

# Grade 5 Number Corner Planner

MONTH: December

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Notes:</b>            * Number of days varies from year to year based on school calendar.            * Winter Break: If school is in session for a longer amount of time in your district, adjust by finishing activities you weren't able to complete earlier in the month. You might also revisit activities from previous months that focus on areas with which your class seems to struggle.            * Have extra time? Play CF Put It on the Line, Game 3(TG p. 186, NCSB p. 68) or assign PS Problem Solving Set 2 (TG p. 190, NCSB p. 69-71)            * Items above each line (-----) are "Updates" by student helpers; the teacher facilitates items below each line during a group lesson.</p> <p><b>*TG=Teachers Guide, OPT=optional, CG=Calendar Grid, CC = Calendar Collector, PS = Problem Solving, CF = Computational Fluency, NCSB = Number Corner Student Book</b></p>				
<p><u>Day 1</u></p> <p><b>CC</b> Set up the experiment. (TG p. 178)</p>	<p><u>Day 2</u></p> <p><b>CC</b> Update</p> <p>-----</p> <p><b>CF</b> Play Put It on the Line, Game 1 (TG p. 184) NCSB p. 61</p>	<p><u>Day 3</u></p> <p><b>CC</b> Update</p> <p>-----</p> <p><b>CG</b> Introduce the calendar markers &amp; the record sheet. (TG p. 171)</p>	<p><u>Day 4</u></p> <p><b>CC &amp; CG</b> Update</p> <p>-----</p> <p><b>CC</b> Graph the data collected. (TG p. 179) NCSB p. 67</p>	<p><u>Day 5</u></p> <p><b>CC &amp; CG</b> Update</p> <p>-----</p> <p><b>CG</b> Define &amp; create pentominoes. (TG p. 173)</p>
<p><u>Day 6</u></p> <p><b>CC &amp; CG</b> Update</p> <p>-----</p> <p><b>CG</b> Define &amp; create pentominoes, continued. (TG p. 174)</p>	<p><u>Day 7</u></p> <p><b>CC &amp; CG</b> Update</p> <p>-----</p> <p><b>CF</b> Put It on the Line, Game 2 (TG p. 186) NCSB p. 61</p>	<p><u>Day 8</u></p> <p><b>CC &amp; CG</b> Update</p> <p>-----</p> <p><b>CC</b> Discuss the data. (TG p. 181) NCSB p. 67</p> <p><b>Optional:</b> continue collecting data throughout this week. NCSB pp. 76 – 77, more work with double line graphs. (TG p. 181)</p>	<p><u>Day 9</u></p> <p><b>CG</b> Update</p> <p>-----</p> <p><b>PS</b> Introduce Problem Solving Set 1 (TG p. 188) NCSB pp. 63 – 65</p>	<p><u>Day 10</u></p> <p><b>CG</b> Update</p> <p>-----</p> <p><b>CF</b> Put It on the Line, Game 2 (TG p. 186) NCSB p. 61</p>
<p><u>Day 11</u></p> <p><b>CG</b> Update</p> <p>-----</p> <p><b>CG</b> Discuss nets. Students do NCSB page 73. (TG pp. 174 – 175) NCSB p. 73</p>	<p><u>Day 12</u></p> <p><b>CG</b> Update</p> <p>-----</p> <p><b>CG</b> Which nets are for open boxes and which are not? (TG p. 176)</p> <p><b>Optional:</b> Assign Pentomino Puzzles to do during the day or over the break. (TG p. 176, Blacklines NC 4.6–4.8)</p>			