

Establish with cubes or counters the idea that double 5 is 10. Then explore what happens if you add one more counter to one group so that you have 5 + 6. Discuss the related subtraction facts.

Use SO (and/or BECAUSE) to discuss the patterns:

5 + 5 = 10	11 - 5 = 6 because	5 + 5 = ?
so 5 + 6 = 11	5 + 6 = 11	5 + 6 = ?
so 5 + 7 = 12		5 + 7 = ?

Repeat for other doubles.

Explore teens facts and near teens facts in the same way:

3 + 10 = 13	13 - 3 = 10	3 + 10 = ?
SO	SO	· ·· ·
3 + 9 = 12	12 - 3 = 9	3 + 9 = ?
SO	SO	
3 + 8 = 11	11 - 3 = 8	3 + 8 = ?

Repeat with near tens pairs:

4 + 6 = 10	10 - 4 = 6	4 + 6 = ?
SO	SO	
4 + 7 = 11	11 - 4 = 7	4 + 7 = ?
S 0	SO	
4 + 8 = 12	12 - 4 = 8	4 + 8 = ?