

Module: Add 10-14 to 0-5

2nd

$11 + 5 = \underline{\quad}$

$12 + 3 = \underline{\quad}$

$13 + 4 = \underline{\quad}$

$14 + 5 = \underline{\quad}$

Make sure they are not counting on fingers. If struggling with above, please stop and start with first packet (add 10).

You may optionally use:

[Diagnostics: Add 10-19](#)[Add 10-14 to 0-5](#)

Goal: Start from first packet and progress quickly as required: add 10, add 11, add 12, add 13, add 14

Module: Add 10-14 to 6-9 below 20

2nd

$11 + 8 = \underline{\quad}$

$12 + 7 = \underline{\quad}$

$13 + 5 = \underline{\quad}$

$14 + 4 = \underline{\quad}$

$7 + \underline{\quad} = 12$

$5 + \underline{\quad} = 13$

$\underline{\quad} + 11 = 14$

$9 + \underline{\quad} = 11$

Make sure they are not counting on fingers. If struggling with above, please stop and start with first packet (add 10).

You may optionally use:

[Diagnostics: Add 10-19](#)[Add 10-14 to 6-9](#)

Goal: Start from first packet and progress quickly: add 10, add 11, add 12-13, sum 12, sum 13, sum 14

Module: Add 15-19 to 0-5 below 20

2nd

$15 + 4 = \underline{\quad}$

$17 + 2 = \underline{\quad}$

$18 + 1 = \underline{\quad}$

$19 + 0 = \underline{\quad}$

$7 + \underline{\quad} = 15$

$13 + \underline{\quad} = 19$

$\underline{\quad} + 11 = 18$

$9 + \underline{\quad} = 16$

Make sure they are not counting on fingers. If struggling with above, please stop and start with first packet (add 15).

You may optionally use:

[Diagnostics: Add 10-19](#)[Add 15-19 to 0-5](#)

Goal: Start from first packet and progress quickly as required: add 15, sum of 15, add 16, sum of 16, add 17, sum of 17, sum of 18, sum of 19

Name: _____

Date: ____ / ____ / 2025

Start: _____

End: _____

Module: Sub 10-14 to 0-5

2nd

$11 - 5 = \underline{\quad}$

$12 - 3 = \underline{\quad}$

$13 - 4 = \underline{\quad}$

$14 - 5 = \underline{\quad}$

Make sure they are not counting on fingers. If struggling with above, please stop and start with first packet of this module (Sub 10)

You may optionally use:

[Diagnostics: Sub 10-19](#)[Sub 10-14 to 0-5](#)

Goal: Start from first packet and progress quickly as required: sub 10, sub 11, sub 12, sub 13, sub 14

Module: Sub 10-14 to 6-9

2nd

$11 - 8 = \underline{\quad}$

$12 - 7 = \underline{\quad}$

$13 - 5 = \underline{\quad}$

$14 - 4 = \underline{\quad}$

$13 - \underline{\quad} = 6$

$\underline{\quad} - 2 = 9$

$12 - \underline{\quad} = 7$

$\underline{\quad} - 6 = 8$

Make sure they are not counting on fingers. If struggling with above, please stop and start with first packet of this module (Sub 10)

You may optionally use:

[Diagnostics: Sub 10-19](#)[Sub 10-14 to 6-9](#)

Goal: Start from first packet and progress quickly as required: sub 10, sub 11, sub 12, sub 13, sub 14, sum of 6, sum of 7, sum of 8, sum of 9

Name: _____

Date: ____ / ____ / 2025

Start: _____

End: _____

Module: Sub 15-19 to 0-5

2nd

$15 - 4 = \underline{\quad}$

$17 - 2 = \underline{\quad}$

$18 - 1 = \underline{\quad}$

$19 - 0 = \underline{\quad}$

$\underline{\quad} - 5 = 12$

$18 - \underline{\quad} = 2$

$\underline{\quad} - 5 = 14$

$17 - \underline{\quad} = 8$

Make sure they are not counting on fingers. If struggling with above, please stop and start with first packet of this module (sub 15)

You may optionally use:

[Diagnostics: Sub 10-19](#)[Sub 15-19 to 0-5](#)

Goal: Start from first packet and quickly progress as required: Sub 15, Sub 16, Sub 17, Sub 18, Sub 19

Module: Sub 15-19 to 6-9

2nd

$16 - 7 = \underline{\quad}$

$17 - 8 = \underline{\quad}$

$18 - 9 = \underline{\quad}$

$19 - 6 = \underline{\quad}$

$\underline{\quad} - 7 = 9$

$15 - \underline{\quad} = 8$

$\underline{\quad} - 5 = 12$

$19 - \underline{\quad} = 8$

Make sure they are not counting on fingers. If struggling with above, please stop and start with first packet of this module (sub 15)

You may optionally use:

[Diagnostics: Sub 10-19](#)[Sub 15-19 to 6-9](#)

Goal: Start from first packet and quickly progress as required: Sub 15, Sub 16, Sub 17, Sub 18, Sub 19, sum of 6, sum of 7, sum of 8, sum of 9

