

Count On to Add to 10

KEY CONCEPTS

Mathematics Objective Add by counting on from a number.

Language Objective Describe how to count on from a starting number to add, orally counting, and orally describing representations.

Essential Understanding You can count on to find the sum for addition facts. A number line can help you count on.

COHERENCE

Look Back Previously, students counted objects, represented numbers of objects with concrete and visual models, and counted on from a given number.

This Lesson Students count on to add for addition facts to 10.

Look Ahead Later, students will continue their work with counting on when they count on to solve addition facts through 20 and when they count on the distance between two numbers in order to solve subtraction problems.

BALANCE

Conceptual Understanding Students deepen their understanding of the relationship between counting and addition.

Procedural Skill As students use the strategy of counting on to solve addition problems, they begin to develop procedural fluency for addition facts within 10.

New Vocabulary

number line

Materials

Number cards 1-3 (or Teaching Tool 84)

Student Resources

 Family Engagement

Intervention System (IS)

B19 Adding with 0, 1, 2

Teacher Resources

Available at
Savvas Realize®

 Editable Lesson Plan

 Lesson Presentation Slides

 enVision on the Go: Planning Support

 Texas Essential Knowledge and Skills (TEKS)

Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:

1.3D apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.

1.3B use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as $2 + 4 = []$; $3 + [] = 7$; and $5 = [] - 3$.

1.3E explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

63A Lesson 2-2

Mathematical Process Standards

The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

1.1E create and use representations to organize, record, and communicate mathematical ideas.

1.1F analyze mathematical relationships to connect and communicate mathematical ideas.

Language Support

Gestures Use this activity with Practice and Problem Solving Items 4-11. Have students demonstrate their understanding of using a number line to find the sum in an equation. Guide students to point to one of the addends on a number line (Teaching Tool 60) and say that number aloud. Then have students use their index fingers to form arcs as they count on the other addend in the equation.

Ask questions such as the following:

Which number will you start at when counting on? [Sample answer: the larger number]

How can you show counting on using the number line? [Sample answer: I count on by using the other addend to show jumps on the number line.]

Lastly, have students read the equation aloud and identify the sum.

- An additional activity is available online.
- Use the Oral Language Activity with the Guided Practice items.

Math Talk Available at Savvas Realize®

Let's Count

How many?

7

4 +  = ?

TEKS 1.3D Use anytime.

Problem Solving Have students work in pairs to share the method they used to determine “how many.” Ask: How did you count on? How many?

Exit Ticket

Formative Assessment

Name _____

Lesson 2-2 Exit Ticket

★ 0 1 2 3 4 5 6 7 8 9 10

6 + 1 = _____

☒ A 7

☐ B 8

☐ C 9

2 0 1 2 3 4 5 6 7 8 9 10

7 + 3 = _____

☐ A 8

☐ B 9

☒ C 10

Math Goal    

Directions Have students mark the best answer. ★ Use the number line to help. Find the sum.  I can add by counting on from a number.

Teacher Answer Key Assessment 1 of 1 Copyright © Savvas Learning Company LLC. All Rights Reserved.

TEKS 1.3D, DOK 1, Math Process 1.1E

You can use the Assessment Sourcebook version or the auto-scored version at Savvas Realize®.

Use the Exit Ticket results to support students as needed by reminding them that when adding two numbers, they can start from the greater number, and then count on by the smaller number.

English Language Proficiency Standards (ELPS)

WRITING 4C Write using high-frequency words and content-area vocabulary.

College and Career Readiness Standards (CCRS)*

I.A.2 Perform computations with rational and irrational numbers.

VIII.C.2 Create and use representations to organize, record, and communicate mathematical ideas.

*Problem Solving and Reasoning, **VIII** Communication and Representation, and **IX** Connections are infused throughout the program.

Step 1 Explore and Share | ENGAGE & EXPLORE



10-15 min



Explore and Share



Scout Observational Assessment

Name _____

Count On to Add to 10

Let's Build

Lesson
2-2

I can ... add by counting on from a number.

TEKS 1.3D The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10. Also 1.3B, 1.3E
Mathematical Process Standards 1.1E, 1.1F

Explore and Share

1 2 3 4 5 6 7 8 9 10

See margin for sample student work.

Predict.
Where next?

7 + _____ = _____

landed on _____

Directions Have students listen to and complete a story as directed. **Say:** Rabbit likes to hop on the number path. Predict and write where Rabbit will land next. Then take a hopping card. [Students select a number card with 1, 2, or 3.] Show where Rabbit hopped to on the path. Complete the equation. Write where Rabbit landed. Did Rabbit land where you predicted?

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Lesson 2-2 63

Explore and Share



Formative
Assessment

Purpose Investigate how to represent and solve an addition fact by counting on from a given number on a number path.

Materials Number cards 1-3 (or Teaching Tool 84)

Introduce WHOLE CLASS

Ask: Why might a rabbit do a big hop sometimes and a small hop at other times?

Monitor, Select, and Sequence SMALL GROUP

Observe students at work.

- **How do students determine the number where Rabbit lands?** They might use their understanding of counting forward from any number by ones.
- **How do students use the number path to represent an addition equation?** They might recognize that Rabbit's starting position (7) is the first addend, the number of hops (either 1, 2, or 3) is the second addend, and the number where Rabbit lands is the sum.

Look for solutions that either skip numbers or use the starting number, 7, as the first count when counting on. If students use 7 as their first count, ask: **When Rabbit makes 1 hop forward on the number path, does Rabbit land on 7? When Rabbit makes either 2 or 3 hops forward, does Rabbit land on 7 again before hopping to the next number?**

Select solutions for students to present. Show solutions that use 7 as the first count (Andrew) before solutions that correctly count on from 7 (Stacy).

Early Finishers

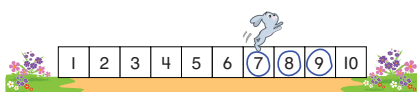
Ask: Rabbit starts at 6, hops forward a number of times, and lands on 9. What addition fact can this situation represent? [$6 + 3 = 9$]

Connect WHOLE CLASS

Connect Solution Strategies Discuss students' work. Both Andrew and Stacy thought of counting on from 7 to find the number where Rabbit lands. Connect and compare their work by drawing the hops from 7 to 9 in Andrew's solution. Help students recognize that Andrew counted only 2 hops forward from 7, while Stacy correctly counted on 3 hops.

Connect to the Visual Learning During the Visual Learning, connect to student work in Explore and Share. Be sure students understand that they can count on when adding 1, 2, or 3 to a given number.

Sample Student Work



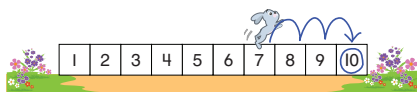
$$7 + 3 = 9$$

9

landed on 9

Andrew's Work

Andrew tried to count on, but he incorrectly used 7 as the first count. He counted 3 hops from 7 as follows: 7, 8, 9. Then he used the last number in his count, 9, as the sum.



$$7 + 3 = 10$$

10

landed on 10

Stacy's Work

Stacy drew 3 hops from 7. She counted on from 7 as follows: 8, 9, 10. Then she used the last number in her count, 10, as the sum.

Step 2 Visual Learning | EXPLAIN



Visual Learning Animation

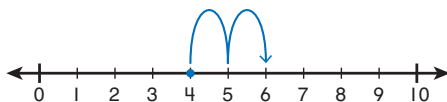
Visual Learning

A 4 tomatoes are in a pot.
Add 2 more.



How many tomatoes are there now?

B You can use a **number line**.
Count on to find the sum.



Start at 4.
Count on 2 more.

4 and 2 more is 6 tomatoes.

C Write an equation to show the addition and find how many.

4 + 2 = 6

There are 6 tomatoes in the pot.



Talk About Math Ideas

Directions Say: How do you add 1 or 2 to any number?

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Targeted ELPS Support WRITING 4C

Display a number line from 0 to 10 without any jumps. Provide students with the same number line on paper. Point to the number line. Have students say the term, *number line*. Have students practice writing the vocabulary term, *number line*.

Pre-Production Say aloud each number in order on the number line and have students point to and say aloud each number.

Beginning Have students copy the numbers in order 0, 1, 2, 3, ... below each number on the number line.

Intermediate Have students draw on the number line to show: starting at 4 and counting on 2 more.

High Intermediate Have students draw on the number line to show $4 + 2$. Have them copy the addition and write the sum.

Advanced Have students draw on the number line to solve the word problem: *4 tomatoes are in a pot. Add 2 more. How many tomatoes are there now?* Have students write the addition fact.

Visual Learning

Essential Question Ask: How can you count on to add 1, 2, or 3 to a number?

Classroom Conversation

A How many tomatoes are in the pot? [4] How many more tomatoes are being added? [2]

B Represent How can you use the number line to find 2 more than 4? [Sample answer: I start at 4. Then I count on 2 more by showing a jump from 4 to 5 and another jump from 5 to 6.] So, how many tomatoes are there in all? [6] Do you get the same answer no matter which way you solve the problem? Explain. [Yes; Sample answer: The answer is the same because I am either adding a group of 2 to a group of 4, or counting on 2 more from 4 on the number line. Both ways give the answer of 6.]

C Analyze How can you find how many tomatoes there are now? [Sample answer: I can add the two groups together.] What is 2 more than 4? [6] So, what is $4 + 2$? [6] How many tomatoes are there in all? [6] How did you use counting on as a shortcut for finding the sum? [Sample answer: Counting on 2 from the 4 tomatoes is faster than counting all the tomatoes to find the total.]

Prevent Misconceptions Watch for students who do not know that the order of the addends does not matter when writing an addition equation. For example, in Box C, some students may think that they cannot switch the two addends, 4 and 2, in the required equation.

Language Routine: Compare and Connect

Ask: How is counting on a given number of objects similar to counting all objects in a group? How is it different? [Sample answer: I can use both ways to find the total number of objects. But counting on is a quicker way because I do not need to start counting from 1. I can start counting from the greater number instead.]

Talk About Math Ideas

Have students engage in a think-pair-share to explain their process and understand their partner's process for adding 1 or 2 to any number. Listen for conversations about how their strategies involve counting on either 1 or 2 from the given number, or how they use the next greater number when adding 1, and two numbers greater when adding 2.

Revisit the Essential Question

Students may say that they start counting with the other number, and then count on 1, 2, or 3 more.

Step 3 Practice and Problem Solving | ELABORATE

15-20 min

Interactive Practice

Adaptive Practice

You may opt to have students complete automatically scored practice items online.

Name _____

Guided Practice

1. 

 $3 + 2 = 5$

2. 

 $3 + 3 = 6$

3. 

 $8 + 2 = 10$

Practice and Problem Solving



4. $4 + 3 = 7$

5. $8 + 1 = 9$

6. $7 + 1 = 8$

7. $2 + 6 = 8$

8. $6 + 3 = 9$

9. $9 + 1 = 10$

10. $5 + 3 = 8$

11. $1 + 9 = 10$

Start from the greater number and count on.



Directions For 1–3, have students listen to the stories. Then have them count on and write an equation to find each sum. **Say:** 1. There are 3 carrots in a pot. Then 2 more are added. How many carrots are in the pot now? 2. There are 3 tomatoes in a pot. Then 3 more are added. How many tomatoes are in the pot now? 3. There are 8 apples in a pot. Then 2 more are added. How many apples are in the pot now? For 4–11, **Say:** Use a number line to help. Write the number that tells each sum.

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Lesson 2-2 65

12. **Represent**
6 bowls of snacks.
Fills more bowls.
9 full bowls now.
How many more?
 $9 = 6 + 3$
3 more bowls

Sample equation given.
Check students' drawings.

You can draw a picture.



13. Higher Order Thinking

How many carrots each?

Sal = 4 carrots
Jena = Sal + 3
Max = Jena + 1

Max has 8 carrots.
Jena has 7 carrots.
Sal has 4 carrots.

STAAR Assessment Practice

14. Which is the sum for $5 + 2$? 1.3D
☐ A 3 ☐ B 6
☒ C 7 ☐ D 8

Directions 12. **Say:** Anna fills 6 bowls with snacks for a party. Then she fills more bowls until she has 9 full bowls. How many more bowls did she fill? Draw a picture or write an equation to solve. 13. **Say:** Sal has 4 carrots. Jena has 3 more carrots than Sal. Max has 1 more carrot than Jena. Count on to find out how many carrots each friend has. Then write the numbers that tell how many. 14. **Say:** Choose the sum that matches $5 + 2$.

66 Lesson 2-2

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Guided Practice

Formative Assessment

Error Intervention Item 3

If students cannot find the number that is 2 more than 8, then have them count on 2 more from 8 to get to 10. Check that they count the first tomato as 9 and don't repeat 8.

Items 4-11 Connect Remind students that when using the counting-on strategy to add, it is quicker to start with the greater number, and then count on using the lesser number. Help them recognize that by doing so, they have to count fewer numbers and are less likely to commit an error in counting.

Practice and Problem Solving

Emergent Bilingual Student Support

Items 12-13 Encourage students to mark information that shows what they know and need to find. Have them explain the problems to a partner and then discuss different ways each problem could be solved by using a representation and writing an equation.

Language Support Use the activity in the Lesson Opener.

Item Analysis: Practice and Problem Solving

Item	DOK	TEKS	
		Content	Process
4-11	1	1.3D	
12	2	1.3D	1.1E
13	3	1.3D	
14	1	1.3D	

Quick Check



✓ Assess lesson content with the Quick Check. Check marks in Practice and Problem Solving indicate items for prescribing differentiation. Items 4 and 14: 1 point each. Item 12: up to 3 points. See the Item Analysis on the previous page. The online Quick Check is **automatically scored** and **remediation, practice, or enrichment** will be assigned based on student performance.

0-3 points: Intervention Activity (below) and Reteach to Build Understanding Activity

4-5 points: Enrichment Activity

In addition, **emergent bilingual students** may benefit from the Build Mathematical Literacy Activity.

Differentiation Library DL

- Additional Differentiation Library resources are described at the start of this topic.
- Differentiation resources that support diverse learning styles are online and in the Differentiation Library Teacher’s Guide.

Intervention Activity

Materials Two-color counters (or Teaching Tool 77)

 
 $1 + 2 = 3$

- Have students work in pairs. Give each pair 3 yellow counters and 3 red counters.
- Ask one student to lay down 1, 2, or 3 yellow counters and say the number of yellow counters.
- Ask the other student to lay down 1, 2, or 3 red counters and say the number of red counters.
- Have students work together to write an addition fact that shows how many in all.
- Repeat the steps using different numbers.

Video Tutorial Available at Savvas Realize®

Students can access this video anytime to reinforce lesson content.

 Another Look Video

Additional Practice

Printable or autoscored at Savvas Realize®.

Count On to Add to 10

HOME ACTIVITY Place between 1 and 7 small objects on a table and have your child count them. Then place 1, 2, or 3 more objects on the table. Ask your child to add the objects and write an addition equation for them. Repeat with a different number of objects.

2-2

Another Look!

Count on to find each sum.

Add 1. The sum is 1 more.  $3 + 1 = 4$

Add 2. The sum is 2 more.  $3 + 2 = 5$

Add 3. The sum is 3 more.  $3 + 3 = 6$

1.  $6 + 1 = 7$

2.  $5 + 3 = 8$

3.  $7 + 2 = 9$

Directions Read and review the Another Look! examples with students. Have them trace over the sums. For 1–3, Say: Count on from the starting number to find each sum. Then write the sum that completes each addition fact.

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4. Represent 5 dollars. Some more dollars. 7 dollars in all. Check students’ drawings. How many more dollars? 2 more dollars

5. Represent 7 books. 3 more books. Check students’ drawings. How many in all? 10 books in all

6. Higher Order Thinking Write the missing number.  Use the picture to help! $3 + 2 = 2 + 3$

7. Assessment Practice Which is the sum for $6 + 3$?
A 3
B 6
C 8
D 9 You can count on to help add.

Directions For 4–5, have students listen to the story. Then have them draw pictures and write the number that tells how many. 4. Say: Max earns 5 dollars. Then Max earns some more dollars. Now Max has 7 dollars. How many more dollars did Max earn? 5. Say: Emma reads 7 books. Then Emma reads 3 more books. How many books does Emma read in all? 6. Say: Write the number that makes the equation true. 7. Say: Which number is the sum for $6 + 3$?

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Item Analysis: Additional Practice

Item	DOK	TEKS	
		Content	Process
1–3	2	1.3D	
4–5	1	1.3D	1.1E
6	3	1.3D	
7	1	1.3D	