Building Number Sense with 5 and 10 Frames

Activities from Van de Walle (Grades K-3)

Five-Frame Tell-About (Page 46)

Explain that only one counter is permitted in each section of the five-frame. No other counters are allowed on the five-frame mat. Have the children show three on their five-frame. Ask, "What can you tell us about 3 from looking at your mat?" Students will notice many different things; there are no wrong answers. Focus attention on how many more are needed to make five. Try other numbers 0 to 5.

Next, try numbers between 5 and 10. Students should fill the 5 frame first and then place additional counters on the mat. In discussion, focus attention on these larger numbers as 5 and some more: "Eight is five and three more."

Crazy Mixed-Up Numbers (Page 46)

All children make their ten-frame show the same number. The teacher then calls out a random number between 0 and 10. After each number, the children change their ten-frame to show the new number. Encourage students to change the number without clearing their 10 frame and starting over. For example if the number was 6 and the teacher calls out "four," the children would respond, "Minus two."

Ten Frame Flash Cards (Page 47)

Flash ten-frame cards to the class or group, and see how fast the children can tell how many dots are shown. This activity is fast-passed, takes only a few minutes, can be done at any time, and is a lot of fun if you encourage speed.

Variations:

* Saying the number of spaces on the card instead of the number of dots
* Saying one more than the number of dots (or two more, or one less)
* Saying the "ten fact"- for example six and four make ten

Ten and Some More (Page 55)

Use a simple two-part mat, and have children count out ten counters onto one side. Next have them put five counters on the other side. Together count all of the counters by one. Chorus the combination: “Ten and five is fifteen.” Turn the mat around “Five and ten is fifteen.” Repeat with other numbers in a random order but without changing the 10 side of the mat.

Make 10 on the Ten-Frame (Page 103)

Give students a mat with two ten-frames. Flash cards are placed next to the ten-frame, or a fact can be given orally. The students should first model each number in the two ten frames and then decide on the easiest way to show (without counting) what the total is.

Ten-Frame Adding and Subtracting (Page 165)

Challenge students to use a double ten-frame to add to get to ten, then add the rest. First, make a specified two digit number on the ten-frame mat. If adding, create the second two digit number on the bottom ten frame. Slide the ones to create a ten, then add the rest to find the answer. If subtracting, students can take away the second number; turning a ten into ones if necessary.