

### *Number Sense* (0 - 100)

Name: \_\_\_\_\_

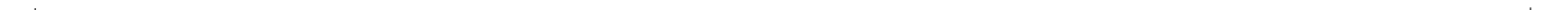
Date:

| Number of the Day                                 |                                                                      |
|---------------------------------------------------|----------------------------------------------------------------------|
| <p>Draw to represent the value of the number:</p> | <p>Write the number in expanded form:</p>                            |
| <p>Create 3 equations that equal the number:</p>  | <p>Write a real life example that shows the value of the number:</p> |

Count **forwards** by \_\_\_\_\_ from the number.

Count **backwards** by \_\_\_\_\_ from the number.

Show where the number belongs on the number line.



A horizontal number line with arrows at both ends. There are tick marks at 0 and 100.

|                                                                                                                                         |                                                                                                            |                                                                                         |                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Communicating &amp; Representing</b><br>Drawing, Description, Expanded Form<br>Emerging    Developing<br><b>Proficient</b> Extending | <b>Understanding &amp; Solving</b><br>3 Equations<br>Emerging    Developing<br><b>Proficient</b> Extending | <b>Connecting</b><br>Real Life<br>Emerging    Developing<br><b>Proficient</b> Extending | <b>Reasoning &amp; Analyzing</b><br>Skip Counting & Number Line<br>Emerging    Developing<br><b>Proficient</b> Extending |
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