

Addition & Subtraction Fact Strategies

<p style="text-align: center;">Addition</p>	<p style="text-align: center;">Subtraction <i>Think Addition!</i></p>
<p style="text-align: center;">Count On Strategies</p> <p style="text-align: center;">Counting on strategies in addition uses counting skills to add or subtract zero, one, two, or three to a given number.</p> <p>Tip: It is easiest for children to use this strategy when the greater number is written first in an addition sentence ($6+1 = \underline{\quad}$). However, through practice, students will also learn how to use the count on strategies with turnaround facts ($1 + 6 = 7$ is the same as $6 + 1 = 7$).</p>	<p style="text-align: center;">Count Back Strategies</p> <p style="text-align: center;">Counting back strategies uses counting skills to subtract zero, one, two, or three to a given number.</p> <p>Tip: If your child is struggling with this strategy, practice counting backwards from any given number. For example: "Start at 14 and count backwards."</p>
<p>Count On 1: Student recognizes that any number plus one is the same as counting on one more, specifically when the greater number is written first.</p> <p>Examples: $2 + 1 = 3$, $5 + 1 = 6$, $8 + 1 = 9$.</p>	<p>Count Back 1: Students recognize that subtracting 1 is the same as counting back one number.</p> <p>Example: Example: $8 - 1 = 7$</p>
<p>Count-on-1 Turnarounds: Student recognizes that any number plus one is the same as counting on one more, even when the 1 is written first in the number sentence.</p> <p>Example: $1 + 5 = 6$ is the same as $5 + 1 = 6$ $1 + 8 = 9$ is the same as $8 + 1 = 9$.</p>	
<p>Count On 2: Student recognizes that any number plus two is the same as counting on two more.</p> <p>Example: $7 + 2 = 9$.</p> <p>After this skill is secure with the larger number written first, students should practice the turnaround facts of + 2 (example: $2 + 5 = 7$).</p>	<p>Count Back 2: Students recognize that subtracting 2 is the same as counting back two numbers.</p> <p>$14 - 2 = 12$</p>
<p>Count On 3: Student recognizes that any number plus three is the same as counting on three more.</p> <p>Example: $6 + 3 = 9$.</p> <p>After this skill is secure with the larger</p>	

number written first, students should practice the turnaround facts of + 3 (example: $3 + 5 = 8$).	
Count On 0: Student recognizes that any number plus 0 remains the same. Example: $7 + 0 = 7$, $9 + 0 = 9$ After this skill is secure with the larger number written first, students should practice the turnaround facts of + 0 (example: $0 + 5 = 5$).	Count Back 0: Students recognize that just as in addition, subtracting 0 does not change the number. $17 - 0 = 17$

Doubles Strategies

Using the doubles strategy is for any addition fact that requires doubling a number.

Addition	Subtraction <i>Think Addition!</i>
Doubles in Addition Students will recognize that doubling means to count the number twice.	Doubles in Subtraction When using this strategy, students will use what they know from the doubles addition facts to solve subtraction facts.
<u>Doubles:</u> Examples of doubles facts ($1 + 1 = 2$, $2 + 2 = 4$, $3 + 3 = 6$)	<u>Doubles:</u> Example ($8 - 4 = ?$): $8 - 4 = ?$ $4 + ? = 8$ $4 + 4 = 8$ (known doubles fact) Therefore, $8 - 4 = 4$.
<u>Double Plus One:</u> Students will use their double facts to solve problems that are near doubles. Example: $3 + 4$ is the same as $3 + 3 + 1$. <u>Other Examples of Doubles Plus One Facts:</u> $2 + 3 = 5$ $4 + 5 = 9$ $5 + 6 = 11$ $6 + 7 = 13$	<u>Doubles Plus One:</u> Example: ($9 - 4 = ?$) $9 - 4 = ?$ $4 + ? = 9$ $4 + 4 = 8$ (this fact is very close, because 8 is only one away from 9) Therefore, the missing addend is only one away from 4. So, $4 + 5 = 9$ and $9 - 4 = 5$
<u>Double Plus 2:</u> Students will use their double facts to solve problems that are near doubles. Example: $3 + 5$ is the same as $3 + 3 + 2$	<u>Doubles Plus 2:</u> Example: ($10 - 4 = ?$) $10 - 4 = ?$

<p>Other Examples of Doubles Plus Two Facts: $4 + 6$ $5 + 7$ $6 + 8$</p>	<p>$4 + ? = 10$ $4 + 4 = 8$ (this fact is very close, because 8 is only two away from 9) Therefore, the missing addend is only two away from 4. So, $4 + 6 = 10$ and $10 - 4 = 6$</p>
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<h2 style="color: blue;">Bridge to Ten</h2>	
<h3 style="color: blue;">Addition</h3>	<h3 style="color: blue;">Subtraction</h3> <i>Think Addition!</i>
<p style="color: purple;">Students may choose to use the bridge to ten strategy when one of the numbers is close to ten. Students will recognize that by using the numbers to make ten, it makes the numbers easier to work with.</p>	
<p>Example: $9 + 4 = \underline{\quad}$. When using the bridge to ten strategy, students should break the 4 apart into 3 + 1. Then students will add $9 + 1 = 10$ add $10 + 3 = 13$</p> <p>Therefore, $9 + 4 = 13$ because $9 + 4 = 10 + 3$</p> <p>It may be helpful for students to use the bridge to ten strategies when the addition sentence uses the numbers 9, 8, or 7. Here are some example problems that students may find using the Bridge to Ten strategy for.</p> <p>$7 + 4 = \underline{\quad}$ $8 + 5 = \underline{\quad}$ $9 + 5 = \underline{\quad}$ $8 + 4 = \underline{\quad}$ $9 + 4 = \underline{\quad}$ $9 + 6 = \underline{\quad}$</p>	<p>Example: $13 - 9 = \underline{\quad}$. 9 is only one away from ten. So, students would start by subtracting 10 because that is close to 9. Then students will subtract $13 - 10 = 3$ Then, they will put the one back in that they used to take away 10 instead of 9. $3 + 1 = 4$ Therefore, $13 - 9 = 4$.</p>