How Many More to Equal 5?

Strand: Computation and Estimation

Topic: Model and identify missing part of 5.

Primary SOL: **K.CE.1 The student will model and solve single-step contextual problems using addition and subtraction with whole numbers within 10.**
c) Model and identify the number that makes 5 when added to a given number less than or equal to 5.

Related SOL: **K.CE.1e**

Materials

- Chart paper/Whiteboard
- Blank five frames (attached)
- Five frame cards (attached)
- Cube train cards (attached)
- Two colored counters
- Beaded bracelets – one for each student (Chenille stems and same-colored beads)
    - Directions for making – slide five of the same-colored beads onto a Chenille stem and twist the ends together to make a bracelet.
- Linking cubes (five same-colored cubes for each student)
- Blue construction paper
- Cube with 0, 0, 1, 1, 2, 2 – one cube for each pair of students

Vocabulary

five frame, part, whole, more, equal

Student/Teacher Actions: What should students be doing? What should teachers be doing?
Note: This lesson is a collection of activities that help students meaningfully model and identify the number that makes or equals 5. The activities can be repeated throughout the year. You will not complete all the activities in this lesson on any given day. This lesson could also be utilized when modeling and identifying the number that makes 10 when added to a given number less than or equal to 10 (SOL K.CE.1e).

1. Tell students that they will be working on the number 5 during the activities and have them brainstorm things they know about that number. For example, the number 5 could tell how many toes are on your foot or how many dots are on one of the sides of a 1 - 6 dot cube.
2. Record their ideas on chart paper/board to begin the conversation about the number 5.

3. Select a model to utilize for a lesson. As each model is used, an anchor chart should be created. Find opportunities to compare the different anchor charts, noticing the similarities and differences.

Five Frames

1. Show a five frame picture card or a five frame with counters on it (attached). Ask, *"How many do you see?" "How many more to equal 5?" "How do you know?"* Students could also have their own five frame cards to build and make as the teacher models the activity.
2. Create an anchor chart to record the students' responses. Examples: *1 and 4 are equal to 5*. *1 and 4 make 5.* (The symbols + and = are introduced in grade 1.)
3. Repeat with all combinations of 5.

Beaded Bracelet

1. Give each student a beaded bracelet and ask them to count how many beads are on their bracelet.
2. Have students turn and talk to a partner to compare their bracelets. Ask students what they notice. Ensure that there is an understanding of a total of 5 beads on each bracelet.
3. Before beginning the activity, all 5 beads should be pushed together.
4. Teacher models – "If I slide 2 beads over, how many more do I need to equal 5?" Have students discuss.
5. Create an anchor chart to record the students' responses. Examples: *2 and 3 are equal to 5*. *2 and 3 make 5.* (The symbols + and = are introduced in grade 1.)
6. Repeat with all combinations of 5.

Cube Train

1. Give each student a train of 5 cubes and ask them to count how many cubes are in their train.
2. Have students turn and talk to a partner to compare their trains. Ask students what they notice. Ensure that there is an understanding of a total of 5 cubes in each train.
3. Before beginning the activity, all cubes should be snapped together.
4. Teacher models by putting the cube train behind their back and says, "I am going to break the train." Teacher breaks train and shows the students 3 linked cubes with the other hand still behind their back.
5. Teacher asks, "How many cubes are behind my back?" Have students discuss.
6. The teacher reveals 2 cubes.
7. Create an anchor chart to record the students' responses. Examples: *3 and 2 are equal to 5*. *3 and 2 make 5.* (The symbols + and = are introduced in grade 1.)
8. Repeat with all combinations of 5.

Assessment

- **Questions**
  - "I have ___. How many more do I need to make 5?"
  - "What numbers when put together make 5?"
- **Journal/writing prompts**
  - Amy has 5 pieces of candy. Two are chocolate, the rest are fruity. How many are fruity?
  - There are 5 crayons on the table. One is green, the rest are purple. How many are purple?
- **Other Assessments**
  - Using blank five frames (attached), students can color in combinations of 5.
  - Using cube trains (attached), students can color in how many more to make 5.

Extensions and Connections (for all students)

- Make a High Five: One partner shows some number of fingers on one hand (example: first partner shows 4 fingers). The other partner shows the number of fingers needed to make a High 5 (example: second partner shows 1 finger).
- Fish in the bowl: Students count out 5 two-color counters (fish) and then drop them on a piece of blue construction paper. The student then says, *"I have __ red fish and _ yellow fish. __ and __ make 5."* Repeat.
- How Many More to Equal 5? game - Give each pair of students a blank five frame and a cube with 0, 0, 1, 1, 2, 2 on it.
  - One student rolls the cube and places that number of counters on the frame.
  - The partner student asks, "How many more do you need to equal 5?"
    - The student responds - "I need ___ more. ___ and ___ equals 5.
  - The student rolls again and adds counters to the frame. The partner student repeats the question. Repeat steps until the frame is filled.
  - Once filled, the partners switch roles.
- Games with Cards - these games can be differentiated by playing with 5 frame cards or with cards that only have numbers on them.
  - Fives Go Fish - Use a deck of cards with the numbers 0-5, (4 of each). Each player is dealt 3 cards to begin the game. If they have any combinations of 5 in their hand, they may lay those down to begin and draw cards to bring their hand back up to 3 cards. Player 1 asks a player for a card they would need to make a 5. Example, Player 1 has a 2, they ask, *"Do you have a 3?"* If the player that is asked has a 3, they give it to them and player one lays them down and says, "2 and 3 equal 5."
  - Match a Five - Use a deck of cards with the numbers 0-5, can begin with one of each and then, when students are ready, add additional cards. Lay the cards face down (or face up to begin with) and take turns turning over 2 cards to see if they "Equal 5." If the cards equal 5, state, "_____ and ____ equal 5," and keep the match. If they don't equal 5, turn both cards back over and the next player takes a turn. Play until all cards have been matched.

Strategies for Differentiation

- Instead of using numbers on the cubes, dots could be used for 0, 1, and 2.
- Select which set of cards to use, numerals or dots, based on the needs of your students.

Note: The following pages are intended for classroom use for students as a visual aid to learning.

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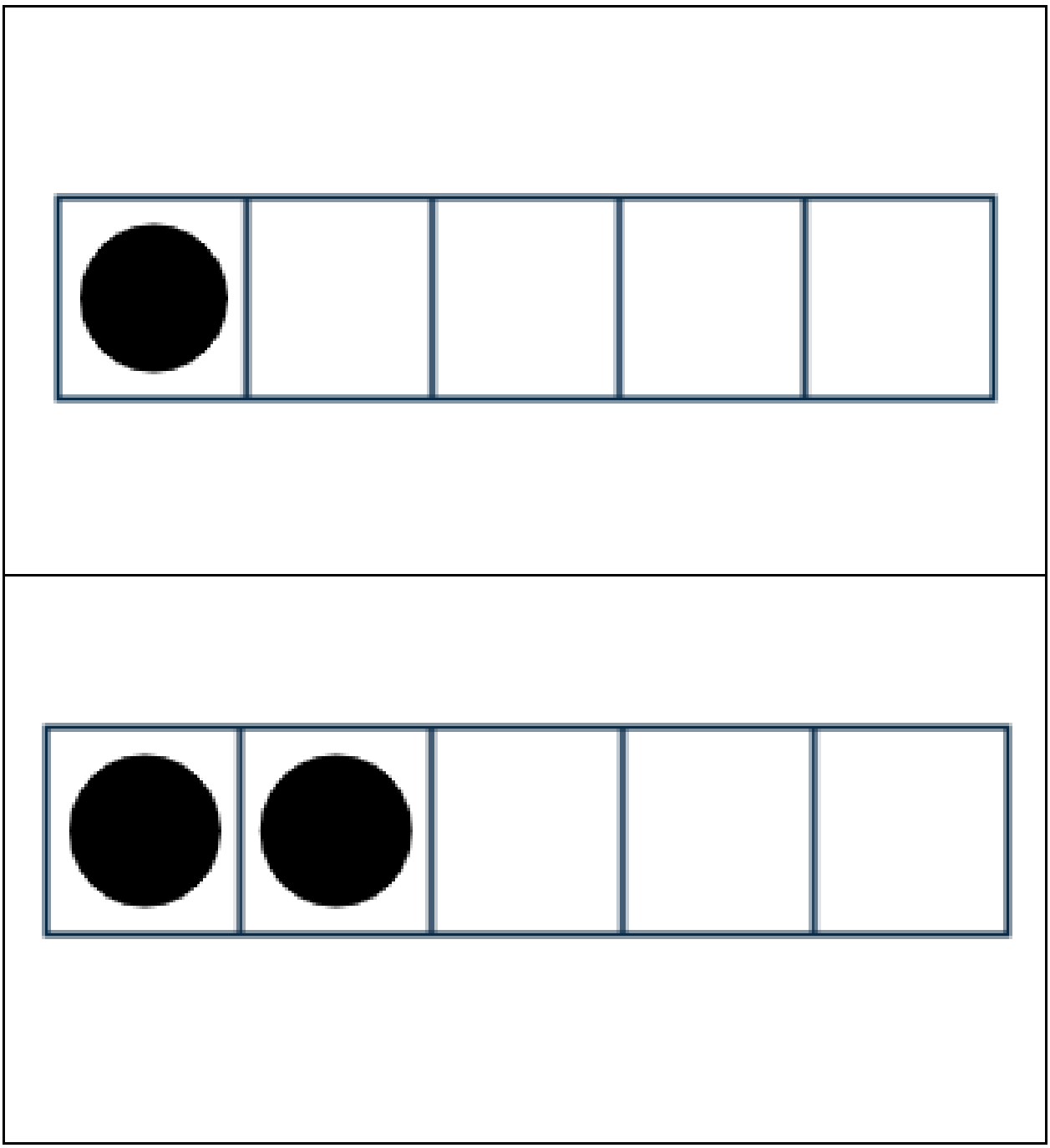

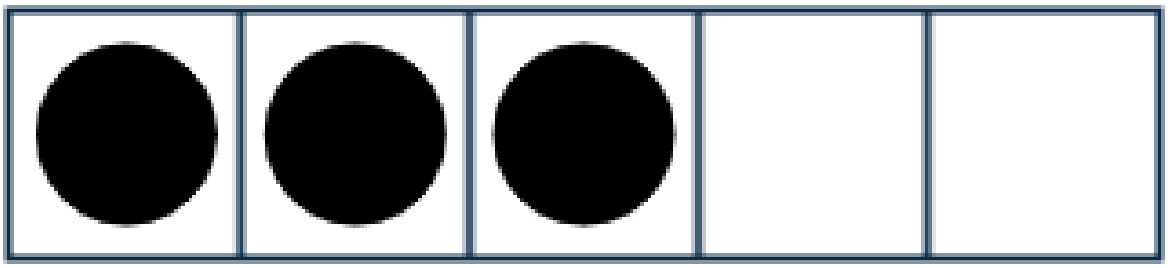

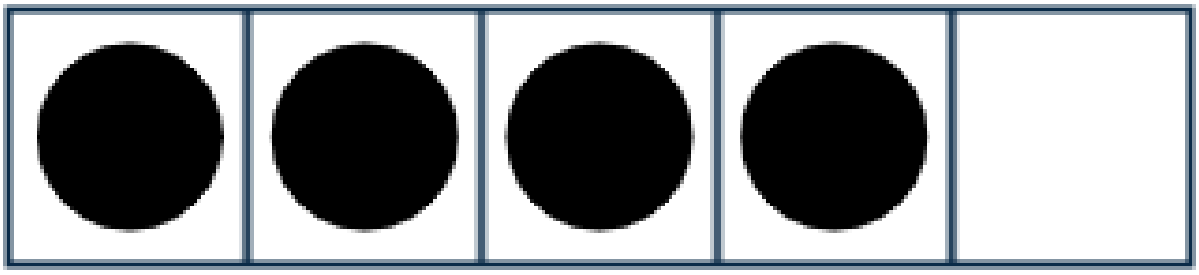

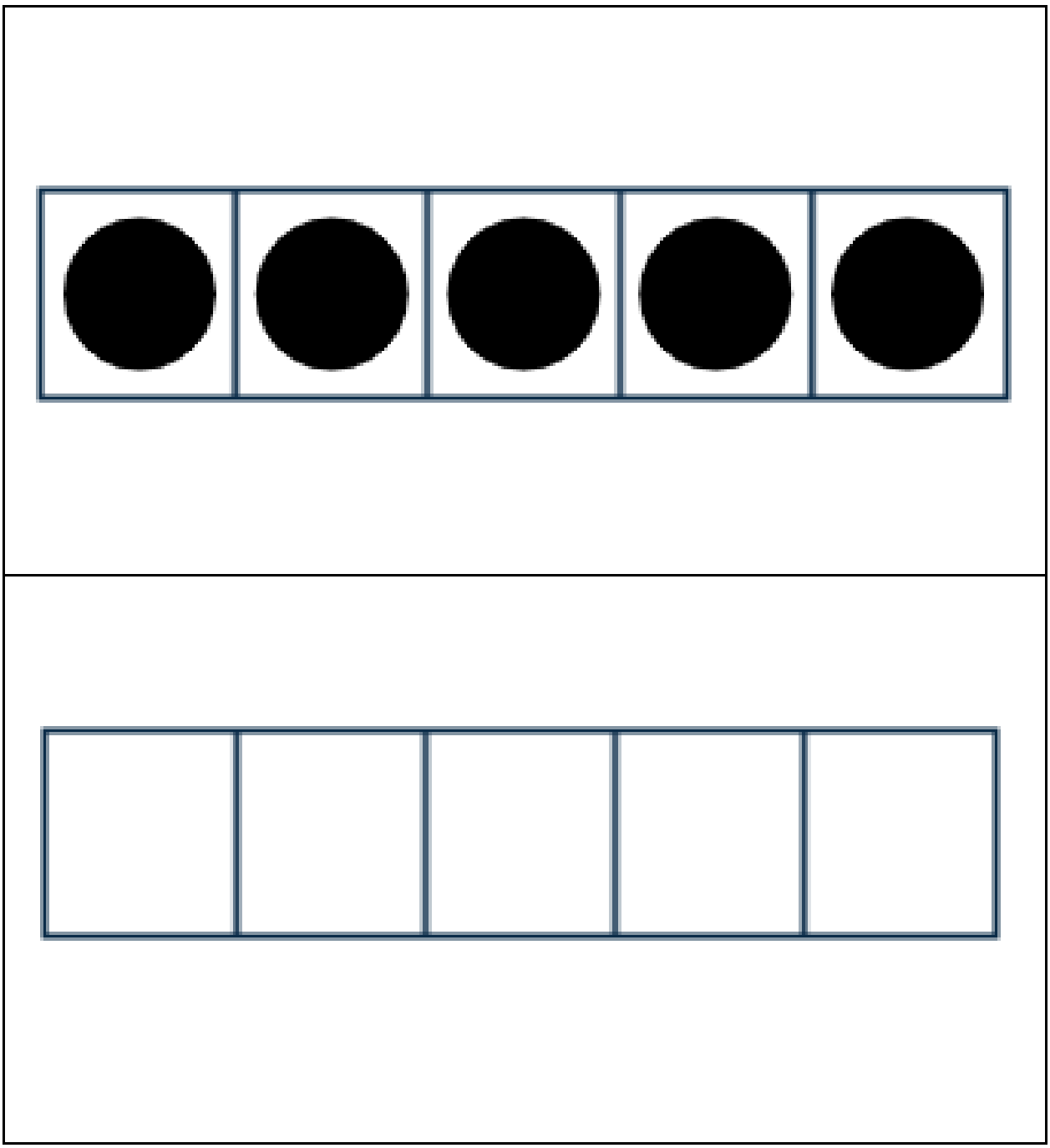

1 and ____ make 5.

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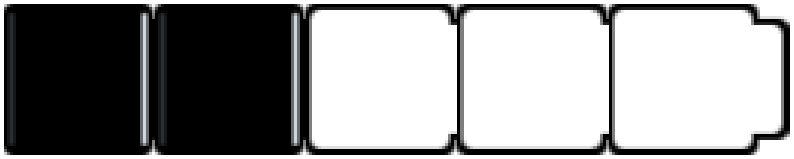
3 and ____ make 5.

____ and 4 make 5.



2 and ____ make 5.

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5 and _____ make 5.

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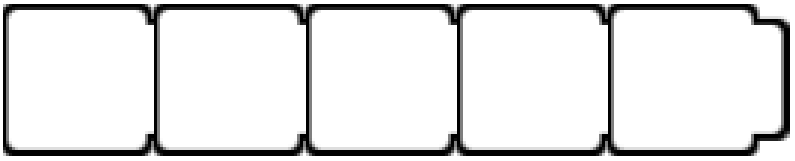
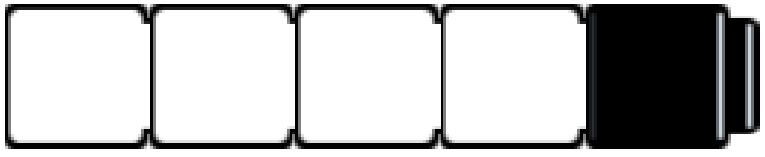
4 and _____ make 5.



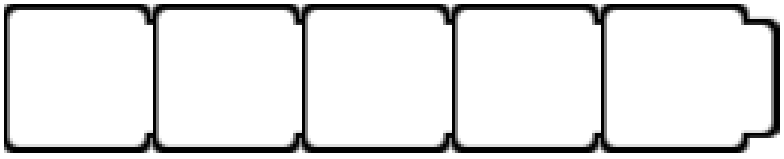
0 and _____ make 5.



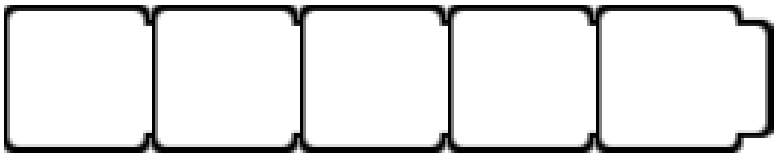
_____ and 1 make 5.

_____ and 3 make 5.

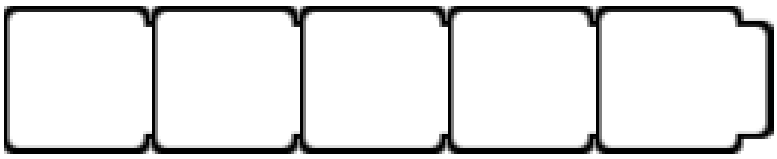
_____ and 5 make 5.



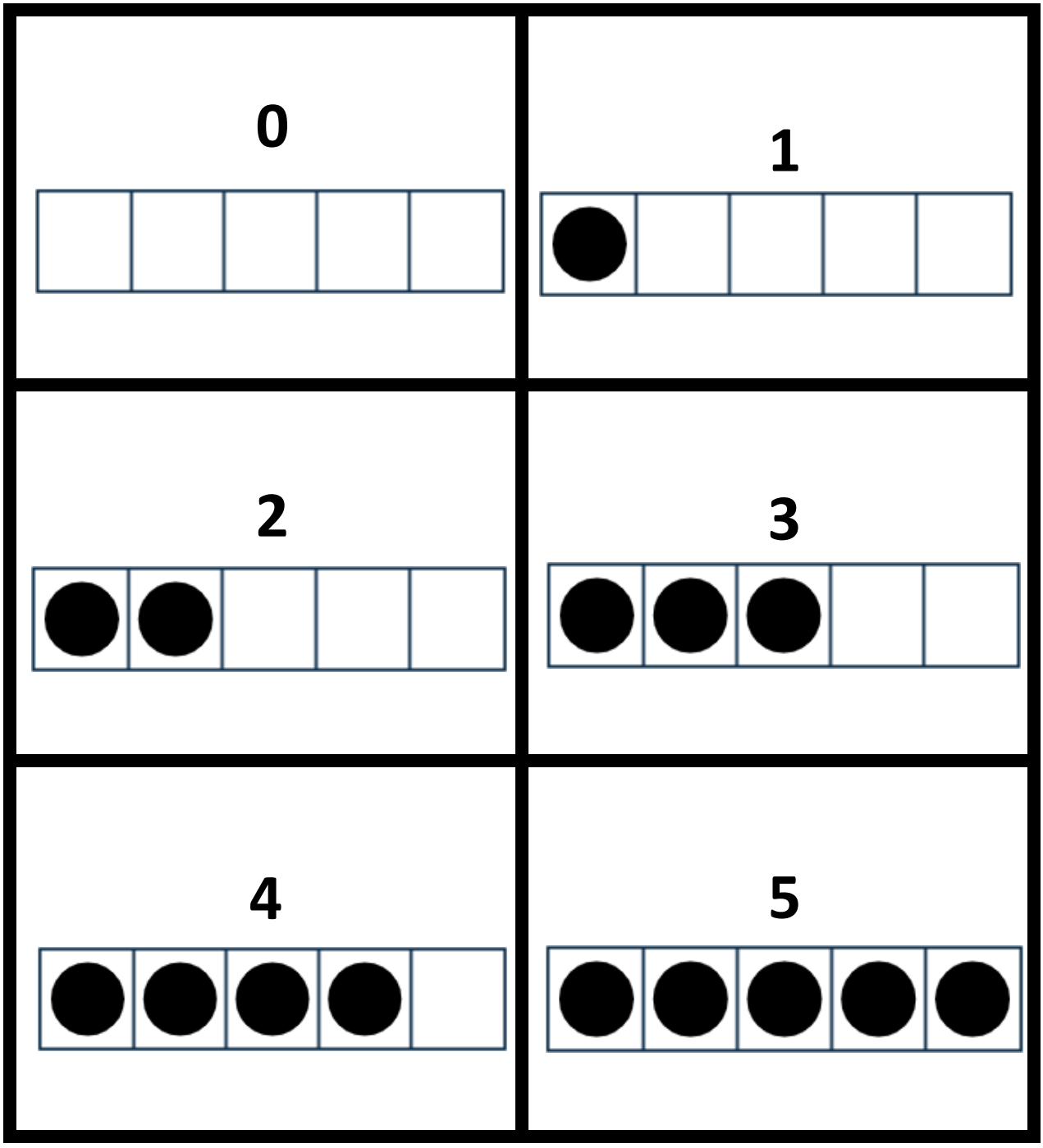
___ and ____ make 5.

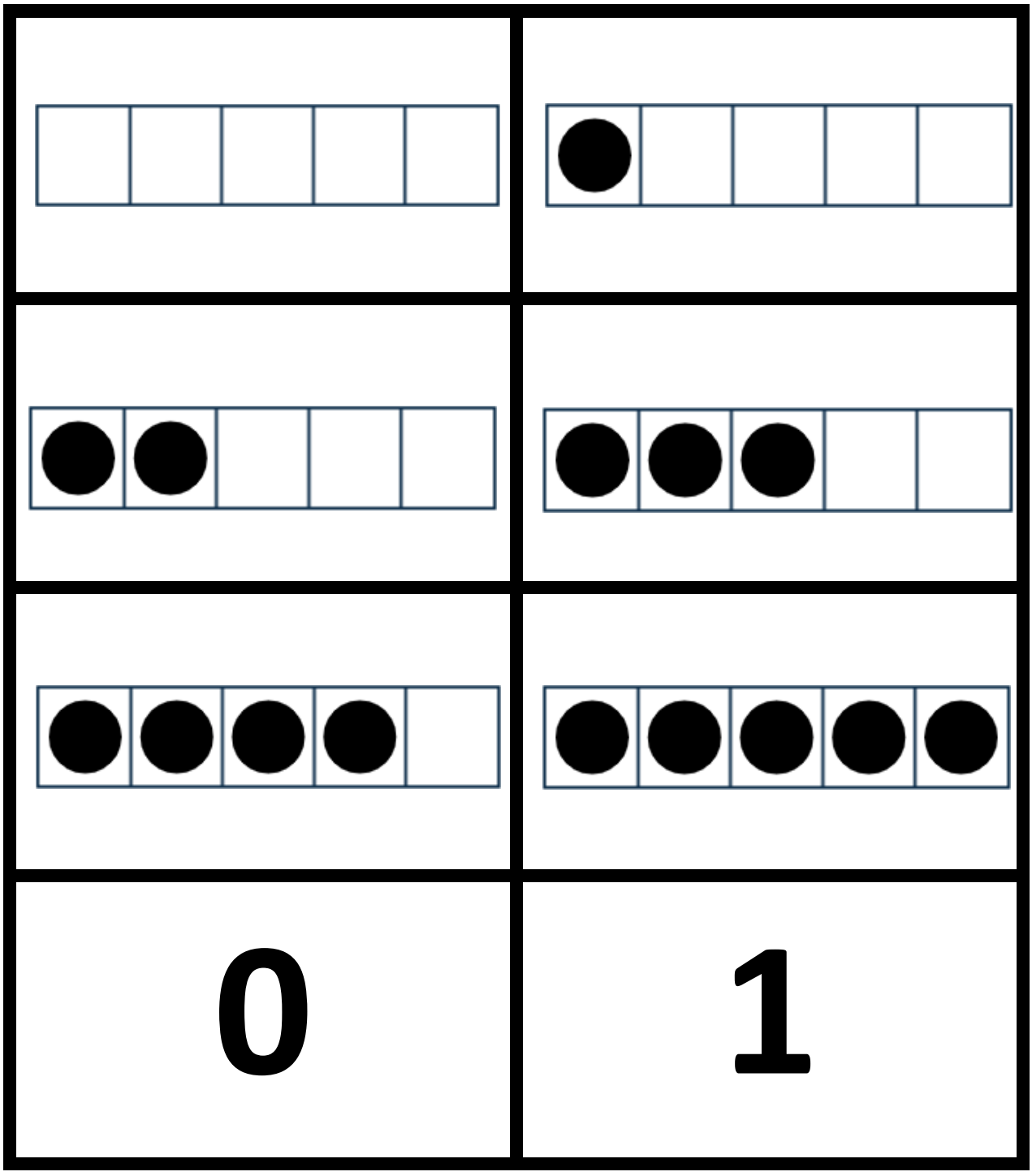


___ and ____ make 5.



___ and ____ make 5.


0
1
2
3
4
5


0
1

2	3
4	5
0	1
2	3

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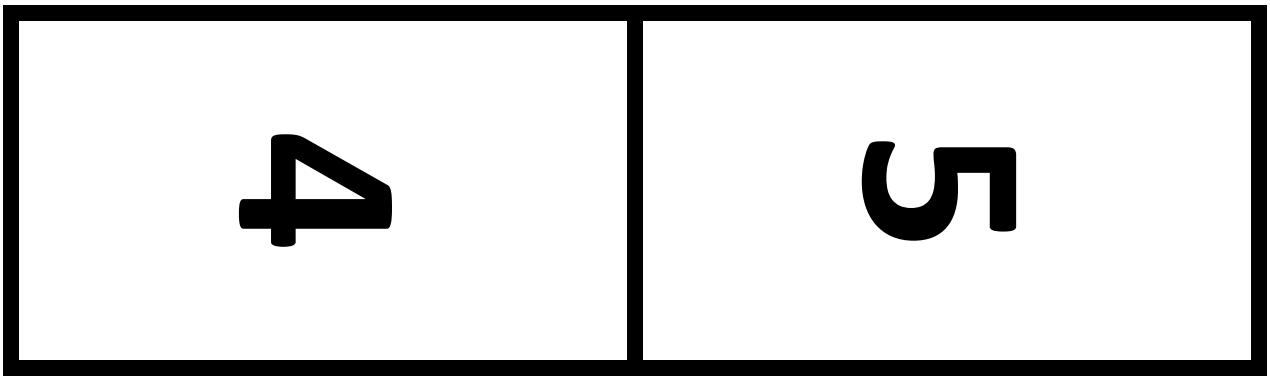
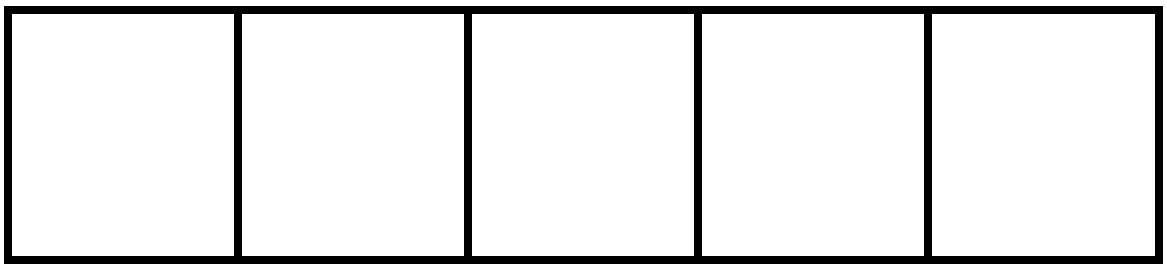
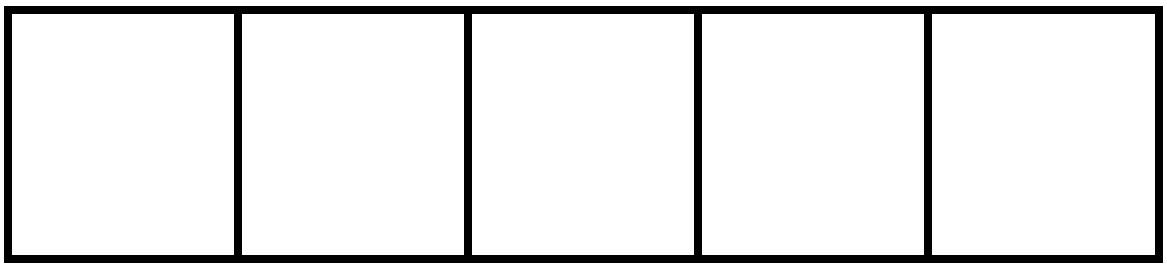


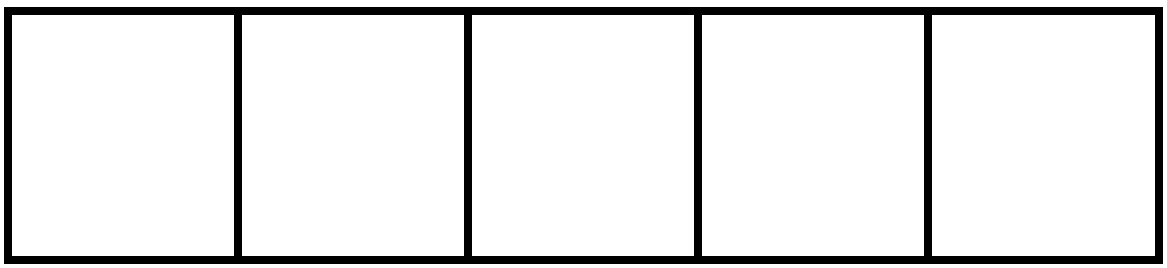
Two sets of number cards have been provided so that you can decide which orientation of numbers is most appropriate for the game being played.



_____ and _____ make 5.



_____ and _____ make 5.



_____ and _____ make 5.

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