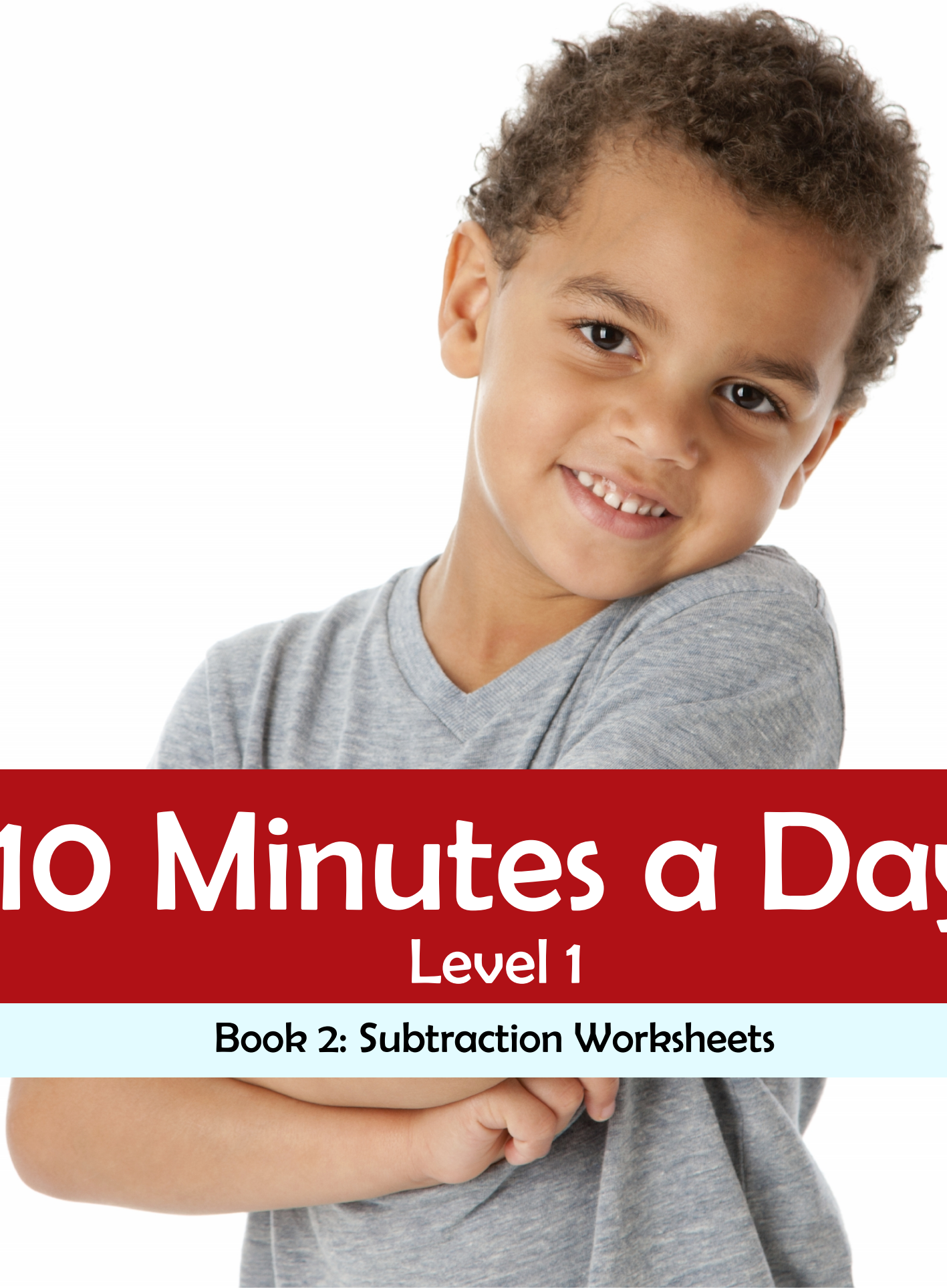
PROFESSOR PETE'S CLASSROOM

Trish Price & Peter Price



10 Minutes a Day

Level 1

Book 2: Subtraction Worksheets

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Ten Minutes a Day Level 1: Subtraction Worksheets

Created by Trish Price & Peter Price

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Scope and Sequence – Developing Number Fluency "Times Tables"

	Addition & Subtraction to 10	Addition	Subtraction	Addition & Subtraction Revision	Addition	Subtraction	Addition & Subtraction	Easy Multiplication and Division	Extended Addition & Subtraction	Multiplication	Division	Multiplication and Division Revision	All Operations Revision	Extended Multiplication and Division	Division with Remainders	Factors & Multiples	Mental Strategies	All Operations Advanced Revision	Fractions	Percentages
Series	Let's Go!				Ten Minutes a Day Level 1				Ten Minutes a Day Level 2				Ten Minutes a Day Level 3				Bring It On!			
Gr 1/ Yr 2																				
Gr 2/ Yr 3																				
Gr 3/ Yr 4																				
Gr 4/ Yr 5																				
Gr 5/ Yr 6																				

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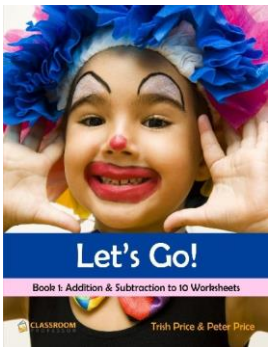
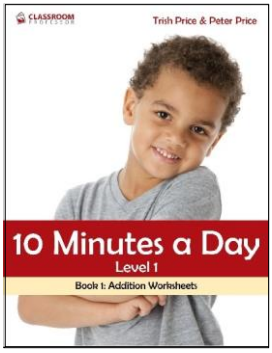
Developing Fluency Worksheets Series

Grade 1 / Year 2



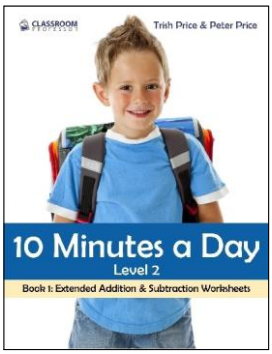
Four eBooks:
- Addition & Subtraction to 10
- Addition
- Subtraction
- Addition & Subtraction Revision

Grade 2 / Year 3



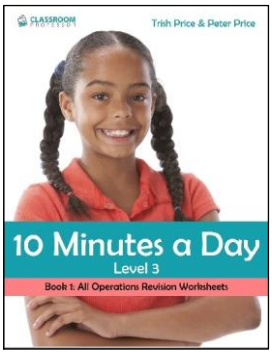
Four eBooks:
- Addition
- Subtraction
- Addition & Subtraction Revision
- Easy Multiplication & Division

Grade 3 / Year 4



Four eBooks:
- Extended Addition & Subtraction
- Multiplication
- Division
- Multiplication & Division Revision

Grade 4 / Year 5



Four eBooks:
- All Operations Revision
- Extended Multiplication & Division
- Division with Remainders
- Factors & Multiples

Grade 5 / Year 6

Four eBooks:
- Mental Strategies
- All Operations Advanced Revision
- Fractions
- Percentages

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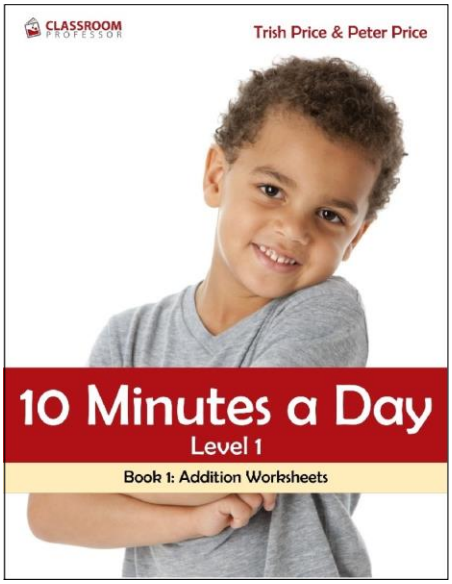
Grade 2 / Year 3 eBooks series: 10 Minutes a Day Level 1

Each worksheets eBook contains:

* Daily worksheets for 10 weeks
* Carefully graded and sequenced activities
* Lots of revision activities
* 5 Checkup worksheets for assessment
* 20 Homework worksheets with parents' advice
* All answer keys
* PDF download for easy access
* Teaching strategies advice
* 30-day money-back guarantee



Addition:

- Count on 1
- Count on 2
- Count on 3
- Rainbow facts
- Special cases (+0, +10)
- Doubles
- Doubles +1
- Near 10 (+9)
- Near 10 (+8)
- Remaining facts (7+4, 7+5)
- Revision

Addition & Subtraction Revision:

- Count on 1, 2 & 3
- Count back 1, 2 & 3
- Difference of 1, 2 & 3
- Rainbow facts
- Double/Halve
- Double +1
- Near Ten (+8, +9)
- Remaining facts
- Revision

Subtraction:

- Count back 1
- Count back 2
- Count back 3
- Rainbow facts
- Take away 0, 10
- Halving
- Double +1
- Near 10 (-9)
- Near 10 (-8)
- Remaining facts
- Revision

Easy Multiplication & Division:

- Double (2x)
- Place value (5x, 10x)
- Double + one more set (3x)
- Halving (÷ 2)
- Place value (÷ 10)
- Relate to 5x (÷ 5)
- Think of 3x (÷ 3)
- X Revision- ÷ Revision
- All x ÷ Revision

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Contents: Ten Minutes a Day Level 1: Subtraction

Classroom Worksheets

Count back 1, Difference of 1 ..... 1[A] - 1[D]
Count back 2, Difference of 2 ..... 2[A] - 2[D]
Count back 3, Difference of 3 ..... 3[A] - 3[D]
Rainbow facts ..... 4[A] - 4[D]
Special cases (-0, -10) ..... 5[A] - 5[D]
Halving ..... 6[A] - 6[D]
Relate to double + 1 ..... 7[A] - 7[D]
Near ten (-9) / Difference of 9 ..... 8[A] - 8[D]
Near ten (-8) / Difference of 8 ..... 9[A] - 9[D]
Remaining facts & Revision ..... 10[A] - 10[D]

Check Up Worksheets

Count back 1 & 2 ..... Check Up A
Count back 3; Rainbow facts ..... Check Up B
-0, -10; Double/Halve ..... Check Up C
Double +1; Near ten (-9) / Difference of 9 ..... Check Up D
Near ten (-8) / Difference of 8; All strategies ..... Check Up E

Homework Worksheets

Count back 1, Difference of 1 ..... 1[A] - 1[B] HW
Count back 2, Difference of 2 ..... 2[A] - 2[B] HW
Count back 3, Difference of 3 ..... 3[A] - 3[B] HW
Rainbow facts ..... 4[A] - 4[B] HW
Special cases (-0, -10) ..... 5[A] - 5[B] HW
Doubling & halving ..... 6[A] - 6[B] HW
Related to double + 1 ..... 7[A] - 7[B] HW
Near ten (-9) / Difference of 9 ..... 8[A] - 8[B] HW
Near ten (-8) / Difference of 8 ..... 9[A] - 9[B] HW
Remaining facts & revision ..... 10[A] - 10[B] HW

Answer Keys

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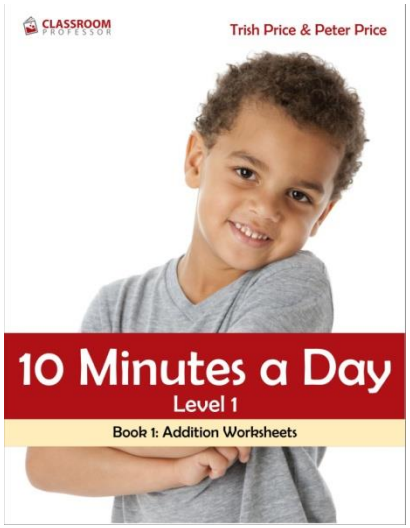
Alignment with the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics	*Recommended eBook match*	*Description*
Grade 2 Operations & Algebraic Thinking **Add and subtract within 20** • Fluently add and subtract within 20 using mental strategies. • By end of Grade 2, know from memory all sums of two one-digit numbers. **Work with equal groups of objects to gain foundations for multiplication.**	 **Ten Minutes a Day Level 1:** • Bk 1: Addition • Bk 2: Subtraction • Bk 3: Addition & Subtraction Revision • Bk 4: Easy Multiplication & Division	The *10 Minutes a Day, Level 1* series introduces Grade 2 students to timed practice of number facts, based on a sequence of thinking strategies. Books 1 & 2 introduce timed practice of the addition and subtraction facts to 20 learned in Grade 1. These are covered at a more advanced level, with more questions per worksheet. Book 3 may be omitted if time does not allow all books to be covered in a year. It includes revising all addition and subtraction facts in sequence. Book 4 introduces Grade 2 students to multiplication and division facts, including only the easier facts using 2x, 3x, 5x and 10x.

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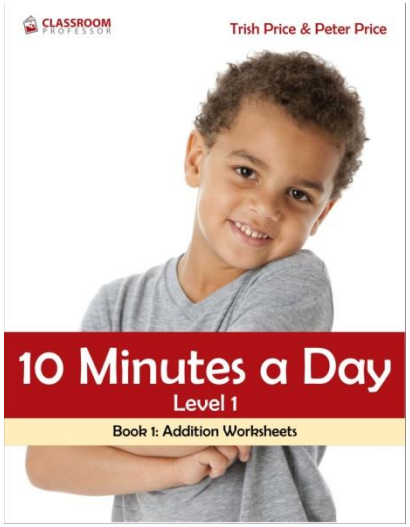
Alignment with the UK National Curriculum for Mathematics (draft 21 June 2012)

National Curriculum for Mathematics	*Recommended eBook match*	*Description*
Year 2 **Addition and subtraction** Pupils should be taught to: • rapidly recall and use addition and subtraction facts to 20 **Multiplication and division** Pupils should be taught to: • recall multiplication and division facts for the 2, 5 and 10 multiplication tables	 **Ten Minutes a Day Level 1:** • Bk 1: Addition • Bk 2: Subtraction • Bk 3: Addition & Subtraction Revision • Bk 4: Easy Multiplication & Division	The *10 Minutes a Day, Level 1* series introduces Year 2 students to timed practice of number facts, based on a sequence of thinking strategies. Books 1 & 2 introduce timed practice of the addition and subtraction facts to 20 learned in Year 2. These are covered at a more advanced level, with more questions per worksheet. Book 3 may be omitted if time does not allow all books to be covered in a year. It includes all addition and subtraction facts in sequence. Book 4 introduces Year 2 students to multiplication and division facts, including only the easier facts using 2x, 3x, 5x and 10x.

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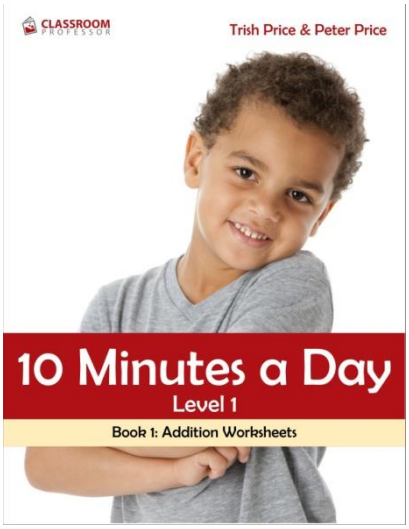
Ten Minutes a Day Level 1: Alignment with the Australian Curriculum

eBook Series	*Series Titles*	*Australian Curriculum: Content Descriptions*
	**Ten Minutes a Day Level 1:** • Addition • Subtraction • Addition & Subtraction Revision • Easy Multiplication & Division	**Year 3** • Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055) • Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)

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Teaching Strategies

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Teaching Strategies Fact Sheets

The Teaching Strategies Fact Sheets provide expert information for teachers about the recommended strategy-based approach to the teaching of arithmetic facts.

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Subtraction Number Facts - Teaching Strategies

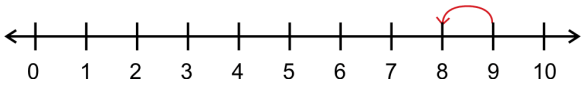
– 1: Count Back Facts

Subtract 1 facts are taught using a *count back one* strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" to the previous number, and name it.

A number line will help children to visualize this operation which lands on the previous number:

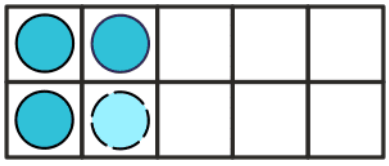
Also included are questions in which the *difference* is 1. As students become familiar with counting, they will know which numbers are next to each other, the difference between adjacent numbers being one.

For example, 9 - 8 = 1, as it takes only 1 hop to move from 9 to 8:



Ten frames are also an excellent way for children to visualise the count back one strategy. With frequent use of ten frames, subtracting one is an easy step. For example:

4 - 1 = 3



Daily practice from a young age makes visualisation of numbers up to 10 an automatic task.

– 2: Count Back Facts

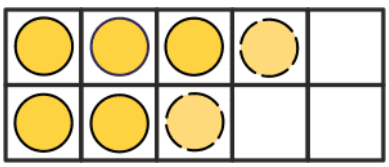
Subtract 2 facts are taught using a *count back two* strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" two more numbers.

A number line will help children to visualize this operation, which "skips" one number and lands on the number two before the starting number. Also included are questions in which the difference is two. As students become familiar with counting, they will know which numbers are two away from each other, the difference being 2. These pairs will either both be odd or both be even numbers. For example:

9 - 2 = 7

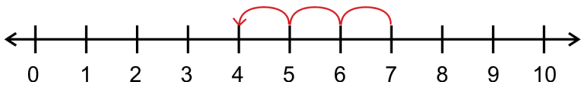
Ten frames will also help children to learn the numbers which are two apart. With frequent use of ten frames, subtracting two is an easy step: for example:

7 - 2 = 5



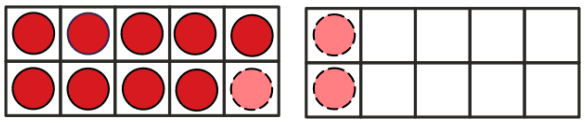
– 3: Count Back Facts

Subtract 3 facts are taught using a *count back three* strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line will help children to visualize this operation which "skips" two numbers and lands on the number three before the starting number. Also included are questions in which the difference is 3. As students become familiar with counting, they will know which numbers are three away from each other, the difference being three.



With frequent use of ten frames, subtracting three is also quite simple: for example:

12 - 3 = 9

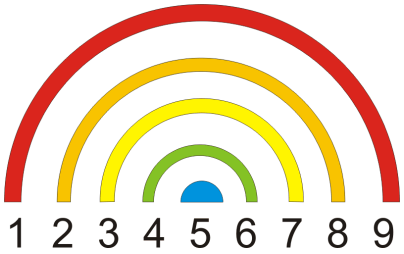


Note that counting is used only until students can recall these facts; the intention is not for counting to take the place of memorization.

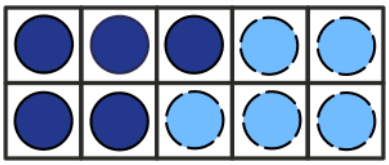
Rainbow Facts

Rainbow subtraction facts are taught using a *subtract from ten* strategy: the number subtracted and the difference together equal ten.

Students can be shown a rainbow graphic to illustrate the fact that these pairs are equidistant from the number five. Rainbow facts are foundational for many other mathematical skills, such as giving change.



Ten frames are excellent resources to support learning of rainbow facts, as the counters added clearly show the number remaining to add to ten. Students can either tell the number of blank spaces, or fill them with counters of a second color:

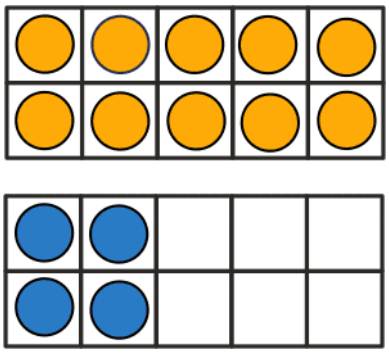


– 0 & – 10

Minus 0 and minus 10 facts are *special cases.*

The number zero is the "subtractive identity", meaning that another number is unchanged by the action of subtracting zero. Talk to students about "removing" none from a group.

Subtracting ten from a teen number results in the associated single digit number which has the same number of ones; most pairs of a single digit number and the associated teen number sound similar (e.g., "fourteen" and "four"). This can be illustrated easily with a pair of ten frames:

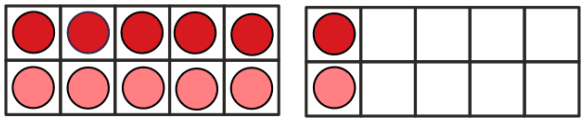


Doubles

Doubles subtraction number facts are taught using a *halving* strategy, connecting to everyday situations in which one half of a double is subtracted. For example, half a dozen eggs can be removed from a full dozen, illustrating "12 subtract half of 12".

Ten frames will help students to visualize two halves of an even number. For example:

12 - 6 = 6



Doubles + 1

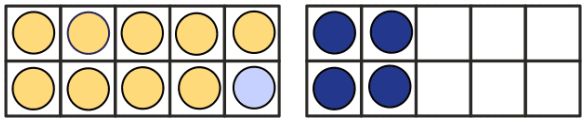
Doubles +1 subtraction number facts are taught using a *think of doubles plus one* strategy. Once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact. These are some of the most challenging subtraction facts, and for many students will require extra time to learn them.

– 9

Minus nine number facts are taught using a *near ten* strategy: encourage students to think of subtracting ten, then adding one.

Ten frames illustrate this idea very effectively, and students should not have trouble understanding the idea for themselves. For example:

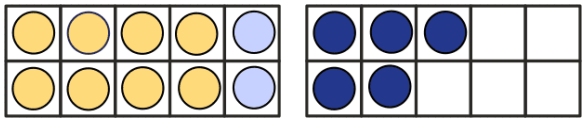
14 - 9 = 14 - 10 + 1
= 5



– 8

Minus eight number facts are taught using a *near ten* strategy: encourage students to think of subtracting ten, then adding two.

Ten frames illustrate this idea very effectively, and students should not have trouble understanding the idea for themselves.



Remaining facts

Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain:

11 - 4 = 7
11 - 7 = 4
12 - 5 = 7
12 - 7 = 5

These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11 – 4 is just one more than the rainbow fact 10 – 4.

The remainder of "Remaining Facts" worksheets include revision of all strategies from previous worksheet sets.

Check Up Tests Markbook

There are 4 or 5 Check Up Tests in this eBook. Enter students' scores and times below to keep track of their progress.

Student	Check Up A		Check Up B		Check Up C		Check Up D		Check Up E		Total	Comments

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Student	Check Up A		Check Up B		Check Up C		Check Up D		Check Up E		Total	Comments

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Standard Worksheets

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Standard Worksheets

Standard Worksheets are designed for use by the majority of students in a regular class.

Suggested Uses:

1. Use one worksheet per day for four days a week, followed by a Check-Up sheet on the tenth day, once per two weeks. This program will take 10 weeks in total, after which the majority of students should know the arithmetic facts they have been practising.
2. Use a Checkup sheet to discover your students' strengths and weaknesses. Use a targeted approach to customize each student's program, providing each student with a selection of Standard Worksheets which match that student's needs.

Note: **Answer keys** for all worksheets are in the Answer Keys Section of this eBook.

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Time: **Score:** **Count Back 1, Difference of 1: 1 [A]**

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

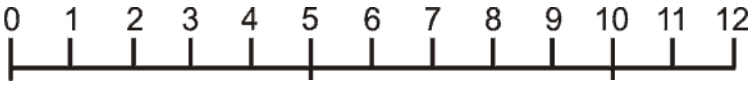
Take One "Count Back" Strategy

Take 1: These facts are taught using a COUNT BACK strategy. A number line will help children to visualize 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

1) 7 – 1 = _____
2) 6 – 1 = _____
3) 4 – 1 = _____
4) 9 – 1 = _____
5) 5 – 1 = _____
6) 6 – 1 = _____
7) 3 – 1 = _____
8) 7 – 1 = _____
9) 5 – 1 = _____
10) 6 – 1 = _____
11) 8 – 1 = _____
12) 10 – 1 = _____
13) 3 – 1 = _____
14) 11 – 1 = _____
15) 2 – 1 = _____
16) 7 – 1 = _____
17) 5 – 1 = _____
18) 5 – 1 = _____
19) 5 – 1 = _____
20) 9 – 1 = _____

Difference of 1, count back 1

21) 7 – 1 = _____
22) 10 – 9 = _____
23) 2 – 1 = _____
24) 4 – 3 = _____
25) 9 – 8 = _____
26) 9 – 1 = _____
27) 8 – 1 = _____
28) 4 – 3 = _____
29) 3 – 2 = _____
30) 9 – 8 = _____
31) 8 – 7 = _____
32) 6 – 5 = _____
33) 4 – 1 = _____
34) 5 – 4 = _____
35) 6 – 1 = _____
36) 7 – 6 = _____
37) 5 – 4 = _____
38) 10 – 1 = _____
39) 8 – 1 = _____
40) 7 – 6 = _____

Missing number

41) 6 + 1 = _____
42) 4 + 1 = _____
43) 10 + ___ = 11
44) 7 + ___ = 8
45) 9 + 1 = _____
46) 4 + ___ = 5
47) ___ + 1 = 4
48) 7 + ___ = 8
49) 8 + 1 = _____
50) ___ + 1 = 5
51) ___ + 1 = 10
52) 5 + ___ = 6
53) ___ + 1 = 9
54) ___ + 1 = 4
55) ___ + 1 = 9
56) 7 + ___ = 8
57) 4 + ___ = 5
58) ___ + 1 = 10
59) 6 + ___ = 7
60) 7 + ___ = 8
61) ___ + 3 = 4
62) 1 + ___ = 5
63) ___ + 7 = 8
64) 1 + ___ = 11
65) ___ + 5 = 6
66) 1 + 2 = _____
67) ___ + 3 = 4
68) 1 + ___ = 11
69) 1 + ___ = 11
70) 1 + 2 = _____
71) 1 + ___ = 10
72) 1 + ___ = 7
73) ___ + 2 = 3
74) 1 + ___ = 9
75) 1 + ___ = 10
76) 1 + ___ = 9
77) 1 + 4 = _____
78) 1 + ___ = 6
79) 1 + 3 = _____
80) 1 + ___ = 10

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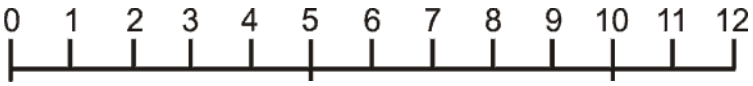
Time: **Score:** **Count Back 1, Difference of 1: 1 [B]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1

1) 10 – 1 = _____
2) 6 – 1 = _____
3) 11 – 1 = _____
4) 7 – 1 = _____
5) 7 – 1 = _____
6) 5 – 1 = _____
7) 5 – 1 = _____
8) 3 – 1 = _____
9) 6 – 1 = _____
10) 9 – 1 = _____
11) 9 – 1 = _____
12) 5 – 1 = _____
13) 6 – 1 = _____
14) 2 – 1 = _____
15) 8 – 1 = _____
16) 4 – 1 = _____
17) 5 – 1 = _____
18) 3 – 1 = _____
19) 7 – 1 = _____
20) 5 – 1 = _____

Difference of 1, count back 1

21) 7 – 6 = _____
22) 7 – 1 = _____
23) 5 – 4 = _____
24) 10 – 1 = _____
25) 2 – 1 = _____
26) 4 – 3 = _____
27) 4 – 1 = _____
28) 8 – 1 = _____
29) 7 – 6 = _____
30) 8 – 7 = _____
31) 4 – 3 = _____
32) 6 – 5 = _____
33) 9 – 1 = _____
34) 5 – 1 = _____
35) 10 – 9 = _____
36) 3 – 2 = _____
37) 9 – 8 = _____
38) 6 – 1 = _____
39) 8 – 1 = _____
40) 1 – 0 = _____

Missing number

41) 6 + ___ = 7
42) ___ + 1 = 7
43) ___ + 1 = 9
44) 4 + ___ = 5
45) ___ + 1 = 8
46) 9 + ___ = 10
47) 5 + ___ = 6
48) ___ + 1 = 9
49) 7 + ___ = 8
50) ___ + 1 = 11
51) 4 + ___ = 5
52) 6 + 1 = _____
53) 6 + ___ = 7
54) 5 + 1 = _____
55) 4 + ___ = 5
56) ___ + 1 = 10
57) 10 + 1 = _____
58) 6 + 1 = _____
59) 3 + 1 = _____
60) 6 + 1 = _____
61) ___ + 4 = 5
62) 1 + ___ = 9
63) ___ + 9 = 10
64) 1 + ___ = 4
65) 1 + 7 = _____
66) ___ + 4 = 5
67) 1 + ___ = 10
68) 1 + 10 = _____
69) 1 + 8 = _____
70) 1 + 9 = _____
71) 1 + ___ = 6
72) 1 + 6 = _____
73) 1 + ___ = 11
74) 1 + 2 = _____
75) 1 + ___ = 8
76) 1 + 2 = _____
77) ___ + 8 = 9
78) ___ + 3 = 4
79) ___ + 8 = 9
80) 1 + ___ = 6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 1 facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" to the previous number, and name it. A number line will help children to visualize this operation which lands on the previous number. Also included here is the 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.

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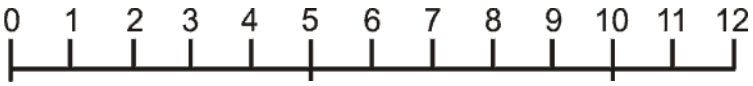
Time: **Score:** **Count Back 1, Difference of 1: 1 [C]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1

1) 6 – 1 = _____
2) 5 – 1 = _____
3) 7 – 1 = _____
4) 5 – 1 = _____
5) 2 – 1 = _____
6) 5 – 1 = _____
7) 7 – 1 = _____
8) 9 – 1 = _____
9) 5 – 1 = _____
10) 9 – 1 = _____
11) 3 – 1 = _____
12) 6 – 1 = _____
13) 3 – 1 = _____
14) 11 – 1 = _____
15) 6 – 1 = _____
16) 8 – 1 = _____
17) 4 – 1 = _____
18) 10 – 1 = _____
19) 5 – 1 = _____
20) 7 – 1 = _____

Difference of 1, count back 1

21) 4 – 3 = _____
22) 7 – 6 = _____
23) 2 – 1 = _____
24) 4 – 3 = _____
25) 7 – 6 = _____
26) 7 – 1 = _____
27) 8 – 1 = _____
28) 4 – 1 = _____
29) 9 – 8 = _____
30) 6 – 5 = _____
31) 8 – 1 = _____
32) 3 – 2 = _____
33) 10 – 9 = _____
34) 5 – 4 = _____
35) 8 – 7 = _____
36) 9 – 1 = _____
37) 5 – 4 = _____
38) 9 – 8 = _____
39) 10 – 1 = _____
40) 6 – 1 = _____

Missing number

41) 8 + ___ = 9
42) 3 + 1 = _____
43) ___ + 1 = 8
44) 4 + ___ = 5
45) 6 + 1 = _____
46) ___ + 1 = 8
47) 8 + 1 = _____
48) ___ + 1 = 11
49) 5 + ___ = 6
50) ___ + 1 = 9
51) 5 + ___ = 6
52) 6 + 1 = _____
53) ___ + 1 = 10
54) 10 + ___ = 11
55) 10 + 1 = _____
56) 5 + 1 = _____
57) ___ + 1 = 8
58) 5 + 1 = _____
59) ___ + 1 = 4
60) ___ + 1 = 8
61) 1 + ___ = 7
62) 1 + 9 = _____
63) ___ + 8 = 9
64) 1 + ___ = 8
65) 1 + ___ = 11
66) 1 + 8 = _____
67) 1 + ___ = 8
68) ___ + 5 = 6
69) 1 + 9 = _____
70) 1 + ___ = 5
71) ___ + 2 = 3
72) 1 + 3 = _____
73) ___ + 5 = 6
74) ___ + 4 = 5
75) 1 + ___ = 4
76) 1 + 6 = _____
77) 1 + 6 = _____
78) 1 + 3 = _____
79) 1 + ___ = 3
80) ___ + 4 = 5

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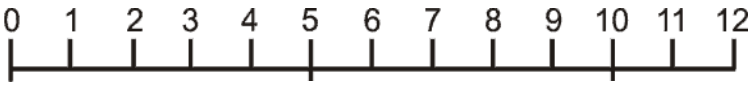
Time: **Score:** **Count Back 1, Difference of 1: 1 [D]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1

1) 3 – 1 = _____
2) 8 – 1 = _____
3) 11 – 1 = _____
4) 5 – 1 = _____
5) 5 – 1 = _____
6) 10 – 1 = _____
7) 9 – 1 = _____
8) 6 – 1 = _____
9) 5 – 1 = _____
10) 9 – 1 = _____
11) 3 – 1 = _____
12) 5 – 1 = _____
13) 2 – 1 = _____
14) 5 – 1 = _____
15) 6 – 1 = _____
16) 7 – 1 = _____
17) 7 – 1 = _____
18) 4 – 1 = _____
19) 7 – 1 = _____
20) 6 – 1 = _____

Difference of 1, count back 1

21) 3 – 2 = _____
22) 10 – 1 = _____
23) 6 – 1 = _____
24) 8 – 1 = _____
25) 9 – 1 = _____
26) 4 – 1 = _____
27) 10 – 9 = _____
28) 7 – 6 = _____
29) 2 – 1 = _____
30) 8 – 1 = _____
31) 5 – 4 = _____
32) 9 – 8 = _____
33) 7 – 1 = _____
34) 4 – 3 = _____
35) 6 – 5 = _____
36) 4 – 3 = _____
37) 9 – 8 = _____
38) 7 – 6 = _____
39) 8 – 7 = _____
40) 5 – 4 = _____

Missing number

41) 5 + ___ = 6
42) ___ + 1 = 5
43) ___ + 1 = 7
44) 8 + 1 = _____
45) 9 + 1 = _____
46) 7 + 1 = _____
47) ___ + 1 = 9
48) ___ + 1 = 9
49) 9 + 1 = _____
50) ___ + 1 = 9
51) ___ + 1 = 4
52) 7 + 1 = _____
53) ___ + 1 = 10
54) 10 + 1 = _____
55) 8 + ___ = 9
56) 6 + 1 = _____
57) 9 + 1 = _____
58) ___ + 1 = 4
59) 8 + ___ = 9
60) 4 + 1 = _____
61) ___ + 3 = 4
62) ___ + 6 = 7
63) 1 + ___ = 5
64) ___ + 5 = 6
65) 1 + ___ = 11
66) 1 + ___ = 7
67) ___ + 4 = 5
68) 1 + ___ = 9
69) ___ + 5 = 6
70) ___ + 9 = 10
71) 1 + ___ = 10
72) 1 + ___ = 8
73) 1 + ___ = 9
74) 1 + ___ = 3
75) ___ + 9 = 10
76) 1 + ___ = 10
77) 1 + ___ = 6
78) 1 + 4 = _____
79) 1 + ___ = 6
80) 1 + 5 = _____

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Time: **Score:** **Count Back 2, Difference of 2: 2 [A]**

PROFESSOR PETE'S CLASSROOM

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

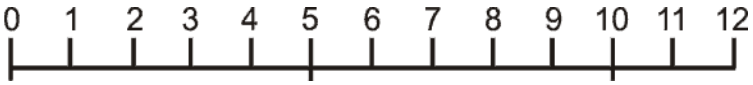
Take Two "Count Back" Strategy

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 2

1) 12 – 2 = _____
2) 7 – 2 = _____
3) 3 – 2 = _____
4) 4 – 2 = _____
5) 6 – 2 = _____
6) 11 – 2 = _____
7) 10 – 2 = _____
8) 11 – 2 = _____
9) 8 – 2 = _____
10) 11 – 2 = _____
11) 10 – 2 = _____
12) 5 – 2 = _____
13) 9 – 2 = _____
14) 11 – 2 = _____
15) 8 – 2 = _____
16) 3 – 2 = _____
17) 11 – 2 = _____
18) 9 – 2 = _____
19) 7 – 2 = _____
20) 5 – 2 = _____

Difference of 2, count back 2

21) 10 – 8 = _____
22) 7 – 5 = _____
23) 6 – 2 = _____
24) 8 – 6 = _____
25) 4 – 2 = _____
26) 6 – 4 = _____
27) 8 – 2 = _____
28) 8 – 6 = _____
29) 6 – 2 = _____
30) 6 – 4 = _____
31) 9 – 7 = _____
32) 3 – 1 = _____
33) 4 – 2 = _____
34) 5 – 2 = _____
35) 7 – 5 = _____
36) 7 – 2 = _____
37) 5 – 3 = _____
38) 3 – 2 = _____
39) 3 – 1 = _____
40) 9 – 2 = _____

Missing number

41) ___ + 2 = 7
42) 9 + 2 = _____
43) 7 + ___ = 9
44) 1 + ___ = 3
45) 2 + ___ = 4
46) 2 + ___ = 4
47) ___ + 2 = 7
48) ___ + 2 = 10
49) 10 + 2 = _____
50) ___ + 2 = 7
51) 6 + 2 = _____
52) 4 + 2 = _____
53) 8 + 2 = _____
54) ___ + 2 = 12
55) 3 + ___ = 5
56) 9 + ___ = 11
57) 7 + ___ = 9
58) ___ + 2 = 7
59) 4 + ___ = 6
60) ___ + 2 = 8
61) ___ + 5 = 7
62) 2 + ___ = 9
63) ___ + 8 = 10
64) 2 + ___ = 11
65) ___ + 2 = 4
66) 2 + 8 = _____
67) ___ + 9 = 11
68) 2 + ___ = 5
69) 2 + ___ = 5
70) 2 + 3 = _____
71) 2 + ___ = 8
72) 2 + ___ = 5
73) ___ + 4 = 6
74) 2 + ___ = 12
75) 2 + ___ = 5
76) 2 + ___ = 7
77) 2 + 6 = _____
78) 2 + ___ = 10
79) 2 + 10 = _____
80) 2 + ___ = 12

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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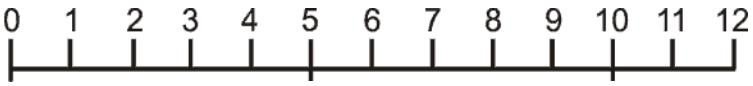
Time: **Score:** **Count Back 2, Difference of 2: 2 [B]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 2

1) 10 – 2 = _____
2) 10 – 2 = _____
3) 7 – 2 = _____
4) 11 – 2 = _____
5) 8 – 2 = _____
6) 11 – 2 = _____
7) 12 – 2 = _____
8) 11 – 2 = _____
9) 3 – 2 = _____
10) 6 – 2 = _____
11) 9 – 2 = _____
12) 11 – 2 = _____
13) 8 – 2 = _____
14) 5 – 2 = _____
15) 5 – 2 = _____
16) 3 – 2 = _____
17) 11 – 2 = _____
18) 4 – 2 = _____
19) 7 – 2 = _____
20) 9 – 2 = _____

Difference of 2, count back 2

21) 3 – 2 = _____
22) 5 – 3 = _____
23) 6 – 2 = _____
24) 3 – 1 = _____
25) 9 – 2 = _____
26) 5 – 2 = _____
27) 10 – 8 = _____
28) 4 – 2 = _____
29) 3 – 1 = _____
30) 4 – 2 = _____
31) 8 – 6 = _____
32) 8 – 6 = _____
33) 6 – 4 = _____
34) 7 – 5 = _____
35) 7 – 2 = _____
36) 6 – 2 = _____
37) 6 – 4 = _____
38) 7 – 5 = _____
39) 8 – 2 = _____
40) 9 – 7 = _____

Missing number

41) ___ + 2 = 11
42) 6 + 2 = _____
43) ___ + 2 = 9
44) ___ + 2 = 5
45) 5 + ___ = 7
46) 5 + ___ = 7
47) 2 + ___ = 4
48) 7 + 2 = _____
49) 8 + ___ = 10
50) ___ + 2 = 9
51) 4 + ___ = 6
52) 8 + 2 = _____
53) ___ + 2 = 12
54) ___ + 2 = 4
55) ___ + 2 = 3
56) ___ + 2 = 10
57) 4 + 2 = _____
58) 5 + ___ = 7
59) ___ + 2 = 7
60) 9 + 2 = _____
61) ___ + 8 = 10
62) 2 + ___ = 12
63) 2 + 7 = _____
64) 2 + 3 = _____
65) 2 + 2 = _____
66) ___ + 6 = 8
67) 2 + 8 = _____
68) 2 + 10 = _____
69) 2 + 8 = _____
70) ___ + 7 = 9
71) 2 + 9 = _____
72) 2 + 6 = _____
73) 2 + 4 = _____
74) ___ + 5 = 7
75) 2 + 7 = _____
76) 2 + 2 = _____
77) 2 + ___ = 6
78) 2 + 9 = _____
79) 2 + 9 = _____
80) ___ + 7 = 9

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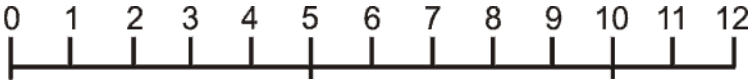
Time: **Score:** **Count Back 2, Difference of 2: 2 [C]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 2

1) 11 – 2 = _____
2) 10 – 2 = _____
3) 12 – 2 = _____
4) 4 – 2 = _____
5) 11 – 2 = _____
6) 11 – 2 = _____
7) 9 – 2 = _____
8) 9 – 2 = _____
9) 8 – 2 = _____
10) 8 – 2 = _____
11) 10 – 2 = _____
12) 5 – 2 = _____
13) 7 – 2 = _____
14) 3 – 2 = _____
15) 11 – 2 = _____
16) 6 – 2 = _____
17) 5 – 2 = _____
18) 3 – 2 = _____
19) 11 – 2 = _____
20) 7 – 2 = _____

Difference of 2, count back 2

21) 6 – 4 = _____
22) 8 – 6 = _____
23) 7 – 5 = _____
24) 9 – 7 = _____
25) 7 – 5 = _____
26) 6 – 4 = _____
27) 4 – 2 = _____
28) 8 – 2 = _____
29) 3 – 1 = _____
30) 4 – 2 = _____
31) 3 – 2 = _____
32) 6 – 2 = _____
33) 3 – 1 = _____
34) 6 – 2 = _____
35) 5 – 2 = _____
36) 5 – 3 = _____
37) 7 – 2 = _____
38) 10 – 8 = _____
39) 8 – 6 = _____
40) 9 – 2 = _____

Missing number

41) 7 + 2 = _____
42) ___ + 2 = 7
43) ___ + 2 = 5
44) 8 + ___ = 10
45) 10 + ___ = 12
46) 9 + 2 = _____
47) 10 + 2 = _____
48) ___ + 2 = 6
49) 4 + ___ = 6
50) 3 + ___ = 5
51) 6 + 2 = _____
52) 2 + 2 = _____
53) 9 + 2 = _____
54) ___ + 2 = 3
55) 4 + ___ = 6
56) ___ + 2 = 11
57) 9 + ___ = 11
58) ___ + 2 = 8
59) 6 + ___ = 8
60) ___ + 2 = 10
61) 2 + 9 = _____
62) ___ + 6 = 8
63) ___ + 7 = 9
64) 2 + ___ = 6
65) 2 + ___ = 12
66) 2 + 5 = _____
67) ___ + 3 = 5
68) ___ + 4 = 6
69) ___ + 10 = 12
70) 2 + ___ = 6
71) ___ + 2 = 4
72) 2 + ___ = 7
73) ___ + 3 = 5
74) 2 + ___ = 10
75) 2 + ___ = 10
76) ___ + 6 = 8
77) ___ + 10 = 12
78) 2 + 5 = _____
79) 2 + ___ = 10
80) 2 + ___ = 10

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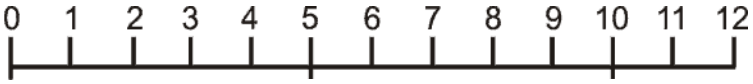
Time: **Score:** **Count Back 2, Difference of 2: 2 [D]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 2

1) 7 – 2 = _____
2) 11 – 2 = _____
3) 3 – 2 = _____
4) 11 – 2 = _____
5) 9 – 2 = _____
6) 11 – 2 = _____
7) 8 – 2 = _____
8) 5 – 2 = _____
9) 10 – 2 = _____
10) 7 – 2 = _____
11) 4 – 2 = _____
12) 9 – 2 = _____
13) 12 – 2 = _____
14) 10 – 2 = _____
15) 6 – 2 = _____
16) 5 – 2 = _____
17) 11 – 2 = _____
18) 3 – 2 = _____
19) 11 – 2 = _____
20) 8 – 2 = _____

Difference of 2, count back 2

21) 6 – 2 = _____
22) 8 – 6 = _____
23) 3 – 1 = _____
24) 7 – 5 = _____
25) 7 – 5 = _____
26) 8 – 6 = _____
27) 6 – 4 = _____
28) 9 – 2 = _____
29) 9 – 7 = _____
30) 8 – 2 = _____
31) 5 – 3 = _____
32) 4 – 2 = _____
33) 10 – 8 = _____
34) 5 – 2 = _____
35) 4 – 2 = _____
36) 3 – 1 = _____
37) 7 – 2 = _____
38) 6 – 4 = _____
39) 6 – 2 = _____
40) 3 – 2 = _____

Missing number

41) 3 + 2 = _____
42) ___ + 2 = 3
43) 4 + 2 = _____
44) ___ + 2 = 4
45) 10 + ___ = 12
46) 6 + ___ = 8
47) 6 + 2 = _____
48) 1 + ___ = 3
49) 6 + ___ = 8
50) 1 + ___ = 3
51) 8 + ___ = 10
52) 7 + 2 = _____
53) 9 + 2 = _____
54) 6 + ___ = 8
55) 5 + 2 = _____
56) ___ + 2 = 12
57) 4 + 2 = _____
58) 4 + 2 = _____
59) ___ + 2 = 7
60) 9 + 2 = _____
61) 2 + ___ = 7
62) 2 + 3 = _____
63) 2 + 2 = _____
64) ___ + 6 = 8
65) 2 + ___ = 6
66) ___ + 9 = 11
67) 2 + 6 = _____
68) 2 + ___ = 9
69) ___ + 9 = 11
70) 2 + ___ = 7
71) ___ + 9 = 11
72) ___ + 7 = 9
73) 2 + ___ = 10
74) 2 + ___ = 12
75) ___ + 9 = 11
76) ___ + 9 = 11
77) ___ + 9 = 11
78) 2 + 9 = _____
79) 2 + ___ = 5
80) ___ + 6 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 2 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 will help children to visualize this operation which "skips" one number and lands on the previous one. Also included here is the difference of 2. As students become familiar with counting, they will know which numbers are two away from each other, the difference being 2. These pairs will be both odd or both even numbers. In examples such as 8-6=2, discourage children from counting back 6 using their fingers or the number line.

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Time: **Score:** **Count Back 3, Difference of 3: 3 [A]**

PROFESSOR PETE'S CLASSROOM

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

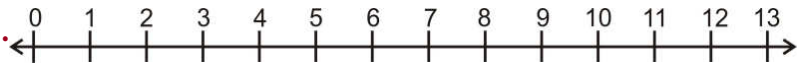
Take Three "Count Back" Strategy

Take 3: These facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line should help them to visualize this strategy.

"Difference of" Strategy

Difference of 3: As students become familiar with counting, they will know which numbers are near to each other, the difference being 3. For example, 8-5=3 as it takes only 3 hops to move from 8 to 5. Discourage children from counting back 5 using their fingers or the number line.

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



Count back 3

1) 10 – 3 = _____
2) 4 – 3 = _____
3) 9 – 3 = _____
4) 7 – 3 = _____
5) 11 – 3 = _____
6) 5 – 3 = _____
7) 6 – 3 = _____
8) 5 – 3 = _____
9) 10 – 3 = _____
10) 10 – 3 = _____
11) 6 – 3 = _____
12) 12 – 3 = _____
13) 8 – 3 = _____
14) 5 – 3 = _____
15) 7 – 3 = _____
16) 8 – 3 = _____
17) 9 – 3 = _____
18) 11 – 3 = _____
19) 12 – 3 = _____
20) 7 – 3 = _____

Difference of 3, count back 3

21) 10 – 7 = _____
22) 13 – 10 = _____
23) 7 – 4 = _____
24) 8 – 5 = _____
25) 12 – 3 = _____
26) 12 – 9 = _____
27) 10 – 7 = _____
28) 6 – 3 = _____
29) 10 – 3 = _____
30) 9 – 6 = _____
31) 5 – 2 = _____
32) 11 – 8 = _____
33) 7 – 3 = _____
34) 4 – 1 = _____
35) 9 – 3 = _____
36) 10 – 7 = _____
37) 6 – 3 = _____
38) 11 – 8 = _____
39) 11 – 2 = _____
40) 8 – 5 = _____

Missing number

41) 7 + ___ = 10
42) 4 + ___ = 7
43) 3 + 3 = _____
44) ___ + 3 = 12
45) ___ + 3 = 13
46) 10 + ___ = 13
47) ___ + 3 = 5
48) ___ + 3 = 4
49) 5 + ___ = 8
50) 8 + 3 = _____
51) ___ + 3 = 5
52) 1 + 3 = _____
53) ___ + 3 = 9
54) 5 + ___ = 8
55) 10 + 3 = _____
56) ___ + 3 = 9
57) 3 + ___ = 9
58) 3 + 8 = _____
59) 3 + 10 = _____
60) 3 + 5 = _____
61) 3 + ___ = 7
62) 3 + ___ = 12
63) 3 + ___ = 11
64) ___ + 7 = 10
65) ___ + 7 = 10
66) 3 + 3 = _____
67) 3 + ___ = 12
68) ___ + 2 = 5
69) 3 + 5 = _____
70) 3 + 10 = _____
71) 3 + 9 = _____
72) 3 + ___ = 7

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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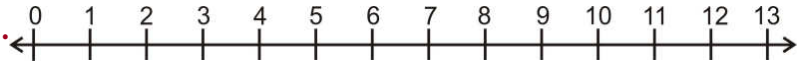
Time: **Score:** **Count back 3: 3 [B]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 3

1) 5 – 3 = _____
2) 10 – 3 = _____
3) 10 – 3 = _____
4) 5 – 3 = _____
5) 8 – 3 = _____
6) 4 – 3 = _____
7) 11 – 3 = _____
8) 11 – 3 = _____
9) 6 – 3 = _____
10) 6 – 3 = _____
11) 12 – 3 = _____
12) 5 – 3 = _____
13) 10 – 3 = _____
14) 7 – 3 = _____
15) 7 – 3 = _____
16) 12 – 3 = _____
17) 9 – 3 = _____
18) 7 – 3 = _____
19) 8 – 3 = _____
20) 9 – 3 = _____

Difference of 3, count back 3

21) 5 – 2 = _____
22) 12 – 9 = _____
23) 9 – 3 = _____
24) 6 – 3 = _____
25) 8 – 5 = _____
26) 11 – 8 = _____
27) 10 – 7 = _____
28) 4 – 1 = _____
29) 9 – 6 = _____
30) 7 – 3 = _____
31) 11 – 2 = _____
32) 10 – 7 = _____
33) 11 – 8 = _____
34) 12 – 3 = _____
35) 8 – 5 = _____
36) 10 – 7 = _____
37) 7 – 4 = _____
38) 6 – 3 = _____
39) 13 – 10 = _____
40) 10 – 3 = _____

Missing number

41) 6 + 3 = _____
42) 8 + 3 = _____
43) 7 + 3 = _____
44) 5 + 3 = _____
45) ___ + 3 = 4
46) 9 + ___ = 12
47) 6 + ___ = 9
48) 9 + ___ = 12
49) ___ + 3 = 10
50) ___ + 3 = 12
51) 2 + ___ = 5
52) 3 + ___ = 6
53) 9 + ___ = 12
54) 4 + 3 = _____
55) ___ + 3 = 13
56) 4 + 3 = _____
57) 6 + 3 = _____
58) 2 + ___ = 5
59) 9 + 3 = _____
60) 7 + ___ = 10
61) 3 + ___ = 12
62) 3 + ___ = 11
63) ___ + 10 = 13
64) 3 + 2 = _____
65) 3 + 5 = _____
66) ___ + 2 = 5
67) 3 + ___ = 6
68) ___ + 10 = 13
69) 3 + 9 = _____
70) ___ + 7 = 10
71) ___ + 3 = 6
72) ___ + 4 = 7
73) 3 + 6 = _____
74) 3 + 7 = _____
75) 3 + ___ = 12
76) ___ + 8 = 11
77) 3 + 3 = _____
78) 3 + 8 = _____
79) 3 + 5 = _____
80) 3 + 8 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets".
The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 3 facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line will help children to visualize this operation which "skips" two numbers and lands on the previous one. Also included here is the difference of 3. As students become familiar with counting, they will know which numbers are two away from each other, the difference being 3. In examples such as 8-5=3, discourage the children from counting back 5 the using their fingers or the number line.

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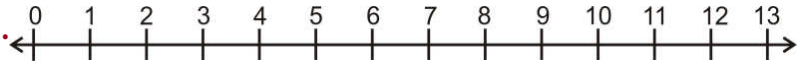
Time: **Score:** **Count back 3: 3 [C]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 3

1) 8 – 3 = _____
2) 9 – 3 = _____
3) 10 – 3 = _____
4) 4 – 3 = _____
5) 11 – 3 = _____
6) 7 – 3 = _____
7) 9 – 3 = _____
8) 11 – 3 = _____
9) 8 – 3 = _____
10) 6 – 3 = _____
11) 7 – 3 = _____
12) 12 – 3 = _____
13) 7 – 3 = _____
14) 10 – 3 = _____
15) 5 – 3 = _____
16) 6 – 3 = _____
17) 10 – 3 = _____
18) 5 – 3 = _____
19) 12 – 3 = _____
20) 5 – 3 = _____

Difference of 3, count back 3

21) 10 – 7 = _____
22) 10 – 7 = _____
23) 8 – 5 = _____
24) 9 – 3 = _____
25) 11 – 8 = _____
26) 7 – 3 = _____
27) 12 – 9 = _____
28) 11 – 8 = _____
29) 9 – 6 = _____
30) 10 – 3 = _____
31) 6 – 3 = _____
32) 13 – 10 = _____
33) 8 – 5 = _____
34) 11 – 2 = _____
35) 10 – 7 = _____
36) 5 – 2 = _____
37) 6 – 3 = _____
38) 12 – 3 = _____
39) 7 – 4 = _____
40) 4 – 1 = _____

Missing number

41) 10 + ___ = 13
42) ___ + 3 = 7
43) 9 + ___ = 12
44) 6 + ___ = 9
45) 1 + ___ = 4
46) 8 + ___ = 11
47) 9 + ___ = 12
48) 3 + ___ = 6
49) 4 + 3 = _____
50) ___ + 3 = 5
51) 8 + 3 = _____
52) 5 + ___ = 8
53) 7 + ___ = 10
54) 2 + 3 = _____
55) 3 + 3 = _____
56) ___ + 3 = 6
57) 3 + 3 = _____
58) ___ + 3 = 11
59) 5 + ___ = 8
60) 7 + 3 = _____
61) 3 + ___ = 8
62) 3 + 4 = _____
63) 3 + ___ = 11
64) 3 + 2 = _____
65) 3 + 7 = _____
66) 3 + ___ = 9
67) ___ + 5 = 8
68) 3 + 8 = _____
69) ___ + 10 = 13
70) ___ + 9 = 12
71) 3 + 3 = _____
72) 3 + 10 = _____
73) 3 + 9 = _____
74) ___ + 6 = 9
75) ___ + 6 = 9
76) 3 + ___ = 12
77) 3 + 8 = _____
78) 3 + 6 = _____
79) 3 + 9 = _____
80) 3 + ___ = 11

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets".
The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 3 facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line will help children to visualize this operation which "skips" two numbers and lands on the previous one. Also included here is the difference of 3. As students become familiar with counting, they will know which numbers are two away from each other, the difference being 3. In examples such as 8-5=3, discourage the children from counting back 5 the using their fingers or the number line.

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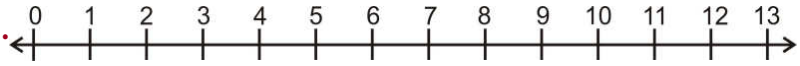
Time: **Score:** **Count back 3: 3 [D]**

PROFESSOR PETE'S CLASSROOM

– 1 2 [3] Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

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



Count back 3

1) 7 – 3 = _____
2) 12 – 3 = _____
3) 7 – 3 = _____
4) 12 – 3 = _____
5) 10 – 3 = _____
6) 9 – 3 = _____
7) 7 – 3 = _____
8) 5 – 3 = _____
9) 9 – 3 = _____
10) 4 – 3 = _____
11) 10 – 3 = _____
12) 8 – 3 = _____
13) 6 – 3 = _____
14) 10 – 3 = _____
15) 6 – 3 = _____
16) 5 – 3 = _____
17) 11 – 3 = _____
18) 11 – 3 = _____
19) 5 – 3 = _____
20) 8 – 3 = _____

Difference of 3, count back 3

21) 6 – 3 = _____
22) 8 – 5 = _____
23) 10 – 7 = _____
24) 5 – 2 = _____
25) 10 – 7 = _____
26) 7 – 4 = _____
27) 9 – 6 = _____
28) 9 – 3 = _____
29) 11 – 2 = _____
30) 11 – 8 = _____
31) 10 – 7 = _____
32) 12 – 3 = _____
33) 7 – 3 = _____
34) 11 – 8 = _____
35) 13 – 10 = _____
36) 6 – 3 = _____
37) 4 – 1 = _____
38) 10 – 3 = _____
39) 8 – 5 = _____
40) 12 – 9 = _____

Missing number

41) 5 + ___ = 8
42) 4 + 3 = _____
43) 7 + ___ = 10
44) ___ + 3 = 6
45) 1 + 3 = _____
46) 10 + 3 = _____
47) 2 + 3 = _____
48) ___ + 3 = 10
49) 2 + ___ = 5
50) ___ + 3 = 7
51) ___ + 3 = 12
52) ___ + 3 = 13
53) 8 + ___ = 11
54) ___ + 3 = 9
55) ___ + 3 = 5
56) 6 + 3 = _____
57) ___ + 3 = 7
58) 4 + 3 = _____
59) 8 + 3 = _____
60) ___ + 3 = 9
61) 3 + 8 = _____
62) ___ + 10 = 13
63) 3 + ___ = 5
64) 3 + 4 = _____
65) 3 + ___ = 6
66) 3 + ___ = 9
67) ___ + 8 = 11
68) 3 + ___ = 12
69) 3 + ___ = 5
70) ___ + 4 = 7
71) ___ + 5 = 8
72) 3 + 9 = _____
73) 3 + 7 = _____
74) ___ + 6 = 9
75) ___ + 2 = 5
76) 3 + 5 = _____
77) 3 + 8 = _____
78) 3 + ___ = 6
79) ___ + 4 = 7
80) 3 + ___ = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets".
The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 3 facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line will help children to visualize this operation which "skips" two numbers and lands on the previous one. Also included here is the difference of 3. As students become familiar with counting, they will know which numbers are two away from each other, the difference being 3. In examples such as 8-5=3, discourage the children from counting back 5 the using their fingers or the number line.

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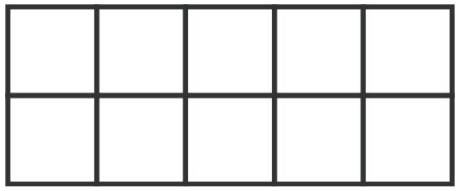
Time: **Score:** **Rainbow Facts: 4 [A]**

PROFESSOR PETE'S CLASSROOM

Rainbow facts

Taking away from 10 involves knowing the addition Rainbow Facts. Familiarity with numbers to 10 shown on a ten frame will make these questions easy to students. Students can be shown a rainbow graphic to illustrate the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.



Use a ten frame. Do not use your fingers.

Rainbow addition facts

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

Subtraction rainbow facts

11) 10 – 4 = _____
12) 10 – 9 = _____
13) 10 – 6 = _____
14) 10 – 7 = _____
15) 10 – 1 = _____
16) 10 – 0 = _____
17) 10 – 4 = _____
18) 10 – 8 = _____
19) 10 – 9 = _____
20) 10 – 3 = _____
21) 10 – 7 = _____
22) 10 – 5 = _____
23) 10 – 8 = _____
24) 10 – 1 = _____
25) 10 – 3 = _____
26) 10 – 8 = _____
27) 10 – 6 = _____
28) 10 – 2 = _____
29) 10 – 5 = _____
30) 10 – 1 = _____
31) 10 – 1 = _____
32) 10 – 1 = _____
33) 10 – 6 = _____
34) 10 – 5 = _____
35) 10 – 7 = _____
36) 10 – 8 = _____
37) 10 – 2 = _____
38) 10 – 6 = _____

Missing number

39) ___ + 7 = 10
40) 2 + 8 = _____
41) 9 + 1 = _____
42) 5 + 5 = _____
43) 8 + ___ = 10
44) 1 + 9 = _____
45) 7 + ___ = 10
46) 2 + ___ = 10
47) ___ + 6 = 10
48) ___ + 3 = 10
49) 9 + ___ = 10
50) 8 + ___ = 10
51) 5 + 5 = _____
52) 8 + ___ = 10
53) 8 + 2 = _____
54) ___ + 6 = 10
55) 8 + 2 = _____
56) 4 + ___ = 10
57) ___ + 4 = 10
58) 7 + ___ = 10
59) 10 + 0 = _____
60) ___ + 9 = 10
61) 4 + ___ = 10
62) ___ + 3 = 10
63) 5 + ___ = 10
64) 6 + 4 = _____
65) ___ + 8 = 10
66) ___ + 1 = 10
67) 7 + ___ = 10
68) ___ + 5 = 10
69) 7 + 3 = _____
70) 5 + ___ = 10
71) 5 + ___ = 10
72) 6 + 4 = _____
73) 2 + ___ = 10
74) 2 + 8 = _____

Addition revision

75) 10 + 9 = _____
76) 7 + 7 = _____
77) 9 + 10 = _____
78) 5 + 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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Time: **Score:** **Rainbow Facts: 4 [B]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 [Rnbw] 0&10 Dble/Hlv Dble+1 9 8 All

Rainbow addition facts

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

Subtraction rainbow facts

11) 10 – 2 = _____
12) 10 – 3 = _____
13) 10 – 1 = _____
14) 10 – 4 = _____
15) 10 – 7 = _____
16) 10 – 2 = _____
17) 10 – 4 = _____
18) 10 – 6 = _____
19) 10 – 3 = _____
20) 10 – 2 = _____
21) 10 – 2 = _____
22) 10 – 3 = _____
23) 10 – 9 = _____
24) 10 – 8 = _____
25) 10 – 6 = _____
26) 10 – 5 = _____
27) 10 – 8 = _____
28) 10 – 9 = _____
29) 10 – 10 = _____
30) 10 – 8 = _____
31) 10 – 9 = _____
32) 10 – 4 = _____
33) 10 – 10 = _____
34) 10 – 10 = _____
35) 10 – 9 = _____
36) 10 – 4 = _____
37) 10 – 6 = _____
38) 10 – 3 = _____

Missing number

39) ___ + 8 = 10
40) 2 + 8 = _____
41) 9 + 1 = _____
42) 6 + 4 = _____
43) 7 + ___ = 10
44) 5 + 5 = _____
45) 9 + ___ = 10
46) 1 + ___ = 10
47) ___ + 5 = 10
48) ___ + 4 = 10
49) 9 + ___ = 10
50) 5 + ___ = 10
51) 10 + 0 = _____
52) 8 + ___ = 10
53) 7 + 3 = _____
54) ___ + 3 = 10
55) 5 + 5 = _____
56) 4 + ___ = 10
57) ___ + 8 = 10
58) 4 + ___ = 10
59) 8 + 2 = _____
60) ___ + 9 = 10
61) 8 + ___ = 10
62) ___ + 6 = 10
63) 3 + ___ = 10
64) 8 + 2 = _____
65) ___ + 3 = 10
66) ___ + 6 = 10
67) 5 + ___ = 10
68) ___ + 2 = 10
69) 2 + 8 = _____
70) 7 + ___ = 10
71) 6 + ___ = 10
72) 5 + 5 = _____
73) 7 + ___ = 10
74) 2 + 8 = _____

Addition revision

75) 8 + 9 = _____
76) 10 + 8 = _____
77) 8 + 4 = _____
78) 9 + 7 = _____
79) 10 + 6 = _____
80) 9 + 3 = _____
81) 9 + 5 = _____
82) 4 + 10 = _____
83) 4 + 7 = _____
84) 3 + 9 = _____

Subtraction revision

85) 10 – 3 = _____
86) 5 – 1 = _____
87) 8 – 3 = _____
88) 3 – 1 = _____
89) 12 – 3 = _____
90) 6 – 3 = _____
91) 9 – 2 = _____
92) 9 – 1 = _____
93) 11 – 3 = _____
94) 7 – 3 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Rainbow subtraction facts are taught using a SUBTRACT FROM TEN strategy: the number subtracted and the difference together equal 10. The rainbow graphic illustrates the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.

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Time: **Score:** **Rainbow Facts: 4 [C]**

PROFESSOR PETE'S CLASSROOM

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

Subtraction rainbow facts

1) 10 – 3 = _____
2) 10 – 5 = _____
3) 10 – 8 = _____
4) 10 – 6 = _____
5) 10 – 9 = _____
6) 10 – 1 = _____
7) 10 – 6 = _____
8) 10 – 4 = _____
9) 10 – 3 = _____
10) 10 – 8 = _____
11) 10 – 1 = _____
12) 10 – 6 = _____
13) 10 – 3 = _____
14) 10 – 4 = _____
15) 10 – 10 = _____
16) 10 – 2 = _____
17) 10 – 2 = _____
18) 10 – 1 = _____
19) 10 – 1 = _____
20) 10 – 2 = _____
21) 10 – 7 = _____
22) 10 – 4 = _____
23) 10 – 2 = _____
24) 10 – 4 = _____
25) 10 – 4 = _____
26) 10 – 3 = _____
27) 10 – 3 = _____
28) 10 – 4 = _____
29) 10 – 5 = _____
30) 10 – 9 = _____
31) 10 – 10 = _____
32) 10 – 6 = _____
33) 10 – 7 = _____
34) 10 – 8 = _____
35) 10 – 5 = _____
36) 10 – 8 = _____
37) 10 – 4 = _____
38) 10 – 8 = _____
39) 10 – 0 = _____
40) 10 – 5 = _____

Missing number

41) ___ + 1 = 10
42) 5 + 5 = _____
43) 2 + 8 = _____
44) 6 + 4 = _____
45) 1 + ___ = 10
46) 1 + 9 = _____
47) 7 + ___ = 10
48) 3 + ___ = 10
49) ___ + 2 = 10
50) ___ + 2 = 10
51) 9 + ___ = 10
52) 10 + ___ = 10
53) 9 + 1 = _____
54) 2 + ___ = 10
55) 2 + 8 = _____
56) ___ + 3 = 10
57) 1 + 9 = _____
58) 4 + ___ = 10
59) 1 + 9 = _____
60) ___ + 1 = 10
61) ___ + 5 = 10
62) 7 + ___ = 10
63) 4 + 6 = _____
64) ___ + 3 = 10
65) 8 + ___ = 10
66) ___ + 9 = 10
67) 4 + ___ = 10
68) 0 + 10 = _____
69) ___ + 2 = 10
70) ___ + 2 = 10
71) 4 + ___ = 10
72) ___ + 3 = 10
73) 7 + 3 = _____
74) 9 + ___ = 10
75) 3 + ___ = 10
76) 9 + 1 = _____
77) 1 + ___ = 10
78) 7 + 3 = _____
79) ___ + 5 = 10
80) ___ + 5 = 10

Missing number

81) ___ + 2 = 5
82) 10 + 3 = _____
83) ___ + 2 = 11
84) ___ + 5 = 10
85) 1 + ___ = 4
86) 2 + ___ = 4
87) 6 + 2 = _____
88) 2 + 3 = _____
89) 7 + ___ = 10
90) ___ + 2 = 10
91) ___ + 8 = 10
92) 3 + 9 = _____
93) ___ + 2 = 5
94) ___ + 7 = 10
95) 2 + ___ = 7
96) 2 + ___ = 4
97) 2 + 8 = _____
98) 1 + 7 = _____
99) 1 + ___ = 10
100) ___ + 10 = 12

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Rainbow subtraction facts are taught using a SUBTRACT FROM TEN strategy: the number subtracted and the difference together equal 10. The rainbow graphic illustrates the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.

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Time: **Score:** **Rainbow Facts: 4 [D]**

PROFESSOR PETE'S CLASSROOM

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

Subtraction rainbow facts

1) 10 – 1 = _____
2) 10 – 3 = _____
3) 10 – 2 = _____
4) 10 – 6 = _____
5) 10 – 6 = _____
6) 10 – 8 = _____
7) 10 – 4 = _____
8) 10 – 3 = _____
9) 10 – 8 = _____
10) 10 – 4 = _____
11) 10 – 5 = _____
12) 10 – 1 = _____
13) 10 – 3 = _____
14) 10 – 1 = _____
15) 10 – 7 = _____
16) 10 – 8 = _____
17) 10 – 1 = _____
18) 10 – 2 = _____
19) 10 – 2 = _____
20) 10 – 6 = _____
21) 10 – 4 = _____
22) 10 – 0 = _____
23) 10 – 5 = _____
24) 10 – 5 = _____
25) 10 – 6 = _____
26) 10 – 3 = _____
27) 10 – 3 = _____
28) 10 – 4 = _____
29) 10 – 5 = _____
30) 10 – 7 = _____
31) 10 – 9 = _____
32) 10 – 2 = _____
33) 10 – 4 = _____
34) 10 – 9 = _____
35) 10 – 4 = _____
36) 10 – 10 = _____
37) 10 – 8 = _____
38) 10 – 10 = _____
39) 10 – 4 = _____
40) 10 – 8 = _____

Missing number

41) ___ + 6 = 10
42) 5 + 5 = _____
43) 1 + 9 = _____
44) 8 + 2 = _____
45) 1 + ___ = 10
46) 9 + 1 = _____
47) 7 + ___ = 10
48) 4 + ___ = 10
49) ___ + 5 = 10
50) ___ + 6 = 10
51) 3 + ___ = 10
52) 5 + ___ = 10
53) 9 + 1 = _____
54) 2 + ___ = 10
55) 3 + 7 = _____
56) ___ + 9 = 10
57) 8 + 2 = _____
58) 9 + ___ = 10
59) 7 + 3 = _____
60) ___ + 2 = 10
61) ___ + 3 = 10
62) 0 + ___ = 10
63) 9 + 1 = _____
64) ___ + 3 = 10
65) 5 + ___ = 10
66) ___ + 2 = 10
67) 1 + ___ = 10
68) 8 + 2 = _____
69) ___ + 0 = 10
70) ___ + 6 = 10
71) 9 + ___ = 10
72) ___ + 9 = 10
73) 7 + 3 = _____
74) 2 + ___ = 10
75) 2 + ___ = 10
76) 7 + 3 = _____
77) 9 + ___ = 10
78) 7 + 3 = _____
79) ___ + 9 = 10
80) ___ + 4 = 10

Addition revision

81) 5 + 7 = _____
82) 6 + 4 = _____
83) 7 + 1 = _____
84) 4 + 9 = _____
85) 8 + 5 = _____
86) 6 + 0 = _____
87) 5 + 10 = _____
88) 7 + 4 = _____
89) 5 + 8 = _____
90) 7 + 6 = _____

Subtraction revision

91) 9 – 8 = _____
92) 3 – 3 = _____
93) 8 – 6 = _____
94) 11 – 3 = _____
95) 5 – 4 = _____
96) 12 – 3 = _____
97) 6 – 4 = _____
98) 3 – 2 = _____
99) 8 – 3 = _____
100) 4 – 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Rainbow subtraction facts are taught using a SUBTRACT FROM TEN strategy: the number subtracted and the difference together equal 10. The rainbow graphic illustrates the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.

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Homework **Special Cases (–0 & –10): 5 [A]**

PROFESSOR PETE'S CLASSROOM

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

Rainbow facts

Minus 0 and minus 10 facts are SPECIAL CASES. The number zero is the "subtractive identity", meaning that another number is unchanged by the action of subtracting zero. Talk to students about "removing" none from a group. Subtracting ten from a teen number results in the associated single digit number which has the same number of ones (eg, "eighteen" and "eight").

Take 0

1) 0 – 0 = _____
2) 5 – 0 = _____
3) 4 – 0 = _____
4) 2 – 0 = _____
5) 8 – 0 = _____
6) 1 – 0 = _____
7) 3 – 0 = _____
8) 6 – 0 = _____
9) 9 – 0 = _____
10) 7 – 0 = _____

Subtraction rainbow facts

11) 10 – 7 = _____
12) 10 – 3 = _____
13) 10 – 0 = _____
14) 10 – 6 = _____
15) 10 – 2 = _____
16) 10 – 10 = _____
17) 10 – 8 = _____
18) 10 – 1 = _____
19) 10 – 4 = _____
20) 10 – 9 = _____

Addition revision

51) 8 + 10 = _____
52) 7 + 5 = _____
53) 4 + 6 = _____
54) 7 + 7 = _____
55) 6 + 4 = _____
56) 5 + 4 = _____
57) 3 + 7 = _____
58) 4 + 3 = _____
59) 8 + 3 = _____
60) 7 + 4 = _____
61) 9 + 6 = _____
62) 6 + 8 = _____
63) 6 + 6 = _____
64) 9 + 10 = _____
65) 5 + 6 = _____
66) 4 + 4 = _____

Take 10

21) 13 – 10 = _____
22) 14 – 10 = _____
23) 19 – 10 = _____
24) 15 – 10 = _____
25) 12 – 10 = _____
26) 10 – 10 = _____
27) 17 – 10 = _____
28) 11 – 10 = _____
29) 18 – 10 = _____
30) 16 – 10 = _____

Difference of 0 and 10

31) 8 – 8 = _____
32) 18 – 8 = _____
33) 17 – 10 = _____
34) 17 – 7 = _____
35) 10 – 10 = _____
36) 20 – 10 = _____
37) 11 – 10 = _____
38) 12 – 10 = _____
39) 3 – 3 = _____
40) 14 – 4 = _____
41) 19 – 9 = _____
42) 5 – 5 = _____
43) 16 – 10 = _____
44) 9 – 9 = _____
45) 6 – 6 = _____
46) 13 – 3 = _____
47) 1 – 1 = _____
48) 14 – 4 = _____
49) 15 – 10 = _____
50) 2 – 2 = _____

Subtraction revision

67) 6 – 3 = _____
68) 9 – 7 = _____
69) 9 – 3 = _____
70) 8 – 2 = _____
71) 4 – 1 = _____
72) 6 – 2 = _____
73) 11 – 2 = _____
74) 9 – 2 = _____
75) 5 – 1 = _____
76) 12 – 2 = _____
77) 11 – 9 = _____
78) 5 – 2 = _____
79) 12 – 8 = _____
80) 11 – 3 = _____
81) 4 – 2 = _____
82) 2 – 2 = _____

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Time: **Score:** **–0 & 10: 5 [B]**

PROFESSOR PETE'S CLASSROOM

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

Take 0

1) 0 – 0 = _____
2) 9 – 0 = _____
3) 4 – 0 = _____
4) 1 – 0 = _____
5) 8 – 0 = _____
6) 2 – 0 = _____
7) 7 – 0 = _____
8) 3 – 0 = _____
9) 5 – 0 = _____
10) 6 – 0 = _____

Take 10

11) 18 – 10 = _____
12) 19 – 10 = _____
13) 17 – 10 = _____
14) 13 – 10 = _____
15) 11 – 10 = _____
16) 15 – 10 = _____
17) 16 – 10 = _____
18) 10 – 10 = _____
19) 12 – 10 = _____
20) 14 – 10 = _____

Difference of 0 and 10

21) 8 – 8 = _____
22) 1 – 1 = _____
23) 15 – 10 = _____
24) 12 – 10 = _____
25) 13 – 3 = _____
26) 17 – 10 = _____
27) 6 – 6 = _____
28) 14 – 4 = _____
29) 17 – 7 = _____
30) 10 – 10 = _____
31) 11 – 10 = _____
32) 3 – 3 = _____
33) 5 – 5 = _____
34) 9 – 9 = _____
35) 19 – 9 = _____
36) 18 – 8 = _____
37) 2 – 2 = _____
38) 16 – 10 = _____
39) 20 – 10 = _____
40) 4 – 4 = _____
41) 2 – 2 = _____
42) 15 – 5 = _____
43) 14 – 4 = _____
44) 11 – 10 = _____
45) 5 – 5 = _____
46) 16 – 6 = _____
47) 3 – 3 = _____
48) 17 – 7 = _____
49) 4 – 4 = _____
50) 20 – 10 = _____
51) 9 – 9 = _____
52) 18 – 8 = _____
53) 8 – 8 = _____
54) 19 – 9 = _____
55) 19 – 10 = _____
56) 13 – 10 = _____
57) 0 – 0 = _____
58) 10 – 10 = _____
59) 12 – 10 = _____
60) 7 – 7 = _____

Addition revision

61) 10 + 1 = _____
62) 3 + 0 = _____
63) 8 + 2 = _____
64) 3 + 10 = _____
65) 3 + 9 = _____
66) 8 + 1 = _____
67) 5 + 8 = _____
68) 6 + 4 = _____
69) 8 + 4 = _____
70) 9 + 2 = _____
71) 3 + 4 = _____
72) 9 + 8 = _____
73) 7 + 5 = _____
74) 3 + 5 = _____
75) 9 + 9 = _____
76) 7 + 8 = _____
77) 8 + 0 = _____
78) 5 + 7 = _____
79) 7 + 3 = _____
80) 4 + 0 = _____

Subtraction revision

81) 5 – 1 = _____
82) 10 – 2 = _____
83) 10 – 10 = _____
84) 6 – 3 = _____
85) 4 – 0 = _____
86) 12 – 2 = _____
87) 10 – 0 = _____
88) 8 – 1 = _____
89) 3 – 1 = _____
90) 5 – 2 = _____
91) 6 – 2 = _____
92) 10 – 7 = _____
93) 12 – 9 = _____
94) 15 – 5 = _____
95) 4 – 2 = _____
96) 8 – 6 = _____
97) 12 – 3 = _____
98) 11 – 9 = _____
99) 3 – 3 = _____
100) 9 – 5 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Minus 0 and minus 10 facts are SPECIAL CASES. The number zero is the "subtractive identity", meaning that another number is unchanged by the action of subtracting zero. Talk to students about "removing" none from a group. Subtracting ten from a teen number results in the associated single digit number which has the same number of ones (eg, "eighteen" and "eight").

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Ten Minutes a Day 1

Subtraction

Time: **Score:** **–0 & 10: 5 [C]**

PROFESSOR PETE'S CLASSROOM

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

Take 0

1) 6 – 0 = _____
2) 3 – 0 = _____
3) 1 – 0 = _____
4) 5 – 0 = _____
5) 2 – 0 = _____
6) 7 – 0 = _____
7) 9 – 0 = _____
8) 8 – 0 = _____
9) 0 – 0 = _____
10) 4 – 0 = _____

Take 10

11) 13 – 10 = _____
12) 16 – 10 = _____
13) 12 – 10 = _____
14) 10 – 10 = _____
15) 11 – 10 = _____
16) 15 – 10 = _____
17) 17 – 10 = _____
18) 14 – 10 = _____
19) 19 – 10 = _____
20) 18 – 10 = _____

Difference of 0 and 10

21) 20 – 10 = _____
22) 3 – 3 = _____
23) 6 – 6 = _____
24) 17 – 7 = _____
25) 4 – 4 = _____
26) 17 – 10 = _____
27) 1 – 1 = _____
28) 5 – 5 = _____
29) 8 – 8 = _____
30) 2 – 2 = _____
31) 9 – 9 = _____
32) 14 – 4 = _____
33) 12 – 10 = _____
34) 19 – 9 = _____
35) 10 – 10 = _____
36) 18 – 8 = _____
37) 15 – 10 = _____
38) 13 – 3 = _____
39) 16 – 10 = _____
40) 11 – 10 = _____

Missing number

41) 6 + 10 = _____
42) ___ + 10 = 18
43) 2 + 10 = _____
44) 6 + 10 = _____
45) 6 + ___ = 6
46) 4 + 10 = _____
47) ___ + 10 = 11
48) ___ + 0 = 2
49) 5 + ___ = 5
50) 6 + ___ = 16
51) ___ + 10 = 10
52) 2 + 0 = _____
53) 2 + ___ = 12
54) ___ + 10 = 11
55) 3 + 0 = _____
56) 10 + 10 = _____
57) 9 + ___ = 19
58) ___ + 0 = 7
59) 5 + ___ = 5
60) 1 + 10 = _____

Addition revision

61) 3 + 8 = _____
62) 4 + 0 = _____
63) 10 + 6 = _____
64) 8 + 6 = _____
65) 7 + 7 = _____
66) 5 + 8 = _____
67) 8 + 1 = _____
68) 10 + 5 = _____
69) 5 + 9 = _____
70) 6 + 0 = _____
71) 7 + 9 = _____
72) 7 + 4 = _____
73) 3 + 0 = _____
74) 3 + 1 = _____
75) 4 + 8 = _____
76) 5 + 3 = _____
77) 8 + 8 = _____
78) 5 + 10 = _____
79) 9 + 7 = _____
80) 3 + 4 = _____

Subtraction revision

81) 5 – 2 = _____
82) 12 – 2 = _____
83) 8 – 1 = _____
84) 10 – 10 = _____
85) 5 – 1 = _____
86) 6 – 3 = _____
87) 10 – 2 = _____
88) 4 – 0 = _____
89) 10 – 0 = _____
90) 3 – 1 = _____
91) 10 – 7 = _____
92) 11 – 3 = _____
93) 9 – 6 = _____
94) 8 – 6 = _____
95) 9 – 5 = _____
96) 15 – 5 = _____
97) 8 – 5 = _____
98) 7 – 5 = _____
99) 12 – 9 = _____
100) 8 – 2 = _____

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Time: **Score:** **–0 & 10: 5 [D]**

PROFESSOR PETE'S CLASSROOM

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

Take 0

1) 1 – 0 = _____
2) 0 – 0 = _____
3) 8 – 0 = _____
4) 4 – 0 = _____
5) 6 – 0 = _____
6) 5 – 0 = _____
7) 3 – 0 = _____
8) 9 – 0 = _____
9) 7 – 0 = _____
10) 2 – 0 = _____

Take 10

11) 18 – 10 = _____
12) 12 – 10 = _____
13) 14 – 10 = _____
14) 10 – 10 = _____
15) 15 – 10 = _____
16) 16 – 10 = _____
17) 19 – 10 = _____
18) 13 – 10 = _____
19) 11 – 10 = _____
20) 17 – 10 = _____

Difference of 0 and 10

21) 8 – 8 = _____
22) 14 – 4 = _____
23) 9 – 9 = _____
24) 17 – 10 = _____
25) 15 – 10 = _____
26) 3 – 3 = _____
27) 12 – 10 = _____
28) 20 – 10 = _____
29) 11 – 10 = _____
30) 13 – 3 = _____
31) 6 – 6 = _____
32) 2 – 2 = _____
33) 1 – 1 = _____
34) 5 – 5 = _____
35) 17 – 7 = _____
36) 10 – 10 = _____
37) 16 – 10 = _____
38) 19 – 9 = _____
39) 18 – 8 = _____
40) 4 – 4 = _____

Missing number

41) 0 + 10 = _____
42) ___ + 0 = 5
43) 2 + 10 = _____
44) 6 + 0 = _____
45) 1 + ___ = 11
46) 5 + 0 = _____
47) ___ + 10 = 20
48) ___ + 10 = 16
49) 1 + ___ = 11
50) 2 + ___ = 2
51) ___ + 10 = 12
52) 8 + 10 = _____
53) 7 + ___ = 7
54) ___ + 0 = 2
55) 6 + 10 = _____
56) 3 + 0 = _____
57) 4 + ___ = 14
58) ___ + 10 = 16
59) 1 + ___ = 11
60) 9 + 10 = _____

Addition revision

61) 10 + 2 = _____
62) 4 + 3 = _____
63) 3 + 10 = _____
64) 7 + 8 = _____
65) 7 + 6 = _____
66) 3 + 0 = _____
67) 8 + 8 = _____
68) 7 + 2 = _____
69) 8 + 3 = _____
70) 9 + 2 = _____
71) 6 + 3 = _____
72) 4 + 1 = _____
73) 7 + 0 = _____
74) 3 + 8 = _____
75) 10 + 9 = _____
76) 7 + 7 = _____
77) 5 + 5 = _____
78) 4 + 2 = _____
79) 10 + 0 = _____
80) 9 + 1 = _____

Subtraction revision

81) 12 – 2 = _____
82) 8 – 1 = _____
83) 10 – 2 = _____
84) 10 – 10 = _____
85) 4 – 0 = _____
91) 8 – 6 = _____
92) 14 – 10 = _____
93) 8 – 3 = _____
94) 11 – 9 = _____
95) 11 – 3 = _____
86) 10 – 0 = _____
87) 5 – 1 = _____
88) 3 – 1 = _____
89) 6 – 3 = _____
90) 5 – 2 = _____
96) 10 – 5 = _____
97) 9 – 5 = _____
98) 12 – 9 = _____
99) 9 – 7 = _____
100) 9 – 6 = _____

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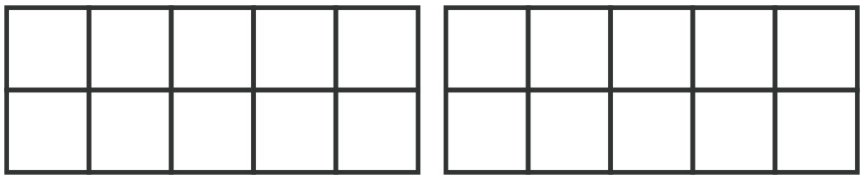
Time: **Score:** **Doubling and Halving: 6 [A]**

PROFESSOR PETE'S CLASSROOM

"Double/Halve" Strategy

Ensure that students have good recall of double addition facts before introducing the "Halve" strategy. Ten frames can be useful for showing half of the number. Do not let students count back the number.



Doubles

1) 7 + 7 = _____
2) 4 + 4 = _____
3) 1 + 1 = _____
4) 5 + 5 = _____
5) 2 + 2 = _____
6) 8 + 8 = _____
7) 3 + 3 = _____
8) 6 + 6 = _____
9) 10 + 10 = _____
10) 9 + 9 = _____

Halving

11) 2 – 1 = _____
12) 16 – 8 = _____
13) 18 – 9 = _____
14) 10 – 5 = _____
15) 4 – 2 = _____
16) 6 – 3 = _____
17) 8 – 4 = _____
18) 12 – 6 = _____
19) 14 – 7 = _____
20) 18 – 9 = _____
21) 4 – 2 = _____
22) 16 – 8 = _____
23) 18 – 9 = _____
24) 20 – 10 = _____
25) 2 – 1 = _____
26) 12 – 6 = _____
27) 20 – 10 = _____
28) 14 – 7 = _____
29) 8 – 4 = _____
30) 6 – 3 = _____

Missing number

31) 9 + ___ = 18
32) 2 + 2 = _____
33) 7 + 7 = _____
34) ___ + 4 = 8
35) 5 + ___ = 10
36) 3 + ___ = 6
37) ___ + 5 = 10
38) ___ + 8 = 16
39) 9 + 9 = _____
40) ___ + 6 = 12
41) 5 + ___ = 10
42) 2 + ___ = 4
43) 3 + 3 = _____
44) 7 + 7 = _____
45) 8 + ___ = 16
46) ___ + 2 = 4
47) 3 + 3 = _____
48) 2 + ___ = 4
49) 7 + 7 = _____
50) ___ + 4 = 8
51) 9 + 9 = _____
52) 7 + 7 = _____
53) 8 + ___ = 16
54) ___ + 7 = 14
55) 8 + ___ = 16
56) 6 + ___ = 12
57) ___ + 9 = 18
58) 5 + 5 = _____
59) 7 + 7 = _____
60) ___ + 8 = 16

Addition revision

61) 3 + 9 = _____
62) 3 + 8 = _____
63) 5 + 8 = _____
64) 8 + 4 = _____
65) 10 + 9 = _____
66) 10 + 10 = _____
67) 5 + 4 = _____
68) 4 + 6 = _____
69) 5 + 3 = _____
70) 6 + 6 = _____

Subtraction revision

71) 4 – 2 = _____
72) 1 – 1 = _____
73) 4 – 3 = _____
74) 10 – 2 = _____
75) 8 – 1 = _____
76) 5 – 3 = _____
77) 11 – 2 = _____
78) 2 – 1 = _____
79) 10 – 3 = _____
80) 6 – 2 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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Time: **Score:** **Halving: 6 [B]**

PROFESSOR PETE'S CLASSROOM

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

Double

1) 5 + 5 = _____
2) 2 + 2 = _____
3) 3 + 3 = _____
4) 6 + 6 = _____
5) 9 + 9 = _____
6) 7 + 7 = _____
7) 4 + 4 = _____
8) 10 + 10 = _____
9) 1 + 1 = _____
10) 8 + 8 = _____

Halve

11) 16 – 8 = _____
12) 10 – 5 = _____
13) 6 – 3 = _____
14) 16 – 8 = _____
15) 18 – 9 = _____
16) 18 – 4 = _____
17) 6 – 3 = _____
18) 2 – 1 = _____
19) 4 – 2 = _____
20) 4 – 2 = _____
21) 12 – 6 = _____
22) 18 – 9 = _____
23) 16 – 8 = _____
24) 6 – 3 = _____
25) 10 – 5 = _____
26) 14 – 7 = _____
27) 14 – 7 = _____
28) 8 – 4 = _____
29) 20 – 10 = _____
30) 10 – 5 = _____
31) 18 – 9 = _____
32) 14 – 7 = _____
33) 12 – 6 = _____
34) 14 – 7 = _____
35) 12 – 6 = _____
36) 12 – 6 = _____
37) 2 – 1 = _____
38) 20 – 10 = _____
39) 20 – 10 = _____
40) 8 – 4 = _____

Missing number

41) ___ + 2 = 4
42) 8 + 8 = _____
43) ___ + 2 = 4
44) ___ + 7 = 14
45) 5 + 5 = _____
46) ___ + 8 = 16
47) 1 + 1 = _____
48) ___ + 4 = 8
49) 5 + ___ = 10
50) 4 + 4 = _____
51) 3 + 3 = _____
52) 9 + ___ = 18
53) 9 + 9 = _____
54) ___ + 10 = 20
55) 1 + 1 = _____
56) ___ + 9 = 18
57) 3 + ___ = 6
58) 9 + ___ = 18
59) ___ + 8 = 16
60) 7 + ___ = 14
61) 3 + 3 = _____
62) 4 + 4 = _____
63) 5 + 5 = _____
64) 6 + ___ = 12
65) ___ + 8 = 16
66) ___ + 2 = 4
67) ___ + 6 = 12
68) ___ + 7 = 14
69) 5 + 5 = _____
70) 10 + ___ = 20
71) 3 + 3 = _____
72) 8 + 8 = _____
73) 5 + 5 = _____
74) 4 + 4 = _____
75) ___ + 7 = 14
76) ___ + 5 = 10
77) 6 + ___ = 12
78) ___ + 6 = 12
79) 2 + ___ = 4
80) 2 + 2 = _____

Addition revision

81) 7 + 4 = _____
82) 9 + 7 = _____
83) 10 + 5 = _____
84) 6 + 7 = _____
85) 8 + 4 = _____
86) 8 + 10 = _____
87) 10 + 7 = _____
88) 7 + 8 = _____
89) 7 + 10 = _____
90) 7 + 6 = _____

Rainbow missing number

91) ___ + 2 = 10
92) ___ + 4 = 10
93) 4 + ___ = 10
94) 9 + 1 = _____
95) ___ + 3 = 10
96) ___ + 9 = 10
97) 5 + ___ = 10
98) 2 + 8 = _____
99) ___ + 10 = 10
100) 3 + ___ = 10

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles subtraction number facts are taught using a HALVING strategy, connecting to everyday situations in which one half of a double is subtracted.

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Time: **Score:** **Halving: 6 [C]**

PROFESSOR PETE'S CLASSROOM

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

Double

1) 9 + 9 = _____
2) 3 + 3 = _____
3) 10 + 10 = _____
4) 6 + 6 = _____
5) 5 + 5 = _____
6) 1 + 1 = _____
7) 8 + 8 = _____
8) 4 + 4 = _____
9) 2 + 2 = _____
10) 7 + 7 = _____

Halve

11) 4 – 2 = _____
12) 10 – 5 = _____
13) 12 – 6 = _____
14) 12 – 6 = _____
15) 20 – 10 = _____
16) 16 – 8 = _____
17) 8 – 4 = _____
18) 8 – 4 = _____
19) 20 – 10 = _____
20) 14 – 7 = _____
21) 4 – 2 = _____
22) 2 – 1 = _____
23) 18 – 9 = _____
24) 14 – 7 = _____
25) 20 – 10 = _____
26) 10 – 5 = _____
27) 18 – 4 = _____
28) 2 – 1 = _____
29) 10 – 5 = _____
30) 14 – 7 = _____
31) 14 – 7 = _____
32) 18 – 9 = _____
33) 6 – 3 = _____
34) 6 – 3 = _____
35) 12 – 6 = _____
36) 12 – 6 = _____
37) 16 – 8 = _____
38) 18 – 9 = _____
39) 6 – 3 = _____
40) 16 – 8 = _____

Missing number

41) ___ + 8 = 16
42) 10 + 10 = _____
43) ___ + 2 = 4
44) ___ + 6 = 12
45) 6 + 6 = _____
46) ___ + 8 = 16
47) 8 + 8 = _____
48) ___ + 5 = 10
49) 4 + ___ = 8
50) 6 + 6 = _____
51) 1 + 1 = _____
52) 7 + ___ = 14
53) 7 + 7 = _____
54) ___ + 9 = 18
55) 5 + 5 = _____
56) ___ + 2 = 4
57) 5 + ___ = 10
58) 6 + ___ = 12
59) ___ + 7 = 14
60) 4 + ___ = 8
61) 7 + 7 = _____
62) 1 + 1 = _____
63) 4 + 4 = _____
64) 10 + ___ = 20
65) ___ + 8 = 16
66) ___ + 9 = 18
67) ___ + 5 = 10
68) ___ + 2 = 4
69) 2 + 2 = _____
70) 9 + ___ = 18
71) 2 + 2 = _____
72) 9 + 9 = _____
73) 5 + 5 = _____
74) 3 + 3 = _____
75) ___ + 3 = 6
76) ___ + 4 = 8
77) 3 + ___ = 6
78) ___ + 8 = 16
79) 5 + ___ = 10
80) 3 + 3 = _____

Addition revision

81) 10 + 5 = _____
82) 7 + 10 = _____
83) 9 + 7 = _____
84) 8 + 4 = _____
85) 6 + 7 = _____
86) 7 + 8 = _____
87) 8 + 10 = _____
88) 10 + 7 = _____
89) 7 + 6 = _____
90) 7 + 4 = _____

Rainbow missing number

91) ___ + 9 = 10
92) ___ + 2 = 10
93) 4 + ___ = 10
94) 0 + 10 = _____
95) ___ + 1 = 10
96) ___ + 8 = 10
97) 6 + ___ = 10
98) 5 + 5 = _____
99) ___ + 7 = 10
100) 7 + ___ = 10

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles subtraction number facts are taught using a HALVING strategy, connecting to everyday situations in which one half of a double is subtracted.

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Time: **Score:** **Halving: 6 [D]**

PROFESSOR PETE'S CLASSROOM

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

Double

1) 10 + 10 = _____
2) 6 + 6 = _____
3) 5 + 5 = _____
4) 4 + 4 = _____
5) 2 + 2 = _____
6) 9 + 9 = _____
7) 8 + 8 = _____
8) 7 + 7 = _____
9) 1 + 1 = _____
10) 3 + 3 = _____

Halve

11) 20 – 10 = _____
12) 12 – 6 = _____
13) 18 – 4 = _____
14) 18 – 9 = _____
15) 12 – 6 = _____
16) 12 – 6 = _____
17) 14 – 7 = _____
18) 16 – 8 = _____
19) 4 – 2 = _____
20) 2 – 1 = _____
21) 10 – 5 = _____
22) 6 – 3 = _____
23) 10 – 5 = _____
24) 16 – 8 = _____
25) 6 – 3 = _____
26) 14 – 7 = _____
27) 14 – 7 = _____
28) 10 – 5 = _____
29) 6 – 3 = _____
30) 18 – 9 = _____
31) 2 – 1 = _____
32) 12 – 6 = _____
33) 20 – 10 = _____
34) 18 – 9 = _____
35) 14 – 7 = _____
36) 4 – 2 = _____
37) 8 – 4 = _____
38) 8 – 4 = _____
39) 16 – 8 = _____
40) 20 – 10 = _____

Missing number

41) ___ + 9 = 18
42) 6 + 6 = _____
43) ___ + 4 = 8
44) ___ + 8 = 16
45) 7 + 7 = _____
46) ___ + 5 = 10
47) 2 + 2 = _____
48) ___ + 8 = 16
49) 9 + ___ = 18
50) 4 + 4 = _____
51) 6 + 6 = _____
52) 3 + ___ = 6
53) 5 + 5 = _____
54) ___ + 3 = 6
55) 4 + 4 = _____
56) ___ + 10 = 20
57) 5 + ___ = 10
58) 9 + ___ = 18
59) ___ + 8 = 16
60) 5 + ___ = 10
61) 5 + 5 = _____
62) 8 + 8 = _____
63) 7 + 7 = _____
64) 3 + ___ = 6
65) ___ + 2 = 4
66) ___ + 8 = 16
67) ___ + 9 = 18
68) ___ + 2 = 4
69) 7 + 7 = _____
70) 4 + ___ = 8
71) 10 + 10 = _____
72) 1 + 1 = _____
73) 6 + 6 = _____
74) 5 + 5 = _____
75) ___ + 3 = 6
76) ___ + 1 = 2
77) 7 + ___ = 14
78) ___ + 6 = 12
79) 2 + ___ = 4
80) 2 + 2 = _____

Addition revision

81) 7 + 10 = _____
82) 7 + 6 = _____
83) 10 + 7 = _____
84) 8 + 4 = _____
85) 8 + 10 = _____
86) 6 + 7 = _____
87) 9 + 7 = _____
88) 10 + 5 = _____
89) 7 + 8 = _____
90) 7 + 4 = _____

Rainbow missing number

91) ___ + 8 = 10
92) ___ + 5 = 10
93) 9 + ___ = 10
94) 3 + 7 = _____
95) ___ + 4 = 10
96) ___ + 3 = 10
97) 1 + ___ = 10
98) 4 + 6 = _____
99) ___ + 10 = 10
100) 8 + ___ = 10

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles subtraction number facts are taught using a HALVING strategy, connecting to everyday situations in which one half of a double is subtracted.

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Time: **Score:** **Related to Double +1: 7 [A]**

PROFESSOR PETE'S CLASSROOM

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

Relate to "Double +1" Strategy

Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact.

For example, 13 – 6 = ? think: 12 – 6 = 6 so 13 – 6 equals one more 7. 13 – 6 = 7

These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

Doubles +1 addition revision

1) 8 + ___ = 17
2) 6 + 7 = _____
3) ___ + 4 = 9
4) 4 + 3 = _____
5) 7 + 8 = _____
6) 7 + ___ = 13
7) 4 + 5 = _____
8) 6 + ___ = 11

Related to double +1

9) 10 – 5 = _____
10) 11 – 5 = _____
11) 8 – 4 = _____
12) 9 – 4 = _____
13) 14 – 7 = _____
14) 15 – 7 = _____
15) 16 – 8 = _____
16) 17 – 8 = _____
17) 10 – 5 = _____
18) 11 – 5 = _____
19) 8 – 4 = _____
20) 9 – 4 = _____
21) 16 – 8 = _____
22) 17 – 8 = _____
23) 18 – 9 = _____
24) 19 – 9 = _____
25) 6 – 3 = _____
26) 7 – 3 = _____
27) 12 – 6 = _____
28) 13 – 6 = _____
29) 14 – 7 = _____
30) 15 – 7 = _____
31) 10 – 5 = _____
32) 11 – 5 = _____
33) 18 – 9 = _____
34) 19 – 9 = _____
35) 12 – 6 = _____
36) 13 – 6 = _____
37) 16 – 8 = _____
38) 17 – 8 = _____
39) 14 – 7 = _____
40) 15 – 7 = _____
41) 12 – 6 = _____
42) 13 – 6 = _____
43) 6 – 3 = _____
44) 7 – 3 = _____
45) 4 – 2 = _____
46) 5 – 2 = _____
47) 16 – 8 = _____
48) 17 – 8 = _____

Turnarounds

49) 17 – 8 = _____
50) 17 – 9 = _____
51) 19 – 9 = _____
52) 19 – 10 = _____
53) 15 – 7 = _____
54) 15 – 8 = _____
55) 17 – 8 = _____
56) 17 – 9 = _____
57) 9 – 4 = _____
58) 9 – 5 = _____
59) 13 – 6 = _____
60) 13 – 7 = _____
61) 15 – 7 = _____
62) 15 – 8 = _____
63) 13 – 6 = _____
64) 13 – 7 = _____
65) 17 – 8 = _____
66) 17 – 9 = _____
67) 15 – 7 = _____
68) 15 – 8 = _____
69) 15 – 7 = _____
70) 15 – 8 = _____
71) 13 – 6 = _____
72) 13 – 7 = _____
73) 11 – 5 = _____
74) 11 – 6 = _____
75) 15 – 7 = _____
76) 15 – 8 = _____
77) 9 – 4 = _____
78) 9 – 5 = _____
79) 11 – 5 = _____
80) 11 – 6 = _____
81) 7 – 3 = _____
82) 7 – 4 = _____
83) 13 – 6 = _____
84) 13 – 7 = _____
85) 15 – 7 = _____
86) 15 – 8 = _____
87) 17 – 8 = _____
88) 17 – 9 = _____

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Time: **Score:** **Related to Double +1: 7 [B]**

PROFESSOR PETE'S CLASSROOM

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

Related to double +1

1) 6 – 3 = _____
2) 7 – 3 = _____
3) 8 – 4 = _____
4) 9 – 4 = _____
5) 14 – 7 = _____
6) 15 – 7 = _____
7) 16 – 8 = _____
8) 17 – 8 = _____
9) 10 – 5 = _____
10) 11 – 5 = _____
11) 8 – 4 = _____
12) 9 – 4 = _____
13) 16 – 8 = _____
14) 17 – 8 = _____
15) 18 – 9 = _____
16) 19 – 9 = _____
17) 6 – 3 = _____
18) 7 – 3 = _____
19) 14 – 7 = _____
20) 15 – 7 = _____
21) 16 – 8 = _____
22) 17 – 8 = _____
23) 10 – 5 = _____
24) 11 – 5 = _____
25) 18 – 9 = _____
26) 19 – 9 = _____
27) 12 – 6 = _____
28) 13 – 6 = _____
29) 16 – 8 = _____
30) 17 – 8 = _____
31) 14 – 7 = _____
32) 15 – 7 = _____
33) 12 – 6 = _____
34) 13 – 6 = _____
35) 6 – 3 = _____
36) 7 – 3 = _____
37) 4 – 2 = _____
38) 5 – 2 = _____
39) 16 – 8 = _____
40) 17 – 8 = _____

Turnarounds

41) 15 – 7 = _____
42) 15 – 8 = _____
43) 19 – 9 = _____
44) 19 – 10 = _____
45) 11 – 5 = _____
46) 11 – 6 = _____
47) 17 – 8 = _____
48) 17 – 9 = _____
49) 9 – 4 = _____
50) 9 – 5 = _____
51) 13 – 6 = _____
52) 13 – 7 = _____
53) 15 – 7 = _____
54) 15 – 8 = _____
55) 13 – 6 = _____
56) 13 – 7 = _____
57) 17 – 8 = _____
58) 17 – 9 = _____
59) 15 – 7 = _____
60) 15 – 8 = _____
61) 17 – 8 = _____
62) 17 – 9 = _____
63) 13 – 6 = _____
64) 13 – 7 = _____
65) 15 – 7 = _____
66) 15 – 8 = _____
67) 15 – 7 = _____
68) 15 – 8 = _____
69) 9 – 4 = _____
70) 9 – 5 = _____
71) 11 – 5 = _____
72) 11 – 6 = _____
73) 7 – 3 = _____
74) 7 – 4 = _____
75) 13 – 6 = _____
76) 13 – 7 = _____
77) 15 – 7 = _____
78) 15 – 8 = _____
79) 13 – 6 = _____
80) 13 – 6 = _____

Double +1 revision

81) 4 + 5 = _____
82) 8 + ___ = 17
83) 7 + 6 = _____
84) ___ + 2 = 5
85) 5 + ___ = 9
86) 8 + 7 = _____
87) 6 + ___ = 11
88) ___ + 8 = 15
89) ___ + 6 = 11
90) 4 + 3 = _____
91) 6 + ___ = 11
92) 3 + 4 = _____
93) ___ + 4 = 9
94) 4 + ___ = 7
95) ___ + 7 = 15
96) ___ + 6 = 11
97) 8 + ___ = 17
98) ___ + 8 = 15
99) 4 + ___ = 9
100) 7 + 6 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact. These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

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Time: **Score:** **Related to Double +1: 7 [C]**

PROFESSOR PETE'S CLASSROOM

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

Double +1 addition facts

1) 1 + 2 = _____
2) 2 + 3 = _____
3) 3 + 4 = _____
4) 4 + 5 = _____
5) 5 + 6 = _____
6) 6 + 7 = _____
7) 7 + 8 = _____
8) 8 + 9 = _____
9) 9 + 10 = _____
10) 8 + 9 = _____

Double +1 related subtraction facts

11) 17 – 8 = _____
12) 15 – 7 = _____
13) 13 – 6 = _____
14) 19 – 9 = _____
15) 13 – 7 = _____
16) 17 – 8 = _____
17) 9 – 5 = _____
18) 9 – 4 = _____
19) 9 – 5 = _____
20) 7 – 4 = _____
21) 7 – 5 = _____
22) 11 – 6 = _____
23) 17 – 9 = _____
24) 15 – 8 = _____
25) 11 – 6 = _____
26) 17 – 9 = _____
27) 13 – 7 = _____
28) 15 – 8 = _____
29) 13 – 7 = _____
30) 17 – 9 = _____
31) 9 – 4 = _____
32) 7 – 4 = _____
33) 7 – 3 = _____
34) 9 – 4 = _____
35) 15 – 8 = _____
36) 9 – 4 = _____
37) 13 – 6 = _____
38) 11 – 6 = _____
39) 13 – 7 = _____
40) 15 – 7 = _____

Double +1 related subtraction facts

41) 13 – 6 = _____
42) 19 – 9 = _____
43) 15 – 7 = _____
44) 17 – 8 = _____
45) 9 – 4 = _____
46) 15 – 7 = _____
47) 13 – 6 = _____
48) 17 – 8 = _____
49) 9 – 4 = _____
50) 13 – 6 = _____
51) 15 – 7 = _____
52) 19 – 9 = _____
53) 11 – 5 = _____
54) 17 – 8 = _____
55) 15 – 7 = _____
56) 11 – 5 = _____
57) 11 – 5 = _____
58) 11 – 5 = _____
59) 15 – 7 = _____
60) 15 – 7 = _____
61) 13 – 6 = _____
62) 9 – 4 = _____
63) 9 – 4 = _____
64) 19 – 9 = _____
65) 19 – 9 = _____
66) 17 – 8 = _____
67) 15 – 7 = _____
68) 15 – 7 = _____
69) 11 – 5 = _____
70) 9 – 4 = _____
71) 13 – 6 = _____
72) 15 – 7 = _____
73) 13 – 6 = _____
74) 13 – 6 = _____
75) 11 – 5 = _____
76) 9 – 4 = _____
77) 17 – 8 = _____
78) 13 – 6 = _____
79) 11 – 5 = _____
80) 17 – 8 = _____

Double +1 revision

81) ___ + 6 = 13
82) ___ + 5 = 11
83) ___ + 9 = 17
84) ___ + 7 = 15
85) 4 + 3 = _____
86) 5 + ___ = 11
87) 5 + 4 = _____
88) 7 + ___ = 15
89) ___ + 5 = 9
90) ___ + 2 = 5
91) ___ + 9 = 17
92) 4 + 5 = _____
93) ___ + 3 = 7
94) ___ + 4 = 7
95) ___ + 6 = 13
96) 8 + ___ = 15
97) ___ + 6 = 11
98) 6 + ___ = 11
99) 7 + ___ = 15
100) 5 + 4 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact. These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

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Time: **Score:** **Related to Double +1: 7 [D]**

PROFESSOR PETE'S CLASSROOM

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

Double +1 addition facts

1) 6 + 7 = _____
2) 2 + 3 = _____
3) 4 + 5 = _____
4) 8 + 9 = _____
5) 7 + 8 = _____
6) 3 + 4 = _____
7) 9 + 10 = _____
8) 5 + 6 = _____
9) 8 + 9 = _____
10) 1 + 2 = _____

Double +1 related subtraction facts

11) 17 – 8 = _____
12) 11 – 6 = _____
13) 13 – 6 = _____
14) 13 – 6 = _____
15) 11 – 6 = _____
16) 17 – 9 = _____
17) 15 – 8 = _____
18) 15 – 7 = _____
19) 17 – 9 = _____
20) 19 – 9 = _____
21) 9 – 5 = _____
22) 13 – 7 = _____
23) 7 – 4 = _____
24) 9 – 4 = _____
25) 7 – 5 = _____
26) 15 – 7 = _____
27) 13 – 7 = _____
28) 9 – 4 = _____
29) 13 – 7 = _____
30) 7 – 3 = _____
31) 13 – 7 = _____
32) 9 – 5 = _____
33) 7 – 4 = _____
34) 17 – 9 = _____
35) 9 – 4 = _____
36) 11 – 6 = _____
37) 15 – 8 = _____
38) 17 – 8 = _____
39) 15 – 8 = _____
40) 9 – 4 = _____

Double +1 related subtraction facts

41) 15 – 7 = _____
42) 19 – 9 = _____
43) 15 – 7 = _____
44) 17 – 8 = _____
45) 9 – 4 = _____
46) 9 – 4 = _____
47) 15 – 7 = _____
48) 11 – 5 = _____
49) 19 – 9 = _____
50) 9 – 4 = _____
51) 15 – 7 = _____
52) 15 – 7 = _____
53) 17 – 8 = _____
54) 13 – 6 = _____
55) 13 – 6 = _____
56) 11 – 5 = _____
57) 13 – 6 = _____
58) 17 – 8 = _____
59) 9 – 4 = _____
60) 13 – 6 = _____
61) 9 – 4 = _____
62) 19 – 9 = _____
63) 15 – 7 = _____
64) 15 – 7 = _____
65) 11 – 5 = _____
66) 11 – 5 = _____
67) 17 – 8 = _____
68) 13 – 6 = _____
69) 11 – 5 = _____
70) 11 – 5 = _____
71) 13 – 6 = _____
72) 13 – 6 = _____
73) 13 – 6 = _____
74) 11 – 5 = _____
75) 9 – 4 = _____
76) 15 – 7 = _____
77) 17 – 8 = _____
78) 17 – 8 = _____
79) 19 – 9 = _____
80) 15 – 7 = _____

Double +1 revision

81) ___ + 8 = 15
82) ___ + 7 = 15
83) ___ + 9 = 17
84) ___ + 6 = 13
85) 6 + 5 = _____
86) 5 + ___ = 9
87) 5 + 6 = _____
88) 4 + ___ = 7
89) ___ + 2 = 5
90) ___ + 5 = 9
91) ___ + 4 = 9
92) 8 + 7 = _____
93) ___ + 8 = 15
94) ___ + 5 = 9
95) ___ + 9 = 17
96) 7 + ___ = 13
97) ___ + 3 = 7
98) 5 + ___ = 11
99) 3 + ___ = 7
100) 6 + 5 = _____

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Time: **Score:** **Difference of 9, –9 Near Ten: 8 [A]**

PROFESSOR PETE'S CLASSROOM

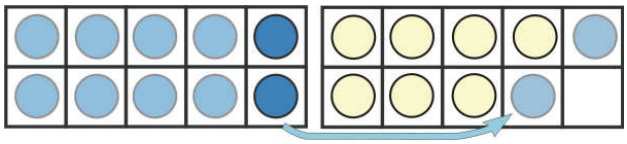
– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 **9** 8 All

Nine is "Near 10" Strategy

Nine is near 10, so encourage students to think of subtracting ten then adding one back. For example, 16 – 9 = ? think: 16 – 10 = 6 so 16 – 9 equals one more, so 16 – 9 = 7

"Difference of" Strategy

Difference of 1: As students become familiar numbers, they will know which numbers are nearly ten apart. For example, 17 – 8 = 9 as it takes away one less than the ten. Discourage children from counting back 8 using their fingers or a number line.



–9 (near 10)

1) 17 – 10 = _____
2) 17 – 9 = _____
3) 15 – 10 = _____
4) 15 – 9 = _____
5) 11 – 10 = _____
6) 11 – 9 = _____
7) 13 – 10 = _____
8) 13 – 9 = _____
9) 12 – 10 = _____
10) 12 – 9 = _____
11) 15 – 10 = _____
12) 15 – 9 = _____
13) 13 – 10 = _____
14) 13 – 9 = _____
15) 11 – 10 = _____
16) 11 – 9 = _____
17) 14 – 10 = _____
18) 14 – 9 = _____
19) 16 – 10 = _____
20) 16 – 9 = _____
21) 13 – 10 = _____
22) 13 – 9 = _____
23) 17 – 10 = _____
24) 17 – 9 = _____
25) 16 – 10 = _____
26) 16 – 9 = _____
27) 15 – 10 = _____
28) 15 – 9 = _____
29) 17 – 10 = _____
30) 17 – 9 = _____
31) 18 – 10 = _____
32) 18 – 9 = _____
33) 16 – 10 = _____
34) 16 – 9 = _____
35) 17 – 10 = _____
36) 17 – 9 = _____
37) 15 – 10 = _____
38) 15 – 9 = _____
39) 14 – 10 = _____
40) 14 – 9 = _____

Difference of 10, difference of 9

41) 12 – 2 = _____
42) 12 – 3 = _____
43) 15 – 5 = _____
44) 15 – 6 = _____
45) 14 – 4 = _____
46) 14 – 5 = _____
47) 13 – 3 = _____
48) 13 – 4 = _____
49) 16 – 6 = _____
50) 16 – 7 = _____
51) 17 – 7 = _____
52) 17 – 8 = _____
53) 16 – 7 = _____
54) 15 – 6 = _____
55) 12 – 3 = _____
56) 15 – 9 = _____
57) 14 – 5 = _____
58) 13 – 4 = _____
59) 17 – 8 = _____
60) 14 – 9 = _____

Difference of 9, –9

61) 16 – 7 = _____
62) 14 – 5 = _____
63) 12 – 9 = _____
64) 9 – 0 = _____
65) 10 – 1 = _____
66) 15 – 6 = _____
67) 17 – 8 = _____
68) 13 – 9 = _____
69) 18 – 9 = _____
70) 15 – 6 = _____
71) 13 – 4 = _____
72) 16 – 7 = _____
73) 15 – 6 = _____
74) 12 – 9 = _____
75) 14 – 5 = _____
76) 11 – 6 = _____
77) 12 – 9 = _____
78) 14 – 5 = _____
79) 9 – 9 = _____
80) 11 – 9 = _____

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Time: **Score:** **Difference of 9, –9 Near Ten: 8 [B]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

–9 (near 10)

1) 13 – 10 = _____
2) 13 – 9 = _____
3) 15 – 10 = _____
4) 15 – 9 = _____
5) 11 – 10 = _____
6) 11 – 9 = _____
7) 17 – 10 = _____
8) 17 – 9 = _____
9) 12 – 10 = _____
10) 12 – 9 = _____
11) 15 – 10 = _____
12) 15 – 9 = _____
13) 13 – 10 = _____
14) 13 – 9 = _____
15) 11 – 10 = _____
16) 11 – 9 = _____
17) 14 – 10 = _____
18) 14 – 9 = _____
19) 15 – 10 = _____
20) 15 – 9 = _____
21) 16 – 10 = _____
22) 16 – 9 = _____
23) 17 – 10 = _____
24) 17 – 9 = _____
25) 16 – 10 = _____
26) 16 – 9 = _____
27) 15 – 10 = _____
28) 15 – 9 = _____
29) 17 – 10 = _____
30) 17 – 9 = _____
31) 18 – 10 = _____
32) 18 – 9 = _____
33) 16 – 10 = _____
34) 16 – 9 = _____
35) 17 – 10 = _____
36) 17 – 9 = _____
37) 15 – 10 = _____
38) 15 – 9 = _____
39) 14 – 10 = _____
40) 14 – 9 = _____

Difference of 10, difference of 9

41) 17 – 7 = _____
42) 17 – 8 = _____
43) 15 – 5 = _____
44) 15 – 6 = _____
45) 14 – 4 = _____
46) 14 – 5 = _____
47) 13 – 3 = _____
48) 13 – 4 = _____
49) 16 – 6 = _____
50) 16 – 7 = _____
51) 12 – 2 = _____
52) 12 – 4 = _____
53) 16 – 7 = _____
54) 12 – 6 = _____
55) 16 – 7 = _____
56) 15 – 9 = _____
57) 14 – 5 = _____
58) 13 – 4 = _____
59) 17 – 8 = _____
60) 14 – 9 = _____

Difference of 9, –9

61) 12 – 9 = _____
62) 16 – 7 = _____
63) 15 – 6 = _____
64) 9 – 0 = _____
65) 17 – 8 = _____
66) 14 – 5 = _____
67) 10 – 1 = _____
68) 13 – 9 = _____
69) 15 – 6 = _____
70) 16 – 7 = _____
71) 18 – 9 = _____
72) 9 – 9 = _____
73) 15 – 6 = _____
74) 13 – 4 = _____
75) 12 – 9 = _____
76) 11 – 6 = _____
77) 11 – 9 = _____
78) 14 – 5 = _____
79) 12 – 9 = _____
80) 14 – 5 = _____

+9 revision

81) 9 + ___ = 17
82) ___ + 2 = 11
83) ___ + 5 = 14
84) ___ + 4 = 13
85) 9 + ___ = 19
86) ___ + 3 = 12
87) ___ + 7 = 16
88) ___ + 9 = 18
89) 9 + ___ = 15
90) 9 + ___ = 14
91) ___ + 9 = 13
92) ___ + 9 = 11
93) 10 + 9 = _____
94) 6 + 9 = _____
95) ___ + 9 = 16
96) ___ + 9 = 10
97) 3 + 9 = _____
98) 8 + 9 = _____
99) 0 + ___ = 9
100) 5 + 9 = _____

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Time: **Score:** **Difference of 9, –9 Near Ten: 8 [C]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

–9

1) 10 – 9 = _____
2) 9 – 9 = _____
3) 18 – 9 = _____
4) 15 – 9 = _____
5) 14 – 9 = _____
6) 14 – 9 = _____
7) 16 – 9 = _____
8) 13 – 9 = _____
9) 11 – 9 = _____
10) 13 – 9 = _____
11) 14 – 9 = _____
12) 11 – 9 = _____
13) 10 – 9 = _____
14) 12 – 9 = _____
15) 11 – 9 = _____
16) 15 – 9 = _____
17) 17 – 9 = _____
18) 12 – 9 = _____
19) 18 – 9 = _____
20) 14 – 9 = _____

+9 missing number

21) ___ + 9 = 18
22) ___ + 7 = 16
23) ___ + 8 = 17
24) ___ + 6 = 15
25) 9 + 4 = _____
26) 9 + ___ = 13
27) 9 + 10 = _____
28) 9 + 5 = _____
29) 9 + ___ = 18
30) 9 + 7 = _____
31) 9 + 2 = _____
32) ___ + 4 = 13
33) ___ + 5 = 14
34) 9 + 8 = _____
35) 9 + 9 = _____
36) 9 + 8 = _____
37) 9 + ___ = 12
38) 9 + ___ = 12
39) 9 + ___ = 19
40) 9 + 9 = _____

Addition revision

81) 9 + 6 = _____
82) 4 + 8 = _____
83) 5 + 7 = _____
84) 6 + 4 = _____
85) 3 + 3 = _____
86) 8 + 8 = _____
87) 9 + 2 = _____
88) 8 + 2 = _____
89) 3 + 2 = _____
90) 4 + 5 = _____

Difference of 9, –9

41) 12 – 3 = _____
42) 16 – 9 = _____
43) 16 – 7 = _____
44) 13 – 9 = _____
45) 10 – 9 = _____
46) 11 – 2 = _____
47) 14 – 9 = _____
48) 15 – 6 = _____
49) 14 – 5 = _____
50) 13 – 4 = _____
51) 12 – 9 = _____
52) 13 – 4 = _____
53) 16 – 7 = _____
54) 9 – 9 = _____
55) 10 – 9 = _____
56) 18 – 9 = _____
57) 9 – 9 = _____
58) 16 – 7 = _____
59) 17 – 8 = _____
60) 9 – 9 = _____
61) 17 – 8 = _____
62) 12 – 9 = _____
63) 10 – 1 = _____
64) 15 – 6 = _____
65) 13 – 9 = _____
66) 13 – 4 = _____
67) 16 – 7 = _____
68) 16 – 9 = _____
69) 16 – 9 = _____
70) 17 – 8 = _____
71) 14 – 5 = _____
72) 11 – 9 = _____
73) 15 – 6 = _____
74) 15 – 9 = _____
75) 10 – 1 = _____
76) 14 – 5 = _____
77) 13 – 9 = _____
78) 11 – 9 = _____
79) 18 – 9 = _____
80) 13 – 9 = _____

Subtraction revision

91) 10 – 3 = _____
92) 10 – 9 = _____
93) 10 – 2 = _____
94) 10 – 6 = _____
95) 10 – 9 = _____
96) 10 – 8 = _____
97) 10 – 5 = _____
98) 10 – 4 = _____
99) 10 – 7 = _____
100) 10 – 5 = _____

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Time: **Score:** **Difference of 9, –9 Near Ten: 8 [D]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

–9

1) 11 – 9 = _____
2) 13 – 9 = _____
3) 14 – 9 = _____
4) 17 – 9 = _____
5) 10 – 9 = _____
6) 11 – 9 = _____
7) 9 – 9 = _____
8) 15 – 9 = _____
9) 18 – 9 = _____
10) 10 – 9 = _____
11) 13 – 9 = _____
12) 12 – 9 = _____
13) 12 – 9 = _____
14) 14 – 9 = _____
15) 16 – 9 = _____
16) 18 – 9 = _____
17) 14 – 9 = _____
18) 14 – 9 = _____
19) 11 – 9 = _____
20) 15 – 9 = _____

+9 missing number

21) ___ + 7 = 16
22) ___ + 9 = 18
23) ___ + 9 = 18
24) ___ + 7 = 16
25) 9 + 10 = _____
26) 9 + ___ = 18
27) 9 + 4 = _____
28) 9 + 2 = _____
29) 9 + ___ = 17
30) 9 + 5 = _____
31) 9 + 3 = _____
32) ___ + 3 = 12
33) ___ + 5 = 14
34) 9 + 9 = _____
35) 9 + 8 = _____
36) 9 + 8 = _____
37) 9 + ___ = 15
38) 9 + ___ = 19
39) 9 + ___ = 13
40) 9 + 4 = _____

Difference of 9, –9

41) 15 – 6 = _____
42) 9 – 9 = _____
43) 13 – 4 = _____
44) 13 – 4 = _____
45) 14 – 9 = _____
46) 16 – 7 = _____
47) 17 – 8 = _____
48) 15 – 6 = _____
49) 10 – 9 = _____
50) 13 – 9 = _____
51) 16 – 7 = _____
52) 16 – 7 = _____
53) 15 – 9 = _____
54) 9 – 9 = _____
55) 12 – 9 = _____
56) 11 – 2 = _____
57) 10 – 1 = _____
58) 11 – 9 = _____
59) 14 – 5 = _____
60) 16 – 9 = _____
61) 13 – 4 = _____
62) 15 – 6 = _____
63) 11 – 9 = _____
64) 10 – 1 = _____
65) 12 – 3 = _____
66) 14 – 5 = _____
67) 13 – 9 = _____
68) 16 – 9 = _____
69) 16 – 9 = _____
70) 16 – 7 = _____
71) 18 – 9 = _____
72) 13 – 9 = _____
73) 18 – 9 = _____
74) 9 – 9 = _____
75) 12 – 9 = _____
76) 13 – 9 = _____
77) 10 – 9 = _____
78) 14 – 5 = _____
79) 17 – 8 = _____
80) 17 – 8 = _____

Addition revision

81) 4 + 8 = _____
82) 6 + 4 = _____
83) 3 + 2 = _____
84) 9 + 2 = _____
85) 9 + 6 = _____
86) 5 + 7 = _____
87) 4 + 5 = _____
88) 8 + 8 = _____
89) 3 + 3 = _____
90) 8 + 2 = _____

Subtraction revision

91) 10 – 8 = _____
92) 10 – 2 = _____
93) 10 – 9 = _____
94) 10 – 5 = _____
95) 10 – 6 = _____
96) 10 – 3 = _____
97) 10 – 4 = _____
98) 10 – 9 = _____
99) 10 – 5 = _____
100) 10 – 7 = _____

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Time: **Score:** **Difference of 8, –8 Near Ten: 9 [A]**

PROFESSOR PETE'S CLASSROOM

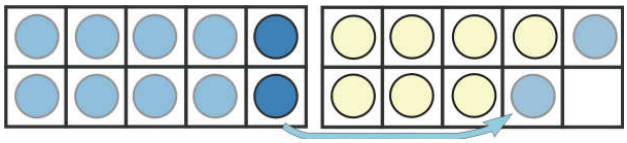
– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 **8** All

Eight is "Near 10" Strategy

Eight is near 10, so encourage students to think of subtracting ten then adding two back.
For example, 17 – 8 = ? think: 17 – 10 = 7 so 17 – 8 equals two more, so 17 – 8 = 9

"Difference of" Strategy

Difference of 8: Take away the ones and two more.
For example, 14 – 6 = ? think: 14 – 4 = 10 so 14 – 6 means taking away two more. 14 – 6 = 8



–8 (near 10)

1) 14 – 10 = _____
2) 14 – 8 = _____
3) 15 – 10 = _____
4) 15 – 8 = _____
5) 11 – 10 = _____
6) 11 – 8 = _____
7) 13 – 10 = _____
8) 13 – 8 = _____
9) 12 – 10 = _____
10) 12 – 8 = _____
11) 15 – 10 = _____
12) 15 – 8 = _____
13) 13 – 10 = _____
14) 13 – 8 = _____
15) 11 – 10 = _____
16) 11 – 8 = _____
17) 14 – 10 = _____
18) 14 – 8 = _____
19) 17 – 10 = _____
20) 17 – 8 = _____
21) 13 – 10 = _____
22) 13 – 8 = _____
23) 17 – 10 = _____
24) 17 – 8 = _____
25) 16 – 10 = _____
26) 16 – 8 = _____
27) 15 – 10 = _____
28) 15 – 8 = _____
29) 17 – 10 = _____
30) 17 – 8 = _____
31) 18 – 10 = _____
32) 18 – 8 = _____
33) 16 – 10 = _____
34) 16 – 8 = _____
35) 17 – 10 = _____
36) 17 – 8 = _____
37) 15 – 10 = _____
38) 15 – 8 = _____
39) 14 – 10 = _____
40) 14 – 8 = _____

Difference of 10, difference of 8

41) 15 – 5 = _____
42) 15 – 7 = _____
43) 17 – 7 = _____
44) 17 – 9 = _____
45) 14 – 4 = _____
46) 14 – 6 = _____
47) 13 – 3 = _____
48) 13 – 5 = _____
49) 16 – 6 = _____
50) 16 – 8 = _____
51) 12 – 2 = _____
52) 12 – 8 = _____
53) 11 – 3 = _____
54) 14 – 6 = _____
55) 10 – 8 = _____
56) 8 – 0 = _____
57) 13 – 5 = _____
58) 14 – 6 = _____
59) 12 – 8 = _____
60) 13 – 5 = _____

Difference of 8, –8

61) 10 – 8 = _____
62) 11 – 8 = _____
63) 14 – 6 = _____
64) 10 – 8 = _____
65) 12 – 4 = _____
66) 13 – 5 = _____
67) 8 – 8 = _____
68) 13 – 5 = _____
69) 12 – 4 = _____
70) 15 – 7 = _____
71) 16 – 8 = _____
72) 13 – 8 = _____
73) 17 – 9 = _____
74) 16 – 8 = _____
75) 18 – 8 = _____
76) 12 – 8 = _____
77) 10 – 8 = _____
78) 14 – 8 = _____
79) 15 – 7 = _____
80) 11 – 8 = _____

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Time: **Score:** **Difference of 8, –8 Near Ten: 9 [B]**

PROFESSOR PETE'S CLASSROOM

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

–8 (near 10)

1) 13 – 10 = _____
2) 13 – 8 = _____
3) 15 – 10 = _____
4) 15 – 8 = _____
5) 11 – 10 = _____
6) 11 – 8 = _____
7) 13 – 10 = _____
8) 13 – 8 = _____
9) 12 – 10 = _____
10) 12 – 8 = _____
11) 15 – 10 = _____
12) 15 – 8 = _____
13) 13 – 10 = _____
14) 13 – 8 = _____
15) 11 – 10 = _____
16) 11 – 8 = _____
17) 14 – 10 = _____
18) 14 – 8 = _____
19) 17 – 10 = _____
20) 17 – 8 = _____
21) 16 – 10 = _____
22) 16 – 8 = _____
23) 17 – 10 = _____
24) 17 – 8 = _____
25) 16 – 10 = _____
26) 16 – 8 = _____
27) 15 – 10 = _____
28) 15 – 8 = _____
29) 17 – 10 = _____
30) 17 – 8 = _____
31) 18 – 10 = _____
32) 18 – 8 = _____
33) 16 – 10 = _____
34) 16 – 8 = _____
35) 17 – 10 = _____
36) 17 – 8 = _____
37) 15 – 10 = _____
38) 15 – 8 = _____
39) 14 – 10 = _____
40) 14 – 8 = _____

Difference of 8

41) 12 – 2 = _____
42) 12 – 4 = _____
43) 17 – 7 = _____
44) 17 – 9 = _____
45) 14 – 4 = _____
46) 14 – 6 = _____
47) 13 – 3 = _____
48) 13 – 5 = _____
49) 16 – 6 = _____
50) 16 – 8 = _____
51) 15 – 5 = _____
52) 15 – 7 = _____
53) 11 – 3 = _____
54) 14 – 6 = _____
55) 10 – 8 = _____
56) 8 – 0 = _____
57) 13 – 5 = _____
58) 14 – 6 = _____
59) 12 – 8 = _____
60) 13 – 5 = _____

Difference of 8, –8

61) 10 – 8 = _____
62) 11 – 8 = _____
63) 14 – 6 = _____
64) 10 – 8 = _____
65) 12 – 4 = _____
66) 13 – 5 = _____
67) 8 – 8 = _____
68) 13 – 5 = _____
69) 12 – 4 = _____
70) 15 – 7 = _____
71) 16 – 8 = _____
72) 13 – 8 = _____
73) 17 – 9 = _____
74) 16 – 8 = _____
75) 18 – 8 = _____
76) 12 – 8 = _____
77) 10 – 8 = _____
78) 14 – 8 = _____
79) 15 – 7 = _____
80) 11 – 8 = _____

+8 revision

81) 8 + 4 = _____
82) 8 + 9 = _____
83) ___ + 2 = 10
84) ___ + 6 = 14
85) 8 + ___ = 15
86) ___ + 3 = 11
87) 8 + ___ = 13
88) 8 + 8 = _____
89) ___ + 10 = 18
90) 8 + ___ = 16
91) ___ + 8 = 15
92) 5 + 8 = _____
93) ___ + 8 = 18
94) ___ + 8 = 12
95) ___ + 8 = 16
96) 1 + ___ = 9
97) ___ + 8 = 17
98) 2 + ___ = 10
99) 6 + ___ = 14
100) 3 + 8 = _____

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Time: **Score:** **Difference of 8, –8 Near Ten: 9 [C]**

PROFESSOR PETE'S CLASSROOM

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

–8

1) 9 – 8 = _____
2) 16 – 8 = _____
3) 18 – 8 = _____
4) 8 – 8 = _____
5) 17 – 8 = _____
6) 12 – 8 = _____
7) 13 – 8 = _____
8) 14 – 8 = _____
9) 10 – 8 = _____
10) 17 – 8 = _____
11) 15 – 8 = _____
12) 13 – 8 = _____
13) 11 – 8 = _____
14) 14 – 8 = _____
15) 10 – 8 = _____
16) 8 – 8 = _____
17) 13 – 8 = _____
18) 16 – 8 = _____
19) 14 – 8 = _____
20) 13 – 8 = _____

+8 missing number

21) ___ + 4 = 12
22) ___ + 10 = 18
23) ___ + 7 = 15
24) ___ + 2 = 10
25) 8 + 3 = _____
26) 8 + ___ = 10
27) 8 + 8 = _____
28) 8 + 6 = _____
29) 8 + ___ = 18
30) 8 + 3 = _____
31) 8 + 5 = _____
32) ___ + 9 = 17
33) ___ + 6 = 14
34) 8 + 8 = _____
35) 8 + 6 = _____
36) 8 + 6 = _____
37) 8 + ___ = 12
38) 8 + ___ = 15
39) 8 + ___ = 15
40) 8 + 8 = _____

Difference of 8, –8

41) 14 – 8 = _____
42) 18 – 10 = _____
43) 11 – 8 = _____
44) 12 – 4 = _____
45) 9 – 1 = _____
46) 10 – 8 = _____
47) 16 – 8 = _____
48) 17 – 9 = _____
49) 9 – 8 = _____
50) 10 – 2 = _____
51) 8 – 8 = _____
52) 11 – 3 = _____
53) 15 – 7 = _____
54) 8 – 0 = _____
55) 10 – 2 = _____
56) 11 – 8 = _____
57) 13 – 5 = _____
58) 15 – 8 = _____
59) 8 – 8 = _____
60) 12 – 4 = _____
61) 8 – 8 = _____
62) 15 – 7 = _____
63) 16 – 8 = _____
64) 13 – 5 = _____
65) 17 – 9 = _____
66) 15 – 8 = _____
67) 16 – 8 = _____
68) 12 – 4 = _____
69) 13 – 5 = _____
70) 10 – 8 = _____
71) 10 – 2 = _____
72) 14 – 8 = _____
73) 13 – 5 = _____
74) 14 – 8 = _____
75) 12 – 4 = _____
76) 12 – 8 = _____
77) 11 – 3 = _____
78) 13 – 5 = _____
79) 17 – 8 = _____
80) 9 – 8 = _____

Addition revision

81) 3 + 7 = _____
82) 10 + 3 = _____
83) 10 + 8 = _____
84) 2 + 6 = _____
85) 0 + 8 = _____
86) 1 + 8 = _____
87) 0 + 10 = _____
88) 1 + 7 = _____
89) 2 + 2 = _____
90) 3 + 2 = _____

Subtraction revision

91) 16 – 7 = _____
92) 11 – 5 = _____
93) 14 – 5 = _____
94) 12 – 9 = _____
95) 5 – 2 = _____
96) 17 – 9 = _____
97) 13 – 7 = _____
98) 7 – 2 = _____
99) 6 – 2 = _____
100) 11 – 8 = _____

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Time: **Score:** **Difference of 8, –8 Near Ten: 9 [D]**

PROFESSOR PETE'S CLASSROOM

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

–8

1) 12 – 8 = _____
2) 10 – 8 = _____
3) 17 – 8 = _____
4) 8 – 8 = _____
5) 10 – 8 = _____
6) 13 – 8 = _____
7) 13 – 8 = _____
8) 14 – 8 = _____
9) 16 – 8 = _____
10) 13 – 8 = _____
11) 11 – 8 = _____
12) 14 – 8 = _____
13) 16 – 8 = _____
14) 9 – 8 = _____
15) 13 – 8 = _____
16) 17 – 8 = _____
17) 18 – 8 = _____
18) 14 – 8 = _____
19) 8 – 8 = _____
20) 15 – 8 = _____

+8 missing number

21) ___ + 2 = 10
22) ___ + 6 = 14
23) ___ + 2 = 10
24) ___ + 6 = 14
25) 8 + 3 = _____
26) 8 + ___ = 15
27) 8 + 10 = _____
28) 8 + 10 = _____
29) 8 + ___ = 13
30) 8 + 8 = _____
31) 8 + 6 = _____
32) ___ + 4 = 12
33) ___ + 9 = 17
34) 8 + 8 = _____
35) 8 + 4 = _____
36) 8 + 3 = _____
37) 8 + ___ = 15
38) 8 + ___ = 14
39) 8 + ___ = 15
40) 8 + 8 = _____

Addition revision

81) 9 + 7 = _____
82) 8 + 5 = _____
83) 7 + 8 = _____
84) 5 + 2 = _____
85) 8 + 3 = _____
86) 5 + 4 = _____
87) 4 + 3 = _____
88) 8 + 9 = _____
89) 6 + 9 = _____
90) 6 + 10 = _____

Difference of 8, –8

41) 13 – 5 = _____
42) 10 – 2 = _____
43) 17 – 9 = _____
44) 16 – 8 = _____
45) 12 – 4 = _____
46) 15 – 7 = _____
47) 16 – 8 = _____
48) 13 – 5 = _____
49) 12 – 4 = _____
50) 11 – 3 = _____
51) 10 – 8 = _____
52) 13 – 5 = _____
53) 15 – 7 = _____
54) 12 – 4 = _____
55) 17 – 8 = _____
56) 12 – 4 = _____
57) 14 – 8 = _____
58) 9 – 8 = _____
59) 9 – 8 = _____
60) 13 – 5 = _____
61) 11 – 8 = _____
62) 8 – 0 = _____
63) 9 – 1 = _____
64) 11 – 8 = _____
65) 10 – 2 = _____
66) 13 – 5 = _____
67) 17 – 9 = _____
68) 18 – 10 = _____
69) 15 – 8 = _____
70) 14 – 8 = _____
71) 10 – 2 = _____
72) 8 – 8 = _____
73) 12 – 8 = _____
74) 8 – 8 = _____
75) 8 – 8 = _____
76) 11 – 3 = _____
77) 14 – 8 = _____
78) 16 – 8 = _____
79) 10 – 8 = _____
80) 15 – 8 = _____

Subtraction revision

91) 10 – 8 = _____
92) 10 – 2 = _____
93) 10 – 9 = _____
94) 10 – 5 = _____
95) 10 – 6 = _____
96) 10 – 3 = _____
97) 10 – 4 = _____
98) 10 – 9 = _____
99) 10 – 5 = _____
100) 10 – 7 = _____

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Time: **Score:** **Last Facts and Revision: 10 [A]**

PROFESSOR PETE'S CLASSROOM

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

Last Facts

Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

Remaining facts (4+7) (5+7)

1) 11 – 4 = _____
2) 12 – 5 = _____
3) 12 – 5 = _____
4) 11 – 7 = _____
5) 12 – 5 = _____
6) 11 – 7 = _____
7) 11 – 4 = _____
8) 12 – 5 = _____
9) 11 – 7 = _____
10) 12 – 7 = _____
11) 12 – 7 = _____
12) 11 – 7 = _____
13) 12 – 7 = _____
14) 11 – 4 = _____
15) 12 – 5 = _____
16) 11 – 7 = _____
17) 11 – 4 = _____
18) 11 – 4 = _____
19) 12 – 7 = _____
20) 12 – 7 = _____

Missing number revision

21) ___ + 9 = 18
22) 5 + 6 = _____
23) ___ + 4 = 8
24) 8 + ___ = 17
25) 6 + ___ = 13
26) 8 + ___ = 11
27) ___ + 8 = 15
28) 8 + 7 = _____
29) ___ + 2 = 10
30) 6 + 6 = _____
31) 7 + ___ = 17
32) ___ + 7 = 11
33) 9 + 8 = _____
34) 3 + 9 = _____
35) 4 + 5 = _____
36) ___ + 4 = 11
37) 5 + ___ = 7
38) 7 + 7 = _____
39) 7 + ___ = 10
40) 6 + 2 = _____

Subtraction revision

41) 10 – 6 = _____
42) 13 – 7 = _____
43) 14 – 7 = _____
44) 9 – 1 = _____
45) 11 – 8 = _____
46) 16 – 9 = _____
47) 16 – 8 = _____
48) 8 – 6 = _____
49) 10 – 8 = _____
50) 17 – 9 = _____
51) 7 – 4 = _____
52) 8 – 5 = _____
53) 10 – 5 = _____
54) 7 – 3 = _____
55) 12 – 4 = _____
56) 4 – 2 = _____
57) 5 – 3 = _____
58) 11 – 5 = _____
59) 14 – 6 = _____
60) 10 – 3 = _____
61) 16 – 7 = _____
62) 18 – 9 = _____
63) 5 – 2 = _____
64) 8 – 2 = _____
65) 14 – 8 = _____
66) 11 – 4 = _____
67) 9 – 7 = _____
68) 15 – 8 = _____
69) 13 – 4 = _____
70) 6 – 3 = _____

Addition revision

71) 7 + 4 = _____
72) 10 + 3 = _____
73) 9 + 8 = _____
74) 8 + 3 = _____
75) 10 + 5 = _____
76) 5 + 7 = _____
77) 7 + 8 = _____
78) 3 + 10 = _____
79) 7 + 3 = _____
80) 10 + 2 = _____
81) 7 + 0 = _____
82) 3 + 7 = _____
83) 9 + 6 = _____
84) 6 + 3 = _____
85) 5 + 3 = _____
86) 3 + 9 = _____
87) 4 + 9 = _____
88) 3 + 4 = _____
89) 4 + 6 = _____
90) 7 + 7 = _____

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Time: **Score:** **Remaining Facts & Revision: 10 [B]**

PROFESSOR PETE'S CLASSROOM

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

Remaining facts (4+7) (5+7)

1) 11 – 7 = _____
2) 11 – 7 = _____
3) 12 – 7 = _____
4) 12 – 5 = _____
5) 11 – 4 = _____
6) 12 – 5 = _____
7) 11 – 4 = _____
8) 11 – 4 = _____
9) 12 – 7 = _____
10) 12 – 5 = _____
11) 11 – 7 = _____
12) 11 – 4 = _____
13) 12 – 5 = _____
14) 11 – 4 = _____
15) 12 – 7 = _____
16) 11 – 7 = _____
17) 11 – 7 = _____
18) 12 – 5 = _____
19) 12 – 7 = _____
20) 12 – 7 = _____

Missing number revision

21) ___ + 2 = 6
22) ___ + 5 = 12
23) ___ + 6 = 12
24) ___ + 5 = 9
25) 7 + 7 = _____
26) 8 + ___ = 16
27) 8 + 7 = _____
28) 9 + 4 = _____
29) 3 + ___ = 12
30) 5 + 6 = _____
31) ___ + 7 = 16
32) 4 + ___ = 12
33) 7 + ___ = 10
34) 7 + 2 = _____
35) ___ + 8 = 11
36) 8 + 2 = _____
37) ___ + 4 = 9
38) ___ + 4 = 7
39) 4 + 6 = _____
40) 6 + 7 = _____
41) 7 + 8 = _____
42) 9 + ___ = 11
43) 8 + ___ = 14
44) 7 + ___ = 16
45) 3 + 5 = _____
46) ___ + 8 = 17
47) 9 + 9 = _____
48) 4 + ___ = 7
49) 5 + ___ = 15
50) ___ + 4 = 11

Subtraction revision

51) 16 – 9 = _____
52) 9 – 6 = _____
53) 16 – 7 = _____
54) 16 – 8 = _____
55) 14 – 7 = _____
56) 8 – 3 = _____
57) 8 – 5 = _____
58) 15 – 6 = _____
59) 8 – 4 = _____
60) 15 – 8 = _____
61) 18 – 9 = _____
62) 17 – 8 = _____
63) 10 – 8 = _____
64) 13 – 4 = _____
65) 11 – 5 = _____
66) 9 – 0 = _____
67) 9 – 5 = _____
68) 8 – 2 = _____
69) 9 – 1 = _____
70) 4 – 2 = _____
71) 12 – 7 = _____
72) 10 – 6 = _____
73) 12 – 8 = _____
74) 17 – 9 = _____
75) 10 – 4 = _____
76) 6 – 4 = _____
77) 14 – 8 = _____
78) 11 – 4 = _____
79) 5 – 3 = _____
80) 13 – 5 = _____

Addition revision

81) 9 + 7 = _____
82) 3 + 0 = _____
83) 3 + 6 = _____
84) 9 + 5 = _____
85) 9 + 8 = _____
86) 8 + 10 = _____
87) 9 + 0 = _____
88) 10 + 4 = _____
89) 7 + 3 = _____
90) 3 + 8 = _____
91) 7 + 4 = _____
92) 4 + 4 = _____
93) 8 + 3 = _____
94) 10 + 0 = _____
95) 4 + 0 = _____
96) 10 + 7 = _____
97) 5 + 10 = _____
98) 7 + 2 = _____
99) 9 + 2 = _____
100) 8 + 0 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

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Time: **Score:** **Remaining Facts & Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

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

Remaining facts (4+7) (5+7)

1) 12 – 7 = _____
2) 11 – 7 = _____
3) 11 – 7 = _____
4) 11 – 7 = _____
5) 12 – 7 = _____
6) 12 – 5 = _____
7) 12 – 5 = _____
8) 12 – 5 = _____
9) 11 – 4 = _____
10) 12 – 7 = _____
11) 11 – 4 = _____
12) 12 – 5 = _____
13) 11 – 4 = _____
14) 11 – 4 = _____
15) 11 – 7 = _____
16) 12 – 7 = _____
17) 11 – 4 = _____
18) 12 – 5 = _____
19) 11 – 7 = _____
20) 12 – 7 = _____

Missing number revision

21) ___ + 7 = 16
22) ___ + 6 = 14
23) ___ + 8 = 17
24) ___ + 9 = 16
25) 4 + 5 = _____
26) 7 + ___ = 12
27) 9 + 2 = _____
28) 9 + 9 = _____
29) 8 + ___ = 15
30) 4 + 8 = _____
31) ___ + 8 = 16
32) 3 + ___ = 8
33) 4 + ___ = 10
34) 3 + 4 = _____
35) ___ + 6 = 11
36) 6 + 6 = _____
37) ___ + 3 = 7
38) ___ + 8 = 15
39) 5 + 10 = _____
40) 3 + 8 = _____
41) 3 + 9 = _____
42) 5 + ___ = 9
43) 8 + ___ = 10
44) 7 + ___ = 10
45) 4 + 2 = _____
46) ___ + 4 = 11
47) 9 + 4 = _____
48) 7 + ___ = 14
49) 7 + ___ = 9
50) ___ + 7 = 13

Subtraction revision

51) 8 – 4 = _____
52) 11 – 5 = _____
53) 9 – 5 = _____
54) 18 – 9 = _____
55) 14 – 8 = _____
56) 9 – 6 = _____
57) 10 – 6 = _____
58) 5 – 3 = _____
59) 15 – 6 = _____
60) 15 – 8 = _____
61) 13 – 4 = _____
62) 8 – 5 = _____
63) 12 – 7 = _____
64) 14 – 7 = _____
65) 17 – 9 = _____
66) 8 – 3 = _____
67) 4 – 2 = _____
68) 9 – 0 = _____
69) 16 – 8 = _____
70) 16 – 9 = _____
71) 10 – 8 = _____
72) 17 – 8 = _____
73) 8 – 2 = _____
74) 16 – 7 = _____
75) 11 – 4 = _____
76) 10 – 4 = _____
77) 12 – 8 = _____
78) 6 – 4 = _____
79) 13 – 5 = _____
80) 9 – 1 = _____

Addition revision

81) 3 + 6 = _____
82) 3 + 8 = _____
83) 10 + 0 = _____
84) 10 + 7 = _____
85) 9 + 2 = _____
86) 9 + 5 = _____
87) 9 + 7 = _____
88) 7 + 3 = _____
89) 9 + 8 = _____
90) 8 + 10 = _____
91) 9 + 0 = _____
92) 8 + 0 = _____
93) 10 + 4 = _____
94) 3 + 0 = _____
95) 5 + 10 = _____
96) 4 + 4 = _____
97) 7 + 2 = _____
98) 4 + 0 = _____
99) 7 + 4 = _____
100) 8 + 3 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

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Time: **Score:** **Remaining Facts & Revision:** 10 [D]

PROFESSOR PETE'S CLASSROOM

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

Remaining facts (4+7) (5+7)

1) 12 – 7 = _____
2) 12 – 5 = _____
3) 11 – 4 = _____
4) 12 – 7 = _____
5) 11 – 4 = _____
6) 11 – 7 = _____
7) 11 – 7 = _____
8) 11 – 7 = _____
9) 12 – 7 = _____
10) 11 – 4 = _____
11) 11 – 4 = _____
12) 12 – 5 = _____
13) 12 – 5 = _____
14) 12 – 5 = _____
15) 12 – 7 = _____
16) 12 – 5 = _____
17) 12 – 7 = _____
18) 11 – 7 = _____
19) 11 – 4 = _____
20) 11 – 7 = _____

Missing number revision

21) ___ + 7 = 15
22) ___ + 3 = 7
23) ___ + 6 = 14
24) ___ + 8 = 16
25) 6 + 7 = _____
26) 3 + ___ = 11
27) 7 + 2 = _____
28) 7 + 9 = _____
29) 7 + ___ = 12
30) 7 + 8 = _____
31) ___ + 4 = 13
32) 7 + ___ = 14
33) 5 + ___ = 11
34) 9 + 2 = _____
35) ___ + 8 = 12
36) 4 + 5 = _____
37) ___ + 5 = 8
38) ___ + 8 = 17
39) 3 + 4 = _____
40) 9 + 7 = _____
41) 9 + 9 = _____
42) 4 + ___ = 10
43) 8 + ___ = 10
44) 4 + ___ = 6
45) 5 + 10 = _____
46) ___ + 4 = 11
47) 6 + 6 = _____
48) 3 + ___ = 12
49) 5 + ___ = 9
50) ___ + 3 = 10

Subtraction revision

51) 16 – 8 = _____
52) 10 – 8 = _____
53) 9 – 0 = _____
54) 14 – 7 = _____
55) 8 – 3 = _____
56) 5 – 3 = _____
57) 12 – 7 = _____
58) 13 – 4 = _____
59) 13 – 5 = _____
60) 12 – 8 = _____
61) 6 – 4 = _____
62) 11 – 5 = _____
63) 16 – 9 = _____
64) 8 – 5 = _____
65) 10 – 6 = _____
66) 14 – 8 = _____
67) 18 – 9 = _____
68) 16 – 7 = _____
69) 15 – 8 = _____
70) 9 – 5 = _____
71) 10 – 4 = _____
72) 8 – 2 = _____
73) 4 – 2 = _____
74) 15 – 6 = _____
75) 9 – 6 = _____
76) 8 – 4 = _____
77) 9 – 1 = _____
78) 17 – 8 = _____
79) 11 – 4 = _____
80) 17 – 9 = _____

Addition revision

81) 3 + 6 = _____
82) 4 + 0 = _____
83) 3 + 8 = _____
84) 4 + 4 = _____
85) 7 + 3 = _____
86) 10 + 4 = _____
87) 8 + 3 = _____
88) 8 + 10 = _____
89) 9 + 5 = _____
90) 9 + 7 = _____
91) 9 + 0 = _____
92) 3 + 0 = _____
93) 5 + 10 = _____
94) 8 + 0 = _____
95) 7 + 4 = _____
96) 9 + 8 = _____
97) 7 + 2 = _____
98) 9 + 2 = _____
99) 10 + 0 = _____
100) 10 + 7 = _____

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

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PROFESSOR PETE'S CLASSROOM

Checkup Worksheets

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PROFESSOR PETE'S CLASSROOM

Checkup Worksheets

Checkup Worksheets are designed for assessment of students' learning at intervals of two or three weeks.

Note: **Answer keys** for all worksheets are in the Answer Keys Section of this eBook.

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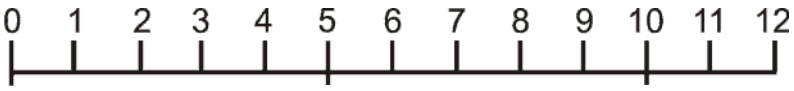
Time: **Score:** **Check Up A**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1, 2

1) 3 – 2 = _____
2) 4 – 1 = _____
3) 3 – 1 = _____
4) 5 – 2 = _____
5) 10 – 2 = _____
6) 9 – 2 = _____
7) 6 – 2 = _____
8) 2 – 2 = _____
9) 8 – 2 = _____
10) 7 – 2 = _____
11) 9 – 1 = _____
12) 12 – 1 = _____
13) 7 – 1 = _____
14) 6 – 1 = _____
15) 8 – 1 = _____
16) 4 – 2 = _____
17) 10 – 1 = _____
18) 12 – 2 = _____
19) 11 – 2 = _____
20) 1 – 1 = _____
21) 2 – 1 = _____
22) 5 – 1 = _____
23) 11 – 1 = _____
24) 7 – 1 = _____
25) 10 – 1 = _____

Difference of 1 and 2, count back 1 and 2

26) 3 – 1 = _____
27) 2 – 1 = _____
28) 11 – 9 = _____
29) 10 – 8 = _____
30) 7 – 6 = _____
31) 11 – 9 = _____
32) 5 – 2 = _____
33) 3 – 2 = _____
34) 8 – 6 = _____
35) 6 – 4 = _____
36) 5 – 3 = _____
37) 10 – 2 = _____
38) 9 – 7 = _____
39) 10 – 9 = _____
40) 5 – 3 = _____
41) 4 – 2 = _____
42) 7 – 5 = _____
43) 9 – 8 = _____
44) 6 – 5 = _____
45) 4 – 2 = _____
46) 8 – 7 = _____
47) 9 – 7 = _____
48) 2 – 1 = _____
49) 9 – 7 = _____
50) 11 – 1 = _____

Missing number

51) ___ + 1 = 7
52) ___ + 1 = 5
53) 8 + ___ = 9
54) 7 + ___ = 8
55) ___ + 2 = 11
56) ___ + 2 = 7
57) 3 + 2 = _____
58) 6 + ___ = 7
59) ___ + 1 = 10
60) 4 + ___ = 5
61) 9 + 1 = _____
62) 5 + 1 = _____
63) 8 + ___ = 10
64) ___ + 2 = 9
65) 6 + ___ = 8
66) 3 + ___ = 4
67) 4 + 2 = _____
68) 6 + 2 = _____
69) 6 + 2 = _____
70) 6 + ___ = 8
71) 1 + 4 = _____
72) ___ + 9 = 10
73) 2 + 7 = _____
74) 2 + 3 = _____
75) 2 + 9 = _____
76) ___ + 4 = 6
77) 1 + 5 = _____
78) 1 + ___ = 7
79) 1 + ___ = 3
80) 1 + 7 = _____
81) 1 + 7 = _____
82) ___ + 2 = 4
83) 2 + 5 = _____
84) ___ + 6 = 8
85) 1 + 3 = _____
86) 1 + ___ = 9
87) 1 + ___ = 2
88) 2 + ___ = 10
89) ___ + 1 = 3
90) ___ + 2 = 4

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". This Check Up is for assessment to be given upon completion of the 2D worksheet. The teacher should record each student's score and the time taken.

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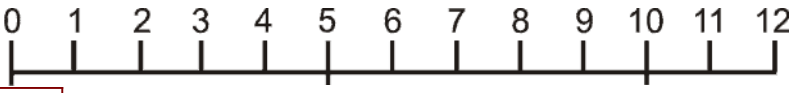
Time: **Score:** **Check Up B**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 3

1) 7 – 3 = _____
2) 12 – 3 = _____
3) 7 – 3 = _____
4) 12 – 3 = _____
5) 10 – 3 = _____
6) 9 – 3 = _____
7) 7 – 3 = _____
8) 5 – 3 = _____
9) 9 – 3 = _____
10) 4 – 3 = _____
11) 10 – 3 = _____
12) 8 – 3 = _____
13) 6 – 3 = _____
14) 10 – 3 = _____
15) 6 – 3 = _____
16) 5 – 3 = _____
17) 11 – 3 = _____
18) 11 – 3 = _____
19) 5 – 3 = _____
20) 8 – 3 = _____

Difference of 3, count back 3

21) 6 – 3 = _____
22) 8 – 5 = _____
23) 10 – 7 = _____
24) 5 – 2 = _____
25) 10 – 7 = _____
26) 7 – 4 = _____
27) 9 – 6 = _____
28) 9 – 3 = _____
29) 11 – 2 = _____
30) 11 – 8 = _____
31) 10 – 7 = _____
32) 12 – 3 = _____
33) 7 – 3 = _____
34) 11 – 8 = _____
35) 13 – 10 = _____
36) 6 – 3 = _____
37) 4 – 1 = _____
38) 10 – 3 = _____
39) 8 – 5 = _____
40) 12 – 9 = _____

Addition revision

81) 7 + 0 = _____
82) 10 + 4 = _____
83) 7 + 7 = _____
84) 6 + 1 = _____
85) 9 + 5 = _____

Subtraction rainbow facts

41) 10 – 8 = _____
42) 10 – 2 = _____
43) 10 – 3 = _____
44) 10 – 1 = _____
45) 10 – 9 = _____
46) 10 – 4 = _____
47) 10 – 2 = _____
48) 10 – 5 = _____
49) 10 – 4 = _____
50) 10 – 4 = _____
51) 10 – 4 = _____
52) 10 – 5 = _____
53) 10 – 4 = _____
54) 10 – 9 = _____
55) 10 – 1 = _____
56) 10 – 7 = _____
57) 10 – 6 = _____
58) 10 – 5 = _____
59) 10 – 10 = _____
60) 10 – 0 = _____
61) 10 – 6 = _____
62) 10 – 8 = _____
63) 10 – 7 = _____
64) 10 – 4 = _____
65) 10 – 6 = _____
66) 10 – 6 = _____
67) 10 – 0 = _____
68) 10 – 7 = _____
69) 10 – 10 = _____
70) 10 – 2 = _____

Missing number +3

71) ___ + 3 = 10
72) 5 + ___ = 8
73) 9 + ___ = 12
74) 6 + 3 = _____
75) ___ + 3 = 7
76) 8 + 3 = _____
77) ___ + 3 = 7
78) 3 + ___ = 6
79) ___ + 3 = 12
80) ___ + 3 = 10

Subtraction revision

86) 4 – 3 = _____
87) 1 – 1 = _____
88) 11 – 2 = _____
89) 5 – 1 = _____
90) 3 – 2 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". This Check Up is for assessment to be given upon completion of the 4D worksheet. The teacher should record each student's score and the time taken.

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Time: **Score:** **Check Up C**

PROFESSOR PETE'S CLASSROOM

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

Difference of 0 and 10, –0 and 10

1) 3 – 0 = _____
2) 15 – 10 = _____
3) 4 – 0 = _____
4) 19 – 0 = _____
5) 20 – 10 = _____
6) 10 – 0 = _____
7) 19 – 10 = _____
8) 10 – 0 = _____
9) 7 – 7 = _____
10) 8 – 0 = _____
11) 6 – 6 = _____
12) 18 – 10 = _____
13) 7 – 0 = _____
14) 11 – 10 = _____
15) 0 – 0 = _____
16) 13 – 0 = _____
17) 13 – 10 = _____
18) 10 – 0 = _____
19) 12 – 0 = _____
20) 14 – 10 = _____

Halving

31) 16 – 8 = _____
32) 8 – 4 = _____
33) 6 – 3 = _____
34) 14 – 7 = _____
35) 6 – 3 = _____
36) 8 – 4 = _____
37) 20 – 10 = _____
38) 12 – 6 = _____
39) 14 – 7 = _____
40) 14 – 7 = _____
41) 16 – 8 = _____
42) 6 – 3 = _____
43) 16 – 8 = _____
44) 16 – 8 = _____
45) 18 – 9 = _____
46) 10 – 5 = _____
47) 18 – 9 = _____
48) 10 – 5 = _____
49) 18 – 9 = _____
50) 20 – 10 = _____

0 and 10 missing number

21) 9 + ___ = 9
22) 6 + ___ = 16
23) ___ + 7 = 17
24) 10 + ___ = 13
25) 0 + 5 = _____
26) 7 + 0 = _____
27) 4 + 10 = _____
28) 1 + 0 = _____
29) ___ + 0 = 8
30) 5 + 10 = _____

Doubles missing number

51) 9 + ___ = 18
52) 3 + ___ = 6
53) ___ + 7 = 14
54) 6 + ___ = 12
55) 5 + 5 = _____
56) 8 + 8 = _____
57) 9 + 9 = _____
58) 6 + 6 = _____
59) ___ + 9 = 18
60) 5 + 5 = _____

Addition revision

61) 10 + 6 = _____
62) 3 + 7 = _____
63) 7 + 4 = _____
64) 6 + 8 = _____
65) 9 + 8 = _____
66) 10 + 9 = _____
67) 9 + 4 = _____
68) 7 + 5 = _____
69) 4 + 8 = _____
70) 8 + 5 = _____
71) 6 + 7 = _____
72) 1 + 4 = _____
73) 8 + 6 = _____
74) 10 + 8 = _____
75) 4 + 5 = _____
76) 5 + 8 = _____
77) 6 + 2 = _____
78) 8 + 8 = _____
79) 0 + 7 = _____
80) 8 + 9 = _____

Subtraction revision

81) 11 – 3 = _____
82) 5 – 3 = _____
83) 5 – 1 = _____
84) 9 – 0 = _____
85) 8 – 2 = _____
86) 7 – 0 = _____
87) 4 – 3 = _____
88) 12 – 3 = _____
89) 11 – 10 = _____
90) 9 – 3 = _____
91) 3 – 3 = _____
92) 9 – 2 = _____
93) 3 – 2 = _____
94) 5 – 0 = _____
95) 8 – 0 = _____
96) 10 – 2 = _____
97) 4 – 0 = _____
98) 3 – 0 = _____
99) 13 – 3 = _____
100) 12 – 3 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". This Check Up is for assessment to be given upon completion of the 6D worksheet. The teacher should record each student's score and the time taken.

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Time: **Score:** **Check Up D**

PROFESSOR PETE'S CLASSROOM

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

Doubles +1 related subtraction facts

1) 17 – 8 = _____
2) 11 – 5 = _____
3) 17 – 8 = _____
4) 17 – 9 = _____
5) 15 – 7 = _____
6) 11 – 6 = _____
7) 15 – 7 = _____
8) 13 – 6 = _____
9) 11 – 6 = _____
10) 9 – 4 = _____
11) 15 – 7 = _____
12) 11 – 5 = _____
13) 13 – 7 = _____
14) 11 – 5 = _____
15) 7 – 4 = _____
16) 13 – 6 = _____
17) 11 – 5 = _____
18) 17 – 9 = _____
19) 9 – 5 = _____
20) 11 – 6 = _____

Difference of 9, –9

31) 18 – 9 = _____
32) 11 – 6 = _____
33) 13 – 4 = _____
34) 15 – 6 = _____
35) 13 – 9 = _____
36) 12 – 9 = _____
37) 14 – 5 = _____
38) 10 – 1 = _____
39) 17 – 8 = _____
40) 16 – 7 = _____
41) 14 – 5 = _____
42) 12 – 9 = _____
43) 15 – 6 = _____
44) 15 – 6 = _____
45) 16 – 7 = _____
46) 9 – 0 = _____
47) 11 – 9 = _____
48) 9 – 9 = _____
49) 14 – 5 = _____
50) 12 – 9 = _____

Doubles +1 missing number

21) ___ + 8 = 15
22) ___ + 3 = 7
23) ___ + 2 = 5
24) ___ + 5 = 9
25) 8 + 9 = _____
26) 7 + 6 = _____
27) ___ + 4 = 9
28) ___ + 6 = 11
29) 6 + 5 = _____
30) 8 + 7 = _____

+9 missing number

51) 9 + 8 = _____
52) 9 + 2 = _____
53) ___ + 6 = 15
54) ___ + 9 = 18
55) 9 + ___ = 19
56) ___ + 9 = 18
57) ___ + 7 = 16
58) 9 + ___ = 13
59) 9 + ___ = 14
60) 9 + 3 = _____

Addition revision

61) 1 + 8 = _____
62) 7 + 4 = _____
63) 0 + 4 = _____
64) 3 + 5 = _____
65) 5 + 8 = _____
66) 10 + 5 = _____
67) 7 + 6 = _____
68) 8 + 4 = _____
69) 4 + 4 = _____
70) 4 + 7 = _____
71) 10 + 6 = _____
72) 4 + 5 = _____
73) 4 + 6 = _____
74) 6 + 4 = _____
75) 6 + 3 = _____
76) 9 + 3 = _____
77) 4 + 8 = _____
78) 4 + 3 = _____
79) 10 + 10 = _____
80) 9 + 4 = _____

-0, 1, 2, 3, 10, rainbow subtraction facts

81) 13 – 3 = _____
82) 9 – 3 = _____
83) 5 – 3 = _____
84) 5 – 1 = _____
85) 8 – 0 = _____
86) 5 – 0 = _____
87) 12 – 3 = _____
88) 9 – 0 = _____
89) 8 – 2 = _____
90) 4 – 3 = _____
91) 3 – 2 = _____
92) 11 – 3 = _____
93) 12 – 3 = _____
94) 3 – 0 = _____
95) 7 – 0 = _____
96) 11 – 10 = _____
97) 3 – 3 = _____
98) 9 – 2 = _____
99) 4 – 0 = _____
100) 10 – 2 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". This Check Up is for assessment to be given upon completion of the 8D worksheet. The teacher should record each student's score and the time taken.

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Time: **Score:** **Check Up E**

PROFESSOR PETE'S CLASSROOM

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

–8 (near 10)

1) 18 – 8 = _____
2) 8 – 8 = _____
3) 10 – 8 = _____
4) 17 – 8 = _____
5) 9 – 8 = _____
6) 13 – 8 = _____
7) 10 – 8 = _____
8) 11 – 8 = _____
9) 12 – 8 = _____
10) 11 – 8 = _____
11) 12 – 8 = _____
12) 16 – 8 = _____
13) 15 – 8 = _____
14) 11 – 8 = _____
15) 14 – 8 = _____
16) 9 – 8 = _____
17) 8 – 8 = _____
18) 10 – 8 = _____
19) 18 – 8 = _____
20) 10 – 8 = _____

Difference of 8, –8

21) 15 – 7 = _____
22) 10 – 8 = _____
23) 11 – 8 = _____
24) 14 – 6 = _____
25) 13 – 8 = _____
26) 11 – 8 = _____
27) 8 – 8 = _____
28) 17 – 9 = _____
29) 14 – 8 = _____
30) 15 – 7 = _____
31) 10 – 8 = _____
32) 12 – 8 = _____
33) 16 – 8 = _____
34) 18 – 8 = _____
35) 13 – 5 = _____
36) 10 – 8 = _____
37) 12 – 4 = _____
38) 16 – 8 = _____
39) 13 – 5 = _____
40) 12 – 4 = _____

Remaining facts (4+7) (5+7)

41) 12 – 7 = _____
42) 12 – 7 = _____
43) 11 – 7 = _____
44) 12 – 7 = _____
45) 11 – 7 = _____
46) 11 – 7 = _____
47) 11 – 7 = _____
48) 12 – 7 = _____
49) 12 – 7 = _____
50) 12 – 7 = _____

Subtraction revision

51) 16 – 8 = _____
52) 10 – 8 = _____
53) 9 – 0 = _____
54) 14 – 7 = _____
55) 8 – 3 = _____
56) 5 – 3 = _____
57) 12 – 7 = _____
58) 13 – 4 = _____
59) 13 – 5 = _____
60) 12 – 8 = _____
61) 6 – 4 = _____
62) 11 – 5 = _____
63) 16 – 9 = _____
64) 8 – 5 = _____
65) 10 – 6 = _____
66) 14 – 8 = _____
67) 18 – 9 = _____
68) 16 – 7 = _____
69) 15 – 8 = _____
70) 9 – 5 = _____
71) 10 – 4 = _____
72) 8 – 2 = _____
73) 4 – 2 = _____
74) 15 – 6 = _____
75) 9 – 6 = _____
76) 8 – 4 = _____
77) 9 – 1 = _____
78) 17 – 8 = _____
79) 11 – 4 = _____
80) 17 – 9 = _____

Addition revision

81) 6 + 2 = _____
82) 3 + 6 = _____
83) 9 + 1 = _____
84) 8 + 1 = _____
85) 5 + 7 = _____
86) 8 + 8 = _____
87) 4 + 1 = _____
88) 6 + 4 = _____
89) 6 + 9 = _____
90) 6 + 1 = _____
91) 6 + 2 = _____
92) 3 + 6 = _____
93) 9 + 1 = _____
94) 8 + 1 = _____
95) 5 + 7 = _____
96) 8 + 8 = _____
97) 4 + 1 = _____
98) 6 + 4 = _____
99) 6 + 9 = _____
100) 6 + 1 = _____

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". This Check Up is for assessment to be given upon completion of the 10D worksheet. The teacher should record each student's score and the time taken.

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PROFESSOR PETE'S CLASSROOM

Homework Sheets

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PROFESSOR PETE'S CLASSROOM

Homework Sheets

Homework Sheets are designed to be sent home at regular intervals for home-based revision of arithmetic facts. Each sheet includes information for parents to briefly explain the learning strategy being adopted in the classroom, so that parents can offer help to their children that is consistent with what is taught at school.

Suggested Uses:

1. Use homework sheets for reinforcement of learning in class, by sending matching homework sheets home as each strategy is covered in class.
2. Introduce the program of developing fluency in arithmetic facts at a parent evening, open day, or parent-teacher interview, for example. Use the occasion to explain to parents the strategies being adopted in your classroom, and invite parents to assist their child to learn by following the Advice to Parents on each homework sheet.

Note: **Answer keys** for all worksheets are in the Answer Keys Section of this eBook.

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Homework **Count Back 1, Difference of 1: 1 [A]**

PROFESSOR PETE'S CLASSROOM

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

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

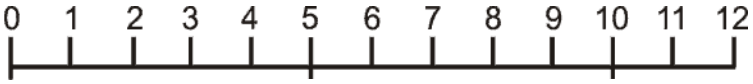
Take One "Count Back" Strategy

Take 1: These facts are taught using a COUNT BACK strategy. A number line will help children to visualize 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

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 = _____
11) 7 – 1 = _____
12) 4 – 1 = _____
13) 3 – 1 = _____
14) 7 – 1 = _____
15) 3 – 1 = _____
16) 6 – 1 = _____
17) 6 – 1 = _____
18) 2 – 1 = _____
19) 7 – 1 = _____
20) 10 – 1 = _____

Difference of 1, count back 1

21) 7 – 6 = _____
22) 9 – 1 = _____
23) 5 – 4 = _____
24) 4 – 1 = _____
25) 6 – 1 = _____
26) 4 – 3 = _____
27) 10 – 1 = _____
28) 7 – 1 = _____
29) 10 – 9 = _____
30) 6 – 5 = _____
31) 9 – 8 = _____
32) 8 – 1 = _____
33) 5 – 4 = _____
34) 8 – 1 = _____
35) 3 – 2 = _____
36) 7 – 6 = _____
37) 8 – 7 = _____
38) 2 – 1 = _____
39) 9 – 8 = _____
40) 4 – 3 = _____

Missing number

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

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Homework **Count Back One (–1): 1 [B]**

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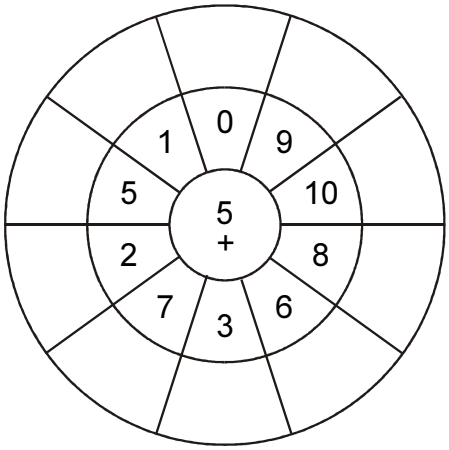
– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

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

1)



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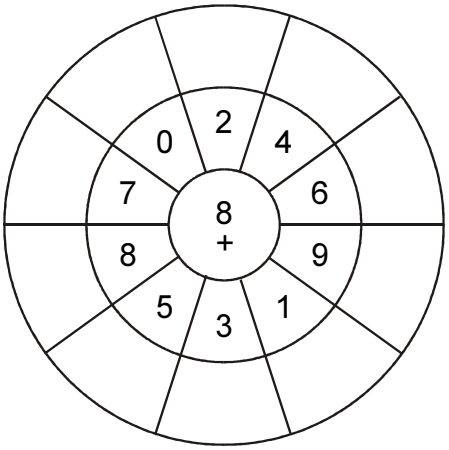

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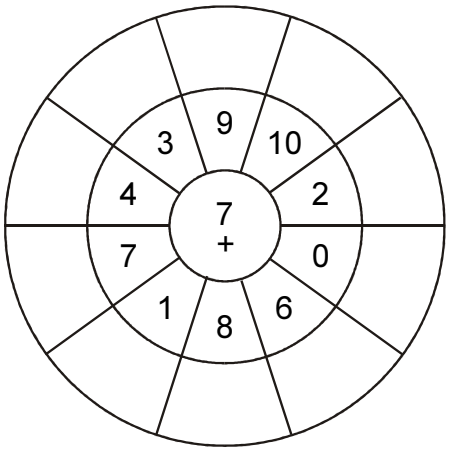
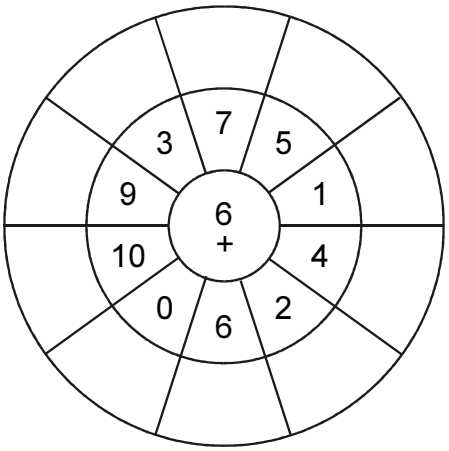
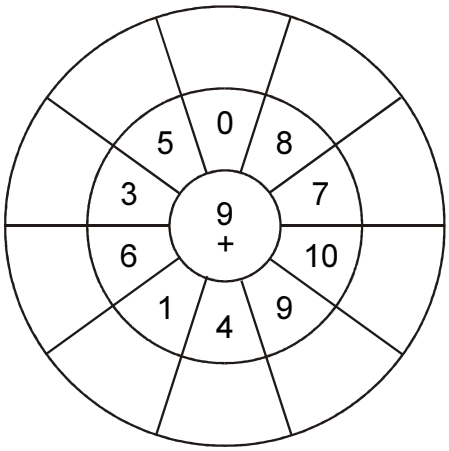


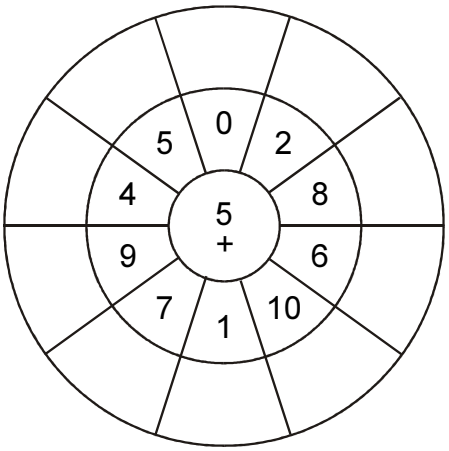
4)



5)



6)



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Homework **Count Back 2, Difference of 2: 2 [A]**

PROFESSOR PETE'S CLASSROOM

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

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

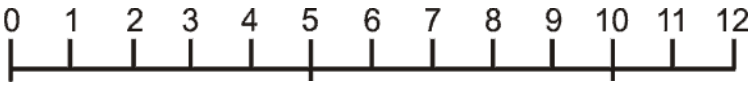
Take Two "Count Back" Strategy

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 2

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 = _____
11) 3 – 2 = _____
12) 7 – 2 = _____
13) 11 – 2 = _____
14) 7 – 2 = _____
15) 11 – 2 = _____
16) 5 – 2 = _____
17) 11 – 2 = _____
18) 4 – 2 = _____
19) 9 – 2 = _____
20) 3 – 2 = _____

Difference of 2, count back 2

21) 10 – 8 = _____
22) 6 – 2 = _____
23) 8 – 6 = _____
24) 7 – 5 = _____
25) 6 – 2 = _____
26) 4 – 2 = _____
27) 7 – 2 = _____
28) 3 – 2 = _____
29) 5 – 2 = _____
30) 3 – 1 = _____
31) 8 – 6 = _____
32) 3 – 1 = _____
33) 9 – 2 = _____
34) 6 – 4 = _____
35) 6 – 4 = _____
36) 7 – 5 = _____
37) 4 – 2 = _____
38) 8 – 2 = _____
39) 9 – 7 = _____
40) 5 – 3 = _____

Missing number

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

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Homework

Count Back Two (–2): 2 [B]

PROFESSOR PETE'S CLASSROOM

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

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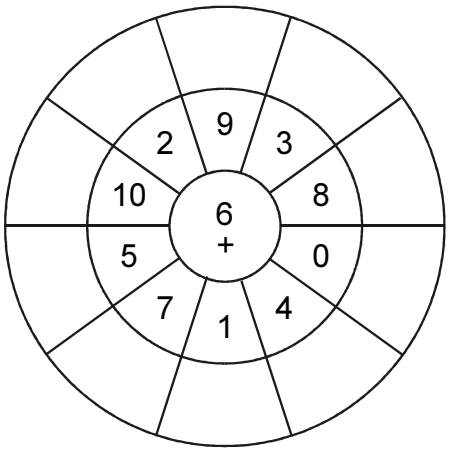
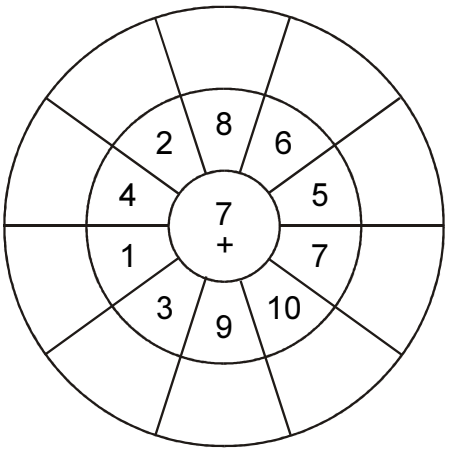
Addition revision

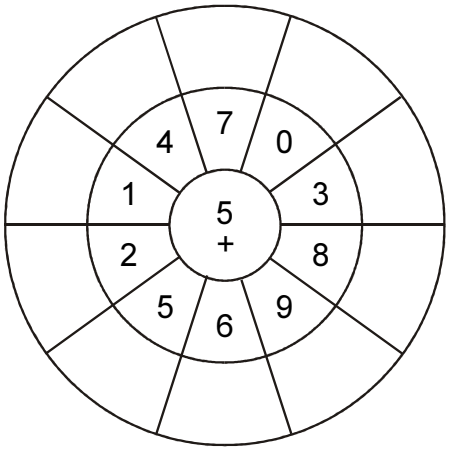
1)



2)



3)



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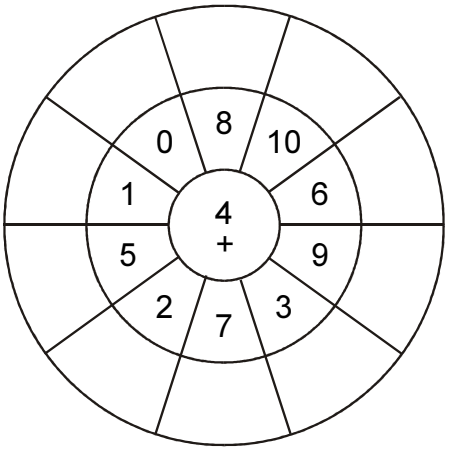

Subtraction table

5)

–	3	8	6	4	2
2					
1					

6)

–	7	8	4	6	9
1					
2					

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Homework **Count Back 3, Difference of 3: 3 [A]**

PROFESSOR PETE'S CLASSROOM

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

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

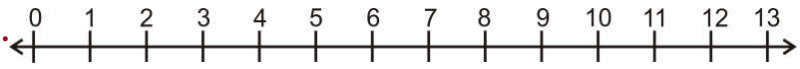
Take Three "Count Back" Strategy

Take 3: These facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line should help them to visualize this strategy.

"Difference of" Strategy

Difference of 3: As students become familiar with counting, they will know which numbers are near to each other, the difference being 3. For example, 8-5=3 as it takes only 3 hops to move from 8 to 5. Discourage children from counting back 5 using their fingers or the number line.

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



Count back 3

1) 11 – 3 = _____
2) 6 – 3 = _____
3) 8 – 3 = _____
4) 7 – 3 = _____
5) 5 – 3 = _____
6) 8 – 3 = _____
7) 7 – 3 = _____
8) 5 – 3 = _____
9) 9 – 3 = _____
10) 5 – 3 = _____
11) 10 – 3 = _____
12) 6 – 3 = _____
13) 11 – 3 = _____
14) 10 – 3 = _____
15) 12 – 3 = _____
16) 12 – 3 = _____
17) 9 – 3 = _____
18) 7 – 3 = _____
19) 4 – 3 = _____
20) 10 – 3 = _____

Difference of 3, count back 3

21) 12 – 3 = _____
22) 5 – 2 = _____
23) 10 – 7 = _____
24) 7 – 3 = _____
25) 6 – 3 = _____
26) 11 – 2 = _____
27) 10 – 7 = _____
28) 10 – 7 = _____
29) 11 – 8 = _____
30) 13 – 10 = _____
31) 9 – 3 = _____
32) 4 – 1 = _____
33) 8 – 5 = _____
34) 11 – 8 = _____
35) 9 – 6 = _____
36) 6 – 3 = _____
37) 10 – 3 = _____
38) 7 – 4 = _____
39) 12 – 9 = _____
40) 8 – 5 = _____

Missing number

41) 6 + 3 = _____
42) ___ + 3 = 13
43) 7 + 3 = _____
44) 3 + ___ = 6
45) 2 + ___ = 5
46) 3 + ___ = 6
47) 9 + 3 = _____
48) ___ + 3 = 5
49) 5 + 3 = _____
50) ___ + 3 = 8
51) 4 + 3 = _____
52) 8 + 3 = _____
53) ___ + 3 = 4
54) ___ + 3 = 7
55) ___ + 5 = 8
56) ___ + 5 = 8
57) 3 + ___ = 5
58) ___ + 3 = 6
59) ___ + 2 = 5
60) 3 + 8 = _____
61) ___ + 10 = 13
62) 3 + ___ = 7
63) 3 + ___ = 9
64) ___ + 9 = 12
65) 3 + ___ = 10
66) 3 + ___ = 12
67) 3 + 10 = _____
68) 3 + ___ = 11

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Homework

Count Back Three (–3): 3 [B]

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

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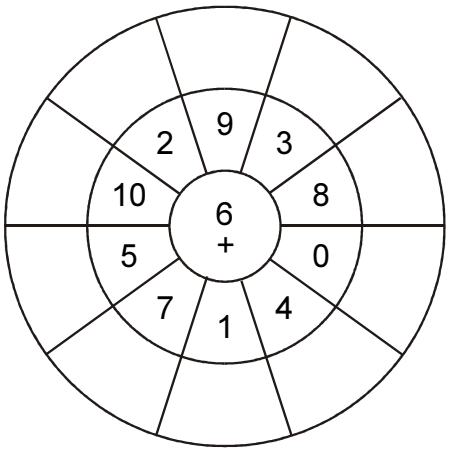
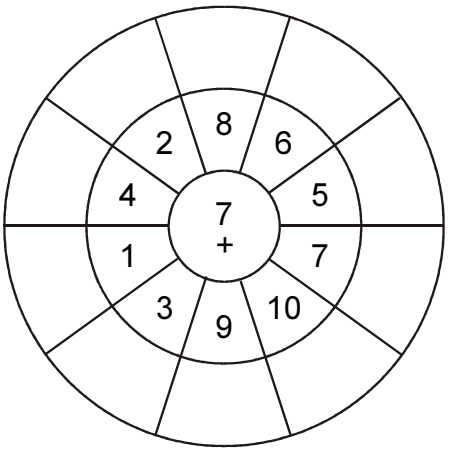
Addition revision

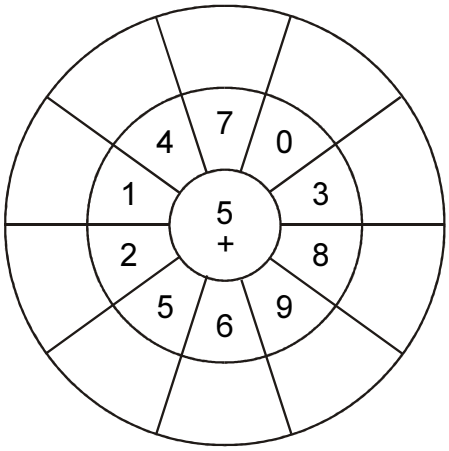
1)



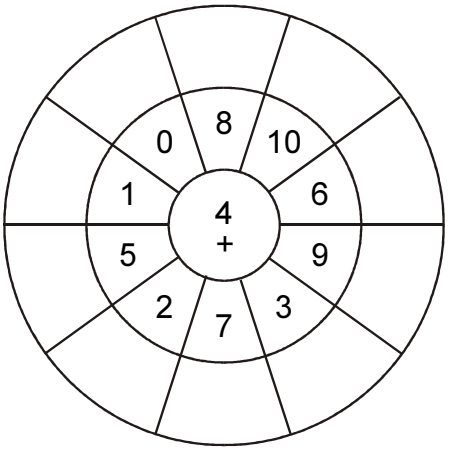
2)



3)



4)



Subtraction table

5)

–	11	9	7	8	6
2					
3					
1					

6)

–	5	6	4	10	11
3					
2					
1					

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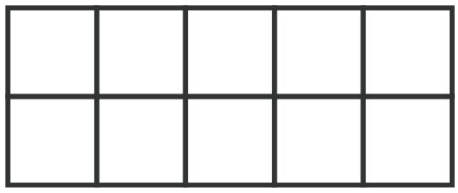
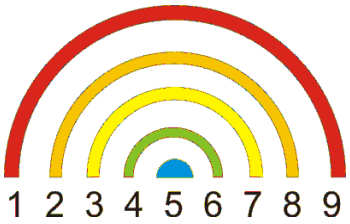
PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Rainbow Facts"

Rainbow facts
Taking away from 10 involves knowing the addition Rainbow Facts. Familiarity with numbers to 10 shown on a ten frame will make these questions easy to students. Students can be shown a rainbow graphic to illustrate the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.





Use a ten frame. Do not use your fingers.

Rainbow addition facts

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

Subtraction rainbow facts

11) 10 – 4 = _____
12) 10 – 3 = _____
13) 10 – 3 = _____
14) 10 – 6 = _____
15) 10 – 4 = _____
16) 10 – 6 = _____
17) 10 – 4 = _____
18) 10 – 0 = _____
19) 10 – 7 = _____
20) 10 – 2 = _____
21) 10 – 1 = _____
22) 10 – 10 = _____
23) 10 – 6 = _____
24) 10 – 3 = _____
25) 10 – 7 = _____
26) 10 – 7 = _____
27) 10 – 9 = _____
28) 10 – 5 = _____
29) 10 – 3 = _____
30) 10 – 0 = _____
31) 10 – 7 = _____
32) 10 – 5 = _____
33) 10 – 6 = _____
34) 10 – 7 = _____
35) 10 – 8 = _____
36) 10 – 4 = _____

Missing number

37) ___ + 5 = 10
38) 9 + 1 = _____
39) 1 + 9 = _____
40) 4 + 6 = _____
41) 7 + ___ = 10
42) 5 + 5 = _____
43) 2 + ___ = 10
44) 7 + ___ = 10
45) ___ + 4 = 10
46) ___ + 6 = 10
47) 3 + ___ = 10
48) 2 + ___ = 10
49) 5 + 5 = _____
50) 5 + ___ = 10
51) 7 + 3 = _____
52) ___ + 3 = 10
53) 8 + 2 = _____
54) 7 + ___ = 10
55) ___ + 2 = 10
56) 1 + ___ = 10
57) 9 + 1 = _____
58) ___ + 8 = 10
59) 9 + ___ = 10
60) ___ + 8 = 10
61) 5 + ___ = 10
62) 2 + 8 = _____
63) ___ + 4 = 10
64) ___ + 0 = 10
65) 8 + ___ = 10
66) ___ + 2 = 10
67) 8 + 2 = _____
68) 4 + ___ = 10
69) 5 + ___ = 10
70) 7 + 3 = _____
71) 4 + ___ = 10
72) 6 + 4 = _____

Addition revision

73) 8 + 5 = _____
74) 10 + 8 = _____

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Homework **Rainbow Facts: 4 [B]**

PROFESSOR PETE'S CLASSROOM

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

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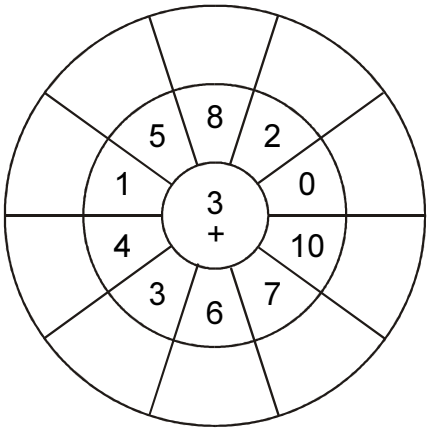
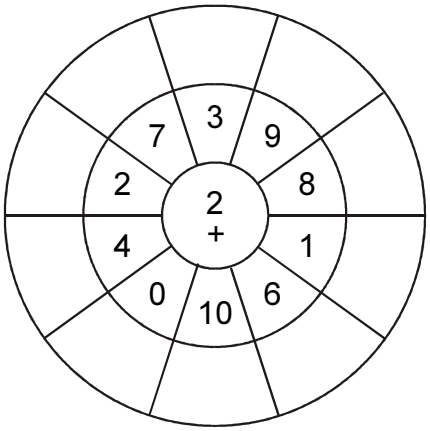
Revision

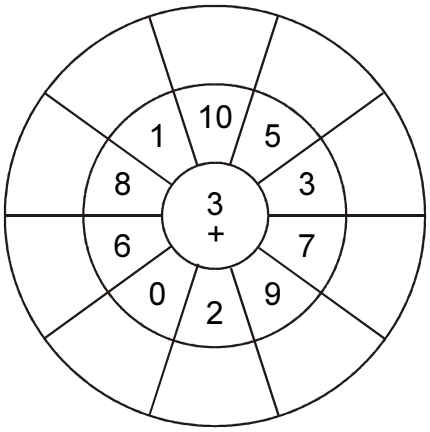
1)



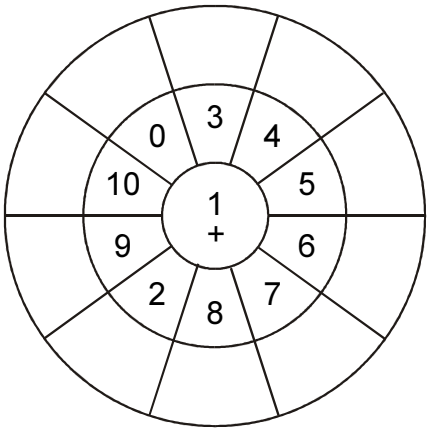
2)



3)



4)



Subtraction table

5)

−	8	7	4	5	11
2					
1					
3					

6)

−	9	3	7	10	8
2					
3					
1					

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Homework **Special Cases (–0 & –10): 5 [A]**

PROFESSOR PETE'S CLASSROOM

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

Information for Parents: Special Cases

Special Cases

Minus 0 and minus 10 facts are SPECIAL CASES. The number zero is the "subtractive identity", meaning that another number is unchanged by the action of subtracting zero. Talk to students about "removing" none from a group. Subtracting ten from a teen number results in the associated single digit number which has the same number of ones (eg, "eighteen" and "eight").

Take 0

1) 2 – 0 = _____
2) 3 – 0 = _____
3) 7 – 0 = _____
4) 5 – 0 = _____
5) 1 – 0 = _____
6) 4 – 0 = _____
7) 6 – 0 = _____
8) 8 – 0 = _____
9) 9 – 0 = _____
10) 0 – 0 = _____

Subtraction rainbow facts

11) 10 – 9 = _____
12) 10 – 1 = _____
13) 10 – 4 = _____
14) 10 – 0 = _____
15) 10 – 8 = _____
16) 10 – 6 = _____
17) 10 – 3 = _____
18) 10 – 7 = _____
19) 10 – 2 = _____
20) 10 – 10 = _____

Addition revision

51) 6 + 4 = _____
52) 6 + 8 = _____
53) 9 + 3 = _____
54) 9 + 10 = _____
55) 4 + 9 = _____
56) 8 + 8 = _____
57) 7 + 10 = _____
58) 7 + 6 = _____
59) 3 + 9 = _____
60) 6 + 9 = _____

Take 10

21) 14 – 10 = _____
22) 12 – 10 = _____
23) 18 – 10 = _____
24) 11 – 10 = _____
25) 15 – 10 = _____
26) 16 – 10 = _____
27) 17 – 10 = _____
28) 13 – 10 = _____
29) 19 – 10 = _____
30) 10 – 10 = _____

Difference of 0 and 10

31) 19 – 9 = _____
32) 11 – 10 = _____
33) 14 – 4 = _____
34) 6 – 6 = _____
35) 14 – 4 = _____
36) 5 – 5 = _____
37) 8 – 8 = _____
38) 18 – 8 = _____
39) 15 – 10 = _____
40) 9 – 9 = _____
41) 13 – 3 = _____
42) 20 – 10 = _____
43) 2 – 2 = _____
44) 10 – 10 = _____
45) 1 – 1 = _____
46) 16 – 10 = _____
47) 17 – 10 = _____
48) 17 – 7 = _____
49) 12 – 10 = _____
50) 3 – 3 = _____

Subtraction revision

61) 7 – 6 = _____
62) 6 – 2 = _____
63) 10 – 6 = _____
64) 12 – 3 = _____
65) 4 – 1 = _____
66) 10 – 1 = _____
67) 10 – 5 = _____
68) 5 – 3 = _____
69) 2 – 2 = _____
70) 12 – 10 = _____

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Homework **Special Cases (–0 & –10): 5 [B]**

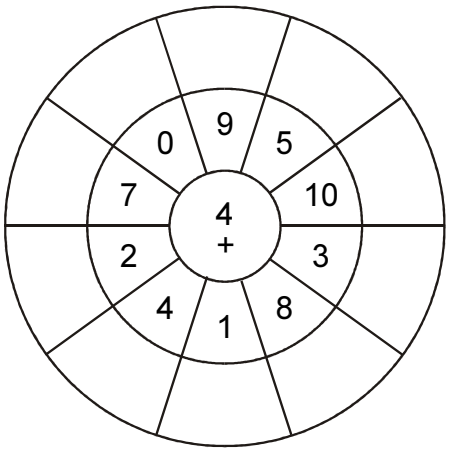
PROFESSOR PETE'S CLASSROOM

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

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

Addition revision

1)



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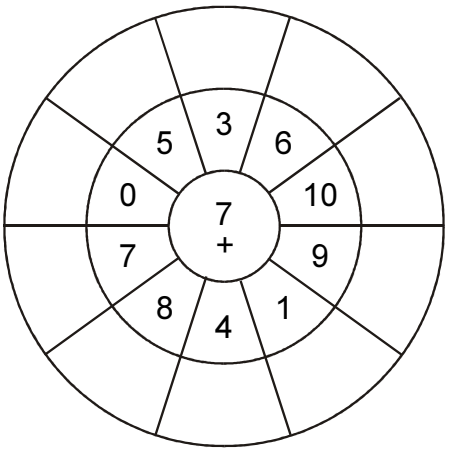

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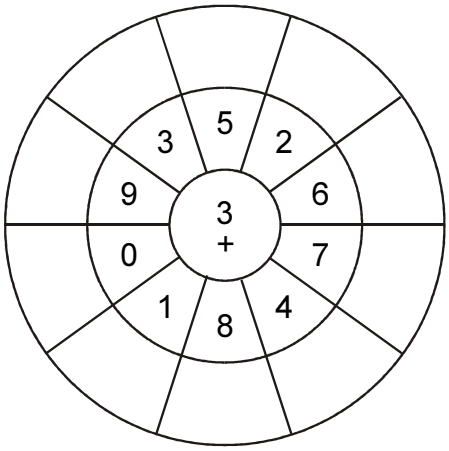
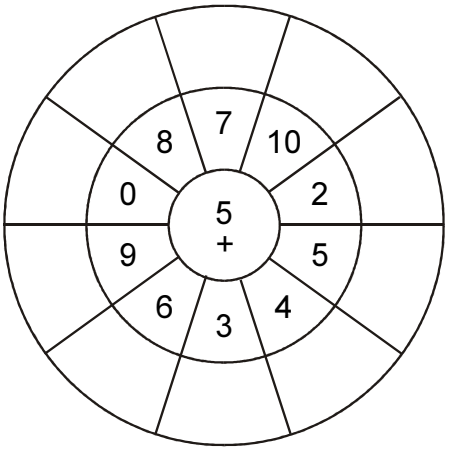


4)



Subtraction table

5)

–	6	5	9	10	4
3					
1					
0					

6)

–	10	3	9	10	4
1					
3					
0					

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Homework **Doubling and Halving: 6 [A]**

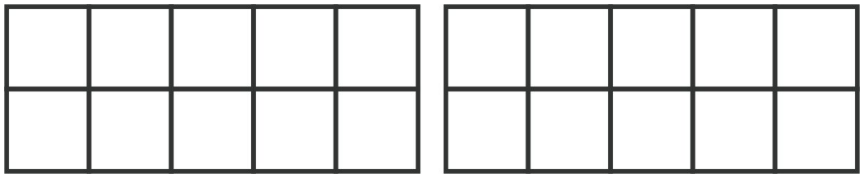
PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Double/ Halve" Strategy

"Double/Halve" Strategy

Ensure that students have good recall of double addition facts before introducing the "Halve" strategy. Ten frames can be useful for showing half of the number. Do not let students count back the number.



Doubles

1) 7 + 7 = _____
2) 4 + 4 = _____
3) 1 + 1 = _____
4) 5 + 5 = _____
5) 2 + 2 = _____
6) 8 + 8 = _____
7) 3 + 3 = _____
8) 6 + 6 = _____
9) 10 + 10 = _____
10) 9 + 9 = _____

Halving

11) 2 – 1 = _____
12) 16 – 8 = _____
13) 18 – 9 = _____
14) 10 – 5 = _____
15) 4 – 2 = _____
16) 6 – 3 = _____
17) 8 – 4 = _____
18) 12 – 6 = _____
19) 14 – 7 = _____
20) 18 – 9 = _____
21) 4 – 2 = _____
22) 16 – 8 = _____
23) 18 – 9 = _____
24) 20 – 10 = _____
25) 2 – 1 = _____
26) 12 – 6 = _____
27) 20 – 10 = _____
28) 14 – 7 = _____
29) 8 – 4 = _____
30) 6 – 3 = _____

Missing number

31) 9 + ___ = 18
32) 2 + 2 = _____
33) 7 + 7 = _____
34) ___ + 4 = 8
35) 5 + ___ = 10
36) 3 + ___ = 6
37) ___ + 5 = 10
38) ___ + 8 = 16
39) 9 + 9 = _____
40) ___ + 6 = 12
41) 5 + ___ = 10
42) 2 + ___ = 4
43) 3 + 3 = _____
44) 7 + 7 = _____
45) 8 + ___ = 16
46) ___ + 2 = 4
47) 3 + 3 = _____
48) 2 + ___ = 4
49) 7 + 7 = _____
50) ___ + 4 = 8
51) 9 + 9 = _____
52) 7 + 7 = _____
53) 8 + ___ = 16
54) ___ + 7 = 14
55) 8 + ___ = 16
56) 6 + ___ = 12
57) ___ + 9 = 18
58) 5 + 5 = _____
59) 7 + 7 = _____
60) ___ + 8 = 16

Addition revision

61) 3 + 6 = _____
62) 7 + 4 = _____
63) 3 + 4 = _____
64) 9 + 10 = _____
65) 8 + 7 = _____
66) 9 + 3 = _____

Subtraction revision

67) 3 – 3 = _____
68) 9 – 1 = _____
69) 1 – 1 = _____
70) 4 – 3 = _____
71) 7 – 2 = _____
72) 8 – 1 = _____

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Homework **Doubling and Halving: 6 [B]**

PROFESSOR PETE'S CLASSROOM

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

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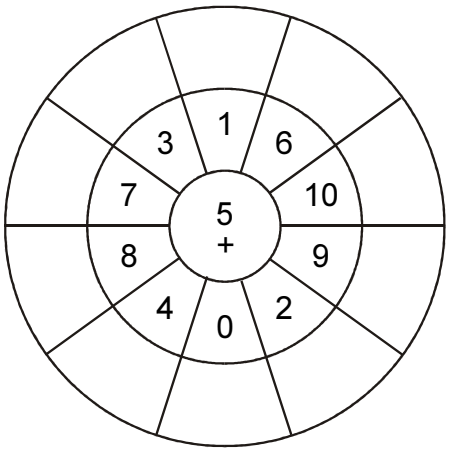
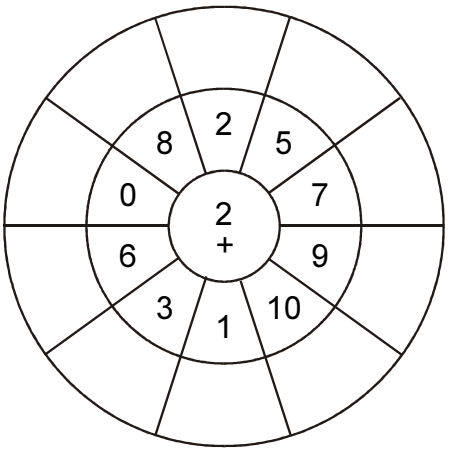
Addition revision

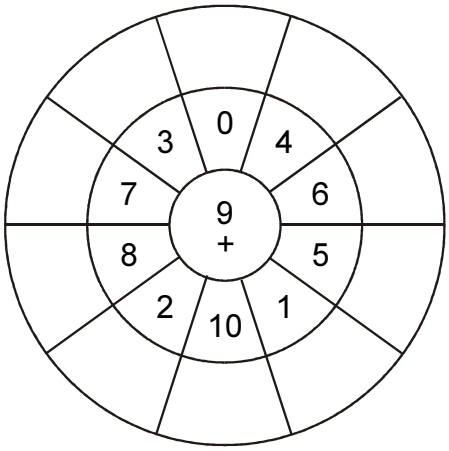
1)



2)



3)



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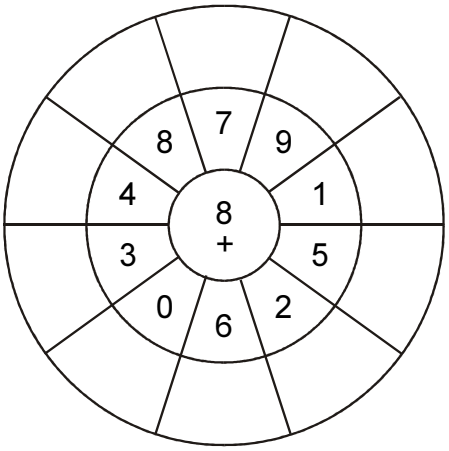

Subtraction table

5)

–	3	10	9	6	8
1					
3					
2					

6)

–	10	7	11	3	5
3					
2					
0					

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Homework **Related to Double +1: 7 [A]**

PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Relate to Doubles +1" Strategy

Relate to "Double +1" Strategy

Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact.

For example, 13 – 6 = ? think: 12 – 6 = 6 so 13 – 6 equals one more 7. 13 – 6 = 7

These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

Related to doubles +1

1) 10 – 5 = _____
2) 11 – 5 = _____
3) 8 – 4 = _____
4) 9 – 4 = _____
5) 14 – 7 = _____
6) 15 – 7 = _____
7) 16 – 8 = _____
8) 17 – 8 = _____
9) 10 – 5 = _____
10) 11 – 5 = _____
11) 8 – 4 = _____
12) 9 – 4 = _____
13) 16 – 8 = _____
14) 17 – 8 = _____
15) 18 – 9 = _____
16) 19 – 9 = _____
17) 6 – 3 = _____
18) 7 – 3 = _____
19) 12 – 6 = _____
20) 13 – 6 = _____
21) 14 – 7 = _____
22) 15 – 7 = _____
23) 10 – 5 = _____
24) 11 – 5 = _____
25) 18 – 9 = _____
26) 19 – 9 = _____
27) 12 – 6 = _____
28) 13 – 6 = _____
29) 16 – 8 = _____
30) 17 – 8 = _____
31) 14 – 7 = _____
32) 15 – 7 = _____
33) 12 – 6 = _____
34) 13 – 6 = _____
35) 6 – 3 = _____
36) 7 – 3 = _____
37) 4 – 2 = _____
38) 5 – 2 = _____
39) 16 – 8 = _____
40) 17 – 8 = _____

Turnarounds

41) 15 – 7 = _____
42) 15 – 8 = _____
43) 19 – 9 = _____
44) 19 – 10 = _____
45) 11 – 5 = _____
46) 11 – 6 = _____
47) 17 – 8 = _____
48) 17 – 9 = _____
49) 9 – 4 = _____
50) 9 – 5 = _____
51) 13 – 6 = _____
52) 13 – 7 = _____
53) 15 – 7 = _____
54) 15 – 8 = _____
55) 13 – 6 = _____
56) 13 – 7 = _____
57) 17 – 8 = _____
58) 17 – 9 = _____
59) 15 – 7 = _____
60) 15 – 8 = _____
61) 17 – 8 = _____
62) 17 – 9 = _____
63) 13 – 6 = _____
64) 13 – 7 = _____
65) 15 – 7 = _____
66) 15 – 8 = _____
67) 15 – 7 = _____
68) 15 – 8 = _____
69) 9 – 4 = _____
70) 9 – 5 = _____
71) 11 – 5 = _____
72) 11 – 6 = _____
73) 7 – 3 = _____
74) 7 – 4 = _____
75) 13 – 6 = _____
76) 13 – 7 = _____
77) 15 – 7 = _____
78) 15 – 8 = _____
79) 13 – 6 = _____
80) 13 – 6 = _____

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Homework **Related to Doubles +1: 7 [B]**

PROFESSOR PETE'S CLASSROOM

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

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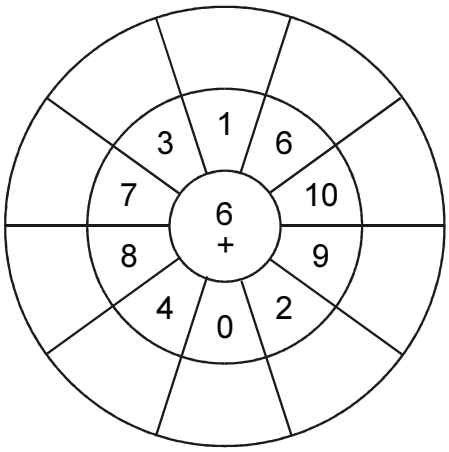
Addition revision

1)



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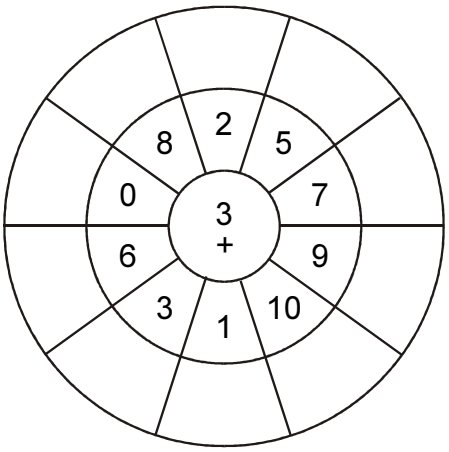
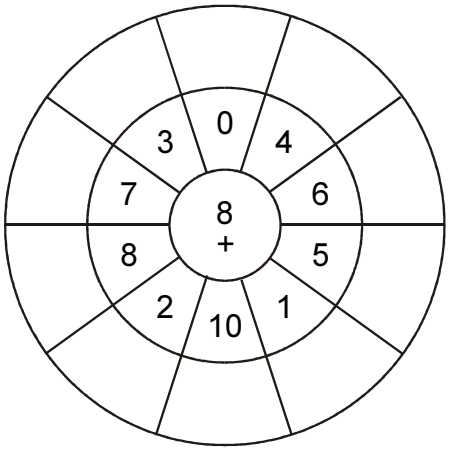
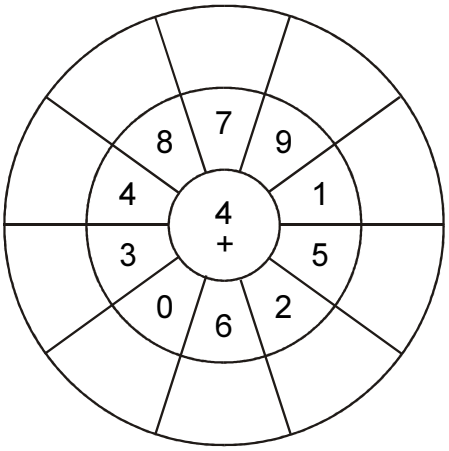


3)



4)



Subtraction table

5)

–	11	6	8	7	9
5					
3					
2					

6)

–	8	12	11	13	9
6					
3					
2					

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Homework **Difference of 9, –9 Near Ten: 8 [A]**

PROFESSOR PETE'S CLASSROOM

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

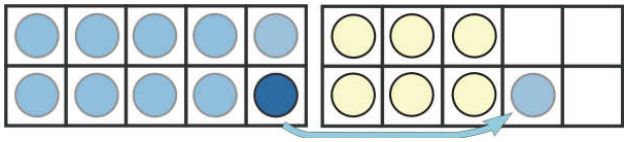
Information for Parents: "Near 10", "Difference of 9" Strategy

Nine is "Near 10" Strategy

Nine is near 10, so encourage students to think of subtracting ten then adding one back.
For example, 16 – 9 = ? think: 16 – 10 = 6 so 16 – 9 equals one more, so 16 – 9 = 7

"Difference of" Strategy

Difference of 1: As students become familiar numbers, they will know which numbers are nearly ten apart. For example, 17 – 8 = 9 as it takes away one less than the ten. Discourage children from counting back 8 using their fingers or a number line.



–9 (near 10)

1) 13 – 10 = _____
2) 13 – 9 = _____
3) 11 – 10 = _____
4) 11 – 9 = _____
5) 16 – 10 = _____
6) 16 – 9 = _____
7) 17 – 10 = _____
8) 17 – 9 = _____
9) 15 – 10 = _____
10) 15 – 9 = _____
11) 14 – 10 = _____
12) 14 – 9 = _____
13) 11 – 9 = _____
14) 9 – 9 = _____
15) 15 – 9 = _____
16) 10 – 9 = _____
17) 17 – 9 = _____
18) 11 – 9 = _____
19) 12 – 10 = _____
20) 12 – 9 = _____
21) 15 – 0 = _____
22) 15 – 9 = _____
23) 18 – 10 = _____
24) 18 – 9 = _____
25) 17 – 10 = _____
26) 17 – 9 = _____
27) 13 – 9 = _____
28) 9 – 9 = _____
29) 12 – 9 = _____
30) 15 – 9 = _____
31) 14 – 9 = _____
32) 14 – 9 = _____
33) 18 – 9 = _____
34) 10 – 9 = _____
35) 13 – 9 = _____
36) 14 – 9 = _____

Difference of 10, difference of 9

37) 12 – 2 = _____
38) 12 – 3 = _____
39) 15 – 5 = _____
40) 15 – 6 = _____
41) 14 – 4 = _____
42) 14 – 5 = _____
43) 13 – 3 = _____
44) 13 – 4 = _____
45) 16 – 6 = _____
46) 16 – 7 = _____
47) 17 – 7 = _____
48) 17 – 8 = _____
49) 16 – 7 = _____
50) 15 – 6 = _____
51) 12 – 3 = _____
52) 15 – 9 = _____
53) 14 – 5 = _____
54) 13 – 4 = _____
55) 17 – 8 = _____
56) 14 – 9 = _____

Difference of 9, –9

57) 17 – 9 = _____
58) 10 – 9 = _____
59) 16 – 9 = _____
60) 13 – 9 = _____
61) 15 – 9 = _____
62) 16 – 9 = _____
63) 9 – 9 = _____
64) 12 – 9 = _____
65) 18 – 9 = _____
66) 9 – 9 = _____
67) 14 – 9 = _____
68) 11 – 9 = _____
69) 18 – 9 = _____
70) 16 – 9 = _____

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Homework **Difference of 9, –9 Near Ten: 8 [B]**

PROFESSOR PETE'S CLASSROOM

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

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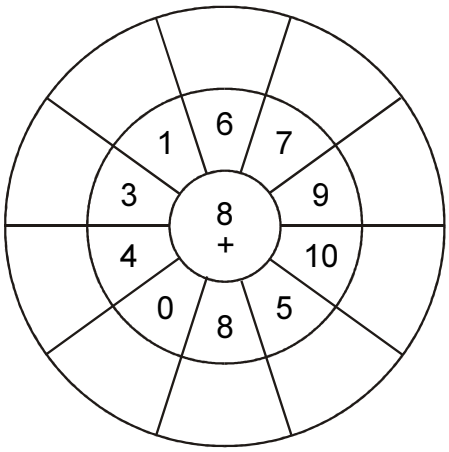
Addition revision

1)



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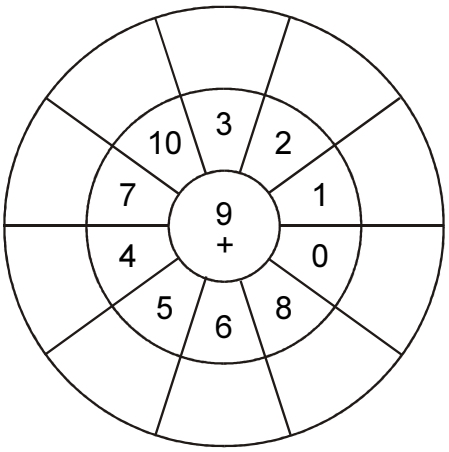
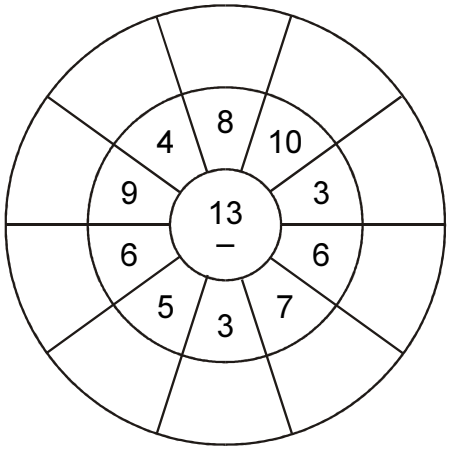
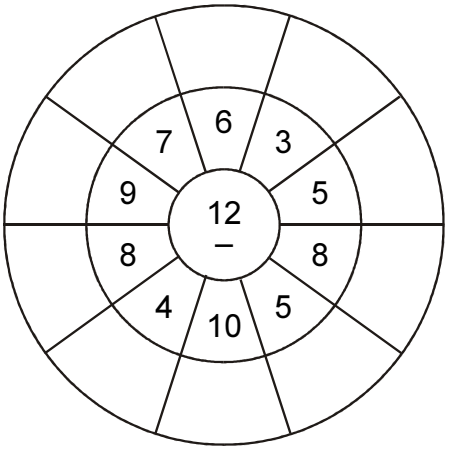


Subtraction revision

3)



4)



Subtraction table

5)

–	13	9	15	10	11
5					
9					
6					

6)

–	10	13	11	12	9
2					
3					
9					

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Homework **Difference of 8, –8 Near Ten: 9 [A]**

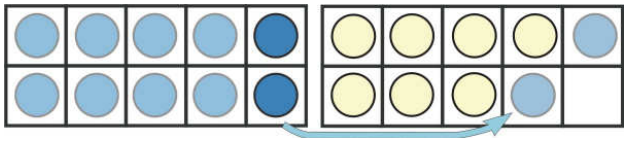
PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Near 10", "Difference of 9" Strategy

Eight is "Near 10" Strategy
Eight is near 10, so encourage students to think of subtracting ten then adding two back.
For example, 17 – 8 = ? think: 17 – 10 = 7 so 17 – 8 equals two more, so 17 – 8 = 9

"Difference of" Strategy
Difference of 8: Take away the ones and two more.
For example, 14 – 6 = ? think: 14 – 4 = 10 so 14 – 6 means taking away two more. 14 – 6 = 8



–8 (near 10)

1) 16 – 10 = _____
2) 16 – 8 = _____
3) 12 – 10 = _____
4) 12 – 8 = _____
5) 13 – 10 = _____
6) 13 – 8 = _____
7) 15 – 10 = _____
8) 15 – 8 = _____
9) 17 – 10 = _____
10) 17 – 8 = _____
11) 14 – 10 = _____
12) 14 – 8 = _____
13) 11 – 10 = _____
14) 11 – 8 = _____
15) 15 – 8 = _____
16) 13 – 8 = _____
17) 14 – 8 = _____
18) 14 – 8 = _____
19) 13 – 8 = _____
20) 13 – 10 = _____
21) 13 – 8 = _____
22) 15 – 0 = _____
23) 15 – 8 = _____
24) 17 – 10 = _____
25) 17 – 8 = _____
26) 14 – 10 = _____
27) 14 – 8 = _____
28) 11 – 10 = _____
29) 11 – 8 = _____
30) 9 – 8 = _____
31) 13 – 8 = _____
32) 14 – 8 = _____
33) 13 – 8 = _____
34) 9 – 8 = _____
35) 15 – 8 = _____
36) 9 – 8 = _____
37) 16 – 8 = _____
38) 17 – 8 = _____

Difference of 10, difference of 8

39) 15 – 5 = _____
40) 15 – 7 = _____
41) 17 – 7 = _____
42) 17 – 9 = _____
43) 14 – 4 = _____
44) 14 – 6 = _____
45) 13 – 3 = _____
46) 13 – 5 = _____
47) 16 – 6 = _____
48) 16 – 8 = _____
49) 12 – 2 = _____
50) 12 – 8 = _____
51) 11 – 3 = _____
52) 14 – 6 = _____
53) 10 – 8 = _____
54) 8 – 0 = _____
55) 13 – 5 = _____
56) 14 – 6 = _____
57) 12 – 8 = _____
58) 13 – 5 = _____

Difference of 8, –8

59) 13 – 8 = _____
60) 11 – 3 = _____
61) 9 – 8 = _____
62) 17 – 8 = _____
63) 15 – 8 = _____
64) 10 – 2 = _____
65) 8 – 8 = _____
66) 11 – 8 = _____
67) 12 – 8 = _____
68) 16 – 8 = _____
69) 14 – 6 = _____
70) 12 – 8 = _____
71) 8 – 8 = _____
72) 18 – 8 = _____
73) 12 – 8 = _____
74) 10 – 8 = _____
75) 14 – 8 = _____
76) 9 – 8 = _____

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Homework **Difference of 8, –8 Near Ten: 9 [B]**

PROFESSOR PETE'S CLASSROOM

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

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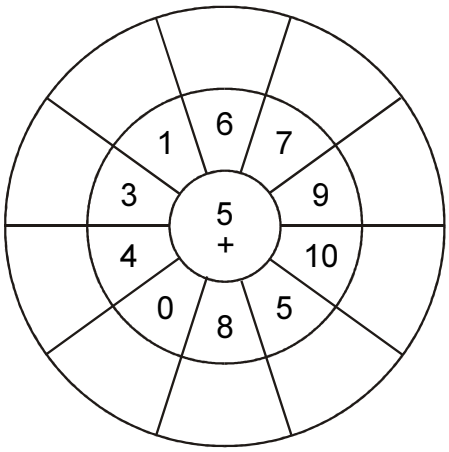
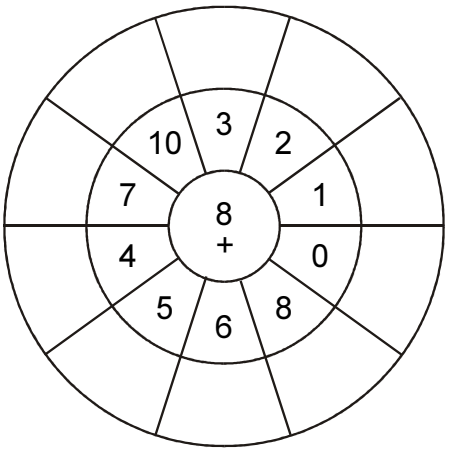
Addition revision

1)

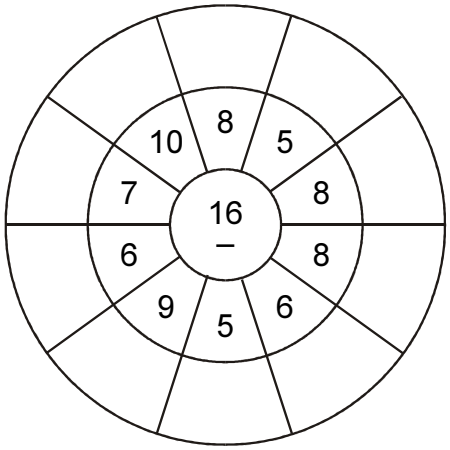


2)



Subtraction revision

3)



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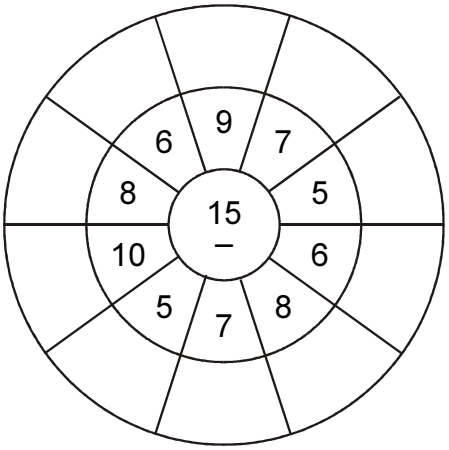

Subtraction table

5)

–	13	9	15	10	11
8					
9					
6					

6)

–	10	13	11	12	9
2					
8					
9					

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Homework **Last Facts and Revision: 10 [A]**

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

Information for Parents: Last Facts and Revision

Last Facts

Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

Remaining facts (4+7) (5+7)

1) 12 – 7 = _____
2) 12 – 7 = _____
3) 12 – 5 = _____
4) 12 – 5 = _____
5) 11 – 4 = _____
6) 11 – 4 = _____
7) 12 – 5 = _____
8) 11 – 4 = _____
9) 11 – 7 = _____
10) 11 – 4 = _____
11) 12 – 7 = _____
12) 11 – 7 = _____
13) 12 – 5 = _____
14) 12 – 5 = _____
15) 11 – 7 = _____
16) 11 – 7 = _____
17) 11 – 7 = _____
18) 12 – 7 = _____
19) 12 – 7 = _____
20) 11 – 4 = _____

Missing number revision

21) ___ + 9 = 18
22) 8 + 9 = _____
23) ___ + 4 = 8
24) 7 + ___ = 11
25) 8 + ___ = 11
26) 3 + ___ = 12
27) ___ + 7 = 13
28) 9 + 8 = _____
29) ___ + 3 = 10
30) 5 + 2 = _____
31) 6 + ___ = 8
32) ___ + 7 = 11
33) 7 + 7 = _____
34) 7 + 8 = _____
35) 4 + 5 = _____
36) ___ + 2 = 10
37) 7 + ___ = 17
38) 6 + 6 = _____
39) 8 + ___ = 15
40) 5 + 6 = _____

Subtraction revision

41) 5 – 3 = _____
42) 11 – 5 = _____
43) 16 – 8 = _____
44) 14 – 6 = _____
45) 16 – 9 = _____
46) 18 – 9 = _____
47) 8 – 2 = _____
48) 11 – 4 = _____
49) 17 – 9 = _____
50) 9 – 7 = _____
51) 14 – 7 = _____
52) 8 – 6 = _____
53) 9 – 1 = _____
54) 12 – 4 = _____
55) 10 – 3 = _____
56) 5 – 2 = _____
57) 10 – 8 = _____
58) 16 – 7 = _____
59) 14 – 8 = _____
60) 7 – 3 = _____
61) 15 – 8 = _____
62) 10 – 5 = _____
63) 6 – 3 = _____
64) 10 – 6 = _____
65) 13 – 4 = _____
66) 11 – 8 = _____
67) 13 – 7 = _____
68) 7 – 4 = _____
69) 8 – 5 = _____
70) 4 – 2 = _____

Addition revision

71) 3 + 3 = _____
72) 3 + 6 = _____
73) 9 + 3 = _____
74) 10 + 4 = _____
75) 3 + 8 = _____
76) 6 + 8 = _____
77) 3 + 2 = _____
78) 10 + 5 = _____
79) 6 + 10 = _____
80) 3 + 0 = _____

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Homework **Last Facts and Revision: 10 [B]**

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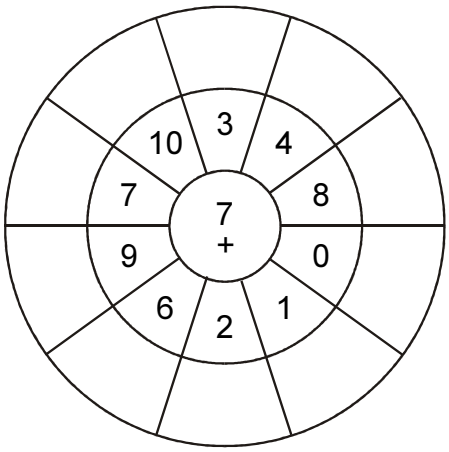
– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

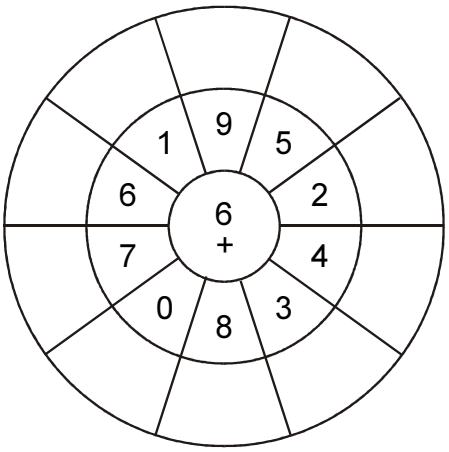
This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets".Completing the tables and wheels helps your child remember number facts with daily practice.

Addition revision

1)

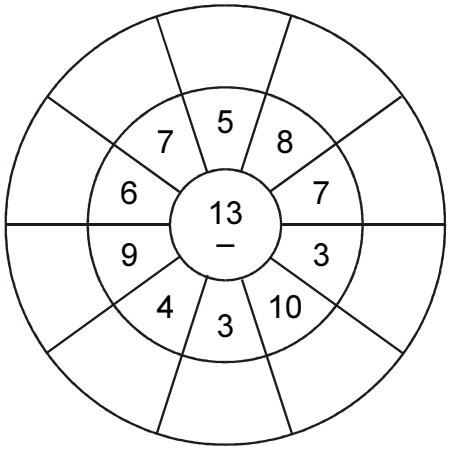


2)

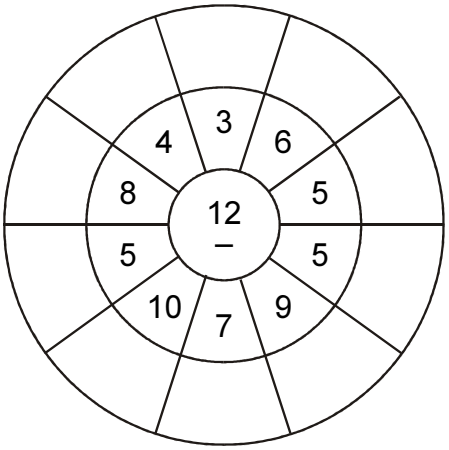


Subtraction revision

3)



4)



Subtraction table

5)

–	17	9	11	16	12
8					
7					
9					

6)

–	15	9	10	14	16
6					
8					
9					

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PROFESSOR PETE'S CLASSROOM

Answer Keys

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PROFESSOR PETE'S CLASSROOM

Answer Keys

Answer Keys are provided for all worksheets in this eBook. Each Answer Key is identified by the title in the header of the page, which is identical to the relevant worksheet.

Suggested Uses:

1. Put the complete set of answer keys in a folder for students to take when marking their own work.
2. Display the relevant answer key on a data projector, with or without an interactive whiteboard, to display the answers to students as they mark each other's responses.

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Time: **Score:** **Count Back 1, Difference of 1: 1 [A]**

PROFESSOR PETE'S CLASSROOM

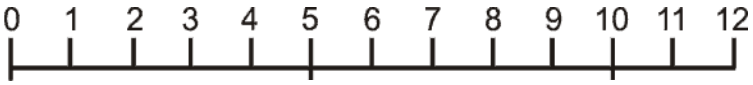
Take One "Count Back" Strategy

Take 1: These facts are taught using a COUNT BACK strategy. A number line will help children to visualize 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

1) 7 – 1 = 6
2) 6 – 1 = 5
3) 4 – 1 = 3
4) 9 – 1 = 8
5) 5 – 1 = 4
6) 6 – 1 = 5
7) 3 – 1 = 2
8) 7 – 1 = 6
9) 5 – 1 = 4
10) 6 – 1 = 5
11) 8 – 1 = 7
12) 10 – 1 = 9
13) 3 – 1 = 2
14) 11 – 1 = 10
15) 2 – 1 = 1
16) 7 – 1 = 6
17) 5 – 1 = 4
18) 5 – 1 = 4
19) 5 – 1 = 4
20) 9 – 1 = 8

Difference of 1, count back 1

21) 7 – 1 = 6
22) 10 – 9 = 1
23) 2 – 1 = 1
24) 4 – 3 = 1
25) 9 – 8 = 1
26) 9 – 1 = 8
27) 8 – 1 = 7
28) 4 – 3 = 1
29) 3 – 2 = 1
30) 9 – 8 = 1
31) 8 – 7 = 1
32) 6 – 5 = 1
33) 4 – 1 = 3
34) 5 – 4 = 1
35) 6 – 1 = 5
36) 7 – 6 = 1
37) 5 – 4 = 1
38) 10 – 1 = 9
39) 8 – 1 = 7
40) 7 – 6 = 1

Missing number

41) 6 + 1 = 7
42) 4 + 1 = 5
43) 10 + 1 = 11
44) 7 + 1 = 8
45) 9 + 1 = 10
46) 4 + 1 = 5
47) 3 + 1 = 4
48) 7 + 1 = 8
49) 8 + 1 = 9
50) 4 + 1 = 5
51) 9 + 1 = 10
52) 5 + 1 = 6
53) 8 + 1 = 9
54) 3 + 1 = 4
55) 8 + 1 = 9
56) 7 + 1 = 8
57) 4 + 1 = 5
58) 9 + 1 = 10
59) 6 + 1 = 7
60) 7 + 1 = 8
61) 1 + 3 = 4
62) 1 + 4 = 5
63) 1 + 7 = 8
64) 1 + 10 = 11
65) 1 + 5 = 6
66) 1 + 2 = 3
67) 1 + 3 = 4
68) 1 + 10 = 11
69) 1 + 10 = 11
70) 1 + 2 = 3
71) 1 + 9 = 10
72) 1 + 6 = 7
73) 1 + 2 = 3
74) 1 + 8 = 9
75) 1 + 9 = 10
76) 1 + 8 = 9
77) 1 + 4 = 5
78) 1 + 5 = 6
79) 1 + 3 = 4
80) 1 + 9 = 10

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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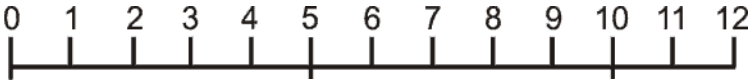
Time: **Score:** **Count Back 1, Difference of 1: 1 [B]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1

1) 10 – 1 = 9
2) 6 – 1 = 5
3) 11 – 1 = 10
4) 7 – 1 = 6
5) 7 – 1 = 6
6) 5 – 1 = 4
7) 5 – 1 = 4
8) 3 – 1 = 2
9) 6 – 1 = 5
10) 9 – 1 = 8
11) 9 – 1 = 8
12) 5 – 1 = 4
13) 6 – 1 = 5
14) 2 – 1 = 1
15) 8 – 1 = 7
16) 4 – 1 = 3
17) 5 – 1 = 4
18) 3 – 1 = 2
19) 7 – 1 = 6
20) 5 – 1 = 4

Difference of 1, count back 1

21) 7 – 6 = 1
22) 7 – 1 = 6
23) 5 – 4 = 1
24) 10 – 1 = 9
25) 2 – 1 = 1
26) 4 – 3 = 1
27) 4 – 1 = 3
28) 8 – 1 = 7
29) 7 – 6 = 1
30) 8 – 7 = 1
31) 4 – 3 = 1
32) 6 – 5 = 1
33) 9 – 1 = 8
34) 5 – 1 = 4
35) 10 – 9 = 1
36) 3 – 2 = 1
37) 9 – 8 = 1
38) 6 – 1 = 5
39) 8 – 1 = 7
40) 1 – 0 = 1

Missing number

41) 6 + 1 = 7
42) 6 + 1 = 7
43) 8 + 1 = 9
44) 4 + 1 = 5
45) 7 + 1 = 8
46) 9 + 1 = 10
47) 5 + 1 = 6
48) 8 + 1 = 9
49) 7 + 1 = 8
50) 10 + 1 = 11
51) 4 + 1 = 5
52) 6 + 1 = 7
53) 6 + 1 = 7
54) 5 + 1 = 6
55) 4 + 1 = 5
56) 9 + 1 = 10
57) 10 + 1 = 11
58) 6 + 1 = 7
59) 3 + 1 = 4
60) 6 + 1 = 7
61) 1 + 4 = 5
62) 1 + 8 = 9
63) 1 + 9 = 10
64) 1 + 3 = 4
65) 1 + 7 = 8
66) 1 + 4 = 5
67) 1 + 9 = 10
68) 1 + 10 = 11
69) 1 + 8 = 9
70) 1 + 9 = 10
71) 1 + 5 = 6
72) 1 + 6 = 7
73) 1 + 10 = 11
74) 1 + 2 = 3
75) 1 + 7 = 8
76) 1 + 2 = 3
77) 1 + 8 = 9
78) 1 + 3 = 4
79) 1 + 8 = 9
80) 1 + 5 = 6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 1 facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" to the previous number, and name it. A number line will help children to visualize this operation which lands on the previous number. Also included here is the 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.

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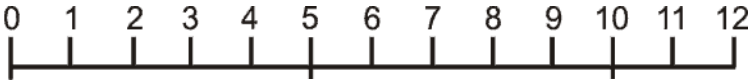
Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Count Back 1, Difference of 1: 1 [C]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1

1) 6 – 1 = 5
2) 5 – 1 = 4
3) 7 – 1 = 6
4) 5 – 1 = 4
5) 2 – 1 = 1
6) 5 – 1 = 4
7) 7 – 1 = 6
8) 9 – 1 = 8
9) 5 – 1 = 4
10) 9 – 1 = 8
11) 3 – 1 = 2
12) 6 – 1 = 5
13) 3 – 1 = 2
14) 11 – 1 = 10
15) 6 – 1 = 5
16) 8 – 1 = 7
17) 4 – 1 = 3
18) 10 – 1 = 9
19) 5 – 1 = 4
20) 7 – 1 = 6

Difference of 1, count back 1

21) 4 – 3 = 1
22) 7 – 6 = 1
23) 2 – 1 = 1
24) 4 – 3 = 1
25) 7 – 6 = 1
26) 7 – 1 = 6
27) 8 – 1 = 7
28) 4 – 1 = 3
29) 9 – 8 = 1
30) 6 – 5 = 1
31) 8 – 1 = 7
32) 3 – 2 = 1
33) 10 – 9 = 1
34) 5 – 4 = 1
35) 8 – 7 = 1
36) 9 – 1 = 8
37) 5 – 4 = 1
38) 9 – 8 = 1
39) 10 – 1 = 9
40) 6 – 1 = 5

Missing number

41) 8 + 1 = 9
42) 3 + 1 = 4
43) 7 + 1 = 8
44) 4 + 1 = 5
45) 6 + 1 = 7
46) 7 + 1 = 8
47) 8 + 1 = 9
48) 10 + 1 = 11
49) 5 + 1 = 6
50) 8 + 1 = 9
51) 5 + 1 = 6
52) 6 + 1 = 7
53) 9 + 1 = 10
54) 10 + 1 = 11
55) 10 + 1 = 11
56) 5 + 1 = 6
57) 7 + 1 = 8
58) 5 + 1 = 6
59) 3 + 1 = 4
60) 7 + 1 = 8
61) 1 + 6 = 7
62) 1 + 9 = 10
63) 1 + 8 = 9
64) 1 + 7 = 8
65) 1 + 10 = 11
66) 1 + 8 = 9
67) 1 + 7 = 8
68) 1 + 5 = 6
69) 1 + 9 = 10
70) 1 + 4 = 5
71) 1 + 2 = 3
72) 1 + 3 = 4
73) 1 + 5 = 6
74) 1 + 4 = 5
75) 1 + 3 = 4
76) 1 + 6 = 7
77) 1 + 6 = 7
78) 1 + 3 = 4
79) 1 + 2 = 3
80) 1 + 4 = 5

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 1 facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" to the previous number, and name it. A number line will help children to visualize this operation which lands on the previous number. Also included here is the 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.

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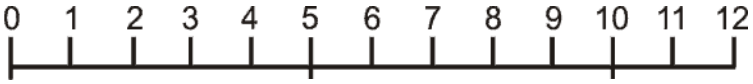
Time: **Score:** **Count Back 1, Difference of 1: 1 [D]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1

1) 3 – 1 = 2
2) 8 – 1 = 7
3) 11 – 1 = 10
4) 5 – 1 = 4
5) 5 – 1 = 4
6) 10 – 1 = 9
7) 9 – 1 = 8
8) 6 – 1 = 5
9) 5 – 1 = 4
10) 9 – 1 = 8
11) 3 – 1 = 2
12) 5 – 1 = 4
13) 2 – 1 = 1
14) 5 – 1 = 4
15) 6 – 1 = 5
16) 7 – 1 = 6
17) 7 – 1 = 6
18) 4 – 1 = 3
19) 7 – 1 = 6
20) 6 – 1 = 5

Difference of 1, count back 1

21) 3 – 2 = 1
22) 10 – 1 = 9
23) 6 – 1 = 5
24) 8 – 1 = 7
25) 9 – 1 = 8
26) 4 – 1 = 3
27) 10 – 9 = 1
28) 7 – 6 = 1
29) 2 – 1 = 1
30) 8 – 1 = 7
31) 5 – 4 = 1
32) 9 – 8 = 1
33) 7 – 1 = 6
34) 4 – 3 = 1
35) 6 – 5 = 1
36) 4 – 3 = 1
37) 9 – 8 = 1
38) 7 – 6 = 1
39) 8 – 7 = 1
40) 5 – 4 = 1

Missing number

41) 5 + 1 = 6
42) 4 + 1 = 5
43) 6 + 1 = 7
44) 8 + 1 = 9
45) 9 + 1 = 10
46) 7 + 1 = 8
47) 8 + 1 = 9
48) 8 + 1 = 9
49) 9 + 1 = 10
50) 8 + 1 = 9
51) 3 + 1 = 4
52) 7 + 1 = 8
53) 9 + 1 = 10
54) 10 + 1 = 11
55) 8 + 1 = 9
56) 6 + 1 = 7
57) 9 + 1 = 10
58) 3 + 1 = 4
59) 8 + 1 = 9
60) 4 + 1 = 5
61) 1 + 3 = 4
62) 1 + 6 = 7
63) 1 + 4 = 5
64) 1 + 5 = 6
65) 1 + 10 = 11
66) 1 + 6 = 7
67) 1 + 4 = 5
68) 1 + 8 = 9
69) 1 + 5 = 6
70) 1 + 9 = 10
71) 1 + 9 = 10
72) 1 + 7 = 8
73) 1 + 8 = 9
74) 1 + 2 = 3
75) 1 + 9 = 10
76) 1 + 9 = 10
77) 1 + 5 = 6
78) 1 + 4 = 5
79) 1 + 5 = 6
80) 1 + 5 = 6

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Subtract 1 facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" to the previous number, and name it. A number line will help children to visualize this operation which lands on the previous number. Also included here is the 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.

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Time: **Score:** **Count Back 2, Difference of 2: 2 [A]**

PROFESSOR PETE'S CLASSROOM

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

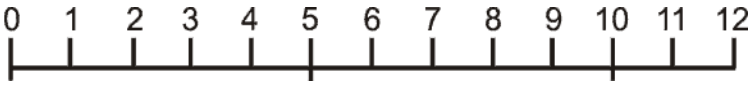
Take Two "Count Back" Strategy

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 2

1) 12 – 2 = 10
2) 7 – 2 = 5
3) 3 – 2 = 1
4) 4 – 2 = 2
5) 6 – 2 = 4
6) 11 – 2 = 9
7) 10 – 2 = 8
8) 11 – 2 = 9
9) 8 – 2 = 6
10) 11 – 2 = 9
11) 10 – 2 = 8
12) 5 – 2 = 3
13) 9 – 2 = 7
14) 11 – 2 = 9
15) 8 – 2 = 6
16) 3 – 2 = 1
17) 11 – 2 = 9
18) 9 – 2 = 7
19) 7 – 2 = 5
20) 5 – 2 = 3

Difference of 2, count back 2

21) 10 – 8 = 2
22) 7 – 5 = 2
23) 6 – 2 = 4
24) 8 – 6 = 2
25) 4 – 2 = 2
26) 6 – 4 = 2
27) 8 – 2 = 6
28) 8 – 6 = 2
29) 6 – 2 = 4
30) 6 – 4 = 2
31) 9 – 7 = 2
32) 3 – 1 = 2
33) 4 – 2 = 2
34) 5 – 2 = 3
35) 7 – 5 = 2
36) 7 – 2 = 5
37) 5 – 3 = 2
38) 3 – 2 = 1
39) 3 – 1 = 2
40) 9 – 2 = 7

Missing number

41) 5 + 2 = 7
42) 9 + 2 = 11
43) 7 + 2 = 9
44) 1 + 2 = 3
45) 2 + 2 = 4
46) 2 + 2 = 4
47) 5 + 2 = 7
48) 8 + 2 = 10
49) 10 + 2 = 12
50) 5 + 2 = 7
51) 6 + 2 = 8
52) 4 + 2 = 6
53) 8 + 2 = 10
54) 10 + 2 = 12
55) 3 + 2 = 5
56) 9 + 2 = 11
57) 7 + 2 = 9
58) 5 + 2 = 7
59) 4 + 2 = 6
60) 6 + 2 = 8
61) 2 + 5 = 7
62) 2 + 7 = 9
63) 2 + 8 = 10
64) 2 + 9 = 11
65) 2 + 2 = 4
66) 2 + 8 = 10
67) 2 + 9 = 11
68) 2 + 3 = 5
69) 2 + 3 = 5
70) 2 + 3 = 5
71) 2 + 6 = 8
72) 2 + 3 = 5
73) 2 + 4 = 6
74) 2 + 10 = 12
75) 2 + 3 = 5
76) 2 + 5 = 7
77) 2 + 6 = 8
78) 2 + 8 = 10
79) 2 + 10 = 12
80) 2 + 10 = 12

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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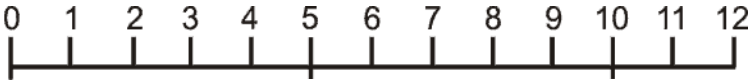
Time: **Score:** **Count Back 2, Difference of 2: 2 [B]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 2

1) 10 – 2 = 8
2) 10 – 2 = 8
3) 7 – 2 = 5
4) 11 – 2 = 9
5) 8 – 2 = 6
6) 11 – 2 = 9
7) 12 – 2 = 10
8) 11 – 2 = 9
9) 3 – 2 = 1
10) 6 – 2 = 4
11) 9 – 2 = 7
12) 11 – 2 = 9
13) 8 – 2 = 6
14) 5 – 2 = 3
15) 5 – 2 = 3
16) 3 – 2 = 1
17) 11 – 2 = 9
18) 4 – 2 = 2
19) 7 – 2 = 5
20) 9 – 2 = 7

Difference of 2, count back 2

21) 3 – 2 = 1
22) 5 – 3 = 2
23) 6 – 2 = 4
24) 3 – 1 = 2
25) 9 – 2 = 7
26) 5 – 2 = 3
27) 10 – 8 = 2
28) 4 – 2 = 2
29) 3 – 1 = 2
30) 4 – 2 = 2
31) 8 – 6 = 2
32) 8 – 6 = 2
33) 6 – 4 = 2
34) 7 – 5 = 2
35) 7 – 2 = 5
36) 6 – 2 = 4
37) 6 – 4 = 2
38) 7 – 5 = 2
39) 8 – 2 = 6
40) 9 – 7 = 2

Missing number

41) 9 + 2 = 11
42) 6 + 2 = 8
43) 7 + 2 = 9
44) 3 + 2 = 5
45) 5 + 2 = 7
46) 5 + 2 = 7
47) 2 + 2 = 4
48) 7 + 2 = 9
49) 8 + 2 = 10
50) 7 + 2 = 9
51) 4 + 2 = 6
52) 8 + 2 = 10
53) 10 + 2 = 12
54) 2 + 2 = 4
55) 1 + 2 = 3
56) 8 + 2 = 10
57) 4 + 2 = 6
58) 5 + 2 = 7
59) 5 + 2 = 7
60) 9 + 2 = 11
61) 2 + 8 = 10
62) 2 + 10 = 12
63) 2 + 7 = 9
64) 2 + 3 = 5
65) 2 + 2 = 4
66) 2 + 6 = 8
67) 2 + 8 = 10
68) 2 + 10 = 12
69) 2 + 8 = 10
70) 2 + 7 = 9
71) 2 + 9 = 11
72) 2 + 6 = 8
73) 2 + 4 = 6
74) 2 + 5 = 7
75) 2 + 7 = 9
76) 2 + 2 = 4
77) 2 + 4 = 6
78) 2 + 9 = 11
79) 2 + 9 = 11
80) 2 + 7 = 9

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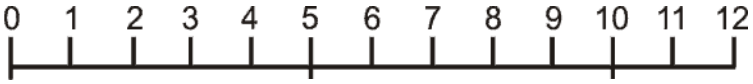
Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Count Back 2, Difference of 2: 2 [C]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 2

1) 11 – 2 = 9
2) 10 – 2 = 8
3) 12 – 2 = 10
4) 4 – 2 = 2
5) 11 – 2 = 9
6) 11 – 2 = 9
7) 9 – 2 = 7
8) 9 – 2 = 7
9) 8 – 2 = 6
10) 8 – 2 = 6
11) 10 – 2 = 8
12) 5 – 2 = 3
13) 7 – 2 = 5
14) 3 – 2 = 1
15) 11 – 2 = 9
16) 6 – 2 = 4
17) 5 – 2 = 3
18) 3 – 2 = 1
19) 11 – 2 = 9
20) 7 – 2 = 5

Difference of 2, count back 2

21) 6 – 4 = 2
22) 8 – 6 = 2
23) 7 – 5 = 2
24) 9 – 7 = 2
25) 7 – 5 = 2
26) 6 – 4 = 2
27) 4 – 2 = 2
28) 8 – 2 = 6
29) 3 – 1 = 2
30) 4 – 2 = 2
31) 3 – 2 = 1
32) 6 – 2 = 4
33) 3 – 1 = 2
34) 6 – 2 = 4
35) 5 – 2 = 3
36) 5 – 3 = 2
37) 7 – 2 = 5
38) 10 – 8 = 2
39) 8 – 6 = 2
40) 9 – 2 = 7

Missing number

41) 7 + 2 = 9
42) 5 + 2 = 7
43) 3 + 2 = 5
44) 8 + 2 = 10
45) 10 + 2 = 12
46) 9 + 2 = 11
47) 10 + 2 = 12
48) 4 + 2 = 6
49) 4 + 2 = 6
50) 3 + 2 = 5
51) 6 + 2 = 8
52) 2 + 2 = 4
53) 9 + 2 = 11
54) 1 + 2 = 3
55) 4 + 2 = 6
56) 9 + 2 = 11
57) 9 + 2 = 11
58) 6 + 2 = 8
59) 6 + 2 = 8
60) 8 + 2 = 10
61) 2 + 9 = 11
62) 2 + 6 = 8
63) 2 + 7 = 9
64) 2 + 4 = 6
65) 2 + 10 = 12
66) 2 + 5 = 7
67) 2 + 3 = 5
68) 2 + 4 = 6
69) 2 + 10 = 12
70) 2 + 4 = 6
71) 2 + 2 = 4
72) 2 + 5 = 7
73) 2 + 3 = 5
74) 2 + 8 = 10
75) 2 + 8 = 10
76) 2 + 6 = 8
77) 2 + 10 = 12
78) 2 + 5 = 7
79) 2 + 8 = 10
80) 2 + 8 = 10

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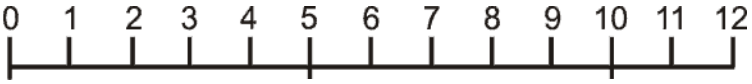
Time: **Score:** **Count Back 2, Difference of 2: 2 [D]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 2

1) 7 – 2 = 5
2) 11 – 2 = 9
3) 3 – 2 = 1
4) 11 – 2 = 9
5) 9 – 2 = 7
6) 11 – 2 = 9
7) 8 – 2 = 6
8) 5 – 2 = 3
9) 10 – 2 = 8
10) 7 – 2 = 5
11) 4 – 2 = 2
12) 9 – 2 = 7
13) 12 – 2 = 10
14) 10 – 2 = 8
15) 6 – 2 = 4
16) 5 – 2 = 3
17) 11 – 2 = 9
18) 3 – 2 = 1
19) 11 – 2 = 9
20) 8 – 2 = 6

Difference of 2, count back 2

21) 6 – 2 = 4
22) 8 – 6 = 2
23) 3 – 1 = 2
24) 7 – 5 = 2
25) 7 – 5 = 2
26) 8 – 6 = 2
27) 6 – 4 = 2
28) 9 – 2 = 7
29) 9 – 7 = 2
30) 8 – 2 = 6
31) 5 – 3 = 2
32) 4 – 2 = 2
33) 10 – 8 = 2
34) 5 – 2 = 3
35) 4 – 2 = 2
36) 3 – 1 = 2
37) 7 – 2 = 5
38) 6 – 4 = 2
39) 6 – 2 = 4
40) 3 – 2 = 1

Missing number

41) 3 + 2 = 5
42) 1 + 2 = 3
43) 4 + 2 = 6
44) 2 + 2 = 4
45) 10 + 2 = 12
46) 6 + 2 = 8
47) 6 + 2 = 8
48) 1 + 2 = 3
49) 6 + 2 = 8
50) 1 + 2 = 3
51) 8 + 2 = 10
52) 7 + 2 = 9
53) 9 + 2 = 11
54) 6 + 2 = 8
55) 5 + 2 = 7
56) 10 + 2 = 12
57) 4 + 2 = 6
58) 4 + 2 = 6
59) 5 + 2 = 7
60) 9 + 2 = 11
61) 2 + 5 = 7
62) 2 + 3 = 5
63) 2 + 2 = 4
64) 2 + 6 = 8
65) 2 + 4 = 6
66) 2 + 9 = 11
67) 2 + 6 = 8
68) 2 + 7 = 9
69) 2 + 9 = 11
70) 2 + 5 = 7
71) 2 + 9 = 11
72) 2 + 7 = 9
73) 2 + 8 = 10
74) 2 + 10 = 12
75) 2 + 9 = 11
76) 2 + 9 = 11
77) 2 + 9 = 11
78) 2 + 9 = 11
79) 2 + 3 = 5
80) 2 + 6 = 8

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Time: **Score:** **Count Back 3, Difference of 3: 3 [A]**

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

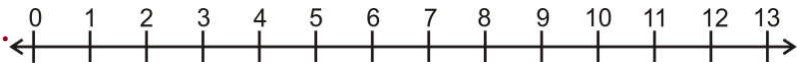
Take Three "Count Back" Strategy

Take 3: These facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line should help them to visualize this strategy.

"Difference of" Strategy

Difference of 3: As students become familiar with counting, they will know which numbers are near to each other, the difference being 3. For example, 8-5=3 as it takes only 3 hops to move from 8 to 5. Discourage children from counting back 5 using their fingers or the number line.

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



Count back 3

1) 10 – 3 = 7
2) 4 – 3 = 1
3) 9 – 3 = 6
4) 7 – 3 = 4
5) 11 – 3 = 8
6) 5 – 3 = 2
7) 6 – 3 = 3
8) 5 – 3 = 2
9) 10 – 3 = 7
10) 10 – 3 = 7
11) 6 – 3 = 3
12) 12 – 3 = 9
13) 8 – 3 = 5
14) 5 – 3 = 2
15) 7 – 3 = 4
16) 8 – 3 = 5
17) 9 – 3 = 6
18) 11 – 3 = 8
19) 12 – 3 = 9
20) 7 – 3 = 4

Difference of 3, count back 3

21) 10 – 7 = 3
22) 13 – 10 = 3
23) 7 – 4 = 3
24) 8 – 5 = 3
25) 12 – 3 = 9
26) 12 – 9 = 3
27) 10 – 7 = 3
28) 6 – 3 = 3
29) 10 – 3 = 7
30) 9 – 6 = 3
31) 5 – 2 = 3
32) 11 – 8 = 3
33) 7 – 3 = 4
34) 4 – 1 = 3
35) 9 – 3 = 6
36) 10 – 7 = 3
37) 6 – 3 = 3
38) 11 – 8 = 3
39) 11 – 2 = 9
40) 8 – 5 = 3

Missing number

41) 7 + 3 = 10
42) 4 + 3 = 7
43) 3 + 3 = 6
44) 9 + 3 = 12
45) 10 + 3 = 13
46) 10 + 3 = 13
47) 2 + 3 = 5
48) 1 + 3 = 4
49) 5 + 3 = 8
50) 8 + 3 = 11
51) 2 + 3 = 5
52) 1 + 3 = 4
53) 6 + 3 = 9
54) 5 + 3 = 8
55) 10 + 3 = 13
56) 6 + 3 = 9
57) 3 + 6 = 9
58) 3 + 8 = 11
59) 3 + 10 = 13
60) 3 + 5 = 8
61) 3 + 4 = 7
62) 3 + 9 = 12
63) 3 + 8 = 11
64) 3 + 7 = 10
65) 3 + 7 = 10
66) 3 + 3 = 6
67) 3 + 9 = 12
68) 3 + 2 = 5
69) 3 + 5 = 8
70) 3 + 10 = 13
71) 3 + 9 = 12
72) 3 + 4 = 7

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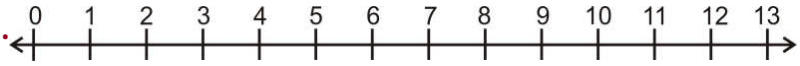
Time: **Score:** **Count back 3: 3 [B]**

PROFESSOR PETE'S CLASSROOM

– 1 2 [3] Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

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



Count back 3

1) 5 – 3 = 2
2) 10 – 3 = 7
3) 10 – 3 = 7
4) 5 – 3 = 2
5) 8 – 3 = 5
6) 4 – 3 = 1
7) 11 – 3 = 8
8) 11 – 3 = 8
9) 6 – 3 = 3
10) 6 – 3 = 3
11) 12 – 3 = 9
12) 5 – 3 = 2
13) 10 – 3 = 7
14) 7 – 3 = 4
15) 7 – 3 = 4
16) 12 – 3 = 9
17) 9 – 3 = 6
18) 7 – 3 = 4
19) 8 – 3 = 5
20) 9 – 3 = 6

Difference of 3, count back 3

21) 5 – 2 = 3
22) 12 – 9 = 3
23) 9 – 3 = 6
24) 6 – 3 = 3
25) 8 – 5 = 3
26) 11 – 8 = 3
27) 10 – 7 = 3
28) 4 – 1 = 3
29) 9 – 6 = 3
30) 7 – 3 = 4
31) 11 – 2 = 9
32) 10 – 7 = 3
33) 11 – 8 = 3
34) 12 – 3 = 9
35) 8 – 5 = 3
36) 10 – 7 = 3
37) 7 – 4 = 3
38) 6 – 3 = 3
39) 13 – 10 = 3
40) 10 – 3 = 7

Missing number

41) 6 + 3 = 9
42) 8 + 3 = 11
43) 7 + 3 = 10
44) 5 + 3 = 8
45) 1 + 3 = 4
46) 9 + 3 = 12
47) 6 + 3 = 9
48) 9 + 3 = 12
49) 7 + 3 = 10
50) 9 + 3 = 12
51) 2 + 3 = 5
52) 3 + 3 = 6
53) 9 + 3 = 12
54) 4 + 3 = 7
55) 10 + 3 = 13
56) 4 + 3 = 7
57) 6 + 3 = 9
58) 2 + 3 = 5
59) 9 + 3 = 12
60) 7 + 3 = 10
61) 3 + 9 = 12
62) 3 + 8 = 11
63) 3 + 10 = 13
64) 3 + 2 = 5
65) 3 + 5 = 8
66) 3 + 2 = 5
67) 3 + 3 = 6
68) 3 + 10 = 13
69) 3 + 9 = 12
70) 3 + 7 = 10
71) 3 + 3 = 6
72) 3 + 4 = 7
73) 3 + 6 = 9
74) 3 + 7 = 10
75) 3 + 9 = 12
76) 3 + 8 = 11
77) 3 + 3 = 6
78) 3 + 8 = 11
79) 3 + 5 = 8
80) 3 + 8 = 11

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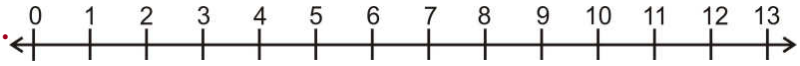
Time: **Score:** **Count back 3: 3 [C]**

PROFESSOR PETE'S CLASSROOM

– 1 2 [3] Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

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



Count back 3

1) 8 – 3 = 5
2) 9 – 3 = 6
3) 10 – 3 = 7
4) 4 – 3 = 1
5) 11 – 3 = 8
6) 7 – 3 = 4
7) 9 – 3 = 6
8) 11 – 3 = 8
9) 8 – 3 = 5
10) 6 – 3 = 3
11) 7 – 3 = 4
12) 12 – 3 = 9
13) 7 – 3 = 4
14) 10 – 3 = 7
15) 5 – 3 = 2
16) 6 – 3 = 3
17) 10 – 3 = 7
18) 5 – 3 = 2
19) 12 – 3 = 9
20) 5 – 3 = 2

Difference of 3, count back 3

21) 10 – 7 = 3
22) 10 – 7 = 3
23) 8 – 5 = 3
24) 9 – 3 = 6
25) 11 – 8 = 3
26) 7 – 3 = 4
27) 12 – 9 = 3
28) 11 – 8 = 3
29) 9 – 6 = 3
30) 10 – 3 = 7
31) 6 – 3 = 3
32) 13 – 10 = 3
33) 8 – 5 = 3
34) 11 – 2 = 9
35) 10 – 7 = 3
36) 5 – 2 = 3
37) 6 – 3 = 3
38) 12 – 3 = 9
39) 7 – 4 = 3
40) 4 – 1 = 3

Missing number

41) 10 + 3 = 13
42) 4 + 3 = 7
43) 9 + 3 = 12
44) 6 + 3 = 9
45) 1 + 3 = 4
46) 8 + 3 = 11
47) 9 + 3 = 12
48) 3 + 3 = 6
49) 4 + 3 = 7
50) 2 + 3 = 5
51) 8 + 3 = 11
52) 5 + 3 = 8
53) 7 + 3 = 10
54) 2 + 3 = 5
55) 3 + 3 = 6
56) 3 + 3 = 6
57) 3 + 3 = 6
58) 8 + 3 = 11
59) 5 + 3 = 8
60) 7 + 3 = 10
61) 3 + 5 = 8
62) 3 + 4 = 7
63) 3 + 8 = 11
64) 3 + 2 = 5
65) 3 + 7 = 10
66) 3 + 6 = 9
67) 3 + 5 = 8
68) 3 + 8 = 11
69) 3 + 10 = 13
70) 3 + 9 = 12
71) 3 + 3 = 6
72) 3 + 10 = 13
73) 3 + 9 = 12
74) 3 + 6 = 9
75) 3 + 6 = 9
76) 3 + 9 = 12
77) 3 + 8 = 11
78) 3 + 6 = 9
79) 3 + 9 = 12
80) 3 + 8 = 11

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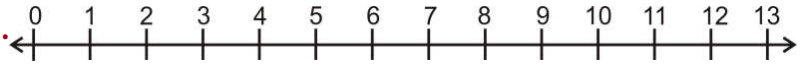
Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Count back 3: 3 [D]**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 3

1) 7 – 3 = 4
2) 12 – 3 = 9
3) 7 – 3 = 4
4) 12 – 3 = 9
5) 10 – 3 = 7
6) 9 – 3 = 6
7) 7 – 3 = 4
8) 5 – 3 = 2
9) 9 – 3 = 6
10) 4 – 3 = 1
11) 10 – 3 = 7
12) 8 – 3 = 5
13) 6 – 3 = 3
14) 10 – 3 = 7
15) 6 – 3 = 3
16) 5 – 3 = 2
17) 11 – 3 = 8
18) 11 – 3 = 8
19) 5 – 3 = 2
20) 8 – 3 = 5

Difference of 3, count back 3

21) 6 – 3 = 3
22) 8 – 5 = 3
23) 10 – 7 = 3
24) 5 – 2 = 3
25) 10 – 7 = 3
26) 7 – 4 = 3
27) 9 – 6 = 3
28) 9 – 3 = 6
29) 11 – 2 = 9
30) 11 – 8 = 3
31) 10 – 7 = 3
32) 12 – 3 = 9
33) 7 – 3 = 4
34) 11 – 8 = 3
35) 13 – 10 = 3
36) 6 – 3 = 3
37) 4 – 1 = 3
38) 10 – 3 = 7
39) 8 – 5 = 3
40) 12 – 9 = 3

Missing number

41) 5 + 3 = 8
42) 4 + 3 = 7
43) 7 + 3 = 10
44) 3 + 3 = 6
45) 1 + 3 = 4
46) 10 + 3 = 13
47) 2 + 3 = 5
48) 7 + 3 = 10
49) 2 + 3 = 5
50) 4 + 3 = 7
51) 9 + 3 = 12
52) 10 + 3 = 13
53) 8 + 3 = 11
54) 6 + 3 = 9
55) 2 + 3 = 5
56) 6 + 3 = 9
57) 4 + 3 = 7
58) 4 + 3 = 7
59) 8 + 3 = 11
60) 6 + 3 = 9
61) 3 + 8 = 11
62) 3 + 10 = 13
63) 3 + 2 = 5
64) 3 + 4 = 7
65) 3 + 3 = 6
66) 3 + 6 = 9
67) 3 + 8 = 11
68) 3 + 9 = 12
69) 3 + 2 = 5
70) 3 + 4 = 7
71) 3 + 5 = 8
72) 3 + 9 = 12
73) 3 + 7 = 10
74) 3 + 6 = 9
75) 3 + 2 = 5
76) 3 + 5 = 8
77) 3 + 8 = 11
78) 3 + 3 = 6
79) 3 + 4 = 7
80) 3 + 2 = 5

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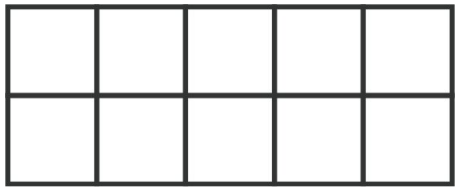
Time: **Score:** **Rainbow Facts: 4 [A]**

PROFESSOR PETE'S CLASSROOM

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

Rainbow facts

Taking away from 10 involves knowing the addition Rainbow Facts. Familiarity with numbers to 10 shown on a ten frame will make these questions easy to students. Students can be shown a rainbow graphic to illustrate the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.



Use a ten frame. Do not use your fingers.

Rainbow addition facts

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

Subtraction rainbow facts

11) 10 – 4 = 6
12) 10 – 9 = 1
13) 10 – 6 = 4
14) 10 – 7 = 3
15) 10 – 1 = 9
16) 10 – 0 = 10
17) 10 – 4 = 6
18) 10 – 8 = 2
19) 10 – 9 = 1
20) 10 – 3 = 7
21) 10 – 7 = 3
22) 10 – 5 = 5
23) 10 – 8 = 2
24) 10 – 1 = 9
25) 10 – 3 = 7
26) 10 – 8 = 2
27) 10 – 6 = 4
28) 10 – 2 = 8
29) 10 – 5 = 5
30) 10 – 1 = 9
31) 10 – 1 = 9
32) 10 – 1 = 9
33) 10 – 6 = 4
34) 10 – 5 = 5
35) 10 – 7 = 3
36) 10 – 8 = 2
37) 10 – 2 = 8
38) 10 – 6 = 4

Missing number

39) 3 + 7 = 10
40) 2 + 8 = 10
41) 9 + 1 = 10
42) 5 + 5 = 10
43) 8 + 2 = 10
44) 1 + 9 = 10
45) 7 + 3 = 10
46) 2 + 8 = 10
47) 4 + 6 = 10
48) 7 + 3 = 10
49) 9 + 1 = 10
50) 8 + 2 = 10
51) 5 + 5 = 10
52) 8 + 2 = 10
53) 8 + 2 = 10
54) 4 + 6 = 10
55) 8 + 2 = 10
56) 4 + 6 = 10
57) 6 + 4 = 10
58) 7 + 3 = 10
59) 10 + 0 = 10
60) 1 + 9 = 10
61) 4 + 6 = 10
62) 7 + 3 = 10
63) 5 + 5 = 10
64) 6 + 4 = 10
65) 2 + 8 = 10
66) 9 + 1 = 10
67) 7 + 3 = 10
68) 5 + 5 = 10
69) 7 + 3 = 10
70) 5 + 5 = 10
71) 5 + 5 = 10
72) 6 + 4 = 10
73) 2 + 8 = 10
74) 2 + 8 = 10

Addition revision

75) 10 + 9 = 19
76) 7 + 7 = 14
77) 9 + 10 = 19
78) 5 + 7 = 12

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Rainbow Facts: 4 [B]**

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– 1 2 3 [Rnbw] 0&10 Dble/Hlv Dble+1 9 8 All

Rainbow addition facts

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

Subtraction rainbow facts

11) 10 – 2 = 8
12) 10 – 3 = 7
13) 10 – 1 = 9
14) 10 – 4 = 6
15) 10 – 7 = 3
16) 10 – 2 = 8
17) 10 – 4 = 6
18) 10 – 6 = 4
19) 10 – 3 = 7
20) 10 – 2 = 8
21) 10 – 2 = 8
22) 10 – 3 = 7
23) 10 – 9 = 1
24) 10 – 8 = 2
25) 10 – 6 = 4
26) 10 – 5 = 5
27) 10 – 8 = 2
28) 10 – 9 = 1
29) 10 – 10 = 0
30) 10 – 8 = 2
31) 10 – 9 = 1
32) 10 – 4 = 6
33) 10 – 10 = 0
34) 10 – 10 = 0
35) 10 – 9 = 1
36) 10 – 4 = 6
37) 10 – 6 = 4
38) 10 – 3 = 7

Missing number

39) 2 + 8 = 10
40) 2 + 8 = 10
41) 9 + 1 = 10
42) 6 + 4 = 10
43) 7 + 3 = 10
44) 5 + 5 = 10
45) 9 + 1 = 10
46) 1 + 9 = 10
47) 5 + 5 = 10
48) 6 + 4 = 10
49) 9 + 1 = 10
50) 5 + 5 = 10
51) 10 + 0 = 10
52) 8 + 2 = 10
53) 7 + 3 = 10
54) 7 + 3 = 10
55) 5 + 5 = 10
56) 4 + 6 = 10
57) 2 + 8 = 10
58) 4 + 6 = 10
59) 8 + 2 = 10
60) 1 + 9 = 10
61) 8 + 2 = 10
62) 4 + 6 = 10
63) 3 + 7 = 10
64) 8 + 2 = 10
65) 7 + 3 = 10
66) 4 + 6 = 10
67) 5 + 5 = 10
68) 8 + 2 = 10
69) 2 + 8 = 10
70) 7 + 3 = 10
71) 6 + 4 = 10
72) 5 + 5 = 10
73) 7 + 3 = 10
74) 2 + 8 = 10

Addition revision

75) 8 + 9 = 17
76) 10 + 8 = 18
77) 8 + 4 = 12
78) 9 + 7 = 16
79) 10 + 6 = 16
80) 9 + 3 = 12
81) 9 + 5 = 14
82) 4 + 10 = 14
83) 4 + 7 = 11
84) 3 + 9 = 12

Subtraction revision

85) 10 – 3 = 7
86) 5 – 1 = 4
87) 8 – 3 = 5
88) 3 – 1 = 2
89) 12 – 3 = 9
90) 6 – 3 = 3
91) 9 – 2 = 7
92) 9 – 1 = 8
93) 11 – 3 = 8
94) 7 – 3 = 4

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Rainbow subtraction facts are taught using a SUBTRACT FROM TEN strategy: the number subtracted and the difference together equal 10. The rainbow graphic illustrates the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Rainbow Facts: 4 [C]**

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

Subtraction rainbow facts

1) 10 – 3 = 7
2) 10 – 5 = 5
3) 10 – 8 = 2
4) 10 – 6 = 4
5) 10 – 9 = 1
6) 10 – 1 = 9
7) 10 – 6 = 4
8) 10 – 4 = 6
9) 10 – 3 = 7
10) 10 – 8 = 2
11) 10 – 1 = 9
12) 10 – 6 = 4
13) 10 – 3 = 7
14) 10 – 4 = 6
15) 10 – 10 = 0
16) 10 – 2 = 8
17) 10 – 2 = 8
18) 10 – 1 = 9
19) 10 – 1 = 9
20) 10 – 2 = 8
21) 10 – 7 = 3
22) 10 – 4 = 6
23) 10 – 2 = 8
24) 10 – 4 = 6
25) 10 – 4 = 6
26) 10 – 3 = 7
27) 10 – 3 = 7
28) 10 – 4 = 6
29) 10 – 5 = 5
30) 10 – 9 = 1
31) 10 – 10 = 0
32) 10 – 6 = 4
33) 10 – 7 = 3
34) 10 – 8 = 2
35) 10 – 5 = 5
36) 10 – 8 = 2
37) 10 – 4 = 6
38) 10 – 8 = 2
39) 10 – 0 = 10
40) 10 – 5 = 5

Missing number

41) 9 + 1 = 10
42) 5 + 5 = 10
43) 2 + 8 = 10
44) 6 + 4 = 10
45) 1 + 9 = 10
46) 1 + 9 = 10
47) 7 + 3 = 10
48) 3 + 7 = 10
49) 8 + 2 = 10
50) 8 + 2 = 10
51) 9 + 1 = 10
52) 10 + 0 = 10
53) 9 + 1 = 10
54) 2 + 8 = 10
55) 2 + 8 = 10
56) 7 + 3 = 10
57) 1 + 9 = 10
58) 4 + 6 = 10
59) 1 + 9 = 10
60) 9 + 1 = 10
61) 5 + 5 = 10
62) 7 + 3 = 10
63) 4 + 6 = 10
64) 7 + 3 = 10
65) 8 + 2 = 10
66) 1 + 9 = 10
67) 4 + 6 = 10
68) 0 + 10 = 10
69) 8 + 2 = 10
70) 8 + 2 = 10
71) 4 + 6 = 10
72) 7 + 3 = 10
73) 7 + 3 = 10
74) 9 + 1 = 10
75) 3 + 7 = 10
76) 9 + 1 = 10
77) 1 + 9 = 10
78) 7 + 3 = 10
79) 5 + 5 = 10
80) 5 + 5 = 10

Missing number

81) 3 + 2 = 5
82) 10 + 3 = 13
83) 9 + 2 = 11
84) 5 + 5 = 10
85) 1 + 3 = 4
86) 2 + 2 = 4
87) 6 + 2 = 8
88) 2 + 3 = 5
89) 7 + 3 = 10
90) 8 + 2 = 10
91) 2 + 8 = 10
92) 3 + 9 = 12
93) 3 + 2 = 5
94) 3 + 7 = 10
95) 2 + 5 = 7
96) 2 + 2 = 4
97) 2 + 8 = 10
98) 1 + 7 = 8
99) 1 + 9 = 10
100) 2 + 10 = 12

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Rainbow Facts: 4 [D]**

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

Subtraction rainbow facts

1) 10 – 1 = 9
2) 10 – 3 = 7
3) 10 – 2 = 8
4) 10 – 6 = 4
5) 10 – 6 = 4
6) 10 – 8 = 2
7) 10 – 4 = 6
8) 10 – 3 = 7
9) 10 – 8 = 2
10) 10 – 4 = 6
11) 10 – 5 = 5
12) 10 – 1 = 9
13) 10 – 3 = 7
14) 10 – 1 = 9
15) 10 – 7 = 3
16) 10 – 8 = 2
17) 10 – 1 = 9
18) 10 – 2 = 8
19) 10 – 2 = 8
20) 10 – 6 = 4
21) 10 – 4 = 6
22) 10 – 0 = 10
23) 10 – 5 = 5
24) 10 – 5 = 5
25) 10 – 6 = 4
26) 10 – 3 = 7
27) 10 – 3 = 7
28) 10 – 4 = 6
29) 10 – 5 = 5
30) 10 – 7 = 3
31) 10 – 9 = 1
32) 10 – 2 = 8
33) 10 – 4 = 6
34) 10 – 9 = 1
35) 10 – 4 = 6
36) 10 – 10 = 0
37) 10 – 8 = 2
38) 10 – 10 = 0
39) 10 – 4 = 6
40) 10 – 8 = 2

Missing number

41) 4 + 6 = 10
42) 5 + 5 = 10
43) 1 + 9 = 10
44) 8 + 2 = 10
45) 1 + 9 = 10
46) 9 + 1 = 10
47) 7 + 3 = 10
48) 4 + 6 = 10
49) 5 + 5 = 10
50) 4 + 6 = 10
51) 3 + 7 = 10
52) 5 + 5 = 10
53) 9 + 1 = 10
54) 2 + 8 = 10
55) 3 + 7 = 10
56) 1 + 9 = 10
57) 8 + 2 = 10
58) 9 + 1 = 10
59) 7 + 3 = 10
60) 8 + 2 = 10
61) 7 + 3 = 10
62) 0 + 10 = 10
63) 9 + 1 = 10
64) 7 + 3 = 10
65) 5 + 5 = 10
66) 8 + 2 = 10
67) 1 + 9 = 10
68) 8 + 2 = 10
69) 10 + 0 = 10
70) 4 + 6 = 10
71) 9 + 1 = 10
72) 1 + 9 = 10
73) 7 + 3 = 10
74) 2 + 8 = 10
75) 2 + 8 = 10
76) 7 + 3 = 10
77) 9 + 1 = 10
78) 7 + 3 = 10
79) 1 + 9 = 10
80) 6 + 4 = 10

Addition revision

81) 5 + 7 = 12
82) 6 + 4 = 10
83) 7 + 1 = 8
84) 4 + 9 = 13
85) 8 + 5 = 13
86) 6 + 0 = 6
87) 5 + 10 = 15
88) 7 + 4 = 11
89) 5 + 8 = 13
90) 7 + 6 = 13

Subtraction revision

91) 9 – 8 = 1
92) 3 – 3 = 0
93) 8 – 6 = 2
94) 11 – 3 = 8
95) 5 – 4 = 1
96) 12 – 3 = 9
97) 6 – 4 = 2
98) 3 – 2 = 1
99) 8 – 3 = 5
100) 4 – 2 = 2

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

Rainbow facts

Minus 0 and minus 10 facts are SPECIAL CASES. The number zero is the "subtractive identity", meaning that another number is unchanged by the action of subtracting zero. Talk to students about "removing" none from a group. Subtracting ten from a teen number results in the associated single digit number which has the same number of ones (eg, "eighteen" and "eight").

Take 0

1) 0 – 0 = 0
2) 5 – 0 = 5
3) 4 – 0 = 4
4) 2 – 0 = 2
5) 8 – 0 = 8
6) 1 – 0 = 1
7) 3 – 0 = 3
8) 6 – 0 = 6
9) 9 – 0 = 9
10) 7 – 0 = 7

Subtraction rainbow facts

11) 10 – 7 = 3
12) 10 – 3 = 7
13) 10 – 0 = 10
14) 10 – 6 = 4
15) 10 – 2 = 8
16) 10 – 10 = 0
17) 10 – 8 = 2
18) 10 – 1 = 9
19) 10 – 4 = 6
20) 10 – 9 = 1

Take 10

21) 13 – 10 = 3
22) 14 – 10 = 4
23) 19 – 10 = 9
24) 15 – 10 = 5
25) 12 – 10 = 2
26) 10 – 10 = 0
27) 17 – 10 = 7
28) 11 – 10 = 1
29) 18 – 10 = 8
30) 16 – 10 = 6

Difference of 0 and 10

31) 8 – 8 = 0
32) 18 – 8 = 10
33) 17 – 10 = 7
34) 17 – 7 = 10
35) 10 – 10 = 0
36) 20 – 10 = 10
37) 11 – 10 = 1
38) 12 – 10 = 2
39) 3 – 3 = 0
40) 14 – 4 = 10
41) 19 – 9 = 10
42) 5 – 5 = 0
43) 16 – 10 = 6
44) 9 – 9 = 0
45) 6 – 6 = 0
46) 13 – 3 = 10
47) 1 – 1 = 0
48) 14 – 4 = 10
49) 15 – 10 = 5
50) 2 – 2 = 0

Addition revision

51) 8 + 10 = 18
52) 7 + 5 = 12
53) 4 + 6 = 10
54) 7 + 7 = 14
55) 6 + 4 = 10
56) 5 + 4 = 9
57) 3 + 7 = 10
58) 4 + 3 = 7
59) 8 + 3 = 11
60) 7 + 4 = 11
61) 9 + 6 = 15
62) 6 + 8 = 14
63) 6 + 6 = 12
64) 9 + 10 = 19
65) 5 + 6 = 11
66) 4 + 4 = 8

Subtraction revision

67) 6 – 3 = 3
68) 9 – 7 = 2
69) 9 – 3 = 6
70) 8 – 2 = 6
71) 4 – 1 = 3
72) 6 – 2 = 4
73) 11 – 2 = 9
74) 9 – 2 = 7
75) 5 – 1 = 4
76) 12 – 2 = 10
77) 11 – 9 = 2
78) 5 – 2 = 3
79) 12 – 8 = 4
80) 11 – 3 = 8
81) 4 – 2 = 2
82) 2 – 2 = 0

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **–0 & 10: 5 [C]**

PROFESSOR PETE'S CLASSROOM

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

Take 0

1) 6 – 0 = 6
2) 3 – 0 = 3
3) 1 – 0 = 1
4) 5 – 0 = 5
5) 2 – 0 = 2
6) 7 – 0 = 7
7) 9 – 0 = 9
8) 8 – 0 = 8
9) 0 – 0 = 0
10) 4 – 0 = 4

Take 10

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

Difference of 0 and 10

21) 20 – 10 = 10
22) 3 – 3 = 0
23) 6 – 6 = 0
24) 17 – 7 = 10
25) 4 – 4 = 0
26) 17 – 10 = 7
27) 1 – 1 = 0
28) 5 – 5 = 0
29) 8 – 8 = 0
30) 2 – 2 = 0
31) 9 – 9 = 0
32) 14 – 4 = 10
33) 12 – 10 = 2
34) 19 – 9 = 10
35) 10 – 10 = 0
36) 18 – 8 = 10
37) 15 – 10 = 5
38) 13 – 3 = 10
39) 16 – 10 = 6
40) 11 – 10 = 1

Missing number

41) 6 + 10 = 16
42) 8 + 10 = 18
43) 2 + 10 = 12
44) 6 + 10 = 16
45) 6 + 0 = 6
46) 4 + 10 = 14
47) 1 + 10 = 11
48) 2 + 0 = 2
49) 5 + 0 = 5
50) 6 + 10 = 16
51) 0 + 10 = 10
52) 2 + 0 = 2
53) 2 + 10 = 12
54) 1 + 10 = 11
55) 3 + 0 = 3
56) 10 + 10 = 20
57) 9 + 10 = 19
58) 7 + 0 = 7
59) 5 + 0 = 5
60) 1 + 10 = 11

Addition revision

61) 3 + 8 = 11
62) 4 + 0 = 4
63) 10 + 6 = 16
64) 8 + 6 = 14
65) 7 + 7 = 14
66) 5 + 8 = 13
67) 8 + 1 = 9
68) 10 + 5 = 15
69) 5 + 9 = 14
70) 6 + 0 = 6
71) 7 + 9 = 16
72) 7 + 4 = 11
73) 3 + 0 = 3
74) 3 + 1 = 4
75) 4 + 8 = 12
76) 5 + 3 = 8
77) 8 + 8 = 16
78) 5 + 10 = 15
79) 9 + 7 = 16
80) 3 + 4 = 7

Subtraction revision

81) 5 – 2 = 3
82) 12 – 2 = 10
83) 8 – 1 = 7
84) 10 – 10 = 0
85) 5 – 1 = 4
91) 10 – 7 = 3
92) 11 – 3 = 8
93) 9 – 6 = 3
94) 8 – 6 = 2
95) 9 – 5 = 4
86) 6 – 3 = 3
87) 10 – 2 = 8
88) 4 – 0 = 4
89) 10 – 0 = 10
90) 3 – 1 = 2
96) 15 – 5 = 10
97) 8 – 5 = 3
98) 7 – 5 = 2
99) 12 – 9 = 3
100) 8 – 2 = 6

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **–0 & 10: 5 [B]**

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

Take 0

1) 0 – 0 = 0
2) 9 – 0 = 9
3) 4 – 0 = 4
4) 1 – 0 = 1
5) 8 – 0 = 8
6) 2 – 0 = 2
7) 7 – 0 = 7
8) 3 – 0 = 3
9) 5 – 0 = 5
10) 6 – 0 = 6

Take 10

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

Difference of 0 and 10

21) 8 – 8 = 0
22) 1 – 1 = 0
23) 15 – 10 = 5
24) 12 – 10 = 2
25) 13 – 3 = 10
26) 17 – 10 = 7
27) 6 – 6 = 0
28) 14 – 4 = 10
29) 17 – 7 = 10
30) 10 – 10 = 0
31) 11 – 10 = 1
32) 3 – 3 = 0
33) 5 – 5 = 0
34) 9 – 9 = 0
35) 19 – 9 = 10
36) 18 – 8 = 10
37) 2 – 2 = 0
38) 16 – 10 = 6
39) 20 – 10 = 10
40) 4 – 4 = 0
41) 2 – 2 = 0
42) 15 – 5 = 10
43) 14 – 4 = 10
44) 11 – 10 = 1
45) 5 – 5 = 0
46) 16 – 6 = 10
47) 3 – 3 = 0
48) 17 – 7 = 10
49) 4 – 4 = 0
50) 20 – 10 = 10
51) 9 – 9 = 0
52) 18 – 8 = 10
53) 8 – 8 = 0
54) 19 – 9 = 10
55) 19 – 10 = 9
56) 13 – 10 = 3
57) 0 – 0 = 0
58) 10 – 10 = 0
59) 12 – 10 = 2
60) 7 – 7 = 0

Addition revision

61) 10 + 1 = 11
62) 3 + 0 = 3
63) 8 + 2 = 10
64) 3 + 10 = 13
65) 3 + 9 = 12
66) 8 + 1 = 9
67) 5 + 8 = 13
68) 6 + 4 = 10
69) 8 + 4 = 12
70) 9 + 2 = 11
71) 3 + 4 = 7
72) 9 + 8 = 17
73) 7 + 5 = 12
74) 3 + 5 = 8
75) 9 + 9 = 18
76) 7 + 8 = 15
77) 8 + 0 = 8
78) 5 + 7 = 12
79) 7 + 3 = 10
80) 4 + 0 = 4

Subtraction revision

81) 5 – 1 = 4
82) 10 – 2 = 8
83) 10 – 10 = 0
84) 6 – 3 = 3
85) 4 – 0 = 4
86) 12 – 2 = 10
87) 10 – 0 = 10
88) 8 – 1 = 7
89) 3 – 1 = 2
90) 5 – 2 = 3
91) 6 – 2 = 4
92) 10 – 7 = 3
93) 12 – 9 = 3
94) 15 – 5 = 10
95) 4 – 2 = 2
96) 8 – 6 = 2
97) 12 – 3 = 9
98) 11 – 9 = 2
99) 3 – 3 = 0
100) 9 – 5 = 4

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **–0 & 10: 5 [D]**

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

Take 0

1) 1 – 0 = 1
2) 0 – 0 = 0
3) 8 – 0 = 8
4) 4 – 0 = 4
5) 6 – 0 = 6
6) 5 – 0 = 5
7) 3 – 0 = 3
8) 9 – 0 = 9
9) 7 – 0 = 7
10) 2 – 0 = 2

Take 10

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

Difference of 0 and 10

21) 8 – 8 = 0
22) 14 – 4 = 10
23) 9 – 9 = 0
24) 17 – 10 = 7
25) 15 – 10 = 5
26) 3 – 3 = 0
27) 12 – 10 = 2
28) 20 – 10 = 10
29) 11 – 10 = 1
30) 13 – 3 = 10
31) 6 – 6 = 0
32) 2 – 2 = 0
33) 1 – 1 = 0
34) 5 – 5 = 0
35) 17 – 7 = 10
36) 10 – 10 = 0
37) 16 – 10 = 6
38) 19 – 9 = 10
39) 18 – 8 = 10
40) 4 – 4 = 0

Missing number

41) 0 + 10 = 10
42) 5 + 0 = 5
43) 2 + 10 = 12
44) 6 + 0 = 6
45) 1 + 10 = 11
46) 5 + 0 = 5
47) 10 + 10 = 20
48) 6 + 10 = 16
49) 1 + 10 = 11
50) 2 + 0 = 2
51) 2 + 10 = 12
52) 8 + 10 = 18
53) 7 + 0 = 7
54) 2 + 0 = 2
55) 6 + 10 = 16
56) 3 + 0 = 3
57) 4 + 10 = 14
58) 6 + 10 = 16
59) 1 + 10 = 11
60) 9 + 10 = 19

Addition revision

61) 10 + 2 = 12
62) 4 + 3 = 7
63) 3 + 10 = 13
64) 7 + 8 = 15
65) 7 + 6 = 13
66) 3 + 0 = 3
67) 8 + 8 = 16
68) 7 + 2 = 9
69) 8 + 3 = 11
70) 9 + 2 = 11
71) 6 + 3 = 9
72) 4 + 1 = 5
73) 7 + 0 = 7
74) 3 + 8 = 11
75) 10 + 9 = 19
76) 7 + 7 = 14
77) 5 + 5 = 10
78) 4 + 2 = 6
79) 10 + 0 = 10
80) 9 + 1 = 10

Subtraction revision

81) 12 – 2 = 10
82) 8 – 1 = 7
83) 10 – 2 = 8
84) 10 – 10 = 0
85) 4 – 0 = 4
86) 10 – 0 = 10
87) 5 – 1 = 4
88) 3 – 1 = 2
89) 6 – 3 = 3
90) 5 – 2 = 3
91) 8 – 6 = 2
92) 14 – 10 = 4
93) 8 – 3 = 5
94) 11 – 9 = 2
95) 11 – 3 = 8
96) 10 – 5 = 5
97) 9 – 5 = 4
98) 12 – 9 = 3
99) 9 – 7 = 2
100) 9 – 6 = 3

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Minus 0 and minus 10 facts are SPECIAL CASES. The number zero is the "subtractive identity", meaning that another number is unchanged by the action of subtracting zero. Talk to students about "removing" none from a group. Subtracting ten from a teen number results in the associated single digit number which has the same number of ones (eg, "eighteen" and "eight").

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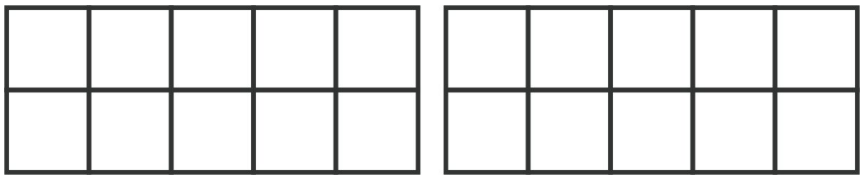
Time: **Score:** **Doubling and Halving: 6 [A]**

PROFESSOR PETE'S CLASSROOM

"Double/Halve" Strategy
Ensure that students have good recall of double addition facts before introducing the "Halve" strategy. Ten frames can be useful for showing half of the number. Do not let students count back the number.



Doubles

1) 7 + 7 = 14
2) 4 + 4 = 8
3) 1 + 1 = 2
4) 5 + 5 = 10
5) 2 + 2 = 4
6) 8 + 8 = 16
7) 3 + 3 = 6
8) 6 + 6 = 12
9) 10 + 10 = 20
10) 9 + 9 = 18

Halving

11) 2 – 1 = 1
12) 16 – 8 = 8
13) 18 – 9 = 9
14) 10 – 5 = 5
15) 4 – 2 = 2
16) 6 – 3 = 3
17) 8 – 4 = 4
18) 12 – 6 = 6
19) 14 – 7 = 7
20) 18 – 9 = 9
21) 4 – 2 = 2
22) 16 – 8 = 8
23) 18 – 9 = 9
24) 20 – 10 = 10
25) 2 – 1 = 1
26) 12 – 6 = 6
27) 20 – 10 = 10
28) 14 – 7 = 7
29) 8 – 4 = 4
30) 6 – 3 = 3

Missing number

31) 9 + 9 = 18
32) 2 + 2 = 4
33) 7 + 7 = 14
34) 4 + 4 = 8
35) 5 + 5 = 10
36) 3 + 3 = 6
37) 5 + 5 = 10
38) 8 + 8 = 16
39) 9 + 9 = 18
40) 6 + 6 = 12
41) 5 + 5 = 10
42) 2 + 2 = 4
43) 3 + 3 = 6
44) 7 + 7 = 14
45) 8 + 8 = 16
46) 2 + 2 = 4
47) 3 + 3 = 6
48) 2 + 2 = 4
49) 7 + 7 = 14
50) 4 + 4 = 8
51) 9 + 9 = 18
52) 7 + 7 = 14
53) 8 + 8 = 16
54) 7 + 7 = 14
55) 8 + 8 = 16
56) 6 + 6 = 12
57) 9 + 9 = 18
58) 5 + 5 = 10
59) 7 + 7 = 14
60) 8 + 8 = 16

Addition revision

61) 3 + 9 = 12
62) 3 + 8 = 11
63) 5 + 8 = 13
64) 8 + 4 = 12
65) 10 + 9 = 19
66) 10 + 10 = 20
67) 5 + 4 = 9
68) 4 + 6 = 10
69) 5 + 3 = 8
70) 6 + 6 = 12

Subtraction revision

71) 4 – 2 = 2
72) 1 – 1 = 0
73) 4 – 3 = 1
74) 10 – 2 = 8
75) 8 – 1 = 7
76) 5 – 3 = 2
77) 11 – 2 = 9
78) 2 – 1 = 1
79) 10 – 3 = 7
80) 6 – 2 = 4

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Halving: 6 [B]**

PROFESSOR PETE'S CLASSROOM

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

Double

1) 5 + 5 = 10
2) 2 + 2 = 4
3) 3 + 3 = 6
4) 6 + 6 = 12
5) 9 + 9 = 18
6) 7 + 7 = 14
7) 4 + 4 = 8
8) 10 + 10 = 20
9) 1 + 1 = 2
10) 8 + 8 = 16

Halve

11) 16 – 8 = 8
12) 10 – 5 = 5
13) 6 – 3 = 3
14) 16 – 8 = 8
15) 18 – 9 = 9
16) 18 – 4 = 14
17) 6 – 3 = 3
18) 2 – 1 = 1
19) 4 – 2 = 2
20) 4 – 2 = 2
21) 12 – 6 = 6
22) 18 – 9 = 9
23) 16 – 8 = 8
24) 6 – 3 = 3
25) 10 – 5 = 5
26) 14 – 7 = 7
27) 14 – 7 = 7
28) 8 – 4 = 4
29) 20 – 10 = 10
30) 10 – 5 = 5
31) 18 – 9 = 9
32) 14 – 7 = 7
33) 12 – 6 = 6
34) 14 – 7 = 7
35) 12 – 6 = 6
36) 12 – 6 = 6
37) 2 – 1 = 1
38) 20 – 10 = 10
39) 20 – 10 = 10
40) 8 – 4 = 4

Addition revision

81) 7 + 4 = 11
82) 9 + 7 = 16
83) 10 + 5 = 15
84) 6 + 7 = 13
85) 8 + 4 = 12
86) 8 + 10 = 18
87) 10 + 7 = 17
88) 7 + 8 = 15
89) 7 + 10 = 17
90) 7 + 6 = 13

Missing number

41) 2 + 2 = 4
42) 8 + 8 = 16
43) 2 + 2 = 4
44) 7 + 7 = 14
45) 5 + 5 = 10
46) 8 + 8 = 16
47) 1 + 1 = 2
48) 4 + 4 = 8
49) 5 + 5 = 10
50) 4 + 4 = 8
51) 3 + 3 = 6
52) 9 + 9 = 18
53) 9 + 9 = 18
54) 10 + 10 = 20
55) 1 + 1 = 2
56) 9 + 9 = 18
57) 3 + 3 = 6
58) 9 + 9 = 18
59) 8 + 8 = 16
60) 7 + 7 = 14
61) 3 + 3 = 6
62) 4 + 4 = 8
63) 5 + 5 = 10
64) 6 + 6 = 12
65) 8 + 8 = 16
66) 2 + 2 = 4
67) 6 + 6 = 12
68) 7 + 7 = 14
69) 5 + 5 = 10
70) 10 + 10 = 20
71) 3 + 3 = 6
72) 8 + 8 = 16
73) 5 + 5 = 10
74) 4 + 4 = 8
75) 7 + 7 = 14
76) 5 + 5 = 10
77) 6 + 6 = 12
78) 6 + 6 = 12
79) 2 + 2 = 4
80) 2 + 2 = 4

Rainbow missing number

91) 8 + 2 = 10
92) 6 + 4 = 10
93) 4 + 6 = 10
94) 9 + 1 = 10
95) 7 + 3 = 10
96) 1 + 9 = 10
97) 5 + 5 = 10
98) 2 + 8 = 10
99) 0 + 10 = 10
100) 3 + 7 = 10

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles subtraction number facts are taught using a HALVING strategy, connecting to everyday situations in which one half of a double is subtracted.

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Halving: 6 [C]**

PROFESSOR PETE'S CLASSROOM

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

Double

1) 9 + 9 = 18
2) 3 + 3 = 6
3) 10 + 10 = 20
4) 6 + 6 = 12
5) 5 + 5 = 10
6) 1 + 1 = 2
7) 8 + 8 = 16
8) 4 + 4 = 8
9) 2 + 2 = 4
10) 7 + 7 = 14

Halve

11) 4 – 2 = 2
12) 10 – 5 = 5
13) 12 – 6 = 6
14) 12 – 6 = 6
15) 20 – 10 = 10
16) 16 – 8 = 8
17) 8 – 4 = 4
18) 8 – 4 = 4
19) 20 – 10 = 10
20) 14 – 7 = 7
21) 4 – 2 = 2
22) 2 – 1 = 1
23) 18 – 9 = 9
24) 14 – 7 = 7
25) 20 – 10 = 10
26) 10 – 5 = 5
27) 18 – 4 = 14
28) 2 – 1 = 1
29) 10 – 5 = 5
30) 14 – 7 = 7
31) 14 – 7 = 7
32) 18 – 9 = 9
33) 6 – 3 = 3
34) 6 – 3 = 3
35) 12 – 6 = 6
36) 12 – 6 = 6
37) 16 – 8 = 8
38) 18 – 9 = 9
39) 6 – 3 = 3
40) 16 – 8 = 8

Missing number

41) 8 + 8 = 16
42) 10 + 10 = 20
43) 2 + 2 = 4
44) 6 + 6 = 12
45) 6 + 6 = 12
46) 8 + 8 = 16
47) 8 + 8 = 16
48) 5 + 5 = 10
49) 4 + 4 = 8
50) 6 + 6 = 12
51) 1 + 1 = 2
52) 7 + 7 = 14
53) 7 + 7 = 14
54) 9 + 9 = 18
55) 5 + 5 = 10
56) 2 + 2 = 4
57) 5 + 5 = 10
58) 6 + 6 = 12
59) 7 + 7 = 14
60) 4 + 4 = 8
61) 7 + 7 = 14
62) 1 + 1 = 2
63) 4 + 4 = 8
64) 10 + 10 = 20
65) 8 + 8 = 16
66) 9 + 9 = 18
67) 5 + 5 = 10
68) 2 + 2 = 4
69) 2 + 2 = 4
70) 9 + 9 = 18
71) 2 + 2 = 4
72) 9 + 9 = 18
73) 5 + 5 = 10
74) 3 + 3 = 6
75) 3 + 3 = 6
76) 4 + 4 = 8
77) 3 + 3 = 6
78) 8 + 8 = 16
79) 5 + 5 = 10
80) 3 + 3 = 6

Addition revision

81) 10 + 5 = 15
82) 7 + 10 = 17
83) 9 + 7 = 16
84) 8 + 4 = 12
85) 6 + 7 = 13
86) 7 + 8 = 15
87) 8 + 10 = 18
88) 10 + 7 = 17
89) 7 + 6 = 13
90) 7 + 4 = 11

Rainbow missing number

91) 1 + 9 = 10
92) 8 + 2 = 10
93) 4 + 6 = 10
94) 0 + 10 = 10
95) 9 + 1 = 10
96) 2 + 8 = 10
97) 6 + 4 = 10
98) 5 + 5 = 10
99) 3 + 7 = 10
100) 7 + 3 = 10

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Halving: 6 [D]**

PROFESSOR PETE'S CLASSROOM

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

Double

1) 10 + 10 = 20
2) 6 + 6 = 12
3) 5 + 5 = 10
4) 4 + 4 = 8
5) 2 + 2 = 4
6) 9 + 9 = 18
7) 8 + 8 = 16
8) 7 + 7 = 14
9) 1 + 1 = 2
10) 3 + 3 = 6

Halve

11) 20 – 10 = 10
12) 12 – 6 = 6
13) 18 – 4 = 14
14) 18 – 9 = 9
15) 12 – 6 = 6
16) 12 – 6 = 6
17) 14 – 7 = 7
18) 16 – 8 = 8
19) 4 – 2 = 2
20) 2 – 1 = 1
21) 10 – 5 = 5
22) 6 – 3 = 3
23) 10 – 5 = 5
24) 16 – 8 = 8
25) 6 – 3 = 3
26) 14 – 7 = 7
27) 14 – 7 = 7
28) 10 – 5 = 5
29) 6 – 3 = 3
30) 18 – 9 = 9
31) 2 – 1 = 1
32) 12 – 6 = 6
33) 20 – 10 = 10
34) 18 – 9 = 9
35) 14 – 7 = 7
36) 4 – 2 = 2
37) 8 – 4 = 4
38) 8 – 4 = 4
39) 16 – 8 = 8
40) 20 – 10 = 10

Missing number

41) 9 + 9 = 18
42) 6 + 6 = 12
43) 4 + 4 = 8
44) 8 + 8 = 16
45) 7 + 7 = 14
46) 5 + 5 = 10
47) 2 + 2 = 4
48) 8 + 8 = 16
49) 9 + 9 = 18
50) 4 + 4 = 8
51) 6 + 6 = 12
52) 3 + 3 = 6
53) 5 + 5 = 10
54) 3 + 3 = 6
55) 4 + 4 = 8
56) 10 + 10 = 20
57) 5 + 5 = 10
58) 9 + 9 = 18
59) 8 + 8 = 16
60) 5 + 5 = 10
61) 5 + 5 = 10
62) 8 + 8 = 16
63) 7 + 7 = 14
64) 3 + 3 = 6
65) 2 + 2 = 4
66) 8 + 8 = 16
67) 9 + 9 = 18
68) 2 + 2 = 4
69) 7 + 7 = 14
70) 4 + 4 = 8
71) 10 + 10 = 20
72) 1 + 1 = 2
73) 6 + 6 = 12
74) 5 + 5 = 10
75) 3 + 3 = 6
76) 1 + 1 = 2
77) 7 + 7 = 14
78) 6 + 6 = 12
79) 2 + 2 = 4
80) 2 + 2 = 4

Addition revision

81) 7 + 10 = 17
82) 7 + 6 = 13
83) 10 + 7 = 17
84) 8 + 4 = 12
85) 8 + 10 = 18
86) 6 + 7 = 13
87) 9 + 7 = 16
88) 10 + 5 = 15
89) 7 + 8 = 15
90) 7 + 4 = 11

Rainbow missing number

91) 2 + 8 = 10
92) 5 + 5 = 10
93) 9 + 1 = 10
94) 3 + 7 = 10
95) 6 + 4 = 10
96) 7 + 3 = 10
97) 1 + 9 = 10
98) 4 + 6 = 10
99) 0 + 10 = 10
100) 8 + 2 = 10

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles subtraction number facts are taught using a HALVING strategy, connecting to everyday situations in which one half of a double is subtracted.

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Relate to "Double +1" Strategy

Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact.

For example, 13 – 6 = ? think: 12 – 6 = 6 so 13 – 6 equals one more 7. 13 – 6 = 7

These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

Doubles +1 addition revision

1) 8 + 9 = 17
2) 6 + 7 = 13
3) 5 + 4 = 9
4) 4 + 3 = 7
5) 7 + 8 = 15
6) 7 + 6 = 13
7) 4 + 5 = 9
8) 6 + 5 = 11

Related to double +1

9) 10 – 5 = 5
10) 11 – 5 = 6
11) 8 – 4 = 4
12) 9 – 4 = 5
13) 14 – 7 = 7
14) 15 – 7 = 8
15) 16 – 8 = 8
16) 17 – 8 = 9
17) 10 – 5 = 5
18) 11 – 5 = 6
19) 8 – 4 = 4
20) 9 – 4 = 5
21) 16 – 8 = 8
22) 17 – 8 = 9
23) 18 – 9 = 9
24) 19 – 9 = 10
25) 6 – 3 = 3
26) 7 – 3 = 4
27) 12 – 6 = 6
28) 13 – 6 = 7
29) 14 – 7 = 7
30) 15 – 7 = 8
31) 10 – 5 = 5
32) 11 – 5 = 6
33) 18 – 9 = 9
34) 19 – 9 = 10
35) 12 – 6 = 6
36) 13 – 6 = 7
37) 16 – 8 = 8
38) 17 – 8 = 9
39) 14 – 7 = 7
40) 15 – 7 = 8
41) 12 – 6 = 6
42) 13 – 6 = 7
43) 6 – 3 = 3
44) 7 – 3 = 4
45) 4 – 2 = 2
46) 5 – 2 = 3
47) 16 – 8 = 8
48) 17 – 8 = 9

Turnarounds

49) 17 – 8 = 9
50) 17 – 9 = 8
51) 19 – 9 = 10
52) 19 – 10 = 9
53) 15 – 7 = 8
54) 15 – 8 = 7
55) 17 – 8 = 9
56) 17 – 9 = 8
57) 9 – 4 = 5
58) 9 – 5 = 4
59) 13 – 6 = 7
60) 13 – 7 = 6
61) 15 – 7 = 8
62) 15 – 8 = 7
63) 13 – 6 = 7
64) 13 – 7 = 6
65) 17 – 8 = 9
66) 17 – 9 = 8
67) 15 – 7 = 8
68) 15 – 8 = 7
69) 15 – 7 = 8
70) 15 – 8 = 7
71) 13 – 6 = 7
72) 13 – 7 = 6
73) 11 – 5 = 6
74) 11 – 6 = 5
75) 15 – 7 = 8
76) 15 – 8 = 7
77) 9 – 4 = 5
78) 9 – 5 = 4
79) 11 – 5 = 6
80) 11 – 6 = 5
81) 7 – 3 = 4
82) 7 – 4 = 3
83) 13 – 6 = 7
84) 13 – 7 = 6
85) 15 – 7 = 8
86) 15 – 8 = 7
87) 17 – 8 = 9
88) 17 – 9 = 8

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Time: **Score:** **Related to Double +1: 7 [B]**

PROFESSOR PETE'S CLASSROOM

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

Related to double +1

1) 6 – 3 = 3
2) 7 – 3 = 4
3) 8 – 4 = 4
4) 9 – 4 = 5
5) 14 – 7 = 7
6) 15 – 7 = 8
7) 16 – 8 = 8
8) 17 – 8 = 9
9) 10 – 5 = 5
10) 11 – 5 = 6
11) 8 – 4 = 4
12) 9 – 4 = 5
13) 16 – 8 = 8
14) 17 – 8 = 9
15) 18 – 9 = 9
16) 19 – 9 = 10
17) 6 – 3 = 3
18) 7 – 3 = 4
19) 14 – 7 = 7
20) 15 – 7 = 8
21) 16 – 8 = 8
22) 17 – 8 = 9
23) 10 – 5 = 5
24) 11 – 5 = 6
25) 18 – 9 = 9
26) 19 – 9 = 10
27) 12 – 6 = 6
28) 13 – 6 = 7
29) 16 – 8 = 8
30) 17 – 8 = 9
31) 14 – 7 = 7
32) 15 – 7 = 8
33) 12 – 6 = 6
34) 13 – 6 = 7
35) 6 – 3 = 3
36) 7 – 3 = 4
37) 4 – 2 = 2
38) 5 – 2 = 3
39) 16 – 8 = 8
40) 17 – 8 = 9

Turnarounds

41) 15 – 7 = 8
42) 15 – 8 = 7
43) 19 – 9 = 10
44) 19 – 10 = 9
45) 11 – 5 = 6
46) 11 – 6 = 5
47) 17 – 8 = 9
48) 17 – 9 = 8
49) 9 – 4 = 5
50) 9 – 5 = 4
51) 13 – 6 = 7
52) 13 – 7 = 6
53) 15 – 7 = 8
54) 15 – 8 = 7
55) 13 – 6 = 7
56) 13 – 7 = 6
57) 17 – 8 = 9
58) 17 – 9 = 8
59) 15 – 7 = 8
60) 15 – 8 = 7
61) 17 – 8 = 9
62) 17 – 9 = 8
63) 13 – 6 = 7
64) 13 – 7 = 6
65) 15 – 7 = 8
66) 15 – 8 = 7
67) 15 – 7 = 8
68) 15 – 8 = 7
69) 9 – 4 = 5
70) 9 – 5 = 4
71) 11 – 5 = 6
72) 11 – 6 = 5
73) 7 – 3 = 4
74) 7 – 4 = 3
75) 13 – 6 = 7
76) 13 – 7 = 6
77) 15 – 7 = 8
78) 15 – 8 = 7
79) 13 – 6 = 7
80) 13 – 6 = 7

Double +1 revision

81) 4 + 5 = 9
82) 8 + 9 = 17
83) 7 + 6 = 13
84) 3 + 2 = 5
85) 5 + 4 = 9
86) 8 + 7 = 15
87) 6 + 5 = 11
88) 7 + 8 = 15
89) 5 + 6 = 11
90) 4 + 3 = 7
91) 6 + 5 = 11
92) 3 + 4 = 7
93) 5 + 4 = 9
94) 4 + 3 = 7
95) 8 + 7 = 15
96) 5 + 6 = 11
97) 8 + 9 = 17
98) 7 + 8 = 15
99) 4 + 5 = 9
100) 7 + 6 = 13

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact. These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

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Time: **Score:** **Related to Double +1: 7 [C]**

PROFESSOR PETE'S CLASSROOM

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

Double +1 addition facts

1) 1 + 2 = 3
2) 2 + 3 = 5
3) 3 + 4 = 7
4) 4 + 5 = 9
5) 5 + 6 = 11
6) 6 + 7 = 13
7) 7 + 8 = 15
8) 8 + 9 = 17
9) 9 + 10 = 19
10) 8 + 9 = 17

Double +1 related subtraction facts

11) 17 – 8 = 9
12) 15 – 7 = 8
13) 13 – 6 = 7
14) 19 – 9 = 10
15) 13 – 7 = 6
16) 17 – 8 = 9
17) 9 – 5 = 4
18) 9 – 4 = 5
19) 9 – 5 = 4
20) 7 – 4 = 3
21) 7 – 5 = 2
22) 11 – 6 = 5
23) 17 – 9 = 8
24) 15 – 8 = 7
25) 11 – 6 = 5
26) 17 – 9 = 8
27) 13 – 7 = 6
28) 15 – 8 = 7
29) 13 – 7 = 6
30) 17 – 9 = 8
31) 9 – 4 = 5
32) 7 – 4 = 3
33) 7 – 3 = 4
34) 9 – 4 = 5
35) 15 – 8 = 7
36) 9 – 4 = 5
37) 13 – 6 = 7
38) 11 – 6 = 5
39) 13 – 7 = 6
40) 15 – 7 = 8

Double +1 related subtraction facts

41) 13 – 6 = 7
42) 19 – 9 = 10
43) 15 – 7 = 8
44) 17 – 8 = 9
45) 9 – 4 = 5
46) 15 – 7 = 8
47) 13 – 6 = 7
48) 17 – 8 = 9
49) 9 – 4 = 5
50) 13 – 6 = 7
51) 15 – 7 = 8
52) 19 – 9 = 10
53) 11 – 5 = 6
54) 17 – 8 = 9
55) 15 – 7 = 8
56) 11 – 5 = 6
57) 11 – 5 = 6
58) 11 – 5 = 6
59) 15 – 7 = 8
60) 15 – 7 = 8
61) 13 – 6 = 7
62) 9 – 4 = 5
63) 9 – 4 = 5
64) 19 – 9 = 10
65) 19 – 9 = 10
66) 17 – 8 = 9
67) 15 – 7 = 8
68) 15 – 7 = 8
69) 11 – 5 = 6
70) 9 – 4 = 5
71) 13 – 6 = 7
72) 15 – 7 = 8
73) 13 – 6 = 7
74) 13 – 6 = 7
75) 11 – 5 = 6
76) 9 – 4 = 5
77) 17 – 8 = 9
78) 13 – 6 = 7
79) 11 – 5 = 6
80) 17 – 8 = 9

Double +1 revision

81) 7 + 6 = 13
82) 6 + 5 = 11
83) 8 + 9 = 17
84) 8 + 7 = 15
85) 4 + 3 = 7
86) 5 + 6 = 11
87) 5 + 4 = 9
88) 7 + 8 = 15
89) 4 + 5 = 9
90) 3 + 2 = 5
91) 8 + 9 = 17
92) 4 + 5 = 9
93) 4 + 3 = 7
94) 3 + 4 = 7
95) 7 + 6 = 13
96) 8 + 7 = 15
97) 5 + 6 = 11
98) 6 + 5 = 11
99) 7 + 8 = 15
100) 5 + 4 = 9

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Related to Double +1: 7 [D]**

PROFESSOR PETE'S CLASSROOM

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

Double +1 addition facts

1) 6 + 7 = 13
2) 2 + 3 = 5
3) 4 + 5 = 9
4) 8 + 9 = 17
5) 7 + 8 = 15
6) 3 + 4 = 7
7) 9 + 10 = 19
8) 5 + 6 = 11
9) 8 + 9 = 17
10) 1 + 2 = 3

Double +1 related subtraction facts

11) 17 – 8 = 9
12) 11 – 6 = 5
13) 13 – 6 = 7
14) 13 – 6 = 7
15) 11 – 6 = 5
16) 17 – 9 = 8
17) 15 – 8 = 7
18) 15 – 7 = 8
19) 17 – 9 = 8
20) 19 – 9 = 10
21) 9 – 5 = 4
22) 13 – 7 = 6
23) 7 – 4 = 3
24) 9 – 4 = 5
25) 7 – 5 = 2
26) 15 – 7 = 8
27) 13 – 7 = 6
28) 9 – 4 = 5
29) 13 – 7 = 6
30) 7 – 3 = 4
31) 13 – 7 = 6
32) 9 – 5 = 4
33) 7 – 4 = 3
34) 17 – 9 = 8
35) 9 – 4 = 5
36) 11 – 6 = 5
37) 15 – 8 = 7
38) 17 – 8 = 9
39) 15 – 8 = 7
40) 9 – 4 = 5

Double +1 related subtraction facts

41) 15 – 7 = 8
42) 19 – 9 = 10
43) 15 – 7 = 8
44) 17 – 8 = 9
45) 9 – 4 = 5
46) 9 – 4 = 5
47) 15 – 7 = 8
48) 11 – 5 = 6
49) 19 – 9 = 10
50) 9 – 4 = 5
51) 15 – 7 = 8
52) 15 – 7 = 8
53) 17 – 8 = 9
54) 13 – 6 = 7
55) 13 – 6 = 7
56) 11 – 5 = 6
57) 13 – 6 = 7
58) 17 – 8 = 9
59) 9 – 4 = 5
60) 13 – 6 = 7
61) 9 – 4 = 5
62) 19 – 9 = 10
63) 15 – 7 = 8
64) 15 – 7 = 8
65) 11 – 5 = 6
66) 11 – 5 = 6
67) 17 – 8 = 9
68) 13 – 6 = 7
69) 11 – 5 = 6
70) 11 – 5 = 6
71) 13 – 6 = 7
72) 13 – 6 = 7
73) 13 – 6 = 7
74) 11 – 5 = 6
75) 9 – 4 = 5
76) 15 – 7 = 8
77) 17 – 8 = 9
78) 17 – 8 = 9
79) 19 – 9 = 10
80) 15 – 7 = 8

Double +1 revision

81) 7 + 8 = 15
82) 8 + 7 = 15
83) 8 + 9 = 17
84) 7 + 6 = 13
85) 6 + 5 = 11
86) 5 + 4 = 9
87) 5 + 6 = 11
88) 4 + 3 = 7
89) 3 + 2 = 5
90) 4 + 5 = 9
91) 5 + 4 = 9
92) 8 + 7 = 15
93) 7 + 8 = 15
94) 4 + 5 = 9
95) 8 + 9 = 17
96) 7 + 6 = 13
97) 4 + 3 = 7
98) 5 + 6 = 11
99) 3 + 4 = 7
100) 6 + 5 = 11

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact. These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

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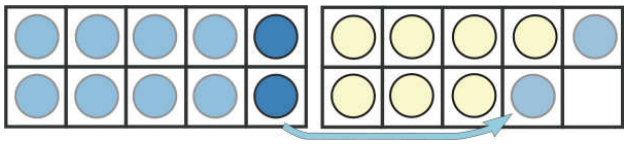
Time: **Score:** **Difference of 9, –9 Near Ten: 8 [A]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

Nine is "Near 10" Strategy
Nine is near 10, so encourage students to think of subtracting ten then adding one back.
For example, 16 – 9 = ? think: 16 – 10 = 6 so 16 – 9 equals one more, so 16 – 9 = 7

"Difference of" Strategy
Difference of 1: As students become familiar numbers, they will know which numbers are nearly ten apart. For example, 17 – 8 = 9 as it takes away one less than the ten. Discourage children from counting back 8 using their fingers or a number line.



–9 (near 10)

1) 17 – 10 = 7
2) 17 – 9 = 8
3) 15 – 10 = 5
4) 15 – 9 = 6
5) 11 – 10 = 1
6) 11 – 9 = 2
7) 13 – 10 = 3
8) 13 – 9 = 4
9) 12 – 10 = 2
10) 12 – 9 = 3
11) 15 – 10 = 5
12) 15 – 9 = 6
13) 13 – 10 = 3
14) 13 – 9 = 4
15) 11 – 10 = 1
16) 11 – 9 = 2
17) 14 – 10 = 4
18) 14 – 9 = 5
19) 16 – 10 = 6
20) 16 – 9 = 7
21) 13 – 10 = 3
22) 13 – 9 = 4
23) 17 – 10 = 7
24) 17 – 9 = 8
25) 16 – 10 = 6
26) 16 – 9 = 7
27) 15 – 10 = 5
28) 15 – 9 = 6
29) 17 – 10 = 7
30) 17 – 9 = 8
31) 18 – 10 = 8
32) 18 – 9 = 9
33) 16 – 10 = 6
34) 16 – 9 = 7
35) 17 – 10 = 7
36) 17 – 9 = 8
37) 15 – 10 = 5
38) 15 – 9 = 6
39) 14 – 10 = 4
40) 14 – 9 = 5

Difference of 10, difference of 9

41) 12 – 2 = 10
42) 12 – 3 = 9
43) 15 – 5 = 10
44) 15 – 6 = 9
45) 14 – 4 = 10
46) 14 – 5 = 9
47) 13 – 3 = 10
48) 13 – 4 = 9
49) 16 – 6 = 10
50) 16 – 7 = 9
51) 17 – 7 = 10
52) 17 – 8 = 9
53) 16 – 7 = 9
54) 15 – 6 = 9
55) 12 – 3 = 9
56) 15 – 9 = 6
57) 14 – 5 = 9
58) 13 – 4 = 9
59) 17 – 8 = 9
60) 14 – 9 = 5

Difference of 9, –9

61) 16 – 7 = 9
62) 14 – 5 = 9
63) 12 – 9 = 3
64) 9 – 0 = 9
65) 10 – 1 = 9
66) 15 – 6 = 9
67) 17 – 8 = 9
68) 13 – 9 = 4
69) 18 – 9 = 9
70) 15 – 6 = 9
71) 13 – 4 = 9
72) 16 – 7 = 9
73) 15 – 6 = 9
74) 12 – 9 = 3
75) 14 – 5 = 9
76) 11 – 6 = 5
77) 12 – 9 = 3
78) 14 – 5 = 9
79) 9 – 9 = 0
80) 11 – 9 = 2

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Time: **Score:** **Difference of 9, –9 Near Ten: 8 [B]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

–9 (near 10)

1) 13 – 10 = 3
2) 13 – 9 = 4
3) 15 – 10 = 5
4) 15 – 9 = 6
5) 11 – 10 = 1
6) 11 – 9 = 2
7) 17 – 10 = 7
8) 17 – 9 = 8
9) 12 – 10 = 2
10) 12 – 9 = 3
11) 15 – 10 = 5
12) 15 – 9 = 6
13) 13 – 10 = 3
14) 13 – 9 = 4
15) 11 – 10 = 1
16) 11 – 9 = 2
17) 14 – 10 = 4
18) 14 – 9 = 5
19) 15 – 10 = 5
20) 15 – 9 = 6
21) 16 – 10 = 6
22) 16 – 9 = 7
23) 17 – 10 = 7
24) 17 – 9 = 8
25) 16 – 10 = 6
26) 16 – 9 = 7
27) 15 – 10 = 5
28) 15 – 9 = 6
29) 17 – 10 = 7
30) 17 – 9 = 8
31) 18 – 10 = 8
32) 18 – 9 = 9
33) 16 – 10 = 6
34) 16 – 9 = 7
35) 17 – 10 = 7
36) 17 – 9 = 8
37) 15 – 10 = 5
38) 15 – 9 = 6
39) 14 – 10 = 4
40) 14 – 9 = 5

Difference of 10, difference of 9

41) 17 – 7 = 10
42) 17 – 8 = 9
43) 15 – 5 = 10
44) 15 – 6 = 9
45) 14 – 4 = 10
46) 14 – 5 = 9
47) 13 – 3 = 10
48) 13 – 4 = 9
49) 16 – 6 = 10
50) 16 – 7 = 9
51) 12 – 2 = 10
52) 12 – 4 = 8
53) 16 – 7 = 9
54) 12 – 6 = 6
55) 16 – 7 = 9
56) 15 – 9 = 6
57) 14 – 5 = 9
58) 13 – 4 = 9
59) 17 – 8 = 9
60) 14 – 9 = 5

Difference of 9, –9

61) 12 – 9 = 3
62) 16 – 7 = 9
63) 15 – 6 = 9
64) 9 – 0 = 9
65) 17 – 8 = 9
66) 14 – 5 = 9
67) 10 – 1 = 9
68) 13 – 9 = 4
69) 15 – 6 = 9
70) 16 – 7 = 9
71) 18 – 9 = 9
72) 9 – 9 = 0
73) 15 – 6 = 9
74) 13 – 4 = 9
75) 12 – 9 = 3
76) 11 – 6 = 5
77) 11 – 9 = 2
78) 14 – 5 = 9
79) 12 – 9 = 3
80) 14 – 5 = 9

+9 revision

81) 9 + 8 = 17
82) 9 + 2 = 11
83) 9 + 5 = 14
84) 9 + 4 = 13
85) 9 + 10 = 19
86) 9 + 3 = 12
87) 9 + 7 = 16
88) 9 + 9 = 18
89) 9 + 6 = 15
90) 9 + 5 = 14
91) 4 + 9 = 13
92) 2 + 9 = 11
93) 10 + 9 = 19
94) 6 + 9 = 15
95) 7 + 9 = 16
96) 1 + 9 = 10
97) 3 + 9 = 12
98) 8 + 9 = 17
99) 0 + 9 = 9
100) 5 + 9 = 14

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Minus 9 number facts are taught using a NEAR TEN strategy: encourage students to think of subtracting ten, then adding one. The difference of 9 requires students to think of taking the ones from the teen number, then taking one more. Ten frames are excellent for explaining these facts.

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Time: **Score:** **Difference of 9, –9 Near Ten: 8 [C]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

–9

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

+9 missing number

21) 9 + 9 = 18
22) 9 + 7 = 16
23) 9 + 8 = 17
24) 9 + 6 = 15
25) 9 + 4 = 13
26) 9 + 4 = 13
27) 9 + 10 = 19
28) 9 + 5 = 14
29) 9 + 9 = 18
30) 9 + 7 = 16
31) 9 + 2 = 11
32) 9 + 4 = 13
33) 9 + 5 = 14
34) 9 + 8 = 17
35) 9 + 9 = 18
36) 9 + 8 = 17
37) 9 + 3 = 12
38) 9 + 3 = 12
39) 9 + 10 = 19
40) 9 + 9 = 18

Difference of 9, –9

41) 12 – 3 = 9
42) 16 – 9 = 7
43) 16 – 7 = 9
44) 13 – 9 = 4
45) 10 – 9 = 1
46) 11 – 2 = 9
47) 14 – 9 = 5
48) 15 – 6 = 9
49) 14 – 5 = 9
50) 13 – 4 = 9
51) 12 – 9 = 3
52) 13 – 4 = 9
53) 16 – 7 = 9
54) 9 – 9 = 0
55) 10 – 9 = 1
56) 18 – 9 = 9
57) 9 – 9 = 0
58) 16 – 7 = 9
59) 17 – 8 = 9
60) 9 – 9 = 0
61) 17 – 8 = 9
62) 12 – 9 = 3
63) 10 – 1 = 9
64) 15 – 6 = 9
65) 13 – 9 = 4
66) 13 – 4 = 9
67) 16 – 7 = 9
68) 16 – 9 = 7
69) 16 – 9 = 7
70) 17 – 8 = 9
71) 14 – 5 = 9
72) 11 – 9 = 2
73) 15 – 6 = 9
74) 15 – 9 = 6
75) 10 – 1 = 9
76) 14 – 5 = 9
77) 13 – 9 = 4
78) 11 – 9 = 2
79) 18 – 9 = 9
80) 13 – 9 = 4

Addition revision

81) 9 + 6 = 15
82) 4 + 8 = 12
83) 5 + 7 = 12
84) 6 + 4 = 10
85) 3 + 3 = 6
86) 8 + 8 = 16
87) 9 + 2 = 11
88) 8 + 2 = 10
89) 3 + 2 = 5
90) 4 + 5 = 9

Subtraction revision

91) 10 – 3 = 7
92) 10 – 9 = 1
93) 10 – 2 = 8
94) 10 – 6 = 4
95) 10 – 9 = 1
96) 10 – 8 = 2
97) 10 – 5 = 5
98) 10 – 4 = 6
99) 10 – 7 = 3
100) 10 – 5 = 5

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Difference of 9, –9 Near Ten: 8 [D]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

–9

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

+9 missing number

21) 9 + 7 = 16
22) 9 + 9 = 18
23) 9 + 9 = 18
24) 9 + 7 = 16
25) 9 + 10 = 19
26) 9 + 9 = 18
27) 9 + 4 = 13
28) 9 + 2 = 11
29) 9 + 8 = 17
30) 9 + 5 = 14
31) 9 + 3 = 12
32) 9 + 3 = 12
33) 9 + 5 = 14
34) 9 + 9 = 18
35) 9 + 8 = 17
36) 9 + 8 = 17
37) 9 + 6 = 15
38) 9 + 10 = 19
39) 9 + 4 = 13
40) 9 + 4 = 13

Difference of 9, –9

41) 15 – 6 = 9
42) 9 – 9 = 0
43) 13 – 4 = 9
44) 13 – 4 = 9
45) 14 – 9 = 5
46) 16 – 7 = 9
47) 17 – 8 = 9
48) 15 – 6 = 9
49) 10 – 9 = 1
50) 13 – 9 = 4
51) 16 – 7 = 9
52) 16 – 7 = 9
53) 15 – 9 = 6
54) 9 – 9 = 0
55) 12 – 9 = 3
56) 11 – 2 = 9
57) 10 – 1 = 9
58) 11 – 9 = 2
59) 14 – 5 = 9
60) 16 – 9 = 7
61) 13 – 4 = 9
62) 15 – 6 = 9
63) 11 – 9 = 2
64) 10 – 1 = 9
65) 12 – 3 = 9
66) 14 – 5 = 9
67) 13 – 9 = 4
68) 16 – 9 = 7
69) 16 – 9 = 7
70) 16 – 7 = 9
71) 18 – 9 = 9
72) 13 – 9 = 4
73) 18 – 9 = 9
74) 9 – 9 = 0
75) 12 – 9 = 3
76) 13 – 9 = 4
77) 10 – 9 = 1
78) 14 – 5 = 9
79) 17 – 8 = 9
80) 17 – 8 = 9

Addition revision

81) 4 + 8 = 12
82) 6 + 4 = 10
83) 3 + 2 = 5
84) 9 + 2 = 11
85) 9 + 6 = 15
86) 5 + 7 = 12
87) 4 + 5 = 9
88) 8 + 8 = 16
89) 3 + 3 = 6
90) 8 + 2 = 10

Subtraction revision

91) 10 – 8 = 2
92) 10 – 2 = 8
93) 10 – 9 = 1
94) 10 – 5 = 5
95) 10 – 6 = 4
96) 10 – 3 = 7
97) 10 – 4 = 6
98) 10 – 9 = 1
99) 10 – 5 = 5
100) 10 – 7 = 3

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Minus 9 number facts are taught using a NEAR TEN strategy: encourage students to think of subtracting ten, then adding one. The difference of 9 requires students to think of taking the ones from the teen number, then taking one more.

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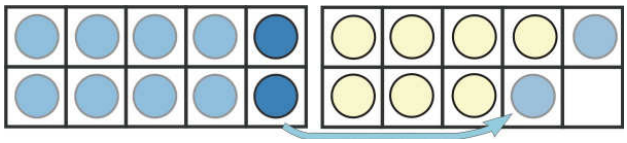
Time: **Score:** **Difference of 8, –8 Near Ten: 9 [A]**

PROFESSOR PETE'S CLASSROOM

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

Eight is "Near 10" Strategy
Eight is near 10, so encourage students to think of subtracting ten then adding two back.
For example, 17 – 8 = ? think: 17 – 10 = 7 so 17 – 8 equals two more, so 17 – 8 = 9

"Difference of" Strategy
Difference of 8: Take away the ones and two more.
For example, 14 – 6 = ? think: 14 – 4 = 10 so 14 – 6 means taking away two more. 14 – 6 = 8



–8 (near 10)

1) 14 – 10 = 4
2) 14 – 8 = 6
3) 15 – 10 = 5
4) 15 – 8 = 7
5) 11 – 10 = 1
6) 11 – 8 = 3
7) 13 – 10 = 3
8) 13 – 8 = 5
9) 12 – 10 = 2
10) 12 – 8 = 4
11) 15 – 10 = 5
12) 15 – 8 = 7
13) 13 – 10 = 3
14) 13 – 8 = 5
15) 11 – 10 = 1
16) 11 – 8 = 3
17) 14 – 10 = 4
18) 14 – 8 = 6
19) 17 – 10 = 7
20) 17 – 8 = 9
21) 13 – 10 = 3
22) 13 – 8 = 5
23) 17 – 10 = 7
24) 17 – 8 = 9
25) 16 – 10 = 6
26) 16 – 8 = 8
27) 15 – 10 = 5
28) 15 – 8 = 7
29) 17 – 10 = 7
30) 17 – 8 = 9
31) 18 – 10 = 8
32) 18 – 8 = 10
33) 16 – 10 = 6
34) 16 – 8 = 8
35) 17 – 10 = 7
36) 17 – 8 = 9
37) 15 – 10 = 5
38) 15 – 8 = 7
39) 14 – 10 = 4
40) 14 – 8 = 6

Difference of 10, difference of 8

41) 15 – 5 = 10
42) 15 – 7 = 8
43) 17 – 7 = 10
44) 17 – 9 = 8
45) 14 – 4 = 10
46) 14 – 6 = 8
47) 13 – 3 = 10
48) 13 – 5 = 8
49) 16 – 6 = 10
50) 16 – 8 = 8
51) 12 – 2 = 10
52) 12 – 8 = 4
53) 11 – 3 = 8
54) 14 – 6 = 8
55) 10 – 8 = 2
56) 8 – 0 = 8
57) 13 – 5 = 8
58) 14 – 6 = 8
59) 12 – 8 = 4
60) 13 – 5 = 8

Difference of 8, –8

61) 10 – 8 = 2
62) 11 – 8 = 3
63) 14 – 6 = 8
64) 10 – 8 = 2
65) 12 – 4 = 8
66) 13 – 5 = 8
67) 8 – 8 = 0
68) 13 – 5 = 8
69) 12 – 4 = 8
70) 15 – 7 = 8
71) 16 – 8 = 8
72) 13 – 8 = 5
73) 17 – 9 = 8
74) 16 – 8 = 8
75) 18 – 8 = 10
76) 12 – 8 = 4
77) 10 – 8 = 2
78) 14 – 8 = 6
79) 15 – 7 = 8
80) 11 – 8 = 3

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Time: **Score:** **Difference of 8, –8 Near Ten: 9 [B]**

PROFESSOR PETE'S CLASSROOM

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

–8 (near 10)

1) 13 – 10 = 3
2) 13 – 8 = 5
3) 15 – 10 = 5
4) 15 – 8 = 7
5) 11 – 10 = 1
6) 11 – 8 = 3
7) 13 – 10 = 3
8) 13 – 8 = 5
9) 12 – 10 = 2
10) 12 – 8 = 4
11) 15 – 10 = 5
12) 15 – 8 = 7
13) 13 – 10 = 3
14) 13 – 8 = 5
15) 11 – 10 = 1
16) 11 – 8 = 3
17) 14 – 10 = 4
18) 14 – 8 = 6
19) 17 – 10 = 7
20) 17 – 8 = 9
21) 16 – 10 = 6
22) 16 – 8 = 8
23) 17 – 10 = 7
24) 17 – 8 = 9
25) 16 – 10 = 6
26) 16 – 8 = 8
27) 15 – 10 = 5
28) 15 – 8 = 7
29) 17 – 10 = 7
30) 17 – 8 = 9
31) 18 – 10 = 8
32) 18 – 8 = 10
33) 16 – 10 = 6
34) 16 – 8 = 8
35) 17 – 10 = 7
36) 17 – 8 = 9
37) 15 – 10 = 5
38) 15 – 8 = 7
39) 14 – 10 = 4
40) 14 – 8 = 6

Difference of 8

41) 12 – 2 = 10
42) 12 – 4 = 8
43) 17 – 7 = 10
44) 17 – 9 = 8
45) 14 – 4 = 10
46) 14 – 6 = 8
47) 13 – 3 = 10
48) 13 – 5 = 8
49) 16 – 6 = 10
50) 16 – 8 = 8
51) 15 – 5 = 10
52) 15 – 7 = 8
53) 11 – 3 = 8
54) 14 – 6 = 8
55) 10 – 8 = 2
56) 8 – 0 = 8
57) 13 – 5 = 8
58) 14 – 6 = 8
59) 12 – 8 = 4
60) 13 – 5 = 8

Difference of 8, –8

61) 10 – 8 = 2
62) 11 – 8 = 3
63) 14 – 6 = 8
64) 10 – 8 = 2
65) 12 – 4 = 8
66) 13 – 5 = 8
67) 8 – 8 = 0
68) 13 – 5 = 8
69) 12 – 4 = 8
70) 15 – 7 = 8
71) 16 – 8 = 8
72) 13 – 8 = 5
73) 17 – 9 = 8
74) 16 – 8 = 8
75) 18 – 8 = 10
76) 12 – 8 = 4
77) 10 – 8 = 2
78) 14 – 8 = 6
79) 15 – 7 = 8
80) 11 – 8 = 3

+8 revision

81) 8 + 4 = 12
82) 8 + 9 = 17
83) 8 + 2 = 10
84) 8 + 6 = 14
85) 8 + 7 = 15
86) 8 + 3 = 11
87) 8 + 5 = 13
88) 8 + 8 = 16
89) 8 + 10 = 18
90) 8 + 8 = 16
91) 7 + 8 = 15
92) 5 + 8 = 13
93) 10 + 8 = 18
94) 4 + 8 = 12
95) 8 + 8 = 16
96) 1 + 8 = 9
97) 9 + 8 = 17
98) 2 + 8 = 10
99) 6 + 8 = 14
100) 3 + 8 = 11

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Time: **Score:** **Difference of 8, –8 Near Ten: 9 [C]**

PROFESSOR PETE'S CLASSROOM

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

–8

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

+8 missing number

21) 8 + 4 = 12
22) 8 + 10 = 18
23) 8 + 7 = 15
24) 8 + 2 = 10
25) 8 + 3 = 11
26) 8 + 2 = 10
27) 8 + 8 = 16
28) 8 + 6 = 14
29) 8 + 10 = 18
30) 8 + 3 = 11
31) 8 + 5 = 13
32) 8 + 9 = 17
33) 8 + 6 = 14
34) 8 + 8 = 16
35) 8 + 6 = 14
36) 8 + 6 = 14
37) 8 + 4 = 12
38) 8 + 7 = 15
39) 8 + 7 = 15
40) 8 + 8 = 16

Difference of 8, –8

41) 14 – 8 = 6
42) 18 – 10 = 8
43) 11 – 8 = 3
44) 12 – 4 = 8
45) 9 – 1 = 8
46) 10 – 8 = 2
47) 16 – 8 = 8
48) 17 – 9 = 8
49) 9 – 8 = 1
50) 10 – 2 = 8
51) 8 – 8 = 0
52) 11 – 3 = 8
53) 15 – 7 = 8
54) 8 – 0 = 8
55) 10 – 2 = 8
56) 11 – 8 = 3
57) 13 – 5 = 8
58) 15 – 8 = 7
59) 8 – 8 = 0
60) 12 – 4 = 8
61) 8 – 8 = 0
62) 15 – 7 = 8
63) 16 – 8 = 8
64) 13 – 5 = 8
65) 17 – 9 = 8
66) 15 – 8 = 7
67) 16 – 8 = 8
68) 12 – 4 = 8
69) 13 – 5 = 8
70) 10 – 8 = 2
71) 10 – 2 = 8
72) 14 – 8 = 6
73) 13 – 5 = 8
74) 14 – 8 = 6
75) 12 – 4 = 8
76) 12 – 8 = 4
77) 11 – 3 = 8
78) 13 – 5 = 8
79) 17 – 8 = 9
80) 9 – 8 = 1

Addition revision

81) 3 + 7 = 10
82) 10 + 3 = 13
83) 10 + 8 = 18
84) 2 + 6 = 8
85) 0 + 8 = 8
86) 1 + 8 = 9
87) 0 + 10 = 10
88) 1 + 7 = 8
89) 2 + 2 = 4
90) 3 + 2 = 5

Subtraction revision

91) 16 – 7 = 9
92) 11 – 5 = 6
93) 14 – 5 = 9
94) 12 – 9 = 3
95) 5 – 2 = 3
96) 17 – 9 = 8
97) 13 – 7 = 6
98) 7 – 2 = 5
99) 6 – 2 = 4
100) 11 – 8 = 3

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Minus 8 number facts are taught using a NEAR TEN strategy: encourage students to think of taking ten, then adding two. The difference of 8 requires students to think of taking the ones from the teen number, then taking one more.

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Time: **Score:** **Difference of 8, –8 Near Ten: 9 [D]**

PROFESSOR PETE'S CLASSROOM

– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 [8] All

–8

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

+8 missing number

21) 8 + 2 = 10
22) 8 + 6 = 14
23) 8 + 2 = 10
24) 8 + 6 = 14
25) 8 + 3 = 11
26) 8 + 7 = 15
27) 8 + 10 = 18
28) 8 + 10 = 18
29) 8 + 5 = 13
30) 8 + 8 = 16
31) 8 + 6 = 14
32) 8 + 4 = 12
33) 8 + 9 = 17
34) 8 + 8 = 16
35) 8 + 4 = 12
36) 8 + 3 = 11
37) 8 + 7 = 15
38) 8 + 6 = 14
39) 8 + 7 = 15
40) 8 + 8 = 16

Difference of 8, –8

41) 13 – 5 = 8
42) 10 – 2 = 8
43) 17 – 9 = 8
44) 16 – 8 = 8
45) 12 – 4 = 8
46) 15 – 7 = 8
47) 16 – 8 = 8
48) 13 – 5 = 8
49) 12 – 4 = 8
50) 11 – 3 = 8
51) 10 – 8 = 2
52) 13 – 5 = 8
53) 15 – 7 = 8
54) 12 – 4 = 8
55) 17 – 8 = 9
56) 12 – 4 = 8
57) 14 – 8 = 6
58) 9 – 8 = 1
59) 9 – 8 = 1
60) 13 – 5 = 8
61) 11 – 8 = 3
62) 8 – 0 = 8
63) 9 – 1 = 8
64) 11 – 8 = 3
65) 10 – 2 = 8
66) 13 – 5 = 8
67) 17 – 9 = 8
68) 18 – 10 = 8
69) 15 – 8 = 7
70) 14 – 8 = 6
71) 10 – 2 = 8
72) 8 – 8 = 0
73) 12 – 8 = 4
74) 8 – 8 = 0
75) 8 – 8 = 0
76) 11 – 3 = 8
77) 14 – 8 = 6
78) 16 – 8 = 8
79) 10 – 8 = 2
80) 15 – 8 = 7

Addition revision

81) 9 + 7 = 16
82) 8 + 5 = 13
83) 7 + 8 = 15
84) 5 + 2 = 7
85) 8 + 3 = 11
86) 5 + 4 = 9
87) 4 + 3 = 7
88) 8 + 9 = 17
89) 6 + 9 = 15
90) 6 + 10 = 16

Subtraction revision

91) 10 – 8 = 2
92) 10 – 2 = 8
93) 10 – 9 = 1
94) 10 – 5 = 5
95) 10 – 6 = 4
96) 10 – 3 = 7
97) 10 – 4 = 6
98) 10 – 9 = 1
99) 10 – 5 = 5
100) 10 – 7 = 3

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Minus 8 number facts are taught using a NEAR TEN strategy: encourage students to think of taking ten, then adding two. The difference of 8 requires students to think of taking the ones from the teen number, then taking one more.

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Time: **Score:** **Last Facts and Revision: 10 [A]**

PROFESSOR PETE'S CLASSROOM

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

Last Facts

Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

Remaining facts (4+7) (5+7)

1) 11 – 4 = 7
2) 12 – 5 = 7
3) 12 – 5 = 7
4) 11 – 7 = 4
5) 12 – 5 = 7
6) 11 – 7 = 4
7) 11 – 4 = 7
8) 12 – 5 = 7
9) 11 – 7 = 4
10) 12 – 7 = 5
11) 12 – 7 = 5
12) 11 – 7 = 4
13) 12 – 7 = 5
14) 11 – 4 = 7
15) 12 – 5 = 7
16) 11 – 7 = 4
17) 11 – 4 = 7
18) 11 – 4 = 7
19) 12 – 7 = 5
20) 12 – 7 = 5

Missing number revision

21) 9 + 9 = 18
22) 5 + 6 = 11
23) 4 + 4 = 8
24) 8 + 9 = 17
25) 6 + 7 = 13
26) 8 + 3 = 11
27) 7 + 8 = 15
28) 8 + 7 = 15
29) 8 + 2 = 10
30) 6 + 6 = 12
31) 7 + 10 = 17
32) 4 + 7 = 11
33) 9 + 8 = 17
34) 3 + 9 = 12
35) 4 + 5 = 9
36) 7 + 4 = 11
37) 5 + 2 = 7
38) 7 + 7 = 14
39) 7 + 3 = 10
40) 6 + 2 = 8

Subtraction revision

41) 10 – 6 = 4
42) 13 – 7 = 6
43) 14 – 7 = 7
44) 9 – 1 = 8
45) 11 – 8 = 3
46) 16 – 9 = 7
47) 16 – 8 = 8
48) 8 – 6 = 2
49) 10 – 8 = 2
50) 17 – 9 = 8
51) 7 – 4 = 3
52) 8 – 5 = 3
53) 10 – 5 = 5
54) 7 – 3 = 4
55) 12 – 4 = 8
56) 4 – 2 = 2
57) 5 – 3 = 2
58) 11 – 5 = 6
59) 14 – 6 = 8
60) 10 – 3 = 7
61) 16 – 7 = 9
62) 18 – 9 = 9
63) 5 – 2 = 3
64) 8 – 2 = 6
65) 14 – 8 = 6
66) 11 – 4 = 7
67) 9 – 7 = 2
68) 15 – 8 = 7
69) 13 – 4 = 9
70) 6 – 3 = 3

Addition revision

71) 7 + 4 = 11
72) 10 + 3 = 13
73) 9 + 8 = 17
74) 8 + 3 = 11
75) 10 + 5 = 15
76) 5 + 7 = 12
77) 7 + 8 = 15
78) 3 + 10 = 13
79) 7 + 3 = 10
80) 10 + 2 = 12
81) 7 + 0 = 7
82) 3 + 7 = 10
83) 9 + 6 = 15
84) 6 + 3 = 9
85) 5 + 3 = 8
86) 3 + 9 = 12
87) 4 + 9 = 13
88) 3 + 4 = 7
89) 4 + 6 = 10
90) 7 + 7 = 14

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Ten Minutes a Day 1 **ANSWERS** **Subtraction**

Time: **Score:** **Remaining Facts & Revision: 10 [B]**

PROFESSOR PETE'S CLASSROOM

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

Remaining facts (4+7) (5+7)

1) 11 – 7 = 4
2) 11 – 7 = 4
3) 12 – 7 = 5
4) 12 – 5 = 7
5) 11 – 4 = 7
6) 12 – 5 = 7
7) 11 – 4 = 7
8) 11 – 4 = 7
9) 12 – 7 = 5
10) 12 – 5 = 7
11) 11 – 7 = 4
12) 11 – 4 = 7
13) 12 – 5 = 7
14) 11 – 4 = 7
15) 12 – 7 = 5
16) 11 – 7 = 4
17) 11 – 7 = 4
18) 12 – 5 = 7
19) 12 – 7 = 5
20) 12 – 7 = 5

Missing number revision

21) 4 + 2 = 6
22) 7 + 5 = 12
23) 6 + 6 = 12
24) 4 + 5 = 9
25) 7 + 7 = 14
26) 8 + 8 = 16
27) 8 + 7 = 15
28) 9 + 4 = 13
29) 3 + 9 = 12
30) 5 + 6 = 11
31) 9 + 7 = 16
32) 4 + 8 = 12
33) 7 + 3 = 10
34) 7 + 2 = 9
35) 3 + 8 = 11
36) 8 + 2 = 10
37) 5 + 4 = 9
38) 3 + 4 = 7
39) 4 + 6 = 10
40) 6 + 7 = 13
41) 7 + 8 = 15
42) 9 + 2 = 11
43) 8 + 6 = 14
44) 7 + 9 = 16
45) 3 + 5 = 8
46) 9 + 8 = 17
47) 9 + 9 = 18
48) 4 + 3 = 7
49) 5 + 10 = 15
50) 7 + 4 = 11

Subtraction revision

51) 16 – 9 = 7
52) 9 – 6 = 3
53) 16 – 7 = 9
54) 16 – 8 = 8
55) 14 – 7 = 7
56) 8 – 3 = 5
57) 8 – 5 = 3
58) 15 – 6 = 9
59) 8 – 4 = 4
60) 15 – 8 = 7
61) 18 – 9 = 9
62) 17 – 8 = 9
63) 10 – 8 = 2
64) 13 – 4 = 9
65) 11 – 5 = 6
66) 9 – 0 = 9
67) 9 – 5 = 4
68) 8 – 2 = 6
69) 9 – 1 = 8
70) 4 – 2 = 2
71) 12 – 7 = 5
72) 10 – 6 = 4
73) 12 – 8 = 4
74) 17 – 9 = 8
75) 10 – 4 = 6
76) 6 – 4 = 2
77) 14 – 8 = 6
78) 11 – 4 = 7
79) 5 – 3 = 2
80) 13 – 5 = 8

Addition revision

81) 9 + 7 = 16
82) 3 + 0 = 3
83) 3 + 6 = 9
84) 9 + 5 = 14
85) 9 + 8 = 17
86) 8 + 10 = 18
87) 9 + 0 = 9
88) 10 + 4 = 14
89) 7 + 3 = 10
90) 3 + 8 = 11
91) 7 + 4 = 11
92) 4 + 4 = 8
93) 8 + 3 = 11
94) 10 + 0 = 10
95) 4 + 0 = 4
96) 10 + 7 = 17
97) 5 + 10 = 15
98) 7 + 2 = 9
99) 9 + 2 = 11
100) 8 + 0 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

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Time: **Score:** **Remaining Facts & Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

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

Remaining facts (4+7) (5+7)

1) 12 – 7 = 5
2) 11 – 7 = 4
3) 11 – 7 = 4
4) 11 – 7 = 4
5) 12 – 7 = 5
6) 12 – 5 = 7
7) 12 – 5 = 7
8) 12 – 5 = 7
9) 11 – 4 = 7
10) 12 – 7 = 5
11) 11 – 4 = 7
12) 12 – 5 = 7
13) 11 – 4 = 7
14) 11 – 4 = 7
15) 11 – 7 = 4
16) 12 – 7 = 5
17) 11 – 4 = 7
18) 12 – 5 = 7
19) 11 – 7 = 4
20) 12 – 7 = 5

Missing number revision

21) 9 + 7 = 16
22) 8 + 6 = 14
23) 9 + 8 = 17
24) 7 + 9 = 16
25) 4 + 5 = 9
26) 7 + 5 = 12
27) 9 + 2 = 11
28) 9 + 9 = 18
29) 8 + 7 = 15
30) 4 + 8 = 12
31) 8 + 8 = 16
32) 3 + 5 = 8
33) 4 + 6 = 10
34) 3 + 4 = 7
35) 5 + 6 = 11
36) 6 + 6 = 12
37) 4 + 3 = 7
38) 7 + 8 = 15
39) 5 + 10 = 15
40) 3 + 8 = 11
41) 3 + 9 = 12
42) 5 + 4 = 9
43) 8 + 2 = 10
44) 7 + 3 = 10
45) 4 + 2 = 6
46) 7 + 4 = 11
47) 9 + 4 = 13
48) 7 + 7 = 14
49) 7 + 2 = 9
50) 6 + 7 = 13

Subtraction revision

51) 8 – 4 = 4
52) 11 – 5 = 6
53) 9 – 5 = 4
54) 18 – 9 = 9
55) 14 – 8 = 6
56) 9 – 6 = 3
57) 10 – 6 = 4
58) 5 – 3 = 2
59) 15 – 6 = 9
60) 15 – 8 = 7
61) 13 – 4 = 9
62) 8 – 5 = 3
63) 12 – 7 = 5
64) 14 – 7 = 7
65) 17 – 9 = 8
66) 8 – 3 = 5
67) 4 – 2 = 2
68) 9 – 0 = 9
69) 16 – 8 = 8
70) 16 – 9 = 7
71) 10 – 8 = 2
72) 17 – 8 = 9
73) 8 – 2 = 6
74) 16 – 7 = 9
75) 11 – 4 = 7
76) 10 – 4 = 6
77) 12 – 8 = 4
78) 6 – 4 = 2
79) 13 – 5 = 8
80) 9 – 1 = 8

Addition revision

81) 3 + 6 = 9
82) 3 + 8 = 11
83) 10 + 0 = 10
84) 10 + 7 = 17
85) 9 + 2 = 11
86) 9 + 5 = 14
87) 9 + 7 = 16
88) 7 + 3 = 10
89) 9 + 8 = 17
90) 8 + 10 = 18
91) 9 + 0 = 9
92) 8 + 0 = 8
93) 10 + 4 = 14
94) 3 + 0 = 3
95) 5 + 10 = 15
96) 4 + 4 = 8
97) 7 + 2 = 9
98) 4 + 0 = 4
99) 7 + 4 = 11
100) 8 + 3 = 11

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

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Time: **Score:** **Remaining Facts & Revision: 10 [D]**

PROFESSOR PETE'S CLASSROOM

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

Remaining facts (4+7) (5+7)

1) 12 – 7 = 5
2) 12 – 5 = 7
3) 11 – 4 = 7
4) 12 – 7 = 5
5) 11 – 4 = 7
6) 11 – 7 = 4
7) 11 – 7 = 4
8) 11 – 7 = 4
9) 12 – 7 = 5
10) 11 – 4 = 7
11) 11 – 4 = 7
12) 12 – 5 = 7
13) 12 – 5 = 7
14) 12 – 5 = 7
15) 12 – 7 = 5
16) 12 – 5 = 7
17) 12 – 7 = 5
18) 11 – 7 = 4
19) 11 – 4 = 7
20) 11 – 7 = 4

Missing number revision

21) 8 + 7 = 15
22) 4 + 3 = 7
23) 8 + 6 = 14
24) 8 + 8 = 16
25) 6 + 7 = 13
26) 3 + 8 = 11
27) 7 + 2 = 9
28) 7 + 9 = 16
29) 7 + 5 = 12
30) 7 + 8 = 15
31) 9 + 4 = 13
32) 7 + 7 = 14
33) 5 + 6 = 11
34) 9 + 2 = 11
35) 4 + 8 = 12
36) 4 + 5 = 9
37) 3 + 5 = 8
38) 9 + 8 = 17
39) 3 + 4 = 7
40) 9 + 7 = 16
41) 9 + 9 = 18
42) 4 + 6 = 10
43) 8 + 2 = 10
44) 4 + 2 = 6
45) 5 + 10 = 15
46) 7 + 4 = 11
47) 6 + 6 = 12
48) 3 + 9 = 12
49) 5 + 4 = 9
50) 7 + 3 = 10

Subtraction revision

51) 16 – 8 = 8
52) 10 – 8 = 2
53) 9 – 0 = 9
54) 14 – 7 = 7
55) 8 – 3 = 5
56) 5 – 3 = 2
57) 12 – 7 = 5
58) 13 – 4 = 9
59) 13 – 5 = 8
60) 12 – 8 = 4
61) 6 – 4 = 2
62) 11 – 5 = 6
63) 16 – 9 = 7
64) 8 – 5 = 3
65) 10 – 6 = 4
66) 14 – 8 = 6
67) 18 – 9 = 9
68) 16 – 7 = 9
69) 15 – 8 = 7
70) 9 – 5 = 4
71) 10 – 4 = 6
72) 8 – 2 = 6
73) 4 – 2 = 2
74) 15 – 6 = 9
75) 9 – 6 = 3
76) 8 – 4 = 4
77) 9 – 1 = 8
78) 17 – 8 = 9
79) 11 – 4 = 7
80) 17 – 9 = 8

Addition revision

81) 3 + 6 = 9
82) 4 + 0 = 4
83) 3 + 8 = 11
84) 4 + 4 = 8
85) 7 + 3 = 10
86) 10 + 4 = 14
87) 8 + 3 = 11
88) 8 + 10 = 18
89) 9 + 5 = 14
90) 9 + 7 = 16
91) 9 + 0 = 9
92) 3 + 0 = 3
93) 5 + 10 = 15
94) 8 + 0 = 8
95) 7 + 4 = 11
96) 9 + 8 = 17
97) 7 + 2 = 9
98) 9 + 2 = 11
99) 10 + 0 = 10
100) 10 + 7 = 17

This worksheet is part of the Professor Pete's Classroom eBook "Ten Minutes a Day 1: Subtraction Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet. Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

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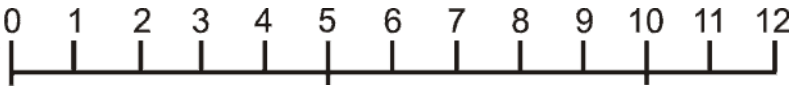
Time: **Score:** **Check Up A**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 1, 2

1) 3 – 2 = 1
2) 4 – 1 = 3
3) 3 – 1 = 2
4) 5 – 2 = 3
5) 10 – 2 = 8
6) 9 – 2 = 7
7) 6 – 2 = 4
8) 2 – 2 = 0
9) 8 – 2 = 6
10) 7 – 2 = 5
11) 9 – 1 = 8
12) 12 – 1 = 11
13) 7 – 1 = 6
14) 6 – 1 = 5
15) 8 – 1 = 7
16) 4 – 2 = 2
17) 10 – 1 = 9
18) 12 – 2 = 10
19) 11 – 2 = 9
20) 1 – 1 = 0
21) 2 – 1 = 1
22) 5 – 1 = 4
23) 11 – 1 = 10
24) 7 – 1 = 6
25) 10 – 1 = 9

Difference of 1 and 2, count back 1 and 2

26) 3 – 1 = 2
27) 2 – 1 = 1
28) 11 – 9 = 2
29) 10 – 8 = 2
30) 7 – 6 = 1
31) 11 – 9 = 2
32) 5 – 2 = 3
33) 3 – 2 = 1
34) 8 – 6 = 2
35) 6 – 4 = 2
36) 5 – 3 = 2
37) 10 – 2 = 8
38) 9 – 7 = 2
39) 10 – 9 = 1
40) 5 – 3 = 2
41) 4 – 2 = 2
42) 7 – 5 = 2
43) 9 – 8 = 1
44) 6 – 5 = 1
45) 4 – 2 = 2
46) 8 – 7 = 1
47) 9 – 7 = 2
48) 2 – 1 = 1
49) 9 – 7 = 2
50) 11 – 1 = 10

Missing number

51) 6 + 1 = 7
52) 4 + 1 = 5
53) 8 + 1 = 9
54) 7 + 1 = 8
55) 9 + 2 = 11
56) 5 + 2 = 7
57) 3 + 2 = 5
58) 6 + 1 = 7
59) 9 + 1 = 10
60) 4 + 1 = 5
61) 9 + 1 = 10
62) 5 + 1 = 6
63) 8 + 2 = 10
64) 7 + 2 = 9
65) 6 + 2 = 8
66) 3 + 1 = 4
67) 4 + 2 = 6
68) 6 + 2 = 8
69) 6 + 2 = 8
70) 6 + 2 = 8
71) 1 + 4 = 5
72) 1 + 9 = 10
73) 2 + 7 = 9
74) 2 + 3 = 5
75) 2 + 9 = 11
76) 2 + 4 = 6
77) 1 + 5 = 6
78) 1 + 6 = 7
79) 1 + 2 = 3
80) 1 + 7 = 8
81) 1 + 7 = 8
82) 2 + 2 = 4
83) 2 + 5 = 7
84) 2 + 6 = 8
85) 1 + 3 = 4
86) 1 + 8 = 9
87) 1 + 1 = 2
88) 2 + 8 = 10
89) 2 + 1 = 3
90) 2 + 2 = 4

This worksheet is part of the Professor Pete's Classroom eBooks "Ten Minutes a Day 1: Subtraction Worksheets". This Check Up is for assessment to be given upon completion of the 2D worksheet. The teacher should record each student's score and the time taken.

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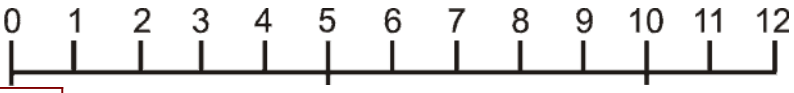
Time: **Score:** **Check Up B**

PROFESSOR PETE'S CLASSROOM

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

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



Count back 3

1) 7 – 3 = 4
2) 12 – 3 = 9
3) 7 – 3 = 4
4) 12 – 3 = 9
5) 10 – 3 = 7
6) 9 – 3 = 6
7) 7 – 3 = 4
8) 5 – 3 = 2
9) 9 – 3 = 6
10) 4 – 3 = 1
11) 10 – 3 = 7
12) 8 – 3 = 5
13) 6 – 3 = 3
14) 10 – 3 = 7
15) 6 – 3 = 3
16) 5 – 3 = 2
17) 11 – 3 = 8
18) 11 – 3 = 8
19) 5 – 3 = 2
20) 8 – 3 = 5

Difference of 3, count back 3

21) 6 – 3 = 3
22) 8 – 5 = 3
23) 10 – 7 = 3
24) 5 – 2 = 3
25) 10 – 7 = 3
26) 7 – 4 = 3
27) 9 – 6 = 3
28) 9 – 3 = 6
29) 11 – 2 = 9
30) 11 – 8 = 3
31) 10 – 7 = 3
32) 12 – 3 = 9
33) 7 – 3 = 4
34) 11 – 8 = 3
35) 13 – 10 = 3
36) 6 – 3 = 3
37) 4 – 1 = 3
38) 10 – 3 = 7
39) 8 – 5 = 3
40) 12 – 9 = 3

Addition revision

81) 7 + 0 = 7
82) 10 + 4 = 14
83) 7 + 7 = 14
84) 6 + 1 = 7
85) 9 + 5 = 14

Subtraction rainbow facts

41) 10 – 8 = 2
42) 10 – 2 = 8
43) 10 – 3 = 7
44) 10 – 1 = 9
45) 10 – 9 = 1
46) 10 – 4 = 6
47) 10 – 2 = 8
48) 10 – 5 = 5
49) 10 – 4 = 6
50) 10 – 4 = 6
51) 10 – 4 = 6
52) 10 – 5 = 5
53) 10 – 4 = 6
54) 10 – 9 = 1
55) 10 – 1 = 9
56) 10 – 7 = 3
57) 10 – 6 = 4
58) 10 – 5 = 5
59) 10 – 10 = 0
60) 10 – 0 = 10
61) 10 – 6 = 4
62) 10 – 8 = 2
63) 10 – 7 = 3
64) 10 – 4 = 6
65) 10 – 6 = 4
66) 10 – 6 = 4
67) 10 – 0 = 10
68) 10 – 7 = 3
69) 10 – 10 = 0
70) 10 – 2 = 8

Missing number +3

71) 7 + 3 = 10
72) 5 + 3 = 8
73) 9 + 3 = 12
74) 6 + 3 = 9
75) 4 + 3 = 7
76) 8 + 3 = 11
77) 4 + 3 = 7
78) 3 + 3 = 6
79) 9 + 3 = 12
80) 7 + 3 = 10

Subtraction revision

86) 4 – 3 = 1
87) 1 – 1 = 0
88) 11 – 2 = 9
89) 5 – 1 = 4
90) 3 – 2 = 1

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PROFESSOR PETE'S CLASSROOM

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

Difference of 0 and 10, –0 and 10

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

Halving

31) 16 – 8 = 8
32) 8 – 4 = 4
33) 6 – 3 = 3
34) 14 – 7 = 7
35) 6 – 3 = 3
36) 8 – 4 = 4
37) 20 – 10 = 10
38) 12 – 6 = 6
39) 14 – 7 = 7
40) 14 – 7 = 7
41) 16 – 8 = 8
42) 6 – 3 = 3
43) 16 – 8 = 8
44) 16 – 8 = 8
45) 18 – 9 = 9
46) 10 – 5 = 5
47) 18 – 9 = 9
48) 10 – 5 = 5
49) 18 – 9 = 9
50) 20 – 10 = 10

0 and 10 missing number

21) 9 + 0 = 9
22) 6 + 10 = 16
23) 10 + 7 = 17
24) 10 + 3 = 13
25) 0 + 5 = 5
26) 7 + 0 = 7
27) 4 + 10 = 14
28) 1 + 0 = 1
29) 8 + 0 = 8
30) 5 + 10 = 15

Doubles missing number

51) 9 + 9 = 18
52) 3 + 3 = 6
53) 7 + 7 = 14
54) 6 + 6 = 12
55) 5 + 5 = 10
56) 8 + 8 = 16
57) 9 + 9 = 18
58) 6 + 6 = 12
59) 9 + 9 = 18
60) 5 + 5 = 10

Addition revision

61) 10 + 6 = 16
62) 3 + 7 = 10
63) 7 + 4 = 11
64) 6 + 8 = 14
65) 9 + 8 = 17
66) 10 + 9 = 19
67) 9 + 4 = 13
68) 7 + 5 = 12
69) 4 + 8 = 12
70) 8 + 5 = 13
71) 6 + 7 = 13
72) 1 + 4 = 5
73) 8 + 6 = 14
74) 10 + 8 = 18
75) 4 + 5 = 9
76) 5 + 8 = 13
77) 6 + 2 = 8
78) 8 + 8 = 16
79) 0 + 7 = 7
80) 8 + 9 = 17

Subtraction revision

81) 11 – 3 = 8
82) 5 – 3 = 2
83) 5 – 1 = 4
84) 9 – 0 = 9
85) 8 – 2 = 6
86) 7 – 0 = 7
87) 4 – 3 = 1
88) 12 – 3 = 9
89) 11 – 10 = 1
90) 9 – 3 = 6
91) 3 – 3 = 0
92) 9 – 2 = 7
93) 3 – 2 = 1
94) 5 – 0 = 5
95) 8 – 0 = 8
96) 10 – 2 = 8
97) 4 – 0 = 4
98) 3 – 0 = 3
99) 13 – 3 = 10
100) 12 – 3 = 9

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Time: **Score:** **Check Up D**

PROFESSOR PETE'S CLASSROOM

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

Doubles +1 related subtraction facts

1) 17 – 8 = 9
2) 11 – 5 = 6
3) 17 – 8 = 9
4) 17 – 9 = 8
5) 15 – 7 = 8
6) 11 – 6 = 5
7) 15 – 7 = 8
8) 13 – 6 = 7
9) 11 – 6 = 5
10) 9 – 4 = 5
11) 15 – 7 = 8
12) 11 – 5 = 6
13) 13 – 7 = 6
14) 11 – 5 = 6
15) 7 – 4 = 3
16) 13 – 6 = 7
17) 11 – 5 = 6
18) 17 – 9 = 8
19) 9 – 5 = 4
20) 11 – 6 = 5

Difference of 9, –9

31) 18 – 9 = 9
32) 11 – 6 = 5
33) 13 – 4 = 9
34) 15 – 6 = 9
35) 13 – 9 = 4
36) 12 – 9 = 3
37) 14 – 5 = 9
38) 10 – 1 = 9
39) 17 – 8 = 9
40) 16 – 7 = 9
41) 14 – 5 = 9
42) 12 – 9 = 3
43) 15 – 6 = 9
44) 15 – 6 = 9
45) 16 – 7 = 9
46) 9 – 0 = 9
47) 11 – 9 = 2
48) 9 – 9 = 0
49) 14 – 5 = 9
50) 12 – 9 = 3

Doubles +1 missing number

21) 7 + 8 = 15
22) 4 + 3 = 7
23) 3 + 2 = 5
24) 4 + 5 = 9
25) 8 + 9 = 17
26) 7 + 6 = 13
27) 5 + 4 = 9
28) 5 + 6 = 11
29) 6 + 5 = 11
30) 8 + 7 = 15

+9 missing number

51) 9 + 8 = 17
52) 9 + 2 = 11
53) 9 + 6 = 15
54) 9 + 9 = 18
55) 9 + 10 = 19
56) 9 + 9 = 18
57) 9 + 7 = 16
58) 9 + 4 = 13
59) 9 + 5 = 14
60) 9 + 3 = 12

Addition revision

61) 1 + 8 = 9
62) 7 + 4 = 11
63) 0 + 4 = 4
64) 3 + 5 = 8
65) 5 + 8 = 13
66) 10 + 5 = 15
67) 7 + 6 = 13
68) 8 + 4 = 12
69) 4 + 4 = 8
70) 4 + 7 = 11
71) 10 + 6 = 16
72) 4 + 5 = 9
73) 4 + 6 = 10
74) 6 + 4 = 10
75) 6 + 3 = 9
76) 9 + 3 = 12
77) 4 + 8 = 12
78) 4 + 3 = 7
79) 10 + 10 = 20
80) 9 + 4 = 13

-0, 1, 2, 3, 10, rainbow subtraction facts

81) 13 – 3 = 10
82) 9 – 3 = 6
83) 5 – 3 = 2
84) 5 – 1 = 4
85) 8 – 0 = 8
86) 5 – 0 = 5
87) 12 – 3 = 9
88) 9 – 0 = 9
89) 8 – 2 = 6
90) 4 – 3 = 1
91) 3 – 2 = 1
92) 11 – 3 = 8
93) 12 – 3 = 9
94) 3 – 0 = 3
95) 7 – 0 = 7
96) 11 – 10 = 1
97) 3 – 3 = 0
98) 9 – 2 = 7
99) 4 – 0 = 4
100) 10 – 2 = 8

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Time: **Score:** **Check Up E**

PROFESSOR PETE'S CLASSROOM

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

–8 (near 10)

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

Difference of 8, –8

21) 15 – 7 = 8
22) 10 – 8 = 2
23) 11 – 8 = 3
24) 14 – 6 = 8
25) 13 – 8 = 5
26) 11 – 8 = 3
27) 8 – 8 = 0
28) 17 – 9 = 8
29) 14 – 8 = 6
30) 15 – 7 = 8
31) 10 – 8 = 2
32) 12 – 8 = 4
33) 16 – 8 = 8
34) 18 – 8 = 10
35) 13 – 5 = 8
36) 10 – 8 = 2
37) 12 – 4 = 8
38) 16 – 8 = 8
39) 13 – 5 = 8
40) 12 – 4 = 8

Remaining facts (4+7) (5+7)

41) 12 – 7 = 5
42) 12 – 7 = 5
43) 11 – 7 = 4
44) 12 – 7 = 5
45) 11 – 7 = 4
46) 11 – 7 = 4
47) 11 – 7 = 4
48) 12 – 7 = 5
49) 12 – 7 = 5
50) 12 – 7 = 5

Subtraction revision

51) 16 – 8 = 8
52) 10 – 8 = 2
53) 9 – 0 = 9
54) 14 – 7 = 7
55) 8 – 3 = 5
56) 5 – 3 = 2
57) 12 – 7 = 5
58) 13 – 4 = 9
59) 13 – 5 = 8
60) 12 – 8 = 4
61) 6 – 4 = 2
62) 11 – 5 = 6
63) 16 – 9 = 7
64) 8 – 5 = 3
65) 10 – 6 = 4
66) 14 – 8 = 6
67) 18 – 9 = 9
68) 16 – 7 = 9
69) 15 – 8 = 7
70) 9 – 5 = 4
71) 10 – 4 = 6
72) 8 – 2 = 6
73) 4 – 2 = 2
74) 15 – 6 = 9
75) 9 – 6 = 3
76) 8 – 4 = 4
77) 9 – 1 = 8
78) 17 – 8 = 9
79) 11 – 4 = 7
80) 17 – 9 = 8

Addition revision

81) 6 + 2 = 8
82) 3 + 6 = 9
83) 9 + 1 = 10
84) 8 + 1 = 9
85) 5 + 7 = 12
86) 8 + 8 = 16
87) 4 + 1 = 5
88) 6 + 4 = 10
89) 6 + 9 = 15
90) 6 + 1 = 7
91) 6 + 2 = 8
92) 3 + 6 = 9
93) 9 + 1 = 10
94) 8 + 1 = 9
95) 5 + 7 = 12
96) 8 + 8 = 16
97) 4 + 1 = 5
98) 6 + 4 = 10
99) 6 + 9 = 15
100) 6 + 1 = 7

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Homework **Count Back 1, Difference of 1: 1 [A]**

PROFESSOR PETE'S CLASSROOM

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

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

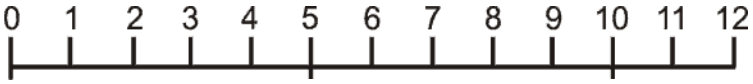
Take One "Count Back" Strategy

Take 1: These facts are taught using a COUNT BACK strategy. A number line will help children to visualize 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

1) 5 – 1 = 4
2) 5 – 1 = 4
3) 9 – 1 = 8
4) 6 – 1 = 5
5) 5 – 1 = 4
6) 8 – 1 = 7
7) 9 – 1 = 8
8) 5 – 1 = 4
9) 5 – 1 = 4
10) 11 – 1 = 10
11) 7 – 1 = 6
12) 4 – 1 = 3
13) 3 – 1 = 2
14) 7 – 1 = 6
15) 3 – 1 = 2
16) 6 – 1 = 5
17) 6 – 1 = 5
18) 2 – 1 = 1
19) 7 – 1 = 6
20) 10 – 1 = 9

Difference of 1, count back 1

21) 7 – 6 = 1
22) 9 – 1 = 8
23) 5 – 4 = 1
24) 4 – 1 = 3
25) 6 – 1 = 5
26) 4 – 3 = 1
27) 10 – 1 = 9
28) 7 – 1 = 6
29) 10 – 9 = 1
30) 6 – 5 = 1
31) 9 – 8 = 1
32) 8 – 1 = 7
33) 5 – 4 = 1
34) 8 – 1 = 7
35) 3 – 2 = 1
36) 7 – 6 = 1
37) 8 – 7 = 1
38) 2 – 1 = 1
39) 9 – 8 = 1
40) 4 – 3 = 1

Missing number

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

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Homework **Count Back One (–1): 1 [B]**

PROFESSOR PETE'S CLASSROOM

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

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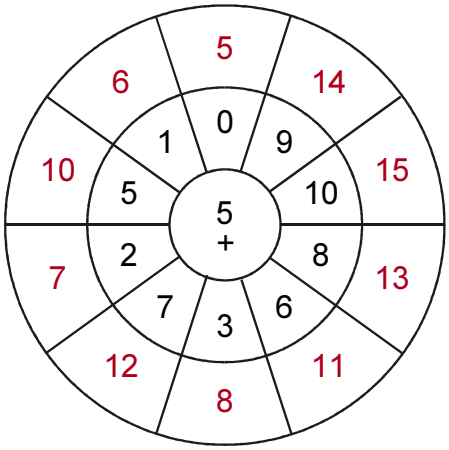
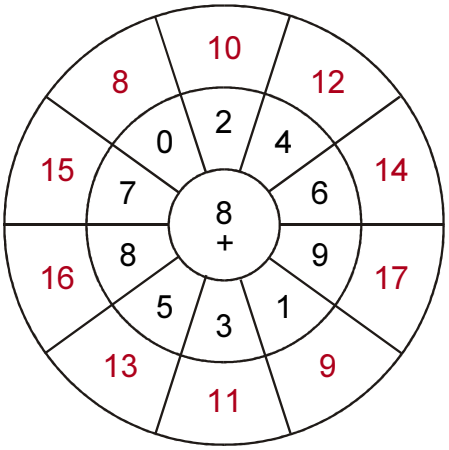
Addition revision

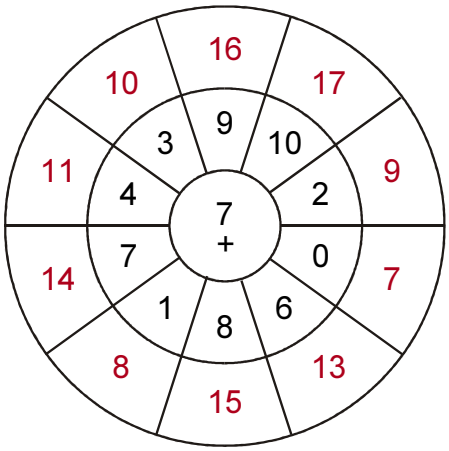
1)



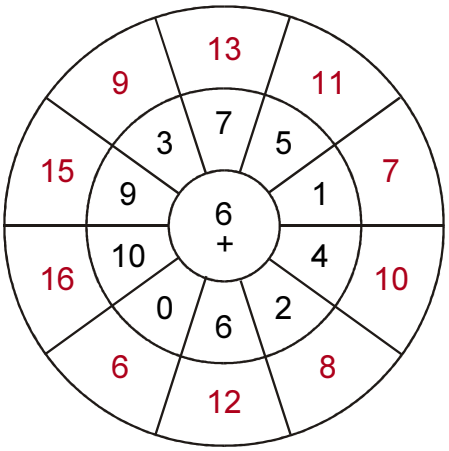
2)



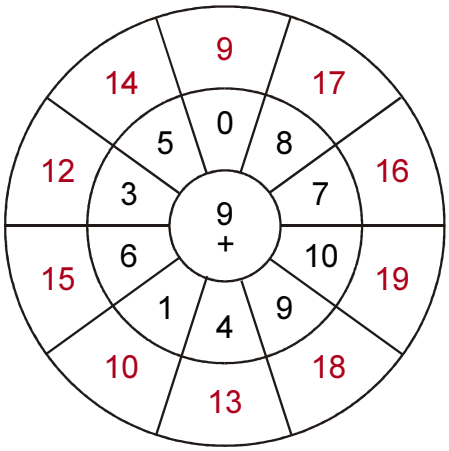
3)



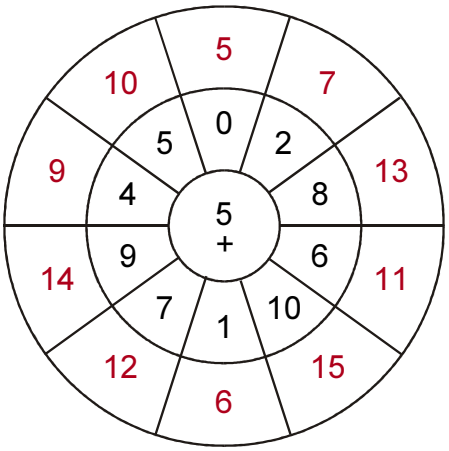
4)



5)



6)



Homework **Count Back 2, Difference of 2: 2 [A]**

PROFESSOR PETE'S CLASSROOM

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

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

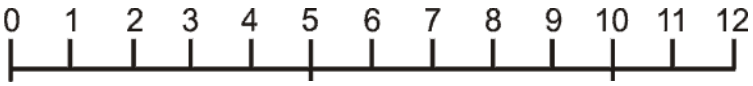
Take Two "Count Back" Strategy

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 2

1) 11 – 2 = 9
2) 10 – 2 = 8
3) 6 – 2 = 4
4) 9 – 2 = 7
5) 12 – 2 = 10
6) 5 – 2 = 3
7) 11 – 2 = 9
8) 8 – 2 = 6
9) 8 – 2 = 6
10) 10 – 2 = 8
11) 3 – 2 = 1
12) 7 – 2 = 5
13) 11 – 2 = 9
14) 7 – 2 = 5
15) 11 – 2 = 9
16) 5 – 2 = 3
17) 11 – 2 = 9
18) 4 – 2 = 2
19) 9 – 2 = 7
20) 3 – 2 = 1

Difference of 2, count back 2

21) 10 – 8 = 2
22) 6 – 2 = 4
23) 8 – 6 = 2
24) 7 – 5 = 2
25) 6 – 2 = 4
26) 4 – 2 = 2
27) 7 – 2 = 5
28) 3 – 2 = 1
29) 5 – 2 = 3
30) 3 – 1 = 2
31) 8 – 6 = 2
32) 3 – 1 = 2
33) 9 – 2 = 7
34) 6 – 4 = 2
35) 6 – 4 = 2
36) 7 – 5 = 2
37) 4 – 2 = 2
38) 8 – 2 = 6
39) 9 – 7 = 2
40) 5 – 3 = 2

Missing number

41) 3 + 2 = 5
42) 8 + 2 = 10
43) 4 + 2 = 6
44) 8 + 2 = 10
45) 9 + 2 = 11
46) 7 + 2 = 9
47) 9 + 2 = 11
48) 6 + 2 = 8
49) 1 + 2 = 3
50) 1 + 2 = 3
51) 2 + 2 = 4
52) 10 + 2 = 12
53) 6 + 2 = 8
54) 7 + 2 = 9
55) 10 + 2 = 12
56) 5 + 2 = 7
57) 2 + 5 = 7
58) 2 + 7 = 9
59) 2 + 9 = 11
60) 2 + 6 = 8
61) 2 + 2 = 4
62) 2 + 9 = 11
63) 2 + 8 = 10
64) 2 + 6 = 8
65) 2 + 10 = 12
66) 2 + 4 = 6
67) 2 + 2 = 4
68) 2 + 8 = 10
69) 2 + 10 = 12
70) 2 + 9 = 11
71) 2 + 4 = 6
72) 2 + 3 = 5

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Homework

Count Back Two (–2): 2 [B]

PROFESSOR PETE'S CLASSROOM

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

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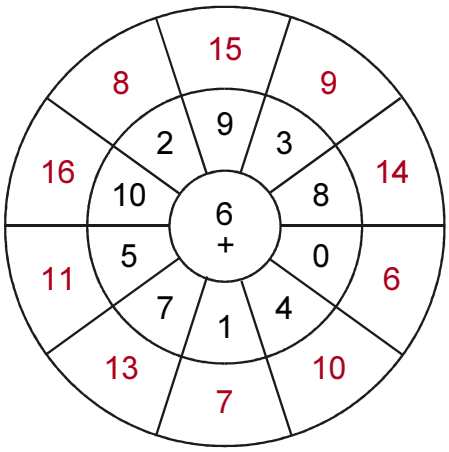
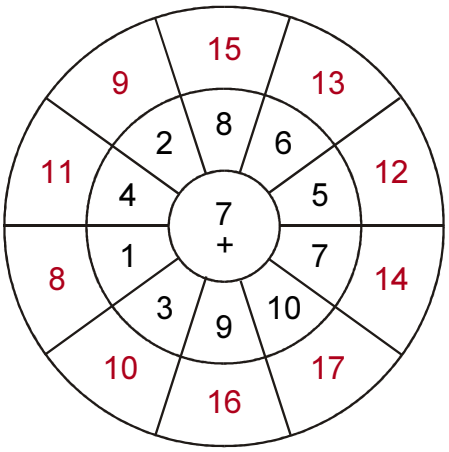
Addition revision

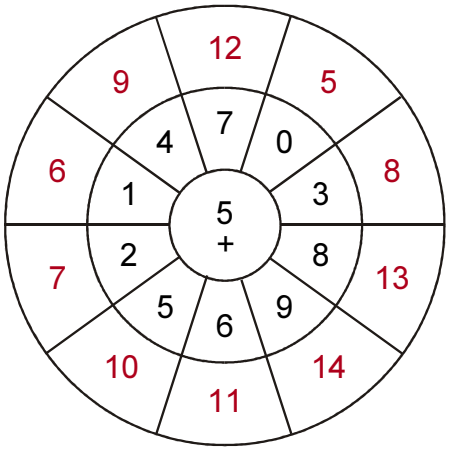
1)



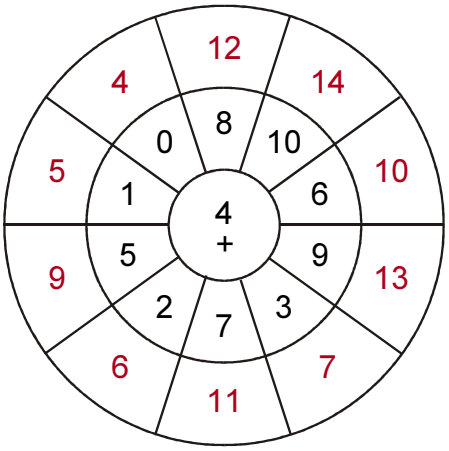
2)



3)



4)



Subtraction table

5)

–	3	8	6	4	2
2	1	6	4	2	0
1	2	7	5	3	1

6)

–	7	8	4	6	9
1	6	7	3	5	8
2	5	6	2	4	7

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Homework **Count Back 3, Difference of 3: 3 [A]**

PROFESSOR PETE'S CLASSROOM

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

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

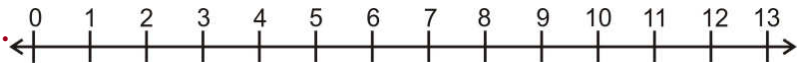
Take Three "Count Back" Strategy

Take 3: These facts are taught using a COUNT BACK strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line should help them to visualize this strategy.

"Difference of" Strategy

Difference of 3: As students become familiar with counting, they will know which numbers are near to each other, the difference being 3. For example, 8-5=3 as it takes only 3 hops to move from 8 to 5. Discourage children from counting back 5 using their fingers or the number line.

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



Count back 3

1) 11 – 3 = 8
2) 6 – 3 = 3
3) 8 – 3 = 5
4) 7 – 3 = 4
5) 5 – 3 = 2
6) 8 – 3 = 5
7) 7 – 3 = 4
8) 5 – 3 = 2
9) 9 – 3 = 6
10) 5 – 3 = 2
11) 10 – 3 = 7
12) 6 – 3 = 3
13) 11 – 3 = 8
14) 10 – 3 = 7
15) 12 – 3 = 9
16) 12 – 3 = 9
17) 9 – 3 = 6
18) 7 – 3 = 4
19) 4 – 3 = 1
20) 10 – 3 = 7

Difference of 3, count back 3

21) 12 – 3 = 9
22) 5 – 2 = 3
23) 10 – 7 = 3
24) 7 – 3 = 4
25) 6 – 3 = 3
26) 11 – 2 = 9
27) 10 – 7 = 3
28) 10 – 7 = 3
29) 11 – 8 = 3
30) 13 – 10 = 3
31) 9 – 3 = 6
32) 4 – 1 = 3
33) 8 – 5 = 3
34) 11 – 8 = 3
35) 9 – 6 = 3
36) 6 – 3 = 3
37) 10 – 3 = 7
38) 7 – 4 = 3
39) 12 – 9 = 3
40) 8 – 5 = 3

Missing number

41) 6 + 3 = 9
42) 10 + 3 = 13
43) 7 + 3 = 10
44) 3 + 3 = 6
45) 2 + 3 = 5
46) 3 + 3 = 6
47) 9 + 3 = 12
48) 2 + 3 = 5
49) 5 + 3 = 8
50) 5 + 3 = 8
51) 4 + 3 = 7
52) 8 + 3 = 11
53) 1 + 3 = 4
54) 4 + 3 = 7
55) 3 + 5 = 8
56) 3 + 5 = 8
57) 3 + 2 = 5
58) 3 + 3 = 6
59) 3 + 2 = 5
60) 3 + 8 = 11
61) 3 + 10 = 13
62) 3 + 4 = 7
63) 3 + 6 = 9
64) 3 + 9 = 12
65) 3 + 7 = 10
66) 3 + 9 = 12
67) 3 + 10 = 13
68) 3 + 8 = 11

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Homework

Count Back Three (–3): 3 [B]

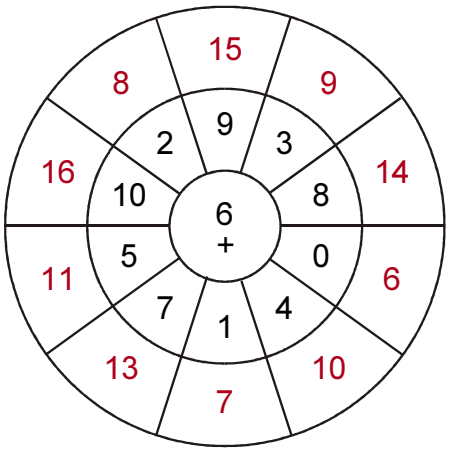
PROFESSOR PETE'S CLASSROOM

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

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

Addition revision

1)



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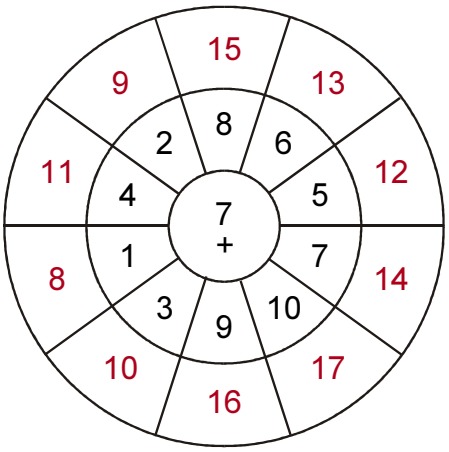

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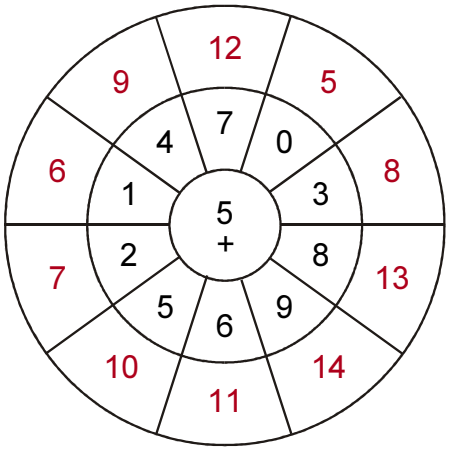

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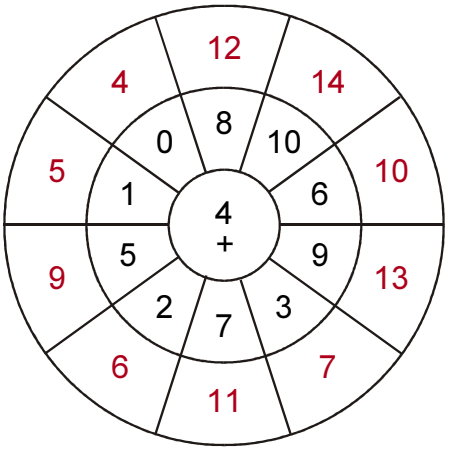

Subtraction table

5)

–	11	9	7	8	6
2	9	7	5	6	4
3	8	6	4	5	3
1	10	8	6	7	5

6)

–	5	6	4	10	11
3	2	3	1	7	8
2	3	4	2	8	9
1	4	5	3	9	10

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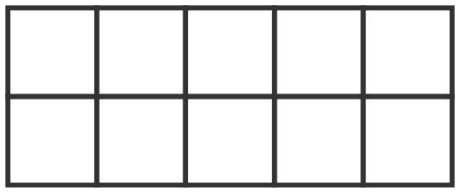
– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 8 All

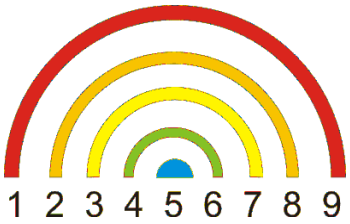
Information for Parents: "Rainbow Facts"

Rainbow facts

Taking away from 10 involves knowing the addition Rainbow Facts. Familiarity with numbers to 10 shown on a ten frame will make these questions easy to students. Students can be shown a rainbow graphic to illustrate the fact that these pairs are equidistant from the number 5. Rainbow facts are foundational for many other mathematical skills, such as giving change.



Use a ten frame. Do not use your fingers.



Rainbow addition facts

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

Subtraction rainbow facts

11) 10 – 4 = 6
12) 10 – 3 = 7
13) 10 – 3 = 7
14) 10 – 6 = 4
15) 10 – 4 = 6
16) 10 – 6 = 4
17) 10 – 4 = 6
18) 10 – 0 = 10
19) 10 – 7 = 3
20) 10 – 2 = 8
21) 10 – 1 = 9
22) 10 – 10 = 0
23) 10 – 6 = 4
24) 10 – 3 = 7
25) 10 – 7 = 3
26) 10 – 7 = 3
27) 10 – 9 = 1
28) 10 – 5 = 5
29) 10 – 3 = 7
30) 10 – 0 = 10
31) 10 – 7 = 3
32) 10 – 5 = 5
33) 10 – 6 = 4
34) 10 – 7 = 3
35) 10 – 8 = 2
36) 10 – 4 = 6

Missing number

37) 5 + 5 = 10
38) 9 + 1 = 10
39) 1 + 9 = 10
40) 4 + 6 = 10
41) 7 + 3 = 10
42) 5 + 5 = 10
43) 2 + 8 = 10
44) 7 + 3 = 10
45) 6 + 4 = 10
46) 4 + 6 = 10
47) 3 + 7 = 10
48) 2 + 8 = 10
49) 5 + 5 = 10
50) 5 + 5 = 10
51) 7 + 3 = 10
52) 7 + 3 = 10
53) 8 + 2 = 10
54) 7 + 3 = 10
55) 8 + 2 = 10
56) 1 + 9 = 10
57) 9 + 1 = 10
58) 2 + 8 = 10
59) 9 + 1 = 10
60) 2 + 8 = 10
61) 5 + 5 = 10
62) 2 + 8 = 10
63) 6 + 4 = 10
64) 10 + 0 = 10
65) 8 + 2 = 10
66) 8 + 2 = 10
67) 8 + 2 = 10
68) 4 + 6 = 10
69) 5 + 5 = 10
70) 7 + 3 = 10
71) 4 + 6 = 10
72) 6 + 4 = 10

Addition revision

73) 8 + 5 = 13
74) 10 + 8 = 18

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

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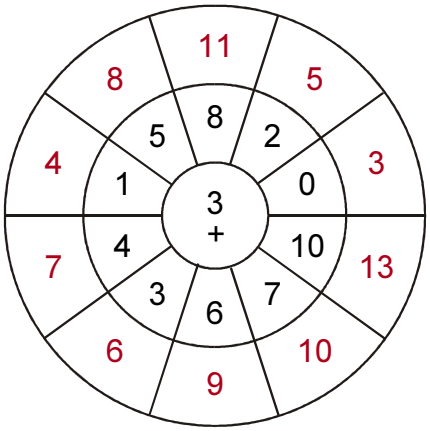
Revision

1)



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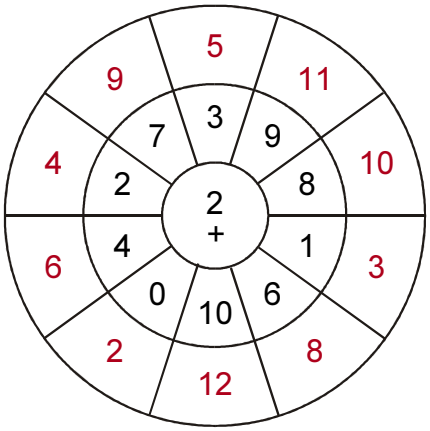

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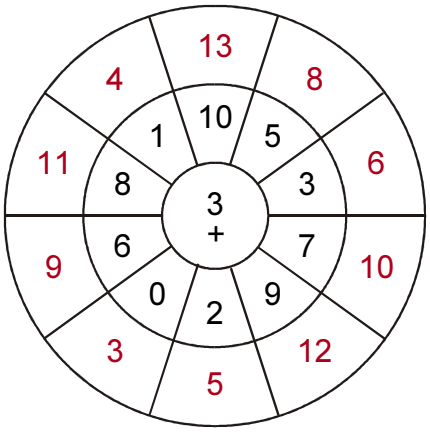

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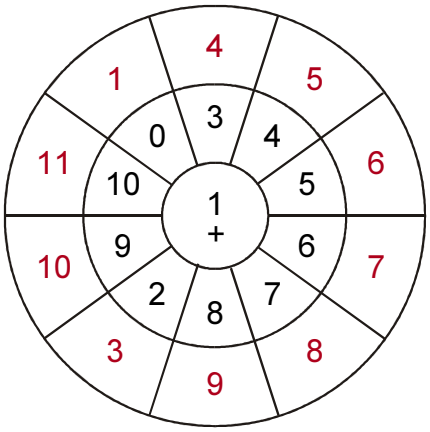

Subtraction table

5)

—	8	7	4	5	11
2	6	5	2	3	9
1	7	6	3	4	10
3	5	4	1	2	8

6)

—	9	3	7	10	8
2	7	1	5	8	6
3	6	0	4	7	5
1	8	2	6	9	7

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PROFESSOR PETE'S CLASSROOM

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

Information for Parents: Special Cases

Special Cases

Minus 0 and minus 10 facts are SPECIAL CASES. The number zero is the "subtractive identity", meaning that another number is unchanged by the action of subtracting zero. Talk to students about "removing" none from a group. Subtracting ten from a teen number results in the associated single digit number which has the same number of ones (eg, "eighteen" and "eight").

Take 0

1) 2 – 0 = 2
2) 3 – 0 = 3
3) 7 – 0 = 7
4) 5 – 0 = 5
5) 1 – 0 = 1
6) 4 – 0 = 4
7) 6 – 0 = 6
8) 8 – 0 = 8
9) 9 – 0 = 9
10) 0 – 0 = 0

Subtraction rainbow facts

11) 10 – 9 = 1
12) 10 – 1 = 9
13) 10 – 4 = 6
14) 10 – 0 = 10
15) 10 – 8 = 2
16) 10 – 6 = 4
17) 10 – 3 = 7
18) 10 – 7 = 3
19) 10 – 2 = 8
20) 10 – 10 = 0

Addition revision

51) 6 + 4 = 10
52) 6 + 8 = 14
53) 9 + 3 = 12
54) 9 + 10 = 19
55) 4 + 9 = 13
56) 8 + 8 = 16
57) 7 + 10 = 17
58) 7 + 6 = 13
59) 3 + 9 = 12
60) 6 + 9 = 15

Take 10

21) 14 – 10 = 4
22) 12 – 10 = 2
23) 18 – 10 = 8
24) 11 – 10 = 1
25) 15 – 10 = 5
26) 16 – 10 = 6
27) 17 – 10 = 7
28) 13 – 10 = 3
29) 19 – 10 = 9
30) 10 – 10 = 0

Difference of 0 and 10

31) 19 – 9 = 10
32) 11 – 10 = 1
33) 14 – 4 = 10
34) 6 – 6 = 0
35) 14 – 4 = 10
36) 5 – 5 = 0
37) 8 – 8 = 0
38) 18 – 8 = 10
39) 15 – 10 = 5
40) 9 – 9 = 0
41) 13 – 3 = 10
42) 20 – 10 = 10
43) 2 – 2 = 0
44) 10 – 10 = 0
45) 1 – 1 = 0
46) 16 – 10 = 6
47) 17 – 10 = 7
48) 17 – 7 = 10
49) 12 – 10 = 2
50) 3 – 3 = 0

Subtraction revision

61) 7 – 6 = 1
62) 6 – 2 = 4
63) 10 – 6 = 4
64) 12 – 3 = 9
65) 4 – 1 = 3
66) 10 – 1 = 9
67) 10 – 5 = 5
68) 5 – 3 = 2
69) 2 – 2 = 0
70) 12 – 10 = 2

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Homework **Special Cases (–0 & –10): 5 [B]**

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

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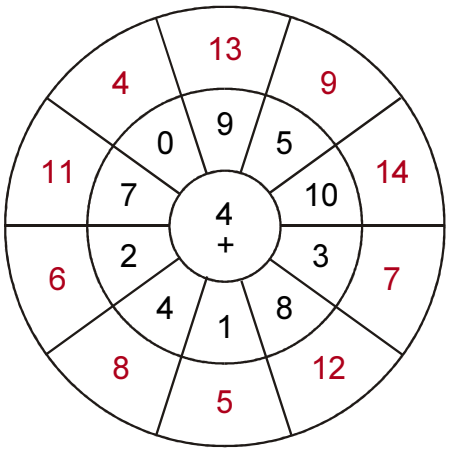
Addition revision

1)



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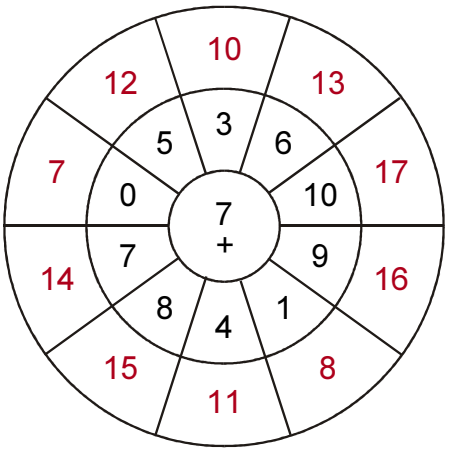

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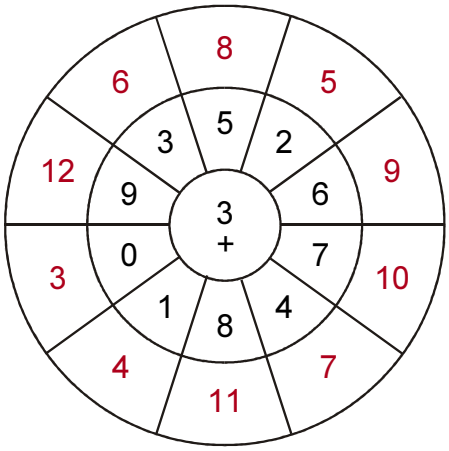
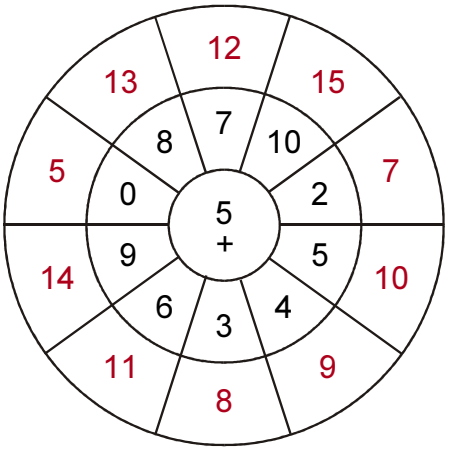


4)



Subtraction table

5)

–	6	5	9	10	4
3	3	2	6	7	1
1	5	4	8	9	3
0	6	5	9	10	4

6)

–	10	3	9	10	4
1	9	2	8	9	3
3	7	0	6	7	1
0	10	3	9	10	4

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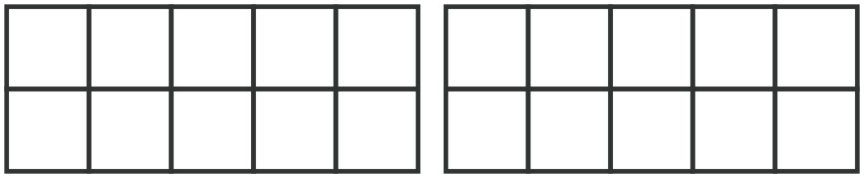
PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Double/ Halve" Strategy

"Double/Halve" Strategy

Ensure that students have good recall of double addition facts before introducing the "Halve" strategy. Ten frames can be useful for showing half of the number. Do not let students count back the number.



Doubles

1) 7 + 7 = 14
2) 4 + 4 = 8
3) 1 + 1 = 2
4) 5 + 5 = 10
5) 2 + 2 = 4
6) 8 + 8 = 16
7) 3 + 3 = 6
8) 6 + 6 = 12
9) 10 + 10 = 20
10) 9 + 9 = 18

Halving

11) 2 – 1 = 1
12) 16 – 8 = 8
13) 18 – 9 = 9
14) 10 – 5 = 5
15) 4 – 2 = 2
16) 6 – 3 = 3
17) 8 – 4 = 4
18) 12 – 6 = 6
19) 14 – 7 = 7
20) 18 – 9 = 9
21) 4 – 2 = 2
22) 16 – 8 = 8
23) 18 – 9 = 9
24) 20 – 10 = 10
25) 2 – 1 = 1
26) 12 – 6 = 6
27) 20 – 10 = 10
28) 14 – 7 = 7
29) 8 – 4 = 4
30) 6 – 3 = 3

Missing number

31) 9 + 9 = 18
32) 2 + 2 = 4
33) 7 + 7 = 14
34) 4 + 4 = 8
35) 5 + 5 = 10
36) 3 + 3 = 6
37) 5 + 5 = 10
38) 8 + 8 = 16
39) 9 + 9 = 18
40) 6 + 6 = 12
41) 5 + 5 = 10
42) 2 + 2 = 4
43) 3 + 3 = 6
44) 7 + 7 = 14
45) 8 + 8 = 16
46) 2 + 2 = 4
47) 3 + 3 = 6
48) 2 + 2 = 4
49) 7 + 7 = 14
50) 4 + 4 = 8
51) 9 + 9 = 18
52) 7 + 7 = 14
53) 8 + 8 = 16
54) 7 + 7 = 14
55) 8 + 8 = 16
56) 6 + 6 = 12
57) 9 + 9 = 18
58) 5 + 5 = 10
59) 7 + 7 = 14
60) 8 + 8 = 16

Addition revision

61) 3 + 6 = 9
62) 7 + 4 = 11
63) 3 + 4 = 7
64) 9 + 10 = 19
65) 8 + 7 = 15
66) 9 + 3 = 12

Subtraction revision

67) 3 – 3 = 0
68) 9 – 1 = 8
69) 1 – 1 = 0
70) 4 – 3 = 1
71) 7 – 2 = 5
72) 8 – 1 = 7

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

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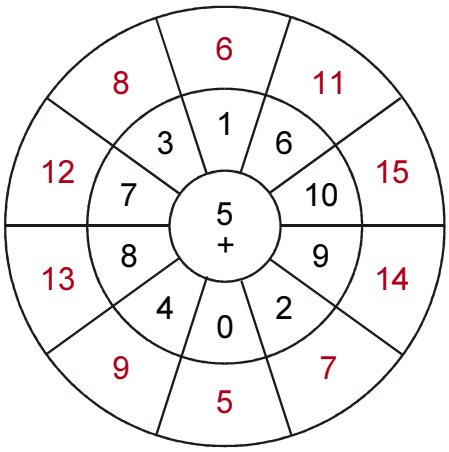
Addition revision

1)



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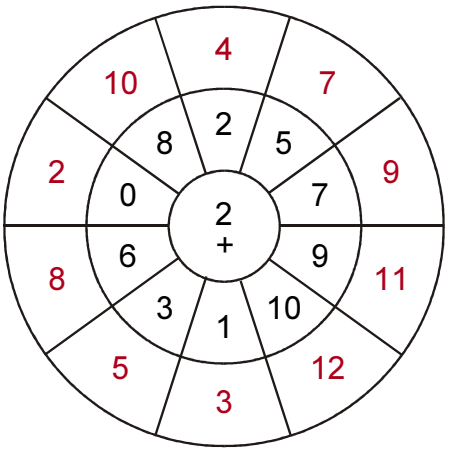

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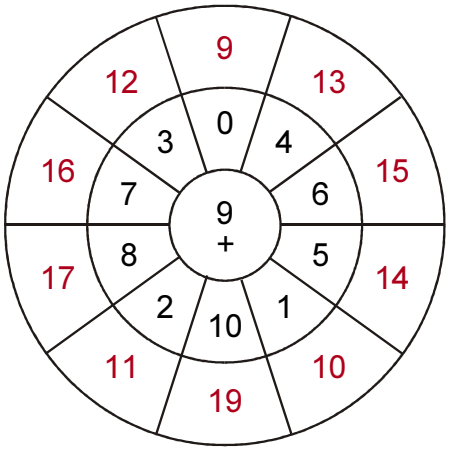
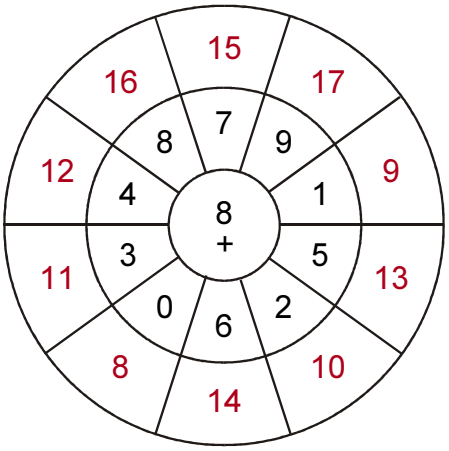


4)



Subtraction table

5)

—	3	10	9	6	8
1	2	9	8	5	7
3	0	7	6	3	5
2	1	8	7	4	6

6)

—	10	7	11	3	5
3	7	4	8	0	2
2	8	5	9	1	3
0	10	7	11	3	5

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PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Relate to Doubles +1" Strategy

Relate to "Double +1" Strategy

Doubles +1 subtraction number facts are taught using a THINK OF DOUBLE PLUS ONE strategy: once double plus one addition facts are memorized, students can recall the associated numbers, and answer a subtraction fact.

For example, 13 – 6 = ? think: 12 – 6 = 6 so 13 – 6 equals one more 7. 13 – 6 = 7

These are some of the most challenging subtraction facts, and will probably require extra time for students to learn them.

Related to doubles +1

1) 10 – 5 = 5
2) 11 – 5 = 6
3) 8 – 4 = 4
4) 9 – 4 = 5
5) 14 – 7 = 7
6) 15 – 7 = 8
7) 16 – 8 = 8
8) 17 – 8 = 9
9) 10 – 5 = 5
10) 11 – 5 = 6
11) 8 – 4 = 4
12) 9 – 4 = 5
13) 16 – 8 = 8
14) 17 – 8 = 9
15) 18 – 9 = 9
16) 19 – 9 = 10
17) 6 – 3 = 3
18) 7 – 3 = 4
19) 12 – 6 = 6
20) 13 – 6 = 7
21) 14 – 7 = 7
22) 15 – 7 = 8
23) 10 – 5 = 5
24) 11 – 5 = 6
25) 18 – 9 = 9
26) 19 – 9 = 10
27) 12 – 6 = 6
28) 13 – 6 = 7
29) 16 – 8 = 8
30) 17 – 8 = 9
31) 14 – 7 = 7
32) 15 – 7 = 8
33) 12 – 6 = 6
34) 13 – 6 = 7
35) 6 – 3 = 3
36) 7 – 3 = 4
37) 4 – 2 = 2
38) 5 – 2 = 3
39) 16 – 8 = 8
40) 17 – 8 = 9

Turnarounds

41) 15 – 7 = 8
42) 15 – 8 = 7
43) 19 – 9 = 10
44) 19 – 10 = 9
45) 11 – 5 = 6
46) 11 – 6 = 5
47) 17 – 8 = 9
48) 17 – 9 = 8
49) 9 – 4 = 5
50) 9 – 5 = 4
51) 13 – 6 = 7
52) 13 – 7 = 6
53) 15 – 7 = 8
54) 15 – 8 = 7
55) 13 – 6 = 7
56) 13 – 7 = 6
57) 17 – 8 = 9
58) 17 – 9 = 8
59) 15 – 7 = 8
60) 15 – 8 = 7
61) 17 – 8 = 9
62) 17 – 9 = 8
63) 13 – 6 = 7
64) 13 – 7 = 6
65) 15 – 7 = 8
66) 15 – 8 = 7
67) 15 – 7 = 8
68) 15 – 8 = 7
69) 9 – 4 = 5
70) 9 – 5 = 4
71) 11 – 5 = 6
72) 11 – 6 = 5
73) 7 – 3 = 4
74) 7 – 4 = 3
75) 13 – 6 = 7
76) 13 – 7 = 6
77) 15 – 7 = 8
78) 15 – 8 = 7
79) 13 – 6 = 7
80) 13 – 6 = 7

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Homework

Related to Doubles +1: 7 [B]

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

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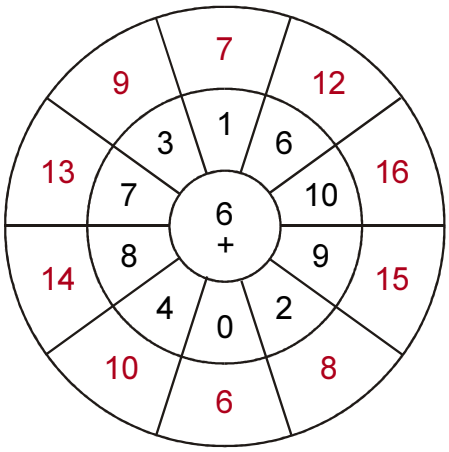
Addition revision

1)



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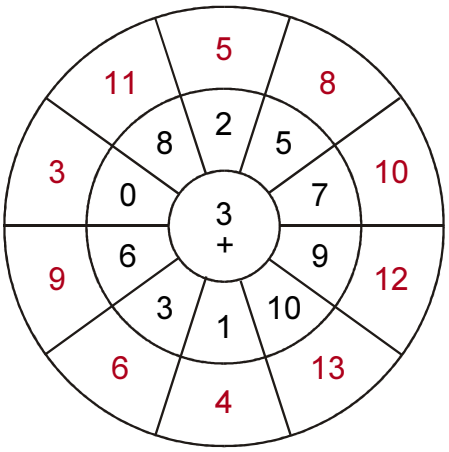

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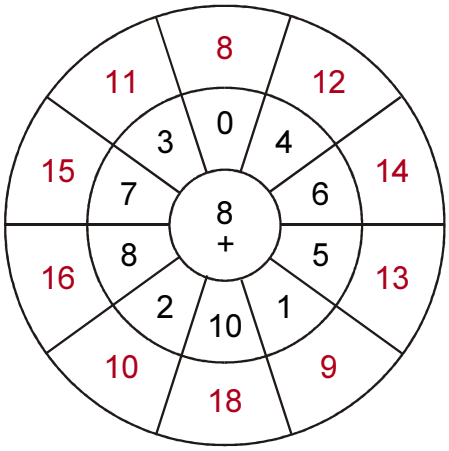

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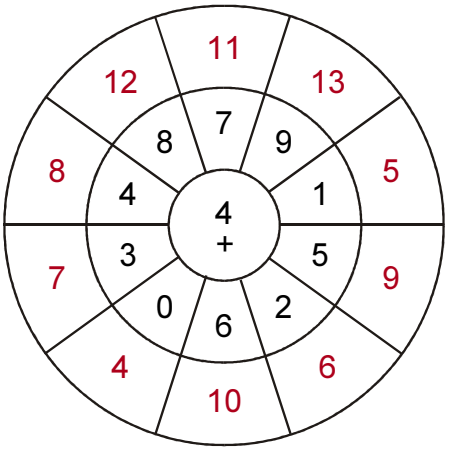

Subtraction table

5)

–	11	6	8	7	9
5	6	1	3	2	4
3	8	3	5	4	6
2	9	4	6	5	7

6)

–	8	12	11	13	9
6	2	6	5	7	3
3	5	9	8	10	6
2	6	10	9	11	7

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Homework **Difference of 9, –9 Near Ten: 8 [A]**

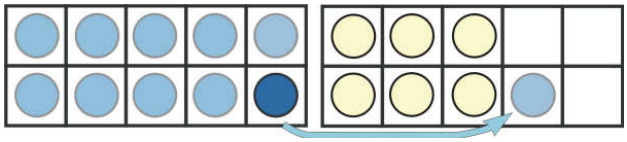
PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Near 10", "Difference of 9" Strategy

Nine is "Near 10" Strategy
Nine is near 10, so encourage students to think of subtracting ten then adding one back.
For example, 16 – 9 = ? think: 16 – 10 = 6 so 16 – 9 equals one more, so 16 – 9 = 7

"Difference of" Strategy
Difference of 1: As students become familiar numbers, they will know which numbers are nearly ten apart. For example, 17 – 8 = 9 as it takes away one less than the ten. Discourage children from counting back 8 using their fingers or a number line.



–9 (near 10)

1) 13 – 10 = 3
2) 13 – 9 = 4
3) 11 – 10 = 1
4) 11 – 9 = 2
5) 16 – 10 = 6
6) 16 – 9 = 7
7) 17 – 10 = 7
8) 17 – 9 = 8
9) 15 – 10 = 5
10) 15 – 9 = 6
11) 14 – 10 = 4
12) 14 – 9 = 5
13) 11 – 9 = 2
14) 9 – 9 = 0
15) 15 – 9 = 6
16) 10 – 9 = 1
17) 17 – 9 = 8
18) 11 – 9 = 2
19) 12 – 10 = 2
20) 12 – 9 = 3
21) 15 – 0 = 15
22) 15 – 9 = 6
23) 18 – 10 = 8
24) 18 – 9 = 9
25) 17 – 10 = 7
26) 17 – 9 = 8
27) 13 – 9 = 4
28) 9 – 9 = 0
29) 12 – 9 = 3
30) 15 – 9 = 6
31) 14 – 9 = 5
32) 14 – 9 = 5
33) 18 – 9 = 9
34) 10 – 9 = 1
35) 13 – 9 = 4
36) 14 – 9 = 5

Difference of 10, difference of 9

37) 12 – 2 = 10
38) 12 – 3 = 9
39) 15 – 5 = 10
40) 15 – 6 = 9
41) 14 – 4 = 10
42) 14 – 5 = 9
43) 13 – 3 = 10
44) 13 – 4 = 9
45) 16 – 6 = 10
46) 16 – 7 = 9
47) 17 – 7 = 10
48) 17 – 8 = 9
49) 16 – 7 = 9
50) 15 – 6 = 9
51) 12 – 3 = 9
52) 15 – 9 = 6
53) 14 – 5 = 9
54) 13 – 4 = 9
55) 17 – 8 = 9
56) 14 – 9 = 5

Difference of 9, –9

57) 17 – 9 = 8
58) 10 – 9 = 1
59) 16 – 9 = 7
60) 13 – 9 = 4
61) 15 – 9 = 6
62) 16 – 9 = 7
63) 9 – 9 = 0
64) 12 – 9 = 3
65) 18 – 9 = 9
66) 9 – 9 = 0
67) 14 – 9 = 5
68) 11 – 9 = 2
69) 18 – 9 = 9
70) 16 – 9 = 7

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Homework **Difference of 9, –9 Near Ten: 8 [B]**

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– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 [9] 8 All

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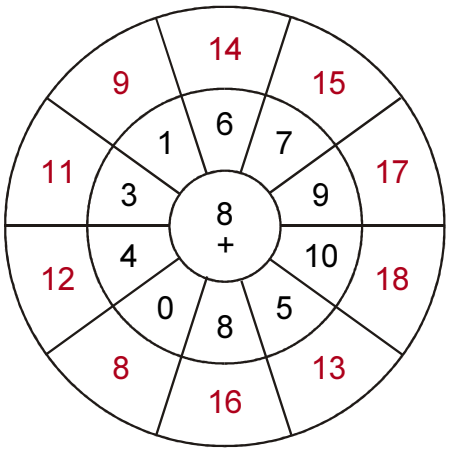
Addition revision

1)



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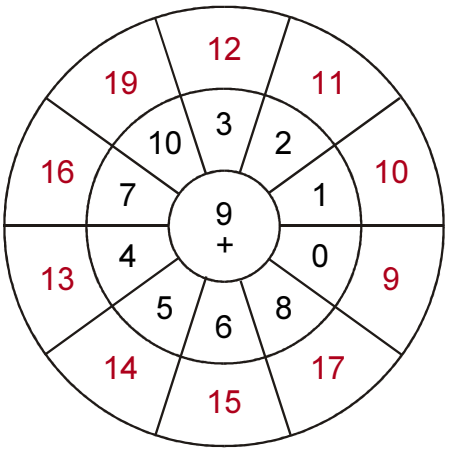
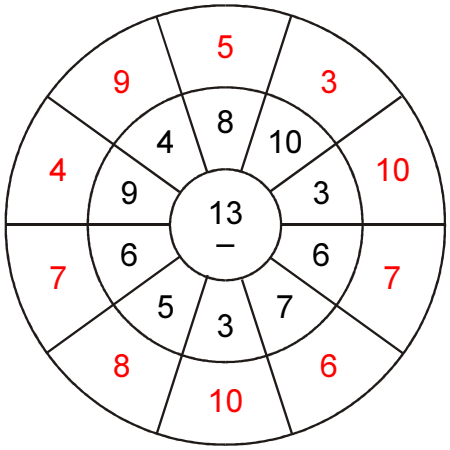


Subtraction revision

3)



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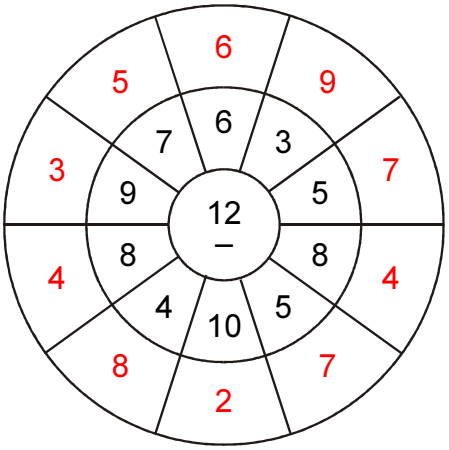

Subtraction table

5)

–	13	9	15	10	11
5	8	4	10	5	6
9	4	0	6	1	2
6	7	3	9	4	5

6)

–	10	13	11	12	9
2	8	11	9	10	7
3	7	10	8	9	6
9	1	4	2	3	0

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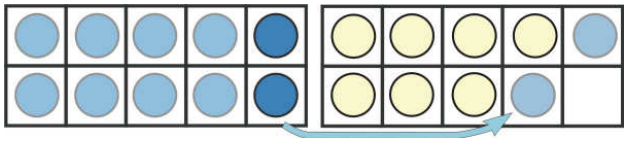
PROFESSOR PETE'S CLASSROOM

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

Information for Parents: "Near 10", "Difference of 9" Strategy

Eight is "Near 10" Strategy
Eight is near 10, so encourage students to think of subtracting ten then adding two back.
For example, 17 – 8 = ? think: 17 – 10 = 7 so 17 – 8 equals two more, so 17 – 8 = 9

"Difference of" Strategy
Difference of 8: Take away the ones and two more.
For example, 14 – 6 = ? think: 14 – 4 = 10 so 14 – 6 means taking away two more. 14 – 6 = 8



–8 (near 10)

1) 16 – 10 = 6
2) 16 – 8 = 8
3) 12 – 10 = 2
4) 12 – 8 = 4
5) 13 – 10 = 3
6) 13 – 8 = 5
7) 15 – 10 = 5
8) 15 – 8 = 7
9) 17 – 10 = 7
10) 17 – 8 = 9
11) 14 – 10 = 4
12) 14 – 8 = 6
13) 11 – 10 = 1
14) 11 – 8 = 3
15) 15 – 8 = 7
16) 13 – 8 = 5
17) 14 – 8 = 6
18) 14 – 8 = 6
19) 13 – 8 = 5
20) 13 – 10 = 3
21) 13 – 8 = 5
22) 15 – 0 = 15
23) 15 – 8 = 7
24) 17 – 10 = 7
25) 17 – 8 = 9
26) 14 – 10 = 4
27) 14 – 8 = 6
28) 11 – 10 = 1
29) 11 – 8 = 3
30) 9 – 8 = 1
31) 13 – 8 = 5
32) 14 – 8 = 6
33) 13 – 8 = 5
34) 9 – 8 = 1
35) 15 – 8 = 7
36) 9 – 8 = 1
37) 16 – 8 = 8
38) 17 – 8 = 9

Difference of 10, difference of 8

39) 15 – 5 = 10
40) 15 – 7 = 8
41) 17 – 7 = 10
42) 17 – 9 = 8
43) 14 – 4 = 10
44) 14 – 6 = 8
45) 13 – 3 = 10
46) 13 – 5 = 8
47) 16 – 6 = 10
48) 16 – 8 = 8
49) 12 – 2 = 10
50) 12 – 8 = 4
51) 11 – 3 = 8
52) 14 – 6 = 8
53) 10 – 8 = 2
54) 8 – 0 = 8
55) 13 – 5 = 8
56) 14 – 6 = 8
57) 12 – 8 = 4
58) 13 – 5 = 8

Difference of 8, –8

59) 13 – 8 = 5
60) 11 – 3 = 8
61) 9 – 8 = 1
62) 17 – 8 = 9
63) 15 – 8 = 7
64) 10 – 2 = 8
65) 8 – 8 = 0
66) 11 – 8 = 3
67) 12 – 8 = 4
68) 16 – 8 = 8
69) 14 – 6 = 8
70) 12 – 8 = 4
71) 8 – 8 = 0
72) 18 – 8 = 10
73) 12 – 8 = 4
74) 10 – 8 = 2
75) 14 – 8 = 6
76) 9 – 8 = 1

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Homework **Difference of 8, –8 Near Ten: 9 [B]**

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– 1 2 3 Rnbw 0&10 Dble/Hlv Dble+1 9 [8] All

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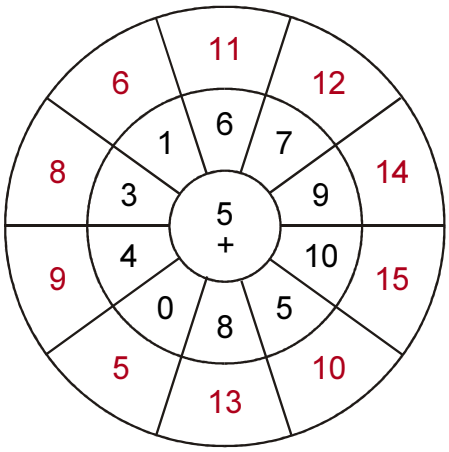
Addition revision

1)



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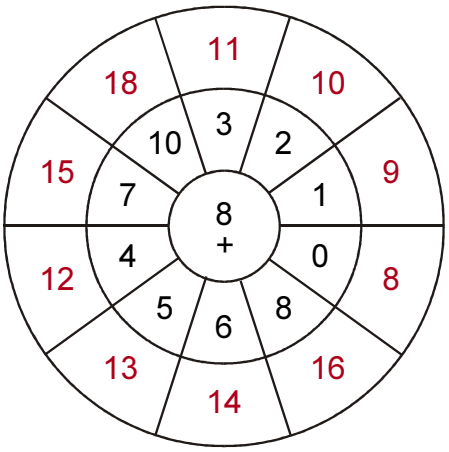
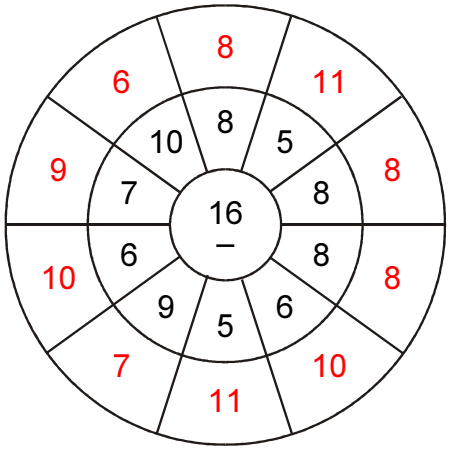


Subtraction revision

3)



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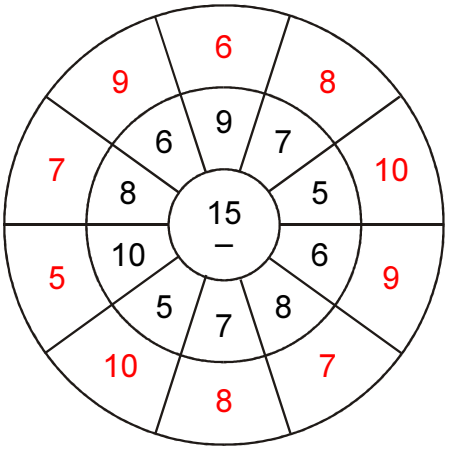

Subtraction table

5)

–	13	9	15	10	11
8	5	1	7	2	3
9	4	0	6	1	2
6	7	3	9	4	5

6)

–	10	13	11	12	9
2	8	11	9	10	7
8	2	5	3	4	1
9	1	4	2	3	0

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PROFESSOR PETE'S CLASSROOM

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

Information for Parents: Last Facts and Revision

Last Facts

Once the previous recommended strategies have been learned, there are just two pairs of subtraction facts which remain: 11-4, 11-7, 12-5 and 12-7. These facts can be learned as special cases, and students can be encouraged to think of related facts that help to memorize them. For example, 11–4 is just one more than the rainbow fact 10–4.

Remaining facts (4+7) (5+7)

1) 12 – 7 = 5
2) 12 – 7 = 5
3) 12 – 5 = 7
4) 12 – 5 = 7
5) 11 – 4 = 7
6) 11 – 4 = 7
7) 12 – 5 = 7
8) 11 – 4 = 7
9) 11 – 7 = 4
10) 11 – 4 = 7
11) 12 – 7 = 5
12) 11 – 7 = 4
13) 12 – 5 = 7
14) 12 – 5 = 7
15) 11 – 7 = 4
16) 11 – 7 = 4
17) 11 – 7 = 4
18) 12 – 7 = 5
19) 12 – 7 = 5
20) 11 – 4 = 7

Missing number revision

21) 9 + 9 = 18
22) 8 + 9 = 17
23) 4 + 4 = 8
24) 7 + 4 = 11
25) 8 + 3 = 11
26) 3 + 9 = 12
27) 6 + 7 = 13
28) 9 + 8 = 17
29) 7 + 3 = 10
30) 5 + 2 = 7
31) 6 + 2 = 8
32) 4 + 7 = 11
33) 7 + 7 = 14
34) 7 + 8 = 15
35) 4 + 5 = 9
36) 8 + 2 = 10
37) 7 + 10 = 17
38) 6 + 6 = 12
39) 8 + 7 = 15
40) 5 + 6 = 11

Subtraction revision

41) 5 – 3 = 2
42) 11 – 5 = 6
43) 16 – 8 = 8
44) 14 – 6 = 8
45) 16 – 9 = 7
46) 18 – 9 = 9
47) 8 – 2 = 6
48) 11 – 4 = 7
49) 17 – 9 = 8
50) 9 – 7 = 2
51) 14 – 7 = 7
52) 8 – 6 = 2
53) 9 – 1 = 8
54) 12 – 4 = 8
55) 10 – 3 = 7
56) 5 – 2 = 3
57) 10 – 8 = 2
58) 16 – 7 = 9
59) 14 – 8 = 6
60) 7 – 3 = 4
61) 15 – 8 = 7
62) 10 – 5 = 5
63) 6 – 3 = 3
64) 10 – 6 = 4
65) 13 – 4 = 9
66) 11 – 8 = 3
67) 13 – 7 = 6
68) 7 – 4 = 3
69) 8 – 5 = 3
70) 4 – 2 = 2

Addition revision

71) 3 + 3 = 6
72) 3 + 6 = 9
73) 9 + 3 = 12
74) 10 + 4 = 14
75) 3 + 8 = 11
76) 6 + 8 = 14
77) 3 + 2 = 5
78) 10 + 5 = 15
79) 6 + 10 = 16
80) 3 + 0 = 3

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PROFESSOR PETE'S CLASSROOM

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

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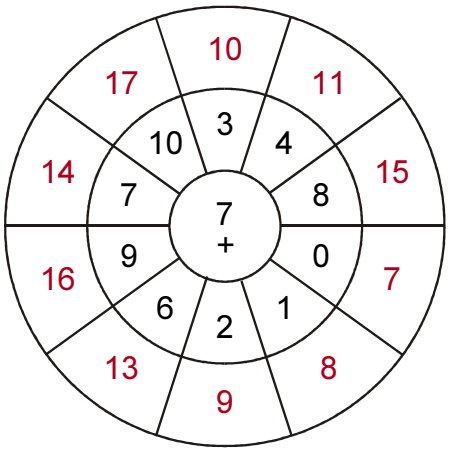
Addition revision

1)



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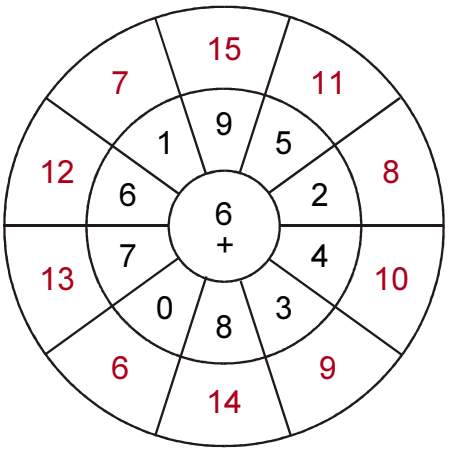
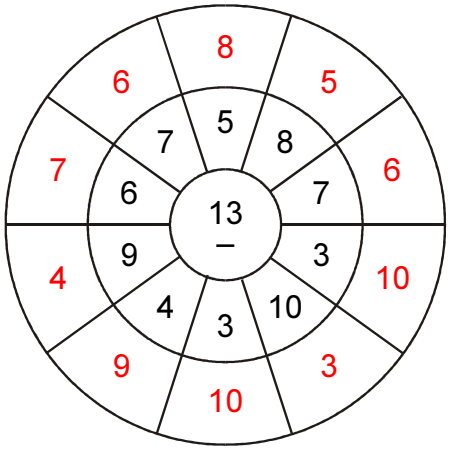
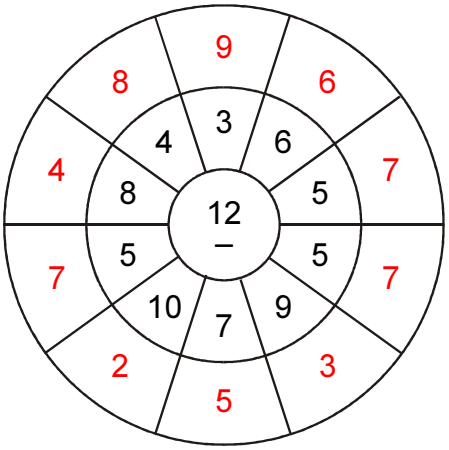


Subtraction revision

3)



4)



Subtraction table

5)

–	17	9	11	16	12
8	9	1	3	8	4
7	10	2	4	9	5
9	8	0	2	7	3

6)

–	15	9	10	14	16
6	9	3	4	8	10
8	7	1	2	6	8
9	6	0	1	5	7

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Ten Minutes a Day Level 1: Subtraction Worksheets

By Trish Price & Peter Price

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