

Representing count-on facts

Preparation

Each pair of students will need:

- access to general classroom resources (for example, counters, dominoes, five-frames, connecting cubes, links)

Investigation

How many different ways could our class represent a count-on fact?

Activity

Organize students into pairs. Project slide 1 and read the investigation question. Ask, **What is a count-on fact? How many different count-on facts do you know?** If needed review what a count-on fact is. Explain to the students that they must choose a count-on fact that has a total of ten or less. As a class discuss the steps and materials needed to investigate the question. If needed, write the information on the board. Allow time for students to discuss how they are going to solve the investigation. Have the students work on their representations in their pairs. Bring the class back together and have them share their solutions. Make a list of the different representations on the board. Some examples might include: equations, word story, counters, cubes, pictures, fingers, and five-frames.