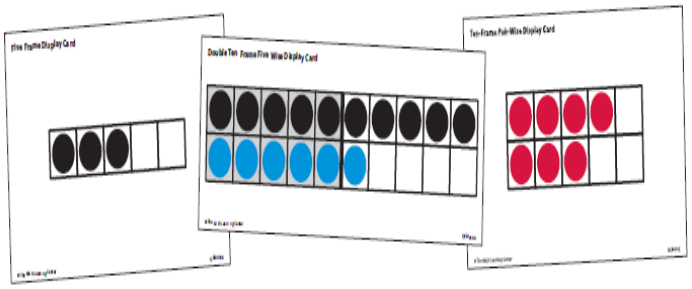
Making Tens Frames/ Double Tens Frames (K-1)

1. For reusable frames, place counters on empty squares (counting mats).
2. For a permanent representation of a number, try bingo dotters or crayons to fill in circles.
3. Use premade flashcards for practice subitizing (instantly recognizing numbers without counting) or matching numerals with the tens frame shown.



Using Tens Frames/ Double Tens Frames

Tens Frames and Double Tens Frames encourage students to see the value of numbers and help students instantly recognize quantities without having to count them.

Ten-frames help students with quantities up to 10 without counting and help students see numbers in terms of their relationship to landmark numbers of 5 and 10, building a solid foundation for addition and subtraction facts to 10. They encourage seeing doubles, counting by 2's, and identifying odd and even numbers.

Double ten-frames help students understand the teen numbers as 1 ten and some more ones since cards show one filled ten-frame and a second frame of more dots or cubes. Its helps develop place value as the students see the connection of 10 ones as 1 ten.

Activities to do with Ten Frames

Flash

Flash a ten frames card and have students say the number they saw. Encourage students to share the different strategies used to find the total number of dots for cards, "How did you see it?" This can be varied by asking students to write the number and draw the pattern they saw, or by having them build the number flashed on their own blank frame.

Flash: One More

Once students are familiar with the basic patterns, and know them automatically, flash a 10 frame or dot card and ask them to name the number that is one more than the number flashed. Variation: ask students to give the number that is two more/one less/double/ten more than the number flashed.

I Wish I Had 10

Flash a dot card or ten frame showing 9 or less and say, "I wish I had 10". Students respond with the part that is needed to make ten. The game can focus on a single whole, or the "wish I had" number can change each time.

I Wish I Had 12

As above but students respond with how many more are needed to make twelve. Students should be confident in facts of 10 before this is attempted. For example to go from 8 to 12, they should realize they need 2 more to get to 10, then 2 more to 12. 2 and 2 is 4.

1 more/1 less/10 more/10 less

Write down the following four phrases: one more, one less, ten more, ten less. Flash a ten frame card as the 'starting number'. The child selects one prompt. For example, if the a card showing '5' is flashed the child might say, "one more than 5 is 6", or "ten more than 6 is 16", or "one less than 16 is 15".

Teen Frame Flash (11-20)

Once students are instantly recognizing ten frame patterns 0- 10, double ten frames should be introduced.
As students become familiar with the 'teen' patterns introduce further questions to develop number relationships.

- What is one more/two more than the number I flashed?
- What is one less/two less than the number I flashed?
- How far away is the number I flashed from twenty?
- Double the number I flash.
- What is the near Doubles fact? (i.e., if 15 is flashed, students answer 7+8)

The Free App

Number Frames

Download App: http://catalog.mathlearningcenter.org/apps
Watch video on how to use the App: http://www.mathlearningcenter.org/blog/number-frames-app