

# Version 1

Write in expanded form.

Write in written form.

2,358

Number of the Day

Round to the nearest 10.

Round to the nearest 100.

Unknown Number

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Complete the place value table

thousands	hundreds	tens	ones

What is...

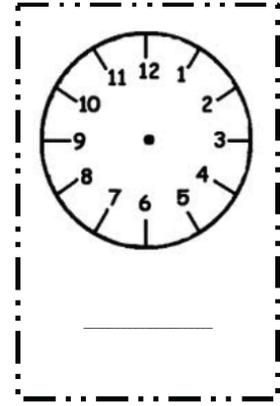
100 more \_\_\_\_\_

100 less \_\_\_\_\_

1,000 more \_\_\_\_\_

1,000 less \_\_\_\_\_

Compare Numbers



Write in expanded form.

Write in written form.

4,527

Number of the Day

Round to the nearest 10.

Round to the nearest 100.

Unknown Number

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Place Value Table

thousands	hundreds	tens	ones

What is...

100 more \_\_\_\_\_

100 less \_\_\_\_\_

1,000 more \_\_\_\_\_

1,000 less \_\_\_\_\_

Array

Repeated Addition

Addition & Subtraction Fact Family

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Model a Fraction

Write a number sentence to show the commutative property of multiplication.

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Look at the clock above. What time will it be in 5 minutes?

\_\_\_\_\_

Multiplication and Division Fact Family

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ ÷ \_\_\_\_\_ = \_\_\_\_\_

Write a number sentence to show the associative property of multiplication.

\_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

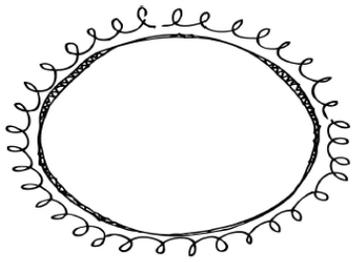
\_\_\_\_\_ x \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_

Write a number sentence to show the distributive property of multiplication.

( \_\_\_\_\_ x \_\_\_\_\_ ) + ( \_\_\_\_\_ x \_\_\_\_\_ ) = \_\_\_\_\_

# Version 2

Round to the nearest 10.



Round to the nearest 100.

Write in written form.

# Version 3

Unknown Number

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Addition & Subtraction  
Fact Family

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$



Compare Numbers

Model a fraction

thousands

Write a number sentence to show the  
associative property of addition.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

Write a number sentence to show the  
commutative property of addition.

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

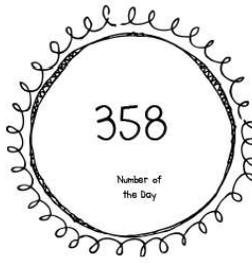
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

# Version 4

Write in expanded form.

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Write in written form.



Round to the nearest 10

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Round to the nearest 100

Unknown Number

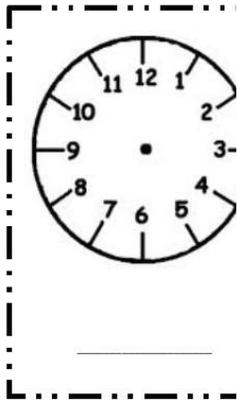
+ \_\_\_\_\_ = \_\_\_\_\_

- \_\_\_\_\_ = \_\_\_\_\_

Complete the place value table

What is...

Compare Numbers



Expanded Form

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Expanded Notation

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Written Form

Round to the nearest 10.

What are the multiples of the last digit in the Number of the Day through 100?

Round to the nearest 100.

Look at the last 2 digits of the Number of the Day. List the factors in order from least to greatest. Circle the prime numbers. Highlight the composite numbers.

Round to the nearest 1,000.

Look at the last three digits of the Number of the Day. What is...

10 times greater? \_\_\_\_\_

100 times greater? \_\_\_\_\_

1,000 times greater? \_\_\_\_\_

Place Value Table

hundred thousand	ten thousand	thousand	hundreds	tens	ones

Add the first three digits and the second three digits.

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Subtract the first three digits and the second three digits.

Multiply the last four digits by the first digit.

Area Model

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Partial Product

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Distributive Property

# Version 5

# Version 6



342,892

Expanded Form

Expanded Notation

Written Form

Round to the nearest 10.

Round to the nearest 100.

Round to the nearest 1,000.

What are the multiples of the last digit in the Number of the Day through 100?

Look at the last 2 digits of the Number of the Day. List the factors in order from least to greatest. Circle the prime numbers. Highlight the composite numbers.

Look at the last three digits of the Number of the Day.  
What is...

10 times greater? \_\_\_\_\_

100 times greater? \_\_\_\_\_

1,000 times greater? \_\_\_\_\_

Circle any number the Number of the Day is divisible by.

2	3	4	5
6	9	10	Shade in this box if it's a prime number.

Add the first three digits and the second three digits.

Subtract the first three digits and the second three digits.

Multiply the last four digits by the first digit.

Area Model

Partial Product

Multiply the first two digits by the last two digits.

Area Model

Partial Product

# NUMBER OF THE DAY-FOR 3<sup>RD</sup> & 4<sup>TH</sup> GRADE

This Number of the Day review is my absolute favorite morning work activity! I print the forms and keep them in my students' morning work binders, and I go over our morning work as a whole group everyday. This review has been an integral part of my morning routine for several years, and I've written several blog posts on my morning work routines. You can read more about that at [ashleigh-educationjourney.com](http://ashleigh-educationjourney.com). There are detailed directions included for each form, as well as a brief directions page for each version. I have also included a blank form for each version, where you can write in the Number of the Day of your choice, as well as 50 preassigned Number of the Days for Versions 1 and 2. In this file, you will find a sample form that is completed that can be used as an example.

There are five different Number of the Day versions in this product. Below is a description of each version. I have also included more detailed descriptions on the following pages.

- Version One-This is what I used as a third grade teacher during the first part of the school year, because many students had no prior knowledge of some of the concepts on the second version.
- Version Two-As a third grade teacher, I typically began using this version around the second 9-weeks of school. I would not begin this version until I had taught multiplication and division. As a fourth grade teacher, I would begin the year with Version Two.
- Version Three-I have created a template with a 12pt font and large workspace for students who need extra writing space. get started and be an example for students.
- Version Four-This is a modified version of Number of the Day. This includes numbers through the hundreds place, simplified questions, and a larger workspace for students.
- Version Five-I used this version for the second 9-weeks of fourth grade. This includes six-digit numbers for the number of the day and expands into fourth grade standards.

Paper Saving Ideas:

- Print the blank version and insert into a page protector. Students can write on the paper with a dry erase marker and erase.
- Print and laminate the blank version, so students can write directly on the paper with a dry erase marker.
- Complete half a page a day. This helps save time too!

## Version I

- Written form—students should write the number of the day in written form.
- Expanded form—students should write the number of the day in expanded form.
- Rounding to the nearest 10—have students use the number of the day to round to the nearest 10.
- Rounding to the nearest 100—have students use the number of the day to round to the nearest 100.
- Place Value Table—students can complete the place value table.
- Addition & Subtraction Unknown Numbers—Students should write an addition and a subtraction number sentence that equals the number of the day. (If this is too much of a challenge for students, you could only use the last 3-digits or last 2-digits of the number of the day.)
- 10 More/Less—encourage students to use mental math to find 10 more and 10 less than the number of the day.
- 100 More/Less—encourage students to use mental math to find 100 more and 100 less than the number of the day.
- Comparing 2-digit Numbers—have students compare the first 2-digits of the number of the day with the last 2-digits of the number of the day with  $<$ ,  $>$ , or  $=$  symbols.
- Addition & Subtraction Fact Families—add the last 2-digits of the number of the day to create addition/subtraction fact families.
- Modeling Fractions—students should write and model a fraction using the first two digits of the number of the day. (The first digit of the number of the day should be the numerator, and the second digit of the number of the day should be the denominator.)
- Time—students should draw the hands of the clock. (The first digit is the hour hand and the second two digits should the minute.)
- Commutative Property—write two number sentences to show the commutative property of addition using the last 2-digits of the number of the day.
- Associative Property—write two number sentences to show the associative property of addition using the last 3-digits of the number of the day.

## Version 2

- Written form—students should write the number of the day in written form.
- Expanded form—students should write the number of the day in expanded form.
- Rounding to the nearest 10—have students use the number of the day to round to the nearest 10.
- Rounding to the nearest 100—have students use the number of the day to round to the nearest 100.
- Place Value Table—students can complete the place value table.
- Addition & Subtraction Unknown Numbers—Students should write an addition and a subtraction number sentence that equals the number of the day. (If this is too much of a challenge for students, you could only use the last 3-digits or last 2-digits of the number of the day.)
- 10 More/Less—encourage students to use mental math to find 10 more and 10 less than the number of the day.
- 100 More/Less—encourage students to use mental math to find 100 more and 100 less than the number of the day.
- Build an Array—draw an array that shows the multiplication of the last 2-digits of the number of the day.
- Repeated Addition—show a repeated addition number sentence to model the multiplication of the last 2-digits of the number of the day.
- Addition & Subtraction Fact Families—add the last 2-digits of the number of the day to show an addition and subtraction fact family.
- Multiplication & Division Fact Families—multiply the last 2-digits of the number of the day to show a multiplication and division fact family.
- Modeling Fractions—write and model a fraction using the first 2-digits of the number of the day. (The first digit is the numerator and the second digit is the denominator.)
- Telling time—show what time it is using the first 3-digits of the number of the day. (The first digit shows the hour and the second and third digits show the minutes.)
- Elapsed time—tell what time it will be in 15 minutes by using the clock.
- Commutative Property—write a number sentence to show the commutative property by multiplying the last 2-digits in the number of the day.
- Associative Property—write a number sentence to show the associative property by multiplying the last 3-digits in the number of the day. (You may also want to add parenthesis.)
- Distributive Property—write a number sentence to show the distributive property by multiplying the first 3-digits by the last digit of the number of the day.

## Version 5

- Written form—students should write the number of the day in written form.
- Expanded form—students should write the number of the day in expanded form.
- Expanded notation—students should write the number of the day in expanded notation.
- Rounding to the nearest 10—have students use the number of the day to round to the nearest 10.
- Rounding to the nearest 100—have students use the number of the day to round to the nearest 100.
- Multiples through 100—Students use the last digit in the number of the day to find all of the multiples of that number to 100.
- Factors—students use the last two digits in the number of the day to find all of the factors of that number. They circle the prime numbers and highlight the composite numbers.
- Place Value Table—students can complete the place value table.
- Multiples of Ten—students will multiply the last three digits of the number of the day by 10, 100, and 1,000.
- Addition & Subtraction—students add the last three digits and the first three digits together. Then, they subtract the last three digits and first three digits. Students should know to subtract the smaller number from the larger number.
- Multiplication—Students will multiply the last four digits by the first digit in the number of the day. Students should represent their multiplication with an area model, partial product, and the distributive property.