

Let's Go!

Book 1: Addition & Subtraction to 10 Worksheets



Trish Price & Peter Price



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Let's Go! Addition & Subtraction to 10 Worksheets

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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	Minu Lev	tes a l el 1	Day	Ten	Minu Lev	tes a l el 2	Day	Ten	Minu Lev	tes a el 3	Day		Bring	lt On!	
Gr 1/ Yr 2																				
Gr 2/ Yr 3																				
Gr 3/ Yr 4																				
Gr 4/ Yr 5																				
Gr 5/ Yr 6																				



Developing Fluency Worksheets Series



Grade 1 / Year 2



Grade 2 / Year 3



10 Minutes a Day Level 2 Book E Extended Addition & Subtraction Worksheet

h Price & Peter Pric









Grade 5 / Year 6

Four eBooks:

- Addition & Subtraction to 10
- Addition
- Subtraction
- Addition & Subtraction Revision

Four eBooks:

- Addition
- Subtraction
- Addition & Subtraction Revision
- Easy Multiplication & Division

Four eBooks:

- Extended Addition & Subtraction
- Multiplication
- Division
- Multiplication & Division Revision

Four eBooks:

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

Four eBooks:

- Mental Strategies
- All Operations Advanced Revision
- Fractions
- Percentages



Grade 1 / Year 2 eBooks: Let's Go! Series

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 & Subtraction to 10:

- Count on 1
- Count back 1
- Count on 2
- Count back 2
- Count on 3
- Count back 3
- Rainbow facts to 10
- Doubles to 10
- Halves to 10
- Last facts (4+5 & 5+4)
- Revision

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

Subtraction:

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







Contents: Let's Go! Addition & Subtraction to 10

Classroom Worksheets

Count on 1	1[A] - 1[D]
Count back 1 / Difference of 1	2[A] - 2[D]
Count on 2	3[A] - 3[D]
Count back 2 / Difference of 2	4[A] - 4[D]
Count on 3	5[A] - 5[D]
Count back 3 / Difference of 3	6[A] - 6[D]
Rainbow facts	7[A] - 7[D]
Double	8[A] - 8[B]
Halve	8[C] - 8[D]
Last facts to 10 & Revision	9[A] - 9[D]
All revision	10[A] - 10[D]

Check Up Worksheets

Count on 1; Count back 1 / Difference of 1	Check Up A
Count on 2; Count back 2 / Difference of 2	Check Up B
Count on 3; Count back 3 / Difference of 3	Check Up C
Rainbow facts; Double, Halve	Check Up D
Last facts; All strategies	Check Up E

Homework Worksheets

Count on 1	1 HW
Count back 1 / Difference of 1	2 HW
Count on 2	3 HW
Count back 2 / Difference of 2	4 HW
Count on 3	5 HW
Count back 3 / Difference of 3	6 HW
Rainbow facts	7 HW
Double / Halve	8 HW
Last facts	9 HW
Revision	10 HW

Answer Keys

Common Core State Standards for Mathematics	Recommended eBook match	Description
Grade 1 Operations & Algebraic Thinking		The <i>Let's Go!</i> Series introduces Grade 1 students to strategies to begin memorization of
 Add and subtract within 20 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. 	Let's Go! Series: Bk 1: Addition & Subtraction to 10 Bk 2: Addition Bk 4: Addition & Subtraction Revision	 addition and subtraction number facts. Book 1 covers only the facts to 10. This is then extended to 20 in Books 2 & 3. These books focus on subitizing and visualizing numbers using number lines and ten frames. Book 4 contains revision worksheets to consolidate memorization strategies for the addition and subtraction facts to 20.

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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 1 Addition and subtraction Pupils should be taught to: • recall and use number bonds and related subtraction facts within 20	Image: Constraint of the state of	 The <i>Let's Go!</i> Series introduces Year 1 students to strategies to begin memorisation of addition and subtraction number facts. Book 1 covers only the facts to 10. This is then extended to 20 in Books 2 & 3. These books focus on subitising and visualising numbers using number lines and ten frames. Book 4 contains revision worksheets to consolidate memorisation strategies for the addition and subtraction facts to 20.
	Let's Go! Series:	
	 Bk 1: Addition & Subtraction to 10 Bk 2: Addition Bk 3: Subtraction Bk 4: Addition & Subtraction Revision 	





Let's Go! series: Alignment with the Australian Curriculum

eBook Series	Series Titles	Australian Curriculum: Content Descriptions
<image/> <section-header><section-header></section-header></section-header>	 Let's Go! Series: Addition & Subtraction to 10 Addition Subtraction Addition & Subtraction Revision 	 Year 2 Explore the connection between addition and subtraction (ACMNA029) Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)

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Teaching Strategies



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.

Addition Number Facts - Teaching Strategies

Count On 1 Facts (+1)

Plus 1 facts are taught using a *count on* strategy: students who are familiar with the sequence of counting numbers can mentally "count on" to the next number, and name it. For example, "7" is followed by "8".

It is important to note that children should be discouraged from counting from "1"; they need to know the sequence of number names well enough that they can start partway along the sequence and recall the following number.

Teaching count on facts can be supported by a number line, which allows students to see the sequence of numbers and gain familiarity with the sequence.

0	1	2	3	4	5	6	7	8	9	10

Ten frames are also an excellent way for children to visualise the count on one strategy. With frequent use of ten frames, adding on one more is an easy step; for example:

7+1 = 8



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

Count On 2 Facts (+2)

Plus 2 facts are also taught using a *count on* strategy: students who are familiar with the sequence of counting numbers can mentally "count on" two more numbers. For example, 4 + 2: say "four", skip 5, say "six". You could have the students count, whispering the middle number (e.g., "seven, eight, nine").

A number line will help children to visualize this operation which "skips" one number and lands on the next one:

1	1	1	1	- T	1	1			7	1.5
0	1	2	3	4	5	6	7	8	9	10

A ten frame will also support students' thinking. You could use a second color to add 2 counters, allowing students to subitize the starting number, the 2 added, and the sum:



Count On 3 Facts (+3)

Plus 3 facts are the "last set" taught using a *count on* strategy. Students who are quite familiar with the sequence of counting numbers can mentally "count on" three more numbers. For example, 6 + 3: say "six", skip 7 and 8, say "nine". You could



have the students count, whispering the two middle numbers (e.g., "one, two, three, four").

A number line will help children to visualize this operation which "skips" two numbers and lands on the one after:

Adding three with a ten frame or two is trickier than adding one or two, but with practice students should find this easy. As with all strategies, the aim is to move students beyond the visual or physical representations and the strategy, to being able to visualize the number, and ultimately simply knowing the fact.



Rainbow Facts (Sums to 10)

Rainbow facts are taught using a *pairs to ten* strategy: the sum of each pair of terms is 10. Students can be shown a rainbow graphic to illustrate the fact that these pairs are equidistant from the number five:



Another excellent method for visualising pairs to ten is the ten frame. Children should have practice putting a number of counters on the ten frame, and then filling the frame with counters of a second color. After some practice with this, students should be able to state the number of empty squares without using the extra counters:



Pairs to ten are foundational for many other mathematical skills, such as giving change, making this strategy very useful and relevant to everyday life.

Special Cases (+0 & +10)

Plus 0 and plus 10 facts are *special cases*. The number zero is the "additive identity", meaning that another number is unchanged by the action of adding zero. Talk to students about having two containers of objects to combine, one of which is empty:



Adding ten to a single digit number results in the associated teen number which has one ten and the single digit number of ones. Most pairs of a single digit number and the associated teen number sound similar (e.g.,



"six" and "sixteen"). This can be illustrated easily with a pair of ten frames:



Doubles Addition Facts

Doubles number facts are taught using a *pairs* strategy. There are many examples from life which are familiar to children of items being paired. For example, people generally have 5 digits on each hand, forming a simple example of double five:



Ten frames help as well. For example, 6+6 = 12:



Doubles + 1 (pairs of adjacent numbers)

Doubles +1 number facts are taught using a *think of doubles* strategy: once doubles are memorized, any double plus one fact is

easily found by counting on one more. Doubles plus one facts are recognized by the pairing of two numbers that are consecutive counting numbers, their sum equalling double the smaller number plus one. For example:



Near Ten Facts (+9)

Plus 9 number facts are taught using a *near ten* strategy: encourage students to think of adding ten, then subtracting one. To be successful, the student needs to be familiar with teen numbers and their "ten plus some ones" common structure. The +9 strategy is easily illustrated using two ten frames and counters. Place 9 counters on the left-hand ten frame, the other number in the righthand ten frame. The student should easily see that moving one counter from the "ones" to add to the nine makes the sum a simple "ten plus ones" question. For example:







Near Ten Facts (+8)

Plus 8 number facts are also taught using a *near ten* strategy. Students should think of adding ten, then subtracting two. The +8 strategy is easily illustrated using two ten frames and counters. For example:



Remaining facts (7+4, 7+5)

Once the previous recommended strategies have been learned, there are just two pairs of addition facts which remain, 7+4 and 7+5, and their turnaround facts. These facts can be learned as separate facts, and students can be encouraged to think of related facts that help to memorize them. For example, 7+4 is just one more than the rainbow fact 7+3.

A pair of ten frames can be used to illustrate 7+5, which will show that this sum is the same as 7+3 plus 2 more:



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:



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:

								$\langle \rangle$	()		
_											
C) '	1 2	2 3	3 4	1 5	56	67	7 8	3 9	91	0

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:





- 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:



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:



- 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:

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.

	Ch	heck Check Check C		Ch	neck	Cł	neck					
Student	U	рA	Up B		Up C		Up D		U	рE	Total	Comments

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	Cł	neck	Ch	neck	Cł	neck	Cł	Check		neck		
Student	U	p A	U	p B	U	рC	U	p D	U	рE	Total	Comments



Standard Worksheets



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.

Let's Go!		Additic	on & Subtra	action to 10
Name:		Οοι	int on 1 (+1	l): 1[A]
CLASSROOM +1 -1 +2 -	-2 +3 -3	Rnbw	Dble/Hlv	Last All
Add One - "Count On" Strategy with a Number Line Add 1 facts are taught using a COUNT ON strategy. A number line lands on the next number.	will help children to	visualize this	operation in whicl	n counting on 1
Use the number line to help ←	2 3 4	5 6	- - 7 8	<mark>- </mark>
Count on 1				
$^{1)}$ 5 + 1 =	⁶⁾ 9 + 1	=		
²⁾ 7 + 1 =	⁷⁾ 2 + 1	=		
³⁾ 3 + 1 =	⁸⁾ 6 + 1	=		
⁴⁾ 4 + 1 =	⁹⁾ 8 + 1	=		
⁵⁾ 1 + 1 =	¹⁰⁾ 0 + 1	=		
Add One - "Count On" Strategy with a Ten Frame Have the students use a ten frame to help them with these count should be able to subitize the number shown.	on one facts. Do not	t let the stude	nts count from on	e, rather, they
Use a ten frame to help with these count on facts.				
Count on 1				
$^{11)}4 + 1 = $	¹⁶⁾ 7 + 1	=		
¹²⁾ 6 + 1 =	¹⁷⁾ 5 + 1	=		
¹³⁾ 8 + 1 =	¹⁸⁾ 9 + 1	=		
¹⁴⁾ 1 + 1 =	¹⁹⁾ 3 + 1	=		
¹⁵⁾ 2 + 1 =	²⁰⁾ 0 + 1	=		

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Let's Go!	Addition & Subtraction to 10
Name:	Count on 1 (+1): 1 [B]
► PROFESSOR PETE'S +1 −1 +2	-2 +3 -3 Rnbw Dble/Hlv Last All
Add One Turn Arounds - "Count On" Strategy with a N Do not let students start on 1 then count on the added number and count on one from there.	umber Line Rather, have the students find the larger number on the number line
Use the number line to help ←	1 1 1 1 1 1 1 > 2 3 4 5 6 7 8 9 10
Count on 1	
¹⁾ 1 + 4 =	⁶⁾ 1 + 9 =
²⁾ 1 + 6 =	$^{7)}$ 1 + 0 =
³⁾ 1 + 2 =	⁸⁾ 1 + 1 =
⁴⁾ 1 + 8 =	⁹⁾ 1 + 7 =
⁵⁾ 1 + 5 =	$^{10)}$ 1 + 3 =
Add One - "Count On" Strategy with a Ten Frame Have the students use a ten frame to help them with these cour should be able to subitize the number shown.	nt on one facts. Do not let the students count from one, rather, they
Use a ten frame to help with these count on facts.	
Count on 1	
12 1 + 5 =	$_{-1}^{(1)}$ 1 + 6 =
¹³⁾ 1 + 2 =	$^{18)}$ 1 + 4 =
¹⁴⁾ 1 + 3 =	¹⁹⁾ 1 + 7 =
¹⁵⁾ 1 + 9 =	²⁰⁾ 1 + 0 =

Let's Go!						Ad	ditio	on & S	Subtra	action	to 10
Name:							Cοι	int on	1 (+′	l): 1	[C]
PROFESSOR PETE'S	+1 -1	+2	-2	+3	-3	Rn	bw	Dble	/Hlv	Last	All
Add One - Missing addend with Have students write the number that	a Number Line they need to star	e rt on, to	finish o	n the nı	ımber or	n the rig	ght side	e of the e	qual sigr	۱.	
Use the number line to help you find the missing number.	< 0	1	2	3	4	5	6	7	8	9	↓→ 10
$\begin{array}{c} \text{Missing numbers} \\ \begin{array}{c} 1 \end{array} \\ \underline{} \end{array} + 1 = 3 \end{array}$			6	³⁾ 1	+	=	4				
²⁾ + 1 = 9			7	') 1	+	=	2				
³⁾ + 1 = 5			8	³⁾ 1	+	_=	8				
⁴⁾ + 1 = 2			ç	⁹⁾ 1	+	_=	10				
⁵⁾ + 1 = 7			1	⁰⁾ 1	+ _	_=	7				
Add One - Missing Addend with Have students put the last number or was added.	a Ten Frame In the ten frame, t	hen ask	what nu	ımber o	f counte	ers there	e woul	d have be	en befoi	re one of t	hem



Let's Go!						Addit	tion	& Sub	otracti	on to 10
Name:						Co	ount	on 1	(+1):	1[D]
CLASSROOM	+1 -1	+2	-2	+3	-3	Rnbw	v D	ble/H	lv La	ast All
Add One - Missing addend with a Have students write the number that t	Number Line	e rt on, to	finish oı	n the ni	umber or	n the right s	side of t	the equal	sign.	
Use the number line to help you find the missing number.	< 0	1	2	3	4	5 0	├ 6	7 8	<mark> </mark> 3 9	
$\frac{\text{Missing numbers}}{1} + 1 = 7$			6	⁵⁾ 1	+ _	= 2				
²⁾ + 1 = 5			7	^{')} 1	+	= 4				
³⁾ + 1 = 9			8	³⁾ 1	+	= 9				
⁴⁾ + 1 = 3			9	⁾⁾ 1	+	= 7				
⁵⁾ + 1 = 8			10	⁰⁾ 1	+	= 5				
Add One - Missing Addend with a Have students put the last number on was added.	Ten Frame the ten frame, t	hen ask	what nu	ımber c	of counte	rs there wo	ould ha	ve been b	efore one	of them

Use a ten frame to help you find the missing number.	
$\begin{array}{c} \text{Missing numbers} \\ 11 & \underline{} + 1 = 9 \end{array}$	¹⁶⁾ 1 += 10
$^{12)}$ + 1 = 2	¹⁷⁾ 1 += 5
$^{13)}$ + 1 = 5	¹⁸⁾ 1 += 4
$^{14)}$ + 1 = 4	¹⁹⁾ 1 += 6
$^{15)}$ + 1 = 8	²⁰⁾ 1 += 8

Let's Go!	Addition & Subtraction to 10
Name:	Count back 1 (–1): 2 [A]
PROFESSOR PETE'S +1 -1 +2 -	2 +3 -3 Rnbw Dble/Hlv Last All
Subtract One - "Count Back" Strategy with a Number Lin Subtract 1 facts are taught using a COUNT BACK strategy. A number counting back 1 lands on the previous number.	e er line will help children to visualize this operation in which
← ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓	5 6 7 8 9 10
$\begin{array}{ c c c c c c c c c c c c c c c c c c c$	$^{6)} 8 - 1 = $
$\begin{vmatrix} 3 & -1 & -1 \\ 3 & 1 & -1 & -1 \\ 4 & 7 & -1 & -1 \\ \end{vmatrix}$	$3^{0} - 1^{0} = \frac{1}{3}$
$^{5)}4-1=$	$^{10)}10 - 1 =$
Subtract One - "Count Back" Strategy with a Ten Frame Place 5 counters on a ten frame. Take away 1. Do not let the stude subitize the number shown.	<pre>5 - 1 = nts count the remaining counters, rather, they should be able to</pre>
Use a ten frame to help you count back.	
Count back 1 $^{11)}7 - 1 =$	$^{16)} 10 - 1 = $
$^{12)}5 - 1 = $	¹⁷⁾ 2 - 1 =
$^{13)}$ 1 - 1 =	$^{18)}9 - 1 = $
$ ^{14)}3 - 1 =$	¹⁹⁾ 6 - 1 =
$\begin{bmatrix} 15 \\ 8 \\ -1 \end{bmatrix} =$	$^{20)}$ 4 - 1 =

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sequence is shown in the bar at the top of this sheet.

Let's Go!		Additio	on & Subtra	action to 10
Name:		Coun	t back 1 (–1	l): 2[B]
► PROFESSOR PETE'S +1 -1 +2	-2 +3 -3	3 Rnbw	Dble/Hlv	Last All
Subtract One - "Count Back" Strategy with a Number Li Subtract 1 facts are taught using a COUNT BACK strategy. A numb counting back 1 lands on the previous number.	1e er line will help cl	hildren to visuali:	ze this operation i	n which
<pre></pre>	56 not count	78 on your fing	<mark>│ </mark>	
Count back 1				
$^{1)} 9 - 1 =$	⁶⁾ 6 – 1	1 =		
$^{2)}$ 4 - 1 =	⁷⁾ 1 – 1	1 =		
³⁾ 5 1 -	8) 8	1 —		
	· · · ·	· —		
$^{4)} 10 - 1 = $	⁹⁾ 7 – 1	=		
⁵⁾ 2 – 1 =	¹⁰⁾ 3 – 1	1 =		
Subtract One - "Count Back" Strategy with a Ten Frame Place 5 counters on a ten frame. Take away 1. Do not let the stud subitize the number shown.	5 – 1 = ents count the rea	– maining counters	s, rather, they shou	uld be able to
Use a ten frame to help you count back.				
Count back 1 $^{11)} 5 - 1 =$	¹⁶⁾ 1 — 1	1 =		
$^{12)}10 - 1 =$	¹⁷⁾ 7 – 1	1 =		
$^{13)}4 - 1 =$	¹⁸⁾ 2 – 1	1 =		
¹⁴⁾ 9 - 1 =	¹⁹⁾ 3 — 1	=		
¹⁵⁾ 6 - 1 =	²⁰⁾ 8 – 1	=		
L This workshoot is part of the Drefessor Data's Classroom a Dock "Lat's C	al Addition & Subtra	ation to 10 Markah	acto" The recomm	and ad tapphing

Let's Go!	Addition & Subtraction to 10
Name:	Count back 1 (–1): 2 [C]
PROFESSOR PETE'S +1 -1 +2 -	-2 +3 –3 Rnbw Dble/Hlv Last All
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	7 8 9 10 11 12 13
Difference of One - "Find the Difference" Strategy Find 5 and 4 on the number line. Ask how many hops from 5 does As students become familiar with counting, they will know which e.g. $5 - 4 = 1$, as it takes only 1 hop to go from 5 to 4.	5 - 4 = it take to get to 4? Do not let the students count back 4 from 5. numbers are next to each other, the difference being 1.
\circ 1 2 3 4 5 6	7 8 9 10 11 12 13
Use a number line to complete these question	ons.
Difference of 1, count back 1 ¹⁾ 6 - 5 =	⁶⁾ 11 - 10 =
²⁾ 7 – 6 =	⁷⁾ 10 – 1 =
³⁾ 3 - 2 =	⁸⁾ 7 – 6 =
⁴⁾ 5 - 1 =	⁹⁾ 9 - 8 =
⁵⁾ 5 – 4 =	$^{10)}8 - 1 = $
Difference of One with a Ten Frame $5-4 =$ Place 4 counters on a ten frame. Use a second color to make the r second color.	umber up to 5. The difference between 4 and 5 is shown by the
Use a ten frame to complete these questions	S
11) Λ 2 –	15) Q P –
(12) 7 1 1	
$ ^{10}2 - 1 = $	''' 3 - 1 =
$^{14)}5 - 4 = $	¹⁸⁾ 8 - 7 =

Let's Go!

Name:

Addition & Subtraction to 10

Count back 1 (–1): 2 [D]

PROFESSOR PETE'S	+1 -1 +2	-2 +3 -	–3 Rnbw	Dble/Hlv	Last All
Use the number line. Do not use your fingers.	<	2 3	4 5 6	7 8	→ 9 10
Count back 1 ¹⁾ 5 - 1 =	⁶⁾ 9 – 1 =		$\begin{array}{ c c c c } \hline \text{Difference of} \\ & 11 & 8 & -7 \end{array}$	1, count back =	(1
$^{2)}$ 1 – 1 =	⁷⁾ 4 – 1 =		¹²⁾ 5 – 4	=	
³⁾ 6 – 1 =	⁸⁾ 2 - 1 =		¹³⁾ 4 - 3	=	
⁴⁾ 7 – 1 =	⁹⁾ 10 - 1 =		¹⁴⁾ 7 – 1	=	
⁵⁾ 3 – 1 =	$^{10)}8 - 1 = $		¹⁵⁾ 10 – 9	9 =	
		Γ			
			+		
Use a ten frame to comple these questions.	ete	L			
Difference of 1, count back 1 ¹⁶⁾ 8 - 7 =	$^{21)}2 - 1 =$		Count back 1 ²⁶⁾ 9 - 1	=	
$^{17)}5 - 4 =$	$^{22)}7 - 6 =$		²⁷⁾ 10 - 7	1 =	
¹⁸⁾ 11 - 10 =	$^{23)}8 - 1 =$		²⁸⁾ 2 - 1	=	
¹⁹⁾ 10 - 1 =	$^{24)}6 - 5 =$		²⁹⁾ 7 – 1	=	
²⁰⁾ 9 - 8 =	$^{25)}7 - 1 =$		³⁰⁾ 6 – 1	=	
			(¹)		
$\begin{array}{c} \text{Missing numbers revision} \\ \begin{array}{c} 31 \\ - \end{array} + 1 = 4 \end{array}$		³⁴⁾ 1 +	_= 7		
³²⁾ + 1 = 3		³⁵⁾ 1 +	_= 3		
³³⁾ + 1 = 5		³⁶⁾ 1 +	_= 8		

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

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Name:					Co	ount on 2	(+2):	3[A]
PROFESSOR PETE'S	+1 -1	+2	-2 +3	3 –3	Rnbw	/ Dble/H	lv Las	t All
Add Two - "Count On" Stra Add 2 facts are taught using a C number and lands on the next	ategy with a Numbe COUNT ON strategy. A one.	er Line number lir	ne will help	children to	o visualize tł	nis operation wh	iich "skips" c	one
Use the number line you count on two. Do not count on your	to help ←	1	+ + 2 3	4	5 6	 6 7 6	 8 9	- → 10
$\frac{\text{Count on 2}}{15 + 2} =$			⁶⁾ 8	+ 2	=			
²⁾ 3 + 2 =			⁷⁾ 7	+ 2	=			
³⁾ 4 + 2 =			⁸⁾ 0	+ 2	=			
⁴⁾ 1 + 2 =			⁹⁾ 6	+ 2	=			
⁵⁾ 2 + 2 =			¹⁰⁾ 6	+ 2	=			
Add Two - "Count On" Stra	ategy with a Ten Fra	ame						

Have the students use a ten frame to help them with these count on two facts. Do not let the students count the remaining counters, rather, they should be able to subitize the number shown.



Addition & Subtraction to 10

Use a ten frame to help with these count on facts.

Let's Go!

Count on 2	
¹¹⁾ 2 + 2 =	¹⁶⁾ 1 + 2 =
¹²⁾ 8 + 2 =	¹⁷⁾ 7 + 2 =
¹³⁾ 3 + 2 =	¹⁸⁾ 5 + 2 =
¹⁴⁾ 6 + 2 =	¹⁹⁾ 0 + 2 =
¹⁵⁾ 4 + 2 =	²⁰⁾ 4 + 2 =

Let's Go!				Additio	on & Subtra	action to 10
Name:				Οοι	int on 2 (+2	2): 3[B]
CLASSROOM +1	-1 +2 -2	+3	-3	Rnbw	Dble/Hlv	Last All
Add Two - "Count On" Strategy with a Add 2 facts are taught using a COUNT ON stra number and lands on the next one.	Number Line tegy. A number line wil	help child	dren to	visualize this	operation which '	'skips" one
Use the number line to help you count on two. Do not count on your fingers.	+ 0 1 2	3	4	5 6	7 8	<mark>- - →</mark> 9 10
$\begin{array}{c} \text{Count on 2} \\ {}^{1)} 7 + 2 = \\ \end{array}$	6	⁾ 2 +	2 :	=		
²⁾ 1 + 2 =	7	⁾ 4 +	2 :	=		
³⁾ 6 + 2 =	8	⁾ 0 +	2 :	=		
⁴⁾ 3 + 2 =	ç	⁾ 6 +	2 :	=		
⁵⁾ 8 + 2 =	1	⁾⁾ 5 +	2 :	=		
Add Two - "Count On" Strategy with a Have the students use a ten frame to help the rather, they should be able to subitize the nur	Ten Frame em with these count on t mber shown.	wo facts.	Do not	et the stude	nts count the rem	aining counters,
Use a ten frame to help with th on facts.	nese count					
Count on 2	4		•			
$^{11}0 + 2 = $	1	[»] 1+	2 :	=		
¹²⁾ 8 + 2 =	1	⁷⁾ 6 +	2 :	=		
¹³⁾ 4 + 2 =	1	³⁾ 7 +	2 :	=		
¹⁴⁾ 3 + 2 =	1!	⁹⁾ 2 +	2 :	=		
¹⁵⁾ 4 + 2 =	2	⁾⁾ 5 +	2 :	=		
·		•				

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Let's Go!	Addition & Subtraction to 10
Name:	Count on 2 (+2): 3 [C]
PROFESSOR PETE'S +1 -1 +2 -2	2 +3 -3 Rnbw Dble/Hlv Last All
Add Two - Missing addend with a Number Line Have students write the number that they need to start on, to finish	on the number on the right side of the equal sign.
Use the number line to help you find the missing number if 2 are added. 0 1 2	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
$ \underbrace{ \overset{\text{Missing numbers}}{\overset{1)}{}} + 2 = 8 $	⁶⁾ 2 += 8
²⁾ + 2 = 9	⁷⁾ 2 += 7
³⁾ + 2 = 4	⁸⁾ 2 += 5
⁴⁾ + 2 = 6	⁹⁾ 2 += 6
⁵⁾ + 2 = 10	¹⁰⁾ 2 += 4
Add Two - Missing Addend with a Ten Frame Have students put the last number on the ten frame, then ask what number of counters there would have been before two were added.	
Use a ten frame to help you find the missing number.	
$\begin{array}{c} \text{Missing numbers} \\ \begin{array}{c} ^{11} \\ - \end{array} + 2 = 4 \end{array}$	¹⁶⁾ 2 += 4
$^{12)}$ + 2 = 8	¹⁷⁾ 2 += 6
$^{13)}$ + 2 = 9	¹⁸⁾ 2 += 7
$^{14)}$ + 2 = 2	¹⁹⁾ 2 += 8
¹⁵⁾ + 2 = 5	²⁰⁾ 2 += 3

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Let's Go!	Addition & Subtraction to 10
Name:	Count on 2 (+2): 3 [D]
► PROFESSOR PETE'S +1 -1 +2 -2 +3 -	-3 Rnbw Dble/Hlv Last All
Add Two - Missing addend with a Number Line Have students write the number that they need to start on, to finish on the numb	per on the right side of the equal sign.
Use the number line to help you find the missing number if 2 are added. 0 1 2 3	4 5 6 7 8 9 10
	_= 5
²⁾ + 2 = 4 ⁷⁾ 2 +	= 7
$^{3)}$ + 2 = 9 $^{8)}$ 2 +	= 6
$^{(4)}$ + 2 = 8 $^{(9)}$ 2 +	= 8
$^{5)}$ + 2 = 10 $^{10)}$ 2 +	= 4
Add Two - Missing Addend with a Ten Frame Have students put the last number on the ten frame, then ask what number of co added.	ounters there would have been before two were
Use a ten frame to help you find the missing number.	
Missing numbers ¹¹⁾ _ + 2 = 4 ¹⁶⁾ 2 +	_= 6
$^{12)}$ + 2 = 5 $^{17)}$ 2 +	_= 8
$^{13)}$ + 2 = 8 $^{18)}$ 2 +	_= 3
$^{14)}$ + 2 = 9 $^{19)}$ 2 +	= 4
$^{15)}$ + 2 = 2 $^{20)}$ 2 +	_= 7

Name:			Count	t bacl	× 2 (–2	2): 4	[A]
PROFESSOR PETE'S +1 -1 +2	-2 +3	-3	Rnbw	Dble	e/HIv	Last	All
Subtract Two - "Count Back" Strategy with a Number Subtract 2 facts are taught using a COUNT BACK strategy. A nur oumber and lands on the next one.	Line nber line will help	p childre	en to visualiz	ze this op	eration w	/hich "skip	s"
Use the number line to help count back 2.	Do not cou	int on	your fir	ngers.			
< 0 1 2 3 4	5 6	7	8	9	+> 10		
Count back 2 ¹⁾ $10 - 2 =$	⁶⁾ 4 –	2 =	=				
²⁾ 3 – 2 =	⁷⁾ 5 –	2 =	=				
³⁾ 6 – 2 =	⁸⁾ 8 –	2 =	=				
$^{4)} 2 - 2 =$	⁹⁾ 9 –	2 =	=				
⁵⁾ 7 – 2 =	¹⁰⁾ 4 –	2 =	=				
Subtract Two - "Count Back" Strategy with a Ten Fran Place 6 counters on a ten frame. Take away 2. Do not let the stu subitize the number shown.	ne 6 – 2 = udents count the	remaini	ing counters	, rather,	they shou	ıld be able	to
Use a ten frame to help you count back.							
Count back 2 $^{(11)}6 - 2 =$	¹⁶⁾ 4 —	2 =	=				
$^{12)}10 - 2 =$	¹⁷⁾ 7 –	2 =	=				
$^{13)}5 - 2 =$	¹⁸⁾ 3 –	2 =	=				
$^{14)}9 - 2 =$	¹⁹⁾ 8 –	2 =	=				
$^{15)}2 - 2 =$	²⁰⁾ 8 –	2 =	=				

Let's Go!

Addition & Subtraction to 10

Name:	Count back 2 (–2): 4 [B
PROFESSOR PETE'S +1 -1 +2	-2 +3 -3 Rnbw Dble/Hlv Last All
Subtract Two - "Count Back" Strategy with a Number Lin Subtract 2 facts are taught using a COUNT BACK strategy. A numb oumber and lands on the next one.	ne er line will help children to visualize this operation which "skips"
Use the number line to help count back. Do	not count on your fingers.
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Count back 2 $^{1)} 8 - 2 =$	⁶⁾ 5 – 2 =
²⁾ 6 – 2 =	$^{7)}$ 7 – 2 =
³⁾ 2 - 2 =	⁸⁾ 10 – 2 =
⁴⁾ 9 - 2 =	⁹⁾ 4 – 2 =
⁵⁾ 3 – 2 =	¹⁰⁾ 9 – 2 =
Subtract Two - "Count Back" Strategy with a Ten Frame Place 6 counters on a ten frame. Take away 2. Do not let the stude subitize the number shown.	6 – 2 = ents count the remaining counters, rather, they should be able to
Use a ten frame to help you count back.	
Count back 2 $^{11)} 4 - 2 =$	¹⁶⁾ 9 – 2 =
$^{12)}5 - 2 =$	$^{17)}3 - 2 =$
¹³⁾ 8 – 2 =	¹⁸⁾ 6 – 2 =
¹⁴⁾ 2 - 2 =	¹⁹⁾ 10 - 2 =
$^{15)}7 - 2 =$	²⁰⁾ 6 - 2 =

Let's Go!

Addition & Subtraction to 10



Let's Go!

Name:

Addition & Subtraction to 10

Count back 2 (–2): 4 [D]

PROFESSOR PETE'S	+1	-1	+2	-2	+3 -	-3	Rnb	W	Dble	/Hlv	Las	t All
Use the number line. Do not use your fingers.		< 0	1	2	3	4	5	6		8	9	- → 10
Count back 2 ¹⁾ 5 - 2 =	⁶⁾ 6	- 2	=			Diff 11)	ference 7 —	e of 2 5	2, coun =	t back	: 2	
²⁾ 3 – 2 =	⁷⁾ 8	- 2	=			12)	9 –	7	=			
³⁾ 10 – 2 =	⁸⁾ 7	- 2	=			13)	8 –	2	=			
⁴⁾ 4 - 2 =	⁹⁾ 2	- 2				14)	6 –	4	=			
⁵⁾ 9 – 2 =	¹⁰⁾ 8	- 2	=			15)	5 –	3	=			
								Ţ				
Use a ten frame to complet	te thes	se que	stio	ns.								
Difference of 2, count back 2 ¹⁶⁾ 5 - 3 =	²¹⁾ 3	- 1	=			Cor 26)	u <mark>nt bac</mark> 10 –	<mark>k 2</mark> - 2	= _			
$^{17)}9 - 7 =$	²²⁾ 6	- 2	=			27)	9 –	2	=			
¹⁸⁾ 10 – 2 =	²³⁾ 8	- 6	=			28)	7 –	2	=			
$^{19)}4 - 2 =$	²⁴⁾ 7	- 5	=			29)	8 –	2	=			
$^{20)}6 - 4 =$	²⁵⁾ 9	- 2	=			30)	5 –	2	=			
$\begin{array}{c} \text{Missing numbers revision} \\ \begin{array}{c} 31 \\ - \end{array} + 2 = 8 \end{array}$				34)	2 +		= 9					
³²⁾ + 2 = 6				35)	2 +		= 7					
³³⁾ <u>+</u> 2 = 3				36)	2 +		= 6					

Let's Go!		Additic	on & Subtra	action to 10
Name:		Οοι	unt on 3 (+:	3): 5[A]
► PROFESSOR PETE'S +1 −1 +2	-2 +3 -3	Rnbw	Dble/Hlv	Last All
Add Three - "Count On" Strategy with a Number Line Add 3 facts are taught using a COUNT ON strategy. A number line numbers and lands on the next one.	e will help children to	visualize this	operation which	"skips" two
Use the number line to help you count on three. ←		+ $+$ 5 6	7 8	- - → 9 10
Count on 3				
$^{1)}$ 4 + 3 =	⁶⁾ 0 + 3	=		
²⁾ 5 + 3 =	⁷⁾ 1 + 3	=		
³⁾ 3 + 3 =	⁸⁾ 7 + 3	=		
⁴⁾ 2 + 3 =	⁹ 6 + 3			
^o , + 3 =	······································	<u> </u>		
Add Three - "Count On" Strategy with a Ten Frame Have the students use a ten frame to help them with these count counters, rather, they should be able to subitize the number show	on three facts. Do no	ot let the stud	ents count the rei	maining
Use a ten frame to help with these count				
on facts.				
Count on 3	10) -			
$^{11)}6 + 3 =$	¹⁶⁾ 2 + 3	=		
¹²⁾ 5 + 3 =	¹⁷⁾ 7 + 3	=		
¹³⁾ 1 + 3 =	¹⁸⁾ 4 + 3	=		
$^{14)}3 + 3 =$	¹⁹⁾ 0 + 3	=		
¹⁵⁾ 3 + 3 =	²⁰⁾ 5 + 3	=		
	-			

Let's Go!		Additio	on & Subtra	action to 10
Name:		C οι	unt on 3 (+3	B): 5[B]
► PROFESSOR PETE'S +1 −1 +2	-2 +3 -3	Rnbw	Dble/Hlv	Last All
Add Three - "Count On" Strategy with a Number Line Add 3 facts are taught using a COUNT ON strategy. A number line numbers and lands on the next one.	e will help children to	visualize this	operation which	"skips" two
Use the number line to help you count on three. ←	$\begin{array}{c c} & & \\ \hline \\ 2 & 3 & 4 \end{array}$	+ + 5 6	7 8	<mark>- </mark>
Count on 3 ¹⁾ 4 + 3 =	⁶⁾ 5 + 3	=		
²⁾ 1 + 3 =	⁷⁾ 0 + 3	=		
³⁾ 7 + 3 =	⁸⁾ 6 + 3	=		
⁴⁾ 2 + 3 =	⁹⁾ 3 + 3	=		
⁵⁾ 6 + 3 =	¹⁰⁾ 6 + 3	=		
Add Three - "Count On" Strategy with a Ten Frame Have the students use a ten frame to help them with these count counters, rather, they should be able to subitize the number show	: on three facts. Do nc wn.	ot let the stud	ents count the rei	maining
Use a ten frame to help with these count on facts.				
Count on 3				
$^{(11)}5 + 3 =$	¹⁶⁾ 4 + 3	=		
$^{12)}7 + 3 =$	¹⁷⁾ 0 + 3	=		
¹³⁾ 2 + 3 =	¹⁸⁾ 6 + 3	=		
¹⁴⁾ 3 + 3 =	¹⁹⁾ 1 + 3	=		
¹⁵⁾ 5 + 3 =	²⁰⁾ 6 + 3	=		

Let's Go!		Additic	on & Subtra	action to 10
Name:		Cou	int on 3 (+3	B): 5[C]
► PROFESSOR PETE'S +1 −1 +2 −	2 +3 -3	Rnbw	Dble/Hlv	Last All
Add Three - Missing addend with a Number Line Have students write the number that they need to start on, to finis	h on the number on	the right side	e of the equal sign	ı.
Use the number line to help you find the missing number. 0 1 2	3 4	 5 6	7 8	<mark>- - →</mark> 9 10
$ \underbrace{ \overset{\text{Missing numbers}}{\overset{1)}{}} + 3 = 7 $	⁶⁾ 3 +	= 5		
²⁾ + 3 = 4	⁷⁾ 3 +	= 9		
³⁾ + 3 = 5	⁸⁾ 3 +	= 3		
⁴⁾ + 3 = 6	⁹⁾ 3 +	_= 7		
⁵⁾ + 3 = 9	¹⁰⁾ 3 +	_= 10		
Add Three - Missing Addend with a Ten Frame Have students put the last number on the ten frame, then ask wha added.	t number of counter	rs there would	d have been befor	e three were
Use a ten frame to help you find the missing number before 3 were added.				
$\begin{array}{rl} \text{Missing numbers} \\ ^{11)} & + & 3 &= & 7 \end{array}$	¹⁶⁾ 3 +	= 9		
$^{12)}$ + 3 = 9	¹⁷⁾ 3 +	= 3		
$^{13)}$ + 3 = 5	¹⁸⁾ 3 +	= 8		
$^{14)}$ + 3 = 4	¹⁹⁾ 3 +	= 7		
¹⁵⁾ + 3 = 6	²⁰⁾ 3 +	= 6		

Let's Go!							Ad	ditic	on & 3	Subtra	action	to 10
Name:								Cou	int or	n 3 (+3	8): 5	[D]
PROFESSOR PETE'S	+1	-1	+2	-2	+3] –3	Rn	bw	Dble	e/HIv	Last	All
Add Three - Missing addend with a Have students write the number that the	Numb	er Lin to star	i e t on, to ⁻	finish or	n the n	umber oi	n the rig	ght side	e of the	equal sign		
Use the number line to help you find the missing number.	← ()	1	2	3	4	5	6	7	8	9	↓→ 10
$\begin{array}{c} \text{Missing numbers} \\ \begin{array}{c} 1 \end{array} \\ & -1 \end{array} + 3 = 10 \end{array}$				6	⁾ 3	+	=	3				
²⁾ + 3 = 8				7) 3	+ _	_=	9				
³⁾ + 3 = 6				8	⁾ 3	+	_=	5				
⁴⁾ + 3 = 9				9) 3	+ _	=	7				
⁵⁾ + 3 = 5				1(⁾⁾ 3	+	_=	10				
Add Three - Missing Addend with a Have students put the last number on th added.	a Ten F i e ten fra	r ame ime, th	nen ask v	what nu	mber o	of counte	ers there	e would	d have b	een befor	e three we	ere
				┢		╋		┝	_		╋	\dashv

Use a ten frame to help you find the missing number before 3 were added.



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

Let's Go!	Addition & Subtraction to 10
Name:	Count back 3 (–3): 6 [A]
PROFESSOR PETE'S +1 -1 +2	–2 +3 –3 Rnbw Dble/Hlv Last All
Subtract Three - "Count Back" Strategy with a Number Subtract 3 facts are taught using a COUNT BACK strategy. A numb twombers and lands on the next one. Use the number line to help count back. Do	Line ber line will help children to visualize this operation which "skips" To not count on your fingers.
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
$^{2)} 4 - 3 =$ $^{3)} 3 - 3 =$	$^{7)} 6 - 3 =$ $^{8)} 10 - 3 =$
$^{4)} 8 - 3 =$	$^{9)}9-3=$
Subtract Three - "Count Back" Strategy with a Ten Fram Place 7 counters on a ten frame. Take away 3. Do not let the stud subitize the number shown.	$7 - 3 = \$ ents count the remaining counters, rather, they should be able to
Count back 3	
$^{11)}9 - 3 =$	$^{16)}6 - 3 =$
$^{12)}4 - 3 =$	$^{17)}7 - 3 =$
$^{13)}3 - 3 =$	¹⁸⁾ 8 – 3 =
¹⁴⁾ 10 - 3 =	¹⁹⁾ 5 - 3 =
$^{15)}7 - 3 =$	²⁰⁾ 10 - 3 =

Name:		Coun	t back 3 (–	3): 6[B]
PROFESSOR PETE'S +1 -1 +2	-2 +3 -3	Rnbw	Dble/Hlv	Last All
Subtract Three - "Count Back" Strategy with a Number Subtract 3 facts are taught using a COUNT BACK strategy. A nu twombers and lands on the next one.	er Line mber line will help child	ren to visuali	ze this operation	which "skips"
Use the number line to help count back. I	Do not count on	your fin	gers.	
< 0 1 2 3 4	$\begin{array}{c c} + & + \\ 5 & 6 & 7 \end{array}$	8	9 10	>
Count back 3 $^{1)} 5 - 3 =$	⁶⁾ 4 – 3	=		
²⁾ 7 – 3 =	⁷⁾ 8 – 3	=		
³⁾ 6 - 3 =	⁸⁾ 3 – 3	=		
$^{4)}$ 4 - 3 =	⁹⁾ 10 – 3	=		
⁵⁾ 9 – 3 =	¹⁰⁾ 7 – 3	=		
Subtract Three - "Count Back" Strategy with a Ten Fra Place 7 counters on a ten frame. Take away 3. Do not let the st subitize the number shown.	ame 7 – 3 = tudents count the remain	ning counters	s, rather,they sho	uld be able to
Use a ten frame to help you count back				
Count back 3				_
$^{11)} 10 - 3 =$	$^{16)}6 - 3$	=		
¹²⁾ 9 – 3 =	¹⁷⁾ 7 - 3	=		
$^{13)}4 - 3 =$	¹⁸⁾ 8 – 3	=		
$^{14)}5 - 3 =$	¹⁹⁾ 3 – 3	=		_
$^{15)}9 - 3 =$	²⁰⁾ 3 – 3	_		

Let's Go!

Addition & Subtraction to 10



Let's Go!

Name:

Addition & Subtraction to 10

Count back 3 (–3): 6 [D]

PROFESSOR PETE'S	+1 –1	+2	-2	+3	-3	Rnbw	/ Dble	e/HIv	Last	: All
Use the number line. Do not use your fingers.	< 0		2	3	4	5	6 7		9	- → 10
Count back 3 ¹⁾ 3 - 3 =	⁶⁾ 9 —	3 =			Diff 11)	erence	of 3, cou 5 =	nt back	(3	
$^{2)}4 - 3 =$	⁷⁾ 7 –	3 =			12)	6 – 3	3 = _			
³⁾ 8 - 3 =	⁸⁾ 6 –	3 =			13)	5 — 3	3 = _			
⁴⁾ 10 - 3 =	⁹⁾ 5 –	3 =			14)	4 – 1	1 = _			
⁵⁾ 8 – 3 =	¹⁰⁾ 7 –	3 =			15)	9 – 6	6 = _			
				Г				\top	Т	
							<u> </u>	╞	+	
Use a ten frame to comple	te these q	uestio	ns.							
Difference of 3, count back 3	21) 🗖	•				unt back	3			
9 - 6 =	²¹⁾ / —	3 =			20)	4 – 🤇	3 = _			
¹⁷⁾ 6 - 3 =	²²⁾ 5 –	2 =			27)	6 – 3	3 = _			
$^{18)}4 - 3 =$	²³⁾ 8 –	5 =			28)	3 – 3	3 = _			
¹⁹⁾ 10 – 7 =	²⁴⁾ 8 –	3 =			29)	10 –	3 =			
²⁰⁾ 7 – 4 =	²⁵⁾ 9 –	6 =			30)	5 – 3	3 = _			
$\frac{\text{Missing numbers revision}}{2^{31}} + 2 = 5$			34	⁴⁾ 3 -	⊦	= 8				
³²⁾ + 2 = 9			35	⁵⁾ 2 +	⊦	= 6				
³³⁾ + 3 = 6			36	³⁾ 3 +	F	= 9				

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Addition & Subtraction to 10

Rainbow Facts: 7 [B]

Dble/Hlv Last All

PROFESSOR PETE'S	+1 –1	+2 -2 +3
		_





-3

Rnbw

Use a ten frame. Do not use your fingers.

Rainbow addition missing n	umbers	Addition rainbow facts
$1) \qquad \downarrow 0 = 10$		
[*] <u> </u>	°, <u> </u> + 4 = 10	- 2 + 0 -
²⁾ + 10 = 10	⁷⁾ + 6 = 10	²²⁾ 7 + 3 =
³⁾ + 3 = 10	⁸⁾ + 8 = 10	²³⁾ 1 + 9 =
⁴⁾ + 5 = 10	⁹⁾ + 7 = 10	²⁴⁾ 4 + 6 =
⁵⁾ + 6 = 10	¹⁰⁾ <u>+ 6 = 10</u>	²⁵⁾ 5 + 5 =
Subtraction rainbow facts		Subtraction revision
$^{11)}10 - 1 =$	¹⁶⁾ 10 - 3 =	²⁶⁾ 10 - 2 =
¹²⁾ 10 - 6 =	¹⁷⁾ 10 – 4 =	²⁷⁾ 7 – 3 =
¹³⁾ 10 - 8 =	¹⁸⁾ 10 – 2 =	²⁸⁾ 6 - 3 =
$^{14)} 10 - 0 =$	¹⁹⁾ 10 - 9 =	²⁹⁾ 4 - 2 =
¹⁵⁾ 10 - 5 =	²⁰⁾ 10 - 7 =	³⁰⁾ 8 - 3 =
Addition revision		
³¹⁾ 6 + 3 =	³⁴⁾ 6 +	2 =
³²⁾ 7 + 2 =	³⁵⁾ 7 +	3 =
³³⁾ 2 + 2 =	³⁶⁾ 9 +	1 =

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	<u> </u>		

Addition & Subtraction to 10

Rnbw Dble/Hlv Last All

Rainbow Facts: 7 [C]

PROFESSOR PETE'S	+1	-1	+2



Use a ten frame. Do not use your fingers.

Rainbow addition missing nu	Imbers	Addition rainbow facts
¹⁾ 4 += 10	⁶⁾ 7 += 10	²¹⁾ 5 + 5 =
²⁾ 4 += 10	⁷⁾ 2 += 10	²²⁾ 2 + 8 =
³⁾ 3 += 10	⁸⁾ 0 += 10	²³⁾ 1 + 9 =
⁴⁾ 5 += 10	⁹⁾ 6 += 10	²⁴⁾ 4 + 6 =
⁵⁾ 4 += 10	¹⁰⁾ 1 += 10	²⁵⁾ 7 + 3 =
Subtraction rainbow facts		Subtraction revision
¹¹⁾ 10 - 9 =	$^{16)}$ 10 - 3 =	$^{26)} 10 - 1 =$
¹²⁾ 10 - 8 =	¹⁷⁾ 10 - 5 =	²⁷⁾ 7 – 2 =
¹³⁾ 10 – 2 =	$^{18)}$ 10 - 0 =	$^{28)}2 - 2 =$
¹⁴⁾ 10 - 4 =	¹⁹⁾ 10 - 7 =	²⁹⁾ 4 - 3 =
¹⁵⁾ 10 – 6 =	²⁰⁾ 10 - 1 =	³⁰⁾ 6 - 3 =
Addition revision		
³¹⁾ 4 + 3 =	³⁴⁾ 7 +	2 =
³²⁾ 6 + 2 =	³⁵⁾ 4 +	1 =
³³⁾ 1 + 8 =	³⁶⁾ 8 +	2 =
	tale Classere en a Daalt "Latia Cal Addition & Cub	the sting to 40 M/s data to 42". The mean manual data a bin m

-2 +3 -3

_	_	_	_
I of	'	Co	
Lei	3	GU	

Addition & Subtraction to 10

Rainbow Facts: 7 [D]

Dble/Hlv Last All

PROFESSOR PET	+1	-1	+2	-2	+3	-3	



Rnbw

Use a ten frame. Do not use your fingers.

Rainbow missing numbers		Addition rainbow facts
¹⁾ + 9 = 10	⁶⁾ + 4 = 10	²¹⁾ 7 + 3 =
²⁾ + 10 = 10	⁷⁾ + 6 = 10	²²⁾ 2 + 8 =
³⁾ + 3 = 10	⁸⁾ + 8 = 10	²³⁾ 4 + 6 =
⁴⁾ + 5 = 10	⁹⁾ + 7 = 10	²⁴⁾ 5 + 5 =
⁵⁾ + 6 = 10	¹⁰⁾ + 6 = 10	²⁵⁾ 1 + 9 =
Subtraction rainbow facts		Subtraction revision
¹¹⁾ 10 - 3 =	¹⁶⁾ 10 - 9 =	$^{26)}7 - 2 =$
$^{12)}$ 10 - 0 =	¹⁷⁾ 10 - 7 =	$^{27)}4 - 3 =$
¹³⁾ 10 – 4 =	$^{18)}$ 10 - 1 =	²⁸⁾ 10 - 1 =
¹⁴⁾ 10 - 2 =	¹⁹⁾ 10 - 5 =	²⁹⁾ 2 - 2 =
¹⁵⁾ 10 - 8 =	²⁰⁾ 10 - 6 =	$^{30)}6 - 3 =$
Addition revision		
³¹⁾ 5 + 3 =	³⁴⁾ 8 +	1 =
³²⁾ 5 + 1 =	³⁵⁾ 2 +	2 =
³³⁾ 6 + 2 =	³⁶⁾ 4 +	3 =

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Let's Go!

Addition & Subtraction to 10

Double:

8[A]

Name:



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

"Double" Strategy with a Ten Frame

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

3 + 3 = 6





+1





Use a ten frame. Do not use your fingers.

Double facts to 10		Double facts missing numbers
¹⁾ 4 + 4 =	⁶⁾ 1 + 1 =	²¹⁾ 1 += 2
²⁾ 2 + 2 =	⁷⁾ 5 + 5 =	²²⁾ 4 + = 8
³⁾ 3 + 3 =	⁸⁾ 3 + 3 =	$^{23)}0 + = 0$
⁴⁾ 5 + 5 =	⁹⁾ 5 + 5 =	²⁴⁾ 5 + = 10
⁵⁾ 0 + 0 =	$^{10)}4 + 7 =$	$^{25)}3 + = 6$
Take away 1, 2 or 3		
Take away 1, 2 or 3 $^{11)}9 - 1 =$	¹⁶⁾ 9 - 2 =	²⁶⁾ 2 + 2 =
Take away 1, 2 or 3 11 9 - 1 = $^{12)}$ 5 - 2 =	$^{16)}9 - 2 =$	$2^{26)}2 + 2 =$
Take away 1, 2 or 3 11 9 - 1 = $^{12)}$ 5 - 2 = $^{13)}$ 4 - 1 =	$ \begin{array}{c} {}^{16)}9 - 2 = \\ {}^{17)}2 - 2 = \\ {}^{18)}3 - 3 = \end{array} $	$\begin{array}{c} 2^{6)} 2 + 2 = \\ 2^{7)} 5 + 5 = \\ 2^{8)} 3 + 3 = \\ \end{array}$
Take away 1, 2 or 3 11 9 - 1 = $^{12)}$ 5 - 2 = $^{13)}$ 4 - 1 = $^{14)}$ 7 - 1 =	$ \begin{array}{c} {}^{16)}9 - 2 = \\ {}^{17)}2 - 2 = \\ {}^{18)}3 - 3 = \\ {}^{19)}2 - 1 = \end{array} $	$\begin{array}{cccccccccccccccccccccccccccccccccccc$

Let's Go!

Name:



Addition & Subtraction to 10

Double: 8 [B]

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



Use a ten frame. Do not use your fingers.

Double facts to 10	Double facts missing numbers
$^{1)} 5 + 5 = $ $^{6)} 0 + 0 = $	2 ¹⁾ 2 += 4
$^{2)}$ 4 + 4 = ⁷⁾ 2 + 2 =	2^{2} 4 + = 8
$^{3)}$ 1 + 1 = ⁸⁾ 5 + 5 =	= 4
$^{4)} 5 + 5 = $ $^{9)} 3 + 3 = $	= 6
$^{5)}$ 3 + 3 = $^{10)}$ 4 + 4 =	$\frac{2^{5}}{2^{5}} 4 + 3 = 8$
$\begin{bmatrix} Addition revision facts \\ 11 & 3 + 3 = \\ \end{bmatrix} \begin{bmatrix} 16 & 0 \\ 0 + 2 \end{bmatrix} = \begin{bmatrix} 16 & 0 \\ 0 \end{bmatrix} = \begin{bmatrix} 16 &$	²⁶⁾ 5 += 10
12^{12} 7 + 3 = 17^{17} 8 + 2 =	²⁷⁾ 3 += 6
$13^{13}6 + 2 = 18^{18}4 + 2 = 18^{18}$	²⁸⁾ 5 += 10
$14^{14}5 + 3 = 199 + 1 = 190$	²⁹⁾ 0 += 0
$^{15)}6 + 3 = $ $^{20)}8 + 2 = $	³⁰⁾ 1 += 2
$\begin{array}{c} \text{Addition missing number revision} \\ 31 8 + = 10 \end{array}$	$^{35)}$ 1 + = 10
³²⁾ 3 + = 3	³⁶⁾ 2 + = 10
³³⁾ 3 += 5	³⁷⁾ 3 += 10
³⁴⁾ 7 += 9	³⁸⁾ 5 += 10



Addition & Subtraction to 10

Halve: 8[C]



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

"Halve" Strategy with a Ten Frame

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







Use a ten frame. Do not use your fingers.

Halving facts		Rainbow facts revision
¹⁾ 8 – 4 =	⁶⁾ 10 - 5 =	²¹⁾ 6 += 10
$^{2)}$ 4 – 2 =	$^{7)}$ 4 – 2 =	²²⁾ 1 += 10
$^{3)} 6 - 3 =$	$^{8)} 2 - 1 =$	²³⁾ 5 += 10
⁴⁾ 6 - 3 =	⁹⁾ 8 – 4 =	²⁴⁾ 2 += 10
$^{5)}2 - 1 =$	$^{10)}10 - 5 =$	²⁵⁾ 3 += 10
		$^{26)}$ 0 + = 10
Subtraction revision		
$^{11)}5 - 1 =$	$^{16)}7 - 3 =$	$^{27}3 + _ = 10$
¹²⁾ 8 - 3 =	¹⁷⁾ 2 - 2 =	²⁸⁾ 2 += 10
$^{13)}5 - 2 =$	$^{18)}7 - 2 =$	²⁹⁾ 1 += 10
$^{14)}4 - 2 =$	$^{19)}5 - 3 =$	³⁰⁾ 4 += 10
$^{15)}$ 1 – 1 =	²⁰⁾ 8 - 1 =	

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Let's Go!

Name:



Addition & Subtraction to 10

Halve: 8[D]

PETE'S		+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
				-		-			7		
								1			
								1			
								1			
l ne. Do n	ot us	e yo	ur fing	gers	•	_		-	-		

Use a ten fram **Rainbow facts revision** Halving facts ²¹⁾ **3** = 10 + $^{6)} 6 - 3 =$ $^{1)}2 - 1 =$ ²²⁾ 1 = 10 + $^{2)}$ 10 – 2 = $^{7)}$ 10 – 5 = ²³⁾ 2 = 10 + $^{8)} 8 - 4 =$ $^{3)}$ 10 – 5 = ²⁴⁾ 6 = 10 + ⁹⁾ 2 – $^{4)}$ 4 – 2 = 1 = ²⁵⁾ **4** + = 10 $^{10)}6 - 3 =$ $^{5)} 8 - 4 =$ ²⁶⁾ 5 = 10 + Double facts to 10 ²⁷⁾ **3** + = 10 ¹⁶⁾ **3 + 3** $^{11)}3 + 3 =$ = ²⁸⁾ **(** = 10 + ¹⁷⁾ **5** + **5** ¹²⁾ **1** + **1** = = 29) 1 = 10 + ¹³⁾ **4** + **4** = ¹⁸⁾ **2 + 2** = ³⁰⁾ 2 = 10 $^{14)}5 + 5 =$ ¹⁹⁾ **5** + **5** = + $^{15)}$ **0** + **0** = $^{20)}$ **4** + **4** = Addition missing number revision **Rainbow facts revision** ³¹⁾ 6 ³⁵⁾ **3** + = 8 = 10 + ³²⁾ 8 36) **1** + = 10 = 10

³⁴⁾ 2 + _ = 2 This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". The recommended teaching

37) **()**

sequence is shown in the bar at the top of this sheet.

= 9

³³⁾ **7**

+

10

=

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Let 2	GO:

Addition & Subtraction to 10

Last Facts to 10 & Revision: 9 [A]

PROFESSOR PETE'S	+1	-1 +2	2 –2	+3 –3	Rnbw	Dble/Hlv Last All
Last facts to 10: 4 + 5 and 4 +5 can be shown easily with a t Show it as a double and one mor	its Turn Aro en frame. e. 4 + 4 + 1 = 9	und facts w	vith a Ten	Frame		
]
Use a ten frame. Do n	ot use yo	ur finger	s.		-	•

Remaining facts	Take away 1, 2 or 3 revision
¹⁾ 5 + 4 =	$^{9)}7 - 3 = _$ $^{14)}7 - 1 = _$
²⁾ 4 + 5 =	$^{10)}8 - 3 = _$ $^{15)}9 - 2 = _$
³⁾ 5 += 9	$^{11)}5 - 2 = _$ $^{16)}6 - 2 = _$
⁴⁾ 4 += 9	$^{12)}5 - 1 = _$ $^{17)}8 - 2 = _$
⁵⁾ + 4 = 9	$^{13)}4 - 2 = _$ $^{18)}3 - 3 = _$
$^{6)}$ + 5 = 9	Difference of 1, 2 or 3
	$^{19)}6 - 5 = ^{24)}5 - 3 =$
^{/)} 9 – 4 =	$^{20)}8-7=$ $^{25)}3-2=$
⁸⁾ 9 – 5 =	$2^{(1)}6-2=$ $2^{(6)}9-6=$
	$2^{2}9 - 7 = 2^{7}7 - 5 = 2^{7}77 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}777 - 5 = 2^{7}7777 - 5 = 2^{7}7777} - 5 = 2^{7}7777} - 5 = 2^{7}7777} - 5 = 2^{7}77777} - 5 = 2^{7}7777}$
	$^{23)}7 - 4 = _$ $^{28)}7 - 6 = _$
Addition revision	Double addition missing number revision
²⁹⁾ 5 += 5	$3^{31}4 + = 8$ $3^{33}5 + = 10$
³⁰⁾ 1 += 2	32) 2 + = 4 $34) 3 + = 6$
This worksheet is part of the Professor Pete's Class sequence is shown in the bar at the top of this shee	room eBook "Let's Go! Addition & Subtraction to 10 Worksheets". The recommended teaching t.

sequence is shown in the bar at the top of this sheet.

Addition & Subtraction to 10

Last Facts to 10 & Revision: 9 [B]

PROFESSOR PETE'S +1	-1 +2 -2 +3 -3 Rnbw Dble/Hlv Last All
Use a ten frame. Do not use yo Remaining facts ¹⁾ 5 + 4 = ²⁾ 4 + 5 = ³⁾ 5 += 9 ⁴⁾ 4 + = 9	ur fingers. Take away 1, 2 or 3 revision $9)$ 7 - 3 = 14) 7 - 1 =
$ \begin{array}{c} 5 \\ 5 \\ - \\ 6 \\ - \\ - \\ 7 \\ 9 \\ - \\ 4 \\ - \\ 8 \\ 9 \\ - \\ 5 \\ - \\ -$	$\begin{array}{c} {}^{13)}4 - 2 = \underline{} {}^{18)}3 - 3 = \underline{} \\ \hline \text{Difference of 1, 2 or 3} \\ {}^{19)}6 - 5 = \underline{} {}^{24)}5 - 3 = \underline{} \\ {}^{20)}8 - 7 = \underline{} {}^{25)}3 - 2 = \underline{} \\ {}^{21)}6 - 2 = \underline{} {}^{26)}9 - 6 = \underline{} \end{array}$
	$\begin{bmatrix} 22 & 9 & -7 & = \\ 23 & 7 & -4 & = \\ \end{bmatrix} \begin{bmatrix} 27 & 7 & -5 & = \\ 28 & 7 & -6 & = \\ \end{bmatrix}$
Addition revision $^{29)} 6 + _ = 8$ $^{30)} 8 + _ = 9$ $^{31)} 7 + _ = 8$ $^{32)} 7 + _ = 9$ $^{33)} 3 + _ = 3$	Rainbow facts revision $^{34)}0 + _ = 10$ $^{39)}2 + _ = 10$ $^{35)}2 + _ = 10$ $^{40)}3 + _ = 10$ $^{36)}3 + _ = 10$ $^{41)}5 + _ = 10$ $^{37)}4 + _ = 10$ $^{42)}3 + _ = 10$ $^{38)}1 + _ = 10$ $^{43)}5 + _ = 10$

Let's Go!							Addit	ion 8	& Subtra	ction to 10
Name:					Las	t Fac	ts to 1	8 0	Revision	: 9[C]
CLASSROOM	+1	-1	+2	-2	+3	-3	Rnbw	Db	ole/Hlv	Last All
"Difference between" Strategy with Have the students use this number line let them find both numbers on the num	th a Nu to help tl ber line a	mber nem w and fin	Line Re ork out t d the dif	evision the answ fference	vers. Do in hops	not let 1	the student	s count	t back the num	ber, rather,
← 0 1 2 Use a number line. Do not	count	}	4 vour f		6	7	8	9	- → 10	
Difference of 1, 2 or 3 revsion				<u> </u>		Rer	naining	facts		
$^{1)}7 - 6 =$	⁶⁾ 6	-	5 =			21)	5 + 4	l =		
$^{2)}$ 4 – 3 =	⁷⁾ 3	_ ^	1 =			22)	4 + 5	5 =		
³⁾ 8 – 5 =	⁸⁾ 9	- (3 =			23)	9 – 4	↓ =		
$^{4)}$ 7 – 4 =	⁹⁾ 6	_ 4	4 =			24)	9 – 5	5 =		
⁵⁾ 8 – 6 =	¹⁰⁾ 5	- (3 =			25)	5 + _	_=	9	
Halving facts						26)	4 +	=	9	
$^{11)} 10 - 5 =$	¹⁶⁾ 2	— <i>′</i>	1 =			27)	+ 4		9	
¹²⁾ 8 – 4 =	¹⁷⁾ 10) —	5 =	:		28)	 + 5	5 =	9	
$^{13)}4 - 2 =$	¹⁸⁾ 6	- (3 =					C.	in the second	
$^{14)}2 - 1 =$	¹⁹⁾ 4	- 2	2 =					151.2		
¹⁵⁾ 8 – 4 =	²⁰⁾ 6	- (3 =							
Addition missing number revi $^{29)}6 + = 7$	sion			R 33	ainbov ³⁾ 4 -	v facts 	s revision = 1(n)		
³⁰⁾ 9 += 9				34	⁴⁾ 2 -	+	_= 1()		
³¹⁾ 7 += 10				3	⁵⁾ 1 -	⊦	_= 10	C		
³²⁾ 3 += 5				36	³⁾ 5 -	⊦	_= 10	C		

Let's Go!					Additic	on & S	Subtra	ction	to 10
Name:			Las	st Fac	cts to 10) & Re	visio	n: 9	[D]
CLASSROOM	+1 –1	+2 -2	+3	-3	Rnbw	Dble	e/HIv	Last	All
"Difference between" Strategy w Have the students use this number line let them find both numbers on the num	vith a Number Li to help them wor nber line and find	i ne k out the ans the differenc	swers. Do e in hops	not let	the students	count ba	ck the nu	mber, ratl	ner,
<	+					+	\rightarrow	•	
0 1 Use a number line. Do no	2 3 4 t count on ye	4 5 our finge	6 rs.	7	8	9	10		
Difference of 1, 2 or 3				Rer	naining fa	icts			
¹⁾ 6 – 4 =	⁶⁾ 10 – 9	9 =		21)	4 + 5	=			
²⁾ 8 – 6 =	⁷⁾ 9 – 8	=		22)	5 + 4	= _			
³⁾ 10 - 7 =	⁸⁾ 5 – 4	=		23)	5 + _	= 9			
⁴⁾ 8 - 6 =	⁹⁾ 5 – 3	=		24)	4 + _	= 9			
⁵⁾ 9 – 7 =	¹⁰⁾ 3 – 1	=		25)	9 – 4	= _			
Halving facts				26)	9 – 5	=			
¹¹⁾ 10 - 5 =	¹⁶⁾ 10 –	5 =		27)	+ 4	= 9			
$^{12)}6 - 3 =$	¹⁷⁾ 8 – 4	=		28)	 + 5	= 9			
¹³⁾ 4 - 2 =	$^{18)}6 - 3$	=				C.F.	- J		
$^{14)}2 - 1 =$	¹⁹⁾ 8 – 4	=					~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
¹⁵⁾ 4 - 2 =	²⁰⁾ 2 - 1	=							
Addition missing number rev	ision	[facts	revision				
²⁹ 2 += 9		`	⁵⁰ 5 ·	+	_= 10				
³⁰⁾ 6 += 8			³⁴⁾ 2 ·	+	_= 4				
³¹⁾ 4 += 9			³⁵⁾ 4 -	+	_= 8				
³²⁾ 6 += 9			³⁶⁾ 3 -	+ 3	=				

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Le	t's	Go!
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Addition & Subtraction to 10

Dble/Hlv

Rnbw

All Revision: 10 [A]

Last

All

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.

-1 +2 -2 +3 -3



Use a number line. Do not count on your fingers.

+1

Difference of 1, 2 or 3		Rainbow facts revision
¹⁾ 6 – 5 =	$^{6)} 9 - 7 = $	+ 9 = 10
²⁾ 8 - 6 =	⁷⁾ 5 – 3 =	²²⁾ <u>+ 8 = 10</u>
³⁾ 6 – 4 =	⁸⁾ 9 - 6 =	23) + 10 = 10
⁴⁾ 3 - 2 =	⁹⁾ 7 – 4 =	$ ^{24)}$ + 3 = 10
⁵⁾ 8 – 5 =	$^{10)}7 - 5 =$	²⁵⁾ <u>+ 6 = 10</u>
Take away 1, 2 or 3		²⁶⁾ <u>+</u> 3 = 10
$^{11)}9 - 1 =$	$^{16)}3 - 2 =$	²⁷⁾ + 4 = 10
¹²⁾ 2 - 2 =	$^{17)}4 - 1 =$	²⁸⁾ <u>+</u> 7 = 10
$^{13)}2 - 1 =$	$^{18)}3 - 3 = $	+ 9 = 10
¹⁴⁾ 9 - 2 =	$^{19)}4 - 2 = $	³⁰⁾ + 5 = 10
¹⁵⁾ 5 – 2 =	$^{20)}7 - 1 = $	X
Addition missing number rev	vision	Double facts missing number revision
³¹⁾ 9 += 10		³⁴⁾ 3 += 6
³²⁾ 9 += 9		³⁵⁾ 4 += 8
³³⁾ 5 += 8		³⁶⁾ 5 += 10
This worksheet is part of the Professor Pe		Addition & Subtraction to 10 Worksheets". The recommended teaching

sequence is shown in the bar at the top of this sheet.





Addition & Subtraction to 10

Dble/Hlv

Rnbw

Last

All

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.

-1 +2 -2 +3 -3



Use a number line. Do not count on your fingers.

+1

Difference of 1, 2 or 3			Rainbow facts	revision
¹⁾ 5 - 3 =	⁶⁾ 8 – 6 =		²¹⁾ 0 +	_= 10
²⁾ 3 – 2 =	⁷⁾ 8 – 5 =		²²⁾ 3 +	_= 10
³⁾ 7 – 5 =	⁸⁾ 9 - 7 =		²³⁾ 4 +	_= 10
⁴⁾ 9 - 6 =	⁹⁾ 7 – 4 =		²⁴⁾ 5 +	_= 10
⁵⁾ 6 – 5 =	$^{10)}6 - 4 =$		²⁵⁾ 3 +	_= 10
Take away 1, 2 or 3			²⁶⁾ 7 +	= 10
$^{11)}3 - 3 =$	$^{16)}9 - 2 =$		²⁷⁾ 4 +	= 10
$^{12)}4 - 2 =$	¹⁷⁾ 5 – 2 =		²⁸⁾ 2 +	_= 10
¹³⁾ 9 - 1 =	$^{18)}2 - 1 = $		²⁹⁾ 5 +	_= 10
$^{14)}7 - 1 =$	$^{19)}4 - 1 =$		³⁰⁾ 6 +	_= 10
$^{15)}3 - 2 =$	²⁰⁾ 2 - 2 =		L	X
Addition missing number rev	rision	Double fa	cts revision	* *
³¹⁾ 4 += 9		³⁴⁾ 3 +	= 6	
³²⁾ 9 += 10		³⁵⁾ 4 +	8	
³³⁾ 5 += 8		³⁶⁾ 5 +	= 10	
This worksheet is part of the Professor Pe	te's Classroom eBook "Let's Go! A	ddition & Subt	raction to 10 Workshee	ts". The recommended teaching

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

Let's	Go!



Addition & Subtraction to 10

Dble/Hlv

Rnbw

Last

All

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.

+2 -2 +3 -3



Use a number line. Do not count on your fingers.

+1

-1

Difference of 1, 2 or 3	······································	Rainbow facts revision
¹⁾ 10 - 7 =	⁶⁾ 10 - 8 =	²¹⁾ <u>+ 9 = 10</u>
²⁾ 9 - 8 =	⁷⁾ 5 – 3 =	²²⁾ <u>+ 5 = 10</u>
$^{3)} 9 - 7 =$	$^{8)} 3 - 1 =$	²³⁾ <u>+</u> 8 = 10
⁴⁾ 8 - 6 =	⁹⁾ 5 – 4 =	24)+ 10 = 10
⁵⁾ 8 - 6 =	$^{10)}6 - 4 =$	²⁵⁾ <u>+</u> 9 = 10
		²⁶⁾ + 7 = 10
	16) C 2 –	
0-3	0-3-	
$^{12)}4 - 2 =$	$^{17)}4 - 2 = $	+ 5 = 10
¹³⁾ 10 - 5 =	$^{18)}2 - 1 =$	²⁹⁾ <u>+</u> 6 = 10
$^{14)}8 - 4 =$	$^{19)}$ 10 - 5 =	³⁰⁾ + 7 = 10
¹⁵⁾ 8 – 4 =	$^{20)}2 - 1 =$	Ž
Addition missing number rev	vision	Double facts revision
$^{31)}5 + = 8$		$ ^{34)}3 + = 6$
³²⁾ 4 += 9		³⁵⁾ 5 += 10
³³⁾ 9 += 10		³⁶⁾ 4 += 8
This worksheet is part of the Professor Pe	ں te's Classroom eBook "Let's Go!	Addition & Subtraction to 10 Worksheets". The recommended teaching

sequence is shown in the bar at the top of this sheet.

Le	et'	S	G	0!
		0		•••



Addition & Subtraction to 10

Dble/Hlv

All Revision: 10 [D]

Last

All

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.

-2 +3 -3

Rnbw

+2

-1

+1



Use a number line. Do not count on your fingers.

		Rainbow facts revision
⁶⁾ 10 - 7 =		²¹⁾ 4 += 10
⁷⁾ 8 – 6 =		²²⁾ 5 += 10
⁸⁾ 9 – 7 =		²³⁾ 1 += 10
⁹⁾ 5 – 3 =		²⁴⁾ 3 += 10
$^{10)}9 - 8 =$		²⁵⁾ 0 += 10
		²⁶⁾ 3 += 10
$^{16)}$ 10 - 5 =		²⁷⁾ 2 += 10
$^{17)}8 - 4 = $		²⁸⁾ 1 += 10
$^{18)}6 - 3 =$		²⁹⁾ 3 += 10
$^{19)}8 - 4 =$		³⁰⁾ 6 += 10
$^{20)}2 - 1 =$		×
Addition missing number revisionDoubl $31)$ + 1 = 8 $34)$ 3		ts revision = 6
³²⁾ + 5 = 10		= 10
³³⁾ + 5 = 9		= 8
	⁶⁾ $10 - 7 =$ ⁷⁾ $8 - 6 =$ ⁸⁾ $9 - 7 =$ ⁹⁾ $5 - 3 =$ ¹⁰⁾ $9 - 8 =$ ¹⁰⁾ $9 - 8 =$ ¹¹⁾ $8 - 4 =$ ¹⁷⁾ $8 - 4 =$ ¹⁸⁾ $6 - 3 =$ ¹⁹⁾ $8 - 4 =$ ²⁰⁾ $2 - 1 =$ ^{ision}	

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



Checkup Worksheets



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.

г ет ч	5 (30)	



Addition & Subtraction to 10

Check Up A





Count back 1, difference of 1		
$^{16)}9 - 1 =$	²¹⁾ 8 – 7 =	$^{26)}2 - 1 =$
$^{17)}3 - 1 =$	²²⁾ 9 – 8 =	²⁷⁾ 10 - 1 =
$^{18)}7 - 6 =$	²³⁾ 4 – 1 =	²⁸⁾ 5 – 4 =
¹⁹⁾ 6 - 5 =	²⁴⁾ 10 - 9 =	²⁹⁾ 4 - 1 =
$^{20)}7 - 1 =$	²⁵⁾ 2 - 1 =	³⁰⁾ 3 – 2 =

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". This Check Up sheet should be used to assess students' progress after completing worksheet 2D.

I of c	Cal
LUUS	

Addition & Subtraction to 10

Check Up B



Let S	GO!



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

Addition & Subtraction to 10

Check Up C



This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". This Check Up sheet should be used to assess students' progress after completing worksheet 4D.

l ot's	Gol
LCI 3	GU:

Addition & Subtraction to 10

Check Up D

PROFESSOR PETE'S	+1 -1 +2 -2 +3	-3 Rnbw Dble/Hlv Last All
Use a ten frame to help you answer these		
Rainbow facts missing numb 1) + 3 = 10 2) + 5 = 10 3) + 7 = 10 4) + 6 = 10	ers ⁶⁾ + 8 = 10 ⁷⁾ + 6 = 10 ⁸⁾ + 10 = 10 ⁹⁾ + 9 = 10	Halving facts $2^{(1)} 10 - 5 =$ $2^{(2)} 6 - 3 =$ $2^{(3)} 4 - 2 =$ $2^{(4)} 2 - 1 =$
$^{5)}$ + 4 = 10 Double addition facts to 10 $^{11)}5$ + 5 =	$^{10)}$ + 6 = 10	$\begin{bmatrix} 25 & 8 & -4 & = \\ \hline & & \\ $
$^{12)}4 + 4 = $ $^{13)}1 + 1 = $ $^{14)}5 + 5 = $	$^{17)}2 + 2 =$ $^{18)}5 + 5 =$ $^{19)}3 + 3 =$	27) 9 - 6 = 28) 2 - 2 = 29) 5 - 3 =
¹⁵⁾ 3 + 3 =	²⁰⁾ 4 + 4 =	³⁰⁾ 9 - 1 =
This worksheet is part of the Professor Pete	e's Classroom eBook "Let's Go! Addition & Sub	otraction to 10 Worksheets". This Check Up sheet should be

l ot's	Gol
LCI 3	GU:

Addition & Subtraction to 10

Check Up E

CLASSROOM	+1 -1 +2	-2 +3	-3 Rnbw Dble/Hlv Last All
Use a ten frame to			
help you answer these.			
Revision all missing numbers ¹⁾ 3 + 6 =	⁶⁾ 0 + 6 =		Remaining facts $^{21)}$ 5 + 4 =
²⁾ 2 + 8 =	⁷⁾ + 3 =	9	²²⁾ 4 + 5 =
³⁾ + 9 = 10	⁸⁾ + 9 =	10	²³⁾ + 5 = 9
⁴⁾ + 5 = 10	⁹⁾ + 4 =	6	$^{24)}$ + 4 = 9
⁵⁾ + 4 = 7	$^{10)}7 + 2 =$		²⁵⁾ 9 – 4 =
Subtraction revision			²⁶⁾ 9 - 5 =
¹¹⁾ 5 - 3 =	$^{16)}7 - 5 =$		Subtraction rainbow facts revision
$^{12)} 8 - 4 =$	$^{17)}4 - 2 =$		²⁷⁾ 10 - 1 =
$^{13)}7 - 4 =$	$^{18)}2 - 2 =$		²⁸⁾ 10 - 5 =
$^{14)}7 - 6 =$	$^{19)}9-7=$		²⁹⁾ 10 - 7 =
¹⁵⁾ 9 - 6 =	$^{20)}8-5=$		³⁰⁾ 10 - 6 =
			³¹⁾ 10 - 10 =
Count back 1, 2, or 3 differen	ce of 1, 2 or 3		20) •
³²⁾ 8 – 2 =	10 – 8	=	³⁰⁾ 9 – / =
$ ^{33}6 - 5 =$	³⁶⁾ 5 – 1	=	³⁹⁾ 2 - 2 =
³⁴⁾ 3 - 2 =	³⁷⁾ 10 – 3	=	⁴⁰⁾ 8 - 3 =

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". This Check Up sheet should be used to assess students' progress after completing worksheet 10D.




Homework Sheets



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.

Homework			Co	unt on 1 (+	1): 1 HW					
PROFESSOR PETE'S +1 -1 +2	-2 +3	-3	Rnbw	Dble/Hlv	Last All					
Information for Parents: "Count On" Strategy										
Add One - "Count On" Strategy with a Number Line Add 1 facts are taught using a COUNT ON strategy. A number li lands on the next number.	ne will help chi	ldren to	visualize this	operation in whic	h counting on 1					
Use the number line to help you count on. ←	2 3	4	 5 6	7 8	<mark>- </mark> ≯ 9 10					
Count on 1 $^{1)}5 + 1 =$	⁶⁾ 9 -	⊦ 1	=							
$^{2)}7 + 1 =$	⁷⁾ 2 -	⊦ 1	=							
³⁾ 3 + 1 =	⁸⁾ 6 -	- 1	=							
⁴⁾ 4 + 1 =	⁹⁾ 8 -	⊦ 1	=							
⁵⁾ 1 + 1 =	¹⁰⁾ 0 -	⊦ 1	=							
Turn arounds										
¹¹⁾ 1 + 4 =	¹⁶⁾ 1 -	+ 9	=							
¹²⁾ 1 + 6 =	¹⁷⁾ 1 -	+ 0	=							
¹³⁾ 1 + 2 =	¹⁸⁾ 1 -	⊦ 1	=							
¹⁴⁾ 1 + 8 =	¹⁹⁾ 1 -	+ 7	=							
¹⁵⁾ 1 + 5 =	²⁰⁾ 1 -	+ 3	=							
$\begin{array}{c} \text{Missing numbers} \\ \begin{array}{c} 21 \end{array} \\ \mathbf{-+1} = 3 \end{array}$	²⁵⁾ 1	+	= 4							
²²⁾ + 1 = 8	²⁶⁾ 1	+	= 11							
$^{23)}$ + 1 = 6	²⁷⁾ 1	+	= 9							
$^{24)}$ + 1 = 5	²⁸⁾ 1	+	= 10							

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Let's Go!

Addition & Subtraction to 10

Homework					С	oun	t back	x 1 (–	1):	2 HW
PROFESSOR PETE'S	+1 _1	+2 -2	+3	-3	Rnł	w	Dble	/HIv	Last	: All
Inform	nation for P	arents:	"Cour	nt Bac	k" Sti	rate	ЗУ			
Subtract One - "Count Back" Strat Subtract 2 facts are taught using a COUN openber and lands on the next one.	egy with a Nun NT BACK strategy.	nber Line A number li	ne will h	elp chilc	lren to v	isualiz	e this ope	ration w	vhich "ski	ips"
Use the number line to hel you count on 1. Do not count on your finge	p ←		3	4	5	6		8	9	- → 10
Count back 1 ¹⁾ 5 - 1 =		6	^{;)} 2 -	- 1	=					
$^{2)}7 - 1 =$		7	⁷⁾ 10	- 1	=					
$^{3)}$ 4 - 1 =		8	³⁾ 6 -	- 1	=					
⁴⁾ 1 - 1 =		9	[»] 3 -	- 1	= _					
⁵⁾ 8 – 1 =		10	⁰⁾ 9 -	- 1	=					
Difference of One - "Find the Diffe	orence" Strateg	N	5_1	_						
Find F and 4 on the number line. Ack he	www.warukanafra	o y ≂ ⊑ dooo it t	5 – 4		Do not la	**	atu danta a	ount ho	ale 1 fram	

Difference of 1, count back 1	Count back 1
e.g. 5 – 4 = 1, as it takes only 1 hop to go from 5 to 4.	
As students become familiar with counting, they will know which numbers are no	ext to each other, the difference being 1.
Find 5 and 4 on the number line. Ask now many hops from 5 does it take to get to	5 4? Do not let the students count back 4 from 5.

Difference of 1, count back 1	16) O 1 –	
······································	¹⁰ / _Z - 1 =	
$^{12)}5 - 4 = $	$^{17)}7 - 6 = $	²²⁾ 10 - 1 =
¹³⁾ 11 - 10 =	¹⁸⁾ 8 - 1 =	²³⁾ 2 - 1 =
$^{14)}$ 10 - 1 =	$^{19)}6 - 5 =$	$^{24)}7 - 1 = $
¹⁵⁾ 9 – 8 =	²⁰⁾ 7 – 1 =	²⁵⁾ 6 - 1 =

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Let's Go!

Addition & Subtraction to 10

Add 2 facts are taught using a COUNT ON strategy. A number line number and lands on the next one.	e will help children to visualize this operation which "skips" one
Use the number line to help <mark>< </mark> you count on. Do not count on your fingers. ⁰ 1 2	2 3 4 5 6 7 8 9 10
Count on 2 ¹⁾ 3 + 2 =	⁶⁾ 9 + 2 =
²⁾ 1 + 2 =	⁷⁾ 0 + 2 =
³⁾ 2 + 2 =	⁸⁾ 5 + 2 =
⁴⁾ 6 + 2 =	⁹⁾ 4 + 2 =
⁵⁾ 7 + 2 =	¹⁰⁾ 8 + 2 =
Turn arounds	
¹¹⁾ 2 + 9 =	$^{16)}2 + 7 = $
¹²⁾ 2 + 0 =	¹⁷⁾ 2 + 10 =
¹³⁾ 2 + 1 =	¹⁸⁾ 2 + 8 =
¹⁴⁾ 2 + 3 =	¹⁹⁾ 2 + 5 =
¹⁵⁾ 2 + 4 =	²⁰⁾ 2 + 2 =
Addition missing numbers $^{21)}9 + = 11$	²⁵⁾ 2 + = 9
²²⁾ 3 + = 5	²⁶⁾ 2 + = 12
²³⁾ 0 + = 2	²⁷⁾ 2 + = 5
²⁴⁾ 2 += 4	²⁸⁾ 2 += 7

+2

Information for Parents: "Count On" Strategy

+1

Add Two - "Count On" Strategy with a Number Line

-1

-2 +3 -3 Rnbw

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Addition & Subtraction to 10

Count on 2 (+2): 3 HW

Dble/Hlv Last All

Homework

Let's Go!



Homework				Co	ount	back 2 (-	-2):	4 HW	
PROFESSOR PETE'S	+1 –1 +	+2 -2 +3	-3	Rnb	v D	ble/Hlv	Last	t All	
Information for Parents: "Count Back" Strategy									
Subtract Two - "Count Back" Stra Subtract 2 facts are taught using a COU openber and lands on the next one.	tegy with a Num	I ber Line A number line will h	elp child	ren to visi	ualize tl	his operation v	vhich "sk	ips"	
Use the number line to he you count on. Do not count on your finge	lp <mark>< _ </mark> ers. 0 1	2 3	4	5	6	7 8	9	+> 10	
Count back 2 ¹⁾ 7 - 2 =		⁶⁾ 8 -	- 2	=					
$^{2)} 2 - 2 =$		⁷⁾ 5 -	- 2	=					
³⁾ 10 – 2 =		⁸⁾ 3 -	- 2	=					
$^{4)}4 - 2 =$		⁹⁾ 9 -	- 2	=					
⁵⁾ 6 – 2 =		¹⁰⁾ 2 -	- 2	=					
Difference of Two - "Find the Diff Find 6 and 4 on the number line. Ask he As students become familiar with coun e.g. $6 - 4 = 2$, as it takes only 2 hops to	erence" Strategy ow many hops from ting, they will know go from 6 to 4.	6 – 4 6 does it take to ge which numbers are	= t to 4? D e next to	o not let t each othe	the stuc er, the c	dents count ba lifference bein	ck 4 from g 2.	n 6.	
< + - +-	+ +				+-	\rightarrow			
0 1	2 3 4	4 5 6	7	8	9	10			
Use a number line to comp	lete these qu	lestions.							
Difference of 2, count back 2 $^{11)}3 - 1 =$		¹⁶⁾ 6 -	- 2	=					
$^{12)}4 - 2 =$		¹⁷⁾ 8 -	- 6	=					
13)5 - 2 =		¹⁸⁾ 7 -	- 5	=					
¹⁴⁾ 9 - 7 =		¹⁹⁾ 10	- 8	=					
¹⁵⁾ 8 – 6 =		²⁰⁾ 4 -	- 2	=					
L									

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Let's Go!

Addition & Subtraction to 10

PROFESSOR P	OM	+1 -	1 +2	-2	+3	-3	Rnl	wc	Dble	/HIv	Last	All
	Infor	mation	for Pare	ents:	"Cοι	int O	n" Stra	ateg	y			
Add Three - "Count Add 3 facts are taught numbers and lands on	On" Strategy was using a COUNT O the next one.	with a Nun N strategy. 7	n ber Line A number l	ine will ł	nelp ch	ildren t	o visualiz	e this	operation	which "	ʻskips" two	D
Use the number you count on. Do not count or	r line to hel n your finge	p ← rs. ⁰	1	2	3	4	5	6	7	8	9	; 10
Count on 3 ¹⁾ 3 + 1 =				6)	3 ·	+ 0	=					
²⁾ 3 + 7 =					3 ·	+ 3	=					
³⁾ 3 + 2 =					3 ·	+ 4	=					
⁴⁾ 3 + 8 =				9)	3 ·	+ 6	=					
⁵⁾ 3 + 5 =				10)	3	+ 1(0 =					
Turn arounds				16)	2		_					
¹ 2) 3 ± 1 –				17)	<u>з</u>	т О т О						
$^{13)}3 + 8 =$, 	ວ ເ	+ 7						
$^{14)}3 + 5 =$				 19)	ິ ເຊ	· / + 1						
$^{15)}3 + 6 =$				20)	3	+ 1(0 =					
Missing numbers $^{21)}$ + 3 =	- 4			25	⁵⁾ 3	+	=	6				
²²⁾ + 3 =	= 5			26	⁵⁾ 3	+		10				
²³⁾ + 3 =	= 11			27	⁽⁾ 3	+	=	4				
²⁴⁾ + 3 =	= 9			28	³⁾ 3	+	=	7				

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Let's Go!

Homework

Addition & Subtraction to 10

5 HW

Count on 3 (+3):

Homework	Count back 3 (–3): 6 HW
PROFESSOR PETE'S +1 -1 +2	-2 +3 -3 Rnbw Dble/Hlv Last All
Information for Paren	ts: "Count Back" Strategy
Subtract Three - "Count Back" Strategy with a Number Subtract 3 facts are taught using a COUNT BACK strategy. A num two bers and lands on the next one.	r Line ber line will help children to visualize this operation which "skips"
Use the number line to help you count on. <	1 1
Count back 3 ¹⁾ 9 - 3 =	⁶⁾ 4 – 3 =
$^{2)}$ 4 – 3 =	$^{7)} 6 - 3 =$
$^{3)}3 - 3 =$	⁸⁾ 10 – 3 =
⁴⁾ 5 - 3 =	⁹⁾ 7 - 3 =
⁵⁾ 4 - 3 =	$\begin{bmatrix} 10 \\ 8 \\ -3 \end{bmatrix} = \begin{bmatrix} 10 \\ -3 \end{bmatrix}$
Difference of Three - "Find the Difference" Strategy Find 4 and 4 on the number line. Ask how many hops from 7doe	7 – 4 = es it take to get to 4? Do not let the students count back 4 from 7.

Find 4 and 4 on the number line. Ask how many hops from 7does it take to get to 4? Do not let the students count back 4 from 7 As students become familiar with counting, they will know which numbers are next to each other, the difference being 3. e.g. 7 - 4 = 3, as it takes only 3 hops to go from 7 to 4.



Use a number line to complete these questions.

Let's Go!

Difference of 3, count back 3	
¹¹⁾ 9 - 6 =	$^{16)}9 - 3 = $
$^{12)}8 - 5 =$	$^{17)}6 - 3 =$
$^{13)}5 - 3 =$	$^{18)}7 - 4 =$
¹⁴⁾ 10 - 7 =	¹⁹⁾ 8 - 5 =
¹⁵⁾ 5 – 2 =	²⁰⁾ 4 - 1 =

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Addition & Subtraction to 10

Let's C	io!

Homework

Addition & Subtraction to 10



Information for Parents: "Pairs to Ten" Strategy



Rainbow Facts - "Pairs to Ten" Strategy with a Ten Frame

Have students place the first number on the ten frame. Have them fill the remaining spaces with counters of a different colour. The students will quickly be able to visualise the missing counters skipping the second placement of counters on the ten frame.







Rainbow addition missing nu	mbers	Addition missing numbers
¹⁾ 1 += 10	⁶⁾ 6 + = 10	²¹⁾ + 2 = 4
²⁾ 0 += 10	⁷⁾ 4 += 10	²²⁾ + 9 = 12
³⁾ 7 += 10	⁸⁾ 2 += 10	²³⁾ + 6 = 8
⁴⁾ 5 += 10	⁹⁾ 3 += 10	²⁴⁾ + 5 = 7
⁵⁾ 4 += 10	¹⁰⁾ 4 += 10	²⁵⁾ + 10 = 13
Subtraction rainbow facts		Subtraction revision
11) 10 - 8 =	¹⁶⁾ 10 - 9 =	$^{26)}$ 10 - 1 =
¹²⁾ 10 – 4 =	¹⁷⁾ 10 - 5 =	²⁷⁾ 7 – 2 =
¹³⁾ 10 - 6 =	¹⁸⁾ 10 - 3 =	²⁸⁾ 2 - 2 =
¹⁴⁾ 10 - 7 =	¹⁹⁾ 10 - 10 =	$^{29)}4 - 3 =$
¹⁵⁾ 10 – 2 =	²⁰⁾ 10 - 1 =	³⁰⁾ 6 - 3 =

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Let's Go! Homework							Additi	on & Subtract Double/Halve:	tion to : 8	o 10 HW
PROFESSOR PETE'S	+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv L	.ast	All
Info	ormation	for P	arent	:s: "D	ouble	e/Hal	ve" Stra	tegy		
"Double" Strategy with a Ten Have the students put out counter using a second colour, put out that arrangements for the counters can quickly be able to visualise the second placement of counters students count from one, rather, the number shown.	Frame s for the first number aga be used. The ond set of co on the ten fr ney should "	numbe in. Diffe studer unters, ame. Do know'' t	r. Then, erent hts will skipping o not let he	4	+ 4 =	8 ((
"Halve" Strategy with a Ten F Have the students put out counter Have them remove half of them. The able to visualise the removal of hal the ten frame. Do not let students from one, rather, they should "know	rame s for the first he students v f the counter count the rer w" the numb	numbe vill quic rs on co maining per shov	r. Then, kly be unters c counter vn.	6 - on rs	- 3 = 3	3 ((\bigcirc		
			Т]		
			╡							
Use a ten frame. Do no	t use yoı	ur fin	gers.				aliti a na main	-		
$\stackrel{1)}{} \mathbf{\Delta} + \mathbf{\Delta} =$	6) 1	+ ′	1 =			Ad 17)	aition mis +	2 = 4		
²⁾ 2 + 2 =	⁷⁾ 5	+ {	5 =			18)	+	9 = 12		
³⁾ 3 + 3 =	⁸⁾ 3	+ (3 =			19)	+	6 = 8		
⁴⁾ 5 + 5 =	⁹⁾ 5	+ {	5 =			20)	+	5 = 7		
$^{5)}$ 0 + 0 =	¹⁰⁾ 4	+ 7	7 =			21)	+	10 = 13		
Halving facts	44	-				Su	btraction	revision		
10 – 5 =	¹⁴⁾ 6	- 3	3 =			22)	5 – 3	; =		
¹²⁾ 8 – 4 =	¹⁵⁾ 8	_ 4	4 =			23)	9 - 3	; =		
$^{13)}4 - 2 = $	¹⁶⁾ 6	- 3	3 =			24)	7 – 2			

(This worksheet is	s part of the Professor Pete's Classro	om eBook "Let's Go! Addition & S	Subtraction to 10 Worksheets".



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Homework

Addition & Subtraction to 10

All Revision: 10 HW



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

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, have them "know" the number shown.



Use a number line. Do not count on your fingers.

Difference of 1, 2 or 3		Rainbow facts revision
¹⁾ 9 - 7 =	⁶⁾ 5 - 3 =	²¹⁾ <u>+</u> 9 = 10
²⁾ 6 – 4 =	$^{7)}$ 3 – 2 =	²²⁾ <u>+</u> 8 = 10
³⁾ 7 – 4 =	⁸⁾ 7 – 5 =	+ 9 = 10
⁴⁾ 9 - 6 =	⁹⁾ 6 - 5 =	²⁴⁾ + 6 = 10
⁵⁾ 8 – 5 =	$^{10)}8 - 6 =$	²⁵⁾ + 7 = 10
		$^{26)}$ + 10 = 10
$^{11)} 10 - 5 =$	$^{16)}$ 10 - 5 =	+ 7 = 10
$^{12)}2 - 1 =$	$^{17)}4 - 2 = $	+ 7 = 10
$^{13)}8 - 4 =$	$^{18)}6 - 3 = $	+ 6 = 10
$^{14)}4 - 2 =$	$^{19)}8 - 4 = $	+ 5 = 10
$^{15)}6 - 3 =$	²⁰⁾ 2 - 1 =	X
Addition missing number rev	ision	Double facts revision
³²⁾ 9 += 10		³⁵⁾ 4 += 8
³³⁾ 4 += 9		³⁶⁾ 3 += 6
This worksheet is part of the Professor Pe	te's Classroom eBook "Let's Gol	al Addition & Subtraction to 10 Worksheets"



Answer Keys



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.

Let's Go!	ANSWERS	Addition & Subtraction to 10						
Name:		Count on 1 (+1): 1 [A]						
CLASSROOM	+1 -1 +2 -2 +3 -3	Rnbw Dble/Hlv Last All						
Add One - "Count On" Strategy w Add 1 facts are taught using a COUNT o lands on the next number.	vith a Number Line ON strategy. A number line will help children to	o visualize this operation in which counting on 1						
Use the number line to he you count on. Do not count on your fing	lp <	I I I I 5 6 7 8 9 10						
Count on 1								
$^{1)}$ 5 + 1 = 6	⁶⁾ 9 + 1	= <u>10</u>						
$^{2)}$ 7 + 1 = 8	⁷⁾ 2 + 1	= 3						
$^{3)}$ 3 + 1 = 4	⁸⁾ 6 + 1	= 7						
$^{4)}$ 4 + 1 = 5	⁹⁾ 8 + 1	= 9						
$^{5)}$ 1 + 1 = 2	¹⁰⁾ 0 + 1	= 1						
Add One - "Count On" Strategy w Have the students use a ten frame to h should be able to subitize the number	vith a Ten Frame help them with these count on one facts. Do no shown.	t let the students count from one, rather, they						
Use a ten frame to help wi on facts.	th these count							
Count on 1								
$^{11)}4 + 1 = 5$	¹⁶⁾ 7 + 1	= <u>8</u>						
$^{12)}6 + 1 = 7$	¹⁷⁾ 5 + 1	= <u>6</u>						
$^{13)}8 + 1 = 9$	¹⁸⁾ 9 + 1	= 10						
$^{14)}$ 1 + 1 = 2	¹⁹⁾ 3 + 1	= 4						
$^{15)}2 + 1 = 3$	²⁰⁾ 0 + 1	= 1						
This worksheet is part of the Professor Pet sequence is shown in the bar at the top of	e's Classroom eBook "Let's Go! Addition & Subtraction this sheet.	on to 10 Worksheets". The recommended teaching						

Let's Go!	ANSWERS			Addition & Subtraction to 10					
Name:		0 + 0 0	Babw		I): 1[B]				
	+1 -1 +2 -	-2 +3 -3	RIDW	DDIe/HIV	Last All				
Add One Turn Arounds - "Count O Do not let students start on 1 then count and count on one from there.	n" Strategy with a Nu t on the added number. R	mber Line Lather, have the stud	lents find the l	arger number on t	the number line				
Use the number line to help you count on. Do not count on your finge	• ←	2 3 4	56	7 8	<mark>- - →</mark> 9 10				
Count on 1									
¹⁾ 1 + 4 = 5		⁶⁾ 1 + 9	= <u>10</u>						
$^{2)}$ 1 + 6 = 7		⁷⁾ 1 + 0	= 1						
³⁾ 1 + 2 = 3		⁸⁾ 1 + 1	= 2						
$^{4)}$ 1 + 8 = 9		⁹⁾ 1 + 7	= 8						
$^{5)}$ 1 + 5 = $\overline{6}$		¹⁰⁾ 1 + 3	= 4						
Add One - "Count On" Strategy wi Have the students use a ten frame to he should be able to subitize the number sh	th a Ten Frame Ip them with these count nown.	on one facts. Do not	t let the stude	nts count from on	e, rather, they				
Use a ten frame to help witl on facts.	n these count								
Count on 1									
$^{11)}$ 1 + 8 = 9		¹⁶⁾ 1 + 1	= 2						
$^{12)}$ 1 + 5 = 6		¹⁷⁾ 1 + 6	= 7						
$^{13)}$ 1 + 2 = 3		¹⁸⁾ 1 + 4	= 5						
$^{14)}$ 1 + 3 = 4		¹⁹⁾ 1 + 7	= 8						
¹⁵⁾ 1 + 9 = 10		²⁰⁾ 1 + 0	= 1						
This worksheet is part of the Professor Pete' sequence is shown in the bar at the top of the	s Classroom eBook "Let's Go is sheet.	o! Addition & Subtractio	on to 10 Worksh	eets". The recomme	ended teaching				

ANSWERS

Addition & Subtraction to 10

1[C]

Count on 1 (+1):

Name:

PROFESSOR PETE'S	+1 -1	+2	-2	+3	-3	Rnbv	N	Dble/	Hlv	Last	All
Add One - Missing addend with a Have students write the number that the students write the students write the number that the students write the number that the students write the students write the number that the students write the number that the students write the students write the students write the students write the number that the students write the students wr	a Number Lin they need to sta	e art on, to	finish o	n the nu	ımber oı	n the right	side	of the eq	ual sign		
Use the number line to help you find the missing number.	< 0	1	2	3	4	5	6	7	8	9	↓→ 10
$\frac{\text{Missing numbers}}{1} \frac{2}{2} + 1 = 3$			6	⁵⁾ 1	+ _3	8_= 4	-				
$^{2)}$ 8 + 1 = 9			7	^{′)} 1	+ _1	_= 2) -				
$^{3)}$ <u>4</u> + 1 = 5			8	³⁾ 1	+ _7	_= 8	•				
$^{4)}$ <u>1</u> + 1 = 2			ę	⁹⁾ 1	+ _) = 1	0				
$^{5)}$ <u>6</u> + 1 = 7			1	⁰⁾ 1	+ _6	<u> </u>	,				

Add One - Missing Addend with a Ten Frame

Have students put the last number on the ten frame, then ask what number of counters there would have been before one of them was added.

Г

Use a ten frame to help you find the missing number.					
$\frac{\text{Missing numbers}}{8 + 1 = 9}$	¹⁶⁾ 1	+ _1 =	- 2	 	
$^{12)}$ 7 + 1 = 8	¹⁷⁾ 1	+ <u>7</u> =	- 8		
$^{13)}$ <u>5</u> + 1 = 6	¹⁸⁾ 1	+ <u>6</u> =	: 7		
$^{14)}$ 6 + 1 = 7	¹⁹⁾ 1	+ 9=	- 10		
$^{15)}$ 1 + 1 = 2	²⁰⁾ 1	+ <u>5</u> =	• 6		

ANSWERS

Addition & Subtraction to 10

1[D]

Count on 1 (+1):

Name:

CLASSROOM	+1 -1	+2	-2	+3	-3	Rnt	SW	Dble	/HIv	Last	All
Add One - Missing addend with Have students write the number that	h a Number Lin at they need to sta	e art on, to	finish o	n the ni	umber oi	n the rig	ht side	e of the ec	qual sign		
Use the number line to help you find the missing number.	< 0	1	2	3	4	5	6	7	8	9	↓→ 10
$\frac{\text{Missing numbers}}{1} \frac{6}{6} + 1 = 7$			6	⁵⁾ 1	+ 1	= 2)				
$^{2)}$ 4 + 1 = 5			7	⁷⁾ 1	+ 3	_= 4					
³⁾ <u>8</u> + 1 = 9			8	³⁾ 1	+ 8	_= 9)				
⁴⁾ <u>2</u> + 1 = 3			ç	⁹⁾ 1	+ 6	_= 7	,				
⁵⁾ <u>7</u> + 1 = 8			1	⁰⁾ 1	+ 4	= 5)				

Add One - Missing Addend with a Ten Frame

Have students put the last number on the ten frame, then ask what number of counters there would have been before one of them was added.

Use a ten frame to help you find the missing number.	
$\frac{\text{Missing numbers}}{8} + 1 = 9$	¹⁶⁾ 1 + <u>9</u> = 10
$^{12)}$ <u>1</u> + 1 = 2	$^{17)}$ 1 + 4 = 5
$^{13)}$ 4 + 1 = 5	$^{18)}$ 1 + <u>3</u> = 4
$^{14)}$ <u>3</u> + 1 = 4	¹⁹⁾ 1 + <u>5</u> = 6
$^{15)}$ <u>7</u> + 1 = 8	$^{20)}$ 1 + 7 = 8





Let's Go! Name:	ANSWERS	Addition & Subtraction to 10 Count back 1 (–1): 2 [C]
PROFESSOR PETE'S	+1 -1 +2 -2 +3 -	-3 Rnbw Dble/Hlv Last All
0 1 2 	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	9 10 11 12 13
Difference of One - "Find the Diffe Find 5 and 4 on the number line. Ask ho As students become familiar with count e.g. $5 - 4 = 1$, as it takes only 1 hop to go	erence" Strategy5 – 4 =w many hops from 5 does it take to get toing, they will know which numbers are nexo from 5 to 4.	4? Do not let the students count back 4 from 5. xt to each other, the difference being 1.
$ \begin{array}{c cccc} 0 & 1 & 2 & 3 \\ \hline \hline$	4 5 6 7 8	9 10 11 12 13
Use a number line to comp	lete these questions.	
$^{1)} 6 - 5 = 1$	⁶⁾ 11 –	10 = <u>1</u>
$^{2)} 7 - 6 = 1$	⁷⁾ 10 –	1 = 9
$^{3)} 3 - 2 = 1$	⁸⁾ 7 –	6 = <u>1</u>
$^{4)} 5 - 1 = 4$	⁹⁾ 9 —	8 = <u>1</u>
$^{5)} 5 - 4 = 1$	¹⁰⁾ 8 –	1 = 7
Difference of One with a Ten Fram Place 4 counters on a ten frame. Use a s second color.	econd color to make the number up to 5.	The difference between 4 and 5 is shown by the
Use a ten frame to complet	e these questions	
Difference of 1, count back 1		
$^{11)}4 - 3 = 1$	¹⁵⁾ 9 —	8 = 1
$^{12)}7 - 1 = 6$	¹⁶⁾ 10 –	9 = 1
$^{13)}2 - 1 = 1$	¹⁷⁾ 3 –	1 = 2
$^{14)}5 - 4 = 1$	¹⁸⁾ 8 —	7 = 1

ANSWERS

Name:

Addition & Subtraction to 10

Count back 1 (–1): 2 [D]



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

Let's Go!	ANS	SWE	ERS	5		Ad	ditic	on & S	ubtra	action	to 10
Name:							Cοι	int on	2 (+2	2): 3	[A]
PROFESSOR PETE'S	+1 -1	+2] –2	+3	3 –3	Rn	bw	Dble	/HIv	Last	All
Add Two - "Count On" Strategy w Add 2 facts are taught using a COUNT O number and lands on the next one.	ith a Numb N strategy. A	er Line number	line will ł	nelp c	hildren t	o visualiz	ze this	operatior	י which '	'skips" one	2
Use the number line to hel you count on two. Do not count on your finge	p ← ers. 0	1	2	 3	4	5	6	7	8	9	↓→ 10
$\begin{array}{c} \text{Count on 2} \\ {}^{(1)} 5 + 2 = 7 \end{array}$			6)	8	+ 2	= 1	0				
²⁾ 3 + 2 = 5			7)	7	+ 2	= 9					
³⁾ 4 + 2 = 6			8)	0	+ 2	= 2					
⁴⁾ 1 + 2 = 3			9)	6	+ 2	= 8					
$^{5)}$ 2 + 2 = 4			10)	6	+ 2	= 8					
Add Two - "Count On" Strategy w Have the students use a ten frame to he rather, they should be able to subitize t	ith a Ten Fr elp them with he number sh	these co	unt on tw	vo fac	ts. Do no	ot let the	stude	nts count	the rem	aining cou	nters,



Use a ten frame to help with these count on facts.

Count on 2	
$^{11)}2 + 2 = 4$	$^{16)} 1 + 2 = 3$
$^{12)}8 + 2 = 10$	$^{17)}7 + 2 = 9$
$^{13)}3 + 2 = 5$	$^{18)}5 + 2 = 7$
$^{14)}6 + 2 = 8$	$^{19)}0 + 2 = 2$
$^{15)}4 + 2 = 6$	$^{20)}4 + 2 = 6$

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

Let's Go! Name:	ANSWE	RS	S Addition & Subtraction t Count on 2 (+2): 3			
PROFESSOR PETE'S	+1 –1 +2 -	-2 +3 -	-3 Rnbw	Dble/Hlv	Last All	
Add Two - "Count On" Strategy with Add 2 facts are taught using a COUNT ON s number and lands on the next one.	a Number Line strategy. A number line	e will help childre	en to visualize this	operation which '	"skips" one	
Use the number line to help you count on two. Do not count on your fingers	<			7 8		
Count on 2 ¹⁾ 7 + 2 = 9		⁶⁾ 2 +	2 = 4			
²⁾ 1 + 2 = 3		⁷⁾ 4 +	2 = 6			
³⁾ 6 + 2 = <mark>8</mark>		⁸⁾ 0 +	2 = 2			
⁴⁾ 3 + 2 = <u>5</u>		⁹⁾ 6 +	2 = <u>8</u>			
⁵⁾ 8 + 2 = <u>10</u>		¹⁰⁾ 5 +	2 = 7			
Add Two - "Count On" Strategy with Have the students use a ten frame to help rather, they should be able to subitize the	them with these count number shown.	on two facts. Do	o not let the stude	nts count the rem	aining counters,	
Use a ten frame to help with on facts.	these count					
$\begin{array}{c} \text{Count on 2} \\ 11 \\ 0 \\ 11 \\ 0 \\ 11 \\ 0 \\ 1 \\ 2 \\ - \\ 0 \\ 2 \\ - \\ 0 \\ 2 \\ - \\ 0 \\ 2 \\ - \\ 0 \\ 2 \\ - \\ 0 \\ 2 \\ - \\ 0 \\ 0 \\ - \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0$		16) 4	2 - 2			
12 + 2 = 2		17) 6 +	2 = 3 2 = 8			
$^{3}0 + 2 = 10$		18) 7 +	2 - 0 2 - 0			
$14^{14}3 + 2 = 5$		¹⁹⁾ 2 +	2 = <u>3</u> 2 = <u>4</u>			
$15^{15}4 + 2 = 6$		²⁰⁾ 5 +	2 = 7			

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

Let's Go!	ANSWERS			Addition & Subtraction to						
Name:					Со	unt on	2 (+2	2): 3	[C]	
CLASSROOM	+1 –1	+2 -2	2 +3	-3	Rnbw	Dble/	′HIv	Last	All	
Add Two - Missing addend with Have students write the number that	a Number Line they need to start	t on, to finish	on the nur	nber or	n the right sic	le of the eq	ual sign			
Use the number line to help you find the missing number if 2 are a	← Added. 0	1 2	3	4	5 6	<u> </u> ∂ 7	8	9	→ 10	
$\frac{\text{Missing numbers}}{6} + 2 = 8$			⁶⁾ 2 -	⊦ 6	= 8					
²⁾ <u>7</u> + 2 = 9			⁷⁾ 2 -	F <u>5</u>	= 7					
³⁾ <u>2</u> + 2 = 4			⁸⁾ 2 -	+ <u>3</u>	= 5					
⁴⁾ <u>4</u> + 2 = 6			⁹⁾ 2 -	⊦ <u>4</u>	= 6					
⁵⁾ <u>8</u> + 2 = 10			¹⁰⁾ 2 -	⊦ <u>2</u>	_= 4					
Add Two - Missing Addend with Have students put the last number or added.	a Ten Frame In the ten frame, th	ien ask what	number of	counte	rs there wou	ld have bee	n befor	e two wer	e	
				Γ						
Use a ten frame to help y the missing number.	ou find									
Missing numbers			16) 7 –	∟ ົ <u>ງ</u>	- 1					

$^{11)}$ <u>2</u> + 2 = 4	$^{16)}2 + 2 = 4$
$^{12)}$ <u>6</u> + 2 = 8	$^{17)}2 + 4 = 6$
$^{13)}$ <u>7</u> + 2 = 9	$^{18)}2 + 5 = 7$
$^{14)}$ 0 + 2 = 2	$^{19)}2 + 6 = 8$
$^{15)}$ <u>3</u> + 2 = 5	$^{20)}2 + 1 = 3$

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

Let's Go! Name:	ANSWERS			Addition & Subtraction to 10 Count on 2 (+2): 3 [D]								
PROFESSOR PETE'S	+1	-1	+2	-2	+3	-3	Rnt	W	Dble	/HIv	Last	All
Add Two - Missing addend with a N Have students write the number that the	Numbe y need	e r Line to star	t on, to fi	inish on	the num	nber o	n the rigl	nt side	e of the eo	qual sign		
Use the number line to help you find the missing number if 2 are add	ded.	< 0	1	2	3	4	5	6	7	8	9	 → 10
$^{1)}$ <u>4</u> + 2 = 6				6)	2 +	3	_= 5					
$^{2)}$ 2 + 2 = 4				7)	2 +	5	_= 7					
$^{3)}$ <u>7</u> + 2 = 9				8)	2 +	4	_= 6					
⁴⁾ <u>6</u> + 2 = 8				9)	2 +	6	_= 8					
⁵⁾ <u>8</u> + 2 = 10				10	2 +	2	_= 4					
Add Two - Missing Addend with a T Have students put the last number on the added.	Fen Fra e ten fra	ame ame, th	nen ask w	/hat nur	nber of (counte	ers there	would	d have be	en befor	e two wer	e
				Γ		Γ						
				F		t			╡		+	
Use a ten frame to help you the missing number.	ı find			L								
$\frac{\text{Missing numbers}}{2 + 2} = 4$				16	⁾ 2 +	- 4	= 6					
¹²⁾ <u>3</u> + 2 = 5				17	2 +	6	_= 8					
¹³⁾ <u>6</u> + 2 = 8				18	2 +	· <u>1</u>	_= 3					

 $^{14)}$ <u>7</u> + 2 = 9 ¹⁵⁾ **0** + 2 = 2 ¹⁹⁾ 2 + 2 = 4 $^{20)}$ **2** + **5** = **7**

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

ANSWERS

Addition & Subtraction to 10

Name:

Count back 2 (–2): 4 [A]

PROFESSOR PETE'S +2Dble/Hlv Last All +1 -1 -2 +3 -3Rnbw CLASSROOM Subtract Two - "Count Back" Strategy with a Number Line Subtract 2 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" openber and lands on the next one. Use the number line to help count back 2. Do not count on your fingers. 3 2 4 5 7 8 9 10 0 1 6 Count back 2 ¹⁾ 10 - 2 = 8 $^{6)}$ 4 - 2 = 2 $^{7)}5-2=3$ $^{2)}3 - 2 = 1$ $^{3)} 6 - 2 = 4$ $^{8)} 8 - 2 = 6$ $^{4)} 2 - 2 = 0$ 99 - 2 = 7 $^{10)}4 - 2 = 2$ $^{5)}7 - 2 = 5$ Subtract Two - "Count Back" Strategy with a Ten Frame 6 – 2 = ____ Place 6 counters on a ten frame. Take away 2. Do not let the students count the remaining counters, rather, they should be able to subitize the number shown. Use a ten frame to help you count back. Count back 2 $^{11)}6 - 2 = 4$ $^{16)}4 - 2 = 2$ $^{17)}7 - 2 = 5$ $^{12)}10 - 2 = 8$ $^{13)}5 - 2 = 3$ $^{18)}3 - 2 =$ $^{14)}9 - 2 = 7$ $^{19)}8 - 2 = 6$ $^{20)}8 - 2 = 6$ $^{15)}2 - 2 = 0$ This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

ANSWERS

Addition & Subtraction to 10

4[B]

Count back 2 (–2):

Name:

PROFESSOR PETE'S

+2 –2 +3 –3 Rnbw Dble/Hlv Last All

Subtract Two - "Count Back" Strategy with a Number Line

+1

Subtract 2 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" onenber and lands on the next one.

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

-1



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

 $^{20)}6 - 2 = 4$

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 $^{15)}7 - 2 = 5$



ANSWERS

Addition & Subtraction to 10

4[D]

Count back 2 (–2):

Name:

CLASSROOM	+1 -1 +2 -2	2 +3 ·	-3	Rnbw	Dble/	Hlv	Last	All
Use the number line. Do not use your fingers.	< 0 1 2	 2 3	4	56	 5 7	8	9	→ 10
Count back 2 ¹⁾ 5 - 2 = 3	$^{6)} 6 - 2 = 4$		Diffe 11)	e <mark>rence o</mark> f 7 — 5	r^{2} , count = $\frac{2}{2}$	back	2	
$^{2)} 3 - 2 = 1$	$^{7)} 8 - 2 = 6$		12)	9 – 7	= 2			
$^{3)}$ 10 – 2 = 8	$^{8)}7 - 2 = 5$		13)	8 – 2	= 6			
$^{4)}$ 4 - 2 = 2	⁹⁾ 2 - 2 = <u>0</u>		¹⁴⁾ (6 – 4	= 2			
$^{5)} 9 - 2 = 7$	$^{10)}8 - 2 = 6$		15)	5 – 3	= 2			
Use a ten frame to comple	ete these questions.							
Difference of 2, count back 2 $1^{16)} 5 - 3 = 2$	$^{21)}3 - 1 = 2$		Cou 26)	nt back 2 10 —	$2^{2} = 8$			
$17^{17}9 - 7 = 2$	$^{22)}6 - 2 = 4$		27)	9 – 2	= <u> </u>			
$^{18)}10 - 2 = 8$	$^{23)}8 - 6 = 2$		28)	7 – 2	= 5			
$^{19)}4 - 2 = 2$	$^{24)}7 - 5 = 2$		29)	8 – 2	= 6			
$^{20)}6 - 4 = 2$	$^{25)}9 - 2 = 7$		30)	5 – 2	= 3			
$\frac{\text{Missing numbers revision}}{31} \frac{6}{6} + 2 = 8$		³⁴⁾ 2 +	7	= 9				
³²⁾ <u>4</u> + 2 = 6		³⁵⁾ 2 +	5	= 7				
$^{33)}$ <u>1</u> + 2 = 3		³⁶⁾ 2 +	4	= 6				

Let's Go! Name:	ANSWERS	Addition & Subtraction to 10 Count on 3 (+3): 5 [A]
PROFESSOR PETE'S	+1 -1 +2 -2 +3 -3	Rnbw Dble/Hlv Last All
Add Three - "Count On" Strategy v Add 3 facts are taught using a COUNT ON numbers and lands on the next one.	vith a Number Line N strategy. A number line will help children to v	visualize this operation which "skips" two
Use the number line to hel you count on three. Do not count on your finge	^p ←	- -
Count on 3 ¹⁾ 4 + 3 = 7	⁶⁾ 0 + 3 =	= 3
$^{2)}$ 5 + 3 = 8	⁷⁾ 1 + 3 =	= 4
$^{3)}$ 3 + 3 = $\overline{6}$	⁸⁾ 7 + 3 =	= 10
$^{4)}$ 2 + 3 = 5	⁹⁾ 6 + 3 =	= 9
$^{5)}$ 1 + 3 = 4	¹⁰⁾ 5 + 3 =	= 8
Add Three - "Count On" Strategy v Have the students use a ten frame to he counters, rather, they should be able to	vith a Ten Frame Ip them with these count on three facts. Do not subitize the number shown.	t let the students count the remaining
Use a ten frame to help wit on facts.	h these count	
Count on 3 ⁽¹⁾ $6 + 3 = 9$	¹⁶⁾ 2 + 3 :	= 5
$5 + 3 = \frac{5}{2}$	<u> </u>	= <u>5</u> = 10
3^{13} 1 + 3 = 4	¹⁸⁾ Δ + 3 =	= 7
$^{14)}3 + 3 = 6$	+ + + + + + + + + + + + + + + + +	= 3
$^{15)}3 + 3 = \frac{6}{6}$	²⁰⁾ 5 + 3 =	= 8
This worksheet is part of the Professor Pete	s Classroom eBook "Let's Go! Addition & Subtractior	to 10 Worksheets". The recommended teaching

Let's Go! Name:	ANSWER	S	Addition & Subtraction t Count on 3 (+3): 5					
PROFESSOR PETE'S	+1 -1 +2 -2	2 +3 -3	Rnbw	Dble/Hlv	Last All			
Add Three - "Count On" Strategy w Add 3 facts are taught using a COUNT ON numbers and lands on the next one.	ith a Number Line strategy. A number line w	ill help children to	o visualize this	operation which '	ʻskips" two			
Use the number line to help you count on three. Do not count on your finger	<+ + + s. 0 1 2	3 4	56	7 8	<mark>- </mark>			
$\begin{array}{r} \text{Count on 3} \\ {}^{(1)} 4 + 3 = 7 \end{array}$		⁶⁾ 5 + 3	= 8					
²⁾ 1 + 3 = 4		⁷⁾ 0 + 3	= 3					
³⁾ 7 + 3 = 10		⁸⁾ 6 + 3	= 9					
⁴⁾ 2 + 3 = 5		⁹⁾ 3 + 3	= 6					
⁵⁾ 6 + 3 = 9		¹⁰⁾ 6 + 3	= 9					
Add Three - "Count On" Strategy w Have the students use a ten frame to help counters, rather, they should be able to s	ith a Ten Frame o them with these count on ubitize the number shown.) three facts. Do n	ot let the stud	lents count the rer	naining			
Use a ten frame to help witl on facts.	n these count							
Count on 3		16)	-					
105 + 3 = 8		¹⁰⁾ 4 + 3	= /					
12 / + 3 = 10		1/) 0 + 3	= 3					
$^{13)}2 + 3 = 5$		¹⁸⁾ 6 + 3	= 9					
$^{14)}3 + 3 = 6$		¹⁹⁾ 1 + 3	= 4					
$^{15)}5 + 3 = 8$		²⁰⁾ 6 + 3	= 9					

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

ANSWERS

Addition & Subtraction to 10

5[C]

Count on 3 (+3):

PROFESSOR PETE'S +3 -3 Rnbw Dble/Hlv +1 -1 +2 -2 Last All CLASSROOM Add Three - Missing addend with a Number Line Have students write the number that they need to start on, to finish on the number on the right side of the equal sign. Use the number line to help you find the missing number. 2 3 7 1 5 6 8 9 10 0 4 **Missing numbers** 1) 4 + 3 = 76) 3 5 2 = 2) 3 = 47) 6 9 = 3) 3 = 5 3 = 4) 3 = 67 4 = 10) 5) + 3 = 97 = 10 Add Three - Missing Addend with a Ten Frame Have students put the last number on the ten frame, then ask what number of counters there would have been before three were added.

Use a ten frame to help you find the missing number before 3 were added.				
Missing numbers				
¹¹⁾ $\underline{4} + 3 = 7$	¹⁶⁾ 3 +	<u>6</u> = 9		
$^{12)}$ <u>6</u> + 3 = 9	¹⁷⁾ 3 +	<u>0</u> = 3		
$^{13)}$ 2 + 3 = 5	¹⁸⁾ 3 +	<u>5</u> = 8		
$^{14)}$ <u>1</u> + 3 = 4	¹⁹⁾ 3 +	<u>4</u> = 7		
$^{15)}$ <u>3</u> + 3 = 6	²⁰⁾ 3 +	<u>3</u> = 6		

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ANSWERS

Addition & Subtraction to 10

5[D]

Count on 3 (+3):

PROFESSOR PETE'S +3 -3 Dble/Hlv Last All +1 -1 +2 -2 Rnbw CLASSROOM Add Three - Missing addend with a Number Line Have students write the number that they need to start on, to finish on the number on the right side of the equal sign. Use the number line to help you find the missing number. 7 1 2 3 5 6 8 9 10 0 4 **Missing numbers** 1) + 3 = 106) 3 3 = 0 2) +3 = 87) 3 6 9 = 3) + 3 = 65 = 4) + 3 = 97 4 = 10) 5) +3 = 57 = 10

Add Three - Missing Addend with a Ten Frame

Have students put the last number on the ten frame, then ask what number of counters there would have been before three were added.



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ANSWERS

Addition & Subtraction to 10

Name:

Count back 3 (–3): 6[A]

	essor pete's SSROOM	+1 –1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All	
Subtract Three - "Count Back" Strategy with a Number Line Subtract 3 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" two bers and lands on the next one.											
Use the r	number line to hel	p count ba	ack. C)o no	t cou	nt on	your fin	gers.			
	< 0 1 2	3	4	5	6		8	9 10	•		
Count bac	ck 3										
¹⁾ 7 –	3 = 4			6)	5 –	- 3	= 2				
²⁾ 4 –	3 = 1			7)	6 –	- 3	= <u>3</u>				
³⁾ 3 –	3 = 0			8)	10	- 3	= 7				
⁴⁾ 8 –	3 = 5			9)	9 –	- 3	= <u>6</u>				
⁵⁾ 4 –	3 = <u>1</u>			10)	7 –	- 3	= 4				
Subtract Three - "Count Back" Strategy with a Ten Frame 7–3 = Place 7 counters on a ten frame. Take away 3. Do not let the students count the remaining counters, rather, they should be able to subitize the number shown.											
Use a ten	trame to help you ck 3	i count bac	ck.								
¹¹⁾ 9 –	3 = <u>6</u>			16)	6 –	- 3	= <u>3</u>				
¹²⁾ 4 –	3 = <u>1</u>			17)	7 –	- 3	= <u>4</u>				
¹³⁾ 3 –	3 = 0			18)	8 –	- 3	= 5				
¹⁴⁾ 10 -	- 3 = 7			19)	5 –	- 3	= 2				
¹⁵⁾ 7 –	3 = 4			20)	10	- 3	= 7				
This workshe sequence is s	et is part of the Professor Pete shown in the bar at the top of th	's Classroom eBo nis sheet.	ok "Let's	Go! Add	ition & S	ubtractio	n to 10 Worksh	neets". The recomm	ended teach	ing	
Licensed for	unlimited copying by orig	ginal purchase	er only.				ww	w.professorpete	sclassroo	m.com	
ANSWERS

Addition & Subtraction to 10

6[B]

Count back 3(-3):

Name:

PROFESSOR PETE'S

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

Subtract Three - "Count Back" Strategy with a Number Line

+1

Subtract 3 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" two bers and lands on the next one.

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

-1



Subtract Three - "Count Back" Strategy with a Ten Frame 7 – 3 = ____

Place 7 counters on a ten frame. Take away 3. Do not let the students count the remaining counters, rather, they should be able to subitize the number shown.



Use a ten frame to help you count back.

Count back 3	
$^{11)} 10 - 3 = 7$	$^{16)}6 - 3 = 3$
$^{12)}9 - 3 = 6$	$^{17)}7 - 3 = 4$
$^{13)}4 - 3 = 1$	$^{18)}8 - 3 = 5$
$^{14)}5 - 3 = 2$	$^{19)}3 - 3 = 0$
$^{15)}9 - 3 = 6$	$^{20)}3 - 3 = 0$

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ANSWERS

Addition & Subtraction to 10

6[D]

Count back 3 (-3):

Name:

PROFESSOR PETE'S -3 +1 -1 +2 -2 +3 Rnbw Dble/Hlv Last All CLASSROOM \leftarrow Use the number line. Do not use your fingers. 2 3 4 5 8 9 0 1 6 7 10 Count back 3 Difference of 3, count back 3 $^{1)} 3 - 3 = 0$ $^{11)}8 - 5 = 3$ $^{6)} 9 - 3 = 6$ $^{2)}$ 4 - 3 = 1 $^{12)}6 - 3 = 3$ $^{7)}$ 7 – 3 = 4 $^{3)} 8 - 3 = 5$ $^{8)} 6 - 3 = 3$ $^{13)}5 - 3 = 2$ ⁴⁾ 10 - 3 = 7 ⁹⁾ 5 - 3 = 2 $^{14)}\mathbf{4} - \mathbf{1} = \mathbf{3}$ $^{10)}7 - 3 = 4$ $^{15)}9 - 6 = 3$ $^{5)} 8 - 3 = 5$ Use a ten frame to complete these questions. Difference of 3, count back 3 Count back 3 $^{21)}7 - 3 = 4$ $^{16)}9 - 6 = 3$ $^{26)}4 - 3 = 1$ $^{22)}5 - 2 = 3$ $^{17)}6 - 3 = 3$ $^{27)}6 - 3 = 3$ $^{18)}4 - 3 = 1$ $^{23)}8 - 5 = 3$ $^{28)}3 - 3 = 0$ ¹⁹⁾ 10 - 7 = 3 $^{29)}$ 10 - 3 = 7 $^{24)}8 - 3 = 5$ $^{20)}$ **7** – **4** = **3** $^{30)}5 - 3 = 2$ $^{25)}9 - 6 = 3$ **Missing numbers revision** $^{31)}$ **3** + **2** = **5** ³⁴⁾ **3** + 5 = 87 + 2 = 9 $^{35)}$ **2** + **4** = 6 32) $^{33)}$ **3** + **3** = **6** $^{36)}3 + 6 = 9$

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I et s	5 (30)	

Addition & Subtraction to 10

7[B]

Name:



Rainbow Facts:

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





Use a ten frame. Do not use your fingers.

Rainbow addition missing nu	Addition rainbow facts	
¹⁾ <u>1</u> + 9 = 10	⁶⁾ <u>6</u> + 4 = 10	²¹⁾ 2 + 8 = <u>10</u>
²⁾ <u>0</u> + 10 = 10	⁷⁾ <u>4</u> + 6 = 10	$^{22)}7 + 3 = 10$
³⁾ <u>7</u> + 3 = 10	⁸⁾ <u>2</u> + 8 = 10	$^{23)}$ 1 + 9 = 10
⁴⁾ <u>5</u> + 5 = 10	⁹⁾ <u>3</u> + 7 = 10	$^{24)}4 + 6 = 10$
⁵⁾ <u>4</u> + 6 = 10	¹⁰⁾ <u>4</u> + 6 = 10	²⁵⁾ 5 + 5 = <u>10</u>
Subtraction rainbow facts		Subtraction revision
$^{11)} 10 - 1 = 9$	$^{16)} 10 - 3 = 7$	$^{26)}$ 10 - 2 = 8
$^{12)}10 - 6 = 4$	$^{17)}10 - 4 = 6$	$^{27)}7 - 3 = 4$
$^{13)}10 - 8 = 2$	$^{18)}10 - 2 = 8$	$^{28)}6 - 3 = 3$
$^{14)}10 - 0 = 10$	$^{19)} 10 - 9 = 1$	$^{29)}4 - 2 = 2$
$^{15)}10 - 5 = 5$	$^{20)} 10 - 7 = 3$	$^{30)}8 - 3 = 5$
Addition revision		
$^{31)}6 + 3 = 9$	³⁴⁾ 6 +	2 = <u>8</u>
$^{32)}7 + 2 = 9$	³⁵⁾ 7 +	3 = <u>10</u>
$^{33)}2 + 2 = 4$	³⁶⁾ 9 +	1 = 10

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I et s	5 (30)	

Addition & Subtraction to 10

Rainbow Facts:

7[C]

Name:



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





Use a ten frame. Do not use your fingers.

Rainbow addition missing numbers	Addition rainbow facts
$^{1)}4 + \underline{6} = 10$ $^{6)}7 + \underline{3} = 10$	$0 \qquad ^{21}5 + 5 = 10$
$^{2)}$ 4 + <u>6</u> = 10 $^{7)}$ 2 + <u>8</u> = 10	$0 \qquad 2^{2} 2 + 8 = 10$
$^{3)}3 + _{7} = 10$ $^{8)}0 + _{10} = 10$	$0 \qquad 2^{3)} 1 + 9 = 10$
$^{4)}5 + \underline{5} = 10$ $^{9)}6 + \underline{4} = 10$	$0 \qquad ^{24)} 4 + 6 = 10$
$^{5)}$ 4 + <u>6</u> = 10 $^{10)}$ 1 + <u>9</u> = 10	$0 \qquad 2^{25)} 7 + 3 = 10$
Subtraction rainbow facts	Subtraction revision
$^{11)} 10 - 9 = 1$ $^{16)} 10 - 3 = 7$	$\underline{\qquad \qquad }^{26)} 10 - 1 = 9$
$^{12)}10 - 8 = 2$ $^{17)}10 - 5 = 5$	
$^{13)}10 - 2 = \frac{8}{10} - 10 - 0 = \frac{10}{10}$	$0 \qquad ^{28)}2 - 2 = 0$
$^{14)}10 - 4 = 6$ $^{19)}10 - 7 = 3$	29) 4 - 3 = 1
$^{15)}10 - 6 = 4$ $^{20)}10 - 1 = 9$	30) 6 - 3 = 3
Addition revision	
$^{31)}4 + 3 = 7$	$^{(4)}7 + 2 = 9$
$^{32)}6 + 2 = 8$	$^{5)}4 + 1 = 5$
$^{33)}$ 1 + 8 = 9 3	$^{6)}8 + 2 = 10$

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	\mathbf{U}

Addition & Subtraction to 10

Name:



Rainbow Facts: 7 [D]

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





Use a ten frame. Do not use your fingers.

Rainbow missing numbers		Addition rainbow facts
¹⁾ <u>1</u> + 9 = 10	⁶⁾ <u>6</u> + 4 = 10	$^{21)}7 + 3 = 10$
$^{2)}$ <u>0</u> + 10 = 10	⁷⁾ <u>4</u> + 6 = 10	²²⁾ 2 + 8 = <u>10</u>
³⁾ <u>7</u> + 3 = 10	⁸⁾ <u>2</u> + 8 = 10	$^{23)}4 + 6 = 10$
⁴⁾ <u>5</u> + 5 = 10	⁹⁾ <u>3</u> + 7 = 10	$^{24)}5 + 5 = 10$
⁵⁾ <u>4</u> + 6 = 10	¹⁰⁾ <u>4</u> + 6 = 10	²⁵⁾ 1 + 9 = <u>10</u>
Subtraction rainbow facts		Subtraction revision
111 10 - 3 = 7	$^{16)} 10 - 9 = 1$	$^{26)}7 - 2 = 5$
$^{12)}10 - 0 = 10$	$^{17)}$ 10 - 7 = <u>3</u>	$^{27)}4 - 3 = 1$
$^{13)}10 - 4 = 6$	$^{18)}$ 10 - 1 = 9	$^{28)}$ 10 - 1 = 9
$^{14)}10 - 2 = 8$	$^{19)} 10 - 5 = 5$	$^{29)}2 - 2 = 0$
$^{15)}10 - 8 = 2$	²⁰⁾ 10 - 6 = <u>4</u>	$^{30)}6 - 3 = 3$
Addition revision		
$ ^{31}5 + 3 = 8$	³⁴⁾ 8 +	1 = 9
$ ^{32)}5 + 1 = 6$	³⁵⁾ 2 +	2 = 4
$^{33)}6 + 2 = 8$	³⁶⁾ 4 +	3 = 7

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Addition & Subtraction to 10

Name:

CLASSROOM



"Double" Strategy with a Ten Frame

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

3 + 3 = 6









Use a ten frame. Do not use your fingers.

Double facts to 10		Double facts missing numbers
$^{1)}$ 4 + 4 = <u>8</u>	$^{6)}$ 1 + 1 = 2	²¹⁾ 1 + <u>1</u> = 2
$^{2)}$ 2 + 2 = <u>4</u>	$^{7)}$ 5 + 5 = <u>10</u>	2^{2} 4 + 4 = 8
$^{3)}$ 3 + 3 = <u>6</u>	⁸⁾ 3 + 3 = 6	2^{23} 0 + 0 = 0
4^{4} 5 + 5 = <u>10</u>	$^{9)}5 + 5 = 10$	$2^{24}5 + 5 = 10$
$^{5)}$ 0 + 0 = 0	$^{10)}4 + 7 = 11$	$2^{25)}3 + 3 = 6$
Take away 1, 2 or 3		
Take away 1, 2 or 3 $^{11)}9 - 1 = 8$	$^{16)}9 - 2 = 7$	$2^{26)}2 + 2 = 4$
Take away 1, 2 or 3 $^{11)} 9 - 1 = 8$ $^{12)} 5 - 2 = 3$	$\frac{16}{17}9 - 2 = \frac{7}{17}$	$\begin{array}{c} 2^{(6)} 2 + 2 = 4 \\ 2^{(7)} 5 + 5 = 10 \end{array}$
Take away 1, 2 or 3 11 9 - 1 = 8 12 5 - 2 = 3 13 4 - 1 = 3	$ \begin{array}{c} $	$\begin{array}{c} 2^{6)} 2 + 2 = 4 \\ 2^{7)} 5 + 5 = 10 \\ 2^{8)} 3 + 3 = 6 \end{array}$
Take away 1, 2 or 3 11 9 - 1 = 8 12 5 - 2 = 3 13 4 - 1 = 3 14 7 - 1 = 6	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	$\begin{array}{rrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrrr$

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ANSWERS

Addition & Subtraction to 10

Name:



Double: 8[B]

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



Use a ten frame. Do not use your fingers.

Double facts missing numbers
$0 2^{1)} 2 + 2 = 4$
$\frac{4}{22} + 4 = 8$
$10 \qquad 2^{3}2 + 2 = 4$
$\frac{6}{2^{24}} = \frac{3}{3} = 6$
/4 + _4 = 0
$2^{26)}5 + 5 = 10$
10 $27) 3 + 3 = 6$
$\frac{2^{28)}5 + 5}{5} = 10$
10 29 0 + <u>0</u> = 0
10 ³⁰⁾ 1 + <u>1</u> = 2
Bainhow facts revision
$^{35)}1 + 9 = 10$
³⁶⁾ 2 + <u>8</u> = 10
$^{37)}3 + _7 = 10$
³⁸⁾ 5 + <u>5</u> = 10

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Addition & Subtraction to 10

Halve: 8[C]

Name:

CLASSROOM

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

"Halve" Strategy with a Ten Frame

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

6 - 3 = 3







Use a ten frame. Do not use your fingers.



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ANSWERS

Addition & Subtraction to 10

Name:



Halve: 8 [D]

All

e's M	+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last
			T		Т		1	1	
	-		+		╄			4	

Use a ten frame. Do not use your fingers.

Halving facts		Rainbow facts revision
$^{1)} 2 - 1 = 1$	$^{6)} 6 - 3 = 3$	$(21)^{21}^{3} + 7 = 10$
$^{2)}$ 10 - 2 = 8	$^{7)}$ 10 – 5 = 5	²²⁾ 1 + <u>9</u> = 10
³⁾ 10 - 5 = 5	⁸⁾ 8 – 4 = <u>4</u>	$2^{3}2 + 8 = 10$
$^{4)}$ 4 - 2 = 2	⁹⁾ 2 - 1 = 1	$^{24)}6 + 4 = 10$
$^{5)} 8 - 4 = 4$	$^{10)}6 - 3 = 3$	$^{25)}4 + 6 = 10$
		<u>26)</u> 5 + <u>5</u> = 10
$^{11)}3 + 3 = 6$	$^{16)}3 + 3 = 6$	²⁷⁾ 3 + <u>7</u> = 10
$^{12)}$ 1 + 1 = 2	$^{17)}5 + 5 = 10$	²⁸⁾ 0 + <u>10</u> = 10
$^{13)}4 + 4 = 8$	$^{18)}2 + 2 = 4$	²⁹⁾ 1 + <u>9</u> = 10
$^{14)}5 + 5 = 10$	$^{19)}5 + 5 = 10$	³⁰⁾ 2 + <u>8</u> = 10
$^{15)}0 + 0 = 0$	²⁰⁾ 4 + 4 = 8	
Addition missing number rev ${}^{31)}6 + 2 = 8$	rision	bow facts revision 3 + 7 = 10
$\begin{vmatrix} 3^{2} & 2 \\ 3^{2} & 8 \\ \end{vmatrix} = 10$	36)	1 + 9 = 10
33 7 + 2 = 9	37) ($1 + \frac{0}{10} = 10$
$\begin{vmatrix} 7 & 2 \\ 34 \\ 2 \\ 4 \\ 0 \\ - 2 \end{vmatrix}$	38)	1 + 6 - 10
		+ + <u>0</u> – IU

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Addition & Subtraction to 10

to 10.9 Devision

 $^{17)}8 - 2 = 6$

Name:				Last Fa	cts to T	J & Revision:	9[A]
PROFESSOR PETE'S	+1	-1 +2	2 –2	+3 –3	Rnbw	Dble/Hlv La	ast All
Last facts to 10: 4 + 5 and 4 +5 can be shown easily with a Show it as a double and one mot	its Turn Arc ten frame. re. 4 + 4 + 1 = 9						
Use a ten frame. Do n	ot use yo	ur finger	s.				
Remaining facts		Take awa	ay 1, 2 oi	· 3 revision			
$^{1)}$ 5 + 4 = 9		⁹⁾ 7 –	3 =	4	¹⁴⁾ 7	- 1 = <u>6</u>	
$^{2)}$ 4 + 5 = 9		10) 8 -	3 =	5	¹⁵⁾ 9	- 2 = <u>7</u>	
$^{3)}$ 5 + <u>4</u> = 9		¹¹⁾ 5 –	- 2 =	3	¹⁶⁾ 6	- 2 = <u>4</u>	

 $^{4)}$ **4** + **5** = 9 ⁵⁾ **5 + 4 = 9** $^{6)}$ **4** + **5** = **9** $^{7)}$ 9 – 4 = 5 $^{8)}9 - 5 = 4$



Addition revision

+

³⁰⁾ 1

 $^{29)}5 + 0 = 5$

1 = 2

 $^{13)}4 - 2 = 2$ $^{18)}3 - 3 = 0$ Difference of 1, 2 or 3 $^{24)}5 - 3 = 2$ $^{19)}6 - 5 = 1$ $^{25)}3 - 2 = 1$ $^{20)}8 - 7 = 1$ $^{21)}6 - 2 = 4$ $^{26)}9 - 6 = 3$

 $^{12)}5 - 1 = 4$



 $^{22)}9 - 7 = 2$ $^{27)}7 - 5 = 2$ $^{28)}7 - 6 = 1$ $^{23)}7 - 4 = 3$ Double addition missing number revision $^{31)}4 + 4 = 8$ $^{33)}5 + 5 = 10$ $^{32)}2 + 2 = 4$ $^{34)}3 + 3 = 6$

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Name:

ANSWERS

Addition & Subtraction to 10

9 [B]

Last Facts to 10 & Revision:

PROFESSOR PETE'S Dble/Hlv Last All +1 -1 +2 -2 +3 -3 Rnbw CLASSROOM Use a ten frame. Do not use your fingers. **Remaining facts** Take away 1, 2 or 3 revision ¹⁾ 5 + 4 = 9 $^{14)}7 - 1 = 6$ ⁹⁾ 7 - 3 = 4 $^{15)}9 - 2 = 7$ $^{10)}8 - 3 = 5$ $^{2)}$ 4 + 5 = 9 $^{16)}6 - 2 = 4$ $^{11)}5 - 2 = 3$ $^{3)}$ 5 + 4 = 9 $^{17)}8 - 2 = 6$ $^{12)}5 - 1 = 4$ $^{4)}$ **4** + **5** = **9** $^{18)}3 - 3 = 0$ $^{13)}4 - 2 = 2$ ⁵⁾ 5 + 4 = 9Difference of 1, 2 or 3 ⁶⁾ **4** + 5 = 9 $^{24)}5 - 3 = 2$ $^{19}6 - 5 = 1$ $^{7)}$ 9 – 4 = 5 $^{20)}8 - 7 = 1$ $^{25)}3 - 2 = 1$ $^{8)}$ 9 - 5 = 4 $^{21)}6 - 2 = 4$ $^{26)}9 - 6 = 3$ $^{22)}9 - 7 = 2$ $^{27)}7 - 5 = 2$ $^{28)}7 - 6 = 1$ $^{23)}$ **7** – **4** = **3** Addition revision **Rainbow facts revision** $^{29)}6 + 2 = 8$ $^{34)}$ 0 + 10 = 10 $^{39)}2 + 8 = 10$ $^{30)}8 + 1 = 9$ ³⁵⁾ **2** + **8** = $^{40}3 + 7 = 10$ 10 $^{31)}7 + 1 = 8$ $^{36)}3 + 7 =$ $^{41)}5 + 5 = 10$ 10 $^{32)}7 + 2 = 9$ ³⁷⁾**4** + **6** = $^{42)}3 + 7 = 10$ 10 ³⁸⁾ 1 $^{33)}3 + 0 = 3$ ⁴³⁾ **5** + + 9 = 105 = 10

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ANSWERS Addition & Subtraction to 10

9[C]

Last Facts to 10 & Revision:

Name:

PROFESSOR PETE'S	+1 -1	1 +2	-2	+3	-3	Rnbw	Dble/H	Ilv La	st All
"Difference between" Strategy v Have the students use this number lin let them find both numbers on the nu	vith a Numb e to help them mber line and	er Line Re work out t find the diff	evision he answ ference	vers. Do in hops	not let	the students	count back t	he number,	rather,
$\begin{array}{c c} \bullet & \bullet \\ 0 & 1 \\ \hline \\ \textbf{Use a number line. Do no} \\ \hline \\ \textbf{Difference of 1, 2 or 3 revsion} \\ 1 & 7 & -6 & = \\ \hline \\ \end{array}$	23 <u>t count or</u> ⁶⁾ 6 –	4 1 your f	5 inger	6 s.	7 Re 21)	8 maining fa 5 + 4	9 1 acts = 9	→ 0	
${}^{2)} 4 - 3 = 1$ ${}^{3)} 8 - 5 = 3$ ${}^{4)} 7 - 4 = 3$ ${}^{5)} 8 - 6 = 2$	⁷⁾ 3 – ⁸⁾ 9 – ⁹⁾ 6 – ¹⁰⁾ 5 –	1 = 3 = 4 = 3 =	2 6 2 2		22) 23) 24) 25)	4 + 5 9 - 4 9 - 5 5 + 4	= <u>9</u> = <u>5</u> = <u>4</u> = 9		
Halving facts ¹¹⁾ 10 - 5 = 5 ¹²⁾ 8 - 4 = 4	¹⁶⁾ 2 — ¹⁷⁾ 10 -	1 = - 5 =	1 5		26) 27) 28)	$4 + \frac{5}{5}$ $\frac{5}{4} + 4$ $\frac{4}{5} + 5$	= 9 = 9 = 9		
${}^{13)}4 - 2 = 2$ ${}^{14)}2 - 1 = 1$ ${}^{15)}8 - 4 = 4$	$^{18)} 6 -$ $^{19)} 4 -$ $^{20)} 6 -$	3 = 2 = 3 =	3 2 3						
Addition missing number rev $^{29)}6 + 1 = 7$ $^{30)}9 + 0 = 9$ $^{31)}7 + 3 = 10$ $^{32)}3 + 2 = 5$	ision		R 33 34 35 36	ainbov ³⁾ 4 - ³⁾ 2 - ³⁾ 1 - ³⁾ 5 -	w fact + <u>(</u> + <u>{</u> + <u>{</u> + <u>{</u>	$\frac{1}{5} = 10$ $\frac{1}{5} = 10$ $\frac{1}{5} = 10$ $\frac{1}{5} = 10$			

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ANSWERS

Addition & Subtraction to 10

Name:



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ANSWERS

Addition & Subtraction to 10

All Revision: 10 [A]

Name:

PROFESSOR PETE'S

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

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.



Use a number line. Do not count on your fingers.

Difference of 1, 2 or 3		Rainbow facts revision
$^{1)} 6 - 5 = 1$	$^{6)} 9 - 7 = 2$	1 + 9 = 10
$^{2)} 8 - 6 = 2$	$^{7)}5 - 3 = 2$	²²⁾ <u>2</u> + 8 = 10
$^{3)} 6 - 4 = 2$	$^{8)}9-6=3$	(23) <u>0</u> + 10 = 10
$^{4)} 3 - 2 = 1$	$^{9)}$ 7 - 4 = 3	$^{24)}$ <u>7</u> + 3 = 10
$^{5)}$ 8 – 5 = 3	$^{10)}7 - 5 = 2$	$^{25)}$ 4 + 6 = 10
		26) 7 + 3 = 10
Take away 1, 2 or 3 11) \mathbf{O} 1 $\mathbf{-}$ \mathbf{O}		
···· 9 — 1 = <u>8</u>	$10^{7}3 - 2 = 1$	/ 0 + 4 = 10
$^{12)}2 - 2 = 0$	$^{17)}4 - 1 = 3$	²⁸⁾ <u>3</u> + 7 = 10
$^{13)}2 - 1 = 1$	$^{18)}3 - 3 = 0$	²⁹⁾ <u>1</u> + 9 = 10
$^{14)}9 - 2 = 7$	$^{19)}4 - 2 = 2$	30) <u>5</u> + 5 = 10
$^{15)}5 - 2 = 3$	$^{20)}7 - 1 = 6$	X
Addition missing number rev	ision	Double facts missing number revision
³¹⁾ 9 + <u>1</u> = 10		$^{34)}3 + \underline{3} = 6$
³²⁾ 9 + <u>0</u> = 9		$^{35)}4 + 4 = 8$
³³⁾ 5 + <u>3</u> = 8		³⁶⁾ 5 + <u>5</u> = 10
This worksheet is part of the Professor Pe	te's Classroom eBook "Let's Go!	Addition & Subtraction to 10 Worksheets" The recommended teaching

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ANSWERS

Addition & Subtraction to 10

10[B]

All Revision:

Name:

CLASSROOM

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

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.



Use a number line. Do not count on your fingers.

Difference of 1, 2 or 3		Rainbow facts revision	
$^{1)} 5 - 3 = 2$	$^{6)} 8 - 6 = 2$	$10^{21}0 + 10 = 10$	
$^{2)} 3 - 2 = 1$	$^{7)} 8 - 5 = 3$	²²⁾ 3 + <u>7</u> = 10	
$^{3)}7 - 5 = 2$	$^{8)}9-7=2$	23) 4 + 6 = 10	
$^{4)} 9 - 6 = 3$	⁹⁾ 7 - 4 = 3	$2^{24)}5 + 5 = 10$	
$^{5)} 6 - 5 = 1$	$^{10)}6 - 4 = 2$	²⁵⁾ 3 + <u>7</u> = 10	
		26)7 + 3 = 10	
111 0 0 0 0 0			
$1^{10}3 - 3 = 0$	9 - 2 = 7		
$^{12)}4 - 2 = 2$	$^{17)}5 - 2 = 3$	²⁸⁾ 2 + <u>8</u> = 10	
$^{13)}9 - 1 = 8$	$^{18)}2 - 1 = 1$	$^{29)}5 + 5 = 10$	
$^{14)}7 - 1 = 6$	$^{19)}4 - 1 = 3$	30) 6 + 4 = 10	
$^{15)}3 - 2 = 1$	$^{20)}2 - 2 = 0$	Ž	
Addition missing number rev	vision	Double facts revision	
$ ^{31}4 + 5 = 9$		$^{34)}3 + 3 = 6$	
³²⁾ 9 + <u>1</u> = 10		35) 4 + 4 = 8	
$^{33)}5 + 3 = 8$		³⁶⁾ 5 + <u>5</u> = 10	
This worksheet is part of the Professor Pe	te's Classroom eBook "Let's Go! /	Addition & Subtraction to 10 Worksheets". The recommended teaching	

sequence is shown in the bar at the top of this sheet.

ANSWERS

+2

+1

-1

Name:

PROFESSOR PETE'S

All Revision: 10 [C]

Rnbw

Addition & Subtraction to 10

Last

All

Dble/Hlv

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.

-2

+3

-3



Use a number line. Do not count on your fingers.

Difference of 1, 2 or 3		Rainbow facts revision
¹⁾ 10 - 7 = 3	⁶⁾ 10 - 8 = 2	$\frac{2}{2} = \frac{21}{1} + 9 = 10$
²⁾ 9 - 8 = 1	$^{7)}5-3=2$	22) <u>5</u> + 5 = 10
$^{3)} 9 - 7 = 2$	$^{8)}3 - 1 = 2$	2^{23} 2 + 8 = 10
$^{4)} 8 - 6 = 2$	⁹⁾ 5 - 4 = <u>1</u>	24) 0 + 10 = 10
⁵⁾ 8 - 6 = 2	$^{10)}6 - 4 = 2$	$^{25)}$ <u>1</u> + 9 = 10
Liebing feete		26) 3 + 7 = 10
$^{11)}6 - 3 = 3$	$^{16)}6 - 3 = 3$	$\frac{27}{6} + 4 = 10$
$^{12)}4 - 2 = 2$	$^{17)}4 - 2 = 2$	$^{28)}$ <u>5</u> + 5 = 10
$^{13)}$ 10 - 5 = 5	$^{18)}2 - 1 = 1$	(29) 4 + 6 = 10
$^{14)}8 - 4 = 4$	¹⁹⁾ 10 - 5 = 5	$5 \qquad 3^{30)} \underline{3} + 7 = 10$
$^{15)}8 - 4 = 4$	$^{20)}2 - 1 = 1$	Ž
Addition missing number rev	vision	Double facts revision
$3^{31}5 + 3 = 8$		$3^{34)}3 + 3 = 6$
$^{32)}4 + 5 = 9$		$^{35)}5 + 5 = 10$
³³⁾ 9 + <u>1</u> = 10		$^{36)}4 + 4 = 8$
This worksheet is part of the Professor Pe	te's Classroom eBook "Let's Go!	Addition & Subtraction to 10 Worksheets". The recommended teaching

sequence is shown in the bar at the top of this sheet.

ANSWERS

+2

+1

-1

Name:

PROFESSOR PETE'S

All Revision: 10 [D]

Rnbw

Addition & Subtraction to 10

All

Last

Dble/Hlv

Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, they should be able to subitize the number shown.

-2

+3 -3



Use a number line. Do not count on your fingers.

Difference of 1, 2 or 3			Rainbow facts revision
¹⁾ 10 - 8 = 2	$^{6)}$ 10 – 7 = $($	3	$^{21)}4 + 6 = 10$
$^{2)} 3 - 1 = 2$	$^{7)} 8 - 6 = 2$		²²⁾ 5 + <u>5</u> = 10
$^{3)} 6 - 4 = 2$	⁸⁾ 9 - 7 = 2		²³⁾ 1 + <u>9</u> = 10
$^{4)} 5 - 4 = 1$	$^{9)}5-3=2$		²⁴⁾ 3 + <u>7</u> = 10
$^{5)} 8 - 6 = 2$	$^{10)}9 - 8 = 1$		$^{25)}0 + 10 = 10$
Halving facts			$^{26)}3 + 7 = 10$
$^{11)}10 - 5 = 5$	$^{16)}$ 10 - 5 =	5	²⁷⁾ 2 + <u>8</u> = 10
$^{12)}6 - 3 = 3$	$^{17)}8 - 4 = 4$		²⁸⁾ 1 + <u>9</u> = 10
$^{13)}4 - 2 = 2$	$^{18)}6 - 3 = 3$		²⁹⁾ 3 + <u>7</u> = 10
$^{14)}2 - 1 = 1$	$^{19)}8 - 4 = 4$		³⁰⁾ 6 + <u>4</u> = 10
$^{15)}4 - 2 = 2$	$2^{20)}2 - 1 = 1$		×
Addition missing number rev $^{31)}$ 7 + 1 = 8	vision	Double fa 34) 3 +	acts revision 3 = 6
$\frac{32}{5} + 5 = 10$		³⁵⁾ 5 +	<u>5</u> = 10
³³⁾ <u>4</u> + 5 = 9		³⁶⁾ 4 +	<u>4</u> = 8
This worksheat is part of the Drofessor De	tola Classroom aBook "Latia Cal	Addition & Cub	straction to 10 Workshoots". The recommended teaching

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



||+1

Addition & Subtraction to 10

Check Up A

Name:



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





Count back 1, difference of 1		
$^{16)}9 - 1 = 8$	$^{21)}8 - 7 = 1$	$^{26)}2 - 1 = 1$
$^{17)}3 - 1 = 2$	$^{22)}9 - 8 = 1$	$^{27)}$ 10 - 1 = 9
$^{18)}7 - 6 = 1$	$^{23)}4 - 1 = 3$	$^{28)}5 - 4 = 1$
$^{19)}6 - 5 = 1$	$^{24)}$ 10 - 9 = 1	$^{29)}4 - 1 = 3$
$^{20)}7 - 1 = 6$	$^{25)}2 - 1 = 1$	$^{30)}3 - 2 = 1$

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". This Check Up sheet should be used to assess students' progress after completing worksheet 2D.

ANSWERS

Addition & Subtraction to 10

Name:





Addition & Subtraction to 10

Check Up C

Name:

A	PROFESSOR PETE'S
2	CLASSROOM

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





Count back 3, difference of 3		
$^{16)}5 - 2 = 3$	$^{21)}8 - 5 = 3$	$^{26)}$ 10 - 7 = <u>3</u>
$^{17)}6 - 3 = 3$	$^{22)}9 - 6 = 3$	$^{27)}7 - 3 = 4$
$^{18)}3 - 3 = 0$	$^{23)}4 - 3 = 1$	$^{28)}9 - 3 = 6$
$^{19)}4 - 3 = 1$	$^{24)}7 - 3 = 4$	$^{29)}8 - 3 = 5$
$^{20)}7 - 4 = 3$	$^{25)}10 - 3 = 7$	$^{30)}5 - 3 = 2$

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". This Check Up sheet should be used to assess students' progress after completing worksheet 4D.

ANSWERS

Addition & Subtraction to 10

Check Up D

Name:

PROFESSOR PETE'S	+1 -1 +2 -2 +3	-3 Rnbw Dble/Hlv Last All
Use a ten frame to		
Rainbow facts missing numb	pers	Halving facts
¹⁾ <u>7</u> + 3 = 10	⁶⁾ <u>2</u> + 8 = 10	$ ^{21} 10 - 5 = 5$
²⁾ <u>5</u> + 5 = 10	⁷⁾ 4 + 6 = 10	$^{22)}6 - 3 = 3$
³⁾ <u>3</u> + 7 = 10	⁸⁾ <u>0</u> + 10 = 10	$^{23)}4 - 2 = 2$
⁴⁾ <u>4</u> + 6 = 10	⁹⁾ <u>1</u> + 9 = 10	$2^{24)}2 - 1 = 1$
⁵⁾ <u>6</u> + 4 = 10	¹⁰⁾ 4 + 6 = 10	$^{25)}8 - 4 = 4$
Double addition facts to 10 11) $5 \pm 5 = 10$		Subtraction revision
12 1 1 1 1 1 1 1 1 1 1	(0 + 0 = 0)	70 - 0 = 2
(2) 4 + 4 = 8	(1) = 2 + 2 = 4	$2^{27}9 - 6 = 3$
$ ^{13)}$ 1 + 1 = 2	$^{18)}5 + 5 = 10$	$ ^{28}2 - 2 = 0$
$^{14)}5 + 5 = 10$	$^{19)}3 + 3 = 6$	$ ^{29}5 - 3 = 2$
$^{15)}3 + 3 = 6$	$^{20)}$ 4 + 4 = 8	30) 9 - 1 = 8

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". This Check Up sheet should be used to assess students' progress after completing worksheet 8D.

ANSWERS

Addition & Subtraction to 10

Name:

Check Up E PROFESSOR PETE'S Rnbw +1 _1 +2 -2 +3 -3 Dble/Hlv Last All CLASSROOM Use a ten frame to help you answer these. **Revision all missing numbers Remaining facts** $^{21)}$ 5 + 4 = 9 $^{6)}$ 0 + 6 = 6 $^{1)}$ 3 + 6 = 9 $^{2)}$ 2 + 8 = 10 $^{22)}4 + 5 = 9$ ⁷⁾ 6 + 3 = 9⁸⁾ **1** + 9 = 10 $^{23)}$ **4** + **5** = **9** ³⁾ **1** + 9 = 10 $^{4)}$ **5** + **5** = 10 ⁹⁾ **2** + 4 = 6 $^{24)}$ **5** + **4** = **9** 3 + 4 = 7 $^{10)}7 + 2 = 9$ $^{25)}9 - 4 = 5$ 5) $^{26)}9 - 5 = 4$ Subtraction revision $^{11)}5 - 3 = 2$ $^{16)}7 - 5 = 2$ Subtraction rainbow facts revision $^{17)}4 - 2 = 2$ $^{27)}$ 10 - 1 = 9 $^{12)}8 - 4 = 4$ $^{13)}7 - 4 = 3$ $^{18)}2 - 2 = 0$ $^{28)}$ 10 - 5 = 5 $^{14)}7 - 6 = 1$ $^{19)}9 - 7 = 2$ $^{29)}$ 10 - 7 = 3 $^{30)}10 - 6 = 4$ $^{15)}9 - 6 = 3$ $^{20)}8 - 5 = 3$ $^{31)}10 - 10 = 0$ Count back 1, 2, or 3 difference of 1, 2 or 3 $^{35)}$ 10 - 8 = 2 $^{32)}8 - 2 = 6$ $^{38)}9 - 7 = 2$ $^{33)}6 - 5 = 1$ $^{39)}2 - 2 = 0$ $^{36)}5 - 1 = 4$ $^{34)}3 - 2 = 1$ $^{40)}8 - 3 = 5$ $^{37)}10 - 3 = 7$

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". This Check Up sheet should be used to assess students' progress after completing worksheet 10D.

ANSWERS

Addition & Subtraction to 10

1 HW

Count on 1 (+1):

Homework

	DOM	+1 –1	+2	-2	+3	-3	Rnbw	Dble/	Hlv	Last	All
	Infor	mation for	Parer	nts: "	Cour	nt Or	" Strate	gy			
Add One - "Count of Add 1 facts are taught lands on the next num	On" Strategy wi using a COUNT Of ber.	th a Number N strategy. A nu	Line mber line	e will he	lp chilo	dren to	visualize this	s operation i	n whicł	n counting	; on 1
Use the numbe you count on. Do not count of	er line to hel n your finge	p < rs. 0	1	2	<u>↓</u> 3	4	 5 6	7	8	9	↓→ 10
Count on 1	•			()	•		4.0				
"5 + 1 =	6			- 6)	9 +	1	= <u>10</u>				
$^{2)}$ 7 + 1 =	8			7) /	2 +	1	= <u>3</u>				
³⁾ 3 + 1 =	4			8)	6+	1	= 7				
⁴⁾ 4 + 1 =	5			9)	8+	1	= 9				
⁵⁾ 1 + 1 =	2			10)	0 +	1	= 1				
Turn arounds				(0)							
1^{11} 1 + 4 =	5			16) 	1 +	9	= <u>10</u>				
¹²⁾ 1 + 6 =	7			17)	1 +	0	= 1				
¹³⁾ 1 + 2 =	3			18)	1 +	1	= 2				
¹⁴⁾ 1 + 8 =	9			 19)	1 +	7	= 8				
¹⁵⁾ 1 + 5 =	6			20)	1 +	3	= 4				
Missing numbers	5			25)							
$\frac{20}{2} + 1 =$	3			20)	1 +	F _	<u> </u>				
22) 7 + 1 =	8			26)	1 +	⊦ <u>1</u>	<mark>0</mark> = 11				
²³⁾ <u>5</u> + 1 =	6			27)	1 +	⊦_ <mark>8</mark>	<mark>3</mark> = 9				
²⁴⁾ 4 + 1 =	5			28)	1 +	<u>-</u> ۲) = 10)			

(This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets".



Addition & Subtraction to 10

2 HW

Count back 1 (–1):

Homework

							• • • • •		- (- /	
CLASSROOM	+1 _1	+2	-2	+3	-3	Rnt	WC	Dble	/HIv	Last	All
Information for Parents: "Count Back" Strategy											
Subtract One - "Count Back" Strategy with a Number Line Subtract 2 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" outmober and lands on the next one.											
Use the number line to h you count on 1. Do not count on your fing	elp ← gers. 0	 	2	3	4		6		8	9	∔→ 10
Count back 1 ¹⁾ 5 - 1 = 4 ⁶⁾ 2 - 1 = 1											
$^{2)}7 - 1 = 6$			7)	10	- 1	=	9				
$^{3)}$ 4 - 1 = 3			8)	6 -	- 1	= 5					

$^{4)}$ 1 - 1 = 0	$^{9)} 3 - 1 = 2$
$^{5)} 8 - 1 = 7$	$^{10)}9 - 1 = 8$

Difference of One - "Find the Difference" Strategy

5 – 4 =

Find 5 and 4 on the number line. Ask how many hops from 5 does it take to get to 4? Do not let the students count back 4 from 5. As students become familiar with counting, they will know which numbers are next to each other, the difference being 1. e.g. 5 - 4 = 1, as it takes only 1 hop to go from 5 to 4.

Difference of 1, count back 1 ¹¹⁾ 8 - 7 = 1	$^{16)}2 - 1 = 1$	$\begin{array}{r} \text{Count back 1} \\ {}^{21)} 9 - 1 = 8 \end{array}$
$^{12)}5 - 4 = 1$	$^{17)}7 - 6 = 1$	$^{22)}10 - 1 = 9$
$^{13)}$ 11 - 10 = 1	$^{18)}8 - 1 = 7$	$^{23)}2 - 1 = 1$
$^{14)} 10 - 1 = 9$	$^{19)}6 - 5 = 1$	$^{24)}7 - 1 = 6$
$^{15)}9 - 8 = 1$	$^{20)}7 - 1 = 6$	$^{25)}6 - 1 = 5$

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ANSWERS

Addition & Subtraction to 10

3 HW

Count on 2 (+2):

Homework

										•	,	
CLASSROOM	+1	–1 [·	+2	-2	+3	-3	Rnb	w	Dble	/Hlv	Last	All
Information for Parents: "Count On" Strategy												
Add Two - "Count On" Strategy wi Add 2 facts are taught using a COUNT Of number and lands on the next one.	th a Nu N strateg	mber Li y. A num	ne 1ber lin	e will h	elp chi	ldren to	o visualize	e this	operation	which '	'skips" one	2
Use the number line to help you count on. Do not count on your finge	o ← rs. ⁽	<mark>├ </mark>			3	4	5	6	7	8	9	 → 10
$\begin{array}{r} \text{Count on 2} \\ {}^{1)} 3 + 2 = 5 \end{array}$				6)	9 +	- 2	= 1'	1				
²⁾ 1 + 2 = <u>3</u>				7)	0 +	- 2	= 2					
$^{3)}$ 2 + 2 = 4				8)	5 +	- 2	= 7					
⁴⁾ 6 + 2 = <mark>8</mark>				9)	4 +	- 2	= <u>6</u>					
$^{5)}$ 7 + 2 = 9				10)	8 +	- 2	= <u>1(</u>)				
Turn arounds $^{11)}2 + 9 = 11$				16)	2 +	- 7	= 9					

 $2^{(6)} 2 + 10 = 12$ $2^{(7)} 2 + 3 = 5$ $2^{(8)} 2 + 5 = 7$

(This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets".

 $^{22)}3 + 2 = 5$

 $^{23)}$ **0 + 2 = 2**

 $^{24)}2 + 2 = 4$

ANSWERS

Addition & Subtraction to 10

Count back 2 (–2): 4 HW

Homework

PROFESSOR PETE'S	+1	-1 +	2 –	2 +3	-3	Rnb	W	Dble/H	lv Last	All
Information for Parents: "Count Back" Strategy										
Subtract Two - "Count Back" Strat Subtract 2 facts are taught using a COU openber and lands on the next one.	t egy wit l NT BACK s	h a Numl strategy. A	per Line number	e r line will l	help chil	dren to vi	isualize	e this operati	on which "skij	os"
Use the number line to hel you count on. Do not count on your finge	p ← ers. () 1	2	3	4	5	6	7 8	<mark> </mark> 3 9	 → 10
Count back 2 ¹⁾ 7 - 2 = 5				⁶⁾ 8	- 2	= 6				
$^{2)} 2 - 2 = 0$				⁷⁾ 5	- 2	= 3				
³⁾ 10 – 2 = <mark>8</mark>				⁸⁾ 3	- 2	= 1				
$^{4)}$ 4 - 2 = 2				⁹⁾ 9	- 2	= 7				
$^{5)} 6 - 2 = 4$				¹⁰⁾ 2	- 2	= 0				
Difference of Two - "Find the Difference of Two - "Find the Difference of Two - "Find the Difference of the State of the	erence" w many h ing, they go from 6	Strategy hops from will know to 4.	6 does it which ni	6 – 4 t take to g umbers ar	et to 4? e next to	Do not le o each otl	t the s her, th	tudents coun e difference l	it back 4 from being 2.	6.
<	2	 3 4	5	6		8	9	→ 10		
Use a number line to comp	lete th	ese qu	estior	ns.]
$^{11)}3 - 1 = 2$				¹⁶⁾ 6	- 2	= 4				
$^{12)}4 - 2 = 2$				17) 8	- 6	= 2				
$^{13)}5 - 2 = 3$				¹⁸⁾ 7	- 5	= 2				
$^{14)}9 - 7 = 2$				¹⁹⁾ 10	- 8	3 = 2	2			
$^{15)}8 - 6 = 2$				²⁰⁾ 4	- 2	= 2				

(This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets".

ANSWERS Addition & Subtraction to 10

Homework

Homework								Co	unt or	n 3 (+	3):	5 HW
	TE'S	1 –1	+2	-2	+3	-3	Rnt	W	Dble	/HIv	Last	All
	Informa	ation fo	r Pare	nts: "	Cou	nt On	" Stra	ateg	y			
Add Three - "Count On" Strategy with a Number Line Add 3 facts are taught using a COUNT ON strategy. A number line will help children to visualize this operation which "skips" two numbers and lands on the next one.												
Use the number I you count on. Do not count on y	line to help your fingers	< 0	1	2	 3	4	5	6	7	8	9	+> 10
$\begin{array}{c} \text{Count on 3} \\ 1 & 3 + 1 = 4 \end{array}$	4			6)	3+	- 0	= 3					
$^{2)}$ 3 + 7 = <u>1</u>	10			7)	3 +	- 3	= <u>6</u>					
$^{3)}$ 3 + 2 = 5	5			8)	3 +	- 4	= 7					
$^{4)}$ 3 + 8 = 1	11			9)	3 +	- 6	= 9					
$^{5)}$ 3 + 5 = 8	3			10)	3 +	- 10) = '	13				
Turn arounds 11) 2 + 0 - 1	12			16)	у Т	. 0	- 2					
1^{12} 3 + 4 = 7	7			 17) {	ינ + 2	- 3	- <u>-</u> - 6					
$13^{13}3 + 8 = 1$	11			 18) (3+	- 7	<u> </u>	0				
$ ^{14)}3 + 5 = 8$	3			19)	3+	- 1	= 4	-				
$^{15)}3 + 6 = 9$	- 9			20) (3 +	- 10	= -	13				

Missing numbers $^{25)}$ **3 + 3 = 6** 21) 1 + 3 = 4 $^{26)}$ 3 + 7 = 10 **2** + 3 = 5 22) 8 + 3 = 11 $^{27)}$ **3 + 1 = 4** 23) ²⁸⁾ **3** + $^{24)}$ 6 + 3 = 9 4 = 7

(This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets".

ANSWERS

Addition & Subtraction to 10

Homework

Нотемогк							C	oun	t back	3 (-	-3): 6	6 HW
PROFESSOR PETE'S	+1	-1	+2	-2	+3	-3	Rnł	w	Dble/ł	Hlv	Last	All
Infor	natior	n for	Parer	nts: "	Coui	nt Bac	k" Stı	rateg	;y			
Subtract Three - "Count Back" Strategy with a Number Line Subtract 3 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" two bers and lands on the next one.												
Use the number line to helyou count on. Do not count on your finge	p ← ers. (1	2	3	4	5	6	7	8	9	↓→ 10
$\begin{array}{r} \text{Count back 3} \\ {}^{1)} 9 - 3 = 6 \end{array}$				6)	4 -	- 3	= 1					
$^{2)}$ 4 - 3 = 1				7)	6 -	- 3	= 3					
$^{3)} 3 - 3 = 0$					10	- 3	=	7				
$^{4)} 5 - 3 = 2$				9)	7 -	- 3	= 4					
$^{5)}$ 4 - 3 = 1				10)	8 -	- 3	= 5					
Difference of Three - "Find the Difference" Strategy 7 – 4 = Find 4 and 4 on the number line. Ask how many hops from 7does it take to get to 4? Do not let the students count back 4 from 7. As students become familiar with counting, they will know which numbers are next to each other, the difference being 3. e.g. 7 – 4 = 3, as it takes only 3 hops to go from 7 to 4.												
<		+								>		
0 1	2	3	4	5	6	7	8	9	10			
Use a number line to complete these questions.												
Difference of 3, count back 3 $^{11)}9 - 6 = 3$				16)	9 -	- 3	= 6					

Difference of 3, count back 3	
$^{11)}9 - 6 = 3$	$^{16)}9 - 3 = 6$
$^{12)}8 - 5 = 3$	$^{17)}6 - 3 = 3$
$^{13)}5 - 3 = 2$	$^{18)}7 - 4 = 3$
$^{14)} 10 - 7 = 3$	$^{19)}8 - 5 = 3$
$^{15)}5 - 2 = 3$	$^{20)}4 - 1 = 3$

(This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets".

ANSWERS

Addition & Subtraction to 10

7 HW

Rainbow Facts:

Homework



Information for Parents: "Pairs to Ten" Strategy



Rainbow Facts - "Pairs to Ten" Strategy with a Ten Frame

Have students place the first number on the ten frame. Have them fill the remaining spaces with counters of a different colour. The students will quickly be able to visualise the missing counters skipping the second placement of counters on the ten frame.







Rainbow addition missing nu	Imbers	Addition missing numbers
¹⁾ 1 + <u>9</u> = 10	⁶⁾ 6 + <u>4</u> = 10	$2^{(1)}$ <u>2</u> + 2 = 4
$^{2)}$ 0 + <u>10</u> = 10	⁷⁾ 4 + <u>6</u> = 10	²²⁾ <u>3</u> + 9 = 12
³⁾ 7 + <u>3</u> = 10	⁸⁾ 2 + <u>8</u> = 10	²³⁾ <u>2</u> + 6 = 8
⁴⁾ 5 + <u>5</u> = 10	⁹⁾ 3 + <u>7</u> = 10	²⁴⁾ <u>2</u> + 5 = 7
⁵⁾ 4 + <u>6</u> = 10	¹⁰⁾ 4 + <u>6</u> = 10	²⁵⁾ <u>3</u> + 10 = 13
Subtraction rainbow facts		Subtraction revision
$^{11)} 10 - 8 = 2$	$^{16)} 10 - 9 = 1$	$^{26)}$ 10 - 1 = 9
$^{12)} 10 - 4 = 6$	$^{17)} 10 - 5 = 5$	$^{27)}7 - 2 = 5$
$^{13)}10 - 6 = 4$	$^{18)} 10 - 3 = 7$	$^{28)}2 - 2 = 0$
$^{14)} 10 - 7 = 3$	$^{19)} 10 - 10 = 0$	$^{29)}4 - 3 = 1$
$^{15)}10 - 2 = 8$	$^{20)}$ 10 - 1 = 9	$^{30)}6 - 3 = 3$

(This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets".



 $^{14)}6 - 3 = 3$

 $^{15)}8 - 4 = 4$

 $^{16)}6 - 3 = 3$

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 $^{11)}10 - 5 = 5$

 $^{12)} 8 - 4 = 4$

 $^{13)}4 - 2 = 2$

 $^{22)}5 - 3 = 2$

 $^{23)}9 - 3 = 6$

 $^{24)}$ **7** - **2** = **5**



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ANSWERS

Homework

PROFESSOR PETE'S

All Revision: 10 HW

Addition & Subtraction to 10



Revision with a Ten Frame

Have the students use this ten frame to help them work out the answers. Do not let the students count the number, rather, have them "know" the number shown.



Use a number line. Do not count on your fingers.

Difference of 1, 2 or 3		Rainbow facts revision
¹⁾ 9 - 7 = 2 ⁶⁾ 5 - 3	= 2	²¹⁾ <u>1</u> + 9 = 10
$^{2)} 6 - 4 = 2$ $^{7)} 3 - 2$	= 1	²²⁾ <u>2</u> + 8 = 10
$^{3)}7 - 4 = 3$ $^{8)}7 - 5$	= 2	²³⁾ <u>1</u> + 9 = 10
$^{4)} 9 - 6 = 3$ $^{9)} 6 - 5$	= 1	²⁴⁾ 4 + 6 = 10
$^{5)}8-5=\overline{3}$ $^{10)}8-6$	= 2	²⁵⁾ <u>3</u> + 7 = 10
Halving facts		$^{26)}$ 0 + 10 = 10
$^{11)}10 - 5 = 5$ $^{16)}10 - 5$	5 = <u>5</u>	²⁷⁾ <u>3</u> + 7 = 10
$^{12)}2 - 1 = 1$ $^{17)}4 - 2$	= 2	²⁸⁾ <u>3</u> + 7 = 10
$^{13)}8 - 4 = 4$ $^{18)}6 - 3$	= 3	²⁹⁾ 4 + 6 = 10
$^{14)}4 - 2 = 2$ $^{19)}8 - 4$	= 4	$\frac{30}{5} + 5 = 10$
$^{15)}6 - 3 = 3$ $^{20)}2 - 1 = 1$		
Addition missing number revision		ts revision
		<u> </u>
$^{32)}9 + 1 = 10$ $^{35)}4$		<u>4</u> = 8
$^{33)}4 + 5 = 9$ $^{36)}3$		<u>3</u> = 6
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