

Group 5 Guide

Warm Up

Begin with a brief overview of 3-4 of the following counting patterns and addition facts, both to check your child is remembering these and can move on (i.e., they are confident, correct and quick) as well as providing the necessary practice to help them remember these quickly. Facts from previous group are in bold for extra practice.

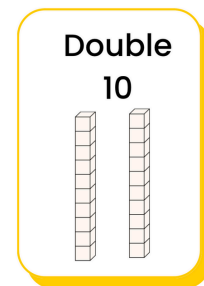
- Count forwards as far as you can go
- Count backwards, from 20/30 ...
- (Using a numeral card) What number?
- (Using a numeral card) Show me # fingers/counters ...?
- Write the numeral #
- (Using a numeral card) What's the next number?
- (Using a numeral card) What's the next next number?
- (Using a numeral card) What's ten more?
- Count by 2s / 5s / 10s / 20s
- (Using addition cards from previous groups) What's the total of # and #?
- (Using same addition cards, swap order) Only the order has changed, what's the total without counting?
- In addition we can change the order of the numbers without changing the ... (total)
- When we add 1 we ... (your child can finish sentence, e.g. count next number)
- When we add 2 we ... (e.g. count next next number)
- When we add 0 we ... (e.g. count nothing because we've added nothing)
- **When we add 10 we ... (e.g., only the tens change by just one ten)**

Doubles – a special group to remember

Print the doubles cards from the downloads for Group 5. You can also copy these onto card yourself, use a sticker or stamp to create the doubles images.

1. Say, "Doubles are a special group of numbers we remember."
2. Create the addition facts $10 + 10 = 20$ using numeral cards or write on paper or a whiteboard. Say, "This is an addition fact you know, $10 + 10$ is 20 because when we add 10 only the tens go up by one ten, 2 tens are 20."
3. Place the Double 10 card on the table and say, "Double 10 is the same as $10 + 10$, it is another way to say this, we want to remember both ways. $10 + 10$ and Double 10 both total 20."
4. Clear the table and repeat by creating $2 + 2 = 4$ on the table, say " $2 + 2 = 4$, this is a fact you already know because when we add 2 it is the next next counting number."
5. Place the Double 2 card on the table and say, "Double 2 is the same as $2 + 2$, it is another way to say this, we want to remember both ways. $2 + 2$ and Double 2 both equal 4."

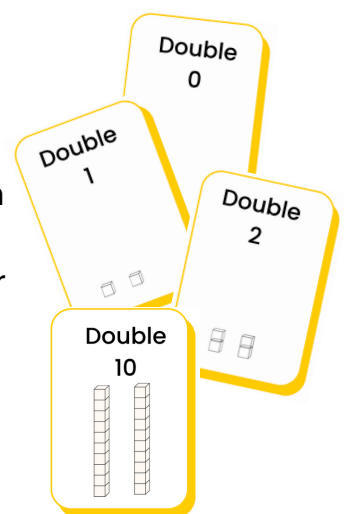
$$10 + 10 = 20$$



Doubles – a special group to remember

Learning doubles is a little different to learning the addition facts for 0, 1, 2 and 10. With those addition facts, there was an explanation, something to apply to all the facts. With double addition facts, they must be remembered as a fact. They are introduced now because your child fully understands addition is about combining parts for a total and they have had a lot of success already with over half the addition facts they'll ever need.

In the first sitting of Group 5 with your child, only introduce Double 0, Double 1, Double 2 and Double 10 – the facts they already know. **The first step is becoming familiar with the language of doubles.**

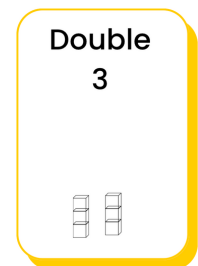


Introducing new doubles facts

When your child is confident, correct and quick at answering totals for 0, 1, 2 and 10, it is time to introduce the new doubles. We recommend only introducing 2-3 new facts at a time, give your child a few days practice orally or written to remember these, before adding the next set.

We also recommend introducing the doubles facts out of order, here we will use 3 and 5 as the next new facts to learn. This way you can be sure your child is learning the fact and not just counting by 2 to get the answer. This is a very inefficient way to remember doubles.

1. Say, "Doubles are a special group of numbers we remember."
2. Place the Double 3 card on the table and say, "Double 3 is 6"
3. Create the fact $3 + 3 = 6$ using numeral cards or write on paper or a whiteboard. Say, "Double 3 is the same as $3 + 3$, we want to remember both ways. $3 + 3$ and Double 3 both total 6."
4. Clear the table and repeat by placing the Double 5 card on the table and say, "Double 5 is 10."
5. Create the fact $5 + 5 = 10$ on the table, say "Double 5 is the same as $5 + 5$, we want to remember both ways. $5 + 5$ and Double 5 both total 10."



3	+	3	=	6
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Reviewing Doubles Facts

The Group 5 Doubles facts take a little longer to complete, as there are 7 specific facts to remember. Remembering needs time and practice.

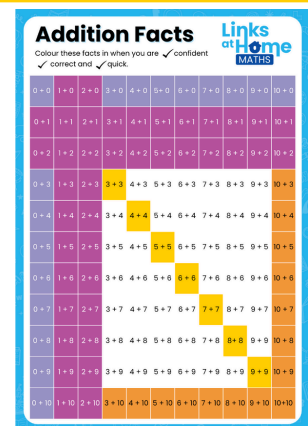
Once all the doubles facts have been introduced using the script on the previous page, use the flashcards available in the Group 5 downloads to create the addition facts for practice with your child, you can use the numeral cards or the double cards (or both!). Your child can use the cards to create the answers, say them aloud, or write them down.

After three to four successful attempts, start to include the previous addition facts (1, 2, 0 & 10) in this practice as well.

Recording and Celebrating Success

There are new facts your child can colour in when they are confident, correct and quick at remembering the doubles addition facts.

Your child has now begun to know and remember 79 addition facts, this is over half the addition facts they will ever need!



Remembering Addition Facts

Group 5 is all about remembering addition facts, there is not a specific rule or pattern here (the totals do increase by 2 and are even, but it is inefficient to count by 2s 8 times to answer 16 to double 8!)

You might spend more time in Group 5 than the previous groups, as we recommend you introduce only 2-3 of the 7 new facts at a time.

When your child is confident, correct and quick providing the totals to the doubles, you have worksheets for written practice and more games to play, available in the downloads.