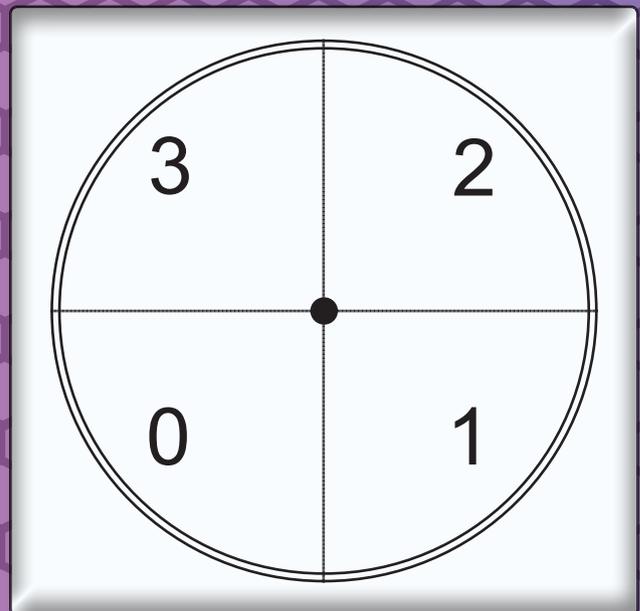
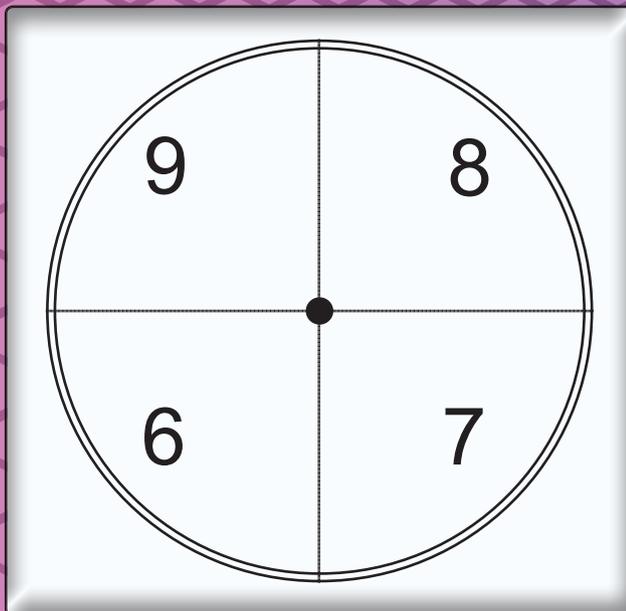


Think BIG: Count Small

	9	8	7	6	
10	9	8	7	11	10
9	8	12	11	10	9
10	9	8	7	9	8
7	11	10	9	8	7
	6	7	8	9	



A game for two players.

Aim: To be the first player to place three counters, next to each other, in a row, column or diagonal.

Materials Required: 32 transparent counters, 16 of one colour and 16 of another colour.

- Players take turns to flick the spinners and add the two numbers
- Play continues until one player has placed three counters, next to each other, in a row, column or diagonal.
- One player can remove another player's counter if the player gets the same total.

Think BIG: Count Small

Over half the basic addition facts may be calculated using a 'Think BIG: Count small strategy'. It is the first strategy students should be taught for adding single-digit numbers.

Australian Curriculum Links

Yr 1 (ACMNA015): Solve simple addition and subtraction problems using a range of strategies

Yr 2: ACMNA030 Solve simple addition ... problems using a range of efficient mental ... strategies

Elaborations

Becoming fluent with a range of mental strategies for addition ..., such as *commutativity for addition*, building to 10, doubles, 10 facts and adding 10

Teacher notes

When adding two single-digit numbers some students are inclined to 'count all'. For example, when adding 3 and 6 the student would count 1, 2, 3, 4, 5, 6, 7, 8, 9. Other students will hold the three in their head and count 4, 5, 6, 7, 8, 9. It is far more efficient to begin with the bigger number - 6 and count 7, 8, 9. A young child can hold about four things in their head, hence the encouragement to think BIG, or start from the larger number and count small. I would recommend that a student only counts on 1, 2, 3 or 0. The student has to **hold a number in their head** and remember to **start the count at the next number** in the sequence and **count on a maximum of 3**, otherwise the student runs the risk of losing count. Students who give answers one more or less than the actual answer typically have lost count because they are using inefficient 'count all' strategies. Remember counting is counting and addition is addition - NOT lots of counting. It is inefficient and if left unchecked will result in failure as the numbers become larger.

In order to think BIG and count small students will need to:

- be able to identify the bigger number when presented with two numbers
- count reliably (trust the count)
- understand the commutative property of addition, that is, the order in which an addition is performed does not affect the result.

Dominoes are an ideal manipulative that will help children understand the commutative property of addition. They can be combined with Unifix in two colours to highlight the action of combining which is associated with addition.

