

Unit 1: Addition Strategies: Hands-On Activities

Each activity follows the teaching lesson and comes before the workbook pages. Materials: **unifix cubes** and **counters**. Everything else is printed in this book. Click an activity to jump to it.

Lesson 1.1 Count All Mat

Lesson 1.3 Count-On Bucket

Lesson 1.5 Bigger Number First

Lesson 1.7 Double Plus One Towers

Lesson 1.9 Three Card Sum

Lesson 1.11 Strategy Sort

Lesson 1.2 Frog Hop to 20

Lesson 1.4 Number and Dice Race

Lesson 1.6 Doubles Memory

Lesson 1.8 Make a Ten Mat

Lesson 1.10 Domino Flip

Count All Mat

Goal: Students put two groups together and count all to find the sum.

Lesson

Get Ready: Each pair gets the Count All mat, two piles of dot cards, and counters in two colors.

1. Flip Two: Flip a dot card for each side of the mat. Build each with counters: red on the left, yellow on the right.

2. Push Together: Slide both groups into the Total box.

3. Count All: Touch each counter and count from 1. Say the number sentence: “4 and 3 make 7.”

4. Switch: Clear the mat and trade jobs.

Check: Ask: “How do you know you counted every counter?”

Materials

 or  Counters or unifix cubes in 2 colors (20 per pair)

 Count All mat

 Dot cards 1–6 (cut out)

Key Words

count all

sum

addend

Differentiate

Easier: Use dot cards 1–3.

Harder: Say the sum before you count, then check by counting all.

Talk About It

Why do we touch each counter when we count?

**Then: Workbook**

Student practice pages 80–82

Count All Mat

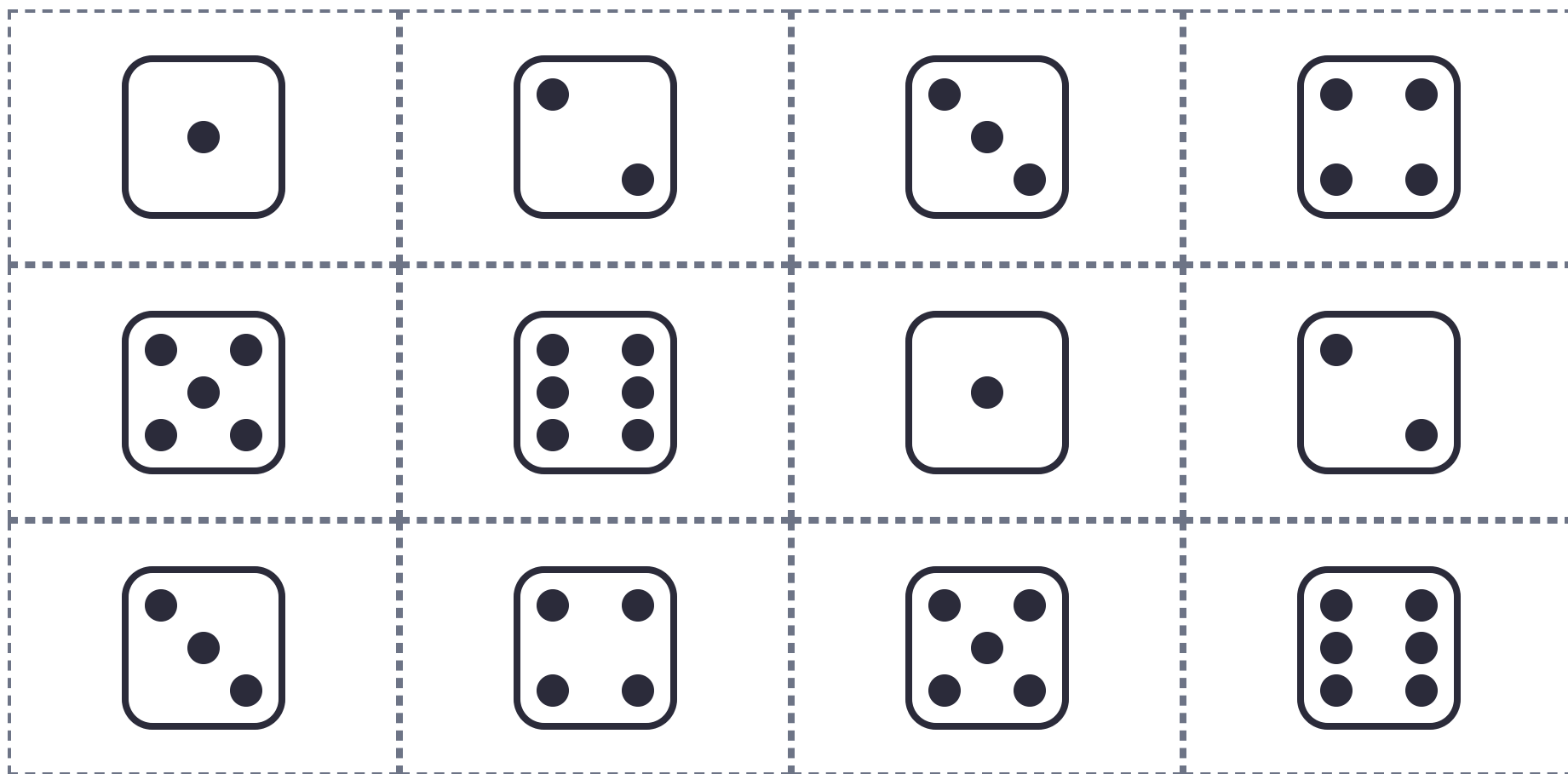
★ Activity mat: no cutting needed. Place on the table.

Group 1**+****Group 2****Total: count all!**

Dot Cards 1–6 (two sets)



Cut out along the dashed lines.



Frog Hop to 20

Goal: Students add by hopping forward on a number line.

Lesson

Get Ready: Each pair gets the number line mat, problem cards, and one cube or counter.

1. Flip: Flip a problem card, like $9 + 6$.

2. Start: Put the frog on the first number.

3. Hop: Hop forward one space for each number you add, counting the hops.

4. Land: Say the sum. Partner checks by hopping again.

Check: Ask: “Could you hop by making a ten first?” ($9 \rightarrow 10$ is one hop, then 5 more.)

Materials

 or  Unifix cubes or counters (1 per pair: the frog)

 Addition problem cards (cut out)

 Number line 0–20 mat

Key Words

number line

hop

sum

Differentiate

Easier: Use cards that add 1, 2, or 3.

Harder: Hop to 10 first, then the rest.



Then: Workbook

Student practice pages 83–84

Number Line 0–20

★ Activity mat: no cutting needed. Place on the table.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Addition Problem Cards

Cut out along the dashed lines.

$$9 + 6$$

$$12 + 5$$

$$7 + 8$$

$$14 + 4$$

$$8 + 8$$

$$11 + 7$$

$$6 + 9$$

$$13 + 6$$

$$10 + 9$$

$$5 + 7$$

$$15 + 3$$

$$4 + 9$$

Count-On Bucket

Goal: Students move from counting all to counting on from the number in the bucket.

Lesson

Get Ready: Each pair gets the bucket mat, the number cards, and 10 counters.

1. See It All: Partner A puts out 5 red and 3 yellow counters. Count them all.

2. Into the Bucket: Put the 5 red counters in the bucket and lay the 5 card on the bucket. “We know there are 5. We don't count them again.”

3. Drop and Count On: Partner A drops 1, 2, 3, or 4 counters into the bucket one at a time. Partner B says the bucket number, then counts on: “5 ... 6, 7, 8.”

4. Switch: Change the number card on the bucket and trade jobs.

Check: Ask: “Why don't we count the counters in the bucket?” (the number tells us how many)

Materials

  or   Unifix cubes or counters (10 per pair)

 Count-On Bucket mat

 Number cards 5–15 (from Activity 4)

Key Words

count on

start number

sum

Differentiate

Easier: Use number cards 5–10 and drop in 1 or 2.

Harder: Drop counters in while your partner covers their eyes, then tell how many in all.

Talk About It

How is counting on faster than counting all?



Then: Workbook

Student practice pages 85–86

Count-On Bucket Mat

★ Activity mat: no cutting needed. Place on the table.



Put a number card on the bucket. Drop counters in and count on!

Number and Dice Race

Goal: Students say a number and count on the dots on a dice card.

Lesson

Get Ready: Each pair gets a pile of number cards and a pile of dot cards.

- 1. Flip:** Each partner flips one number card and one dot card.
- 2. Count On:** Tap the number card and say it. Touch each dot and count on: “12 ... 13, 14.”
- 3. Compare:** The partner with the greater sum keeps all four cards.
- 4. Check:** If you disagree, put the number card on the bucket mat, drop in cubes for the dots, and count on.

Check: Ask: “How is the number card like the bucket?”

Materials

 or  Unifix cubes or counters (to check)

 Number cards 5–15 and dot cards 1–6 (cut out)

Key Words

count on

start number

greater

Differentiate

Easier: Use dot cards 1–3.

Harder: Flip two dot cards and count on both.



Then: Workbook

Student practice pages 87–89

Number Cards and Dot Cards



Cut out along the dashed lines.

5	6	7	8	9
10	11	12	13	14
15				
				

Bigger Number First

Goal: Students count on with a number path, starting from the bigger number.

Lesson

Get Ready: Each pair gets the Count On practice cards, face down.

1. Number Path: Flip a card, like $13 + 3$. Put the marker ON 13 on the number line. Hop and count on: 14, 15, 16.

2. Bigger Number First: Flip a card like $3 + 16$. Put your finger on the bigger number. Start the marker there.

3. Count On: Count on from the bigger number: “16 ... 17, 18, 19.” Partner checks with cubes.

4. Keep It: Keep the card if you are right. Most cards wins.

Check: Ask: “Why do we start with the bigger number?”

Materials

 or  Unifix cubes or counters (1 as a marker; more to check)

 Count On practice cards (cut out)

 Number line 0–20 (from Activity 2)

Key Words

count on

bigger number

sum

Differentiate

Easier: Use cards that add 1 or 2.

Harder: Solve two cards and tell which sum is greater.

**Then: Workbook**

Student practice pages 90–92

Count On Practice Cards

Cut out along the dashed lines.

$$14 + 2$$

$$3 + 16$$

$$9 + 3$$

$$1 + 18$$

$$12 + 3$$

$$2 + 15$$

$$17 + 2$$

$$3 + 11$$

$$8 + 2$$

$$2 + 13$$

$$16 + 3$$

$$1 + 9$$

$$11 + 2$$

$$3 + 7$$

$$15 + 1$$

$$2 + 18$$

Doubles Memory

Goal: Students learn doubles facts.

Lesson

Get Ready: Cut out the memory cards. Mix them and lay them face down.

- 1. Flip Two:** Flip two cards. Does the double match the sum? ($6 + 6$ matches 12.)
- 2. Build It:** Build the double with two equal towers of cubes to prove it.
- 3. Keep or Return:** Keep matching pairs. Turn others back over.

More Practice: Use the Doubles practice cards: build two equal cube towers to find each double, or find the double that makes the sum.

Check: Ask: “What is double 7?”

Materials

 or  Unifix cubes or counters (to build each double)

 Doubles memory cards (cut out)

Key Words

double

same

sum

Differentiate

Easier: Play with the cards face up.

Harder: Say the sum before you flip the second card.



Then: Workbook

Student practice pages 93–96

Doubles Memory Cards

Cut out along the dashed lines.

$2 + 2$	4	$3 + 3$	6
$4 + 4$	8	$5 + 5$	10
$6 + 6$	12	$7 + 7$	14
$8 + 8$	16	$9 + 9$	18

Doubles Practice Cards

Cut out along the dashed lines.

$$1 + 1$$

$$10 + 10$$

$$6 + 6$$

$$8 + 8$$

Double 7**Double 9****Double 5****Double 4**

$$\square + \square = 12$$

$$\square + \square = 16$$

$$\square + \square = 18$$

$$\square + \square = 14$$

$$3 + 3$$

$$9 + 9$$

$$7 + 7$$

$$\square + \square = 20$$

Double Plus One Towers

Goal: Students use doubles to solve near doubles.

Lesson

Get Ready: Each pair gets the near-doubles cards and cubes in two colors.

- 1. Flip:** Flip a card, like $6 + 7$.
- 2. Build the Double:** Build two towers of 6. Say: " $6 + 6 = 12$."
- 3. Add One:** Add one more cube to a tower to make 7. Say: "12 and 1 more is 13."
- 4. Record:** Say the fact aloud: $6 + 7 = 13$. Switch jobs.

Check: Ask: "Which double helped you?"

Materials

 Unifix cubes (two colors) or counters

 Near-doubles cards (cut out)

Key Words

double

one more

near double

Differentiate

Easier: Use only doubles first.

Harder: Try doubles minus one: $6 + 5 =$ double 6 take away 1.



Then: Workbook

Student practice pages 97–99

Near-Doubles Cards

Cut out along the dashed lines.

$$2 + 3$$

$$3 + 4$$

$$4 + 5$$

$$5 + 6$$

$$6 + 7$$

$$7 + 8$$

$$8 + 9$$

$$9 + 10$$

$$4 + 3$$

$$6 + 5$$

$$8 + 7$$

$$9 + 8$$

Make a Ten Mat

Goal: Students make a ten to add 7, 8, or 9.

Lesson

Get Ready: Each pair gets the double ten frame mat, problem cards, and counters in two colors.

1. Build: Flip a card, like $9 + 5$. Put 9 red in the top frame and 5 yellow in the bottom frame.

2. Move to Make Ten: Slide 1 yellow counter up to fill the top frame. Now it is $10 + 4$.

3. Say It: “ $9 + 5$ is the same as $10 + 4$. That is 14.”

More Practice: Use the second set of Make a Ten cards. Build each one on the mat, move counters up to fill the top frame, then write $10 + \underline{\quad}$.

Check: Ask: “How many did you move to make a ten?”

Materials

 or  Counters or unifix cubes in 2 colors (20 per pair)

 Make-ten problem cards (cut out)

 Double ten frame mat

Key Words

make a ten

move

sum

Differentiate

Easier: Use only $9 +$ cards.

Harder: Solve without moving counters, then check.



Then: Workbook

Student practice pages 100–103

Double Ten Frame Mat

★ Activity mat: fill the top ten frame first. No cutting needed.

Make-Ten Problem Cards

Cut out along the dashed lines.

$$9 + 5$$

$$9 + 7$$

$$8 + 4$$

$$8 + 6$$

$$7 + 5$$

$$9 + 3$$

$$8 + 7$$

$$7 + 6$$

$$9 + 8$$

$$8 + 5$$

$$7 + 4$$

$$9 + 6$$

Make a Ten Practice Cards (Set 2)

Cut out along the dashed lines.

$$9 + 2$$

$$8 + 3$$

$$9 + 4$$

$$7 + 7$$

$$8 + 8$$

$$9 + 9$$

$$6 + 8$$

$$5 + 9$$

$$4 + 9$$

$$7 + 8$$

$$6 + 9$$

$$3 + 8$$

Three Card Sum

Goal: Students add three numbers by looking for tens and doubles.

Lesson

Get Ready: Each pair gets two sets of number cards 1–9, shuffled, and the recording mat.

1. Flip Three: Flip three cards onto the mat.

2. Look First: Look for two numbers that make 10 or a double. Slide those two together.

3. Add: Add those two, then add the third. Say the sum.

4. Check: Partner builds all three with cubes to check.

Check: Ask: “Which two did you add first? Why?”

Materials

 or  Unifix cubes or counters (to check)

 Number cards 1–9 (cut out)

 Recording mat

Key Words

three addends

make a ten

double

Differentiate

Easier: Use cards 1–5.

Harder: Flip four cards.



Then: Workbook

Student practice pages 104–105

Three Card Sum Mat

★ Activity mat: no cutting needed. Place on the table.

$$\boxed{} + \boxed{} + \boxed{} = \boxed{}$$

Number Cards 1–9 (two sets)

Cut out along the dashed lines.

1	2	3	4	5	6
7	8	9	1	2	3
4	5	6	7	8	9

Domino Flip

Goal: Students see that changing the order of addends does not change the sum.

Lesson

Get Ready: Each pair gets the domino cards and cubes.

1. Read the Domino: Hold a domino. Say the fact left to right: “ $2 + 5 = 7$.”

2. Flip It: Turn the domino around. Say the new fact: “ $5 + 2 = 7$.”

3. Build It: Build a train with 2 red and 5 yellow cubes. Turn the train around. Same total!

Check: Ask: “Why did the sum stay the same?”

Materials

 or  Unifix cubes in 2 colors or counters

 Domino cards (cut out)

Key Words

turn-around fact

order

sum

Differentiate

Easier: Use dominoes with small numbers.

Harder: Find a domino whose turn-around fact is the same fact (a double!).



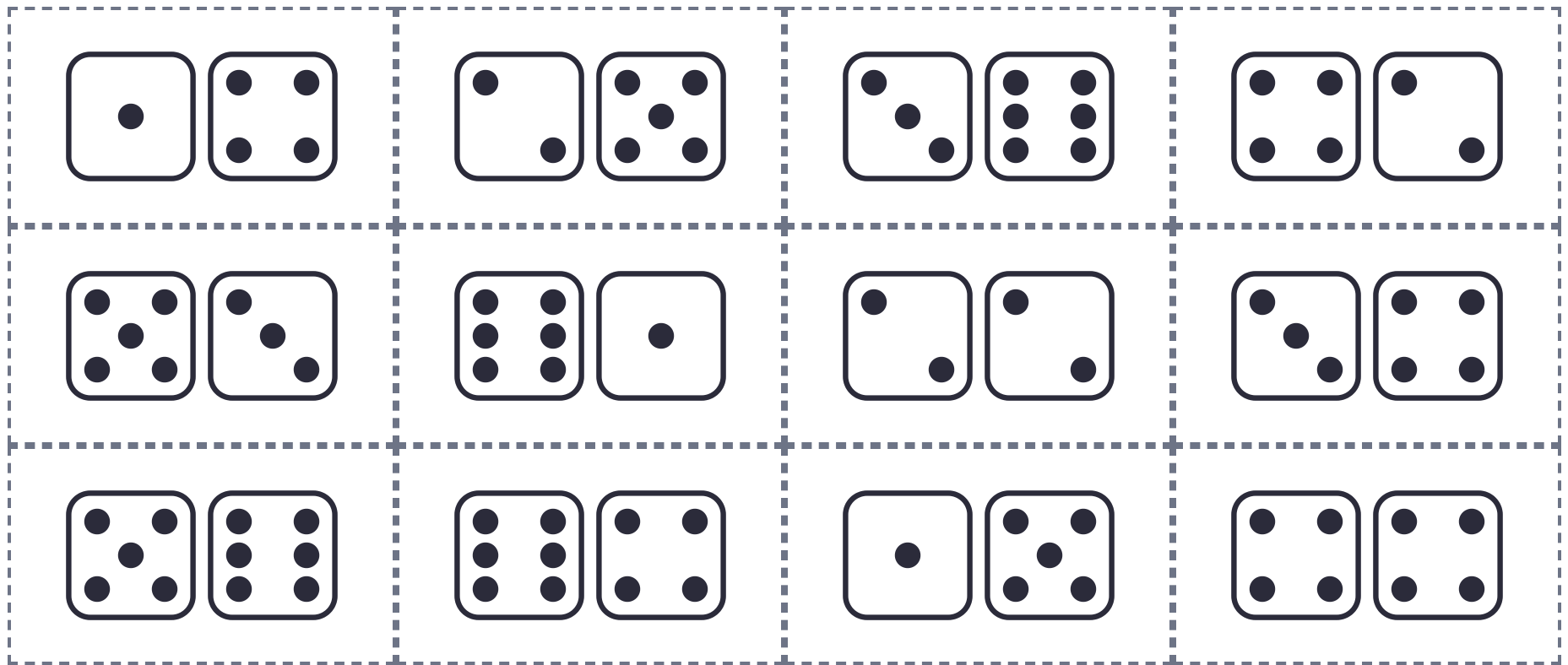
Then: Workbook

Student practice pages 106–107

ACTIVITY MATERIALS · UNIT 1: ADDITION STRATEGIES

Domino Cards

 Cut out along the dashed lines.



Strategy Sort

Goal: Students choose count on, doubles, or make a ten to solve addition facts.

Lesson

Get Ready: Each pair gets the strategy sort mat, the fact cards, and cubes or counters.

- 1. Flip:** Flip a fact card and read it aloud.
- 2. Choose:** Decide: Count On (adding 1, 2, or 3), Doubles (same or close numbers), or Make a Ten (an 8 or 9).
- 3. Solve and Prove:** Place the card on that part of the mat. Solve it and show your partner with cubes or counters.
- 4. Discuss:** If partners disagree, both strategies can work! Explain which one is faster.

Check: Ask: “Why did you choose that strategy for $9 + 6$?”

Materials

-   or   Unifix cubes or counters (20 per pair)
-  Addition fact cards (cut out)
-  Strategy sort mat

Key Words

count on

double

make a ten

Differentiate

Easier: Sort only, then solve with cubes.

Harder: Time yourselves: how many cards can you solve in 2 minutes?

Talk About It

Which strategy do you like best? Why?

**Then: Workbook**

Student practice pages 108–110

Strategy Sort Mat

★ Activity mat: no cutting needed. Place on the table.

Count On

adding 1, 2, or 3

Doubles

same or close numbers

Make a Ten

one number is 8 or 9

Addition Fact Cards

Cut out along the dashed lines.

$$15 + 2$$

$$7 + 7$$

$$9 + 4$$

$$6 + 6$$

$$13 + 3$$

$$8 + 5$$

$$2 + 11$$

$$9 + 9$$

$$9 + 6$$

$$8 + 8$$

$$16 + 1$$

$$8 + 7$$

$$5 + 6$$

$$3 + 14$$

$$8 + 4$$

$$4 + 4$$