

Grade 4 Number Corner Planner

MONTH: August/September

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>Notes: *Before school starts, assemble your calendar wall as illustrated on TG p.23; read introduction in Teachers pp. 25-34. **Number Line & Calendar Collector can be started in August. Calendar Grid & Problem Solving need to wait until September. *Post the Ancient Egyptian Numeration Chart beside the Calendar Grid AFTER the Problem Solving work out Cracking the Code.</p> <p>*TG=Teachers Guide, OPT=optional, CG=Calendar Grid, CC=Calendar Collector, PS=Problem Solving, CF=Computational Fluency, NL=Number Line, NCSB=Number Corner Student Book</p>				
<p>**Aug Day 1</p> <p>NL Introduce the Number Line. Determine how many dots on number line. Will it be long enough to record all days of the school year? (TG p.42)</p>	<p>**Aug Day 2</p> <p>NL Update</p> <p>CC Introduce the Calendar Collector, gluing 2 decimeters on Meter Strip</p>	<p>**Aug Day 3</p> <p>NL, CC Update</p> <p>Baseline Assessment Part 1 (TG 59–60) NCSB pp. BL NC A 1.1–1.3</p>	<p>**Aug Day 4</p> <p>NL, CC Update</p> <p>Baseline Assessment Part 2 (TG 60–61) NCSB pp. BL NC A 1.4–1.5</p>	
<p>September Day 1</p> <p>CG Introduce Calendar Grid-post and discuss markers. (TG p. 36)</p>	<p>Day 2</p> <p>CG, NL Update</p> <p>CC Introduce the Decimeters Record Sheet (from Week 2) (TG pgs. 49 & 50)</p>	<p>Day 3</p> <p>CC, CG Update</p> <p>NL Calculate/Estimate how many more days till 100th day of school (TG p. 42-43)</p>	<p>Day 4</p> <p>CC, NL Update</p> <p>CG Post Marker(s) and discuss (TG p. 37)</p>	<p>Day 5</p> <p>CG, CC Update</p> <p>CG Use Numeration Chart & Record Sheet to help discuss patterns (TG pgs. 37–38)</p>
<p>Day 6</p> <p>CG & CC Update</p> <p>CC Update recording on Record Sheet (TG p. 51)</p>	<p>Day 7</p> <p>CG, NL Update</p> <p>NL Mark multiples of 2; play Capture the Marker (TG p. 43)</p>	<p>Day 8</p> <p>CG, NL, CC Update</p> <p>CG Use Numeration Chart & Record Sheet to help discuss patterns (TG pgs. 37–38)</p>	<p>Day 9</p> <p>CG, NL, CC Update and discuss one element of your choosing</p>	<p>Day 10</p> <p>NL, CC Update</p> <p>PS Cracking the Code (TG p. 54)* NCSB p. 1</p>

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<p><u>Day 11</u></p> <p>CG, CC Update</p> <p>NL Mark & discuss multiples of 2 & 3 (TG p. 46)</p>	<p><u>Day 12</u></p> <p>CC, NL Update</p> <p>CG Discuss patterns (TG p. 39)</p>	<p><u>Day 13</u></p> <p>CG, CC, NL Update</p> <p>PS Students do student book page 2 (TG p. 56) NCSB p. 2</p>	<p><u>Day 14</u></p> <p>CG, NL, CC Update and discuss one element of your choosing</p>	<p><u>Day 15</u></p> <p>NL & CC Update</p> <p>CG Students do student book page 3 (TG p. 40) NCSB p. 3</p>
<p><u>Day 16</u></p> <p>NL, CC Update</p> <p>CC Students do student book page 4 (TG p. 52) NCSB p. 4</p>	<p><u>Day 17</u></p> <p>CG, CC Update</p> <p>NL Mark the multiples of 2 & 3 and play Capture the Marker (TG p. 46)</p>	<p><u>Day 18</u></p> <p>CG, CC Update</p> <p>PS Students do student book page 5 (TG p. 57) NCSB p. 5</p>	<p><u>Day 19</u></p> <p>CG Wrap up discussion of place value markers Finish any activities or NCSB pgs. 1-5 missed earlier in month</p>	<p><u>Day 20</u></p> <p>Catch Up Day - activities missed or which were difficult earlier</p>
<p>Notes:</p>				