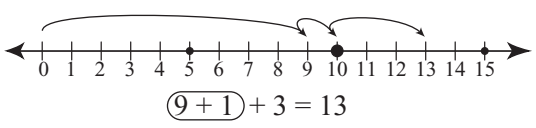
Student Guide

Addition Strategies (SG pp. 16–18)
Questions 1–14

1. **A.*** Answers will vary. Possible response: We both made tens by splitting the 5 and then added on 3 more.

   B.* Answers will vary. Possible response: We made a ten by splitting the 5 train into 2 cubes and 3 cubes and putting the 2 cubes with the 8. Tara made a ten by splitting the 5 into 2 hops and 3 hops and putting the 2 hops with the 8. Also, the numbers on the number line help you know how far to go.

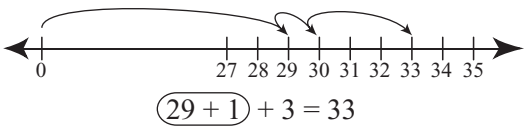
2. 

3. **A.** Tara made a hop from 0 to 18.

   B. She hopped 2 more to 20 so that it would be easy to add the next number to 20.

   C. She split 5 into 2 and 3 to make the 2-hop to 20. Then she needed to hop 3 more.

   D. Answers will vary: Possible response: I split 18 into 15 and 3. Then I added 15 and 5 to get 20 and 3 more is 23.

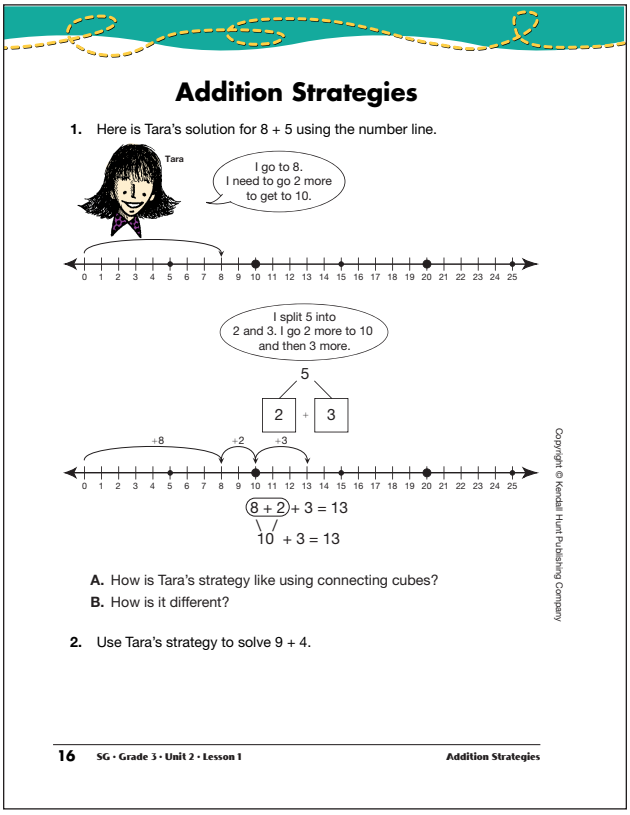
4. 

5. **A.** 12 **B.** 32
   C. 15 **D.** 25
   E. 11 **F.** 41

6. **A.** True **B.** False
   C. True **D.** True
   E. False **F.** False

7. **A.** False **B.** True
   C. True **D.** True
   E. False **F.** True

8. Answers will vary. Possible response: I know 19 + 5 is the same as 19 + 1 + 4. 19 + 1 is 20. Then it is easy to add 20 and 4 to get 24.



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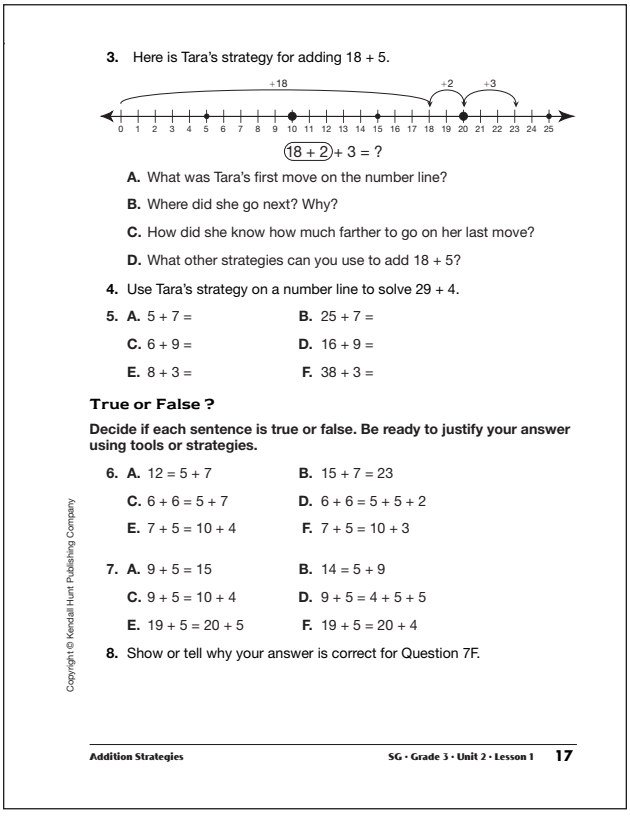

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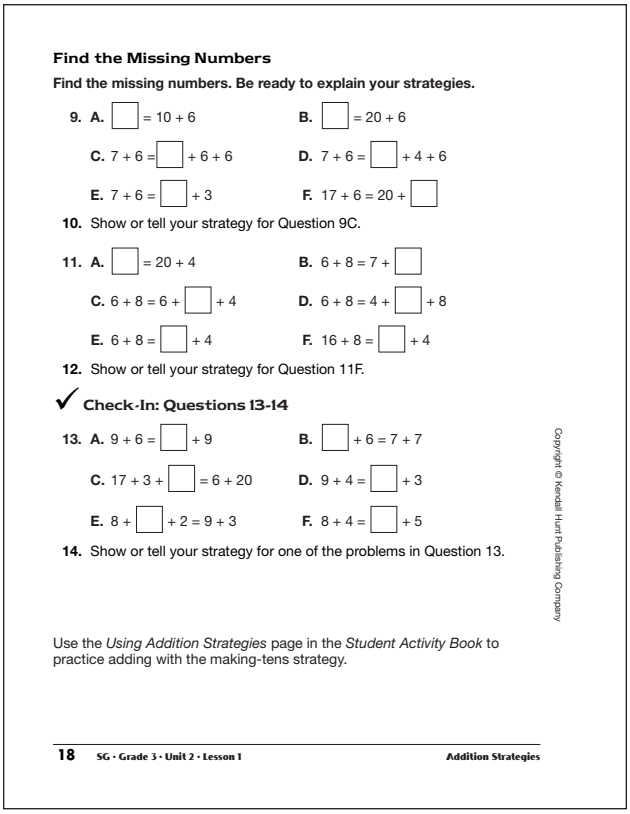
***Answers and/or discussion are included in the lesson.**



Find the Missing Numbers

Find the missing numbers. Be ready to explain your strategies.

9. A. ☐ = 10 + 6 **B.** ☐ = 20 + 6

C. 7 + 6 = ☐ + 6 + 6 **D.** 7 + 6 = ☐ + 4 + 6

E. 7 + 6 = ☐ + 3 **F.** 17 + 6 = 20 + ☐

10. Show or tell your strategy for Question 9C.

11. A. ☐ = 20 + 4 **B.** 6 + 8 = 7 + ☐

C. 6 + 8 = 6 + ☐ + 4 **D.** 6 + 8 = 4 + ☐ + 8

E. 6 + 8 = ☐ + 4 **F.** 16 + 8 = ☐ + 4

12. Show or tell your strategy for Question 11F.

✓ **Check-In: Questions 13-14**

13. A. 9 + 6 = ☐ + 9 **B.** ☐ + 6 = 7 + 7

C. 17 + 3 + ☐ = 6 + 20 **D.** 9 + 4 = ☐ + 3

E. 8 + ☐ + 2 = 9 + 3 **F.** 8 + 4 = ☐ + 5

14. Show or tell your strategy for one of the problems in Question 13.

Use the *Using Addition Strategies* page in the *Student Activity Book* to practice adding with the making-tens strategy.

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9. A. 16 **B.** 26
C. 1 **D.** 3
E. 10 **F.** 3

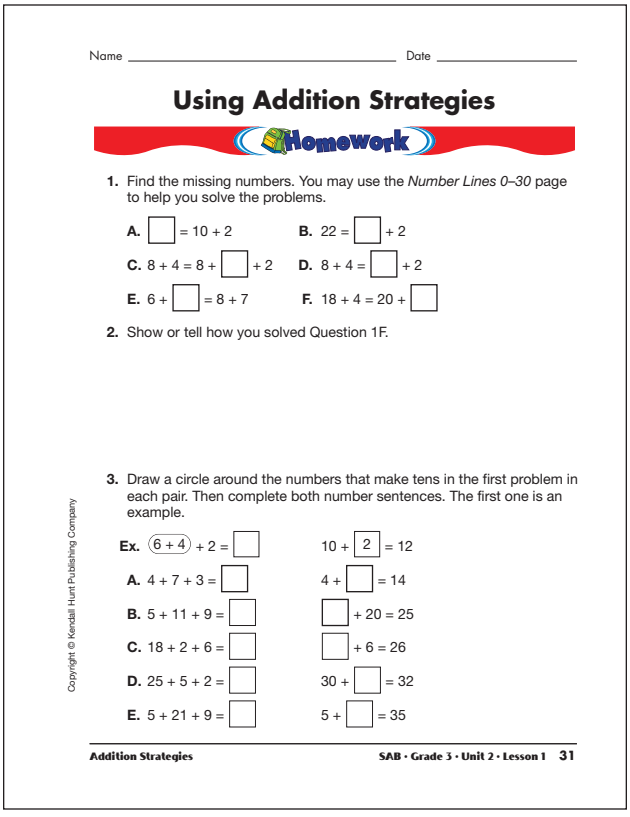
10. Answers will vary: Possible response: I think of doubles. 6 + 6 = 12, so I know 7 + 6 is one more than 12. I put a 1 in the box so that both sides of the equation equal 13.

11. A. 24 **B.** 7
C.* 4 **D.** 2
E. 10 **F.*** 20

12. Answers will vary. Possible response: I broke 8 into 4 and 4. One 4 is already there. I added the other 4 to 16 to get 20.

13. A. 6 **B.** 8
C. 6 **D.** 10
E. 2 **F.** 7

14. Answers will vary. Students should explain addition strategies that efficiently complete the true number sentences.



Name _____ Date _____

Using Addition Strategies

Homework

1. Find the missing numbers. You may use the *Number Lines 0–30* page to help you solve the problems.

A. ☐ = 10 + 2 **B.** 22 = ☐ + 2

C. 8 + 4 = 8 + ☐ + 2 **D.** 8 + 4 = ☐ + 2

E. 6 + ☐ = 8 + 7 **F.** 18 + 4 = 20 + ☐

2. Show or tell how you solved Question 1F.

3. Draw a circle around the numbers that make tens in the first problem in each pair. Then complete both number sentences. The first one is an example.

Ex. (6 + 4) + 2 = ☐ 10 + 2 = 12

A. 4 + 7 + 3 = ☐ 4 + ☐ = 14

B. 5 + 11 + 9 = ☐ ☐ + 20 = 25

C. 18 + 2 + 6 = ☐ ☐ + 6 = 26

D. 25 + 5 + 2 = ☐ 30 + ☐ = 32

E. 5 + 21 + 9 = ☐ 5 + ☐ = 35

***Student Activity Book* - Page 31**

Student Activity Book

Using Addition Strategies (SAB p. 31) Questions 1–3

1. A. 12 **B.** 20
C. 2 **D.** 10
E. 9 **F.** 2

2. Answers will vary. Possible response: I split 4 into 2 and 2. I added 18 + 2 is 20, so there is another 2 left over to go in the box.

3. A. 4 + (7 + 3) = 14; 10

B. 5 + (11 + 9) = 25; 5

C. (18 + 2) + 6 = 26; 20

D. (25 + 5) + 2 = 32; 2

E. 5 + (21 + 9) = 35; 30

***Answers and/or discussion are included in the lesson.**