Number of the Day

Numeracy is the ability to make sense of and use numbers. Numeracy has a huge impact on our lives. Telling time, counting money, and getting on the right bus are just a few examples. Learners with very limited prior schooling, including learners who are learning to form letters and numbers in English, will need repeated practice identifying and applying numbers and symbols in a variety of contexts.

Objective: to provide both contextualized and abstract practice with basic numbers.

Materials:

Copies of Number of the Day handout
A few coins of different denominations (real, not plastic)
Chips, blocks, or other counters
Calculator (optional)
Measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

Description:

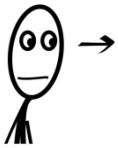
1. Choose a number of the day. The number should be no larger than the highest number that learners can count to.
2. Write the number of the day on the board. Say it together several times. Have everyone count aloud to this number.
3. If your learners are still learning how to correctly form numbers and letters, model on the board how to write each numeral, including where your pen starts, which direction it moves, and when you pick it up from the paper.
4. Distribute "Number of the Day" handouts. Learners copy the number into the blank at the top of the page.
5. The first few times that you do this activity, you'll need to help students through each box on the handout. With practice, however, learners will be able to work at their own pace and difficulty level. Not every learner will finish the activity every time. Feel free to move on to a different activity when learner interest decreases.
6. "Count": Model how to count to the number of the day using tally marks or drawing circles or other objects. Learners draw tally marks or circles in the "count" square and practice counting each mark out loud.
7. "Money": Distribute coins. Model how to count coins that equal the number of the day. For very low level students they might only use pennies. At higher levels, learners can experiment with different combinations of coin denominations that equal the number of the day. Learners trace the coins on their paper and write the value of each coin inside its outline.

8. "I see": This part can take several forms, depending on the level of the learner. Here the learner should look for real-life examples of the number. Learners can look for the number on the classroom walls, on a clock, on a ruler. Etc. If the number appears in their telephone number, address, or other personal information, they can write it here. Learners can practice measuring teaspoons or tablespoons of rice equal to the number or find an object of that weight or length using a scale or ruler.
9. "More or Less": use a number line to explore numbers that are more or less than the number of the day. Learners record examples in this square.
10. "Add" and "Subtract": For those who are ready, these spaces can be used to explore some simple equations containing the number of the day. Some learners may be ready to generate their own equations and check them using a calculator. For other learners, you can write an equation on the board, use counters such as blocks or pencils to illustrate the equation, practice saying the equation out loud, and finally, copy the equation onto the worksheet.

Suggestions:

This activity can easily be adapted for higher level learners by using larger numbers, fractions, decimals, negative numbers, etc. Similarly, you can change the instructions in each square to make it more complex. For example, multiplication, division, write your own word problem, etc.

Number of the Day: _____

 Count	 Money
 I see…	 More or Less  _____ _____ more less _____ is more than _____ _____ is less than_____
Add +	Subtract -