> **This Really Good Stuff® product includes:**
> • **Number of the Day! Poster**, Write Again® wipe-off laminate
> • This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Number of the Day! Poster**—a daily resource to review math skills and build number sense.

**Meeting Common Core State Standards**
This Really Good Stuff® **Number of the Day! Poster** is aligned with the following Common Core State Standards for Mathematics:

**Counting and Cardinality**
*Know number names and the count sequence.*
**K.1**   Count to 100 by ones and by tens.
**K.2**   Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
**K.3**   Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

*Count to tell the number of objects.*
**K.4**   Understand the relationship between numbers and quantities; connect counting to cardinality.
**K.4a**  When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
**K.4b**  Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
**K.4c**  Understand that each successive number name refers to a quantity that is one larger.
**K.5**   Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

*Compare numbers.*
**K.6**   Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
**K.7**   Compare two numbers between 1 and 10 presented as written numerals.

**Numbers and Operations in Base Ten**
*Work with numbers 11–19 to gain foundations for place value.*
**K.1**   Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of

*Extend the counting sequence.*
**1.1**   Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

*Understand place value.*
**1.2**   Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
**1.2a**  10 can be thought of as a bundle of ten ones — called a "ten."
**1.2b**  The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
**1.2c**  The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
**1.3**   Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.
**2.1**   Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
**2.1a**  100 can be thought of as a bundle of ten tens — called a "hundred."
**2.1b**  The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**Displaying the Number of the Day! Poster**
Before displaying the **Number of the Day! Poster**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the Poster where students will be able to see and interact with it easily.

**Introducing the Number of the Day! Poster**
Early in the school year, determine how you want to use the **Number of the Day! Poster** as part of your daily morning routine. For instance, the number of the day might be the number of days that you have been in school or it might be the number of the day's date.

Refer students to the Poster, and indicate that you will be using it to explore the number of the day. Read the title, and indicate how you will be using it. For example, if you introduced the Poster on the tenth day of school the number of the day would be 10. Then remind students that *greater than* means "numbers larger or bigger than" and that *less than* means "numbers smaller than." So, the number 5 is less than or smaller than 10. Review the difference between an odd number and an even number, and provide examples. Then together, complete the rest of the Poster. If students need extra help, use a number line or 100s chart to help them.

**Number of the Day**
Make copies of the *Number of the Day! Reproducible*, and place them near the Poster. Tell students that they are to pick up a copy each day as they come into the classroom. Then during your morning routine, students are to check their work as the class completes the Poster. Alternatively, the *Number of the Day! Reproducible* can be used for assessment, sent home for homework, or completed as a worksheet at your math center.

**Let's Make Today's Number**
Finding many ways to make a number, challenges children who are at a variety of levels and offers them a fun way to practice number facts. Copy and distribute the *Let's Make Today's Number Reproducible* to use as a daily math warm-up activity or assessment tool:
1. Write the number of the day where the class can easily see it.
2. Tell students to try to write at least five math equations or sentences for today's number.
3. Model how to complete the reproducible, explaining your mathematical thinking. For example, if the number of the day is 21, you might say, "I see that in the ones place there is a 1 and in the tens place there is a 2, which means the number is 21. So, 20 + 1 = 21." Then write the equation on the board.

Be sure to encourage students to explain their thinking using words. (**Note:** You may want to place restrictions or rules on students' work by focusing on only particular concepts. For example, students may only be allowed to make the day's number by using coin values or without using addition.)
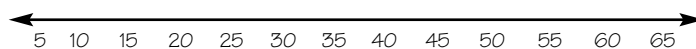
**Show Me the Number of the Day**
Copy and distribute the *Show Me the Number of the Day Reproducible*. Tell students to draw the number of the day using tally marks, in coin combinations, along the number line, and one other way that they choose. For students who need extra help, allow them to use manipulatives, such as pattern blocks or coins. Using yesterday's number of the day, model how to complete the reproducible. For example, if yesterday's number of the day was 65, you might show students the following:

The number of the day is **65**.
I can show the number of the day using:
1.  Tally Marks:
2.  Coin Combinations:  25¢   25¢   10¢   5¢
3.  Number Line:
4.  My Way:

All activity guides can be found online.

Name: _____  Date: _____

# The Number of the Day!

*100*  *6*  *8*  *9*  *2*

*4*

The number of the day is _____.

*1*

*25*

*9*

The number in word form is _____.

*25*

The number before it is        _____.

*8*

*50*

The number after it is          _____.

*4*

*4*

Five more than it is            _____.

*9*

*100*

Ten more than it is             _____.

*8*

*8*

The number is    greater than    or    less than    **25.**

*7*

*9*

The number is    greater than    or    less than    **50.**

*100*

*6*

The number is    greater than    or    less than    **100.**

*6*

*3*

The number is    odd    or    even

*4*

*5*

*8*

*4*  *3*  *5*  *6*  *100*  *7*  *2*  *0*

Name: _____   Date: _____

100    6    1    5    0    7    2    4    8    9    2

4

The number of the day is _____.                                              1

25

Write at least five ways to get to today's number.

25

9

8

50

4

4

9

100

8

8

7

9

100

6

6

3

5    4

8

4    3    5    6    100    7    2    0

Name: _____     Date: _____

The number of the day is _____.

I can show the number of the day using:

1. Tally Marks:

2. Coin Combinations:

3. On a Number Line:

$$\longleftrightarrow$$

4. My Way!