Transition: Moving from One-to-one Counting to Counting from One on Materials <u>and</u> by Imaging

Domain: Addition and Subtraction

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Achievement Objectives	Number and Algebra: Level One
	Number Strategies: • Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions Number Knowledge: • Know the forward and backward counting sequences of whole numbers to 100. • Know the groupings with five, within ten, and with ten. Equations and Expressions: • Communicate and explain counting, grouping, and equal-sharing strategies, using words, numbers and pictures. Patterns and Relationships: • Generalise that the next counting number gives the result of adding one object to a set and that counting the number of objects in a set tells how many.

Key Teaching Ideas	Example Problems	References	Knowledge being developed	Resources
The number of objects in the set stays the same, regardless of spatial arrangement (Key Idea #1)	Count them in the egg tray 1, 2, 3, 4 Count them on the tens frame 1, 2, 3, 4	***Teaching Addition, Subtraction, and Place Value (Book 5)*** Animals on the Farm (18)	Identify numbers in the range 0–20, at least.	***BSM*** 2-1-5, 6-1-7, 6-1-9, 6-3-2, 6-3-3, 6-3-4, 6-3-5, 6-3-6, 6-3-7, 6-3-22, 6-3-43, 6-3-44, 6-3-45, 6-3-46, 6-3-49, 6-3-50, 6-3-81, 6-3-83, 7-1-1, 7-1-2, 7-1-41, 7-1-42, 7-1-43, 7-3-4, 7-3-9, 7-3-45, 7-4-46, 8-1-4, 8-1-43, 8-1-44, 8-1-53, 11-1-6, 11-1-47, 11-1-82
Addition and subtraction problems that involve numbers up to five can be solved by physically counting all the objects from one or mentally counting the objects (Key Idea #2)	2 + 3 1 + 3 4 – 2 5 - 0	***Teaching Addition, Subtraction, and Place Value (Book 5)*** Adding and Subtracting with One Hand (19) ***BSM*** How Many Left Outside? 8-1-53 (28) Mini Skittles 8-1-85 (29)	Say the forward and backward number word sequences in the range 0–20, at least.	***Teaching Number Knowledge (Book 4)*** Counting (11) Number Line Flips (15)

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Addition and subtraction problems that involve five as one of the numbers can be solved by physically counting all the objects from one or mentally counting the objects (Key Idea #3)	5 + 2 3 + 5 7 – 5 10 - □ = 5	***Teaching Addition, Subtraction, and Place Value (Book 5)*** Murtles 5 and… (21) Fly Flip (21) Using Fives (22)	Order numbers in the range 0–20, at least.	***Teaching Number Knowledge (Book 4)*** Counting (11) Number Line Flips (15) ***BSM*** 7-1-4, 7-1-5, 7-1-46, 7-1-48, 7-1-81, 7-1-82, 7-3-3, 7-3-44, 8-1-6, 8-3-3, 8-3-4, 8-3-5, 8-3-44, 8-3-45, 8-3-46
Addition and subtraction problems that involve numbers up to ten can be solved by physically counting all the objects from one or mentally counting the objects (Key Idea #4)	3 + 4 2 + 6 7 – 5 9 – □ = 7	***Teaching Addition, Subtraction, and Place Value (Book 5)*** Adding and subtracting with counters or hands (23) ***BSM*** Setting foot on Cigol 9-1-14 (41) Milking the Cows 9-3-13 (122)	Instantly recognise patterns to ten (doubles and five based), including finger and tens frame patterns.	***BSM*** 7-1-49, 7-1-50, 7-1-51, 7-1-83, 8-1-5, 8-1-7, 8-1-46, 8-1-47, 8-1-48, 8-1-49, 8-1-82, 9-1-6, 9-1-12, 9-1-13, 9-1-43, 9-1-44, 9-1-50, 9-1-51, 9-1-52, 9-1-53, 9-1-54, 9-1-85, 9-1-86
Addition and subtraction problems that involve ten as one of the numbers can be solved by physically counting all the objects from one or mentally counting the objects (Key Idea #5)	7 + □ + 10 10 – 3 = □	***Teaching Addition, Subtraction, and Place Value (Book 5)*** Making Tens (25)	Recall facts within five and doubles to ten.	
Place value is developed by connecting physical models, words, and symbols (Key Idea #6)	Bundling the tens in 15 sticks and finding 1 bundle of ten and 5 left over. 15 is one ten and 5 ones	***Teaching Addition, Subtraction, and Place Value (Book 5)*** Read Say Do: 10-19 (26) ***BSM*** Our System 9-19 (30) Houses for Earthlings 9-1-10 (31) Place-value Snap 9-1-48 (32)		

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