| Mon 10/7 | Tues 10/8 | Wed 10/9 | Thu 10/10 | Fri 10/11 |
|---|---|---|---|---|
| Day 4 - Music<br><br>*Wear as many colors or the same color* | Day 5 - Art<br><br>*Wear a college shirt* | Day 6 - PE<br>*Wear sneakers*<br><br>*Wear the worst/tackiest outfit* | Day 1 - Music<br><br>*Wear either 50's, 60's, 70's, 80's, or 90's clothing* | Day 2 - Art<br><br>*Wear flannel*<br><br>*K-2 Fire Prevention Day*<br><br>*Bring Library book to school on Tuesday 10/15* |

## Updates:

- **No School on Monday 10/14 - Columbus Day**
- Students began their **i-Ready** math diagnostic. This week, students will begin their i-Ready reading diagnostic. Students will **NOT** be able to access i-Ready until they have completed their diagnostic *in school.*
  - *Please see my teacher webpage on the Myers Corners website for directions for logging into i-Ready*
- **Picture Day** is Friday 10/25
- Any attached work to the **Weekly Updates** is for additional, optional practice at home that does **not** need to be turned in.
- The **Parents as Partners** presentation is posted on Google Classroom along with Parent Teacher Conference (PTC) and Classroom Party sign ups. If you have not signed up for a PTC yet, please do so, thank you!
- If you haven't completed the **All About Your Child** Google Form from my welcome email before school began, please do so!

## Concepts For This Week:

- Phonics
  - Floss Rule: the final letter of a one-syllable word is doubled if it ends in the letters *f, l, s,* or, *z*
    - ff, ll, ss, zz
  - -dge and -tch come after a short vowel
- Reading
  - Story elements: characters, setting, problem, solution, main events (beginning, middle, end)
- Writing
  - Making our characters move, talk, think, and feel
  - Showing rather than telling by using describing words and adding details
  - Using our word wall to help us spell snap words

*Please see back —>*

- Math
  - Continuing subtraction strategies
  - Word Problems
- Science: Structure and Properties of Matter
  - Thinking like a scientist
  - Observing materials
  - Fair Test
- Positivity Project Trait: Being present and giving others my attention

Have a great week, Partners!

Best,

Miss Alexander

# Mental Math Strategies for Subtraction

## Dear Family,

This week your child is learning how to use different mental math strategies for subtraction.

Here are some subtraction strategies that your child will learn.

### Count On

A subtraction problem can be solved by counting on. For example, your child can think of $15 - 9 = ?$ as $9 + ? = 15$. Count on from 9 to 15.

9, . . . 10, 11, 12, 13, 14, 15

You counted on 6 numbers. That means $9 + 6 = 15$, so $15 - 9 = 6$.

### Make a Ten

The make-a-ten strategy can be modeled with an open number line (a number line not drawn to scale, with only the numbers important to the problem labeled).
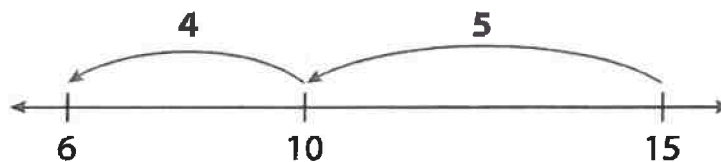
| | |
|---|---|
| $15 - 9 = ?$ | Think of 9 as $5 + 4$. |
| $15 - 5 = 10$ | Subtract 5 to get to 10. |
| $10 - 4 = 6$ | Then subtract the remaining 4. |



$15 - 9 = 6$

### Use Fact Families

A **fact family** is a group of related equations that use the same numbers but in a different order.

$$9 + 6 = 15 \qquad 6 + 9 = 15 \qquad 15 - 9 = 6 \qquad 15 - 6 = 9$$

$15 - 9 = ?$ is the same as $9 + ? = 15$. If your child knows that $9 + 6 = 15$, then they know that $15 - 9 = 6$.

Invite your child to share what they know about using fact families by doing the following activity together.

**Learning Games**

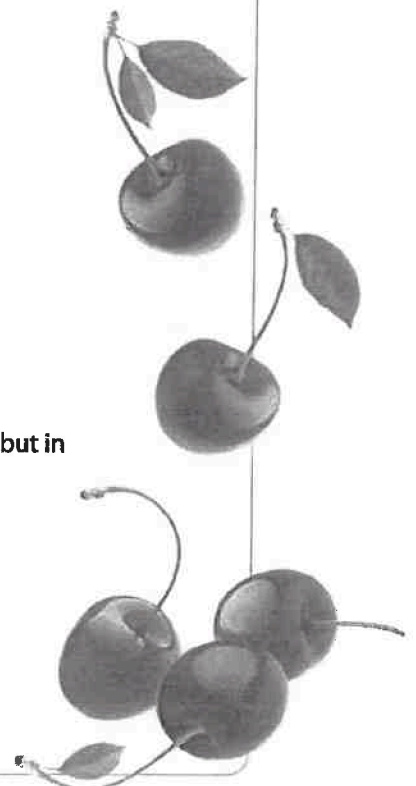- Hungry Fish (Addition and Subtraction)
- Match (Addition and Subtraction)
- Cupcake
- Pizza

**Math Tools**

- Counters & Connecting Cubes

## ACTIVITY FACT FAMILIES

**Do this activity with your child to explore using mental math strategies for subtraction.**

Work with your child to make fact family cards by cutting out the cards below and coloring the backs or by writing the facts and numbers on index cards. Then use the cards for the activity.

- Each player puts one of the single-number cards (14 or 17) faceup in front of them. Shuffle the fact cards and place them facedown in 2 rows with 4 cards in each row.

- Players take turns flipping over two cards.

  - If either of the cards are not in the same fact family that includes the player's number card, then the player puts both cards back facedown.

  - If both cards are in the same fact family that includes the player's number card, then the player keeps the cards.

- The first player to find the 4 cards that make a family that goes with his or her number card wins.

| $8 + 6 = 14$ | $6 + 8 = 14$ | $14 - 8 = 6$ |
| $14 - 6 = 8$ | $9 + 8 = 17$ | $8 + 9 = 17$ |
| $17 - 9 = 8$ | $17 - 8 = 9$ | 14 | 17 |

# Solve One-Step Word Problems

## Dear Family,

This week your child is learning different ways to solve one-step word problems using addition or subtraction.
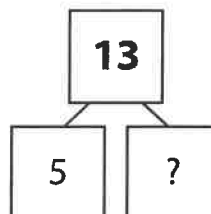
Consider the following word problem below.

*Luis has 13 carrot sticks. He eats 5 carrot sticks. How many carrot sticks does he have left?*

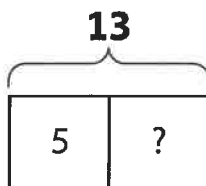You can model this problem in many different ways.

| You can write what you know and what you do not know. | You can use a number bond. |
|---|---|
| Total carrot sticks: 13<br>Carrot sticks eaten: 5<br>Carrot sticks left: ? | 13<br>5   ? |

**You can use a bar model.**

13
| 5 | ? |

Each of these models will help you write all the facts of the fact family.

$13 - 5 = ?$ $\qquad$ $13 - ? = 5$ $\qquad$ $5 + ? = 13$ $\qquad$ $? + 5 = 13$

You can solve to find that Luis has 8 carrot sticks left.

Invite your child to share what they know about solving one-step word problems by doing the following activity together.

# ACTIVITY SOLVING ONE-STEP WORD PROBLEMS

**Do this activity with your child to explore solving one-step word problems.**

**Materials** 20 small objects (pennies, buttons, bite-sized crackers), a cup or other container

- Place 9 pennies in one cup and 6 pennies on the table.

- Ask your child the four questions below. Each time, give one equation that could be used to solve the problem (provided in parentheses). Then have your child give all the related equations in the same fact family. (The equations in the fact family are given below the question.)

  1. How many coins are there in all? $(9 + 6 = 15)$

  2. How many more pennies are in the cup than on the table? $(9 - 6 = 3)$

  3. If I take away 2 pennies from the cup, how many pennies will be left in the cup? $(9 - 2 = 7)$

  4. How many pennies will I need to put on the table to have 10 pennies on the table? $(10 - 6 = 4)$

- Repeat with a different number of pennies in the cup and on the table.

*Answers:*
1. $9 + 6 = 15; 6 + 9 = 15; 15 - 9 = 6; 15 - 6 = 9$
2. $9 - 6 = 3; 9 - 3 = 6; 3 + 6 = 9; 6 + 3 = 9$
3. $9 - 2 = 7; 9 - 7 = 2; 2 + 7 = 9; 7 + 2 = 9$
4. $10 - 6 = 4; 10 - 4 = 6; 4 + 6 = 10; 6 + 4 = 10$

# Solving Take-Apart Word Problems

## Solve problems 1–6.

**1** Hailey buys 9 potatoes. 4 potatoes are white. The rest are red. How many potatoes are red? Show your work.

**Solution** _____ potatoes are red.

**2** Levi has 17 pet fish. 7 of the fish are yellow. The rest are blue. How many fish are blue? Show your work.

**Solution** _____ fish are blue.

**3** Ada reads 12 books over the summer. 5 books are about cats. The rest are about horses. How many books are about horses? Show your work.

**Solution** _____ books are about horses.

**4** There are 16 chairs at a table. Students sit in 7 of the chairs. The rest of the chairs are empty. How many chairs are empty? Show your work.

**Solution** _____ chairs are empty.

## Solving Take-Apart Word Problems *continued*

**5** Luis sees 14 dogs at the dog park. 6 of the dogs are small. The rest of the dogs are big. How many dogs are big? Show your work.

**Solution** _____ dogs are big.

**6** Sadie has 20 crayons. 8 crayons are in her desk. The rest of the crayons are in her crayon box. How many crayons are in Sadie's crayon box? Show your work.

**Solution** _____ crayons are in Sadie's crayon box.
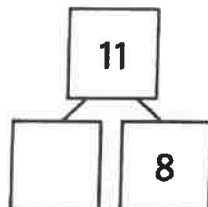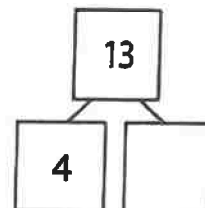
**7** Which strategy did you use to solve problem 6? Explain why.

# Using Fact Families to Help Subtract
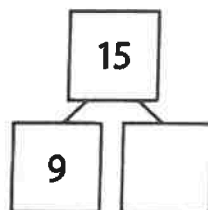
## Complete the number bond for each subtraction equation.

**1** $11 - 8 = ?$

```
   [11]
   /  \
[  ]  [8]
```

**2** $13 - 4 = ?$

```
     [13]
     /  \
  [4]  [  ]
```

**3** $15 - 9 = ?$

```
   [15]
   /  \
 [9]  [  ]
```

**4** $12 - 5 = ?$

```
     [12]
     /  \
  [  ]  [5]
```

**5** $14 - 6 = ?$

```
   [14]
   /  \
[  ]  [6]
```
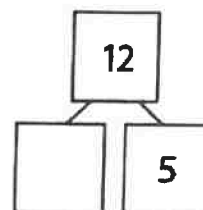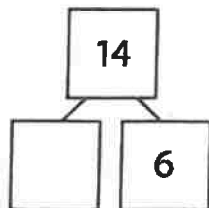
**6** $11 - 7 = ?$

```
     [11]
     /  \
  [7]  [  ]
```
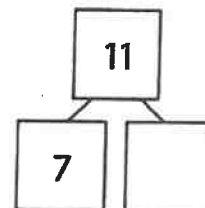
## Complete the number bond and the fact family.

**7** _____ + _____ = 13        $13 -$ _____ = _____

$13 =$ _____ + _____            _____ $= 13 -$ _____
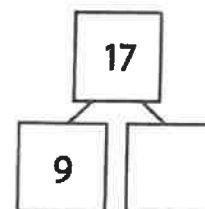
```
     [13]
     /  \
  [  ]  [5]
```

**8** _____ + _____ = 17        $17 -$ _____ = _____

$17 =$ _____ + _____            _____ $= 17 -$ _____

```
     [17]
     /  \
  [9]  [  ]
```

**9** How can a fact family help you subtract?

# Counting On and Making a Ten to Subtract

**Complete each set of equations.**

**1** $12 - 3 = \boxed{\phantom{0}}$

$3 + \boxed{\phantom{0}} = 12$

**2** $14 - 5 = \boxed{\phantom{0}}$

$5 + \boxed{\phantom{0}} = 14$

**3** $11 - 3 = \boxed{\phantom{0}}$

$3 + \boxed{\phantom{0}} = 11$

**4** $15 - 7 = \boxed{\phantom{0}}$

$7 + \boxed{\phantom{0}} = 15$

**5** $12 - \boxed{\phantom{0}} = 10$

$12 - 4 = \boxed{\phantom{0}}$

**6** $13 - \boxed{\phantom{0}} = 10$

$13 - 6 = \boxed{\phantom{0}}$

**7** $16 - \boxed{\phantom{0}} = 10$

$16 - 9 = \boxed{\phantom{0}}$

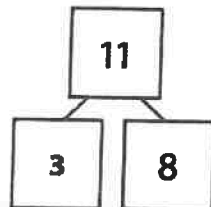**8** $15 - \boxed{\phantom{0}} = 10$

$15 - 9 = \boxed{\phantom{0}}$

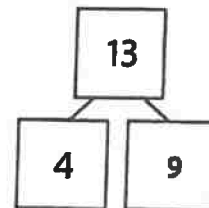**9** In problem 6, how did you use your first answer to find your second answer?

# Using Fact Families to Help Subtract

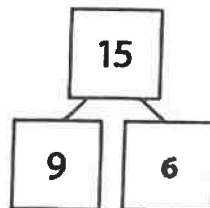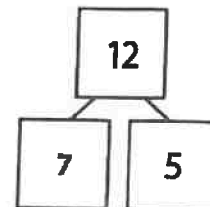**Complete the number bond for each subtraction equation.**

**1** $11 - 8 = ?$

```
   11
  /  \
 3    8
```

**2** $13 - 4 = ?$

```
   13
  /  \
 4    9
```

**3** $15 - 9 = ?$

```
   15
  /  \
 9    6
```

**4** $12 - 5 = ?$

```
   12
  /  \
 7    5
```

**5** $14 - 6 = ?$

```
   14
  /  \
 8    6
```

**6** $11 - 7 = ?$

```
   11
  /  \
 7    4
```
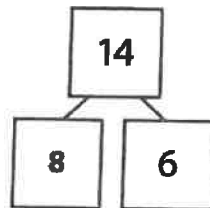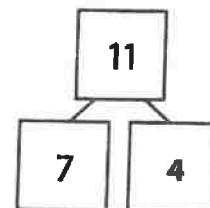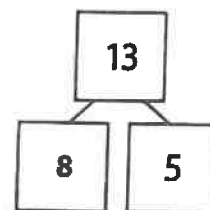
**Complete the number bond and the fact family.**

**7**   $\underline{\ 8\ } + \underline{\ 5\ } = 13$       $13 - \underline{\ 5\ } = \underline{\ 8\ }$

$13 = \underline{\ 5\ } + \underline{\ 8\ }$       $\underline{\ 5\ } = 13 - \underline{\ 8\ }$

Sample answers given for the equations.

```
   13
  /  \
 8    5
```

**8**   $\underline{\ 9\ } + \underline{\ 8\ } = 17$       $17 - \underline{\ 9\ } = \underline{\ 8\ }$

$17 = \underline{\ 8\ } + \underline{\ 9\ }$       $\underline{\ 8\ } = 17 - \underline{\ 9\ }$

Sample answers given for the equations.

```
   17
  /  \
 9    8
```
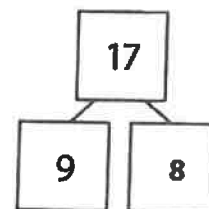
**9** How can a fact family help you subtract?

Answers will vary. Possible answer: I can use the addition equations in the fact family to help me solve the subtraction equations.

# Counting On and Making a Ten to Subtract

**Complete each set of equations.**

**1** $12 - 3 = \boxed{9}$

$3 + \boxed{9} = 12$

**2** $14 - 5 = \boxed{9}$

$5 + \boxed{9} = 14$

**3** $11 - 3 = \boxed{8}$

$3 + \boxed{8} = 11$

**4** $15 - 7 = \boxed{8}$

$7 + \boxed{8} = 15$

**5** $12 - \boxed{2} = 10$

$12 - 4 = \boxed{8}$

**6** $13 - \boxed{3} = 10$

$13 - 6 = \boxed{7}$

**7** $16 - \boxed{6} = 10$

$16 - 9 = \boxed{7}$

**8** $15 - \boxed{5} = 10$

$15 - 9 = \boxed{6}$

**9** In problem 6, how did you use your first answer to find your second answer?

**Answers will vary. Possible answer: $13 - 3 = 10$. So, to find $13 - 6$, I needed to subtract 3 more from 10, and 3 less than 10 is 7.**

# Adding by Counting On and Making a Ten

**Add.**

**1** $8 + 2 =$ _____

**2** $8 + 3 =$ _____

**3** $6 + 4 =$ _____

**4** $6 + 8 =$ _____

**5** $7 + 3 =$ _____

**6** $7 + 5 =$ _____

**7** $9 + 1 =$ _____

**8** $9 + 6 =$ _____

**9** $5 + 5 =$ _____

**10** $5 + 8 =$ _____

**11** $9 + 2 =$ _____

**12** $2 + 9 =$ _____

**13** $8 + 4 =$ _____

**14** $4 + 8 =$ _____

**15** $6 + 9 =$ _____

**16** $6 + 7 =$ _____

**17** Which strategy did you use to solve problem 11? Explain.

# Using Doubles and Doubles Plus 1

**Add.**

**1** $4 + 4 =$ _____

**2** $4 + 5 =$ _____

**3** $6 + 6 =$ _____

**4** $5 + 6 =$ _____

**5** $7 + 7 =$ _____

**6** $8 + 7 =$ _____

**7** $9 + 9 =$ _____

**8** $8 + 9 =$ _____

**9** $5 + 5 =$ _____

**10** $6 + 5 =$ _____

**11** $8 + 8 =$ _____

**12** $7 + 8 =$ _____

**13** Which strategy did you use to solve problem 12? Explain why.