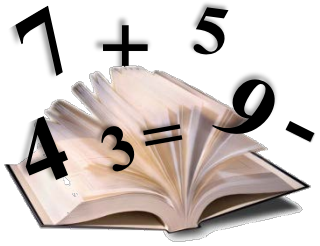
Version française

Fact Families to Ten



Formatted for use in

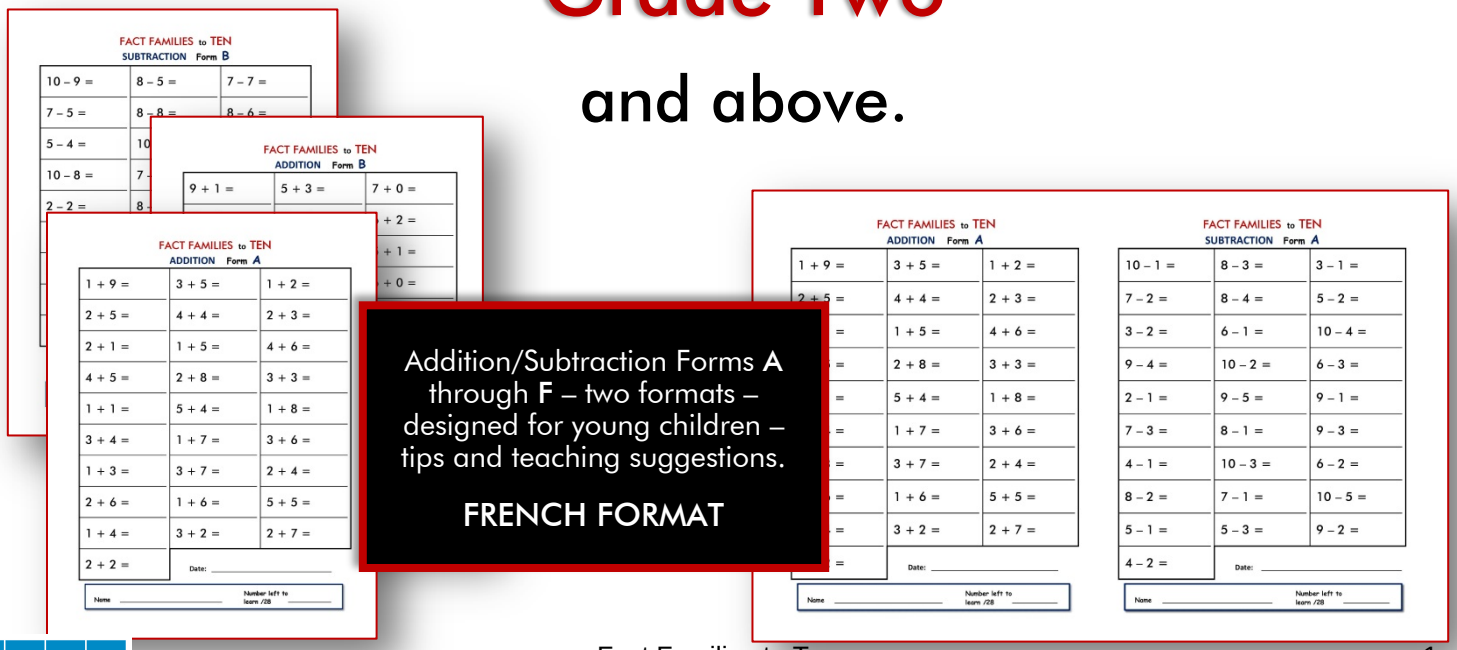
Kindergarten/Grade One

and

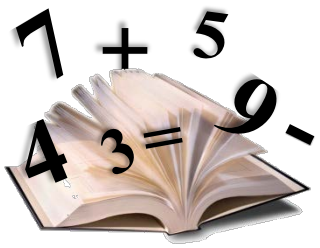
with struggling students in

Grade Two

and above.



Fact Families to Ten

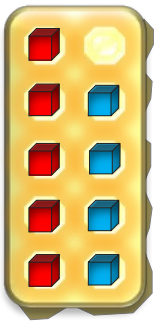


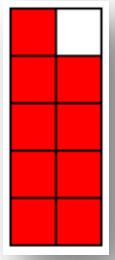
Some students in kindergarten are ready to be formally introduced to reading **addition** and **subtraction** nomenclature such as **4 + 5 = 9** and **9 – 4 = 5**.

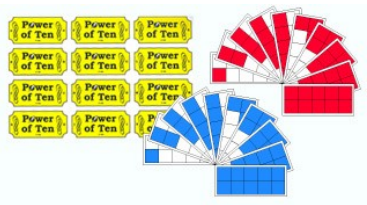
Initially, the teacher writes equations on the board or chart paper and connects the sentences (equation) to a story or a visual clue such as a picture in a book, ten-frame (**Power of Ten™** card), fingers, toes, dice, dominoes or a number line.

As the teacher connects a number sentence to a visual, adding another context is helpful. For example, the teacher could show nine counters in a ten-frame such as five red cubes and four blue cubes and ask the question:

"If Melissa had five red candies and four blue candies, how many would she have altogether?"



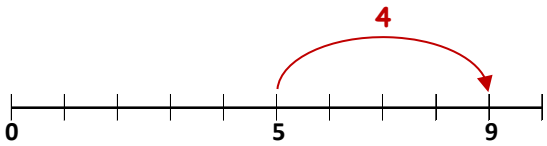




If the classroom has access to **Power of Ten™** cards, this is an excellent time to connect this story to these cards.

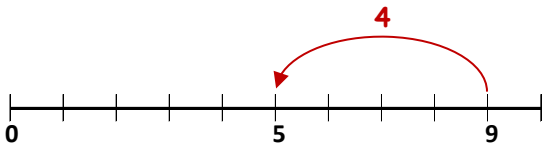
The teacher could connect this story to the students' fingers by having them **show five fingers** and **four fingers** (one finger is down). Students read the math sentence **5 + 4 = 9** and show the action on their fingers. ***Note*** – there is no counting involved; although some children will count their fingers on the hand showing the four. Encourage students to avoid this but if they do count, encourage them to say, **"Five, six, seven, eight, nine."**

The teacher can demonstrate the process on a number line by showing a jump from **five** to **nine**. Refrain from showing it as four jumps of one. If a student shows it this way, accept it initially but encourage the larger jumps.



5 + 4 = 9

This example was chosen because it is building a sense of ***'fiveness'***. Examples involving **six**, **seven**, **eight** and **nine** should generally be shown by connecting the number to five (or ten). This models the human hand, the number system used on an abacus and a crib board. Good crib players usually develop a sense of ***five*** and ***ten*** when they are pegging (counting) without being aware of it.



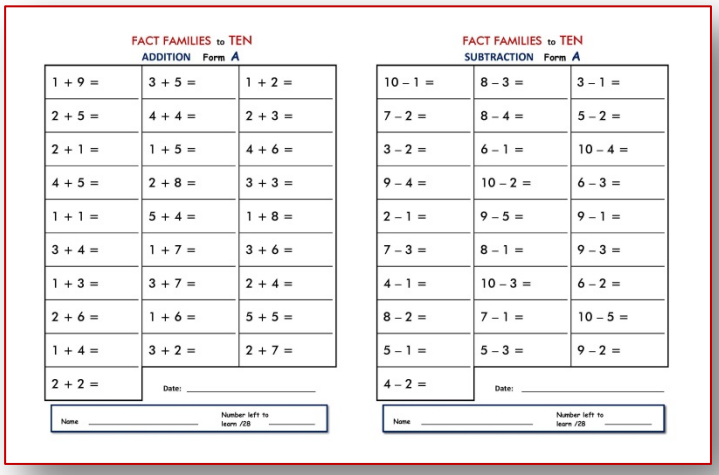
9 – 4 = 5

Now connect the visuals and the fingers to the following story.

Melissa had 9 candies and she gave 4 to her friend, Robin. How many does Melissa have left?

Have students read the story and connect it to their hands. Then have a student demonstrate the story in the ten-frame egg carton. Finally have a student demonstrate the story on the **Power of Ten**™ card. The teacher can demonstrate the process on a number line by showing a 'jump back' from **nine** to **five**.

This process of connecting story and visual clues, including fingers, can be transferred to all of the **addition** and **subtraction** facts less than or equal to ten. Eventually some students will be ready to try a **FACT FAMILIES to TEN** sheet. Please note that the 11 x 17 version of the sheets include both addition and subtraction connected as **Fact Families**.



FACT FAMILIES to TEN
ADDITION Form A

1 + 9 =	3 + 5 =	1 + 2 =
2 + 5 =	4 + 4 =	2 + 3 =
2 + 1 =	1 + 5 =	4 + 6 =
4 + 5 =	2 + 8 =	3 + 3 =
1 + 1 =	5 + 4 =	1 + 8 =
3 + 4 =	1 + 7 =	3 + 6 =
1 + 3 =	3 + 7 =	2 + 4 =
2 + 6 =	1 + 6 =	5 + 5 =
1 + 4 =	3 + 2 =	2 + 7 =
2 + 2 =	Date:	

Name _____ Number left to learn /28 _____

FACT FAMILIES to TEN
SUBTRACTION Form A

10 – 1 =	8 – 3 =	3 – 1 =
7 – 2 =	8 – 4 =	5 – 2 =
3 – 2 =	6 – 1 =	10 – 4 =
9 – 4 =	10 – 2 =	6 – 3 =
2 – 1 =	9 – 5 =	9 – 1 =
7 – 3 =	8 – 1 =	9 – 3 =
4 – 1 =	10 – 3 =	6 – 2 =
8 – 2 =	7 – 1 =	10 – 5 =
5 – 1 =	5 – 3 =	9 – 2 =
4 – 2 =	Date:	

Name _____ Number left to learn /28 _____

[click printer icons for pdf forms **A** through **F**]

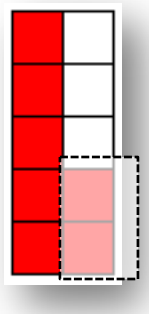

[ENGLISH]


[FRENCH]

One **Power of Ten**™ card can help students learn many of the facts (less than or equal to 10) if they have played enough ***Match It***, ***Face Off***, ***Concentration*** and ***Fish*** to learn to subitize (recognize the quantity without counting) all the numbers to ten. Then, with the visual clue of the card and the context of a story, the students can learn the following from a **seven-card**.

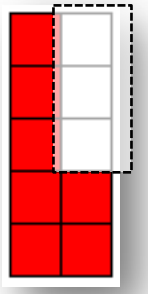
Ideas for stories are available on the **Power of Ten** Website in both English and French at
http://www.poweroften.ca

Beginning at the **'easiest to visualize'** to the **'most difficult'**

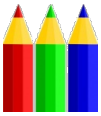


Amanda had 7 candies
and she ate 2.
How many does she have left?

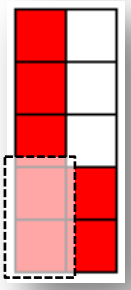
$7 - 2 = 5$
$7 - 5 = 2$
$2 + 5 = 7$
$5 + 2 = 7$



Sapna had 7 pencils.
Her friend, Manjeet, had 3 pencils.
How many pencils did they have altogether?

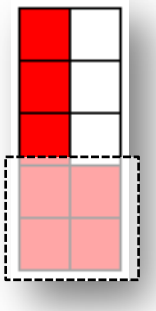


$7 + 3 = 10$
$3 + 7 = 10$
$10 - 7 = 3$
$10 - 3 = 7$



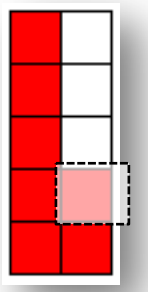
Henry had 5 pennies.
Sam had 2 pennies.
What is the difference? *or*
How many more pennies does
Henry have than Sam?

$5 - 2 = 3$
$5 - 3 = 2$
$2 + 3 = 5$
$3 + 2 = 5$



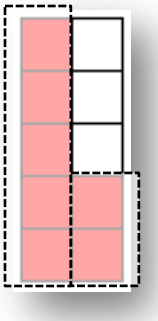
Jeremy had 7 friends to a birthday
party and 4 went home.
How many friends were left?

$7 - 4 = 3$
$7 - 3 = 4$
$3 + 4 = 7$
$4 + 3 = 7$



Sarah had 7 friends to a birthday party
and 1 went home.
How many friends were left?

7 – 1 = 6
7 – 6 = 1
6 + 1 = 7
1 + 6 = 7

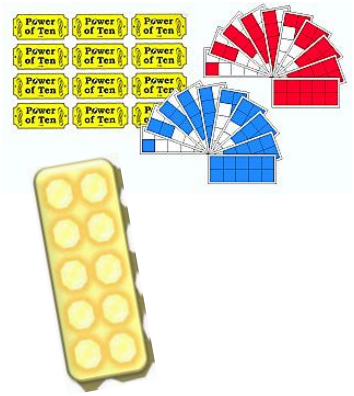


Mohammed had 7 cookies.
He ate 7.
How many cookies did he have left?

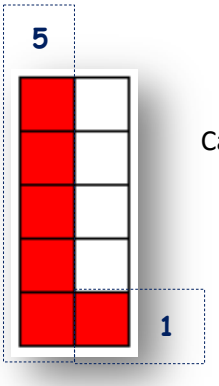
7 – 7 = 0
0 + 7 = 0

The seven-card has 22 facts,
the six-card has 14 facts,
the eight-card has 18 facts,
and the nine-card has 22 facts.

Reinforce the visualization process by demonstrating the thinking skills using the **Power of Ten™ ten-frame cards** and the ten-frame egg cartons. The six, seven, eight and nine cards are especially useful for visualizing, using 'fact families' and '**Breaking Up the Number**'. Every card can be used to show sixteen facts.



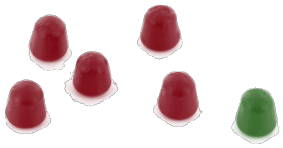
The following process is presented in a Power Point Presentation entitled **'Reinforce the Visualization Process'**. [click icon to see *Reinforce the Visualization Process* Power Point presentation]



Can you see **5 + 1 = 6**? If so, then **1 + 5 = 6**

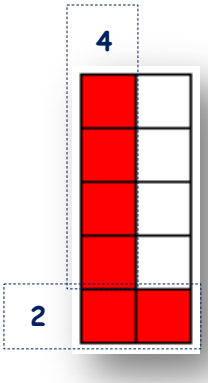
and **6 – 1 = 5** and **6 – 5 = 1**.

Connect the visual to a story.



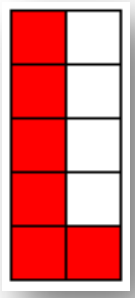
Mary had **5** candies.
Her brother gave her **1**.
How many candies does **she** have now?

Manjeet had **6** candies.
He ate **1**.
How many candies does **he** have now?

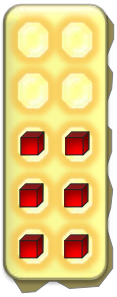


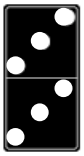
Can you see **2 + 4 = 6**? If so, then **4 + 2 = 6**

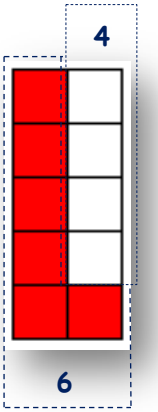
and **6 – 2 = 4** and **6 – 4 = 2**.



Can you see **3 + 3 = 6** on the card? **Not easily!**
Try showing it in a 10-frame egg carton or on a domino piece?





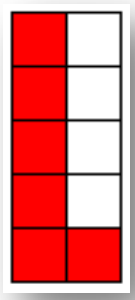


Can you see **6 + 4 = 10**? If so, then **4 + 6 = 10**

and **10 – 6 = 4** and **10 – 4 = 6**.

Connect to a number line.

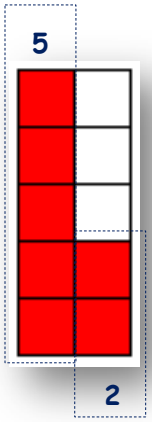
10 – 4 = 6



Can you see how much more **five** is than **one**?
If so, you know **5 – 1 = 4**, **5 – 4 = 1**, **1 + 4 = 5**, **4 + 1 = 5**.
The adding here is not visual. Nor is the subtracting, especially if the child has only heard **'take away'** and has never heard the words **'more than'** in a subtraction context. The 'more than' context comes from data collected for a graph. The question associated with it might be:

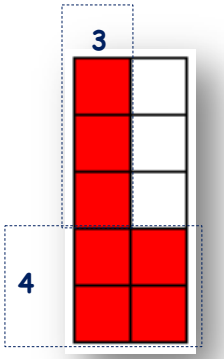
Connect to a story.

If **5** girls like bananas and only **1** boy likes bananas,
how many more girls like bananas than boys?



Can you see **5 + 2 = 7**? If so, then **2 + 5 = 7**

and **7 – 5 = 2** and **7 – 2 = 5**.

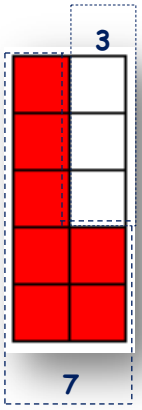


Can you see **4 + 3 = 7**? If so, then **3 + 4 = 7**

and **7 – 4 = 3** and **7 – 3 = 4**.

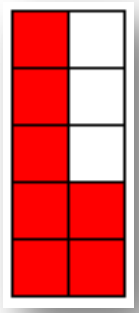
Connect to a story.

Sapna had **7** friends to her birthday party.
3 friends went home.
How many friends were left?



Can you see **7 + 3 = 10**? If so, then **3 + 7 = 10**

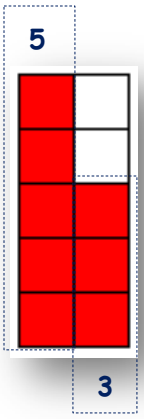
and **10 – 3 = 7** and **10 – 7 = 3**.



Can you see how much more **five** is than **two**?
If so, you know **5 – 2 = 3**, **5 – 3 = 2**, **2 + 3 = 5**, **3 + 2 = 5**.
The adding and subtracting here is not visual so the 'fact family' is the key. The question associated with it might be:

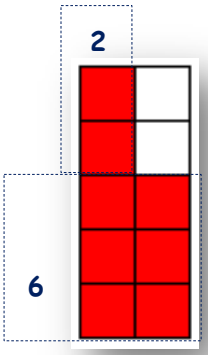
Connect to a story.

If **5** girls like oranges and **2** boys like oranges,
how many more girls like oranges than boys?



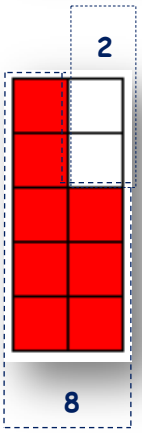
Can you see **5 + 3 = 8**? If so, then **3 + 5 = 8**

and **8 – 5 = 3** and **8 – 3 = 5**.



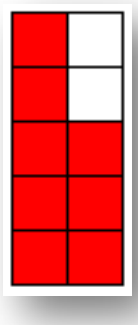
Can you see **2 + 6 = 8**? If so, then **6 + 2 = 8**

and 8 – 2 = 6 and **8 – 6 = 2**.



Can you see **8 + 2 = 10**? If so, then **2 + 8 = 10**

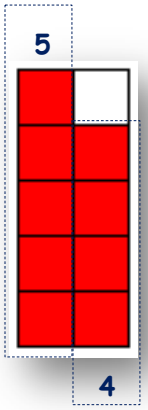
and **10 – 8 = 2** and **10 – 2 = 8**.



Can you see how much more **five** is than **three**?
If so, you know **5 – 3 = 2**, **5 – 2 = 3**, **3 + 2 = 5**, **2 + 3 = 5**.
The adding and subtracting here is not visual so the 'fact family' is the key. The question associated with it might be:

Connect to a story.

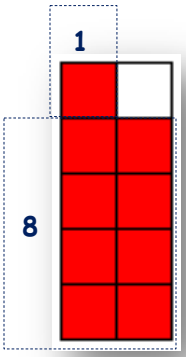
If **5** girls like apples and **3** boys
like apples,
how many more girls like apples than boys?



Can you see **5 + 4 = 9**? If so, then **4 + 5 = 9**

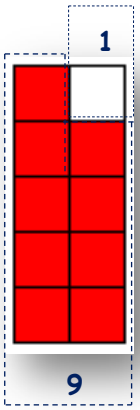
and **9 – 5 = 4** and **9 – 4 = 5**.

Connect to a visual.



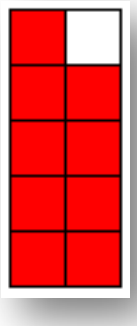
Can you see **1 + 8 = 9**? If so, then **8 + 1 = 9**

and **9 – 8 = 1** and **9 – 1 = 8**.



Can you see **9 + 1 = 10**? If so, then **1 + 9 = 10**

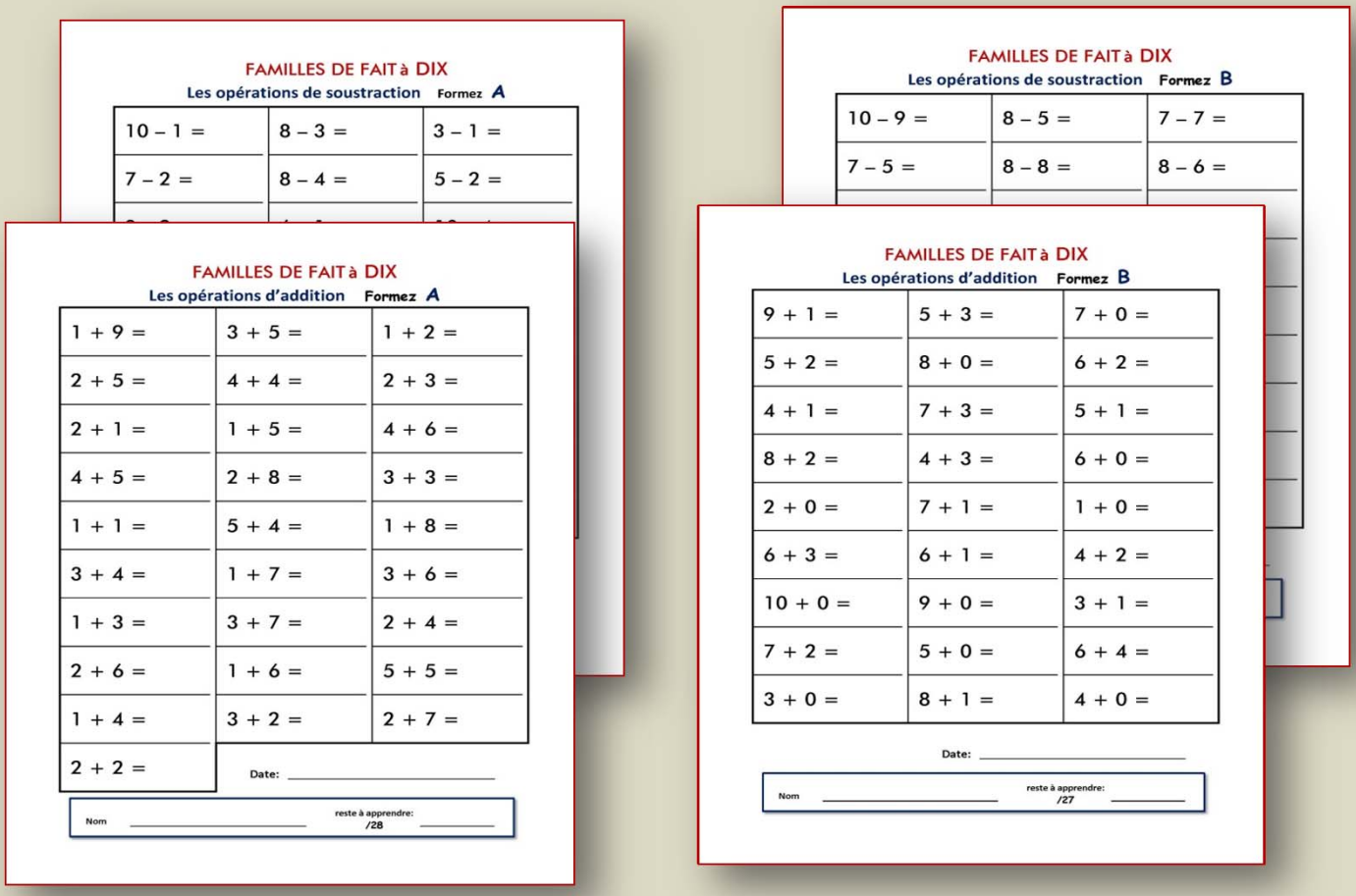
and **10 – 9 = 1** and **10 – 1 = 9**.



Can you see how much more **five** is than **four**?
If so, you know **5 – 4 = 1**, **5 – 1 = 4**, **4 + 1 = 5**, **1 + 4 = 5**.
The adding and subtracting here is not visual so the 'fact family' is the key. The question associated with it might be:

Connect to a story.

If **5** girls like pears and **4** boys
like pears,
how many more girls like pears than boys?



single page format

FACT FAMILIES to TEN

forms A through F

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire A

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire A

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire B

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire B

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire C

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire C

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire D

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire D

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire E

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire E

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire F

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

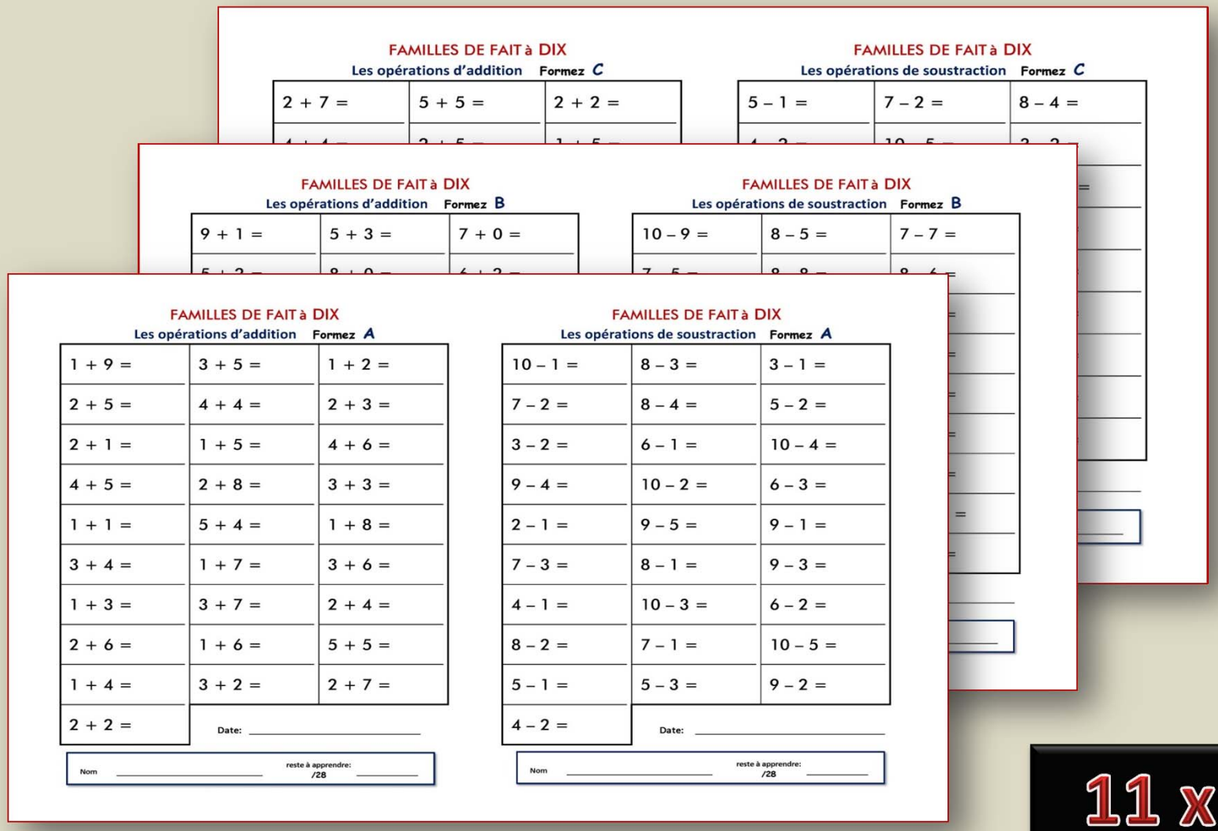
FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire F

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

Date: _____

Nom _____ **reste à apprendre: /27** _____



11 x 17 format

FACT FAMILIES to TEN

forms A through F

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire A

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

Date: _____

Nom _____ reste à apprendre: /28 _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire A

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

Date: _____

Nom _____ reste à apprendre: /28 _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire B

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire B

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire C

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

Date: _____

Nom _____ reste à apprendre: /28 _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire C

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

Date: _____

Nom _____ reste à apprendre: /28 _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire D

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire D

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire E

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire E

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

Date: _____

Nom _____ **reste à apprendre: /28** _____

FAMILLES DE FAIT à DIX

Les opérations d'addition Formulaire F

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

Date: _____

Nom _____ **reste à apprendre: /27** _____

FAMILLES DE FAIT à DIX

Les opérations de soustraction Formulaire F

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

Date: _____

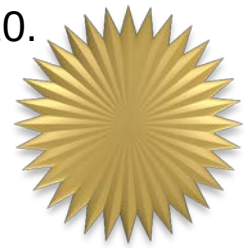
Nom _____ **reste à apprendre: /27** _____

Maîtrise dans tous les faits à 10

Félicitations

Ce certificat atteste que _____

est compétent(e) dans tous les faits d'addition à 10.



_____ _____

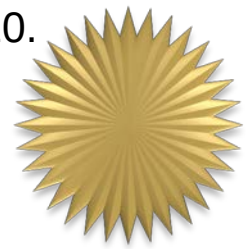
Professeur(e) Date

Maîtrise dans tous les faits à 10

Félicitations

Ce certificat atteste que _____

est compétent(e) dans tous les faits d'addition à 10.



_____ _____

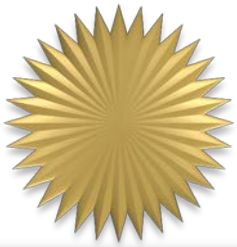
Professeur(e) Date

Maîtrise dans tous les faits à 10

Félicitations

Ce certificat atteste que _____

est compétent(e) dans tous les faits de soustraction à 10.



_____ _____

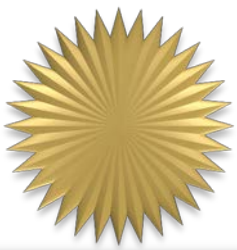
Professeur(e) Date

Maîtrise dans tous les faits à 10

Félicitations

Ce certificat atteste que _____

est compétent(e) dans tous les faits de soustraction à 10.



_____ _____

Professeur(e) Date