

## Counting Days with Ten-Frames Banner

This Really Good Stuff® product includes:

- Two-sided **Counting Days with Ten-Frames Banner**, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **Counting Days with Ten-Frames Banner**—a helpful visual tool to help students practice counting the days of school using ten-frames.

### Meeting Common Core State Standards

This Really Good Stuff® **Counting Days with Ten-Frames Banner** is aligned with the following Common Core State Standards for Mathematics:

#### Counting and Cardinality

**K.CC.A.1** Count to 100 by ones and by tens.

**K.CC.B.4** Understand the relationship between numbers and quantities; connect counting to cardinality.

#### Number and Operations in Base Ten

**1.NBT.A.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

**1.NBT.B.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases.

**1.NBT.B.2a** 10 can be thought of as a bundle of ten ones—called a “ten.”

**1.NBT.B.2b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

**1.NBT.B.2c** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

**2.NBT.A.1a** 100 can be thought of as a bundle of ten tens—called a “hundred.”

### Displaying and Preparing the Counting Days with Ten-Frames Banner

Before introducing the **Counting Days with Ten-Frames Banner**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Hang the *Banner* where students will be able to see and interact with it easily. Always use a dry erase marker on the *Banner* in order to preserve its Write Again® wipe-off laminate surface.

### Introducing the Counting Days with Ten-Frames Banner

Tell students that the class will be using the *Banner* every day to count the number of days they have been to school this year. With a dry erase marker, draw a dot on the first ten-frame to represent one day of school, and write the number 1 on the cloud to the right-hand side to show students that this dot also represents a number. Repeat each day during a morning meeting or calendar time, changing the number as you count aloud with students as a class. As students become familiar with using ten-frames in their math lessons, direct their attention to the *Banner* by asking questions, such as: “Who can tell us the number of days we have been in school without counting? How do you know?” Their answers should be in the following form: “We have been in school 15 days, because I know that one full ten-frame equals 10, and one more full row equals 5 more, and that makes 15,” or “Yesterday was 14, so one more day makes 15.” As students begin to notice patterns when counting by tens, they will be able to tell which number to write in the next empty cloud.

### Counting Variations

Each day, assign a student to be the Recorder. Explain that he or she will be responsible for adding a dot for the day and, using a pointer, helping the class count up the total number of days—however the Recorder chooses. For example, he or she may choose to:

- Count every dot until the class gets to the number of the day.
- Count by fives and then ones.
- Count by tens and then ones.

Discuss as a class the different ways to count and which ways are more efficient. When students have become more adept at counting in a variety of ways, and at counting larger numbers, challenge them by having them count by 2s, focusing on the top and bottom rows of a ten-frame to do so, then by 5s, 10s, and 20s. Depending on students’ ability, lead a class discussion to ascertain which numbers would

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be difficult to count on a ten-frame. For example, threes, sevens, etc.

Create an anchor chart of all the different ways to count that you have brainstormed as a class, hang it near the *Banner*, and encourage students to refer to it for ideas when any one of them is the Recorder.

### Banner Math Game

As part of a weekly math lesson, use the *Banner* to play with numbers. Distribute dry erase boards and markers to the class and ask students to write the number of the day on their individual boards. Encourage them to use the ten-frames on the *Banner* to answer your “puzzle questions.” For example, you might say, “Today is day 40. What will it be in five days? In 10 days? In 20 days?” Depending on your students’ ability, you can ask more challenging questions. For example, “Starting on day 53, how many days will it take to get to day 60?” Or, “Today is day 47. Add 23. What day will it be?”

### Modeling Numbers

Encourage students to build their conceptual understanding of 10 through different models and seeing a variety of ways to display two-digit numbers. Every day, ask a student to show the class the number of the day in a way that is not on the ten-frame. Have manipulatives on hand for students to use for their display, such as snap cubes, straws, beads, or rods. Give the class different ways to count up to the number of the day.

### 100 Chart

Along with the *Banner*, mark off a 100 chart to have students discover the tens pattern another way. You can use different color-coded dry erase markers on the 100 chart for each set of 10. For example, red for the numbers 1–10, blue for the numbers 11–20, etc. As students count, explain to them that each dot on the *Banner* also represents a number on the 100 chart.

### Celebrating 100 Days!

Once students have reached the tenth ten-frame, or 100th Day, discuss the many different ways the class was able to reach 100 through counting, depending on students’ ability: 2s, 4s, 5s, 10s, and 20s. Celebrate 100th Day by having students bring in 100 objects (for example, pennies, cotton balls, cereal, macaroni), sorting those objects into groups of 10, or creating their own ten-frames using the objects they bring in from home. You may also ask your students to create a 100th Day poster, showcasing the many ways they were able to make 100.

### Counting Down to the Last Day of School

Once you count to 100th Day, you can flip over the *Banner* to continue counting up to the last day of school. Help students look for patterns in the numbers. (You may want to display a copy of the front of the *Banner* for reference.) Have students count backward as well as forward by playing a backward-counting game. Have students start with the number 100 counting backward to the number 60 while a student points to the ten-frames. Begin the game at different starting points. Displaying a 100 chart near the *Banner* can help students recall the numbers when counting backward.

Mark the last day of school on the *Banner* by drawing a star or happy face on the ten-frame in the appropriate spot. Ask students to answer the question “How many days of school will we have this year?” at the bottom of the *Banner*, and to tell you how many days of school they have left.

