Updates for the Week of 2/10/25

Mon 2/10	Tues 2/11	Wed 2/12	Thu 2/13	Fri 2/14
Day 5 - Art	Day 6 - PE *Wear sneakers*	Day 1 - Music	Day 2 - Art *Valentine's Day Exchange*	*No School - Superintendent's Conference Day* *Valentine's Day*

Updates:

- **If you have not signed and returned your child's report card envelope yet, please do so this week. You keep the report card, I keep the envelope. Thank you!**
- 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).

Concepts For This Week:

- Phonics
  - consonant le (ex: little, trouble, sparkle)
- Reading
  - Sneak peek
  - Focusing on the main character and problem
  - Stopping and jotting to keep track of the book
- Writing
  - Including a hook, opinion, claim, 2 reasons, and a conclusion to express an opinion about a book / character
  - Adding examples using text evidence for each reason
- Math
  - Comparing two-digit and three-digit numbers using <, >, =
- Science
  - Landforms and bodies of water
- Positivity Project Trait: Love

Have a great week, Partners!

Best,

Miss Alexander

2/3/25

Dear Partners,

If your child would like to bring in Valentine's Day cards for a Valentine's Exchange on Thursday, February 13th, there must be one for each student. We have a total of **24 students** in our class so your child will need **23 cards**.

The cards can be homemade or store bought. Please have your child sign **their name** on the card so students know who it is from. Please **do not** put classmate's names on individual cards **(leave the "To" part blank on the card).**

If your child decides to bring in goodie bags along with their cards, please make sure the goodie bags do not include toys. Goodie bags can include items like pencils, stickers, etc. We are also a **NUT FREE** classroom.
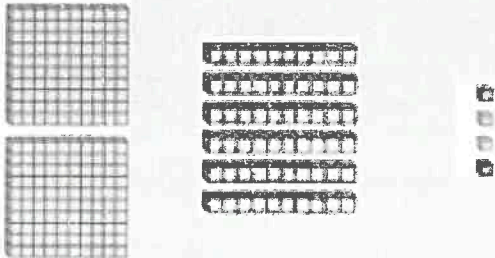
Cards may be sent in **early**. Please put the cards in a large ziplock baggie with your child's name on them.

Happy Valentine's Day, Partners!

Best,
Miss Alexander

We've seen lots of numbers represented with base ten blocks. That's not the only way to show numbers! There are other ways, too.

Base Ten Blocks	Standard Form	Expanded Form	Unit Form	Word Form
	Usual, regular way to write a number using digits.	Shows the stretched out value of each digit. Add all values to find the total number.	Writing the digit in each place with the name of the place.	Writing the number out in words.
	2 6 4	200 + 60 + 4	2 hundreds, 6 tens, 4 ones	Two hundred sixty four

Writing Three-Digit Numbers

Write the number using only digits.

1   one hundred sixty-four   _____

2   six hundred fifty-two   _____

3   three hundred twelve   _____

4   two hundred sixty-one   _____

5   two hundred five   _____

6   five hundred nineteen   _____

Write the number using only digits.

7   $100 + 10 + 6$ _____

8   $500 + 4$ _____

9   $300 + 40 + 5$ _____

10 $300 + 50 + 4$ _____

11 $400 + 60$ _____

12 $500 + 40$ _____

Writing Three-Digit
Numbers *continued*

Write the number in expanded form.
Then write the number using words.

13 522   _____ + _____ + _____

_____

14 435   _____ + _____ + _____

_____

15 218   _____ + _____ + _____

_____

16 310   _____ + _____

_____

17 Explain how problem 8 is the same as and different from problem 12.
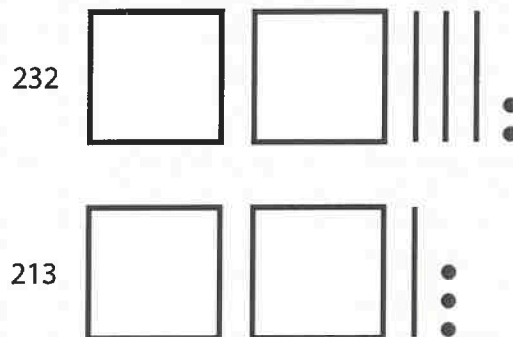
Compare Three-Digit Numbers

Dear Family,

This week your child is learning how to compare three-digit numbers.

Your child might see a problem like this: *Mr. López drives 232 miles. Mr. Ling drives 213 miles. Who drives more miles?*

You can model both numbers using quick drawings.

232

213

Learning Games

Zoom

Bounce

Math Tools

Base-Ten Blocks

Number Line

You can see that both models show 2 hundreds with 2 squares. But the top model shows 3 tens (with 3 lines), and the bottom model shows only 1 ten (with 1 line). So, the top model shows more. You do not have to compare ones, because there are already more tens in the top model.

The model shows that 232 is greater than 213, which you write with a **greater than symbol (>)** as 232 > 213. So, you know that Mr. López drives more miles. You could also use the **less than symbol (<)** and write 213 < 232.

Invite your child to share what he or she knows about comparing three-digit numbers by doing the following activity together.

ACTIVITY COMPARING THREE-DIGIT NUMBERS

Do this activity with your child to compare three-digit numbers.

Materials food or other items with (three-digit) weights listed on their labels (such as cans of fruit, boxes of dry cereal, or boxes of crackers), paper, pencil

- With your child, choose two items that seem to be about the same size. Write down the number of ounces and the number of grams inside, as shown on the label for each item.

- Ask your child to compare the number of ounces. Then have your child compare the number of grams. Encourage your child to use comparison words and symbols as shown in the table below. (For example: The number of grams for Cracker Brand A is greater than the number of grams for Cracker Brand B. 425 > 397)

<	>	=
is less than	is greater than	is equal to

15 ounces/ 425 grams
Cracker Brand A
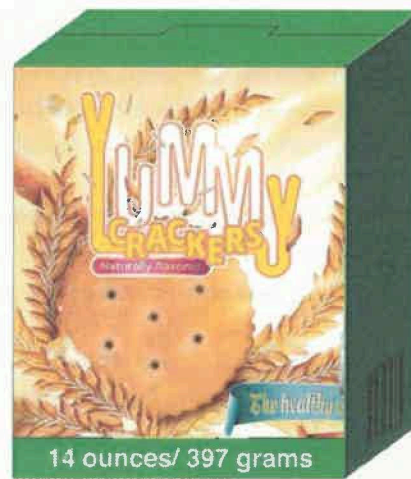
14 ounces/ 397 grams
Cracker Brand B

Practice Comparing Three-Digit Numbers

Study the Example showing how to compare three-digit numbers. Then solve problems 1–8.

EXAMPLE

Compare 217 and 234.

$217 = 2$ hundreds $+ 1$ ten $+ 7$ ones

$234 = 2$ hundreds $+ 3$ tens $+ 4$ ones

The hundreds are the same.
Compare the tens.

1 ten is less than 3 tens.

$217 < 234$

217

234
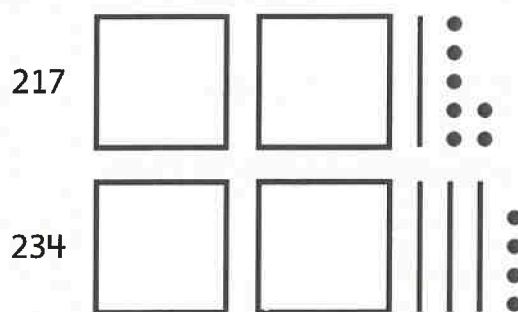
Rani has 482 marbles. Leon has 439 marbles.

1 How many hundreds, tens, and ones are in each number?

$482 =$ .... hundreds .... tens .... ones

$439 =$ .... hundreds .... tens .... ones

2 The hundreds are the same. Compare the tens.

.... tens is greater than .... tens.

3 Complete the comparison. .... > ....

4 Use the same numbers as problem 3.
Write a different comparison.

Jordan and Drina are at a fall festival. They guess the number of pounds a pumpkin weighs. Jordan guesses 195, and Drina guesses 172.

5 How many hundreds, tens, and ones are in each number?

195 = ... hundred .... tens .... ones

172 = ... hundred .... tens .... ones

6 Complete the comparison.

.... < ....

Melosa has 938 stamps in her stamp collection. Reth has 926 stamps in his stamp collection.

7 Complete two different comparisons of 938 and 926.

.... < .... and .... > ....

8 Explain why your comparisons in problem 7 are true.

APPLY IT

Use what you just learned to solve these problems.

6 Write > or < to compare each pair of numbers.

a. 264 ◯ 462   **b.** 372 ◯ 379   **c.** 954 ◯ 950

d. 876 ◯ 867   **e.** 718 ◯ 788   **f.** 653 ◯ 553

7 Write two different ways to compare 772 and 774 using < and >. Show your work.

Solution ....

8 Noel and Sara make origami animals. Noel makes 189 animals. Sara makes 186 animals. Choose all the correct comparisons.

Ⓐ 189 < 186

Ⓑ 186 < 189

Ⓒ 189 > 186

Ⓓ 186 > 189

Ⓔ 186 = 189
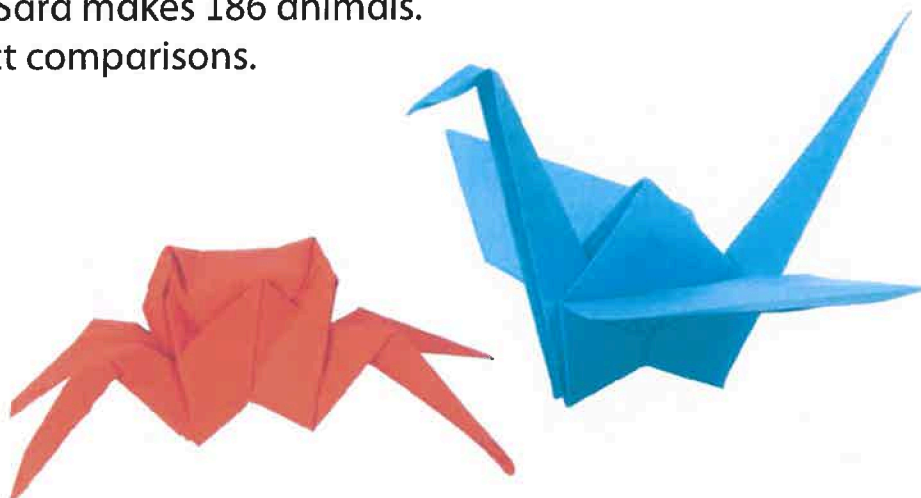
4 Complete two different comparisons of 824 and 829.

.... > .... and .... < ....

5 Complete two different comparisons of 353 and 351.

.... > .... and .... < ....

6 Complete two different comparisons of 675 and 629.

.... > .... and .... < ....

7 Write >, <, or = to compare each pair of numbers.

a. 465 ◯ 467   b. 392 ◯ 392

c. 885 ◯ 882   d. 214 ◯ 312

e. 691 ◯ 691   f. 484 ◯ 394

8 Moses plays three games. Which game has the greatest score?
Which game has the least score? Tell how you know.

Game 1: 328
Game 2: 289
Game 3: 325

Mixed Coins Count

Find the value of the coins.

Draw the coins to match the given value..
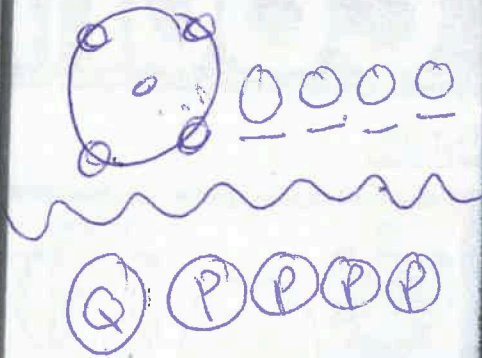
29¢

53¢

76¢

82¢

35¢

48¢

71¢

93¢

68¢

Name: _____

Telling Time

Write the time shown on each clock.

a.

____ : ____

b.

____ : ____
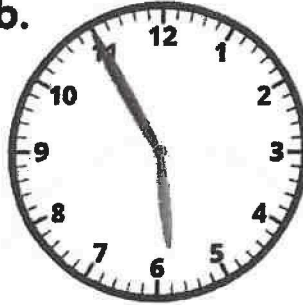
c.

____ : ____
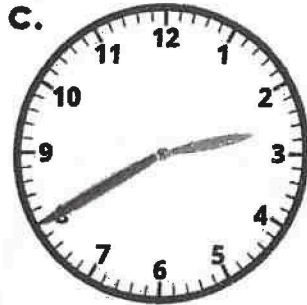
d.

____ : ____
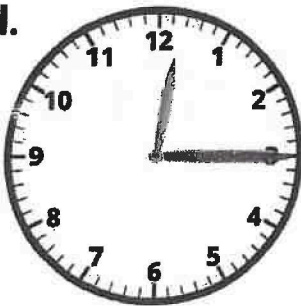
e.

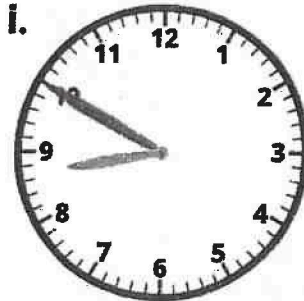____ : ____
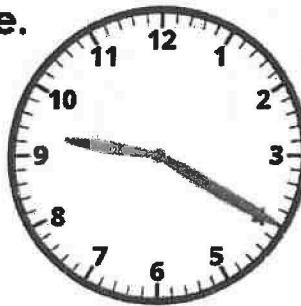
f.

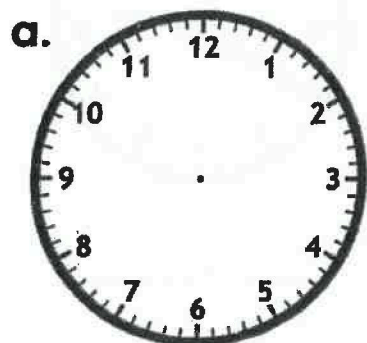____ : ____
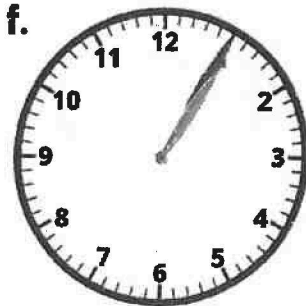
g.

____ : ____
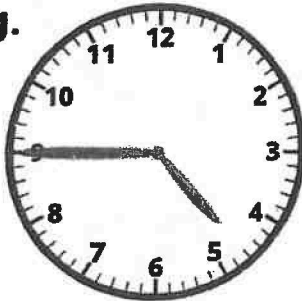
h.

____ : ____
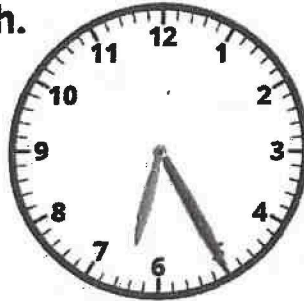
i.

____ : ____

Name: _____
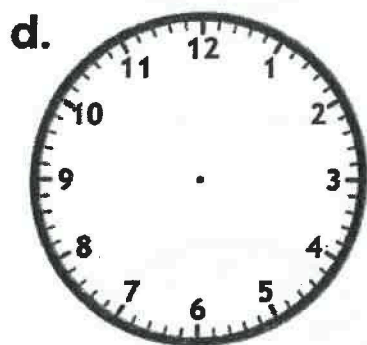
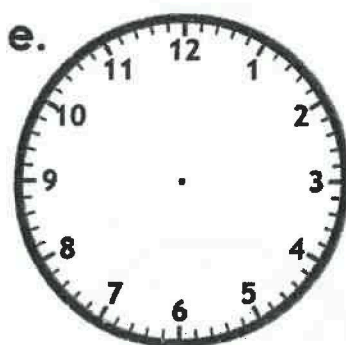## Telling Time

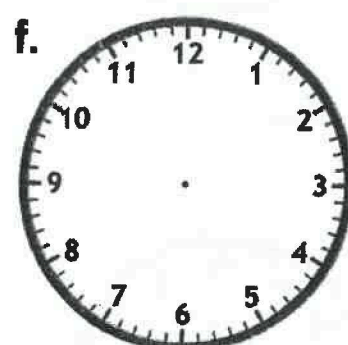Draw the hands on the clock to show the time.

a.

4:30

b.

11:30

c.

7:00

d.

6:30

e.

9:00

f.

5:30