

8

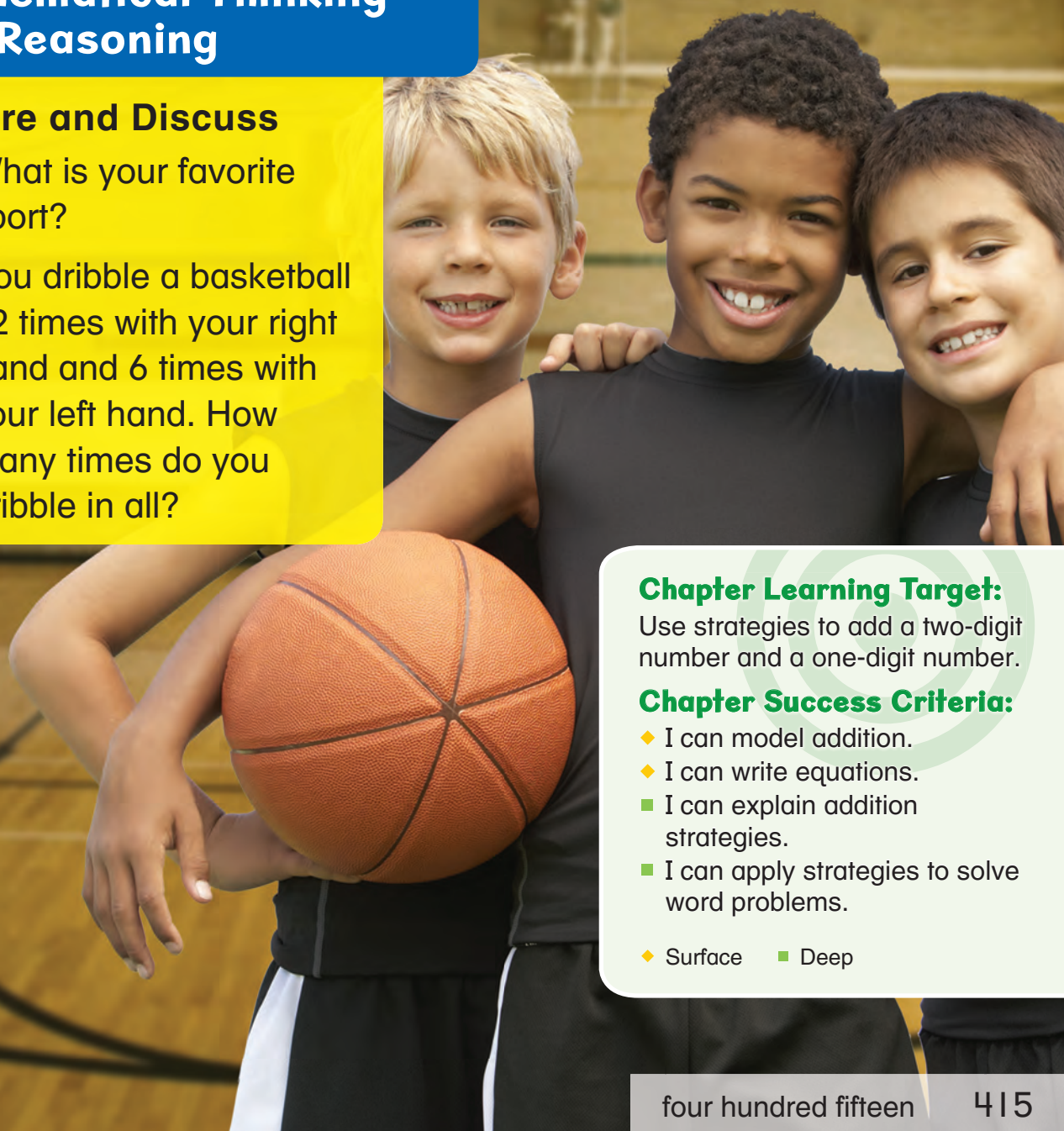
Add Two-Digit Numbers and One-Digit Numbers



Mathematical Thinking and Reasoning

Share and Discuss

- What is your favorite sport?
- You dribble a basketball 12 times with your right hand and 6 times with your left hand. How many times do you dribble in all?



Chapter Learning Target:

Use strategies to add a two-digit number and a one-digit number.

Chapter Success Criteria:

- ◆ I can model addition.
- ◆ I can write equations.
- I can explain addition strategies.
- I can apply strategies to solve word problems.

◆ Surface ■ Deep



Vocabulary

Organize It

Use the review words to complete the graphic organizer.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

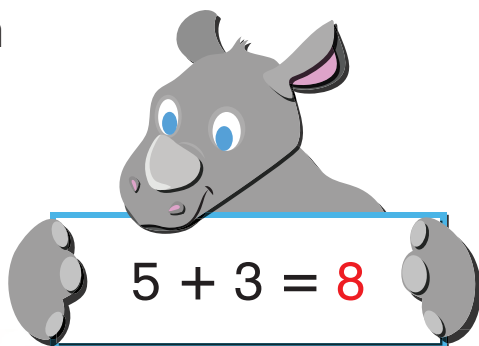
The

of 16 are 1 and 6.

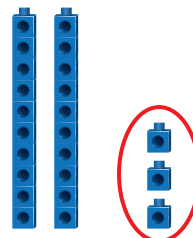
Define It

Match the review word to its definition.

1. sum



2. ones



Name _____

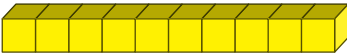
Learning Target: Add a decade number and a one-digit number.

8.1

Add Ones
to a
Decade Number

Explore

Cube:  = _____

Rod:  = _____

Use base ten blocks to model and solve each equation.

$$70 + 6 = \underline{\quad}$$

Tens	Ones

$$50 + 4 = \underline{\quad}$$

Tens	Ones

$$60 + 7 = \underline{\quad}$$

Tens	Ones

$$80 + 3 = \underline{\quad}$$

Tens	Ones



Number Sense and Operations

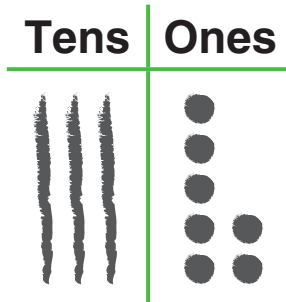
MA.1.NSO.2.4: Explore the addition of a two-digit number and a one-digit number with sums to 100.

Build Understanding

Count by tens,
then by ones.



$$30 + 7 = \underline{37}$$



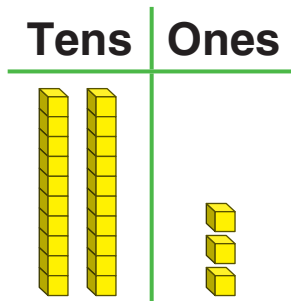
Make a Connection 2 MTR

How do the digits
in the sum compare
to the models?

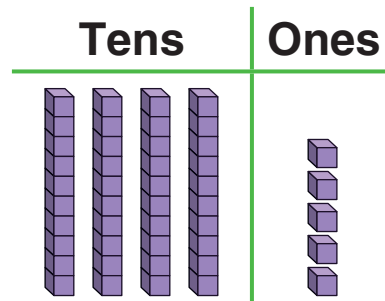


Try It

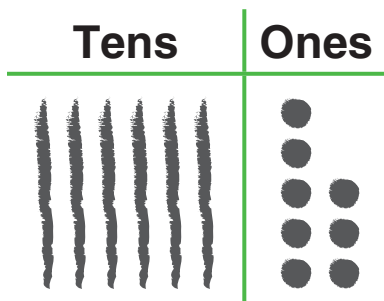
1. $20 + 3 = \underline{\quad}$



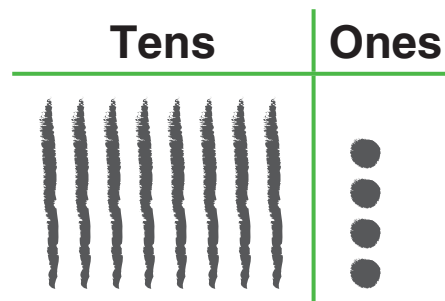
2. $40 + 5 = \underline{\quad}$



3. $60 + 8 = \underline{\quad}$



4. $80 + 4 = \underline{\quad}$



Name _____



In-Class Practice



I don't
understand yet.

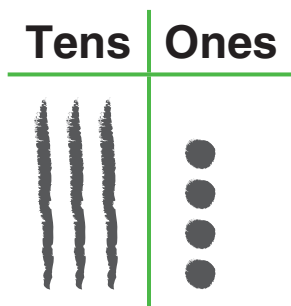


I understand some.

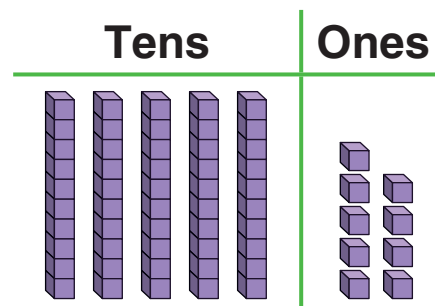


I understand.

5. $30 + 4 = \underline{\quad}$



6. $50 + 9 = \underline{\quad}$



7. $70 + 2 = \underline{\quad}$

8. $90 + 1 = \underline{\quad}$

9. $0 + 20 = \underline{\quad}$

10. $8 + 40 = \underline{\quad}$

11. **Structure** Circle the number that completes the equation.

5
MTR

$$60 + \underline{\quad} = 65$$

5

50

Does It Make Sense?

How does place value help you choose the correct number?

6
MTR



Model Real Life

7
MTR

There are 90 floats in a parade. 6 more floats are added. How many floats are in the parade now?

Addition equation:

Model:



_____ floats

Try It

12. There are 20 students in your class. 2 new students join your class. How many students are in your class now?

Addition equation:

Model:

_____ students



Name _____

Learning Target: Add a decade number and a one-digit number.

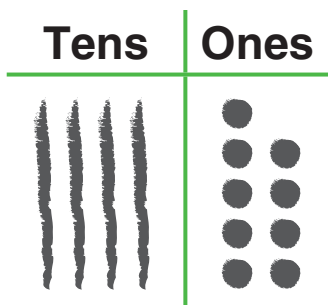
8.1

Practice

Example

$$40 + 9 = \underline{49}$$

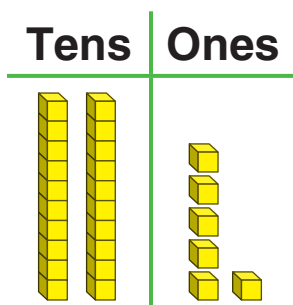
Count by tens, then by ones.



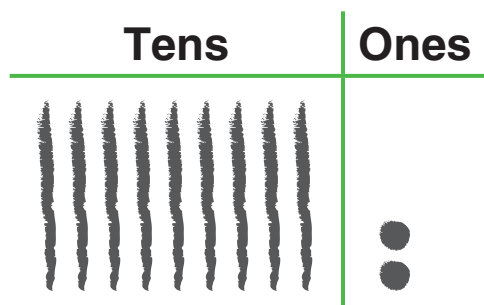
Make a quick sketch to help.



1. $20 + 6 = \underline{\quad}$



2. $90 + 2 = \underline{\quad}$



3. $10 + 7 = \underline{\quad}$

4. $3 + 50 = \underline{\quad}$



5. **Structure** Circle the number that completes the equation.

5
MTR

$$30 + \underline{\quad\quad} = 38$$

8 80

6. **Writing** When you add a one-digit number to a decade number, what do you notice about the ones place digit of the sum?

7. **Model Real Life** There are 60 drawings in a contest. 4 more are added. How many drawings are in the contest now?

7
MTR

_____ drawings

8. **DIG DEEPER** Your friend says that $5 + 60$ is 56. Without adding, how do you know he is incorrect?

Review & Refresh

9. Count backward by ones to write the missing numbers.

_____, _____, _____, _____, _____, 120



Name _____

Learning Target: Use the *count on* strategy to add ones.

8.2

Count On
to Add Ones

Explore

Show how you can use the hundred chart to solve.

$$84 + 9 = \underline{\quad}$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Number Sense and Operations

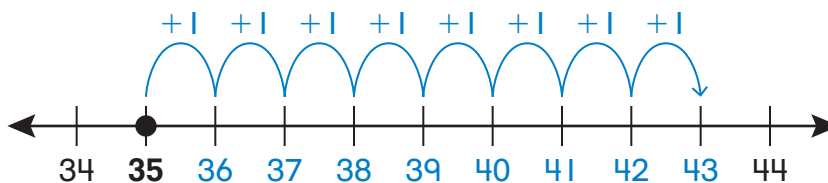
MA.1.NSO.2.4: Explore the addition of a two-digit number and a one-digit number with sums to 100.

Build Understanding

Start at 35.
Count on 8.

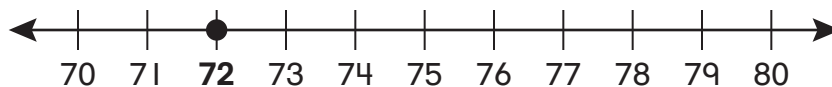


$$35 + 8 = \underline{43}$$

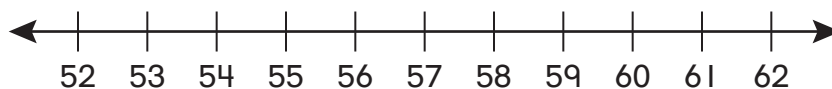


Try It

1. $72 + 3 = \underline{\quad}$



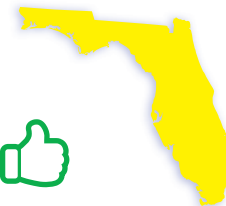
2. $54 + 7 = \underline{\quad}$



3. $69 + 6 = \underline{\quad}$



Name _____



In-Class Practice



I don't
understand yet.

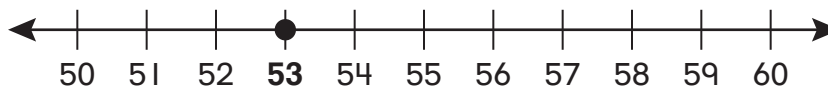


I understand some.

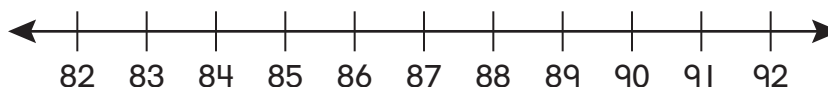


I understand.

4. $53 + 4 = \underline{\hspace{2cm}}$



5. $82 + 9 = \underline{\hspace{2cm}}$

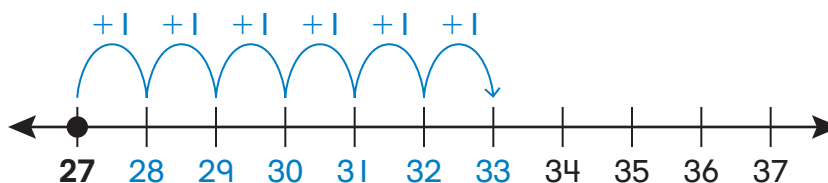


6. $48 + 5 = \underline{\hspace{2cm}}$



7. **Structure** Write an equation that matches the
5 number line.

MTR



$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



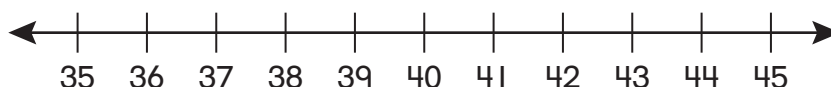
Model Real Life

7
MTR

The home team scores 37 points. The visiting team scores 6 more points than the home team. How many points does the visiting team score?

Addition equation:

Model:



_____ points

Try It

8. Your friend scores 63 points. You score 8 more points than your friend. How many points do you score?

Addition equation:

Model:



_____ points

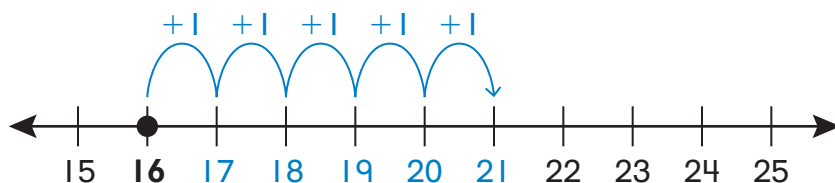


Name _____

Learning Target: Use the *count on* strategy to add ones.

Example

$$16 + 5 = \underline{21}$$



Start at 16.
Count on 5.



1. $42 + 7 = \underline{\hspace{2cm}}$



2. $81 + 6 = \underline{\hspace{2cm}}$

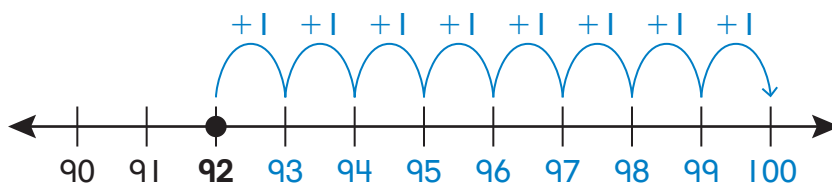


3. $56 + 9 = \underline{\hspace{2cm}}$



4. **Structure** Write an equation that matches the number line.

5
MTR

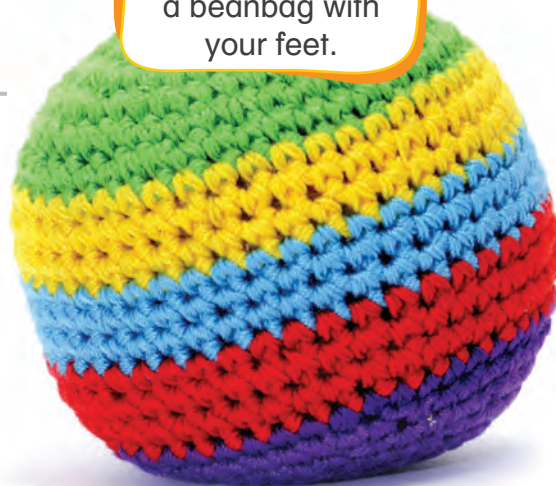
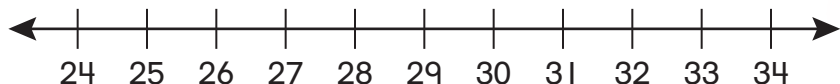


$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Footbag is a sport where you juggle a beanbag with your feet.

5. **Model Real Life** Newton kicks a beanbag 24 times. Descartes kicks it 7 more times than Newton. How many times does Descartes kick the beanbag?

7
MTR



 times

Adapt a Procedure

How does switching the order of the addends help?

3
MTR

6. **DIG DEEPER** Use the number line to find the sum.

$$6 + 45 = \underline{\hspace{2cm}}$$



Review & Refresh

7. $3 + 7 + 4 = \underline{\hspace{2cm}}$

8. $4 + 5 + 6 = \underline{\hspace{2cm}}$



Name _____

Learning Target: Make a decade number to add a two-digit number and a one-digit number.

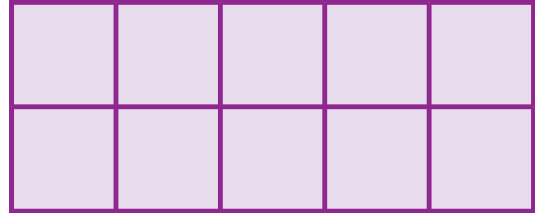
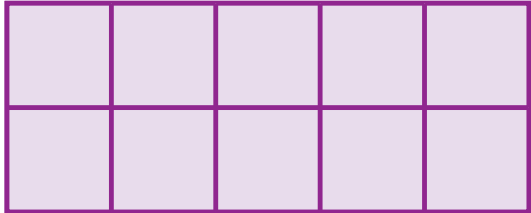
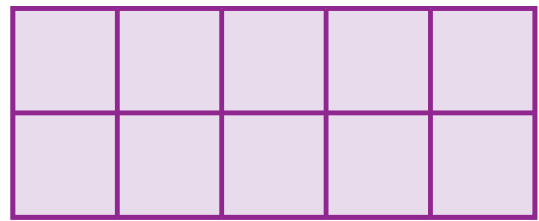
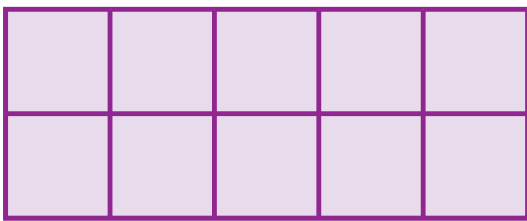
8.3

Make a
Decade
Number to Add

Explore

Use counters and the ten frames to make a decade number to solve.

$$28 + 5 = \underline{\hspace{2cm}}$$



Which decade number did you use?

Which decade number can you use to add 8 and 5?

Use a Similar Problem

5
MTR

How is finding $28 + 5$ similar to finding $8 + 5$?



Number Sense and Operations

MA.1.NSO.2.4: Explore the addition of a two-digit number and a one-digit number with sums to 100.

Build Understanding

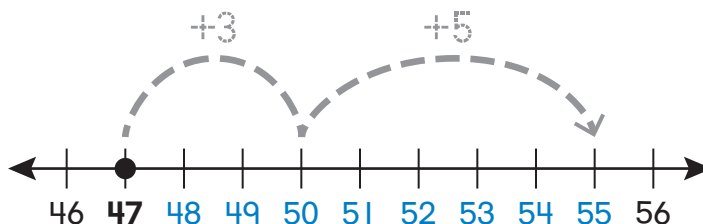
$$47 + 8 = ?$$

$$47 + 3 = 50$$

and

$$50 + 5 = 55.$$

Start at 47 and add 3 to get to the decade number 50. Because $8 = 3 + 5$, add 5 more.

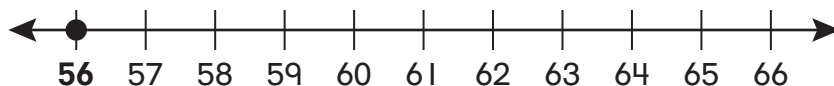


So, $47 + 8 = 55$.



Try It

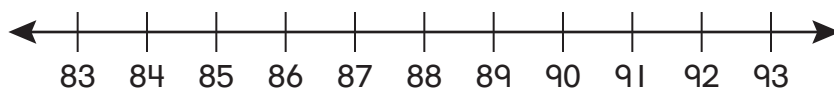
1. $56 + 6 = \underline{\hspace{2cm}}$



2. $34 + 7 = \underline{\hspace{2cm}}$



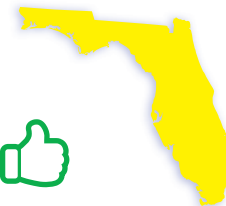
3. $83 + 9 = \underline{\hspace{2cm}}$



430 four hundred thirty



Name _____



In-Class Practice



I don't
understand yet.

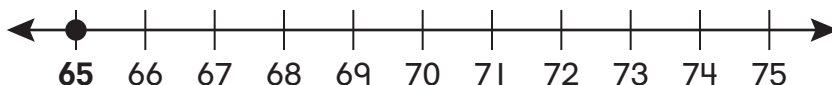


I understand some.



I understand.

4. $65 + 7 = \underline{\hspace{2cm}}$



Communicate Clearly

4
MTR

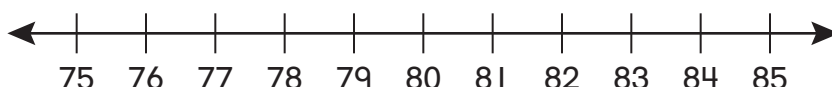
How does making a
decade number relate
to partner numbers?



5. $12 + 9 = \underline{\hspace{2cm}}$

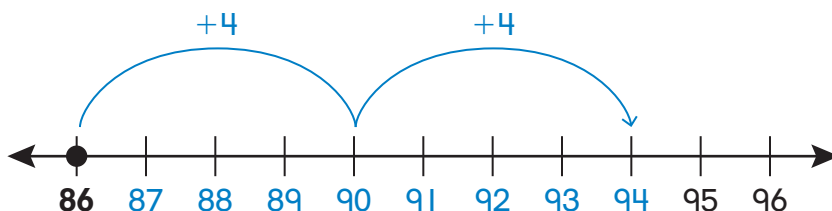


6. $77 + 6 = \underline{\hspace{2cm}}$



7. **Structure** Write an equation that matches the
number line.

5
MTR



$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



Model Real Life

7
MTR

In a museum, Exhibit A has 26 yellow and 8 brown coquí frogs. Exhibit B has 32 coquí frogs. Which exhibit has more coquí frogs?

Addition equation:

Model:



Compare: _____ ○ _____

Which exhibit has more coquí frogs? Exhibit A Exhibit B

The coquí is a national symbol of Puerto Rico.



Try It

8. You complete 38 levels of a video game, and then complete 5 more. Your friend completes 45 levels. Who completes more levels?

Addition equation:

Model:



Compare: _____ ○ _____

Who completes more levels? You Friend



Name _____

8.3

Practice

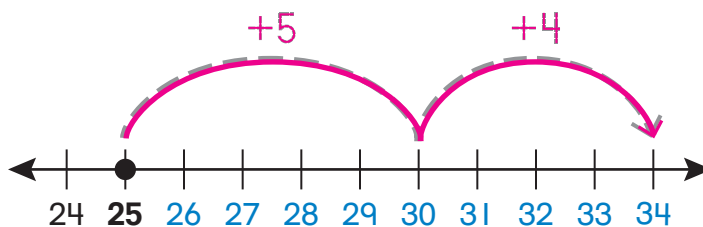
Learning Target: Make a decade number to add a two-digit number and a one-digit number.

Example

$$25 + 9 = ?$$

$$\begin{array}{c} \diagup \quad \diagdown \\ 5 + 4 \end{array}$$

Start at 25 and add 5 to get to the decade number 30. Because $9 = 5 + 4$.

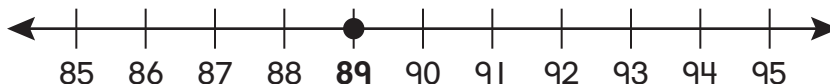


$25 + 5 = 30$
and
 $30 + 4 = 34$.



So, $25 + 9 = \underline{34}$.

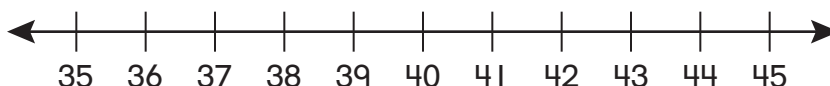
1. $89 + 3 = \underline{\hspace{2cm}}$



2. $57 + 4 = \underline{\hspace{2cm}}$

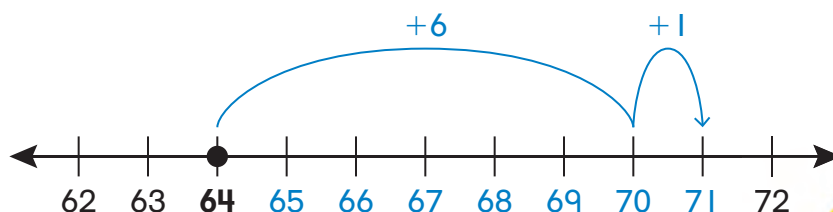


3. $36 + 8 = \underline{\hspace{2cm}}$



4. **Structure** Write an equation that matches the number line.

5
MTR



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

5. **Model Real Life** You pick 5 white flowers and 26 yellow flowers. Your cousin picks 33 flowers. Who picks more flowers?

7
MTR



 ○ Who picks more flowers? You Cousin

6. **Which One Doesn't Belong?** Which expression does *not* have a sum of 23?

$$19 + 1 + 3$$

$$17 + 8 + 3$$

$$15 + 5 + 3$$

Review & Refresh

7. Count forward by ones to write the missing numbers.

96, _____, _____, _____, _____, _____



Name _____

Learning Target: Make a 10 to add a two-digit number and a one-digit number.

8.4

Make a 10 to Add

Explore

Use base ten blocks to model each problem. Make a quick sketch to show how you found the sum.

$$15 + 4 = \underline{\quad}$$



$$17 + 4 = \underline{\quad}$$



Structure

How are the problems similar? How are they different?

5
MTR



Number Sense and Operations

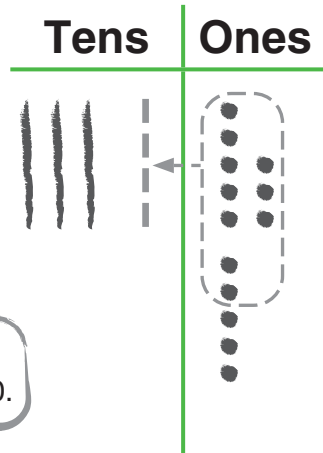
MA.1.NSO.2.4: Explore the addition of a two-digit number and a one-digit number with sums to 100.

GO DIGITAL



Build Understanding

$$38 + 5 = \underline{43}$$



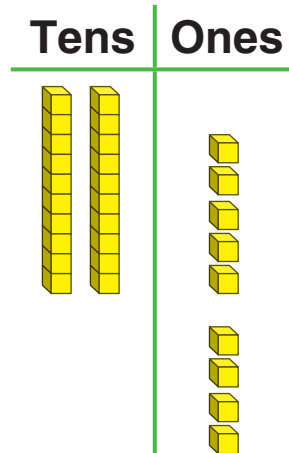
When there are 10 or more ones, make a 10.



Make a 10?

Yes No

$$25 + 4 = \underline{29}$$



Analyze a Problem
Why don't you need to make a 10 here?

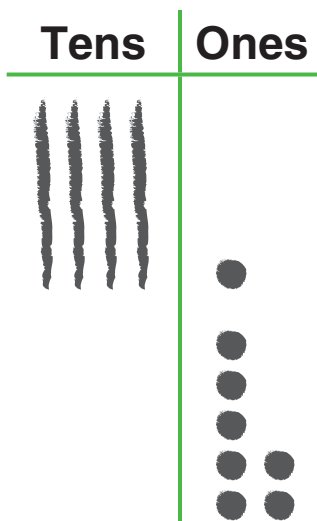


Make a 10?

Yes No

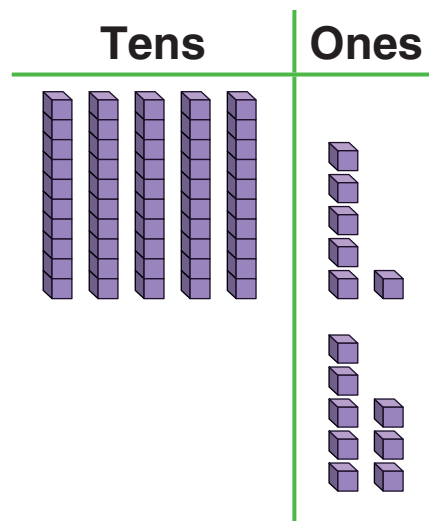
Try It

1. $41 + 7 = \underline{\quad}$



Make a 10? Yes No

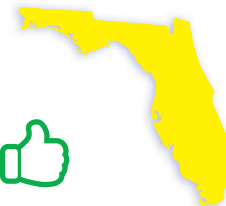
2. $56 + 8 = \underline{\quad}$



Make a 10? Yes No



Name _____



In-Class Practice



I don't
understand yet.

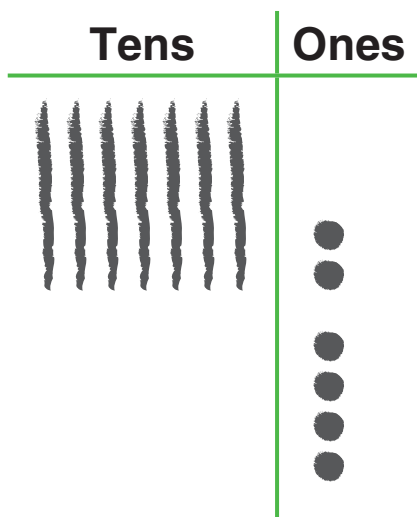


I understand some.



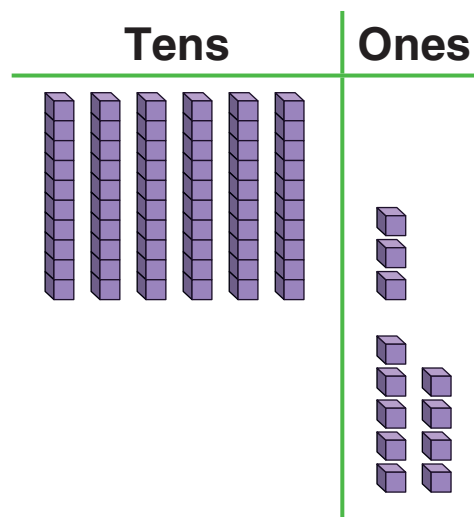
I understand.

3. $72 + 4 = \underline{\hspace{2cm}}$



Make a 10? Yes No

4. $63 + 9 = \underline{\hspace{2cm}}$



Make a 10? Yes No

5. $14 + 6 = \underline{\hspace{2cm}}$

Make a 10? Yes No

6. $27 + 5 = \underline{\hspace{2cm}}$

Make a 10? Yes No

7. **DIG DEEPER** Find the sums. What is similar about
5 the ways you use to find the sums?



$36 + 6 = \underline{\hspace{2cm}}$

$56 + 6 = \underline{\hspace{2cm}}$



Model Real Life

7
MTR

You put 17 puzzle pieces together. 7 pieces remain loose. How many puzzle pieces are there in all?

Addition equation:

Model:

Make a 10? Yes No

_____ puzzle pieces

Use Math Tools

How is making a ten on a number line similar to making a ten with a quick sketch?



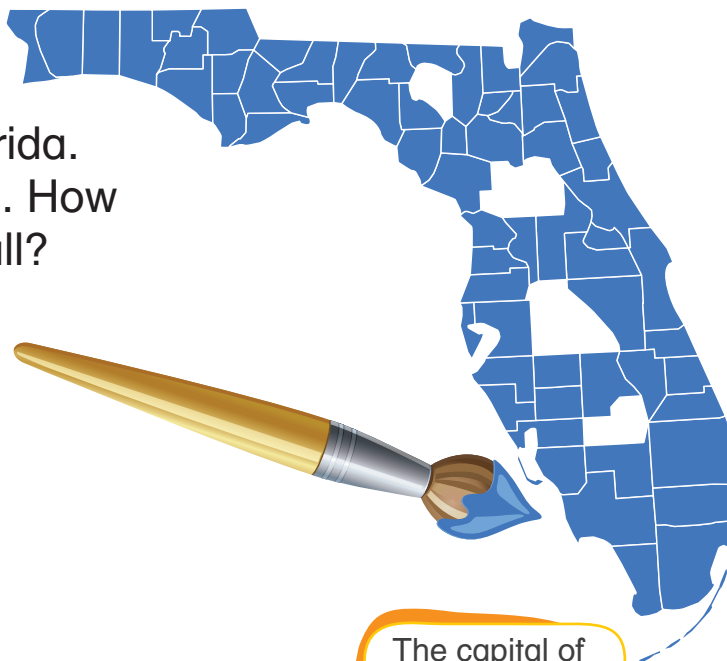
Try It

8. You paint 63 counties in Florida. 4 counties are left uncolored. How many counties are there in all?

Addition equation:

Model:

Make a 10? Yes No



The capital of Florida, Tallahassee, is in Leon County.



Name _____

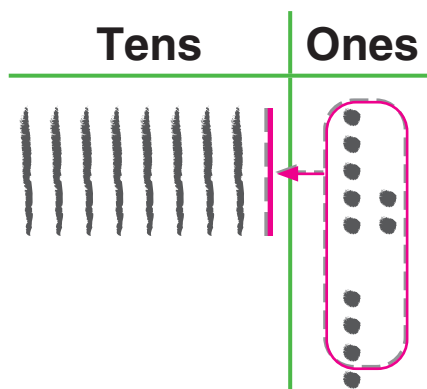
Learning Target: Make a 10 to add a two-digit number and a one-digit number.

8.4

Practice

Example

$$87 + 4 = \underline{91}$$

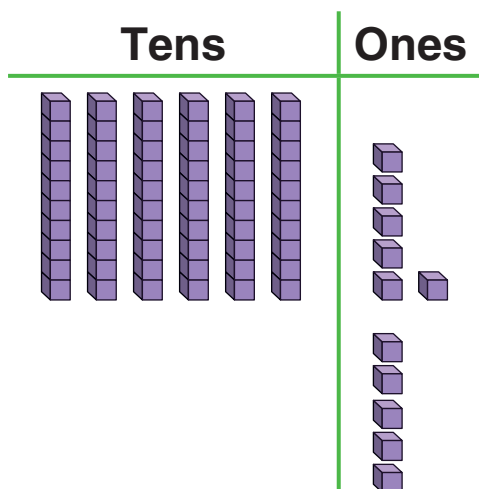


When there are 10 or more ones, make a 10.



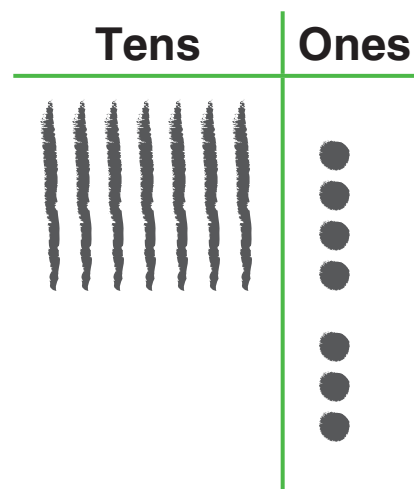
Make a 10? **Yes** No

1. $66 + 5 = \underline{\hspace{2cm}}$



Make a 10? Yes No

2. $74 + 3 = \underline{\hspace{2cm}}$



Make a 10? Yes No

3. $28 + 8 = \underline{\hspace{2cm}}$

Make a 10? Yes No

4. $52 + 9 = \underline{\hspace{2cm}}$

Make a 10? Yes No



5. $7 + 26 = \underline{\hspace{2cm}}$

Make a 10? Yes No

6. $6 + 41 = \underline{\hspace{2cm}}$

Make a 10? Yes No

7. **DIG DEEPER** Find the sums. What is similar about the ways you use to find the sums?

$65 + 8 = \underline{\hspace{2cm}}$

$55 + 6 = \underline{\hspace{2cm}}$

8. **Writing** Do you prefer switching the addends or making a 10 to add $9 + 10$? Why?

9. **Model Real Life** A Florida kingsnake lays 24 eggs.

7 MTR Another kingsnake lays 9 eggs. How many eggs are there in all?

 eggs

Review & Refresh

10. $19 - 8 = ?$

Think: $8 + \boxed{\hspace{1cm}} = 19.$

So, $19 - 8 = \underline{\hspace{2cm}}.$

11. $14 - 6 = ?$

Think: $6 + \boxed{\hspace{1cm}} = 14.$

So, $14 - 6 = \underline{\hspace{2cm}}.$



Name _____

8.5

Practice
Addition
Strategies

Learning Target: Choose a strategy to add a two-digit number and a one-digit number.

Explore

6
MTR

Estimate

Should the sum be greater than or less than 33? Why?

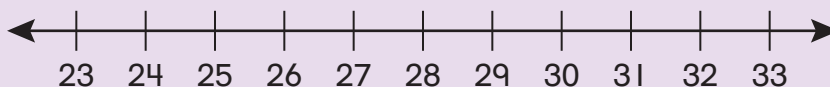


Use two different models to find the sum.

Use base ten blocks.

$$23 + 9 = \underline{\quad}$$

Use a number line.



$$23 + 9 = \underline{\quad}$$

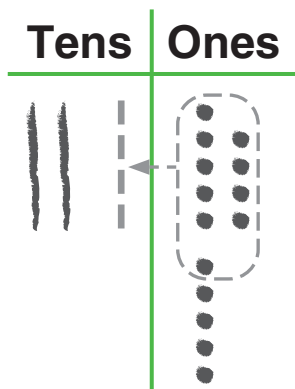


Build Understanding

$$29 + 5 = ?$$

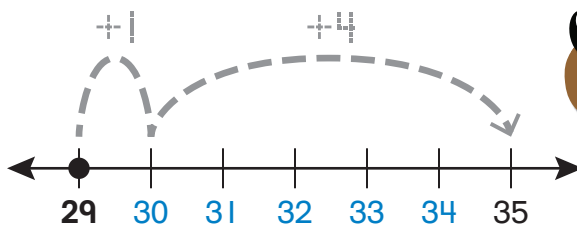
One Way:

$$29 + 5 = \underline{34}$$



Another Way:

$$29 + 5 = \underline{34}$$



Compare Methods

Which strategy do you prefer? Why?

4
MTR



Try It

1. $47 + 4 = \underline{\quad}$

2. $38 + 7 = \underline{\quad}$

3. $9 + 61 = \underline{\quad}$



Name _____



In-Class Practice



I don't
understand yet.



I understand some.



I understand.

4. $22 + 8 =$ _____

5. $57 + 5 =$ _____

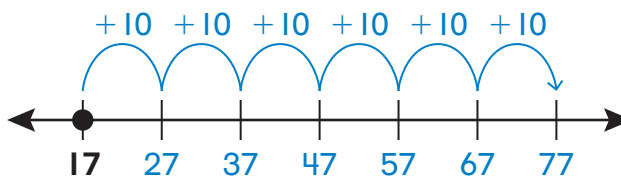
6. $9 + 73 =$ _____

7. $6 + 85 =$ _____

8. **You Be the Teacher** Is the sum correct? Explain.



$$17 + 6 \stackrel{?}{=} \underline{77}$$





You have 35 water balloons. Your friend has 7 more than you. How many water balloons does your friend have?

Addition equation:

Model:



_____ water balloons

Try It

9. Your cousin sells 56 candles. You sell 5 more than your cousin. How many candles do you sell?

Addition equation:

Model:

_____ candles



Name _____

Learning Target: Choose a strategy to add a two-digit number and a one-digit number.

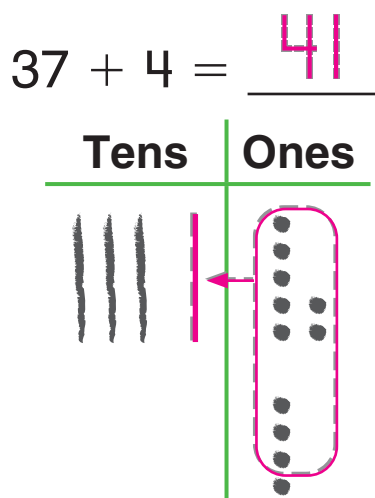
8.5

Practice

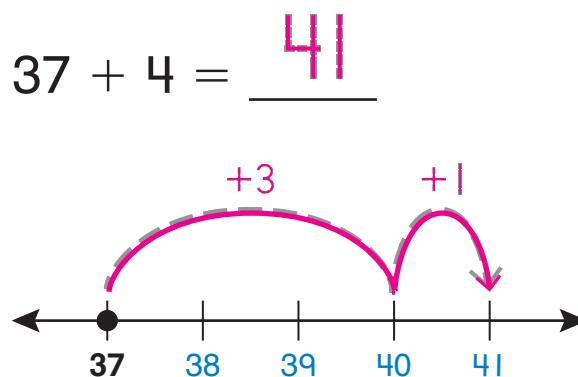
Example

$$37 + 4 = ?$$

One Way:



Another Way:



1. $62 + 9 = \underline{\hspace{2cm}}$

2. $84 + 8 = \underline{\hspace{2cm}}$

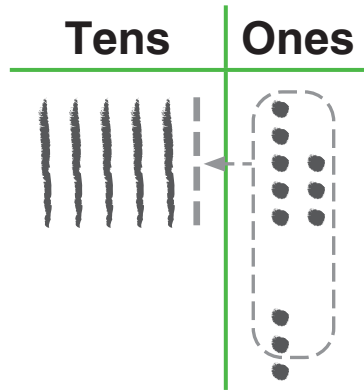
3. $7 + 75 = \underline{\hspace{2cm}}$



4. You Be the Teacher Is the sum correct? Explain.



$$58 + 3 \stackrel{?}{=} \underline{61}$$



5. Model Real Life You collect 18 leaves. Your friend collects 6 more than you. How many leaves does your friend collect?



_____ leaves

6. Model Real Life You pick 24 oranges. Newton picks 16 oranges and Descartes picks 7 oranges. Do you or Newton and Descartes together pick more oranges? How many more?



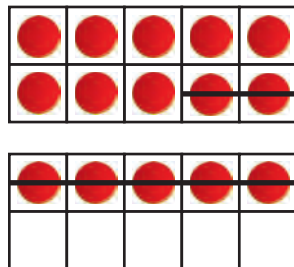
Oranges are a great source of Vitamin C!

You Newton and Descartes _____ more oranges

Review & Refresh

7. Get to 10 to subtract.

$$15 - 7 = ?$$



$$15 - \boxed{} = 10$$

$10 - \square = \square$

So, $15 - 7 = \underline{\hspace{2cm}}$.



Name _____

Learning Target: Solve addition word problems.

8.6

Problem
Solving:
Addition



Explore

Model the story.

Newton has 15 dog bones. Descartes gives him 8 more. How many dog bones does Newton have now?



_____ dog bones



Build Understanding

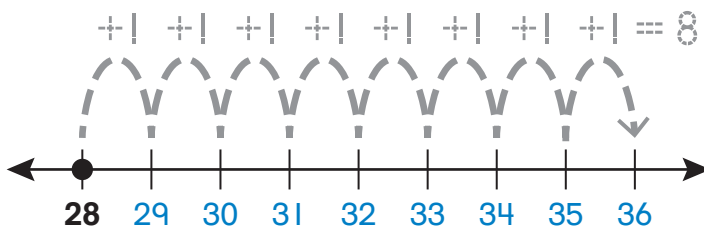
You ride your bike for 28 minutes. Then you ride your scooter. You ride for 36 minutes in all.

How long did you ride your scooter?

Plan Circle what you know. Underline what you need to find.

Solve

$$28 + ? = 36$$



8 minutes

Try It

- I. You have 49 toy soldiers. You buy some more. You now have 58 toy soldiers. How many toy soldiers did you buy?

Circle what you know.

Underline what you need to find.

Solve:



_____ toy soldiers



Name _____



In-Class Practice



I don't
understand yet.



I understand some.



I understand.

2. You have 55 pounds of dog food and some cat food. You have 63 pounds of pet food in all. How many pounds of cat food do you have?

Circle what you know.

Underline what you need to find.

Solve:



_____ pounds

3. A teacher has 34 erasers. There are 6 fewer erasers than pencils. How many pencils are there?

_____ pencils

4. **You Be the Teacher** You visit an aquarium. You see 25 fish and 7 sharks. Your friend says you saw 32 animals in all. Is your friend correct? Explain.





Model Real Life

7
MTR

You need 60 invitations for a birthday party. You have 55 and buy 8 more. Do you have enough invitations?

Plan Circle what you know.

Underline what you need to find.

Solve

Compare: _____ ○ 60 Yes No

Try It

5. You need 84 bottles of water for a race. You have 75 and buy 6 more. Do you have enough bottles of water?

Circle what you know.

Underline what you need to find.

Solve:

Compare: _____ ○ 84 Yes No



Learning Target: Solve addition word problems.**8.6**
Practice**Example**

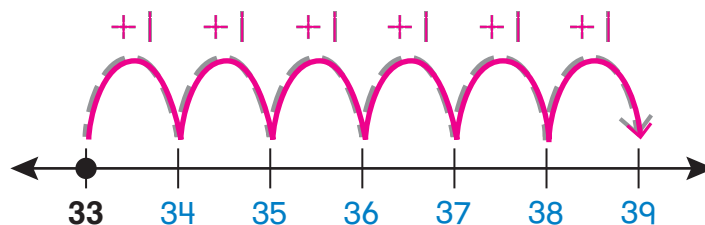
You have 33 seashells. You find some more.

You now have 39 seashells. How many more seashells did you find?**Plan** Circle what you know.

Underline what you need to find.

Solve

$$33 + ? = 39$$

6 seashells

1. You have 19 stuffed animals. You and your friend have 24 stuffed animals in all. How many stuffed animals does your friend have?

_____ stuffed animals

2. A store has 67 skateboards. There are 5 fewer pairs of in-line skates than skateboards. How many pairs of in-line skates are there?

_____ pairs of in-line skates



3. **DIG DEEPER** You have 46 toys. You and your cousin have more than 50 toys in all. What is the fewest number of toys your friend can have? Explain.

3

4

5

6

4. **Model Real Life** Newton needs 60 chairs for a party.

7
MTR

He has 53 and rents 9 more. Does Newton have enough chairs?

Compare: _____ ○ 60

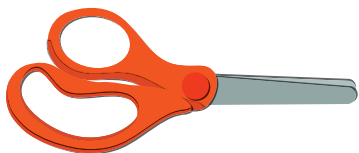
Yes

No

Review & Refresh

Circle the longer object.

5.



6.





7
MTR Apply mathematics
to real-world contexts.

Performance Task

1. You play a game in two-person teams. Each red ball you collect is worth 5 points. Each yellow ball you collect is worth 1 point.

- a. You collect 3 red balls and 2 yellow balls. How many points do you have?



- b. Your teammate collects 1 red ball and 4 yellow balls. How many points does your teammate have?

- c. Your team wants to have 30 points. Does your team reach its goal?

- d. **Construct an Argument** Why do you think a red ball is worth more points than a yellow ball?



Race for 50

To Play: Take turns. On your turn, roll a die. Put that many unit cubes on the mat. For each turn, add to the number of unit cubes on the mat. If you have 10 or more cubes in the Ones column, exchange 10 cubes for a rod to place in the Tens column. Continue taking turns until someone reaches 50.

Tens	Ones
2	5
5	6
5	4
9	0
0	7



Name _____

Chapter Learning Target:

Use strategies to add a two-digit number and a one-digit number.

Chapter Success Criteria:

- ◆ I can model addition.
- ◆ I can write equations.
- I can explain addition strategies.
- I can apply strategies to solve word problems.

◆ Surface ■ Deep

Chapter Review

Rate your understanding after each section.

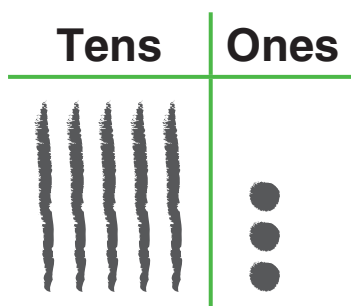


8.1

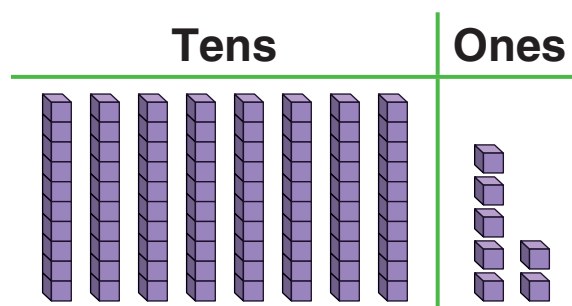
Add Ones to a Decade Number

🎯 **Learning Target:** Add a decade number and a one-digit number.

1. $50 + 3 = \underline{\hspace{2cm}}$



2. $80 + 7 = \underline{\hspace{2cm}}$

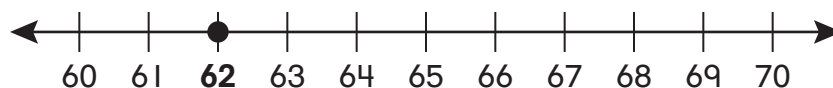


8.2

Count On to Add Ones

🎯 **Learning Target:** Use the *count on* strategy to add ones.

3. $62 + 5 = \underline{\hspace{2cm}}$



4. $38 + 8 = \underline{\hspace{2cm}}$

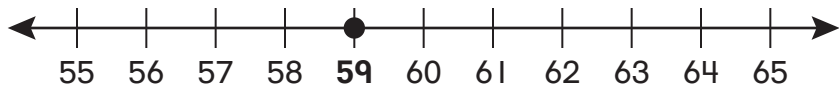


8.3

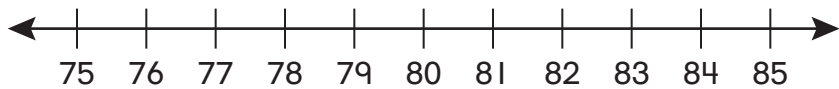
Make a Decade Number to Add

Learning Target: Make a decade number to add a two-digit number and a one-digit number.

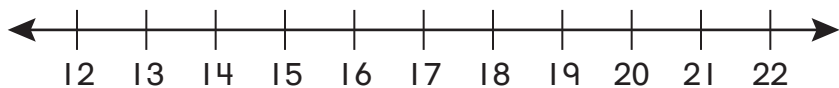
5. $59 + 4 = \underline{\hspace{2cm}}$



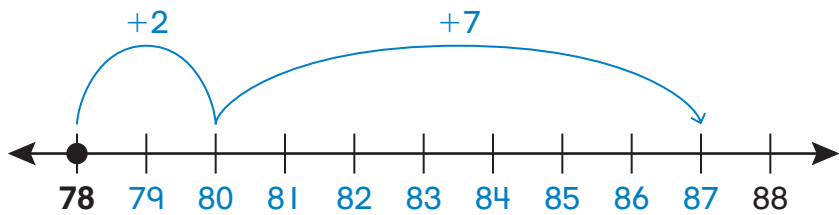
6. $77 + 6 = \underline{\hspace{2cm}}$



7. $12 + 9 = \underline{\hspace{2cm}}$



8. Write an equation that matches the number line.



$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



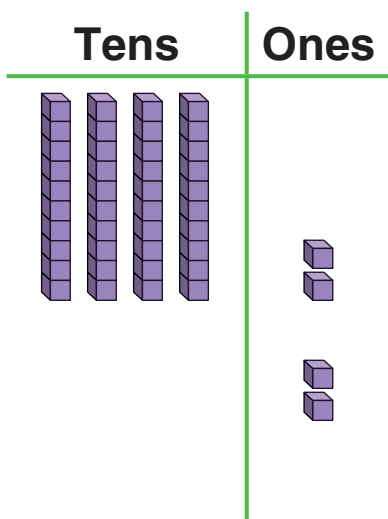
8.4

Make a 10 to Add

Learning Target: Make a 10 to add a two-digit number and a one-digit number.

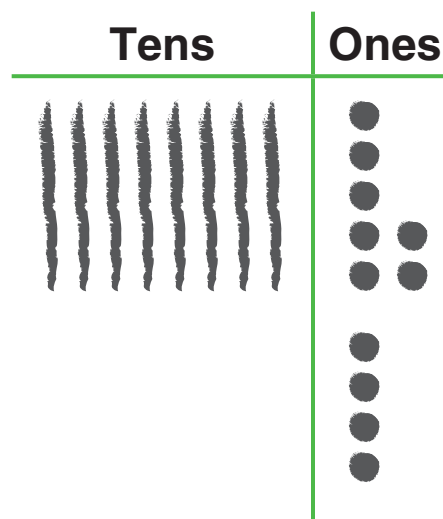


9. $42 + 2 = \underline{\hspace{2cm}}$



Make a 10? Yes No

10. $87 + 4 = \underline{\hspace{2cm}}$



Make a 10? Yes No

11. $91 + 3 = \underline{\hspace{2cm}}$

Make a 10? Yes No

12. $25 + 9 = \underline{\hspace{2cm}}$

Make a 10? Yes No

13. You complete 14 math problems. 6 problems are incomplete. How many problems are there in all?



8.5

Practice Addition Strategies

Learning Target: Choose a strategy to add a two-digit number and a one-digit number.

14. $19 + 5 = \underline{\quad}$

15. $66 + 8 = \underline{\quad}$

**8.6**

Problem Solving: Addition

Learning Target: Solve addition word problems.

16. Your friend has 59 marbles. You have 6 more than your friend. How many marbles do you have?

17. You need 50 party hats. You have 38 and buy 7 more. Do you have enough party hats?

Yes

No



Name _____

Building Fluency

8

Add. Describe your strategy.

1. $4 + 9 = \underline{\quad}$

2. $15 + 3 = \underline{\quad}$

3 MTR
Reflect on Your Method

Which strategy did you choose to add or subtract? Why?

Subtract. Describe your strategy.

3. $\underline{\quad} = 9 - 5$

4. $16 - 4 = \underline{\quad}$



Use a quick sketch to add.

5. $20 + 6 = \underline{\quad}$

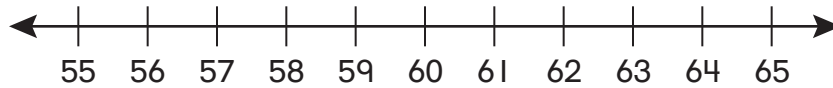
6. $70 + 3 = \underline{\quad}$

7. $9 + 50 = \underline{\quad}$



Use the number line to add.

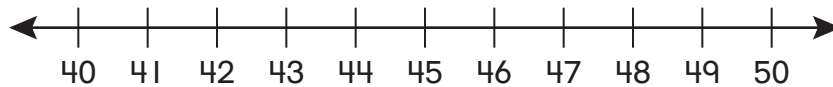
8. $57 + 3 = \underline{\quad}$



9. $81 + 6 = \underline{\quad}$

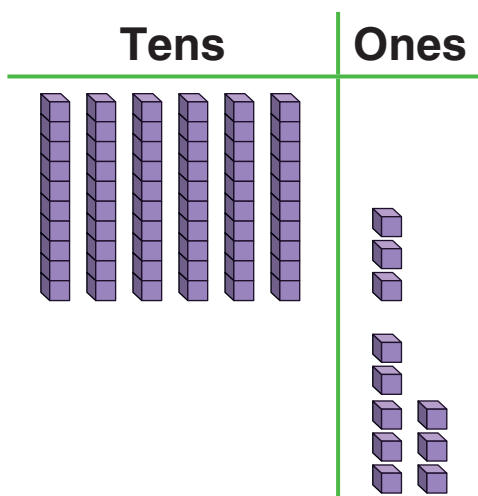


10. $43 + 5 = \underline{\quad}$



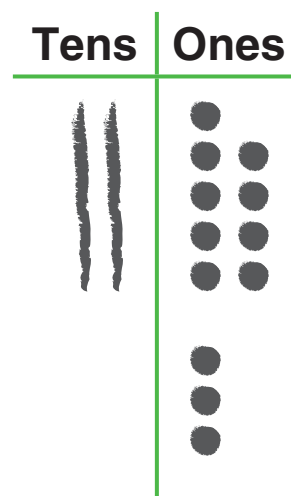
Use the model to add.

11. $63 + 8 = \underline{\quad}$



Make a 10? Yes No

12. $29 + 3 = \underline{\quad}$



Make a 10? Yes No

