AT-A-GLANCE LIST OF BASIC FACT STRATEGIES

STRATEGY NAME	HOW THE STRATEGY WORKS	EXAMPLE STUDENT TALK
Addition	**Example: 8 + 6**	
Near Doubles	Student looks for a double they know that is similar to the problem. In this case, 8 + 8, 6 + 6, or even 7 + 7.	That's 14—6 plus 6 plus 2.
Making 10	Student moves some from one addend to the other so that one addend is 10.	It's 14. I moved two over and thought 10 + 4.
Pretend-a-10 (Compensation)	Student pretends the larger addend is 10, adds, then adjusts the answer.	It's 14. Well, 10 and 6 is 16, and I have to take two away, so that's 14.
Subtraction	**Example: 14 − 9**	
Think Addition	Student thinks how to get from the subtrahend (9) to the minuend (14) [9 + ___ = 14]. *Note: Subtraction as compare*	It's 5. I pictured a number line and jumped up 1 to 10 and then 4 more.
Down Under 10	Student jumps from minuend (14) to 10 and then jumps the rest of the subtrahend (9). *Note: Subtraction as take away*	It's 5. I broke 9 into 4 and 5. I jumped down 4 to 10, and then 5 more to 5.
Take From 10	Student subtracts the subtrahend (9) from 10, then adds on the extra ones from the minuend. *Note: Subtraction as take away*	I got 5. I thought of 14 as 10 and 4, subtracted 9 from 10 and got 1, added the 4 back on and its 5.
Multiplication	**Example: 6 × 7**	
Doubling	Student sees an even factor, finds the product of half of that factor, and doubles the answer.	I got 42. I know 3 times 7 is 21, and I doubled 21.
Add-a-Group	Student thinks of a known fact where one of the factors is one less (e.g., 5 × 7 *or* 6 × 6), multiplies, and then adds a group back on.	When I see a 6, I use my 5s. 5 times 7 is 35, and 6 more is 42.
Subtract-a-Group	Student thinks of a known fact where one of the factors is one more, multiplies, and then adds a group back on.	I know 7 groups of 7 is 49, so I subtract one group of 7 and have 42.
Near Squares	Student uses a square fact they know and then adds or subtracts a group. *Note: This is an undertaught but useful strategy.*	Well, 6 times 6 is 36, and I add 6 more and get 42.
Division	**Example: 36 ÷ 9**	
Think Multiplication	Student thinks, how many groups of 9 equal 36?	I know 9 times 4 is 36, so it's 4. OR I used Doubling to get to 18, doubled again, and got 36, so it is 4.