

8 Subtraction of Numbers (Using Regrouping / Borrowing)



1. Observe the note and coins . Say how much is $45 - 27$.

Lata went to a shop with Rs. 45. She bought things for Rs. 27. She gave the shapkeeper Rs. 45 she had. He gave her Rs. 8. She doubted whether he gave her the correct amount. She calculated as below. You observe her calculation.



T	O
4	5
- 2	7



We cannot subtract 7 ones from 5 ones. Then how to do that?

T	O
4	5
- 2	7



It is possible if we change one ten as 10 ones. One ten = ten ones.



Get your pupils to understand the process of borrowing before subtracting certain numbers. Let them use notes and coins for subtraction of numbers with two digits.

T	O
4	5
- 2	7



When one ten is changed into ones, 3 tens remain. Now if we add 10 ones and 5 ones,

T	O
4	5
- 2	7



If 27 (2 tens and 7 ones) are subtracted from 45.

T	O
4	5
- 2	7
1	8



One ten and 8 ones remain. That is 18 remains.

 Get your pupils to understand the process of subtraction by exchange of places using notes and coins.

We can do it in a different way also.

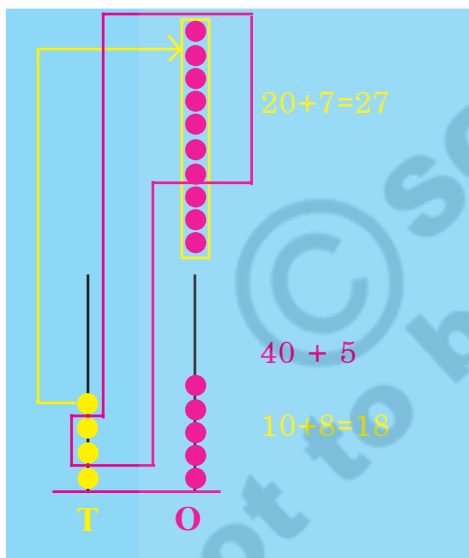
- * If one of the 4 tens changed into ones, we have 3 tens.
- * $3 \text{ tens} - 2 \text{ tens} = \text{one ten}$.

T	O
4	5
- 2	7
1	8

- * 5 ones are less than 7 ones
- * If we change 1 ten out of 4 tens into ones, and add to 5, we get 15.
- * $15 \text{ ones} - 7 \text{ ones} = 8 \text{ ones}$

or

1 ten = 10 ones



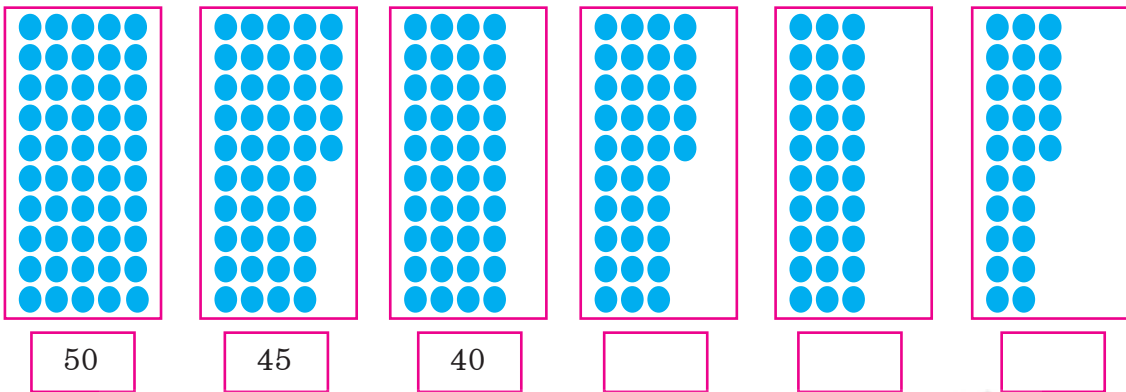
T	O
3	15
- 2	7
1	8



Get your pupils to understand the process of borrowing before subtracting certain numbers. Let them use notes and coins for subtraction of numbers with two digits.

2. Observe the series of numbers. Say what you understood.

50, 45, 40, _____, _____, _____



If you observe the dots, they are decreasing at the rate of 5. Therefore we can write the next three numbers in the above series.

50, 45, 40, 35, 30, 25

In the same manner write the next three numbers in the following series.

a) 50, 48, 46, _____, _____, _____

b) 80, 75, 70, _____, _____, _____

Play this game.

- ★ Two pupils can play this game.
- ★ Make a dice with 0 to 5 on its faces and another with 4 to 9 on its faces.
- ★ Throw them both at a time.
- ★ Write two numbers formed with the two digits you see on the two dice. For example, if the digits on the dice are 4 and 5. The numbers you write are 45 and 54.
- ★ Subtract the smaller number from the bigger one.
Ex: $54 - 45 = 09$
- ★ The second pupil also does like this
- ★ The pupil whose result of subtraction is more gets one point.
- ★ The pupils do this five times.
- ★ The pupil who scores more is the winner.



Get your pupils to identify the difference between consecutive numbers in a series. Let them write the next numbers. Let them play the game described above.





Exercise

1. Subtract the numbers given below.

$$\begin{array}{r} \text{(a)} \quad 3 \quad 4 \\ -1 \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(b)} \quad 8 \quad 2 \\ -5 \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(c)} \quad 6 \quad 4 \\ -3 \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(d)} \quad 9 \quad 2 \\ -4 \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(e)} \quad 4 \quad 8 \\ -3 \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(f)} \quad 6 \quad 5 \\ -4 \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(g)} \quad 7 \quad 6 \\ -5 \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(h)} \quad 5 \quad 0 \\ -2 \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(i)} \quad 6 \quad 0 \\ -4 \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(j)} \quad 7 \quad 0 \\ -3 \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(k)} \quad 9 \quad 1 \\ -2 \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{(l)} \quad 6 \quad 4 \\ -2 \quad 5 \\ \hline \\ \hline \end{array}$$

2. Do the subtractions.

(a) $75 - 29 =$

(b) $87 - 58 =$

(c) $83 - 59 =$

(d) $61 - 25 =$

(e) $84 - 39 =$

(f) $73 - 26 =$

(g) $62 - 38 =$

(h) $55 - 27 =$

3. Observe the grid shown below. Identify pairs of numbers whose difference is 25. Subtract those numbers on the lines given.

50	49	5
40	15	30
24	10	25

Ex: $50 - 25 = 25$



Get your pupils to understand the instruction for each problem in the exercise. Let them solve the problems 1 to 7 by themselves.

4. Subtract each pair of numbers given below. Mark the one '✓' whose answer is different. One example is given.

Ex:-	$32 - 18;$	$30 - 16;$	$54 - 40;$	$84 \checkmark - 54$
(a)	$76 - 29;$	$50 - 15;$	$68 - 33;$	$71 - 36$
(b)	$55 - 35;$	$60 - 40;$	$36 - 16;$	$68 - 58$

5. Look at the subtraction done by Madhavi. If there are mistakes, write the correct number in the brackets ().

(a)	$\begin{array}{r} 54 \\ -38 \\ \hline 24 \end{array}$	(b)	$\begin{array}{r} 68 \\ -29 \\ \hline 49 \end{array}$	(c)	$\begin{array}{r} 30 \\ -14 \\ \hline 24 \end{array}$	(d)	$\begin{array}{r} 76 \\ -58 \\ \hline 18 \end{array}$	(e)	$\begin{array}{r} 84 \\ -79 \\ \hline 105 \end{array}$
	()		()		()		()		()

6. Subtract the numbers in the first column. Mark the range '✓' in which your answer lies, in each case. One example is given.

Example:-	$76 - 28$	$30 - 40$	$40 - 50$	$50 - 60$	$60 - 70$
			✓		
	$50 - 19$				
	$82 - 23$				
	$73 - 15$				
	$64 - 17$				

7. Write the next three numbers in each series.

(a) 60, 50, 40, _____, _____, _____

(b) 85, 80, 75, _____, _____, _____

(c) 54, 45, 36, _____, _____, _____



Get your pupils to understand the instruction for each problem. Let them solve the problems by themselves.