Notes on the worksheets

Worksheets 1 to 4 Count on 1 and 2

The first few worksheets revise work covered in *Pack B* and extend it from 12 to 20. This is intended as both revision and to give confidence to the hesitant pupil.

1 This worksheet checks on knowledge of the fact that addition is commutative (shown in joining the additions) and on odd and even numbers.

2 This sheet reintroduces arrow diagrams. A few pupils may need to be told or reminded how to do these. There is a question about patterns in the box. Any pattern seen should be praised, even the columns of = and +. The main pattern wanted is the one about odd and even numbers. This is intended to help pupils begin to look at their answers and decide if they are reasonable. Odd and even numbers can play a useful part in this.

3 Counting in twos starting both with 0 and 1. Some pupils experience difficulty in jumping along the Number Line. Point out that they need to land on a dot and count the jumps.

4 Pupils are asked to look and see if their answers are odd or even and then compare this with the result they got when adding one.

Worksheets 5 to 9 Count back 1

5 Pupils should count backwards from 20 before starting this sheet simply because it helps to remind them of a suitable method when doing these subtractions.

6 Pupils are again asked to look for patterns and to see if their answers are odd or even. This should be compared with what happens when counting on one.

7 Pupils need to learn to recognise a difference of one. Many will otherwise laboriously count back using their fingers, frequently making mistakes.

8 Number triples are introduced here. These are a group of three numbers that can be used to generate four number sentences. For example, '3, 7, 10' can generate '3 + 7 = 10', '7 + 3 = 10', '10 - 3 = 7' and '10 - 7 = 3'. If pupils can remember these triples they get four number facts for the price of one! There is a blank worksheet (Blank Worksheet 1) for teachers to put in their own number triples. At this level they may seem trivial but the principle is established with numbers that are easy for good reason. Number triples can also help pupils to check subtractions using addition facts. The Numbers and Signs should be used along with this sheet to make sets of number triples.

9 At the foot of this sheet pupils are asked to compare subtractions with the reverse addition. This is to help establish checking of subtraction by addition.

Worksheets 10 to 13 Count back 2

10 It is most useful if pupils can learn to count back in twos from both 20 and 19.

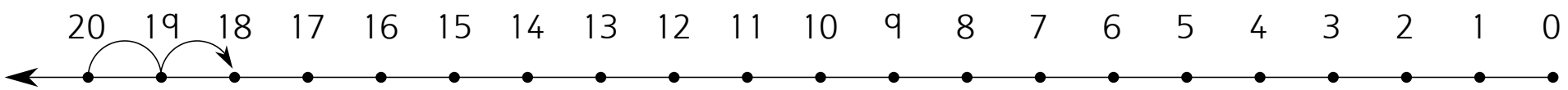
11 Pupils are again asked to look for patterns and to see if their answers are odd or even. This should be compared with what happens when counting on two and when counting back one.

12 Pupils need to learn to recognise a difference of two. See the notes for Worksheet 7.

13 Number triples are used again. It is advisable to look carefully at any subtractions that are incorrectly 'marked' as this can indicate problems.

A difference of 1

Name: _____



Loop the numbers that follow each other on the backwards Number Line. Do it like this: (17,16)

14, 12 9, 8 13, 12 7, 6 19, 17 3, 2 7, 5 19, 18 20, 17 15, 12 14, 13

Tick (✔) the pairs of numbers below when the second number is 'count back 1' from the first number. One has been done for you.

7, 5 14, 13✔ 9, 7 5, 3 20, 19 10, 8 11, 10 1, 0 16, 13 16, 15

Write the number that is 1 less than the number given.

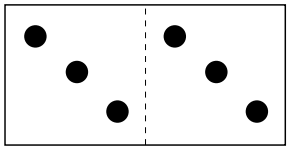
17, ____ 12, ____ 4, ____ 19, ____ 13, ____ 8, ____ 20, ____ 11, ____ 2, ____ 18, ____ 9, ____

Do the subtractions below where the answer is 1.

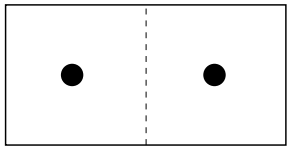
17 - 16 =	8 - 6 =	12 - 11 =	17 - 11 =	13 - 12 =	11 - 10 =
19 - 17 =	9 - 1 =	14 - 14 =	9 - 8 =	15 - 13 =	16 - 15 =
14 - 13 =	17 - 15 =	13 - 11 =	20 - 10 =	18 - 16 =	20 - 18 =
16 - 6 =	19 - 18 =	15 - 14 =	10 - 9 =	20 - 19 =	18 - 17 =

Doubles

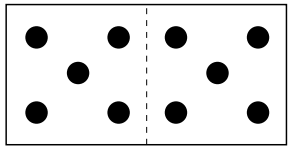
Name: _____



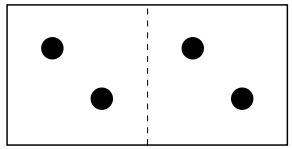
3 + 3 =



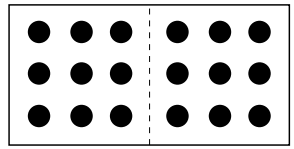
1 + 1 =



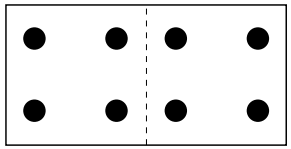
5 + 5 =



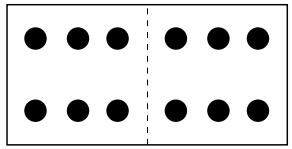
2 + 2 =



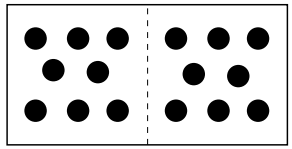
9 + 9 =



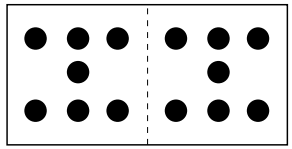
4 + 4 =



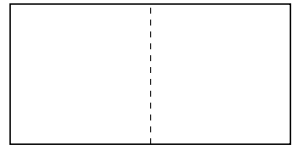
6 + 6 =



8 + 8 =



7 + 7 =

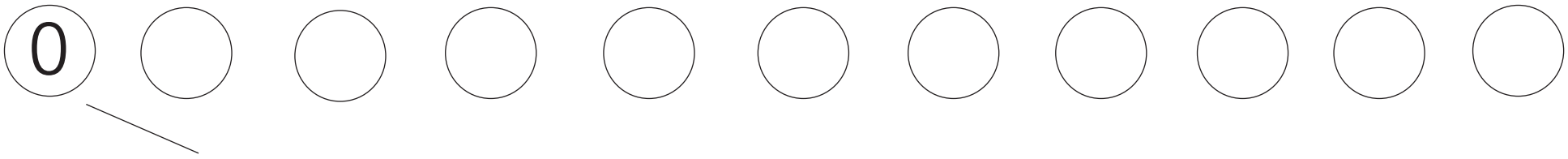


0 + 0 =

Do these additions.

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

Count in 2s. Start with 0. Write the numbers in the circles.



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

Draw a line from each circle to the double. The first one has been done for you.

Difference webs

Name: _____

Find the difference between the 2 numbers in the corners and write it in the circle between them.
Now put the difference between the 2 numbers in the next diagonally-placed square. Go on doing this. Put your own numbers in the corners of the bottom row of webs. See how far you can go before all the numbers are the same.