

Really Good Stuff® Activity Guide

Fact Family Pocket Chart

Congratulations on your purchase of this Really Good Stuff® **Fact Family Pocket Chart**—a colorful, interactive classroom tool that teaches students about fact families.

This Really Good Stuff® product includes:

- **Fact Family Pocket Chart**, with magnetic strip
- *Storage Pocket*
- 1 *Welcome to Our Fact Family House Header Card*
- 120 *Number and Operation Cards*, Write Again® wipe-off laminate
- 46 *Fact Family Cards*, Write Again® wipe-off laminate
- This Really Good Stuff® Activity Guide

Cleaning and Storing the Fact Family Pocket Chart

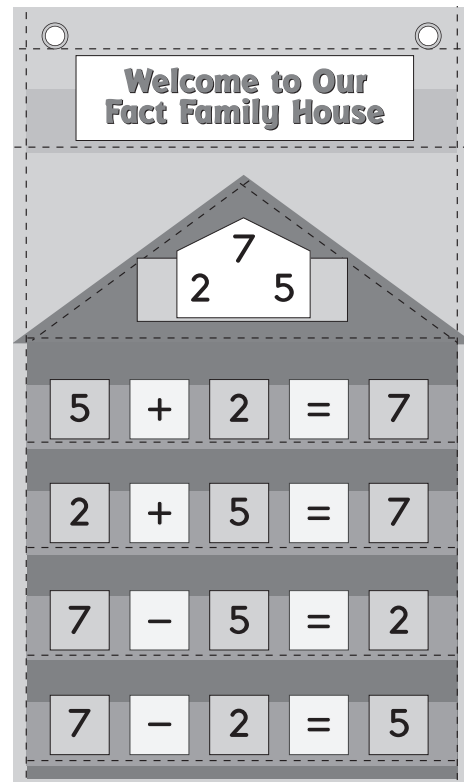
Keep your *Pocket Chart* in good condition by wiping it occasionally with a damp sponge. Fold the *Pocket Chart* horizontally along the stitching lines for easy storage.

Assembling and Displaying the Fact Family Pocket Chart

Before displaying the **Fact Family Pocket Chart**, make copies of this Really Good Stuff® Activity Guide, cut apart the reproducibles, and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Cut apart the *Number and Fact Family Cards* and store them in the *Storage Pocket* on back of the *Pocket Chart* when not in use. Hang the *Pocket Chart* on a chart rack, attach it to a bulletin board with pushpins, or affix it to a magnetic board using the magnetic strip on the back. Display the *Pocket Chart* where students will be able to see and interact with it easily. Remove the *Storage Pocket* from the back of the *Pocket Chart* to keep the *Cards* handy while using the *Pocket Chart*.

Introducing Fact Families

Insert the *Welcome to Our Fact Family House Header Card* into the *Pocket Chart* and ask for a volunteer to read the name. Ask students what they might use this *Chart* for and help them make the connection between members of a family who live in a house or apartment and the number sentences in fact families. Stage the *Welcome to Our Fact Family House Card*; the *Fact Family Card* with the numbers 2, 5, and 7; two + *Cards*; two - *Cards*; four = *Cards*; and four each of the *Number*



Cards 2, 5, and 7 near the *Pocket Chart*. Insert the 2, 5, and 7 *Fact Family Card* in the roofline pocket. While pointing at it, tell students that this fact family has the numbers 2, 5, and 7 and that you want them to make addition and subtraction facts using these three numbers. Use the staged *Cards* to demonstrate how to make the fact family number sentences: $5 + 2 = 7$, $2 + 5 = 7$, $7 - 5 = 2$, and $7 - 2 = 5$. Be sure to emphasize the words *sum* when writing the addition sentences and *difference* when writing the subtraction sentences. Indicate that the sums of both addition sentences equal the largest number—7 and that both of the subtraction sentences begin with the largest number—7.

At some point in your exploration of fact families, remember to remind students that some fact families only have two number sentences: One addition and one subtraction. Set up the *Pocket Chart* with the *Fact Family Card* with the numbers 4, 4, and 8 and have the students use the *Number Cards* to display the $4 + 4 = 8$ and $8 - 4 = 4$ number sentences. Challenge students to think of other fact families that only have two number sentences and take turns placing them in the *Pocket Chart*.

Fact Family Pocket Chart

Practicing Fact Families

Encourage students to use the *Fact Family, Number, and Operation Cards* to practice completing number sentences for fact families. Make copies of the *My Fact Family House Reproducible*, cut apart the houses, place them near the *Pocket Chart*, and tell students to record the fact families they create while using the *Pocket Chart* for the following activities:

• Problem of the Day

Each morning, have a student choose a *Fact Family Card* to place in the *Pocket Chart*. Tell students to write down the fact family when they reach their desks, and then have the class review the appropriate number sentences and complete the *Pocket Chart*.

• Illustrating Fact Families

Place a *Fact Family Card* in the *Pocket Chart* and have students draw illustrations of objects to correspond to each of the four fact family sentences. For example, for the fact family of 1, 2, and 3, students would draw:



$$1 + 2 = 3$$



$$3 - 1 = 2$$



$$2 + 1 = 3$$



$$3 - 2 = 1$$

• Two-Minute Fact Family Review

Choose a *Fact Family Card* and use a dry erase marker to circle the sum. Discuss the three numbers and their location on the *Card*. Note that the sum is located in the peak of the house on the *Pocket Chart*. Show students that if any one of the numbers is covered, they can use addition or subtraction to figure out what the covered number is. Once students have practiced this exercise, use the *Fact Family Cards* as an enjoyable way to review addition and subtraction facts. Cover up a number on the *Cards* and challenge students to name the covered numbers. Encourage students to practice their facts with the *Cards* in small groups and see who can be the first to

identify the covered number. Carry a few of the *Cards* around in your pocket to use whenever you find yourself with a couple of free minutes, such as lining students up for recess or dismissal and waiting in line for drinks or to go into the library.

• Playing Card Pick

Recycle old decks of playing cards—even incomplete sets—and use them as a great resource for numbers: Remove the face cards and place the numbers 1–9 in a basket or bag. Have students take turns picking two cards and place the appropriate number cards for that fact family in the *Pocket Chart*. Remind students that if they pick two of the same number, there will be only two equations in those fact families.

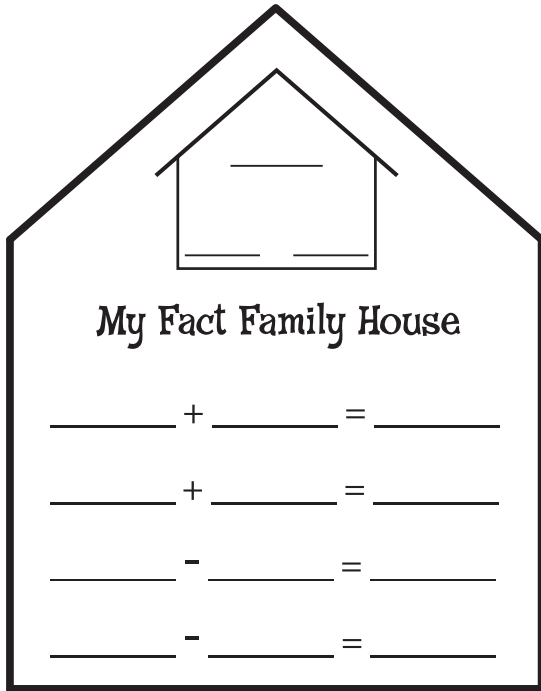
Teaching Multiplication and Division Fact Families

Make several copies of the *Multiplication and Division Fact Families Card Patterns Reproducible* and the *Number and Symbol Card Reproducible*. Use a permanent marker to label two of the *Number and Symbol Cards* with an \times sign, two cards with a \div sign, and four cards with an $=$ sign. To create a complete set of cards for multiplication and division through 12×12 , label 4 cards with each of the numbers below, laminate them, and cut them apart. Or label the *Multiplication and Division Fact Family Card Patterns* with the numbers for the multiplication and division facts your class is studying at the current time.

1	2	3	4	5	6	7	8	9	10	11	12	14	15	16
18	20	21	22	24	25	27	28	30	32	33	35	36	40	42
44	45	48	49	50	54	55	56	60	64	66	70	72	77	80
81	84	88	90	96	99	100	110	120	121	132	144			

Introduce the multiplication and division fact families with the same procedures and activities you used to introduce the addition and subtraction fact families. Be sure to use the terms *factors*, *product*, and *quotient* and remind students that multiplication and division are opposite operations, just like subtraction is the opposite of addition. Store the labeled cards in the *Storage Pocket*.

Name: _____



A house-shaped template with a smaller house inside. The title "My Fact Family House" is centered. Below the title are four blank math equations: two addition and two subtraction.

My Fact Family House

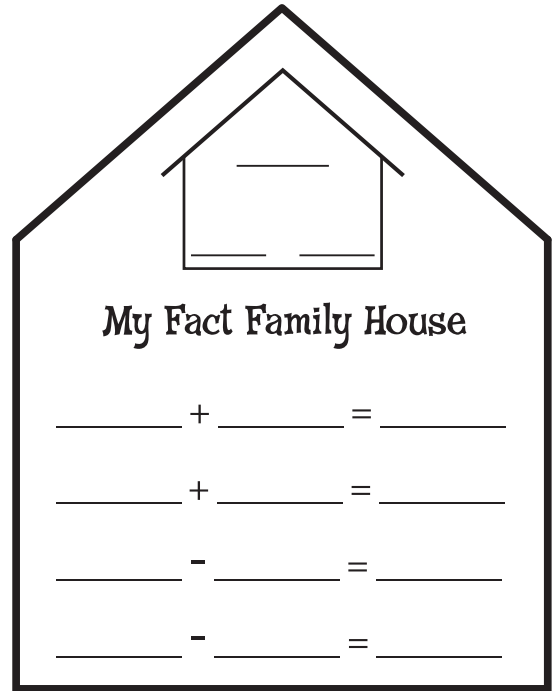
_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Name: _____



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My Fact Family House

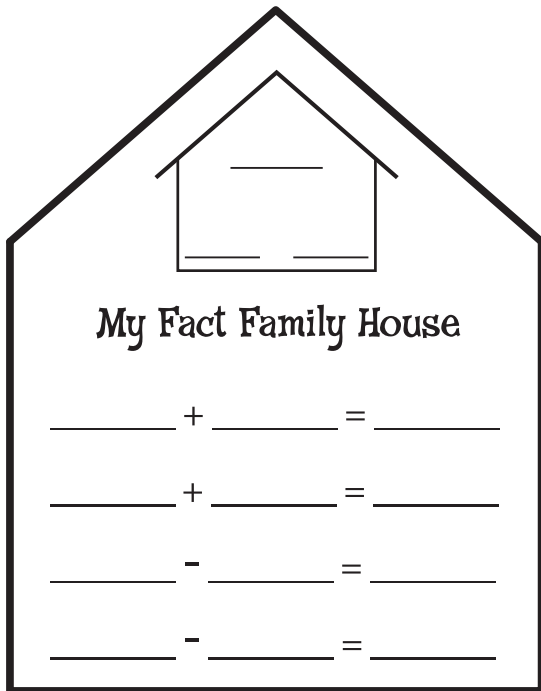
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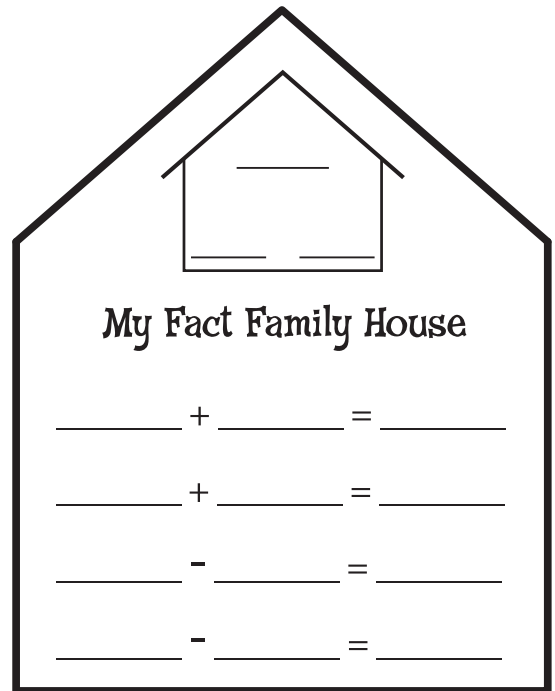
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