

Facts to 5-Structure Activities

1. **Finger Flashes**-building 5 in three ways: 5 and 0; 2 and 3; 4 and 1—you could also build in the commutative property here in discussing how one student may have 4 and 1, but another may have 1 and 4.
2. **Dot Card Flash**-subitizing- students are flashed a card with dot patterns (3 dots to 6 dots)—not just regular dice dot patterns; make them irregular also—after showing the card quickly, students need to tell you how many dots they saw, AND how they saw them. We want the students to see the groups and connect that to the two parts that make up the whole.
3. **Domino Cards Flash**—same as above, but using dominoes
4. **Ten Frame Flash**-same as above, but using little ten frames with dot combinations from 3-6 on them.
5. **Create the Dot Card**-flash a dot card and students need to create it using counters
6. **“I will say a number...”**---You say a number and the students need to say the number that goes with it to make 4 or 5, etc... For example, if you are working with making 5, the teacher says “4”, then the students would have to say, “1”. (I also play this with number cards or decks of regular playing cards. I call it “Speedy Fives”. I use the cards 0-5 (a few sets), then place them face down in a pile in front of the kids. They turn the first card over and think of the number that goes with it to make 5.
7. **Make Five Concentration**-using two or four sets of 0-5 cards, the students lay them out in an array. They take turns turning two cards over at a time to see if they make 5. If they don't make five, the kids can still tell you what they do make. (more practice☺☺☺)
8. **Fives Go Fish**-Just like “Go Fish”, but students are making combinations of 5.
9. **Domino Fish**-Just like “Fives Go Fish”, but you use domino cards and numeral cards to match.
10. **Finger Flash and Flashcard Match**- have students build or “flash” a way to make “5” or “4”, etc. and then have them find the flashcard that matches their “flash”.
11. **Point To**-students have a grid of numbers in front of them, you say, “find two numbers that make “4”, and they need to “point to” the numbers. Then repeat.