

Subtraction

LESSON PLAN

SPECIFIC OBJECTIVES

The students will

- recall the subtraction of 3-digit numbers.
- learn the subtraction of 4-digit numbers (without borrowing).
- learn the subtraction of 4-digit numbers (with borrowing).
- be able to solve problems in daily life involving subtraction.
- understand the properties of subtraction.
- know how to solve mixed problems of addition and subtraction.
- be able to find the estimated difference of two 4-digit numbers by rounding to nearest ten, hundred, thousand, etc.

CONTENTS EXPLAINED INSIDE THE CHAPTER

- Subtraction of 4-Digit Numbers (without borrowing) (pages 85–86)
- Subtraction of 4-Digit Numbers (with borrowing) (pages 87–89)
- Subtraction Stories (pages 89–90)
- Properties of Subtraction (page 90)
- Checking Subtraction by Addition (page 91)
- Addition and Subtraction Together (page 92)
- Estimating Difference (pages 93–95)

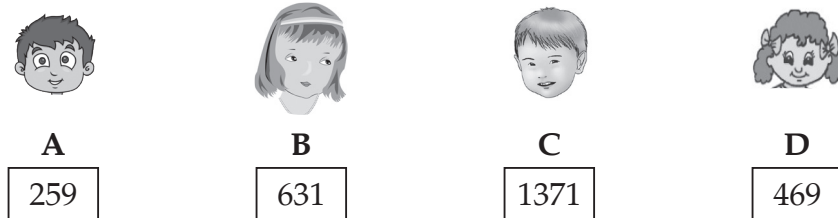
TEACHING AIDS

Common things like number cards, paper, a pencil, a blackboard, etc.

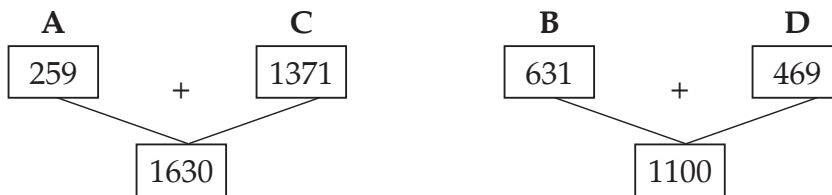
TEACHING STRATEGY

- At first, the teacher should recall the students about the subtraction of 3-digit numbers learnt earlier in class II and then ask them to do part (A to D) given in 'Let Us Recall'.
- Then, the teacher should teach the subtraction of 4-digit numbers (without borrowing) following the same rules used earlier for smaller numbers to the students. For text and practise exercise, she should go to pages 85–86.
- Again, she should teach them the subtraction of 4-digit numbers (with borrowing) given on pages 87–89. She must be careful about common errors done by the students.

- Further, the teacher should discuss the situations from daily life activities where they need subtraction of two 4-digit numbers. For text and exercise, she should go to pages 89–90.
- Thereafter, she should discuss with them about properties of subtraction and then solve few subtraction problems on the blackboard and explain the students how to check the final result using addition. Further, she put some mixed problems involving addition and subtraction. For better understanding, she may involve the students in a group and ask them to interact each other to get the solution. For example, $259 - 631 + 1371 - 469$
Invite 4 students and provide them 4 number cards.



Then, ask them to get the sum in two groups, i.e., $A + C$ and $B + D$.



Now, ask them to compare these sums and find their difference.

$$\begin{array}{r}
 \begin{array}{cc}
 \boxed{A + C} & \boxed{B + D} \\
 \text{As } 1630 & > 1100 \\
 \text{So, } \boxed{A + C} & - \boxed{B + D} \\
 \boxed{1630} & - \boxed{1100} = \boxed{530} = \text{Final Result}
 \end{array}
 \end{array}$$

For text and exercise, the teacher should go to pages 90–92.

- As subtraction is the inverse process of addition, the teacher should teach, as in case of addition, how to calculate the estimated difference between two given 4-digit numbers by rounding to nearest ten, hundred, thousand, etc. For text and exercise, she should go through the pages 93–95.
- After that, the teacher should motivate them to make the number trail given in Fun Zone.
- Finally, she should increase the number of students to participate using the Maths Lab Activity.

EXPECTED LEARNING OUTCOMES

Students are able to

- do the subtraction of 4-digit numbers without borrowing/with borrowing.
- tackle the problems in daily life involving subtraction of bigger numbers.
- understand the properties of subtraction.
- solve the mixed problems involving addition and subtraction.
- find the estimated difference of the given 4-digit numbers.