

Counting in 5s: a hand at a time

CURRICULUM ALIGNMENT

ALG.PRR.2 identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.

INTERACTIVES Hundred Square · challenge, display, explore

WHAT THIS LESSON TEACHES

When we count in 5s we say numbers five apart: 5, 10, 15, 20 and so on, like counting one hand of fingers at a time.

→ Four handprints mean 5, 10, 15, 20 fingers altogether.

→ 15 ends in 5; 20 ends in 0; 35 ends in 5.

MODEL THIS ON THE BOARD

NEXT FIVE AFTER 15

- 1 Start on the hand-count number **15**.
- 2 Add one more hand of five fingers.
- 3 15 and 5 make **20**.
- 4 The next five after 15 is 20.

LESSON ARC

Open with the corridor-handprints hook and steer the class toward counting a whole hand as five. On the hundred-square interactive, show four shaded landings then the full fives pattern, and hold for the two tidy stripes before naming them. Chant and shade together from 5, with pupils taking turns at the board. Copybook writes the line 5 to 30. Class Challenge predicts ending-in-5 or ending-in-0 before each shade, including seven hands. Close on why exactly two stripes appear.

TEACHING MOVES

1. **Getting Started.** Show the painted handprints and give five seconds of quiet think-time. Take three hands-up answers, then steer hard toward counting a whole hand as five — not one finger after another.
2. **Watch and Notice.** Clap the five-count rhythm on the first snapshot: 5, 10, 15, 20. On the full shaded square, pause before naming the stripes. Point to a number ending in 5 and one ending in 0 in the same breath, then revoice: the fives make exactly two tidy columns.
3. **Try It Together.** Rotate four pupils at the hundred-square interactive. Before each shade, hold a beat for the class to say the next number in the fives count. Keep the chant steady — the pattern is the point, not speed. If someone shades 21 or 26, point at the last digit and ask whether fives ever end that way.
4. **Write the fives line in your copy.** Pupils write 5, 10, 15, 20, 25, 30 in one careful line. Walk the row for numeral formation and spacing only — this is whole-class copybook practice, not marking. Give slow writers the full five minutes.
5. **Class Challenge.** Keep board work brisk: pupil shades, class confirms, move on. Before each shade, demand the ending prediction — 5 or 0 — and how they know. On seven hands, if a pupil starts one-finger counting, revoice the hand chant: 5, 10, 15, 20, 25, 30, 35. Watch for only-one-stripe shading.

6. **What Did We Notice?** Listen for last-digit talk. Revoice: every landing ends in 5 or 0, and those two endings sit in two columns — that is why there are exactly two stripes. If a pupil names only one stripe, ask what the other shaded column has in common.

COMMON MISCONCEPTIONS

⚠ Pupils shade every number ending in 5 but skip the 0-column (10, 20, 30...), or the reverse — they treat only one ending as ‘the fives’.

Freeze the board and point to both stripes together. Ask: ‘Does 20 come in our chant? What does it end with?’ Rebuild two more landings so both columns get a shade in the same breath.

⚠ A pupil starts solving ‘seven hands’ by counting fingers one-by-one instead of jumping five at a time. Stop and revoice the hand chant aloud with the class — 5, 10, 15, 20, 25, 30, 35 — tapping one handprint per count. ‘One hand, one say.’

⚠ Pupils shade 21 or 26 because they are adding on roughly five without checking the last digit. Point at the final digit of the wrong shade. ‘Fives only end in 5 or 0 — does this one?’ Rub it out and let the class supply the next true landing before shading.

DIFFERENTIATION

EMERGING

- Stay on the chant from 5 to 30 only; teacher shades while the pupil says the next number and points at the last digit.
- On the copybook line, provide the first three numbers already written so the pupil continues 20, 25, 30.

DEVELOPING

- After a correct shade, ask: ‘Will the next one end in 5 or 0 — and which column will it sit in?’ before they touch the board.
- On ‘next two fives after 40’, demand both answers and both ending reasons before any shade goes down.

PROFICIENT

- Ask: ‘Where do nine hands land, and which stripe is that number on — how do you know without shading every step?’ Keep it as a spoken justification at the IWB.
- Pose: ‘Name a number between 50 and 70 that we will never land on when counting in fives — prove it from the last digit.’

✂ **Cross-curricular:** Link to PE warm-ups — pupils count star-jumps in fives and stop on a number ending in 0.

ANSWER KEY

Scaffold: visual check on the page

Q1: 60

Q2: 35

Q3: 45 and 50

a) Always : Each jump of five from 5 keeps the ones digit as 0 or 5 only.

b) Never : 17 does not end in 0 or 5 so it is never a count-in-fives landing.

c) Always : 25 ends in 5 and sits five after 20 on the hand-count sequence.

d) Never : The next five after 70 is 75.

EXTENSION SHEET · STRETCH ANSWERS

S1: 20

S2: 6

S3: 55

S4: 58