

# Bead String Activities

## A1. Explore, Identify and Record place value 0-99

### Skip Counting

- Counting by 10s on the decade forward and backward e.g. 10, 20, 30, 40, 50 to 100 or 100, 90, 80, 70, 60 to 0
- Begin in different places along the bead string. e.g. 50, 60, 70, 80, 90, 100 or 66, 56, 46, 36, 26, 16
- Counting by 10s off the decade forward and backward e.g. 4, 14, 24, 34, to 94  
**Extension:** What would come after 94? How can we show that number when our bead string only goes to 100?

### Two Digit Addition / Subtraction

- Beginning with a decade number and adding a single digit e.g.  $40 + 3$ ,  $60+7$
- Beginning with a two digit number and naming the amount to the next decade e.g.  $36 -$  How many to 40, 41, 50?
- Beginning with a two digit number and adding an amount that is within the decade e.g.  $42 + 6$ ,  $56 + 3$ ,  $7 + 31$
- Beginning with a two digit number and adding through the decade e.g.  $37 + 6$   $45 + 8$ . Concentrate on the colours pushed over to get to the next decade.
- Pose 2 digit and 2 digit addition problems. This activity is designed to use “jump strategies” up the number line / bead string e.g.  $46 + 64 = 46 + 4 \rightarrow 50 + 60 \rightarrow 110$  and  $38 + 17 = 38 + 10 \rightarrow 48 + 2 \rightarrow 50 + 5 \rightarrow 55$ . Pupils can record their strategies by using the empty number line.

### Two Bead Strings

- Using 2 bead strings is a good tool to demonstrate a Rounding and Compensating Strategy e.g. the solution for  $48 + 36$  can be found by solving  $50 + 34$ . By placing two bead strings one above the other, pupils can add 2 beads to the top string while taking 2 beads off of the bottom string and thus showing that the beads present are the same - they are just redistributed to another string.

