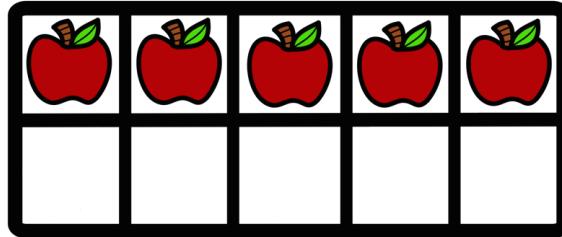
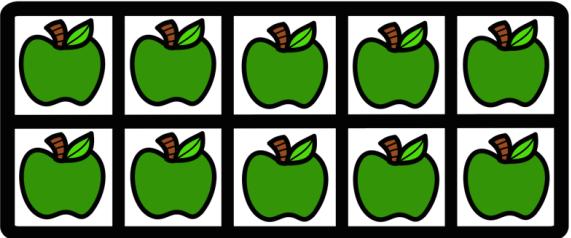


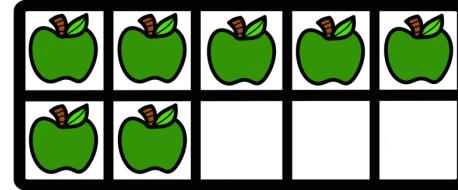
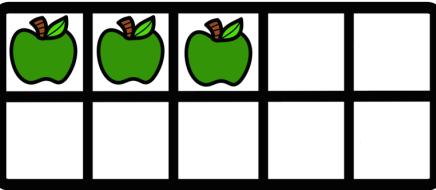
Number Talks

Starter Pack

Early Level



Number Talk Starter Pack - Early Level



This file contains a variety of resources to help you get started with using number talks in your Early level classroom. Included in this file, you will find:

- Count the Days of School template
- Ten frame, Double Ten frame, Triple Ten frame (winter/summer versions)
- 'Quick Images' Dot cards
- 'Quick Images' 10 frames/
- Teen number 10 frame images



100 Days of School!

This daily routine is perfect for developing number sense in your little ones. In our school, the whole infant department set up '100 Days of School' displays, and we all counted how many days we'd been in school that year by adding a new dot into a 10 frame each morning.

So simple, yet it gives children a very real sense of the size of different numbers, as well as reinforcing place value concepts. When I included this as part of my daily routine (it only takes a minute or two), my Primary 1s (Kindergarteners) easily understood the difference between 26 and 62 – using the 'Counting the Days' display gave them daily experience (in just a few minutes) with the reason why 26 has 2 groups of 10, while 62 has 6 groups of 10. And almost all of my P1s could easily read numbers beyond 100 at the end of the year (this is not something that could be said for my Primary 1s BEFORE I started this routine).

This file includes a Title for your display, a page of 10 frames (just copy them to get the number you need), and decade numbers from 0-200. I use these to label each 10 frame once we fill it up. You can see this in the picture to the side – this was my display last year, but I've given it a bit of a face lift.

There are also some blank number cards – these are for writing the day's number when you are NOT on the decade. For example, when you are on day 16, you would have the '10' card next to the first 10 frame, then rub out '15' on the blank card and change it to '16'. The card with '16' written on it would then go next to the 10 frame that has 6 dots (in the picture, the last card says '177' because that is how many dots total there are).



**we are
counting the
days in school!**

0

10

20

30

40

50

60

70

80

90



100

110

120

130

140

150

160

170

180

190

200

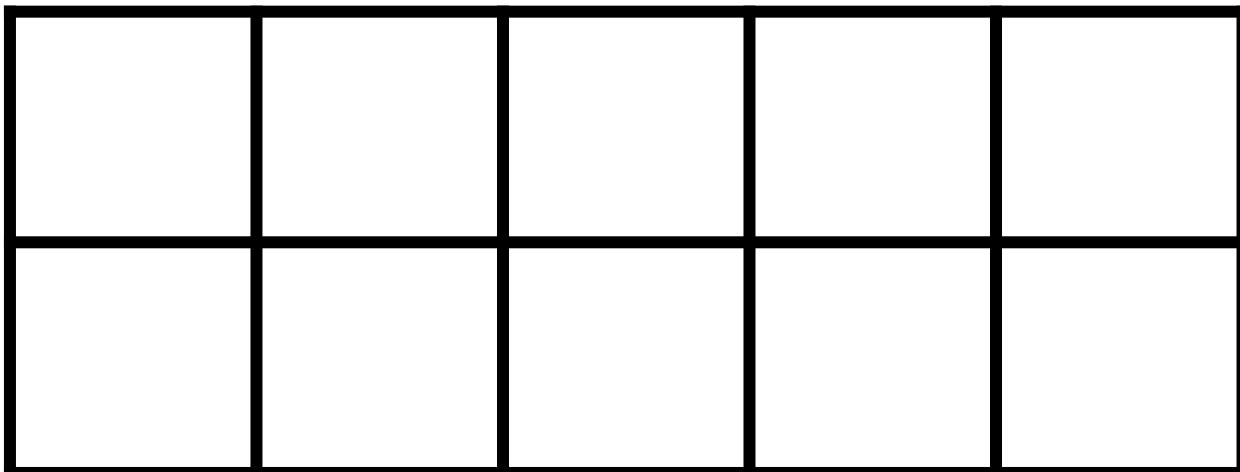
10, 20 and 30 Frames

I use 10 and 20 frames to support learners as they begin to understand what numbers really are (e.g., how 'big' 5 is, how big '7' is, etc). 10 frames also help develop children's understanding of benchmark numbers (5, 10, 15, 20, etc).

I also find 10 frames helpful as children begin to use different strategies to add and subtract. With learners who need extra support with Number Talks, for example, I would give them each a 10 or 20 frame (depending on how big the numbers we are working with are) with cubes in 2 different colours.

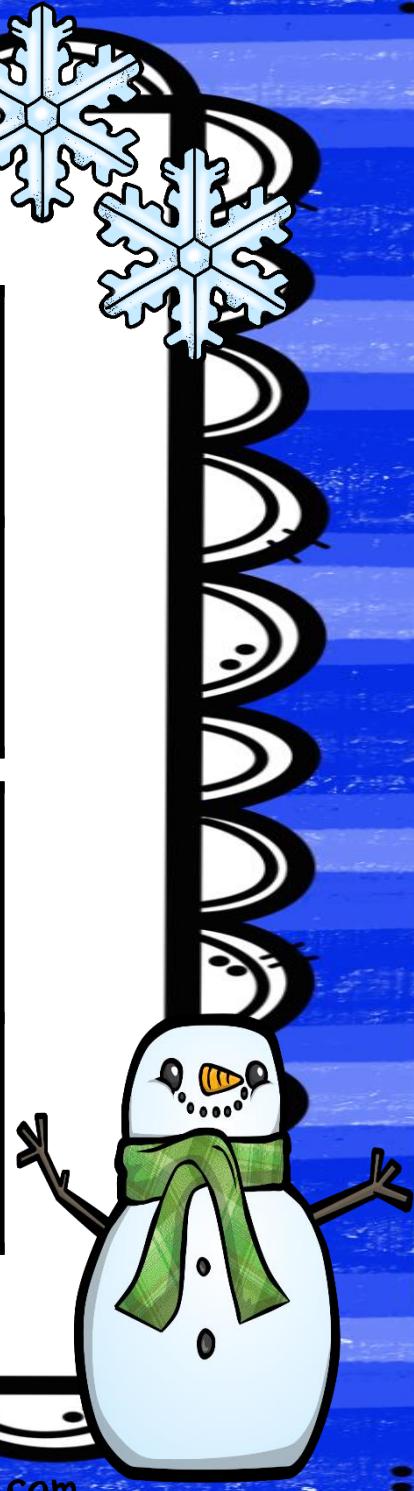
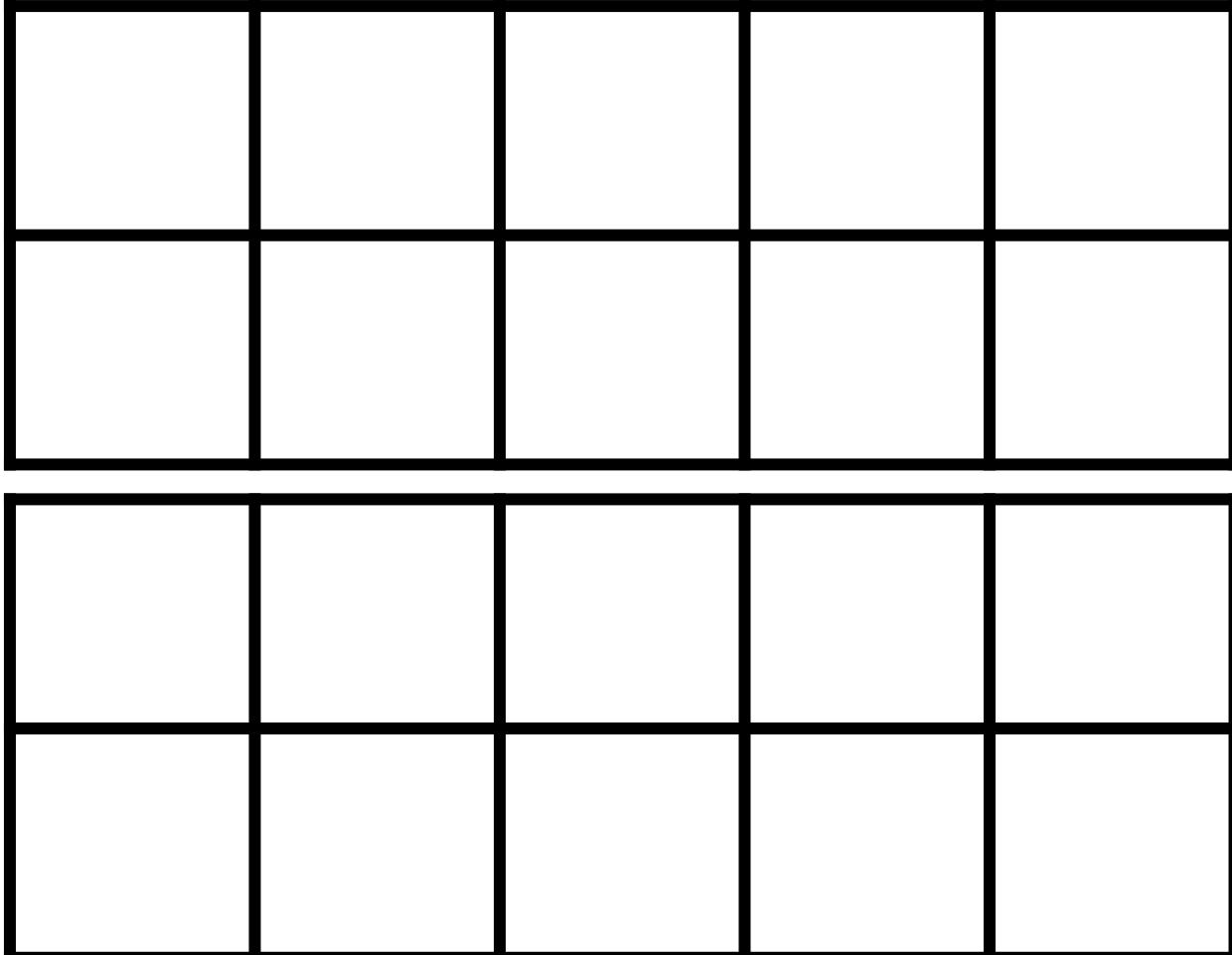
I then give them a sum on the blackboard which they have to do mentally (without using the 10 or 20 frame). Once they have given me their answers, we check the answers using our cubes. If the sum is $3 + 3$, we'd have 3 yellow cubes on the top row, and 3 black cubes on the bottom row of our 10 frame, for example.

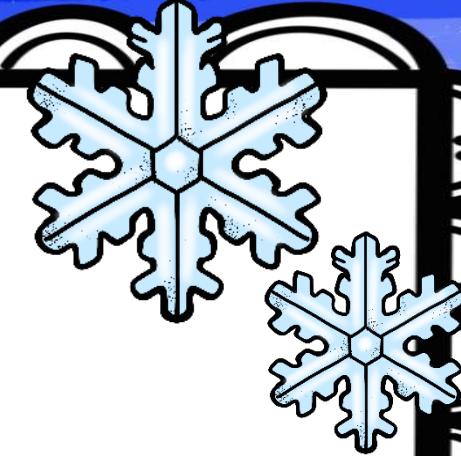
Then we can build on that. Their next sum can be $3 + 4$ – which I'd ask them to solve mentally. Then we add an extra black cube onto our bottom row and check if our answer was correct. Using the 10 and 20 frames this way can help kids to visualise the different addition and subtraction strategies their peers are using during number talks. I've also added additional, larger frames, as some of my kids could benefit from more concrete practice with larger numbers as well.



10 Frame

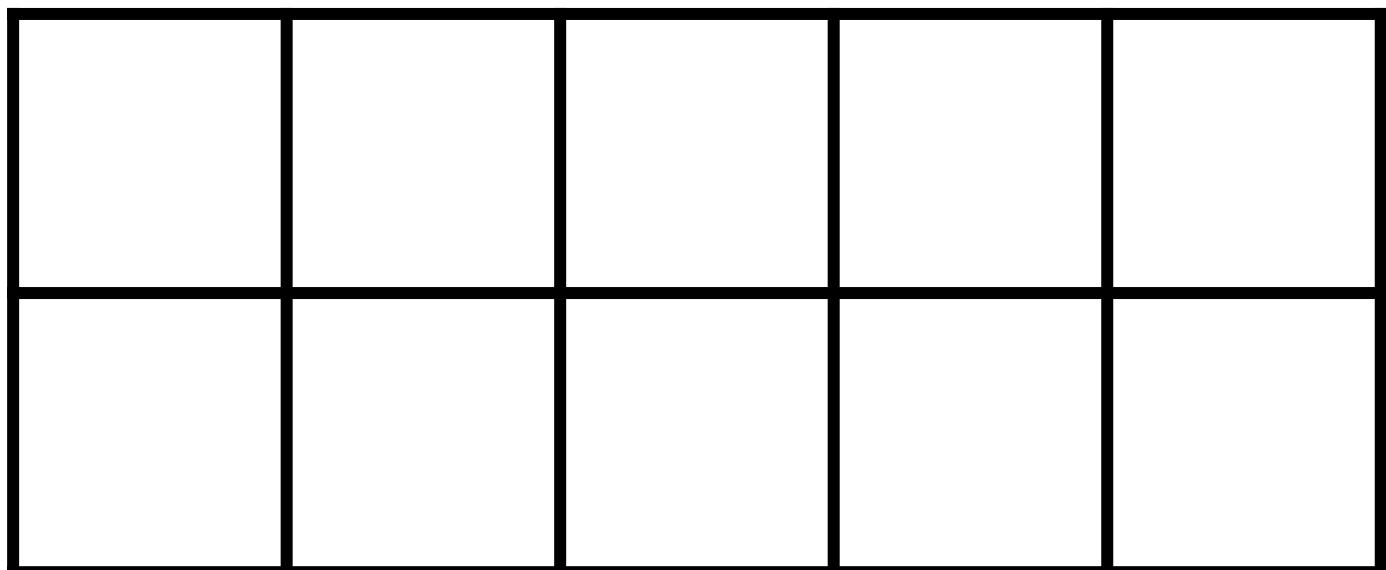
Double 10 Frame





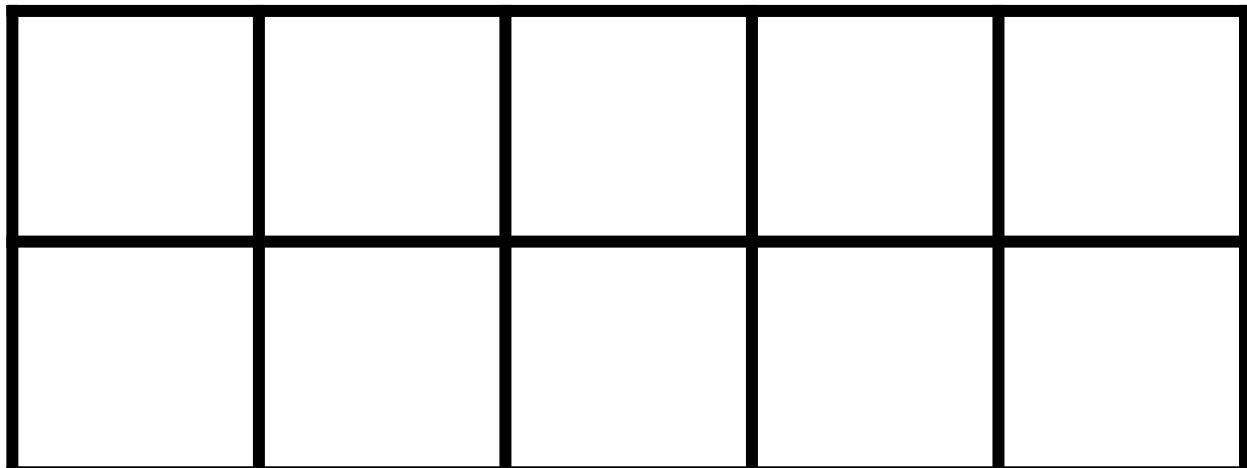
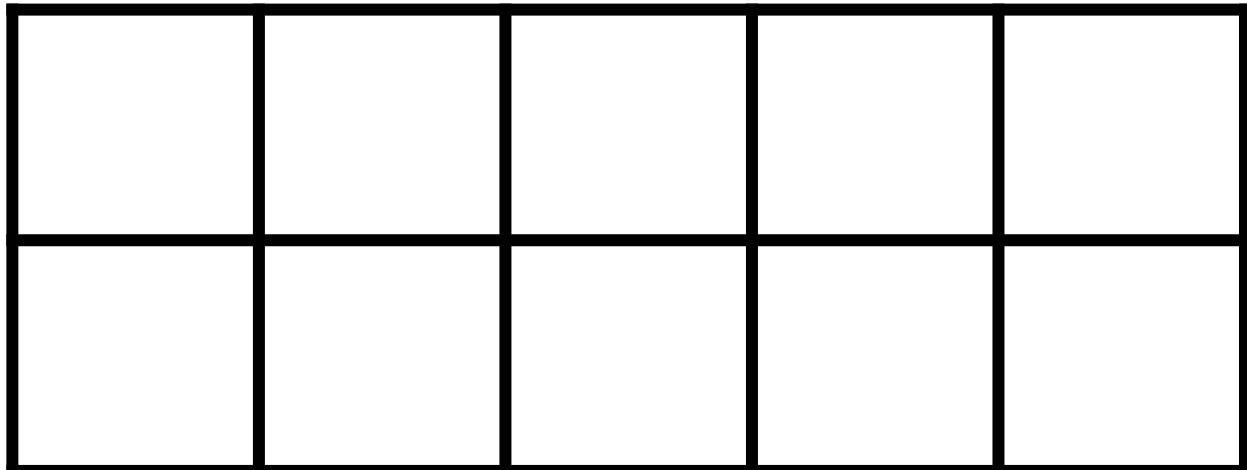
**Thirty
(30)**

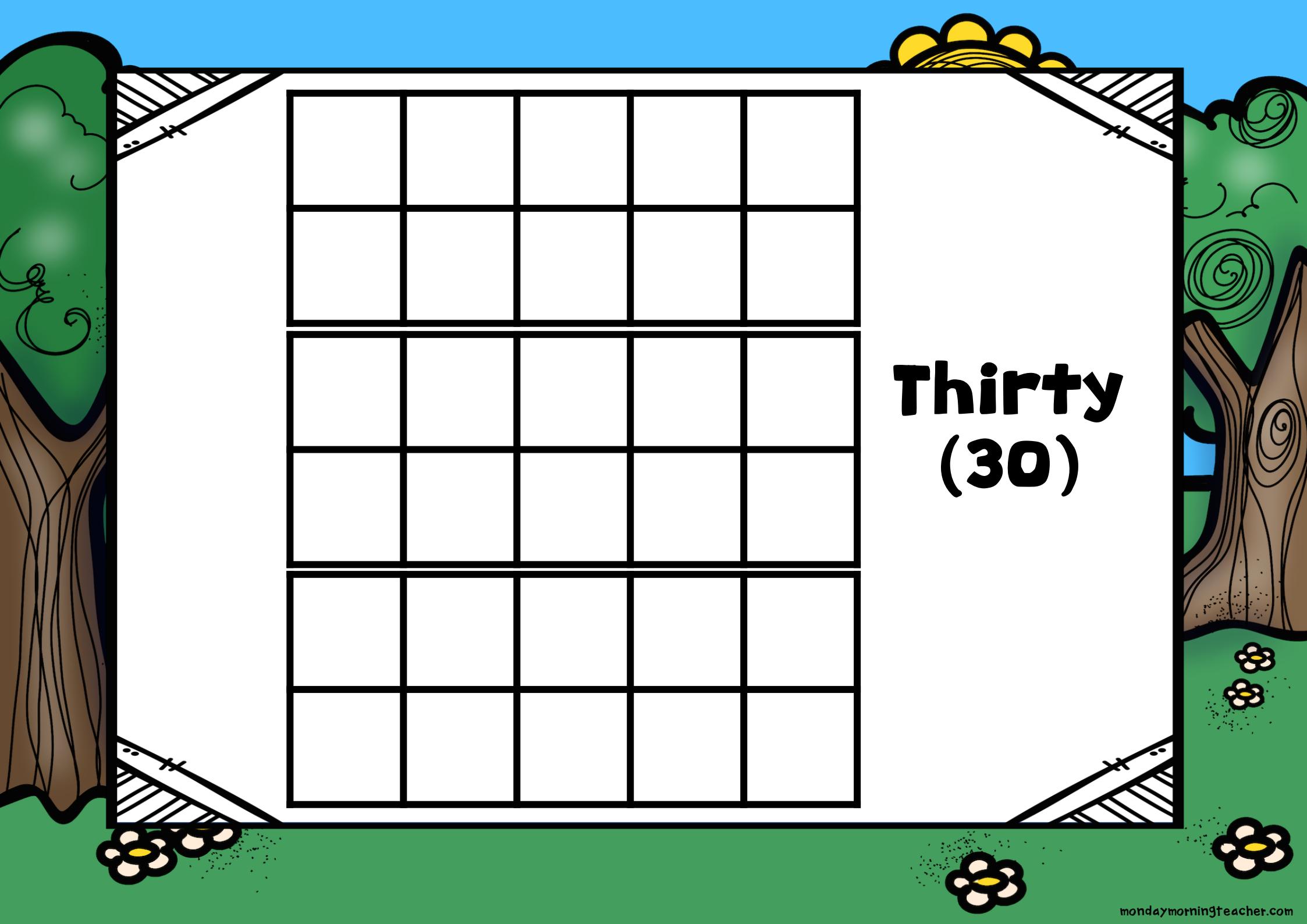




10 Frame

Double 10 Frame





Thirty
(30)

Quick Images Dot Cards

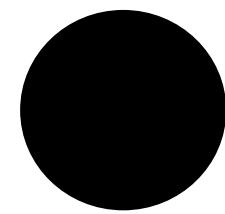
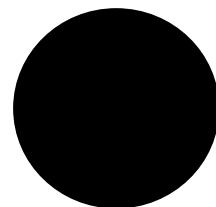
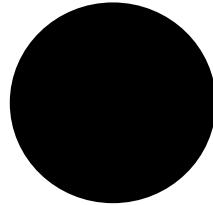
Pages 19-38 of this file contain varies dot cards representing numbers from 1 – 10. These can be used to play 'Quick Images' with your class to develop their subitising skills (ability to quickly ascertain how many dots are on a card without having to count each one).

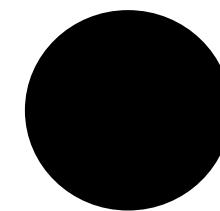
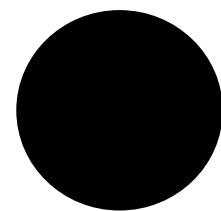
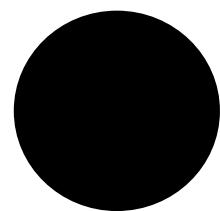
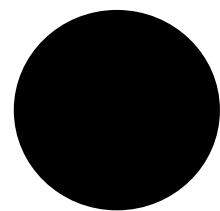
When using these for number talks, I chose 3-4 of them. I try to make sure the cards are related in some way. For example, you might choose $3+3$, then $3+4$, and $4+4$, then $4+5$, if you are working with the concept of using 'near doubles' to solve problems. I give the children 3-5 seconds to see the card (make this very exciting – can they see the number in time?), then ask them to give me a thumb if they know how many dots there are on the card.

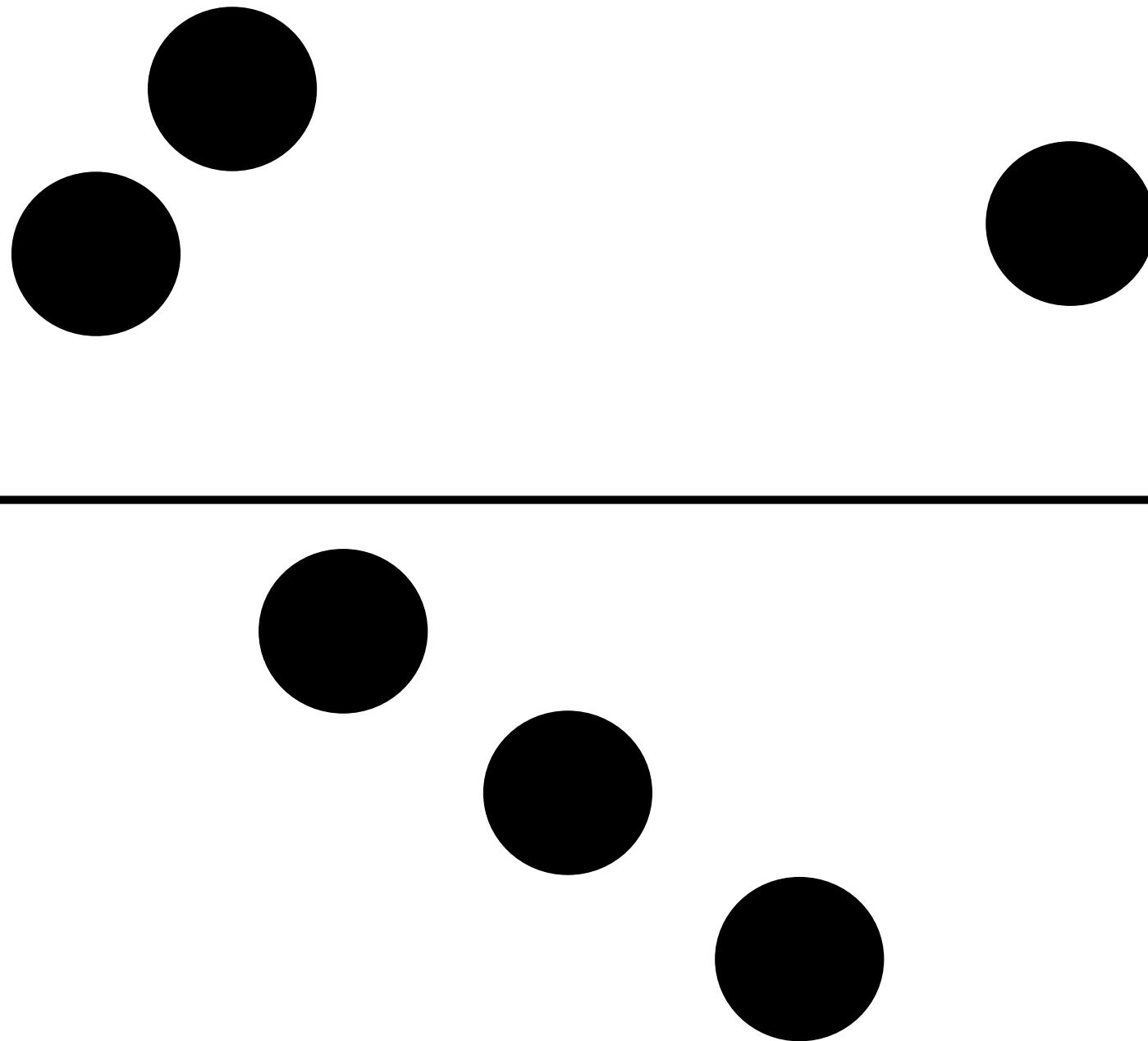
You will develop your own procedure for taking answers and recording the answers in a visual way for the children in your class to see. The more visual support you can give your class, the more accessible number talks will be for all of your children.

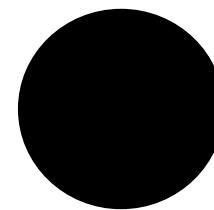
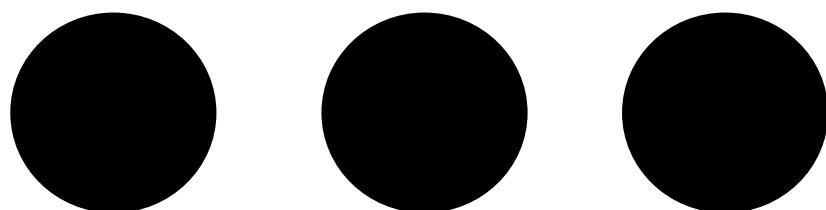
Often, you may have a group of children who need to use the 10 frames and cubes in smaller groups to really be able to 'see' how the strategies are working (e.g., they can show $3+3=6$ on their 10 frame, then add one more cube to second line of their 10 frame when you ask them what $3+4$ is. That way, they can see how you are just adding 'one more' to the original $3+3$ equation.

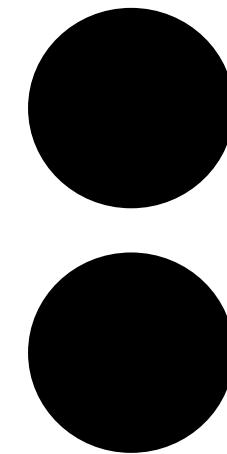
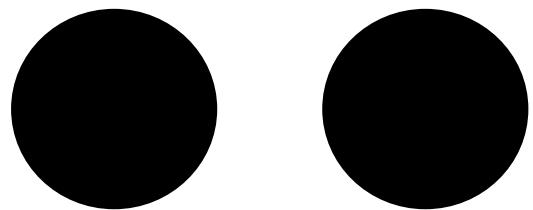
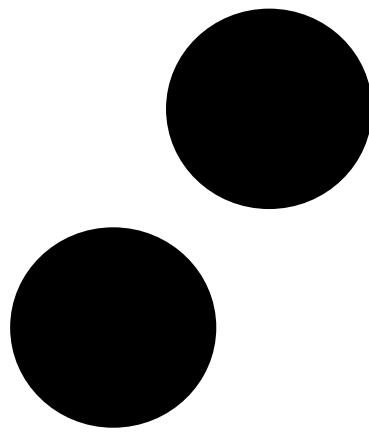
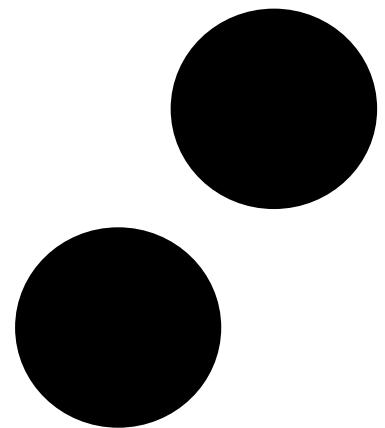
If in doubt, there are lots of early years number talks on Youtube that are well worth watching.

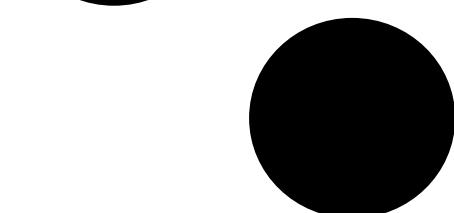
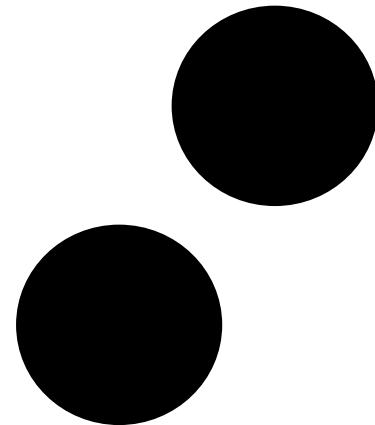
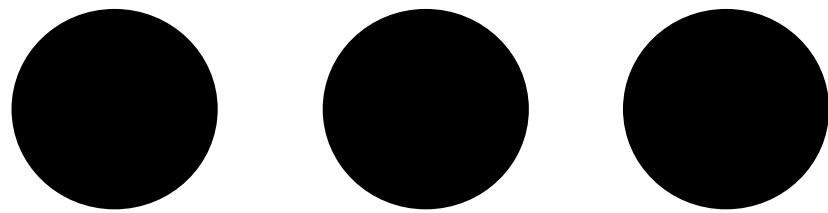


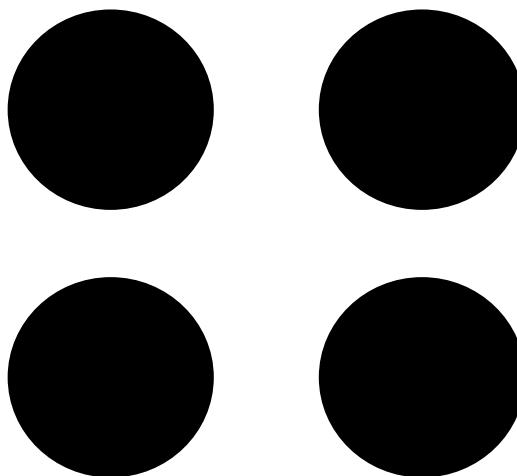
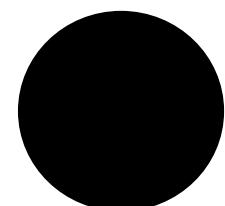
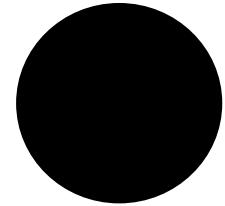
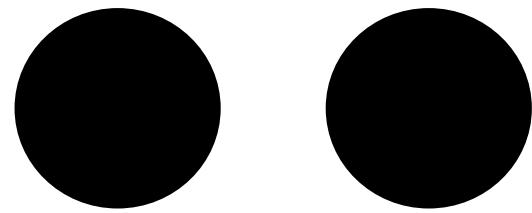
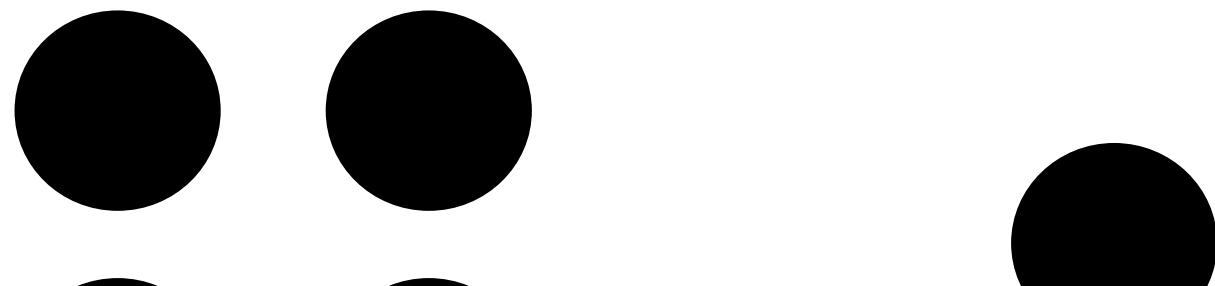


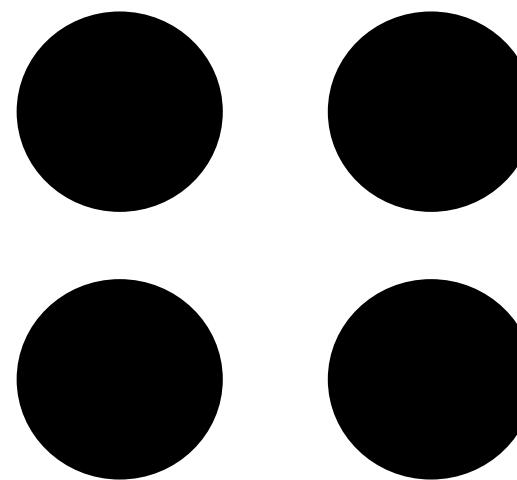
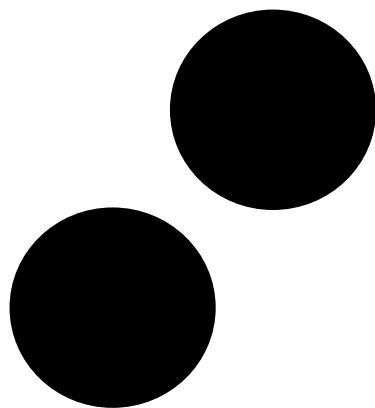
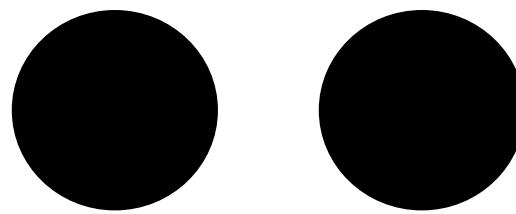
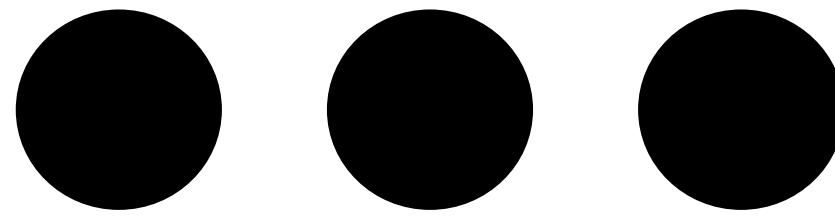


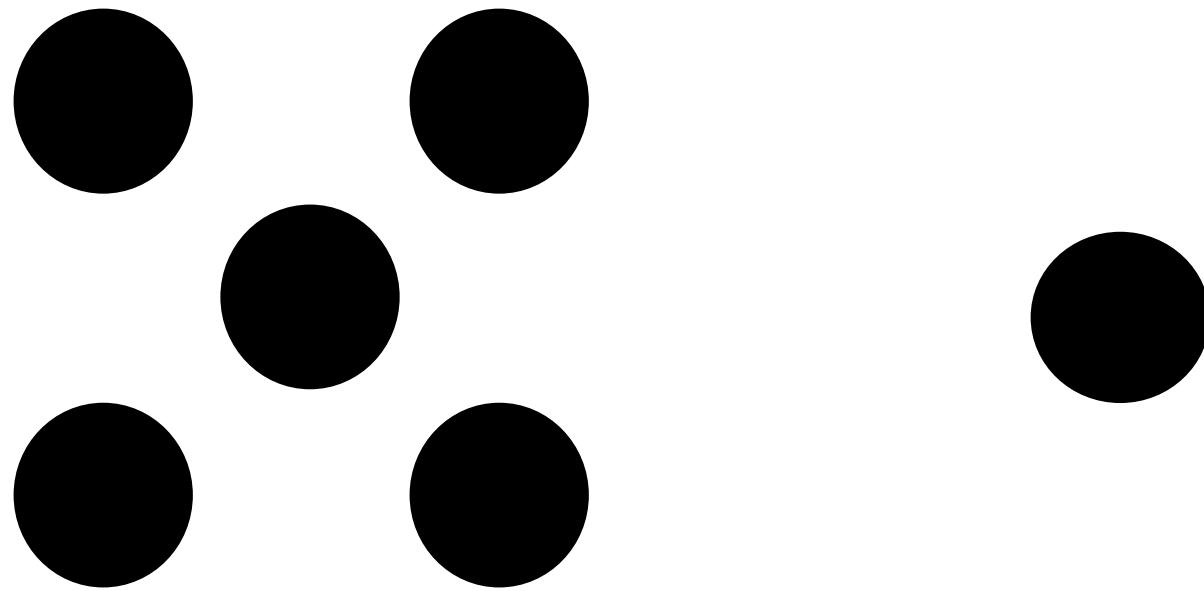
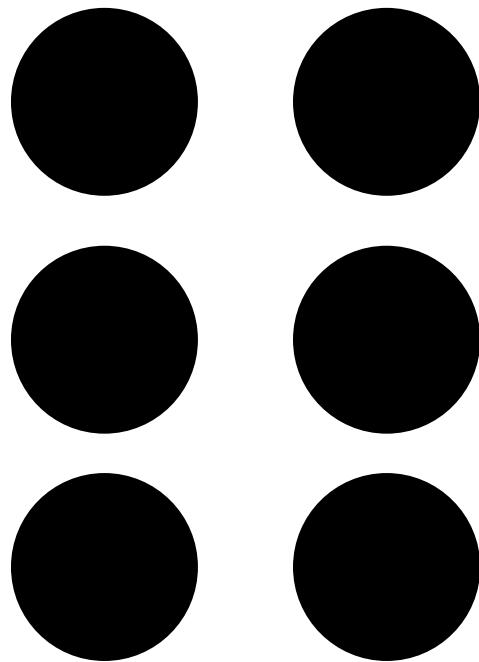


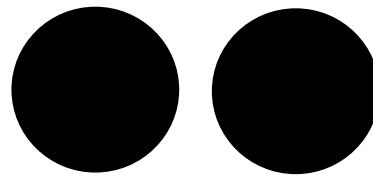
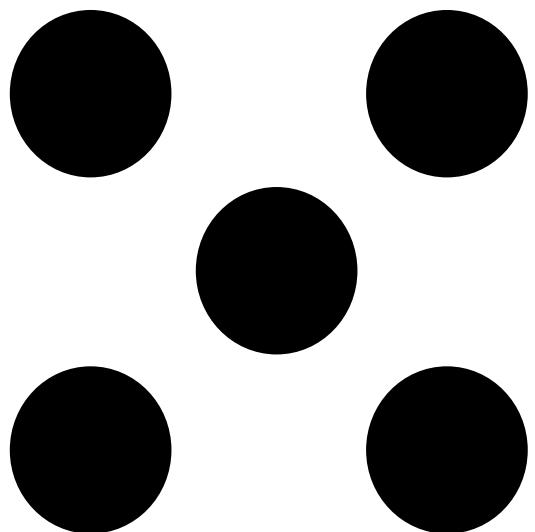
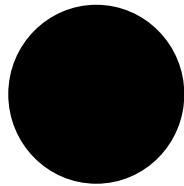
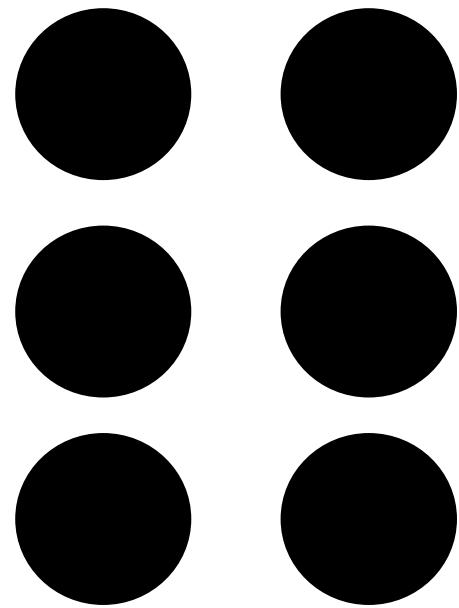


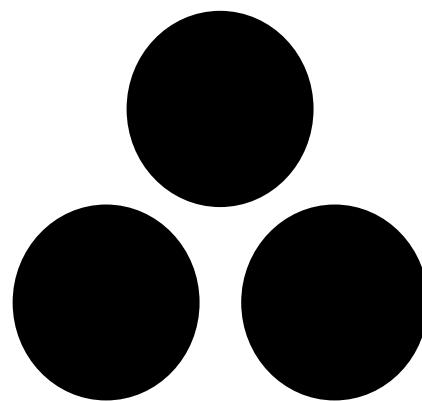
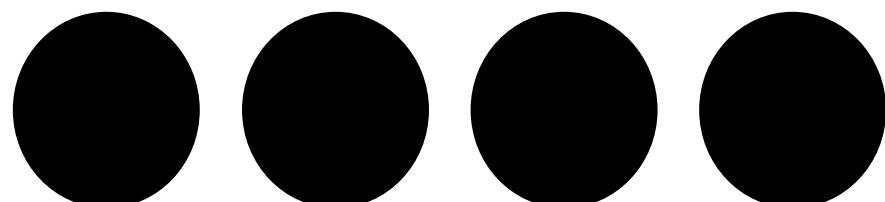
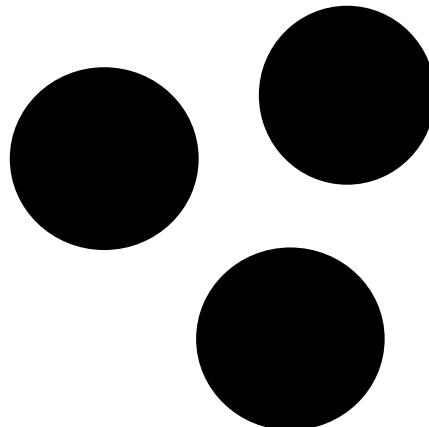
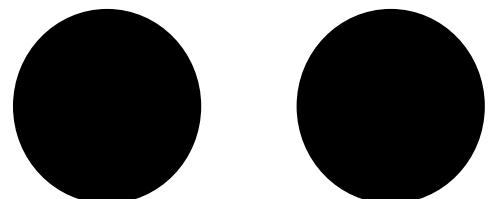
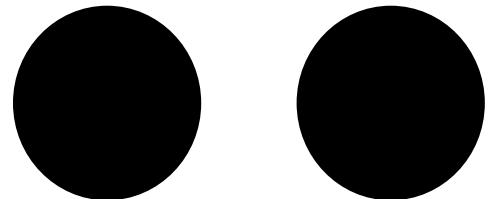


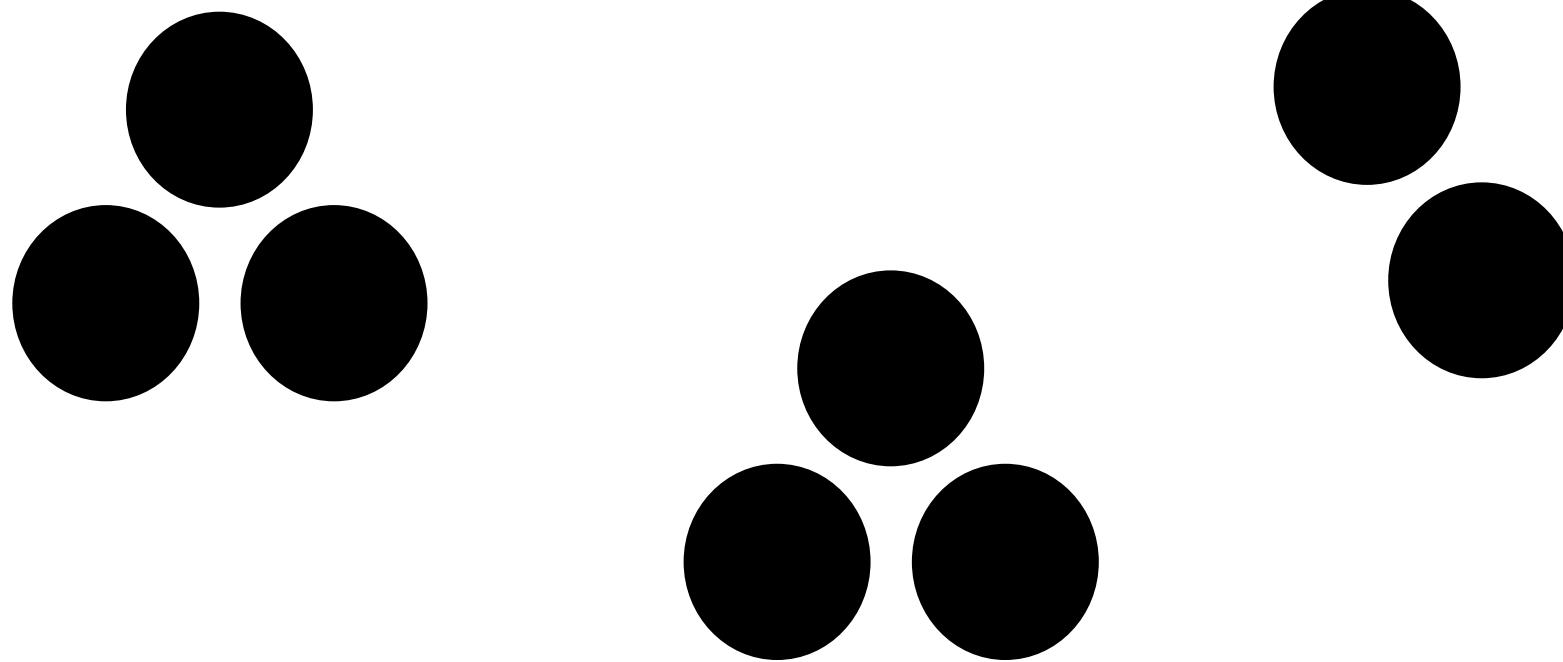
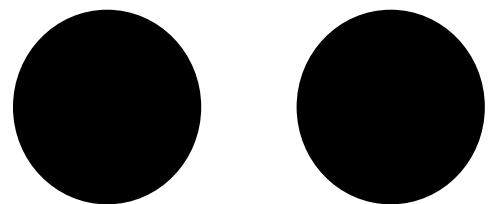


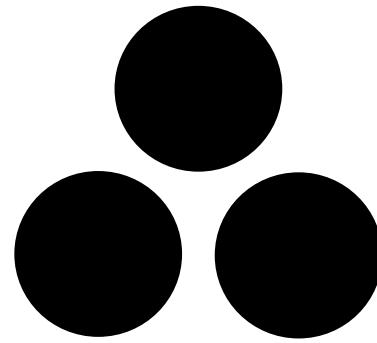
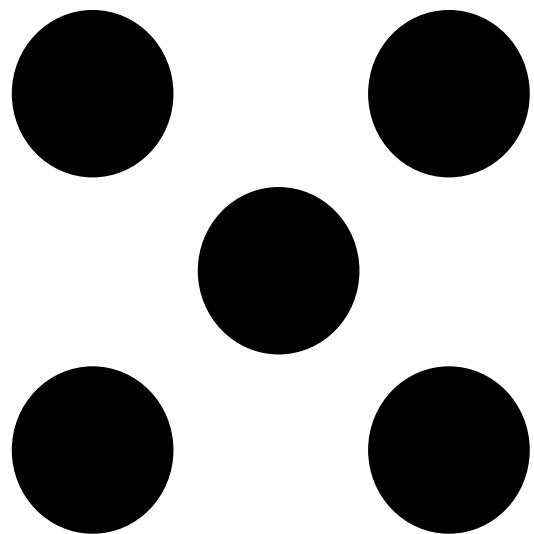
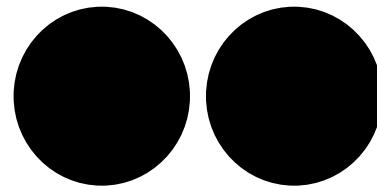
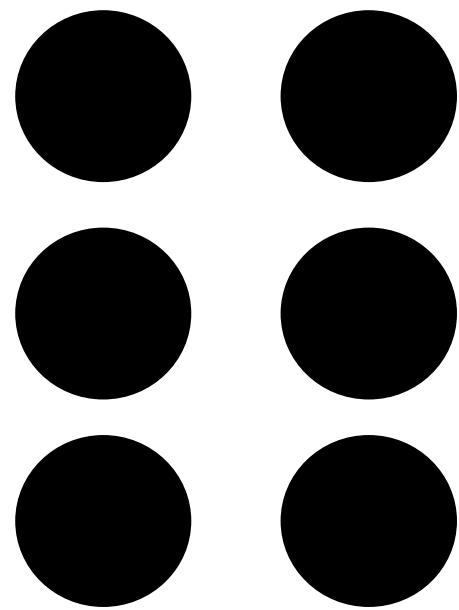


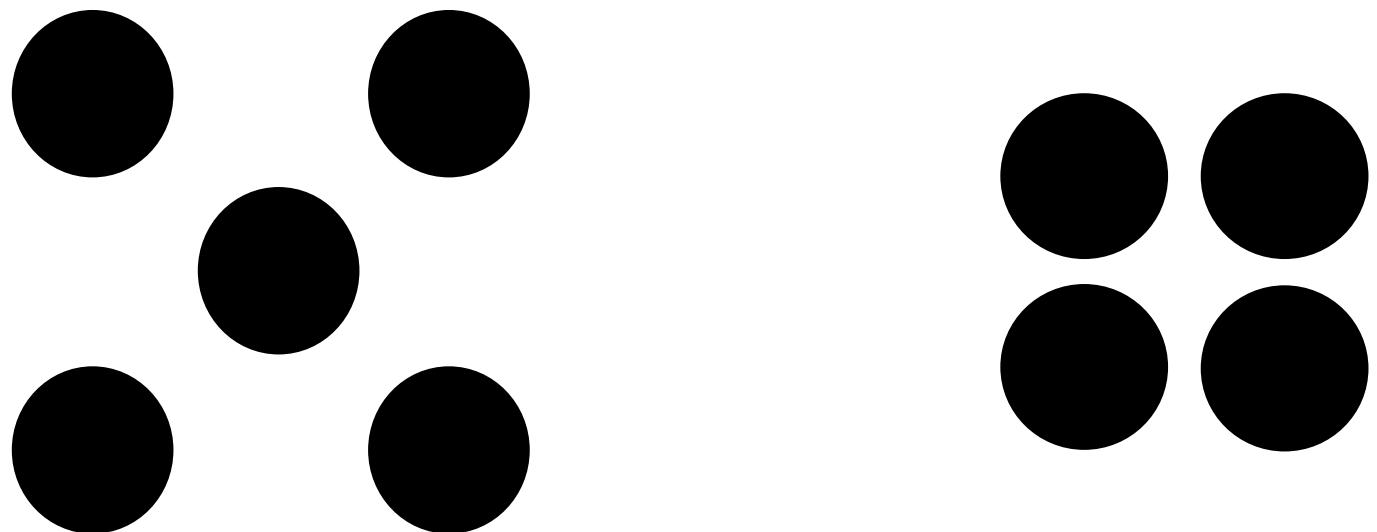
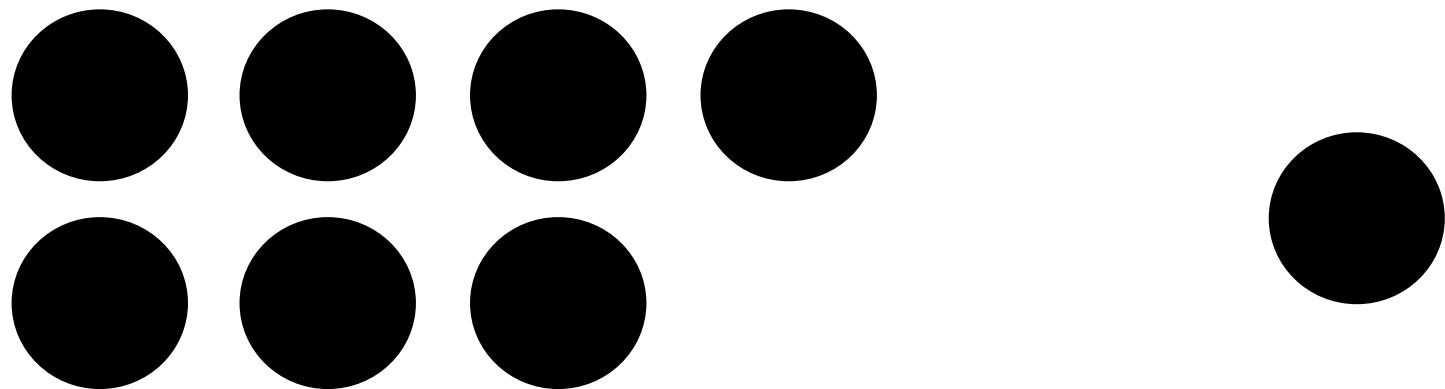


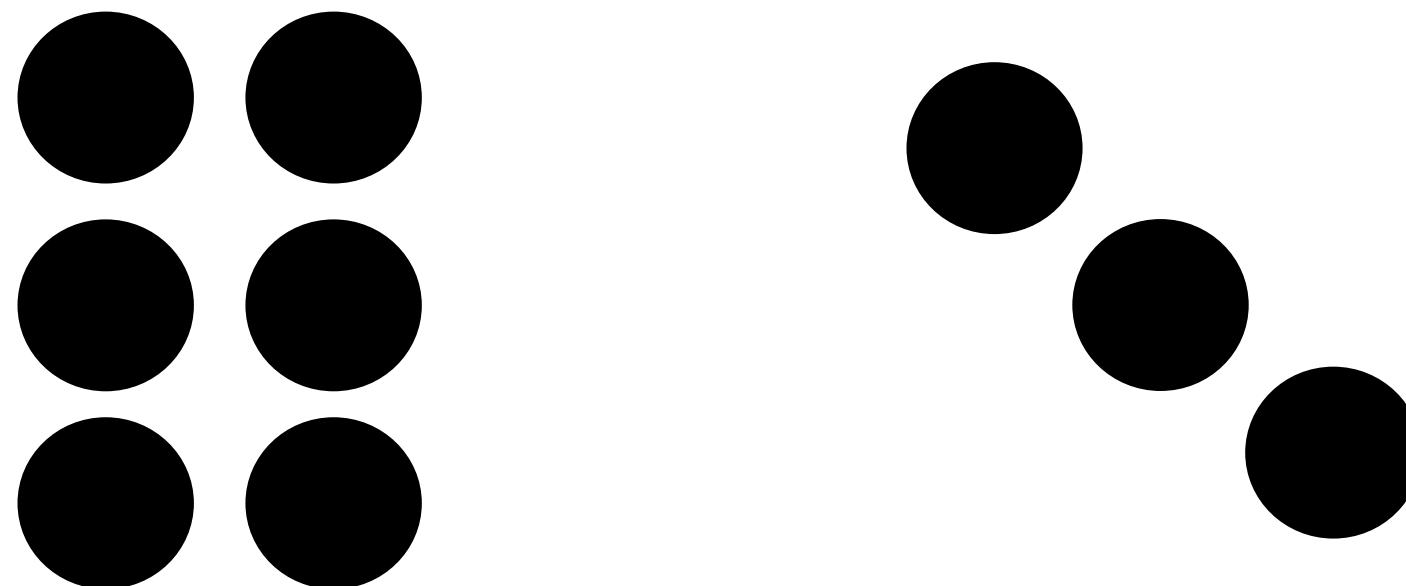
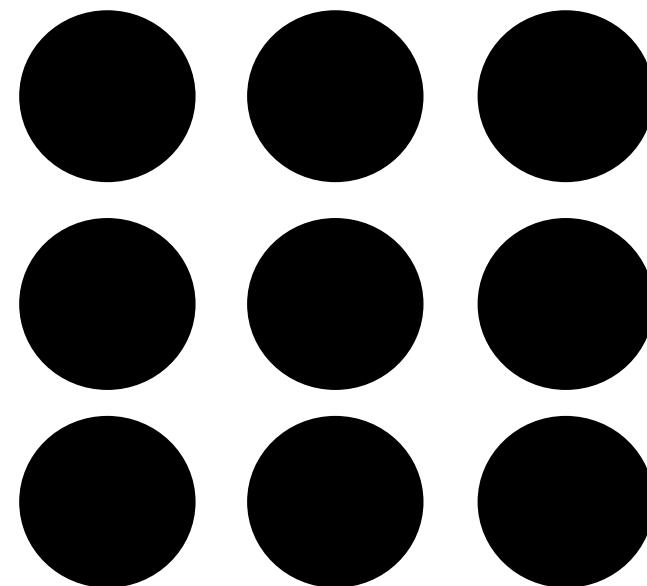


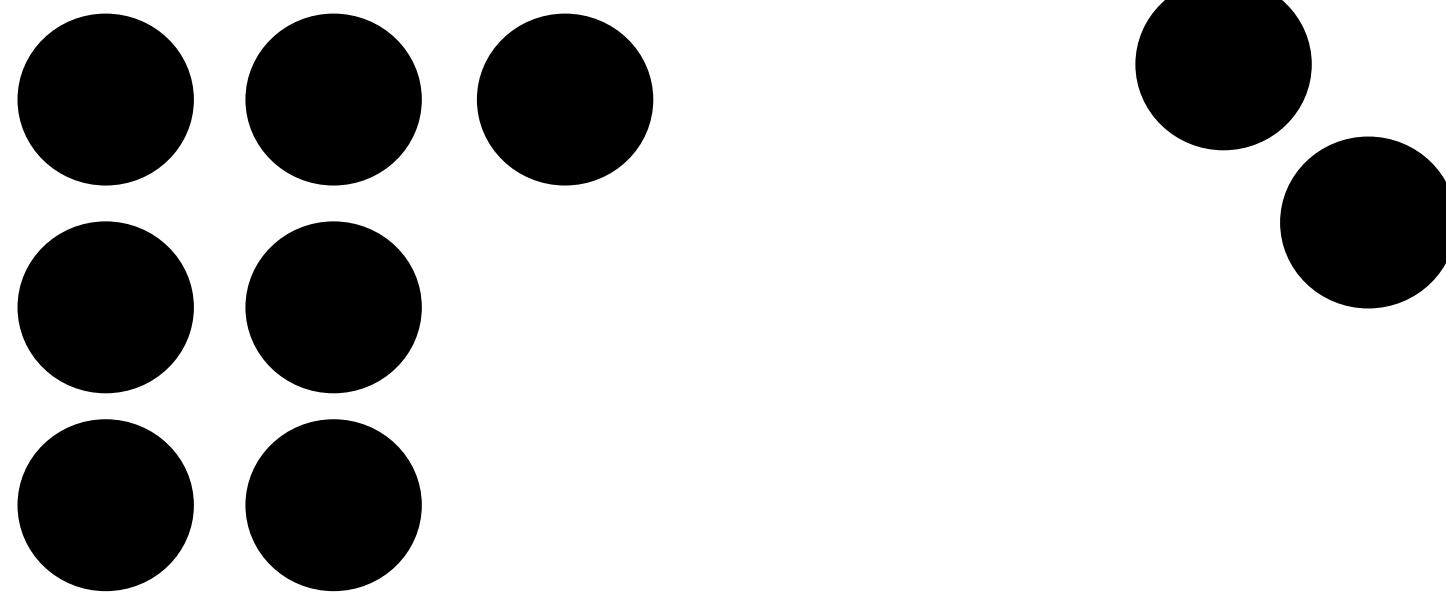
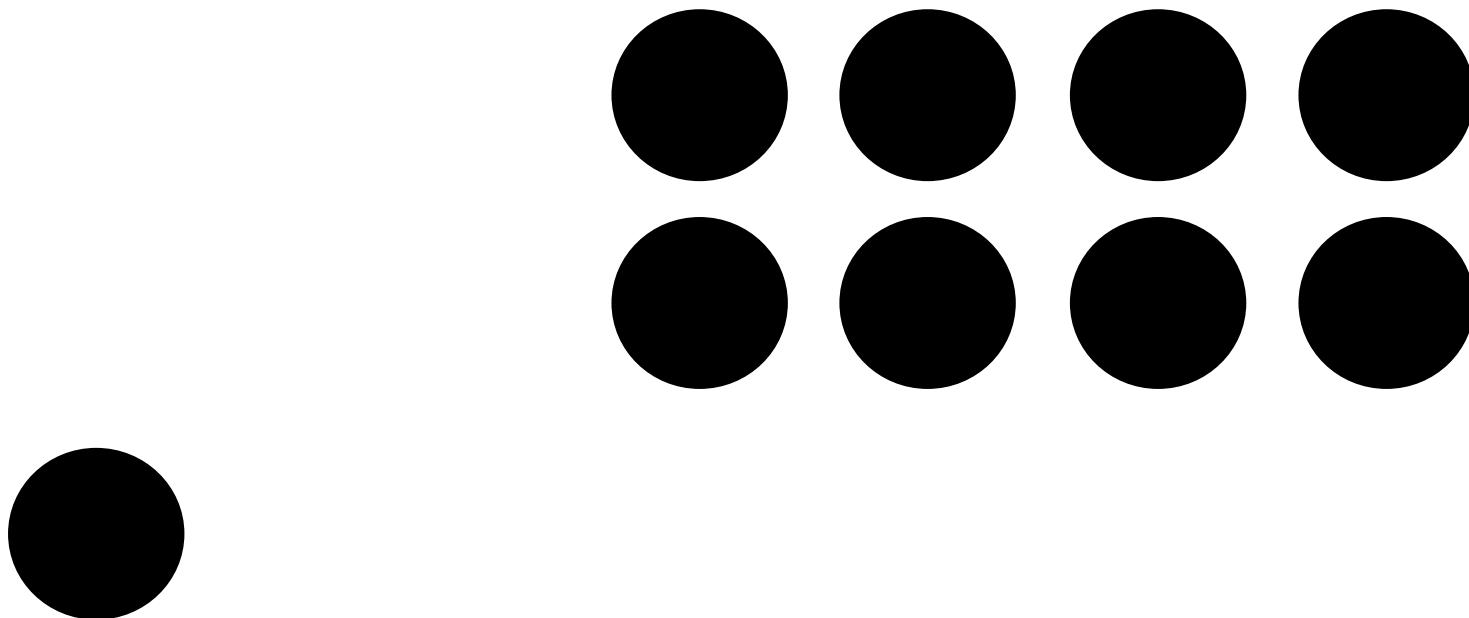


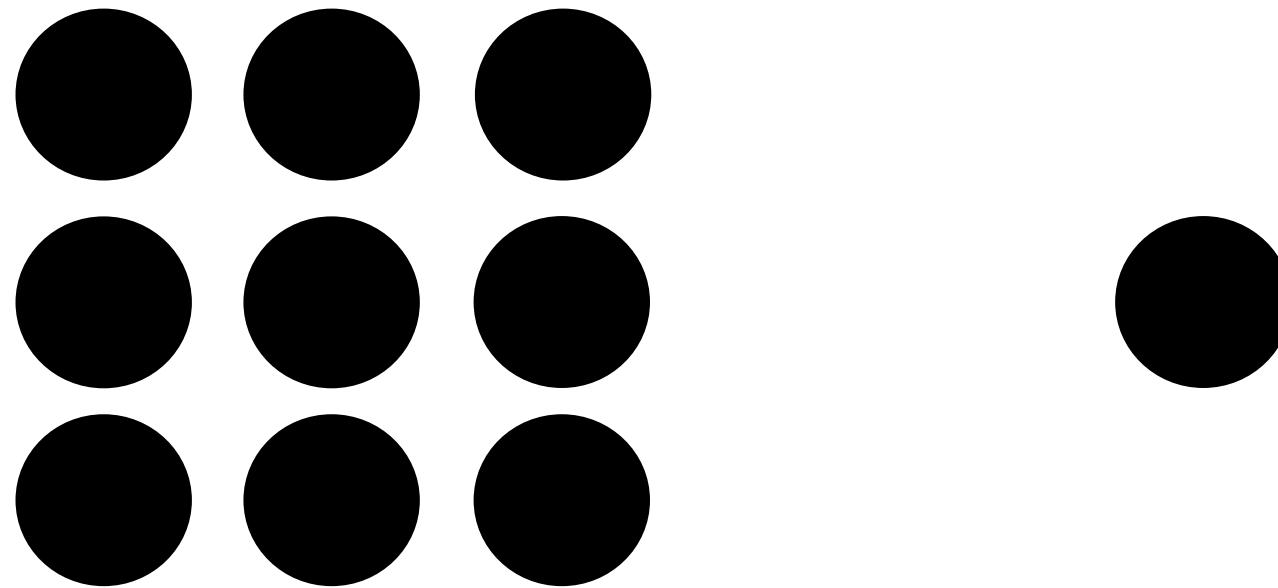
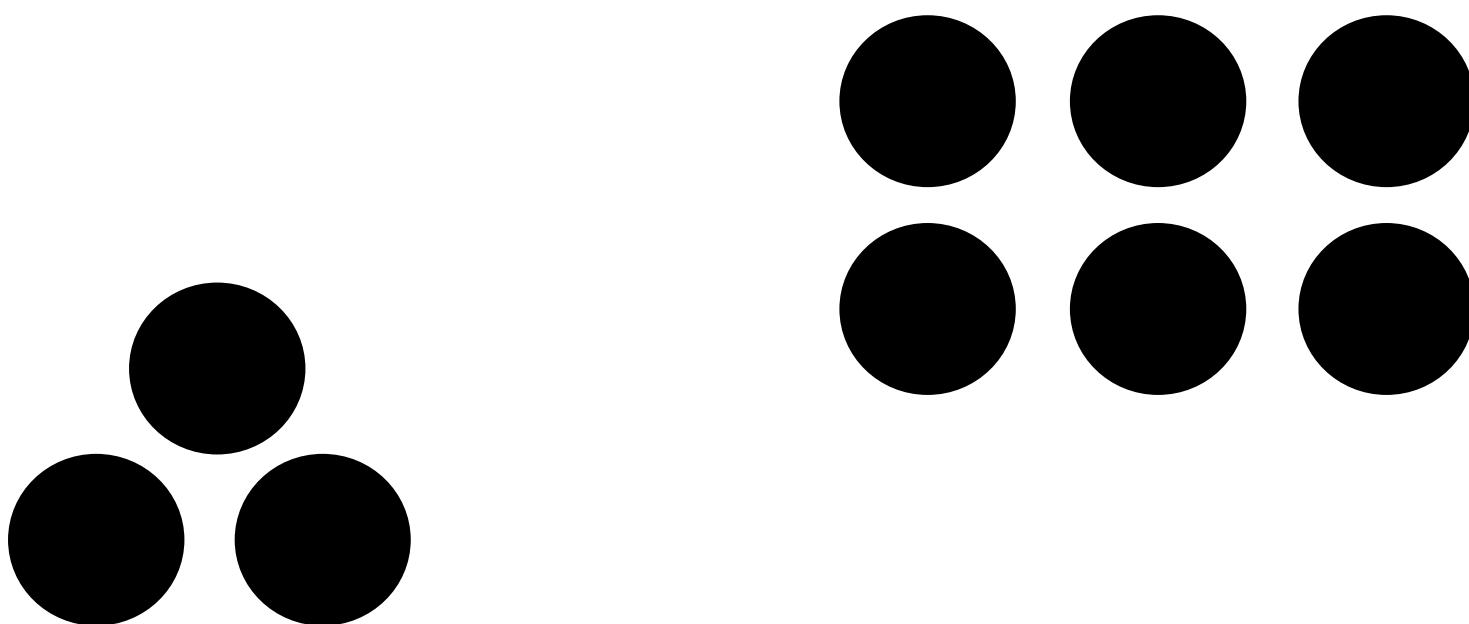


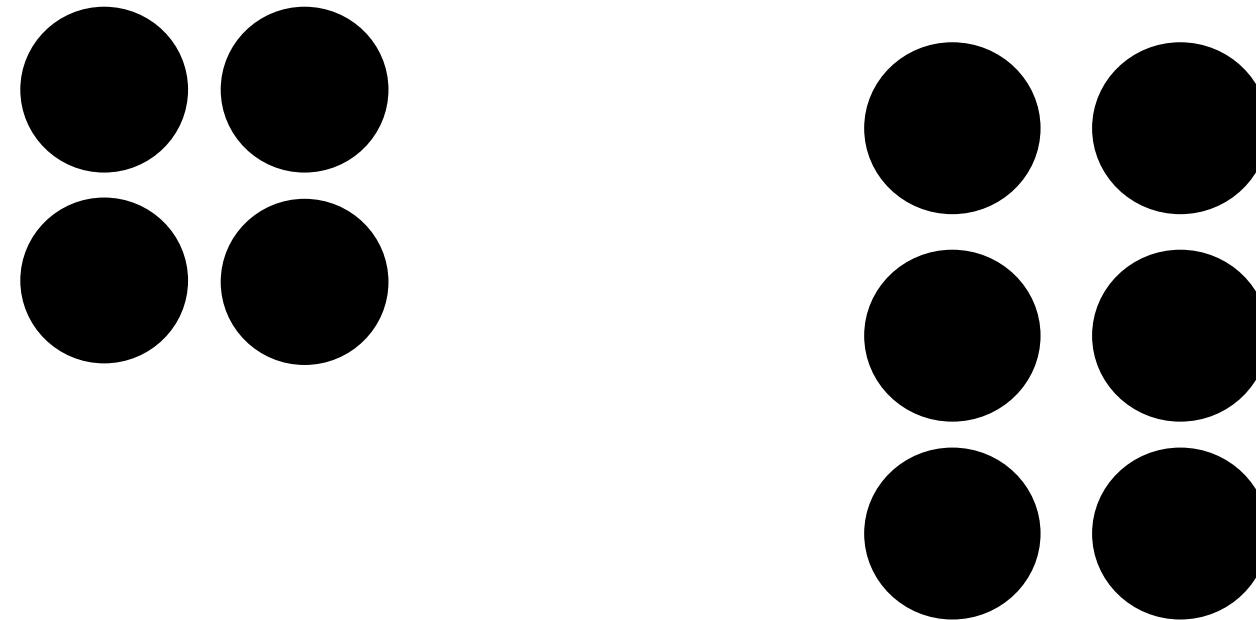
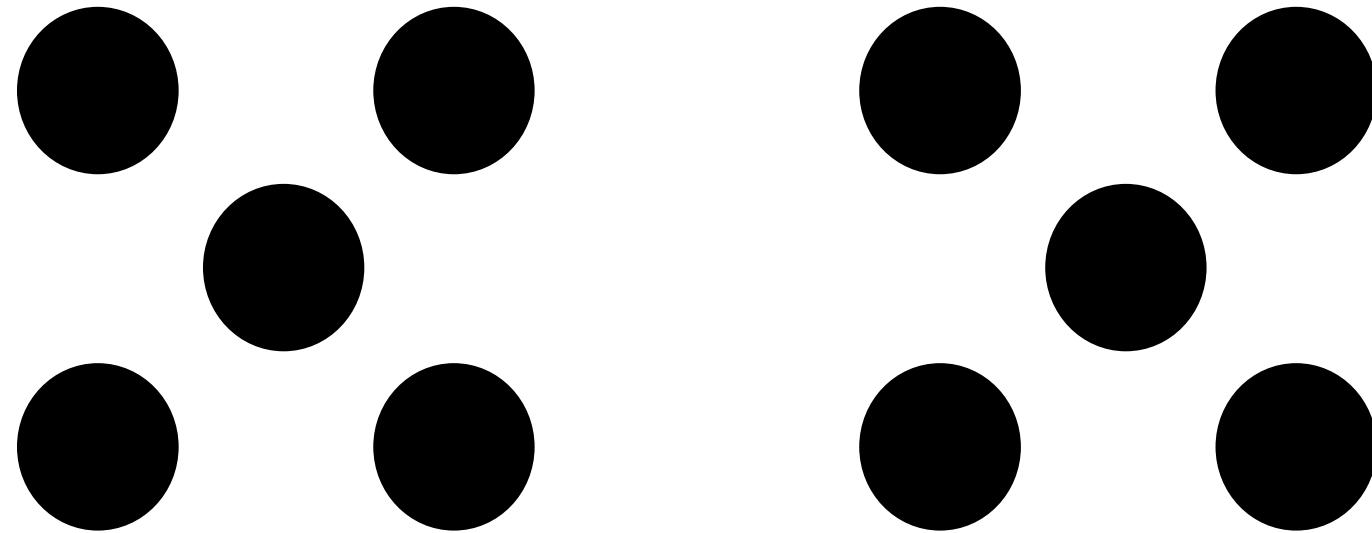


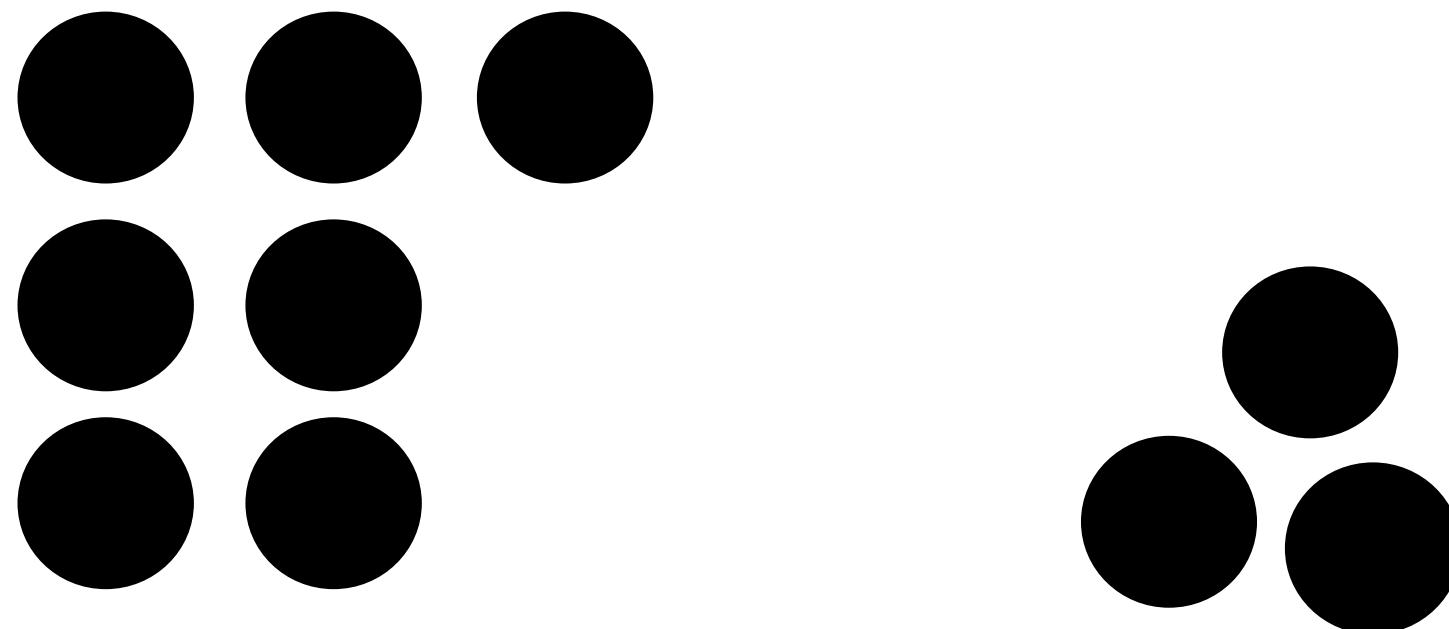
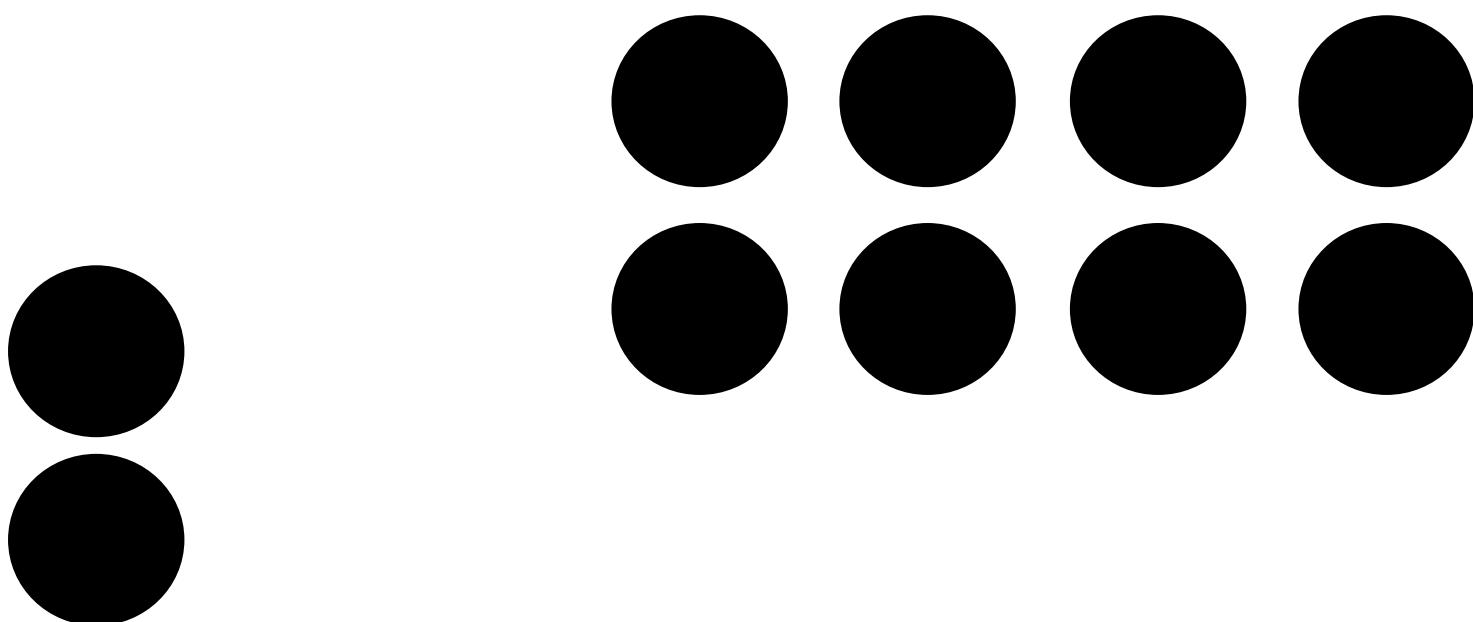


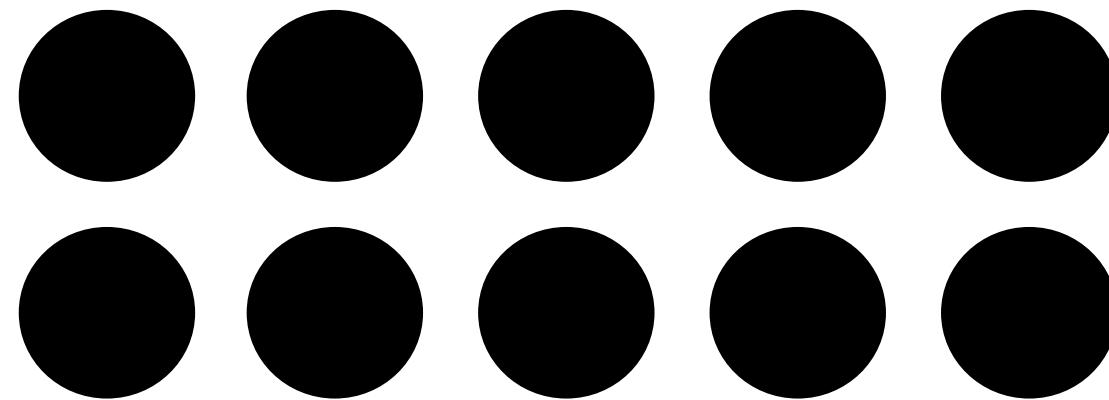
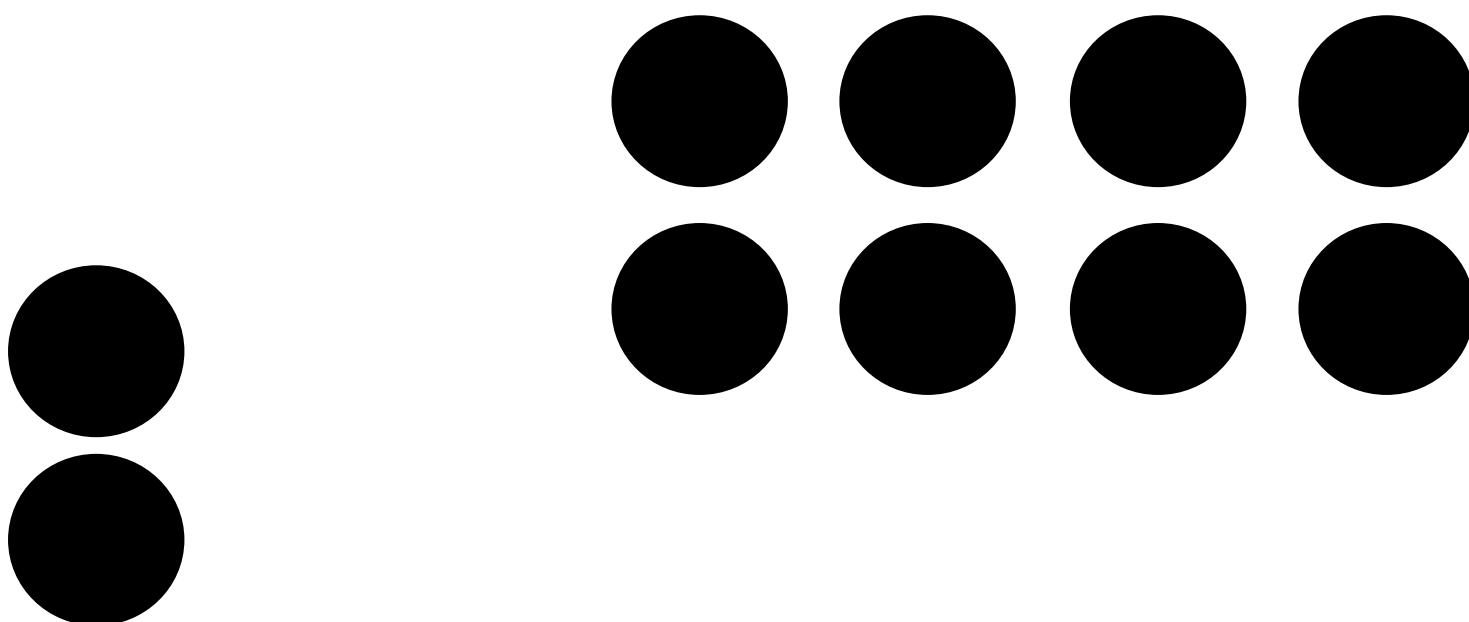


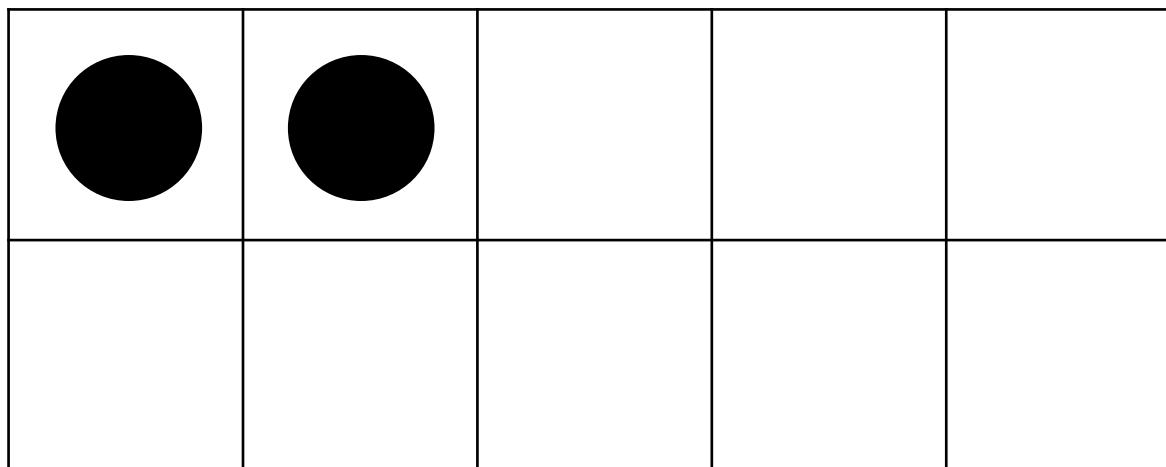
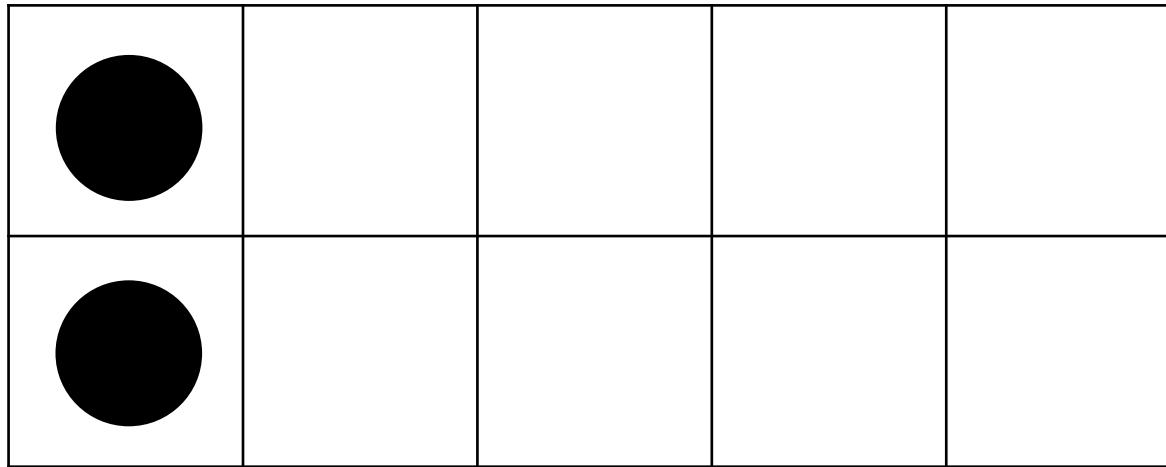


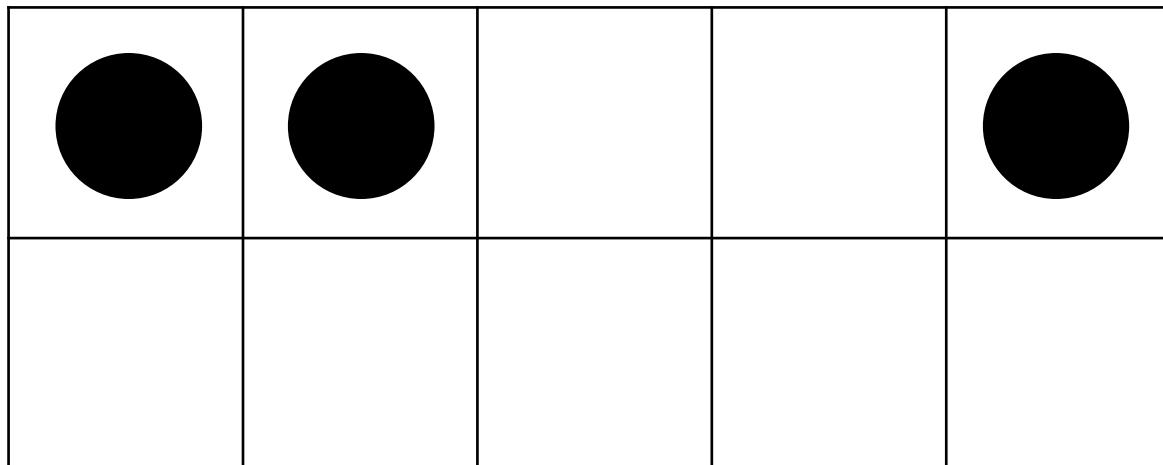
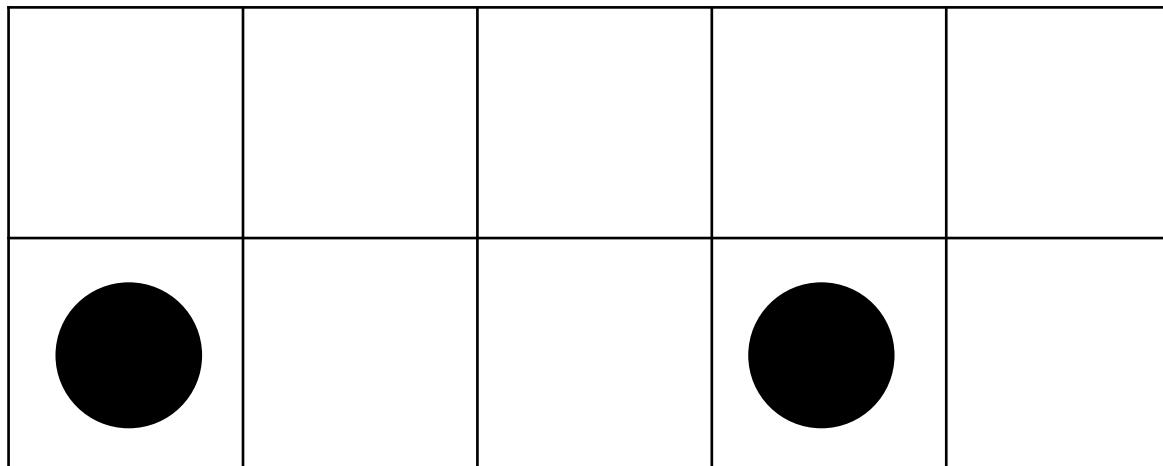


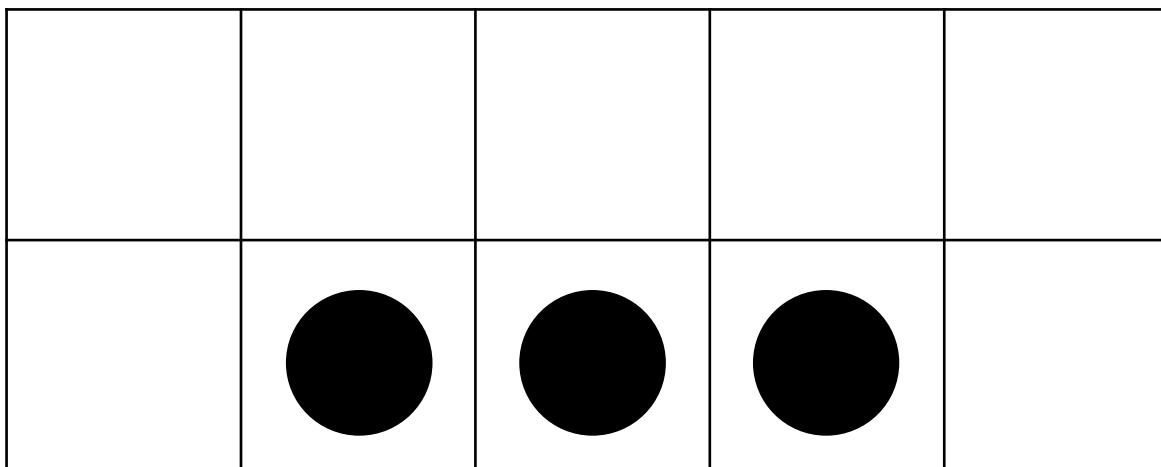
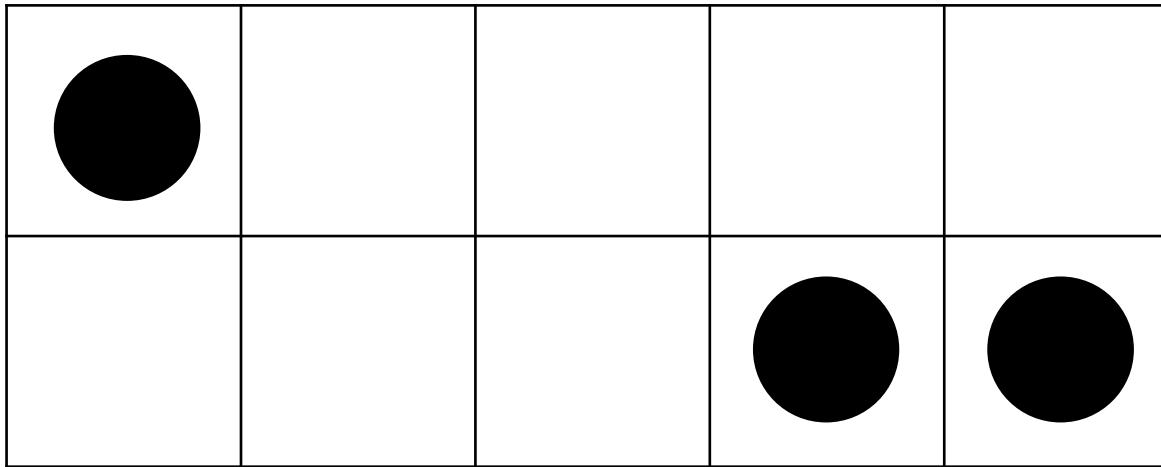


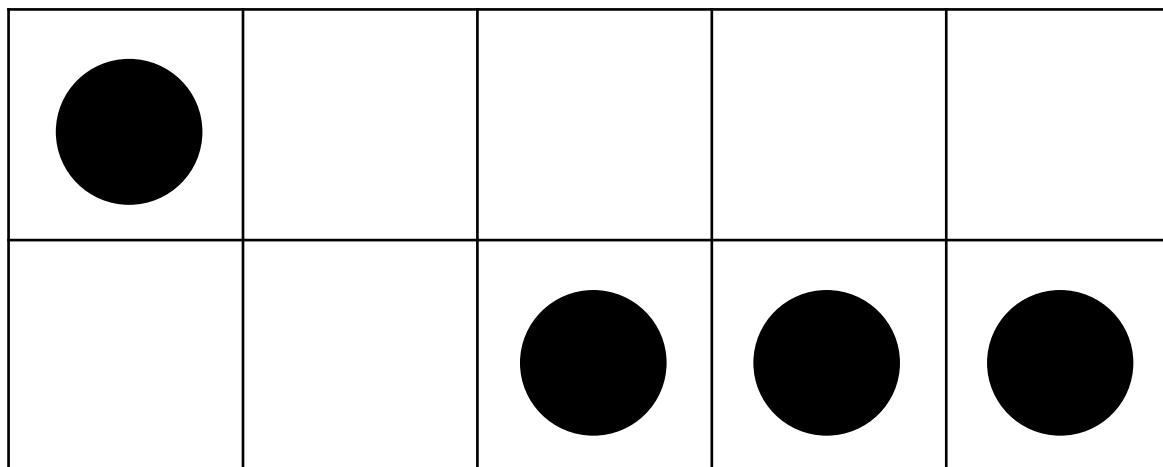
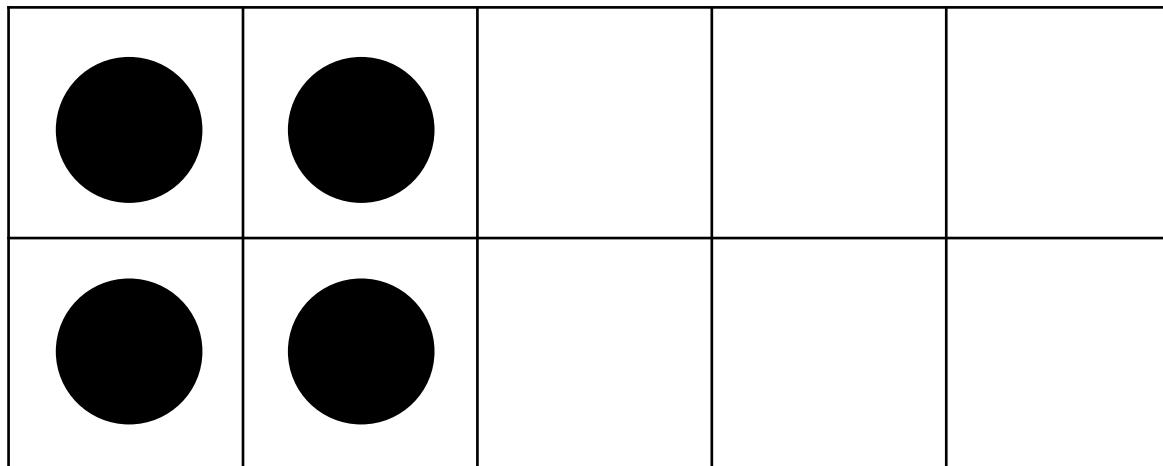


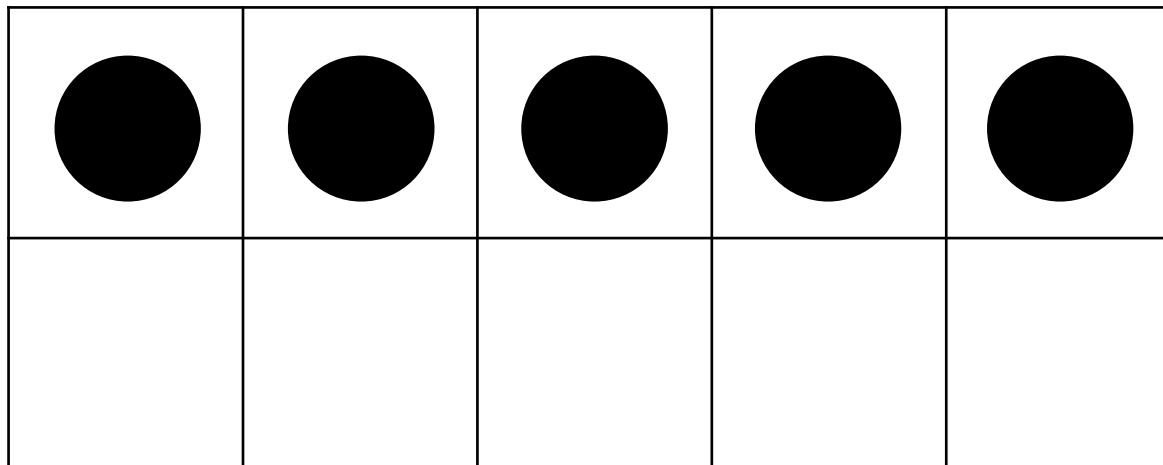
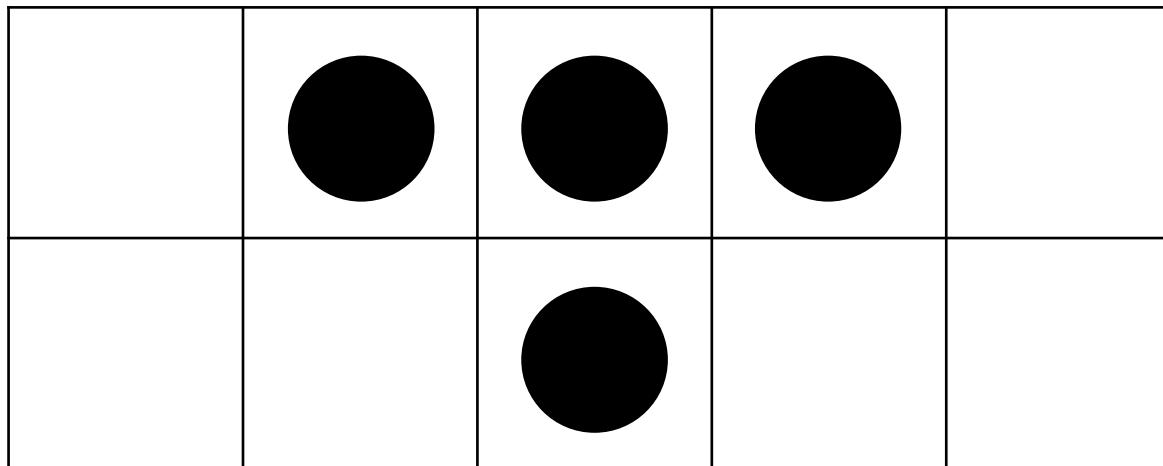


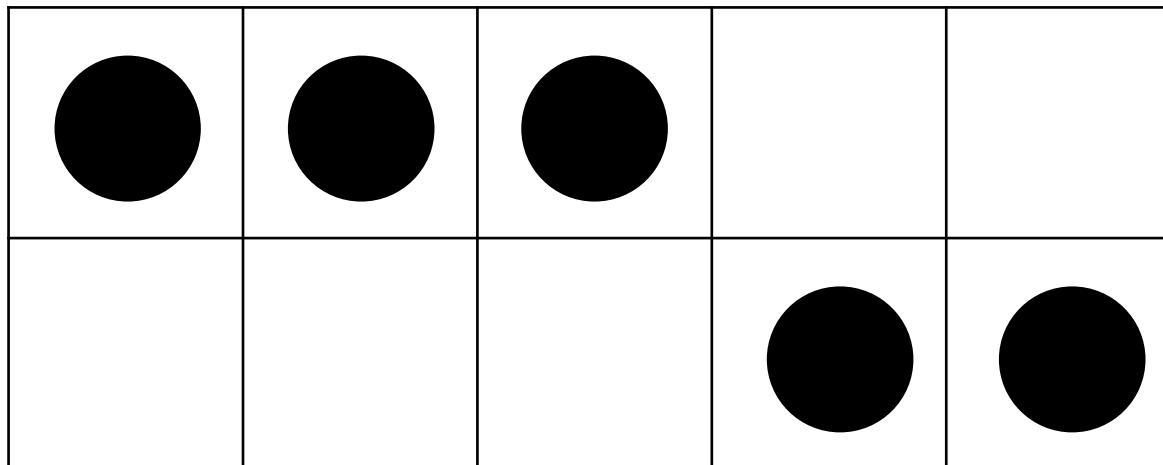
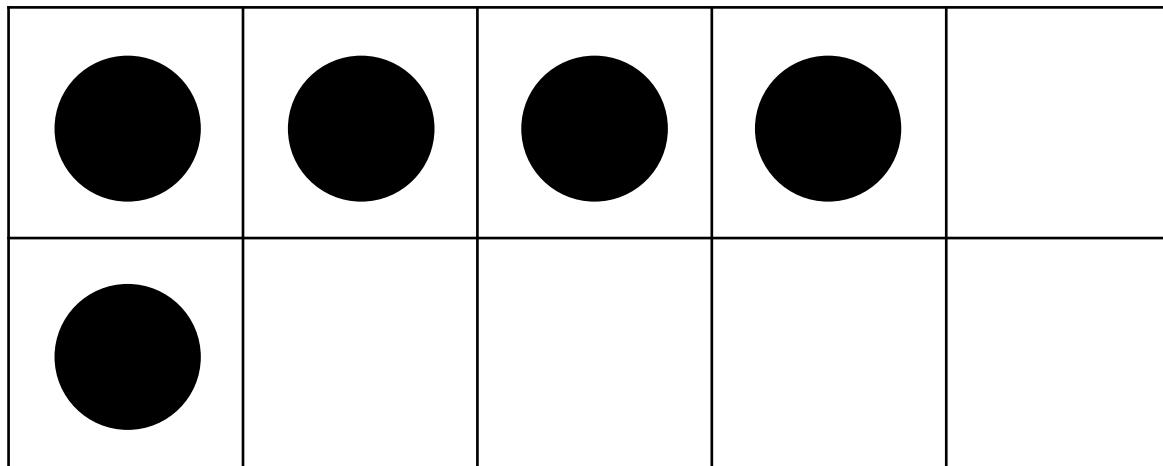


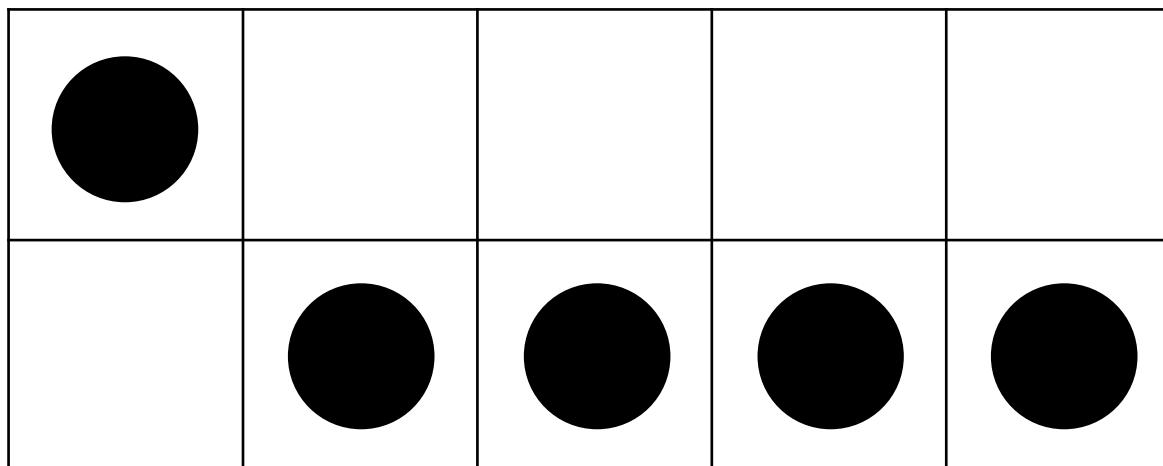
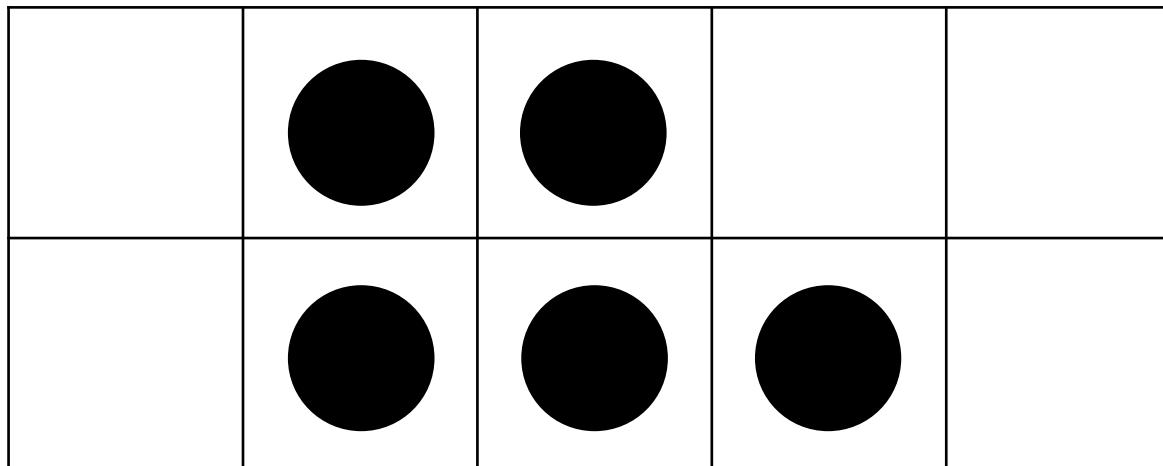


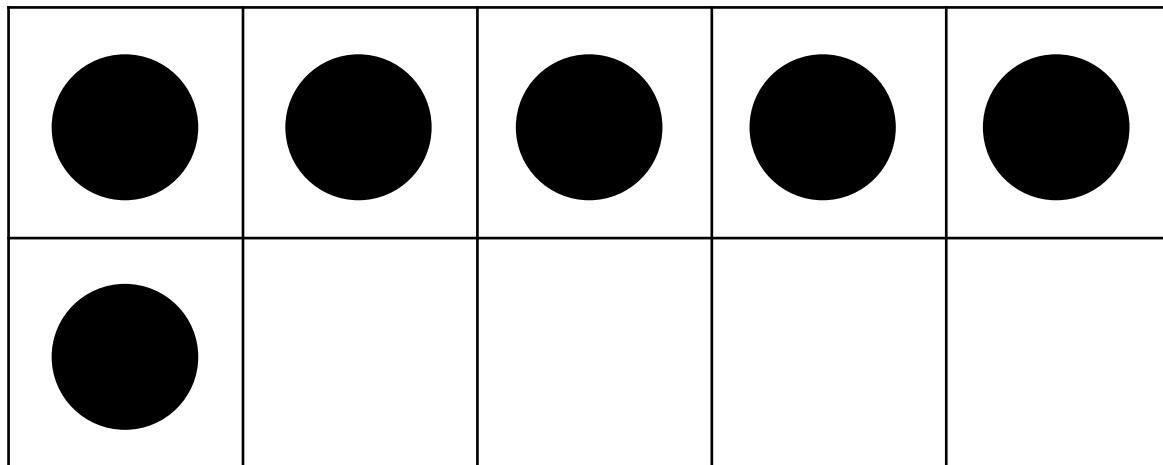
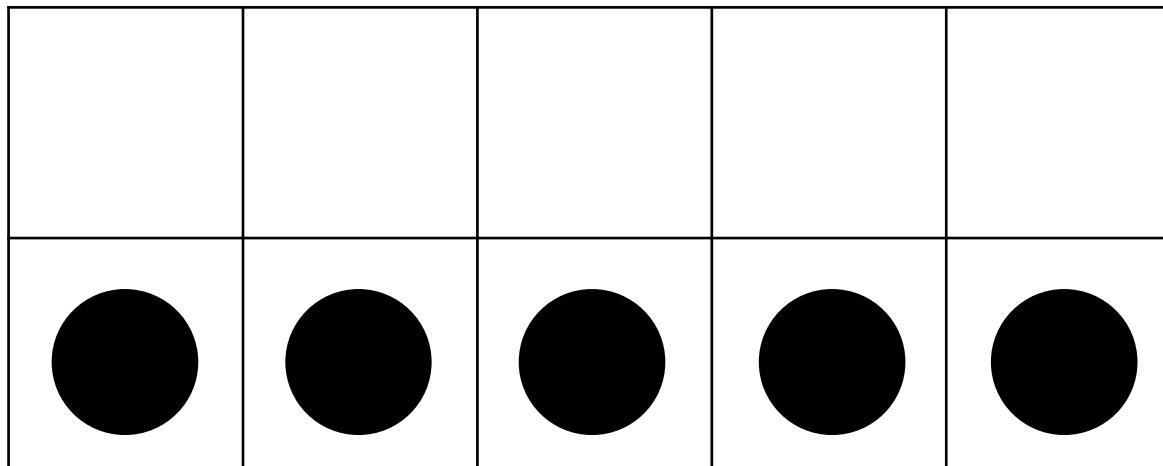


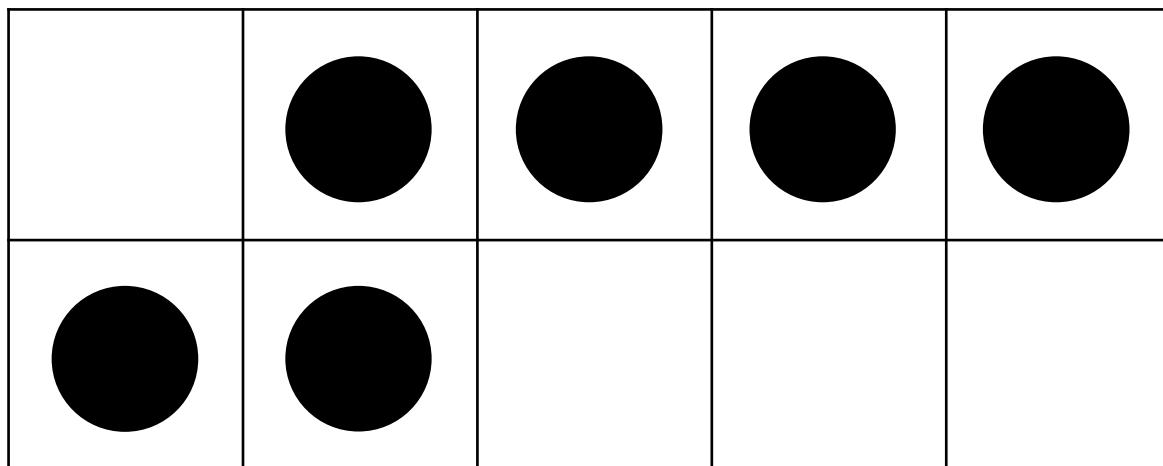
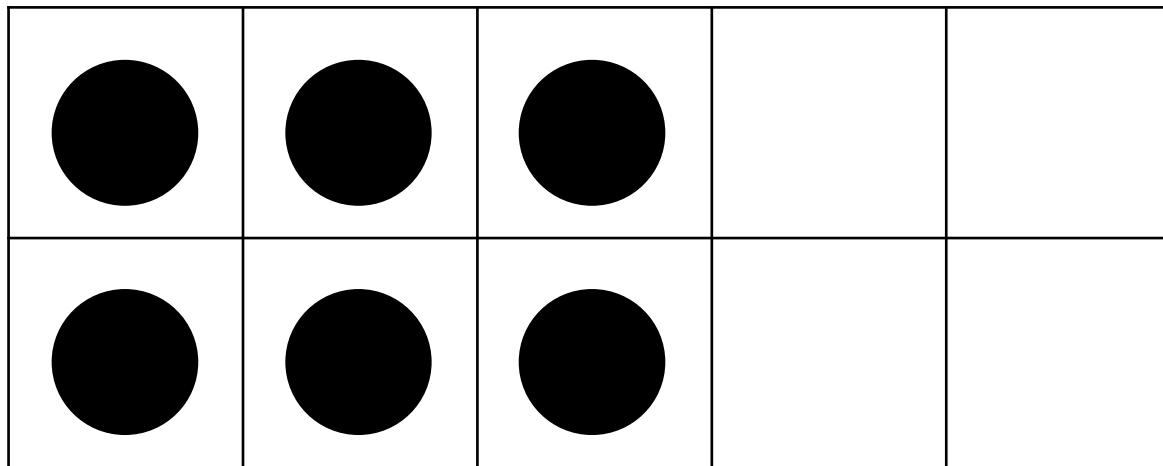


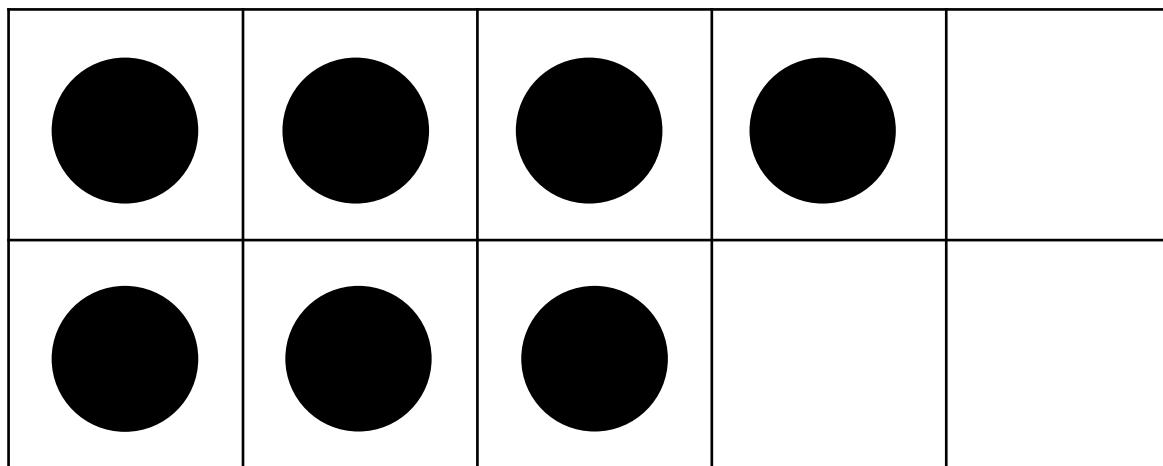
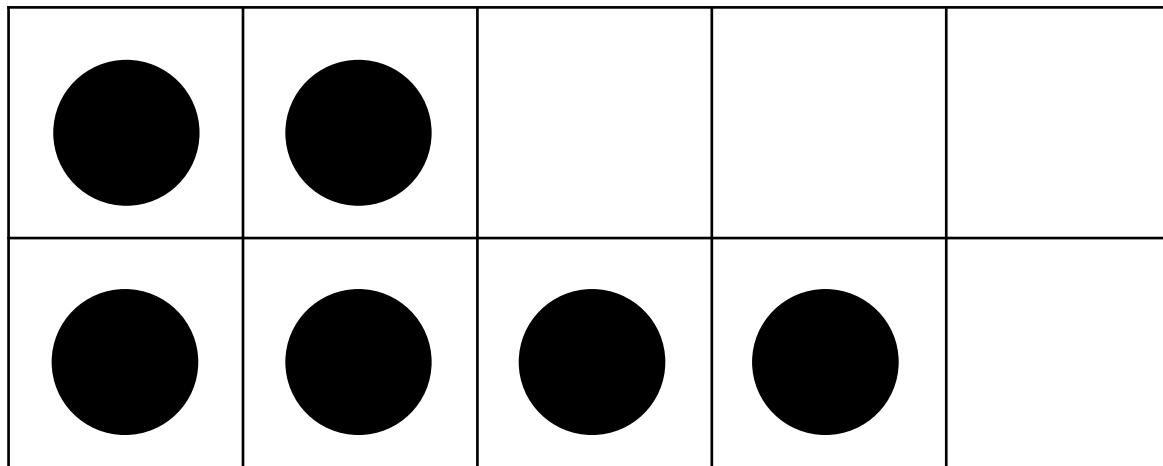


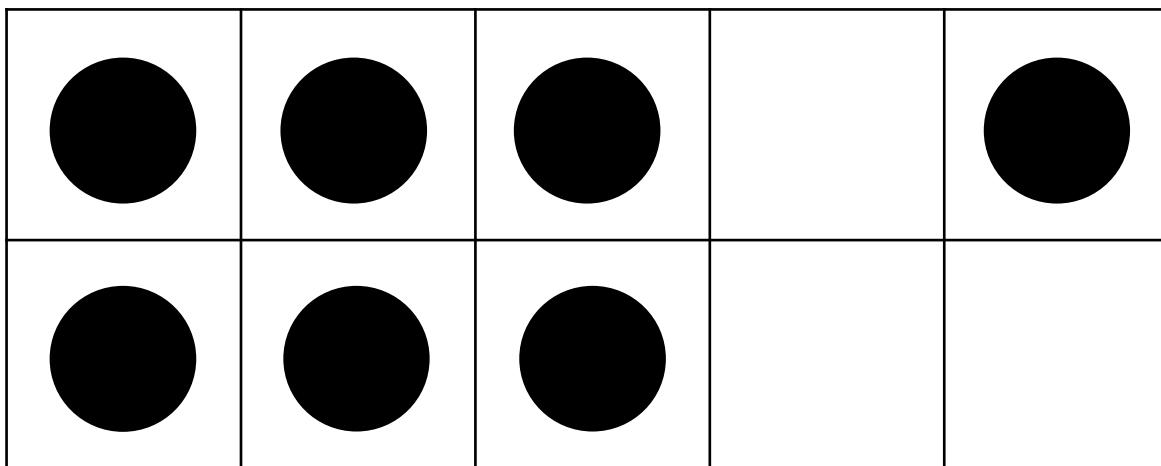
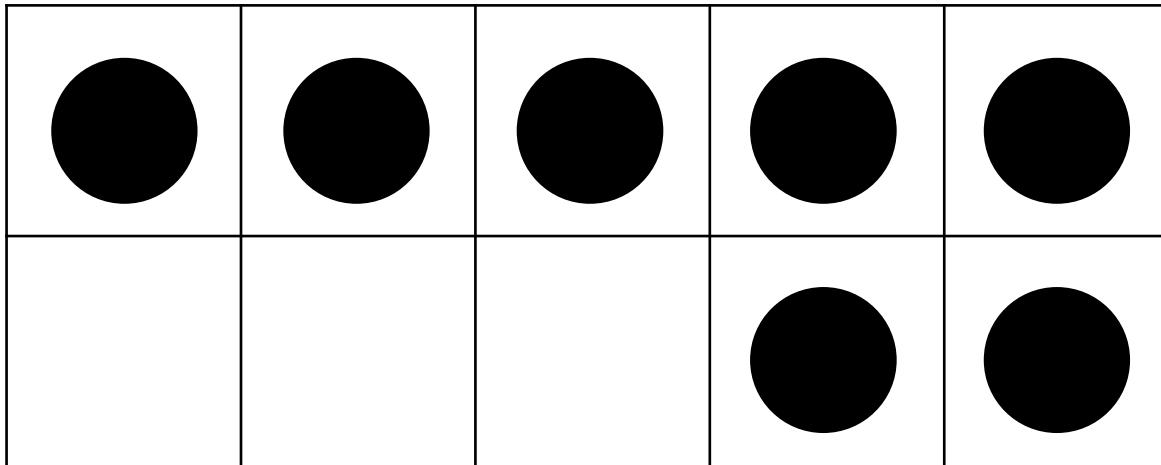


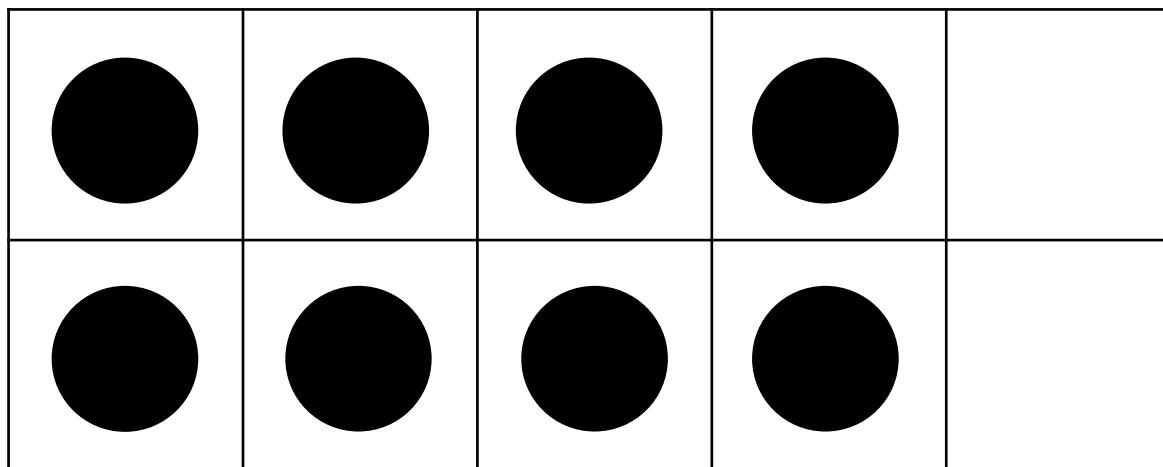
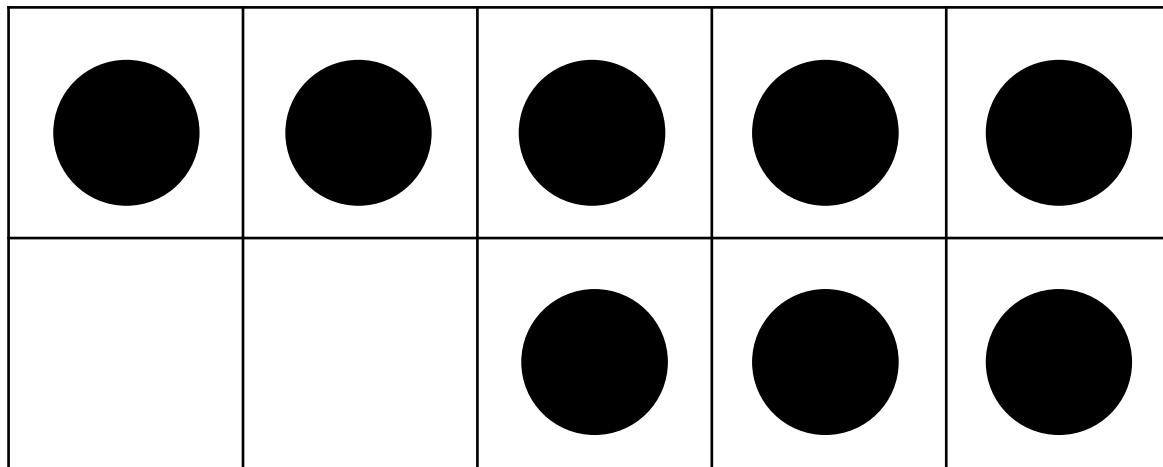


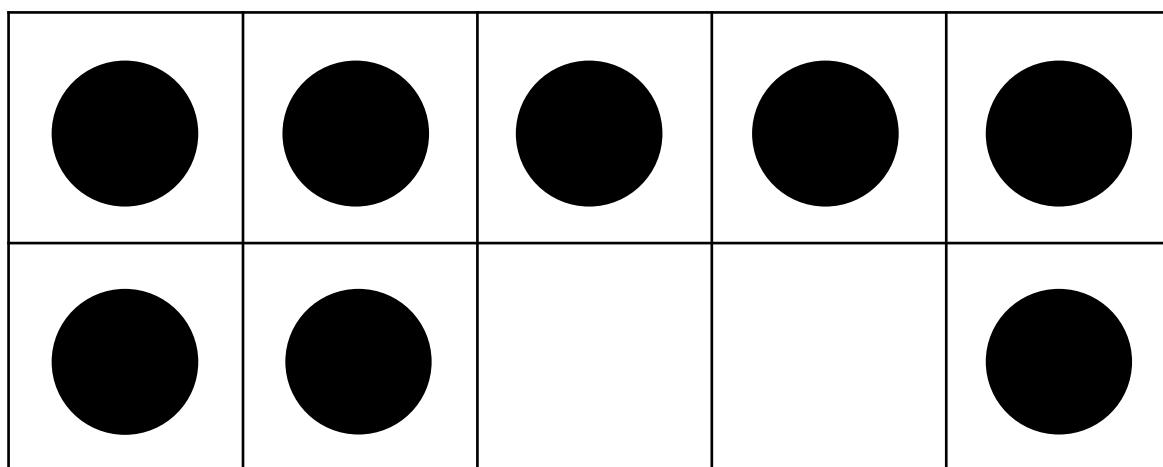
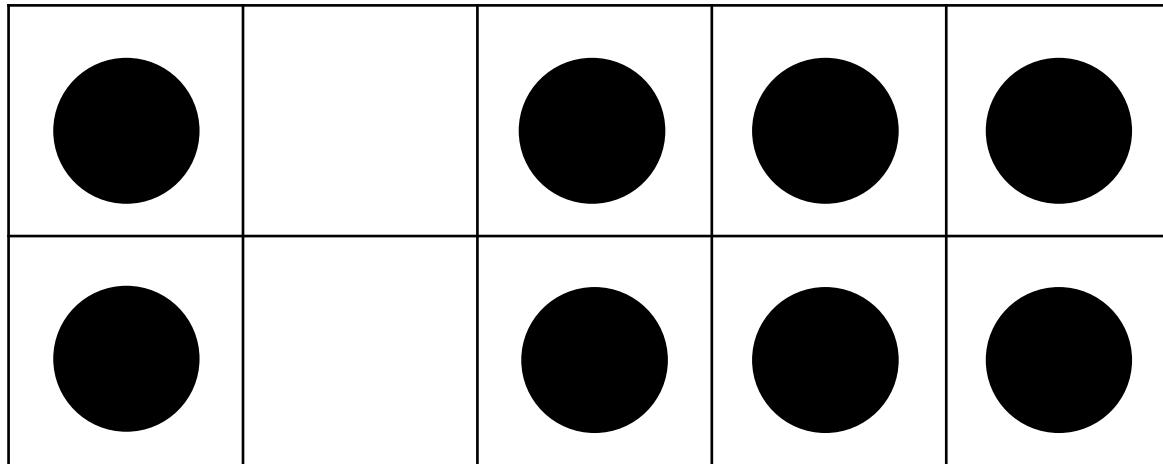


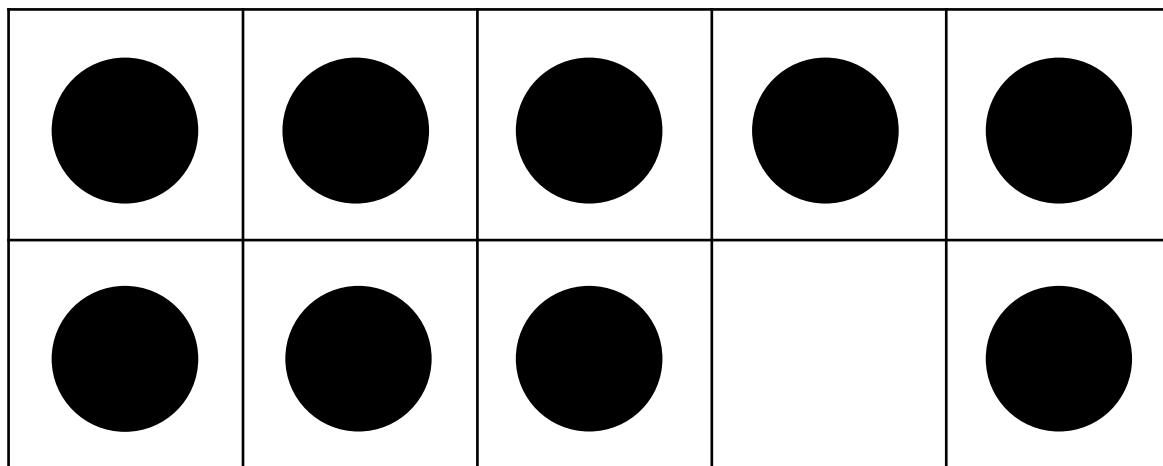
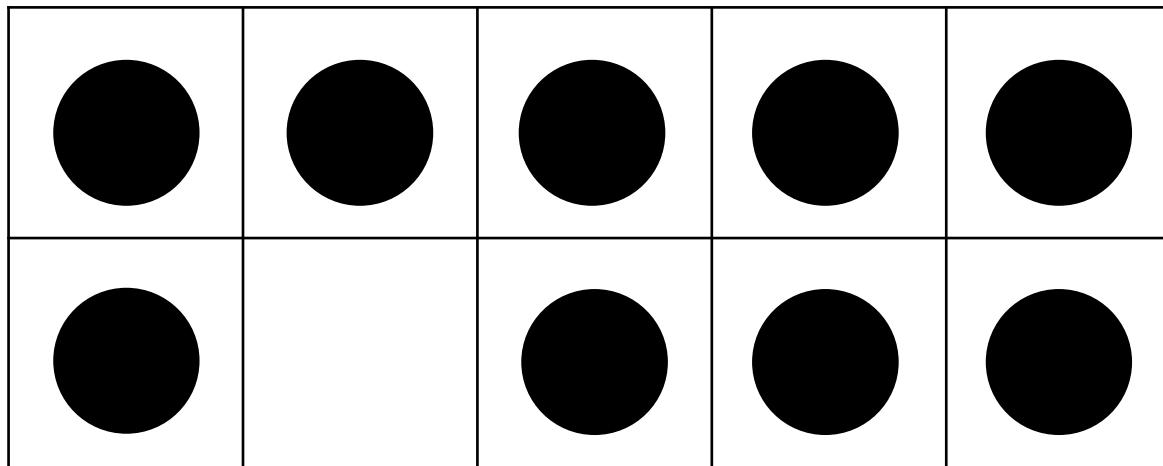


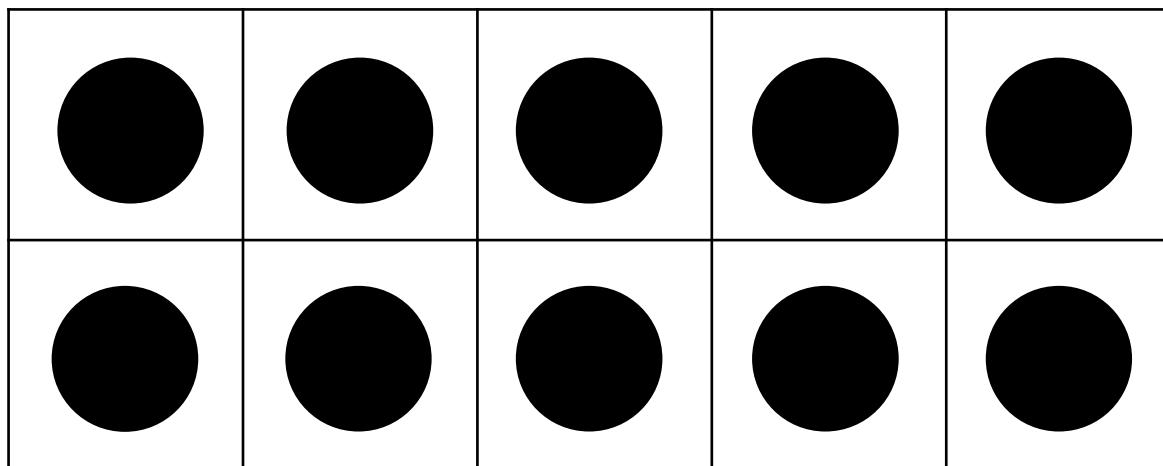
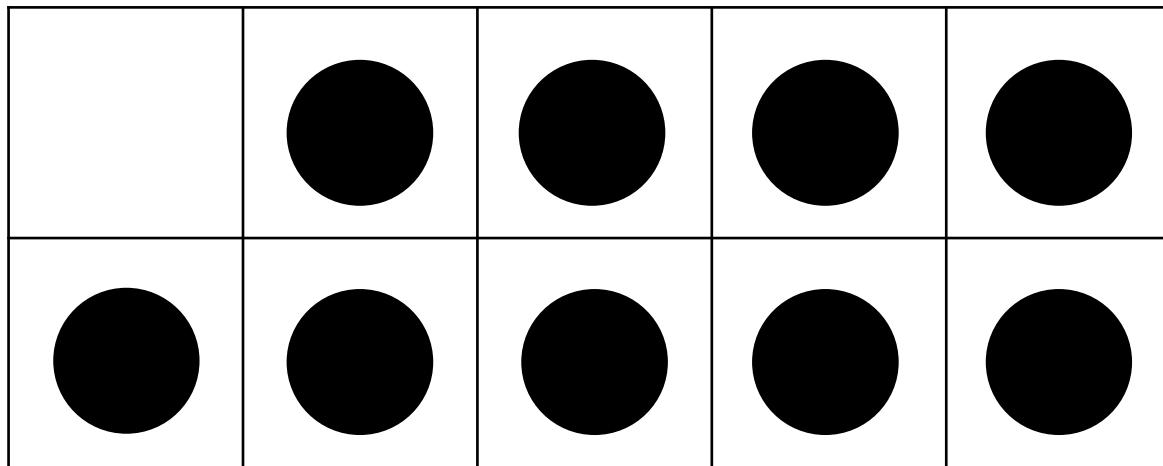










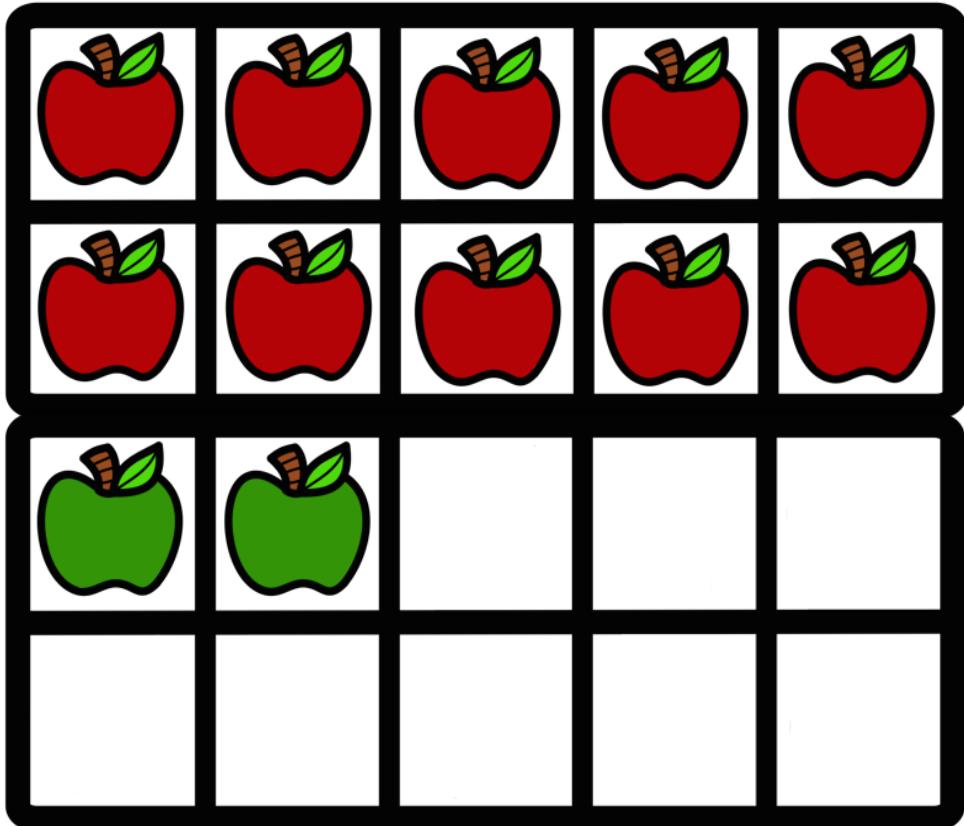
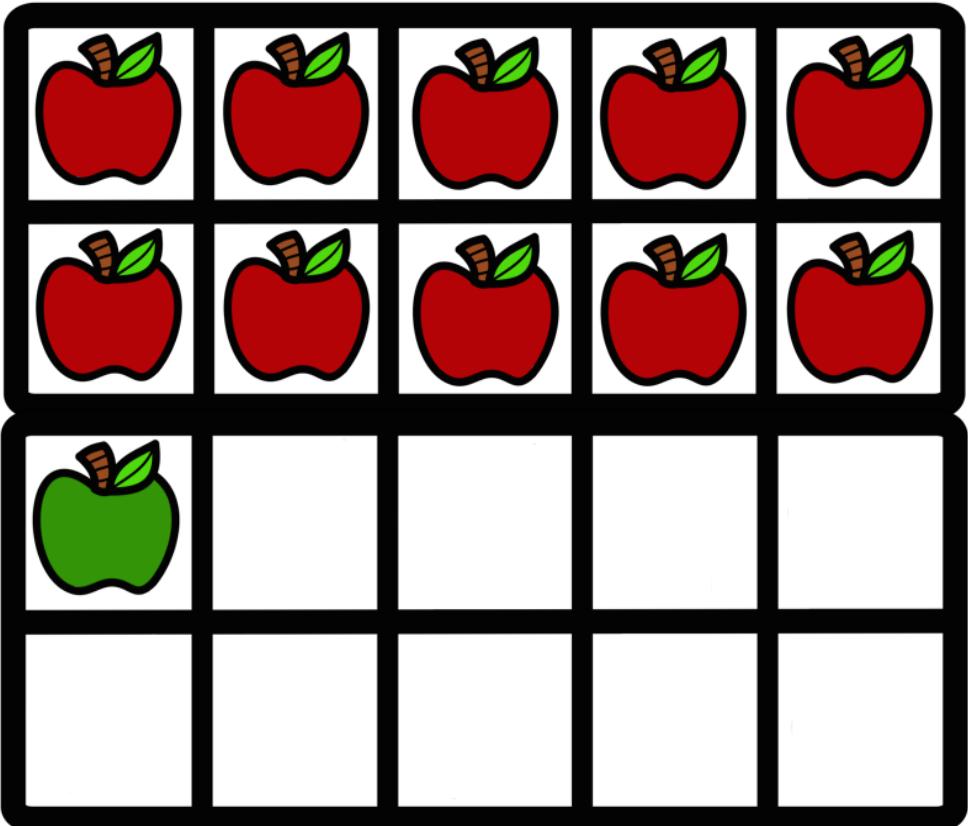


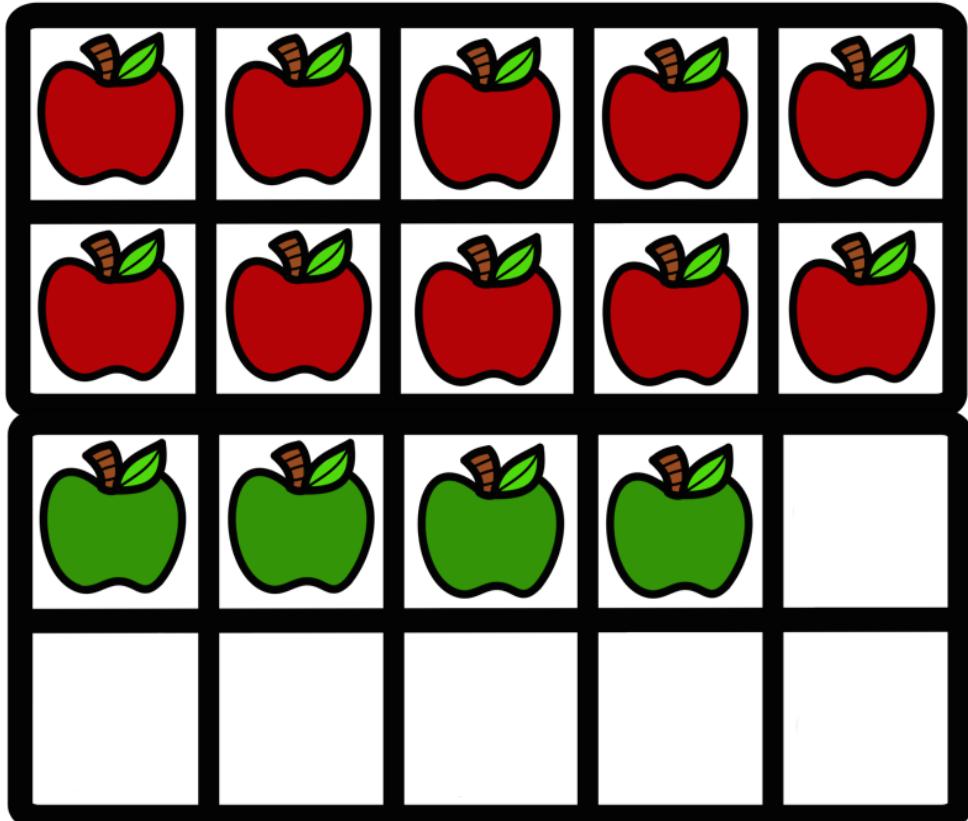
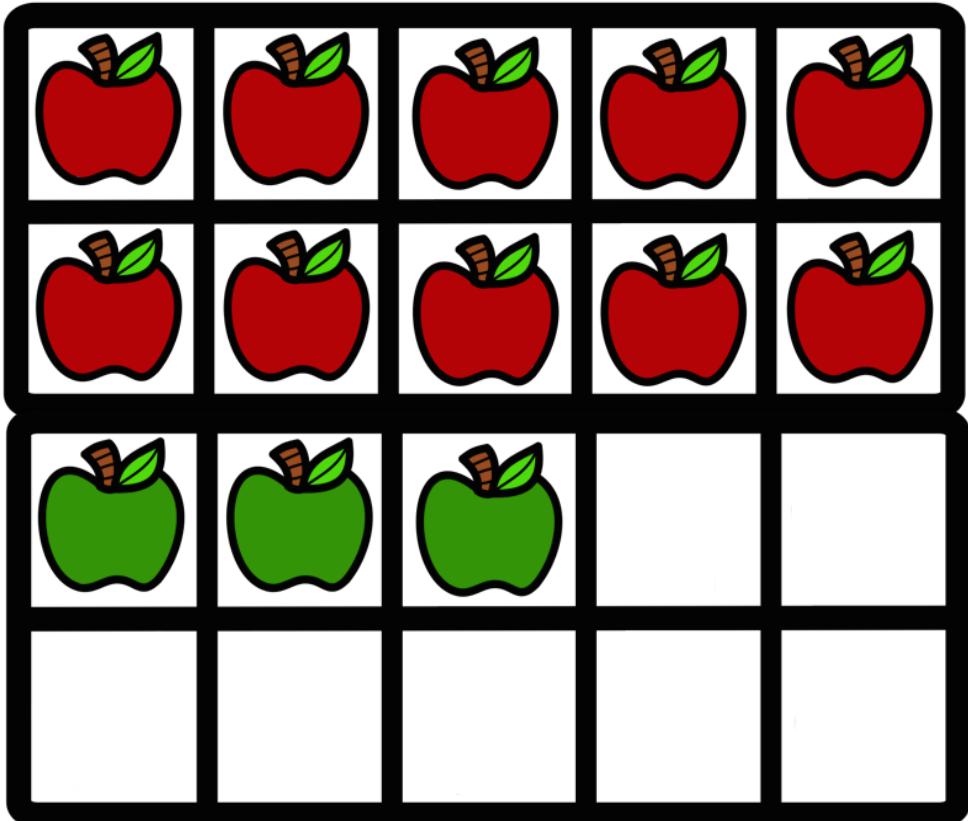
Quick Images Dot Cards – Teen Numbers

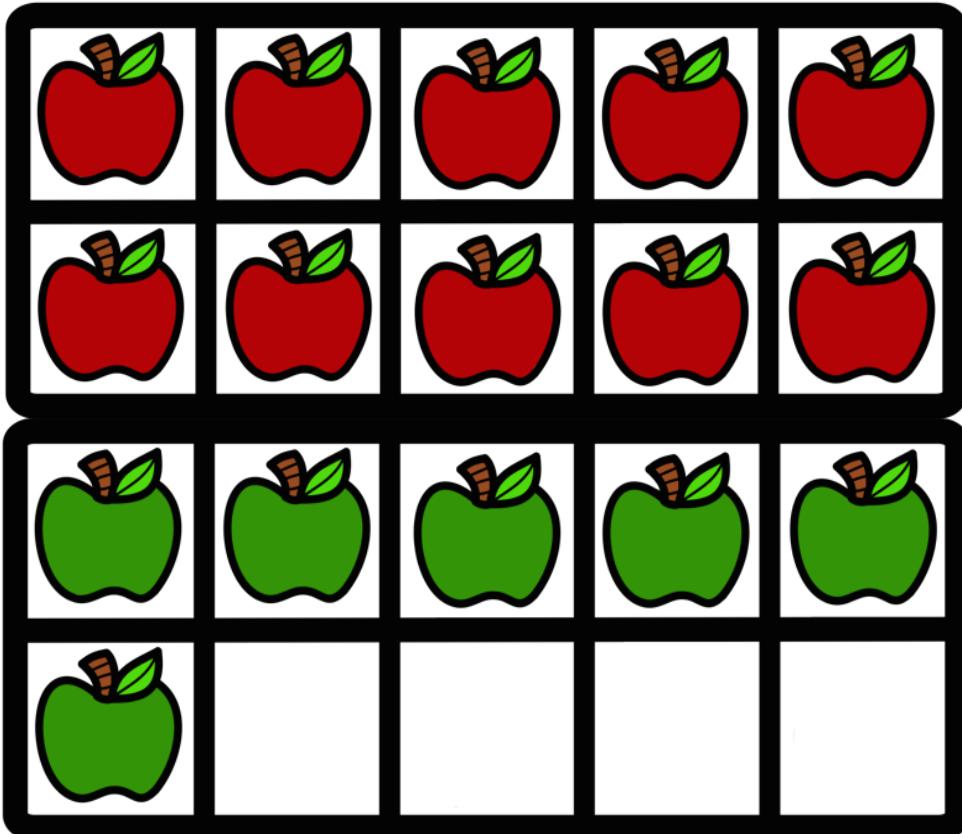
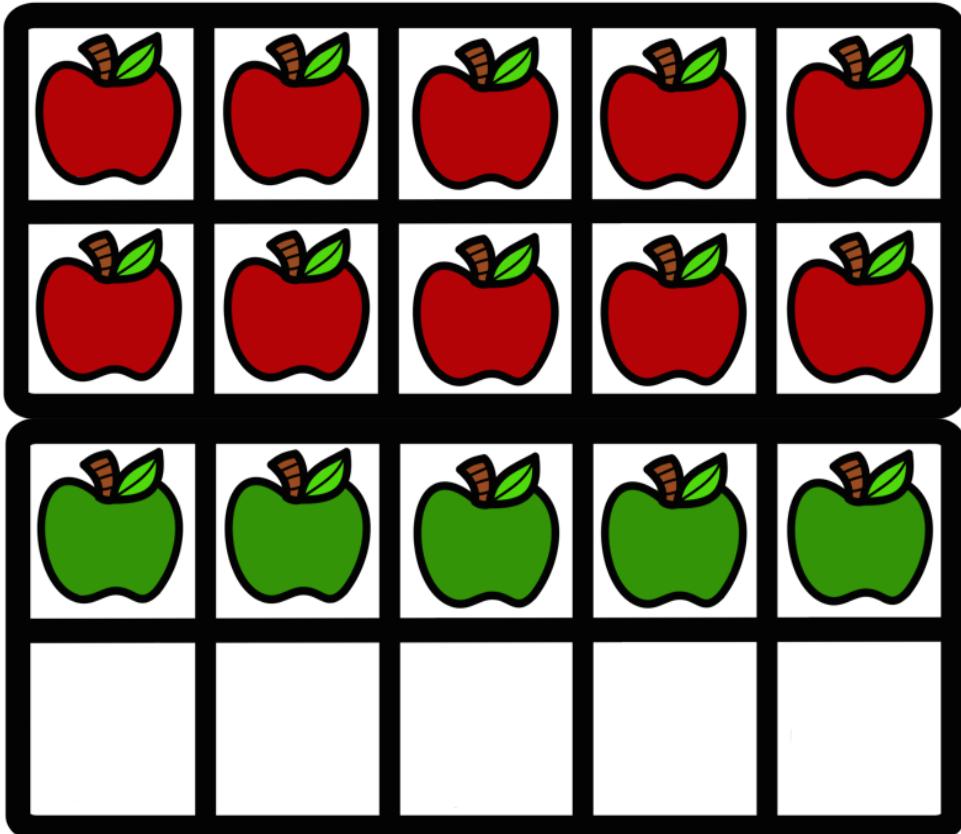
When I taught PI, my class loved shouting out the teen numbers they saw when I showed them the following teen number 10 frames briefly. They are great for reinforcing the idea of, for example, '1 group of 10 and 5 extra ones makes '15'.

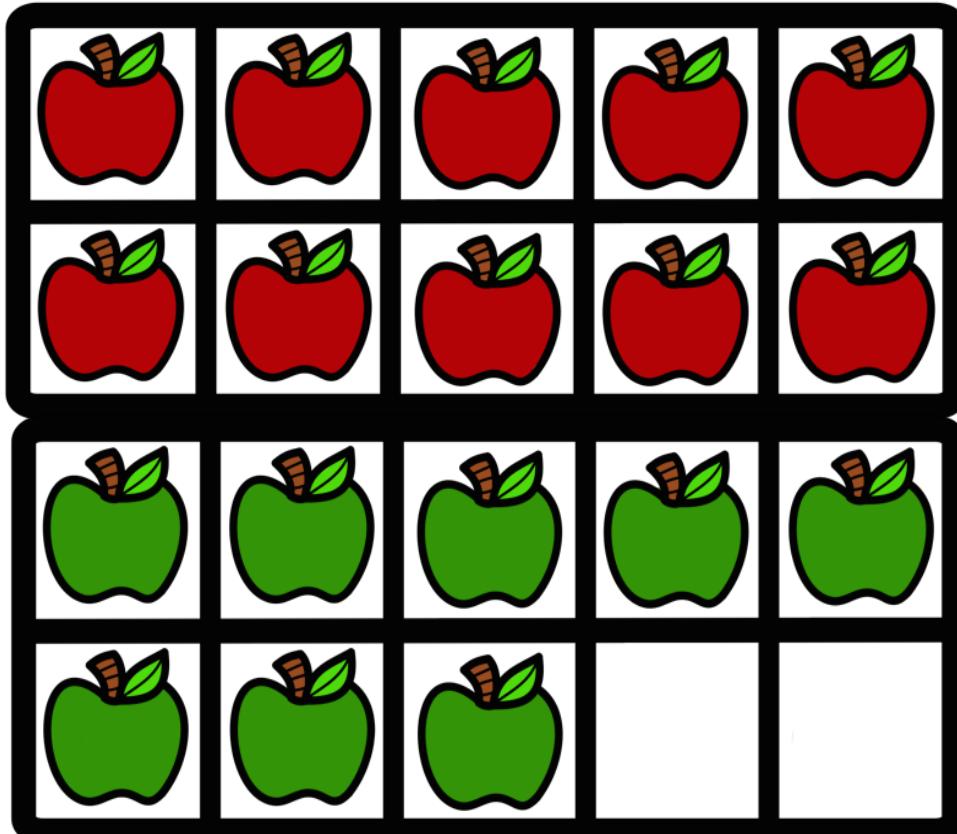
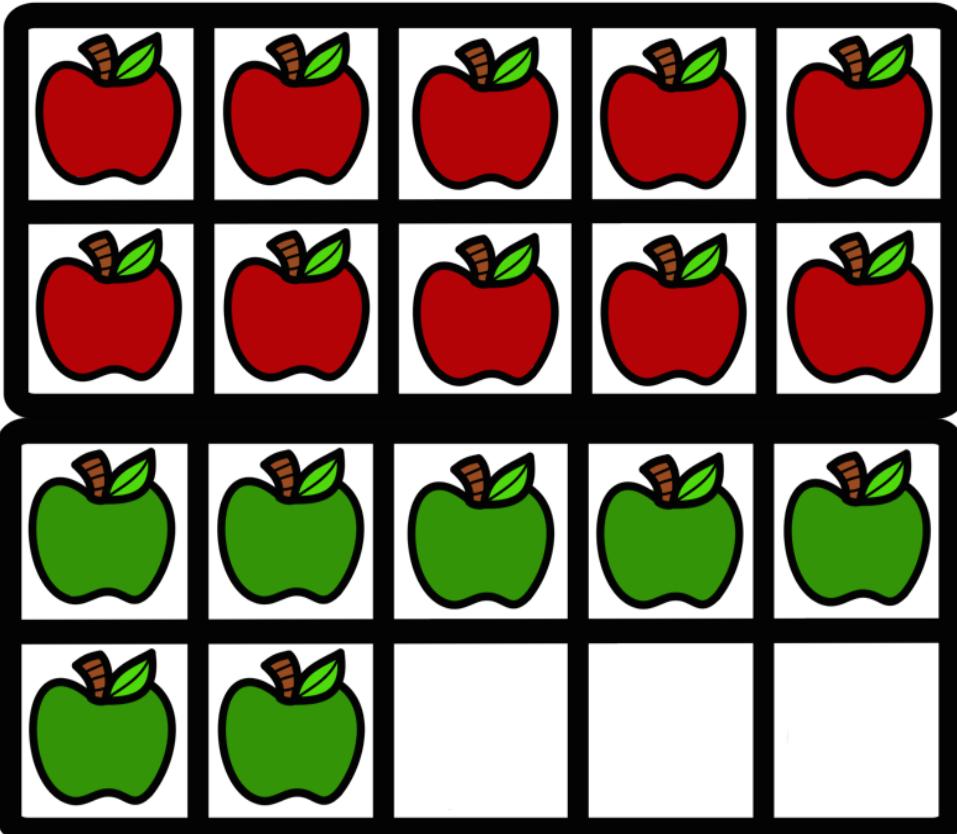
Harry Kindergarten has some great number-related videos on Youtube, and his teen number video was one of our favourites:

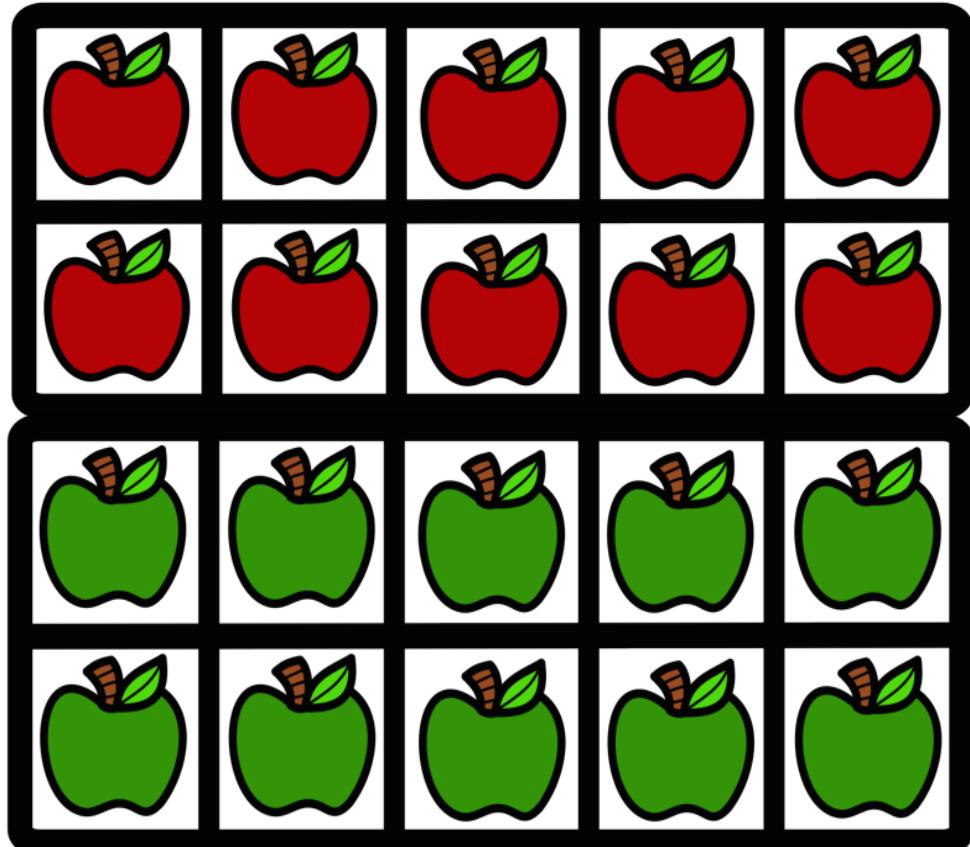
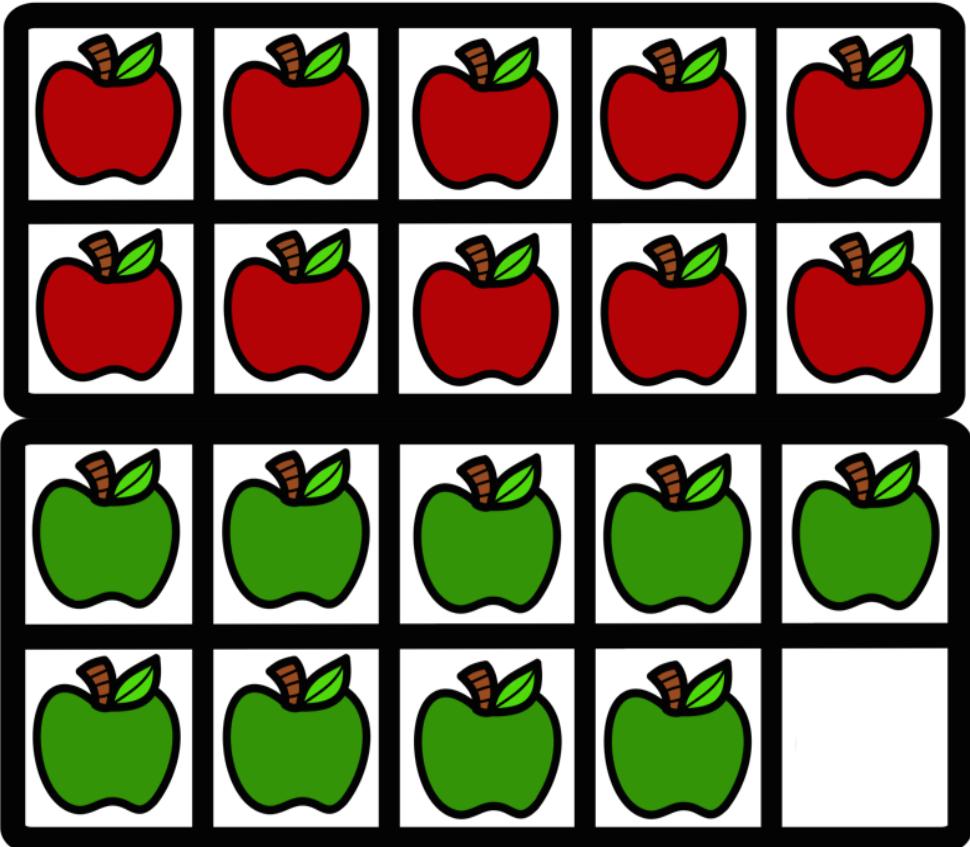
<https://www.youtube.com/watch?v=uedvwH6AyI8>











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<https://www.teacherspayteachers.com/Store/Jena-Hudson-At-Sew-Much-Music>

