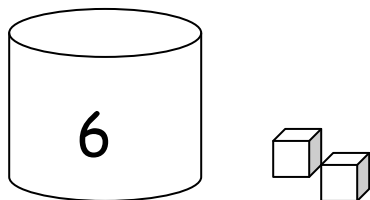


+ Counting On +

+ - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷

Only use when adding 1, 2, or 3

Thinking Strategy: Start with the big number.
Count on 1, 2, or 3 in your head.



$$6 + 2 =$$

$$\begin{array}{r} 7 \\ + 2 \\ \hline \end{array}$$

7

• •

Counting On

Circle the starting number.
Count on and write the sum.

$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ + 8 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline \end{array}$
$5 + 1 =$	$2 + 4 =$	

One More Than/ Two

+ More Than +

$$+^- \times \div +^- \times \div +^- \times \div +^- \times \div +^- \times \div$$

Use for adding 1 or 2

Think: "One more than _____" or "Two more than _____"

Activities to connect the concept and the symbolic representation:

1. Ask "What is one more than 4?" After the student responds, hold up a flash card with $1 + 4$ or $4 + 1$ and ask for the sum.
2. Use cubes. Label one cube 4, 5, 6, 7, 8, 9. Label the other +1, +1, +2, +2, one more, two more. Students roll both cubes and say (and write) the complete fact.

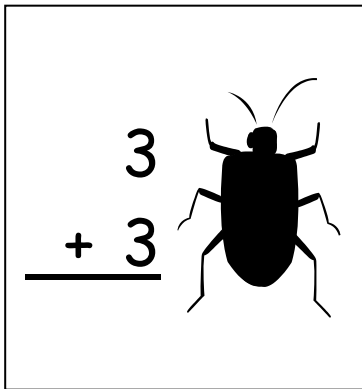


+ Doubles +

+ - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷

Use when both addends are the same.

Think: "Double _____"

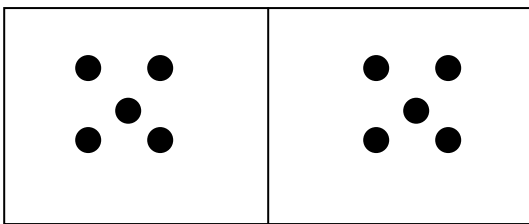


3
+ 3

Activity:

Roll a number cube or spin a spinner. Use the number to say (and write) a doubles fact.

Roll: 5 Say: "5 plus 5 is 10"



$$5 + 5 = 10$$

+ Near Doubles +

(Doubles plus One)

$$+ \text{ } \overline{\text{X}} \div + \text{ } \overline{\text{X}} \div + \text{ } \overline{\text{X}} \div + \text{ } \overline{\text{X}} \div + \text{ } \overline{\text{X}} \div$$

Use when addends are "neighbors".

Think: Double the smaller number and add one more.

$$7 + 6$$

"Double 6 is 12, 1 more is 13."

Build the Concept:

Use counters to show double 3.



Say and write: $3 + 3 = 6$

Add one counter.



We've added one more counter, so now we see $3 + 4$, and our new sum is just one more than before, so it's 7!

Double +1

$$\begin{array}{r} \textcircled{4} \\ + 5 \\ \hline \end{array} \leftarrow$$

Doubles Plus One Match:

Place all doubles flash cards face up on table. Match the doubles plus one facts to the doubles fact by laying a doubles plus one fact on top of the doubles flash card.

	Match:	
$6 + 7$	$5 + 5$	$5 + 6$
$6 + 5$	$6 + 6$	$7 + 8$
$8 + 7$	$7 + 7$	$7 + 6$

+ Near Doubles +

(Doubles plus Two)

+ - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷

Use when addends differ by 2.

Think: Double the smaller number and add two.

$$3 + 5$$

"Double 3 is 6, 2 more is 8."

Build the Concept:

Use counters to show double 3.



Say and write: $3 + 3 = 6$

Add two counters.



We've added two more counters, so now we see $3 + 5$, and our new sum is two more than before, so it's 8!

Double +2

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

Doubles Plus Two Match:

Place all doubles flash cards face up on table. Match the doubles plus two facts to the doubles fact by laying a doubles plus two fact on top of the doubles flash card.

$6 + 8$	Match: $5 + 5$	$5 + 6$
$6 + 5$	$6 + 6$	$7 + 8$
$8 + 7$	$7 + 7$	$8 + 6$

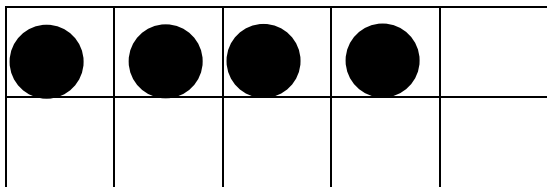
+ Terrific Tens +

+ - x ÷ + - x ÷ + - x ÷ + - x ÷ + - x ÷

Facts with a sum of ten.

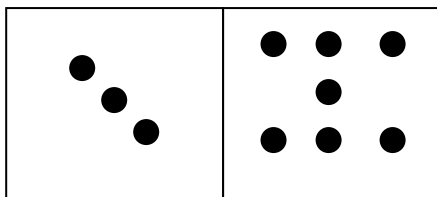
When students are very comfortable with parts of ten, this knowledge can be applied to the more advanced strategies and comes into play for place value work.

Dots and Spaces



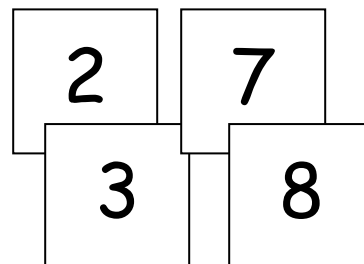
Say: 4 and 6 or $4 + 6$

Domino Tens



Say: $3 + 7$ is 10

Find the Pairs



+ Bridging Through Ten +

(Make Ten)

$$+^- \times \div +^- \times \div +^- \times \div +^- \times \div +^- \times \div$$

Use when one addend is 8 or 9. (Can also be used with addends of 7.)

Think: Take 1 (or 2, or 3) to make 10, and then add on the rest.

Prerequisites: Knowledge of sums of 10, ability to think of numbers 11 to 18 as ten and some more.

The most useful tool for visualizing the concept:

Addition Strategy Posters
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