# Give me 5… or 6 or 7

Activity 1

Focus of activity: Finding pairs with a total of 5, 6 and 7.

Working together: conceptual understanding

- Spread out lots of cubes in two different colours, e.g. blue and yellow.
- Ask each pair of children to make a stick of 5 cubes using two different colours (they should keep the colours together, e.g. 3 blue and 2 yellow).
- Collect in their sticks and arrange them on a large piece of paper to form a pattern, e.g.
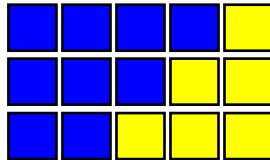
- Ask children to look at the pattern and say that there are some sticks missing in the pattern. Can they see which are missing?
- Help children to make the missing sticks, put them in order and point out the pattern. Include a stick of 5 blue cubes and a stick of 5 yellow cubes.
- Alongside each stick, write the matching addition, e.g. 4 + 1 = 5. Can children see a pattern in the written additions too? E.g. the first number comes down by 1 each time, the second number goes up by 1 each time.
- Ask half the group to make sticks from two colours with a total of 6 cubes and the rest of the group to make sticks with a total of 7 cubes. Challenge them to make a similar pattern.
- Look at the pattern of cubes in the sticks of 6. Are there any gaps in the pattern? Ask children to help you to write the matching additions.
- Repeat for the sticks with 7 cubes.

Up for a challenge?

Show children a stick of cubes, e.g. 4 blue cubes and 3 yellow cubes. *We know that 4 and 3 makes 7. If we take away the yellow cubes, how many are left?* Write the subtraction 7 – 3 = 4. *What if we took away the blue cubes instead? What subtraction could we write?* Repeat with another stick.

Now it's the children's turn:

- In pairs each child makes a stick of 1 cube, a stick of 2 cubes, 3 cubes… 7 cubes so that between them they have two of each length stick.
- They take it in turns to shuffle a set of 5, 6 and 7 cards, take one and say 'show me 5' for example. The other child finds two sticks with a total of 5 (colour doesn't matter). The first child checks, and if correct they both write the matching addition. They keep taking turns aiming to write as many <u>different</u> additions as they can. If they don't think they can write a different addition for the card shown, they show the next card instead.
- Go round the group and mark their additions as they do them, e.g. initially after three examples.

S-t-r-e-t-c-h:

If children cope well, help them to write two subtractions to go with one of their sticks.

Things to remember

Remember that if we know that 4 and 3 makes 7, then 3 and 4 makes 7 too! Show a stick of 4 and 3 cubes, and turn it round to show the two additions. Ask each pair to make a different addition stick for 7. Take them one at a time. Write the matching addition, turn the stick and write the other addition.

You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.

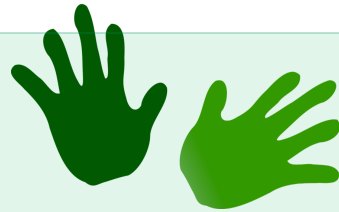| Resources	Outcomes
• Interconnecting cubes in two different colours • Sets of 5, 6 and 7 number cards (preferably several of each number in a set)	1. Children can find pairs of numbers which make 5, 6 and 7. 2. Children begin to write corresponding subtractions.

Work in pairs

Things you will need:
- Lots of cubes
- A set of 5, 6 and 7 cards
- A pencil

What to do:

Each person makes these sticks from cubes.
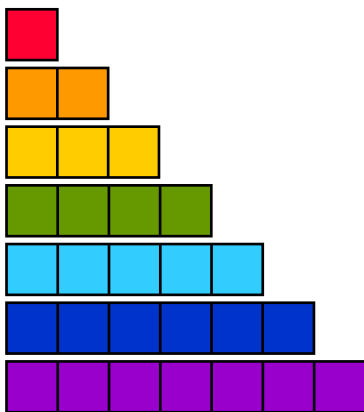
- Take it in turns to shuffle the 5, 6 and 7 cards.

- Take one. If it says 5, say, "Show me 5!" If it says 6, say, "Show me 6!" If it says 7, say, "Show me 7!"

- The other person finds two sticks with that total.

4 + 2 = 6

2 + 3 =

- Are they right? If so, both of you write the matching addition.

- Keep taking turns.

- Try to write as many <u>different</u> additions as you can.

- If you don't think you can write a different addition for the number on the card, use the next card instead.

S-t-r-e-t-c-h:
Write two subtractions to go with one of your sticks.

Learning outcomes:
- I can find pairs of numbers which make 5, 6 and 7.
- I am beginning to write corresponding subtractions.