November Number Corner

IMPORTANT Notes for teachers…

- These slides incorporate all parts the Number Corner lessons each day. Most questions or discussion points are incorporated so you don't need your manual.
- Following the Daily Planner, the calendar pieces and grid are not introduced until Day 2 our team decided to introduce on Day 1 because of limited days this month.
- There are only 17 days of Number Corner lessons this month. Bridges suggests having students replay some of the games if you have extra days. The last 4 days of NC, I just posted the marker for that day. You can add whatever your class needs to work on.
- If anyone has any ideas or suggestions for the extra days, please share and I will incorporate them.
- Our team decided to color over the 2nd day in the pattern with a different color: orange. You can easily delete the orange boxes.
- Our district is off on the 5th for Election Day & the 11th for Veteran's Day so the calendar reflects that. Additionally we have an Early Release on 11/27 and than Thanksgiving Break, so the last Number Corner Day is 11/27.

Calendar Grid

Date	Color	Height x Length	Area	Square?	Observations

Links to Slides

Day 1
Day 2
Day 3
Day 4
Day 5
Day 6
Day 7

Calendar Grid

Date	Color	Height x Length	Area	Square?	Observations

Links to Slides

Day 8

Day 9

Day 10

Day 11

Day 12

Day 13

Day 14

Calendar Grid

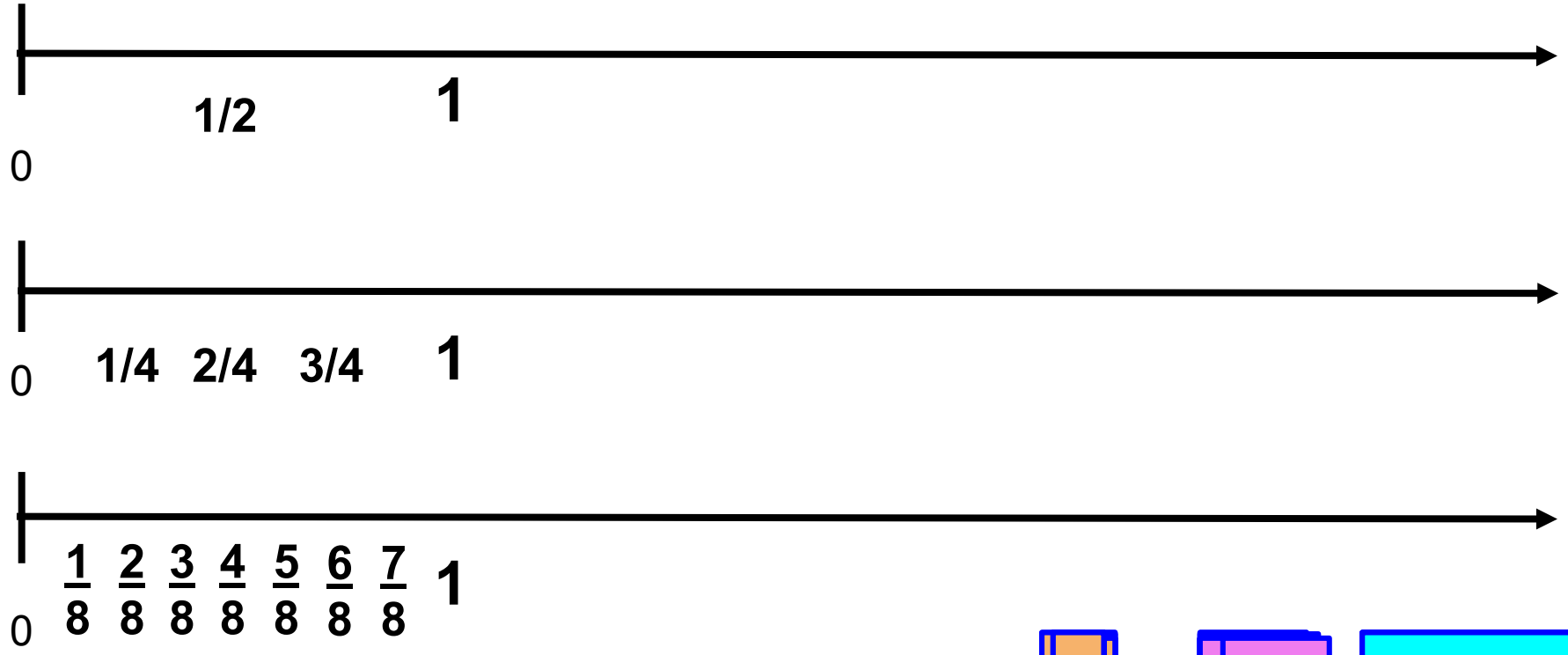
Date	Color	Height x Length	Area	Square?	Observations

Links to Slides

Day 15

Calendar Collector

Link to Spinners



Unit Fractions Race Record Sheet

Day	Number of Pieces	Size of Pieces	Equations

Links to Slides

Day 1

Day 2

Day 3

Day 4

Day 5

Day 6

Day 7

Unit Fractions Race Record Sheet

Day	Number of Pieces	Size of Pieces	Equations

Links to Slides

Day 8

Day 9

Day 10

Day 11

Day 12

Day 13

Day 14

Unit Fractions Race Record Sheet

Day	Number of Pieces	Size of Pieces	Equations

Links to Slides

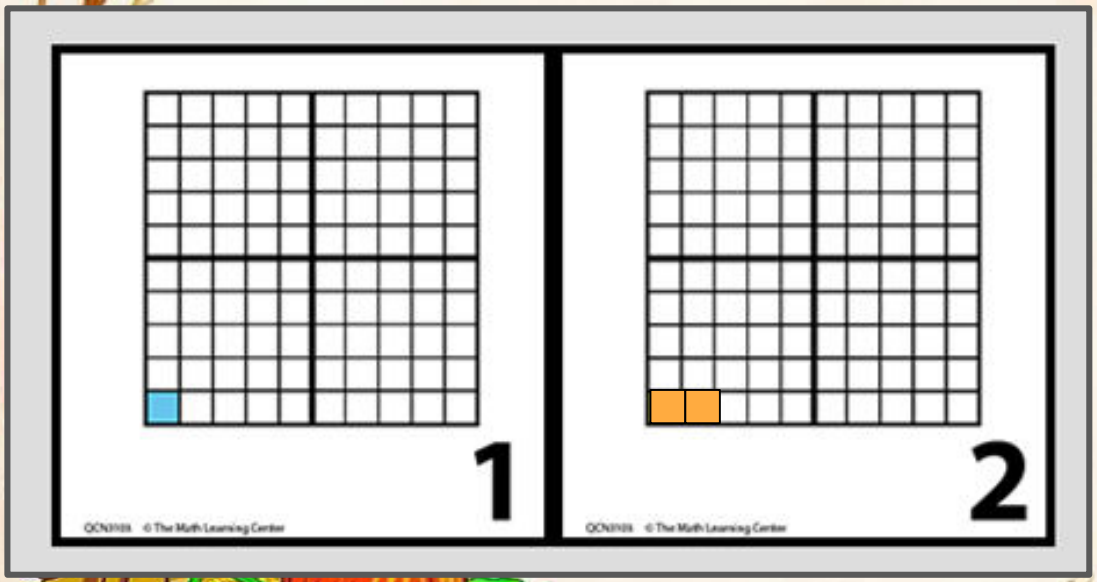
Day 15

DAY 1

Today we will…

- Learn about our Calendar Collector for this month.

DAY 1 cont'd

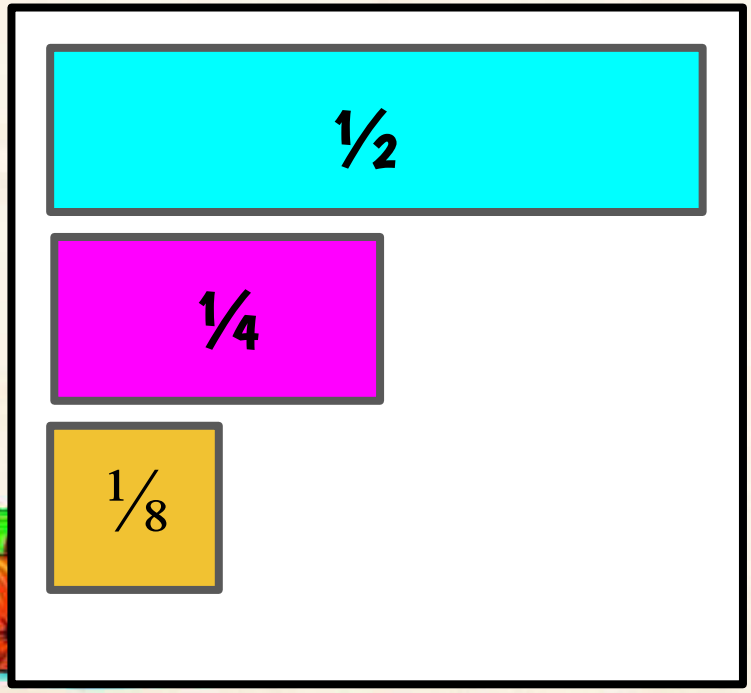

1
2


November 2024
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
1
2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30

Day 1 continued

Important Vocabulary Alert!

This month in Calendar Collector we will collect **unit fractions**.



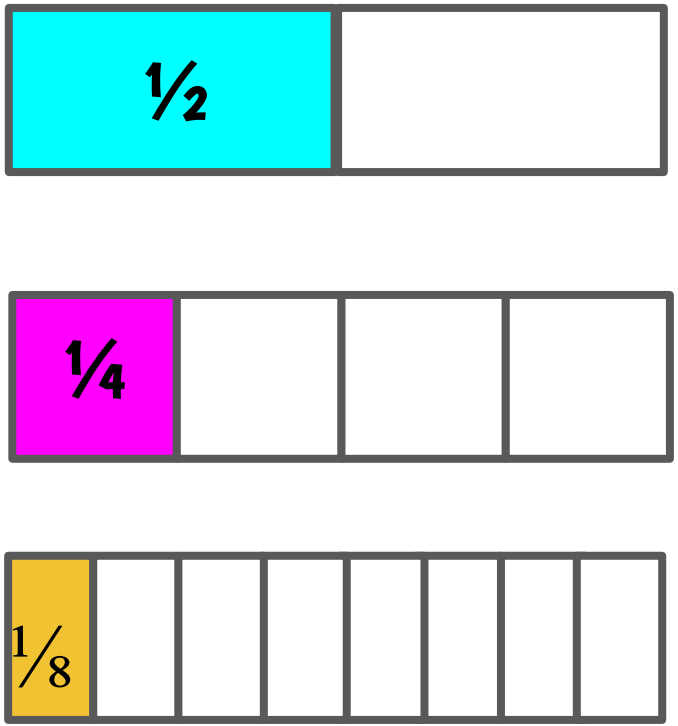
Each of these pieces is a **unit fraction**. What do each of these pieces have in common? What do you think it might mean for a fraction to be a unit fraction?

Day 1 continued

A unit fraction has a 1 in the numerator.

Important Vocabulary Alert!

Click here for a 3 minute video demonstration of unit fractions.



½ is 1 of 2 equal parts of a whole.

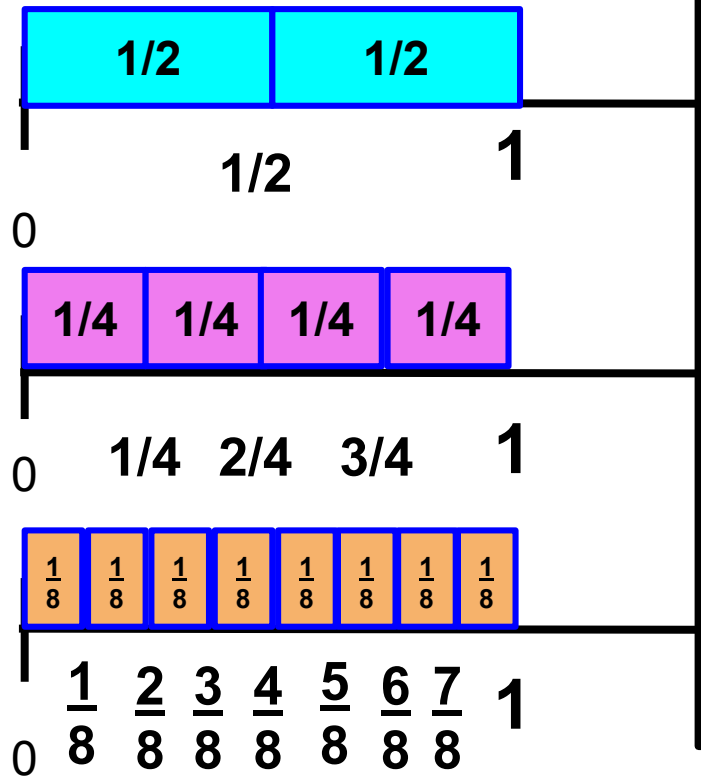
¼ is 1 of 4 equal parts of a whole.

⅛ is 1 of 8 equal parts of a whole.

Day 1 continued

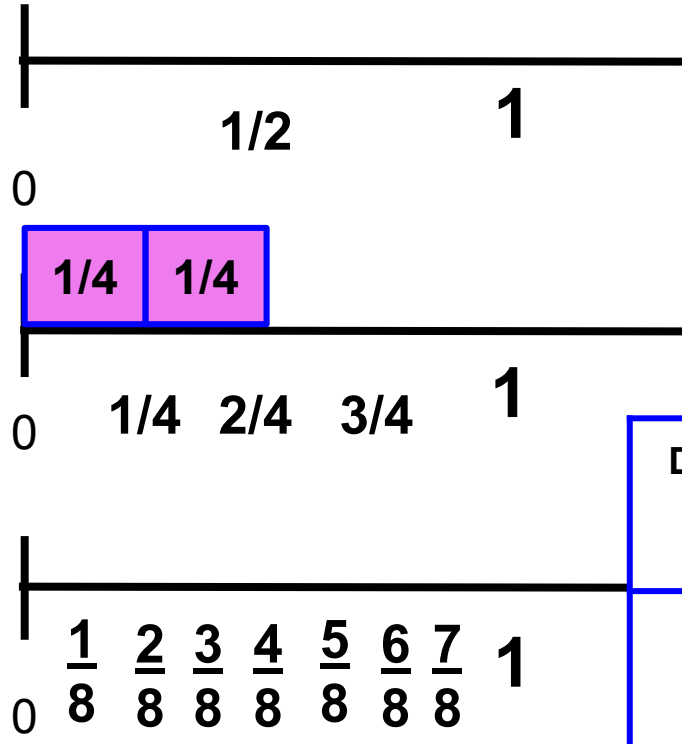
How could we use these pieces to help us label the points up to 1 on each number line? (Points labeled on next slide).

Day 1 continued



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 continued



For example, if we spun a 2 for number of pieces and 1/4 for the size of the piece, we would add these two pieces to the ¼ number line and then complete the chart like this...

Day	Number of Pieces	Size of Pieces	Equations
1	2	1/4	¼ + ¼ = 2/4 or 2 x ¼ = 2/4

DAY 1 cont.

Click here to go to the Calendar Collector Fraction Race Page.

DAY 2

Today we will…

- Learn about our Calendar and Calendar Grid Observations Chart

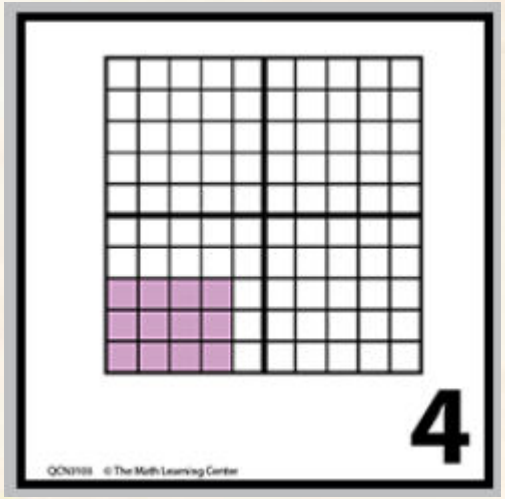
  This month's Calendar Grid will help you understand more about multiplication by looking at factors and products on arrays.

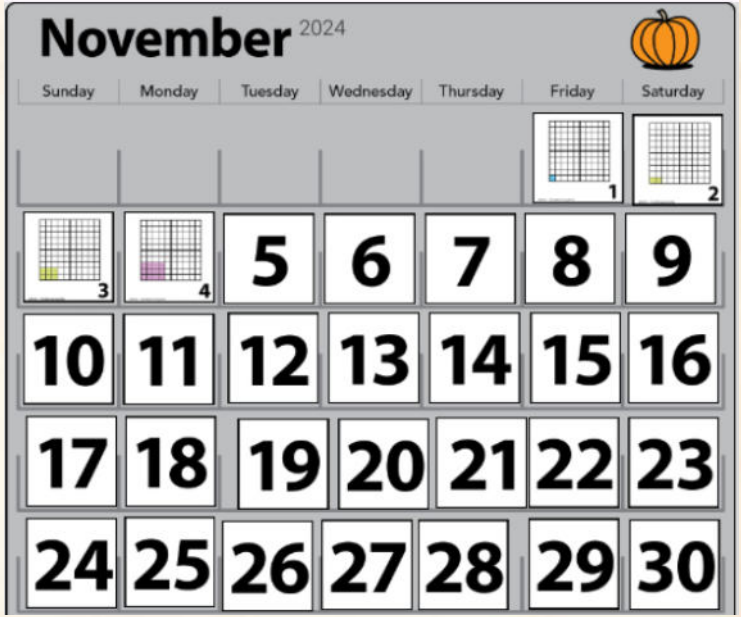
- Update our Calendar Collector Unit Fraction Race

Day 2 continued

Let's take catch up on the weekend and make a prediction for today. What do you see? Share your observations with a partner near you and then we will discuss as a class.

Day 2 continued



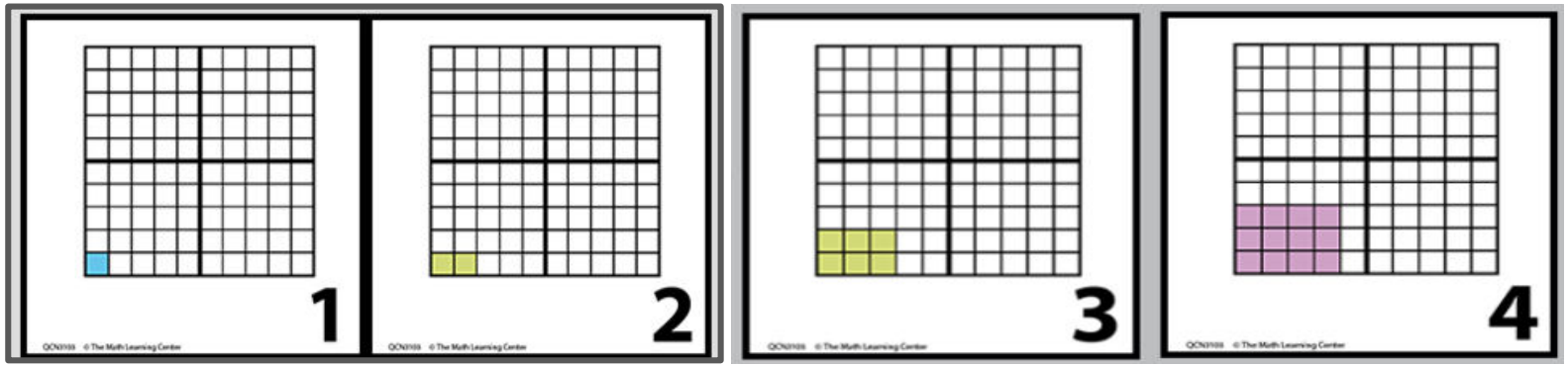


What do you notice? Any patterns? Now let's see what we will be recording this month on our Calendar Grid.

Link to Calendar Grid

DAY 2 cont.

Look at the patterns that you see so far. What predictions do you have about what the future markers will look like and what the patterns might be? Be sure to explain your thinking. Talk to a partner and then I will record your predictions here.



DAY 2 cont.

Click here to go to the Calendar Collector Fraction Race Page.

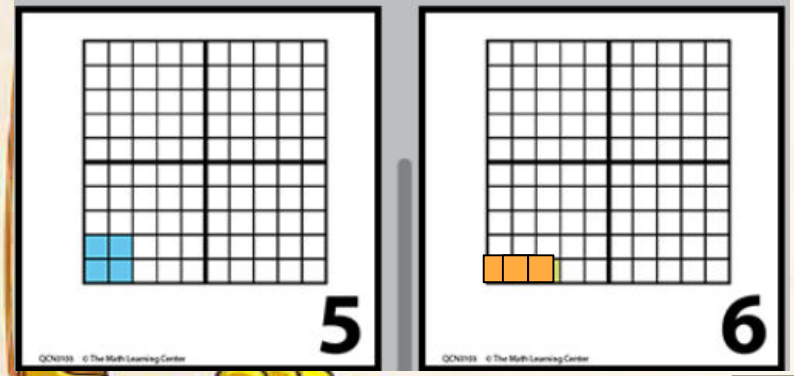
DAY 3

Today we will...

- Update our Calendar and Calendar Grid
  - Update our Calendar Collector
  - Work on solving story problems

DAY 3 cont.

Let's take a look at our Number Corner marker from yesterday and today.



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 3 cont.

Click here to go to the Calendar Collector Fraction Race Page.

Day 3 continued

Problem Solving

This month we will focus on solving story problems. We will work on figuring out what a story problem means, locating the information we need to solve the problem, and developing a strategy for solving the problem.

What does problem solving mean to you?

Day 3 continued

What does the word equation mean?

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

Day 3 continued

Problem Solving

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

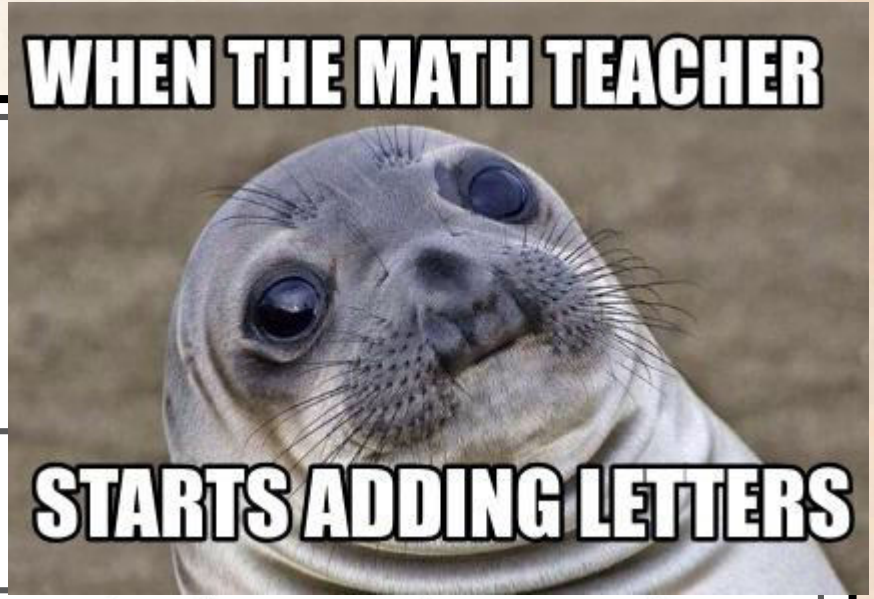
$4 \times 6 = t$

What does the t mean?

The t is a variable.

Day 3 continued

variable $x + 3$



variable: a quantity that can change or have different values; also a symbol (often a letter) that stands for a variable

Day 3 continued

Problem Solving

Let's solve each of these problems and discuss how we solve them.

$4 \times t = 24$

$t \times 6 = 24$

$3 \times m = 24$

$c - 7 = 10$

Day 3 continued

Problem Solving

Now take a look at this problem. Talk to a partner to come up with an equation with a letter standing for the unknown to represent this problem.

Story Problems with Equations

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

Day 3 continued

Problem Solving

Now look at the choices given. Choose the equation that best matches the story problem. There may be more than one choice.

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

1 Choose the equation that best matches the problem.

a $24 \times m = 50$

b $24 + m = 50$

c $24 + 50 = m$

d $50 - m = 24$

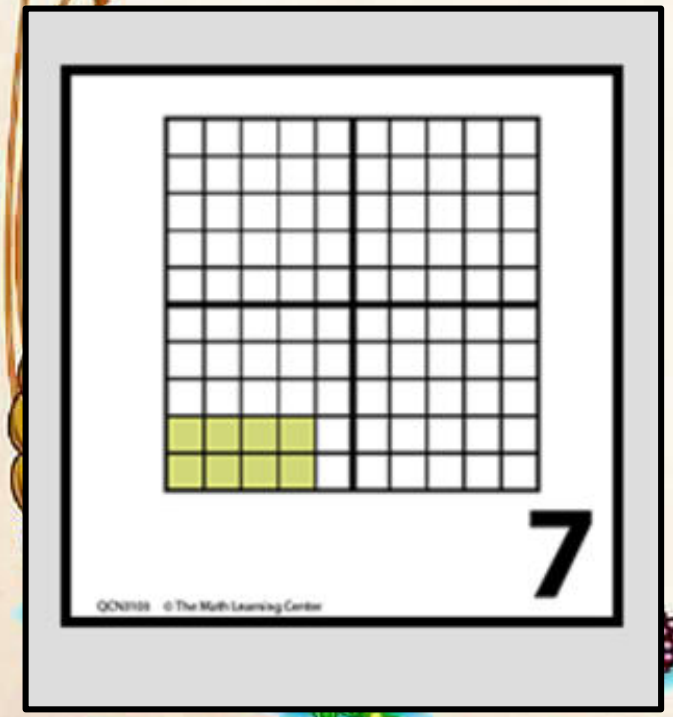
DAY 4

Today we will…

- Update our Calendar and Calendar Grid
- Update our Calendar Collector
- Learn about rounding

DAY 4 cont.

Let's take a look at our Number Corner marker for today.



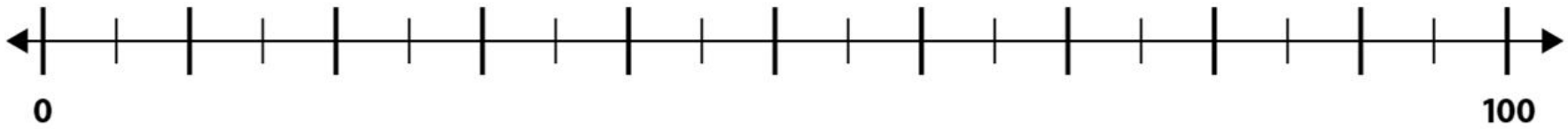
What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 4 cont.

Click here to go to the Calendar Collector Fraction Race Page.

Day 4 continued

Take a moment to study the number line below.

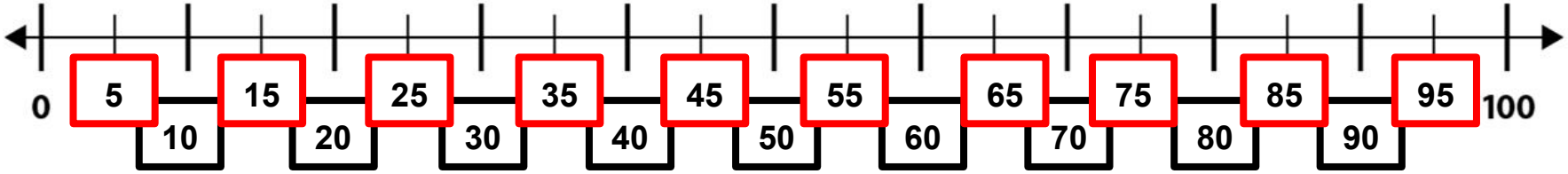


Talk to a partner about what you notice about this number line.

How do you think we should label this number line?

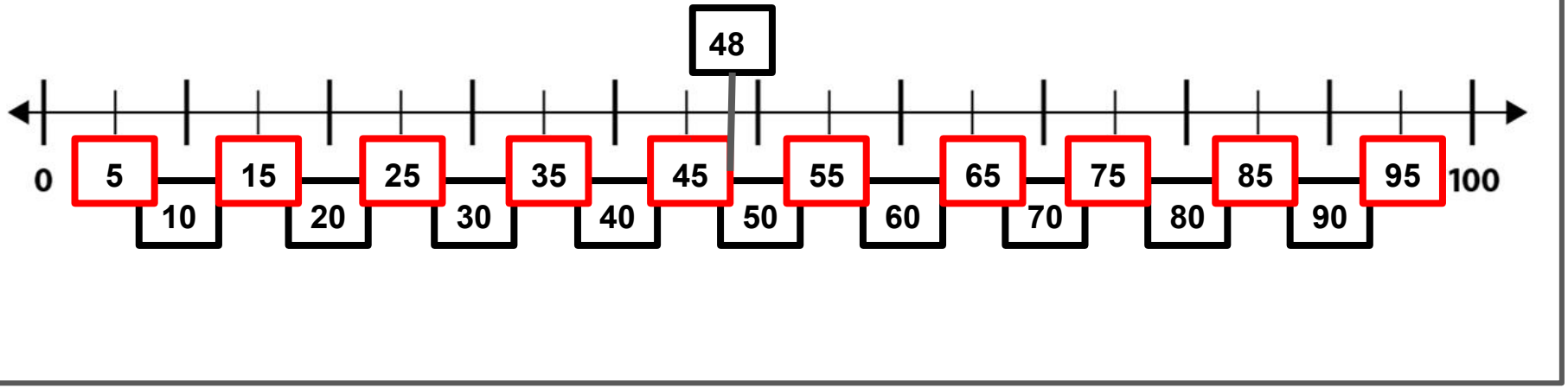
(Labeled number line on next slide)

Day 4 continued



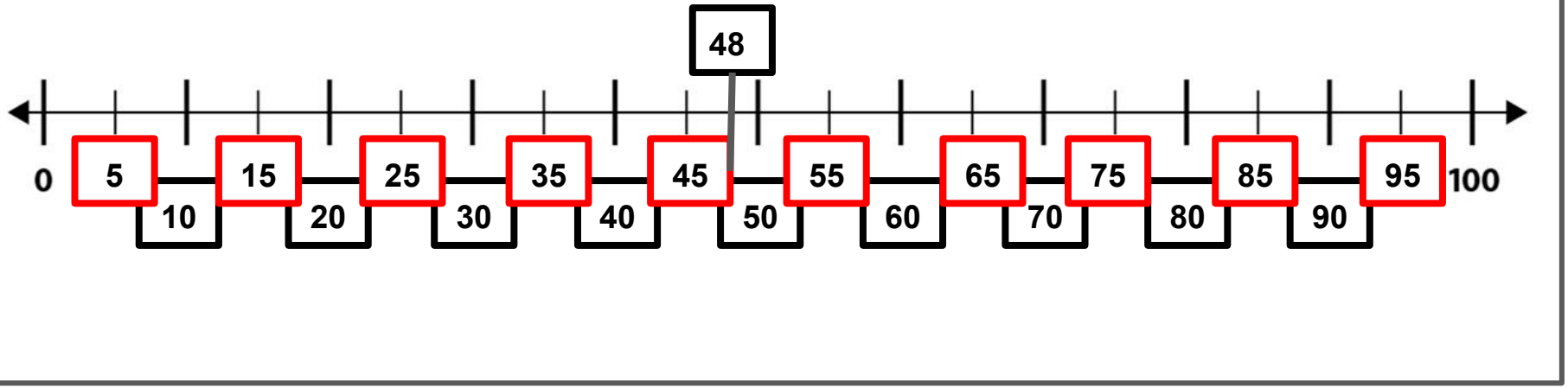
Where would you put the number 48 on this number line? Why?

Day 4 continued



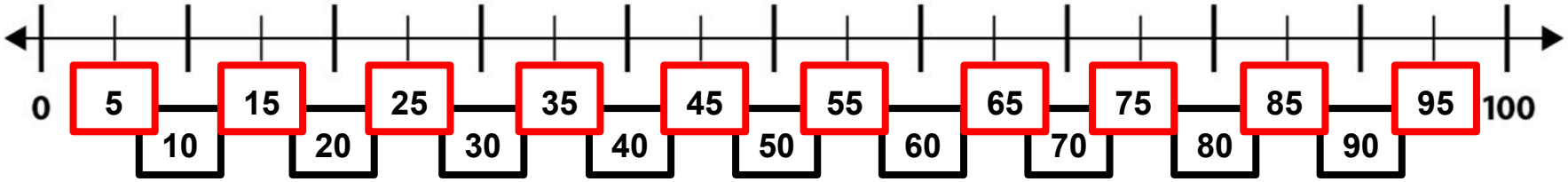
When you were thinking about where to put 48 on the number line, you were thinking about how close 48 was to other numbers on the number line. When we round numbers, we can use the number line to help. If we were rounding 48 to the nearest ten, we can think about whether it is closer to the two multiples of ten that it comes between: is it closer to 40 or 50?

Day 4 continued



Click here to watch a brief video demonstrating rounding to the nearest ten.

Day 4 continued

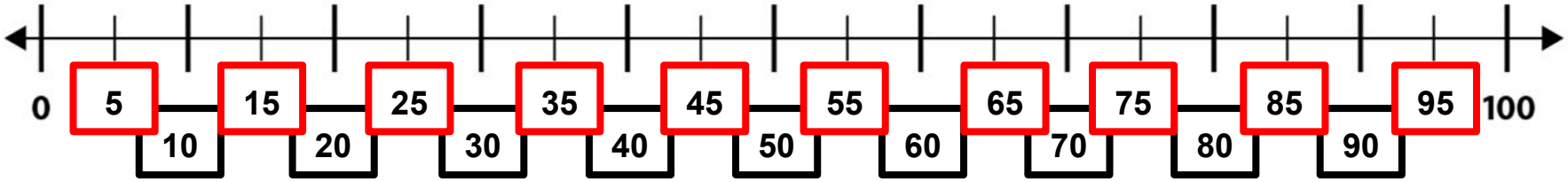


Let's try rounding a few more numbers to the nearest ten, using the number line to help.

23 *44* *57*

96 *82*

Day 4 continued



As you saw in the video, when numbers are exactly at the midpoint between two tens, we round up. So when numbers end in 5, we round to the higher ten. Let's try a few.

65 35 15

DAY 5

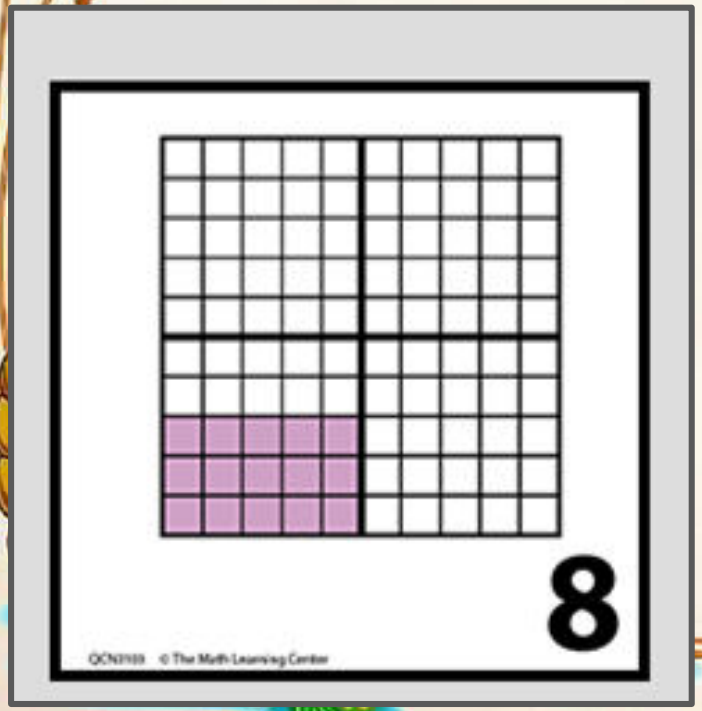
Today we will...

- Update our Calendar and Calendar Grid
- Update our Calendar Collector

(Teachers, there are no additional activities on Day 5.)

DAY 5

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



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 5 cont.

Click here to go to the Calendar Collector Fraction Race Page.

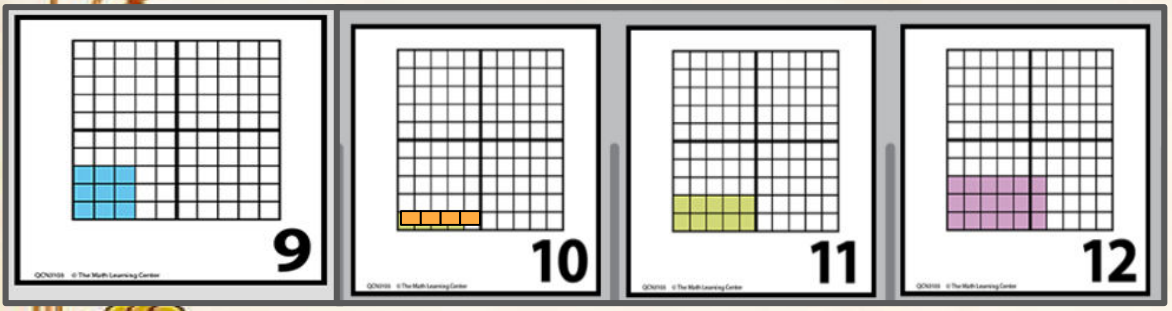
DAY 6

Today we will…

- Update our Calendar and Calendar Grid
- Update our Calendar Collector
- Look at number lines and make predictions.

DAY 6

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



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 6 cont.

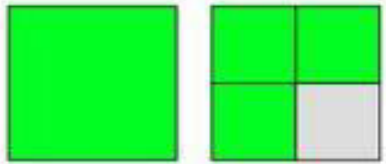
Click here to go to the Calendar Collector Fraction Race Page.

Day 6 continued

Now we will continue labeling the number lines on our Calendar Collector number lines. Numbers on these number lines that are greater than one can be labeled as mixed numbers and as improper fractions.

Mixed Numbers

- A mixed number has a part that is a whole and a part that is a fraction.



$= 1\frac{3}{4}$

What's an Improper Fraction?

A fraction that equals more than one & has a larger numerator (top number) than denominator (bottom number).

For example:

$\frac{4}{3}$ $\frac{11}{4}$ $\frac{7}{2}$ $\frac{15}{6}$

Day 6 continued

Let's label our number lines for the pieces we have collected so far.

Click here to go to the Calendar Collector Fraction Race Page

Now let's make some predictions…

- *Which number line do you think will be the most full by the end of the month?*
- *About how far do you think we will get on each number line by the end of the month?*

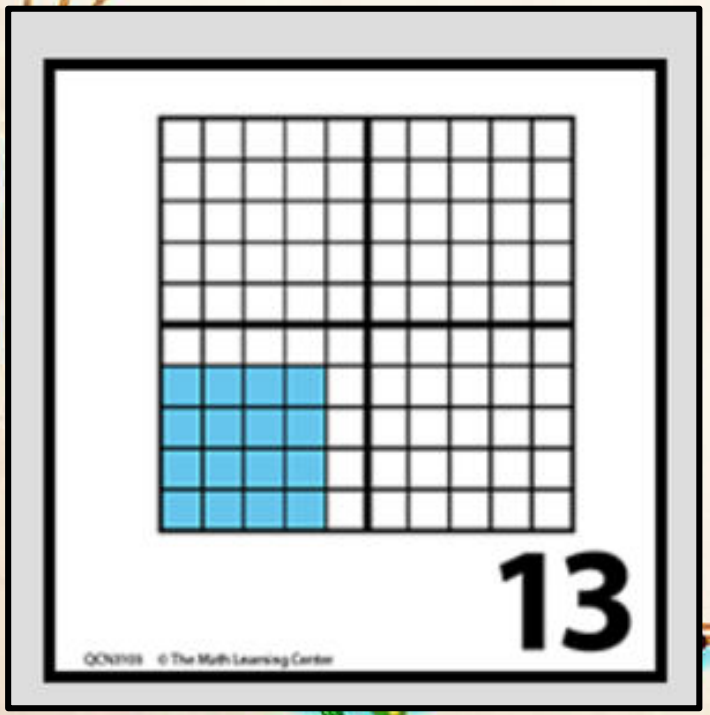
DAY 7

Today we will…

- Update our Calendar and Calendar Grid
- Update our Calendar Collector
- Work on Problem Solving

DAY 7

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



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 7 cont.

Click here to go to the Calendar Collector Fraction Race Page.

Day 7 continued

Problem Solving

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

$$3 \times m = 24$$

Talk to a partner about what you could write for the letter m to make the equation true and share the strategy you used to solve for m?

Day 7 continued

Problem Solving

Today we are going to solve some problems about a school field trip. You will be writing your own equations to represent each problem.

Field Trips page 1 of 2

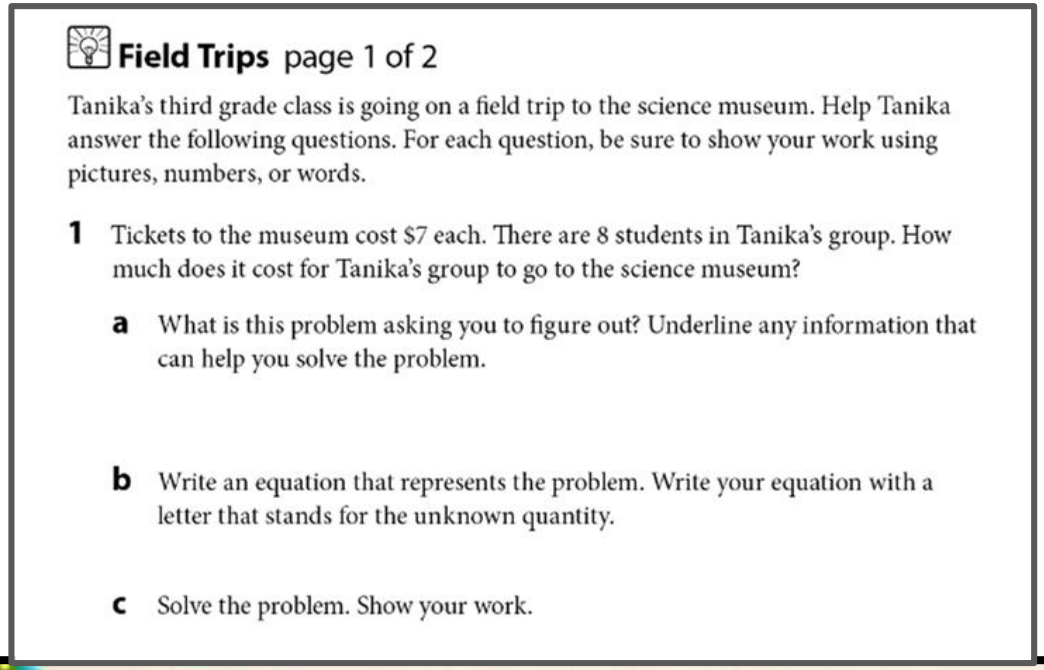
Tanika's third grade class is going on a field trip to the science museum. Help Tanika answer the following questions. For each question, be sure to show your work using pictures, numbers, or words.

We will solve the first problem as a class and then you will solve the others on your own.

Day 7 continued

Problem Solving

Please open your Number Corner workbooks to page 16. Let's go through each step of this problem together. You will record your work in your Number Corner Book.



Field Trips page 1 of 2

Tanika's third grade class is going on a field trip to the science museum. Help Tanika answer the following questions. For each question, be sure to show your work using pictures, numbers, or words.

1 Tickets to the museum cost $7 each. There are 8 students in Tanika's group. How much does it cost for Tanika's group to go to the science museum?

a What is this problem asking you to figure out? Underline any information that can help you solve the problem.

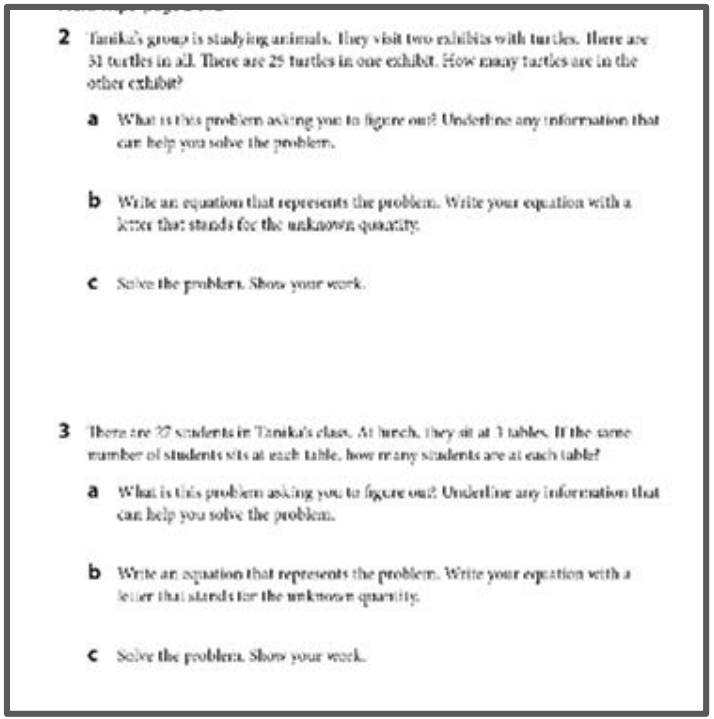
b Write an equation that represents the problem. Write your equation with a letter that stands for the unknown quantity.

c Solve the problem. Show your work.

Link to Number Corner workbook page

Day 7 continued

Does anyone have any questions about writing an equation for a story problem? Did writing an equation help you solve the problem? Now you will work on the next two problems n your own.



2 Tanika's group is studying animals. They visit two exhibits with turtles. There are 51 turtles in all. There are 25 turtles in one exhibit. How many turtles are in the other exhibit?

a What is this problem asking you to figure out? Underline any information that can help you solve the problem.

b Write an equation that represents the problem. Write your equation with a letter that stands for the unknown quantity.

c Solve the problem. Show your work.

3 There are 27 students in Tanika's class. At lunch, they sit at 3 tables. If the same number of students sits at each table, how many students are at each table?

a What is this problem asking you to figure out? Underline any information that can help you solve the problem.

b Write an equation that represents the problem. Write your equation with a letter that stands for the unknown quantity.

c Solve the problem. Show your work.

Link to Number Corner workbook page

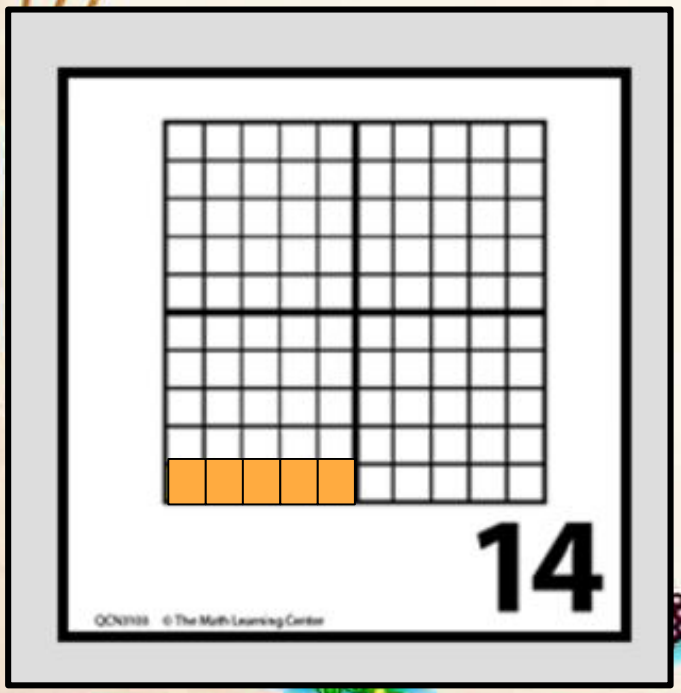
DAY 8

Today we will…

- Update our Calendar and Calendar Grid
  - Update our Calendar Collector
  - Play Round & Add as a class

DAY 8

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



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 8 cont.

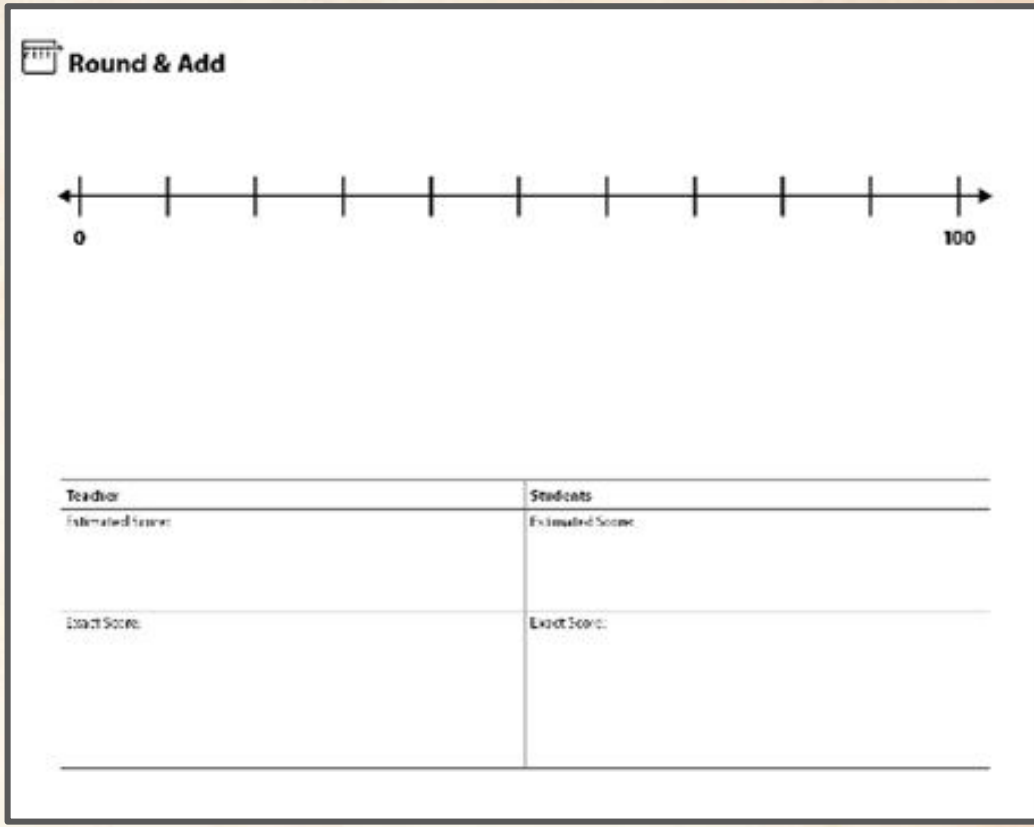
Click here to go to the Calendar Collector Fraction Race Page.

DAY 8 cont.

Today we will be playing Round & Add as a class. Look at this page. What do you notice?

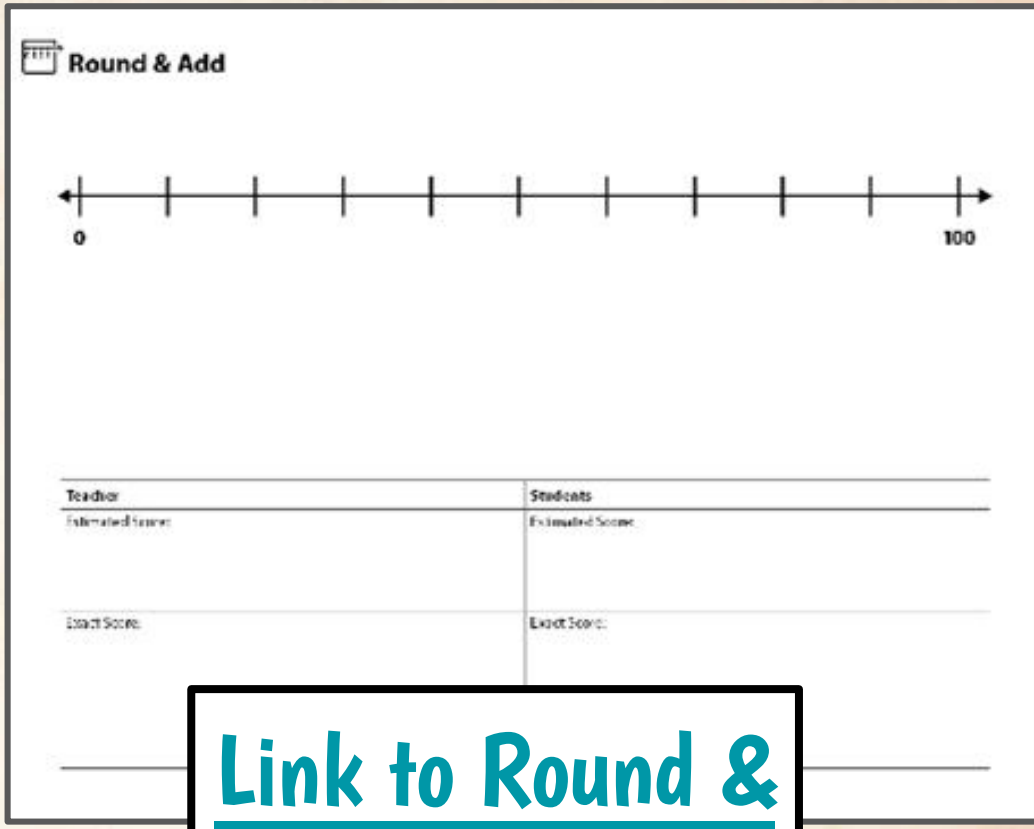
- First we will label the number line.
- The first player will roll two dice and use the digits rolled to create a two digit number.
- Then they will mark that number on the number line and circle the ten that it rounds to with their color.

(directions continued on next slide)



DAY 8 cont.

- We will keep taking turns until all the tens have been circled. (Players can choose to only roll one die if they want to try to get to the 0 or 10.
- Once we are done, we will use the rounded number to predict who will have the highest sum.
- Then each team will add up their exact sums and the highest sum wins the game.



Link to Round & Add game

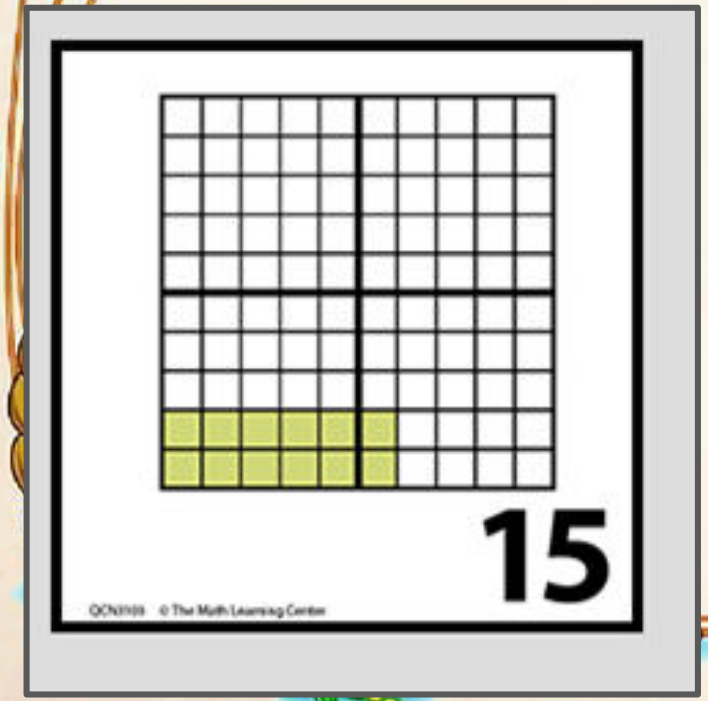
DAY 9

Today we will…

- Update our Calendar and Calendar Grid
  - Update our Calendar Collector
- Review the problem solving we did the other day.

DAY 9

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



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 9 cont.

Click here to go to the Calendar Collector Fraction Race Page.

Day 9 continued

Please take out your Number Corner books and open to page 17. Today we will discuss our strategies for solving problem 2. Before we discuss as a class, share with a neighbor how you solved the problem. I want you to share:

1. *What was the problem asking you to do?*
2. *How did you write the equation for the problem?*
3. *How did you solve the problem?*

Then we will share some of your work together as a class.

Link to Number Corner workbook page

Day 9 continued

2 Tanika's group is studying animals. They visit two exhibits with turtles. There are 51 turtles in all. There are 25 turtles in one exhibit. How many turtles are in the other exhibit?

a What is this problem asking you to figure out? Underline any information that can help you solve the problem.

b Write an equation that represents the problem. Write your equation with a letter that stands for the unknown quantity.

c Solve the problem. Show your work.

Link to Number Corner workbook page

DAY 10

Today we will...

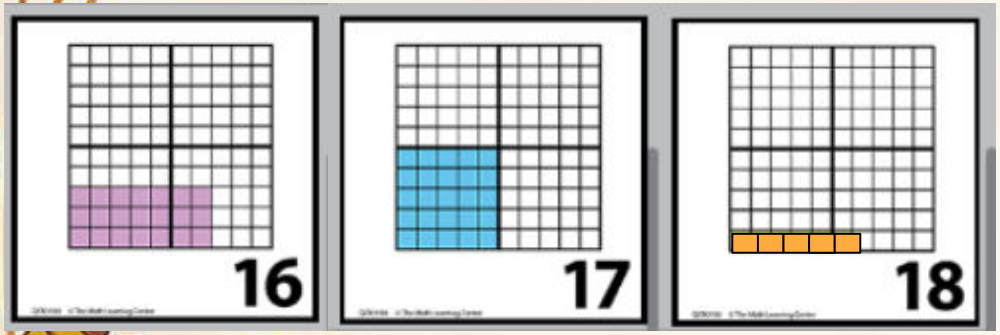
- Update our Calendar and Calendar Grid
- Update our Calendar Collector
- Explore Patterns on our Calendar & the Area Model

Teachers, prior to this lesson you need to print the Small Number Charts teacher master and cut the shapes out for the students to use

Link to Teacher Master

DAY 10

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



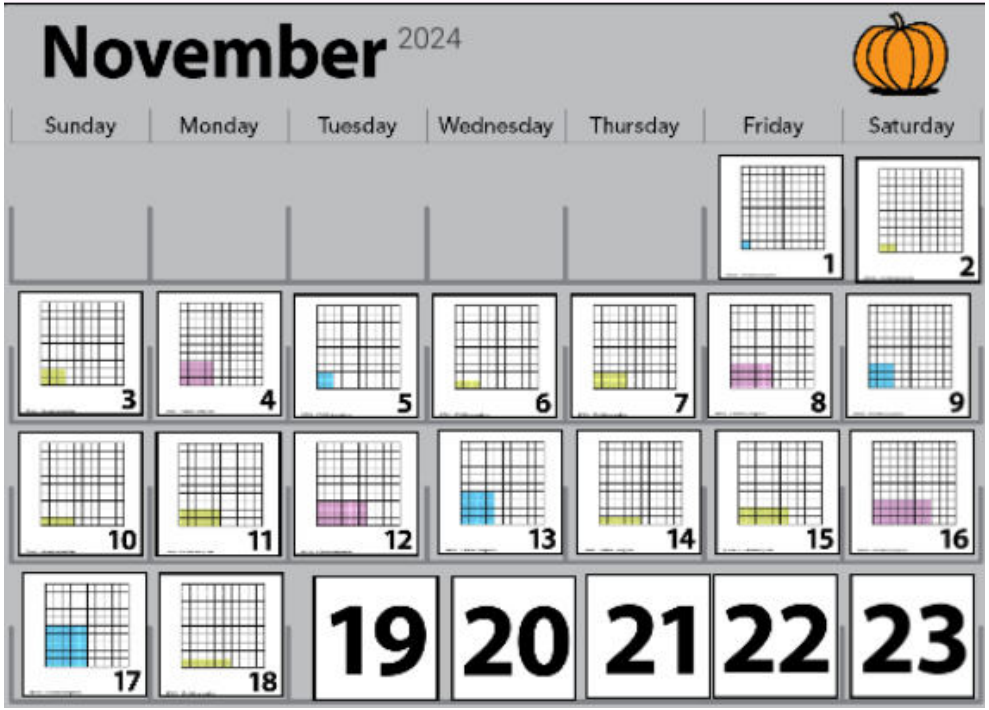
What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 10 cont.

Click here to go to the Calendar Collector Fraction Race Page.

Day 10 continued

Now I would like you to study our Calendar so far this month. What patterns do you notice. Think about it to yourself, then we will share with a neighbor, and then as a class.

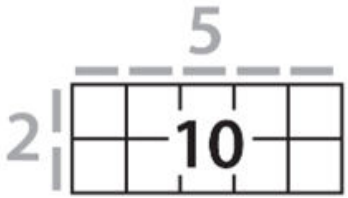


Teachers, use vocabulary to express observations:
dimension
area
product
array
factor
Word cards on next slide.

Day 10 continued

product

$2 \times 5 = 10$



$$\begin{array}{r} 2 \\ \times\ 5 \\ \hline 10 \end{array}$$

Working Definition

product: the result of multiplying two or more numbers; in the array model, the product is the area of the array

Day 10 continued

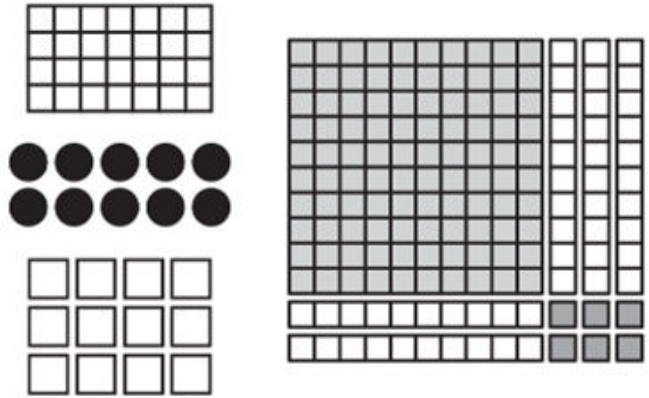
area

Working Definition

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

Day 10 continued

array

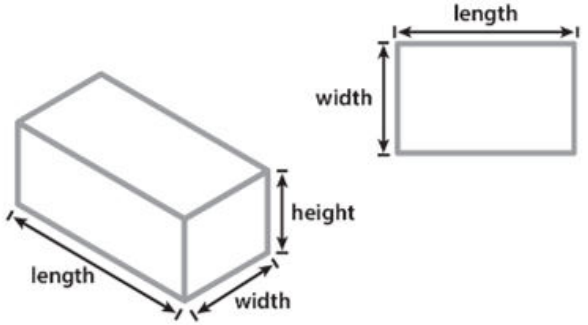


Working Definition

array: an arrangement consisting of equal rows and equal columns

Day 10 continued

dimension

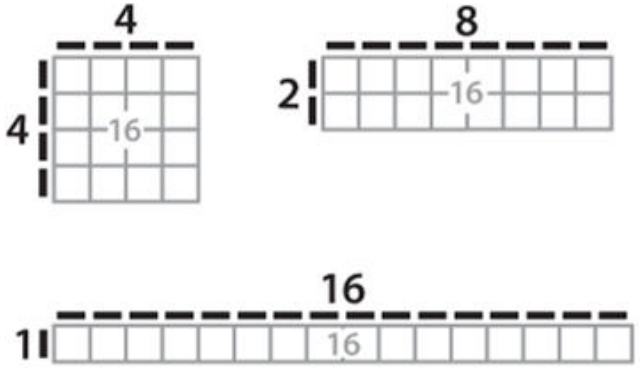


Working Definition

dimension: the length, width, or height of a figure

Day 10 continued

factor



Working Definition

factor: a whole number that divides evenly into another number

Day 10 continued

Link to printable teacher master for Small Number Corner Chart

I am going to pass out a copy of these small number charts. I would like you to use these grids to draw some predictions about future markers for this month.

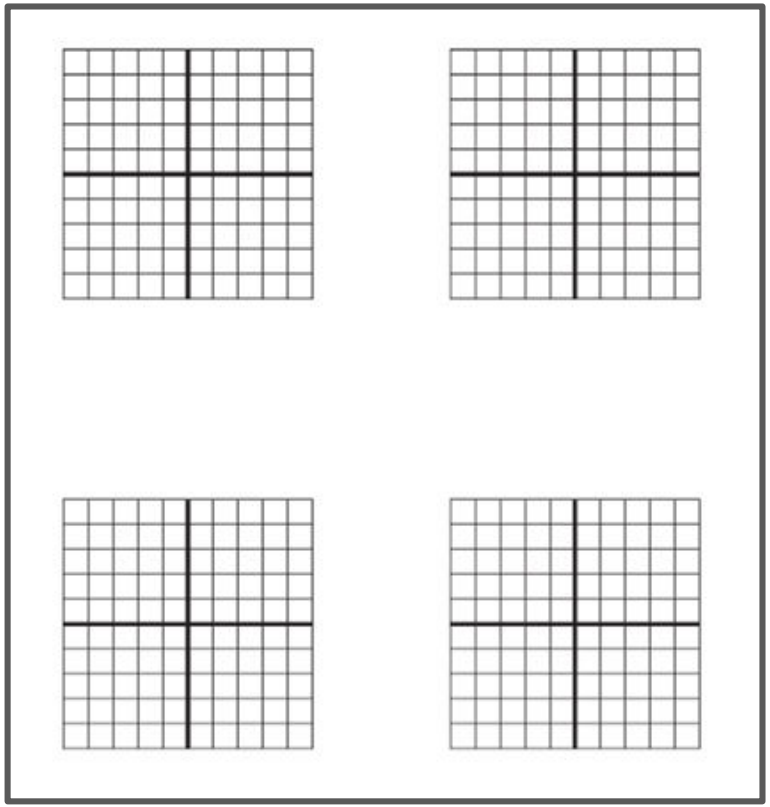
Choose which future marker you would like to make a prediction about. You can work on your own or with a partner to sketch and label what you think the marker will look like. We will share your predictions at the end of Number Corner.

Be sure to include:

1. *The dimensions of the array that you draw*
2. *The area of the array that you draw*
3. *The correct color to shade in the array*
4. *The date of the marker you are predicting.*

Day 10 continued

Link to printable teacher master for Small Number Corner Chart



DAY 11

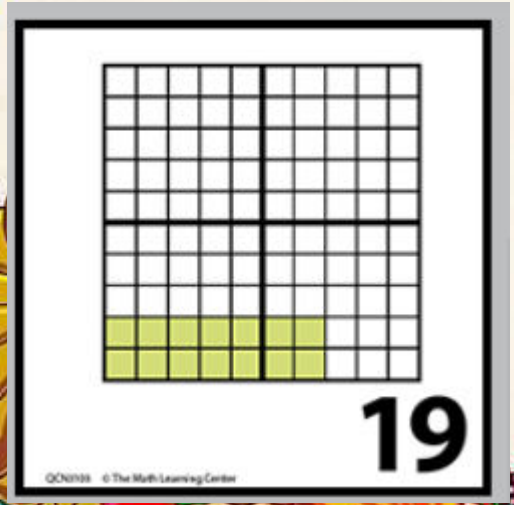
Today we will…

- Update our Calendar and Calendar Grid
  - Update our Calendar Collector
- Learn how to play the Array Race game

If you would like a brief 2 minute video to review arrays, click here.

DAY 11

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



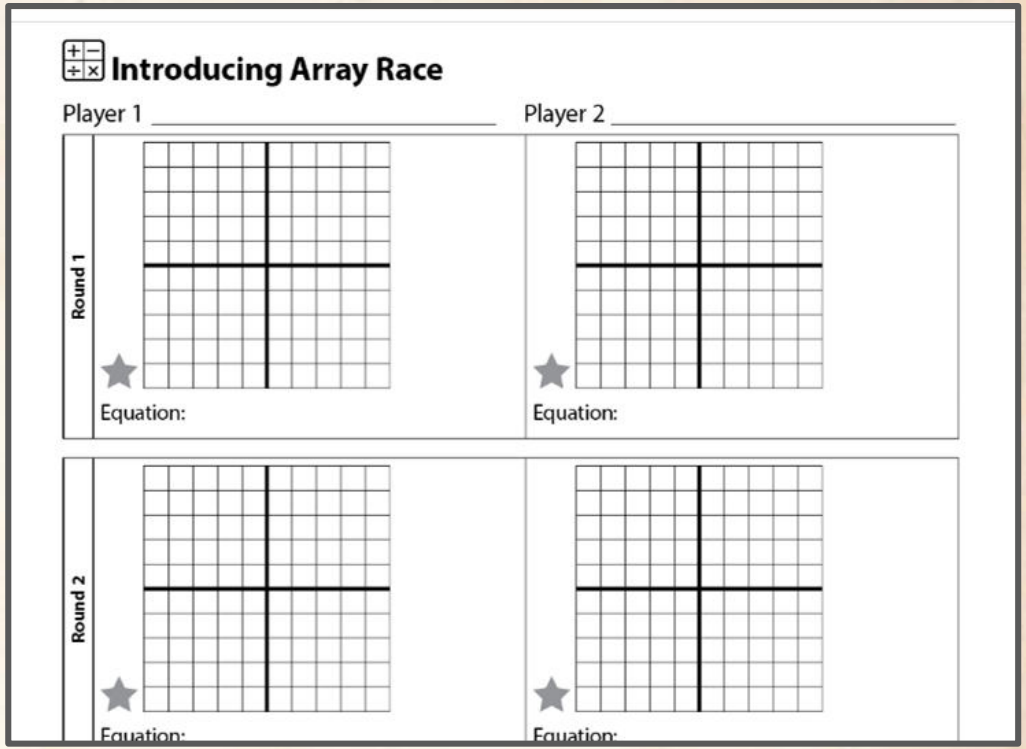
What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 11 cont.

Click here to go to the Calendar Collector Fraction Race Page.

DAY 11 cont.

Today we will be playing Array Race as a class. This game will help us practice multiplication facts. Take a look at the game board. What do you notice about the first 10 by 10 grid?

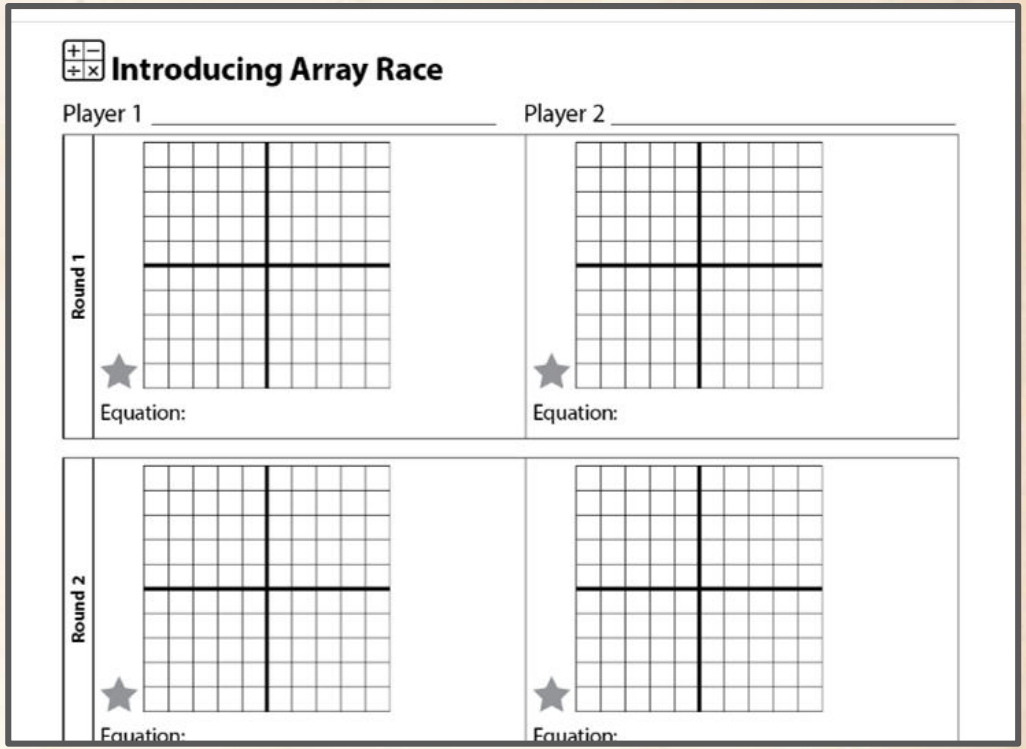


DAY 11 cont.

This game is similar to Loops & Groups. In this game we will draw arrays instead of loops & groups to represent multiplication problems.

- We will take turns rolling two dice to see what size array we should sketch.
- Then we sketch a frame of the array and shade it in.

Directions continued on next slide.



Introducing Array Race

Player 1 _____ Player 2 _____

Round 1

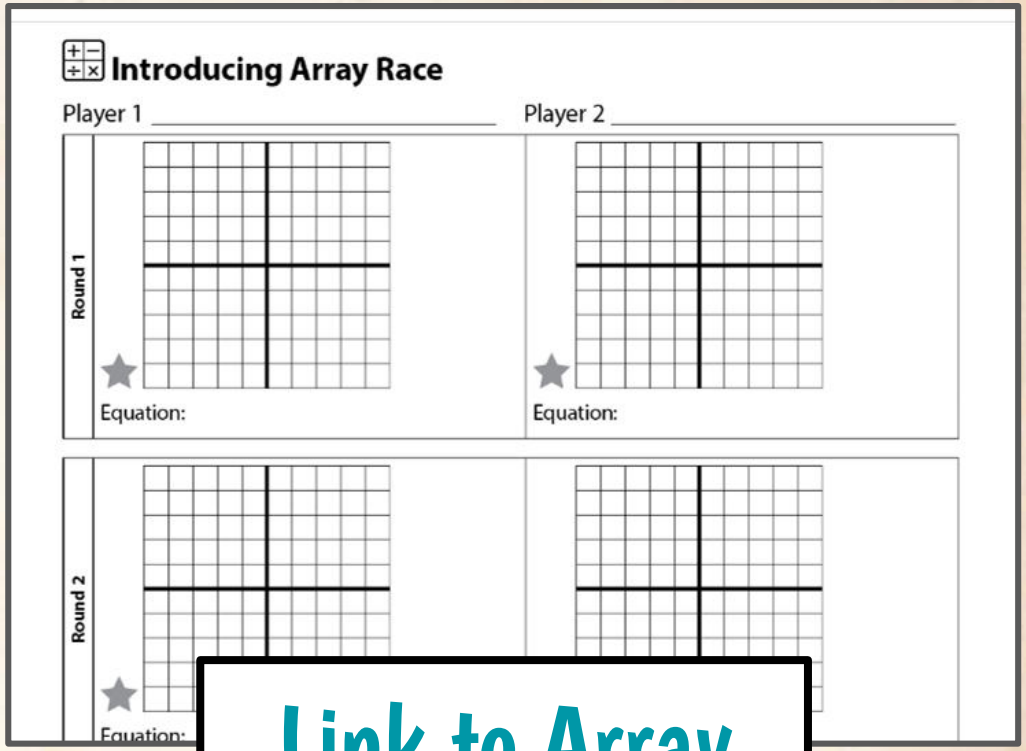
Equation: Equation:

Round 2

Equation: Equation:

DAY 11 cont.

- Last, we write an equation that shows the dimensions (factors) and area (product) of the array.
- Once each player has had three turns, they add their products.
- At the end of the game, we roll a More or Less die to see if the player with the highest or lowest score wins.
- Today you will play against me. Next time you will play with a partner.



Link to Array Race game

DAY 12

Today we will...

- Update our Calendar and Calendar Grid
- Update our Calendar Collector
- Look at equivalent fractions

DAY 12

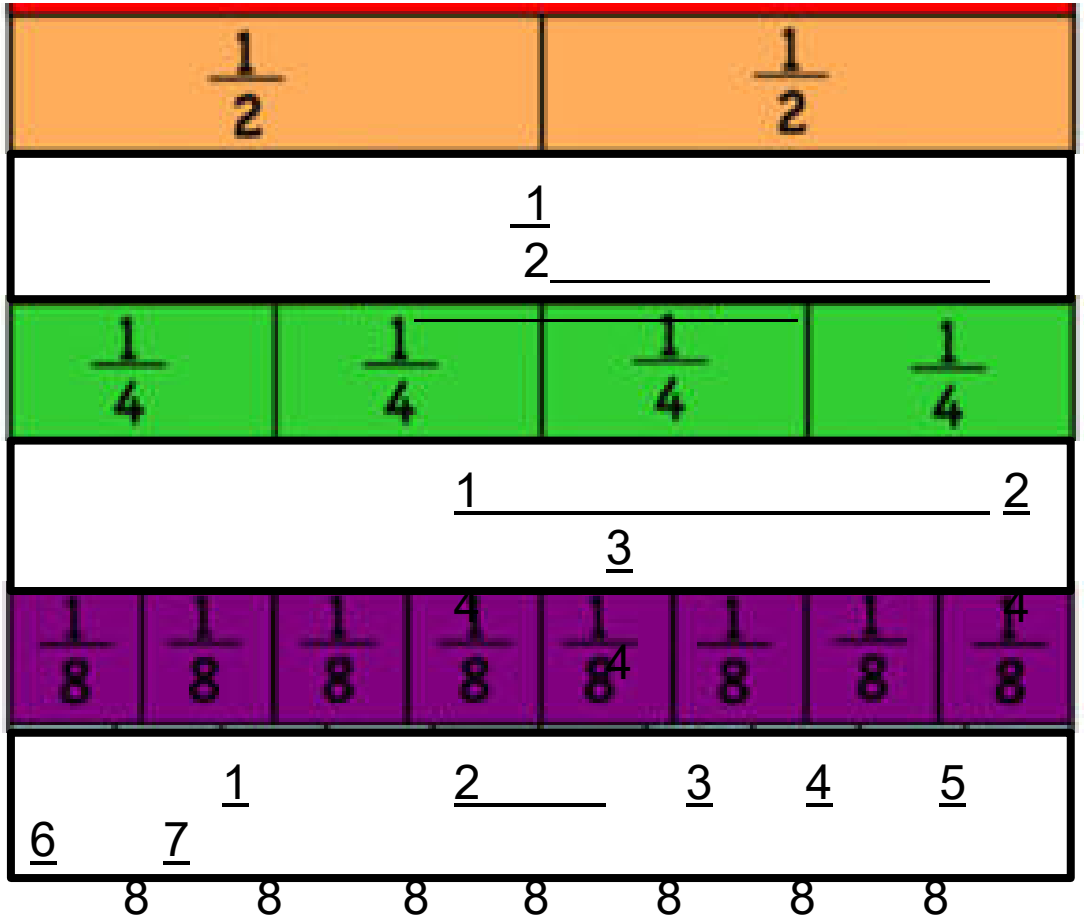
Let's take a look at our next Number Corner marker for the month of November.

What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 12 cont.

Click here to go to the Calendar Collector Fraction Race Page.

Day 12 continued



Teachers, you are supposed to use the calendar collector lines for this but attached this if it's easier.

- How many fourths are equal to ½?
- How many eighths are equal to ¾?
- How many fourths are equal to 2/8?

Day 12 continued

Click here to go to the Calendar Collector Fraction Race Page.

You need to use the fraction race calendar collector for these questions.

- How many fourths are equal to 1 ½?
- What is another way to say that fraction?

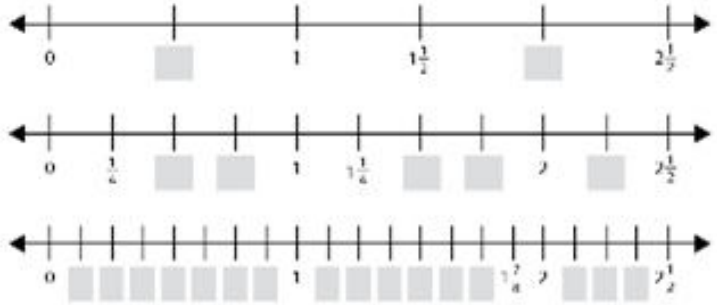
Day 12 continued

You will use the rest of class to solve problems using fractions on a number line. We will go over the directions together and then you will complete on your own. Please go to page 12 in your Number Corner workbook.

Link to workbook page

Fractions on a Number Line

1 Label the missing numbers on these number lines. You can use improper fractions or mixed numbers for both) to label the numbers greater than 1.



2 Use the number lines to help complete this table.

Improper Fraction	Mixed Number	How many $\frac{1}{2}$s?	How many $\frac{1}{4}$s?	How many $\frac{1}{8}$s?
$\frac{10}{4}$	$2\frac{2}{4}$	5	10	$\frac{20}{8}$
$\frac{12}{8}$				
$\frac{4}{2}$				

3 Use the number lines above to help answer the following questions.

a How many fourths are equal to $1\frac{1}{2}$?

b How many eighths are equal to $\frac{3}{4}$?

c How many fourths are equal to $2\frac{1}{4}$?

4 Write as many fractions and mixed numbers as you can think of that are equal to $2\frac{1}{2}$.

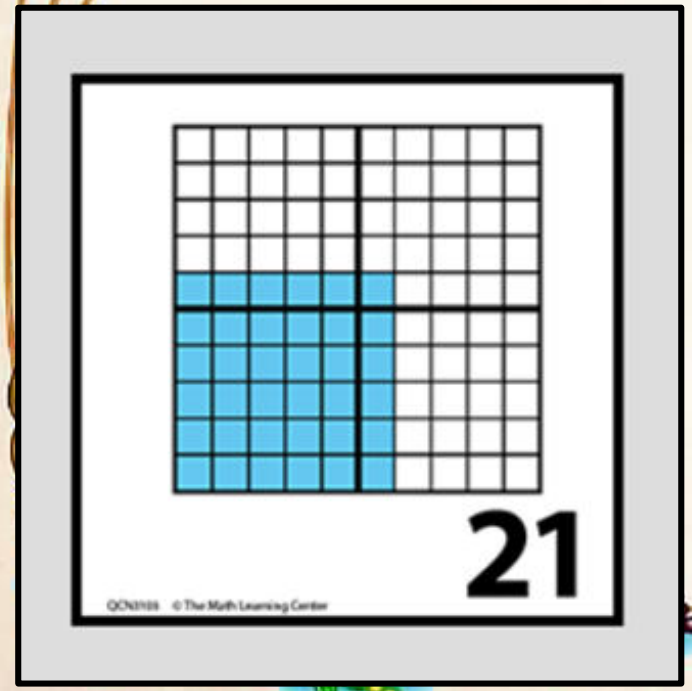
DAY 13

Today we will...

- Update our Calendar and Calendar Grid
  - Update our Calendar Collector
- Play Round & Add with partners

DAY 13

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

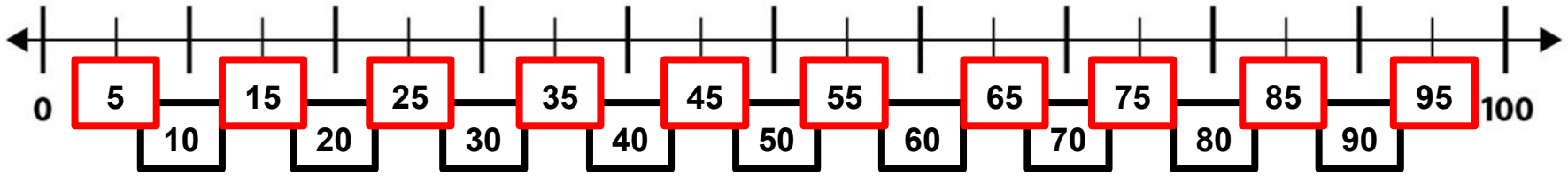


What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 13 cont.

Click here to go to the Calendar Collector Fraction Race Page.

Day 13 continued



Let's review rounding to the nearest ten. Let's round these numbers to the nearest ten and explain how we did it.

18 *33* *55* *91*

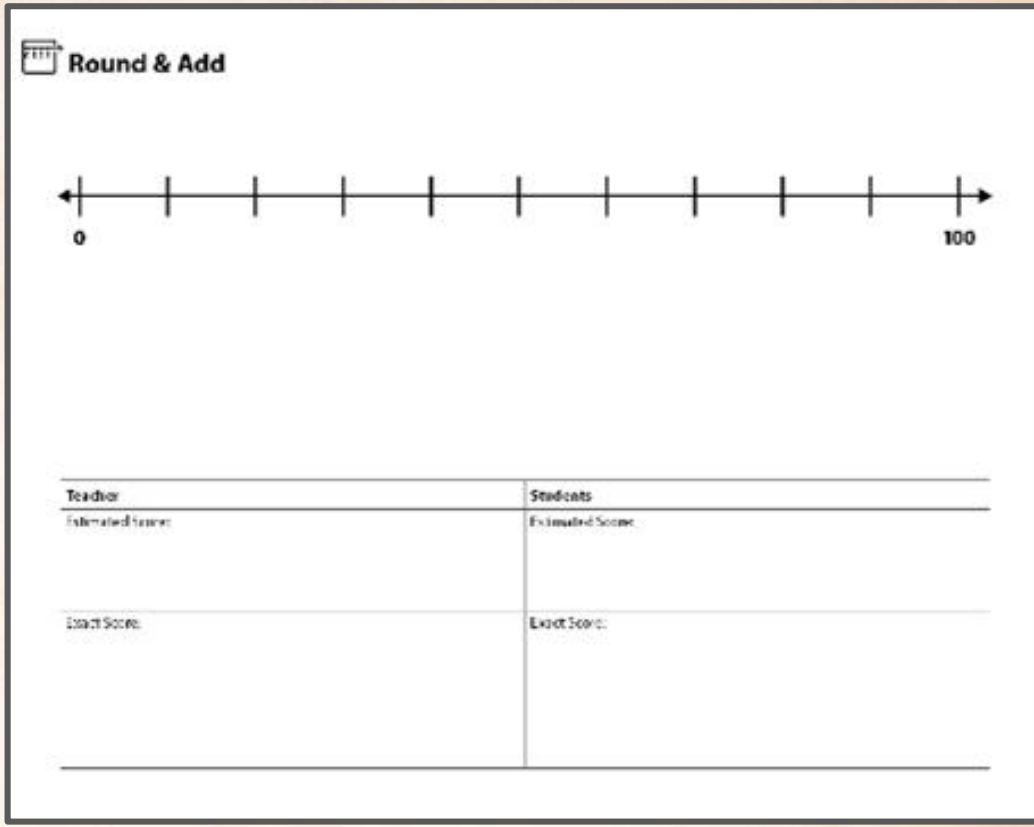
86

DAY 13 cont.

Today you will be playing Round & Add in partners. Let's review the directions.

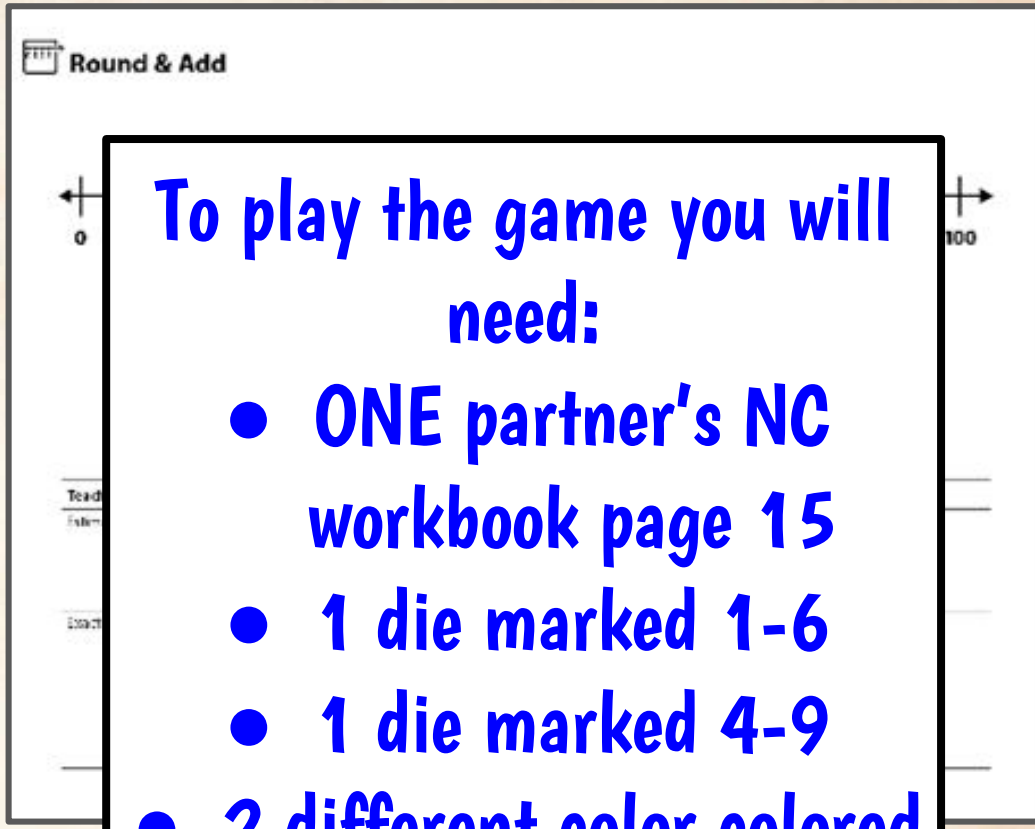
- First we will label the number line.
- The first player will roll two dice and use the digits rolled to create a two digit number.
- Then they will mark that number on the number line and circle the ten that it rounds to with their color.

(directions continued on next slide)



DAY 13 cont.

- You will keep taking turns until all the tens have been circled. (Players can choose to only roll one die if they want to try to get to the 0 or 10.
- Once you are done, you will use the rounded number to predict who will have the highest sum.
- Then each team will add up their exact sums and the highest sum wins the game.



To play the game you will need:

- ONE partner's NC workbook page 15
- 1 die marked 1-6
- 1 die marked 4-9
- 2 different color colored pencils

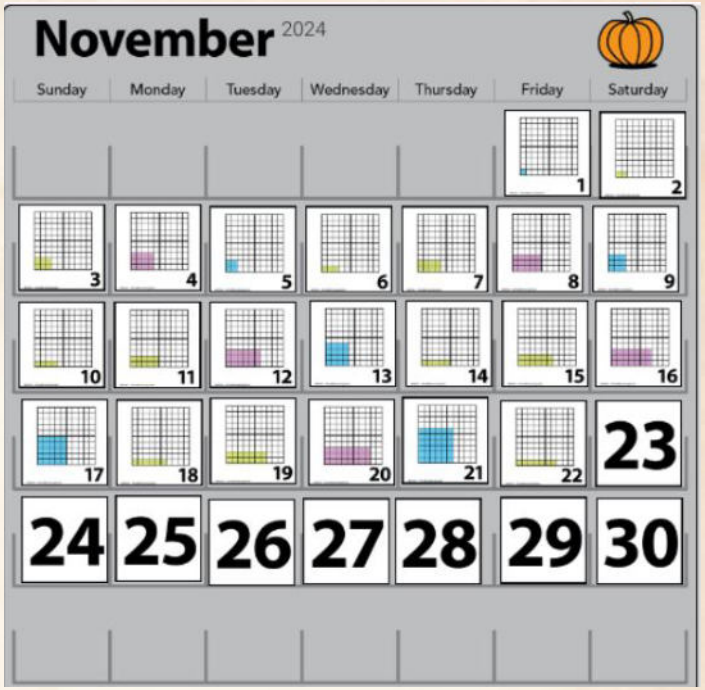
DAY 14

Today we will...

- Update our Calendar and Calendar Grid
- Update our Calendar Collector
- Review multiplication

DAY 14

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



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 14 cont.

Click here to go to the Calendar Collector Fraction Race Page.

DAY 14 cont.

Today you will work on a workbook page that works on the concepts we learned this month.

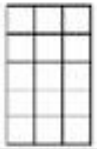
Open up your Number Corner workbook to page 11. Take a look at the page and then we will go over the directions together.

We will share our work at the end of Number Corner.

Link to workbook page

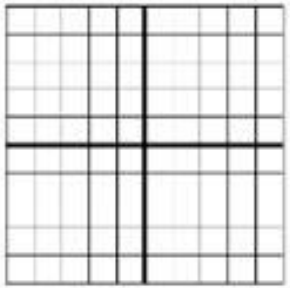
Rectangular Arrays

1 Label the dimensions of each array. Then find the total area of each rectangle. Try to find the area without counting every square. Finally, write a multiplication equation using the dimensions and area of the array.

ex	a	b
		
Total Area:	Total Area:	Total Area:
Multiplication Equation:	Multiplication Equation:	Multiplication Equation:

2 Color in a 7-by-6 array on the grid. Label each dimension.

3 Then find the total area of the array. See if you can find a way to do it without counting each square one by one. Show your work below. You can use pictures, numbers, or words to show how you found the area.



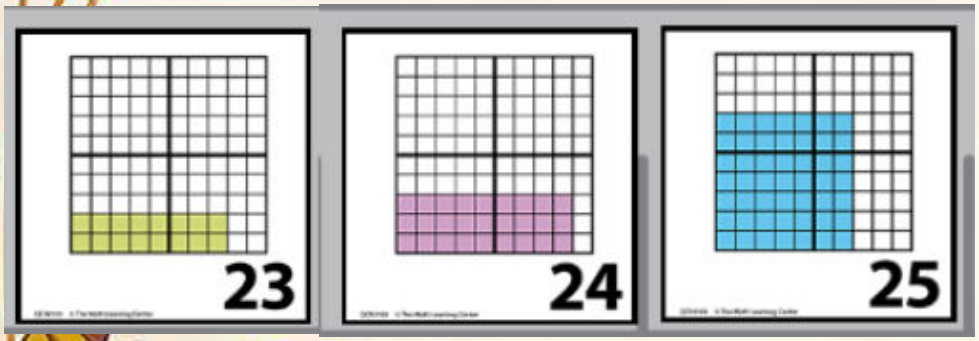
DAY 15

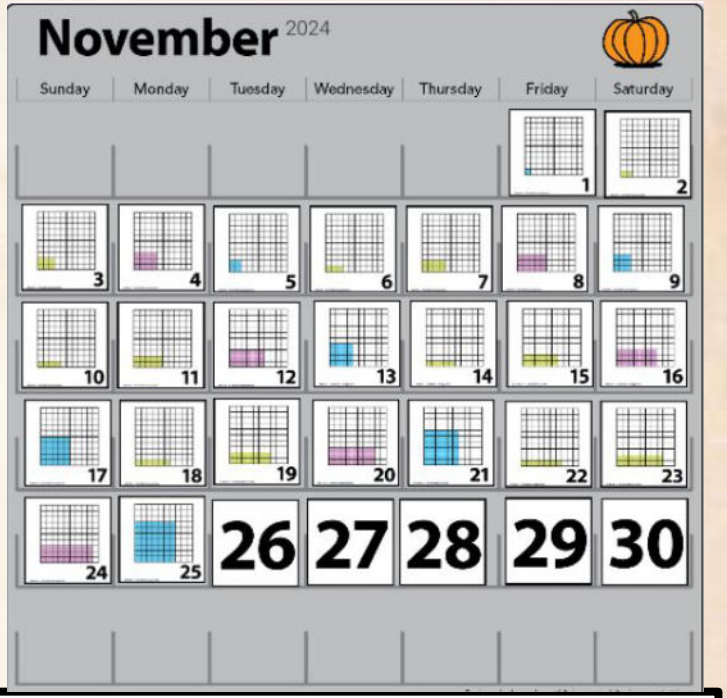
Today we will...

- Update our Calendar and Calendar Grid
- Update our Calendar Collector
- Play Array Race in partners

DAY 15

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





What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

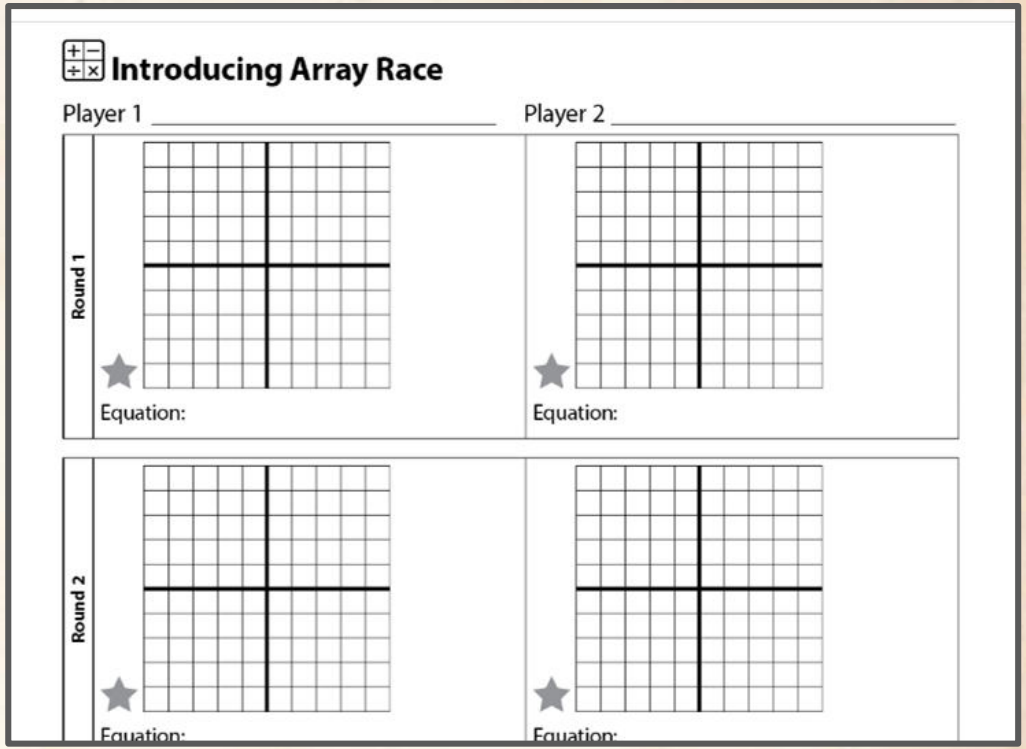
DAY 15 cont.

Click here to go to the Calendar Collector Fraction Race Page.

DAY 15 cont.

Today you will be playing Array Race in partners. This game will help us practice multiplication facts. You will need:

- Workbook page 13
- 1 die numbered 1-6
- 1 die numbered 4-9
- 2 different color colored pencils



Introducing Array Race

Player 1 _____ Player 2 _____

Round 1

Equation:

Equation:

Round 2

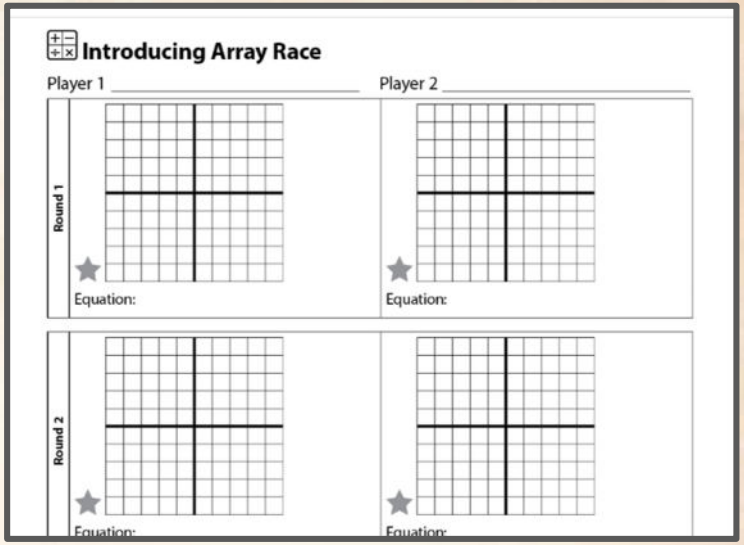
Equation:

Equation:

DAY 15 cont.

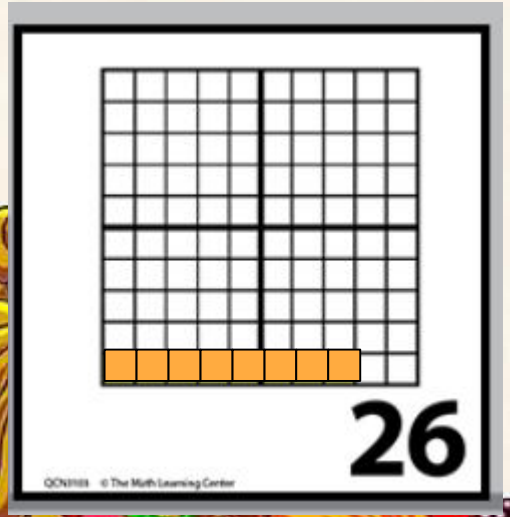
We will review the directions first.

- You will take turns rolling two dice to see what size array you should sketch
- Then you sketch a frame of the array and shade it in.
- Last, you write an equation that shows the dimensions (factors) and area (product) of the array.
- Once each player has had three turns, add your products.
- At the end of the game, come roll a More or Less die to see if the player with the highest or lowest score wins.



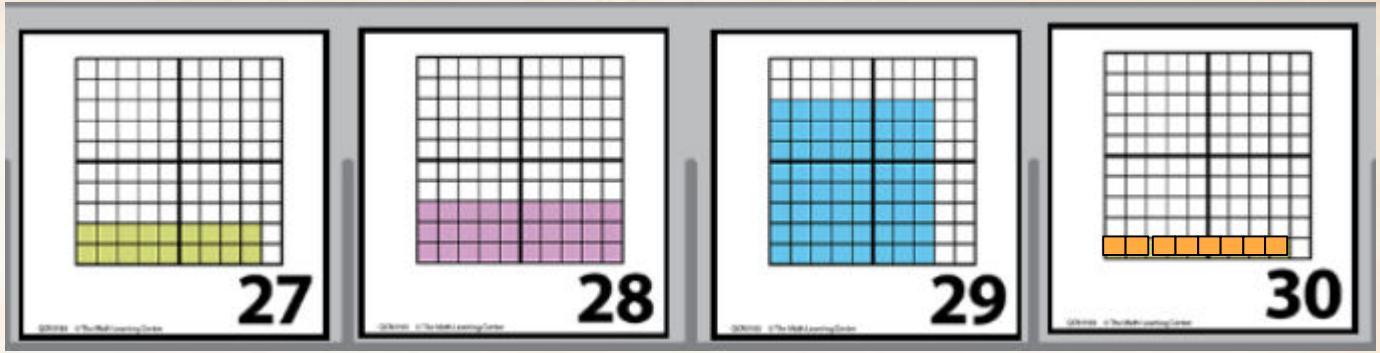
DAY 16

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



What do you see? What do you notice? Let's update our Calendar Grid Observation Chart.

DAY 17



What do you see? What do you notice?
Let's update our Calendar Grid Observation Chart.