



RELATED COUNTING

Counting On & Counting Back

1ST GRADE


$$18 - 5 = \underline{\quad}$$
$$15 + 5 = \underline{\quad}$$


$$9 - 6 = \underline{\quad}$$
$$8 + 6 = \underline{\quad}$$



FINISH
SUN

START
MERCURY

VENUS

EARTH

MARS

JUPITER

SATURN

URANUS

NEPTUNE

GALAXY EXPLORERS

Solve equations and follow the stars to reach the sun first!

GALAXY EXPLORERS

Directions:

- Decide who will go first by having each player roll the die. The player who rolls the highest number goes first. The player who rolls the second highest number goes second. The player who rolls the third highest number goes third. The player who rolls the lowest number goes last.
- Start on the planet, Mercury.
- When you land on a planet, draw a card from that planet's card pile.
- Solve the two equations on the card.
- If you solve the equations correctly, move along the star pathway to the next planet.
- If you solve the equation incorrectly, stay on the same planet and try again next turn.
- The first player to reach the sun wins!

CCSS
ALIGNED
1.OA.C.5



COMPLETE UNIT INCLUDES VIDEO SONG, ANCHOR CHARTS, WORKSHEETS, CENTERS, & ASSESSMENT





Make Learning Fun!
Original song and
video to introduce and
reinforce the skill.

Sum

$$13 + 4 = 17$$

$$15 - 9 = 6$$

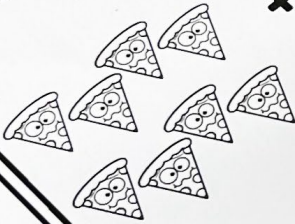
Pizza Party Count All

Name: _____

Date: _____

Directions: Count all the pizza slices to find the sum.

1.



+

$= 12$

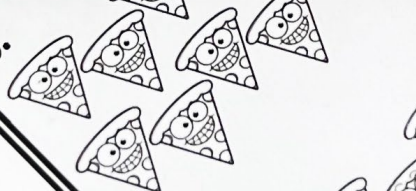
2.



+

$= 12$

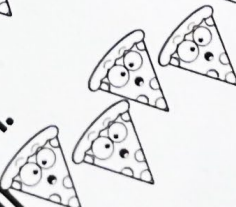
3.



+

$= 15$

4.



+

$=$

7.

$= 15$

8.



+

$= 12$

$= 5$





Count back by crossing off the basketballs to find the difference!

$$6 - 4 = 2$$

$$8 - 5 = 3$$

$$7 - 4 = 3$$

$$9 - 4 = 5$$

We can Count On for addition and Count Back for subtraction to make math easier!

$$6 - 5 = 1$$

$$7 - 5 = 2$$

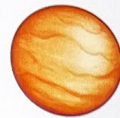
$$8 - 5 = 3$$

$$9 - 5 = 4$$

All can make addition subtraction take a long

Count On

Count Back



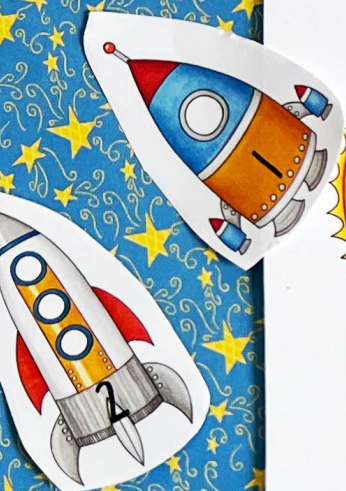
$18 - 5 = \underline{\quad}$

$15 + 5 = \underline{\quad}$

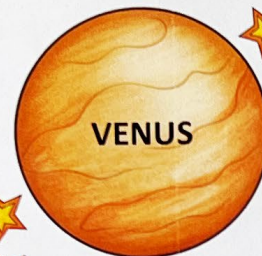
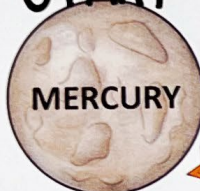


$9 - 6 = \underline{\quad}$

$8 + 6 = \underline{\quad}$

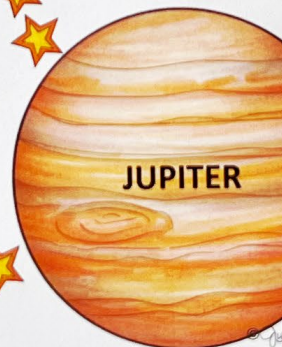
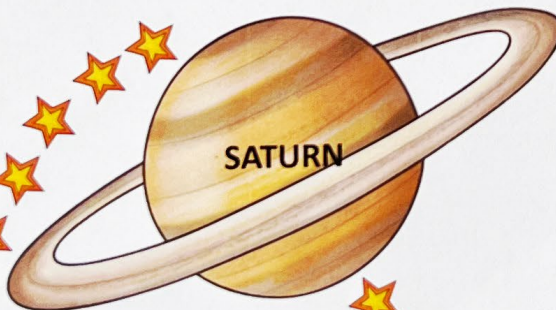
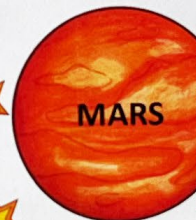


START



GALAXY EXPLORERS

Solve equations and follow the stars to reach the sun first!



RELATE COUNTING

1. Pedagogy
2. Lesson Plans
3. Vocabulary Cards
4. Song
5. Doubles 10 Frame Print Offs
6. Count All Worksheet
7. Anchor Chart: Count On
8. Count On with Manipulatives Worksheet
9. Grab Bag Addition - Teacher/Student
10. Count On Coloring Worksheet
11. Anchor Chart: Count Back
12. Count Back with Manipulatives Worksheet
13. Grab Bag Subtraction - Student/Student
14. Count Back Coloring Worksheet
15. Mini-book
16. Galaxy Explorers Game
17. Problem Solver
18. Quiz
19. BONUS ACTIVITY: Outdoor Classroom Count On and Count Back

Relate Counting

The standard of relating counting to addition and subtraction is essentially rooted in counting all, counting on, and counting back. While students do need to know how to count all, the goal of this standard is to transition them from relying on counting all and move to using counting on and counting back strategies instead. Being able to count on and count back brings necessary efficiency to each student's repertoire, and it also sets them up for more success in future units.

This unit has a scaffold approach to advancing student learning. Students will begin refreshing with counting all, then they will advance into counting on using manipulatives, and then to counting on using mental math. The unit follows this same progression for counting back. Seeing as counting on and counting back can all blur together with basic manipulatives, this unit seeks to elevate the experience by using different snacks as manipulatives to foster student interest. This unit provides the building blocks of an essential skill students need to be successful in first grade mathematics and beyond. In addition to the standard unit, there is also an opportunity for an outdoor learning experience that can build student investment and interest in the content.

Students will develop an understanding of how counting on and counting back is far more efficient than counting all. Students will master how to count on both with manipulatives and using mental math. Students will also master counting

back with manipulatives and using mental math.

Relate Counting

Day 1: Introduce Relate counting to addition and subtraction by counting all

Mini Lesson: Introduce the purpose of the lesson today: to solve addition and subtraction equations by counting all.

- Introduce the unit vocabulary cards.
- Watch the counting strategy song.
- Explain to students they will be doing something they are already great at - counting! Let students know that they will be counting all to solve equations today to help refresh their counting memory.
- Model solving 4 equations - 2 addition and 2 subtraction - by counting all using manipulatives and a double 10 frame.
 - i.e., $12 + 6$, you put out 12 counters, then you put out 6 counters. Then you count them all together to find the sum, 18.
 - i.e., $15 - 7$, put out 15 counters, count out 7 of them and take those away. Then count the counters left to find the difference, 8.

Guided Practice: Pass out double 10 frames to students. Write 4 equations on the board, 2 addition and 2 subtraction, and work as a class to solve the equations by counting all. Have students share out their answers and explain their process.

Independent Practice: Students can use their double 10 frames and complete the counting all worksheet.

Day 2: Counting on using manipulatives

Mini Lesson: Introduce the purpose of the lesson today: to solve addition equations by counting on using manipulatives.

- Review the unit vocabulary cards.
- Watch the counting strategy song.
- Introduce the "Counting On" anchor chart.
- Model solving 3-4 addition equations using the count on strategy with counters. . Place emphasis on how you build the largest number, then count on as you add the additional counters to find the sum. Highlight how much more efficient this is than counting all.

Day 2 continued . . .

Guided Practice: Introduce the manipulative of raisins. Be sure that students have at least 20 each. Make sure students have their double 10 frames. Write 4 equations up on the board. Work together as a class to solve the equations using the count on strategy with raisins.

Independent Practice: Students complete the count on worksheet. They can either continue to use the raisins, or you can let them munch on their raisins while they use counters to help them with the worksheet.

Day 3: Counting on in our heads

Mini Lesson: Introduce the purpose of the lesson today: to solve addition equations by counting on in our heads.

- Review the unit vocabulary cards.
- Watch the counting strategy song.
- Review the “Counting On” anchor chart.
- Write an addition equation on the board. Ask a student to come up and model how to solve the equation. Provide them with counters to use as an aid.
- Model solving 3 more addition equations using the count on strategy with mental math. Place emphasis on how you start with the largest number and just begin counting there, counting on to find the sum.

Guided Practice: Place students in pairs to play “Grab Bag Pairs.” The teacher will have an opaque bag; a brown paper bag works best. The bag will have equation cards. Each card will have 5 addition equations on it. Call up the pairs one at a time and have one of the students close their eyes and reach their hands in the grab bag and pull out an equation card. Once everyone has their equation cards you can say “GO” and the pairs will work on counting on to solve their equations. Once everyone has finished, have a few pairs share out and model how they solved one of their equations.

Independent Practice: Students complete the counting on coloring worksheet.

Day 4: Counting Back with manipulatives

Mini Lesson: Introduce the purpose of the lesson today: to solve subtraction equations by counting back with manipulatives.

- Review the unit vocabulary cards.
- Watch the counting strategy song.
- Introduce the “Counting Back” anchor chart.
- Model solving 4 subtraction equations using the counting back strategy with manipulatives. Place emphasis on how you start with the largest number, then count back as you take counters away to find the difference. Highlight how much more efficient this is than counting all.

Guided Practice: Introduce the manipulative of M&M's. Be sure that students have at least 20 each. Make sure students have their double 10 frames. Write 4 equations up on the board. Work together as a class to solve the equations using the counting back strategy with M&M's.

Independent Practice: Students complete the counting back worksheet. They can either continue to use the M&M's, or you can let them munch on their M&M's while they use counters to help them with the worksheet.

Day 5: Counting back in our heads

Mini Lesson: Introduce the purpose of the lesson today: to solve subtraction equations by counting back in our heads.

- Review the unit vocabulary cards.
- Watch the counting strategy song.
- Review the “Counting Back” anchor chart.
- Write a subtraction equation on the board. Ask a student to come up and model how to solve the equation. Provide them with counters to use as an aid.
- Model solving 3 more subtraction equations using the count on strategy with mental math. Place emphasis on how you start with the largest number and begin there, counting back to find the difference.

Day 5 continued . . .

Guided Practice: Similar to the game they played on day 3, “Grab Bag Pairs,” students will work in pairs. Each pair will have a brown paper bag with 6 equation slips inside. Each slip will just have 1 subtraction equation on it. Student one closes their eyes and draws out one equation as student two holds the bag. Student one solves their equations by counting back mentally. Then they switch, and student one holds the bag while student two draws out an equation slip and solves. Come back whole group and have a few pairs share how they solved an equation.

Independent Practice: Students complete the counting back color worksheet.

Day 6: Counting On and Counting Back

Mini Lesson: Introduce the purpose of the lesson today: to solve addition and subtraction equations by either counting on or counting back.

- Review the unit vocabulary cards.
- Watch the counting strategy song.
- Review the “Counting On” and “Counting Back” anchor charts.
- Model solving 1 addition and 1 subtraction equation by counting on and counting back. Solve both equations by drawing circles instead of using manipulatives, adding more circles as you count on and crossing circles off as you count back.

Guided Practice: Introduce the mini-book. Highlight the pages that ask students to show their work by drawing circles and the pages that ask students to solve the equations mentally.

Independent Practice: Students complete the mini-books.

Day 7: Review Counting On and Counting Back

Mini Lesson: Introduce the purpose of the lesson today: to solve addition and subtraction equations by counting on and counting back.

- Review the unit vocabulary cards.
- Watch the counting strategy song.
- Review the “Counting On” and “Counting Back” anchor charts.
- Introduce and teach the Galaxy Explorers Game.

Day 7 continued . . .

Guided Practice: Students play the Galaxy Explorers Game.

Independent Practice: Students complete the problem solvers.

Day 8: Related Counting with Addition and Subtraction; Counting On and Counting Back

Mini Lesson: Introduce the purpose of the lesson today: to solve addition and subtraction equations by either counting on or counting back.

- Review the unit vocabulary cards.
- Watch the counting strategy song.
- Review the “Counting On” and “Counting Back” anchor charts.

Guided Practice: Optional to have students play the Galaxy Explorers Game from the day before.

Independent Practice: Counting On and Counting Back Quiz

***BONUS Outdoor Classroom Bonus Activity:** This is an additional activity you can substitute on the review day or add in as an additional lesson day. The activity requires the class to be taught outside, using leaves and nature observations.

Counting Strategy Song

The counting song, the counting song
let's all count and sing along

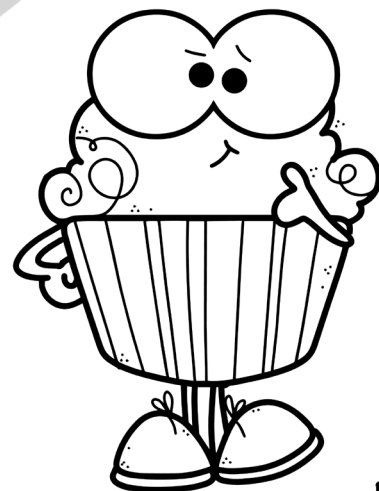


The counting song, the counting song
let's all count and sing along

When you have two numbers and add them up
All you need do to is count on to get the sum
Start with the bigger number and then add the small one
Counting on is easy and it's also really fun

The counting song the counting song
let's all count and sing along

The counting song, the counting song
let's all count and sing along

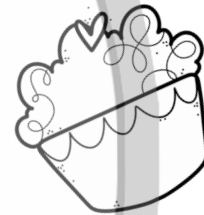


When you have two numbers you will have to subtract
All you really need to do is simply count back
Start with the bigger number and then minus the small one
Counting back is easy and also really fun

The counting song the counting song
let's all count and sing along



The counting song, the counting song
let's all count and sing along



The counting song the counting song
We can count back or we can count on



The counting song the counting song
We can count back or we can count on

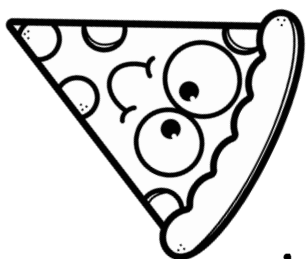
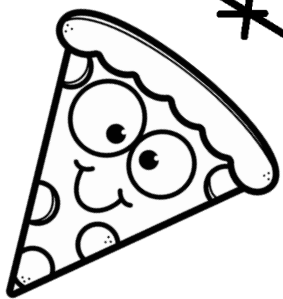


Name: _____

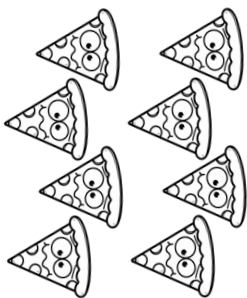
Date: _____

Pizza Party Count All

Directions: Count all the pizza slices to find the sum.



1.



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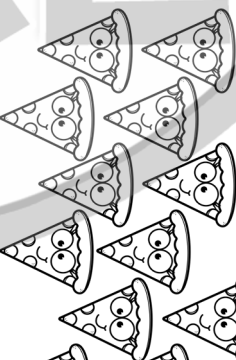


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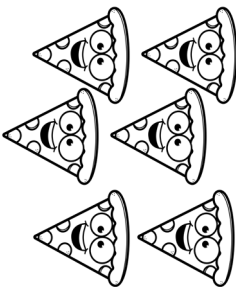


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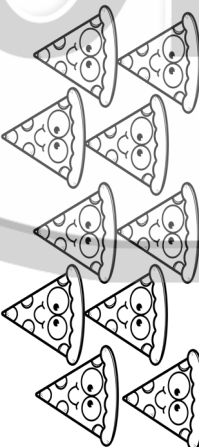


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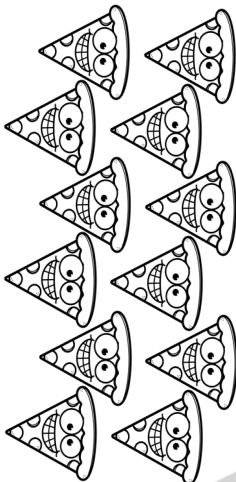


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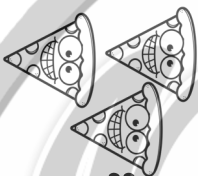


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3.

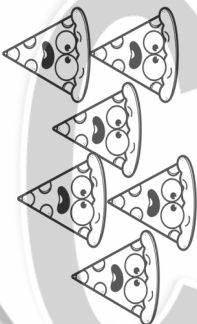


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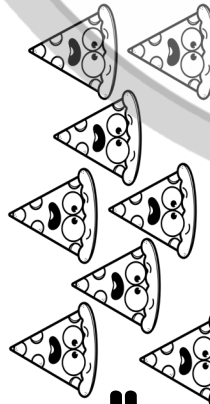


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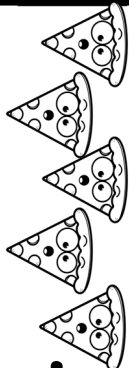


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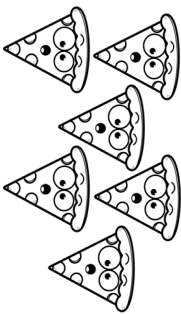


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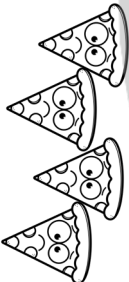


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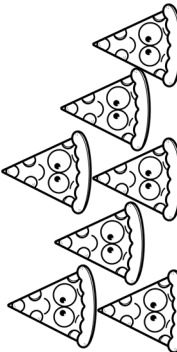


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Count On

Count on from a number to make addition easier!

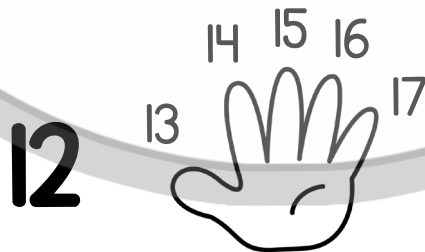


Start with the biggest number in the equation, and then count on the smaller number to find the sum!

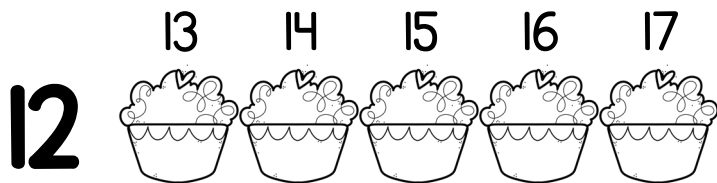
Biggest Number

$$12 + 5 = \underline{\quad}$$

Count on the smaller number to find the sum!




The sum is 17!

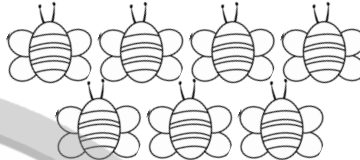


Name: _____ Date: _____

Count On


Directions: Count on to find the sum.

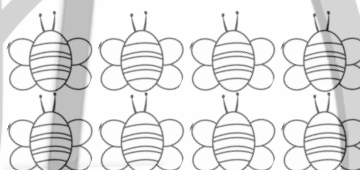
1. $3 +$  $=$ _____

2. $9 +$  $=$ _____


3. $11 +$  $=$ _____

4. $15 +$  $=$ _____

5. $7 +$  $=$ _____


6. $10 +$  $=$ _____


7. $14 +$  $=$ _____

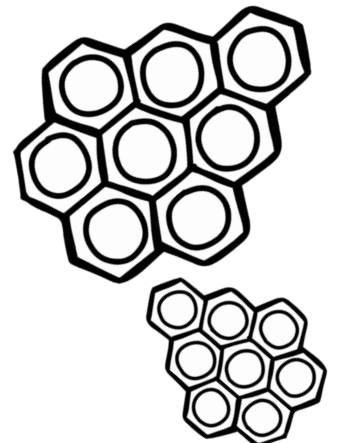
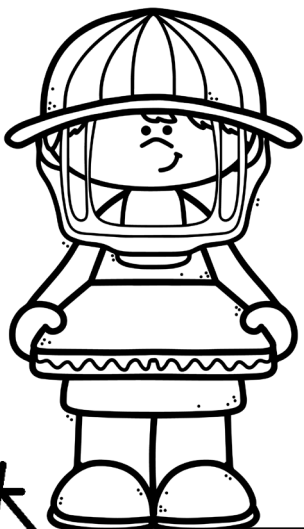
8. $9 +$  $=$ _____

9. $8 +$  $=$ _____

10. $16 +$  $=$ _____

11. $6 +$  $=$ _____

12. $12 +$  $=$ _____



Grab Bag Addition Teacher-Student

Directions:

- Print and cut out equation cards. Print enough sets so each pair will be able to have one card.
- Place all the equation cards into a brown paper bag.
- Place students in pairs.
- Call up the pairs one at a time and have one of the students close their eyes and reach their hands in the grab bag and pull out an equation card.
- Once everyone has their equation cards you can say "GO" and the pairs will work on counting on to solve their equations.
- Once everyone has finished, have a few pairs share out and model how they solved one of their equations.

1. $14 + 5 = \underline{\hspace{2cm}}$

2. $12 + 7 = \underline{\hspace{2cm}}$

3. $9 + 8 = \underline{\hspace{2cm}}$

4. $11 + 6 = \underline{\hspace{2cm}}$

5. $6 + 5 = \underline{\hspace{2cm}}$

1. $16 + 4 = \underline{\hspace{2cm}}$

2. $13 + 5 = \underline{\hspace{2cm}}$

3. $8 + 8 = \underline{\hspace{2cm}}$

4. $9 + 6 = \underline{\hspace{2cm}}$

5. $12 + 4 = \underline{\hspace{2cm}}$

1. $10 + 7 = \underline{\hspace{2cm}}$

2. $11 + 8 = \underline{\hspace{2cm}}$

3. $15 + 4 = \underline{\hspace{2cm}}$

4. $14 + 6 = \underline{\hspace{2cm}}$

5. $9 + 7 = \underline{\hspace{2cm}}$

1. $13 + 5 = \underline{\hspace{2cm}}$

2. $8 + 5 = \underline{\hspace{2cm}}$

3. $7 + 4 = \underline{\hspace{2cm}}$

4. $15 + 3 = \underline{\hspace{2cm}}$

5. $11 + 8 = \underline{\hspace{2cm}}$

1. $12 + 6 = \underline{\hspace{2cm}}$

2. $6 + 5 = \underline{\hspace{2cm}}$

3. $7 + 5 = \underline{\hspace{2cm}}$

4. $16 + 3 = \underline{\hspace{2cm}}$

5. $13 + 7 = \underline{\hspace{2cm}}$

1. $9 + 7 = \underline{\hspace{2cm}}$

2. $14 + 5 = \underline{\hspace{2cm}}$

3. $13 + 5 = \underline{\hspace{2cm}}$

4. $11 + 8 = \underline{\hspace{2cm}}$

5. $10 + 7 = \underline{\hspace{2cm}}$

1. $12 + 8 = \underline{\hspace{2cm}}$

2. $16 + 2 = \underline{\hspace{2cm}}$

3. $9 + 9 = \underline{\hspace{2cm}}$

4. $13 + 6 = \underline{\hspace{2cm}}$

5. $7 + 4 = \underline{\hspace{2cm}}$

1. $17 + 2 = \underline{\hspace{2cm}}$

2. $11 + 9 = \underline{\hspace{2cm}}$

3. $10 + 4 = \underline{\hspace{2cm}}$

4. $8 + 5 = \underline{\hspace{2cm}}$

5. $15 + 3 = \underline{\hspace{2cm}}$

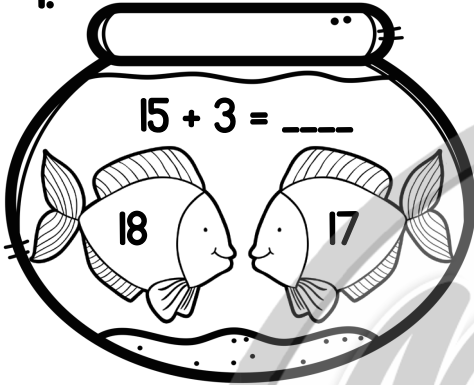
ADDITION EQUATION CARDS

Name: _____ Date: _____

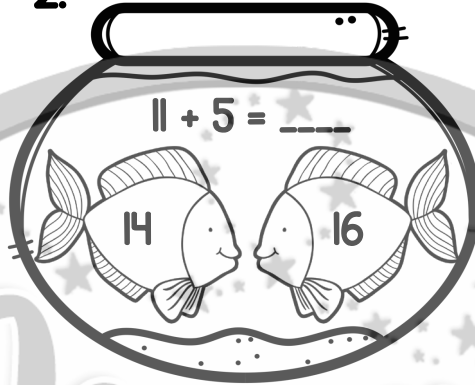
Count On Coloring

Directions: Count on to find the sum and color the fish with the correct answer.

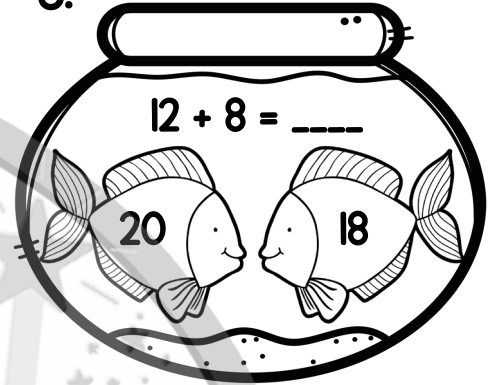
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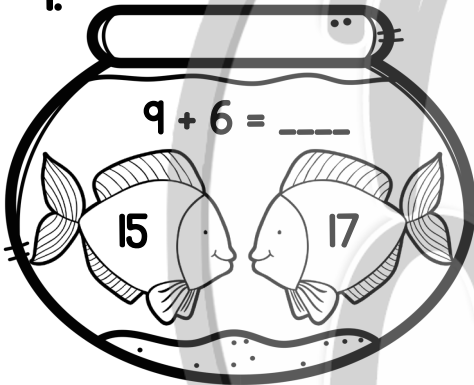
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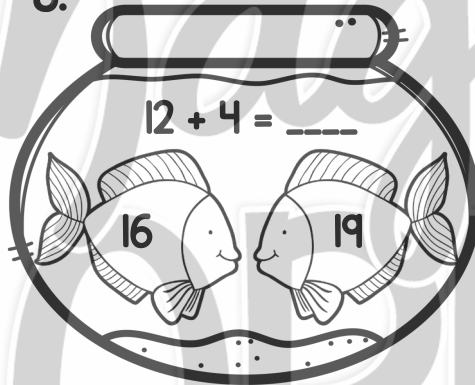
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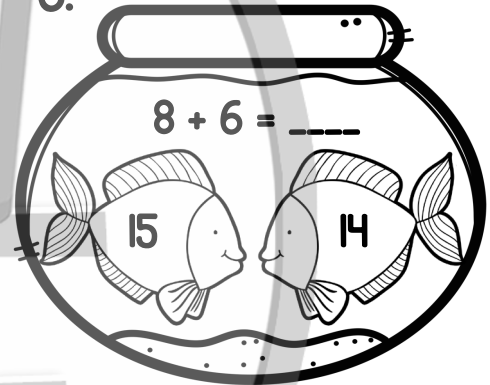
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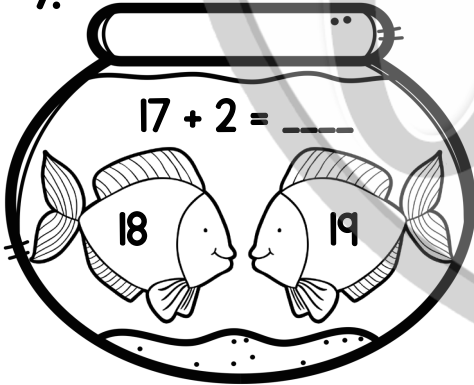
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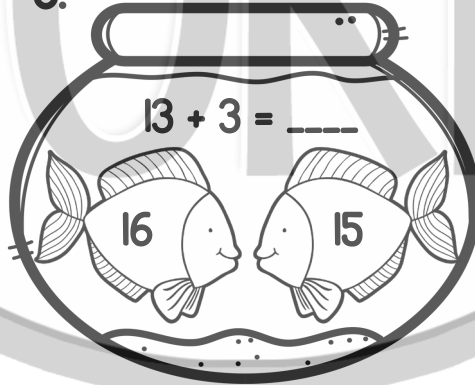
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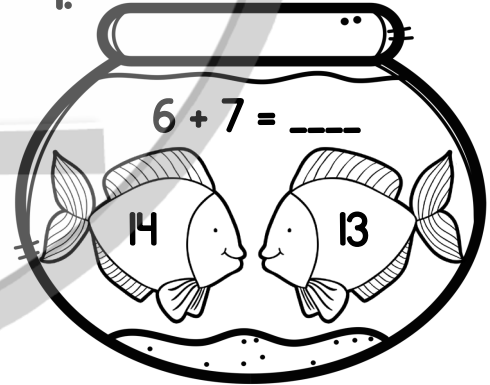
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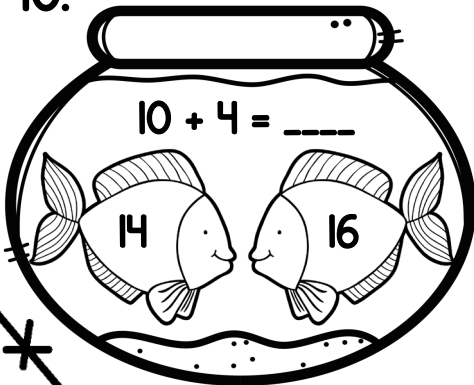
8.



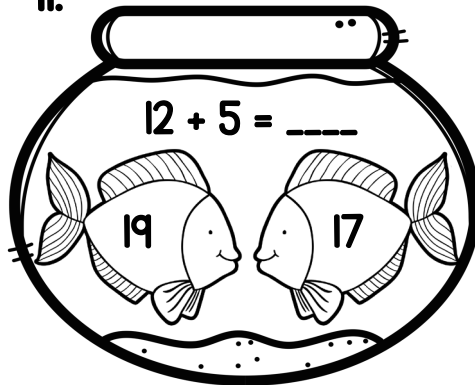
9.



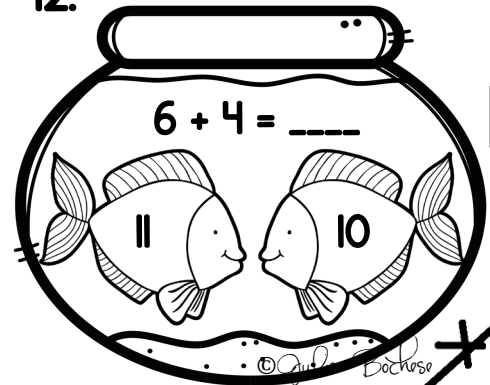
10.



11.



12.



Count Back

Count back from a number to make subtraction easier!

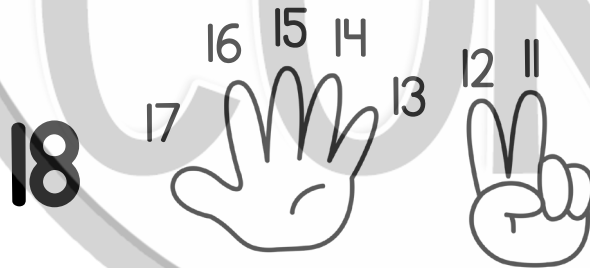
Start with the biggest number in the equation, and then count back the smaller number to find the difference!



Biggest Number

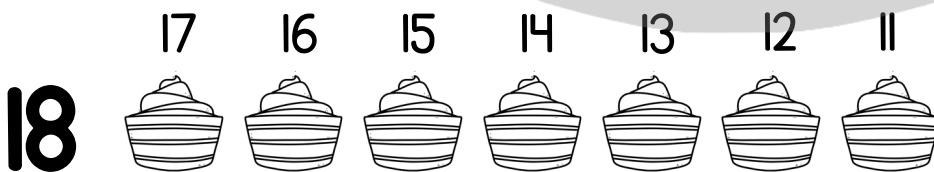
$$\textcircled{18} - 7 = \underline{\quad}$$

Count back the smaller number to find the difference!



The difference is

11!

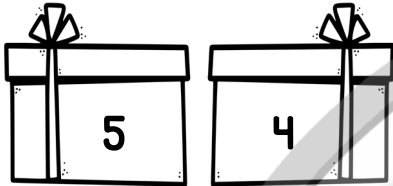


Name: _____ Date: _____

Count Back Coloring

Directions: Count back to find the difference and color the gift with the correct answer.

1. $10 - 6 = \underline{\quad}$



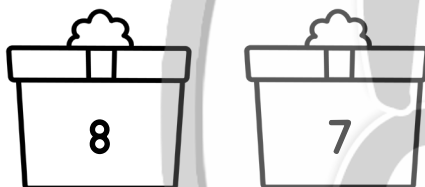
2. $19 - 4 = \underline{\quad}$



3. $11 - 8 = \underline{\quad}$



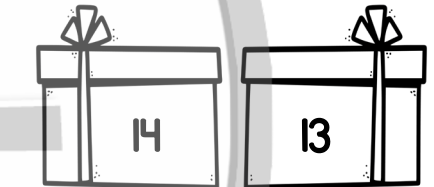
4. $16 - 9 = \underline{\quad}$



5. $10 - 9 = \underline{\quad}$



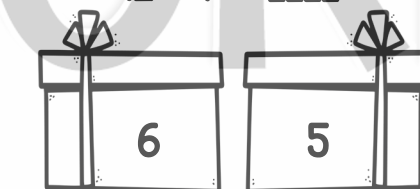
6. $18 - 5 = \underline{\quad}$



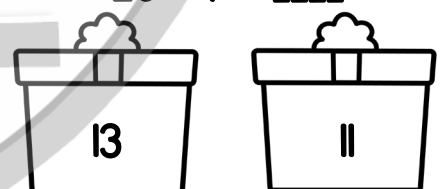
7. $15 - 3 = \underline{\quad}$



8. $12 - 7 = \underline{\quad}$



9. $20 - 7 = \underline{\quad}$



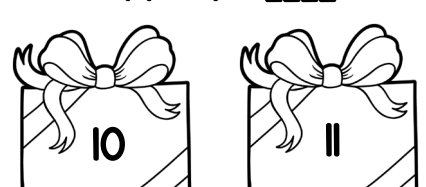
10. $16 - 3 = \underline{\quad}$



11. $17 - 8 = \underline{\quad}$



12. $14 - 4 = \underline{\quad}$



Count On Count Back

Playground Fun

Count
On!



Count Back!



By: _____

Date: _____

Counting All can make addition and subtraction take a long time . . .



Count On

$$14 + 5 = 19$$

14



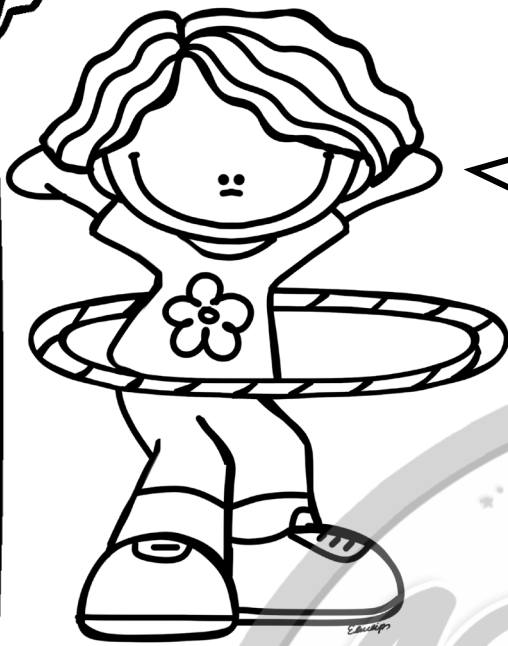
$$16 - 5 = 11$$



Count Back



We can Count On for addition and Count Back for subtraction to make math easier!



Count On with
the hula hoops
to find the
sum!

$$9 + \begin{array}{cccc} \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} \\ \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} \end{array} = \underline{\hspace{2cm}}$$

$$13 + \begin{array}{cccccc} \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} \end{array} = \underline{\hspace{2cm}}$$

$$10 + \begin{array}{cccccc} \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} \\ & \text{hoop} & \text{hoop} & \text{hoop} & & \end{array} = \underline{\hspace{2cm}}$$

$$15 + \begin{array}{ccc} \text{hoop} & \text{hoop} & \text{hoop} \end{array} = \underline{\hspace{2cm}}$$

$$12 + \begin{array}{cccccc} \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} \\ & & \text{hoop} & \text{hoop} & & \end{array} = \underline{\hspace{2cm}}$$

$$7 + \begin{array}{cccc} \text{hoop} & \text{hoop} & \text{hoop} & \text{hoop} \end{array} = \underline{\hspace{2cm}}$$

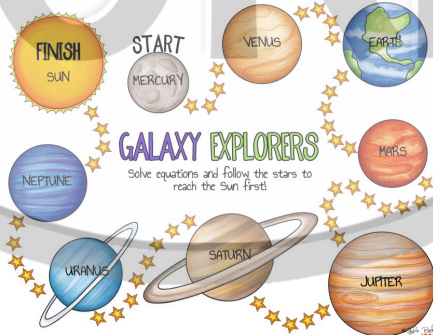
Galaxy Explorers Game

Directions:

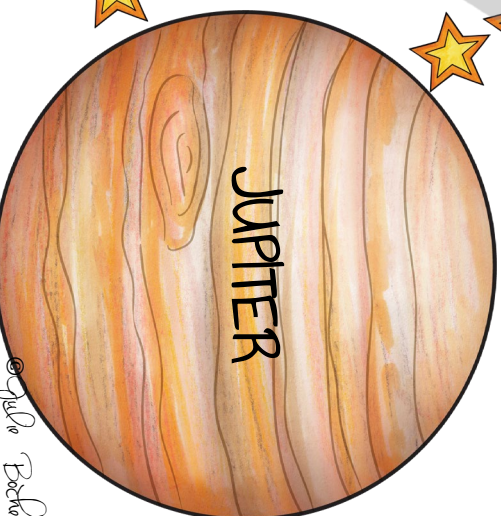
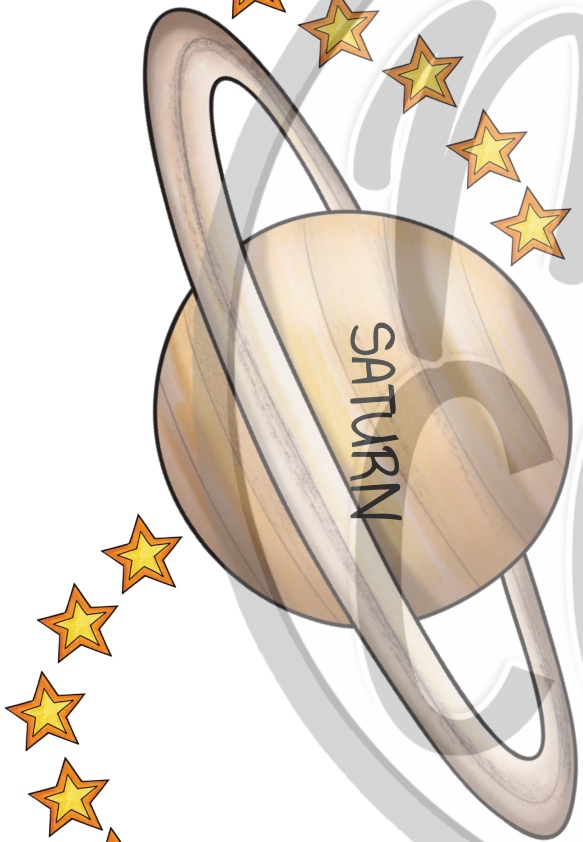
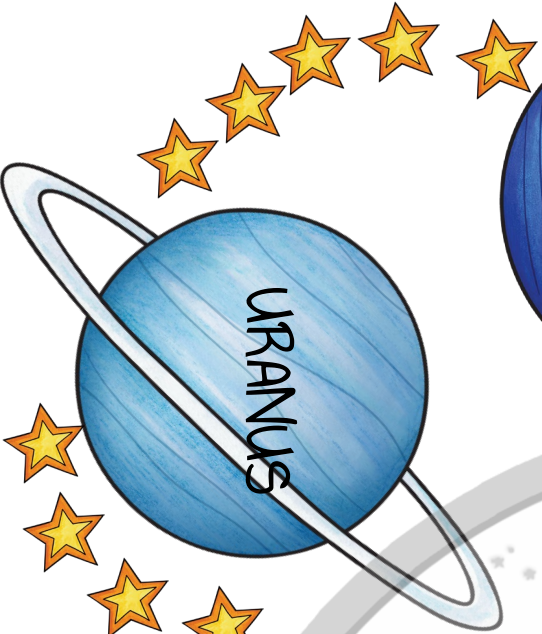
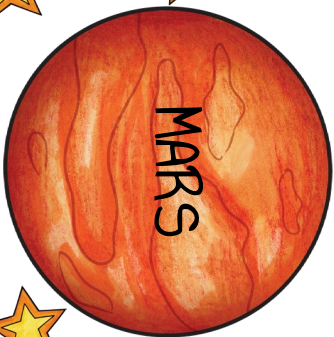
1. Print, cut out, and laminate the game board, directions and player markets, and the planet equation cards.
2. Place the game board, your chosen player markers, planet equation cards, directions, and a die in a large Ziploc bag.
3. This game can be played with 2-4 players.
4. See the direction card for specific details on how to play the game.

Label

Galaxy Explorers Game



Directions: Take turns solving equations at each planet. If you are correct, go to the next planet. If you are incorrect, try again. The first player to the sun wins!



GALAXY EXPLORERS

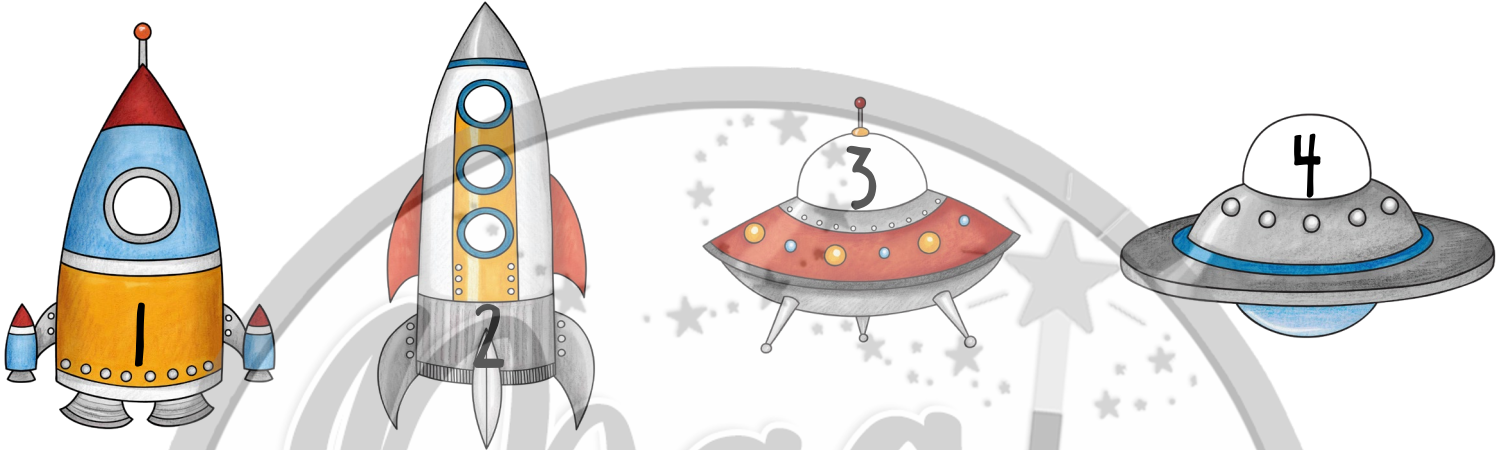
Solve equations and follow the stars to reach the sun first!



Player Markers

Optional to have the students use these spacecraft cutouts as their markers.

Another option is to use a manipulative.



GALAXY EXPLORERS

Directions:

- Decide who will go first by having each player roll the die. The player who rolls the highest number goes first. The player who rolls the second highest number goes second. The player who rolls the third highest number goes third. The player who rolls the lowest number goes last.
- Start on the planet, Mercury.
- When you land on a planet, draw a card from that planet's card pile.
- Solve the two equations on the card.
- If you solve the equations correctly, move along the star pathway to the next planet.
- If you solve the equation incorrectly, stay on the same planet and try again next turn.
- The first player to reach the sun wins!



$13 - 9 = \underline{\quad}$

$11 + 5 = \underline{\quad}$



$9 - 6 = \underline{\quad}$

$8 + 6 = \underline{\quad}$



$15 - 9 = \underline{\quad}$

$10 + 3 = \underline{\quad}$



$18 - 4 = \underline{\quad}$

$7 + 5 = \underline{\quad}$



$20 - 6 = \underline{\quad}$

$13 + 6 = \underline{\quad}$



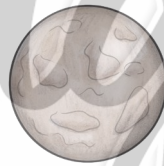
$11 - 7 = \underline{\quad}$

$12 + 4 = \underline{\quad}$



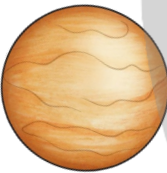
$17 - 9 = \underline{\quad}$

$14 + 3 = \underline{\quad}$



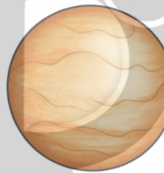
$10 - 8 = \underline{\quad}$

$11 + 8 = \underline{\quad}$



$14 - 5 = \underline{\quad}$

$9 + 4 = \underline{\quad}$



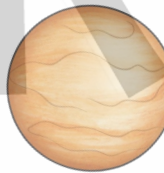
$18 - 5 = \underline{\quad}$

$15 + 5 = \underline{\quad}$



$16 - 5 = \underline{\quad}$

$12 + 7 = \underline{\quad}$



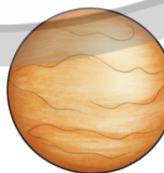
$20 - 4 = \underline{\quad}$

$13 + 2 = \underline{\quad}$



$17 - 5 = \underline{\quad}$

$7 + 6 = \underline{\quad}$



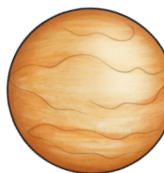
$17 - 4 = \underline{\quad}$

$9 + 7 = \underline{\quad}$



$14 - 6 = \underline{\quad}$

$13 + 4 = \underline{\quad}$



$20 - 8 = \underline{\quad}$

$11 + 4 = \underline{\quad}$

Name: _____ Date: _____

Problem Solver

Solve the word problems. Count on or count back to solve the problem.

1. Jared went ice skating for 13 minutes on Monday. On Tuesday, he ice skated for 7 more minutes. How many minutes did Jared ice skate this week?



2. Erin made 19 gingerbread houses at her dad's bakery. 8 of them were bought by customers. How many gingerbread houses are left at Erin's dad's bakery?



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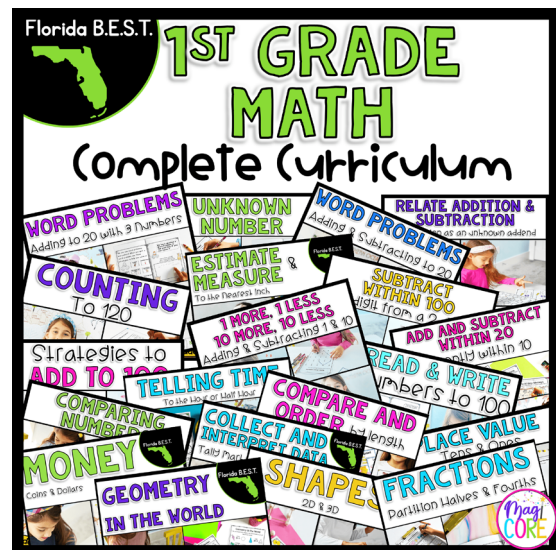
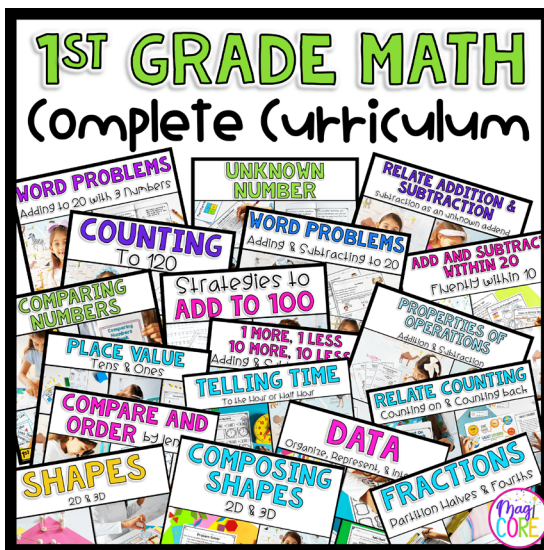
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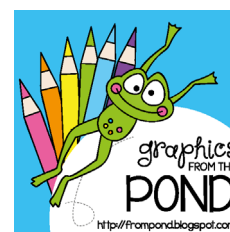
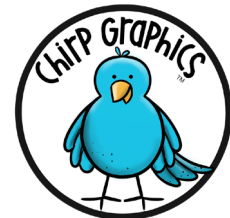
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