

SESSION : 1

CLASS : 3

SUBJECT : MATHEMATICS

CHAPTER NUMBER: 4

CHAPTER NAME : SUBTRACTION

SUBTOPIC : SUBTRACTION OF 4-DIGIT NUMBERS (WITHOUT REGROUPING)

CHANGING YOUR TOMORROW

LEARNING OBJECTIVE :

The children will

- * Develop conceptual understanding**
- * Identify subtraction problems**
- * Perform subtraction of a 4-digit number from a 4-digit number without regrouping**
- * To use two different strategies to subtract four-digit numbers.**

SUBTRACTION

SUBTRACTION OF 4-DIGIT NUMBERS (WITHOUT REGROUPING)

i) How many places do a 4-digit number has?

4

See the examples now → 1965,
7382, 3201, 8540, 2865, 3974.....

SUBTRACTION

SUBTRACTION OF 4-DIGIT NUMBERS (WITHOUT REGROUPING)



Now let us take any two 4-digit numbers from the previous slide, say 7382 and another 4-digit number, say 3201. Now let us subtract using an abacus.

SUBTRACTION

SUBTRACTION OF 4-DIGIT NUMBERS (WITHOUT REGROUPING)

OUR TWO NUMBERS
ARE....

7382

and

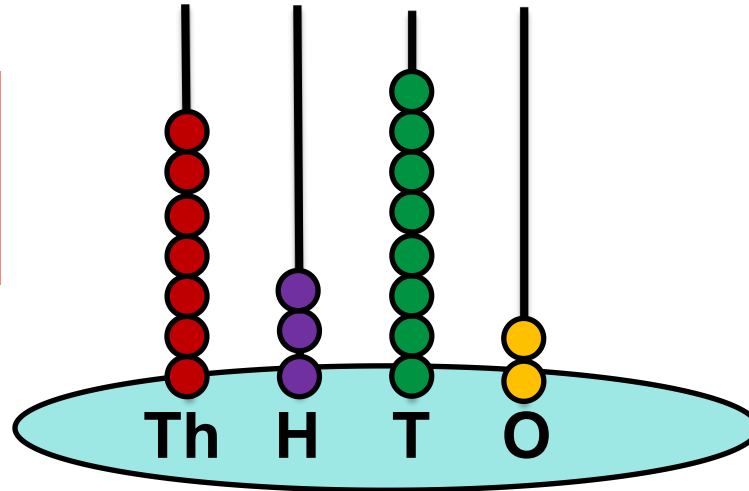
3201

SUBTRACTION

SUBTRACTION OF 4-DIGIT NUMBERS (WITHOUT REGROUPING)

Lets subtract using an Abacus

The first number
is 7382



So, the answer is →

$$7382 - 3201 = 4181$$

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REMEMBER

The first thing we should keep in mind is that we should write the greater number at the top first and then the smaller number below it and then subtract. Because we can only subtract a smaller number from a bigger number, we cannot subtract a bigger number from a smaller.

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Now let us write in column:

$$\begin{array}{r} 7965 \\ - 2351 \\ \hline 5614 \end{array}$$

STEP 1 - Subtract the ones:

$$5 - 1 = 4 \text{ ones}$$

STEP 2 - Subtract the tens:

$$6 - 5 = 1 \text{ ten}$$

STEP 3 - Subtract the hundreds:

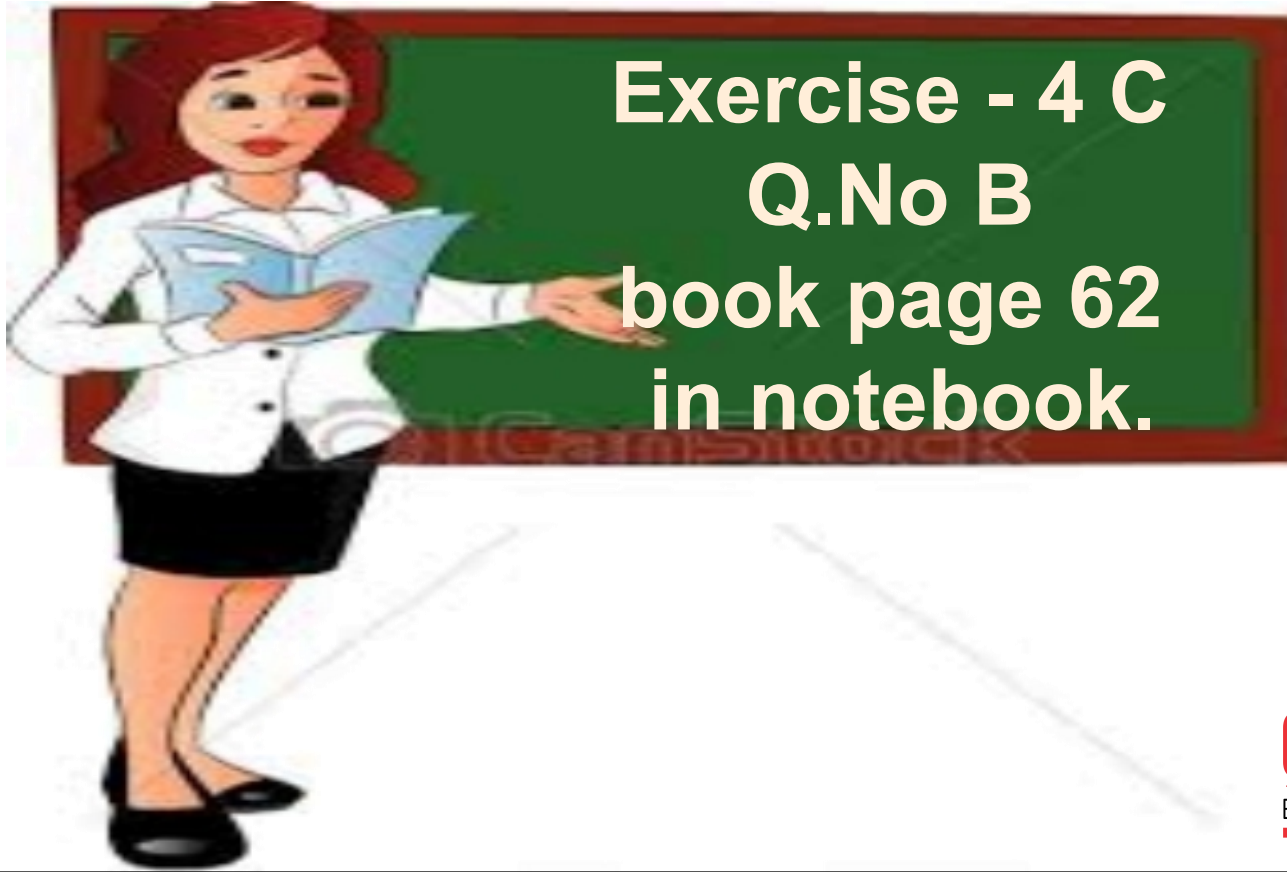
$$9 - 3 = 6 \text{ hundreds}$$

STEP 4 - Subtract the thousands:

$$7 - 2 = 5 \text{ thousands}$$

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B. Write the following numbers in columns and find their difference.

1) $6553 - 2141$

$$\begin{array}{r} 6 \quad 5 \quad 5 \quad 3 \\ - 2 \quad 1 \quad 4 \quad 1 \\ \hline 4 \quad 4 \quad 1 \quad 2 \end{array}$$

2) $9256 - 5022$

$$\begin{array}{r} 9 \quad 2 \quad 5 \quad 6 \\ - 5 \quad 0 \quad 2 \quad 2 \\ \hline 4 \quad 2 \quad 3 \quad 4 \end{array}$$

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3) $8744 - 3213$

$$\begin{array}{r} 8744 \\ - 3213 \\ \hline 5531 \end{array}$$

4) $5827 - 1303$

$$\begin{array}{r} 5827 \\ - 1303 \\ \hline 4524 \end{array}$$

SUBTRACTION

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5) $7385 - 4132$

$$\begin{array}{r} 7385 \\ - 4132 \\ \hline 3253 \end{array}$$

6) $8652 - 5140$

$$\begin{array}{r} 8652 \\ - 5140 \\ \hline 3512 \end{array}$$

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7) $9726 - 1303$

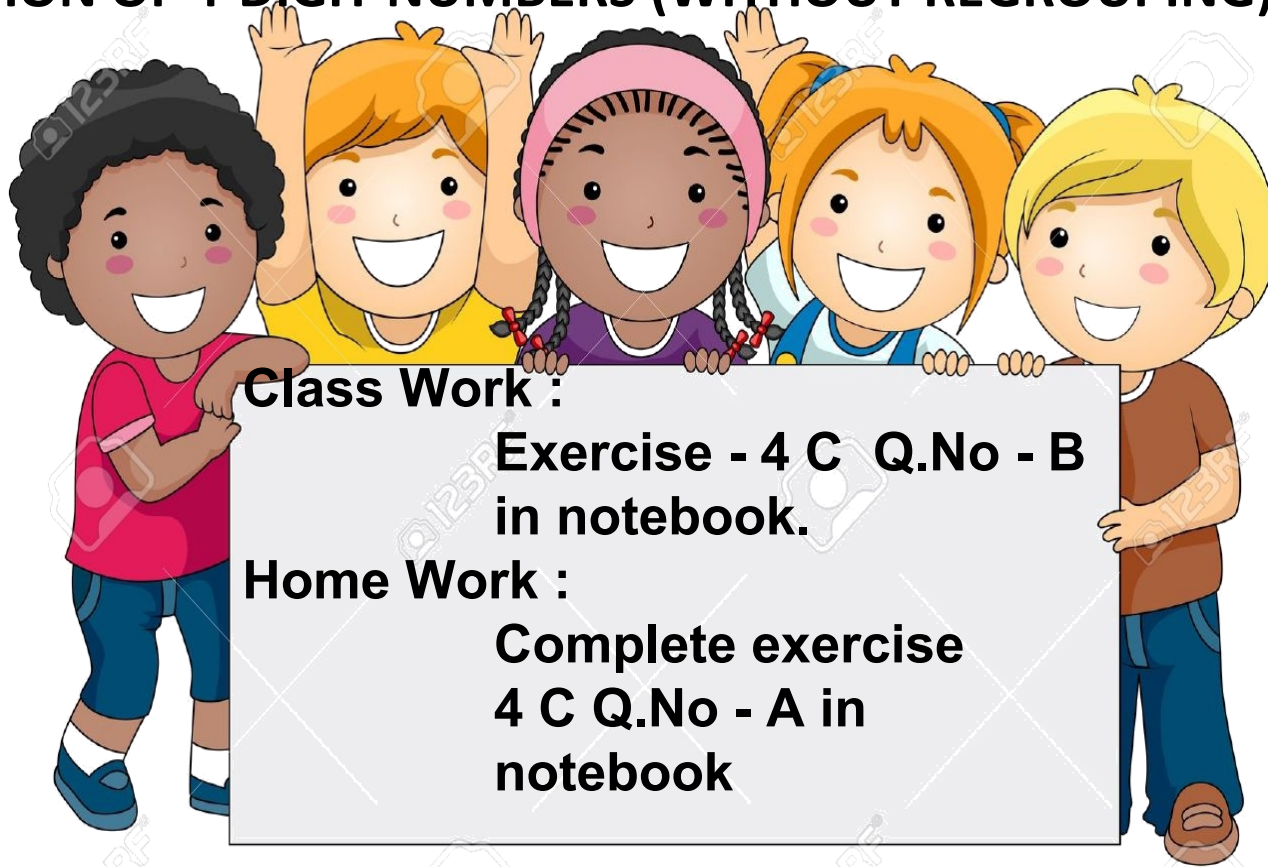
$$\begin{array}{r} 9726 \\ - 1303 \\ \hline 8423 \end{array}$$

8) $7576 - 4132$

$$\begin{array}{r} 7576 \\ - 4132 \\ \hline 3444 \end{array}$$

SUBTRACTION

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Class Work :

**Exercise - 4 C Q.No - B
in notebook.**

Home Work :

**Complete exercise
4 C Q.No - A in
notebook**

LEARNING OUTCOME:

Children are confident of developing conceptual understanding, identify subtraction problems, to use two different strategies to subtract four-digit numbers and perform subtraction of a 4-digit number from a 4-digit number without regrouping .



THANKING YOU
ODM EDUCATIONAL GROUP