September Number Corner

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	1000

DAY 1

Today we will...

- Talk about the different ways that we can write the date.
- Look at our Calendar and Calendar grid for this month
- Discuss collecting data and displaying it on a graph

Day 1 continued

Take a look at the Calendar markers. What do you see? Share your observations with a partner near you and then we will discuss as a class.

Day 1 continued

Today's date is September 3, 2024. Does anyone know how I can write September in a shorter way?

What month of the year is September? Let's count up from the first month of the year.

We can also write the date this way...

Day 1 continued

This month our Calendar Collector will focus on data. Think about the word data. Discuss what you know with a partner thinking about these questions and then we will discuss as a class.

- What is data?
- How do people collect data?
- Why do people collect data?

Day 1 continued

This month we will collect data using surveys. A survey is a way to collect data by asking people questions. Surveys are done by many different groups and companies to help make decisions.

Today I am going to conduct a survey about your work preferences.

Day 1 continued

The first thing you have to do when you conduct a survey is ask a question. My question is:

When working in class on a challenging math problem or an interesting science experiment, do you most prefer to do the work alone, with a partner, in a small group, or with the whole class?

Day 1 continued

I want you to think about your answer and in a moment, I am going to ask you to close your eyes and I will say the choices again. With you eyes closed you will raise your hand for the choice you most prefer. I will record the answers for you to see when we all open our eyes again. Remember, this is when you are working on a challenging problem or a science experiment. Ready? Close your eyes and keep them closed until I tell you to open them. Raise your hand when you hear the choice that you prefer.

Alone:

Partner:

Small Group:

Whole Class:

Day 1 continued

Now we are going to use the information we collected and display it on a scaled graph. This is called a scaled graph and each of the boxes stands for more than one person or vote. I am going to show you the graph and you will notice that I have labeled the different parts of the graph. Look at the scale and think about how many boxes we should shade for each category. I will copy our results on the graph page to make it easier.

Calendar Collector

Ways We Like to Work in Class

Graph Title

Scale Label

Number of People

16
14
12
10
8
6
4
2

Alone	Partner	Small Group	Whole Class

Alone:
Partner:
Small Group:
Whole Class:

Different Ways to Work

Category Label

Day 1 continued

Thank you for participating in the survey and helping me make the graph. We will discuss the survey a little bit tomorrow and we will also have a chance to think of other survey questions that you'd like to ask your classmates.

DAY 2

Today we will…

- Update our Calendar
- Take another look at our graph from the other day
- Brainstorm ideas for other possible surveys we could do in class
- Plan a survey and graph

(Teachers, you will need copies of the Student Survey Planning Sheet Teacher Master for every student. Click here for link to Teacher Master.)

DAY 2 continued

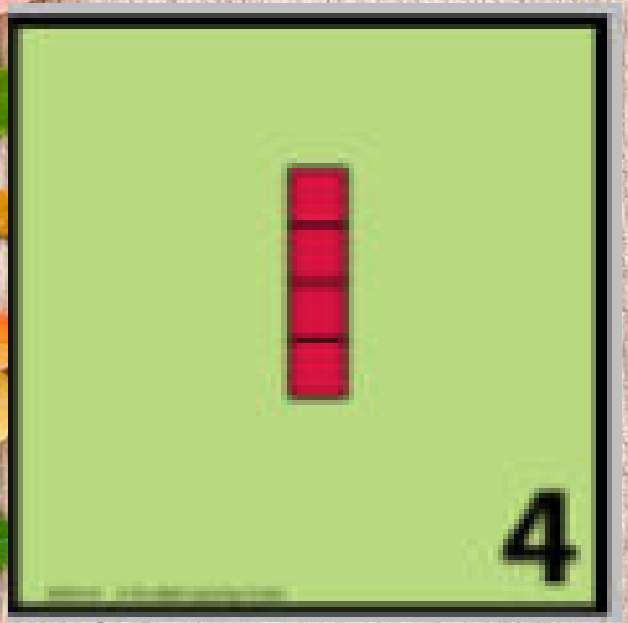
Now let's take a look at our Calendar markers that we turned over this far.

What do you see?

What do you notice?

DAY 2

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



What do you see?
What do you notice?

Day 2 continued

We are going to take another look at our graph from the other day. Let's think about these questions...

- Which of these 4 ways of working is the most popular or the favorite in our class?
- Which is the least popular?
- Did more people choose working alone or working in a small group? How many more? How do you know?
- Who might find this information useful? Why?
- If we conducted this survey in another third grade classroom, would we get the same results? Why or why not?

Link to Graph

Day 2 continued

I would like to conduct at least a couple of surveys chosen by our class this month. Today we are going to brainstorm some good survey topics and questions and each fill out a planning form.

- Talk to a partner about ideas for surveys. What sort of things would you like to know about our new classmates?
- In a few minutes, we will discuss your ideas and write them down.
- Once we have some ideas down, we will go back and add the choices we could give students with the question. Here is an example question with choices to start your thinking...

What is your favorite subject?
(math, reading, science, writing)

Day 2 continued

Survey Question Ideas

Day 2 continued

Now you will complete the Student Survey Planning Form. I will go over the directions with you and then you will work on it on your own.

This is not a graph that you are completing. It's just a place to plan and write down titles and labels.

Student Survey Planning Sheet

What would you like to know about our class?

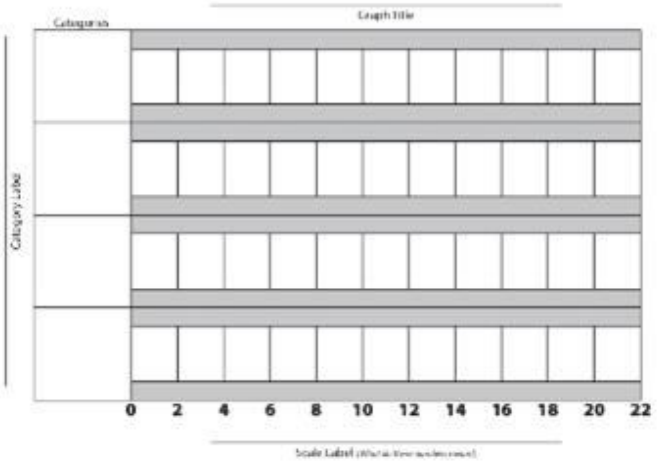
1 My survey question: _____

_____

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.)



Day 2 continued

When you finish your planning sheet, I will collect it, fold it in half, and put in our pile. The next time we do Calendar Collector, I will pull one of your sheets and we will do the survey that is picked.

DAY 3

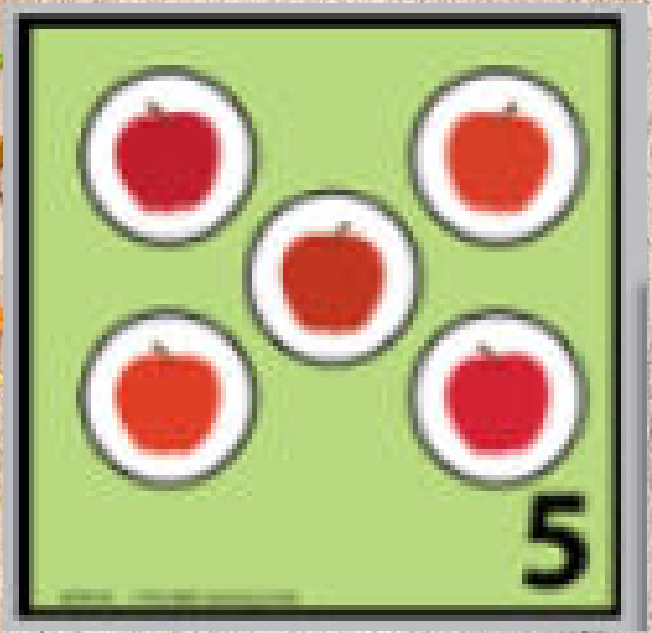
Today we will...

- Update our Calendar
- Talk about Loops and Groups

(students will need white boards and dry erase markers)

DAY 3 cont.

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



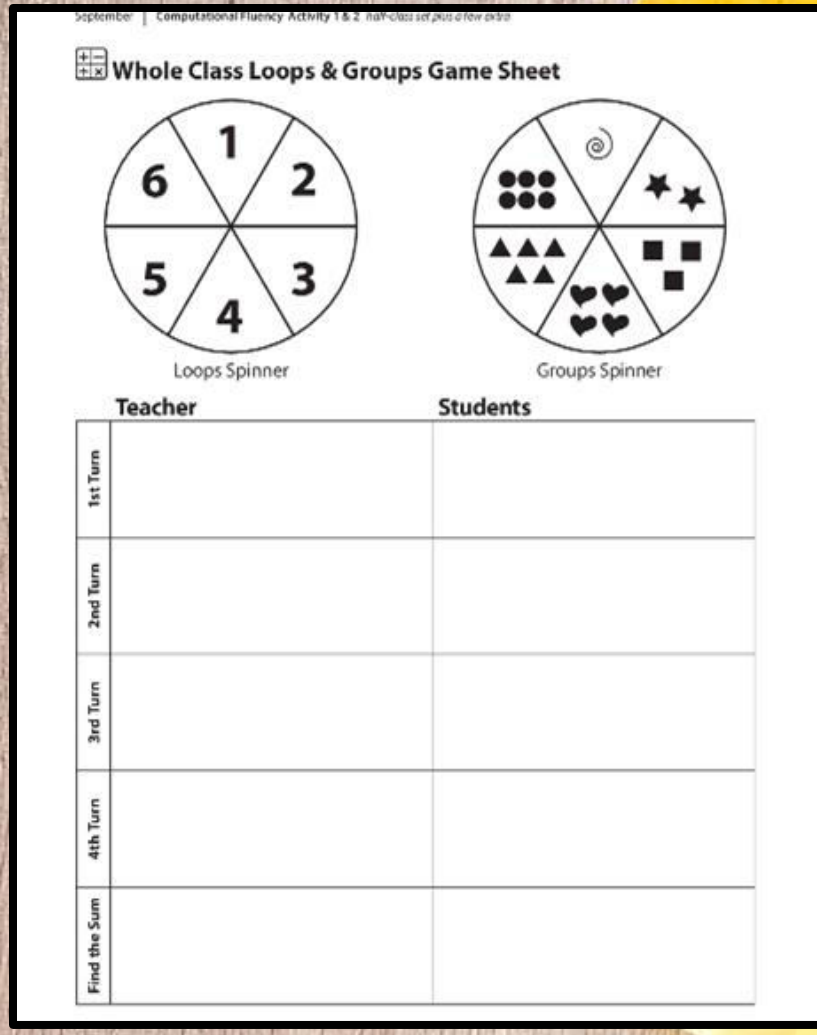
What do you see?
What do you notice?

DAY 3 cont.

Take a look at this page.

We are going to learn how to play a new game that will help us understand multiplication. Today we will play and you will all be one team and I will be the other team.

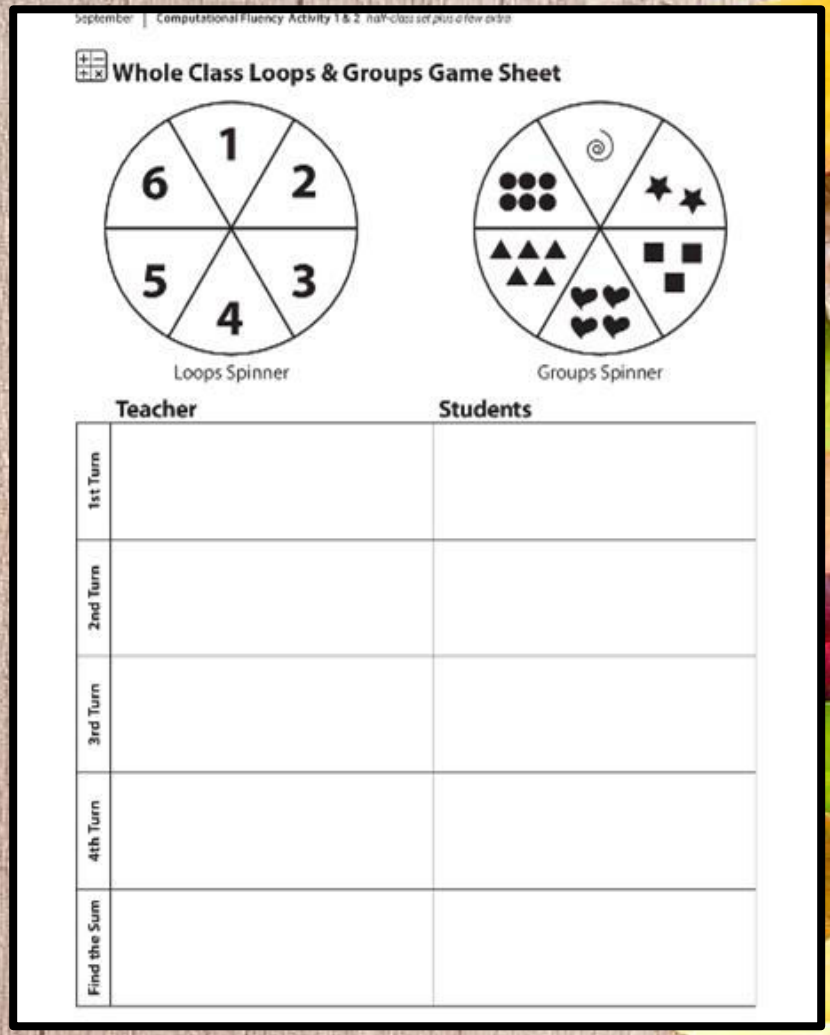
- We will take turns spinning both spinners. The first spinner shows how many loops you get to draw. The second shows how many shapes you get to draw in each loop.
- After you spin and draw, you multiply to find the total number of shapes in the loops.
- Each team takes 4 turns and then add up their products to find the total sum.
- The team with the greater sum wins the game.



DAY 3 cont.

I will take the first turn today so you can see how the game works. I will keep track of the action for both teams on my game sheet today and you will each do your team's turns on your whiteboards.

Link to Loops and Groups game



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		

DAY 4

Today we will...

- Make predictions about the Calendar Grid
- Update our Calendar
- Complete a problem string

(students will need a math notebook or back of Number Corner workbook)

DAY 4

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.

What is your prediction? Tell us why you think that.

DAY 4

Were your predictions correct?

People	Eyes
1	2
2	4
3	?

6

What do you see? What do you notice? Now let's take a look at our Calendar Grid Observations Chart.

We will complete the chart together for all of the markers we have turned over so far.

Link to Calendar Observation Chart

DAY 4 cont.

Please take out your Math Notebook and a pencil. Solving problems will be part of our Number Corner and this month we will have sets of problems called problem strings.

- A problem string is a series of related problems that we will solve and discuss one at a time.
- Strings often start with easier problems and then problems get harder as the string continues.
- The problems at the beginning often help to solve the problems toward the end.
- Solving problems in a string involves thinking like a mathematician because we want to find smart and efficient ways to solve the problem.
- There is a process the class will use to solve each problem, share strategies and answers, and discuss each other's thinking.
- We will do our work in our Math notebook (or in back of N.C. workbook)
- I will try and write down your thoughts as you explain your thinking.

DAY 4 cont.

- Each time we do a new problem string, you should start a new blank page in your notebook and write the date at the top of the page.
- On the next page, I will share the first problem in the problem string. Please write down the problem and then put your thumb up in front of your chest when you have an answer.

DAY 4 cont.

Problem	Strategies
25 + 25	
Move this box to reveal next problem	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 4 cont.

Problem	Strategies
40 + 40	
Move this box to reveal next problem	
Move this box to reveal next problem	
Move this box to reveal next problem	

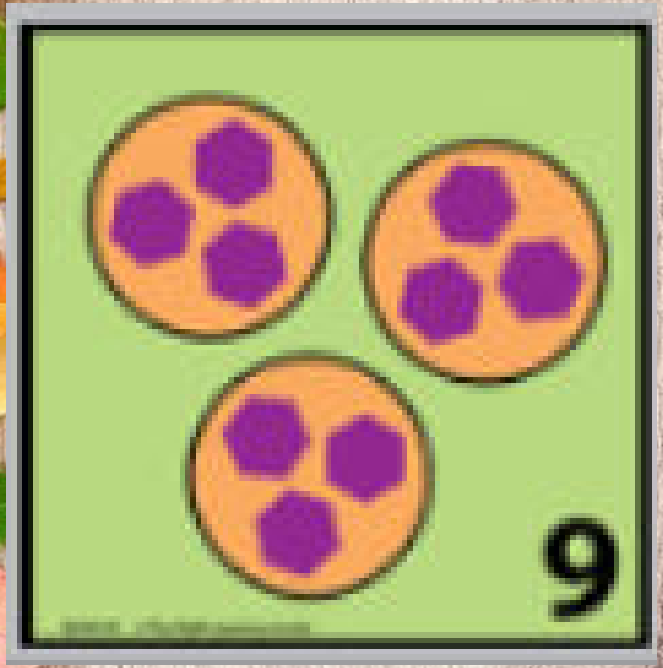
DAY 5

Today we will...

- Update our Calendar
- Learn a new game called Spud

DAY 5

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



What do you see?
What do you notice?

Day 5 continued

Take a look at the grid below. Share what you notice about the grid with a partner Then we will discuss as a 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	1000

Day 5 continued

Now we are going to learn a new game, called Spud.

- We will all stand in a circle.
- We will take turns counting by 10's around the circle.
- There is ONE rule about counting in this game that you have to remember. When a multiple of 100 is reached (that is 100 and every hundred thereafter), the person needs to say "SPUD" instead of the actual number.
- You can look up at the One Thousand Grid to help you if you need it.

LET'S PLAY!

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	1000

DAY 6

Today we will...

- Make predictions about today's Number Corner marker
- Update our Calendar
- Choose a survey question from the pile and complete the survey
- Graph the results

DAY 6

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.

What is your prediction? Tell us why you think that.

DAY 6 cont.

Were your predictions correct?

Nickels	Cents
1	5
2	?
3	15
	10

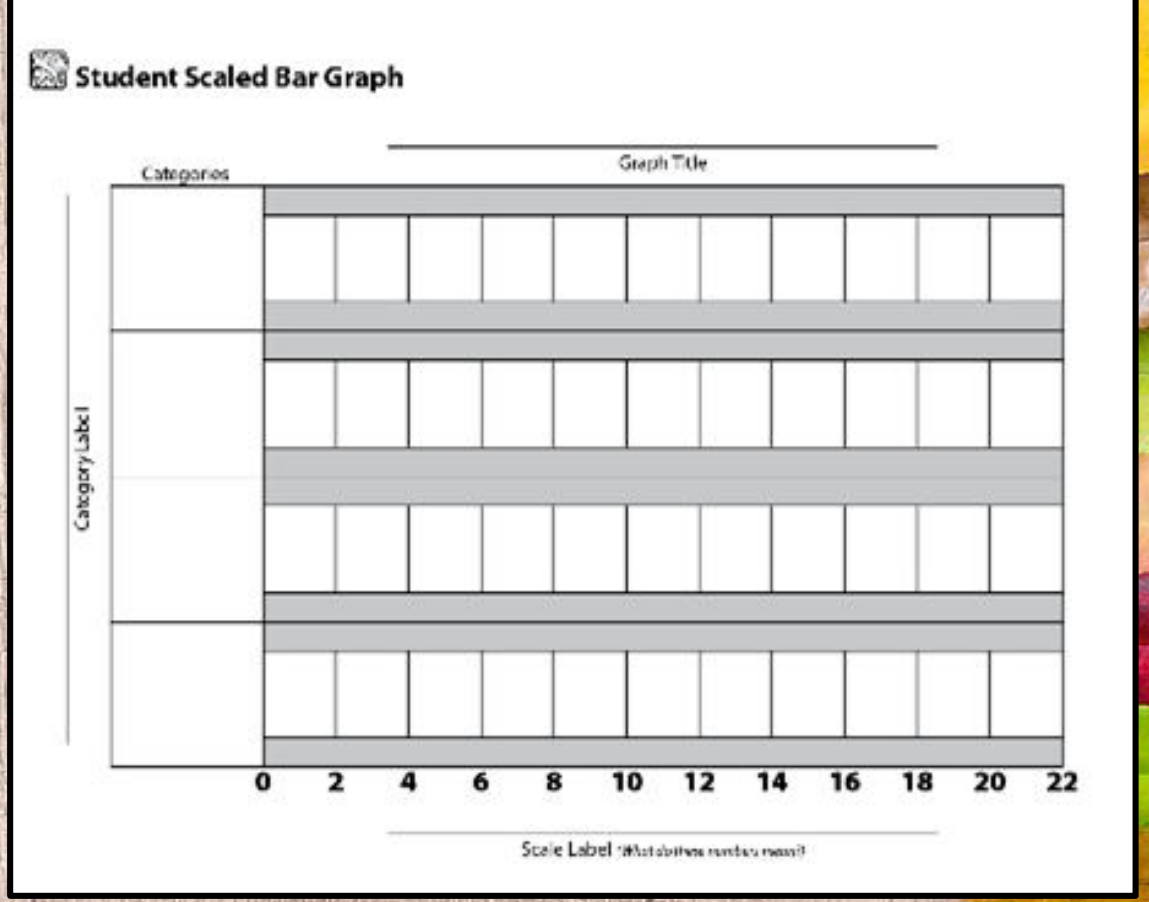
What do you see?
What do you notice? Let's update our Calendar Grid Observations Chart.

Link to Calendar Observation Chart

DAY 6 cont.

Today I will choose one of your survey ideas and help that student conduct the survey.

Notice this bar graph is horizontal instead of vertical. Bar graphs can go either way.



Link to Bar Graph Page

Day 6 continued

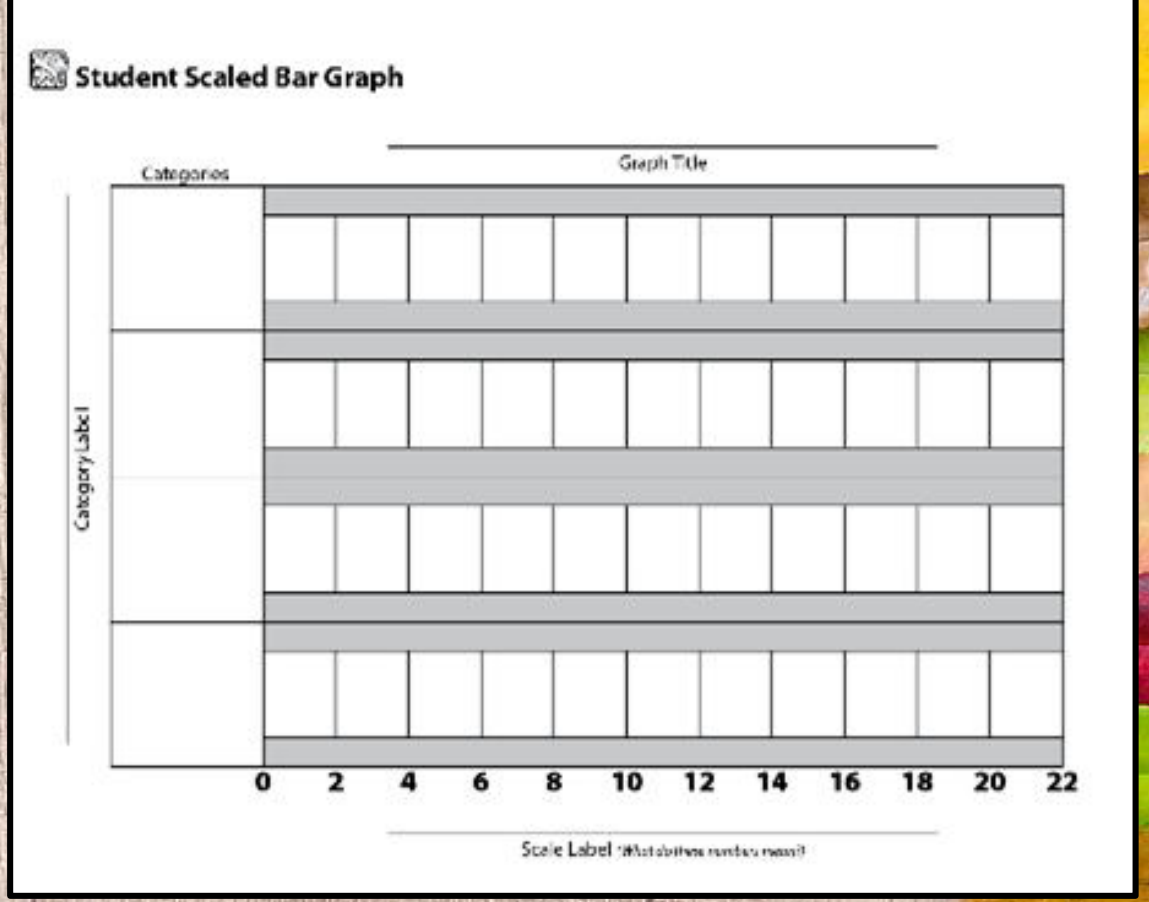
Choose a paper from the pile. That student will come up and read their question to the class, as well as the 4 choices.

I want you to think about your answer and in a moment, I am going to ask you to close your eyes and I will say the choices again. With you eyes closed you will raise your hand for the choice you most prefer. I will record the answers for you to see when we all open our eyes again. Ready? Close your eyes and keep them closed until I tell you to open them. Raise your hand when you hear the choice that you prefer.

DAY 6 cont.

Now let's use this data to complete the Bar Graph together.

Notice this bar graph is horizontal instead of vertical. Bar graphs can go either way.



Link to Bar Graph Page

DAY 7

Today we will...

- Update our Calendar
- Complete the first half of the Number Corner Baseline Assessment

DAY 7

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

What do you see?
What do you notice?

Day 7 continued

Today we are going to take the first half of the Number Corner Baseline Assessment. This is a way for us to see where everyone is in math at the beginning of the school year. This will help us see what you remember from last year and what you might need to review. This will help me do a better job teaching math this year.

There are a few things I want you to do as you work on this assessment...

- Listen carefully to the instructions for each problem.
- Stay with the class. Do not move ahead until I tell you to do so.
- Work independently. Please don't talk to your neighbors or look at their papers.
- Raise your hand if you have a question.
- Try to answer all of the questions, even if you aren't sure of the answer. Give it your best shot.
- Explain how you solved a problem when the directions ask you to. You can use pictures, numbers, and words in your explanations.

Day 7 continued

Complete page 1 & 2 of the baseline assessment today.

Students need to be timed for question 1. They have 1 minute to complete as many problems as they can. When the one minute is over, students should draw a line with a red crayon right after the last problem they completed.

Link to Baseline Assessment for display

Link to make copies of baseline assessment

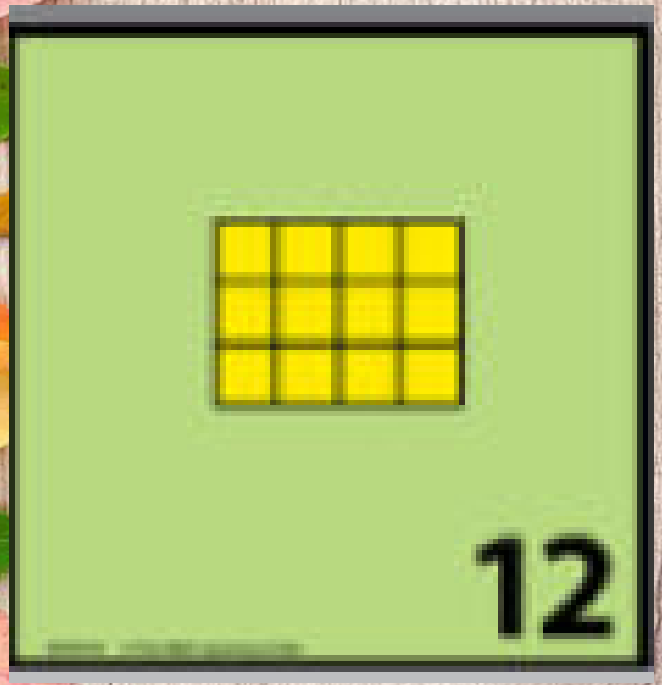
DAY 8

Today we will...

- Update our Calendar
- Complete the second half of the Number Corner Baseline Assessment

DAY 8

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



What do you see?
What do you notice?

Day 8 continued

Today we are going to take the second half of the Number Corner Baseline Assessment.
Here are a few reminders of what I want you to do as you work on this assessment...

- Listen carefully to the instructions for each problem.
- Stay with the class. Do not move ahead until I tell you to do so.
- Work independently. Please don't talk to your neighbors or look at their papers.
- Raise your hand if you have a question.
- Try to answer all of the questions, even if you aren't sure of the answer. Give it your best shot.
- Explain how you solved a problem when the directions ask you to. You can use pictures, numbers, and words in your explanations.

Day 8 continued

Complete pages 3-5 of the baseline assessment today.

Students will need rulers and colored tiles to complete the assessment today. You can also have base ten materials available for students to complete page 3.

Link to Baseline Assessment for display

Link to make copies of baseline assessment

DAY 9

Today we will...

- Make a prediction about today's marker
- Update our Calendar
- Complete another problem string

DAY 9

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.

What is your prediction? Tell us why you think that.

DAY 9 cont.

Were your predictions correct?

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

Link to Calendar Observation Chart

DAY 9 cont.

Today we will complete another Problem String. A few reminders about Problem Strings..

- The first problem will often help us with the other problems in the problem string.
- Each time we do a new problem string, you should start a new blank page in your notebook and write the date at the top of the page.
- On the next page, I will share the first problem in the problem string. Please write down the problem and then put your thumb up in front of your chest when you have an answer.

DAY 4 cont.

Focus: Jumping by Friendly Numbers

Problem	Strategies
37 + 10	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 9 cont.

Problem	Strategies
146 + 10	
Move this box to reveal next problem	
Move this box to reveal next problem	
Move this box to reveal next problem	

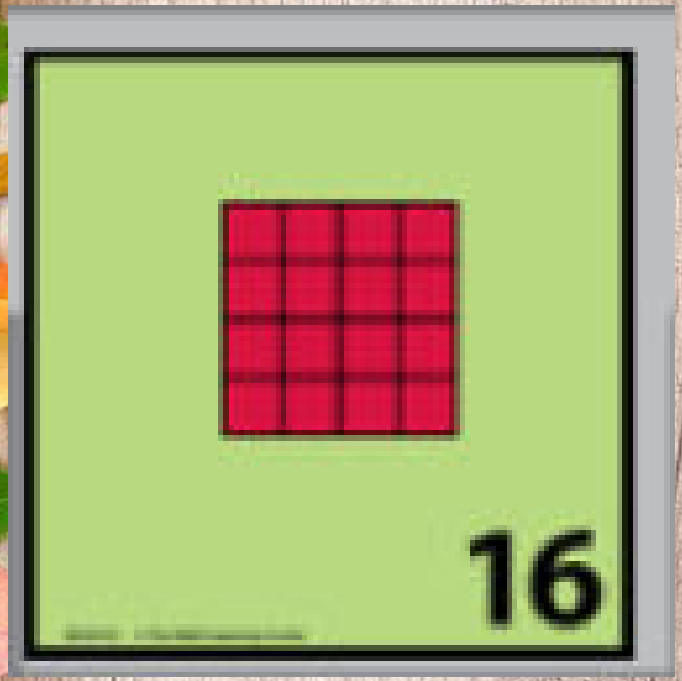
DAY 10

Today we will...

- Update our Calendar
- Play SPUD

DAY 10

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



What do you see?
What do you notice?

Day 10 cont.

We are going to play SPUD again. As a reminder...

- We will all stand in a circle.
- We will take turns counting by 10's around the circle.
- There is ONE rule about counting in this game that you have to remember. When a multiple of 100 is reached (that is 100 and every hundred thereafter), the person needs to say "SPUD" instead of the actual number.
- You can look up at the One Thousand Grid to help you if you need it.
- But today I am going to something a little different. I am going to mark the grid as you say the numbers.
- TEACHERS, IF USING SMARTBOARD, USE THE NEXT SLIDE TO MARK NUMBERS. USE 2 DIFFERENT COLORS. PUT A SLASH THROUGH NUMBERS AS STUDENTS SAY THEM, BUT RANDOMLY CIRCLE ONE NUMBER IN EVERY ROW WITH THE OTHER COLOR.

LET'S PLAY!

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	1000

Day 10 continued

Teachers, Once game is over, have students look at the grid and how you marked the numbers. Then ask the following questions…

- What number is circled in the first row?
- How many hundreds are there in that number?
- If there aren't any hundreds, how many tens are there?
- What number is circled in the second row?
- How many hundreds? Tens?
- What if I wanted to know how many tens in that number, without using hundreds? Talk to a partner and see if you have an idea.

Continue for each circled number.

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	1000

DAY 11

Today we will...

- Make predictions about today's marker
- Update our Calendar
- Choose a survey question from the pile and complete the survey
- Graph the results

DAY 11

Please take out a whiteboard and dry erase marker for today's session.

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.

What is your prediction? Tell us why you think that.

DAY 11 cont.

Were your predictions correct?

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

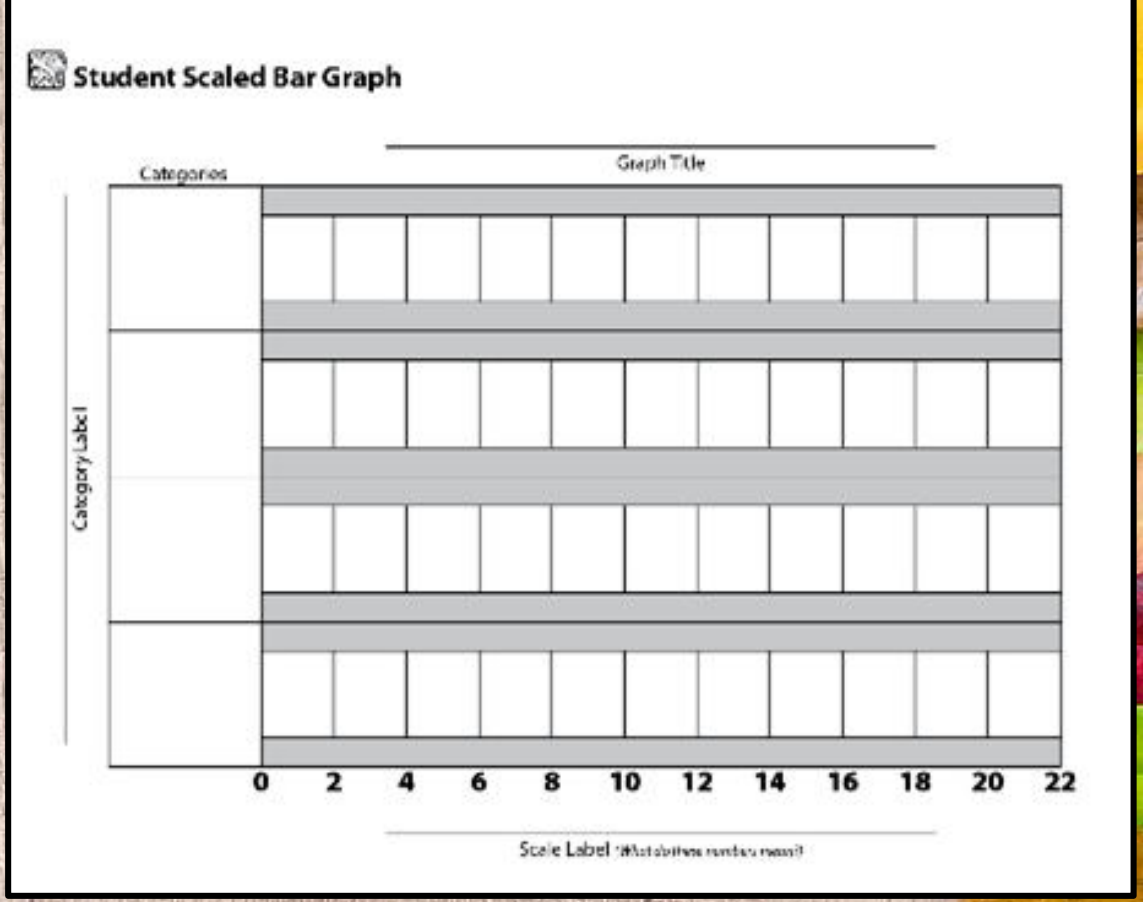
Write down 1 or more equations to match today's marker on your whiteboard.

Link to Calendar Observation Chart

DAY 11 cont.

Today I will choose one of your survey ideas and help that student conduct the survey.

Notice this bar graph is horizontal instead of vertical. Bar graphs can go either way.



Link to Bar Graph Page

Day 11 continued

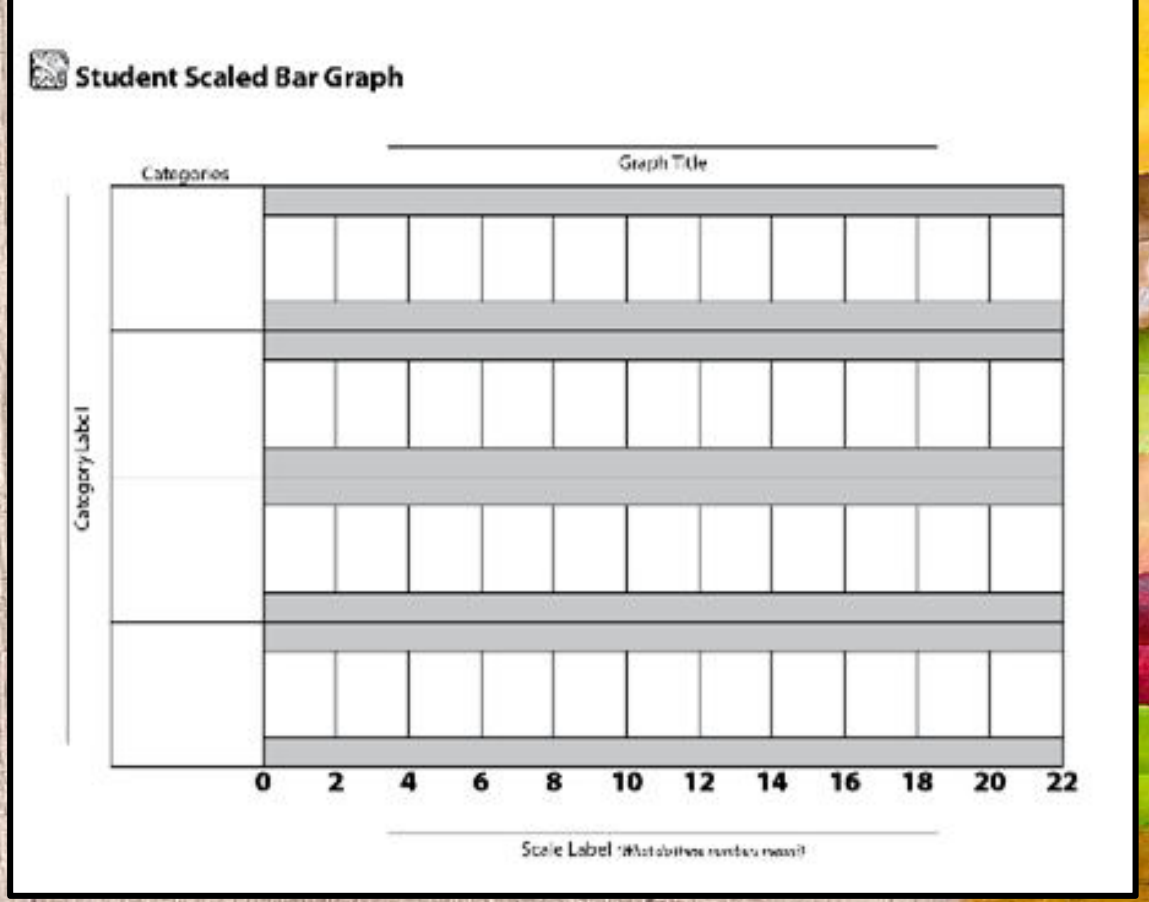
Choose a paper from the pile. That student will come up and read their question to the class, as well as the 4 choices.

I want you to think about your answer and in a moment, I am going to ask you to close your eyes and I will say the choices again. With you eyes closed you will raise your hand for the choice you most prefer. I will record the answers for you to see when we all open our eyes again. Ready? Close your eyes and keep them closed until I tell you to open them. Raise your hand when you hear the choice that you prefer.

DAY 11 cont.

Now let's use this data to complete the Bar Graph together.

Notice this bar graph is horizontal instead of vertical. Bar graphs can go either way.



Link to Bar Graph Page

DAY 12

Today we will...

- Update our Calendar
- Create a number line

(students will need crayons, scissors, and gluesticks for this activity)

DAY 12

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

What do you see?
What do you notice?

DAY 12 cont.

Take a look at this page. Today you are going to create your own number line. You will cut out the 10 rows and use a glue stick to attach them at the parts marked "tab".

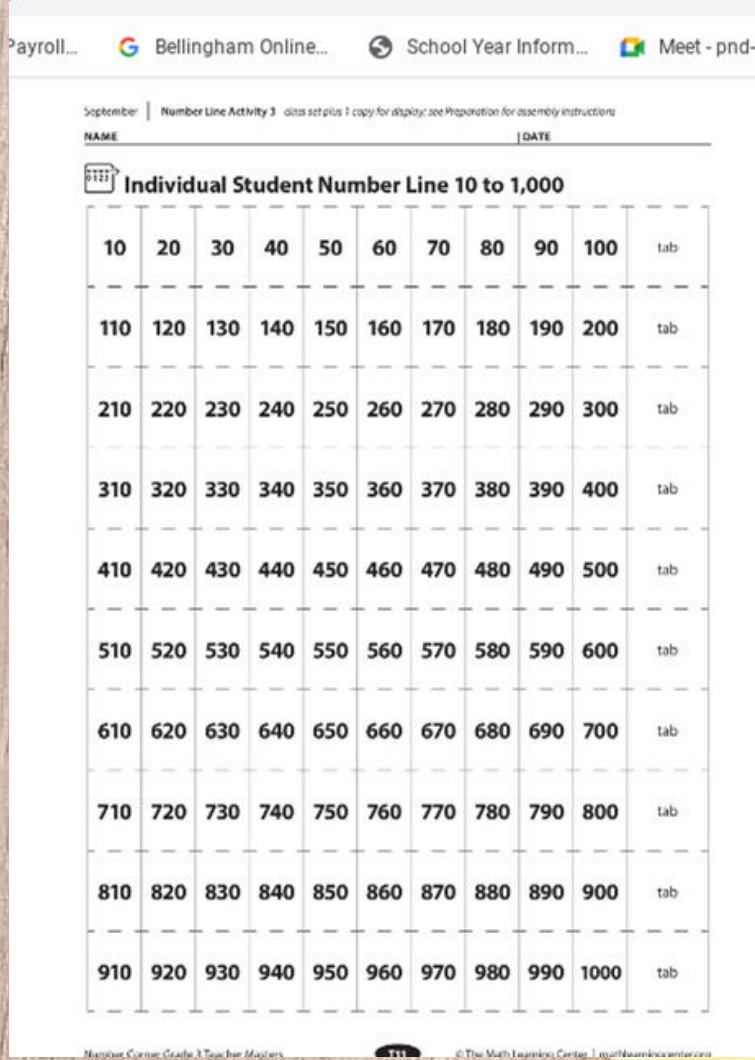
Before you start cutting, please take out yellow crayon and color all the multiples of 100...the "spud" numbers (100, 200, 300, etc).

I will start mine to show you what to do.

Once you have finished putting your number lines together, keep them out. I am going to have color in some more numbers, using a set of clues.

To prepare, you should take out a blue, red, green, purple, orange, brown, and pink crayon.

Link to page for copies



Payroll... Bellingham Online... School Year Inform... Meet - pnd-

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

DAY 12 cont.

If you prefer, click here for the link to the display copy of this page

Number Line Clues

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

- Use a **BLUE** crayon to color in all the numbers with an 8 in the tens place.

Remove when ready for next clue

Remove when ready for next clue

Remove when ready for next clue

Remove when ready for next clue

Remove when ready for next clue

Remove when ready for next clue

Check your number line with a friend's. Do you have the same numbers colored? I will give you an envelope to keep your number line in your Number Corner workbook

DAY 13

Today we will...

- Update our Calendar
- Play Loops & Groups

DAY 13

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

What do you see?
What do you notice?

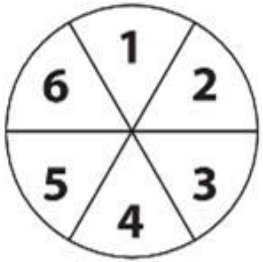
DAY 13 cont.

Take a look at this page.

We are going to play Loops and Groups again. Today we will play and you will all be one team and I will be the other team.

- We will take turns spinning both spinners. The first spinner shows how many loops you get to draw. The second shows how many shapes you get to draw in each loop.
- After you spin and draw, you multiply to find the total number of shapes in the loops.
- Each team takes 4 turns and then add up their products to find the total sum.
- The team with the greater sum wins the game.

Whole Class Loops & Groups Game Sheet



Loops Spinner

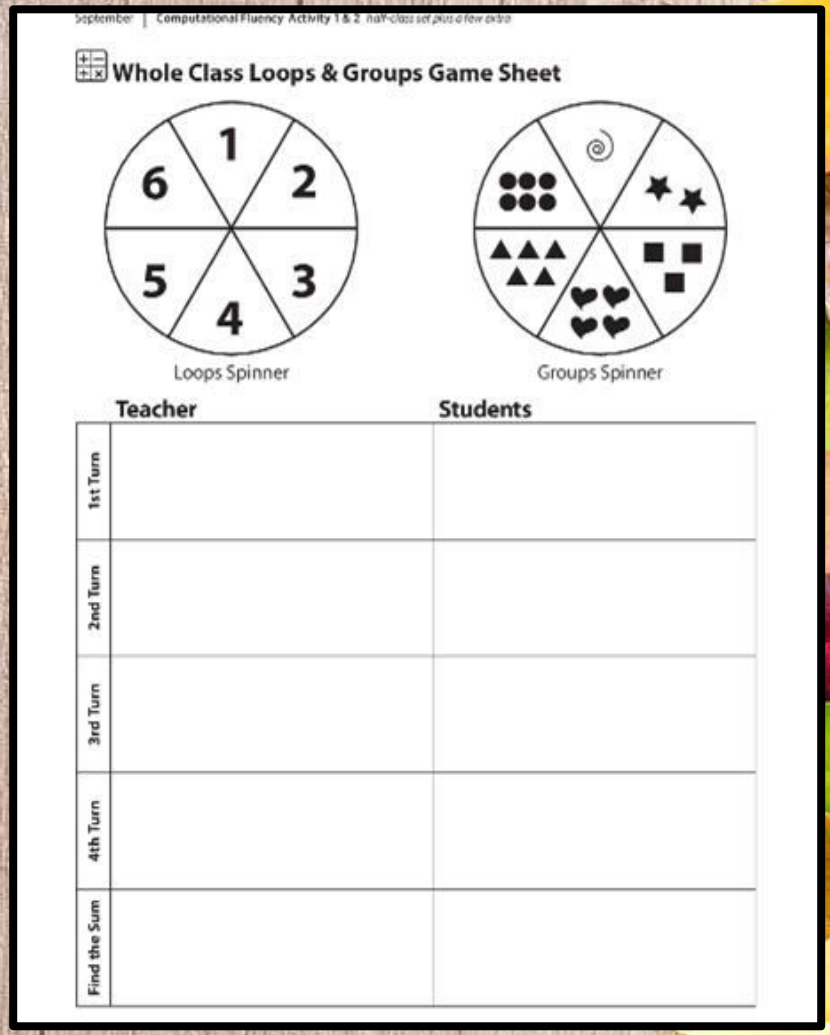
Groups Spinner

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

DAY 13 cont.

You can go first today. I will keep track of the action for both teams on my game sheet today and you will each do your team's turns in your Number Corner workbooks.

Link to Loops and Groups game



DAY 14

Today we will...

- Make a prediction about today's marker
- Update our Calendar & write equations to match today's marker

DAY 14

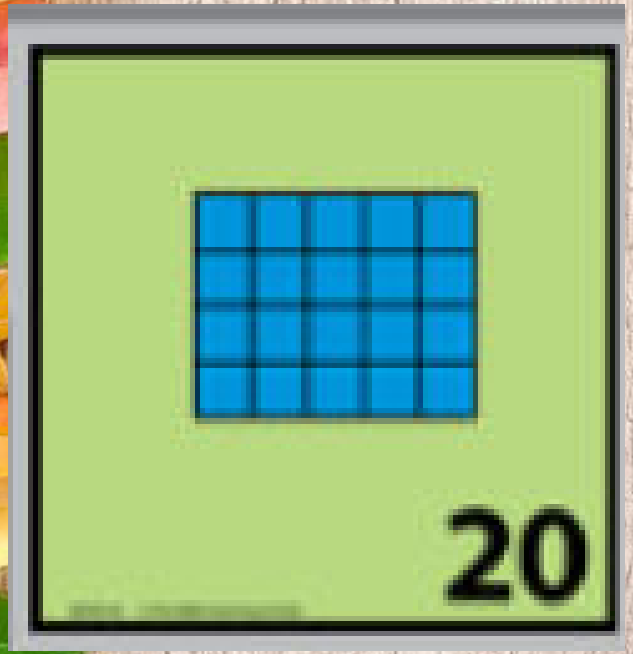
Please take out a whiteboard and dry erase marker for today's session.

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.

What is your prediction? Tell us why you think that.

DAY 14 cont.

Were your predictions correct?



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

Write down 1 or more equations to match today's marker on your whiteboard.

Link to Calendar Observation Chart

DAY 15

Today we will...

- Update our Calendar
- Use our Number Lines to Figure out number riddles

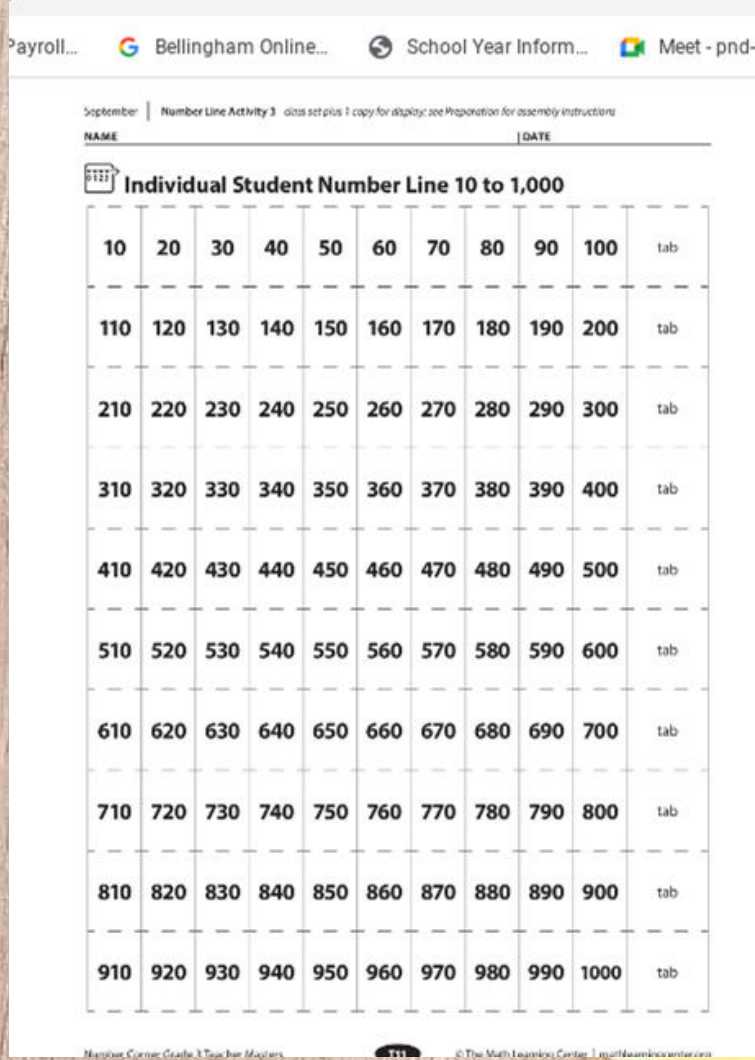
DAY 15

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

What do you see?
What do you notice?

DAY 15 cont.

Please take out your number lines that we made the other day. I am going to share some Number Riddles with you today. Your job will be to figure out which number I am thinking of.



Payroll... Bellingham Online... School Year Inform... Meet - pnd-

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

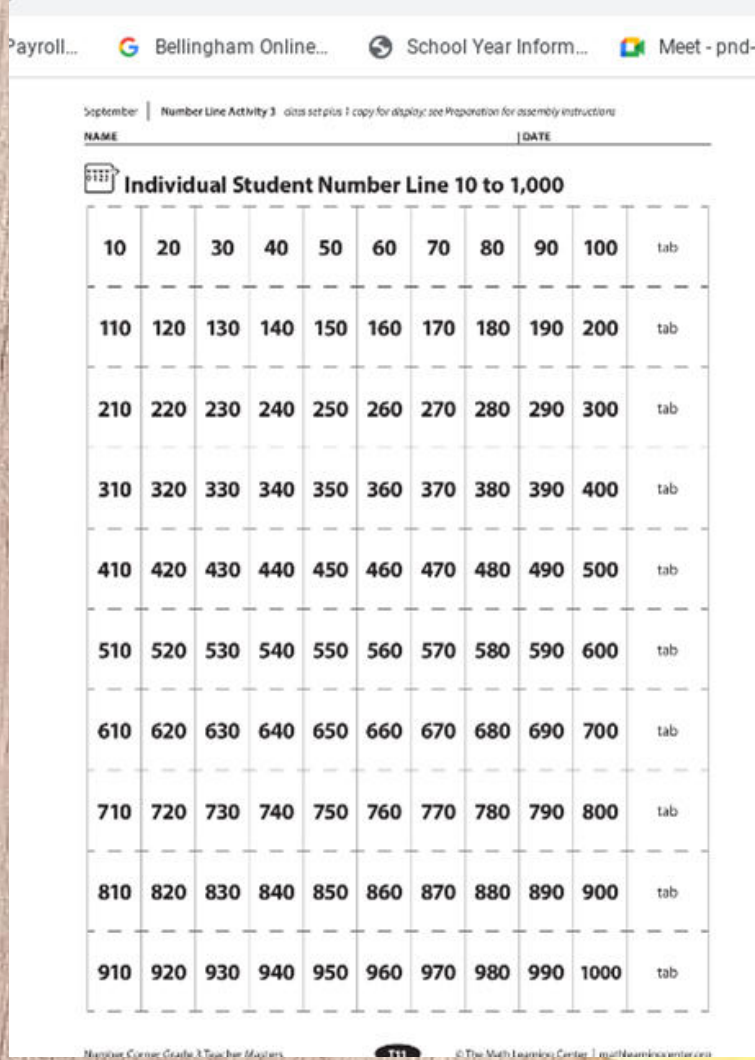
10	20	30	40	50	60	70	80	90	100	tab
110	120	130	140	150	160	170	180	190	200	tab
210	220	230	240	250	260	270	280	290	300	tab
310	320	330	340	350	360	370	380	390	400	tab
410	420	430	440	450	460	470	480	490	500	tab
510	520	530	540	550	560	570	580	590	600	tab
610	620	630	640	650	660	670	680	690	700	tab
710	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

DAY 15 cont.

Riddle #1

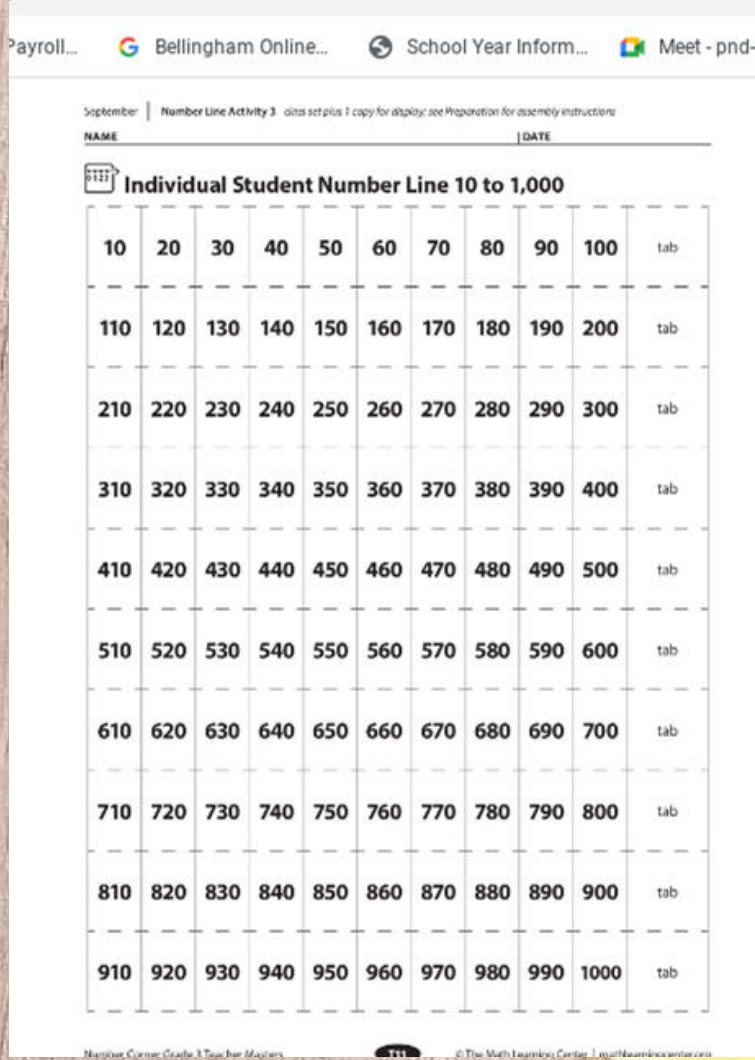
I'm thinking of a number that's between 420 and 440 on the number line. What's my number?



DAY 15 cont.

Riddle #2

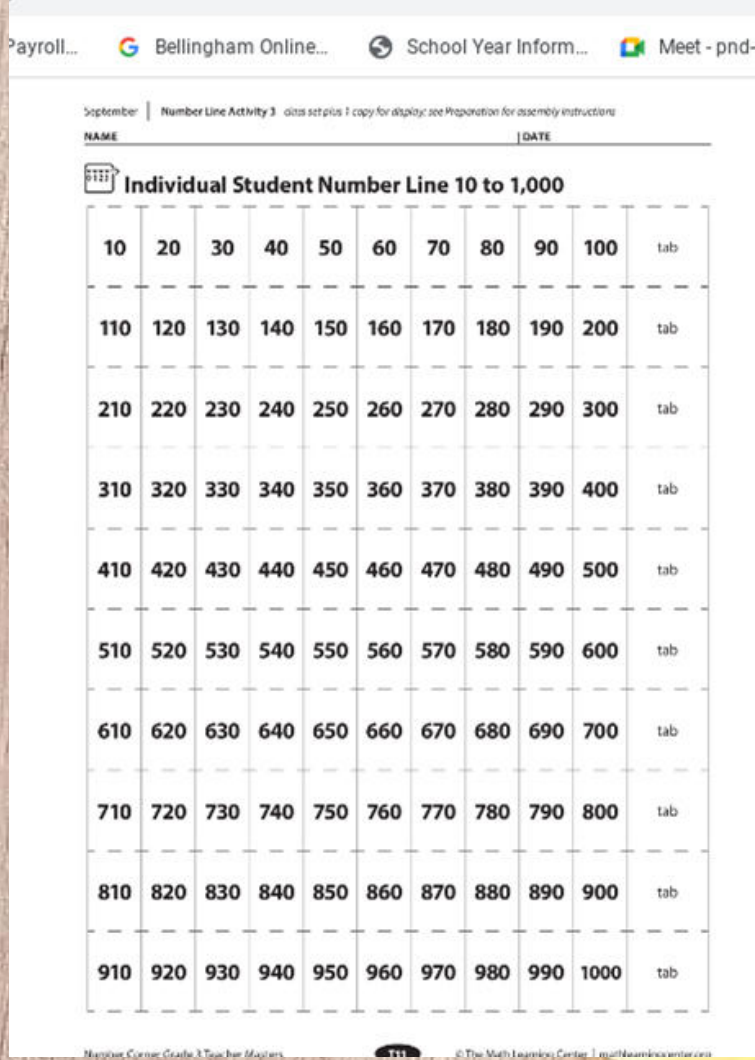
I'm thinking of a number. If you jump by 100 four times, starting at 370, you'll be on my number. What's my number?



DAY 15 cont.

Riddle #3

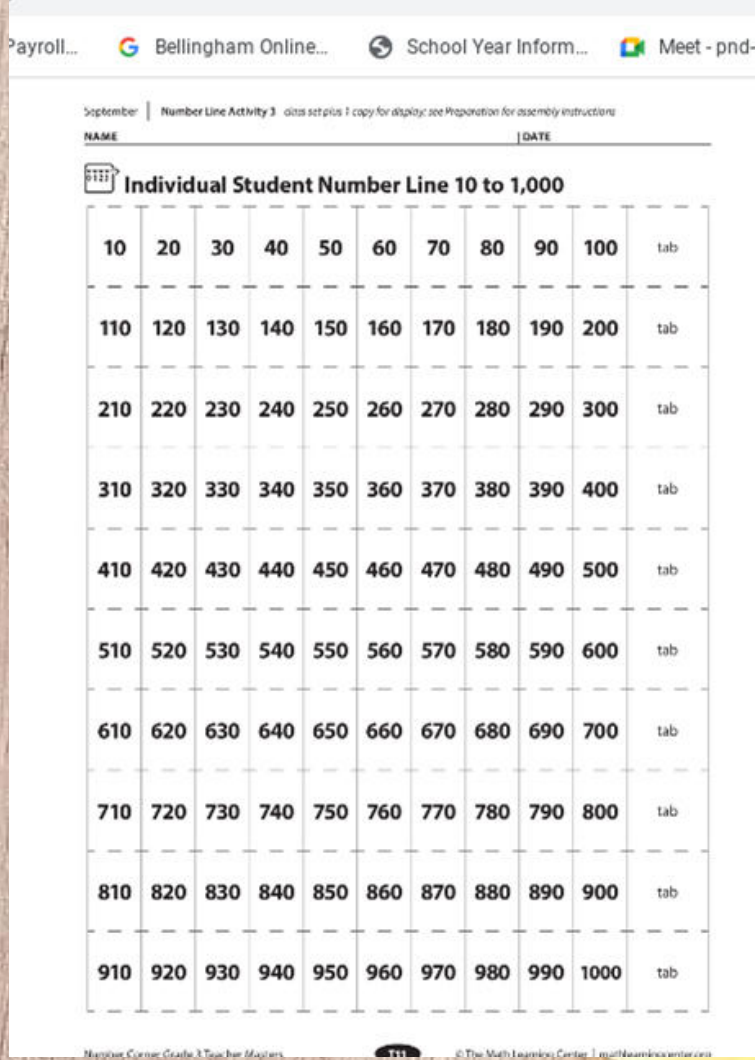
I'm thinking of a number that's 5 tens more than 150. What's my number?



DAY 15 cont.

Riddle #4

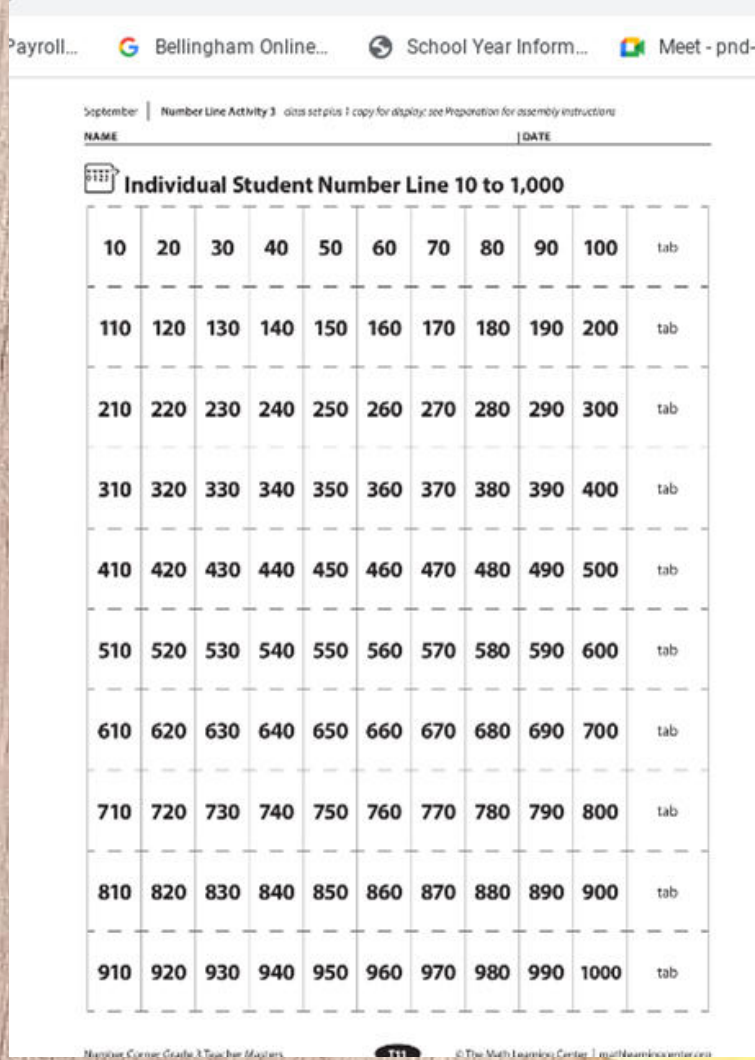
I'm thinking of a number that's 12 tens more than 400. What's my number?



DAY 15 cont.

Riddle #5

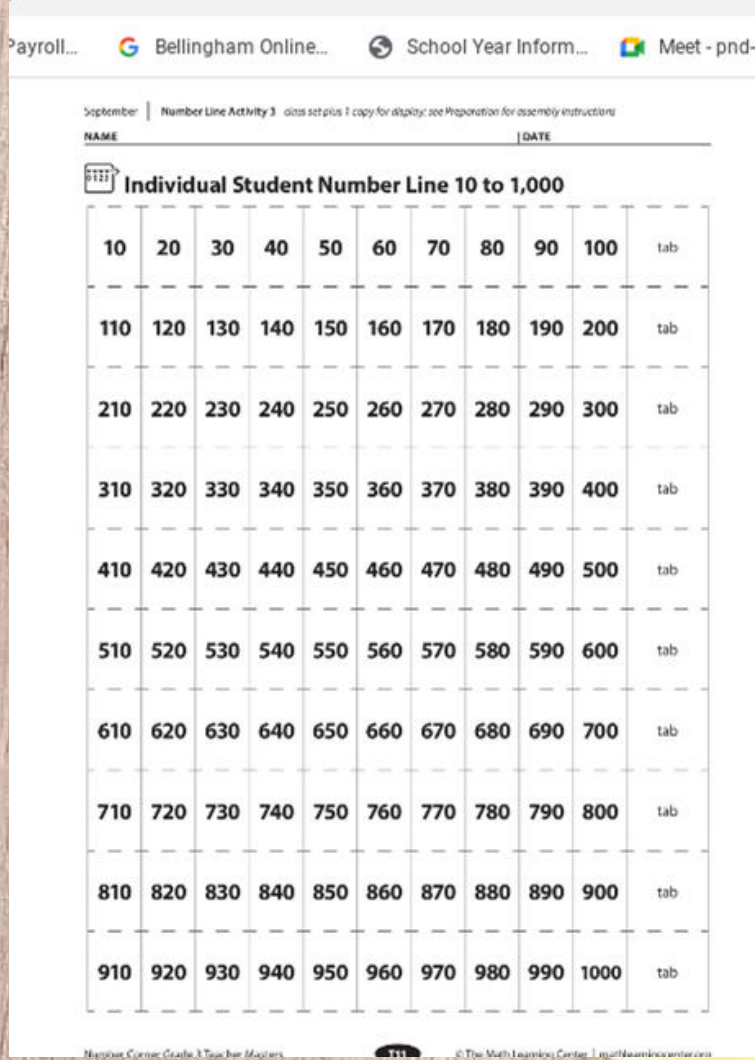
I'm thinking of a number that's 33 tens more than 300. What's my number?



DAY 15 cont.

Riddle #6

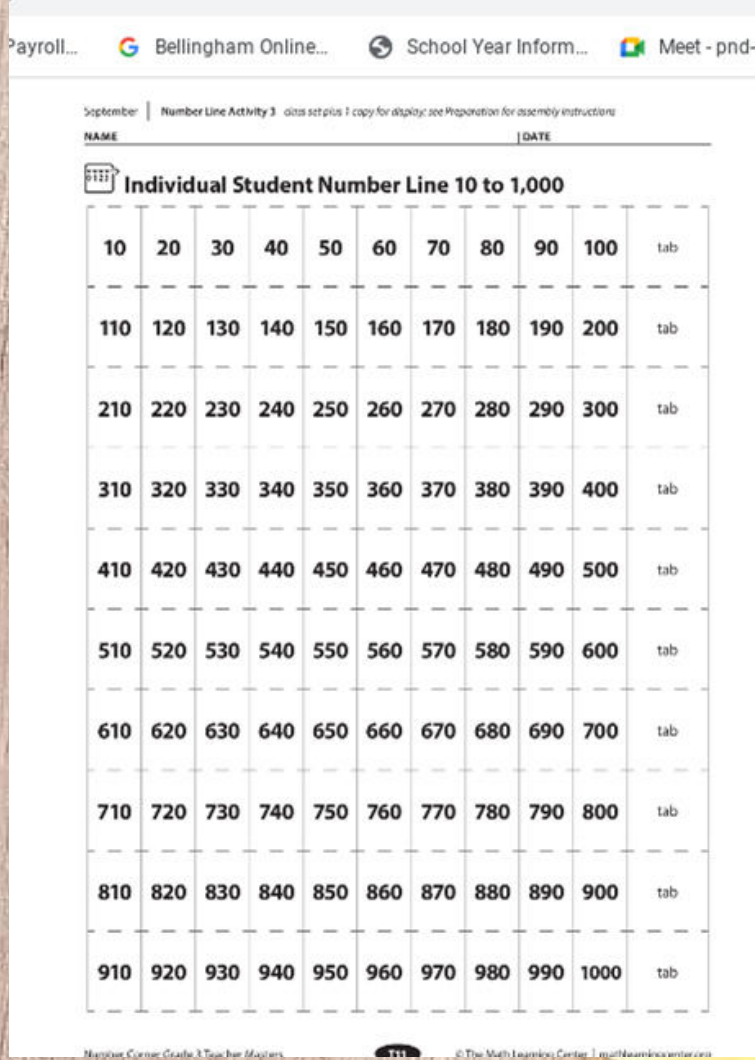
I'm thinking of a number. If you double 2 hundreds + 2 tens you'll know my number. What's my number?



DAY 15 cont.

Riddle #7

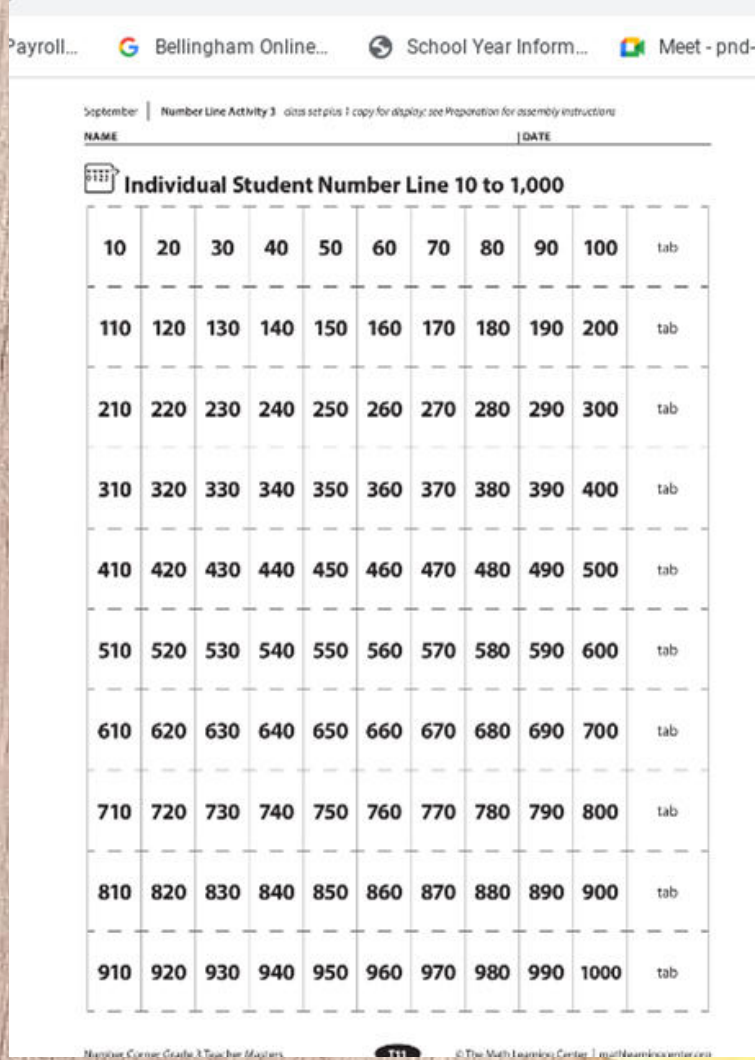
I'm thinking of a number. If you start at 200 and add half of my number you'll be at 600. What's my number?



DAY 15 cont.

Riddle #8

I'm thinking of a number. It is 99 tens less than 1000. What's my number?



DAY 16

Today we will...

- Make predictions about today's marker
- Update our Calendar
- Complete a problem string

DAY 16

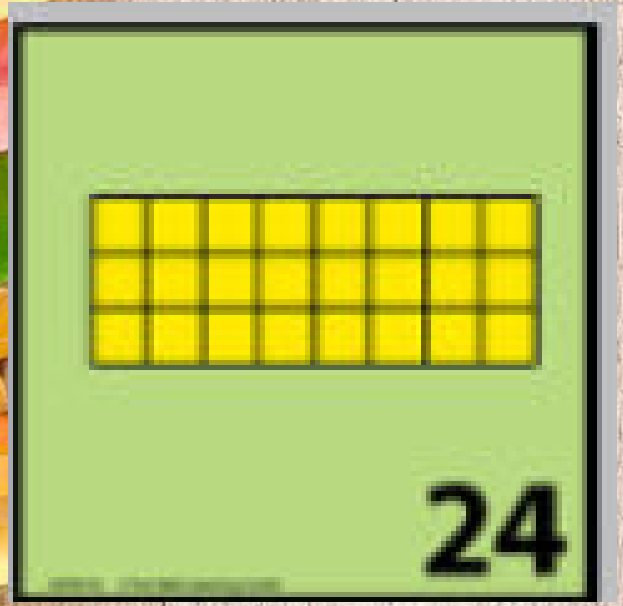
Please take out a whiteboard and dry erase marker for today's session.

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.

What is your prediction? Tell us why you think that.

DAY 16 cont.

Were your predictions correct?



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

Write down 1 or more equations to match today's marker on your whiteboard.

Link to Calendar Observation Chart

DAY 16 cont.

Today we will complete another Problem String. A few reminders about Problem Strings..

- The first problem will often help us with the other problems in the problem string.
- Each time we do a new problem string, you should start a new blank page in your notebook and write the date at the top of the page.
- On the next page, I will share the first problem in the problem string. Please write down the problem and then put your thumb up in front of your chest when you have an answer.

DAY 4 cont.

Focus: Jumping to get to a Friendly Numbers

Problem	Strategies
37 + 4	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 16 cont.

Problem	Strategies
149 + 4	
Move this box to reveal next problem	
Move this box to reveal next problem	

DAY 17

Today we will...

- Update our Calendar
- Complete a graph and answer questions about it

DAY 17

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

What do you see?
What do you notice?

DAY 17 cont.

Please take a look at the list of books I have on the next page. In a moment, you will each come make a tally mark next to the book you would most like to read.

DAY 17 cont.

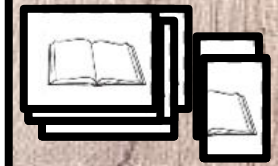
Humphrey:

The One and Only Ivan:

Tale of Desperaux:

The Mouse and the Motocycle:

Humphrey	
The One and Only Ivan	
Tale of Desperaux	
The Mouse and the Motorcycle	



= 2 votes

Teachers, drag the book and half book symbols into graph as needed.

DAY 17 cont.

Using the graph on the previous page, we will answer some questions. (Teachers, create a colored text box and cover the tally chart...or just delete it. The goal is for students to use the graph to answer questions.)

Students, please record your answers on whiteboards.

- 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?
- Use the greater than or less than symbol to compare the number of votes two of the books got. Then show your inequality statements to a neighbor and see if they can figure out which tw books you are comparing.

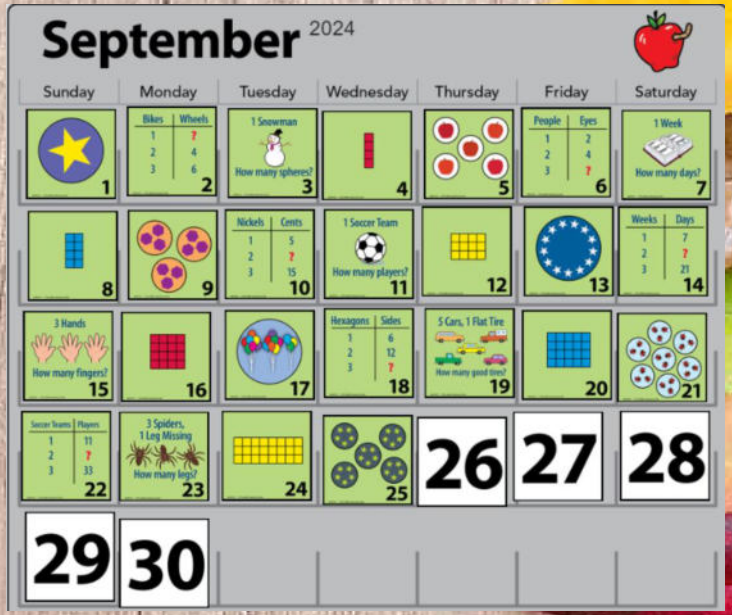
DAY 18

Today we will...

- Update our Calendar
- Play Loops & Groups in partners

DAY 18

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



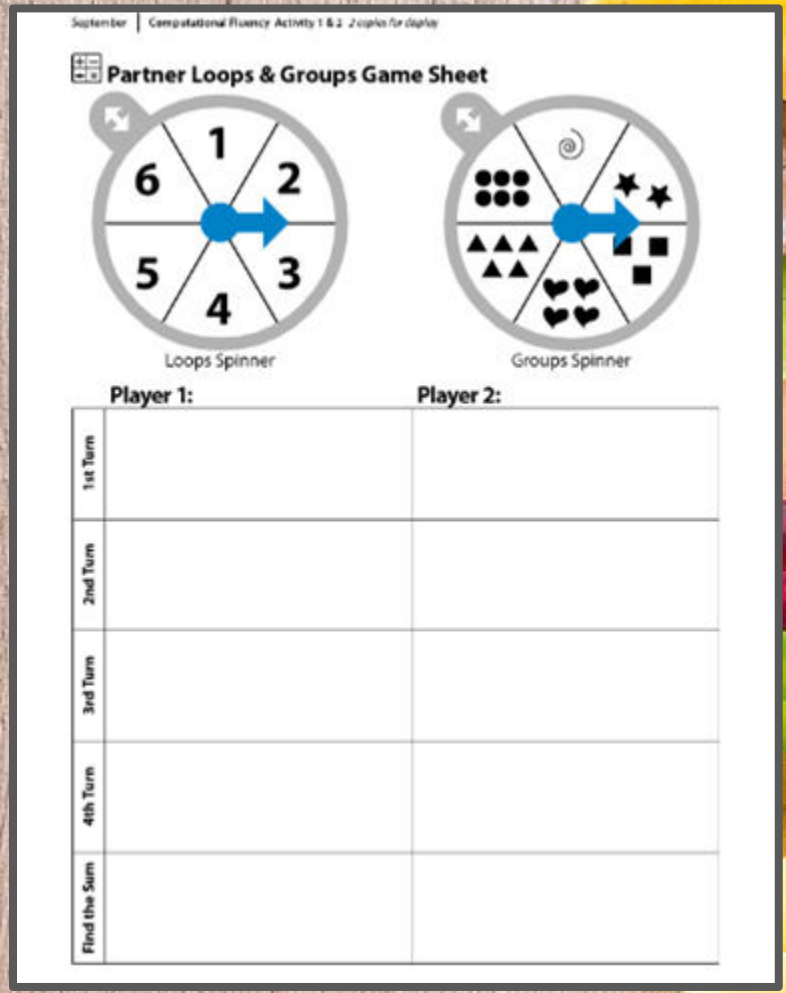
What do you see?
What do you notice?

DAY 18 cont.

Take a look at this page.

We are going to play Loops and Groups again. Today you will play in partners.

- You will take turns spinning both spinners. The first spinner shows how many loops you get to draw. The second shows how many shapes you get to draw in each loop.
- After you spin and draw, you multiply to find the total number of shapes in the loops.
- Each person takes 4 turns and then add up their products to find the total sum.
- The person with the greater sum wins the game.



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

Partner Loops & Groups Game Sheet

Loops Spinner

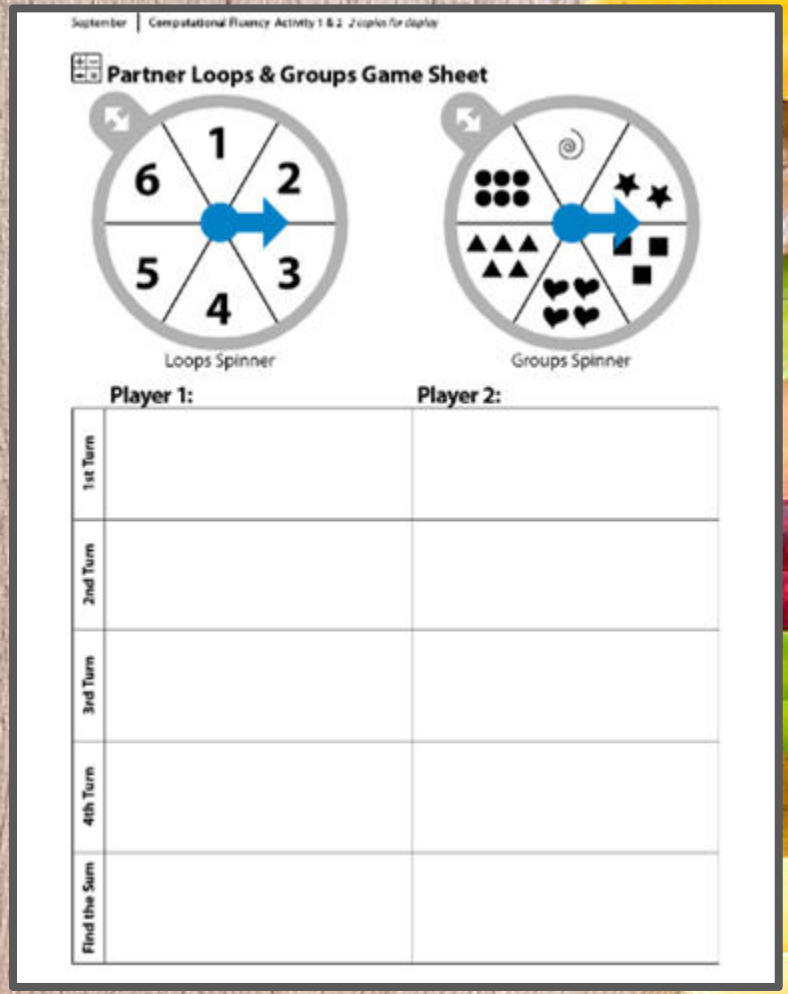
Groups Spinner

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

DAY 18 cont.

I will give you a copy of the sheet, as well as a spinner overlay to use as a spinner on the sheet.

[Link to make copies of Partner Loops & Groups]



DAY 19

Today we will...

- Update our Calendar
- Complete a workbook page

DAY 19

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

What do you see?
What do you notice?

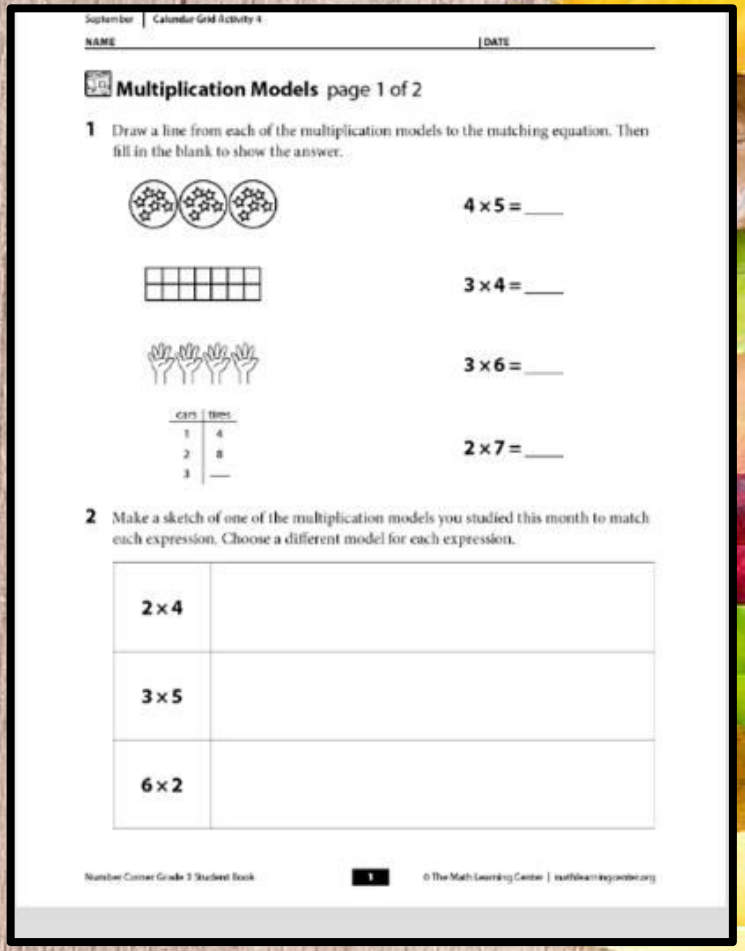
DAY 19 cont.

Today you are going to work on a Workbook page on your own.

Please turn to page 1 in your Number Corner workbook.

I will go over the directions with you and then you will work on your own.

Link to student workbook page display



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 × 5 = ____

3 × 4 = ____

3 × 6 = ____

cars	tires
1	4
2	8
3	___

2 × 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	

DAY 20

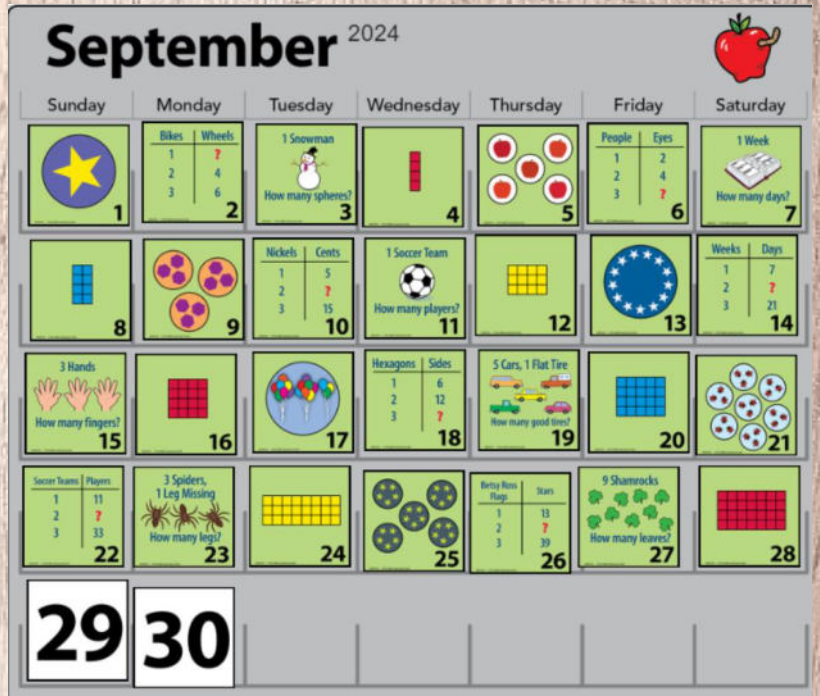
Today we will...

- Make a prediction about today's marker
- Update our Calendar

DAY 20

Please take out a whiteboard and dry erase marker for today's session.

Before I show you today's number corner marker, I would like you to turn and talk to a partner about what you predict today's marker's will be.



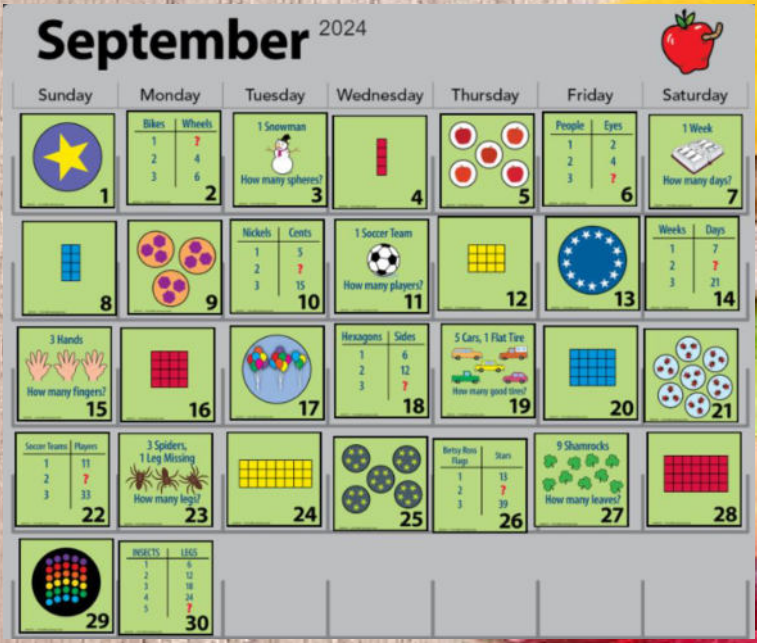
What is your prediction? Tell us why you think that.

DAY 20 cont.

Were your predictions correct?

INSECTS	LEGS
1	6
2	12
3	18
4	24
5	?
	30

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



Write down 1 or more equations to match today's marker on your whiteboard.

Link to Calendar Observation Chart