



Subtraction

Jump strategy (another way to subtract)

Children may start from the **largest number** and **jump back** from it to get the **final answer**.

Using the jump strategy on a hundred chart

$$87 - 34 = 53$$

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

■ could be done...

$$87 - 10 - 10 - 10 - 1 - 1 - 1 - 1$$

answer

start

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

■ or could be done...

$$87 - 30 - 4$$

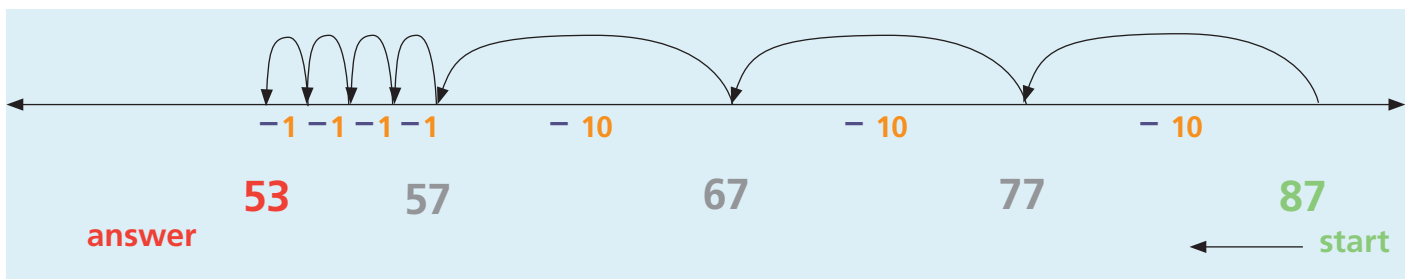
answer

start

Using the jump strategy on an empty number line

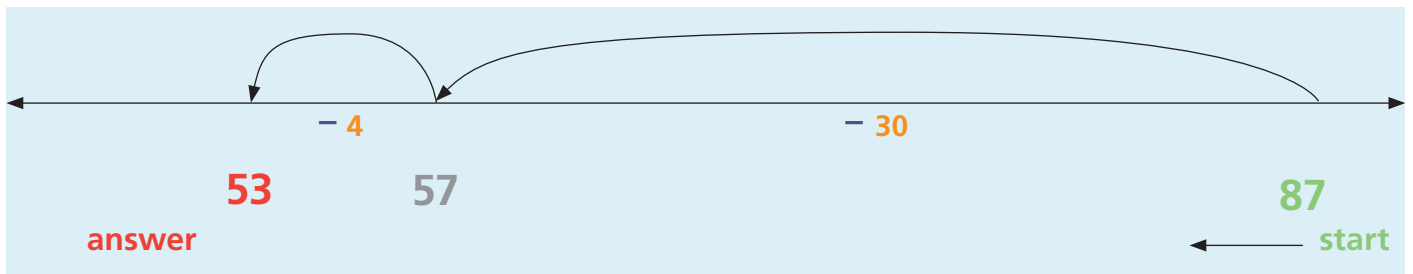
$$87 - 34 = 53$$

- could be done ... $87 - 10 - 10 - 10 - 1 - 1 - 1 - 1$



Students record the jumps they make and where they land on the line until they get to the answer.

- or could be done ... $87 - 30 - 4$



There are many ways to get the same answer.