March

Number Corner

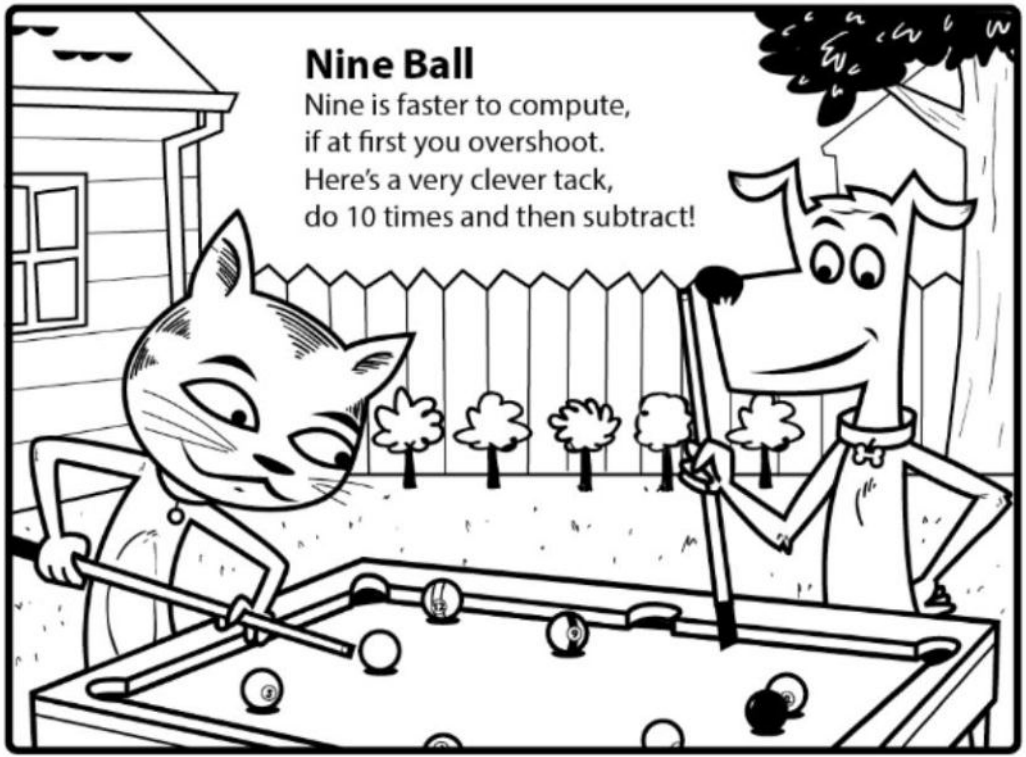
March

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

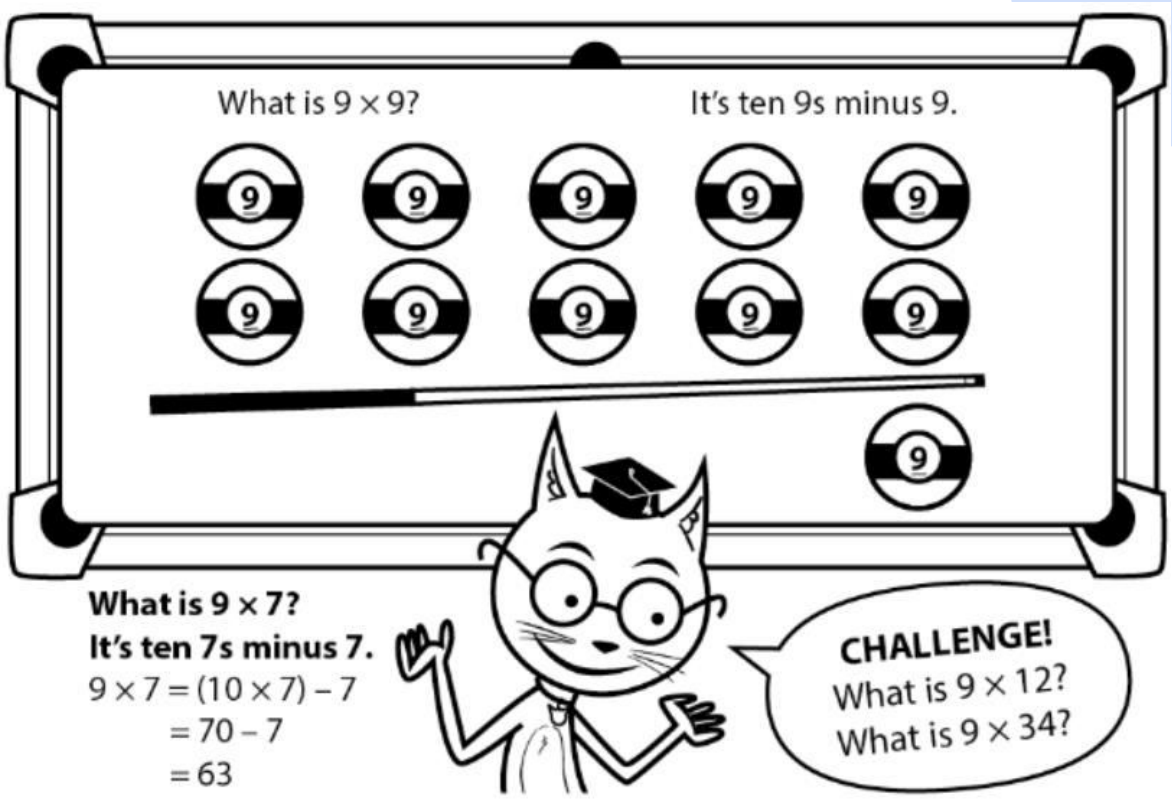
Day 1

CFI: Multiples of 6 & 9

Tens Minus One Set Facts



This month, we will work on facts with 6 and 9 as factors by using what we know about 5 and 10 facts.



What is 9 × 7?

It's ten 7s minus 7.

$9 \times 7 = (10 \times 7) - 7$

$= 70 - 7$

$= 63$

Turn to page 20 of your Number Corner book.
Color the Tens Minus Ones facts in light purple.

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)

Work on page 45 in your Number Corner book.

1 Show your own example of the Tens Minus One Set strategy.

2 Do you have another good strategy for multiplying by 9? If so, show an example.

3 Multiply each number in the grid by 9. Write each answer in the box. The first one is done for you.

5 45	7	3	1	11	8	12	6	2
10	8	11	0	9	5	0	12	4

4 Use the Tens Minus One Set strategy, or your own strategy, to solve these combinations.

$9 \times 15 =$ _____ $9 \times 25 =$ _____ $9 \times 30 =$ _____ $9 \times 50 =$ _____

$$\begin{array}{r} 14 \\ \times\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 100 \\ \times\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 30 \\ \times\ 9 \\ \hline \end{array} \qquad \begin{array}{r} 40 \\ \times\ 9 \\ \hline \end{array}$$

5 Write and solve your own Tens Minus One Set combination with a larger number.

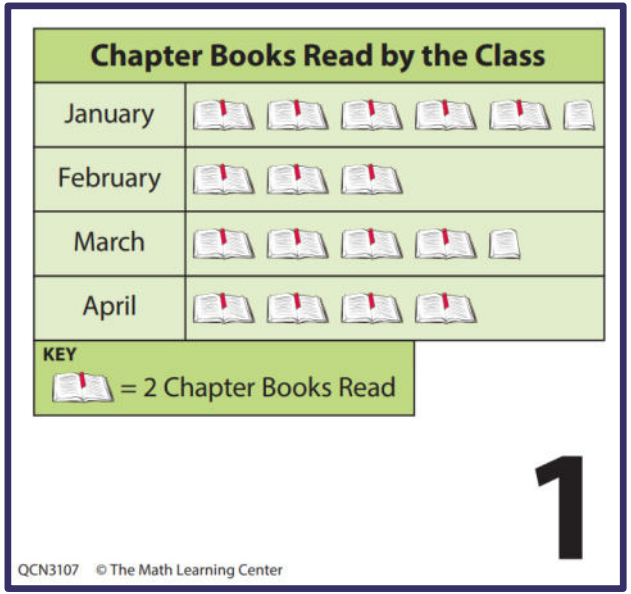
6 Use what you know about multiplying by 9 to solve these division problems.

$18 \div 9 =$ _____ $27 \div 9 =$ _____ $9\overline{)45}$ $9\overline{)54}$

Day 2

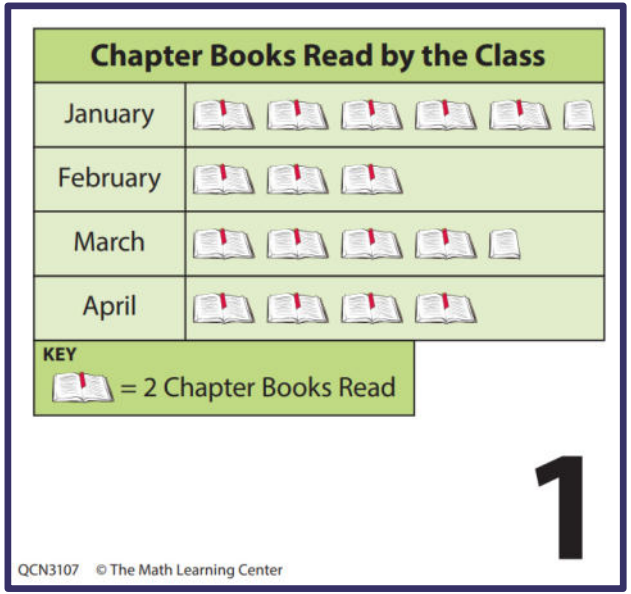
CGI: Introducing the March Calendar Grid

What do you notice?



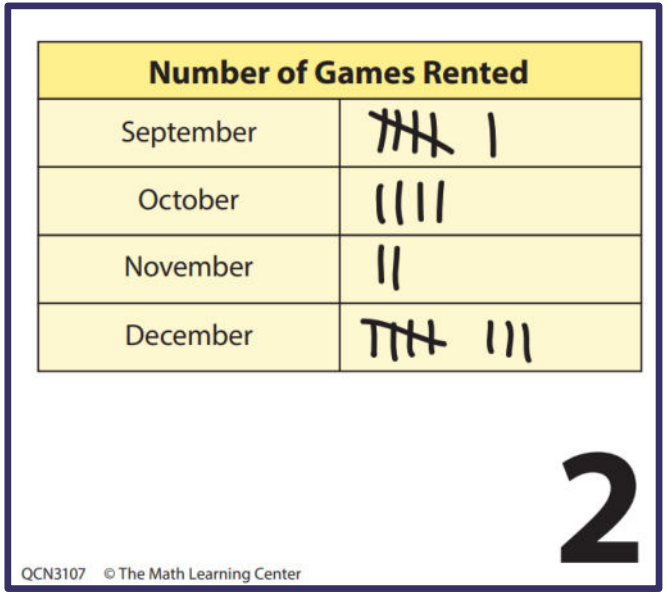
This is a picture graph. Pictures/Symbols are used to represent data. What does the key show us?

Interpret the Data



- How many books did the class read in March? What does the half book represent?
- In which month did the class read the most books?
- In which month did the class read the fewest books?
- How many more books did they read in January than in February?

What do you notice?



Number of Games Rented	
September	𝍸 |
October	𝍸
November	||
December	𝍸 |||

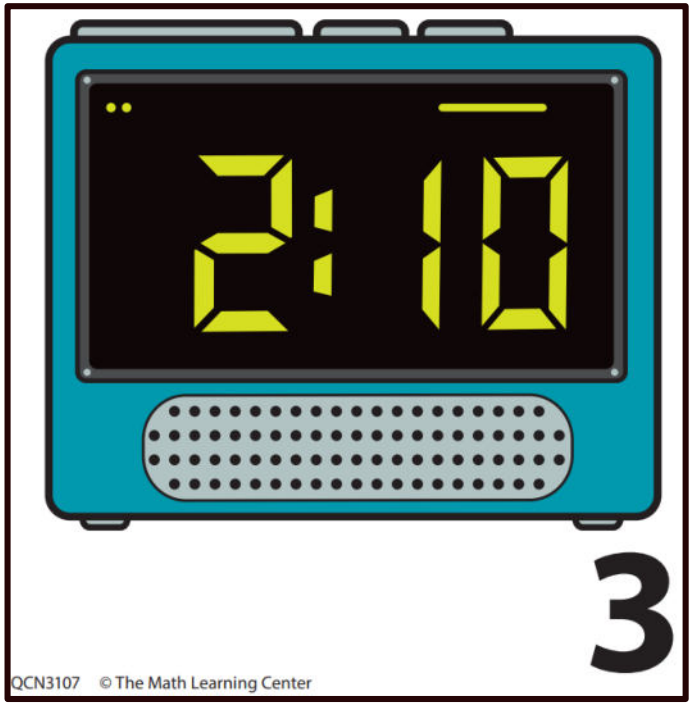
2

QCN3107 © The Math Learning Center

This is a tally chart.

- In which month did the most games get rented?
- Which month had the fewest game rentals?

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



Day 3

CCI: Introducing Square Feet

What is a Square foot?

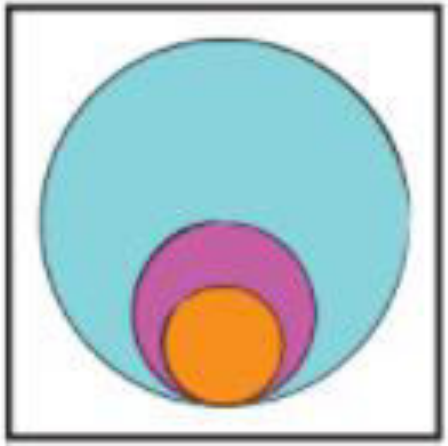
A 12" ruler is one foot.
A Square foot is a Square which has sides that are 12" long.
Look at my example of a Square foot!

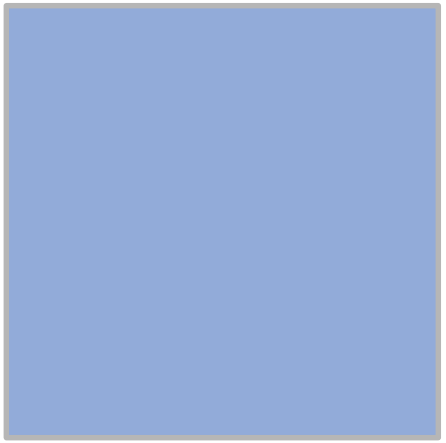
Calendar Collector

This month we will collect area and perimeter using Square feet.

How might you find the area of our large class grid paper?

Each day, we will collect one Square foot. Today you will decorate your Square foot (keep it School-appropriate!).





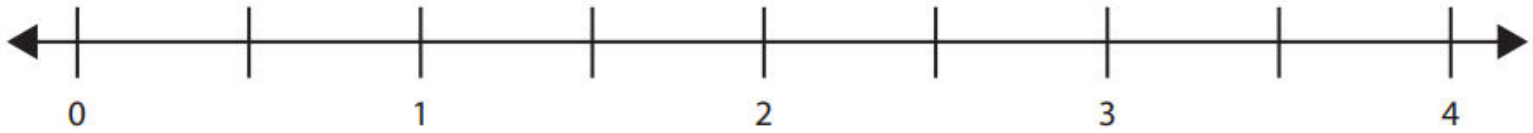
Day 4

NLI: Playing Find the Fraction

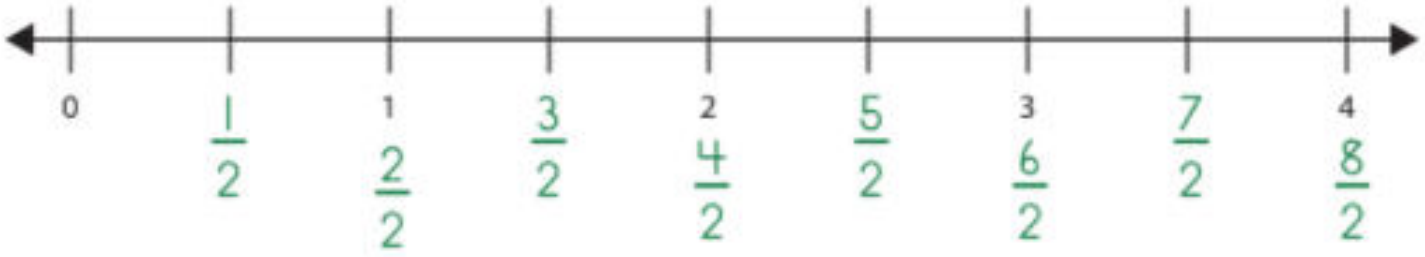
Fraction Number Lines

Turn to page 48 in your Number Corner book.

Find the Fraction Number Line 1



How can we label halves on this number line?

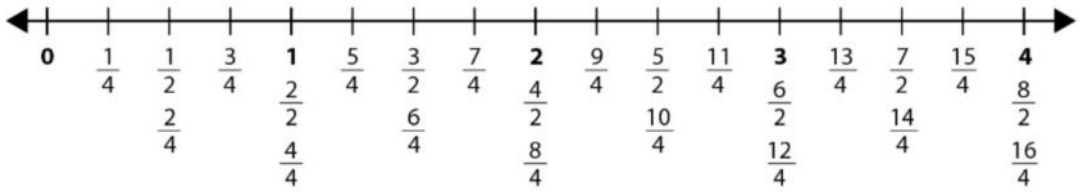


How can we label fourths on this number line?

Find the Fraction!

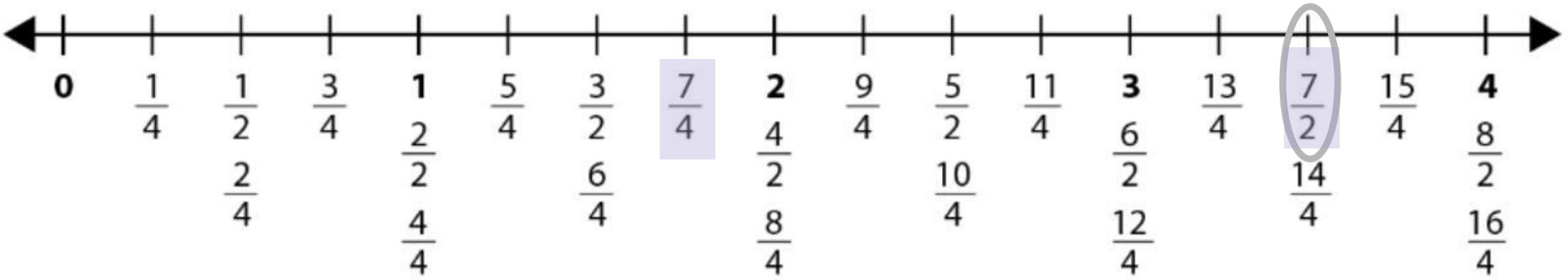
1. Read the clue given to you.
2. Circle the fraction that is the answer to the clue.
3. Check with a partner.
4. Share with the class!

Find the Fraction 1



Circle the fraction that is greater: 7/4 or 7/2.

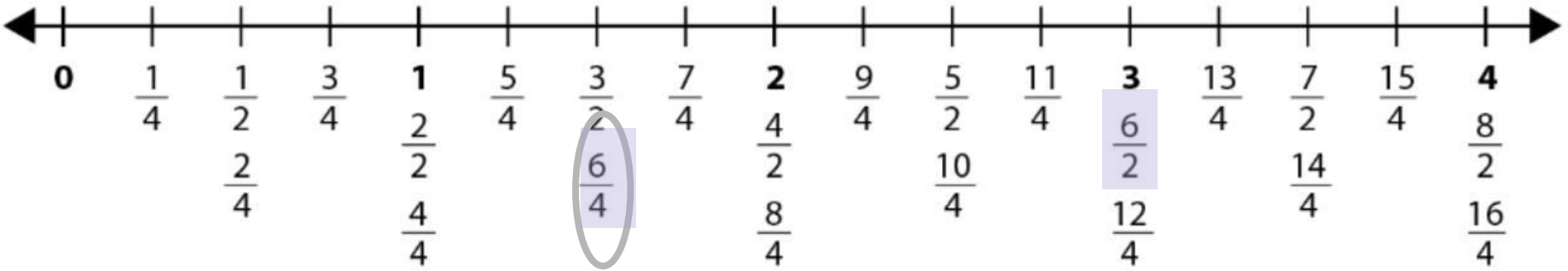
Find the Fraction 1



$$\frac{7}{4} < \frac{7}{2}$$

Circle the fraction that is less: 6/2 or 6/4.

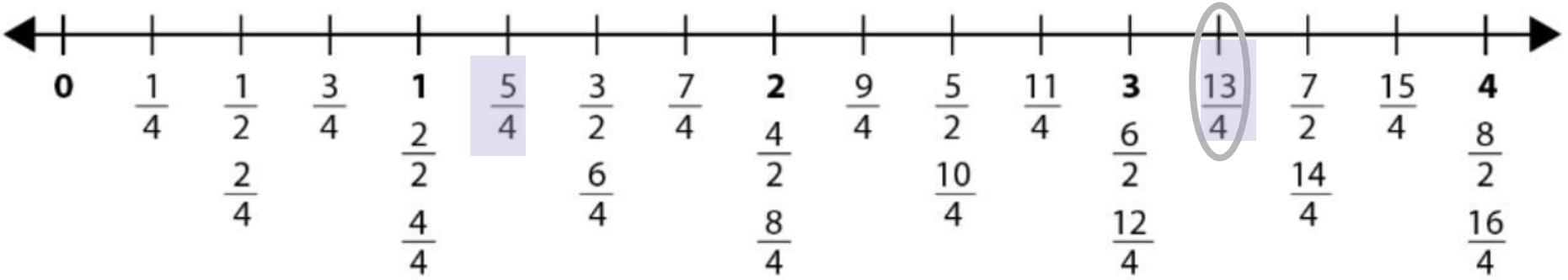
Find the Fraction 1



$$\frac{6}{2} > \frac{6}{4}$$

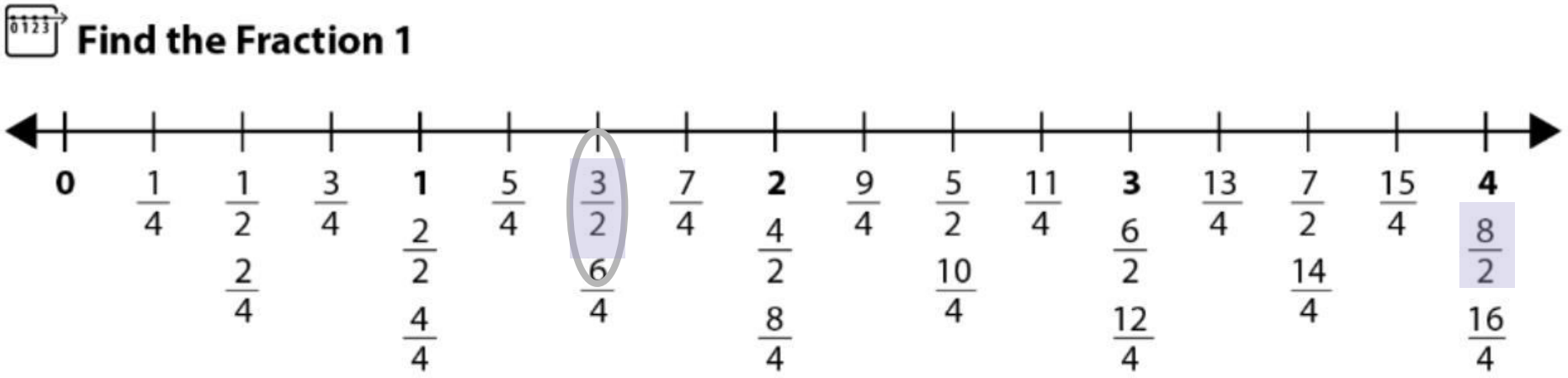
Circle the fraction that is greater: 13/4 or 5/4.

Find the Fraction 1



$$\frac{13}{4} > \frac{5}{4}$$

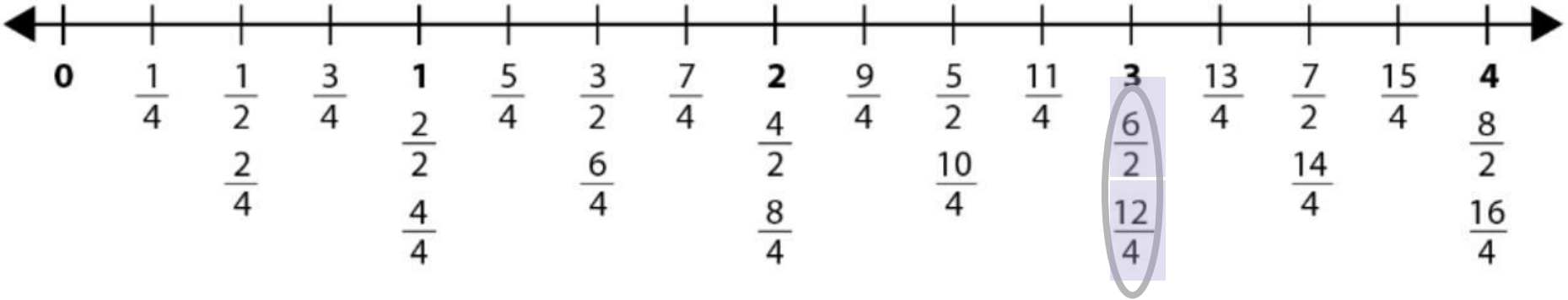
Circle the fraction that is less: 3/2 or 8/2.



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

Circle the fraction that is equal to 3.

Find the Fraction 1

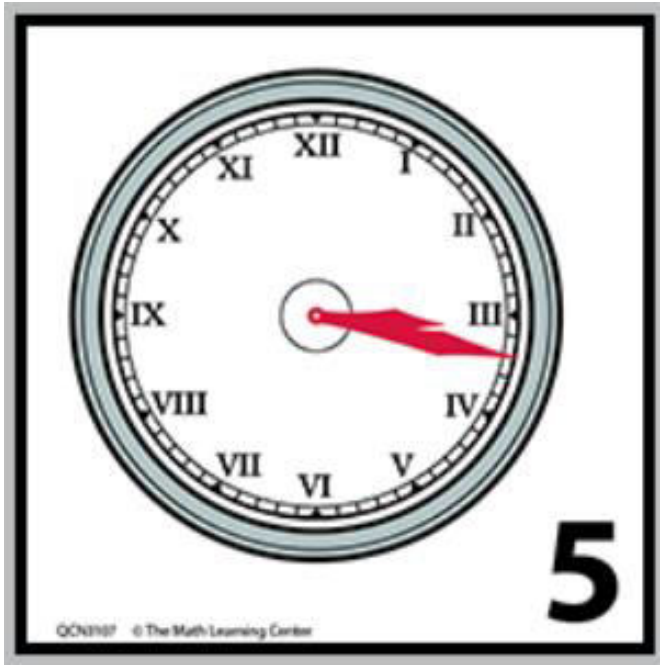


$$\frac{6}{2} = \frac{12}{4}$$

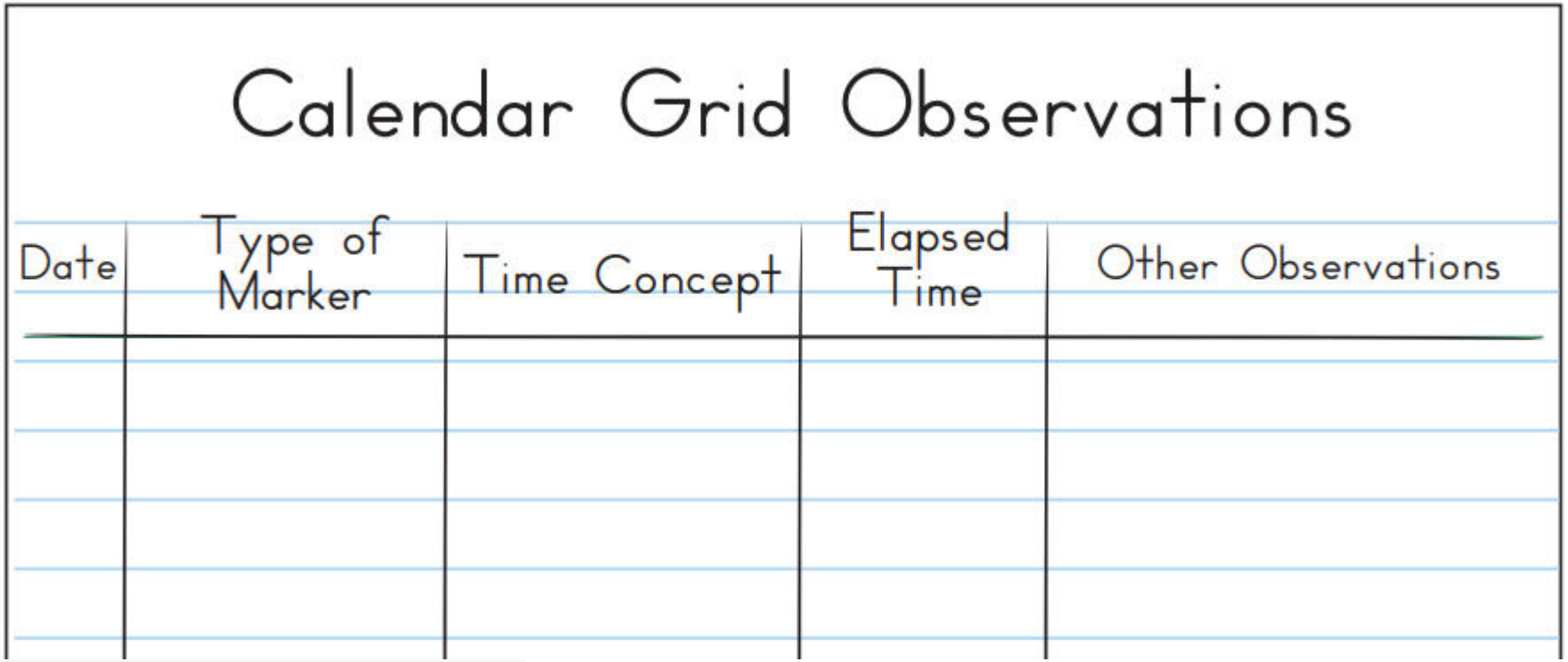
Day 5

CG2: Introducing the March Observations Chart

What time is it?



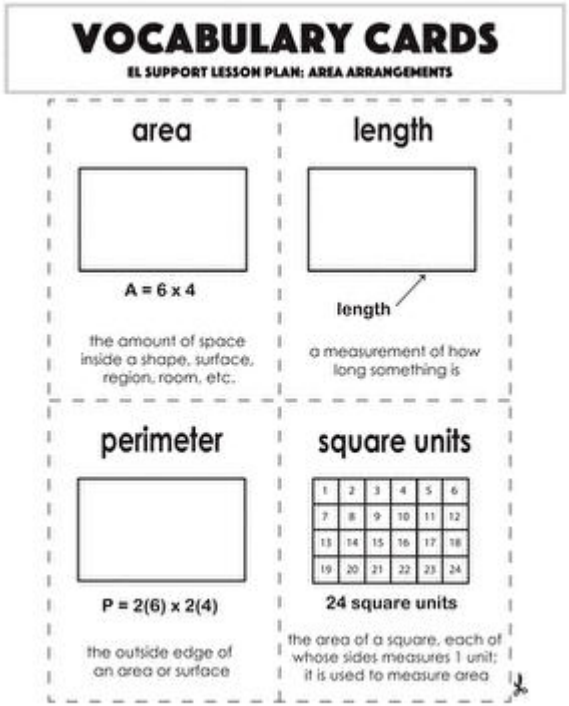
March Calendar Grid Observation Chart



Day 6

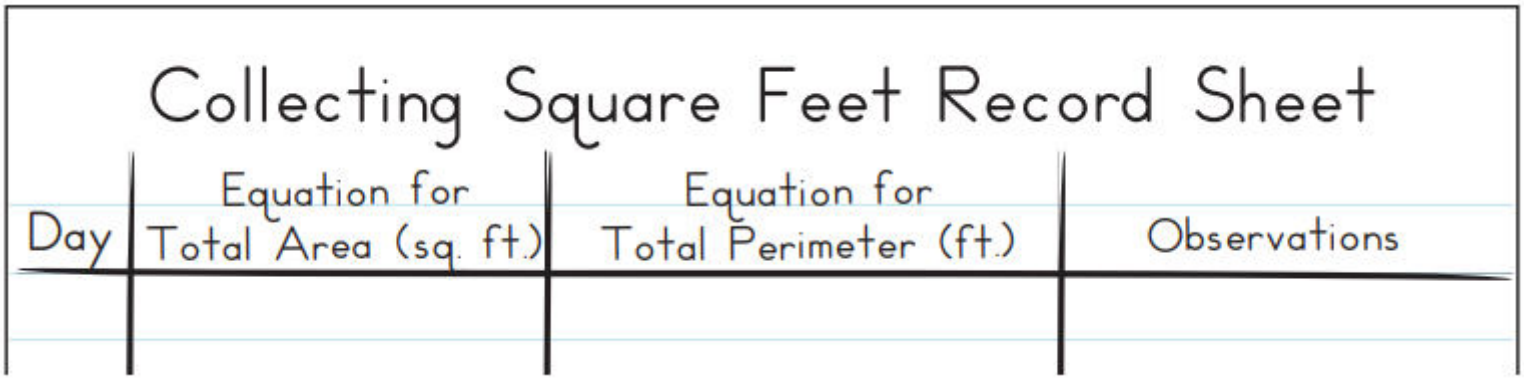
Cc2: Starting the Collection

March Calendar Collector Activity



Each day of school, a pair of helpers is going to update our collection of Square feet. You're going to take one of the Square feet out of the bag and tape it to the grid. Then you're going to make a Shape built out of rectangles on the grid. You'll find the total area and total perimeter of the Shape. Let's do it together to see how it works.

Let's work on updating our chart.



Collecting Square Feet Record Sheet

Day	Equation for Total Area (sq. ft.)	Equation for Total Perimeter (ft.)	Observations

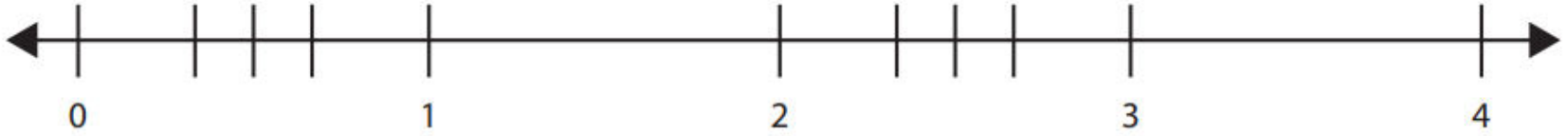
Day 7

NLI: Finding the Fraction

Fraction Number Lines

Turn to page 49 in your Number Corner book.

Find the Fraction Number Line 2

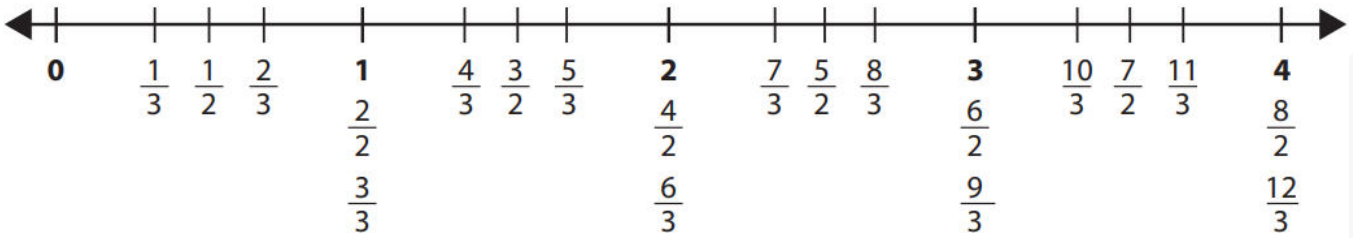


How can we label halves on this number line?

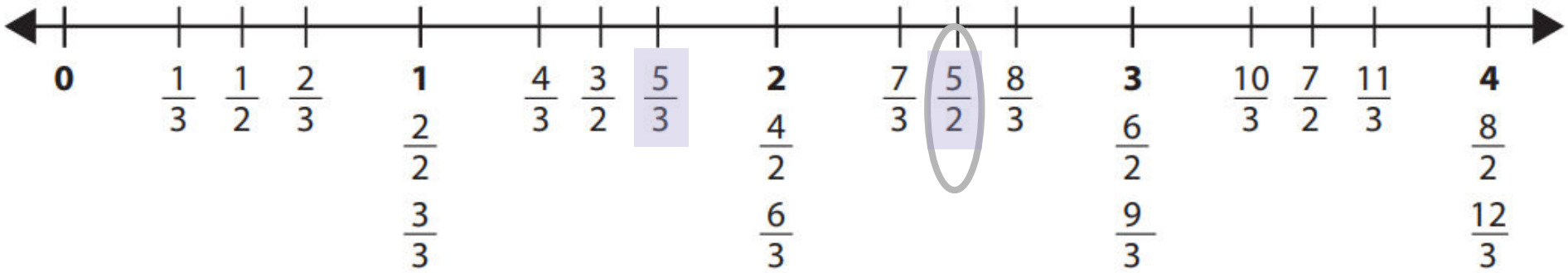
How can we label thirds on this number line?

Find the Fraction!

1. Read the clue given to you.
2. Circle the fraction that is the answer to the clue.
3. Check with a partner.
4. Share with the class!

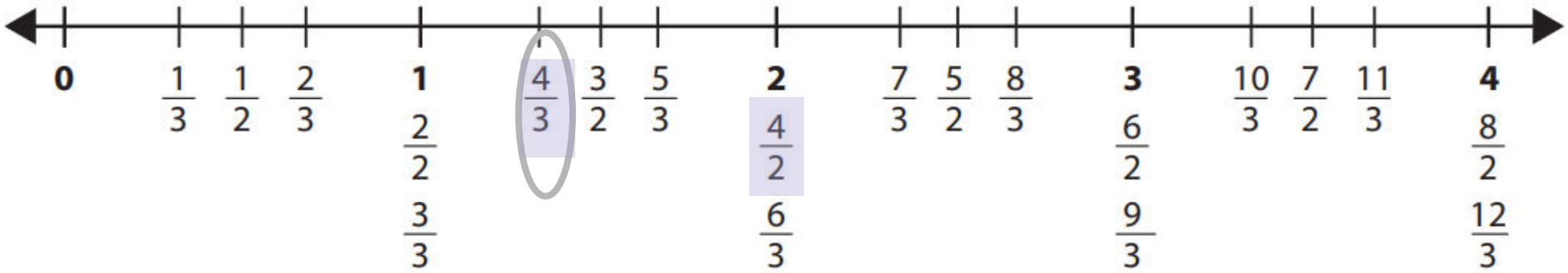


Circle the fraction that is greater: 5/3 or 5/2.



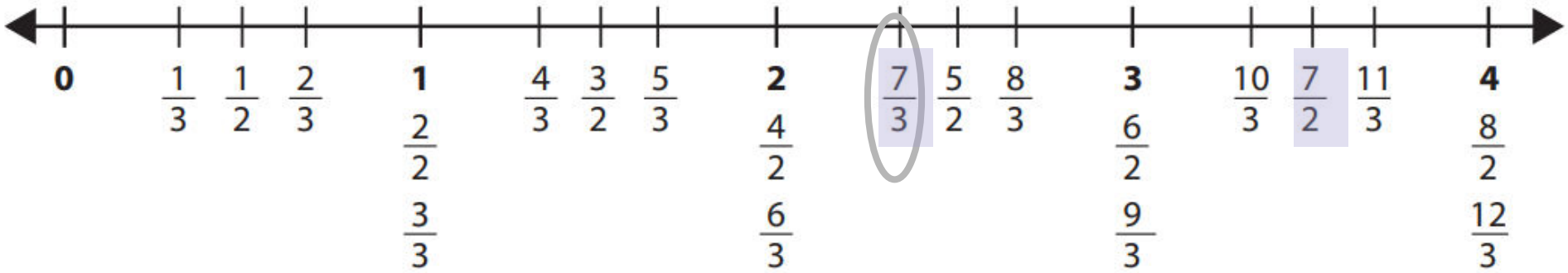
$$\frac{5}{3} < \frac{5}{2}$$

Circle the fraction that is less: 4/3 or 4/2.



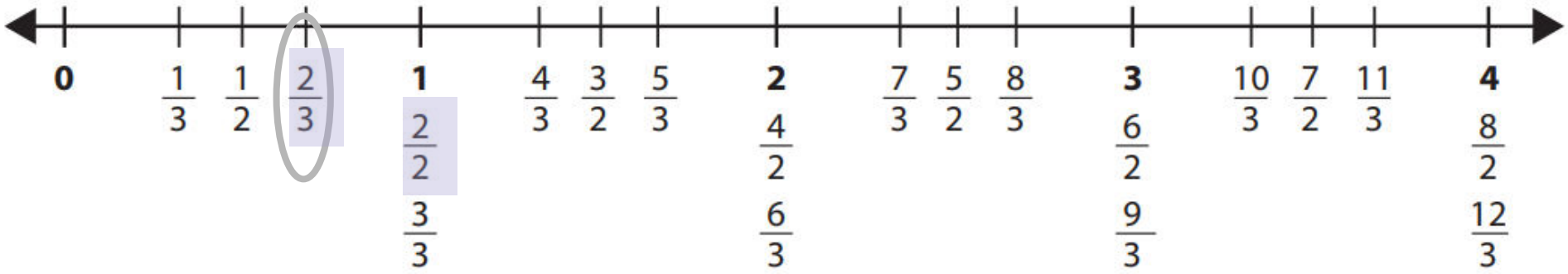
$$\frac{4}{3} < \frac{4}{2}$$

Circle the fraction that is less: 7/2 or 7/3.



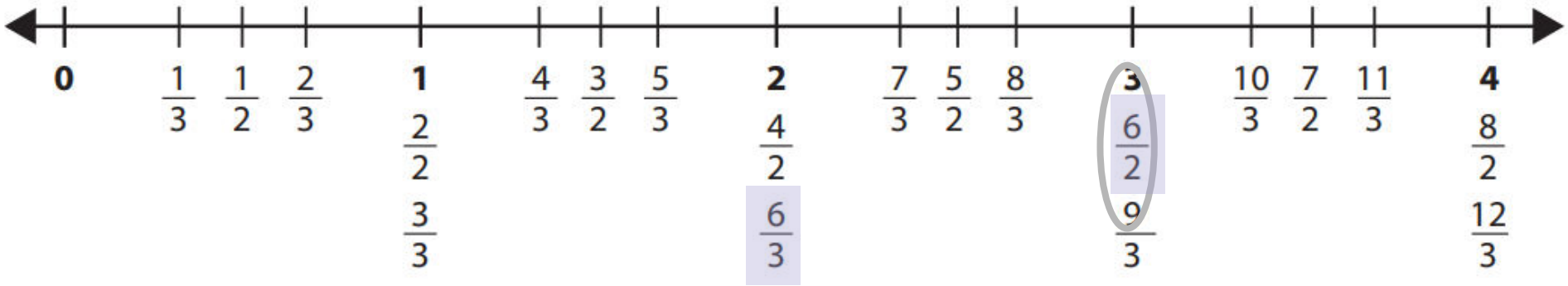
$$\frac{7}{2} > \frac{7}{3}$$

Circle the fraction that is less: 2/2 or 2/3.



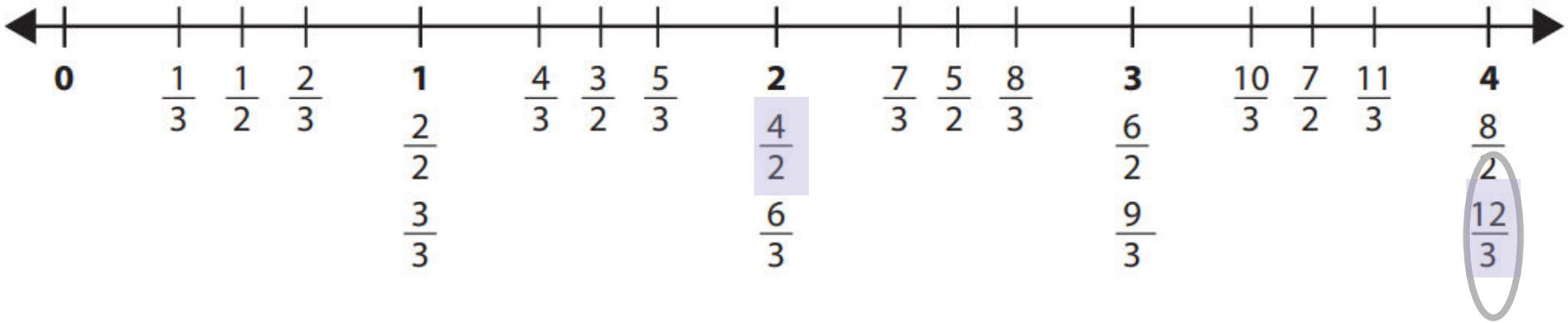
$$\frac{2}{2} < \frac{2}{3}$$

Circle the fraction that is equal to 3: 6/2 or 6/3.



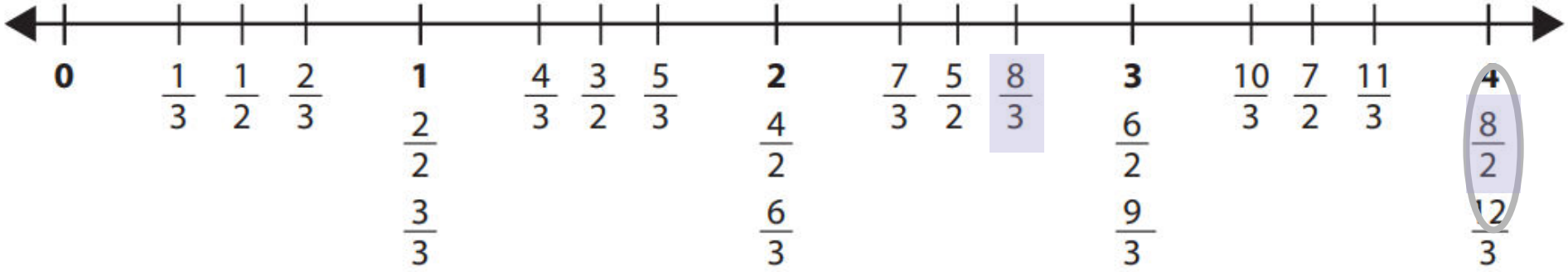
$\frac{6}{2}$

Circle the fraction that is equal to 4: 4/2 or 12/3.



$\frac{12}{3}$

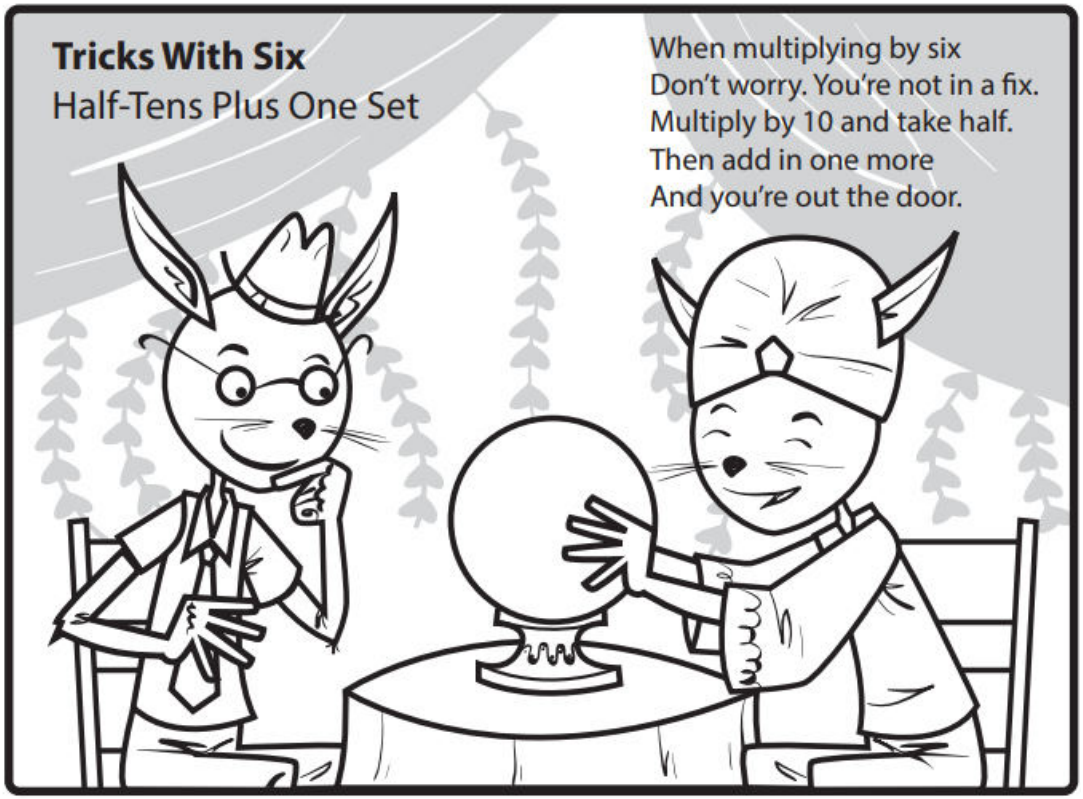
Circle the fraction that is greater: 8/3 or 8/2.



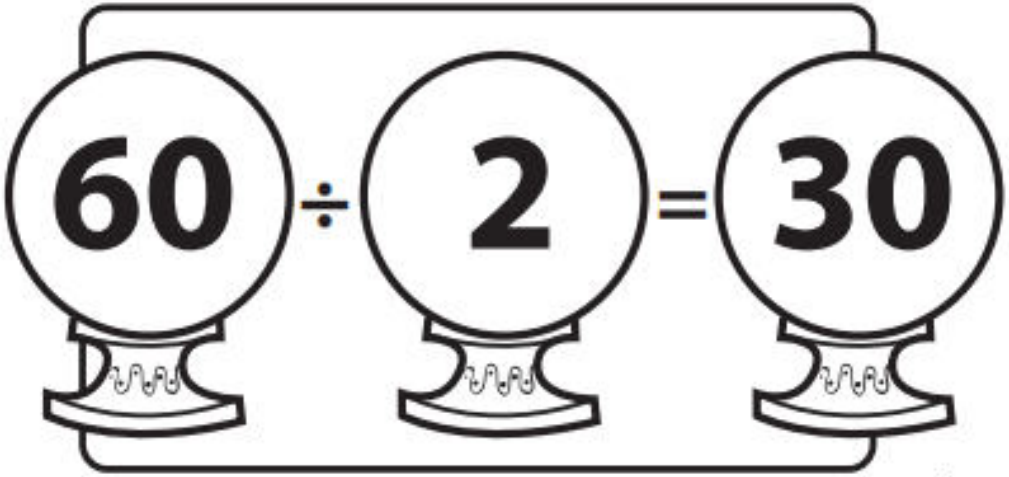
$$\frac{8}{3} < \frac{8}{2}$$

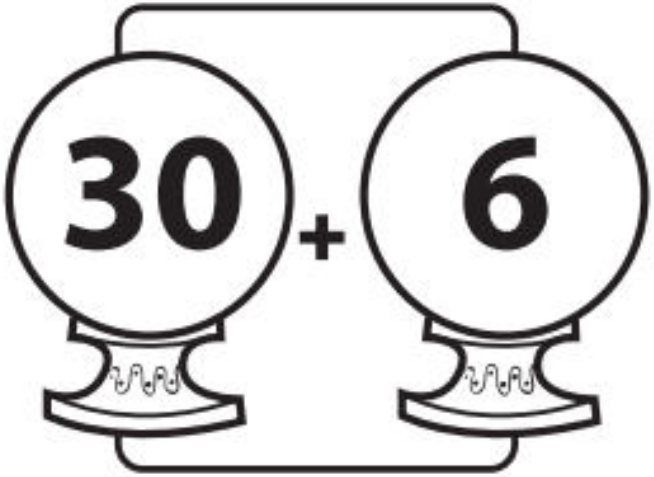
Day 8

CFI: Multiples of 6 & 9



Today we will work on our x6 facts. They are known as the Half-Tens Plus One Set Facts.





What is 6 × 4?
4 × 10 = 40. Half of 40 is 20.
Add one more 4 and
you're out the door.
20 + 4 = 24!

CHALLENGE!
What is 6 × 15?
What is 6 × 33?

Turn to page 20 of your Number Corner book.

Color the Half-Tens Plus Ones facts in teal.

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)

Work on page 46 in your Number Corner book.

1 Show your own example of the Half-Tens Plus One Set strategy.

2 Do you have another good strategy for multiplying by 6? If so, show an example.

3 Multiply each number in the grid by 6. Write each answer in the box. The first one is done for you.

5 30	7	3	1	11	8	12	6	2
10	8	11	0	9	5	0	12	4

4 Use the Half-Tens Plus One Set strategy, or your own strategy, to solve these combinations.

$6 \times 15 =$ _____ $6 \times 20 =$ _____ $6 \times 33 =$ _____ $6 \times 50 =$ _____

$$\begin{array}{r} 25 \\ \times\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 100 \\ \times\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 30 \\ \times\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 150 \\ \times\ 6 \\ \hline \end{array}$$

5 Write and solve your own Half-Tens Plus One Set combination with a larger number.

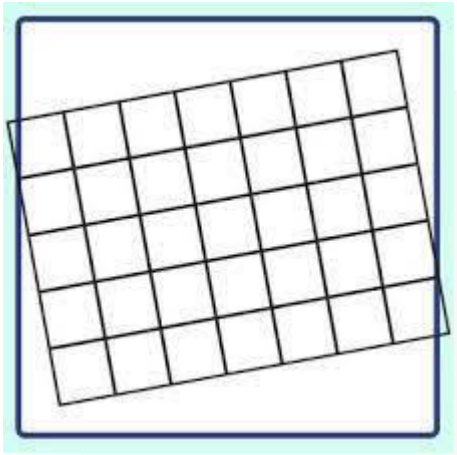
6 Use what you know about multiplying by 9 to solve these division problems.

$12 \div 6 =$ _____ $24 \div 6 =$ _____ $6\overline{)30}$ $6\overline{)18}$

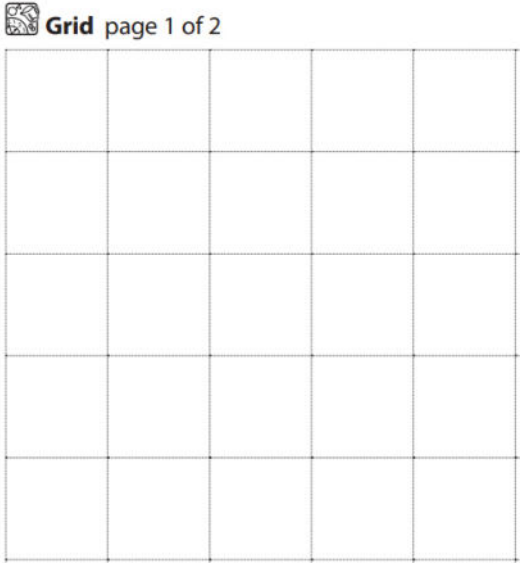
Day 9

CC3: Examining the Collection & Individual Figures

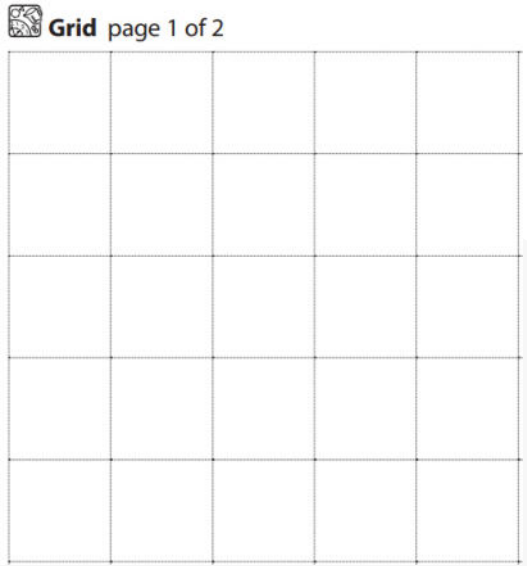
What do you notice about the area and perimeter? Are there any patterns?



Today, you will use square inch tiles and grid paper to recreate a design I describe. Turn to page 43 in your Student Book.

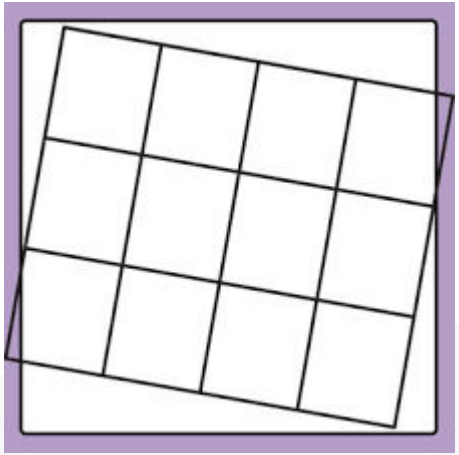


Create a figure that is made up of a 3-by-2 rectangle and a 2-by-2 rectangle. The perimeter is 16 units.



Now use the same square inch tiles and create rectangles.
Are you able to make one or do you need to make more than one?

What is the area and perimeter of the rectangle(s)?



Day 10

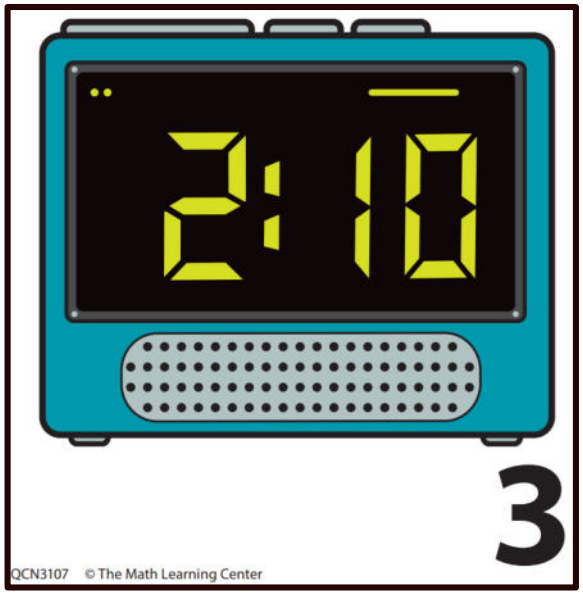
CG3: Setting the Time on Analog Clocks

What do you notice about our observations so far?

Do you have any questions about what we have observed?

What do you notice about the digital clock markers from this month?

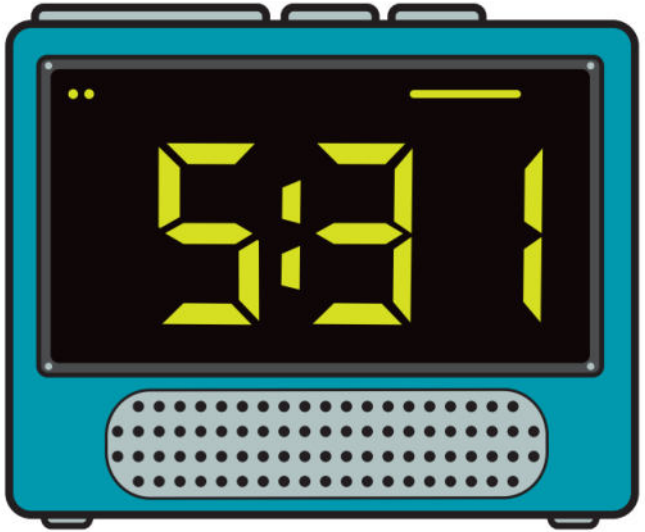
Use your student clock to set the time on the digital clock.



Use your student clock to set the time on the digital clock.

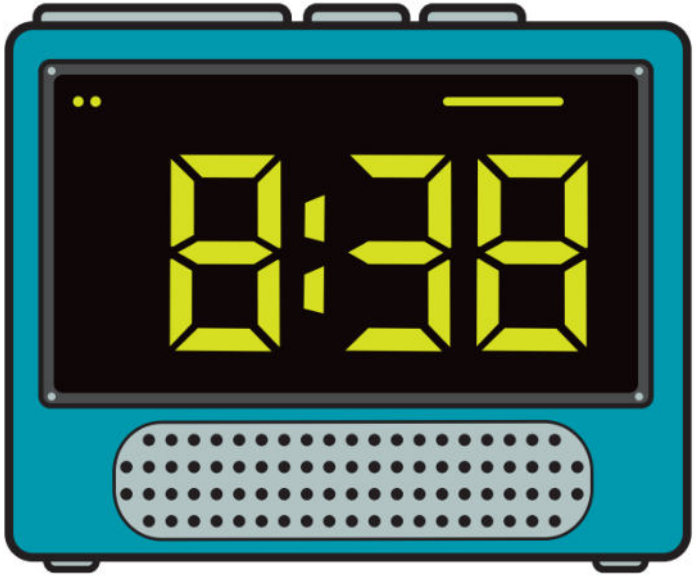
6

Use your student clock to set the time on the digital clock.

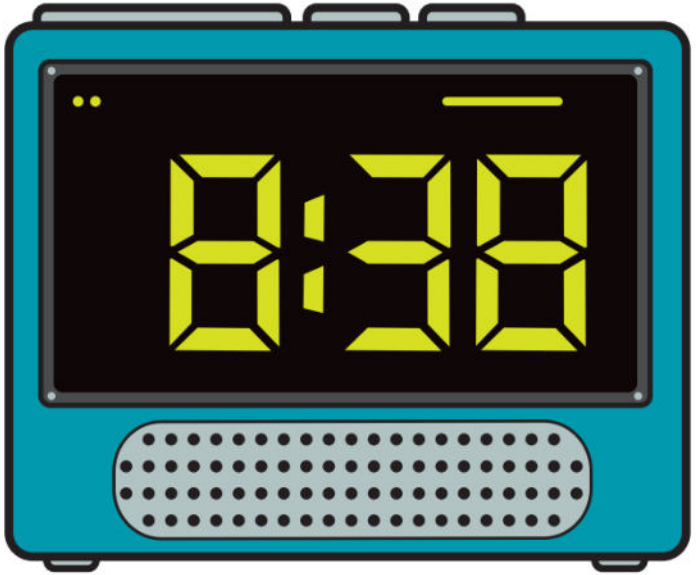


9

Use your student clock to set the time on the digital clock.



12



12

What time will it be in 10 minutes?

What time is it in real life right now?

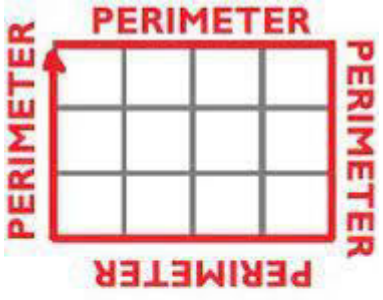
How much time is left until lunch?

Day 11

SPI: Solving Perimeter Puzzles

Let's review!

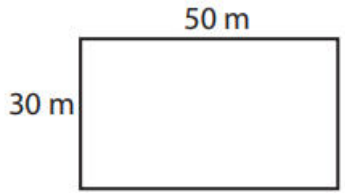
perimeter: the distance in linear units around a two-dimensional (flat) figure; the perimeter of a circle is called the circumference



area: the total number of square units needed to cover a two-dimensional surface

Perimeter Puzzles

1 Max walked around the edge of his yard. How far did he walk? What is the area of Max's yard? Don't forget to use the correct units.



Perimeter:

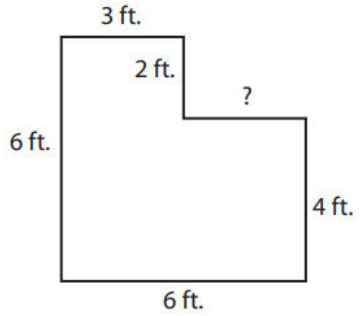
Area:

How might you solve this puzzle?

Turn to page 51 and try it!

Perimeter Puzzles

3 Claudia has an L-shaped tree fort. She knows the perimeter of the tree fort is 24 feet. She knows the lengths of 5 of the 6 sides. What is the length of the other side?



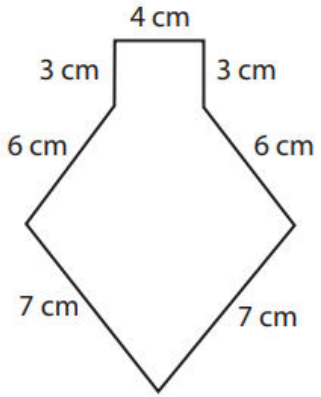
Length of the mystery side:

How might you solve this puzzle?

Turn to page 51 and try it!

Perimeter Puzzles

2 What is the perimeter of the shape below?



Perimeter:

Try the last puzzle and check with a partner!

Day 12

NL2: Completing the Comparing Fractions Page

Today you will complete the "Comparing Fractions" page. Turn to page 50 of your Number Corner book.

Comparing Fractions

1 Draw a colored bar from 0 to the point on the number line that shows the location for the fractions listed to the left of each number line.

$\frac{1}{2}$ 0 1

$\frac{1}{3}$ 0 1

$\frac{1}{1}$ 0 1

$\frac{1}{4}$ 0 1

2 Write a >, < or = to make each statement true. Use the number lines above to help.

$\frac{1}{2} \square \frac{1}{3}$ $\frac{1}{4} \square \frac{1}{3}$ $\frac{1}{4} \square \frac{1}{2}$ $\frac{2}{4} \square \frac{1}{2}$ $\frac{2}{3} \square \frac{1}{3}$ $\frac{2}{3} \square \frac{2}{4}$

3 Fill in the missing fractions or whole numbers on the number line.

0 ☐ ☐ $\frac{3}{4}$ 1 $1\frac{1}{4}$ $1\frac{1}{2}$ ☐ 2 ☐ $2\frac{1}{2}$ $2\frac{3}{4}$ ☐ $3\frac{1}{4}$

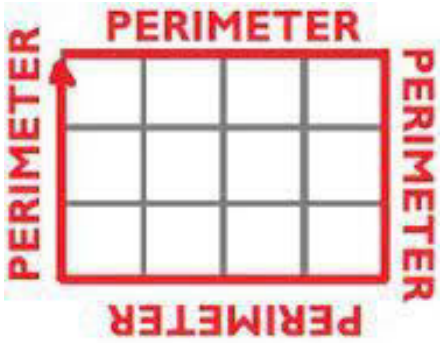
4 Fill in the missing fractions or whole numbers on the number line.

0 $\frac{1}{3}$ ☐ 1 $1\frac{1}{3}$ $1\frac{2}{3}$ ☐ ☐ $2\frac{2}{3}$ 3

Day 13

SP2: Same Perimeter, Different Area

Today's activity will involve perimeter and area challenges. We will create rectangles with the same perimeter but different area!



1 Make two rectangles that have a perimeter of 20 units, but different areas.

Rectangle 1:	Rectangle 2:
Area:	Area:

How might you solve this challenge?

Try solving the challenge on page 52!

Dimensions	Area	Perimeter

What are all the possible rectangles?

Sergio is making a quilt. He has 16 meters of edging. What size quilts can Sergio make that have a perimeter of 16 meters? Draw and label two rectangular shapes that Sergio could use for his quilt. Show the area of each quilt.

What are all the possible sizes of the quilt?

Dimensions	Area	Perimeter

Day 14

CF3: Scout Them Out

Turn to page 20 of your Number Corner book.

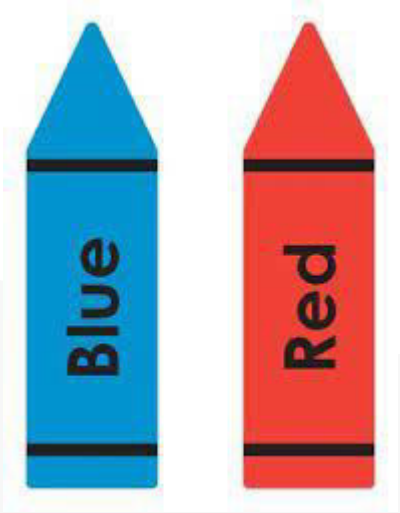
Multiplication Table

×	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 47 of your Number Corner book.

Take out red and blue crayons/markers.



Scout Them Out (6, 9)

Multiply by 9 & 6 Practice

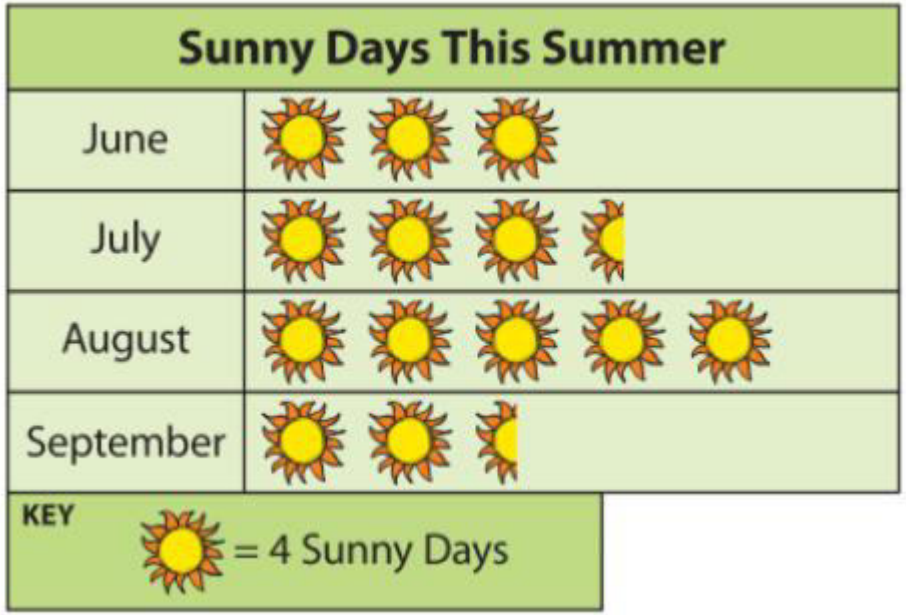
1 Circle all the Tens Minus One Set facts (×9) in red. Then go back and do them.

2 Circle all the Half-Tens Plus One Set (×6) in blue. Then go back and do them.

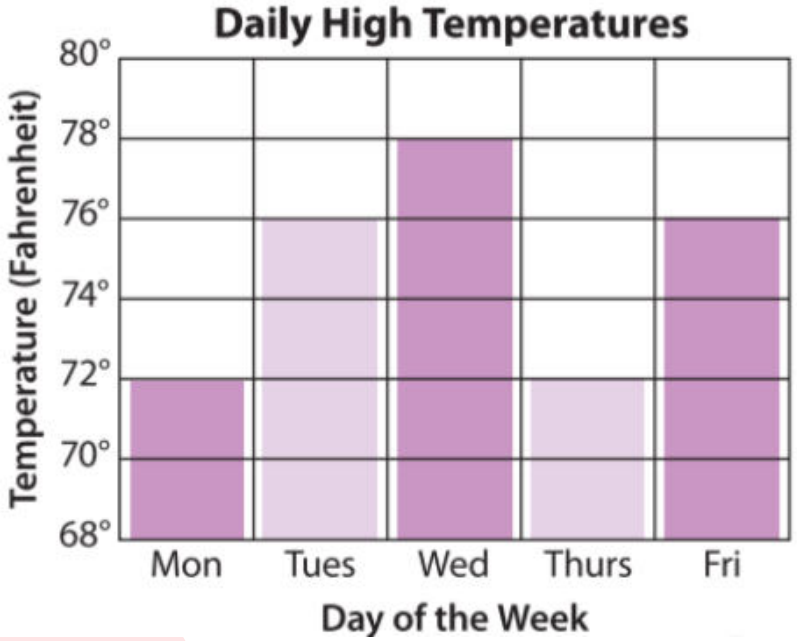
9 × 10	6 × 5	9 × 4	6 × 8	5 × 9	6 × 3
8 × 9	4 × 6	10 × 6	0 × 9	4 × 9	6 × 10
8 × 6	6 × 7	4 × 9	5 × 9	9 × 9	7 × 9
1 × 6	10 × 9	2 × 9	3 × 6	2 × 9	3 × 9
9 × 6	6 × 6	9 × 8	6 × 0	2 × 6	9 × 3

Day 15

CG3: Answering Data Questions



- How many sunny days were in June?
- How many days does a half sun represent?
- How many more sunny days were there in August than September?

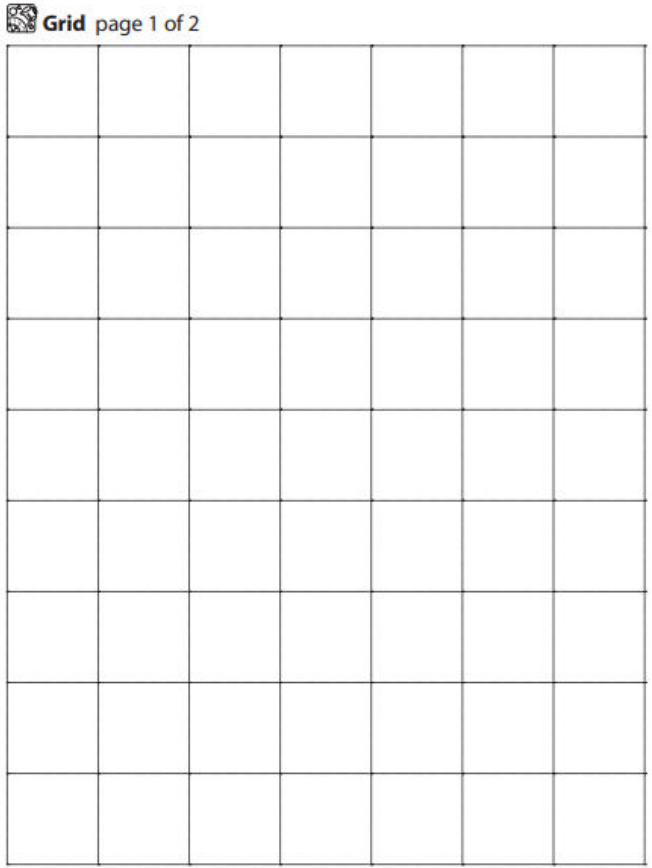


- Which day had the highest temperature?
- What was the highest temperature?
- Which day had the lowest temperature?
- What was the low temperature?
- What is the difference between the highest and lowest temperature?

Day 16

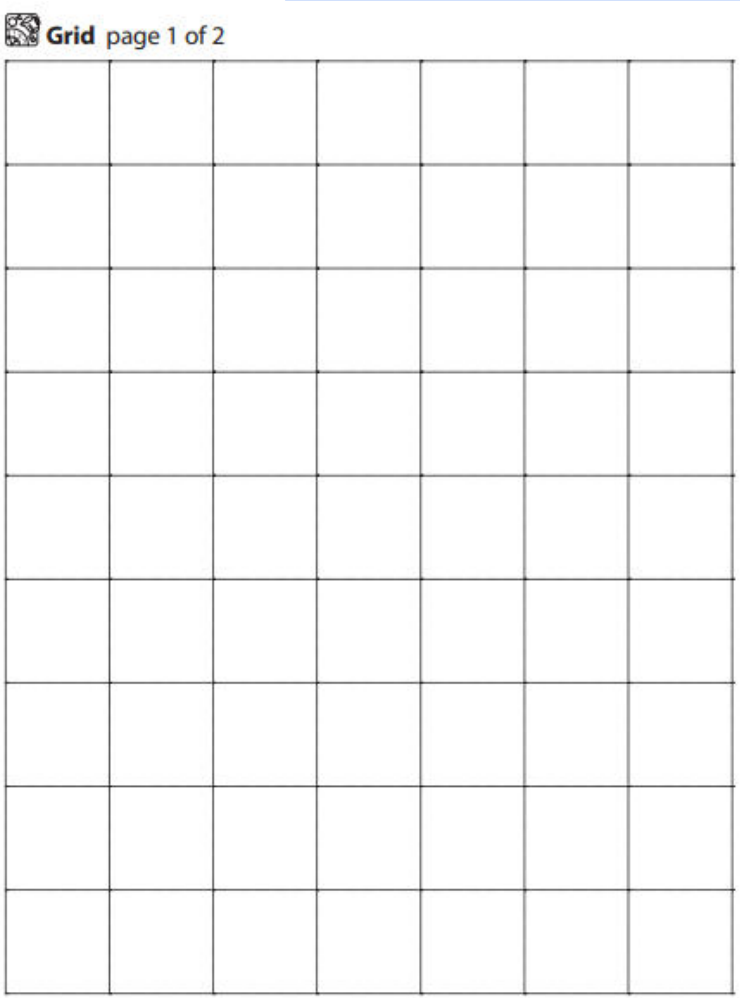
CC3: Examining the Collection & Individual Figures

Take a look at our Calendar Collector chart, especially at the Area and Perimeter columns. What patterns do you notice?

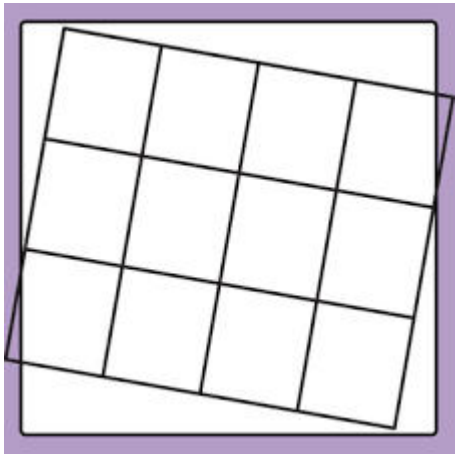


We will use square inch tiles and grid paper (Student Book page 43) to create rectilinear shapes a classmate has made earlier this month.

Listen to the clues I give about a figure and recreate it using your inch tiles and grid paper.



Now use the same square inch tiles and create rectangles. Are you able to make one or do you need to make more than one?



What is the area and perimeter of the rectangle(s)?

Day 17

Number Corner Checkup 3
Part 1

Number Corner Checkup

Today you will start your Number Corner checkup.

A checkup helps your teacher know your progress with different skills. Try to answer all questions even if you don't fully understand.

Number Corner Checkup

You will have 1 minute for #1. The rest will not be timed.

Number Corner Checkup 3 page 1 of 6

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

5 × 6	3 × 9	8 × 4	6 × 9	8 × 5	3 × 7	8 × 0
10 × 4	9 × 4	5 × 7	6 × 2	4 × 8	3 × 4	6 × 3
10 × 5	9 × 5	4 × 5	6 × 4	3 × 8	10 × 7	

2 Fill in the blanks:

a 3 × 8 = ____ **b** 7 × ____ = 42 **c** ____ ÷ 3 = 5

d 56 ÷ 8 = ____ **e** 36 ÷ ____ = 9 **f** ____ × 5 = 40

3 Read each of these clock faces and write the time on the digital clock.

4 Draw the hour and minute hands on the clock faces to show the times on the digital clocks.

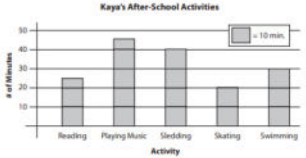
(continued on next page)

5 Kaya began sledding at 3:20. She stopped at 4:15.

a Use the number line to show how long Kaya spent sledding.

b How long did Kaya spend sledding?

6 Kaya made a graph of her after-school activities.



a How long did Kaya spend swimming?

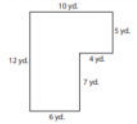
b Did Kaya spend more time reading and playing music or sledding and skating? How much more time? Show your work.

7 Lorenzo needs to determine the area of the rectangle below. How can Lorenzo use the smallest squares to determine the area? Explain using words, sketches, or numbers.

The rectangle has an area of ____ square units.

8 Nico says that he can find the area of a rectangle by multiplying its length by its width. Do you agree with Nico? Why or why not? Include a labeled sketch in your explanation.

9 Cleo made a map of her back yard. Use her map to find the perimeter and the area of the back yard. Show your work. Label your answers with the correct units.

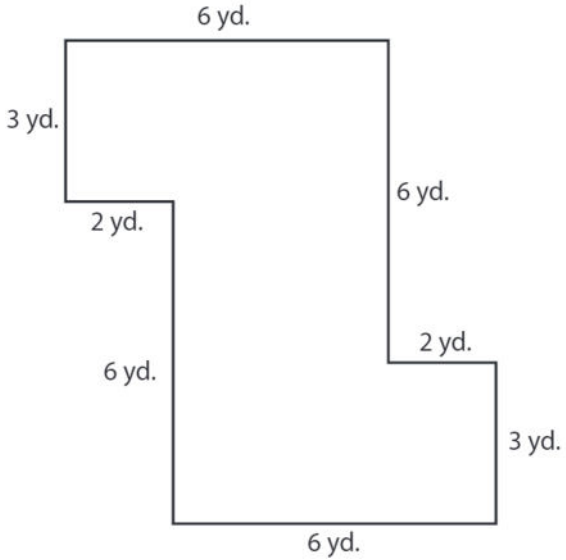


Day 18

SP3: Area Story Problems

Today we will work on Solving problems dealing with area.

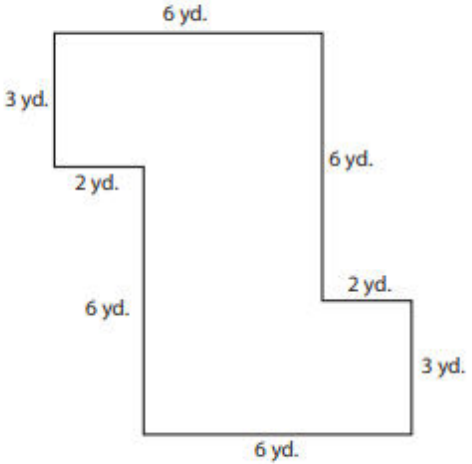
Freddy swims at the community center each week. He wonders about the area of the pool. He thinks he cannot figure it out because the pool is not rectangular. Can you figure out the area of the swimming pool at Freddy's community center?



Freddy's pool is a rectilinear shape. What does that mean? How can we find the area?

Freddy's Community Center

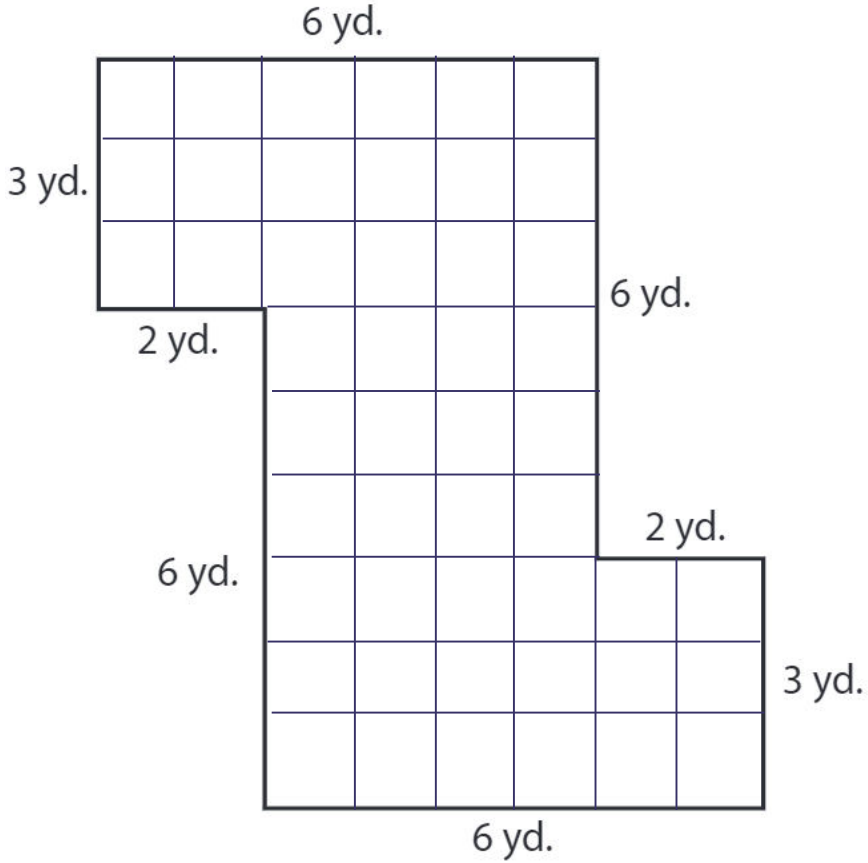
1 Freddy swims at the community center each week. He wonders about the area of the pool. He thinks he cannot figure it out because the pool is not rectangular. Can you figure out the area of the swimming pool at Freddy's community center?



2 Freddy's community center is building a new sandbox. They know they want the sandbox to be a rectangle with an area of 18 square feet but they are not sure what the perimeter should be. Draw two different rectangles with an area of 18 square feet. Show the perimeter of each one.

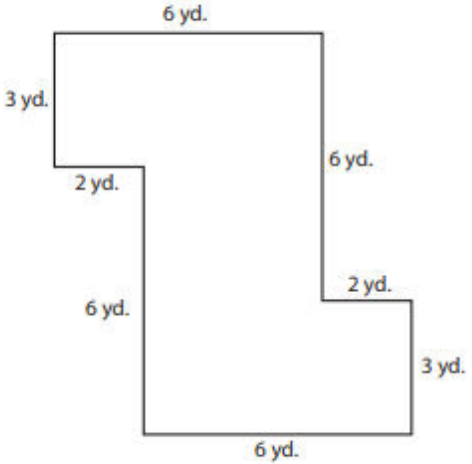
Turn to page 53 in your Number Corner book. Work with a partner on Problem 1 to find the area of the pool.

How can we find the area and perimeter of the pool?



Freddy's Community Center

1 Freddy swims at the community center each week. He wonders about the area of the pool. He thinks he cannot figure it out because the pool is not rectangular. Can you figure out the area of the swimming pool at Freddy's community center?



2 Freddy's community center is building a new sandbox. They know they want the sandbox to be a rectangle with an area of 18 square feet but they are not sure what the perimeter should be. Draw two different rectangles with an area of 18 square feet. Show the perimeter of each one.

Now try Problem 2. Use square inch tiles to help if you'd like!

Dimensions	Area	Perimeter

What are all the possible rectangles?

Day 19

Number Corner Checkup 3
Part 2

Number Corner Checkup

Today you will finish your Number Corner checkup.

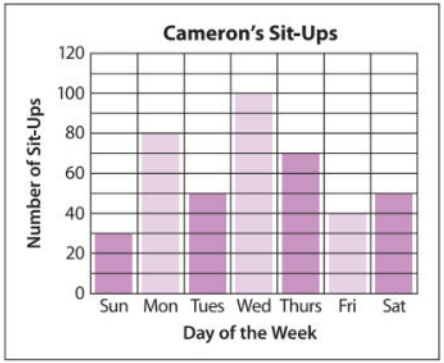
Remember to try to answer all questions even if you don't fully understand. Raise your hand if you have a question during the checkup.

Day 20

CG5: Data Story Problems

Data Story Problems

Data Story Problems



1 On what day did Cameron do the most sit-ups? How many sit-ups did he do that day?

2 One what day did Cameron do the fewest sit-ups? How many did he do that day?

3 What is the difference between the number of sit-ups he did on the two days above?

4 Did Cameron do more sit-ups on Monday and Friday combined, or on Sunday, Tuesday, and Saturday combined?

Today you will work on page 42 in your Number Corner books to show how you can interpret data.

Before you start working, let's think about what the graph shows and what each cell/block represents.