

Grade 2 Number Corner Planner

December 2009

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<p>1*</p> <p>HG Update</p> <p>CG Post marker 1; what kind of triangle is this? (TG p 114)</p> <p>MT Red tiles <, =, > half of all drawn? (TG p. 123)</p> <p>BC (Make egg carton shaker) Shake #1 = hour hand, shake #2 = minute hand (TG p. 128)</p>	<p>2*</p> <p>MT Update</p> <p>CG Post marker 2; compare and contrast rectangles & squares</p> <p>DNC Do version on TG p. 120, How Many Have I Colored In?</p> <p>HG Same as described in Nov. (TG p. 89, 118)</p>	<p>3*</p> <p>HG Update</p> <p>CG Post marker 3; review attributes of a circle</p> <p>MT Red tiles <, =, > half of all drawn? (TG p. 123)</p> <p>BC Shake #1 = hour hand, shake #2 = minute hand (TG p. 128)</p>	<p>4*</p> <p>MT Update</p> <p>CG Post marker 4; what is a quadrilateral? How is a rhombus different?</p> <p>DNC Do version on TG p. 119, filling in NCSB</p> <p>HG Full & Empty Pockets</p> <p>NCSB p. 21</p>
<p>7</p> <p>HG Update</p> <p>CG What kind of pentagon is #7? (regular) What are all the odd-numbered shapes?</p> <p>MT Red <, =, > half</p> <p>BC Two shakes (above) (TG p. 128)</p>	<p>8</p> <p>HG Update</p> <p>CG Post marker 8 and examine attributes. What are all the even-numbered shapes?</p> <p>MT Red <, =, > half</p> <p>BC with shaker</p>	<p>9</p> <p>MT Update</p> <p>CG Post marker 9; Is this still an equilateral triangle? (yes)</p> <p>DNC Do version on TG p. 120, How Many Have I Colored In?</p> <p>HG Full & Empty Pockets</p>	<p>10</p> <p>HG Update</p> <p>CG Post marker 10; What do you suppose the definition of a quadrilateral is? How is #10 like #5?</p> <p>MT Red <, =, > half</p> <p>BC with shaker</p>	<p>11</p> <p>MT Update</p> <p>CG Post marker 11</p> <p>DNC Do version on TG p. 119, filling in NCSB</p> <p>HG Full & Empty Pockets</p> <p>NCSB p. 21</p>
<p>14</p> <p>HG Update</p> <p>CG Post markers 12-14; where have you seen these? Discuss attributes of trapezoid.</p> <p>MT Red <, =, > half</p> <p>BC Two shakes</p>	<p>15</p> <p>HG Update</p> <p>CG Post marker 15; how are #5, #10 & today's alike?</p> <p>MT Red <, =, > half</p> <p>BC with shaker</p>	<p>16</p> <p>MT Update</p> <p>CG Post marker 16; use questions on TG p. 116</p> <p>DNC Do version on TG p. 119, filling in NCSB</p> <p>HG Full & Empty Pockets</p> <p>NCSB p. 21</p>	<p>17</p> <p>HG Update</p> <p>CG Post marker 17; use questions on TG p. 116</p> <p>MT Complete NCSB page (save as assessment)</p> <p>BC with shaker</p> <p>NCSB p. 25</p>	<p>18</p> <p>MT, HG Update</p> <p>CG Post markers 18-31, naming patterns & finding pieces with same definition</p> <p>BC Do NCSB page independently (save as assessment)</p> <p>NCSB p. 26</p>
<p>Winter Break</p> <p>There are three weeks of activities planned for December, but if your school is in session for a longer or shorter amount of time, 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.</p>				

* If you did not complete Daily Measure Length activities in November, teachers report students develop excellent measurement skills by doing all 8 cards—you could carry on with this in December as time allows

CG=Calendar Grid, **HG**=Hundreds Grid, **DNC**=Daily Number Chart, **MT**=Magnetic Tile, **BC**=Bean Clock, **NCSB**=Number Corner Student Book