

Subtraction strategies – counting on, take away, decomposition

MODULE 2 · OPERATIONS AND COMPUTATIONAL FLUENCY NUMBER

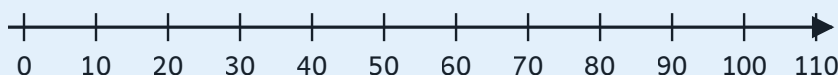
748 - 326 (COLUMN SUBTRACTION)

$$\begin{array}{r} 748 \\ - 326 \\ \hline 422 \end{array}$$

- 1 Subtract the units: $8 - 6 = 2$.
- 2 Subtract the tens: $4 - 2 = 2$.
- 3 Subtract the hundreds: $7 - 3 = 4$. Answer: **422**.

TRY IT ON THE LINE

Pick a strategy for each subtraction and draw your jumps. Use forward jumps for counting-on, back jumps for take-away.



- 1. $73 - 28$ — count on from 28 to 73 (+2, +40, +3).
- 2. $81 - 47$ — try take-away (one big back jump).
- 3. Stretch: $102 - 87$ — pick whichever strategy fits this gap best.

PRACTICE

1 5th class are keeping a tally of birds at the classroom window feeder for the year. By the end of the spring term they have counted **570** visits in total, and **249** of those were in February alone. How many visits were counted in the other months?

2 On the school nature walk, 5th class are counting trees along the trail through the local park. The map says there are **730** trees in total, and the class have counted **466** of them by lunchtime. How many trees are left to count?

CHALLENGE

1 The school's sponsored read-a-thon set a target of **8528** pages for 5th class to read between Halloween and Christmas. By the start of the sleepover fundraiser night, the class had read **3386** pages. How many pages are left to reach the target?

2 The local wildlife group counted **9834** ducks visiting the pond in Wicklow last year. This year only **4190** ducks have been counted so far. How many fewer ducks have been counted this year?

REFLECT Did you prefer counting on or take-away? Why?