# My Addition Fact Strategies

**Doubles**

$4 + 4 = 8$

$5 + 5 = 10$

$6 + 6 = 12$

$9 + 9 = 18$

**Combinations of 10**

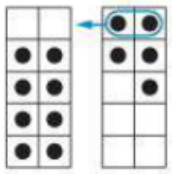
$8 + 2 = 10$

$5 + 5 = 10$

$7 + 3 = 10$

$6 + 4 = 10$

## Making Ten

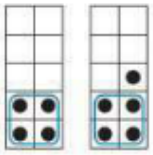
Example: 

Combination of 10 that helped:

8 + 2 = 10

Fact: 8 + 5 = 13

## Near Doubles

Example: 

Helper doubles fact:

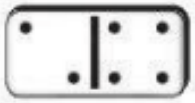
4 + 4 = 8

Fact: 4 + 5 = 9

## Helper Facts

| *Facts* | *Helper Doubles Facts* |
|---|---|
| *3 + 4* | *3 + 3 or 4 + 4* |
| *5 + 6* | |
| *7 + 8* | |
| *5 + 7* | |
| *8 + 9* | |
| *6 + 8* | |

## Turn Around Rule



2 + 4 = 6

4 + 2 = 6

**My Subtraction Fact Strategies**

**Think Addition**

9 – 4 = ? Think 4 + ? = 9 or ? + 4 = 9

**Counting Up or Counting Back**

11 – 8 = ? (When the numbers are close together, count up. When the number you are subtracting is small, count back.)

- **Counting Back** Start at 11. Count back 8: 10, 9, 8, 7, 6, 5, 4, 3. I end at 3, so my card is a 3.
- **Counting Up** Start at 8. Count up to 11: 9, 10, 11. That's 3 counts, so my card is a 3.

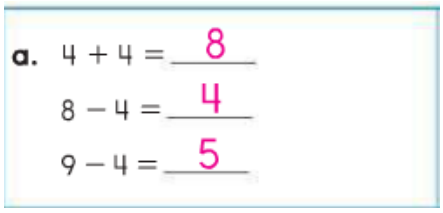
**-0 and -1**

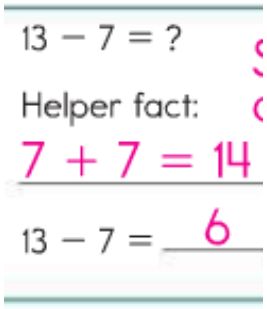
5 − 0 = ____ ____ = 8 − 0 3 9 4

7 − 0 = ____ ____ = 9 − 1 − 1 − 0 − 0

When you take away 0, you don't take anything away. When you take 1 away, you just go hop back 1 number.

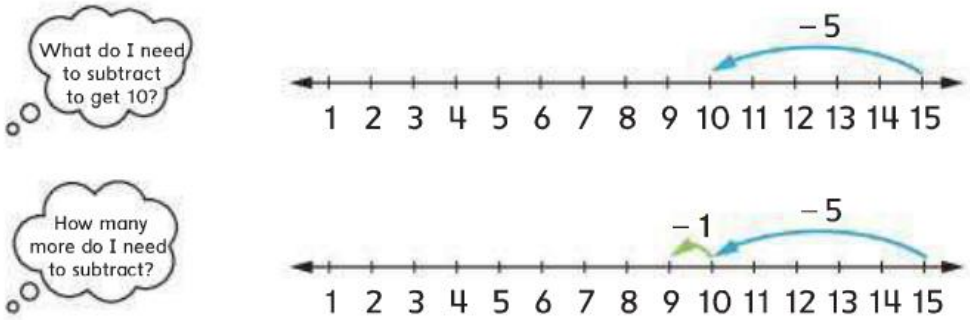
**Using Doubles to Subtract**



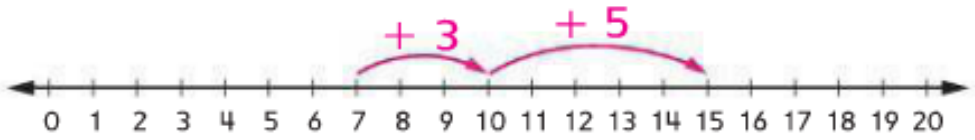
**Going Back Through 10**

Example: 15 − 6 = 9




**Going Up Through 10**

15 − 7 = 8 Sample answer:




**These different fact strategies allow the children to build a stronger number sense and ability to work flexibly with number in their brains. They will chose whichever strategy works for different problems. As parents, ask your child, what strategy they used to solve the problem as they are working on them.**

**Some facts to try:**

9 + 4 = _____ Strategy used: _____

8 + 5 = _____ Strategy used: _____

5 + 6 = _____ Strategy used: _____

13 – 4 = _____ Strategy used: _____

16 – 9 = _____ Strategy used: _____

17 – 8 = _____ Strategy used: _____

14 – 5 = _____ Strategy used: _____