

# Grade 5 Number Corner Planner

MONTH: January

| MONDAY  | TUESDAY  | WEDNESDAY   | THURSDAY  | FRIDAY  |
|---|--|---|---|---|
| <p><b>Notes:</b><br/>           * Number of days varies from year to year based on school calendar.<br/>           * items above each line (-----) are "Updates" by student helpers; the teacher facilitates items below each line during a group lesson.<br/>           **Day 17, Calendar Collector: Assign NCSB pages 100 – 101, Average School Day Temperatures Near &amp; Far, as homework or seatwork, preferably before you conduct Number Corner Checkup 2.</p> <p>*TG=Teachers Guide, OPT=optional, CG=Calendar Grid, CC = Calendar Collector, PS = Problem Solving, CF = Computational Fluency, NCSB = Number Corner Student Book</p> |  |   |   |   |
| <p><u>Day 1</u></p> <p><b>CC</b> Introduce the investigation.<br/>(TG p. 214)</p>   | <p><u>Day 2</u></p> <p><b>CC Update</b><br/>-----<br/> <b>CG</b> Introduce &amp; discuss Markers 1 – 4.<br/>(TG p. 219)</p>  | <p><u>Day 3</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>PS</b> Introduce a new problem-solving sheet.<br/>(TG p. 208)<br/>           NCSB pp. 78 – 81</p>  | <p><u>Day 4</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>PS</b> Introduce the class score sheet.<br/>(TG p. 210)</p>  | <p><u>Day 5</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>CC</b> Graph the data collected so far.<br/>(TG p. 216)<br/>           NCSB p. 88</p>                |
| <p><u>Day 6</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>PS</b> Introduce Problem Solving Set 2.<br/>(TG p. 211)<br/>           NCSB pp. 84 – 87</p>  | <p><u>Day 7</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>CF</b> Do and discuss Multiplication Problems, Set 1 (TG pp. 226 – 231)<br/>           NCSB pp. 82 – 83</p> | <p><u>Day 8</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>CG</b> Students do NCSB p. 89 to think about volume.<br/>(TG p. 222)<br/>           NCSB p. 89</p> | <p><u>Day 9</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>PS</b> Score &amp; discuss Problem Solving Set 2.<br/>(TG p. 211)</p>  | <p><u>Day 10</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>PS</b> Introduce Problem Solving Set 3.<br/>(TG p. 211)<br/>           NCSB pp. 92 – 95</p>         |
| <p><u>Day 11</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>CC</b> Graph the data collected so far.<br/>(TG p. 216)<br/>           NCSB p. 88</p>   | <p><u>Day 12</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>CG</b> Students do NCSB pages 96 – 97<br/>(TG p. 224)<br/>           NCSB pp. 96 – 97</p>                  | <p><u>Day 13</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>PS</b> Score &amp; discuss Problem Solving Set 3.<br/>(TG p. 211)</p>                             | <p><u>Day 14</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>CF</b> Do and discuss Multiplication Problems, Set 2 (TG pp. 228 – 231)<br/>           NCSB pp. 90 – 91</p> | <p><u>Day 15</u></p> <p><b>CC &amp; CG Update</b><br/>-----<br/> <b>CC</b> Update temperature graphs (**see note)<br/>(TG p. 217)<br/>           NCSB pp. 100 – 101</p> |

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| <p><u>Day 16</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p><b>CG</b> Discuss patterns.<br/>(TG p. 224)</p> | <p><u>Day 17</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p>Number Corner Checkup<br/>2, pages 1 – 3<br/>(TG p. 233)<br/>Blacklines NC A 5.1 – 5.3</p> | <p><u>Day 18</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p>Number Corner Checkup<br/>2, pages 4 – 6<br/>(TG p. 234)<br/>Blacklines NC A 5.4 – 5.6</p> | <p><u>Day 19</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p><b>CF</b> Do and discuss<br/>Multiplication Problems,<br/>Set 3 (TG pp. 228 – 231)<br/>NCSB pp. 98 – 99</p> | <p><u>Day 20</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p><b>CG</b> Have students<br/>work in pairs to<br/>construct alternative<br/>versions of Building B<br/>(TG p. 225, last<br/>paragraph)</p> |
| <p><u>Day 21</u></p>  |  |  |   |   |
| <p><b>Notes:</b></p>  |  |  |   |   |