

Name: _____

Double: 8 [A]

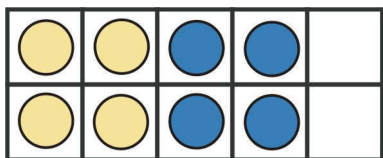


+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
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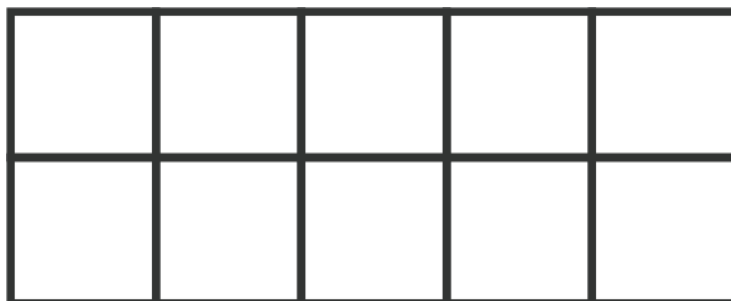
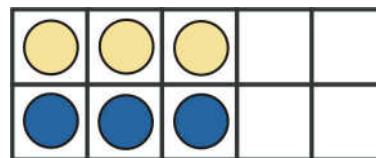
"Double" Strategy with a Ten Frame

Have the students put out counters for the first number. Then, using a second colour, put out that number again. Different arrangements for the counters can be used. Do not let students count from one, rather, they should be able to subitize the number shown.

$4 + 4 = 8$



$3 + 3 = 6$

**Use a ten frame. Do not use your fingers.****Double facts to 10**

- | | |
|--------------------|---------------------|
| 1) $4 + 4 =$ _____ | 6) $1 + 1 =$ _____ |
| 2) $2 + 2 =$ _____ | 7) $5 + 5 =$ _____ |
| 3) $3 + 3 =$ _____ | 8) $3 + 3 =$ _____ |
| 4) $5 + 5 =$ _____ | 9) $5 + 5 =$ _____ |
| 5) $0 + 0 =$ _____ | 10) $4 + 7 =$ _____ |

Double facts missing numbers

- | |
|------------------------|
| 21) $1 +$ _____ $= 2$ |
| 22) $4 +$ _____ $= 8$ |
| 23) $0 +$ _____ $= 0$ |
| 24) $5 +$ _____ $= 10$ |
| 25) $3 +$ _____ $= 6$ |
| 26) $2 + 2 =$ _____ |
| 27) $5 + 5 =$ _____ |
| 28) $3 + 3 =$ _____ |
| 29) $4 + 4 =$ _____ |
| 30) $2 + 2 =$ _____ |

Take away 1, 2 or 3

- | | |
|---------------------|---------------------|
| 11) $9 - 1 =$ _____ | 16) $9 - 2 =$ _____ |
| 12) $5 - 2 =$ _____ | 17) $2 - 2 =$ _____ |
| 13) $4 - 1 =$ _____ | 18) $3 - 3 =$ _____ |
| 14) $7 - 1 =$ _____ | 19) $2 - 1 =$ _____ |
| 15) $4 - 2 =$ _____ | 20) $3 - 2 =$ _____ |

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: _____

Double: 8 [B]



+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
----	----	----	----	----	----	------	----------	------	-----

Use a ten frame. Do not use your fingers.

Double facts to 10

- | | |
|--------------------|---------------------|
| 1) $5 + 5 =$ _____ | 6) $0 + 0 =$ _____ |
| 2) $4 + 4 =$ _____ | 7) $2 + 2 =$ _____ |
| 3) $1 + 1 =$ _____ | 8) $5 + 5 =$ _____ |
| 4) $5 + 5 =$ _____ | 9) $3 + 3 =$ _____ |
| 5) $3 + 3 =$ _____ | 10) $4 + 4 =$ _____ |

Double facts missing numbers

- | |
|------------------------|
| 21) $2 +$ _____ $= 4$ |
| 22) $4 +$ _____ $= 8$ |
| 23) $2 +$ _____ $= 4$ |
| 24) $3 +$ _____ $= 6$ |
| 25) $4 +$ _____ $= 8$ |
| 26) $5 +$ _____ $= 10$ |
| 27) $3 +$ _____ $= 6$ |
| 28) $5 +$ _____ $= 10$ |
| 29) $0 +$ _____ $= 0$ |
| 30) $1 +$ _____ $= 2$ |

Addition revision facts

- | | |
|---------------------|---------------------|
| 11) $3 + 3 =$ _____ | 16) $0 + 2 =$ _____ |
| 12) $7 + 3 =$ _____ | 17) $8 + 2 =$ _____ |
| 13) $6 + 2 =$ _____ | 18) $4 + 2 =$ _____ |
| 14) $5 + 3 =$ _____ | 19) $9 + 1 =$ _____ |
| 15) $6 + 3 =$ _____ | 20) $8 + 2 =$ _____ |

Addition missing number revision

- | |
|------------------------|
| 31) $8 +$ _____ $= 10$ |
| 32) $3 +$ _____ $= 3$ |
| 33) $3 +$ _____ $= 5$ |
| 34) $7 +$ _____ $= 9$ |

Rainbow facts revision

- | |
|------------------------|
| 35) $1 +$ _____ $= 10$ |
| 36) $2 +$ _____ $= 10$ |
| 37) $3 +$ _____ $= 10$ |
| 38) $5 +$ _____ $= 10$ |

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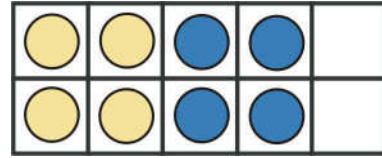
+1 -1 +2 -2 +3 -3 Rnbw Dble/Hlv Last All

Information for Parents: "Double/Halve" Strategy

"Double" Strategy with a Ten Frame

Have the students put out counters for the first number. Then, using a second colour, put out that number again. Different arrangements for the counters can be used. The students will quickly be able to visualise the second set of counters, skipping the second placement of counters on the ten frame. Do not let students count from one, rather, they should "know" the number shown.

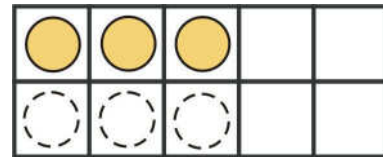
$$4 + 4 = 8$$



"Halve" Strategy with a Ten Frame

Have the students put out counters for the first number. Then, Have them remove half of them. The students will quickly be able to visualise the removal of half the counters on counters on the ten frame. Do not let students count the remaining counters from one, rather, they should "know" the number shown.

$$6 - 3 = 3$$



Use a ten frame. Do not use your fingers.

Double facts to 10

- | | |
|--------------------|---------------------|
| 1) $4 + 4 =$ _____ | 6) $1 + 1 =$ _____ |
| 2) $2 + 2 =$ _____ | 7) $5 + 5 =$ _____ |
| 3) $3 + 3 =$ _____ | 8) $3 + 3 =$ _____ |
| 4) $5 + 5 =$ _____ | 9) $5 + 5 =$ _____ |
| 5) $0 + 0 =$ _____ | 10) $4 + 7 =$ _____ |

Addition missing numbers

- 17) _____ + 2 = 4
- 18) _____ + 9 = 12
- 19) _____ + 6 = 8
- 20) _____ + 5 = 7
- 21) _____ + 10 = 13

Halving facts

- | | |
|----------------------|---------------------|
| 11) $10 - 5 =$ _____ | 14) $6 - 3 =$ _____ |
| 12) $8 - 4 =$ _____ | 15) $8 - 4 =$ _____ |
| 13) $4 - 2 =$ _____ | 16) $6 - 3 =$ _____ |

Subtraction revision

- 22) $5 - 3 =$ _____
- 23) $9 - 3 =$ _____
- 24) $7 - 2 =$ _____

Name: _____

Double: 8 [A]

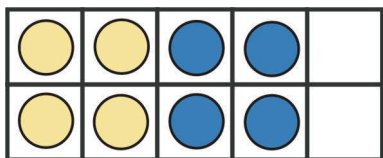


+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
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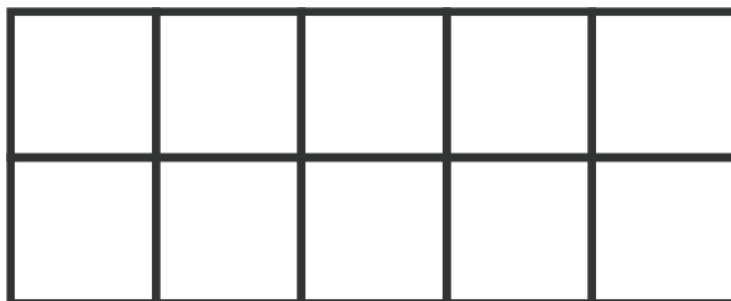
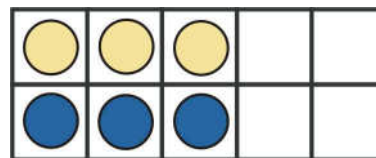
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Have the students put out counters for the first number. Then, using a second colour, put out that number again. Different arrangements for the counters can be used. Do not let students count from one, rather, they should be able to subitize the number shown.

$4 + 4 = 8$



$3 + 3 = 6$



Use a ten frame. Do not use your fingers.

Double facts to 10

- | | |
|-----------------|------------------|
| 1) $4 + 4 = 8$ | 6) $1 + 1 = 2$ |
| 2) $2 + 2 = 4$ | 7) $5 + 5 = 10$ |
| 3) $3 + 3 = 6$ | 8) $3 + 3 = 6$ |
| 4) $5 + 5 = 10$ | 9) $5 + 5 = 10$ |
| 5) $0 + 0 = 0$ | 10) $4 + 7 = 11$ |

Double facts missing numbers

- | |
|------------------------------|
| 21) $1 + \underline{1} = 2$ |
| 22) $4 + \underline{4} = 8$ |
| 23) $0 + \underline{0} = 0$ |
| 24) $5 + \underline{5} = 10$ |
| 25) $3 + \underline{3} = 6$ |
| 26) $2 + 2 = \underline{4}$ |
| 27) $5 + 5 = \underline{10}$ |
| 28) $3 + 3 = \underline{6}$ |
| 29) $4 + 4 = \underline{8}$ |
| 30) $2 + 2 = \underline{4}$ |

Take away 1, 2 or 3

- | | |
|-----------------|-----------------|
| 11) $9 - 1 = 8$ | 16) $9 - 2 = 7$ |
| 12) $5 - 2 = 3$ | 17) $2 - 2 = 0$ |
| 13) $4 - 1 = 3$ | 18) $3 - 3 = 0$ |
| 14) $7 - 1 = 6$ | 19) $2 - 1 = 1$ |
| 15) $4 - 2 = 2$ | 20) $3 - 2 = 1$ |

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Name: _____

Double: 8 [B]



+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
----	----	----	----	----	----	------	----------	------	-----

Use a ten frame. Do not use your fingers.

Double facts to 10

- | | |
|-----------------|-----------------|
| 1) $5 + 5 = 10$ | 6) $0 + 0 = 0$ |
| 2) $4 + 4 = 8$ | 7) $2 + 2 = 4$ |
| 3) $1 + 1 = 2$ | 8) $5 + 5 = 10$ |
| 4) $5 + 5 = 10$ | 9) $3 + 3 = 6$ |
| 5) $3 + 3 = 6$ | 10) $4 + 4 = 8$ |

Double facts missing numbers

- | |
|------------------|
| 21) $2 + 2 = 4$ |
| 22) $4 + 4 = 8$ |
| 23) $2 + 2 = 4$ |
| 24) $3 + 3 = 6$ |
| 25) $4 + 4 = 8$ |
| 26) $5 + 5 = 10$ |
| 27) $3 + 3 = 6$ |
| 28) $5 + 5 = 10$ |
| 29) $0 + 0 = 0$ |
| 30) $1 + 1 = 2$ |

Addition revision facts

- | | |
|------------------|------------------|
| 11) $3 + 3 = 6$ | 16) $0 + 2 = 2$ |
| 12) $7 + 3 = 10$ | 17) $8 + 2 = 10$ |
| 13) $6 + 2 = 8$ | 18) $4 + 2 = 6$ |
| 14) $5 + 3 = 8$ | 19) $9 + 1 = 10$ |
| 15) $6 + 3 = 9$ | 20) $8 + 2 = 10$ |

Addition missing number revision

- | |
|------------------|
| 31) $8 + 2 = 10$ |
| 32) $3 + 0 = 3$ |
| 33) $3 + 2 = 5$ |
| 34) $7 + 2 = 9$ |

Rainbow facts revision

- | |
|------------------|
| 35) $1 + 9 = 10$ |
| 36) $2 + 8 = 10$ |
| 37) $3 + 7 = 10$ |
| 38) $5 + 5 = 10$ |

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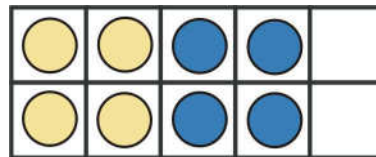
+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
----	----	----	----	----	----	------	----------	------	-----

Information for Parents: "Double/Halve" Strategy

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Have the students put out counters for the first number. Then, using a second colour, put out that number again. Different arrangements for the counters can be used. The students will quickly be able to visualise the second set of counters, skipping the second placement of counters on the ten frame. Do not let students count from one, rather, they should "know" the number shown.

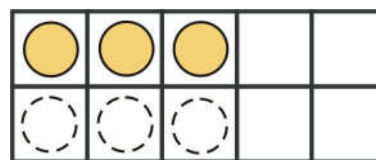
$$4 + 4 = 8$$



"Halve" Strategy with a Ten Frame

Have the students put out counters for the first number. Then, Have them remove half of them. The students will quickly be able to visualise the removal of half the counters on counters on the ten frame. Do not let students count the remaining counters from one, rather, they should "know" the number shown.

$$6 - 3 = 3$$



Use a ten frame. Do not use your fingers.

Double facts to 10

- | | |
|-----------------|------------------|
| 1) $4 + 4 = 8$ | 6) $1 + 1 = 2$ |
| 2) $2 + 2 = 4$ | 7) $5 + 5 = 10$ |
| 3) $3 + 3 = 6$ | 8) $3 + 3 = 6$ |
| 4) $5 + 5 = 10$ | 9) $5 + 5 = 10$ |
| 5) $0 + 0 = 0$ | 10) $4 + 7 = 11$ |

Addition missing numbers

- | |
|-------------------------------|
| 17) $\underline{2} + 2 = 4$ |
| 18) $\underline{3} + 9 = 12$ |
| 19) $\underline{2} + 6 = 8$ |
| 20) $\underline{2} + 5 = 7$ |
| 21) $\underline{3} + 10 = 13$ |

Halving facts

- | | |
|------------------|-----------------|
| 11) $10 - 5 = 5$ | 14) $6 - 3 = 3$ |
| 12) $8 - 4 = 4$ | 15) $8 - 4 = 4$ |
| 13) $4 - 2 = 2$ | 16) $6 - 3 = 3$ |

Subtraction revision

- | |
|-----------------|
| 22) $5 - 3 = 2$ |
| 23) $9 - 3 = 6$ |
| 24) $7 - 2 = 5$ |