Number of the Day

This routine may be used in conjunction with a unit that focuses on place value or may be used as a means of repeated, spiraled exposure to numerous concepts previously studied. Multiple objectives are directly or indirectly supported through the implementation of Number of the Day. The student expectations that follow are not inclusive of all of the student expectations that may be impacted.

Objectives:

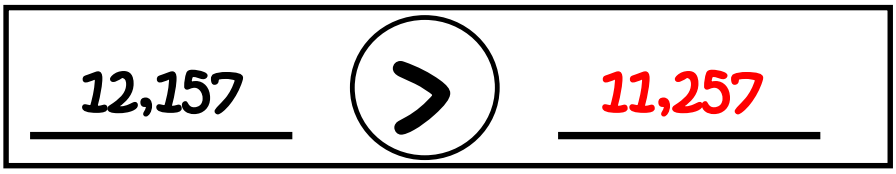
The student is expected to:

- **3.2A** compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, abnd so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate
- **3.2C** represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; 10,000 and use words to describe relative size of numbes in order to round whole numbers
- **3.2D** compare and order whole numers up to 100,000 and represent comparisons using the symbols >, < or =
- **3.4C** determine the value of a collectin of coins and bills
- **3.4J** determine if a number is even or odd using divisibility rules
- **4.2B** represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notatin and numerals
- **4.2C** compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, < or =
- **4.2D** round whole numbers to a given place value through the hundred thousands place
- **4.2E** represent decimals, including tenths and hundredths, using concrete and visual models and money

Note: This routine may be implemented in grade 5 as a means of addressing the instructional gap that may occur from the implementation of the new TEKS SEs for fourth grade students entering grade five.

Directions: Reproduce the blank template manually or by using a poster machine. Laminate the finished product. Students may participate in the routine through the use of a dry-erase board or their own personal hard copy may be made available. Duplicates of the graphic can be housed in plastic sheathing to facilitate repeated use. When introducing the routine, model what is expected in each cell of the tables. A sample completed routine is included for quick reference.

Beginning at the top of the graphic, the number of the day is written in either the first or second blank within the box. In the example shown, the number has been written in the first blank. The symbol is also provided.



Students are then asked to complete the relationship. Stipulations may be placed on the answer, such as it must contain the same number of place values or all the same digits must be used but must be rearranged (example).

Except for the number lines and the column along the right-hand side, the purpose and manner for completing the remaining cells are obvious. The circled numbers on the graphic related to the number lines represent the number of the day rounded to the multiple indicated. The column along the right-hand side of the chart is the recorded value of the number of the day once the operation indicated has been performed. The intent is to focus on place value by the student continuously referring to the original number of the day. The example shows this process; however, an alternate process may be employed whereby each subsequent box and the operation indicated is performed on the preceding number. For example, if 1 is added to 12,157, the result is 12,158. If 10 is added to 12,158, the result is 12,168. Both processes focus on students identifying place value.

Number of the Day

12,157 > 11,257

What does it look like? (Base Ten)

(Money) If pennies...$121.57



Word Form

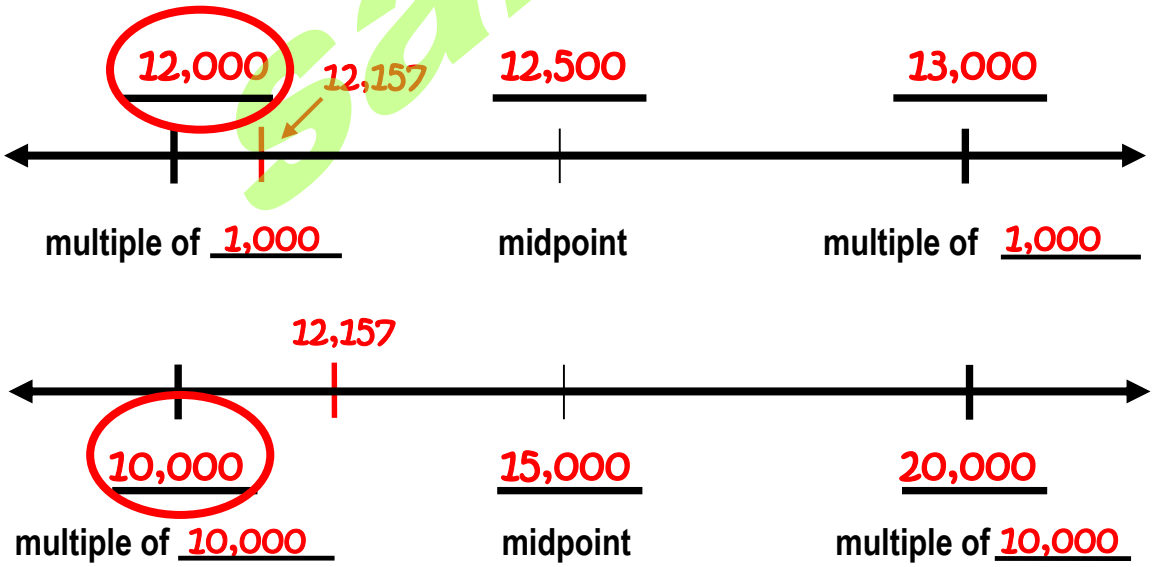
twelve thousand, one hundred fifty-seven

Expanded Form

10,000 + 2,000 + 100 + 50 + 7

Odd or Even?	Number Doubled	Number Halved
odd	24,314	6,078 ½ or 6,078.5

Where is it on the number line?



+1	12,158
+10	12,167
+100	12,257
+1,000	13,157
+10,000	22,157
+100,000	112,157
-1	12,156
-10	12,147
-100	12,057
-1,000	11,157
-10,000	2,157
-100,000	

sample

Number of the Day

_____ ◯ _____

What does it look like? (Base Ten)

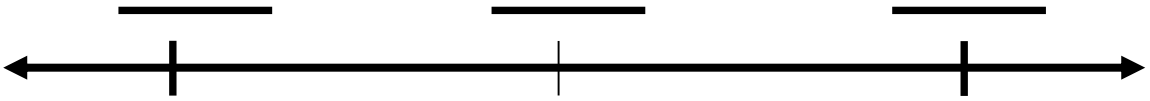
(Money)

Word Form

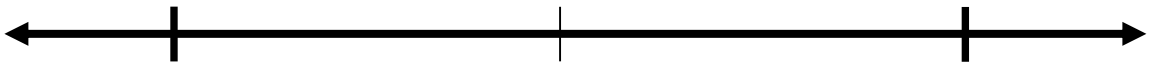
Expanded Form

Odd or Even?	**Number Doubled**	**Number Halved**

Where is it on the number line?



multiple of _____ **midpoint** **multiple of** _____



multiple of _____ **midpoint** **multiple of** _____

+1
+10
+100
+1,000
+10,000
+100,000
-1
-10
-100
-1,000
-10,000
-100,000