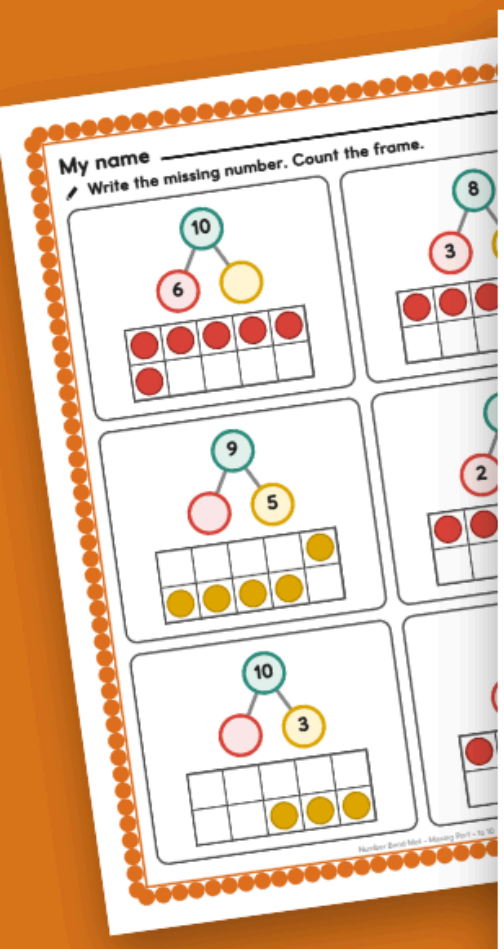
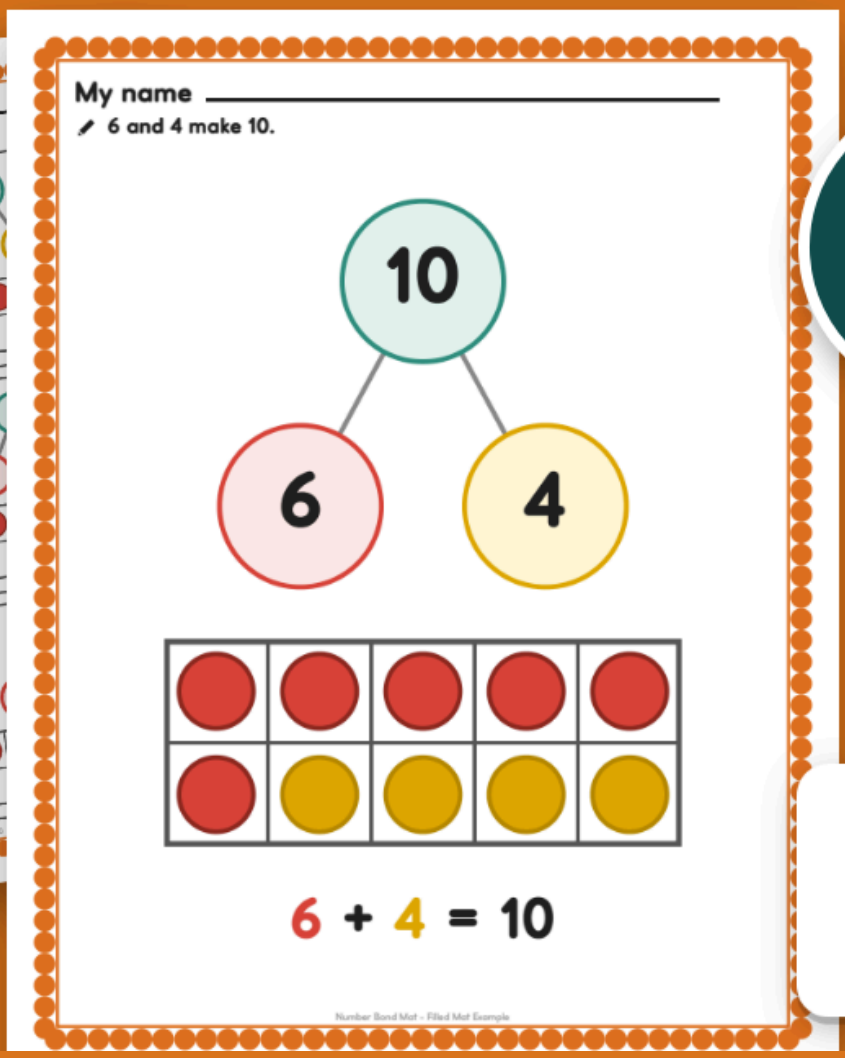
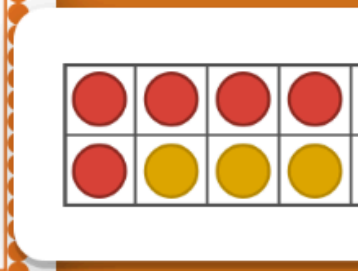
NUMBER BOND MAT

TO 5, 10 AND 20 TEN-FRAMES





9 MATS



Bright Path Sped

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One classroom license

- This file is for one classroom: one teacher, one group of students.
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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a circle or a line, type, and Save As.
- The name lines, the circles on the mats and student pages, the number sentences, the tracker, the home note and every notes area are type-in fields. You can also print any page and write by hand, or slip a mat into a sheet protector and use a dry-erase marker.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the cut pieces keep their size. Every page is readable in black and white, and every mat comes in an ink-saver set. Mats last longest on cardstock or in a sleeve; cards children cut are fine on copy paper.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update.

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PREVIEW

How to Use a Mat: Five Short Routines

Each one takes a few minutes. Hands first: counters move, then numbers get written.

1. Print once, use all year

- Print a mat (page 6, 7 or 8) on cardstock or copy paper and slide it into a sheet protector.
- Children write with a dry-erase marker and wipe it clean. One mat serves every bond.

2. Whole first

- Say a number. Children write it in the top circle and put that many counters in the frame.
- Ask: "What is the whole?"

3. Split it

- Children slide some counters to one side. Red counters are one part, yellow counters are the other.
- They write each part in a bottom circle and read it: "___ and ___ make ___."

4. Hide a part

- Hand out a desk card (page 15) with the whole printed. Children find the parts.
- Then try the missing-part pages (page 22 to 24).

5. Find every way

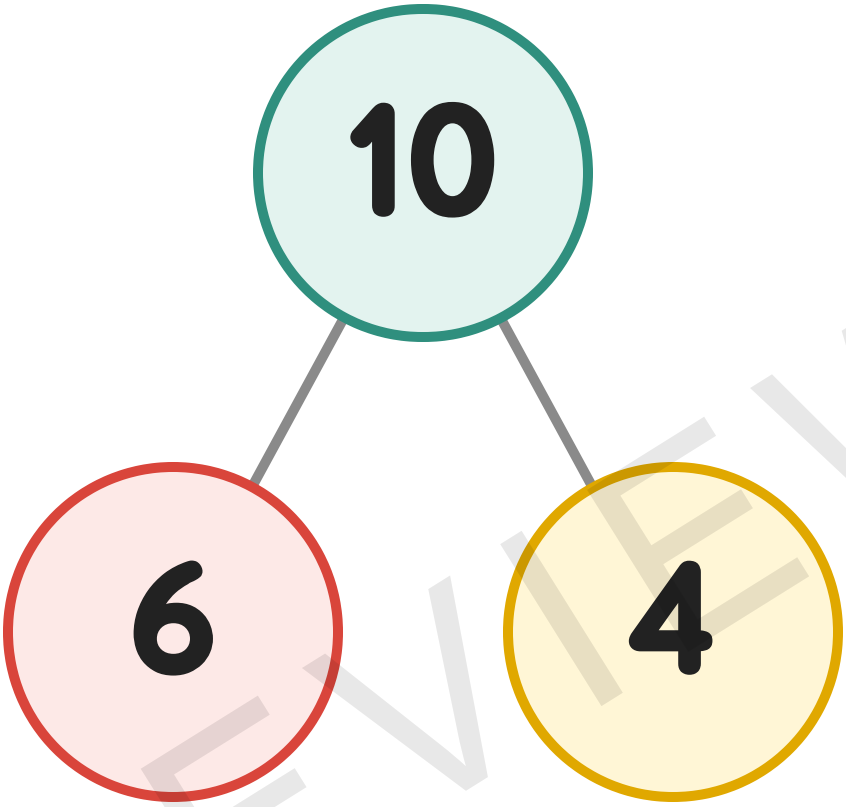
- Use the ways-to-make pages (page 20 and 21) and the last student page (page 29). Send the home note (page 33) so families try it too.

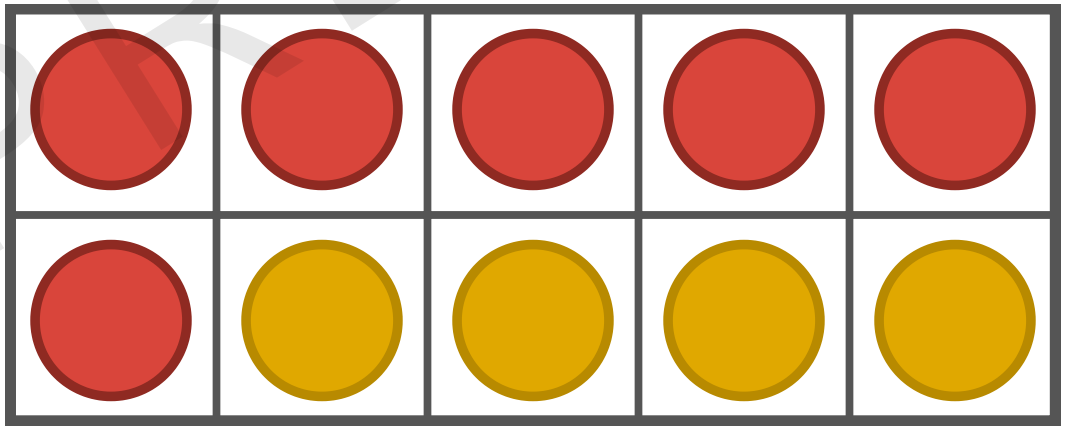
Notes on your day

PREVIEW

My name _____

6 and 4 make 10.



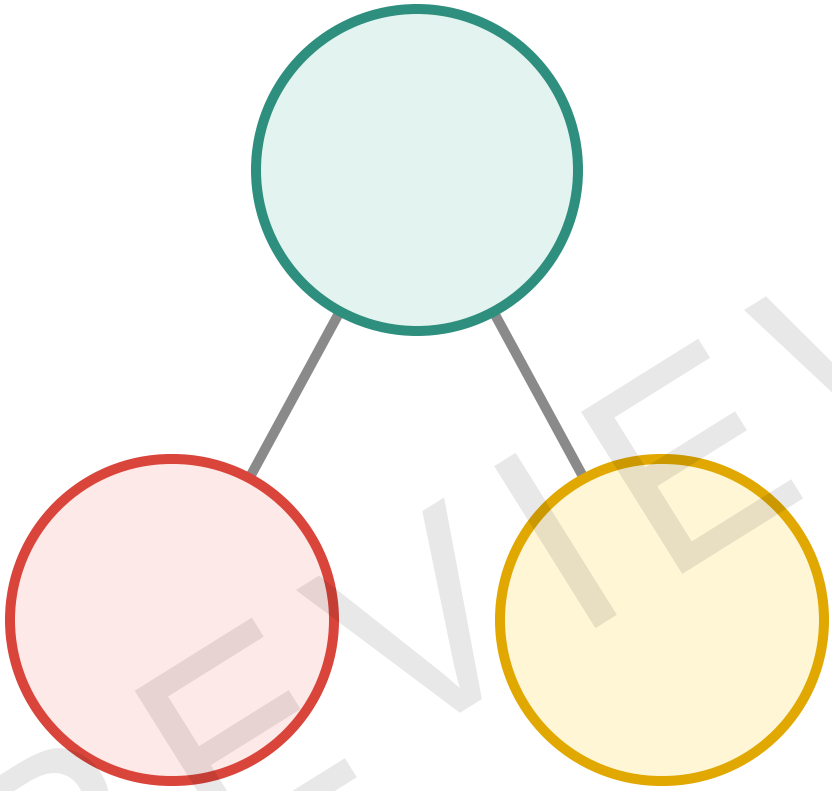


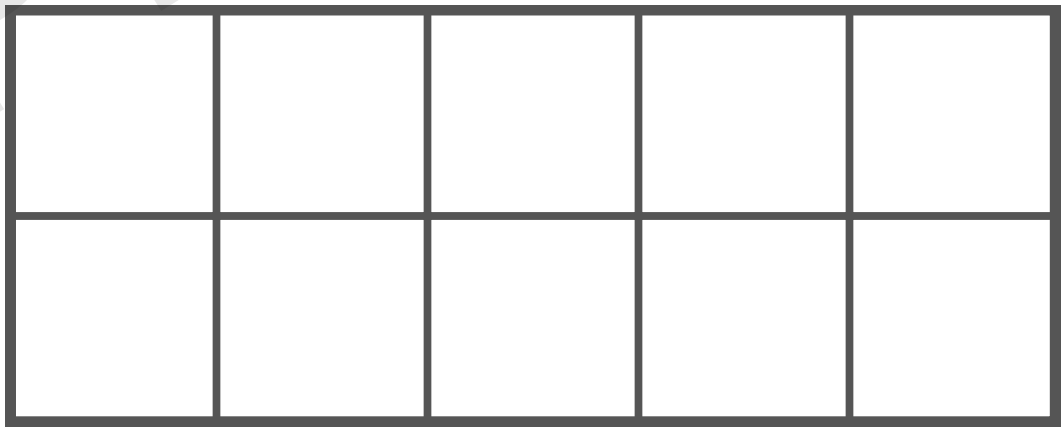
6 + 4 = 10

PREVIEW

My name _____

Fill the circles. Fill the frame.



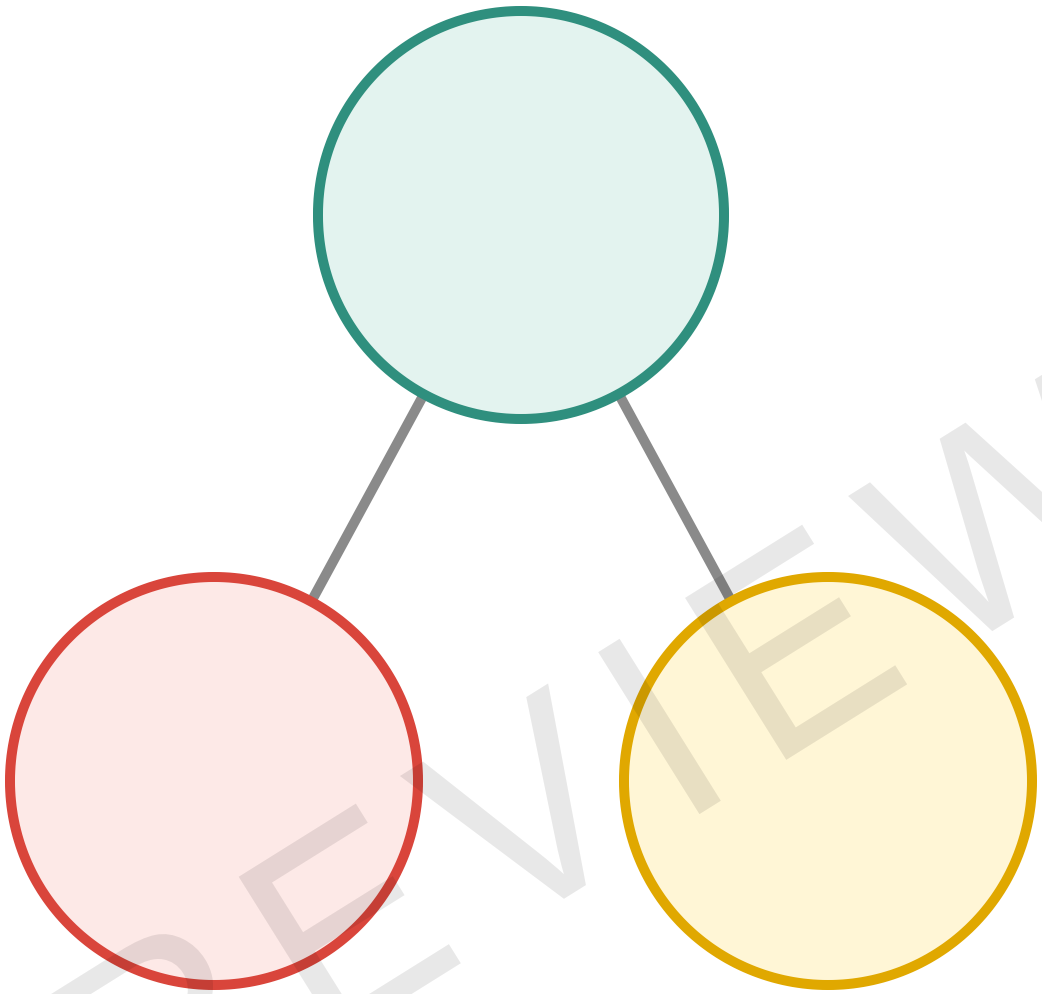


PREVIEW

Preview - Bright Path Sped

My name _____

Make a bond. Write the sentence.

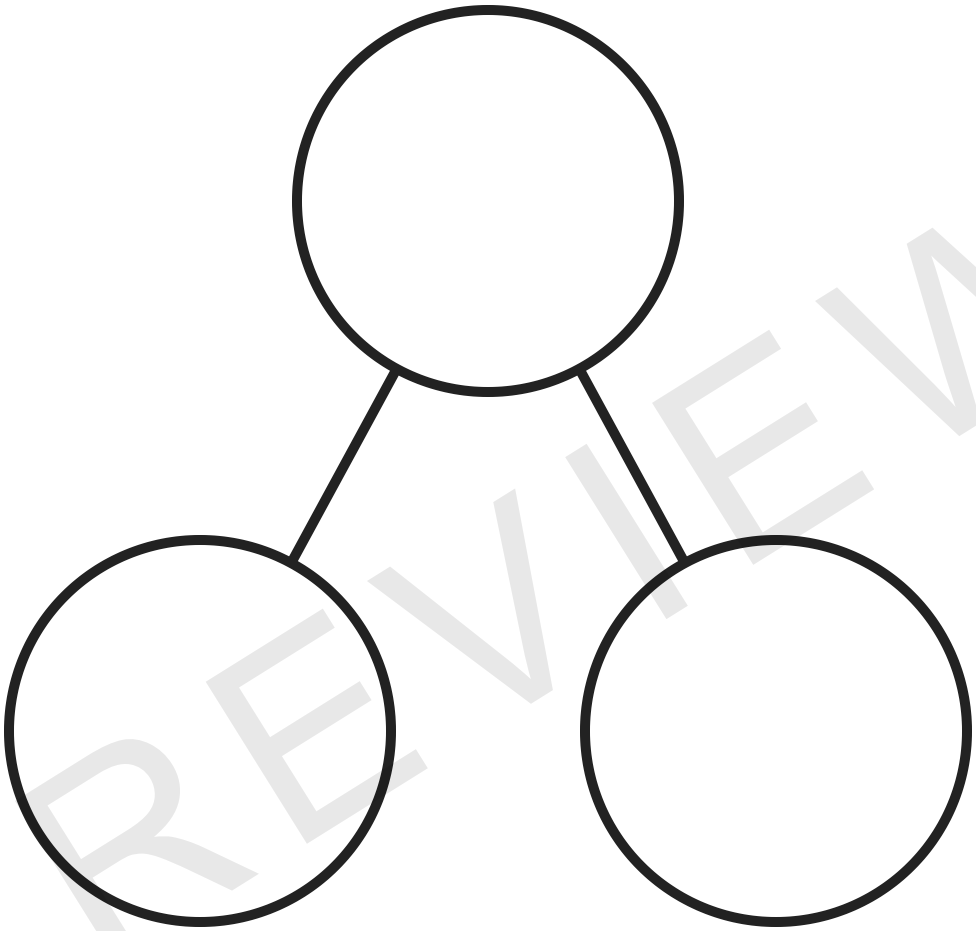


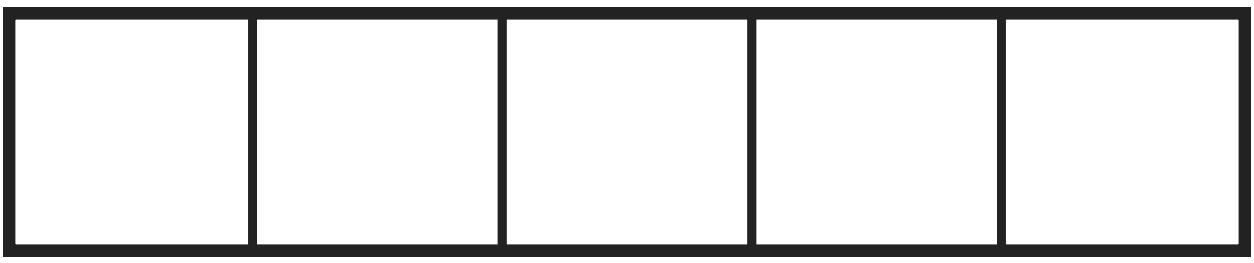
_____ + _____ = _____

PREVIEW

My name _____

Fill the circles. Fill the frame.



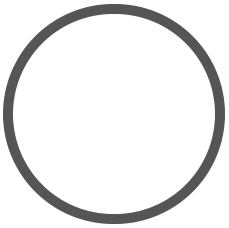


PREVIEW

My name _____

Put counters in the parts. Write how many.

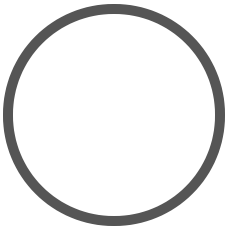
WHOLE



PART



PART

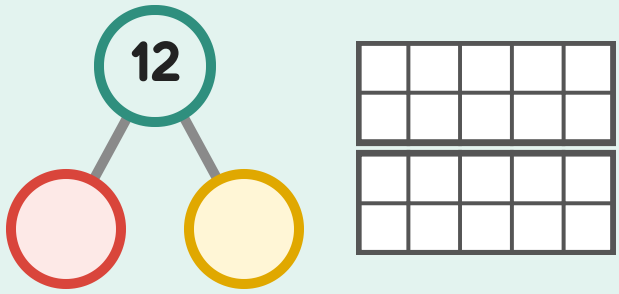


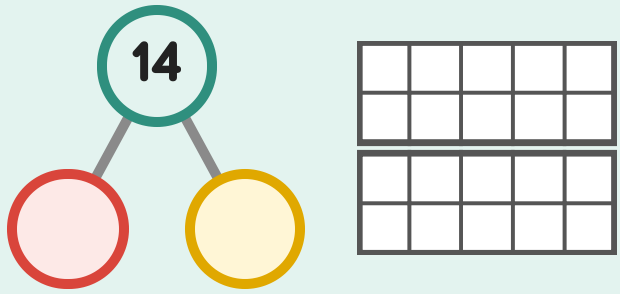
PREVIEW

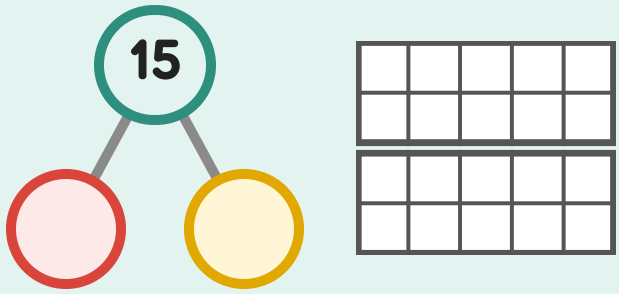
_____ + _____ = _____

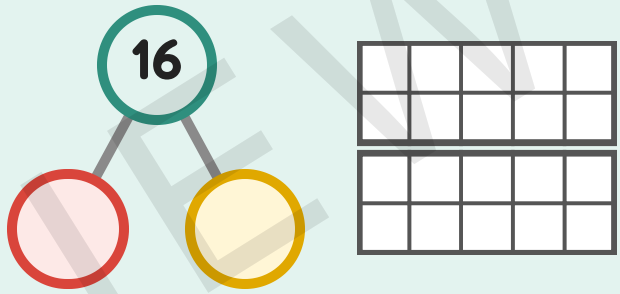
Preview - Bright Path Sped

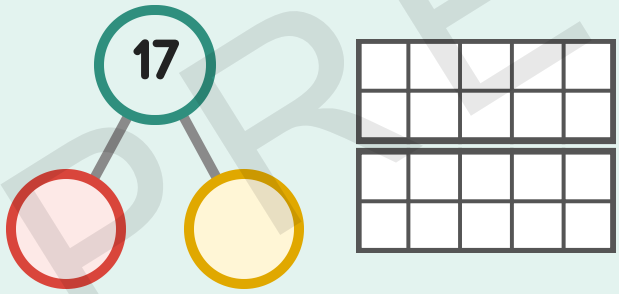
Cut the cards. Keep one at your desk.

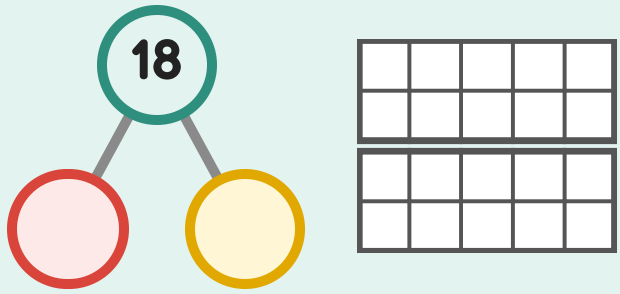


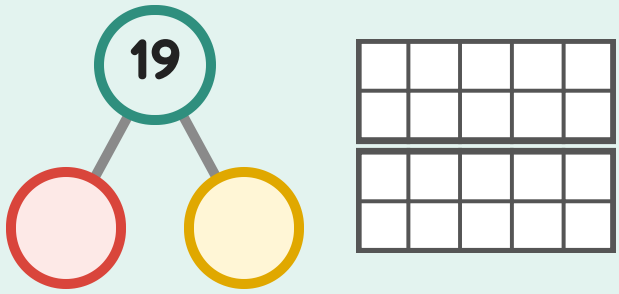


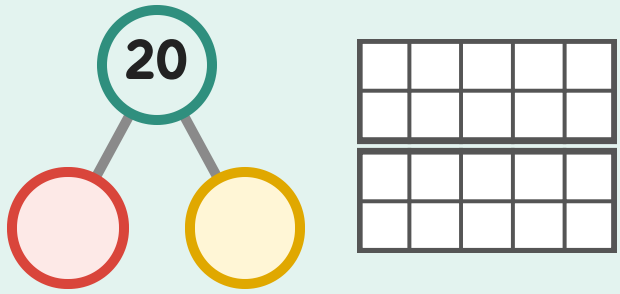








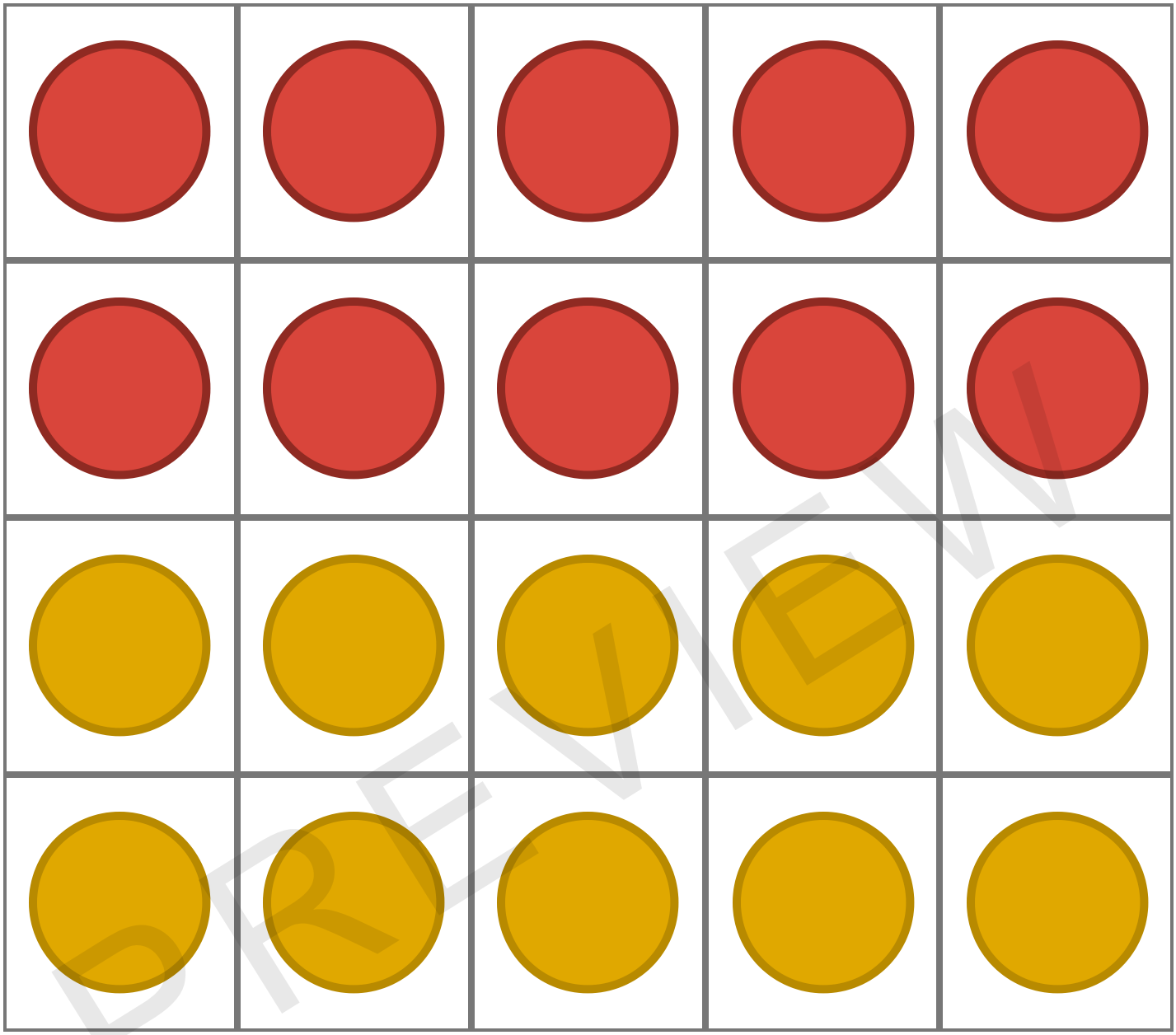


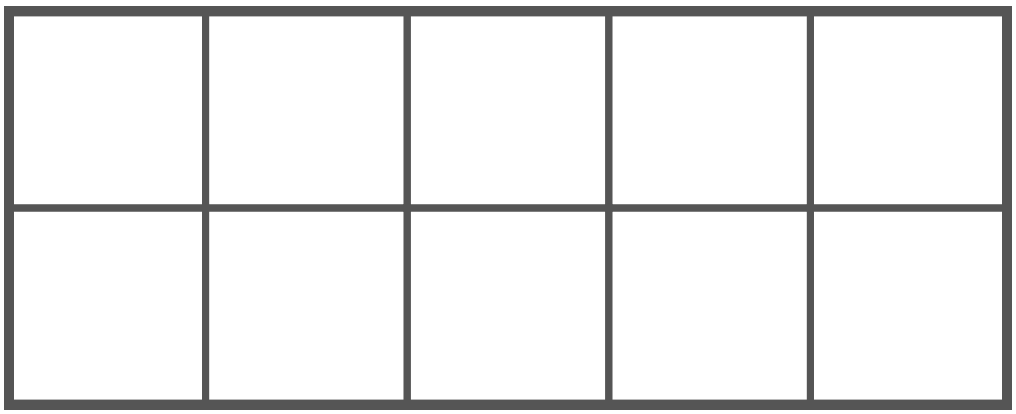


PREVIEW

Preview - Bright Path Sped

Cut the counters. Fill the frame.



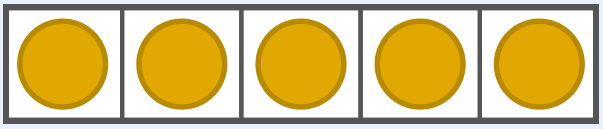


PREVIEW

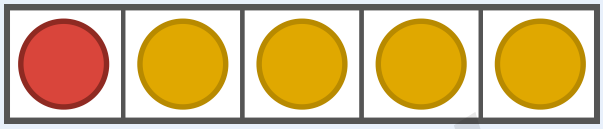
Preview - Bright Path Shed

WAYS TO MAKE 5

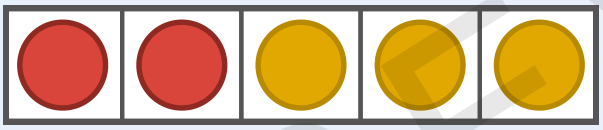
Two parts make the whole.



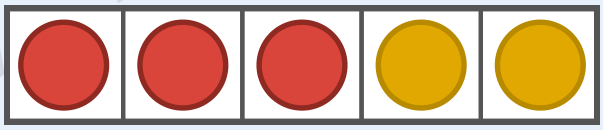
0 + 5 = 5



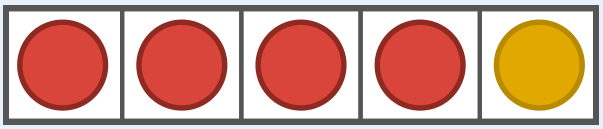
1 + 4 = 5



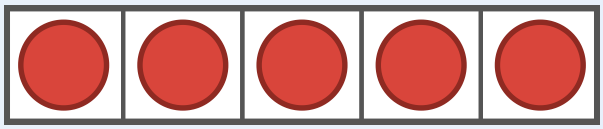
2 + 3 = 5



3 + 2 = 5



4 + 1 = 5



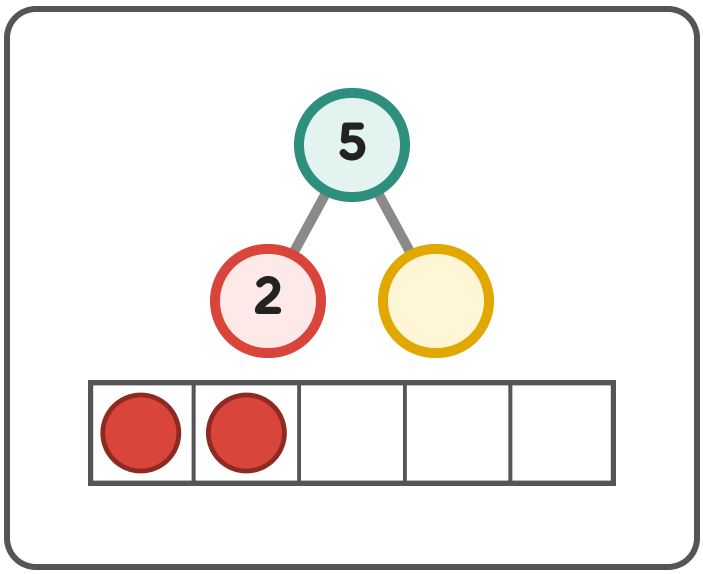
5 + 0 = 5

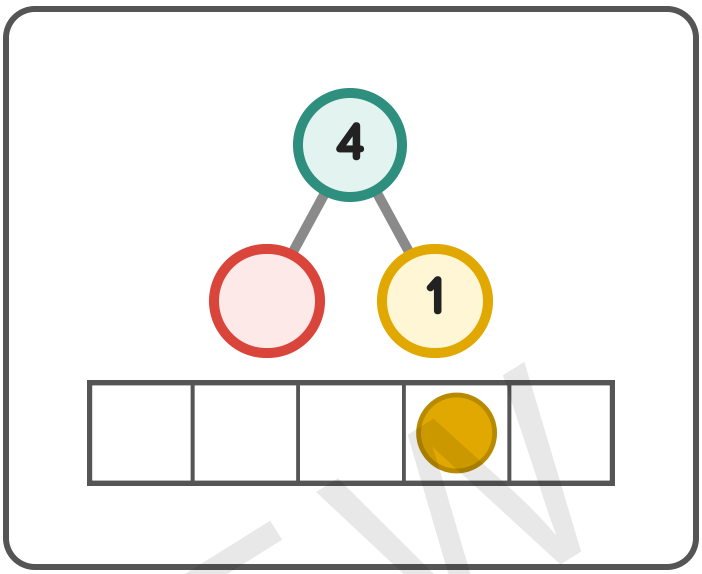
PREVIEW

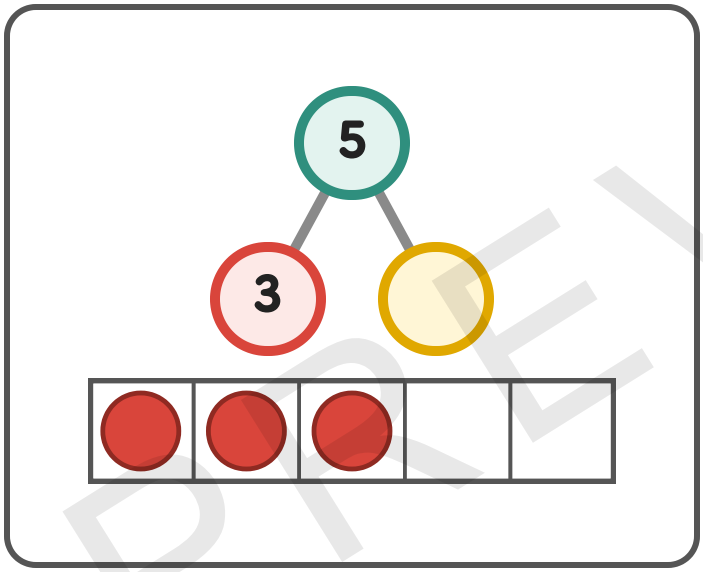
Preview - Bright Path Sped

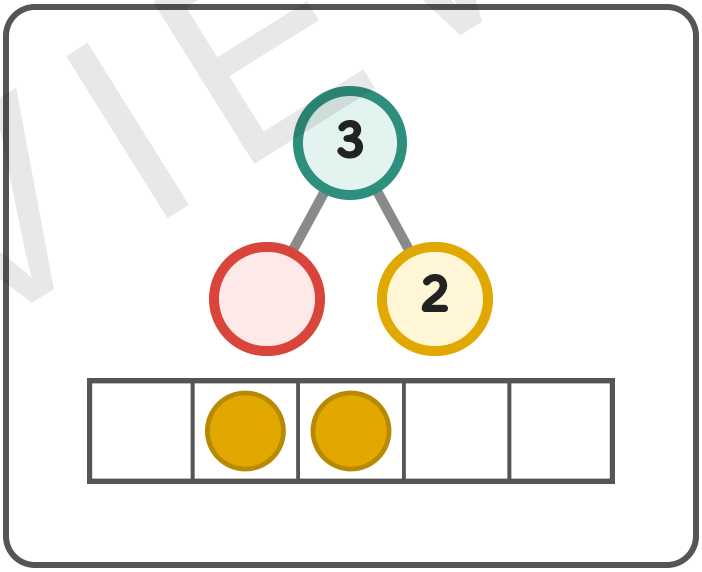
My name _____

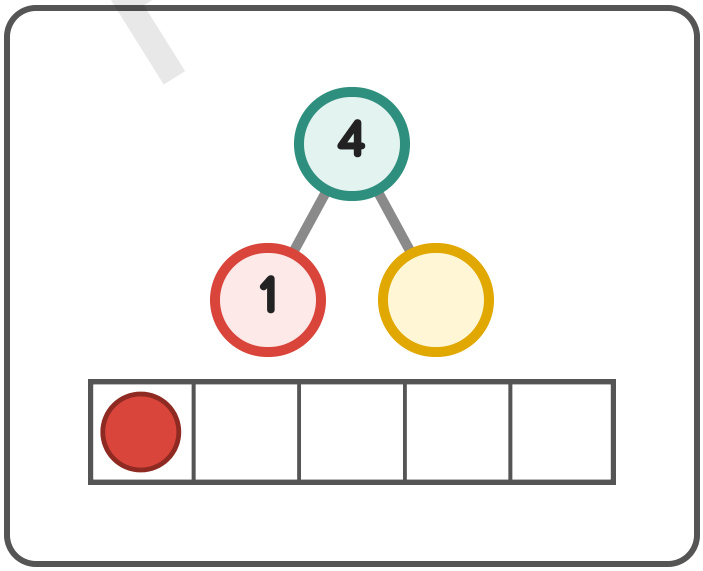
Write the missing number.

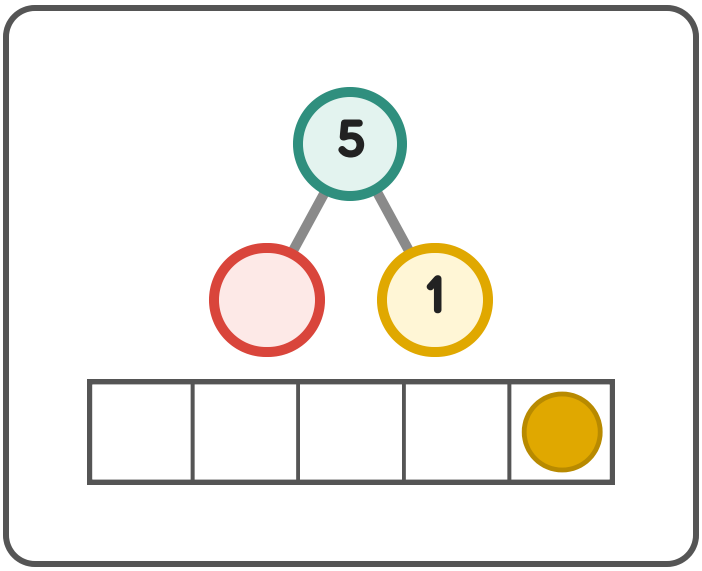










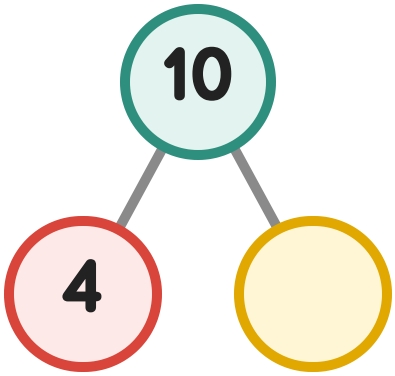


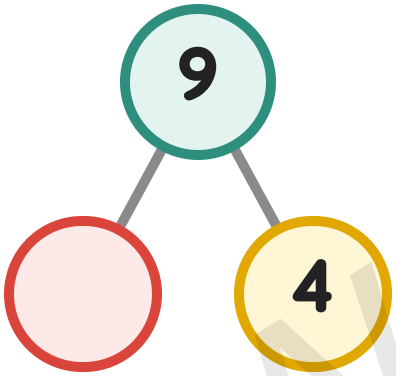
PREVIEW

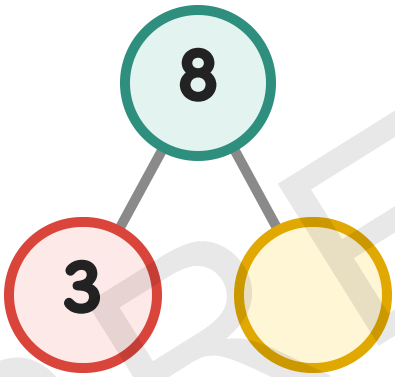
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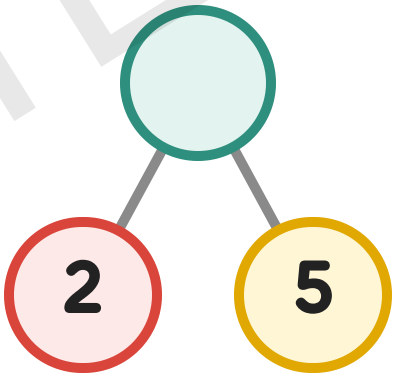
My name _____

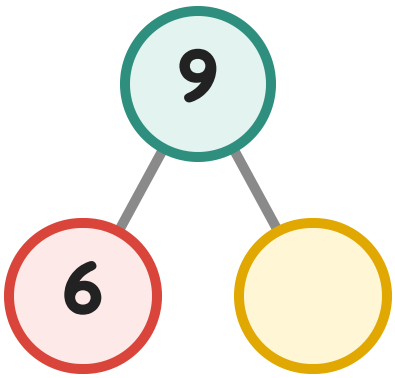
Write the missing number.

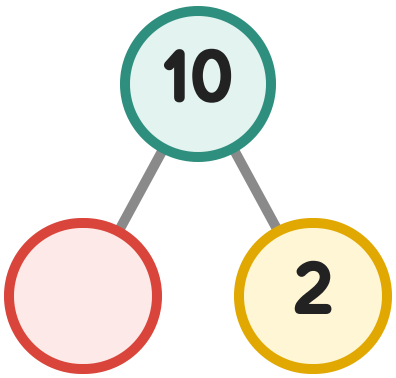










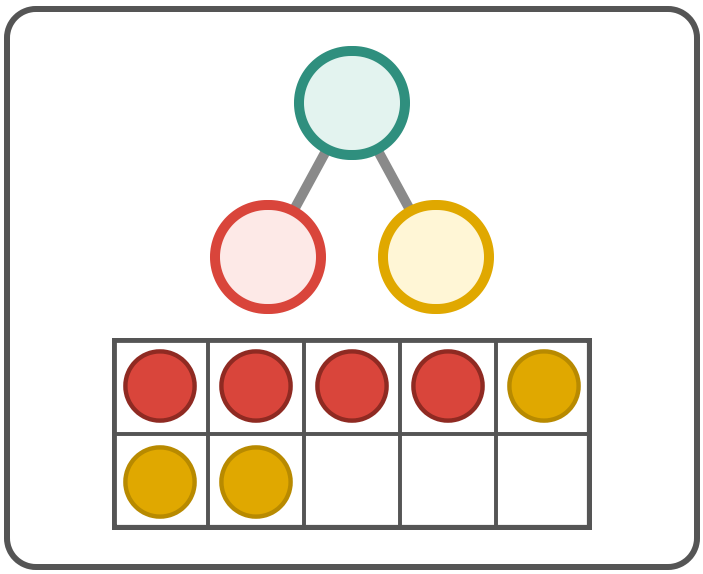


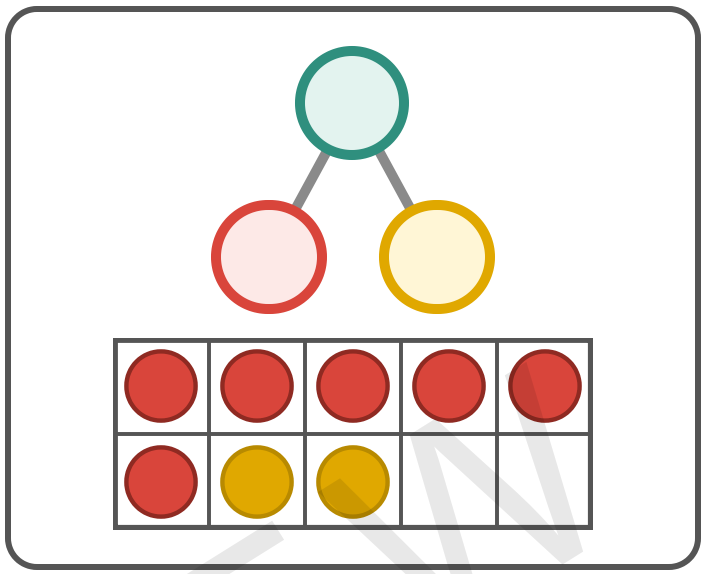
PREVIEW

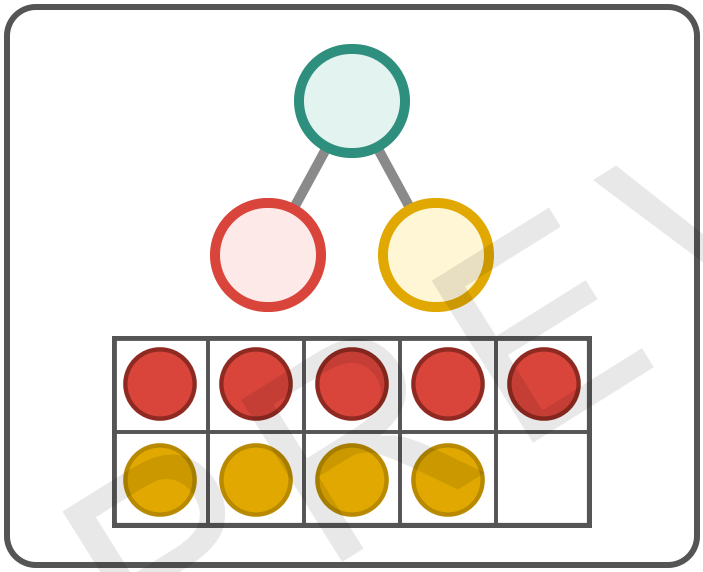
Preview - Bright Path Sped

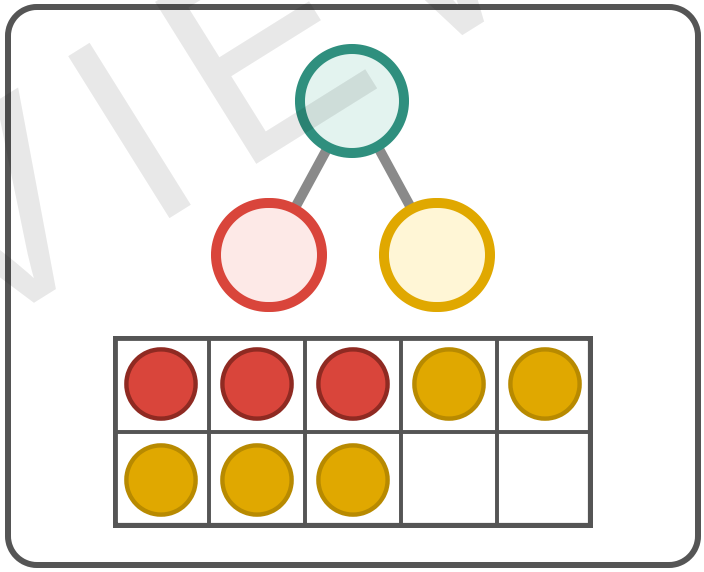
My name _____

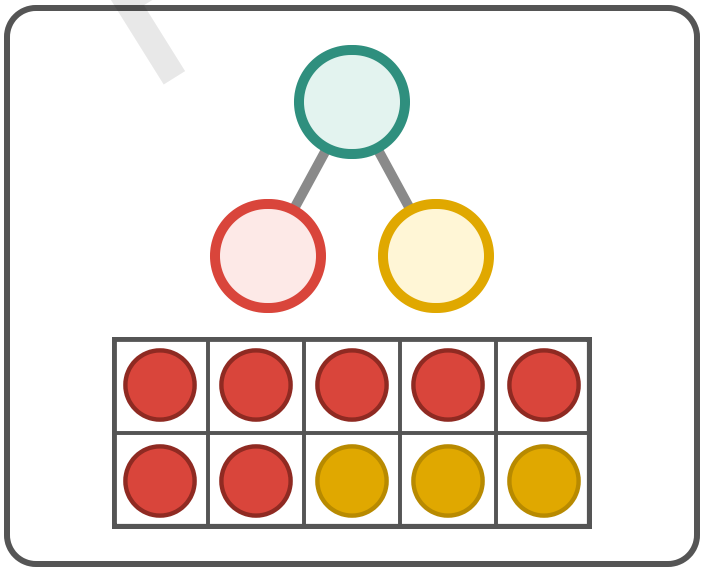
Look at the frame. Write the bond.

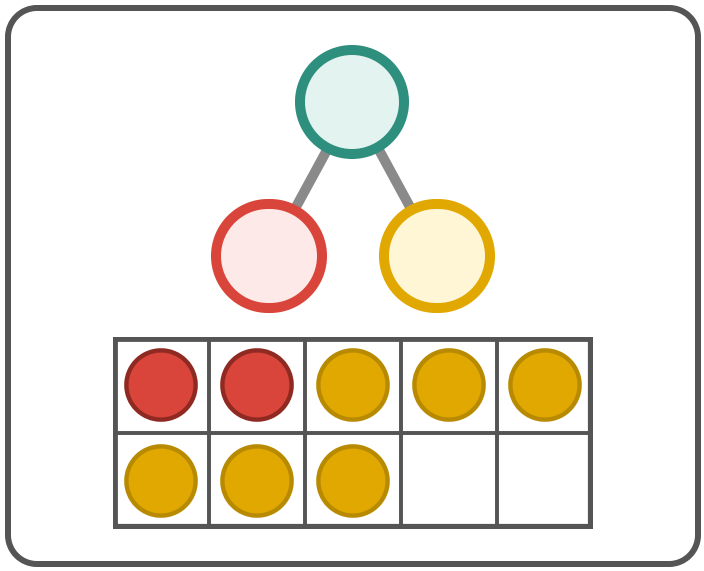










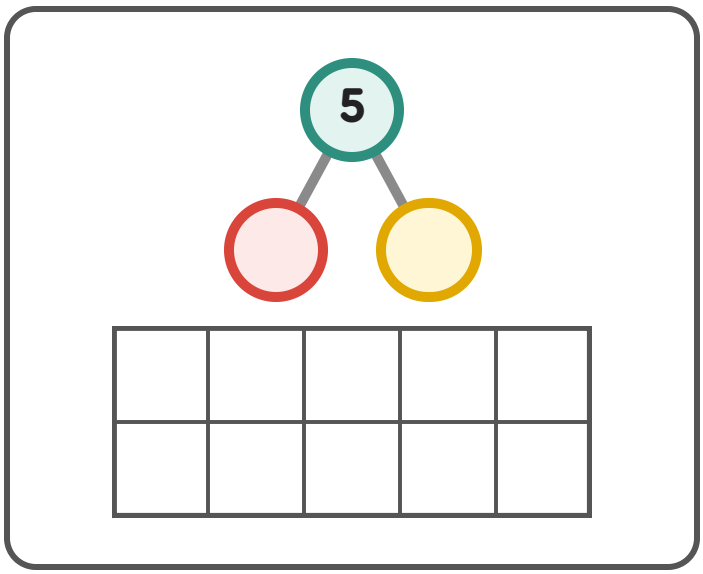


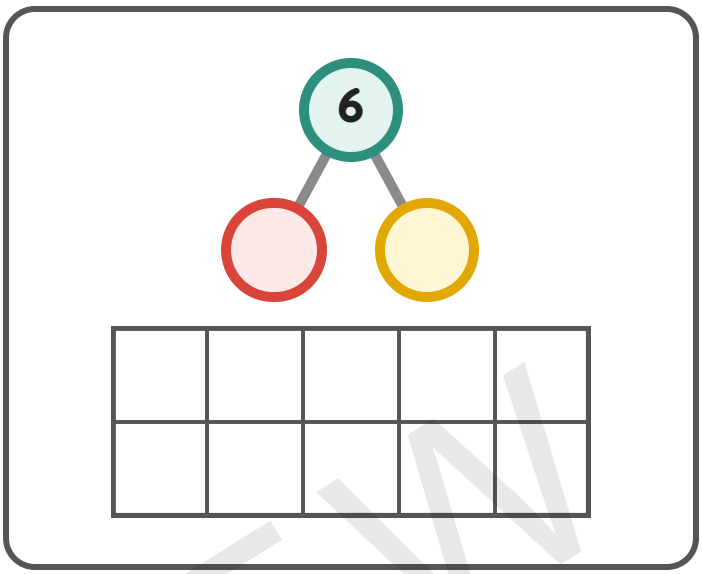
PREVIEW

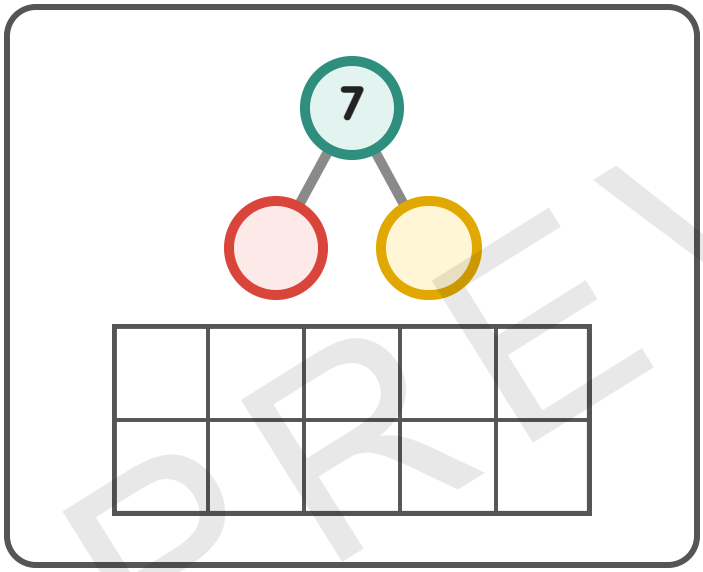
Preview : Bright Path Sped

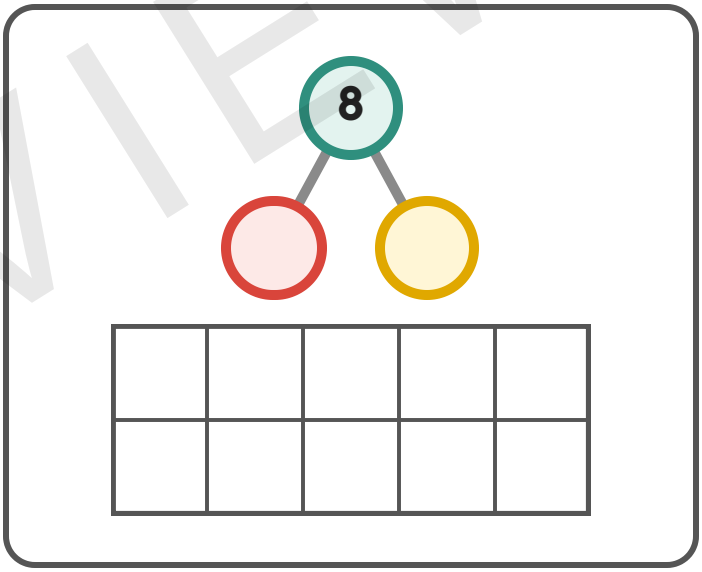
My name _____

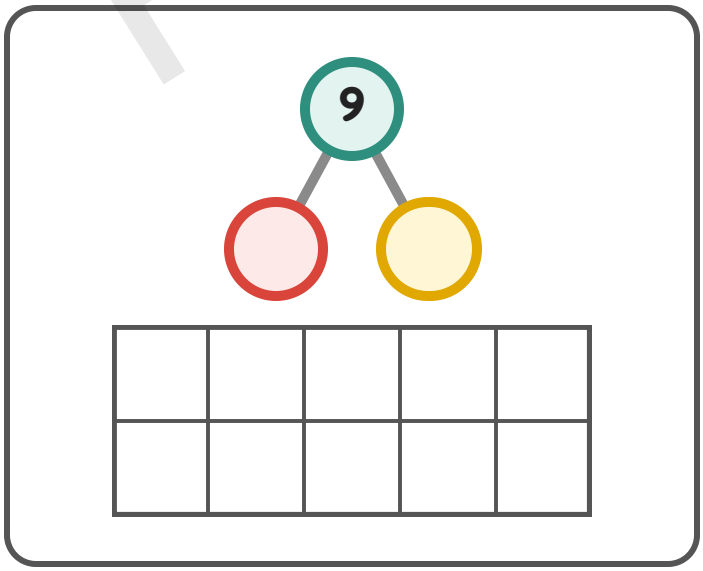
Find two parts. Write them. Color the frame.

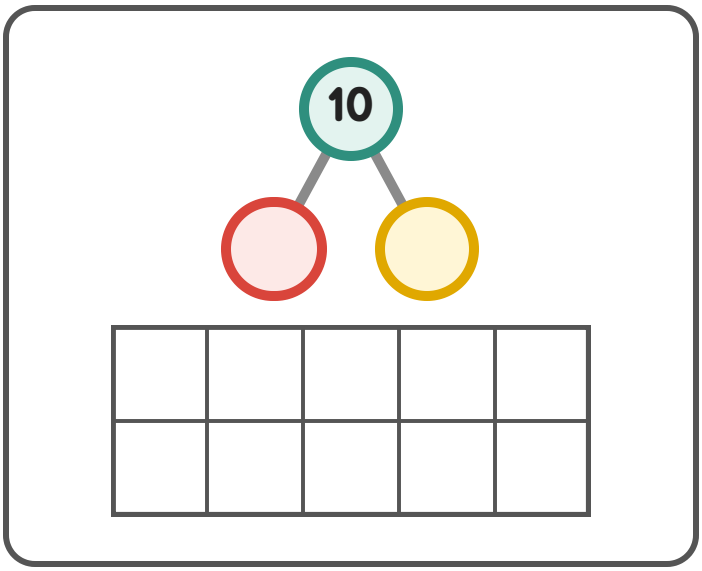












PREVIEW

Key: Student Pages

Keep this page for yourself. Each box lists what the child writes, in the order whole, part 1, part 2.

Pages 22 to 26: the missing number

Box	A to 5	B to 10	C no frame	D to 20	E whole
1	3	4	6	4	7
2	3	5	5	8	8
3	2	4	5	5	10
4	1	5	7	6	10
5	3	7	3	9	7
6	4	5	8	8	9

Pages 27 and 28

Box	F read the frame (page 27)	G color the frame (page 28)
1	4 and 3 make 7	5 red, 3 yellow
2	6 and 2 make 8	2 red, 4 yellow
3	5 and 4 make 9	4 red, 5 yellow
4	3 and 5 make 8	6 red, 1 yellow
5	7 and 3 make 10	3 red, 7 yellow
6	2 and 6 make 8	2 red, 3 yellow

Page 29: many ways

Any two parts that make the whole are right. For a whole of 8, 3 and 5 is right, and so are 5 and 3, 1 and 7 and 4 and 4. The frame should show the same two colors in the same numbers as the circles.

What I noticed (my notes)

PREVIEW

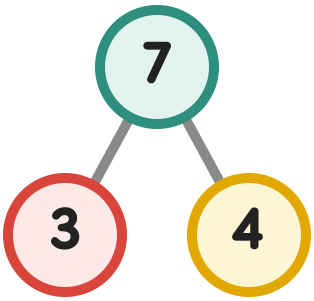
A Note Home: Number Bonds

One page to send home when you start the mats.

Date _____ Class _____ Teacher _____

Dear families,

This week we are learning **number bonds**. A number bond shows a whole and the two parts that make it. For example, 3 and 4 are the parts that make the whole, 7.



This week we are practicing

_____

_____

You can try this at home

Put ten buttons, beans or coins on the table. Split them into two piles and say: "___ and ___ make ___." Then find a different way.

_____

_____

A note from me (your words)

_____

_____

_____

Thank you, (teacher) _____ Family signature, if your school asks for one _____

PREVIEW

Phrase Bank

Fill each blank with what you really saw and heard.

Teaching the words

- "The whole is the big number on top."
- "The two parts go in the bottom circles."
- "Put counters in the parts. Slide them up to the whole."
- "Parts together make the whole."

Asking a question

- "What is the whole? What are the parts?"
- "Which part is missing? How do you know?"
- "How many more do you need to make ____?"
- "Can you find a different way to make ____?"

Noticing what a child did

- "You counted the red counters, then the yellow ones."
- "You filled the frame and counted what was left."
- "You fixed it yourself. Tell me what you changed."
- "You found ____ ways to make ____."

Sentence starters for children

- The whole is ____.
- One part is ____ and the other part is ____.
- ____ and ____ make ____.
- I know the other part because ____.

For the note home

- This week we are making number bonds: two parts that make a whole.
- Your child can show you ____ and ____ make ____ with buttons, beans or coins.
- Try a different way to make ____ together.
- Thank you for ____ (what the family did to help).

PREVIEW