

Let's Go!

Book 4: Addition & Subtraction Revision Worksheets

PROFESSOR PETE'S CLASSROOM

Trish Price & Peter Price

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Let's Go! Addition & Subtraction Revision Worksheets

Created by Trish Price & Peter Price

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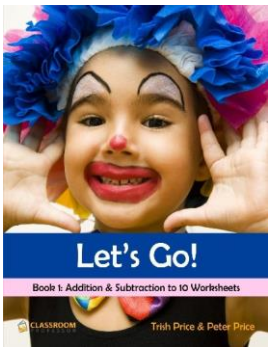
Scope and Sequence – Developing Number Fluency "Times Tables"

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

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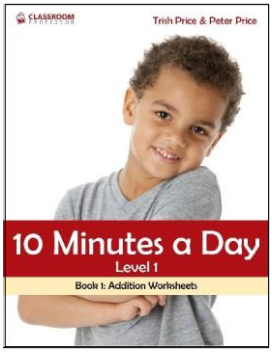
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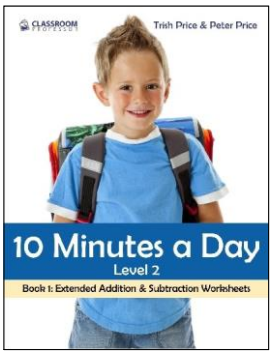
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- Addition & Subtraction to 10
- Addition
- Subtraction
- Addition & Subtraction Revision

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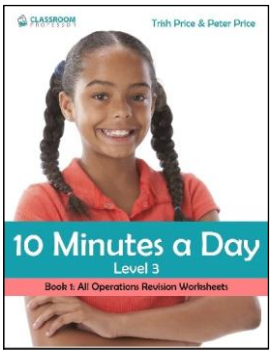
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- Addition & Subtraction Revision
- Easy Multiplication & Division

Grade 3 / Year 4



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- Division
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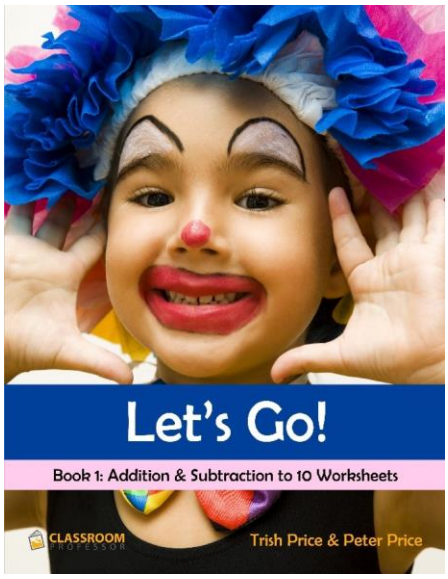
Four eBooks:
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- All Operations Advanced Revision
- Fractions
- Percentages

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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



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Contents: Let's Go! Addition & Subtraction Revision

Classroom Worksheets

Count on 1, 2, & 3 ..... 1[A] - 1[D]
Count back 1, 2, & 3 ..... 2[A] - 2[D]
Difference of 1, 2, & 3 ..... 3[A] - 3[D]
Rainbow facts ..... 4[A] - 4[D]
Doubling & Halving ..... 5[A] - 5[D]
Double + 1 ..... 6[A] - 6[D]
Near Ten (+8, +9) ..... 7[A] - 7[D]
Remaining facts & revision ..... 8[A] - 8[D]
Revision ..... 9[A] - 10[D]

Check Up Worksheets

Count on 1, 2, & 3; Count back 1, 2, & 3 ..... Check Up A
Difference of 1, 2, & 3; Rainbow facts ..... Check Up B
Double; Double + 1 ..... Check Up C
Near ten; Remaining facts ..... Check Up D
All strategies ..... Check Up E

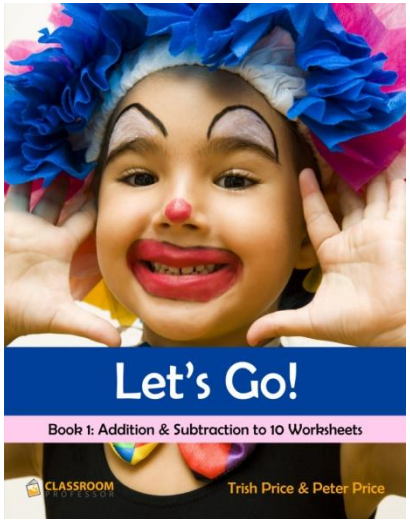
Homework Worksheets

Count on 1, 2, & 3 ..... 1 HW
Count back 1, 2, & 3 ..... 2 HW
Difference of 1, 2, & 3 ..... 3 HW
Rainbow facts ..... 4 HW
Double / Halve ..... 5 HW
Double + 1 ..... 6 HW
Near Ten (+8, +9) ..... 7 HW
Remaining facts & revision ..... 8 HW
Revision ..... 9 HW - 10 HW

Answer Keys

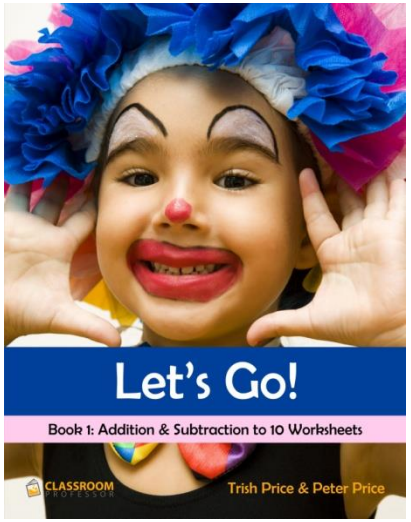
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Alignment with the Common Core State Standards for Mathematics

Common Core State Standards for Mathematics	*Recommended eBook match*	*Description*
Grade 1 Operations & Algebraic Thinking **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 3: Subtraction • Bk 4: Addition & Subtraction Revision	The *Let's Go!* Series introduces Grade 1 students to strategies to begin memorization 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 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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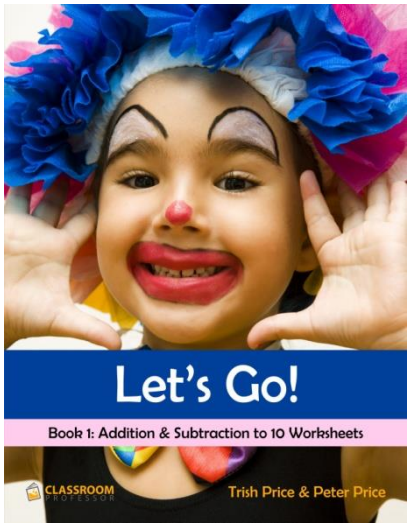
Alignment with the UK National Curriculum for Mathematics (draft 21 June 2012)

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	 **Let's Go! Series:** • Bk 1: Addition & Subtraction to 10 • Bk 2: Addition • Bk 3: Subtraction • Bk 4: Addition & Subtraction Revision	The *Let's Go!* 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.

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

eBook Series	*Series Titles*	*Australian Curriculum: Content Descriptions*
	**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

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Teaching Strategies Fact Sheets

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

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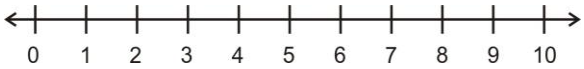
Addition Number Facts - Teaching Strategies

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".

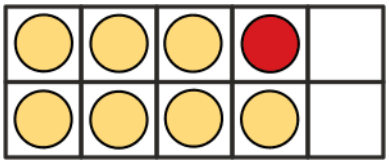
It is important to note that children should be discouraged from counting from "1"; they need to know the sequence of number names well enough that they can start part-way along the sequence and recall the following number.

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.



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

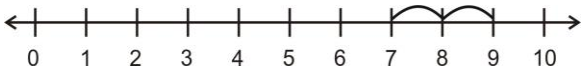


Daily practice from a young age makes visualisation of numbers up to 10 an automatic task.

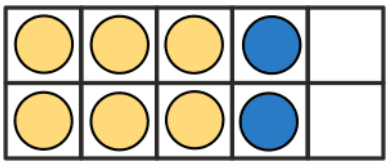
Count On 2 Facts (+2)

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:



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:

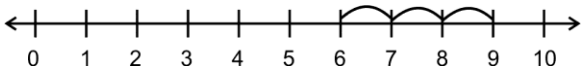


Count On 3 Facts (+3)

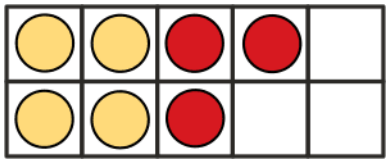
Plus 3 facts are the "last set" taught using a *count on* strategy. Students who are quite familiar with the sequence of counting numbers can mentally "count on" three more numbers. For example, 6 + 3: say "six", skip 7 and 8, say "nine". You could

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:

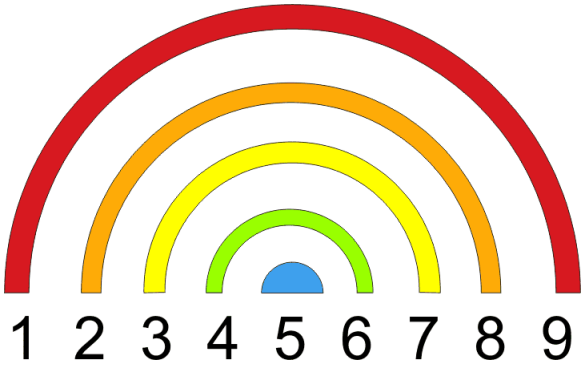


Adding three with a ten frame or two is trickier than adding one or two, but with practice students should find this easy. As with all strategies, the aim is to move students beyond the visual or physical representations and the strategy, to being able to visualize the number, and ultimately simply knowing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

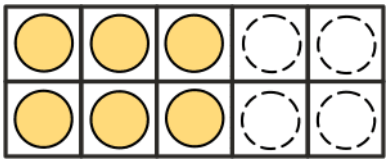


Rainbow Facts (Sums to 10)

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:



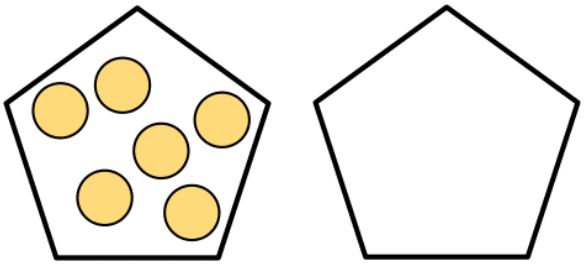
Another excellent method for visualising pairs to ten is the ten frame. Children should have practice putting a number of counters on the ten frame, and then filling the frame with counters of a second color. After some practice with this, students should be able to state the number of empty squares 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.

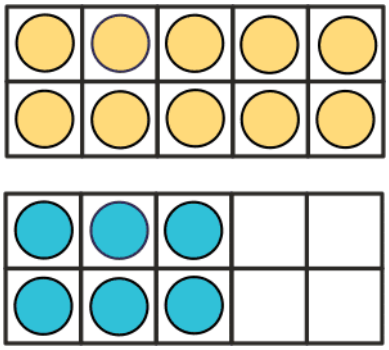
Special Cases (+0 & +10)

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:



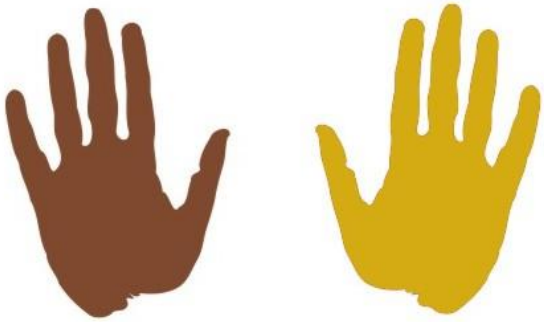
Adding ten to a single digit number results in the associated teen number which has one ten and the single digit number of ones. Most pairs of a single digit number and the associated teen number sound similar (e.g.,

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

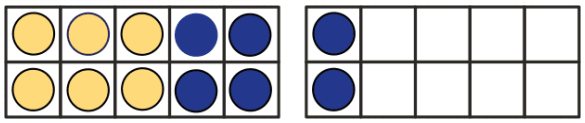


Doubles Addition Facts

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:



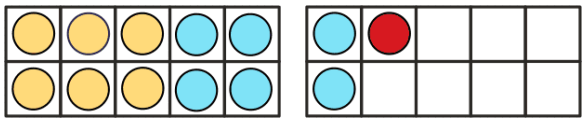
Ten frames help as well. For example, 6+6 = 12:



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:

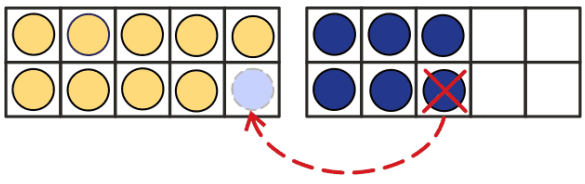
6+7 = double 6+1
= 12+1
= 13



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 right-hand 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:

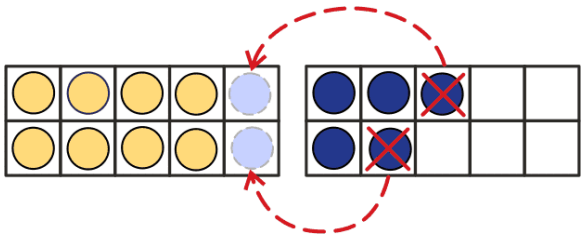
9+6 = 15



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:

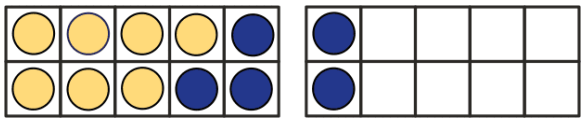
8+5 = 13



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

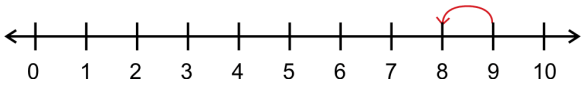
Subtract 1 facts are taught using a *count back one* strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" to the previous number, and name it.



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

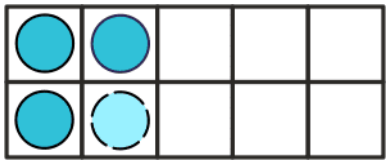
Also included are questions in which the *difference* is 1. As students become familiar with counting, they will know which numbers are next to each other, the difference between adjacent numbers being one.

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:

4 - 1 = 3



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

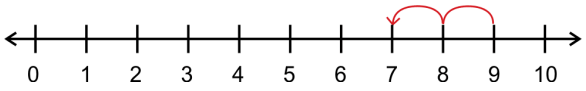
– 2: Count Back Facts

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



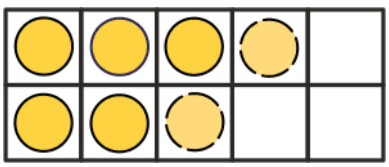
A number line will help children to visualize this operation, which "skips" one number and lands on the number two before the starting number. Also included are questions in which the difference is two. As students become familiar with counting, they will know which numbers are two away from each other,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

9 - 2 = 7



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

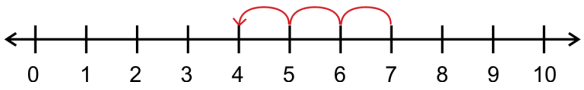
7 - 2 = 5



– 3: Count Back Facts

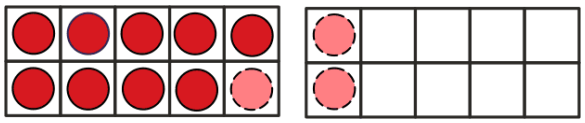
Subtract 3 facts are taught using a *count back three* strategy: Students who are familiar with the sequence of counting numbers backwards can mentally "count back" three more numbers. A number line will help children to visualize this operation which "skips" two numbers and lands on the number three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





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

12 - 3 = 9

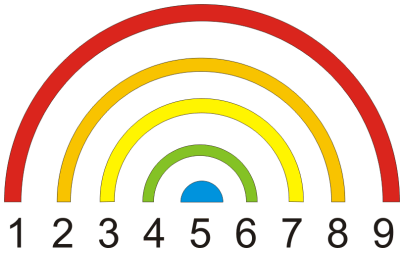


Note that counting is used only until students can recall these facts; the intention is not for counting to take the place of memorization.

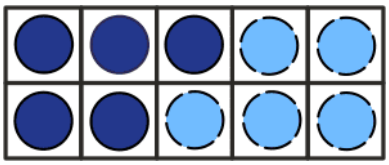
Rainbow Facts

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

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



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

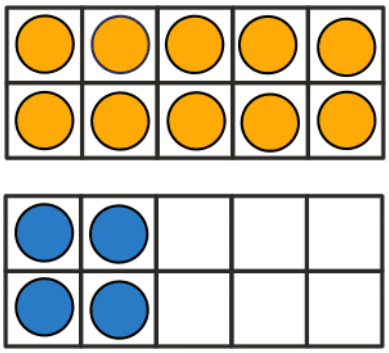


– 0 & – 10

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

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

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

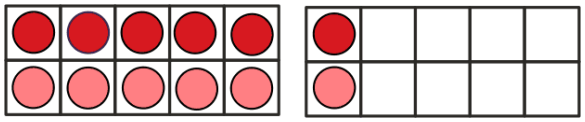


Doubles

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

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

12 - 6 = 6



Doubles + 1

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

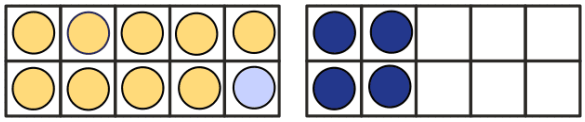
– 9

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



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

14 - 9 = 14 - 10 + 1
= 5

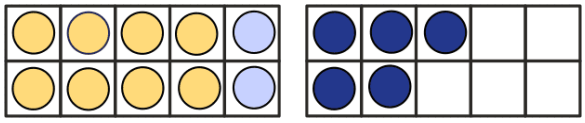


– 8



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

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



Remaining facts

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

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

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

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

Check Up Tests Markbook

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

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

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

PROFESSOR PETE'S CLASSROOM

Standard Worksheets

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Standard Worksheets

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

Suggested Uses:

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

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

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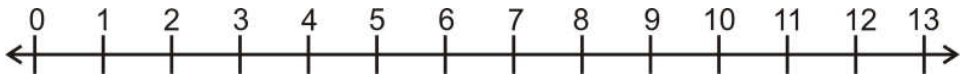
Name: **Count on 1, 2 & 3: 1 [A]**

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Add 1, 2 or 3 - "Count On" Strategy with a Number Line

"Count On" facts are taught using a number line which will help students visualize this operation.

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

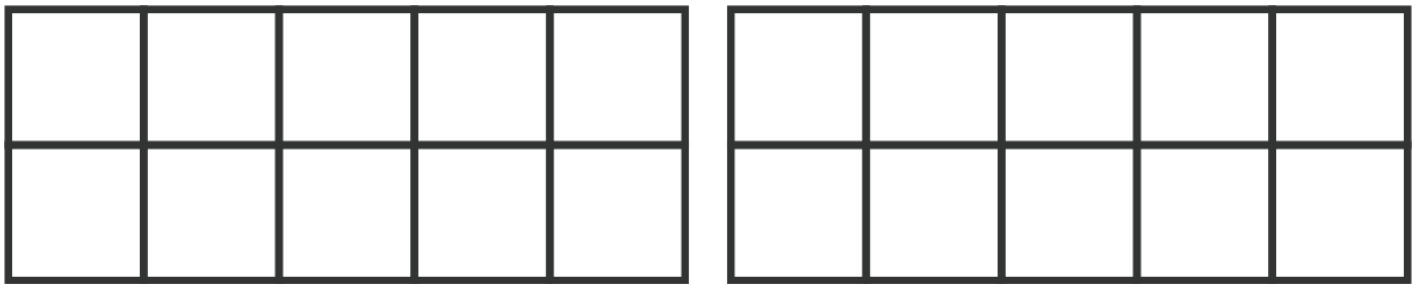


Count on 1, 2 or 3

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

Add 1, 2 or 3 - "Count On" Strategy with Ten Frames

Have the students use a ten frame to help them with these "Count On"facts. Do not let the students count the counters. Rather, they should be able to subitize the number represented.



Use ten frames to help with these count on facts.

Count on 1, 2, or 3

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

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

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Name: **Count on 1, 2 & 3: 1 [B]**

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Add 1, 2 or 3 Turn Arounds - "Count On" Strategy with a Number Line

Do not let students start on the smallest number then count from there. Have students place counters of the the larger number on the ten frames and count on 1, 2 or 3 from there.

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

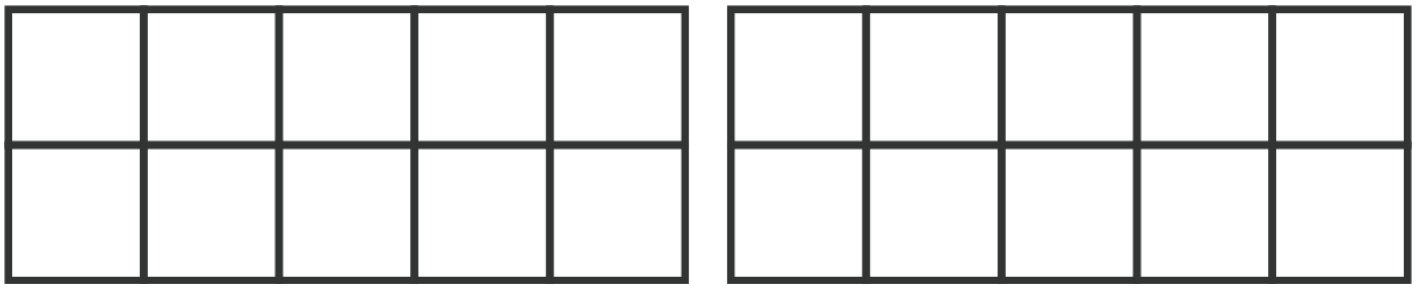


Count on 1, 2 or 3 turn arounds

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

Add 1, 2 or 3 - "Count On" Strategy with a Ten Frame

Have the students use a ten frame to help them with these "Count On" facts. Do not let the students count the counters. Rather, they should be able to subitize the number represented.



Use ten frames to help with these count on facts.

Count on 1, 2 or 3 turn arounds

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

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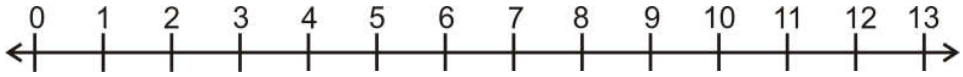
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Name: **Count on 1, 2 & 3: 1 [C]**

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+1,2,3 | –1,2,3 | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All

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

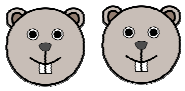


Count on 1, 2 or 3

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

Turn arounds

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



Missing numbers

21) ___ + 3 = 8
22) ___ + 1 = 2
23) ___ + 3 = 7
24) ___ + 2 = 3
25) ___ + 1 = 10
26) 3 + ___ = 9
27) 2 + ___ = 11
28) 2 + ___ = 6
29) 1 + ___ = 8
30) 2 + ___ = 12




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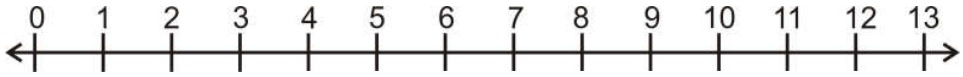
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Name: **Count on 1, 2 & 3: 1 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 | –1,2,3 | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All

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

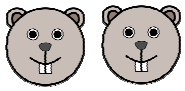


Count on 1, 2 or 3

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

Turn arounds

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



Missing numbers

21) ___ + 3 = 8
22) ___ + 1 = 2
23) ___ + 3 = 7
24) ___ + 2 = 3
25) ___ + 1 = 10
26) 3 + ___ = 9
27) 2 + ___ = 11
28) 2 + ___ = 6
29) 1 + ___ = 8
30) 2 + ___ = 12




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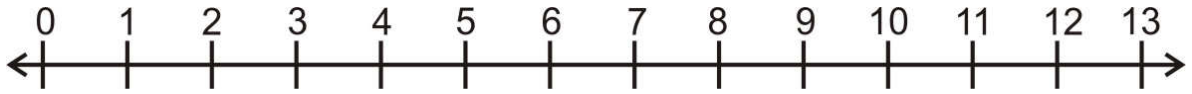
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Name: **Count Back 1, 2 & 3: 2 [A]**

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Take away 1, 2 or 3 facts - "Count Back" Strategy with a Number Line

Take away 1, 2 or 3 facts are taught using a COUNT BACK strategy. A number line will help students visualize this operation.



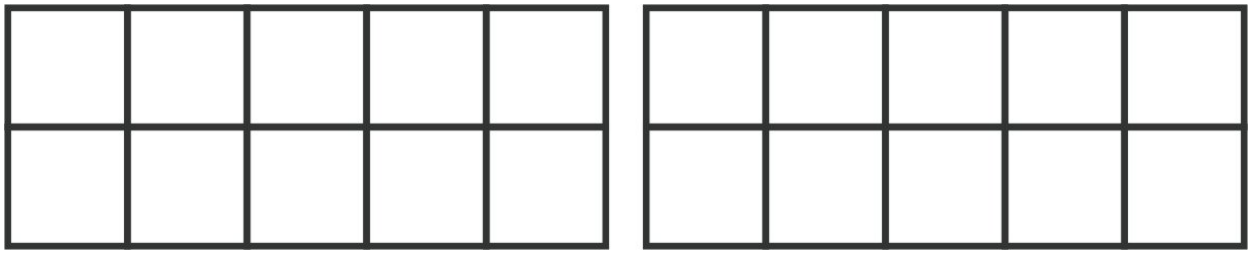
Use the number line to help you count back. Do not count on your fingers.

Count back 1, 2 or 3

1) 7 – 1 = _____
2) 12 – 9 = _____
3) 11 – 2 = _____
4) 5 – 2 = _____
5) 4 – 1 = _____
6) 8 – 2 = _____
7) 13 – 3 = _____
8) 6 – 3 = _____
9) 11 – 1 = _____
10) 3 – 3 = _____

Take Away 1, 2 or 3 - "Count Back" Strategy with Ten Frames

Place the counters on a ten frame. Take away 1, 2 or 3. Do not let the students count the remaining counters. Rather, they should be able to subitize the number shown.



Use ten frames to complete these questions.

Count back 1, 2 or 3

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

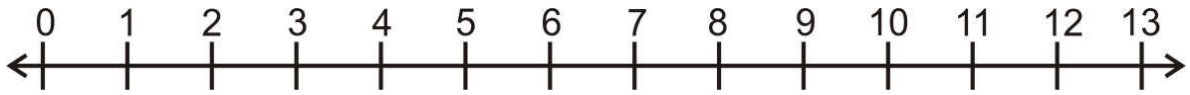
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Name: **Count Back 1, 2 & 3: 2 [B]**

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+1,2,3 | **−1,2,3** | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All



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

Count back 1, 2 or 3

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

Count on 1, 2 or 3 revision

21) 1 + 1 = _____
22) 2 + 3 = _____
23) 5 + 3 = _____
24) 8 + 2 = _____
25) 8 + 3 = _____
26) 3 + 2 = _____
27) 0 + 3 = _____
28) 6 + 1 = _____
29) 4 + 3 = _____
30) 9 + 2 = _____
31) 6 + 3 = _____
32) 8 + 1 = _____
33) 9 + 3 = _____
34) 10 + 3 = _____

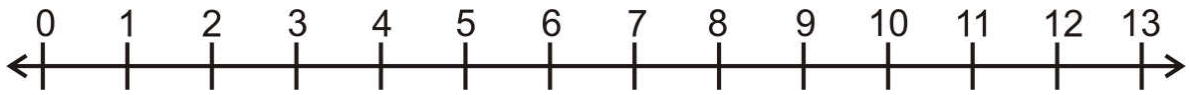
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Name: **Count Back 1, 2 & 3: 2 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 | **−1,2,3** | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All



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

Count back 1, 2 or 3

1) 4 – 1 = _____
2) 4 – 2 = _____
3) 10 – 1 = _____
4) 11 – 1 = _____
5) 12 – 3 = _____
6) 5 – 3 = _____
7) 2 – 1 = _____
8) 12 – 2 = _____
9) 12 – 3 = _____
10) 6 – 2 = _____

Count on 1, 2 or 3 revision

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

Missing numbers revision

21) 5 + ___ = 8
22) 7 + ___ = 9
23) 7 + ___ = 8
24) 10 + ___ = 11
25) 8 + ___ = 10
26) 2 + ___ = 6
27) 2 + ___ = 5
28) 2 + ___ = 10
29) 2 + ___ = 7
30) 3 + ___ = 12

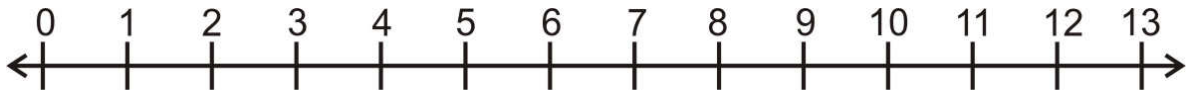
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Name: **Count Back 1, 2 & 3: 2 [D]**

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+1,2,3 | **–1,2,3** | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All



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

Count back 1, 2 or 3

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

Missing numbers revision

17) ___ + 1 = 3
18) ___ + 2 = 10
19) ___ + 2 = 6
20) ___ + 3 = 8
21) ___ + 3 = 11
22) ___ + 3 = 10
23) ___ + 2 = 8
24) ___ + 1 = 11

Count on 1, 2 or 3 revision

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

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Name: **Difference of 1, 2 & 3: 3 [A]**

PROFESSOR PETE'S CLASSROOM

Difference of 1, 2 or 3 - "Find the Difference" Strategy with a Number Line

Find the first number on the number line. Ask how many hops to get to the smaller number?
As students become familiar with counting, they will know which numbers are close to each other, the difference being 1, 2 or 3.
e.g. 8 – 6 = 2, as it takes only 2 hops to go from 8 to 6. Do not let the students count back 6. Rather, "find the difference".



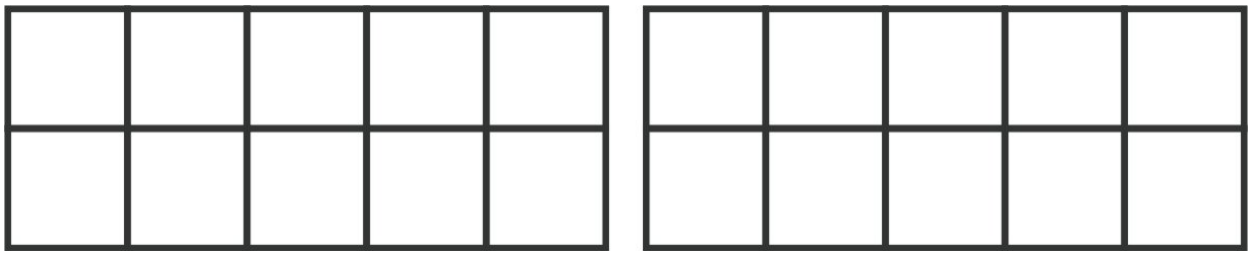
Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 6 – 5 = _____
2) 13 – 10 = _____
3) 10 – 7 = _____
4) 12 – 10 = _____
5) 6 – 3 = _____
6) 8 – 6 = _____
7) 9 – 7 = _____
8) 10 – 9 = _____
9) 12 – 9 = _____
10) 8 – 7 = _____
11) 10 – 8 = _____
12) 6 – 4 = _____
13) 11 – 10 = _____
14) 4 – 1 = _____
15) 6 – 5 = _____

Difference of 1, 2 or 3 - "Find the Difference" Strategy with Ten Frames

Place the counters to show the first number on the ten frames. Use a second color to make up to the second number. The difference between the two numbers is shown by the second color.



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

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Name: **Difference of 1, 2 & 3: 3 [B]**

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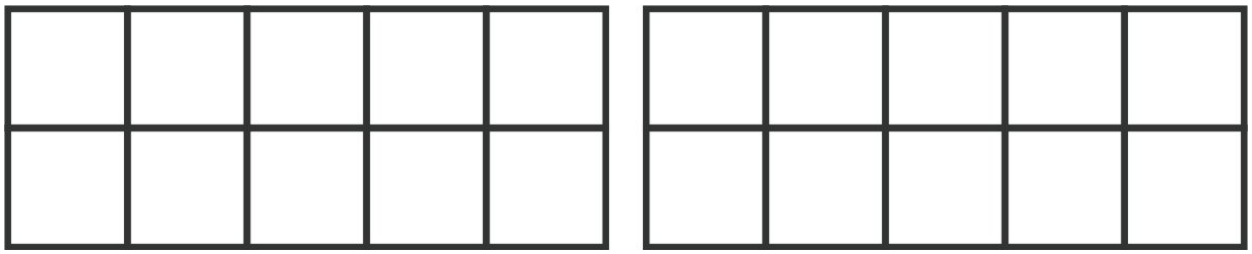
+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 6 – 4 = _____
2) 9 – 7 = _____
3) 12 – 9 = _____
4) 6 – 5 = _____
5) 6 – 3 = _____
6) 4 – 1 = _____
7) 13 – 10 = _____
8) 8 – 7 = _____
9) 10 – 7 = _____
10) 11 – 10 = _____
11) 6 – 5 = _____
12) 12 – 10 = _____
13) 10 – 8 = _____
14) 12 – 10 = _____
15) 8 – 6 = _____



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

Count on 1, 2 or 3 revision

31) 9 + 1 = _____
32) 3 + 2 = _____
33) 6 + 2 = _____
34) 6 + 3 = _____
35) 4 + 2 = _____
36) 9 + 2 = _____
37) 0 + 2 = _____
38) 8 + 2 = _____
39) 2 + 3 = _____

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Name: **Difference of 1, 2 & 3: 3 [C]**

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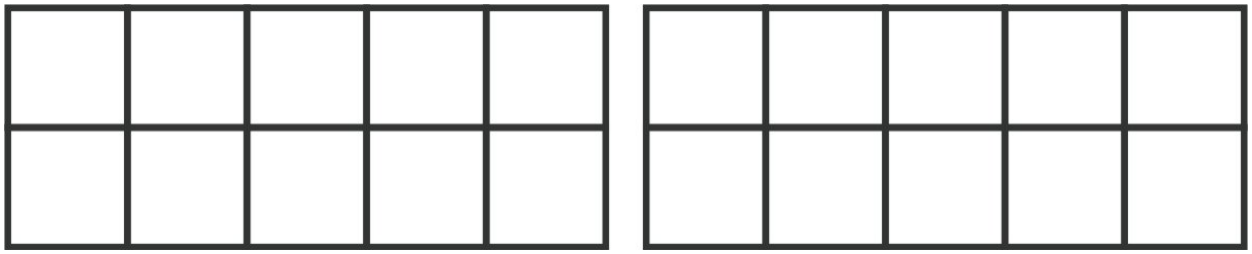
+1,2,3 −1,2,3 **Diff 1,2,3** Rnbw Dble Dble+1 Near 10 All



Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 3 – 1 = _____
2) 10 – 7 = _____
3) 11 – 9 = _____
4) 13 – 10 = _____
5) 5 – 3 = _____
6) 7 – 6 = _____
7) 4 – 3 = _____
8) 12 – 9 = _____
9) 7 – 5 = _____
10) 6 – 3 = _____
11) 11 – 8 = _____
12) 10 – 8 = _____



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

Missing numbers

25) ___ + 3 = 6
26) ___ + 2 = 12
27) ___ + 3 = 11
28) ___ + 2 = 10
29) ___ + 2 = 3
30) ___ + 2 = 7
31) ___ + 1 = 2
32) ___ + 2 = 9
33) ___ + 3 = 8
34) ___ + 3 = 9
35) 3 + ___ = 12
36) 2 + ___ = 5
37) 2 + ___ = 6
38) 2 + ___ = 10
39) 2 + ___ = 7

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Name: **Difference of 1, 2 & 3: 3 [D]**

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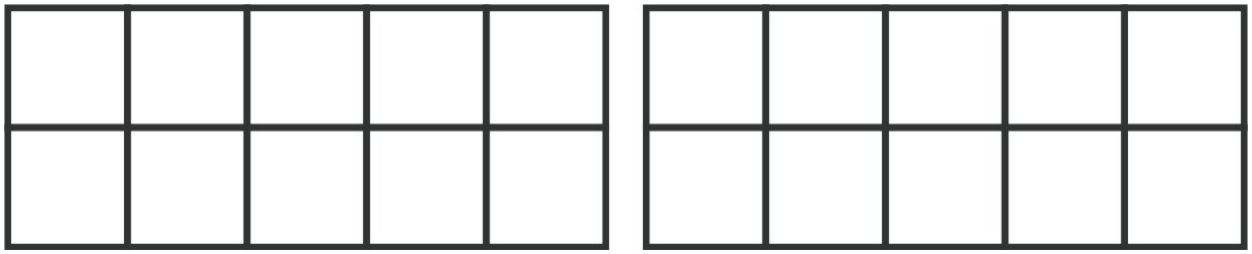
+1,2,3 −1,2,3 **Diff 1,2,3** Rnbw Dble Dble+1 Near 10 All



Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 5 – 3 = _____
2) 7 – 5 = _____
3) 12 – 10 = _____
4) 13 – 11 = _____
5) 10 – 9 = _____
6) 7 – 6 = _____
7) 11 – 9 = _____
8) 6 – 3 = _____
9) 4 – 3 = _____
10) 3 – 1 = _____
11) 3 – 2 = _____
12) 11 – 8 = _____



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

Missing numbers

25) 6 + ___ = 9
26) 8 + ___ = 10
27) 8 + ___ = 11
28) 1 + ___ = 3
29) 7 + ___ = 9
30) 1 + ___ = 2
31) 10 + ___ = 12
32) 5 + ___ = 7
33) 5 + ___ = 8
34) 3 + ___ = 6
35) 3 + ___ = 12
36) 2 + ___ = 7
37) 2 + ___ = 10
38) 2 + ___ = 5
39) 2 + ___ = 6

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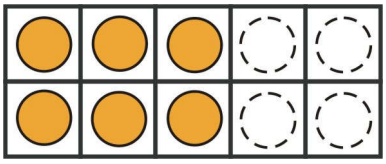
Name: **Rainbow Facts: 4 [A]**

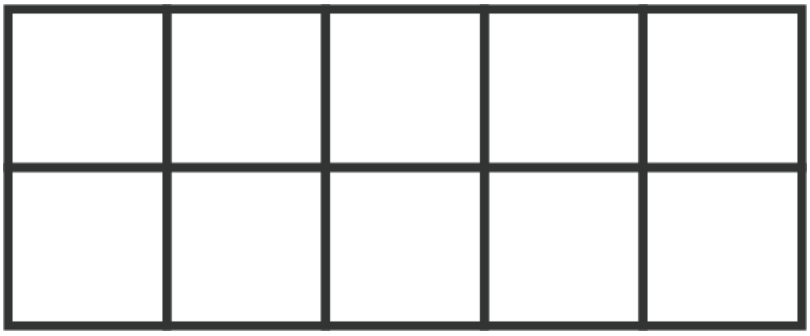
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Rainbow Facts - "Pairs to Ten" Strategy with a Ten Frame

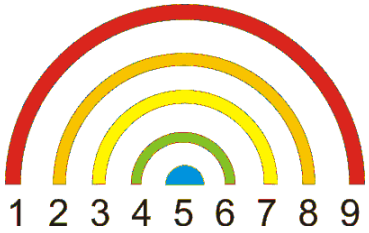
"Rainbow facts" are pairs of numbers whose sum is 10. These facts are very important for lots of later mental computation.

Have students place the first number on the ten frame. Students should be able to subitize the missing counters to make the number up to 10. Some may prefer to add a second color, if it is easier for them.





Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Use a ten frame. Do not use your fingers.

Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 3 + ____ = 10
22) 5 + ____ = 10
23) 2 + ____ = 10
24) 1 + ____ = 10
25) 4 + ____ = 10
26) 8 + ____ = 10
27) 7 + ____ = 10
28) 4 + ____ = 10
29) 6 + ____ = 10
30) 0 + ____ = 10

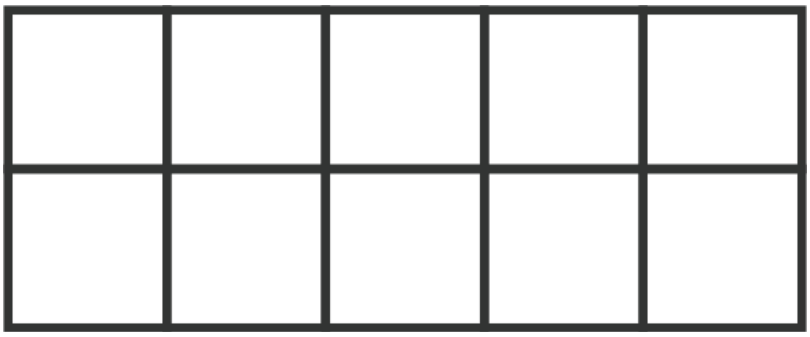
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Name: **Rainbow Facts: 4 [B]**

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+1,2,3 −1,2,3 Diff 1,2,3 **Rnbw** Dble Dble+1 Near 10 All



Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Use a ten frame. Do not use your fingers.

Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 1 + ____ = 10
22) 4 + ____ = 10
23) 2 + ____ = 10
24) 0 + ____ = 10
25) 6 + ____ = 10
26) 3 + ____ = 10
27) 2 + ____ = 10
28) 5 + ____ = 10
29) 7 + ____ = 10
30) 4 + ____ = 10

Difference of 1, 2 or 3 revision

31) 13 – 10 = _____
32) 10 – 7 = _____
33) 10 – 7 = _____
34) 5 – 3 = _____
35) 12 – 9 = _____
36) 10 – 9 = _____
37) 11 – 8 = _____
38) 12 – 8 = _____
39) 10 – 8 = _____
40) 7 – 6 = _____
41) 3 – 2 = _____
42) 3 – 1 = _____

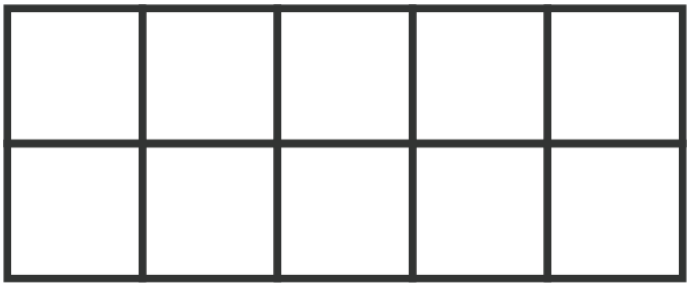
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Name: **Rainbow Facts: 4 [C]**

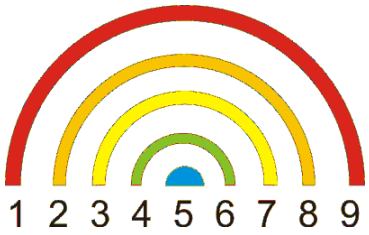
PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 **Rnbw** Dble Dble+1 Near 10 All



Use a ten frame. Do not use your fingers.

Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 6 + ___ = 10
22) 4 + ___ = 10
23) 5 + ___ = 10
24) 3 + ___ = 10
25) 1 + ___ = 10
26) 8 + ___ = 10
27) 7 + ___ = 10
28) 4 + ___ = 10
29) 2 + ___ = 10
30) 0 + ___ = 10

Missing numbers revision

31) ___ + 2 = 3
32) ___ + 3 = 6
33) ___ + 2 = 10
34) ___ + 3 = 11
35) ___ + 2 = 9
36) ___ + 2 = 7
37) ___ + 3 = 8
38) ___ + 2 = 12
39) ___ + 1 = 2
40) ___ + 3 = 9
41) 2 + ___ = 7
42) 3 + ___ = 12
43) 2 + ___ = 5
44) 2 + ___ = 6
45) 2 + ___ = 10

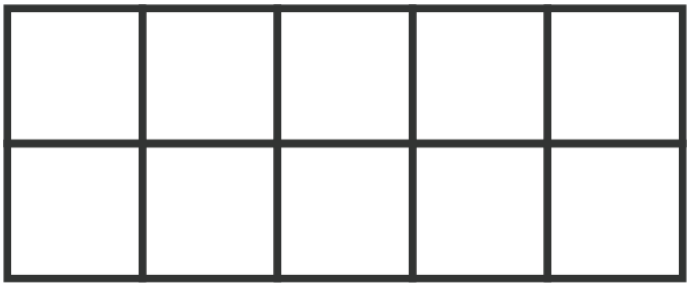
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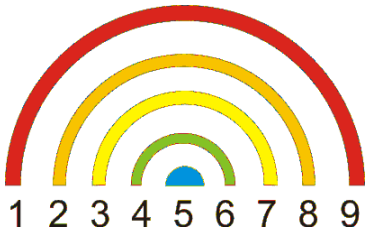
Name: **Rainbow Facts: 4 [D]**

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+1,2,3 −1,2,3 Diff 1,2,3 **Rnbw** Dble Dble+1 Near 10 All



Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Use a ten frame. Do not use your fingers.

Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 6 + ____ = 10
22) 8 + ____ = 10
23) 1 + ____ = 10
24) 2 + ____ = 10
25) 3 + ____ = 10
26) 0 + ____ = 10
27) 7 + ____ = 10
28) 4 + ____ = 10
29) 5 + ____ = 10
30) 4 + ____ = 10

Missing numbers revision

31) 5 + ____ = 7
32) 5 + ____ = 8
33) 3 + ____ = 6
34) 6 + ____ = 9
35) 7 + ____ = 9
36) 10 + ____ = 12
37) 1 + ____ = 2
38) 8 + ____ = 10
39) 8 + ____ = 11
40) 1 + ____ = 3
41) 3 + ____ = 12
42) 2 + ____ = 10
43) 2 + ____ = 7
44) 2 + ____ = 6
45) 2 + ____ = 5

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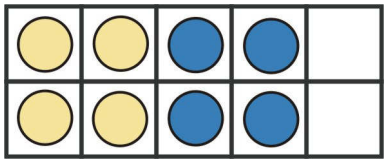
Name: **Double/Halve: 5 [A]**

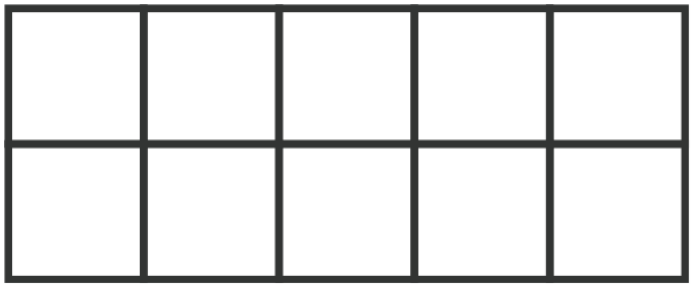
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"Doubles" Strategy with a Ten Frame

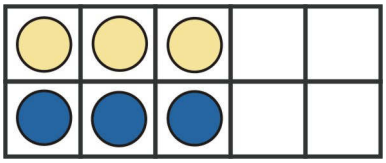
Have the students put out counters for the first number. Then, using a second colour, put out that number again. Different arrangements for the counters can be used. Do not let students count from one, rather, they should be able to subitize the number shown.

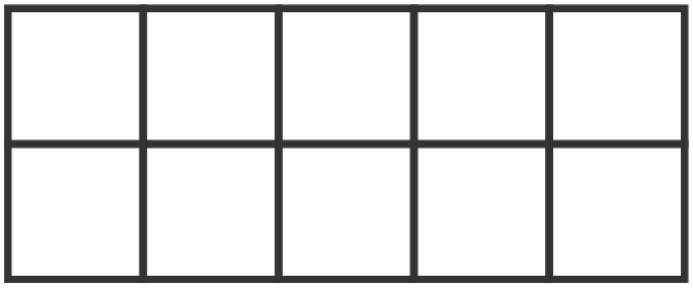
4 + 4 = 8





3 + 3 = 6





Use ten frames. Do not use your fingers.

Doubles facts to 10

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

Halving facts

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

Double facts missing numbers

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

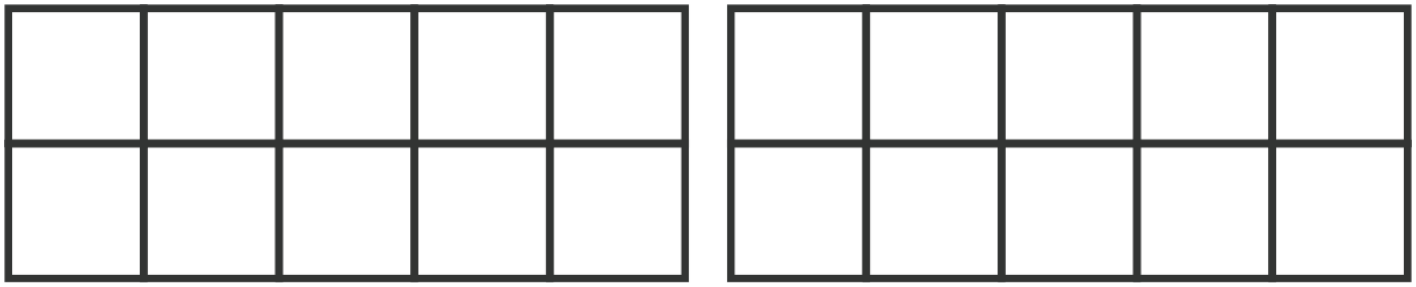
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Name: **Double/Halve: 5 [B]**

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+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Doubles facts to 10

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

Halving facts

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

Double facts missing numbers

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

Count back 1, 2 or 3 revision

31) 4 – 2 = _____
32) 5 – 3 = _____
33) 6 – 3 = _____
34) 4 – 3 = _____
35) 2 – 2 = _____
36) 1 – 1 = _____
37) 8 – 3 = _____
38) 6 – 2 = _____
39) 4 – 1 = _____
40) 3 – 2 = _____

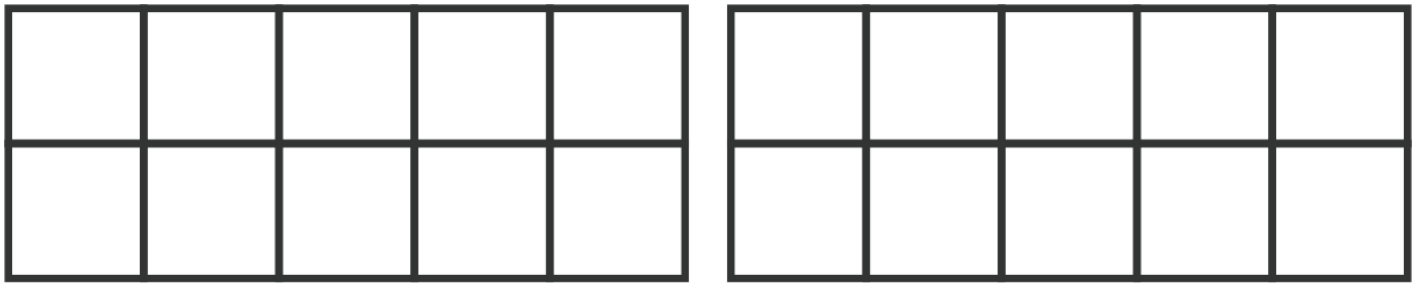
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Name: **Double/Halve: 5 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Doubles facts to 10

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

Halving facts

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

Rainbow facts - pairs that equal 10

21) 1 + ____ = 10
22) 4 + ____ = 10
23) 3 + ____ = 10
24) 6 + ____ = 10
25) 5 + ____ = 10
26) 7 + ____ = 10
27) 2 + ____ = 10
28) 4 + ____ = 10
29) 0 + ____ = 10
30) 4 + ____ = 10

Count back 1, 2 or 3 revision

31) 10 – 8 = _____
32) 2 – 1 = _____
33) 6 – 2 = _____
34) 10 – 2 = _____
35) 12 – 3 = _____
36) 11 – 2 = _____
37) 3 – 1 = _____
38) 9 – 3 = _____
39) 6 – 3 = _____
40) 6 – 1 = _____

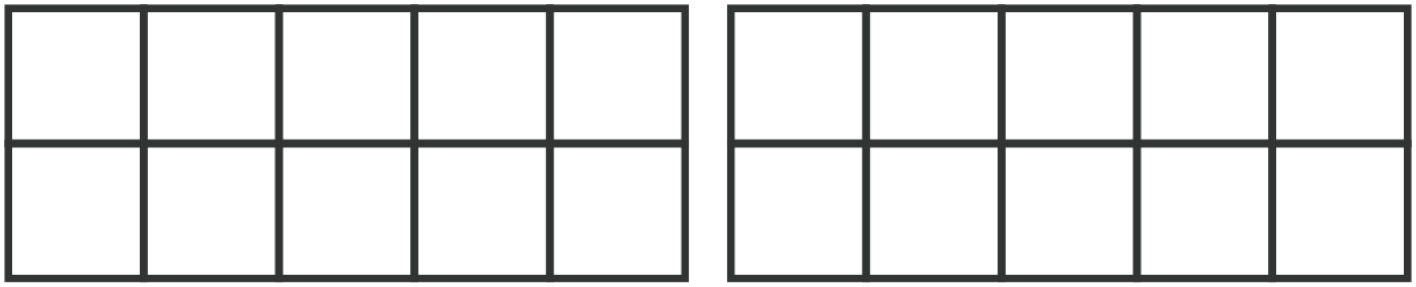
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Name: **Double/Halve: 5 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Doubles facts to 10

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

Halving facts

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

Rainbow facts - pairs that equal 10

21) 2 + ____ = 10
22) 6 + ____ = 10
23) 1 + ____ = 10
24) 4 + ____ = 10
25) 4 + ____ = 10
26) 3 + ____ = 10
27) 0 + ____ = 10
28) 4 + ____ = 10
29) 7 + ____ = 10
30) 5 + ____ = 10

Difference of 1, 2 or 3 revision

31) 10 – 8 = _____
32) 11 – 9 = _____
33) 6 – 3 = _____
34) 11 – 8 = _____
35) 7 – 6 = _____
36) 12 – 9 = _____
37) 9 – 8 = _____
38) 8 – 7 = _____
39) 5 – 3 = _____
40) 2 – 1 = _____
41) 9 – 7 = _____
42) 8 – 5 = _____
43) 13 – 11 = _____
44) 5 – 2 = _____
45) 12 – 11 = _____

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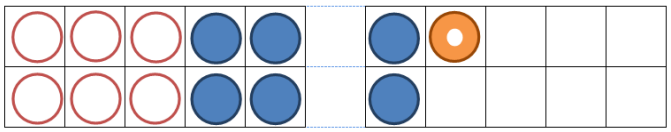
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Name: **Double +1: 6 [A]**

PROFESSOR PETE'S CLASSROOM

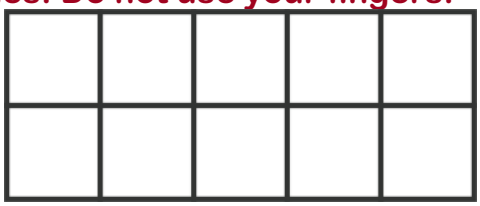
"Double + 1" Strategy with Ten Frames

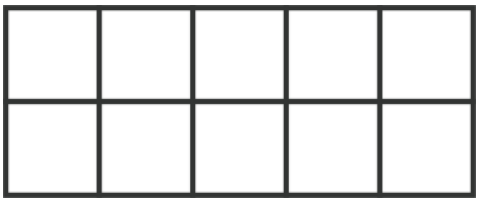
These number facts are taught using a THINK OF DOUBLES strategy: once doubles are memorized, any double plus one fact is easily found by counting on one more. Double plus one facts are recognized by the pairing of two numbers that are consecutive counting numbers, their sum equalling double the smaller number plus one more.



6+7=13
6+6+1=13

Use ten frames. Do not use your fingers.





Double + 1

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

Doubles revision

21) 5 + 5 = _____
22) 4 + 4 = _____
23) 7 + 7 = _____
24) 6 + 6 = _____
25) 8 + 8 = _____

Turn arounds

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

Rainbow facts revision

26) ____ + 5 = 10
27) ____ + 8 = 10
28) ____ + 1 = 10
29) ____ + 7 = 10
30) ____ + 4 = 10

Addition revision

31) 5 + 1 = _____
32) 5 + 0 = _____
33) 3 + 2 = _____
34) 2 + 1 = _____
35) 9 + 0 = _____
36) 1 + 1 = _____

Addition missing number revision

37) 3 + ____ = 12
38) 2 + ____ = 11
39) 1 + ____ = 10

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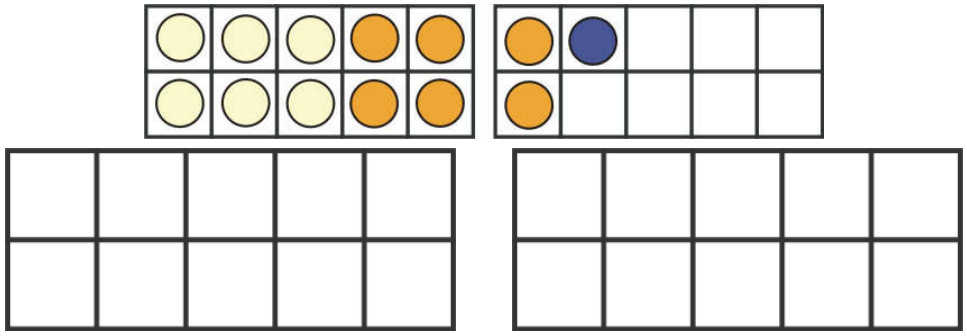
Name: **Double +1: 6 [B]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble **Dble+1** Near 10 All

"Double + 1" Subtraction Facts. Think of Related Double Facts

Ask students to think of "Double +1" addition facts to help them figure out these subtraction facts.
Relate to For example, 13 – 6 = ? Think: 12 – 6 = 6, so 13 – 6 equals one more. 13 – 6 = 7



Use ten frames. Do not use your fingers.

Think of nearby doubles facts

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

Turn arounds

21) 17 – 8 = _____
22) 17 – 9 = _____
23) 15 – 7 = _____
24) 15 – 8 = _____
25) 9 – 4 = _____
26) 9 – 5 = _____
27) 13 – 6 = _____
28) 13 – 7 = _____
29) 11 – 5 = _____
30) 11 – 6 = _____



Addition revision

31) 2 + 7 = _____
32) 3 + 5 = _____
33) 7 + 10 = _____
34) 10 + 9 = _____
35) 8 + 7 = _____
36) 7 + 7 = _____

Missing number revision

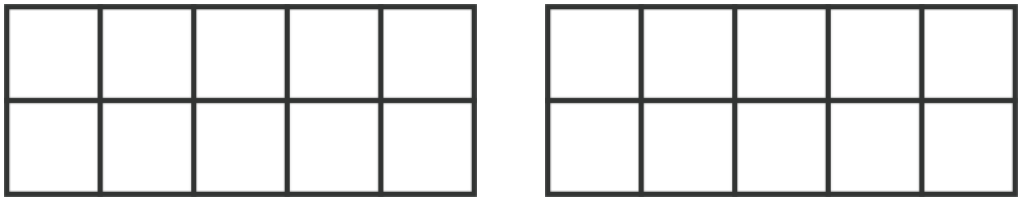
37) 7 + ____ = 13
38) 4 + ____ = 13
39) 4 + ____ = 10

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Name: **Double +1: 6 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 –1,2,3 Diff 1,2,3 Rnbw Dble **Dble+1** Near 10 All



Use ten frames. Do not use your fingers.

Double +1

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

Doubles revision

21) 5 + 5 = _____
22) 7 + 7 = _____
23) 8 + 8 = _____
24) 6 + 6 = _____
25) 9 + 9 = _____

Think of doubles + 1 fact

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

Rainbow facts revision

26) ____ + 7 = 10
27) ____ + 1 = 10
28) ____ + 4 = 10
29) ____ + 8 = 10
30) ____ + 5 = 10

Addition revision

31) 8 + 0 = _____
32) 5 + 1 = _____
33) 5 + 2 = _____
34) 1 + 1 = _____
35) 6 + 1 = _____
36) 8 + 2 = _____
37) 8 + 1 = _____
38) 1 + 0 = _____
39) 2 + 3 = _____
40) 7 + 1 = _____

Addition missing number revision

41) 3 + ____ = 7
42) 1 + ____ = 7
43) 2 + ____ = 9
44) 2 + ____ = 11
45) 0 + ____ = 4



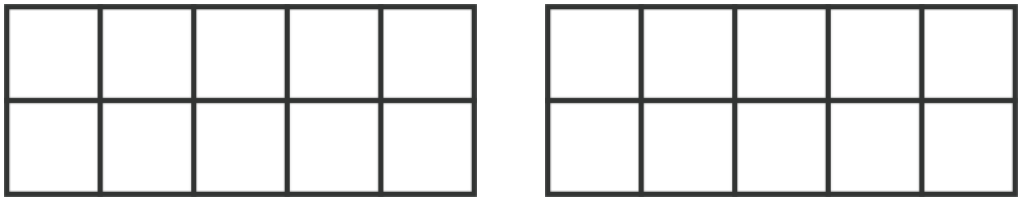
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Name: **Double +1: 6 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble **Dble+1** Near 10 All



Use ten frames. Do not use your fingers.

Double +1

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

Doubles revision

21) 6 + 6 = _____
22) 9 + 9 = _____
23) 5 + 5 = _____
24) 7 + 7 = _____
25) 8 + 8 = _____

Think of doubles + 1 fact

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

Rainbow facts revision

26) ____ + 7 = 10
27) ____ + 5 = 10
28) ____ + 4 = 10
29) ____ + 1 = 10
30) ____ + 8 = 10

Halving facts

31) 2 – 1 = _____
32) 8 – 4 = _____
33) 10 – 5 = _____
34) 6 – 3 = _____
35) 2 – 1 = _____
36) 4 – 2 = _____
37) 10 – 5 = _____
38) 4 – 2 = _____
39) 8 – 4 = _____
40) 6 – 3 = _____

Addition missing number revision

41) 1 + ____ = 7
42) 3 + ____ = 7
43) 2 + ____ = 11
44) 0 + ____ = 4
45) 2 + ____ = 9



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Name: **Near Ten (+8, +9): 7 [A]**

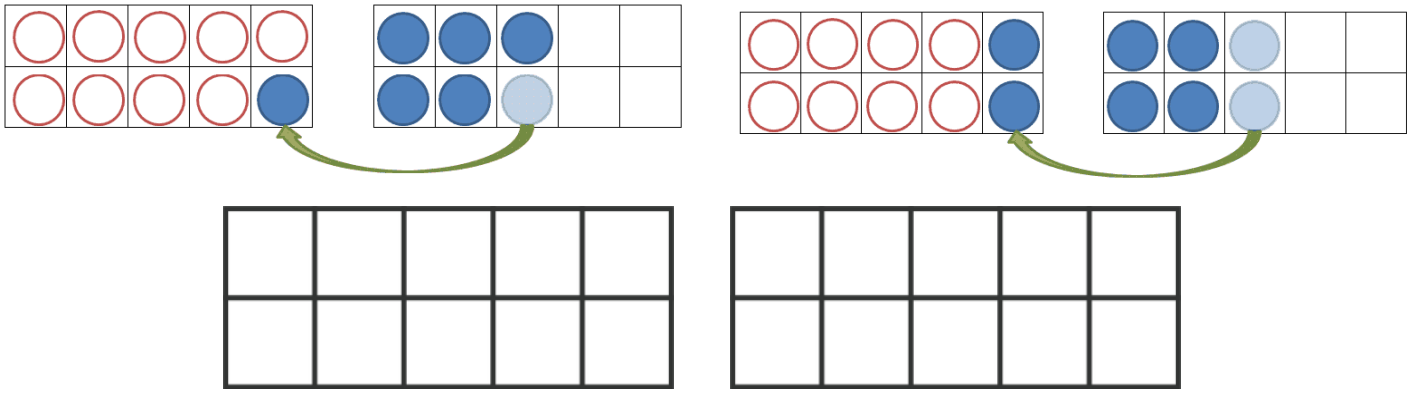
PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All

Add Eight or Nine: The "Near 10" Strategy

Encourage students to think of adding ten, and then subtracting one.The plus 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 right-hand ten frame. The student should easily see that moving one counter from the right to the left makes the sum a simple "ten plus ones" question.

Encourage students to think of adding ten, and then subtracting two.The plus 8 strategy is easily illustrated using two ten frames and counters. Place 8 counters on the left-hand ten frame, the other number in the right-hand ten frame. The student should easily see that moving two counters from the right to the left makes the sum a simple "ten plus ones" question.



Use ten frames. Do not use your fingers.

+9 near ten

1) 5 + 10 = _____ 6) 8 + 10 = _____ 11) 9 + 8 = _____

2) 5 + 9 = _____ 7) 8 + 9 = _____ 12) 9 + 9 = _____

3) 6 + 10 = _____ 8) 7 + 10 = _____ 13) 9 + 4 = _____

4) 6 + 9 = _____ 9) 7 + 9 = _____ 14) 9 + 7 = _____

5) 2 + 9 = _____ 10) 3 + 9 = _____ 15) 9 + 5 = _____

+8 near ten

16) 5 + 10 = _____ 21) 8 + 10 = _____ 26) 8 + 10 = _____

17) 5 + 8 = _____ 22) 8 + 8 = _____ 27) 8 + 7 = _____

18) 6 + 10 = _____ 23) 7 + 10 = _____ 28) 8 + 4 = _____

19) 6 + 8 = _____ 24) 7 + 8 = _____ 29) 8 + 9 = _____

20) 2 + 8 = _____ 25) 3 + 8 = _____ 30) 8 + 2 = _____

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Name: **Near Ten (–9, –8): 7 [B]**

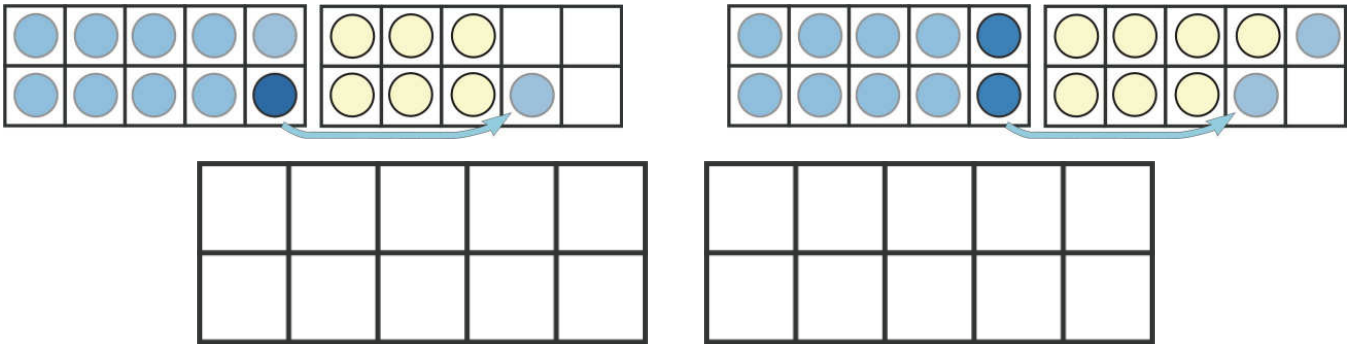
PROFESSOR PETE'S CLASSROOM

+1,2,3 –1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All

Take Away Eight or Nine: "Near 10" Strategy; Think of Subtracting 10

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

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



Use ten frames. Do not use your fingers.

– 9, – 8 near ten

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

Related facts

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

Revision

31) 5 – 2 = ____
32) 11 – 6 = ____
33) 17 – 13 = ____
34) 12 – 8 = ____
35) 14 – 8 = ____
36) 13 – 8 = ____

Missing number revision

37) 7 + ____ = 9
38) 8 + ____ = 17
39) 4 + ____ = 10

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Name: **Difference of 9, 8; Near Ten: 7 [C]**

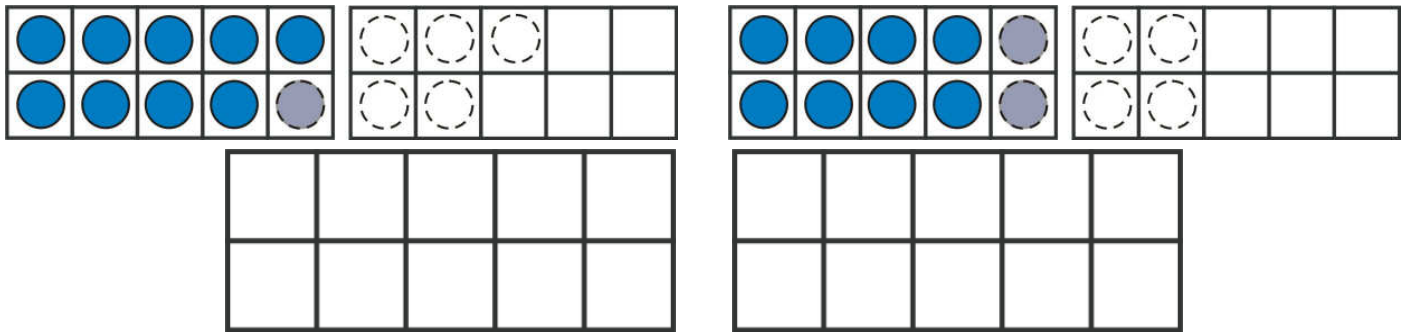
PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 **Near 10** All

Difference of 9 or 8: "Take Away the Ones and Some More" Strategy

15 – 6 = ? think: 15 – 5 = 10 so 15 – 6 means taking away one more. 15 – 6 = 9

14 – 6 = ? think: 14 – 4 = 10 so 14 – 6 means taking away two more. 14 – 6 = 8



Use ten frames. Do not use your fingers.

Difference of 9 or 8: near 10

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

Near 10 related facts

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

Revision

31) 13 – 8 = _____
32) 5 – 2 = _____
33) 17 – 9 = _____
34) 12 – 8 = _____
35) 15 – 6 = _____
36) 14 – 7 = _____
37) 8 – 4 = _____
38) 18 – 9 = _____

Missing number revision

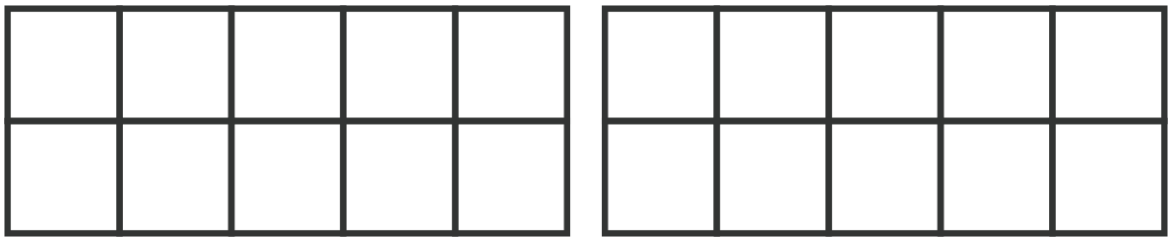
39) 6 + ____ = 7
40) 7 + ____ = 13
41) 9 + ____ = 17
42) 8 + ____ = 15

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Name: **Near ten (+9, +8): 7 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 –1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

+9: near ten

1) 5 + 9 = _____
2) 5 + 8 = _____
3) 6 + 8 = _____
4) 2 + 8 = _____
5) 3 + 9 = _____
6) 9 + 9 = _____
7) 4 + 8 = _____
8) 8 + 9 = _____
9) 0 + 9 = _____
10) 8 + 8 = _____
11) 8 + 6 = _____
12) 8 + 9 = _____
13) 8 + 7 = _____
14) 8 + 10 = _____
15) 8 + 1 = _____

– 9, – 8: near ten

16) 17 – 9 = _____
17) 14 – 8 = _____
18) 13 – 8 = _____
19) 14 – 9 = _____
20) 17 – 8 = _____
21) 16 – 9 = _____
22) 18 – 8 = _____
23) 11 – 8 = _____
24) 9 – 9 = _____
25) 16 – 8 = _____

Halving facts revision

26) 12 – 6 = _____
27) 16 – 8 = _____
28) 14 – 7 = _____
29) 18 – 9 = _____
30) 10 – 5 = _____

Difference of 9: near 10

31) 12 – 4 = _____
32) 14 – 6 = _____
33) 17 – 8 = _____
34) 15 – 7 = _____
35) 18 – 10 = _____
36) 10 – 2 = _____
37) 17 – 9 = _____
38) 13 – 4 = _____
39) 16 – 8 = _____
40) 15 – 6 = _____

Near 10 related facts

41) 10 – 2 = _____
42) 17 – 8 = _____
43) 12 – 3 = _____
44) 17 – 9 = _____
45) 13 – 5 = _____



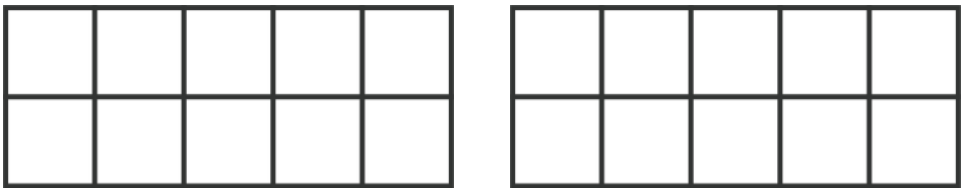

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Name: **Remaining Facts & Revision: 8 [A]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**

There are only 4 remaining addition facts: 7 + 5 = 12 7 + 4 = 11 and their related facts. That's it!



Use ten frames. Do not use your fingers.

Addition remaining facts (7+4, 7+5)

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

Near 10 revision

11) 8 + ____ = 18
12) 8 + ____ = 16
13) 9 + ____ = 16
14) 9 + ____ = 19
15) 7 + ____ = 15

Doubles revision

16) 7 + 7 = _____
17) 5 + 5 = _____
18) 8 + 8 = _____
19) 9 + 9 = _____
20) 4 + 4 = _____

Rainbow facts revision

21) ____ + 8 = 10
22) ____ + 1 = 10
23) ____ + 5 = 10
24) ____ + 7 = 10
25) ____ + 4 = 10

Addition revision

26) 8 + 9 = _____
27) 3 + 4 = _____
28) 2 + 10 = _____
29) 4 + 5 = _____
30) 6 + 3 = _____

Missing number revision

31) 10 + ____ = 18
32) 3 + ____ = 11
33) 4 + ____ = 8
34) 6 + ____ = 12
35) 0 + ____ = 5

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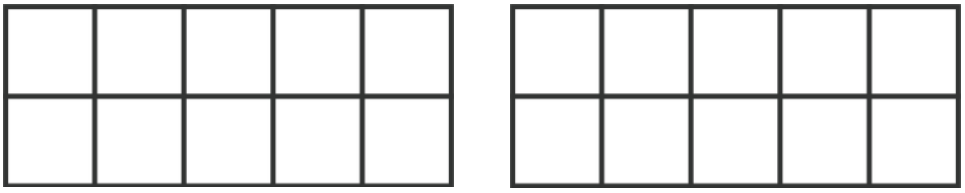
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Name: **Remaining Facts & Revision: 8 [B]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**

There are only 4 remaining subtraction facts: 12 – 7 = 5 11 – 7 = 4 and their related facts. That's it!



Use ten frames. Do not use your fingers.

Subtraction remaining facts

1) 12 – 5 = _____
2) 11 – 7 = _____
3) 12 – 5 = _____
4) 12 – 5 = _____
5) 11 – 7 = _____
6) 11 – 4 = _____
7) 12 – 7 = _____
8) 11 – 4 = _____
9) 11 – 7 = _____
10) 12 – 7 = _____

Subtraction revision

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



Addition revision

31) 10 – 3 = _____
32) 16 – 4 = _____
33) 7 – 5 = _____
34) 11 – 9 = _____
35) 17 – 8 = _____
36) 11 – 4 = _____
37) 13 – 2 = _____
38) 12 – 5 = _____
39) 6 – 6 = _____
40) 9 – 4 = _____

Missing number revision

41) 6 + ____ = 10
42) 10 + ____ = 11
43) 6 + ____ = 13
44) 4 + ____ = 13
45) 7 + ____ = 10

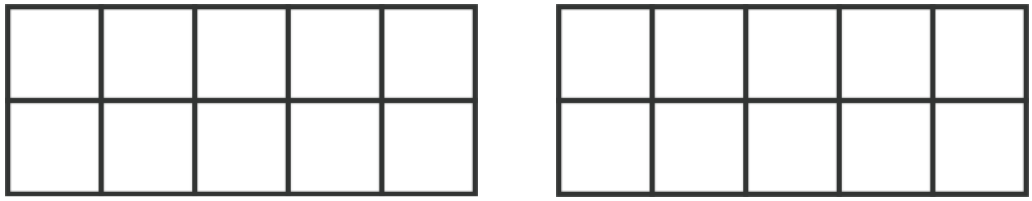
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Name: **Remaining Facts & Revision: 8 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**



Use ten frames. Do not use your fingers.

Addition remaining facts (7+4, 7+5)

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

Addition revision

11) 6 + ____ = 12
12) 6 + ____ = 10
13) 10 + ____ = 14
14) 7 + ____ = 11
15) 6 + ____ = 14

Subtraction remaining facts

16) 11 – 4 = _____
17) 11 – 5 = _____
18) 12 – 4 = _____
19) 12 – 7 = _____
20) 12 – 5 = _____

Subtraction revision

21) 15 – 6 = _____
22) 8 – 2 = _____
23) 12 – 7 = _____
24) 16 – 8 = _____
25) 16 – 9 = _____
26) 9 – 2 = _____
27) 15 – 8 = _____
28) 17 – 8 = _____
29) 14 – 8 = _____
30) 16 – 7 = _____



Doubles revision

31) 7 + 7 = _____
32) 5 + 5 = _____
33) 8 + 8 = _____
34) 9 + 9 = _____
35) 4 + 4 = _____

Rainbow facts revision

36) ____ + 8 = 10
37) ____ + 1 = 10
38) ____ + 5 = 10
39) ____ + 7 = 10
40) ____ + 4 = 10

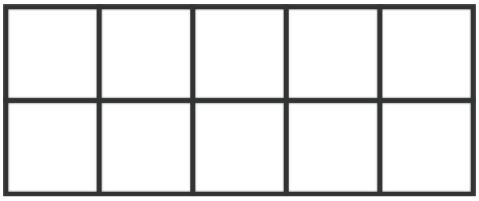
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Name: **Remaining Facts & Revision: 8 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Addition remaining facts

1) 5 + 7 = _____
2) 7 + 5 = _____
3) 7 + 4 = _____
4) 7 + 5 = _____
5) 4 + 7 = _____

Addition revision

6) 6 + ____ = 12
7) 7 + ____ = 10
8) 6 + ____ = 16
9) 7 + ____ = 12
10) 7 + ____ = 14
11) 8 + ____ = 18
12) 9 + ____ = 15
13) 9 + ____ = 16
14) 9 + ____ = 18
15) 6 + ____ = 15

Subtraction remaining facts

16) 12 – 7 = _____
17) 12 – 4 = _____
18) 11 – 4 = _____
19) 12 – 5 = _____
20) 11 – 5 = _____

Double +1

21) 5 + 6 = _____
22) 7 + 8 = _____
23) 9 + 10 = _____
24) 8 + 8 = _____
25) 5 + 5 = _____
26) 4 + 4 = _____
27) 7 + 7 = _____
28) 4 + 5 = _____
29) 8 + 9 = _____
30) 2 + 3 = _____



Doubles revision

31) 4 + 4 = _____
32) 9 + 9 = _____
33) 7 + 7 = _____
34) 8 + 8 = _____
35) 5 + 5 = _____

Rainbow facts revision

36) ____ + 4 = 10
37) ____ + 7 = 10
38) ____ + 1 = 10
39) ____ + 8 = 10
40) ____ + 5 = 10

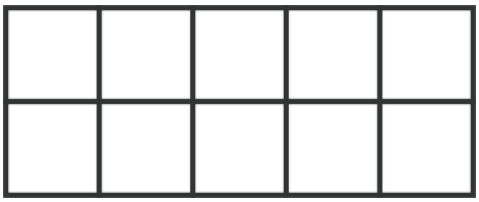
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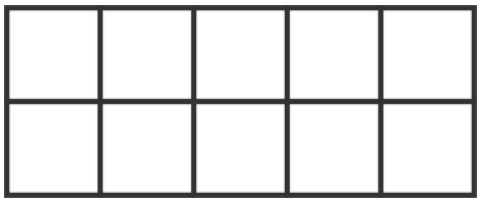
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Name: **Revision: 9 [A]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Doubles

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

Rainbow factss

6) ____ + 8 = 10
7) ____ + 1 = 10
8) ____ + 5 = 10
9) ____ + 7 = 10
10) ____ + 4 = 10

Difference of: near 10 facts

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

Difference of 1, 2 or 3

21) 12 – 10 = _____
22) 6 – 3 = _____
23) 11 – 10 = _____
24) 7 – 5 = _____
25) 11 – 9 = _____

Addition revision

26) 4 + 10 = _____
27) 4 + 6 = _____
28) 4 + 7 = _____
29) 4 + 8 = _____
30) 6 + 9 = _____
31) 2 + 7 = _____
32) 3 + 7 = _____
33) 8 + 6 = _____
34) 7 + 10 = _____
35) 6 + 6 = _____

Missing number

36) 5 + ____ = 13
37) 10 + ____ = 14
38) 7 + ____ = 13
39) 7 + ____ = 12
40) 6 + ____ = 10

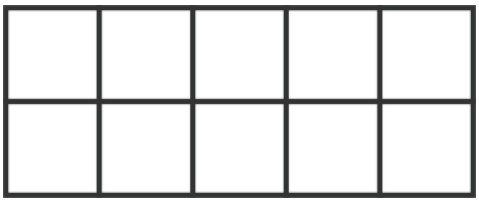
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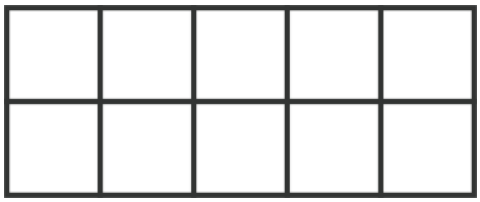
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Name: **Revision: 9 [B]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Doubles revision

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

Rainbow facts revision

6) ____ + 5 = 10
7) ____ + 4 = 10
8) ____ + 7 = 10
9) ____ + 1 = 10
10) ____ + 8 = 10

Difference of near 10 facts

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

Difference of 1, 2 or 3

21) 11 – 10 = _____
22) 7 – 5 = _____
23) 12 – 10 = _____
24) 11 – 9 = _____
25) 6 – 3 = _____

Addition revision

26) 8 + 6 = _____
27) 4 + 6 = _____
28) 4 + 10 = _____
29) 2 + 7 = _____
30) 4 + 8 = _____
31) 7 + 10 = _____
32) 6 + 9 = _____
33) 3 + 7 = _____
34) 4 + 7 = _____
35) 6 + 6 = _____

Missing number revision

36) 5 + ____ = 13
37) 7 + ____ = 13
38) 10 + ____ = 14
39) 6 + ____ = 10
40) 7 + ____ = 12

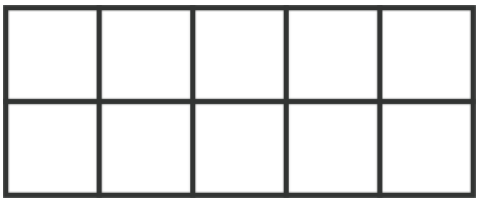
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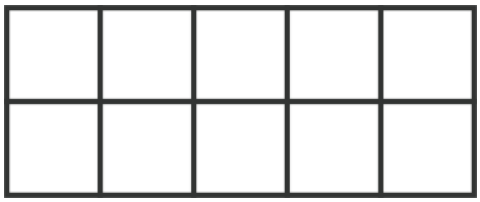
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Name: **Revision: 9 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Addition remaining facts

1) 4 + 7 = _____
2) 7 + 4 = _____
3) 7 + 5 = _____
4) 5 + 7 = _____
5) 7 + 5 = _____

Rainbow facts

6) ____ + 4 = 10
7) ____ + 8 = 10
8) ____ + 5 = 10
9) ____ + 1 = 10
10) ____ + 7 = 10

Difference of near 10 facts

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

Subtraction remaining facts

21) 12 – 5 = _____
22) 12 – 4 = _____
23) 11 – 5 = _____
24) 11 – 4 = _____
25) 12 – 7 = _____

Addition revision

26) 2 + 7 = _____
27) 4 + 10 = _____
28) 4 + 8 = _____
29) 6 + 9 = _____
30) 4 + 7 = _____
31) 4 + 6 = _____
32) 8 + 6 = _____
33) 6 + 6 = _____
34) 7 + 10 = _____
35) 3 + 7 = _____

Missing number revision

36) 7 + ____ = 12
37) 7 + ____ = 13
38) 6 + ____ = 10
39) 10 + ____ = 14
40) 5 + ____ = 13

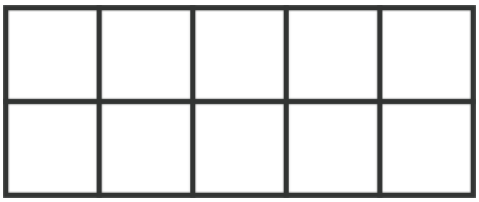
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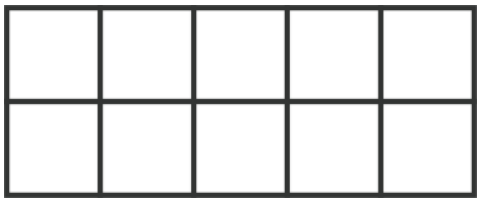
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Name: **Revision: 9 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Addition remaining facts

1) 4 + 7 = _____
2) 7 + 5 = _____
3) 5 + 7 = _____
4) 7 + 5 = _____
5) 7 + 4 = _____

Rainbow facts

6) ____ + 7 = 10
7) ____ + 5 = 10
8) ____ + 8 = 10
9) ____ + 4 = 10
10) ____ + 1 = 10

Difference of near 10 facts

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

Subtraction remaining facts

21) 12 – 7 = _____
22) 11 – 5 = _____
23) 12 – 4 = _____
24) 11 – 7 = _____
25) 11 – 4 = _____

Addition revision

26) 5 + 5 = _____
27) 6 + 8 = _____
28) 7 + 7 = _____
29) 5 + 6 = _____
30) 3 + 8 = _____
31) 4 + 5 = _____
32) 10 + 7 = _____
33) 1 + 8 = _____
34) 9 + 9 = _____
35) 0 + 9 = _____

Missing number revision

36) ____ + 6 = 13
37) ____ + 5 = 13
38) ____ + 6 = 12
39) ____ + 4 = 14
40) ____ + 5 = 14

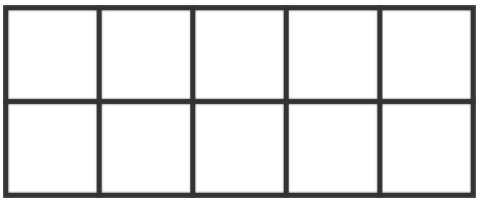
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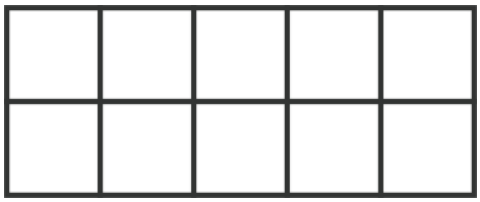
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Name: **Revision: 10 [A]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 –1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Double +1

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

Rainbow facts

11) 2 + ____ = 10
12) 9 + ____ = 10
13) 5 + ____ = 10
14) 3 + ____ = 10
15) 6 + ____ = 10

Difference of near 10 facts

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

Subtraction remaining facts

26) 12 – 7 = _____
27) 11 – 5 = _____
28) 12 – 4 = _____
29) 11 – 7 = _____
30) 11 – 4 = _____

Addition missing numbers

31) ____ + 5 = 10
32) ____ + 8 = 14
33) ____ + 7 = 14
34) ____ + 6 = 11
35) ____ + 8 = 11
36) ____ + 5 = 9
37) ____ + 7 = 17
38) ____ + 8 = 9
39) ____ + 9 = 18
40) ____ + 9 = 9
41) 7 + ____ = 13
42) 8 + ____ = 13
43) 6 + ____ = 12
44) 10 + ____ = 14
45) 9 + ____ = 14

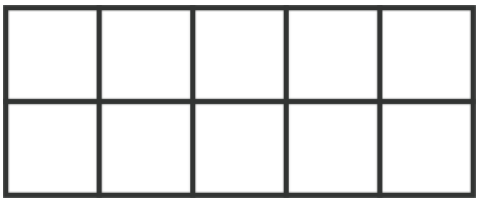
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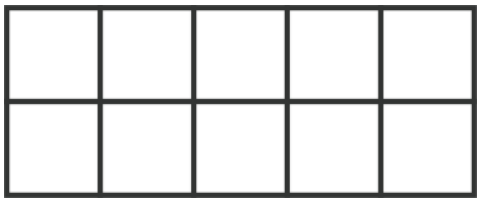
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Name: **Revision: 10 [B]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Double +1

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

Rainbow facts

11) 2 + ____ = 10
12) 9 + ____ = 10
13) 5 + ____ = 10
14) 3 + ____ = 10
15) 6 + ____ = 10

Mixed subtraction

16) 10 − 3 = _____
17) 18 − 9 = _____
18) 15 − 6 = _____
19) 15 − 10 = _____
20) 6 − 1 = _____
21) 7 − 3 = _____
22) 15 − 7 = _____
23) 12 − 8 = _____
24) 13 − 8 = _____
25) 13 − 7 = _____

Difference of 1, 2 or 3

26) 12 − 10 = _____
27) 6 − 3 = _____
28) 10 − 8 = _____
29) 3 − 1 = _____
30) 9 − 7 = _____

Addition missing numbers

31) ____ + 6 = 7
32) ____ + 10 = 17
33) ____ + 9 = 12
34) ____ + 8 = 13
35) ____ + 7 = 16
36) ____ + 9 = 18
37) ____ + 8 = 16
38) ____ + 6 = 12
39) ____ + 6 = 10
40) ____ + 8 = 17
41) 10 + ____ = 15
42) 9 + ____ = 17
43) 8 + ____ = 11
44) 9 + ____ = 16
45) 6 + ____ = 13

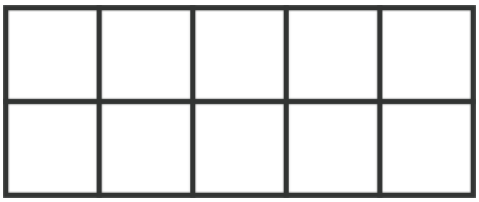
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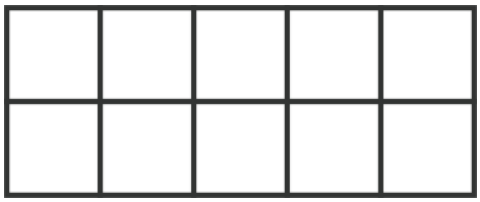
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Name: **Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All





Use ten frames. Do not use your fingers.

Difference of: near 10 facts

1) 13 – 5 = ____
2) 16 – 8 = ____
3) 17 – 8 = ____
4) 10 – 1 = ____
5) 14 – 6 = ____
6) 14 – 5 = ____
7) 15 – 7 = ____
8) 16 – 7 = ____
9) 17 – 9 = ____
10) 15 – 6 = ____

Halving facts

11) 18 – 9 = ____
12) 10 – 5 = ____
13) 16 – 8 = ____
14) 12 – 6 = ____
15) 14 – 7 = ____

Mixed subtraction

16) 15 – 7 = ____
17) 15 – 10 = ____
18) 12 – 8 = ____
19) 18 – 9 = ____
20) 10 – 3 = ____
21) 15 – 6 = ____
22) 7 – 3 = ____
23) 13 – 7 = ____
24) 13 – 8 = ____
25) 6 – 1 = ____

Difference of 1, 2 or 3

26) 10 – 8 = ____
27) 6 – 3 = ____
28) 12 – 10 = ____
29) 3 – 1 = ____
30) 9 – 7 = ____

Addition missing numbers

31) ____ + 9 = 17
32) ____ + 9 = 15
33) ____ + 5 = 7
34) ____ + 8 = 16
35) ____ + 7 = 10
36) ____ + 6 = 13
37) ____ + 7 = 17
38) ____ + 5 = 12
39) ____ + 7 = 11
40) ____ + 8 = 14
41) 9 + ____ = 16
42) 10 + ____ = 20
43) 8 + ____ = 15
44) 10 + ____ = 16
45) 6 + ____ = 13

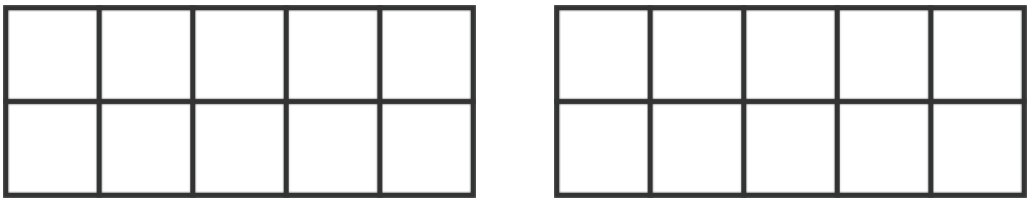
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Name: **Revision: 10 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Difference of: near 10 facts

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

Subtraction remaining facts

11) 11 – 4 = ____
12) 11 – 5 = ____
13) 12 – 4 = ____
14) 12 – 7 = ____
15) 12 – 5 = ____

Mixed subtraction

16) 14 – 6 = ____
17) 17 – 8 = ____
18) 18 – 9 = ____
19) 15 – 7 = ____
20) 16 – 8 = ____
21) 5 – 1 = ____
22) 16 – 9 = ____
23) 7 – 2 = ____
24) 15 – 9 = ____
25) 13 – 7 = ____

Difference of 1, 2 or 3

26) 13 – 11 = ____
27) 12 – 9 = ____
28) 7 – 6 = ____
29) 6 – 5 = ____
30) 3 – 1 = ____

Addition missing numbers

31) ____ + 7 = 16
32) ____ + 8 = 14
33) ____ + 8 = 18
34) ____ + 9 = 16
35) ____ + 9 = 15
36) ____ + 10 = 11
37) ____ + 9 = 9
38) ____ + 6 = 6
39) ____ + 9 = 11
40) ____ + 6 = 9
41) 7 + ____ = 12
42) 9 + ____ = 15
43) 6 + ____ = 9
44) 6 + ____ = 11
45) 5 + ____ = 8

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PROFESSOR PETE'S CLASSROOM

Checkup Worksheets

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PROFESSOR PETE'S CLASSROOM

Checkup Worksheets

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

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

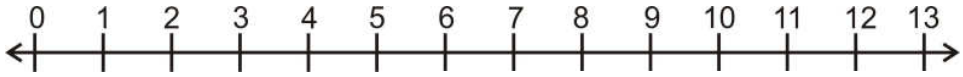
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Name: **Check Up A**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All

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



Count on 1, 2 or 3

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

Turn arounds

11) 3 + 1 = _____
12) 2 + 9 = _____
13) 2 + 5 = _____
14) 3 + 0 = _____
15) 2 + 0 = _____

Count back 1, 2 or 3

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

Missing numbers

31) ___ + 1 = 11
32) ___ + 3 = 8
33) ___ + 1 = 10
34) ___ + 3 = 9
35) ___ + 3 = 6
36) ___ + 3 = 11
37) ___ + 2 = 9
38) ___ + 2 = 2
39) ___ + 2 = 7
40) ___ + 1 = 1
41) 2 + ___ = 10
42) 1 + ___ = 8
43) 2 + ___ = 4
44) 2 + ___ = 11
45) 2 + ___ = 6



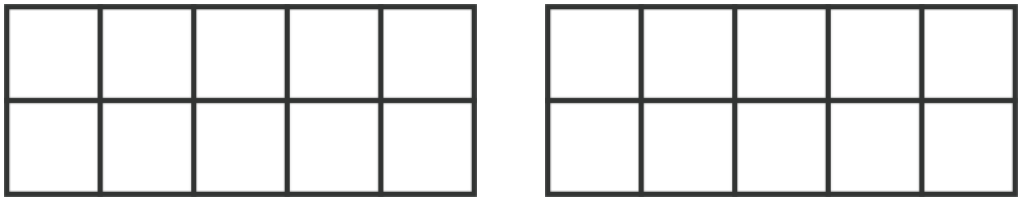

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Name: **Check up B**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Difference of 1, 2 or 3

1) 8 – 7 = _____
2) 10 – 8 = _____
3) 12 – 9 = _____
4) 12 – 10 = _____
5) 6 – 5 = _____
6) 4 – 1 = _____
7) 8 – 6 = _____
8) 6 – 4 = _____
9) 6 – 5 = _____
10) 6 – 3 = _____
11) 12 – 10 = _____
12) 9 – 7 = _____
13) 11 – 10 = _____
14) 13 – 10 = _____
15) 10 – 7 = _____

Subtraction rainbow facts

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

Missing numbers

26) ____ + 3 = 13
27) ____ + 4 = 6
28) ____ + 3 = 11
29) ____ + 4 = 5
30) ____ + 4 = 7
31) ____ + 3 = 12
32) ____ + 2 = 12
33) ____ + 5 = 7
34) ____ + 2 = 10
35) ____ + 5 = 5

Rainbow addition missing numbers

36) 4 + ____ = 10
37) 3 + ____ = 10
38) 5 + ____ = 11
39) 8 + ____ = 10
40) 0 + ____ = 10
41) 5 + ____ = 10
42) 2 + ____ = 10
43) 7 + ____ = 10
44) 6 + ____ = 10
45) 1 + ____ = 10

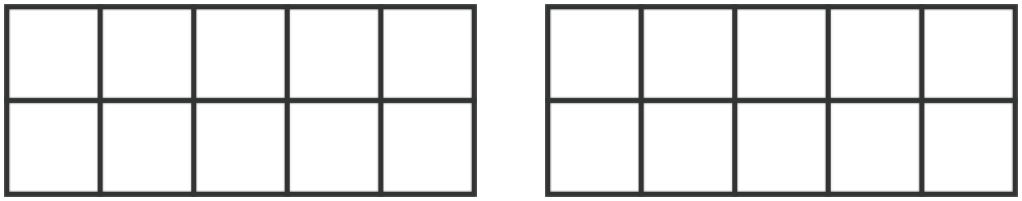
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Name: **Check up C**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble Dble+1** Near 10 All



Use ten frames. Do not use your fingers.

Double +1

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

Doubles revision

21) 6 + 6 = _____
22) 9 + 9 = _____
23) 5 + 5 = _____
24) 7 + 7 = _____
25) 8 + 8 = _____

Relate to a half then add one

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

Rainbow facts revision

26) ____ + 7 = 10
27) ____ + 5 = 10
28) ____ + 4 = 10
29) ____ + 1 = 10
30) ____ + 8 = 10

Halving facts

31) 18 – 1 = _____
32) 8 – 4 = _____
33) 10 – 5 = _____
34) 6 – 3 = _____
35) 12 – 6 = _____
36) 4 – 2 = _____
37) 14 – 7 = _____
38) 16 – 8 = _____
39) 8 – 4 = _____
40) 20 – 10 = _____

Addition missing number revision

41) 1 + ____ = 7
42) 3 + ____ = 7
43) 2 + ____ = 11
44) 0 + ____ = 4
45) 2 + ____ = 9



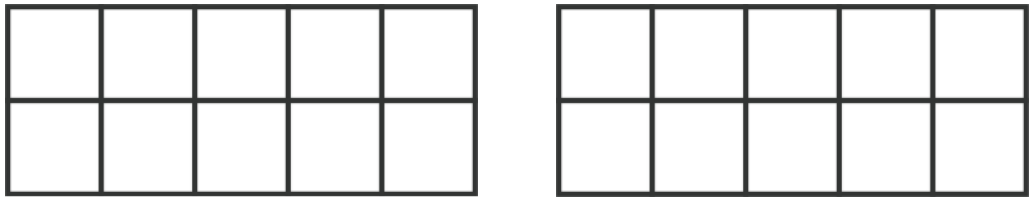
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Name: **Check Up D**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Addition remaining facts

1) 7 + 5 = _____
2) 7 + 5 = _____
3) 7 + 4 = _____
4) 5 + 7 = _____
5) 4 + 7 = _____

Missing number revision

6) 7 + ____ = 14
7) 7 + ____ = 12
8) 9 + ____ = 16
9) 6 + ____ = 16
10) 6 + ____ = 15
11) 6 + ____ = 12
12) 8 + ____ = 18
13) 9 + ____ = 18
14) 7 + ____ = 10
15) 9 + ____ = 15

Subtraction remaining facts

16) 12 – 5 = _____
17) 12 – 4 = _____
18) 11 – 5 = _____
19) 11 – 4 = _____
20) 12 – 7 = _____

Double +1

21) 5 + 6 = _____
22) 5 + 5 = _____
23) 7 + 8 = _____
24) 8 + 8 = _____
25) 2 + 3 = _____
26) 4 + 4 = _____
27) 9 + 10 = _____
28) 8 + 9 = _____
29) 7 + 7 = _____
30) 4 + 5 = _____



Doubles revision

31) 8 + 8 = _____
32) 4 + 4 = _____
33) 5 + 5 = _____
34) 9 + 9 = _____
35) 7 + 7 = _____

Rainbow facts revision

36) ____ + 7 = 10
37) ____ + 8 = 10
38) ____ + 5 = 10
39) ____ + 1 = 10
40) ____ + 4 = 10

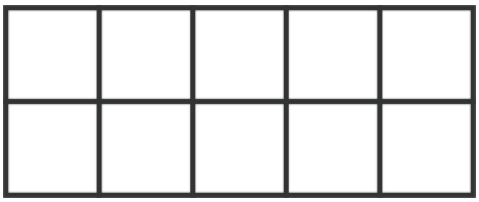
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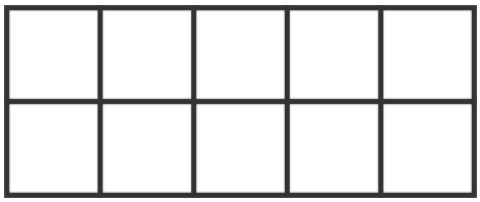
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Name: **Check Up E**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All





Use ten frames. Do not use your fingers.

Difference of: near 10 facts

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

Subtraction remaining facts

11) 11 – 4 = ____
12) 12 – 5 = ____
13) 12 – 7 = ____
14) 12 – 4 = ____
15) 11 – 5 = ____

Mixed subtraction

16) 5 – 1 = ____
17) 17 – 8 = ____
18) 16 – 8 = ____
19) 13 – 7 = ____
20) 16 – 9 = ____
21) 15 – 9 = ____
22) 18 – 9 = ____
23) 14 – 6 = ____
24) 15 – 7 = ____
25) 7 – 2 = ____

Difference of 1, 2 or 3

26) 7 – 6 = ____
27) 3 – 1 = ____
28) 13 – 11 = ____
29) 12 – 9 = ____
30) 6 – 5 = ____

Addition missing numbers

31) ____ + 9 = 18
32) ____ + 7 = 13
33) ____ + 5 = 13
34) ____ + 9 = 17
35) ____ + 8 = 17
36) ____ + 9 = 16
37) ____ + 7 = 10
38) ____ + 8 = 10
39) ____ + 5 = 14
40) ____ + 8 = 11
41) 5 + ____ = 14
42) 5 + ____ = 12
43) 6 + ____ = 13
44) 7 + ____ = 15
45) 9 + ____ = 19

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PROFESSOR PETE'S CLASSROOM

Homework Sheets

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PROFESSOR PETE'S CLASSROOM

Homework Sheets

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

Suggested Uses:

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

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

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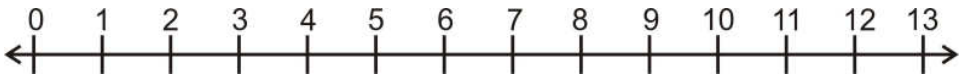
PROFESSOR PETE'S CLASSROOM

Information for Parents: "Count On" Strategy

Add 1, 2 or 3 - "Count On" Strategy with a Number Line

"Count On" facts are taught using a number line which will help children to visualize this operation.

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

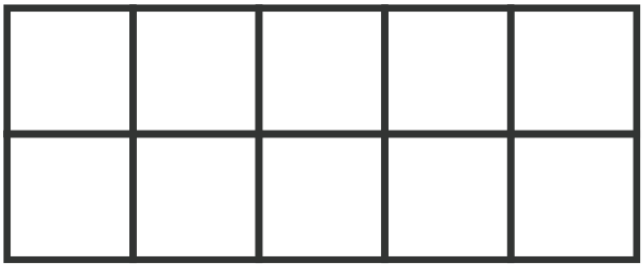


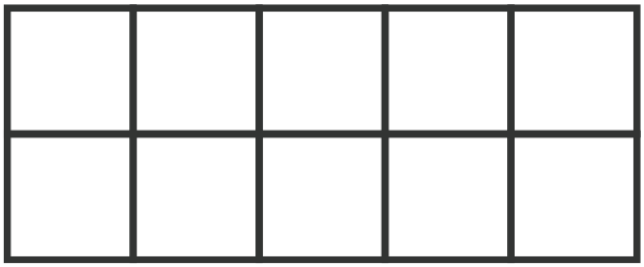
Count on 1, 2 or 3

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

Add 1, 2 or 3 - "Count On" Strategy with Ten Frames

Have your child use one or two ten frames to help with these "Count On" facts. Do not let your child count the counters. Rather, your child should "know" the number represented.





Use ten frames to help with these count on facts.

Count on 1, 2, or 3

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

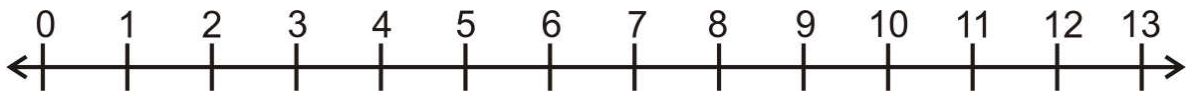
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PROFESSOR PETE'S CLASSROOM

Information for Parents: "Count On" Strategy

Take away 1, 2 or 3 facts - "Count Back" Strategy with a Number Line

Take away 1, 2 or 3 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation.



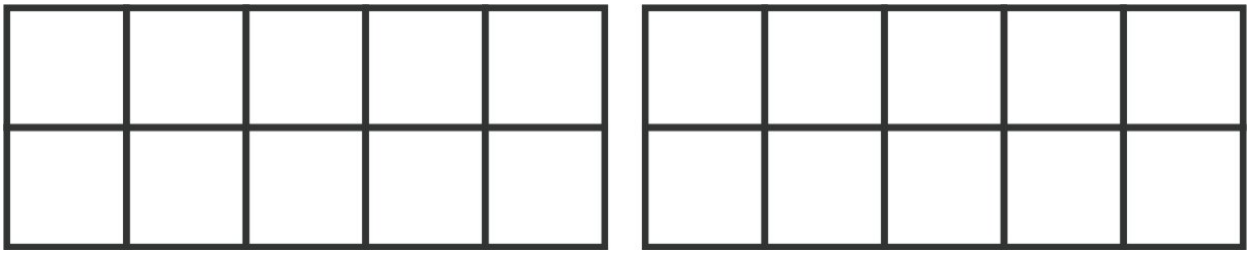
Use the number line to help you count back. Do not count on your fingers.

Count back 1, 2 or 3

1) 7 – 1 = _____
2) 12 – 9 = _____
3) 11 – 2 = _____
4) 5 – 2 = _____
5) 4 – 1 = _____
6) 8 – 2 = _____
7) 13 – 3 = _____
8) 6 – 3 = _____
9) 11 – 1 = _____
10) 3 – 3 = _____

Take Away 1, 2 or 3 - "Count Back" Strategy with Ten Frames

Place the counters on a ten frame. Take away 1, 2 or 3. Do not let the students count the remaining counters. Rather, they should be able to subitize the number shown.



Use ten frames to complete these questions.

Count back 1, 2 or 3

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

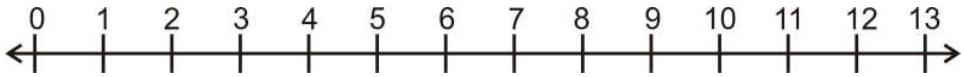
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PROFESSOR PETE'S CLASSROOM

Information for Parents: "Count On" Strategy

Difference of 1, 2 or 3 - "Find the Difference" Strategy with a Number Line

Find the first number on the number line. Ask how many hops to get to the smaller number?
As children become familiar with counting, they will know which numbers are close to each other, the difference being 1, 2 or 3.
e.g. 8 – 6 = 2, as it takes only 2 hops to go from 8 to 6. Do not let the your child count back 6. Rather, "find the difference".



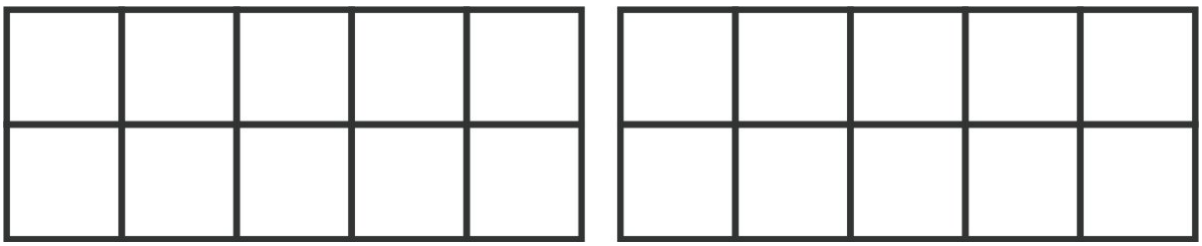
Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 6 – 5 = _____
2) 13 – 10 = _____
3) 10 – 7 = _____
4) 12 – 10 = _____
5) 6 – 3 = _____
6) 8 – 6 = _____
7) 9 – 7 = _____
8) 10 – 9 = _____
9) 12 – 9 = _____
10) 8 – 7 = _____
11) 10 – 8 = _____
12) 6 – 4 = _____
13) 11 – 10 = _____
14) 4 – 1 = _____
15) 6 – 5 = _____

Difference of 1, 2 or 3 - "Find the Difference" Strategy with Ten Frames

Place the counters to show the first number on the ten frames. Use a second color to make up to the second number. The difference between the two numbers is shown by the second color.



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

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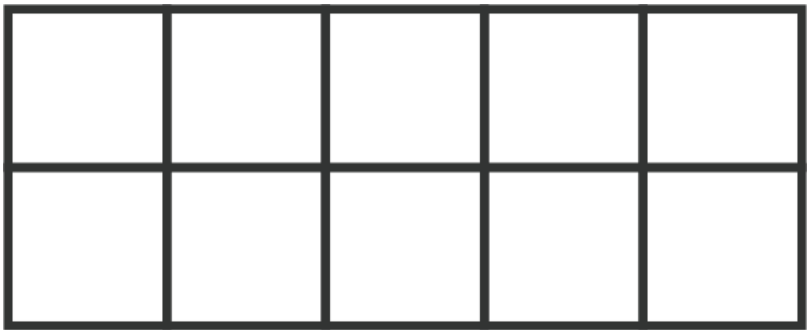
+1,2,3 −1,2,3 Diff 1,2,3 **Rnbw** Dble Dble+1 Near 10 All

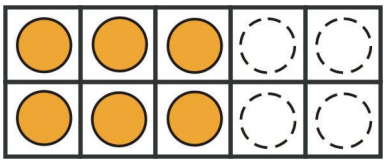
Information for Parents: "Count On" Strategy

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

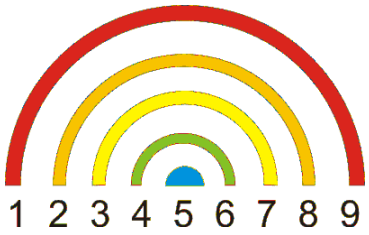
"Rainbow facts" are pairs of numbers whose sum is 10. These facts are very important for lots of later mental computation.

Have students place the first number on the ten frame. Students should be able to subitize the missing counters to make the number up to 10. Some may prefer to add a second color, if it is easier for them.





Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Use a ten frame. Do not use your fingers.

Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 6 + ____ = 10
22) 4 + ____ = 10
23) 7 + ____ = 10
24) 8 + ____ = 10
25) 2 + ____ = 10
26) 3 + ____ = 10
27) 0 + ____ = 10
28) 4 + ____ = 10
29) 1 + ____ = 10
30) 5 + ____ = 10

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PROFESSOR PETE'S CLASSROOM

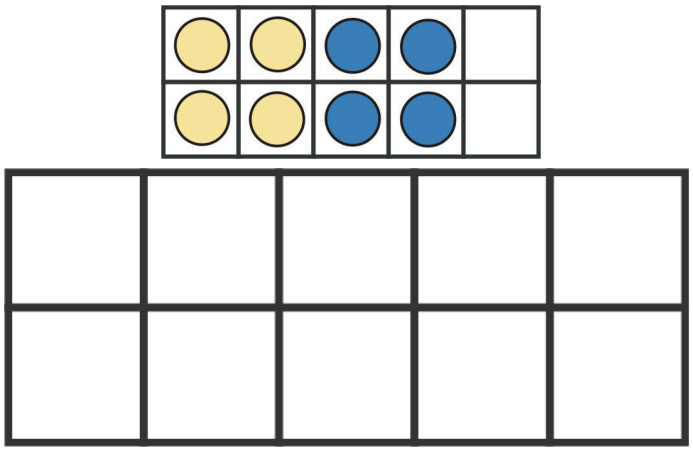
+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All

Information for Parents: "Count On" Strategy

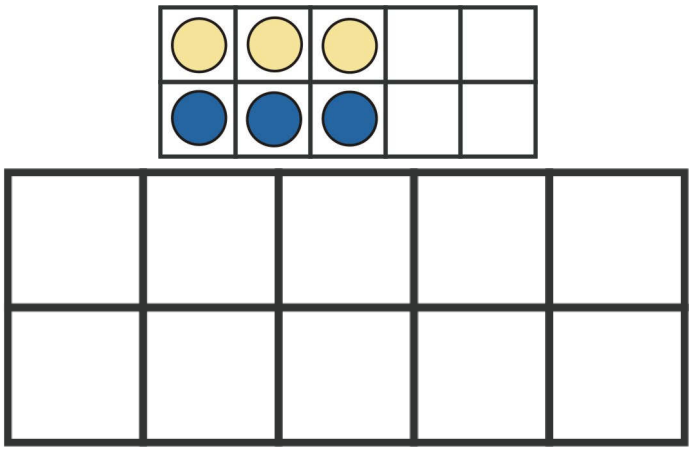
"Doubles" Strategy with a Ten Frame

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

4 + 4 = 8



3 + 3 = 6



Use ten frames. Do not use your fingers.

Doubles facts to 10

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

Halving facts

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

Double facts missing numbers

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

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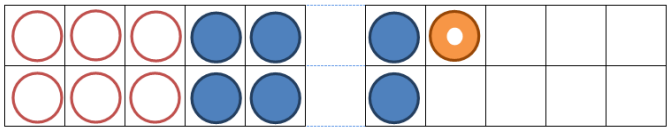
PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble **Dble+1** Near 10 All

Information for Parents: "Count On" Strategy

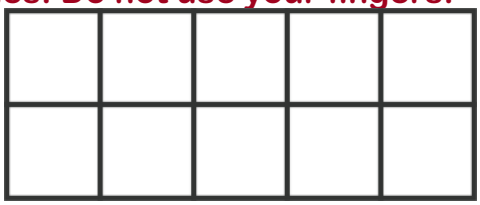
"Double + 1" Strategy with Ten Frames

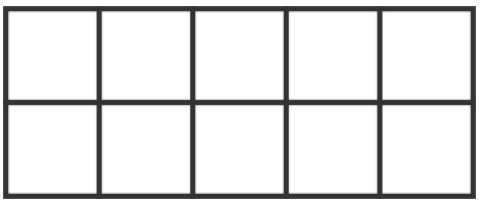
These number facts are taught using a THINK OF DOUBLES strategy: once doubles are memorized, any double plus one fact is easily found by counting on one more. Double plus one facts are recognized by the pairing of two numbers that are consecutive counting numbers, their sum equalling double the smaller number plus one more.



6+7=13
6+6+1=13

Use ten frames. Do not use your fingers.





Double + 1

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

Doubles revision

21) 7 + 7 = _____
22) 5 + 5 = _____
23) 8 + 8 = _____
24) 6 + 6 = _____
25) 4 + 4 = _____

Turn arounds

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

Rainbow facts revision

26) ____ + 8 = 10
27) ____ + 1 = 10
28) ____ + 4 = 10
29) ____ + 5 = 10
30) ____ + 7 = 10

Addition revision

31) 7 + 2 = _____
32) 9 + 3 = _____
33) 8 + 1 = _____
34) 5 + 1 = _____

Addition missing number revision

35) 1 + ____ = 10
36) 3 + ____ = 11

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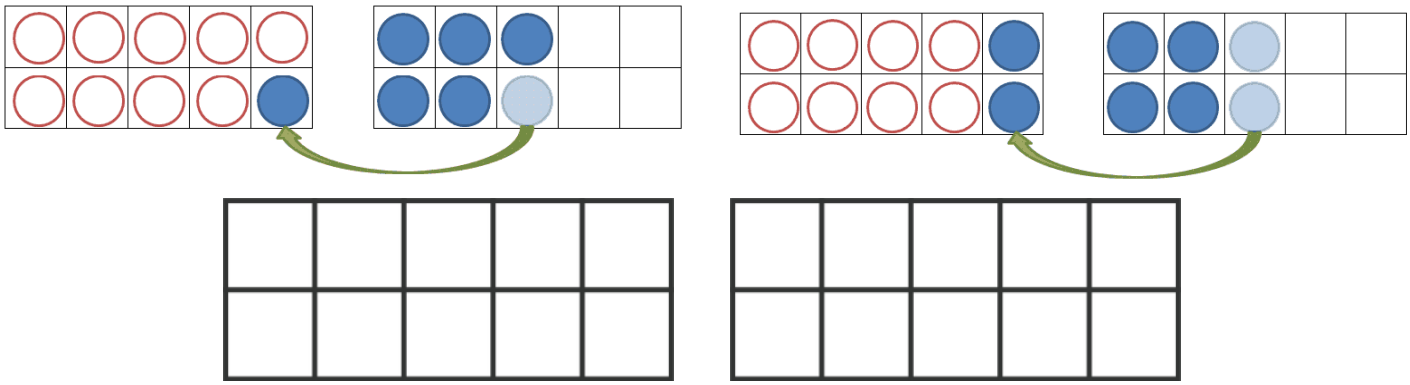
PROFESSOR PETE'S CLASSROOM

Information for Parents: "Count On" Strategy

Add Eight or Nine: The "Near 10" Strategy

Encourage students to think of adding ten, and then subtracting one.The plus 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 right-hand ten frame. The student should easily see that moving one counter from the right to the left makes the sum a simple "ten plus ones" question.

Encourage students to think of adding ten, and then subtracting two.The plus 8 strategy is easily illustrated using two ten frames and counters. Place 8 counters on the left-hand ten frame, the other number in the right-hand ten frame. The student should easily see that moving two counters from the right to the left makes the sum a simple "ten plus ones" question.



Use ten frames. Do not use your fingers.

+9 near ten

1) 5 + 10 = _____	6) 8 + 10 = _____	11) 9 + 8 = _____
2) 5 + 9 = _____	7) 8 + 9 = _____	12) 9 + 9 = _____
3) 6 + 10 = _____	8) 7 + 10 = _____	13) 9 + 4 = _____
4) 6 + 9 = _____	9) 7 + 9 = _____	14) 9 + 7 = _____
5) 2 + 9 = _____	10) 3 + 9 = _____	15) 9 + 5 = _____

+8 near ten

16) 5 + 10 = _____	21) 8 + 10 = _____	26) 8 + 10 = _____
17) 5 + 8 = _____	22) 8 + 8 = _____	27) 8 + 7 = _____
18) 6 + 10 = _____	23) 7 + 10 = _____	28) 8 + 4 = _____
19) 6 + 8 = _____	24) 7 + 8 = _____	29) 8 + 9 = _____
20) 2 + 8 = _____	25) 3 + 8 = _____	30) 8 + 2 = _____

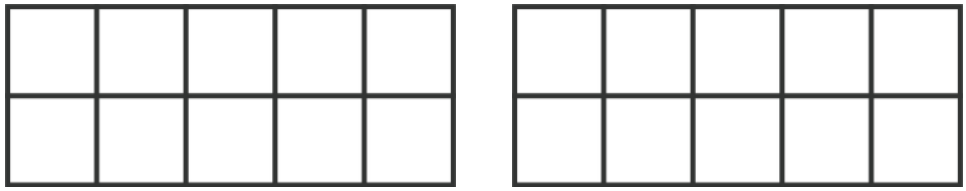
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PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All

Information for Parents: "Remaining Facts" Strategy

There are only 4 remaining facts: 5 + 7 = 12; 4 + 7 = 11; 12 – 7 = 5; 11 – 7 = 4; and their related facts. That's it!



Use ten frames. Do not use your fingers.

Addition remaining facts (7+4, 7+5)

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

Subtraction remaining facts

11) 12 – 4 = _____
12) 12 – 7 = _____
13) 12 – 5 = _____
14) 11 – 5 = _____
15) 11 – 4 = _____

Doubles revision

16) 5 + 5 = _____
17) 4 + 4 = _____
18) 8 + 8 = _____
19) 9 + 9 = _____
20) 7 + 7 = _____

Rainbow facts revision

21) ____ + 4 = 10
22) ____ + 5 = 10
23) ____ + 7 = 10
24) ____ + 8 = 10
25) ____ + 1 = 10

Addition revision

26) 10 + 1 = _____
27) 6 + 2 = _____
28) 7 + 1 = _____
29) 5 + 1 = _____

Missing number revision

30) 2 + ____ = 5
31) 3 + ____ = 11
32) 2 + ____ = 11
33) 1 + ____ = 7

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

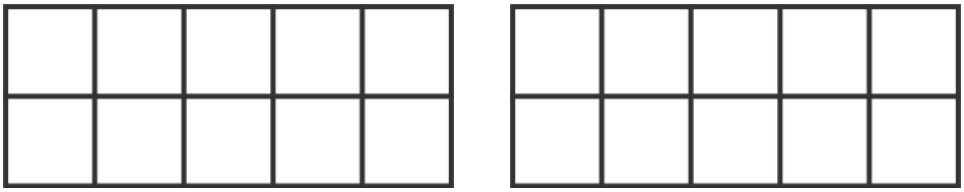
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PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All

Information for Parents: "Remaining Facts" Strategy

All facts have been covered so now it is revision time.



Use ten frames. Do not use your fingers.

Doubles

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

Rainbow factss

6) ____ + 5 = 10
7) ____ + 1 = 10
8) ____ + 4 = 10
9) ____ + 8 = 10
10) ____ + 7 = 10

Difference of: near 10 facts

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

Difference of 1, 2 or 3

21) 12 – 10 = _____
22) 6 – 3 = _____
23) 11 – 9 = _____
24) 11 – 10 = _____
25) 7 – 5 = _____

Addition revision

26) 4 + 8 = _____
27) 5 + 7 = _____
28) 3 + 9 = _____
29) 5 + 6 = _____
30) 3 + 7 = _____
31) 4 + 5 = _____
32) 6 + 6 = _____
33) 8 + 6 = _____

Missing number

34) 8 + ____ = 16
35) 6 + ____ = 10
36) 6 + ____ = 13
37) 9 + ____ = 17

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Homework **Revision: 10 HW**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All





Use ten frames. Do not use your fingers.

Double +1

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

Rainbow facts

11) 6 + ____ = 10
12) 2 + ____ = 10
13) 5 + ____ = 10
14) 3 + ____ = 10
15) 9 + ____ = 10

Difference of near 10 facts

16) 10 − 2 = _____
17) 18 − 10 = _____
18) 18 − 9 = _____
19) 14 − 6 = _____
20) 13 − 5 = _____
21) 15 − 7 = _____
22) 17 − 9 = _____
23) 16 − 7 = _____
24) 16 − 8 = _____
25) 17 − 8 = _____

Subtraction remaining facts

26) 12 − 7 = _____
27) 11 − 5 = _____
28) 11 − 7 = _____
29) 11 − 4 = _____
30) 12 − 4 = _____

Addition missing numbers

31) ____ + 8 = 14
32) ____ + 6 = 11
33) ____ + 9 = 18
34) ____ + 8 = 9
35) ____ + 5 = 9
36) ____ + 5 = 10
37) ____ + 7 = 17
38) ____ + 9 = 9
39) ____ + 8 = 11
40) ____ + 7 = 14
41) 8 + ____ = 13
42) 9 + ____ = 14
43) 6 + ____ = 12
44) 7 + ____ = 13
45) 10 + ____ = 14

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PROFESSOR PETE'S CLASSROOM

Answer Keys

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PROFESSOR PETE'S CLASSROOM

Answer Keys

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

Suggested Uses:

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

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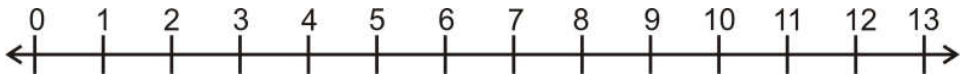
Name: **Count on 1, 2 & 3: 1 [A]**

PROFESSOR PETE'S CLASSROOM

Add 1, 2 or 3 - "Count On" Strategy with a Number Line

"Count On" facts are taught using a number line which will help students visualize this operation.

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

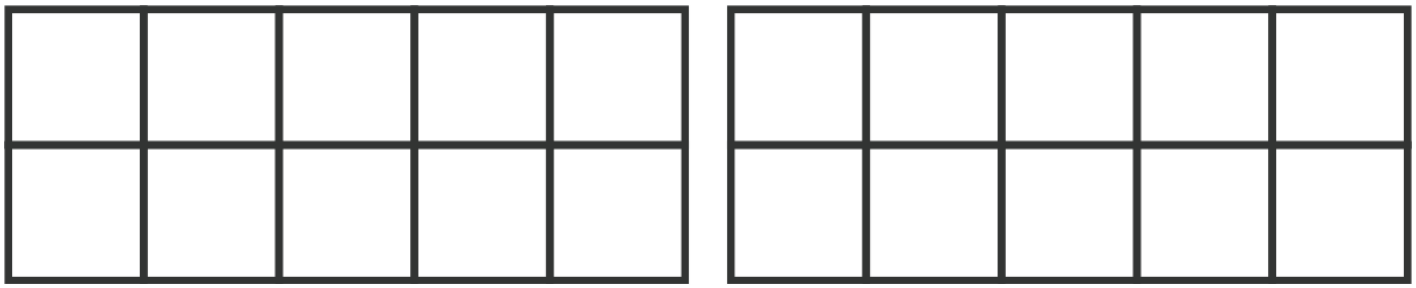


Count on 1, 2 or 3

1) 9 + 2 = 11
2) 3 + 1 = 4
3) 0 + 1 = 1
4) 0 + 2 = 2
5) 9 + 3 = 12
6) 9 + 1 = 10
7) 10 + 2 = 12
8) 3 + 2 = 5
9) 10 + 3 = 13
10) 8 + 2 = 10

Add 1, 2 or 3 - "Count On" Strategy with Ten Frames

Have the students use a ten frame to help them with these "Count On"facts. Do not let the students count the counters. Rather, they should be able to subitize the number represented.



Use ten frames to help with these count on facts.

Count on 1, 2, or 3

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

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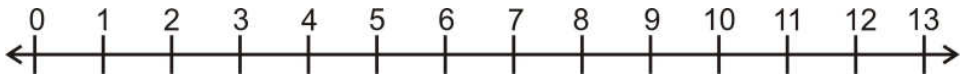
Name: **Count on 1, 2 & 3: 1 [B]**

PROFESSOR PETE'S CLASSROOM

Add 1, 2 or 3 Turn Arounds - "Count On" Strategy with a Number Line

Do not let students start on the smallest number then count from there. Have students place counters of the the larger number on the ten frames and count on 1, 2 or 3 from there.

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

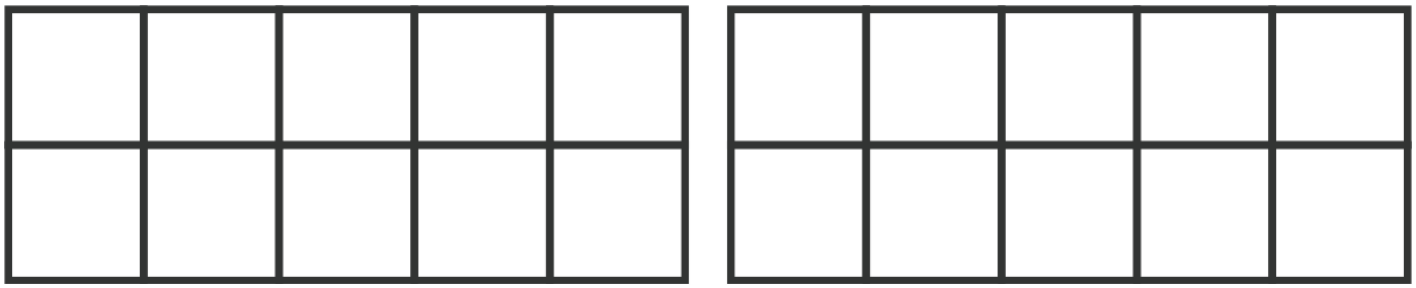


Count on 1, 2 or 3 turn arounds

1) 2 + 5 = 7
2) 1 + 9 = 10
3) 3 + 1 = 4
4) 2 + 8 = 10
5) 2 + 4 = 6
6) 2 + 6 = 8
7) 2 + 9 = 11
8) 3 + 9 = 12
9) 3 + 5 = 8
10) 1 + 0 = 1

Add 1, 2 or 3 - "Count On" Strategy with a Ten Frame

Have the students use a ten frame to help them with these "Count On" facts. Do not let the students count the counters. Rather, they should be able to subitize the number represented.



Use ten frames to help with these count on facts.

Count on 1, 2 or 3 turn arounds

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

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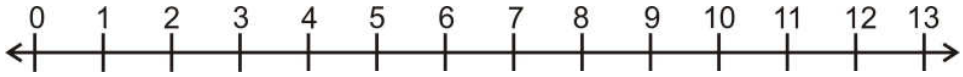
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Name: **Count on 1, 2 & 3: 1 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 | –1,2,3 | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All

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

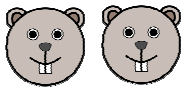


Count on 1, 2 or 3

1) 4 + 2 = 6
2) 8 + 1 = 9
3) 0 + 2 = 2
4) 6 + 1 = 7
5) 10 + 2 = 12
6) 1 + 2 = 3
7) 2 + 3 = 5
8) 9 + 3 = 12
9) 4 + 3 = 7
10) 0 + 1 = 1

Turn arounds

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



Missing numbers

21) 5 + 3 = 8
22) 1 + 1 = 2
23) 4 + 3 = 7
24) 1 + 2 = 3
25) 9 + 1 = 10
26) 3 + 6 = 9
27) 2 + 9 = 11
28) 2 + 4 = 6
29) 1 + 7 = 8
30) 2 + 10 = 12



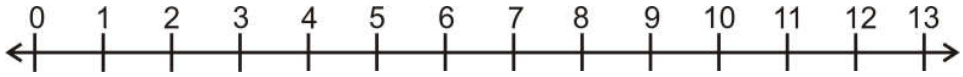

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Name: **Count on 1, 2 & 3: 1 [D]**

PROFESSOR PETE'S CLASSROOM

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

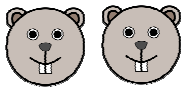


Count on 1, 2 or 3

1) 0 + 1 = 1
2) 10 + 2 = 12
3) 10 + 3 = 13
4) 6 + 1 = 7
5) 0 + 3 = 3
6) 10 + 1 = 11
7) 3 + 1 = 4
8) 3 + 2 = 5
9) 5 + 2 = 7
10) 5 + 1 = 6

Turn arounds

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



Missing numbers

21) 5 + 3 = 8
22) 1 + 1 = 2
23) 4 + 3 = 7
24) 1 + 2 = 3
25) 9 + 1 = 10
26) 3 + 6 = 9
27) 2 + 9 = 11
28) 2 + 4 = 6
29) 1 + 7 = 8
30) 2 + 10 = 12




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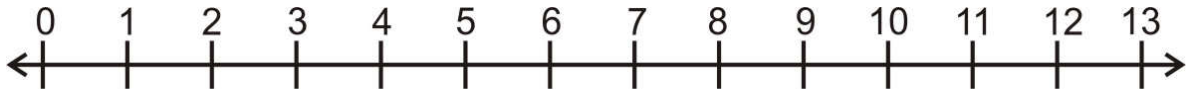
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Name: **Count Back 1, 2 & 3: 2 [A]**

PROFESSOR PETE'S CLASSROOM

Take away 1, 2 or 3 facts - "Count Back" Strategy with a Number Line

Take away 1, 2 or 3 facts are taught using a COUNT BACK strategy. A number line will help students visualize this operation.



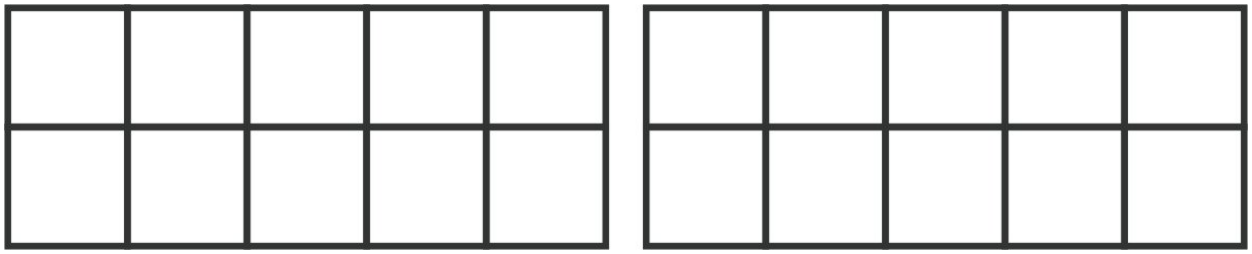
Use the number line to help you count back. Do not count on your fingers.

Count back 1, 2 or 3

1) 7 – 1 = 6
2) 12 – 9 = 3
3) 11 – 2 = 9
4) 5 – 2 = 3
5) 4 – 1 = 3
6) 8 – 2 = 6
7) 13 – 3 = 10
8) 6 – 3 = 3
9) 11 – 1 = 10
10) 3 – 3 = 0

Take Away 1, 2 or 3 - "Count Back" Strategy with Ten Frames

Place the counters on a ten frame. Take away 1, 2 or 3. Do not let the students count the remaining counters. Rather, they should be able to subitize the number shown.



Use ten frames to complete these questions.

Count back 1, 2 or 3

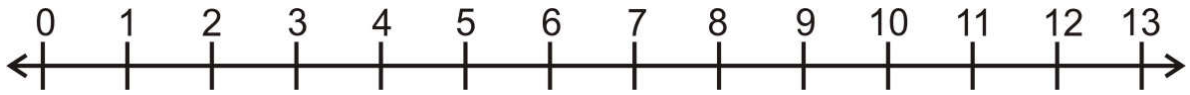
11) 12 – 3 = 9
12) 10 – 2 = 8
13) 6 – 1 = 5
14) 8 – 3 = 5
15) 11 – 1 = 10
16) 10 – 3 = 7
17) 11 – 3 = 8
18) 9 – 2 = 7
19) 5 – 2 = 3
20) 11 – 2 = 9

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Name: **Count Back 1, 2 & 3: 2 [B]**

PROFESSOR PETE'S CLASSROOM



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

Count back 1, 2 or 3

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

Count on 1, 2 or 3 revision

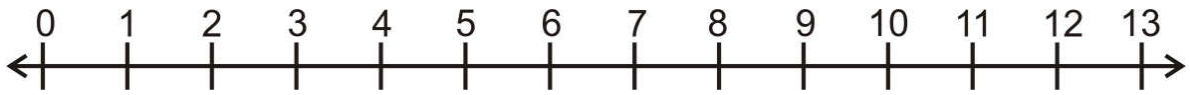
21) 1 + 1 = 2
22) 2 + 3 = 5
23) 5 + 3 = 8
24) 8 + 2 = 10
25) 8 + 3 = 11
26) 3 + 2 = 5
27) 0 + 3 = 3
28) 6 + 1 = 7
29) 4 + 3 = 7
30) 9 + 2 = 11
31) 6 + 3 = 9
32) 8 + 1 = 9
33) 9 + 3 = 12
34) 10 + 3 = 13

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Name: **Count Back 1, 2 & 3: 2 [C]**

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

Count back 1, 2 or 3

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

Count on 1, 2 or 3 revision

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

Missing numbers revision

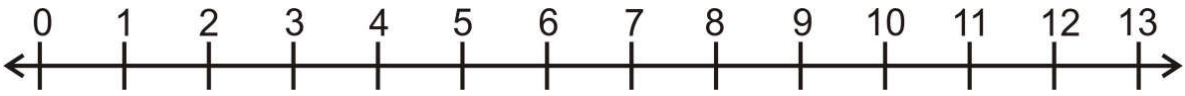
21) 5 + 3 = 8
22) 7 + 2 = 9
23) 7 + 1 = 8
24) 10 + 1 = 11
25) 8 + 2 = 10
26) 2 + 4 = 6
27) 2 + 3 = 5
28) 2 + 8 = 10
29) 2 + 5 = 7
30) 3 + 9 = 12

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Name: **Count Back 1, 2 & 3: 2 [D]**

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

Count back 1, 2 or 3

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

Missing numbers revision

17) 2 + 1 = 3
18) 8 + 2 = 10
19) 4 + 2 = 6
20) 5 + 3 = 8
21) 8 + 3 = 11
22) 7 + 3 = 10
23) 6 + 2 = 8
24) 10 + 1 = 11

Count on 1, 2 or 3 revision

25) 6 + 2 = 8
26) 7 + 1 = 8
27) 8 + 2 = 10
28) 3 + 2 = 5
29) 6 + 1 = 7
30) 1 + 2 = 3
31) 4 + 1 = 5
32) 8 + 3 = 11
33) 8 + 1 = 9
34) 5 + 1 = 6
35) 0 + 2 = 2
36) 7 + 3 = 10
37) 4 + 2 = 6
38) 10 + 2 = 12
39) 7 + 2 = 9
40) 9 + 2 = 11

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Name: **Difference of 1, 2 & 3: 3 [A]**

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Difference of 1, 2 or 3 - "Find the Difference" Strategy with a Number Line

Find the first number on the number line. Ask how many hops to get to the smaller number?
As students become familiar with counting, they will know which numbers are close to each other, the difference being 1, 2 or 3.
e.g. 8 – 6 = 2, as it takes only 2 hops to go from 8 to 6. Do not let the students count back 6. Rather, "find the difference".



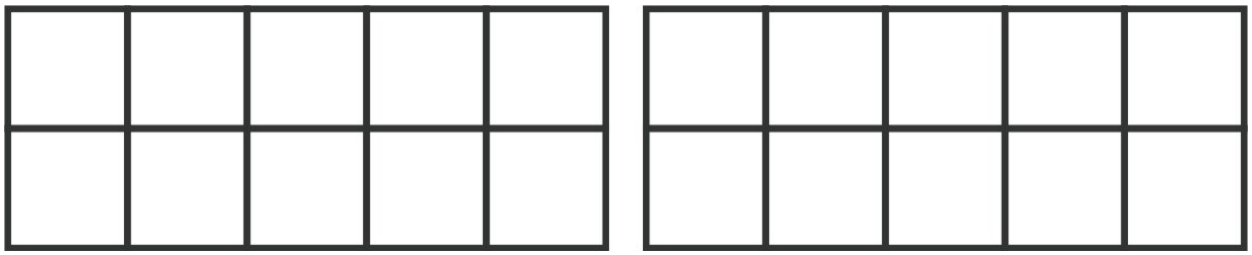
Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 6 – 5 = 1
2) 13 – 10 = 3
3) 10 – 7 = 3
4) 12 – 10 = 2
5) 6 – 3 = 3
6) 8 – 6 = 2
7) 9 – 7 = 2
8) 10 – 9 = 1
9) 12 – 9 = 3
10) 8 – 7 = 1
11) 10 – 8 = 2
12) 6 – 4 = 2
13) 11 – 10 = 1
14) 4 – 1 = 3
15) 6 – 5 = 1

Difference of 1, 2 or 3 - "Find the Difference" Strategy with Ten Frames

Place the counters to show the first number on the ten frames. Use a second color to make up to the second number. The difference between the two numbers is shown by the second color.



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

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Name: **Difference of 1, 2 & 3: 3 [B]**

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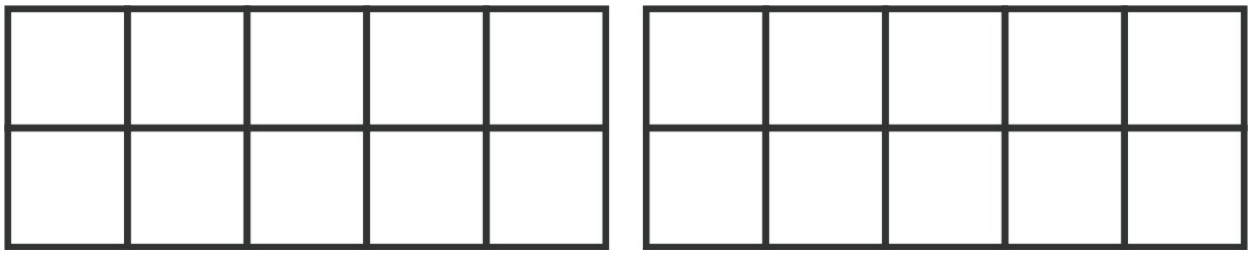
+1,2,3 −1,2,3 **Diff 1,2,3** Rnbw Dble Dble+1 Near 10 All



Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 6 – 4 = 2
2) 9 – 7 = 2
3) 12 – 9 = 3
4) 6 – 5 = 1
5) 6 – 3 = 3
6) 4 – 1 = 3
7) 13 – 10 = 3
8) 8 – 7 = 1
9) 10 – 7 = 3
10) 11 – 10 = 1
11) 6 – 5 = 1
12) 12 – 10 = 2
13) 10 – 8 = 2
14) 12 – 10 = 2
15) 8 – 6 = 2



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

Count on 1, 2 or 3 revision

31) 9 + 1 = 10
32) 3 + 2 = 5
33) 6 + 2 = 8
34) 6 + 3 = 9
35) 4 + 2 = 6
36) 9 + 2 = 11
37) 0 + 2 = 2
38) 8 + 2 = 10
39) 2 + 3 = 5

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Name: **Difference of 1, 2 & 3: 3 [C]**

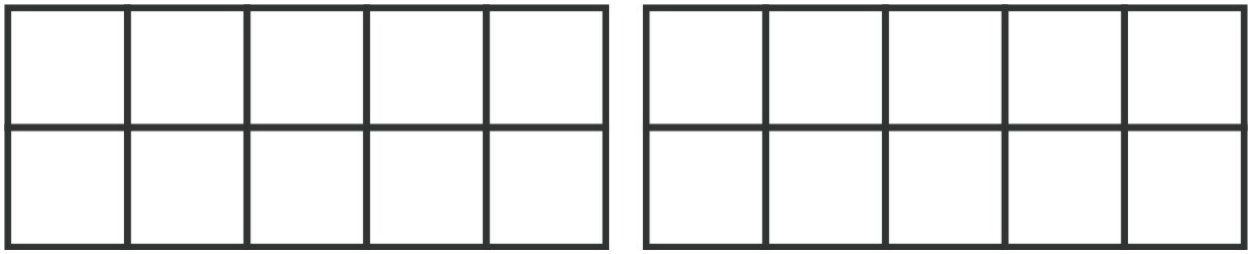
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Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 3 – 1 = 2
2) 10 – 7 = 3
3) 11 – 9 = 2
4) 13 – 10 = 3
5) 5 – 3 = 2
6) 7 – 6 = 1
7) 4 – 3 = 1
8) 12 – 9 = 3
9) 7 – 5 = 2
10) 6 – 3 = 3
11) 11 – 8 = 3
12) 10 – 8 = 2



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

Missing numbers

25) 3 + 3 = 6
26) 10 + 2 = 12
27) 8 + 3 = 11
28) 8 + 2 = 10
29) 1 + 2 = 3
30) 5 + 2 = 7
31) 1 + 1 = 2
32) 7 + 2 = 9
33) 5 + 3 = 8
34) 6 + 3 = 9
35) 3 + 9 = 12
36) 2 + 3 = 5
37) 2 + 4 = 6
38) 2 + 8 = 10
39) 2 + 5 = 7

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Name: **Difference of 1, 2 & 3: 3 [D]**

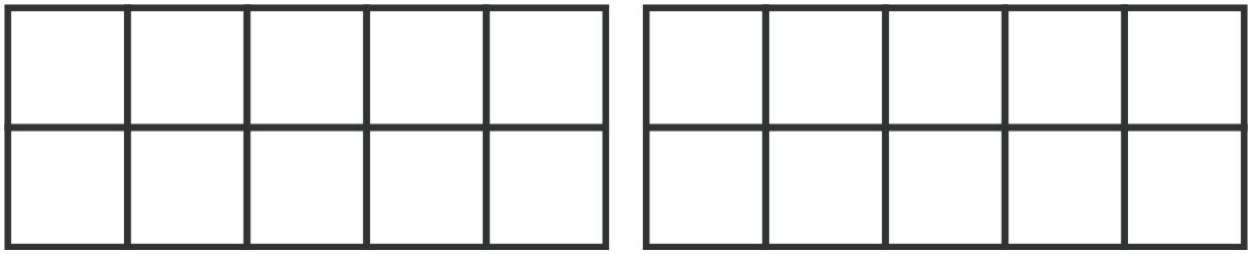
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Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 5 – 3 = 2
2) 7 – 5 = 2
3) 12 – 10 = 2
4) 13 – 11 = 2
5) 10 – 9 = 1
6) 7 – 6 = 1
7) 11 – 9 = 2
8) 6 – 3 = 3
9) 4 – 3 = 1
10) 3 – 1 = 2
11) 3 – 2 = 1
12) 11 – 8 = 3



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

Missing numbers

25) 6 + 3 = 9
26) 8 + 2 = 10
27) 8 + 3 = 11
28) 1 + 2 = 3
29) 7 + 2 = 9
30) 1 + 1 = 2
31) 10 + 2 = 12
32) 5 + 2 = 7
33) 5 + 3 = 8
34) 3 + 3 = 6
35) 3 + 9 = 12
36) 2 + 5 = 7
37) 2 + 8 = 10
38) 2 + 3 = 5
39) 2 + 4 = 6

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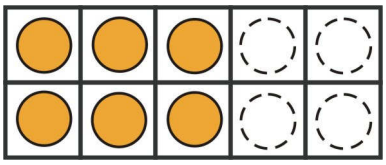
Name: **Rainbow Facts: 4 [A]**

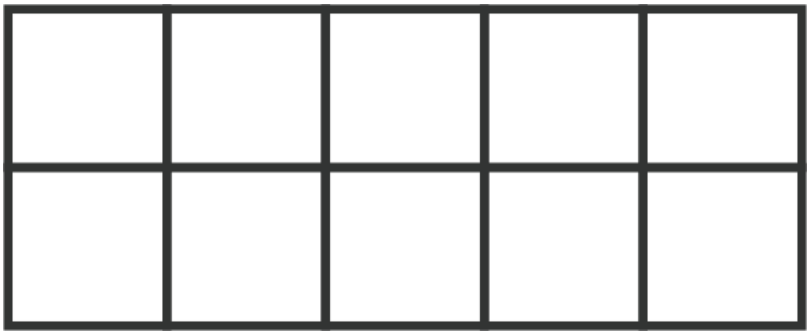
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Rainbow Facts - "Pairs to Ten" Strategy with a Ten Frame

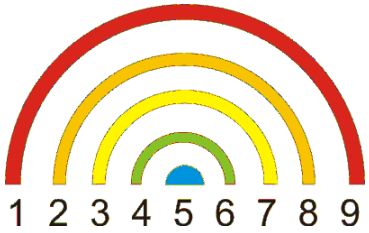
"Rainbow facts" are pairs of numbers whose sum is 10. These facts are very important for lots of later mental computation.

Have students place the first number on the ten frame. Students should be able to subitize the missing counters to make the number up to 10. Some may prefer to add a second color, if it is easier for them.





Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Use a ten frame. Do not use your fingers.

Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

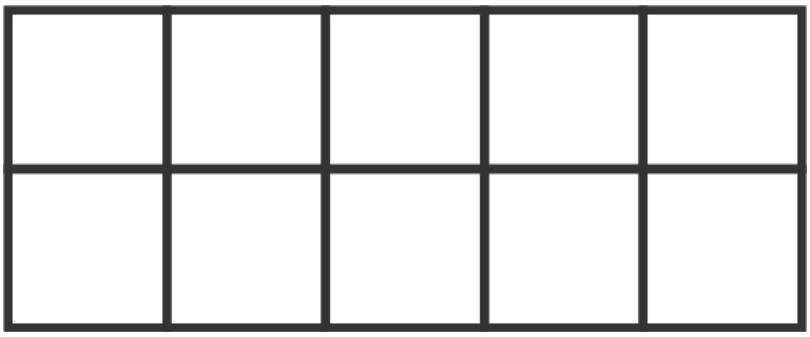
21) 3 + 7 = 10
22) 5 + 5 = 10
23) 2 + 8 = 10
24) 1 + 9 = 10
25) 4 + 6 = 10
26) 8 + 2 = 10
27) 7 + 3 = 10
28) 4 + 6 = 10
29) 6 + 4 = 10
30) 0 + 10 = 10

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

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Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Use a ten frame. Do not use your fingers.

Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 1 + 9 = 10
22) 4 + 6 = 10
23) 2 + 8 = 10
24) 0 + 10 = 10
25) 6 + 4 = 10
26) 3 + 7 = 10
27) 2 + 8 = 10
28) 5 + 5 = 10
29) 7 + 3 = 10
30) 4 + 6 = 10

Difference of 1, 2 or 3 revision

31) 13 – 10 = 3
32) 10 – 7 = 3
33) 10 – 7 = 3
34) 5 – 3 = 2
35) 12 – 9 = 3
36) 10 – 9 = 1
37) 11 – 8 = 3
38) 12 – 8 = 4
39) 10 – 8 = 2
40) 7 – 6 = 1
41) 3 – 2 = 1
42) 3 – 1 = 2

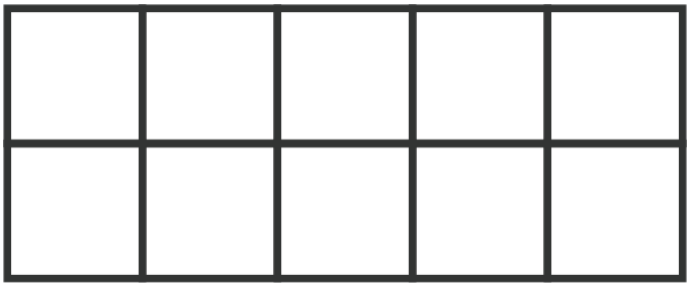
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Name: **Rainbow Facts: 4 [C]**

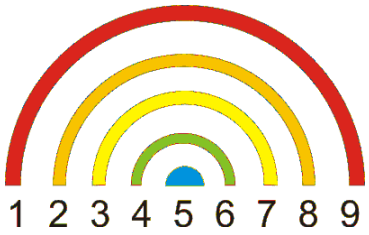
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+1,2,3 −1,2,3 Diff 1,2,3 **Rnbw** Dble Dble+1 Near 10 All



Use a ten frame. Do not use your fingers.

Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 6 + 4 = 10
22) 4 + 6 = 10
23) 5 + 5 = 10
24) 3 + 7 = 10
25) 1 + 9 = 10
26) 8 + 2 = 10
27) 7 + 3 = 10
28) 4 + 6 = 10
29) 2 + 8 = 10
30) 0 + 10 = 10

Missing numbers revision

31) 1 + 2 = 3
32) 3 + 3 = 6
33) 8 + 2 = 10
34) 8 + 3 = 11
35) 7 + 2 = 9
36) 5 + 2 = 7
37) 5 + 3 = 8
38) 10 + 2 = 12
39) 1 + 1 = 2
40) 6 + 3 = 9
41) 2 + 5 = 7
42) 3 + 9 = 12
43) 2 + 3 = 5
44) 2 + 4 = 6
45) 2 + 8 = 10

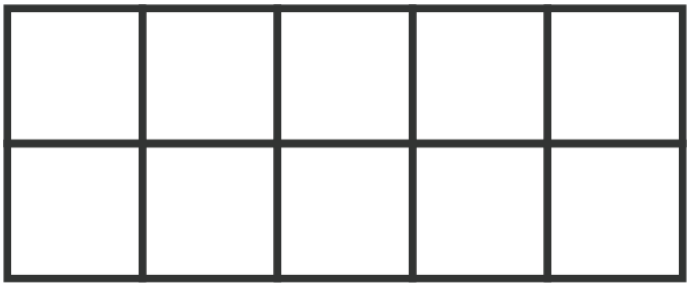
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Name: **Rainbow Facts: 4 [D]**

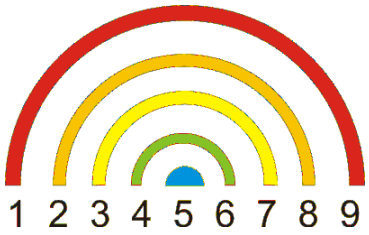
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+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use a ten frame. Do not use your fingers.

Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 6 + 4 = 10
22) 8 + 2 = 10
23) 1 + 9 = 10
24) 2 + 8 = 10
25) 3 + 7 = 10
26) 0 + 10 = 10
27) 7 + 3 = 10
28) 4 + 6 = 10
29) 5 + 5 = 10
30) 4 + 6 = 10

Missing numbers revision

31) 5 + 2 = 7
32) 5 + 3 = 8
33) 3 + 3 = 6
34) 6 + 3 = 9
35) 7 + 2 = 9
36) 10 + 2 = 12
37) 1 + 1 = 2
38) 8 + 2 = 10
39) 8 + 3 = 11
40) 1 + 2 = 3
41) 3 + 9 = 12
42) 2 + 8 = 10
43) 2 + 5 = 7
44) 2 + 4 = 6
45) 2 + 3 = 5

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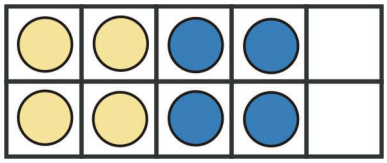
Name: **Double/Halve: 5 [A]**

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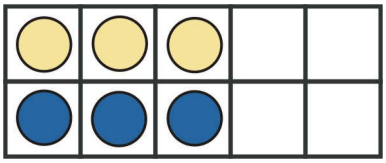
"Doubles" Strategy with a Ten Frame

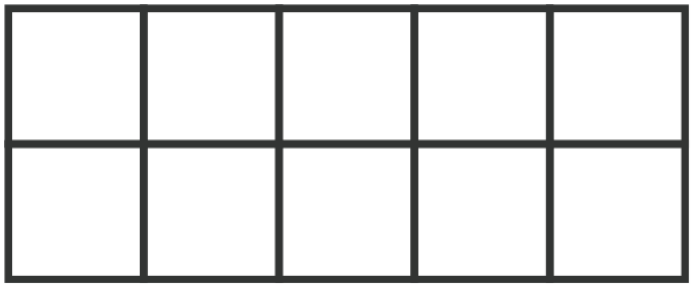
Have the students put out counters for the first number. Then, using a second colour, put out that number again. Different arrangements for the counters can be used. Do not let students count from one, rather, they should be able to subitize the number shown.

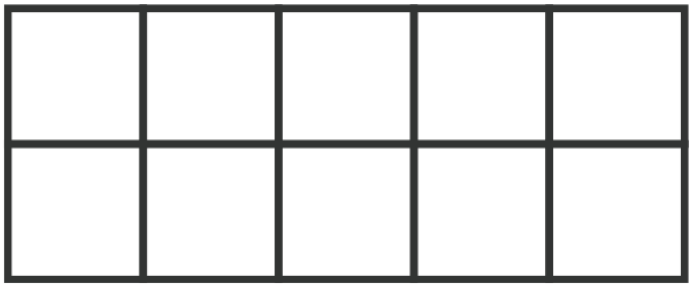
4 + 4 = 8



3 + 3 = 6







Use ten frames. Do not use your fingers.

Doubles facts to 10

1) 5 + 5 = 10
2) 7 + 7 = 14
3) 3 + 3 = 6
4) 6 + 6 = 12
5) 9 + 9 = 18
6) 5 + 5 = 10
7) 2 + 2 = 4
8) 8 + 8 = 16
9) 0 + 0 = 0
10) 10 + 10 = 20

Halving facts

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

Double facts missing numbers

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

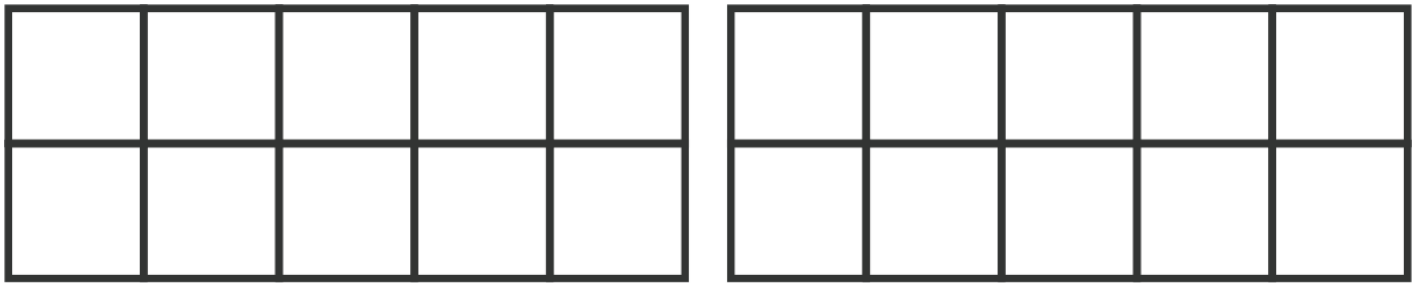
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Name: **Double/Halve: 5 [B]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Doubles facts to 10

1) 7 + 7 = 14
2) 5 + 5 = 10
3) 3 + 3 = 6
4) 6 + 6 = 12
5) 9 + 9 = 18
6) 8 + 8 = 16
7) 5 + 5 = 10
8) 2 + 2 = 4
9) 0 + 0 = 0
10) 10 + 10 = 20

Halving facts

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

Double facts missing numbers

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

Count back 1, 2 or 3 revision

31) 4 – 2 = 2
32) 5 – 3 = 2
33) 6 – 3 = 3
34) 4 – 3 = 1
35) 2 – 2 = 0
36) 1 – 1 = 0
37) 8 – 3 = 5
38) 6 – 2 = 4
39) 4 – 1 = 3
40) 3 – 2 = 1

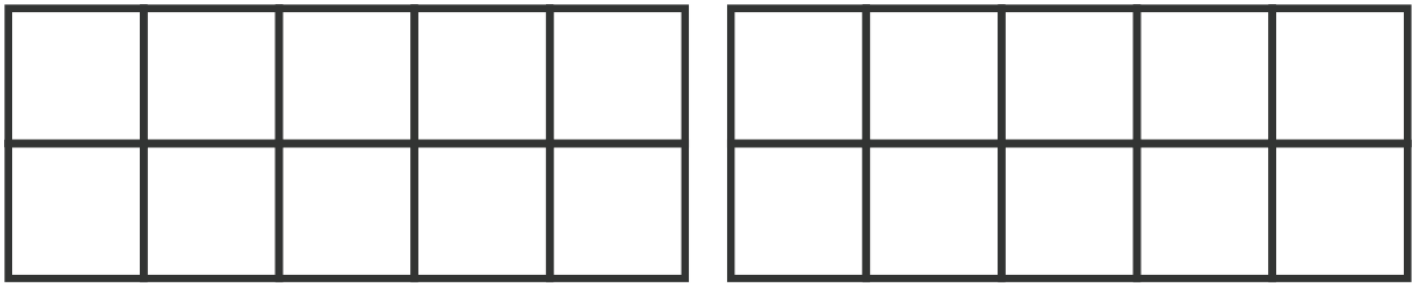
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Name: **Double/Halve: 5 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Doubles facts to 10

1) 8 + 8 = 16
2) 2 + 2 = 4
3) 6 + 6 = 12
4) 3 + 3 = 6
5) 5 + 5 = 10
6) 10 + 10 = 20
7) 9 + 9 = 18
8) 7 + 7 = 14
9) 5 + 5 = 10
10) 0 + 0 = 0

Halving facts

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

Rainbow facts - pairs that equal 10

21) 1 + 9 = 10
22) 4 + 6 = 10
23) 3 + 7 = 10
24) 6 + 4 = 10
25) 5 + 5 = 10
26) 7 + 3 = 10
27) 2 + 8 = 10
28) 4 + 6 = 10
29) 0 + 10 = 10
30) 4 + 6 = 10

Count back 1, 2 or 3 revision

31) 10 – 8 = 2
32) 2 – 1 = 1
33) 6 – 2 = 4
34) 10 – 2 = 8
35) 12 – 3 = 9
36) 11 – 2 = 9
37) 3 – 1 = 2
38) 9 – 3 = 6
39) 6 – 3 = 3
40) 6 – 1 = 5

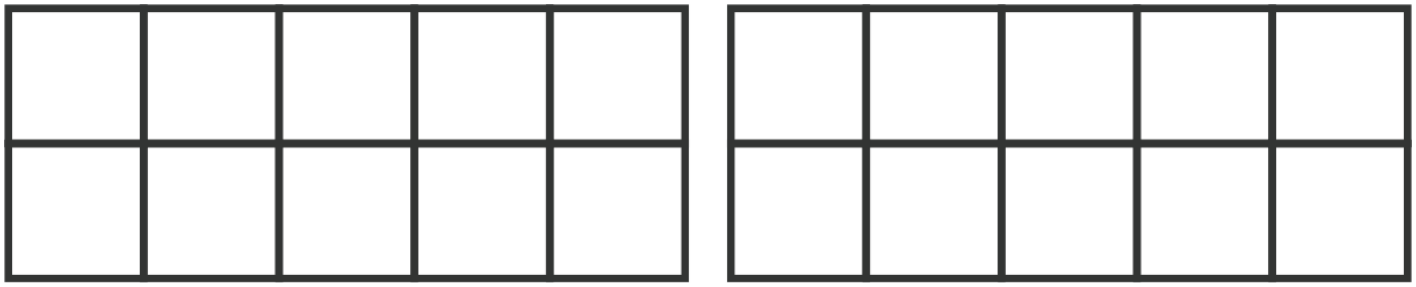
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Name: **Double/Halve: 5 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Doubles facts to 10

1) 3 + 3 = 6
2) 8 + 8 = 16
3) 0 + 0 = 0
4) 2 + 2 = 4
5) 5 + 5 = 10
6) 6 + 6 = 12
7) 7 + 7 = 14
8) 9 + 9 = 18
9) 5 + 5 = 10
10) 10 + 10 = 20

Halving facts

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

Rainbow facts - pairs that equal 10

21) 2 + 8 = 10
22) 6 + 4 = 10
23) 1 + 9 = 10
24) 4 + 6 = 10
25) 4 + 6 = 10
26) 3 + 7 = 10
27) 0 + 10 = 10
28) 4 + 6 = 10
29) 7 + 3 = 10
30) 5 + 5 = 10

Difference of 1, 2 or 3 revision

31) 10 – 8 = 2
32) 11 – 9 = 2
33) 6 – 3 = 3
34) 11 – 8 = 3
35) 7 – 6 = 1
36) 12 – 9 = 3
37) 9 – 8 = 1
38) 8 – 7 = 1
39) 5 – 3 = 2
40) 2 – 1 = 1
41) 9 – 7 = 2
42) 8 – 5 = 3
43) 13 – 11 = 2
44) 5 – 2 = 3
45) 12 – 11 = 1

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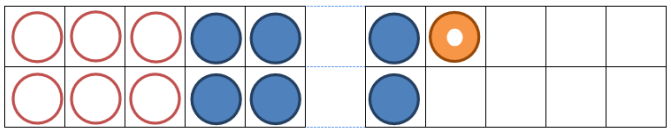
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Name: **Double +1: 6 [A]**

PROFESSOR PETE'S CLASSROOM

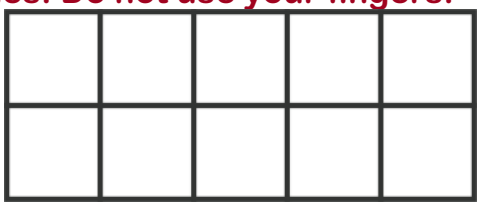
"Double + 1" Strategy with Ten Frames

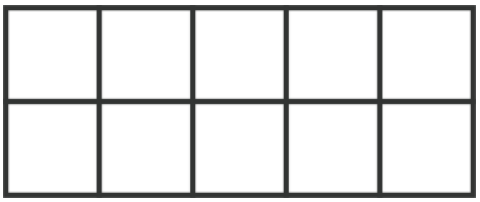
These number facts are taught using a THINK OF DOUBLES strategy: once doubles are memorized, any double plus one fact is easily found by counting on one more. Double plus one facts are recognized by the pairing of two numbers that are consecutive counting numbers, their sum equalling double the smaller number plus one more.



6+7=13
6+6+1=13

Use ten frames. Do not use your fingers.





Double + 1

1) 8 + 8 = 16
2) 8 + 9 = 17
3) 4 + 4 = 8
4) 4 + 5 = 9
5) 2 + 3 = 5
6) 5 + 5 = 10
7) 5 + 6 = 11
8) 7 + 7 = 14
9) 7 + 8 = 15
10) 9 + 10 = 19

Doubles revision

21) 5 + 5 = 10
22) 4 + 4 = 8
23) 7 + 7 = 14
24) 6 + 6 = 12
25) 8 + 8 = 16

Turn arounds

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

Rainbow facts revision

26) 5 + 5 = 10
27) 2 + 8 = 10
28) 9 + 1 = 10
29) 3 + 7 = 10
30) 6 + 4 = 10

Addition revision

31) 5 + 1 = 6
32) 5 + 0 = 5
33) 3 + 2 = 5
34) 2 + 1 = 3
35) 9 + 0 = 9
36) 1 + 1 = 2

Addition missing number revision

37) 3 + 9 = 12
38) 2 + 9 = 11
39) 1 + 9 = 10

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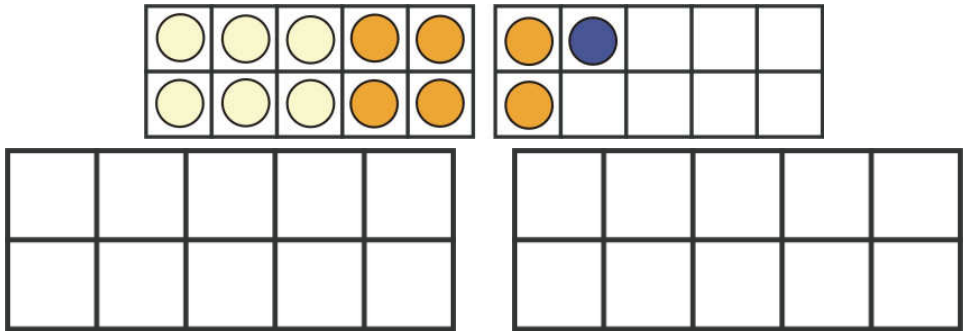
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Name: **Double +1: 6 [B]**

PROFESSOR PETE'S CLASSROOM

"Double + 1" Subtraction Facts. Think of Related Double Facts

Ask students to think of "Double +1" addition facts to help them figure out these subtraction facts.
Relate to For example, 13 – 6 = ? Think: 12 – 6 = 6, so 13 – 6 equals one more. 13 – 6 = 7



Use ten frames. Do not use your fingers.

Think of nearby doubles facts

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

Turn arounds

21) 17 – 8 = 9
22) 17 – 9 = 8
23) 15 – 7 = 8
24) 15 – 8 = 7
25) 9 – 4 = 5
26) 9 – 5 = 4
27) 13 – 6 = 7
28) 13 – 7 = 6
29) 11 – 5 = 6
30) 11 – 6 = 5



Addition revision

31) 2 + 7 = 9
32) 3 + 5 = 8
33) 7 + 10 = 17
34) 10 + 9 = 19
35) 8 + 7 = 15
36) 7 + 7 = 14

Missing number revision

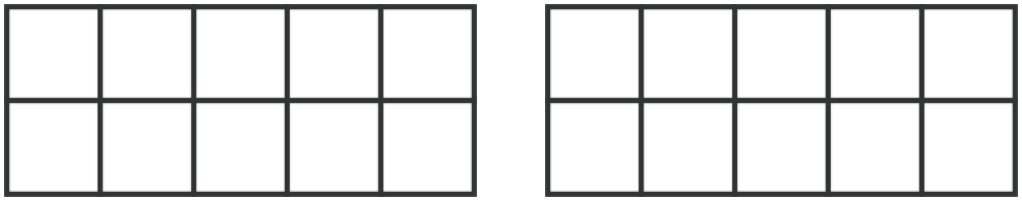
37) 7 + 6 = 13
38) 4 + 9 = 13
39) 4 + 6 = 10

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Name: **Double +1: 6 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 –1,2,3 Diff 1,2,3 Rnbw Dble **Dble+1** Near 10 All



Use ten frames. Do not use your fingers.

Double +1

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

Doubles revision

21) 5 + 5 = 10
22) 7 + 7 = 14
23) 8 + 8 = 16
24) 6 + 6 = 12
25) 9 + 9 = 18

Think of doubles + 1 fact

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

Rainbow facts revision

26) 3 + 7 = 10
27) 9 + 1 = 10
28) 6 + 4 = 10
29) 2 + 8 = 10
30) 5 + 5 = 10

Addition revision

31) 8 + 0 = 8
32) 5 + 1 = 6
33) 5 + 2 = 7
34) 1 + 1 = 2
35) 6 + 1 = 7
36) 8 + 2 = 10
37) 8 + 1 = 9
38) 1 + 0 = 1
39) 2 + 3 = 5
40) 7 + 1 = 8

Addition missing number revision

41) 3 + 4 = 7
42) 1 + 6 = 7
43) 2 + 7 = 9
44) 2 + 9 = 11
45) 0 + 4 = 4



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Name: **Double +1: 6 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble **Dble+1** Near 10 All

Use ten frames. Do not use your fingers.

Double +1

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

Doubles revision

21) 6 + 6 = 12
22) 9 + 9 = 18
23) 5 + 5 = 10
24) 7 + 7 = 14
25) 8 + 8 = 16

Think of doubles + 1 fact

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

Rainbow facts revision

26) 3 + 7 = 10
27) 5 + 5 = 10
28) 6 + 4 = 10
29) 9 + 1 = 10
30) 2 + 8 = 10

Halving facts

31) 2 – 1 = 1
32) 8 – 4 = 4
33) 10 – 5 = 5
34) 6 – 3 = 3
35) 2 – 1 = 1
36) 4 – 2 = 2
37) 10 – 5 = 5
38) 4 – 2 = 2
39) 8 – 4 = 4
40) 6 – 3 = 3

Addition missing number revision

41) 1 + 6 = 7
42) 3 + 4 = 7
43) 2 + 9 = 11
44) 0 + 4 = 4
45) 2 + 7 = 9



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Name: **Near Ten (+8, +9): 7 [A]**

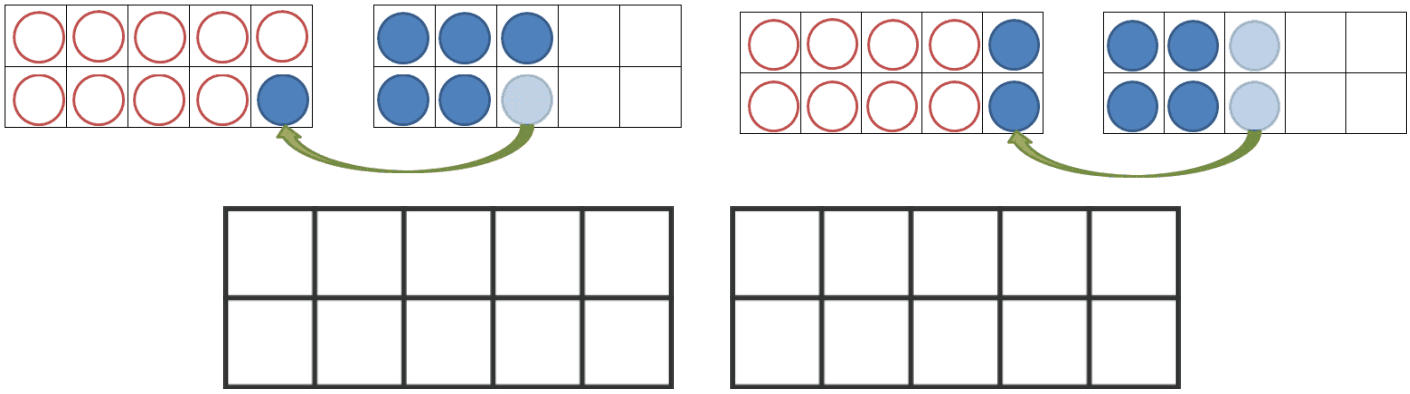
PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 **Near 10** All

Add Eight or Nine: The "Near 10" Strategy

Encourage students to think of adding ten, and then subtracting one.The plus 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 right-hand ten frame. The student should easily see that moving one counter from the right to the left makes the sum a simple "ten plus ones" question.

Encourage students to think of adding ten, and then subtracting two.The plus 8 strategy is easily illustrated using two ten frames and counters. Place 8 counters on the left-hand ten frame, the other number in the right-hand ten frame. The student should easily see that moving two counters from the right to the left makes the sum a simple "ten plus ones" question.



Use ten frames. Do not use your fingers.

+9 near ten

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

+8 near ten

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

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Name: **Near Ten (–9, –8): 7 [B]**

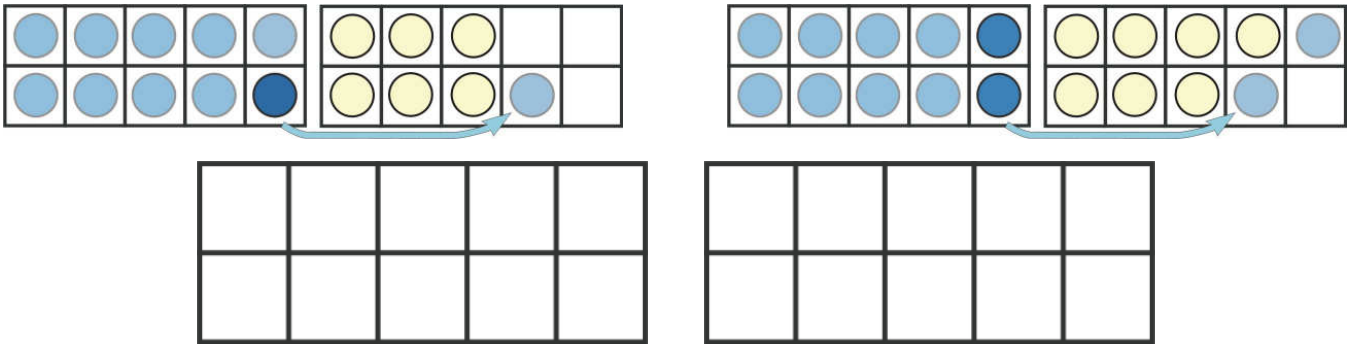
PROFESSOR PETE'S CLASSROOM

+1,2,3 –1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All

Take Away Eight or Nine: "Near 10" Strategy; Think of Subtracting 10

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

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



Use ten frames. Do not use your fingers.

– 9, – 8 near ten

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

Related facts

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

Revision

31) 5 – 2 = 3
32) 11 – 6 = 5
33) 17 – 13 = 4
34) 12 – 8 = 4
35) 14 – 8 = 6
36) 13 – 8 = 5

Missing number revision

37) 7 + 2 = 9
38) 8 + 9 = 17
39) 4 + 6 = 10

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Name: **Difference of 9, 8; Near Ten: 7 [C]**

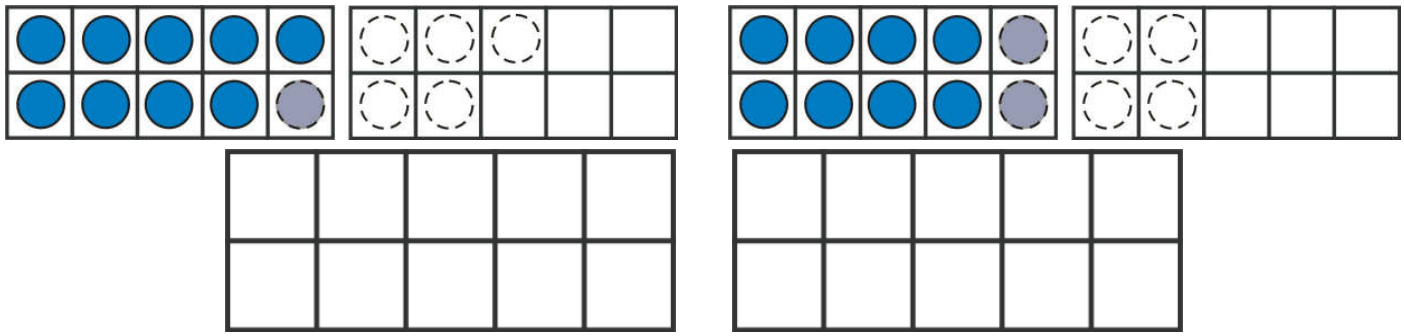
PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 **Near 10** All

Difference of 9 or 8: "Take Away the Ones and Some More" Strategy

15 – 6 = ? think: 15 – 5 = 10 so 15 – 6 means taking away one more. 15 – 6 = 9

14 – 6 = ? think: 14 – 4 = 10 so 14 – 6 means taking away two more. 14 – 6 = 8



Use ten frames. Do not use your fingers.

Difference of 9 or 8: near 10

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

Near 10 related facts

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

Revision

31) 13 – 8 = 5
32) 5 – 2 = 3
33) 17 – 9 = 8
34) 12 – 8 = 4
35) 15 – 6 = 9
36) 14 – 7 = 7
37) 8 – 4 = 4
38) 18 – 9 = 9

Missing number revision

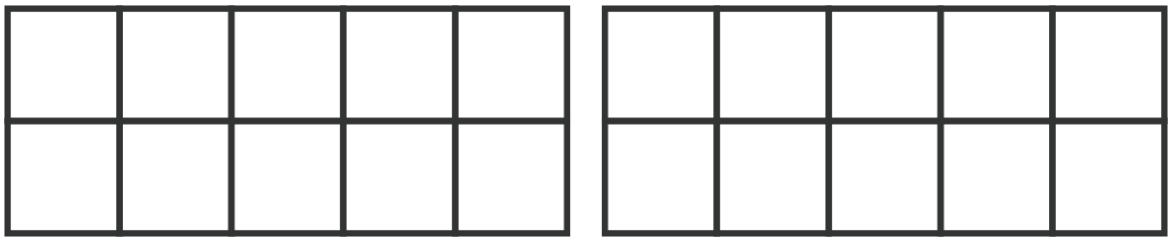
39) 6 + 1 = 7
40) 7 + 6 = 13
41) 9 + 8 = 17
42) 8 + 7 = 15

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Name: **Near ten (+9, +8): 7 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 –1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 **Near 10** All



Use ten frames. Do not use your fingers.

+9: near ten

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

– 9, – 8: near ten

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

Halving facts revision

26) 12 – 6 = 6
27) 16 – 8 = 8
28) 14 – 7 = 7
29) 18 – 9 = 9
30) 10 – 5 = 5

Difference of 9: near 10

31) 12 – 4 = 8
32) 14 – 6 = 8
33) 17 – 8 = 9
34) 15 – 7 = 8
35) 18 – 10 = 8
36) 10 – 2 = 8
37) 17 – 9 = 8
38) 13 – 4 = 9
39) 16 – 8 = 8
40) 15 – 6 = 9

Near 10 related facts

41) 10 – 2 = 8
42) 17 – 8 = 9
43) 12 – 3 = 9
44) 17 – 9 = 8
45) 13 – 5 = 8

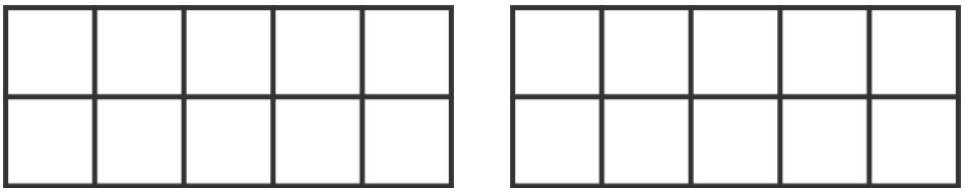



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Name: **Remaining Facts & Revision: 8 [A]**

PROFESSOR PETE'S CLASSROOM

There are only 4 remaining addition facts: 7 + 5 = 12 7 + 4 = 11 and their related facts. That's it!



Use ten frames. Do not use your fingers.

Addition remaining facts (7+4, 7+5)

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

Near 10 revision

11) 8 + 10 = 18
12) 8 + 8 = 16
13) 9 + 7 = 16
14) 9 + 10 = 19
15) 7 + 8 = 15

Doubles revision

16) 7 + 7 = 14
17) 5 + 5 = 10
18) 8 + 8 = 16
19) 9 + 9 = 18
20) 4 + 4 = 8

Rainbow facts revision

21) 2 + 8 = 10
22) 9 + 1 = 10
23) 5 + 5 = 10
24) 3 + 7 = 10
25) 6 + 4 = 10

Addition revision

26) 8 + 9 = 17
27) 3 + 4 = 7
28) 2 + 10 = 12
29) 4 + 5 = 9
30) 6 + 3 = 9

Missing number revision

31) 10 + 8 = 18
32) 3 + 8 = 11
33) 4 + 4 = 8
34) 6 + 6 = 12
35) 0 + 5 = 5

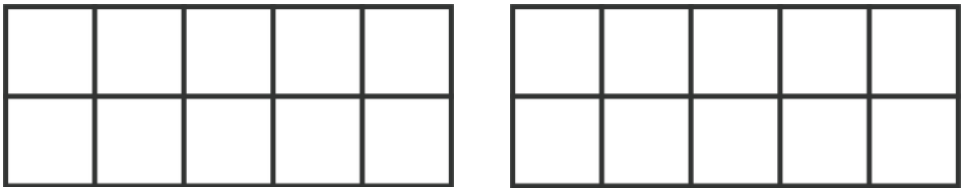
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Name: **Remaining Facts & Revision: 8 [B]**

PROFESSOR PETE'S CLASSROOM

There are only 4 remaining subtraction facts: 12 – 7 = 5 11 – 7 = 4 and their related facts. That's it!



Use ten frames. Do not use your fingers.

Subtraction remaining facts

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

Subtraction revision

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



Addition revision

31) 10 – 3 = 7
32) 16 – 4 = 12
33) 7 – 5 = 2
34) 11 – 9 = 2
35) 17 – 8 = 9
36) 11 – 4 = 7
37) 13 – 2 = 11
38) 12 – 5 = 7
39) 6 – 6 = 0
40) 9 – 4 = 5

Missing number revision

41) 6 + 4 = 10
42) 10 + 1 = 11
43) 6 + 7 = 13
44) 4 + 9 = 13
45) 7 + 3 = 10

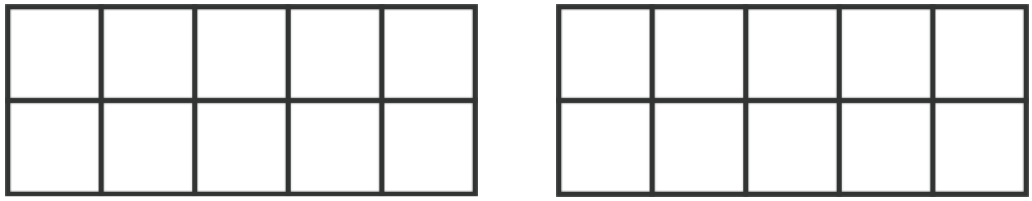
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Name: **Remaining Facts & Revision: 8 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**



Use ten frames. Do not use your fingers.

Addition remaining facts (7+4, 7+5)

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

Addition revision

11) 6 + 6 = 12
12) 6 + 4 = 10
13) 10 + 4 = 14
14) 7 + 4 = 11
15) 6 + 8 = 14

Subtraction remaining facts

16) 11 – 4 = 7
17) 11 – 5 = 6
18) 12 – 4 = 8
19) 12 – 7 = 5
20) 12 – 5 = 7

Subtraction revision

21) 15 – 6 = 9
22) 8 – 2 = 6
23) 12 – 7 = 5
24) 16 – 8 = 8
25) 16 – 9 = 7
26) 9 – 2 = 7
27) 15 – 8 = 7
28) 17 – 8 = 9
29) 14 – 8 = 6
30) 16 – 7 = 9



Doubles revision

31) 7 + 7 = 14
32) 5 + 5 = 10
33) 8 + 8 = 16
34) 9 + 9 = 18
35) 4 + 4 = 8

Rainbow facts revision

36) 2 + 8 = 10
37) 9 + 1 = 10
38) 5 + 5 = 10
39) 3 + 7 = 10
40) 6 + 4 = 10

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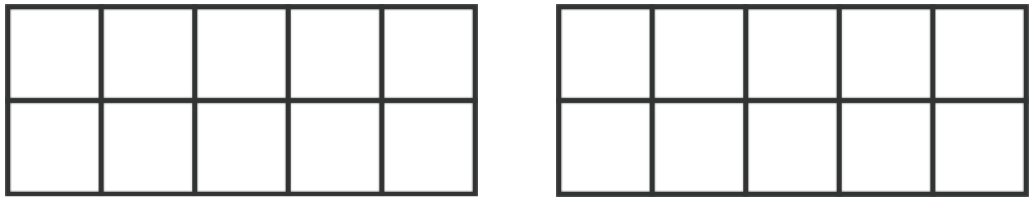
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Let's Go! **ANSWERS** Addition & Subtraction Revision

Name: **Remaining Facts & Revision: 8 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**



Use ten frames. Do not use your fingers.

Addition remaining facts

1) 5 + 7 = 12
2) 7 + 5 = 12
3) 7 + 4 = 11
4) 7 + 5 = 12
5) 4 + 7 = 11

Addition revision

6) 6 + 6 = 12
7) 7 + 3 = 10
8) 6 + 10 = 16
9) 7 + 5 = 12
10) 7 + 7 = 14
11) 8 + 10 = 18
12) 9 + 6 = 15
13) 9 + 7 = 16
14) 9 + 9 = 18
15) 6 + 9 = 15

Subtraction remaining facts

16) 12 – 7 = 5
17) 12 – 4 = 8
18) 11 – 4 = 7
19) 12 – 5 = 7
20) 11 – 5 = 6

Double +1

21) 5 + 6 = 11
22) 7 + 8 = 15
23) 9 + 10 = 19
24) 8 + 8 = 16
25) 5 + 5 = 10
26) 4 + 4 = 8
27) 7 + 7 = 14
28) 4 + 5 = 9
29) 8 + 9 = 17
30) 2 + 3 = 5



Doubles revision

31) 4 + 4 = 8
32) 9 + 9 = 18
33) 7 + 7 = 14
34) 8 + 8 = 16
35) 5 + 5 = 10

Rainbow facts revision

36) 6 + 4 = 10
37) 3 + 7 = 10
38) 9 + 1 = 10
39) 2 + 8 = 10
40) 5 + 5 = 10

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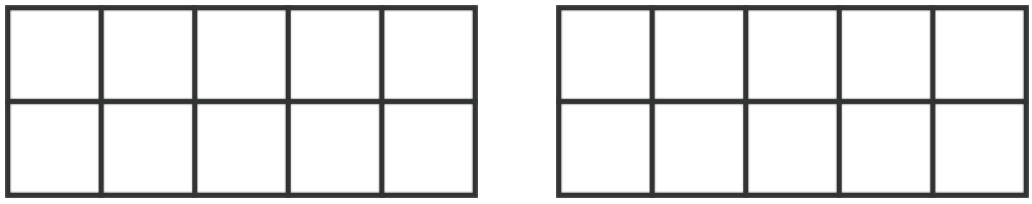
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Let's Go! **ANSWERS** Addition & Subtraction Revision

Name: **Revision: 9 [A]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**



Use ten frames. Do not use your fingers.

Doubles

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

Rainbow factss

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

Difference of: near 10 facts

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

Difference of 1, 2 or 3

21) 12 – 10 = 2
22) 6 – 3 = 3
23) 11 – 10 = 1
24) 7 – 5 = 2
25) 11 – 9 = 2

Addition revision

26) 4 + 10 = 14
27) 4 + 6 = 10
28) 4 + 7 = 11
29) 4 + 8 = 12
30) 6 + 9 = 15
31) 2 + 7 = 9
32) 3 + 7 = 10
33) 8 + 6 = 14
34) 7 + 10 = 17
35) 6 + 6 = 12

Missing number

36) 5 + 8 = 13
37) 10 + 4 = 14
38) 7 + 6 = 13
39) 7 + 5 = 12
40) 6 + 4 = 10

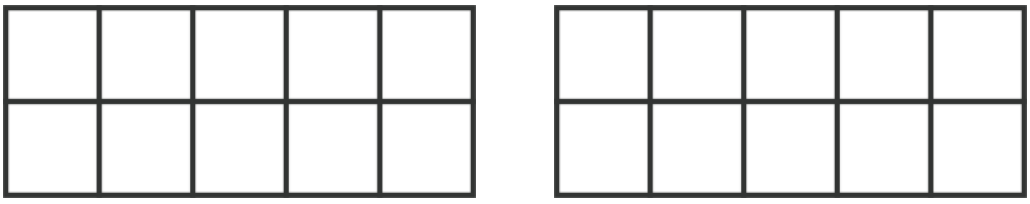
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Name: **Revision: 9 [B]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**



Use ten frames. Do not use your fingers.

Doubles revision

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

Rainbow facts revision

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

Difference of near 10 facts

11) 10 − 1 = 9
12) 16 − 7 = 9
13) 14 − 5 = 9
14) 17 − 9 = 8
15) 14 − 6 = 8
16) 15 − 6 = 9
17) 16 − 8 = 8
18) 15 − 7 = 8
19) 17 − 8 = 9
20) 13 − 5 = 8

Difference of 1, 2 or 3

21) 11 − 10 = 1
22) 7 − 5 = 2
23) 12 − 10 = 2
24) 11 − 9 = 2
25) 6 − 3 = 3

Addition revision

26) 8 + 6 = 14
27) 4 + 6 = 10
28) 4 + 10 = 14
29) 2 + 7 = 9
30) 4 + 8 = 12
31) 7 + 10 = 17
32) 6 + 9 = 15
33) 3 + 7 = 10
34) 4 + 7 = 11
35) 6 + 6 = 12

Missing number revision

36) 5 + 8 = 13
37) 7 + 6 = 13
38) 10 + 4 = 14
39) 6 + 4 = 10
40) 7 + 5 = 12

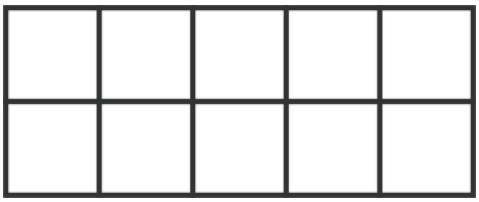
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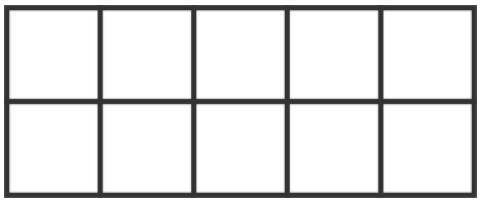
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Name: **Revision: 9 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Addition remaining facts

1) 4 + 7 = 11
2) 7 + 4 = 11
3) 7 + 5 = 12
4) 5 + 7 = 12
5) 7 + 5 = 12

Rainbow facts

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

Difference of near 10 facts

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

Subtraction remaining facts

21) 12 – 5 = 7
22) 12 – 4 = 8
23) 11 – 5 = 6
24) 11 – 4 = 7
25) 12 – 7 = 5

Addition revision

26) 2 + 7 = 9
27) 4 + 10 = 14
28) 4 + 8 = 12
29) 6 + 9 = 15
30) 4 + 7 = 11
31) 4 + 6 = 10
32) 8 + 6 = 14
33) 6 + 6 = 12
34) 7 + 10 = 17
35) 3 + 7 = 10

Missing number revision

36) 7 + 5 = 12
37) 7 + 6 = 13
38) 6 + 4 = 10
39) 10 + 4 = 14
40) 5 + 8 = 13

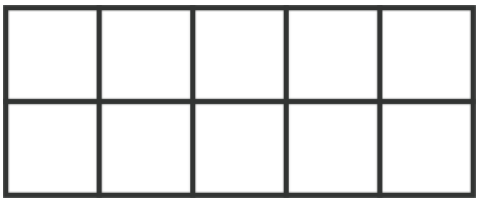
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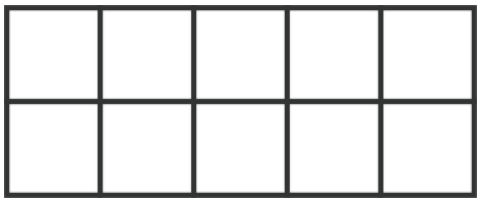
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Name: **Revision: 9 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Addition remaining facts

1) 4 + 7 = 11
2) 7 + 5 = 12
3) 5 + 7 = 12
4) 7 + 5 = 12
5) 7 + 4 = 11

Rainbow facts

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

Difference of near 10 facts

11) 10 − 2 = 8
12) 14 − 6 = 8
13) 17 − 9 = 8
14) 18 − 9 = 9
15) 15 − 7 = 8
16) 17 − 8 = 9
17) 16 − 8 = 8
18) 18 − 10 = 8
19) 13 − 5 = 8
20) 16 − 7 = 9

Subtraction remaining facts

21) 12 − 7 = 5
22) 11 − 5 = 6
23) 12 − 4 = 8
24) 11 − 7 = 4
25) 11 − 4 = 7

Addition revision

26) 5 + 5 = 10
27) 6 + 8 = 14
28) 7 + 7 = 14
29) 5 + 6 = 11
30) 3 + 8 = 11
31) 4 + 5 = 9
32) 10 + 7 = 17
33) 1 + 8 = 9
34) 9 + 9 = 18
35) 0 + 9 = 9

Missing number revision

36) 7 + 6 = 13
37) 8 + 5 = 13
38) 6 + 6 = 12
39) 10 + 4 = 14
40) 9 + 5 = 14

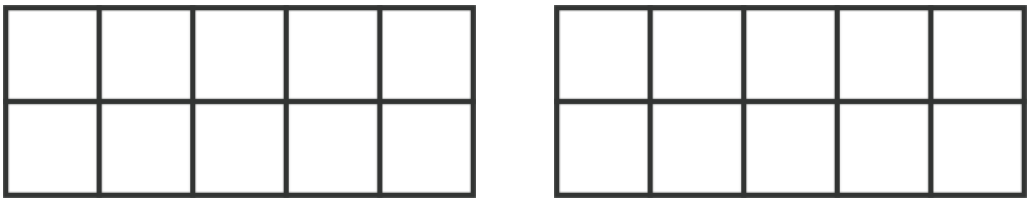
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Name: **Revision: 10 [A]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Double +1

1) 8 + 8 = 16
2) 8 + 9 = 17
3) 4 + 4 = 8
4) 4 + 5 = 9
5) 2 + 3 = 5
6) 5 + 5 = 10
7) 5 + 6 = 11
8) 7 + 7 = 14
9) 7 + 8 = 15
10) 9 + 10 = 19

Rainbow facts

11) 2 + 8 = 10
12) 9 + 1 = 10
13) 5 + 5 = 10
14) 3 + 7 = 10
15) 6 + 4 = 10

Difference of near 10 facts

16) 10 − 2 = 8
17) 14 − 6 = 8
18) 17 − 9 = 8
19) 18 − 9 = 9
20) 15 − 7 = 8
21) 17 − 8 = 9
22) 16 − 8 = 8
23) 18 − 10 = 8
24) 13 − 5 = 8
25) 16 − 7 = 9

Subtraction remaining facts

26) 12 − 7 = 5
27) 11 − 5 = 6
28) 12 − 4 = 8
29) 11 − 7 = 4
30) 11 − 4 = 7

Addition missing numbers

31) 5 + 5 = 10
32) 6 + 8 = 14
33) 7 + 7 = 14
34) 5 + 6 = 11
35) 3 + 8 = 11
36) 4 + 5 = 9
37) 10 + 7 = 17
38) 1 + 8 = 9
39) 9 + 9 = 18
40) 0 + 9 = 9
41) 7 + 6 = 13
42) 8 + 5 = 13
43) 6 + 6 = 12
44) 10 + 4 = 14
45) 9 + 5 = 14

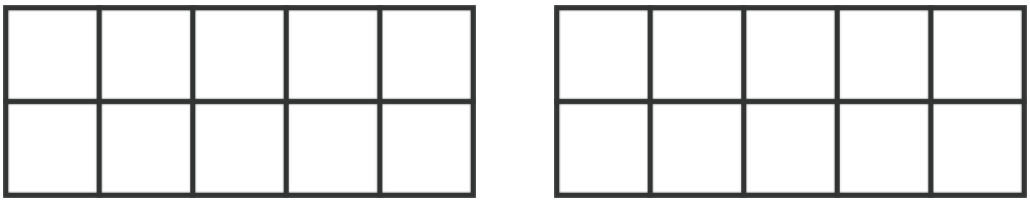
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Name: **Revision: 10 [B]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Double +1

1) 8 + 8 = 16
2) 8 + 9 = 17
3) 4 + 4 = 8
4) 4 + 5 = 9
5) 2 + 3 = 5
6) 5 + 5 = 10
7) 5 + 6 = 11
8) 7 + 7 = 14
9) 7 + 8 = 15
10) 9 + 10 = 19

Rainbow facts

11) 2 + 8 = 10
12) 9 + 1 = 10
13) 5 + 5 = 10
14) 3 + 7 = 10
15) 6 + 4 = 10

Mixed subtraction

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

Difference of 1, 2 or 3

26) 12 – 10 = 2
27) 6 – 3 = 3
28) 10 – 8 = 2
29) 3 – 1 = 2
30) 9 – 7 = 2

Addition missing numbers

31) 1 + 6 = 7
32) 7 + 10 = 17
33) 3 + 9 = 12
34) 5 + 8 = 13
35) 9 + 7 = 16
36) 9 + 9 = 18
37) 8 + 8 = 16
38) 6 + 6 = 12
39) 4 + 6 = 10
40) 9 + 8 = 17
41) 10 + 5 = 15
42) 9 + 8 = 17
43) 8 + 3 = 11
44) 9 + 7 = 16
45) 6 + 7 = 13

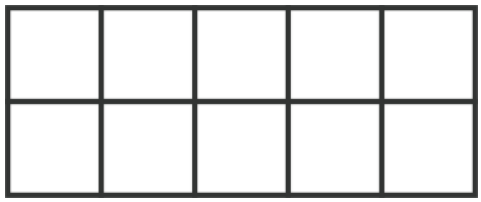
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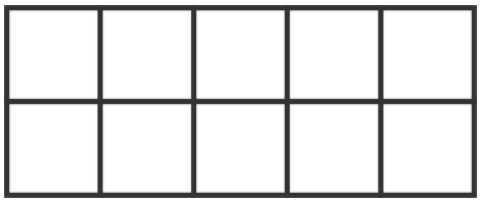
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Name: **Revision: 10 [C]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Difference of: near 10 facts

1) 13 – 5 = 8
2) 16 – 8 = 8
3) 17 – 8 = 9
4) 10 – 1 = 9
5) 14 – 6 = 8
6) 14 – 5 = 9
7) 15 – 7 = 8
8) 16 – 7 = 9
9) 17 – 9 = 8
10) 15 – 6 = 9

Halving facts

11) 18 – 9 = 9
12) 10 – 5 = 5
13) 16 – 8 = 8
14) 12 – 6 = 6
15) 14 – 7 = 7

Mixed subtraction

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

Difference of 1, 2 or 3

26) 10 – 8 = 2
27) 6 – 3 = 3
28) 12 – 10 = 2
29) 3 – 1 = 2
30) 9 – 7 = 2

Addition missing numbers

31) 8 + 9 = 17
32) 6 + 9 = 15
33) 2 + 5 = 7
34) 8 + 8 = 16
35) 3 + 7 = 10
36) 7 + 6 = 13
37) 10 + 7 = 17
38) 7 + 5 = 12
39) 4 + 7 = 11
40) 6 + 8 = 14
41) 9 + 7 = 16
42) 10 + 10 = 20
43) 8 + 7 = 15
44) 10 + 6 = 16
45) 6 + 7 = 13

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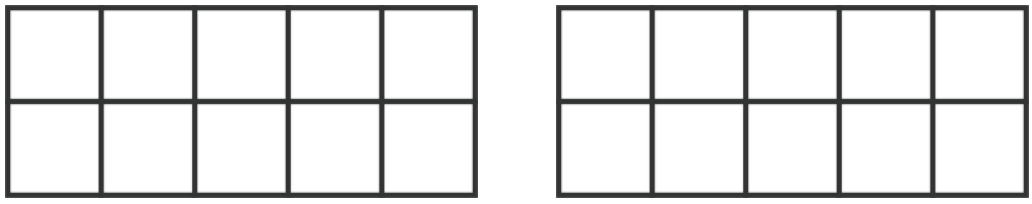
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Let's Go! **ANSWERS** Addition & Subtraction Revision

Name: **Revision: 10 [D]**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**



Use ten frames. Do not use your fingers.

Difference of: near 10 facts

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

Subtraction remaining facts

11) 11 – 4 = 7
12) 11 – 5 = 6
13) 12 – 4 = 8
14) 12 – 7 = 5
15) 12 – 5 = 7

Mixed subtraction

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

Difference of 1, 2 or 3

26) 13 – 11 = 2
27) 12 – 9 = 3
28) 7 – 6 = 1
29) 6 – 5 = 1
30) 3 – 1 = 2

Addition missing numbers

31) 9 + 7 = 16
32) 6 + 8 = 14
33) 10 + 8 = 18
34) 7 + 9 = 16
35) 6 + 9 = 15
36) 1 + 10 = 11
37) 0 + 9 = 9
38) 0 + 6 = 6
39) 2 + 9 = 11
40) 3 + 6 = 9
41) 7 + 5 = 12
42) 9 + 6 = 15
43) 6 + 3 = 9
44) 6 + 5 = 11
45) 5 + 3 = 8

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

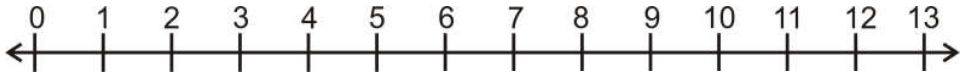
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Name: **Check Up A**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All

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



Count on 1, 2 or 3

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

Turn arounds

11) 3 + 1 = 4
12) 2 + 9 = 11
13) 2 + 5 = 7
14) 3 + 0 = 3
15) 2 + 0 = 2

Count back 1, 2 or 3

16) 12 – 3 = 9
17) 9 – 3 = 6
18) 10 – 2 = 8
19) 4 – 1 = 3
20) 4 – 3 = 1
21) 8 – 2 = 6
22) 6 – 3 = 3
23) 3 – 1 = 2
24) 4 – 2 = 2
25) 12 – 2 = 10
26) 2 – 1 = 1
27) 11 – 2 = 9
28) 7 – 3 = 4
29) 5 – 2 = 3
30) 2 – 2 = 0

Missing numbers

31) 10 + 1 = 11
32) 5 + 3 = 8
33) 9 + 1 = 10
34) 6 + 3 = 9
35) 3 + 3 = 6
36) 8 + 3 = 11
37) 7 + 2 = 9
38) 0 + 2 = 2
39) 5 + 2 = 7
40) 0 + 1 = 1
41) 2 + 8 = 10
42) 1 + 7 = 8
43) 2 + 2 = 4
44) 2 + 9 = 11
45) 2 + 4 = 6



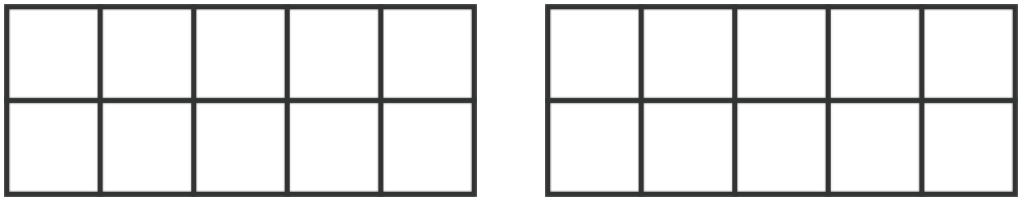
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Name: **Check up B**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Difference of 1, 2 or 3

1) 8 – 7 = 1
2) 10 – 8 = 2
3) 12 – 9 = 3
4) 12 – 10 = 2
5) 6 – 5 = 1
6) 4 – 1 = 3
7) 8 – 6 = 2
8) 6 – 4 = 2
9) 6 – 5 = 1
10) 6 – 3 = 3
11) 12 – 10 = 2
12) 9 – 7 = 2
13) 11 – 10 = 1
14) 13 – 10 = 3
15) 10 – 7 = 3

Subtraction rainbow facts

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

Missing numbers

26) 10 + 3 = 13
27) 2 + 4 = 6
28) 8 + 3 = 11
29) 1 + 4 = 5
30) 3 + 4 = 7
31) 9 + 3 = 12
32) 10 + 2 = 12
33) 2 + 5 = 7
34) 8 + 2 = 10
35) 0 + 5 = 5

Rainbow addition missing numbers

36) 4 + 6 = 10
37) 3 + 7 = 10
38) 5 + 6 = 11
39) 8 + 2 = 10
40) 0 + 10 = 10
41) 5 + 5 = 10
42) 2 + 8 = 10
43) 7 + 3 = 10
44) 6 + 4 = 10
45) 1 + 9 = 10

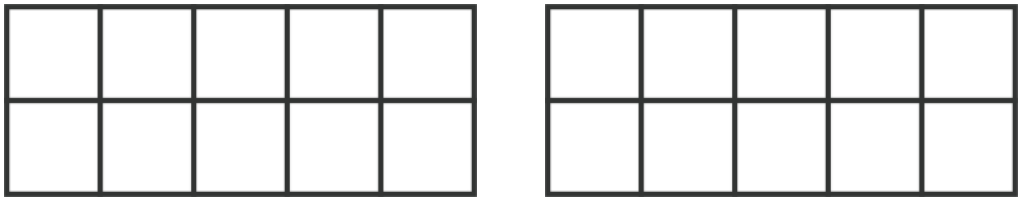
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Name: **Check up C**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble Dble+1** Near 10 All



Use ten frames. Do not use your fingers.

Double +1

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

Doubles revision

21) 6 + 6 = 12
22) 9 + 9 = 18
23) 5 + 5 = 10
24) 7 + 7 = 14
25) 8 + 8 = 16

Relate to a half then add one

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

Rainbow facts revision

26) 3 + 7 = 10
27) 5 + 5 = 10
28) 6 + 4 = 10
29) 9 + 1 = 10
30) 2 + 8 = 10

Halving facts

31) 18 – 1 = 17
32) 8 – 4 = 4
33) 10 – 5 = 5
34) 6 – 3 = 3
35) 12 – 6 = 6
36) 4 – 2 = 2
37) 14 – 7 = 7
38) 16 – 8 = 8
39) 8 – 4 = 4
40) 20 – 10 = 10

Addition missing number revision

41) 1 + 6 = 7
42) 3 + 4 = 7
43) 2 + 9 = 11
44) 0 + 4 = 4
45) 2 + 7 = 9



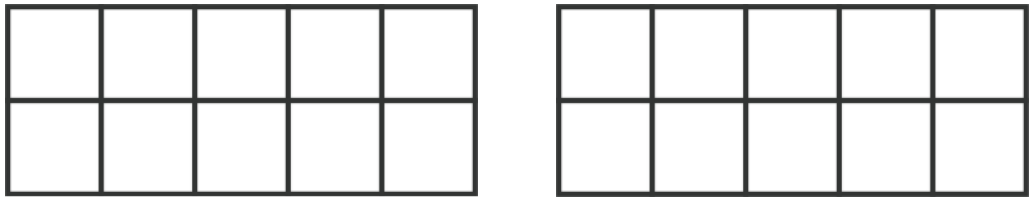
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Name: **Check Up D**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All



Use ten frames. Do not use your fingers.

Addition remaining facts

1) 7 + 5 = 12
2) 7 + 5 = 12
3) 7 + 4 = 11
4) 5 + 7 = 12
5) 4 + 7 = 11

Missing number revision

6) 7 + 7 = 14
7) 7 + 5 = 12
8) 9 + 7 = 16
9) 6 + 10 = 16
10) 6 + 9 = 15
11) 6 + 6 = 12
12) 8 + 10 = 18
13) 9 + 9 = 18
14) 7 + 3 = 10
15) 9 + 6 = 15

Subtraction remaining facts

16) 12 – 5 = 7
17) 12 – 4 = 8
18) 11 – 5 = 6
19) 11 – 4 = 7
20) 12 – 7 = 5

Double +1

21) 5 + 6 = 11
22) 5 + 5 = 10
23) 7 + 8 = 15
24) 8 + 8 = 16
25) 2 + 3 = 5
26) 4 + 4 = 8
27) 9 + 10 = 19
28) 8 + 9 = 17
29) 7 + 7 = 14
30) 4 + 5 = 9



Doubles revision

31) 8 + 8 = 16
32) 4 + 4 = 8
33) 5 + 5 = 10
34) 9 + 9 = 18
35) 7 + 7 = 14

Rainbow facts revision

36) 3 + 7 = 10
37) 2 + 8 = 10
38) 5 + 5 = 10
39) 9 + 1 = 10
40) 6 + 4 = 10

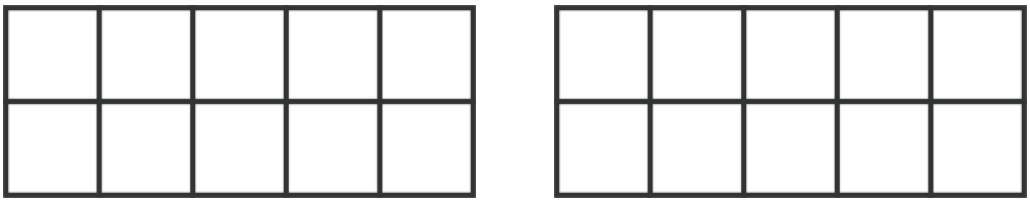
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Name: **Check Up E**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**



Use ten frames. Do not use your fingers.

Difference of: near 10 facts

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

Subtraction remaining facts

11) 11 – 4 = 7
12) 12 – 5 = 7
13) 12 – 7 = 5
14) 12 – 4 = 8
15) 11 – 5 = 6

Mixed subtraction

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

Difference of 1, 2 or 3

26) 7 – 6 = 1
27) 3 – 1 = 2
28) 13 – 11 = 2
29) 12 – 9 = 3
30) 6 – 5 = 1

Addition missing numbers

31) 9 + 9 = 18
32) 6 + 7 = 13
33) 8 + 5 = 13
34) 8 + 9 = 17
35) 9 + 8 = 17
36) 7 + 9 = 16
37) 3 + 7 = 10
38) 2 + 8 = 10
39) 9 + 5 = 14
40) 3 + 8 = 11
41) 5 + 9 = 14
42) 5 + 7 = 12
43) 6 + 7 = 13
44) 7 + 8 = 15
45) 9 + 10 = 19

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PROFESSOR PETE'S CLASSROOM

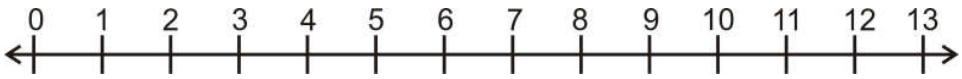
+1,2,3 | −1,2,3 | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All

Information for Parents: "Count On" Strategy

Add 1, 2 or 3 - "Count On" Strategy with a Number Line

"Count On" facts are taught using a number line which will help children to visualize this operation.

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

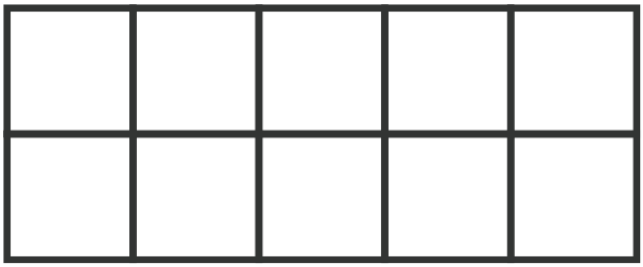


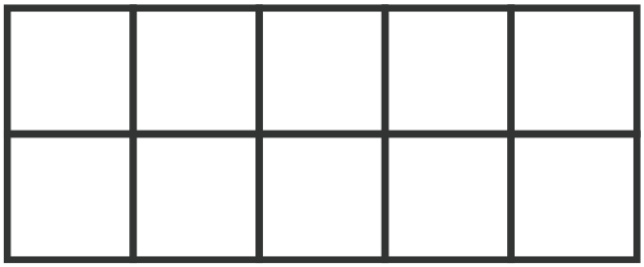
Count on 1, 2 or 3

1) 0 + 2 = 2
2) 3 + 2 = 5
3) 3 + 1 = 4
4) 10 + 2 = 12
5) 9 + 3 = 12
6) 9 + 1 = 10
7) 8 + 2 = 10
8) 10 + 3 = 13
9) 9 + 2 = 11
10) 0 + 1 = 1

Add 1, 2 or 3 - "Count On" Strategy with Ten Frames

Have your child use one or two ten frames to help with these "Count On" facts. Do not let your child count the counters. Rather, your child should "know" the number represented.





Use ten frames to help with these count on facts.

Count on 1, 2, or 3

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

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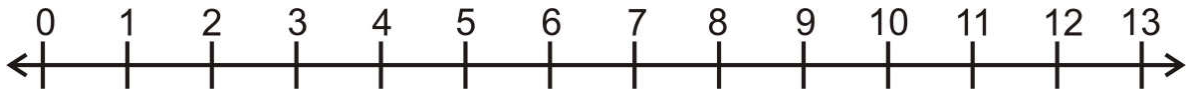
PROFESSOR PETE'S CLASSROOM

+1,2,3 | −1,2,3 | Diff 1,2,3 | Rnbw | Dble | Dble+1 | Near 10 | All

Information for Parents: "Count On" Strategy

Take away 1, 2 or 3 facts - "Count Back" Strategy with a Number Line

Take away 1, 2 or 3 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation.



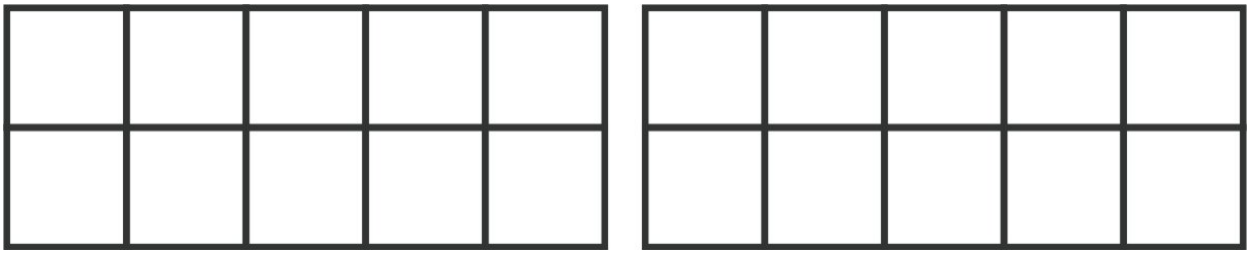
Use the number line to help you count back. Do not count on your fingers.

Count back 1, 2 or 3

1) 7 – 1 = 6
2) 12 – 9 = 3
3) 11 – 2 = 9
4) 5 – 2 = 3
5) 4 – 1 = 3
6) 8 – 2 = 6
7) 13 – 3 = 10
8) 6 – 3 = 3
9) 11 – 1 = 10
10) 3 – 3 = 0

Take Away 1, 2 or 3 - "Count Back" Strategy with Ten Frames

Place the counters on a ten frame. Take away 1, 2 or 3. Do not let the students count the remaining counters. Rather, they should be able to subitize the number shown.



Use ten frames to complete these questions.

Count back 1, 2 or 3

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

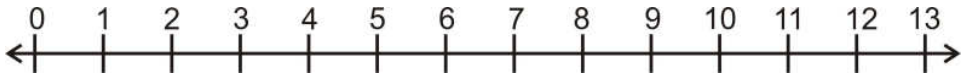
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PROFESSOR PETE'S CLASSROOM

Information for Parents: "Count On" Strategy

Difference of 1, 2 or 3 - "Find the Difference" Strategy with a Number Line

Find the first number on the number line. Ask how many hops to get to the smaller number?
As children become familiar with counting, they will know which numbers are close to each other, the difference being 1, 2 or 3.
e.g. 8 – 6 = 2, as it takes only 2 hops to go from 8 to 6. Do not let the your child count back 6. Rather, "find the difference".



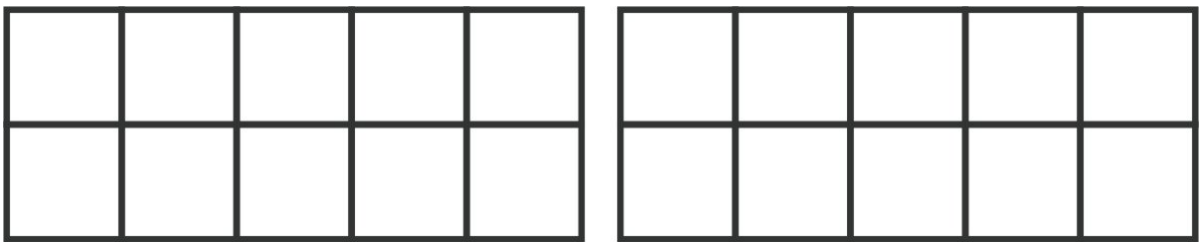
Use a number line to complete these questions.

Difference of 1, 2 or 3

1) 6 – 5 = 1
2) 13 – 10 = 3
3) 10 – 7 = 3
4) 12 – 10 = 2
5) 6 – 3 = 3
6) 8 – 6 = 2
7) 9 – 7 = 2
8) 10 – 9 = 1
9) 12 – 9 = 3
10) 8 – 7 = 1
11) 10 – 8 = 2
12) 6 – 4 = 2
13) 11 – 10 = 1
14) 4 – 1 = 3
15) 6 – 5 = 1

Difference of 1, 2 or 3 - "Find the Difference" Strategy with Ten Frames

Place the counters to show the first number on the ten frames. Use a second color to make up to the second number. The difference between the two numbers is shown by the second color.



Use ten frames to complete these questions.

Difference of 1, 2 or 3

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

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PROFESSOR PETE'S CLASSROOM

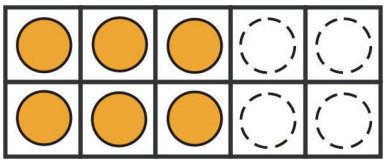
+1,2,3 −1,2,3 Diff 1,2,3 **Rnbw** Dble Dble+1 Near 10 All

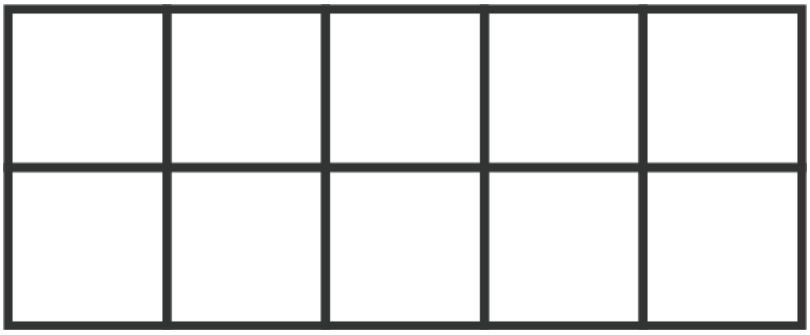
Information for Parents: "Count On" Strategy

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

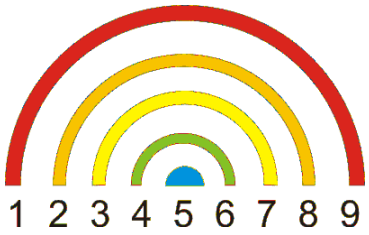
"Rainbow facts" are pairs of numbers whose sum is 10. These facts are very important for lots of later mental computation.

Have students place the first number on the ten frame. Students should be able to subitize the missing counters to make the number up to 10. Some may prefer to add a second color, if it is easier for them.





Students can be shown a rainbow graphic to illustrate the fact that the two numbers in each of these pairs equal 10:



Use a ten frame. Do not use your fingers.

Addition rainbow facts

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

Subtraction rainbow facts

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

Rainbow facts - pairs that equal 10

21) 6 + 4 = 10
22) 4 + 6 = 10
23) 7 + 3 = 10
24) 8 + 2 = 10
25) 2 + 8 = 10
26) 3 + 7 = 10
27) 0 + 10 = 10
28) 4 + 6 = 10
29) 1 + 9 = 10
30) 5 + 5 = 10

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PROFESSOR PETE'S CLASSROOM

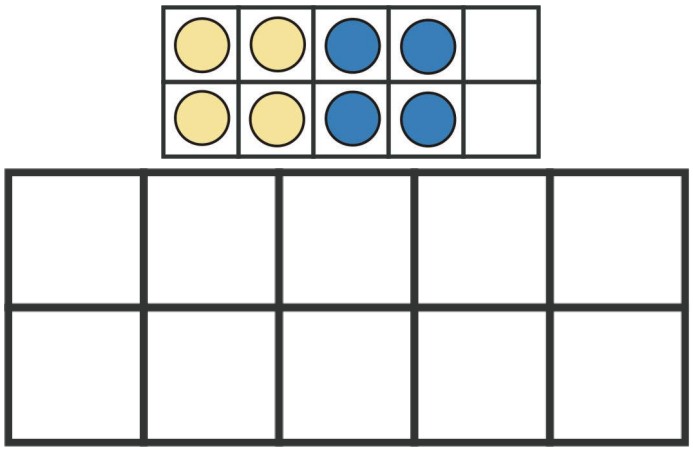
+1,2,3 −1,2,3 Diff 1,2,3 Rnbw **Dble** Dble+1 Near 10 All

Information for Parents: "Count On" Strategy

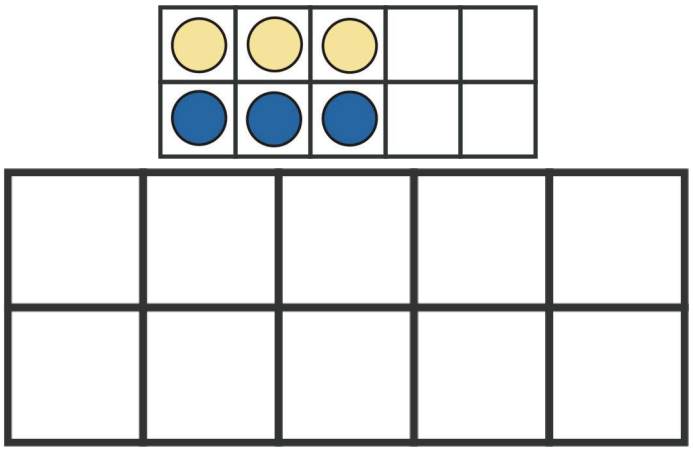
"Doubles" Strategy with a Ten Frame

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

4 + 4 = 8



3 + 3 = 6



Use ten frames. Do not use your fingers.

Doubles facts to 10

1) 8 + 8 = 16
2) 10 + 10 = 20
3) 9 + 9 = 18
4) 6 + 6 = 12
5) 5 + 5 = 10
6) 0 + 0 = 0
7) 7 + 7 = 14
8) 3 + 3 = 6
9) 2 + 2 = 4
10) 5 + 5 = 10

Halving facts

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

Double facts missing numbers

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

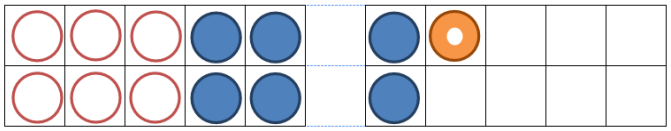
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PROFESSOR PETE'S CLASSROOM

Information for Parents: "Count On" Strategy

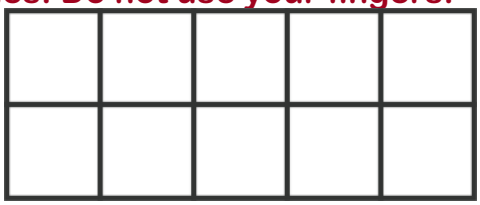
"Double + 1" Strategy with Ten Frames

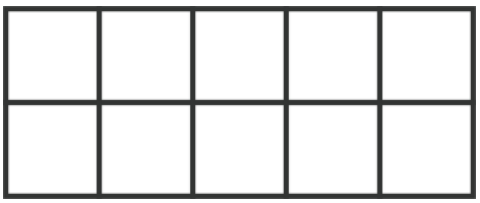
These number facts are taught using a THINK OF DOUBLES strategy: once doubles are memorized, any double plus one fact is easily found by counting on one more. Double plus one facts are recognized by the pairing of two numbers that are consecutive counting numbers, their sum equalling double the smaller number plus one more.



6+7=13
6+6+1=13

Use ten frames. Do not use your fingers.





Double + 1

1) 4 + 4 = 8
2) 5 + 5 = 10
3) 8 + 9 = 17
4) 5 + 6 = 11
5) 7 + 7 = 14
6) 2 + 3 = 5
7) 7 + 8 = 15
8) 9 + 10 = 19
9) 8 + 8 = 16
10) 4 + 5 = 9

Doubles revision

21) 7 + 7 = 14
22) 5 + 5 = 10
23) 8 + 8 = 16
24) 6 + 6 = 12
25) 4 + 4 = 8

Turn arounds

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

Rainbow facts revision

26) 2 + 8 = 10
27) 9 + 1 = 10
28) 6 + 4 = 10
29) 5 + 5 = 10
30) 3 + 7 = 10

Addition revision

31) 7 + 2 = 9
32) 9 + 3 = 12
33) 8 + 1 = 9
34) 5 + 1 = 6

Addition missing number revision

35) 1 + 9 = 10
36) 3 + 8 = 11

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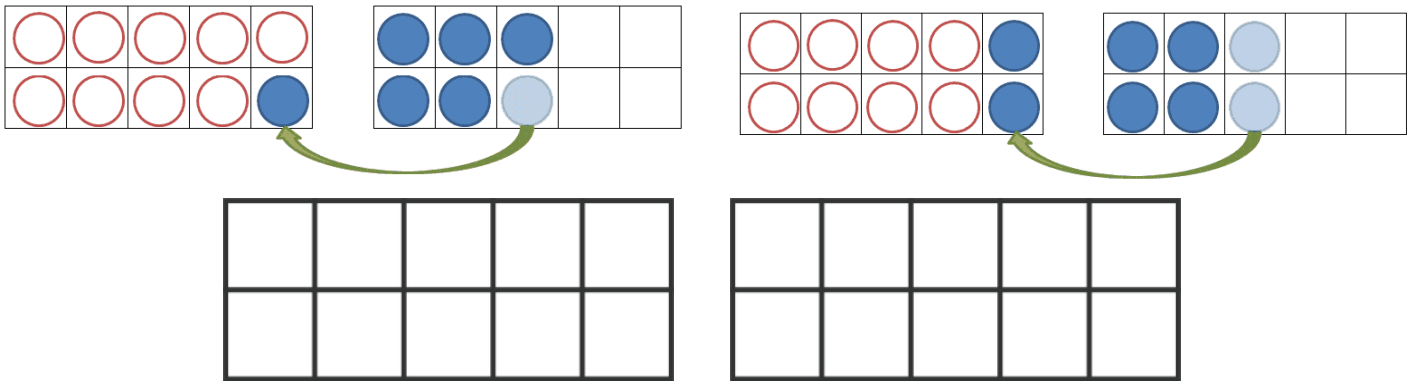
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Information for Parents: "Count On" Strategy

Add Eight or Nine: The "Near 10" Strategy

Encourage students to think of adding ten, and then subtracting one.The plus 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 right-hand ten frame. The student should easily see that moving one counter from the right to the left makes the sum a simple "ten plus ones" question.

Encourage students to think of adding ten, and then subtracting two.The plus 8 strategy is easily illustrated using two ten frames and counters. Place 8 counters on the left-hand ten frame, the other number in the right-hand ten frame. The student should easily see that moving two counters from the right to the left makes the sum a simple "ten plus ones" question.



Use ten frames. Do not use your fingers.

+9 near ten

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

+8 near ten

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

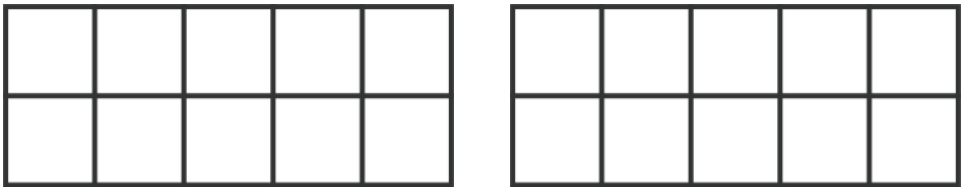
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+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**

Information for Parents: "Remaining Facts" Strategy

There are only 4 remaining facts: 5 + 7 = 12; 4 + 7 = 11; 12 – 7 = 5; 11 – 7 = 4; and their related facts. That's it!



Use ten frames. Do not use your fingers.

Addition remaining facts (7+4, 7+5)

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

Subtraction remaining facts

11) 12 – 4 = 8
12) 12 – 7 = 5
13) 12 – 5 = 7
14) 11 – 5 = 6
15) 11 – 4 = 7

Doubles revision

16) 5 + 5 = 10
17) 4 + 4 = 8
18) 8 + 8 = 16
19) 9 + 9 = 18
20) 7 + 7 = 14

Rainbow facts revision

21) 6 + 4 = 10
22) 5 + 5 = 10
23) 3 + 7 = 10
24) 2 + 8 = 10
25) 9 + 1 = 10

Addition revision

26) 10 + 1 = 11
27) 6 + 2 = 8
28) 7 + 1 = 8
29) 5 + 1 = 6

Missing number revision

30) 2 + 3 = 5
31) 3 + 8 = 11
32) 2 + 9 = 11
33) 1 + 6 = 7

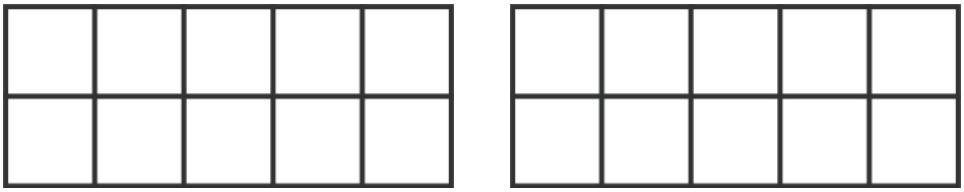
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PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 All

Information for Parents: "Remaining Facts" Strategy

All facts have been covered so now it is revision time.



Use ten frames. Do not use your fingers.

Doubles

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

Rainbow factss

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

Difference of: near 10 facts

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

Difference of 1, 2 or 3

21) 12 – 10 = 2
22) 6 – 3 = 3
23) 11 – 9 = 2
24) 11 – 10 = 1
25) 7 – 5 = 2

Addition revision

26) 4 + 8 = 12
27) 5 + 7 = 12
28) 3 + 9 = 12
29) 5 + 6 = 11
30) 3 + 7 = 10
31) 4 + 5 = 9
32) 6 + 6 = 12
33) 8 + 6 = 14

Missing number

34) 8 + 8 = 16
35) 6 + 4 = 10
36) 6 + 7 = 13
37) 9 + 8 = 17

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Homework **Revision: 10 HW**

PROFESSOR PETE'S CLASSROOM

+1,2,3 −1,2,3 Diff 1,2,3 Rnbw Dble Dble+1 Near 10 **All**





Use ten frames. Do not use your fingers.

Double +1

1) 4 + 4 = 8
2) 7 + 8 = 15
3) 4 + 5 = 9
4) 2 + 3 = 5
5) 7 + 7 = 14
6) 8 + 8 = 16
7) 5 + 5 = 10
8) 8 + 9 = 17
9) 9 + 10 = 19
10) 5 + 6 = 11

Rainbow facts

11) 6 + 4 = 10
12) 2 + 8 = 10
13) 5 + 5 = 10
14) 3 + 7 = 10
15) 9 + 1 = 10

Difference of near 10 facts

16) 10 − 2 = 8
17) 18 − 10 = 8
18) 18 − 9 = 9
19) 14 − 6 = 8
20) 13 − 5 = 8
21) 15 − 7 = 8
22) 17 − 9 = 8
23) 16 − 7 = 9
24) 16 − 8 = 8
25) 17 − 8 = 9

Subtraction remaining facts

26) 12 − 7 = 5
27) 11 − 5 = 6
28) 11 − 7 = 4
29) 11 − 4 = 7
30) 12 − 4 = 8

Addition missing numbers

31) 6 + 8 = 14
32) 5 + 6 = 11
33) 9 + 9 = 18
34) 1 + 8 = 9
35) 4 + 5 = 9
36) 5 + 5 = 10
37) 10 + 7 = 17
38) 0 + 9 = 9
39) 3 + 8 = 11
40) 7 + 7 = 14
41) 8 + 5 = 13
42) 9 + 5 = 14
43) 6 + 6 = 12
44) 7 + 6 = 13
45) 10 + 4 = 14

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Let's Go! Addition & Subtraction Revision Worksheets

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