

Counting On



ACTIVATE PRIOR KNOWLEDGE/BUILD BACKGROUND; EXTEND LANGUAGE

Objective Count on to add 1, 2, or 3 to another number.

Vocabulary Count on, add, sum

ESL Strategies

Use before **LEARN**

10 MIN

Focus on Use > Write “count on” on the board. Have children read the words with you. **The word *on* in count on means more. So what does *count on* mean? (To count more)**

Connect to Prior Knowledge of Math > **Let us count to five: 1, 2, 3, 4, 5.** Write each number on the board as the children count. **Now let us add one more: 1, 2, 3, 4, 5, 6.** When you count on one more from 5, what number do you get? (6) **In other words, when you add 5 and 1, you get a sum of 6.** Write the number 6 on the board. Repeat the process with counting on to 7. **When you count on two more from 5, what number do you get? (7) So when you add 5 and 2, what is the sum? (7)**

Repeat the process to count on to 8.

Doubles Fact to 18



ACCESS CONTENT

Objective Recognize doubles as a strategy for remembering sums.

Materials 8 pencils; 2 cups; (*per pair*) 18 connecting cubes

Vocabulary Addition fact, addend, doubles fact

ESL Strategies

Use before **CHECK**

10 MIN

Use Real Objects > Count out 3 pencils and put them in one cup. **How many pencils are in this cup? (3 pencils)** Write 3 on the board. Count out 3 more pencils and put them in the other cup. **How many pencils are in this cup? (3 pencils)** Write 3 on the board next to the 3 already on the board (leave space for a plus sign). **Let us count on to find the sum: 1, 2, 3 . . . 4, 5, 6. How many pencils are there in all? (6 pencils)** The sum of 3 and 3 is 6. Write out the addition sentence, adding a 6, a plus sign, and an equal symbol to the numbers already on the board. **$3 + 3 = 6$ is an addition fact. Since the addends are the same, we can also call it a doubles fact.**

Add 2 more pencils, one to each cup, and repeat the process for $4 + 4 = 8$. **What do you notice about this addition fact? (The addends are the same.) What kind of addition fact is it? (A doubles fact)**

Use Small-Group Interactions >

Divide the class into pairs. Give each pair 18 connecting cubes. Write 6, 7, and 8 on the board. Have Partner A show the double of the first number, 6, with cubes. Then have Partner B write the corresponding doubles fact on paper. ($6 + 6 = 12$) Then have children switch roles so that Partner B shows doubles with cubes, and Partner A writes the corresponding doubles fact for 7. ($7 + 7 = 14$) Then have both children work with the cubes to find the doubles fact for 8. ($8 + 8 = 16$)

Doubles Plus 1



ACTIVATE PRIOR KNOWLEDGE/BUILD BACKGROUND; ACCESS CONTENT

Objective Use doubles facts to learn doubles-plus-1 facts.

Materials 8 pencils; 2 cups; (*per pair*) 18 connecting cubes

ESL Strategies

Use before CHECK ✓

10 MIN

Connect to Prior Knowledge of Math >

Show children 2 cups and 6 pencils. Put 3 pencils in each cup. Point to the first cup. **How many pencils are in this cup?** (*3 pencils*) Point to the second cup. **How many pencils are in this cup?** (*3 pencils*) **How many pencils are there in all?** (*6 pencils*) Write $3 + 3 = 6$ on the board. **What fact tells you how many pencils there are in all?** (*A doubles fact*)

Put another pencil into the second cup. Write $3 + 4 = \underline{\quad}$ under the doubles fact on the board. **What is $3 + 4$?** (*7*) **How does using doubles help you know this?** (*$3 + 3 = 6$. 1 more is 7.*) Have a child come forward and write the sum to complete the addition fact. ($3 + 4 = 7$) **What other addition fact can you write for this sum?** (*$4 + 3 = 7$*) Have another child come forward and write the addition fact under the first two.

Use Small-Group Interactions >

Group children into pairs. Give each pair 18 connecting cubes. Write 6, 7, and 8 on the board. Have children use the cubes to show the double of the first number, 6, and write the corresponding doubles fact on paper. ($6 + 6 = 12$) Then have them add 1 cube to their cube train and write the addition fact, using doubles plus 1. ($7 + 6 = 13$) Repeat the process for 7 and 8. Ask volunteers to show one of the doubles plus 1 facts that they found. ($7 + 8 = 15$ or $8 + 9 = 17$)

