

## Same difference

### Purpose

To recognise that when the same amount is added to two numbers, the difference remains the same.

### Outcomes

NS2.2: Uses mental and written strategies for addition and subtraction involving two, three- and four-digit numbers

### Framework reference

To move students to Place value level 2

### Materials

Subtraction cards BLM

### Activity outline

Place the subtraction cards on the board in the following order

69–41	66–38	65–37	70–42	67–39	68–40
-------	-------	-------	-------	-------	-------

Allocate each subtraction question to several students so that each student in the class completes one subtraction.

Rearrange the cards on the board from the smallest to the largest subtrahend.

65–37
66–38
67–39
68–40
69–41
70–42

As a class determine the answer for each subtraction and record it next to each card.

Discuss why all of the subtractions have the same answer.

Have the students suggest other subtractions that would have the same answer as the cards on the board.

Write the following subtractions on the board and tell the students that they both have the same answer.

74 – 36	78 – □
---------	--------

Ask, *What number goes in the □?*

Discuss the strategies that the students used to determine the answer.

Have the students write their own set of subtraction questions that all have the same answer.