

## Ten-Frame Activities

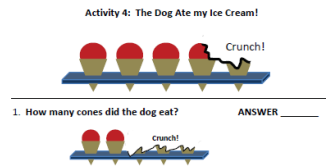
1. Five-Frame Tell-About: Used as the first benchmark number, and when introducing the number frame. Ask students to make a number on their frame. Ask “What a you tell me about the number \_\_\_\_ from looking at your mat?” Explore number 0 – 5. There are no wrong answers. Focus attention on how many more are needed to make 5.
2. Ten-Frame Flash: use a number shown on a ten-frame and have students respond orally. These can be done as a teacher lead group or children can play with a partner.
  - Ten frame flash – say the number
  - Ten frame flash – say one more than the number
  - Ten frame flash – say one less than the number
  - Ten frame flash – say 2 more than the number
  - Ten frame flash – say 2 less than the number
3. Build a Number: Say a number. Students build it on their ten frames.
4. "I wish I had. . ." Show a number on the frame (or have students build on their own frame). Then say, I wish I had\_\_\_\_\_ (a different number). Students then figure out what they need to do to the original number to make the new number.
5. Comparing numbers: Student pairs look at two different numbers (use ten frame cards or they build themselves). Visually compare the numbers by asking questions. Example questions: Which has more? Which is closer to 10? Which is closer to 0? How many more would I need to make 10 for each? How could I make them the same?
6. Story Problems:
  - Naomi has 5 apples and Caroline has 3. How many apples do they have?
  - Caroline has 3 stickers, she wants 5. How many more does she need?
7. Guess What? 2 players: First student secretly arranges some counters on a ten-frame. The other player asks questions that can be answered yes or no, trying to gain enough clues to work out the arrangement of counters. For example: Is the top row full? Are there 8 counters? Is there an empty box in the bottom row?
8. Roll and Build: Roll a dice and build that number on the ten frame. This is a good way for children to compare the traditional dot patterns with ten- frame patterns. They can describe their number to you based on the anchors of 5 and 10 (The number is 6. It's 1 more than 5. It's 4 away from 10.)

## Rekenrek Activities

1. String relationships (1 more/1 less, 2 more/2 less):
  - Teacher has students start with a number
  - Show me one more than the number
  - Show me one less than the number
  - Show me 2 more than the number
  - Show me 2 less than the number
2. Quick Images: Push some beads across and display them briefly before covering them with a piece of cloth or card. Ask, “How many beads did you see? How do you know?” Asking children to draw or

write what they saw on a dry erase board ensures that everyone is actively involved and serves as a quick assessment. If using a 100 bead rack gradually add rows until you are displaying quick images to 100. This can be extended by asking students to show the number that is one more/one less/ten more/ten less than/double the number flashed.

3. Show me \_\_\_\_\_: Teacher calls a number. Students make that number on their own rekenrek.
4. Part-Part-Whole: Teacher makes a number with the rekenrek, and hides some of the number. Ask how many are missing.



5. Who can show me the number in the least number of pushes?: Say a number, or hold up a numeral card (0-10). Ask students to show the given number by moving the beads with one push. If using numbers 11 – 20, ask students to show the given number by moving the beads with only two pushes.
6. Modeling Story Problems: Have children use racks to solve various types of addition and subtraction number stories. This may be used as a journal or oral activity, with the focus on children explaining their strategy for solving the problem. Be sure to include open-ended problems that have more than one solution that children can model on the arithmetic rack, such as the following:
  - There were 8 children on a bunk bed. Some were on the top bunk and some were on the bottom bunk. How many children were on the top bunk? How many children were on the bottom bunk? Show as many different solutions as you can.
  - There were 12 passengers on a double-decker bus. Some passengers were on the top deck and some were on the bottom deck. How many passengers were on the top deck? How many passengers were on the bottom deck? Show as many different solutions as you can.
7. Guess My Way (Have students show, then you show): Invite the students to make a target number on their rekenreks. At the same time, you create the number on your own so the students can't see. Have students share the way they made the number, in an attempt to guess "your way." For example, say the target number is 6. You made 6 on your rekenrek with 4 on the top and 2 on the bottom. Sally shares out that she made 6 with 3 on the top and 3 on the bottom. You respond, "that's a great way to make 6! 3 on the top and 3 on the bottom! But it's not my way!" Continue calling on students until someone shares that they made 6 with 2 on the top and 2 on the bottom. "Congratulations! You guessed my way!"
8. Finding Different Ways to Make a Given Number: Initially use only the top row of beads. Cover the bottom row with a folded sheet of card or piece of fabric. Begin by sliding the red beads to the left and the white beads to the right on the top row of the rekenrek. Choose a number to build. "Let's see how many ways we can build 6 by sliding beads from each side to the middle. What if I slide 4 red beads from the left and 2 white beads from the right? Does that make 6 beads? Can you think of another way to make 6? Record the different ways 6 can be built. This activity should be repeated many times using different numbers from 1-10. Once children are confident using the top row, combinations can be found using both the top and bottom rows. Children can record the different ways they find to build the given number.