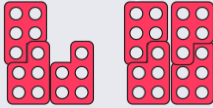


To be able to count in 5s within 50



**Starter:**

If what's shown below are the second and third steps in a sequence, what came before? What should come afterwards?



Explain your answer.

To be able to count in 5s within 50



**Activity 1:**

Complete the sentences below.



Each hand has \_\_ fingers.

There are \_\_ hands.

In total, there are \_\_ fingers.

To be able to count in 5s within 50



**Activity 2:**

Continue circling in 5s on the 1 – 50 number grid below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

What do you notice?

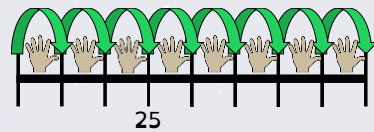
Explain your answer.

To be able to count in 5s within 50



**Activity 3:**

Complete the number line by counting in 5s.



To be able to count in 5s within 50



**Activity 4:**

Ruth is drawing a pattern using pentagons.



James says, "If you draw 8 pentagons, you will have drawn 42 sides."

Do you agree with James?

Explain your answer.

To be able to count in 5s within 50



**Activity 5:**

Which one doesn't belong?

15

23

35

50

Explain your answer.

To be able to count in 5s within 50



**Activity 6:**  
Fives Game!

Teacher calls out a number, children need to group together and place their hands together to make the total.

For example, if you call out 25, three children to group together and put in 5 hands into a circle...



To be able to count in 5s within 50



**Evaluation:**

If you count in 5s,  
you will only say  
odd numbers out  
loud.



Is Astrobee's statement always, sometimes or never true?  
Explain your answer.