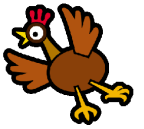


Name: _____

Mental Maths

Perceptual 1



Count backwards by ones: ←

20 19 _____ 17 _____ 15 _____ _____ _____ 11

Count forwards by ones: →

9 10 _____ 12 _____ 14 _____ _____ _____ 18

Doubles:

$4+4=$ _____ $1+1=$ _____ $10+10=$ _____ $3+3=$ _____

Adding 1:

$5+1=$ _____ $15+1=$ _____ $17+1=$ _____ $16+1=$ _____

Taking away 1:

$13-1=$ _____ $6-1=$ _____ $14-1=$ _____ $20-1=$ _____

Number friends under 10:

$2+3=$ _____ $5+4=$ _____ $3+7=$ _____ $2+4=$ _____

$6+4=$ _____ $8+2=$ _____ $5+2=$ _____ $9+1=$ _____

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

Some information for parents:

Students working at the Perceptual Level in Number benefit from repetitive experiences with simple numerical calculations such as these with addition and subtraction concepts. Students **beginning** at this level will usually need **counters to support** their understandings. Those developing deeper understandings can use the **number line to support counting**, as this is the beginning of more abstract manipulations with numbers. Students who are developing an **automatic recall of number facts** might make use of the number line to check calculations, and when accuracy is high (with automatic responses), can begin working with number facts at the Figurative Level.