

## Ten Frame Activities

### 1. Ten Frame Flash Build

Flash the ten frame. Students build the number you flashed in their own ten frame.

### 2. Ten Frame Flash

Show a ten frame card, and have students say the number, write the number, or use a number fan to show the number. Number fans or writing on a whiteboard are more efficient because they ensure all students are attempting to respond, and lets the teacher assess class progress. When the response is oral, not all student responses are audible or clear. Students can also hold up number cards.

Initially, leave the frames up long enough for students to count. Later, start to reduce time and ensure you ask students how they know the number.

### 3. Ten Frame Flash Fingers

Flash the ten frame. Children hold up that many fingers.

Did all the students show the number the same way?

Have them show you a different way. For numbers over 5, ask for a number with 5 fingers on one hand, or without using a full hand.

For numbers under 5, ask for the number on one hand, on two hands, or not using any thumbs.

### 4. Ten Frame Flash Bunny Ears

Flash the ten frame. As above, but children hold up that many fingers with their hands beside their head so they can't see their fingers. This forces visualization rather than a direct transference of the dots to the fingers.

### 5. Ten Frame Flash – One More

As with ten frame flash, but students respond with one more than the number on the card. This should be used when students are familiar with the basic patterns - i.e., they know the patterns fairly automatically and can talk about them. Doing this too early confuses the visual representation.

To start, have students build one less than the number shown on a ten frame, then progress to responding without building.

6. **Ten Frame Flash – Two More**
7. **Ten Frame Flash – One Less**
8. **Ten Frame Flash – Two Less** (*Grade 2*)
9. **Roll and Build**

Students roll a dice and build that number on their 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 a partner based on the anchors of 5 and 10 (The number is 6. It's 1 more than 5. It's 4 away from 10.)

10. **Plate Flash Build**

Show a subitizing plate and have students build that number in their ten frame.

11. **Pairwise Fivewise**

Show a pairwise ten frame, and have students hold up or build the corresponding fivewise ten frame number. Likewise, show a fivewise number and have students make or show the pairwise representation.

12. **I wish I had 10**

Flash the ten frame. Children respond with the missing part of ten. For example, if 6 is shown, the response is 4. Initially, they will not automatically use knowledge of the 10 bonds, but use the visual impression of the empty spaces.

13. **I wish I had 12** (*Grade 2*)

Flash the ten frame. Children respond with how many more are needed to make twelve. Students need to know that 12 is ten and two more, and be familiar with *I Wish I Had 10* (bonds of 10). Students should use ten in doing this. To go from 7 to 12, they should realize they need three more to get to 10, then two more to twelve. 3 and 2 is 5.

14. **Number Line Jumps to 12** (*Grade 2*)

Use a number line to show the two jumps from *I wish I had 12*. The number line should start off as a concrete number line with numbers marked, then a concrete number line with 0, 10, and maybe 15 marked.