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Information for Parents: "Count back", "Find the Difference" Strategies

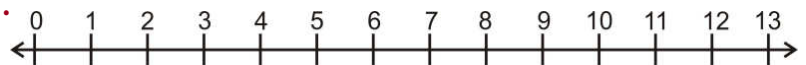
Take One - "Count Back" Strategy

Students are familiar with the sequence of counting numbers and can mentally "count on" to the next number, and name it. For instance "7" is followed by "8". It is important to note that children should be discouraged from counting from "1"; they need to know the sequence of number names well enough that they can start part-way along the sequence and recall the following number.

Difference of One - "Find the Difference" Strategy

$5 - 4 = \underline{\quad}$
 Find 5 and 4 on the number line. Ask how many hops from 5 does it take to get to 4? Do not let the students count back 4 from 5.
 As students become familiar with counting, they will know which numbers are next to each other, the difference being 1. e.g. $5 - 4 = 1$ as it takes only 1 hop to go from 5 to 4.

**Use the number line to help count back.
 Do not use your fingers.**



Count back 1

- 1) $2 - 1 = \underline{\quad}$
- 2) $5 - 1 = \underline{\quad}$
- 3) $8 - 1 = \underline{\quad}$
- 4) $7 - 1 = \underline{\quad}$
- 5) $10 - 1 = \underline{\quad}$
- 6) $1 - 1 = \underline{\quad}$
- 7) $9 - 1 = \underline{\quad}$
- 8) $3 - 1 = \underline{\quad}$
- 9) $6 - 1 = \underline{\quad}$
- 10) $4 - 1 = \underline{\quad}$

Difference of 1, count back 1

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- 19) $7 - 6 = \underline{\quad}$
- 20) $6 - 5 = \underline{\quad}$

Missing numbers

- 21) $\underline{\quad} + 1 = 3$
- 25) $1 + \underline{\quad} = 4$
- 22) $\underline{\quad} + 1 = 8$
- 26) $1 + \underline{\quad} = 11$
- 23) $\underline{\quad} + 1 = 6$
- 27) $1 + \underline{\quad} = 9$
- 24) $\underline{\quad} + 1 = 5$
- 28) $1 + \underline{\quad} = 10$

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Subtraction Worksheets".



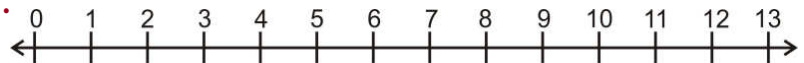
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Information for Parents: "Count back", "Find the Difference" Strategies

Take Two - "Count Back" Strategy
 Students are familiar with the sequence of counting numbers and can mentally "skip count" to the next number, and name it. For instance "7" is followed by "8, 9". Children should be discouraged from counting from "1"; they need to know the sequence of number names well enough that they can start part-way along the sequence and recall the following number.

Difference of Two - "Find the Difference" Strategy
 $7 - 5 = \underline{\quad}$
 Find 7 and 5 on the number line. Ask how many hops from 7 does it take to get to 5? Do not let the students count back 5 from 7.
 As students become familiar with counting, they will know which numbers are two apart, the difference being 2.
 e.g. $8 - 6 = 2$, as it takes only 2 hops to go from 8 to 6.

**Use the number line to help count back.
 Do not use your fingers.**



Count back 2

- 1) $3 - 2 = \underline{\quad}$
- 2) $2 - 2 = \underline{\quad}$
- 3) $4 - 2 = \underline{\quad}$
- 4) $7 - 2 = \underline{\quad}$
- 5) $6 - 2 = \underline{\quad}$
- 6) $9 - 2 = \underline{\quad}$
- 7) $10 - 2 = \underline{\quad}$
- 8) $5 - 2 = \underline{\quad}$
- 9) $8 - 2 = \underline{\quad}$
- 10) $10 - 2 = \underline{\quad}$

Difference of 2, count back 2

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- 19) $7 - 2 = \underline{\quad}$
- 20) $5 - 3 = \underline{\quad}$

Missing numbers revision

- 21) $\underline{\quad} + 2 = 4$
- 22) $\underline{\quad} + 2 = 7$
- 23) $\underline{\quad} + 2 = 12$
- 24) $\underline{\quad} + 2 = 11$

- 25) $2 + \underline{\quad} = 5$
- 26) $2 + \underline{\quad} = 4$
- 27) $2 + \underline{\quad} = 10$
- 28) $2 + \underline{\quad} = 3$

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Information for Parents: "Count back", "Find the Difference" Strategies

Take Three - "Count Back" Strategy

Students are familiar with the sequence of counting numbers and can mentally "skip count" two numbers and name it. For instance "7" is followed by "8,9,10". Children should be discouraged from counting from "1"; they need to know the sequence of number names well enough that they can start part-way along the sequence and recall the following number.

Difference of Three - "Find the Difference" Strategy

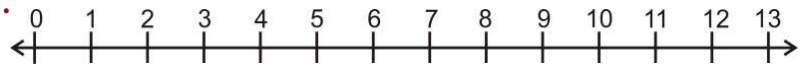
$8 - 5 = \underline{\quad}$

Find 8 and 5 on the number line. Ask how many hops from 8 does it take to get to 5? Do not let the students count back 5 from 8.

As students become familiar with counting, they will know which numbers are three apart, the difference being 3.

e.g. $8 - 5 = 3$, as it takes only 3 hops to go from 8 to 5.

**Use the number line to help count back.
Do not use your fingers.**



Count back 3

- 1) $8 - 3 = \underline{\quad}$
- 2) $7 - 3 = \underline{\quad}$
- 3) $5 - 3 = \underline{\quad}$
- 4) $9 - 3 = \underline{\quad}$
- 5) $12 - \underline{\quad} = 9$
- 6) $4 - 3 = \underline{\quad}$
- 7) $6 - 3 = \underline{\quad}$
- 8) $10 - \underline{\quad} = 7$
- 9) $3 - 3 = \underline{\quad}$
- 10) $11 - 3 = \underline{\quad}$

Difference of 3, count back 3

- 19) $10 - 3 = \underline{\quad}$
- 20) $11 - 8 = \underline{\quad}$

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Missing numbers revision

- 21) $\underline{\quad} + 3 = 12$
- 25) $3 + \underline{\quad} = 11$
- 22) $\underline{\quad} + 3 = 4$
- 26) $3 + \underline{\quad} = 5$
- 23) $\underline{\quad} + 3 = 13$
- 27) $3 + \underline{\quad} = 8$
- 24) $\underline{\quad} + 3 = 9$
- 28) $3 + \underline{\quad} = 9$

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