

## MODULE 3

# Subtracting RealLife Numbers

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The balance in Danielle's checking account is \$346.92. She debits at the grocery store for \$ 132.45. What is the balance in her checking account now?

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### Module 3: Subtracting Real Life Numbers

In this module, you will be learning several skills for success. Skills for success are skills needed in everyday life to be successful at work, when learning and for life.

(Retrieved from: <https://www.canada.ca/en/services/jobs/training/initiatives/skills-success.html>)

In this module you will practice the following skills for success:

a) **Numeracy:** Numeracy skills are critical to your success in today's society.

Numeracy skills are necessary at work, in everyday life and in learning environments. You require these skills to understand numbers, perform calculations, manage budgets, interpret data and make estimations.

b) **Problem Solving:** Problem solving skills help you to make decisions, solve problems and make changes. Improving your problem solving skills will help you make better decisions by teaching you to identify a problem, gather the correct information and solve the problem.

c) **Reading:** Reading is important at work and in daily life activities to keep you informed, safe and successful. Reading is also important in order to learn new skills. This module will help you practice locating information through words, symbols and pictures.

d) **Writing:** The ability to communicate with other people to share information using words, symbols or images is important for success at work, in a learning environment and everyday life. Improving your writing skills will ensure you are communicating clearly and effectively in various situations.

## PART 1

### Subtraction Facts

Donna barbecues hot dogs at the picnic. There are 15 hot dogs on the grill. She takes seven cooked ones off the grill. How many hot dogs are still on the grill?

You can subtract to find out how many hot dogs are still on the grill.  
A subtraction fact can be written in two ways.

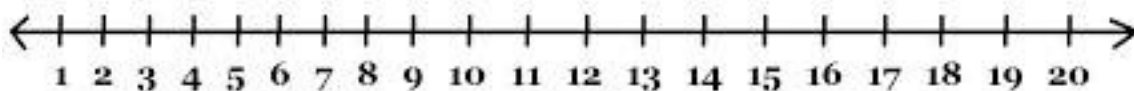
Number sentence  $15 - 7 = 8$

$$\begin{array}{r} 15 \\ -7 \\ \hline 8 \end{array} \longrightarrow \text{difference}$$

It is read fifteen minus seven equals eight.  
There are 8 hot dogs still on the grill.  
The answer is called the difference.

Subtracting is the reverse of adding. When you add you go from left to right on the number line. When you subtract you go from right to left on the number line. You can check your subtraction by adding.

**Add** 



 **Subtract**

*Example:* Find the difference:  $17 - 9$ . Check using addition.

$$\begin{array}{r} 17 \\ - 9 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline 17 \end{array}$$

The difference will be less than the number you started with. Subtracting zero is special.

*Example:* Subtract  $9 - 0$

$\begin{array}{r} 9 \\ - 0 \\ \hline 9 \end{array}$	The difference of any number and zero is that number.
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*Example:* Subtract:  $9 - 9$

$\begin{array}{r} 9 \\ - 9 \\ \hline 0 \end{array}$	The difference of any number and itself is zero.
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## Part 1: Subtraction Facts

### Practice Your Skills

#### Exercise 1A

**Write the number sentence.**

1. Sixteen minus eight equals eight. \_\_\_\_\_
2. Twelve minus three equals nine. \_\_\_\_\_
3. Nine minus five is four. \_\_\_\_\_
4. Ten minus four is six. \_\_\_\_\_

**Exercise 1B**  
**Subtract.**

5.	$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$	6.	$\begin{array}{r} 13 \\ -8 \\ \hline \end{array}$	7.	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	8.	$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	9.	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$
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10.	$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$	11.	$\begin{array}{r} 12 \\ -7 \\ \hline \end{array}$	12.	$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$	13.	$\begin{array}{r} 8 \\ -8 \\ \hline \end{array}$	14.	$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$
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15.	$\begin{array}{r} 10 \\ -9 \\ \hline \end{array}$	16.	$\begin{array}{r} 6 \\ -0 \\ \hline \end{array}$	17.	$\begin{array}{r} 12 \\ -8 \\ \hline \end{array}$	18.	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$	19.	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$
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20.	$\begin{array}{r} 13 \\ -7 \\ \hline \end{array}$	21.	$\begin{array}{r} 10 \\ -10 \\ \hline \end{array}$	22.	$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$	23.	$\begin{array}{r} 17 \\ -9 \\ \hline \end{array}$	24.	$\begin{array}{r} 4 \\ -0 \\ \hline \end{array}$
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25. $18 - 9 =$ _____	26. $6 - 6 =$ _____	27. $11 - 6 =$ _____
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28. $9 - 6 =$ _____	29. $14 - 8 =$ _____	30. $13 - 4 =$ _____
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31. $5 - 5 =$ _____	32. $15 - 6 =$ _____	33. $7 - 0 =$ _____
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## PART 2

### Fact Families

Addition and subtraction are opposite operations. Knowing your addition facts helps you with subtraction facts.

$$6 + 9 = 15$$

$$15 - 6 = 9$$

$$9 + 6 = 15$$

$$15 - 9 = 6$$

These four number sentences are called a **fact family**. Each number sentence is a related fact. Fact families make addition and subtraction easier.

*Example:* There were 7 managers present at the workshop. Eleven managers signed up for the workshop. How many managers did not attend?

Think:  $7 + ? = 11$

You know that  $11 - 7 = 4$ .

So,  $7 + 4 = 11$ .

Four managers did not attend the workshop.

*Example:* Complete the fact family for these numbers: 7, 3, 10



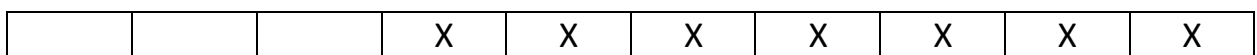
$$3 + 7 = 10$$



$$7 + 3 = 10$$



$$10 - 3 = 7$$



$$10 - 7 = 3$$

**Part 2: Fact Families**  
**Practice Your Skills**

**Exercise 2A**  
**Complete each fact family.**

<p>1. <b>3, 8, 11</b></p> <p><math>3 + 8 = \underline{\hspace{2cm}}</math></p> <p><math>8 + 3 = \underline{\hspace{2cm}}</math></p> <p><math>11 - 3 = \underline{\hspace{2cm}}</math></p> <p><math>11 - 8 = \underline{\hspace{2cm}}</math></p>	<p>2. <b>15, 7, 8</b></p> <p><math>7 + \underline{\hspace{1cm}} = 15</math></p> <p><math>8 + 7 = \underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}} - 7 = 8</math></p> <p><math>15 - 8 = \underline{\hspace{2cm}}</math></p>	<p>3. <b>6, 5, 11</b></p> <p><math>\underline{\hspace{2cm}} + 5 = 11</math></p> <p><math>5 + 6 = \underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}} - 6 = 5</math></p> <p><math>11 - \underline{\hspace{2cm}} = 6</math></p>
<p>4. <b>6, 10, 4</b></p> <p><math>\underline{\hspace{2cm}} + 4 = 10</math></p> <p><math>4 + 6 = \underline{\hspace{2cm}}</math></p> <p><math>10 - 4 = \underline{\hspace{2cm}}</math></p> <p><math>\underline{\hspace{2cm}} - 6 = 4</math></p>	<p>5. <b>4, 13, 9</b></p> <p><math>9 + \underline{\hspace{1cm}} = 13</math></p> <p><math>\underline{\hspace{2cm}} + 4 = 13</math></p> <p><math>\underline{\hspace{2cm}} - 4 = 9</math></p> <p><math>13 - \underline{\hspace{2cm}} = 4</math></p>	<p>6. <b>3, 6, 9</b></p> <p><math>3 + 6 = \underline{\hspace{2cm}}</math></p> <p><math>6 + \underline{\hspace{2cm}} = 9</math></p> <p><math>9 - \underline{\hspace{1cm}} = 6</math></p> <p><math>9 - 6 = \underline{\hspace{2cm}}</math></p>
<p>7. <b>4, 8</b></p> <p><math>4 + 4 = \underline{\hspace{2cm}}</math></p> <p><math>8 - 4 = \underline{\hspace{2cm}}</math></p>	<p>8. <b>5, 10</b></p> <p><math>\underline{\hspace{2cm}} + 5 = 10</math></p> <p><math>\underline{\hspace{2cm}} - 5 = 5</math></p>	<p>9. <b>14, 7</b></p> <p><math>7 + \underline{\hspace{1cm}} = 14</math></p> <p><math>14 - \underline{\hspace{1cm}} = 7</math></p>

**Exercise 2B**

**Write the fact family for each set of numbers.**

**10. 12, 9, 3**

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**11. 1, 6, 7**

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**12. 14, 5, 9**

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## PART 3

### Problem Solving Strategy: Choose the Operation

Here are some word clues that help you know when you should subtract:

*Difference*                      What is the *difference* between Sam and Noah's age?

*Less*                              How much *less* did she earn?

*More*                              How much *more* did he eat?

*Increase*                        What was the *increase* in temperature?

*Decrease*                        What was the *decrease* in time?

*Farther*                         How much *farther* is it to the store?

*Smaller*                         How much *smaller* is that container?

*Larger*                         How much *larger* is that apartment?

Other -er words that compare things:  
e.g. *taller, older, longer, wider, etc.*

When making a plan, think about which operation you will use to solve the problem.

*Example:* A 4-door sedan can seat up to 6 people. A 2-door sports car can seat 2 people. How many more people can the sedan seat?

1. Understand the problem.	What information is given? What do you need to find?	Sedan – 6 people Sports – 2 people  How many more people can sit in the sedan.
2. Make a plan to solve the problem.	How can you solve the problem?	To find how many more, subtract 2 from 6.
3. Solve.	Show your work.	$6 - 2 = 4$
4. Check your answer for reasonableness	Does your answer make sense?	4 more seats $6 - 2 = 4$

*Example:* The Lions scored 4 runs in the first inning and 9 runs in the ninth inning. How many runs did they score in all?

1. Understand the problem	What information is given? What do you need to find?	First – 4 runs Ninth – 9 runs  How many runs in all.
2. Make a plan to solve the problem.	How can you solve the problem?	To find how many in all, add 4 and 9.
3. Solve.	Show your work.	$4 + 9 = 13$
4. Check your answer for reasonableness.	Does your answer make sense?	13 runs $4 + 9 = 13$

**Part 3: Problem Solving Strategy--Choose the Operation**  
**Practice Your Skills**

**RealLife Math**

**Exercise 3A**

**Write add or subtract for your plan. Then solve.**

1. Benjamin took 18 photographs on his vacation. He was able to fit 9 photos in his album. How many photos did not fit in his photo album?
  
  
  
  
  
  
  
  
  
  
2. During the first game of the tournament, Max bowls a 178. This score is 26 pins fewer than his highest score. What is Max's highest bowling score?
  
  
  
  
  
  
  
  
  
  
3. The orchestra section of the theatre seats 389 people. The upper section seats 537 people. How many seats are there in all?
  
  
  
  
  
  
  
  
  
  
4. Gabrielle lost 16 pounds last month and 7 pounds this month. How many more pounds did she lose last month?

5. Renee traveled 2,375 kilometres in March and 4,893 kilometres in April. How many kilometres did she travel altogether?

6. Marco bought 2 tickets to the football game. Each ticket cost \$29.95 (tax included). How much money did Marco spend?

7. On the shelf in the library, there are 17 sports books and 8 art books. How many more sports books are there than art books?

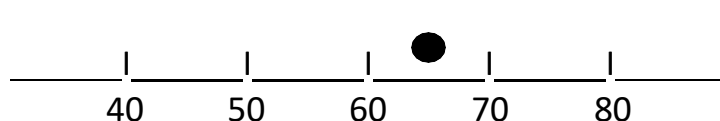
8. Donna sold 4,895 magazines last month. Katie sold 195 more subscriptions than Donna. How many subscriptions did Katie sell?

## PART 4

### Estimating Differences

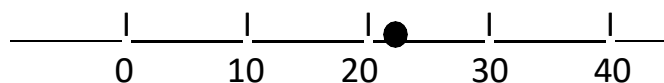
To estimate the difference between two numbers, round each number. A number line can help you round each number.

*Example:* Estimate the difference:  $65 - 23$ .  
Round 65.



65 rounds to 70.

Round 23.



When a number is halfway between two numbers, round up.

23 rounds to 20.

$70 - 20 = 50$  is the estimated difference.

*Example:* Caitlin worked 72 hours during the last pay period. Rob worked 87 hours during the same pay period. About how many more hours did Rob work than Caitlin?

You can estimate the difference to find out about how many more hours Rob worked.

87	→	90	Round each number to the greatest place value.
<u>-72</u>	→	<u>-70</u>	
		20	

Rob worked about 20 hours more than Caitlin.

**Part 4: Estimating Differences**  
**Practice Your Skills**

**Exercise 4A**

**Estimate the difference.**

1.	32	2.	81	3.	66	4.	93	5.	48
	<u>-11</u>		<u>-37</u>		<u>-28</u>		<u>-46</u>		<u>-22</u>

6.	55	7.	67	8.	46	9.	73	10.	88
	<u>-32</u>		<u>-48</u>		<u>-27</u>		<u>-53</u>		<u>-16</u>

11.	74	12.	48	13.	51	14.	37	15.	94
	<u>-35</u>		<u>-31</u>		<u>-27</u>		<u>-16</u>		<u>-58</u>

16.	83	17.	42	18.	76	19.	62	20.	71
	<u>-17</u>		<u>-41</u>		<u>-58</u>		<u>-26</u>		<u>-42</u>

## Estimating

Estimate to complete the puzzle.

### Across

a.  $53 - 27$

b.  $75 + 62$

d.  $83 - 69$

e.  $85 + 22$

g.  $27 + 32 + 69$

i.  $77 - 31$

### Down

a.  $12 + 14$

b.  $63 + 54$

c.  $72 - 29$

f.  $76 + 24$

h.  $68 - 47$

a. 2	0		b.	c.	
			d.		
	e.	f.			
					h.
g.				i.	

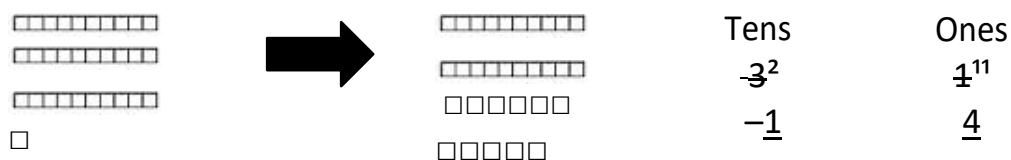
## PART 5

# Subtracting 2 Digit Numbers and 3 Digit Numbers with Regrouping

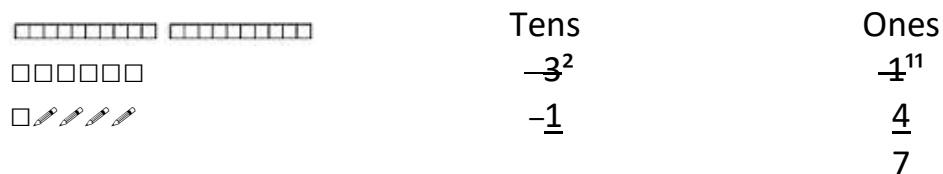
To subtract from some 2 digit numbers, you must regroup 1 ten as 10 ones so you can subtract the ones.

*Example:* Subtract 14 from 31.

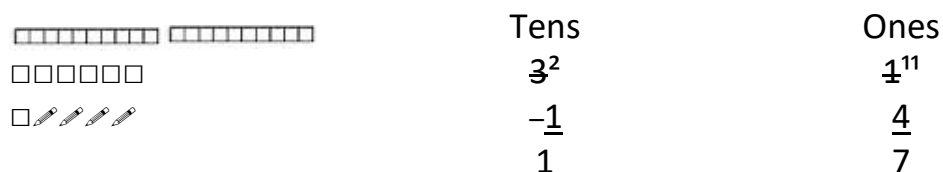
Step 1: Regroup 31 as 2 tens 11 ones.



Step 2: Subtract the ones.



Step 3: Subtract the tens.

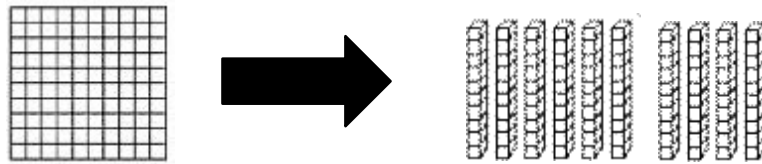


You can use addition to check your subtraction.

$$\begin{array}{r} 31 \\ -14 \\ \hline 17 \end{array} \quad \begin{array}{r} 17 \\ +14 \\ \hline 31 \end{array}$$



To subtract some 3 digit numbers, you may need to regroup 1 hundred as 10 tens.



*Example:* Subtract 156 from 548

Step 1			Step 2			Step 3		
H	T	O	H	T	O	H	T	O
5	4	8	<del>5</del> <sup>4</sup>	<del>4</del> <sup>14</sup>	8	<del>5</del> <sup>4</sup>	<del>4</del> <sup>14</sup>	8
<u>-1</u>	<u>5</u>	<u>6</u>	<u>-1</u>	<u>5</u>	<u>6</u>	<u>-1</u>	<u>5</u>	<u>6</u>
		2			2	3	9	2

Step 1: Subtract the ones. Regroup if necessary.

Step 2: Regroup 5 hundreds 4 tens as 4 hundreds 14 tens.

Step 3: Subtract the tens and hundreds.

*Example:* Subtract 338 from 624.

Regroup the tens.	Subtract the ones.	Regroup the hundreds.	Subtract.
$\begin{array}{r} 6 \cancel{2}^1 4^{14} \\ - 3 \ 3 \ 8 \\ \hline \end{array}$	$\begin{array}{r} 6 \cancel{2}^1 4^{14} \\ - 3 \ 3 \ 8 \\ \hline 6 \end{array}$	$\begin{array}{r} 11 \\ \cancel{6}^5 \cancel{2}^1 4^{14} \\ - 3 \ 3 \ 8 \\ \hline 6 \end{array}$	$\begin{array}{r} 11 \\ \cancel{6}^5 \cancel{2}^1 4^{14} \\ - 3 \ 3 \ 8 \\ \hline 2 \ 8 \ 6 \end{array}$

**PART 5: Subtracting 2 Digit Numbers and 3 Digit Numbers with Regrouping**  
**Practice Your Skills**

**Exercise 5A**

**Subtract. Check by adding.**

- |     |  |     |  |     |  |     |  |     |  |
|-----|--|-----|--|-----|--|-----|--|-----|--|
| 1.  | $\begin{array}{r} 33 \\ -17 \\ \hline \end{array}$ | 2.  | $\begin{array}{r} 58 \\ -28 \\ \hline \end{array}$ | 3.  | $\begin{array}{r} 23 \\ -14 \\ \hline \end{array}$ | 4.  | $\begin{array}{r} 46 \\ -17 \\ \hline \end{array}$ | 5.  | $\begin{array}{r} 63 \\ -6 \\ \hline \end{array}$  |
| 6.  | $\begin{array}{r} 75 \\ -36 \\ \hline \end{array}$ | 7.  | $\begin{array}{r} 82 \\ -47 \\ \hline \end{array}$ | 8.  | $\begin{array}{r} 28 \\ -19 \\ \hline \end{array}$ | 9.  | $\begin{array}{r} 31 \\ -7 \\ \hline \end{array}$  | 10. | $\begin{array}{r} 44 \\ -25 \\ \hline \end{array}$ |
| 11. | $\begin{array}{r} 66 \\ -38 \\ \hline \end{array}$ | 12. | $\begin{array}{r} 37 \\ -18 \\ \hline \end{array}$ | 13. | $\begin{array}{r} 46 \\ -27 \\ \hline \end{array}$ | 14. | $\begin{array}{r} 93 \\ -64 \\ \hline \end{array}$ | 15. | $\begin{array}{r} 81 \\ -55 \\ \hline \end{array}$ |

**Exercise 5B**

**Subtract.**

- |     |  |     |  |     |  |     |  |     |   |
|-----|--|-----|--|-----|--|-----|--|-----|---|
| 16. | $\begin{array}{r} 674 \\ -282 \\ \hline \end{array}$ | 17. | $\begin{array}{r} 447 \\ -189 \\ \hline \end{array}$ | 18. | $\begin{array}{r} 719 \\ -486 \\ \hline \end{array}$ | 19. | $\begin{array}{r} 854 \\ -367 \\ \hline \end{array}$ | 20. | $\begin{array}{r} 556 \\ -67 \\ \hline \end{array}$ |
|-----|--|-----|--|-----|--|-----|--|-----|---|

$$\begin{array}{r} 21. \quad 324 \\ -177 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 726 \\ -317 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 612 \\ -223 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 593 \\ -275 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 234 \\ -159 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 416 \\ -148 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 947 \\ -569 \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 881 \\ -394 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 614 \\ -347 \\ \hline \end{array}$$

$$\begin{array}{r} 30. \quad 527 \\ -219 \\ \hline \end{array}$$

$$\begin{array}{r} 31. \quad 624 \\ -39 \\ \hline \end{array}$$

$$\begin{array}{r} 32. \quad 517 \\ -216 \\ \hline \end{array}$$

$$\begin{array}{r} 33. \quad 787 \\ -597 \\ \hline \end{array}$$

$$\begin{array}{r} 34. \quad 524 \\ -73 \\ \hline \end{array}$$

$$\begin{array}{r} 35. \quad 926 \\ -637 \\ \hline \end{array}$$

## PART 6

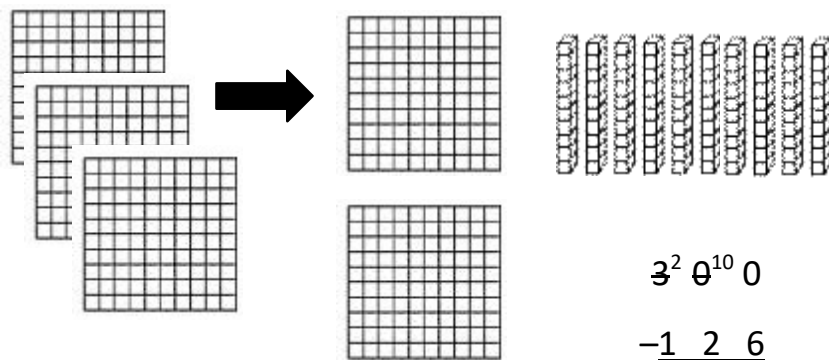
### Zeros in Subtraction

Sometimes you must regroup both the tens and hundreds before you subtract the ones.

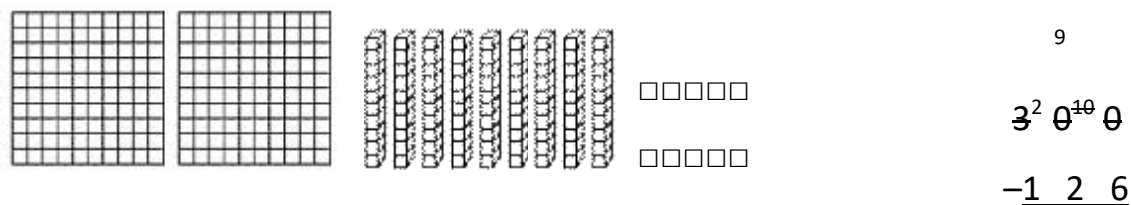
*Example:* Subtract 126 from 300.

$$\begin{array}{r} 300 \\ -126 \\ \hline \end{array}$$

Since there are no tens to regroup, you must regroup 3 hundreds as 2 hundreds 10 tens.



Now regroup 10 tens as 9 tens 10 ones.



Subtract.  $300 - 126 = 174$

Estimate to see if your answer is reasonable.

300	→	300
<u>-126</u>	→	<u>-100</u>
		200

Since  $300 - 100 = 200$ , you can estimate that  $300 - 126$  will be less than 200.

$174 < 200$  so your answer is reasonable.

**Example:** There are 605 time cards. Rosa, the personnel manager, has calculated 367 of them. How many more time cards does she need to calculate?

To find out how many Rosa needs to calculate, subtract 367 from 605.

Before you can subtract, you need to regroup 1 hundred as 10 tens.

Step 1	Step 2	Step 3
$\begin{array}{r} \cancel{6}^5 \cancel{0}^{10} 5 \\ - 367 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \cancel{6}^5 \cancel{0}^{10} \cancel{5}^{15} \\ - 367 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \cancel{6}^5 \cancel{0}^{10} \cancel{5}^{15} \\ - 367 \\ \hline 238 \end{array}$

Step 1: Regroup 6 hundreds 0 tens as 5 hundreds 10 tens.

Step 2: Regroup 10 tens 5 ones as 9 tens 15 ones.

Step 3: Subtract.

Rosa has 238 more time cards to calculate.

Sometimes you can combine steps to save time.

**Example:** Subtract:  $600 - 275$ .

$$\begin{array}{r} 59 \\ \cancel{6} \cancel{0} \cancel{0}^{10} \\ - 275 \\ \hline \end{array}$$
 Think:  $600 = 60$  tens.  
 Regroup 60 tens as 59 tens 10 ones.

$$\begin{array}{r} 59 \\ \cancel{6} \cancel{0} \cancel{0}^{10} \\ - 275 \\ \hline 325 \end{array}$$
 Subtract.

**PART 6: Zeros in Subtraction**  
**Practice Your Skills**

**Exercise 6A**  
**Subtract.**

1.	$\begin{array}{r} 350 \\ -132 \\ \hline \end{array}$	2.	$\begin{array}{r} 560 \\ -329 \\ \hline \end{array}$	3.	$\begin{array}{r} 420 \\ -117 \\ \hline \end{array}$	4.	$\begin{array}{r} 270 \\ -136 \\ \hline \end{array}$	5.	$\begin{array}{r} 640 \\ -228 \\ \hline \end{array}$
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6.	$\begin{array}{r} 407 \\ -128 \\ \hline \end{array}$	7.	$\begin{array}{r} 603 \\ -426 \\ \hline \end{array}$	8.	$\begin{array}{r} 208 \\ -39 \\ \hline \end{array}$	9.	$\begin{array}{r} 504 \\ -225 \\ \hline \end{array}$	10.	$\begin{array}{r} 702 \\ -353 \\ \hline \end{array}$
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11.	$\begin{array}{r} 303 \\ -64 \\ \hline \end{array}$	12.	$\begin{array}{r} 806 \\ -517 \\ \hline \end{array}$	13.	$\begin{array}{r} 800 \\ -\underline{\phantom{0}}3 \\ \hline \end{array}$	14.	$\begin{array}{r} 907 \\ -678 \\ \hline \end{array}$	15.	$\begin{array}{r} 500 \\ -32 \\ \hline \end{array}$
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16.	$\begin{array}{r} 380 \\ -97 \\ \hline \end{array}$	17.	$\begin{array}{r} 600 \\ -153 \\ \hline \end{array}$	18.	$\begin{array}{r} 706 \\ -9 \\ \hline \end{array}$	19.	$\begin{array}{r} 350 \\ -64 \\ \hline \end{array}$	20.	$\begin{array}{r} 700 \\ -39 \\ \hline \end{array}$
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21.	$\begin{array}{r} 510 \\ -\underline{\phantom{0}}9 \\ \hline \end{array}$	22.	$\begin{array}{r} 400 \\ -123 \\ \hline \end{array}$	23.	$\begin{array}{r} 607 \\ -89 \\ \hline \end{array}$	24.	$\begin{array}{r} 900 \\ -\underline{\phantom{00}}7 \\ \hline \end{array}$	25.	$\begin{array}{r} 306 \\ -127 \\ \hline \end{array}$
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## **Real Life Math**

### **Exercise 6B Solve.**

26. There were 300 employees invited to the company picnic. Only 145 people were able to attend. How many employees did not go to the picnic?

27. Susan has 700 newsletters to mail. There is enough postage in the meter to mail 568 newsletters. How many newsletters does Susan still have to mail?

28. Don is 18 years old. His father is 54 years old. What is the difference in their ages?

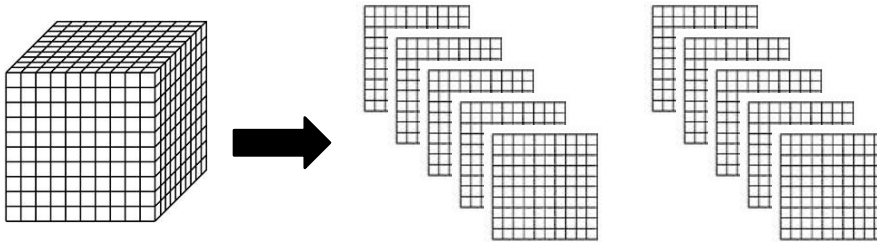
29. Verna has a fever and a cold. Her temperature in the morning was 39 degrees Celsius. In the evening it was 37 degrees. What was the decrease in Verna's temperature?

30. 543 employees work at the local plant. 147 are laid off. How many employees are still working?

## PART 7

### Subtracting Greater Numbers

To subtract greater numbers, you may have to regroup 1 thousand as 10 hundreds.



*Example:* Subtract 2,725 from 6,503.

thousands	hundreds	tens	Ones	
	<sup>14</sup>	<sup>9</sup>		<sup>14</sup> <sup>9</sup>
<del>6</del> <sup>5</sup>	<del>5</del> <sup>4</sup>	<del>0</del> <sup>10</sup>	<del>3</del> <sup>13</sup>	<del>6</del> <sup>5</sup> <del>5</del> <sup>4</sup> <del>0</del> <sup>10</sup> <del>3</del> <sup>13</sup>
-2	7	2	5	-2 7 2 5
3	7	7	8	3 7 7 8

*Example:* Subtract: 38,625 – 29,417

Regroup 1 ten thousand as 10 thousands to subtract.

ten thousands	thousands	hundreds	tens	ones
<del>3</del> <sup>2</sup>	<del>8</del> <sup>18</sup>	6	<del>2</del> <sup>1</sup>	<del>5</del> <sup>15</sup>
-2	9	4	1	7
	9	2	0	8

You can use a calculator to check your answer.

Enter: **9,208 + 29,417 =**

The display shows 38,625



*Example:* The football stadium seats 78,554 people. There were 7,647 empty seats at Sunday's game. How many people were at the stadium on Sunday?

$\begin{array}{r} 78,554 \\ -7,647 \\ \hline \end{array}$	$\begin{array}{r} 78,554 \\ -7,647 \\ \hline \end{array}$	$\begin{array}{r} 78,554 \\ -7,647 \\ \hline \end{array}$	$\begin{array}{r} 78,554 \\ -7,647 \\ \hline \end{array}$
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Step 1: Regroup the tens.

Step 2: Subtract the ones and the tens.

Step 3: Regroup the thousands.

Step 4: Subtract the hundreds, thousands, and ten thousands.

There were 70,907 people at the stadium.

Check:

$$\begin{array}{r} 70,907 \\ +7,647 \\ \hline 78,554 \end{array}$$

*Example:* Subtract: 33,532 – 27,728

To subtract, regroup 1 ten thousand as 10 thousands.

$\begin{array}{r} 33,532 \\ -27,728 \\ \hline \end{array}$	$\begin{array}{r} 33,532 \\ -27,728 \\ \hline \end{array}$	$\begin{array}{r} 33,532 \\ -27,728 \\ \hline \end{array}$	$\begin{array}{r} 33,532 \\ -27,728 \\ \hline \end{array}$
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Use a calculator to check.

Enter:  $27,728 + 5,804 = 33,532$

OR

$33,532 - 5,804 = 27,728$

**PART 7: Subtracting Greater Numbers**  
**Practice Your Skills**

**Exercise 7A**  
**Subtract.**

1.	$\begin{array}{r} 3,462 \\ -1,274 \\ \hline \end{array}$	2.	$\begin{array}{r} 6,037 \\ -4,126 \\ \hline \end{array}$	3.	$\begin{array}{r} 5,463 \\ -2,755 \\ \hline \end{array}$	4.	$\begin{array}{r} 7,705 \\ -5,476 \\ \hline \end{array}$	5.	$\begin{array}{r} 2,116 \\ -349 \\ \hline \end{array}$
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6.	$\begin{array}{r} 8,146 \\ -3,657 \\ \hline \end{array}$	7.	$\begin{array}{r} 4,375 \\ -487 \\ \hline \end{array}$	8.	$\begin{array}{r} 3,912 \\ -1,468 \\ \hline \end{array}$	9.	$\begin{array}{r} 7,427 \\ -1,609 \\ \hline \end{array}$	10.	$\begin{array}{r} 5,627 \\ -719 \\ \hline \end{array}$
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11.	$\begin{array}{r} 4,932 \\ -1,763 \\ \hline \end{array}$	12.	$\begin{array}{r} 6,074 \\ -3,886 \\ \hline \end{array}$	13.	$\begin{array}{r} 8,145 \\ -3,769 \\ \hline \end{array}$	14.	$\begin{array}{r} 6,547 \\ -873 \\ \hline \end{array}$	15.	$\begin{array}{r} 3,487 \\ -1,498 \\ \hline \end{array}$
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16.	$\begin{array}{r} 38,473 \\ -587 \\ \hline \end{array}$	17.	$\begin{array}{r} 43,825 \\ -22,917 \\ \hline \end{array}$	18.	$\begin{array}{r} 65,112 \\ -36,773 \\ \hline \end{array}$	19.	$\begin{array}{r} 84,387 \\ -7,898 \\ \hline \end{array}$	20.	$\begin{array}{r} 32,507 \\ -18,679 \\ \hline \end{array}$
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21.	$\begin{array}{r} 42,713 \\ -4,897 \\ \hline \end{array}$	22.	$\begin{array}{r} 67,412 \\ -38,749 \\ \hline \end{array}$	23.	$\begin{array}{r} 89,678 \\ -17,899 \\ \hline \end{array}$	24.	$\begin{array}{r} 56,173 \\ -19,874 \\ \hline \end{array}$	25.	$\begin{array}{r} 63,447 \\ -37,895 \\ \hline \end{array}$
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26.	$\begin{array}{r} 89,173 \\ -1,987 \\ \hline \end{array}$	27.	$\begin{array}{r} 75,173 \\ -42,877 \\ \hline \end{array}$	28.	$\begin{array}{r} 376,489 \\ -137,546 \\ \hline \end{array}$	29.	$\begin{array}{r} 581,307 \\ -293,219 \\ \hline \end{array}$	30.	$\begin{array}{r} 617,093 \\ -386,673 \\ \hline \end{array}$
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31.	$\begin{array}{r} 749,389 \\ -467,846 \\ \hline \end{array}$	32.	$\begin{array}{r} 763,894 \\ -384,622 \\ \hline \end{array}$	33.	$\begin{array}{r} 843,164 \\ -389,207 \\ \hline \end{array}$	34.	$\begin{array}{r} 684,227 \\ -349,896 \\ \hline \end{array}$	35.	$\begin{array}{r} 493,874 \\ -278,947 \\ \hline \end{array}$
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## PART 8

### Adding and Subtracting Money

Adding money amounts is the same as adding whole numbers. However, when you add money, you use a dollar sign (\$) and a decimal point in the sum.

*Example:* Add: \$6.38 + \$3.59

\$6.38

+3.59

\$9.97

Align the decimal points.

Subtracting money amounts is the same as subtracting whole numbers.

*Example:* Subtract: \$13.27 --- \$5.98

\$13.27

− 5.98

\$7.29

Regroup if necessary.

*Example:* Jim buys a sweater on sale for \$42.78. The regular price is \$60.20. How much money does he save? Subtract to find out.

\$60.20

− 42.78

\$17.42

Regroup if necessary.

Jim saves \$17.42.

*Example:* Justine buys a scarf for \$13.88. She gives the clerk \$15.00. How much change does she receive?

\$15.00

− 13.88

\$1.12

Align the decimal points.

Justine should receive \$1.12 in change. However, because we do not have pennies in Canada it will be rounded to \$1.10.

**PART 8: Adding and Subtracting Money**  
**Practice Your Skills**

**Exercise 8A**  
**Add or Subtract.**

1.	$\begin{array}{r} \$4.77 \\ -\$3.81 \\ \hline \end{array}$	2.	$\begin{array}{r} \$6.06 \\ +\$2.98 \\ \hline \end{array}$	3.	$\begin{array}{r} \$7.16 \\ +\$4.22 \\ \hline \end{array}$	4.	$\begin{array}{r} \$8.99 \\ -\$3.07 \\ \hline \end{array}$	5.	$\begin{array}{r} \$9.87 \\ -\$5.49 \\ \hline \end{array}$
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6.	$\begin{array}{r} \$18.54 \\ -\$13.83 \\ \hline \end{array}$	7.	$\begin{array}{r} \$29.53 \\ +\$38.99 \\ \hline \end{array}$	8.	$\begin{array}{r} \$15.10 \\ +\$53.47 \\ \hline \end{array}$	9.	$\begin{array}{r} \$37.14 \\ -\$3.88 \\ \hline \end{array}$	10.	$\begin{array}{r} \$62.15 \\ -\$37.56 \\ \hline \end{array}$
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11.	$\begin{array}{r} \$63.19 \\ +\$13.47 \\ \hline \end{array}$	12.	$\begin{array}{r} \$38.54 \\ +\$39.99 \\ \hline \end{array}$	13.	$\begin{array}{r} \$61.10 \\ -\$34.90 \\ \hline \end{array}$	14.	$\begin{array}{r} \$59.63 \\ -\$24.17 \\ \hline \end{array}$	15.	$\begin{array}{r} \$83.07 \\ -\$9.99 \\ \hline \end{array}$
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16.	$\begin{array}{r} \$32.17 \\ \$10.45 \\ +\$38.29 \\ \hline \end{array}$	17.	$\begin{array}{r} \$51.13 \\ \$12.85 \\ +\$9.50 \\ \hline \end{array}$	18.	$\begin{array}{r} \$22.16 \\ \$34.74 \\ +\$10.90 \\ \hline \end{array}$	19.	$\begin{array}{r} \$13.89 \\ \$25.55 \\ +\$38.10 \\ \hline \end{array}$	20.	$\begin{array}{r} \$8.32 \\ \$10.89 \\ +\$38.74 \\ \hline \end{array}$
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## RealLife Math

### Exercise 8B

Solve.

<b>SALE</b>	
Cell phone case	\$59.63
Play Station game	\$42.27
Fire stick	\$39.88
Microfibre monitor cloth	\$6.29
USB Drive	\$13.45
Rechargeable battery	\$8.12

21. Mark buys 2 items at the sale. Their total cost is \$21.57. What did he buy?

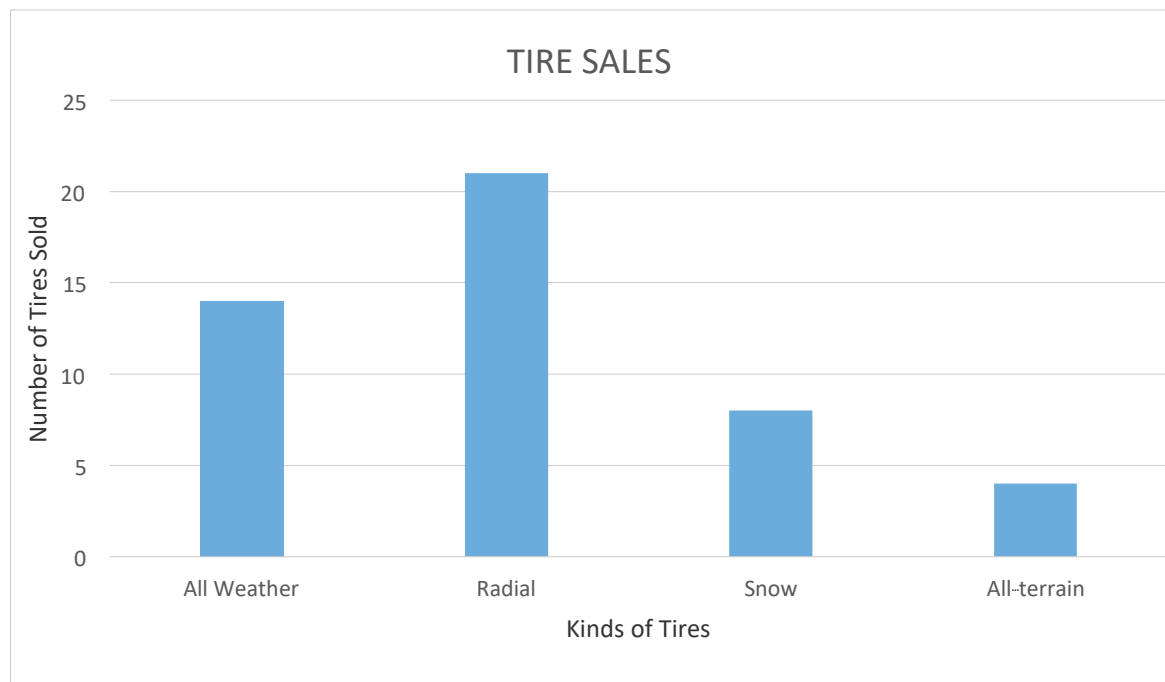
22. Anna buys 2 items. She spends \$99.51. What did Anna buy?

23. Leanna buys 2 items. Their difference in price is \$2.39 What did she buy?

## PART 9

### Problem Solving Strategy: Using a Bar Graph

Mallory keeps track of the weekly tire sales at Tuffy's Tire Shop. She made a bar graph to display information.



#### Practice Your Skills

#### RealLife Math

Use the graph to answer the questions.

1. What is the title of the graph?

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2. What do the numbers on the side of the graph mean?

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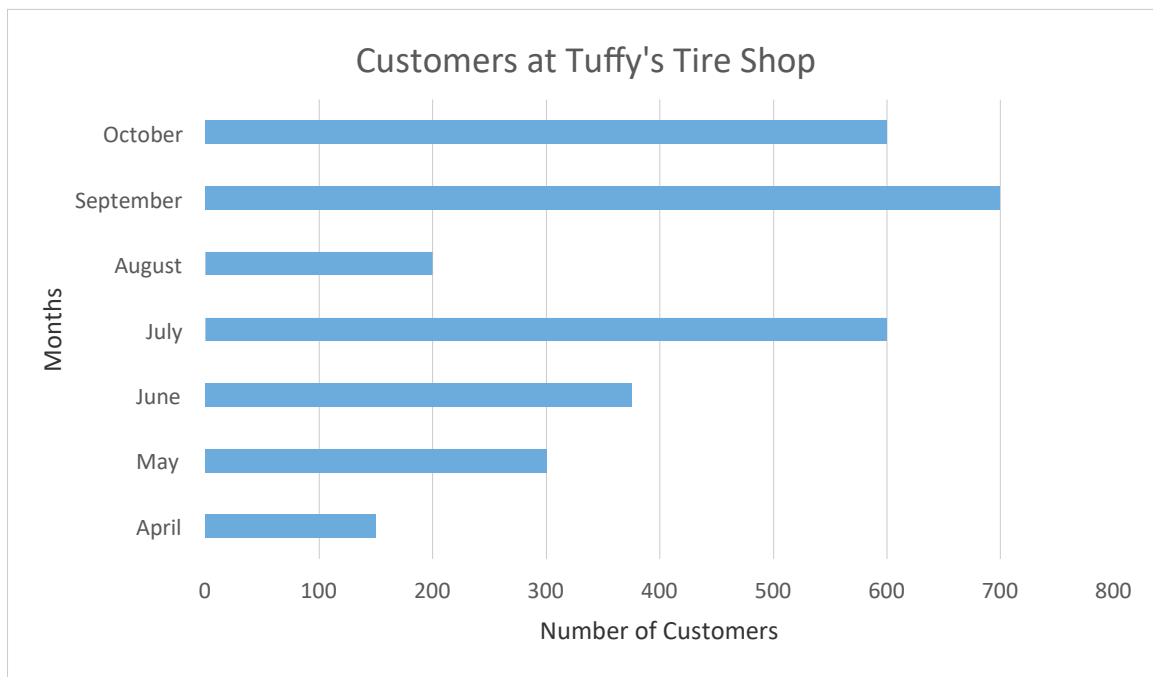
3. What does each bar on the graph represent? \_\_\_\_\_

4. How many radial tires were sold? \_\_\_\_\_

5. Which type of tire had the lowest sales? \_\_\_\_\_

6. Which type of tire had the highest sales? \_\_\_\_\_

Marty, the store manager, made a bar graph to show how many customers visited the store from April to October.



**Use the graph to answer the questions.**

7. What do the numbers on the bottom of the graph mean?

\_\_\_\_\_



8. What does each bar on the graph represent?

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9. During which month did Tuffy's Tire Shop have the most customers?

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10. Were there more customers in April or June? \_\_\_\_\_

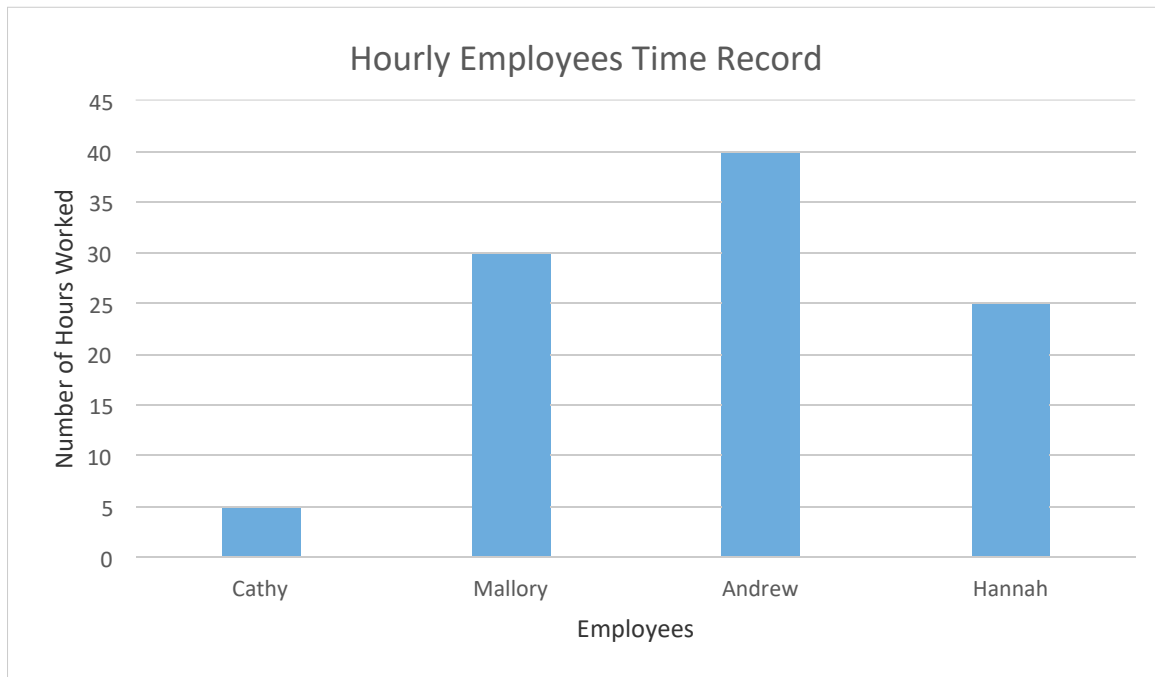
11. During which months were there more than 500 customers?

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12. During which month did Tuffy's have the fewest customers?

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Brian, the bookkeeper, keeps track of how many hours the employees work each week. He organized the information in this bar graph.



**Use the graph to answer the questions.**

13. What is the title of the graph?

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14. Which employee worked the most hours? \_\_\_\_\_

15. Who worked more hours, Hannah or Mallory? \_\_\_\_\_

16. Which employee worked the fewest hours? \_\_\_\_\_

17. Together, Cathy and Hannah worked as many hours as which employee?

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18. Including Brian's time, how many hours did all the employees work last week?

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## RealLife Math

### Module #3 TaskBased Activity: Complete a budget sheet

A checking account lets you pay bills without carrying or mailing large amounts of money. When you put money into a checking account, the value is added to the balance, or existing amount of money in the account.

When you transfer money using online banking, debit or make a withdrawal, money is subtracted from the balance.

A budget sheet can be used to keep track of deposits and withdrawals you make from your bank account. This can be done using an app, or a computer program, or can be hand written.

**Enter these transactions in the budget sheet below.**

November 18      Deposit \$94.76

November 20      Debit to Service Ontario, \$25.00 for license

November 21      E-transfer to Bell Canada, \$38.42 for cell phone

November 22      Deposit \$110.10

November 22      E-transfer to Enbridge Ontario, \$73.14 for utilities

Date	E-transfer/ Debits Issued To or Description of Deposit	Amount of withdrawal (-)	Amount of Deposit (+)	Balance	
				\$ 218	43

## Module 3: Subtracting Whole Numbers Review

**Subtract.**

1.	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	2.	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	3.	$\begin{array}{r} 14 \\ - 9 \\ \hline \end{array}$	4.	$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	5.	$\begin{array}{r} 6 \\ - 0 \\ \hline \end{array}$
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6.	$\begin{array}{r} 37 \\ - 14 \\ \hline \end{array}$	7.	$\begin{array}{r} 48 \\ - 29 \\ \hline \end{array}$	8.	$\begin{array}{r} 61 \\ - 13 \\ \hline \end{array}$	9.	$\begin{array}{r} 75 \\ - 46 \\ \hline \end{array}$	10.	$\begin{array}{r} 80 \\ - 32 \\ \hline \end{array}$
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11.	$\begin{array}{r} 412 \\ - 329 \\ \hline \end{array}$	12.	$\begin{array}{r} 624 \\ - 395 \\ \hline \end{array}$	13.	$\begin{array}{r} 574 \\ - 297 \\ \hline \end{array}$	14.	$\begin{array}{r} 813 \\ - 424 \\ \hline \end{array}$	15.	$\begin{array}{r} 798 \\ - 309 \\ \hline \end{array}$
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16.	$\begin{array}{r} 400 \\ - 217 \\ \hline \end{array}$	17.	$\begin{array}{r} 800 \\ - 335 \\ \hline \end{array}$	18.	$\begin{array}{r} 320 \\ - 148 \\ \hline \end{array}$	19.	$\begin{array}{r} 740 \\ - 388 \\ \hline \end{array}$	20.	$\begin{array}{r} 409 \\ - 217 \\ \hline \end{array}$
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$$\begin{array}{r} 21. \quad 3,609 \\ - \quad 893 \\ \hline \end{array}$$

$$\begin{array}{r} 22. \quad 6,314 \\ - 2,185 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 7,489 \\ - 3,817 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 4,981 \\ - 1,673 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 6,009 \\ - 3,426 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 42,689 \\ - 34,673 \\ \hline \end{array}$$

$$\begin{array}{r} 27. \quad 85,380 \\ - 41,795 \\ \hline \end{array}$$

$$\begin{array}{r} 28. \quad 16,407 \\ - 3,893 \\ \hline \end{array}$$

$$\begin{array}{r} 29. \quad 74,624 \\ - 13,587 \\ \hline \end{array}$$

### RealLife Math

Solve.

30. Nicholas buys a pair of sneakers on sale for \$79.99. The regular price is \$129.00. How much money does he save?

31. Ashley spends \$43.07 on office supplies. She gives the clerk \$50.00. How much change does she receive?

32. John's current balance in his Itunes account is \$36.54. He buys a song for \$1.99. What is his remaining balance in his account after he buys the song?