

# La soustraction

⇒ *Soustraction de nombres entiers*

*Nous allons réviser ensemble comment  
poser une soustraction de nombres entiers.  
Nous allons commencer par un premier  
calcul.*

1 - Je pose l'opération en colonnes.

$$7\ 892 - 2\ 974 =$$

*On commence  
par écrire le  
premier  
nombre.*

7 8 9 2

1 - Je pose l'opération en colonnes.

$$7 \underline{8}92 - 2 \underline{9}74 =$$

$$\begin{array}{r} 7 \quad 8 \quad 9 \quad 2 \\ \phantom{7 \quad 8 \quad 9 \quad} 4 \end{array}$$

*On écrit ensuite le deuxième nombre en alignant les chiffres des unités.*

*Je place le 4 sous le 2.*

# 1 - Je pose l'opération en colonnes.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline \end{array}$$

*Puis je place  
les autres  
chiffres (en  
alignant bien  
les chiffres  
dans les  
colonnes),  
le moins  
et la barre de  
résultat.*

## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

*Je commence  
par les chiffres  
des unités.*

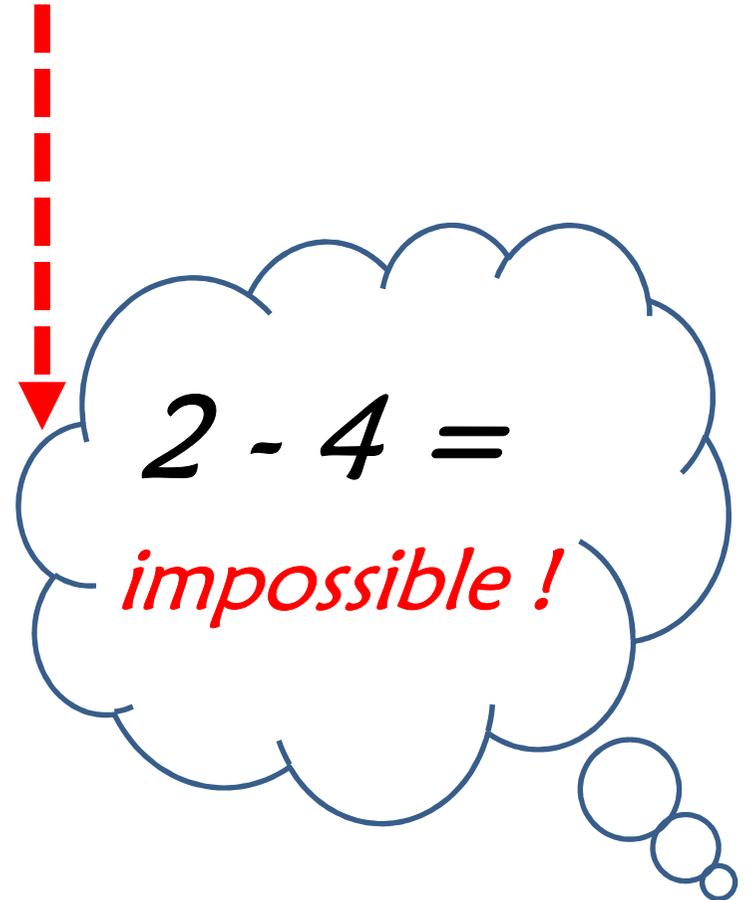
$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline \end{array}$$

## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

*Je vais  
toujours de  
haut en bas.*

—	7	8	9	2
—	2	9	7	4

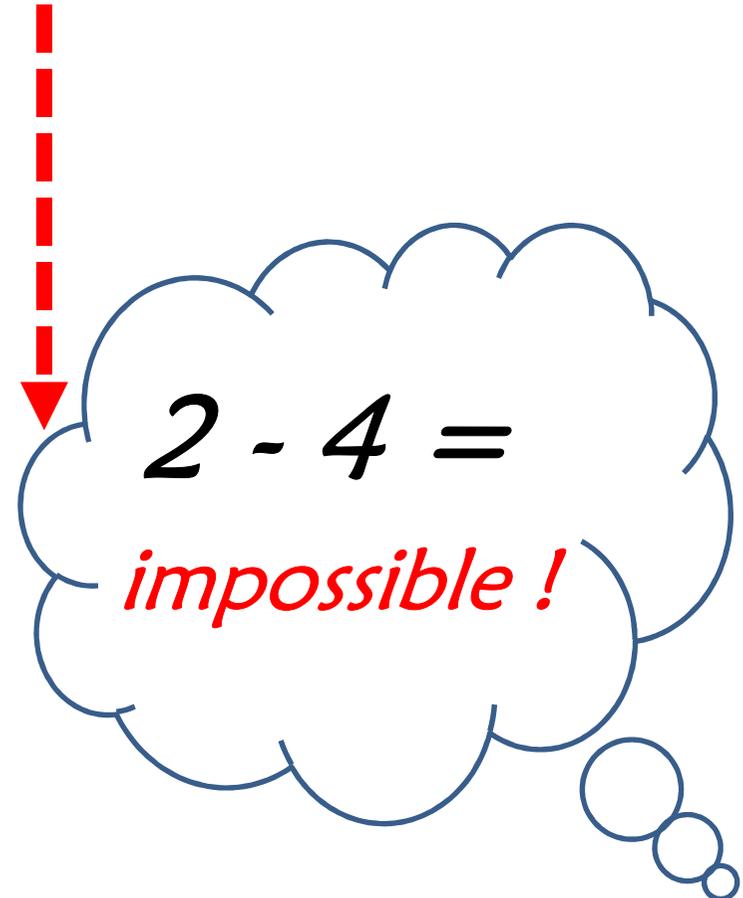


## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

Je dois donc  
prendre une  
**retenue.**

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline \end{array}$$

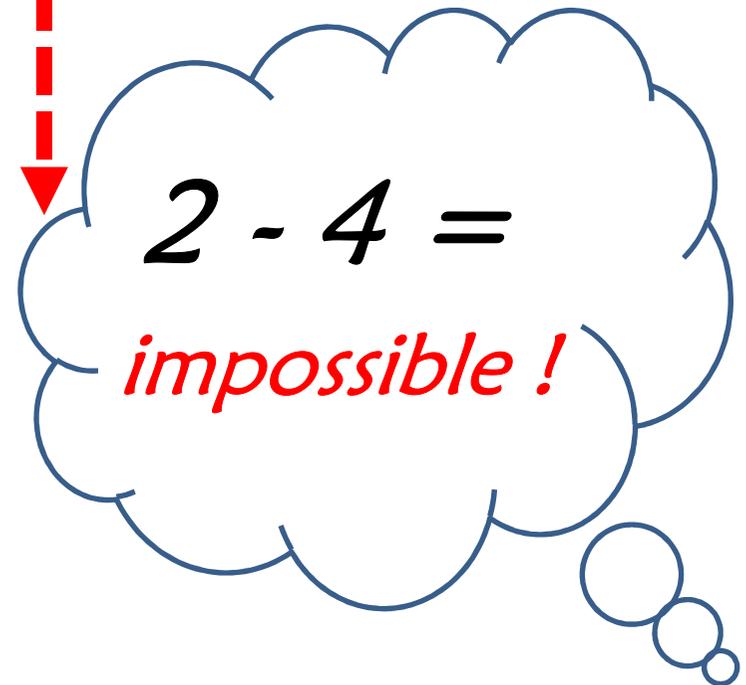


## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline \end{array}$$

Je marque un **1** à côté du chiffre des unités du haut.



## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline \end{array}$$

The image shows a subtraction problem with a red box around the last two digits of both numbers. A red '1' is written above the '2' in the top number, and a red '1+' is written between the '9' and '7' in the bottom number. A red dashed arrow points from the box down to a thought bubble.

*Je marque un  
1 + à côté du  
chiffre des  
dizaines du  
bas.*

$$2 - 4 =$$

*impossible !*

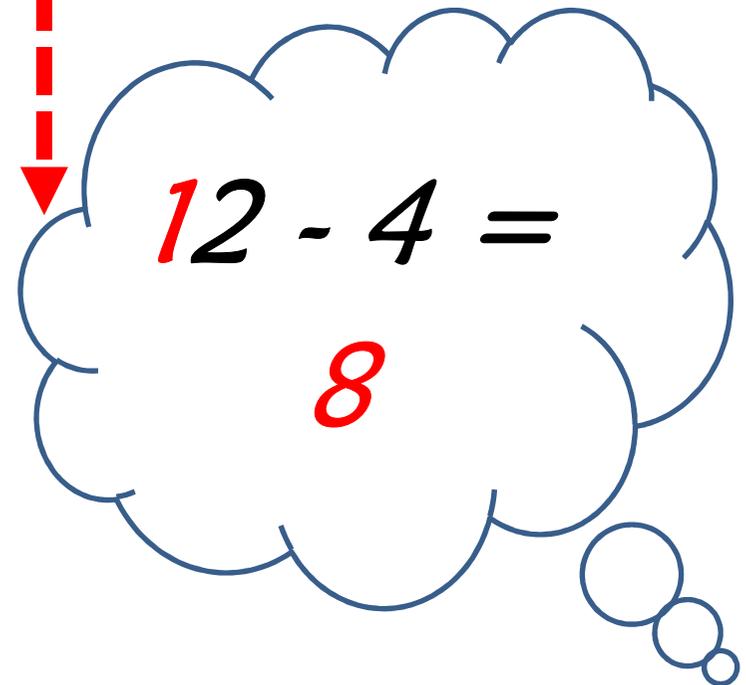
## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline \end{array}$$

The diagram shows the subtraction process. A red box highlights the tens and units columns of both numbers. A red '1' is written above the '2' in the top row, and a red '+7' is written between the '9' and '7' in the bottom row. Below the horizontal line, the digit '8' is written, representing the result of the subtraction in the tens column.

*Maintenant, je soustrais avec la retenue. J'écris le 8.*



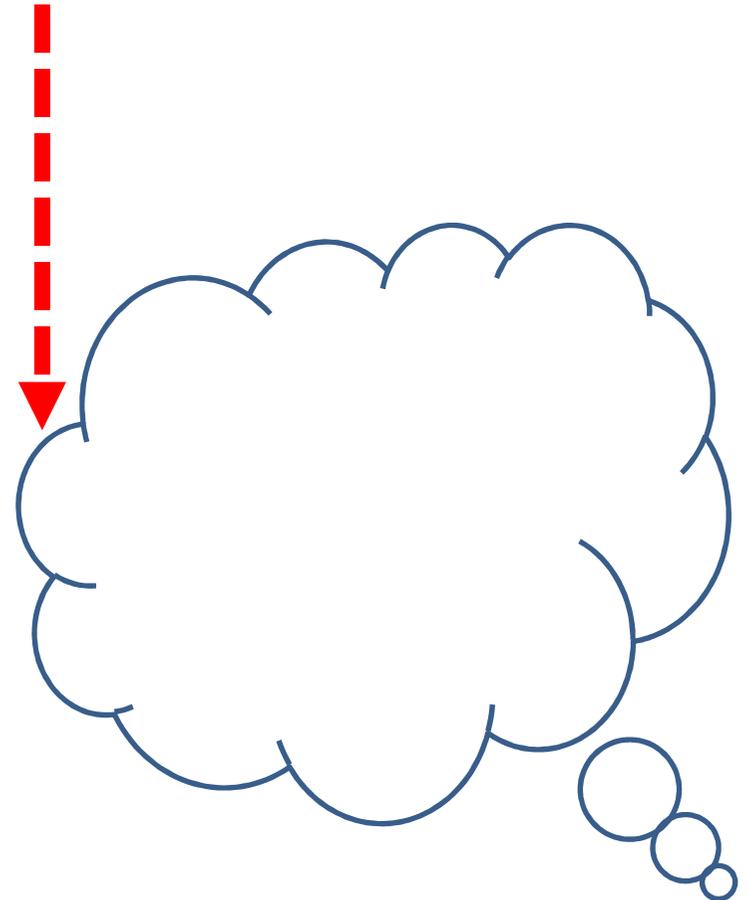
2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

*Je passe à la  
colonne des  
dizaines.*

$$\begin{array}{r} 7\ 8\ 9\ 2 \\ - 2\ 9\ 7\ 4 \\ \hline \phantom{7\ 8}\ 8 \end{array}$$

The diagram shows a subtraction problem: 7892 minus 2974. A red box highlights the tens column (9 and 7) and the units column (2 and 4). A red '1' is written above the 9 and below the 7, with a red '+' sign between them, indicating a borrowing of 1 ten from the 9 to make 12 in the units column. A red dashed arrow points downwards from the top of the red box to a thought bubble.



## 2 - J'effectue le calcul.

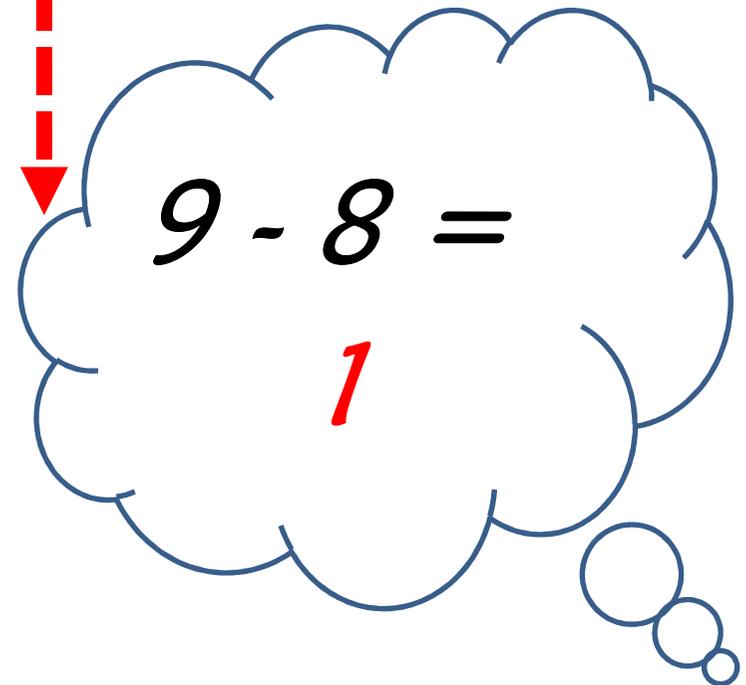
$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 8\ 9\ 2 \\ - 2\ 9\ 7\ 4 \\ \hline \end{array}$$

The calculation shows a borrowing process. A red box highlights the '9' in the tens place of the top number and the '7' in the tens place of the bottom number. A red '1' is written above the '9' and below the '7', with a '+' sign between them, indicating that 10 is being borrowed from the hundreds place. The result '8' is written below the horizontal line.

*Attention à la  
retenue dans  
le nombre du  
bas !*

$$1 + 7 = 8$$



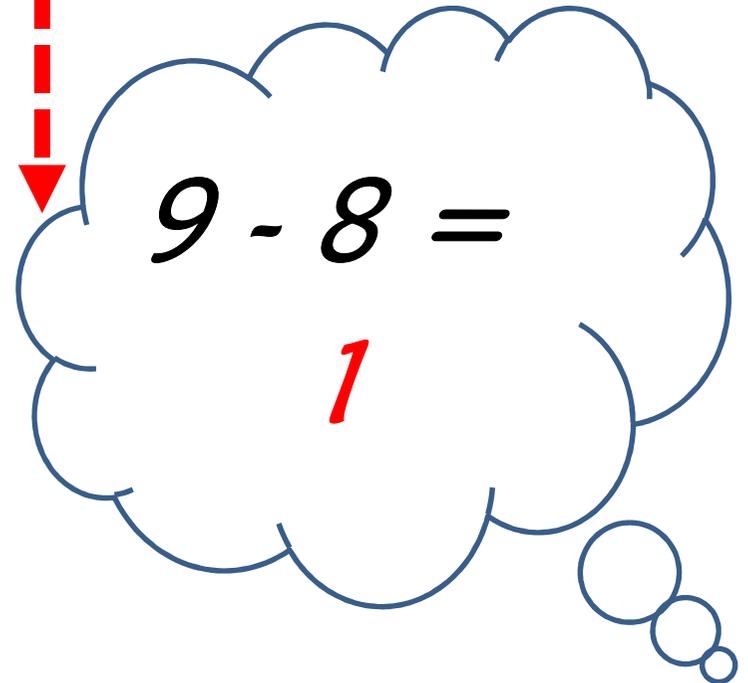
2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

*J'écris le 1.*

$$\begin{array}{r} 7\ 8\ 9\ 2 \\ - 2\ 9\ 7\ 4 \\ \hline 1\ 8 \end{array}$$

The diagram shows a subtraction problem with a borrowing step. A red box highlights the tens column (9) of the top number and the tens column (7) of the bottom number. A red '+' sign is placed between the 9 and 7. A red '1' is written above the 9 in the top number and below the 7 in the bottom number, indicating the borrowing of 10 from the hundreds place. A red dashed arrow points from the top of the box down to a thought bubble.

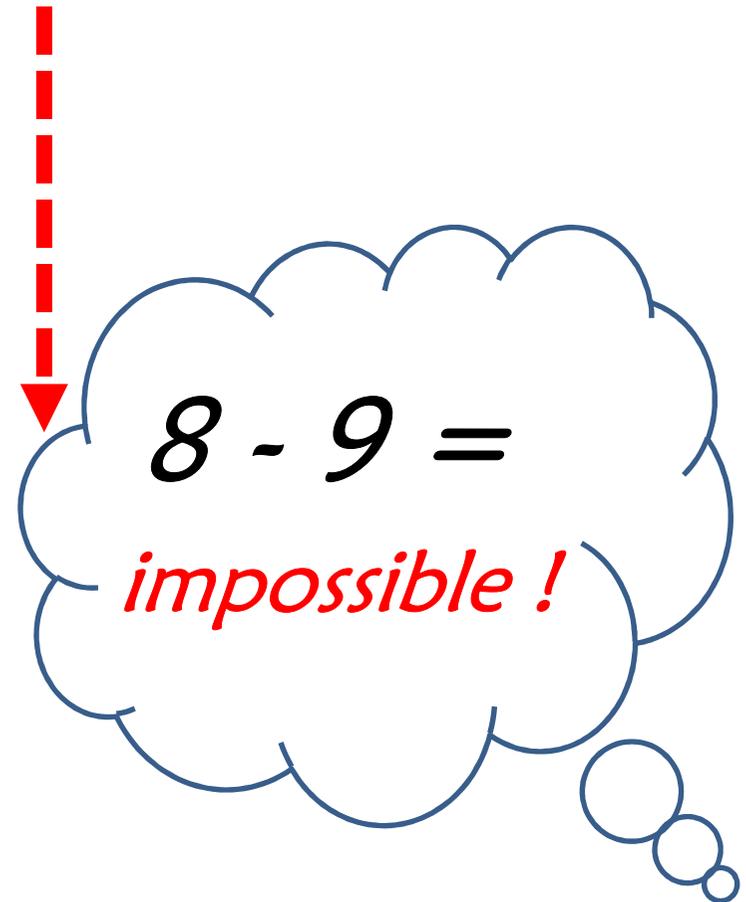


## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

*Je passe à la  
colonne des  
centaines.*

$$\begin{array}{r} 7\ 8\ 9\ 2 \\ - 2\ 9\ 7\ 4 \\ \hline \phantom{0}\phantom{0}\ 1\ 8 \end{array}$$



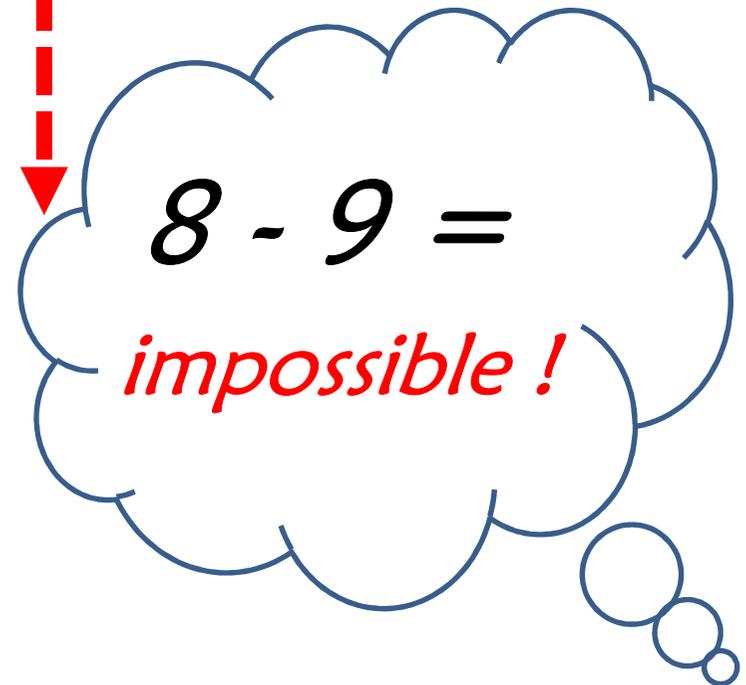
## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

*Je prends  
donc une  
retenue.*

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline 1\ 8 \end{array}$$

The diagram shows a subtraction problem with a red box highlighting the tens column (8 and 9) and a red arrow pointing to a thought bubble. A red '1' is written above the 9 in the tens column, and a red '+' is written between the 9 and 7 in the tens column.



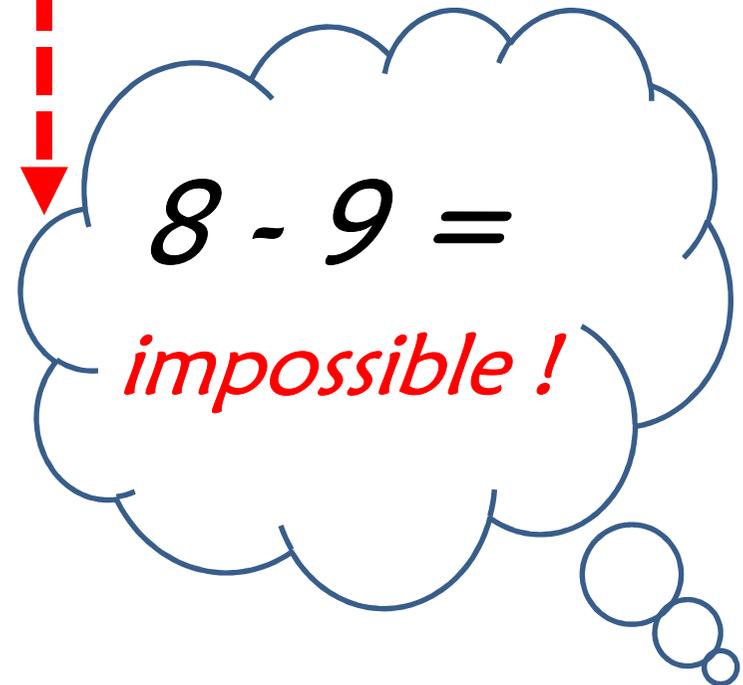
## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline \end{array}$$

The diagram shows the subtraction process with a red box highlighting the tens and units columns. A red '1' is written above the 8 in the tens column, and another red '1' is written above the 9 in the units column. A red '+' sign is placed between the 9 and 7 in the units column, indicating that the 8 is being treated as 18. Below the horizontal line, the digits '1' and '8' are written, representing the result of the subtraction in those columns.

Je marque un **1** à côté du chiffre des centaines du haut.



## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 8\ 9\ 2 \\ - 2\ 9\ 7\ 4 \\ \hline \end{array}$$

The diagram shows a subtraction problem with a red box around the 8 in the tens place of the top number and the 9 in the tens place of the bottom number. A red '1+' is written to the left of the 2 in the bottom number, and another red '1+' is written to the left of the 7 in the bottom number. A red dashed arrow points from the top of the box down to a thought bubble.

*Je marque un  
1+ à côté du  
chiffre des  
unités de mille  
du bas.*

$$8 - 9 =$$

*impossible !*

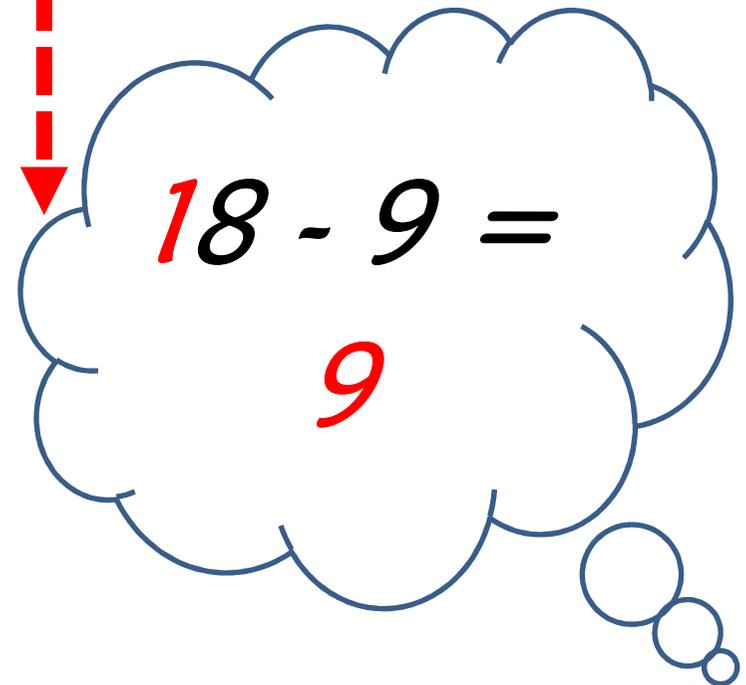
## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline 9\ 188 \end{array}$$

The diagram shows the subtraction process with a red box highlighting the 8 in the tens place of the top number and the 9 in the tens place of the bottom number. A red '1' is written above the 8, and another red '1' is written to the left of the 9. A red '+' sign is placed between the 2 and the 9, and another red '+' sign is placed between the 7 and the 4. A red dashed arrow points from the top of the box down to a thought bubble.

*Maintenant, je soustrais avec la retenue. J'écris le 9.*

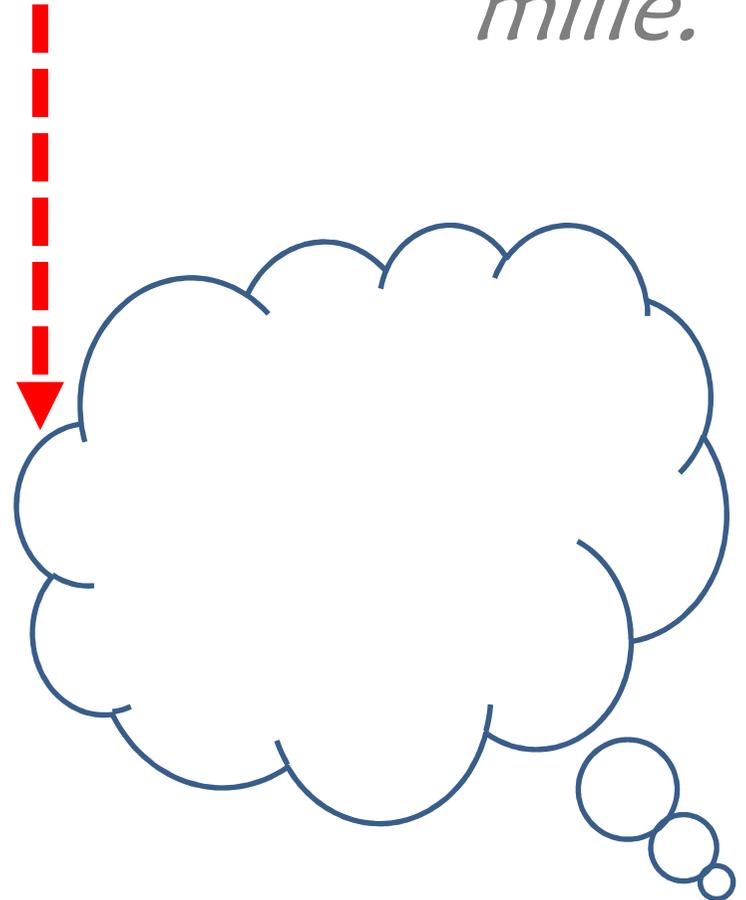


## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} \boxed{7} \quad \overset{1}{8} \quad \overset{1}{9} \quad 2 \\ - \quad \overset{1+}{2} \quad \overset{1+}{9} \quad 7 \quad 4 \\ \hline \phantom{7} \quad 9 \quad 1 \quad 8 \end{array}$$

*Je finis par la  
colonne des  
unités de  
mille.*



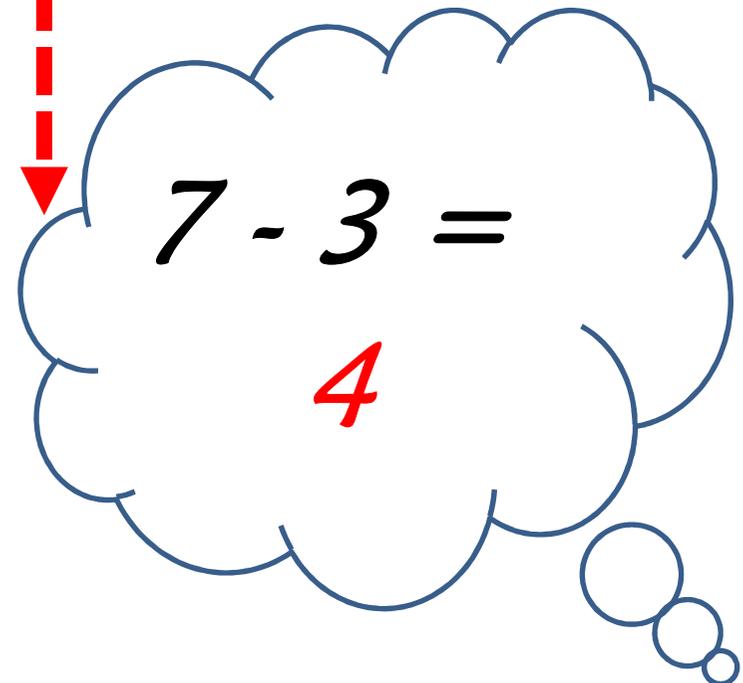
## 2 - J'effectue le calcul.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} \boxed{7} \quad \overset{1}{8} \quad \overset{1}{9} \quad 2 \\ - \boxed{\overset{1+}{2}} \quad \overset{1+}{9} \quad 7 \quad 4 \\ \hline 9 \quad 1 \quad 8 \end{array}$$

*Attention à la  
retenue dans  
le nombre du  
bas !*

$$1 + 2 = 3$$



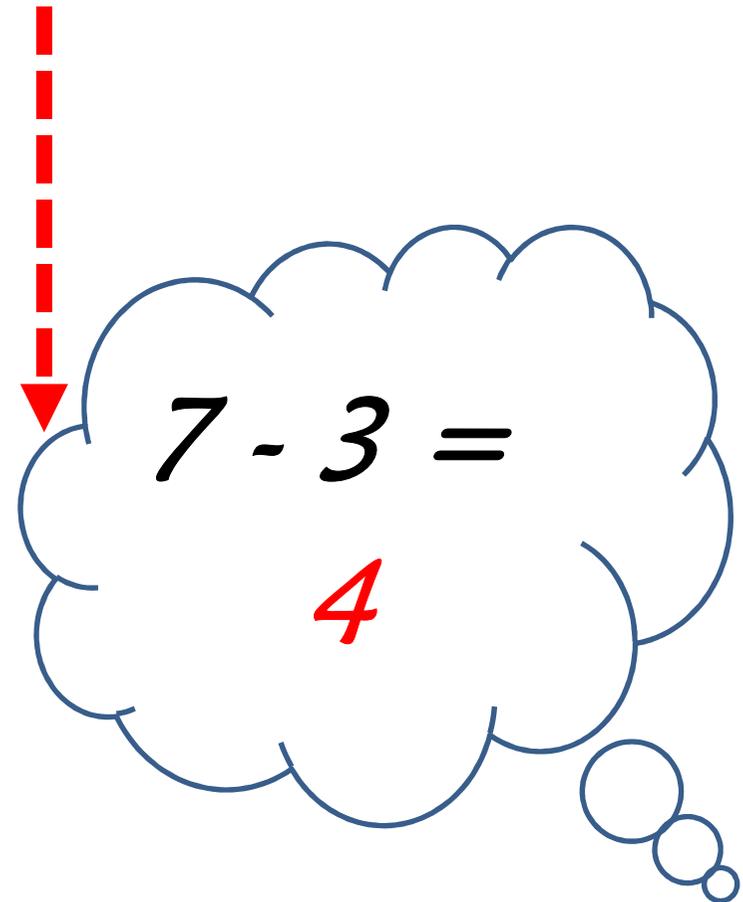
2 - J'effectue le calcul.

*J'écris le 4.*

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} \phantom{0}7\ 8\ 9\ 2 \\ - 2\ 9\ 7\ 4 \\ \hline 4\ 9\ 1\ 8 \end{array}$$

The image shows a subtraction problem with a borrowing step. The top number is 7892 and the bottom number is 2974. A red box highlights the 7 in the top number and the 2 in the bottom number. A red '+' sign is written next to the 2. Small red '1's are placed above the 8 and 9 in the top number, and above the 7 and 4 in the bottom number. A horizontal line is drawn under the bottom number. Below the line, the result 4918 is written.

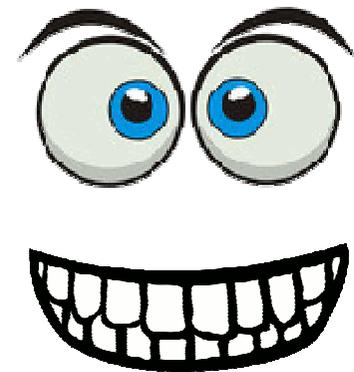


### 3 - Je vérifie mon opération.

$$7\ 892 - 2\ 974 =$$

$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline 4\ 918 \end{array}$$

*Je relis le calcul, colonne par colonne, pour vérifier qu'il n'y ait pas d'erreur.*

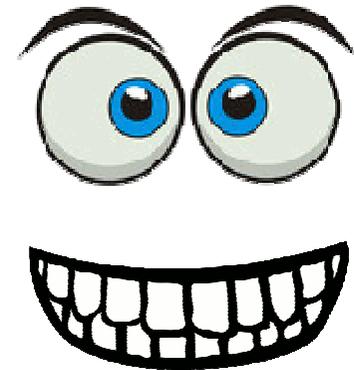


3 - Je vérifie mon opération.

$$7\ 892 - 2\ 974 = 4\ 918$$

*Tout  
va  
bien !*

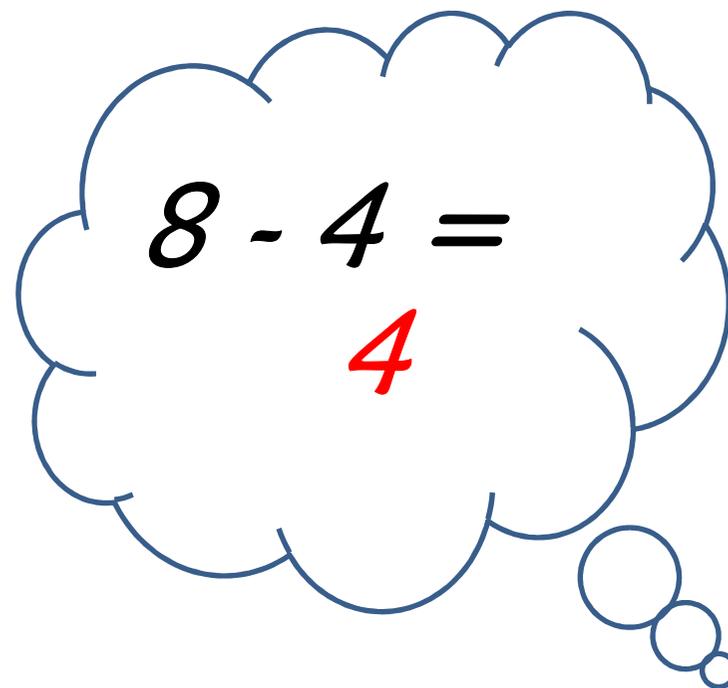
$$\begin{array}{r} 7\ 892 \\ - 2\ 974 \\ \hline 4\ 918 \end{array}$$



*Effectuons une deuxième opération tous ensemble.*

$$3618 - 824 =$$

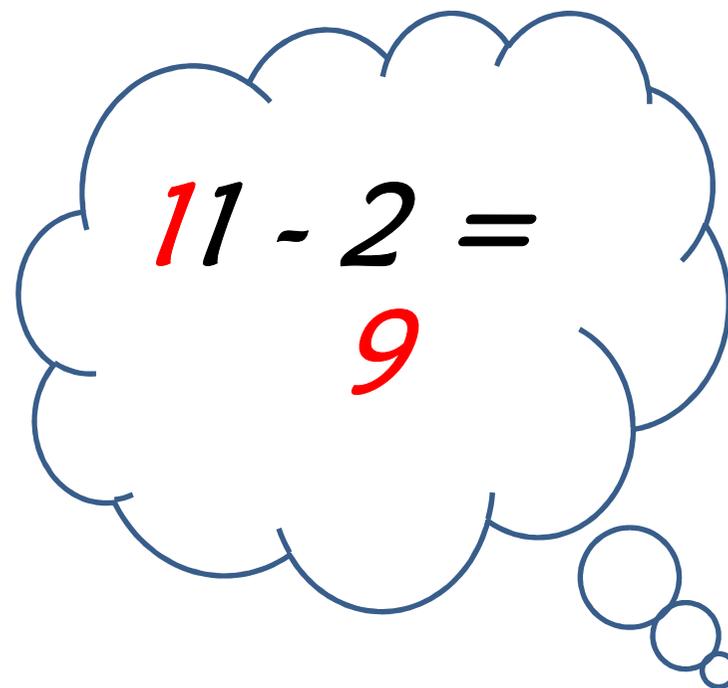
$$\begin{array}{r} \phantom{3} 618 \\ - \phantom{3} 824 \\ \hline \phantom{3} 8 \end{array}$$



$$3618 - 824 =$$

$$\begin{array}{r} 3618 \\ - 824 \\ \hline 94 \end{array}$$

The diagram shows the subtraction  $3618 - 824$  with a red box highlighting the tens place. A red '1' is written above the '1' in the tens place of the minuend, and a red '1+' is written to the left of the '8' in the tens place of the subtrahend. The result '94' is shown below the horizontal line.

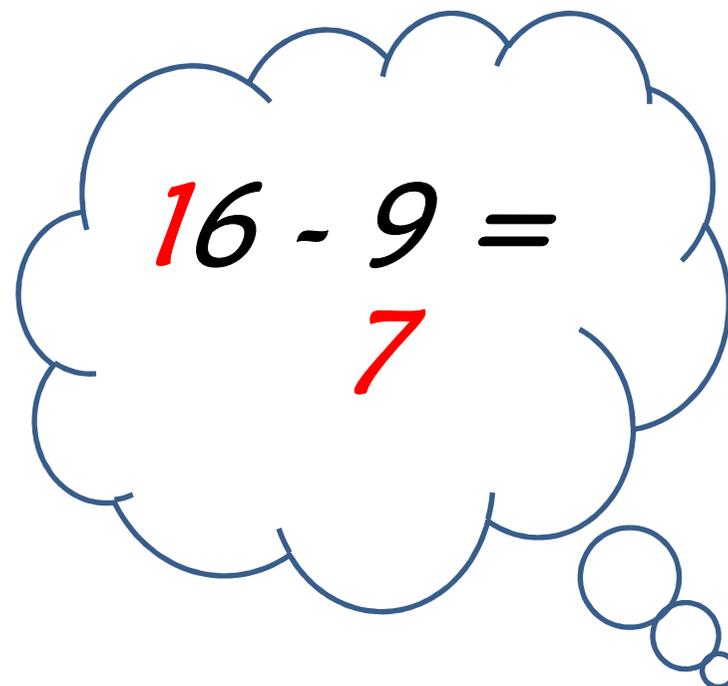


A thought bubble containing the calculation  $11 - 2 = 9$ . The numbers '11' and '9' are in red, and the minus sign and equals sign are in black.

$$3618 - 824 =$$

$$\begin{array}{r} \phantom{3} \phantom{1} \phantom{6} \phantom{1} \phantom{8} \\ - \phantom{1} \phantom{1} \phantom{6} \phantom{1} \phantom{8} \\ \hline 3 \phantom{1} \phantom{6} \phantom{1} \phantom{8} \\ \phantom{1} \phantom{1} \phantom{6} \phantom{1} \phantom{8} \\ \hline 7 \phantom{9} \phantom{4} \end{array}$$

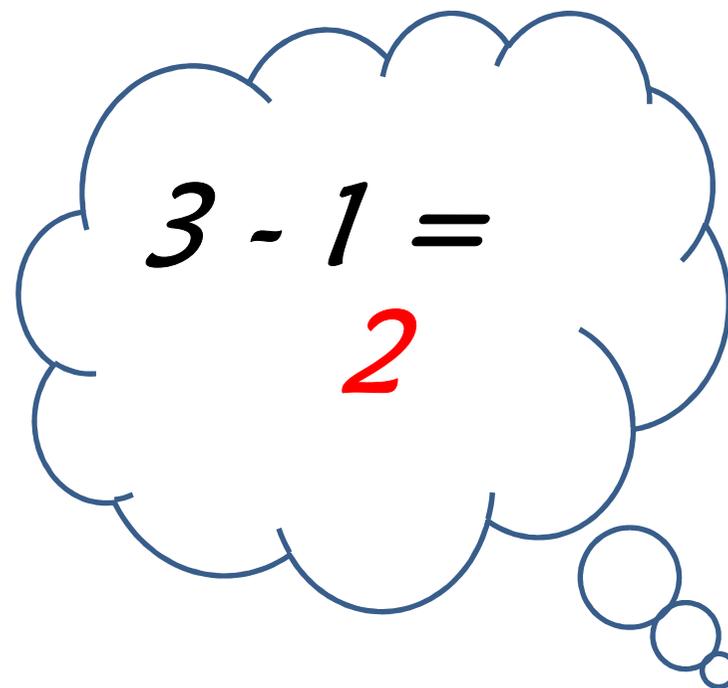
The diagram shows a subtraction problem with a red box highlighting the tens and ones columns. The top row is 3 1 6 1 8. The bottom row is 1+ 1+ 8 2 4. A red box encloses the 6 and 8 in the top row and the 1+ and 8 in the bottom row. The result is 7 9 4.



A thought bubble containing the equation  $16 - 9 = 7$ . The numbers 16 and 9 are in black, and the number 7 is in red.

$$3618 - 824 =$$

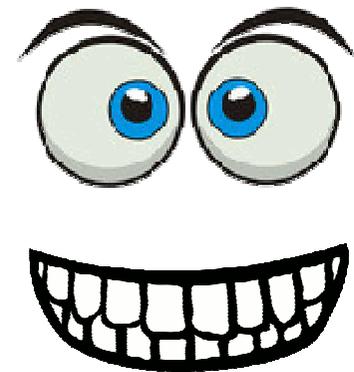
	3			
	1+	1	6	1
	1+	1	8	2
	8	2	4	8
	2	7	9	4



$3 - 1 =$   
 $2$

$$3\ 618 - 824 = 2\ 794$$

$$\begin{array}{r} \phantom{3} \phantom{6} \phantom{1} \phantom{8} \\ \underline{\phantom{3} \phantom{6} \phantom{1} \phantom{8}} \\ 3 \phantom{6} \phantom{1} \phantom{8} \\ \phantom{3} 1 \phantom{6} \phantom{1} \phantom{8} \\ \phantom{3} \phantom{6} 1 \phantom{1} \phantom{8} \\ \phantom{3} \phantom{6} \phantom{1} 1 \phantom{8} \\ \phantom{3} \phantom{6} \phantom{1} \phantom{1} 8 \\ \phantom{3} \phantom{6} \phantom{1} \phantom{1} \phantom{8} 2 \\ \phantom{3} \phantom{6} \phantom{1} \phantom{1} \phantom{8} \phantom{2} 4 \\ \hline 2 \phantom{6} \phantom{1} \phantom{8} \phantom{2} \phantom{4} \\ \phantom{2} 7 \phantom{1} \phantom{8} \phantom{2} \phantom{4} \\ \phantom{2} \phantom{7} 9 \phantom{1} \phantom{8} \phantom{2} \phantom{4} \\ \phantom{2} \phantom{7} \phantom{9} 4 \phantom{1} \phantom{8} \phantom{2} \phantom{4} \end{array}$$



*Et voilà ! La soustraction de nombres entiers  
n'a maintenant plus de secret pour vous !*