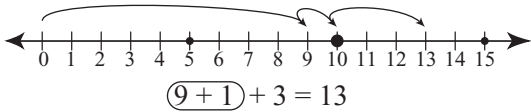
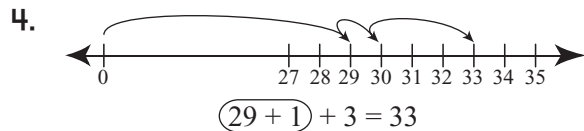


Student Guide

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. 

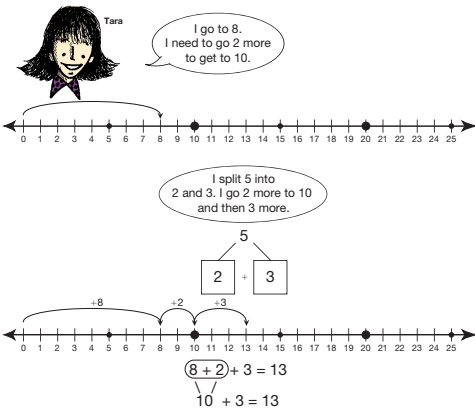
$$(9 + 1) + 3 = 13$$
 3. **A.** Tara made a hop from 0 to 18.
B. She hopped 2 more to 20 so that it would be easy to add the next number to 20.
C. She split 5 into 2 and 3 to make the 2-hop to 20. Then she needed to hop 3 more.
D. Answers will vary: Possible response: I split 18 into 15 and 3. Then I added 15 and 5 to get 20 and 3 more is 23.



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.

Addition Strategies

1. Here is Tara's solution for $8 + 5$ using the number line.



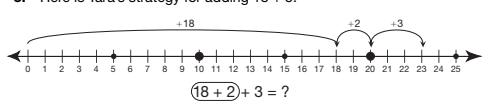
A. How is Tara's strategy like using connecting cubes?
B. How is it different?

2. Use Tara's strategy to solve $9 + 4$.

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3. Here is Tara's strategy for adding $18 + 5$.



A. What was Tara's first move on the number line?
B. Where did she go next? Why?
C. How did she know how much farther to go on her last move?
D. What other strategies can you use to add $18 + 5$?

4. Use Tara's strategy on a number line to solve $29 + 4$.

5. **A.** $5 + 7 =$ **B.** $25 + 7 =$
C. $6 + 9 =$ **D.** $16 + 9 =$
E. $8 + 3 =$ **F.** $38 + 3 =$

True or False ?
Decide if each sentence is true or false. Be ready to justify your answer using tools or strategies.

6. **A.** $12 = 5 + 7$ **B.** $15 + 7 = 23$
C. $6 + 6 = 5 + 7$ **D.** $6 + 6 = 5 + 5 + 2$
E. $7 + 5 = 10 + 4$ **F.** $7 + 5 = 10 + 3$

7. **A.** $9 + 5 = 15$ **B.** $14 = 5 + 9$
C. $9 + 5 = 10 + 4$ **D.** $9 + 5 = 4 + 5 + 5$
E. $19 + 5 = 20 + 5$ **F.** $19 + 5 = 20 + 4$

8. Show or tell why your answer is correct for Question 7F.

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Answer Key • Lesson 1: Adding Strategies

Find the Missing Numbers

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

9. A. $\square = 10 + 6$ B. $\square = 20 + 6$
 C. $7 + 6 = \square + 6 + 6$ D. $7 + 6 = \square + 4 + 6$
 E. $7 + 6 = \square + 3$ F. $17 + 6 = 20 + \square$

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

11. A. $\square = 20 + 4$ B. $6 + 8 = 7 + \square$
 C. $6 + 8 = 6 + \square + 4$ D. $6 + 8 = 4 + \square + 8$
 E. $6 + 8 = \square + 4$ F. $16 + 8 = \square + 4$

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

✓ Check-In: Questions 13-14

13. A. $9 + 6 = \square + 9$ B. $\square + 6 = 7 + 7$
 C. $17 + 3 + \square = 6 + 20$ D. $9 + 4 = \square + 3$
 E. $8 + \square + 2 = 9 + 3$ F. $8 + 4 = \square + 5$

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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Name _____ Date _____

Using Addition Strategies



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

- A. $\square = 10 + 2$ B. $22 = \square + 2$
 C. $8 + 4 = 8 + \square + 2$ D. $8 + 4 = \square + 2$
 E. $6 + \square = 8 + 7$ F. $18 + 4 = 20 + \square$

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. $(6+4) + 2 = \square$ $10 + (2) = 12$
 A. $4 + 7 + 3 = \square$ $4 + \square = 14$
 B. $5 + 11 + 9 = \square$ $\square + 20 = 25$
 C. $18 + 2 + 6 = \square$ $\square + 6 = 26$
 D. $25 + 5 + 2 = \square$ $30 + \square = 32$
 E. $5 + 21 + 9 = \square$ $5 + \square = 35$

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

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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.

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. $4 + (7+3) = \boxed{14}$; 10
 B. $5 + (11+9) = \boxed{25}$; 5
 C. $(18+2) + 6 = \boxed{26}$; 20
 D. $(25+5) + 2 = \boxed{32}$; 2
 E. $5 + (21+9) = \boxed{35}$; 30

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