

**M
A
T
H
E
M
A
T
I
C
S

4**

Modified In-School Off-School Approach Modules (MISOSA)
Distance Education for Elementary Schools
SELF-INSTRUCTIONAL MATERIALS



**SUBTRACTION OF
WHOLE NUMBERS
WITHOUT REGROUPING**



Department of Education
BUREAU OF ELEMENTARY EDUCATION
2nd Floor Bonifacio Building
DepEd Complex, Meralco Avenue
Pasig City

Revised 2010

by the Learning Resource Management and Development System (LRMDS),
DepEd - Division of Negros Occidental
under the Strengthening the Implementation of Basic Education
in Selected Provinces in the Visayas (STRIVE).

Section 9 of Presidential Decree No. 49 provides:

“No copyright shall subsist in any work of the Government of the Republic of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit.”

This material was originally produced by the Bureau of Elementary Education of the Department of Education, Republic of the Philippines.

This edition has been revised with permission for online distribution through the Learning Resource Management Development System (LRMDS) Portal (<http://lrmds.deped.gov.ph/>) under Project STRIVE for BESRA, a project supported by AusAID.



SUBTRACTION OF WHOLE NUMBERS WITHOUT REGROUPING

Objective: Subtract 5- or more digit number from 6- or more digit numbers without regrouping.



A. Find the difference.

$$\begin{array}{r} 1) \quad 46 \\ - \quad 23 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 573 \\ - \quad 142 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 687 \\ - \quad 453 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 1\,039 \\ - \quad \quad 718 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 3\,475 \\ - \quad \quad 934 \\ \hline \end{array}$$

B. Solve the following.

- 1) What is 45 less than the sum of 8 and 15?
- 2) Ricky picked 29 guavas. He gave 12 to his friends. How many guavas were left for him?

Did you get all the items correctly? If not, review first the processes you missed before you proceed to this lesson.





Study and Learn

Do you know how to subtract 5- or more digit numbers from 6- or more digit number without regrouping? If you don't, here's how. Just follow the steps.

a)
$$\begin{array}{r} 793486 \\ - 61154 \\ \hline 2 \end{array}$$

Start from the ones place.
Subtract 4 from 6 equals 2.

b)
$$\begin{array}{r} 793486 \\ - 61154 \\ \hline 32 \end{array}$$

Subtract 5 tens from 8 tens. The difference is 3 tens.

c)
$$\begin{array}{r} 793486 \\ - 61154 \\ \hline 332 \end{array}$$

Subtract 1 hundred from 4 hundreds equals 3 hundreds.

d)
$$\begin{array}{r} 793486 \\ - 61154 \\ \hline 2332 \end{array}$$

Subtract 1 thousand from 3 thousands equals 2 thousands.

e)
$$\begin{array}{r} 793486 \\ - 61154 \\ \hline 32332 \end{array}$$

Subtract 6 ten thousands from 9 ten thousands equals 3 ten thousands.

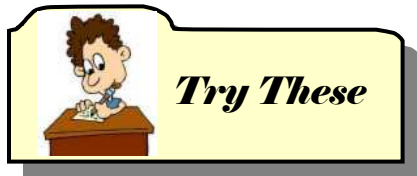
f)
$$\begin{array}{r} 793486 \\ - 61154 \\ \hline 132332 \end{array}$$

Then, bring down 7 since our subtrahend is only up to ten thousands place.

This is your final answer.

Do you like to try some more exercises? Work in "Try These" items.





Do the following exercises to further understand the lesson.

$$\begin{array}{r} 1) \quad 253\,579 \\ - \quad 20\,165 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 149\,665 \\ - \quad 17\,412 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 284\,764 \\ - 153\,311 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 137\,552 \\ - \quad 123\,431 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 357\,416 \\ - 216\,213 \\ \hline \end{array}$$

How does it feel when you were doing the exercises? Be sure to remember the following:



To subtract 5-digit numbers from 6-digit numbers, start from the ones digits followed by the tens, hundreds, thousands up to the last digit with the highest place value.





On Your Own

This time you are ready to test how far you have learned the lesson.

A. Subtract the following.

$$\begin{array}{r} 1) \quad 287\ 196 \\ - 163\ 164 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 279\ 654 \\ - 59\ 431 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 754\ 683 \\ - 310\ 521 \\ \hline \end{array}$$

B. Find the missing number.

$$\begin{array}{r} 1) \quad 495\ 837 \\ - \quad 7 \quad 2 \quad _ _ \\ \hline 1 \quad 4 \quad _ 2 \quad 4 \end{array}$$

$$\begin{array}{r} 2) \quad 787\ 251 \\ - \quad 1 \quad _ \quad 3 \quad _ \\ \hline 3 \quad 5 \quad 1 \quad 2 \quad 1 \end{array}$$

$$\begin{array}{r} 3) \quad 893\ 526 \\ - \quad 7 \quad 1 \quad _ _ \\ \hline 6 \quad 2 \quad 1 \quad 4 \quad 1 \quad 2 \end{array}$$

Check your answer with the key to correction.

If you get 5 or 6 correct answers, you have mastered the skills in this module and you may proceed to the next.

If you get 3 or 4 correct answers, review the processes you missed.

If you get 2 correct answers or below, repeat the whole process.

