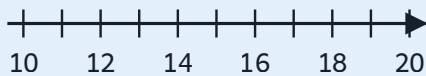


**TAKING 3 FROM 16 ON THE LINE**

- 1 Stand on **16** and stay there (do not say it as a jump).
- 2 First jump back lands on **15**.
- 3 Second jump back lands on **14**.
- 4 Third jump back lands on **13**.
- 5 So  $16 - 3$  equals 13.

**WARM-UP**

Mark the start and each landing on the number line for these take-aways.



1. Mark 16 then the landings 15, 14 and 13 for  $16 - 3$
2. Mark 19 then the landings 18, 17, 16 and 15 for  $19 - 4$
3. Mark 18 then the landings 17, 16, 15, 14 and 13 for  $18 - 5$

**PRACTICE**

- 1 Eighteen beanbags lived in the PE basket. Two went out to the yard for the game. How many are still in the basket? \_\_\_\_\_
- 2 Fourteen pencils sat in the classroom pot. Two were taken for the drawing lesson. How many pencils are left? \_\_\_\_\_
- 3 Seventeen reading books were on the shelf. Two were borrowed by pupils. How many books stay on the shelf? \_\_\_\_\_
- 4 Twenty chairs were set for circle time. Three were moved aside. How many chairs remain in the circle? \_\_\_\_\_
- 5 Fourteen crayons were in the art tray. Four rolled onto the floor. How many crayons are still in the tray? \_\_\_\_\_

**? ALWAYS, SOMETIMES, NEVER**

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

- |                                                                        |                                                                               |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| a. Counting back three jumps from 16 lands on 13 <input type="text"/>  | c. The first number said when jumping back from 18 is 17 <input type="text"/> |
| b. Taking away from a teen number lands below ten <input type="text"/> | d. You say the start number again as the first jump <input type="text"/>      |