

Addition Fact Strategies

In Unit 6, children continue to work with addition facts and develop strategies for solving more difficult facts. For example, many children quickly learn the doubles addition facts: $1 + 1 = 2$; $2 + 2 = 4$; $3 + 3 = 6$; and so on. Using doubles facts, they learn to solve nearby facts using the *near doubles* strategy. A child who knows $4 + 4$ can use it to solve $5 + 4$ by thinking of it as a double plus 1, or $3 + 4$ by thinking of it as a double minus 1. These “helper facts” are a useful tool for solving other addition facts.



Children also gain experience with an important strategy for mentally adding numbers. *Making 10* is a strategy that involves breaking apart one addend, making a ten, and then adding what remains to 10. For example, children learn to add $8 + 6$ by breaking apart the 6: $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$. This strategy takes advantage of properties of addition that can help children add more efficiently.

Also in Unit 6, children apply their skills with number stories and place value to continue building strategies for solving 2-digit addition problems.

Children also begin telling time to the hour on analog clocks. Digital clocks and time to the half hour will be introduced in the next unit.

Please keep this Family Letter for reference as your child works through Unit 6.