***SUPPORTING YOUR CHILD WITH SUBTRACTION***

 To be successful with subtraction your child should be fluent with the following skills.

***MAKE 10***

Use a deck of cards (A-9: A=1)

Flip up a card and your child tells you the number that they add to it to get to 10.

Ex. 4 is flipped over your child says 6 because 4 + 6 = 10

***NEAREST TENS***

(Tens are a number that end in 0 ex 20, 40, 50 etc.)

Use a deck of cards (A-9: A=1)

Flip up 2 cards and your child tells you the number that they add to it to get to the next tens.

Ex. 14 is flipped up your child says 6 because 14 + 6 = 20

 57 is flipped up your child says 3 because 57 + 3 = 60

***FINDING THE COMPLIMENT***

(A compliment is a number that you add to another number to get to 100)

Use a deck of cards (A-9: A=1)

Flip up 3 cards and your child tells you the number that they add to it to get to the next hundreds.

***We use the 90/10 rule to find the compliment.***

***To use the 90/10 rule*** we look at the digit in the tens place and the digit in the ones place.

If 238 is turned up we look at the 3 in the tens place. We know that we add 6 tens to get to 90.

When we look at the ones we see an 8. We add 2 to the 8 to get to 10.

This means that 6 tens (60) plus 2 equals 62.

So 62 + 238 = 300.

**ANOTHER EXAMPLE:**

Three cards turned over show 364

Look at the tens (6 tens = 60)

Add 3 tens to get to 90 (60 + **30** = 90)

Look at the ones (4)

Add 6 to the ones because 4 + **6** = 10

SO we take the 30 and add the 4 to get **36**

WHICH MEANS that **36** is the compliment to 364 because **364 + 36 = 400**

***USING NEGATIVE NUMBERS TO SUBTRACT***

Use cards A – 9 (A = 1)

Turn over three cards to make a three-digit number

Turn over three more cards to make another three-digit number

\*Be sure the hundreds of the first number (the subtrahend) is larger than the second number (the minuend)

Subtract the numbers

 \* You can challenge each other to see whose difference is the smallest to

 make it into a game.

***How to use negative numbers***

 5 2 6 (This number is called the **SUBTRAHEND**)

- 3 7 2 (This number is called the **MINUEND**)

 2 0 0 (We start by subtracting the **hundreds** place value 500 – 300 = 200)

 - 5 0 (In the **tens** place we notice the subtrahend is smaller than the minuend so

 the answer will be negative 20 – 70 = -50)

 4 (Lastly, we subtract the **ones** place 6 – 2 = 4)

 1 5 0 (We now take 200 and subtract 50 because 50 is negative)

 + 4 (We now add in the 4 – we add the 4 because it is a positive number)

 1 5 4 (526 – 372 = 154 we call this the **DIFFERENCE**)

This does seem like a lot of steps when you are first learning, but with knowledge of place value you end up using smaller numbers because we can ignore the zeros as we subtract. It is essential that the digits are lined up with their appropriate place value at all times. This gets easier the more they practice.

**ANOTHER EXAMPLE**

 7 4 9 3

- 4 6 3 8

 3 0 0 0 Start with the **thousands** 7 is larger than 3 so the difference is positive

 -2 0 0 In the **hundreds** 4 is smaller than 6 so the difference is negative

 6 0 In the **tens** 9 is larger than 3 so the difference is positive

 - 5 In the **ones** the 3 is smaller than the 8 so the difference is negative

 2 8 0 0 (3 000 – 200 is 2 800 have your child think 30 – 2 = 28 then add on the two 0’s)

 + 5 5 (Have your child do the other subtraction part 60 – 5 = 55)

 2 8 5 5 (Because both numbers are now positive you can add to solve the equation

 2800 + 55 = 2855)