GRADE 1
FLORIDA

Subtraction

WORKSHEETS

Mathletics
love learning.

Subtraction – language

When we subtract, we take away one number or amount from another.

Luke had 9 . He gave 2 to his brother. He had 7 left.

We write this as **9 – 2 = 7**

1 Put a **–** next to the words you think mean **subtract**.

subtract	–	take away		find the difference			
plus		add		minus		how many altogether?	

2 Is this a subtraction story? Write or tell someone what you think.
Ali had **6** . He gave **3** to his friend. How many does he have left?

3 Is this a subtraction story? Write or tell someone what you think.
Ali had **6** . His friend gave him **6** more . How many does he have now?

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Subtraction – take away

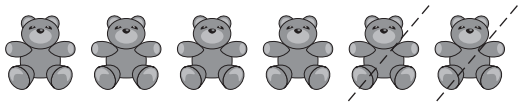
One way to subtract is to take things away or cross them out and count how many are left.

6 – 2 = 4

There are 6 milkshakes. 2 milkshakes are sold. 4 are left.

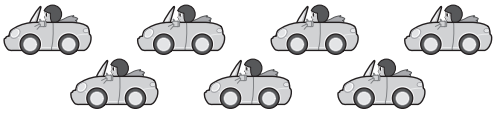
1 Cross out the pictures to match these number facts.

a



6 – 2 = 4

b



7 – 6 = 1

c

4 – 2 = 2

d

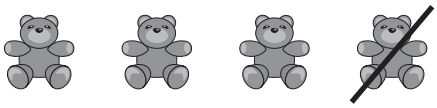
9 – 3 = 6

2 Show these picture stories as number facts.

a

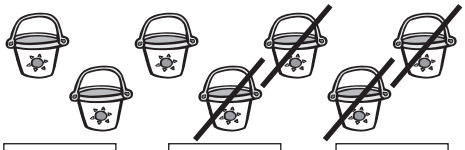
☐ – ☐ = ☐

b



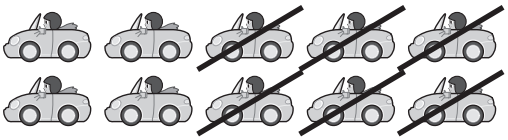
☐ – ☐ = ☐

c



☐ – ☐ = ☐

d



☐ – ☐ = ☐

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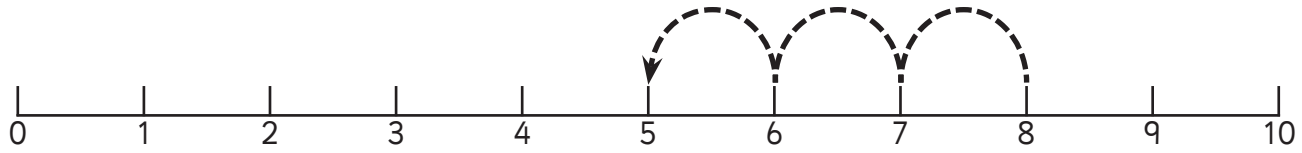
Subtraction – counting back

Another way to subtract is to count back. Number lines can help us do this, as counting backward can be tricky!

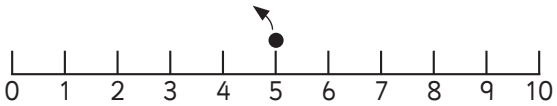
8 – 3 = ?



We start at 8 and jump back 3 spaces.

8 – 3 = 5

1 Count back using the number line. Finish the number facts.

a 

5 – 3 = ☐

b

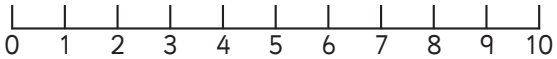
9 – 2 = ☐

c

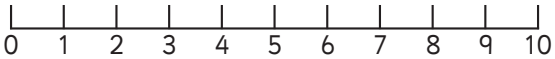
4 – 2 = ☐

d

10 – 5 = ☐

e 

7 – 6 = ☐

f 

10 – 2 = ☐

Remember, we count the **jumps or spaces**, not the numbers!

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Subtraction – counting on

Counting on is an addition strategy, but it is also a useful way to solve subtraction problems. We start at the smaller number and count on to get to the bigger number.

8 – 5 = ?

We start at 5. We count on till we get to 8.

5	6	7	8

We counted on 3 more numbers.

8 – 5 = 3

1 Use the counting on strategy to solve these problems. Start at the smaller number and count on.

a 5 – 2 = ☐

2	3	4	5

I counted on 3 more numbers.

b 8 – 6 = ☐

6		

I counted on ☐ more numbers.

c 7 – 4 = ☐

4			

I counted on ☐ more numbers.

d 10 – 7 = ☐

7			

I counted on ☐ more numbers.

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Subtraction – counting on

1 Color the 2 numbers. Jump from one to the other.

How many jumps are there? Finish the fact.

a 5 6 7 8 9 10 11 12 13 14 15

12 – 7 = ☐

b 5 6 7 8 9 10 11 12 13 14 15

13 – 9 = ☐

c 5 6 7 8 9 10 11 12 13 14 15

11 – 8 = ☐

d 5 6 7 8 9 10 11 12 13 14 15

14 – 11 = ☐

e 5 6 7 8 9 10 11 12 13 14 15

13 – 9 = ☐

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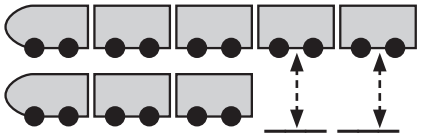
Subtraction – find the difference

When we subtract, we can compare 2 groups or numbers and ask ourselves, "What is the difference? Does one group have more than the other? Does one group have less than the other?"

Look at these 2 trains. What is the difference?



5 This train has 5 train cars.

3 This train has only 3 train cars.

If they both had 3 train cars, they would be the same.

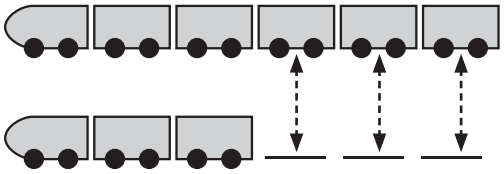
If they both had 5 train cars, they would be the same.

What is the difference?

The difference is 2 train cars.

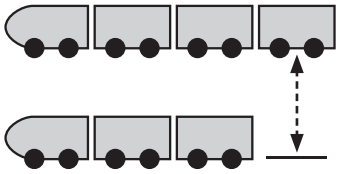
1 What is the difference?

a



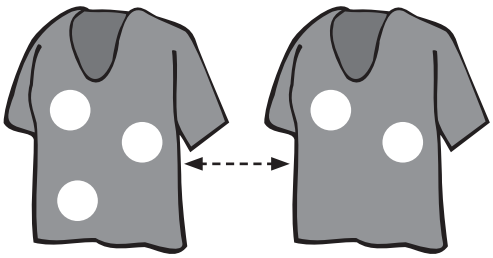
The difference is ☐

b



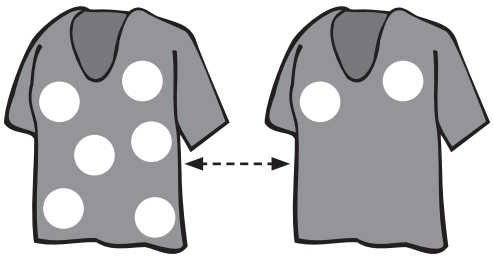
The difference is ☐

c



The difference is ☐

d



The difference is ☐

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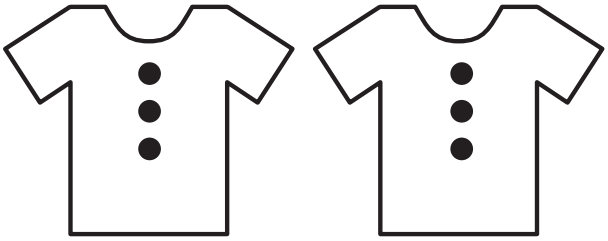
Subtraction – find the difference

What if there is no difference?

How do we say or record that?

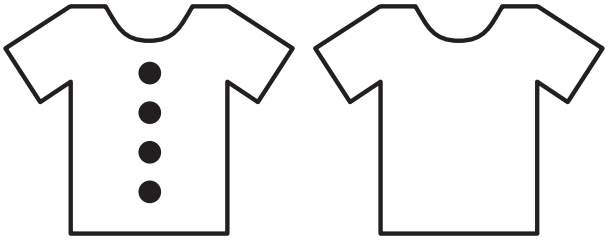


These shirts both have 3 buttons.

There is **no** difference.
The difference is **0**.

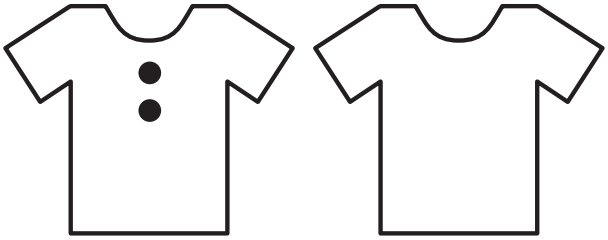
1 Draw buttons to show **no difference**.

a



The difference is ☐

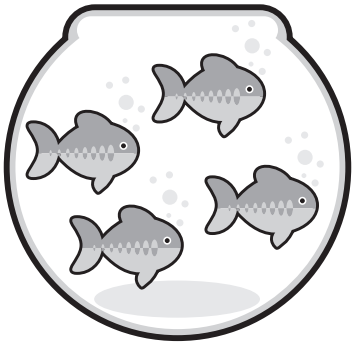
b



The difference is ☐

2 Draw fish in the bowls. Make one bowl have no difference. Make the other bowl have a difference of 2.

no difference



difference of 2

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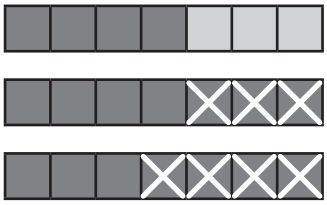
Subtraction – relating addition and subtraction

If we know our addition facts, we can use them to learn our subtraction facts.

If we know **4 + 3 = 7**

we also know **7 – 3 = 4**

and **7 – 4 = 3**



1 addition fact gives us 2 subtraction facts.

1 Use 2 colored pencils and color the boxes to match the addition fact. Write the matching subtraction facts.

a

3 + 2 = 5

5 – 2 = ☐

5 – 3 = ☐

b

4 + 2 = 6

6 – 4 = ☐

6 – ☐ = ☐

c

5 + 3 = 8

8 – ☐ = ☐

8 – ☐ = ☐

2 Fill in the missing numbers in these facts.

4 + ☐ = ☐

☐ – ☐ = ☐

☐ – ☐ = ☐

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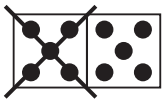
Subtraction – doubles

We can use our addition strategies help us solve subtraction problems.

Look at **10 – 5 =** ?

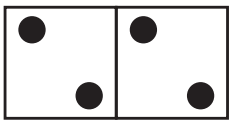
We know the doubles fact **5 + 5 = 10** so we know that

10 – 5 = 5

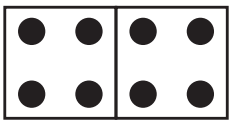


1 Cover 1 side of the domino to help solve these subtraction problems.

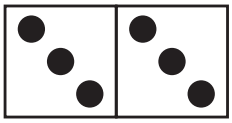
a 4 – 2 = ☐



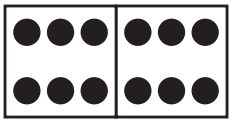
b 8 – 4 = ☐



c 6 – 3 = ☐



d 12 – 6 = ☐



2 Finish and match the addition and subtraction doubles number facts.

6 + 6 = 12	6 – 3 = ☐
5 + 5 = ☐	8 – 4 = ☐
3 + 3 = ☐	10 – 5 = ☐
4 + 4 = ☐	12 – 6 = ☐

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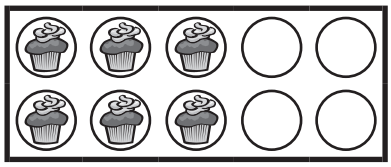
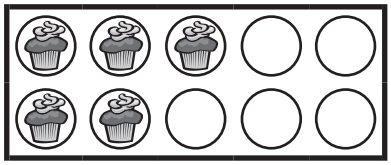
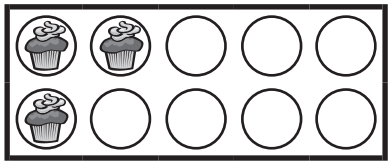
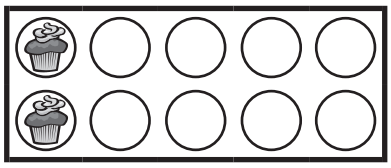
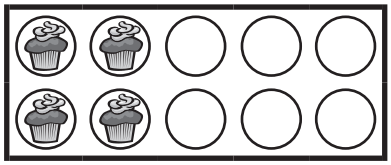
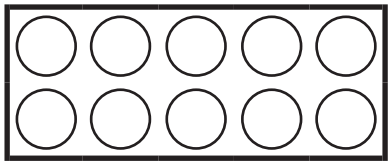
Subtraction – facts to 10

1 Bessie Baker baked lots of and made trays of 10. Marvin Muncher helped himself to the trays! Use a strategy of your choice to find how many Marvin stole from each tray. Write the subtraction number fact.

a 10 – 2 = 8	**b**  10 – ☐ = ☐
c  10 – ☐ = ☐	**d**  10 – ☐ = ☐
e  10 – ☐ = ☐	**f** 10 – ☐ = ☐
g  10 – ☐ = ☐	**h**  10 – ☐ = ☐

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