



For students:

Using ten frames that have 5 on the top row, choose any two and place them side by side.

Using your knowledge of double 5 on the top row, add the two 5's in the top row by doubling.

Then add the bottom row.

Then rename the number.

In the first example, the top row would be double 5, so 10

The bottom row is 4, therefore, renaming 10 and 4 is 14.

For parents:

Encourage your child to add the ten frames by adding the top and bottom separately and then rename the number.

Over time your child should learn that double 5 is ten and understand that ten and some more makes teen numbers.



Overview of task

Students add ten frames that have 5 on the top row. They choose any two ten frames and place them side by side. Using their knowledge of double 5 on the top row, they add the two 5's then they add the bottom. Finally they rename the number. In the first example the top row would be double 5, so 10. The bottom row is 4, therefore, renaming 10 and 4 is 14.



Links to syllabus and progressions

- describes mathematical situations and methods using everyday mathematical language, actions, materials, diagrams and symbols MA1-1WM
- uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers MA1-5NA
- using doubles and near doubles, e.g. $5 + 7$: double 5 and add 2

Links to progressions;

- Quantifying numbers (QuN7-QuN8), Additive strategies (AdS2-AdS6) and Number patterns and algebraic thinking (NPA4)



Taskvariation

- You can reintroduce using all ten frames once they have grasped the skill (mixing up sums)
- Can add in a full ten frame before the base 5 one and extend skill in a systematic manner



Things to consider

Students may not naturally add the ten frames by doubling and renaming. It may take some time for them to see this way of adding.



Why use this task?

Base 5 knowledge of numbers and knowing doubles helps with mental calculations. Being able to understand ten and some more and rename numbers, makes the transition to teen numbers easier.

