

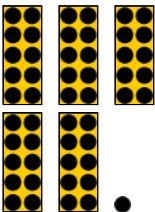
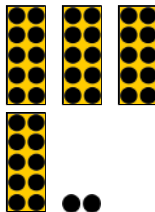
Mental Subtraction, Part 1

Method 1: Subtract in two parts	
$53 - \underline{8}$ $= 53 - \underline{3} - \underline{5}$ $= 50 - 5 = 45$	$72 - \underline{6}$ $= 72 - \underline{2} - \underline{4}$ $= 70 - 4 = 66$
Subtract 8 in two parts: first 3, then 5. Subtract 6 in two parts: first 2, then 4. (In other words, first subtract to the <i>previous whole ten</i> , then the rest.)	

1. Subtract the elevated number in parts (first subtract to the previous whole ten; then the rest).

$\begin{array}{c} -5 \\ / \quad \backslash \\ \text{a. } (51 - \underline{1}) - \underline{4} = \underline{\quad\quad} \end{array}$	$\begin{array}{c} -7 \\ / \quad \backslash \\ \text{b. } (62 - \underline{\quad}) - \underline{\quad} = \underline{\quad} \end{array}$
$\begin{array}{c} -4 \\ / \quad \backslash \\ \text{c. } (33 - \underline{\quad}) - \underline{\quad} = \underline{\quad} \end{array}$	$\begin{array}{c} -5 \\ / \quad \backslash \\ \text{d. } (92 - \underline{\quad}) - \underline{\quad} = \underline{\quad} \end{array}$
$\begin{array}{c} -6 \\ / \quad \backslash \\ \text{e. } (75 - \underline{\quad}) - \underline{\quad} = \underline{\quad} \end{array}$	$\begin{array}{c} -7 \\ / \quad \backslash \\ \text{f. } (63 - \underline{\quad}) - \underline{\quad} = \underline{\quad} \end{array}$
$\begin{array}{c} -7 \\ / \quad \backslash \\ \text{g. } (35 - \underline{\quad}) - \underline{\quad} = \underline{\quad} \end{array}$	$\begin{array}{c} -5 \\ / \quad \backslash \\ \text{h. } (74 - \underline{\quad}) - \underline{\quad} = \underline{\quad} \end{array}$

2. First subtract the balls that are not in the ten-groups.

<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  </div> <div> <p>a. $51 - 7 = \underline{\quad\quad}$</p> <p>$51 - 5 = \underline{\quad\quad}$</p> <p>$51 - 3 = \underline{\quad\quad}$</p> <p>$51 - 6 = \underline{\quad\quad}$</p> </div> </div>	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  </div> <div> <p>b. $42 - 4 = \underline{\quad\quad}$</p> <p>$42 - 5 = \underline{\quad\quad}$</p> <p>$42 - 3 = \underline{\quad\quad}$</p> <p>$42 - 6 = \underline{\quad\quad}$</p> </div> </div>
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Method 2: Use known subtraction facts

Since $14 - 6 = 8$, we know that the answer to $74 - 6$ will end in 8, but it will be in the sixties (sixty-something). So it is 68.

Since $15 - 8 = 7$, we know that the answer to $55 - 8$ will end in 7, but it will be in the forties (forty-something). So it is 47.

3. Subtract. The first problem in each box is a “helping problem” for the others.

a. $14 - 9 =$ _____ $24 - 9 =$ _____ $44 - 9 =$ _____	b. $17 - 8 =$ _____ $27 - 8 =$ _____ $37 - 8 =$ _____	c. $12 - 9 =$ _____ $52 - 9 =$ _____ $32 - 9 =$ _____
d. $15 - 9 =$ _____ $65 - 9 =$ _____ $45 - 9 =$ _____	e. $13 - 8 =$ _____ $33 - 8 =$ _____ $93 - 8 =$ _____	f. $16 - 8 =$ _____ $86 - 8 =$ _____ $36 - 8 =$ _____

4. a. Amy has \$32. She bought a comic book for \$7.
How much does she have now?

b. Peter had \$29. A toy train he wants costs \$39.
Mom paid him \$5 for working. How much more
does Peter now need to buy the train?

c. A flower shop has 55 roses. Eight of them are white,
and the rest are red. How many are red?

5. Use either method from this lesson to subtract.

a. $34 - 5 =$ _____ $73 - 7 =$ _____	b. $65 - 9 =$ _____ $36 - 8 =$ _____	c. $51 - 8 =$ _____ $93 - 6 =$ _____	d. $62 - 7 =$ _____ $83 - 8 =$ _____
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