Dear Second Grade Families,

In Unit 6, 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.
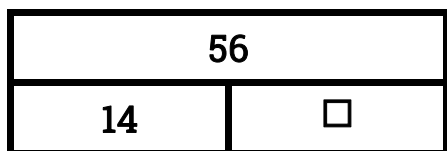
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, 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.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 6 Concepts:
- Subtract 2 and 3-Digit Numbers
- One-Step Word Problems
- Two-Step Word Problems

Unit 6 Vocabulary:
- Place Value Strategy
- Draw a Picture Strategy
- Clue Operation Words
- Tape Diagram
- Result Unknown
- Start Unknown
- Change Unknown

56	
14	☐

Need a review?
Have your student login to Swun Math to access lesson support videos.

In Unit 6, students apply the same subtraction strategies they learned in Unit 5 to subtract with regrouping.

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

- What words helped you decide you needed to subtract?

- How can you represent this problem using numbers/math symbols?

- What tools and strategies did you use to help you solve each problem?

- What concepts or rules help you to solve these problems?

- Does your answer seem reasonable?

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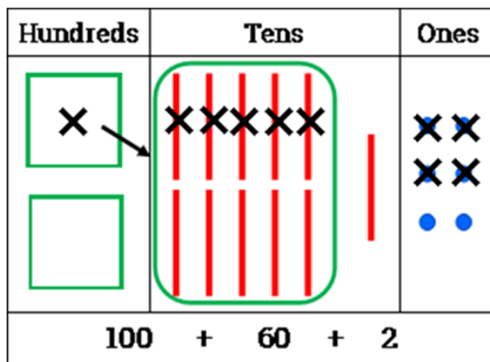Thank you for your support!

Our focus in this unit is to help students understand what is happening when regrouping to subtract. 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.

$216 - 54 = 162$

Draw a Picture Strategy

1. Draw the minuend in the base ten chart.

2. Subtract the subtrahend from the cubes in the ones place. If necessary, unbundle a ten rod from the tens place and move the 10 unit cubes to the ones place.

3. Subtract the subtrahend from the rods in the tens place. If necessary, unbundle a hundred square from the hundreds place and move 10 ten rods to the tens place.

4. Subtract the subtrahend from the squares in the hundreds place.

5. Record the difference.

Place Value Strategy

H	T	O
~~100~~	~~110~~	
~~200~~	~~10~~	6
	50	4
100	60	2

$$
\begin{array}{r}
100 \\
60 \\
+\quad 2 \\
\hline
162
\end{array}
$$

1. Decompose the minuend and subtrahend into ones, tens, and hundreds on a place value chart.

2. Subtract the ones. If necessary, unbundle a ten and move ten ones to the ones column.

3. Subtract the tens. If necessary, unbundle a hundred and move ten tens to the tens column.

4. Subtract the hundreds.

5. Add the total hundreds, tens, an ones and record the sum.

6. Rewrite in working form and record the sum.

Working Form

	hundreds	tens	ones
	[1]	[11]	
	~~2~~	~~6~~ 5	6
−			4
	1	6	2