

FAMILY MATH

Deepening Problem Solving

Dear Family,

Your student is continuing to learn how to solve different types of addition and subtraction word problems by using the familiar Read–Draw–Write process. Before learning this process, your student represented word problems with drawings. Now your student is learning to draw a tape diagram to represent the problem. After drawing a tape diagram, your student is writing an addition or subtraction equation to match it and then solving the problem. Your student is also using small objects such as paper clips and cubes to measure length and connecting this activity to solving comparison word problems.

Key Term

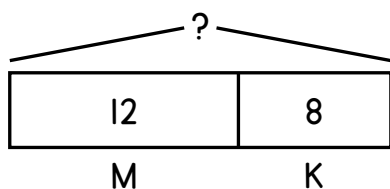
tape diagram

Max has 12 tickets.

Kit has 8 tickets.

They need 20 tickets to go on the ride.

Can they ride?



$$12 + 8 = ?$$

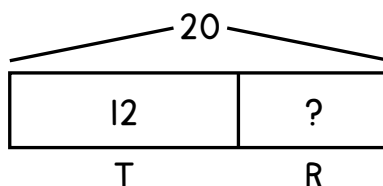
Yes, they can ride. They have 20 tickets.

Jade has 12 tickets.

She gets more tickets to go on a ride.

Now she has 20 tickets.

How many tickets did she get?



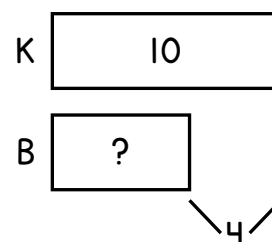
$$12 + ? = 20$$

Jade got 8 more tickets.

Kit plays for 10 minutes.

Ben plays for 4 fewer minutes than Kit plays.

How long does Ben play?



$$10 - 4 = ?$$

Ben plays for 6 minutes.

A tape diagram is a flexible way to show what is known and unknown in a word problem throughout elementary school.

At-Home Activities

Best Foot Forward

Use small items, such as crayons or cotton swabs, to measure the length of family members' feet. Remind your student to line up the objects from end to end without any gaps or overlaps. For example, your student's foot may be about 3 crayons long. Encourage your student to compare lengths using words such as *longer* and *shorter*. Your student may say, "My foot is 2 crayons shorter than your foot." Consider measuring the feet again with another object and discussing how the measurements are different.

My World Puzzlers

Look for opportunities to have your student solve addition and subtraction problems at home. The numbers in the problems should be 20 or less. Encourage your student to draw a tape diagram and write an equation to figure out the answer. If possible, check their answers with the actual objects. Here are a few examples.

- We baked 20 cookies. Then we ate some of the cookies. Now there are 11 cookies left. How many cookies did we eat?
- I need 13 stamps to mail these cards. I found 8 stamps on the table and 4 stamps in the drawer. Do I have enough stamps to mail all of the cards?
- The drive to the lake takes 4 hours. That trip takes 2 fewer hours than the drive to the beach. How long is the drive to the beach?