Printables for “Bead card addition (screened addends)”

KNPIG ID # A 3341.3 – GREEN

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 - Bead Cards
- Bead Cards: Set A (Black & White) – Bead rack arrangements of 15 to 26 beads with numerals. -12 Bead Cards in total.
- Bead Cards: Set B (Black & White) – Spatial Patterns with 1 to 6 beads.
  - 16 Bead Cards in total.
- Bead Cards: Set A (Colored) – Bead rack arrangements of 15 to 26 beads with numerals. -12 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 - 8.
To print just the colored Bead Cards print pages 9 - 13.

Teacher Note: Multiple copies of Set B may be needed. The large first addend, with the quantity labeled with a numeral, will encourage students to use a counting on strategy. Initially students may need to count from 1 to think about the first addend. Keeping the cards in set B to a very small amount (such as 1 or 2) will encourage students to count on rather than count from one.

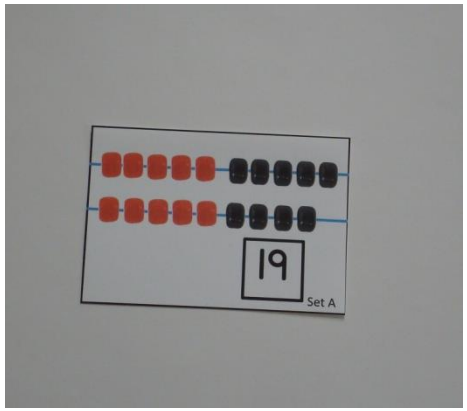
Bead cards

Before play:

Print & cut apart Card Set A and Card Set B.

During a turn:

(1) Student will draw 1 card from Set A. The card will show an amount in the range 15 to 26, with the amount also indicated by a numeral.

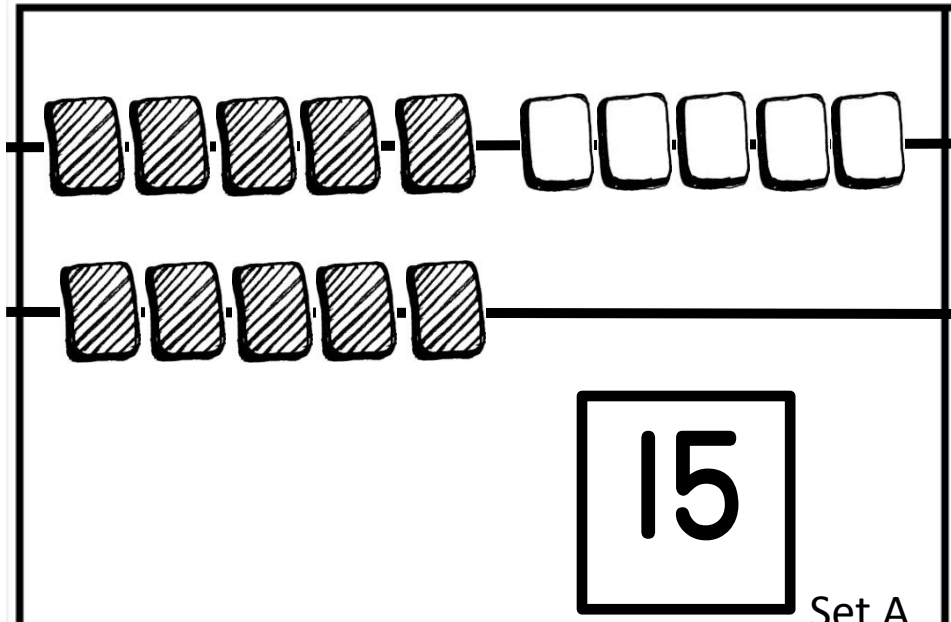


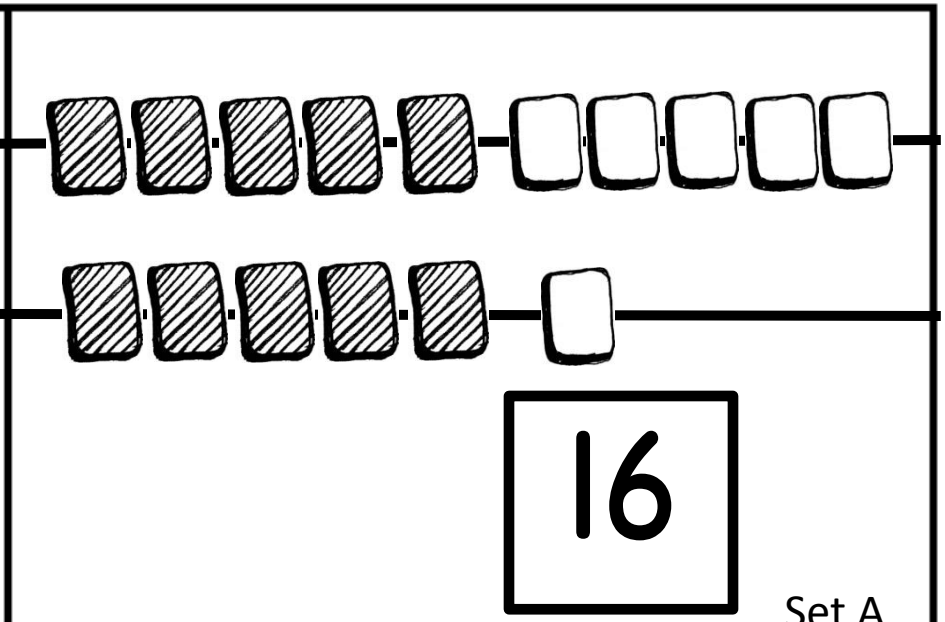
(2) Student will turn over and/or cover the first card. Student will then draw a card from Set B which will show an amount in the range 1 to 6.

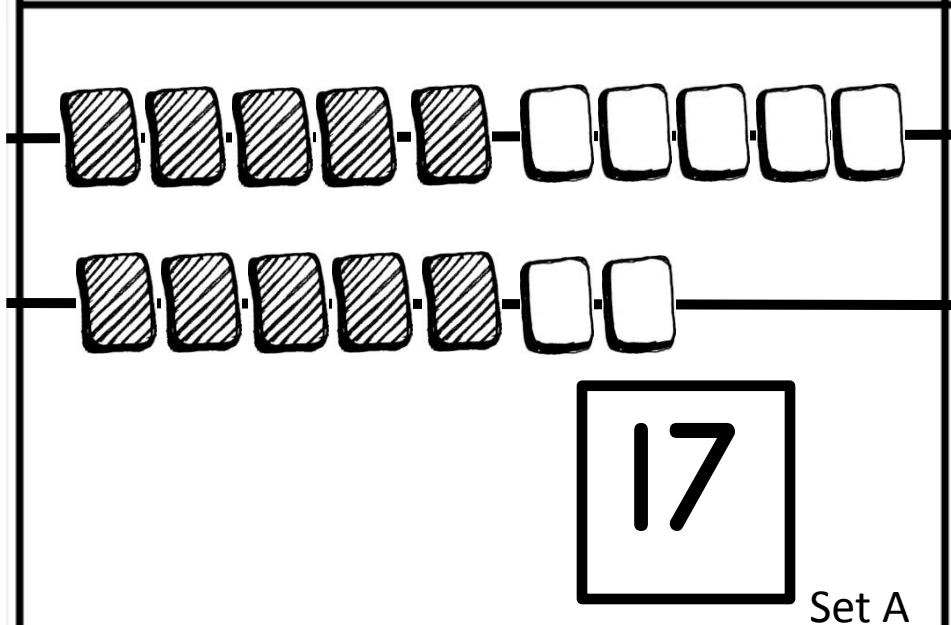
(3) After a brief glance at the second card, the student will turn over and/or cover that card as well. Student will then determine the sum.

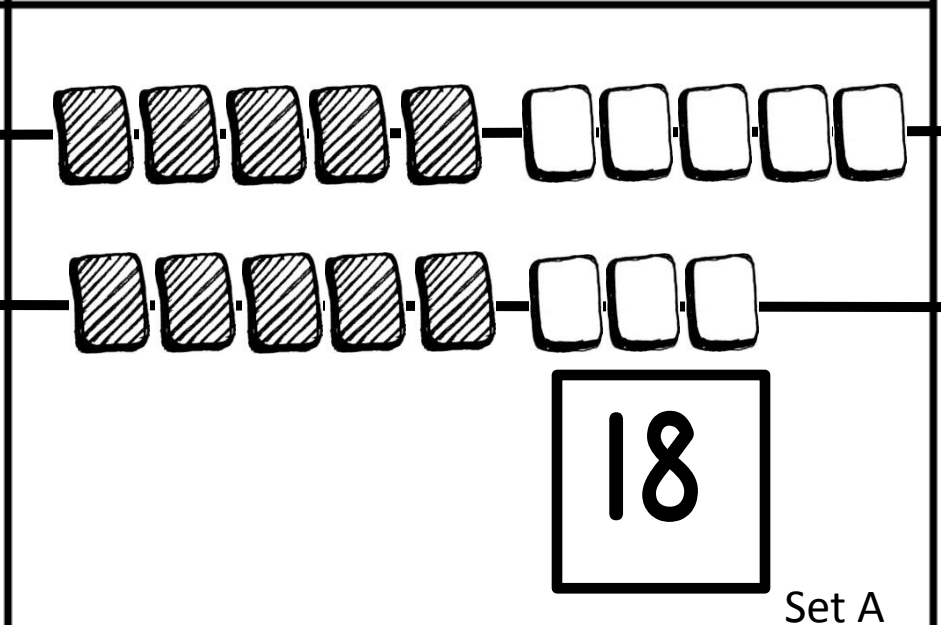
Purpose:
The goal is for students to use a count on strategy. By using large first addends and showing the numeral, students are encouraged to see that first quantity as a whole without the need to count the individual items (i.e. a “numerical composite”). Often students will initially count from one for this activity. Although this behavior appears redundant to an adult, it might be necessary for the student to make sense of the task. However, extensive practice with this task, combined with limiting the second addend to a very small amount (such as 1 or 2) may support students in the realization that counting the first addend is unnecessary, helping the student to develop the understanding of a “numerical composite” and solve the task by counting on.

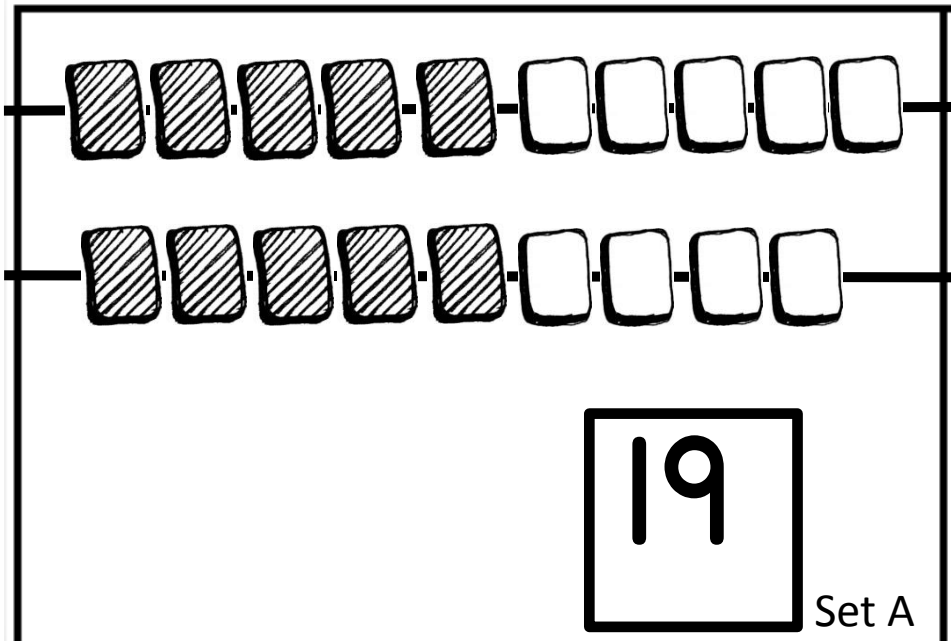
Scaffolding:
Initially, bead card may be left uncovered and/or limited to very small amounts, such as 1 or 2.

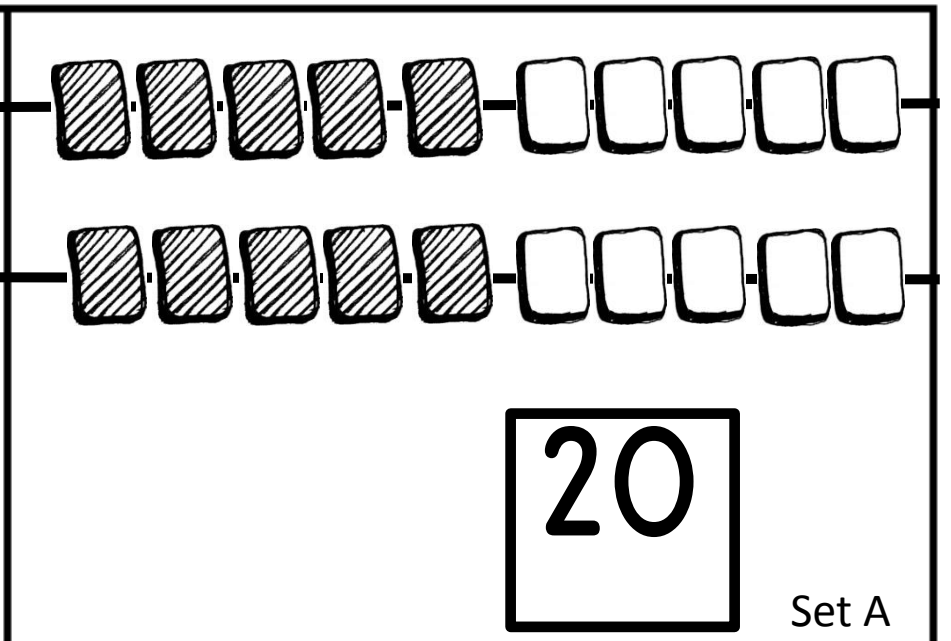

15
Set A

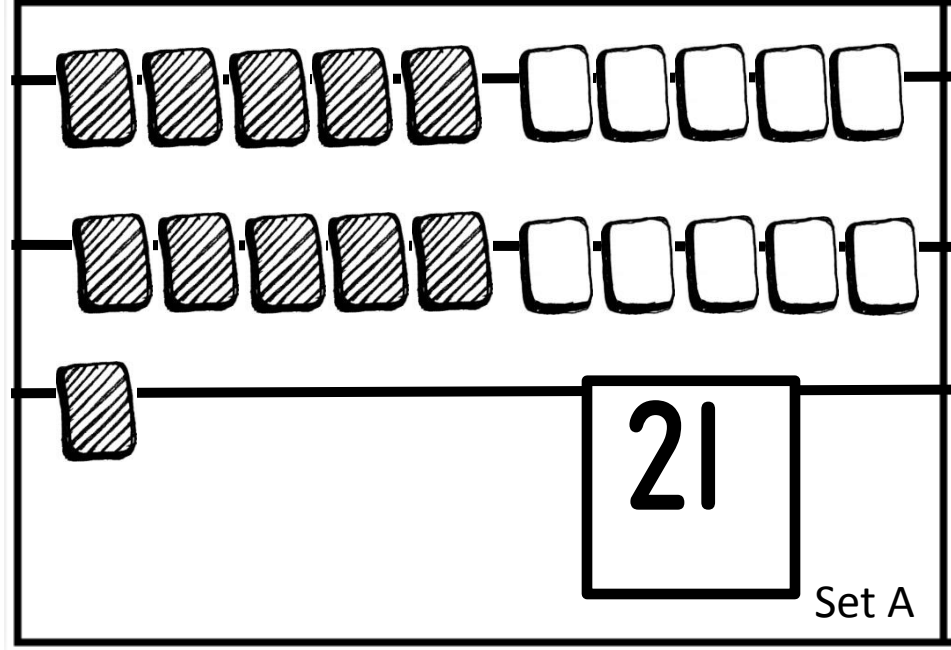

16
Set A

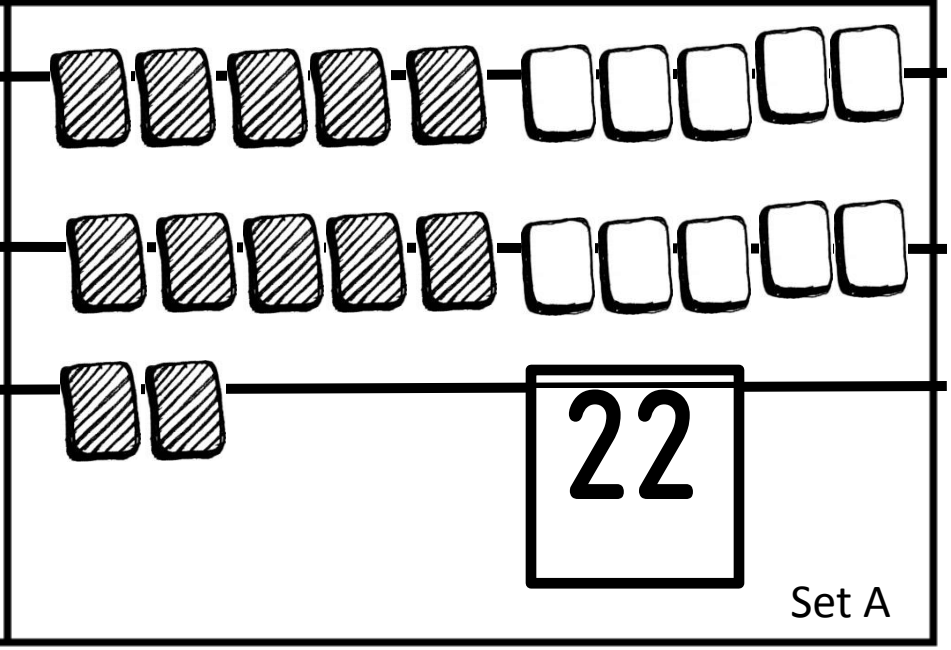

17
Set A


18
Set A









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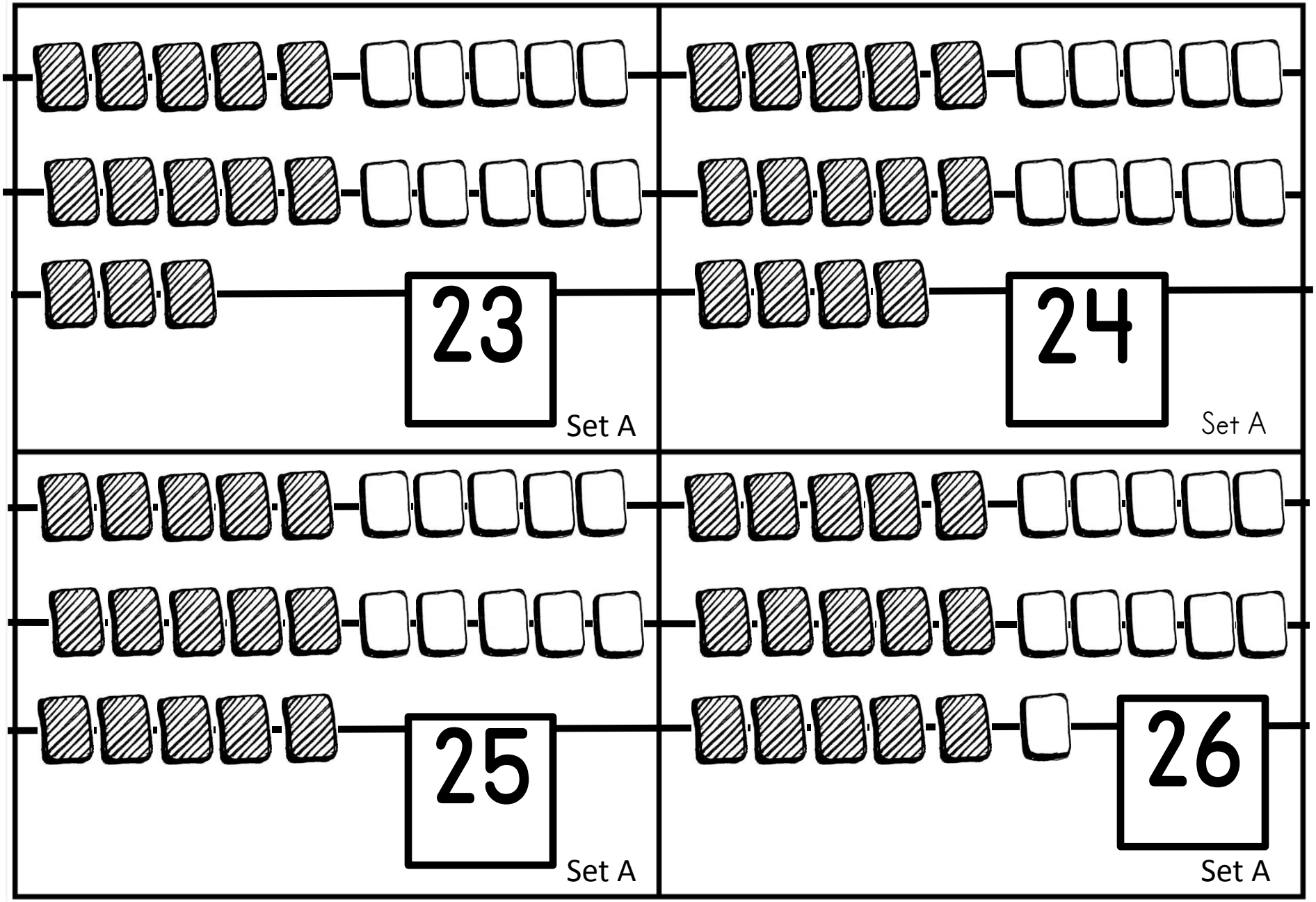
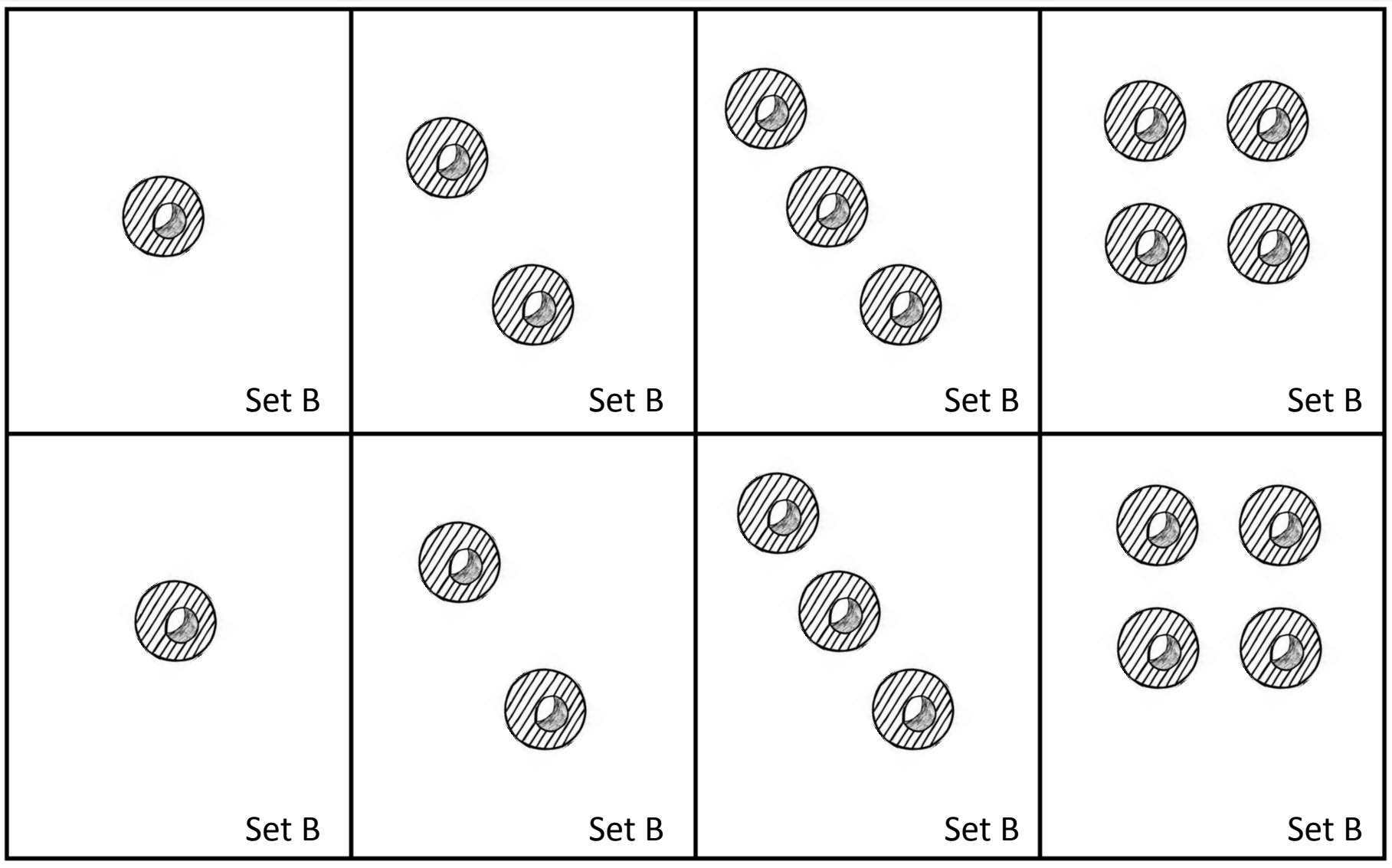
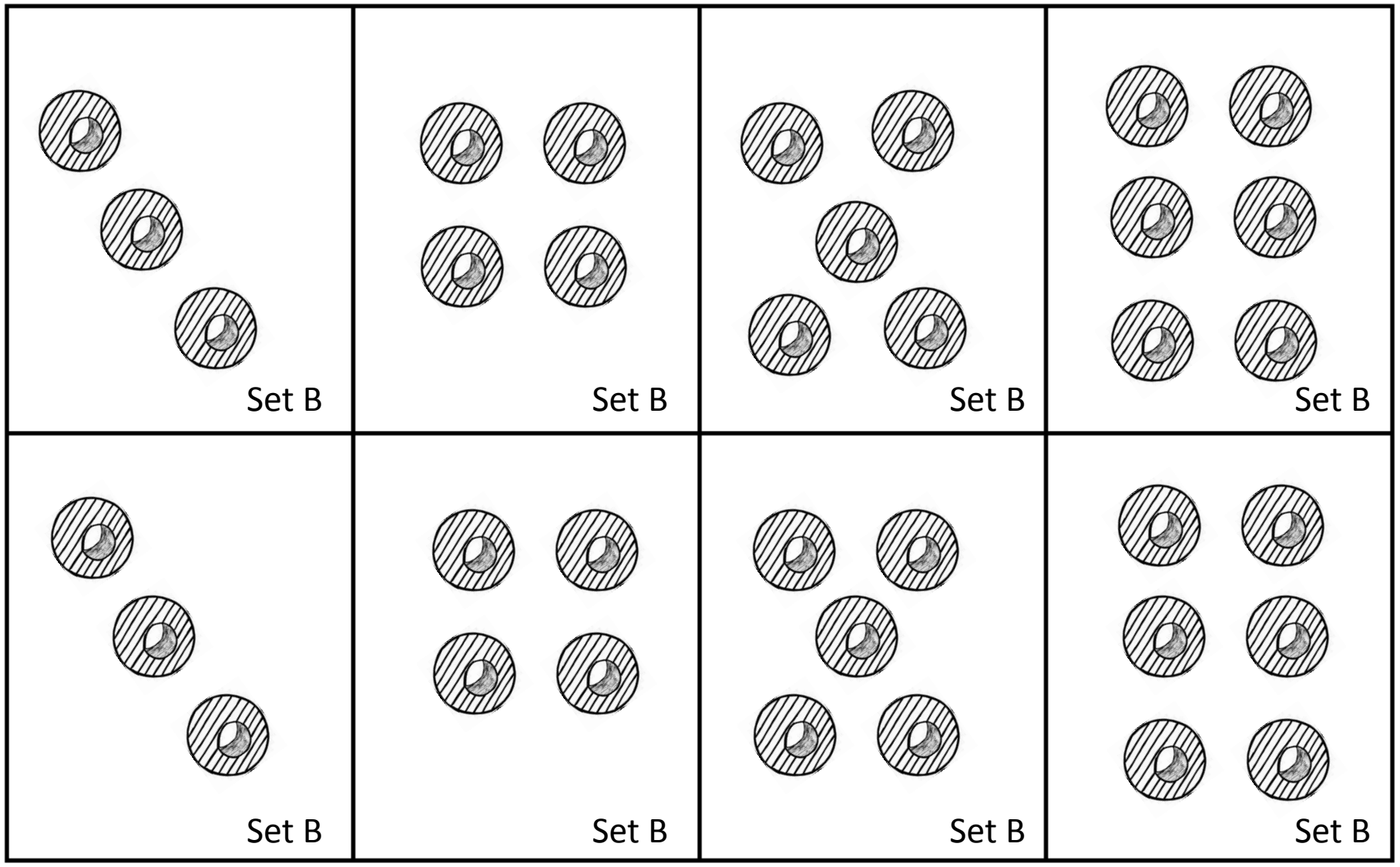
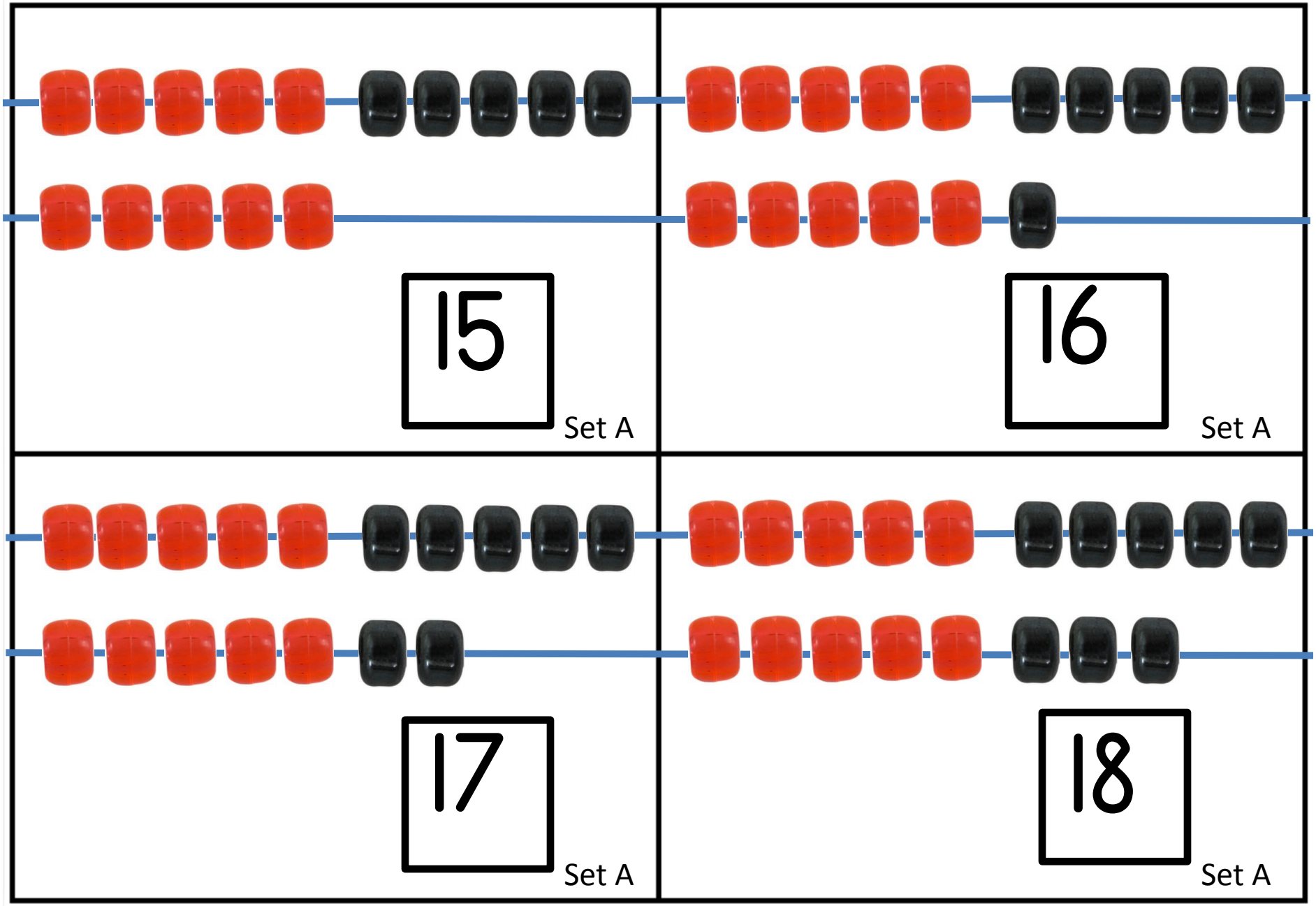

23
Set A
24
Set A
25
Set A
26
Set A

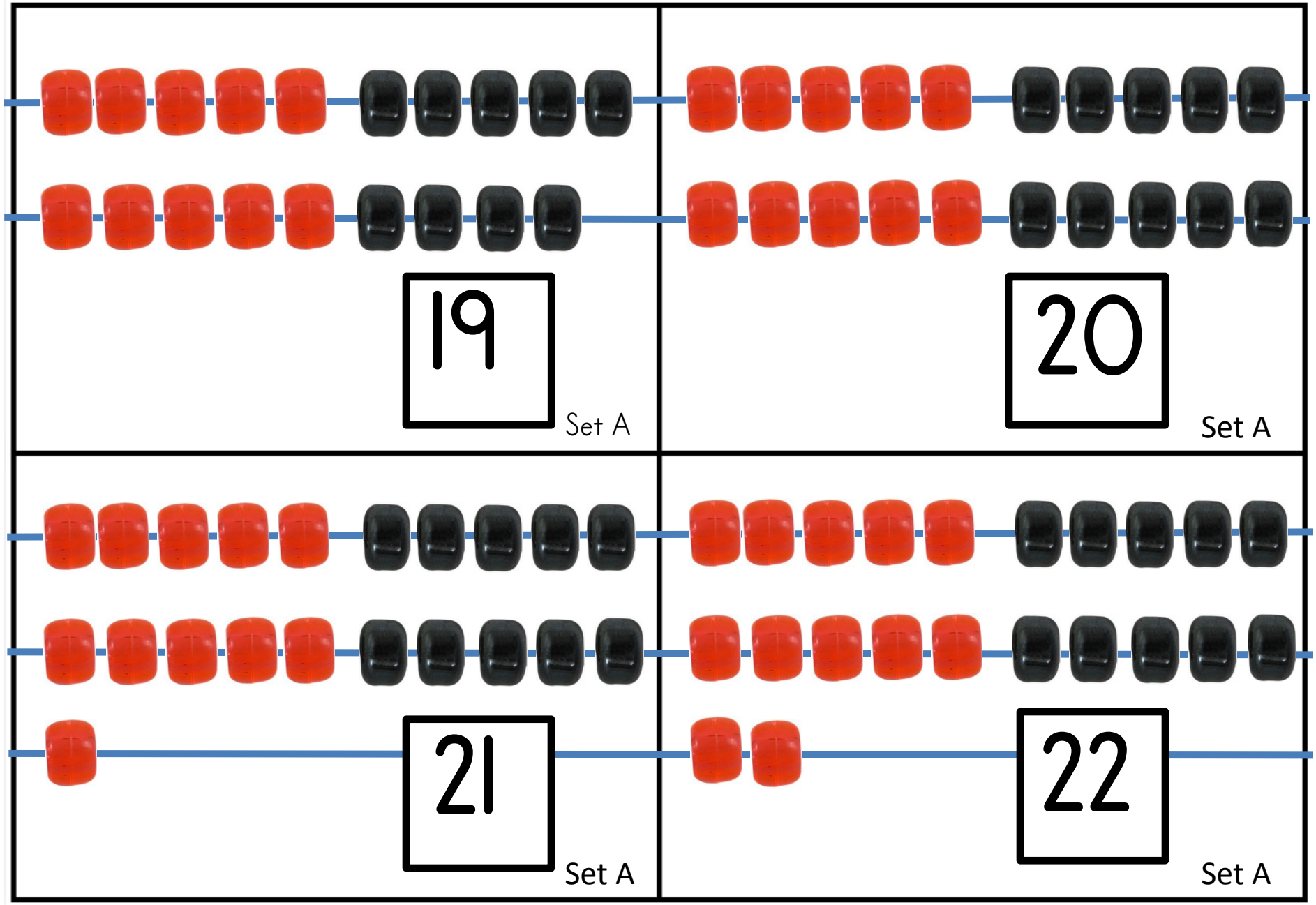
Card Set B – Black and White Version



Card Set B – Black and White Version




15
Set A
16
Set A
17
Set A
18
Set A



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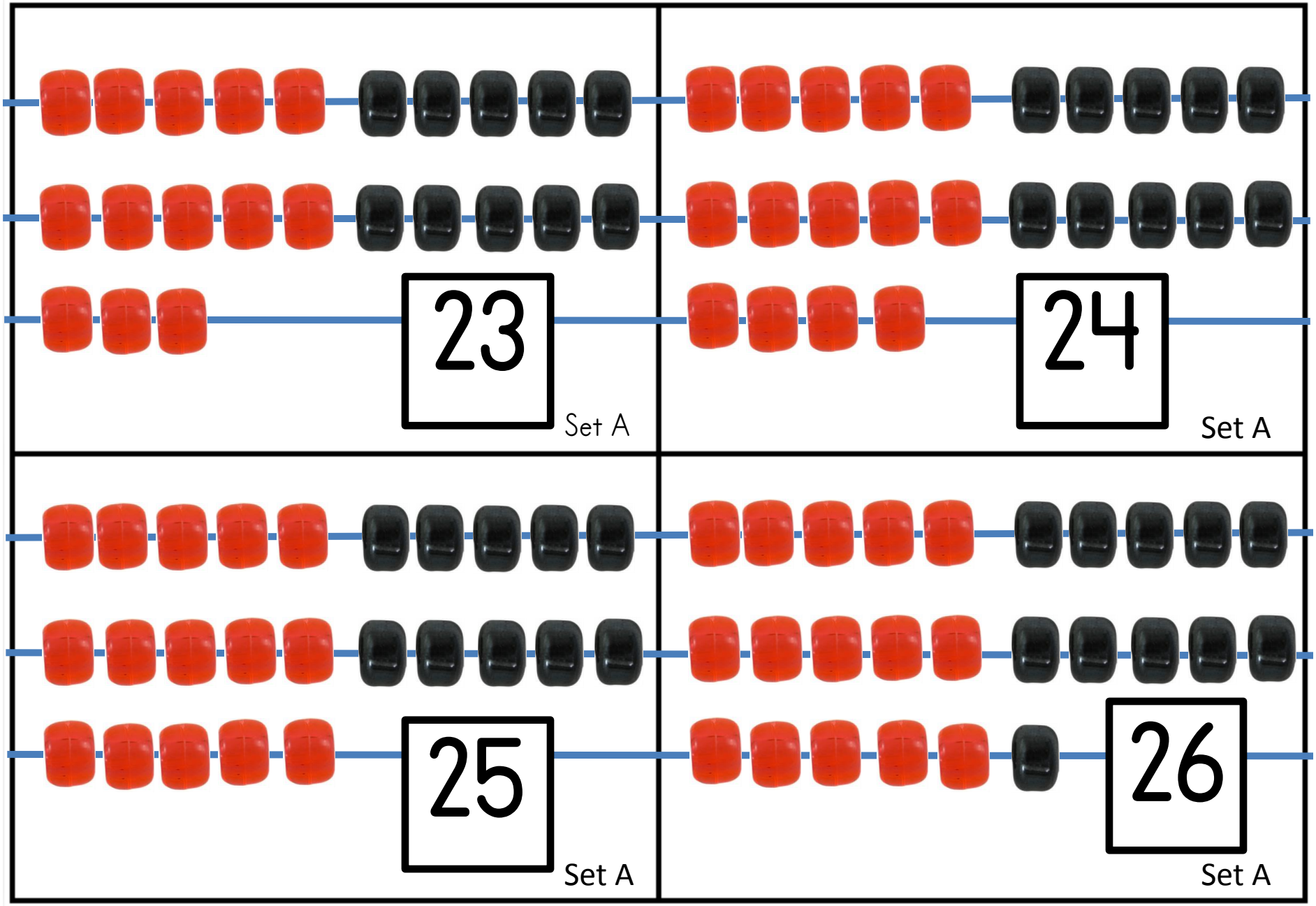

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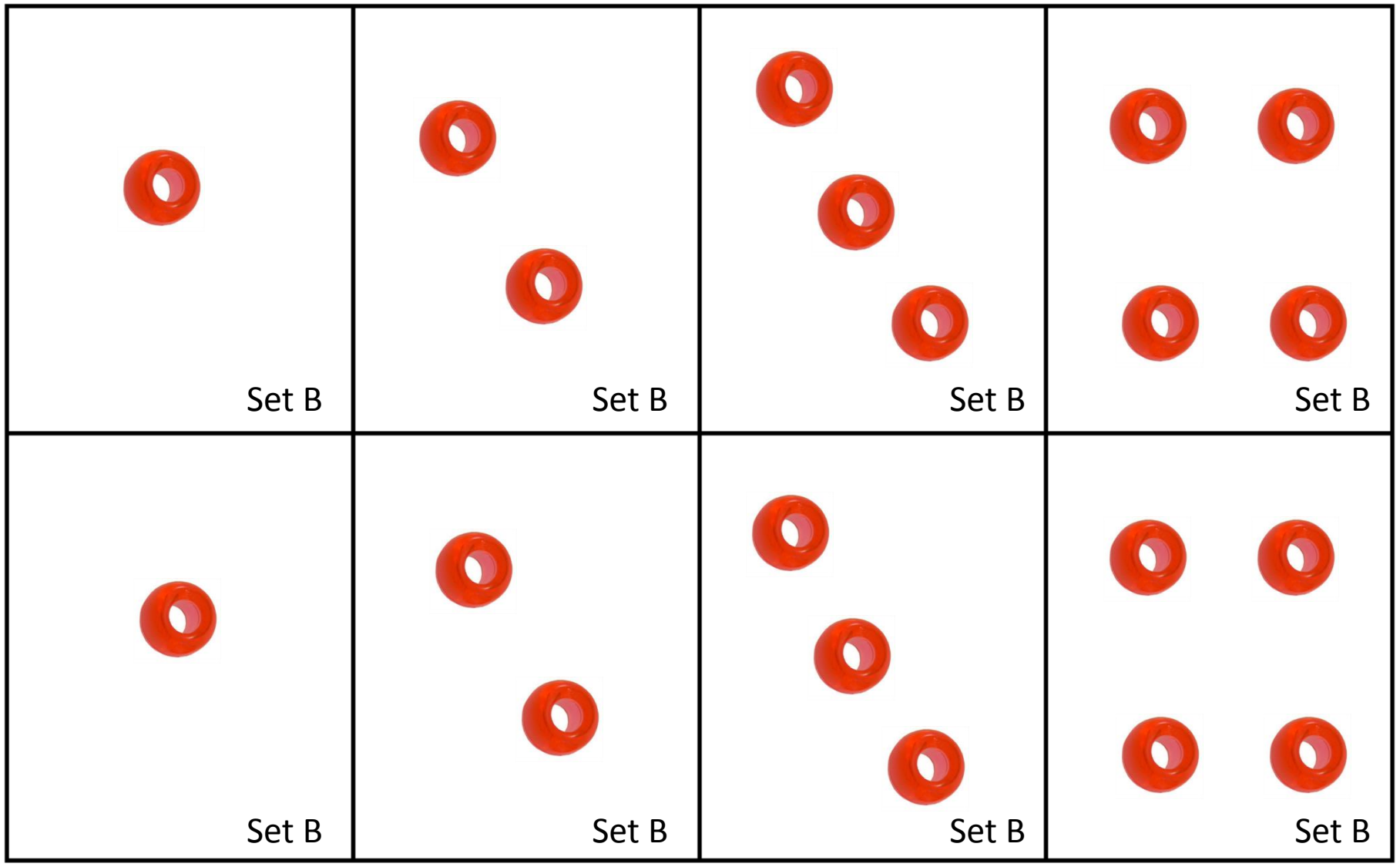
A 3341.3, A 3341.4, A 3341.5, A 3341.6

Card Set B – Color Version



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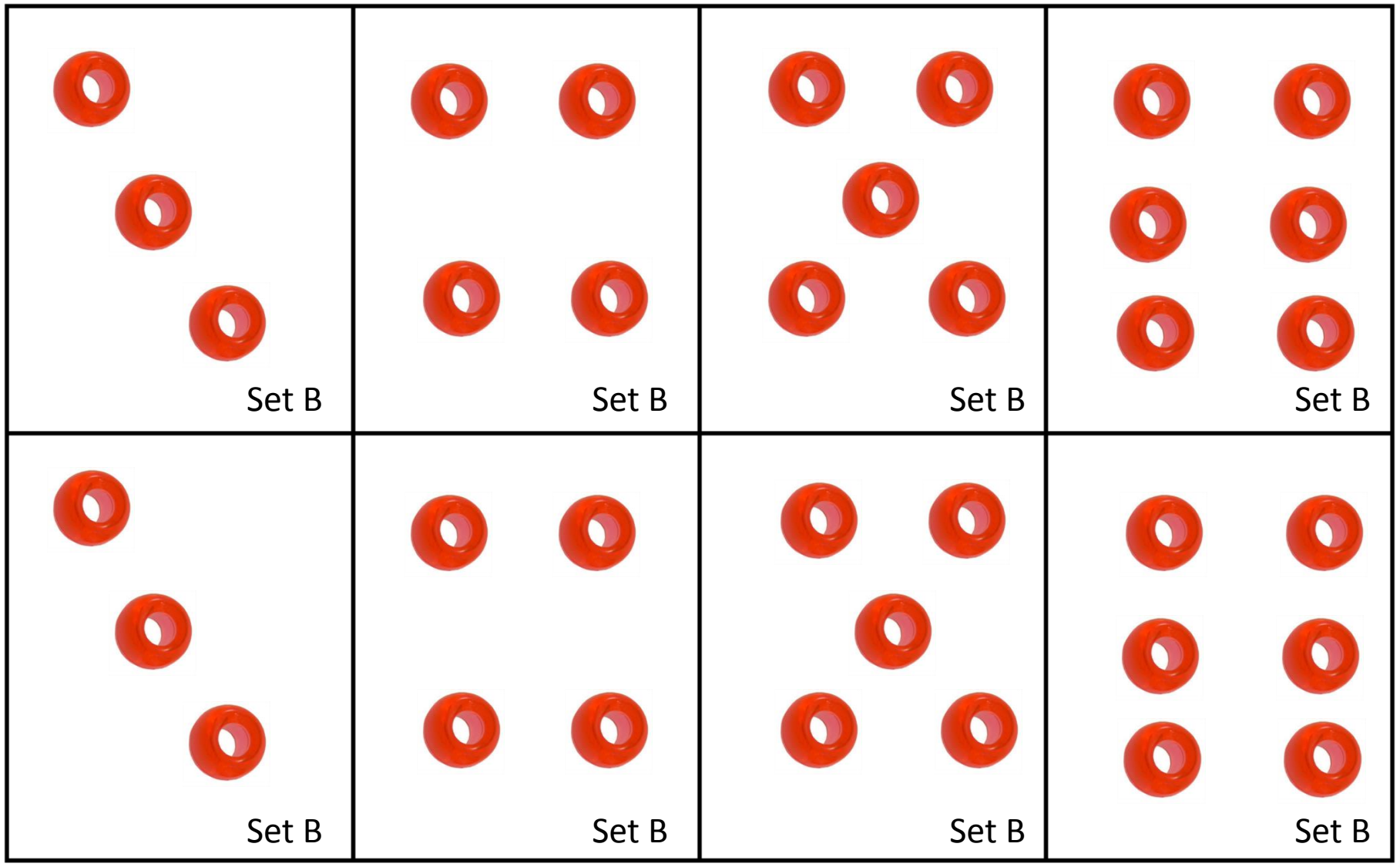
A 3341.2 and A 3341.3

Card Set B – Color Version