

Basic Addition Facts

Adding Zero:

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

Adding One or Counting Up:

This involves moving on to the next number. Children tend to count the first number then the next, making them confused and incorrect. Make sure they never recount the starting number when demonstrating and correct students immediately. A strategy that can be used is by assigning students a number, then have each come up. Have an addition sign and an equals sign prepared on construction paper. Then have students model the adding one sentence with their bodies and cut-outs to count up to the new number.

Adding Two:

Once students comprehend adding one, well next is adding two! When modelling, say the numbers in consecutive order. Do not skip count by two's initially. This will ensure students understand that they must count up two times. Eventually you will be able to move forward by skip counting. Demonstrate by creating a hopscotch game for students to physically and visually practice.

Commutative Property:

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

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Adding Ten

This means students must understand the pattern of increasing numbers in the Tens place value chart. Utilizing a hundreds chart on a Smart Board and have students tap the numbers will provide for a multi sensory approach to acquiring this fact. Alternatively, this can also be done on a table top projector or chart paper.

Adding Nine

Yes this should be next. Once students understand the strategy of adding ten, then you can ask them to add ten and then state the number before. Once they can do this, you can transition your teacher talk to state you are adding nine. One way to do this is by creating floor number lines. Then you call out a number to which students hop to the appropriate number after adding ten and then step back one.

Adding Eight

This can be taught right after adding nine! It is the same concept, and same strategy. Except students need to count down two numbers. Once students are comfortable with both strategies (for nine & eight) you can alternate your call out and create a game and challenge students.

After each of these strategies, I suggest you ask students to write in their math journals what was accomplished, and what the results were. If students don't know how to write yet, then they could depict their knowledge.