



# Printables for “Bead card addition (screened addends)”

KNPIG ID # A 3341.2 – BLUE

This file contains printables for two students or a small group of students.

For each additional pair of students print 1 new activity file.

- 2 Instructional Pages - Beaded Chenille Stems
- Bead Cards: Set B (Black & White) –Spatial Patterns with 1 to 6 beads.  
- 16 Bead Cards in total.
- Bead Cards: Set B (Colored) – Spatial Patterns with 1 to 6 beads.  
- 16 Bead Cards in total.

Print EITHER the black and white set OR the color set.

To print just the black & white Bead Cards print pages 4 & 5.

To print just the colored Bead Cards print pages 6 & 7.

**Teacher Note:** Prepare beaded chenille stems by placing 5 to 15 pony beads, of the same color, on a chenille stem (pipe cleaner). Bend ends to cover sharp ends and lock beads in place. Include 5 to 15 stems with various amounts in a set. This task forces students to count the first collection before thinking about the second collection. By counting the first collection and then adding on an screened small amount, the student is using an internalized understanding of quantity to add. This will help students move away from needing items to add and support the understanding that addition is anchored to quantity. If image can be seen through the back of the card, place card under a screen in lieu of turning face down.

# Beaded Chenille Stems

## Before play:

(1) Prepare beaded chenille stems by placing 5 to 15 pony beads, of the same color, on a chenille stem (pipe cleaner). Bend ends to cover sharp ends and lock beads in place. Include 5 to 10 stems with various amounts to form a set.

(2) Place set of beaded chenille stems in a large cup.

(3) Print & cut apart Card Set B (image with 1 to 6 beads)

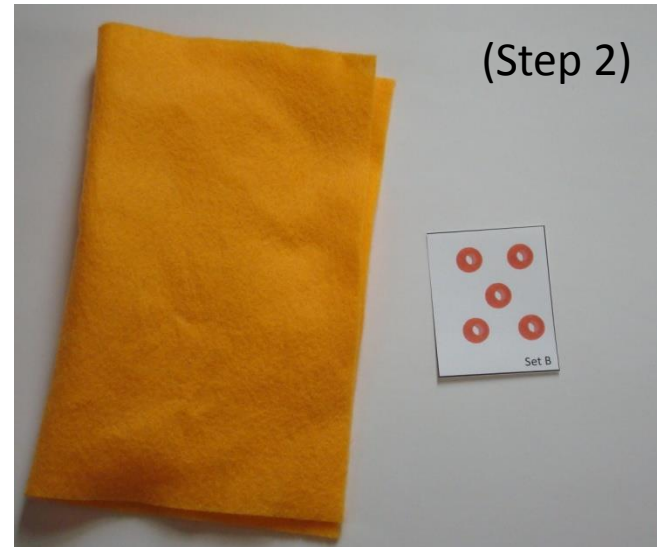
## During a turn:

(1) Student will draw 1 beaded stem. Student will count to determine the number of beads.



(2) Student (or teacher) will place beaded stem under a cover. Student will draw a bead card (with 1 to 6 beads). Student will briefly glance at card.

(3) After a brief glance at the card, the card should be turned over and/or placed under a second cover. Student will determine the sum.

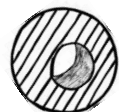
**Purpose:**

By screening the amounts, students are transitioning from using physical objects to using their own internalized representation of the objects. This is a significant first step to the future goal of connecting a written numeral to an internalized understanding of that quantity.

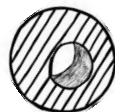
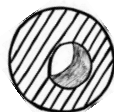
**Scaffolding:**

Initially, either the beaded stem or the bead card may be left uncovered. Also, the bead card might initially be limited to small amounts, i.e. showing no more than 3 or 4 beads.

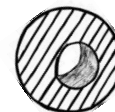
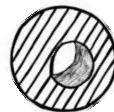
# Card Set B – Black and White Version



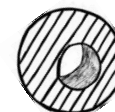
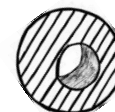
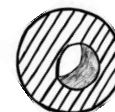
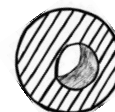
Set B



Set B



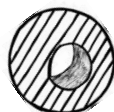
Set B



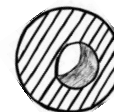
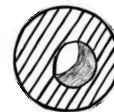
Set B



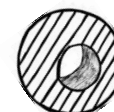
Set B



Set B

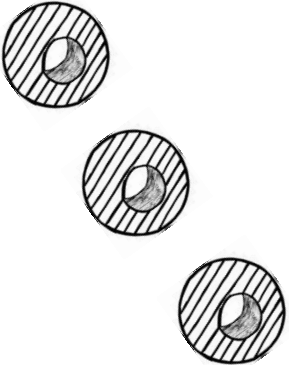
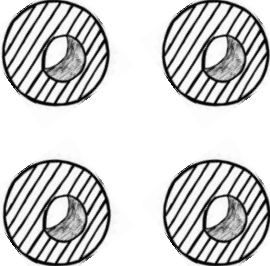
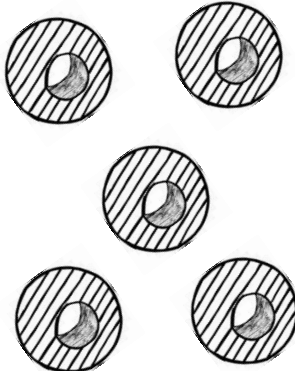
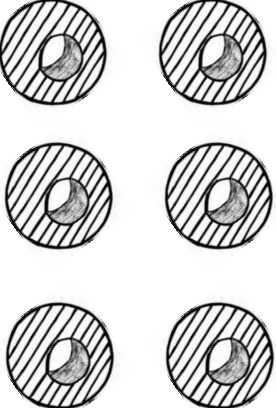
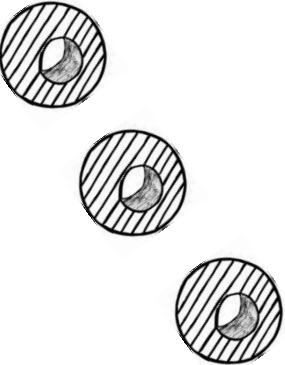
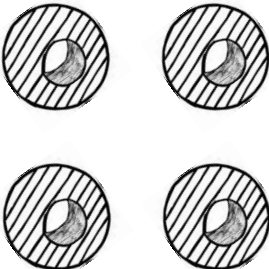
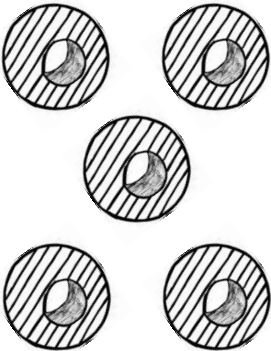
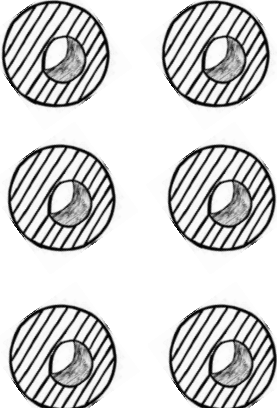


Set B




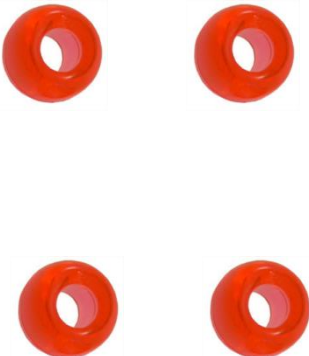



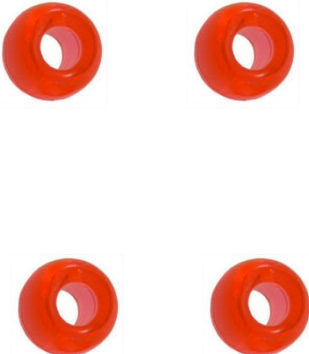


Set B

Card Set B – Black and White Version

 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>
 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>

# Card Set B – Color Version

 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>
 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>	 <p>Set B</p>

# Card Set B – Color Version

