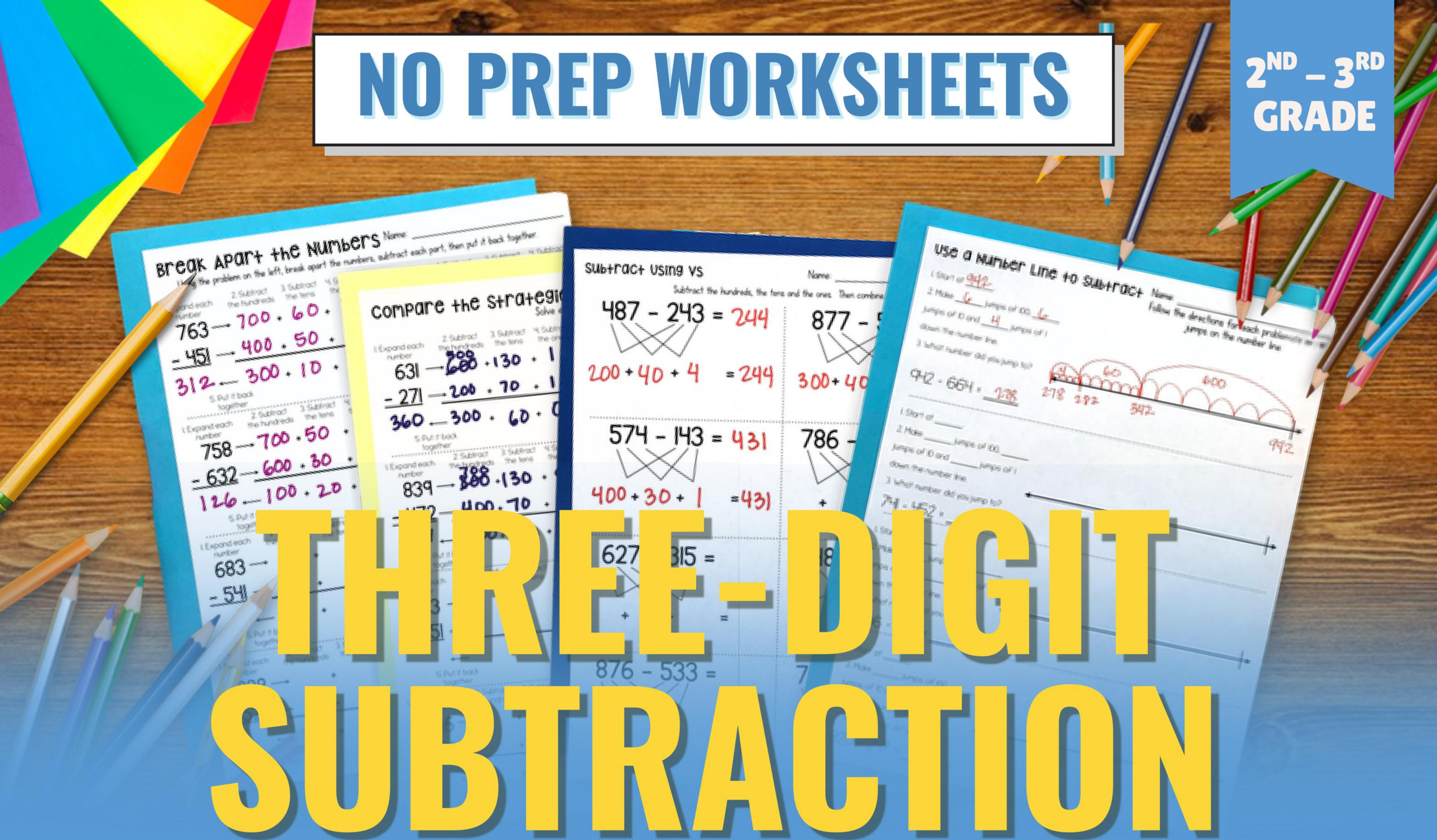
NO PREP WORKSHEETS

2ND – 3RD GRADE



THREE-DIGIT SUBTRACTION

KEEP SCROLLING TO SEE WHAT'S INSIDE!

WHAT'S INCLUDED?

📄 **Four Levels of Three-Digit Subtraction**

- ➟ Subtract 100s
  - ➟ Subtract 100s & Tens (no regrouping)
  - ➟ No Regrouping
  - ➟ Regrouping
    - A: Regroup 10s to 1s
    - B: Regroup 100s to 10s
    - C: Regroup one place only
    - D: Regroup all places & across zeros

🧮 **Strategy Practice Pages**

- ➟ Use a Number Line
  - ➟ Use Base-10 Blocks
  - ➟ Break Apart
  - ➟ Subtract with Vs (place value format)
  - ➟ Compare the Strategies

📊 **Scaffolded Practice**



Level One
Subtracting 100s

This section teaches students skills in subtracting 100s. Students learn how to make jumps of 100 on a number line and use base-10 blocks to solve equations.

...es using the ...on problems ... subtract by ...ategies.

Level Two
Subtract Hundreds & Tens

This level builds on the previous level of subtracting hundreds, but adds the tens digit. Students will begin to see that they must pay attention to place value when subtracting.

These problems do not require regrouping.

Level Three
Subtracting without Regrouping

Utilizing the strategies learned in the previous levels, students will work with place value concepts and practice subtracting with ...

Level Four:
Subtracting with Regrouping

A: Regroup 10s to 1s ...

In this section, students only regrou... the 10s to the 1s place. The hundred... is not regrouped.

Level Four:
Subtracting with Regrouping

B: Regroup 100s to 10s only

In this section, students only regroup from ... the 10s place. The tens place is ...egrouped to the ones place.

Level Four:
Subtracting with Regrouping

C: Regroup 100s OR 10s

In this section, students only regroup one place, either from the 10s to the 1s or the 100s to the 10s.



Level Four:
Subtracting with Regrouping

D: Regroup All Places & Across 0s

...n, students regroup across all ...cross 0s. This is the first time ...s have been introduced.

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FOUR LEVELS THAT MOVES FROM SIMPLE TO COMPLEX!

Use a Number Line to Subtract 100s

Name: _____

Follow the directions for each problem to make jumps on the number line.

1. Start at 300.
2. Make jumps of 100. Stop at 900.
3. How many jumps of 100 did you make? What is the value of that number?

900 - 300 = ____

1. Start at 300.
2. Make jumps of 100. Stop at 500.
3. How many jumps of 100 did you make? What is the value of that number?

500 - 300 = ____

1. Start at 400.
2. Make jumps of 100. Stop at 800.
3. How many jumps of 100 did you make? What is the value of that number?

800 - 400 = ____

1. Start at 500.
2. Make jumps of 100. Stop at 700.
3. How many jumps of 100 did you make? What is the value of that number?

700 - 500 = ____

Use Base-10 Blocks to Subtract 100s

Name: _____

Draw the base-10 blocks for the minuend. Subtract the subtrahend by crossing it out. Count the blocks that are

600 - 400 = ____

900 - 500 = ____

900 - 300 = ____

500 - 300 = ____

Think Addition

Name: _____

Use the addition problem to help you solve

700 + ____ = 900

900 - 700 = ____

400 + ____ = 900

900 - 400 = ____

400 + ____ = 500

600 + ____

700 - 600

600 + ____

800 - 600

300 + ____

Break Apart the Numbers

Name: _____

Using the problem on the left, break apart the numbers, subtract each part, then put it back together.

1. Expand each number
2. Subtract the hundreds
3. Subtract the tens
4. Subtract the ones
5. Put it back together

642 - 431

765 - 352

978 - 534

567 - 432

352 - 231

763 - 541

859 - 536

895 - 744

Subtract Using VS

Name: _____

Subtract the hundreds, the tens and the ones. Then combine.

755 - 523 =

677 - 514 =

857 - 243 =

948 - 325 =

678 - 451 =

734 - 412 =

886 - 344 =

954 - 223 =

105

Compare the Strategies

Name: _____

Solve each problem by using a number line AND base-10 blocks. Circle the strategy you like best.

900 - 500 = ____

700 - 400 = ____

800 - 300 = ____

900 - 300 = ____

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STRATEGY PRACTICE PAGES FOR EACH LEVELS!

DIGITAL VERSION

Template Pages

The following pages are templates of the main strategy pages. Use them to write in problems for your students or use the included Google Slides file to type in problems.

Click here to upgrade to the FREE Digital Version.

Use a Number Line to Subtract 100s

Name: _____

Follow the directions for each problem to make jumps on the number line.

1. Start at _____.
2. Make jumps of 100. Stop at _____.
3. How many jumps of 100 did you make?
What is the value of that number?

_____ - _____ = _____

Use a Number Line to Subtract

Name: _____

1. Start at _____.
2. Make _____ jumps of 100.
_____ jumps of 10 and _____ jumps of 1 down the number line.
3. What number did you jump to?

_____ - _____ = _____

Break Apart the Numbers

Name: _____

Using the problem on the left, break apart the numbers, subtract each part, then put it back together.

1. Expand each number	2. Subtract the hundreds	3. Subtract the tens	4. Subtract the ones
→	+	+	
→	+	+	

5. Put it back together

Think Addition

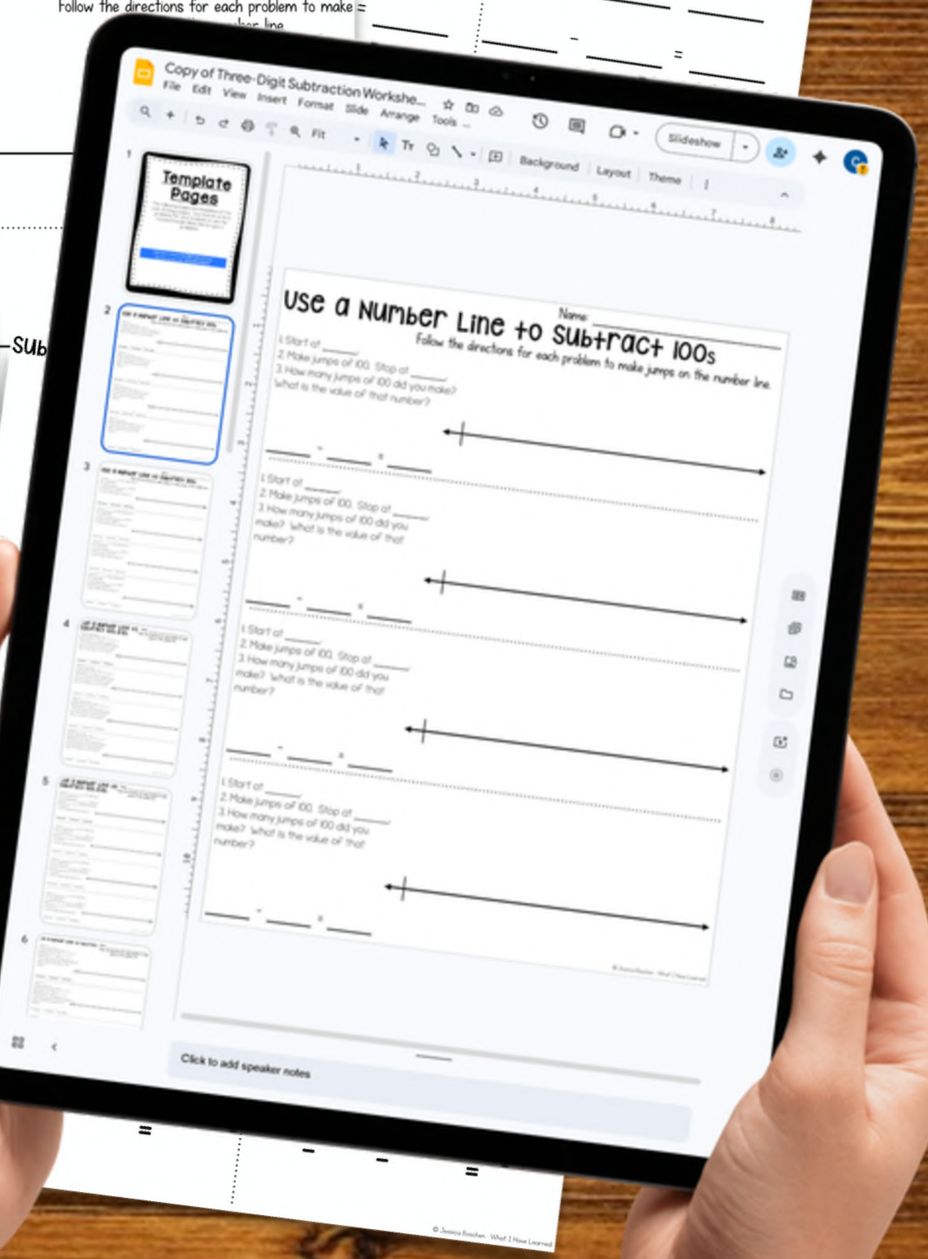
Name: _____

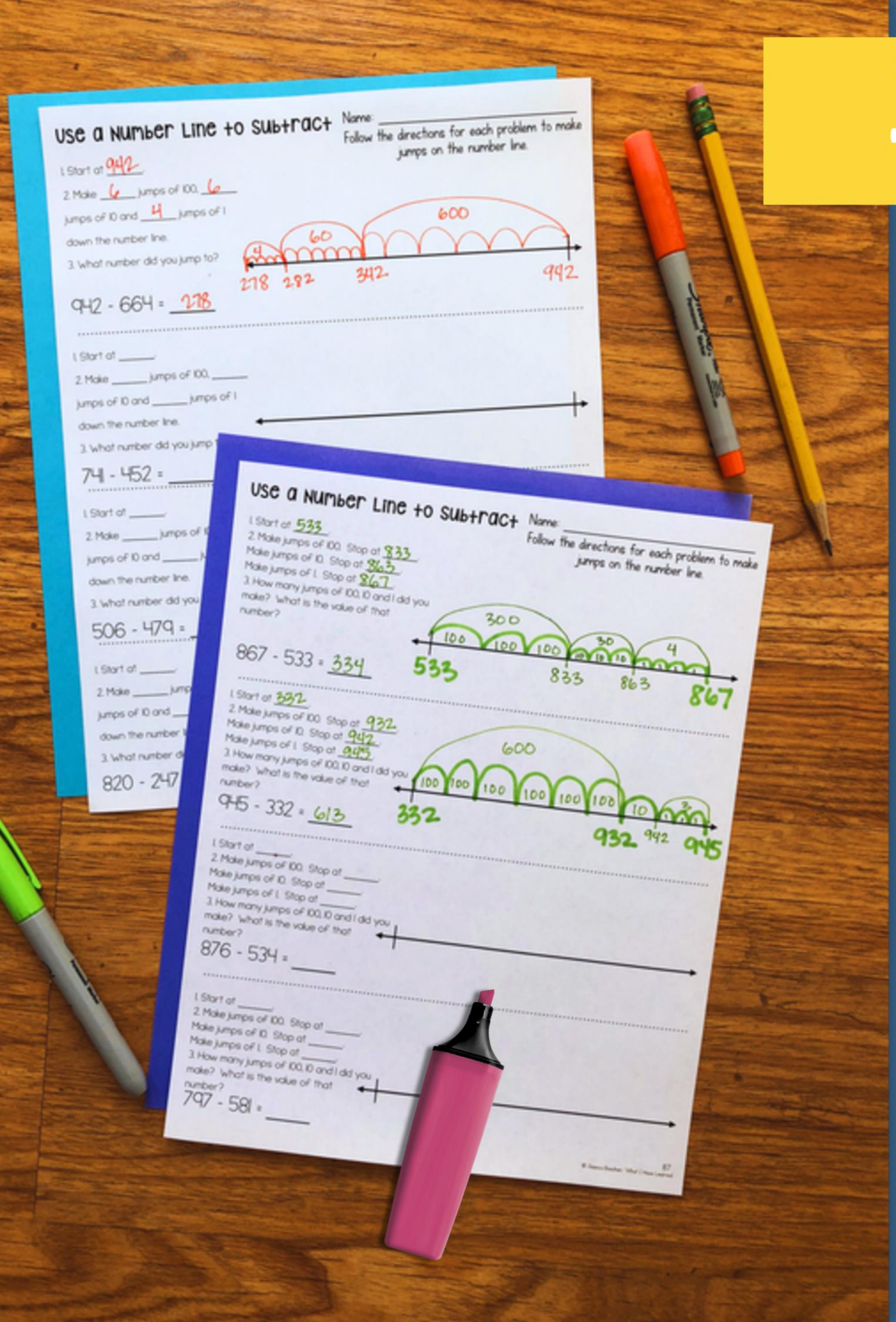
Use the addition problem to help you solve the subtraction problem.

_____ + _____ = _____

_____ + _____ = _____

_____ - _____ = _____





WAYS TO USE IN THE CLASSROOM

⭐ **Math Centers –** Focus on one strategy at a time

👩‍🏫 **Small Groups –** Target specific regrouping needs

📝 **Independent Practice –** Reinforce place value understanding

🎯 **Intervention –** Build number sense step-by-step

📊 **Strategy Comparison Lessons –** Discuss which method works best

📁 **Companion to Three-Digit Addition Unit**

YOU WILL LOVE THIS BECAUSE



Builds True Number Sense

Students understand why subtraction works instead of memorizing borrowing steps.



Clear Scaffolded Progression

Moves from simple subtraction to regrouping across zeros gradually.



Print-and-Go + Digital Options

No-prep printables and Google Slides make it simple to teach anywhere—whole group, centers, or homework.

TEACHERS LOVE IT!

"This was a great resource to use with my 2nd Grade class. It helped reinforce the many different strategies to subtract three digit numbers! Thank you!"

Claudia L.

"My students were interested and challenged by the different subtraction activities with the Vs, open number line, break apart, etc. The activities showed me which students did not quite grasp the regrouping concept while empowering many students."

Heather F.



My passion is making learning accessible to all students. I love scaffolding learning, breaking down the concepts and building them up so that students can see the connections. I love figuring out the small components that build up to the big ideas and helping students see it all.



What I have LEARNED