## Chapter 8: Addition and Subtraction to 20 Strategies

## ADDITION:

Strategy - Make a 10 (use this strategy when you are adding numbers greater than 5 that will give you a sum that is greater than 10)

Example: $8+6=14$
Step 1: Make a 10 - take 2 from the 6 so the 8 is now a 10
Step 2: Add your 'leftovers' - add $10+4$ (because there were 4 left from the 6 after we took 2 away)

Strategy - Group numbers into a 10 and ones (use this strategy when you are adding a number greater than 10 to a number less than 10)

Example: $13+5=18$
Step 1: Add your 'ones' $(3+5=8)$
Step 2: Add on the ten $(10+8=18)$
Strategy - Add using a doubles fact (use this when adding a 'doubles' fact or a 'doubles plus 1 ' fact)

Example: $7+6=13$ (this is called a 'doubles plus 1 ' fact because you can use the doubles fact $6+6=12$ to help you solve the problem quickly)

Step 1: Mentally solve $6+6=12$
Step 2: Add $1(12+1=13)$
*If students know their 'doubles' facts quickly, they will be able to solve doubles and doubles plus 1 facts very easily! We are going to make flashcards at school for this, but please practice these at home as well! You will be amazed at how quickly your child will start solving these problems!

## SUBTRACTION:

Strategy - Subtract the ones; add the 10 (use this strategy when you are subtracting a number less than 10 from a number greater than 10)

Example: $17-3=14$
Step 1: Subtract the ones $(7-3=4)$
Step 2: Add your 10 to your leftover ones $(10+4=14)$
Strategy - Group into 10 and ones (use this strategy when you CANNOT subtract the ones first)

Example: $13-5=8(*$ You CANNOT subtract the ones because you can't do 3-5)

Step 1: Subtract using your $10(10-5=5)$
Step 2: Add your ones $(3+5=8)$
*This is the most difficult strategy that we do for subtraction. If students see that they CANNOT subtract the ones, they will often times switch the ones around and do $5-3$, and then add on the 10 . This will get them the wrong answer each time! Make sure if they have a problem like this at home, they follow the correct steps. ©

