

## Five and ...

CAPS

*Level 1 [Fingers & paper/workbooks for writing number sentences]*

### Whole class:

- Show me five fingers on one hand.
- Now show me two [then one, four, three, five] on the other hand
- How many fingers altogether?
- Let's say what we see – e.g. five and two makes seven

### Pairs:

- Children play the game in pairs. One child shows a 'five and ...' combination. The other child offers the verbal number sentence. Both children write the number sentence as, e.g. '5 and 2 is 7'

### What to look for:

- Children can **show** the numbers you **say**
- Children can **show** the number combination on fingers.
- Children can **record** the number sentence in writing.

TERM 2

*Level 2 [10 bead string. Missing number sentences on board and on worksheets]*

### Whole class:

- Write '5 and \_\_\_ is 8' on the board.
- Show five beads on a bead string. Hide the remaining beads.
- Say 'I can see five beads. How many more beads to make eight [then seven, nine, six, ten]. Children might use their fingers to help them. Encourage opening of remaining fingers in one movement rather than one by one.
- Show three more beads and say 'Five and three makes eight'
- Fill in the missing '3' on the number sentence on board.

### Pairs:

- Write a range of missing number sentences on board [e.g. 5 and \_\_\_ is 7; 5 and \_\_\_ is 9; \_\_\_ and 5 is 10; 5 and \_\_\_ is 6; \_\_\_ and 5 is 8]
- Use worksheet. Children play the game in pairs. One child chooses a number sentence, shows five beads and asks how many more to make the total. The other child says and shows the number of additional beads needed. Both children write the number sentence filling in the missing number (see worksheet).

### What to look for:

- Children **say** the number of additional beads needed
- Children can **show** this combination on their fingers.
- Children can **record**, filling in the missing number in the number sentences

TERM 2

### Five and ... / ... and five (Level 1)



5 and 4 is

1 and 5 is

3 and 5 is

4 and 5 is

5 and 2 is

5 and 3 is

### Five and ... / ... and five (Level 2)



5 and  is 7

and 5 is 9

5 and  is 10

and 5 is 6

5 and  is 8

and 5 is 7

5 and  is

and 5 is

## Five and ...

CAPS

*Level 1 [Fingers & paper/workbooks for writing number sentences]*

**Whole class:**

- Show me five fingers on one hand.
- Now show me two [then one, four, three, five] on the other hand
- How many fingers altogether?
- Let's say what we see – e.g. five and two makes seven

**Pairs:**

- Children play the game in pairs. One child shows a 'five and ...' combination. The other child offers the verbal number sentence. Both children write the number sentence as, e.g. '5 and 2 is 7'

**What to look for:**

- Children can **show** the numbers you **say**
- Children can **show** the number combination on fingers.
- Children can **record** the number sentence in writing.

TERM 2

*Level 2 [10 bead string. Missing number sentences on board and on worksheets]*

**Whole class:**

- Write '5 and 3 is [ ]' on the board.
- Show five beads on a bead string. Hide the remaining beads.
- Say 'Here are five beads. If I move 3 more beads down, how many beads would there be altogether? Children might use their fingers to help them. Encourage opening of remaining fingers in one movement rather than one by one.
- Show three more beads and say 'Five and three makes eight'
- Fill in the missing '3' on the number sentence on board.
- [Repeat with moving 2 more, 4 more, 1 more, 5 more beads].

**Pairs:**

- Write a range of missing number sentences on board [e.g. 5 and \_\_\_ is 7; 5 and \_\_\_ is 9; \_\_\_ and 5 is 10; 5 and \_\_\_ is 6; \_\_\_ and 5 is 8]
- Children play the game in pairs. One child chooses a number sentence, shows five beads and asks how many more to make the total. The other child says and shows the number of additional beads needed. Both children write the number sentence filling in the missing number (see worksheet).

**What to look for:**

- Children **say** the number of additional beads needed
- Children can **show** this combination on their fingers.
- Children can **record**, filling in the missing number in the number sentence

TERM 2