



Addition Within 20: Think, Don't Guess

LEARNING GOAL

Use counting on, doubles, near doubles and making ten to solve addition within 20.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Use counting on, doubles, near doubles and making ten to solve addition within 20.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Add

Use it in your own sentence or explanation.

Total

Use it in your own sentence or explanation.

Count On

Use it in your own sentence or explanation.

Double

Use it in your own sentence or explanation.

Make Ten

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to addition strategies.

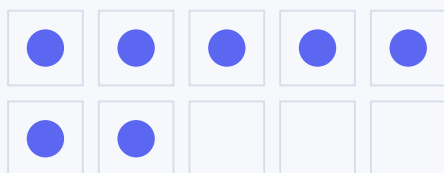
1

Different addition facts can be solved with different efficient strategies.

2

For $8+5$, make ten: move 2 from the 5 to the 8, then $10+3$.

SHOW IT ANOTHER WAY



Use counters, drawings, words and symbols. Strong maths moves between representations.

Try it together

MATHEMATICS

Adult: model the first item. Child: explain what you notice or how you know.

1 Solve $7+6$ using a strategy.

2 Solve $9+4$ by making ten.

3 Use a double to help with $6+7$.

4 Write a story problem for $5+8$.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Solve $7+6$ using a strategy.

2 Solve $9+4$ by making ten.

3 Use a double to help with $6+7$.

4 Write a story problem for $5+8$.

5 Which is easier mentally: $9+6$ or $8+7$? Explain your strategy, not just the answer.

SHOW YOUR THINKING

Use the idea in a new way

MATHEMATICS

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Use a double to help with $6+7$.

2 Write a story problem for $5+8$.

3 Which is easier mentally: $9+6$ or $8+7$? Explain your strategy, not just the answer.

4 Find two different pairs that total 14.

5 Solve $7+6$ using a strategy.

SHOW YOUR THINKING

Talk 1 Which is easier mentally: $9+6$ or $8+7$? Explain your strategy, not just the answer.

Talk 2 Find two different pairs that total 14.

Talk 3 What strategy, clue or observation helped you most with addition strategies?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Use two colours of counters in a ten frame. Physically move counters to make a full ten before counting the extras.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Draw a comic showing two groups joining. Write the matching addition equation.

Use this space to draw, label, plan or draft.

Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

- 1 Which is easier mentally: $9+6$ or $8+7$? Explain your strategy, not just the answer.
- 2 Find two different pairs that total 14.
- 3 Create one new example that would help another Grade 1 learner practise addition strategies.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- Both total 15; strategy quality matters.
- Examples for 14: $5+9$, $6+8$, $7+7$.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

Review status: original BrightPencil draft. Educational and rights review required before public publication.