

Bead Stair Activities

Learning the Names 10 to 19

The names are taught using the three-period lesson. The child needs to know the numbers 1-10 prior to this lesson. The teacher takes a ten bar and one set of colored beads. She sits beside the child. She spreads the mat on the table and puts the bars to one side.

Period 1

She places the ten bar in front of the child. He can tell her, "This is ten". She puts the colored one bar next to it. She says, "10 and 1 is called eleven." She repeats the name several more times. The teacher puts each colored bead bar next to the ten bar and repeats the name several times. This stage is repeated as often as necessary for the child who's being taught.

Period 2

The teacher names the numbers and asks the child to point to the correct combination of bead bars.

Period 3

The teacher points to each set of bars and asks, "What is this?" and the child says the correct number.

Introduction to Addition

Using two sets of bead bars, arrange them in order forming two triangles on the mat. Have the child select a bar from each triangle. Speak the name of each bar, such as, "This is the six bar. This is the five bar." Have the child repeat the names.

Ask the child to write down the first numeral on paper (you can use number stamps). Then ask the child to write the addition sign. Next, write or stamp the second numeral on the paper. Then write or stamp the equals sign.

Now count the beads. The teacher points (using a pencil) to each bead in turn while the child counts out loud. Then say the math sentence: "Six plus five is eleven." Have the child write eleven after the equal sign. Continue the lesson using different combinations as necessary for the child being taught.

Making Ten

Using two sets of bead bars, arrange them in order forming two triangles on the mat. Take a ten bar and set it in front of the child. Ask the child to choose any bar from one of the triangles. Set it next to the ten bar (line up the beads evenly). Name the bar ("This is the six bar.") Say, "How many more do we need to make ten?" Using a pencil, the teacher points to each remaining bead on the ten bar. "One, two, three, four. We need four more to make ten." Direct the child to take a four bar and put it end to end with the six bar. Say, "Six plus four is ten." Write or stamp the equation.

Make sure to do the reverse equations (like $7 + 3$ and $3 + 7$). Let the child be the one to notice this symmetry. Also let them observe that one double ($5+5$) makes ten and reads the same even when reversed.

Triple Addends

This is a work for Level 1 (Grade 1). The child needs to be familiar with other addition work first. You will need 10 small sticks and 10 addition signs.

Have the child take the box of bead bars to the rug. Tell them to choose any three bars except for ones or tens. Put the 10 sticks across the rug horizontally.

Show them how to place the three bead bars in a vertical line above the first stick. Place the addition sign to the left of the bottom-most bead bar. Have the child count all three bars together. Show them how to make the answer using bead bars. For example, if the child has chosen a 5 bar, 3 bar, and 8 bar, the answer would be 16, which would be shown with a ten and a six bar placed under the stick. Here's how it would look:

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0

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0
0

0
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0
0
0
0
0
0
0

+ 0

0 0
0 0
0 0
0 0
0 0
0 0
0
0
0
0

Have them complete 10 problems this way, then record it on their paper by writing the numbers in the same format.

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