

8 Subtraction of Numbers upto 9



Say what there are in the following picture. How many of each are there? Answer orally.



- How many elephants are there?
- How many rabbits are there?
- By what number the rabbits are more than the elephants?
- By what number monkeys are less than squirrels?
- How many turtles are more than giraffes?
- By what number snakes are less than the birds?



Get your pupil to observe the above picture. Ask them to say the answers to the questions. Help them to identify the difference.

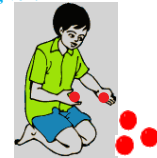
65

Free Distribution by A.P.Government

- (a) Observe the subtraction of numbers shown below. Find the remaining things. One example is given.



From 5



2 is subtracted



3 remains

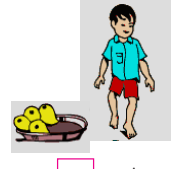
- (b) Do the following sum as above. Write the correct numbers in the boxes.



From

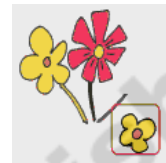


is subtracted



remains

- (c) Observe the subtraction shown below.



3

-

1

=



2

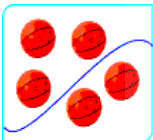


Get your pupil to observe the above pictures. Make pupil to understand the concept of subtraction and its symbol.

66

- (d) Look at the following pictures. Count the things separately. Write the correct numbers in the blank boxes as shown in the example.

Ex:



5

-

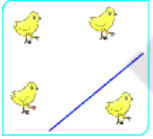
2

=

3



(a)



-

=



(b)



-

=

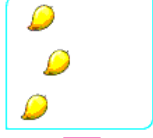


(c)



-

=



Get your pupil to understand the concept of subtraction, by making use of the pictures and instructions.

67

Free Distribution by A.P.Government

- (e) Look at the pictures. Count them. Write their correct numbers in small blank boxes.

Ex:



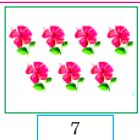
7

-

0

=

7



(a)

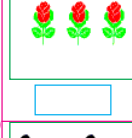


-

=

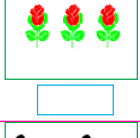


(b)



-

=



(c)



-

=



Write the correct numbers in the blank boxes based on subtraction according to the pictures you saw above.

Example:

7

-

0

=

7

(a)

-

=

(b)

-

=

(c)

-

=



Get your pupil to understand that if zero is subtracted from any number, we get the same number.

68

(f) Look at the pictures. Count them. Write the correct numbers in the blank boxes.

Ex:

| | | |
|-----|-------------------|---|
| | $5 - 3 = 2$ | $\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$ |
| (a) | $4 - 1 = \square$ | $\begin{array}{r} 4 \\ - 1 \\ \hline \square \end{array}$ |
| (b) | $6 - 2 = \square$ | $\begin{array}{r} 6 \\ - 2 \\ \hline \square \end{array}$ |
| (c) | $8 - 4 = \square$ | $\begin{array}{r} 8 \\ - 4 \\ \hline \square \end{array}$ |
| (d) | $7 - 7 = \square$ | $\begin{array}{r} 7 \\ - 7 \\ \hline \square \end{array}$ |

Get your pupil to observe the pictures. Ask them to write the correct numbers in the blank boxes. Help them to understand the process of subtracting numbers horizontally and vertically.

Exercise

(a) Do the following subtractions.

Ex: $6 - 4 = 2$

| | |
|-------------------|-------------------|
| $9 - 2 = \square$ | $5 - 1 = \square$ |
| $8 - 2 = \square$ | $3 - 3 = \square$ |
| $4 - 0 = \square$ | $5 - 0 = \square$ |
| $7 - 4 = \square$ | $4 - 4 = \square$ |
| | $7 - 5 = \square$ |

(b) Do the following subtractions.

| | | | |
|---|---|---|---|
| $\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ - 0 \\ \hline \end{array}$ |
| $\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$ |
| $\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ - 6 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$ |

Get your pupils to understand the instructions for each problem. Let them do the problems by themselves.

(c) Subtract the numbers on the left side cards. Match them with the numbers that give the same answer on the right side.

| | |
|-----|-----|
| 4-3 | 6-4 |
| 5-3 | 5-4 |
| 7-2 | 9-4 |
| 6-3 | 7-3 |
| 7-3 | 4-1 |

(d) Subtract the pairs of number in each row. One of the answers is different. Put '✓' mark.

Ex: $\begin{array}{|c|c|c|c|} \hline 6-2 & 8-4 & 5-3 & 9-5 \\ \hline \end{array}$ ✓

a) $\begin{array}{|c|c|c|c|} \hline 7-5 & 9-7 & 4-2 & 6-2 \\ \hline \end{array}$

b) $\begin{array}{|c|c|c|c|} \hline 8-3 & 5-1 & 6-1 & 7-2 \\ \hline \end{array}$

c) $\begin{array}{|c|c|c|c|} \hline 3-2 & 4-1 & 5-4 & 6-5 \\ \hline \end{array}$

(e) Fill in the blank boxes. Use numbers from 1 to 9.

Ex: $\begin{array}{|c|c|c|c|} \hline 6 & - & 0 & = & 6 \\ \hline \end{array}$

$\begin{array}{|c|c|c|c|} \hline 5 & - & \square & = & 3 \\ \hline \end{array}$

$\begin{array}{|c|c|c|c|} \hline 6 & - & 0 & = & \square \\ \hline \end{array}$

$\begin{array}{|c|c|c|c|} \hline 8 & - & \square & = & 0 \\ \hline \end{array}$

Get your pupils to understand the instructions for each problem. Let them do the exercises by themselves.