

STRATEGY

Counting On

Manipulatives

- Ten Strips

Flash Facts

- Set A2

Warm-Ups

I'll say a number. You count on to ten from there.

5... (6, 7, 8, 9, 10)

3...

7...

4...

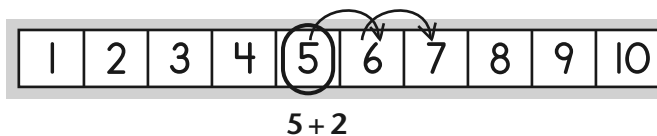
Counting On 2 and 3

Counting on just one more was easy. Now we move on to counting on two or three more places. It's a bit trickier, but a nifty tool—the Ten Strip—helps children get the hang of it.

Introducing the Strategy

1 Remind the students of their work with +1 and 1+ problems. *You counted on just one more to find the answers to those problems. Today we'll use counting on to find the answers to problems where you're adding two or three.*

2 Distribute Ten Strips to students. Display the $5 + 2$ flash card from Set A2. Show students how to point to the five on the Ten Strip, then count on by "hopping" their finger two times (five, plus two more). Repeat with one or two more +2 or 2+ cards. Remind students that it's best to start with the larger number in the problem. Then they won't have to do so many "hops."



3 *Plus three problems are the same, but you need to do three hops instead of two.* Show cards from Set A2 randomly. For each problem, students should put their finger on the larger number, then hop to count on by either two or three, whichever is indicated. Have students say the answer to each problem aloud on a signal from you. Subtly increase the pace so students begin working more quickly with their Ten Strips.

Flash Facts

Use the overhead Flash Facts tiles from Set A2, this time having students begin to think of the answers mentally, without using a Ten Strip.

Name _____

Counting on 2 and 3

In each problem, circle the larger number, then count on to find the sum.

1	2	3	4	5	6	7	8	9	10
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$$\begin{array}{r} \textcircled{3} \\ +2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

STRATEGY

Doubles

Flash Facts

• Set C1

Warm-Ups

I'll hold up the same number of fingers on each hand. You count them up.

Show two fingers on each hand, held up high so children can see. Wiggle each finger in turn as the class counts in unison: *1, 2, 3, 4. Two and two is four.* Repeat for 1, 3, 4, and 5 fingers on each hand.

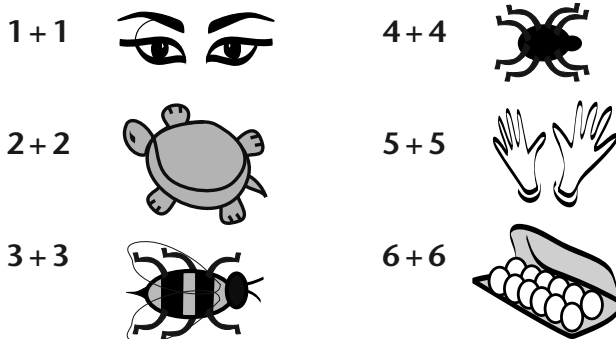
Small Doubles

Many children are familiar with some of the doubles facts already, in a chanting way. Here, little pictures help students gain visual images to strengthen their understanding of these special facts.

Introducing the Strategy

1 Display the Set C1 facts on the overhead projector. *What do you notice about all of these facts?* Students should realize that all the facts involve two addends that are the same. *These facts are called "doubles."* *One strategy for solving addition problems fast is to look for doubles—you probably already know the answers to those.*

2 Ask students what doubles facts they already know. *I have some little pictures that might help you remember these doubles facts.* Copy the following doubles facts and related pictures onto the chalkboard or an overhead transparency:



3 Talk about how the little pictures might help students remember and visualize these easiest doubles facts. *One eye and one eye is two. Two legs and two legs is four, like a turtle.*

Flash Facts

Use Flash Facts Set C1. Set a fast pace, having students say the answers aloud quickly. Remind them of the appropriate "little picture" clues if they forget the answers.

Next, mix the Set C1 tiles with the tiles from Sets A and B that you've introduced in previous lessons. Show a tile at a time and have students raise hands to share their answers. Ask students to tell what strategy they used to figure out the answer. *What kind of a problem was this—doubles, counting on, or zero?* Help students put a name to the strategies they describe, for future reference and to help them further internalize these important strategies.

Name _____

Small Doubles

Circle the doubles facts, then solve all the problems on this page.

$$\begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +0 \\ \hline \end{array}$$