**Looking at Subtraction**

*Tables*

* Language to be used for tables

1 – 1 = 0 One **minus** one equals zero

* start with the variable e.g. 1 – 1 = 0, 2 – 1 = 1 etc.
* left to right orientation e.g. 5 – 2 = 3 (five minus two equals three)

 *Subtraction Strategies*

1. Start at the top for sums written vertically:

 T U

 5 4

– 1 3 i.e. 4 – 3 = 1

 5 – 1 = 4

(b) We use the decomposition method. We ensure, in third class in our school, that the children understand the place value of the column which they are renaming and that when they rename one it may be one ten, one hundred etc. Each year when subtraction is revisited this is reiterated. With the decomposition method we use the term *rename.*

 Example 1:

 

In this example, we cannot do 4 minus 6 so we need to:

*rename* a ten. Our 4 becomes 14 so we then subtract 6. In the tens column we are left with 4 from which we subtract 1.

 Example 2:

 

In this example, we can’t do 7 – 9 so we need to *rename* one. Our 7 becomes 17 and we can do 17 – 9. We are left with 3 but we can’t do 3 – 7 so we need to *rename* one. Our 3 becomes 13 tens which we subtract 7. We can then do 4 take away/minus 2 hundreds.

 Example 3:

 

In this example, we cannot do 3 – 7. There are no tens to *rename* so we need to go to the hundreds. Our 4 changes to 3 and 0 becomes 10. We can now *rename* the units. 10 become 9 and 3 becomes 13. We can now do:

 13 – 7 =

 9 – 4 =

 3 – 1 =

(c) Example 4:

 

When we have two zeroes we begin 0 *take away/minus* 7. I can’t do it. I can’t *rename* tens so I go to the hundred and *rename*. I then *rename* the tens. I go back to the units and start again. Now I can *rename* tens. We then continue as before.

Words in sums which tell us we are being asked to take away include; subtract, minus, take away, less, from, left, leaves