Number Corner

November

Day 1

- ❑ Introduce Calendar Collector

Day 1

Calendar Collector

What is a **unit fraction**?

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

Day 1

Calendar Collector

unit fraction: a fraction with a numerator of 1

Day 1

Calendar Collector

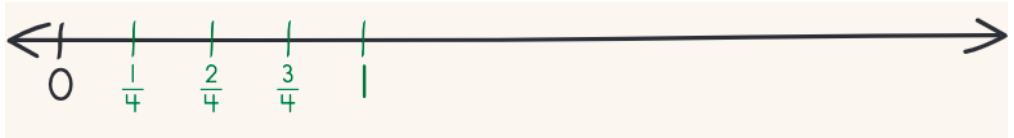
Look at the 3 open number lines on the wall

How could we use the ½ unit fraction piece to label ½ and 1 on the number line?

¼? ⅛?

Day 1

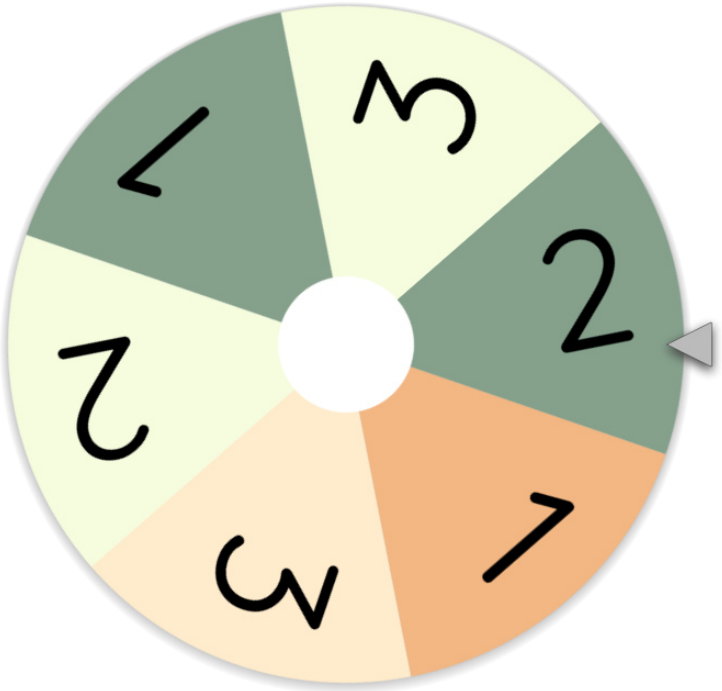
Calendar Collector

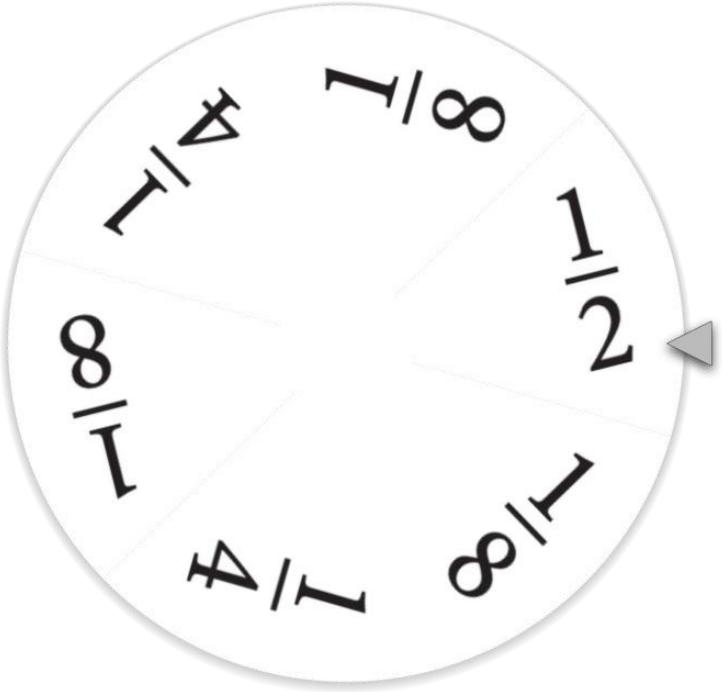


This month for Calendar Collector we will spin two spinners. The first tells us how many pieces to collect, and the second tells what size piece to collect. We will record the spins on the record sheet and write an addition or multiplication equation to show how much the fractions are worth in all. Then we will add the pieces to the appropriate number line.

Day 1

Calendar Collector



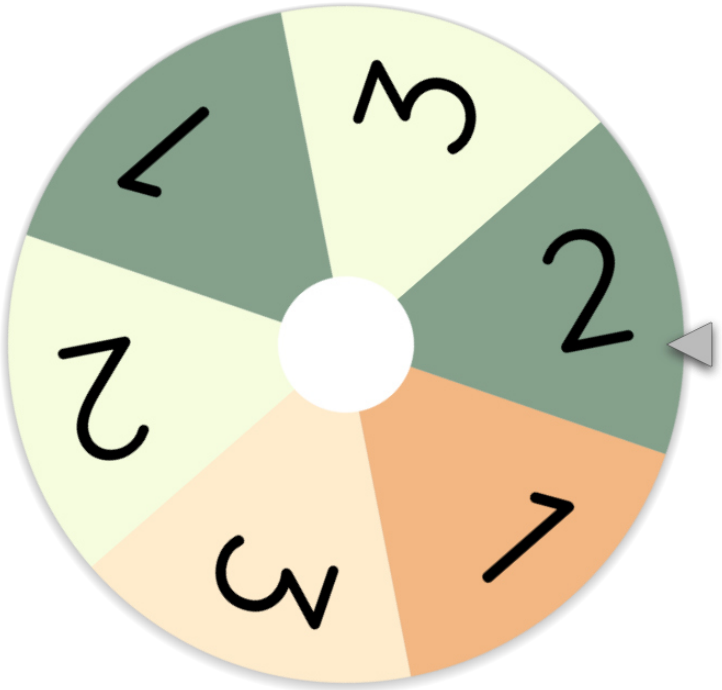


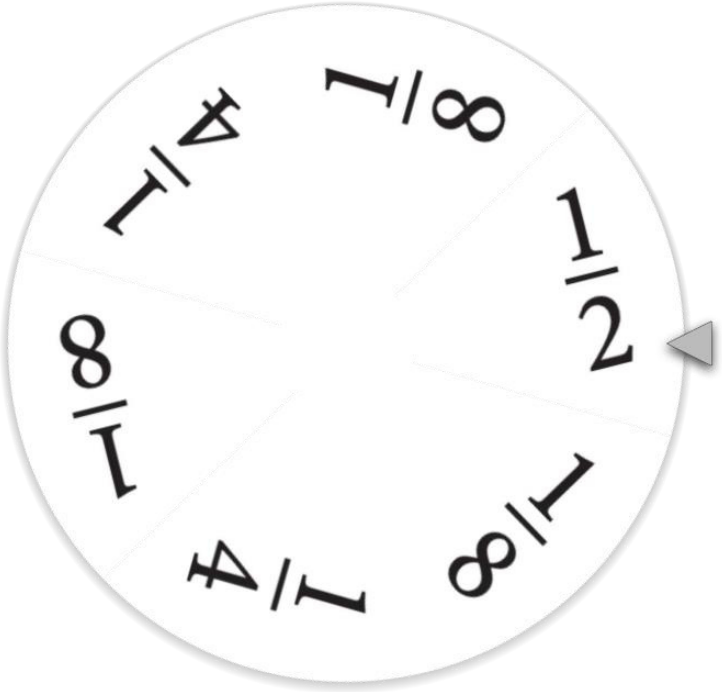
Day 2

- ❑ Update Calendar Collector
- ❑ Introduce Calendar Grid

Day 2

Calendar Collector





Day 2

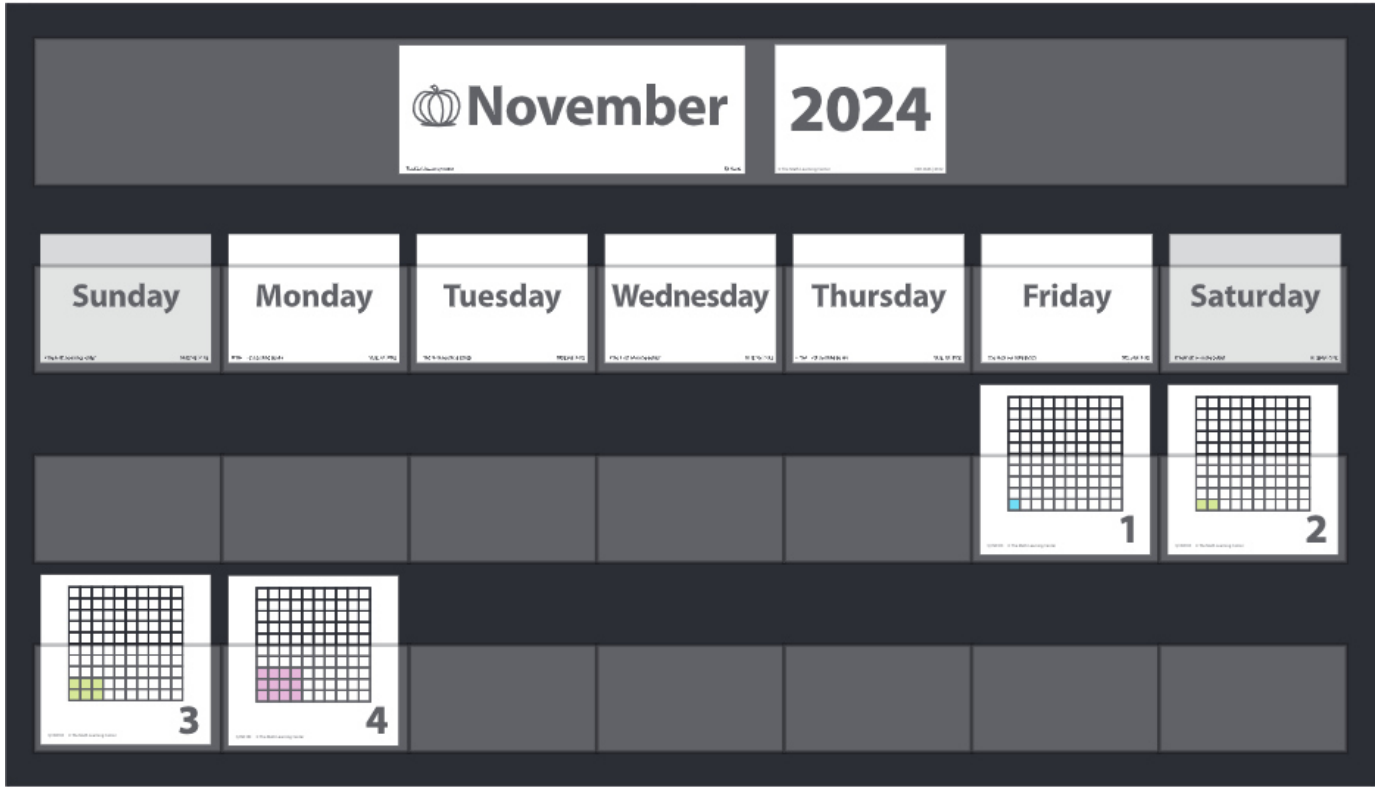
Calendar Grid

This month, the pattern will help us understand more about multiplication by looking at **factors** and **products** in arrays!

Calendar Grid

Day 2

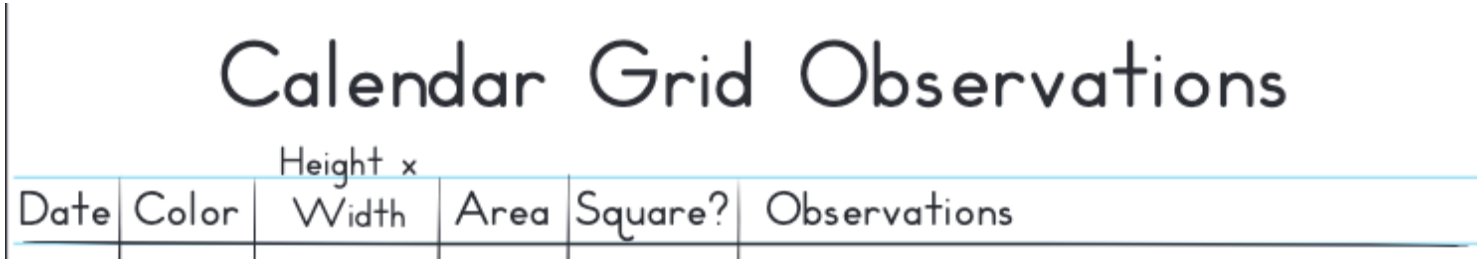
What do you notice?



Calendar Grid

Day 2

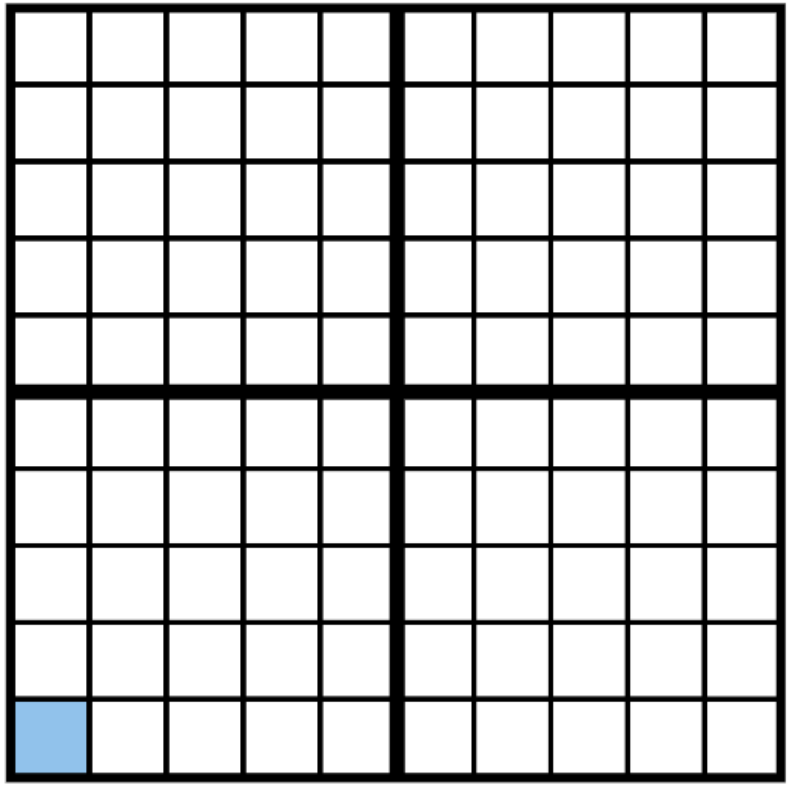
Our table will help us keep track of patterns.



What is **area**?

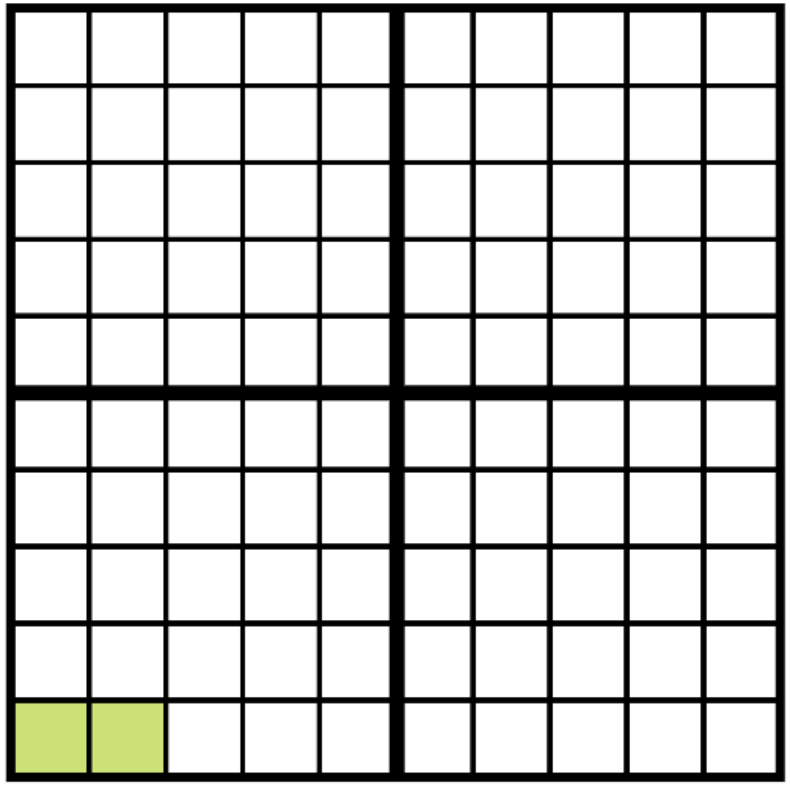
The total number of square units it takes to cover a figure or region

Day 2



1

Day 2



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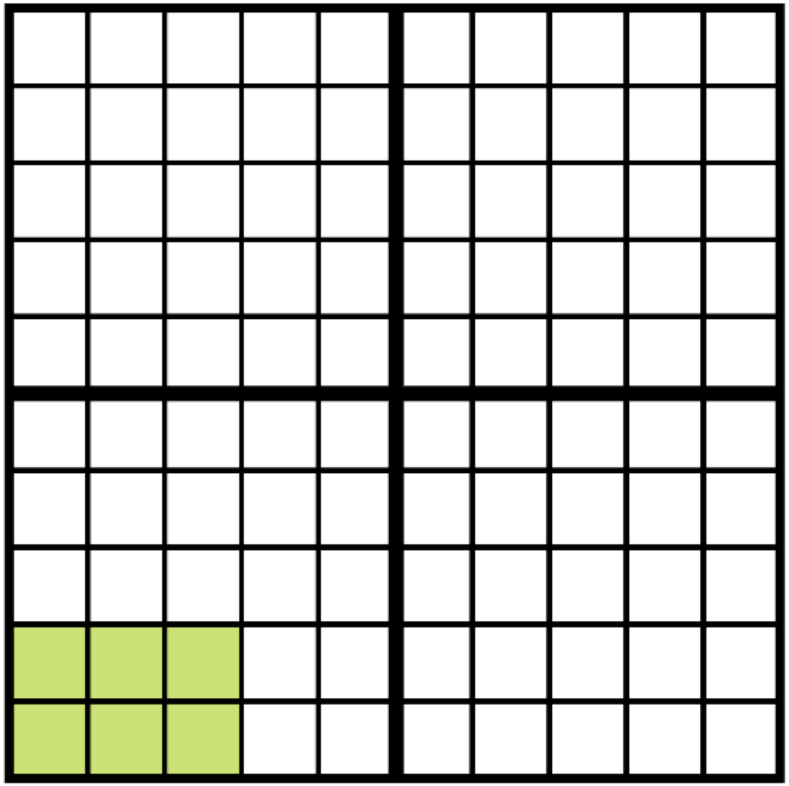
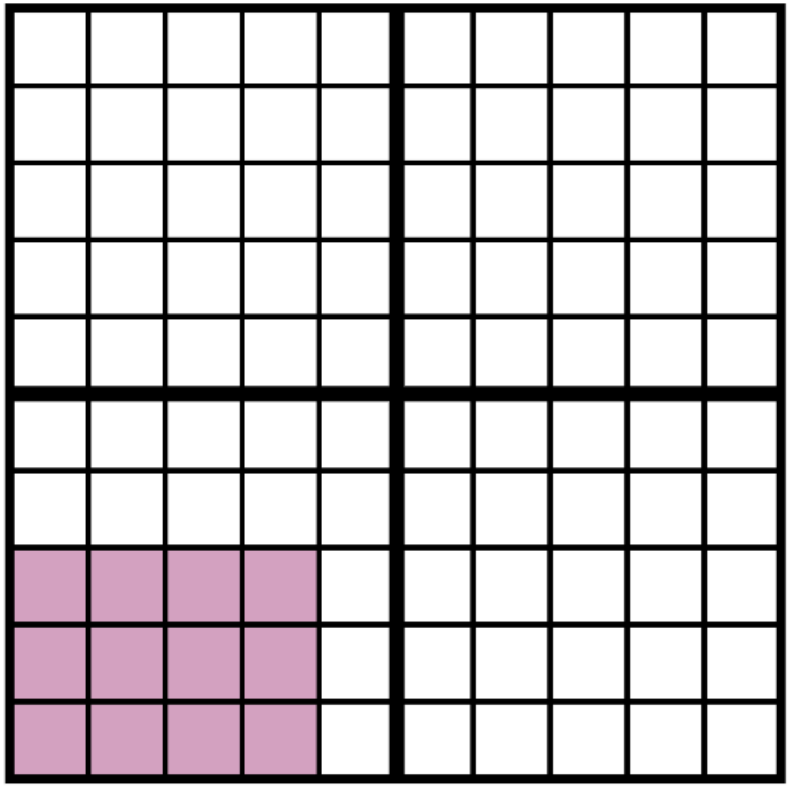
Day 2



3

Day 2



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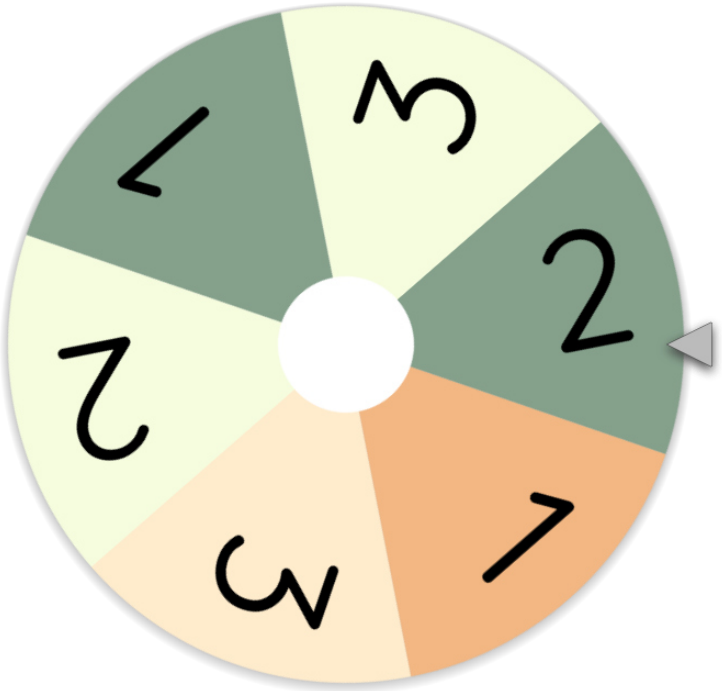
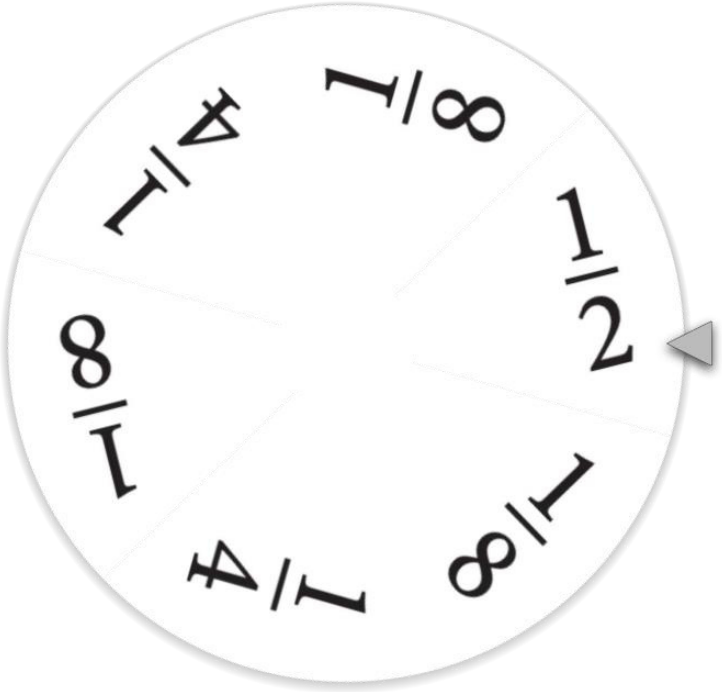
Day 3

- ❑ Update Calendar Collector
- ❑ Update Calendar Grid
- ❑ Solving Problems: Equations with unknown values

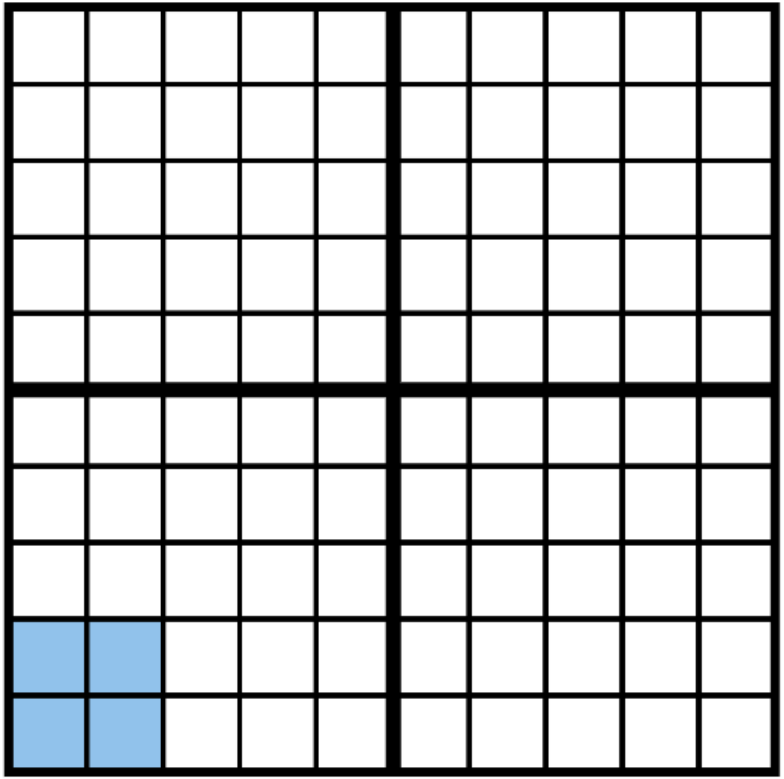
Day 3

Calendar Collector





Day 3



5

Day 3

Workout: Solving Problems

This month, we will focus on solving problems & writing equations!

What does ***problem solving*** mean to you?

Day 3

Workout: Solving Problems

equation

$$4 = 2 + 2$$
$$3 + 1 = 4$$
$$3 + 1 = 2 + 2$$
$$25 + \_\_ = 40$$
$$50 = a \times 2$$

equation: a mathematical statement asserting that two quantities have the same value

When solving a problem, you can use an equation to first represent the problem and then solve it.

Day 3

Workout: Solving Problems

$$4 \times 6 = t$$

What does the “t” represent?

Day 3

Solve

$$4 \times t = 24$$

Day 3

Solve

$$t \times 6 = 24$$

Day 3

Solve

$$3 \times m = 15$$

Day 3

Solve

$$c - 7 = 10$$

Day 3

Solve

$$25 + 25 = f$$

Day 3

Turn & Talk

Problem Situations with Equations

Brian has run 24 miles this year. He wants to run a total of 50 miles. How many more miles does he need to run to meet his goal?

What equation could represent this problem? Use a letter to represent the unknown quantity!

Day 3

Problem Situations with Equations

Brian has run 24 miles this year. He wants to run a total of 50 miles. How many more miles does he need to run to meet his goal?

1 What equations match this problem situation?

a $24 \times m = 50$

b $24 + m = 50$

c $24 + 50 = m$

d $50 - m = 24$

Day 4

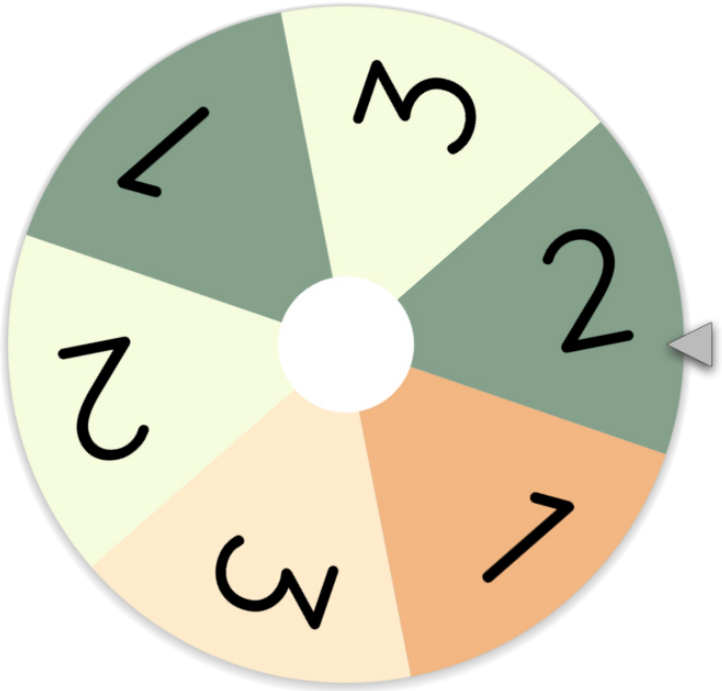
❑ Update Calendar Collector

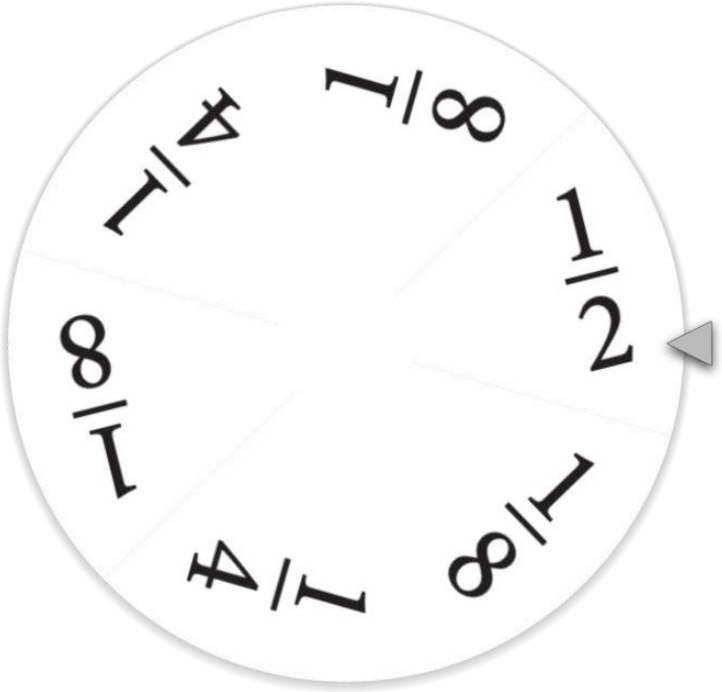
❑ Update Calendar Grid

❑ Number Line: Rounding to the nearest 10

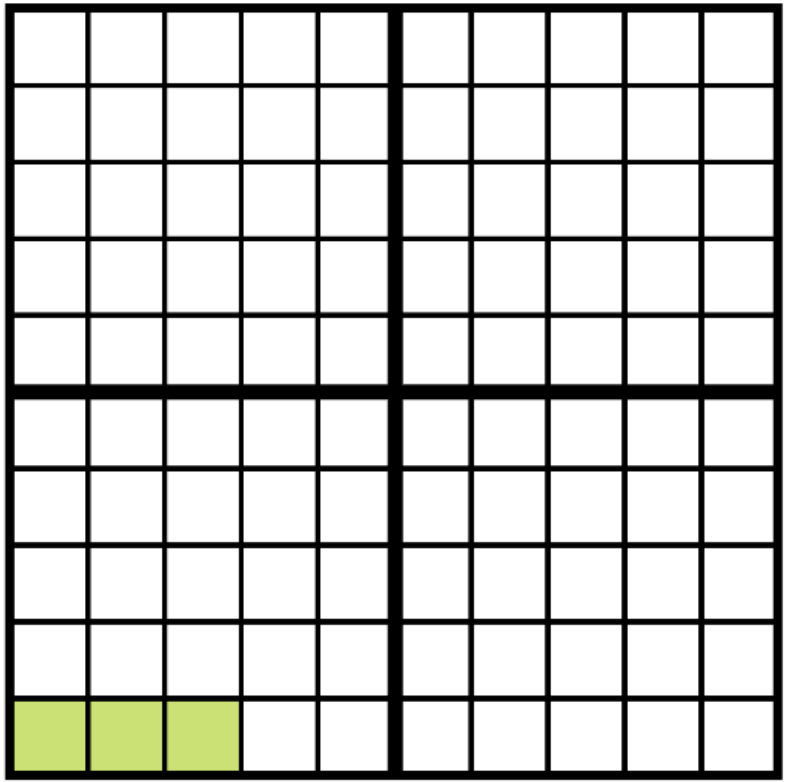
Day 4

Calendar Collector





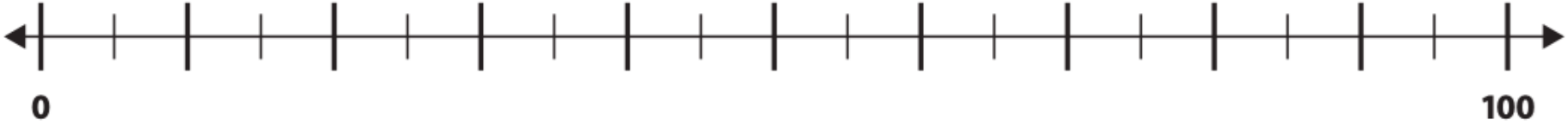
Day 4



6

Number Line: Rounding to the nearest 10

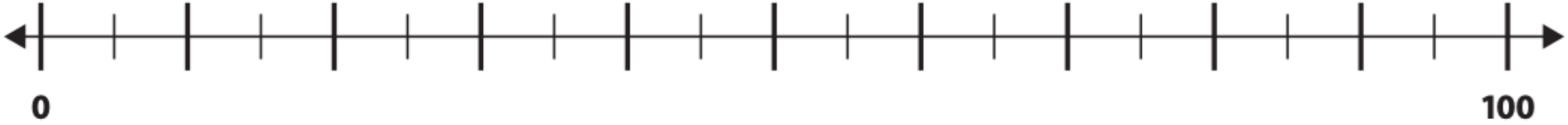
Day 4



What do you notice?

Number Line: Rounding to the nearest 10

Day 4



How could we label this number line?

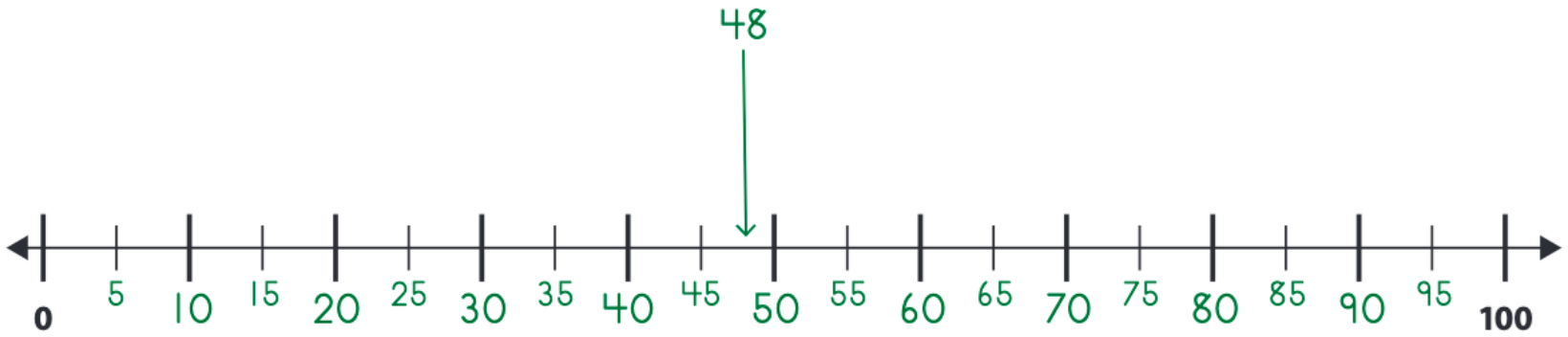
Day 4

Turn & Talk

Where would you place 48?

Day 4

Rounding to the nearest 10



When you were trying to place 48 on the number line, you were thinking about how close it was to other numbers. We can use the number line to help **round numbers**. If we want to round 48 to the nearest 10, we can look at the multiples of 10 on either side and decide which is closer.

Is 48 closer to 40 or 50?

Day 4

Round to the nearest 10

23

Day 4

Round to the nearest 10

44

Day 4

Round to the nearest 10

57

Day 4

Round to the nearest 10

96

Day 4

Round to the nearest 10

82

Day 4

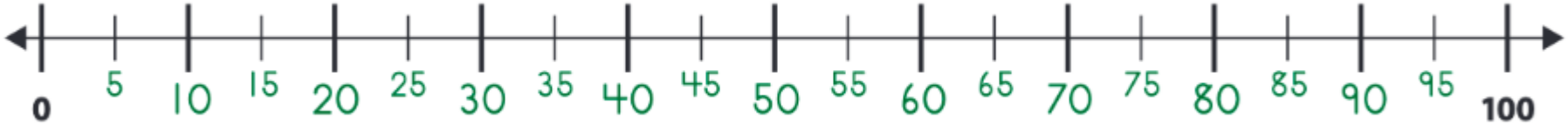
Round to the nearest 10

70

Day 4

Turn & Talk

How would we round 65 to the nearest ten?



Mathematicians decided that if a number is exactly halfway between two multiples of 10, we round it up to the greater multiple of 10, so 65 is rounded up to 70!

Day 4

Round to the nearest 10

35

Day 4

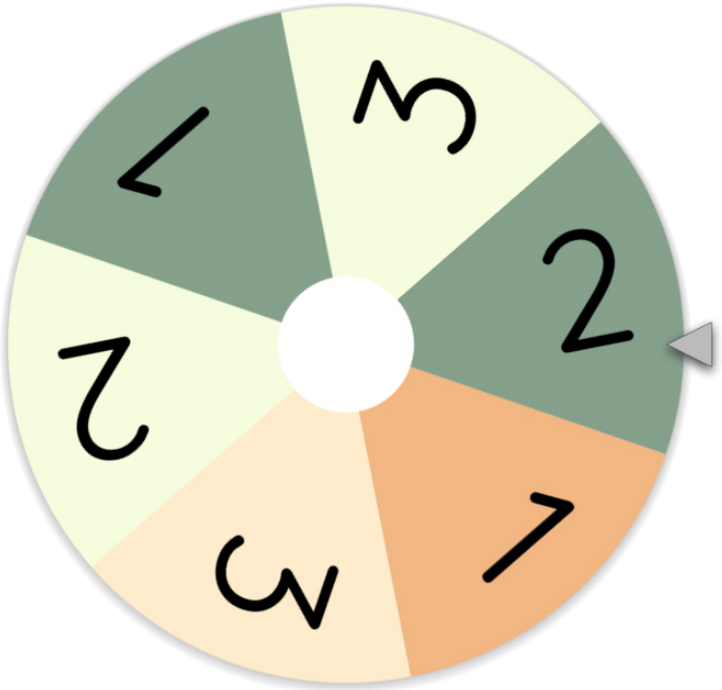
Next time we do a number line activity, you will play a game that will give you rounding practice!

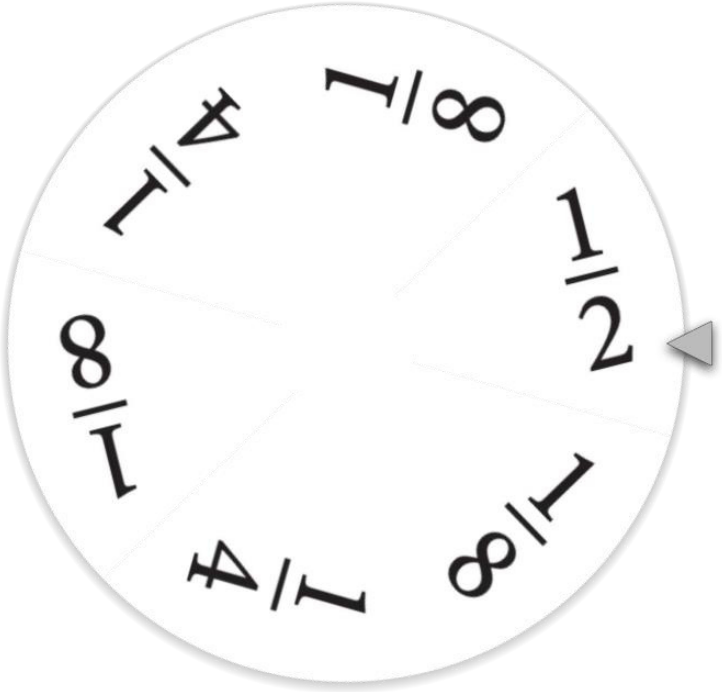
Day 5

- ❑ Update Calendar Collector
- ❑ Update Calendar Grid

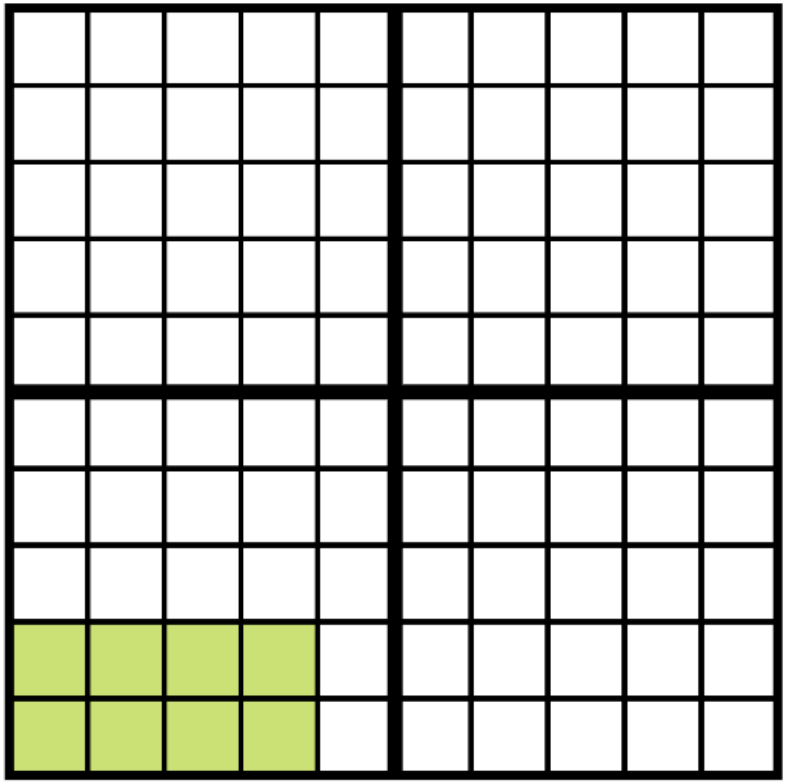
Day 5

Calendar Collector





Day 5



7

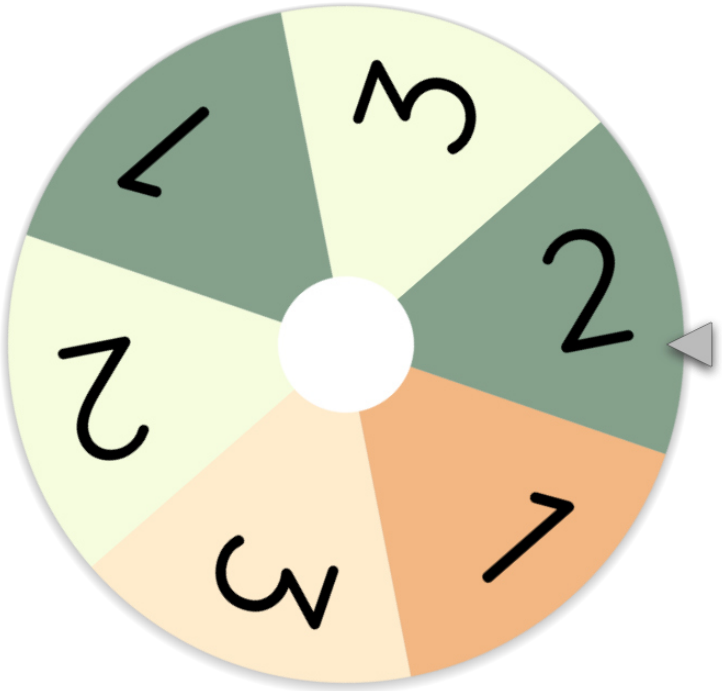
Day 6

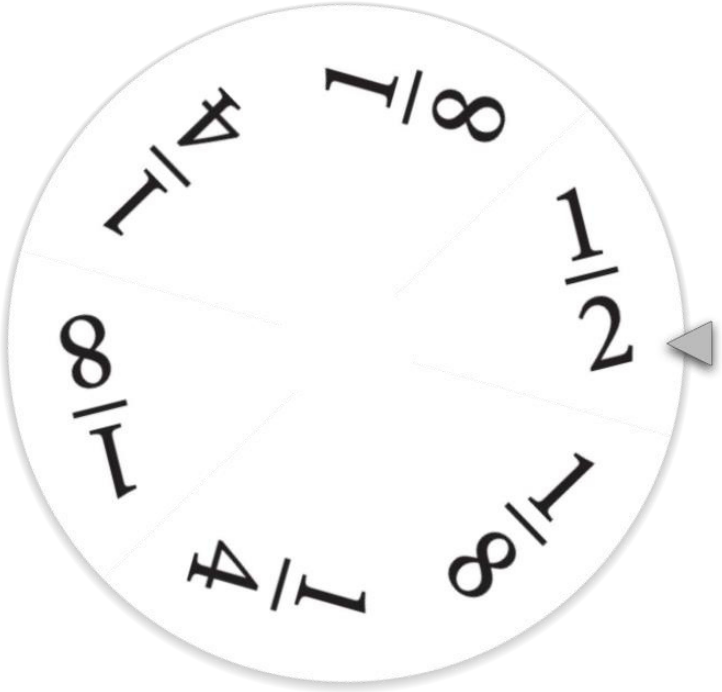
❑ Update Calendar Grid

❑ Calendar Collector: Labeling the number line & making predictions

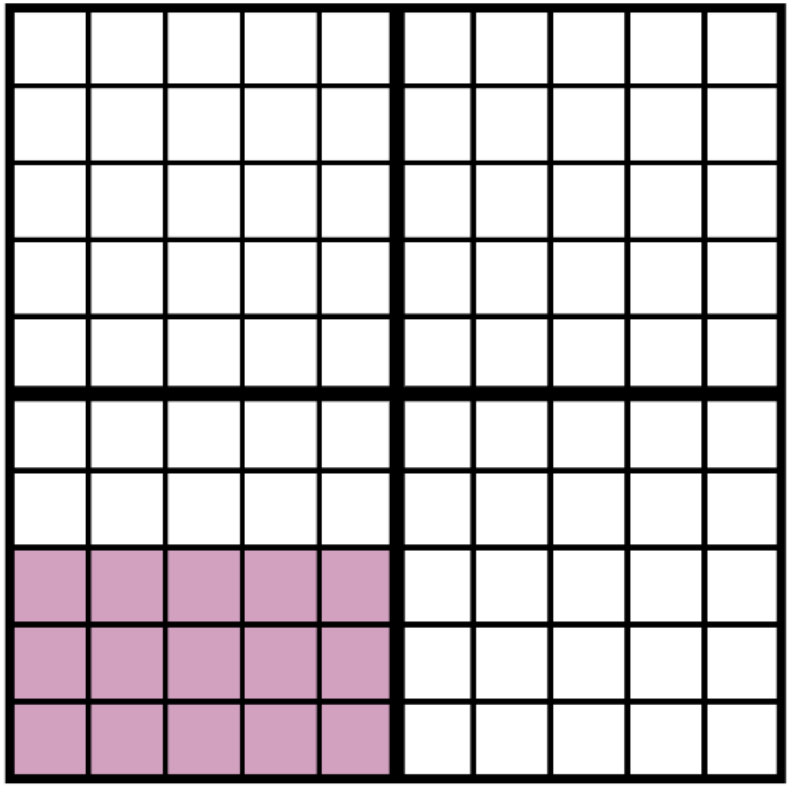
Day 6

Calendar Collector





Day 6



8

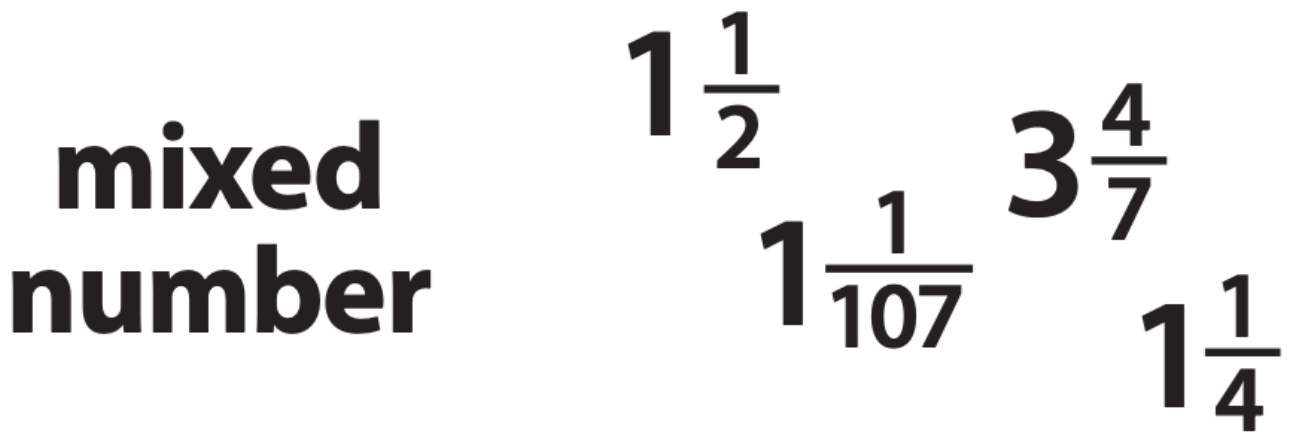
Day 4

Turn & Talk

What do you notice about the number lines & record sheet?

Day 6

Label the number lines



mixed number: a number greater than 1 expressed as a whole number plus a fraction whose value is less than 1

Day 6

Label the number lines

improper fraction

$\frac{3}{2}$ $\frac{25}{7}$ $\frac{108}{107}$ $\frac{5}{4}$

improper fraction: a fraction greater than 1 that is not expressed as a mixed number; a fraction in which the numerator is larger than the denominator

Day 6

Which number line do you think will have the greatest amount by the end of the month?