

First Grade Teaching Strategies

1. Addition Vocabulary

Addend- a number that is added to another number.

Sum- the answer of the two addends combined.

$2 + 3 = 5$

2 and 3 are the addends. 5 is the sum.

2. Counting All

Add the first group to the second group.



Count 1, 2, 3, 4. Then count 5, 6, 7.

4 plus 3 is 7.



3. Counting On

To add the gumballs, start with the bigger number. Then count on.



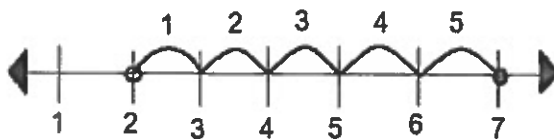
Start with 5. Then count 6, 7.

5 gumballs plus 2 gumballs is 7 gumballs.

4. Number Lines

Students can add or subtract numbers by counting on or counting back using a number line. Just use the same steps from counting on.

$2 + 5 = 7$



5. Doubles

Using double facts is another great strategy to use when adding numbers.

$1 + 1 = 2$	$2 + 2 = 4$	$3 + 3 = 6$
$4 + 4 = 8$	$5 + 5 = 10$	$6 + 6 = 12$
$7 + 7 = 14$	$8 + 8 = 16$	$9 + 9 = 18$
$10 + 10 = 20$		

6. Sums of 10

Using visuals such as the ten-frame will help students familiarize themselves with finding the number that makes ten.



7. Doubles Plus One

Similar to the doubles strategy, but uses a known fact and builds on it.

$$2 + 3 =$$

In this equation, students could think, "I know that $2 + 2$ makes 4, and one more makes five."

8. Doubles with Subtraction

$$6 - 3 = 3$$



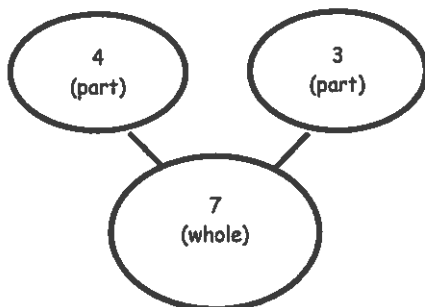
If students know $3 + 3 = 6$, they can use their doubles fact to know the answer is "6-3," the answer is just the "other" 3.

9. Number Bonds

A *number bond* is a mental picture of the relationship between a number (whole) and the parts that combine to make it.

If you know the parts, you can put them together (add) to find the whole.

If you know the whole and one of the parts, you take away the part you know (subtract) to find the other part.



10. Adding Zero

Once students understand that adding zero truly means adding nothing, then they will never get any basic fact with an addend of zero wrong. Demonstrate utilizing concrete examples. You can use a sticker or stamp collection to make it interesting for students.

11. Adding One or Counting Up

This involves moving to the next number. A strategy that can be used is by assigning students a number, then have each come up. Have an addition sign and an equal sign prepared on construction paper. Then have students model the adding one sentence with their bodies to count up to the next number.

12. Adding Two

Once students comprehend adding one, next is adding two! When modeling, say the numbers in consecutive order. Demonstrate by creating a hopscotch game for students to physically and visually practice.

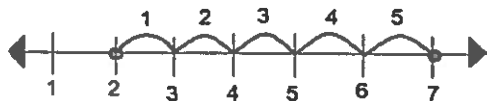
13. Commutative Property

Students also need to understand that in addition, switching the numbers around does not change the sum. An interactive and visual way for students to learn this property is to have a scale set up with weights labeled with numbers. Showing that they balance and are even will visually impact students and enter their schema.

14. Number Lines- Counting On/Back

Students can add or subtract numbers by counting on or counting back using a number line. Just use the same steps from counting on.

$$2 + 5 = 7$$



15. Subtraction Vocabulary

Minuend- number being subtracted from.

Subtrahend- number being subtracted.

Difference- the answer.

$$5 - 3 = 2$$

5 is the minuend and 3 is the subtrahend. 2 is the difference.

16. Counting Back

To subtract the gumballs, start with the bigger number. Then count back.



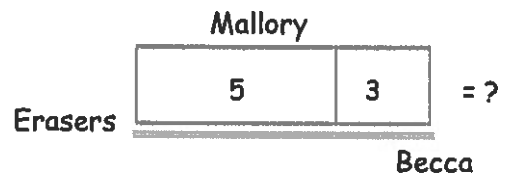
Start with 5. Then count 4, 3.

5 gumballs minus 2 gumballs is 3 gumballs.

17. Bar Models

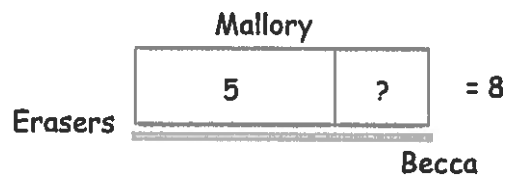
A *Bar Model* is similar to number bonds. It is presented in a bar instead of circles.

Example: Mallory has 5 erasers. Becca has 3 erasers. How many erasers do Mallory and Becca have altogether?



$$5 + 3 = 8 \text{ Erasers}$$

Example: Together Mallory and Becca have 8 erasers. Mallory has 5 erasers. How many erasers does Becca have?



$$8 - 5 = 3 \text{ Erasers}$$

