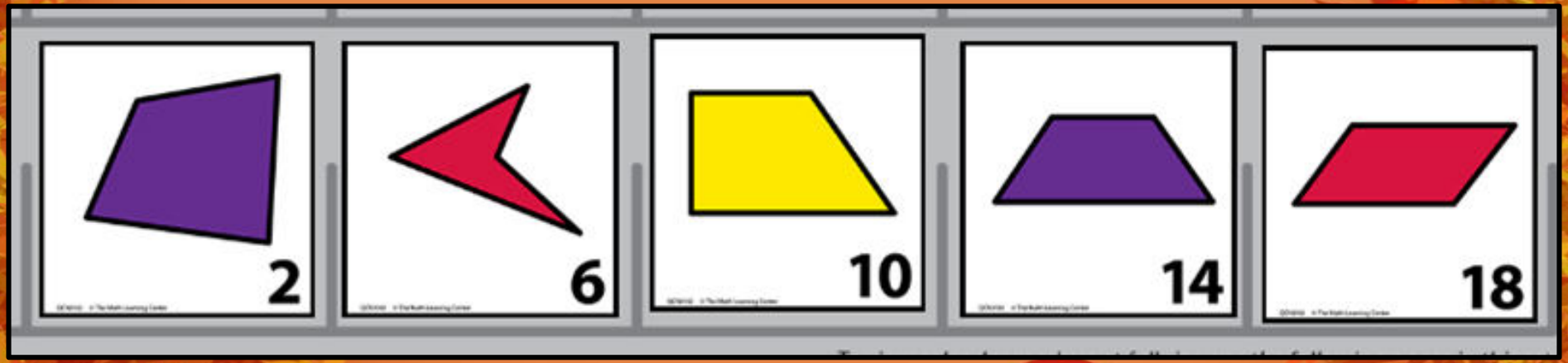
DAY 14 cont.

So far on our calendar, which markers are quadrilaterals?



DAY 14 cont.

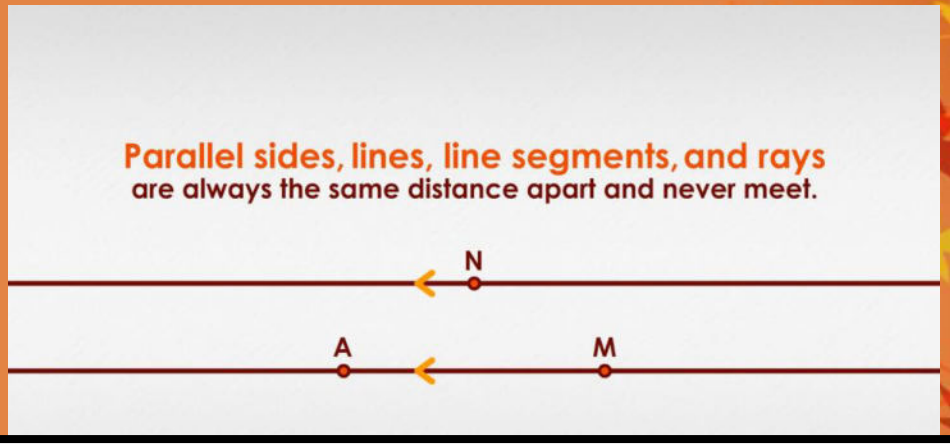
Talk to a partner. How are these quadrilaterals alike? How are they different?



Day 14 continued

Important Vocabulary Alert!

There are many types of quadrilaterals. They are grouped into 3 main families, depending on how many pairs of parallel sides they have.



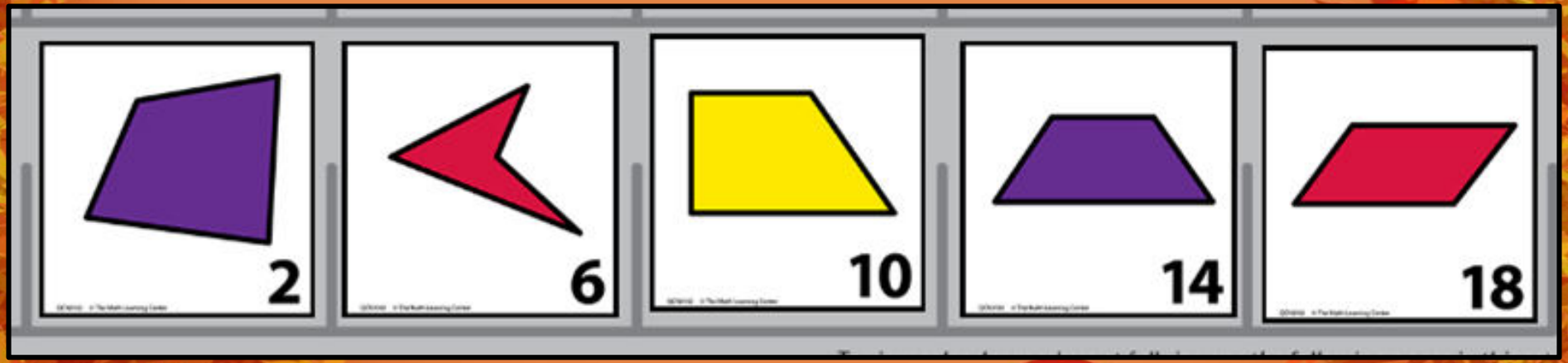
Click here for a 5 minute video about classifying quadrilaterals.

Look at the word parallel...It has actually has parallel lines in it because the two l's are parallel to each other so that can help you remember!

parallel

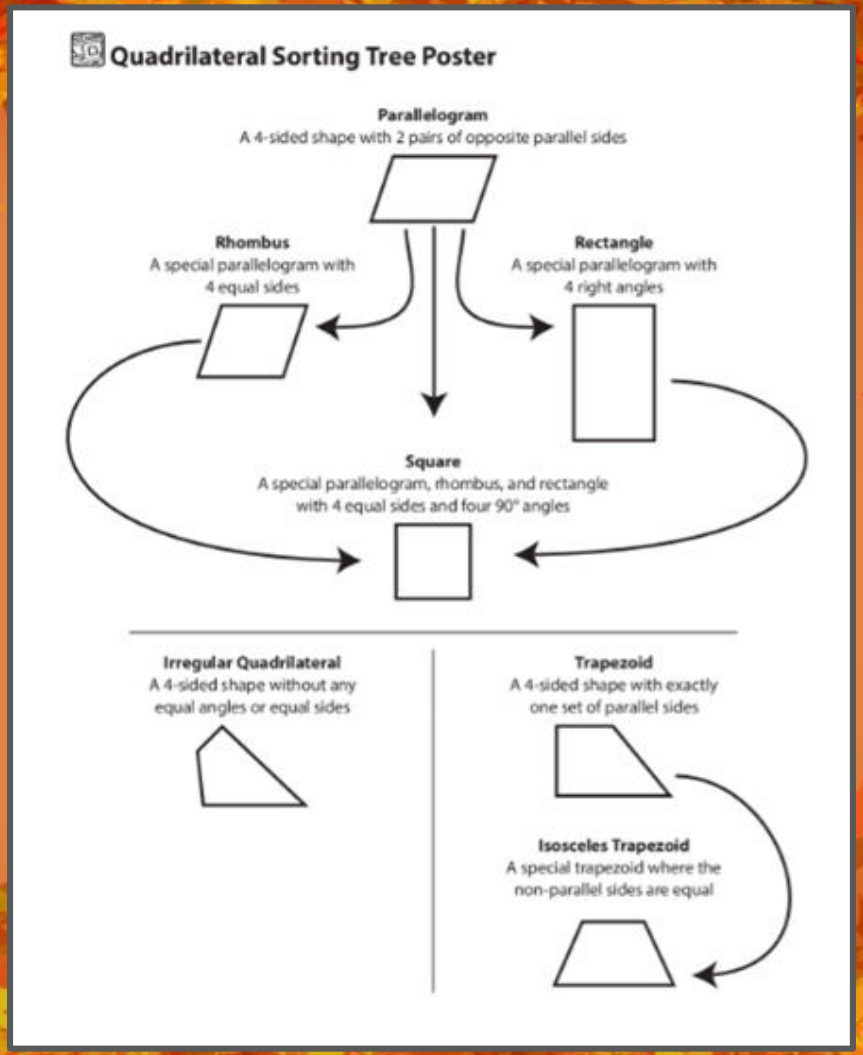
DAY 14 cont.

Now let's look back at our quadrilaterals..do any of them have parallel sides?



DAY 14 cont.

Now let's look at my poster of quadrilaterals. This will help us identify the quadrilaterals we see.



DAY 15

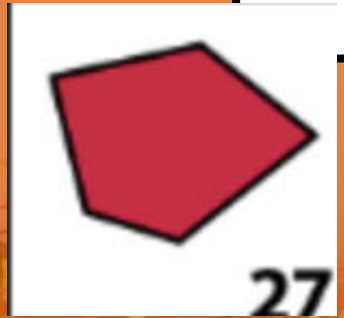
Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle and our Calendar Collection Record Sheet
- Play Put It On the Line

DAY 15

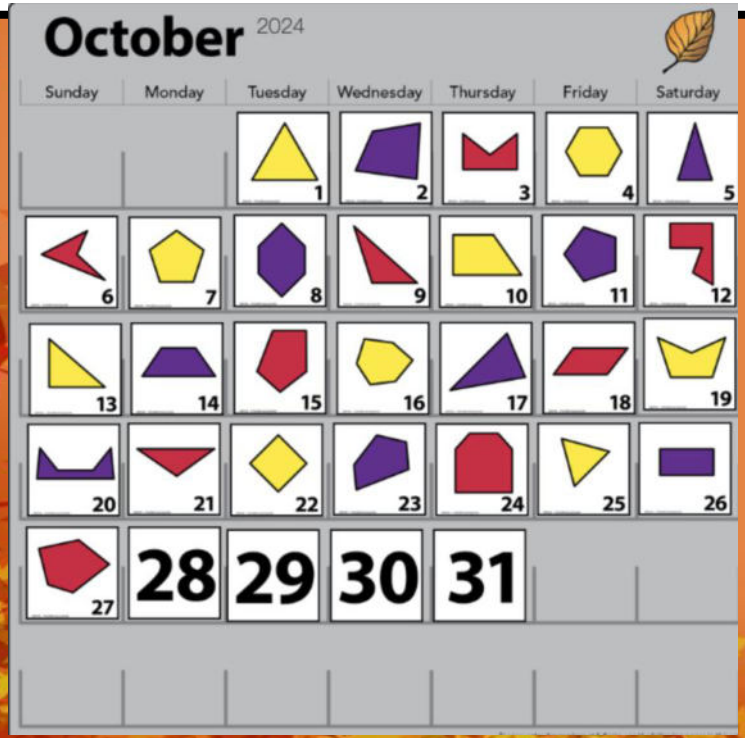
Weekend Update

What do you see?
What do you notice?



DAY 15

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.

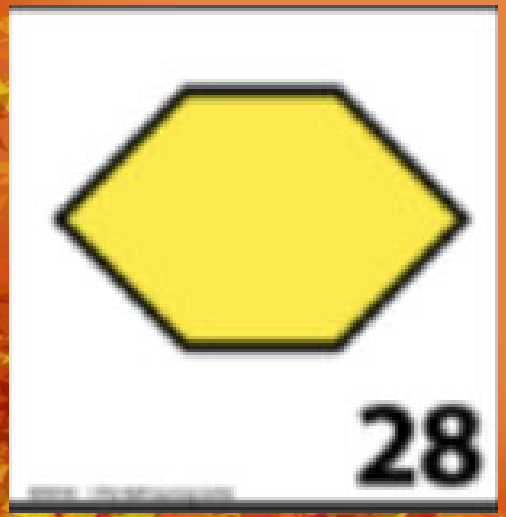


What is your prediction? Tell us why you think that.

DAY 15

Were your predictions correct?

Let's take a look at our next Number Corner marker for the month of October.



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 15 cont.

Now let's add our 250 mL of water to our bottle.
We will update for what we have done since the last time we updated our sheet.

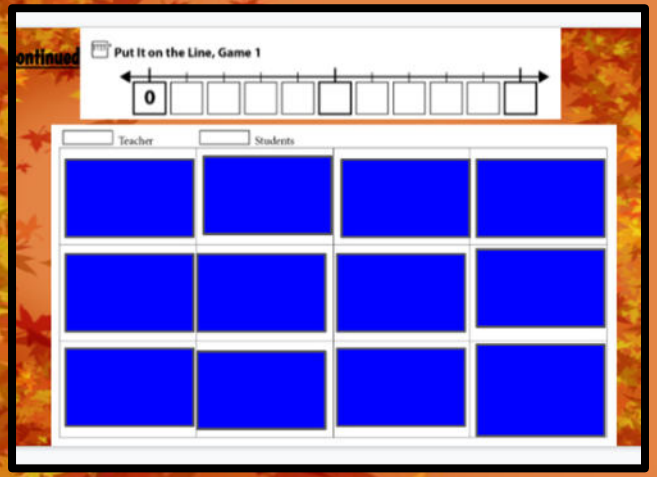
Link to Calendar Collection Recording Sheet

DAY 15 cont.

Does anyone want to change their estimate from last time? Talk to a partner estimate how many liters that we will collect by the end of the month. I will record your predictions here.

Day 15 continued

Put It On the Line - I'll explain how to play the game...



- The squares are covering problems that I will show you as we play the game. There are also pictures.
- Look at the number line above the problems.
- For today, you are going to play against me to learn how to play the game.
- Directions continued on next slide

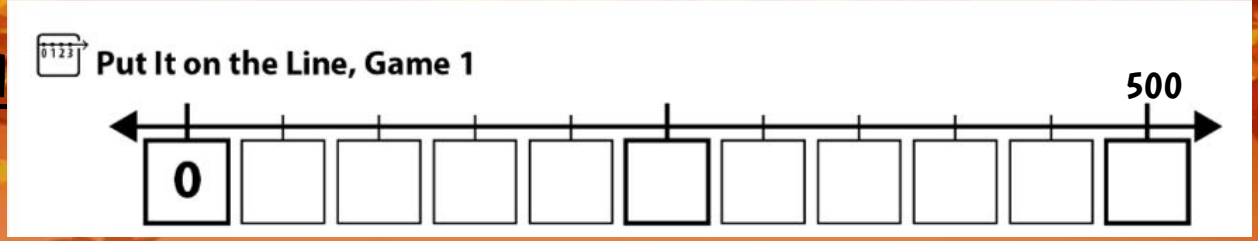
Day 15 continued

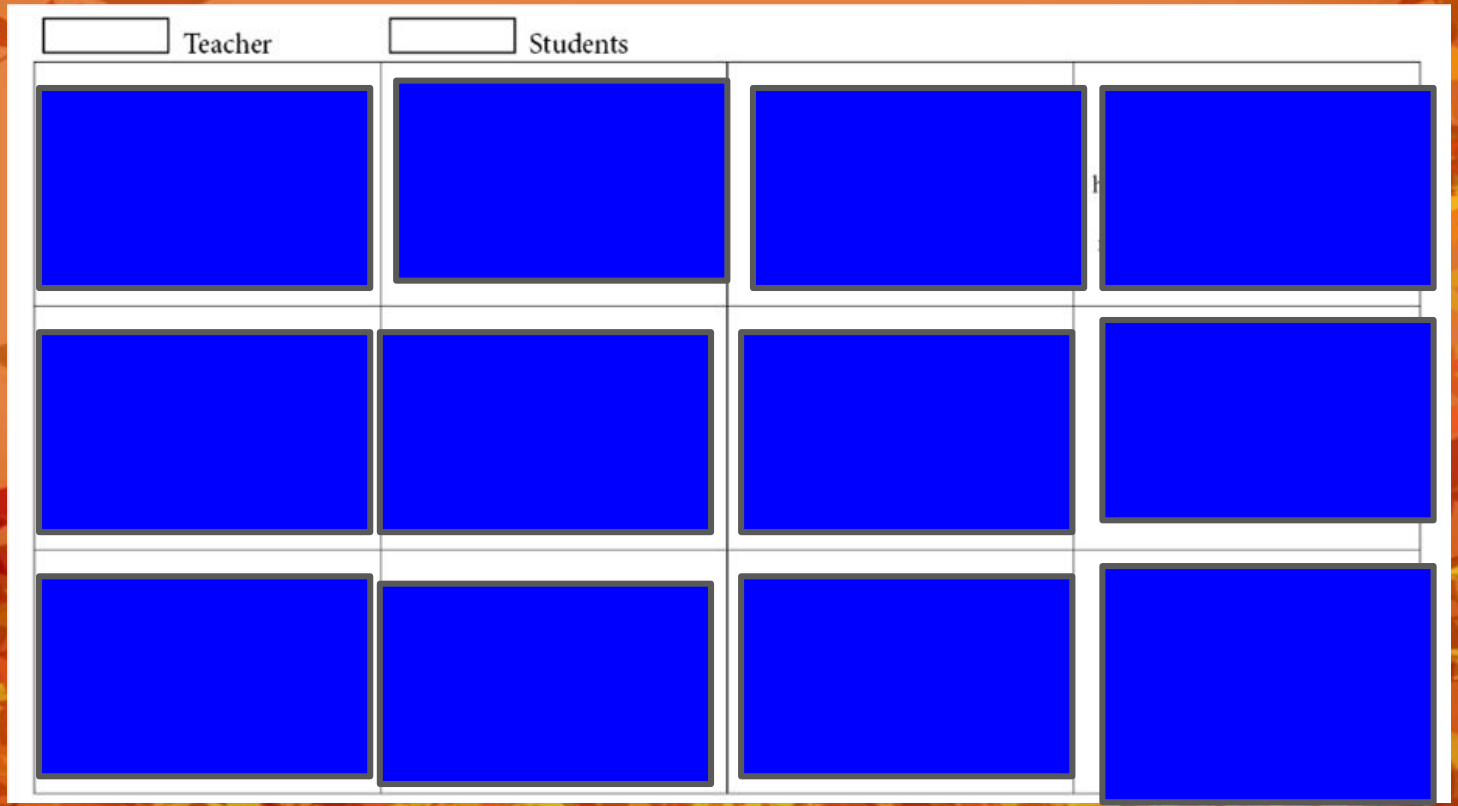
I'll explain how to play the game...

- Each team will take turns revealing a problem on the board.
- They will then solve the problem and record the answer where it belongs on the number line. (We will use a different color for each team) Whatever number a team writes becomes points for them. If you reveal a picture, you can pick any open number on the number line but first you must come up with an equation or story problem to match that number.
- If you solve a problem and the answer is already marked on the number line, you lose your turn. We will continue until all spots on the number line are filled.
- Then we will add up the spots that we filled in on the number line and the team with the greatest sum wins.
- Go to the next slide to begin the game

Day 15 continued

Students, Go to page 10 in your number corner workbook. Take out two different color pencils to mark numbers on the number line. Today we will use the bottom half.





DAY 15 cont.

Now let's total up our scores to see who won.

DAY 16

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Learn about congruent shapes

DAY 16 cont.

What do you see? What do you notice?

Let's update our Calendar Grid Observation Chart.

Teachers, encourage students to use the geometric terms that have been discussed this months and describe the shape as precisely as possible.

DAY 16 cont.

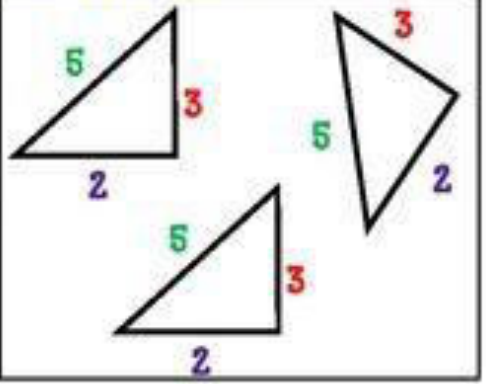
Now let's add our 250 mL of water to our bottle.

Day 16 continued

Important Vocabulary Alert!

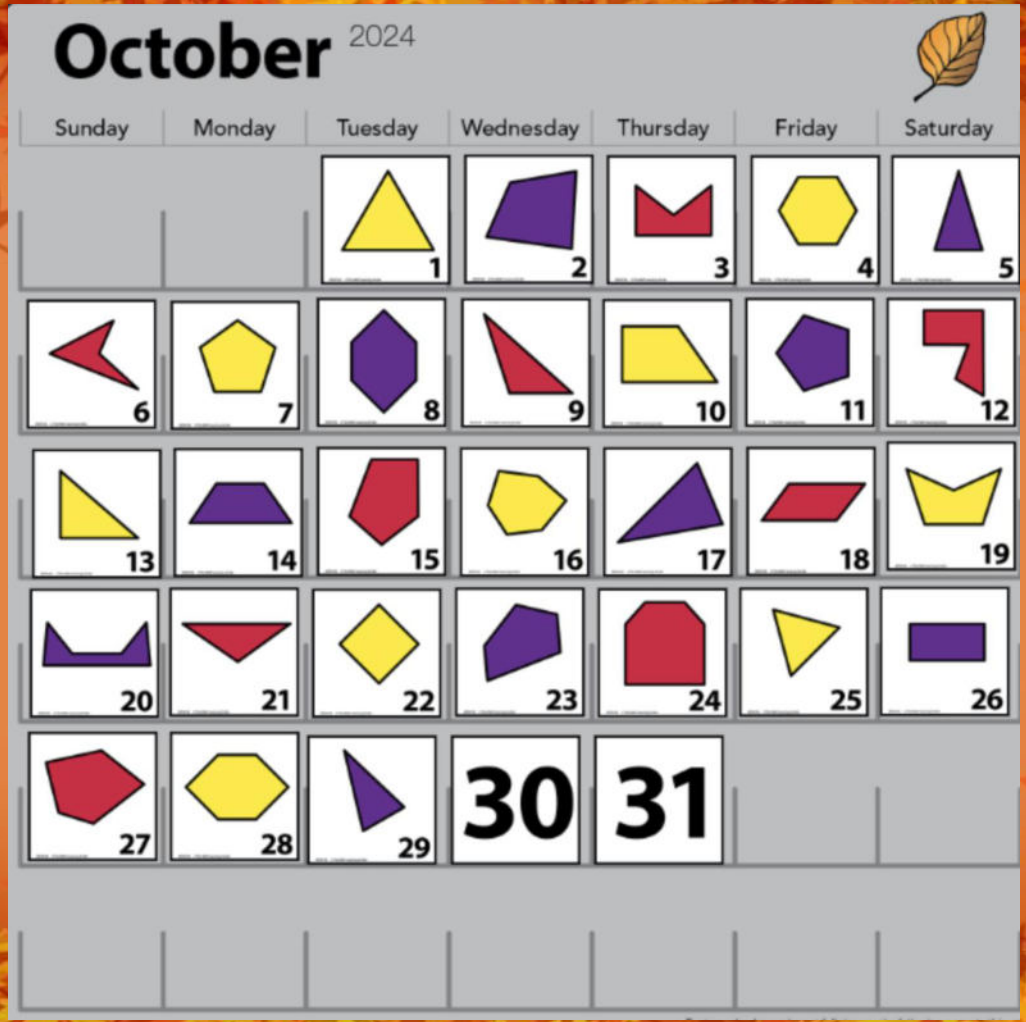
If two figures are congruent, they are exactly the same shape and size.

By the time we are done posting our markers at the end of the month, there will be three pairs of congruent shapes.

Congruent Means:	Congruent Examples:
Two shapes are congruent if their angles and sides are the same size and length.	

DAY 16 cont.

Can you find two markers that are congruent?



DAY 16 cont.

Please go to Page 4 in your Number Corner workbook. I will go over the directions with you and then you will work on it independently.

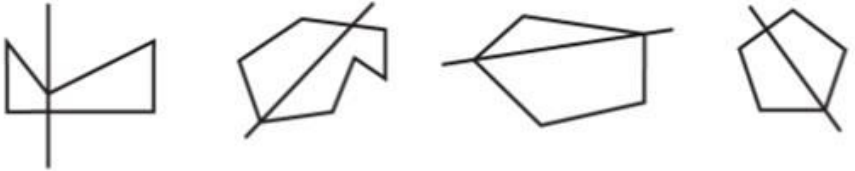
NAME | DATE

Polygon Concepts Review

1 Circle the figure that is congruent to the figure above. When figures are congruent, they are exactly the same size *and* shape.

2 Circle the figure that has at least one right angle.

3 Circle the figure on which a line of symmetry has been drawn.



Explain how you can tell that the line on the figure you circled is a line of symmetry.

DAY 17

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Complete another problem string

DAY 17

Let's take a look at our next Number Corner marker for the month of October.

What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 17 cont.

Now let's add our 250 mL of water to our bottle.

DAY 17 cont.

- Each time we do a new problem string, you should start a new blank page in your notebook and write the date at the top of the page.
- On the next page, I will share the first problem in the problem string. Please write down the problem and then put your thumb up in front of your chest when you have an answer.

  Teachers, model all shared strategies on a Number Line. Talk about advantages to adding on instead of removing on a number line.

DAY 17 cont.

Problem	Strategies
143-4	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 17 cont.

Problem	Strategies
153-128	
Move this box to reveal next problem	
Move this box to reveal next problem	

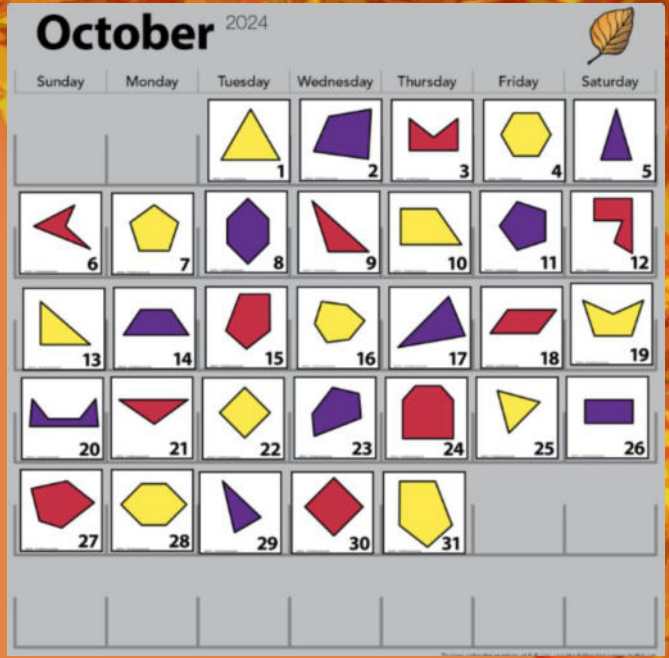
DAY 18

Today we will...

- Update our Calendar and Calendar Grid
- Add our 250 mL of water to the bottle
- Take the first part of the Number Corner Check Up

DAY 18

Let's take a look at our next Number Corner marker for the month of October.



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 18 cont.

Now let's add our 250 mL of water to our bottle.

Day 18 continued

Today we are going to take the first half of the Number Corner Checkup. This is a way for us to see how you are doing with skills we have been working over the last couple of months. This will help us see what you have learned and what you might need to review. This will help me do a better job teaching math this year.

There are a few things I want you to do as you work on this assessment...

- Listen carefully to the instructions for each problem.
- Stay with the class. Do not move ahead until I tell you to do so.
- Work independently. Please don't talk to your neighbors or look at their papers.
- Raise your hand if you have a question.
- Try to answer all of the questions, even if you aren't sure of the answer. Give it your best shot.
- Explain how you solved a problem when the directions ask you to. You can use pictures, numbers, and words in your explanations.

Day 18 continued

Complete page 1 & 2 of the Number Corner Check Up today.

Students need to be timed for question 1. They have 1 minute to complete as many problems as they can. When the one minute is over, students should draw a line with a red crayon right after the last problem they completed. Then go over rest of the direction for page 1 & 2.

Link to Number Corner Checkup for display

Link to make copies of Number Corner Checkup

Extra Pages

Day 19 continued

Today we are going to take the second half of the Number Corner Checkup.
Here are a few reminders of what I want you to do as you work on this assessment...

- Listen carefully to the instructions for each problem.
- Stay with the class. Do not move ahead until I tell you to do so.
- Work independently. Please don't talk to your neighbors or look at their papers.
- Raise your hand if you have a question.
- Try to answer all of the questions, even if you aren't sure of the answer. Give it your best shot.
- Explain how you solved a problem when the directions ask you to. You can use pictures, numbers, and words in your explanations.

Day 19 continued

Complete pages 3-5 of the Checkup today.

Students will need pencils and crayons (including a yellow crayon) for today's problems. Go over directions for pages 3-5.

Link to Checkup for display

Link to make copies of Checkup

Day 21 continued

Today you will solve story problems on page 5 in your Number Corner workbook. I will review the directions with you and then you will complete the page independently.

NAME _____ DATE _____

Solving Liquid Volume Story Problems

1 I have 1 liter of water in a pitcher. On the way to my table I spill some. I have 780 milliliters left. How much have I spilled? Show your work.

I have spilled _____ milliliters.

2 Sam has a 2-liter bottle of soda. He gives 250 milliliters of the soda to his sister and 250 milliliters of the soda to his friend. How much soda does he have left? Show your work.

Sam has _____ liters of soda left.

3 You are on a long hike and you have half a liter of water in your water bottle. You drink just a mouthful every hour. Each mouthful is 50 milliliters. How many hours will your water last? Show your work.

My water will last _____ hours.

4 **CHALLENGE** Briana and Alex need to put exactly 1 liter of water in a bucket to do a science experiment. They have two measuring cups. One holds 150 milliliters, and the other holds 25 milliliters. How can they measure out exactly 1 liter of water using these measuring cups? Is there more than one solution? Show your work.