

Number Bracelets

1. Given a specific bracelet, have children find different combinations.
 - a. concrete: move the beads around
 - b. Pictorial:
 - c. Number bond 7

5 2

Differentiate by choosing bracelets appropriate for each child, determined by using the hiding assessment.

Challenge children to find combinations of 3 or more numbers.

2. Teacher gives clues and has children find the correct number bracelet and record.

"I'm looking for a bracelet. It's more than 5 and less than 8. It's an even number. Which bracelet is it?"

"I'm looking for a bracelet. It's the difference of 9 and 2. Which bracelet is it?"

Extension: Have students write their own clues.

3. Find literature that counts up and back and have children be actively involved with their bracelets as you read.

Examples include:

10 Flashing Fireflies by Philemon Sturges

5 Little Monkeys

Quack and Count by Keith Baker

4. Teach the "Bridging 10" strategy with number bracelets. As children add two numbers (for example $8+5$) show them how part of the 5 helps the 8 make a 10, with 3 leftover. Your explanation may help children if you pair your explanation with an example on a 10 frame.

5. Give students one bracelet of each value. Have them order them from least to greatest or greatest to least on one arm.
6. Give students one bracelet of each value. Have them place the odd numbered bracelets on their left arm and the even numbered bracelets on their right arm.
7. Give students one bracelet of each value. Have them put on two bracelets that add up to 10 on each arm (or any given number.)
8. Give each child a bracelet and have them wear it on one hand. Have them walk around the room and find a partner so the sum of their bracelets is 10.
9. Have the class count by multiples of a number and put on the bracelets as the numbers are called out. Then, count forwards and backwards by that multiple.
10. Show a number card, 10 frame card, or random pattern and have students hold up the number bracelets that match.
11. When solving word problems, have students identify the correct number bracelet and use it to help solve the problem. For example, Vanessa has 2 puppies. Her friend comes to visit and brings 3 puppies. How many puppies are playing at Vanessa's house today?

Supplies for Number Bracelets

Generally, have each student make their own number bracelet.

Kinders make 3-10, then continue up once they've mastered that.

Grade 1 make 4-18

Grade 2 make 5 (or 6) to 20

Differentiate by having some of the students go a little lower, if determined by the hiding assessment.

When the numbers go above 10, have them do the first 10 in one color, then continue 11 and above in a second color.

I always keep 10 the same color.

So, 11= 10 white, 1 green.

12 = 10 white, 2 purple.

13 = 10 white, 3 pink.

I make sure kids all use the same color chenille stem (pipe cleaner) and beads so they aren't looking for their own--the class set all looks alike.

Sources for chenille stems: Hobby Lobby, Michaels, WalMart, Oriental Trading

I recommend using the slightly larger sized pony beads