

## Numeracy Gr 3 Dec 14

### Activity 1: Subtraction: Make It Round!

#### Materials Needed:

- paper and pencil; sheet below

#### Task Instructions:

Ask your child:

Is  $553 - 381$  an easy question or hard? (Ans—hard). What makes it hard? The subtrahend isn't a round number. What can we do to make it easier? Add 20!

$$\begin{array}{r} \boxed{553} + \boxed{20} \longrightarrow \boxed{553} \\ - \boxed{381} + \boxed{20} \longrightarrow - \boxed{401} \\ \hline \boxed{172} \qquad \qquad \qquad \boxed{172} \end{array}$$

Highlight that the thinking should start with what needs to be added to the subtrahend to make it a round/easier number, and add that to **both** the minuend and subtrahend. Then you get the same difference. Follow up with practice below (KEY follows just in case you need it).

#### PARENT TIPS:

In the BCED curriculum, the lining up and “borrowing” algorithm does not need to be taught in grade 2 and 3. Rather, it is more important that students develop a deep understanding of the context of subtraction. This practice is very important.

# Subtracting 100's, 10's and 1's from Bigger Numbers (With Bridging)

My Practice Page A

$\begin{array}{r} 721 + \square \longrightarrow \square \\ - 379 + \square \longrightarrow - \square \\ \hline \square \end{array}$	$\begin{array}{r} 422 + \square \longrightarrow \square \\ - 186 + \square \longrightarrow - \square \\ \hline \square \end{array}$
$\begin{array}{r} 246 + \square \longrightarrow \square \\ - 159 + \square \longrightarrow - \square \\ \hline \square \end{array}$	$\begin{array}{r} 725 + \square \longrightarrow \square \\ - 478 + \square \longrightarrow - \square \\ \hline \square \end{array}$
$\begin{array}{r} 239 + \square \longrightarrow \square \\ - 156 + \square \longrightarrow - \square \\ \hline \square \end{array}$	$\begin{array}{r} 862 + \square \longrightarrow \square \\ - 546 + \square \longrightarrow - \square \\ \hline \square \end{array}$
$\begin{array}{r} 459 + \square \longrightarrow \square \\ - 264 + \square \longrightarrow - \square \\ \hline \square \end{array}$	$\begin{array}{r} 737 + \square \longrightarrow \square \\ - 529 + \square \longrightarrow - \square \\ \hline \square \end{array}$

# Subtracting 100's, 10's and 1's from Bigger Numbers (With Bridging)

My Practice Page A

$\begin{array}{r} \boxed{721} + \boxed{21} \longrightarrow \boxed{742} \\ - \boxed{379} + \boxed{21} \longrightarrow - \boxed{400} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{342} \end{array}$	$\begin{array}{r} \boxed{422} + \boxed{14} \longrightarrow \boxed{436} \\ - \boxed{186} + \boxed{14} \longrightarrow - \boxed{200} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{236} \end{array}$
$\begin{array}{r} \boxed{246} + \boxed{41} \longrightarrow \boxed{287} \\ - \boxed{159} + \boxed{41} \longrightarrow - \boxed{200} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{87} \end{array}$	$\begin{array}{r} \boxed{725} + \boxed{22} \longrightarrow \boxed{747} \\ - \boxed{478} + \boxed{22} \longrightarrow - \boxed{500} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{247} \end{array}$
$\begin{array}{r} \boxed{239} + \boxed{44} \longrightarrow \boxed{283} \\ - \boxed{156} + \boxed{44} \longrightarrow - \boxed{200} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{83} \end{array}$	$\begin{array}{r} \boxed{862} + \boxed{4} \longrightarrow \boxed{866} \\ - \boxed{546} + \boxed{4} \longrightarrow - \boxed{550} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{316} \end{array}$
$\begin{array}{r} \boxed{459} + \boxed{36} \longrightarrow \boxed{495} \\ - \boxed{264} + \boxed{36} \longrightarrow - \boxed{300} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{195} \end{array}$	$\begin{array}{r} \boxed{737} + \boxed{1} \longrightarrow \boxed{737} \\ - \boxed{529} + \boxed{1} \longrightarrow - \boxed{530} \\ \hline \boxed{\phantom{000}} \qquad \qquad \boxed{207} \end{array}$