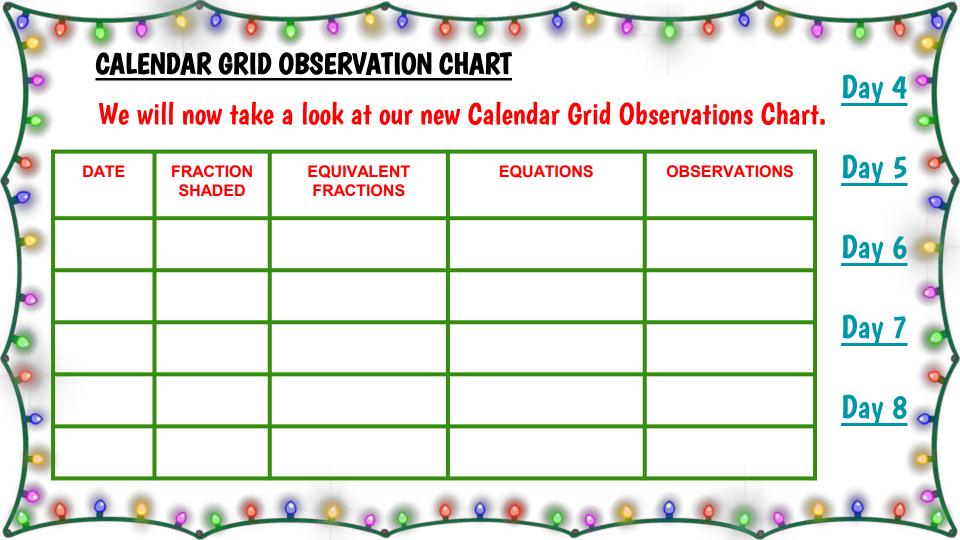
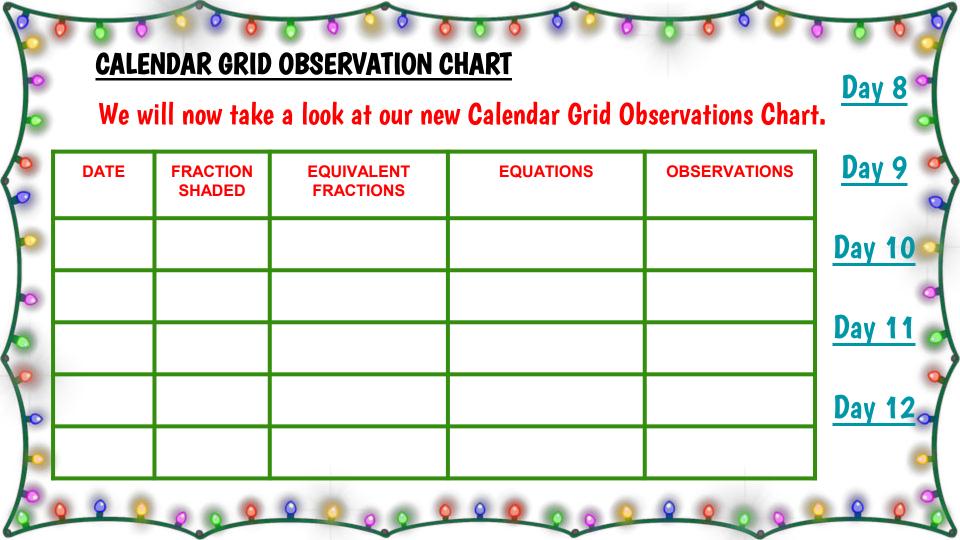
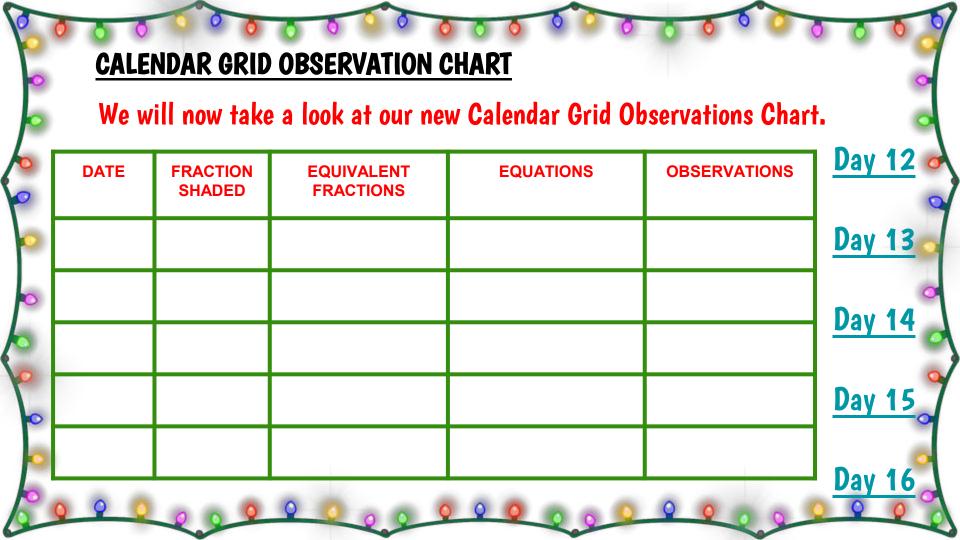
DECEMBER NUMBER CORNER

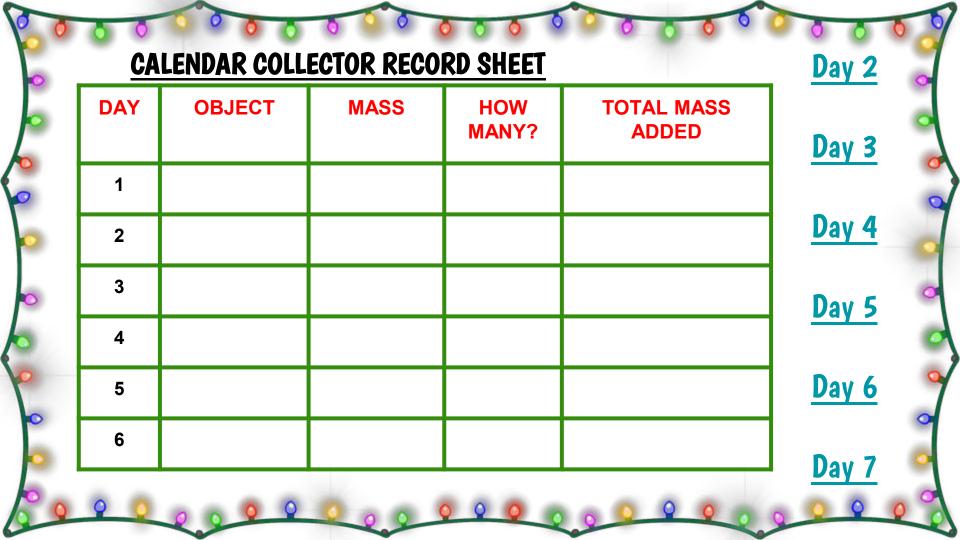


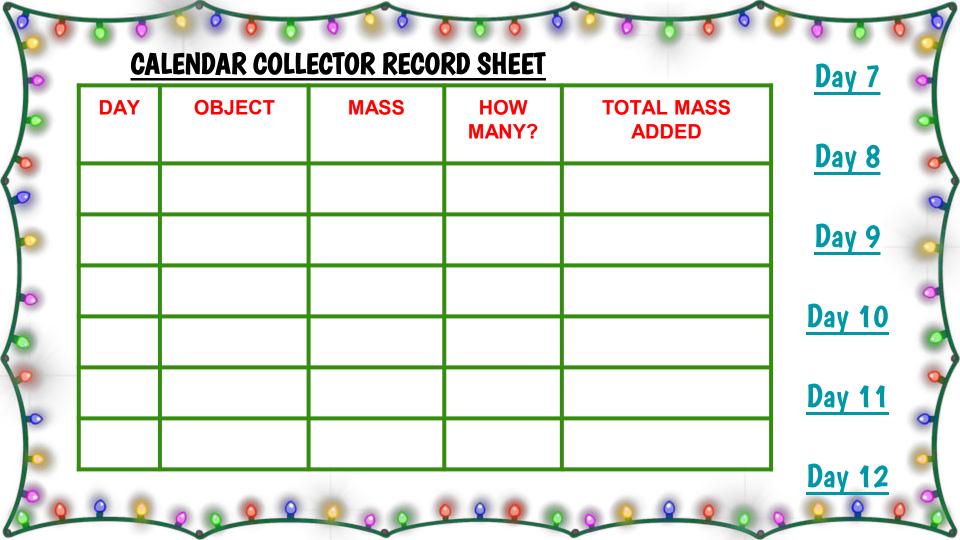
Notes for Teachers: • This month only had 15 days. I added an extra day with a few problems and ended on December 22nd. You don't need to complete the "Equivalent Fractions" column of Calendar Grid until Day 10 • I recommend displaying in "Present" mode to make it easier to see but you have to come out of "Present" mode to click on links or manipulate pieces in the slides.

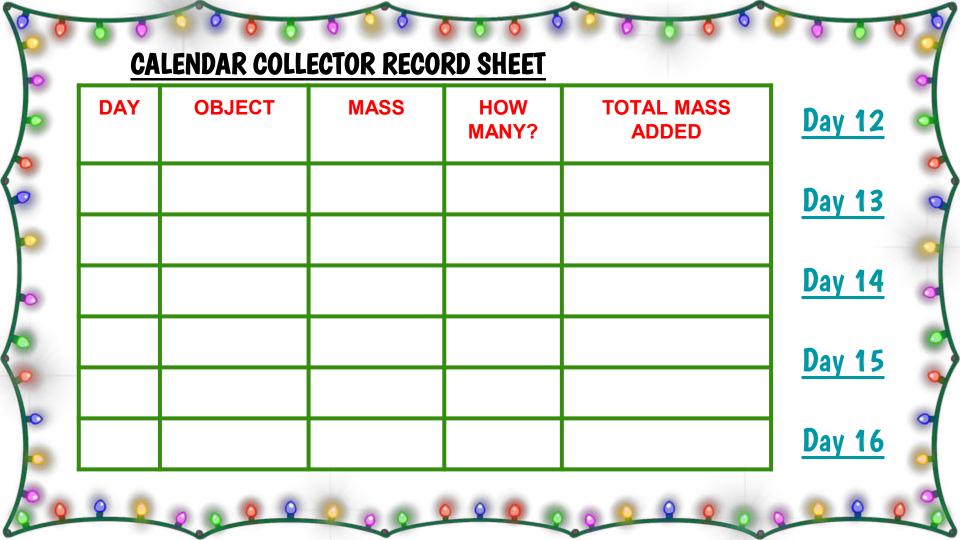


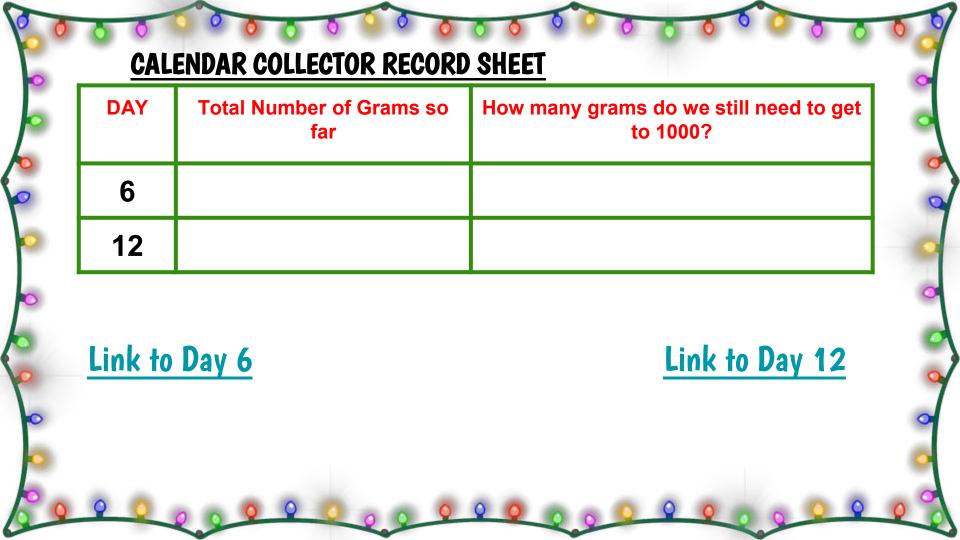


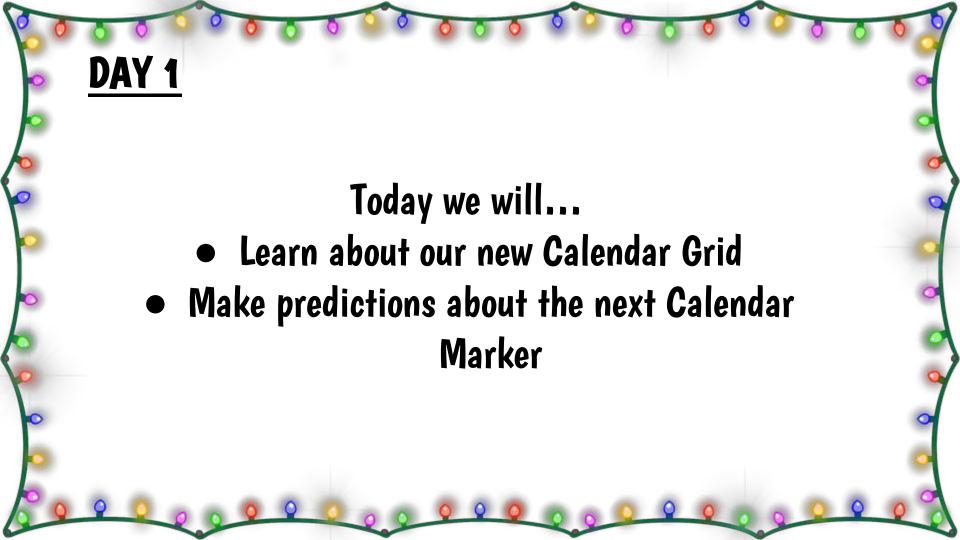


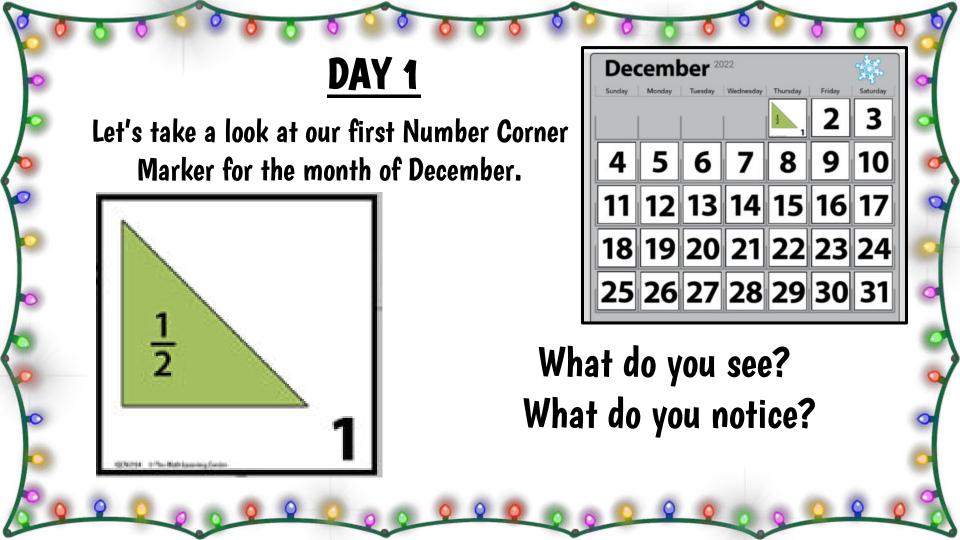


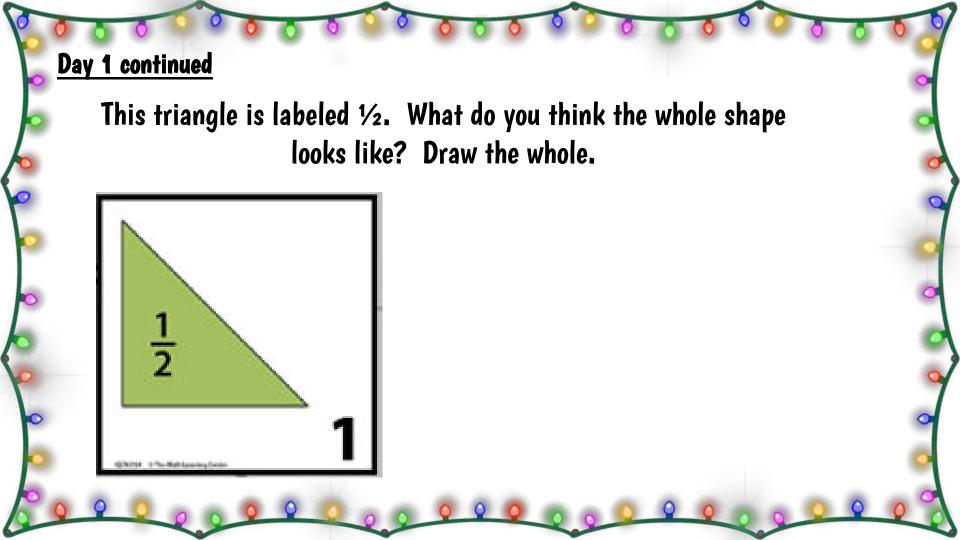


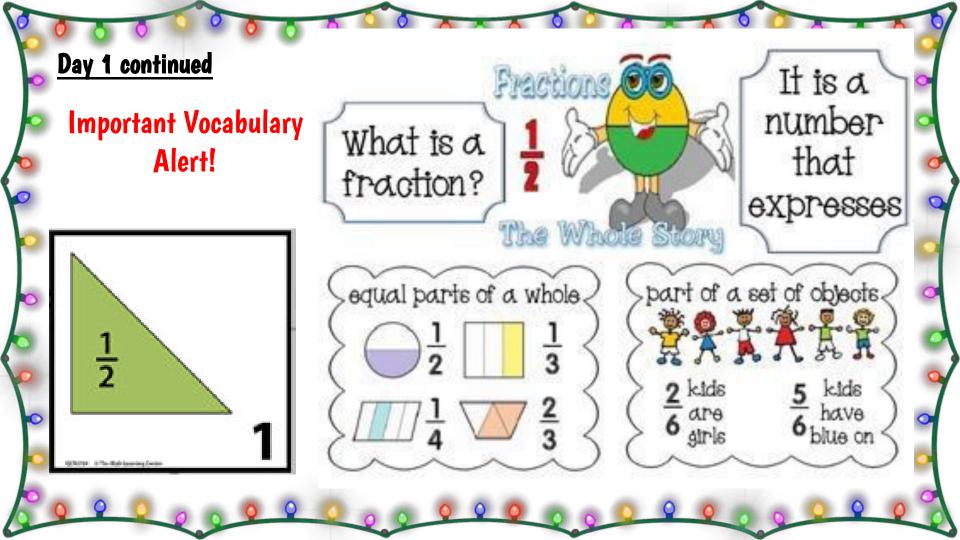


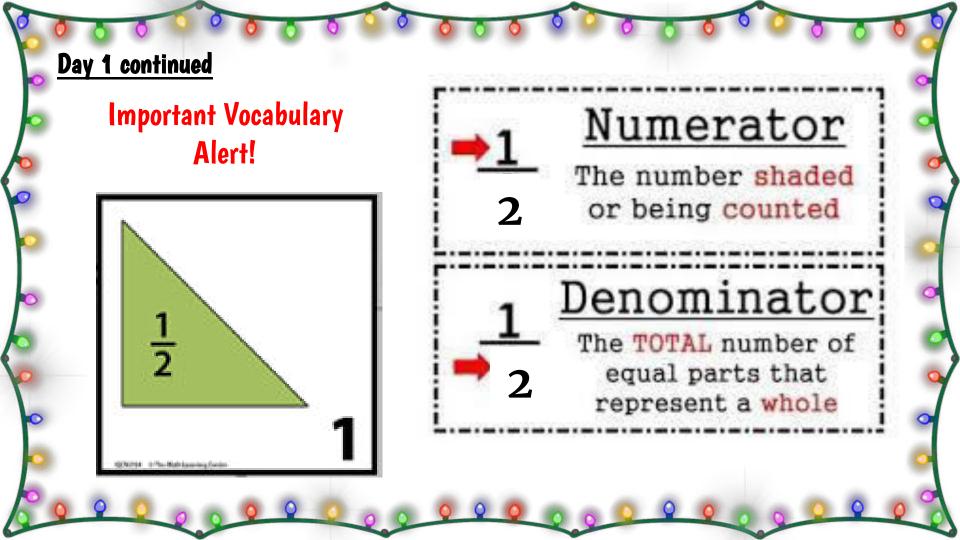


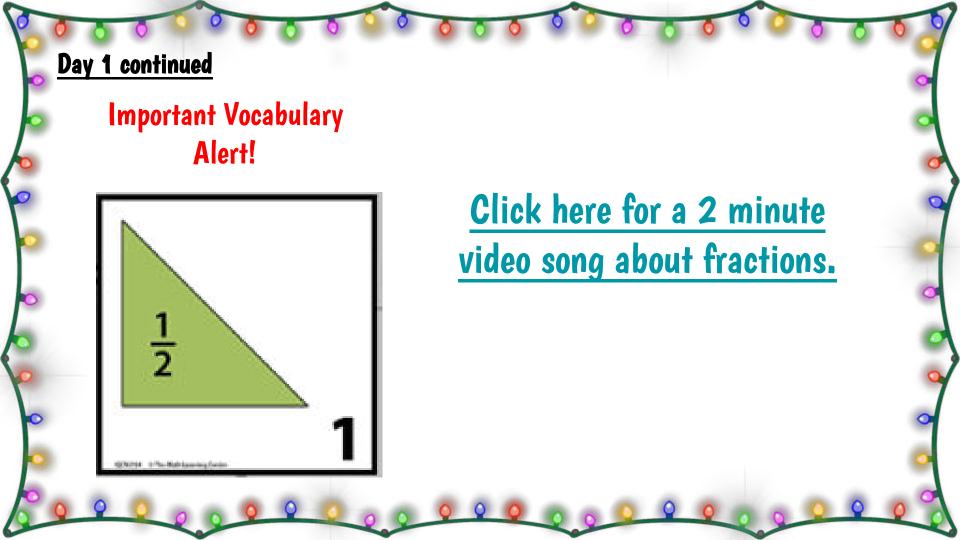


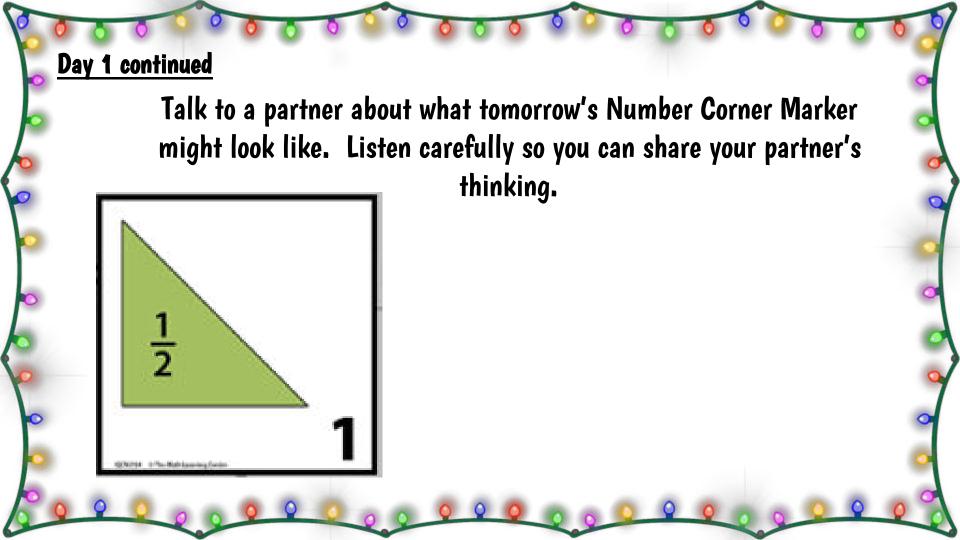




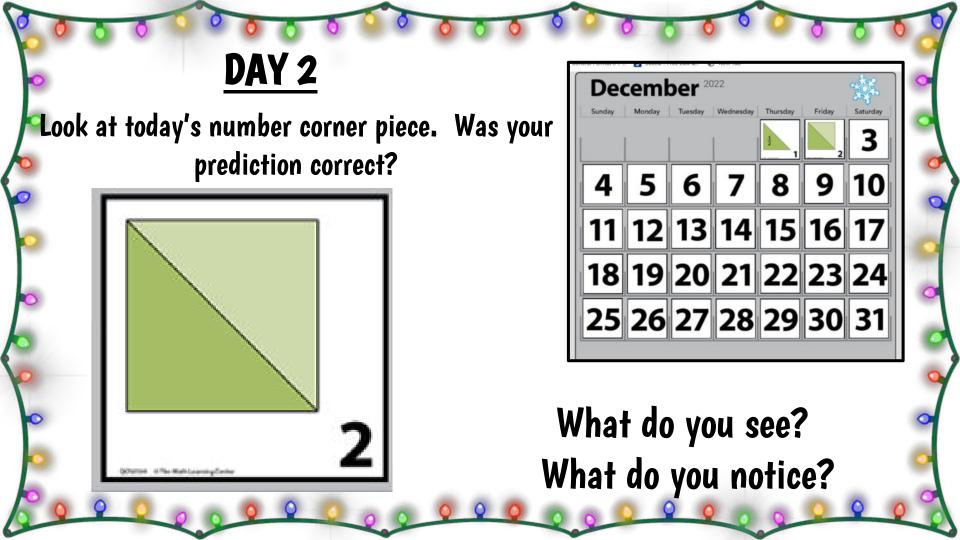








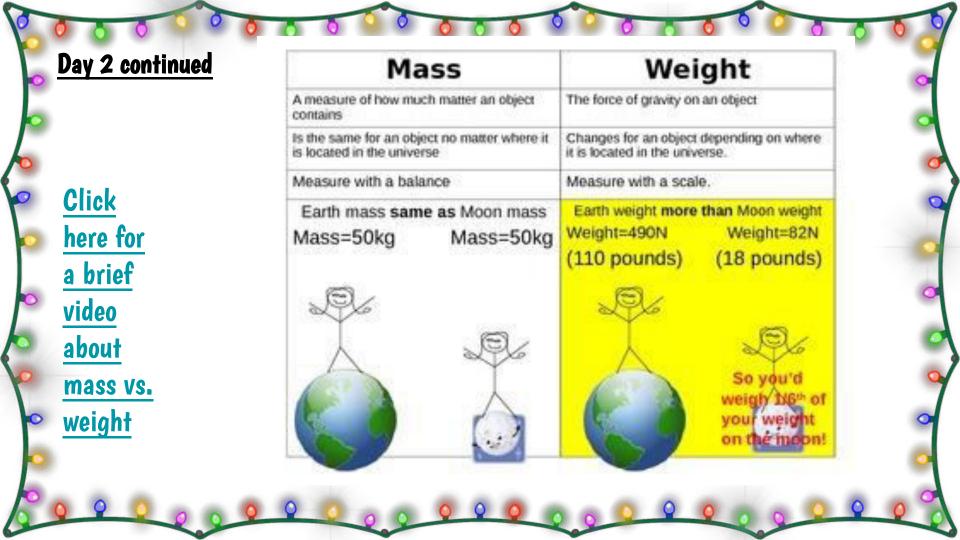


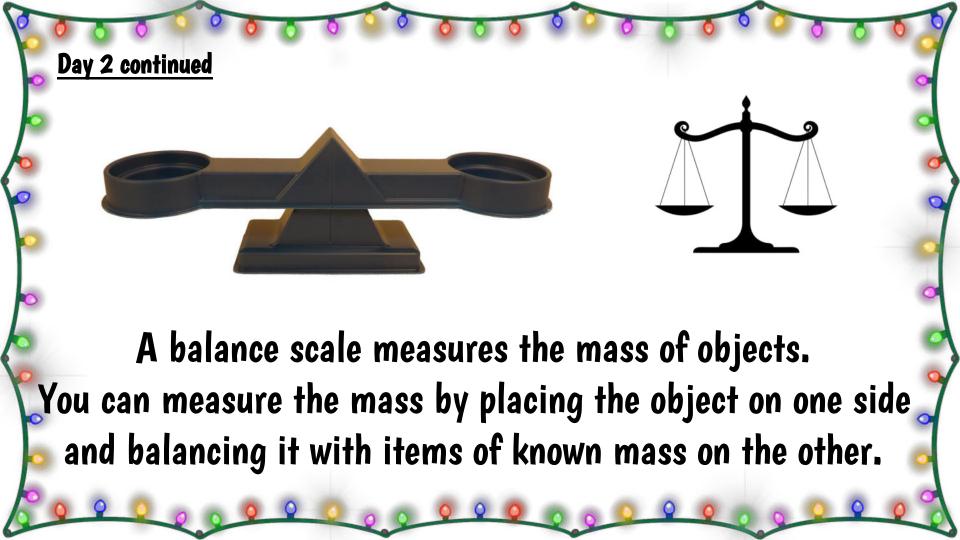


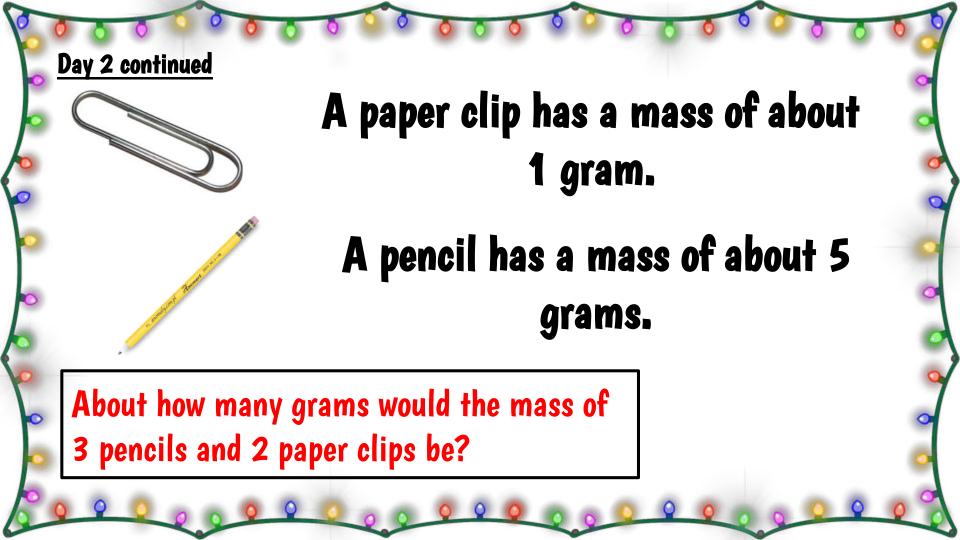
Important Vocabulary Alert!

mass

The measure of how much matter an object has. Everything is composed of matter...from tables, to books, to cars, to living things. Some things have more matter than others, which means they have a greater mass.







Day 2 continued Let's measure the mass of a couple of objects in the classroom, using the gram masses on one side and the object on the other. We will add or subtract masses until the scale is balanced, which will tell us the mass of the object. Teachers, use something small like a crayon or eraser for this. Repeat to find the mass of second small object.

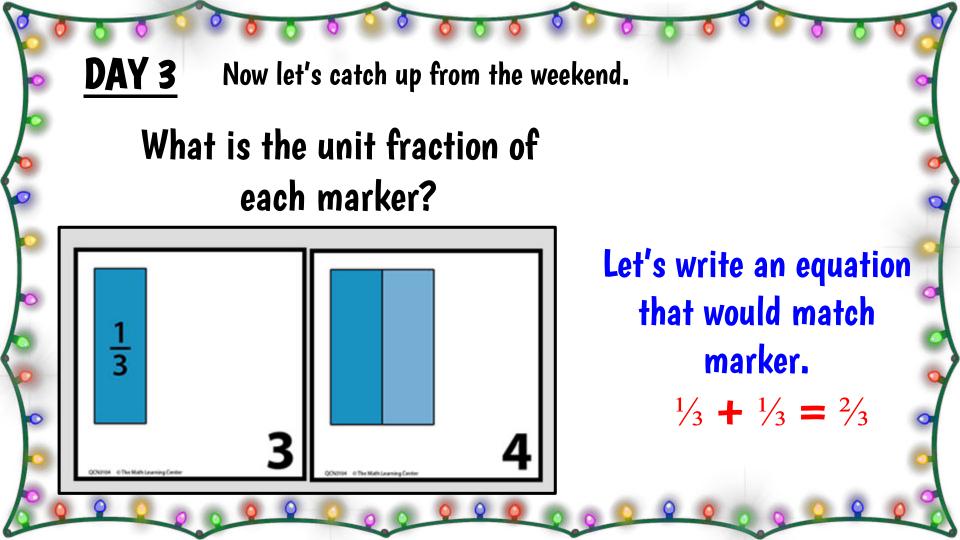
Day 2 continued In Calendar Collector this month, we will find the mass of different objects around the room. The objects we use must: • Fit on one side of the balance scale. Be able to sit as part of the collection for the month. Have a mass that can be measured with the gram masses we have to measure with. (Instructions continued on next slide)

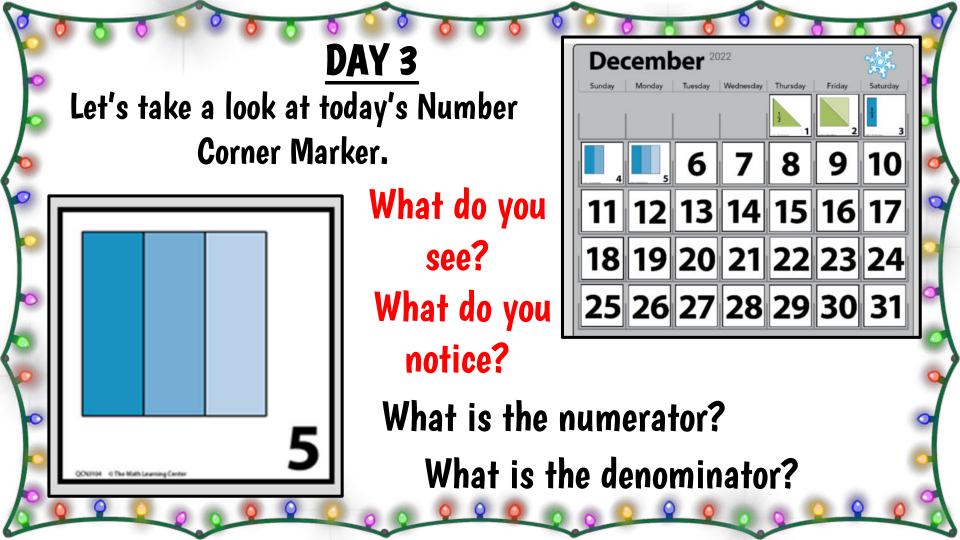
Day 2 continued In Calendar Collector this month, we will: Record the object and the mass on the record sheet. We will only place one of the object in our collection for the month but you can decide how many of the object you would like to add. Our goal for the month is for our collection to have a mass as close to 1,000 grams as possible.

Day 2 continued We have 16 days of Number Corner this month Now we have to think about the following questions: About how many grams should we collect each day to meet our goal? What objects in our classroom might be good choices for the collection? How can we see how close we are to our goal each day?

Day 2 continued Let's add the mass for the two objects we measured today to our Calendar Collector Record Sheet. Do you think we should add more than one of these items to increase our mass for the collection to help us reach our goal? Link to Calendar Collector Record Sheet

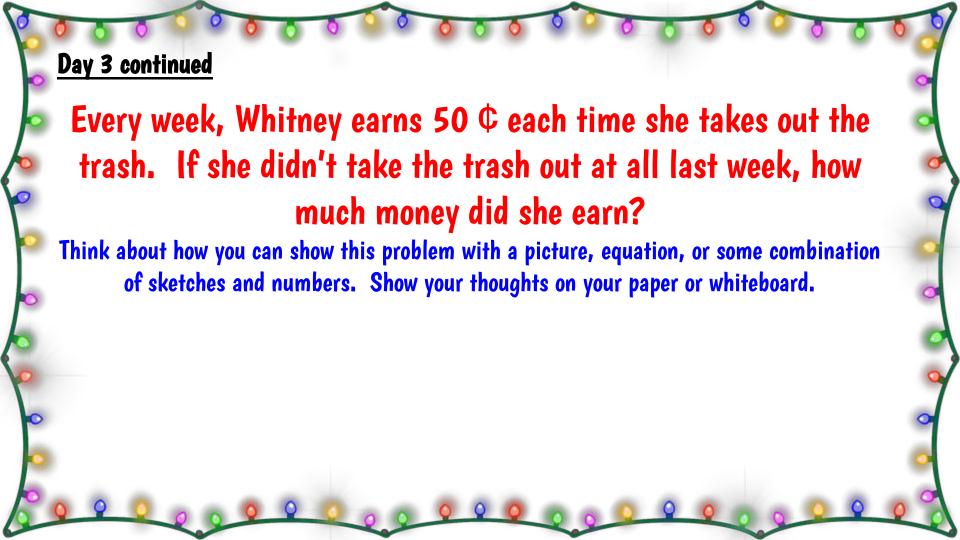
DAY 3 Today we will... Update our Calendar Grid Update our Calendar Collector Talk about multiplying by 0 and 1





DAY 3 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

Day 3 continued We will spend the next few months learning our multiplication facts through 10 x 10. Look at the following problem. If I had 5 bags with no candy in any of the bags, how many pieces of candy do I have? Think about how you can show this problem with a picture, equation, or some combination of sketches and numbers. Show your thoughts on your paper or whiteboard.

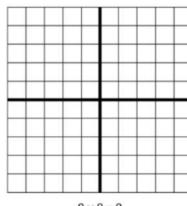




Tell me in your own words what happens when you multiply a number by 0.

±Zero Facts

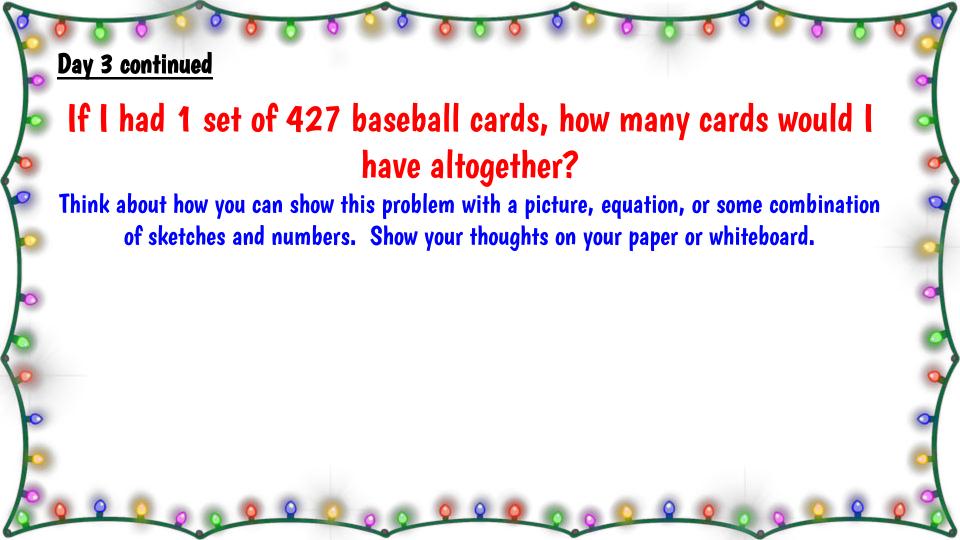
Zero times any number is zero.



 $0 \times 8 = 0$

This works with larger numbers like $345 \times 0 = 0$ and $0 \times 237 = 0$.



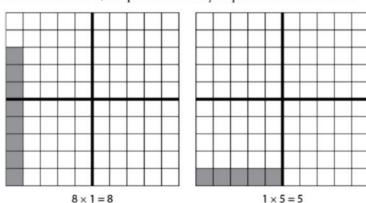




Tell me in your own words what happens when you multiply a number by 1.



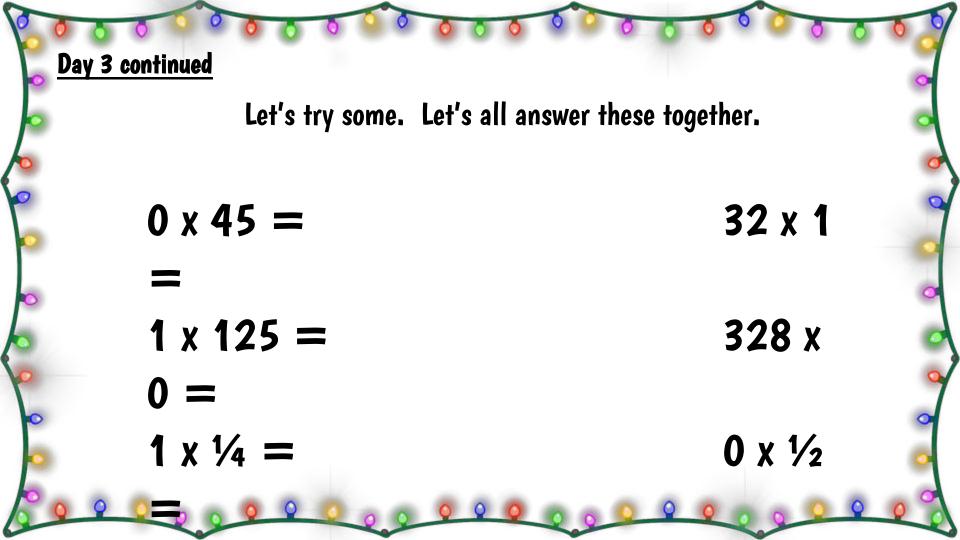
When one of the factors is 1, the product is always equal to the other factor.



No matter how big the number, if you multiply it by 1, you'll get the same number.

$$498 \times 1 = 498$$

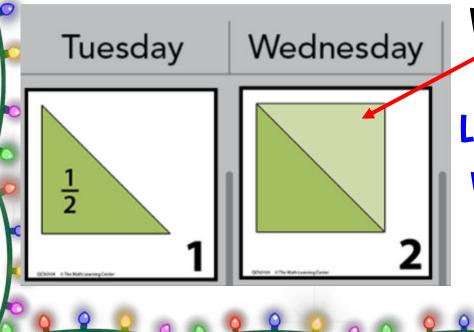
$$1 \times 763 = 763$$





DAY 4

Let's go back and look at some of the markers we have turned over so far.



What would we label the second marker?

Let's write an equation that would match this marker. 1/2 + 1/2 = 2/2

$$\frac{1}{2} + \frac{1}{2} = 1$$

DAY 4 cont.

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

б



What do you see? What do you notice?

How many pieces will make a whole?

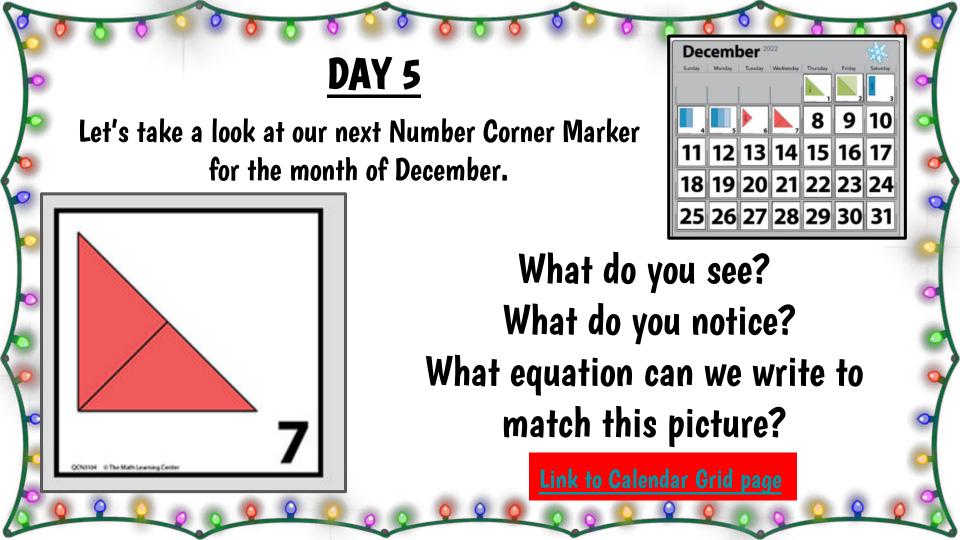
What equation can we write to match this picture?

Let's update our Calendar Grid Observation Chart.

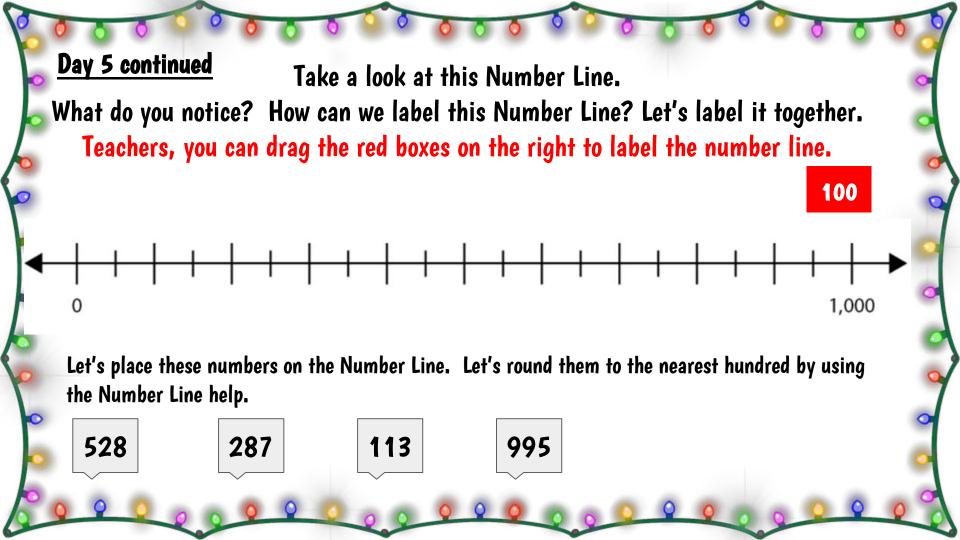
Link to Calendar Grid page

DAY 4 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

DAY 5 Today we will... Update our Calendar Grid Update our Calendar Collector Talk about Rounding to the Nearest Hundred



DAY 5 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet



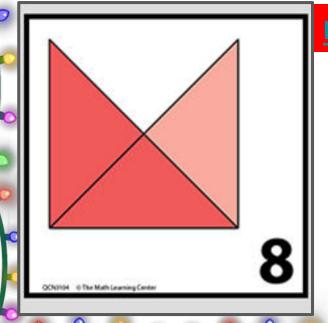
Day 5 continued Teachers, this is a strategy I use with my students...feel free to skip this page. When you round to the nearest hundred, you are deciding which hundred the number is closest to. Let's look at a different way to help us round! Using the number 235, we can follow these steps... Underline the place we are rounding to... 235 Then copy the value of the number you underlined. Then write the next hundred. 200 300 Box the digit to the right of the your underlined digit (tens place) to see if we need to round up or down. he boxed number is 5 or above, round

Day 5 continued Let's practice a few together. Round these numbers to the nearest hundred. What happens when there is a 5 in the tens place? 350 639 182

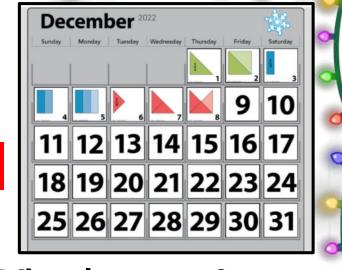
DAY 6 Today we will... Update our Calendar Grid Make estimates & predictions about our total number of grams this month in Calendar Collector

DAY 6

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



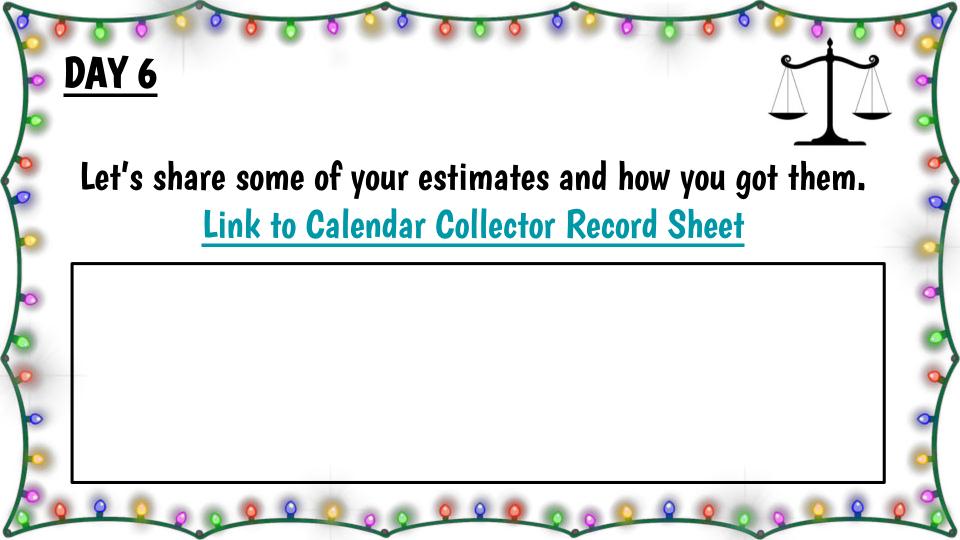
Link to Calendar Grid page



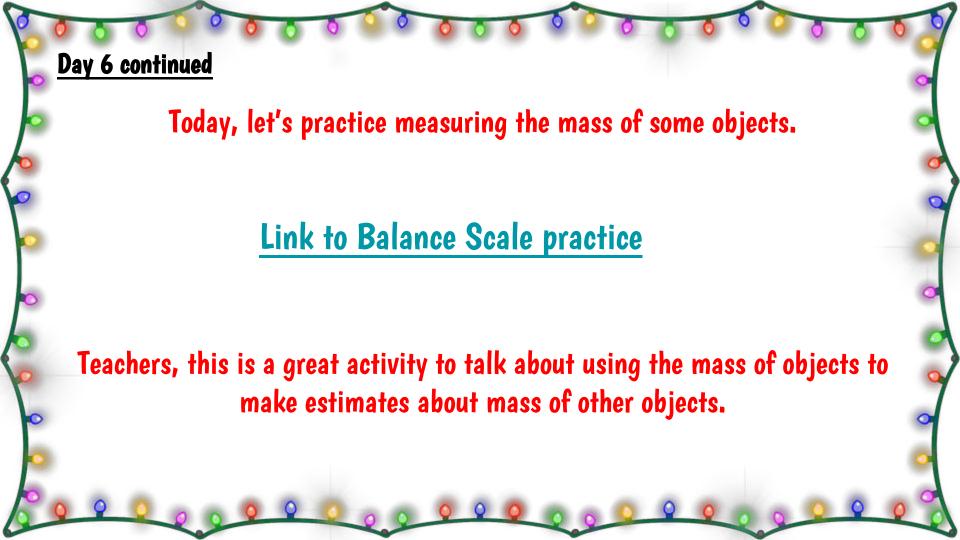
What do you see?
What do you notice?
How many more pieces do we need to make a whole?

DAY 6 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

DAY 6 Let's think about what the total mass of the collection might be so far. Make an estimate about how much you think is there and then talk to a partner. Link to Calendar Collector Record Sheet



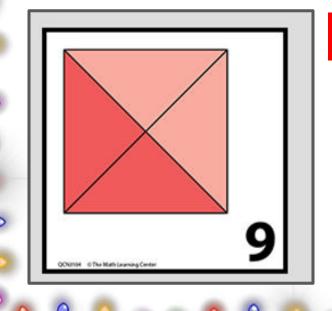




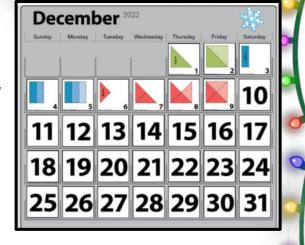
DAY 7 Today we will... Update our Calendar Grid Update our Calendar Collector • Talk about doubles facts

DAY 7

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

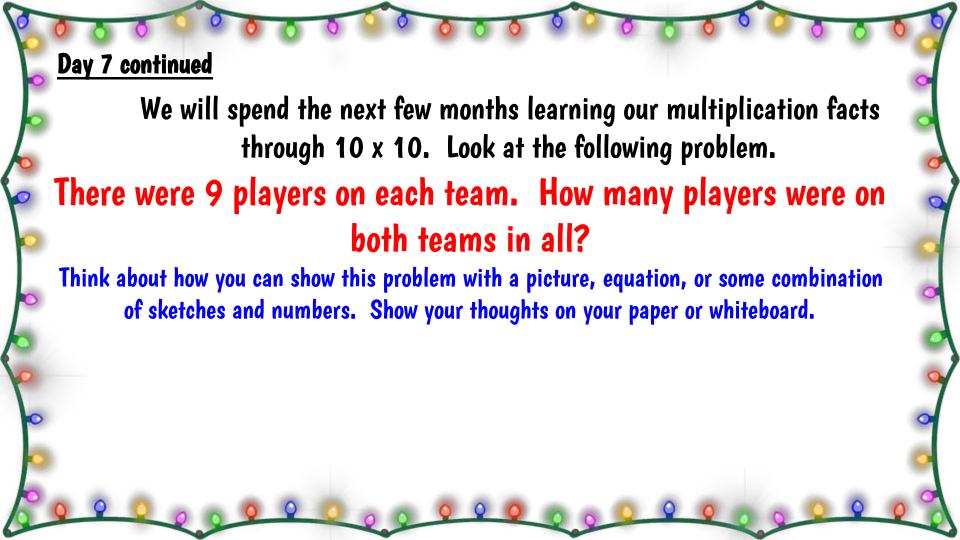


Link to Calendar Grid page

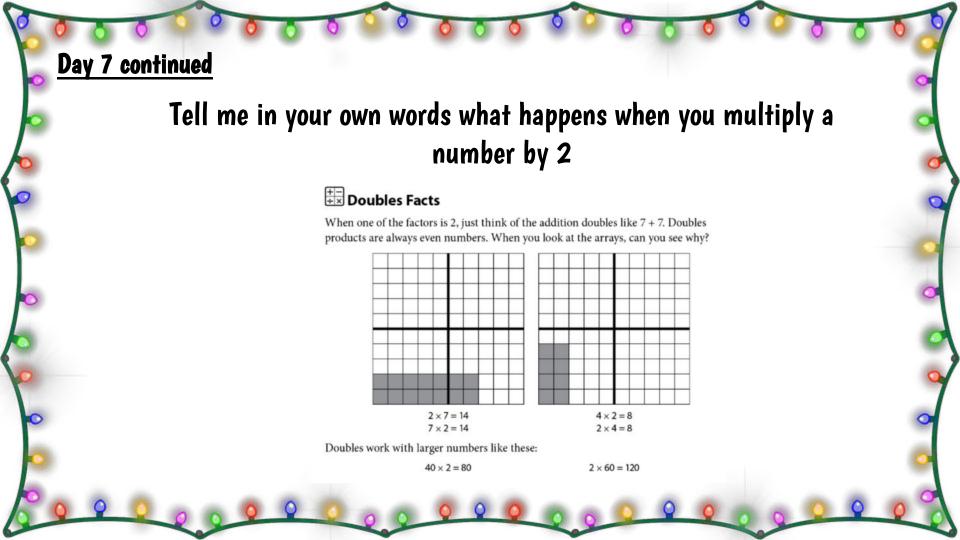


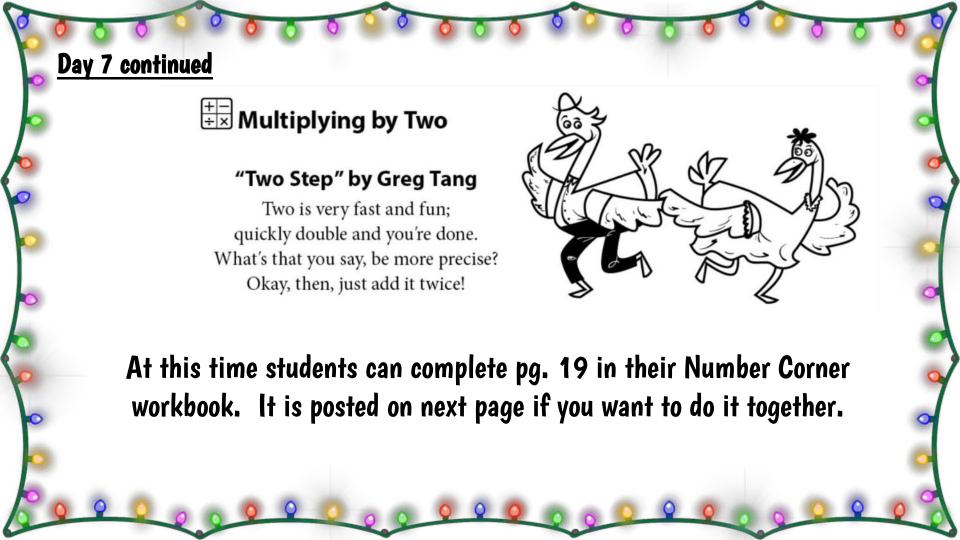
What do you see?
What do you notice?
How would we label each piece of this marker?

DAY 7 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet



Day 7 continued We will spend the next few months learning our multiplication facts through 10×10 . Look at the following problem. If everyone in the class lined up in 2 lines and there were 10 students in each line, how many students were in the class in all? Think about how you can show this problem with a picture, equation, or some combination of sketches and numbers. Show your thoughts on your paper or whiteboard.







What is 2×8 ? It's 8 doubled. $2 \times 8 = 8 + 8 = 16$

- **1** Show your own example of the Doubles strategy.

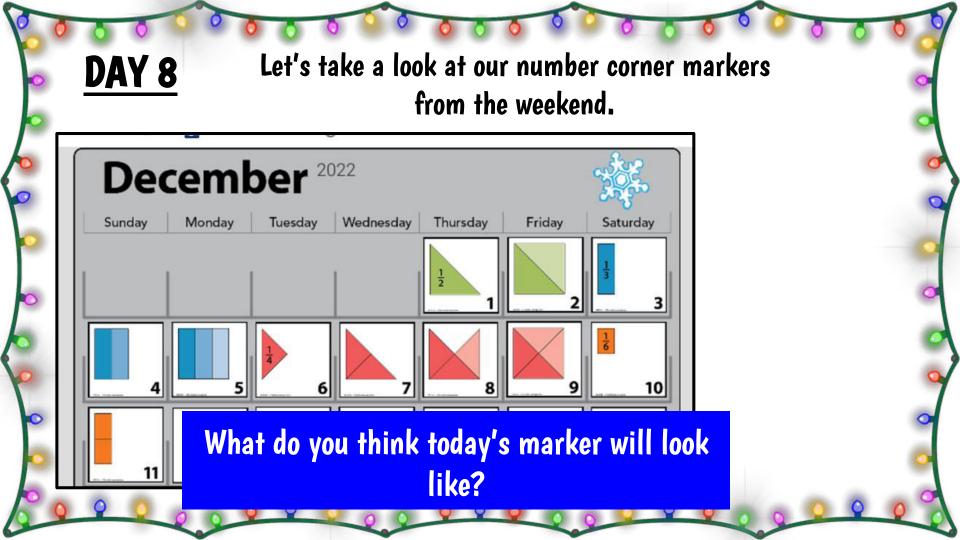
Link to Number Corner page 19

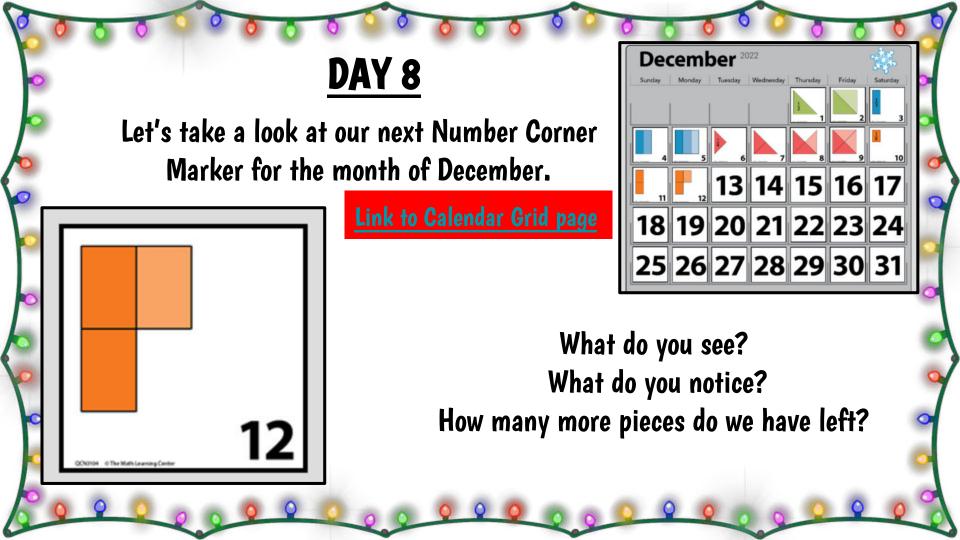
Multiply each number in the grid by 2. Write each answer in the box. The first one is done for you.

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

3 Use the Doubles strategy to help solve these combinations.

DAY 8 Today we will... Update our Calendar Grid Update our Calendar Collector Play Round & Add as a class

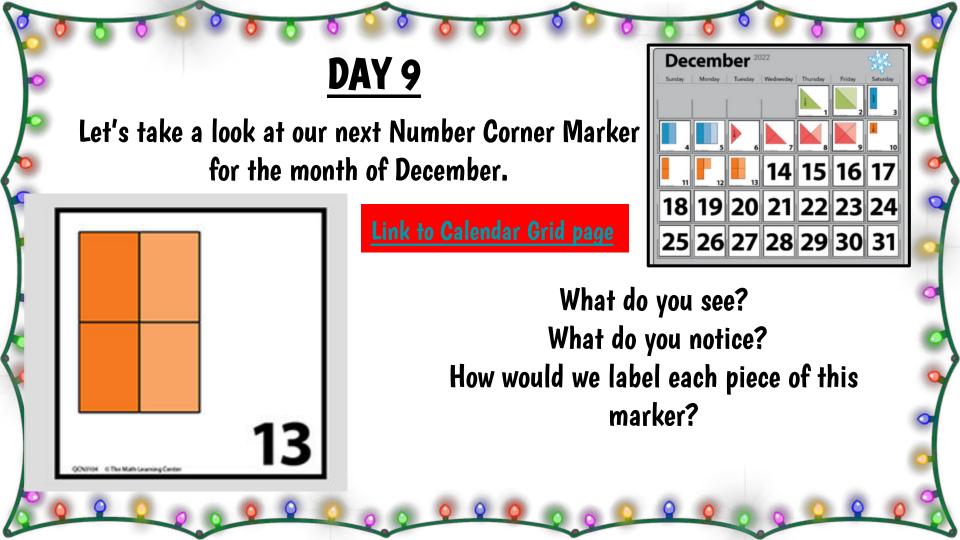




DAY 8 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

Day 8 continued Let's Play Round and Add Hundreds! (click here to go to game page) How to Play 1. First player rolls 3 dice: two 1-6 dice and one 4-9 dice 2. Use the three numbers to arrange a 3-digit number 3. The player marks that number on the number line and circles the hundred it would round to 4. Player 2 follows steps 1-3 5. The game ends when all 100s are circled 6. The player with the highest sum wins.





DAY 9 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

<u>Day 9 continued</u> Today we

Today we will do a Problem String. You need your math notebook.

Teachers click here if you want to see the problem string instructions table.

Let's review how we do a problem string...

- Everyone will solve the problem on their own first and give a thumbs up when they are done.
- We will share strategies about how we solved the problem.
- The easier problems at the beginning will help us solve the more difficult problems at the end.

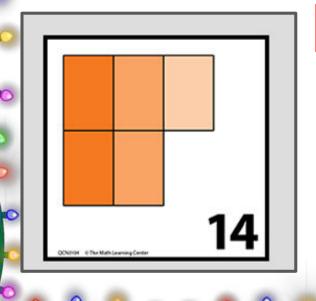
Day 9 continued Write today's date on the top of your next blank page. 12/13/20 $4 \times 7 =$ Move this for next problem in the problem string Move this for next problem in the problem string

Day 9 continued Let's think about the last 3 problems we did and how they can help us with the next problem. • $7 \times 7 =$ Move this for next problem in the problem string Move this for next problem in the problem string

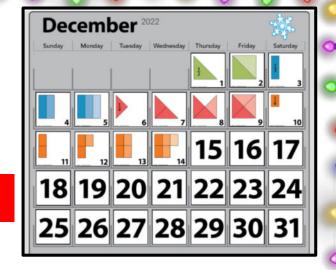
DAY 10 Today we will... Update our Calendar Grid Update our Calendar Collector Talk about Equivalent Fractions

DAY 10

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



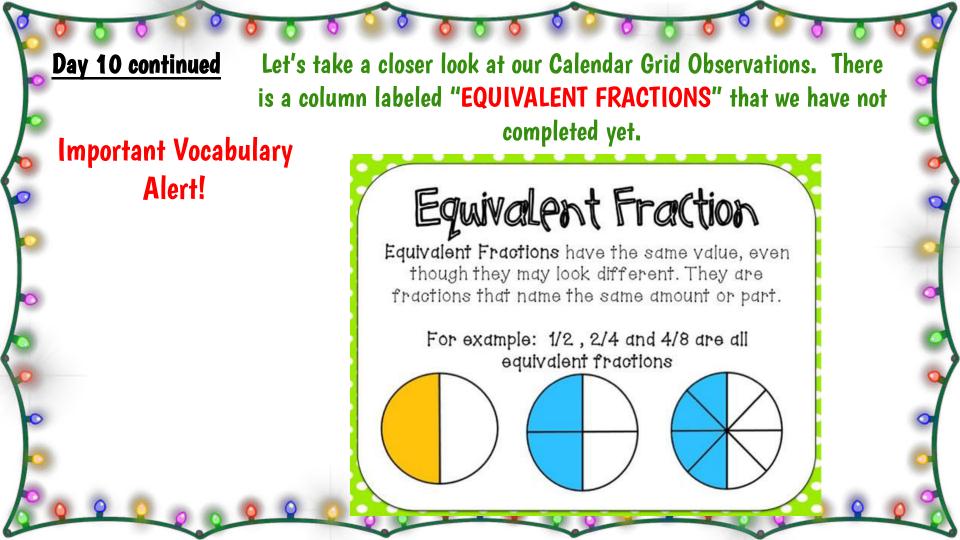
Link to Calendar Grid page

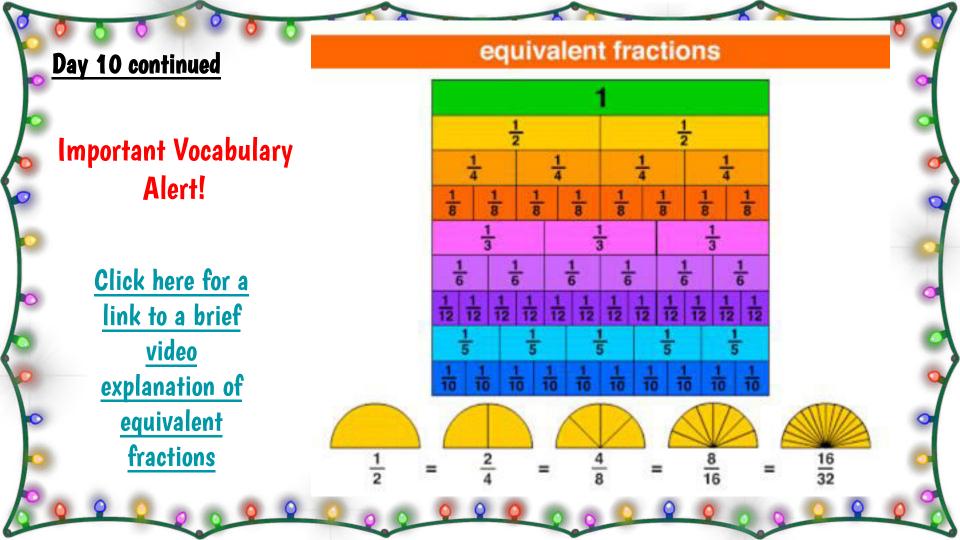


What do you see?
What do you notice?
How would we label each piece of this
marker?

How many more pieces do we have left?

DAY 10 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet



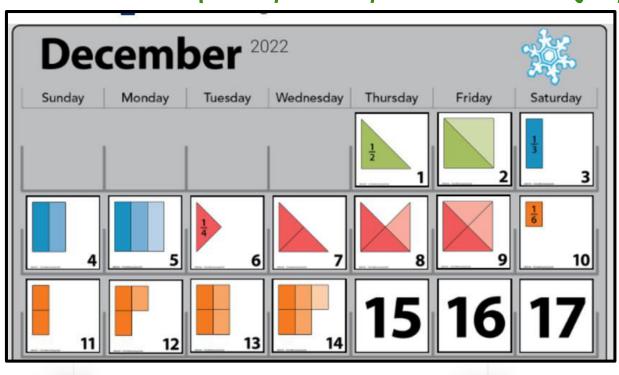


Day 10 cont.

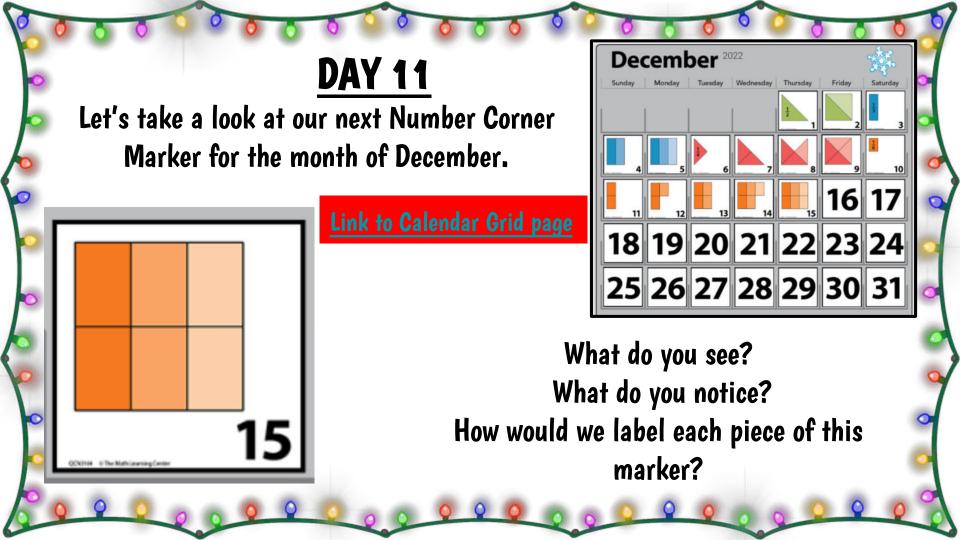
Now let's look at our calendar and see if we can find any equivalent fractions. Give a thumbs up when you think you have two matching days.

We will add the equivalent fractions you find to our Calendar Grid Observation chart.

<u>Link to</u> Calendar Grid



DAY 11 Today we will... Update our Calendar Grid Update our Calendar Collector Do another Problem String



DAY 11 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

Day 11 continued Today we will

Today we will do a Problem String. You need your math notebook.

Teachers click here if you want to see the problem string instructions table.

Let's review how we do a problem string...

- Everyone will solve the problem on their own first and give a thumbs up when they are done.
- We will share strategies about how we solved the problem.
- The easier problems at the beginning will help us solve the more difficult problems at the end.

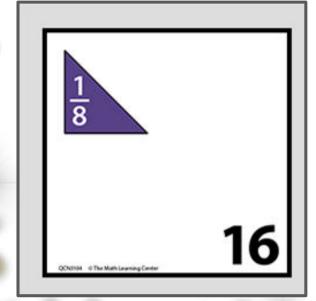
Day 11 continued Write today's date on the top of your next blank page. 12/15/20 $4 \times 6 =$ Move this for next problem in the problem string Move this for next problem in the problem string

Day 11 continued Let's think about the last 3 problems we did and how they can help us with the next problem. $9 \times 6 =$ Move this for next problem in the problem string Move this for next problem in the problem string

DAY 12 Today we will... Update our Calendar Grid • Find the total mass of our collection so far Play Round & Add in partners



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



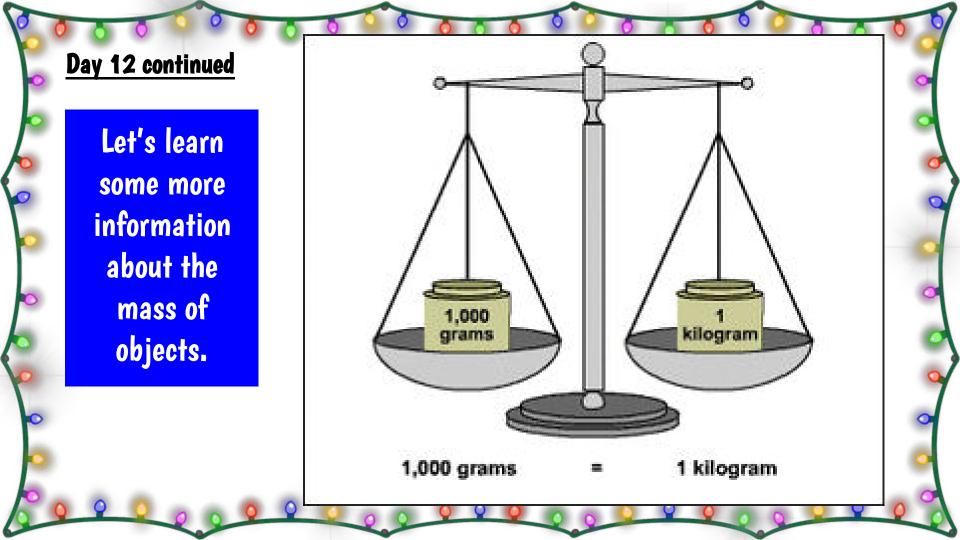
Link to Calendar Grid page

What do you see?
What do you notice?
How many more pieces do we have

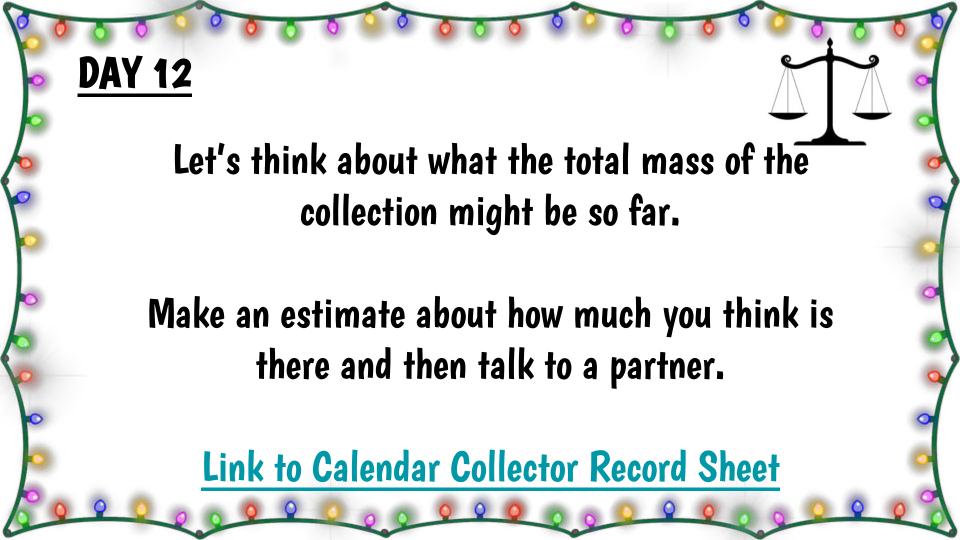
left?

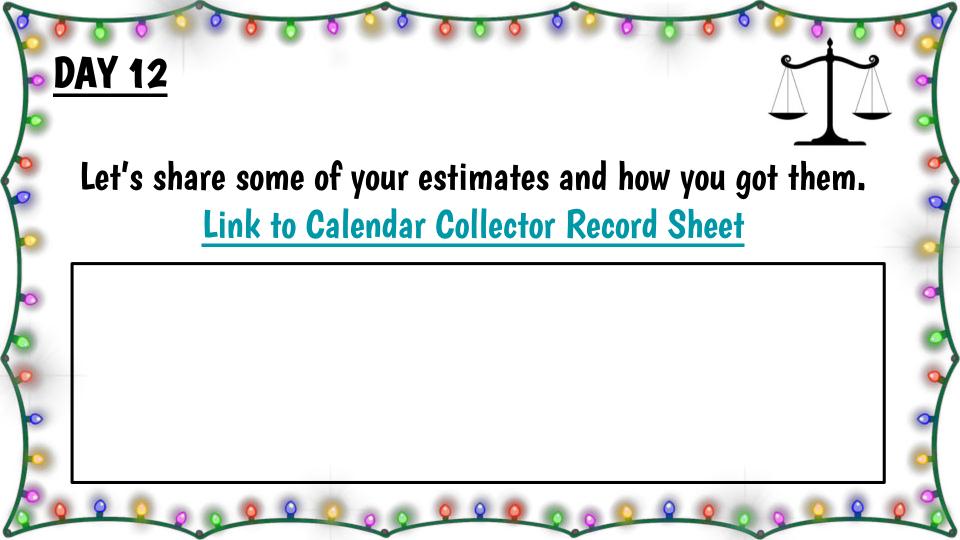
18 19 20 21 22 23 24

DAY 12 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet











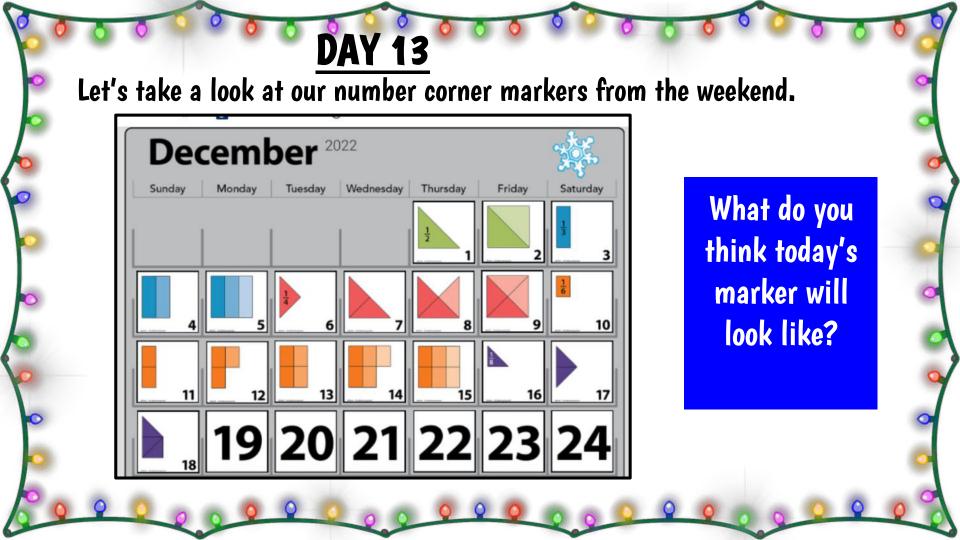
Day 12 continued

Today you will play Round & Add in partners. (Page 23 in N.C. workbook) Let's Play Round and Add Hundreds! (click here to go to game page)

How to Play

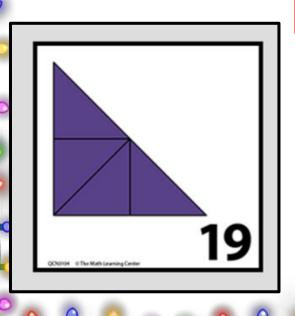
- 1. First player rolls 3 dice: two 1-6 dice and one 4-9 dice
- 2. Use the three numbers to arrange a 3-digit number
- 3. The player marks that number on the number line and circles the hundred it would round to
- 4. Player 2 follows steps 1-3
- 5. The game ends when all 100s are circled
- 6. The player with the highest sum wins.

DAY 13 Today we will... Update our Calendar Grid Update our Calendar Collector Complete a NC workbook page practicing our multiplication facts

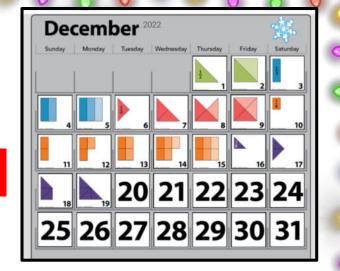


DAY 13

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

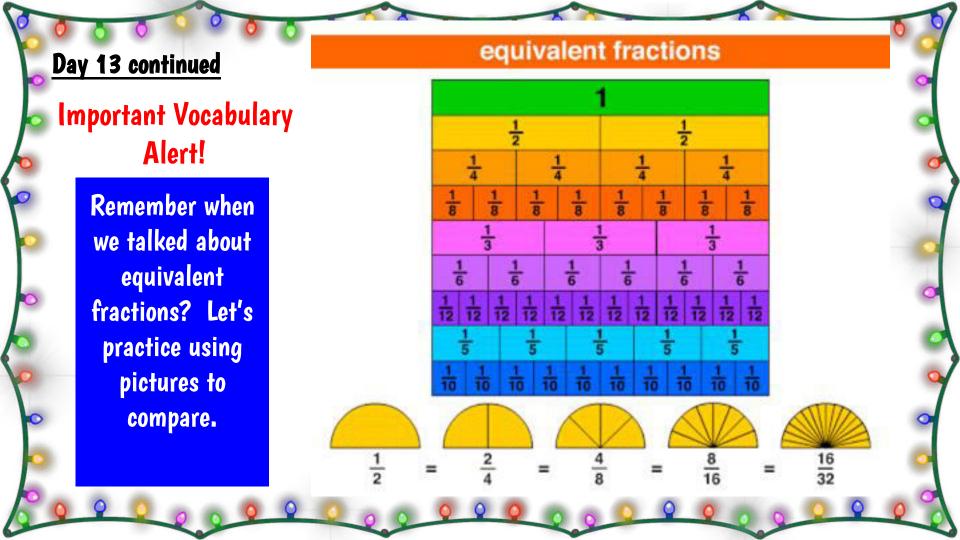


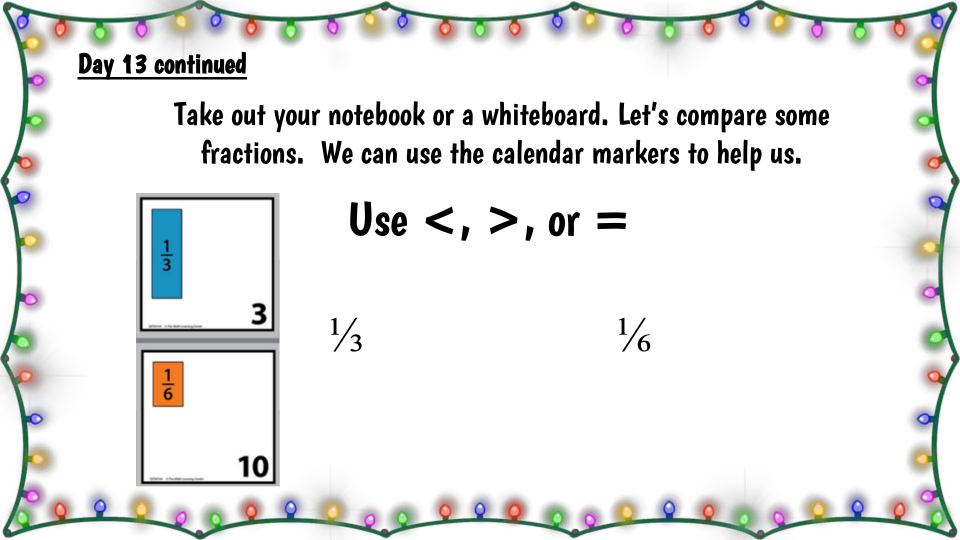
Link to Calendar Grid page

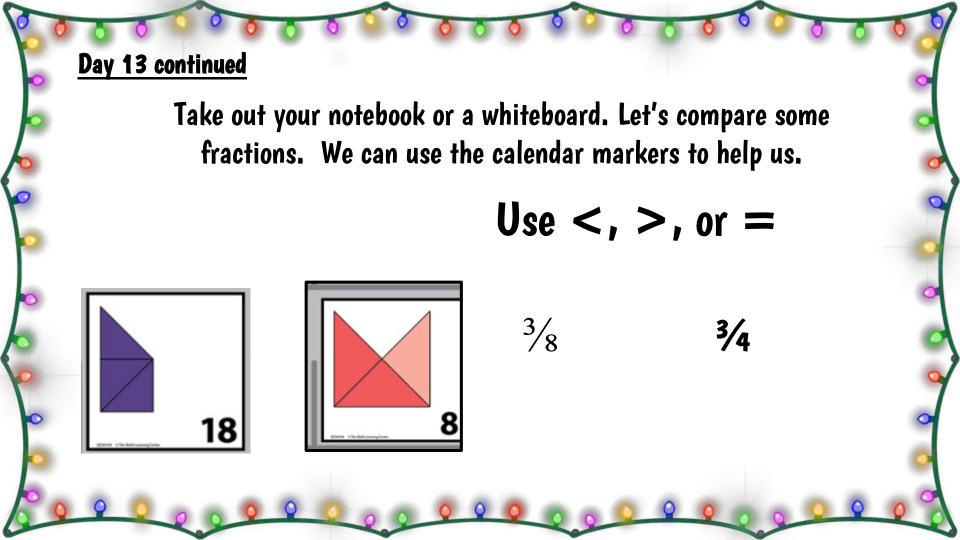


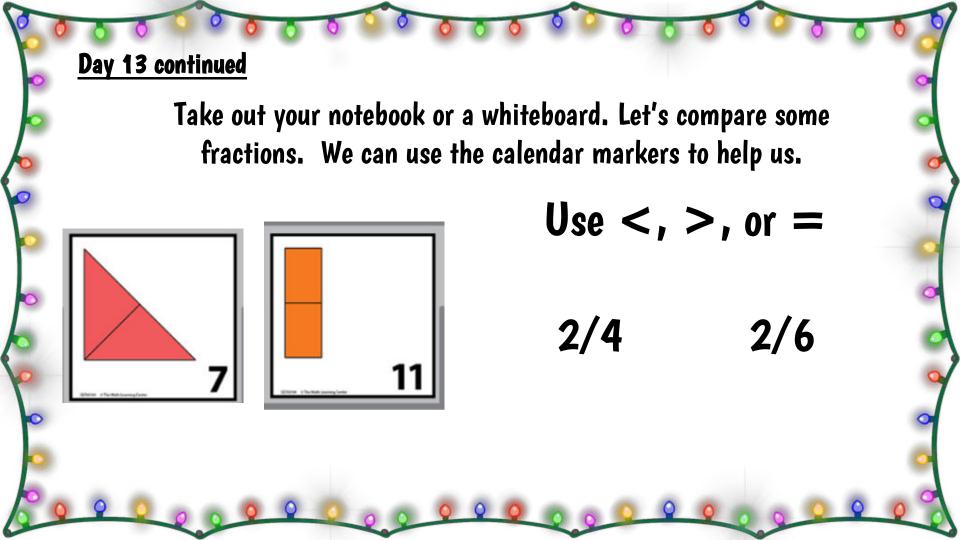
What do you see?
What do you notice?
How would we label each piece of this marker?
How many more pieces do we have left?

DAY 13 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet









Day 13 continued

Now let's draw the fraction out ourselves. When comparing fractions, it's usually easiest to create a fraction bar or number line for each fraction.

2/6

2/3

What do you notice about fractions that have the same numerator?

Day 13 continued

Link to Number Corner page 21

We will go over the directions together and then you will complete the page on your own.

Scout Them Out (0, 1, 2)

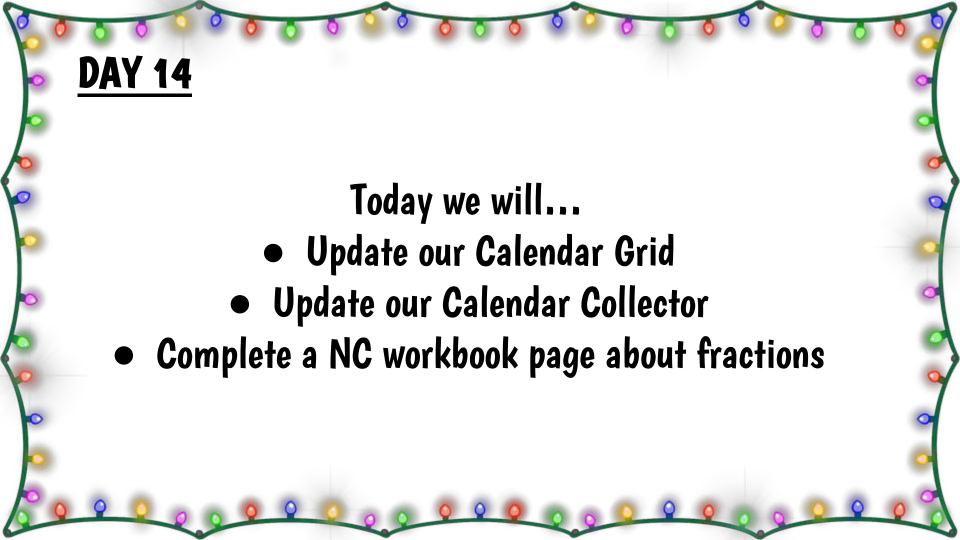
Multiplication

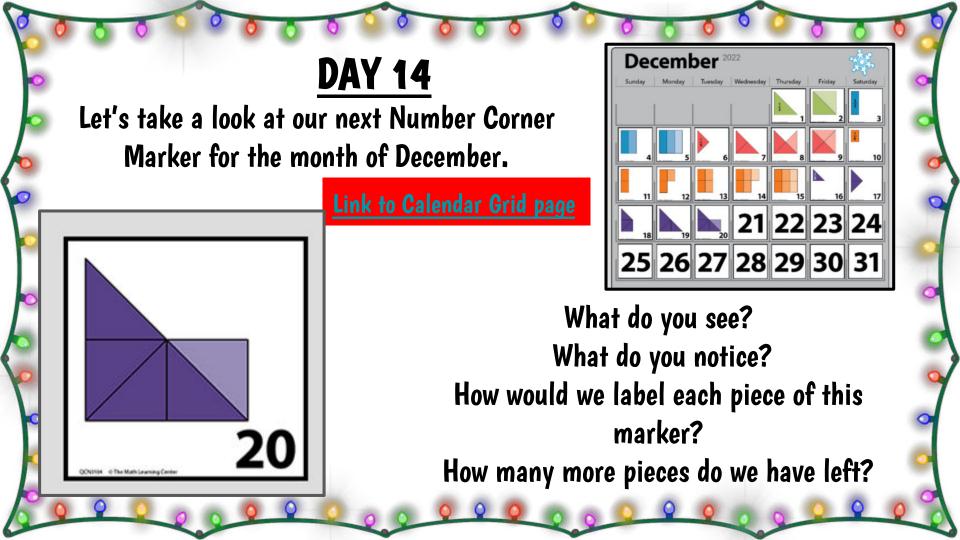
- 1 Circle all the Zero facts (x 0) in blue. Then go back and solve them.
- 2 Circle all the Ones facts (x t) in red. Then go back and solve them.
- 3 Circle all the Doubles facts (x 2) in green. Then go back and solve them.

Division

4 Solve the following division problems if you like. Can you use what you know about multiplication to help?

1)8	2)2	3+1=	1)13	10 + 2 =
1)9	1/8	6 ÷ I =) 5	12 + 2 =





DAY 14 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet



Link to Number Corner page 18

We will go over the directions together and then you will complete the page on your own.

15.	_	_	_	_	_	_	
-							
2	TI		_	1.	:	_	

Thinking About Fractions

- 1 Write an equivalent fraction for each fraction below. Draw a labeled sketch that shows how the fractions are equivalent.

 - b i -____
- 2 Why does $\frac{1}{4} + \frac{1}{5} + \frac{1}{4} = \frac{3}{5}$?
- 3 If December had 33 days, what would the 33rd calendar marker look like?
 - a Draw and label a sketch to show the 33rd calendar marker.

b Write two equations for the 33rd market.

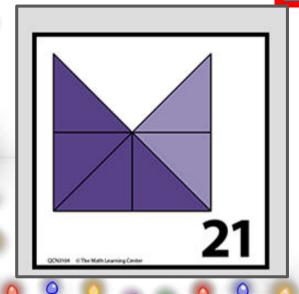
C Write one equivalent fraction for the 33rd marker.

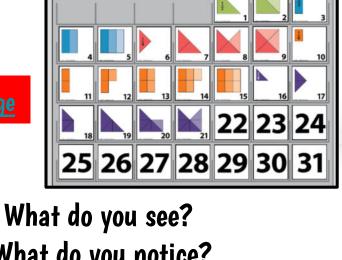
DAY 15 Today we will... Update our Calendar Grid Update our Calendar Collector Solve story problems about fractions together

DAY 15

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

Link to Calendar Grid page





What do you notice?

How would we label each piece of this marker?

December

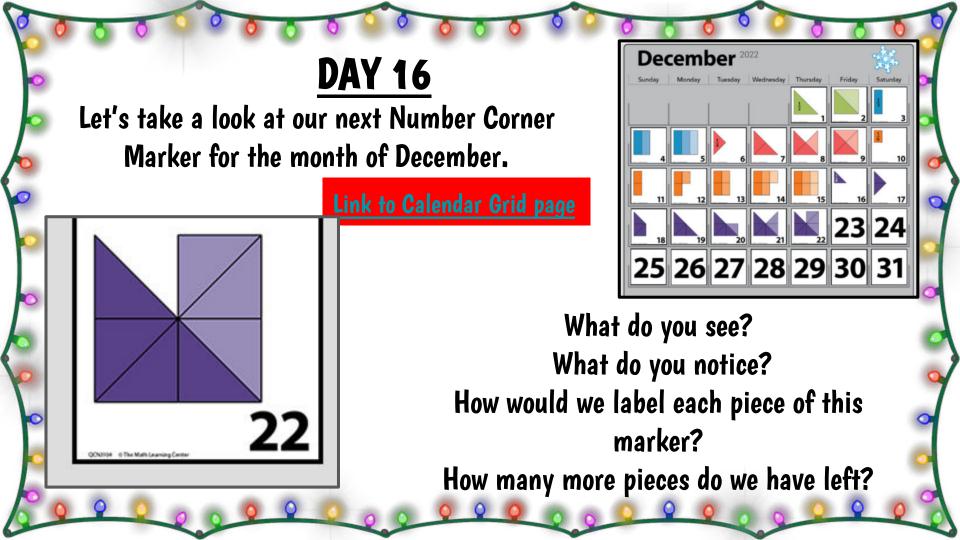
How many more pieces do we have left?

DAY 15 Now let's choose and add another item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

Day 15 continued Let's solve some word problems about fractions using our strategies. Jenny had a pizza that was divided into 8 equal pieces. She ate 3 of them. Danny had a pizza that was the same size but his was divided into 4 equal pieces. Danny ate 3 pieces of his pizza. Who ate more pizza? Think about how you can show this problem with a picture, equation, or some combination of sketches and numbers. Show your thoughts on your paper or whiteboard.

Day 15 continued Let's solve some word problems about fractions using our strategies. My mom made two pans of brownies. One pan had nuts and the other did not. She cut the brownies with nuts into 12 equal pieces. She cut the brownies without nuts into 6 equal pieces. My family ate 7 pieces of the brownies with nuts and 5 of the brownies without. Which brownies did they eat the most of? Think about how you can show this problem with a picture, equation, or some combination of sketches and numbers. Show your thoughts on your paper or whiteboard.

DAY 16 Today we will... Update our Calendar Grid • Get our final total for our collection and see if we got to 1,000 grams



DAY 16 Now let's choose and add the last item to our Calendar Collection for the month. We will measure the mass and record the total on our Calendar Collector Record Sheet Link to Calendar Collector Record Sheet

