

Counting On From the Greatest Number

Summary

This lesson expands on the addition strategy, counting on, by teaching students to count on from the greatest number.

Main Core Tie

Mathematics Grade 1

[Strand: OPERATIONS AND ALGEBRAIC THINKING \(1.OA\) Standard 1.OA.6](#)

Materials

counting on infographic (links included below)
student workbook or practice page

Background for Teachers

The teacher needs to know the level of their students ability to add simple addition problems 0-10. Teachers need to know what students might have a hard time with this new strategy and be ready to intervene.

Student Prior Knowledge

Students will need to have some knowledge of adding simple addition problems 0-10. They need to have been taught the strategy counting on before they learn counting on from the greatest number. They should be able to read, write, and know their numbers 0-10.

Intended Learning Outcomes

Students will be able to add simple addition facts with sums up to 10 by using the strategy counting on from the greatest number. They need to be consistent with getting the correct total.

Instructional Procedures

Have students warm up by doing a quick addition practice of 3-5 addition problems. They need to use the counting on strategy (either with fingers or with dots).

Introduce the new strategy using the Counting On From the Greatest Number infographic (there are two links to the same infographic). You can model a problem as you introduce it or simply teach the steps.

Do a sample problem together. Have the students repeat the steps with you as the problem is solved. Teach your students to put both hands on their head while they put the biggest number on their head.

This is a great time to introduce vocabulary words: greatest and biggest.

Have students model addition problems for the class. And/or have students work together in pairs to solve a few addition problems.

Give students independent practice time with using the new strategy by having them do problems from their workbooks (that may go along with your math program) or pass out a worksheet that has some sample problems on it. Leave up the infographic so students have a reference if they forget a step or need help.

Strategies for Diverse Learners

Students can make up simple addition problems for others to answer.

Students can show their work by adding pictures, words, and explaining their thinking to a

partner, table, or whole class.

Students can create stories that go along with the addition problems.

Students can create their own infographic (paper and writing tool, or website) to explain the steps in the strategy counting on from the greatest number.

Teacher can work with a group of students during independent practice time. Teachers can use this time to push gifted students or help struggling students.

Let students work in pairs during independent time.

Assessment Plan

A few different ideas:

Give students a quiz.

Ticket out to recess; where every student will independently show you counting on from the greatest number with different addition problems before they can go out.

Observations while teaching.

During class time have students show you this strategy one on one.

Authors

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