

KEY CONCEPT OVERVIEW

During the next week, our math class will deepen our understanding of the repetitive nature of the subtraction algorithm. Students will unbundle 1 hundred for 10 tens and 1 ten for 10 ones when necessary. Through practice, students will discover that just as we asked, “Do I have enough ones?” we can ask, “Do I have enough tens?” The only difference is in place value.

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

- Use number bonds to subtract from 100. (See Sample Problem.)
- Use place value disks, place value disk drawings, and the chip model to model and subtract from three-digit numbers.
- Use the RDW process to solve word problems involving subtraction.

SAMPLE PROBLEM (From Lesson 23)

Solve by using a number bond to subtract from 100.

$$115 - 80 = 35$$
$$115 - 80 = 35$$

$$100 - 80 = 20$$
$$20 + 15 = 35$$

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

- Use consistent language to help your child through the subtraction process. For example, to solve $172 - 56$, you might say, “Let’s look at the ones place first. Do you have enough ones to subtract 6 ones?” (No, because 6 ones are more than 2 ones.) “Where can you get more ones?” (From the tens place.) “Show what happens in the tens place.” (7 tens becomes 6 tens.) “How many ones do you have in the ones place now?” (12 ones.) Continue with, “Now, let’s look at the tens place. Do you have enough tens to subtract 5 tens?” (Yes, there are 6 tens.) And so on. Encourage your child to use place value language to respond, and have him record his work.
- Help your child to organize her place value disk or chip model drawings as neatly as possible, with dots or place value disks in 5-group formation. This will assist her in quickly seeing quantities and noticing whether there are enough ones or tens to subtract.
- Practice subtraction facts up to 20, and encourage your child to use simplifying strategies for any facts that he has trouble recalling. For example, to solve $16 - 9$, use the take from ten strategy: “I can break 16 into 10 and 6, and $10 - 9 = 1$ and $1 + 6 = 7$, so $16 - 9 = 7$.”