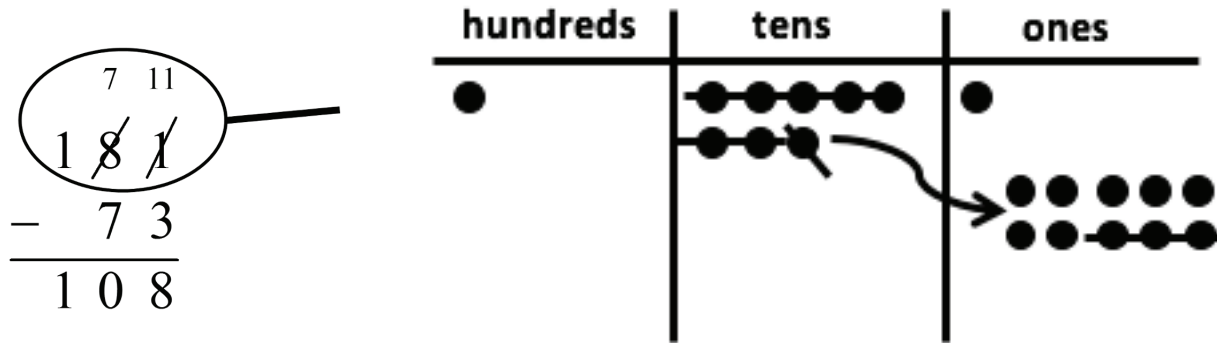


## KEY CONCEPT OVERVIEW

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During the next week, our math class will learn to subtract vertically by aligning place value units, which is similar to last week's work with addition. Grade 2 students are not expected to solve solely by using the algorithm. To support understanding, we will work with place value disks and relate that model to the vertical form. Students will notice that when modeling subtraction, only the total is drawn or created since the part being subtracted is taken from the total. We will draw a magnifying glass around the total to help us “look closer” to see whether we have enough ones or tens to subtract.



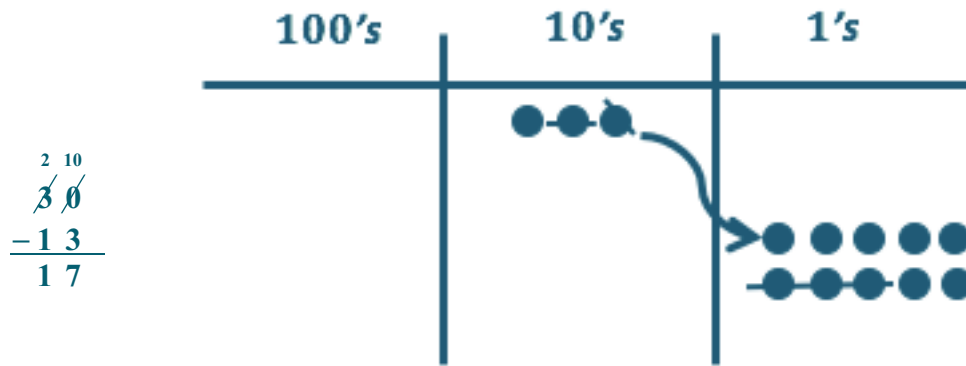
You can expect to see homework that asks your child to do the following:

- Use place value disks to model unbounding a ten to subtract.
- Write the subtraction problems in vertical form to solve.
- Model the subtraction process by using the chip model.
- Use the RDW process and tape diagrams to model word problems involving subtraction in varied situations.

**SAMPLE PROBLEM** *(From Lesson 13)*

Solve vertically. Draw a place value chart and chips to model the problem. Show how you change 1 ten for 10 ones when necessary.

$$30 - 13 = 17$$



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**

- Help your child practice knowing when and when not to unbundle a ten by playing Take from the Tens or Ones. For example, if you say, “46 – 5,” your child should say, “Take from the ones.” If you say, “46 – 7,” your child should say, “Take from the tens.”
- Encourage your child to explain what he is doing when solving problems to reinforce place value language. For example, to solve 46 – 7, your child might say, “First, I see that there are not enough ones to subtract in the ones place. So I need to change 1 ten for 10 ones. I had 6 ones, so now there are 16 ones!”
- Present everyday situations to help your child understand the idea of whether there is enough. For example, “Imagine you have 4 eggs in a carton. You need 6 eggs for your pancake mix. Do you have enough eggs to make pancakes?” (No.) “What might you do?” (Open a new carton of eggs!)