January

Number Corner

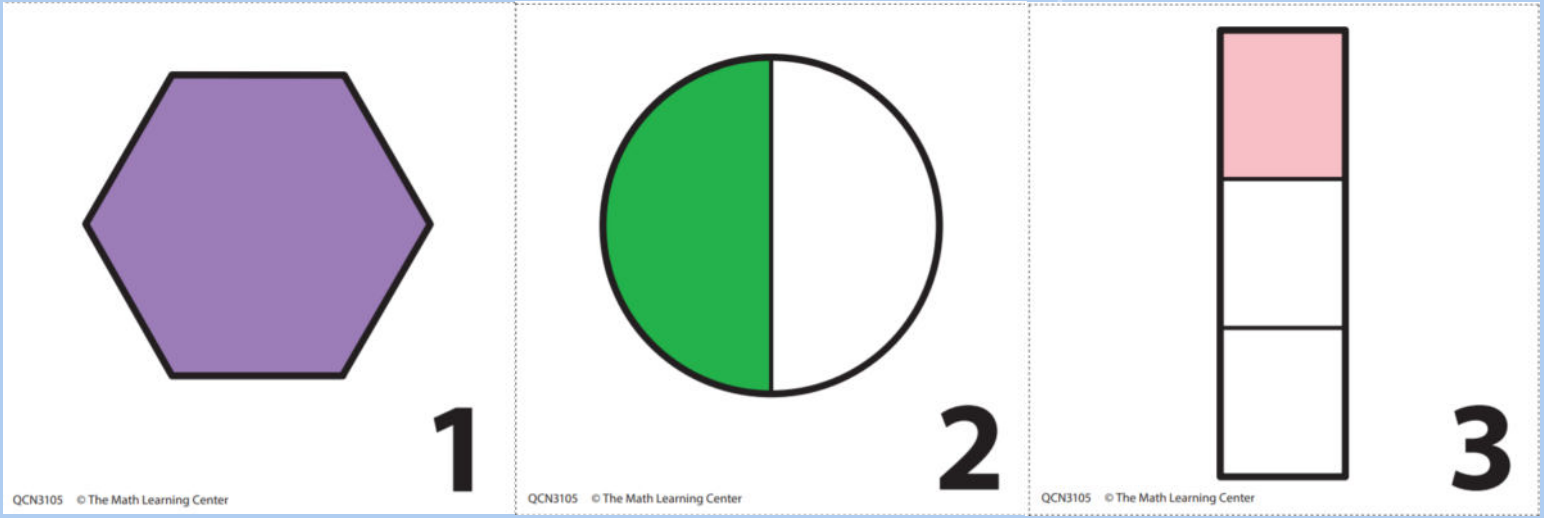
January

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

Day 1

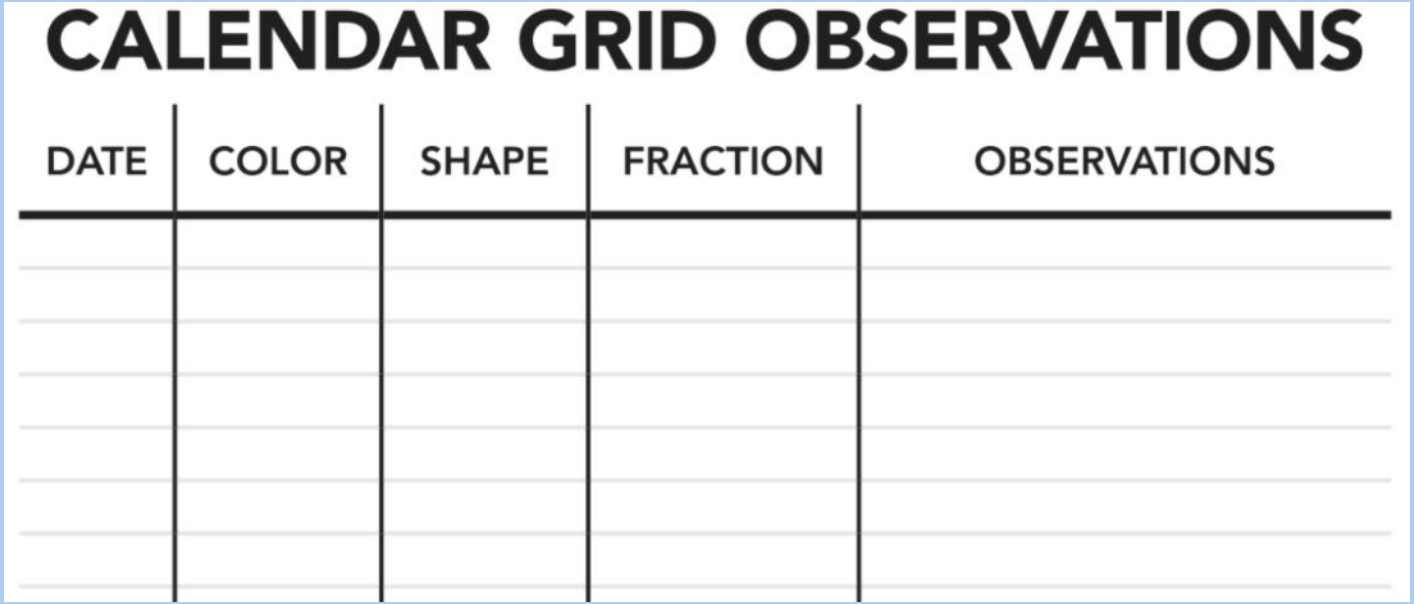
CG 1: Introducing the Calendar Grid

What do you notice about the markers?



What do you think will be the theme of this month's markers?

Making Observations



CALENDAR GRID OBSERVATIONS

DATE	COLOR	SHAPE	FRACTION	OBSERVATIONS

What do you think the next marker will be?

Day 2

CC 1: Introducing the Calendar Collector

What do you already know about time?

What time is it now?

How can we find out what time it is?

What does it mean to be "on time"?

How long is a minute? An hour? How many hours are in a day?

What are activities that take about a minute?

What about an hour?

What about several hours?

What time is shown here? How do you know?

This month we will collect time for our Calendar Collector activity. Let's try an example now.

Each day we will roll 2 dice, multiply the numbers, and collect that amount of time.

COLLECTING MINUTES & HOURS

RECORD SHEET

DAY	AMOUNT ROLLED	TIME	ELAPSED TIME	TOTAL TIME

elapsed time: the amount of time that passes between two points in time

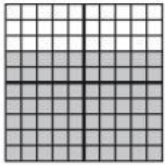
Day 3

CF 1: Multipying by Ten

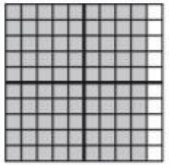
This month, we will focus on multiplying by five and ten.

Tens Facts

Multiplying is easy when one of the factors is 10! We call these decade facts, because a decade is a group of 10. Where do you see the groups of 10 in the arrays below?



$7 \times 10 = 70$



$10 \times 9 = 90$

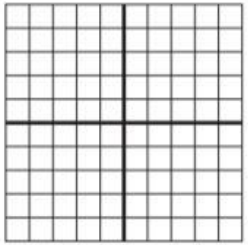
When you understand place value, multiplying larger numbers by 10 can be easy too.

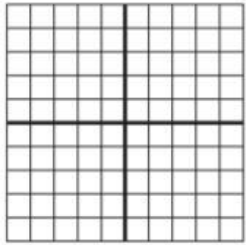
$10 \times 25 = 250$ $670 \times 10 = 6700$

1 Max had 6 dimes in his pocket. How much money did he have?

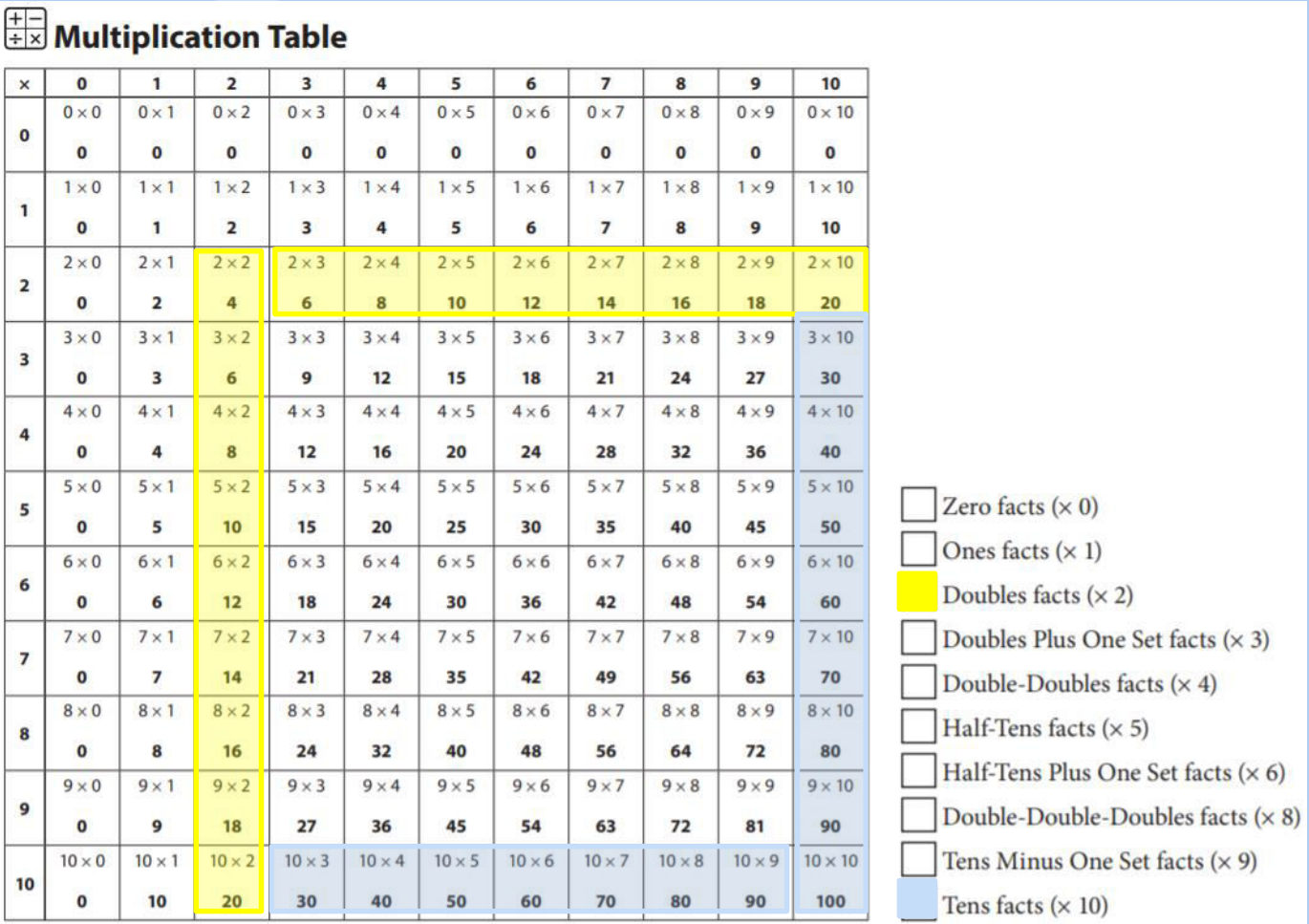
2 If Jan bought 5 bags that each had 10 apples, how many apples did she buy?

What are some other decade facts you know? Can you draw them or show them using equations? Can you write a story problem about a decade fact?





Turn to page 20 of your Number Corner book.



Multiplication Table

×	0	1	2	3	4	5	6	7	8	9	10
0	0 × 0 = 0	0 × 1 = 0	0 × 2 = 0	0 × 3 = 0	0 × 4 = 0	0 × 5 = 0	0 × 6 = 0	0 × 7 = 0	0 × 8 = 0	0 × 9 = 0	0 × 10 = 0
1	1 × 0 = 0	1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6	1 × 7 = 7	1 × 8 = 8	1 × 9 = 9	1 × 10 = 10
2	2 × 0 = 0	2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12	2 × 7 = 14	2 × 8 = 16	2 × 9 = 18	2 × 10 = 20
3	3 × 0 = 0	3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18	3 × 7 = 21	3 × 8 = 24	3 × 9 = 27	3 × 10 = 30
4	4 × 0 = 0	4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24	4 × 7 = 28	4 × 8 = 32	4 × 9 = 36	4 × 10 = 40
5	5 × 0 = 0	5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25	5 × 6 = 30	5 × 7 = 35	5 × 8 = 40	5 × 9 = 45	5 × 10 = 50
6	6 × 0 = 0	6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30	6 × 6 = 36	6 × 7 = 42	6 × 8 = 48	6 × 9 = 54	6 × 10 = 60
7	7 × 0 = 0	7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35	7 × 6 = 42	7 × 7 = 49	7 × 8 = 56	7 × 9 = 63	7 × 10 = 70
8	8 × 0 = 0	8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40	8 × 6 = 48	8 × 7 = 56	8 × 8 = 64	8 × 9 = 72	8 × 10 = 80
9	9 × 0 = 0	9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45	9 × 6 = 54	9 × 7 = 63	9 × 8 = 72	9 × 9 = 81	9 × 10 = 90
10	10 × 0 = 0	10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50	10 × 6 = 60	10 × 7 = 70	10 × 8 = 80	10 × 9 = 90	10 × 10 = 100

- ☐ Zero facts (× 0)
- ☐ Ones facts (× 1)
- ☐ Doubles facts (× 2)
- ☐ Doubles Plus One Set facts (× 3)
- ☐ Double-Doubles facts (× 4)
- ☐ Half-Tens facts (× 5)
- ☐ Half-Tens Plus One Set facts (× 6)
- ☐ Double-Double-Doubles facts (× 8)
- ☐ Tens Minus One Set facts (× 9)
- ☐ Tens facts (× 10)

Turn to page 26 of your Number Corner book. Work through 1-2.

Try 3 if you finish early!

Multiplying by Ten

"Perfect Ten" by Greg Tang

Ten is such a breeze to do,
all because of place value.
To quickly multiply by 10,
put a zero at the end.

What is 10 × 9? It's 9 with a zero on the end.

10 × 9 = 90

1 Show your own example of the "add a zero to the end of the number" strategy.

2 Multiply each number in the grid by 10. Write each answer in the box. The first one is done for you.

5	7	3	1	11	8	12	6	2
50								
10	8	11	0	9	5	0	12	4

3 Use the strategy of adding a zero to the end of the number, or your own strategy, to help solve these combinations:

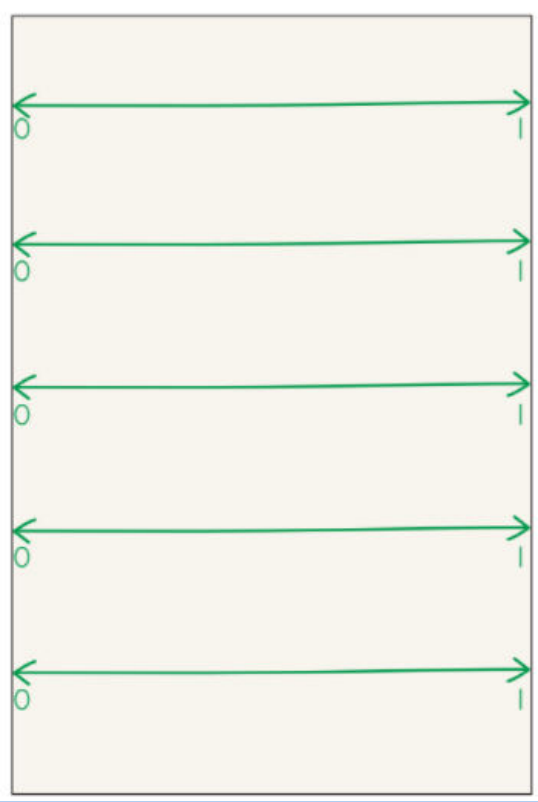
10 × 15 = _____ 10 × 25 = _____ 10 × 31 = _____ 10 × 59 = _____

14	20	35	40
× 10	× 10	× 10	× 10

Day 4

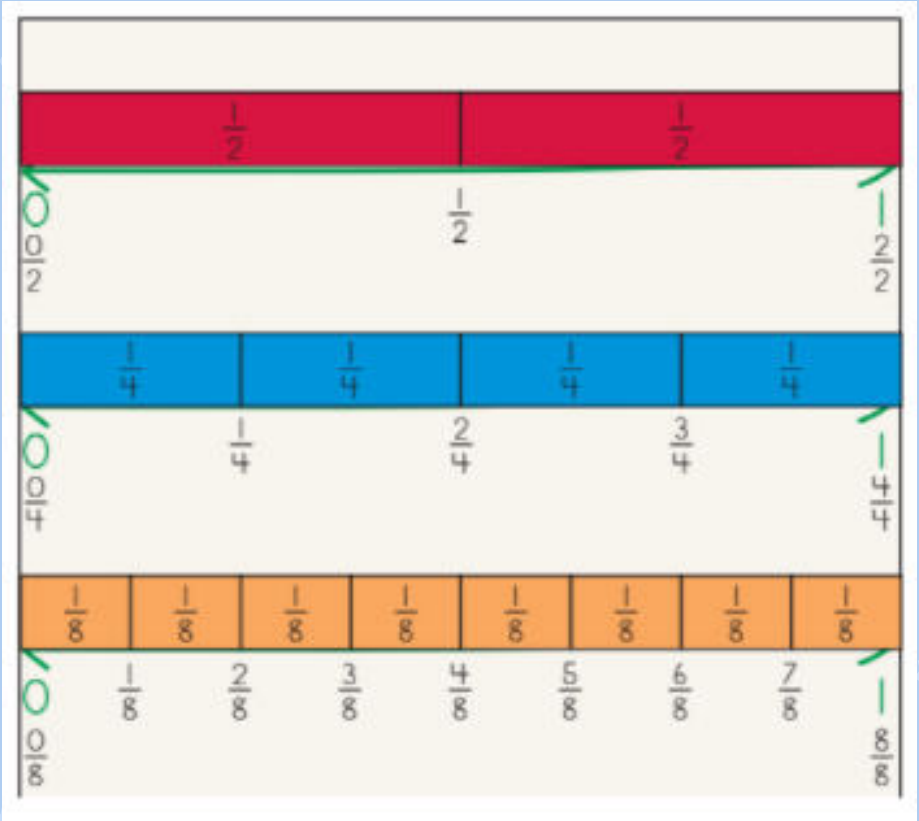
NL 1: Making Fractions on a Number Line

What do you notice about the number lines on the chart?



Where are the fractions that are less than 3/8?

Greater than 3/8?



Day 5

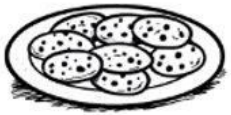
SP 1: Multi-Step Story Problems

This month we will work on solving problems by estimating, checking work, and writing equations.

Making Cookies

Solve each problem. Show your thinking with numbers, pictures, or words. Be sure to show your final answer clearly.

1 Alexis is making cookies. She made 58 chocolate cookies and 37 ginger cookies. Then, she gave 76 cookies to her school's bake sale. How many cookies did Alexis have left?

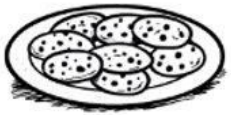


Turn to page 29 in your Number Corner book. Work with a partner to find how many cookies are left.

Making Cookies

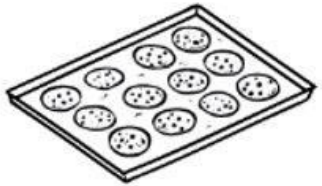
Solve each problem. Show your thinking with numbers, pictures, or words. Be sure to show your final answer clearly.

1 Alexis is making cookies. She made 58 chocolate cookies and 37 ginger cookies. Then, she gave 76 cookies to her school's bake sale. How many cookies did Alexis have left?



What is this story problem asking? What operations are needed? Work with a partner to solve.

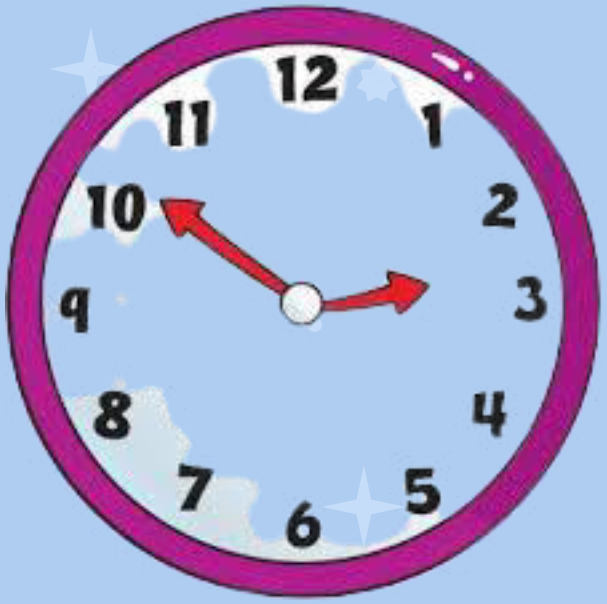
2 Max has 2 cookie trays. He can put 4 rows of 6 cookies on one cookie tray and 7 rows of 8 cookies on another cookie tray. How many cookies can he put on his 2 cookie trays?



Day 6

CC2: Making Observations

What time is it now? Look at our classroom clock to figure out what time it is.



Let's update our Calendar Collector chart today. What patterns do you notice?

COLLECTING MINUTES & HOURS

RECORD SHEET

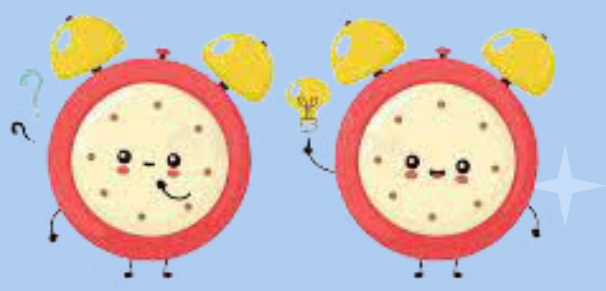
DAY	AMOUNT ROLLED	TIME	ELAPSED TIME	TOTAL TIME

We can use a number line to show how much time we have collected.

What time is it now?

What time was it 15 minutes ago?

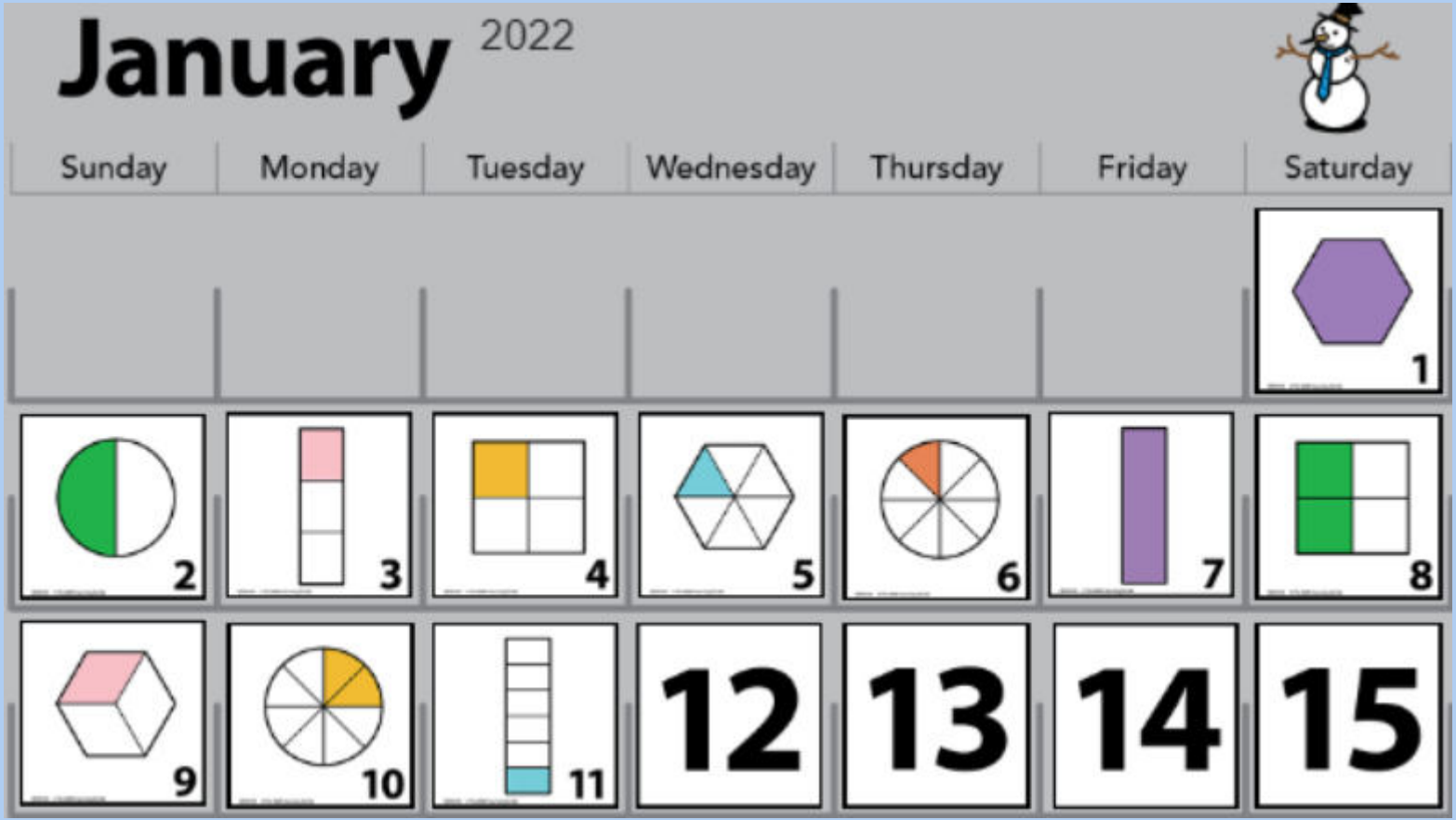
What time will it be in 15 minutes?



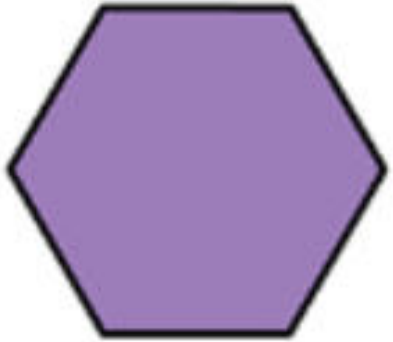
Day 7

CG2: Comparing Fractions of the Same Whole

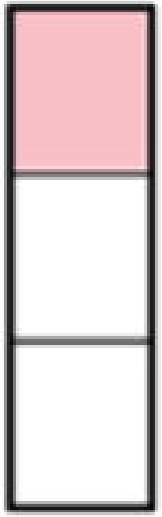
Have we named all of the fractions correctly?

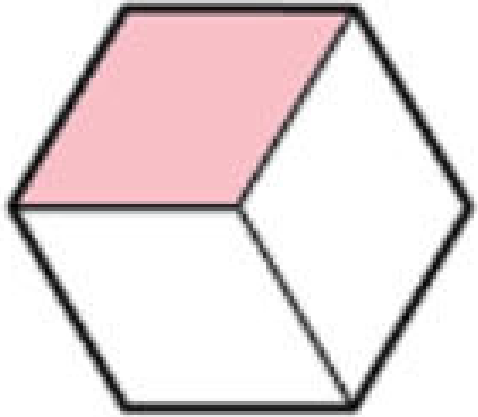


When comparing fractions, the whole must be the same. Are these wholes the same?



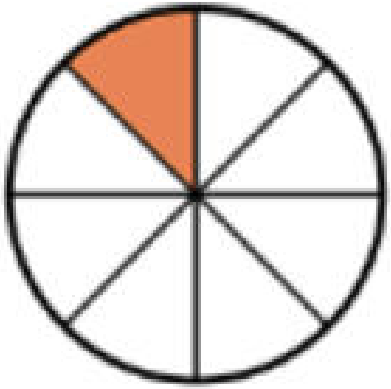
Are the fractions equivalent?





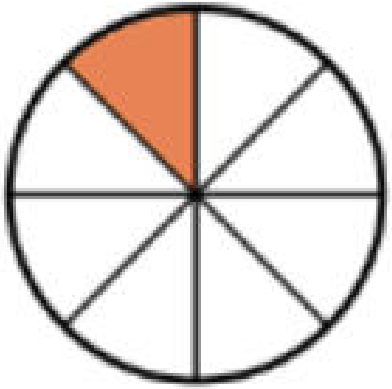
Compare using <, >, or =.

$\frac{1}{2}$

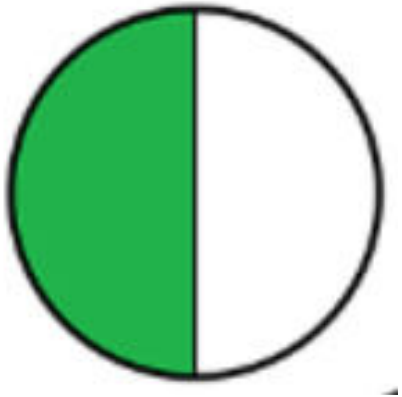


$\frac{1}{8}$

Compare using <, >, or =.

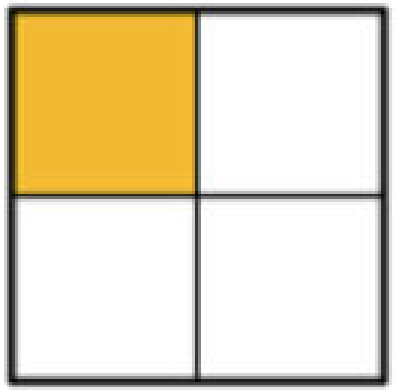


$\frac{1}{8}$

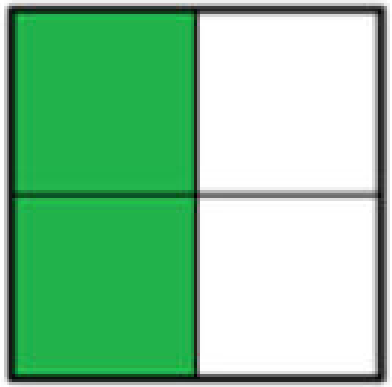


$\frac{1}{2}$

Compare using <, >, or =.

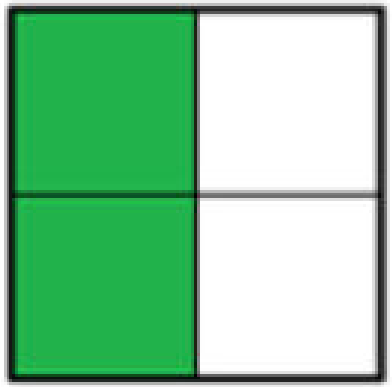


$\frac{1}{4}$

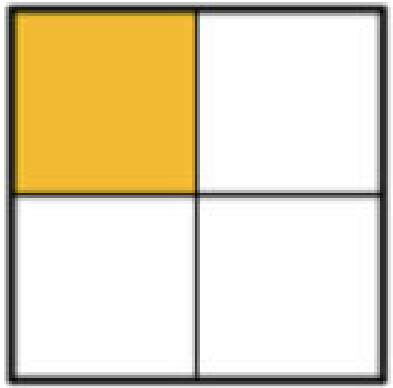


$\frac{1}{2}$

Compare using <, >, or =.

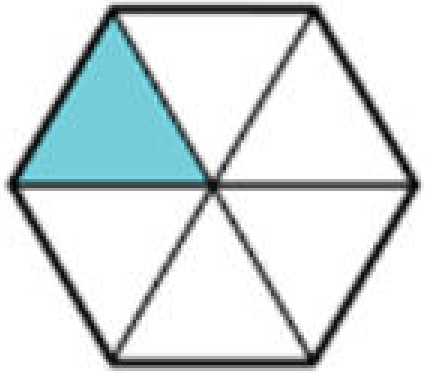


$\frac{1}{2}$

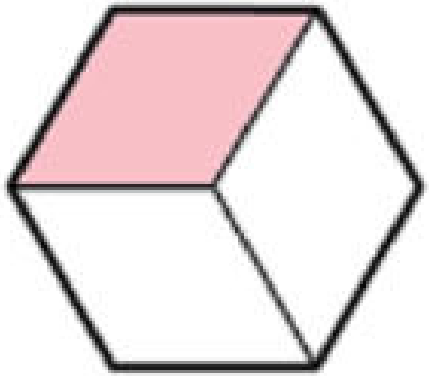


$\frac{1}{4}$

Compare using <, >, or =.

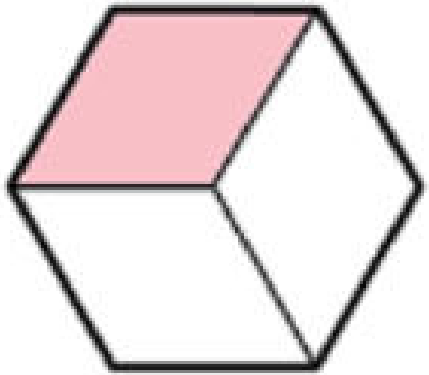


$\frac{1}{6}$

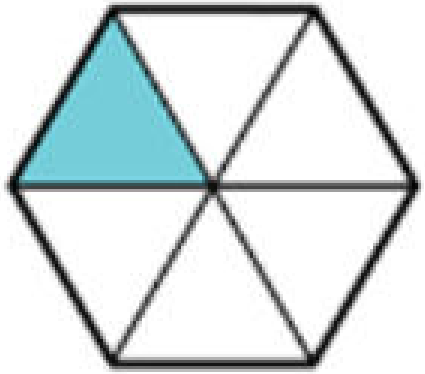


$\frac{1}{3}$

Compare using <, >, or =.

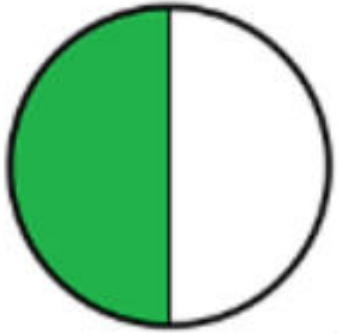


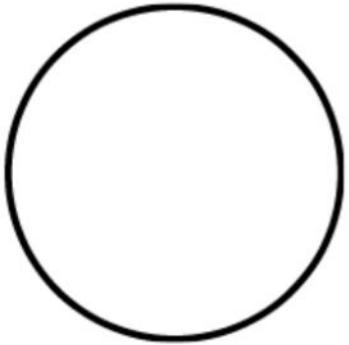
$\frac{1}{3}$

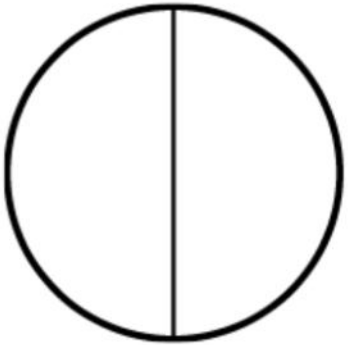


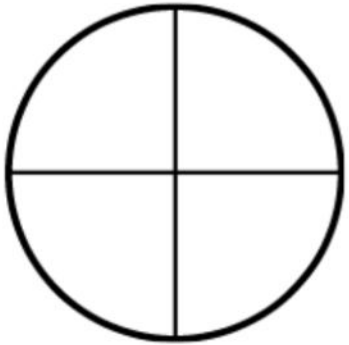
$\frac{1}{6}$

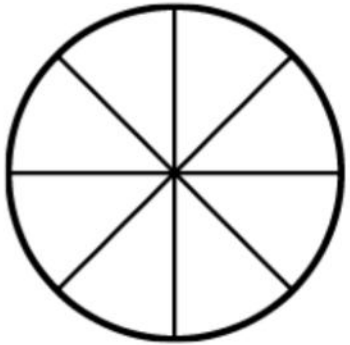
Fill in the eighths to make a fraction equivalent to ½.





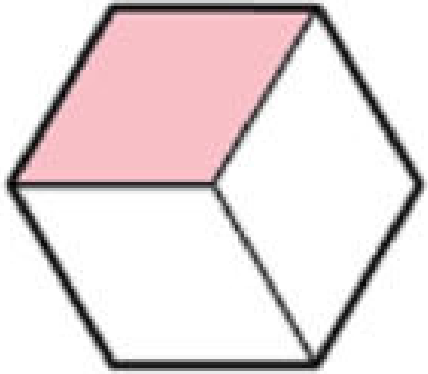


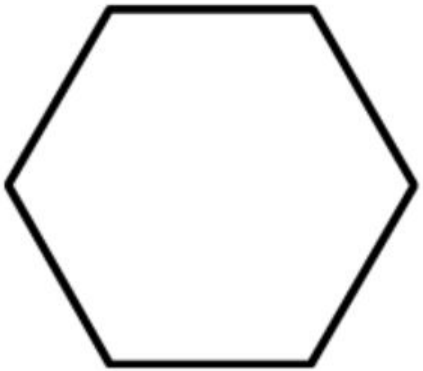


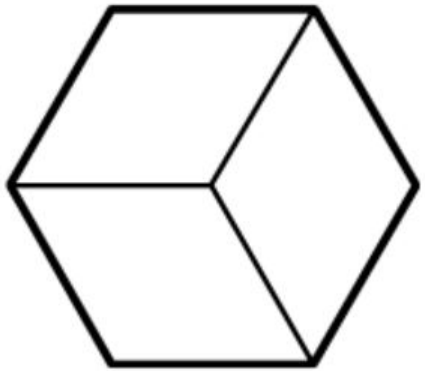


$$\frac{1}{2} = \frac{4}{8}$$

Fill in the sixths to make a fraction equivalent to 1/3.





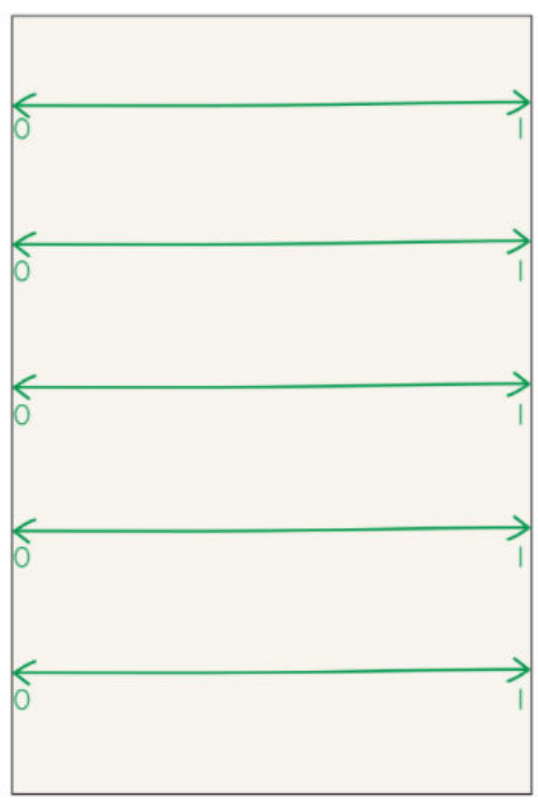


$$\frac{1}{3} = \frac{2}{6}$$

Day 8

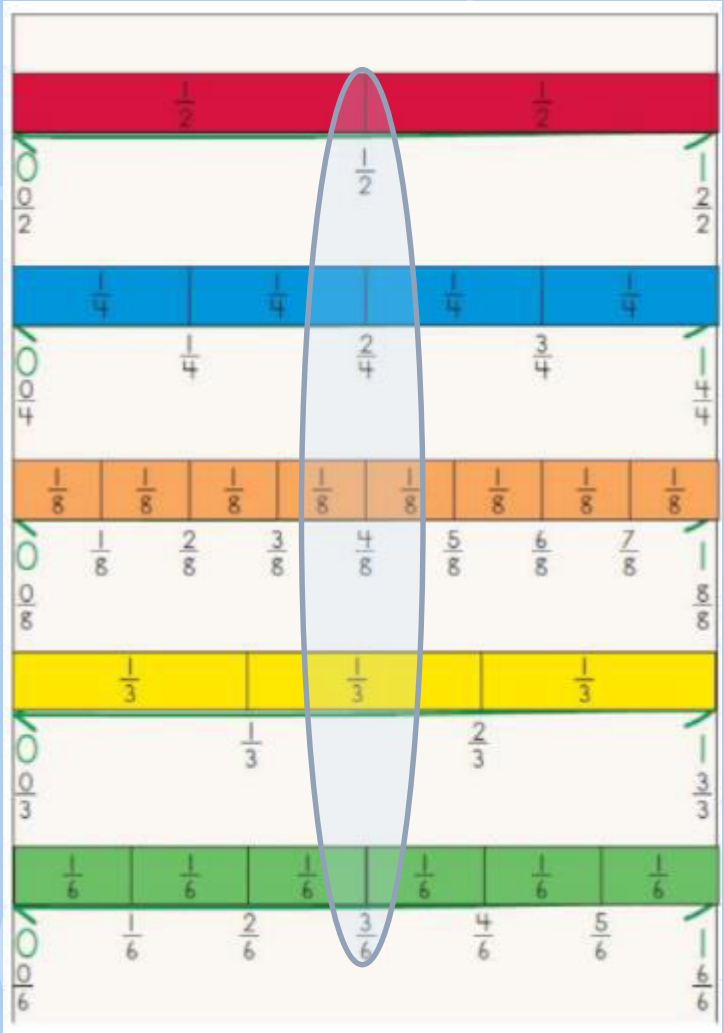
NL2: Making Fraction Comparisons on the Number Line

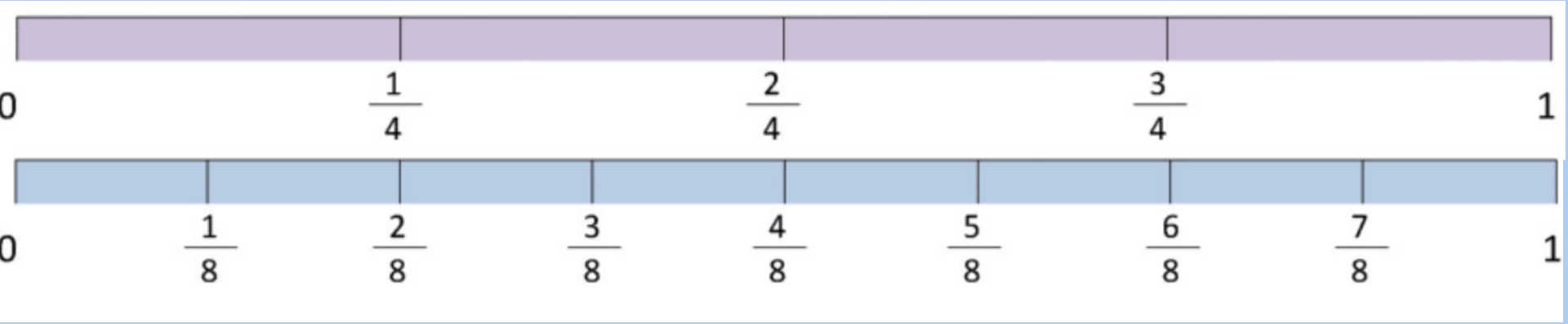
Today we will fill in the fractions on the last two number lines.



We can use a number line to compare fractions.

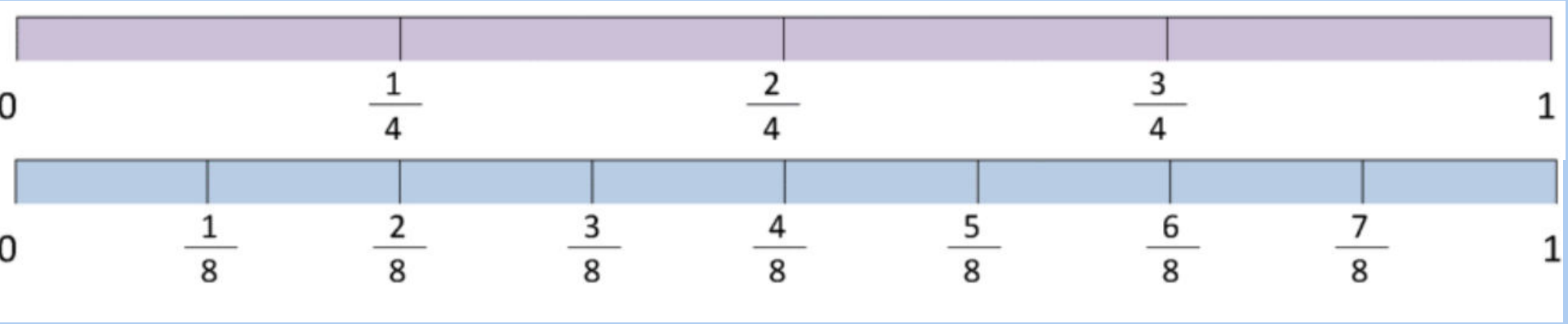
What do you notice about the circled fractions?





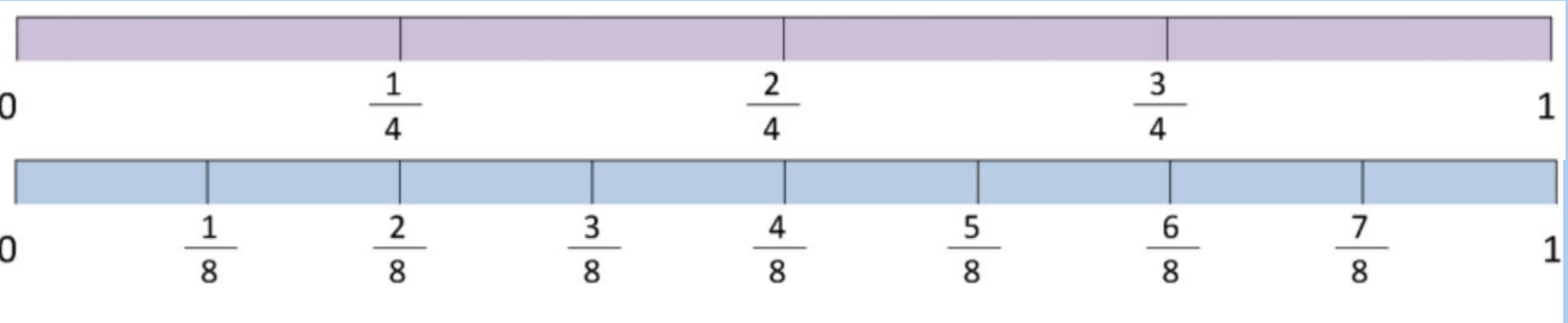
Which is greater, 2/4 or 5/8?

$$\frac{2}{4} < \frac{5}{8}$$



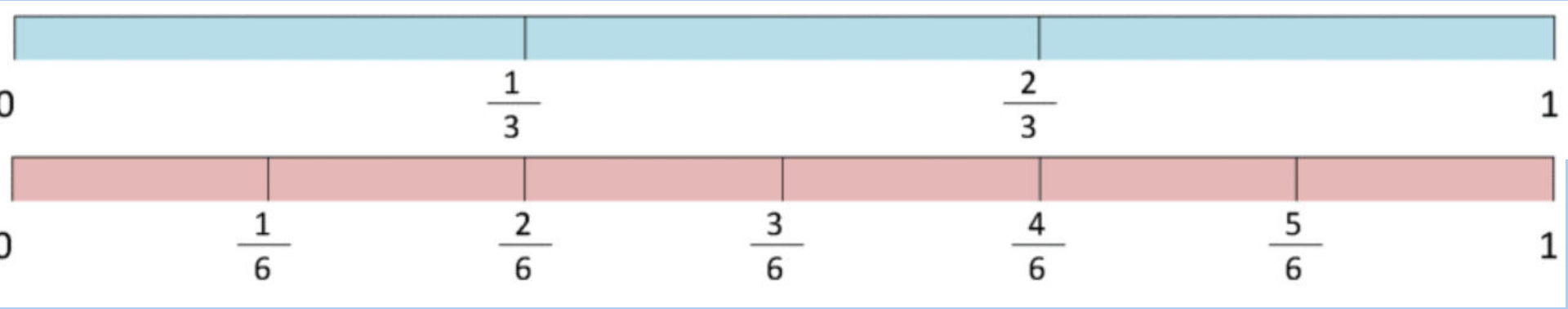
Which is smaller, 1/4 or 3/8?

$$\frac{1}{4} < \frac{3}{8}$$



Use < or > to compare the fractions.

$$\frac{3}{4} > \frac{3}{8}$$



Use < or > to compare the fractions.

$$\frac{2}{3} > \frac{1}{6}$$

Day 9

SP2: Estimating and Reasoning

Why might it be helpful to estimate before solving problems?

What is the problem asking? Turn and talk with a partner to make an estimate.

Food Drive: Estimating & Reasoning

Make an estimate for each problem. Then, solve the problem. Show your thinking. Finally, think about your answer. Is it reasonable? Is it similar to your estimate?

1 Petra's school is having a canned food drive. Petra's third grade class brings in 289 cans of food. The other third grade class brings in 315 cans. How many more cans does the third grade need to collect 750 cans of food?

a What's your estimate? Why?

b Solve the problem:

c Is your answer reasonable? Why or why not?

Turn to page 30 and fill in your estimate. Then solve the problem. We will check our ideas together!

Food Drive: Estimating & Reasoning

Make an estimate for each problem. Then, solve the problem. Show your thinking. Finally, think about your answer. Is it reasonable? Is it similar to your estimate?

1 Petra's school is having a canned food drive. Petra's third grade class brings in 289 cans of food. The other third grade class brings in 315 cans. How many more cans does the third grade need to collect 750 cans of food?

a What's your estimate? Why?

b Solve the problem:

c Is your answer reasonable? Why or why not?

Now work on problem 2 with a partner. We will check our ideas together!

Food Drive: Estimating & Reasoning

Make an estimate for each problem. Then, solve the problem. Show your thinking. Finally, think about your answer. Is it reasonable? Is it similar to your estimate?

1 Petra's school is having a canned food drive. Petra's third grade class brings in 289 cans of food. The other third grade class brings in 315 cans. How many more cans does the third grade need to collect 750 cans of food?

a What's your estimate? Why?

b Solve the problem:

c Is your answer reasonable? Why or why not?

2 Marcos is in charge of counting cans for the food drive. He organizes the cans in 6-by-8 arrays, and he has 10 of these arrays. Does he have at least 500 cans?

a What's your estimate? Why?

b Solve the problem:

c Is your answer reasonable? Why or why not?

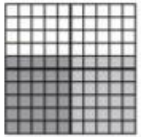
Day 10

CF2: Multiplying by Five

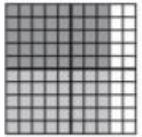
A few sessions ago, we reviewed our Tens Facts. Today we will focus on the Half-Tens (Fives) Facts.

Half-Tens Facts

When one of the factors is 5, you can think about multiplying the other number by 10 and cutting the result in half. You could also count by 5s if that is easy for you.



$5 \times 6 = 30$

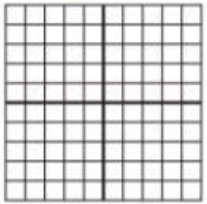


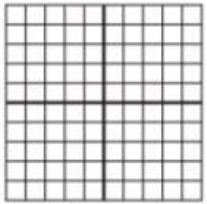
$8 \times 5 = 40$

1 Joe had 7 nickels in his pocket. How much money did he have?

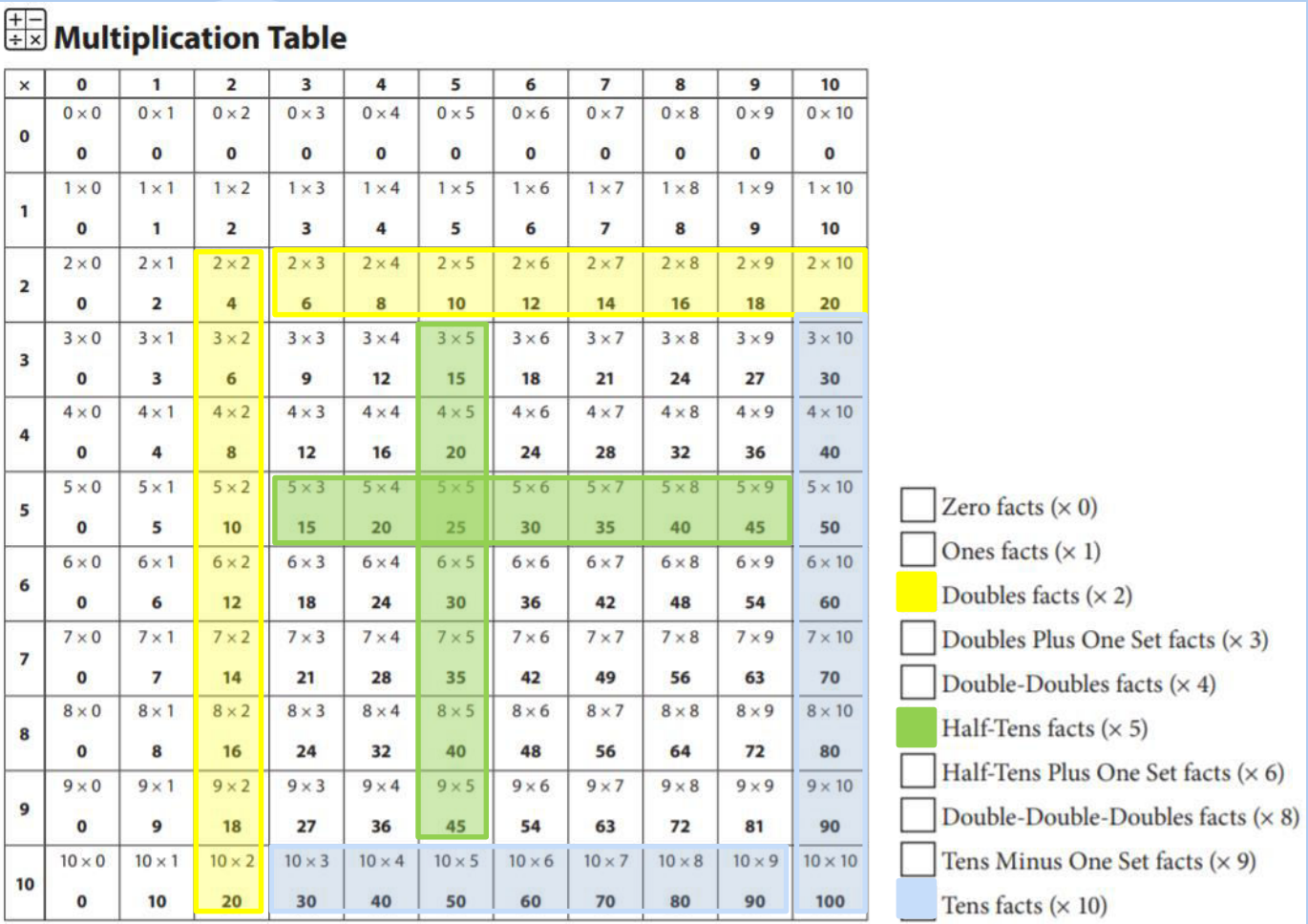
2 If Suzie bought 9 baskets with 5 peaches in each basket, how many peaches did she buy?

What are some other Half-Tens set facts you know? Can you draw them or show them using equations? Can you write a story problem about a Half-Tens set fact?





Turn to page 20 of your Number Corner book.



Multiplication Table

×	0	1	2	3	4	5	6	7	8	9	10
0	0 × 0 = 0	0 × 1 = 0	0 × 2 = 0	0 × 3 = 0	0 × 4 = 0	0 × 5 = 0	0 × 6 = 0	0 × 7 = 0	0 × 8 = 0	0 × 9 = 0	0 × 10 = 0
1	1 × 0 = 0	1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6	1 × 7 = 7	1 × 8 = 8	1 × 9 = 9	1 × 10 = 10
2	2 × 0 = 0	2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12	2 × 7 = 14	2 × 8 = 16	2 × 9 = 18	2 × 10 = 20
3	3 × 0 = 0	3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18	3 × 7 = 21	3 × 8 = 24	3 × 9 = 27	3 × 10 = 30
4	4 × 0 = 0	4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24	4 × 7 = 28	4 × 8 = 32	4 × 9 = 36	4 × 10 = 40
5	5 × 0 = 0	5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25	5 × 6 = 30	5 × 7 = 35	5 × 8 = 40	5 × 9 = 45	5 × 10 = 50
6	6 × 0 = 0	6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30	6 × 6 = 36	6 × 7 = 42	6 × 8 = 48	6 × 9 = 54	6 × 10 = 60
7	7 × 0 = 0	7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35	7 × 6 = 42	7 × 7 = 49	7 × 8 = 56	7 × 9 = 63	7 × 10 = 70
8	8 × 0 = 0	8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40	8 × 6 = 48	8 × 7 = 56	8 × 8 = 64	8 × 9 = 72	8 × 10 = 80
9	9 × 0 = 0	9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45	9 × 6 = 54	9 × 7 = 63	9 × 8 = 72	9 × 9 = 81	9 × 10 = 90
10	10 × 0 = 0	10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50	10 × 6 = 60	10 × 7 = 70	10 × 8 = 80	10 × 9 = 90	10 × 10 = 100

- Zero facts (× 0)
- Ones facts (× 1)
- Doubles facts (× 2)
- Doubles Plus One Set facts (× 3)
- Double-Doubles facts (× 4)
- Half-Tens facts (× 5)
- Half-Tens Plus One Set facts (× 6)
- Double-Double-Doubles facts (× 8)
- Tens Minus One Set facts (× 9)
- Tens facts (× 10)

Turn to page 27 of your Number Corner book. Work through 1-2.

Try 3 if you finish early!

NAME | DATE

Multiplying by Five

"Five Alive" by Greg Tang

Five will yield the right amount
if by 5s you always count.
Or else just multiply by 10;
half will get you there again!

What is 5×8? It's ten 8s divided in half.

$$5 \times 8 = (10 \times 8) \div 2$$
$$= 80 \div 2$$
$$= 40$$

1 Show your own example of multiplying by 10 and dividing in half to multiply by 5.

2 Multiply each number in the grid by 5. Write each answer in the box. The first one is done for you.

5 25	7	3	1	11	8	12	6	2
10	8	11	0	9	5	0	12	4

3 Use the strategy of multiplying by 10 and dividing in half, or your own strategy, to help solve these combinations:

$5 \times 15 =$ _____ $5 \times 20 =$ _____ $5 \times 25 =$ _____ $5 \times 50 =$ _____

16	100	30	200
× 5	× 5	× 5	× 5

Check your work and make any corrections.

2 Multiply each number in the grid by 5. Write each answer in the box. The first one is done for you.

5 25	7	3	1	11	8	12	6	2
10	8	11	0	9	5	0	12	4

3 Use the strategy of multiplying by 10 and dividing in half, or your own strategy, to help solve these combinations:

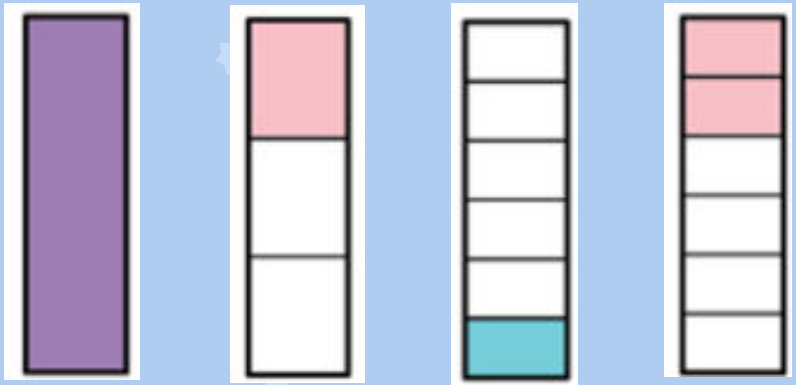
$5 \times 15 =$ _____ $5 \times 20 =$ _____ $5 \times 25 =$ _____ $5 \times 50 =$ _____

$$\begin{array}{r} 16 \\ \times\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 100 \\ \times\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 30 \\ \times\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 200 \\ \times\ 5 \\ \hline \end{array}$$

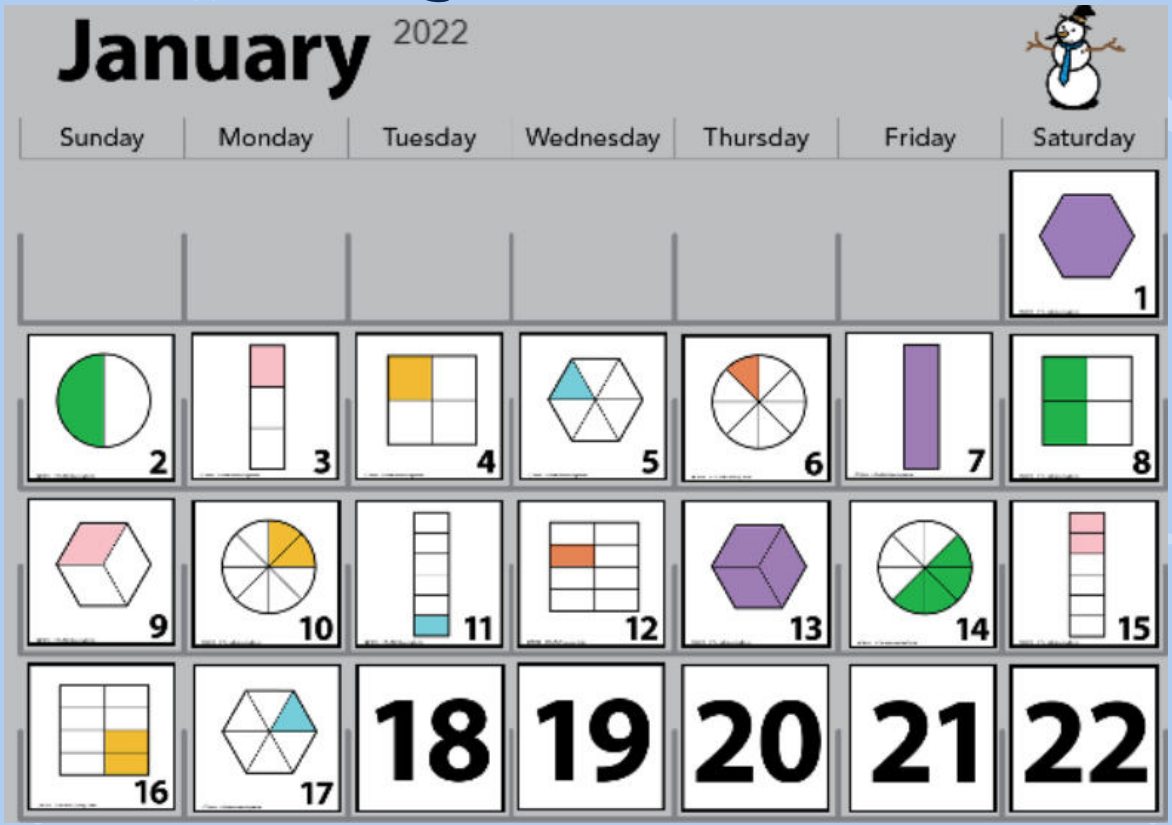
Day 11

CG3: Comparing and Ordering Fractions

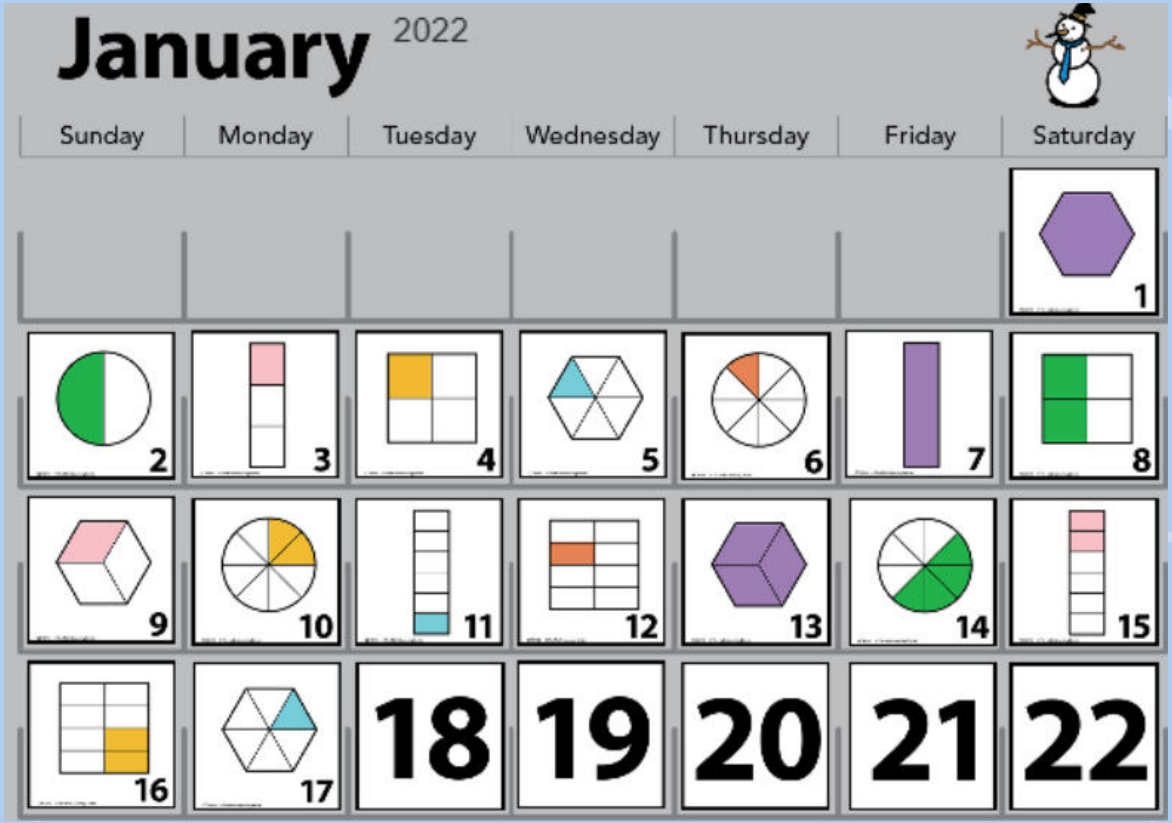
Let's look at the markers with a rectangle as the whole.



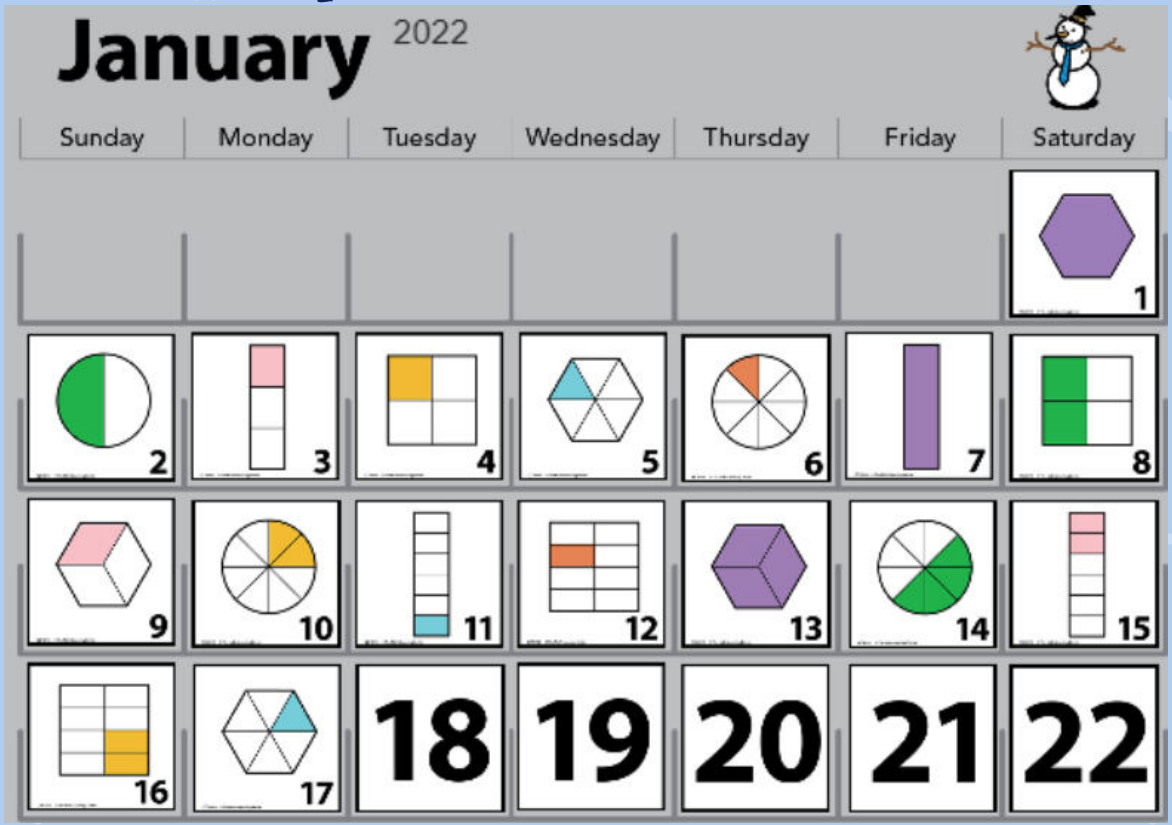
Let's compare and order fractions with a hexagon as a whole.



Let's compare and order fractions with a circle as a whole.



Let's compare and order fractions with a square as a whole.



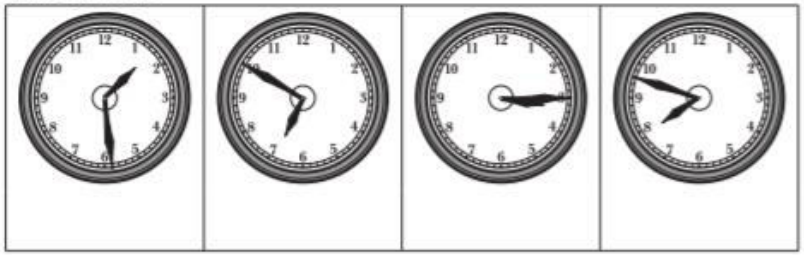
Day 12

CC3: Completing the Time Page

Turn to page 25 of your Number Corner book. Work on your own to complete as much as you can.

Time

1 What time is it?



2 Choose one of the clocks above and figure out what time it was 15 minutes ago and what time it will be 15 minutes from now. Circle the clock you chose.

a 15 minutes ago: _____

b 15 minutes from now: _____

3 Paula went to the library at 3:15. She left the library at 3:50 and went outside to the park. She stayed at the park for 20 minutes and then left to go home. It took her 15 minutes to walk home.

a How long did Paula stay at the library? Explain your thinking.

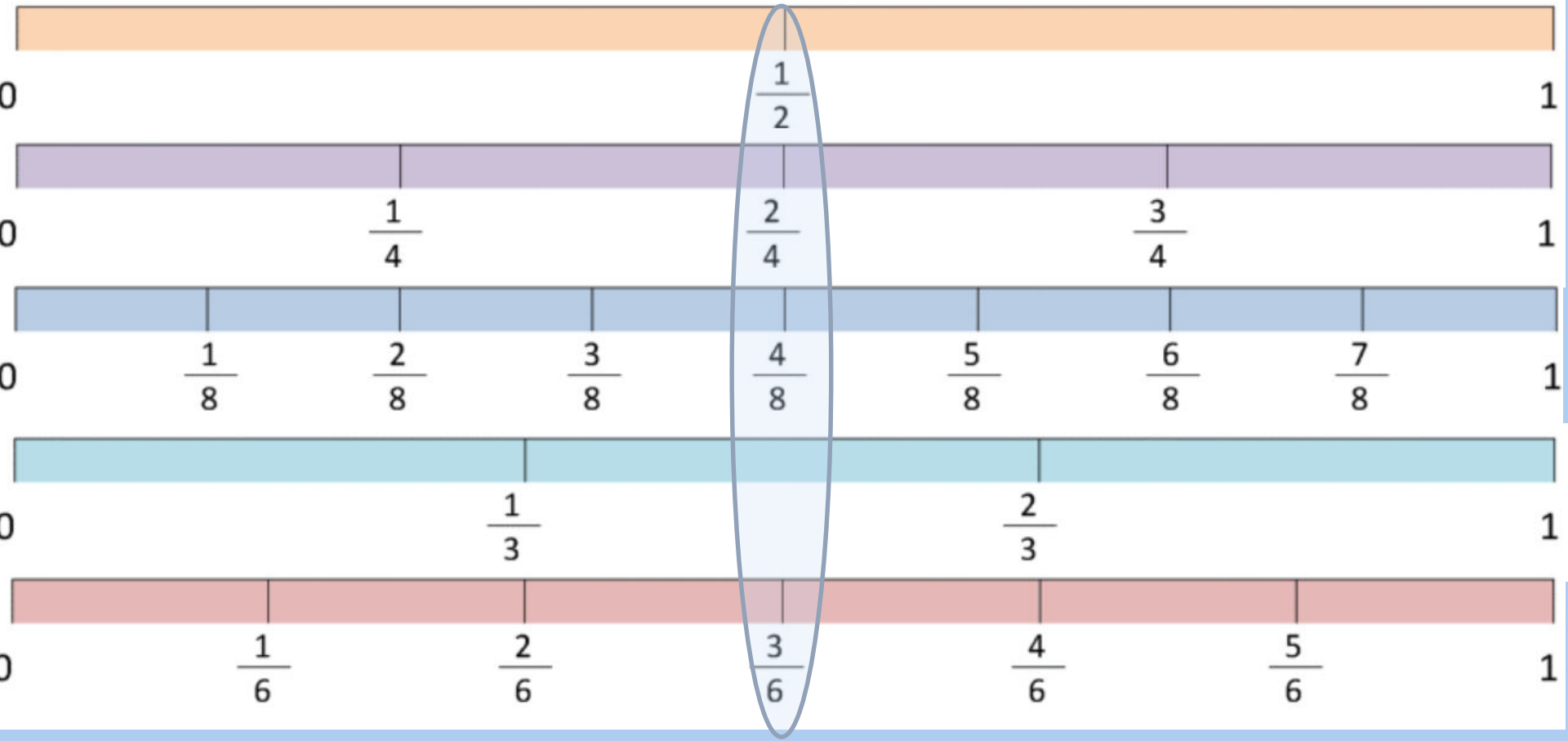
b What time did Paula get home? Explain your thinking.

4 Max's bus leaves at 8:05. It takes him 5 minutes to get dressed, 15 minutes to eat breakfast, and 10 minutes to walk to the bus. If Max gets up at 7:30, will he get to his bus on time?

What big ideas have we learned about time this month?

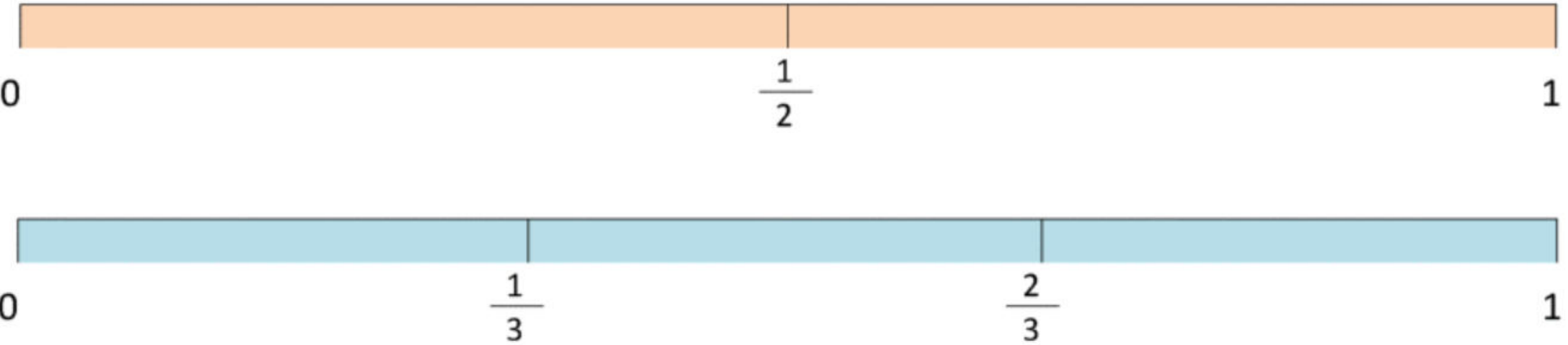
Day 13

NL3: Freddie the Fraction Frog



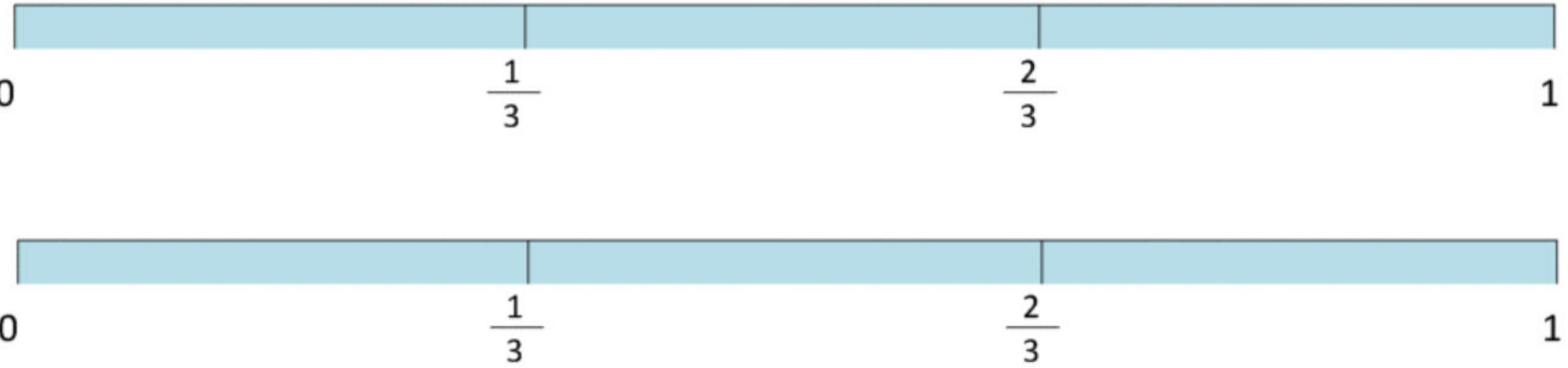
Remember: we can compare fractions on a number line.

Use <, >, or = to compare the fractions.



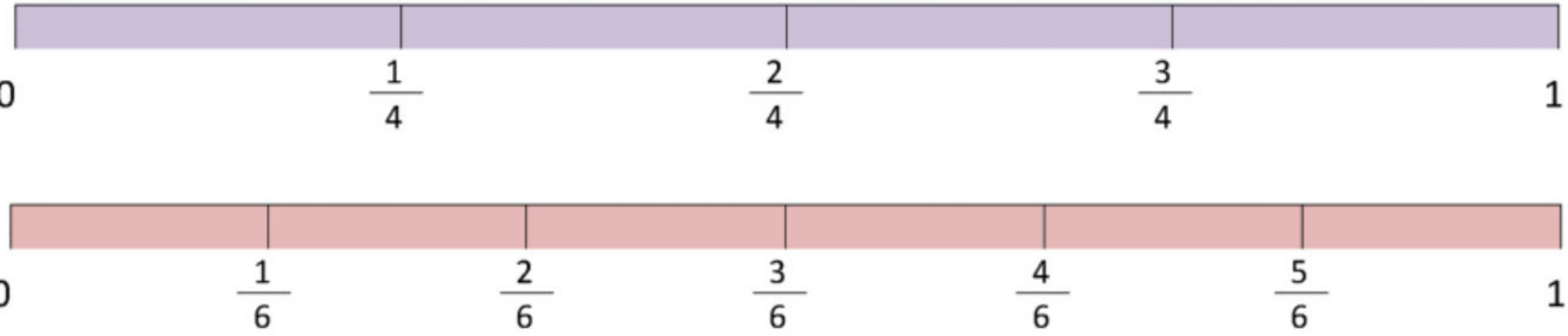
$$\frac{1}{2} > \frac{1}{3}$$

Use <, >, or = to compare the fractions.



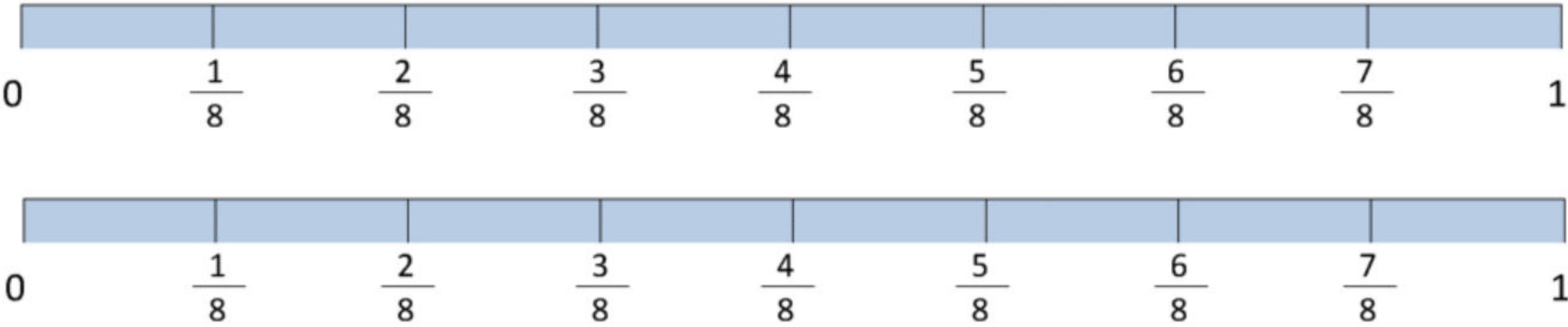
$$\frac{2}{3} > \frac{1}{3}$$

Use <, >, or = to compare the fractions.

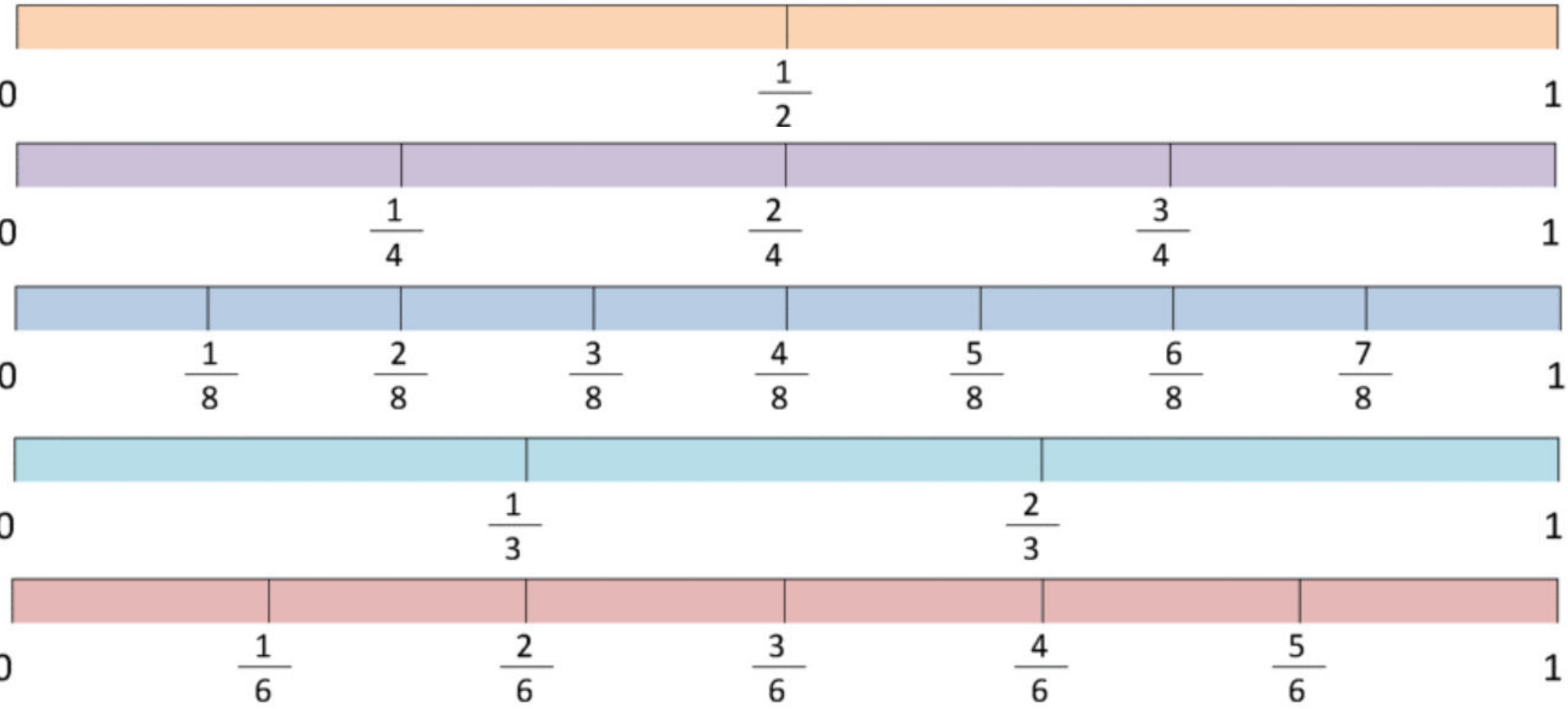


$$\frac{3}{6} < \frac{3}{4}$$

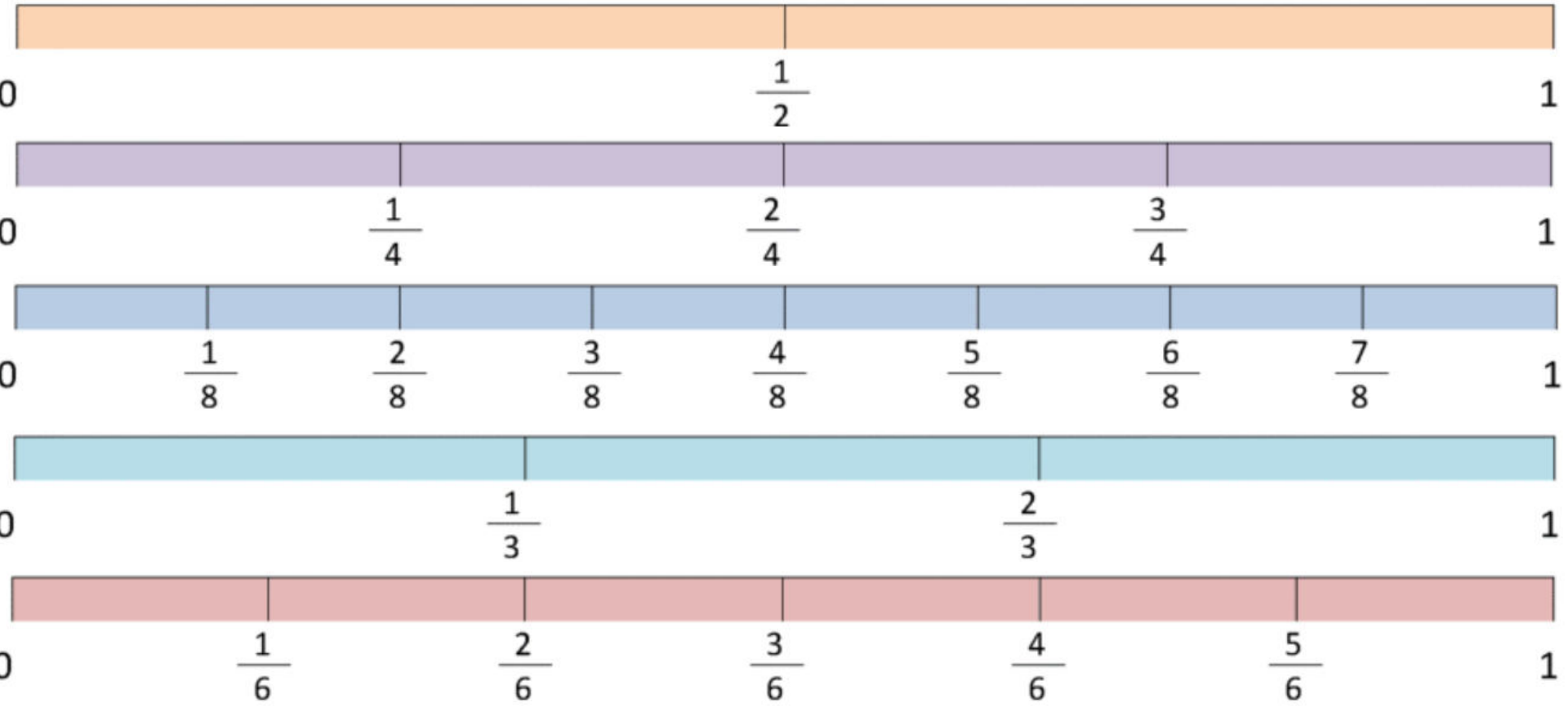
Use <, >, or = to compare the fractions.



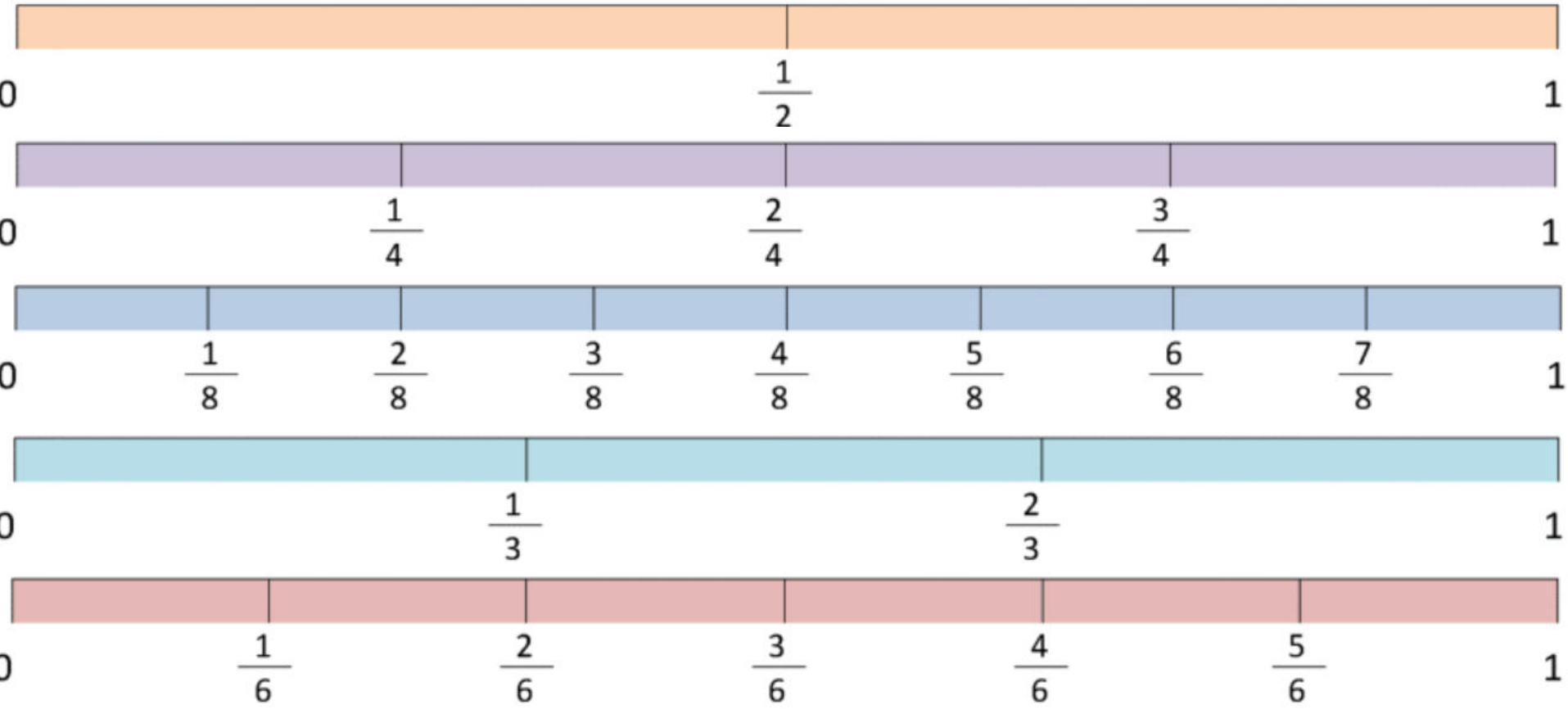
$$\frac{5}{8} > \frac{2}{8}$$



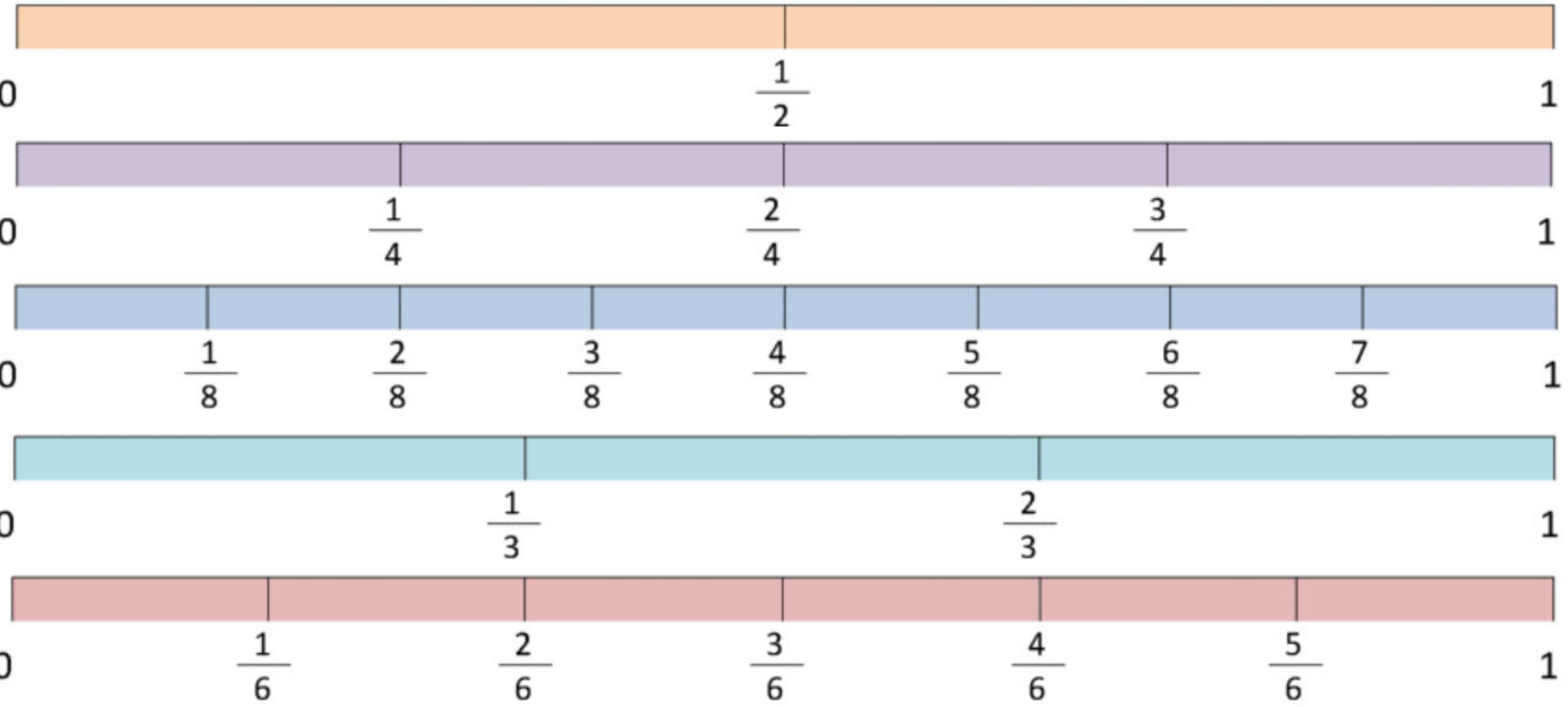
Name a fraction that is less than 3/8.



Name a fraction with 3 as the numerator. Is it < or > than 3/8?



Name a fraction with 8 as the denominator. Is it < or > than 3/8?

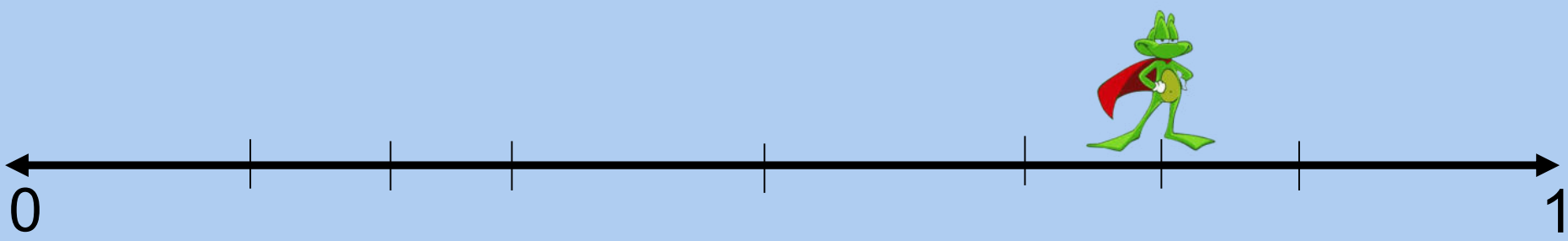


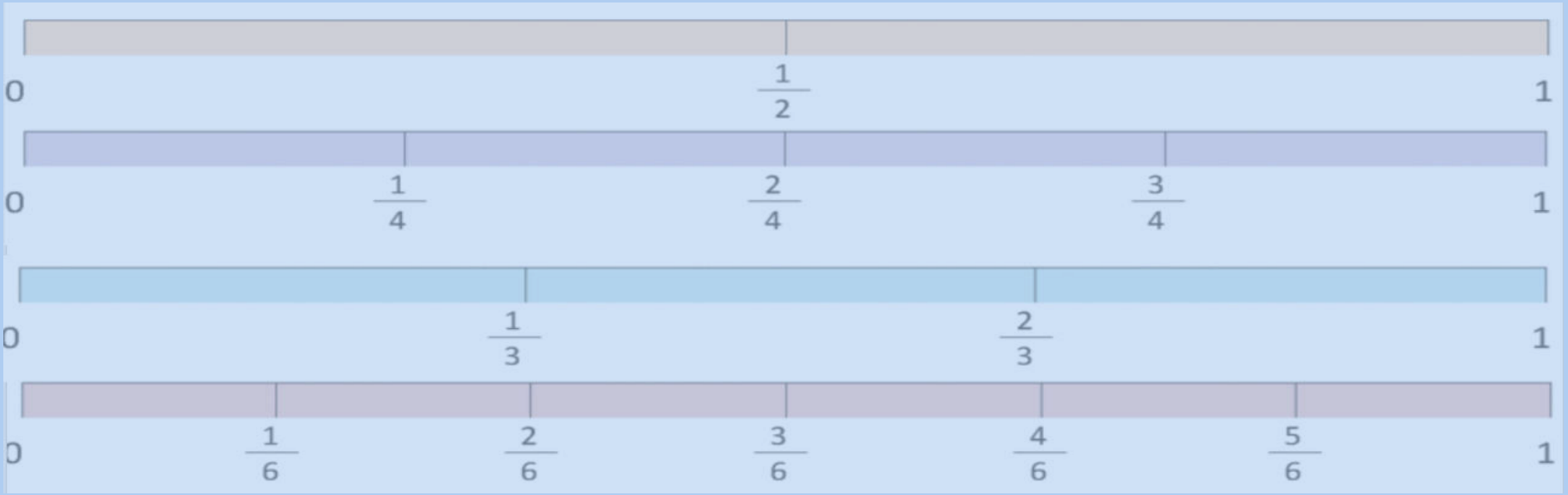
Is there a fraction that is equal to 3/8?

Meet Freddie the Fraction Frog!

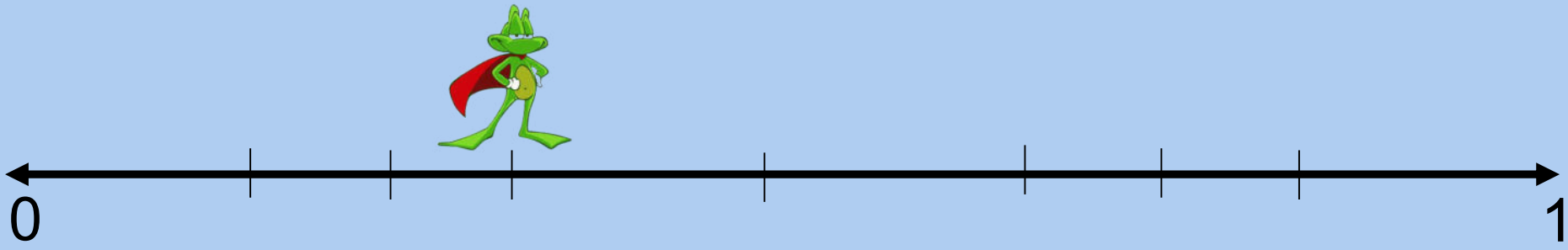
He likes to play games with students by popping up in random places. You will figure out where he is on a number line. The denominator will always be 2, 3, 4, or 6.

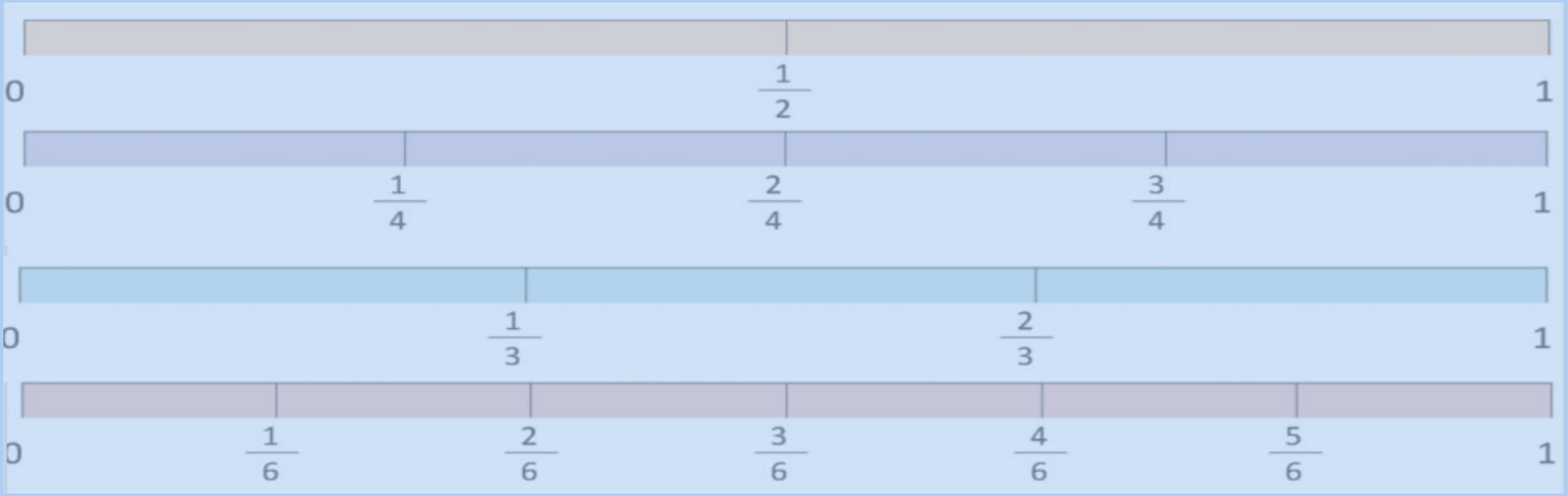
Where is Freddie?



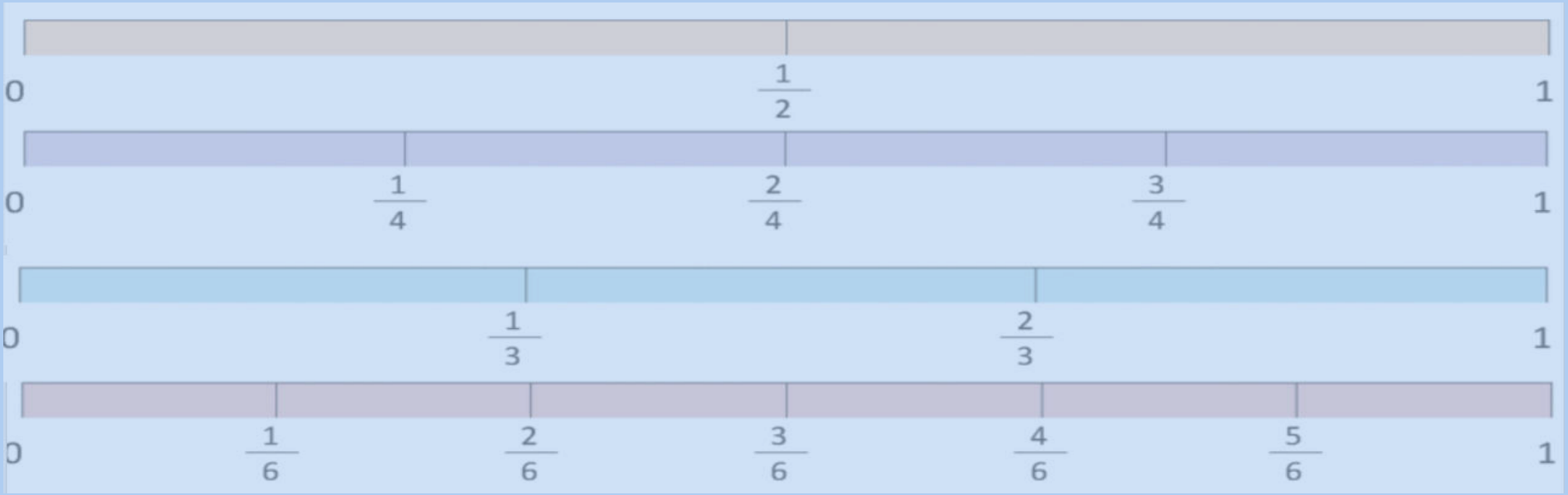


Where is Freddie?





Where is Freddie?



Day 14

SP3: Equations

What equation(s) would best represent the story problem?

For each problem, choose the equation that best matches the problem.

1 Brian has 24 dollars. He wants to buy a new game that costs $50. How much money does Brian need to be able to buy the game?

a $24 \times m = 50$

b $24 + m = 50$

c $24 + 50 = m$

d $50 - m = 24$

What equation(s) would best represent the story problem?

2 Maliya's photo album holds 100 pictures. She has 37 pictures from her birthday party, 28 pictures from summer camp, and 32 pictures from her soccer team. How many more pictures can Maliya put in her photo album?

a $37 + 28 + 32 = p$

b $100 - (37 + 28 + 32) = p$

c $37 + 28 + 32 + p = 100$

d $37 \times 28 \times 32 = p$

What equation(s) would best represent the story problem?

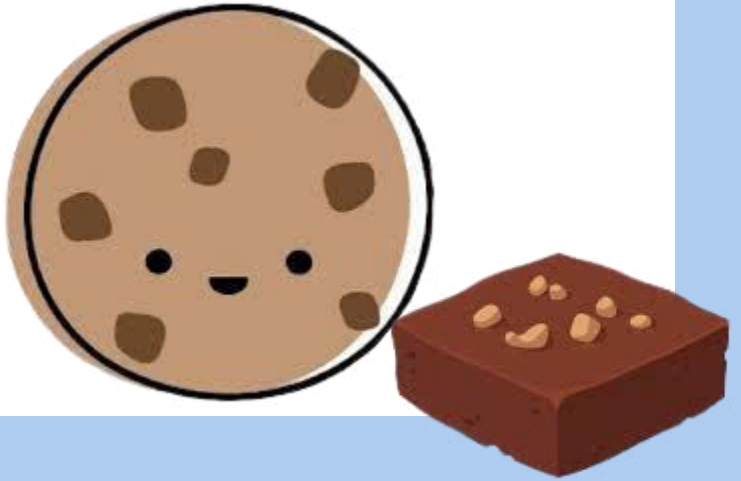
3 Emmett has a tray of cookies. The cookies are in a 4-by-7 array. He also has a plate of brownies. The brownies are in a 6-by-3 array. How many cookies and brownies does Emmett have in all?

a $(4 \times 7) + (6 \times 3) = f$

b $(4 \times 7) - (6 \times 3) = f$

c $(4 + 7) + (6 + 3) = f$

d $f - (4 \times 7) + (6 \times 3) = 4$



Day 15

CF3: Scout Them Out

What do you notice about the facts we have addressed recently?

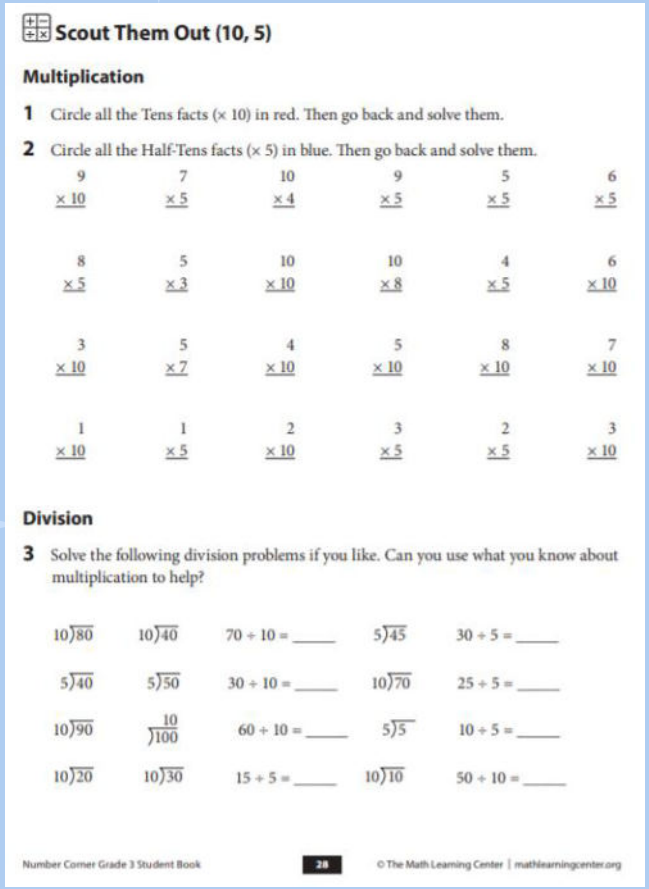
Multiplication Table

×	0	1	2	3	4	5	6	7	8	9	10
0	0 × 0 = 0	0 × 1 = 0	0 × 2 = 0	0 × 3 = 0	0 × 4 = 0	0 × 5 = 0	0 × 6 = 0	0 × 7 = 0	0 × 8 = 0	0 × 9 = 0	0 × 10 = 0
1	1 × 0 = 0	1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6	1 × 7 = 7	1 × 8 = 8	1 × 9 = 9	1 × 10 = 10
2	2 × 0 = 0	2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12	2 × 7 = 14	2 × 8 = 16	2 × 9 = 18	2 × 10 = 20
3	3 × 0 = 0	3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18	3 × 7 = 21	3 × 8 = 24	3 × 9 = 27	3 × 10 = 30
4	4 × 0 = 0	4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24	4 × 7 = 28	4 × 8 = 32	4 × 9 = 36	4 × 10 = 40
5	5 × 0 = 0	5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25	5 × 6 = 30	5 × 7 = 35	5 × 8 = 40	5 × 9 = 45	5 × 10 = 50
6	6 × 0 = 0	6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30	6 × 6 = 36	6 × 7 = 42	6 × 8 = 48	6 × 9 = 54	6 × 10 = 60
7	7 × 0 = 0	7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35	7 × 6 = 42	7 × 7 = 49	7 × 8 = 56	7 × 9 = 63	7 × 10 = 70
8	8 × 0 = 0	8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40	8 × 6 = 48	8 × 7 = 56	8 × 8 = 64	8 × 9 = 72	8 × 10 = 80
9	9 × 0 = 0	9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45	9 × 6 = 54	9 × 7 = 63	9 × 8 = 72	9 × 9 = 81	9 × 10 = 90
10	10 × 0 = 0	10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50	10 × 6 = 60	10 × 7 = 70	10 × 8 = 80	10 × 9 = 90	10 × 10 = 100

- ☐ Zero facts (× 0)
- ☐ Ones facts (× 1)
- Doubles facts (× 2)
- ☐ Doubles Plus One Set facts (× 3)
- ☐ Double-Doubles facts (× 4)
- Half-Tens facts (× 5)
- ☐ Half-Tens Plus One Set facts (× 6)
- ☐ Double-Double-Doubles facts (× 8)
- ☐ Tens Minus One Set facts (× 9)
- Tens facts (× 10)

Scout Them Out

Turn to page 28 in your Student Number Corner book.



Scout Them Out (10, 5)

Multiplication

1 Circle all the Tens facts (× 10) in red. Then go back and solve them.

2 Circle all the Half-Tens facts (× 5) in blue. Then go back and solve them.

9 × 10	7 × 5	10 × 4	9 × 5	5 × 5	6 × 5
8 × 5	5 × 3	10 × 10	10 × 8	4 × 5	6 × 10
3 × 10	5 × 7	4 × 10	5 × 10	8 × 10	7 × 10
1 × 10	1 × 5	2 × 10	3 × 5	2 × 5	3 × 10

Division

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

$10\overline{)80}$	$10\overline{)40}$	70 ÷ 10 = _____	$5\overline{)45}$	30 ÷ 5 = _____
$5\overline{)40}$	$5\overline{)50}$	30 ÷ 10 = _____	$10\overline{)70}$	25 ÷ 5 = _____
$10\overline{)90}$	$10\overline{)100}$	60 ÷ 10 = _____	$5\overline{)5}$	10 ÷ 5 = _____
$10\overline{)20}$	$10\overline{)30}$	15 ÷ 5 = _____	$10\overline{)10}$	50 ÷ 10 = _____

Take out your pencil, red and blue crayons.

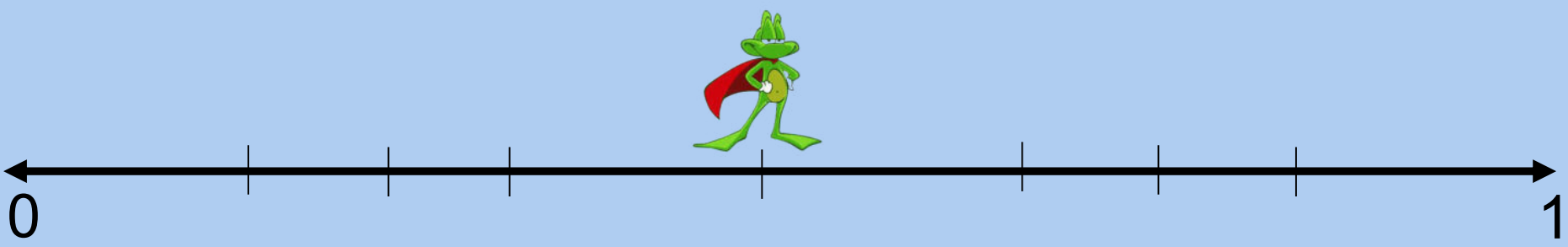
Day 16

NL3: Freddie the Fraction Frog

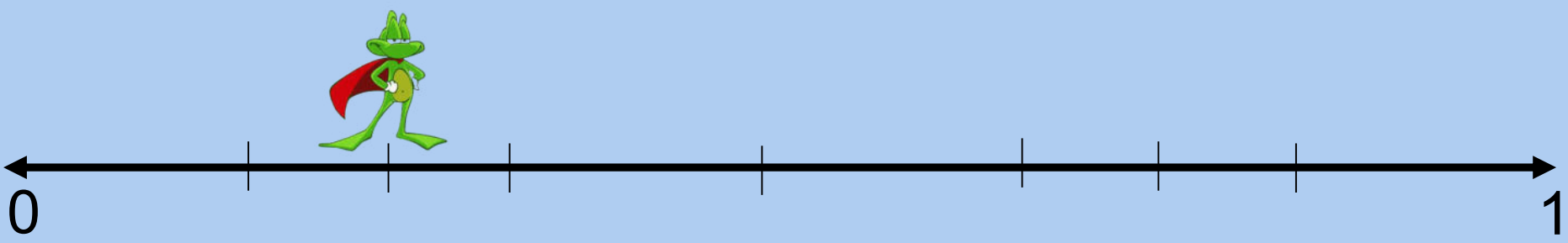
Remember Freddie the Fraction Frog?

He likes to play games with students by popping up in random places. You will figure out where he is on a number line. The denominator will always be 2, 3, 4, or 6.

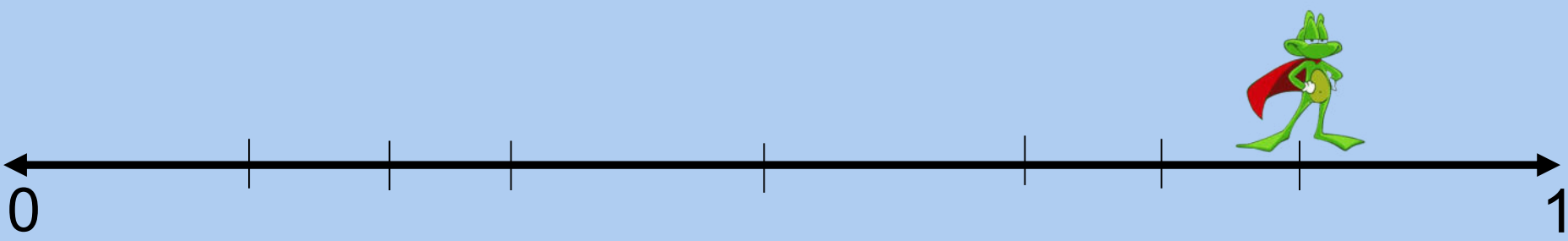
Where is Freddie?



Where is Freddie?



Where is Freddie?



Day 17

CC4: Concluding the January Calendar Collector

Let's update our Calendar Collector chart today. What patterns do you notice?

COLLECTING MINUTES & HOURS

RECORD SHEET

DAY	AMOUNT ROLLED	TIME	ELAPSED TIME	TOTAL TIME

We can use a number line to show how much time we have collected.

Hector Goes to the Fair

Hector loves going to the County Fair every year. He rides the ferris wheel, plays games, eats snacks, and more. This year, Hector spent about 10 minutes each time he did an activity at the fair. Figure out how long Hector spent on various activities at the fair.

1 Hector rode the ferris wheel 4 times. How long did Hector spend at the ferris wheel?

2 Hector did the go-carts 6 times. How long did Hector spend at the go-carts?

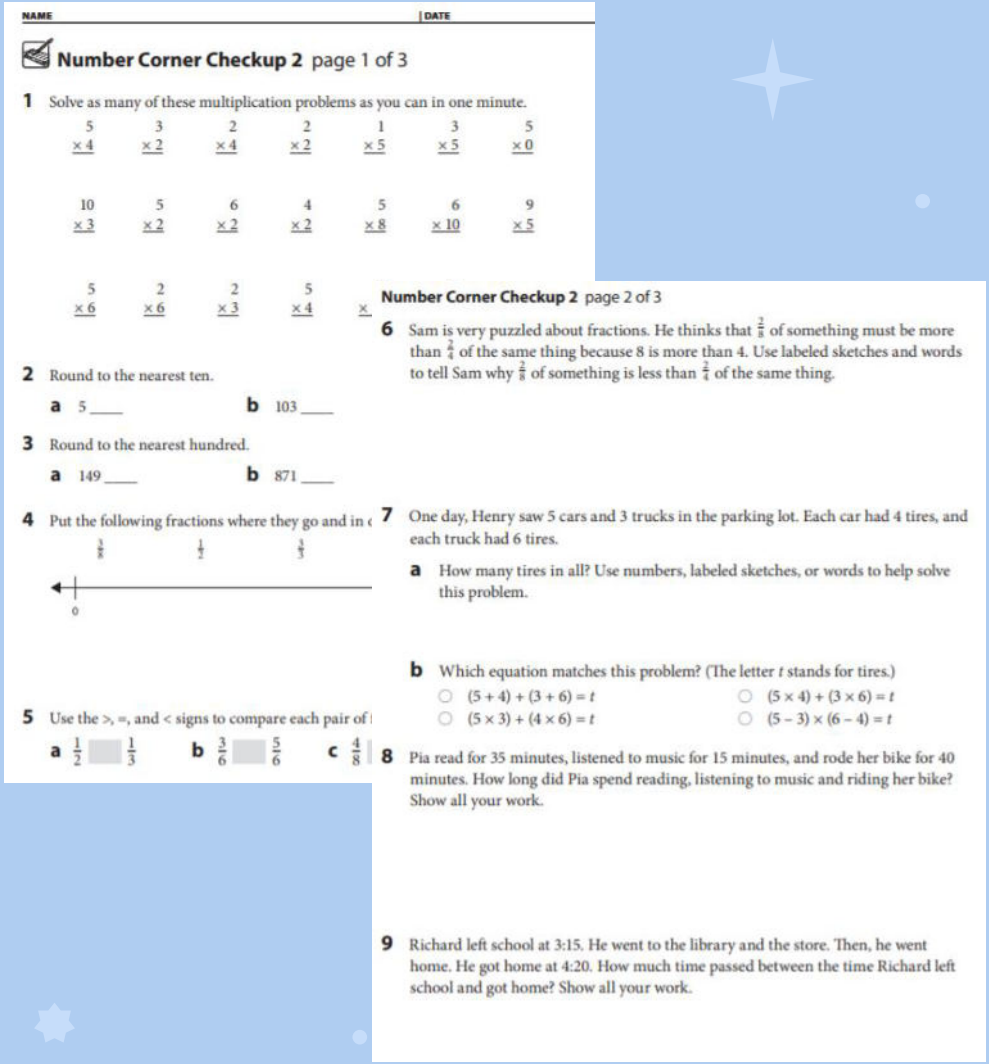
*Remember, he spent 10 minutes on each activity.

3 Hector went on the merry-go-round 3 times and visited the arcade 5 times. How long did Hector spend on the merry-go-round and the arcade together?

4 Hector went on a hayride 2 times and played field games 9 times. How long did Hector spend on the hayride and playing field games together?

Day 18

Assessment: Number Corner Checkup 2 (pages 1 and 2)



NAME | DATE

Number Corner Checkup 2 page 1 of 3

1 Solve as many of these multiplication problems as you can in one minute.

5 × 4	3 × 2	2 × 4	2 × 2	1 × 5	3 × 5	5 × 0
10 × 3	5 × 2	6 × 2	4 × 2	5 × 8	6 × 10	9 × 5
5 × 6	2 × 6	2 × 3	5 × 4	×		

2 Round to the nearest ten.

a 5 ____ **b** 103 ____

3 Round to the nearest hundred.

a 149 ____ **b** 871 ____

4 Put the following fractions where they go and in

$\frac{1}{8}$ $\frac{1}{2}$ $\frac{3}{3}$

0

5 Use the >, =, and < signs to compare each pair of

a $\frac{1}{2}$ ☐ $\frac{1}{3}$ **b** $\frac{3}{6}$ ☐ $\frac{5}{6}$ **c** $\frac{4}{8}$

Number Corner Checkup 2 page 2 of 3

6 Sam is very puzzled about fractions. He thinks that $\frac{2}{8}$ of something must be more than $\frac{2}{4}$ of the same thing because 8 is more than 4. Use labeled sketches and words to tell Sam why $\frac{2}{8}$ of something is less than $\frac{2}{4}$ of the same thing.

7 One day, Henry saw 5 cars and 3 trucks in the parking lot. Each car had 4 tires, and each truck had 6 tires.

a How many tires in all? Use numbers, labeled sketches, or words to help solve this problem.

b Which equation matches this problem? (The letter t stands for tires.)

- ○ $(5 + 4) + (3 + 6) = t$
- ○ $(5 \times 4) + (3 \times 6) = t$
- ○ $(5 \times 3) + (4 \times 6) = t$
- ○ $(5 - 3) \times (6 - 4) = t$

8 Pia read for 35 minutes, listened to music for 15 minutes, and rode her bike for 40 minutes. How long did Pia spend reading, listening to music and riding her bike? Show all your work.

9 Richard left school at 3:15. He went to the library and the store. Then, he went home. He got home at 4:20. How much time passed between the time Richard left school and got home? Show all your work.

Today you will start your Number Corner checkup.

You will have I minute for Problem I. The rest will not be timed.

Day 19

Assessment: Number Corner Checkup 2 (pages 1 and 2)

NAME | DATE

Number Corner Checkup 2 page 3 of 3

10 Cleo says that 8 times 5 is the same as half of 10 times 8. Do you agree or disagree with Cleo? Explain.

11 Ellie bought 303 grams of apples, 485 grams of grapes, and 218 grams of plums. When Ellie got home, she wondered how many grams of fruit she bought in all.

a Which equation could Ellie use to find out how many grams of fruit she bought in all? (The letter g stands for grams.)

- ○ $(303 + 485) - 218 = g$
- ○ $(485 - 218) + 303 = g$
- ○ $303 + 485 + 218 = g$
- ○ $303 + 450 + 108 = g$

b When Ellie solved the problem, she got 1,411 grams in all. Is her answer reasonable? Use rounding to explain why or why not. Show your work.

12 How many stars are in the array below? How did you figure it out? Explain your thinking.

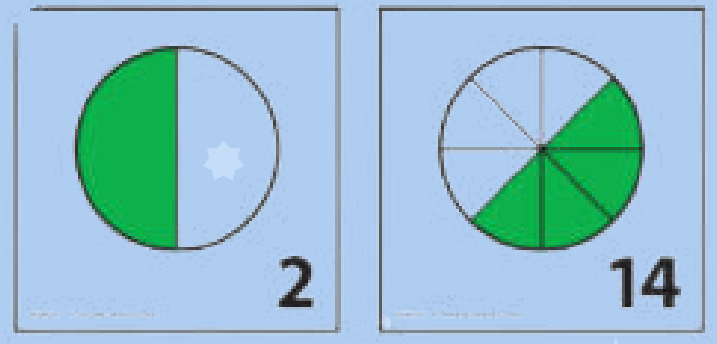
Today you will finish your Number Corner checkup.

Do your best! ☺

Day 20

CG4: Equivalent Fractions

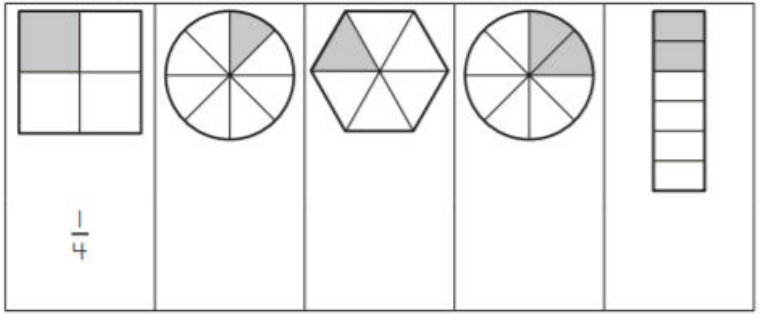
Look at the calendar markers for the month. What were some equivalent fractions we found?



Turn to page 24 in your Number Corner book.

Fraction Concepts Review

1 Label each fraction.



2 Shade in the shapes to show the fraction above. Show two different ways to create each fraction.