WORKSHEET

Stage 2

Year 3 Maths

The Gap Stays the Same

Name ..... Class ..... Date .....

WHAT YOU ARE LEARNING

Write what you moved and which way.

The move is worth more than the answer.

Section A — The gap

A1. Slide both numbers up and fill in the answers.

(a) 9 − 6 = ☐ (b) 23 − 20 = ☐ (c) 53 − 50 = ☐

A2. Write one number sentence showing that two of those are the same as each other.

☐ = ☐

They look different. Why are they worth the same?

Section B — Move it somewhere easy

B1. Move both numbers. Show the move, then the answer.

	Move both	Becomes	Answer
(a) 62 − 39	up ☐	☐ − ☐	☐
(b) 84 − 48	up ☐	☐ − ☐	☐
(c) 145 − 98	up ☐	☐ − ☐	☐
(d) 213 − 96	up ☐	☐ − ☐	☐

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B2.

(a) **In** 145 − 98 **, which number were you aiming at, and where?**

(b) **Why doesn't the answer change when you move both numbers?**

Section C — Adding is different

C1. Move it across. Show the move, then the answer.

	Move across	Becomes	Answer
(a) 38 + 46		+	
(b) 57 + 28		+	
(c) 129 + 36		+	

C2. The important one.

(a) For a **take away**, which way do you move the two numbers?

(b) For an **add**, which way? And **why is it different?**

C3. You worked out that 84 − 48 = 36.

(a) **Write the sum that checks it.**

(b) **Why is that better than doing** 84 − 48 **again?**

NSW Mathematics K–10 Syllabus (2022) · Stage 2

MA2-AR-01 selects and uses mental and written strategies for addition and subtraction involving 2- and 3-digit numbers

MA2-AR-02 completes number sentences involving addition and subtraction by finding missing values

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

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