

## KEY CONCEPT OVERVIEW

---

During the next week, our math class will explore the meaning of subtraction as it relates to addition. Students will be taught to solve a subtraction problem efficiently by either counting on or **counting back** on the **number path**. For example, to solve  $9 - 8$  it may be more efficient to think  $8 + ? = 9$  and count on from 8 than it is to count back from 9.

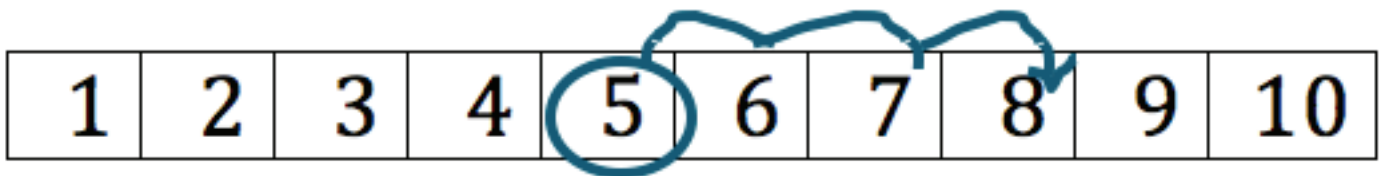
You can expect to see homework that asks your child to do the following:

- Read a math story, then break the total into parts. Write a number bond with addition and subtraction number sentences to match the story.
- Use the number path to solve a subtraction number sentence. Identify the addition sentence that can help you.
- Use the number path to complete the number bond, and write an addition and a subtraction sentence to match the number bond.

## SAMPLE PROBLEM (From Lesson 27)

---

Rewrite the subtraction number sentence as an addition number sentence. Use the number path if you want to.



$$8 - 5 = \underline{3} \quad 5 + 3 = 8$$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME**

---

- Play “X-Ray Vision”: Place nine counters (e.g., pennies or beans) on the floor or table next to an opaque container. Ask your child to close his eyes while you place one counter in the container. Tell your child to open his eyes. Ask, “Can you use your x-ray vision to tell how many counters are inside the container? Now say the number sentence that combines the counters inside and outside the container.” For example, “One plus eight equals nine!” Continue the game, placing counters in the container in random order (e.g., 3, 5, 2, 6, 4), until you have shown all the partners to 9.
- Play “Number Bond Roll”: Use a pair of dice as parts of a number bond. Each partner rolls one die. Then each writes a number bond, addition sentence, and subtraction sentence for the two parts shown on the dice. For example, if Partner A rolls a 2 and Partner B rolls a 3, their number bonds would show 2 and 3 making 5, and their number sentences might be  $2 + 3 = 5$  and  $5 - 3 = 2$ . When both partners have completed their number bonds and number sentences, they check each other’s work.

**TERMS**

---

**Count back:** To count backward, starting at the total, the number being subtracted from the total. For example, in  $8 - 6 = \underline{\quad}$ , we can start at 8 and “count back” 6 to reach the unknown part (2). Students can also count back to the known part (6) and keep track of how much they counted back (2) to identify the missing part.