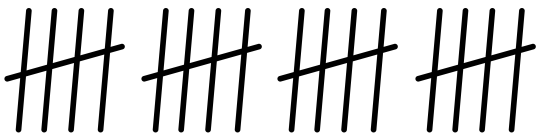


# SUBTRACTING ZERO

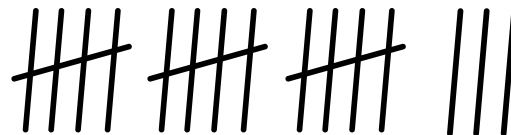
This shows 20.



Take away 0.

How many are left? 20

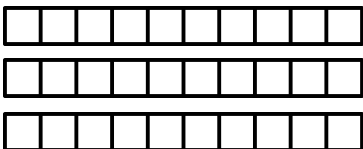
This shows 18.



Take away 0.

How many are left? 18

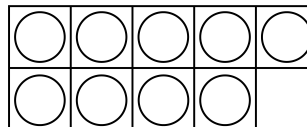
This shows 30.



Take away 0.

How many are left? 30

This shows 9.



Take away 0.

How many are left? 9

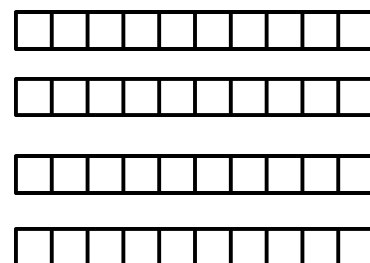
Let's look at some equations!

$$40 - 0 = \underline{40}$$

We have 40.

We take away 0.

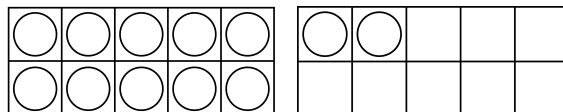
There are 40 left.



$$25 - 0 = \underline{25}$$



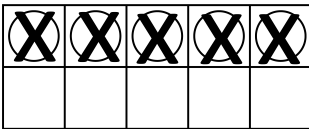
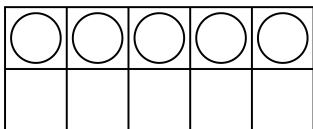
$$12 - 0 = \underline{12}$$



# MAKING ZERO

This shows 5.

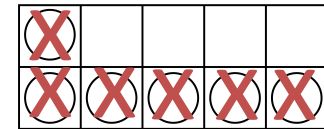
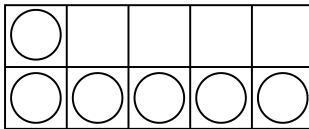
Take away 5.



How many are left? 0

This shows 6.

Take away 6.



How many are left? 0

$$324 - 324 = 0$$

$$4554 - 4554 = 0$$

$$2110 - 2110 = 0$$

$$490 - 490 = 0$$

$$1100 - 1100 = 0$$

$$28 - 28 = 0$$

Write 3 subtraction equations that equal 0.

Ask your teacher to check these equations.

Solve the problem. Show your work.

The school raised \$3500 and donated \$3500 to a children's charity. How much money do they have left?

$$3500 - 3500 = 0$$

They have no money left.

Write your own story problem using a property of 0.

Write it.

Ask your teacher to check this problem.

Solve it.

# PUTTING IT ALL TOGETHER

Use what you know about ZERO to find the differences.

$365-365= \underline{0}$

$20-0= \underline{20}$

$4002-4002= \underline{0}$

$1489-0= \underline{1489}$

$621-0= \underline{621}$

$5890-5890= \underline{0}$

$273-0= \underline{273}$

$3211-0= \underline{3211}$

$2988-2988= \underline{0}$

$3000-0= \underline{3000}$

$7400-7400= \underline{0}$

$446-446= \underline{0}$

$500-500= \underline{0}$

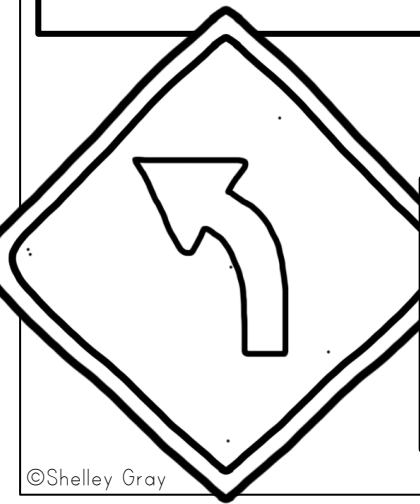
$1212-1212= \underline{0}$

$8699-0= \underline{8699}$

$9998-9998= \underline{0}$

$25-25= \underline{0}$

$6501-0= \underline{6501}$



Use the differences to create a tally chart:

Differences that are 0	### ##
Differences that are NOT 0	###

# ONE LESS

NUMBER	1 LESS
174	173
300	299
4678	4677
2009	2008
51	50
6800	6799
431	430

NUMBER	1 LESS
275	274
2181	2180
9040	9039
762	761
54	53
277	276
6903	6902

When you subtract 1, the difference is always **ONE LESS** than that number.

$$203 - 1 = \underline{202}$$

↑  
1 less than 203

$$3411 - 1 = \underline{3410}$$

↑  
1 less than 3411

$$1020 - 1 = \underline{1019}$$

↑  
1 less than 1020

$$398 - 1 = \underline{397}$$

↑  
1 less than 398

$$287 - 1 = \underline{286}$$

↑  
1 less than 287

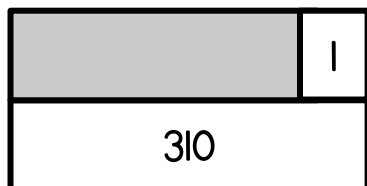
$$76 - 1 = \underline{75}$$

↑  
1 less than 76

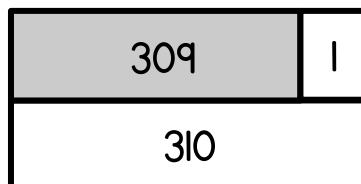
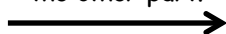
# Subtracting One With Part-Part-Wholes

Let's show one less using part-part-whole.

Example:  $310 - 1 = \underline{\quad}$



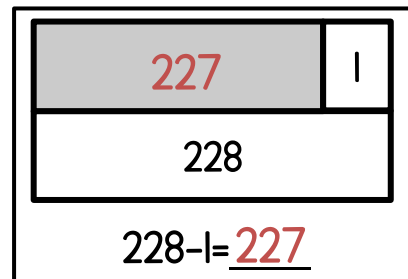
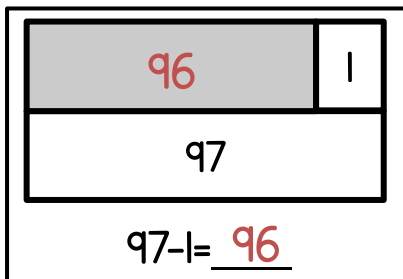
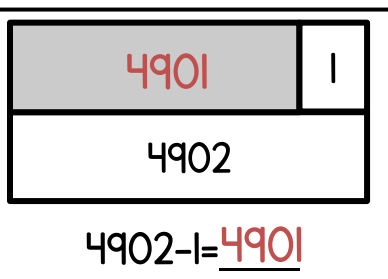
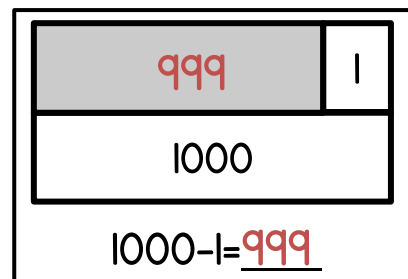
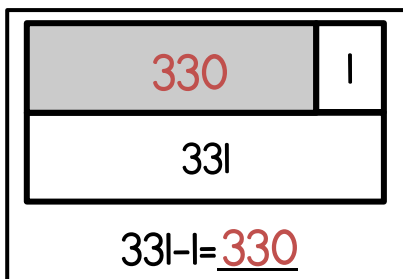
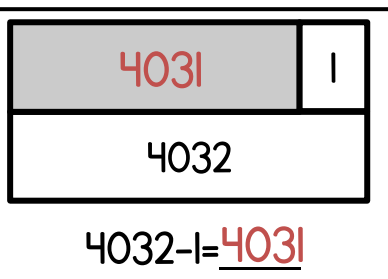
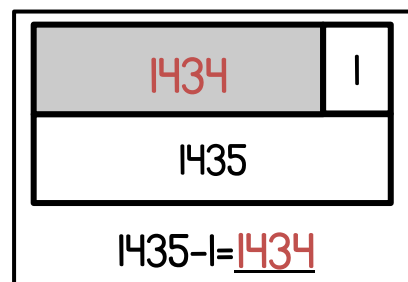
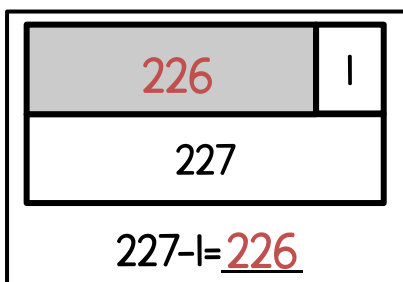
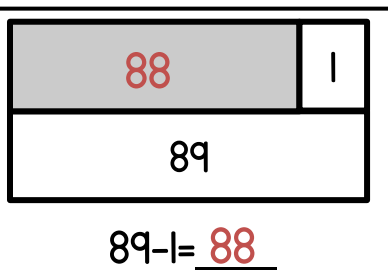
We know that the total is 310. We know that one of the parts is 1. Let's find the other part!



$$310 - 1 = 309$$

So the missing part is 309.

Find the missing part for each part-part-whole.



# Find the MISSING UNKNOWNNS

Find the missing unknown for each equation.

$$1232 - \boxed{1} = 1231$$

$$\boxed{975} - 1 = 974$$

$$861 - \boxed{1} = 860$$

$$452 - \boxed{1} = 451$$

$$\boxed{558} - 1 = 557$$

$$799 - \boxed{1} = 798$$

$$4553 - 1 = \boxed{4552}$$

$$1209 - 1 = \boxed{1208}$$

$$\boxed{2431} - 1 = 2430$$

$$2626 - 1 = \boxed{2625}$$

$$1258 - 1 = \boxed{1257}$$

$$\boxed{266} - 1 = 265$$

$$\boxed{4009} - 1 = 4008$$

$$\boxed{3313} - 1 = 3312$$

$$236 - 1 = \boxed{235}$$

$$\boxed{5669} - 1 = 5668$$

$$\boxed{1362} - 1 = 1361$$

$$733 - 1 = \boxed{732}$$

Write 5 equations that have a difference between 0 and 500.

Write 5 equations that have a difference between 501 and 1000.

Write 5 equations that have a difference between 1001 and 9999

Ask your teacher to check these equations.

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

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

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

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

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

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

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

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

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

# Let's Extend "One Less"

We can use "one less" for other equations. Take a look at the equations below:

$$7-1=6 \longrightarrow 70-10=60 \longrightarrow 700-100=600 \longrightarrow 7000-1000=6000$$

$$9-1=8 \longrightarrow 90-10=80 \longrightarrow 900-100=800 \longrightarrow 9000-1000=8000$$

$$3-1=2 \longrightarrow 30-10=20 \longrightarrow 300-100=200 \longrightarrow 3000-1000=2000$$

What do you notice about the equations in the box above?

The equations in each row follow a pattern, for example: 6, 60, 600, 6000. We can use the equation 6-1 to solve 60-10, 600-100, and 6000-1000.

Fill in the blanks:

$$3-1= \underline{2} \longrightarrow 30-10= \underline{20} \longrightarrow 300-100= \underline{200} \longrightarrow 3000-1000= \underline{2000}$$

$$2-1= \underline{1} \longrightarrow 20-10= \underline{10} \longrightarrow 200-100= \underline{100} \longrightarrow 2000-1000= \underline{1000}$$

$$8-1= \underline{7} \longrightarrow 80-10= \underline{70} \longrightarrow 800-100= \underline{700} \longrightarrow 8000-1000= \underline{7000}$$

$$5-1= \underline{4} \longrightarrow 50-10= \underline{40} \longrightarrow 500-100= \underline{400} \longrightarrow 5000-1000= \underline{4000}$$

$$4-1= \underline{3} \longrightarrow 40-10= \underline{30} \longrightarrow 400-100= \underline{300} \longrightarrow 4000-1000= \underline{3000}$$

$$9-1= \underline{8} \longrightarrow 90-10= \underline{80} \longrightarrow 900-100= \underline{800} \longrightarrow 9000-1000= \underline{8000}$$

$$7-1= \underline{6} \longrightarrow 70-10= \underline{60} \longrightarrow 700-100= \underline{600} \longrightarrow 7000-1000= \underline{6000}$$

$$6-1= \underline{5} \longrightarrow 60-10= \underline{50} \longrightarrow 600-100= \underline{500} \longrightarrow 6000-1000= \underline{5000}$$

# Extending the 'One Less' Facts

When we see an equation like this:  $70-10=$ \_\_\_\_, we can think to ourselves, "I know that  $7-1=6$ , so  $70-10=60$ ."

When we see an equation like this:  $7000-1000=$ \_\_\_\_, we can think to ourselves, "I know that  $7-1=6$ , so  $7000-1000=6000$ ."

Write the difference for each equation. If the difference is less than 4999, shade the box purple. If the difference is greater than 4999, shade the box yellow:

$$300-100= \underline{200}$$

$$1000-1000= \underline{0}$$

$$2000-1000= \underline{1000}$$

$$90-10= \underline{80}$$

$$9000-1000= \underline{8000}$$

$$40-10= \underline{30}$$

$$600-100= \underline{500}$$

$$5000-1000= \underline{4000}$$

$$3000-1000= \underline{2000}$$

$$20-10= \underline{10}$$

$$800-100= \underline{700}$$

$$500-100= \underline{400}$$

$$6000-1000= \underline{5000}$$

$$9-1= \underline{8}$$

$$7000-1000= \underline{6000}$$

$$200-100= \underline{100}$$

$$8000-1000= \underline{7000}$$

$$900-100= \underline{800}$$



# MORE, LESS, SAME

> more than

< less than

= same

$$400-100 = 301-1$$

$$2000-1000 = 1000-0$$

$$900-100 < 899-1$$

$$5454-1 > 5000-1000$$

$$5467-0 = 5468-1$$

$$2000-1000 > 200-100$$

$$700-100 < 800-100$$

$$335-1 > 400-400$$

Write 3 equations that have a difference LESS than 5000.

Ask your teacher to check these equations.

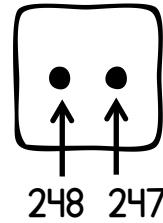
Write 3 equations that have a difference GREATER than 5000.

Ask your teacher to check these equations.

# TWO LESS

249-2 means 2 less than 249.

Say, "249." → Count backwards. →



Find two less.

$$81 - \boxed{\cdot\cdot} = \underline{79}$$

$$1010 - \boxed{\cdot\cdot} = \underline{1008}$$

$$8021 - \boxed{\cdot\cdot} = \underline{8019}$$

$$3226 - \boxed{\cdot\cdot} = \underline{3224}$$

$$189 - \boxed{\cdot\cdot} = \underline{187}$$

$$8886 - \boxed{\cdot\cdot} = \underline{8884}$$

$$556 - \boxed{\cdot\cdot} = \underline{554}$$

$$7443 - \boxed{\cdot\cdot} = \underline{7441}$$

$$46 - \boxed{\cdot\cdot} = \underline{44}$$

$$9346 - \boxed{\cdot\cdot} = \underline{9344}$$

$$4408 - \boxed{\cdot\cdot} = \underline{4406}$$

$$6192 - \boxed{\cdot\cdot} = \underline{6190}$$

$$97 - \boxed{\cdot\cdot} = \underline{95}$$

$$5000 - \boxed{\cdot\cdot} = \underline{4998}$$

$$344 - \boxed{\cdot\cdot} = \underline{342}$$

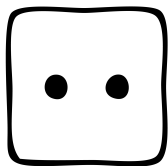
Rhianna has started a countdown until the holidays. When she started the countdown, there were 75 days left. Now two more days have passed by. Now how many days are left until holidays begin?

Show your work.

$$75 - 2 = 73$$

Write.

Now there are 73 more days  
until holidays begin.



# TWO LESS

NUMBER	2 LESS
907	905
8632	8630
88	86
3001	2999
779	777
2529	2527
234	232

NUMBER	2 LESS
100	98
2466	2464
560	558
5444	5442
46	44
9040	9038
5757	5755

When you subtract 2, the difference is always **TWO LESS** than that number.

$$1134 - 2 = \underline{1132}$$

↑  
\_\_\_\_\_ 2 less than 1134

$$2031 - 2 = \underline{2029}$$

↑  
\_\_\_\_\_ 2 less than 2031

$$4000 - 2 = \underline{3998}$$

↑  
\_\_\_\_\_ 2 less than 4000

$$508 - 2 = \underline{506}$$

↑  
\_\_\_\_\_ 2 less than 508

$$783 - 2 = \underline{781}$$

↑  
\_\_\_\_\_ 2 less than 783

$$1097 - 2 = \underline{1095}$$

↑  
\_\_\_\_\_ 2 less than 1097

# Let's Use "Two Less"

We can use "TWO LESS" for other equations. Take a look at the equations below:

$$4-2=2 \longrightarrow 40-20=20 \longrightarrow 400-200=200 \longrightarrow 4000-2000=2000$$

$$7-2=5 \longrightarrow 70-20=50 \longrightarrow 700-200=500 \longrightarrow 7000-2000=5000$$

$$9-2=7 \longrightarrow 90-20=70 \longrightarrow 900-200=700 \longrightarrow 9000-2000=7000$$

What do you notice about the equations in the box above?

The equations in each row follow a pattern, for example: 2, 20, 200, 2000. We can use the equation  $4-2$  to solve  $40-20$ ,  $400-200$ , and  $4000-2000$ .

Fill in the blanks:

$$4-2= \underline{2} \longrightarrow 40-20= \underline{20} \longrightarrow 400-200= \underline{200} \longrightarrow 4000-2000= \underline{2000}$$

$$9-2= \underline{7} \longrightarrow 90-20= \underline{70} \longrightarrow 900-200= \underline{700} \longrightarrow 9000-2000= \underline{7000}$$

$$7-2= \underline{5} \longrightarrow 70-20= \underline{50} \longrightarrow 700-200= \underline{500} \longrightarrow 7000-2000= \underline{5000}$$

$$3-2= \underline{1} \longrightarrow 30-20= \underline{10} \longrightarrow 300-200= \underline{100} \longrightarrow 3000-2000= \underline{1000}$$

$$8-2= \underline{6} \longrightarrow 80-20= \underline{60} \longrightarrow 800-200= \underline{600} \longrightarrow 8000-2000= \underline{6000}$$

$$5-2= \underline{3} \longrightarrow 50-20= \underline{30} \longrightarrow 500-200= \underline{300} \longrightarrow 5000-2000= \underline{3000}$$

$$6-2= \underline{4} \longrightarrow 60-20= \underline{40} \longrightarrow 600-200= \underline{400} \longrightarrow 6000-2000= \underline{4000}$$

# Extending the Two Less Facts

When we see an equation like this:  $80-20=$ \_\_\_\_, we can think to ourselves, "I know that  $8-2=6$ , so  $80-20=60$ ."

When we see an equation like this:  $8000-2000=$ \_\_\_\_, we can think to ourselves, "I know that  $8-2=6$ , so  $8000-2000=6000$ ."

Write the difference for each equation. If the difference is less than 4999, shade the box light blue. If the difference is greater than 4999, shade the box red.

$$100-2= \underline{98}$$

$$4000-2000= \underline{2000}$$

$$700-200= \underline{500}$$

$$600-200= \underline{400}$$

$$300-200= \underline{100}$$

$$60-2= \underline{58}$$

$$5619-2= \underline{5617}$$

$$3000-2000= \underline{1000}$$

$$8000-2000= \underline{6000}$$

$$500-200= \underline{300}$$

$$6000-2000= \underline{4000}$$

$$800-200= \underline{600}$$

$$78-2= \underline{76}$$

$$400-200= \underline{200}$$

$$2000-2000= \underline{0}$$

$$5000-2000= \underline{3000}$$

$$900-200= \underline{700}$$

$$225-2= \underline{223}$$

# PUTTING IT ALL TOGETHER

## Graph It!

Find the difference for each equation. Write each equation on the graph in a space above its difference.

502-2	5000-2000	3001-1	4000-1000
4570-2	4568-0	600-100	3002-2
9000-2000	8000-1000	700-200	274-1
273-0	501-1	7002-2	275-2

	700-200	3002-2		
275-2	600-100	4000-1000		7002-2
274-1	501-1	3001-1	4568-0	8000-1000
273-0	502-2	5000-2000	4570-2	9000-2000
273	500	3000	4568	7000

Difference

# COUNTING BACK

When you count back, you start with the BIG number and count back.

EXAMPLE:  $10-3=$  7

Say, "10." → Count backwards. →



Find the difference.

$$170 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{167}$$

$$1092 - \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \underline{1091}$$

$$2133 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{2131}$$

$$278 - \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \underline{277}$$

$$4994 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{4991}$$

$$884 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{881}$$

$$2000 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{1998}$$

$$1000 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{9996}$$

$$124 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{122}$$

$$652 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{648}$$

$$56 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{54}$$

$$89 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{85}$$

$$1455 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{1453}$$

$$301 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{298}$$

$$90 - \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{88}$$

Thomas thought that he had \$549 dollars, but he actually had \$4 less than that. How much money did he have?

Show your work.

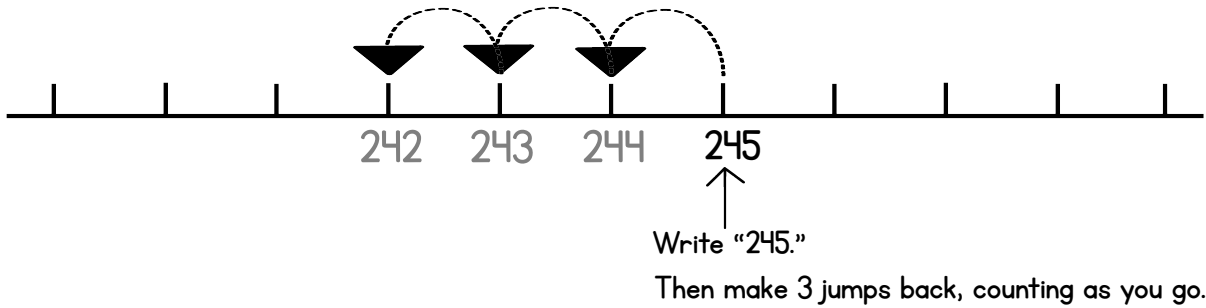
$$549 - 4 = 545$$

Write.

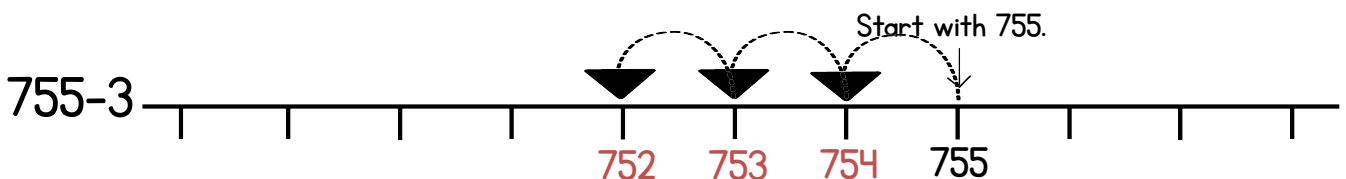
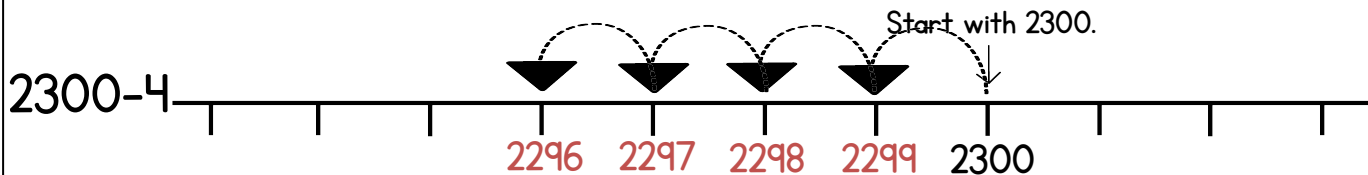
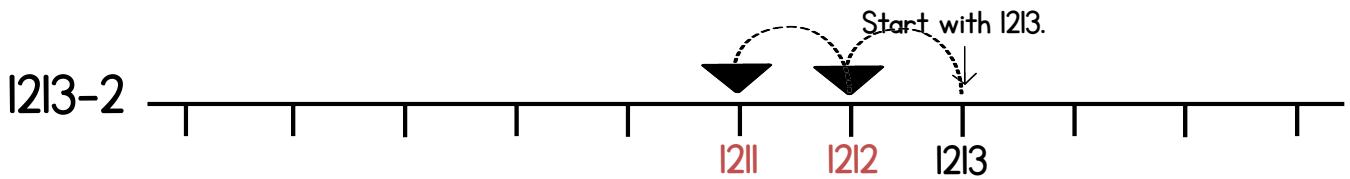
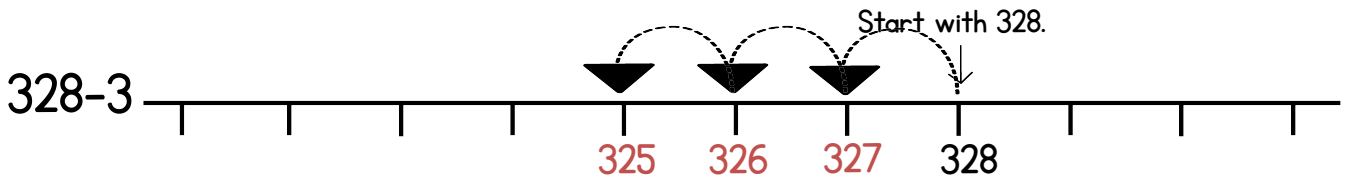
Thomas had \$545.00.

# COUNTING BACK ON A Number Line

You can use a blank number line to help you count back. Let's try it for  $245-3$ .



Use the number lines to count back.





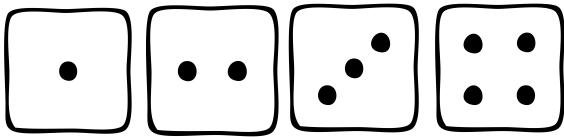
Choose  
the  
Best

# Tool

For  
the  
Job

Count back to solve each equation. Use the tool that works the best - dot patterns or an empty number line.

Dot Patterns



Number Line



$$8246-3= \underline{8243}$$

$$2365-2= \underline{2363}$$

$$500-2= \underline{498}$$

$$1020-4= \underline{1016}$$

$$157-3= \underline{154}$$

$$5986-3= \underline{5983}$$

$$2984-4= \underline{2980}$$

$$7539-1= \underline{7538}$$

$$9721-2= \underline{9719}$$

$$279-2= \underline{277}$$

$$3555-4= \underline{3551}$$

$$1459-3= \underline{1456}$$

$$5674-2= \underline{5672}$$

$$1902-4= \underline{1898}$$

$$476-3= \underline{473}$$

Which tool do you like using the best?

Answers will vary.

# MORE, LESS, SAME

> more than

< less than

= same

$400-200 < 800-100$

$2665-2 > 2566-1$

$435-435 = 2781-2781$

$700-200 > 500-100$

$4055-3 > 5000-1000$

$5467-0 > 6000-1000$

$400-200 < 4000-2000$

$4506-4 > 4398-3$

Write 3 equations that have a difference LESS than 5000.

Ask your teacher to check these equations.

= \_\_\_\_\_

Write 3 equations that have a difference GREATER than 500.

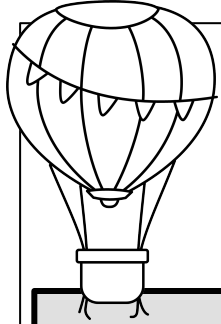
Ask your teacher to check these equations.

= \_\_\_\_\_

# ANSWER KEY

Your answers will be in a different order.

## Recording Sheet



Minuend	Subtrahend	Difference
7866	7866	0
3546	0	3546
1908	0	1908
2745	2745	0
2654	1	2653
9080	1	9079
60	10	50
400	100	300
9000	1000	8000
5000	1000	4000
40	10	30
3000	1000	2000

Minuend	Subtrahend	Difference
80	10	70
40	20	20
70	20	50
6000	2000	4000
9000	2000	7000
2462	2	2460
8760	2	8758
4357	3	4354
8000	4	7996
1321	3	1318
8909	4	8905
4500	3	4497

# COUNTING UP

When you count up, you start with the SMALL number and count up.

EXAMPLE:  $10 - 7 = \underline{3}$

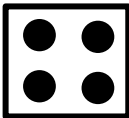
Say, "7." → Count up. →



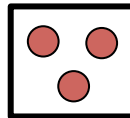
We counted up by 3  
numbers, so the answer  
is 3!

Start with the smaller, underlined number and count up. As you count, draw dots in the square.

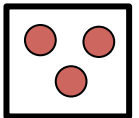
$190 - \underline{186} =$



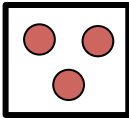
$34 - \underline{31} =$



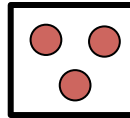
$8609 - \underline{8606} =$



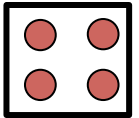
$3555 - \underline{3552} =$



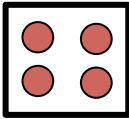
$210 - \underline{207} =$



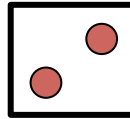
$433 - \underline{429} =$



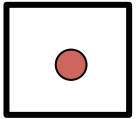
$510 - \underline{506} =$



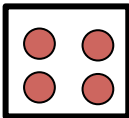
$1131 - \underline{1129} =$



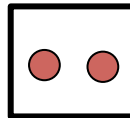
$1000 - \underline{999} =$



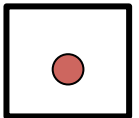
$600 - \underline{596} =$



$8004 - \underline{8002} =$



$588 - \underline{587} =$



Write 4 equations that you could use the counting up strategy for.

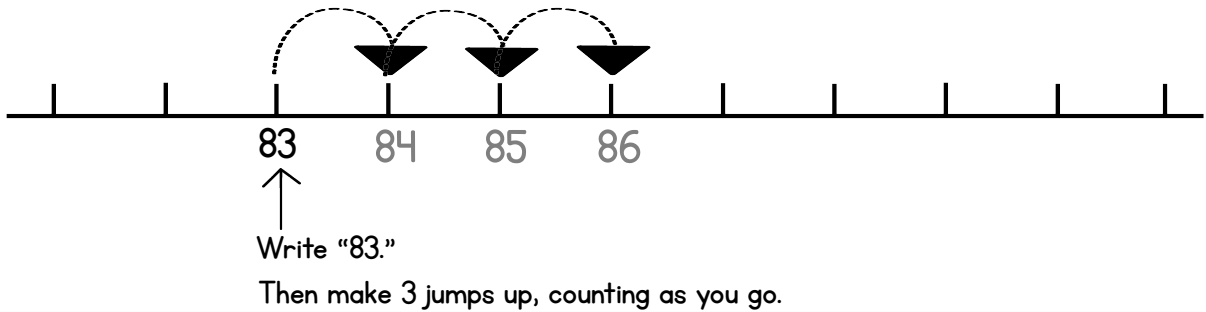
Ask your teacher to check these equations.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

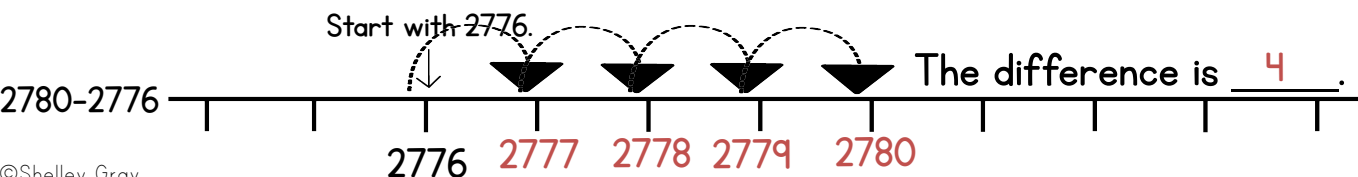
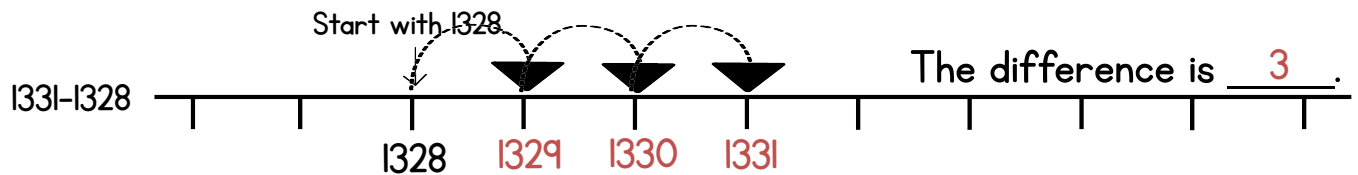
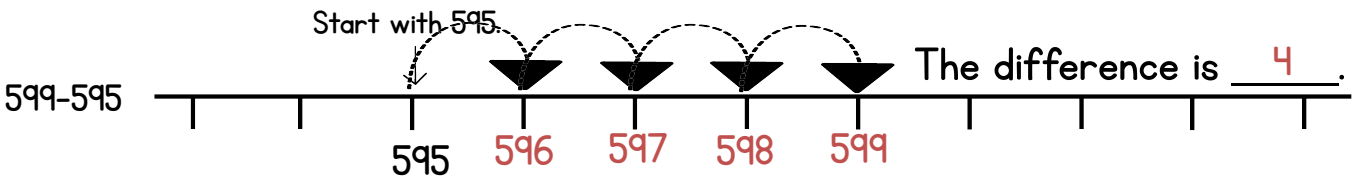
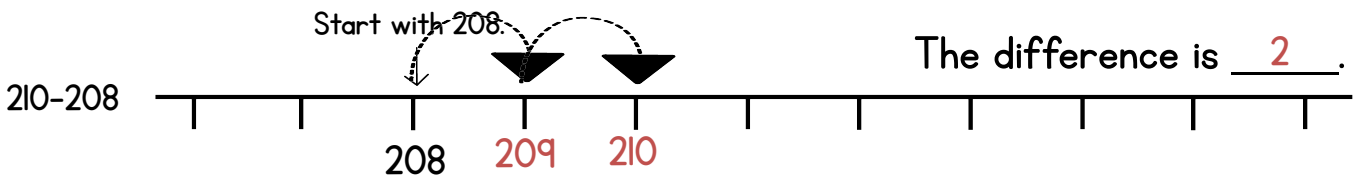
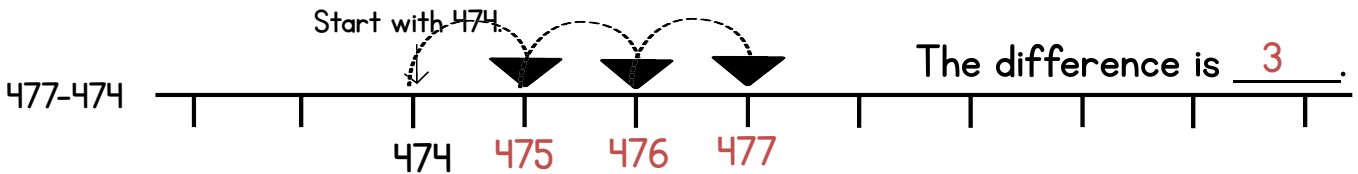
\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

# COUNTING UP ON A Number Line

You can use a blank number line to help you count up. Let's try it for 86-83.



Use the number lines to count up.



CHOOSE THE BEST STRATEGY:

# COUNT UP OR COUNT BACK?

Example: 23-4

To count back, we start with 23 and count back like this:

23...22, 21, 20, 19

To count up, we start with 4 and count up like this:

4...5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23

Which works better? counting back

Now it's your turn. Which strategy works best?

$$4659 - 4656 = \underline{3}$$

counting back

counting up

Why? The difference between the numbers is small.

$$2100 - 4 = \underline{2096}$$

counting back

counting up

Why? The difference between the numbers is big.

$$449 - 2 = \underline{447}$$

counting back

counting up

Why? The difference between the numbers is big.

$$583 - 580 = \underline{3}$$

counting back

counting up

Why? The difference between the numbers is small.

LET'S PRACTICE

**COUNTING UP!**

Use the counting up strategy to solve each equation. If it helps you to use a number line, use the one below. If the difference is an ODD number, shade the box green. If the difference is an EVEN number, shade the box yellow.



$$9000 - 8999 = \underline{1}$$

$$6772 - 6769 = \underline{3}$$

$$678 - 677 = \underline{1}$$

$$1000 - 998 = \underline{2}$$

$$3210 - 3207 = \underline{3}$$

$$4656 - 4653 = \underline{3}$$

$$687 - 686 = \underline{1}$$

$$1234 - 1230 = \underline{4}$$

$$239 - 235 = \underline{4}$$

$$186 - 182 = \underline{4}$$

$$2477 - 2476 = \underline{1}$$

$$2599 - 2596 = \underline{3}$$

$$9894 - 9891 = \underline{3}$$

$$4527 - 4525 = \underline{2}$$

$$533 - 530 = \underline{3}$$

# “Putting It All Together” Cut-and-Paste

5-E

Use any strategy that you have learned to complete each equation.

$800-100=$  700

$150-2=$  148

$678-4=$  674

$8000-2000=$  6000

$50-20=$  30

$5000-1000=$  4000

$5646-5643=$  3













$346-346=$  0

$3254-3250=$  4

$1821-0=$  1821

$400-200=$  200

$4345-1=$  4344

	0		30		1821		674
	148		4		700		200
	4344		4000		6000		3



# THINKING ADDITION

Did you know that subtraction is the opposite of addition? Take a look!

$$25+7=32$$



We can use this  
addition equation...

$$32-7=25$$



...to make this  
subtraction equation.



Do you see how the  
same numbers are  
used?



Write the subtraction equation that is the opposite of each addition equation:

$$2310+90=2400$$

$$\underline{2400} - \underline{90} = \underline{2310}$$

$$1200+1200=2400$$

$$\underline{2400} - \underline{1200} = \underline{1200}$$

$$575+25=600$$

$$\underline{600} - \underline{25} = \underline{575}$$

$$1500+1400=2900$$

$$\underline{2900} - \underline{1400} = \underline{1500}$$

$$6702+1200=7902$$

$$\underline{7902} - \underline{1200} = \underline{6702}$$

$$2500+3500=6000$$

$$\underline{6000} - \underline{3500} = \underline{2500}$$

$$3810+1100=4910$$

$$\underline{4910} - \underline{1100} = \underline{3810}$$

$$185+300=485$$

$$\underline{485} - \underline{300} = \underline{185}$$

Draw a line to match each addition equation with its opposite subtraction equation:

$$346+1567=1913$$

$$480-230=250$$

$$2000+1300=3300$$

$$5030-320=4710$$

$$250+230=480$$

$$1913-1567=346$$

$$450+457=907$$

$$3300-1300=2000$$

$$4710+320=5030$$

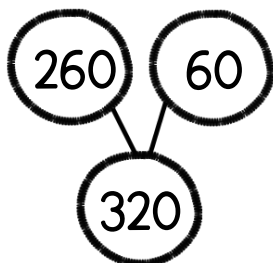
$$5509-1000=4509$$

$$4509+1000=5509$$

$$907-457=450$$

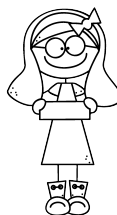
# Let's Use NUMBER BONDS

We can use a number bond to write two addition equations and two related subtraction equations. Take a look!



$$260 + 60 = 320$$

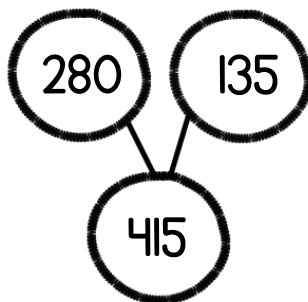
$$60 + 260 = 320$$



$$320 - 60 = 260$$

$$320 - 260 = 60$$

Now it's your turn!

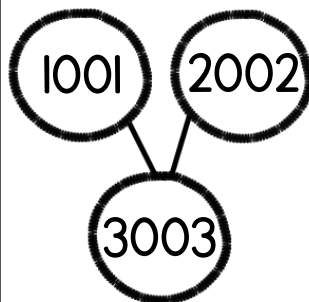


$$\underline{280} + \underline{135} = \underline{415}$$

$$\underline{135} + \underline{280} = \underline{415}$$

$$\underline{415} - \underline{135} = \underline{280}$$

$$\underline{415} - \underline{280} = \underline{135}$$

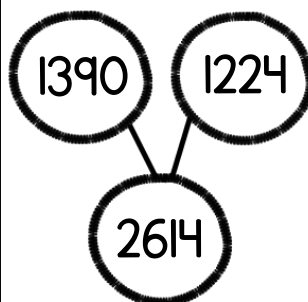


$$\underline{1001} + \underline{2002} = \underline{3003}$$

$$\underline{2002} + \underline{1001} = \underline{3003}$$

$$\underline{3003} - \underline{2002} = \underline{1001}$$

$$\underline{3003} - \underline{1001} = \underline{2002}$$

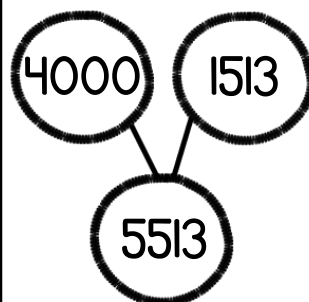


$$\underline{1390} + \underline{1224} = \underline{2614}$$

$$\underline{1224} + \underline{1390} = \underline{2614}$$

$$\underline{2614} - \underline{1224} = \underline{1390}$$

$$\underline{2614} - \underline{1390} = \underline{1224}$$



$$\underline{4000} + \underline{1513} = \underline{5513}$$

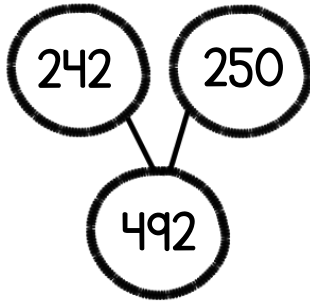
$$\underline{1513} + \underline{4000} = \underline{5513}$$

$$\underline{5513} - \underline{1513} = \underline{4000}$$

$$\underline{5513} - \underline{4000} = \underline{1513}$$

# More NUMBER BONDS

Write two addition equations and two subtraction equations for each number bond.

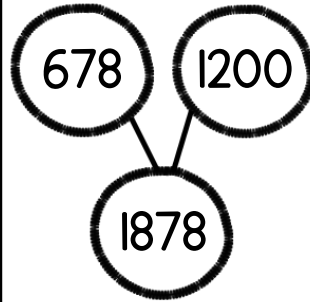


$$\underline{242} + \underline{250} = \underline{492}$$

$$\underline{250} + \underline{242} = \underline{492}$$

$$\underline{492} - \underline{250} = \underline{242}$$

$$\underline{492} - \underline{242} = \underline{250}$$

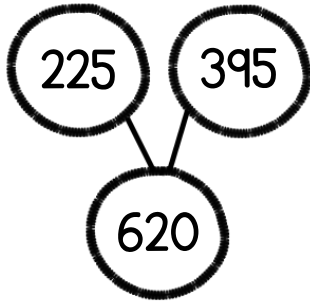


$$\underline{678} + \underline{1200} = \underline{1878}$$

$$\underline{1200} + \underline{678} = \underline{1878}$$

$$\underline{1878} - \underline{1200} = \underline{678}$$

$$\underline{1878} - \underline{678} = \underline{1200}$$

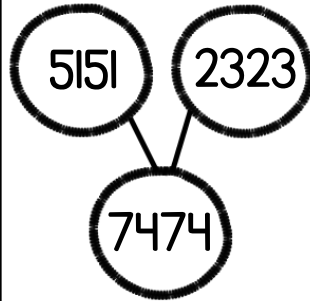


$$\underline{225} + \underline{395} = \underline{620}$$

$$\underline{395} + \underline{225} = \underline{620}$$

$$\underline{620} - \underline{395} = \underline{225}$$

$$\underline{620} - \underline{225} = \underline{395}$$



$$\underline{5151} + \underline{2323} = \underline{7474}$$

$$\underline{2323} + \underline{5151} = \underline{7474}$$

$$\underline{7474} - \underline{2323} = \underline{5151}$$

$$\underline{7474} - \underline{5151} = \underline{2323}$$

Create your own number bonds!

$$\bigcirc + \bigcirc = \bigcirc$$

$$\bigcirc + \bigcirc = \bigcirc$$

Ask your teacher to check these equations.

$$\bigcirc - \bigcirc = \bigcirc$$

$$\bigcirc - \bigcirc = \bigcirc$$

# THINK ABOUT IT

When you see a subtraction equation, you can THINK ADDITION.

$30-10=$  \_\_\_\_\_  $\longrightarrow$  THINK: "What can I add to 10 to make 30?"  $\longrightarrow$  20+10 makes 30, so  $30-10=20$

Now it's your turn!

$1000-500=$  500  $\longleftarrow$  THINK: What can I add to 500 to make 1000?

$990-90=$  900  $\longleftarrow$  THINK: What can I add to 90 to make 990?

$1456-56=$  1400  $\longleftarrow$  THINK: What can I add to 56 to make 1456?

$8575-8000=$  575  $\longleftarrow$  THINK: What can I add to 8000 to make 8575?

$2500-300=$  2200

$4009-1000=$  3009

$250-50=$  200

$5724-4000=$  1724

$1000-500=$  500

$300-200=$  100

$9800-800=$  9000

$579-9=$  570

$600-550=$  50

# THINK ABOUT IT

Use the "think addition" strategy. If the difference is EVEN, shade the pencil yellow.  
If the difference is ODD, shade the pencil green.

$140 - 130 = \underline{10}$

$2143 - 2000 = \underline{143}$

$88 - 80 = \underline{8}$

$30 - 15 = \underline{15}$

$100 - 80 = \underline{20}$

$8004 - 4 = \underline{8000}$

$70 - 35 = \underline{35}$

$150 - 25 = \underline{125}$

$9020 - 9002 = \underline{18}$

$240 - 100 = \underline{140}$

$750 - 500 = \underline{250}$

$4904 - 4 = \underline{4900}$

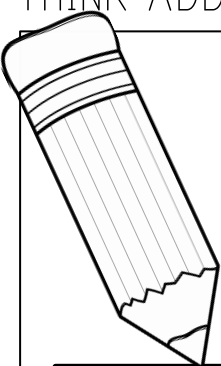
Write 3 different subtraction equations with a difference of 2300.

Write 3 different subtraction equations with a difference of 860.

Ask your teacher to check these equations.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



# PUTTING IT ALL TOGETHER

Use any strategy that you have learned to solve the equations.

$500-100=$

400

$357-7=$

350

$5010-5006=$

4

$250-100=$

150

$1231-1229=$

2

$326-26=$

300

$255-253=$

2

$90-10=$

80

$5689-0=$

5689

$1000-500=$

500

$5000-2000=$

3000

$8765-4=$

8761

$600-200=$

400

$3456-3=$

3453

$4000-1000=$

3000

$70-20=$

50

$450-50=$

400

$9000-1000=$

8000

$2110-2110=$

0

$2145-4=$

2141

Which two equations were the hardest to solve? Shade those boxes red.

Which two equations were the easiest to solve? Shade those boxes green.

# USING DOUBLES

Let's review the addition doubles facts!

$$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \underline{2}$$

$$\begin{array}{|c|} \hline \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \bullet \bullet \\ \hline \end{array} = \underline{14}$$

$$\begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array} = \underline{4}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \bullet \bullet \bullet \\ \hline \end{array} = \underline{16}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \\ \hline \end{array} = \underline{6}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{18}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{8}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{20}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{10}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{22}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{12}$$

$$\begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \hline \end{array} = \underline{24}$$

Use a doubles fact to complete each equation.

$$\underline{5} + \underline{5} = 10$$

$$\underline{8} + \underline{8} = 16$$

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

$$\underline{6} + \underline{6} = 12$$

$$\underline{10} + \underline{10} = 20$$

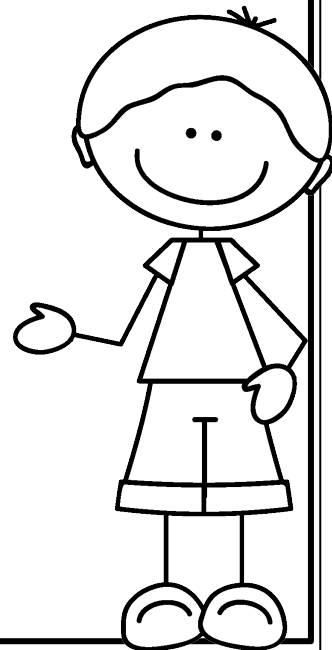
$$\underline{1} + \underline{1} = 2$$

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

$$\underline{9} + \underline{9} = 18$$

$$\underline{7} + \underline{7} = 14$$

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



# USING DOUBLES

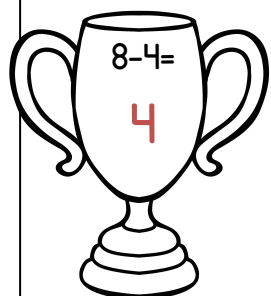
Did you know that you can use the addition doubles when you subtract? Take a look!

$10-5=$  \_\_\_\_\_



→ I know that  $5+5=10$ ,  
so  $10-5=5$ .

Use the doubles facts to solve these subtraction equations:



Lia has 18 pies to sell at the bake sale. So far she has sold half of them. How many more pies does she have to sell?

Show your work.

$18-9=9$

Write.

Lia has **9** more pies  
to sell.



# Let's Extend the Doubles

We can extend the "USING DOUBLES" strategy for other equations. Take a look at the equations below:

$$6-3=3 \longrightarrow 60-30=30 \longrightarrow 600-300=300 \longrightarrow 6000-3000=3000$$

$$8-4=4 \longrightarrow 80-40=40 \longrightarrow 800-400=400 \longrightarrow 8000-4000=4000$$

$$2-1=1 \longrightarrow 20-10=10 \longrightarrow 200-100=100 \longrightarrow 2000-1000=1000$$

Explain how knowing your doubles facts could help you with this equation:  $8000-4000$ .

**I know that  $8-4=4$ , so  $8000-4000=4000$ .**

Fill in the blanks:

$$2-1= \underline{1} \longrightarrow 20-10= \underline{10} \longrightarrow 200-100= \underline{100} \longrightarrow 2000-1000= \underline{1000}$$

$$6-3= \underline{3} \longrightarrow 60-30= \underline{30} \longrightarrow 600-300= \underline{300} \longrightarrow 6000-3000= \underline{3000}$$

$$22-11= \underline{11} \longrightarrow 220-110= \underline{110} \longrightarrow 2200-1100= \underline{1100}$$

$$12-6= \underline{6} \longrightarrow 120-60= \underline{60} \longrightarrow 1200-600= \underline{600}$$

$$4-2= \underline{2} \longrightarrow 40-20= \underline{20} \longrightarrow 400-200= \underline{200} \longrightarrow 4000-2000= \underline{2000}$$

$$8-4= \underline{4} \longrightarrow 80-40= \underline{40} \longrightarrow 800-400= \underline{400} \longrightarrow 8000-4000= \underline{4000}$$

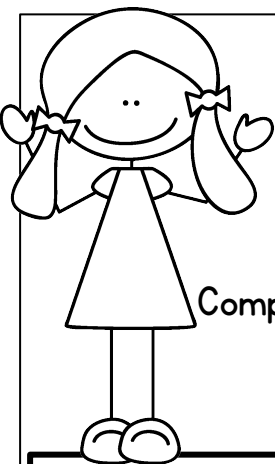
There are 1400 people at the concert. Half of them leave. Now how many people are left?

Show your work.

$$1400-700=700$$

Write.

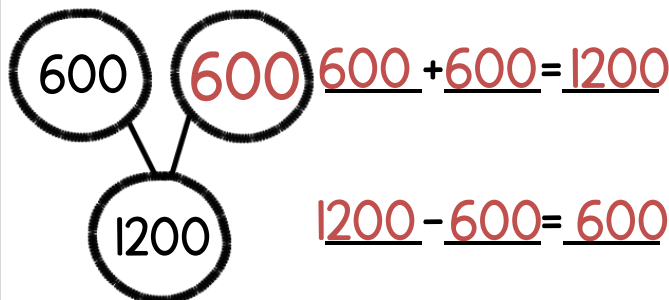
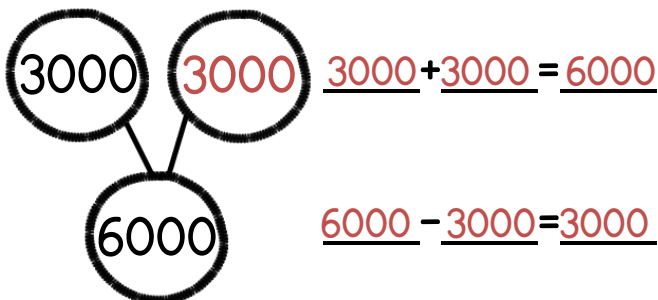
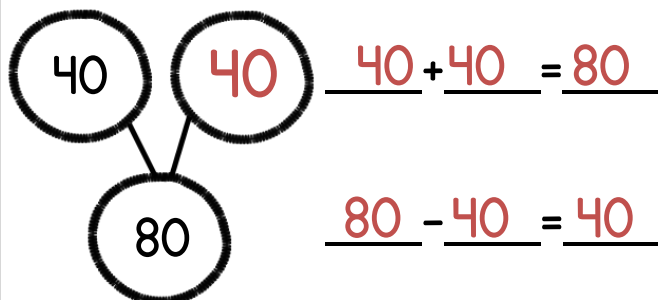
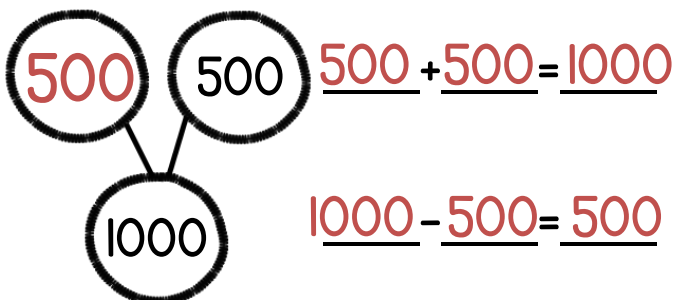
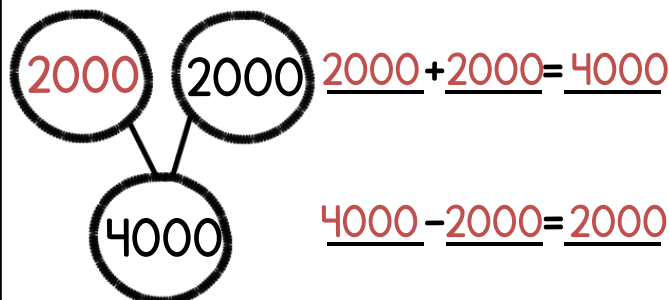
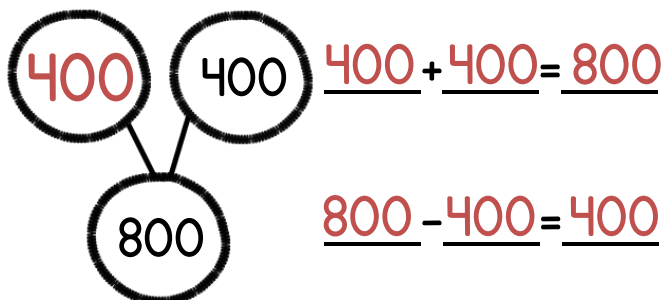
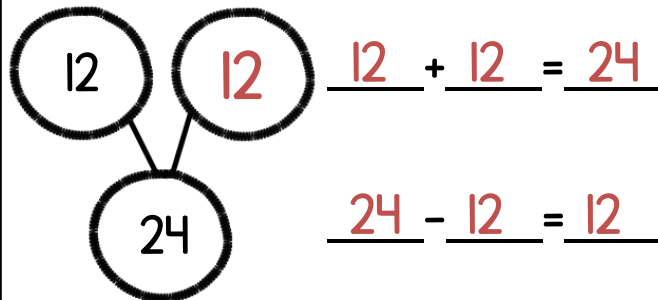
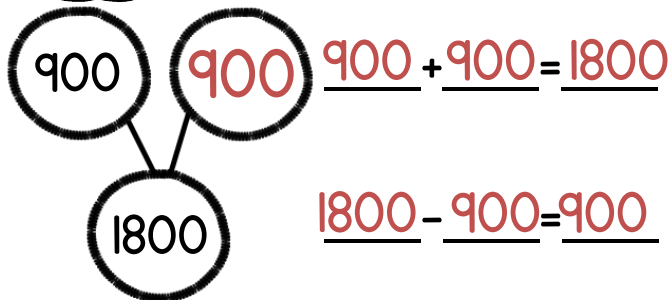
Now there are 700  
people left.



# Doubles

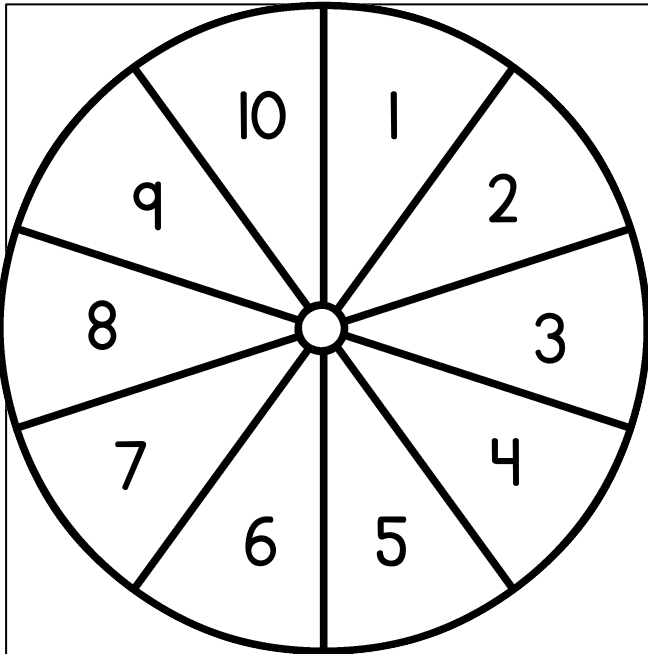
## NUMBER BONDS

Complete each number bond. Then write one addition equation and one subtraction equation for each one.

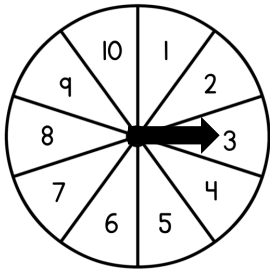


# Spin a Doubles EQUATION

Spin a number. Then write a "using doubles" equation using that number as the difference.



EXAMPLE:



$$6 - 3 = 3$$

↑  
3 is the difference.

Ask your teacher to check this page.

# PUT IT ALL TOGETHER

Solve the equations. Use the strategy that works best for each one.



$$346-4=$$

342

$$1000-500=$$

500

$$12-6=$$

6

$$2145-2145=$$

0

$$160-80=$$

80

$$800-400=$$

400

$$100-50=$$

50

$$500-200=$$

300

$$400-200=$$

200

$$4489-2=$$

4487

$$14-7=$$

7

$$16-8=$$

8

$$5487-4=$$

5483

$$1200-600=$$

600

$$1400-700=$$

700

$$600-300=$$

300

$$1600-800=$$

800

$$1234-1230=$$

4

$$80-20=$$

60

$$120-60=$$

60

$$2-1=$$

1

$$4000-2000=$$

2000

$$60-30=$$

30

$$140-70=$$

70

$$22-11=$$

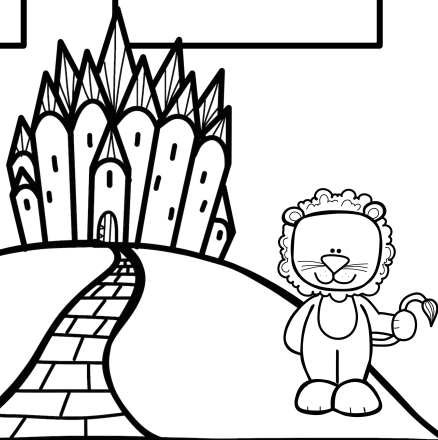
11

$$40-20=$$

20

$$6000-3000=$$

3000



# DOUBLES PLUS ONE

Let's review the doubles plus one addition facts!

$1+2=$  3 ← THINK: "I know that  $1+1=2$ , and then one more is 3."

$2+3=$  5 ← THINK: "I know that  $2+2=$  4, and then one more is 5."

$3+4=$  7 ← THINK: "I know that  $3+3=$  6, and then one more is 7."

$4+5=$  9 ← THINK: "I know that  $4+4=$  8, and then one more is 9."

$5+6=$  11 ← THINK: "I know that  $5+5=$  10, and then one more is 11."

$6+7=$  13 ← THINK: "I know that  $6+6=$  12, and then one more is 13."

$7+8=$  15 ← THINK: "I know that  $7+7=$  14, and then one more is 15."

$8+9=$  17 ← THINK: "I know that  $8+8=$  16, and then one more is 17."

$9+10=$  19 ← THINK: "I know that  $9+9=$  18, and then one more is 19."

$10+11=$  21 ← THINK: "I know that  $10+10=$  20, and then one more is 21."

# DOUBLES PLUS TWO

Let's review the doubles plus two addition facts!

$1+3=$  4 ← THINK: "I know that  $1+1=2$ , and then two more is 4."

$2+4=$  6 ← THINK: "I know that  $2+2=$  4, and then two more is 6."

$3+5=$  8 ← THINK: "I know that  $3+3=$  6, and then two more is 8."

$4+6=$  10 ← THINK: "I know that  $4+4=$  8, and then two more is 10."

$5+7=$  12 ← THINK: "I know that  $5+5=$  10, and then two more is 12."

$6+8=$  14 ← THINK: "I know that  $6+6=$  12, and then two more is 14."

$7+9=$  16 ← THINK: "I know that  $7+7=$  14, and then two more is 16."

$8+10=$  18 ← THINK: "I know that  $8+8=$  16, and then two more is 18."

$9+11=$  20 ← THINK: "I know that  $9+9=$  18, and then two more is 20."

$10+12=$  22 ← THINK: "I know that  $10+10=$  20, and then two more is 22."

# FACT FAMILIES WITH NEAR DOUBLES

Complete the fact family for each near double.

$4+6=10$

$10 - 6 = 4$

$6 + 4 = 10$

$10 - 4 = 6$

$9+10=19$

$19 - 9 = 10$

$10 + 9 = 19$

$19 - 10 = 9$

$10+11=21$

$21 - 10 = 11$

$11 + 10 = 21$

$21 - 11 = 10$

$6+8=14$

$14 - 8 = 6$

$8 + 6 = 14$

$14 - 6 = 8$

$5+7=12$

$12 - 7 = 5$

$7 + 5 = 12$

$12 - 5 = 7$

$8+9=17$

$17 - 9 = 8$

$9 + 8 = 17$

$17 - 8 = 9$

$3+5=8$

$8 - 3 = 5$

$5 + 3 = 8$

$8 - 5 = 3$

$4+5=9$

$9 - 4 = 5$

$5 + 4 = 9$

$9 - 5 = 4$

Now that you know that  $9-4=5$ , could you figure out this equation:  $900-400=$  \_\_\_\_\_ ?

The answer is 500.

Explain how you could figure it out:

I know that  $9-4=5$ , so  $900-400=500$ .

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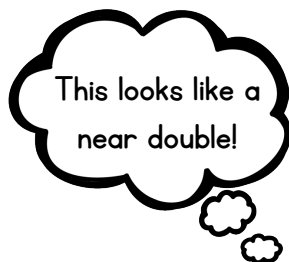


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# SUBTRACTING WITH NEAR DOUBLES

Did you know that you can use the doubles plus one and doubles plus two facts when you subtract?

$12-5=$        



I know that  $5+5=10$ ,  
and  $5+7=12$ . So  
 $12-5=7!$

Solve each equation. If the equation is a “using doubles” equation, shade the box yellow. If the equation is a “using near doubles” equation, shade the box green.

$11-5=$  6

$16-8=$  8

$20-9=$  11

$22-11=$  11

$20-10=$  10

$12-5=$  7

$9-5=$  4

$10-4=$  6

$13-7=$  6

$24-12=$  12

$7-3=$  4

$18-9=$  9

## EXTRA CHALLENGE!

Use what you know about the near doubles facts to solve these equations.

$90-40=$  50

$400-100=$  300

$600-200=$  400

$700-300=$  400

$800-300=$  500

$500-200=$  300

$300-100=$  200

$40-10=$  30

$50-20=$  30

$100-40=$  60

$70-30=$  40

$60-20=$  40



# Let's Extend the Near Doubles

We can extend the "USING NEAR DOUBLES" strategy for other equations. Take a look at the equations below:

$$9-4=5 \longrightarrow 90-40=50 \longrightarrow 900-400=500 \longrightarrow 9000-4000=5000$$

$$8-3=5 \longrightarrow 80-30=50 \longrightarrow 800-300=500 \longrightarrow 8000-3000=5000$$

$$7-3=4 \longrightarrow 70-30=40 \longrightarrow 700-300=400 \longrightarrow 7000-3000=4000$$

Explain how knowing your 'near doubles' facts could help you with this equation:  $7000-3000$ .

I know the double plus one fact:  $3+4=7$ . This means that  $3000+4000=7000$ . I can use that addition equation to solve the subtraction equation.  $7000-3000=4000$ .

Fill in the blanks:

$$7-4= \underline{3} \longrightarrow 70-40= \underline{30} \longrightarrow 700-400= \underline{300} \longrightarrow 7000-4000= \underline{3000}$$

$$8-3= \underline{5} \longrightarrow 80-30= \underline{50} \longrightarrow 800-300= \underline{500} \longrightarrow 8000-3000= \underline{5000}$$

$$9-4= \underline{5} \longrightarrow 90-40= \underline{50} \longrightarrow 900-400= \underline{500} \longrightarrow 9000-4000= \underline{5000}$$

$$5-2= \underline{3} \longrightarrow 50-20= \underline{30} \longrightarrow 500-200= \underline{300} \longrightarrow 5000-2000= \underline{3000}$$

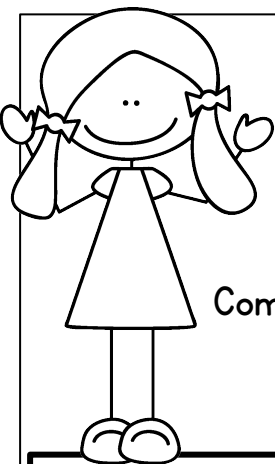
The restaurant has enough meat to make 700 hamburgers. This week they sold 300 hamburgers. How many more hamburgers can they make?

Show your work.

$$700-300=400$$

Write.

They can make 400 more  
hamburgers.



# Near Doubles NUMBER BONDS

Complete each number bond. Then write two addition equations and two subtraction equations for each.

	$400 + 500 = 900$
	$500 + 400 = 900$
	$900 - 500 = 400$
	$900 - 400 = 500$

	$7 + 6 = 13$
	$6 + 7 = 13$
	$13 - 7 = 6$
	$13 - 6 = 7$

	$300 + 200 = 500$
	$200 + 300 = 500$
	$500 - 200 = 300$
	$500 - 300 = 200$

	$12 + 11 = 23$
	$11 + 12 = 23$
	$23 - 11 = 12$
	$23 - 12 = 11$

	$300 + 400 = 700$
	$400 + 300 = 700$
	$700 - 400 = 300$
	$700 - 300 = 400$

	$30 + 50 = 80$
	$50 + 30 = 80$
	$80 - 50 = 30$
	$80 - 30 = 50$

	$12 + 13 = 25$
	$13 + 12 = 25$
	$25 - 13 = 12$
	$25 - 12 = 13$

	$30 + 40 = 70$
	$40 + 30 = 70$
	$70 - 40 = 30$
	$70 - 30 = 40$

# PUTTING IT ALL TOGETHER

## Equation Hunt

Subtract any two numbers that are touching. Remember to use the big number first.

Shade them in and write the equation (with the difference) in the box.

5	400	2526	12	100	60	20	20	4459	30
148	200	1	5	900	12	3245	3245	4	10
0	5000	2000	70	100	6	148	321	320	30
1000	500	100	20	14	7000	14	3359	1	70
3000	700	300	3333	0	2000	7	21	10	8000
2000	40	10	300	100	6000	1000	60	20	1000

148-0=148

6000-100

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

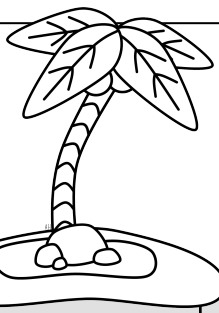
\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Ask your teacher to check this page.

# ANSWER KEY

Your answers will be in a different order.

## Recording Sheet



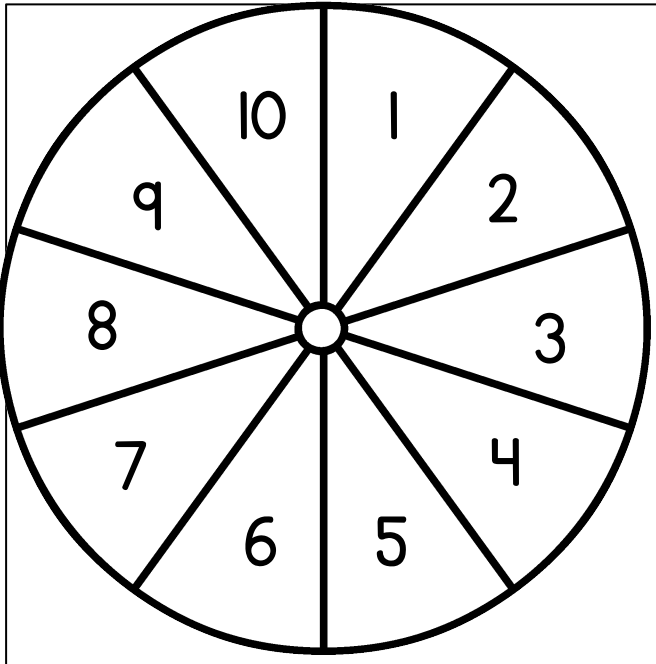
Minuend	Subtrahend	Difference
7462	7462	0
9008	0	9008
500	100	400
3000	1000	2000
9000	1000	8000
4561	2	4559
800	200	600
50	20	30
4578	4	4574
1235	3	1232
549	546	3
321	319	2

Minuend	Subtrahend	Difference
1734	1730	4
3240	40	3200
7500	500	7000
18	9	9
14	7	7
1000	500	500
1600	800	800
800	400	400
19	10	9
900	500	400
70	30	40
5000	3000	2000

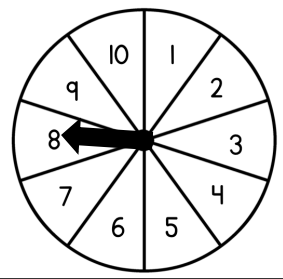
# Spin and SOLVE

to make multiples of 10

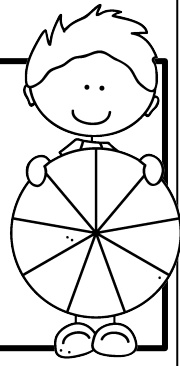
Spin a number. Write it in the first box. Then solve the equation .



EXAMPLE:



$$\boxed{8} + \boxed{2} = 10$$



<input type="text"/>	+	<input type="text"/>		=10
<input type="text"/>	+	<input type="text"/>	<p style="color: red; font-size: 1.2em;">Ask your teacher to check this page.</p>	=60
<input type="text"/>	+	<input type="text"/>		=10
<input type="text"/>	+	<input type="text"/>		=20
<input type="text"/>	+	<input type="text"/>		=10
<input type="text"/>	+	<input type="text"/>		=10



# MAKING MULTIPLES OF 10

Complete each equation with any numbers.

10- \_\_\_ = \_\_\_

10- \_\_\_ = \_\_\_

10- \_\_\_ = \_\_\_

10- \_\_\_ = \_\_\_

10- \_\_\_ = \_\_\_

20- \_\_\_ = \_\_\_

20- \_\_\_ = \_\_\_

20- \_\_\_ = \_\_\_

30- \_\_\_ = \_\_\_

30- \_\_\_ = \_\_\_

30- \_\_\_ = \_\_\_

\_\_\_ = \_\_\_

\_\_\_ = \_\_\_

40- \_\_\_ = \_\_\_

40- \_\_\_ = \_\_\_

40- \_\_\_ = \_\_\_

40- \_\_\_ = \_\_\_

40- \_\_\_ = \_\_\_

50- \_\_\_ = \_\_\_

60- \_\_\_ = \_\_\_

Ask your teacher to check  
this page.

70- \_\_\_ = \_\_\_

70- \_\_\_ = \_\_\_

70- \_\_\_ = \_\_\_

70- \_\_\_ = \_\_\_

70- \_\_\_ = \_\_\_

80- \_\_\_ = \_\_\_

80- \_\_\_ = \_\_\_

80- \_\_\_ = \_\_\_

80- \_\_\_ = \_\_\_

80- \_\_\_ = \_\_\_

90- \_\_\_ = \_\_\_

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90- \_\_\_ = \_\_\_

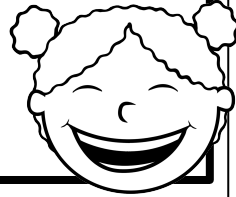
# PROBLEM SOLVING WITH MULTIPLES OF 10

Mr. Williams asks his 30 students if they are happy or sad. 28 of them say that they are happy, and the rest are sad. How many students are sad?

Show your work:

$$30 - 28 = 2$$

2 students are sad.

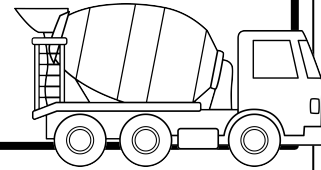


The construction crew is fixing the sidewalks. There is a total of 50 meters of sidewalk to fix. So far they have fixed 9 meters. How many meters of sidewalk are left?

Show your work:

$$50 - 9 = 41$$

There are 41 meters of sidewalk left to fix.

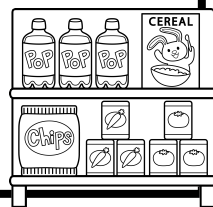


There were 40 cans of tomato sauce on the shelf, but 6 of them have been sold already. How many cans of tomato sauce are left?

Show your work:

$$40 - 6 = 34$$

There are 34 cans of tomato sauce left.





# USING COMBINATIONS OF TEN AND MULTIPLES OF 10

Use what you know about combinations of 10 and multiples of 10 to solve these equations. If the difference is EVEN, shade the box green. If the difference is ODD, shade the box red.

$80-6=$

74

$60-7=$

53

$70-9=$

61

$60-8=$

52

$20-7=$

13

$90-5=$

85

$50-5=$

45

$30-4=$

26

$30-9=$

21

$40-8=$

32

$10-7=$

3

$50-7=$

43

$10-5=$

5

$70-6=$

64

$20-5=$

15

$30-4=$

26

$40-5=$

35

$60-5=$

55

$40-2=$

38

$10-2=$

8



# MORE, LESS, SAME

> more than

< less than

= same

50-8  < 60-4

6758-6754  = 10-6

6000-3000  < 7000-2000

3568-4  > 3600-50

900-200  > 705-6

377-377  < 400-200

500-200  < 900-400

447-7  > 457-50

Write 3 equations that have a difference between 245 and 745.

Ask your teacher to check these answers.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

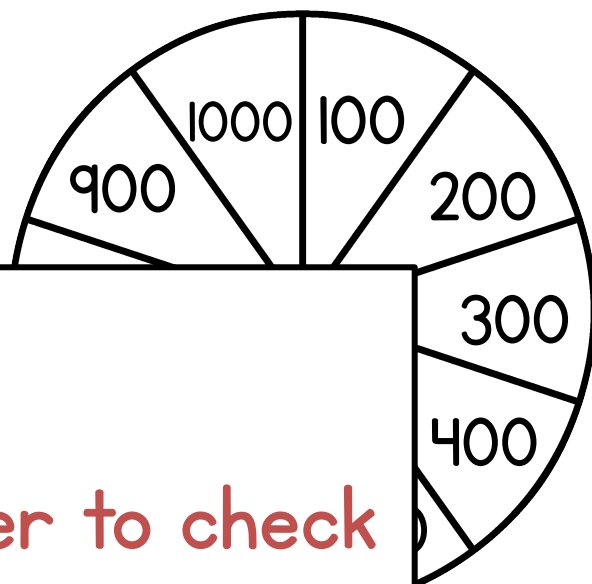
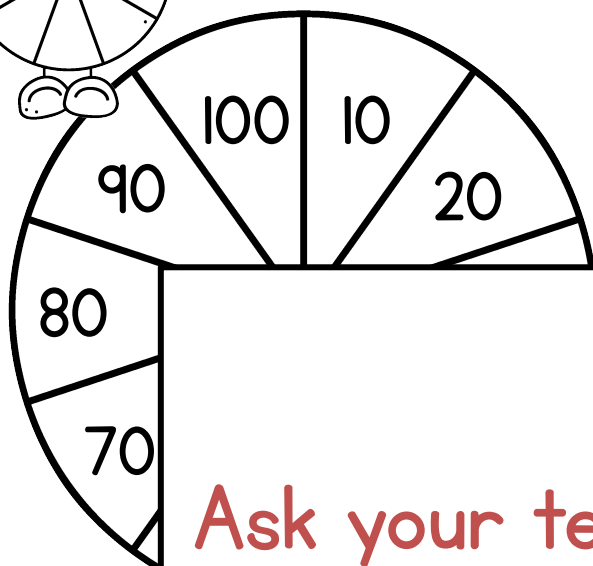
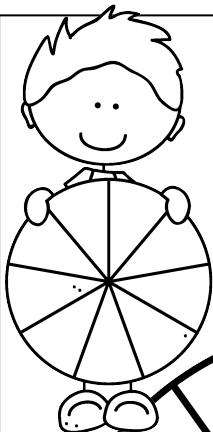
Write 3 equations that have a difference between 1000 and 2000.

Ask your teacher to check these answers.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_      \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

# Spin and Solve

Spin a number. Write it in the first box. Then solve the equation .



Ask your teacher to check this page.

=1000

=1000

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 100$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 1000$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 100$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 1000$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 100$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 1000$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 100$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 1000$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 100$$

$$\boxed{\phantom{000}} + \boxed{\phantom{000}} = 1000$$



# MAKING MULTIPLES OF 100 AND 1000

Complete each equation with any numbers. Be sure to challenge yourself! Put a star beside the equations that were extra challenging to solve.

$100 - \underline{\quad} = \underline{\quad}$

$100 - \underline{\quad} = \underline{\quad}$

$100 - \underline{\quad} = \underline{\quad}$

$100 - \underline{\quad} = \underline{\quad}$

$100 - \underline{\quad} = \underline{\quad}$

$100 - \underline{\quad} = \underline{\quad}$

$100 - \underline{\quad} = \underline{\quad}$

$100 - \underline{\quad} = \underline{\quad}$

Ask your teacher to check  
these answers.

$1000 - \underline{\quad} = \underline{\quad}$

$1000 - \underline{\quad} = \underline{\quad}$

$1000 - \underline{\quad} = \underline{\quad}$

$1000 - \underline{\quad} = \underline{\quad}$

$1000 - \underline{\quad} = \underline{\quad}$

$1000 - \underline{\quad} = \underline{\quad}$

Solve the problem:

1000 people are expected to come to the craft sale. So far 400 people have come. How many more people are expected to show up?

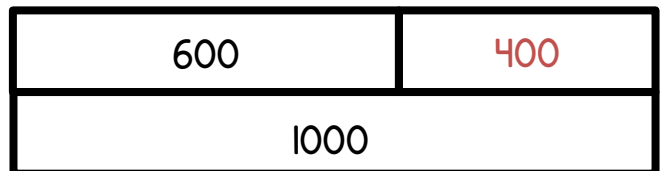
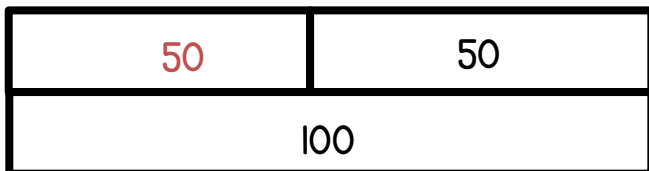
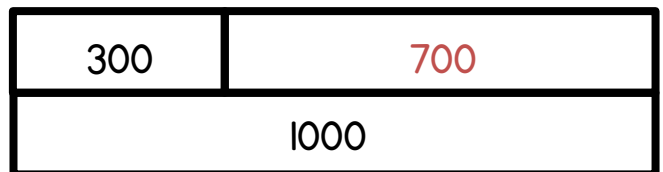
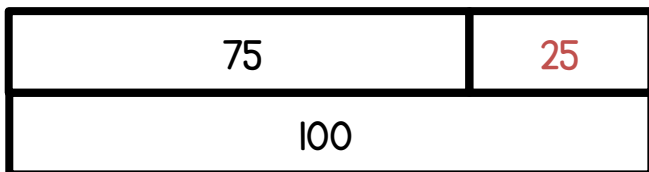
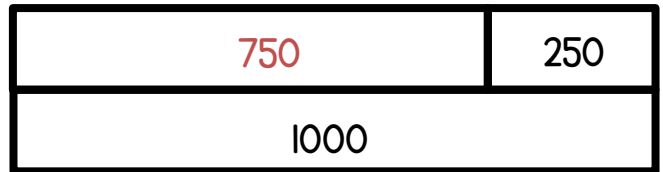
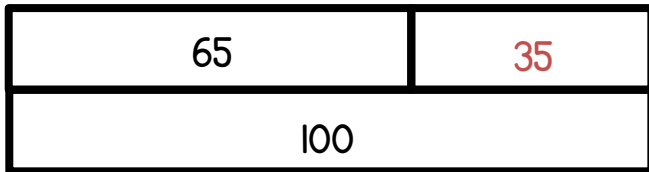
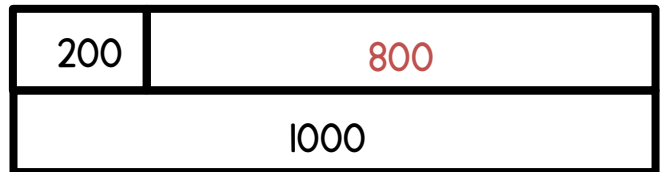
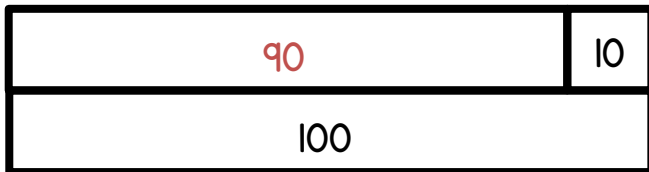
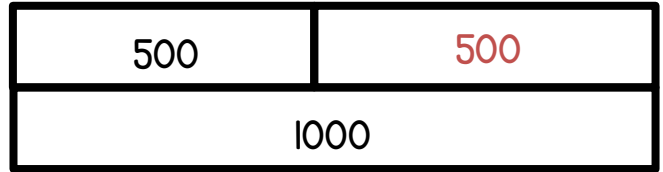
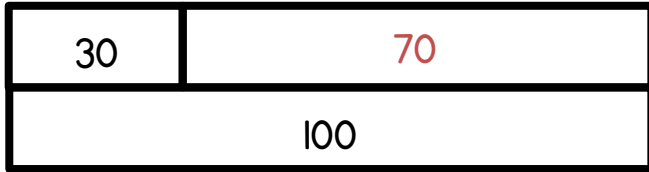
Show your work:

$1000 - 400 = 600$

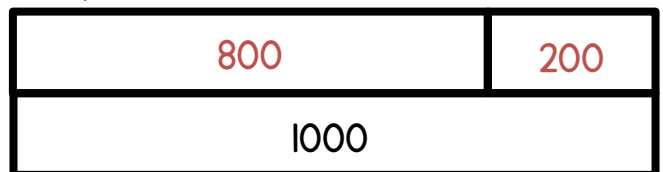
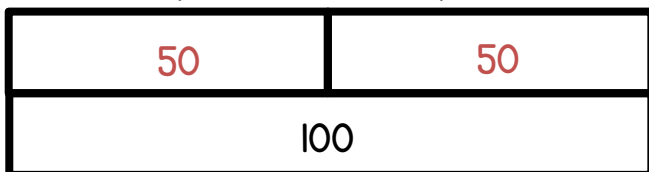
There are 600 more people expected to show up.

# PART-PART-WHOLE WITH MULTIPLES OF 100 AND 1000

Complete each part-part-whole representation.

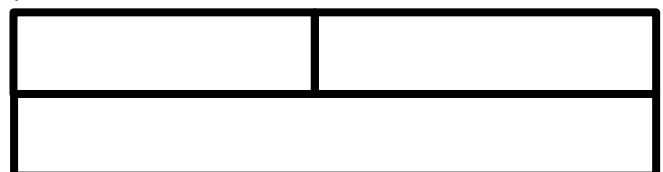
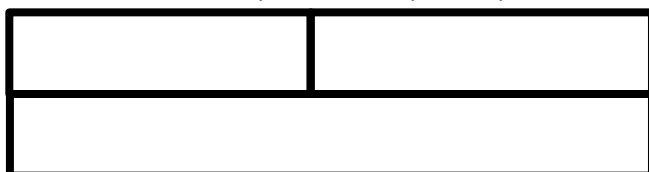


Fill in both parts. What do you think each part represents?

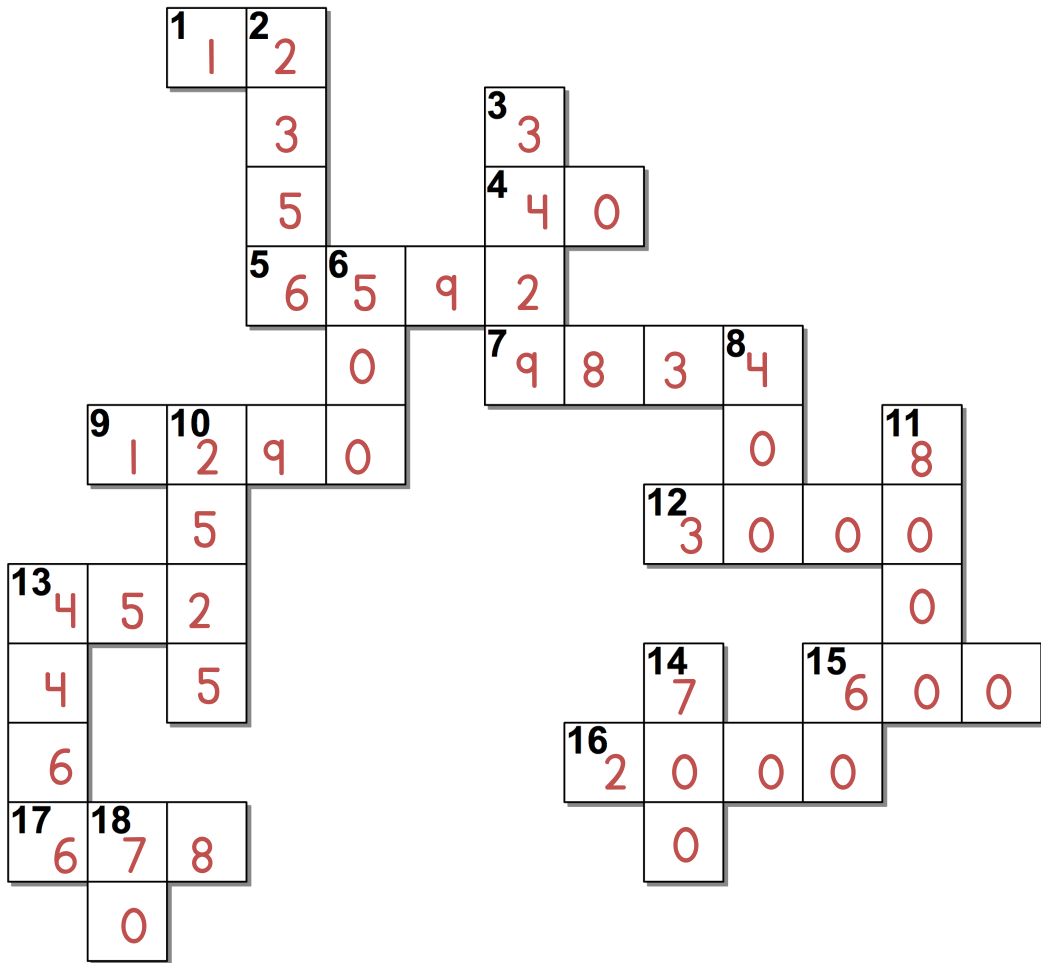


Your answers may be slightly different.

Create two of your own part-part-whole representations.



# PUTTING IT ALL TOGETHER CROSS-NUMBER PUZZLE



**Across:**

- 1. 24-12
- 4. 100-60
- 5. 6592-0
- 7. 9837-3
- 9. 1292-2
- 12. 6000-3000
- 13. 453-1
- 15. 1000-400
- 16. 4000-2000
- 17. 778-100

**Down:**

- 2. 2360-4
- 3. 3432-3
- 6. 800-500
- 8. 800-400
- 10. 2529-4
- 11. 9000-1000
- 13. 4468-2
- 14. 1000-300
- 15. 120-60
- 18. 130-60

# Getting To A Friendly Number

Friendly numbers are numbers that are easy to work with, such as 10, 20, 30, or 40. What do we have to take away to complete each equation and get to a friendly number?



EXAMPLE:

$$34 - \underline{\quad} = 30 \longrightarrow 34 - \underline{4} = 30$$

Now it's your turn!

$$87 - \underline{7} = 80$$

$$36 - \underline{6} = 30$$

$$116 - \underline{16} = 100$$

$$28 - \underline{8} = 20$$

$$64 - \underline{4} = 60$$

$$53 - \underline{3} = 50$$

$$110 - \underline{10} = 100$$

$$45 - \underline{5} = 40$$

$$68 - \underline{8} = 60$$

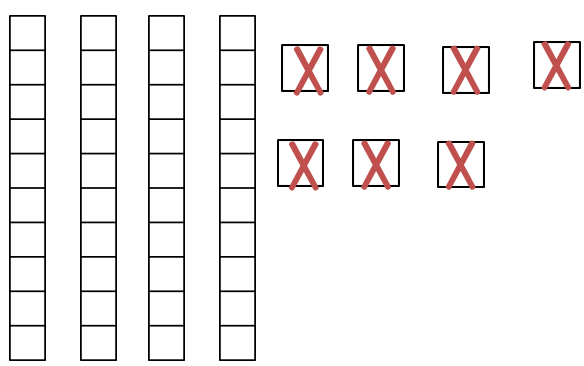
$$99 - \underline{9} = 90$$

$$105 - \underline{5} = 100$$

$$85 - \underline{5} = 80$$

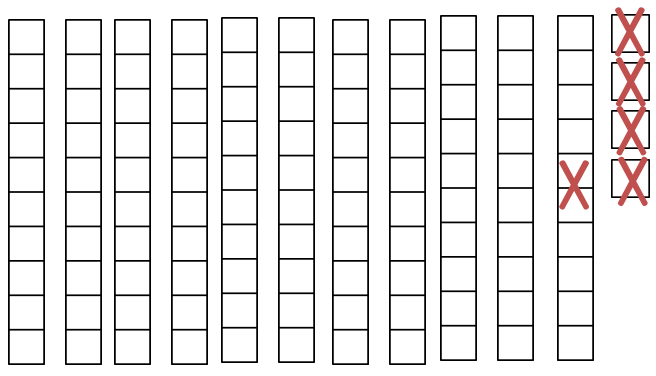
Draw a picture to represent this equation:

$$47 - 7 = 40$$



Draw a picture to represent this equation:

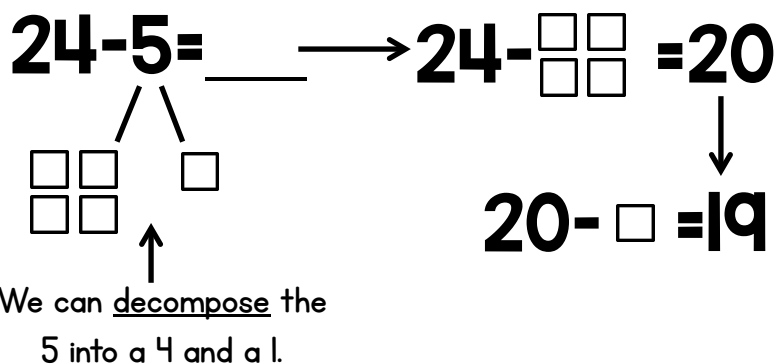
$$114 - 14 = 100$$



# Learning to Decompose

Now let's use what we know about getting back to a friendly number to subtract.

EXAMPLE:



First take away 4 to get to 20.

Then take away 1 more.

Now it's your turn!

$32-5$ 	$32-\square\square = 30$ Get to 30.	$30-\square\square\square = 27$ Take away 3 more.	$32-5 = 27$
------------	----------------------------------------	------------------------------------------------------	-------------

$65-6$ 	$65-\begin{matrix} \square\square \\ \square\square \end{matrix} = 60$ Get to 60.	$60-\square = 59$ Take away 1 more.	$65-6 = 59$
------------	--------------------------------------------------------------------------------------	----------------------------------------	-------------

$14-8$ 	$14-\begin{matrix} \square\square \\ \square\square \end{matrix} = 10$ Get to 10.	$10-\begin{matrix} \square\square \\ \square\square \end{matrix} = 6$ Take away 4 more.	$14-8 = 6$
------------	--------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	------------

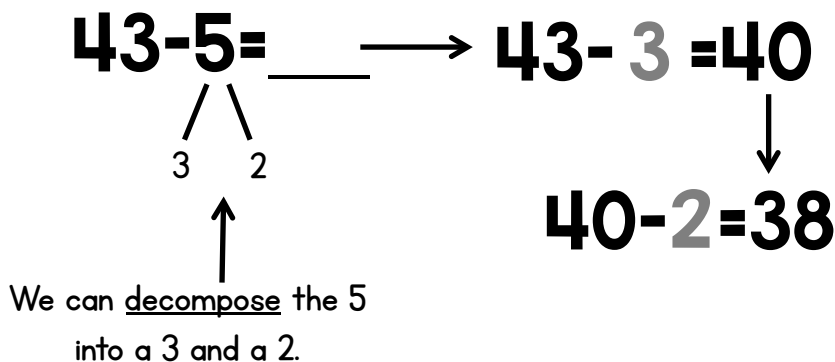
$71-4$ 	$71-\square = 70$ Get to 70.	$70-\square\square\square = 67$ Take away 3 more.	$71-4 = 67$
------------	---------------------------------	------------------------------------------------------	-------------

$76-8$ 	$76-\begin{matrix} \square\square\square \\ \square\square\square \end{matrix} = 70$ Get to 70.	$70-\begin{matrix} \square \\ \square \end{matrix} = 68$ Take away 2 more.	$76-8 = 68$
------------	----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------	-------------

# Let's Keep Decomposing!

Let's decompose using numbers instead of blocks!

EXAMPLE:



First take away 3 to get to 40.

Then take away 2 more.

Now it's your turn!

$84-6 \longrightarrow 84-4 = \underline{80} \longrightarrow 80-2 = \underline{78}$ $\begin{array}{c} \diagup \quad \diagdown \\ 4 \quad 2 \end{array}$ Get to 80. Take away 2 more.	$84-6 = \underline{78}$
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

$55-6 \longrightarrow 55-5 = \underline{50} \longrightarrow 50-1 = \underline{49}$ $\begin{array}{c} \diagup \quad \diagdown \\ 5 \quad 1 \end{array}$ Get to 50. Take away 1 more.	$55-6 = \underline{49}$
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

$63-4 \longrightarrow 63-\underline{3} = \underline{60} \longrightarrow 60-\underline{1} = \underline{59}$ $\begin{array}{c} \diagup \quad \diagdown \\ \underline{3} \quad \underline{1} \end{array}$ Get to 60. Take away 1 more.	$63-4 = \underline{59}$
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

$31-5 \longrightarrow 31-\underline{1} = \underline{30} \longrightarrow 30-\underline{4} = \underline{26}$ $\begin{array}{c} \diagup \quad \diagdown \\ \underline{1} \quad \underline{4} \end{array}$ Get to 30. Take away 4 more.	$31-5 = \underline{26}$
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------

$27-8 \longrightarrow 27-\underline{7} = \underline{20} \longrightarrow 20-\underline{1} = \underline{19}$ $\begin{array}{c} \diagup \quad \diagdown \\ \underline{7} \quad \underline{1} \end{array}$ Get to 20. Take away 1 more.	$27-8 = \underline{19}$
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------



# Practice Decomposing

Practice decomposing the second number (the subtrahend) to solve these equations.

Use the empty space to show your work.

$$25 - 8 = \underline{17}$$

$$72 - 6 = \underline{66}$$

$$81 - 5 = \underline{76}$$

$$53 - 5 = \underline{48}$$

$$82 - 6 = \underline{76}$$

$$44 - 7 = \underline{37}$$

$$98 - 9 = \underline{89}$$

$$45 - 8 = \underline{37}$$

$$32 - 6 = \underline{26}$$

Explain how you would solve this equation by decomposing the 5.

$$43 - 5 = \underline{38}$$

I would decompose the 5 into a 3 and a 2. First subtract  
43-3 to make 40. Then subtract the rest: 40-2=38.

Do you think you could use this same strategy to solve this equation?

$$102 - 5 = \underline{97}$$

How?

I would decompose the 5 into a 2 and a 3. First subtract  
102-2 to make 100. Then subtract the rest: 100-3=97.

# 100 Is A Friendly Number

The number 100 is a FRIENDLY NUMBER because it is easy to work with.

$$109 - \underline{9} = 100$$

$$113 - \underline{13} = 100$$

$$125 - \underline{25} = 100$$

$$111 - \underline{11} = 100$$

$$103 - \underline{3} = 100$$

$$107 - \underline{7} = 100$$

$$110 - \underline{10} = 100$$

$$122 - \underline{22} = 100$$

$$105 - \underline{5} = 100$$

$$108 - \underline{8} = 100$$

$$101 - \underline{1} = 100$$

$$112 - \underline{12} = 100$$

$$106 - \underline{6} = 100$$



Let's use the "back to a friendly number" strategy to get back to 100!

$$102 - 6 \xrightarrow{\substack{2 \\ 4}} 102 - 2 = \underline{100} \xrightarrow{\quad} 100 - 4 = \underline{96}$$

↑  
Get to 100.
↑  
Take away 4 more.

$$102 - 6 = \underline{96}$$

$$107 - 9 \xrightarrow{\substack{7 \\ 2}} 107 - 7 = \underline{100} \xrightarrow{\quad} 100 - 2 = \underline{98}$$

↑  
Get to 100.
↑  
Take away 2 more.

$$107 - 9 = \underline{98}$$

$$104 - 7 \xrightarrow{\substack{4 \\ 3}} 104 - 4 = \underline{100} \xrightarrow{\quad} 100 - 3 = \underline{97}$$

↑  
Get to 100.
↑  
Take away 3 more.

$$104 - 7 = \underline{97}$$

# Practice Getting Back To 100

Now let's keep decomposing to get to 100!

$$104 - 9 = \underline{95}$$

$\begin{array}{l} / \quad \backslash \\ 4 \quad 5 \end{array}$

$$101 - 4 = \underline{97}$$

$\begin{array}{l} / \quad \backslash \\ 1 \quad 3 \end{array}$

$$108 - 11 = \underline{97}$$

$\begin{array}{l} / \quad \backslash \\ 8 \quad 3 \end{array}$

$$110 - 12 = \underline{98}$$

$\begin{array}{l} / \quad \backslash \\ 10 \quad 2 \end{array}$

$$103 - 7 = \underline{96}$$

$\begin{array}{l} / \quad \backslash \\ 3 \quad 4 \end{array}$

$$107 - 10 = \underline{97}$$

$\begin{array}{l} / \quad \backslash \\ 7 \quad 3 \end{array}$

$$108 - 12 = \underline{96}$$

$\begin{array}{l} / \quad \backslash \\ 8 \quad 4 \end{array}$

$$112 - 15 = \underline{97}$$

$\begin{array}{l} / \quad \backslash \\ 12 \quad 3 \end{array}$

$$102 - 9 = \underline{93}$$

$\begin{array}{l} / \quad \backslash \\ 2 \quad 7 \end{array}$

## BONUS!

You can use this same strategy for so many different equations. Just go back to the nearest "friendly number" and then subtract the rest. Try it!

$$134 - 7 \longrightarrow 134 - 4 = \underline{130} \longrightarrow 130 - 3 = \underline{127}$$

$\begin{array}{l} / \quad \backslash \\ 4 \quad 3 \end{array}$

↑  
 Get to 130. (That's a friendly number!)

↑  
 Take away 3 more.

$$134 - 7 = \underline{127}$$

$$122 - 11 \longrightarrow 122 - 2 = \underline{120} \longrightarrow 120 - 9 = \underline{111}$$

$\begin{array}{l} / \quad \backslash \\ 2 \quad 9 \end{array}$

↑  
 Get to 120. (That's a friendly number!)

↑  
 Take away 9 more.

$$122 - 11 = \underline{111}$$

# Friendly Number CHALLENGE

Find the difference for each equation. Use the "back to a friendly number" strategy.

$$56 - 7 = \underline{49}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 6 \quad 1 \end{array}$

$$33 - 5 = \underline{28}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 3 \quad 2 \end{array}$

$$71 - 6 = \underline{65}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 1 \quad 5 \end{array}$

$$125 - 7 = \underline{118}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 5 \quad 2 \end{array}$

$$42 - 3 = \underline{39}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 2 \quad 1 \end{array}$

$$162 - 4 = \underline{158}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 2 \quad 2 \end{array}$

$$134 - 14 = \underline{120}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 4 \quad 10 \end{array}$

$$87 - 9 = \underline{78}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 7 \quad 2 \end{array}$

$$164 - 12 = \underline{152}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 4 \quad 8 \end{array}$

$$122 - 4 = \underline{118}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 2 \quad 2 \end{array}$

$$112 - 7 = \underline{105}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 2 \quad 5 \end{array}$

$$56 - 8 = \underline{48}$$

$\begin{array}{l} \diagdown \quad \diagup \\ 6 \quad 2 \end{array}$

Explain how you would solve this equation by decomposing the 7.

$$152 - 7 = \underline{145}$$

Decompose the 7 into a 2 and a 5. First subtract  $152 - 2$  to make 150. Then subtract the rest:  $150 - 5$  to make 145.

# Putting It All Together: Bubble Gum Subtraction

$24-7=$

17

$100-75=$

25

$545-541=$

4

$1000-200=$

800

$2209-3=$

2206

$576-4=$

572

$15-8=$

7

$1426-2=$

1424

$3131-3131=$

0

$600-300=$

300

$390-1=$

389

$10-4=$

6

$134-7=$

127

$1000-997=$

3

$30-24=$

6

$245-9=$

236

$800-400=$

400

$46-9=$

37

$650-50=$

600

$80-10=$

70

$123-5=$

118

$4290-0=$

4290

$100-60=$

40

$100-20=$

80

$22-11=$

11

$1000-500=$

500

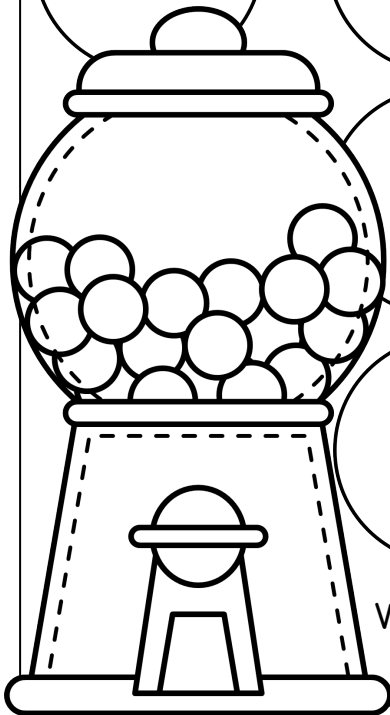
$972-6=$

966

$125-75=$

50

Which equations were really EASY to solve? Shade them red.



# Going UP To A Friendly Number

Let's practice going UP to the nearest friendly number. Fill in the blank to complete each equation.

EXAMPLE:

$$22 + \underline{\quad} = 30 \longrightarrow 22 + \underline{8} = 30$$



Now it's your turn!

$$54 + \underline{6} = 60$$

$$101 + \underline{9} = 110$$

$$35 + \underline{5} = 40$$

$$71 + \underline{9} = 80$$

$$128 + \underline{2} = 130$$

$$244 + \underline{6} = 250$$

$$176 + \underline{4} = 180$$

$$22 + \underline{8} = 30$$

$$53 + \underline{7} = 60$$

$$91 + \underline{9} = 100$$

$$422 + \underline{8} = 430$$

$$674 + \underline{6} = 680$$

Now complete each equation by adding something to make the nearest friendly number.

$$43 + \underline{7} = \underline{50}$$

$$156 + \underline{4} = \underline{160}$$

$$789 + \underline{1} = \underline{790}$$

$$21 + \underline{9} = \underline{30}$$

$$85 + \underline{5} = \underline{90}$$

$$113 + \underline{7} = \underline{120}$$

$$104 + \underline{6} = \underline{110}$$

$$93 + \underline{7} = \underline{100}$$

$$17 + \underline{3} = \underline{20}$$

# Going UP To Subtract

Let's learn how we can go up to a friendly number to subtract.

EXAMPLE:  $24-18=$  \_\_\_  $\longrightarrow 18+ \square\square =20 \longrightarrow 20+ \begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} =24$

↑  
We start with the smaller number. First let's get to the friendly number 20. We need to add 2 to get to 20.

↑  
Now we have to add 4 more to get up to 24.

Altogether, we added 6, so the answer is 6.  
 $24-18=6$

Step 1: Go up to a friendly number.

Step 2: Add the rest.

$55-42 \longrightarrow 42+ \underline{8} =50 \longrightarrow 50+ \underline{5} =55$

$55-42= \underline{13}$

Altogether, I added 13.

$62-26 \longrightarrow 26+ \underline{4} =30 \longrightarrow 30+ \underline{32} =62$

$62-26= \underline{36}$

Altogether, I added 36.

$100-31 \longrightarrow 31+ \underline{9} =40 \longrightarrow 40+ \underline{60} =100$

$100-31= \underline{69}$

Altogether, I added 69.

$88-16 \longrightarrow 16+ \underline{4} =20 \longrightarrow 20+ \underline{68} =88$

$88-16= \underline{72}$

Altogether, I added 72.

$130-95 \longrightarrow 95+ \underline{5} =100 \longrightarrow 100+ \underline{30} =130$

$130-95= \underline{35}$

Altogether, I added 35.

# Let's Keep Practicing

Use the up to a friendly number strategy to solve each equation.

$$125-95 \longrightarrow 95 + \underline{5} = 100 \longrightarrow 100 + \underline{25} = 125$$

$$125-95 = \underline{30}$$

Altogether, I added 30.

$$78-48 \longrightarrow 48 + \underline{2} = 50 \longrightarrow 50 + \underline{28} = 78$$

$$78-48 = \underline{30}$$

Altogether, I added 30.

$$102-90 \longrightarrow 90 + \underline{10} = 100 \longrightarrow 100 + \underline{2} = 102$$

$$102-90 = \underline{12}$$

Altogether, I added 12.

$$76-67 \longrightarrow 67 + \underline{3} = 70 \longrightarrow 70 + \underline{6} = 76$$

$$76-67 = \underline{9}$$

Altogether, I added 9.

$$213-199 \longrightarrow 199 + \underline{1} = 200 \longrightarrow 200 + \underline{13} = 213$$

$$213-199 = \underline{14}$$

Altogether, I added 14.

$$45-28 \longrightarrow 28 + \underline{2} = 30 \longrightarrow 30 + \underline{15} = 45$$

$$45-28 = \underline{17}$$

Altogether, I added 17.

$$172-165 \longrightarrow 165 + \underline{5} = 170 \longrightarrow 170 + \underline{2} = 172$$

$$172-165 = \underline{7}$$

Altogether, I added 7.

$$304-292 \longrightarrow 292 + \underline{8} = 300 \longrightarrow 300 + \underline{4} = 304$$

$$304-292 = \underline{12}$$

Altogether, I added 12.



# On Your Own!

Now use the up to a friendly number strategy all by yourself! Use the extra space in each box to do your work if you need to.

$404-390= \underline{14}$

$180-95= \underline{85}$

$48-36= \underline{12}$

$25-19= \underline{6}$

$34-17= \underline{17}$

$250-198= \underline{52}$

$126-97= \underline{29}$

$53-46= \underline{7}$

$760-690= \underline{70}$

Explain how you would solve this equation using the up to a friendly number strategy.  $104-96= \underline{8}$

Start at 96 and add 4 to get up to 100. Then add 4 more  
to get to 104. We added a total of 8 so the answer is 8.

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## RESTAURANT

# PROBLEM SOLVING

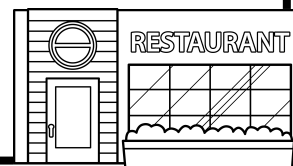
Use the "Up To A Friendly Number" strategy to solve each problem.

The restaurant has enough food to feed 210 people this weekend. So far, 191 people have eaten there. How many more people can eat at the restaurant this weekend?

Show your work:

$$210 - 191 = 19$$

19 more people can eat at the restaurant this weekend.

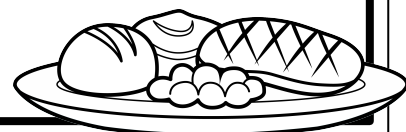


There are 54 steaks and 160 chicken pieces in the fridge. So far, 42 people have ordered steak. How many steaks are left?

Show your work:

$$54 - 42 = 12$$

There are 12 steaks left.

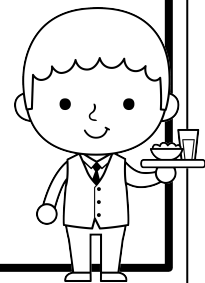


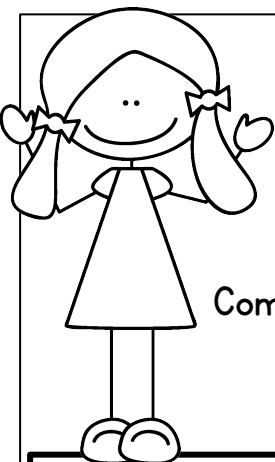
Jim is 37 years old. He has been a server at the restaurant for 19 years. How old was Jim when he started working at the restaurant?

Show your work:

$$37 - 19 = 18$$

Jim was 18 years old when he started working at the restaurant.

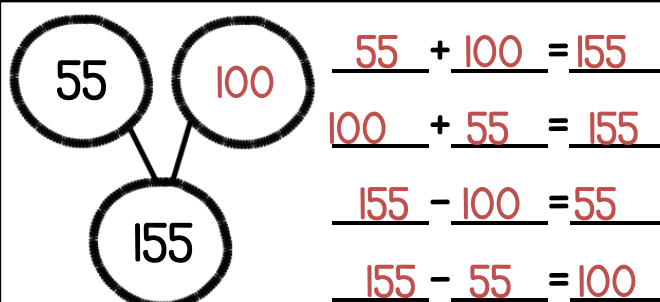
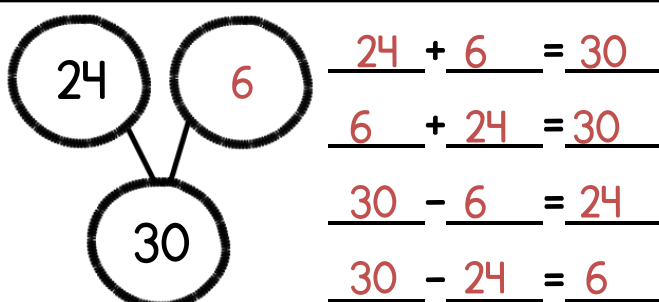
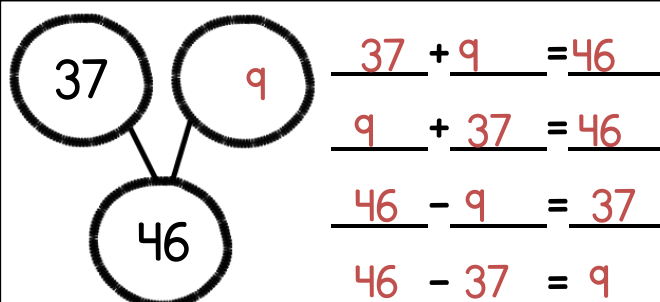
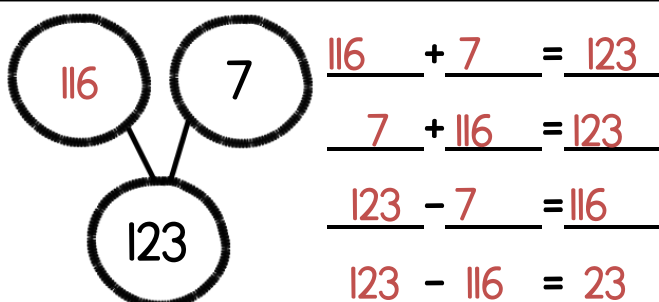
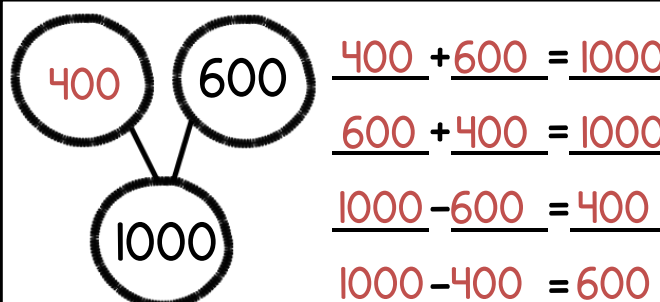
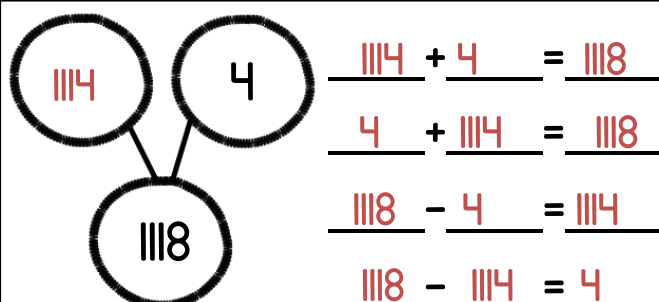
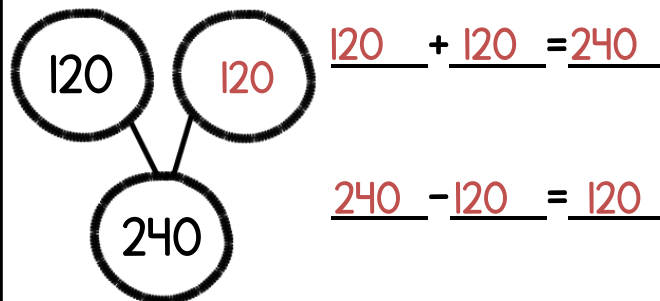
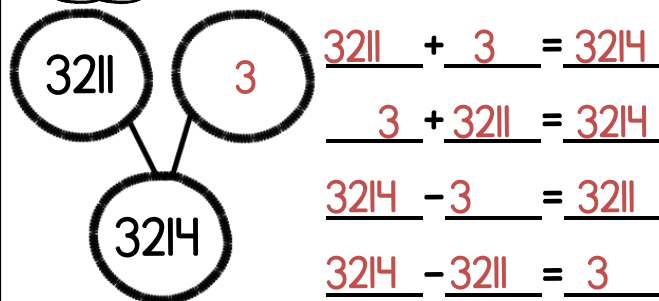




## PUTTING IT ALL TOGETHER

## FACT FAMILIES

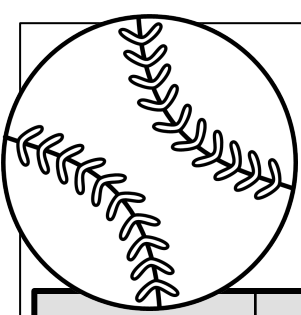
Complete each number bond. Then write two addition equations and two subtraction equations for each.



## ANSWER KEY

Your answers will be in a different order.

# Recording Sheet



Minuend	Subtrahend	Difference
3287	0	3287
5790	5790	0
400	100	300
7000	1000	6000
8000	2000	6000
5478	2	5476
4257	4	4253
3450	3	3447
4356	4353	3
142	138	4
546	46	500
150	75	75

Minuend	Subtrahend	Difference
800	400	400
160	80	80
9000	5000	4000
70	30	40
10	7	3
60	53	7
100	80	20
1000	400	600
672	11	661
43	6	37
93	86	7
325	317	8

# SUBTRACTING MULTIPLES OF 10

EXAMPLE:

Let's start with 55.      When we subtract 30...      ...we have 25 left.

$35 - 20 = 15$

$44 - 40 = 4$

$21 - 10 = 11$

$60 - 40 = 20$

$43 - 20 = 23$

$32 - 20 = 12$

$61 - 50 = 11$

$34 - 20 = 14$

$62 - 50 = 12$

$38 - 10 = 28$

Draw a picture to represent this equation:  
 $98 - 50 = 48$

Solve the problem:

Grandma is 87 years old. 40 years ago, she moved to her new house. How old was Grandma when she moved to her new house?

$87 - 40 = 47$

Grandma was 47 years old when she moved into her new house.

# Subtracting Multiples of Ten ON A PLACE VALUE CHART

EXAMPLE

Tens	Ones
6	7

-30=

Tens	Ones
3	7

This shows 6 groups of 10 and 7 ones.

When we subtract 30, we just subtract 3 groups of 10.

EXAMPLE

H	T	O
2	5	3

-40=

H	T	O
2	1	3

This shows 2 groups of 100, 5 groups of 10, and 3 ones.

When we subtract 40, we just subtract 4 groups of 10.

Complete each equation.

H	T	O
8	4	1

- 30=

H	T	O
8	1	1

841-30= 811

H	T	O
1	9	8

- 60=

H	T	O
1	3	8

198-60= 138

H	T	O
2	4	7

- 40=

H	T	O
2	0	7

247-40= 207

H	T	O
	7	5

- 50=

H	T	O
	2	5

75-50= 25

H	T	O
	4	4

- 10=

H	T	O
	3	4

44-10= 34

H	T	O
7	7	2

- 30=

H	T	O
7	4	2

772-30= 742

Solve these equations:

192-30= 162

27-10= 17

1993-20= 1973

391-60= 331

740-30= 710

243-40= 203

2444-20= 2424

49-30= 19

171-40= 131

590-80= 510

3661-50= 3611

1234-10= 1224

Be careful! 😊

304-10= 294

210-50= 160

605-70= 535

102-20= 82

# Subtracting Multiples of 100

## ON A PLACE VALUE CHART

Now that we know how to use place value to subtract multiples of 10, we can subtract multiples of 100 in the same way!

**EXAMPLE**

Th	H	T	O
	8	4	2

 $-200=$ 

Th	H	T	O
	6	4	2

When we subtract 200, we just subtract 2 groups of 100!

**EXAMPLE**

Th	H	T	O
9	7	5	1

 $-400=$ 

Th	H	T	O
9	3	5	1

When we subtract 400, we just subtract 4 groups of 100!

Complete each equation.

Th	H	T	O
	6	5	8

 $-400=$ 

Th	H	T	O
	2	5	8

$658-400=$  258

Th	H	T	O
1	9	9	5

 $-300=$ 

Th	H	T	O
1	6	9	5

$1995-300=$  1695

Th	H	T	O
8	5	3	8

 $-200=$ 

Th	H	T	O
8	3	3	8

$8538-200=$  8338

Th	H	T	O
2	7	3	3

 $-500=$ 

Th	H	T	O
2	2	3	3

$2733-500=$  2233

Th	H	T	O
	5	5	8

 $-300=$ 

Th	H	T	O
	2	5	8

$558-300=$  258

Th	H	T	O
7	1	7	3

 $-100=$ 

Th	H	T	O
7	0	7	3

$7173-100=$  7073

Solve these equations:

$5361-300=$  5061

$8477-100=$  8377

$1880-400=$  1480

Be careful! 😊

$2134-200=$  1934

$1415-200=$  1215

$490-300=$  190

$2743-200=$  2543

$3300-500=$  2800

$883-700=$  183

$3900-400=$  3500

$4462-300=$  4162

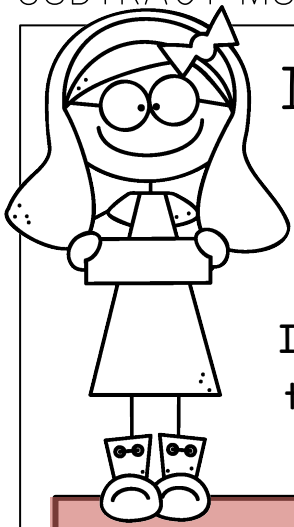
$1802-900=$  902

$1435-200=$  1235

$288-200=$  88

$749-400=$  349

$5331-600=$  4731



# Let's Practice Subtracting 10's and 100's

If the difference is less than 2500, shade the box red. If the difference is 2500 or greater, shade the box orange.

$1346 - 20 =$

1326

$1938 - 700 =$

1238

$397 - 100 =$

297

$5811 - 400 =$

5411

$1839 - 20 =$

1819

$4452 - 200 =$

4252

$993 - 60 =$

933

$905 - 300 =$

605

$2628 - 10 =$

2618

$1994 - 800 =$

1194

$9604 - 200 =$

9404

$2993 - 50 =$

2943

$679 - 40 =$

639

$215 - 10 =$

205

$3422 - 20 =$

3402

$995 - 40 =$

955

$321 - 100 =$

221

$1670 - 400 =$

1270

$290 - 60 =$

230

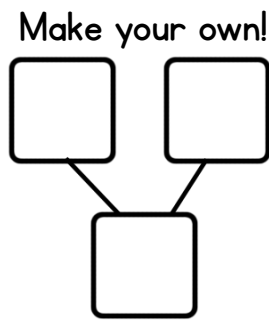
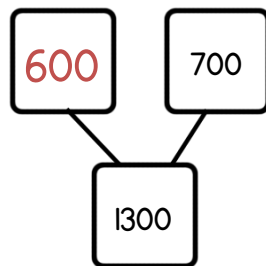
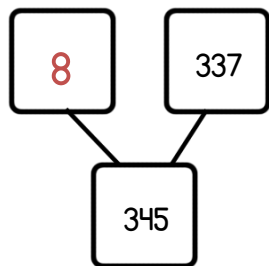
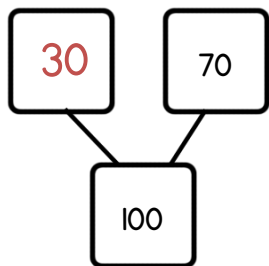
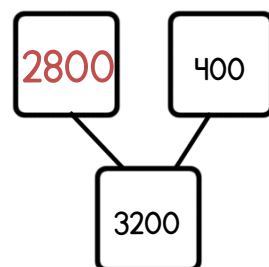
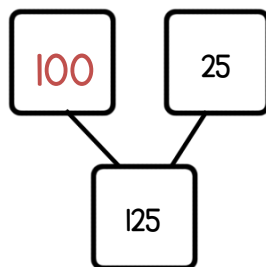
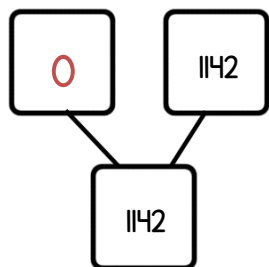
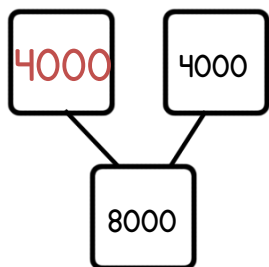
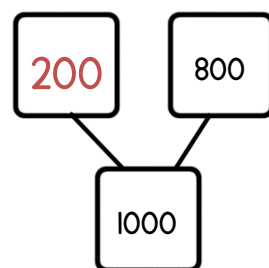
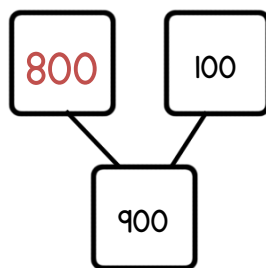
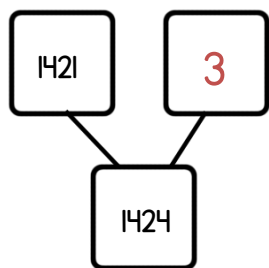
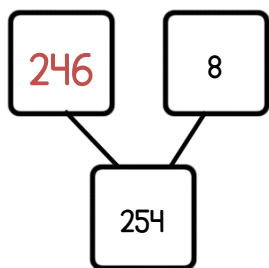
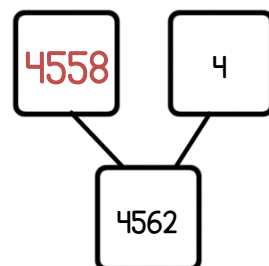
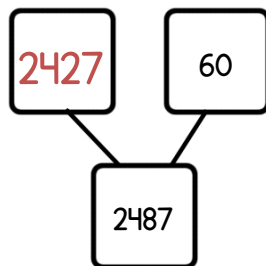
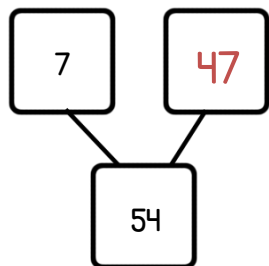
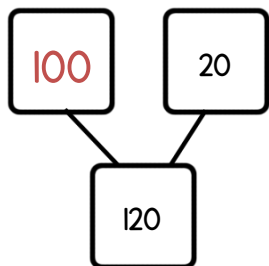
$2345 - 100 =$

2245



# PUTTING IT ALL TOGETHER

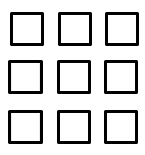
Fill in the missing number for each number bond.



# Subtracting Nine WITH BASE 10 BLOCKS

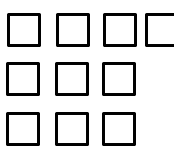
Let's use base 10 blocks to subtract. We are going to make it easier by subtracting 10 first.

$45-9$

45- 

This is a bit tricky!



45 -  = 35

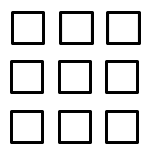
Let's take away 1 extra and do  $45-10$  instead. That's easier!



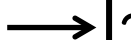
One more than 35 is 36.

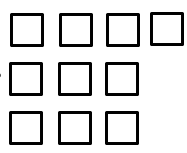
Now we have to ADD 1 to the answer, since we took away 1 extra in the last step.

Now it's your turn!

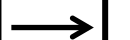
34 - 

This is a bit tricky!



34 -  = 24

Let's take away 1 extra and do  $34-10$  instead. That's easier!



One more than 24 is 25.

Now we have to ADD 1 to the answer, since we took away one extra.

123-9

This is a bit tricky!



123-10 = 113

Let's take away 1 extra and do  $123-10$  instead. That's easier!

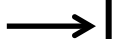


One more than 113 is 114.

Now we have to ADD 1 to the answer, since we took away one extra.

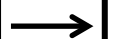
217-9

This is a bit tricky!



217-10 = 207

Let's take away 1 extra and do  $217-10$  instead. That's easier!



One more than 207 is 208.

Now we have to ADD 1 to the answer, since we took away one extra.

# Subtracting Nine

$86-9$	$86-10= \underline{76}$	One more than 76 is <u>77</u> .
This is a bit tricky!	Let's <u>take away 1 extra</u> and do $86-10$ instead. That's easier!	Now we have to <u>ADD 1 to the answer</u> , since we took away one extra.

$112-9$	$112-10= \underline{102}$	One more than 102 is <u>103</u> .
This is a bit tricky!	Let's <u>take away 1 extra</u> and do $112-10$ instead. That's easier!	Now we have to <u>ADD 1 to the answer</u> , since we took away one extra.

$65-9$	$65-10= \underline{55}$	One more than 55 is <u>56</u> .
This is a bit tricky!	Let's <u>take away 1 extra</u> and do $65-10$ instead. That's easier!	Now we have to <u>ADD 1 to the answer</u> , since we took away one extra.

$181-9$	$181-10= \underline{171}$	One more than 171 is <u>172</u> .
	Let's <u>take away 1 extra</u> and do $181-10$ instead. That's easier!	Now we have to <u>ADD 1 to the answer</u> , since we took away one extra.

$78-9$
Step #: $78-10= \underline{68}$
Step #2: Add 1: <u>69</u>
SO, $78-9= \underline{69}$

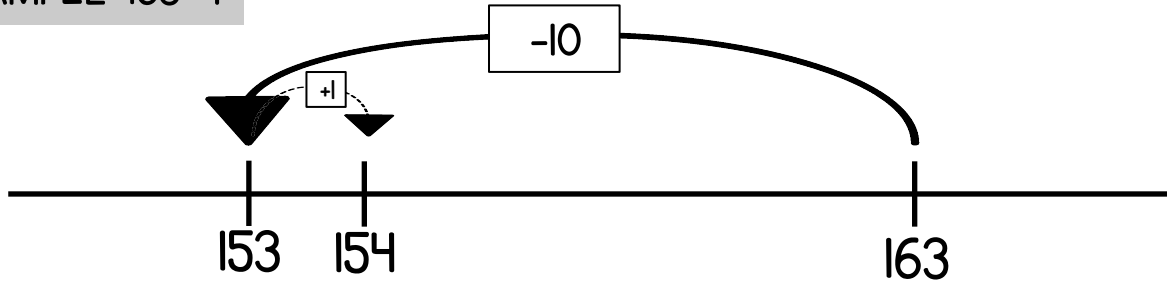
$143-9$
Step #: $143-10= \underline{133}$
Step #2: Add 1: <u>134</u>
SO, $143-9= \underline{134}$

$184-9$
Step #: $184-10= \underline{174}$
Step #2: Add 1: <u>175</u>
SO, $184-9= \underline{175}$

# Subtracting Nine ON A NUMBER LINE

Let's try the same  $-9$  strategy on a number line!

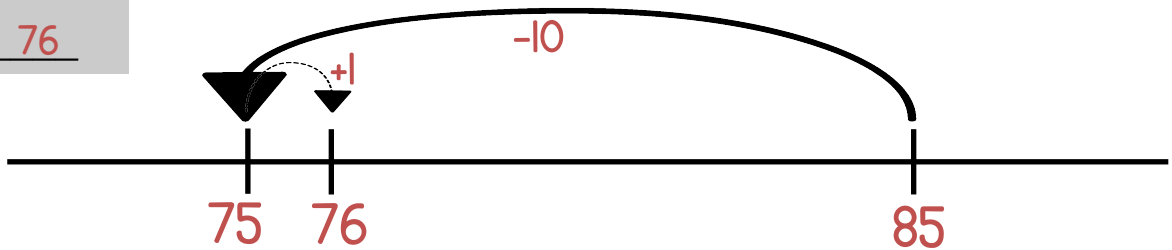
EXAMPLE:  $163-9$



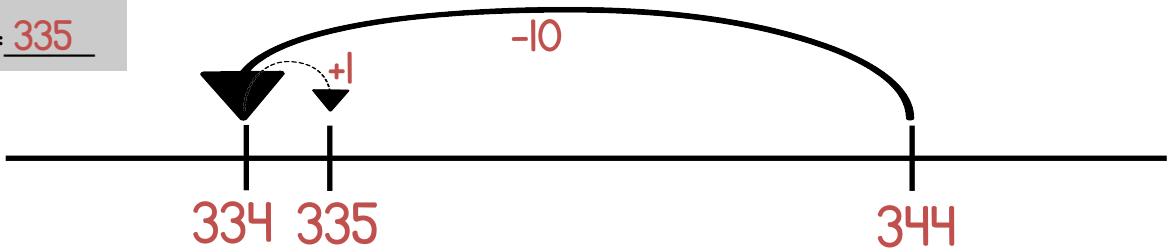
- 1 First do  $163-10$ . This is easier!
- 2 Now add one more (because you took away an extra one in step #1).

Now it's your turn!

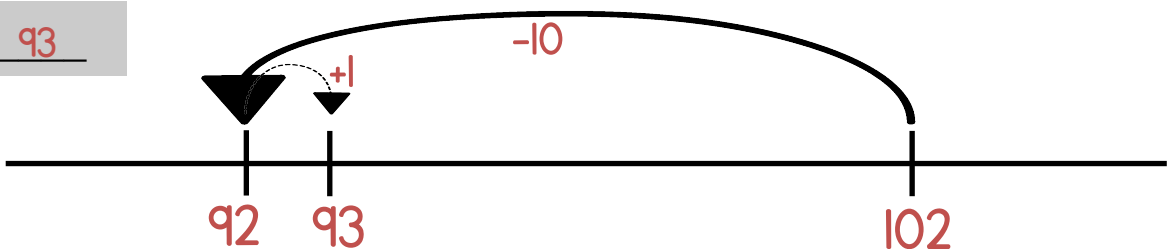
$85-9=$  76



$344-9=$  335



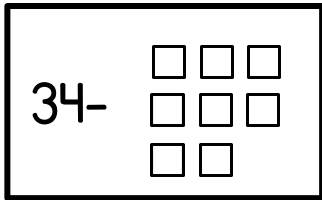
$102-9=$  93



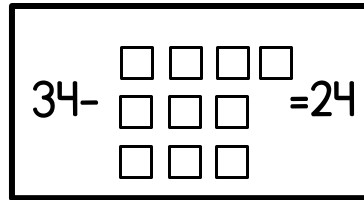
# Subtracting 7 and 8 WITH BASE 10 BLOCKS

We can use the same strategy to subtract 7 and 8. Take a look!

$$34-8$$



This is a bit tricky!



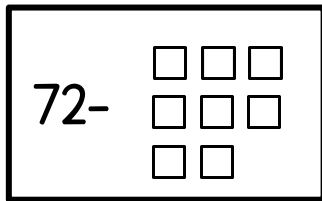
Let's take away 2 extra and do  $34-10$  instead. That's easier!



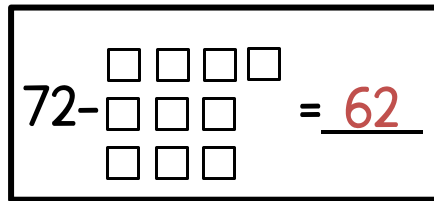
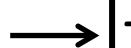
Two more than 24 is 26.

Now we have to ADD 2 to the answer, since we took away 2 extra in the last step.

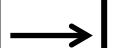
Now it's your turn!



This is a bit tricky!



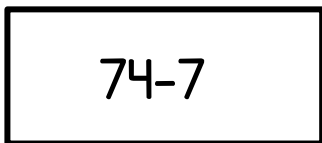
Let's take away 2 extra and do  $72-10$  instead. That's easier!



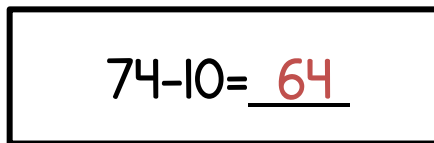
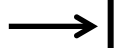
Two more than 62 is 64.

Now we have to ADD 2 to the answer, since we took away 2 extra.

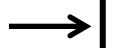
Let's try subtracting 7!



This is a bit tricky!



Let's take away 3 extra and do  $74-10$  instead. That's easier!

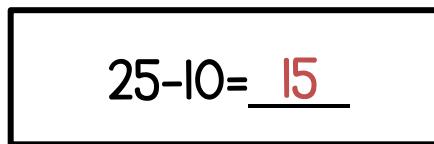
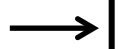


3 more than 64 is 67.

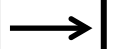
Now we have to ADD 3 to the answer, since we took away 3 extra.



This is a bit tricky!



Let's take away 3 extra and do  $25-10$  instead. That's easier!



3 more than 15 is 18.

Now we have to ADD 3 to the answer, since we took away 3 extra.

# Subtracting 7 and 8

$27-8$	→	$27-10= \underline{17}$	→	2 more than 17 is $\underline{19}$ .
This is a bit tricky!		Let's <u>take away 2 extra</u> and do 27-10 instead. That's easier!		Now we have to <u>ADD 2 to the answer</u> , since we took away 2 extra.

$213-7$	→	$213-10= \underline{203}$	→	3 more than 203 is $\underline{206}$ .
This is a bit tricky!		Let's <u>take away 3 extra</u> and do 213-10 instead. That's easier!		Now we have to <u>ADD 3 to the answer</u> , since we took away 3 extra.

$323-8$	→	$323-10= \underline{313}$	→	2 more than 313 is $\underline{315}$ .
This is a bit tricky!		Let's <u>take away 2 extra</u> and do 323-10 instead. That's easier!		Now we have to <u>ADD 2 to the answer</u> , since we took away 2 extra.

$565-7$	→	$565-10= \underline{555}$	→	3 more than 555 is $\underline{558}$ .
		Let's <u>take away 3 extra</u> and do 565-10 instead. That's easier!		Now we have to <u>ADD 3 to the answer</u> , since we took away 3 extra.

$46-8$
Step #1: $46-10= \underline{36}$
Step #2: Add 2: $\underline{38}$
SO, $46-8= \underline{38}$

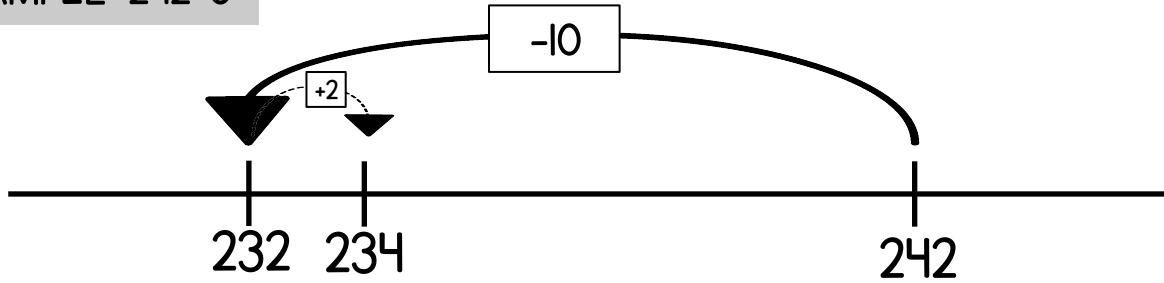
$244-7$
Step #1: $244-10= \underline{234}$
Step #2: Add 3: $\underline{237}$
SO, $244-7= \underline{237}$

$531-7$
Step #1: $531-10= \underline{521}$
Step #2: Add 3: $\underline{524}$
SO, $531-7= \underline{524}$

# Subtracting 7 and 8 ON A NUMBER LINE

Let's try subtracting 7 and 8 on a number line!

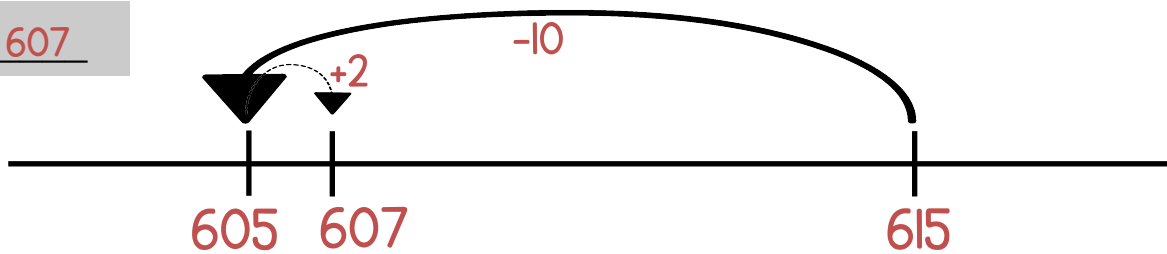
EXAMPLE:  $242-8$



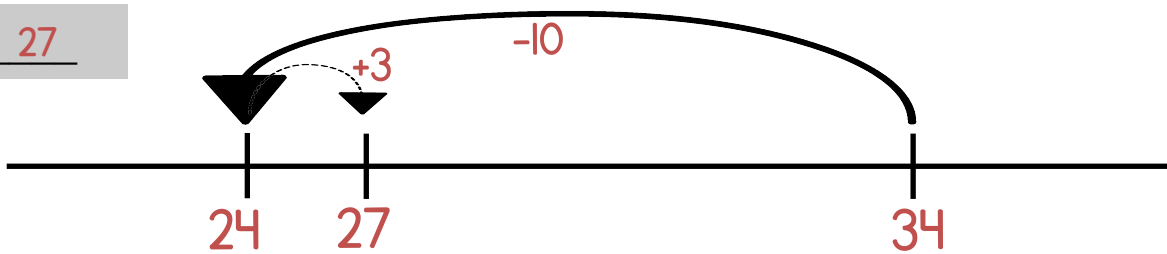
- 1 First do  $242-10$ . This is easier!
- 2 Now add 2 more (because you took away 2 extra one in step #1).

Now it's your turn!

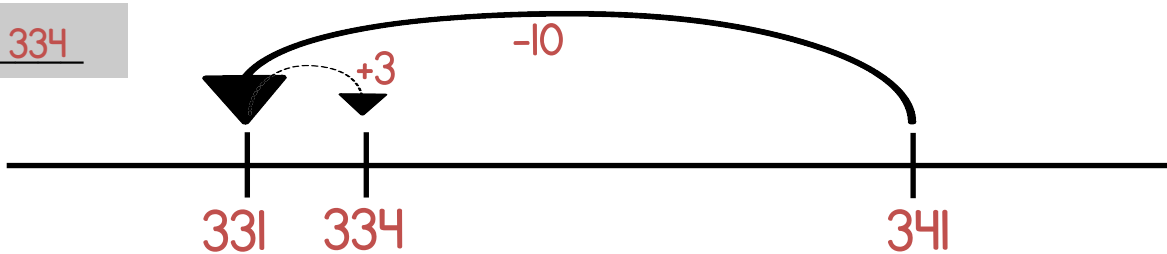
$615-8=$  607



$34-7=$  27



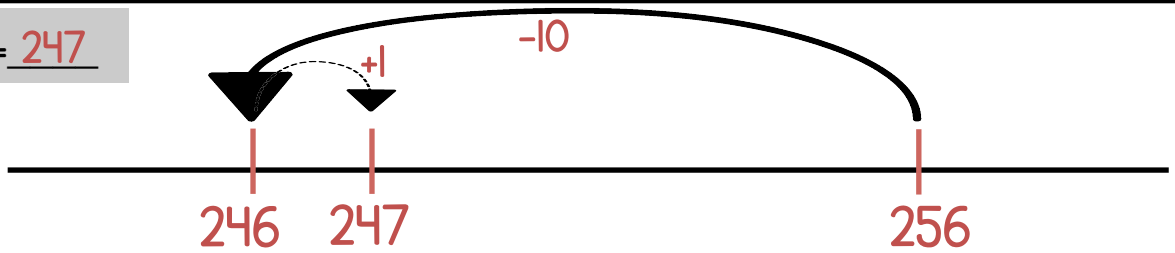
$341-7=$  334



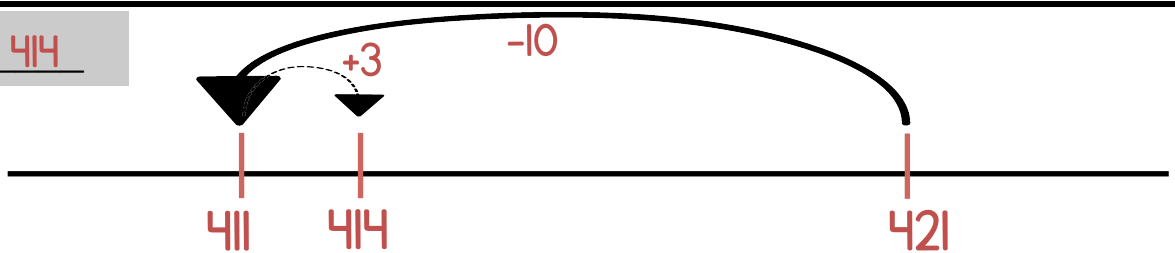
# Use a Number Line TO SUBTRACT 7, 8, and 9

Subtract 7, 8, and 9 using the number line to help you.

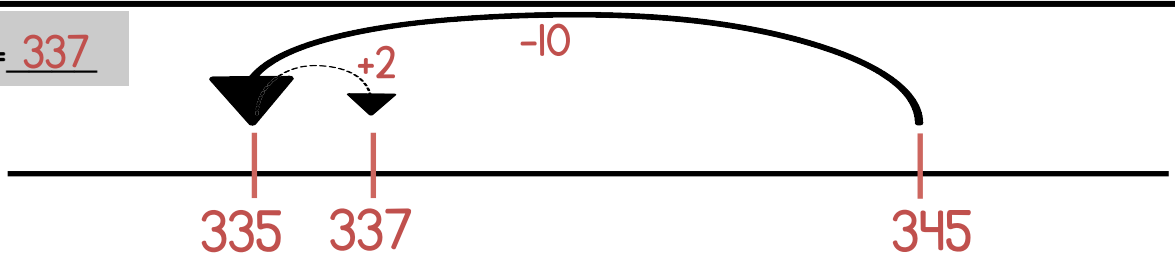
$256 - 9 = \underline{247}$



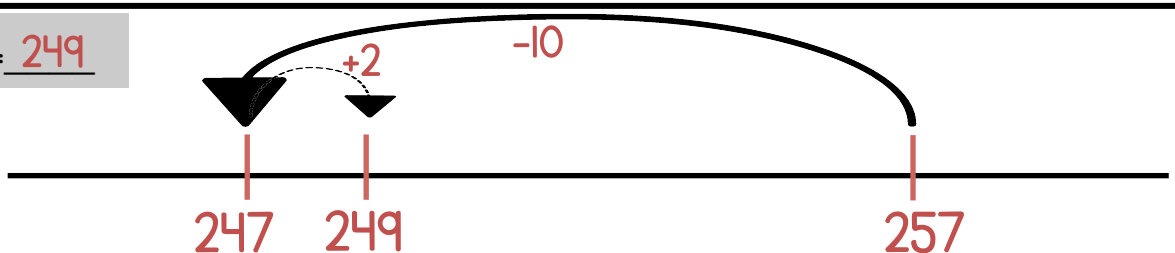
$421 - 7 = \underline{414}$



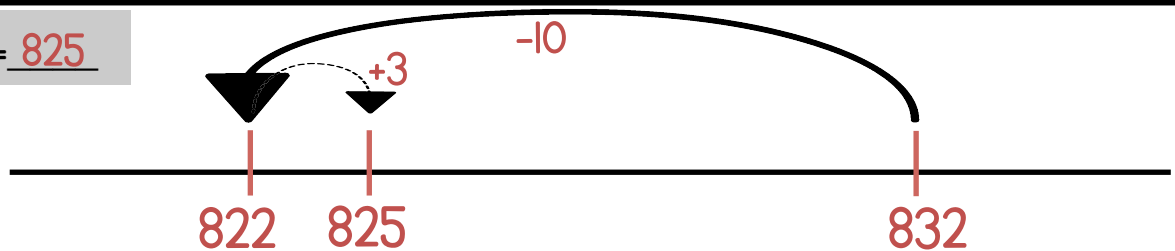
$345 - 8 = \underline{337}$



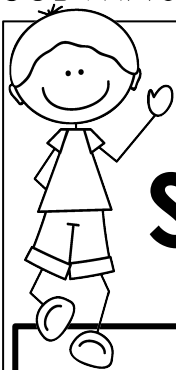
$257 - 8 = \underline{249}$



$832 - 7 = \underline{825}$







# Let's Practice

## SUBTRACTING 7, 8, and 9

$$844 - 9 = \underline{835}$$

$$45 - 7 = \underline{38}$$

$$904 - 9 = \underline{895}$$

$$251 - 8 = \underline{243}$$

$$224 - 8 = \underline{216}$$

$$531 - 7 = \underline{524}$$

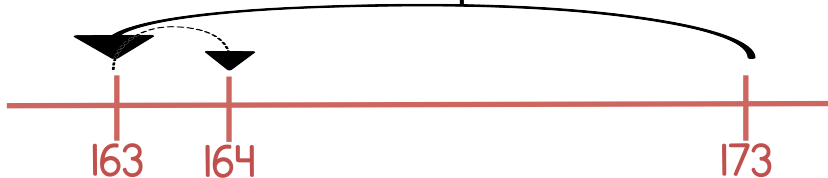
$$142 - 9 = \underline{133}$$

$$883 - 7 = \underline{876}$$

$$95 - 8 = \underline{87}$$

$$173 - 9 = \underline{164}$$

Draw a number line to represent  $173 - 9$ :



### EXTRA CHALLENGE!

Can you use the same strategy to solve these more difficult equations?

$$1432 - 9 = \underline{1423}$$

$$6212 - 8 = \underline{6204}$$

$$6621 - 7 = \underline{6614}$$

$$5274 - 9 = \underline{5265}$$

$$5534 - 8 = \underline{5526}$$

$$4282 - 7 = \underline{4275}$$

$$1077 - 9 = \underline{1068}$$

$$7133 - 8 = \underline{7125}$$

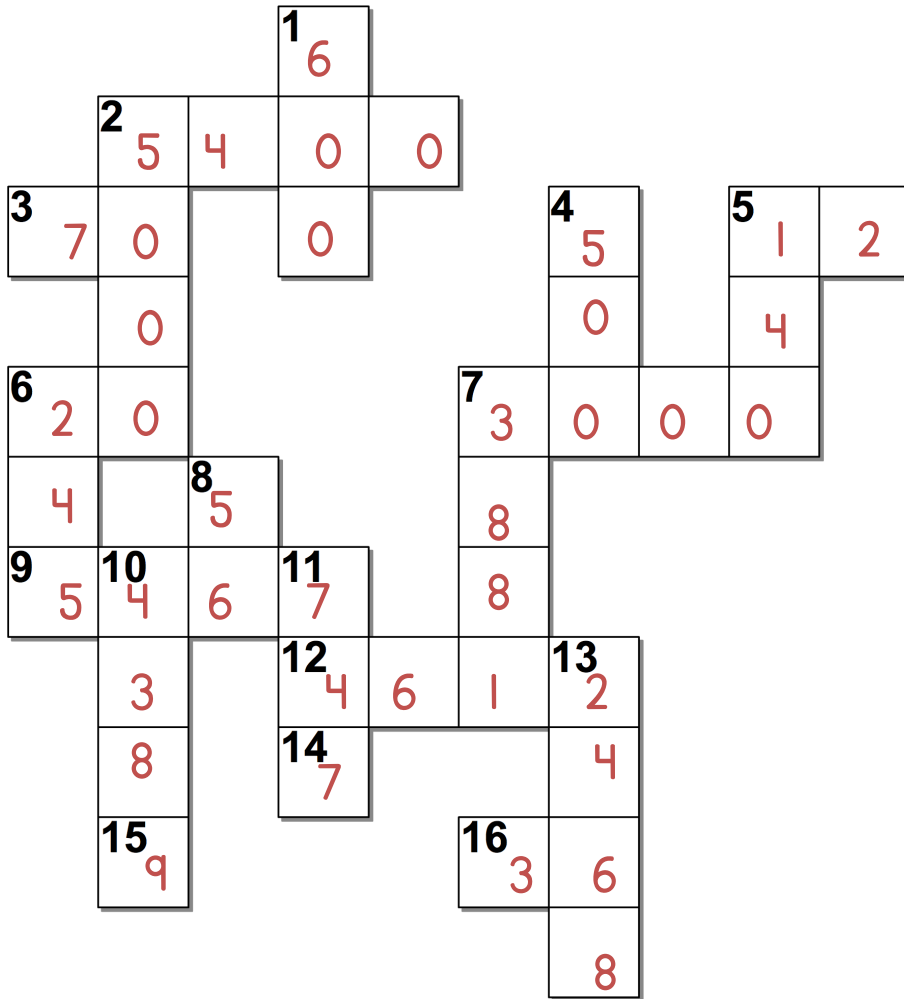
$$8024 - 7 = \underline{8017}$$

$$3256 - 9 = \underline{3247}$$

$$9682 - 8 = \underline{9674}$$

$$3162 - 7 = \underline{3155}$$

# PUTTING IT ALL TOGETHER CROSS-NUMBER PUZZLE



**Across:**

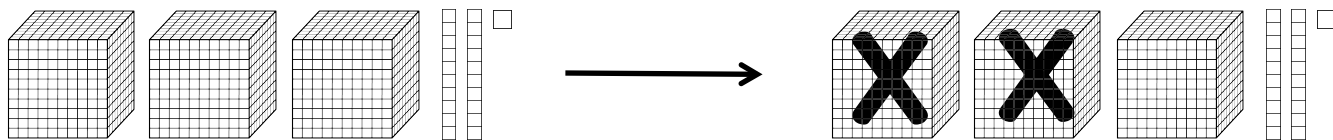
- 2. 6000-600
- 3. 100-30
- 5. 43-31
- 6. 30-10
- 7. 7000-4000
- 9. 5470-3
- 12. 4614-2
- 14. 84-77
- 15. 18-9
- 16. 40-4

**Down:**

- 1. 700-100
- 2. 7000-2000
- 4. 1000-500
- 5. 240-100
- 6. 253-8
- 7. 3881-0
- 8. 65-9
- 10. 4390-1
- 11. 754-7
- 13. 2468-0

# SUBTRACTING MULTIPLES OF 1000

EXAMPLE:



This shows 3021. If we subtract 2000, we have 1021 left.

$4142 - 3000 = \underline{1142}$

$5271 - 1000 = \underline{4271}$

$3020 - 2000 = \underline{1020}$

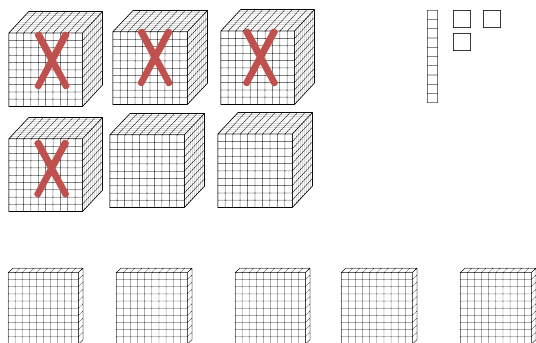
$6128 - 6000 = \underline{128}$

$2304 - 1000 = \underline{1304}$

$1295 - 1000 = \underline{295}$

Draw a picture to represent this equation:

$6513 - 4000 = \underline{2513}$



Solve the problem:

There are 5525 tickets to sell. So far they have sold 3000 tickets. How many tickets are left to sell?

$5525 - 3000 = 2525$

There are 2525 tickets left to sell.

# Subtracting Thousands ON A PLACE VALUE CHART

Let's use place value charts to subtract 1000 and multiples of 1000!

**EXAMPLE**

Th	H	T	O
4	6	2	1

 $-2000=$ 

Th	H	T	O
2	6	2	1

When we subtract 2000, we just subtract 2 groups of 1000!

**EXAMPLE**

Th	H	T	O
5	5	2	9

 $-4000=$ 

Th	H	T	O
1	5	2	9

When we subtract 4000, we just subtract 4 groups of 1000!

Complete each equation.

Th	H	T	O
7	3	5	5

 $-2000=$ 

Th	H	T	O
5	3	5	5

$7355-2000=$  5355

Th	H	T	O
5	8	6	0

 $-4000=$ 

Th	H	T	O
1	8	6	0

$5860-4000=$  1860

Th	H	T	O
1	7	1	2

 $-1000=$ 

Th	H	T	O
	7	1	2

$1712-1000=$  712

Th	H	T	O
9	6	1	1

 $-6000=$ 

Th	H	T	O
3	6	1	1

$9611-6000=$  3611

Th	H	T	O
2	3	3	6

 $-1000=$ 

Th	H	T	O
1	3	3	6

$2336-1000=$  1336

Th	H	T	O
6	2	2	8

 $-4000=$ 

Th	H	T	O
2	2	2	8

$6228-4000=$  2228

Solve these equations:

$3376-1000=$  2376

$2287-1000=$  1287

$3400-1000=$  2400

$8539-4000=$  4539

$9569-8000=$  1569

$2009-1000=$  1009

$1234-1000=$  234

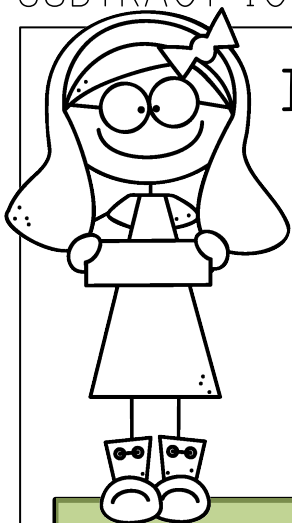
$3522-2000=$  1522

$4087-3000=$  1087

$6390-3000=$  3390

$7669-5000=$  2669

$6226-2000=$  4226



# Let's Practice Subtracting Thousands

If the difference is ODD, shade the box green. If the difference is EVEN, shade the box purple.

$$5629 - 2000 =$$

3629

$$9980 - 4000 =$$

5980

$$5656 - 1000 =$$

4656

$$8862 - 3000 =$$

5862

$$4090 - 1000 =$$

3090

$$3900 - 2000 =$$

1900

$$4718 - 3000 =$$

1718

$$1145 - 1000 =$$

145

$$6312 - 2000 =$$

4312

$$7784 - 6000 =$$

1784

$$3637 - 1000 =$$

2637

$$1908 - 1000 =$$

908

$$2235 - 1000 =$$

1235

$$6471 - 4000 =$$

2471

$$8904 - 5000 =$$

3904

$$7476 - 2000 =$$

5476

$$2569 - 1000 =$$

1569

$$5523 - 4000 =$$

1523

$$8787 - 5000 =$$

3787

$$1507 - 1000 =$$

507

# PUTTING IT ALL TOGETHER

## Equation Hunt

Subtract any two numbers that are touching. Remember to use the big number first.

Shade them in and write the equation (with the difference) in the box.

1000	2456	2456	768	125	25	6785	4	4000	12
600	9	5541	40	4567	1123	100	70	2000	6
100	425	5	8	1	3876	3867	5066	490	908
1000	427	30	2432	2441	24	12	0	50	9
800	8	8000	1000	4325	8	546	8	9	5464
900	200	800	400	7	4456	3	6574	9	5460

600-100=500

4456-3=4453

**ASK YOUR TEACHER TO CHECK THESE ANSWERS.**

# What is Compensation?

We have already learned how to subtract 7, 8, and 9. Let's review that:

$$142-9$$

This is a bit tricky!

$$142-10= \underline{132}$$

Let's take away 1 extra and do  $142-10$  instead. That's easier!

One more than 132 is  
133.

Now we have to ADD 1 to the answer, since we took away one extra.

$$425-8$$

This is a bit tricky!

$$425-10= \underline{415}$$

Let's take away 2 extra and do  $425-10$  instead. That's easier!

2 more than 415 is  
417.

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$642-7$$

This is a bit tricky!

$$642-10= \underline{632}$$

Let's take away 3 extra and do  $642-10$  instead. That's easier!

3 more than 632 is  
635.

Now we have to ADD 3 to the answer, since we took away 3 extra.

The strategy that you learned for subtracting 7, 8, and 9 actually is compensation! You already know this strategy! Now we are going to make it more challenging.

Take a look at the equations below.

$$83-18$$

This looks difficult!

$$83-20= \underline{63}$$

Let's take away 2 extra and make the 18 into a friendly number!  $83-20$  is much easier to solve!

2 more than 63 is  
65.

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$54-39$$

This looks difficult!

$$54-40= \underline{14}$$

Let's take away 1 extra and make the 39 into a friendly number!  $54-40$  is much easier to solve!

1 more than 14 is  
15.

Now we have to ADD 1 to the answer, since we took away 1 extra.

# Compensation Practice

Let's practice using compensation!

$$67-29$$

This looks difficult!

$$67-30= \underline{37}$$

Let's take away 1 extra and make the 29 into a friendly number!  
67-30 is much easier to solve!

$$\text{1 more than 37 is } \underline{38}$$

Now we have to ADD 1 to the answer, since we took away 1 extra.

$$185-48$$

This looks difficult!

$$185-50= \underline{135}$$

Let's take away 2 extra and make the 48 into a friendly number!  
185-50 is much easier to solve!

$$\text{2 more than 135 is } \underline{137}$$

Now we have to ADD 2 to the answer, since we took away 2 extra.

$$243-27$$

This looks difficult!

$$243-30= \underline{213}$$

Let's take away 3 extra and make the 27 into a friendly number!  
243-30 is much easier to solve!

$$\text{3 more than 213 is } \underline{216}$$

Now we have to ADD 3 to the answer, since we took away 3 extra.

$$65-28$$

$$\text{Step \#1: } 65-30= \underline{35}$$

$$\text{Step \#2: Add 2: } \underline{37}$$

$$\text{SO, } 65-28= \underline{37}$$

$$161-47$$

$$\text{Step \#1: } 161-50= \underline{111}$$

$$\text{Step \#2: Add 3: } \underline{114}$$

$$\text{SO, } 161-47= \underline{114}$$

$$282-19$$

$$\text{Step \#1: } 282-20= \underline{262}$$

$$\text{Step \#2: Add 1: } \underline{263}$$

$$\text{SO, } 282-19= \underline{263}$$

$$74-19$$

$$\text{Step \#1: } 74-20= \underline{54}$$

$$\text{Step \#2: Add 1: } \underline{55}$$

$$\text{SO, } 74-19= \underline{55}$$

$$188-59$$

$$\text{Step \#1: } 188-60= \underline{128}$$

$$\text{Step \#2: Add 1: } \underline{129}$$

$$\text{SO, } 188-59= \underline{129}$$

$$345-37$$

$$\text{Step \#1: } 345-40= \underline{305}$$

$$\text{Step \#2: Add 3: } \underline{308}$$

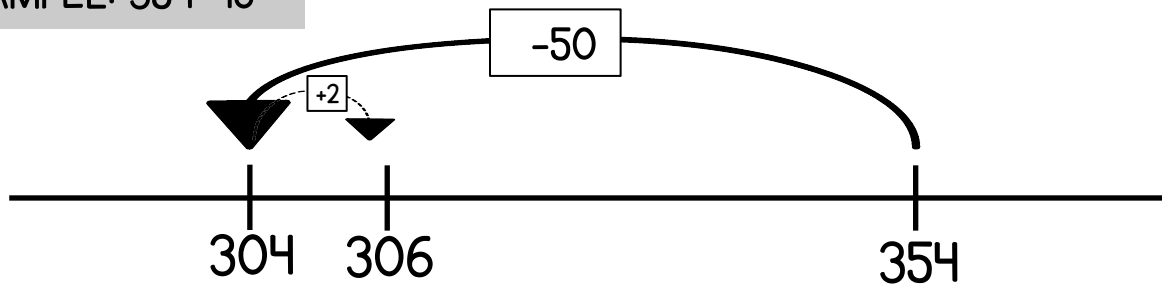
$$\text{SO, } 345-37= \underline{308}$$



# COMPENSATION ON A NUMBER LINE

Let's use a number line for the compensation strategy.

EXAMPLE:  $354 - 48$

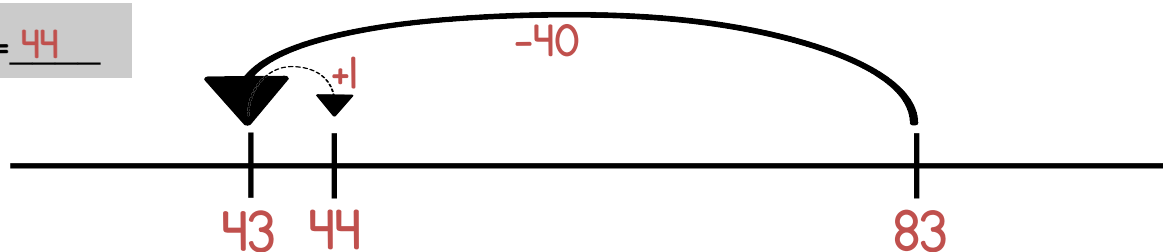


1 First do  $354 - 50$ . This is easier!

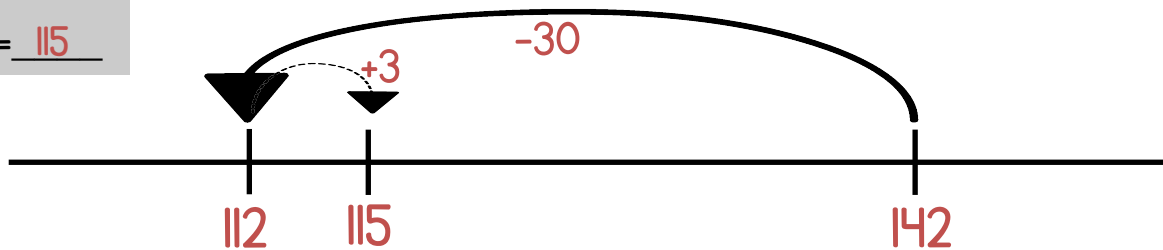
2 Now add 2 more (because you took away 2 extra one in step #1).

Now it's your turn!

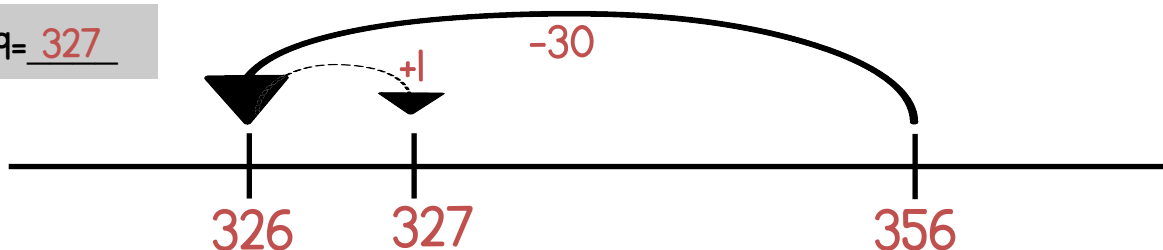
$83 - 39 =$  44



$142 - 27 =$  115



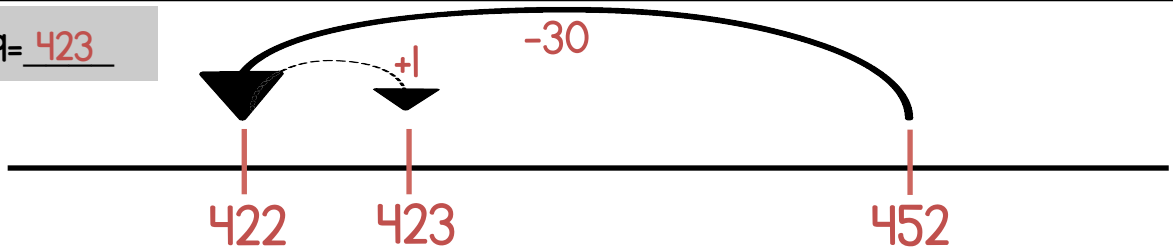
$356 - 29 =$  327



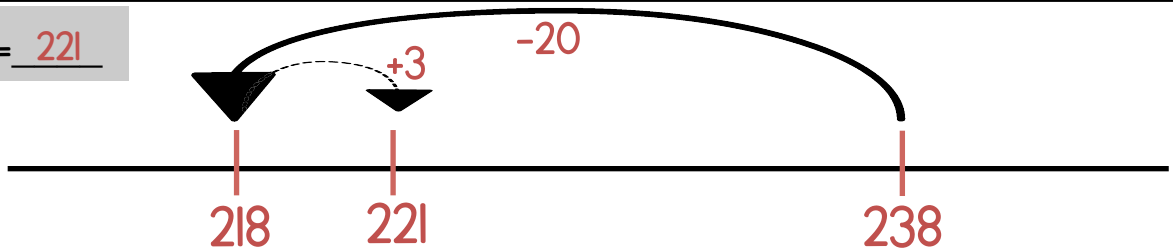
# USING COMPENSATION TO SUBTRACT

Use the number line to help you use the compensation strategy.

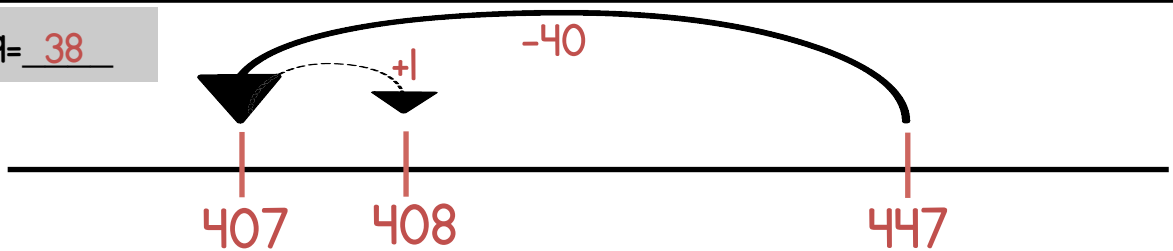
$452 - 29 = \underline{423}$



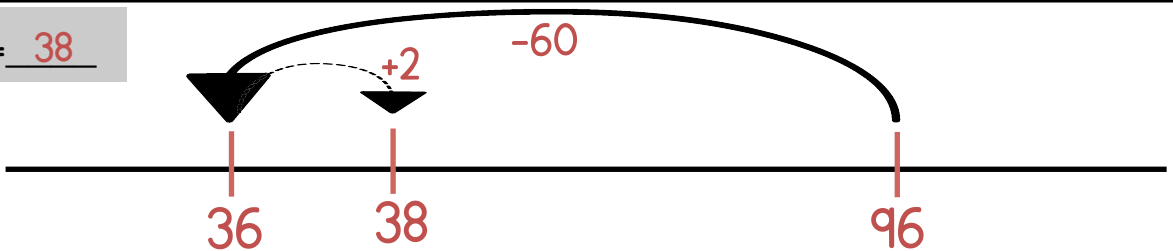
$238 - 17 = \underline{221}$



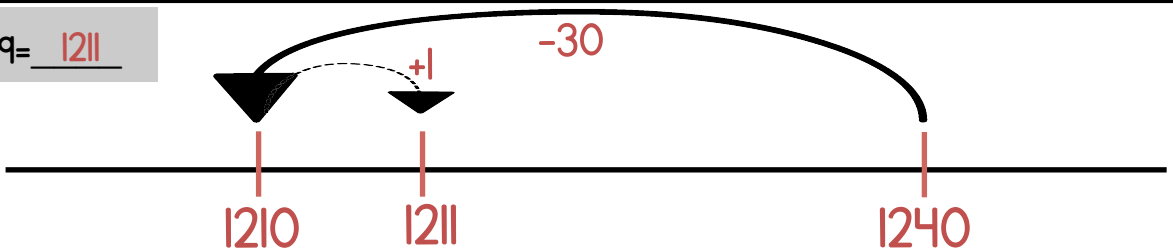
$447 - 39 = \underline{408}$



$96 - 58 = \underline{38}$



$1240 - 29 = \underline{1211}$



How are you feeling about this strategy? Is it getting easier for you?

\_\_\_\_\_

# COMPENSATION CHALLENGE

Solve the equations using the compensation strategy. Use the blank space to do your calculations if you need to. If you can do it all in your head, that is fine too!

$622-18= \underline{604}$

$353-49= \underline{304}$

$1274-37= \underline{1237}$

$83-38= \underline{45}$

$564-29= \underline{535}$

$992-57= \underline{935}$

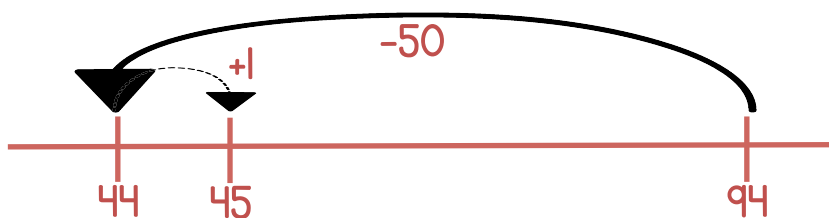
$748-29= \underline{719}$

$84-58= \underline{26}$

$446-37= \underline{409}$

$94-49= \underline{45}$

Draw a number line to represent  $94-49$ :



**EXTRA CHALLENGE!** Can you use the same strategy to solve these more difficult equations?

$2445-19= \underline{2426}$

$9520-398= \underline{9122}$

$3155-37= \underline{3118}$

$3091-38= \underline{3053}$

$1734-519= \underline{1215}$

$9040-29= \underline{9011}$

$8282-17= \underline{8265}$

$4942-27= \underline{4915}$

$4336-7= \underline{4329}$

$1178-59= \underline{1119}$

$3002-9= \underline{2993}$

$2222-199= \underline{2023}$

# Putting It All Together: BALLOON POP!

"POP" each balloon by solving the equation inside it!

$60-7=$

53

$346-17=$

329

$6577-1000=$

5577

$9000-4000=$

5000

$9967-2=$

9965

$3572-4=$

3568

$8790-4000=$

4790

$998-998=$

0

$213-9=$

204

$561-38=$

523

$700-100=$

600

$100-40=$

60

$458-9=$

449

$8000-2000=$

6000

$10-5=$

5

$1387-0=$

1387

$2225-225=$

2000

$400-200=$

200

$1000-800=$

200

$4600-3=$

4597

$60-20=$

40

$764-8=$

756

$85-77=$

8

$9000-1000=$

8000

$19-9=$

10

$7465-1=$

7464

$253-29=$

224

$458-58=$

400

Which equations were the most difficult to solve? Shade them red.

# Let's Decompose Numbers!

Write each number in the place value chart. This is called "decomposing a number" or "expanding a number."

2581	Th	H	T	O
	2	5	8	1

9226	Th	H	T	O
	9	2	2	6

4020	Th	H	T	O
	4	0	2	0

248	Th	H	T	O
		2	4	8

5361	Th	H	T	O
	5	3	6	1

8739	Th	H	T	O
	8	7	3	9

3622	Th	H	T	O
	3	6	2	2

930	Th	H	T	O
		9	3	0

5621	Th	H	T	O
	5	6	2	1

Decompose (or expand) each number.

$$1482 = \underline{1000} + \underline{400} + \underline{80} + \underline{2}$$

$$3602 = \underline{3000} + \underline{600} + \underline{0} + \underline{2}$$

$$4477 = \underline{4000} + \underline{400} + \underline{70} + \underline{7}$$

$$2462 = \underline{2000} + \underline{400} + \underline{60} + \underline{2}$$

$$351 = \underline{300} + \underline{50} + \underline{1}$$

$$6826 = \underline{6000} + \underline{800} + \underline{20} + \underline{6}$$

$$2118 = \underline{2000} + \underline{100} + \underline{10} + \underline{8}$$

$$3152 = \underline{3000} + \underline{100} + \underline{50} + \underline{2}$$

$$839 = \underline{800} + \underline{30} + \underline{9}$$

$$6283 = \underline{6000} + \underline{200} + \underline{80} + \underline{3}$$

$$115 = \underline{100} + \underline{10} + \underline{5}$$

$$7537 = \underline{7000} + \underline{500} + \underline{30} + \underline{7}$$

# SUBTRACT THE TENS, THEN THE ONES

We can EXPAND the smaller number (the subtrahend) to make a subtraction equation easier to solve. Take a look!

$$74 - 23 = \underline{\quad}$$

Step 1:  $74 - 20 = 54$

Step 2:  $54 - 3 = 51$

Now it's your turn!

$$65 - 14 = \underline{51}$$

Step 1:  $65 - 10 = \underline{55}$

Step 2:  $55 - 4 = \underline{51}$

$$87 - 33 = \underline{54}$$

Step 1:  $87 - 30 = \underline{57}$

Step 2:  $57 - 3 = \underline{54}$

$$53 - 23 = \underline{30}$$

Step 1:  $53 - 20 = \underline{33}$

Step 2:  $33 - 3 = \underline{30}$

$$75 - 24 = \underline{51}$$

Step 1:  $\underline{75} - 20 = \underline{55}$

Step 2:  $\underline{55} - 4 = \underline{51}$

$$97 - 53 = \underline{44}$$

Step 1:  $\underline{97} - \underline{50} = \underline{47}$

Step 2:  $\underline{47} - \underline{3} = \underline{44}$

# LET'S PRACTICE

## EXPANDING THE SUBTRAHEND

**STEP 1:** Subtract the tens.**STEP 2:** Subtract the ones.

$83-21$

$$\text{Step 1: } \underline{83} - \underline{20} = \underline{63}$$

$$\text{Step 2: } \underline{63} - \underline{1} = \underline{62}$$

$56-23$

$$\text{Step 1: } \underline{56} - \underline{20} = \underline{36}$$

$$\text{Step 2: } \underline{36} - \underline{3} = \underline{33}$$

$75-54$

$$\text{Step 1: } \underline{75} - \underline{50} = \underline{25}$$

$$\text{Step 2: } \underline{25} - \underline{4} = \underline{21}$$

$67-32$

$$\text{Step 1: } \underline{67} - \underline{30} = \underline{37}$$

$$\text{Step 2: } \underline{37} - \underline{2} = \underline{35}$$

$96-26$

$$\text{Step 1: } \underline{96} - \underline{20} = \underline{76}$$

$$\text{Step 2: } \underline{76} - \underline{6} = \underline{70}$$

$35-14$

$$\text{Step 1: } \underline{35} - \underline{10} = \underline{25}$$

$$\text{Step 2: } \underline{25} - \underline{4} = \underline{21}$$

$95-72$

$$\text{Step 1: } \underline{95} - \underline{70} = \underline{25}$$

$$\text{Step 2: } \underline{25} - \underline{2} = \underline{23}$$

$87-41$

$$\text{Step 1: } \underline{87} - \underline{40} = \underline{47}$$

$$\text{Step 2: } \underline{47} - \underline{1} = \underline{46}$$

$68-22$

$$\text{Step 1: } \underline{68} - \underline{20} = \underline{48}$$

$$\text{Step 2: } \underline{48} - \underline{2} = \underline{46}$$

$76-35$

$$\text{Step 1: } \underline{76} - \underline{30} = \underline{46}$$

$$\text{Step 2: } \underline{46} - \underline{5} = \underline{41}$$

## EXPANDING THE SUBTRAHEND

**WITH BIGGER NUMBERS**

When we work with bigger numbers, we use the exact same steps. We break the second number into parts and subtract one part at a time.

$$859 - 735 = \underline{\quad}$$

Step 1:  $859 - 700 = 159$

Step 2:  $159 - 30 = 129$

Step 3:  $129 - 5 = 124$

Now it's your turn!

$$562 - 331 = \underline{231}$$

Step 1:  $562 - 300 = \underline{262}$

Step 2:  $262 - 30 = \underline{232}$

Step 3:  $232 - 1 = \underline{231}$

$$875 - 513 = \underline{362}$$

Step 1:  $875 - 500 = \underline{375}$

Step 2:  $375 - 10 = \underline{365}$

Step 3:  $365 - 3 = \underline{362}$

$$8517 - 1314 = \underline{7203}$$

Step 1:  $8517 - \underline{1000} = \underline{7517}$

Step 2:  $7517 - \underline{300} = \underline{7217}$

Step 3:  $7217 - \underline{10} = \underline{7207}$

Step 4:  $7207 - \underline{4} = \underline{7203}$

$$639 - 225 = \underline{414}$$

Step 1:  $639 - \underline{200} = \underline{439}$

Step 2:  $439 - \underline{20} = \underline{419}$

Step 3:  $419 - \underline{5} = \underline{414}$



# LET'S PRACTICE

## EXPANDING THE SUBTRAHEND

$$5528 - 4204$$

$$\text{Step 1: } \underline{5528} - \underline{4000} = \underline{1528}$$

$$\text{Step 2: } \underline{1528} - \underline{200} = \underline{1328}$$

$$\text{Step 3: } \underline{1328} - \underline{0} = \underline{1328}$$

$$\text{Step 4: } \underline{1328} - \underline{4} = \underline{1324}$$

$$7464 - 3141$$

$$\text{Step 1: } \underline{7464} - \underline{3000} = \underline{4464}$$

$$\text{Step 2: } \underline{5464} - \underline{100} = \underline{4364}$$

$$\text{Step 3: } \underline{5364} - \underline{40} = \underline{4324}$$

$$\text{Step 4: } \underline{5324} - \underline{1} = \underline{4323}$$

$$86 - 32$$

$$\text{Step 1: } \underline{86} - \underline{30} = \underline{56}$$

$$\text{Step 2: } \underline{56} - \underline{2} = \underline{54}$$

$$75 - 23$$

$$\text{Step 1: } \underline{75} - \underline{20} = \underline{55}$$

$$\text{Step 2: } \underline{55} - \underline{3} = \underline{52}$$

$$859 - 328$$

$$\text{Step 1: } \underline{859} - \underline{300} = \underline{559}$$

$$\text{Step 2: } \underline{559} - \underline{20} = \underline{539}$$

$$\text{Step 3: } \underline{539} - \underline{8} = \underline{531}$$

$$436 - 313$$

$$\text{Step 1: } \underline{436} - \underline{300} = \underline{136}$$

$$\text{Step 2: } \underline{136} - \underline{10} = \underline{126}$$

$$\text{Step 3: } \underline{126} - \underline{3} = \underline{123}$$

$$429 - 215$$

$$\text{Step 1: } \underline{429} - \underline{200} = \underline{229}$$

$$\text{Step 2: } \underline{229} - \underline{10} = \underline{219}$$

$$\text{Step 3: } \underline{219} - \underline{5} = \underline{214}$$

$$742 - 321$$

$$\text{Step 1: } \underline{742} - \underline{300} = \underline{442}$$

$$\text{Step 2: } \underline{442} - \underline{20} = \underline{422}$$

$$\text{Step 3: } \underline{422} - \underline{1} = \underline{421}$$



# Problem-Solving

4526 tickets were sold for the event. 3215 people showed up. How many people bought tickets, but did not come?

Show your work.

$$4526 - 3215 = 1311$$

Write an answer sentence.

1311 people bought tickets but did not come to the event.

The bake sale raised a total of \$2387 for the school! They made \$1254 of that on Monday, and the rest on Tuesday. How much money did they raise on Tuesday?

Show your work.

$$2387 - 1254 = 1133$$

Write an answer sentence.

On Tuesday they raised \$1133.00.

Altogether in January and February, the Grade 4 class read 3518 pages! They read 2305 of those pages in January, and the rest in February. How many pages did they read in February?

Show your work.

$$3518 - 2305 = 1213$$

Write an answer sentence.

In February they read 1213 pages.

PUTTING IT ALL TOGETHER

# Subtraction Frenzy!

$100-40= \underline{60}$

$4000-2000= \underline{2000}$

$8694-3000= \underline{5694}$

$3390-1= \underline{3389}$

$600-300= \underline{300}$

$456-9= \underline{447}$

$234-28= \underline{206}$

$3445-200= \underline{3245}$

$900-500= \underline{400}$

$542-211= \underline{331}$

$4387-4387= \underline{0}$

$8000-1000= \underline{7000}$

$1254-4= \underline{1250}$

$2213-13= \underline{2200}$

$50-44= \underline{6}$

Complete the subtraction tables:

-100	
445	345
9214	9114
6363	6263
2000	1900
1023	923

-9	
32	23
751	742
86	77
3722	3713
1234	1225

-2000	
3592	1592
5491	3491
4000	2000
9090	7090
2645	645

-300	
539	239
1299	999
6482	6182
600	300
857	557

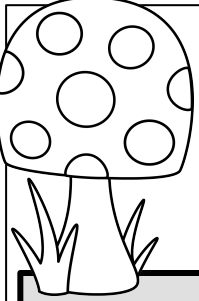
-8	
56	48
354	346
1290	1282
3245	3237
16	8

-19	
234	215
47	28
692	673
82	63
1243	1224

# ANSWER KEY

Your answers will be in a different order.

## Recording Sheet



Minuend	Subtrahend	Difference
4252	4252	0
1080	0	1080
7590	1	7589
5000	1000	4000
2122	2	2120
90	20	70
5421	3	5418
1243	243	1000
8000	4000	4000
240	120	120
700	400	300
50	41	9
10	7	3
100	40	60
1000	200	800
43	36	7

Minuend	Subtrahend	Difference
462	7	455
183	177	6
1461	1457	4
324	20	304
1562	40	1522
266	100	166
4481	300	4181
454	7	447
591	8	583
2243	9	2234
7092	3000	4092
56	17	39
245	19	226
621	18	603
748	231	517
3484	1231	2253

# How Did You Solve That?

Solve each equation using a strategy that you have learned. Then explain how you solved it.

$$3542 - 18 = \underline{3524}$$

How did you solve this?

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$$6000 - 3000 = \underline{3000}$$

How did you solve this?

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$$4521 - 2000 = \underline{2521}$$

How did you solve this?

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$$413 - 6 = \underline{407}$$

How did you solve this?

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Solve the equations:

$$4632 - 0 = \underline{4632}$$

$$4568 - 3000 = \underline{1568}$$

$$457 - 9 = \underline{448}$$

$$1000 - 500 = \underline{500}$$

$$1000 - 750 = \underline{250}$$

$$7640 - 1 = \underline{7639}$$

$$240 - 120 = \underline{120}$$

$$5722 - 19 = \underline{5703}$$

$$4766 - 600 = \underline{4166}$$

$$7455 - 28 = \underline{7427}$$

$$6100 - 100 = \underline{6000}$$

$$2453 - 37 = \underline{2416}$$

# Equation Hunt

Subtract any two numbers that are touching. Remember to use the big number first. Shade them in and write the equation (with the difference) in the box.

2442	442	100	6573	2234	48	16	8	8000	600
50	900	400	29	2234	6049	100	745	4000	100
47	500	1000	500	546	28	96	322	4593	27
4572	4000	56	17	323	22	9042	140	8	2267
10	435	4233	100	90	11	1021	0	4378	4
5	7	100	1246	9	8	3462	1	1243	1000
3490	4574	19	10	20	16	3000	1000	9	600
2	2000	8	500	200	100	40	3443	18	28

50-47=3

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3462-1=3461

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

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\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

ASK YOUR TEACHER TO CHECK  
THESE ANSWERS.

# Solve the Problems

In one day, the bread factory ships out 1250 loaves of bread. Today, however, one of the machines broke down and the shipment is down by 68 loaves. How many loaves of bread were shipped out today?

Show your work.

$$1250 - 68 = 1182$$

Write an answer sentence.

1182 loaves of bread were shipped out today.

Every year, the children in two schools plant trees on the school yards. School A has planted 267 trees. School B has planted 479 trees. How many more trees has School B planted than School A?

Show your work.

$$479 - 267 = 212$$

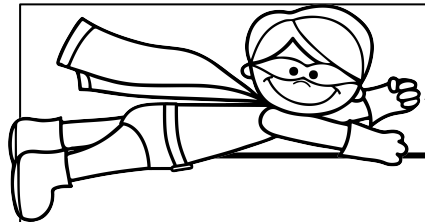
Write an answer sentence.

School B has planted 212 more trees than School A.

Write a story problem for this equation:  $1725 - 49 = \underline{\hspace{2cm}}$

Ask your teacher to check this  
problem.  
\_\_\_\_\_  
\_\_\_\_\_

Solve it.



# Subtraction Action!

$256 - 18 = \underline{238}$

$50 - 43 = \underline{7}$

$7000 - 1000 = \underline{6000}$

$8900 - 4000 = \underline{4900}$

$24 - 12 = \underline{12}$

$289 - 244 = \underline{45}$

$4354 - 4 = \underline{4350}$

$457 - 124 = \underline{333}$

$6500 - 2000 = \underline{4500}$

$4536 - 8 = \underline{4528}$

$8877 - 8877 = \underline{0}$

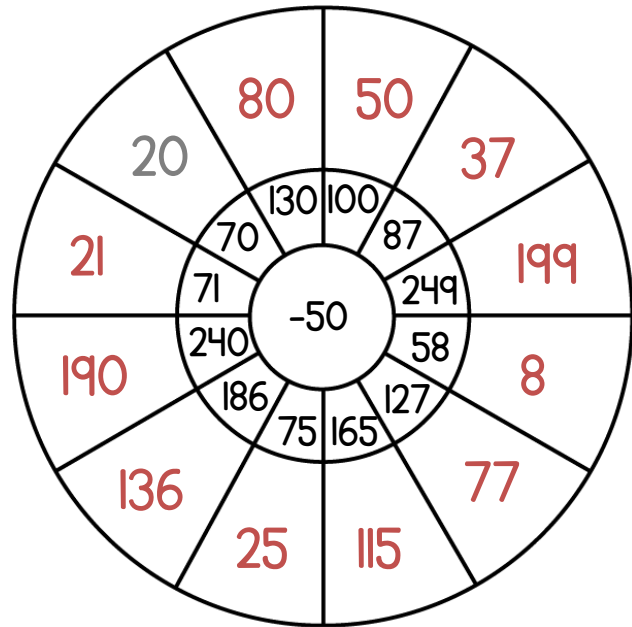
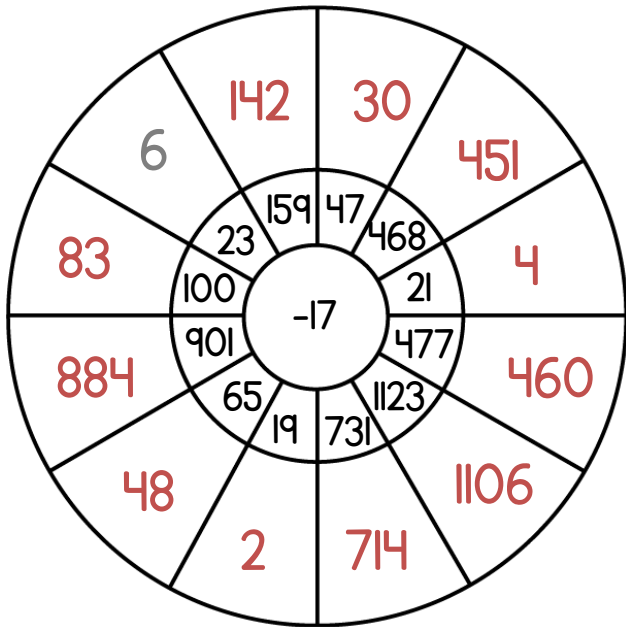
$456 - 38 = \underline{418}$

$4721 - 500 = \underline{4221}$

$5487 - 2263 = \underline{3224}$

$345 - 25 = \underline{320}$

Complete the subtraction wheels:



The hardest thing about subtracting is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_