



INSTRUCTIONAL GUIDANCE: NUMBER SEQUENCE

Implementation Summary

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Summary

- The goal is to develop students' understanding of number order, sequence patterns, and place-value relationships so they can identify numbers that come before, after, or between other numbers.
- Students should learn to explain how they identified the missing number, using language such as "___ comes before ___", "___ comes after ___", "___ comes between ___ and ___", and "The missing number is ___ because it comes after ___ and before ___."
- Begin with numbers and sequence types students have already been taught. Progress gradually from simple sequences to larger and more complex sequences involving teen numbers, backward sequences, decade transitions, and place-value reasoning.
- Use numerals first during review so students practise the form used in the ENSSA Missing Number task. Use number paths, number tracks, number lists or strips, number cards, hundreds charts, or Base-10 materials to support, check, or explain when needed.
- Teach students to determine whether numbers are increasing or decreasing, and to identify the counting pattern as tasks become more complex.
- Support students to use tens-and-ones understanding when working with two-digit sequences, especially when crossing decades (e.g. 58, 59, __, 61).
- Use frequent, brief review sessions with both forward and backward sequences. Require every student to respond on every prompt.
- If students are inaccurate, slow down and return to explicit modelling with concrete or visual supports before continuing review.
- If students are accurate but slow, continue brief daily review with cumulative practice so number-sequence knowledge becomes more fluent and reliable over time.
- If a small group remains inaccurate after classwide review, use the same routines in a more explicit Tier 2 format with smaller number ranges, more modelling, more guided practice, and more immediate feedback.
- Instruction should include explicit modelling, guided practice, independent practice, brief daily review, and cumulative review.