Introducing the *20 Bead Demonstration Rekenrek - Wood*

Begin by asking children what they notice about the *Rekenrek*. Guide student responses to focus on the number of beads in each row and the number of each color. Demonstrate how the beads slide easily from one side to the other. Then introduce the start position (all beads over to the far right) and model moving beads to the far left in groups. Ask students to share how many beads were moved and how they knew. Encourage students to share multiple ways of explaining how many beads were moved. Emphasize how focusing on the groups of five makes it easier to figure out the number of beads quickly.

Have students show numbers between 0 and 10 with one push. Repeat for numbers between 11 and 20. Make sure students return the beads to the start position before each number.

Tip: When focusing on the numbers from 0 to 10, cover the bottom row with a folded piece of construction paper.

Sliding Numbers on the *20 Bead Demonstration Rekenrek - Wood*

Prepare number cards from 1-10 or 1-20. Shuffle the cards and place them facedown. Have students take turns choosing cards and moving the number of beads on the card with a single push. Then ask the partner to check the number and explain how they knew if the correct number was moved.

Rolling for Sums on the *20 Bead Demonstration Rekenrek - Wood*

Have students take turns rolling two dice. Write the two numbers in an addition sentence on the *Dry Erase Board*. Ask one student to add the two numbers on the *Rekenrek*. Instruct the partner to check the work. Challenge the students to find another strategy for solving the same problem.

Variation: Label each die with other numbers up to 10 to allow for other addition combinations.

Number Combinations with the *20 Bead Demonstration Rekenrek - Wood*

Separate the red and white beads to each side of the *Rekenrek*. Ask students to help you find the different combinations to make 7. Model pulling five red beads to the center and asking how many white beads it will take to make seven. Record the combination as a number sentence on the *Dry Erase Board*, i.e., 5 + 2 = 7. Repeat for additional combinations. Give students number cards 1-10 or 1-20. Have them find and record combinations for each number.

Reflecting on the *20 Bead Demonstration Rekenrek - Wood*

After students have had multiple opportunities to explore the *Rekenrek*, engage them in a discussion with the following questions:
- What do you think about when you are trying to make a number with one slide on the *Rekenrek*?
- Why is it important to make numbers with one slide?
- How does the *Rekenrek* help you see numbers?
- How are the *Rekenrek* and ten frame similar? How are they different?
- What other ways could we use the *Rekenrek*?

Really Good Stuff® Activity Guide

20 Bead Demonstration Rekenrek - Wood

This Really Good Stuff® product includes:
- **20 Bead Demonstration Rekenrek - Wood**
- *Dry Erase Board*
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **20 Bead Demonstration Rekenrek - Wood**—a handy tool for counting, addition, subtraction, and early place value practice that helps students see numbers as groups.

Meeting the Standards

The Really Good Stuff® **20 Bead Demonstration Rekenrek - Wood** is aligned with the Common Core State Standards for Mathematics below. For alignment with other state standards, please refer to our Web site's Standards Match.

Counting and Cardinality

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

K.CC.4c Understand that each successive number name refers to a quantity that is one larger.

Operations and Algebraic Thinking

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

1.OA.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 – 8$ by finding the number that makes 10 when added to 8.

1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

2.OA.2 Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.

Number and Operations in Base Ten

1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."

1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

Preparing the *20 Bead Demonstration Rekenrek - Wood*

Before using the **20 Bead Demonstration Rekenrek – Wood**, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Always use a dry erase marker on the *Dry Erase Board* in order to preserve its laminate surface.