

## Stage 5

1. Identifies all the numbers from 0-1000
  - a. Can your child read aloud all the numbers to 1000?
  - b. If you write any number from 0 to 1000 can they say it correctly?
2. Identifies symbols for common fractions and improper fractions
  - a. Can your child write the symbols for fractions like four sevenths? ( $\frac{4}{7}$ )
  - b. Can your child write the symbols for fractions like six quarters? ( $\frac{6}{4}$ ) (Improper fractions are when the top number is larger than the bottom fraction)
  - c. It is vital your child says the fractions as eight sixteenths, not "eight over 16" or "eight out of 16"
3. Says forward & backward numbers from 0-1000 in ones, tens and hundreds
  - a. Can your child tell you the number just before or after any number between 0 and 1000?
  - b. Can your child tell you the number 10 before or after any number between 10 and 1000?
  - c. Can your child tell you the number 100 before or after any number between 100 and 1000?
4. Skip counts in 2s, 3s, 5s, & 10s from 0-1000
  - a. Can your child skip count in twos starting anywhere between 0 and 1000? E.g. twenty two, twenty four
  - b. Can your child skip count in threes, fives or tens starting anywhere between 0 and 1000?
5. Orders numbers in the range of 0-1000
  - a. Can your child order cards with some numbers between 0-1000 correctly?
  - b. If you were to mention a few numbers between 0 and 1000, could they tell you which is biggest? Smallest?
6. Orders fractions with like denominators
  - a. If you gave your child four fractions with the same number on the bottom, could they put them in order from largest to smallest? For example  $\frac{5}{9}$ ,  $\frac{2}{9}$ ,  $\frac{8}{9}$ ,  $\frac{4}{9}$   $\Rightarrow$   $\frac{8}{9}$ ,  $\frac{5}{9}$ ,  $\frac{4}{9}$ ,  $\frac{2}{9}$
7. Knows groupings within 100
  - a. Does your child know two digit numbers that 'group' to equal 100? For example 25 and 75, 50 and 50, 71 and 29, 13 and 87.
8. Knows groupings of 2 in numbers to 20, and groupings of 5 to 50
  - a. Does your child know how many 2s there are in any number to 20, including odd numbers. For example in 14 there are 7 groups of 2. In 17 there are 8 groups of 2 and one extra one etc.
  - b. Does your child know how many 5s there are in any number up to 50, including numbers not divisible by 5? For example in 35 there are 7 groups of five. I can make 4 groups of five out of 20. In 17 there are 3 groups of five, and 2 extras.
9. Knows groupings of 10 in three digit numbers
  - a. Does your child know how many tens there are in any three digit number? For example in 120 there are 12 tens. In 420 there are 42 tens. In 837 there are 83 tens. Think about it as money if this does not make sense. If you asked for \$396 in ten dollar bills you would get 39 \$10 notes and there would be \$6 left over.
10. The number of 100s in centuries and thousands
  - a. Can your child tell you how many hundreds there are in any three or four digit number (only ones that end in zeros), for example in 400 there are 4 hundreds, in 5000 there are 50 hundreds, in 2000 there are 20.
11. Rounds three digit numbers to nearest 10 or 100
  - a. Can your child round any three digit number to either the nearest ten or 100? For example they would round 482 to 480 if they were rounding it to the nearest ten, or 500 if they were rounding it to the nearest 100. 739 would go to 740 (nearest ten) or 700 (nearest hundred).
12. Knows addition facts to 20, and subtraction facts to 10
  - a. Does your child recall (three seconds or less) all of the facts that equal 20 and the subtraction facts that start with 10? E.g.  $2 + 8$ ,  $10 - 5$ ,  $7 + 3$ ,  $10 - 4$ ,  $3 + 7$ ,  $1 + 9$ ,  $10 - 6$  etc.
13. Knows multiplication facts for 2s, 5s, & 10s, and corresponding division facts
  - a. You remember these ones!! Only work with the two times tables, the fives and the tens please.
14. Multiples of 100 that add to 1000 calculations
  - a. 300 plus what equals 1000? Does your child know instantly that  $600 + 400 = 1000$ ? What plus 800 equals 1000? Try to offer these questions both ways -  $? + 600 = 1000$  and  $600 + ? = 1000$ 

*Remember for all of these concepts, your child needs to know the answer in three seconds.  
Don't let them use their fingers to work it out; they need to "just know it".*