



**THIRD SPACE
LEARNING**

Sentence Stems and Vocabulary Lists

Place Value and Rounding

Kindergarten to 5th Grade

Sentence Stems in a nutshell

A sentence stem provides students with a way to communicate their ideas with mathematical precision and clarity.

A sentence stem is a very structured sentence that often expresses a key conceptual idea or generalization.

The structure of a sentence stem provides a framework to embed conceptual knowledge and build understanding.

How to use the questions in this resource

To use sentence stems in lessons, first introduce the sentence stem and explain how and when to use it. It is very important that the students understand the sentence stem otherwise it will not embed their learning. After this, the teacher should model the sentence stem and the students chant it back.

Encourage repetition of the sentence stem throughout the lesson or lessons to come. Sentence stems can be a whole sentence, for example:

- A half is one of two equal parts.

Or with missing parts to be filled, for example:

- A (fraction) is (numerator) out of (denominator) parts.

Where there is a missing part, we have given an example of a completed sentence as shown below.

There are (number / items). Half of (whole) is (half).

- There are 8 counters. Half of 8 is 4.

By providing the students with a structure to follow, they will have an accurate way to discuss the given topic. By using repetition, the concepts expressed in the sentence stems will become embedded.

Kindergarten

Place Value General

The number before a number is 1 less.

The number that comes before (number) is (number).

- *The number that comes before 7 is 6*

The number after a number is 1 more.

1 more than (number) is (number)

OR (number) is 1 more than (number).

- *1 more than 5 is 6.*
- *6 is one more than 5.*

1 less than (number) is (number)

OR (number) is 1 less than (number).

- *1 less than 5 is 4.*
- *4 is 1 less than 5.*

Zero is a place holder. It is used when a place has no value.

There are (number / items).

There are (number / items).

There are (number / item) altogether.

- *There are 3 blue blocks.*
- *There are 2 yellow blocks.*
- *There are 5 blocks altogether.*

The number before / after (number) is (number).

- *The number after 63 is 64.*

Sorting Objects

I have grouped my objects by (color / shape / size, etc).

- *I have grouped my objects by color.*

I can sort my objects by (color / shape / size, etc).

- *I can sort my objects by shape.*

Comparison

There are more (item) than (item).

- *There are more sticks than bears.*

There are fewer (item) than (item).

- *There are fewer bears than sticks.*

The greatest number is (number).

OR (number) is the greatest number.

- *The greatest number is 10.*
- *10 is the greatest number.*

The smallest number is (number)

OR (number) is the smallest number.

- *The smallest number is 4.*
- *4 is the smallest number.*

(number) is greater than (number).

Also 'more than' can be used.

- *7 is greater than 5.*
- *5 is more than 3.*

(number) is smaller than (number).

Also 'less than' can be used.

- *5 is smaller than 7.*
- *7 is less than 10.*

(number) is equal to (number).

- *5 is equal to 5.*

Place Value Within 10

One, two (continue counting). There are (number) items.

Consecutive numbers have a difference of one.

Kindergarten - Continued

Whole and Part

The whole / number is (number). One part is (number), the other part is (number).

- *The whole is 17. One part is 10, the other part is 7.*

The whole / number is (number). It has (digit) ten(s) and (digit) one(s).

- *The whole is 17. It has 1 ten and 7 ones.*

OR (number) has (number) tens and (number) ones.

- *24 has 2 tens and 4 ones.*

OR (number) is made from (digit) tens and (digit).

- *24 is made from 2 tens and 4 ones.*

Number line

The start point is (number) and the end point is (number).

- *The start point is 0 and the end point is 10.*

There are (number) intervals on the number line.

- *There are 5 intervals on the number line.*

Each interval is worth (number).

- *Each interval is worth 1.*

The number line is counting up in (number).

- *The number line is counting up in 1s.*

Vocabulary

Backwards / back	More / most
/ count back	Multiple
Compare	Number(s)
Consecutive	Numbers from 1
Divisions	to 100
Equal or	Numeral
equivalent	Object
Estimate	Ones
Fewer (than)	Partition /
First	partitioning
Forwards / count	Same
on	Set
Greater than /	Small
greatest	Smaller than /
Group(s)	small
Halfway	Sort
Intervals	Tens
Last	Tens
Less / least	Twos (2s)
Midpoint	Zero

1st Grade

Partitioning

Ten ones are equal to one ten.
(number) ones are equal to (number) tens.

- *20 ones are equal to 2 tens.*

Tens and Ones

There is / are (digit) ten(s), which is (number), and (digit) one(s), which is (number). This makes (number) altogether.

- *There is 1 ten, which is 10, and 5 ones, which is 5. This makes 15 altogether.*

OR There is / are (digit) tens and (digit) ones in (number).

- *There is 1 ten and 5 ones in 15.*

Partitioning

There is / are (digit) ten(s) and (digit) one(s). The number is (number).

- *There are 3 tens and 1 one. The number is 31.*

(digit) ten(s) + (digit) one(s) = (number)

- *3 tens + 1 one = 31*

(number) = (number) + (number)

- *15 = 10 + 5*

Comparison

(number / items) is greater than (number / items).

- *15 is greater than 11.*

(number / items) is less than (number / items).

- *11 is less than 15.*

(number / items) is equal to (number / items).

- *15 is equal to 15.*

Counting in multiples

There are (number / items) in each group. There are (number) groups.

There are (number / items) altogether.

- *There are 2 cubes in each group. There are 4 groups. There are 8 cubes altogether.*

When counting in tens, the ones column will not change. *

*This is for positive numbers only.

When counting in (multiple), the number before / after (number) is (number).

- *When counting in 2s, the number after 4 is 6.*

(Multiple) more / less than (number) is (number).

- *2 more than 20 is 22.*

Vocabulary

Inequality

Place value chart

Represent

2nd Grade

Place Value General

10 ones are equal to one ten.

There are 10 tens in one hundred.

There are 100 ones in one hundred.

(number) ones are equal to (number) tens.

- 10 ones are equal to 1 ten.

There are (number) tens in 100 and (number) hundreds in (number). This means there are (number) tens in (number).

- Example for the number 300. There are 10 tens in 100 and 3 hundreds in 300. This means there are 30 tens in 300.

More / Less

When finding 10 more / less, the ones column does not change.*

When finding 100 more / less, the ones and tens columns do not change.*

*These are for positive numbers only.

1 / 10 / 100 more / less than (number) is (number).

OR (number) is 1 / 10 / 100 more / less than (number).

- 10 more than 15 is 25.
- 25 is 10 more than 15.

Digit Value

There are (digit) hundred(s), (digit) ten(s) and (digit) one(s). The number is (number).

- There are 7 hundreds, 2 tens and 8 ones. The number is 728.

(number) is made up of (number) hundreds, (number) tens and (number) ones.

- 728 is made up of 7 hundreds, 2 tens and 8 ones.

(digit) hundreds + (digit) tens + (digit) ones = (number)

- 7 hundreds + 2 tens + 8 ones = 728

The digit (digit) is in the (place value) column. It has a value of (number).

- Example for the number 236. The digit 6 is in the ones column. It has a value of 6.

(number) can be made using (number) hundred counters, (number) ten counters and (number) one counters.

- 728 can be made using 7 hundred counters, 2 ten counters and 8 one counters.

The (item) represents (number). The value of (items) is (number).

- The green counter represents 10. The value of the 3 green counters is 30.

2nd Grade - Continued

Comparison / Ordering

When comparing three-digit numbers, start with the hundreds. If the hundreds are the same, compare the tens. If the tens are the same, compare the ones.

Compare digits with the same place value.

The numbers are ordered in ascending / descending order.

Number line

The number (number) is between (number) and (number). It is closest to (number).

- *Example for the number 472. The number 472 is between 400 and 500. It is closest to 500.*

(number) is more / less than halfway along the interval, so (number) is closer to (number).

- *Example for the number 470. The number is more than halfway along the interval, so 470 is closer to 500.*

The number line goes up in intervals of (number).

- *The number line goes up in intervals of 100.*

Counting in Multiples

If (number) groups of (number) is (number), then (number) groups of (number) is (number).

- *If 5 groups of 2 is 10, then 50 groups of 2 is 100.*

Vocabulary

Accurate

Approximately or approximate

Between

Estimate

Expanded form

Flexible / non-standard partitioning

Sequence

3rd Grade

Place Value General

When finding 1,000 more / less than a positive number, the ones and tens columns do not change.

There are 10 hundreds in one thousand.

There are 100 tens in one thousand.

There are 1,000 ones in one thousand.

There are (digit) thousand(s), (digit) hundred(s), (digit) ten(s) and (digit) one(s). The number is (total).

- *There are 2 thousands, 5 hundreds, 3 tens and 9 ones. The number is 2,539.*

Rounding

These can be adapted for rounding to 100 or 1,000.

The previous multiple of ten is (multiple of 10). The next multiple of ten is (multiple of 10). (number) is nearer to (multiple of 10). (number) rounded to the nearest ten is (multiple of 10).

- *Example for the number 34. The previous multiple of ten is 30. The next multiple of ten is 40. 34 is nearer to 30. 34 rounded to the nearest ten is 30.*

When rounding to a power of ten, the digit to the right of the place value you are rounding determines how you round.

Comparison

To compare two numbers, start with the largest place value digit.

Compare digits with the same place value.

Vocabulary

Round / rounding

Thousand

4th Grade

Place Value General

There are 10 one thousands in ten thousand.

There are 100 hundreds in ten thousand.

There are 10 ten thousands in one hundred thousand.

There are 100 one thousands in one hundred thousand.

There are 10 hundred thousands in one million.

There are 100 tens of thousands in one million.

In a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right.

Rounding

When rounding to the nearest 10, if the ones digit is four or less, round to the previous multiple. If the ones digit is five or more, round to the next multiple.

Vocabulary

One million (1,000,000)

5th Grade

Place Value General

One million is one thousand thousands.

There are one thousand thousands in one million.

One whole is ten tenths.

One tenth is ten hundredths.

One hundredth is ten thousandths.

In a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.

When you multiply a number by (power of 10), the digits shift (number) places to the left.

When you multiply (number) by (power of 10), the digits shift (number) places to the left to get (number).

- Example for the number 12: When you multiply 12 by 10,000, the digits shift 4 places to the left to get 120,000.

When you divide a number by (power of 10), the digits shift (number) places to the right.

When you divide (number) by (power of 10), the digits shift (number) places to the right to get (number).

- Example for the number 4,800: When you divide 4,800 by 100,000, the digits shift 5 places to the right to get 0.048.

Vocabulary

Hundredth (0.01 or $\frac{1}{100}$)

Ten million (10,000,000)

Tenth (0.1 or $\frac{1}{10}$)

Thousandth (0.001 or $\frac{1}{1000}$)

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