EUREKA MATH™ TIPS FOR PARENTS

KEY CONCEPT OVERVIEW

During the next week, our math class will continue working with place value strategies to build a deeper understanding of addition and subtraction to 100. We will learn **simplifying strategies** to develop fluency.

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

- Add and subtract multiples of 10 to and from numbers to 100 (e.g., 84 – 20).

- Use the **arrow way** or number bonds to add and subtract ones and tens to and from numbers to 100.

- Use a tape diagram to make a simpler problem. For example, to solve 43 – 9, add 1 to each number to make an easier problem with the same difference: 44 – 10 = 34. (See Sample Problem.)

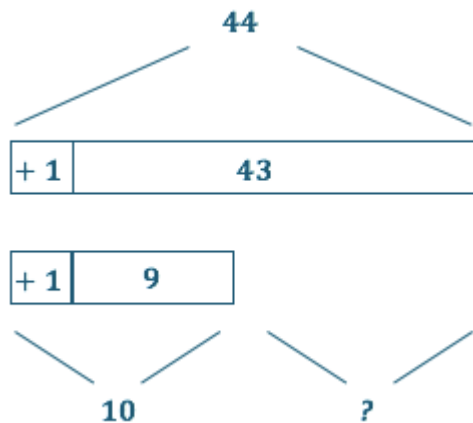- Use the RDW process to solve one- and two-step word problems.

SAMPLE PROBLEM *(From Lesson 4)*

Solve. Draw and label a tape diagram to subtract 10, 20, 30, 40, and so on.

43 – 9 = **34**

43 – 9 = **44 – 10 = 34**

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

- Practice place value understanding by asking your child to tell how many ones, tens, and hundreds are in various numbers. For example, you say, "134," and your child responds, "4 ones, 3 tens, 1 hundred."

- Invite your child to find the missing part to make the next ten. For example, ask, "How much does 7 need to make 10?" (3) Then say, "Tell me the number sentence." (7 + 3 = 10) Continue with 17, 27, 37, and so on. Repeat this activity with other sequences, starting small and building to larger numbers up to 100.

- Play More/Less. For every number you say, ask your child to say the number that is 1 more, 1 less, 10 more, and 10 less.

TERMS

Simplifying strategy: A mental math or recorded method for making a problem simpler, such as using a number bond to make the next ten. (See example below.)

$$79 + 6 = 80 + 5 = 85$$

with number bond under 6 showing 1 and 5

MODELS

Arrow Way (Arrow Notation): A simplifying strategy that allows students to record their mental math. This strategy is often used for getting to a "friendly" number that is easy to work with, such as a ten or a hundred.

$$91 \xrightarrow{+9} 100 \xrightarrow{+100} 200$$