

## 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.

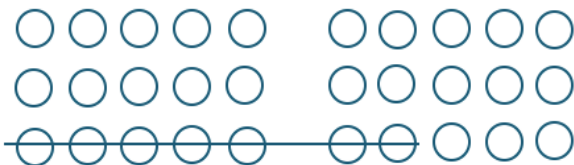
You can expect to see homework that asks your child to do the following:

- 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?

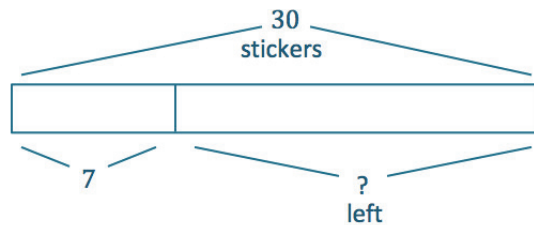
Solution 1:



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

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

Solution 2:



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

**Mary has 23 stickers left.**

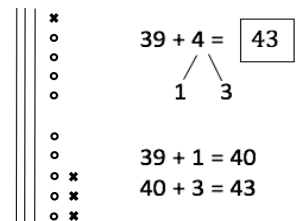
Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

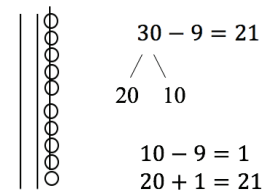
- Encourage your child to explain one strategy he can use to solve a problem. For example, “I know that  $61 + 20 = 81$  because 20 is two tens. I started with 61 and I counted on two tens: 61, 71, 81.”
- Play “Make the Next Ten”: Partner A calls out a number (e.g., 28). Partner B tells how many ones 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,  $40 + 3$ .



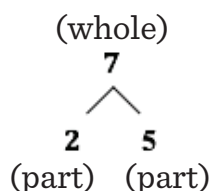
**Take from ten:** A strategy used to subtract from a unit of ten. For example,  $30 - 9$  can be thought of as  $20 + 10 - 9$ , and from there, we can make the simpler problem,  $20 + 1$ .



**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.

