

Mathematics Chapter 3 Overview

Question: How do you solve addition problems?

Vocabulary: USE THESE WORDS WHEN YOU EXPLAIN YOUR WORK! ©

Count on: to count forward from a given number

Doubles: an addition fact that includes two of the same number, such as $5 + 5$

Doubles Plus One: an addition fact with a double to add and then add one, such as $5 + 6$.

Doubles Minus One: an addition fact with a double to add and then subtract one, such as $5 + 4$.

Make a ten: a strategy that teaches children to isolate a ten first to help them add numbers whose sum is greater than ten.

Lesson Tips:

3.1 What happens if you change the order of the addends (numbers that are added to form a sum) when you add? Does the sum change or stay the same? Make sure to align the numbers vertically in their correct place values.

3.2 Step One: Use a number line.

Step Two: Start at the greater addend (NOT ZERO). I would start at 9 if the addends are $9 + 2$.

Step Three: Count on from the greater number... "I count on two from nine... 10, 11. The sum is 11!"

3.3 MEMORIZE the doubles facts with sums within 20. Some examples are $1 + 1 = 2$, $2 + 2 = 4$, $3 + 3 = 6$, $4 + 4 = 8$. When drawing the cubes with the doubles facts, make sure to draw them the same size, comparing the numbers equally.

3.4 How can you use doubles to help you add? Make a double and add one!
 $9 + 8$ is the same as $1 + 8 + 8$. (Remember that $1 + 8 = 9$, which is why $9 + 8 = 1 + 8 + 8$)

3.5 In this lesson, you are practicing “doubles minus one” and “doubles plus one”.

Example:

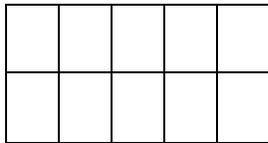
Doubles Fact: $4 + 4 = 8$

Doubles Plus One (add one to the doubles fact): $4 + 5 = 9$

Doubles Minus One (take away one from the doubles fact): $4 + 3 = 7$

3.6 Identify the strategy (doubles fact, doubles plus one, doubles minus one) you have learned when solving problems.

3.7 In this lesson, you are using a ten frame to add 10 and an addend less than 10.



Make sure to show 10 in different ways, such as using different numbers, different colors, or different counters.

3.8 In this section, ask yourself this question, “How far is the greater addend from ten?” Similar to 3.7, use a ten frame to “make a ten”.

Example: $4 + 8 = 12$

“Make a ten” $10 + 2 = 12$

3.9 We use counters and ten frames in this section! When adding, make sure to start with the greater addend, make a ten, then find the sum.

Example: What is $9 + 6$?

$9 + 1 + 5$ (Since $9 + 1$ makes ten, we regroup the numbers, equaling ten)

$$10 + 5 = 15$$

So, $6 + 9 = 15$.

3.10 We are adding 3 addend and drawing to show work. Using strategies, such as counting on from the greater addend or adding the doubles or near doubles first.

Example: $5 + 2 + 3 = 10$

One way to add them is adding $7 + 3 = 10$ (counting on)

Another way is to add doubles $5 + 5 = 10$.

3.11 This section extends what you learned in 3.10. You are choosing which two numbers to add first by circling and writing the sum in the box. Then adding that number with the remaining addend is the final step.

Example:

$$5 + 4 + 5$$

Add $5 + 5$ (doubles) first

Then, add $10 + 4$, which equals 14.

3.12 In this final section, it is important to underline key words in word problems, such as numbers and information that tells us how to solve problems. Ask yourself, "What do I need to find? What information do I need to use?"