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| Rekenrek TeacherPrompt Cards |

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| How many do you see? 9How do you see it?3 on top6 on the bottom* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| What is one more than \_\_\_?How do you know?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| How many more do we need to make 5?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| How many more do we need to make 10?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| How many more do we need to make 20?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| What is one less than \_\_\_\_?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| What is \_\_\_ minus 3?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| What is \_\_\_\_ plus 4?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| What do you get when you add \_\_\_ more to \_\_\_\_?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Use your dry erase board to make a number sentence for:* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Making TensExample:* 9+1
* 9+6+1
* 9+8+1
* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Making Anchor NumbersExample:* 6+4
* 6+4+2
* 6+6
* 6+10
* 6+9
* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Write the number sentence that shows the number I slide across plus one. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Write the number sentence that shows the number I slide across minus one. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Double the number that I slide across. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Double the number that I slide across and add one. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Double the number I slide across and subtract one. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Write the number sentence that shows 10 more than the number I slide across. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Write the number sentence that shows 10 less than the number I slide across. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Write the number sentence that shows the addition problem that I slide across and its turnaround fact. * Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Allow students to work through various number stories.* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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| Show me how many ways you can make\_7\_?* Focus on 1 or 2 prompts per session. Create 3 to 4 problems under each heading for that session.
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