

Table of additions subsets of sums

1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10		Addends ≤ 5
2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10		Totals ≤ 10
3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10		Addends ≤ 10
4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10		
5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10		
6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10		Plus 1
7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10		Doubles
8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10		Five- Plus
9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10		Ten-Plus
10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10		Partitions of 10

Review this chart if we strategically plan for instructional practices that support student knowledge of plus-1, doubles, five-plus, ten-plus and partitions of 10 covers the majority of summation using 1-10. Noted in white are those summations requiring relational thinking. Six summations whose totals are less than 10 that require relational thinking and 36 of the total 100 summation. This specifically shows us that deliberate instruction in the areas of these strategies can result in an understanding of $\frac{2}{3}$ of the summation up to 20.