



FEH BOCES Project Transformation NYSED Learning Technology Grant

Grade-Band & Content Area: 1st Grade – Mathematics

Unit # or Title: Module 1 – Addition and Subtraction Strategies Within 20

Lesson # or Title: Lesson 1 – Counting On to Add

Timeframe of Lesson (when will the lesson be implemented with students?): Week 1 of Module 1 (1–2 class periods, 40–50 minutes each)

Lesson Objectives (Students will...):

- Use the **counting on strategy** to solve addition problems within 20.
- Start with the **larger number** and count on to find the total.
- Show thinking with **counters, drawings, and number lines**.
- Explain their strategy in words, numbers, or pictures.

Lesson/Project Introduction or Hook (Opening move or “do now”):

- Teacher shows **6 red cubes and 3 blue cubes**.
- Ask: *“How many cubes do I have in all?”*
- Some students will count all; teacher acknowledges and then introduces:

“There’s a quicker way! Instead of counting all, we can start with the bigger number — 6 — and count on... 7, 8, 9. That’s called **counting on**.”

Lesson/Project Description & Student Engagement

- **Mini-Lesson (independent work, 5–7 minutes):** The students will watch teacher created videos where the teacher models counting on with $7 + 3$ on a number line.
- **Playlist/Stations (20–25 minutes, self-paced):**
 - **Must Do:**
 - **Solve 2 problems with counters.**
 - **Solve 2 problems with a number line.**
 - **Meet with the teacher in small groups for guided practice.**



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- **May Do:**

- **Play *Counting On Race* (dice game).**
 - **Write a math journal story problem and solve it with counting on.**
- **Closing (5–10 minutes): Whole group share — students explain:**

“I started at ____ and counted ____ more to get ____.”

Assessment(s) of Learning (What will students create/do?):

- **Formative:** Teacher observation checklist (do students start with a bigger number, count on accurately, explain clearly?).
- **Exit Ticket:**
Solve $8 + 4$ using counting on.
Show with picture/number line and complete the sentence:
“I started at ____ and counted ____ more to get ____.”
- **Student Reflection:** Circle a face → 😊 I can do this / 😐 I need more practice / ☹️ I'm still not sure.

Materials, Tools, and Resources (tech or non-tech):

Teacher created video

Counters or cubes

Number line mats or chart

Task cards with addition problems

Math journals and pencils

Dice for partner games

Whiteboards and markers

Optional tech: Into Math online resources, math practice apps (e.g., Boom Cards, ABCya Counting On)

List any academic learning standards met in this lesson/project:

NY-OA.1.6a: Add and subtract within 20 using strategies such as counting on.

NY-OA.1.1: Use addition and subtraction within 20 to solve word problems.



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NY-MP.1: Make sense of problems and persevere in solving them.

NY-MP.3: Construct viable arguments and critique the reasoning of others.

APPLICATION OF PROJECT TRANSFORMATION & NYSED LTG PRIORITIES

Please check all that apply to this lesson:

Playlist to Support Self-Paced Progress

- ☒ Resources and ideas shared by Dr. Catlin Tucker's self-paced playlist are applied in this lesson

Culturally Responsive Sustaining Classroom and Socio-Economic Identity

- ☒ Resources and ideas shared by Dr. Meredith Madden are applied to this lesson

Assessment & Grading

- ☒ Resources and ideas shared by Becky Peppler regarding student assessment and grading are applied to this lesson.

Modern Classrooms Project Checklist (check all that apply to this lesson/project):

- ☒ Lesson Objectives
- ☒ Exit Tickets
- ☒ Blended Learning
- ☒ Mastery-Based Learning
- ☒ Self-Pacing
- ☐ Launching MCP with Learners

NYSED [Computer Science and Digital Fluency Standards](#) (check all that apply to this lesson/project):

- ☒ Impacts of Computing
- ☒ Computational Thinking
- ☒ Networks & System Design
- ☐ Cybersecurity
- ☐ Digital Literacy