



Thinking Strategies for Addition Facts

Addition Thinking Strategies	Strategy descriptions	Examples
Counting On	You can use your counting skills to find a sum. Count on from the largest addend. <ul style="list-style-type: none"> Number lines conceptualize and scaffold student thinking. 	$4 + 6 =$ Think: <i>6 is larger, so I'll start there and count on 4 more numbers. Say "6" (catch it, put it in your head...) 7, 8, 9, 10.</i>
Zero (Identity Property of Addition)	When you add zero to a number, the sum is that same number.	$0 + 5 =$ Think: <i>I don't have to add anything to 5, so the sum is 5.</i>
Turn-Around Facts (Commutative Property)	If you change the order of two addends, or <i>turn them around</i> , the sum stays the same.	$3 + 5 =$ Think: <i>I already know $5 + 3$ is 8, so, $3 + 5$ is 8 also.</i>
One More/Two More (+1/+2)	When you add 1 or 2 to a number, it's like counting. <ul style="list-style-type: none"> Number lines conceptualize and scaffold student thinking. 	$1 + 7 =$ Think: <i>One more than 7 is 8.</i> $2 + 7 =$ Think: <i>Two more than 7 is 9.</i>
Tens	Ten frames can help us learn addition facts for that have a sum of 10. <ul style="list-style-type: none"> An anchor chart can serve as a constant reference for students. 	$7 + 3 =$ Think: <i>Ten frame...I know that on a 7 ten frame card there are 3 missing dots, so 7 and 3 is 10.</i>
Doubles	A doubles addition fact has two addends that are the same. <ul style="list-style-type: none"> The Doubles Rap, with picture cues/visuals, conceptualizes and scaffolds student thinking. 	$7 + 7 =$ Think: <i>7 and 7, fourteen days in heaven.</i> $6 + 6 =$ Think: <i>6 and 6, twelve eggs let's mix.</i>
Using doubles	A double plus 1 fact has an addend that is 1 more than the other addend. The addends also live next to each other on the number line, which indicates you can use your doubles fact. Add 1 to the double fact. OR Subtract one from the double fact.	$2 + 3 =$ Think: <i>I know 2 and 3 live next to each other on the number line. So that means I can use one of the doubles facts for one of the addends. $2 + 2$ is 4, so if an addend gets bigger by one, then my answer gets bigger by one, so the answer is 5.</i> $6 + 7 =$ Think: <i>I know 6 and 7 live next to each other on the number line. So that means I can use one of the doubles facts for one of the addends. I know $7 + 7$ is 14, so if the addend gets smaller by one, then my answer gets smaller by one, so the answer is 13.</i>
Making tens (+8/+9)	To find a sum greater than 10, think about making a quick ten or filling a ten frame. <ul style="list-style-type: none"> Double ten frames and counters conceptualize and scaffold student thinking. 	$6 + 9 =$ Think: <i>I can 'snatch' one from 6 and give it to 9 to make a ten. 5 is left over from the 6 so, 10 and 5 is 15.</i>