

# LESSON 3-1

## COUNT ON TO ADD

### DIGITAL RESOURCES [PearsonRealize.com](https://www.pearsonrealize.com)



### LESSON OVERVIEW

### FOCUS • COHERENCE • RIGOR

#### FOCUS

**Domain NY-1.OA** Operations and Algebraic Thinking

**Cluster** Add and subtract within 20.

**Content Standard NY-1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

**Mathematical Practices MP.2, MP.4**

**Objective** Count on to add using a number line.

**Essential Understanding** Students can solve an addition problem by using a number line to count on.

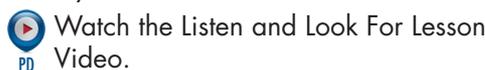
**Materials** Number Lines (Teaching Tool 19)

#### COHERENCE

This lesson focuses on counting on to add for addition facts to 20 by using a number line. This counting strategy ties back to Kindergarten work on counting (K.CC.A.2), and to Lesson 2-1 where students counted on to add for addition facts to 10. Students will continue counting on to add in Lesson 3-2, where they will count on an open number line, and in Lesson 4-1, where they will count on the distance between two numbers in order to solve subtraction problems.

#### RIGOR

This lesson emphasizes **conceptual understanding** and **procedural skill**. Students extend their ability to count on to add from sums to 10 through sums to 20. They deepen their understanding of using number lines as a tool by using them for greater numbers. As students solve addition facts to 20 using a number line, they are developing conceptual knowledge that will later lead to fluency for facts to 20.

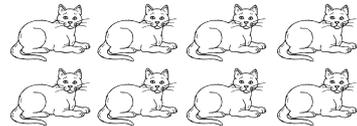


### MATH ANYTIME

#### Daily Common Core Review

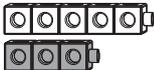
Name \_\_\_\_\_

**1.OA.C.5**  
1. Which equation tells how many cats in all?



A  $2 + 2 = 4$       C  $4 + 4 = 8$   
 B  $3 + 3 = 6$       D  $5 + 5 = 10$

**1.OA.A.1**  
2. Miguel feeds 5 horses.  
Betty feeds 3 horses.  
How many more horses does Miguel feed than Betty?



A 2      C 4  
 B 3      D 8

**1.OA.C.6**  
3. Write an addition equation that tells about the picture.  
Then write a related subtraction equation.



$6 + 3 = 9$   
 $9 - 3 = 6$

Sample answers are given.

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#### Today's Challenge

**Think** Use Topic 3 problems any time during this topic.

### ENGLISH LANGUAGE LEARNERS

**Strategies** Share information in cooperative learning interactions.

Use with the Visual Learning Bridge on Student's Edition, p. 156.

Draw a number line that extends from 0 to 20 on the board. Say: *We can count on a number line to find the sum in an addition equation.* Read the first box. Write " $7 + 8 = \underline{\quad}$ " on the board. Read the second box. Say: *To find this sum, first find the number 7 on the number line. Circle the number 7.* Point to the 8 in the addition equation. Say: *We will count on 8 more to find the sum.* Demonstrate to students how to

count on 8. Say:  $7 + 8 = 15$ . Divide students into cooperative groups of 3. Provide each group with sentence strips.

**Entering** Ask students to work together to make a number line that extends from 0 to 20. Write " $8 + 7 = \underline{\quad}$ " on the board. Instruct students to circle the number 8 on the number line. Ask each student to show how to count on 7 more to find the sum. Instruct students to complete the equation  $8 + 7 = \underline{\quad}$ . Continue this process with  $9 + 7 = \underline{\quad}$  and  $7 + 9 = \underline{\quad}$ .

**Emerging/Transitioning** Ask students to work together to make a number line that

extends from 0 to 20. Write " $8 + 7 = \underline{\quad}$ " on the board. Ask students to work as a group to find the sum by counting on 7 more. Instruct students to complete the equation  $8 + 7 = \underline{\quad}$ . Continue the process with  $9 + 7 = \underline{\quad}$  and  $7 + 9 = \underline{\quad}$ .

**Expanding/Commanding** Ask students to work together to make a number line that extends from 0 to 20. Instruct students to work as a group. Ask them to count on in order to find the sums in the following equations:  $8 + 7 = \underline{\quad}$ ,  $9 + 7 = \underline{\quad}$ , and  $7 + 9 = \underline{\quad}$ .

**Summarize** How can you use a number line to find the sum in an addition equation?