LETTER HOME

Subtracting Larger Numbers

Dear Family Member:

Multidigit Subtraction. In this unit, students focus on developing strategies to subtract multidigit numbers. Students expand their mental math strategies and develop paper-and-pencil methods. After exploring a variety of invented strategies and paper-and-pencil methods, students develop a strategies menu. See Figure 1. The menu serves as a reminder, helps student make connections among strategies, and encourages students to choose appropriate strategies.

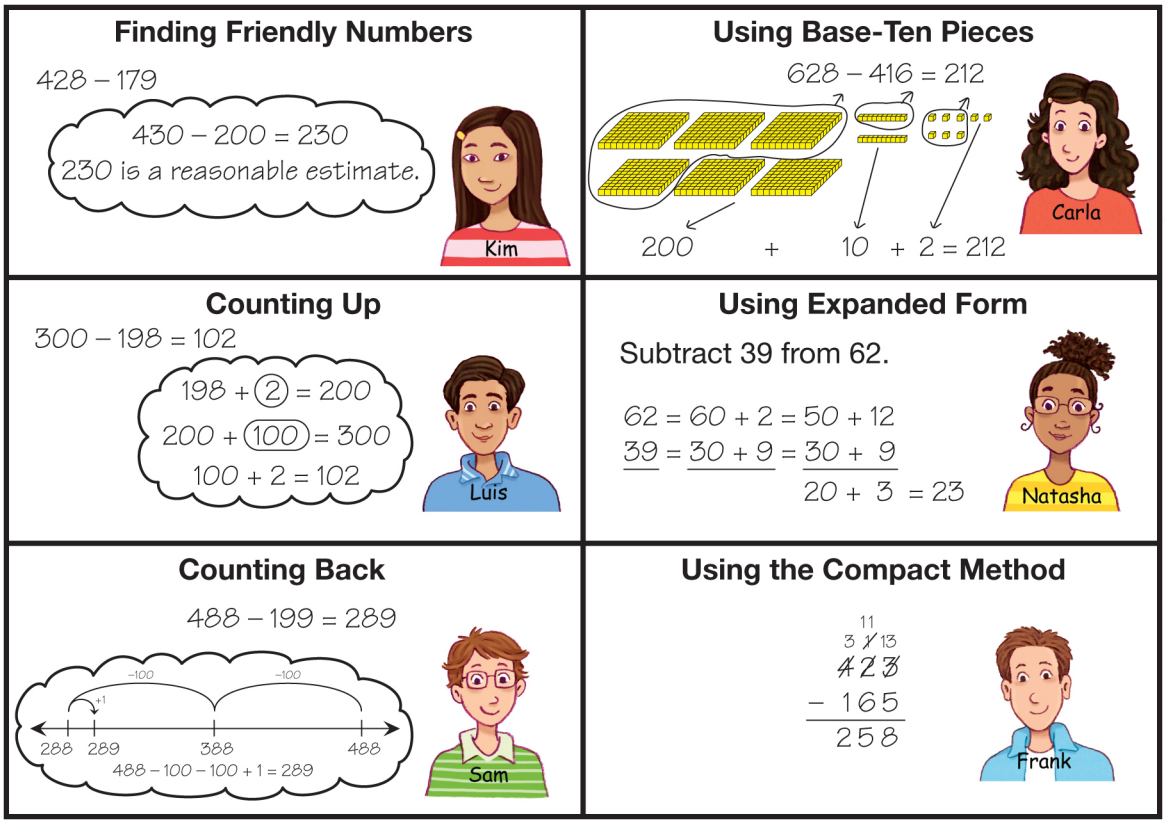


Figure 1: *Subtraction Strategies Menu*

You can help reinforce the development of these strategies at home with the following activities:

- **Play Largest to Smallest Game.** In this game, players take turns making multidigit numbers to find a difference. After each round players find the sum of each of these differences. The first person to reach the number goal wins. Directions for this game are in the *Student Activity Book.*
- **Subtraction Strategies Menu.** Encourage your child to use an appropriate method that makes sense to him or her and matches the problem to be solved.
- **Play the Digits Game.** A player chooses a playing board that is a template for an addition or subtraction problem. Cards are drawn one at a time from a deck of 0-9 Digit Cards. After each draw, players write a digit in a box on the playing board trying to find the largest sum correctly. Children were introduced to this game in Unit 6 Lesson 5 using addition.

Time. The analog clock is a complex instrument to learn to read. In this unit, students focus on reading the minute scale.

- **Focus on the Minute Hand.** Practice telling time with your child to the nearest minute at special times of the day such as dinner time and bed time. Ask your child to focus on the minute hand first. Ask if it shows a time closer to the end of the hour or the start of the hour. Then ask your child to use the minute scale to describe the minutes past the hour.
- **Elapsed time.** Ask your child questions about time during your daily routine. For example, it is now 1:15. If I do homework for 20 minutes, what time will it be when I finish? Where will the minute hand on the clock be pointing? Where will the hour hand be pointing?

Math Facts and Mental Math

This unit continues the review and assessment of the subtraction facts and the development of the multiplication facts. Help your child using the activities below.

Subtraction Facts. Students review the subtraction facts in Groups 1–4 to maintain and increase proficiency and to learn to apply subtraction strategies to larger numbers. See Figure 2.

Groups	Subtraction Facts	Strategies Used	
1 2	$12-9, 12-10, 13-9, 13-10, 13-4,$ $15-9, 15-10, 15-6, 19-10,$ $14-10, 14-9, 14-5, 17-10, 17-9,$ $11-9, 16-9, 16-7, 16-10$	Using Tens Thinking Addition	Assessed in Unit 7
3 4	$10-4, 9-4, 11-4, 10-8, 11-8,$ $9-5, 10-6, 11-6, 11-5,$ $10-7, 9-7, 11-7, 10-2, 9-2, 9-3,$ $10-3, 11-3, 9-6$	Making Tens Thinking Addition	
5 6	$7-3, 7-5, 7-2, 11-2, 8-6, 5-3,$ $8-2, 4-2, 5-2,$ $6-4, 6-2, 13-5, 8-5, 8-3, 13-8,$ $12-8, 12-4, 12-3$	Counting up Counting Back Thinking Addition	Assessed in Unit 8
7 8	$14-7, 14-6, 14-8, 12-6, 12-7,$ $12-5, 10-5, 13-7, 13-6,$ $15-7, 16-8, 17-8, 18-9, 18-10,$ $8-4, 7-4, 6-3, 15-8$	Using Doubles Thinking Addition	

Figure 2: *Subtraction Facts Groups as reviewed in Grade 3*

You can help your child review these facts using the flash cards the teacher sends home or by making a set of flash cards from index cards or scrap paper. Study the facts in small groups each night. As your child goes through the flash cards, put the cards in three stacks: Facts I Know Quickly, Facts I Can Figure Out, and Facts I Need to Learn.

For Facts I Need to Learn, work on strategies for figuring them out.

For Facts I Can Figure Out, use the flash cards to practice the facts for fluency.

For Facts I Know Quickly, help your child use strategies to solve problems like these using mental math:

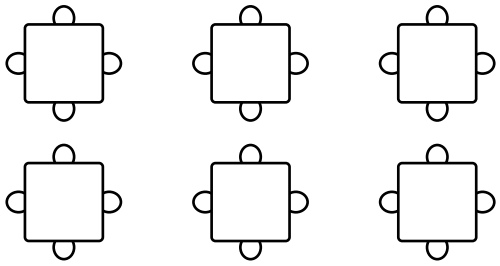
Subtracting 10s and 100s: 120 – 90 = 30, 1000 – 700 = 300

Two-digit minus one-digit problems: 32 – 9 (practices 12 – 9), 44 – 9 (practices 14 – 9)

Multiplication Facts. Students work on developing number sense for the multiplication facts for the last six facts (4×6, 4×7, 4×8, 6×7, 6×8, 7×8) in this unit. This will help them remember the facts as they develop proficiency. Ask your child to write a story, draw a picture, and complete number sentences for one or two facts each night. Follow these examples:

Example: $4 \times 6 = \square$

There are 6 seats at each of the 4 tables.
There are 24 chairs.

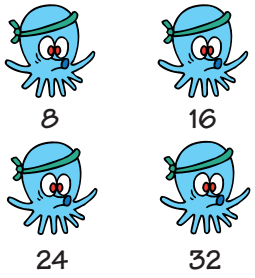


4 tables × 6 chairs = 24 chairs

Example: $4 \times \square = 32$

$4 \times \square = 32$

An octopus has 8 legs.
This group of 4 has 32 legs.



Thank you for taking time to talk with your child about what he or she is doing in math.

Sincerely,