

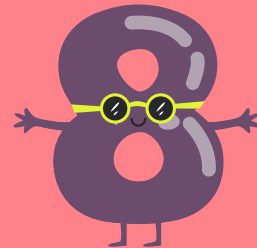
The ★NEW★



Prekindergarten

NUMBER SENSE

Routines



TODAY'S GOALS

- Experience Number Sense Routines **from the learner side**
- Become familiar with **how to facilitate** each Number Sense Routine
- Identify the **value of using these number sense routines** with students



180 Days of Number Sense Routines

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



Same But Different

TODAY'S AGENDA

- Experience Number Sense Routines from the learner side
- Preview the 3 R's of our *new* PreK Number Sense Routines
- Download Days 1-20 to your desktop
- Independently explore the first slide deck – what do you notice? (exploring in Slide Show mode is recommended)
- Guided preview of each type of Number Sense Routine followed by a group discussion of each



180 Days of Number Sense Routines



The 3 R's



The Routines

180 routines

20 routines per set

9 different routine types

Housed in Schoology



The Rules

1 routine per day

Each routine should take
no more than 10 minutes

Outside of the 25-minute
instructional math block

Switching the order of the
routines is permitted

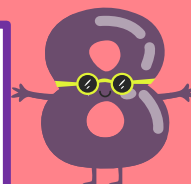
The Reason

Build Ss mathematical
number sense

Build Ss mathematical
reasoning

Build Ss ability to
articulate thoughts about
mathematical ideas

PRO TIP: Download the routines
to a designated folder on your
desktop for ease of access





The 9 Routines



Clue by Clue

Copypcat

Example – Not Example

Measure Mix

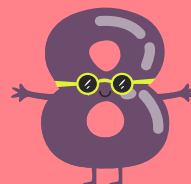
More or Less

One More One Less

Same but Different

Where Does It Belong

Would You Rather?



TODAY'S AGENDA

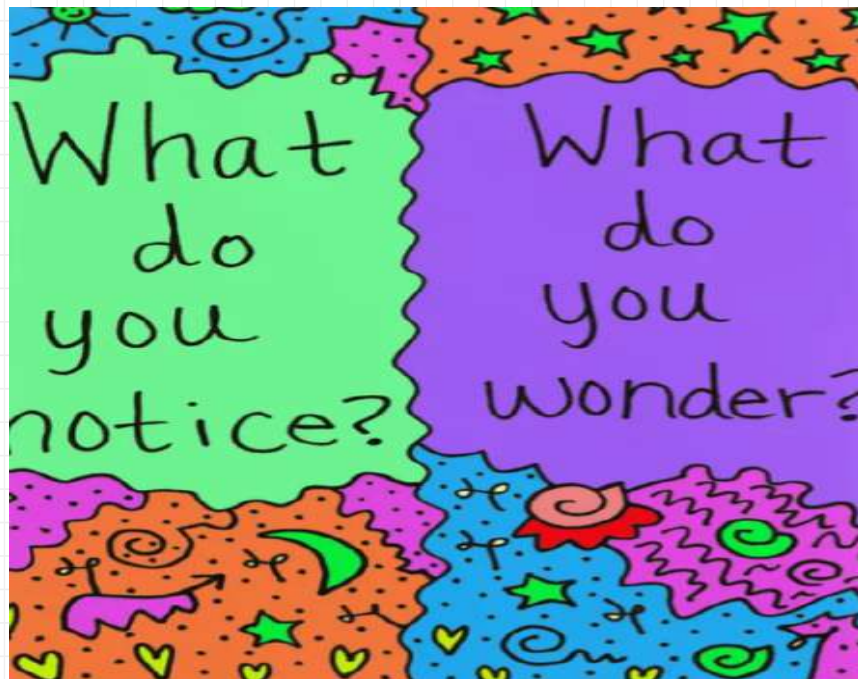
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180 Days of Number Sense Routines

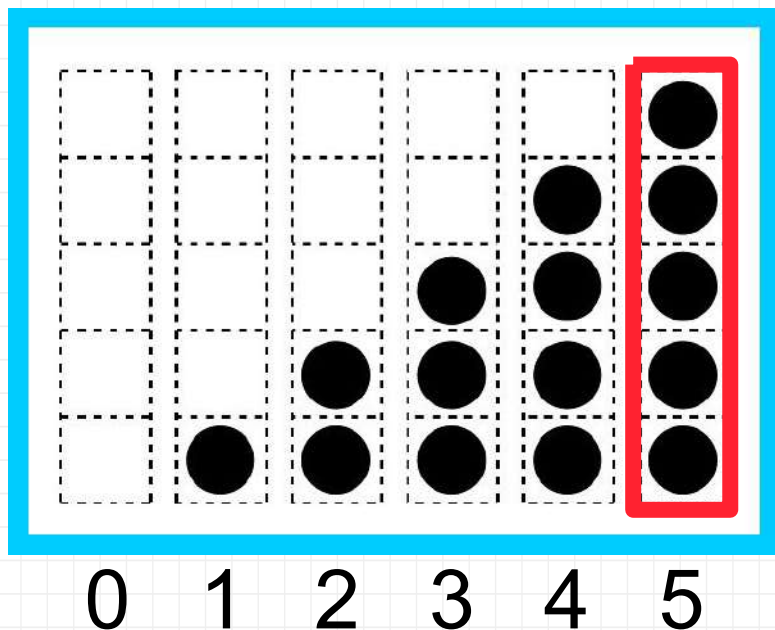


180 Days of Number Sense Routines



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

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



Clue 1
I am greater
than 2

Clue 2
I am not a 4

Clue 3
I need zero
more to make 5



Clue by Clue

ASK: Can you guess which person I am describing? I'll give you some clues to help you.

NOTES: After each clue, discuss which person does not fit the clue. Each click removes one person.



Clue 1
I am
holding a
book

Clue 2
I am not
the
shortest

Clue 3
I have
long hair

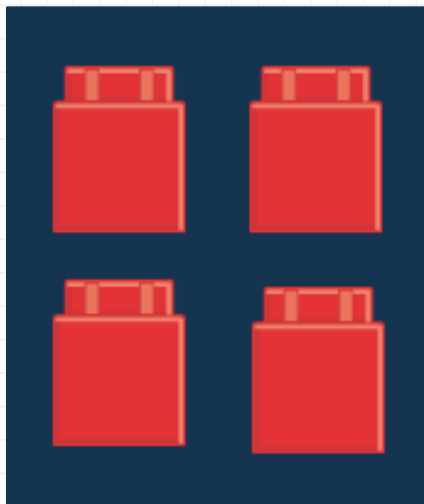


Clue by Clue

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

SAY: Look at this cube pattern. Think about how many cubes are used to make this pattern.

I am going to hide the pattern. I want you to use your memory to make the pattern with your cubes. Ready? [click]
Allow time for students to recreate the pattern. Once enough time is given, click to reveal the pattern again to compare.

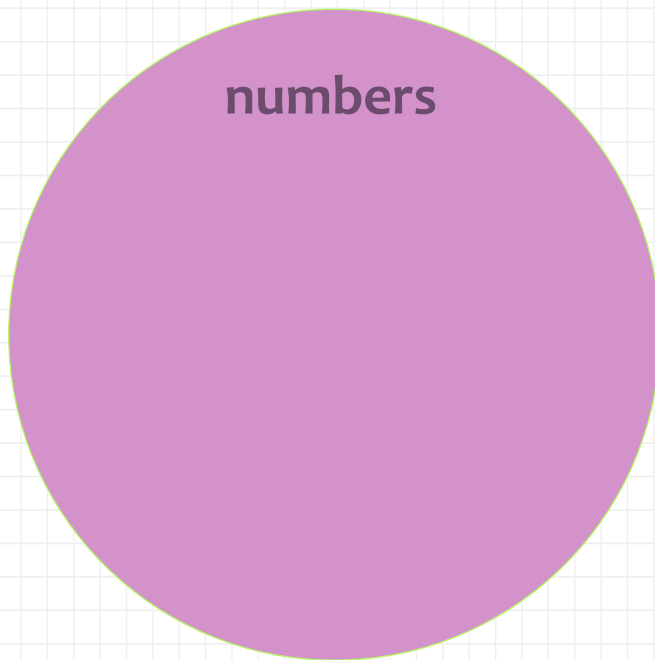


Copycat

ASK: Which of these shapes are numbers? [circle student choices – avoid the temptation to correct students; allow for self-correction as needed. Click for animation. After objects have moved, discuss any errors in thinking].

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

TEACHER NOTE: The values are equal. Encourage productive struggle/discussion of students deciding neither has more.



not numbers

E

4

3

e

b

6



Example – Not Example

ASK: Which of these numbers represent 6? [circle student choices –allow for self-correction as needed].

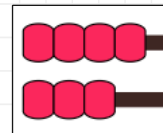
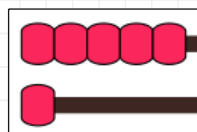
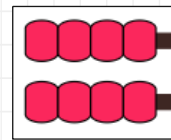
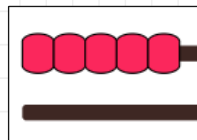
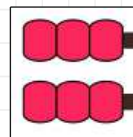
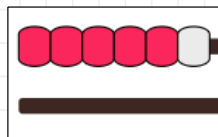
After discussing/sorting the images, click for animation.

ASK: Do more of the models represent 6 or not 6?

6

six

not 6



Example – Not Example

ASK: Which 3 bears will be heavier: These 3 small bears or this 1 large bear with the 2 small bears?

ASK: How do you know?

FOCUS: Weight (heavier)



Measure Mix

SAY: Many types of frogs start out as tadpoles. Look at this row of tadpoles. Let's count how many there are [count the tadpoles – annotate by writing a number above each tadpole as you count together].

SAY: Now watch the tadpoles swim around. [click for animation]. We are going to count them again.

ASK: Do you think there will be more, less, or the same number of tadpoles?

[discuss all ideas then count the tadpoles and annotate by writing the number near each tadpole once again].

FOCUS: Reinforce that the way the tadpoles are arranged does not affect the total; the count remains the same.



More or Less

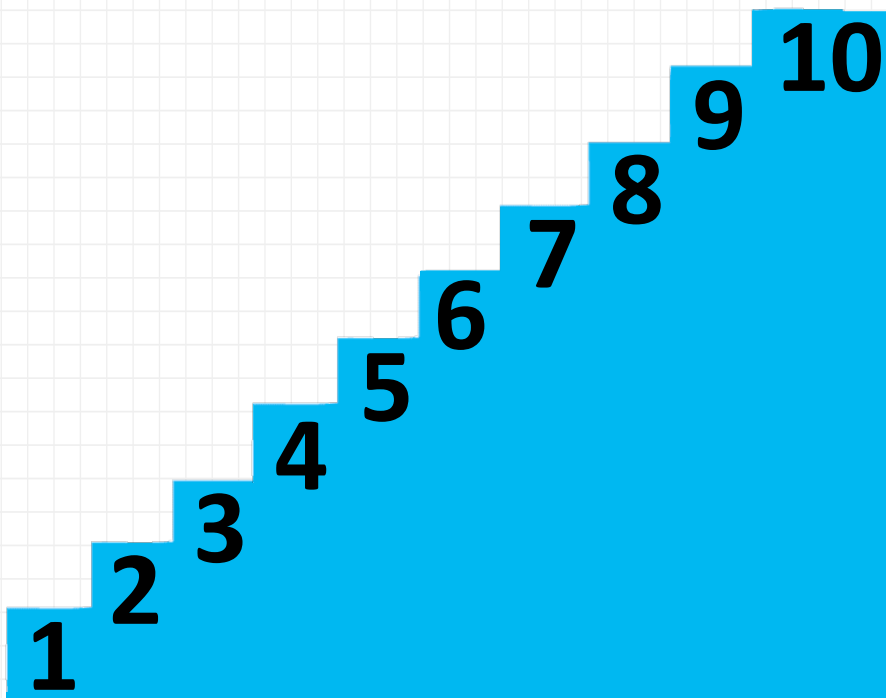
ASK: Which has FEWER bears? How do you know?



More or Less

SAY: Listen to the woman count to five as the penguin hops up the stairs [click to begin animation].

ASK: What number should she say next? How do you know?



One More One Less

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



Same But Different

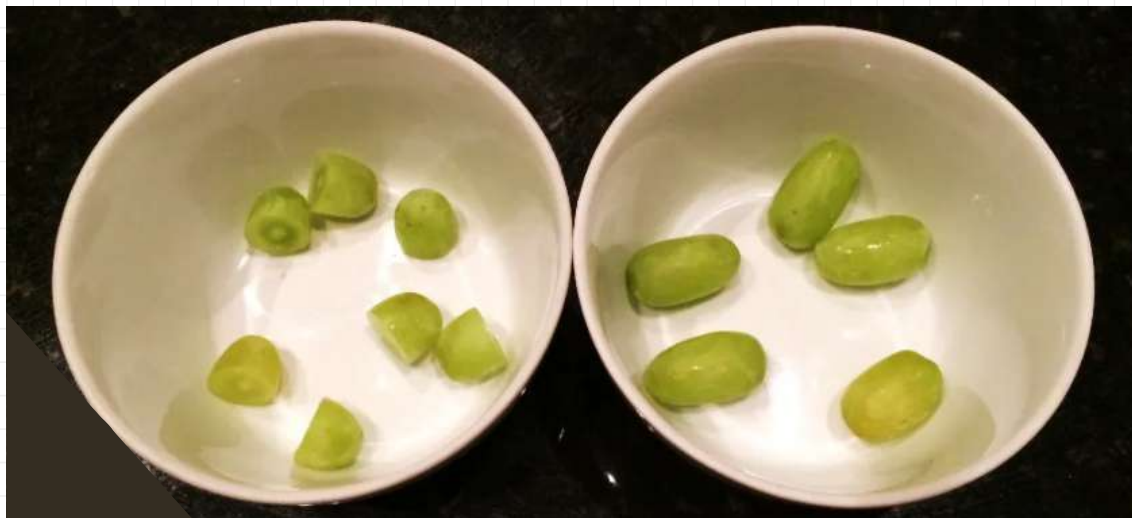


ASK: If we put these ice cream cones in order, where does the 3-scoop cone go? How do you know?



Where Does It Go?

ASK: Would you rather have THIS bowl of grapes [point] or THIS bowl of grapes [point to the other bowl]
FOCUS: There really is not correct answer so long as students recognize that having more pieces doesn't mean that you have more grapes; we must consider the size of the pieces.



Would You Rather?

Many THANKS!

180 Days of Number Sense Routines for Prekindergarten

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

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

Slide deck graphics and animations designed by Dawn Caine

June 2021

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Cover Title: Love Ya Like a Sister

Slide Titles: Segoe Print

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