

Why Routines? Mathematical Routines offer:

- access to and deep understanding of Big Ideas
- opportunity for students to develop Curricular Competencies
- opportunity for teachers to gain insight into student thinking
- an environment “that supports the importance and value of all students’ thinking”
- flexibility with math planning, because they can be short, easy to facilitate and done at any time in the day

Name of Routine: **Mystery Number**

Steps:

- Students are each given a Mystery Number and work individually or in pairs to write a series of clues for the number.
- The clues are presented to others in the class to solve, which can be revealed one at a time to promote discussion, or all at once.
- Students indicate if another clue is needed.
- Collect mystery numbers/clues for students to revisit throughout the year.

Example:

- It is a 2 digit number
- Both digits are even
- It is bigger than 20 but less than 30
- One of its factors are 6 and 4

Extensions/Adaptations:

Choice of number can easily be adapted. Consider allowing student to choose a number that they are comfortable working with.

Provide examples from other Mystery Numbers to prompt thinking for students

Provide rules or parameters for the clues, eg. ‘must use the term eg. factor’.

| <u>Competencies</u> | <u>Content</u> |
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