

# Grade 5 Number Corner Planner

MONTH: February

| 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/>           * Assign NCSB pages 124 – 125, Finding the Simplest Form of a Fraction, as seatwork or homework at the end of the month.</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>CG Post Marker 1, no discussion<br/>           CC Students do NCSB page 107.<br/>           (TG p. 267)<br/>           NCSB p. 107</p>   | <p><u>Day 2</u></p> <p>CG Post Marker 2, no discussion<br/>           CC Set up the Sampling Sack<br/>           (TG pp. 268)</p>                     | <p><u>Day 3</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CG Introduce the Markers by having students do NCSB page 106.<br/>           (TG p. 260)<br/>           NCSB p. 106</p> | <p><u>Day 4</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           PS Introduce Problem Solving Set 1<br/>           (TG pp. 252)<br/>           NCSB p. 102 – 105</p>                     | <p><u>Day 5</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CC Consider the data. Students do NCSB p. 119.<br/>           (TG p. 269)<br/>           NCSB p. 119</p>         |
| <p><u>Day 6</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CG Write observations about the markers and discuss.<br/>           (TG p. 261)<br/>           NCSB p. 116</p>  | <p><u>Day 7</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           PS Discuss Problem Solving Set 1<br/>           (TG pp. 255)</p>        | <p><u>Day 8</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           PS Introduce Problem Solving Set 2<br/>           (TG pp. 257)<br/>           NCSB p. 112 – 115</p>                     | <p><u>Day 9</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CG Write observations about the calendar markers and discuss.<br/>           (TG p. 263)<br/>           NCSB p. 117</p> | <p><u>Day 10</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CF Play Remainder Roundup, Game 1 (TG p. 274)<br/>           NCSB p. 108</p>                                    |
| <p><u>Day 11</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CC Discuss the likelihood of drawing a red tile.<br/>           (TG p. 270)</p>  | <p><u>Day 12</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           PS Discuss Problem Solving Set 2<br/>           (TG pp. 257 – 258)</p> | <p><u>Day 13</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           PS Introduce Problem Solving Set 3<br/>           (TG pp. 257)<br/>           NCSB p. 120 – 123</p>                    | <p><u>Day 14</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CF Play Remainder Roundup, Game 2 (TG p. 278)<br/>           NCSB p. 109</p>   | <p><u>Day 15</u></p> <p>CC &amp; CG Update<br/>           -----<br/>           CG Write observations about the markers and discuss**<br/>           (TG p. 263)<br/>           NCSB p. 118</p> |

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| <p><u>Day 16</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p><b>PS</b> Discuss Problem Solving Set 3 (TG pp. 257 – 258)</p> | <p><u>Day 17</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p><b>CF</b> Play Remainder Roundup, Game 3 (TG p. 278)<br/>NCSB p. 110</p> | <p><u>Day 18</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p><b>CC</b> Reconsider the data. Students do NCSB p. 126 (TG pp. 271 – 272)<br/>NCSB p. 126</p> | <p><u>Day 19</u></p> <p><b>CC &amp; CG Update</b></p> <p>-----</p> <p><b>CF</b> Play Remainder Roundup, Game 4 (TG p. 278)<br/>NCSB p. 111</p> |        |
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