

Please ensure you write 't' and 'u' over each number including answer box before doing the sum as in 1.(a)

1

$$(a) \begin{array}{r} tu \\ 89 \end{array} - \begin{array}{r} tu \\ 23 \end{array} = \begin{array}{r} tu \\ 66 \end{array}$$

$$(b) 76 - 31 = \square$$

$$(c) 85 - 40 = \square$$

$$(d) 78 - 38 = \square$$

$$(e) 97 - 12 = \square$$

$$(f) 76 - 55 = \square$$

2

$$(a) 67 - 33 = \square$$

$$(b) 87 - 25 = \square$$

$$(c) 68 - 54 = \square$$

$$(d) 98 - 27 = \square$$

$$(e) 79 - 36 = \square$$

$$(f) 66 - 31 = \square$$

3

$$(a) 75 - 39 = \square$$

$$(b) 93 - 58 = \square$$

$$(c) 41 - 23 = \square$$

4

$$(a) 66 - 27 = \square$$

$$(b) 35 - 19 = \square$$

$$(c) 42 - 38 = \square$$

I will look for an easy way to subtract big numbers.



A Try these.

1. $45 - 10 = \square$

2. $56 - 10 = \square$

3. $76 - 20 = \square$

$39 - 12$

$39 - 12 = \square ?$

$39 - 12$ is the same as $(39 - 10) - 2 = 27$

I subtracted the ten first and then the units.



B Now try these. Use the 100 square if you wish.

1. $32 - 12 = \square$ 2. $28 - 11 = \square$ 3. $73 - 11 = \square$

4. $49 - 13 = \square$ 5. $58 - 14 = \square$ 6. $69 - 15 = \square$

7. $78 - 21 = \square$ 8. $58 - 22 = \square$ 9. $97 - 25 = \square$

10. $77 - 25 = \square$ 11. $66 - 32 = \square$ 12. $68 - 23 = \square$

13. $48 - 31 = \square$ 14. $79 - 33 = \square$ 15. $66 - 35 = \square$

C Try these. Use an abacus or the 100 square if you wish.

1. $89 - 32 = \square$ 2. $95 - 31 = \square$

3. $77 - 42 = \square$ 4. $87 - 43 = \square$

5. $98 - 45 = \square$ 6. $79 - 46 = \square$

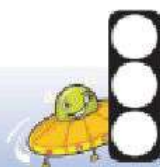
7. $99 - 46 = \square$ 8. $89 - 42 = \square$



D Try these.

1. $\begin{array}{r} 77 \\ - 51 \\ \hline \end{array}$ 2. $\begin{array}{r} 69 \\ - 34 \\ \hline \end{array}$ 3. $\begin{array}{r} 87 \\ - 53 \\ \hline \end{array}$ 4. $\begin{array}{r} 68 \\ - 25 \\ \hline \end{array}$

5. $\begin{array}{r} 84 \\ - 30 \\ \hline \end{array}$ 6. $\begin{array}{r} 76 \\ - 46 \\ \hline \end{array}$ 7. $\begin{array}{r} 39 \\ - 15 \\ \hline \end{array}$ 8. $\begin{array}{r} 57 \\ - 40 \\ \hline \end{array}$



General lesson suggestions

Subtraction bowling:

Make pins from 2-litre bottles. Children take turns bowling and writing the subtraction equation. For example, if there are 10 pins and the child hits 3, the equation is $10 - 3 = 7$.

Subtraction basketball:

Play a game of basketball where each team starts off with a score of 20 points. Every time a team scores, points are deducted from the total. The aim is to have the lowest score. The teacher can decide that each basket is worth 2, 3, 4, or 5 points.

Activity A

Ask the children to find the mouse, then ask the following questions:

1. What number is the mouse at?
2. If the mouse jumps back 3 places, where would he be?
3. If the mouse jumps back 5 places where would he be?
4. Get the children to imagine the mouse at different positions along the number line and count back from there.

Lesson suggestions



Page 120:

1. Constructing number sentences:
 - (a) Put the children into small groups giving each group 2 dice.
 - (b) Children take turns rolling the dice. They should use the numbers rolled to make subtraction number sentences.
 - (c) Children can record and solve their number sentences in their copies.
2. Constructing number stories:
 - (a) Put children into groups and give each group 3 number sentences.
 - (b) Ask the children to work together to create 3 subtraction number stories. Give them an example of a number story to get them started, e.g. Paul had 7 stickers. He gave his brother 5 for his birthday. How many stickers does Paul have now?
 - (c) Children can record their number stories pictorially or in written form depending on ability.

Differentiation

Higher attainers:

See separate activity sheet.

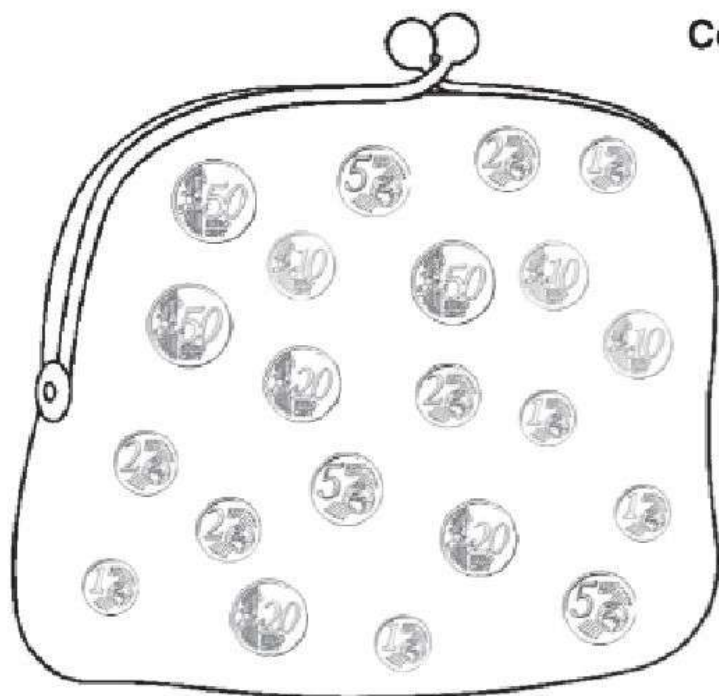
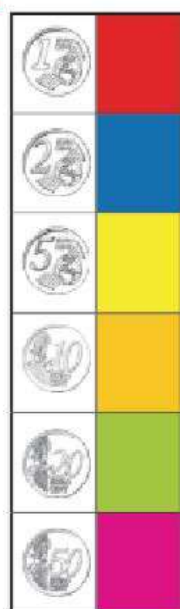
I will add up different amounts of coins.



A Warm-up. Listen to your teacher. Use your counters.



B Colour.

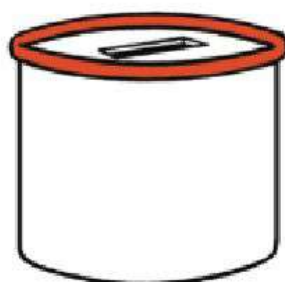


Count. How many?

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

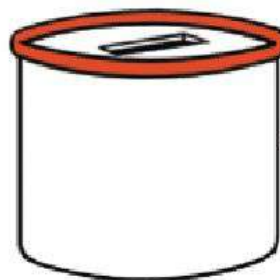
C Draw the coins.

1.



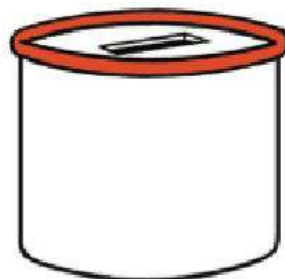
11c

2.



9c

3.

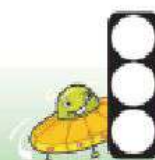
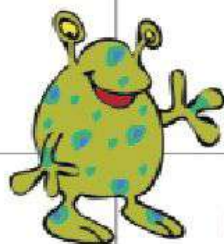


17c

4.



21c



1 How much money?

1 cent

2 cent

3 cent

4 cent

5 cent

6 cent

7 cent

8 cent

The image shows eight piggy banks, each with a different set of Euro coins. Each piggy bank has a small box with a number (1-8) and a label 'cent' with a pencil icon, indicating the total value of the coins in cents. The coins are as follows:

- Piggy bank 1: 2, 1, 2, 5
- Piggy bank 2: 2, 10, 5, 1, 2
- Piggy bank 3: 5, 10, 10, 5, 5
- Piggy bank 4: 1, 10, 5, 5, 5
- Piggy bank 5: 1, 10, 5, 5, 1
- Piggy bank 6: 1, 10, 5, 10, 2, 1
- Piggy bank 7: 1, 2, 5, 10, 5
- Piggy bank 8: 1, 2, 2, 5, 1

Your score:

General lesson suggestions

Dice game:

- (a) Divide the class into groups of 4 or 5.
(b) Give each group a dice and several 1c coins.
(c) The children take turns to roll the dice. The number rolled on the dice indicates the number of 1c coins to be taken by the child.
(d) The winner is the first player who collects 50 coins.

Dice game (2):

- (a) The teacher gives each group of children a dice and each player 50 1c coins.
(b) The children then take it in turns to roll the dice. The number rolled indicates the number of coins that the child can remove from their total.
(c) The winner is the first player to get rid of all their coins.

Activity A

Call out the coins 1c, 2c, 5c, 10c, 20c and 50c (in no particular order) and ask the children to place the counters over them as you call them.

Lesson suggestions



Page 62:

- (a) The teacher gives 6 children a large template of one of the 6 cent coins.
(b) The 6 children stand at the top of the classroom in no particular order.
(c) Ask the children in the class to order the children with the coins in ascending and descending order of value.

Page 63, Coin sorting activity:

- (a) A bag of coins is given to each group along with pots labelled 1c, 2c, 5c, 10c, 20c and 50c.
(b) The children have to work together to sort the coins into the correct pots.
(c) Then the children have to arrange the pots in order of value, starting with the smallest on the left-hand side.

Page 64, How much?

- (a) Label various items, such as plastic fruit and vegetables, toys and pencils, with price tags.
(b) Select 3 items and place them on the table.
(c) The children have to add up how much the items cost. (Note: the combined amount must only add up to 50c.)
(d) This activity can be adapted to match ability, e.g. easier figures for the less able children and more difficult for the more able children.

Page 65, Market sale:

- (a) Put price tags on various classroom items, such as toys.
(b) Select 2 or 3 items and place them on the table.
(c) The children have to add up how much the items would cost together.