

2nd Class

Date: _____

Dear parent/guardian,

Your child is learning about **subtraction** this term.

Your child should develop an understanding of subtraction as deducting, as complementing and as difference using numbers 0–20. They should be able to develop and recall mental strategies for subtraction 0–20, construct number sentences involving subtraction of whole numbers, solve problems involving subtraction, estimate differences within 99, subtract numbers without and with renaming within 99, and use the symbols $-$, $+$, $=$, $<$ and $>$.

Here are some suggestions to help your child become competent and confident in subtraction:

- Revise subtraction as taking away. Give your child a selection of objects. Ask them to count how many there are (e.g. 18). Now ask them to take away a certain number (e.g. 6). How many are left? Create the number sentence: 18 take away 6 is 12.
- Practise using the symbols $+$, $-$ and $=$. Write down number sentences for your child. Cover one of the symbols from the sentence and ask your child which symbol completes the sentence. Remove the cover to see if they are correct.
- Create number problems for your child. Use the terms 'altogether'/'in total' for addition. Use 'how many more/less/fewer' and 'difference' for subtraction.
- Using the notation board that was introduced in Place Value 1, ask your child to create a number such as 36 as 3 tens and 6 units. Then ask them to take away 12 from the notation board – 1 ten and 2 units. If they are using objects they can physically remove these from the notation board; if they are drawing on the notation board they can cross out the required number of tens and units. Be sure that the number of units you ask them to take away is less than the number of units on the notation board.

Remember: hands-on activities and lots of practice will help your child to understand this concept.

Have fun!

Class teacher