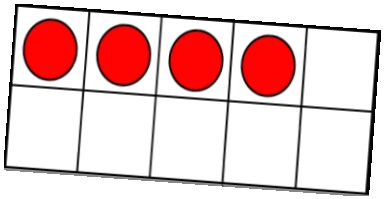
Priority Learning Targets (Addition and Subtraction): Cian will combine sets to 10 with and without manipulatives.



Ten Frames:

Twenty

- Pupils take turns rolling a dice, and placing that number of counters onto a ten-frame.
- They announce the total number of counters on the frames.
- The winner is the first player to fill all twenty spaces.

Extensions:
Each turn could include placing the correct numeral cards under the frames. Each player can also announce the number of counters needed to reach twenty. The exact number must be rolled to win the game

(*PDST Number Sense*)

Guess What?

- One player secretly arranges some counters on a ten-frame.
- The other player asks questions that can be answered yes or no, trying to gain enough clues to work out the arrangement of counters, e.g. Is the top row full? Are there 8 counters? Is there an empty box in the bottom row?

Extension: As players become more skilled the number of questions can be counted. The player who asks fewer questions wins.

(*PDST Number Sense*)

Missing Part cards:

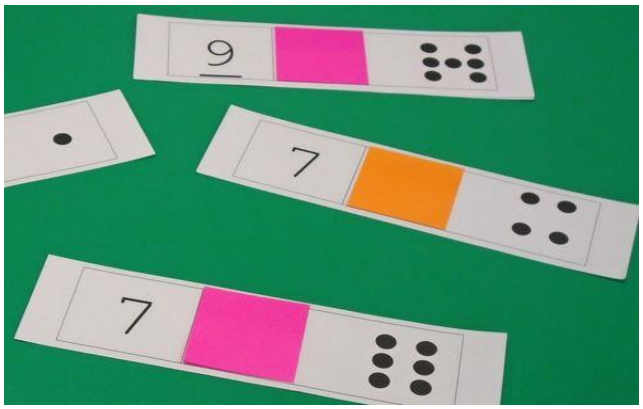
Missing Part

- Each card has a numeral for the whole and a dot pattern for each part.
- Cover one of the dot patterns with a flap of paper.
- Have pupils say the missing part that is covered up and/or the number sentence i.e. “Eight is five and three” for an 8 card showing five dots and hiding three.

I wish I had

Another activity, from Van de Walle’s book, you can do with the cards is known as “I Wish I Had.” Show pupils the missing part card, say the amount of the dot pattern that is not covered up, and say that you wish you had the numeral. e.g. with the 8 card that has 5 dots showing and hiding 3, *“I have 5, I wish I had 8…how many more do I need?”*

(Teaching Student Centered Mathematics K-3, John Van de Walle - PDST Number Sense)



(*sourced from pinterest.ie*)