

Number Wb 5.10.20

Number blocks no5 can be found here -

<https://www.youtube.com/watch?v=cDjb7BIT9I0>



PREREQUISITE CHECK Can children identify that all the models show 4, even though they are arranged differently?

WAYS OF WORKING Whole class

Where possible, give children access to cubes so that they can replicate the models on the **Online Flashcard**.

IN FOCUS This **Prerequisite check** practises the skill of reliably counting 4 objects. Children may be able to 'see' 4 (subitising) rather than having to count.

ASK

- *How many cubes are there? Does it matter that some of the cubes are different colours? Does it matter that some are shown in different shapes?*



STIMULUS Photograph prompting a guided activity
The photograph shows a birthday cake with 5 candles, and a birthday card with the number 5 on the front. Birthdays are a great context for introducing the concept of 5, as many children will be familiar with birthdays and many of them will be turning 5 during the year.

WAYS OF WORKING Whole class

Set up 5 teddies in a row with a birthday card in an envelope in the middle. Have a birthday cake, candles, party bags and party hats to help set the scene. Open the card and reveal that it is a 5th birthday card. Explain that you need to put enough candles on the cake for the teddy's birthday.

IN FOCUS The focus of this **Stimulus** is to build confidence in the one-to-one correspondence of counting to 5, using the rule of cardinality (that the last number you say is the total amount). Practise counting groups of objects up to 5 out loud to reinforce this.

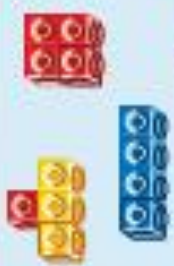
ASK

- *What number is on the card? Who else is 5? Is anyone going to be 5 soon?*
- *How many candles do you need for the cake? Can you count them out?*
- *Can you show me how many candles you need on your fingers?*

GET ACTIVE Make playdough birthday cakes with children – one cake for each small group of children. Give each group a range of birthday cards with different numbers on them from 1–5. Children choose a card and put the correct number of candles on a playdough cake to match the card.

Counting to 5

Can you see 4?



Let's look.



PREREQUISITE CHECK



STIMULUS

Tuesday

Discover

WAYS OF WORKING Whole class or small groups
Ensure candles and five frames are available to support counting.

IN FOCUS The focus of this **Discover** is to use the familiar 5th birthday party setting to give children many opportunities to see and count up to 5.

ASK

- How can you count the candles? Can you show me on your fingers?
- What else in the picture can you count? How many children (hats, balloons) are there?
- Can you see how many balloons there are, without counting each one?

STRENGTHEN Use 5 children or teddies to recreate the **Discover** picture. Encourage children to set the table for the party. Ask: How many plates do you need? Can you count them out one by one? Repeat with other items and count them out onto the table.



DEEPEN To extend thinking in this session, prompt children to look at the **Discover** picture again. Ask: Are there enough balloons for each child? How could you find out? Use 5 children or 5 teddies to represent children in the picture and match each balloon to a child.

Share

WAYS OF WORKING Whole class.

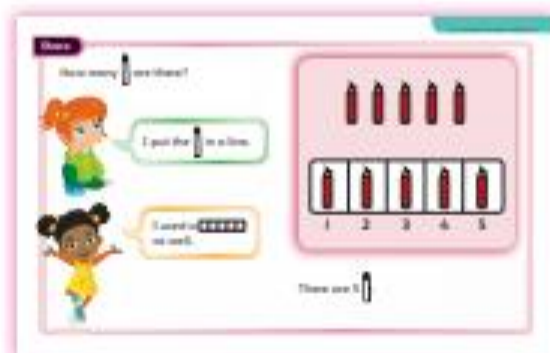
IN FOCUS Children represent 5 using candles and use a five frame to scaffold their counting. Eventually children will make the link between a five frame and the amount 5, supporting their ability to 'see' an amount represented in the five frame without needing to count out every object.

ASK

- How does a five frame help you to count the candles?
- Can you fit any more candles in the five frame?

STRENGTHEN Use a five frame and real objects to represent the pictures. Encourage children to touch each item as they count. Ask children to count backwards from 5 using the items in the five frame.

DEEPEN Develop children's counting by asking them to count in specific orders. Show five candles where one is slightly different. Say: This candle is our special candle. Can children count the candles making the special one number three or number five? Ask: Are there always 5 candles, no matter where the special one is placed? How do you know? [The five frame is full, we have not taken any away or added any more.] Count backwards starting with number 5.



GET ACTIVE Give children a party bag each and ask them to find and count out up to 5 objects to put into the bag. Ask them to discuss with a partner which items they have chosen. Ask: How do you know you have 5? Ask some children to show the class what they put in their bag. Encourage everyone to count aloud as the objects are taken out of the bag.

Discover



How many  are there?

Share

How many  are there?



I put the  in a line.




I used a

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 as well.

A diagram illustrating the counting process. At the top, five red candles are arranged in a horizontal line. Below them, five red candles are arranged in a row, each inside a white square box. Below each box is a number: 1, 2, 3, 4, and 5.

There are 5 .

Wednesday

WAYS OF WORKING Whole class or small groups

Ensure five frames and dice are available for this **Think together**. Ensure children are familiar with the five frame and how it is used before starting this session.

IN FOCUS The learning focus is order irrelevance, so concentrate on counting the candles (Question 1) several times, starting with a different one each time to ensure that children understand that there are still 5. In Question 2 the hats are displayed in the traditional dice formation for 5, encouraging children to 'see' 5 without counting, but check by starting at different places to count.

ASK

- Question 1: Can you say the number of candles out loud as you count? How many candles are there?
- Question 2: How many hats are there? Which dice face has the same pattern? How does this help you to know how many hats there are?

STRENGTHEN Make a large five frame on the floor using skipping ropes or string. Using 5 plates – 4 that are the same colour or size and 1 that is different – encourage children to count out the plates into the five frame making

Think together

1 How many candles are there?

2 How many hats are there?

Use a five frame to help you.

I can see how many without counting.

the 'different plate' a different number in the count each time. Ask: Can you make this plate number 3 in the count? Now make it number 4.

DEEPEN Use the **Multilink cube teaching tool** to show cubes in traditional dice arrangements and the **Five frames teaching tool** to show different arrangements on a five frame. Can children show how many by holding up the same number on their fingers? This activity encourages children to recognise representations of numbers to 5, without having to count each item every time.

Practice: Journal 1

WAYS OF WORKING Independent thinking

IN FOCUS The first part of the **Practice** activity focuses on the five frame, showing examples of 3, 4 and 5. Draw children's attention to the empty cells in the five frame for 3 and 4 and that for 5 it is full. The second part encourages children to begin subitising (identifying an amount by looking at it, rather than needing to count each item). Allow them to build the models using 5 multilink cubes.


MASTERY CHECKPOINT Look at the different ways that children represent 5. Can they count out 5 each time or do they move the cubes they have counted out, understanding that the number does not change even though it is in a different arrangement? Can any children subitise without needing to count out each cube?

How many are there?

Can you see 5?

Strengthen Can you see 5? How many? Can you see 5? How many? Can you see 5? How many? Can you see 5? How many?

Think together

1 How many  are there?



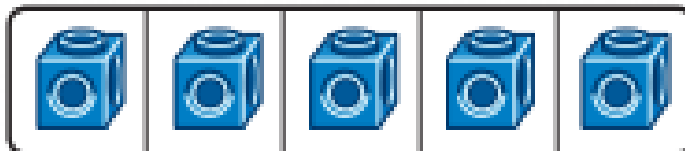
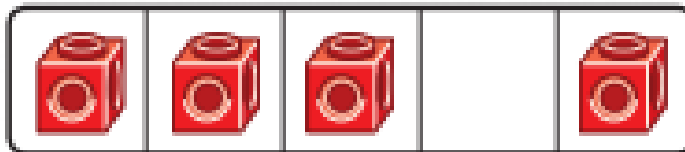
Use a to help you.

2 How many  are there?

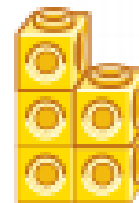
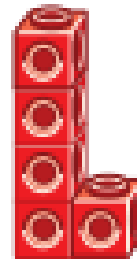
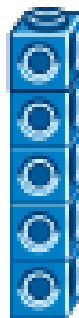


I can see how many without counting.

How many  are there?



Can you see 5?



ELG 11: Mathematics: Numbers count reliably with numbers from 1 to 5

Act

Strengthen: Can you touch each cube as you count? How many spaces are there? Can you make the pictures with cubes?

Deepen: Can you make 5 a different way? Show me with cubes. Does it matter what colour the cubes are? Do you always need to count to know that there are 5 here? How can you see 5?

Thursday

Challenge

WAYS OF WORKING Whole class or small groups
Prepare a range of resources for this session, including cubes and five frames. For any children still mastering the learning from **Think together**, choose different objects from the classroom and place them on a large five frame. Model to children how moving the objects doesn't change how many objects there are altogether. Question them on this as you carry out the activity to stimulate their thinking.

IN FOCUS The focus of this **Challenge** activity is to count numbers up to and including 5 in different formations, to ensure that children are really secure with counting to 5. The variation in this **Challenge** helps to address the misconception that 5 is only 5 if it is presented in a certain way, and should help to identify children who need further support with this concept. Children need to be confident counting to 5, however it is represented.

ASK

- Which of the pictures shows 5? Which picture does not show 5? How do you know?
- Can you use cubes to make each image yourself?

STRENGTHEN Create a giant five frame for children to stand in (using chalk, string or skipping ropes). Ask 2 children to stand in it. Move children around in the frame, asking each time: *How many are there now?* Repeat with 3, 4 or 5 children, varying their positions in the five frame. It is vital that children see the order irrelevance here, so keep asking them how many and how they know.

DEEPEN Use the **Five frame teaching tool** and place 1, 2, 3, 4 or 5 counters into the five frame. Display the five frame just long enough for children to count how many, then hide it on the screen. Ask children to recreate what they saw on individual five frames.

Which show 5?

I will count each out loud.

I will make the shapes with to help me.

CHALLENGE

Which show 5?



I will count each
out loud.



I will make
the shapes with
to help me.



Friday

WAYS OF WORKING Whole class or small groups

IN FOCUS These activities build on children's understanding of counting to 5, by counting something abstract (something they cannot see). This is an important next step in their understanding of 5.

GET ACTIVE **How many claps?**

Explain that you are going to clap up to 5 times and that you want children to show, on their fingers, how many claps they heard. Ask children to close their eyes. Clap up to 5 times. Repeat, varying the number of claps.

Pass the parcel

Prepare a game of pass the parcel where each layer reveals an instruction or picture clue to do something to demonstrate children's understanding of numbers up to 5: jump 4 times, clap 5 times, spin 3 times, hop 5 times. Children may need help reading the instructions, but ask them to read the numerals themselves.

Reflect: Journal 2

WAYS OF WORKING Independent thinking

IN FOCUS Children **Reflect** on their learning by drawing a picture of a '5 party'. This could include a variety of pictorial representations of 5, such as 5 balloons, 5 candles, 5 plates, 5 party hats. Use the **Strengthen** prompts on the journal page to support children who need help getting started. Use the **Deepen** prompts to extend and challenge the thinking of children who complete this activity with little support.

MASTERY CHECKPOINT **Children who have mastered this concept** can confidently count up to 5 and can recognise and represent 5, following models that have been covered in the lesson.

Children who have not yet mastered this concept can recognise 5, but cannot necessarily recreate it themselves without support.

Children who have mastered this concept with greater depth can confidently count up to 5 and backwards from 5 to 1. They can recreate 5 in a variety of ways.

The journal page is titled "Draw a 5 party!" and features a drawing of a party scene. The drawing includes a string of five colorful bunting flags (purple, blue, yellow, pink, orange) hanging from the top. Below the flags is a round chocolate cake with white frosting and brown decorations, sitting on a table covered with a white tablecloth. The tablecloth has five white napkins laid out in a row. At the bottom of the page, there are two sets of prompts: "Strengthen: What can you draw at the party? Can you draw 5 of each? Can you count each object to 5?" and "Deepen: How many different ways can you draw 5? What can you draw at the party? Can you think of 5 different ways to draw 5? What has your partner drawn? What is the same? What is different?"

Draw a 5 party!



Strengthen: What can you draw at the party? Can you draw 5 of each? Can you touch each object to count?

Deepen: How many different ways can you show 5? What can you draw at the party? Can you think of 5 different ways to show 5? What has your partner drawn? What is the same? What is different?