FAMILY MATH

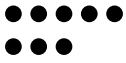
Reason About *Take From* Situations

Dear Family,

Your student is solving word problems that involve *add to* or *take from* actions. After reading and visualizing the story, they act it out by using cubes or by drawing a math picture, or model. They use their model to answer the question and write a matching number sentence. This approach helps your student notice and make sense of what happens to a number when they add to it and take from it. It also helps them differentiate and relate between addition and subtraction.

Add to Word Problem

There are 5 people on the bus.
3 people get on the bus.
How many people are on the bus now?



5 + 3 = 8 8 people are on the bus now.

Take from Word Problem

There are 8 people on the bus.
2 people get off the bus.
How many people are on the bus now?

8 − 2 = 6 6 people are on the bus now.

Your student also notices patterns when subtracting and comes up with statements that can help them solve similar problems. They learn to subtract 5, 4, and 6 from a number 10 or less by using their fingers.

Subtraction Patterns

6 − 6 = 0 When you subtract all, you get 0.	6 − 0 = 6 When you subtract 0, you get the number you started with.
6 − 1 = 5 When you subtract 1, the answer is the number that comes before the total.	6 − 5 = 1 When you subtract a number that is 1 less than the total, the answer is 1.

At-Home Activities

Set the Table

Look for opportunities for your student to solve problems in which the answer is unknown. Invite your student to use strategies they learned in class. For example, set up a variety of table settings using plates, cups, or utensils, and give addition and subtraction scenarios like these.

- "There are 6 plates on the table. 4 plates are taken to the sink. How many plates are on the table now?"
- "There are 3 forks on the table. 4 more forks are placed on the table. How many forks are on the table now?"

Subtract 4, 5, or 6

Help your student create and solve problems that involve subtracting 4, 5, or 6, like the following examples.

- "There are 5 children in the pool." *(Hold up 5 fingers.)* "4 children get out of the pool." *(Put down 4 fingers all at once.)* "How many children are left in the pool?"
- "There are 7 toys for sale." *(Hold up 7 fingers.)* "5 toys are sold." *(Put down 5 fingers all at once.)* "How many toys are left?"
- "There are 10 birds in the tree." *(Hold up 10 fingers.)* "6 birds fly away." *(Put down 6 fingers all at once.)* "How many birds are in the tree now?"