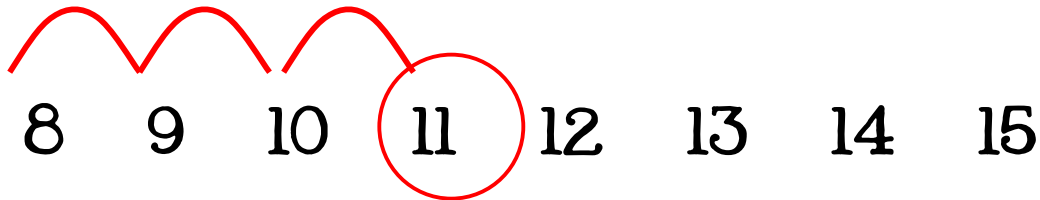


# CHAPTER THREE VOCABULARY

**count on:** to count forward from a given number.

- We use the count on strategy when adding 1, 2, or 3 to a given number

ex.  $8 + 3 = ?$



**doubles:** an addition fact that includes two of the same number

DOUBLES RAP VIDEO: <https://www.youtube.com/watch?v=jGbn5xLt-0Q>

ex.  $8 + 8 = 16$

**doubles plus one:** an addition fact that is a doubles fact plus one more.

ex.  $4 + 5 = 9$

This can be broken apart as  $4 + 4 + 1 = 9$ , thus a "double" ( $4+4$ ) plus one more.

**doubles minus one:** an addition fact that is a doubles fact minus one.

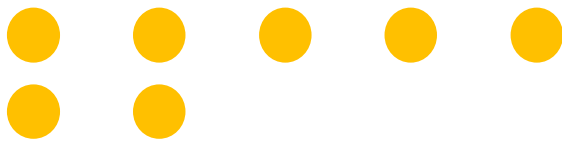
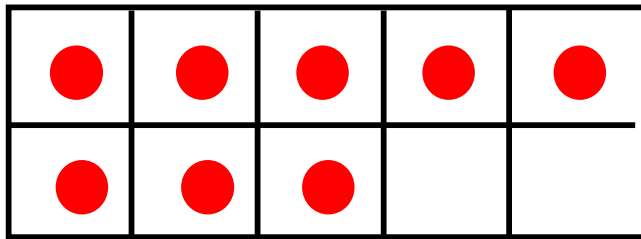
ex.  $4 + 3 = 7$

This can be broken apart as  $4 + 4 - 1 = 7$ , thus a "double" ( $4+4$ ) minus one more.

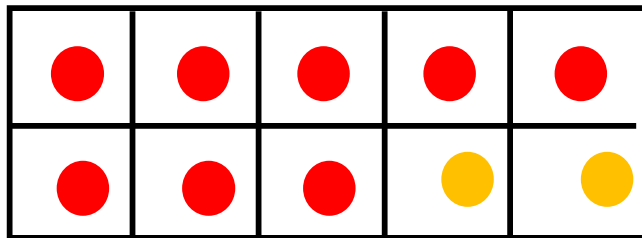
\*\*These doubles +/- strategies are laid out in a complicated way in your child's homework book. This is the gist of what he/she actually needs to know how to do and what to recognize.

make a ten: a strategy that teaches children to break apart the numbers in a given addition problem and "make a ten" first to help them add numbers whose sum is greater than ten

ex.  $8 + 7 = ?$



Students must first be able to see that they can move two yellow counters into the ten frame box, thus "making a ten."



Now the problem reads as follows:

$$8 + 2 + 5 = ?$$

Now a "ten can be made, changing the problem to:

$$10 + 5 = ?$$

This is an important strategy because our number system is based on 10. Adding 5 to 10 is much simpler than adding 7 to 8. This strategy requires higher order thinking skills, and it will challenge your child. Please stay positive and encourage him/her to work through these problems.

## BONUS VOCAB!

friendly numbers: any two numbers that add up to ten (0+10, 1+9, 2+8, 3+7, 4+6, 5+5)

Helpful Hint: This term may help your child solve these problems. For the example problem above you could ask, "What is 8's friendly number?" to get your child thinking about 10s. After he/she answers, then you could say, "Okay, so if I move two from my group of 7 up to my group of 8 to make ten, how many will I have left from that group of 7?"