Using What I Know: Directions

Activity/Game 1:

Using What I Know: Using Tens

Using What I Know: Using Tens: Practice Problems

Using What I Know: Using Tens: Checkpoint

Activity/Game 2:

Using What I Know: Using Near Doubles and Halving

Using What I Know: Using Near Doubles and Halving: Practice Problems

Using What I Know: Using Near Doubles and Halving: Checkpoint

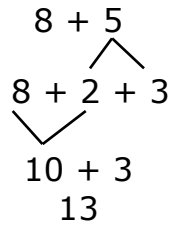
Debriefing Questions:

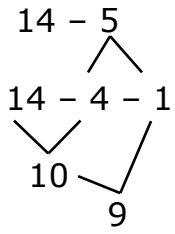
- When trying to make a 10 with the first addend, what thinking needs to happen when decomposing the second addend?
- When one addend is one more or one less than the other addend, how can doubles be used to find the sum?

Name _____ Date _____

Using What I Know: Using Tens

Look at the examples below.





Use the examples to help you decompose one of the numbers to make a 10.

9 + 6

_____ + _____ + _____

10 + _____

_____

7 + 8

_____ + _____ + _____

10 + _____

_____

4 + 9	6 + 8	8 + 9

15 — 9

15 — _____ — _____

10 — _____

_____

17 — 8

17 — _____ — _____

10 — _____

_____

13 — 7	15 — 6	12 — 9

Name _____ Date _____

Using What I Know: Using Tens: Practice Problems

Record your answer to the questions below.

1 Jack has 9 sugar cookies and 4 chocolate chip cookies. How many cookies does Jack have altogether?

2 Mia had 15 dollars. She spent 7 dollars. How much money does Mia have now?

3 There were 8 cows in the brown barn. There were 18 cows in the red barn. How many more cows were in red barn than in the brown barn?

4 There were 14 birds in a tree. Then 6 birds flew away. How many birds are in the tree now?

Cut along the dashed line. Two sets are provided.

Using What I Know: Using Tens: Checkpoint

1 9 + 6 = _____

2 15 — 6 = _____

3 7 + 9 = _____

4 16 — 9 = _____

5 8 + 4 = _____

6 12 — 8 = _____

7 7 + 8 = _____

8 14 — 5 = _____

9 9 + 5 = _____

10 17 — 8 = _____

Using What I Know: Using Tens: Checkpoint

1 9 + 6 = _____

2 15 — 6 = _____

3 7 + 9 = _____

4 16 — 9 = _____

5 8 + 4 = _____

6 12 — 8 = _____

7 7 + 8 = _____

8 14 — 5 = _____

9 9 + 5 = _____

10 17 — 8 = _____

Name _____ Date _____

Using What I Know: Using Near Doubles and Halving

- Choose a fact in bold.
- Determine if the strategy beneath the fact is a near doubles strategy or a near halving strategy.
- Write the fact with its strategy in the appropriate column.
- Repeat the process for all bolded facts.

Near Doubles	Near Halving

6 + 8 6 + 6 + 2	**5 + 6** 5 + 5 + 1
16 — 7 16 — 8 + 1	**18 — 8** 18 — 9 + 1
20 — 9 20 — 10 + 1	**7 + 8** 7 + 7 + 1
8 + 9 9 + 9 — 1	**14 — 8** 14 — 7 — 1

Circle the word that completes each statement.

All the facts under "near doubles" are **addition/subtraction** facts.

All the facts under "near halving" are **addition/subtraction** facts.

Name _____ Date _____

Using What I Know:
Using Near Doubles and Halving: Practice Problems

Record your answer to the questions below.

1 Cody found 7 spiders. Tyler found 8 spiders. How many spiders did Cody and Tyler find?

2 Payton bought 12 hamburgers. She gave 7 hamburgers to her friends. How many hamburgers does Payton have now?

3 There were 8 ducks at a pond. Then 9 more ducks flew to the pond. How many ducks are at the pond now?

4 Abby had 16 grapes. She ate 7 grapes. How many grapes does Abby have now?

Cut along the dashed line. Two sets are provided.

Using What I Know: Using Near Doubles and Halving: Checkpoint

1 8 + 6 = _____

2 16 — 7 = _____

3 7 + 8 = _____

4 14 — 8 = _____

5 6 + 5 = _____

6 12 — 5 = _____

7 6 + 7 = _____

8 12 — 5 = _____

9 9 + 8 = _____

10 18 — 7 = _____

Using What I Know: Using Near Doubles and Halving: Checkpoint

1 8 + 6 = _____

2 16 — 7 = _____

3 7 + 8 = _____

4 14 — 8 = _____

5 6 + 5 = _____

6 12 — 5 = _____

7 6 + 7 = _____

8 12 — 5 = _____

9 9 + 8 = _____

10 18 — 7 = _____