

Objectives

- Subtract 3-, 4-, and 5-digit numbers, renaming zeros
- Rename 1 one thousand as 9 hundreds, 9 tens, 10 ones and 1 ten thousand as 9 one thousands, 9 hundreds, 9 tens, 10 ones
- Solve word problems

Teacher Materials

- Place Value Kit
- Word Problems transparency, page IA13 (CD)
- Multiplication flashcards: 4 as a factor, and previously reviewed multiplication facts

Student Materials

- Place Value Mats
- Place Value Kits
- Number Cards: 0–9

Practice and Review**Value of a digit in a 6-digit number**

1. Write a 6-digit number for display. Read the number together.
2. Underline a digit in the number. Ask these questions or similar questions appropriate for the number displayed.
 - **In what place is the underlined digit?**
 - **What is the value of the underlined digit?**
 - **What is 3 sets of 10,000?**
 - **What is the value of the 5 in the One Thousands place?**
3. Repeat the activity using other 6-digit numbers.

Multiplication facts: 4 as a factor

Use the multiplication flashcards and Number Cards 0-9 to review facts with 4 as a factor and multiplication facts reviewed in previous lessons.

Practice facts
8–10 minutes
daily.

Introduce the Lesson

Psalm 107:23–31 tells us that those who sail at sea witness the power and goodness of God. They can look out over the vast sea that God has created, and they can observe the large variety of plants and animals that God has created to live in or near the sea.

God's power is also seen in the control He has over His creation. He can command the wind to become strong and stormy, causing huge waves to form, but He can also calm the fiercest winds and rain.

Whether God's power is seen in a storm or in the millions of stars He has hung in space, Christians should always praise God for His power and His goodness. [BAT: 7c Praise; Bible Promise: I. God as Master]

Teach for Understanding**Subtract 3-digit numbers, renaming zeros**

1. Distribute the Place Value Mats and Place Value Kits. Write $400 - 246 = \underline{\quad}$ vertically for display.

2. Place 4 hundreds in a Place Value frame drawn for display. Instruct the students to do the same on their mats. Direct attention to the subtraction problem.
 - **Which place do you subtract first?** *Ones*
 - **Can you subtract the ones?** *no* **What must you do?** *Elicit that you must first rename 1 hundred as 10 tens and then rename 1 ten as 10 ones.*
3. Demonstrate as you guide the students in renaming 1 hundred as 10 tens and then renaming 1 ten as 10 ones.
 - **How many hundreds do you have now?** *3 tens? 9 ones? 10*
 - **What is the value of 3 hundreds, 9 tens, and 10 ones?** *400*
4. Cross out the 4 and write 3 above the Hundreds place of the problem. Cross out the 0 in the Tens place and write 10 above it, and then cross out the 10 and write 9 above it. Cross out the 0 in the Ones place and write 10 above it.
 - **Subtract the ones. How many are left?** *4*
Write 4 in the Ones place of the answer.
 - **Subtract the tens. How many are left?** *5*
Write 5 in the Tens place.
 - **Subtract the hundreds. How many are left?** *1*
Write 1 in the Hundreds place.
 - **What is $400 - 246$?** *154*
5. Repeat the procedure for $200 - 156 = 44$ and $300 - 221 = 79$.

Rename 1 one thousand and 1 ten thousand

1. Write 1,000 for display. Choose a student to read the number aloud. *one thousand*
 - **How can you rename 1,000 so that you have some hundreds, tens, and ones?** *Rename the 1 one thousand as 10 hundreds, 1 hundred as 10 tens, and 1 ten as 10 ones so that you have 9 hundreds, 9 tens, and 10 ones.*

Choose a student to demonstrate the renaming using the Place Value Kit as another student explains the renaming process.
2. Write 10,000 for display. Choose a student to read the number aloud. *ten thousand*
 - **How can you rename 10,000 so that you have some one thousands, hundreds, tens, and ones?** *Rename 1 ten thousand as 10 one thousands, 1 one thousand as 10 hundreds, 1 hundred as 10 tens, and 1 ten as 10 ones.*

Solve word problems**Subtract 4- and 5-digit numbers, renaming zeros**

There were 2,000 seagulls scavenging on a beach along the Gulf of Mexico. One thousand, two hundred fifty-six of them flew to a different location. How many seagulls are left on the beach?

- **What is the question asking you to find?** *how many seagulls are left on the beach*
 - **What information is given?** *2,000 seagulls were on the beach, and 1,256 seagulls flew away.*
 - **What operation will you use?** *subtraction*
 - **What is your equation?** *$2,000 - 1,256 = \underline{\quad}$*
1. Write the equation for display and then write the problem vertically. Instruct the students to write both the equation and the subtraction problem on paper.
 - **Which place will you subtract first?** *Ones*
 - **Are there enough ones to subtract?** *no* **What must you do?** *rename*

Rename Zeros to Subtract

Name _____

Rename 1 thousand as 9 hundreds, 9 tens, and 10 ones.

$$\begin{array}{r} 3,000 \\ -1,465 \\ \hline \end{array}$$

Rename 1 ten thousand as 9 thousands, 9 hundreds, 9 tens, and 10 ones.

$$\begin{array}{r} 60,000 \\ -34,928 \\ \hline \end{array}$$

Write the difference.

$$\begin{array}{r} 400 \\ -287 \\ \hline 113 \end{array}$$

$$\begin{array}{r} 6,008 \\ -4,219 \\ \hline 1,789 \end{array}$$

$$\begin{array}{r} 800 \\ -251 \\ \hline 549 \end{array}$$


$$\begin{array}{r} 20,000 \\ -17,542 \\ \hline 2,458 \end{array}$$

$$\begin{array}{r} 14,002 \\ -11,628 \\ \hline 2,374 \end{array}$$

$$\begin{array}{r} 9,000 \\ -4,276 \\ \hline 4,724 \end{array}$$

$$\begin{array}{r} 35,000 \\ -17,563 \\ \hline 17,437 \end{array}$$

$$\begin{array}{r} 7,001 \\ -3,498 \\ \hline 3,503 \end{array}$$

 Solve and label.

9. Aventura, Florida, has a population of 36,027. The population of Winter Park, Florida, is 28,083. How many more people live in Aventura?

$$36,027 - 28,083 = 7,944 \text{ people}$$

10. In 1990, the population of Belleview, Florida, was 19,386. In 2000, the population was 21,200. How many more people lived in Belleview in 2000?

$$21,200 - 19,386 = 1,814 \text{ people}$$



Math 4 Worktext, Chapter 2, Lesson 20

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Subtract. Check by adding. *Order of addends may vary.*

$$\begin{array}{r} 8,004 \\ -2,768 \\ \hline 5,236 \end{array}$$

Check
$2,768$
$+5,236$
$8,004$

$$\begin{array}{r} 70,000 \\ -24,139 \\ \hline 45,861 \end{array}$$

Check
$24,139$
$+45,861$
$70,000$

$$\begin{array}{r} 30,002 \\ -16,847 \\ \hline 13,155 \end{array}$$

Check
$16,847$
$+13,155$
$30,002$

$$\begin{array}{r} 906 \\ -729 \\ \hline 177 \end{array}$$

Check
729
$+177$
906

Solve the problems. Use your Bible to find each verse. Complete the Bible principle below each problem.

$$\begin{array}{r} 1,826 \\ -1,388 \\ \hline 438 \end{array}$$

$$\begin{array}{r} 4,090 \\ -1,837 \\ \hline 2,253 \end{array}$$

$$\begin{array}{r} 79,234 \\ -56,357 \\ \hline 22,877 \end{array}$$

P r a i s e

P r a y

S t u d y the Bible

$$\begin{array}{r} 4,000 \\ -1,934 \\ \hline 2,066 \end{array}$$

$$\begin{array}{r} 6,678 \\ -2,779 \\ \hline 3,899 \end{array}$$

$$\begin{array}{r} 71,800 \\ -26,037 \\ \hline 45,763 \end{array}$$

$$\begin{array}{r} 7,000 \\ -3,857 \\ \hline 3,143 \end{array}$$

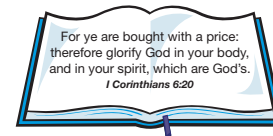
T r u s t

O b e y

L o v e

G i v e

438	Psalm 147:1
2,066	Proverbs 3:5
3,143	Acts 20:35
3,899	Ephesians 6:1
2,253	I Thessalonians 5:17
22,877	II Timothy 2:15
45,763	I John 4:7



Complete  on page 59.

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Math 4 Worktext, Chapter 2, Lesson 20

► How do you rename 2,000 so that you have enough ones to subtract 6? Rename 1 one thousand as 10 hundreds, 1 hundred as 10 tens, and 1 ten as 10 ones.

- Choose a student to demonstrate the renaming of the 2,000 on the displayed problem while the rest of the students do the renaming on their paper. *Cross out the 2 in the One Thousands place and write 1 above it. Cross out the 0 in the Hundreds place and write 10 above it, and then cross out the 10 and write 9 above it. Cross out the 0 in the Tens place and write 10 above it, and then cross out the 10 and write 9 above it. Cross out the 0 in the Ones place and write 10 above it.*

- Direct the students to complete the subtraction problem and then complete the equation. Remind them to label their answers.

► How many seagulls stayed on the beach? 744 seagulls

Complete the problem and the equation.

- Guide the students in solving the word problems on the Word Problems transparency. Assist them with renaming as needed.

- $40,000 - 2,560 = 37,440$ miles farther
- $5,326 + 4,975 = 10,301$ kg
- $30,500 - 29,017 = 1,483$ feet
- $\$20,000 - \$17,529 = \$2,471$



Worktext pages 47–48, 59 (g)