

Updates for the Week of 12/16/24

Mon 12/16	Tues 12/17	Wed 12/18	Thu 12/19	Fri 12/20
Day 6 - PE <i>Wear sneakers</i> <i>Library book shop</i>	Day 1 - Music	Day 2 - Art	Day 3 - PE <i>Wear sneakers</i> <i>SING ALONG</i> <i>(No Library due to Sing Along)</i> <i>WINTER PARTY</i>	Day 4 - Music <i>GRINCH DAY</i> <i>WEAR PAJAMAS</i> <i>(school appropriate)</i>

Updates:

- Since we did not get to **book shop (borrow a book)** at the library last week due to the Holiday Shop, we will book shop on Monday 12/16. Students may hold on to their books until **after** winter break.
- After winter break, we will come back to school on Thursday 1/2/25.

Reminders:

- Please make sure your child is completing their **homework** each week.
 - Reading should be done every day. While your child reads, please make sure they fill out the **PARP** sheet that went home at the beginning of the month.
 - Math flash cards and worksheets are attached to the HW packet, as well as the Weekly Updates. Twenty minutes of i-Ready reading should be done each week, as well as twenty minutes of i-Ready math (if your child has access to a computer).
- On Thursday 12/19, we have our **Winter Party** and a **Sing Along** in school.
- On Friday 12/20, we have our **Grinch Day**. During the last week of November, permission slips went home asking for permission to watch *The Grinch*.
 - **Students may also wear school appropriate pajamas**
- **November HW checklist** with a parent signature was **due Friday 11/22**. If you have not handed it in yet, please do so.

Concepts For This Week:

- Phonics
 - Vowel Teams:
 - aw, au
- Reading
 - Being a flexible word solver
 - Building knowledge on a topic by learning more about the topic and collecting expert vocabulary

Please see back —>

- Writing
 - Adding descriptions and examples
 - Teaching and spelling expert words
- Math
 - Adding and subtracting strategies with two-digit numbers
- Social Studies
 - Understanding the different characteristics for each community: rural, suburban, and urban
 - See attached vocabulary (should be studied at home)
- Positivity Project Trait: Self-Control
 - Ask your child about our friend, Simon the Seal. We use his chant in the classroom: Stop, think, and breathe, and make the right choice.

Have a wonderful winter break!!! Happy Holidays, Partners!!!!

Best,

Miss Alexander



Dear Families,

We are wrapping up Unit 3 in Social Studies on different types of communities (urban, rural, suburban). Our unit assessment will take place on Wednesday 1/8/25
Below you will find a study guide to help prepare for this.

1. **What is a community?** *A community is a place where people live, work, and have fun together.*

2. **Features of Urban, Rural and Suburban Communities:**

Urban: lots of people and noise, very tall buildings, many apartment buildings, lots of different transportation

Suburban: outside of a city, people live in neighborhoods, many houses on a street

Rural: has lots of open space, most are made up of farmland

3. **Things you would see in each community:**

Urban- skyscrapers, crowds, subway, gridlock (tons of traffic)

Suburban- houses, malls, driveways, backyards

Rural- crops, agriculture, farms, livestock (farm animals)

4. **Which type of community would you most like to live in? Which type of community would you least like to live in? Why? Give 2 reasons.**

❖ Students will need to be able to write their reasons for their choices

As always, if you have any questions or concerns, please do not hesitate to reach out.

Dear Families,

We are about to begin a new Social Studies unit called "Rural, Urban & Suburban Communities." In this unit students will be focusing on different communities.

These are some of the ideas we will discuss:

- Rural, urban, and suburban communities have similarities and differences.
- Rural, urban, and suburban communities have distinct characteristics.

They will be answering questions and focusing on:

- Does where you live affect how you live?

Please take some time to talk with your child about these topics and review some of the vocabulary used in this unit.

farming / agriculture	the job of working on the land, producing crops, and raising livestock
community	a place where people live, work, or have fun together
commute	to travel from home to work and back
country	the open rural area outside of big towns and cities; or the land of a person's birth, residence, or citizenship; or a nation or its territory
crops	plants used as food that can be grown and harvested
density	number of people living together in one area
downtown	an area where the main businesses are
farm	a piece of land used for growing crops or raising livestock
high-rise	very tall building
home	the house in which a person or family lives
livestock	farm animals kept for use or raised to sell
neighbor	a person who lives close to another in any community

neighborhood	an area in a community where people live near one another
public transportation	ways of travel that are organized and that everybody can use
rural	community with open land, few buildings and businesses, and few people
social group	a group of community members who come together to share common interests
skyscrapers	very tall buildings
suburb	a community outside of the city where people live in neighborhoods with individual houses or small apartment houses
subway	trains that can run underground
town house	a house connected to the next house by a common sidewall
tradition	a special way of doing something that is passed down over time
transportation	a way of moving people or things from one place to another
urban	a city community with a lot of tall buildings; a community in which people live that is larger or more crowded than a town
gridlock	big traffic jam where streets cross and no cars can move
apartment house	A building that has three or more apartments for people to live in; there is one main entrance.

Use Addition and Subtraction Strategies with Two-Digit Numbers

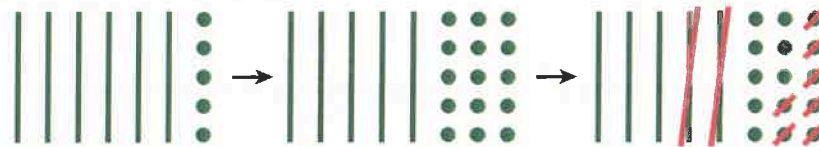


Dear Family,

This week your child is learning more strategies for adding and subtracting two-digit numbers.

Consider the following problem: *Wilma has 65 buttons. 27 of them are red and the rest of them are blue. How many blue buttons does Wilma have?*

- One strategy is to draw tens and ones. Use lines for tens and dots for ones.



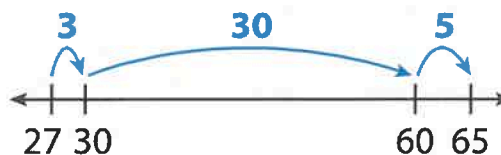
Draw 65 or 6 tens and 5 ones.

Show 6 tens and 5 ones as 5 tens and 15 ones.

Subtract 27. 38 are left.

- Another strategy is to “add up.” The subtraction equation $65 - 27 = ?$ can be solved by thinking about $27 + ? = 65$.

$$\begin{aligned} 27 + 3 &= 30 \\ 30 + 30 &= 60 \\ 60 + 5 &= 65 \\ 3 + 30 + 5 &= 38 \end{aligned}$$



Whichever strategy you choose, you will get the same answer.
Wilma has 38 blue buttons.

You can check the answer to your subtraction problem by using addition.

Invite your child to share what they know about using addition and subtraction strategies with two-digit numbers by doing the following activity together.

Learning Games



Hungry Fish



Match



Cupcake



Pizza

Math Tools



Base-Ten Blocks



Number Line



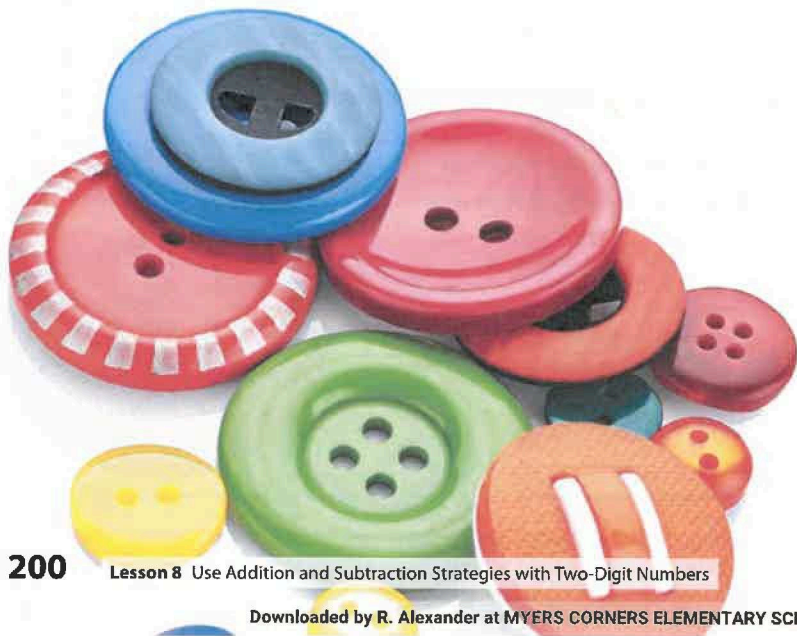
ACTIVITY

USING ADDITION AND SUBTRACTION STRATEGIES WITH TWO-DIGIT NUMBERS

Do this activity with your child to use addition and subtraction strategies with two-digit numbers.

- Consider this problem: *Juan has a collection of 45 buttons. Some of them are yellow and some of them are green. How many buttons of each color could Juan have?*
- Explain to your child that there are many possible answers for this problem. One possible answer is that Juan could have 25 yellow buttons and 20 green buttons.
- Ask your child to give three other possible pairs of numbers that would solve this problem.
- Repeat at least four more times, each time starting with a different number of buttons. The total number of buttons should be between 30 and 80.

Look for real-life opportunities to solve problems with your child by using addition and subtraction strategies with two-digit numbers.





LESSON 8

Strategies to Find a Missing Addend

Solve.

1 $35 + \underline{10} = 45$
 $35 + \underline{20} = 55$
 $35 + \underline{25} = 60$

2 $24 + \underline{\quad} = 34$
 $24 + \underline{\quad} = 64$
 $24 + \underline{\quad} = 68$

3 $42 + \underline{\quad} = 52$
 $42 + \underline{\quad} = 82$
 $42 + \underline{\quad} = 87$

4 $51 + \underline{\quad} = 61$
 $51 + \underline{\quad} = 71$
 $51 + \underline{\quad} = 76$

5 $26 + \underline{\quad} = 36$
 $26 + \underline{\quad} = 66$
 $26 + \underline{\quad} = 69$

6 $58 + \underline{\quad} = 60$
 $58 + \underline{\quad} = 70$
 $58 + \underline{\quad} = 71$

7 $39 + \underline{\quad} = 40$
 $39 + \underline{\quad} = 70$
 $39 + \underline{\quad} = 75$

8 $27 + \underline{\quad} = 30$
 $27 + \underline{\quad} = 60$
 $27 + \underline{\quad} = 65$

9 $44 + \underline{\quad} = 54$
 $44 + \underline{\quad} = 64$
 $44 + \underline{\quad} = 67$

10 $69 + \underline{\quad} = 70$
 $69 + \underline{\quad} = 90$
 $69 + \underline{\quad} = 93$



LESSON 8

Strategies to Find a Missing Addend *continued*

11 $33 + \underline{\hspace{2cm}} = 43$

$33 + \underline{\hspace{2cm}} = 73$

$33 + \underline{\hspace{2cm}} = 76$

12 $48 + \underline{\hspace{2cm}} = 50$

$48 + \underline{\hspace{2cm}} = 80$

$48 + \underline{\hspace{2cm}} = 85$

13 $26 + \underline{\hspace{2cm}} = 70$

14 $57 + \underline{\hspace{2cm}} = 83$

15 $32 + \underline{\hspace{2cm}} = 61$

16 $34 + \underline{\hspace{2cm}} = 67$

17 $49 + \underline{\hspace{2cm}} = 95$

18 $28 + \underline{\hspace{2cm}} = 53$

19 Explain how the strategy you used to solve problem 5 is different from the strategy you used to solve problem 6.

20 Explain the strategy you used to solve the first part of problem 14.



LESSON 8

Using Subtraction Strategies with Two-Digit Numbers

Subtract.

$$\begin{array}{r} 1 \quad 96 \\ - 52 \\ \hline 44 \end{array}$$

$$\begin{array}{r} 2 \quad 74 \\ - 36 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 24 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 49 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 55 \\ - 37 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 84 \\ - 53 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 32 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 96 \\ - 62 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 76 \\ - 58 \\ \hline \end{array}$$

10 Describe how you used regrouping to solve problem 2.

11 Check one of your answers using addition. Show your work.

SUBTRACTION WITH REGROUPING

More on top?
No Need to Stop!

$$\begin{array}{r} 489 \\ -237 \\ \hline 252 \end{array}$$

Numbers the same?
Zero is the Game!

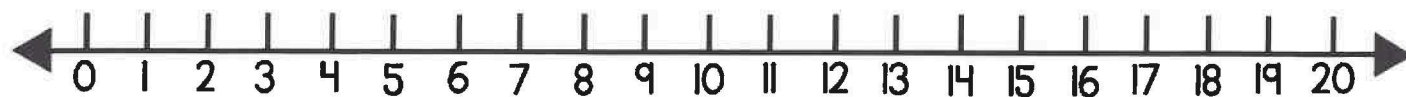
$$\begin{array}{r} 324 \\ -224 \\ \hline 100 \end{array}$$

More on the Floor?
Borrow from Next Door!

$$\begin{array}{r} 467 \\ -299 \\ \hline 168 \end{array}$$



Name: _____



6	5
+	2
8	

5	8
+	2
9	

1	9
+	5
2	

4	5
+	3
9	

2	8
+	2
4	



3	7
+	2
5	

3	8
+	2
8	

4	8
+	2
9	

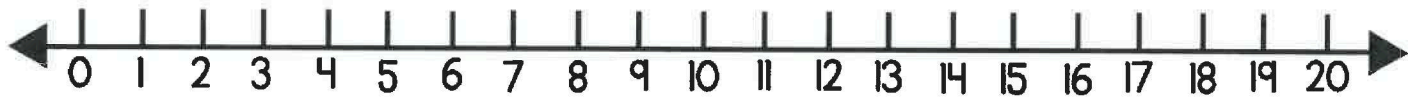
2	8
+	1
6	

2	7
+	2
8	

5	9
+	3
7	

1	4
+	2
6	

Name: _____



9	4
- 1	7

8	0
- 2	9

5	0
- 2	8

7	2
- 3	4

9	2
- 3	9

6	4
- 4	6

9	0
- 2	1

8	4
- 2	8

5	3
- 3	4

7	2
- 2	6

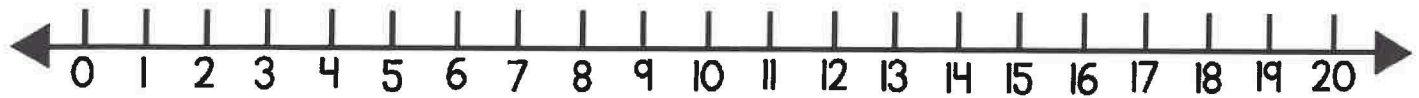
6	3
- 2	4

5	3
- 2	9

8	3
- 5	5

4	0
- 2	7

Name: Answer Key



6	5
+	2
8	
9	3

5	8
+	2
9	
8	7

1	9
+	5
2	
7	1

4	5
+	3
9	
8	4

2	8
+	2
4	
5	2



3	7
+	2
5	
6	2

3	8
+	2
8	
6	6

4	8
+	2
9	
7	7

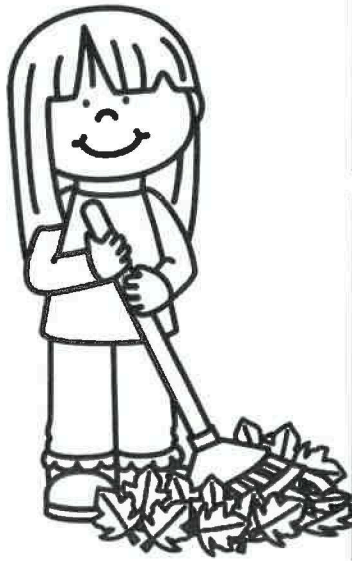
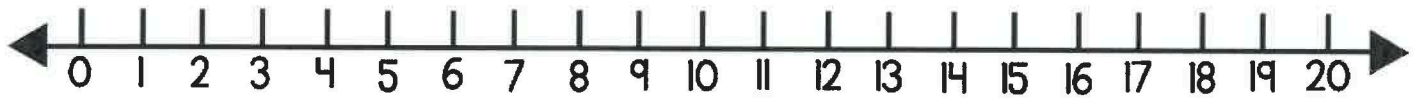
2	8
+	1
6	
4	4

2	7
+	2
8	
5	5

5	9
+	3
7	
9	6

1	4
+	2
6	
4	0

Name: Answer Key



9	4
- 1	7
7	7

8	0
- 2	9
5	1

5	0
- 2	8
2	2

7	2
- 3	4
3	8

9	2
- 3	9
5	3

6	4
- 4	6
1	8

9	0
- 2	1
6	9

8	4
- 2	8
5	6

5	3
- 3	4
1	9

7	2
- 2	6
4	6

6	3
- 2	4
3	9

5	3
- 2	9
2	4

8	3
- 5	5
2	8

4	0
- 2	7
1	3

Name: _____ Date: _____

2-Digit Subtraction

Directions: Solve the problem. Use the key to color the apples.

No Regrouping - Green
Regrouping - Red

1.

$$\begin{array}{r} 28 \\ - 15 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 42 \\ - 33 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 67 \\ - 24 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 53 \\ - 15 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 68 \\ - 12 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 58 \\ - 24 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 23 \\ - 15 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 46 \\ - 27 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 79 \\ - 44 \\ \hline \end{array}$$



Subtracting by Regrouping

Circle all the problems where you can regroup a ten to help you subtract. Then solve the circled problems.

Show your work.

1
$$\begin{array}{r} 32 \\ - 16 \\ \hline 16 \end{array}$$

2
$$\begin{array}{r} 48 \\ - 15 \\ \hline \end{array}$$

3
$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

4
$$\begin{array}{r} 63 \\ - 39 \\ \hline \end{array}$$

5
$$\begin{array}{r} 76 \\ - 26 \\ \hline \end{array}$$

6
$$\begin{array}{r} 82 \\ - 37 \\ \hline \end{array}$$

7
$$\begin{array}{r} 38 \\ - 28 \\ \hline \end{array}$$

8
$$\begin{array}{r} 53 \\ - 44 \\ \hline \end{array}$$

9
$$\begin{array}{r} 42 \\ - 25 \\ \hline \end{array}$$

10
$$\begin{array}{r} 96 \\ - 40 \\ \hline \end{array}$$

11
$$\begin{array}{r} 92 \\ - 56 \\ \hline \end{array}$$

12
$$\begin{array}{r} 65 \\ - 23 \\ \hline \end{array}$$

13
$$\begin{array}{r} 86 \\ - 19 \\ \hline \end{array}$$

14
$$\begin{array}{r} 59 \\ - 33 \\ \hline \end{array}$$

15
$$\begin{array}{r} 77 \\ - 48 \\ \hline \end{array}$$

16
$$\begin{array}{r} 62 \\ - 27 \\ \hline \end{array}$$

17 How did you know which problems to circle?

18 Check one of your answers by solving it using a different strategy. Show your work.