April

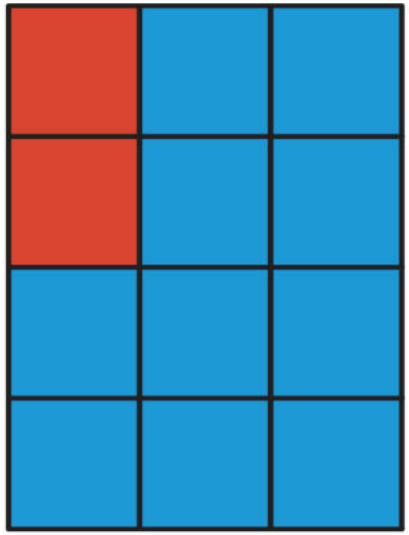
NUMBER CORNER

APRIL

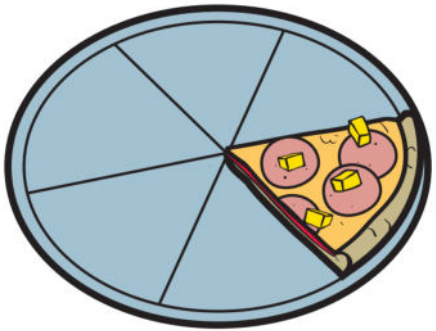
Day 1	Day 2	Day 3	Day 4
Day 5	Day 6	Day 7	Day 8
Day 9	Day 10	Day 11	Day 12
Day 13	Day 14	Day 15	Day 16
Day 17	Day 18	Day 19	Day 20

INTRODUCING THE CALENDAR GRID MARKERS

CGI



1



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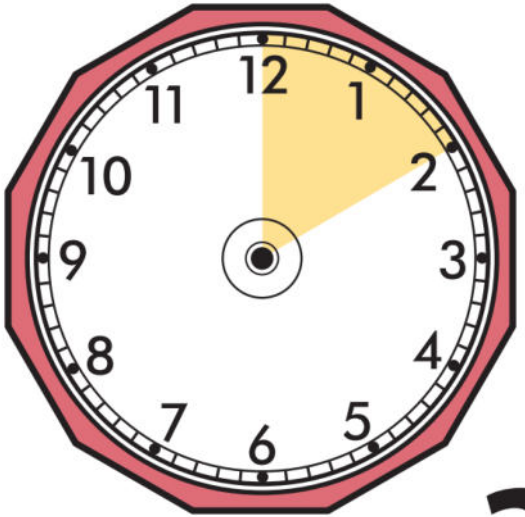


3

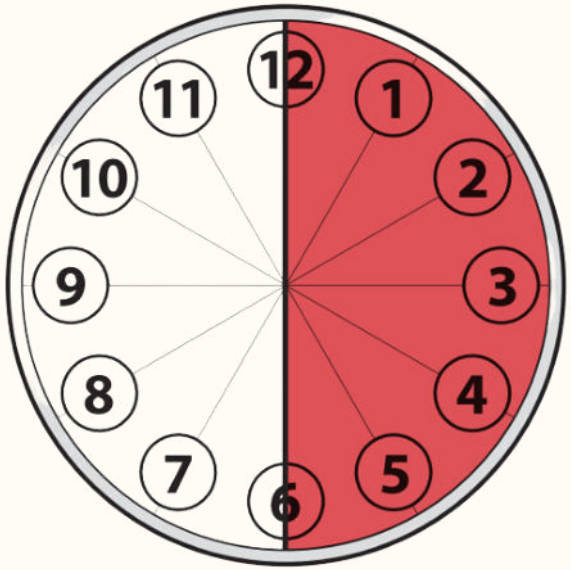
CALENDAR GRID OBSERVATIONS

DATE	DESCRIPTION OF PART AND WHOLE	FRACTION	OBSERVATIONS

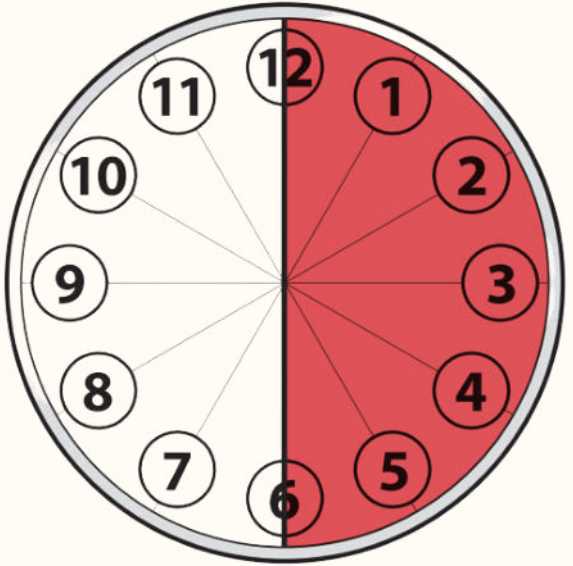
COLLECTING HALF HOURS

CCI

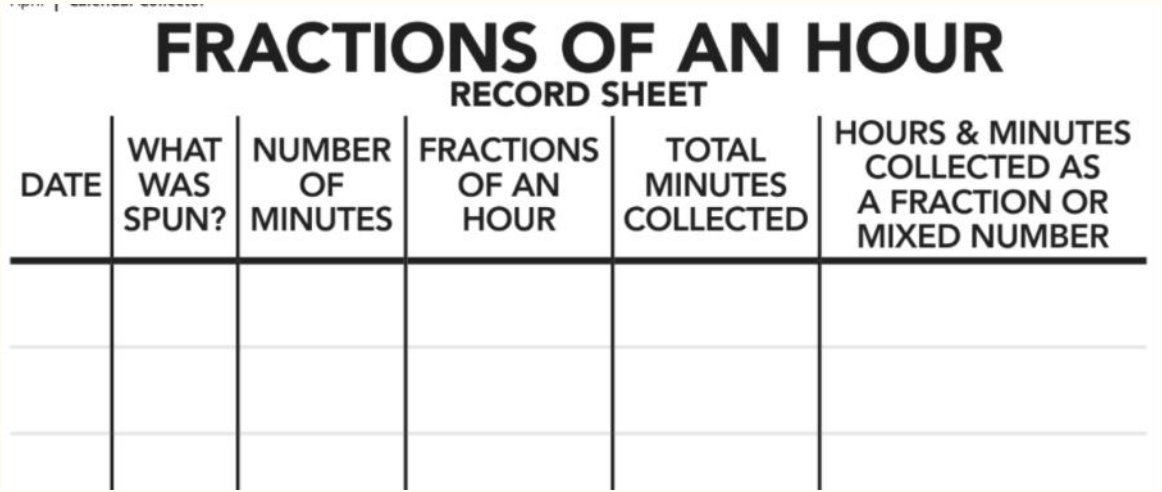
This month, we will be collecting fractions of an hour. We will collect half-hours for 7 school days.



- How many minutes are in a whole hour?
- How many minutes are in a half-hour?
- How many minutes are in two halves of an hour?
- How many minutes are in three halves of an hour?



Each day, we will spin to find out how many halves of an hour to collect and color. We will keep a running total on our chart.

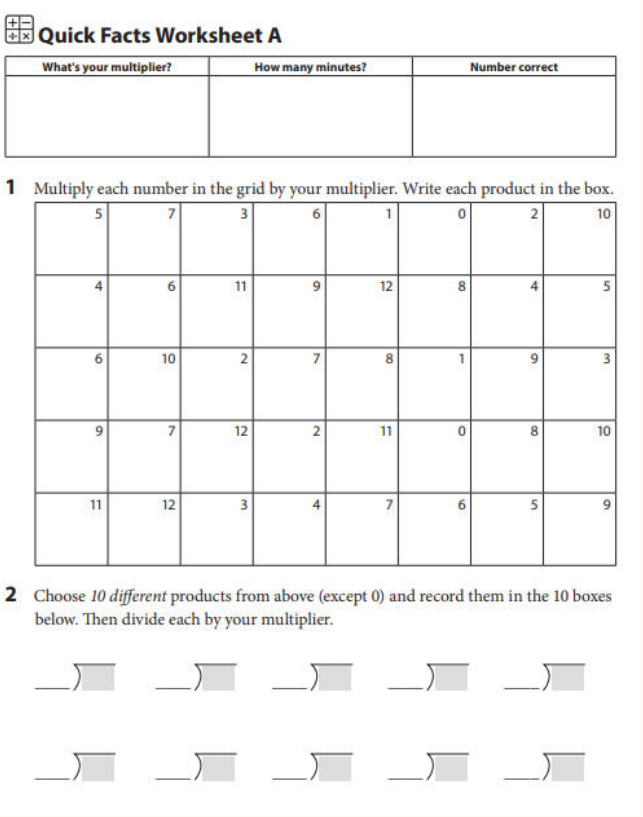


FRACTIONS OF AN HOUR

RECORD SHEET

DATE	WHAT WAS SPUN?	NUMBER OF MINUTES	FRACTIONS OF AN HOUR	TOTAL MINUTES COLLECTED	HOURS & MINUTES COLLECTED AS A FRACTION OR MIXED NUMBER


INTRODUCING
QUICK FACTS
CFI



Quick Facts Worksheet A

What's your multiplier?	How many minutes?	Number correct

1 Multiply each number in the grid by your multiplier. Write each product in the box.

5	7	3	6	1	0	2	10
4	6	11	9	12	8	4	5
6	10	2	7	8	1	9	3
9	7	12	2	11	0	8	10
11	12	3	4	7	6	5	9

2 Choose *10 different* products from above (except 0) and record them in the 10 boxes below. Then divide each by your multiplier.

___)___ ___)___ ___)___ ___)___ ___)___

___)___ ___)___ ___)___ ___)___ ___)___

This month we will introduce Quick Facts.
Turn to page 56.

Fill in 0 as the multiplier (the number by which you multiply the other numbers). Solve the problems as quickly as you can!

Quick Facts Worksheet B

What's your multiplier?	How many minutes?	Number correct

1 Multiply each number in the grid by your multiplier. Write each product in the box.

5	7	3	6	1	0	2	10
4	6	11	9	12	8	4	5
6	10	2	7	8	1	9	3
9	7	12	2	11	0	8	10
11	12	3	4	7	6	5	9

2 Choose *10 different* products from above (except 0) and record them in the 10 boxes below. Then divide each by your multiplier.

___)___ ___)___ ___)___ ___)___ ___)___

___)___ ___)___ ___)___ ___)___ ___)___

Now turn to page 57.

Fill in 1 as the multiplier. Solve the problems as quickly as you can!

Quick Facts Worksheet C

What's your multiplier?	How many minutes?	Number correct

1 Multiply each number in the grid by your multiplier. Write each product in the box.

5	7	3	6	1	0	2	10
4	6	11	9	12	8	4	5
6	10	2	7	8	1	9	3
9	7	12	2	11	0	8	10
11	12	3	4	7	6	5	9

2 Choose *10 different* products from above (except 0) and record them in the 10 boxes below. Then divide each by your multiplier.

___)___ ___)___ ___)___ ___)___ ___)___

___)___ ___)___ ___)___ ___)___ ___)___

Now turn to page 58.

Fill in 2 as the multiplier.
DO NOT START YET! ☺

For the next activity, you will have 4 minutes to work.

- I will keep track of time by showing how much time has passed.
- When you are finished, look at the screen to see what timeframe you should write on your sheet under "How Many Minutes?"
- Stay silent and draw quietly if you finish before 4 minutes are up.

Ready? Set? Go!

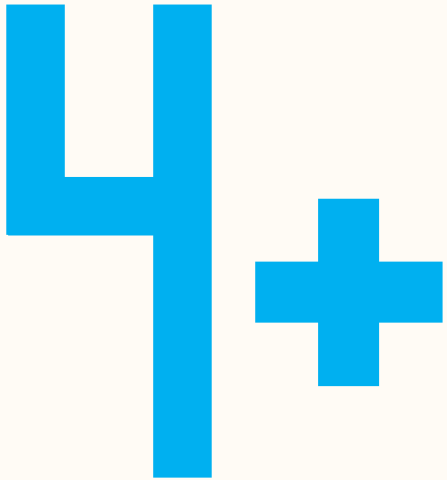
0–1

I-2

2-3

3-4

If you did not finish all of them, write...



Now let's work on division.

2 will be our divisor. Fill in 2 on each line.

2 Choose *10 different* products from above (except 0) and record them in the 10 boxes below. Then divide each by your multiplier.

2)____ 2)____ 2)____ 2)____ 2)____

2)____ 2)____ 2)____ 2)____ 2)____

Fill in the quotient using products from the chart. (Do not use 0.)

You can choose any products from the page. Then solve.

2 Choose *10 different* products from above (except 0) and record them in the 10 boxes below. Then divide each by your multiplier.

$2\overline{)12}$ $2\overline{)6}$ $2\overline{)14}$ $2\overline{)20}$ $2\overline{)4}$

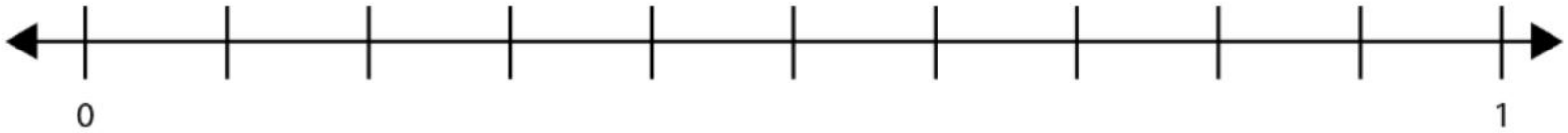
$2\overline{)}$ $2\overline{)}$ $2\overline{)}$ $2\overline{)}$ $2\overline{)}$


INTRODUCING
PUT IT ON THE
LINE
NLI

PUT IT ON THE LINE

We will play a new game this month and focus on fractions. You will continue playing next month and in fourth and fifth grades.
What numbers go on the dashes?

Teacher vs. Class – Uncover each question and mark the answer on the number line. The highest total at the end wins!



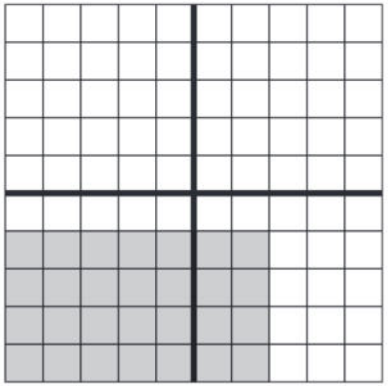
A	B	C	D	E
F	G	H	I	J

SOLVING & DISCUSSING PROBLEMS

SPI

1 For each array, show how you can break it into smaller arrays to find the product. Then write a multiplication and division fact family for the array.

a



Turn to page 61.

2 Complete each maze. Write equations below each one to show how you found the path from start to end.

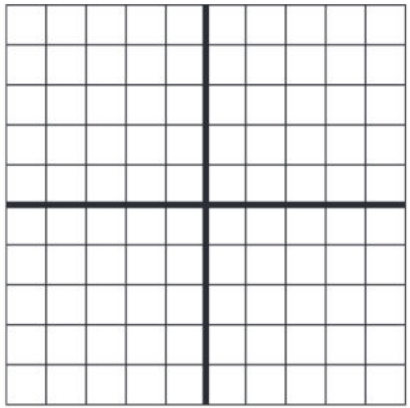
a

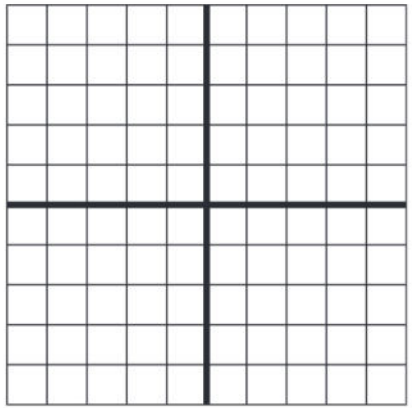
start end

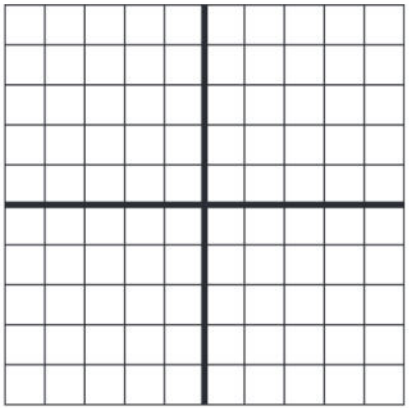
3	**4**	**5**
4	**6**	**20**
12	**2**	**10**

On page 62, you will complete Problem 3 using the results of your last Quick Facts page. Then work on the remaining problems on 61-62.

3 Look over your last Quick Facts page and select three combinations that were challenging for you. Draw an array for each one, and show how you can divide the array into smaller arrays to find the product.







WRAP UP

How did you break apart your difficult facts into easier ones?
How did you write equations for the story problems?

4 Mr. Garza had 24 flowers. He divided them equally and gave some flowers to each of his 4 sisters.

a Write an equation to represent this problem.

b How many flowers did each sister get?

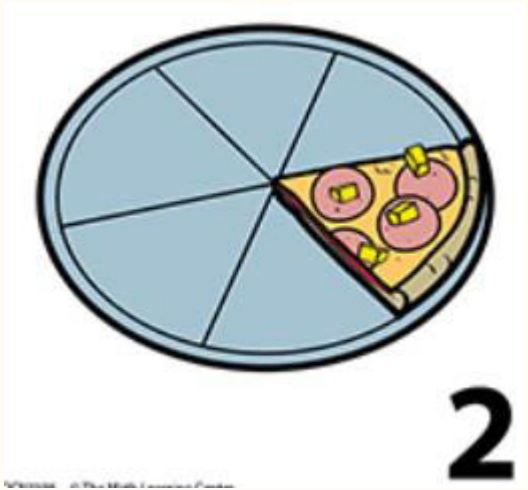
5 Patty is buying pears to share with her friends. She bought 3 bags. Each bag has 6 pears in it.

a Write an equation to represent this problem.

b How many pears did Patty buy?

REPRESENTING FRACTIONS ON A NUMBER LINE

CGI

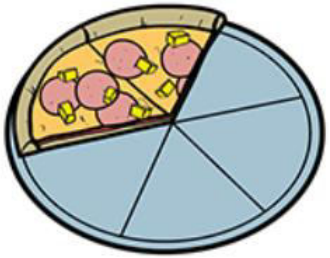


What fraction of the pizza is shown? How do you know?

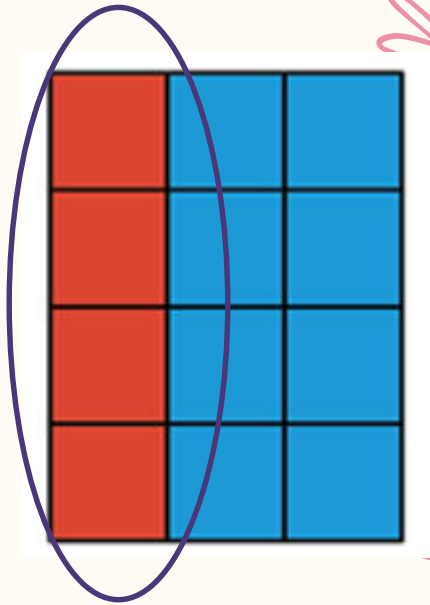
How can you show 1/6 on a number line? Draw it on your board.

Where is 1/6?

What fraction does this pizza show? Show this fraction on your board under your number line for 1/6.

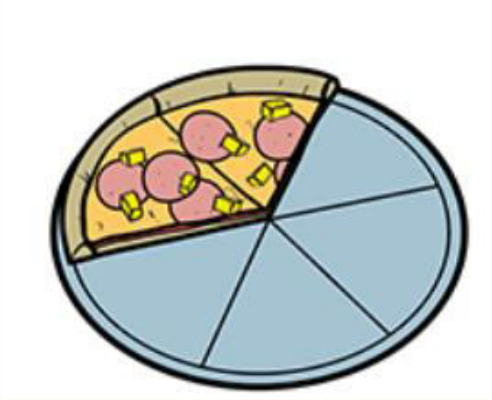


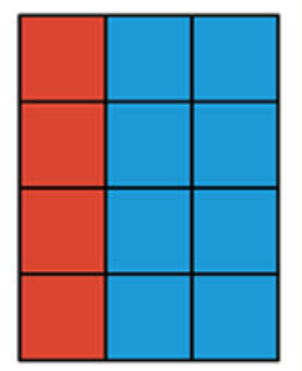
What fraction does this rectangle show?
What other fractions could represent the red rectangle?



Show 1/3 on a number line beneath your other lines. What do you notice?

So if 2/6 and 1/3 are equivalent, are 2 slices of pizza the same quantity as 4 red tiles?





MULTIPLICATION & DIVISION FACT FAMILIES

CFI

Turn to page 58. We will use our last Quick Fact check to complete page 59.

2 3 4 5 6 7 8 9 10 2–6 4–9 0–10

Multiplier or Range of Multipliers	Date	Time Taken	Correct Facts	Mastered? (at least 38 correct in 2 min. or less)

YOU WILL COMPLETE ANOTHER QUICK FACTS ACTIVITY USING A NEW RECORDING SHEET.

Use 2 as your multiplier if you did not finish in 4 minutes or did not answer 38 or more correctly.

Use 3 as your multiplier if you mastered 2. Do not start yet! ☺

Ready? Set? Go!

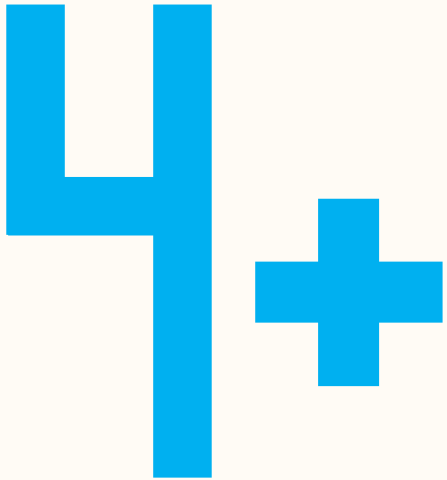
0–1

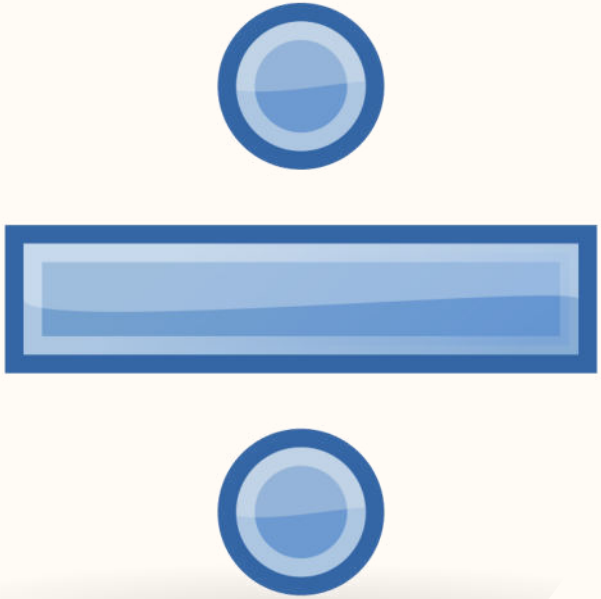
I-2

2-3

3-4

If you did not finish all of them, write...



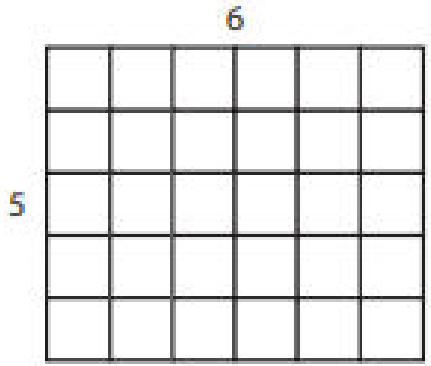


Complete the division portion at the bottom. Use 2 or 3 as your divisor.

FACT FAMILIES

Use your dry-erase board and marker to fill in the fact family equations.

a



$\square \times \square = \square$

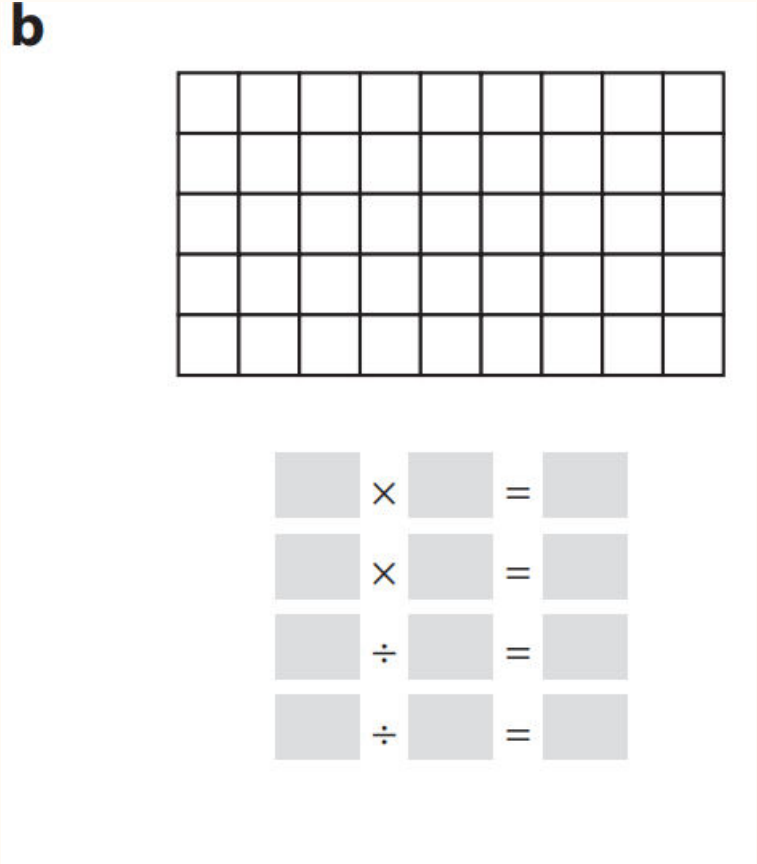
$\square \times \square = \square$

$\square \div \square = \square$

$\square \div \square = \square$

FACT FAMILIES

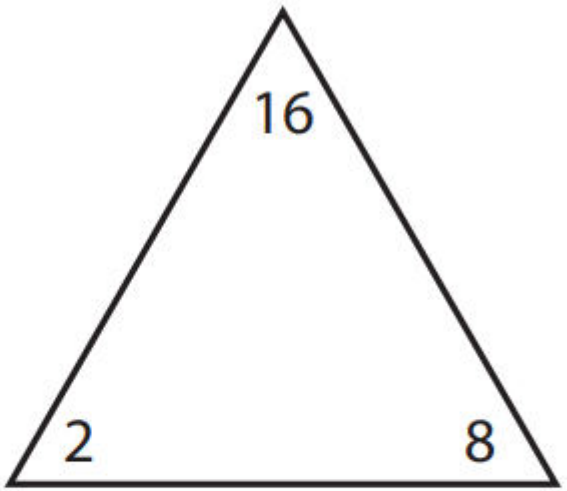
Use your dry-erase board and marker to fill in the fact family equations.



FACT FAMILIES

Use your dry-erase board and marker to fill in the fact family equations.

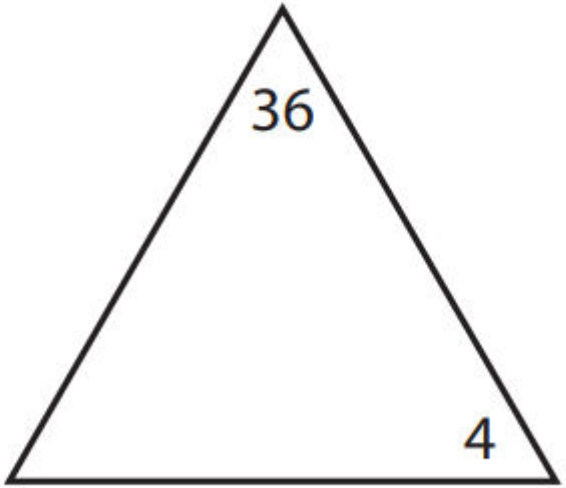
c



FACT FAMILIES

What is the missing number? What fact family equations can be written?

d

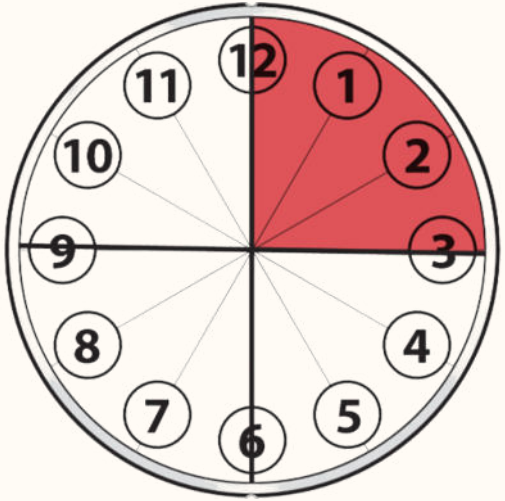


COLLECTING QUARTER HOURS

CC2

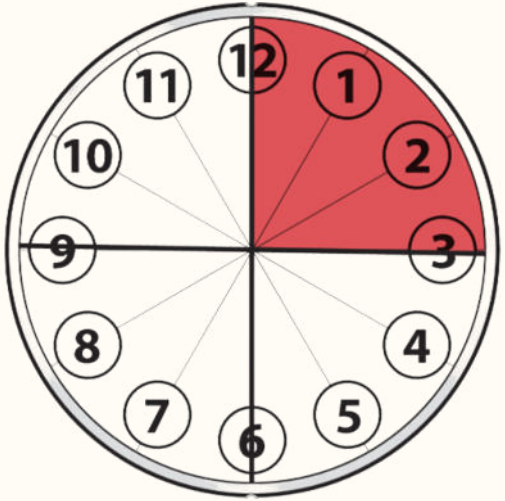
APRIL CALENDAR COLLECTOR

Today, we begin collecting quarter-hours each day for 7 days.



QUARTER HOURS

- How many minutes are in one-quarter of an hour?
- How many minutes are in a two-quarters of an hour?
- How many minutes are in three-quarters of an hour?
- If one-quarter of an hour has passed, how many minutes are left in the hour?



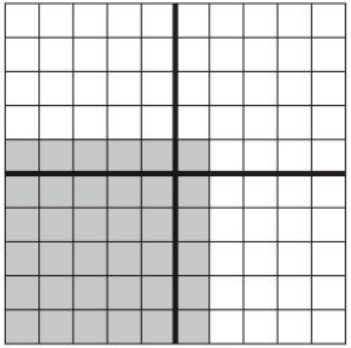
SOLVING & DISCUSSING PROBLEMS

SPI

Multiplication & Division Problems 2 page 1 of 2

1 For each array, show how you can break it into smaller arrays to find the product. Then write a multiplication and division fact family for the array.

a



Turn to page 63.

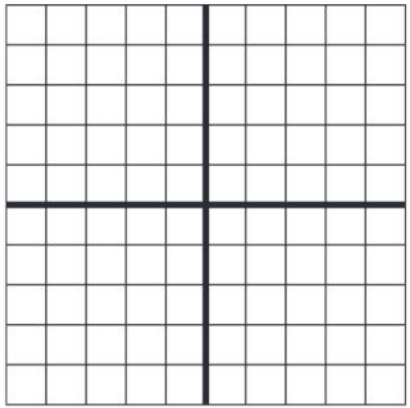
2 Complete each maze. Write equations below each one to show how you found the path from start to end.

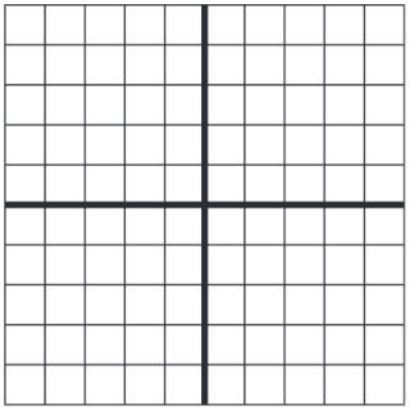
a start end

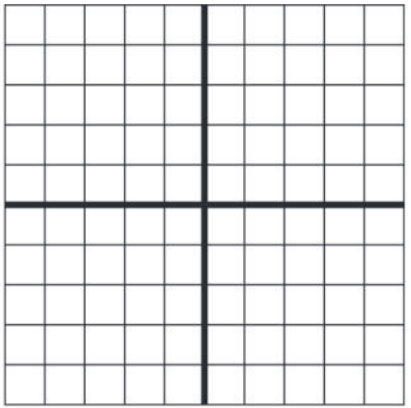
6	**56**	**7**
6	**8**	**4**
36	**9**	**2**

On page 64, you will complete Problem 3 using the results of your last Quick Facts page. Then work on the remaining problems on 63-64.

3 Look over your last Quick Facts page and select three combinations that were challenging for you. Draw an array for each one, and show how you can divide the array into smaller arrays to find the product.







WRAP UP

How did you break apart your difficult facts into easier ones?

How did you write equations for the story problems?

4 Jake made cookies for his 7 friends. He made 56 cookies and wanted to give each friend the same number of cookies.

a Write an equation to represent this problem.

b How many cookies can Jake give each friend?

5 Ramona is making masks for a party. She wants each mask to have 8 feathers, and she has 32 feathers.

a Write an equation to represent this problem.

b How many masks can Ramona make?

PLAYING PUT IT ON THE LINE AS A CLASS

NL2

Put it on the Line- Team 1 vs Team 2!

A	B	C	D	E	F
G	H	I	J	K	L

MAKING OBSERVATIONS & PREDICTIONS

CG3

What do you notice on our observation chart?
What do you notice about the markers we have revealed so far?

Draw what you think today's marker will look like on your white board. We will check our predictions soon!

ROWS & COLUMNS MULTIPLICATION GAME

CF3

Turn to page 58. We will use our last Quick Fact check to complete page 59.

2 3 4 5 6 7 8 9 10 2–6 4–9 0–10

Multiplier or Range of Multipliers	Date	Time Taken	Correct Facts	Mastered? (at least 38 correct in 2 min. or less)

YOU WILL COMPLETE ANOTHER QUICK FACTS ACTIVITY USING A NEW RECORDING SHEET.

Use 2 as your multiplier if you did not finish in 4 minutes or did not answer 38 or more correctly.

Use 3 as your multiplier if you mastered 2.

Use 4 as your multiplier if you mastered 3.

<u>Do not start yet!</u> ☺

Ready? Set? Go!

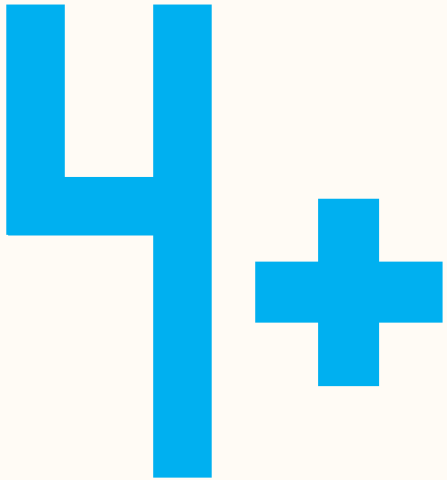
0–1

I-2

2-3

3-4

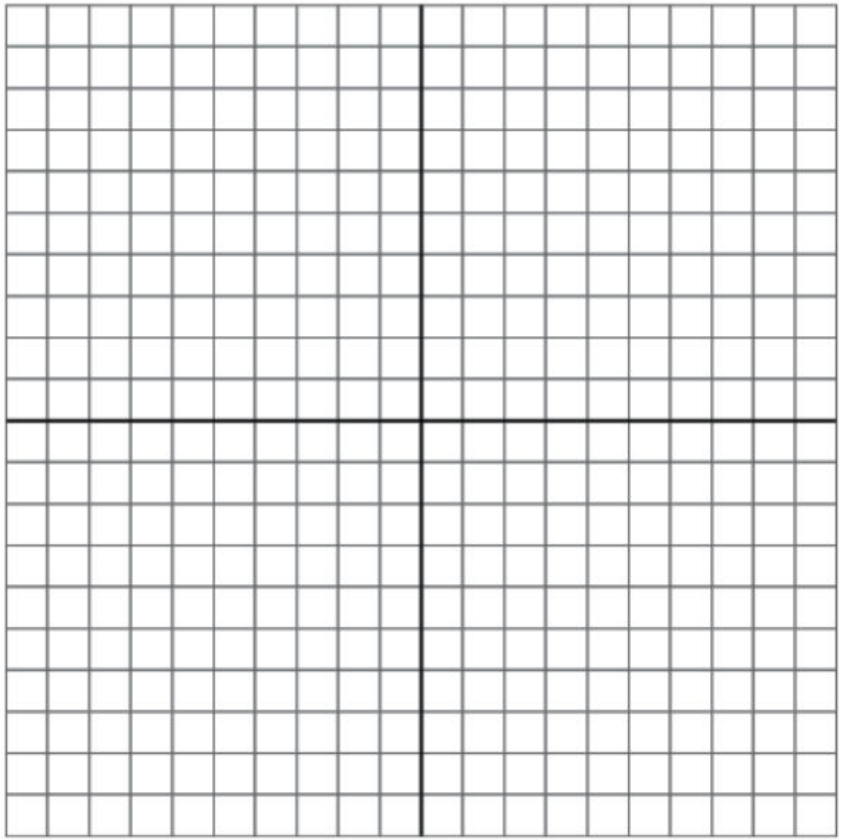
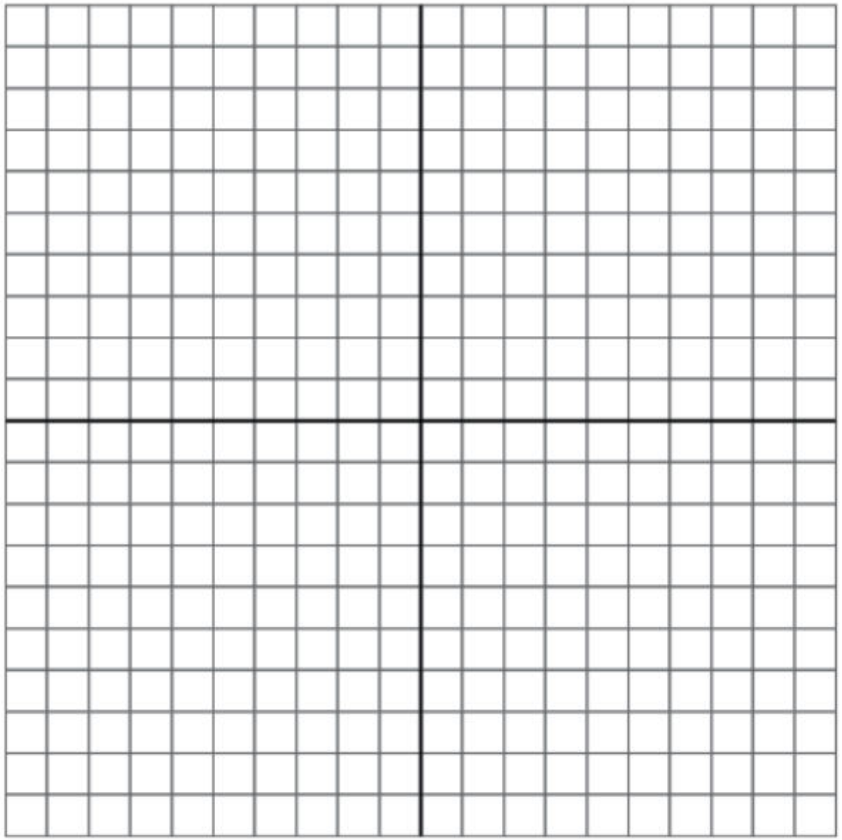
If you did not finish all of them, write...



LET'S PLAY A GAME!

1. Spin 2 spinners.
2. Draw an array that has the dimensions you spun.
3. To claim the rectangle, write 4 number sentences to complete the fact family.
4. If your fact family is correct, write your initials in the rectangle to claim it.

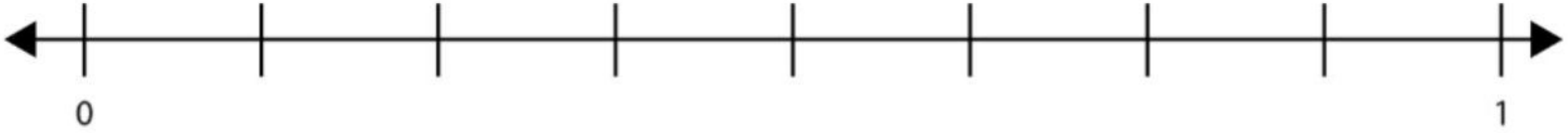
*Rectangles cannot overlap others. *The winner has the greatest sum at the end of all rounds!

Class	Teacher
	

PLAYING PUT IT ON THE LINE WITH A PARTNER

NL3

Put it on the Line- Partner 1 vs Partner 2!



A	B	C	D
E	F	G	H

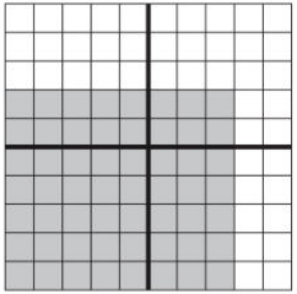
SOLVING & DISCUSSING PROBLEMS

SPI

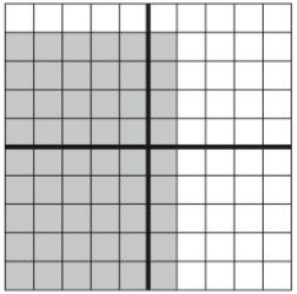
Turn to page 65.

1 For each array, show how you can break it into smaller arrays to find the product. Then write a multiplication and division fact family for the array.

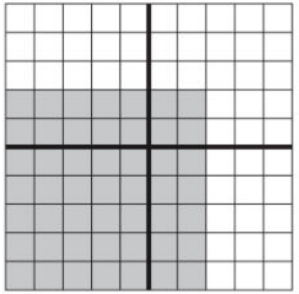
a



b



c



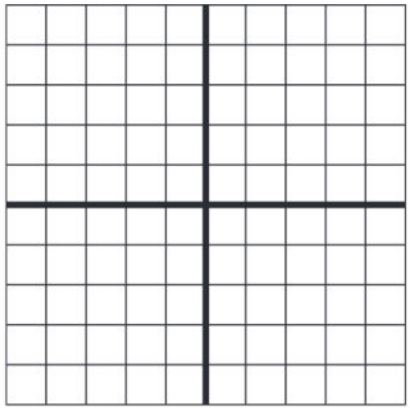
2 Complete each equation by filling in the missing number.

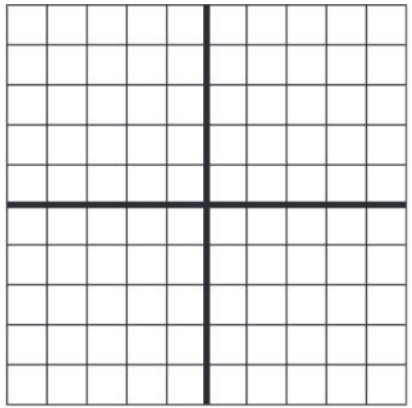
$\square = 3 \times 7$ $\quad 7 \times \square = 21$ $\quad 21 \div \square = 7$

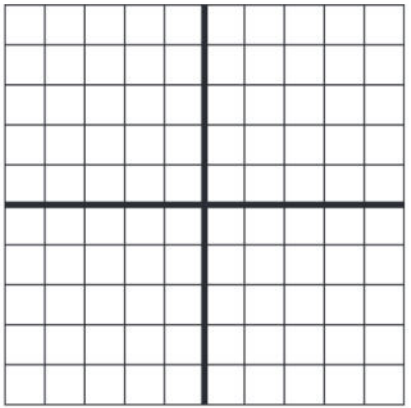
$7 = 56 \div \square$ $\quad 8 \times \square = 56$ $\quad 8 = 56 \div \square$

On page 66, you will complete Problem 3 using the results of your last Quick Facts page. Then work on the remaining problems on 65-66.

3 Look over your last Quick Facts page and select three combinations that were challenging for you. Draw an array for each one, and show how you can divide the array into smaller arrays to find the product.







WRAP UP

How did you break apart your difficult facts into easier ones?

How did you write equations for the story problems?

4 Marianna is getting barrettes to share with her sisters. She bought 4 packages, and each package has 8 barrettes.

a Write an equation to represent this problem.

b How many barrettes did Marianna buy in all?

5 Marianna has 3 sisters. On Saturday they washed cars to earn some money. All 4 of the sisters worked on her own and washed exactly the same number of cars. Altogether, they washed 24 cars.

a Write an equation to represent this problem.

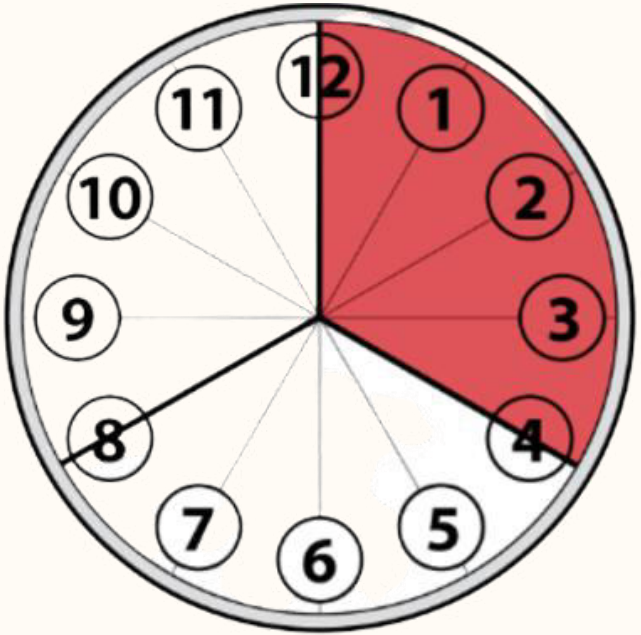
b How many cars did each sister wash?

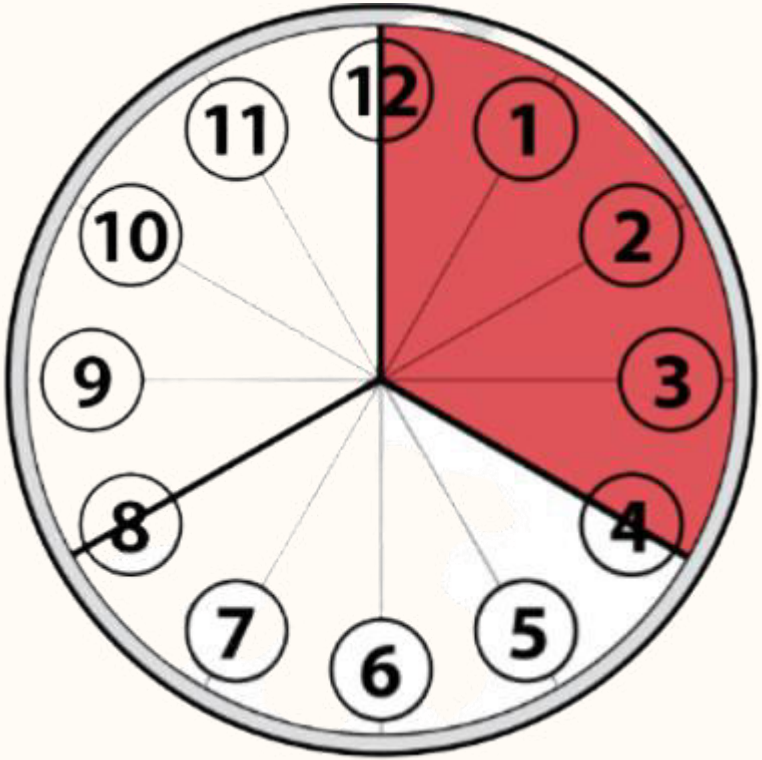
COLLECTING THIRDS OF AN HOUR

CC3

APRIL CALENDAR COLLECTOR

Today, we begin collecting third-hours each day for 7 days.





- How many minutes are in one-third of an hour?
- How many minutes are in a two-thirds of an hour?
- How many minutes are in three-thirds of an hour?

THE ASSOCIATIVE PROPERTY

CF4

Turn to page 58. We will use our last Quick Fact check to complete page 59.

2 3 4 5 6 7 8 9 10 2–6 4–9 0–10

Multiplier or Range of Multipliers	Date	Time Taken	Correct Facts	Mastered? (at least 38 correct in 2 min. or less)

YOU WILL COMPLETE ANOTHER QUICK FACTS ACTIVITY USING A NEW RECORDING SHEET.

Use 2 as your multiplier if you did not finish in 4 minutes or did not answer 38 or more correctly.

Use 3 as your multiplier if you mastered 2.

Use 4 as your multiplier if you mastered 3.

Use 5 as your multiplier if you mastered 4.

Do not start yet! ☺

Ready? Set? Go!

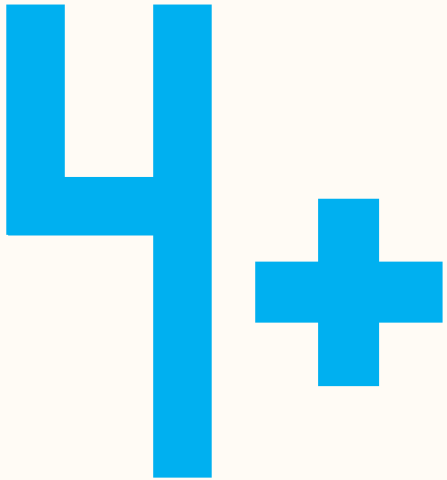
0–1

I-2

2-3

3-4

If you did not finish all of them, write...



CAN YOU SOLVE THESE? DO YOU NOTICE ANY CONNECTIONS?

$4 \times 50 =$

$4 \times 5 =$

$20 \times 10 =$

IS THIS TRUE OR NOT?

$$4 \times 50 = 4 \times 5 \times 10$$

CAN YOU SOLVE THESE? DO YOU NOTICE ANY CONNECTIONS?

$3 \times 60 =$

$3 \times 6 =$

$18 \times 10 =$

IS THIS TRUE OR NOT?

$$3 \times 60 = 3 \times 6 \times 10$$

DOES IT MATTER HOW YOU MULTIPLY THESE FACTORS?

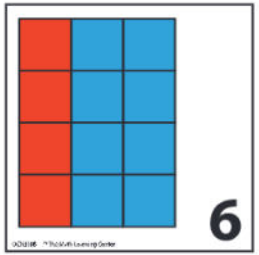
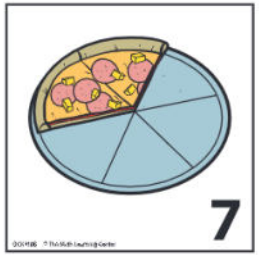
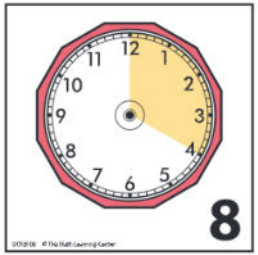
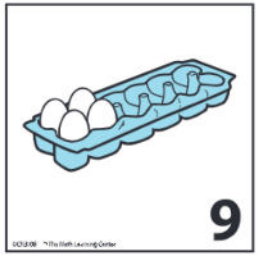
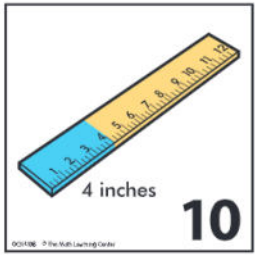
$$3 \times 5 \times 2$$

LOOKING AT THIRDS

CG4

TURN TO PAGE 54 IN YOUR STUDENT BOOK. WHAT ARE 2 FRACTION NAMES FOR THE FIRST MARKER?

1 Label each calendar marker below with at least one fraction name.

Calendar Marker	 6	 7	 8	 9	 10
1st Fraction Name					
2nd Fraction Name					

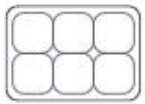
WORK THROUGH THE REST OF THE PAGE.

2 List at least two ways in which the calendar markers above are alike.

3 LaTonya says that all of these markers show $\frac{1}{3}$ of something. Do you agree with her? Why or why not?

4 Which is more, $\frac{2}{6}$ or $\frac{1}{2}$? How do you know?

5 Color in $\frac{1}{3}$ of the eggs in this carton.



ROWS & COLUMNS MULTIPLICATION GAME

CF3

Turn to page 58. We will use our last Quick Fact check to complete page 59.

2 3 4 5 6 7 8 9 10 2–6 4–9 0–10

Multiplier or Range of Multipliers	Date	Time Taken	Correct Facts	Mastered? (at least 38 correct in 2 min. or less)

YOU WILL COMPLETE ANOTHER QUICK FACTS ACTIVITY USING A NEW RECORDING SHEET.

Use 2 as your multiplier if you did not finish in 4 minutes or did not answer 38 or more correctly.

Use 3 as your multiplier if you mastered 2.

Use 4 as your multiplier if you mastered 3.

Use 5 as your multiplier if you mastered 4.

Use 6 as your multiplier if you mastered 5.

Do not start yet! ☺

Ready? Set? Go!

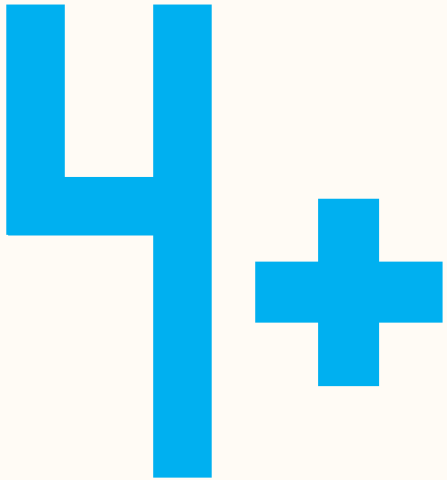
0–1

I-2

2-3

3-4

If you did not finish all of them, write...

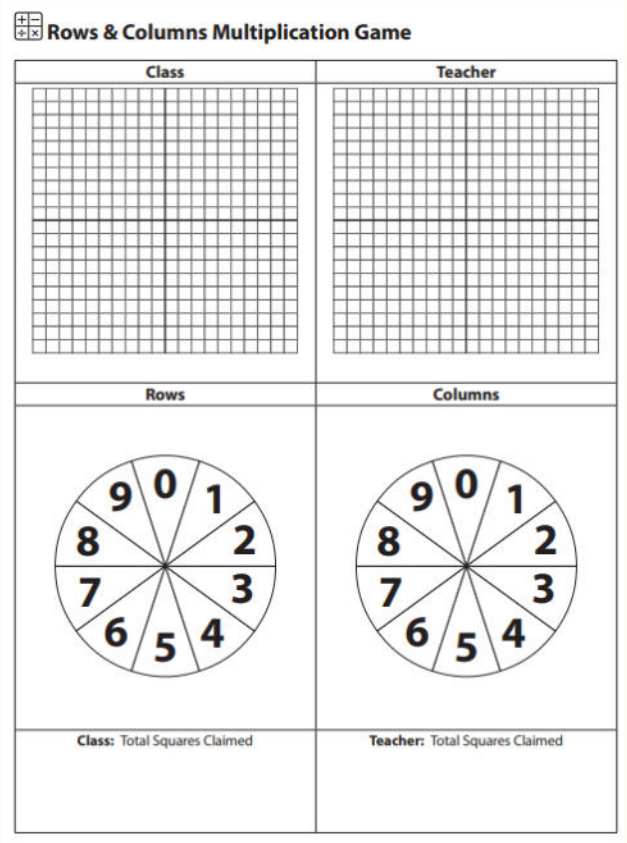


ROWS & COLUMNS MULTIPLICATION GAME

1. Spin 2 spinners.
2. Draw an array that has the dimensions you spun.
3. Write 4 number sentences to complete the fact family.
4. If your fact family is correct, write your initials in the rectangle to claim it.

*Rectangles cannot overlap others.

*The winner has the greatest sum at the end of all rounds!



Turn to page 60.
Today you will
play the game
with a partner.

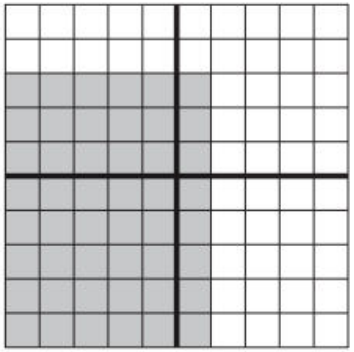
SOLVING & DISCUSSING PROBLEMS

SPI

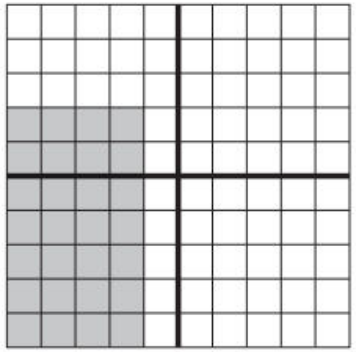
Turn to page 67.

1 For each array, show how you can break it into smaller arrays to find the product. Then write a multiplication and division fact family for the array.

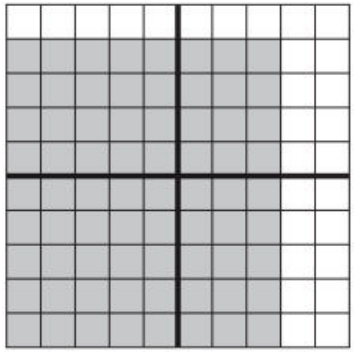
a



b



c



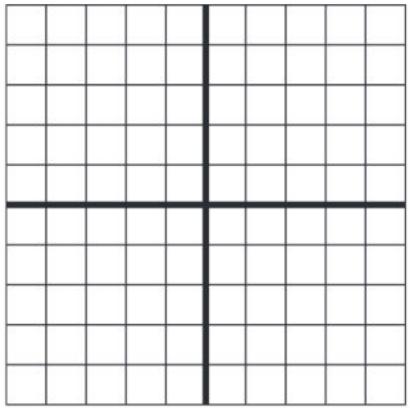
2 Complete each equation by filling in the missing number.

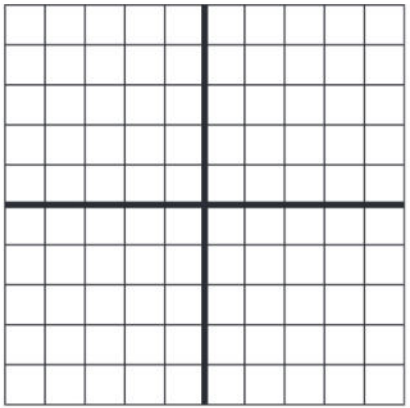
$8 \times 4 = \square$ $\quad 64 = \square \times 8$ $\quad 48 = 8 \times \square$ $\quad 24 \div 8 = \square$

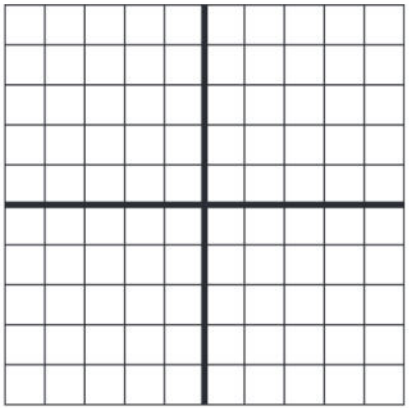
$6 \times 3 = \square$ $\quad 36 = \square \times 6$ $\quad 42 = 6 \times \square$ $\quad 54 \div 6 = \square$

On page 68, you will complete Problem 3 using the results of your last Quick Facts page. Then work on the remaining problems on 67-68.

3 Look over your last Quick Facts page and select three combinations that were challenging for you. Draw an array for each one, and show how you can divide the array into smaller arrays to find the product.







WRAP UP

How did you break apart your difficult facts into easier ones?

How did you write equations for the story problems?

4 Rashawn and his dad are getting ready for a party. They bought 2 bags that each had 7 oranges in them and 5 bags that each had 7 apples in them.

a Write an equation to represent this problem.

b How many pieces of fruit did they buy in all?

5 Rashawn is making goody bags for the friends who are coming to his party. He has 63 marbles and he wants to put the same number of marbles in each of the 9 bags. So far, he has put 4 marbles in each bag.

a Write an equation to represent this problem.

b How many more marbles will he put in each bag?

SOLVING FRACTIONAL TIME STORY PROBLEMS

CC3

TURN TO PAGE 55 IN YOUR STUDENT BOOK.

Show your work to solve the following:

1 At 2:05 Tom said that school is over in three-quarters of an hour. What time is school over?

2 At 1:30 Deb's friend called and said, "Let's meet at the mall in one and one-third hours." What time are they meeting?

CHOOSE 1 OR 2 PROBLEMS ON THE PAGE TO SOLVE ON YOUR OWN. REMEMBER THE FOLLOWING...

- One-half hour = 30 minutes
- One-quarter hour = 15 minutes
- One third-hour = 20 minutes