Count It On

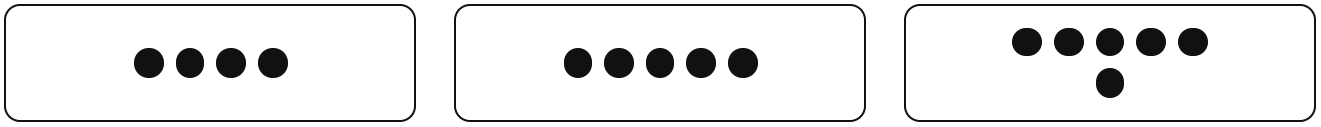
Students show sums and explain how their strategy adds more.

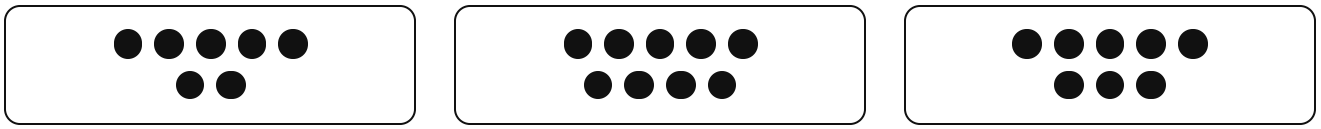
1.NOS.E.10.d "Represent and explain the calculation by connecting the strategy used to the meaning of addition."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 CIRCLE DOTS

a 

b 

2 WRITE TOTALS

5	
6	

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HOW TO RUN THIS PAGE

Read the directions aloud and give students time to count. Listen to each student's explanation of how counting on or using a double shows addition. Record correct answers and any help given separately.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · CIRCLE DOTS

SAY "Listen to each story. Circle the dots that show how many there are in all. Then tell me how you found the total."

ROW	SAY	STUDENTS CIRCLE
a	You have three points and get two more. Start at three and count on two. Which dots show all your points? How does counting on show that you added two?	**5 dots**
b	You have four red blocks and four blue blocks. Use the double to find the total. Which dots show all the blocks? How does the double show what you added?	**8 dots**

PART 2 · WRITE TOTALS

SAY "In the first box, you have five points and get two more. In the second box, you have six points and get three more. Start at the number beside each box, count on, and write the total. Tell me how counting on shows adding more."

- Box 1 (beside 5): **7**
- Box 2 (beside 6): **9**

WHAT TO ACCEPT

Circle 5, then 8 dots. Accept 7 and 9 in the boxes, with an oral explanation that connects the added points or blocks to the counting strategy. Note help given separately.