

# Grade 5 Number Corner Planner

September 2010 Beginning Tuesday, Sep. 7th

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Notes</b> <ul style="list-style-type: none"> <li>• There is another planner on the website with September 1st start date. If you are starting on a date other than the 1st or the 7th, make adjustments as needed. If you start in August, we recommend that you delay Number Corner instruction until September.</li> <li>• After you have introduced the Two-Penny Toss experiment on September 8th and students have made predictions, divide the class into 8 groups. Give each group 2 pennies and have them make and record the results of 10 tosses. Then have each group report their results to the class as you record on the Two-Penny Toss Record Sheet.</li> <li>• Due to the late start this month, there won't be time to introduce and discuss the second set of problems (Number Corner Student Book, pages 11–14). Consider assigning this set for homework at the end of the month, and finding 15–20 minutes to discuss the problems in very early October.</li> </ul>				
		1	2	3
6 <b>Labor Day</b> <b>No School</b>	7 <b>CG</b> Introduce & discuss markers 1–8 (TG p. 35)	8 <b>CG</b> Update <b>CC</b> Introduce the experiment (TG p. 40; see note above)	9 <b>CG &amp; CC</b> Update <b>CG</b> Students do <b>NCSB</b> page 3 (TG p. 37) <b>NCSB</b> p. 3	10 <b>CG &amp; CC</b> Update <b>CG</b> Discuss <b>NCSB</b> page 3 (TG p. 37) <b>NCSB</b> p. 3
13 <b>CG &amp; CC</b> Update <b>CC</b> Compile & discuss data collected so far (TG p. 43) <b>NCSB</b> p. 4	14 <b>CG &amp; CC</b> Update <b>CF</b> Mental Math Set 1 (TG p. 47) <b>NCSB</b> p. 1	15 <b>CG &amp; CC</b> Update Workout: <b>PS</b> Introduce the Problem Solving Process (TG p. 51) <b>NCSB</b> p. 2	16 <b>CG &amp; CC</b> Update Baseline Assessment Part 1 (TG p. 58) <b>NCSB</b> pp. BL NC A 1.1–1.2	17 <b>CG &amp; CC</b> Update Baseline Assessment Part 2 (TG p. 59) <b>NCSB</b> pp. BL NC A 1.3–1.5
20 <b>CG &amp; CC</b> Update <b>PS</b> Introduce <b>PS</b> Set 1 (TG p. 54) <b>NCSB</b> pp. 5–8	21 <b>CG &amp; CC</b> Update <b>CG</b> Discuss Markers (TG p. 38)	22 <b>CG &amp; CC</b> Update <b>CC</b> Analyze data (TG p. 44) <b>NCSB</b> p. 9	23 <b>CG &amp; CC</b> Update <b>CF</b> Mental Math Set 2 (TG p. 47) <b>NCSB</b> p. 1	24 <b>CG &amp; CC</b> Update <b>PS</b> Discuss <b>PS</b> Set 1, <b>NCSB</b> pp. 5–8
27 <b>CG &amp; CC</b> Update <b>CG</b> Students do <b>NCSB</b> pages 15–18 (TG p. 38) <b>NCSB</b> pp. 15–18	28 <b>CG &amp; CC</b> Update <b>CG</b> Discuss <b>NCSB</b> pages 15–18 (TG p. 38) <b>NCSB</b> pp. 15–18	29 <b>CG &amp; CC</b> Update <b>CC</b> Draw conclusions about data (TG p. 45) <b>NCSB</b> p. 19	30 <b>CG &amp; CC</b> Update <b>CF</b> Mental Math Set 3 (TG p. 47) <b>NCSB</b> p. 10	

**CG** = Calendar Grid, **CC** = Calendar Collector, **PS** = Problem Solving, **CF** = Computational Fluency, **TG** = Number Corner Teachers Guide, **NCSB** = Number Corner Student Book