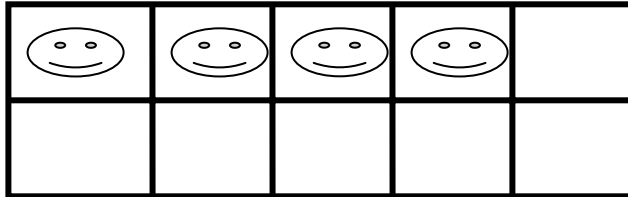


Some of Skip Fennell's Favorite Math Activities

1) Ten Frames

This useful model created years ago by Bob Wirtz is a great model for representing the numbers 1-10 as well as developing addition and subtraction combinations, counting strategies, and mental mathematics.



Some activities could be as follows:

1. (Have students place a designated number of counters on the frame) Show me 4, then ask questions like:
 - a. How many counters are on the 10 frame?
 - b. Show 2 more; what is the number now?
 - c. How many more to make 10?
2. Show me 7, then ask questions like:
 - a. Show 1 more; what is the number now?
 - b. Show 2 less; what is the number now?
 - c. How many more to make 10?
3. What doubles facts can you show on the 10 frame? (e.g., $1 + 1$; $2 + 2$; etc.)
4. (Using two 10 frames) Show 13.
 - a. How many more to make 20?
 - b. How can you make 13 by adding? Write the number sentences.

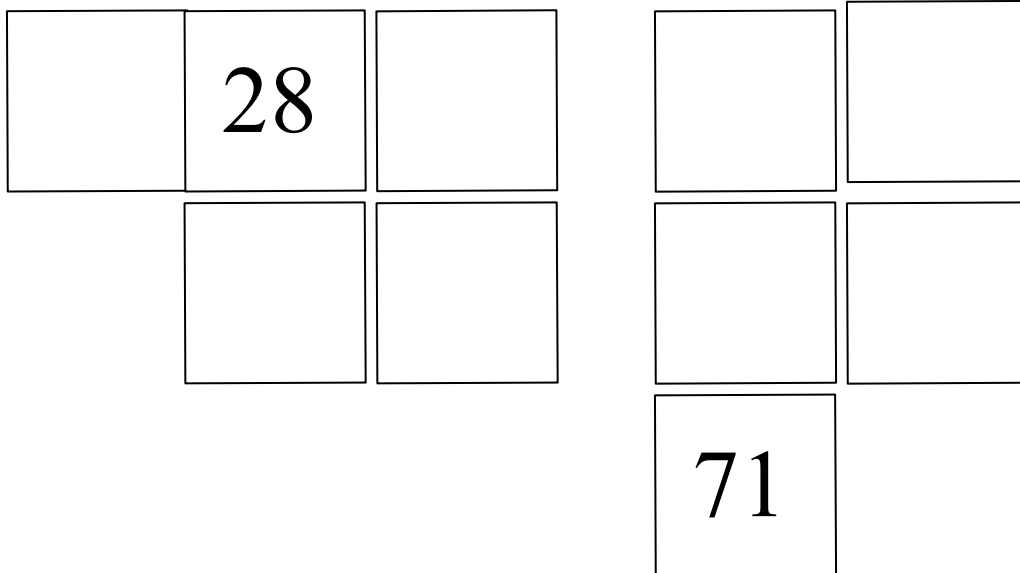
2) Hundreds Chart Activities

The Hundreds Chart is a favorite instructional tool because of its usefulness for developing counting patterns, place value, computation, estimation and mental mathematics.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Provide students with hundreds charts and ask questions like:

1. If you started with 34 and added 29, what is the sum? How can you use the 100 chart to help add these two numbers?
2. Circle all the multiples of 3 on the chart. What can you say about the pattern that is created? Talk about the “look” of the pattern.
3. Using a blank 100 chart locate mystery numbers (e.g., where would you place 74?)
4. After providing students with varied 100 chart activities, provide them with puzzle pieces as below. Ask them to fill in the missing numbers. Then discuss how they knew where to place the missing numbers. (Note: For the puzzle below place 28 in the top middle square).



5) Does This Make Sense?

Use the questions below as true or false questions to help students in developing a sense of number.

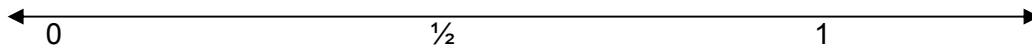
For the number 57

1. The number of people who live in your house?
2. The number of students in your class?
3. The house number of one of your neighbors?
4. The number of books you have read?
5. The number of inches you are tall?
6. The number of a school bus?
7. The number of pennies you could have if you had a 2 quarters and a nickel?
8. The number of hours in a school day?
9. The age of somebody you know?
10. The number of fingers and toes you have?
11. The same amount as $50 + 5 + 2$?
12. Runs scored in a baseball game?
13. Is < 59 ?
14. Is > 55 ?

6) Classifying Fractions, Decimals and Percents

This activity helps students in thinking about the relative size of fractions, decimals, or percents, using 0, $\frac{1}{2}$, or 1 as benchmarks.

Use the number line below as a guide:



Have students determine whether the following are close to 0, $\frac{1}{2}$, or to 1.

- | | | | | | |
|----|----------------|----------------|----------------|-----------------|----------------|
| a. | $\frac{1}{12}$ | $\frac{5}{12}$ | $\frac{1}{20}$ | $\frac{15}{16}$ | $\frac{7}{8}$ |
| b. | $\frac{9}{8}$ | 0.89 | 47% | $\frac{2}{15}$ | $\frac{4}{11}$ |
| c. | 0.1 | 4% | $\frac{5}{9}$ | $\frac{19}{20}$ | 104% |

7) Thinking about Fractions, Decimals and Percent

This activity seeks to build an understanding of fractions, decimals, and percents.

1. List three fractions between $\frac{1}{4}$ and $\frac{1}{2}$?
2. How do you know $\frac{1}{4}$ is less than $\frac{1}{3}$?
3. List three decimals between 0.1 and 0.2?
4. Which is greatest $\frac{1}{2}$, 0.55, $\frac{6}{11}$ or 59%?
5. What happens to $\frac{3}{8}$ if the numerator is increased by 1?
6. What happens to $\frac{3}{8}$ if the denominator is increased by 1? If the numerator is increased by 1?