

Structuring to 5 Bank of Activities

Combine to Make 5: Five Frames-One Color

Display an empty 5 frame. *What do you see? This is called a 5 frame. All 5 frames have 5 squares. Flash one example at a time. After flashing, ask what did you see? If needed, how many counters, how many empty squares and how many altogether?*

Examples

- 3 counters, 2 empty squares, 5 altogether
- 1 counter, 4 empty squares, 5 altogether
- 2 counters, 3 empty squares, 5 altogether
- 4 counters, 1 empty squares, 5 altogether
- 5 counters, 0 empty squares, 5 altogether

Combine to Make 5: Five Frames-Two Colors

Put some red counters (1, 2, 3, 4, or 5) on the 5 frame and hide them with the screen. Tell the student how many red counters are on the frame. *How many blue counters to make 5?* Have student check.

Combine to Make 5: Five Frames-With Temporal Patterns

Display an empty 5 frame. *What do you see? This is called a 5 frame. All 5 frames have 5 squares.*

Flash 3 counters in a 5 frame. *Please clap the number of counters you saw. Ready, go.*

How many more counters do you need to make 5? Please clap the number of counters you need to make 5. Ready, go.

Continue with more examples (1, 5, 4, 2, 0).

Partitioning 5: Five Frames-Two Colors

You will see 5 counters every time. Display a 5 frame with 3 red counters and 2 blue counters. *What did you see?* The goal is for students to see 5 as 3 and 2. This is partitioning 5.

Continue with:

- 1 red and 4 blue
- 5 red and 0 blue
- 2 red and 3 blue
- 4 red and 1 blue

Combine to Make 5: Finger Patterns

- *Use 1 hand. Show me 3.* Then show 5, 2, 4, and 1. Then, have the students show it with the other hand. **Watch for lifting fingers sequentially (counting from 1) vs. simultaneously (all at once).**
- Model "throwing out" fingers to move from lifting fingers sequentially to lifting them simultaneously. *Watch me as I flash a number on my fingers.* Flash 1: say "1" as you throw out 1 finger, repeat for 2, 3, 4, 5. *Now you try to flash 1, 2, 3, 4, 5.* Then do them in random order.
- *Use one hand to show me 2 on your fingers. How many fingers are up? How many down? Watch for students that look at their fingers to answer. You can infer they are counting.* *How many fingers altogether?* Repeat for 1-5. Then switch hands.
- *Show me 2 on your fingers. How many more to make 5?* Repeat for 1-5. Then switch hands.

Combining to Make 5: Spatial Patterns

Use the domino cards from 1 through 6. *I am going to flash some cards quickly, tell me what you see.* Flash 1-6 randomly.

Flash a domino 2 pattern with red counters. *How many blue counters do I need to make 5?* Have student check the answer by building the domino 5.

Combining and Partitioning 5: Verbal Questioning

Combining

- *I have 2 pencils, how many more to make 5?*
- *I have 4 pencils, how many more to make 5?*
- *I have 5 pencils, how many more to make 5?*
- *I have 1 pencil, how many more to make 5?*
- *I have 3 pencils, how many more to make 5?*
- *I have 0 pencils, how many more to make 5?*

Partitioning

- *I have 5 crayons. Some are red and some are green. If 2 are red, how many are green? Etc...*

Make 5: Addition with Counters

Flash 3 red counters and 2 blue counters in an irregular pattern. *What do you see? How many red? How many blue? How many altogether?* Have the student record a number sentence to represent this situation.

Continue with more examples.

- 1 red and 4 blue $1 + 4 = 5$
- 2 red and 3 blue $2 + 3 = 5$
- 4 red and 1 blue $4 + 1 = 5$
- 5 red and 0 blue $5 + 0 = 5$

Make 5: Missing Addend with Counters

Flash 4 red counters in an irregular pattern. *How many blue will we need to make 5?* Have student record a number sentence to represent the situation. Continue with more examples.

- 1 red: $1 + \square = 5$
- 5 red: $5 + \square = 5$
- 3 red: $3 + \square = 5$
- 2 red: $2 + \square = 5$

Break 5: Subtraction with Counters

Flash 5 red counters in an irregular pattern. Remove 2 counters. *I removed 2. How many are left?* Instruct the student to record a number sentence to represent this situation.

- 5 red remove 1. $5 - 1 = 4$
- 5 red remove 3. $5 - 3 = 2$
- 5 red remove 4. $5 - 4 = 1$
- 5 red remove 5. $5 - 5 = 0$
- 5 red remove 0. $5 - 0 = 5$

Break 5: Missing Subtrahend with Counters

Flash 5 red counters in an irregular pattern. *How many red counters did you see?* Have the student look away. *While you were looking away, I removed some, there are 3 left. How many did I remove? ($5 - \underline{\quad} = 3$)* Check. Instruct the student to record a number sentence to represent this situation.

- 5 red remove and there are 4 left. $5 - \quad = \square$
- 5 red remove and there are 2 left. $5 - \quad = \square$
- 5 red remove and there are 0 left. $5 - \quad = \square$
- 5 red remove and there are 1 left. $5 - \quad = \square$
- 5 red remove and there are 5 left. $5 - \quad = \square$