



- 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

Information for Parents: "Count Back", "Difference of" Strategy

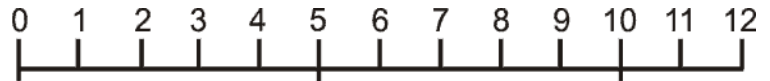
Take One "Count Back" Strategy

Take 1: These facts are taught using a COUNT BACK strategy. A number line will help children to this operation in which counting back 1 lands on the previous number.

"Difference of" Strategy

Difference of 1: As students become familiar with counting, they will know which numbers are next to each other, the difference being 1. For example, $9 - 8 = 1$ as it takes only 1 hop to move from 9 to 8. Discourage children from counting back 8 using their fingers or the number line.

Use the number line to help count back.
Do not use your fingers.



Count back

- 1) $5 - 1 =$ _____
- 2) $5 - 1 =$ _____
- 3) $9 - 1 =$ _____
- 4) $6 - 1 =$ _____
- 5) $5 - 1 =$ _____
- 6) $8 - 1 =$ _____
- 7) $9 - 1 =$ _____
- 8) $5 - 1 =$ _____
- 9) $5 - 1 =$ _____
- 10) $11 - 1 =$ _____

This is a

PREVIEW

Subscribe today for a whole year's access to ALL our worksheets and videos!

Already a subscriber? Log in to download the full version of this worksheet.

Missing number

- | | | | |
|-----------------------------------|----------------------------------|-----------------------------------|---------------------------------|
| 41) $\underline{\quad} + 1 = 7$ | 49) $9 + 1 = \underline{\quad}$ | 57) $\underline{\quad} + 9 = 10$ | 65) $1 + \underline{\quad} = 5$ |
| 42) $5 + \underline{\quad} = 6$ | 50) $6 + \underline{\quad} = 7$ | 58) $1 + 9 = \underline{\quad}$ | 66) $1 + 5 = \underline{\quad}$ |
| 43) $10 + \underline{\quad} = 11$ | 51) $4 + 1 = \underline{\quad}$ | 59) $1 + \underline{\quad} = 11$ | 67) $1 + \underline{\quad} = 8$ |
| 44) $\underline{\quad} + 1 = 5$ | 52) $\underline{\quad} + 1 = 9$ | 60) $1 + 3 = \underline{\quad}$ | 68) $1 + 6 = \underline{\quad}$ |
| 45) $3 + 1 = \underline{\quad}$ | 53) $6 + 1 = \underline{\quad}$ | 61) $\underline{\quad} + 2 = 3$ | 69) $\underline{\quad} + 8 = 9$ |
| 46) $5 + 1 = \underline{\quad}$ | 54) $10 + 1 = \underline{\quad}$ | 62) $\underline{\quad} + 10 = 11$ | 70) $1 + \underline{\quad} = 7$ |
| 47) $\underline{\quad} + 1 = 9$ | 55) $8 + 1 = \underline{\quad}$ | 63) $1 + \underline{\quad} = 5$ | 71) $1 + \underline{\quad} = 9$ |
| 48) $4 + 1 = \underline{\quad}$ | 56) $\underline{\quad} + 1 = 8$ | 64) $1 + 5 = \underline{\quad}$ | 72) $1 + 6 = \underline{\quad}$ |

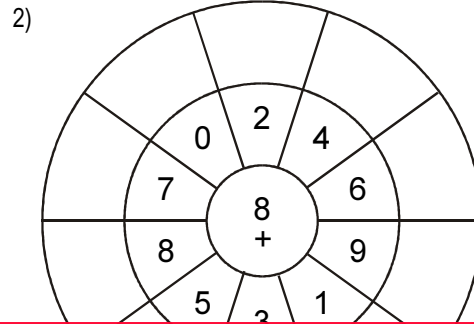
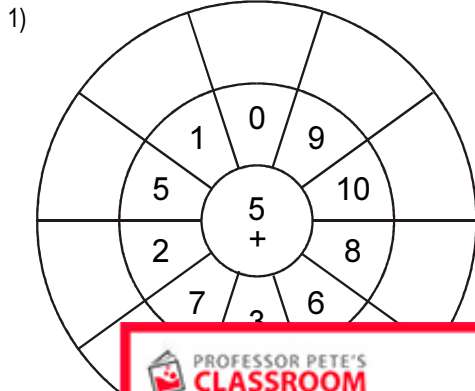
This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets".



- 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". Completing the wheels helps your child remember number facts with daily practice.

Addition revision

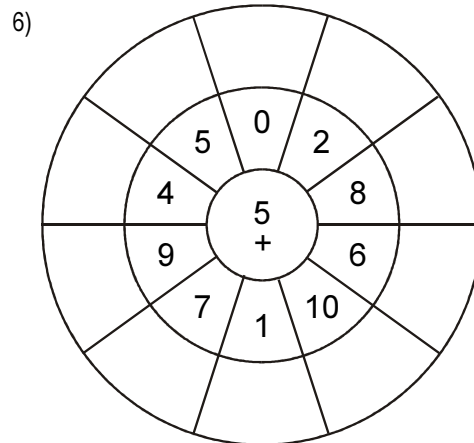
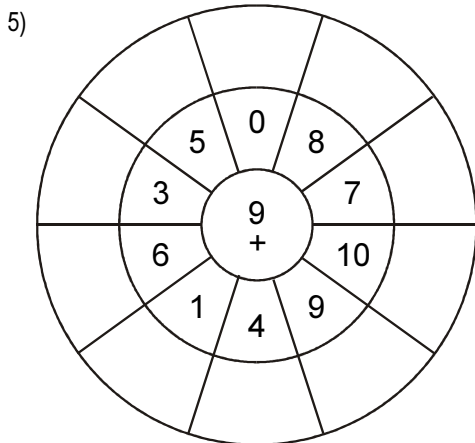


3)

This is a **PREVIEW**

Subscribe today for a whole year's access to ALL our worksheets and videos!

Already a subscriber? Log in to download the full version of this worksheet.





- 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

Information for Parents: "Count Back", "Difference of" Strategy

Take Two "Count Back" Strategy

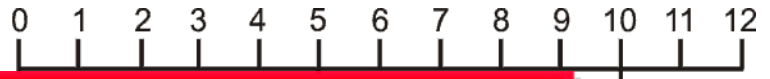
Take 2: These facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" two more numbers. A number line should help them to visualize this strategy.

"Difference of" Strategy

Difference of 2: As students become familiar with counting, they will know which numbers are near to each other, the difference being 2. For example, $9-7=2$ as it takes only 2 hops to move from 9 to 7. Discourage children from counting back 7 using their fingers or the number line.

Use the number line to help count back.

Do not use your fingers



Count back

- 1) $11 - 2 =$
- 2) $10 - 2 =$
- 3) $6 - 2 =$
- 4) $9 - 2 =$
- 5) $12 - 2 =$
- 6) $5 - 2 =$
- 7) $11 - 2 =$
- 8) $8 - 2 =$
- 9) $8 - 2 =$
- 10) $10 - 2 =$

This is a

PREVIEW

Subscribe today for a whole year's access to ALL our worksheets and videos!

Already a subscriber? Log in to download the full version of this worksheet.

- 20) $3 - 2 =$
- 30) $3 - 1 =$
- 40) $5 - 3 =$

Missing number

- | | | | |
|----------------------------|----------------------------|----------------------------|----------------------------|
| 41) $___ + 2 = 5$ | 49) $___ + 2 = 3$ | 57) $2 + 5 = ______$ | 65) $2 + ___ = 12$ |
| 42) $___ + 2 = 10$ | 50) $___ + 2 = 3$ | 58) $2 + ___ = 9$ | 66) $2 + 4 = ______$ |
| 43) $___ + 2 = 6$ | 51) $2 + 2 = ______$ | 59) $2 + ___ = 11$ | 67) $___ + 2 = 4$ |
| 44) $8 + 2 = ______$ | 52) $10 + ___ = 12$ | 60) $2 + 6 = ______$ | 68) $___ + 8 = 10$ |
| 45) $___ + 2 = 11$ | 53) $6 + 2 = ______$ | 61) $2 + ___ = 4$ | 69) $2 + ___ = 12$ |
| 46) $___ + 2 = 9$ | 54) $___ + 2 = 9$ | 62) $2 + ___ = 11$ | 70) $2 + ___ = 11$ |
| 47) $___ + 2 = 11$ | 55) $10 + ___ = 12$ | 63) $2 + ___ = 10$ | 71) $2 + ___ = 6$ |
| 48) $6 + ___ = 8$ | 56) $5 + ___ = 7$ | 64) $2 + ___ = 8$ | 72) $2 + 3 = ______$ |

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets".