

KEY CONCEPT OVERVIEW

During the next two weeks, our math class will be adding and subtracting numbers to 100, building upon Grade 1 skills at a quickened pace, and using strategies to make problems easier.

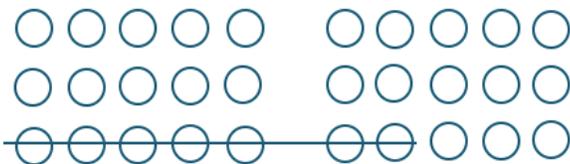
You can expect to see homework that asks your child to do the following:

- Add and subtract like units. (e.g., in $73 - 21$, 7 tens – 2 tens = 5 tens, and 3 ones – 1 one = 2 ones.)
- Use a **number bond** to **make a ten** when adding numbers up to 100; for example, $38 + 7$ can be thought of as $38 + 2 + 5$, and from there, we can make the simpler problem, $40 + 5$.
- Use a number bond to **take from ten** when subtracting numbers up to 100; for example, $67 - 9$ can be thought of as $57 + 10 - 9$, and from there, we can make the simpler problem, $57 + 1$.

SAMPLE PROBLEM (From Lessons 4, 5, 7, 8)

Mary buys 30 stickers. She uses 7 stickers. How many stickers does Mary have left?

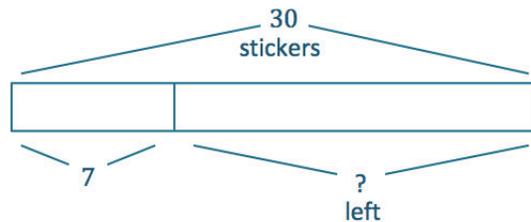
Solution 1:



$$\begin{array}{r} 30 - 7 = \boxed{23} \\ \swarrow \searrow \\ 20 \quad 10 \end{array} \quad \begin{array}{l} 10 - 7 = 3 \\ 20 + 3 = 23 \end{array}$$

$$30 - 7 = \underline{23}$$

Solution 2:



$$7 + \underline{23} = 30$$

Mary has 23 stickers left.

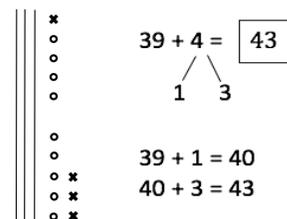
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at GreatMinds.org.

HOW YOU CAN HELP AT HOME

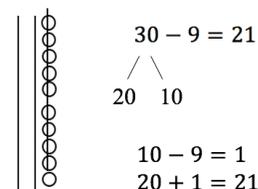
- Encourage your child to explain one strategy he can use to solve a problem. For example, “I know that $61 + 20 = 81$ because 20 is two tens. I started with 61 and I counted on two tens: 61, 71, 81.”
- Play “Make the Next Ten”: Partner A calls out a number (e.g., 28). Partner B tells how many ones are needed to make the next ten, and then says the number sentence ($2; 28 + 2 = 30$).
- Play “Take out a Ten”: Partner A calls out a number (e.g., 67). Partner B takes out a ten, states the remaining part (57), and provides a related number sentence ($67 - 10 = 57$, or $57 + 10 = 67$).

TERMS

Make a ten: An addition strategy used to make a unit of ten. For example, $39 + 4$ can be thought of as $39 + 1 + 3$, and from there, we can make the simpler problem, $40 + 3$.



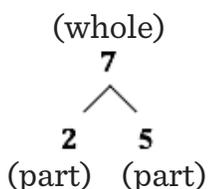
Take from ten: A strategy used to subtract from a unit of ten. For example, $30 - 9$ can be thought of as $20 + 10 - 9$, and from there, we can make the simpler problem, $20 + 1$.



RDW process: A 3-step problem-solving method that requires students to 1) **R**ead the problem, 2) **D**raw a picture, and 3) **W**rite an equation and statement of the answer. Students may draw a tape diagram as part of Step 2. (See Sample Problem and Solution 2 above.)

MODELS

Number Bond: A model that shows the relationship between a number (whole) and its parts.



Quick Tens and Ones: A math drawing used to represent tens and ones. A vertical line represents each ten; dots represent ones. For example, $27 = 2$ tens 7 ones.

