

## **Routines to Support Go Math Chapter Overview and Alignment**

10-15 minute sessions scheduled 3-5 days per week

Begin or end your math time/period or a separate time during the school day

Routines are a safe place for students to explore mathematics, trying out new ideas and clarifying misconceptions.

- On the carpet or at desks
- Driven by student talk
- Non-verbal cues/hand signals
- Teacher scribing/ student recording makes the student thinking visible to the class
- Teacher facilitates through questioning
- Peer to peer discourse enables student learning

*The following routines are in addition to routines in California Go Math: Problem of the Day, Fluency Builder, Math on the Spot Videos, etc.*

### **Number Talks**

An image or problem is shown to the students to think about and solve mentally. The teacher facilitates classroom conversation where students are able to explain their thinking aloud, while the teacher records the thinking to make it visible to all the students in the classroom.

Resource: **Number Talks: Helping Children Build Mental Math and Computation Strategies, Grades K-5** by Sherry Parrish\*

\*Every EGUSD Elementary School received copies of this book. Check with site administrator, librarian, Math PLC leaders to locate this book.

### **What's My Place? (WMP) What's My Value? (WMV)**

A number of the day is built, sketched, and explored through a variety of structured prompts. Teachers plan purposeful prompts to support grade level math content standards and foster the development of the Math Practices.

Resource: A generic worksheet is located under General Resources in Math Gen Blog

<http://blogs.egusd.net/mathgen/files/2015/09/WhatsMyPlaceWhatsMyValueCompanionSheet-1-12dsvaa.docx>

## Choral Counting

As a whole group, students chant a given counting sequence within a range of numbers. The teacher may incorporate hand motions (i.e. clap over head for each new ten.) Over time, increase the range of numbers used and multiples identified with hand signals. Discuss patterns that students notice while chanting/ clapping. Choose numbers appropriate to your grade level standards(i.e. fractions and integers in intermediate grades. 3<sup>rd</sup>-5<sup>th</sup> grade classes might count by  $\frac{1}{4}$ s, clapping overhead on each whole number:  $\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, \frac{4}{4}$  or 1 whole(clap overhead) $\frac{5}{4}, \frac{6}{4}, \frac{7}{4}, \frac{8}{4}$  or 2 whole (clap overhead).)

Resource:

<https://www.illustrativemathematics.org/content-standards/tasks/678>

## Count Around the Circle

Students form a circle (sit or stand.) Select a counting sequence to be practiced. Prompt students to count around the circle one by one until the final number in the sequence is reached. Ask questions to predict what the final number in the sequence might be and how they know. ( i.e. "If we start with 10 and count by twos around the circle, will our last number be greater than 50? Less than 50? How do you know?)Plan for turn and talk as well as group discussion.

Resource:

<https://www.illustrativemathematics.org/content-standards/tasks/679>

Video: <https://vimeo.com/131898096>

## Calendar Routine

The teacher facilitates daily counting routines and math conversations using the calendar. These may include counting the days of the month, building place value concepts through today's date, skip counting, using ordinal numbers or other number concepts.

Resource:

[https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/numbersense\\_ch2.pdf](https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/numbersense_ch2.pdf)