

### Where are they now?

When adding two groups, the students count from “one” to find the total.

### Where to next?

Students use the strategy of counting on from the larger group when adding two groups.

### Outcomes

These activities provide opportunities for students to demonstrate progress towards the following outcomes: A student

- NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers
- WMS1.2 Uses objects, diagrams, imagery and technology to explore mathematical problems
- WMS1.4 Supports conclusions by explaining or demonstrating how answers were obtained.

LFN reference

Counting on

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## How?

### Posting counters



Provide the students with a container similar to a money box. Instruct the students to “post” a nominated number of counters through the slot in the container. Encourage the students to count each counter as it is dropped through the slot. Students then pause and state the total number of counters that are now hidden in the container. Instruct the students to post an additional number of counters into the container, counting on from the original number. Alternatively, ask students to pretend there are a specified number of counters in the container. Students count on as additional counters are posted through the slot.

### Two-dice toss



Provide each pair of students with two dice and a pile of counters. Have the students take turns to throw the dice and add the total, counting on from the larger number. Students then take the corresponding number of counters from a central pile. The game continues until all the counters have been removed from the central pile.

## Why?

Students need to develop strategies other than counting all items in groups, starting from one, when solving addition tasks. Counting on is a more efficient strategy.