

TEN Differentiated Activities

Cards

Emergent	Perceptual	Figurative	Counting On	Facile
<p>Card Flip</p> <p>Students take turns flipping over cards and calling out the number on cards</p>	<p>Card Flip</p> <p>One student turns over a card and then flips it back over. The other student flips a card and then must visualise the concealed card to add it to their facing up card</p>	<p>Card Flip</p> <p>Students place cards into 2 piles. Students flip 2 cards at the same time and place them side by side. When they see a friend of 10 they snap and get to take the cards. Student with the most cards at end is the winner</p>	<p>Card Flip</p> <p>Students place cards into 2 piles. Students flip 2 cards at the same time and place them side by side. Students add the cards. Student who says the total the quickest gets the cards. Student with the most cards at the end is the winner</p>	<p>Card Flip</p> <p>Students place cards into a pile. Students flip 4 cards at the same time and place them side by side. Students add the cards. Student who says the total the quickest gets the cards. Student with the most cards at end is the winner</p>
<p>Card Piles</p> <p>Use 2 piles of cards, 1 red and 1 black with numbers 1-5. Students take 1 card from each pile and use visuals on the card to determine how many altogether</p>	<p>Card Piles</p> <p>Use 2 piles of cards, 1 red and 1 black with numbers 1-10. Turn 1 card from each pile and write number on top of the card using a whiteboard. Students try to visualise the pattern on the cards to add them together. Turn cards back to check answer. Write number sentence on whiteboard</p>	<p>Card Piles</p> <p>Use two piles of cards. 1 black and 1 red. Turn 2 cards over and identify the larger number and count on to find answer. Partner checks and repeat. Write sentence on whiteboard</p>	<p>Card Piles</p> <p>Use one deck of cards and counters. Play in pairs. Each student takes a card from the top of pile and must double it. Partner with the highest double gets a counter. Repeat. Children record doubles. After 10 minutes, partner with the most counters is the winner</p>	<p>Card Piles</p> <p>Use one deck split into 2 piles. Students take a card from each pile and place down on the table at the same time. They call out the answer as soon as they know. Student takes a counter and explains strategy. The winner is the child with the most counters</p>
<p>Cards & Numbers</p> <p>Student turn over a card, counts symbols and displays that number using fingers. They then point to the</p>	<p>Cards & Numbers</p> <p>Students turn over 2 cards and say numbers. Partner covers one card and other partner adds numbers</p>	<p>Cards & Numbers</p> <p>Use 1 set of playing cards and 1 set of numeral cards. Students turn 1 card from each pile. Start with numeral</p>	<p>Cards & Numbers</p> <p>Use a deck of cards with numbers from 5 up. Students take 2 cards and ask partner to add together without</p>	<p>Cards & Numbers</p> <p>Each student takes 4 cards and makes 2, 2digit numbers. Add together and describe strategy to partner. Winner is</p>

numeral on number chart	together	card and count on using symbols from playing cards	showing them the cards	child with the highest total																
<p>Addition Wars</p> <p>Students turn one card each. Highest card wins</p>	<p>Addition Wars</p> <p>Students turn 2 cards each and add their cards. Highest answer wins cards. Play until pack is exhausted</p>	<p>Addition Wars</p> <p>Student turns 2 cards and places one card up and one on his/her forehead. Partner tells sum of the cards and student needs to work out the card on his/her forehead.</p>	<p>Addition Wars</p> <p>As per figurative but the student with the cards then has to double the answer</p>	<p>Addition Wars</p> <p>As per figurative however partner tells them the doubled total and they have to work out the number on card on their forehead</p>																
<p>Card Identification</p> <p>Choose a card and ask a partner if they have the same card. Check by counting 1 to 1</p>	<p>Card Identification</p> <p>Pick up a card. How many more to make 10?</p>	<p>Card Identification</p> <p>Flip a card. Roll a 4 sided die. Count on to find answer</p>	<p>Card Identification (Salute)</p> <p>All players draw a card without looking and place on forehead. Someone totals all cards. Student has to work out what number they have</p>	<p>Card Identification (Salute)</p> <p>All players draw a card without looking and place on forehead. Someone totals all cards. Student has to work out what number they have (numbers can represent 10's)</p>																
<p>Speed - Snap</p> <p>Students are asked to identify the numeral on each card</p>	<p>Speed - Before and After</p> <p>Students are shown a card and asked the number before and after</p>	<p>Speed - Add On</p> <p>Students are shown a card and are asked to add on a given number. Limit the add-on number to 4</p>	<p>Speed - Flip</p> <p>Cards are placed in two piles and students take turns to flip the two top cards in each pile and add the numbers</p>	<p>Speed - Top Speed</p> <p>2 players are needed. Students are given 4 cards to hold and other cards are arranged as shown below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Player 1</td> <td>1</td> <td>1</td> <td>Player 2</td> </tr> <tr> <td>Face</td> <td>card</td> <td>card</td> <td>Face</td> </tr> <tr> <td>Down</td> <td>face</td> <td>face</td> <td>Down</td> </tr> <tr> <td></td> <td>up</td> <td>up</td> <td></td> </tr> </table> <p>Students place cards on middle pile according to strategy. Strategies may include: doubles, friends of ten, count by 2s 5s etc. Winner is the first to finish cards</p>	Player 1	1	1	Player 2	Face	card	card	Face	Down	face	face	Down		up	up	
Player 1	1	1	Player 2																	
Face	card	card	Face																	
Down	face	face	Down																	
	up	up																		

<p>Flip Ten Using playing cards, put out a card and identify the number on card then say number.</p>	<p>Flip Ten Up to 10</p>	<p>Flip Ten Up to 15</p>	<p>Flip Ten Up to 30</p>	<p>Flip Ten Using a high target number implementing addition and subtraction</p>
<p>Concentration Play Concentration using numbers 1-5</p>	<p>Concentration Use 1 suite of cards 1-9. Flip over 2 then add them together using a number sentence. E.g. 3 and 2 makes 5</p>	<p>Concentration Same as perceptual using 2 suites of cards. Write the addition fact. E.g. $7+7=14$</p>	<p>Concentration Use 2 suites of cards. Students flip over 3 cards and add them together.</p>	<p>Concentration Use 2 suites of cards. Flip 2 cards. Double each card and add them together.</p>
<p>Highest/Lowest Number Wins Turn 1 card. Use counters to represent number</p>	<p>Highest/Lowest Number Wins Use cards 1-5. Turn 2 cards. Which is bigger? Turn card, visualise, turn down and count.</p>	<p>Highest/Lowest Number Wins Use all cards. Turn 2 cards and add together by counting on. Record results.</p>	<p>Highest/Lowest Number Wins Turn 3 cards. Add and discuss strategy.</p>	<p>Highest/Lowest Number Wins Turn 4 or 5 cards. Use strategies such as doubles, friends of 10 etc.</p>
<p>Memory Play Memory, matching numbers. Allow children to touch dots when counting.</p>	<p>Memory Turn 2 cards over, count them and flip one back. Student will recount by visualising number. If correct they receive a token (counter). Most tokens wins. Record number sentence.</p>	<p>Memory Flip 2 cards and flip back over. Start counting from largest number. Tell friend total and check. Record number sentence. Repeat for subtraction.</p>	<p>Memory Choose 2 cards. Double 1 then add the other on. Record number sentence. Repeat for subtraction.</p>	<p>Memory Choose 4 cards E.g. 2, 4, 3, 7 Make 24 and 37 Add the together and discuss strategies. Repeat for subtraction.</p>
<p>Card Count Use large cards Turn one card over. Count the symbols. Get counters and count out loud as they cover</p>	<p>Card Count Turn over two cards for a maximum of 2 seconds. Turn back over and add them without looking back at card.</p>	<p>Card Count Turn over two cards. Put the bigger number ion your head and count on or back the smaller number.</p>	<p>Card Count As per figurative but turn over 3 cards instead. Encourage quickest way e.g. Join friends of ten, then count on</p>	<p>Card Count Turn over two cards – double and add them. Write the number sentence and total. Come up with different ways</p>

each symbol with a counter.	Turn back over to check answer.			of getting the same total.																						
Go Fish Play "Go Fish" – recognition of numbers	Go Fish Friends of 10 Go Fish – ask for a card that will make 10.	Go Fish Friends of Ten Go Fish	Go Fish Friends of 20 Go Fish	Go Fish Friends of 20 Go Fish (and higher)																						
Brainy Cards Make pairs	Brainy Cards Friends of 10. If unable to make friends of ten, the cards are put back in deck and new ones are chosen	Brainy Cards Identify the missing number to make a friend of 10 and write below. <table style="display: inline-table; border: none; vertical-align: middle;"><tr><td style="border: 1px solid black; padding: 2px;">10</td></tr><tr><td style="display: inline-block; vertical-align: middle;">7</td><td style="display: inline-block; vertical-align: middle;">3</td><td style="display: inline-block; vertical-align: middle;">8</td><td style="display: inline-block; vertical-align: middle;">4</td><td style="display: inline-block; vertical-align: middle;">1</td></tr><tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr></table>	10	7	3	8	4	1						Brainy Cards Same game but using 20 as a base number. Alternatively, double the unitary number and identify what is needed to = 20 e.g. $7+7=14$ therefore 6 is written in the box. <table style="display: inline-table; border: none; vertical-align: middle;"><tr><td style="border: 1px solid black; padding: 2px;">20</td></tr><tr><td style="display: inline-block; vertical-align: middle;">7</td><td style="display: inline-block; vertical-align: middle;">5</td><td style="display: inline-block; vertical-align: middle;">8</td><td style="display: inline-block; vertical-align: middle;">4</td><td style="display: inline-block; vertical-align: middle;">1</td></tr><tr><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td><td style="border: 1px solid black; width: 20px; height: 20px;"></td></tr></table>	20	7	5	8	4	1						Brainy Cards Friends to 20 using 3 or multiple cards. If you make over 20, all cards are placed back down.
10																										
7	3	8	4	1																						
20																										
7	5	8	4	1																						
Add Cards Find the pairs to 10. Jumbo cards – put counters on symbols to enhance 1:1. Also put same amount of pegs around card. Combine groups (numbers 4-5). Take two cards; count the total of the two cards.	Add Cards Place deck of cards face down. Take turns. Take 1 card off the top and visualise how many more to make 10 – use numbers 5, 6, 7, 8, 9.	Add Cards Each child picks up 2 cards, 1 playing card and 1 numeral card. Each child has one of each and has to count on from the numeral (or count down from) to obtain the total. Groups of 3 children. 2 children facing each other take 1 card each (taken from a turned down deck) and place it on their forehead. The 3rd child tells the others what	Add Cards Same as previous, but work with higher numbers.	Add Cards Use flip 10 to work out various combinations to 25 or 35. Answers must include addition & subtraction.																						

		their cards total. The two facing each other have to work out what the number is on their card.		
Card Building Flip a card, and then use counters to build the same # on a ten frame	Card Building Students flip a card then they must calculate how many more to 10	Card Building In pairs, one student places a card down, and then the other tells the next number. Student adds cards together	Card Building In pairs, each student looks at a card and says a number. They then use mental strategies to add together. Turn 3 cards over and add together.	Card Building Each takes turns to select a card from the deck. The aim is to add/subtract their collection until the target number is reached. The winner is the 1st to 20.
Flash a Card Show a card and show number using concrete materials (to10), and then check with original card.	Flash a Card Flash a card and work out how many more to 10 (visualise). Record the number sentence.	Flash a Card Using a royalty card & a number value, children add or subtract a given number. Record findings.	Flash a Card First to 20/30. Double a given card, then calculate how many more to 20/30. Record findings.	Flash a Card Place value using 3 cards to make low, middle & higher numbers. Record findings.
Card Friends Count the face values of a card. <ul style="list-style-type: none"> Numerical & visual pattern recognition. Groups of 10 – give out cards, students must stand in order. Try with one missing, silent, talking.	Card Friends Friends of 10 – whole class given a card they must find a friend	Card Friends Missing addend – 2 cards = total. Cards placed on heads, then totalled. Use cards 5-9. Add and subtract to and from a starting number, using dealt cards.	Card Friends Add/subtract game. Add 2 numbers then subtract from 20/30/50. Continue until 0.	Card Friends Add/subtract game. Add 2 numbers then subtract from 100. Continue until 0.
Salute Give child a card, get them to make the number using fingers, counters, bears etc.	Salute Deal each person a card. Tell the child the number before to see if the can work out which card they have.	Salute 2 children have cards (they hold them on their forehead) give them total. They can see partners card. Work out own card.	Salute 2 children have cards (they hold them on their forehead) give them total. They can see partners card. Work out own card by counting on.	Salute 2 children have cards. Tell them how many more to get to a target from 2 card total. They work out their card. E.g. Cards 7 +8 are students cards Tell them 5 more to make 20

<p>Counting Cards</p> <p>Each player is dealt a card and one card is placed on the middle of the circle. They must add it to the card in the middle (highest score wins)</p>	<p>Counting Cards</p> <p>Each player is dealt 2 cards and one card is placed on the middle of the circle. They must select a card and add it to the card in the middle (highest/lowest/closest to 10 score wins)</p>	<p>Counting Cards</p> <p>A target number is chosen (e.g. 10) Each player is dealt 4 cards and one card is placed on the middle of the circle. They must select a card and add it to the card in the middle to make the target number. If they cannot make the target number, the student must take a card from the pile of remaining cards. If players can reach the target number they can keep the cards used. The winner is the person with the most cards at the end of the game.</p>	<p>Counting Cards</p> <p>(Deck of cards 1 to 9) Prior to game starting a target number is chosen (e.g./15). Each player is dealt 5 cards. 4 cards are dealt face up and placed in the middle of the table. Players take turns to try and make the target number by using one of their cards and one of the cards from the middle of the deck. Students must make the target number. If they cannot make the target number, the student must take a card from the pile of remaining cards. If players can reach the target number they can keep the cards used. The winner is the person with the most cards at the end of the game.</p>	<p>Counting Cards</p> <p>(Deck of cards 1 to 9) Prior to game starting a target number is chosen (e.g./20). Each player is dealt 5 cards. 4 cards are dealt face up and placed in the middle of the table. Players take turns to try and make the target number by using some of their cards and one of the cards from the middle of the deck. Students must make the target number. If they cannot make the target number, the student must take a card from the pile of remaining cards. If players can reach the target number they can keep the cards used. The winner is the person with the most cards at the end of the game.</p>
<p>Up & Down</p> <p>(Deck of cards 1 to 9) Each player is given 2 cards face up. The remaining cards are placed in a pile in the middle of the table. The aim of the game is to be the first player to arrange the cards in either ascending or descending order.</p>	<p>Up & Down</p> <p>(Deck of cards 1 to 9) Each player is given 5 cards face up. The remaining cards are placed in a pile in the middle of the table. The aim of the game is to be the first player to arrange the cards in either ascending or descending order. (This does not have to be consecutive e.g./ 4,5,6,7 it</p>	<p>Up & Down</p> <p>(Deck of cards 1 to 9) Each player is given 5 cards face up. The remaining cards are placed in a pile in the middle of the table. The aim of the game is to be the first player to arrange the cards in either ascending or descending order. (This does not have to be consecutive e.g./ 4,5,6,7 it</p>	<p>Up & Down</p> <p>(Deck of cards 1 to 9) Each player is given 8 cards face up. The remaining cards are placed in a pile in the middle of the table. The aim of the game is to be the first player to arrange the cards in either ascending or descending order. (This does not have to be consecutive e.g./ 4,5,6,7 it</p>	<p>Up & Down</p> <p>(Deck of cards 1 to 9) Each player is given 10 cards face up. The remaining cards are placed in a pile in the middle of the table. The aim of the game is to be the first player to arrange the cards in either ascending or descending order. (This does not have to be consecutive e.g./ 4,5,6,7 it</p>

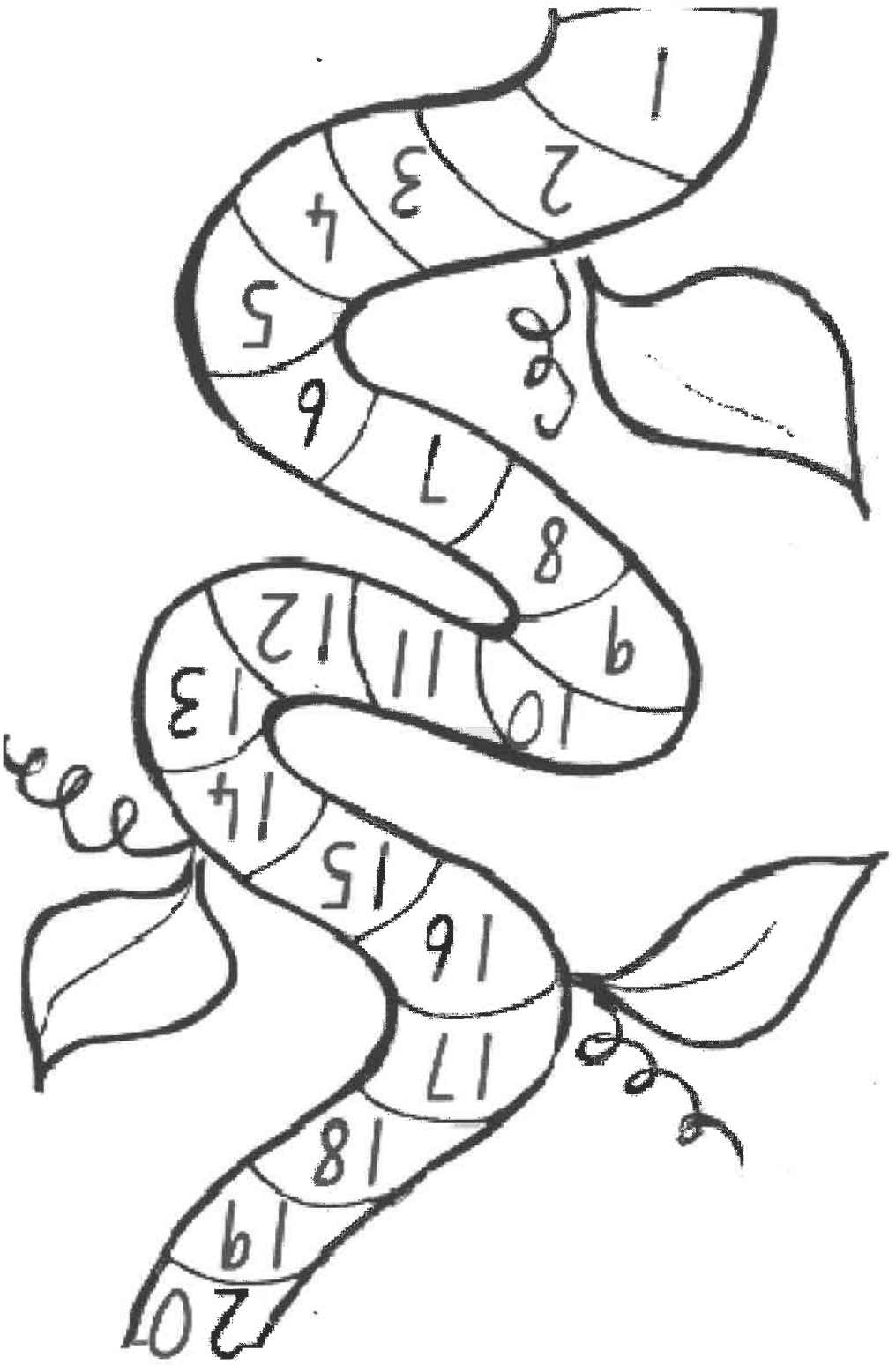
	can be 3,6,7,9)	can be 3,6,7,9) The players take turns to exchange one of their cards with one from the pile. Exchanged cards are returned to bottom of the pile. The player to arrange their cards in order first is the winner.	can be 3,6,7,9) The players take turns to exchange one of their cards with one from the pile. Exchanged cards are returned to bottom of the pile. The player to arrange their cards in order first is the winner.	can be 3,6,7,9) The players take turns to exchange one of their cards with one from the pile. Exchanged cards are returned to bottom of the pile. The player to arrange their cards in order first is the winner.
Race to 10 Numerical Cards 1 - 5 Students draw card from pile and keep counting (use dots on cards) to reach 10.	Race to 20 Numerical Cards 1 - 9 Students draw card from pile and keep counting to reach 20.	Race to 30 Numerical Cards 1 - 9 Students draw card from pile and keep counting to reach 30.	Race to 30 Numerical Cards 1 - 9 Students draw card from pile and keep counting to reach 30. Use counting on strategies. EXT – Increase target	Race to 100 Numerical Cards 1 - 9 Students draw card from pile and keep counting to reach 30. EXT – Addition, Subtraction, count by 10 etc.

Other

Emergent	Perceptual	Figurative	Counting On	Facile
<p>Colourful Clowns – from DENS</p> <p>Use clown board with dots. Have numbers 1- 6 on dots. Students roll dice and place counter on dot that matches the dice.</p>	<p>Colourful Clowns – from DENS</p> <p>Use clown board with dots. Have numbers 2- 12 on dots. Students roll one numeral and one dot dice. Students need to visualise numeral dice. (They may need fingers initially)</p>	<p>Colourful Clowns – from DENS</p> <p>Use clown board with dots. Have numbers 2- 12 on dots. Students roll two numeral dice. Students need to identify larger number and count on.</p>	<p>Colourful Clowns – from DENS</p> <p>Use clown board with dots. Have larger numbers on dots. Students roll three numeral dice. Students need to use different strategies to add the dice.</p>	<p>Colourful Clowns – from DENS</p> <p>Students could use multiplication dice.</p>
<p>Double Sided Counters</p> <p>Put 10 double sided counters in a container and shake out. Children match coloured counters onto a ten frame.</p>	<p>Double Sided Counters</p> <p>Shake a container with a nominated number of double sided counters. Children count and record the number of each colour on a piece of paper/whiteboard.</p>	<p>Double Sided Counters</p> <p>Shake and put on 10 or 20 frame. Record number sentence This activity can go up to 20 using a 20 frame and could also be played as subtraction.</p>	<p>Double Sided Counters</p> <p>Counting from 20 counters, put them into a cup and trade</p> <ul style="list-style-type: none"> • Use doubles <p>Start with 4, how can I get to 30</p>	
<p>Paper Cup Drop (DENS)</p> <p>Students are given a set of paper cups. Practise counting cups. Roll dice and match number on dice to number of cups.</p>	<p>Paper Cup Drop (DENS)</p> <p>Students are given 10 cups. Dice rolled- students drop counters into cups to match number on dice. How many more to 10?</p>	<p>Paper Cup Drop (DENS)</p> <p>Students have 10 cups. Dice rolled and students visualise that many counters in the cup and work out how many more to make 10.</p>	<p>Paper Cup Drop (DENS)</p> <p>Students have 10 cups (no counters). Dice rolled – count back from 10 the number rolled.</p> <p>EXT: count back from 20 or 30.</p>	<p>Paper Cup Drop (DENS)</p> <p>Students have 2 cups. A 10 sided dice is rolled. Put counters into one cup, double the number and record.</p>
<p>Teddy Race</p> <p>Students are given a board with 1-6 at the bottom and line 6 teddies on the board (one teddy at each number) students roll a dice and move</p>	<p>Teddy Race</p> <p>Students are given a board with 1-6 at the bottom and line 6 teddies on the board (one teddy at each number) students roll a dice and move</p>	<p>Teddy Race</p> <p>Students are given a board with 2,4,6,8,10,12 at the bottom and line 6 teddies on the board (one teddy at each number) students roll a dice</p>	<p>Teddy Race</p> <p>Students are given a blank board and write numbers down the sheet (any skip count, - 2's, 3's, 5's, 10's) Students roll a ten sided dice</p>	<p>Teddy Race</p> <p>Students are given a blank board and write numbers down the sheet (any skip count, - 2's, 3's, 5's, 10's) Students roll a ten sided dice</p>

<p>the corresponding bear. Students move the bear one square at a time. The first bear to the top of the board wins the race.</p>	<p>the corresponding bear. Students move the bear one square at a time. The first bear to the top of the board wins the race.</p>	<p>and double the number rolled. Students move corresponding bear one space.</p>	<p>and skip count that many times. (e.g./ students have decided to skip count by 5's and roll on 3, so they skip count 3 times by 5. 5,10,15. Students move the corresponding bear.</p>	<p>and skip count that many times. (e.g./ students have decided to skip count by 5's and roll on 3, so they skip count 3 times by 5. 5,10,15. Students move the corresponding bear.</p>
<p>Brainy Fish (DENS) Give students a copy of the BLM and 2 dot dice. Students count dice and find the number on the BLM. Students cover the number with a counter. First student to cover 5 in a row wins.</p>	<p>Brainy Fish (DENS) Give students a copy of the BLM and 2 dot dice. Students add dice together and find the number on the BLM. Students cover the number with a counter. First student to cover 5 in a row wins.</p>	<p>Brainy Fish (DENS) Give students a copy of the BLM 2 number dice. Students add dice together and find the number on the BLM. Students cover the number with a counter. First student to cover 5 in a row wins.</p>	<p>Brainy Fish (DENS) Give students a copy of the BLM 1 dot dice and one spinner. Students roll dice and spinner and follow the instructions on the spinner (e.g./ double, double +1, double -1) Students find number on BLM</p>	<p>Brainy Fish (DENS) Give students a copy of the BLM 1 dot dice and one spinner. Students roll dice and spinner and follow the instructions on the spinner (e.g./ double, double +1, double -1) Students find number on BLM then explain another way to get to that number</p>
<p>2 Sided Counters Students are given 10 counters. Students shake and drop. Students count how many red and how many yellow counters there are.</p>	<p>2 Sided Counters Students are given 10 counters. Students shake and drop. Students record how many red and how many yellow counters there are.</p>	<p>2 Sided Counters Students are given 10 counters. Students shake and drop. Students record as a numbers sentence the friend of 10 combination (e.g./ $6+4=10$)</p>	<p>2 Sided Counters Students work with a partner and one student looks away whilst the other partner shakes and drops counters, and then removes all the red counters. The other partner must solve how many counters are being hidden by looking at the remaining yellow counters (Students should count up to find missing addend – $7+?=10$)</p>	<p>2 Sided Counters Students work with a partner and one student looks away whilst the other partner shakes and drops counters, and then removes all the red counters. The other partner must solve how many counters are being hidden by looking at the remaining yellow counters (Students should count up to find missing addend – $7+?=10$)</p>

<p>Cube Tower</p> <p>Students start with 10 cubes in a tower. Then they roll a dice and subtract that many cubes from the tower and find the remaining total. Students record as a number sentence</p>	<p>Cube Tower</p> <p>Students start with 10 cubes in a tower. Then they roll a dice and subtract that many cubes from the tower and find the remaining total. Students record as a number sentence</p>	<p>Cube Tower</p> <p>In pairs students are given 10 cubes. One player hides some cubes under the bowl and places the remaining cubes on top. Using the cubes on top the other partner must work out how many cubes are hidden</p>	<p>Cube Tower</p> <p>Students work in pairs. Each student rolls a dice and makes a tower from unifix cubes. They then compare their towers to work out the difference between the two towers. The player with the larger tower can keep the difference in cubes. The player with the most cubes at the end of the game is the winner</p>	<p>Cube Tower</p> <p>Bridging to ten. Use two sets of ten unifix cubes to make a small bridge. Using paddle pop sticks place 9 sticks on the bridge and 4 on the floor. Have students work out what 9+4 is by completing the bridge to 10 and then using ten as the base. E.g./ students will move 1 more stick onto the bridge to make ten and then see 3 left and $10+3=13$</p>
<p>Bases</p> <p>Roll a dice place that many teddies on the bus</p>	<p>Bases</p> <p>Roll 2 dot dice add together and place teddies on the bus</p>	<p>Bases</p> <p>Roll 2 numeral dice add together and place teddies on the bus</p>	<p>Bases</p> <p>Use 10 as a base and add on</p>	<p>Bases</p> <p>Skip counting</p>



Beanstalk

Ten Frames

Emergent	Perceptual	Figurative	Counting On	Facile
<p>How Many? Place counters on top of dots on a ten frame. Shake, rattle and drop 10 double sided counters. Count yellow counters, count red counters and then count them as put onto an empty 10 frame. Write the numerals.</p>	<p>How Many? Flash a ten frame. Students make what they saw with counters. How many more to make 10? Students use a different colour to represent this. Record</p>	<p>How Many? Flash a ten frame. Count on to find out how many more to make ten. Flash two ten frames, students add by counting on (initially 1 card should be no larger than 4). Record</p>	<p>How Many? Show 3 ten frames. Use the most efficient strategy to add all the dots. Record</p>	<p>How Many? Using ten and twenty frames show how many ways you can make a certain number. Record</p>
<p>Bear Games Leader holds up a ten frame. Players must fill their blank frame with the matching number of koalas. 1 to 1 correspondence How many are there? Clear frames and hold up next frame</p>	<p>Bear Games Leader holds 10 bears (all the same colour). Shake, rattle and drop. Leader hides some bears under his/her hand. How many more do we need to fill the 10 frame? Can initially use frame then remove to visualise. Students verbalise 2 numbers to make 10. "7 and 3 makes 10"</p>	<p>Bear Games Ten frames face down. One student flips over a frame and identifies the number of dots. Roll a 4 sided dice. Count on to find answer</p>	<p>Bear Games As for figurative however use twenty frame and six sided numeral dice</p>	<p>Bear Games Each coloured bear represents a number. Yellow=1 Blue=2 Red=5 Green=10 Leader thinks of a number and the students need to work out a variety of ways to make that number using the bears.</p>
<p>Dots and Tens 1 dot dice 1 ten frame 6 counters Students roll dice and place corresponding amount onto ten frame. Repeat. Students draw dot pattern</p>	<p>Dots and Tens 2 dot dice, with 6 covered 1 ten frame 10 counters Add 2 numbers together and place on ten frame. Represent by writing pattern as a sum. Egg carton could be used</p>	<p>Dots and Tens 1 number dice ten frame 10 counters Roll dice, place corresponding counters on frame. Roll again. Keep rolling and adding counters to try to make 10.</p>	<p>Dots and Tens 1 twelve sided dice twenty frame Roll dice; work out number needed to get to twenty. Record number sentence.</p>	<p>Dots and Tens 1 twelve sided dice thirty frame Roll dice; work out number needed to get to thirty. Discuss most efficient strategies. Record number</p>

and write number that represents dots.	instead of ten frames.	Record numbers, person with most 10's win.		sentences
Ten Frame Puzzle <ul style="list-style-type: none"> Place dots in order (verbally count forwards and backwards). Count the dots, write the numbers or draw pictures. Subitise frames 	Ten Frame Puzzle <ul style="list-style-type: none"> Add two frames together. Complete frames like a puzzle Place the numbers on top of ten frame Subtract the dots from the 10 frame using two colours. Find friends of ten 	Ten Frame Puzzle <ul style="list-style-type: none"> How many are missing? How many more to make 10? Play memory 	Ten Frame Puzzle <ul style="list-style-type: none"> Start at a number and count on or back Use 20 frame Clap count on or subtract 	Ten Frame Puzzle <ul style="list-style-type: none"> 10 and _ make Doubles using different representations of the number Missing addend 10 - _ = 2 Write all the number facts of 10, + and -
Dice Targets 10 frame 1 dot dice Roll, touch and count dots. Cover ten frame with corresponding number of counters. First to 10 wins. Must count 10.	Dice Targets 2 ten frames 2 dot dice Roll and add. First to twenty wins.	Dice Targets 2 ten frames 2 dice, a dot and a numeral Roll, say numeral and count on dots. First to twenty wins.	Dice Targets 4 dot dice Pairs discuss quickest ways to add. Or Subtract from 20 or 30	Dice Targets 5 numeral dice Roll 5 dice. Subtract total from 100 (vary number as required). First to zero wins.
Counters & Combinations In pairs, students are given 10 double sided counters, then shake, drop and choose one colour to count (1:1). Students use a ten frame to put their red counters on. The student with the most red counters wins.	Counters & Combinations Same game Emergent, but this time places both colours on the ten frame and record number sentence – combining numbers to 10.	Counters & Combinations Same game, but combining larger numbers. Can use twenty frame to assist.	Counters & Combinations Up to 20 counters – combinations to 20.	Counters & Combinations Students to write down as many combinations to 25, 32, 43 etc as they can.

<p>Dice & Frames</p> <p>Students roll a dice and match that many counters to a blank ten frame (encourage filling the top line first)</p>	<p>Dice & Frames</p> <p>Students roll a dice and match that many counters to a blank ten frame (encourage filling the top line first)</p> <p>Students roll two dice and build that amount on their blank ten frame</p>	<p>Dice & Frames</p> <p>In pairs students play concentration with the ten frames, finding pairs to ten</p>	<p>Dice & Frames</p> <p>Students select a ten frame and write as many number sentences about that ten frame as they can (e.g./ student select 8, $2+8=10$, $8+2=10$, $10-2=8$, $10-8=2$)</p>	<p>Dice & Frames</p> <p>Ten Frame Difference Challenge: Students take one ten frame from the pile and identify their amount. The student with the largest number takes the difference between the two cards in counters. The winner is the player with the most counters</p>
<p>Creating Frames</p> <ul style="list-style-type: none"> • Create number on 10 frame match a numeral card to the frame – sequence. • Place number tiles on top of the dots • Draw frame with chalk in playground – hold up a number – children fill it or jump on the number. • Teacher flashes dot patterns – clap them out. • Memory – match 10 frames with numerals. 	<p>Creating Frames</p> <ul style="list-style-type: none"> • Take 10 double sided counters – shake, drop, and sort – place on ten frame (combinations to 10). • Friends of 10 – using beads on a string – In pairs take turns to show a number of beads. How many are concealed? • Give a number card 0-9. Children asked how many more to 10? • 10 counters on a frame – How many are needed to be taken away to make a particular number? 	<p>Creating Frames</p> <ul style="list-style-type: none"> • Subtraction – give 9 counters, how many to take away to make 6? (count down) • Display any 10 frame. – double it. • Koala 10 frame bus – fill 10 train – use spinner to 10 – subtract that number – children verbalise before moving koalas. • Guess my number – 5 row plus 3 more (only friend has frame hidden) • Teacher flashes 2 dot pattern frames – add them together. 	<p>Creating Frames</p> <ul style="list-style-type: none"> • Count by 5's – give 2 frames – one with 5 dots – How many more to make 20? • Doubles • Flip over frame – double instantly. The highest doubles wins. 	<p>Creating Frames</p> <ul style="list-style-type: none"> • Give cards with various dots – How many more to make 20? Etc. • Give 3 10 frames – How would we show certain number – How many groups of 2, 3, 5 etc. • Flash number on frame – skip count that number.

Dice

Emergent	Perceptual	Figurative	Counting On	Facile
<p>Dice Roll – Using DENS beanstalk</p> <p>Roll one dot dice and move along the beanstalk</p>	<p>Dice Roll</p> <p>Roll one numeral and one dot dice. Visualise numeral and count all together and move along the beanstalk</p>	<p>Dice Roll</p> <p>Roll one numeral dice 1-9 and one dot dice. Count on from numeral dice using dots and move along the beanstalk</p>	<p>Dice Roll</p> <p>Roll two 1-9 numeral dice. Add together and move along the beanstalk</p>	<p>Dice Roll</p> <p>Roll two 1-20 numeral dice. Add together and move along a hundreds chart</p>
<p>Charting Dots</p> <p>Roll dot dice and move counter along a number line (to 10)</p>	<p>Charting Dots</p> <p>Roll 10 sided dice and move along a blank 10 chart</p>	<p>Charting Dots</p> <p>Roll a numeral and dot dice and move counter along a 20 numbered chart</p>	<p>Charting Dots</p> <p>Roll a ten sided dice and a dot dice and move counters along the blank 20 chart. Change to subtraction if necessary</p>	<p>Charting Dots</p> <p>Roll 2x ten sided dice and move counters along 100 chart. Change to subtraction if necessary</p>
<p>Adding Dots</p> <p>Roll two dot dice and count the dots to find the answer</p>	<p>Adding Dots</p> <p>Roll a dot dice and a numeral dice. Visualise the numeral dice and add</p>	<p>Adding Dots</p> <p>Roll a 12 sided numeral dice and a dot dice and practise counting on</p>	<p>Adding Dots</p> <p>Roll a 12 sided dice, a + /- dice and a 6 sided numeral dice. Practise adding/subtracting using different strategies</p>	<p>Adding Dots</p> <p>Use 3 dice – a 12 sided, 10 sided and a 6 sided dice. Roll and add together using different strategies e.g. doubles, near doubles, friends of ten</p>
<p>Dots and Numerals</p> <p>Roll a numeral dice and practise numeral recognition. Match with a dot dice and counters to make the corresponding number</p>	<p>Dots and Numerals</p> <p>Roll a dot dice and a numeral dice. Try to visualise the numeral dice and add</p>	<p>Dots and Numerals</p> <p>Roll 2 x ten sided numeral dice and add together. Record answers</p>	<p>Dots and Numerals</p> <p>Roll 3 numeral dice, look at combinations and arrange to add</p>	<p>Dots and Numerals</p> <p>Roll 4 dice and add. Discuss quickest way and strategies</p>
<p>Adding Dice</p> <p>Roll dice and count dots. Use a number line to identify numeral. Trace number</p>	<p>Adding Dice</p> <p>Roll 2 dot dice. Count both and work out the difference</p>	<p>Adding Dice</p> <p>Roll a numeral dice and a dot dice and practise counting on</p>	<p>Adding Dice</p> <p>Start with 9. Roll a numeral dice and add together</p>	<p>Adding Dice</p> <p>Start from 25, 37 etc ... Roll a ten sided dice and add. Roll multiple dice and add</p>

<p>Dice Multiples</p> <p>Roll 2 dot dice. If they add to 10 you get a counter. Place the counter of an empty 10 frame. First to fill 10 frame is the winner</p>	<p>Dice Multiples</p> <p>Roll 1 dot and 1 numeral dice. If they add to 10 you get a counter. Place the counter of an empty 10 frame. First to fill 10 frame is the winner</p>	<p>Dice Multiples</p> <p>Roll 1 x 10 sided dice and 1 x 6 sided dice. If they add to 15 you get a counter. Place the counter of an empty 10 frame. First to fill 10 frame is the winner</p>	<p>Dice Multiples</p> <p>Roll 3 x 12 sided dice. If they add to 30 you get a counter. Place the counter of an empty 10 frame. First to fill 10 frame is the winner</p>	<p>Dice Multiples</p> <p>Roll 2 x 12 sided dice and 1 blank dice. Student has to work out what the value of the blank dice would be for the numbers to add up to 30. The first person to work it out gets a counter. Place the counter of an empty 10 frame. First to fill 10 frame is the winner</p>
<p>Teddy Count -BLM in DENS</p> <p>Student is given 2 teddy bear outlines. Using a dot dice they roll once and place that number of counters on the first teddy.</p>	<p>Teddy Count</p> <p>Student is given 2 teddy bear outlines. Using a dot dice they roll once and place that number of counters on the first teddy. Repeat the procedure for the second teddy, but the second lot of counters are covered up. Students are encouraged to visualise and count the concealed items in order to add the two groups together</p>	<p>Teddy Count</p> <p>Student is given 2 teddy bear outlines. 1 teddy has a numeral between 1 and 20 written on it. Using a dot dice they roll once and place that number of counters on the second teddy. The student is encouraged to count on from the numeral teddy to find the total</p>	<p>Teddy Count</p> <p>Student is given 1 teddy bear outline with a numeral between 20 and 100 written on it. Using a 10 sided dice they roll and add on to find the total</p>	<p>Teddy Count</p> <p>Student is given 2 teddy bear outlines with numerals between 20 and 100 written on it. They add the two together and share strategy</p>
<p>Target Number</p> <p>Select a target number (1 – 10). Roll a dot dice, child says number on the dice and get counters to make corresponding number.</p>	<p>Target Number</p> <p>Select a target number (2 – 12) Roll 2 dot dice, cover one and add together. Ext: 12 sided dice and a dot dice</p>	<p>Target Number</p> <p>Select a target number (10 – 15) Give students the starting number of 9. Roll a 6 sided dice and add that number to 9</p>	<p>Target Number</p> <p>Roll 5, 6 sided dice. Give students a target number e.g. 20. Children have to make closest to twenty by using addition and subtraction. Explain to partner how they got their answer</p>	<p>Target Number</p> <p>Roll an assortment of 5 dice. Give students a target number e.g. 50. Students can use the numbers on any of the dice and any 4 operations to make the target number. Explain method to partners and record</p>

<p>Addition</p> <p>Students roll a dotted dice, count the dots and match it to a numeral card</p>	<p>Addition</p> <p>Students roll 2 numeral dice and count the dice to add them together. Match to the corresponding number on numeral card</p>	<p>Addition</p> <p>Students roll a 20-sided dice and a numeral dice and count on from the larger number to add them together</p>	<p>Addition</p> <p>Students roll 3 dice and add them together in the most effective way possible. Students then choose another method to add the numbers together</p>	<p>Addition</p> <p>Students roll 5 dice and add them together in the most effective way possible. Students then choose another method to add the numbers together</p>
<p>Fill the Board</p> <p>Children throw dot dice and put counters to match amount. First one to fill ten frame wins.</p>	<p>Fill the Board</p> <p>Children throw dice and put counters to match amount. First one to fill ten frame wins.</p>	<p>Fill the Board</p> <p>Children throw dice and put counters to match amount. First one to fill 20 frame wins.</p>	<p>Fill the Board</p> <p>Children throw dice and put counters to match amount. First one to fill 30 frame wins.</p>	<p>Fill the Board</p> <p>Children throw 1-20 dice and put counters to match amount. First one to fill 100's chart wins.</p>
<p>Empty the Board</p> <p>Children fill the board with counters. As dice are rolled, board is emptied.</p> <p>Board is 10 frame Use 1 dot dice</p>	<p>Empty the Board</p> <p>Children fill the board with counters. As dice are rolled, board is emptied.</p> <p>Board is 20 frame Use 1 dot dice and 1 numeral dice</p>	<p>Empty the Board</p> <p>Children fill the board with counters. As dice are rolled, board is emptied.</p> <p>Board is 30 frame Use 2 numeral dice</p>	<p>Empty the Board</p> <p>Children fill the board with counters. As dice are rolled, board is emptied.</p> <p>Board has 50 squares Use 1 dot dice and a 12 sided dice</p>	<p>Empty the Board</p> <p>Children fill the board with counters. As dice are rolled, board is emptied.</p> <p>Board is hundred chart Use a 20 sided dice and a numeral dice</p>
<p>Dot Dice</p> <p>Roll 2 dot dice. Count how many are on the dice. Add together. Match to numeral card</p>	<p>Dot Dice</p> <p>Roll two dice. Students count the dots on the dice. Cover 1 dice and visualise to count and add second dice.</p>	<p>Dot Dice</p> <p>Add 2 numeral dice together (a 20 sided and a standard). Students need to identify larger number and count on.</p>	<p>Dot Dice</p> <p>Add two 20 sided dice together. Record addition combinations. Students share strategies with the group.</p>	<p>Dot Dice</p> <p>Add two 20 sided dice together. Record combinations for addition and subtraction. Could also use multiplication and division.</p>
<p>Rolling Dice</p> <p>Roll a large dot dice. Work on subitising</p>	<p>Rolling Dice</p> <p>Roll a dice in dice (or 2 dot dice) and verbalise the number sentence e.g. 4 and 3 makes 7</p>	<p>Rolling Dice</p> <p>Roll the dice in dice (or a 1-20 dice and 1-6 dice) and put the bigger number in your head and count on</p>	<p>Rolling Dice</p> <p>Roll the dice in dice (or 2X 1-10 dice). Record as a number sentence. E.g. $4+3=7$. Discuss strategies that could be used. Double 3 plus 1</p>	<p>Rolling Dice</p> <p>Roll the dice in dice (or 2X 1-10 dice). Record as a number sentence. E.g. $4+3=7$. Discuss strategies that could be used. Double 3 plus 1</p>


					Write other configurations for 7 5+2=7
Roll the Dice 1 dice, say the number	Roll the Dice 2 dice, say both numbers and which one is bigger	Roll the Dice 2 dice, a standard and a 10 sided Make number sentence _ + _ = _	Roll the Dice 2 dice, a 12 sided and a 10 sided. Teacher may vary combination of dice. Add or subtract numbers.	Roll the Dice 2 dice, both 20 sided. Add or subtract and record algorithm OR Roll 2 1-6 dice and make a 2 digit number. Roll again and add 2 numbers together.	
Teddy Dash Throw one dot dice and move teddy that number (On 10 frame)	Teddy Dash Throw two dot dice, add together and move along to that number (on 20 frame)	Teddy Dash Throw two numeral dice, add together and move along to that number on hundred chart	Teddy Dash Have a base of ten. Roll a dice and count on. This game can also be played using counting back. 100s chart could be used as game board.	Teddy Dash Use two twenty sided dice. Add numbers and move teddy along OR subtract the smaller number from the larger. 100s chart could be used as game board.	
Smarty Dice Roll dice, count the dots and match it with counters/bears etc.	Smarty Dice Use 2 dice. Throw first dice. Look and cover it. Throw second dice and add together.	Smarty Dice Use numeral dice. Toss and add.	Smarty Dice Students throw 3 dice and add. Vary dice used.	Smarty Dice Students throw 5 dice and add. Vary dice used and strategies.	
Sharks (base board required) Roll dotted die and move person # of spaces corresponding with die. If they land on a shark, they move back. Variation – two dotted dice.	Sharks (base board required) Same as emergent except introduce 1 dotted die and 1 numeral die. Variation – two numeral dice. Sharks will have a # displayed.	Sharks (base board required) Give a base number plus a die. Sharks will also have number. Use a larger number die plus another die.	Sharks (base board required) Use the same base board but students can: <ul style="list-style-type: none"> Use a 10, 12, 20 dice. Double the number thrown Use a larger die with a doubles plus/doubles minus die 	Sharks (base board required) Use the same base board but students can: <ul style="list-style-type: none"> Use 3-4 dice to work out which combinations are the best to use. 	
Round the World X 1 dot die	Round the World 10 sided numeral die	Round the World 2 numeral dice up to 10 sides	Round the World Combine the dot & numeral dice e.g. Up to 20 on the	Round the World Use double or subtraction dice	


			numeral die, and then count on with the dotted die.	Use numeral dice x 2 or 10, with high numbers depending upon ability.
<p>Visual Dice</p> <p>Roll single dot die – “How many?”</p> <p>Roll numeral die – “What number?”</p> <p>Roll dot/numeral die – “Get me _ counters.”</p>	<p>Visual Dice</p> <p>Roll two dotted dice. Cover one of the die and add together. (Student needs to visualise the dot pattern).</p>	<p>Visual Dice</p> <p>Roll 1 numeral die & 1 dotted die. Hold numeral in head and count on.</p> <p>Roll 2 numeral dice and add without counters.</p>	<p>Visual Dice</p> <p>Use 2 dice, 1 instructional & the other counting die e.g. Roll the green instructional die [4]. Then roll the blue dice 4 times, adding after each roll.</p> <p>Roll numeral & dotted dice [4] =</p> <p>Roll the dotted die again & add. E.g. [4] + [4] =</p> <p>Roll numeral dice. Double the numeral dice value.</p> <p>Roll dotted die & add. E.g. [4] doubled = 8 roll [4] → 8 + [4] = 13.</p>	<p>Visual Dice</p> <p>Roll units, tens, hundreds place value dice. Add together. Re-roll dice of choice & add to original number.</p> <p>Roll 3 numeral dice and 2 operational dice. Create number equation & solve. Student explains how they got the answer.</p> <p>Roll 12 sided dice. Double the numeral value. Roll a 12 sided numeral die & add. E.g. [12] doubled = 24. Roll [8]. → 24 + [8] = 32.</p>
<p>Circle Champion</p> <ul style="list-style-type: none"> • Numeral 1D – roll one dotted die – one to one correspondence. 	<p>Circle Champion</p> <ul style="list-style-type: none"> • Two dotted dice – add together • Add a numeral die & a dotted die together after shielding the dotted die. 	<p>Circle Champion</p> <ul style="list-style-type: none"> • Add or subtract using 2 numeral dice. 	<p>Circle Champion</p> <ul style="list-style-type: none"> • 2 x 12 sided dice – add or subtract. • Encourage a particular strategy - friends of 10/20, doubles, near doubles, bridging etc. 	<p>Circle Champion</p> <ul style="list-style-type: none"> • 3 x 12 sided dice – add and subtract dice • Use a range of different dice & identify the most efficient strategies to total - doubles, near doubles, bridging jump, split, substituting etc.
<p>Roll and Record</p> <p>Students roll 2 dot dice and write the total on the whiteboard</p>	<p>Roll and Record</p> <p>Students roll a number dice and a dot dice and record the total</p>	<p>Roll and Record</p> <p>Students roll 2 number dice (1-6) and (1-20) and record as a number sentence</p>	<p>Roll and Record</p> <p>Students roll 2 number dice (1-6) and (1-20) and record as a number sentence</p>	<p>Roll and Record</p> <p>Students roll dice in dice and dot dice and use mental strategies to find the total. Record as a number sentence</p>

Dominoes

Emergent	Perceptual	Figurative	Counting On	Facile
<p>Domino Addition Add both sides of a domino to find total. Draw total number of dots and write numeral</p>	<p>Domino Addition Take 2 domino tiles. Cover one and find total</p>	<p>Domino Addition Take 2 domino tiles, 1 dot domino and 1 numeral domino. Start at numeral domino, add and count on using dots on 2nd tile</p>	<p>Domino Addition Turn 2 numeral dominoes. Add them together</p>	<p>Domino Addition Turn 2 dominoes from the 12 dotted dominoes pack. Race to see who can add the quickest</p>
<p>Domino Sort Double 9 domino box Count 1 side of the domino and find matching numeral</p>	<p>Domino Sort Double 9 domino box Turn a domino tile, study and turn back. Student visualises image and then draws dot pattern on a blank tile</p>	<p>Domino Sort Double 9 domino box Turn 3 dominoes and order from smallest to largest – find total.</p>	<p>Domino Sort Double 9 domino box Turn 2 dominoes and then add 10</p>	<p>Domino Sort Double 9 domino box Turn 3 numeral dominoes. First number on each tile to represent 10. i.e. If a domino has a 5 on one side and a 6 on the other it becomes 56. Add the two dominoes together</p>
<p>Domino Flash Double 6 domino box Use dominoes with 5 or less on each side. Show how many dots on each side of domino using fingers. Add together</p>	<p>Domino Flash Double 6 domino box Flash partner a domino tile. How many did you see? If they are correct they keep the tile. Continue taking turns. Person with most tiles at the end is the winner</p>	<p>Domino Flash Double 6 domino box Turn a domino tile and add together. Keep that number in head and count on 4 more</p>	<p>Domino Flash Double 6 domino box Turn 2 dominoes and race to see who can add the quickest. Winner must verbalise strategy to friend</p>	<p>Domino Flash Double 6 domino box Turn 2 numeral dominoes. First number on each tile to represent 10. If a domino has a 5 on one side and a 6 on the other it becomes 56. Add the two dominoes together as quickly as possible</p>
<p>Domino Piles Make a domino train by counting dots using 1 to 1 correspondence</p>	<p>Domino Piles Take one domino tile. Friend covers one side and student must visualise to add</p>	<p>Domino Piles Have a pile of dominoes facing down. Take turns to turn a tile over. If you get a double, record number sentence and keep tile. If it is not a double put it in a</p>	<p>Domino Piles Have a pile of dominoes facing down. Take turns to turn a tile over. If you get a double or near double, record number sentence and keep tile. If it is not a double or</p>	<p>Domino Piles Turn 1 numeral domino. First number on the tile to represent 10. If a domino has a 7 on one side and a 6 on the other it becomes 76. Students work out how many more to</p>

		separate pile. Person with the most doubles is the winner	near double put it in a separate pile. Person with the most tiles is the winner	100
Explanation King Count dots on one side of the tile and match with another tile with same pattern. Find the numeral card to represent the number of dots	Explanation King Children pick 2 numeral cards (1 to 6). They must think about how it might look on a domino tile and then make a domino tile using those numbers – check with domino	Explanation King Students turn a numeral card and a 6 dotted domino. Add and explain how to add them.	Explanation King Flip 3 dominoes and explain best strategy for working it out	Explanation King Students are given a target number and use dominoes to add or subtract to get target number, explain strategy used
Partner Dots Double 6 dominoes In pairs, students choose a domino tile and count forwards using the dots on the tile	Partner Dots Double 9 dominoes In pairs, students choose a domino and ask their partner an addition sum starting with the highest number	Partner Dots Double 6 numeral dominoes In pairs, students choose a numeral domino and read it as a 2 digit number. Roll a 4 sided dice and count back from the 2 digit number	Partner Dots Double 9 numeral dominoes In pairs, students choose a numeral domino and read it as a 2 digit number. Take away 10 and record on an empty number line	Partner Dots Double 9 numeral dominoes In pairs, students choose 2 numeral dominoes and read them as 2 digit numbers. Use split strategy to add tens and ones separately
Domino Match Students need to pick 2 dominoes and line the matching dots next to each other. Aim is to get the longest line	Domino Match Place double 9 sided dominoes face down. Students pick up one domino, add the dots and find the matching numeral card	Domino Match Place dominoes face down. Turn one and add together. Record number. Partner holds up 1 to 5 fingers on their hand. Child must use their recorded number to count on the number displayed on the hand	Domino Match Flip 2 dominoes and add them quickly using known strategies	Domino Match Flip 3 or more dominoes and add them together explain most efficient strategies
Flip It Students turn over a domino and count how many dots altogether.	Flip It Students count dots on a domino. Partner covers one side and children re-count the total number.	Flip It Turn over 2 dominoes count each one. Then add together by counting on.	Flip It Turn over two dominoes. Write number sentence on white board. Repeat for subtraction.	Flip It Turn over two dominoes. Double the total of each domino. Write number sentence on white board. Repeat for subtraction.

<p>Domino Sort - using number strip (1 – 12) Add 2 sides of one domino and sort under strip.</p>	<p>Domino Sort - using number strip (1 – 12) Students count dots on a domino. Partner covers one side and children re-count the total number. Sort under strip.</p>	<p>Domino Sort - using number strip (1 – 12) Identify larger number. Start with this number and count on. Sort under strip.</p>	<p>Domino Sort - using number strip (1 – 18) Double first number and add next. Sort under strip.</p>	<p>Domino Sort - using number strip (1 – 100) Double + double. Sort under strip. (Use double nine dominoes)</p>
<p>Addition using double 6 dominoes Place dominoes face down on floor. Students take turns to flip over a domino and count the dots. They then use counters to match the dots counted OR Students find a matching numeral card for the total count.</p>	<p>Addition using double 9 dominoes In pairs. 1st person turns a domino over without partner seeing it and tells them the dots. E.g. I have 6 and 2 Partner has to work out the total amount of dots on domino. Use domino to check answer.</p>	<p>Addition using double 6 dominoes Teacher gives a target number for the day e.g. 15. Students take turns to turn over a domino, work out the total and then how many more or less to get to target number.</p>	<p>Addition using double 6 dominoes Turn over a domino, work out total then find the double or add 10, etc.</p>	<p>Addition using double 6 dominoes Turn over a domino, work out total then find the double, friends to 30, add 10, etc.</p>
<p>Get it right to keep Recognising dot patterns and counting total of two sides to a total of ten and under.</p>	<p>Get it right to keep Count total number of dots. Partner covers one side. Student has to correctly recount by visualising dots.</p>	<p>Get it right to keep Count on from the larger number.</p>	<p>Get it right to keep Turn over 2 dominoes and look for doubles etc.</p>	<p>Get it right to keep Turn over 3 or 4 dominoes and add. Discuss strategies used.</p>
<p>Speedy Dominoes Match the dots on the dominoes, as in a regular domino game. Domino Train is essentially the same as a regular dominoes game, but a straight line is created instead of having different angles.</p>	<p>Speedy Dominoes Count the total of dots</p>  <p>1 less ____ Total ____ 1 More ____</p>	<p>Speedy Dominoes Roll 1 dice to give them a number e.g. 5. Flip a domino and add the total number of dots e.g. 6. Then record as a number sentence e.g. $5+6 = 11$</p>	<p>Speedy Dominoes Same game as figurative but using dominoes with larger numbers. (Double 9, 12 or 15)</p>	<p>Speedy Dominoes Same game as Figurative & Counting On & Back, but use numerals on double nine dominoes as 2 digit number and add.</p>
<p>Domino Patterns Matching dots with numerals.</p>	<p>Domino Patterns Add dots & match to numeral.</p>	<p>Domino Patterns Take a numeral card, and then</p>	<p>Domino Patterns Doubles/+1/-1</p>	<p>Domino Patterns Use the larger patterned</p>

<p>Traditional dominoes – match corresponding dot patterns.</p>	<p>Make combinations for particular numbers. Target number – “How many more?” Turn dominoes to conceal addition groups (conceal 1 group).</p>	<p>Flip over a domino. Place the numeral in head and use the dots to find the total.</p>	<p>Adding 10 Using higher dot patterns → 20.</p>	<p>dominoes to identify different number patterns to 30.</p>
<p>Basic Domino Games Pick up domino & count dots. Match the number of dots with a numeral card. Pattern Domino Find & match dominoes that add to a particular #. Memory Match domino with numeral cards Ten Frame Match domino with 10 frame</p>	<p>Basic Domino Games Addition & Subtraction Take smaller number from larger; add two together – write answers on small whiteboards. Follow the Leader Sort dominoes according to their value.</p>	<p>Basic Domino Games Pick a domino, double the #, then write the # that comes before/after Pick a domino, add the dots then double it. Match the answer to a numeral card (#’s to 24). Addition & Subtraction – use dominoes (with extended dot pattern – add or subtract. Memory dominoes – match the totals</p>	<p>Basic Domino Games Pick a domino (extended dot patterns) – add the dots, double the number. Match the answer to a numeral card. Sort dominoes into 10’s and units – make #’s using 2 sets of dominoes, then add or subtract.</p>	<p>Basic Domino Games Pick a domino (extended dot patterns). Add the dots and write down the # on a whiteboard. Add to the original # on the domino & record answer. Works the same for subtraction. E.g.  - 42 + 6 = or 42 – 6 = Sort dominoes into place value (100s/tens/units) i.e. make numbers using 3 different coloured dominoes (including extended dot patterns) add or subtract the numbers made. Flip 3 to 4 dominoes & total using the most effective strategies – record.</p>