

Bucket count on

Purpose

To strengthen students' ability to count on from a given number to find the total of two groups

Outcomes

NS1.2 Uses a range of mental strategies and informal recording methods for addition and subtraction involving one-, and two-digit numbers

MA1-5NA

Framework reference

To move students to EAS Level 3 Counting-on-and-back and PV Level 0

Materials

A collection of small blocks

A bucket

Teaching points


Once the lesson has been taught, each of the steps in it can be adapted as a *Short, focused and frequent activity*.



Suggested *Short, focussed, frequent* activity

	Outline	Questions
Introduction	<p>Have the students sit in front of you. Place a bucket in front of you and have the class count aloud as you drop six blocks one-by-one into the bucket. Show the class the contents of the bucket.</p> <p>Have a student count three more blocks and show them to the class. Ask the class to count on from six as you drop the additional three blocks one-by-one into the bucket.</p> <p>Repeat the activity, initially dropping nine blocks into the bucket and then dropping another four blocks into the bucket.</p>	<p><i>How many blocks are there in the bucket now?</i></p> <p><i>How many blocks would there be if I added another three blocks?</i></p> <p><i>Were we right?</i></p> <p><i>How many blocks are there in the bucket now?</i></p> <p><i>How many were there to begin with?</i></p> <p><i>How many blocks did we add to the bucket?</i></p>



	Outline	Questions
Concept development	<p>Empty the bucket and have the class count silently as you drop seven blocks one-by-one into the bucket. Select a student to pick a small number of additional blocks. Have the class count on aloud as the student drops these blocks one-by-one into the bucket.</p> <p>If necessary, repeat the activity, varying both numbers of blocks.</p> <p>Empty the bucket and have the class count aloud as you drop eight blocks one-by-one into the bucket. Select a student to pick a small number of additional blocks. Have the class count on silently as the student drops these blocks one-by-one into the bucket.</p> <p>If necessary, repeat the activity, varying both numbers of blocks.</p>	<p><i>How many blocks are in the bucket now?</i> <i>How many were there to begin with?</i> <i>How many blocks did we add to the bucket?</i> <i>From which number did we start counting the additional blocks? Why?</i></p> <p><i>How many blocks are there in the bucket now?</i> <i>How many were there to begin with?</i> <i>How many blocks did we add to the bucket?</i> <i>How did you keep track of the number of blocks that were added?</i></p>
	<p>Empty the bucket and then place 12 blocks in it, without counting them and without telling the class how many there are. Count on aloud as you drop another four blocks one-by-one into the bucket.</p> <p>Discuss with the students how this could be recorded.</p> <p> Repeat the activity, varying both numbers of blocks and select students to record on the board their strategy for solving each task.</p>	<p><i>How many blocks were there in the bucket to start with? How do you know?</i> <i>How many blocks were added to the bucket? How do you know?</i> <i>How many blocks are there altogether now?</i></p>



Outline	Questions
<p>Organise the students into pairs.</p> <p>Have the students in the pairs take turns to pose similar tasks for each other to solve and have the pairs of students record their strategies for solving each task.</p>	

