

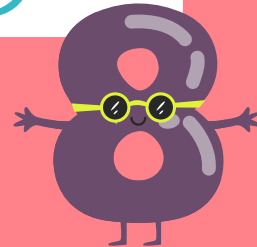


Prekindergarten

NUMBER SENSE Routines



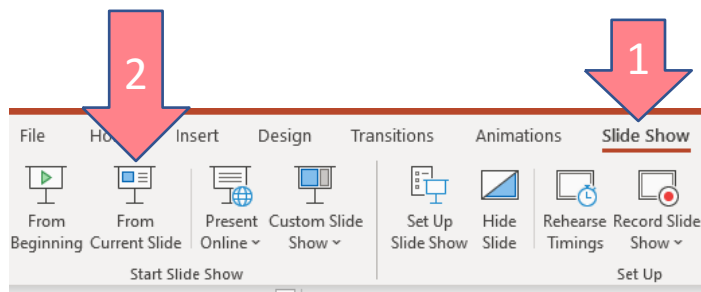
Days 21-40



HOW TO RUN POWERPOINT IN SLIDE SHOW MODE:

Slides with animation features, must run in Slide Show mode of PowerPoint for the animations to work correctly.

1. Select <Slide Show> from the menu at the top
2. Select <From Current Slide>



HOW TO ANNOTATE STUDENT THINKING ON THE SLIDE:

- With the slide in Slide Show mode, right click on the slide
- Select <Pointer Options> then choose <Pen>

How to facilitate *Same But Different*

At the start of this routine, students are shown two images. They are asked to identify not only the attributes that are the SAME between the two objects, but also the attributes that are different. This routine helps build students' grayscale thinking where things do not have to be all one or the other, they can be both at the same time.

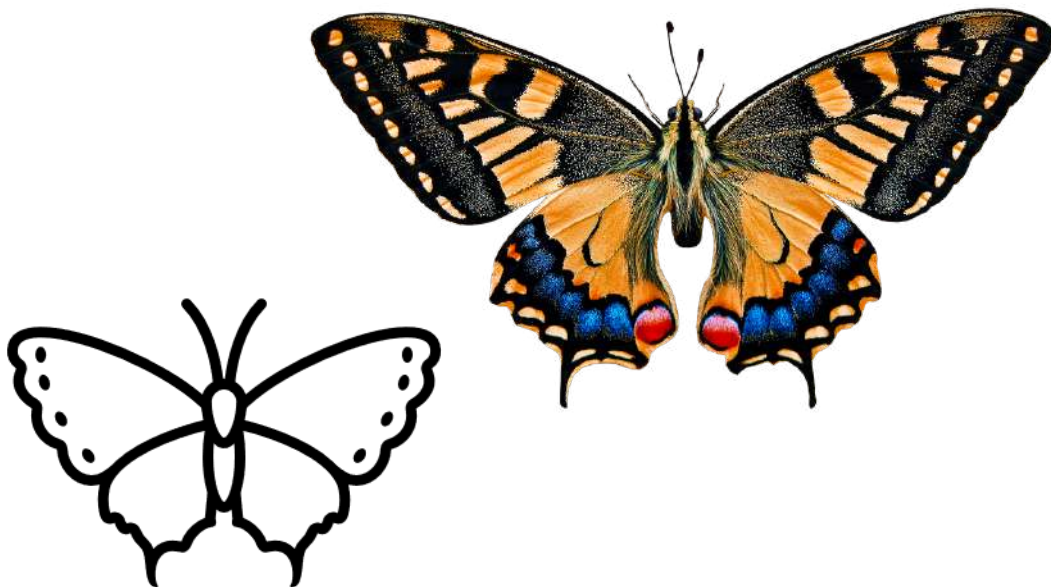
To facilitate this routine,

1. Ask your students to think about what is the same about the two objects AND what is different. If scaffolding is needed, you can ask them to first think about how the objects are the same. Discuss. Then ask how the objects are different. Discuss.
2. Ideally, students will state how they are same and different in one sentence: For example, when shown a hula hoop and dinner plate, the student may respond, "They are both round but one is a toy, and the other is a dish."



Same But Different

ASK: How are these two images the SAME but DIFFERENT?



Same But Different

How to facilitate *More or Less*

For this routine, students will determine which of the images shows “more” or “less” or if the two images show “equal” values.

To facilitate this routine,

1. Show the two images.
2. Ask the question shown on the slide.
3. Allow students to discuss their ideas with a partner first (this gives them time to gather their ideas and allows all students an opportunity to talk).
4. Ask a few students to share their ideas with the whole group.



More or Less

ASK: Which image has MORE trees? How do you know?



More or Less

How to facilitate *Example – Not Example*

In Slide Show mode, right click to annotate on the slide. Select > Pointer Options > Pen. Circle the images that students think will move to the *Example Ring*. Objects will move when you click the mouse. The items you circled, should move. Discuss as appropriate. Focus on the like characteristic of the items in the Example Ring.

This routine may be presented in one of two different formats:

Format 1:

1. Students will be given a single focus category (i.e., Rectangles / Not Rectangles).
2. Students will be asked to sort objects into groups. One group should contain the objects that are **EXAMPLES** of the category, and the other group contains objects that are **NOT EXAMPLES** of the category. Discuss student reasoning throughout the routine. [NOTE: The objects in the slides are NOT drag and drop. After the discussion, all objects will move when the slide is advanced].

Format 2:

1. Students will be shown a group of objects.
2. The class decides on ONE category [i.e., round things]
3. Discuss which items should be moved into the Example Ring.
4. Circle the objects that belong in the ring.
5. Erase the drawn circles and have students name a different category. Repeat the process.
6. As the slide is advanced, SOME of the examples will be revealed.



Example – Not Example

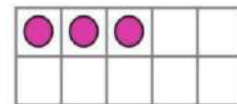
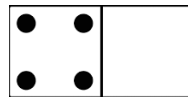
ASK: Which of these numbers represent 3? [circle student choices – allow for self-correction as needed].

After discussing/sorting the images, click for animation.

ASK: Do more of the models represent 3 or not 3?

three

not three



Example – Not Example

How to facilitate *Would You Rather?*

For this routine, you will notice that there isn't a single right answer. The goal is for your young mathematicians to develop math-related vocabulary that allows them to articulate their ideas and support their choice. Focus on the mathematical attributes, not on a single answer.

To facilitate this routine,

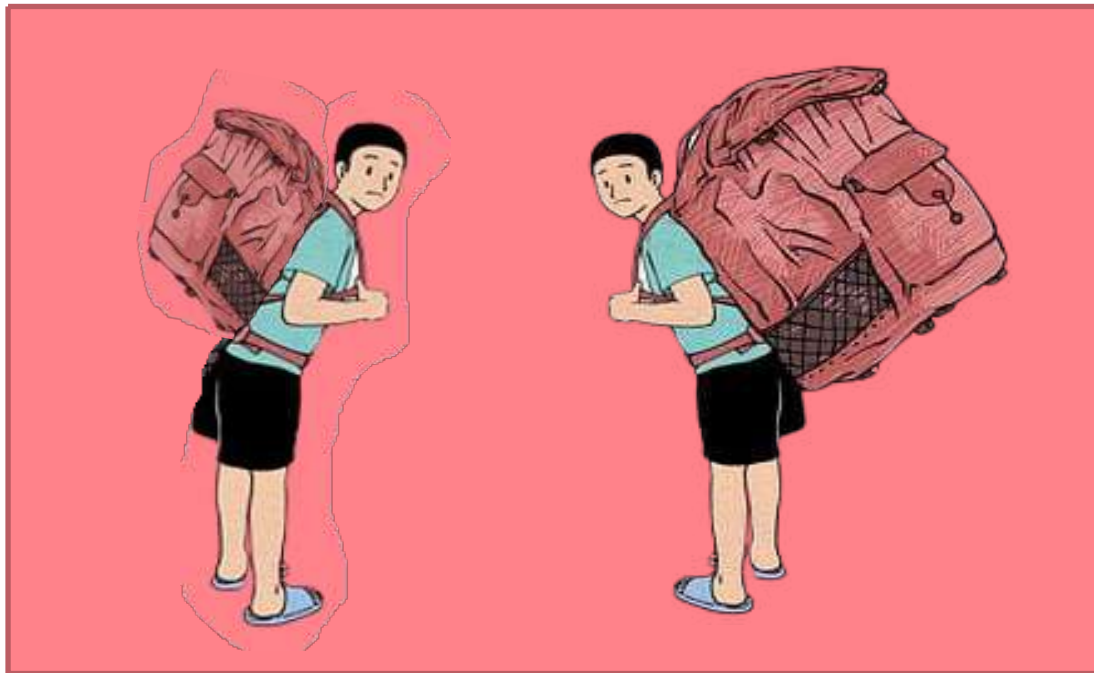
1. Ask your students, "Would you rather have "this" or "this"? Tell them each to think about the reason why they picked that one.
2. Then have your students share their ideas with a partner (this allows them time to practice and gives everyone a chance to talk).
3. Next have a few students share their choice and the reason they made that choice with the whole group.



Would You Rather?

ASK: Which backpack would you rather carry?

FOCUS: Remember, there is no right answer. The focus is vocabulary development of heavy/light and big/small.



Would You Rather?

How to facilitate *Measure Mix*

This routine is designed to build vocabulary specific to the measurable attributes of objects. In addition to these routines, the foundation of these understandings must come from experiences with real objects to explore heavier/lighter, longer/shorter, etc.

To facilitate this routine,

1. Show the image on the slide (up to 3 objects will be presented)
2. Ask the question shown on the slide. The question will focus on a single measurable attribute (weight, length, height).
3. Allow students to discuss their ideas with a partner first (this gives them time to gather their ideas and allows all students an opportunity to talk).
4. Ask a few students to share their ideas with the whole group.
5. Prompt students to also answer the question “How do you know?”



Measure Mix

ASK: Which bowl of fruit do you think is lighter? How do you know? [discuss]
FOCUS: Weight



Measure Mix

How to facilitate *Clue by Clue*

During this routine, students are shown a group of objects. Then they are given clues about the object's attributes that helps them to narrow the possibilities down to just one possible object from the group.

To facilitate this routine,

1. Show the group of objects to your students.
2. Tell students that you are thinking of ONE of these objects and you will give them clues to help them discover which object you are secretly thinking about.
3. Reveal the first clue. Ask students to think about which objects could be your mystery object. Which objects cannot be the mystery object. Discuss.
4. Use the annotation tool to visually mark off objects that do not fit the clue. In Slide Show mode, right click to annotate on the slide. Select >Pointer Options>Pen. Cross off images as students determine it does not fit the clue. The answer is revealed after Clue 3 is shown.



Clue by Clue

ASK: Can you use the clues to guess which bear I am describing?

FACILITATION NOTE: Use the annotation tool to mark off bears that do not fit the clue.



Clue 1
I am red

Clue 2
I am out
of the pool

Clue 3
I am the
smallest bear



Clue by Clue

How to facilitate *Copycat*

This routine supports students' ability to recognize and replicate patterns. As the year progresses, this routine will increase in rigor by only showing the image for a short amount of time and then asking students to replicate the pattern from memory.

To facilitate this routine,

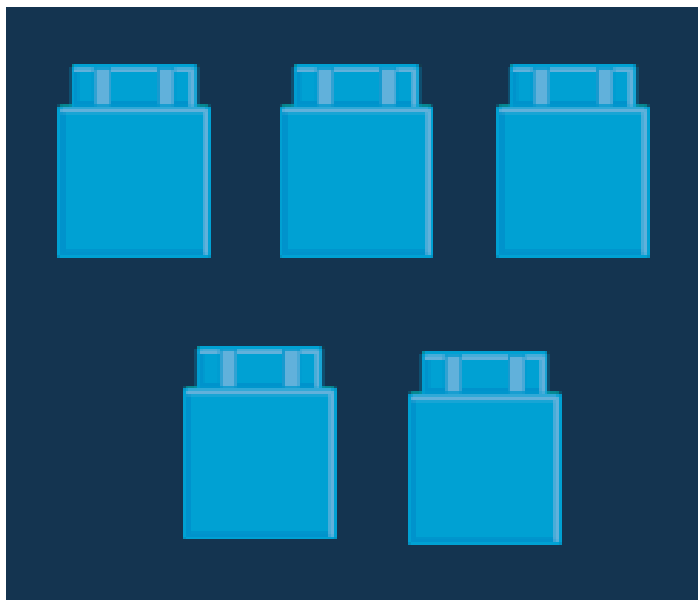
1. Show the image or play the recording for auditory patterns.
2. Ask, "How many are in the pattern?"
3. Ask students to replicate the pattern.
The pattern may require physical blocks, clapping and tapping, or a verbal description of the pattern.
4. If the pattern was hidden after showing it for a short time, reveal the pattern again so students can compare their pattern to the original pattern.



Copycat

PREP: Each student will need at least 5 cubes or other objects.

SAY: Look at the arrangement of these cubes. Use your cubes to make a pattern that looks just like my pattern.



Copycat

How to facilitate *Where Does It Go?*

This routine is designed to build sequencing skills, mathematical reasoning, and vocabulary.

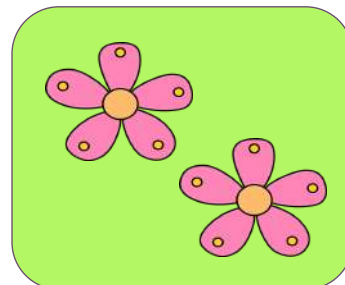
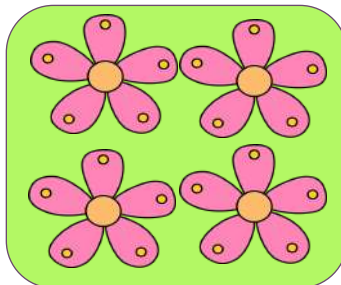
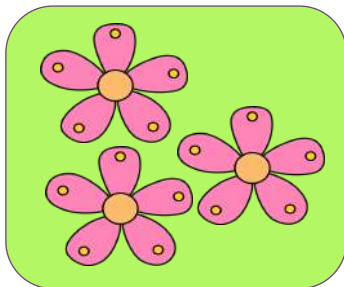
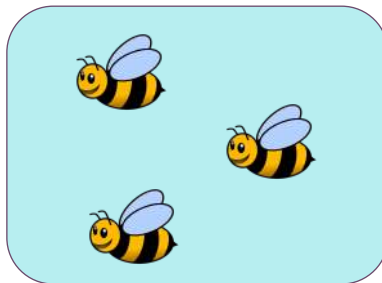
To facilitate this routine,

1. Show students the slide (some will be animated) and ask students to think about where the target object might go.
2. After some think time, call on a student to share their idea. Do not acknowledge if the idea is correct or incorrect (yet!).
3. If the student does not offer an explanation, prompt the student by asking, **“How do you know?”** (yes, ask even if the answer they provided is not accurate – students will often self-correct when prompted to explain).
4. Call on another student and repeat Step 4. After several students have shared their ideas, reveal the correct solution (and celebrate!).



Where Does It Go?

ASK: Which set of flowers should the bees choose so each bee has one flower with no leftover flowers or bees?



Where Does It Go?

How to facilitate *One More One Less*

For this routine, students will determine what is ONE more or ONE less than a given value using visual images as cues.

To facilitate this routine,

1. Show the image.
2. Ask the question shown on the slide.
3. Allow students to discuss their ideas with a partner first (this gives them time to gather their ideas and allows all students an opportunity to talk).
4. Ask a few students to share their ideas with the whole group.
5. Prompt students to also answer the question “How do you know?”



One More One Less

ASK: How many kittens are in the basket?

ASK: If ONE more kitten jumps in the basket, how many kittens will be in the basket?

TIP: Write the counting numbers below the kittens as you count them aloud together.



One More One Less

SAY: Listen to the claps. Count the claps. [Click to hear the claps]

SAY: Let's listen one more time. Use your fingers (counters) to help you keep track of the claps [click to play]

ASK: Who can copy the claps they heard? [call on various students to try to replicate the claps]

SAY: Let's listen one more time [click to play the claps again]

ASK: Which picture matches the number of claps?



Copycat

ASK: Can you use the clues to guess which object in this bedroom I am describing?
FOCUS: Vocabulary development, especially prepositional location words (on, under)



Clue 1
I am soft

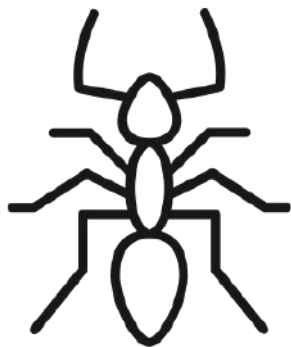
Clue 2
I am on the bed

Clue 3
I am under the
teddy bear



Clue by Clue

ASK: How are these two images the SAME but DIFFERENT?



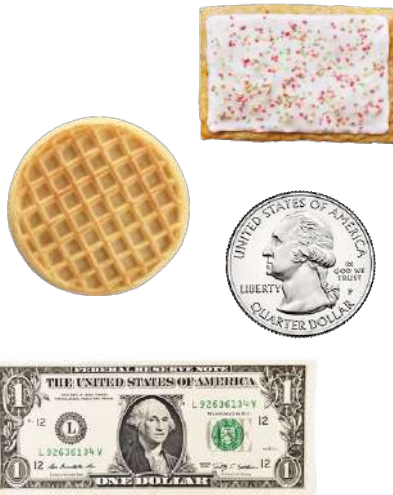
Same But Different

ASK: Which of these shapes are rectangles? [circle student choices – allow for self-correction as needed].
After discussing/sorting the shapes, click for animation.

ASK: Are more of the shapes rectangles or not rectangles?

rectangles

not rectangles



Example – Not Example

ASK: Which building has MORE windows?

TIP: Remember, even if students identify the picture incorrectly, allow them explain "How they know"

This will allow you understand areas where more support may be needed, and students often self-correct when asked to explain their thinking.



More or Less

ASK: If we put these balls in order from smallest to biggest, where does each ball go?



small



big



Measure Mix

2

ASK: Let's match this number to the scoops. Where does this number go? How do you know?
FOCUS: Try to let the students say the word "two" in their discussion before you name the number.



Where Does It Go?

ASK: How are these two images the SAME but DIFFERENT?



Same But Different



SAY: This lemur (lee-mer) and this raccoon both have striped tails.
ASK: Which animal has the longer tail? How do you know?
FOCUS: Length



lemur



raccoon



Measure Mix

ASK: Would you rather eat from a dish shaped like THIS [point] or like THIS [point to other plate]
 FOCUS: The focus is on identifying shapes and attributes of the shape and using the correct vocabulary associated with each shape. There is no correct response for which they rather eat from.



Would You Rather?

SAY: Listen to the man count [click to play audio and to show the numbers he is counting - there is a slight delay].

ASK: What number should he say next? [solicit responses from students]

[After students have agreed that the man should say "four" next, click to see number choices]

ASK: Which of these is the number four? [students can use the color to indicate their choice]

1 2 3 4

5 2 4 3



One More One Less

Many THANKS!

180 Days of Number Sense Routines for Prekindergarten

created by the Elementary Mathematics Team
of **Calvert County Public Schools**, Maryland

Want to know more? Reach out to our team

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CREDITS: This presentation template was created by [Slidesgo](#)

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