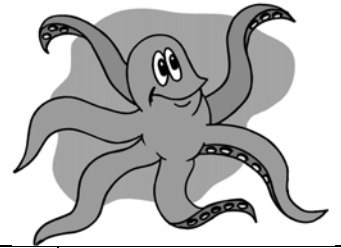


Math Fact Worksheet

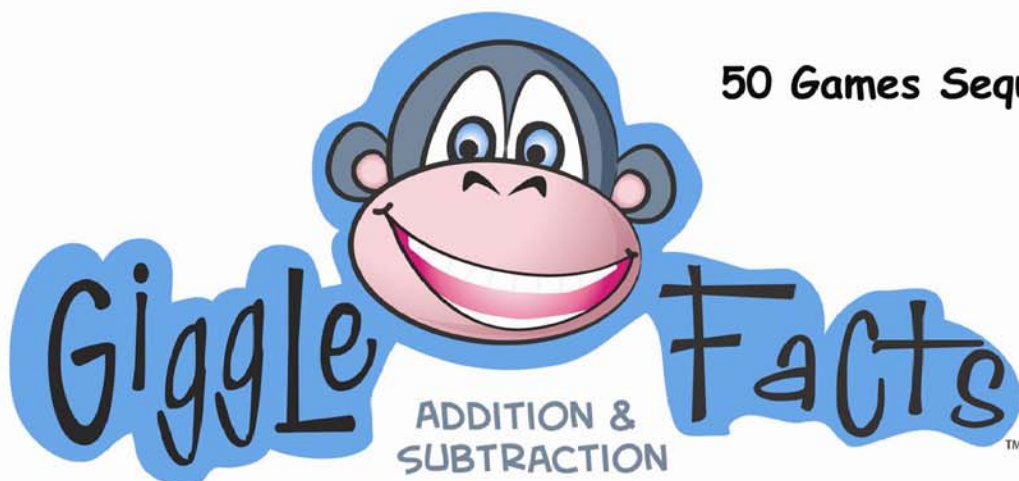
Level 5 - Subtraction: Differences 0 to 7



$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$
$6 - 6 =$	$4 - 2 =$	$7 - 4 =$	$5 - 1 =$	$8 - 7 =$
$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$
$4 - 4 =$	$7 - 2 =$	$8 - 8 =$	$2 - 2 =$	$8 - 3 =$
$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 1 \\ \hline \end{array}$
$8 - 4 =$	$2 - 1 =$	$8 - 6 =$	$5 - 2 =$	$6 - 5 =$
$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$
$5 - 3 =$	$3 - 1 =$	$8 - 5 =$	$7 - 7 =$	$6 - 3 =$



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- Educators and Cognitive Psychologists agree that the "ability to recall basic math facts fluently is necessary for students to attain higher-order math skills" (Whitehurst, 2003).
- "Recent research in cognitive science, using MRI's, has revealed the actual shift in brain activation patterns as untrained math facts are learned" (Delazer et al., 2003). "Instruction and practice cause math fact processing to move from a quantitative area of the brain to one related to automatic retrieval" (Dehaene, 2003).
- "Families that provide opportunities for children to...play simple board and card games that require the players to count, add, subtract, and match are giving their children thinking challenges that develop their number sense" (Wakefield, 1997).
- Research by Siegler and Ramani (2008) found a correlation between math achievement and students' exposure to board games at home.

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