



Number *of the Day* templates



Hi! I'm Christina

IT'S MY PASSION TO HELP TEACHERS AND
CHILDREN LEARN TO LOVE MATH

Teaching math isn't easy and for a lot of teachers, it isn't fun...like AT ALL!! Especially in this era of education, there is a lot of unknowns about what and how we should be teaching.

You are NOT alone.

With the implementation of new standards, assessments, and (for some) new curriculum, teachers are feeling bogged down and yet left out on their own to make sense of it all. I'm here to help with that.

I am a former teacher who learned, and taught, math the traditional way. That was until I realized that many of my students did not learn math the same way I did. So, I embarked on a journey to increase my understanding of mathematics in order to teach it to my students.

I've been learning and growing in my understanding of how we learn and teach math since 2003. It's a journey that I call the path to becoming a Recovering Traditionalist. It's the journey **FROM** teaching mathematics the 'traditional' way of focusing on computation and being fast **TO** teaching mathematics in a way that builds relationships among mathematical concepts and encourages students to be flexible thinkers.



THE RECOVERING TRADITIONALIST & FOUNDER OF BUILD MATH MINDS

Watch the video about these templates here:

<https://therecoveringtraditionalist.com/number-of-the-day-activities>

Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER PATH

Write numbers in the number path so that today's number is in the sequence.

--	--	--	--	--	--	--	--	--	--

NUMBER SENSE

1 MORE IS _____

1 LESS IS _____

10 MORE IS _____

HOW FAR AWAY FROM 5 _____

HOW FAR AWAY FROM 10 _____

IS THE NUMBER CLOSER TO:

_____ OR _____

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break apart the quantity

COUNT OUT THE AMOUNT AND PLACE IT IN THIS SPACE

--

Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER PATH

Write numbers in the number path so that today's number is in the sequence.

--	--	--	--	--	--	--	--	--	--

NUMBER SENSE

1 MORE IS _____

1 LESS IS _____

10 MORE IS _____

HOW FAR AWAY FROM 5 _____

HOW FAR AWAY FROM 10 _____

IS THE NUMBER CLOSER TO:

_____ OR _____

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break apart the quantity

Name _____

Date _____

TODAY'S NUMBER: 6**NUMBER PATH**

Write numbers in the number path so that today's number is in the sequence.

3	4	5	6	7	8	9	10	11	12
---	---	---	---	---	---	---	----	----	----

NUMBER SENSE1 MORE IS 71 LESS IS 510 MORE IS 16HOW FAR AWAY FROM 5 1HOW FAR AWAY FROM 10 4

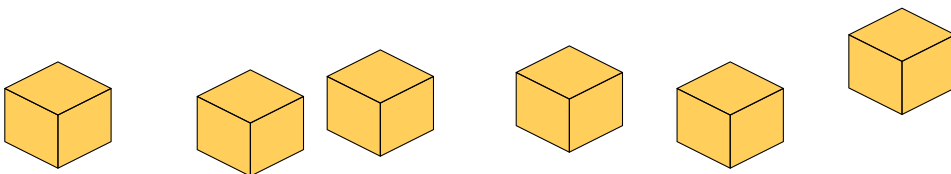
IS THE NUMBER CLOSER TO:

8 OR 3**CREATE**

Draw the quantity

**DECOMPOSING**

Show at least two ways to break apart the quantity

**COUNT OUT THE AMOUNT AND PLACE IT IN THIS SPACE**

Name _____

Date _____

TODAY'S NUMBER: _____**NUMBER PATH**

Write numbers in the number path so that today's number is in the sequence.

--	--	--	--	--	--	--	--	--	--

PLACE VALUE

10 MORE IS _____

10 LESS IS _____

Write different ways you can show the number using Tens and Ones:

Tens	Ones

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break apart the quantity

MODEL A PROBLEM WHERE TODAY'S NUMBER IS THE ANSWER

Name _____

Date _____

TODAY'S NUMBER: _____**NUMBER PATH**

Write numbers in the number path so that today's number is in the sequence.

--	--	--	--	--	--	--	--	--	--

PLACE VALUE

10 MORE IS _____

10 LESS IS _____

Write different ways you can show the number using Tens and Ones:

Tens	Ones

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break apart the quantity

Name _____

Date _____

TODAY'S NUMBER: 28**NUMBER PATH**

Write numbers in the number path so that today's number is in the sequence.

10	12	14	16	18	20	22	24	26	28
----	----	----	----	----	----	----	----	----	----

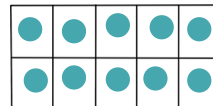
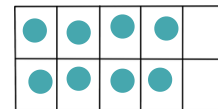
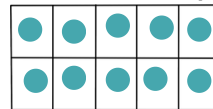
PLACE VALUE10 MORE IS 3810 LESS IS 18

Write different ways you can show the number using Tens and Ones:

Tens	Ones
2	8
1	18
0	28

CREATE

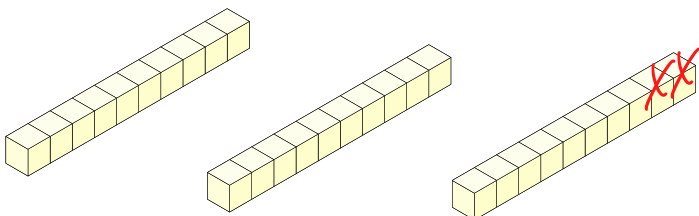
Draw the quantity

**DECOMPOSING**

Show at least two ways to break apart the quantity

$$19 + 9$$

$$16 + 12$$

MODEL A PROBLEM WHERE TODAY'S NUMBER IS THE ANSWER

$$30 - 2$$

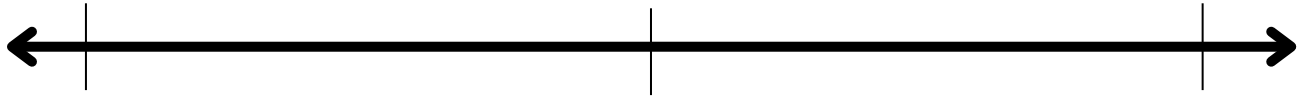
Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER LINE

Label benchmark numbers, then place the number on the number line.



PLACE VALUE

ROUND TO THE NEAREST
TEN _____

ROUND TO THE NEAREST
HUNDRED _____

100 MORE IS _____

100 LESS IS _____

THE NUMBER IN THE TENS
PLACE IS _____

HOW MANY TENS ARE IN
THE QUANTITY _____

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break
apart the quantity

WRITE A STORY PROBLEM WHERE OUR NUMBER IS THE ANSWER

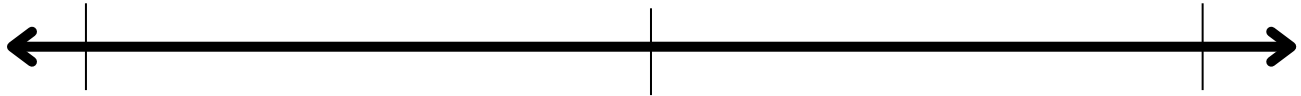
Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER LINE

Label benchmark numbers, then place the number on the number line.



PLACE VALUE

ROUND TO THE NEAREST
TEN _____

ROUND TO THE NEAREST
HUNDRED _____

100 MORE IS _____

100 LESS IS _____

THE NUMBER IN THE TENS
PLACE IS _____

HOW MANY TENS ARE IN
THE QUANTITY _____

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break
apart the quantity

Name _____

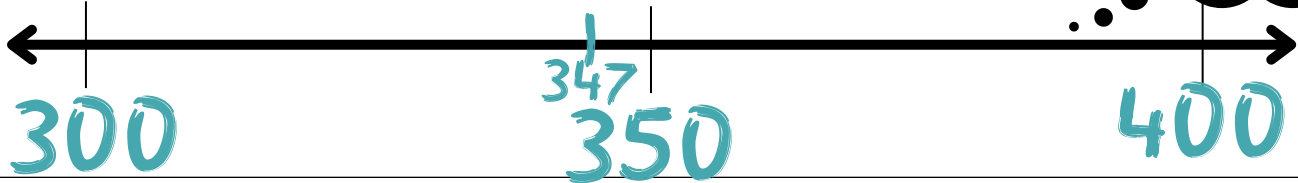
Date _____

TODAY'S NUMBER: 347

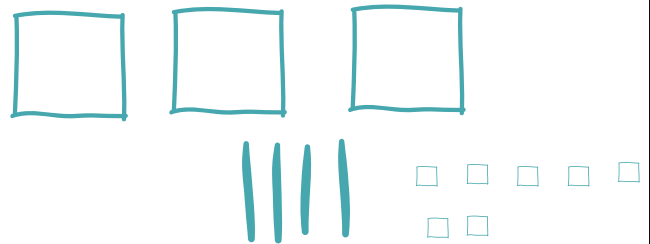
kids could also use
340 & 350 with
345 as the middle

NUMBER LINE

Label benchmark numbers, then place the number on the number line.

**PLACE VALUE**ROUND TO THE NEAREST
TEN 350ROUND TO THE NEAREST
HUNDRED 300100 MORE IS 447100 LESS IS 247THE NUMBER IN THE TENS
PLACE IS 4HOW MANY TENS ARE IN
THE QUANTITY 34**CREATE**

Draw the quantity

**DECOMPOSING**Show at least two ways to break
apart the quantity

$$320 + 27$$

$$300 + 40 + 7$$

$$220 + 127$$

WRITE A STORY PROBLEM WHERE OUR NUMBER IS THE ANSWER

Sierra had \$400. She spent some of her money on a new bike and now she only has \$53. How much did she spend on the bike?

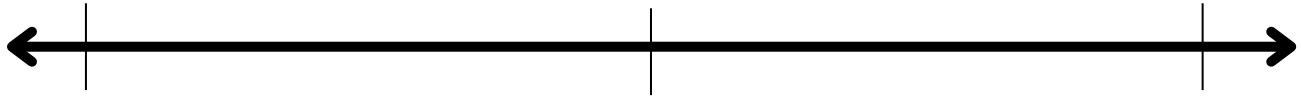
Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER LINE

Label benchmark numbers, then place the number on the number line.



PLACE VALUE

ROUND TO THE NEAREST
HUNDRED _____

ROUND TO THE NEAREST
THOUSAND _____

100 MORE IS _____

100 LESS IS _____

THE NUMBER IN THE TENS
PLACE IS _____

HOW MANY TENS ARE IN
THE QUANTITY _____

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break
apart the quantity

WRITE A STORY PROBLEM WHERE OUR NUMBER IS THE ANSWER

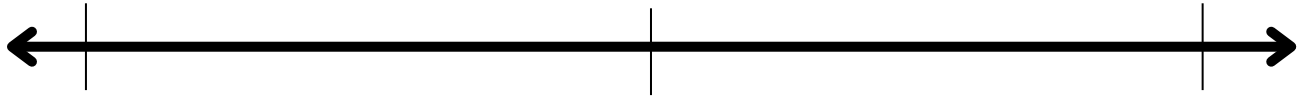
Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER LINE

Label benchmark numbers, then place the number on the number line.



PLACE VALUE

ROUND TO THE NEAREST
HUNDRED _____

ROUND TO THE NEAREST
THOUSAND _____

100 MORE IS _____

100 LESS IS _____

THE NUMBER IN THE TENS
PLACE IS _____

HOW MANY TENS ARE IN
THE QUANTITY _____

CREATE

Draw the quantity

DECOMPOSING

Show at least two ways to break
apart the quantity

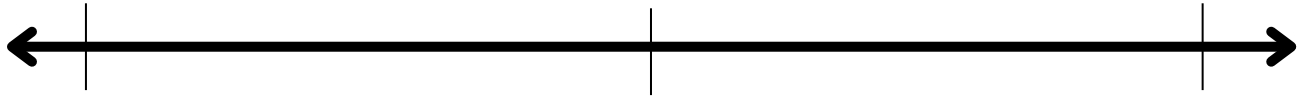
Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER LINE

Label benchmark numbers, then place the number on the number line.



PLACE VALUE

ROUND TO THE NEAREST
TENTH _____

ROUND TO THE NEAREST
WHOLE NUMBER _____

ONE-TENTH MORE IS _____

ONE-TENTH LESS IS _____

THE NUMBER IN THE
TENTHS PLACE IS _____

HOW MANY TENTHS ARE IN
THE QUANTITY _____

WRITE IT IN WORD FORM

DECOMPOSING

Show at least two ways to break
apart the quantity

WRITE A STORY PROBLEM WHERE OUR NUMBER IS THE ANSWER

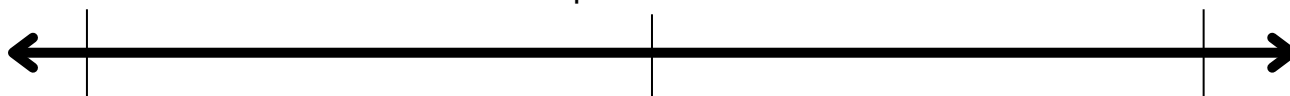
Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER LINE

Label benchmark numbers, then place the number on the number line.



PLACE VALUE

ROUND TO THE NEAREST
TENTH _____

ROUND TO THE NEAREST
WHOLE NUMBER _____

ONE-TENTH MORE IS _____

ONE-TENTH LESS IS _____

THE NUMBER IN THE
TENTHS PLACE IS _____

HOW MANY TENTHS ARE IN
THE QUANTITY _____

WRITE IT IN WORD FORM

DECOMPOSING

Show at least two ways to break
apart the quantity

Name _____

Date _____

TODAY'S NUMBER: 2.68

kids could also use
2 & 3 as
benchmarks with
2.5 as middle

NUMBER LINE

Label benchmark numbers, then place the number on the number line.

**PLACE VALUE**ROUND TO THE NEAREST
TENTH 2.7ROUND TO THE NEAREST
WHOLE NUMBER 3ONE-TENTH MORE IS 2.78ONE-TENTH LESS IS 2.58THE NUMBER IN THE
TENTHS PLACE IS 6HOW MANY TENTHS ARE IN
THE QUANTITY 26**WRITE IT IN WORD FORM**

two and sixty-eight
hundredths

DECOMPOSINGShow at least two ways to break
apart the quantity

$$2 + 0.68$$

$$1 + 1.68$$

$$2.50 + 0.18$$

WRITE A STORY PROBLEM WHERE OUR NUMBER IS THE ANSWER

Sierra was trying to run 3 miles. She got tired and stopped. Her apple watch showed she was 0.32 miles short of 3 miles. How far had she run?

Name _____

Date _____

TODAY'S NUMBER: _____

NUMBER LINE

Label benchmark numbers, then place the number on the number line.



FRACTION SENSE

IS THE NUMBER BIG OR SMALL
WHEN IT IS:

HOW FAR AWAY FROM _____

HOW FAR AWAY FROM _____

IS THE NUMBER CLOSER TO:

_____ OR _____

WRITE IT IN UNIT FORM

DECOMPOSING

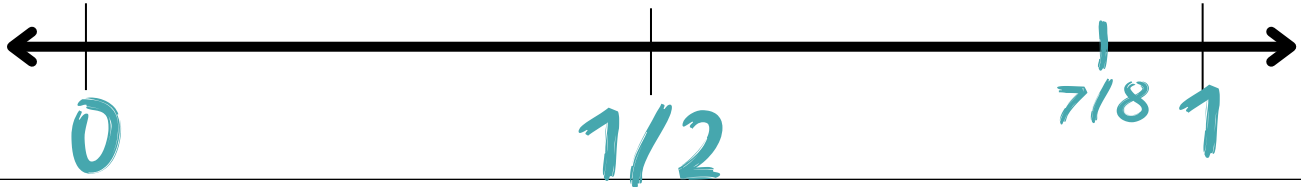
Show at least two ways to break
apart the quantity

Name _____

Date _____

TODAY'S NUMBER: 7/8**NUMBER LINE**

Label benchmark numbers, then place the number on the number line.

**FRACTION SENSE**IS THE NUMBER *BIG* OR *SMALL* WHEN IT IS:Your share of \$1 million dollars *Big*Your share of \$1 *small*You get to eat that amount of 1 cookie *small*HOW FAR AWAY FROM 1/2 3/8HOW FAR AWAY FROM 1 1/8

IS THE NUMBER CLOSER TO:

4/8 OR 1 3/8**WRITE IT IN UNIT FORM***7 one-eighths*

kids could also write it as
 $1/8 + 1/8 + 1/8 + 1/8 + 1/8 + 1/8 + 1/8$

may spark
 discussion,
 depends on size
 of cookie

DECOMPOSING

Show at least two ways to break apart the quantity

$$4/8 + 3/8$$

$$1/2 + 3/8$$

$$2/8 + 5/8$$

WRITE A SITUATION WHERE OUR NUMBER IS A BIG AMOUNT*Camden ate 7/8 of a large pizza all by himself.*

Name _____

Date _____

TODAY'S NUMBER: _____

TODAY'S NUMBER: _____

POSSIBLE PROMPTS TO USE

- Create a number web
- Show with base-ten blocks
- Model the quantity any way you want
- Double it
- Half it
- Show with money
- Add 10, 100, etc
- Write in expanded form
- Write in word form
- Prove if the number is odd or even
- Prove if the number is Prime or Composite
- Decompose the number in multiple ways
- Find the factors of the number
- Write multiples of the number
- Show in an array
- Draw a rectangle with a perimeter (or area) of this amount
- Write two numbers less than or more than
- Round to the nearest 10/100/1000, etc
- Place on a number line/number path
- How far to the next 10, 100, 1000, etc
- What's in the tens place? hundreds place, etc
- How many tens are in the number? how many hundreds?
- Write different ways you can show the number using Tens and Ones (or Hundreds, Tens, & Ones)
- Write a Story Problem where our number is the answer
- Label benchmark numbers on a number line, then place the number on the number line
- Write a sequence of numbers that contains the number of the day
- Is the number closer to ##### or #####?