

Number of the Day/ Target Number

This is a combination/variation from many different number routines. After the teacher announces “the target number”, the students record as many different representations of the number on one side of their small paper. Then, after a few minutes of think and record time, students are asked to pick their “favorite way” and put that one on the back of the same paper (using a large font). The teacher then collects the ideas (the papers) on chart paper/board to show all the different “ways” that were discovered. Target number provides students with opportunities to work with quantities, compose/decompose numbers, find relationships between numbers, and find connections within mathematics.

Similar routines are describe in the book Number Sense Routines by Jessica Shumway:

Name of the Routine	Helps with...	How It Works	Ways to Use the Routine and Questioning Strategies
Ways to Make a Number	<ul style="list-style-type: none"> • Thinking flexibly about numbers • Composing and decomposing numbers • Place-value understanding • Base ten and grouping ideas • Relationships among ones, tens, and hundreds 	Students write as many ways as they can think of to “make” a selected number. They might use visuals of the quantity, equations, models, and so on.	<p>This routine can be open-ended (just give students the number and no guidelines) or it can have constraints (such as, Think of ways to make this number with three addends).</p> <p>Use questions like these with this routine:</p> <ul style="list-style-type: none"> • What is it about ten that gave you the idea to write it that way? • Why does that work? • How do you know it works?
Today’s Number	<ul style="list-style-type: none"> • Understanding numbers embedded in various contexts • Numbers’ relationships to 10 and 100 • Grouping ideas (repeated groups, base ten, tens bundled as a hundred) 	<p>The teacher chooses a number, such as ten, to be Today’s Number (there are a variety of reasons for picking a particular number) and asks various questions about the number, such as:</p> <ul style="list-style-type: none"> • When is ten big? • When is ten small? 	<p>In order to help students understand numbers in various contexts, ask questions like these:</p> <ul style="list-style-type: none"> • When is ten a large number? • Why did you think of that as an example of when ten is a large amount? • When is ten not very much? • Why does ten mean different things in different contexts? • What other ways do you think about ___? • If today’s number is ___, how much is one group of ___? • How much is ten groups of ___?