

Takeaways thru 10s. Stg 5/E6 add/sub Name: _____

Ok kids, time to get straight into some takeaways (no, not fush and chups silly-billy) by going back through some tens. It's a handy little do-in-your-head type of thing that makes things easier by breaking a bigger problem into smaller bits (a good life skill right there!)

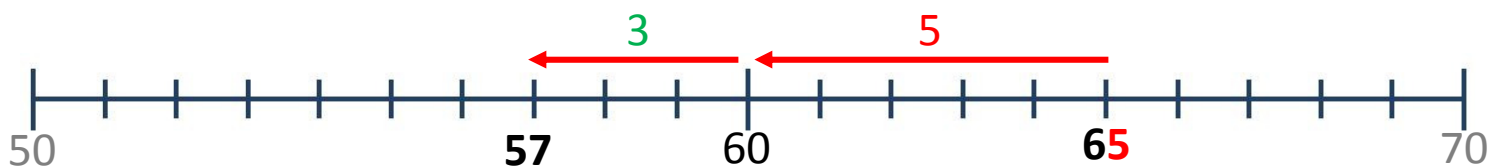
What does that look like? Say we had a problem like $65 - 8 = ??$ Right away we can see 8 is bigger than 5 so what happens to that? Luckily we can break the 8 in to two easy to chew bits.

Try this: $65 - 8 = ??$ – we know $65 - 5 = 60!$, then $8 - 5 = 3$, so $60 - 3 = 57$

By breaking the 8 into 5 and 3, we've simplified our subtraction into $60 - 3$, but get the same answer of 57. So let's tip-toe through a few for ourselves:

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|-----|------------------------------|------------------------------|----------------------------------|---|
| 1. | $54 - 9 = ??$ | $54 - 4 = \underline{\quad}$ | then $9 - 4 = \underline{\quad}$ | so $50 - 5 = \underline{\quad}$ |
| 2. | $72 - 9 = \underline{\quad}$ | $72 - 2 = \underline{\quad}$ | then $9 - 2 = \underline{\quad}$ | so $70 - 7 = \underline{\quad}$ |
| 3. | $36 - 8 = \underline{\quad}$ | $36 - 6 = \underline{\quad}$ | then $8 - 6 = \underline{\quad}$ | so $30 - \underline{\quad} = \underline{\quad}$ |
| 4. | $43 - 7 = ??$ | $43 - 3 = 40$ | then $7 - 3 = \underline{\quad}$ | so $\underline{\quad} - 4 = \underline{\quad}$ |
| 5. | $62 - 8 = \underline{\quad}$ | $62 - 2 = \underline{\quad}$ | then $8 - 2 = \underline{\quad}$ | so $60 - 6 = \underline{\quad}$ |
| 6. | $25 - 9 = \underline{\quad}$ | $25 - 5 = \underline{\quad}$ | then $9 - 5 = \underline{\quad}$ | so $20 - \underline{\quad} = \underline{\quad}$ |
| 7. | $33 - 8 = ??$ | $33 - 3 = \underline{\quad}$ | then $8 - 3 = \underline{\quad}$ | so $30 - 5 = \underline{\quad}$ |
| 8. | $42 - 9 = ??$ | $42 - 2 = \underline{\quad}$ | then $9 - 2 = \underline{\quad}$ | so $40 - 7 = \underline{\quad}$ |
| 9. | $51 - 7 = \underline{\quad}$ | $51 - 1 = \underline{\quad}$ | then $7 - 1 = \underline{\quad}$ | so $50 - 6 = \underline{\quad}$ |
| 10. | $74 - 9 = ??$ | $74 - 4 = \underline{\quad}$ | then $9 - 4 = \underline{\quad}$ | so $70 - 5 = \underline{\quad}$ |

So what's happening here? The simplest way to think of it is on a number line. (Get used to these, we'll be using them a lot). Take $65 - 8 = 57$ again:



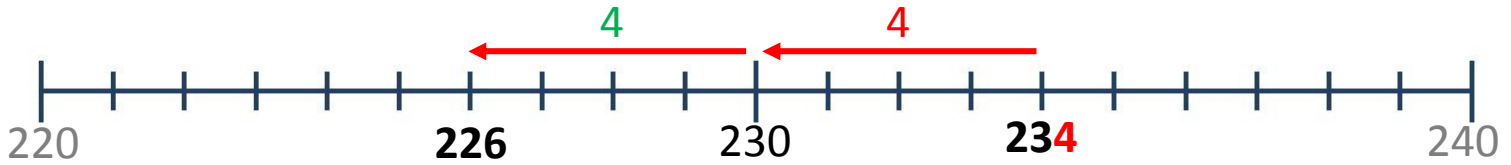
All we've done really is split the 8 into 5 and 3! Easy peasy, grated cheesy. By now you might feel confident enough to do some without the working. Sure, you can do it!

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|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| $43 - 8 = \underline{\quad}$ | $35 - 9 = \underline{\quad}$ | $92 - 7 = \underline{\quad}$ | $83 - 6 = \underline{\quad}$ | $57 - 9 = \underline{\quad}$ |
| $13 - 7 = \underline{\quad}$ | $52 - 8 = \underline{\quad}$ | $66 - 9 = \underline{\quad}$ | $32 - 5 = \underline{\quad}$ | $55 - 8 = \underline{\quad}$ |
| $22 - 6 = \underline{\quad}$ | $85 - 9 = \underline{\quad}$ | $44 - 7 = \underline{\quad}$ | $74 - 8 = \underline{\quad}$ | $34 - 9 = \underline{\quad}$ |

Take away thru 10s 2. Stg 5/E6 add/sub Name: _____

We've learned how to 'take away through tens' already. *But what if the numbers are bigger?* No problem! If the first number is bigger, carry on as normal – just remember to keep the 100 or 1000 (or whatever) in its place.

E.g. $234 - 8 = ???$ $234 - 4 = 230$ $8 - 4 = 4$ $230 - 4 = 226$



Practice on some of these – use your maths book to spread the problem out if you need to:

$243 - 8 = \underline{\quad}$ $333 - 9 = \underline{\quad}$ $595 - 7 = \underline{\quad}$ $284 - 6 = \underline{\quad}$

$153 - 9 = \underline{\quad}$ $115 - 7 = \underline{\quad}$ $254 - 8 = \underline{\quad}$ $363 - 9 = \underline{\quad}$

$432 - 5 = \underline{\quad}$ $551 - 8 = \underline{\quad}$ $522 - 6 = \underline{\quad}$ $984 - 9 = \underline{\quad}$

$1843 - 7 = \underline{\quad}$ $3774 - 8 = \underline{\quad}$ $1635 - 9 = \underline{\quad}$ $2345 - 8 = \underline{\quad}$

Can we use the same technique to subtract problems in the 10s or 100s? You bet your Grandma's false teeth we can! The trick is to put aside the zeroes for a bit – but remember to put 'em back. Or the Zero Fairy will give you hairy toenails.



Check out $650 - 80 = ???$ First we can quietly ignore those naughty zeroes (see what I did there? naughty-y zeroes! Oh never mind). We know how to figure out $65 - 8 = 57$ right? So now when we put the zeroes back we get: $650 - 80 = 570!$

$430 - 80 = \underline{\quad}$ $350 - 90 = \underline{\quad}$ $920 - 70 = \underline{\quad}$ $830 - 60 = \underline{\quad}$

$570 - 90 = \underline{\quad}$ $420 - 70 = \underline{\quad}$ $850 - 90 = \underline{\quad}$ $520 - 80 = \underline{\quad}$

$660 - 90 = \underline{\quad}$ $550 - 80 = \underline{\quad}$ $440 - 70 = \underline{\quad}$ $340 - 90 = \underline{\quad}$

$320 - 50 = \underline{\quad}$ $220 - 60 = \underline{\quad}$ $740 - 80 = \underline{\quad}$ $130 - 70 = \underline{\quad}$

$6600 - 900 = \underline{\quad}$ $5500 - 800 = \underline{\quad}$ $4400 - 700 = \underline{\quad}$

$5700 - 900 = \underline{\quad}$ $4200 - 700 = \underline{\quad}$ $8300 - 600 = \underline{\quad}$



Q. What is the snake at the top of the page? A. It's an **adder** – also known as the common European viper, it's found all through Europe including Britain and parts of Asia. It has a painful, venomous but not usually deadly bite.