

Counting on from the largest value activities



1 Order the cards, then count-all or count-on

Give students two number cards and two groups of counters. They put the bigger number card first, then try count-all, then count-on from the bigger group, holding up fingers to show how many counts each way took.

"Put the bigger number card first. Try count-all, then count-on — how many counts each way?"

"If the answer is the same, why prefer count-on?"

2 The finger strategy

Students start at the bigger number and raise one finger per count until they have raised the smaller addend, then say the total.

"Start at the bigger number. How many fingers will go up? That is the smaller addend."

"Why do we count the fingers, not the numbers we say?"

3 Predict the counts

Before counting on, students hold up how many counts they think they will need, then count on to check.

"How many counts will you need? Why that many?"

"Seven plus two — how many? Two, because that is the addend you count on by."

4 Non-example: counting on from one

Model "five plus three — one, two, three, four, five, six, seven, eight." Ask whether that was count-on or count-all.

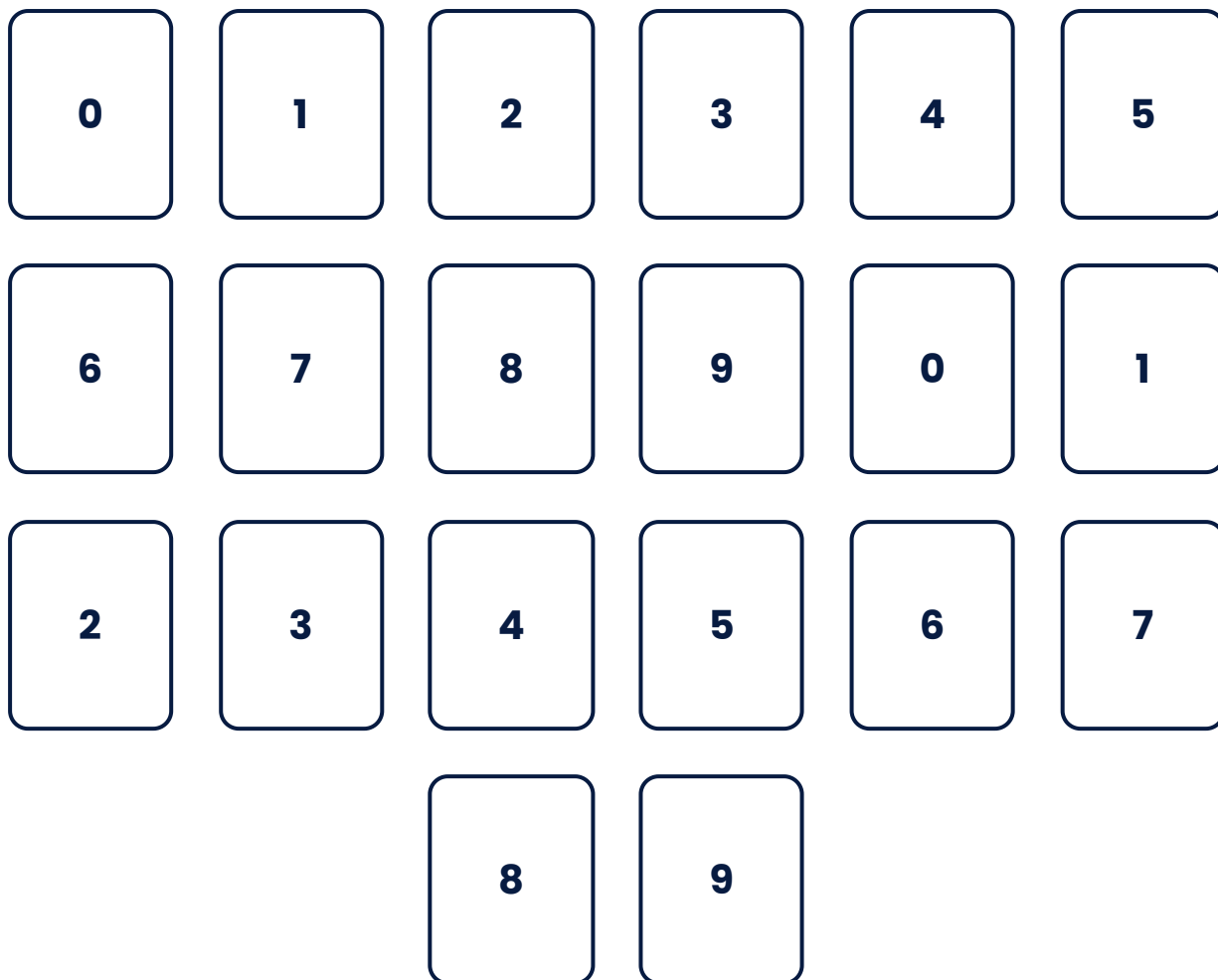
"I counted and got eight — but did I count on, or count all? Where did I start?"

"Where should count-on start for five plus three? What did that cost me instead?"

Counting on from the largest — number cards 0–9



Print on A4. Cut out. For each fact, put the two number cards side by side and place the bigger one first — that is where you start counting on. (Two sets.)



Counting on from the largest — count-on fact cards

Print on A4. Cut out. Take a card, start at the bigger number, and count on the smaller with counters or fingers.



$$6 + 2$$

$$7 + 3$$

$$8 + 2$$

$$5 + 3$$

$$9 + 1$$

$$4 + 3$$

$$6 + 3$$

$$2 + 9$$

$$1 + 8$$

$$3 + 7$$

$$5 + 2$$

$$2 + 6$$