

Lesson 2: Relate Counting to Addition

Standards Alignments

Addressing 1.OA.A.1, 1.OA.B.3, 1.OA.C.5, 1.OA.C.6, 1.OA.D.8

Teacher-facing Learning Goals

- Understand and apply counting on as a method for addition.
- Understand and use the commutative property.

Student-facing Learning Goals

- Let's add within 10.

Lesson Purpose

The purpose of this lesson is for students to understand and apply counting on and the commutative property in order to find the sum.

In a previous unit, students were introduced to the commutative property in the context of story problems. In this lesson, students consider and use different methods for adding within 10. They relate counting on to addition and consider how the commutative property can help them find the sum more efficiently. Counting on is a method which students use when they are ready, so they may count on for certain sums but count all for others. Students are not explicitly told to count on from the bigger number—this is an understanding that they come to through the work of this and future lessons in which they compare addition methods.

Access for:

Students with Disabilities

- Action and Expression (Activity 3)

English Learners

- MLR6 (Activity 1)

Instructional Routines

Number Talk (Warm-up)

Materials to Gather

- 10-frames: Activity 1, Activity 3
- Connecting cubes or two-color counters: Activity 3

- Two-color counters: Activity 1, Activity 2

Required Preparation

- Each student needs their addition expression cards from a previous lesson to use during the lesson synthesis.

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	10 min
Activity 3	10 min
Lesson Synthesis	10 min
Cool-down	5 min

Teacher Reflection Question

How does understanding the commutative property benefit students as they build fluency with addition within 10?

Cool-down (to be completed at the end of the lesson)

🕒 5 min

How Does it Help?

Standards Alignments

Addressing 1.OA.B.3

Student-facing Task Statement

How does knowing $7 + 2 = 9$ help you with $2 + 7 = \square$?

Show your thinking using drawings, numbers, or words.

Student Responses

I know it is also 9 because they are the same sum. They just have the numbers in a different order.