

Name: _____

Color in the boxes to show each number sentence. Fill in the answers.

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Part-Part-Whole Reproducible

Name: _____

Use these fact families to create part-part-whole diagrams.

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Really Good Stuff® Activity Guide

Ten-Frame and Part-Part-Whole Two-sided Dry Erase Board Set

Congratulations on your purchase of this Really Good Stuff® **Ten-Frame and Part-Part-Whole Two-sided Dry Erase Board Set**—an interactive way for students to develop number sense and basic addition and subtraction skills through 10.

This Really Good Stuff® product includes:

- *Ten-Frame and Part-Part-Whole Two-Sided Dry Erase Boards*
- This Really Good Stuff® Activity Guide

numbers on their own as they become more comfortable.

Once you have introduced using the Board for counting by ones, divide students into groups of two or three, and give a Board to each group. Here are a few other activities to get you started:

- Write a numeral on the top line, then have students count and fill in the squares on the Ten Frame.
- After students have filled in several squares on a Board and written that numeral on the line, ask them how many more squares they need to fill in to get to the number 10. Color those squares in with a different color, then write the respective numerals on the line in the same color as you have colored the squares.
- Practice “one more” or “one less” on the Ten-Frame Board.
- Help students recognize groupings by using the Ten-Frame Board to count by 2’s and by 5’s to 10.
- Create addition problems on the Ten Frame:
 1. Write a numeral on the top line on a Ten-Frame Board.
 2. Have a student color in that number of squares in the Ten Frame, using the same color marker that you used to write the numeral.
 3. Write a plus sign after the numeral and another numeral after the plus sign using a different-colored marker.
 4. Place an equal sign after the second numeral.
 5. Ask another student to color in that number of squares.
- Count up the total number of squares with students and write the numeral that represents the total after the equal sign.

Introducing the Ten-Frame Side of the Board

Gather your class so that they can see the Ten-Frame side of the Board. Explain to students that they will be using these Boards to practice counting to 10 by 1’s, 2’s, and 5’s; making numbers to equal 10; and adding numbers to ten.

Start by counting using the Board. Show students the Board, and as you point to the squares in the ten frame, count the number of squares in it with students. Using a colored dry erase marker, color in as many of the squares in the Ten Frame as you count. Point to each of the squares you have colored in and ask students to count the number of squares you colored in, and write that number on the line above the Ten Frame. Point to the numeral and the filled-in Ten Frame, and say the number again. Then erase the Board and repeat with another number. Eventually urge students to count and write

Ten-Frame Center Activities

Create differentiated counting and addition center activities using the Ten Frame Board: Make several

All activity guides can be found online:

Ten-Frame and Part-Part-Whole Two-sided Dry Erase Board Set

copies of the *Ten-Frame Assignment Reproducible*.

Program the reproducible with the problem you want them to complete on the *Board*. For example, ask them to color a certain number of blocks red, color another number of blocks green, and count how many blocks they have all together. Place one programmed reproducible, a *Board*, and two colored dry erase markers in a zippered plastic bag and label each bag with *Ten-Frame Activity*. Model how to do the activity for students before you place the bags in your math center. Once students complete a reproducible, have them turn it in to help you assess their progress.

Ten-Frame Take-home Work

On a copy of the *Ten-Frame Reproducible*, fill in problems you want students to complete at home. Copy and distribute to students. Direct students to color the boxes to show the problems and return the reproducible to school.

Introducing the Part-Part-Whole Side of the Board

Gather your class so that they can see the *Part-Part-Whole* side of the *Board*. Explain to students that they will be using these *Boards* to practice putting number sets together to make larger number sets and splitting them apart to make smaller sets. Demonstrate how to use the *Board* by introducing the fact family 2, 3, and 5 on a *Board*:

1. Show students the *Board*, draw two dots in the top left box and three dots in the top right box, ask students to count the dots in each box.
2. Explain that the smaller groups of dots (parts) go together to make a larger group of dots (whole).
3. Indicate that if students count the two groups of dots together, they will get the larger number of dots.
4. Have students count with you as you point to each dot. When they arrive at the number 5, draw five dots in the large box.
5. Tell students that 2 dots and 3 dots make 5 dots.

Erase the *Board* and repeat with another fact

family. As students become more comfortable, have them draw and count dots on their own. Once students have mastered drawing part-part-whole diagrams with number sets, introduce using numerals in the boxes instead of dots. Then introduce these additional activities for the *Part-Part-Whole Board*:

- Write a numeral or set of dots in the top left box and another larger one in the bottom box. Have students determine the numeral or the set of dots that goes in the top right box.
- Write a numeral or set of dots in the bottom box and have students come up with as many number combinations as they can for the top two boxes to make that number.
- Fill in all three boxes on the *Board* with correct numerals or dot sets, then have students write number sentences that illustrate the diagram.

Part-Part-Whole Center Activities

On a copy of the *Part-Part-Whole Assignment Reproducible*, fill in the fact families you want students to complete on the *Board*. For example, assign two numbers from a fact family and ask students to complete the diagram on the *Board*. Place one filled-in reproducible, a *Part-Part-Whole Board*, and a dry erase marker in a zippered plastic bag and label each bag with *Part-Part-Whole Activity*. Model how to do the activity for students before you place the bags in your math center. After students complete reproducible, have them turn it in to help you assess their progress.

Part-Part-Whole Take-home Work

On a copy of the *Part-Part-Whole Reproducible*, program the problems you want students to complete at home, drawing dots or writing numbers in the two boxes. Copy and distribute to students. Direct students to fill in the missing box for each part-part-whole diagram and to return the reproducible to school.

Name: _____

Ten-Frame Assignment

Color the boxes on your board to solve each problem.



Part-Part-Whole Assignment Reproducible

Name: _____

Part-Part-Whole Assignment

Draw dots or place numbers on your board to show these fact families.
