

## **TOPIC:** *Count on from larger addend (One addend > 5)*

### **COMMON CORE STANDARDS**

- **Kindergarten** - CCSSM.K.OA.A.2, CCSSM.K.CC.A.2, CCSSM.K.CC.B.4
- **1st Grade** - CCSSM.1.OA.C.5, CCSSM.1.OA.C.6
- **2nd Grade** - CCSSM.2.OA.B.2

### **OBJECTIVE**

- Children will learn and practice counting on from the larger number when adding two numbers together, with one addend greater than 5.

### **MATERIALS**

- Unifix cubes
- Chart paper and markers/ Whiteboard
- Recording sheets (attached)
- Pencils

### **LESSON**

- Quick review of *count all* strategy
- Mini-lesson:
  - Explain efficiency of *count on* strategy
  - Model *count on* from the larger addend strategy with cubes
  - Demonstrate how to complete recording sheet
- Practice: Partner work
  - Partners count out both addends using cubes and together determine which addend is larger. Then, one child will use her hand to cover the larger addend. The other child states how many are hidden and then counts on from the larger addend. Students record their work on the recording sheet.
- Conclusion: Math talk- Sharing your thinking
  - 2-3 children share how they solved a problem.

**TOPIC:** *Count on from larger addend (Both addends 5 or less)*

## COMMON CORE STANDARDS

- **Kindergarten**

- CCSS.Math.Content.K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- CCSS.Math.Content.K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- CCSS.Math.Content.K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.

- **1st Grade**

- CCSS.Math.Content.1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- CCSS.Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

- **2nd Grade**

- CCSS.Math.Content.2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.

## I. INTENDED LEARNING OUTCOMES FOR THE SESSION

1. Students will review the *count all* and *count on* strategies.
2. Students will learn to *count on from the larger addend*, when one addend is greater than 5.
3. Students will record and share their thinking.

## II. LANGUAGE OBJECTIVES

- Students will review the concept of **adding** and **addends**.
- Lesson introduces the following vocabulary: **strategy**, **efficient**.

## III. MATERIALS AND PREPARATION

- Unifix cubes
- Chart paper and markers/ Whiteboard
- Recoding sheets
- Pencils

## IV. OPENER

*“Today we are going to learn about a new way to add. We will build on what we already know about what great math thinkers do when they add.”*

*“Before we begin, we need to review what we already know about adding. We have already learned the important strategy of **counting on**. Can someone remind us what counting on means?”*

**Possible responses:** *“Hold one number in your head and keep counting from there.”*

*“That’s right. We’ve learned that you can count on from the first number to solve a problem. For example, if you had 2 blocks (Model using cubes on the rug or projector) and then added 6 more cubes, you could keep 2 in your head and count on from there, 3,4,5,6,7,8. This is a great strategy to use. However, there is an even more efficient, or faster, way to count on. You can count on from the larger number. Remember, the numbers we add are called addends. Instead of starting with the 2 when I add  $2+6$ , I can start from the bigger number, the 6, and count on 2 more, 6,7,8. The order that you add in doesn’t matter and it’s much faster if you start with the bigger number and count on.”*

## V. PROCEDURE

*“Today you are going to work with your partner to add two numbers together. You will use cubes to help you and will practice the **count on from the larger addend strategy**. First you will read the problem with your partner and count out each of the addends with cubes. Remember, addends are the numbers you are adding together. Let’s have two volunteers come up to demonstrate. (Call on 2 children) Let’s look at the board. The problem says  $2+6$ . First, we will count out 2 cubes and snap them together: 1,2,. Then we will count out 6 cubes: 1,2,3,4,5,6. Together, you will decide which added is larger. Then, one partner will hold the larger addend, or the 6, and cover it with his or her hand. The other partner will remember to keep the number 6 in her head and then count on 2 more using the cubes. So, keep 6 in your head and count on 7, 8. You will record your thinking and answers on the recording sheet (Model how to complete the recording sheet). You and your partner will take turns holding the cubes and solving the problems. When you complete your sheet, you and your partner can make up a problem to solve together.”*

## VI. CONCLUSION

Have 2-3 children share a problem they solved and how they solved it.

*“Today and everyday, great math thinkers use **strategies** to help them solve problems. They use **efficient** strategies, like **counting on from the larger number**, to save time.”*

**RECORDING SHEET:** *Count On From Larger Addend (One addend > 5)***Name:** \_\_\_\_\_**Directions:** *Circle the larger addend. Solve each problem using the count on strategy. Start with the larger addend.*

	Problem	Count On	Sum
1)	$3 + 6$	6, <u>7</u> , <u>8</u> , <u>9</u>	9
2)	$2 + 6$	6, __, __	
3)	$7 + 3$	7, , ,__	
4)	$4 + 9$		
5)	$1 + 8$		
6)	$8 + 5$		
7)	$3 + 9$		
8)	$9 + 5$		
9)			

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2)			
3)			
4)			
5)			
6)			
7)			
8)			
9)			