

Addition stories: picking the right tool

CURRICULUM ALIGNMENT

NUM.OPS.2

select, make use of and represent a range of addition and subtraction strategies.

ALG.EXP.2

interpret the meaning of symbols or pictures in number sentences.

INTERACTIVES [Number Line Jumps · challenge, display, explore](#)

WHAT THIS LESSON TEACHES

An addition story hides a number sentence with +. Write the sum, then pick the right tool: counting on for little jumps from the bigger number, or making ten when the sum crosses ten.

→ Ballyroe scored 9 points then 5 more hides $9 + 5$.

→ 12 scores and 2 more: stand on 12, jump +1, +1, and land on 14.

MODEL THIS ON THE BOARD

BALLYROE HALF-TIME POINTS

- 1 Ballyroe scored 9 points in the first half and 5 in the second.
- 2 The story hides the number sentence $9 + 5$.
- 3 Making ten fits best: jump +1 from 9 to make 10, then +4 more to land on 14.

LESSON ARC

Open with the Ballyroe points story — 9 then 5 — and take three hands-up number sentences without solving. Demo three number-line stories: counting-on little jumps for $12+2$, making-ten stops at 10 for $8+4$ and $9+5$. In Try It Together, pupils take turns on the number-line-jumps interactive while the class names the tool before any jump is drawn. A brief copybook moment captures one favourite sentence. Class Challenge runs three more stories briskly; close by comparing when +2 suits counting on and when crossing ten suits making ten.

TEACHING MOVES

1. **Getting Started.** Give five seconds of quiet think-time on the Ballyroe 9-then-5 story, then take three hands-up answers. Accept any sensible sentence such as $9 + 5$ — do not solve it yet. The hook is spotting the hidden sum, not finding the total.
2. **Watch and Notice.** Point through the three board stories in turn and invite the class to name the tool they see: $12+2$ (two little jumps — counting on), $8+4$ (stop at 10 — making ten), $9+5$ (jump 1 to ten, then 4 more). After all three, say aloud why the tool changed: counting on is quick for +1 or +2; making ten fits when the sum must cross 10. Catch anyone starting from 1 and restart from the bigger number.
3. **Try It Together.** Call the story first, ask the class which tool fits, then invite one pupil to the board. Clear the jumps between turns and set the start on the new bigger number — order 11, 7, 6, 13. Expect counting on for $11+2$ and $13+2$; making ten for $7+4$ (+3 to 10, then +1) and $6+5$ (+4 to 10, then +1). If a pupil starts from 0, stop and restart from the bigger number.
4. **Write your story sentence.** Pupils write one number sentence from today's stories in their maths copy. Walk the rows glancing for full sentences with +, numbers and = — whole-class copybook practice, not marking.
5. **Class Challenge.** Keep it brisk practice: before each story ask counting on or making ten? and take two voices, then one pupil works the line while the class confirms. Order: $12+2$ (counting on) → $9+5$ (making

ten) → 7+6 (making ten). Watch for jumps that start on the smaller number, or one big jump that skips the ten.

6. **What Did We Notice?** Leave 12+2 and 9+5 visible. Ask which tool fitted the little +2 story and which fitted the story that crossed ten. Re-voice: so the story numbers help us pick the tool. Head off the idea that only one tool is right — both can work; one is often quicker.

COMMON MISCONCEPTIONS

⚠ Pupils start at 0 or 1 and count all the way up, instead of standing on the bigger number and jumping the smaller add-on.

Stop the jumps gently. Point at the bigger start number on the number-line interactive and restart from there: 'We already have 12 — only the +2 still needs jumping.'

⚠ When making ten, pupils draw one big jump straight to the answer and skip the stop at 10.

Clear the line and rebuild: first jump only as far as 10, land, then jump the rest. Have the class say fill the ten, then add what's left before the pupil redraws.

⚠ Pupils treat one tool as the only right answer — 'you must always make ten' or 'counting on is wrong'.

Show both tools on the same sum if needed, then re-voice: both can work; we pick the one that fits the story numbers and feels quicker.

DIFFERENTIATION

EMERGING

- Stay on +1 and +2 counting-on stories at the board so the pupil only makes little jumps from a clear bigger start.
- Pre-name the tool yourself before they draw — 'this one is counting on' — so they only show the jumps, not choose the strategy.

DEVELOPING

- After a Class Challenge turn, ask why that tool fitted those numbers — push past naming into a one-sentence reason.
- Swap the add-on on a finished story (e.g. 9+5 becomes 9+2) and ask: does the better tool change?

PROFICIENT

- Pose a story that could use either tool (e.g. 8+3) and ask which is quicker on the number line, with a copybook jot of both jump paths.
- Invite a fast finisher to invent a new Ballyroe-style points story that crosses ten, write the sentence, and show the making-ten jumps for the class.

✓ **Cross-curricular:** Tie to GAA — pupils turn a real half-time points score into a maths story and name the addition tool that fits.

ANSWER KEY

Your turn · Draw the jumps. Write where you land. A) 16 B) 19 C) 13 D) 19

Is it right? · It lands on 13. **tick** · It lands on 12. **cross**

Star challenge · Draw the jumps. Write where you land. 20

EXTENSION SHEET · STRETCH ANSWERS

S1: counting on; 15

S3: making ten; 15

S2: making ten; 13