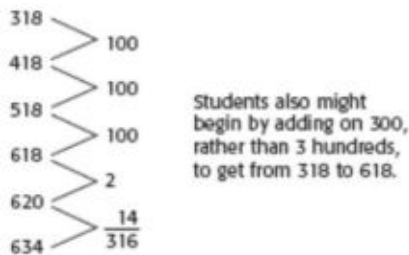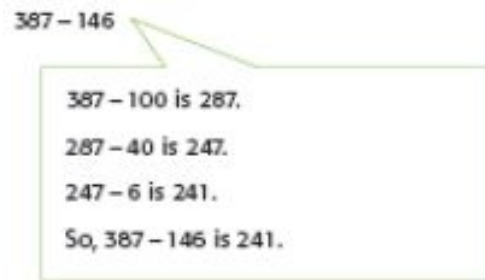# Subtraction Strategies

Adding On/Counting Up:

Start with the smaller number and add on until you reach the larger number. The sum of the numbers that are added represent the difference.
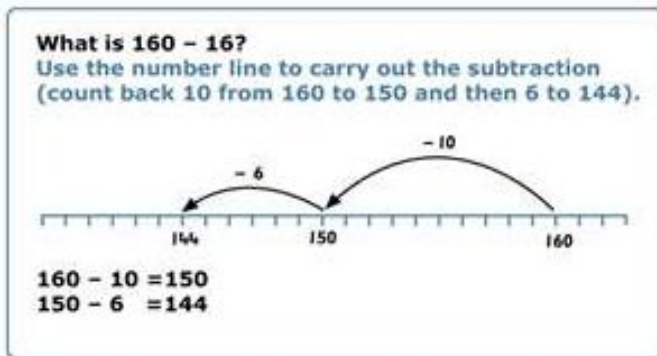For example, to solve 634-318:

Students also might begin by adding on 300, rather than 3 hundreds, to get from 318 to 618.

Partial Subtraction:

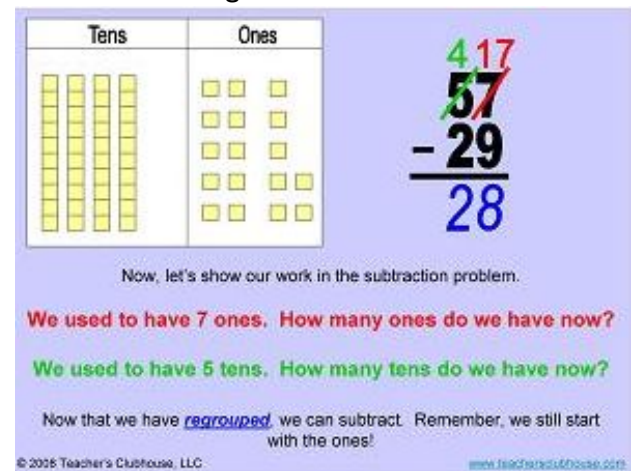With this strategy, the number being subtracted is split by place value and subtracted in parts. For example:

387 – 146

387 – 100 is 287.

287 – 40 is 247.

247 – 6 is 241.

So, 387 – 146 is 241.

Number Line:

Students can use a number line to either COUNT ON or COUNT BACK

What is 160 – 16?
Use the number line to carry out the subtraction (count back 10 from 160 to 150 and then 6 to 144).

160 – 10 = 150
150 – 6 = 144

Algorithm for Regrouping:

In 57-29, if we try to subtract the ones first, we do not have enough to take away 9 from 7. Below is how it can be REGROUPED, along with base tens.

Now, let's show our work in the subtraction problem.

We used to have 7 ones. How many ones do we have now?

We used to have 5 tens. How many tens do we have now?

Now that we have *regrouped*, we can subtract. Remember, we still start with the ones!

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Base Tens:

Students can draw large squares for 100s, sticks for 10s, and small dots for 1s. Then they can cross out what they need to subtract and trade, if needed.

423-178=
- 423: 4 large hundreds squares, 2 tens sticks, 3 dots
- One 100 square is crossed out to subtract 100
- Since 20 isn't enough to subtract 70, one of the hundreds is traded for 10 ten sticks
- Seven ten sticks are crossed out to subtract 70
- Since 3 ones aren't enough to subtract 8, then one of the ten sticks is traded for ten 1s dots
- Eight ones dots are crossed out to subtract 8
- 2 hundreds, 4 tens, and 5 ones are left =245