



Dear Second Grade Families,

In Unit 5, students will work on the following second grade Common Core standards in the Number and Operations in Base Ten (NBT) and Operations and Algebraic Thinking (OA) domains.

2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Unit 5 Concepts:

- Mentally Subtract 10 or 100 from a Three-Digit Number
- Subtraction with Drawing a Picture Strategy
- Subtraction with Place Value Strategy
- Subtraction with Number Line Strategy
- One-Step Word Problems with Result Unknowns

Unit 5 Vocabulary:

- Decompose/break apart
- Working form
- Hundreds, Tens, Ones
- Expanded form
- Counting back
- Inverse operation
- Fact family
- Unknown

Need a review?

Have your student login to Swun Math to access lesson support videos.

Ask questions like these to help your child become a productive mathematical thinker:

- How do these strategies help you subtract more efficiently?
- Why did you choose that particular strategy to solve the problem?
- Can you find the same solution using a different strategy?

We encourage you to talk with your child daily about what was learned in math class.

Thank you for your support!



Our focus in this unit is to help students understand what is happening with subtraction. Before we work with the traditional algorithm, students will first build their conceptual understanding of subtraction with several different strategies and models.

When helping with homework at home, ask your child to show you how they're using these strategies and models to show how they understand what they're subtracting.

$$379 - 123 = 256$$

Mentally Subtract 10 or 100

Hundreds	Tens	Ones
		134
		-10
		124

This strategy works when subtracting 10 or 100.

1. Draw the minuend on a place value chart.
2. Subtract a ten rod or hundred square.
3. Rewrite the difference.
4. Check your answer using working form.

Draw a Picture Strategy

Hundreds	Tens	Ones

1. Draw the minuend on a place value mat.
2. Subtract the ones, unbundle and regroup a ten, if needed.
3. Subtract the tens, unbundle and regroup a hundred, if needed.
4. Subtract the hundreds.
5. Rewrite the expanded form to standard form.

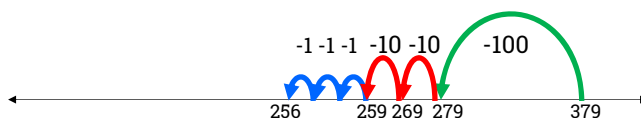
Place Value Strategy

Hundreds	Tens	Ones
300	70	9
-100	20	3
200	50	6

1. Decompose/break apart both numbers into hundreds, tens, and ones.
2. Subtract the ones.
3. Subtract the tens.
4. Subtract the hundreds.
5. Change your answer from expanded form to standard form.

$$379 - 123 = 256$$

Number Line Strategy



1. Write the minuend at the right end of the number line.
2. Decompose the subtrahend. $100 + 20 + 3$
3. Count back the number of hundreds.
4. Count back the number of tens.
5. Count back the number of ones.
6. Add up the value of your jumps to find the difference.

$$\text{minuend} - \text{subtrahend} = \text{difference}$$

$$379 - 123 = 256$$