

SESSION : 7

CLASS : 3

SUBJECT : MATHEMATICS

CHAPTER NUMBER: 4

CHAPTER NAME : SUBTRACTION

SUBTOPIC : SUBTRACTION OF 5-DIGIT NUMBERS

CHANGING YOUR TOMORROW

LEARNING OBJECTIVE :

The children will

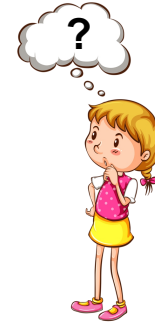
- * Develop conceptual understanding**
- * Identify subtraction problems that require regrouping**
- * Perform subtraction of a 5-digit numbers**

SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS

Which is the greatest
4-digit number?

9999



SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS



If.....

$$9999 + 1$$

?????

A yellow speech bubble with a black outline. Inside, it contains the text "If....." followed by the equation $9999 + 1$ and five question marks "?????" below it. A yellow pointer tail extends from the right side of the bubble.

10000

A red oval with a black outline containing the number "10000" in white text.

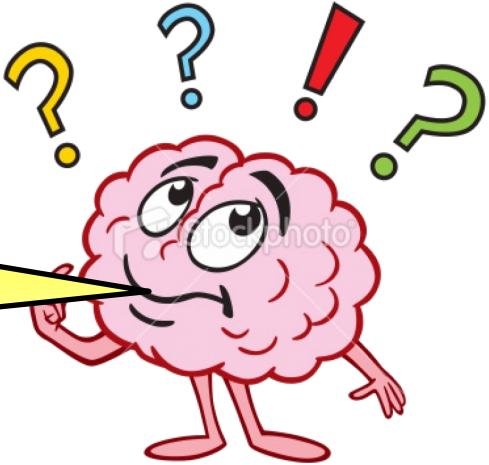
SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS



Do you know which is the greatest 5-digit number ????

99999



SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS

Now let us write in column:

$$\begin{array}{r} \\ + 0 \\ + 0 \\ \begin{array}{r} 59310 \\ - 21039 \\ \hline 38271 \end{array} \end{array}$$

The diagram illustrates the subtraction process for the number 59310. The digits are color-coded: 5 (green), 9 (yellow), 3 (purple), 1 (blue), and 0 (red). A horizontal line is drawn under the number. A minus sign is placed to the left of the number. The result of the subtraction, 38271, is shown below the line. The digits of the result are color-coded: 3 (green), 8 (yellow), 2 (purple), 7 (blue), and 1 (red). Arrows indicate the borrowing process: an arrow from the 3 to the 1, and an arrow from the 1 to the 0. The numbers 10, 10 + 0, 10, and 10 + 0 are written above the digits to show the borrowing process.

STEP 1 - Subtract the ones:

$$10 + 0 = 10 - 9 = 1 \text{ ones}$$

STEP 2 - Subtract the tens:

$$1 - 1 = 0, 10 + 0 = 10 - 3 = 7 \text{ ten}$$

STEP 3 - Subtract the hundreds:

$$3 - 1 = 2, 2 - 0 = 2 \text{ hundreds}$$

STEP 4 - Subtract the thousands:

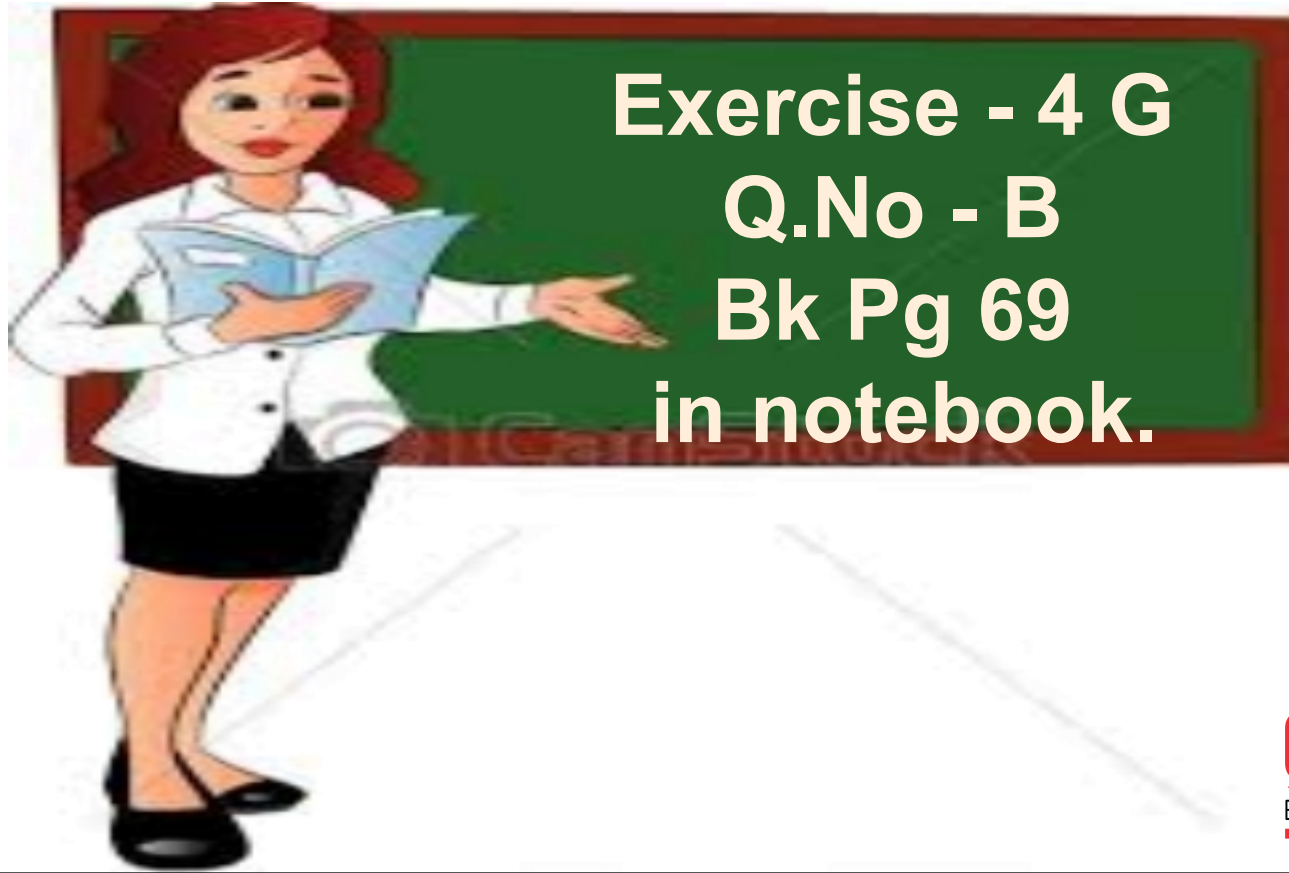
$$9 - 1 = 8 \text{ thousands}$$

STEP 5 - Subtract the ten thousands:

$$5 - 2 = 3 \text{ ten thousands}$$

SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS



SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS

2) Take away 26384 from 50016

$$\begin{array}{r} 4 9 9 11 \\ \cancel{5} \cancel{1} 6 \\ - 2 6 3 8 4 \\ \hline 2 3 6 3 2 \end{array}$$

SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS

3) Subtract 16986 from 52040

$$\begin{array}{r} 4 11 9 13 10 \\ \begin{array}{r} \cancel{5} \cancel{2} \cancel{0} \cancel{4} \cancel{0} \\ 1 6 9 8 6 \\ \hline 3 5 0 5 4 \end{array} \end{array}$$

SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS

4) Subtract 25294 from 60000

$$\begin{array}{r} ^5 ^9 ^9 ^9 ^{10} \\ \cancel{6} \\ - 25294 \\ \hline 34706 \end{array}$$

The diagram illustrates the subtraction of 25294 from 60000. The top row shows the minuend 60000 with a green background, where the digits 6, 0, 0, 0, and 0 are crossed out. Above each digit is a number indicating the borrowing process: 5 above the 6, 9 above the first 0, 9 above the second 0, 9 above the third 0, and 10 above the final 0. A yellow box containing a minus sign is positioned to the left of the second row. The second row shows the subtrahend 25294 with a cyan background. A horizontal line is drawn below the second row, and the final result 34706 is written below the line.

SUBTRACTION

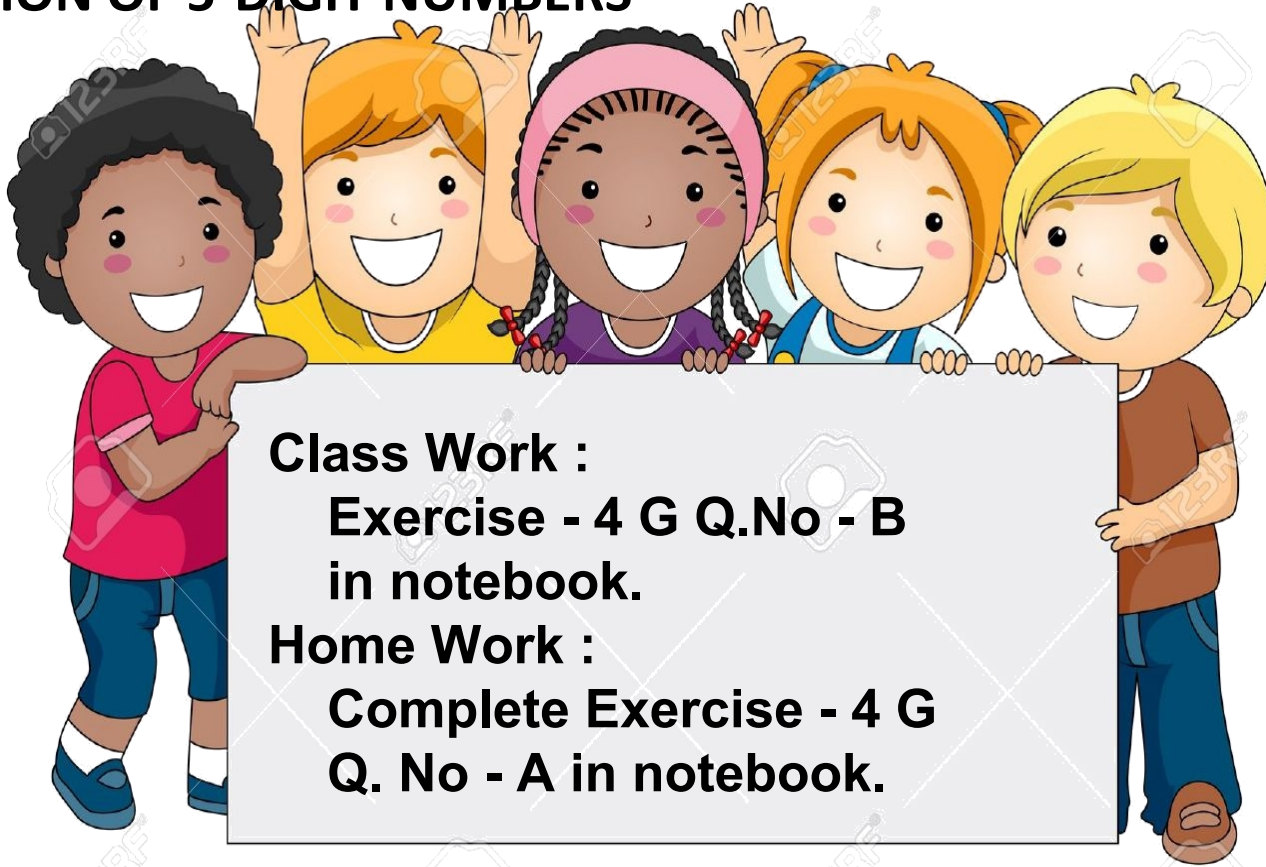
SUBTRACTION OF 5-DIGIT NUMBERS

6) 93421 minus 69867

$$\begin{array}{r} 8 12 13 11 11 \\ 9 3 4 2 1 \\ - 6 9 8 6 7 \\ \hline 2 3 5 5 4 \end{array}$$

SUBTRACTION

SUBTRACTION OF 5-DIGIT NUMBERS



Class Work :

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

Home Work :

**Complete Exercise - 4 G
Q. No - A in notebook.**

LEARNING OUTCOME:

Children are confident of developing conceptual understanding, identify subtraction problems that require regrouping and perform subtraction of a 4-digit number from a 4-digit number with regrouping .



THANKING YOU
ODM EDUCATIONAL GROUP