

INSTRUCTIONAL GUIDANCE: NUMBER SEQUENCE

Review and Practice

Page 1 of 5

Daily review should be brief: about 5–10 minutes. Use numerals first, with representations used to support, check, or explain when students are unsure. Use active participation strategies so all students respond every time. Check the Number Sequence: Resources for a slide bank that can be used to support these review and practice routines.

Quick Partners

Purpose

Gives all students repeated practice identifying numbers before, after, and between other numbers. Supports fluent access to the ordered count sequence and prepares students for missing-number tasks.

Use for

Use when students can count within the target range but need more practice applying that knowledge to numeral prompts, before/after questions, and missing-number sequences.

Teacher note

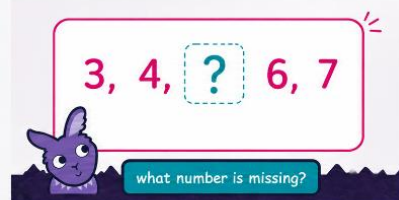
Adapted from the Partner Activity in Early Numbers, Big Ideas. Keep the routine short. Use the visual support only when needed, then return to numerals.



Step	Teacher move	Student response
1. Display the prompt	Display one prompt, e.g. 6, 7, __, 9. Say: "Read the sequence."	"6, 7, blank, 9."
2. Think time	"Think. What number is missing?" Hold up stop hand to prevent calling out.	Students think silently.
3. Partner rehearsal	"Tell your partner: The missing number is __ because __."	"The missing number is 8 because it comes after 7 and before 9."
4. Whole-class response	Signal for a choral response.	Students respond together: "The missing number is 8."
5. Explain	Prompt: "Why?"	"8 comes after 7 and before 9."
6. Confirm or correct	If correct, briefly confirm. If many unsure, show number path and count.	Students track and repeat the correct sentence.
7. Repeat	Display 4–8 more prompts from the current review set.	Students respond every time.

Correction routine

If students are inaccurate, do not continue at speed. Show the number path or list. Say: "Let's check. Find __. Count in order: __, __, __. The missing number is __. Say the sentence with me." For backward sequences: "The numbers are getting smaller, so we count backwards."



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Review and Practice

Page 2 of 5

Before and After Flash

Purpose

Students practise identifying the number immediately before and after a target number.

Use for

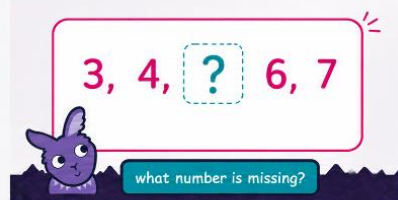
Quick whole-class review of number order within the taught range.



Step	Teacher move	Student response
1. Display	Display a number list or strip. Highlight or point to 6.	Students look.
2. Name target	"What number?" Hold up stop hand, pause, then lower hand.	"6."
3. Before	"What number comes right before 6?"	"5."
4. After	"What number comes right after 6?"	"7."
5. Check	Point and say: "5, 6, 7. 5 comes before 6. 7 comes after 6."	Students track.
6. Repeat	Use 4–6 target numbers from the taught range.	Students respond chorally.

Correction routine

If students are inaccurate, point to the target number and track one space left or right: "This way is before. This way is after. Let's say the numbers together."



INSTRUCTIONAL GUIDANCE: NUMBER SEQUENCE

Review and Practice

Page 3 of 5

Number Order Build

Purpose

Students practise sequencing numerals and seeing the count sequence as an ordered relationship.

Use for

Brief whole-class review of number order.

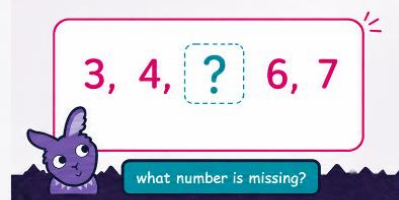
Teacher note

A quick review version of sequencing activities where the teacher lays down number cards in order, asks students to say the number as each card is placed, or has students choose the next number from a mixed pile.

Step	Teacher move	Student response
1. Start	Display number cards in a mixed pile. Place 1 first.	Students look.
2. Prompt	"What number comes next?"	"2."
3. Place	Place 2, or invite a student to place it.	Student places card / class watches.
4. Continue	"What number comes next?"	"3."
5. Read sequence	Point across the completed row. "Read the numbers."	"1, 2, 3, 4, 5..."
6. Quick check	Point to a middle number. "What comes before? What comes after?"	" ___ comes before. ___ comes after."

Correction routine

If a student selects the wrong card, return to the start of the sequence: "Let's count and listen for what comes next."



INSTRUCTIONAL GUIDANCE: NUMBER SEQUENCE

Review and Practice

Page 4 of 5

Cover and Reveal on a Number Path

Purpose

Students practise identifying a missing number when one numeral in an ordered path is covered. This closely matches the reasoning needed for missing-number tasks but keeps the full ordered sequence visible.

Use for

Use when students are still developing accuracy with missing-number prompts and need a visual support.

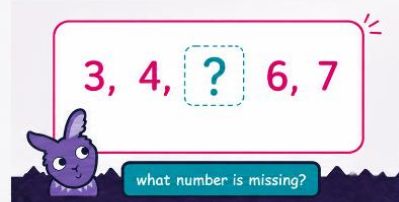
Teacher note

This is a support routine, not the final goal. Once students are accurate, fade the complete number path and move towards numeral-only sequences.

Step	Teacher move	Student response
1. Display path	Show the number path. Cover 8.	Students look.
2. Read around the blank	Point and say: "Read with me: 6, 7, blank, 9."	"6, 7, blank, 9."
3. Identify before/after	"What comes before the blank? What comes after?"	"7 comes before. 9 comes after."
4. Missing number	"What number is missing?"	"8."
5. Explain	Prompt: "Say the full sentence."	"The missing number is 8 because it comes after 7 and before 9."
6. Reveal	Remove the cover and confirm.	Students check.

Correction routine

If students are unsure, count the local sequence rather than starting from 1: "We do not need to start at 1. We can start at 6 and count on: 6, 7, 8, 9."



INSTRUCTIONAL GUIDANCE: NUMBER SEQUENCE

Review and Practice

Page 5 of 5

Cumulative review

As number-sequence prompts are mastered, they should be practised with reduced frequency. A review routine should include: today's focus, recently taught sequences, older mastered sequences, and a mix of before, after, between, forward sequence, backward sequence, and missing-number prompts.

Example: Foundation review set within 20

Prompt type	Example
After	What comes after 7?
Before	What comes before 12?
Between	What comes between 15 and 17?
Forward missing number	6, 7, __, 9
Backward missing number	10, 9, __, 7
Teen sequence	13, 14, __, 16
Number path cover	Cover 18 on a number path to 20
Numerical-only review	11, __, 13, 14

Example: Year 1 review set within 100

Prompt type	Example
After	What comes after 49?
Before	What comes before 70?
Between	What comes between 58 and 60?
Forward missing number	38, 39, __, 41
Backward missing number	52, 51, __, 49
Decade transition	69, __, 71
Hundreds chart check	Find 59. What comes next?
Numerical-only review	88, 89, __, 91