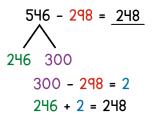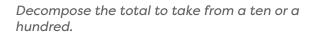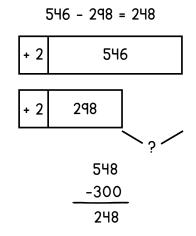# FAMILY MATH

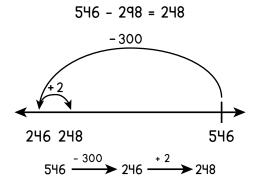## Simplifying Strategies for Subtracting Within 1,000

Dear Family,

Just as they did with addition, your student uses different strategies to subtract numbers up to 1,000. They select the most efficient way to solve and then explain their thinking. As they check their subtraction with addition, your student builds understanding of the relationship between addition and subtraction. They also use familiar models and recording methods to help them understand why these strategies work. Using different strategies builds their understanding of number relationships and helps them learn to think flexibly.
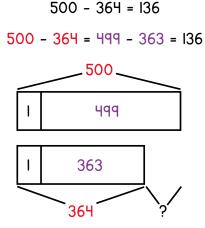
$546 - 298 = \underline{248}$

246   300

$300 - 298 = 2$

$246 + 2 = 248$

Decompose the total to take from a ten or a hundred.

$546 - 298 = 248$

$- 300$

$+ 2$

246 248   546

$546 \xrightarrow{-300} 246 \xrightarrow{+2} 248$

Subtract the benchmark number and then add some back or subtract what is left.

$546 - 298 = 248$

+ 2	546

+ 2	298

?

548
−300
248

Add the same amount to both numbers to make the problem easier to solve.

$500 - 364 = 136$

$500 - 364 = 499 - 363 = 136$

500

1	499

1	363

364   ?

Subtract the same amount from both numbers to make an easier problem.

At-Home Activity

Chalk the Walk

Use chalk to make a path of numbers, 0–9, on the sidewalk or pavement. Invite your student to gently toss a stone or other object onto the path 3 times to create a three-digit number. Repeat this action to create your own three-digit number. Use the two numbers to make a subtraction problem. Have your student use chalk, or paper and pencil, to solve the problem with one of the simplifying strategies they know. Then ask your student to explain their strategy.

- "Your stone landed on 4, 1, and 7. What three-digit number did you make?" (417)
- "My stone landed on 7, 3, and 2. My three-digit number is 732."
- "What is 732 – 417?"

Alternatively, write numbers 0–9 on slips of paper or index cards and put them facedown. Take turns selecting three slips to create three-digit numbers.