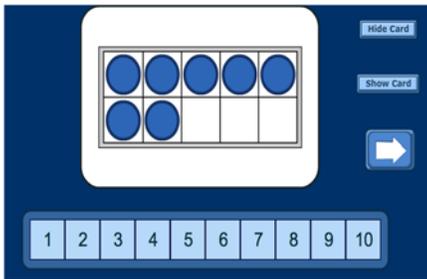


## Numbers to Ten on the TenFrame



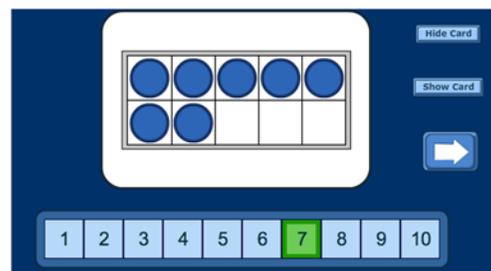
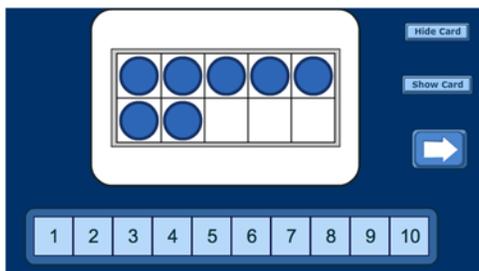
The interactive white board tool for this lesson can be found on our website under Resources and Teacher Tools. ([www.dreambox.com/teachertools](http://www.dreambox.com/teachertools))

In this DreamBox lesson, students use a two by five array, in the form of a two by five array, to support the use of fives as an anchor for early number sense.

### Sample Lesson

**Objective:** Students use multiple strategies to identify the number of counters on a TenFrame. This lesson is about mathematical structure and using it to explain their strategies.

**Instruction:**



1. Call on a student to come to the board and click on the “Show Card” button. Once the card is showing, ask students “How many counters do you see on the TenFrame? Turn to your partner and tell them what you see.” The student returns to his seat.
2. After students discuss what they see with their partner, have them explain to their partner how they reached their answer. Call on one student to come to board, share their answer and reasoning, and click on the correct number tile. Then the student will click on the arrow to determine if the answer is correct.

Possible Responses:

- I counted 7 counters.
- I see 5 counters on top and 2 counters on bottom.
- I see 5 counters on top and 2 counters on bottom. That is 7 all together.

*\*\*If the students need more practice with the card showing, repeat this step 2-5 times before moving to Step 3.*

3. When the next card is shown, do not click the “Show Card” button. Ask the students to discuss the number they think they saw on the card and how they determined the answer with their partner.
4. Call one student to the board, click the “Show Card” button, and have them explain their answer and reasoning to the class. They will then click the correct number tile and advance the game to the next math rack.
5. Repeat this process to allow multiple students the opportunity to come to the board and explaining their answer.