
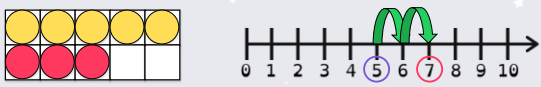



To be able to add by counting on 

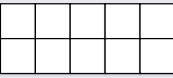
**Starter:**  
What's the same? What's different?




Explain your answer.

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**Activity 1:**  
Use the ten frame and counters to help you complete the number story in as many ways as possible.




There were    people at the bus stop.  
Then another    people arrived.  
There are    people at the bus stop now.

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**Activity 2:**  
Use the bar model below to help you calculate the following.



Yasmin has 14 badges.  
She wins another 5 badges.  
How many badges does Yasmin have now?

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**Activity 3:**  
Use a number line to calculate:



a)  $12 + 3 = \square$

b)  $9 + 5 = \square$

c)  $8 + 7 = \square$

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**Activity 4:**  
Create your own number stories for the following calculations:

a)  $0 + 16 = \square$


b)  $9 + 7 = \square$

c)  $8 + \square = 16$

**Example:**  
First, I had 8 medals.  
Then, I won 4 medals.  
Now, I have 12 medals

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**Activity 5:**  
James and Ruth are using number lines to complete addition calculations.  
Ruth starts at 9 and counts on 6 more.  
James starts at 6 and counts on 9 more.



What are their results?  
Does this work for other numbers too?  
Have you noticed a pattern?  
Whose strategy do you prefer?

To be able to add by counting on



Evaluation:

To calculate  $12 + 6$ ,  
I counted 12, 13, 14,  
15, 16, 17.  
So, the answer is 17.



Do you agree with Astrobee?  
Explain your answer.