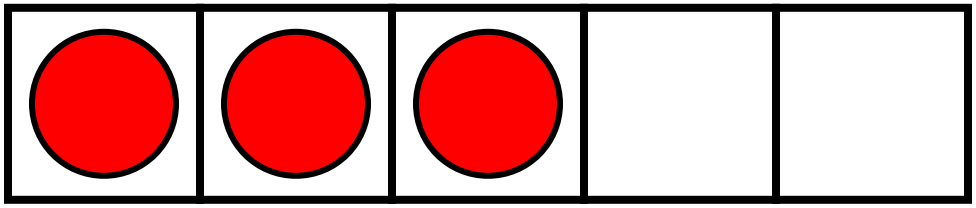
# Five Frame

Objective: Explore the composition (making) and decomposition (breaking apart) of the numbers 1 through 10; develop 5 as an anchor.

## Five-Frame Tell-About

Provide each student with a five-frame mat and counters. Ask students why they think the graphic organizer is called a "Five Frame". Direct students to touch and count each square of the frame. Explain that only one counter is permitted in each section of the five-frame. No other counters are allowed on the five-frame mat. Have the students show 3 on their five-frame. "What can you tell us about 3 from looking at your mat?" Refer to the specific questions in the sample below if the vocabulary and related concepts are not naturally offered by students through their observations. Focus attention on how many more counters are needed to make 5 or how far away from 5 a number is.

**SAMPLE:**



Pose the open-ended question: What can you tell about the number 3 by looking at your mat? Entertain student observations and facilitate forming connections between observations. Questions are formed using vocabulary that focuses on numerical values and numerical relationships:

- How many counters do you see? *(3)* How do you know? *(I can count them; 1 + 1 + 1 = 3; etc.)*
- How many more counters do you need to make 5? *(2)* How do you know? *(There are 2 empty spaces; 3 + 2 = 5; I can count 4, 5; etc.)*
- How many counters less than 5 is 3? *(2)* How do you know? *(I can count back 4, 3; there are 2 empty spaces; you need two more to make 5)*

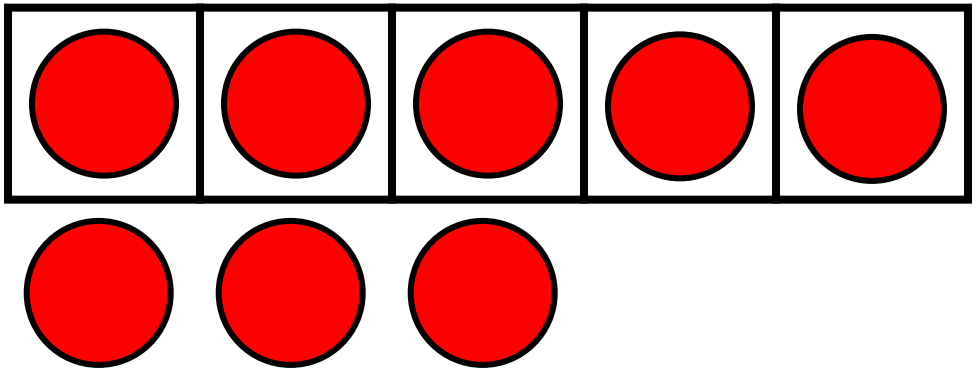
- What is one more than 3? *(4)* What is one less than 3? *(2)* How can you prove your answer? *(Add one more counter; 3 + 1 = 4; take away one counter; 3 – 1 = 2; etc.)*
- Is 3 greater than 5? How do you know? *(Five covers all of the squares, three doesn't.)*
- Is 3 less than/fewer than 5? How do you know? How many less/fewer?
- Complete these number sentences:

3 + ☐ = 5  ☐ + 3 = 5  5 – 3 = ☐  5 – ☐ = 3  2 + ☐ = 5  ☐ + 2 = 5  5 – 2 = ☐  5 – ☐ = 2

After discussion surrounding 3 has been exhausted, explore other numbers from 0 to 5. The Five Frame should be a review for students as they worked with it in first grade.

## Five and Some More

In subsequent sessions explore numbers between 5 and 10 through Five and Some More. The rule of one counter per section still holds. The five frame focuses on 5 as the anchor through which other numbers are discussed. Numbers greater than 5 are displayed with a full five-frame and additional counters placed on the mat, but not in the frame. In discussion, refer to these larger numbers as 5 and some more: "Eight is five and three more."



**SEE TEMPLATE BELOW ↓**

The same types of questions as outlined above are asked to discuss the relationship between eight and five.

# Five Frame