

### Bonds of 10

CAPS

<p>L1 <i>Ten bead string and worksheet</i></p> <p><b>Whole class: Bonds of ten (in consecutive order)</b></p> <ul style="list-style-type: none"> <li>• Tell and show class the 10 bead string, emphasizing that 5 beads are in one colour and five beads are another colour. Then quickly show 5 beads in one colour, saying, ‘Here are all the __ beads, who can tell me how many __ beads there are without counting them?’ Do the same for the other colour. Also emph the total nr of beads.</li> <li>• Hold the bead string up keeping 1/ 2/ 3... 9 beads in your hand (in turn). For example, while holding 1 bead in your hand ask learners to describe the beads that they can see [you want learners to say ‘I can see 5 __ beads and 4 __ beads] that makes 9 beads altogether’ OR with 7 beads in your hand learners say ‘I can see 3 __ beads and 0 __ beads that makes 3 beads’]. Establish whether the answer is correct or not by using structuring rather than by counting in ones.</li> <li>• Ask learners how many beads they think are in your hand. Confirm this by opening your hand. Ask learners what number goes with 1/ 2/ 3... 9 (in turn) to make 10.</li> <li>• <i>Pairs:</i> play the same game with a bead string and record the bonds of ten on their worksheets.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number of beads that are visible.</li> <li>• Children can <b>say</b> the number of beads that are not visible.</li> <li>• Children can <b>show</b> the correct quantity of beads on their fingers in a single action, rather than with one-by-one opening.</li> <li>• Children can <b>record</b> their bonds of ten on a worksheet</li> </ul>	<p>TERM 2</p>
<p>L2 <i>Bead string and worksheet</i></p> <p><b>Whole class: Bonds of ten (nonconsecutive order)</b></p> <ul style="list-style-type: none"> <li>• Tell and show class the 10 bead string, emphasizing that 5 beads are in one colour and five beads are another colour. Then quickly show 5 beads in one colour, saying, ‘Here are all the __ beads, who can tell me how many __ beads there are without counting them?’ Do the same for the other colour. Also emph the total nr of beads.</li> <li>• Hold up the bead string keeping 1/ 2/ 3... 9 beads in your hand (in turn). For example, while holding 1 bead in your hand ask learners to describe the beads that they can see [you want learners to say ‘I can see 5 __ beads and 4 __ beads] that makes 9 beads altogether’ OR with 7 beads in your hand learners say ‘I can see 3 __ beads and 0 __ beads that makes 3 beads’]. Establish whether the answer is correct or not by using structuring rather than by counting in ones.</li> <li>• Ask learners how many beads they think are in your hand or what number goes with 1/ 2/ 3... 9 to make 10. Confirm this by opening your hand.</li> <li>• <i>Pairs:</i> play the same game with a bead string and complete their worksheet.</li> </ul>	<p>What to look for:</p> <ul style="list-style-type: none"> <li>• Children can <b>say</b> the number of beads that are visible.</li> <li>• Children can <b>say</b> the number of beads that are not visible.</li> <li>• Children can <b>show</b> the correct quantity of beads on their fingers in a single action, rather than with one-by-one opening.</li> <li>• Children can <b>record</b> their bonds of ten in different ways</li> </ul>	<p>TERM 2</p>

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L1 *Ten bead string and worksheet*
**Whole class: Bonds of ten (in consecutive order 1-5)**

- Tell and show class the 10 bead string, emphasizing that 5 beads are in one colour and five beads are another colour. Then quickly show 5 beads in one colour, saying, ‘Here are all the \_\_\_ beads, who can tell me how many \_\_\_ beads there are without counting them?’ Do the same for the other colour. Also emph the total nr of beads.
- Then hold the bead string up keeping 1/ 2/ 3... 5 beads in your hand (in turn). For example, while holding 1 bead in your hand ask learners to describe the beads that they can see [you want learners to say I can see 5 \_\_\_ beads and 4 \_\_\_ beads] that makes 9 beads altogether. Establish whether the answer is correct or not by using structuring rather than by counting in ones.
- Ask learners how many beads they think are in your hand. Confirm this by opening your hand.
- Then ask learners what number goes with 1 to make 10.
- *Pairs:* play the same game with a bead string (and record their bonds if they are able to).

What to look for:

- Children can **say** the number of beads that are visible.
- Children can **say** the number of beads that are not visible.
- Children can **show** the correct quantity of beads on their fingers in a single action, rather than with one-by-one opening.
- Children can **record** their bonds of ten

TERM 2

L2 *Ten bead string and worksheet 2*
**Whole class: Bonds of ten (in consecutive order 6-9)**

- Tell and show class the 10 bead string, emphasizing that 5 beads are in one colour and five beads are another colour. Then quickly show 5 beads in one colour, saying, ‘Here are all the \_\_\_ beads, who can tell me how many \_\_\_ beads there are without counting them?’ Do the same for the other colour. Also emph the total nr of beads.
- Hold up the bead string up keeping 6/ 7/ 8/ 9 beads in your hand (in turn). For example, while holding 6 beads in your hand ask learners to describe the beads that they can see [you want learners to say I can see 4 \_\_\_ beads and 0 \_\_\_ beads] that makes 4 beads. Establish whether the answer is correct or not by using structuring rather than by counting in ones.
- Ask learners how many beads they think are in your hand. Confirm this.
- Then ask learners what number goes with 6/ 7/ 8/ 9 to make 10.
- *Pairs:* play the same game with a bead string (and record their bonds of ten if they are able to).

What to look for:

- Children can **say** the number of beads that are visible.
- Children can **say** the number of beads that are not visible.
- Children can **show** the correct quantity of beads on their fingers in a single action, rather than with one-by-one opening.
- Children can **record** their bonds of ten

TERM 2