

# JUMP-START ROUTINES AT-A-GLANCE

	ROUTINE	DESCRIPTION	PURPOSE
1	<i>Math Yapper</i>	Students provide clues for partners to guess mystery numbers, concepts, or vocabulary.	Develop understanding of concepts and vocabulary to communicate clearly.
2	<i>The Count</i>	Students make predictions about counting when given starting points and an interval.	Develop counting and skip-counting skills and estimation.
3	<i>The Missing</i>	Students determine missing numbers on a number chart.	Develop advanced strategies about counting.
4	<i>Big or Small</i>	Students determine when a number represents something big and when a number represents something small.	Develop sense of quantity and magnitude through contexts for number.
5	<i>Picture It</i>	Students estimate quantities in pictures.	Develop understanding of magnitude of numbers by reasoning about them in context.
6	<i>Show It 3</i>	Students represent a number in three diverse ways.	Develop deeper understanding of single and multi-digit number concepts.
7	<i>How Can You Make It?</i>	Students determine ways to make a number.	Develop understanding of number composition and decomposition.
8	<i>The Mighty Ten</i>	Students find combinations of 10, multiples of 10, 100, or 1,000.	Develop fluency with combinations of ten and transfer this fluency to multi-digit numbers.
9	<i>Make It Friendly</i>	Students add more than one number by finding friendly numbers.	Develop strategies for adding and subtracting numbers using decomposition and compatible numbers.
10	<i>Mystery Number</i>	Students use clues about a number to determine if they have the mystery number.	Develop understanding about number through attributes and relationships.
11	<i>Number Bio</i>	Students complete prompts about a given number.	Develop understanding about numbers through representations, attributes, and relationships.
12	<i>Condition</i>	Students use conditions about a number to earn points.	Develop understanding of number and flexibility of reasoning.
13	<i>Where's the Point?</i>	Students determine possible values for unknown locations on empty number lines.	Develop understanding of number relationships with number lines.

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14	<i>Is This the End?</i>	Students determine endpoints for a number line when the value of a certain location is known.	Develop understanding of number relationships with number lines.
15	<i>About or Between</i>	Students estimate sums, differences, products, and quotients.	Develop estimation strategies for determining if computation results are reasonable.
16	<i>More or Less</i>	Students compare expressions to a known value.	Reinforce computational fluency by estimating and determining reasonable answers.
17	<i>This or That?</i>	Students compare expressions by reasoning about patterns and properties of operations.	Deepen understanding of patterns and relationships within operations and the properties of operations.
18	<i>Finding One and All</i>	Students use a known computation to find unknowns in related equations.	Develop strategies for computing flexibly and efficiently.
19	<i>Another Way to Say It</i>	Students rethink or rewrite expressions to find results more efficiently.	Develop strategies for computing flexibly and efficiently.
20	<i>The Truth</i>	Students consider if equations are true or false.	Reinforce understanding of operations and the meaning of the equal sign.

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