Addition Strategies

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| Strategy | Explanation | Example |
| Counting On | Students will start with the largest number they are adding and “hold it in their head”. Students will then count on the second number from the number they are “holding in their head”. Students may count on in their head, using their fingers, or drawing circles.  | 5 + 9 = \_\_14\_ 10 11 12 13 14 9 |
| Make a Ten | Students break apart the smaller number and give the larger number the amount it needs to make a ten. Students then add ten plus the leftover from the break apart of the smaller number. Our number system is base ten. Often working with tens is easier for students which is why they try to make a ten.  |   10 5 + 9 = \_\_14\_ 4 1 10 + 4 = 14 |
| Number Line | Students start at the larger number and “jump” the smaller number.  | 5 + 9 = \_\_14\_\_ 1 2 3 4 59 10 11 12 13 14 |
| Hundreds Chart | Students start at one number and count on the second number. The “rules” for moving on the hundreds chart are:

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| Add 1 | Move to the right 1 |
| Subtract 1 | Move to the left 1 |
| Add 10 | Move down 1 |
| Subtract 10 | Move up 1 |

 | 5 + 9 = \_\_14\_\_http://thinkmath.edc.org/images/thumb/4/4e/HundredsChart1.png/190px-HundredsChart1.png |