

Number of the Day Space-Saver Pocket Chart™

This Really Good Stuff® product includes:

- *Number of the Day Space-Saver Pocket Chart™* with magnetic strip
- 11 *Skill Cards, Write Again®* wipe-off laminate
- 13 *Number/Symbol Cards, Write Again®* wipe-off laminate
- 10 *Programmable Cards, Write Again®* wipe-off laminate
- Storage Pocket
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Number of the Day Space-Saver Pocket Chart™**—a multipurpose, interactive visual aid that integrates numerous mathematic skills with any given number.

Meeting Common Core State Standards

This Really Good Stuff® **Number of the Day Space-Saver Pocket Chart™** is aligned with the following Common Core State Standards for Mathematics:

Counting and Cardinality

- 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).
- K.Overview.CC** Count to tell the number of objects.
- K.4** Understand the relationship between numbers and quantities; connect counting to cardinality.
- 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.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.
- K.7** Compare two numbers between 1 and 10 presented as written numerals.

Number and Operations in Base Ten

- 1.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.
- 1.2b** 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 $<$.

- 1.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
- 2.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; for example, 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases.
- 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).
- 2.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 2.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

Displaying and Preparing the Number of the Day Space-Saver Pocket Chart™

Before introducing the **Number of the Day Space-Saver Pocket Chart™**, 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. Cut apart the *Cards* and store them in the *Storage Pocket* when not in use. Hang the *Pocket Chart* where students will be able to see and interact with it easily.

Introducing the Number of the Day Space-Saver Pocket Chart™

Place the *Cards* for the skills you want to focus on in the left-hand side of the **Number of the Day Space-Saver Pocket Chart™**. For example, for pre-k or kindergarten, you might select the *Numeral*, *Number Word*, *Picture*, *Ten Frames*, *Tally Marks*, and *Number Order Cards*. For first and second grade, you might select the *Numeral*, *Number Word*, *Place Value*, *Expanded Form*, *Add and Subtract*, *Round*, and *Compare Numbers Cards*. You can choose from the skills listed on the *Skill Cards*, or you can use the blank backs of the *Skills Cards* to program with additional skills, numbers, and challenges.

Gather a dry erase marker, the *Number Cards*, and the color-coordinated *Programmable Cards* to match each *Skill Card* that you have chosen. Explain to students that they are going to guess what the number of the day is, and then show you the different ways that the number can be displayed. Give several clues, such as *My number is greater than _____* or *It's an odd number*, until someone guesses the number. Ask a student to choose the appropriate *Number Card* to place next to the numeral, or if the number is a larger number, ask

All activity guides can be found online.

Number of the Day Space-Saver Pocket Chart™

him or her to write the number on a *Programmable Card*.

Write the number word for the numeral on the green-bordered *Programmable Card* and to place it in the pocket to the right of the *Number Word Skill Card*. Continue asking students to show the number in a way that matches the skills listed in the left-hand pockets, using the suggestions below:

- **Ten Frames**—Depending on the number (between 1 and 20) you are featuring in the *Pocket Chart*, have students use a dry erase marker to make large dots in the correct amount of squares on the ten-frame *Programmable Cards* to represent the number of the day. Challenge your students with questions such as, *How many more do you need to make ten? twenty?*
- **Tally Marks**—Choose a student to make tally marks on the violet-bordered *Programmable Card* to represent the number of the day. Have students count the tally marks by fives and ones.
- **Picture**—Have a student create a picture representation on the orange-bordered *Programmable Card*. Encourage the student to draw the pictures in an easy way to count, and then choose a classmate to come up and count the pictures.
- **Number Order**—Ask students to tell you what number comes before the number of the day. Choose a student with the correct answer to fill in the *number before is _____* section of the blue-bordered *Programmable Card*. Ask students to tell you what number comes after the number of the day, and then choose a student to fill in the second half of the *Programmable Card*.
- **Place Value**—Choose a student to fill in the boxes on the magenta-bordered *Programmable Card* to represent place value for the number of the day. Have that student point out how many ones, tens, hundreds, etc., that are in the number.
- **Expanded Form**—Choose a student to label the purple-bordered *Programmable Card* with the expanded form of the number of the day. Have that student lead the class as they read the equation together.
- **Add and Subtract**—Challenge your students to identify ten or one hundred more or less than the number of the day. Choose students to fill in each section on the *Card* and explain their reasoning for the answers.

- **Compare Numbers**—Choose two numbers from the week and have students compare them using the $<$, $>$, or $=$ *Symbol Cards*. Have students explain their reasoning.

Repeat chosen skill activities each day of school, adding or changing out *Skill Cards* as new skills are learned in class or to challenge students.

Number of the Day Reproducible

Make one copy of the *Number of the Day Reproducible* and fill in the “cards” on the left-hand side of each image with the skills you are displaying in the *Pocket Chart*. Make copies of the filled-in reproducible, cut them apart, and distribute them to students to record the number of the day lesson. As each skill is presented on the *Pocket Chart*, have the students work on the reproducible to fill in the example cards. Have students store their completed reproducibles in their math folders, and then staple the pages together into booklets each week, month, or for a time period of your choosing. Or, have students take home their reproducible each day to share with their families.

Number of the Day Sticky Note Poster

Make a copy of the *Sticky Note Poster Reproducible* on colored paper or have a student color it with markers, and then laminate it. Display the reproducible poster in an easily accessible area such as a math center or on the back of your classroom door. Use a dry erase marker to write the *Number of the Day* on the poster. Gather students where they can easily see the **Number of the Day Space-Saver Pocket Chart™** and the poster. Each day, have a student write the number of the day on the poster. Give each student a sticky note. Encourage students to write different number equations to equal the number of the day on their sticky note. For instance, if the number is 10, they might write $5 + 5 = 10$, $6 + 4 = 10$, $11 - 1 = 10$, and so on. Urge students to share their equations, and then post them around the poster.

Each week, pick a number that was a number of the day, write that number on another laminated copy of the *Sticky Note Poster Reproducible* and place it at a math center along with a basket of sticky notes and pencils. Have students write equations on sticky notes and stick them to the back of the poster. At the end of the week, collect the sticky notes, and staple them together to make a mini number-of-the-week book. Store the mini booklets in a basket in the math center for students to review.

The number of the day is: _____

1 area 6 table 7 me 2 table 6 graphs 8 table measuring 1 4 6

9 graphs 3 numbers 11 area 1 measuring 9 lines 7 lines 3 mass 11 coordinates 5 length 2 table 6 lines

9 7 3 11 9 7 3 11 5 2 6

10 measuring 4 lines 11 graphs 7 3 10 pie chart 11 table 5 coordinates 9 area 4 table

10 area 4 rt 3 tes 8 area coordi 9 lines 12 graph 7 mass 10 graphs



Name: _____

Name: _____

Number of the Day	

Number of the Day	