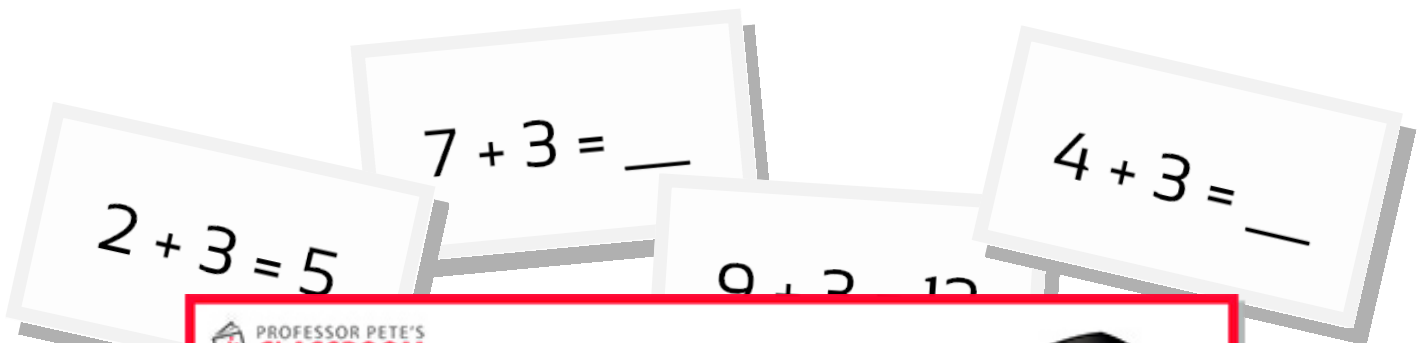


Addition Flash Cards

+ 3 (cards A5 size)





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Addition

Print and cut
each card for
second or s

Flashcard

- Have
- Have
- ◊ e.g. [5
- Have
- ◊ e.g. "8 - 3 = 5" or "8 - 5 = 3"

Flashcards without answers:

- Have all students say each number fact as it is shown, **adding** the answer.
- Have individual students respond with the answer. Make it a speed test.
- Have two or three students race to be the first to respond with the correct answer.
- Have a student say the "turn around" fact.
 - ◊ e.g. [5 + 3 = 8] turn around fact: "3 + 5 = 8"
- Have a student give a related subtraction fact.
 - ◊ e.g. "8 - 3 = 5" or "8 - 5 = 3"
- Tell stories about the addition fact e.g. "One child had 2 cupcakes. Another child had 3 cupcakes. How many cupcakes were there altogether?" "A farmer planted 6 bushes and then planted another 3. How many bushes were planted altogether?" Encourage students to use sensible examples. Large numbers will need different stories. For example a child could not eat 12 cupcakes!

ity. "Flash"
in a

$$0 + 3 = 3$$

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$$1 + 3 = 4$$

$$2 + 3 = 5$$

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$$3 + 3 = 6$$