

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

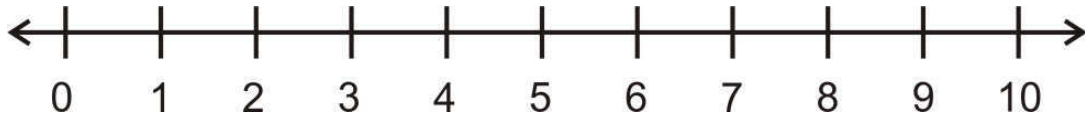
Count back 1 (-1): 2 [ A ]



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

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

Subtract 1 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation in which counting back 1 lands on the previous number.



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

**Count back 1**

1)  $6 - 1 =$  \_\_\_\_\_ 6)  $8 - 1 =$  \_\_\_\_\_

2)  $5 - 1 =$  \_\_\_\_\_ 7)  $3 - 1 =$  \_\_\_\_\_

3)  $1 - 1 =$  \_\_\_\_\_

4)  $7 - 1 =$  \_\_\_\_\_

5)  $4 - 1 =$  \_\_\_\_\_

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**Subtract One**

Place 5 counter  
subitize the num

d be able to

Use a ten frame to help you count back.



**Count back 1**

11)  $7 - 1 =$  \_\_\_\_\_ 16)  $10 - 1 =$  \_\_\_\_\_

12)  $5 - 1 =$  \_\_\_\_\_ 17)  $2 - 1 =$  \_\_\_\_\_

13)  $1 - 1 =$  \_\_\_\_\_ 18)  $9 - 1 =$  \_\_\_\_\_

14)  $3 - 1 =$  \_\_\_\_\_ 19)  $6 - 1 =$  \_\_\_\_\_

15)  $8 - 1 =$  \_\_\_\_\_ 20)  $4 - 1 =$  \_\_\_\_\_

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.

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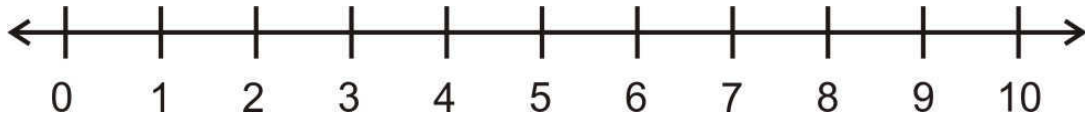
Count back 1 (-1): 2 [ B ]



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

Subtract 1 facts are taught using a COUNT BACK strategy. A number line will help children to visualize this operation in which counting back 1 lands on the previous number.



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

**Count back 1**

1)  $9 - 1 =$  \_\_\_\_\_ 6)  $6 - 1 =$  \_\_\_\_\_

2)  $4 - 1 =$  \_\_\_\_\_ 7)  $1 - 1 =$  \_\_\_\_\_

3)  $5 - 1 =$  \_\_\_\_\_

4)  $10 - 1 =$  \_\_\_\_\_

5)  $2 - 1 =$  \_\_\_\_\_

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**Subtract One**

Place 5 counter  
subitize the num

d be able to

Use a ten frame to help you count back.



**Count back 1**

11)  $5 - 1 =$  \_\_\_\_\_ 16)  $1 - 1 =$  \_\_\_\_\_

12)  $10 - 1 =$  \_\_\_\_\_ 17)  $7 - 1 =$  \_\_\_\_\_

13)  $4 - 1 =$  \_\_\_\_\_ 18)  $2 - 1 =$  \_\_\_\_\_

14)  $9 - 1 =$  \_\_\_\_\_ 19)  $3 - 1 =$  \_\_\_\_\_

15)  $6 - 1 =$  \_\_\_\_\_ 20)  $8 - 1 =$  \_\_\_\_\_

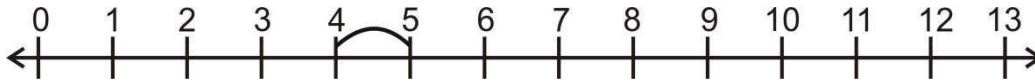
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Name: \_\_\_\_\_

Count back 1 (-1): 2 [ C ]



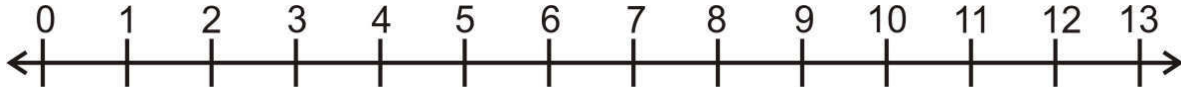
+1	-1	+2	-2	+3	-3	Rnbw	Dble/Hlv	Last	All
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**Difference of One - "Find the Difference" Strategy**

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

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 a number line to complete these questions.**

**Difference of 1, count back 1**

1)  $6 - 5 = \underline{\quad}$

6)  $11 - 10 = \underline{\quad}$

2)  $7 - 6 = \underline{\quad}$

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

4)  $5 - 1 = \underline{\quad}$

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

This is a

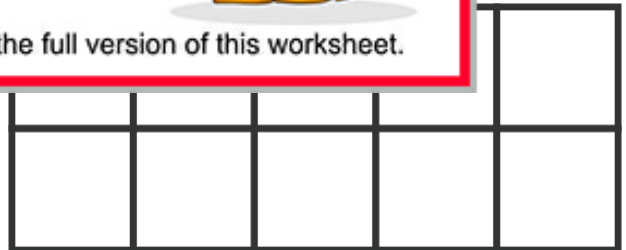
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**Difference of 1**  
Place 4 counter  
second color.

own by the



**Use a ten frame to complete these questions.**

**Difference of 1, count back 1**

11)  $4 - 3 = \underline{\quad}$

15)  $9 - 8 = \underline{\quad}$

12)  $7 - 1 = \underline{\quad}$

16)  $10 - 9 = \underline{\quad}$

13)  $2 - 1 = \underline{\quad}$

17)  $3 - 1 = \underline{\quad}$

14)  $5 - 4 = \underline{\quad}$

18)  $8 - 7 = \underline{\quad}$

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