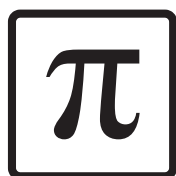


Milestone Maths C1
by
Kathy Gonzalez



Milestone

For Joshua

Milestone Maths C1

First Edition (2025)

Copyright (c) 2025 Kathy Gonzalez

All rights reserved.

milestonemaths.com.au

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the author, except as provided by Australian copyright law.

All correspondence with regard to this copyright notice or any other aspect of this book should be directed to: author@milestonemaths.com.au

Error reports and comments are most welcome.

Cover photo by Emmanuel Polymenopoulos on Unsplash

Cover design by Christopher Gonzalez

Interior design and illustrations by Kathy Gonzalez and Daniel Gonzalez

Printed by Milestone Maths

Gin Gin, QLD

Australia

Introduction

Welcome to the first book in Milestone Maths level C. This book contains 40 lessons and is intended to be used by an average student in term one of year two in an Australian school year. This allows for four lessons per week in a regular term. If desired, the fifth day may be used to complete any outstanding work, for review, or extension or for some of the practical/enrichment activities that are suggested from time to time in this book and on the Milestone Maths website. You may also elect to complete a drill on the fifth day or to take a break from maths. Please see the next page for advice on how to structure and pace lessons for children with special needs.

RESOURCES

The only essential resource for this curriculum is a set of Sumstix (also known as Cuisenaire rods). These may be purchased from the same place that you obtained this book. Optional resources include Number Bond Flashcards and Number Game Cards. Check the Milestone Maths website for details.

www.milestonemaths.com.au

PARENT INVOLVEMENT

Milestone Maths is designed to foster independent learning as quickly as possible. For this reason, parent instructions are kept to a minimum and are contained within this book. The next few pages contain introductions to each of the milestones and some teaching notes for selected lessons. It would be a good idea to consult these pages when your child commences each milestone. If your child is not yet reading, you will have to read the instructions for each lesson.

At this level, it is still advisable to demonstrate examples practically whenever possible. So, when counters or Sumstix are drawn in the student instructions and examples, you should recreate the same examples using actual concrete materials - use whatever items you fancy for counters (buttons, beans, beads, small toys, found natural materials etc). Also, when algorithms are described in the text, it would be a good idea to demonstrate the same examples by writing out each example on a separate piece of paper or a black/whiteboard one step at a time. After you have completed the demonstration, which should only take a few minutes, you should read the instructions with, or to, your child and make sure that they understand them then, allow them to complete the rest of the lesson on their own. If your child is not yet reading independently, you will need to read word problems and may need to read instructions for review activities that are not yet familiar to the child.

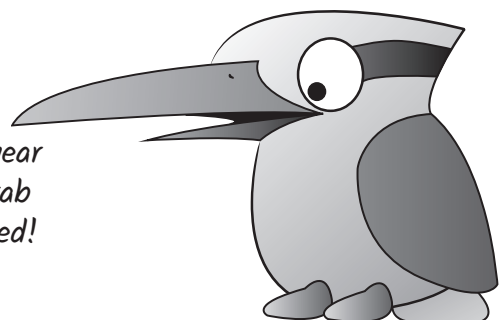
QUESTIONS OR COMMENTS?

If you have any questions whatsoever about any aspect of this course's implementation, or if you need help understanding any maths related concept, please do not hesitate to contact the author at

author@milestonemaths.com.au

G'day, I'm Cookie Kookaburra and I'm here to help you learn your maths.

There's lots of exciting things to learn this year and we have some fun activities to do so, grab your sumstix and a pencil and let's get started!



EXTENSION WORK



Some activities in this book are marked with a graduation cap icon. These activities are more challenging and intended to stimulate the more advanced students. Use your discretion as to whether require your child to attempt these activities. If the child is keen to have a go, let them do so, but give them help as and when they need it but respect their wishes if they refuse help - the struggle to find the solution will do them the world of good.

DRILLS

Drills are an essential part of learning in mathematics. A drill is located at the end of every lesson. If your child does not have the patience to do these drills, please see the Milestone Maths website for suggested alternatives. Visit milestonemaths.com.au/not-negotiable/

ADAPTATIONS FOR CHILDREN WITH SPECIAL NEEDS

If your child has special learning needs, there are a number of adaptations possible.

For older yet illiterate students: you should read all instructions to the student just as you would to a young child that is still learning to read.

For children who have difficulty writing: you may act as scribe and have the child tell you what to write. When numbers or equations are required, have the child "build" the answers using the number game cards. Also, you may use the number bond flashcards for drills instead of the written drills or you could treat the written drills as oral drills until writing is easy. Unless the child has a physical handicap that makes writing difficult or impossible, I would suggest that you gently encourage them to do more and more writing on their own every day. Begin by taking turns with the pencil - you write one number then the child writes one, etc and slowly increase the amount of writing that your child does until they achieve independence.

For children who need a slower pace: some lessons could consist entirely of warm up/review activities or the student book activities could be assigned over two or more days.

Extra writing practice can be done on a reusable drawing board (eg whiteboard, LCD tablet, etc.), on scrap paper or in a separate exercise book.

For children who need a faster pace: If your child is finding the lessons very easy and is learning the concepts quickly, you may consider doing two lessons a day and completing the Review and Practice section of only one of the lessons. Special care needs to be taken that the child is mastering the drills at this pace as well. Over learning is always a good thing however, a particularly bright child will need to be challenged to maintain motivation.

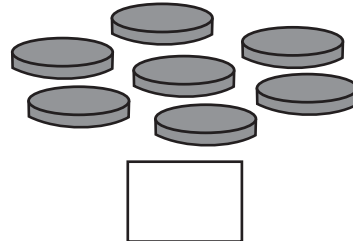
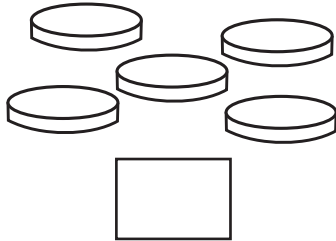


Lesson 17

ADDING NUMBERS WITH TOTALS OVER TEN

INVESTIGATION

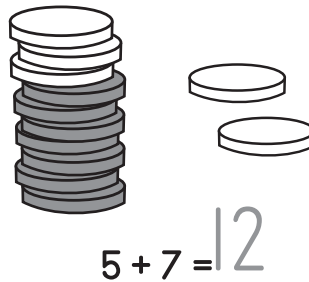
Count the coins in each group.



If we want to know the total number of coins, we can write a sum:

$$5 + 7 =$$

To find the answer, we can count the coins by making a pile of ten coins:



Grab 20 small objects that you can use to help you with the lesson practice. Anything small that will sit still on the desk will do: it could be small toys, pebbles, dry beans, raw pasta shapes, coins, tokens/counters/pawns from a game or even "white" Sumstix. You don't even need two colours, I just used the colour in the example to make it clear what I was doing.

LESSON PRACTICE

Divide your objects into groups and then bundle them in tens to help solve the additions:

$8 + 9 = \underline{\quad\quad\quad}$

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

$8 + 4 = \underline{\quad\quad\quad}$

$3 + 9 = \underline{\quad\quad\quad}$

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

$4 + 9 = \underline{\quad\quad\quad}$

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

$6 + 6 = \underline{\quad\quad\quad}$

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

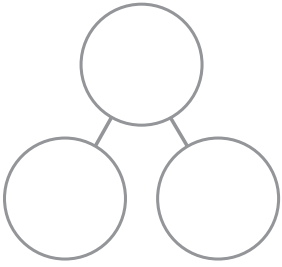
$6 + 8 = \underline{\quad\quad\quad}$

$8 + 3 = \underline{\quad\quad\quad}$

$5 + 8 = \underline{\quad\quad\quad}$

REVIEW AND PRACTICE

Emma has seven dolls. She gives two of them to a girl that doesn't have any. How many dolls does Emma have left?



Emma has _____ dolls left.

Find the fractions (use Sumstix if you need them)

$$\frac{1}{2} \text{ of } 10 = \underline{\hspace{2cm}}$$

$$\frac{1}{2} \text{ of } 8 = \underline{\hspace{2cm}}$$

$$\frac{1}{4} \text{ of } 16 = \underline{\hspace{2cm}}$$

$$\frac{1}{2} \text{ of } 14 = \underline{\hspace{2cm}}$$

$$\frac{1}{4} \text{ of } 4 = \underline{\hspace{2cm}}$$

$$\frac{1}{2} \text{ of } 18 = \underline{\hspace{2cm}}$$

$$\frac{1}{4} \text{ of } 20 = \underline{\hspace{2cm}}$$

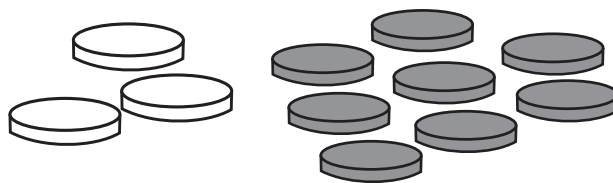
$$\frac{1}{2} \text{ of } 4 = \underline{\hspace{2cm}}$$

$$\frac{1}{2} \text{ of } 2 = \underline{\hspace{2cm}}$$

Fill in the missing numbers on the number chart.

21									

Write a sum to describe the picture below and solve it.



$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = 10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$



Drill 17

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

$1 + 3 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

$9 + 1 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$7 + 1 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$6 + 2 = \underline{\quad}$

$7 + 2 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

$2 + 7 = \underline{\quad}$

$2 + 8 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

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

$1 + 7 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$3 + 5 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

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

$3 + 1 = \underline{\quad}$

$1 + 8 = \underline{\quad}$

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

$6 + 1 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

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

$8 + 1 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

Lesson 18

SUMS WITH ANSWERS OVER 10

Last lesson we grouped objects to help us calculate sums with answers bigger than ten. Today we will do the same thing using Sumstix.

EXAMPLE

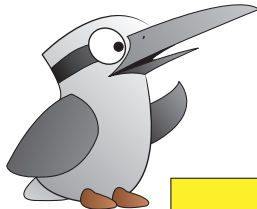
$$5 + 9 = \underline{\hspace{2cm}}$$

Step 1: Build a Sumstix train:

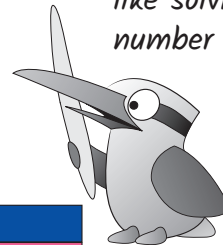


Step 2: Find the answer.

This is a LONG train, so we know the answer will start with a ten.



Finding this stick is a bit like solving a missing number problem!



$$5 + 9 = \underline{14}$$

LESSON PRACTICE

Use Sumstix to find the answers to the following sums.

$8 + 9 = \underline{\hspace{2cm}}$

$5 + 9 = \underline{\hspace{2cm}}$

$7 + 6 = \underline{\hspace{2cm}}$

$8 + 8 = \underline{\hspace{2cm}}$

$7 + 8 = \underline{\hspace{2cm}}$

$6 + 6 = \underline{\hspace{2cm}}$

$4 + 8 = \underline{\hspace{2cm}}$

$6 + 7 = \underline{\hspace{2cm}}$

$9 + 5 = \underline{\hspace{2cm}}$

$9 + 7 = \underline{\hspace{2cm}}$

$4 + 9 = \underline{\hspace{2cm}}$

$9 + 9 = \underline{\hspace{2cm}}$

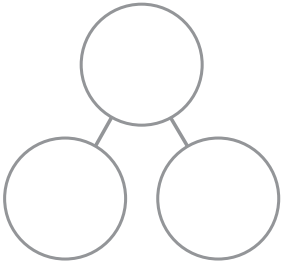
$6 + 9 = \underline{\hspace{2cm}}$

$6 + 4 = \underline{\hspace{2cm}}$

$8 + 3 = \underline{\hspace{2cm}}$

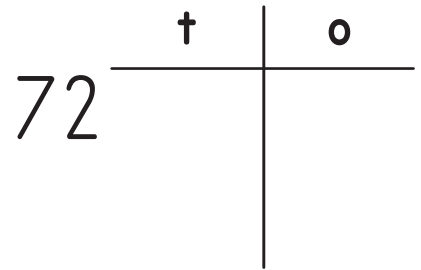
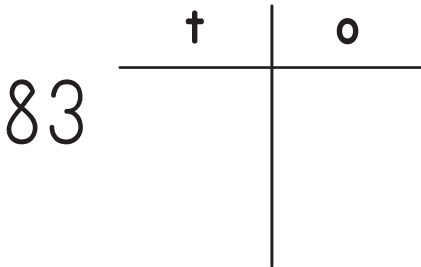
REVIEW AND PRACTICE

Jake made ten paper planes then went outside to test them. It was a windy day and some of the planes got carried off far away and lost. Jake had only six paper planes left when he came back inside. How many paper planes were lost?



Jake lost _____ paper planes.

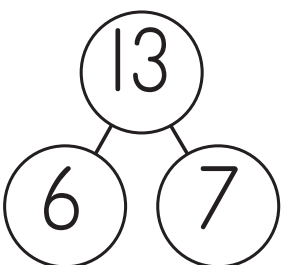
Write the following numbers on the place value charts.



Fill in the missing numbers on the number chart.

41									

Write the equations represented by the number bond.





Drill 18

$3 + 5 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$9 + 1 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

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

$7 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$5 + 2 = \underline{\quad}$

$2 + 7 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$6 + 1 = \underline{\quad}$

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

$6 + 2 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

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

$7 + 1 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$4 + 6 = \underline{\quad}$

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

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

$1 + 8 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$8 + 1 = \underline{\quad}$

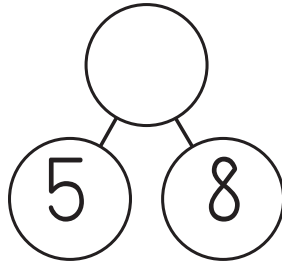
$2 + 8 = \underline{\quad}$

Lesson 19

NUMBER BONDS FOR NUMBERS BIGGER THAN 10

Last year we spent a lot of time learning about number bonds for numbers up to ten. This year we are going to learn the number bonds for numbers to 20.

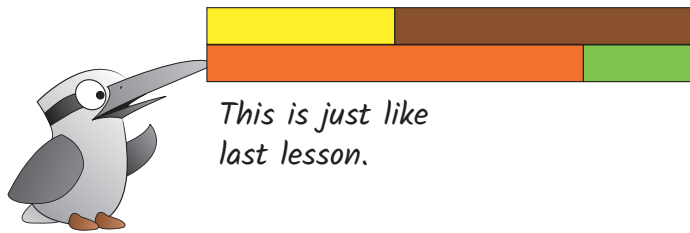
EXAMPLE



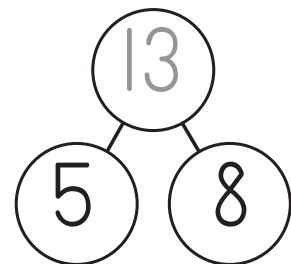
Step 1: Make a Sumstix train.



Step 2: Find the total.

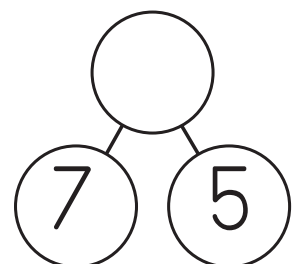
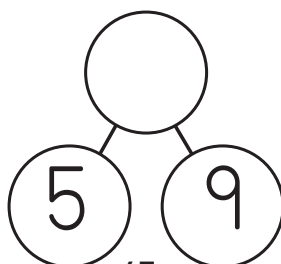
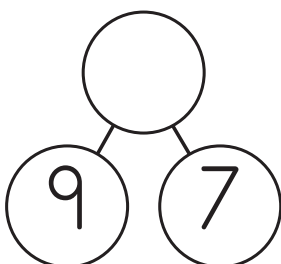
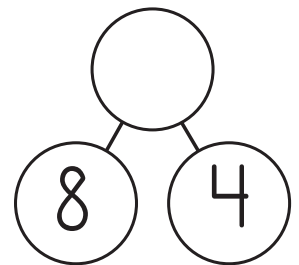
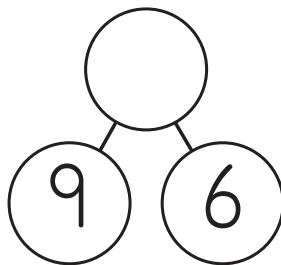
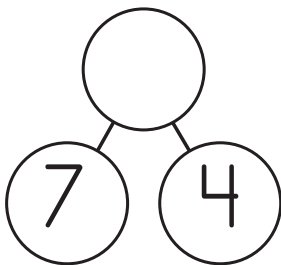


This is just like last lesson.



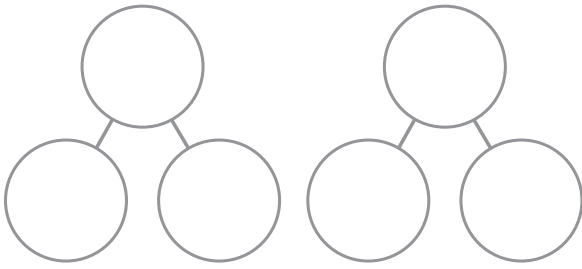
LESSON PRACTICE

Use Sumstix to find the missing totals.



REVIEW AND PRACTICE

Kylie's grandma gave her ten dollars for her birthday. She bought a pencil for one dollar and a notebook for three dollars then she put the rest of the money in the bank. How much money did Kylie put in the bank?



Kylie put _____ dollars in the bank.

Count the dots.



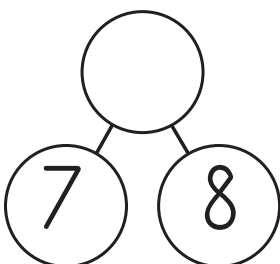


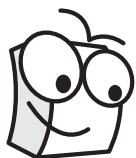


Fill in the missing numbers on the number chart.

61									

Fill in the missing number and write the four equations the number bond represents.





Drill 19

$5 + 2 = \underline{\quad}$

$6 + 1 = \underline{\quad}$

$2 + 1 = \underline{\quad}$

$1 + 2 = \underline{\quad}$

$1 + 7 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$1 + 6 = \underline{\quad}$

$9 + 1 = \underline{\quad}$

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

$3 + 5 = \underline{\quad}$

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

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

$2 + 8 = \underline{\quad}$

$7 + 3 = \underline{\quad}$

$4 + 1 = \underline{\quad}$

$5 + 3 = \underline{\quad}$

$7 + 2 = \underline{\quad}$

$1 + 4 = \underline{\quad}$

$8 + 1 = \underline{\quad}$

$4 + 5 = \underline{\quad}$

$3 + 2 = \underline{\quad}$

$3 + 7 = \underline{\quad}$

$3 + 4 = \underline{\quad}$

$6 + 3 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$4 + 3 = \underline{\quad}$

$7 + 1 = \underline{\quad}$

$6 + 4 = \underline{\quad}$

$2 + 3 = \underline{\quad}$

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

$4 + 6 = \underline{\quad}$

$1 + 5 = \underline{\quad}$

$3 + 1 = \underline{\quad}$

$1 + 8 = \underline{\quad}$

$2 + 4 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

$6 + 2 = \underline{\quad}$

$1 + 3 = \underline{\quad}$

$5 + 1 = \underline{\quad}$

$3 + 6 = \underline{\quad}$

$2 + 5 = \underline{\quad}$

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

$2 + 7 = \underline{\quad}$

$4 + 2 = \underline{\quad}$

$2 + 6 = \underline{\quad}$

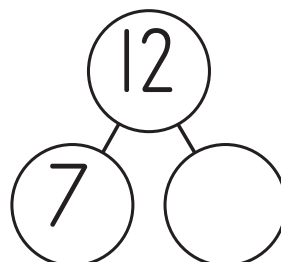
Lesson 20

MISSING NUMBER PROBLEMS FOR TOTALS GREATER THAN TEN

EXAMPLE

Find the missing number:

$$7 + \underline{\hspace{2cm}} = 12$$



Step 1: Build the total.



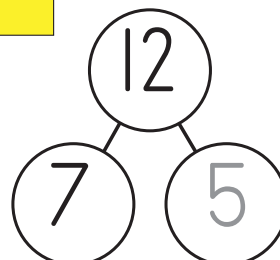
Step 2: Place the known part next to the total.



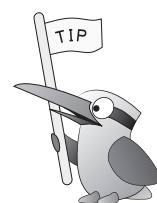
Step 3: Find the stick that fills in the gap.



$$7 + \underline{5} = 12$$



The method is the same whether it is the first or second number that is missing.



LESSON PRACTICE

$$5 + \underline{\hspace{2cm}} = 11$$

$$\underline{\hspace{2cm}} + 6 = 12$$

$$4 + \underline{\hspace{2cm}} = 13$$

$$\underline{\hspace{2cm}} + 9 = 18$$

$$\underline{\hspace{2cm}} + 7 = 13$$

$$3 + \underline{\hspace{2cm}} = 11$$

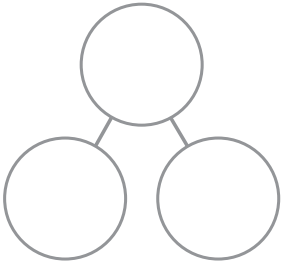
$$9 + \underline{\hspace{2cm}} = 15$$

$$\underline{\hspace{2cm}} + 8 = 13$$

$$3 + \underline{\hspace{2cm}} = 12$$

REVIEW AND PRACTICE

Leon is planting seeds for his mother. His mother gave him 17 seeds and he has planted 9. How many seeds does Leon have left to plant?



Leon has _____ seeds left to plant.

Write the numbers in expanded form.

20 = _____

27 = _____

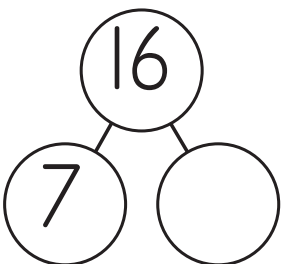
46 = _____

76 = _____

Fill in the missing numbers on the number chart.

81									

Fill in the missing number and write the four equations the number bond represents.





Drill 20

$2 + 8 = \underline{\hspace{2cm}}$

$3 + 3 = \underline{\hspace{2cm}}$

$6 + 3 = \underline{\hspace{2cm}}$

$4 + 6 = \underline{\hspace{2cm}}$

$1 + 9 = \underline{\hspace{2cm}}$

$1 + 6 = \underline{\hspace{2cm}}$

$7 + 2 = \underline{\hspace{2cm}}$

$4 + 2 = \underline{\hspace{2cm}}$

$1 + 1 = \underline{\hspace{2cm}}$

$5 + 5 = \underline{\hspace{2cm}}$

$6 + 2 = \underline{\hspace{2cm}}$

$7 + 3 = \underline{\hspace{2cm}}$

$4 + 3 = \underline{\hspace{2cm}}$

$1 + 7 = \underline{\hspace{2cm}}$

$6 + 4 = \underline{\hspace{2cm}}$

$5 + 4 = \underline{\hspace{2cm}}$

$3 + 6 = \underline{\hspace{2cm}}$

$4 + 5 = \underline{\hspace{2cm}}$

$2 + 1 = \underline{\hspace{2cm}}$

$4 + 4 = \underline{\hspace{2cm}}$

$2 + 7 = \underline{\hspace{2cm}}$

$1 + 4 = \underline{\hspace{2cm}}$

$8 + 2 = \underline{\hspace{2cm}}$

$2 + 2 = \underline{\hspace{2cm}}$

$9 + 1 = \underline{\hspace{2cm}}$

$8 + 1 = \underline{\hspace{2cm}}$

$5 + 3 = \underline{\hspace{2cm}}$

$3 + 1 = \underline{\hspace{2cm}}$

$1 + 5 = \underline{\hspace{2cm}}$

$3 + 7 = \underline{\hspace{2cm}}$

$2 + 6 = \underline{\hspace{2cm}}$

$2 + 3 = \underline{\hspace{2cm}}$

$2 + 5 = \underline{\hspace{2cm}}$

$3 + 4 = \underline{\hspace{2cm}}$

$3 + 2 = \underline{\hspace{2cm}}$

$5 + 1 = \underline{\hspace{2cm}}$

$1 + 2 = \underline{\hspace{2cm}}$

$1 + 3 = \underline{\hspace{2cm}}$

$3 + 5 = \underline{\hspace{2cm}}$

$7 + 1 = \underline{\hspace{2cm}}$

$6 + 1 = \underline{\hspace{2cm}}$

$1 + 8 = \underline{\hspace{2cm}}$

$4 + 1 = \underline{\hspace{2cm}}$

$5 + 2 = \underline{\hspace{2cm}}$

$2 + 4 = \underline{\hspace{2cm}}$

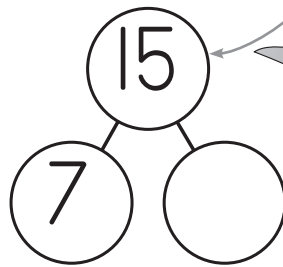
Lesson 21

SUBTRACTION WITH NUMBER BONDS

EXAMPLE

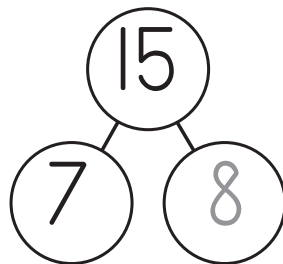
$$15 - 7 = \underline{\hspace{2cm}}$$

Step 1: Fill in a number bond with the numbers from the problem.



The first number in a subtraction is always the total in a number bond.

Step 2: Use Sumstix to find the missing number. (See last lesson.)



$$15 - 7 = \underline{\hspace{1cm}8\hspace{1cm}}$$

LESSON PRACTICE

$12 - 7 = \underline{\hspace{2cm}}$

$14 - 9 = \underline{\hspace{2cm}}$

$11 - 6 = \underline{\hspace{2cm}}$

$14 - 5 = \underline{\hspace{2cm}}$

$18 - 9 = \underline{\hspace{2cm}}$

$14 - 7 = \underline{\hspace{2cm}}$

$11 - 4 = \underline{\hspace{2cm}}$

$11 - 7 = \underline{\hspace{2cm}}$

$13 - 9 = \underline{\hspace{2cm}}$

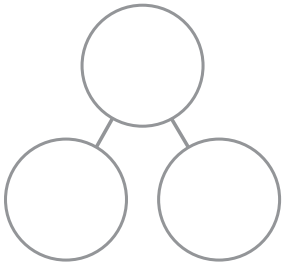
$13 - 4 = \underline{\hspace{2cm}}$

$17 - 8 = \underline{\hspace{2cm}}$

$12 - 6 = \underline{\hspace{2cm}}$

REVIEW AND PRACTICE

Oliver built a toy train track with 15 sections. Seven sections were curves and the rest were straight. How many straight sections of track did Oliver use to build his track?

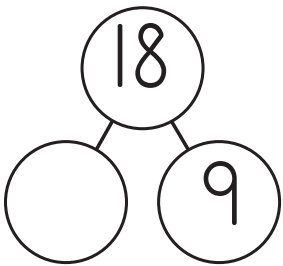


Oliver used _____ straight sections.

Fill in the missing numbers on the number chart.

1									

Fill in the missing number and write the four equations the number bond represents.



Count the dots.









Drill 21

$10 - 9 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$8 - 5 = \underline{\quad}$

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

$5 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

$6 - 4 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$8 - 1 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$3 - 1 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$6 - 5 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$2 - 1 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

$3 - 2 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$9 - 1 = \underline{\quad}$

$8 - 7 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

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

$9 - 8 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

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

$9 - 4 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

Lesson 22

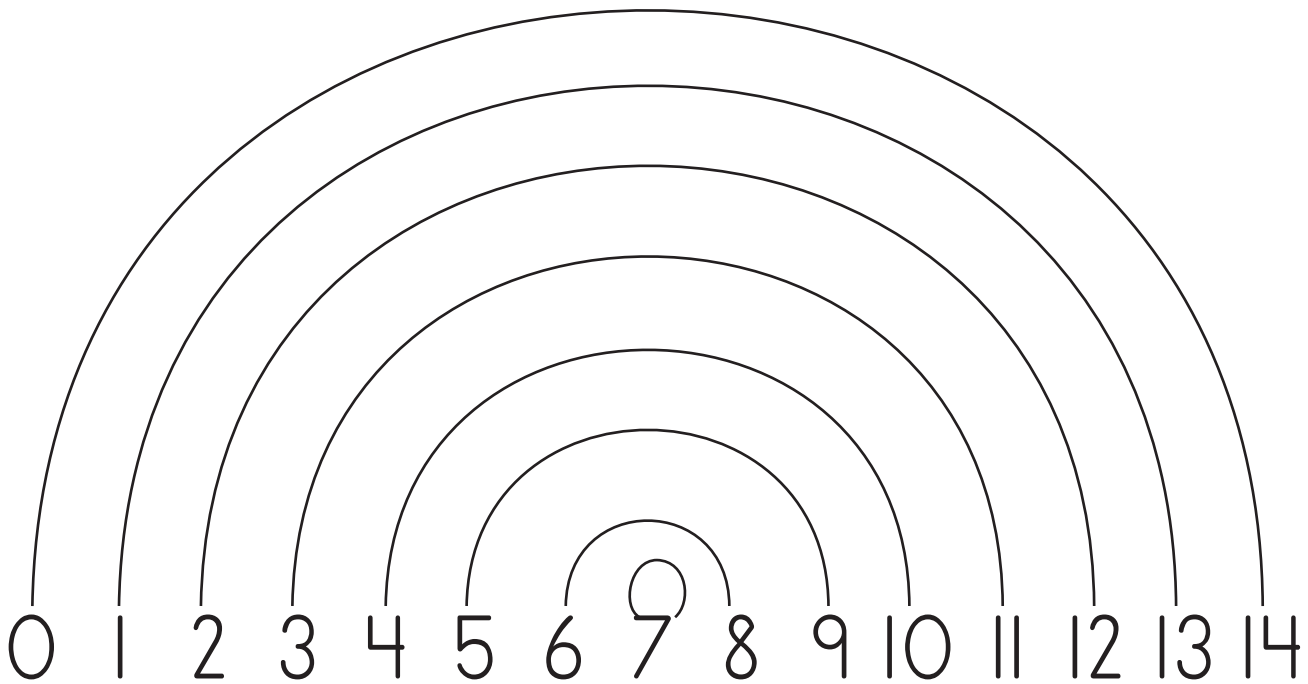
NUMBER RAINBOWS AND BONDS FOR BIG NUMBERS

We can use number rainbows and number bonds to explore numbers. One thing we can find out is what are all the combinations of two numbers that can make up a particular number.

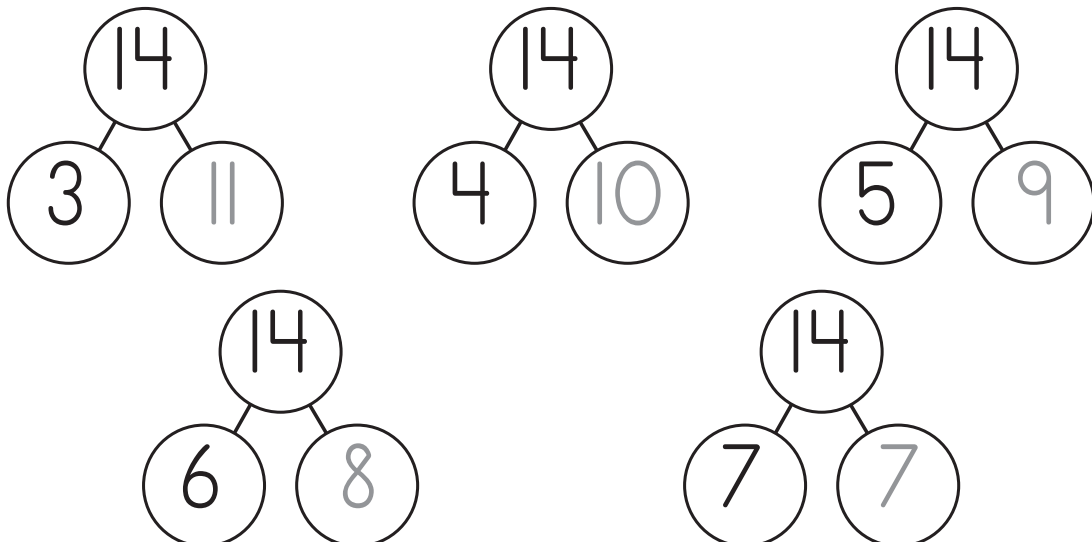
EXAMPLE

Draw a number rainbow for the number 14 then draw all the number bonds to match.

Step 1: Write the numbers 0 to 14 in a line and join them using rainbow lines.

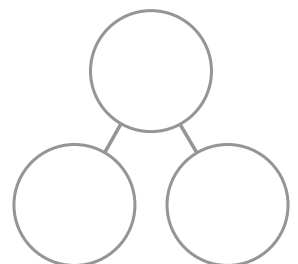
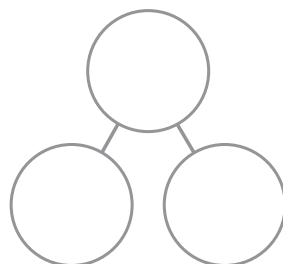
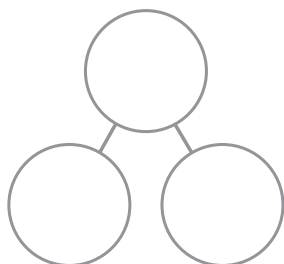
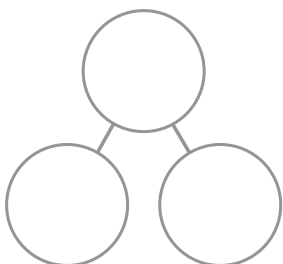
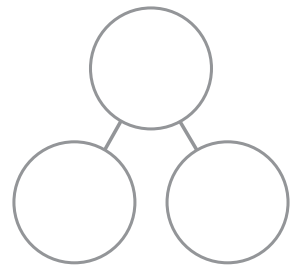
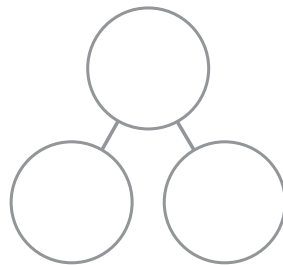
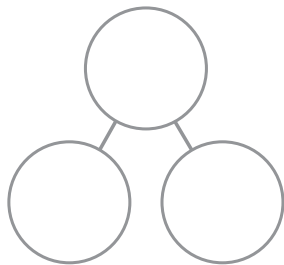
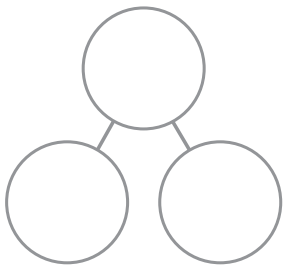
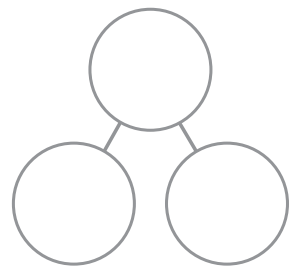
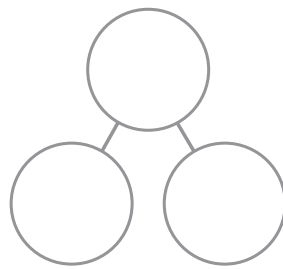
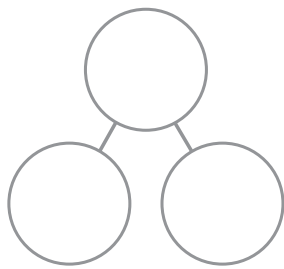
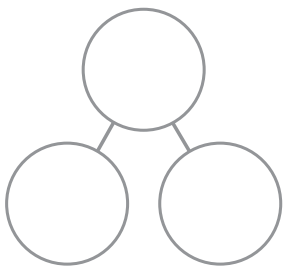


Step 2: Draw the corresponding number bonds.



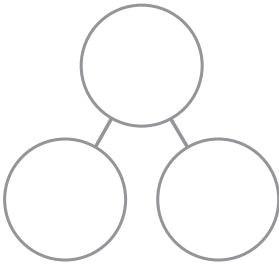
LESSON PRACTICE

Draw a number rainbow for the number 12 then find all the number bonds to match.



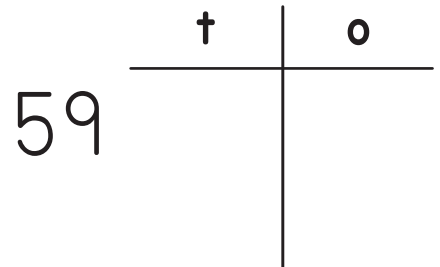
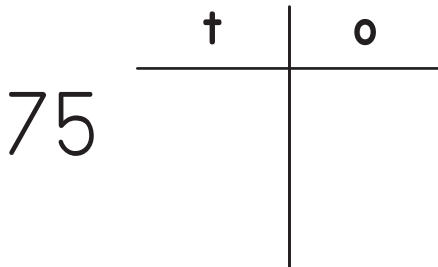
REVIEW AND PRACTICE

Miss Polly has seven healthy dollies and five sick dollies. How many dollies does Miss Polly have all together?



Miss Polly has _____ dollies.

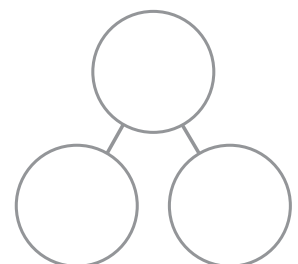
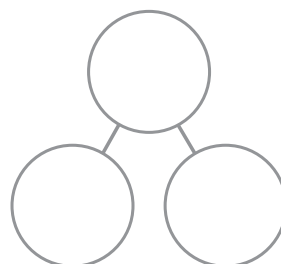
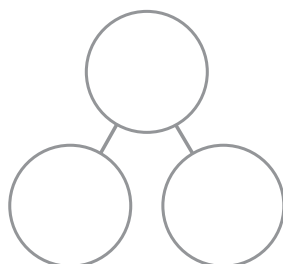
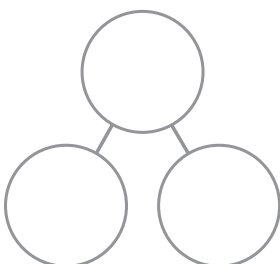
Write the following numbers on the place value charts.



Fill in the missing numbers on the number chart.

21									

Find four number bonds for the number 11. Draw a number rainbow on another piece of paper if you'd like for help.





Drill 22

$3 - 1 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

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

$10 - 3 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

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

$4 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

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

$9 - 1 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$8 - 1 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

$3 - 2 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$6 - 4 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$2 - 1 = \underline{\quad}$

$6 - 5 = \underline{\quad}$

$8 - 5 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$9 - 8 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$8 - 7 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

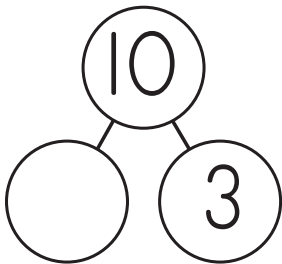
Lesson 23



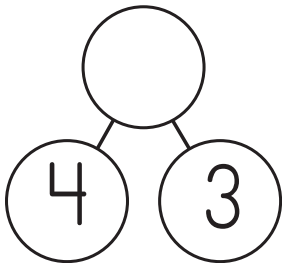
MISSING NUMBERS IN SUBTRACTION

Just like we can have missing numbers in an addition problem, we can have missing numbers in a subtraction problem. It's a bit trickier to solve these but if you remember where the numbers go in a number bond or a Sumstix pattern, you'll be fine!

EXAMPLES



$$10 - \underline{\quad} = 3$$



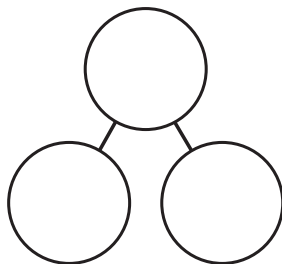
$$\underline{\quad} - 4 = 3$$



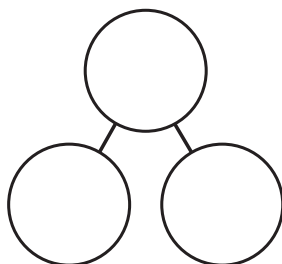
LESSON PRACTICE

Fill in the number bond to match the subtraction problem then find the missing number.

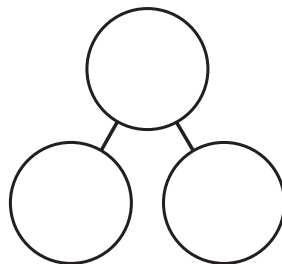
$$12 - \underline{\quad} = 7$$



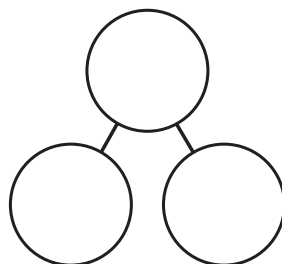
$$\underline{\quad} - 4 = 9$$



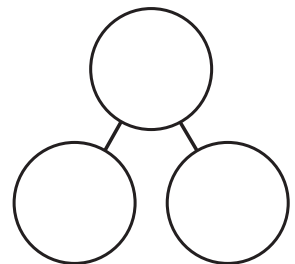
$$\underline{\quad} - 4 = 7$$



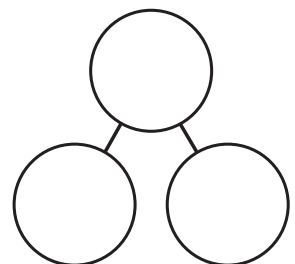
$$15 - \underline{\quad} = 8$$



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

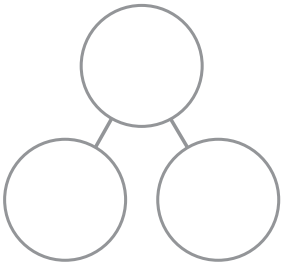


$$\underline{\quad} - 9 = 5$$



REVIEW AND PRACTICE

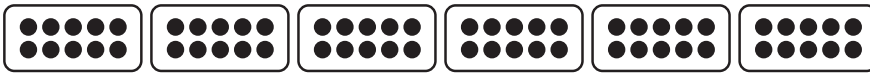
The grand old Duke of York asked 15 thousand men to march in his birthday parade. Four thousand men refused. How many thousand men marched for the duke?



_____ thousand men marched for the duke.

Count the dots.





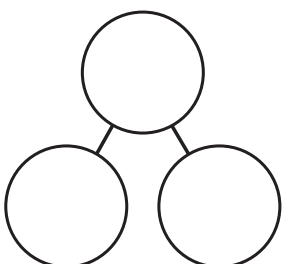


Fill in the missing numbers on the number chart.

41									

Fill in the number bond to match the equation. Find the missing number and then write the four equations represented by the number bond.

$$\underline{\hspace{2cm}} - 5 = 7$$





Drill 23

$7 - 4 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

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

$6 - 4 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

$2 - 1 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$8 - 3 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$6 - 5 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$9 - 3 = \underline{\quad}$

$5 - 3 = \underline{\quad}$

$9 - 1 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$8 - 5 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$8 - 7 = \underline{\quad}$

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

$9 - 8 = \underline{\quad}$

$3 - 1 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$8 - 1 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$10 - 6 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

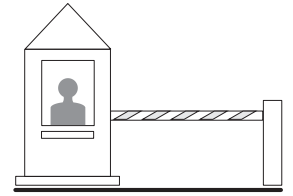
$10 - 1 = \underline{\quad}$

$3 - 2 = \underline{\quad}$

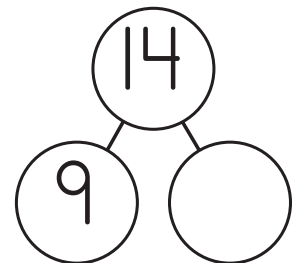
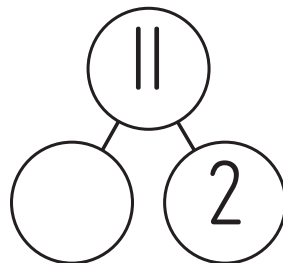
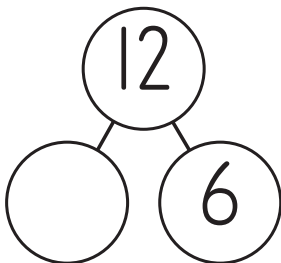
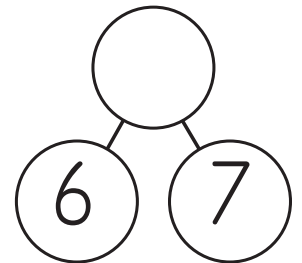
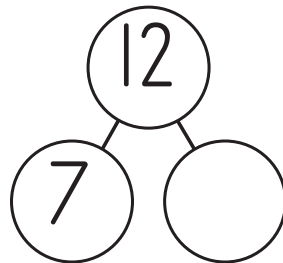
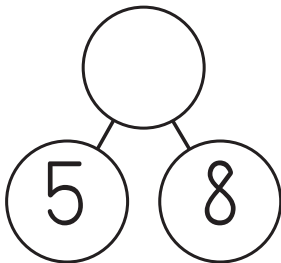
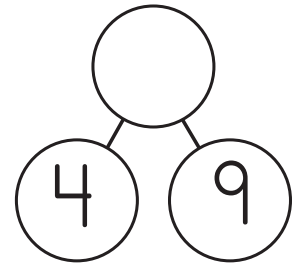
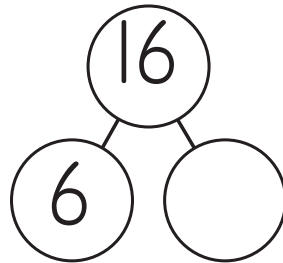
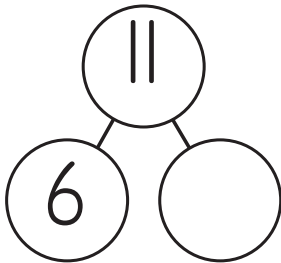
$9 - 2 = \underline{\quad}$

Lesson 24

CHECKPOINT 3



Find the missing numbers.



$$3 + 9 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + 9 = 16$$

$$9 + \underline{\hspace{2cm}} = 16$$

$$8 + \underline{\hspace{2cm}} = 15$$

$$\underline{\hspace{2cm}} + 8 = 16$$

$$8 + \underline{\hspace{2cm}} = 11$$

$$7 + 3 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + 8 = 15$$

$$9 + \underline{\hspace{2cm}} = 12$$

$$9 + \underline{\hspace{2cm}} = 15$$

$$8 + 9 = \underline{\hspace{2cm}}$$

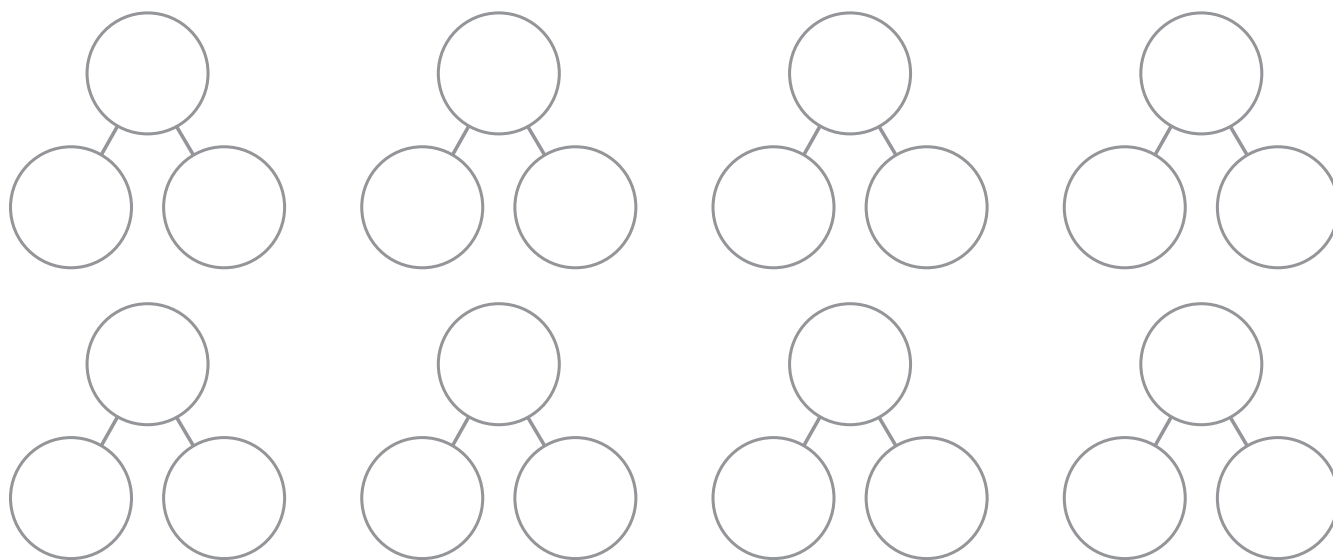
$$\underline{\hspace{2cm}} + 8 = 14$$

$$\underline{\hspace{2cm}} + 4 = 12$$

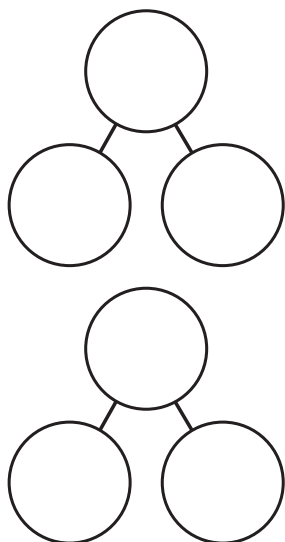
$$4 + 8 = \underline{\hspace{2cm}}$$

$$7 + 4 = \underline{\hspace{2cm}}$$

Draw the number rainbow for 13 then make the number bonds to match.



Choose two number bonds that you wrote above and copy them below. Then write the four equations represented by each number bond.



_____	_____
_____	_____
_____	_____
_____	_____



Drill 24

$5 - 3 = \underline{\quad}$

$10 - 1 = \underline{\quad}$

$10 - 5 = \underline{\quad}$

$5 - 2 = \underline{\quad}$

$3 - 1 = \underline{\quad}$

$6 - 2 = \underline{\quad}$

$3 - 2 = \underline{\quad}$

$9 - 1 = \underline{\quad}$

$10 - 7 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

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

$10 - 6 = \underline{\quad}$

$8 - 1 = \underline{\quad}$

$6 - 1 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

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

$9 - 3 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$8 - 4 = \underline{\quad}$

$4 - 1 = \underline{\quad}$

$7 - 3 = \underline{\quad}$

$10 - 9 = \underline{\quad}$

$8 - 7 = \underline{\quad}$

$9 - 6 = \underline{\quad}$

$4 - 3 = \underline{\quad}$

$10 - 4 = \underline{\quad}$

$5 - 4 = \underline{\quad}$

$6 - 5 = \underline{\quad}$

$8 - 2 = \underline{\quad}$

$9 - 5 = \underline{\quad}$

$7 - 6 = \underline{\quad}$

$9 - 8 = \underline{\quad}$

$6 - 3 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$6 - 4 = \underline{\quad}$

$5 - 1 = \underline{\quad}$

$10 - 3 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

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

$8 - 3 = \underline{\quad}$

$7 - 2 = \underline{\quad}$

$8 - 5 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

$2 - 1 = \underline{\quad}$

$4 - 2 = \underline{\quad}$

Did you and your child enjoy this Milestone?

I hope you've had a chance to explore some of the lessons together.

Milestone Maths is designed as a pencil-and-paper program, and the full experience is available as a printed book with all lessons organised and ready to go.

If you'd like to continue, you can find the next level here:

www.milestonemaths.com.au

If you're not quite sure where to go next, or you'd like a hand getting started, feel free to reach out — I'm always happy to help.

A quick note...

Milestone Maths is a small, family-run Australian project. Each purchase helps support the creation of future levels and resources.

Rather than sharing this file, please feel free to share the website with friends so they can download their own copy and join in.

Thanks,

Kathy