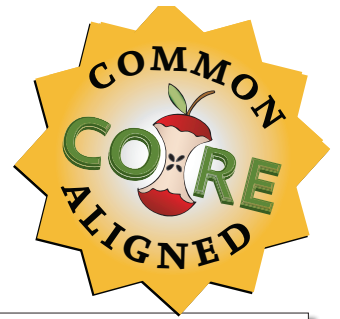# HOW IT WORKS

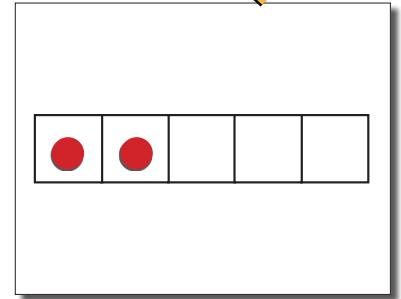## Building the base for lifelong numeracy

FIVE FRAME

Build the base for lifelong numeracy by practicing counting, addition, and subtraction with the anchor number five.

"What number sentences can you make?"

$1 + 1 = 2$ & $5 - 3 = 2$

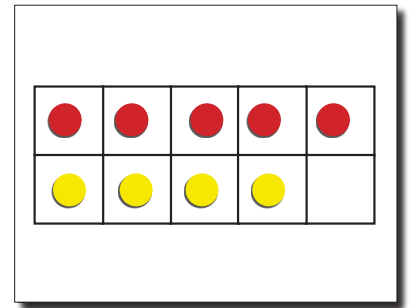"There are two because three spaces are blank."

TEN FRAME

By showing numbers in relationship to ten, students naturally develop effective counting skills, discover addition doubles, explore concepts of even and odd numbers, and create addition sentences.

"How do you know there are 9 circles?"

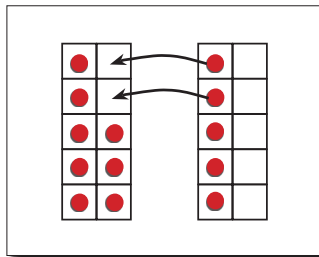$5 + 4 = 9$ & $4 + 5 = 9$

&   2, 4, 6, 8 and 1 more is 9

DOUBLE TEN FRAME

Develop fluency finding sums greater than 10 by decomposing numbers into tens and ones.
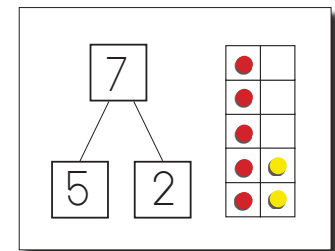
$8 + 5 = 13$

$10 + 3 = 13$

NUMBER BONDS

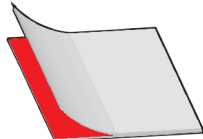Teach part-whole relationships, addition sentences, subtraction sentences, and object-number correspondence!

$5 + 2 = 7$
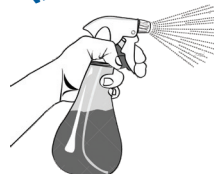
$2 + 5 = 7$

HOW TO PREPARE DOTS FOR USE

Peel off paper backing

Clean dots with water

Clean surface to which dots will be applied
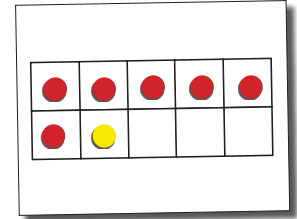
Firmly press dots on surface

Use water for extra stick dots will bond when water dries

Ten Frame Activity: Decomposing Numbers
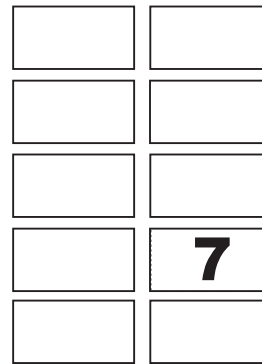
For 2 players

Objectives:

Students will practice decomposing numbers on Ten Frames
Students will practice writing addition equations
Students will become familiar with the whole numbers 1-10

Materials Needed:

1 Ten Frame board per student
10 red and 10 yellow circles per student
1 pencil and paper student
1 set of Cardinal Number cards 1-10 per group

$$6 + 1 = 7$$

Time:

15-30+ minutes

Directions:

Before playing, demonstrate the activity for students. Have a student volunteer shuffle the number cards, choose one, and flip it over. Then, after seeing the number, have student place red and yellow circles on the Ten Frame board to model it. Continue to have the student model, creating all possible addition equations with red and yellow circles. (For example, if the student drew the number 4, he or she could model the equation as 4 reds, 0 yellows; 3 reds, 1 yellow; 2 reds, 2 yellows; 1 red, 3 yellows; and 0 reds, 4 yellows.) After modeling each equation, the student writes it on the paper. (For instance, for 4, the equations 4 + 0 = 4; 3 +1 = 4; 2 + 2 = 4; 1 + 3 = 4; and 0 + 4 = 4 can be written.) The teacher than draws a number card from the deck, and repeats the same process of modeling and writing equations. Play continues until the all ten cards have been drawn. If the teacher wants to make the activity into a game, points can be awarded for each equation written or for the student who writes all equations correctly for their number each round. The teacher can review all equations for the numbers 1-10 at the end of the activity. The teacher can also introduce and discuss the commutative property of addition, as well.

Game Variation:

Play with a set of 1-20 cards and use the Double Ten Frame to practice decomposing larger numbers and creating more complex addition equations.
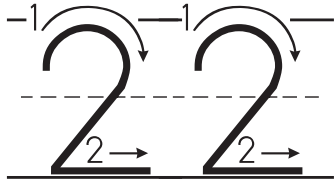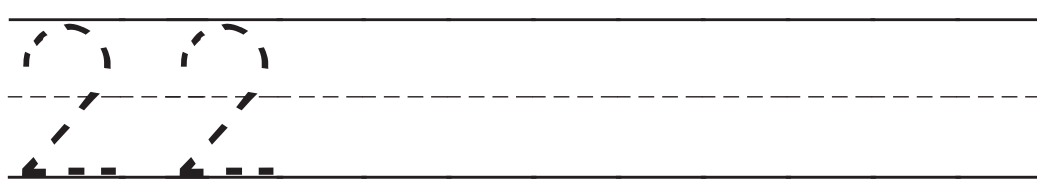
1	6
2	7
3	8
4	9
5	10

Name: _____ Date: _____

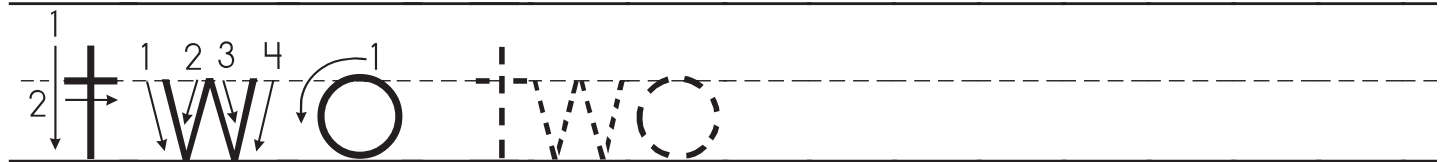**Trace the number:**

2 2

Practice the number:

2 2 _____

Complete the ten frame:

Circle one:

Even or Odd

Trace the word:

two two _____

Write the word:

two _____
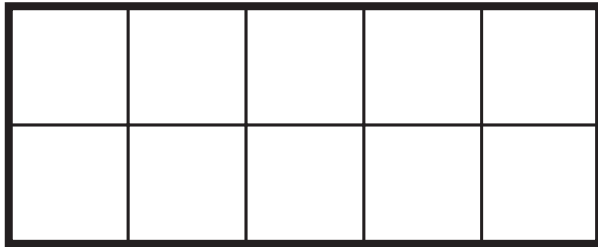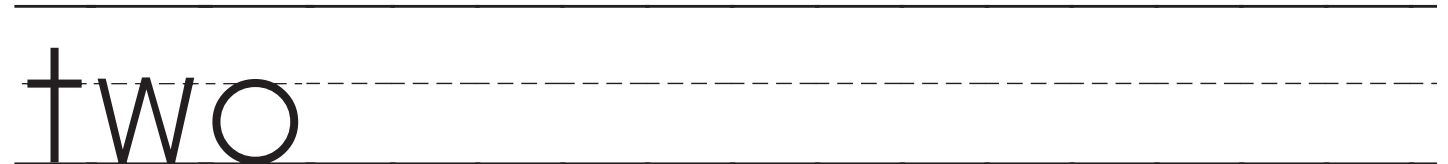
Trace the correct number of shapes:

♡ ♡ ♡ ♡ ♡ ♡ ♡ ♡ ♡ ♡

Find and circle all the number 2:

5 1 3 1 2 3 4 2 5 3 3 2 8 2 3 9 7 2 5 6 2 1 4 2 4 2

3 2 7 0 9 8 6 4 3 2 9 8 4 5 3 1 2 0 7 4 5 6 3 2 7 1

2 7 8 9 0 3 4 2 9 0 1 3 2 4 5 2 7 9 8 3 6 4 8 5 2 3