Number Corner

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

Quick Facts & Flashcards

Turn to page 58. We will use our last Quick Fact check to complete the next Quick Fact activity.

2 3 4 5 6 7 8 9 10 2–6 4–9 0–10

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

You will complete another Quick Facts activity using a new recording sheet.

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

Use 3 as your multiplier if you mastered 2.

Use 4 as your multiplier if you mastered 3.

Use 5 as your multiplier if you mastered 4.

Use 6 as your multiplier if you mastered 5... etc.

Do not start yet! ☺

0–I

I-2

2-3

3-4

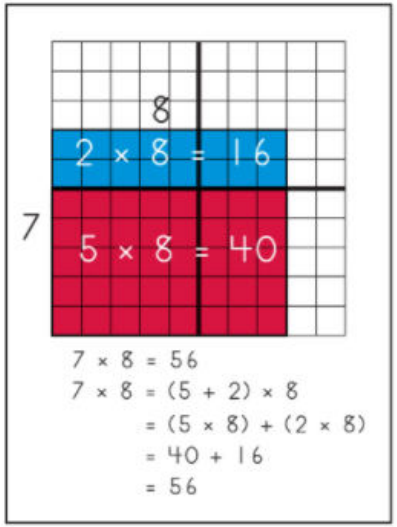
If you did not finish all of them, write...

Think about your Quick Facts Tracking sheet.

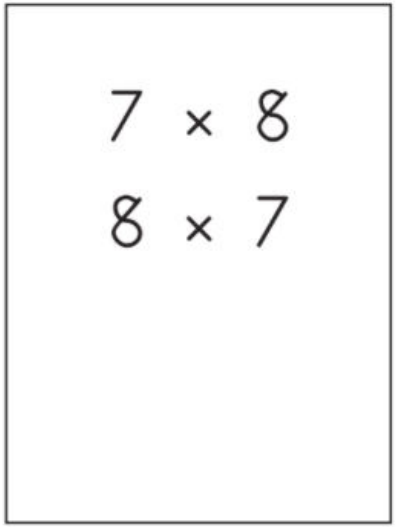
Which facts seem to be the most challenging for you? For our class?

We will make flashcards for the facts that are most challenging. Watch as I make an example card for 8x7.

Use your coloring supplies and cards to create your flashcards.



front of card



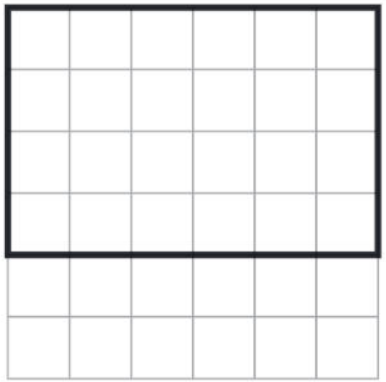
back of card

Introducing the Calendar Grid

What do you notice?
What are the dimensions?
What is the area?

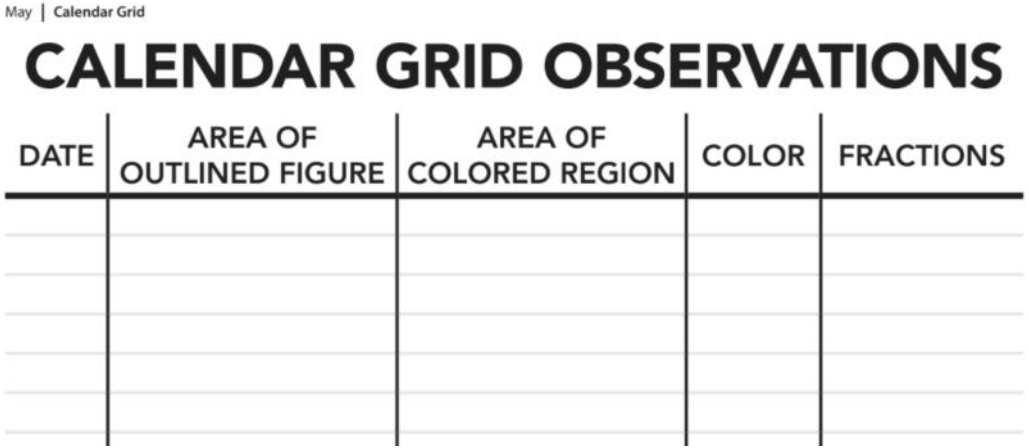
What do you notice?
What are the dimensions?
What is the area?
How are the first two markers similar and different?

1 Shade in part of this rectangle to match the green region on marker 2.



What are other fraction names for the green region?

This month, we will identify different names for fractions represented by the same region.

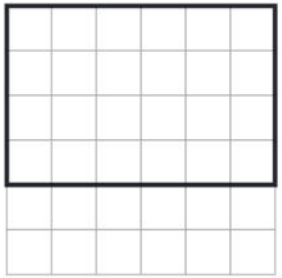


May | Calendar Grid

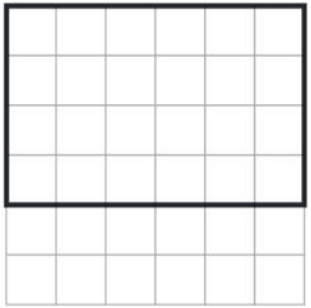
CALENDAR GRID OBSERVATIONS

DATE	AREA OF OUTLINED FIGURE	AREA OF COLORED REGION	COLOR	FRACTIONS

3 Shade in a fraction of the rectangle that is greater than the fraction from marker 2.
Write an inequality statement showing which fraction is greater.



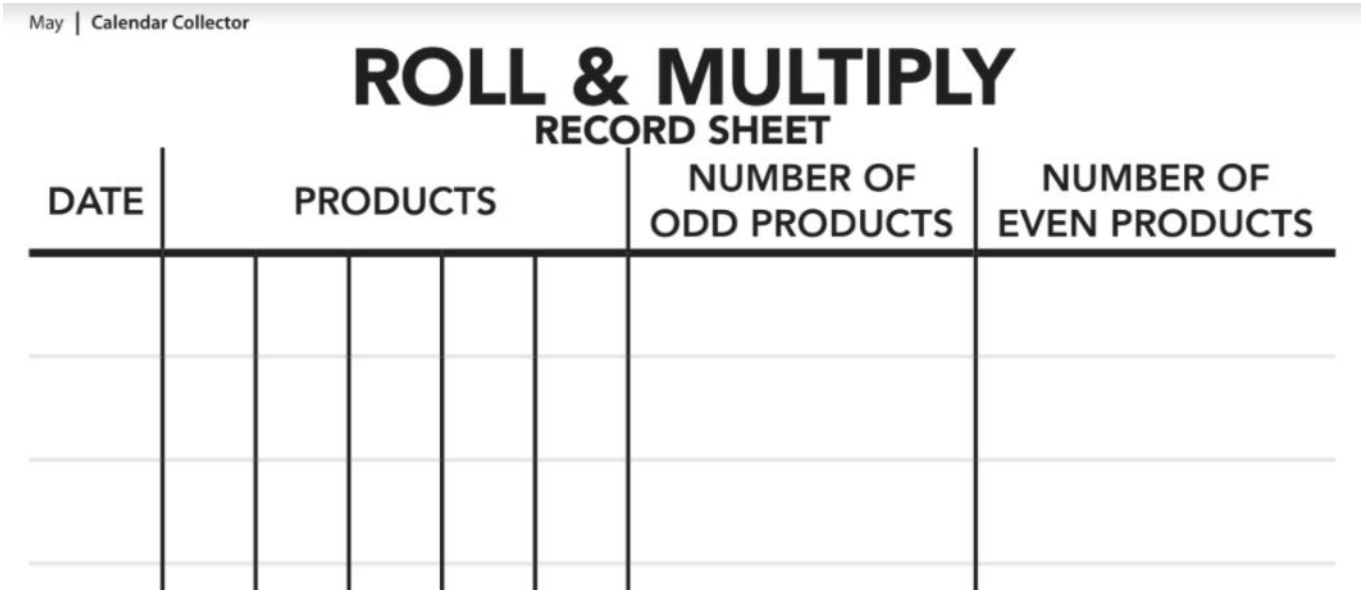
4 Shade in a fraction of the rectangle that is less than the fraction from marker 2.
Write an inequality statement showing which fraction is greater.



Introducing Roll & Multiply

- We will roll two dice labeled 4-9.
- We will collect five products every day.
- What products could we roll this month?
- Do you think we will get more even or odd products? Why?

Let's work together to roll and multiply for each school day that has passed this month.



May | Calendar Collector

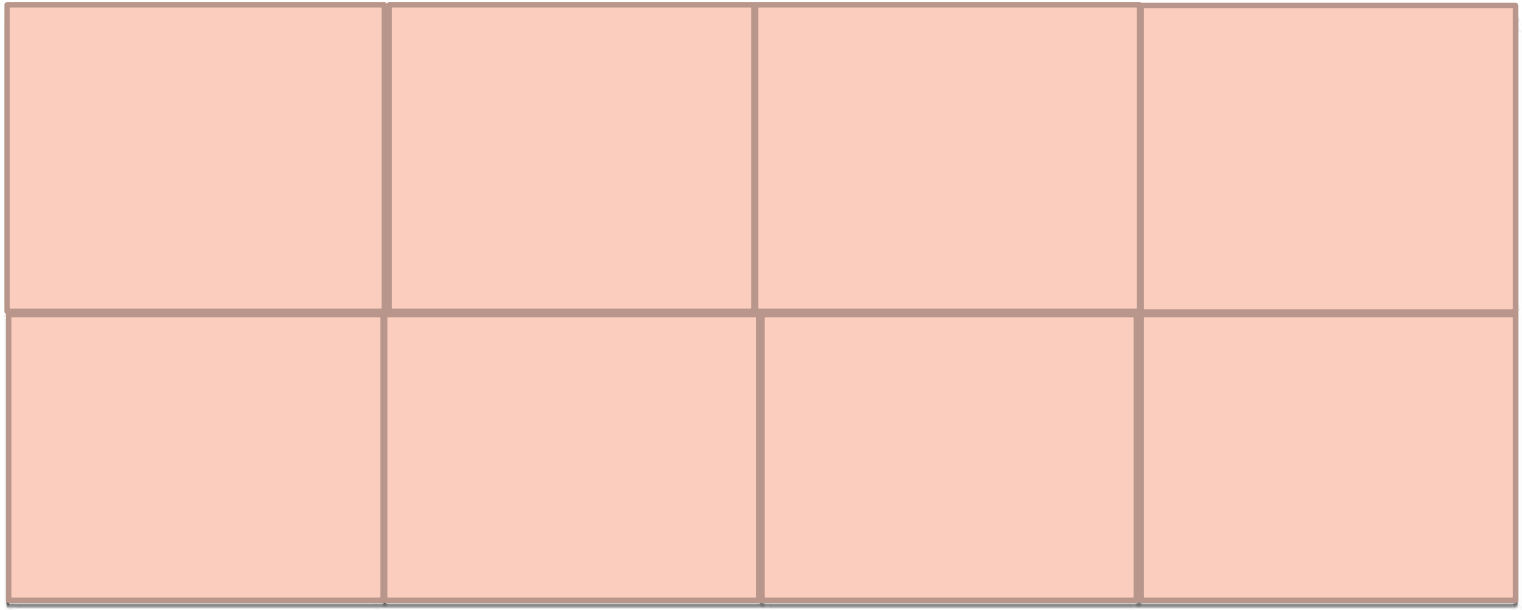
ROLL & MULTIPLY

RECORD SHEET

DATE	PRODUCTS					NUMBER OF ODD PRODUCTS	NUMBER OF EVEN PRODUCTS

Introducing Put it on the Line with Mixed Numbers

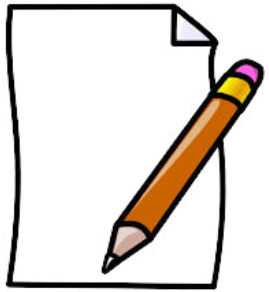

0
1



Focus on Fractions & Division

Let's look at our Calendar Grid observations.

- Have all the rows been filled out completely and correctly?
- Do you notice any patterns within rows? How about among different rows?



Let's predict!

- What color will it be?
- What shape will it be?
- How many square units will be shaded in?

Turn to page 70 in your Student Book.

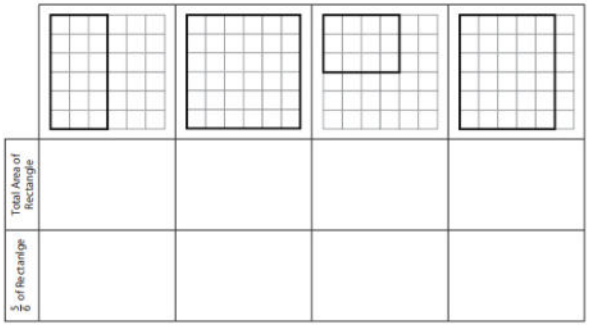
Fractions of Other Areas

1 Look at the rectangles and fill in the table below.

a Find the area of each rectangle outlined below and write it in the table.

b Shade in $\frac{1}{6}$ of each rectangle. Label each shaded region with its area.

c What would be the area of a region that represented $\frac{5}{6}$ of each rectangle? Write your answers in the table.



Total Area of Rectangle				
$\frac{5}{6}$ of Rectangle				

2 Imagine you were given a rectangle with an area of 120.

a If you shaded in $\frac{1}{6}$ of the rectangle, what would be the area of the shaded region?

b If you shaded in $\frac{5}{6}$ of the rectangle, what would be the area of the shaded region?

Follow along with the directions. You will have the rest of Number Corner time to work on the problems.

Solving & Discussing Problems

Multiplication & Division Problems 1 page 1 of 2

1 Solve each multiplication problem. Then use it to solve the related problems below.

a $3 \times 4 =$ ☐ $30 \times 4 =$ ☐ $3 \times 40 =$ ☐ ☐ $\div 3 = 4$

CHALLENGE $18 \times 4 =$ ☐

b $6 \times 3 =$ ☐ $60 \times 3 =$ ☐ $6 \times 30 =$ ☐ $3 =$ ☐ $\div 6$

c $5 \times 7 =$ ☐ $50 \times 7 =$ ☐ $5 \times 70 =$ ☐ $5 =$ ☐ $\div 7$

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

a

24	8	3	end
4	9	4	start
6	6	36	

b

3	9	27	end
4	2	6	
12	42	7	

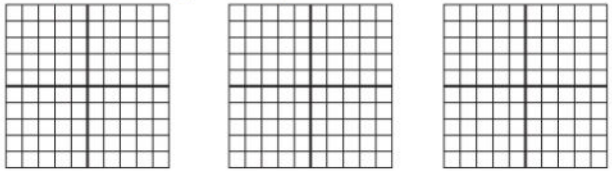
start

c

end start

2	8	16
10	2	4
20	5	4

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



Multiplication & Division Problems 1 page 2 of 2

4 Monica was bagging cookies at her uncle's bakery. Her uncle asked her to put 8 cookies in each bag. There were 72 cookies in all. How many bags will she fill?

a Write an equation to represent this problem.

b How many bags will Monica fill?

5 Mrs. Jackson bought boxes of cards at the store. There were 9 cards in each box, and she bought 7 boxes. How many cards did she buy in all?

a Write an equation to represent this problem.

b How cards did Mrs. Jackson buy?

6 **CHALLENGE** Write your own multiplication story problem and include an equation.

7 **CHALLENGE** Write your own division story problem and include an equation.

Multiplication & Division Problems 2

1 Solve each multiplication problem. Then use it to solve the related problems.

a $7 \times 4 =$ ☐ $70 \times 4 =$ ☐ $7 \times 40 =$ ☐ ☐ $\div 7 = 4$

CHALLENGE $14 \times 4 =$ ☐

b $8 \times 6 =$ ☐ $80 \times 6 =$ ☐ $8 \times 60 =$ ☐ ☐ $\div 8 = 6$

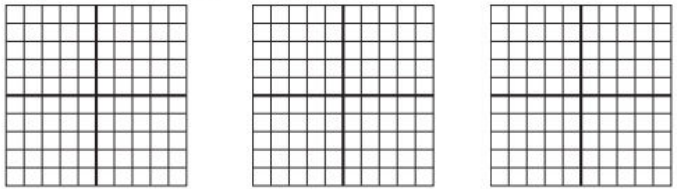
CHALLENGE $16 \times 6 =$ ☐

c $5 \times 9 =$ ☐ $50 \times 9 =$ ☐ $5 \times 90 =$ ☐ ☐ $\div 5 = 9$

CHALLENGE $5 \times 18 =$ ☐

2 Complete each puzzle by filling in the missing numbers. The product of the two numbers goes on top. The sum of the two numbers goes on the bottom.

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



4 Jin and his brother Huang were comparing their collections of toy cars. Jin said, "I have 8 times as many cars as you have!" Huang has 5 cars.

a Write an equation to represent this problem.

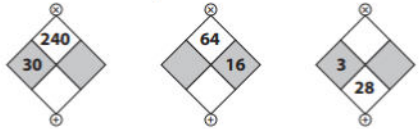
b How many cars does Jin have?

5 Elisa has 8 stickers. She wanted more stickers, so her friends gave her more, and now she has 6 times as many stickers.

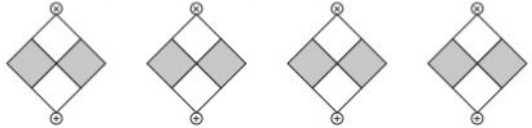
a Write an equation to represent this problem.

b How many stickers did Elisa have after her friends gave some to her?

6 **CHALLENGE** Solve these diamond puzzles.



7 **CHALLENGE** Make your own diamond puzzles and trade with a classmate.



Multiplication & Division Problems 3

1 Solve each multiplication problem. Then use it to solve the related problems.

a $7 \times 9 =$ ☐ $70 \times 9 =$ ☐ $7 \times 90 =$ ☐ ☐ $\div 7 = 9$

CHALLENGE $14 \times 9 =$ ☐

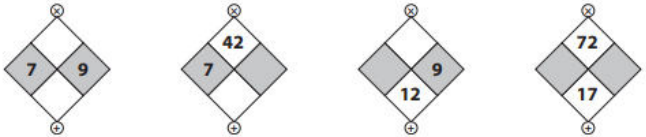
b $9 \times 9 =$ ☐ $90 \times 9 =$ ☐ $9 \times 90 =$ ☐ ☐ $\div 9 = 9$

CHALLENGE $90 \times 90 =$ ☐

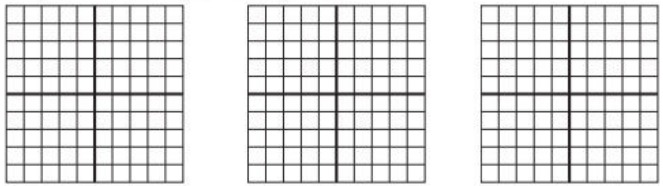
c $6 \times 7 =$ ☐ $60 \times 7 =$ ☐ $6 \times 70 =$ ☐ ☐ $\div 7 = 6$

CHALLENGE $6 \times 14 =$ ☐

2 Complete each puzzle by filling in the missing numbers. The product of the two numbers goes on top. The sum of the two numbers goes on the bottom.



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



4 The zookeeper was telling students about a kind of snake at the zoo. She said, "The snake is about 3 feet long when it hatches. By the time it is an adult, it can be 9 times as long!"

a Write an equation to represent this problem.

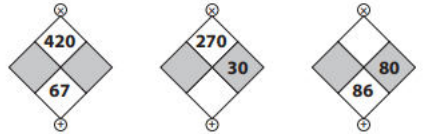
b How long can this snake be as an adult?

5 Mr. Jones is cutting ribbon for the students in his art class to use in a project. The piece of ribbon he has is 36 feet long and he wants to cut it into 9 equal pieces.

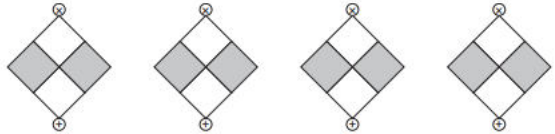
a Write an equation to represent this problem.

b How long is each of the 9 pieces?

6 **CHALLENGE** Solve these diamond puzzles.



7 **CHALLENGE** Make your own diamond puzzles and trade with a classmate.



Showing the Data on a Chart & Graph

Look at our Calendar Collector chart. What do you notice?

Roll & Multiply Data Chart

Date	Total Odd Products	Total Even Products	Total Products

Today we will gather data and organize it in a graph.

Turn to page 74 in your Student Book.

1 Label the axes on the graph to the right so you can show the data from the chart on it.

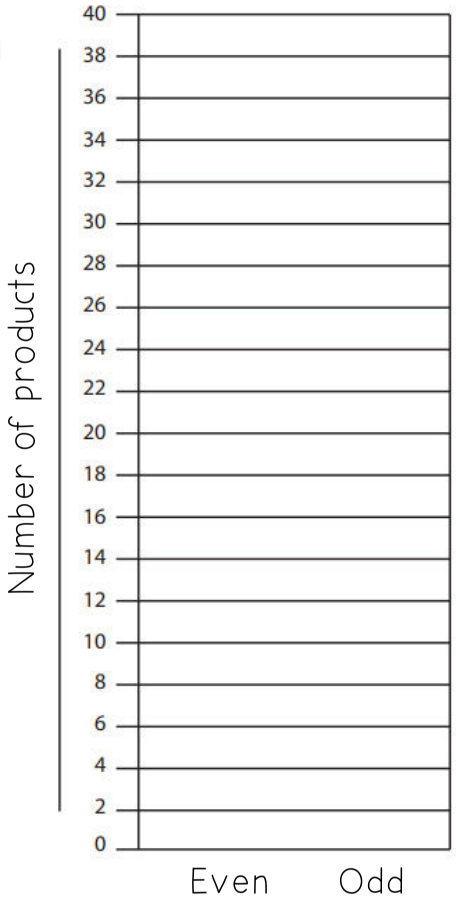
2 Draw a bar graph to represent the data from the chart.

3 Based on the data, how would you describe the chance of getting an odd number when you roll and multiply?

- ○ impossible
- ○ unlikely
- ○ equally likely or unlikely
- ○ likely
- ○ certain

4 How would you describe the chance of getting an even number when you roll and multiply?

- ○ impossible
- ○ unlikely
- ○ equally likely or unlikely
- ○ likely
- ○ certain



Playing Ten to Win Multiplication as a Class

Turn to page 58. We will use our last Quick Fact check to complete the next Quick Fact activity.

2 3 4 5 6 7 8 9 10 2–6 4–9 0–10

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

You will complete another Quick Facts activity using a new recording sheet.

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

Use 3 as your multiplier if you mastered 2.

Use 4 as your multiplier if you mastered 3.

Use 5 as your multiplier if you mastered 4.

Use 6 as your multiplier if you mastered 5... etc.

Do not start yet! ☺

0–I

I-2

2-3

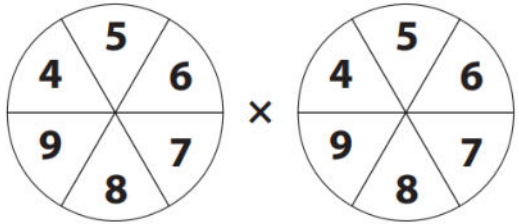
3-4

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

Today we will play a new game together!

Ten to Win Multiplication Game

Class Versus Teacher Record Sheet



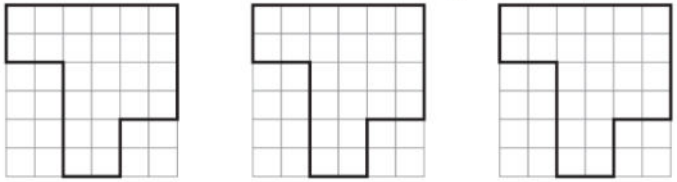
16	20	20	24	24	25	28	28	30
30	32	32	35	35	36	36	36	40
40	42	42	45	45	48	48	49	54
54	56	56	63	63	64	72	72	81

How did playing this game help us with our multiplication facts?

What happened when we spun 2 even numbers? 2 odd numbers? An even and odd number?

Finding the Area of Rectilinear Figures

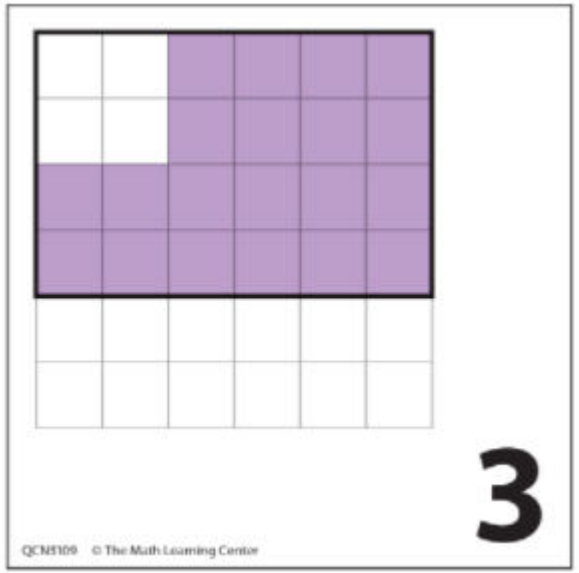
1 Show 3 different ways to find the area of the outlined figure. Label all your work.

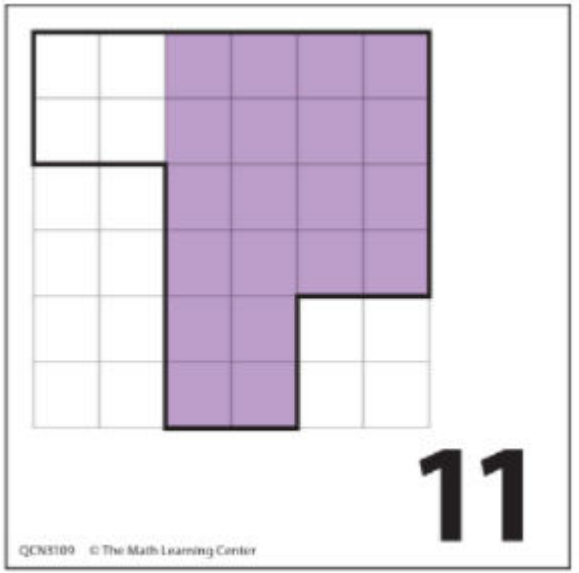


Turn to page 70 in your Number Corner book. How can you use 2 different ways to find the area of the figure in Problem 1?

Think of different ways to decompose the figure into rectangles.

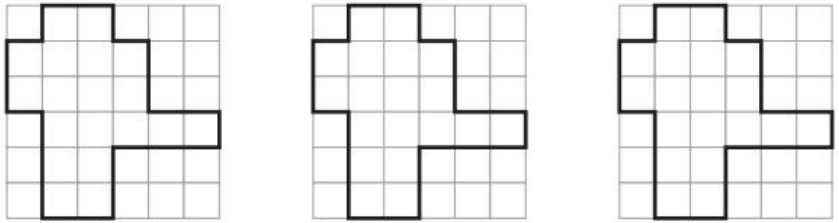
Now let's look at our Calendar Grid observations.
What do you notice?



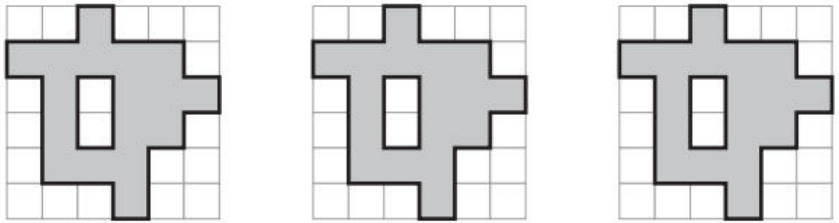


2 **a** Look carefully at the figure below and make a quick estimate of its area.

b Show 3 different ways to find the area of the outlined figure. Label all your work. Then circle the way you think is most efficient, elegant, or interesting.

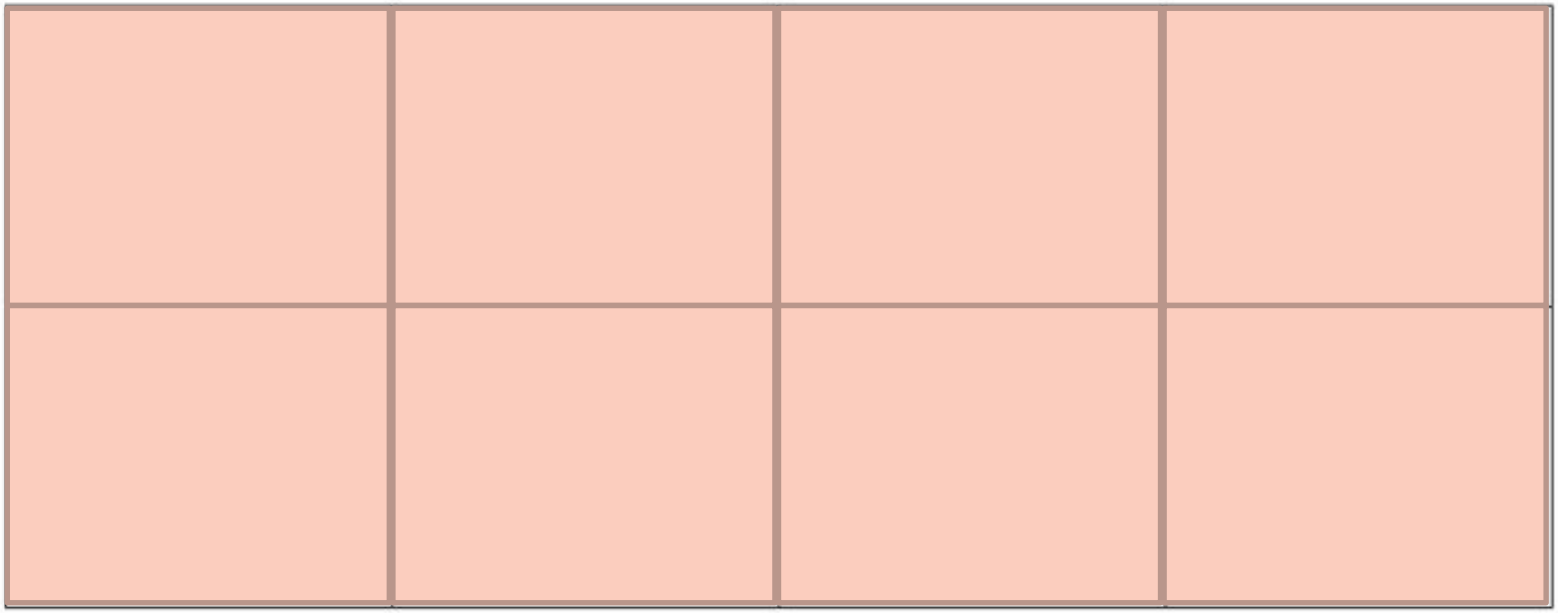


3 **CHALLENGE** Show 3 different ways to find the area of the outlined figure. Label all your work. Then circle the way you think is most efficient, elegant, or interesting.



Playing Put it on the Line as a Class


0
1
2
3



Thinking About the Data So Far

Look at our Calendar Collector chart. What do you notice? Do we have any updates to make?

Roll & Multiply Data Chart

Date	Total Odd Products	Total Even Products	Total Products

Let's gather some more data about the products we have collected this month.

Thinking About Roll & Multiply

Date	Total Odd Products	Total Even Products	Total Products

1 What observations can you make about the data above?

2 Fill in the missing numbers on this multiplication table. Then color in the squares with odd products.

×	4	5	6	7	8	9
4	16	20	24		32	
5	20		30	35		45
6	24		36		48	
7	28	35		49	56	63
8	32		48		64	
9		45	54	63		81

3 **a** How many products are there in all on the multiplication table? _____

b How many of those products are odd? _____

c How many of those products are even? _____

d What does this tell you about the Roll & Multiply experiment?

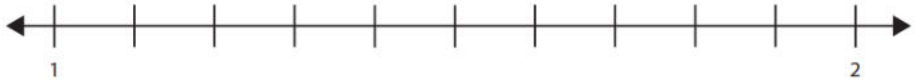
Has your thinking changed about the patterns or observations we made last time?

Now use the data to answer the questions.

What happens when you multiply two numbers? Why are we seeing more even products than odd?

Playing Put it on the Line with a Partner

Put It on the Line, Game 6



Focusing With Flashcards

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Use 4 as your multiplier if you mastered 3.

Use 5 as your multiplier if you mastered 4.

Use 6 as your multiplier if you mastered 5... etc.

Do not start yet! ☺

0–I

I-2

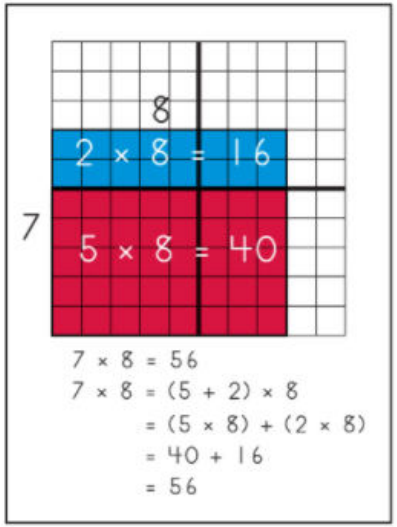
2-3

3-4

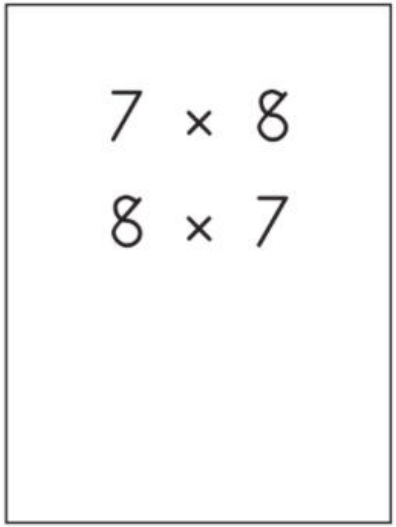
If you did not finish all of them, write...

We will make some more flashcards for the facts that are most challenging.
Which seem to be most challenging to you?

Use your coloring supplies and cards to create your flashcards.



front of card



back of card

Drawing Conclusions About the Data & Experiment

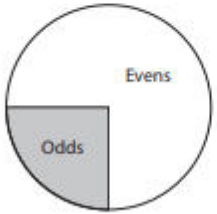
What observations can you make about our data so far? How does the total of odd products relate to the total of even products?

One More Look at Roll & Multiply

1 Fill in the chart below with the total number of odd and even products rolled so far.

Date	Total Odd Products	Total Even Products	Total Products

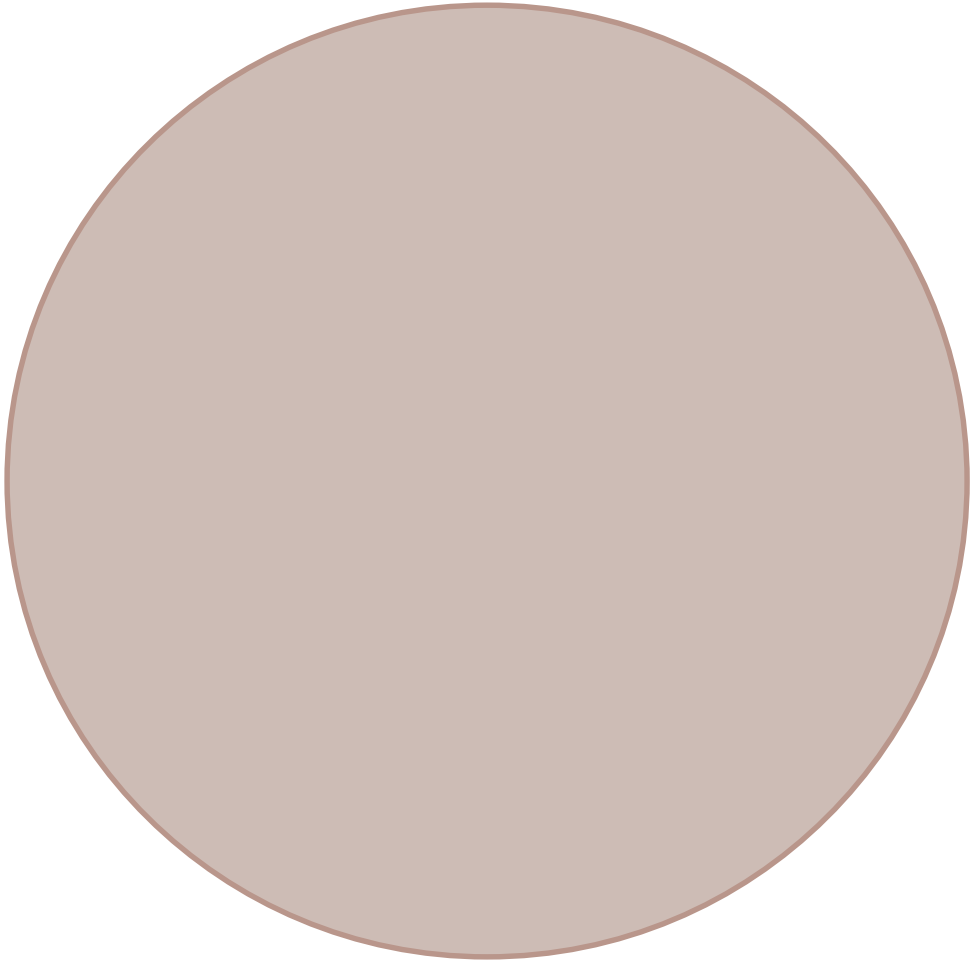
2 **a** Circle the pie graph below that you think comes closest to showing the results of your experiment so far.

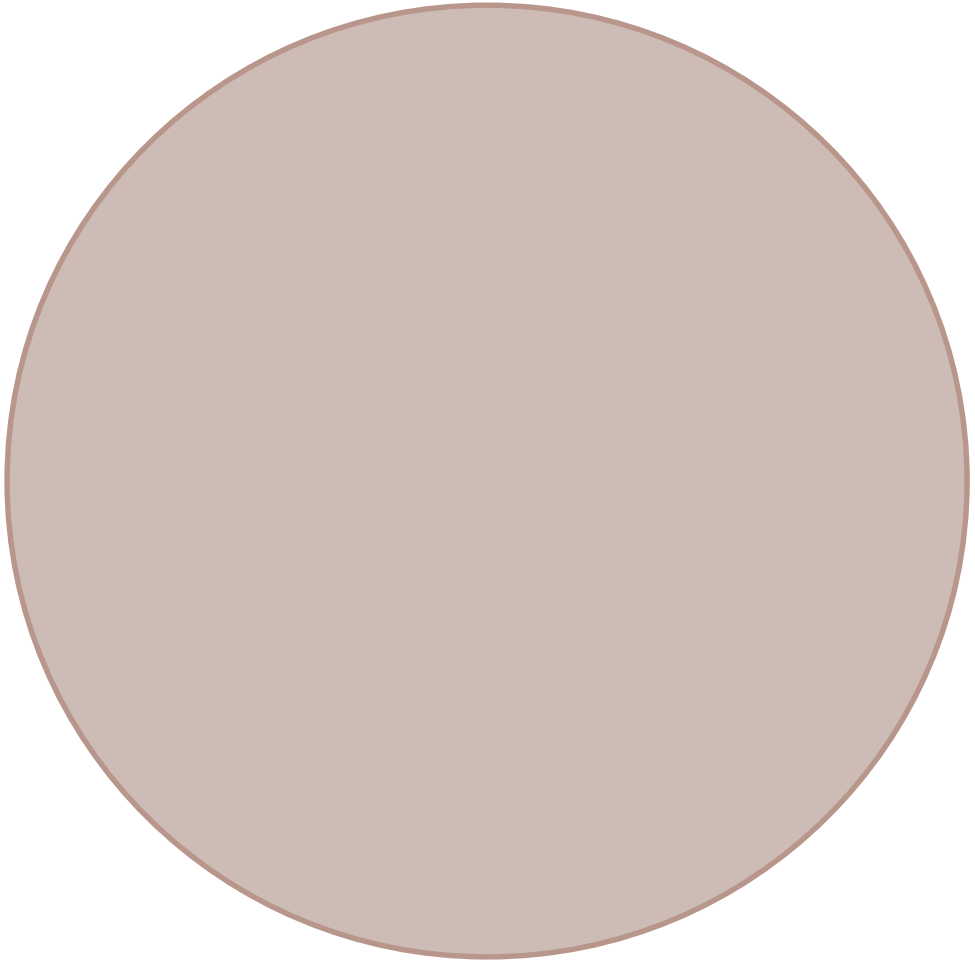


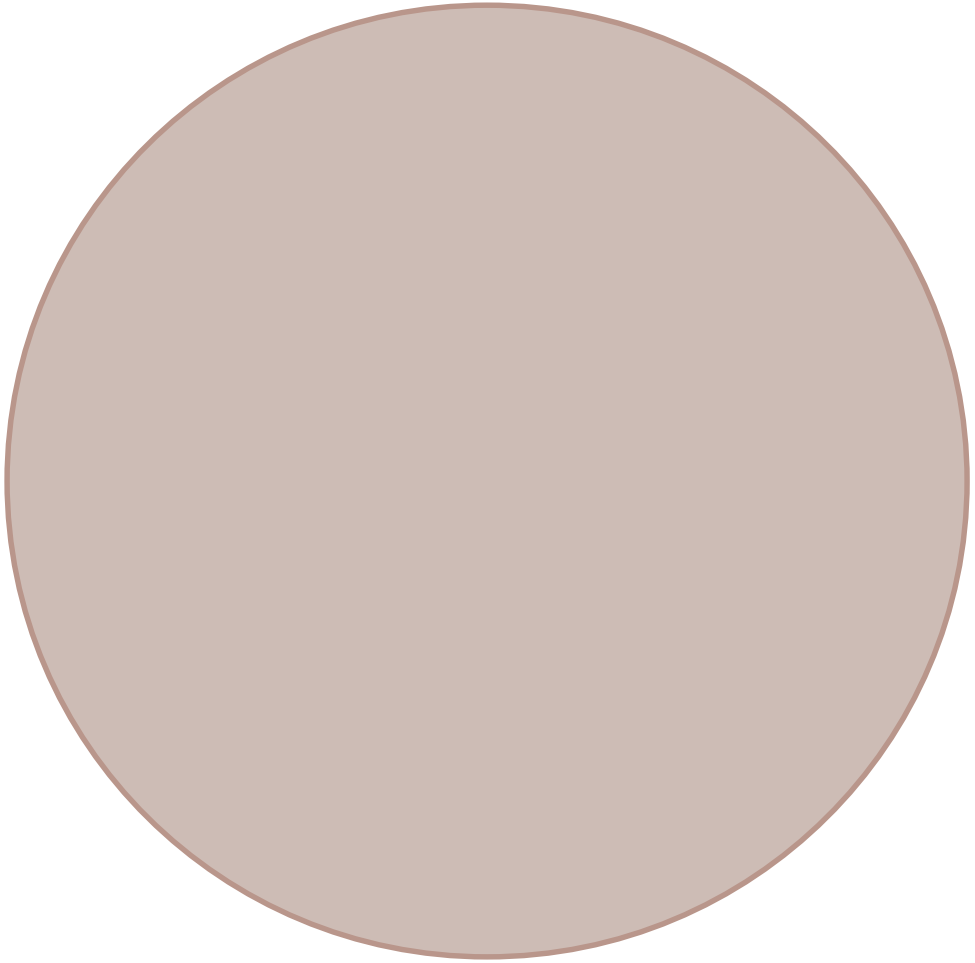
b Explain your choice above.

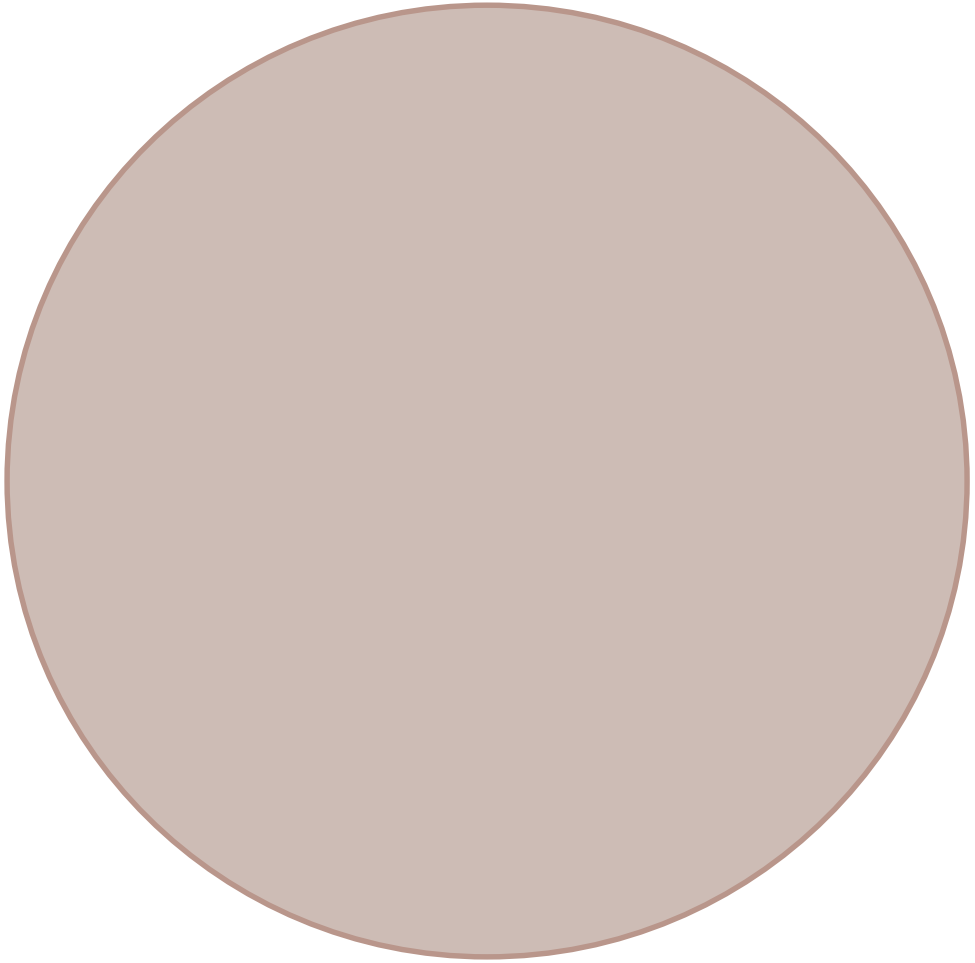
Comparing Fractions

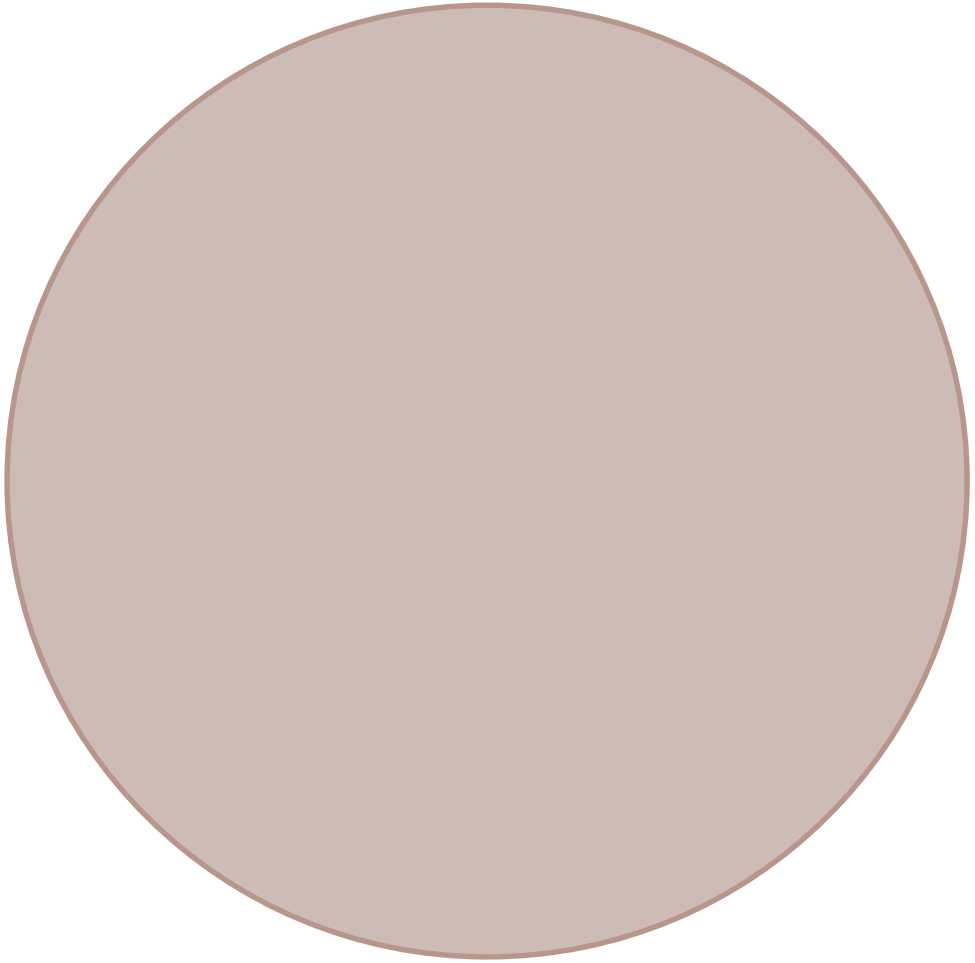
Take a look at our Calendar Grid observations. Do we have any updates to make?

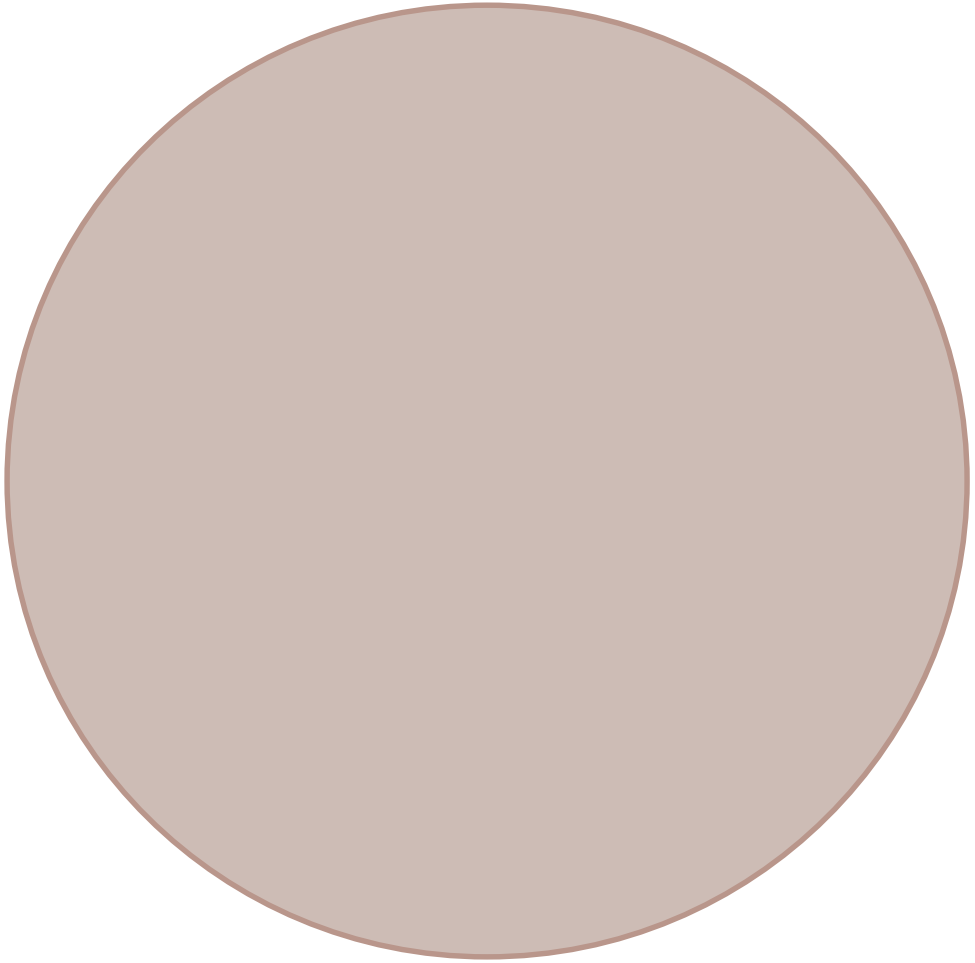


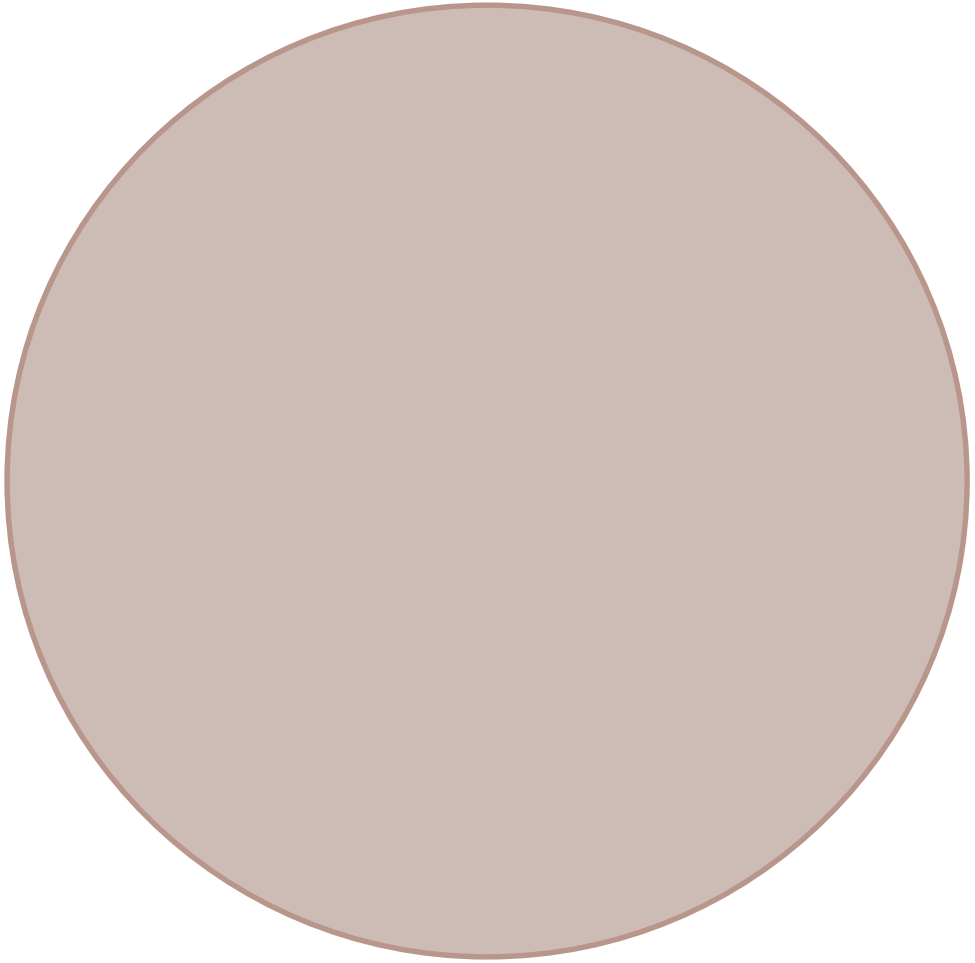










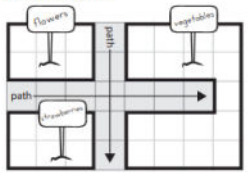


Area & Fractions Story Problems page 1 of 2

Solve each problem. Show all your work. Respond to each part of every problem.

1 Ramone and his family were planning their garden using this grid. Each square on the grid represents 1 square yard. This shows one way they could make their garden.

Family Garden, Plan A



a How big is the family's garden in square yards (including the paths)?

b How many square yards are used for vegetables? What fraction of the garden is used for vegetables?

c How many square yards are used for flowers? What fraction of the garden is used for flowers?

d How many square yards are used for strawberries? What fraction of the garden is used for strawberries?

2 Write an equation or inequality statement showing whether each fraction above is greater than, less than, or equal to $\frac{1}{2}$.

$\frac{\quad}{\quad}$ ▢ $\frac{1}{2}$ $\frac{\quad}{\quad}$ ▢ $\frac{1}{2}$ $\frac{\quad}{\quad}$ ▢ $\frac{1}{2}$

(continued on next page)

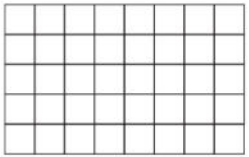
Area & Fractions Story Problems page 2 of 2

3 Ramone and his family were not all pleased with Plan A. Help them make Plan B, based on different family members' requests.

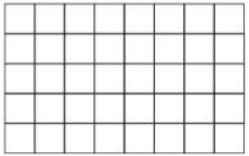
- Ramone's mom said she wanted more than half of the garden to be used for vegetables.
- Ramone said he wanted there to be at least 4 square yards for flowers so that they could cut flowers for their grandparents sometimes.
- Ramone's little sister said she wanted the strawberry section to be larger than the flower section.

a What is the smallest area they would need for the vegetables?

b Draw a plan B that could work for Ramone, his sister, and his mom.



c Draw a different plan B that could also work for the family.



Work on Student Book pages 72-73.

Completing Pages 1-3

Today you will begin your last Number Corner Checkup of the year!

The Checkup will review skills we have learned this year. Try your best with each question. ☺

Number Corner Checkup 4 page 1 of 6

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

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

2 Write a story problem, including a question, to match this equation: $12 \times 3 = 36$

3 Write a story problem, including a question, to match this equation: $27 \div 3 = 9$

4 Use the Multiplication Table to help answer the following questions.

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

a Why does 6 times 9 have the same product as 9 times 6?

b Is the product of 4 times 7 odd or even? Why?

c What do you notice about the products of 2, 4, 6, 8, and 10? Write at least one observation.

d Maya says that 8×6 is the same as (5×6) plus (3×6). Do you agree with Maya? Why or why not? Explain your answer.

5 Ella has 56 brownies. She divides all of them evenly onto 8 plates. How many brownies are on each plate? Show your thinking using numbers, words, or sketches.

6 The kids are decorating the room for a party. They have 32 balloons. They want to put 8 balloons at each table. How many tables can they decorate? Show your thinking using numbers, words, or sketches.

7 Cho has to multiply $2 \times 8 \times 5$. He says he will multiply 2×5 first to get 10, which is easy to multiply. Matt says Cho has to multiply 2×8 first because that is the order of the numbers in the problem. Who do you agree with, Cho or Matt? Why?

8 Maria had $382. She got $108 for her birthday. She is trying to save up $650.

a How much more money does Maria need to have $650? Show your thinking using numbers, words, or labeled sketches.

b Is your answer reasonable? Use estimation, rounding or mental computation to explain why.

9 Fill in the missing number in each equation.

a ____ × 7 = 35

b ____ = 6 × 8

c 36 ÷ ____ = 9

d ____ ÷ 6 = 3

Completing Pages 4-6

Today you will complete the rest of your Number Corner Checkup.

Try your best! ☺

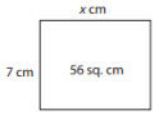
Number Corner Checkup 4 page 4 of 6

10 Put the following fractions in the right places on the number line:

$\frac{7}{4}$ $1\frac{7}{8}$ $\frac{5}{2}$ $\frac{2}{4}$ $\frac{6}{2}$ $1\frac{1}{4}$ $\frac{4}{3}$ $\frac{1}{8}$

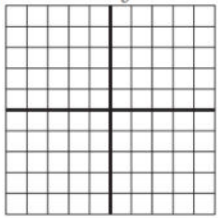
11 Sketch a number line, and use it to show why $\frac{1}{3}$ is less than $\frac{1}{2}$.

12 The rectangle below has an area of 56 square centimeters. What is the length of the side marked with an *x*? Show your work.



Number Corner Checkup 4 page 5 of 6

13 Color in this grid to show 7 × 7. Then answer the questions below the grid.



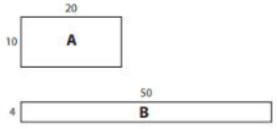
a Write and solve an equation to show the area of the grid you just colored in.

b Mark *all* the statements that are true about the grid.

- ○ The area of the entire grid is 10 × 10.
- ○ You colored in exactly half the entire grid.
- ○ 7 × 7 = (7 × 5) + (7 × 2)
- ○ The part you colored in is less than half the area of the whole grid.

14 Which has a bigger area, rectangle A or rectangle B? How do you know?

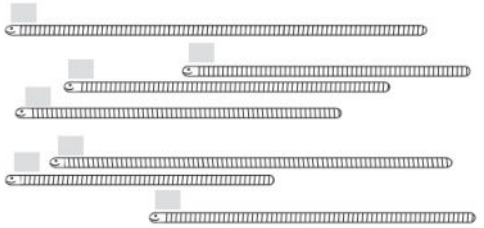
- Use numbers, labeled sketches, or words to explain.
- Find the area of each rectangle, and include that information in your explanation.



Number Corner Checkup 4 page 6 of 6

15 Dante has collected 7 earthworms for a science project.

a Use your ruler to measure each of Dante's worms to the nearest $\frac{1}{4}$ of an inch. Write the length in the box above each worm.



b Complete the line plot below to show the data. Remember to:

- Label all of the marks along the line.
- Write a label below the line to tell what the numbers mean.
- Enter the data.
- Give your line plot a title to tell what it's about.

Playing Ten to Win Multiplication with a Partner

Turn to page 58. We will use our last Quick Fact check to complete the next Quick Fact activity.

2 3 4 5 6 7 8 9 10 2–6 4–9 0–10

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

You will complete another Quick Facts activity using a new recording sheet.

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

Use 3 as your multiplier if you mastered 2.

Use 4 as your multiplier if you mastered 3.

Use 5 as your multiplier if you mastered 4.

Use 6 as your multiplier if you mastered 5... etc.

Do not start yet! ☺

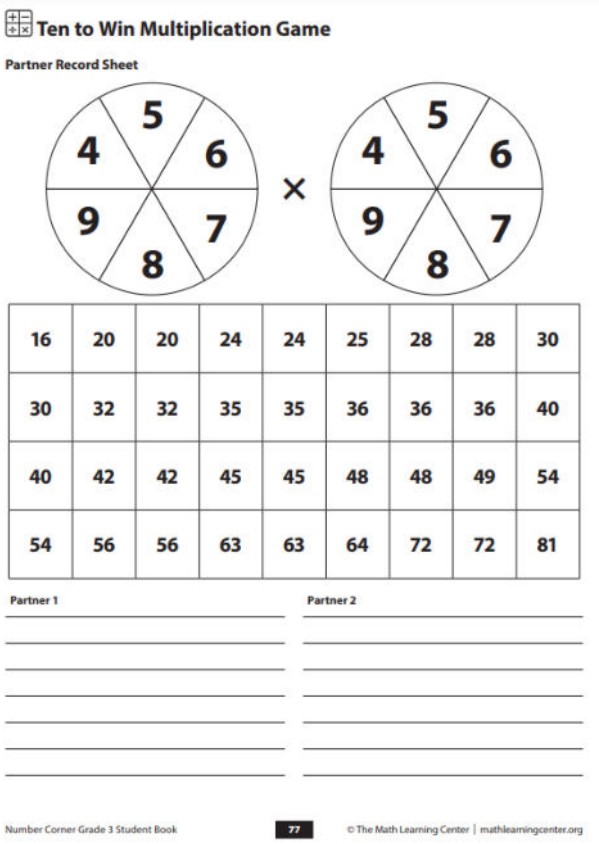
0–I

I-2

2-3

3-4

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



Ten to Win Multiplication Game

Partner Record Sheet

16	20	20	24	24	25	28	28	30
30	32	32	35	35	36	36	36	40
40	42	42	45	45	48	48	49	54
54	56	56	63	63	64	72	72	81

Partner 1

Partner 2

Today you will play Ten to Win with a partner! Be sure to write your equations in the space at the bottom of page 77.
At the end of class, we will see who collected more spots!