September

NUMBER CORNER

September 2024

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

☑ September Daily Planner

Day	Date	Calendar Grid	Calendar Collector	Computational Fluency	Number Line	Solving Problems	Assessment
1		**Activity 1** Introducing the September Calendar Markers (p. 8)	**Activity 1** Introducing the Calendar Collector (p. 18)				
2		*Update*	**Activity 2** What Would You Like to Know About Our Class? (p. 22)				
3		*Update*		**Activity 1** Introducing Loops & Groups (p. 30)			
4		**Activity 2** Charting Observations (p. 9)				**Activity 1** Using Doubles to Solve Near Doubles (p. 45)	
5		*Update*			**Activity 1** Introducing Spud—the Counting Game (p. 36)		
6		**Activity 2** Charting Observations (p. 9)	**Activity 3** Student Surveys (p. 24)				
7		*Update*					Baseline Assessment, Part 1 (p. 52)
8		**Activity 2** Charting Observations (p. 9)				**Activity 2** Jumping by Friendly Numbers (p. 48)	
9		*Update*					Baseline Assessment, Part 2 (p. 54)
10		*Update*			**Activity 2** Spud Revisited (p. 38)		
11		**Activity 3** Making Predictions & Writing Equations (p. 11)	**Activity 3** Student Surveys (p. 24)				
12		*Update*			**Activity 3** From Grid to Line (p. 41)		
13		*Update*		**Activity 2** Loops & Groups Rematch (p. 33)			
14		**Activity 3** Making Predictions & Writing Equations (p. 11)					
15		*Update*			**Activity 4** Number Riddles (p. 42)		
16		**Activity 3** Making Predictions & Writing Equations (p. 11)				**Activity 3** Jumping to Get to a Friendly Number (p. 49)	
17		*Update*	**Activity 4** Which Read-Aloud? (p. 26)				
18		*Update*		**Activity 3** Loops & Groups with a Partner (p. 34)			
19		**Activity 4** Completing the Multiplication Models Page (p. 13)					
20		**Activity 3** Making Predictions & Writing Equations (p. 11)					

Note *On days when the Calendar Grid is not featured in an activity, a student helper will update it before or after Number Corner. Summaries of the update routines appear below.*

Calendar Grid — If the Calendar Grid isn't one of the featured workouts for the day, the student helper posts the marker before or after the class meets for Number Corner and records the day's date on the whiteboard.

September

DAY ONE

Calendar Grid

September 1-3

We will flip a new card on our calendar every day this month. I will give you some time to observe the cards we have flipped so far. Give a thumbs up when you have something to share.

Calendar Collector

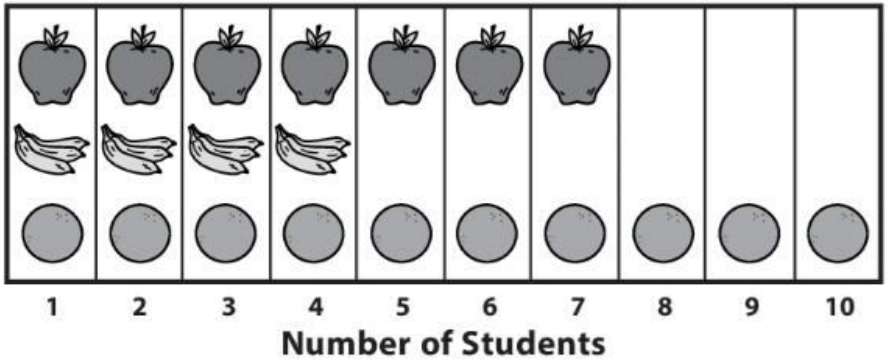
- Have you heard the word “data” before? What do you think data means?
- How do people collect data?
- Why do people collect data?

This month we will collect data by asking conducting surveys. Surveys help people collect information by asking others questions.

Vocabulary

data

21 students were asked what their favorite fruit was.
7 students said apple, **4 said banana**, and **10 said orange** was their favorite.



Working Definition

data: items of information; may include facts, numbers, or measurements

Calendar Collector

I am going to ask you a question to collect data for our survey: "When working on a challenging math problem or an interesting science experiment, do you prefer to do the work alone, with a partner, in a small group, or with the whole class?"

We will raise our hands to vote:

- Alone
- Partner
- Small Group
- Whole Class

Calendar Collector

Title

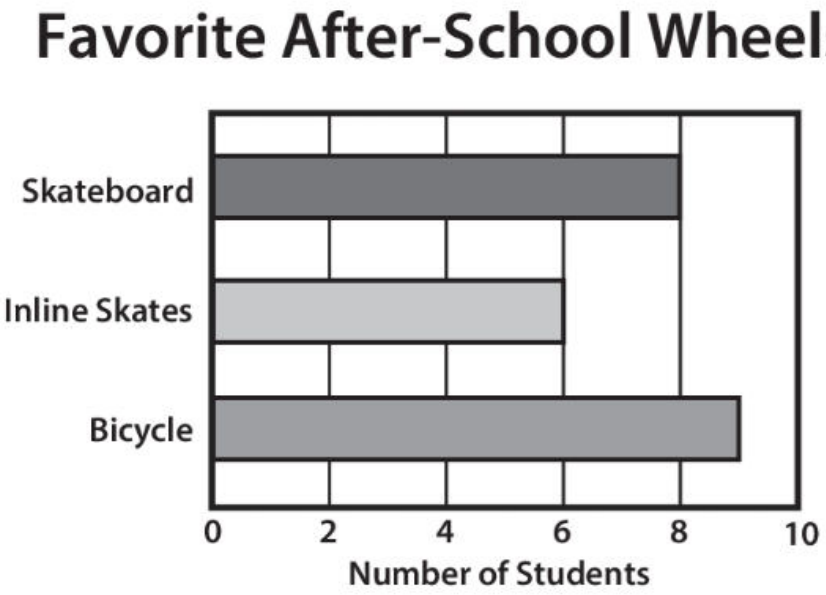
We will record the data we collected on a bar graph. This is a scaled bar graph. Each box stands for more than one person/vote.

Scale Label

Now that we have recorded our data, let's discuss the parts of a graph. These parts of the graph help the reader understand the information more easily.

Vocabulary

bar graph



Word Resource Cards Grades 3–5 | WRC35

Working Definition

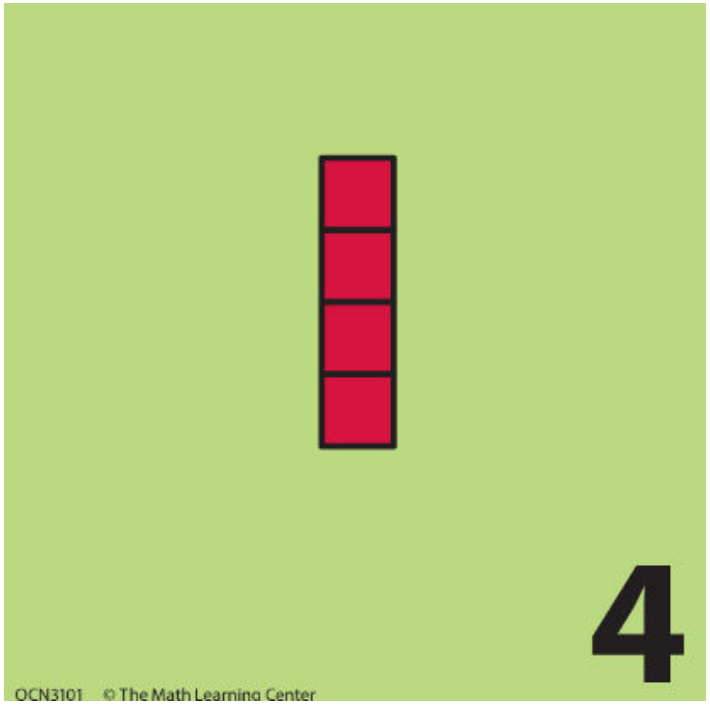
bar graph: a graph that uses horizontal or vertical bars to show frequency of data

September

DAY TWO

Calendar Grid

September 4



What do you see? What do you notice?

Calendar Collector

Let's discuss the bar graph that we created yesterday.

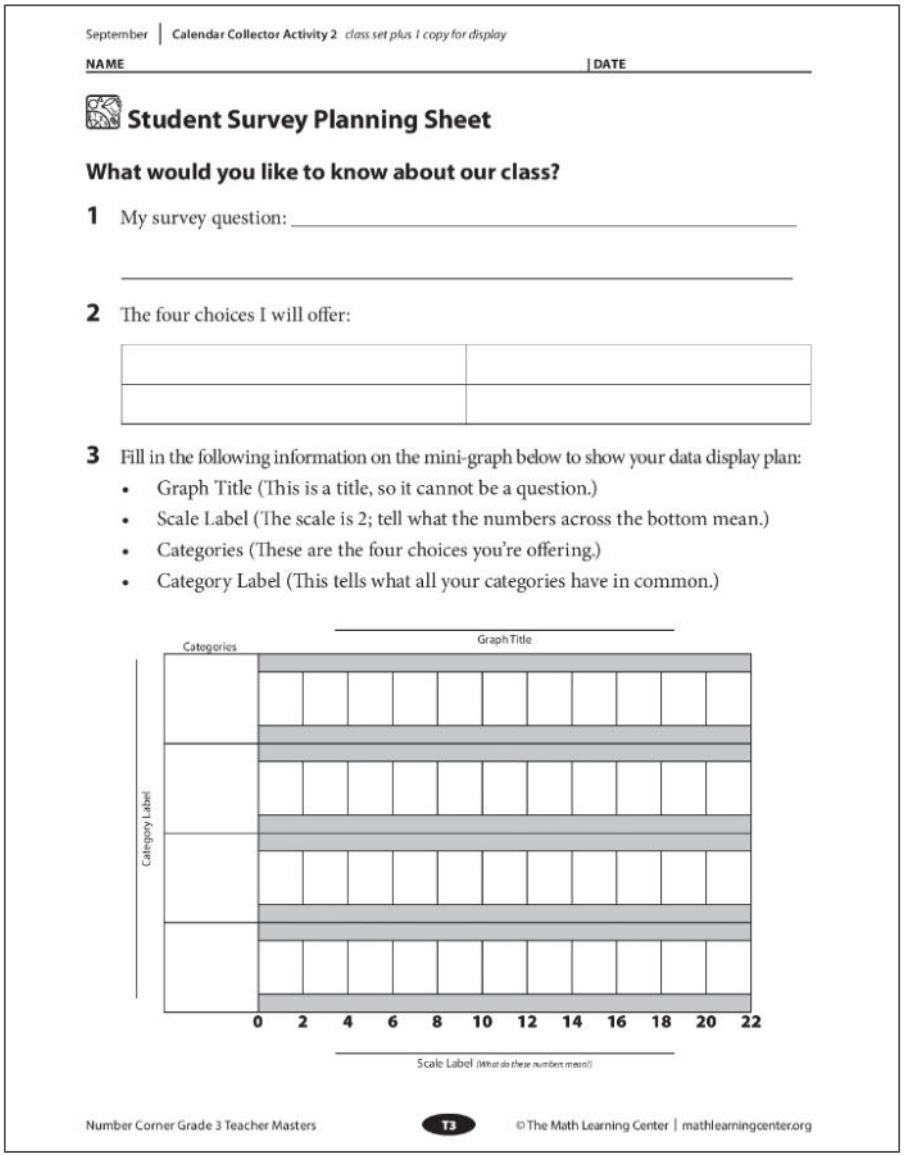
- What does the graph tell you about our class?
- Which of these four different ways of working is most popular in our class? Least?
- Did more people choose working alone or in a small group? How many more? How do you know?
- Did fewer people choose working with the whole class or working in pairs? How many more? How do you know?
- Who might find this information useful? Why?
- If you conducted the same survey in another 3rd grade class, would you get the same results? Why or why not?

Calendar Collector

Let's brainstorm! What are some other things we topics and questions we could gather data about? What else do we want to know about our classmates?

Calendar Collector

Now you are going to plan a survey that you would like to conduct. You will fill out this planning page about your survey. When you are finished, put your name on top and fold it in half. I will put all of the planning sheets in a bag and draw one next time we do Calendar Collector. If your page is drawn, then you will get to conduct your survey!



September | **Calendar Collector Activity 2** *class set plus 1 copy for display*

NAME | DATE

Student Survey Planning Sheet

What would you like to know about our class?

1 My survey question: _____

_____

2 The four choices I will offer:

3 Fill in the following information on the mini-graph below to show your data display plan:

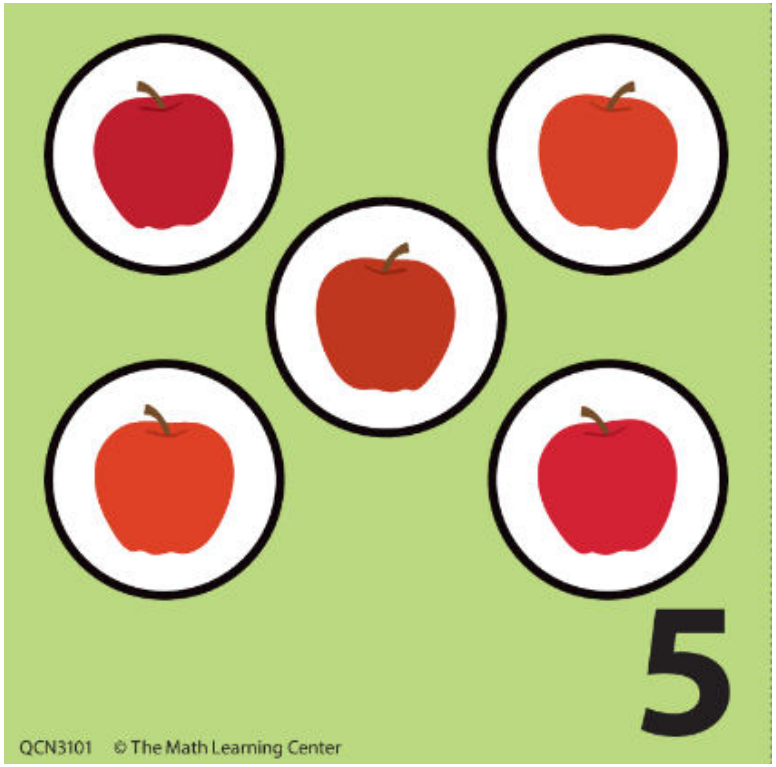
- Graph Title (This is a title, so it cannot be a question.)
- Scale Label (The scale is 2; tell what the numbers across the bottom mean.)
- Categories (These are the four choices you're offering.)
- Category Label (This tells what all your categories have in common.)

September

DAY THREE

Calendar Grid

September 5



What do you see? What do you notice?

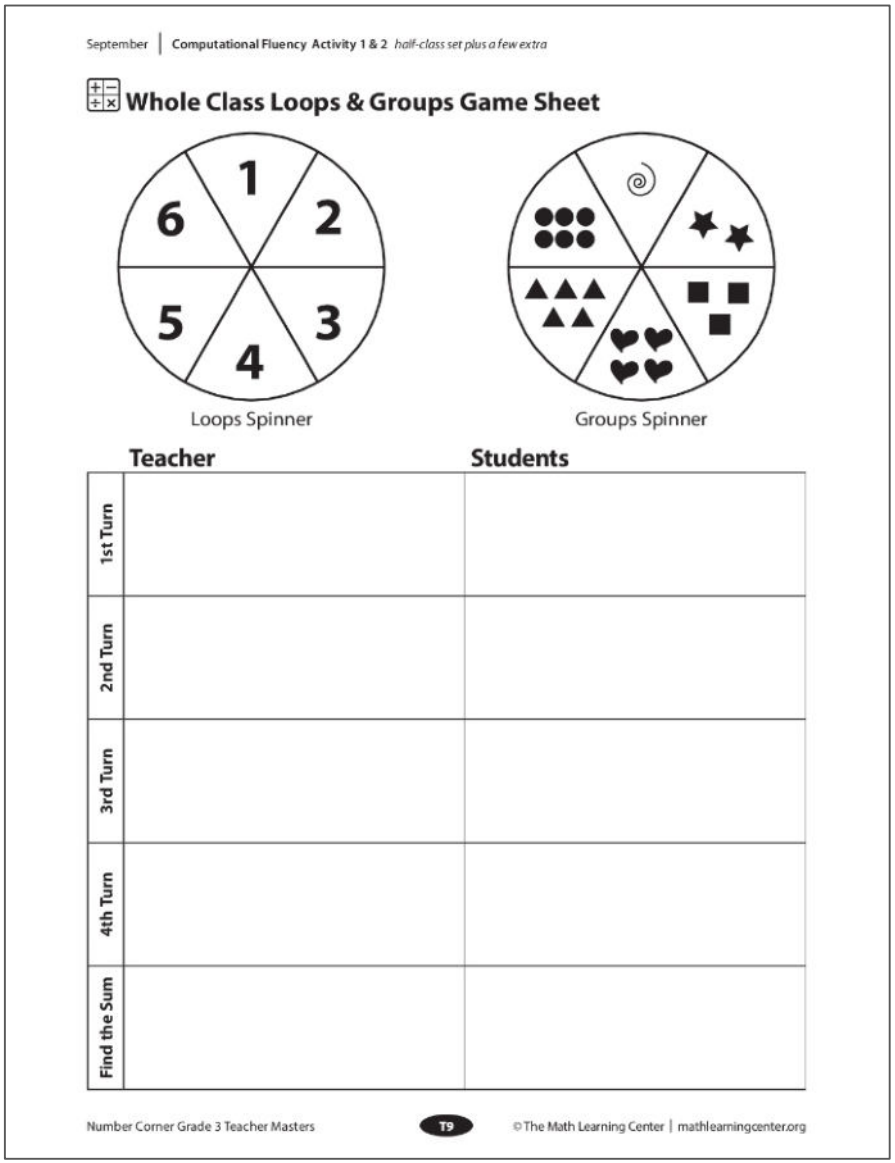
Computational Fluency

Today we are going to learn a new game to help us learn about multiplication!

We are going to practice this game playing it teacher vs. class. You will get to play it with a partner later on!

We will take turns spinning both spinners. The first spinner tells how many loops to draw and the second one shows how many shapes to draw in each loop. After spinning and drawing we will multiply to find the total number of shapes in each loop. After all of the turns are finished we will add up the totals from each turn to see who won!

I will do my work up on the board and you will do your work on your whiteboards.



September | Computational Fluency Activity 1 & 2 *half-class set plus a few extra*

Whole Class Loops & Groups Game Sheet

Loops Spinner

Groups Spinner

	Teacher	Students
1st Turn		
2nd Turn		
3rd Turn		
4th Turn		
Find the Sum		

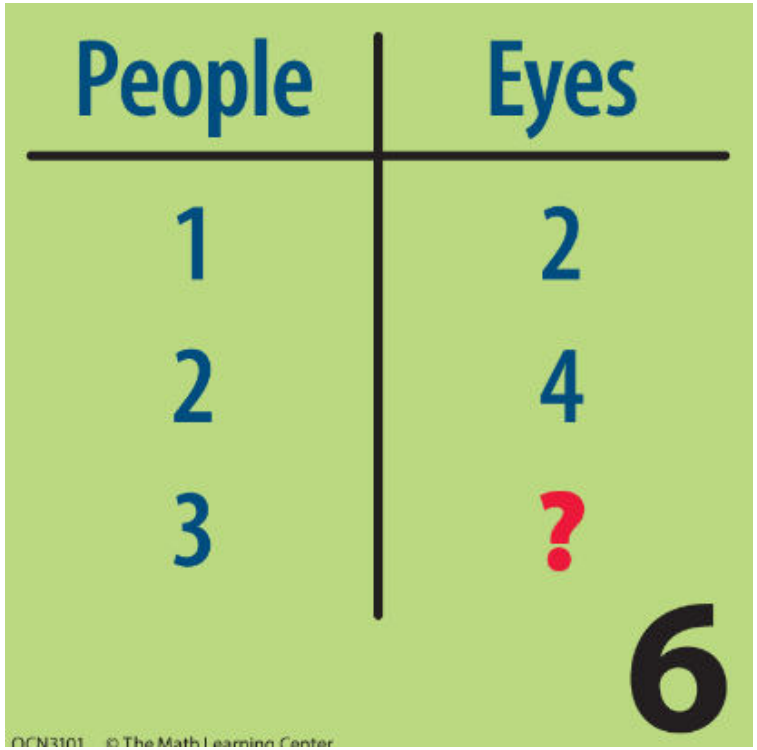
September

DAY FOUR

Calendar Grid

September 6

Before we turn our calendar marker for today, I want you to make a prediction about what you think it will be.



What do you see? What do you notice?

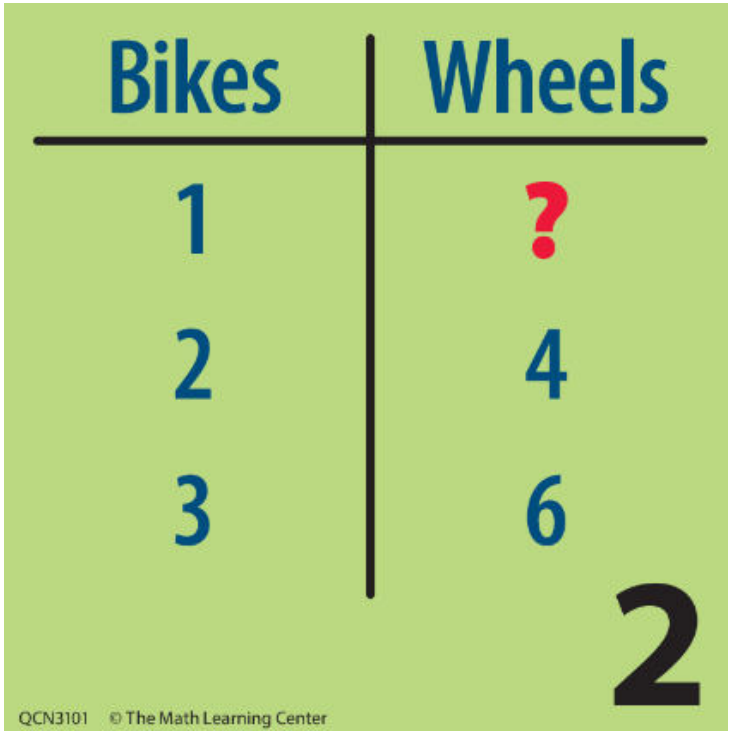
Calendar Grid

We are going to use this chart to record information from our calendar markers. Let's fill in the information from the calendar markers we have seen so far this month.

Calendar Grid Observation Chart			
Date	**Model**	**Description**	**Equation**
9/1			
9/2			
9/3			
9/4			
9/5			
9/6			
9/7			
9/8			
9/9			
9/10			

Finally, we are going to write a multiplication equation to describe the calendar marker. What multiplication problem would describe the model?

Calendar Grid Observation Chart			
Date	**Model**	**Description**	**Equation**
9/1			
9/2			
9/3			
9/4			
9/5			
9/6			
9/7			
9/8			
9/9			
9/10			



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/1	Loops and Groups	1 loop with a star in it	1 x 1 = 1 star
9/2			
9/3			
9/4			
9/5			
9/6			
9/7			
9/8			
9/9			
9/10			

What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
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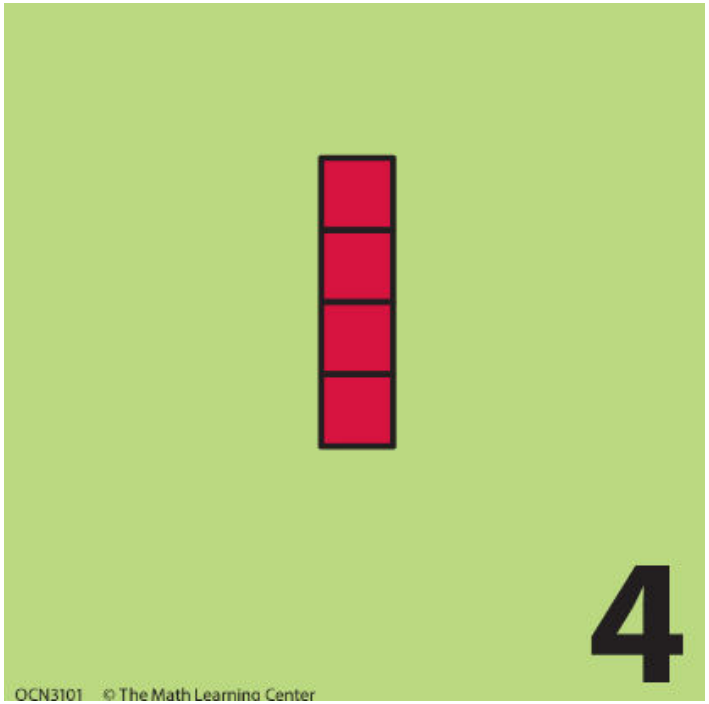
9/3			
9/4			
9/5			
9/6			
9/7			
9/8			
9/9			
9/10			



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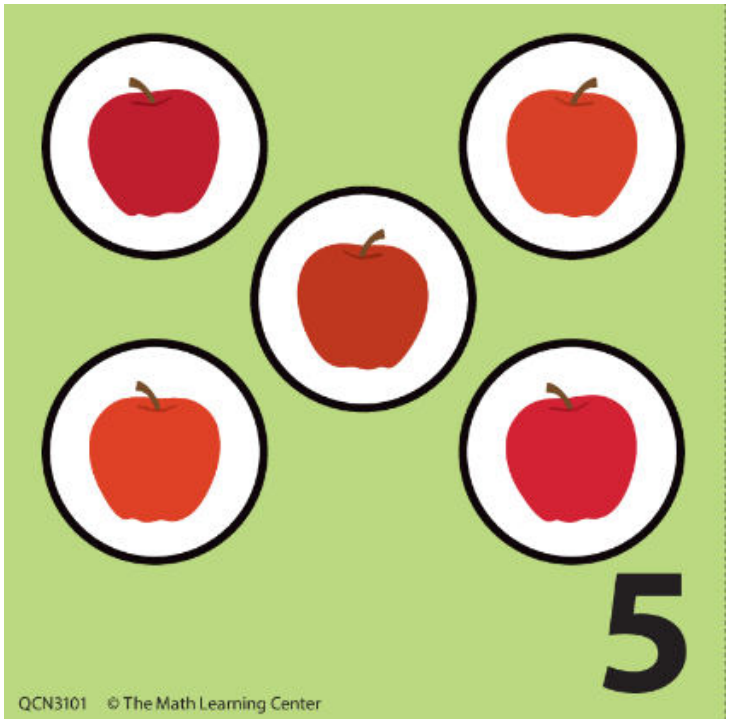
9/4			
9/5			
9/6			
9/7			
9/8			
9/9			
9/10			



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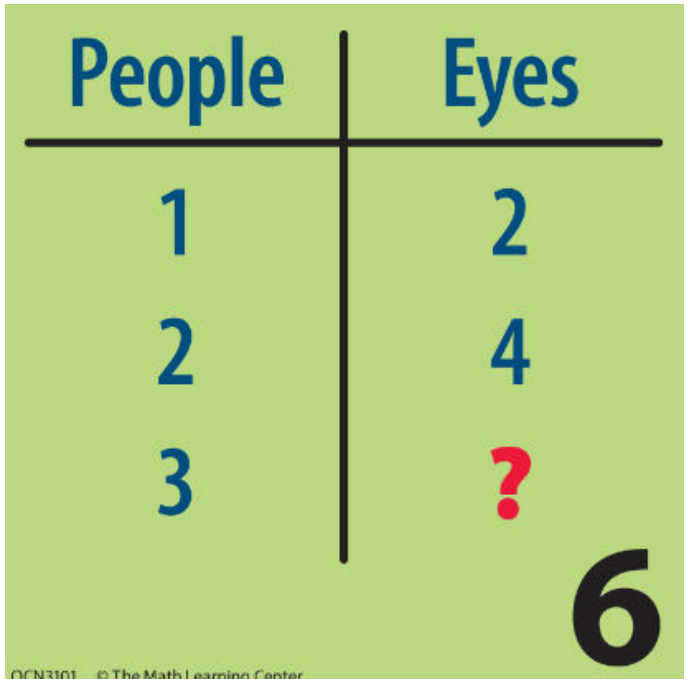
9/4	Array	4 rows of 1 square	4 x 1 = 4 squares
9/5			
9/6			
9/7			
9/8			
9/9			
9/10			



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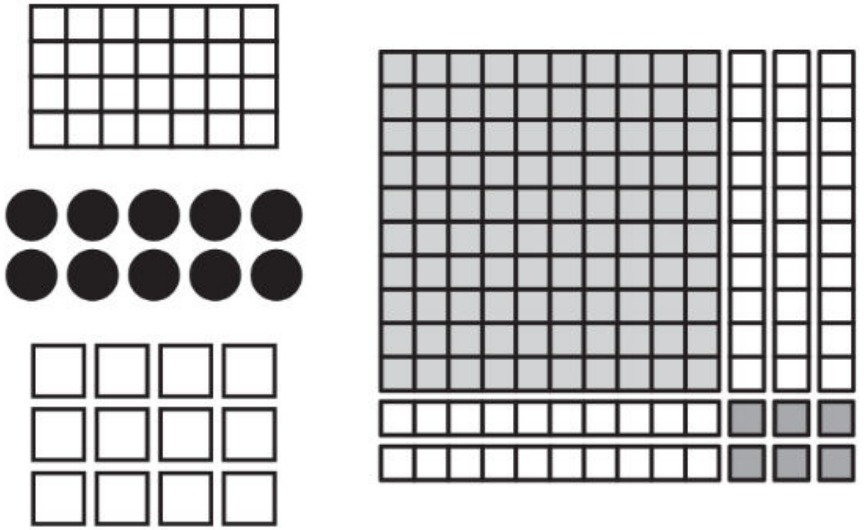
9/4	Array	4 rows of 1 square	4 x 1 = 4 squares
9/5	Loops and Groups	5 loops with one apple each	5 x 1 = 5 apples
9/6			
9/7			
9/8			
9/9			
9/10			

Vocabulary

array



Word Resource Cards Grades 3–5 | WRC35

Working Definition

array: an arrangement consisting of equal rows and equal columns

Vocabulary

ratio table

1	2	3	5
2	4	6	10

5	15
10	30
15	45
30	90

Word Resource Cards Grades 3–5 | WRC35

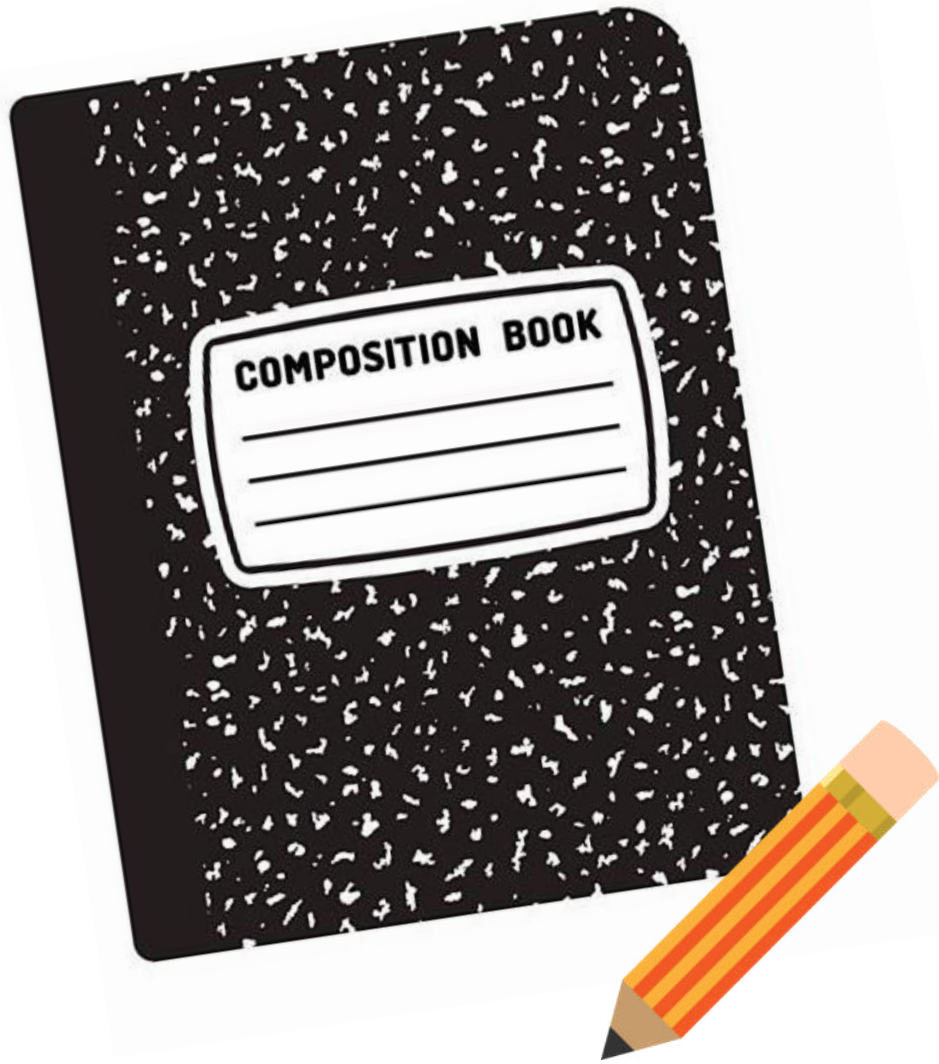
Working Definition

ratio table: a model that represents equivalent ratios; can be used as a tool to solve problems that involve multiplication, division, fractions, and proportions

Solving Problems

Now we are going to use our Math Notebook and pencil to solve problem string. A problem string is a series of related problems that we will discuss and solve together. The problems will usually start easier and get harder. The problems from the beginning will often help us solve the problems at the end.

You will need:



Solving Problems

We are going to look at a string of addition problems and discuss a variety of strategies to solve them.

Date:

25 + 25 =

Two quarters = 50 cents
25¢ + 25¢ = 50¢

20 + 5 + 20 + 5

40 10

40 + 10 = 50

25 + 26 =

20 + 5 + 20 + 6

40 11

40 + 11 = 51

25 + 25 + 1

50 1

50 + 1 = 51

Solving Problems

Date:

25 + 24 =

20 + 5 + 20 + 4

40 9

40 + 9 = 49

25 + 24 = 25 + (25 - 1)

50 -1 = 49

25 + 28 =

20 + 5 + 20 + 8

40 13

40 + 13 = 53

25 + 28 = 25 + (25 + 3)

50 + 3 = 53

Solving Problems

In the previous set of problems, we used our knowledge of the math fact 25+25 to solve problems that were close to that fact. Now we are going to going to take a look at another math fact, 40+40. I will give you a few problems that are close to 40+40. You will have time to solve the related problems with whatever strategy you prefer. Then, we will discuss how we solved them.

Date:

40 + 40 = 80

39 + 41 =

38 + 40 =

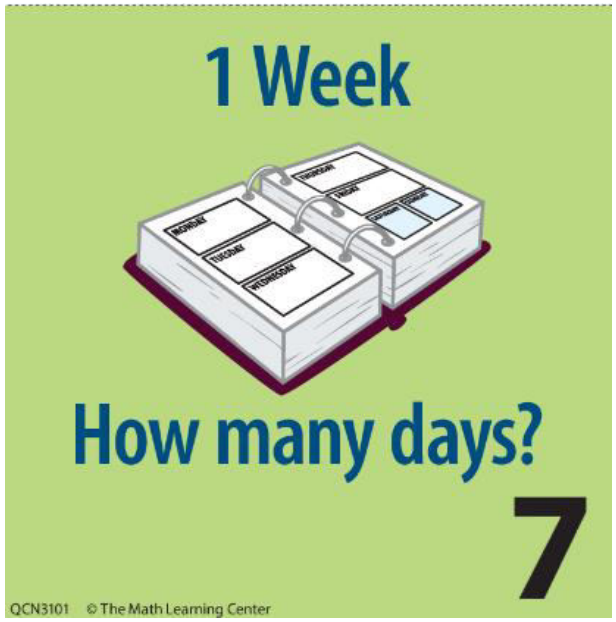
39 + 39 =

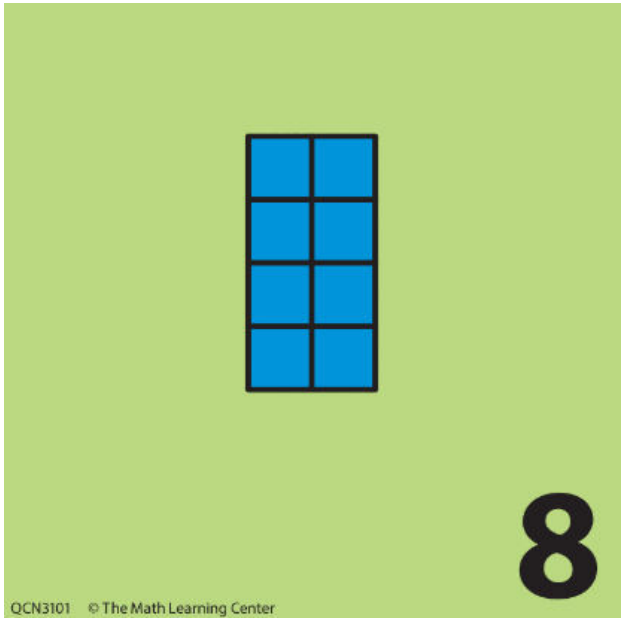
September

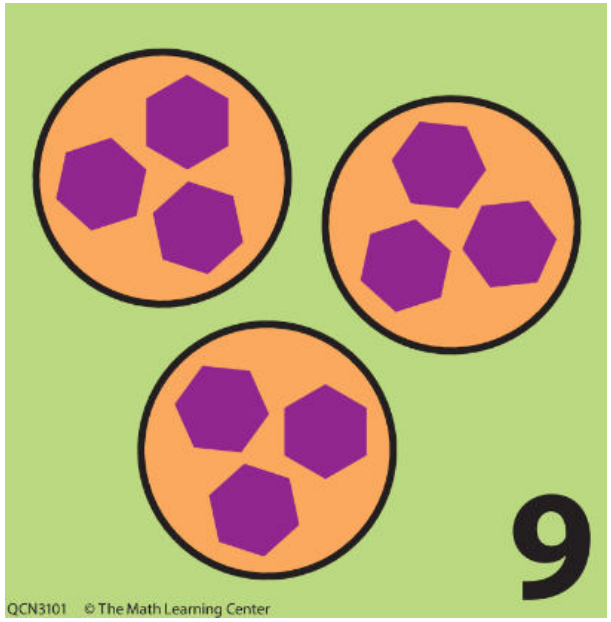
DAY FIVE

Calendar Grid

September 7-9







What do you see? What do you notice?

Number Line

Take a look at this number chart that is pictured. What do you notice? Give a thumbs up when you have something to share.

Now, share your thoughts with a neighbor.

Finally, I am going to call on a few of you to share your thoughts with the class.

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1,000

Number Line

We are going to learn a new game called Spud using this 1,000 grid!

We are going to take turns counting by 10s going clockwise around the circle. There is one rule you have to remember: every time a multiple of 100 is reached, you have to say "Spud" instead of that number.

Let's practice before we play!

Number Line

Now we will play! Stand in a circle. There are two ways to get out in this game:

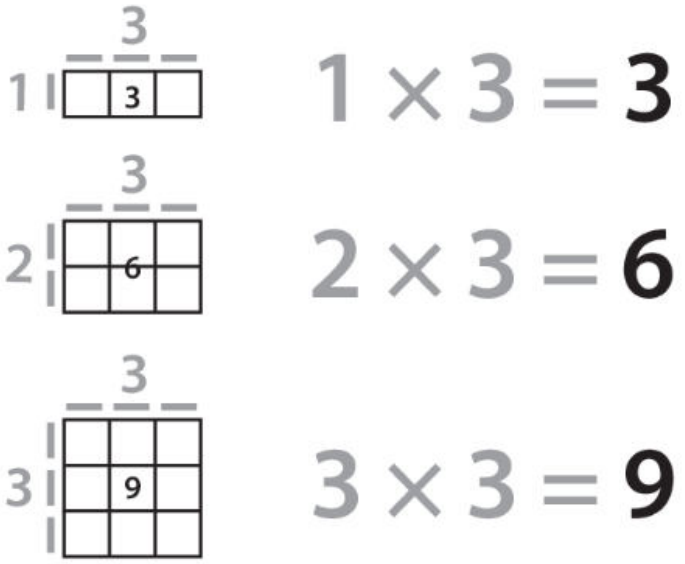
1. If a you say the number instead of "SPUD," you sit down.
2. If the next person after the "SPUD" number does not know what number is next, they must also sit down.

You may use the 1,000s chart displayed to refer to during the game.

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1,000

Vocabulary

multiple



Working Definition

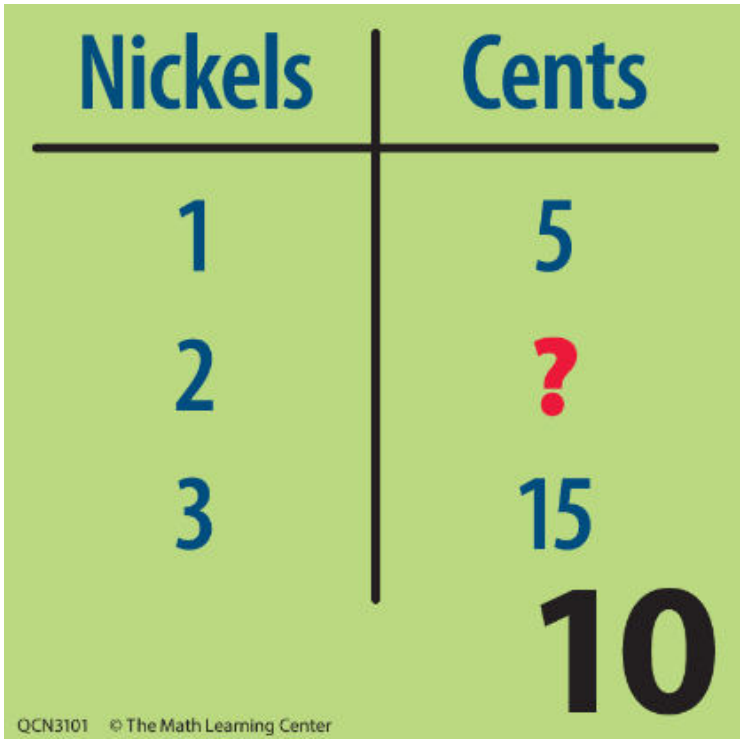
multiple: a number that is the product of a given whole number and any other whole number; a number that may be divided by a given number without a remainder; for example, 3, 6, and 12 are multiples of 3


September
DAY SIX

Calendar Grid

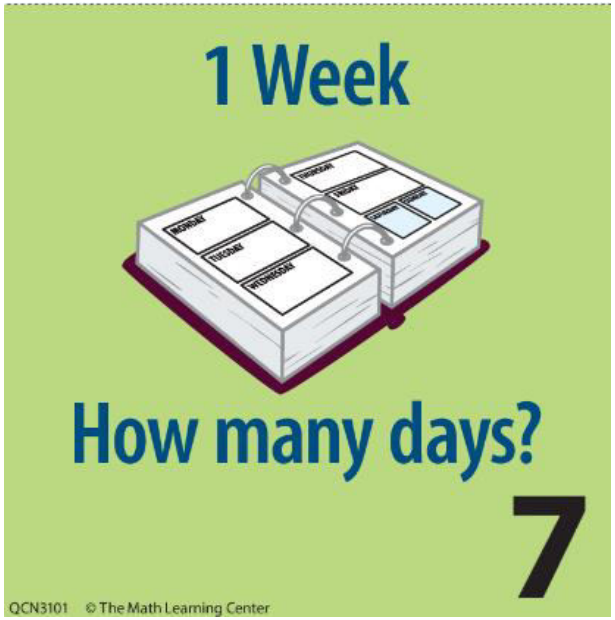
September 10

Before we turn our calendar marker for today, I want you to make a prediction about what you think it will be.



What do you see? What do you notice?

Time to update our Calendar Grid Observation Chart!



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
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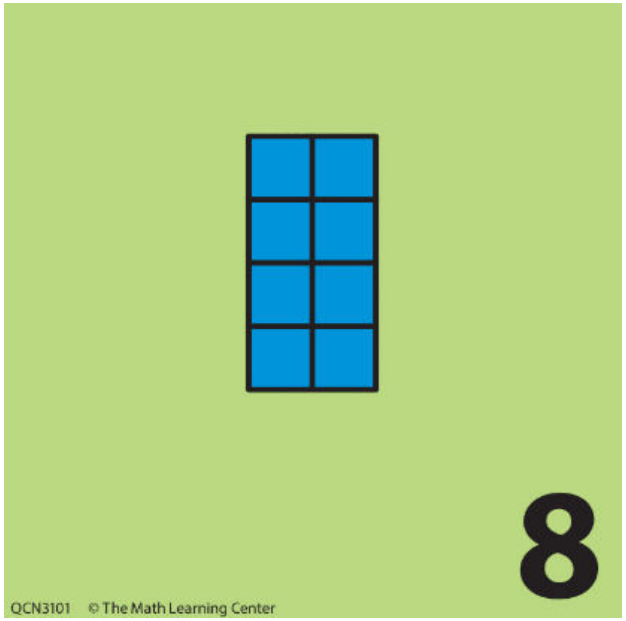
9/2	Ratio Table	1 bike, 2 wheels	1 x 2 = 2 wheels
9/3	Picture	1 snowman, 3 spheres	1 x 3 = 3 spheres
9/4	Array	4 rows of 1 square	4 x 1 = 4 squares
9/5	Loops and Groups	5 loops with one apple each	5 x 1 = 5 apples
9/6	Ratio Table	1 person, 2 eyes	3 x 2 = 6 eyes
9/7			
9/8			
9/9			
9/10			



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9/5	Loops and Groups	5 loops with one apple each	5 x 1 = 5 apples
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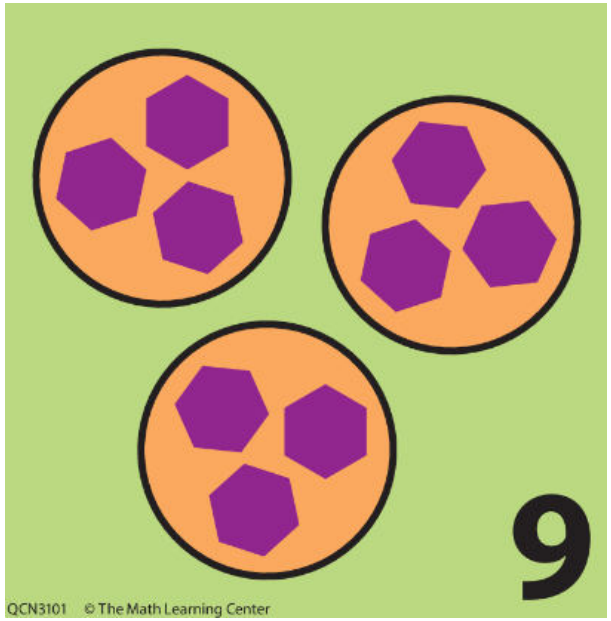
9/7	Picture	1 week is 7 days	1 x 7 = 7 days
9/8			
9/9			
9/10			



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Calendar Grid Observation Chart

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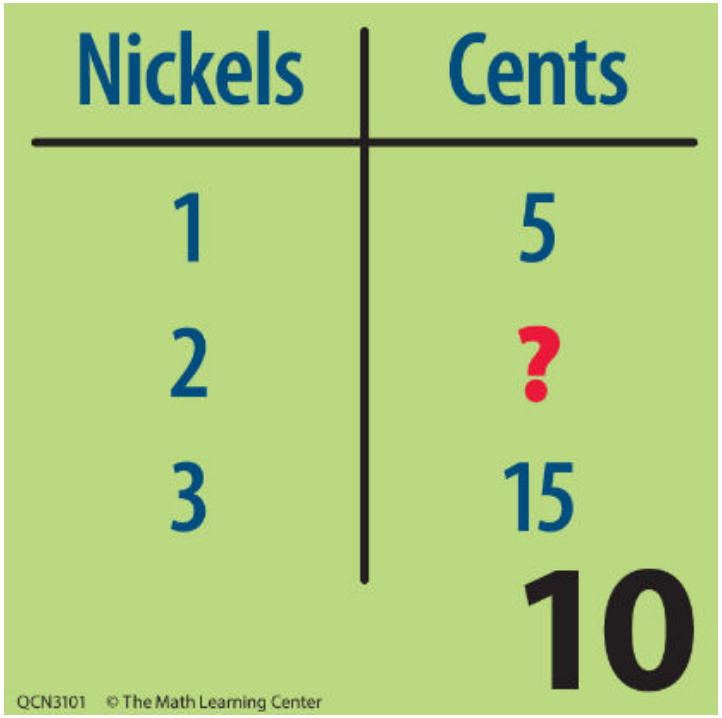
9/7	Picture	1 week is 7 days	1 x 7 = 7 days
9/8	Array	4 rows of 2	4 x 2 = 8 squares
9/9			
9/10			



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

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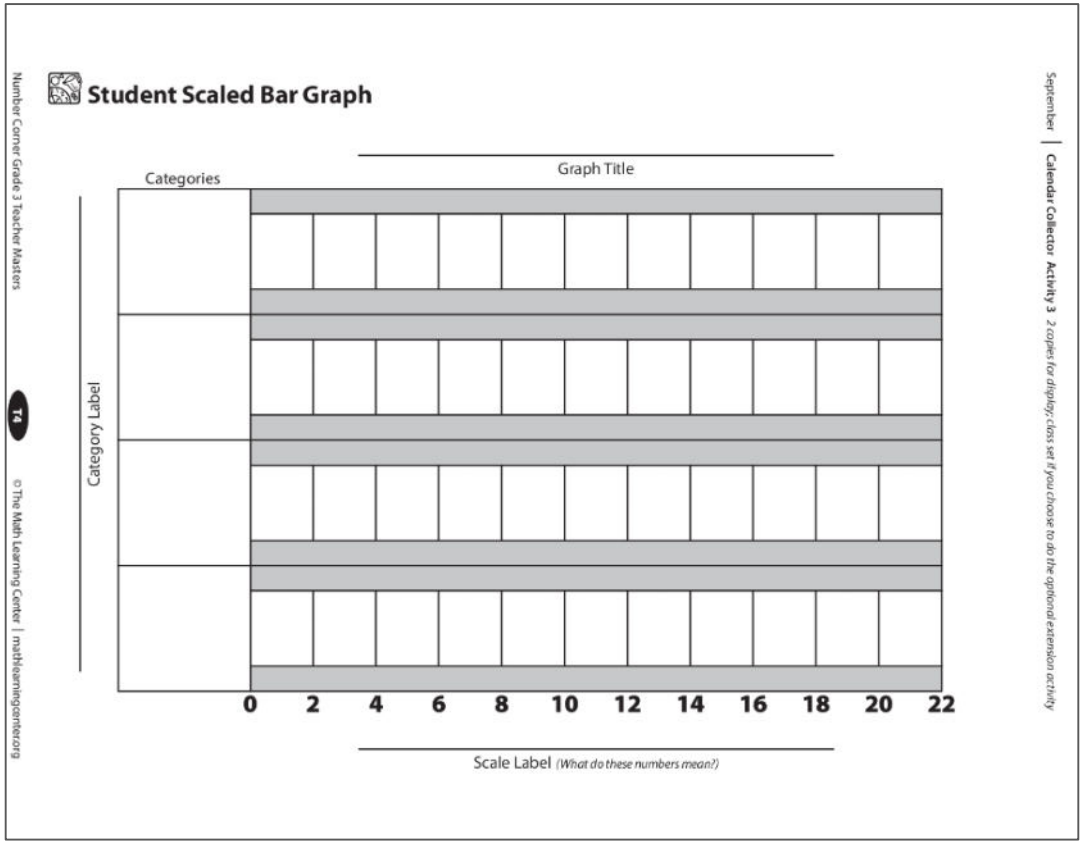
9/7	Picture	1 week is 7 days	1 x 7 = 7 days
9/8	Array	4 rows of 2	4 x 2 = 8 squares
9/9	Loops and Groups	3 loops with 3 hexagons each	3 x 3 = 9 hexagons
9/10			

Calendar Collector

Last time we worked on Calendar Collector everyone came up with an idea for a survey of their own. Today I will draw from the surveys I collected and we will see whose survey we will complete today! We will record the information we collect and label our graph.



September

DAY SEVEN

Calendar Grid

September 11

What do you see? What do you notice?

Assessment

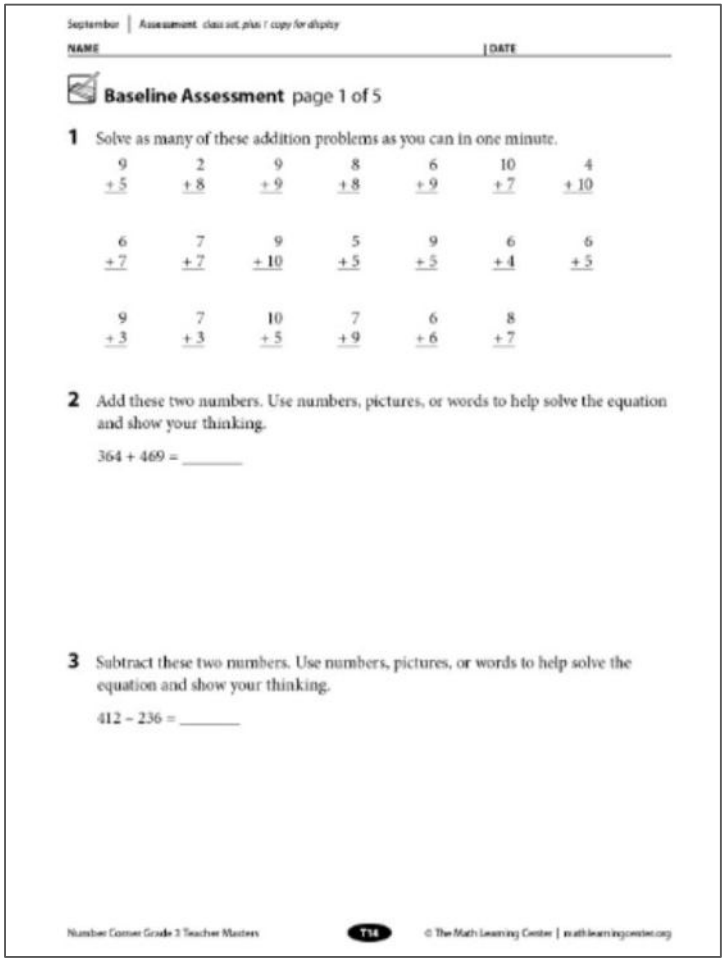
Today we are going to do something called a "Baseline Assessment." A Baseline Assessment shows how you are doing at math at the beginning of the school year. It will involve some of the skills you learned last year in 2nd grade. This will help you and I see what you still remember from last year and what we need to review.

There are a few directions we need to go through before we complete the Baseline Assessment.

- Listen carefully to the instructions for each problem
- Stay with the class; don't move ahead until instructed to do so
- Work independently
- Raise your hand if you have a question
- Try to answer all the questions, even those you don't fully understand
- Explain how to solve a problem when the instructions ask you to. You can use pictures, numbers, and words in your explanations.

Assessment

Before you begin the assessment I will walk through each question with you. The first question is timed so we will do it all of the same time. Then, you will work at your own pace. We we only complete pages 1 and 2 today.



September | Assessment class set, plus 1 copy for display

NAME | DATE

Baseline Assessment page 1 of 5

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

9 + 5	2 + 8	9 + 9	8 + 8	6 + 9	10 + 7	4 + 10
6 + 7	7 + 7	9 + 10	5 + 5	9 + 5	6 + 4	6 + 5
9 + 3	7 + 3	10 + 5	7 + 9	6 + 6	8 + 7	

2 Add these two numbers. Use numbers, pictures, or words to help solve the equation and show your thinking.

364 + 469 = _____

3 Subtract these two numbers. Use numbers, pictures, or words to help solve the equation and show your thinking.

412 − 236 = _____

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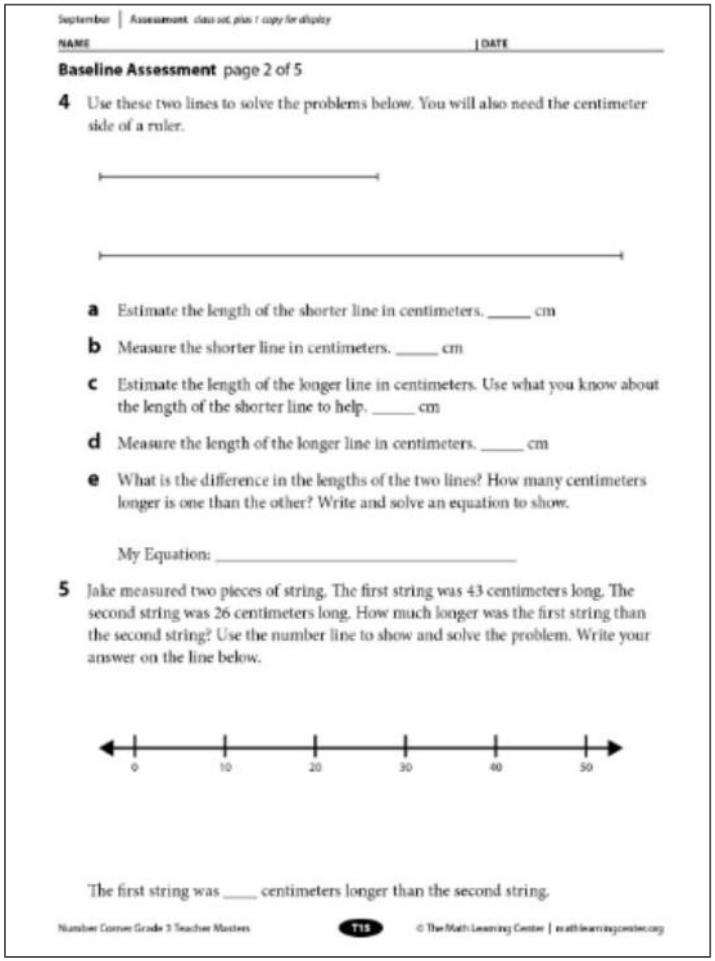

September | Assessment class set, plus 1 copy for display

NAME | DATE

Baseline Assessment page 2 of 5

4 Use these two lines to solve the problems below. You will also need the centimeter side of a ruler.

a Estimate the length of the shorter line in centimeters. _____ cm

b Measure the shorter line in centimeters. _____ cm

c Estimate the length of the longer line in centimeters. Use what you know about the length of the shorter line to help. _____ cm

d Measure the length of the longer line in centimeters. _____ cm

e What is the difference in the lengths of the two lines? How many centimeters longer is one than the other? Write and solve an equation to show.

My Equation: _____

5 Jake measured two pieces of string. The first string was 43 centimeters long. The second string was 26 centimeters long. How much longer was the first string than the second string? Use the number line to show and solve the problem. Write your answer on the line below.

0 10 20 30 40 50

The first string was ____ centimeters longer than the second string.

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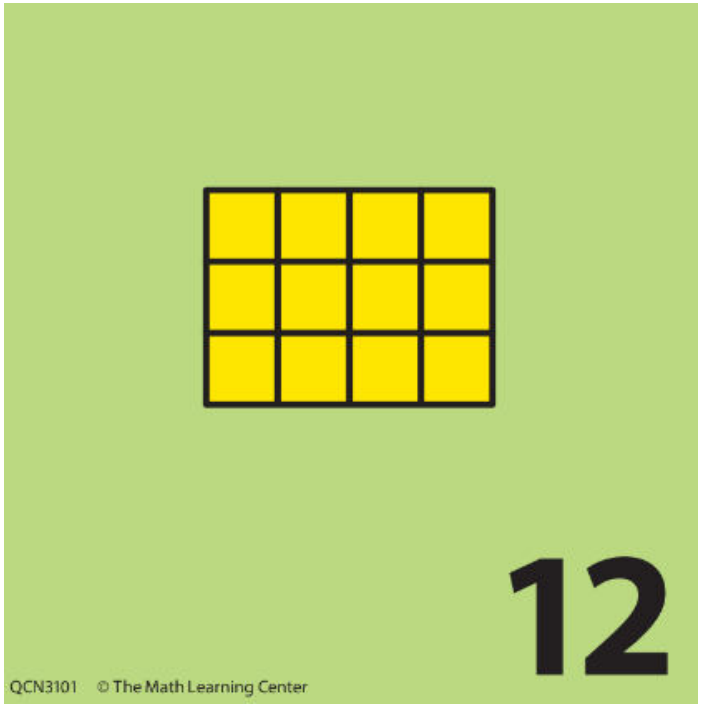
September

DAY EIGHT

Calendar Grid

September 12

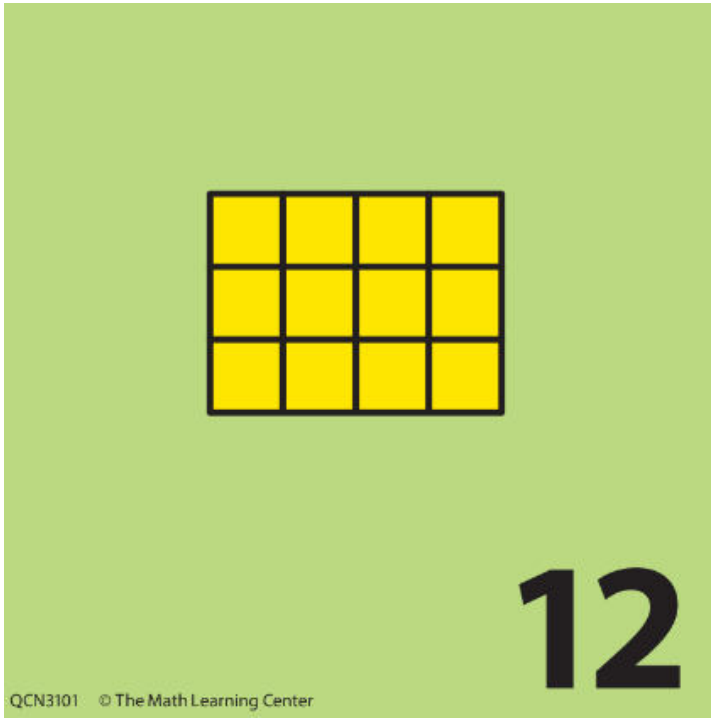
Before we turn our calendar marker for today, I want you to make a prediction about what you think it will be.



What do you see? What do you notice?

What equation would we use for this calendar marker?

Calendar Grid Observation Chart			
Date	**Model**	**Description**	**Equation**
9/11			
9/12			
9/13			
9/14			
9/15			
9/16			
9/17			
9/18			
9/19			
9/20			



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12			
9/13			
9/14			
9/15			
9/16			
9/17			
9/18			
9/19			
9/20			

Solving Problems

Today we are going to complete another Problem String.

Does anyone remember how a Problem String works?

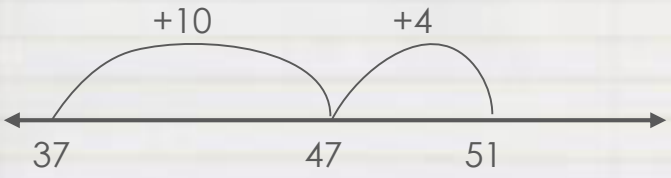
You will need:

Solving Problems

Close your eyes and think about the problem 37 + 10. Can you solve that in your head? Give a thumbs up when you know the answer. I will call on a few people to share how they solve it. The, we will use what we know about 37 + 10 to solve related math problems.

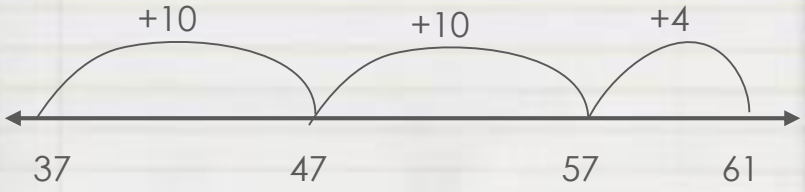
Date:

37 + 14 =



37 + 24 =

37 + 24 =



Solving Problems

In the previous set of problems, we used our knowledge of the math fact 37 + 14 to solve problems by jumping to friendly numbers. Now, we are going to look at another math fact, 146 + 10. Use what you know about this fact and your new and your new understanding of jumping to friendly numbers to solve the following problems. Then, we will discuss how we solved them.

Date:

146 + 10 = 156

146 + 46 =

146 + 16 =

157 + 37 =

September

DAY NINE

Calendar Grid

September 13

What do you see? What do you notice?

Assessment

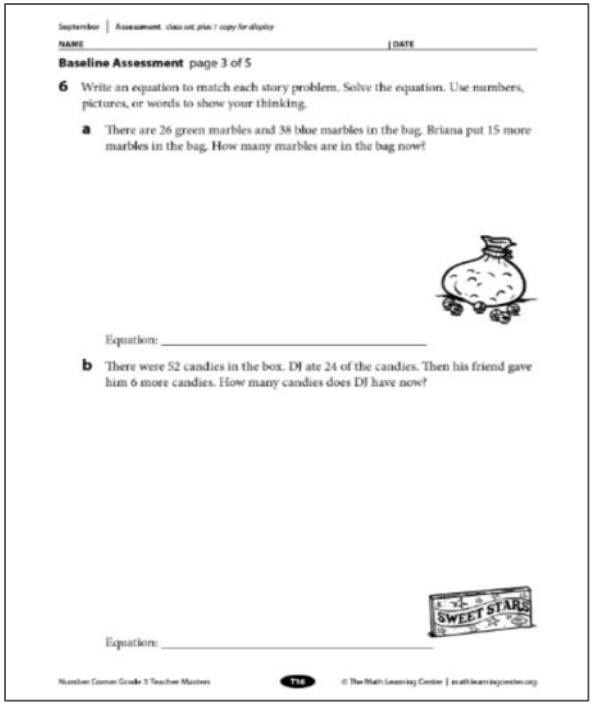
Today we are going to finish our Baseline Assessment.

Let's review our expectation before we begin:

- Listen carefully to the instructions for each problem
- Stay with the class; don't move ahead until instructed to do so
- Work independently
- Raise your hand if you have a question
- Try to answer all the questions, even those you don't fully understand
- Explain how to solve a problem when the instructions ask you to. You can use pictures, numbers, and words in your explanations.

Assessment

Before you begin the assessment I will walk through each question with you. You will be able to use colored tiles to assist you with number 7.



September | Assessment class set, plus 1 copy for display

NAME | DATE

Baseline Assessment page 3 of 5

6 Write an equation to match each story problem. Solve the equation. Use numbers, pictures, or words to show your thinking.

a There are 26 green marbles and 38 blue marbles in the bag. Briana put 15 more marbles in the bag. How many marbles are in the bag now?

Equation: _____

b There were 52 candies in the box. DJ ate 24 of the candies. Then his friend gave him 6 more candies. How many candies does DJ have now?

Equation: _____

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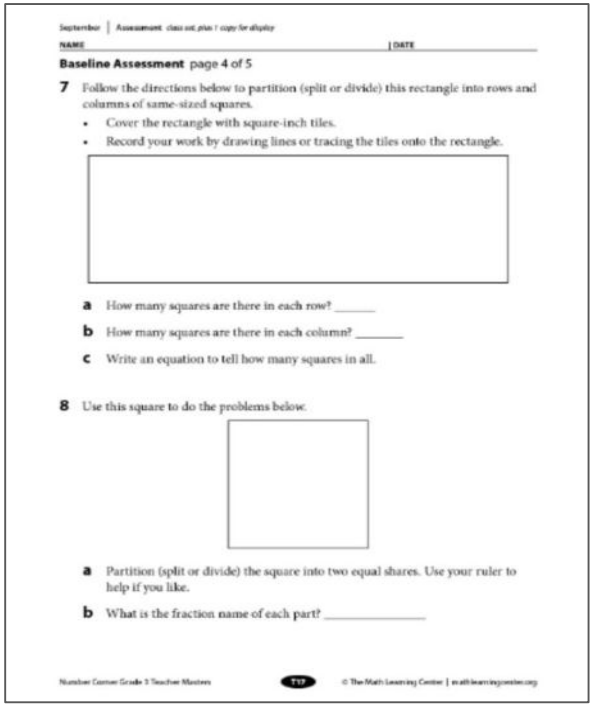

September | Assessment class set, plus 1 copy for display

NAME | DATE

Baseline Assessment page 4 of 5

7 Follow the directions below to partition (split or divide) this rectangle into rows and columns of same-sized squares.

- Cover the rectangle with square-inch tiles.
- Record your work by drawing lines or tracing the tiles onto the rectangle.

a How many squares are there in each row? _____

b How many squares are there in each column? _____

c Write an equation to tell how many squares in all.

8 Use this square to do the problems below.

a Partition (split or divide) the square into two equal shares. Use your ruler to help if you like.

b What is the fraction name of each part? _____

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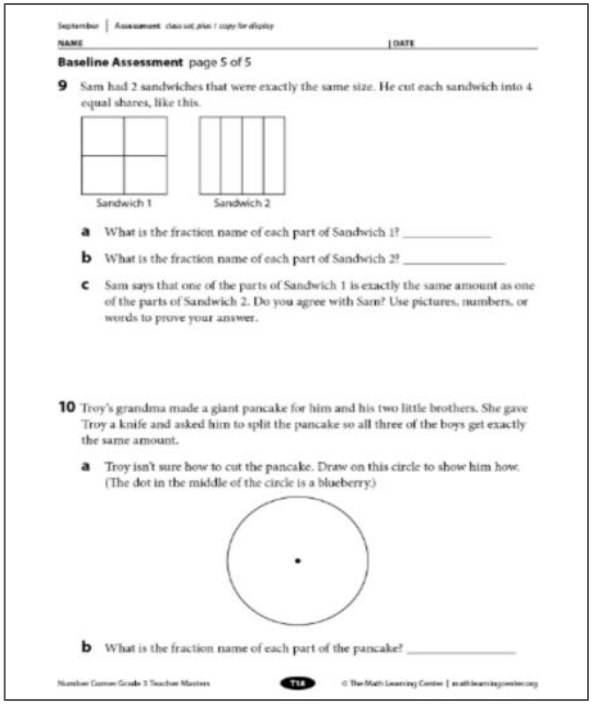

September | Assessment class set, plus 1 copy for display

NAME | DATE

Baseline Assessment page 5 of 5

9 Sam had 2 sandwiches that were exactly the same size. He cut each sandwich into 4 equal shares, like this.

Sandwich 1 Sandwich 2

a What is the fraction name of each part of Sandwich 1? _____

b What is the fraction name of each part of Sandwich 2? _____

c Sam says that one of the parts of Sandwich 1 is exactly the same amount as one of the parts of Sandwich 2. Do you agree with Sam? Use pictures, numbers, or words to prove your answer.

10 Troy's grandma made a giant pancake for him and his two little brothers. She gave Troy a knife and asked him to split the pancake so all three of the boys get exactly the same amount.

a Troy isn't sure how to cut the pancake. Draw on this circle to show him how. (The dot in the middle of the circle is a blueberry.)

b What is the fraction name of each part of the pancake? _____

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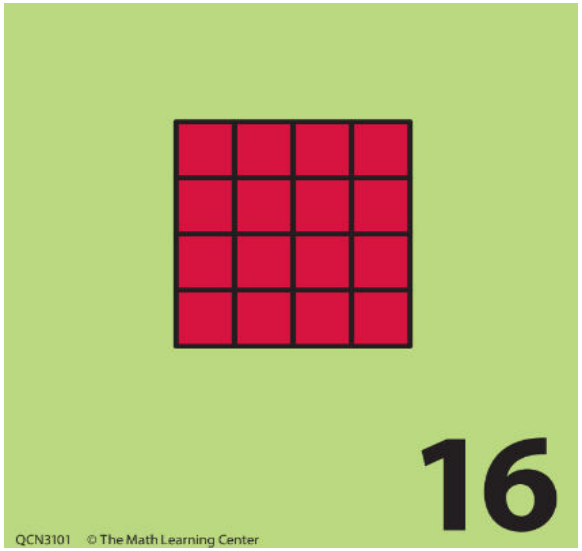
September

DAY TEN

Calendar Grid

September 14-16



What do you see? What do you notice?

Number Line

Today we are going to play SPUD again! Raise your hand if you remember the rules for SPUD.

Today we will play a little bit differently. I will cross off the numbers as we go, but I will circle one random number in each row. When we are finished, we will discuss observations we make about the circled numbers.

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1,000

Observations:

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1,000


September
DAY ELEVEN

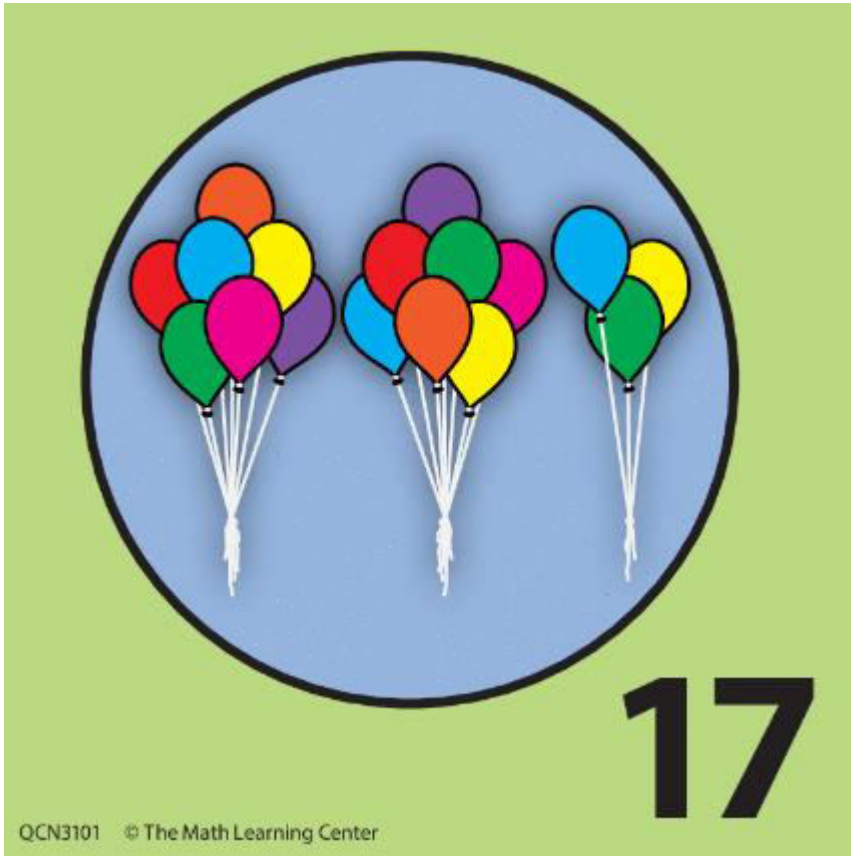
Calendar Grid

You will need:

Calendar Grid

September 17

Before we turn our calendar marker for today, I want you to make a prediction about what you think it will be. Today you will make your prediction on your whiteboard. You can use pictures, words, or equations to show your prediction. Give a thumbs up when you are ready to share.



Let's brainstorm some additional way we could represent today's number with equations.

What equation would we use for this calendar marker?

Calendar Grid Observation Chart			
Date	**Model**	**Description**	**Equation**
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12	Array	4 rows of 3	4 x 3=12 squares
9/13			
9/14			
9/15			
9/16			
9/17			
9/18			
9/19			
9/20			

What equation would we use for this calendar marker?

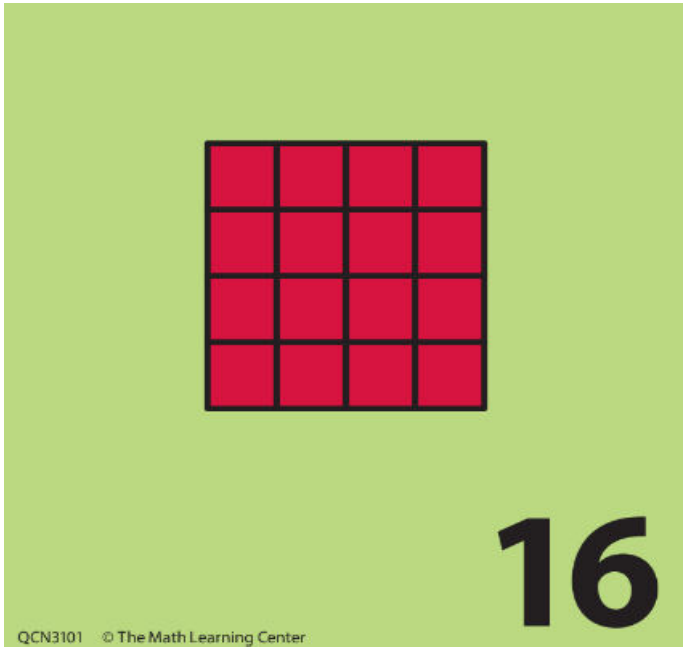
Calendar Grid Observation Chart

Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12	Array	4 rows of 3	4 x 3=12 squares
9/13	Loops and Groups	1 group of 13 stars	1 x 13 = 13 stars
9/14			
9/15			
9/16			
9/17			
9/18			
9/19			
9/20			

What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12	Array	4 rows of 3	4 x 3=12 squares
9/13	Loops and Groups	1 group of 13 stars	1 x 13 = 13 stars
9/14	Ratio Table	1 week is 7 days	2 x 7 = 14 days
9/15			
9/16			
9/17			
9/18			
9/19			
9/20			



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
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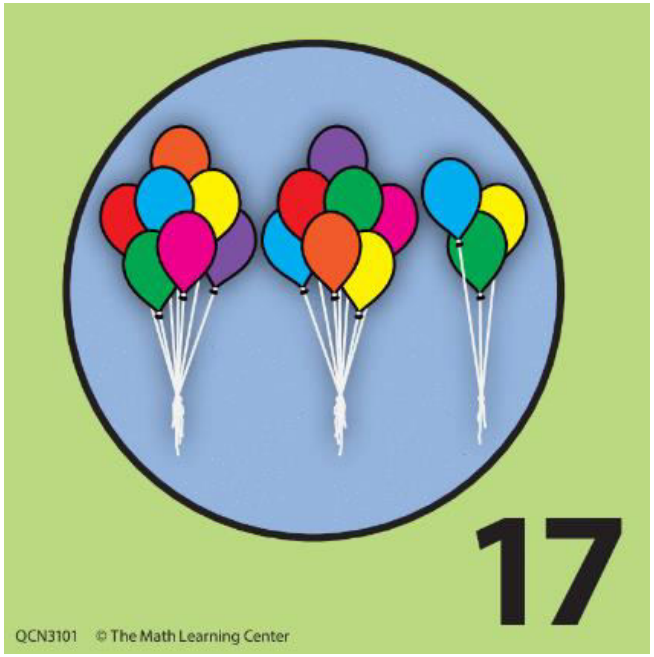
9/13	Loops and Groups	1 group of 13 stars	1 x 13 = 13 stars
9/14	Ratio Table	1 week is 7 days	2 x 7 = 14 days
9/15	Picture	3 hands, 5 fingers each	3 x 5 = 15 fingers
9/16			
9/17			
9/18			
9/19			
9/20			



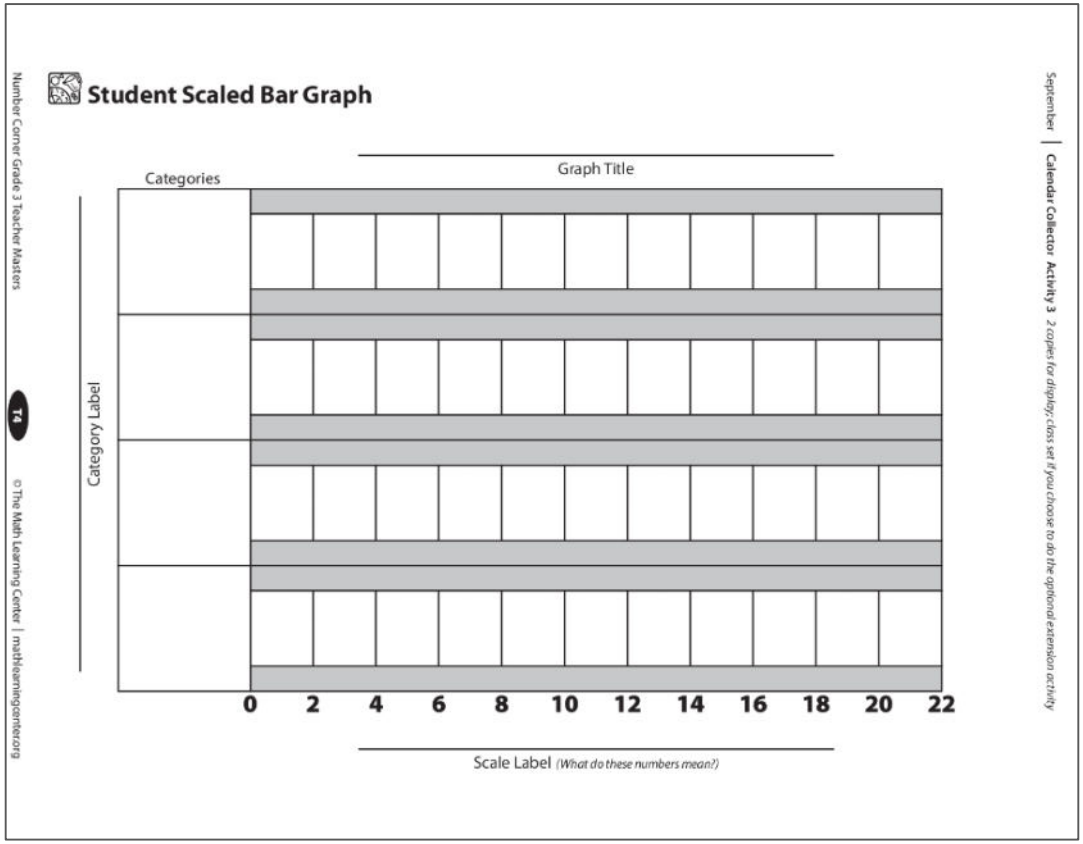
What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12	Array	4 rows of 3	4 x 3=12 squares
9/13	Loops and Groups	1 group of 13 stars	1 x 13 = 13 stars
9/14	Ratio Table	1 week is 7 days	2 x 7 = 14 days
9/15	Picture	3 hands, 5 fingers each	3 x 5 = 15 fingers
9/16	Array	4 rows of 4 squares	4 x 4 = 16 squares
9/17			
9/18			
9/19			
9/20			

Calendar Collector

Today I will draw from the surveys I collected and we will see whose survey we will complete today! We will record the information we collect and label our graph.

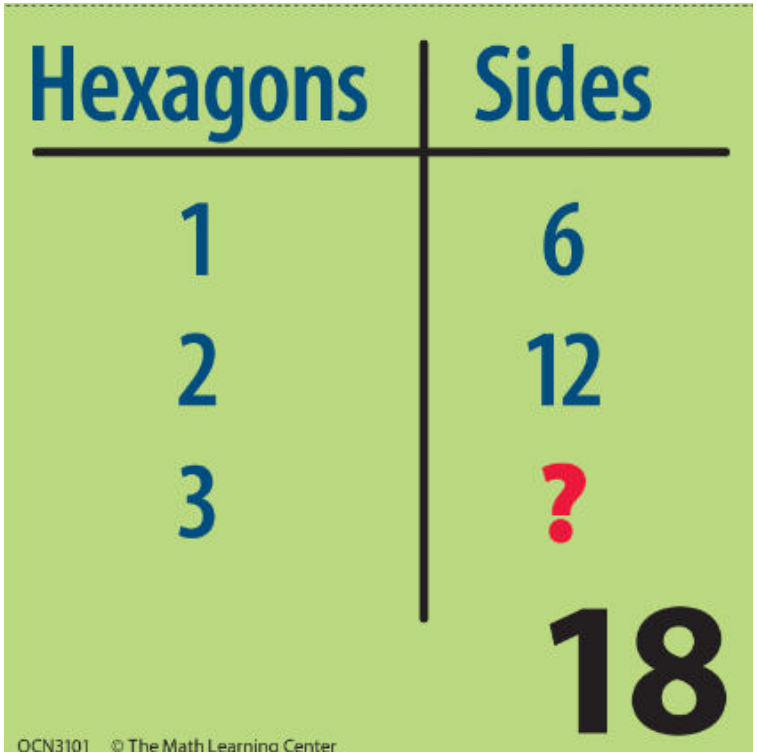


September

DAY TWELVE

Calendar Grid

September 18



What do you see? What do you notice?

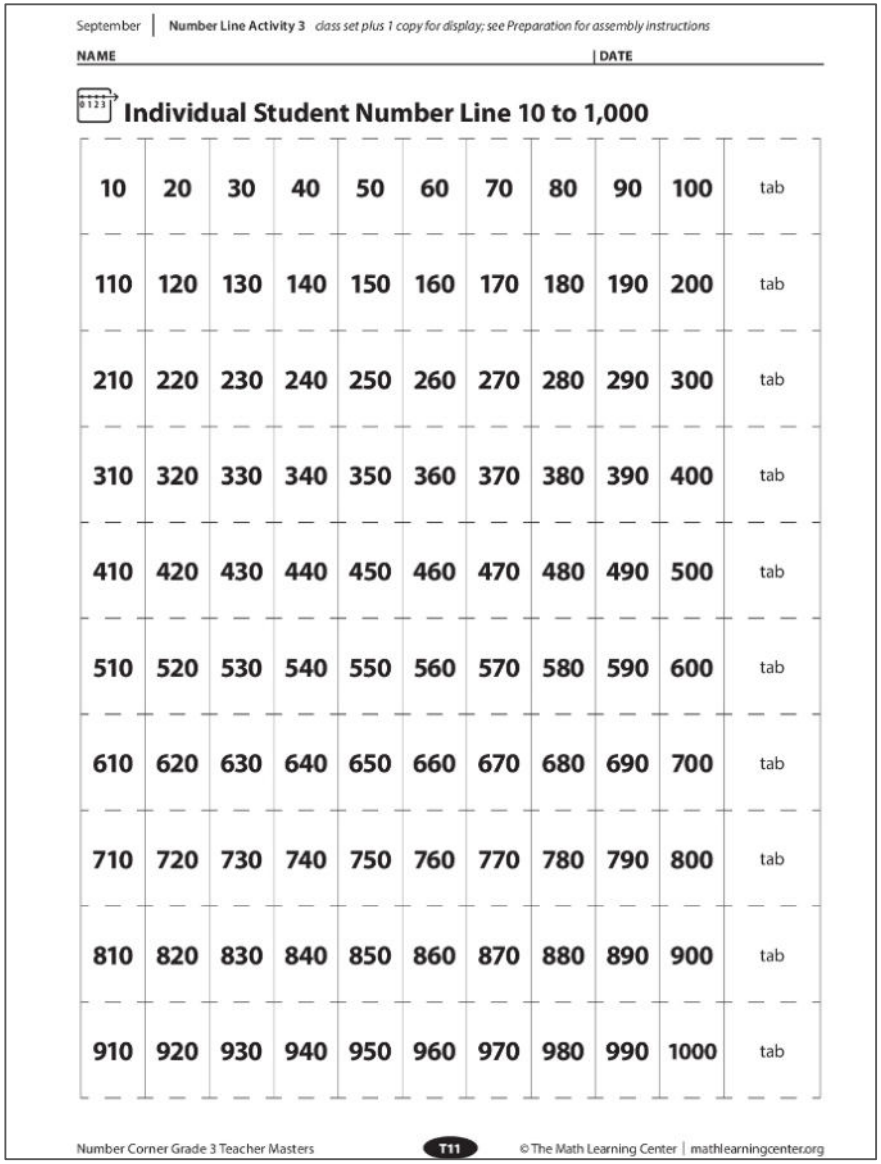
Number Line

We are going to make our own number lines today! Take out your scissors, glue stick, and crayons.

First, take your yellow crayon and lightly color in every multiple of 100.

Next, you will cut out all ten rows on your page and glue them together where it says "tab."

Finally, you are going to color more numbers in based on clues we will read together! We will save our number lines when we are done to use them again another day!



September | Number Line Activity 3 *class set plus 1 copy for display; see Preparation for assembly instructions*

NAME | DATE

Individual Student Number Line 10 to 1,000

10	20	30	40	50	60	70	80	90	100	tab
110	120	130	140	150	160	170	180	190	200	tab
210	220	230	240	250	260	270	280	290	300	tab
310	320	330	340	350	360	370	380	390	400	tab
410	420	430	440	450	460	470	480	490	500	tab
510	520	530	540	550	560	570	580	590	600	tab
610	620	630	640	650	660	670	680	690	700	tab
710	720	730	740	750	760	770	780	790	800	tab
810	820	830	840	850	860	870	880	890	900	tab
910	920	930	940	950	960	970	980	990	1000	tab

Number Corner Grade 3 Teacher Masters T11

10	20	30	40	50	60	70	80	90	100	110	120	130	140	150	160	170	180	190	200	tab

Number Line

Number Line Clues

Follow the clues one by one to color in some of the numbers on your number line.

Clue #1

Clue #2

Clue #3

Clue #4

Clue #5

Clue #6

Clue #7

Clue #8

Clue #9

September

DAY THIRTEEN

Calendar Grid

September 19

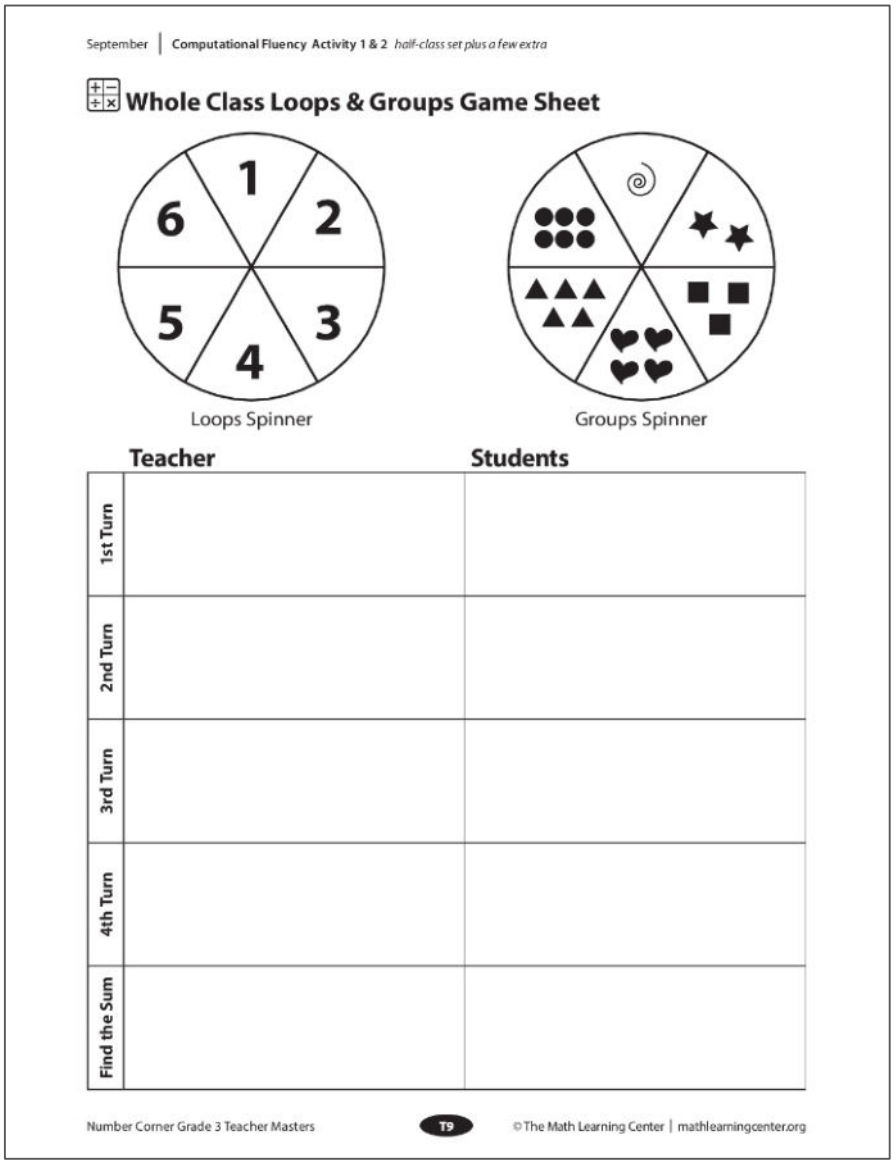
What do you see? What do you notice?

Computational Fluency

Today we are going to have a rematch of the Loops and Groups game.

Who can remind us of the rules of the game?

Today you will follow along on the student side and record the results of your team, so you will only need to use the right side of the sheet. I will keep track of both teams on my sheet.



September | Computational Fluency Activity 1 & 2 *half-class set plus a few extra*

Whole Class Loops & Groups Game Sheet

Loops Spinner

Groups Spinner

	Teacher	Students
1st Turn		
2nd Turn		
3rd Turn		
4th Turn		
Find the Sum		


September
DAY FOURTEEN

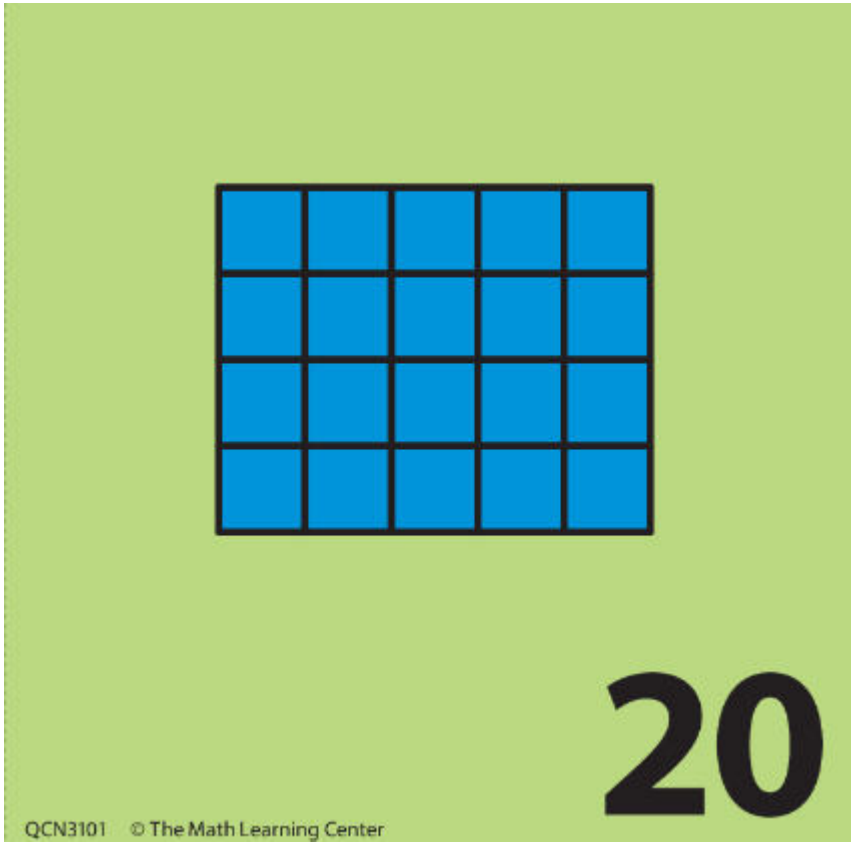
Calendar Grid

You will need:

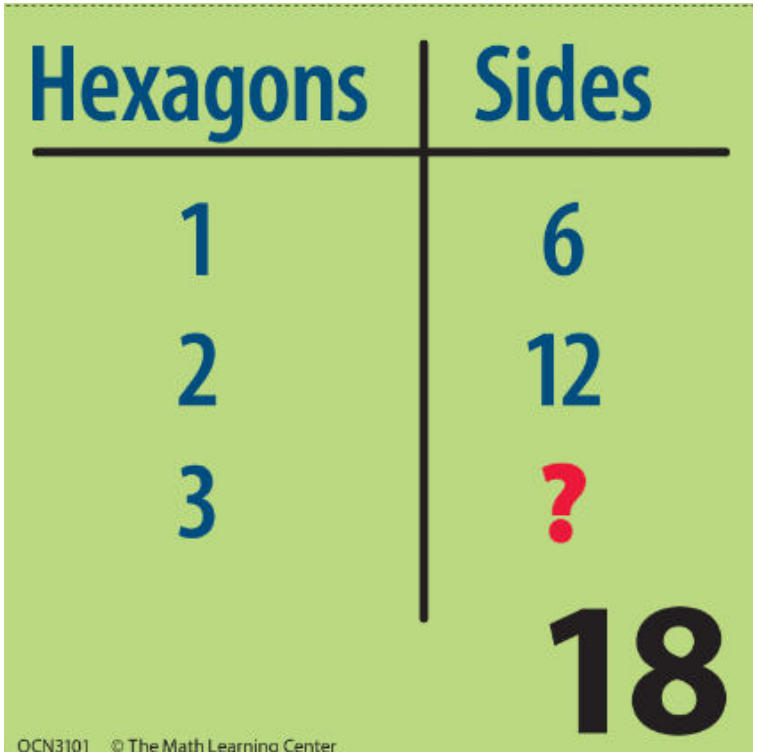
Calendar Grid

September 20

Before we turn our calendar marker for today, I want you to make a prediction about what you think it will be. Today you will make your prediction on your whiteboard. You can use pictures, words, or equations to show your prediction. Give a thumbs up when you are ready to share.



Let's brainstorm some additional ways we could represent today's number with equations.



What equation would we use for this calendar marker?

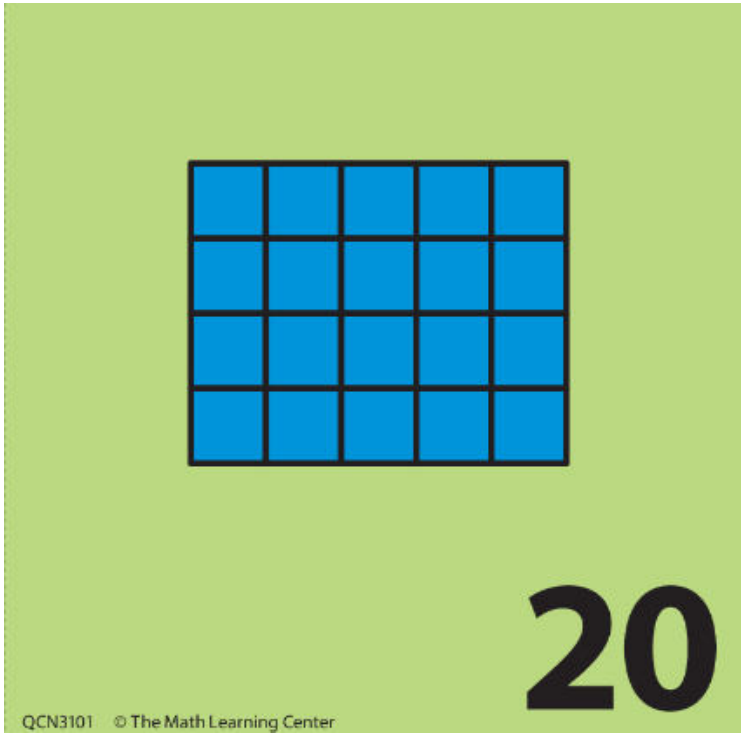
Calendar Grid Observation Chart

Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12	Array	4 rows of 3	4 x 3=12 squares
9/13	Loops and Groups	1 group of 13 stars	1 x 13 = 13 stars
9/14	Ratio Table	1 week is 7 days	2 x 7 = 14 days
9/15	Picture	3 hands, 5 fingers each	3 x 5 = 15 fingers
9/16	Array	4 rows of 4 squares	4 x 4 = 16 squares
9/17	Loops and Group	2 groups of 7 balloons, 1 group of 3	(2 x 7) + 3 = 17 balloons
9/18			
9/19			
9/20			

What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12	Array	4 rows of 3	4 x 3=12 squares
9/13	Loops and Groups	1 group of 13 stars	1 x 13 = 13 stars
9/14	Ratio Table	1 week is 7 days	2 x 7 = 14 days
9/15	Picture	3 hands, 5 fingers each	3 x 5 = 15 fingers
9/16	Array	4 rows of 4 squares	4 x 4 = 16 squares
9/17	Loops and Group	2 groups of 7 balloons, 1 group of 3	(2 x 7) + 3 = 17 balloons
9/18	Ratio Table	1 hexagon has 6 sides	3 x 6 = 18 sides
9/19			
9/20			



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

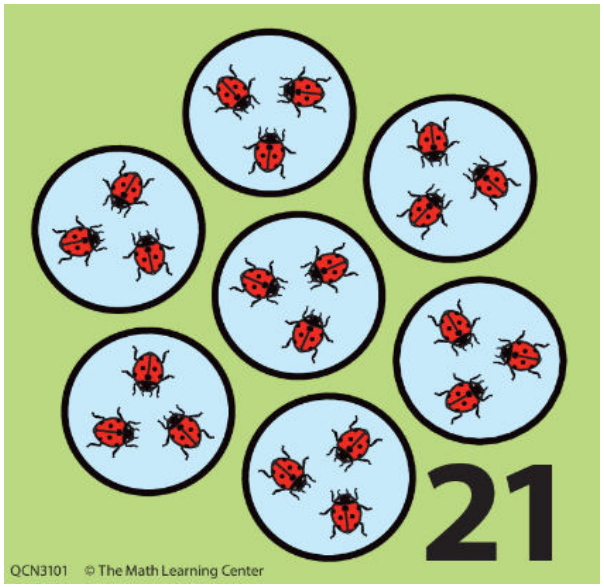
Date	Model	Description	Equation
9/11	Picture	1 soccer team has 11 players	1 x 11 =11 players
9/12	Array	4 rows of 3	4 x 3=12 squares
9/13	Loops and Groups	1 group of 13 stars	1 x 13 = 13 stars
9/14	Ratio Table	1 week is 7 days	2 x 7 = 14 days
9/15	Picture	3 hands, 5 fingers each	3 x 5 = 15 fingers
9/16	Array	4 rows of 4 squares	4 x 4 = 16 squares
9/17	Loops and Group	2 groups of 7 balloons, 1 group of 3	(2 x 7) + 3 = 17 balloons
9/18	Ratio Table	1 hexagon has 6 sides	3 x 6 = 18 sides
9/19	Picture	5 cars, 1 flat tire	(5x4) - 1 = 19 tires
9/20			

September

DAY FIFTEEN

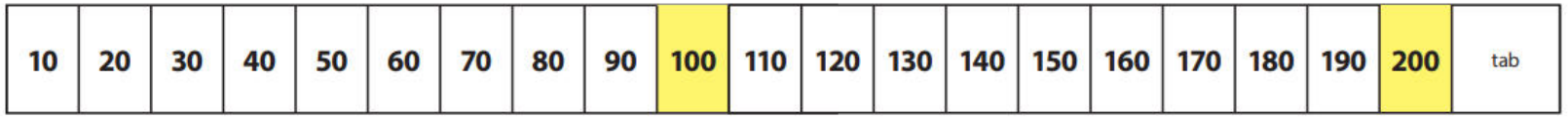
Calendar Grid

September 21-23



What do you see? What do you notice?

Number Line



Today you will need the individual number line that you made. I am going to give you some Number Riddles. It will be your job to figure out what number I am thinking of! When I read a riddle take some time to figure it out. You may talk with a neighbor. Then, give a thumbs up to show you are ready. Do not blurt out the answer!

Number Line

I'm thinking of the number that's between 420 and 440 on your number line. What's my number?

- **430**

I'm thinking of a number. If you jump by 100 four times starting at 370 you'll be on my number. What's my number?

- **770**

I'm thinking of a number that's 5 tens more than 150. What's my number?

- **200**

I'm thinking of a number that's 12 tens more than 400. What's my number?

- **520**

I'm thinking of a number that's 33 tens more than 300. What's my number?

- **630**

I'm thinking of a number. If you double 2 hundreds + 2 tens you'll know my number. What's my number?

- **440**

I'm thinking of a number. If you start at 200 and add half of my number you'll be at 600. What's my number?

- **800**

I'm thinking of a number. It is 99 tens less than 1,000. What's my number?

- **10**


September
DAY SIXTEEN

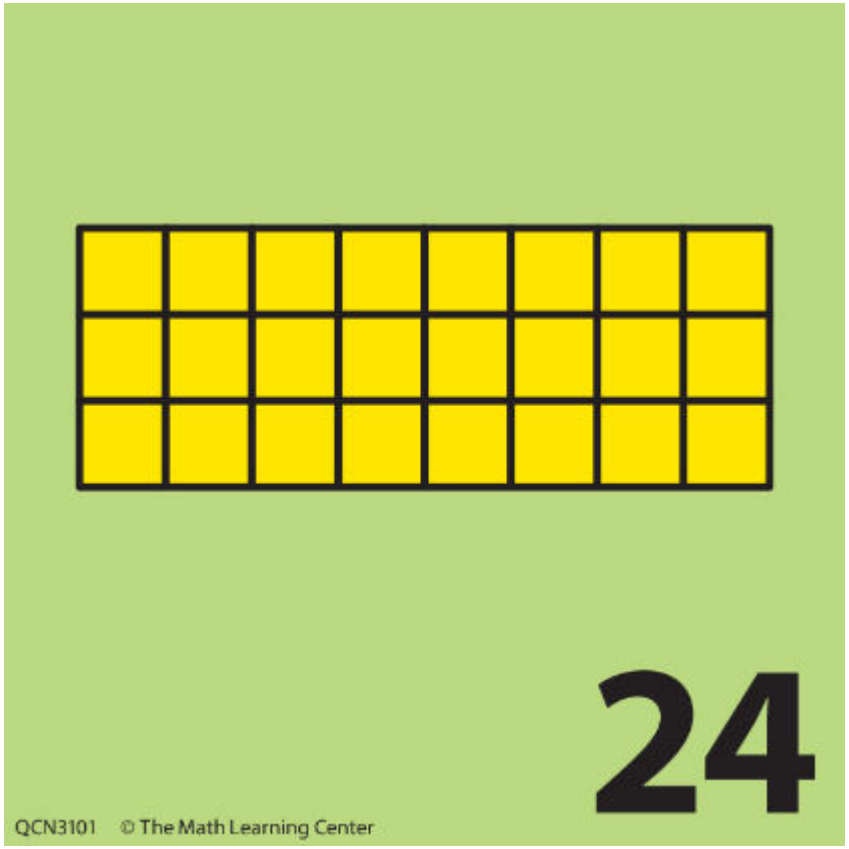
Calendar Grid

You will need:

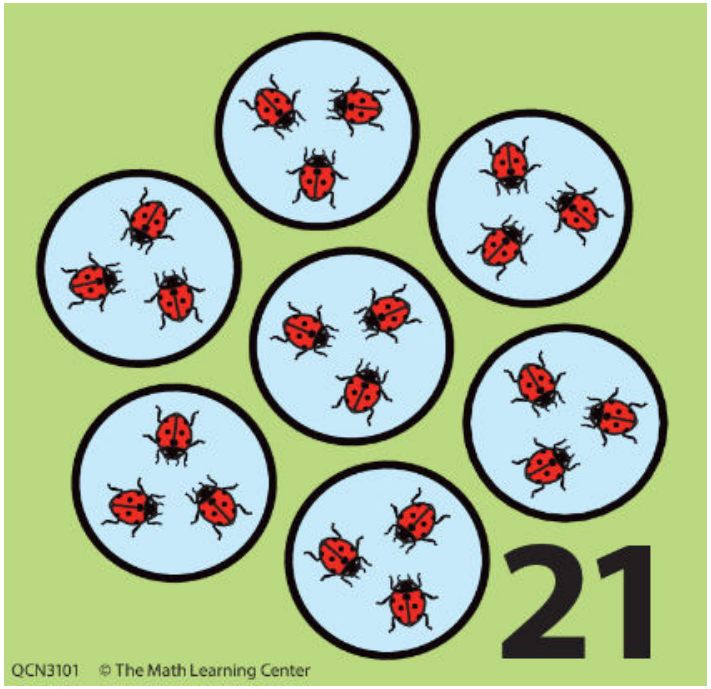
Calendar Grid

September 24

Before we turn our calendar marker for today, I want you to make a prediction about what you think it will be. Today you will make your prediction on your whiteboard. You can use pictures, words, or equations to show your prediction. Give a thumbs up when you are ready to share.



Let's brainstorm some additional ways we could represent today's number with equations.



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/21			
9/22			
9/23			
9/24			
9/25			
9/26			
9/27			
9/28			
9/29			
9/30			

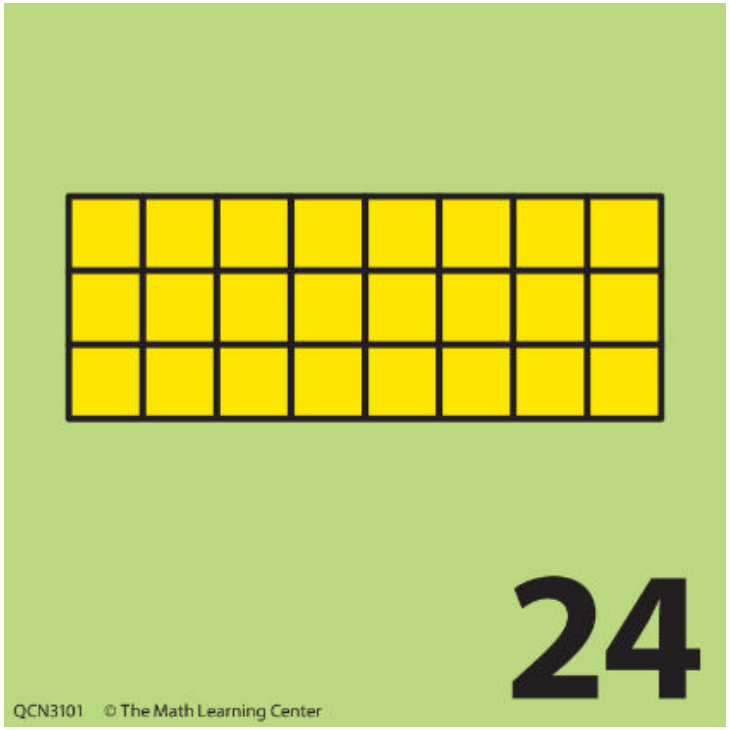
What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/21	Loops and Groups	7 loops with 3 bugs each	7 x 3 =21 ladybugs
9/22			
9/23			
9/24			
9/25			
9/26			
9/27			
9/28			
9/29			
9/30			

What equation would we use for this calendar marker?

Calendar Grid Observation Chart			
Date	**Model**	**Description**	**Equation**
9/21	Loops and Groups	7 loops with 3 bugs each	7 x 3 =21 ladybugs
9/22	Ratio Table	1 soccer team, 11 players	2 x 11 = 22 players
9/23			
9/24			
9/25			
9/26			
9/27			
9/28			
9/29			
9/30			



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Calendar Grid Observation Chart

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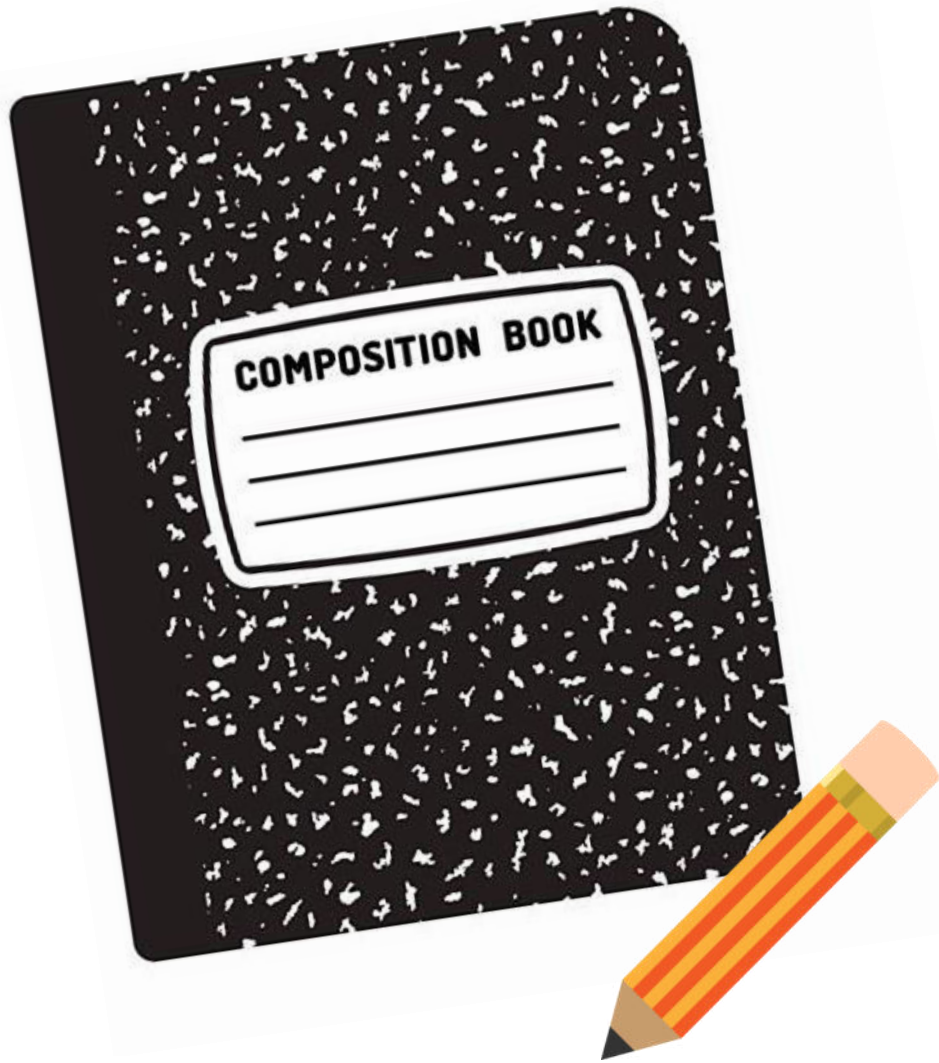
9/23	Picture	3 spiders, 1 missing leg	(3 x 8) - 1 = 23 legs
9/24			
9/25			
9/26			
9/27			
9/28			
9/29			
9/30			

Solving Problems

Today we are going to complete another Problem String.

Who can remind us how Problem Strings work?

You will need:



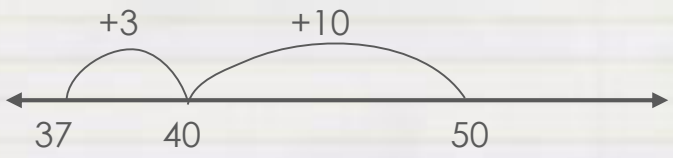
Solving Problems

Today we are going to continue to practice jumping to friendly numbers. As we solve each problem, we are going to start with the larger of the addends and jump to the closest friendly number. Then we will use the leftover part of the remaining addend to count by 1s, 5s, or 10s.

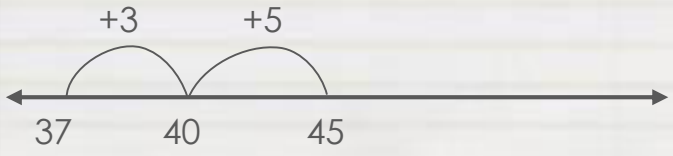
Date:

37 + 4 =

37 + 13 =



37 + 8 =



Solving Problems

Now you will solve some addition problems on your own. Try to use the strategy of jumping to a friendly number and then use the leftover part of the remaining addend to count by 1s, 5s, or 10s.

Date:

149 + 4 =

146 + 23 =

146 + 14 =

September

DAY SEVENTEEN

Calendar Grid

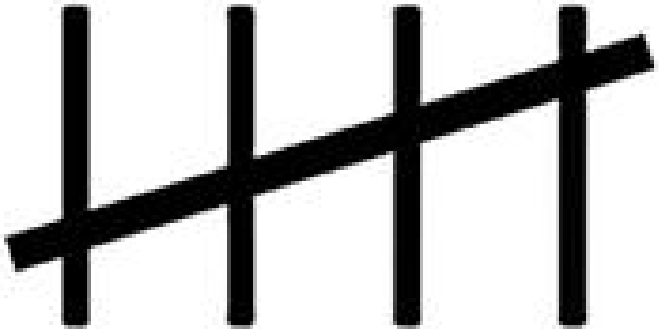
September 25

What do you see? What do you notice?

Calendar Collector

Which Read Aloud?

Today we are going to take a survey about which read aloud we should do next. You will place a tally mark next to your vote on the next slide.



Calendar Collector

Which Read Aloud?

Title: _____

_____

Title: _____

_____

Title: _____

_____

Title: _____

_____

Calendar Collector

Graph Title:

Book Title:	
Book Title:	
Book Title:	
Book Title:	

Category Label:

Key:  = 2 votes

Calendar Collector

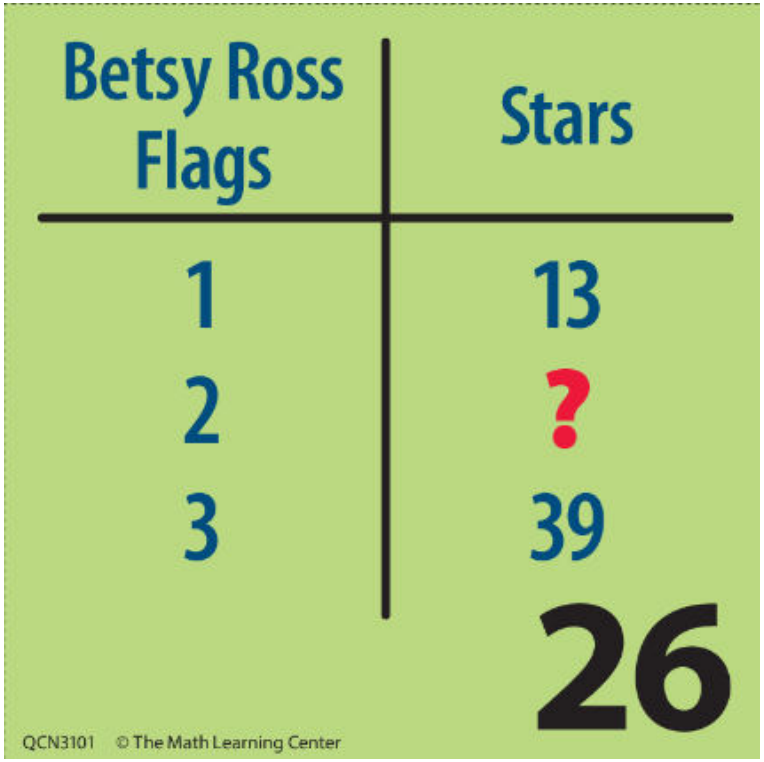
- How many students chose the book that got the most votes?
- How many students chose the book that got the fewest votes?
- How many more students chose the book that got the most votes, compared with the book that got the fewest votes?

September

DAY EIGHTEEN

Calendar Grid

September 26

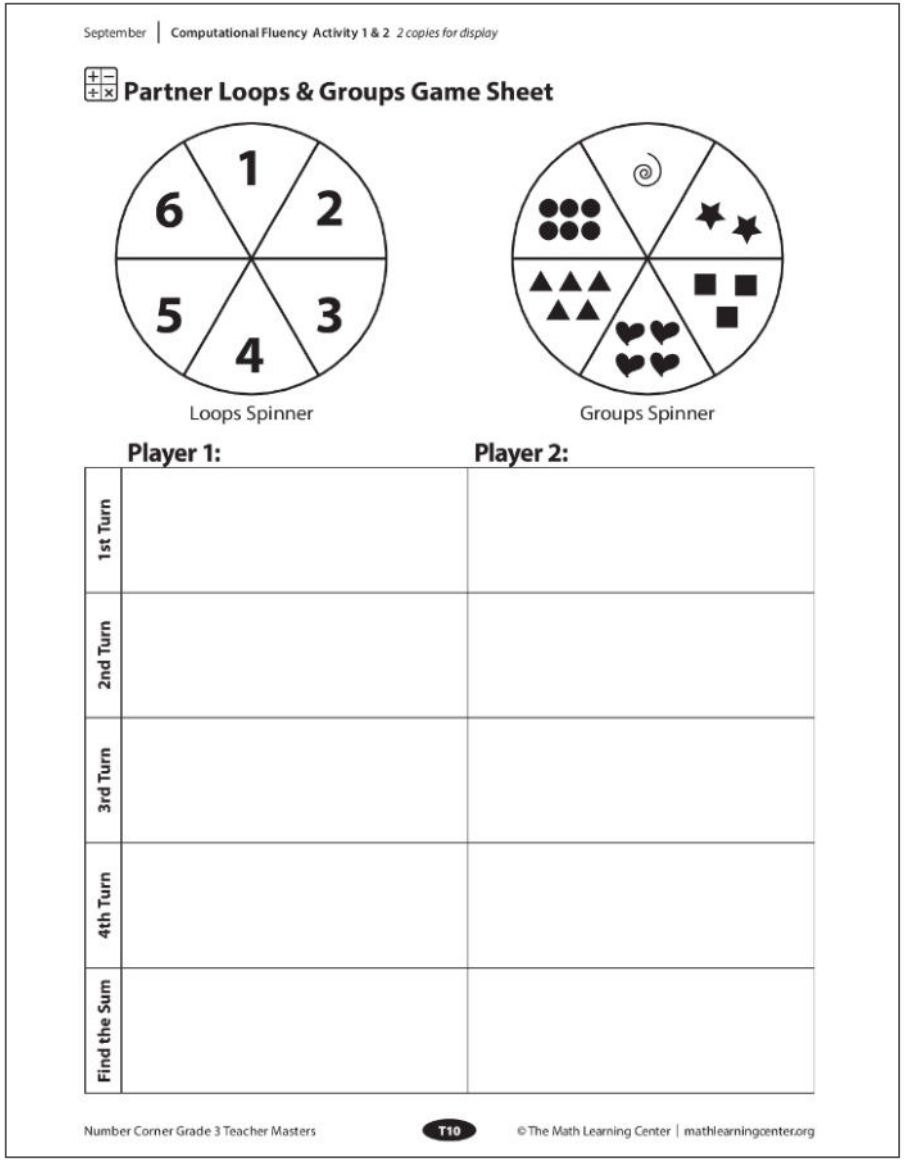


What do you see? What do you notice?

Computational Fluency

Today we are going to play Loops and Groups one more time. This time you will play with a partner!

Let's review the rules of Loops and Groups. Who can remind us how to play?



September | Computational Fluency Activity 1 & 2 *2 copies for display*

Partner Loops & Groups Game Sheet

Loops Spinner

Groups Spinner

	Player 1:	Player 2:
1st Turn		
2nd Turn		
3rd Turn		
4th Turn		
Find the Sum		


September
DAY NINETEEN

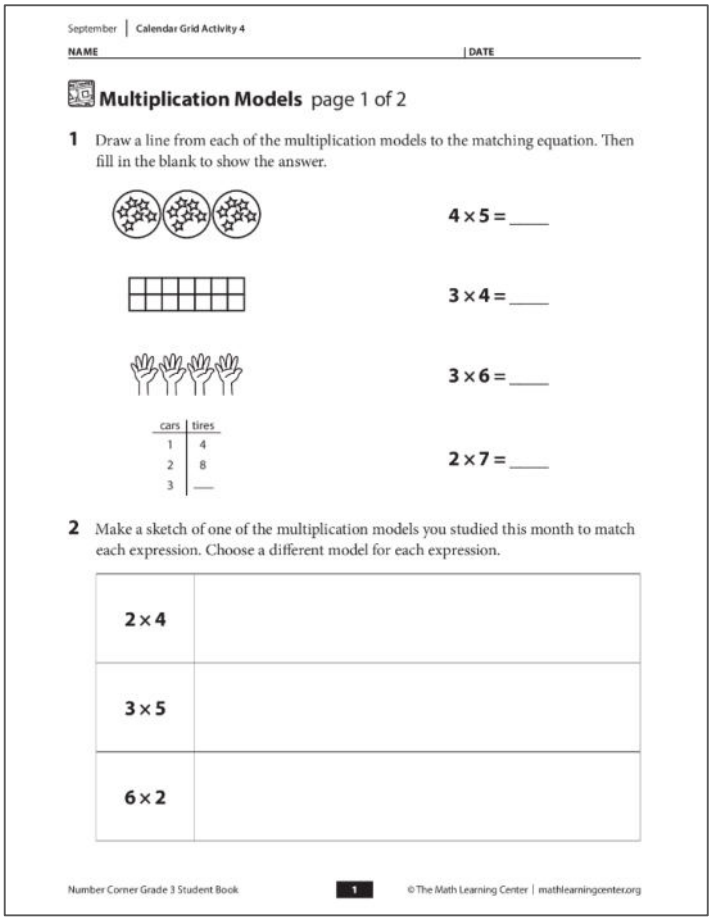
Calendar Grid

September 27

What do you see? What do you notice?

Today you will complete some pages in your Number Corner Student Workbook.

Please wait to begin your assignment until I have went over the pages with you.



September | Calendar Grid Activity 4

NAME | DATE

Multiplication Models page 1 of 2

1 Draw a line from each of the multiplication models to the matching equation. Then fill in the blank to show the answer.

$4 \times 5 =$ ____

$3 \times 4 =$ ____

$3 \times 6 =$ ____

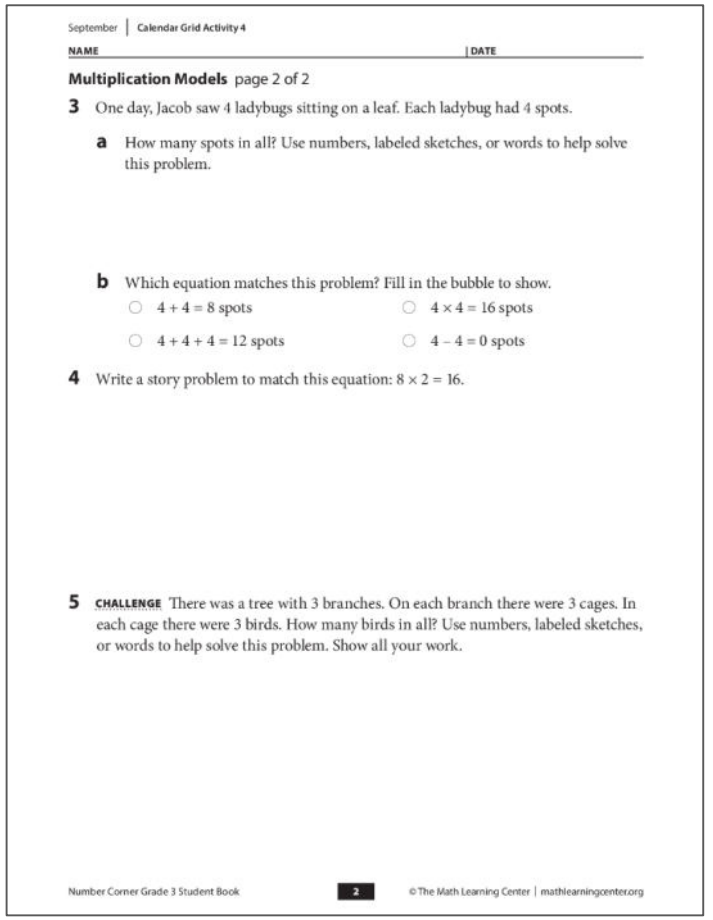
cars	tires
1	4
2	8
3	___

$2 \times 7 =$ ____

2 Make a sketch of one of the multiplication models you studied this month to match each expression. Choose a different model for each expression.

2×4	
3×5	
6×2	

Number Corner Grade 3 Student Book 1 ©The Math Learning Center | mathlearningcenter.org



September | Calendar Grid Activity 4

NAME | DATE

Multiplication Models page 2 of 2

3 One day, Jacob saw 4 ladybugs sitting on a leaf. Each ladybug had 4 spots.

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

b Which equation matches this problem? Fill in the bubble to show.

- ○ $4 + 4 = 8$ spots
- ○ $4 \times 4 = 16$ spots
- ○ $4 + 4 + 4 = 12$ spots
- ○ $4 - 4 = 0$ spots

4 Write a story problem to match this equation: $8 \times 2 = 16$.

5 **CHALLENGE** There was a tree with 3 branches. On each branch there were 3 cages. In each cage there were 3 birds. How many birds in all? Use numbers, labeled sketches, or words to help solve this problem. Show all your work.

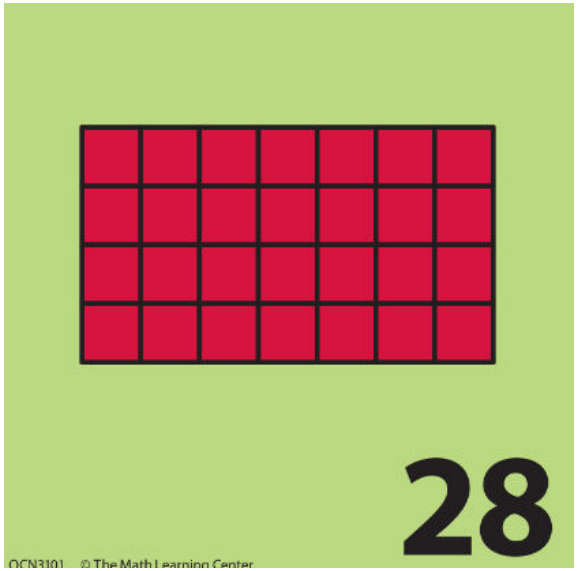
Number Corner Grade 3 Student Book 2 ©The Math Learning Center | mathlearningcenter.org

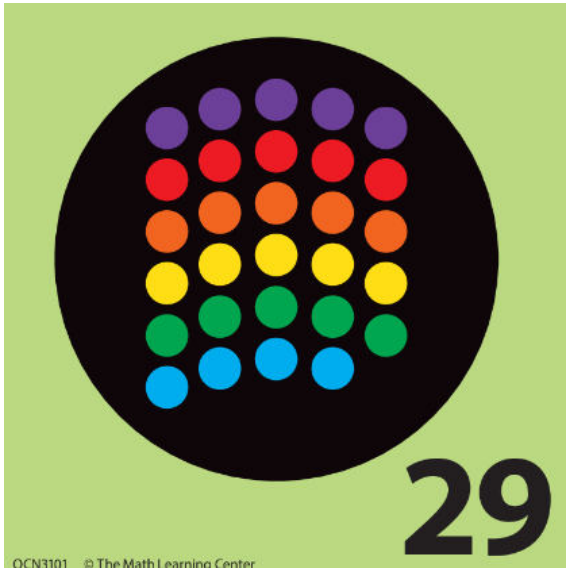
September

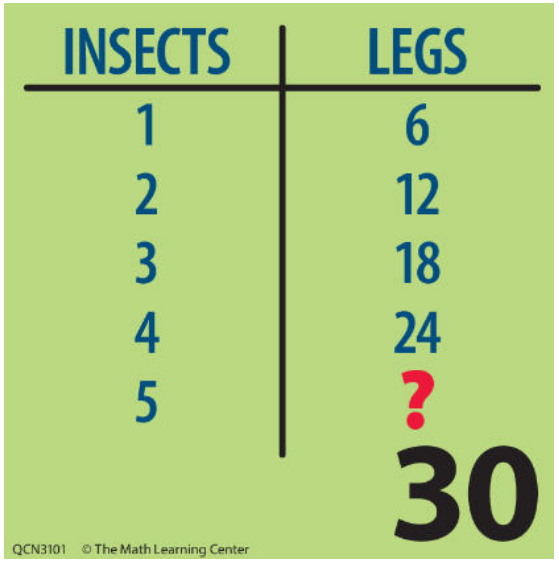
DAY TWENTY

Calendar Grid

September 28-30



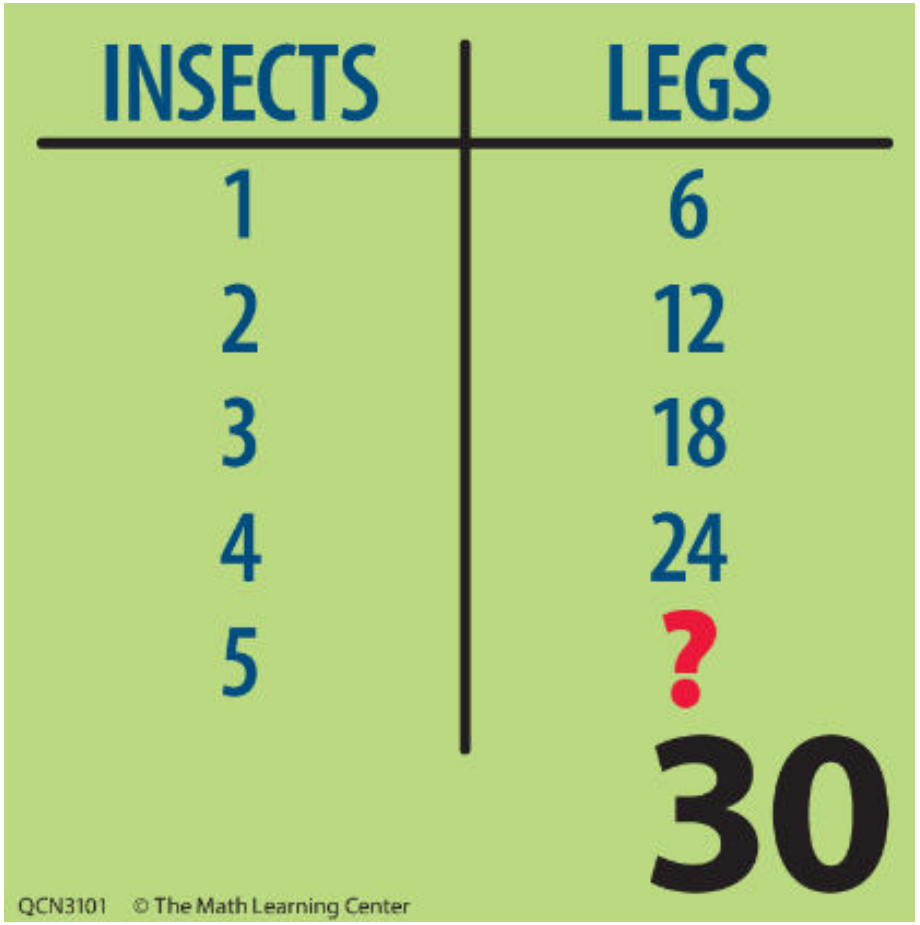




What do you see? What do you notice?

Calendar Grid

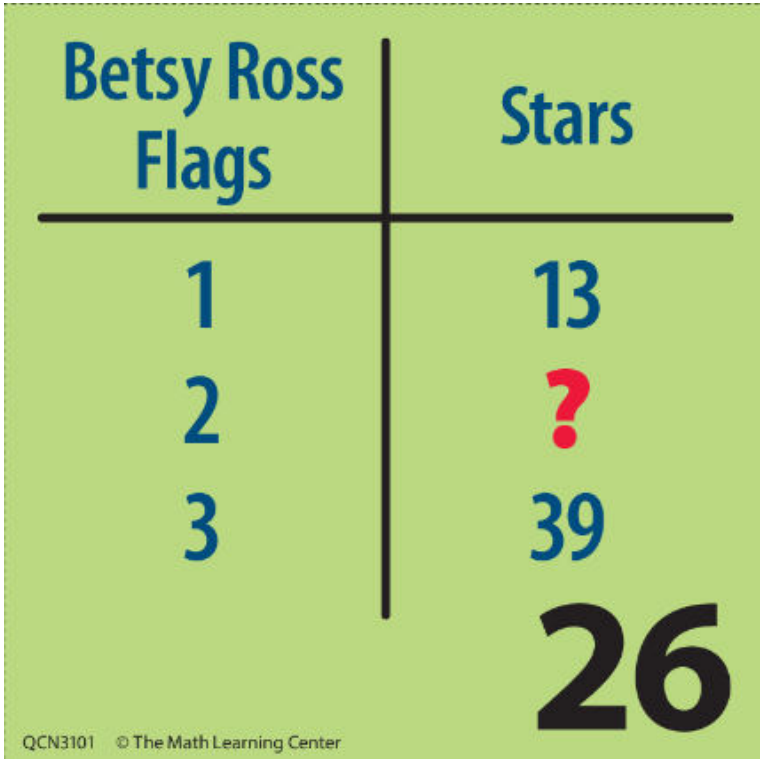
Let's brainstorm some additional ways we could represent today's number with equations.



What equation would we use for this calendar marker?

Calendar Grid Observation Chart

Date	Model	Description	Equation
9/21	Loops and Groups	7 loops with 3 bugs each	7 x 3 =21 ladybugs
9/22	Ratio Table	1 soccer team, 11 players	2 x 11 = 22 players
9/23	Picture	3 spiders, 1 missing leg	(3 x 8) - 1 = 23 legs
9/24	Array	3 rows of 8	3 x 8 = 24 squares
9/25			
9/26			
9/27			
9/28			
9/29			
9/30			



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9/23	Picture	3 spiders, 1 missing leg	(3 x 8) - 1 = 23 legs
9/24	Array	3 rows of 8	3 x 8 = 24 squares
9/25	Loops and Groups	5 loops, 5 stars each	5 x 5 = 25 stars
9/26			
9/27			
9/28			
9/29			
9/30			

What equation would we use for this calendar marker?

Calendar Grid Observation Chart

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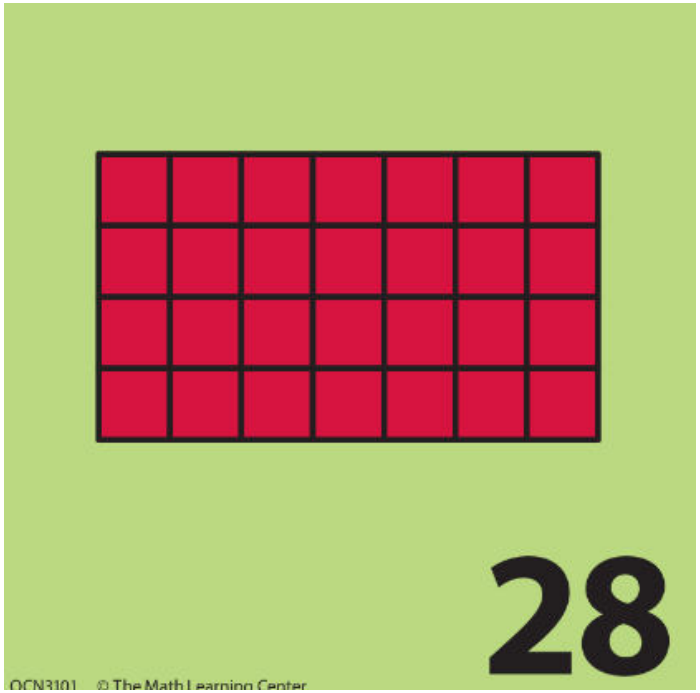
9/24	Array	3 rows of 8	3 x 8 = 24 squares
9/25	Loops and Groups	5 loops, 5 stars each	5 x 5 = 25 stars
9/26	Ratio Table	1 flag, 13 stars	2 x 13 =26 stars
9/27			
9/28			
9/29			
9/30			



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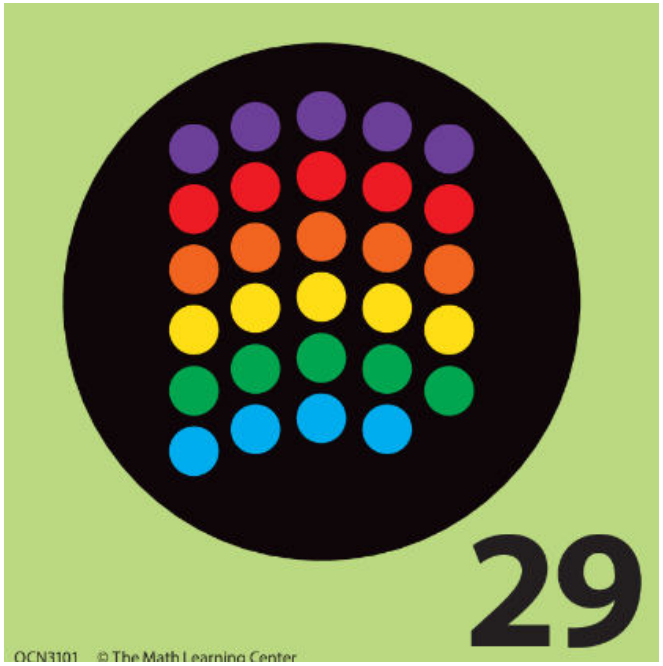
9/24	Array	3 rows of 8	3 x 8 = 24 squares
9/25	Loops and Groups	5 loops, 5 stars each	5 x 5 = 25 stars
9/26	Ratio Table	1 flag, 13 stars	2 x 13 =26 stars
9/27	Picture	9 shamrocks, 3 leaves each	9 x 3 = 27 leaves
9/28			
9/29			
9/30			



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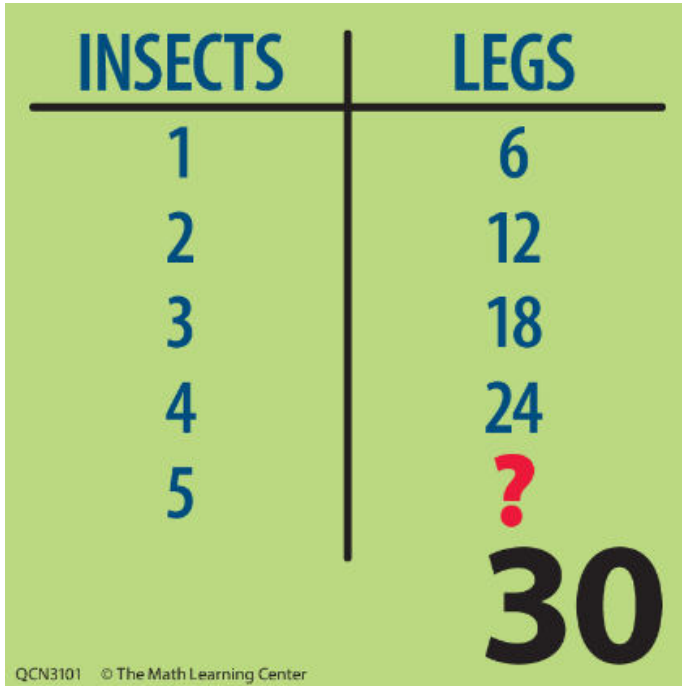
9/24	Array	3 rows of 8	3 x 8 = 24 squares
9/25	Loops and Groups	5 loops, 5 stars each	5 x 5 = 25 stars
9/26	Ratio Table	1 flag, 13 stars	2 x 13 =26 stars
9/27	Picture	9 shamrocks, 3 leaves each	9 x 3 = 27 leaves
9/28	Array	4 rows of 7	4 x 7 = 28 squares
9/29			
9/30			



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9/26	Ratio Table	1 flag, 13 stars	2 x 13 =26 stars
9/27	Picture	9 shamrocks, 3 leaves each	9 x 3 = 27 leaves
9/28	Array	4 rows of 7	4 x 7 = 28 squares
9/29	Loops and Groups	1 loop of 29 dots	1 x 29 = 29 dots
9/30			