All About Number

For this rich routine, select a number within your students' range, and model with the whole group how to complete a set of prompts.

Consider creating pocket chart cards or magnetized cards with the following sentence frames.

For example:

17 **is more than** 12.
17 **is less than** 18.
17 **is the same as** 10 and 7.

17 **is too many** hats for my head.
17 **is too few** cookies.
17 **is just enough** friends.

Do a think aloud as you record your numbers to support students in understand why you picked them. Invite some ideas from your students for a second number and record them. Then have students work collectively - in the whole group or in small groups - on numbers at their respective levels. That is, you might create a group of students and have them work on statements for the number 11, and have another group working on the number 20.

Consider your students and the number and kind of sentence frames you use each day. Don't use them all at one go!

Line masters for these thinking prompts are included in this resource for your use. Have students place them in dry erase sleeves or laminate them. While students are gathered on the carpet, have them record their own ideas for the number of the day and share them by holding them up. This is an excellent strategy of engaging multiple learners at once. Each child will get to create - and share - their thinking with the group.

Over time, these frames could become part of students' Entry Task work. Assign a number for the day or have older students roll a double die and create their own from the digits rolled.

Thinking About Number – Frames

_____ is more than _____.
_____ is less than _____.
_____ is the same as _____.

_____ is too many _____.
_____ is too few _____.
_____ is just enough _____.

_____ is about _____.
_____ is close to _____ but far from _____.

_____ people could _____.
_____ unifix could _____.
_____ paperclips would _____.
_____ drops of water could _____.
_____ jellybeans could _____.

_____ seconds could _____.
_____ is too short for _____.
_____ is too long for _____.
_____ is just right for _____.

$_____ is just enough for _____.
$_____ is not enough for _____.

$_____ is more than _____.
$_____ is less than _____.
$_____ is the same as _____.

Thinking About Number

$_____ is more than _____.

$_____ is less than _____.

$_____ is the same as _____.