

GK-M4 – Topic B

GK-M4-L7-11: For additional practice, consider using the free worksheets on this page:

<http://www.teacherbilldavidson.com/sprints/kindergarten/combine-and-break-apart>

GK-M4-L12: For the lessons leading up to this lesson, deliver “Say 5” counting. There is an overview of *Say 5* counting attached.

Say 5 Counting

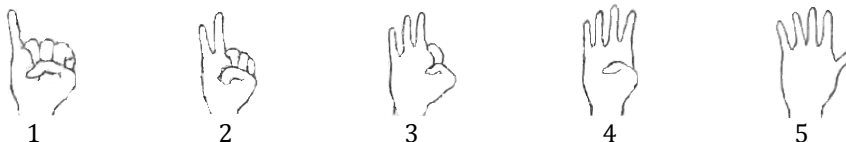
Students build an understanding of the number line through teacher-directed counting. Once students can comfortably change directions within a set of numbers, then they have mastered the number line within that set and are prepared to deepen their number sense through equivalent counting forms. The equivalent counting form with the most utility for numbers 1 to 10 is “Say 5” counting. Recognizing that an open hand is equal to 5 is the first major number grouping discovery that children make. It helps them access bigger numbers more quickly and develops efficient strategies for adding and subtracting by 5. In the following example, notice how the complexity grows.

1	2	3	4	5	6	7	8	9	10
1	2	3	4	5	5 & 1	5 & 2	5 & 3	5 & 4	5 & 5
1	2	3	4	5	5 & 1	7	5 & 3	9	5 & 5
1	2	3	4	5	6	5 & 2	8	5 & 4	10

The idea of *Say 5* counting might be introduced with the following dialogue. (Teachers could direct students to count using the Laranang Glove or Happy Fingers.)

- T: (Direct students to count to 10.)
S: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
T: Today, I’m going to teach you a new way to count to 10. First, count with me to 5. (Direct students to count to 5.)

Students count as teacher extends fingers.



- T: What number comes next?
S: 6.
T: Yes. But we’re now going to count the *Say 5* way. Instead of saying 6, you’ll say *Five and 1*.



T: What would come after 5 and 1?



S: 5 and 2.

T: Next?



S: 5 and 3.

T: You get the hang of it! Let's count to 10 again. This time, when you pass 5, count the *Say 5* way.

S: 1, 2, 3, 4, 5, 5 and 1, 5 and 2, 5 and 3, 5 and 4, 5 and 5.

After students are comfortable counting the *Say 5* way, they are ready to shift back and forth between equivalent forms. The following script might take place.

T: Count to 10 the *Say 5* way. When I raise my hand, stop.

S: 1, 2, 3, 4, 5, 5 and 1, 5 and 2.

T: (Raise hand.) What number is 5 and 2?

S: 7.

T: Continue.

S: 5 and 3, 5 and 4, 5 and 5.

T: (Raise hand.) What number is 5 and 5?

S: 10.

T: Count down, starting at 5 and 5.

S: 5 and 5, 5 and 4, 5 and 3.

T: (Raise hand.) What number is 5 and 3?

S: 8.

T: Continue.

S: 5 and 2, 5 and 1.

T: (Raise hand.) What number is 5 and 1?

S: 6.

T: Continue.

S: 5, 4, 3, 2, 1.

An advanced drill would lead the students to alternate between regular and *Say 5* counting.

T: Count to 10 again. This time, alternate between *Say 5* counting and the

regular way.

Listen to me. 1, 2, 3, 4, 5, 5 and 1, 7, 5 and 3. Now, you give it a try.

S: 1, 2, 3, 4, 5, 5 and 1, 7, 5 and 3, 9, 5 and 5.

T: What number is the same as 5 and 5?

S: 10.

T: Starting at 10, count backwards, alternating between Say 5 and regular counting.

S: 10, 5 and 4, 8, 5 and 2, 6, 5, 4, 3, 2, 1.