SUBTRACTION

A Complete Mathematics Worksheet Pack

Learn • Practise • Apply • Reason

CONCEPTS	SKILLS	APPLICATION
Taking away Finding the difference Comparing quantities	Subtraction facts Mental strategies Regrouping	Word problems Estimation Reasoning

Flexible, non-grade-specific mathematics resource

Name: _____ Date: _____

1. Understanding Subtraction

Subtraction means taking away, finding what is left, or finding the difference between two quantities.

1. There are 9 apples. 3 are eaten. How many apples are left? _____

2. 12 birds are on a tree. 5 fly away. How many remain? _____

3. A basket has 15 oranges. 6 are taken out. How many are left? _____

4. There are 14 pencils. 8 are given away. How many remain? _____

5. A child has 18 stickers and gives 7 to a friend. How many stickers are left? _____

6. There are 25 books on a shelf. 9 are borrowed. How many books remain? _____

Think: How is taking away different from finding the difference between two numbers?

_____

_____

2. Counting Back & Number Lines

You can subtract by starting at the greater number and counting backwards.

1. Start at 12 and count back 4: 12, ____, ____, ____, ____. So 12 – 4 = ____.

2. Start at 20 and count back 6: 20, ____, ____, ____, ____, ____, ____. So 20 – 6 = ____.

3. Complete: 17 – 3 = ____; 24 – 4 = ____; 31 – 6 = ____.

4. Use counting back to solve: 28 – 5 = ____; 39 – 4 = ____; 46 – 7 = ____.

5. Draw jumps on a number line to show 16 – 7. Write the answer: ____.

6. Which is easier to count back from in 18 – 5? Explain. _____

Challenge: Write your own subtraction question that you can solve by counting back.

_____

_____

3. Number Bonds & Finding the Difference

Number bonds show how numbers are made from parts. They can help you find a missing part or the difference.

Whole	Part 1	Part 2
10	**6**	_____
10	_____	**3**
20	**12**	_____
20	_____	**7**
50	**35**	_____
100	_____	**40**
100	**65**	_____

1. Complete: 15 – 5 = ____; 15 – 10 = ____.

2. Find the missing number: 8 + ____ = 13, so 13 – 8 = ____.

3. Find the difference between 17 and 10: ____.

4. Use a number bond to solve 26 – 7. Show how you reach the previous ten.

5. Find two different pairs of numbers that have a difference of 6.

Think: How can addition help you solve a subtraction question?

_____
_____

4. Subtraction Sentences & Place Value

A number can be split into tens and ones to make subtraction easier.

1. Write a subtraction sentence: Take 14 away from 29. _____

2. Complete: 46 = ____ tens + ____ ones; 73 = ____ tens + ____ ones.

3. Write in expanded form: 58 – 23 = (50 + 8) – (20 + 3).

4. Subtract the tens and ones separately: 67 – 24 = (60 – 20) + (7 – 4) = ____.

5. Solve: 41 – 26 = ____; 53 – 15 = ____; 82 – 17 = ____.

6. Write 156 as hundreds, tens and ones: ____ + ____ + ____.

7. Solve using place value: 168 – 32 = ____.

Challenge: Explain how place value helps when subtracting two-digit numbers.

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5. Subtraction Strategies

You can break numbers apart, count up to find a difference, or adjust numbers to make subtraction easier.

1. Break apart to solve: 58 – 12 = 58 – 10 – 2 = ____.

2. Count up to find the difference: 52 – 48 = ____.

3. Subtract tens first: 76 – 34 = 76 – 30 – 4 = ____.

4. Use compensation: 63 – 29 = 63 – 30 + 1 = ____.

5. Choose a strategy and solve: 84 – 38 = ____.

6. Solve in two different ways: 92 – 47 = ____.

7. Which strategy would you use for 200 – 98? Explain briefly.

Reason: When might counting up be easier than counting back?

_____

_____

6. Subtraction Facts Practice

Practise subtraction facts to build speed, accuracy and confidence.

9 – 3 = ____	**8 – 5 = ____**	**15 – 6 = ____**
14 – 7 = ____	**18 – 6 = ____**	**20 – 5 = ____**
22 – 4 = ____	**30 – 7 = ____**	**25 – 9 = ____**
40 – 15 = ____	**54 – 20 = ____**	**76 – 30 = ____**
40 – 12 = ____	**80 – 25 = ____**	**90 – 13 = ____**

Confidence check: I can solve subtraction facts quickly / I need more practice.

Which facts do you want to practise again? _____

7. Missing Numbers

Find the missing number that makes each subtraction or addition sentence true.

1. 15 – ____ = 8 2. ____ – 6 = 9

3. 30 – ____ = 23 4. ____ – 18 = 22

5. 50 – ____ = 35 6. ____ – 27 = 33

7. 100 – ____ = 46 8. ____ – 35 = 47

9. 200 – ____ = 125 10. ____ – 64 = 86

11. 400 – ____ = 275 12. ____ – 125 = 175

Reasoning: Write an addition equation that proves your answer to Question 10.

_____

_____

8. Subtraction with Regrouping

When there are not enough ones or tens to subtract, regroup: exchange 1 ten for 10 ones, or 1 hundred for 10 tens.

1. 42 – 17 = ____

2. 63 – 28 = ____

3. 75 – 38 = ____

4. 142 – 58 = ____

5. 367 – 156 = ____

6. 504 – 279 = ____

7. 1,458 – 367 = ____

8. 2,675 – 1,849 = ____

Show your working: Choose two questions above and solve them using the vertical method.

_____
_____
_____
_____
_____

Think: Why do we regroup when a digit in the top number is smaller than the digit below it?

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_____

9. Subtraction in Real Life

Read each situation carefully. Decide which quantities need to be subtracted.

1. A class has 128 books. Students borrow 46. How many books remain? _____

2. A shop had 425 notebooks and sold 178. How many notebooks are left? _____

3. A family planned to travel 350 km and has already travelled 168 km. How far remains? _____

4. A library has 2,120 books. 875 are storybooks. How many are not storybooks? _____

5. Riya saved ■625 and spent ■275. How much money does she have left? _____

6. A school has 1,013 students. 486 are in one section. How many are in the other section? _____

7. A stadium can hold 4,225 people. If 2,350 seats are occupied, how many seats are empty? _____

Challenge: Write a real-life subtraction word problem of your own and solve it.

_____
_____
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10. Subtraction Detective — Reasoning

Read carefully. Explain your thinking, not just your answer.

1. Sam says: “52 – 27 = 35.” Is Sam correct? If not, find and explain the mistake.

2. Mia calculates 70 – 29 by doing 70 – 30. What must she do to correct her answer?

3. The difference between two numbers is 36. The greater number is 64. What could the smaller number be?

4. I am between 200 and 300. I am 75 less than 275. What number am I?

5. Which is greater: 125 – 78 or 130 – 82? Show your thinking.

6. A number minus 25 equals 40. What is the number?

7. Create two different subtraction sentences with an answer of 18.

_____

_____

11. Mixed Subtraction Challenge

Use any efficient strategy. Show working where needed.

1. 96 – 48 = ____ 2. 400 – 175 = ____ 3. 548 – 176 = ____

4. 809 – 287 = ____ 5. 2,275 – 968 = ____ 6. 5,456 – 2,789 = ____

7. Write two different subtraction equations with a difference of 75.

8. A number minus 145 equals 355. What is the number? ____

9. Which has the greater difference: 645 – 375 or 610 – 305? ____

10. Estimate 598 – 207 by rounding to the nearest hundred. Then find the exact difference.

11. Write a word problem for 500 – 275 = 225.

12. Super Challenge: Use the digits 1, 3, 5 and 8 once each to make two two-digit numbers with the greatest possible positive difference. What is the difference?

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_____
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Teacher Answer Key

Page 2 – Understanding Subtraction: 1) 6 2) 7 3) 9 4) 6 5) 11 6) 16. Subtraction can mean taking away or comparing quantities.

Page 3 – Counting Back & Number Lines: 1) 11,10,9,8; 8 2) 19,18,17,16,15,14; 14 3) 14,20,25 4) 23,35,39 5) 9 6) Start at 18.

Page 4 – Number Bonds & Finding the Difference: Table blanks: 4,7,8,13,15,60,35. Q1) 10,5 Q2) 5,5 Q3) 7 Q4) 26−6−1=19 Q5) examples 10 and 4; 9 and 3.

Page 5 – Subtraction Sentences & Place Value: 1) 29−14=15 2) 4 tens,6 ones; 7 tens,3 ones 3) 35 4) 43 5) 15,38,65 6) 100+50+6 7) 136.

Page 6 – Subtraction Strategies: 1) 46 2) 4 3) 42 4) 34 5) 46 6) 45 7) e.g. 200−100+2=102. Counting up is useful when numbers are close.

Page 7 – Subtraction Facts Practice: 6,3,9,7,12,15,18,23,16,25,34,46,28,55,77.

Page 8 – Missing Numbers: 1) 7 2) 15 3) 7 4) 40 5) 15 6) 60 7) 54 8) 82 9) 75 10) 150 11) 125 12) 300. Q10 proof: 86+64=150.

Page 9 – Subtraction with Regrouping: 1) 25 2) 35 3) 37 4) 84 5) 211 6) 225 7) 1,091 8) 826.

Page 10 – Subtraction in Real Life: 1) 82 books 2) 247 notebooks 3) 182 km 4) 1,245 books 5) ■350 6) 527 students 7) 1,875 seats.

Page 11 – Subtraction Detective: 1) No; 52−27=25. 2) Add 1 to 41; answer 42. 3) 28. 4) 200. 5) 125−78=47; 130−82=48, so second is greater. 6) 65. 7) Answers vary, e.g. 30−12 and 25−7.

Page 12 – Mixed Subtraction Challenge: 1) 48 2) 225 3) 372 4) 522 5) 1,307 6) 2,667 7) Answers vary 8) 500 9) 645−375=270; 610−305=305, so second is greater 10) Estimate 400; exact 391 11) Answers vary 12) 85−13=72.