

Objective

Explore “counting on” using a number line.

Common Core State Standards

- **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Counting and Cardinality

Counting On

“Counting on” is an important skill for young children to master because it is a prerequisite for understanding addition. Children need to understand that if they begin with a certain number and count on a given number of places, they will reach a larger number.

Try It! Perform the Try It! activity on the next page.

Talk About It

Discuss the Try It! activity.

- Display the 0–10 Number Line (BLM 1). **Ask:** *If we start at zero and count to the right (point to zero and move your finger to the right), are the numbers getting bigger or smaller? How do you know?*
- **Ask:** *If we start at zero and count up two steps (point to zero and move your finger to the right until you end up on the number 2), where do we end up? How do you know?* (Continue this type of questioning with other numbers.)

Solve It

With children, reread the problem. Have children reuse the 0–10 Number Line from the activity to show the eight number jumps that Maya made, starting from zero. Then have them draw a picture next to the number where Maya ended up.

More Ideas

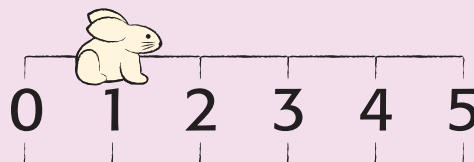
For other ways to teach about “counting on” using a number line—

- Children use 0–10 Number Lines (BLM 1) and Three Bear Family® Counters to demonstrate stories about the bear with at least two sets of steps. For example, **say:** *The bear started at three and took two steps. Then the bear took one more step.* **Ask:** *Where did it end up?*
- After children have mastered the skill of counting on using a number line, give each child two Frog Counters and one 0–10 Number Line. Then tell children where the frog started and where it ended up. Have children find out how many numbers the frog jumped.

Formative Assessment

Have children try the following problem.

The rabbit is on the number 1. If the rabbit hops four numbers, where will it land? Draw an X on the number line to show where the rabbit will land.



Try It! 10 minutes | Pairs

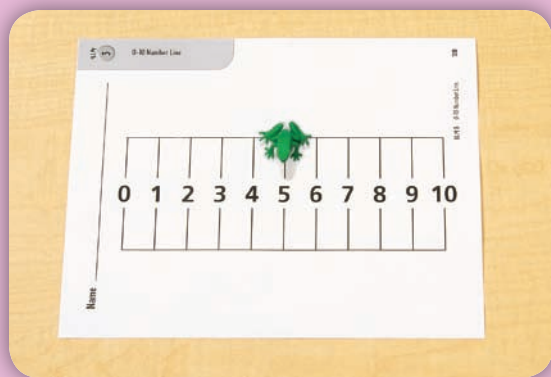
Here is a problem demonstrating counting on.

Maya's class is playing a game with a giant number line. They start at zero, a classmate tells them how many numbers to jump, and then they jump and tell where they ended up. Ken told Maya to jump 8 numbers. Where did Maya end up?

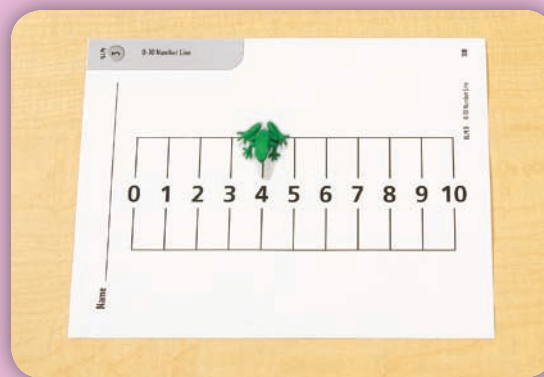
Introduce the problem. Then have children do the activity to solve the problem. Distribute Frog Counters and 0–10 Number Line (BLM 1) to children.

Materials

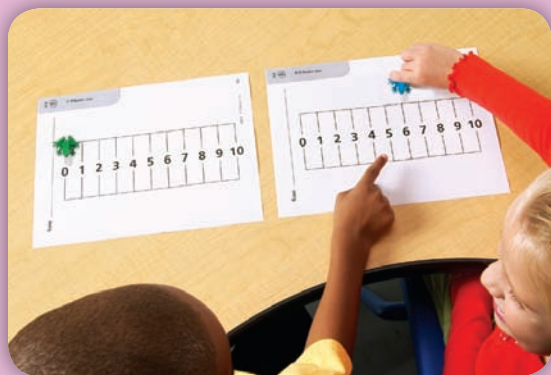
- Frog Counters (1 frog per child)
- 0–10 Number Line (BLM 1; 1 per child)



1. Have children place their frog on zero on their number line. Then have them show how their frog jumps five numbers. **Say:** *Count as your frog jumps.* **Ask:** *Where did the frog end up after jumping five numbers?*



2. Have children place their frog on number 1 on their number line. Then have them show how their frog jumps three numbers. **Say:** *Count as your frog jumps.* **Ask:** *Where did the frog end up after jumping three numbers from number 1?*



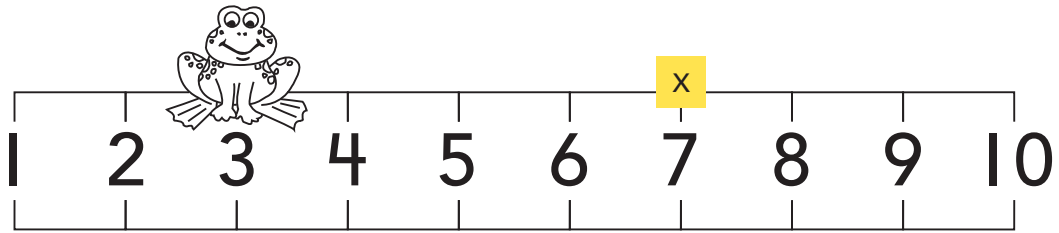
3. Instruct children to work with their partners and take turns telling where the frog should start and how many numbers it should jump. Then have children use the number line to show how many numbers the frog jumped and where it ended up.

! Look Out!

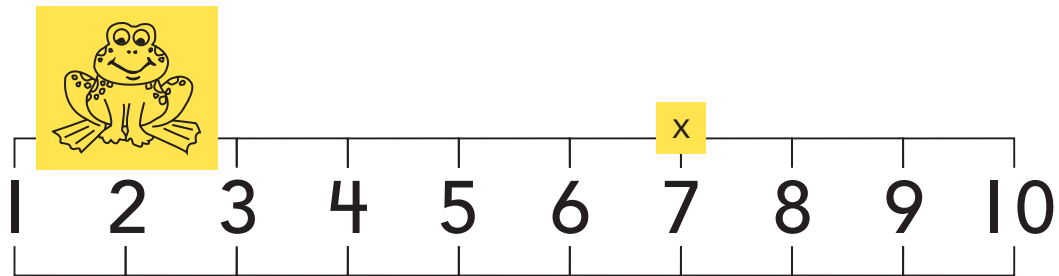
Watch out for children who start their frogs on the number 1 regardless of instructions because they are used to counting by starting with one. Remind children that they must start their frogs on the number you or their partners say and begin counting from that number.



1.



2.

**Directions**

1. The frog is on number 3. If the frog jumps four numbers, where will it land? Draw an X on the number line to show where the frog will land. 2. Place a frog on number 2. If the frog jumps five numbers, where will it land? Draw an X on the number line to show where the frog will land.



Answer Key

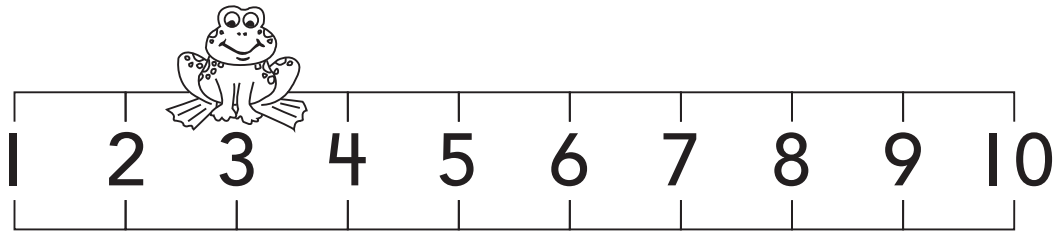
Check children's work.

Challenge

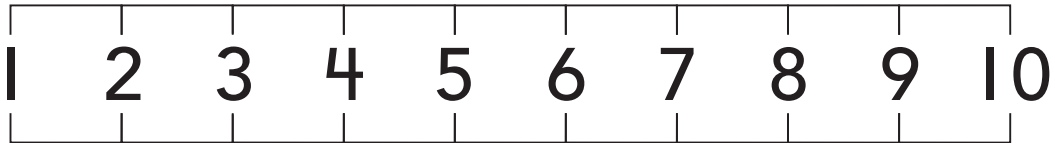
Draw a number line from 1 to 10. A ladybug started on number 5 and ended on number 8. Draw the ladybug's path on the number line. How many numbers did the ladybug fly?



1.

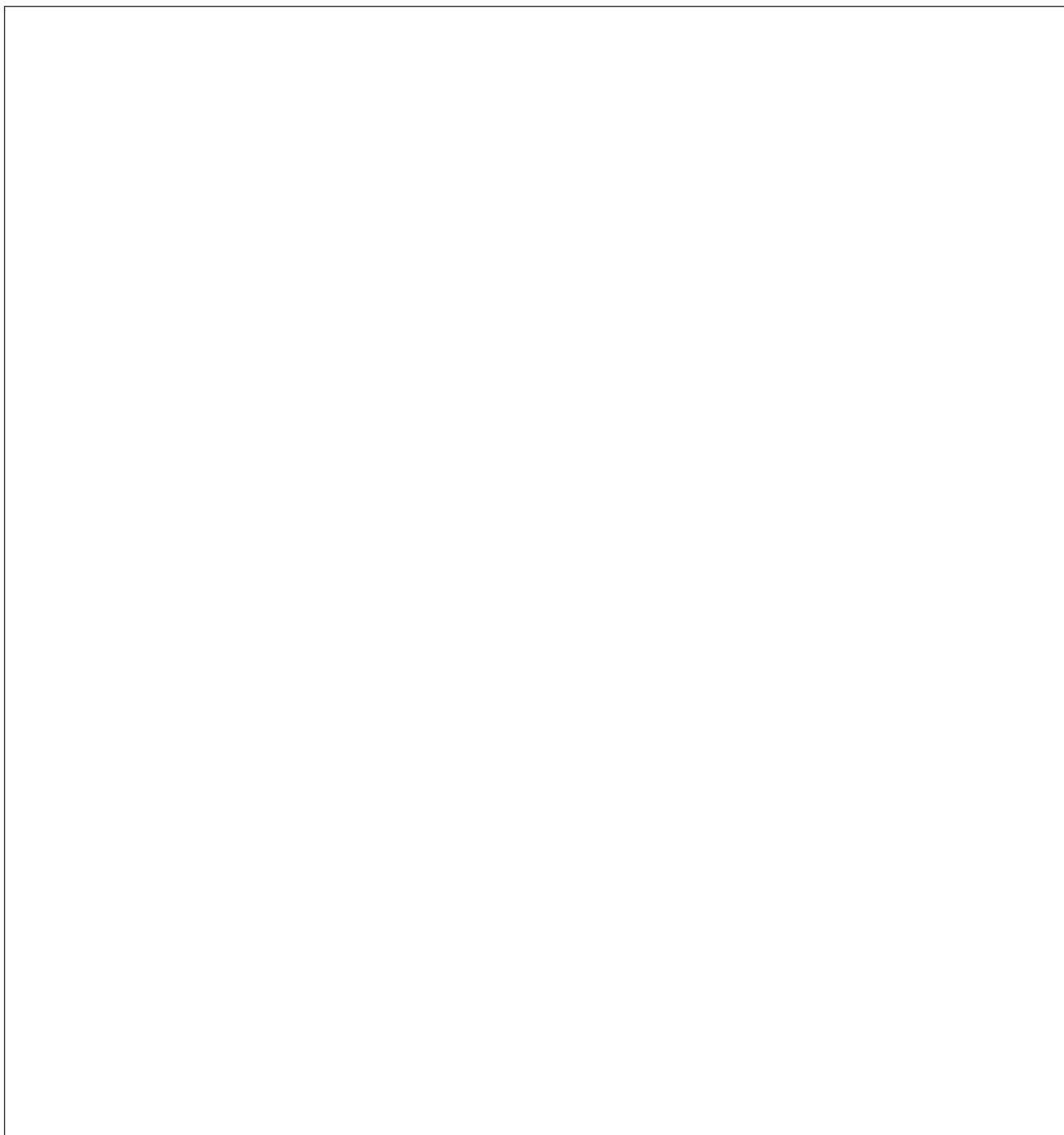


2.

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Name _____



Challenge

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