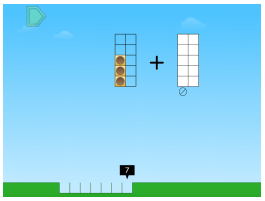
PUZZLE TALK

Kindergarten	Foundations of Place Value	Ten Frame Counting

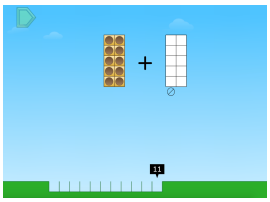
Materials

Two Empty Ten Frames Game Mat
Two-color counters or blocks
Whiteboards and markers

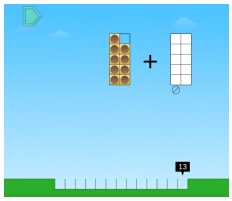
Directions



- Play Level 1 of Ten Frame Counting to introduce students to the game. Ask students, “What do you see? What do we have to do to clear a path for JiJi?”
- Give students Two Empty Ten Frames and and two-color counters. Project a puzzle from Level 3.



- Have students represent what is shown in the puzzle using their ten frames and counters students, “How many counters do we need to put in the ten frame on the right to solve this puzzle?”
- Have students share their solution with a neighbor. Select different students to share their solution with the class. Have them prove their solution by modeling their answer with the tools they used.
- Discuss the different ways students solved the problem.



- Write out each answer in expanded form. For example, if the answer is 16, write it as 16 = 10 + 6. Describe each answer as “ten ones and ___ more ones”.
- Repeat with the remaining puzzles in Level 3 and move on to Level 4.

Sample Questions

- What do you notice as we fill in the ten frames in this game?
- If the frame is full what do we know about the number of dots? How do we know this is 10 ones without counting?
- How do you see the dots in the frame on the left that helps you count them?
- What are some different ways we could count the dots in a full ten frame? (5, 10 or 2, 4, 6, 8, 10, etc)
- How did you decide how many dots to put in the grass for this puzzle? (What strategies are they using?)

What to look for

How does the student:

- understand the problem represented in the puzzle?
- find the solution? (Does the student count on or count all?)
- explain how to solve the puzzle? (Does the student make 10? Does the student use the benchmark of 5?)
- describe the number? For example, do they see 17 as 10 ones and 7 more ones?