**In this sub-unit . . .**

- We looked for patterns and made conjectures about sums.

  $5 + 2 = 7$

  $5 + 3 = 8$

  $5 + 4 = 9$

  ***Each time you add 1 more to a number, the sum is 1 more.***

- We looked for patterns and made conjectures about differences.

  $6 - 1 = 5$

  $6 - 2 = 4$

  $6 - 3 = 3$

  ***Each time you subtract 1 more from a number, the difference is 1 less.***

  ***Math tip:*** You can think about and use patterns to find sums and differences you do not know.

- We talked about how we can solve a subtraction problem by using addition to find the difference.

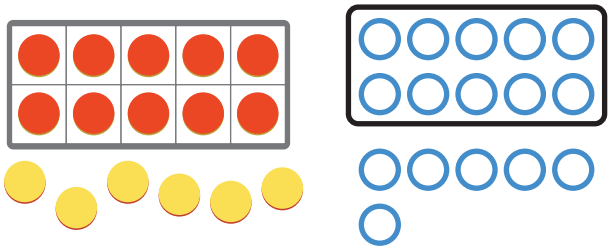
  $9 - 6 = \_\_\_$

  ***I can think about this as $6 + \_\_\_ = 9$ and use addition to find the difference.***

**In this sub-unit . . .**

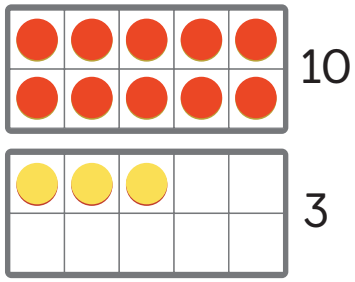
- We represented teen numbers as a **ten** and some **ones** in different ways.

16



16 = 10 + 6

- We used the structure of teen numbers to find unknown addends and solve story problems.
  - 13 = 10 + **3**
  - **10** + 3 = 13




***Math tip:*** If the sum in an addition equation is a teen number and 1 addend is 10, the unknown addend is the number of ones in the teen number.

- We noticed that sums and differences within 10 can be used to add and subtract from teen numbers.
  - 12 + 4 = **16**
    **2 + 4 = 6, so the sum is 16.**
  - 19 − 4 = **15**
    **9 − 4 = 5, so the difference is 15.**

**In this sub-unit . . .**

- We solved problems with 3 addends.

  2 + 7 + 8 = 17

  **2 + 8 = 10**

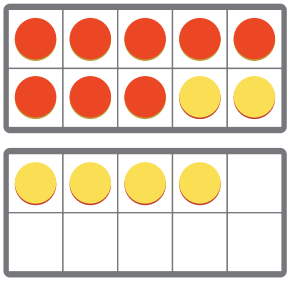
  **10 + 7 = 17**

  ***Math tip:*** Because addends can be added in any order, it can be helpful to add the numbers that make 10 first.

- We broke addends into parts so we could make 10.

  8 + 6

  **6 is 4 + 2. I can take 2 from 6 and add it to 8 to get 10. 10 + 4 is 14.**



**8 + 6 = 10 + 4**

- We changed an addend to make a known sum to help us add.

  8 + 6

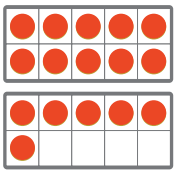
  ***I can imagine the problem is 6 + 6, which is 12. Then I need to add 2 more. 12 + 2 is 14.***

**In this sub-unit . . .**

- We subtracted from teen numbers. We subtracted in parts to get to 10.

  16 – 7

  ***16 is 10 + 6. So 16 – 6 is 10.***
  ***I need to subtract 7, so I need to take away 1 more. 10 – 1 is 9.***



**16 – 6 = 10**
**10 – 1 = 9**

- We noticed we can use addition or subtraction to find how much an amount changed.
  - 18 – $\underline{7}$ = 11

    ***I can think of how many to take away from 18 to get to 11.***
  - 11 + $\underline{7}$ = 18

    ***I can think of how many to add to 11 to get to 18.***

- We thought about the numbers in subtraction problems before deciding how to solve.

  16 – 13

  ***When I count, 13 and 16 are close together. So, I will think about how many to add to 13 to get to 16.***

  ***Math tip:*** One way to find the difference between 2 numbers that are close together is to count on.