

Dot Cards – Ten Frames

Dot Cards and Ten Frames provide opportunities for children to work with computation in meaningful ways. During routine time, the teacher presents various problems to children and asks them to share the processes they used to figure out “how many.” This routine should be short, including just one or two examples. Routines should also be an ongoing, frequent part of the math program, providing children the opportunity to develop increasing competence over time.

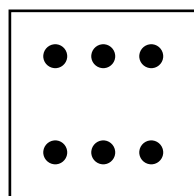
Materials:

- Interlocking cubes or Unifix cubes
- White boards or scratch paper
- Dot Cards
- Number Shapes

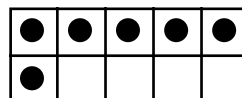
Time: 15 minutes maximum

Directions:

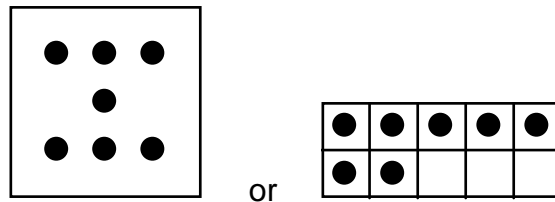
1. Students sit in a circle.
2. Teacher shows dot cards or ten frames to students.
3. Teacher shows the first card and asks: “How many do you see?”



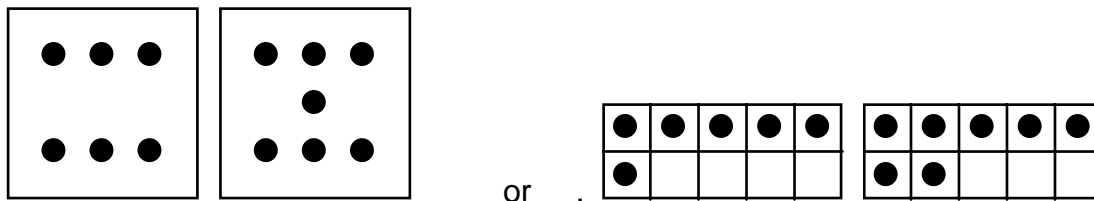
or



4. Teacher shows the second card and asks, "How many do you see?"



5. Teachers then puts the two cards together and asks, "How many do you see now?"



6. Students explain their way of combining the dots and the teacher records their thinking on chart paper. For example:

Dot Cards:

"I saw 3 and 3 and 3 and 3 and 1 and that makes 13."

The teacher then writes on the chart paper $3 + 3 + 3 + 1 = 13$.

or

"I saw 6 and 6 and 1 and that makes 13."

The teacher then writes on the chart paper $6 + 6 + 1 = 13$

or

"I thought 7 and 7 is 14 and one less is 13."

The teacher then write on the chart paper $7 + 7 - 1 = 13$

Ten Frames:

"I saw five and five more make ten. I saw one and two and that makes 3. Ten and three make 13."

The teacher writes on the chart paper:

$$\begin{aligned}5 + 5 &= 10. \\1 + 2 &= 3 \\10 + 3 &= 13.\end{aligned}$$

or

"I took three from the six and put it with the 7 and that made 10. I now had ten and 13 and that makes 13."

The teacher writes on the chart paper

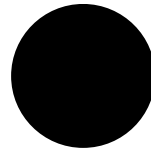
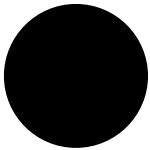
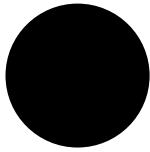
:

$$\begin{aligned}6 - 3 &= 3 \\7 + 3 &= 10 \\10 + 3 &= 13.\end{aligned}$$

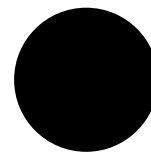
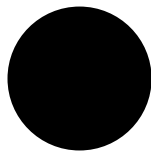
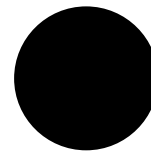
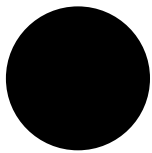
or

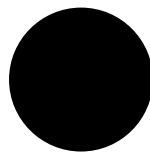
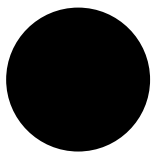
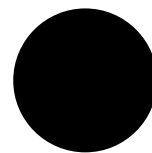
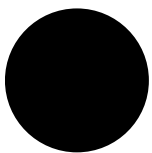
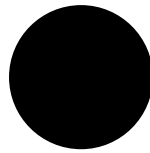
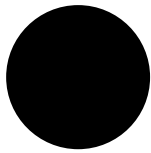
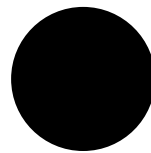
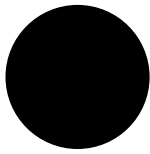
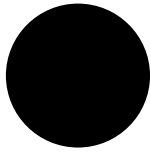
"I just knew that 6 and 7 are 13."

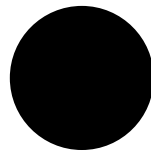
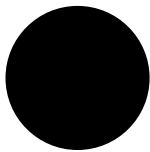
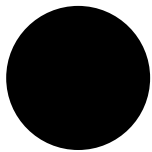
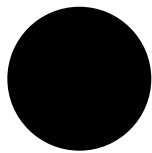
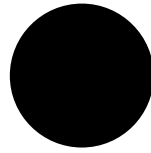
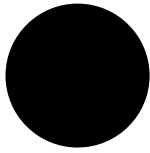
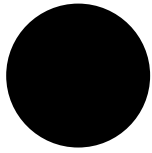
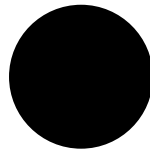
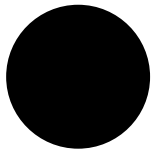
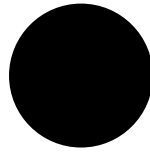
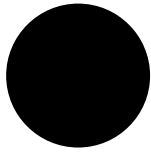
The teacher writes on the chart paper $6 + 7 = 13$.

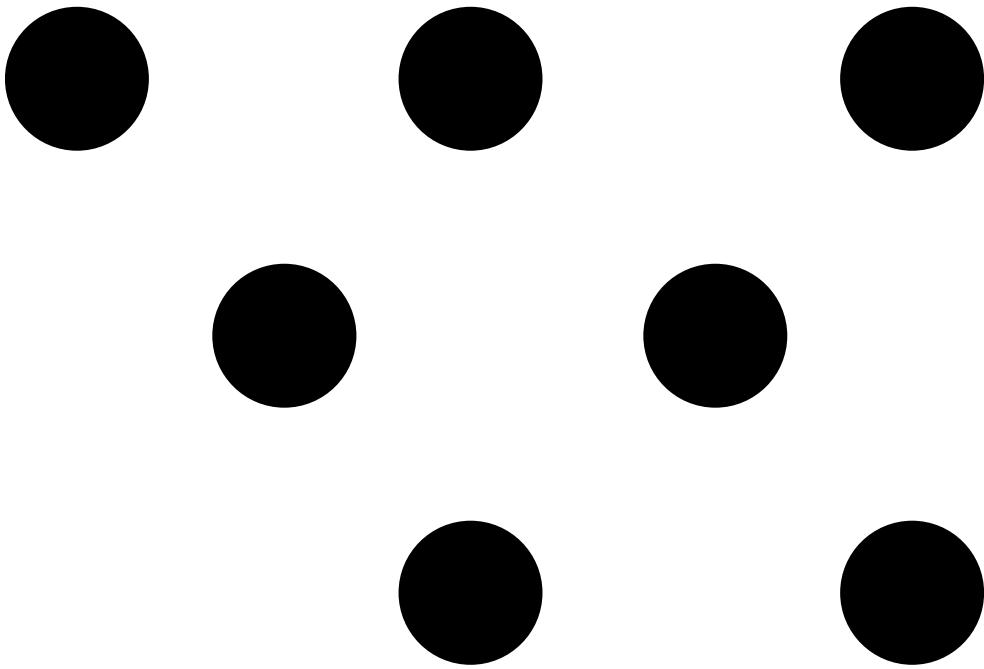
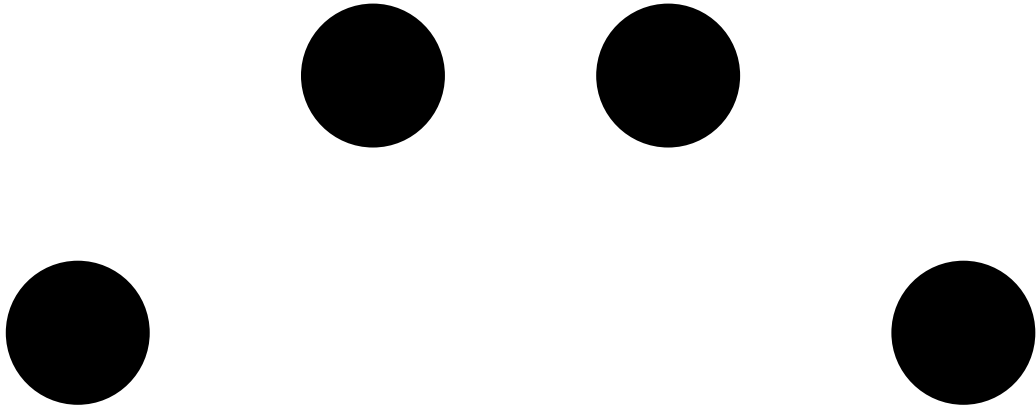


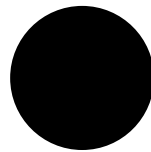
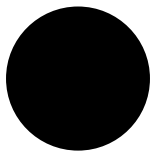
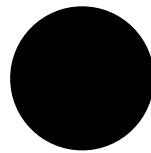
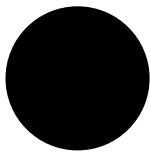
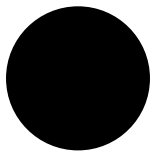
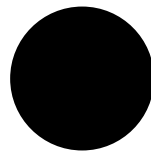
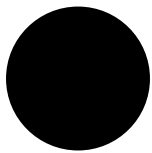
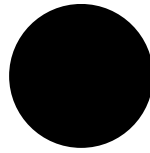
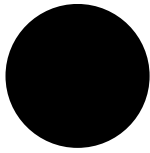
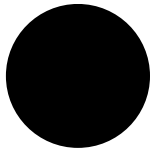
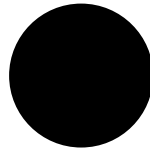
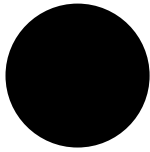
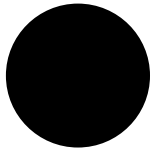
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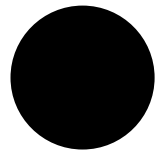
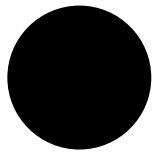
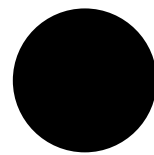
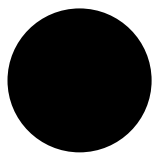
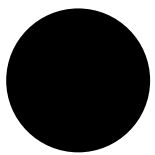
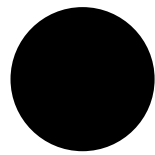
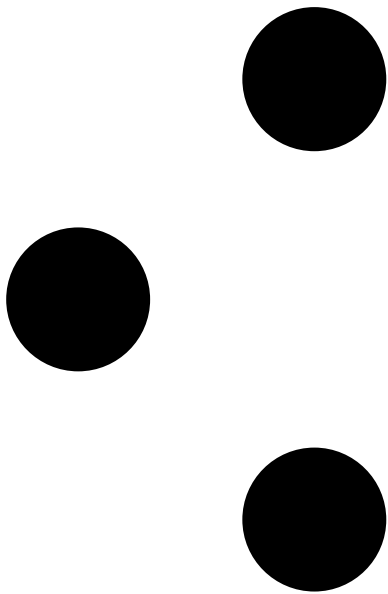
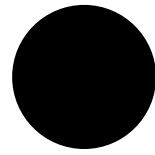
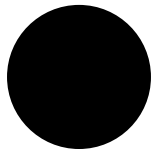
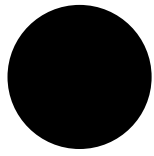
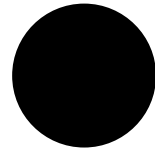
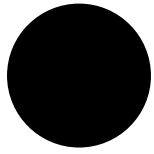


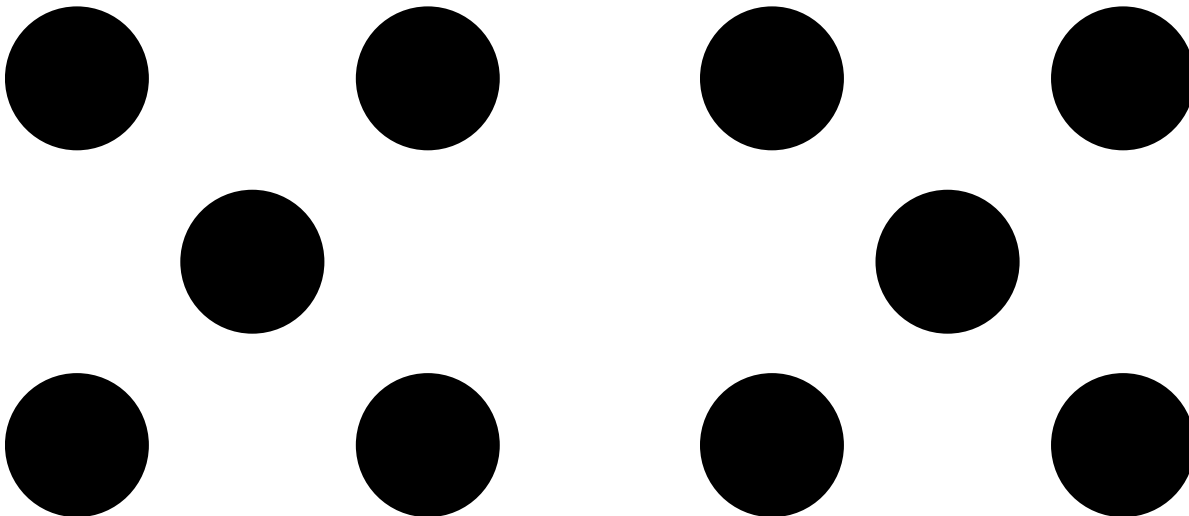
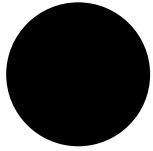
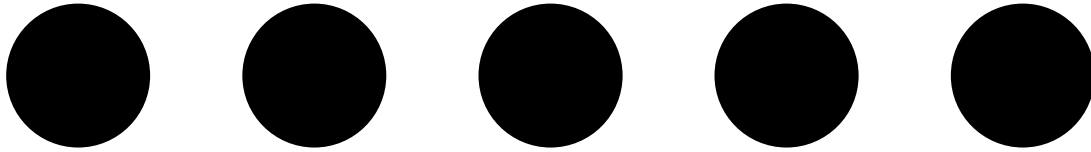


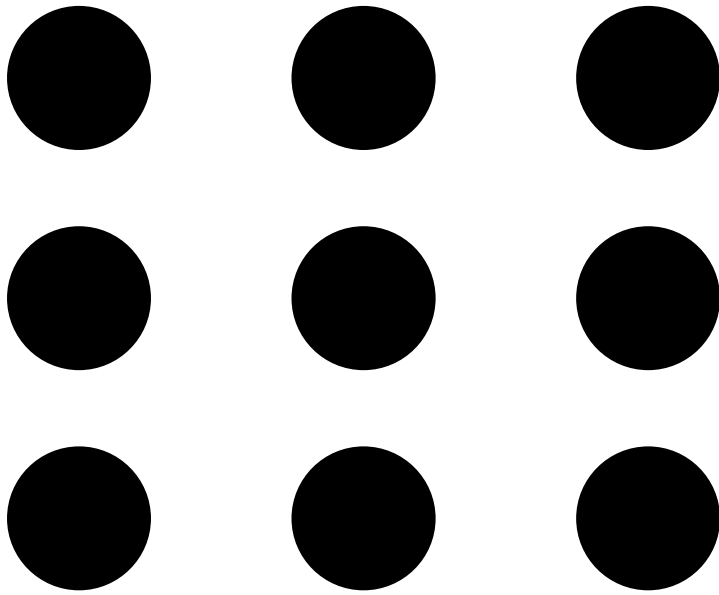
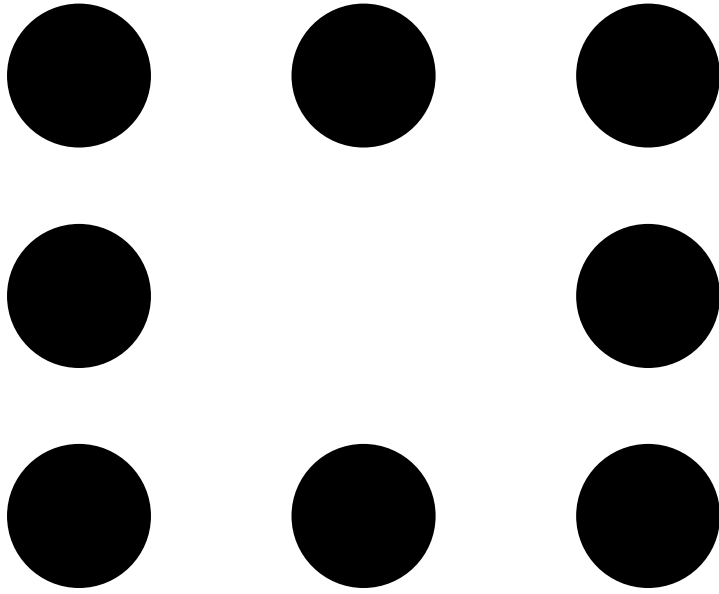


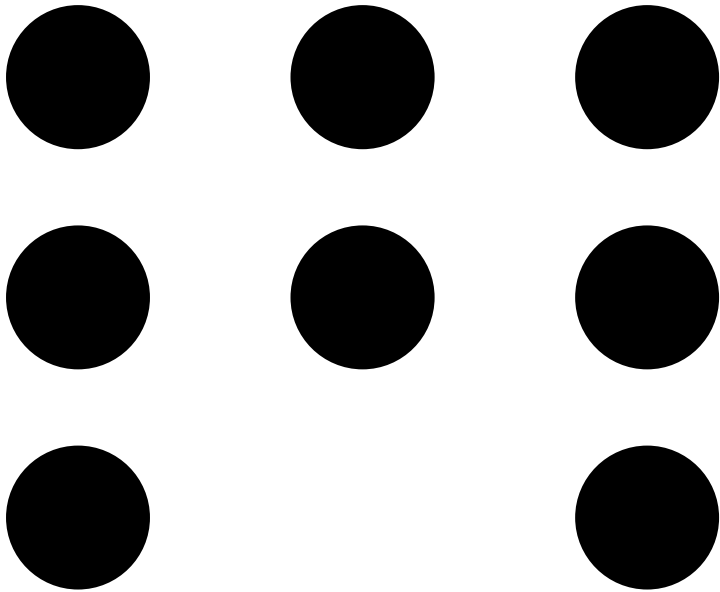
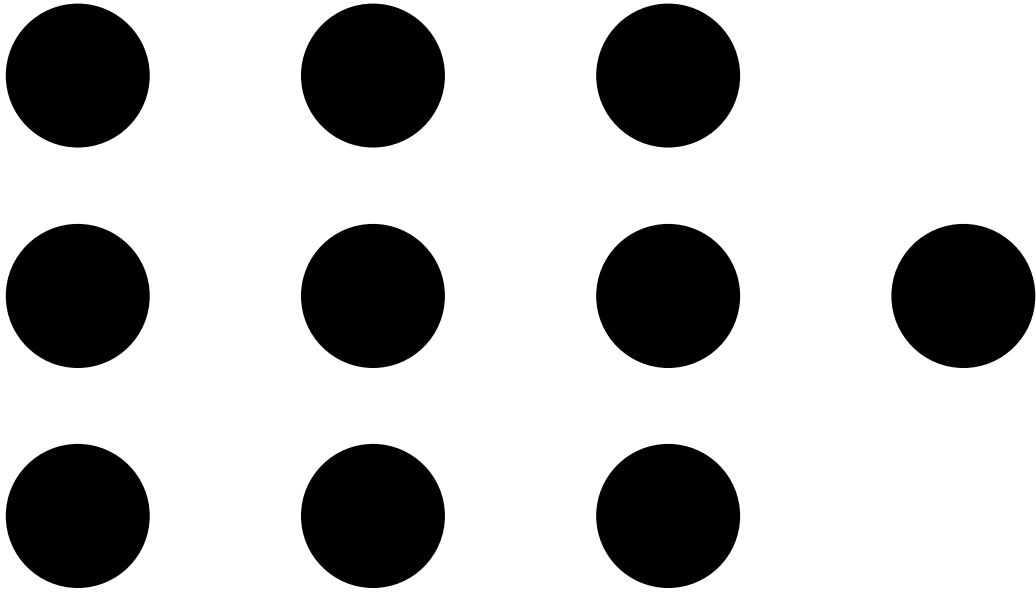












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