Subtraction
WORKSHEETS
Subtraction mental strategies

Knowing one addition fact means you also know two related subtraction facts. Because $7 + 3 = 10$ you know that $10 - 7 = 3$ and $10 - 3 = 7$.

1. Make a group of facts for each pair of numbers. The first one has been done for you.

   a. \[
   \begin{array}{cc}
   15 & 35 \\
   15 + 35 = 50 & \\
   50 - 15 = 35 & \\
   50 - 35 = 15 & \\
   \end{array}
   \]

   b. \[
   \begin{array}{cc}
   45 & 55 \\
   & \\
   & \\
   & \\
   \end{array}
   \]

   c. \[
   \begin{array}{cc}
   73 & 27 \\
   & \\
   & \\
   & \\
   \end{array}
   \]

   d. \[
   \begin{array}{cc}
   105 & 15 \\
   & \\
   & \\
   & \\
   \end{array}
   \]

   e. \[
   \begin{array}{cc}
   120 & 10 \\
   & \\
   & \\
   & \\
   \end{array}
   \]

   f. \[
   \begin{array}{cc}
   135 & 10 \\
   & \\
   & \\
   & \\
   \end{array}
   \]

2. Complete each number trail:

   a. \[
   \begin{array}{l}
   150 \quad +10 \quad -15 \quad +50 \quad +30
   \end{array}
   \]

   b. \[
   \begin{array}{l}
   200 \quad -50 \quad +25 \quad -30 \quad +55
   \end{array}
   \]

   c. \[
   \begin{array}{l}
   99 \quad +11 \quad +50 \quad +50 \quad -20
   \end{array}
   \]

   d. \[
   \begin{array}{l}
   76 \quad +24 \quad +35 \quad +15 \quad -25
   \end{array}
   \]
Subtraction mental strategies – subtraction strategy review

Look for patterns: \(6 - 2 = 4\) so \(60 - 20 = 40\) and \(600 - 200 = 400\)  
\(72 - 9 = 63\) so \(62 - 9 = 53\) and \(52 - 9 = 43\)

Count: When numbers are close together, you can count up to find the difference.

Complements: \(35 + 65 = 100\) so \(100 - 35 = 65\)  
\(12 + 8 = 20\) so \(20 - 8 = 12\)

Near doubles: See: \(15 - 7\) Think: \((14 - 7) + 1\)

1 This hundred grid makes it easier to see subtraction patterns. Use it to complete the sets.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
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<td>89</td>
<td>90</td>
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<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Set 1</th>
<th>Set 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 - 9 =</td>
<td>21 - 6 =</td>
</tr>
<tr>
<td>27 - 9 =</td>
<td>31 - 6 =</td>
</tr>
<tr>
<td>37 - 9 =</td>
<td>41 - 6 =</td>
</tr>
<tr>
<td>47 - 9 =</td>
<td>51 - 6 =</td>
</tr>
<tr>
<td>57 - 9 =</td>
<td>61 - 6 =</td>
</tr>
<tr>
<td>67 - 9 =</td>
<td>71 - 6 =</td>
</tr>
</tbody>
</table>

2 Extend these subtractions according to the patterns:

\[
\begin{array}{l|l|l}
\text{a} & 9 - 6 = & 90 - 60 = & 900 - 600 = \\
\text{b} & 14 - 8 = & 140 - 80 = & 1,400 - 800 = \\
\text{c} & 24 - 14 = & \\
\text{d} & 69 - 32 = & \\
\end{array}
\]
Subtraction mental strategies – subtraction strategy review

3 Use counting up to complete these:

\[
\begin{align*}
  a & \quad 32 - 29 = \_ \_ \_ \\
  b & \quad 33 - 28 = \_ \_ \_ \\
  c & \quad 34 - 27 = \_ \_ \_ \\
  d & \quad 71 - 68 = \_ \_ \_ \\
  e & \quad 82 - 76 = \_ \_ \_ \\
  f & \quad 73 - 69 = \_ \_ \_ \\
  g & \quad 83 - 77 = \_ \_ \_ \\
  h & \quad 112 - 109 = \_ \_ \_ \\
  i & \quad 201 - 196 = \_ \_ \_ \\
\end{align*}
\]

4 Complete these function tables using counting up:

\[
\begin{array}{ccc}
  \text{In} & \text{Rule} & \text{Out} \\
  120 & & \\
  123 & - 118 & \\
  126 & & \\
  124 & & \\
\end{array}
\qquad
\begin{array}{ccc}
  \text{In} & \text{Rule} & \text{Out} \\
  102 & & \\
  104 & - 96 & \\
  108 & & \\
  101 & & \\
\end{array}
\qquad
\begin{array}{ccc}
  \text{In} & \text{Rule} & \text{Out} \\
  87 & & \\
  81 & - 78 & \\
  85 & & \\
  83 & & \\
\end{array}
\]

5 Complete this cross number puzzle. Using complements to 100 will help.

\[
\begin{array}{cccccccc}
  1 & & & & & & & \\
  & 4 & & & & & \\
  & & 5 & & & & \\
  & & 6 & & & & \\
  & 7 & & & & & \\
  & & 8 & & & & \\
  & & & & & & 9 & \\
  10 & & & & & & 11 & \\
  & & & & & & 12 & \\
\end{array}
\]

Across

\[
\begin{align*}
  1 & \quad 100 - 80 = \_ \_ \_ \\
  2 & \quad 100 - 89 = \_ \_ \_ \\
  3 & \quad 100 - 5 = \_ \_ \_ \\
  4 & \quad 100 - 28 = \_ \_ \_ \\
  5 & \quad 100 - 22 = \_ \_ \_ \\
  7 & \quad 100 - 64 = \_ \_ \_ \\
  8 & \quad 100 - 49 = \_ \_ \_ \\
  9 & \quad 100 - 61 = \_ \_ \_ \\
 10 & \quad 100 - 52 = \_ \_ \_ \\
 11 & \quad 100 - 66 = \_ \_ \_ \\
 12 & \quad 100 - 75 = \_ \_ \_ \\
\end{align*}
\]

Down

\[
\begin{align*}
  1 & \quad 100 - 78 = \_ \_ \_ \\
  2 & \quad 100 - 88 = \_ \_ \_ \\
  3 & \quad 100 - 2 = \_ \_ \_ \\
  4 & \quad 100 - 24 = \_ \_ \_ \\
  5 & \quad 100 - 29 = \_ \_ \_ \\
  6 & \quad 100 - 11 = \_ \_ \_ \\
  7 & \quad 100 - 62 = \_ \_ \_ \\
  8 & \quad 100 - 46 = \_ \_ \_ \\
  9 & \quad 100 - 65 = \_ \_ \_ \\
\end{align*}
\]
Use your knowledge of doubles and near doubles to complete these subtraction tables. The first one in each has been done for you.

<table>
<thead>
<tr>
<th></th>
<th>See</th>
<th>Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>19 – 9 =</td>
<td>(18 – 9) + 1</td>
</tr>
<tr>
<td></td>
<td>201 – 100 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>141 – 70 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>71 – 35 =</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>See</th>
<th>Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td>15 – 8 =</td>
<td>(16 – 8) – 1</td>
</tr>
<tr>
<td></td>
<td>31 – 16 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>99 – 50 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>87 – 44 =</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>See</th>
<th>Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>c</td>
<td>26 – 12 =</td>
<td>(24 – 12) + 2</td>
</tr>
<tr>
<td></td>
<td>52 – 25 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>68 – 33 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>104 – 51 =</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>See</th>
<th>Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>24 – 13 =</td>
<td>(26 – 13) – 2</td>
</tr>
<tr>
<td></td>
<td>48 – 25 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>70 – 36 =</td>
<td></td>
</tr>
<tr>
<td></td>
<td>78 – 40 =</td>
<td></td>
</tr>
</tbody>
</table>

Complete this near double web, which is based on the subtraction double in the center. Start in the center and work clockwise:

- Start by looking at the first number.
- For 99 – 51, think 100 – 50 subtract 2 = 48

CHECK

101 – 50 =
99 – 49 =
99 – 51 =
100 – 50 =
100 – 51 =
98 – 50 =
97 – 50 =
99 – 50 =
Subtraction mental strategies – jump strategy

When we subtract, we can use the jump strategy to help us. Look at 99 – 42:

1. First we jump back by the tens.
2. Then we jump back by the ones.

\[ 99 - 42 = 57 \]

1. Solve these using the jump strategy:

a. \[ 125 - 42 = \]

b. \[ 168 - 36 = \]

c. \[ 335 - 54 = \]

d. \[ 245 - 45 = \]
2 It’s inventory time at the candy store. Use the jump strategy to work out how many of each type of candy has been sold.

<table>
<thead>
<tr>
<th>Candy</th>
<th>Started with</th>
<th>Amount left</th>
<th>Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cinnamon drops</td>
<td>254</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Caramel melts</td>
<td>186</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Milk bottles</td>
<td>145</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Chocolate buds</td>
<td>165</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

a Cinnamon drops

\[\boxed{254} - \boxed{45} = \boxed{209}\]

b Caramel melts

\[\boxed{186} - \boxed{58} = \boxed{128}\]

c Milk bottles

\[\boxed{145} - \boxed{65} = \boxed{80}\]

d Chocolate buds

\[\boxed{165} - \boxed{34} = \boxed{131}\]
Subtraction mental strategies – split strategy

When subtracting large numbers in our heads, it can be easier to split the number to be subtracted into parts and work with each part separately.

\[
255 - 132 \quad \Rightarrow \quad 255 - 100 = 155 \quad \Rightarrow \quad 155 - 30 = 125 \quad \Rightarrow \quad 125 - 2 = 123
\]

\[
255 - 132 = 123
\]

1. **Practice splitting numbers into hundreds, tens, and ones:**
   - a. 482
   - b. 675
   - c. 732
   - d. 834

2. **Complete these subtraction trails:**
   - a. 768
     - 200
     - 20
     - 300
     - 10
   - b. 463
     - 100
     - 50
     - 20
     - 50

3. **Use the split strategy with these problems:**
   - a. 456
     - 200
     - 10
     - 2
   - b. 378
     - 100
     - 60
     - 5

So, \[
456 - 212 = \quad \text{__________}
\]
So, \[
378 - 165 = \quad \text{__________}
\]
Subtraction mental strategies – split strategy

4 Try these subtractions with the split strategy:

a 479 − 45 = __________

b 834 − 21 = __________

So, 479 − 45 = __________

So, 834 − 21 = __________

c 637 − 312 = __________

d 567 − 232 = __________

So, 637 − 312 = __________

So, 567 − 232 = __________

5 Solve these pyramid puzzles using any strategy you like. The two bricks add to support the number on top. For example, in puzzle a, 22 + 23 = 45.

a

b

175

370

45

135

22

80

23

55

220

530

95

280

40

120
Subtraction mental strategies – compensation strategy

Sometimes we round one number in the problem to make it easier to do in our heads. Then we adjust our answer to compensate:

\[ 125 - 49 = \boxed{76} \]

\[ 125 - 50 + 1 = 75 + 1 = 76 \]

I rounded up by 1, which means I subtracted 1 extra, so we need to add 1 back.

1 Round these numbers to the closest ten. Then show how you rounded by subtracting or adding the difference. The first one has been done for you.

\[ a \quad 78 = \boxed{80 - 2} \]
\[ b \quad 59 = \underline{\quad} \]
\[ c \quad 62 = \underline{\quad} \]

\[ d \quad 23 = \underline{\quad} \]
\[ e \quad 87 = \underline{\quad} \]
\[ f \quad 99 = \underline{\quad} \]

\[ g \quad 103 = \underline{\quad} \]
\[ h \quad 21 = \underline{\quad} \]
\[ i \quad 88 = \underline{\quad} \]

2 Solve these subtraction problems using compensation. Show your work.

\[ a \quad 136 - 29 = \underline{\quad} \]
\[ \quad 136 - 30 + 1 \]
\[ \quad \underline{\quad} = \underline{\quad} \]

\[ b \quad 145 - 38 = \underline{\quad} \]
\[ \quad 145 - 40 + 2 \]
\[ \quad \underline{\quad} = \underline{\quad} \]

\[ c \quad 156 - 39 = \underline{\quad} \]
\[ \quad 156 - \underline{\quad} \]
\[ \quad \underline{\quad} = \underline{\quad} \]

\[ d \quad 184 - 48 = \underline{\quad} \]
\[ \quad 184 - \underline{\quad} \]
\[ \quad \underline{\quad} = \underline{\quad} \]

Continued on page 10.
2 Solve these subtraction problems using compensation. Show your work.

\[
\begin{align*}
e & \quad 145 - 29 \quad = \quad \underline{\phantom{0000}} \\
& \quad 145 - 30 \quad = \quad \underline{\phantom{0000}} \\
\end{align*}
\]

\[
\begin{align*}
f & \quad 176 - 69 \quad = \quad \underline{\phantom{0000}} \\
& \quad 176 - 70 \quad = \quad \underline{\phantom{0000}} \\
\end{align*}
\]

\[
\begin{align*}
g & \quad 365 - 42 \quad = \quad \underline{\phantom{0000}} \\
& \quad 365 - 40 \quad = \quad \underline{\phantom{0000}} \\
\end{align*}
\]

\[
\begin{align*}
h & \quad 250 - 32 \quad = \quad \underline{\phantom{0000}} \\
& \quad 250 - 30 \quad = \quad \underline{\phantom{0000}} \\
\end{align*}
\]

3 Answer these subtraction problems to solve the riddle below:

What swirls, loops, and circles on your fingertips, yet never moves?

\[
\begin{align*}
a & \quad 65 - 29 = F \\
b & \quad 145 - 32 = U \\
c & \quad 175 - 61 = E \\
d & \quad 86 - 59 = O \\
e & \quad 180 - 48 = I \\
f & \quad 150 - 32 = N \\
g & \quad 96 - 42 = R \\
h & \quad 75 - 33 = G \\
i & \quad 155 - 49 = Y \\
j & \quad 166 - 55 = P \\
k & \quad 185 - 19 = T \\
l & \quad 370 - 28 = S \\
\end{align*}
\]

106 27 113 54 36 132 118 42 114 54 111 54 132 118 166 342
Applying strategies – subtraction

1 Choose a mental strategy and solve these problems. Enter your answers into the crossnumber puzzle:

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 188 − 35 =</td>
<td>2 94 − 37 =</td>
</tr>
<tr>
<td>4 90 − 17 =</td>
<td>3 48 − 15 =</td>
</tr>
<tr>
<td>6 53 − 15 =</td>
<td>5 72 − 24 =</td>
</tr>
<tr>
<td>7 63 − 49 =</td>
<td>6 88 − 56 =</td>
</tr>
</tbody>
</table>

2 Show 2 different ways of solving this problem.

503 – 251

3 Solve these subtraction problems using a mental strategy:

a Mariah has $436 saved. She buys a new MP3 player costing $127. How much money does she have left after the purchase?

b Unfortunately, Mariah loses her 4th school jacket for the year. Her mom refuses to pay for another and Mariah has to cover the cost of $52 herself. How much of her savings does she now have left?
Applying strategies – choosing when to add or subtract

Sometimes we come across problems that require us to both add and subtract or to choose which one to use. Understanding key language terms can help with this decision.

1 Below are some terms you come across in addition and subtraction word problems. Color any terms that ask you to add in red. Color any terms that ask you to subtract in green.

- Find the difference between ...
- What is the total?
- Who has less?
- How many altogether?
- Who has more?
- Find the difference between ...
- How many more ... than ...?
- ... plus ...

2 Stef and Marly’s parents give each of them $10 allowance each week. They must use some of it to buy their lunch from the school cafeteria every Friday.

a If they both save the allowance left over from buying Friday lunches, who will have saved the most by the end of four weeks? Use this cafeteria price list and the tables below. Decide when you need to add and when you need to subtract.

**School Cafeteria Price List**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ham sandwich</td>
<td>$3.40</td>
</tr>
<tr>
<td>Ham, cheese, and tomato sandwich</td>
<td>$3.50</td>
</tr>
<tr>
<td>Grilled cheese sandwich</td>
<td>$3.20</td>
</tr>
<tr>
<td>Grilled ham, cheese, and tomato sandwich</td>
<td>$3.60</td>
</tr>
<tr>
<td>Hot dog</td>
<td>$3.60</td>
</tr>
<tr>
<td>Egg roll</td>
<td>$2.20</td>
</tr>
<tr>
<td>Pizza slice</td>
<td>$2.80</td>
</tr>
<tr>
<td>Duck sauce or parmesan cheese</td>
<td>$0.30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stef’s lunches</td>
<td>Hot dog</td>
<td>Pizza slice with parmesan cheese</td>
<td>Two grilled cheese sandwiches</td>
<td>Egg roll with duck sauce</td>
<td></td>
</tr>
<tr>
<td>Saved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marly’s lunches</td>
<td>Egg roll with duck sauce</td>
<td>Grilled cheese sandwich</td>
<td>Grilled ham, cheese, and tomato sandwich</td>
<td>Two ham sandwiches</td>
<td></td>
</tr>
<tr>
<td>Saved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Who saved the most money?  
c What was the difference?
Applying strategies – addition and subtraction

1. In this activity, you will follow the steps to solve this riddle:

   **Step 1:** Solve these problems using a mental strategy:
   
<table>
<thead>
<tr>
<th>579 + 35 =</th>
<th>462 + 10 =</th>
<th>247 + 30 =</th>
<th>686 + 40 =</th>
<th>116 + 20 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>♥</td>
<td>*</td>
<td>🎈</td>
<td>😊</td>
<td>⭐</td>
</tr>
</tbody>
</table>

   **Step 2:** Solve these problems using a mental strategy:
   
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>R</td>
<td>D</td>
<td>S</td>
<td>A</td>
</tr>
</tbody>
</table>

   **Step 3:** Match the letters and symbols that have the same answer from Step 1 and 2. Write the letters in the grid below to solve the riddle:

   | ♥       | 😊       | 😊       | 🎈       | *       | ⭐       | ⭐       |

   What item of clothing does a house wear? __________________________________________

2. Fill in the missing numbers on these pyramids. The numbers below must add to the number directly above:

   **a**
   
   - 130
   - 55

   **b**
   
   - 500
   - 125

   **c**
   
   - 195
   - 120
   - 80
   - 45

   Inverse operations will help you solve these!
Written methods – adding and subtracting

Use addition, subtraction, or a combination of both to solve these word problems.

1. At the 2006 Census, Australia’s population consisted of 9,799,252 males and 10,056,036 females. What was the total population? How many more females than males were there?

2. Archie, Molly, and Matilda have a combined weight of 380 lb. If Archie weighs 132 lb and Molly weighs 5.5 lb less than him, how much does Matilda weigh? Mom weighs 138.5 lb and Dad’s weight is Archie’s and Matilda’s combined. What is the weight of the whole family?

3. Mars is 140,200,000 mi from the sun and earth is 92,500,000 mi from the sun. What is the difference between these distances?
Written methods – adding and subtracting

Use addition, subtraction, or a combination of both to solve these word problems.

4 Harry used his old building blocks to build a staircase. He used 78 blocks on the bottom row. He then used 13 fewer blocks every time in each row after that. How many blocks had he used by the time he had built 6 rows?

5 Finn and Adam were given the same amount of money for their birthdays. When they went shopping together, Finn found a CD that he liked but it cost $18.75, which was more money than he had. Adam lent him his money as well. When he paid, Finn received $13.25 in change, which he gave back to Adam. How much money had they each received for their birthdays? How much does he still owe Adam?
Written methods – subtraction

1 Complete the subtraction problems:

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<td>a</td>
<td>4</td>
<td>9</td>
<td>8</td>
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When a problem asks us to find the difference, we subtract. We always start with the larger number.

2 Solve these problems to find the difference:

a How far from Showtown to Ringer?

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b What is the distance from Normanville to Tidings?

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Showtown: 4129 m  Tidings: 1233 m

Normanville: 3262 m  Ringer: 7869 m

Roper: 7419 m  Harpville: 486 m

Ace Bay: 1226 m  Eagle Bay: 595 m

c What is the distance from Roper to Eagle Bay?

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d How far from Normanville to Ace Bay?

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Copyright © 3P Learning  Grade 4  SUBTRACTION  4.NBT.4
3. The answer is 42. What could the missing numbers be? Come up with 5 possibilities:

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<td>e</td>
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4. Solve these subtraction problems. First estimate the answers:

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<tr>
<td>b</td>
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<td>7</td>
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<td>f</td>
<td>8</td>
<td>4</td>
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<tr>
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<td>9</td>
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   |   |   |   |
|---|---|---|---|
| a | 8 | 2 |
| b | 8 | 9 |
| c | 3 | 7 |
| d | 7 | 2 |
| e | 2 | 0 |
| f | 7 | 5 |

5. The Mathletics writers have gone on strike until their demands for regular facials and overseas trips are met. You will have to design 4 of your own subtraction problems and then get a friend to answer them. The challenge is to make them interesting but not too hard.

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What do you need to think about when writing subtraction problems?
You are working hard to convince your parents that an overseas trip would be a far better idea than the usual 2 week camping vacation with Aunty Mabel and Uncle Bob. They are open to the idea as there are only so many campfire sing-alongs run by Big Bob that they can take. “Kumbayah” anyone? They have asked you to find the answers to the following questions. Make sure you show your work:

a How much cheaper is a week in Fiji than a week in England?

b How much more expensive is 5 days in Bali than 9 days in New Zealand?

c How much would a family save if they decided to go to Hong Kong for 5 days instead of Bali for 5 days?

d How much less would you spend if you went to New Zealand instead of England?

Given the choice, would you solve the problem 5,000 – 1,599 using a written strategy or a mental strategy? Explain why:
1 Subtract these 3 digit numbers using the written method. Start by writing your estimate. Estimate to the nearest 10.

You can use a piece of scrap paper to estimate your answer to the nearest 10.

\[
\begin{array}{c|c|c}
\text{H} & \text{T} & \text{O} \\
\hline
\text{a} & 6 & 5 & 2 \\
\text{b} & 7 & 6 & 1 \\
\text{c} & 5 & 9 & 2 \\
\text{d} & 5 & 8 & 2 \\
\text{e} & 6 & 5 & 1 \\
\text{f} & 9 & 6 & 2 \\
\text{g} & 8 & 8 & 2 \\
\text{h} & 7 & 4 & 3 \\
\end{array}
\]
This sign shows the distances of towns along a highway from where the sign is. Find the difference between these places.

What is the distance between Ringer and Normanville?

\[
\begin{array}{ccc}
\text{H} & \text{T} & \text{O} \\
\hline
\end{array}
\]
\[
- \\
\hline
\text{mi}
\]

What is the distance between Showtown and Ringer?

\[
\begin{array}{ccc}
\text{H} & \text{T} & \text{O} \\
\hline
\end{array}
\]
\[
- \\
\hline
\text{mi}
\]

What is the distance between Roper and Eagle Bay?

\[
\begin{array}{ccc}
\text{H} & \text{T} & \text{O} \\
\hline
\end{array}
\]
\[
- \\
\hline
\text{mi}
\]

What is the distance between Roper and Normanville?

\[
\begin{array}{ccc}
\text{H} & \text{T} & \text{O} \\
\hline
\end{array}
\]
\[
- \\
\hline
\text{mi}
\]

<table>
<thead>
<tr>
<th>Town</th>
<th>Distance</th>
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</thead>
<tbody>
<tr>
<td>Showtown</td>
<td>971 mi</td>
</tr>
<tr>
<td>Roper</td>
<td>893 mi</td>
</tr>
<tr>
<td>Ringer</td>
<td>692 mi</td>
</tr>
<tr>
<td>Eagle Bay</td>
<td>595 mi</td>
</tr>
<tr>
<td>Normanville</td>
<td>567 mi</td>
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</tbody>
</table>
Written methods – addition and subtraction challenges

1 Write the numbers that are above each problem in the correct place:

```
   a  4  3  9
   +  3  6  2
   7  9

   b  8  3  3  2
   -  4
   4  3

   c  6  5  1
   +  3
   +  2  3
   8  4  8

   d  3  6  7
   -  5
   2  4  3
```

2 Solve these. The same symbol means the same number.

```
   a  ♠ 3 ♠
   +  ♠ ♠ 4
   1 0 8 9
   ♠ = [ ]

   b  6 2 9
   +  ♠ 1 ♠
   1 1 4 4
   ♠ = [ ]

   c  ★ 8 ★
   -  3 ★ 2
   1 ★ 2
   ★ = [ ]

   d  😊 4 1
   -  2 3 😊
   3 0 6
   😊 = [ ]
```
Written methods – word problems

Solve the following word problems using addition or subtraction. Circle the process you use to calculate the answer:

1. Joe scored 346 more points than Zac. Joe scored 589 points. How many points did Zac score?

   + ........................................
   – ........................................
   Answer .................................

2. Jenny is 32 cm taller than Jaala. Jaala is 143 cm tall. How tall is Jenny?

   + ........................................
   – ........................................
   Answer .................................

3. Mattie recorded 117 mm of rain. Stephania recorded 58 mm more. How much rain did Stephania record?

   + ........................................
   – ........................................
   Answer .................................

4. Wayne has $17. How much more money does he need to buy a t-shirt that costs $39?

   + ........................................
   – ........................................
   Answer .................................

5. Charlene had $132. After she paid for a ticket, she had $84. How much did the ticket cost?

   + ........................................
   – ........................................
   Answer .................................

6. Sanjay spent $34 and had $92 left. How much did he have before the purchase?

   + ........................................
   – ........................................
   Answer .................................

7. Jared’s bike cost $189. Molly’s bike cost $263. What is the price difference between the two bikes?

   + ........................................
   – ........................................
   Answer .................................

8. The rainfall in Two Wells was 73 mm. Gawler recorded 36 mm less. How much rainfall did Gawler record?

   + ........................................
   – ........................................
   Answer .................................