

Unit 1: Addition Strategies

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Lesson 1.6 Doubles

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Progress Check Addition Strategies Check

LESSON 1.1

Count All

I can add two groups by counting all.



TEACHER PROMPT

Say: Today we will add by putting two groups together and counting all of them.

Key Words

count all



Count every object starting at 1.

sum

$$8 + 5 = 13$$

The answer when you add.

addend

$$8 + 5$$

A number you add.

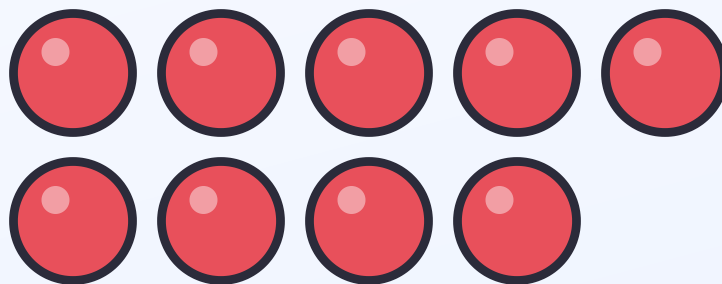
TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “count all” in a sentence?

Count Out Loud



TEACHER PROMPT

Ask: Touch and count with me. How many?

Say: When we count, the last number tells how many.

Two Groups



$$5 + 3 =$$

8

TEACHER PROMPT

Say: 5 red counters and 3 yellow counters. Let's put them together and count all of them: 1, 2, 3, 4, 5, 6, 7, 8.

Say: 5 and 3 make 8. $5 + 3 = 8$.

Touch and Count

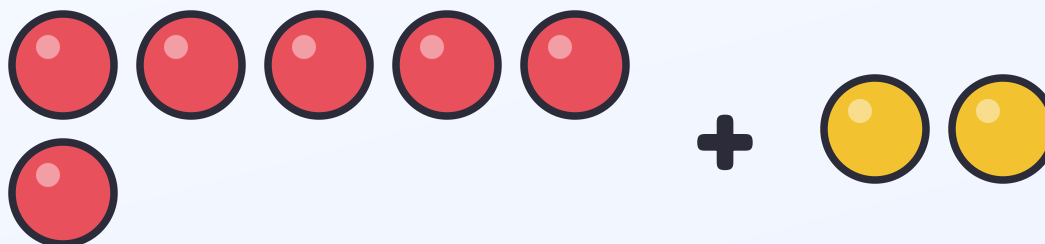


TEACHER PROMPT

Model: Touch each apple as you count. Don't skip any, and don't count any twice!

Say: 1, 2, 3, 4 ... 5, 6, 7. $4 + 3 = 7$.

Count All

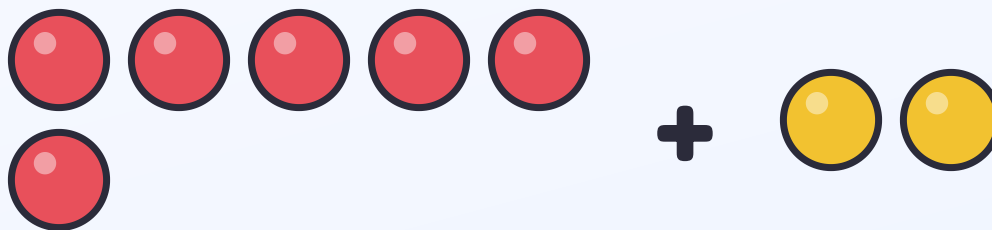


TEACHER PROMPT

Ask: Count all. How many?

MENU

Count All



$$6 + 2 = \boxed{8}$$

TEACHER PROMPT

Say: 8. $6 + 2 = 8$.

MENU

Count All



TEACHER PROMPT

Ask: Touch and count all the stars.

Count All



$$5 + 4 = 9$$

TEACHER PROMPT

Say: $9. 5 + 4 = 9.$

MENU

Build It

$$7 + 3$$

TEACHER PROMPT

Ask: Build 7 red and 3 yellow with counters. Count all.

Build It



$$7 + 3 = 10$$

TEACHER PROMPT

Say: 10.

MENU

Turn & Talk

When we count all, where do we start counting?

TEACHER PROMPT

Listen for: At 1. We count every object.

MENU

Hands-On Activity



Activity Time

Count All Mat

Unit 1: Addition Strategies Activities ·

Activity 1

Goal: Students put two groups together and count all to find the sum.



Counters or unifix cubes
in 2 colors (20 per pair)



Count All mat



Dot cards 1–6 (cut out)

- 1 **Flip Two:** Flip a dot card for each side of the mat. Build each with counters: red on the left, yellow on the right.
- 2 **Push Together:** Slide both groups into the Total box.
- 3 **Count All:** Touch each counter and count from 1. Say the number sentence: “4 and 3 make 7.”

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 1.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 80–82

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own (3 pages)

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$4 + 5$$

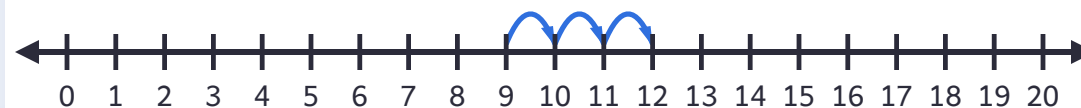
TEACHER PROMPT

Ask: Build it with counters. Count all. Show me the sum.

LESSON 1.2

Add on a Number Line

I can add on a number line.



TEACHER PROMPT

Say: Today we will add by jumping forward on a number line.

Key Words

number line



Numbers in order on a line.

sum

$$8 + 5 = 13$$

The answer when you add.

count on

12 ... 13, 14

Start at a number and keep counting.

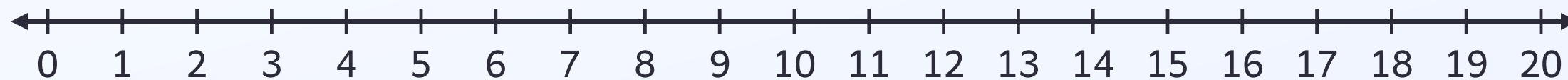
TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “number line” in a sentence?

Count to 20



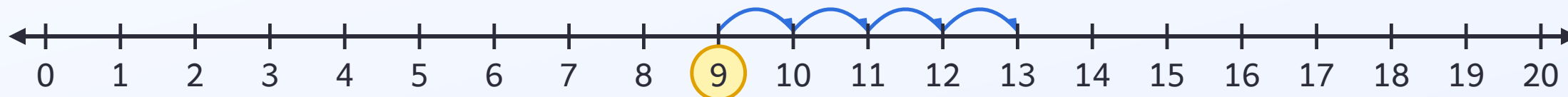
TEACHER PROMPT

Say: Count to 20 with me.

MENU

Jump Forward

$$9 + 4 = 13$$



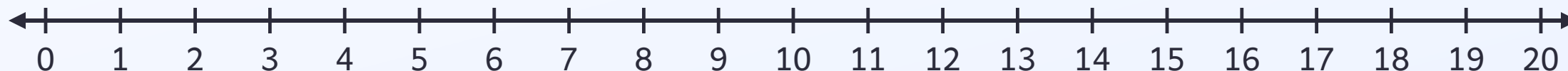
TEACHER PROMPT

Say: Start at 9. Jump forward 4 times. Count the jumps, not the numbers.

Model: Draw each jump: 10, 11, 12, 13. $9 + 4 = 13$.

Jump Forward

$$12 + 5 = \boxed{}$$

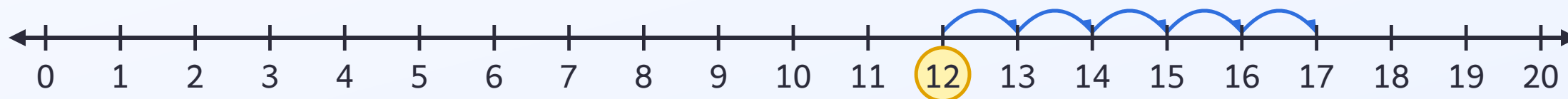


TEACHER PROMPT

Ask: Where do we start? How many jumps?

Jump Forward

$$12 + 5 = 17$$



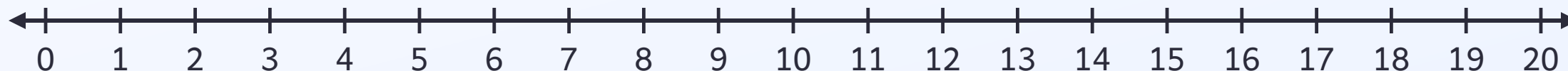
TEACHER PROMPT

Say: $12 + 5 = 17$.

MENU

Jump Forward

$$8 + 7 = \boxed{}$$

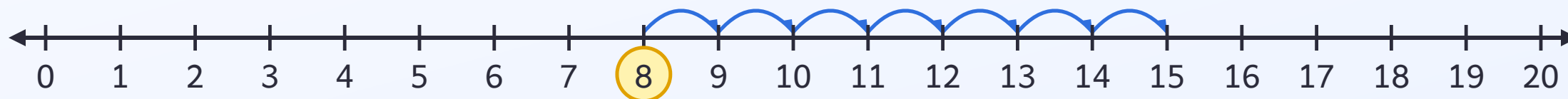


TEACHER PROMPT

Ask: Who can show the jumps?

Jump Forward

$$8 + 7 = 15$$



TEACHER PROMPT

Say: $8 + 7 = 15$.

MENU

Hands-On Activity



Activity Time

Frog Hop to 20

Unit 1: Addition Strategies Activities ·
Activity 2

Goal: Students add by hopping forward on a number line.



Unifix cubes or counters
(1 per pair: the frog)



Addition problem cards (cut out)



Number line 0–20 mat

1

Flip: Flip a problem card, like $9 + 6$.

2

Start: Put the frog on the first number.

3

Hop: Hop forward one space for each number you add, counting the hops.

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 2.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 83–84

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$11 + 6 = \square$$

TEACHER PROMPT

Ask: Where do you land?

MENU

LESSON 1.3

Count On with the Bucket

I can count on from a number.



TEACHER PROMPT

Say: Today we will see the whole problem, then learn to count on from the number in the bucket instead of counting all.

MENU

Key Words

count all



Count every object starting at 1.

start number



The number we already know. Keep it in your head.

count on

12 ... 13, 14

Start at a number and keep counting.

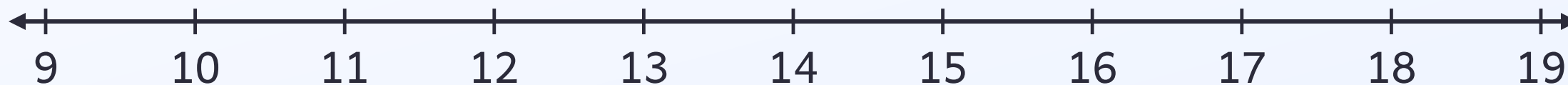
TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “count all” in a sentence?

Count from 9



TEACHER PROMPT

Say: Start at 9 and count to 19 with me. Don't start at 1!

Count All



$$5 + 3 =$$

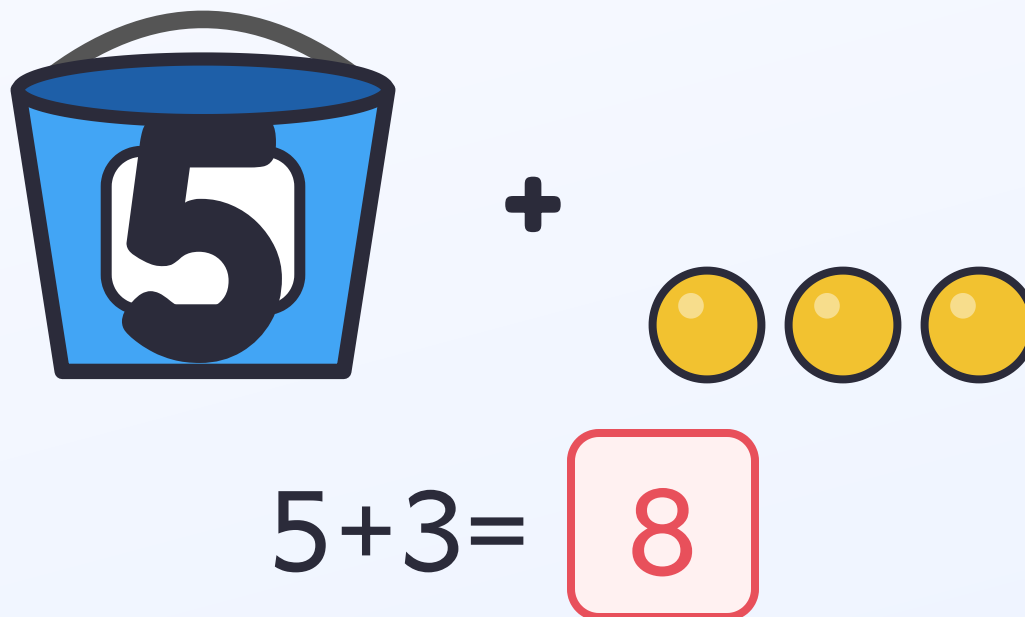
8

TEACHER PROMPT

Say: Here is the whole problem. 5 red and 3 yellow. Let's count them all: 1, 2, 3, 4, 5 ... 6, 7, 8.

Ask: Did we need to count the red ones? We already knew there were 5!

The Count-On Bucket



TEACHER PROMPT

Say: I put the 5 red counters in the bucket. The bucket says 5, so I know there are 5 inside. I don't need to count them again.

Model: Tap the bucket and say “5.” Then count on the yellow: 6, 7, 8.

Drop and Count On



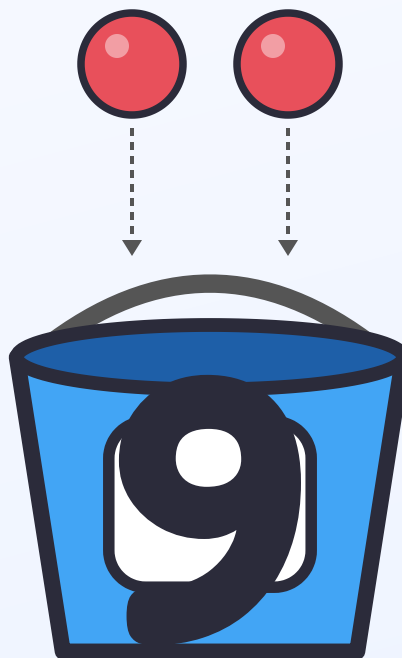
6 ... 7, 8, 9

TEACHER PROMPT

Say: The bucket has 6. Watch the counters drop in. Count on with me: 7, 8, 9.

Do: Drop real counters into a cup. Students say the start number, then count on with each drop.

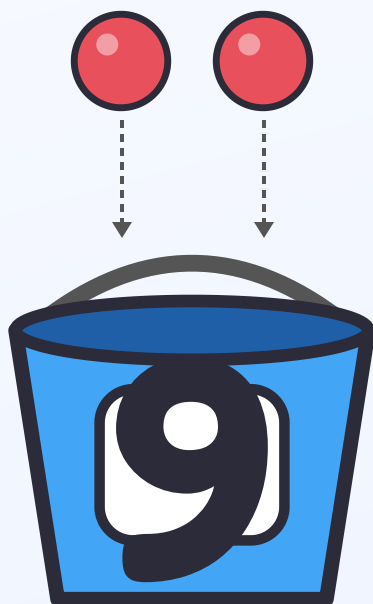
Bucket Count On



TEACHER PROMPT

Ask: The bucket has 9. Two counters drop in. Count on.

Bucket Count On

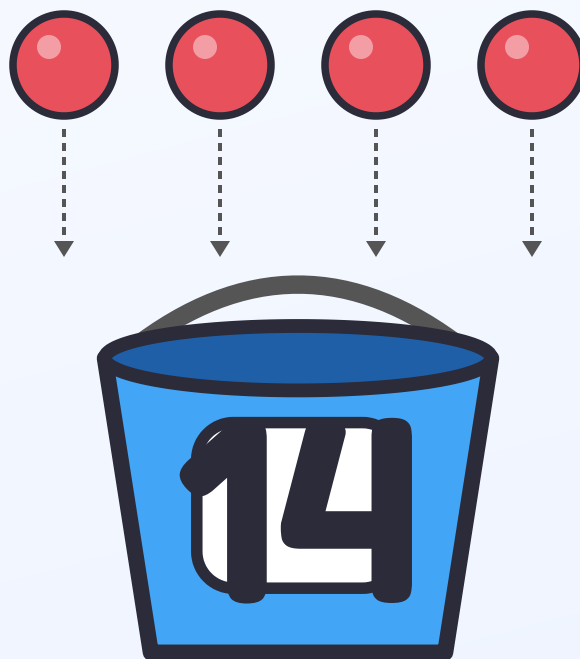


9 ... 10, 11

TEACHER PROMPT

Say: 9 ... 10, 11. $9 + 2 = 11$.

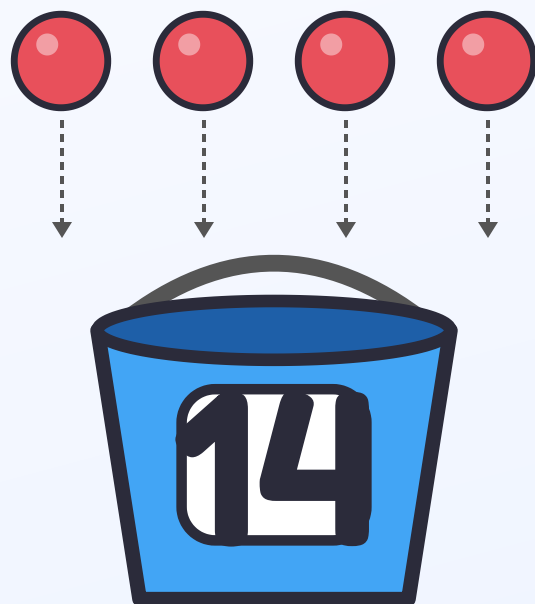
Bucket Count On



TEACHER PROMPT

Ask: Start at 14. Count on as 4 drop in.

Bucket Count On



14 ... 15, 16, 17, 18

TEACHER PROMPT

Say: $14 + 4 = 18$.

MENU

Turn & Talk

Why don't we need to count the counters in the bucket?

TEACHER PROMPT

Listen for: The number on the bucket already tells us how many.

Hands-On Activity



Activity Time

Count-On Bucket

Unit 1: Addition Strategies Activities ·

Activity 3

Goal: Students move from counting all to counting on from the number in the bucket.



Unifix cubes or counters
(10 per pair)



Count-On Bucket mat



Number cards 5–15 (from Activity 4)

- 1 See It All:** Partner A puts out 5 red and 3 yellow counters. Count them all.
- 2 Into the Bucket:** Put the 5 red counters in the bucket and lay the 5 card on the bucket. “We know there are 5.”
- 3 Drop and Count On:** Partner A drops 1, 2, 3, or 4 counters into the bucket one at a time. Partner B says the bucket number, then counts on: “5 ... 6, 7, 8.”

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 3.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 85–86

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me



TEACHER PROMPT

Ask: The bucket has 7. Three counters drop in. Show me how many in all.

LESSON 1.4

Count On with a Number and Dice

I can count on from a number.



TEACHER PROMPT

Say: Today we will say the number on the card, then count on the dots on the dice.

Key Words

start number



The number we already know. Keep it in your head.

count on

12 ... 13, 14

Start at a number and keep counting.

sum

$$8 + 5 = 13$$

The answer when you add.

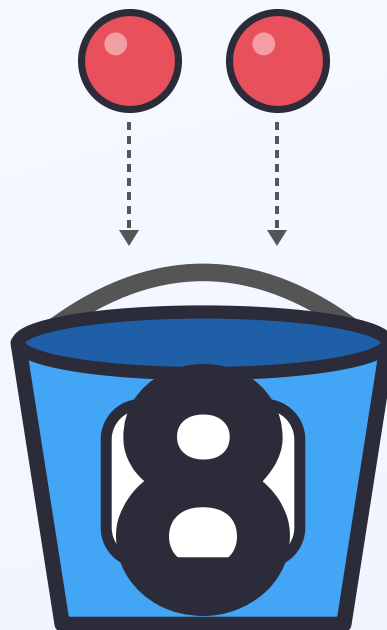
TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “start number” in a sentence?

Bucket Review



TEACHER PROMPT

Ask: The bucket has 8. Two drop in. How many?

Say: 8 ... 9, 10.

The Card Is the Bucket

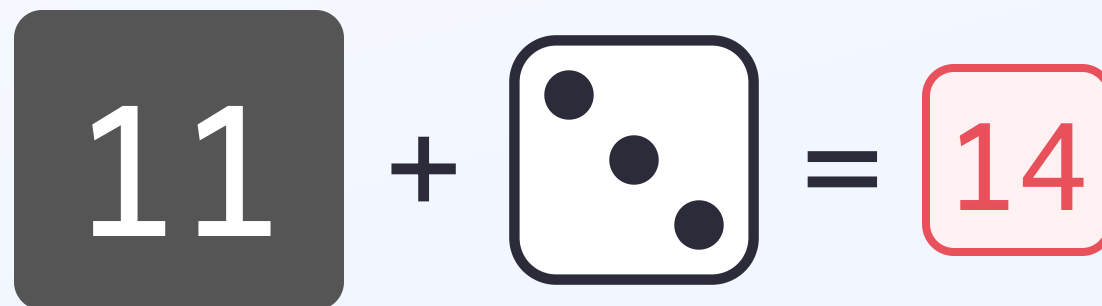


TEACHER PROMPT

Say: The number card works just like the bucket. It tells us how many we already have. We do not count it again.

Model: Tap the card and say “12.” Touch each dot on the dice and count on.

Number and Dice



A visual equation is presented. On the left, the number 11 is displayed in white inside a dark gray rounded square. This is followed by a plus sign (+). To the right of the plus sign is a white die with a black outline, showing three black dots (pips) on its face. This is followed by an equals sign (=). On the far right, the number 14 is displayed in red inside a light red rounded square with a red border.

$$11 + 3 = 14$$

TEACHER PROMPT

Say: Say 11. Touch each dot and count on: 12, 13, 14.

Count On

$$12 + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \hline \end{array} = \square$$

TEACHER PROMPT

Ask: Put 12 in your head. Count on the dots.

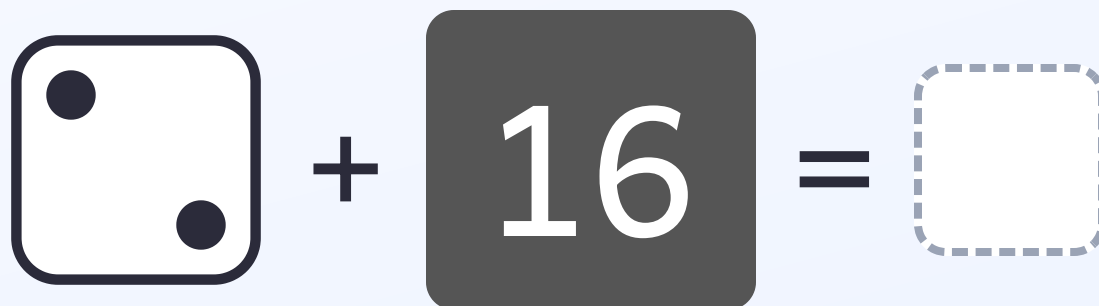
Count On

$$12 + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \hline \end{array} = 15$$

TEACHER PROMPT

Say: 12 ... 13, 14, 15.

Count On



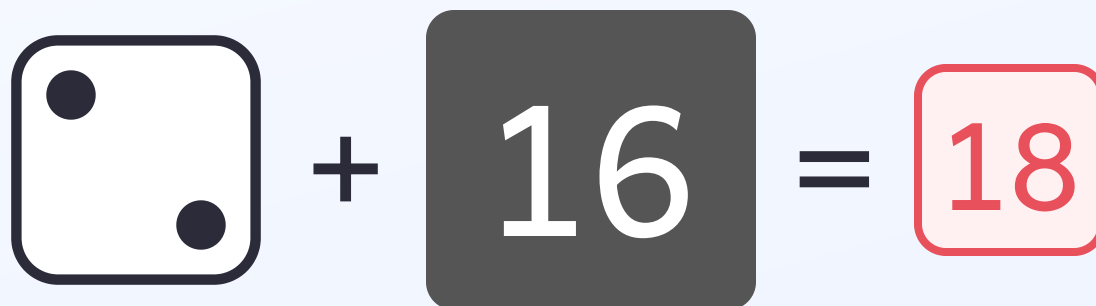
A math problem is presented: a die showing the number 3, followed by a plus sign, a dark gray square containing the number 16, followed by an equals sign, and a dashed square box for the answer.

$$3 + 16 = \square$$

TEACHER PROMPT

Ask: The dice comes first. Where do you start?

Count On



A visual equation representing the addition of 2 and 16. On the left is a white die with two black dots. This is followed by a plus sign, then a dark gray square containing the white number 16. This is followed by an equals sign, and finally a light red square with a red border containing the red number 18.

$$2 + 16 = 18$$

TEACHER PROMPT

Say: Start at 16: 17, 18.

Number and Dice

$$13 + \begin{array}{|c|c|} \hline \bullet & \bullet \\ \hline \bullet & \bullet \\ \hline \end{array} = \square$$

TEACHER PROMPT

Ask: Say 13. Touch each dot and count on.

Number and Dice

$$13 + \text{4} = 17$$

TEACHER PROMPT

Say: 13 ... 14, 15, 16, 17.

MENU

Count On

$$\boxed{15} + \begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} = \boxed{}$$

TEACHER PROMPT

Ask: 15 in your head. Count on the dots.

Count On

$$15 + \begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \end{array} = 17$$

TEACHER PROMPT

Say: 15 ... 16, 17.

MENU

Number and Dice


$$\begin{array}{|c|} \hline \bullet & & \bullet \\ \hline \bullet & \bullet & \\ \hline \bullet & & \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline 9 \\ \hline \end{array} = \begin{array}{|c|} \hline \\ \hline \end{array}$$

TEACHER PROMPT

Ask: The dice comes first. Which number do you start with?

Number and Dice


$$\begin{array}{|c|} \hline \bullet \\ \hline \bullet \bullet \bullet \\ \hline \bullet \\ \hline \end{array} + 9 = 14$$

TEACHER PROMPT

Say: Start with 9 and count on 5: 10, 11, 12, 13, 14.

Turn & Talk

How is the number card like the bucket?

TEACHER PROMPT

Listen for: Both tell us how many we start with, so we can count on.

Hands-On Activity



Activity Time

Number and Dice Race

Unit 1: Addition Strategies Activities ·
Activity 4

Goal: Students say a number and count on the dots on a dice card.



or



Unifix cubes or counters
(to check)



Number cards 5–15 and dot cards 1–6
(cut out)

- 1 Flip:** Each partner flips one number card and one dot card.
- 2 Count On:** Tap the number card and say it. Touch each dot and count on: “12 ... 13, 14.”
- 3 Compare:** The partner with the greater sum keeps all four cards.

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 4.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 87–89

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own (3 pages)

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$14 + \begin{array}{|c|} \hline \bullet \\ \hline \bullet \\ \hline \bullet \\ \hline \end{array} = \square$$

TEACHER PROMPT

Ask: Say the number. Count on the dots. Show me the sum.

LESSON 1.5

Count On from the Bigger Number

I can count on from the bigger number.

$$2+9$$

TEACHER PROMPT

Say: Today we will count on with a number path, then learn to start with the bigger number.

Key Words

count on

12 ... 13, 14

Start at a number and keep counting.

addend

8 + 5

A number you add.

sum

8 + 5 = 13

The answer when you add.

TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “count on” in a sentence?

Count On Review

$$13 + \begin{array}{|c|} \hline \bullet \\ \bullet \\ \bullet \\ \hline \end{array} = 16$$

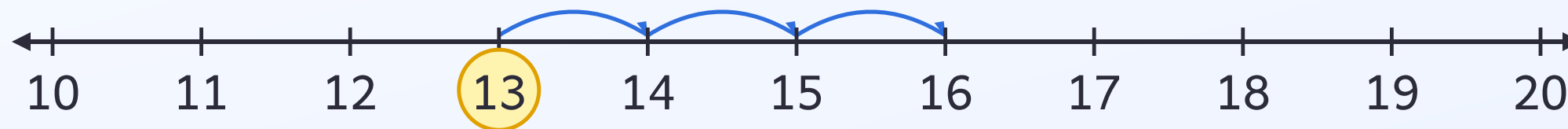
TEACHER PROMPT

Ask: Say 13. Count on the dots.

Say: 13 ... 14, 15, 16.

Use a Number Path

$$13 + 3 = 16$$



TEACHER PROMPT

Say: Start at the first number, 13. Put your finger on it. Hop forward and count on: 14, 15, 16.

Tip: Do not count the 13 as a hop. Start ON 13, then count each hop.

Bigger Number First

$$2 + 9 = 11$$

TEACHER PROMPT

Say: 2 + 9. Which number is bigger? 9! Put 9 in your head.

Model: Tap your head: “9.” Count on 2 fingers: 10, 11. 2 + 9 = 11.

Which Is Faster?

2 ... 3, 4, 5, 6, 7, 8, 9, 10,
11

start at 2: 9 counts

9 ... 10,
11

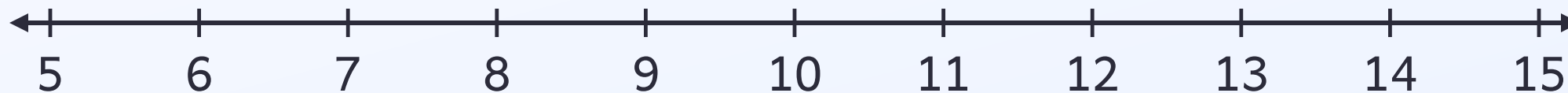
start at 9: 2
counts

TEACHER PROMPT

Say: If I start at 2, I have to count on 9 times. If I start at 9, I only count on 2. Start with the bigger number!

Number Path

$$9 + 2 = \boxed{}$$

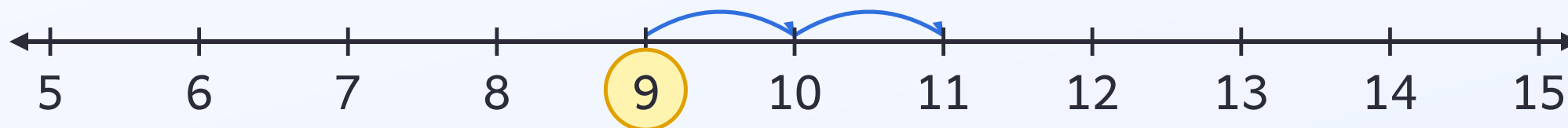


TEACHER PROMPT

Ask: Start at 9. Count on 2 on the number path.

Number Path

$$9 + 2 = 11$$



TEACHER PROMPT

Say: 9 ... 10, 11.

MENU

Count On

$$3 + 14 = \boxed{}$$

TEACHER PROMPT

Ask: Which number do you start with?

Count On

$$3 + 14 = 17$$

TEACHER PROMPT

Say: Start at 14 and count on 3: 15, 16, 17.

Bigger Number First

$$3 + 16 = \square$$

TEACHER PROMPT

Ask: Which number do you start with?

MENU

Bigger Number First

$$3 + 16 = 19$$

TEACHER PROMPT

Say: Start with 16 and count on 3: 17, 18, 19.

Quick Practice: Count On

$$\begin{array}{ccc} 9 + 2 & 13 + 3 & 1 + 17 \\ 12 + 2 & 3 + 8 & 16 + 3 \end{array}$$

TEACHER PROMPT

Ask: Solve each fact on your whiteboard. Show me when I say “Show!”

Quick Practice: Count On

$$9 + 2 = 11 \quad 13 + 3 = 16 \quad 1 + 17 = 18$$

$$12 + 2 = 14 \quad 3 + 8 = 11 \quad 16 + 3 = 19$$

TEACHER PROMPT

Say: Check each one together. Say the strategy you used.

Turn & Talk

Why is it faster to start with the bigger number?

TEACHER PROMPT

Listen for: There are fewer numbers to count on.

Hands-On Activity



Activity Time

Bigger Number First

Unit 1: Addition Strategies Activities ·

Activity 5

Goal: Students count on with a number path, starting from the bigger number.

Unifix cubes or counters
 (1 as a marker; more to check)

 Count On practice cards (cut out)

★ Number line 0–20 (from Activity 2)

- 1 **Number Path:** Flip a card, like $13 + 3$. Put the marker ON 13 on the number line. Hop and count on: 14, 15, 16.
- 2 **Bigger Number First:** Flip a card like $3 + 16$. Put your finger on the bigger number. Start the marker there.
- 3 **Count On:** Count on from the bigger number: “16 ... 17, 18, 19.” Partner checks with cubes.

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 5.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 90–92

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own (3 pages)

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$3 + 16 = \square$$

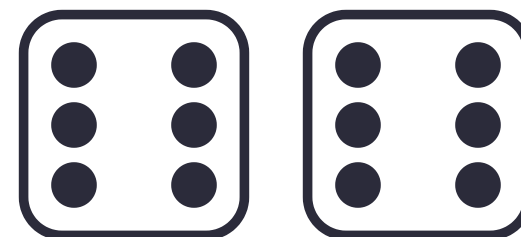
TEACHER PROMPT

Ask: Count on from the bigger number. Show me the sum.

LESSON 1.6

Doubles

I can add doubles.



TEACHER PROMPT

Say: Today we will learn doubles facts. Doubles are fast facts!

MENU

Key Words

double

$$6 + 6$$

Adding a number to itself.

sum

$$8 + 5 = 13$$

The answer when you add.

addend

$$8 + 5$$

A number you add.

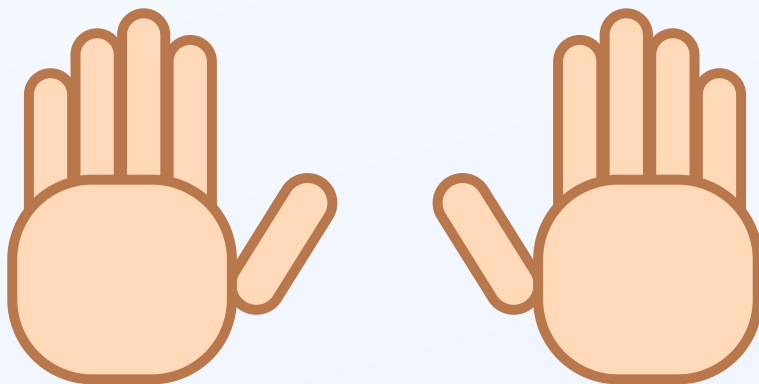
TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “double” in a sentence?

Fingers



TEACHER PROMPT

Say: 5 fingers + 5 fingers. That's a double! $5 + 5 = 10$.

Doubles All Around

$$2 + 2 = 4$$

eyes

$$3 + 3 = 6$$

wheels + wheels on 2 tricycles

$$4 + 4 = 8$$

legs on 2 dogs

$$5 + 5 = 10$$

fingers on 2 hands

$$6 + 6 = 12$$

an egg carton has 2 rows of 6

$$7 + 7 = 14$$

2 weeks have 7 + 7 days

$$8 + 8 = 16$$

spider legs + spider legs

$$10 + 10 = 20$$

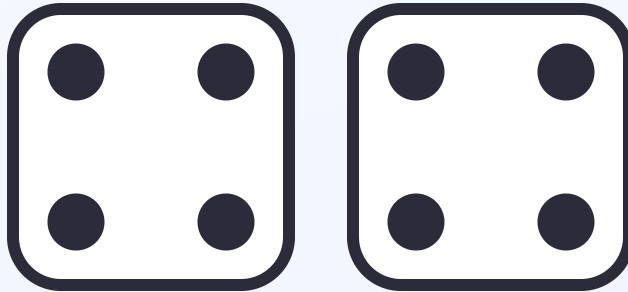
all your fingers and toes = 10 + 10

TEACHER PROMPT

Say: Doubles are everywhere! Read each double together.

Do: Act out a few: show 5 + 5 on fingers.

Double It



TEACHER PROMPT

Ask: What double is this? What is the sum?

Double It



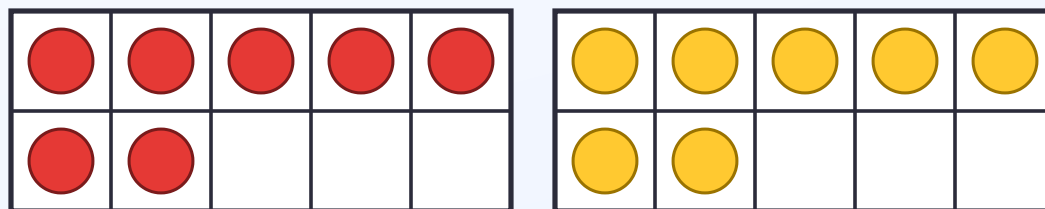
8

TEACHER PROMPT

Say: $4 + 4 = 8$.

MENU

Double It

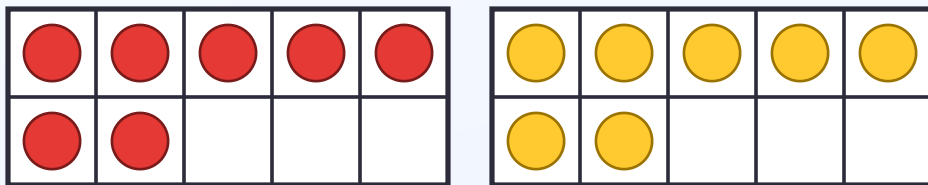


TEACHER PROMPT

Ask: $7 + 7 = ?$

MENU

Double It



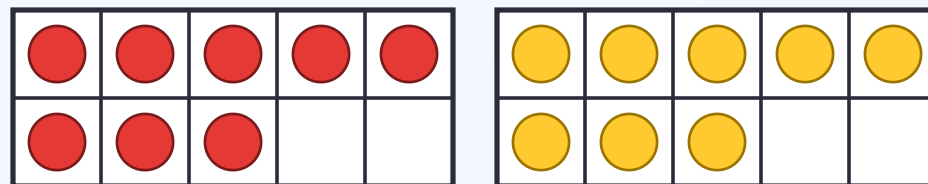
14

TEACHER PROMPT

Say: $7 + 7 = 14$.

MENU

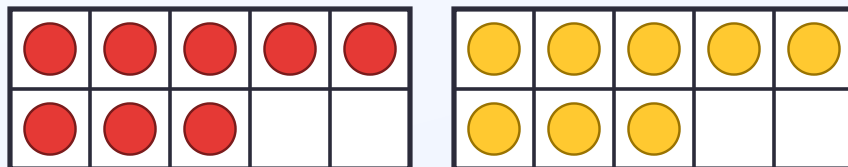
Double It



TEACHER PROMPT

Ask: What double is this? What is the sum?

Double It



16

TEACHER PROMPT

Say: $8 + 8 = 16$.

MENU

What Double Makes 18?

$$\square + \square = 18$$

TEACHER PROMPT

Ask: What number plus itself makes 18?

What Double Makes 18?

$$\boxed{9} + \boxed{9} = 18$$

TEACHER PROMPT

Say: $9 + 9 = 18$.

MENU

Quick Practice: Doubles

$6 + 6$

$9 + 9$

$3 + 3$

$7 + 7$

$10 + 10$

$5 + 5$

TEACHER PROMPT

Ask: Solve each fact on your whiteboard. Show me when I say “Show!”

Quick Practice: Doubles

$$6 + 6 = 12 \quad 9 + 9 = 18 \quad 3 + 3 = 6$$

$$7 + 7 = 14 \quad 10 + 10 = 20 \quad 5 + 5 = 10$$

TEACHER PROMPT

Say: Check each one together. Say the strategy you used.

Turn & Talk

Are doubles sums always even? Try $3 + 3$, $6 + 6$,
 $9 + 9$.

TEACHER PROMPT

Listen for: Yes! Doubles make even numbers.

Hands-On Activity



Activity Time

Doubles Memory

Unit 1: Addition Strategies Activities ·
Activity 6

Goal: Students learn doubles facts.



Unifix cubes or counters
(to build each double)



Doubles memory cards (cut out)

- 1 **Flip Two:** Flip two cards. Does the double match the sum?
- 2 **Build It:** Build the double with two equal towers of cubes to prove it.
- 3 **Keep or Return:** Keep matching pairs. Turn others back over.

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 6.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 93–96

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own (4 pages)

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$9 + 9 = \boxed{}$$

TEACHER PROMPT

Ask: Quick! What is double 9?

LESSON 1.7

Doubles Plus One

I can use doubles to add.

$$6+7$$

TEACHER PROMPT

Say: Today we will use doubles to solve facts that are almost doubles.

Key Words

near double

$$6 + 7$$

A double plus one more.

double

$$6 + 6$$

Adding a number to itself.

sum

$$8 + 5 = 13$$

The answer when you add.

TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “near double” in a sentence?

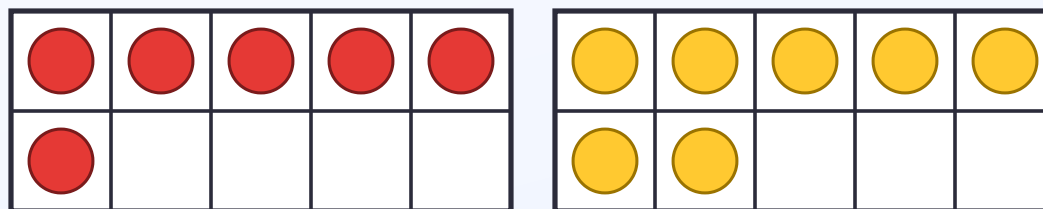
Doubles Review

$$3 + 3 \quad 5 + 5 \quad 6 + 6 \quad 8 + 8$$

TEACHER PROMPT

Ask: Say each sum as fast as you can.

Double Plus One



$$6 + 7 = 6 + 6 + 1 = 13$$

TEACHER PROMPT

Say: 6 + 7 is a near double. Inside it is $6 + 6 = 12$.

Say: 7 is one more than 6, so the sum is one more than 12: 13.

Find the Double

$$7 + 8 = \boxed{}$$

TEACHER PROMPT

Ask: What double is hiding inside $7 + 8$?

Find the Double

$$7 + 8 = 15$$

7 + 7 = 14, and 1 more

TEACHER PROMPT

Say: 7 + 7 = 14, so 7 + 8 = 15.

Find the Double

$$5 + 4 = \boxed{}$$

TEACHER PROMPT

Ask: Which double helps?

MENU

Find the Double

$$5 + 4 = \boxed{9}$$

$4 + 4 = 8$, and 1 more

TEACHER PROMPT

Say: $4 + 4 = 8$, so $5 + 4 = 9$. Start with the smaller double!

Hands-On Activity



Activity Time

Double Plus One Towers

Unit 1: Addition Strategies Activities ·
Activity 7

Goal: Students use doubles to solve near doubles.



or Unifix cubes (two colors)
or counters



Near-doubles cards (cut out)

- 1 Flip:** Flip a card, like $6 + 7$.
- 2 Build the Double:** Build two towers of 6. Say: “ $6 + 6 = 12$.”
- 3 Add One:** Add one more cube to a tower to make 7. Say: “12 and 1 more is 13.”

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 7.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 97–99

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own (3 pages)

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$8 + 9 = \boxed{}$$

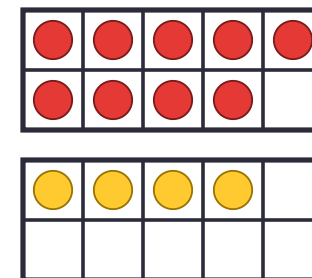
TEACHER PROMPT

Ask: What double helped you?

LESSON 1.8

Make a Ten to Add

I can make a ten to add.

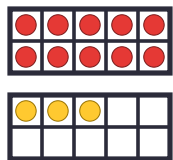


TEACHER PROMPT

Say: Today we will add by making a ten first.

Key Words

make a ten



Move some to fill a ten first.

sum

$$8 + 5 = 13$$

The answer when you add.

addend

$$8 + 5$$

A number you add.

TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “make a ten” in a sentence?

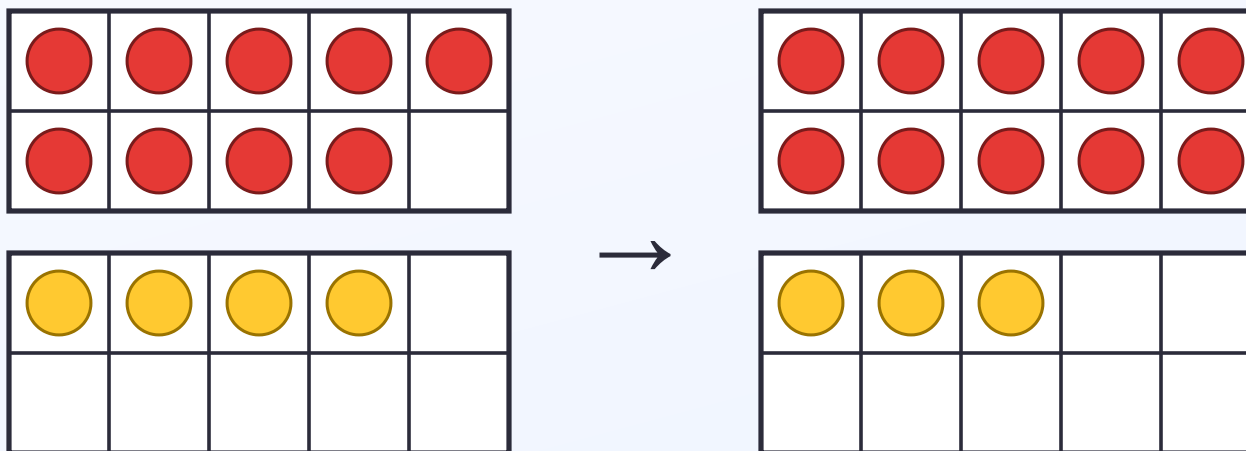
Partners of 10

$$9 + 1 \quad 8 + 2 \quad 7 + 3 \quad 6 + 4$$

TEACHER PROMPT

Say: Quick review: partners of 10!

Move One to Make Ten



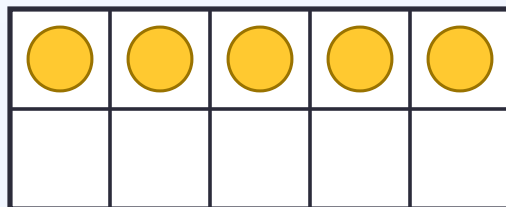
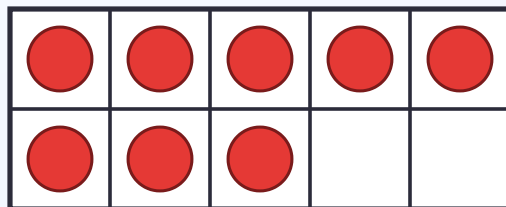
$$9 + 4 = 10 + 3 = 13$$

TEACHER PROMPT

Say: 9 needs 1 more to make 10. Move 1 counter from the 4 up to fill the top ten frame.

Say: Now it is $10 + 3$. That's easy: 13!

Make a Ten

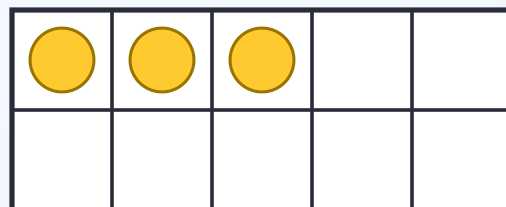
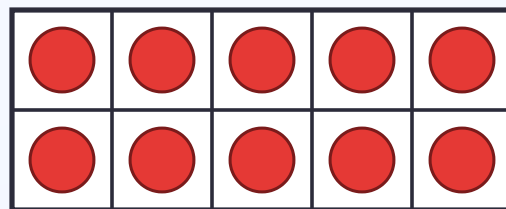


TEACHER PROMPT

Ask: How many do we move to make 10?

MENU

Make a Ten

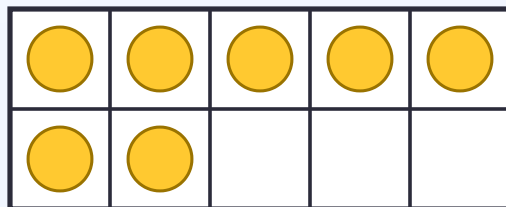
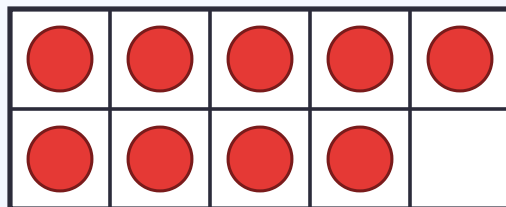


$$8 + 5 = 10 + 3 = 13$$

TEACHER PROMPT

Say: Move 2. $8 + 5 = 10 + 3 = 13$.

Make a Ten

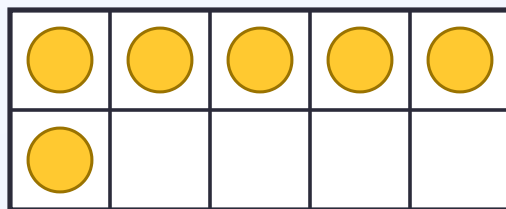
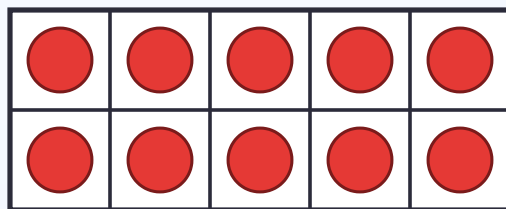


TEACHER PROMPT

Ask: How many do we move?

MENU

Make a Ten



$$9 + 7 = 10 + 6 = 16$$

TEACHER PROMPT

Say: Move 1. $9 + 7 = 16$.

Break Apart to Make Ten

$$8 + 6 = \boxed{}$$

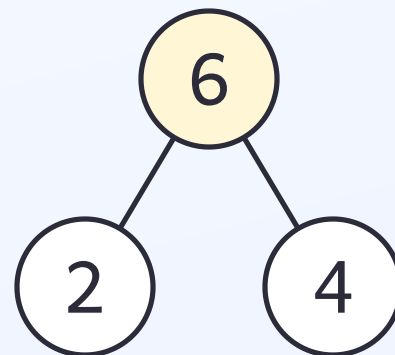
TEACHER PROMPT

Ask: 8 needs how many to make 10? Break 6 into parts.

Break Apart to Make Ten

$$8 + 6 = 14$$

$$6 = 2 + 4$$

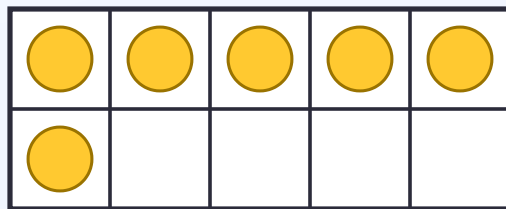
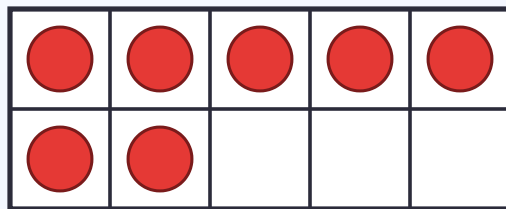


$$8 + 2 = 10, 10 + 4 = 14$$

TEACHER PROMPT

Say: 8 needs 2. 6 is 2 and 4. $10 + 4 = 14$.

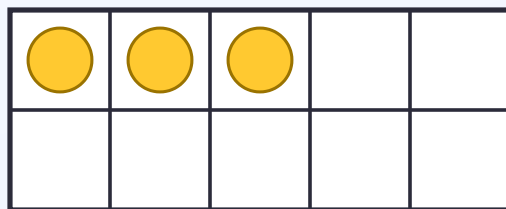
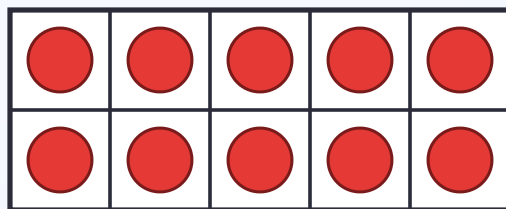
Make a Ten



TEACHER PROMPT

Ask: How many move to make 10?

Make a Ten



$$7 + 6 = 10 + 3 = 13$$

TEACHER PROMPT

Say: Move 3. $7 + 6 = 10 + 3 = 13$.

Quick Practice: Make a Ten

$9 + 5$

$8 + 7$

$9 + 8$

$7 + 5$

$8 + 4$

$9 + 3$

TEACHER PROMPT

Ask: Solve each fact on your whiteboard. Show me when I say “Show!”

Quick Practice: Make a Ten

$$9 + 5 = 14 \quad 8 + 7 = 15 \quad 9 + 8 = 17$$

$$7 + 5 = 12 \quad 8 + 4 = 12 \quad 9 + 3 = 12$$

TEACHER PROMPT

Say: Check each one together. Say the strategy you used.

Turn & Talk

Why is $10 + 3$ easier than $9 + 4$?

TEACHER PROMPT

Listen for: Adding to 10 is easy: 10 and 3 is 13.

Hands-On Activity



Activity Time

Make a Ten Mat

Unit 1: Addition Strategies Activities ·

Activity 8

Goal: Students make a ten to add 7, 8, or 9.

 or  Counters or unifix cubes
in 2 colors (20 per pair)

 Make-ten problem cards (cut out)

 Double ten frame mat

- 1 Build:** Flip a card, like $9 + 5$. Put 9 red in the top frame and 5 yellow in the bottom frame.
- 2 Move to Make Ten:** Slide 1 yellow counter up to fill the top frame. Now it is $10 + 4$.
- 3 Say It:** “ $9 + 5$ is the same as $10 + 4$. That is 14.”

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 8.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 100–103

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own (4 pages)

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$9 + 6 = \boxed{}$$

TEACHER PROMPT

Ask: Make a ten in your head.

LESSON 1.9

Add Three Numbers

I can add three numbers.

$$4+6+3$$

TEACHER PROMPT

Say: Today we will add three numbers. We can add them in any order!

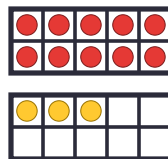
Key Words

addend

$$8 + 5$$

A number you add.

make a ten



Move some to fill a ten first.

double

$$6 + 6$$

Adding a number to itself.

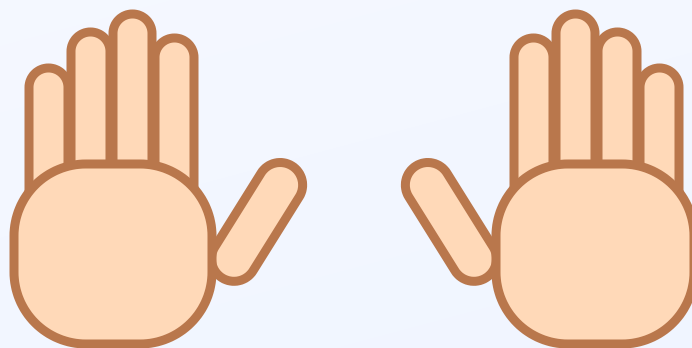
TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “addend” in a sentence?

Ten Partners



TEACHER PROMPT

Ask: 6 and what make 10? 3 and what make 10?

Look for a Ten

$$4 + 6 + 3$$

$$10 + 3 = 13$$

TEACHER PROMPT

Say: Before I add, I look for a ten or a double. $4 + 6 = 10$! Then $10 + 3 = 13$.

Look First

$$5 + 3 + 5 = \square$$

TEACHER PROMPT

Ask: Which two would you add first?

Look First

$$5 + 3 + 5 = 13$$

$$5 + 5 = 10, 10 + 3 = 13$$

TEACHER PROMPT

Say: $5 + 5 = 10$, then add 3.

Look First

$$7 + 7 + 2 = \square$$

TEACHER PROMPT

Ask: Do you see a double?

Look First

$$7 + 7 + 2 = 16$$

$$7 + 7 = 14, 14 + 2 = 16$$

TEACHER PROMPT

Say: $7 + 7 = 14$, then 2 more is 16.

Hands-On Activity

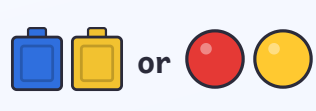


Activity Time

Three Card Sum

Unit 1: Addition Strategies Activities ·
Activity 9

Goal: Students add three numbers by looking for tens and doubles.



Unifix cubes or counters
(to check)



Number cards 1–9 (cut out)



Recording mat

- 1 Flip Three:** Flip three cards onto the mat.
- 2 Look First:** Look for two numbers that make 10 or a double. Slide those two together.
- 3 Add:** Add those two, then add the third. Say the sum.

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 9.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 104–105

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$2+8+6=$$

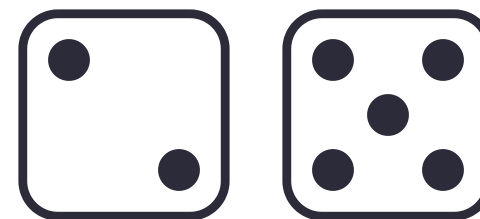
TEACHER PROMPT

Ask: Which two first?

LESSON 1.10

Turn-Around Facts

I can switch the order of addends.



TEACHER PROMPT

Say: Today we will learn that we can switch the order of addends.

Key Words

**turn-around
fact**

$$2 + 5 = 5 + 2$$

Switch the addends. The sum stays the same.

addend

$$8 + 5$$

A number you add.

sum

$$8 + 5 = 13$$

The answer when you add.

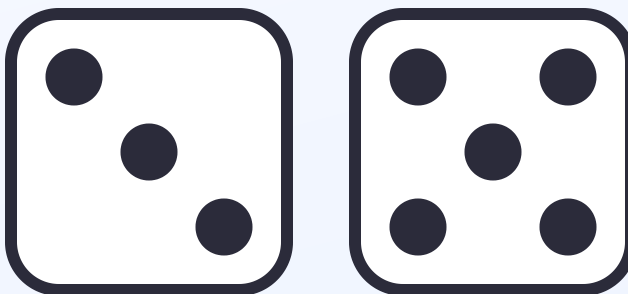
TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “turn-around fact” in a sentence?

Domino



TEACHER PROMPT

Ask: What addition fact does this domino show?

Turn It Around



$$2 + 5 = 7 \quad 5 + 2 = 7$$

TEACHER PROMPT

Say: When I turn the domino around, the addends switch places. The sum is the same!

Turn-Around Fact

$$3+8=11$$

TEACHER PROMPT

Ask: What is the turn-around fact?

Turn-Around Fact

$$3 + 8 = 11$$

$$\boxed{8} + \boxed{3} = 11$$

TEACHER PROMPT

Say: $8 + 3 = 11$.

MENU

True or False?

$$6+9=9+6$$

TEACHER PROMPT

Ask: Thumbs up for true, down for false.

True or False?

$$6+9=9+6$$

True!

TEACHER PROMPT

Say: Both sides are 15. True!

Turn & Talk

Which is easier to solve: $2 + 9$ or $9 + 2$? Why?

TEACHER PROMPT

Listen for: $9 + 2$, because we count on from the bigger number.

Hands-On Activity



Activity Time

Domino Flip

Unit 1: Addition Strategies Activities ·
Activity 10

Goal: Students see that changing the order of addends does not change the sum.



Unifix cubes in 2 colors or
counters



Domino cards (cut out)

- 1 Read the Domino:** Hold a domino. Say the fact left to right: “ $2 + 5 = 7$.”
- 2 Flip It:** Turn the domino around. Say the new fact: “ $5 + 2 = 7$.”
- 3 Build It:** Build a train with 2 red and 5 yellow cubes. Turn the train around. Same total!

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 10.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 106–107

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$4 + 7 = 7 + \boxed{}$$

TEACHER PROMPT

Ask: Fill in the turn-around fact.

LESSON 1.11

Which Strategy?

I can choose a strategy to add.

Count On
Doubles
Make a Ten

TEACHER PROMPT

Say: Today we will choose the best strategy to solve addition facts.

Key Words

count on

12 ... 13, 14

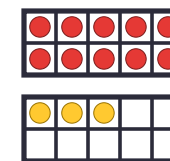
Start at a number and keep counting.

double

6 + 6

Adding a number to itself.

make a ten



Move some to fill a ten first.

TEACHER PROMPT

Say: Here are our key words for today. Say each word with me.

Do: Read each word and its meaning. Students repeat the word and use it in a sentence with a partner.

Ask: Who can use the word “count on” in a sentence?

Strategy Review

Count On

adding 1, 2, or 3

$$14 + 2$$

Doubles

same or close numbers

$$7 + 7$$

Make a Ten

one number is 8 or 9

$$9 + 5$$

TEACHER PROMPT

Say: We know three great strategies! Let's review when each one works best.

Think Aloud

$$9 + 6 = 15$$

9 is close to 10. Make a ten!

9 + 1 = 10, then 5 more is 15.

TEACHER PROMPT

Say: Before I solve, I look at the numbers. 9 is almost 10, so making a ten is fast.

Ask: Could I count on 6? Would that be fast?

Listen for: Counting on 6 takes longer. Make a ten is faster.

Choose and Solve

$$13 + 2 = \square$$

TEACHER PROMPT

Ask: Which strategy? Why?

MENU

Choose and Solve

$$13 + 2 = 15$$

Count on: 14, 15

TEACHER PROMPT

Say: Count on, because we add 2.

Choose and Solve

$$8 + 8 = \boxed{}$$

TEACHER PROMPT

Ask: Which strategy?

MENU

Choose and Solve

$$8 + 8 = 16$$

Doubles!

TEACHER PROMPT

Say: It's a double: 16.

MENU

Choose and Solve

$$8 + 5 = \boxed{}$$

TEACHER PROMPT

Ask: Which strategy?

MENU

Choose and Solve

$$8 + 5 = 13$$

Make a ten: $10 + 3$

TEACHER PROMPT

Say: 8 needs 2 to make 10. 5 is 2 and 3. $10 + 3 = 13$.

Choose and Solve

$$6 + 7 = \square$$

TEACHER PROMPT

Ask: Which strategy?

MENU

Choose and Solve

$$6 + 7 = 13$$

Double plus one: $6 + 6 + 1$

TEACHER PROMPT

Say: Near double: $6 + 6 = 12$, plus 1 is 13.

Quick Practice: Mixed Addition

$8 + 3$

$7 + 7$

$9 + 6$

$15 + 2$

$8 + 6$

$5 + 6$

TEACHER PROMPT

Ask: Solve each fact on your whiteboard. Show me when I say “Show!”

Quick Practice: Mixed Addition

$$\begin{array}{lll} 8 + 3 = 11 & 7 + 7 = 14 & 9 + 6 = 15 \\ 15 + 2 = 17 & 8 + 6 = 14 & 5 + 6 = 11 \end{array}$$

TEACHER PROMPT

Say: Check each one together. Say the strategy you used.

Turn & Talk

Which strategy would you use for $9 + 8$? Could you use a different one?

TEACHER PROMPT

Listen for: Make a ten ($9 + 1 + 7$), or doubles ($8 + 8 + 1$).

Hands-On Activity



Activity Time

Strategy Sort

Unit 1: Addition Strategies Activities ·
Activity 11

Goal: Students choose count on, doubles, or make a ten to solve addition facts.

 or Unifix cubes or counters
(20 per pair)

 Addition fact cards (cut out)

 Strategy sort mat

- 1 Flip:** Flip a fact card and read it aloud.
- 2 Choose:** Decide: Count On (adding 1, 2, or 3), Doubles (same or close numbers), or Make a Ten (an 8 or 9).
- 3 Solve and Prove:** Place the card on that part of the mat. Solve it and show your partner with cubes or counters.

TEACHER PROMPT

Say: Now let's do the activity part of the lesson for more depth.

Do: Pass out the materials and model the first round. Full directions, differentiation, and cut-outs are in the Unit 1: Addition Strategies Activities book, Activity 11.

Ask: While students work, ask them to explain their thinking. Then we will finish with the workbook.

Your Turn in the Workbook



Workbook Time

Pages 108–110

- 1 Do the first problem on each page together
- 2 Finish the practice pages on your own (3 pages)

TEACHER PROMPT

Say: Great work in the activity! Now let's practice what we learned in the workbook.

Do: Do the first problem on each page together. Then students work on their own while you check in with small groups.

Show Me

$$9 + 7 = \square$$

TEACHER PROMPT

Ask: Solve and hold up 1 finger for count on, 2 for doubles, or 3 for make a ten.

PROGRESS CHECK

Addition Strategies Check

I can show what I know.



TEACHER PROMPT

Say: Today you will show what you have learned in this unit. Do your best work on your own.

Review the Strategies

Count on · Number line · Doubles
Doubles plus one · Make a ten · Three addends

TEACHER PROMPT

Say: Use any strategy that helps you!

Your Turn in the Workbook



Workbook Time

Page 111

- 1 Listen to each direction
- 2 Work on your own
- 3 Check your work