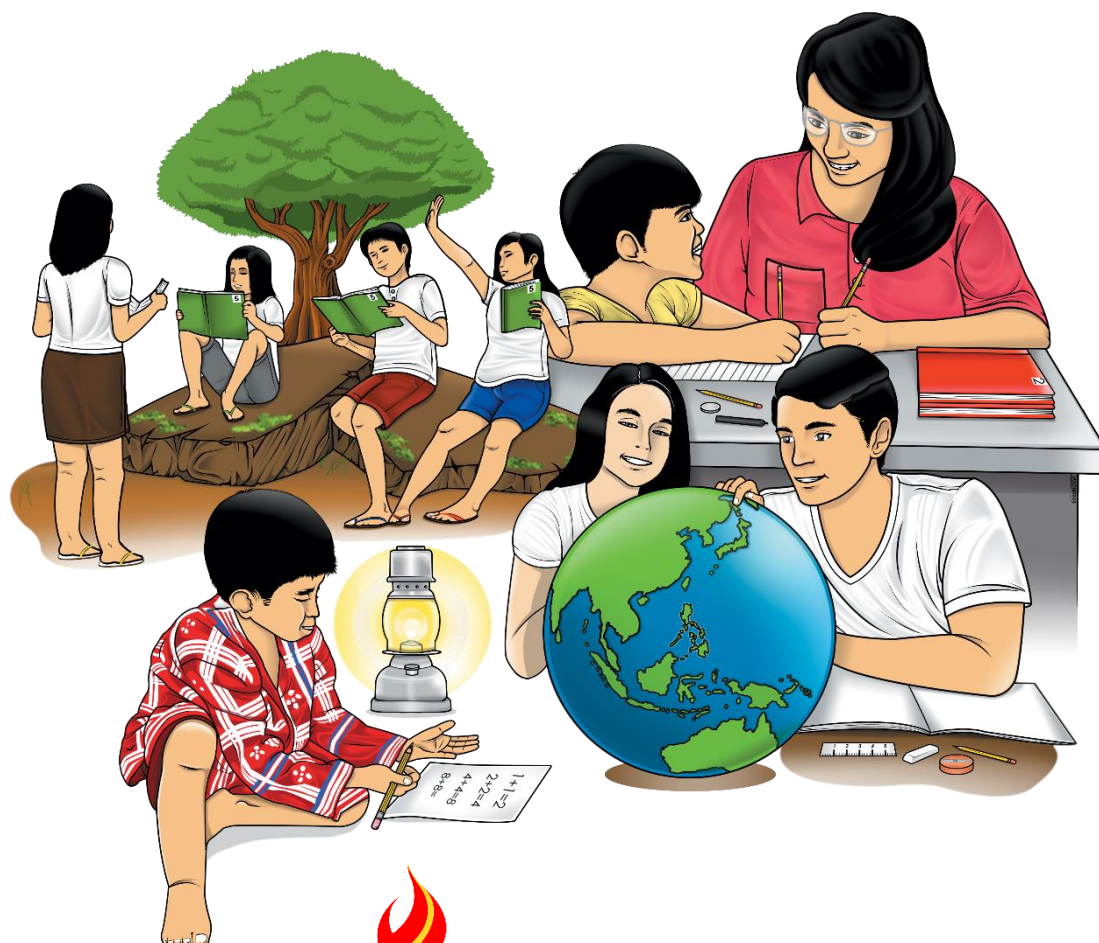


# Mathematics

## Quarter 1 – Module 15(a): Subtracting Mentally 1 to 2-Digit Numbers



**Mathematics – Grade 3**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 15: Subtracting Mentally 1 to 2-Digit Numbers**  
**First Edition, 2020**

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**Development Team of the Module**

**Author:** Jesiel L. Masangay

**Editors:** Arnel S. Zaragosa, Jeremias C. Ceniza, Gina F. Silvestre, Ph.D., Elma C. Prudente, Annie Fel Lingatong

**Reviewers:** Helen C. Ugay, Eduardo Jr. A. Eroy, Aubrey E. Torrentira

**Illustrators:** Dennis Macaubos, Alfie Valenteros, Christian Loyd Alfuelto, Pit Ybanez

**Layout Artist:**

**Management Team:** Evelyn R. Fetalvero

Alona C. Uy

Janette G. Veloso

Maria Gina F. Flores

Analiza C. Almazan

Arnel S. Zaragosa

Ma. Cielo D. Estrada

Jeremias C. Ceniza

Renato N. Pacpakin

Illuminado T. Boiser

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**Department of Education – Region XI**

Office Address: F. Torres St., Davao City

Telefax: (082) 291-1665; (082) 221-6147

E-mail Address: region11@deped.gov.ph \* lrms.regionxi@deped.gov.ph

# Mathematics

Quarter 1 – Module 15(a):  
Subtracting Mentally 1 to 2-Digit  
Numbers

# Introductory Message

For the facilitator:

Welcome to the Mathematics Alternative Delivery Mode (ADM) Module on **Subtracting Mentally 1 to 2-Digit Numbers!**

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



## *Notes to the Teacher*

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the Mathematics Alternative Delivery Mode (ADM) Module on **Subtracting Mentally 1 to 2-Digit Numbers!**

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. It was made easy for you to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



### *What is It*

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



### *What's More*

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



### *What I Have Learned*

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



### *What I Can Do*

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



### *Assessment*

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



### *Additional Activities*

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.



### *Answer Key*

This contains answers to all activities in the module.

At the end of this module you will also find:

## ***References***

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it.



## *What I Need to Know*

This module was designed and written with you in mind. It is here to help you subtract mentally 1 to 2-digit numbers without or with regrouping. The scope of this module permits it to be used in many different learning situations. The language used recognizes your diverse vocabulary backgrounds. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the Mathematics Grade 3 learning materials you are using.

After going through this module, you are expected to:

1. Subtract mentally 1 to 2-digit numbers without and with regrouping using appropriate strategies.

Enjoy your journey. Good luck!





## *What I Know*

Subtract the following numbers mentally without using pen and paper.

$$\begin{array}{r} 1. \quad 58 \\ - \quad 24 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 56 \\ - \quad 19 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 65 \\ - \quad 43 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 21 \\ - \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 49 \\ - \quad 18 \\ \hline \end{array}$$

## Lesson

# Subtracts Mentally 1 to 2-Digit Numbers Without or With Regrouping

In our day to day activities, we encounter situations that involve subtraction of numbers including money. There are real life situations where we need to do mathematical operations without using pens and papers.

In this lesson, we will be subtracting numbers without the aid of pen and paper. We will be doing it mentally.



## *What's In*

A. Directions: Round off the following numbers to the nearest tens.

1. 42 - \_\_\_\_\_      4. 59 - \_\_\_\_\_

2. 25 - \_\_\_\_\_      5. 18 - \_\_\_\_\_

3. 36 - \_\_\_\_\_

B. Directions: Perform the following operations:

1. 
$$\begin{array}{r} 18 \\ - 6 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 17 \\ - 3 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 22 \\ - 5 \\ \hline \end{array}$$



### *Notes to the Teacher*

Assist the learner during the review. Help him/her recall rules and concept in rounding numbers to the nearest tens, simple addition, and subtraction.



### *What's New*

## Activity 1

Rizzi and Tony harvested tomatoes in their backyard garden. Rizzi harvested 35 green tomatoes and 17 orange tomatoes, while Tony reaped 13 green tomatoes and 9 orange tomatoes.

Question 1: What is the difference between the harvested green tomatoes of Rizzi and Tony?



## *What is It*

We can subtract mentally and even start with the highest value if there is no regrouping to be done.

Example: 
$$\begin{array}{r} 35 \\ - 13 \\ \hline \end{array}$$
 – green tomatoes that Rizzi harvested  
                  – green tomatoes that Renzyl reaped

Can you subtract 3 from 5? What about 1 from 3?

Check if there is no regrouping, then you can subtract the number right away.

So, 
$$\begin{array}{r} 35 \\ - 13 \\ \hline \end{array}$$

**22** – the difference between the harvested green tomatoes of Rizzi and Renzyl

Question 2: What is the difference between the harvested red tomatoes of the two children?

Look: 
$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$
 – orange tomatoes that Rizzi harvested  
                  – orange tomatoes that Renzyl reaped

Can we subtract 9 from 7? The answer is no. We need to regroup, so we have to **use the compensation strategy**.

$$\begin{array}{r} 17 \\ - 9 \\ \hline \end{array}$$
 Look at your subtrahend. What will you add to make it a multiple of 10 or to make 10?

Change 9 to 10.

Think:  $9 + 1 = 10$ ; 10 is easier to use than 9.

$$\begin{array}{r} 17 \\ - 10 \\ \hline 7 \end{array}$$

Subtract:  $17 - 10$

The answer is 7.

Add 1 to compensate for subtracting the extra 1.

$$\begin{array}{r} + 1 \\ \hline \end{array}$$

8 - the difference between the harvested red tomatoes of the two girls

What if we add 1 both subtrahend and minuend? Will we have the same answer?

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

How can we make the subtrahend a multiple of 10? (Add 1 to it.) So,  $9 + 1 = 10$

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

What you did in the subtrahend, you also do in the minuend.

So,  $17 + 1 = 18$

$$\begin{array}{r} 18 \\ - 10 \\ \hline 8 \end{array}$$

Subtract the numbers.

Did we get the same difference?

Let's try another subtraction problem.

a. Using the compensation strategy, we add 2 to both minuend and subtrahend.

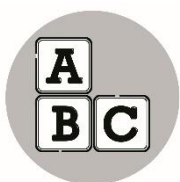
$$\begin{array}{r} 52 \\ - 8 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 52 + 2 = 54 \\ - 8 + 2 = 10 \\ \hline 44 \end{array}$$

b. Using the same strategy, we add 3 to both minuend and subtrahend.

$$\begin{array}{r} 34 \\ - 17 \\ \hline 17 \end{array}$$

$$\begin{array}{r} 34 + 3 = 37 \\ - 17 + 3 = 20 \\ \hline 17 \end{array}$$



## *What's More*

### Activity 2

Subtract the following numbers mentally without using pen and paper.

$$\begin{array}{r} 1.) \quad 36 \\ - \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2.) \quad 49 \\ - \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3.) \quad 68 \\ - \quad 21 \\ \hline \end{array}$$

$$\begin{array}{r} 4.) \quad 83 \\ - \quad 46 \\ \hline \end{array}$$

$$\begin{array}{r} 5.) \quad 52 \\ - \quad 18 \\ \hline \end{array}$$

### Activity 3

Arrange the following numbers in column. Subtract mentally.

$$1.) \quad 49 - 25 = \underline{\hspace{2cm}}$$

$$4.) \quad 76 - 29 = \underline{\hspace{2cm}}$$

$$2.) \quad 54 - 18 = \underline{\hspace{2cm}}$$

$$5.) \quad 38 - 19 = \underline{\hspace{2cm}}$$

$$3.) \quad 68 - 54 = \underline{\hspace{2cm}}$$



## *What I Have Learned*

1. We can directly subtract mentally and even start with the highest value if there is no regrouping to be done.
2. We can use the compensation method in subtracting mentally the numbers that need to be regrouped.



## *What I Can Do*

### Activity 4

Read the problem below. Then without using pen and paper, solve the problem by mentally subtracting the given numbers.

1. Mother bought 52 eggs to be used in baking cake for RJ's birthday. If she fried 8 eggs for breakfast, how many eggs were left?
2. Rey gathered 38 seashells while the family is having a picnic in the beach. He gave 15 shells to her daughter. How many shells were left?



## Assessment

Without using pen and paper, subtract mentally the numbers below.

$$\begin{array}{r} 1.) \ 64 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 2.) \ 35 \\ - 17 \\ \hline \end{array}$$

$$\begin{array}{r} 3.) \ 78 \\ - 48 \\ \hline \end{array}$$

$$\begin{array}{r} 4.) \ 55 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 5.) \ 69 \\ - 32 \\ \hline \end{array}$$



## Additional Activities

### Activity 5

Table of fruits harvested in a farm.

| Fruits | Variety       | No. of Fruits | Total |
|--------|---------------|---------------|-------|
| Mango  | Apple Mango   | 38            | 81    |
|        | Carabao Mango |               |       |
| Banana | Lakatan       | 43            |       |
|        | Latundan      |               |       |

Solve the problems below mentally without using pen and paper.

1. How many Apple Mangos are there if there are 23 Carabao Mangos?
2. How many Latundan are there if there are 18 Lakatan bananas?
3. How many fruits are left when 23 Carabao Mangos were sold?
4. How many fruits are left when 18 Lakatan were sold?





## Answer Key

|  |  |  |
|--|--|--|
| <p><b>Assessment</b></p> <p>1. 36<br/>2. 18<br/>3. 30<br/>4. 27<br/>5. 37</p> <p><b>Additional Activities</b></p> <p>1. 15<br/>2. 25<br/>3. 58<br/>4. 63</p> | <p><b>Activity 1</b></p> <p>1. 22<br/>2. 8</p> <p><b>Activity 2</b></p> <p>1. 30<br/>2. 41<br/>3. 47<br/>4. 37<br/>5. 34</p> <p><b>Activity 3</b></p> <p>1. 24<br/>2. 36<br/>3. 14<br/>4. 47<br/>5. 19</p> <p><b>Activity 4</b></p> <p>1. 44<br/>2. 23</p> | <p><b>What I Know</b></p> <p>1. 34<br/>2. 22<br/>3. 31<br/>4. 37<br/>5. 13</p> <p><b>What's In</b></p> <p>A.<br/>1. 40<br/>2. 30<br/>3. 40<br/>4. 60<br/>5. 20</p> <p>B.<br/>1. 12<br/>2. 1<br/>3. 14<br/>4. 7<br/>5. 17</p> |
|--|--|--|

## *References*

Chingcuangco, Ofelia G. et.al... 2014. Mathematics *Learner's Material*. Pasig City, Philippines.

Chingcuangco, Ofelia G. et.al... 2015. Mathematics *Teacher's Guide*. Pasig City, Philippines.

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)