

Math Strategy Talk

Students connect count-on and count-back strategies to dots and number sentences.

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

NAME _____

DATE _____

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

1 CIRCLE IT _____

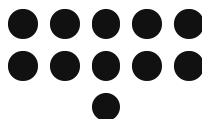
a

$$8+3=10$$

$$8+3=11$$

$$3+8=11$$

b



c

$$13-4=9$$

$$13-4=8$$

$$9-4=5$$

2 SOLVE AND SAY _____

$$7+6$$

$$16-5$$

$$9+8$$

HOW TO RUN THIS PAGE

Briefly model a different problem, such as $4+5$, by saying how you count on and by drawing a dot group. Read each prompt aloud, then ask students to say the strategy they heard before they mark or write.

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 IT

SAY “Listen for the strategy words, such as start, count on, and count back. Say the strategy with me, then circle the choice that matches each question.”

ROW	SAY	STUDENTS CIRCLE
a	A child started at 8 and counted on 3. Which number sentence matches what the child did?	$8+3=11$
b	Start at 6 and count on 4. Which group of dots shows how many you have now?	10 dots
c	A child started at 13 and counted back 4. Which number sentence matches what the child did?	$13-4=9$

PART 2 • SOLVE AND SAY

SAY “Look at each number sentence by a box. How can you solve it by counting on, making a ten, or counting back? Say your strategy to a partner, then write the answer in the box.”

- Box 1 (beside $7+6$): **13**
- Box 2 (beside $16-5$): **11**
- Box 3 (beside $9+8$): **17**

WHAT TO ACCEPT

Circle answers are row 1: $8+3=11$, row 2: 10 dots, and row 3: $13-4=9$. Accept correct written answers and an oral strategy that matches the operation, such as counting on, making a ten, or counting back.