

Name: \_\_\_\_\_

Count back 3 (-3): 6 [ A ]

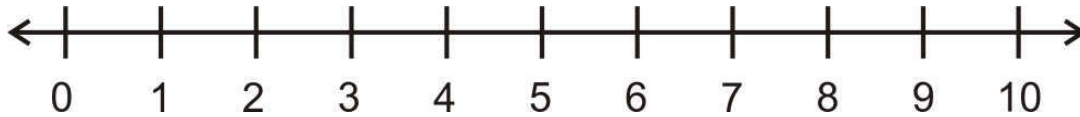


+1 -1 +2 -2 +3 **-3** Rnbw Dble/Hlv Last All

**Subtract Three - "Count Back" Strategy with a Number Line**

Subtract 3 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" numbers and lands on the next one.

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



**Count back 3**

- 1)  $7 - 3 =$  \_\_\_\_\_
- 2)  $4 - 3 =$  \_\_\_\_\_
- 3)  $3 - 3 =$  \_\_\_\_\_
- 4)  $8 - 3 =$  \_\_\_\_\_
- 5)  $4 - 3 =$  \_\_\_\_\_
- 6)  $5 - 3 =$  \_\_\_\_\_
- 7)  $6 - 3 =$  \_\_\_\_\_

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**Subtract Three**  
Place 7 counter  
subitize the num

d be able to

Use a ten frame to help you count back.



**Count back 3**

- 11)  $9 - 3 =$  \_\_\_\_\_
- 12)  $4 - 3 =$  \_\_\_\_\_
- 13)  $3 - 3 =$  \_\_\_\_\_
- 14)  $10 - 3 =$  \_\_\_\_\_
- 15)  $7 - 3 =$  \_\_\_\_\_
- 16)  $6 - 3 =$  \_\_\_\_\_
- 17)  $7 - 3 =$  \_\_\_\_\_
- 18)  $8 - 3 =$  \_\_\_\_\_
- 19)  $5 - 3 =$  \_\_\_\_\_
- 20)  $10 - 3 =$  \_\_\_\_\_

This worksheet is part of the Professor Pete's Classroom eBook "Let's Go! Addition & Subtraction to 10 Worksheets". The recommended teaching sequence is shown in the bar at the top of this sheet.

Name: \_\_\_\_\_

Count back 3 (-3): 6 [ B ]

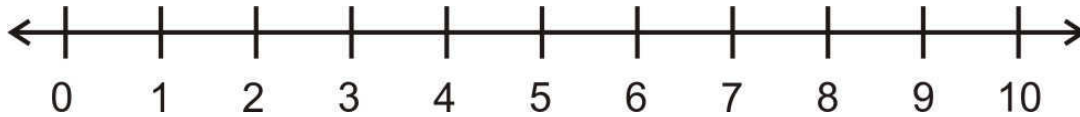


+1	-1	+2	-2	+3	<b>-3</b>	Rnbw	Dble/Hlv	Last	All
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**Subtract Three - "Count Back" Strategy with a Number Line**

Subtract 3 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation which "skips" numbers and lands on the next one.

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



**Count back 3**

- |                    |                    |
|--------------------|--------------------|
| 1) $5 - 3 =$ _____ | 6) $4 - 3 =$ _____ |
| 2) $7 - 3 =$ _____ | 7) $8 - 3 =$ _____ |
| 3) $6 - 3 =$ _____ |                    |
| 4) $4 - 3 =$ _____ |                    |
| 5) $9 - 3 =$ _____ |                    |

This is a  
**PREVIEW**

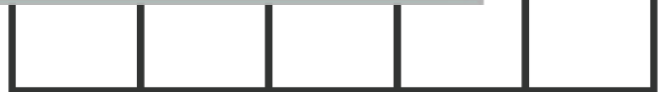
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**Subtract Three**  
Place 7 counter  
subitize the num

I be able to

Use a ten frame to help you count back.



**Count back 3**

- |                      |                     |
|----------------------|---------------------|
| 11) $10 - 3 =$ _____ | 16) $6 - 3 =$ _____ |
| 12) $9 - 3 =$ _____  | 17) $7 - 3 =$ _____ |
| 13) $4 - 3 =$ _____  | 18) $8 - 3 =$ _____ |
| 14) $5 - 3 =$ _____  | 19) $3 - 3 =$ _____ |
| 15) $9 - 3 =$ _____  | 20) $3 - 3 =$ _____ |

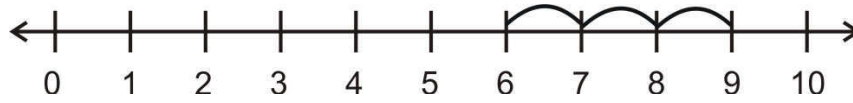
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Name: \_\_\_\_\_

Count back 3 (-3): 6 [ C ]



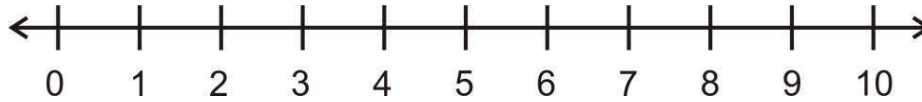
+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
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**Difference of Three - "Find the Difference" Strategy**

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

Find 9 and 6 on the number line. Ask how many hops from 9 does it take to get to 6? Do not let the students count back 6 from 9. As students become familiar with counting, they will know which numbers are near each other, the difference being 3. e.g.  $9 - 6 = 3$ , as it takes only 3 hops to get from 9 to 6.



Use a number line to complete these questions.

**Difference of 3, count back 3**

1)  $7 - 4 = \underline{\quad}$

6)  $8 - 3 = \underline{\quad}$

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

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

4)  $8 - 5 = \underline{\quad}$

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

This is a

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**Difference of**  
Place 4 counter  
second color.

own by the



Use a ten frame to complete these questions.

**Difference of 3, count back 3**

11)  $8 - 5 = \underline{\quad}$

15)  $5 - 3 = \underline{\quad}$

12)  $9 - 6 = \underline{\quad}$

16)  $7 - 4 = \underline{\quad}$

13)  $6 - 3 = \underline{\quad}$

17)  $4 - 1 = \underline{\quad}$

14)  $10 - 3 = \underline{\quad}$

18)  $8 - 3 = \underline{\quad}$

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