

Adding and Subtracting Strategies, Part 2

These are the remaining strategies that we work on in grade 2. Grade two students are expected to use these strategies when adding and subtracting. They should try to avoid using their fingers however; they may use counters, a number line or a 100 chart if they are struggling with a question. It takes time and practice for children to become comfortable using strategies.

Doubles Plus One - For this strategy tell the children “when the numbers are next door neighbors (consecutive numbers like 6 and 7) then we can use the doubles plus one strategy.”

If your child is learning a fact like $6 + 7$, these are the steps to think through:

- Double the lower number, which in this case would be 6 giving you $6 + 6 = 12$.
- Now add one more: (Remember the original question was $6 + 7$ which is one more than the double fact $6 + 6 = 12$)
- Think $6 + 6 + 1 = 13$ or $12 + 1 = 13$.
- Now say the fact: $6 + 7 = 13$.

Some children may also think of the double minus one. e.g. $6 + 7$ is one less than $7 + 7$

Bridging Through 10 to Add – This is used for a fact like $9 + 5$.

- We can think of adding one from the 5 first to “make 10” then add on the rest which is 4.
- So we are really adding $9 + 1 = 10$ and then $10 + 4 = 14$.

Bridging Through 10 to Subtract - If your child is trying $17 - 9$, use these steps:

- Change the 9 to 10 (Think $17 - 10 = 7$, which is *much* easier to subtract).
- Now add 1 (Think $7 + 1 = 8$).
- Now say the fact: $17 - 9 = 8$.
- Remind your child that you subtracted $17 - 10$ instead of $17 - 9$. That’s taking one more away then you started with, so you have to add that one back to get the right answer.

The two final strategies are ones that some children find useful but not all children will use them. Students will use the strategies that make the most sense to them. They do not have to use all of them.

Doubles Plus Two - If a child is faced with the $5 + 7$ think through the same steps as Doubles Plus One except add 2 instead of one. This works for facts that have numbers that are separated by two. When helping a child to recognize when to use this strategy tell them to use it “when the numbers are NOT next door neighbors, but two doors down from each other.”

Make a Double – This strategy can also be used to solve facts that have numbers that are two apart. For $5 + 7$ we can think of the 7 “loaning” one to the 5. The 5 gains one to become 6 and the 7 loses one to become 6. This makes the fact a double, so $5 + 7$ is the same as $6 + 6 = 12$.