

# Routines at a Glance

Routine	Description
<b>Build It</b>	Randomly generate appropriate number of digits for a number with either digit cards or a number cube. Students can build the number with either mini ten-frame cards, base ten cubes, digi blocks,...
<b>Count Around the Room</b>	The class sits in a circle and students take turns counting around based on a specific pattern. Can be used for counting 2's, 5's, 10's, multiples, fractions, etc. ***Remember to begin at ANY number, like 3 when you're counting by 5's***
<b>Eliminate One!</b>	Four boxes where one does not belong and students must explain their justification. Suggestions: even, odd; geometry; multiples of 10, etc...
<b>I Love Math!</b>	Played like Rock, Paper, Scissors, students throw out fingers and find the sum, difference, or product.
<b>Over Under</b>	Students mentally compute and estimate to determine if a sum, difference, product, or quotient is over or under a specified amount.
<b>Quick Images</b>	The teacher briefly shows an image of a quantity (dot images or ten frames). The students identify the quantity and describe the image.
<b>Fraction Aerobics</b>	Teacher calls out different values for students to act out with their bodies. Both arms extended out = 1 whole.
<b>Plates (what's my number)</b>	Students have a paper plate necklace with a value written on it. When the music starts, students mingle and come up with different ways to represent the values. In the end, someone reads the representations to the person wearing the plate, and that person has to figure out what their value is.
<b>Take a Hint! (vocabulary)</b>	Students give one word hints about a specific vocabulary word. Played best in groups of 4-5 with one person being the guesser and the others giving the hints.
<b>Off the Top of My Head!</b>	Vocabulary game like Headbandz . Students give each other clues about what word is in their head.
<b>Target Number</b>	The teacher announces the "Target Number" and the students record several representations of that number. They choose their "favorite way" and share the various ways.
<b>Today's Number</b>	A number is given and students record as many representations of that number as possible. Visual representations, descriptions, expressions, and equations can be used to represent.
<b>True False Equations</b>	The teacher shows the class an equation and asks if it is true or false. Ex: $10 + 11 = 20$ <i>There are 2 groups of ten in 32.</i>
<b>Tell Me All You Know</b>	The teacher chooses a number and asks the students to think of what they know about the number. Using a web format, the teacher records the students' names and responses.
<b>I Was Walking Down the Hall</b>	The teacher says "I was walking down the hall and I heard Suzy say 'the answer is _____' and I wondered, what was the question?"
<b>Disappearing Dan</b>	Teacher draws 'Dan' on the board and labels different parts of him with values. Students choose a value and the teacher puts it into an equation or problem for the student to solve. When correctly solved, that part of Dan is erased.
<b>What's My Rule</b>	Teacher draws circle on board putting numbers inside and outside depending on a common characteristic. Students have to determine what that is.
<b>Math Aerobics</b>	Teacher models decomposing number into tens and ones by 'placing them' on each side of your body and then bringing hands together in order to make computation easier (partial products or sums)
<b>Number Line Detectives</b>	Teacher draws a number line on the board and includes anchor numbers. Students have to decide where certain values will sit on the number line depending on the anchor numbers
<b>Calendar</b>	Have students come up with various equations to equal the date.
<b>Would You Rather</b>	Pose scenarios involving values and have students explain their reasoning. Would you rather have 96 or 16 pennies? Mosquito bites?
<b>Clock Math</b>	Use number tile cards, or 3 10-sided dice to form as many equations as possible to total the values on the clock. When all combinations are exhausted, use three new number tiles, or roll again. Winner is first person to cross off all values on the clock.
<b>Scoot!</b>	Students 'scoot' from desk to desk to solve the problems recording their thinking as they go.