

## CRA for composing/decomposing to 5

### Concrete

**Use of counters:** (Show 3 in one group, 2 in other. Point to one group, ask) How many are in this group? (Point to other, ask) How many are in this other group? (Which group has more counters? Which group has less?) How many are there altogether?



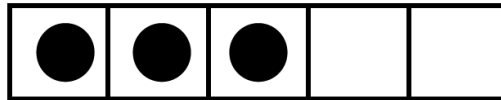
(Move one counter from the group of 2 to the group of 3. Point to one group, then the other, ask) How many are in this group? (Which group has more counters? Which group has less?) How many are there altogether?

(Move the 1 to the group of 4, ask) How many are in this group? How many are there altogether?

(At each step, show number cards 0-5, ask) Which number shows how many are in this group? Which number shows how many are in this other group?

### Representational

**Use of 5-frame cards:** How many dots are shown here? How many more are needed to make 5? Repeat with other cards.



### Abstract

**Writing number sentences:** You have 3 crayons. I give you 2 more crayons. Now how many crayons do you have? (Student might know the answer, or might count up from 3.) Please write this situation as a number sentence. ( $3 + 2 = 5$ )

Or: Put out a number card. Say: Make a group with this many counters.