

Addition Number Facts - Teaching Strategies

Count On 1 Facts (+1)

Plus 1 facts are taught using a *count on* strategy: students who are familiar with the sequence of counting numbers can mentally “count on” to the next number, and name it. For example, “7” is followed by “8”.

It is important to note that children should

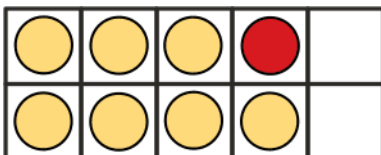
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children to visualise the count on one strategy. With frequent use of ten frames, adding on one more is an easy step; for example:

$$7+1 = 8$$



Daily practice from a young age makes visualisation of numbers up to 10 an automatic task.

Count On 2 Facts (+2)

Plus 2 facts are also taught using a *count on* strategy: students who are familiar with the sequence of counting numbers can mentally “count on” two more numbers. For example, $4 + 2$: say “four”, skip 5, say “six”.

You could have the students count, (e.g.,

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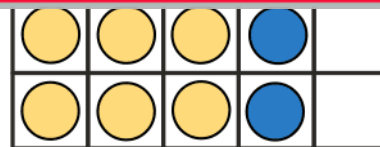
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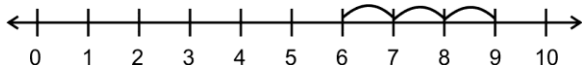


Count On 3 Facts (+3)

Plus 3 facts are the “last set” taught using a *count on* strategy. Students who are quite familiar with the sequence of counting numbers can mentally “count on” three more numbers. For example, $6 + 3$: say “six”, skip 7 and 8, say “nine”. You could

have the students count, whispering the two middle numbers (e.g., “one, two, three, four”).

A number line will help children to visualize this operation which “skips” two numbers and lands on the one after:



Adding three with a ten frame or two is trickier than adding one or two, but with practice students should find this easy. As with all strategies, the aim is to move

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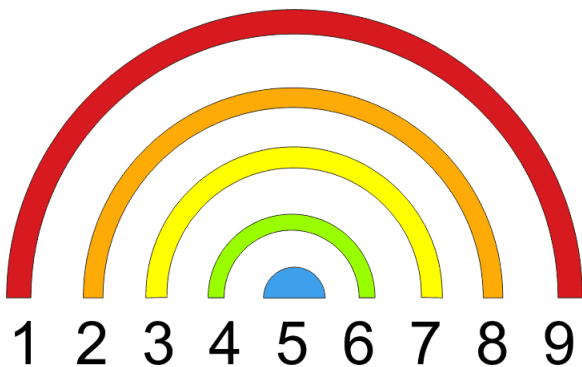
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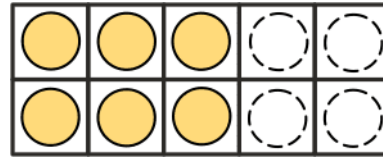
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strateg

Students can be shown a rainbow graphic to illustrate the fact that these pairs are equidistant from the number five:

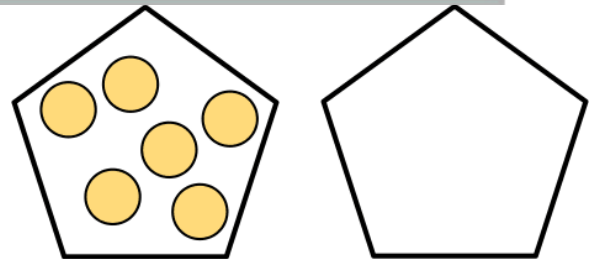


Another excellent method for visualising pairs to ten is the ten frame. Children should have practice putting a number of counters on the ten frame, and then filling the frame with counters of a second color. After some practice with this, students should be able to state the number of empty squares without using the extra counters:



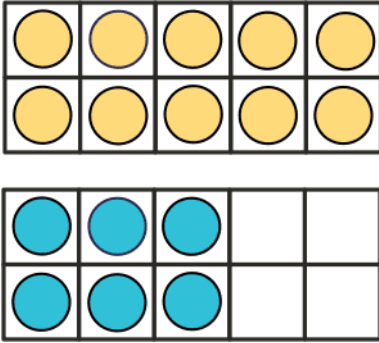
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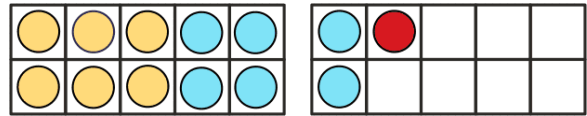
Adding ten to a single digit number results in the associated teen number which has one ten and the single digit number of ones. Most pairs of a single digit number and the associated teen number sound similar (e.g.,

“six” and “sixteen”). This can be illustrated easily with a pair of ten frames:



easily found by counting on one more. Doubles plus one facts are recognized by the pairing of two numbers that are consecutive counting numbers, their sum equalling double the smaller number plus one. For example:

$$\begin{aligned} 6+7 &= \text{double } 6+1 \\ &= 12+1 \\ &= 13 \end{aligned}$$



Doubles Addition Facts

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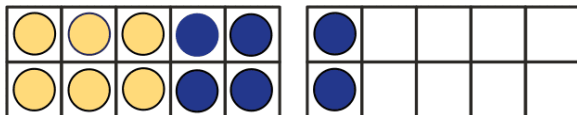
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Ten frames help as well. For example, $6+6 = 12$:



Doubles + 1 (pairs of adjacent numbers)

Doubles +1 number facts are taught using a *think of doubles* strategy: once doubles are memorized, any double plus one fact is

“ones” to add to the nine makes the sum a simple “ten plus ones” question. For example:

$$9+6 = 15$$

