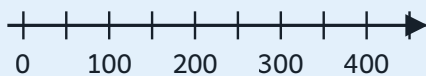


COUNT ON FOR $73 - 28$

- 1 Start at the smaller number **28**.
- 2 Jump forward +2 to land on **30**.
- 3 Jump forward +40 to land on **70**.
- 4 Jump forward +3 to land on **73**.
- 5 Add the jumps: $2 + 40 + 3 = 45$. So $73 - 28 = 45$.

WARM-UP

Use the blank number line to show counting-on jumps for the classroom subtractions.



1. Mark 46, 50, 80 and 81 on the line and draw the counting-on jumps for $81 - 46$
2. Mark 215, 300, 400 and 428 on the line and draw the counting-on jumps for $428 - 215$
3. Mark 178, 200, 300 and 305 on the line and draw the counting-on jumps for $305 - 178$

PRACTICE

- 1 In the classroom cupboard there are **67** pencils and **19** are handed out for the maths lesson. How many pencils are left? _____
- 2 The school library shelf holds **90** reading books. The class borrows **35** of them. How many books stay on the shelf? _____
- 3 There are **64** chairs set out in the hall for assembly. **39** pupils sit down. How many chairs are still empty? _____
- 4 The PE store has **246** beanbags. **123** are taken out for sports day practice. How many beanbags stay in the store? _____

? ALWAYS, SOMETIMES, NEVER

Always, sometimes or never true? Write A, S or N.

- | | |
|---|---|
| a. Counting on from the smaller number to the larger number gives the correct difference.
☐ | c. Take-away is easier than counting on when the number being subtracted is very small.
☐ |
| b. The answer when counting on is the final number you land on. ☐ | d. You need to jump only in tens when counting on. ☐ |

REFLECT

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