

What's My Number?

Strand:	Number and Number Sense
Topic:	Compare and order whole numbers
Primary SOL:	3.1 The student will c) compare and order whole numbers each 9,999 or less
Related SOL:	3.1 a

Materials:

- A sticker for each student with a number on it between 0 and 9,999
- What's My Number recording sheet

Vocabulary

greater than, less than or equal to

Student/Teacher Actions: What should students be doing? What should teachers be doing?

Before the activity starts: Write a number between 0 and 9,999 on stickers and put one the back of each student's shirt.

1. Explain to students that they will be trying to determine the mystery number on the sticker on their back. Give each student a clipboard and the attached "What's My Number" recording sheet. They need to try to guess their number with 20 questions or less.
2. Have students walk around the room and ask a classmate one question: "Is my number greater than, less than, or equal to number _____?" They should record the clue they received on their sheet and move on to another student. Students should continue walking around the room and asking other classmates the question (varying the number) until determining the number on the sticker. Observe and check to see their notations.
3. When a student deduces his/her number, he/she can move the sticker to the front of his/her shirt. She/he can continue to answer questions for other students who have not figured out their numbers. Play continues until everyone knows their numbers.
4. Next, ask the students to line up around the room from least to greatest, based on their numbers.
5. At the end of the lesson, ask the students to explain their methods for eliminating choices and arriving at their numbers. Did they have a strategy?

Assessments

- **Questions**
 - What number is greater than 456 and less than 564?

- How does place value help you determine which number is greater?
- **Journal/writing prompts**
 - Explain the strategies you used to determine your number.
 - Write clues, using the words greater than and less than, for the number 398.
- **Other assessments**
 - Check to see what types of notations the students are using on their papers as they circulate. If they use words, ask if they can use symbols; if they use symbols, ask if they can put their notation in words.
 - Evaluate the questions that they ask. Are they just guessing, or are they using some type of strategy to eliminate certain choices?
 - Have the students share their ideas as a group.

Extensions and Connections (for all students)

- Have students make up clues for a mystery number. Work with a partner to “Guess My Number”.
- Use other number sense clues to determine numbers (even, odd, between, sum of digits...)

Strategies for Differentiation

- Students may benefit from using a Hundreds Chart (or a chart to 120) to keep track of clues with numbers within this range.
- Some students may be shy or not want to engage in the group activity. This may be a better partner or small group activity for them.

Note: The following pages are intended for classroom use for students as a visual aid to learning.

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What's My Number?

Recording Sheet

Question	Greater than, Less than, Equal to	My Guess	Right or Wrong
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
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17			
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