

Updates for the Week of 2/24/25

Homework: February HW Packet (Due Friday 2/28); February PARP Due Monday 3/3

Mon 2/24	Tues 2/25	Wed 2/26	Thu 2/27	Fri 2/28
Day 1 - Music	Day 2 - Art	Day 3 - Library & PE <i>Wear sneakers</i> <i>Library book due</i>	Day 4 - Music	Day 5 - Art February HW Checklist DUE TODAY PARP DUE MONDAY 3/3

Updates:

- Open House is on Thursday March 6th:
 - Grades K-3: 5:45-6:30 PM
 - Grades 4-6: 6:45-7:30 PM
- 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).
 - Please make sure your child is studying their snap words

Concepts For This Week:

- Phonics
 - Multisyllabic words with r-controlled vowels
- Reading
 - Finishing our Story Elements project
 - Reading fluently and dialogue tags
- Writing
 - Opinion writing unit assessment: Including a hook, opinion, claim, 2 reasons and examples, and a conclusion to express an opinion about a book / character / nonfiction topic
- Math
 - Mental math: counting by fives, tens, and hundreds
- Science
 - Finishing riddles for our islands
 - Conditions on Earth for liquid or solid bodies of water
- Positivity Project Trait: Humility

Have a great week, Partners!



Best,

Miss Alexander



Sydnie Goldstein, Principal
Olivia Christian, Assistant Principal
Myers Corners Elementary School
156 Myers Corners Road, Wappingers Falls, NY 12590 (845) 298-5260 Fax (845) 298-5258

February 20, 2025

Dear Parents/Guardians:

Myers Corners Open House is scheduled for Thursday, March 6th from 5:45-7:30 PM. We look forward to having our children and their families with us that evening.


We anticipate a large number of people attending and our parking lot is not large enough to accommodate everyone at the same time. Please plan on attending the session that pertains to your child.

Grades K-3 attend from 5:45 - 6:30 PM

Grades 4-6 attend from 6:45 - 7:30 PM

The Open House is always a great time for the Myers Corners School community to come together and celebrate with our children. We hope to see you there!

Sincerely,



Sydnie Goldstein
Principal

Mental Addition and Subtraction



Dear Family,

This week your child is learning to count by fives, tens, and hundreds. They are also learning to add and subtract 10 or 100 mentally.

Your child will count forward and backward by fives and tens. For example:

Count forward by fives: 105, 110, 115, 120, 125, 130

Count backward by fives: 180, 175, 170, 165, 160, 155

Count forward by tens: 270, 280, 290, 300, 310, 320

Count forward by hundreds: 135, 235, 335, 435, 535, 635

Your child also will add 10 and 100 to a three-digit number and subtract 10 and 100 from a three-digit number. For example:

$$534 - 100 = ? \quad 819 + 100 = ? \quad 682 - 10 = ? \quad 265 + 10 = ?$$

As your child solves these different types of problems, they will identify number patterns. For example, they will see that the hundreds digit, or first digit of a three-digit number, will go up or down by 1 when 100 is added or subtracted.

$$534 - 100 = 434$$

$$819 + 100 = 919$$

Your child will see that the tens digit, or middle digit of a three-digit number, will go up or down by 1 when 10 is added or subtracted.

$$682 - 10 = 672$$

$$265 + 10 = 275$$

Invite your child to share what they know about adding and subtracting 10 and 100 by doing the following activity together.

Learning Games



Hungry Fish

Math Tools



Base-Ten
Blocks



Number Line



ACTIVITY ADDING AND SUBTRACTING 10 AND 100

Do this activity with your child to practice mental addition and subtraction.

Materials pencil and paper, scissors (optional), index cards (optional)

- Help your child to make word problem cards, by cutting out the prompts below or writing the prompts on index cards.
- Ask your child to write a three-digit number between 100 and 900 and choose one category card and one addition or subtraction card.
- Then help your child to write a word problem using the number, the category card, and the addition or subtraction card. For example, if your child chooses *Flowers* and *Subtract 10*, they might say: *382 flowers are growing in the garden. I picked 10 of them. How many flowers are in the garden now?*
- Ask your child to solve the word problem.
- With your child, write and solve word problems with the remaining cards. They should write a different three-digit number for each word problem.
- Ask your child: *What patterns do you notice when you add and subtract 10? When you add and subtract 100?*



Animals	Add 10
Fruits	Subtract 10
Toys	Add 100
Flowers	Subtract 100





LESSON 15

Skip Counting by Fives, Tens, and Hundreds

Complete the skip-counting patterns.

- 1 200, 205, 210, 215,
220, 225
- 2 520, 530, 540, _____,

- 3 800, 700, 600, _____,

- 4 650, 655, 660, _____,

- 5 370, 360, 350, _____,

- 6 780, 785, 790, _____,

- 7 439, 449, _____, _____,
479, 489, _____
- 8 885, 890, _____, _____,
905, _____
- 9 233, 333, _____, _____,
633, _____
- 10 632, 642, _____, _____,
672, _____
- 11 485, 495, _____, _____,
525, _____
- 12 185, 180, _____, _____,
165, _____
- 13 How can you tell if problem 7 is skip counting by fives, tens, or hundreds?
- 14 Write your own pattern skip counting by fives, tens, or hundreds. Your pattern should have at least 6 numbers in it. The pattern can count forward or backward.



LESSON 15

Adding and Subtracting 10 and 100**Solve.**

1 $80 + 10 = \underline{90}$

2 $90 + 10 = \underline{\hspace{2cm}}$

3 $95 + 10 = \underline{\hspace{2cm}}$

4 $100 + 10 = \underline{\hspace{2cm}}$

5 $180 + 10 = \underline{\hspace{2cm}}$

6 $190 + 10 = \underline{\hspace{2cm}}$

7 $195 + 10 = \underline{\hspace{2cm}}$

8 $195 - 10 = \underline{\hspace{2cm}}$

9 $30 + 10 = \underline{\hspace{2cm}}$

10 $31 + 10 = \underline{\hspace{2cm}}$

11 $67 - 10 = \underline{\hspace{2cm}}$

12 $65 - 10 = \underline{\hspace{2cm}}$

13 $100 - 10 = \underline{\hspace{2cm}}$

14 $109 - 10 = \underline{\hspace{2cm}}$

15 $200 - 10 = \underline{\hspace{2cm}}$

16 $209 - 10 = \underline{\hspace{2cm}}$

17 $697 + 10 = \underline{\hspace{2cm}}$

18 $697 + 100 = \underline{\hspace{2cm}}$

19 $697 - 10 = \underline{\hspace{2cm}}$

20 $697 - 100 = \underline{\hspace{2cm}}$

21 $493 + 10 = \underline{\hspace{2cm}}$

22 $493 + 100 = \underline{\hspace{2cm}}$

23 $493 - 10 = \underline{\hspace{2cm}}$

24 $493 - 100 = \underline{\hspace{2cm}}$

- 25** Looking at problems 2, 3, and 4, what stays the same? What changes?
How does it change?

Counting Coins

Name: _____ Date: _____

Directions: Write the total value of the coins.

	\$0.35
	\$0.42
	\$0.54
	\$0.42
	\$0.54
	\$0.54

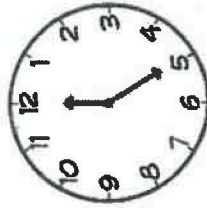
TELLING TIME TO THE NEAREST 5 MINUTES

NAME: _____

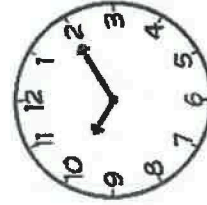
DATE: _____

DIRECTIONS: WRITE THE TIME IN DIGITAL FORM UNDERNEATH EACH CLOCK

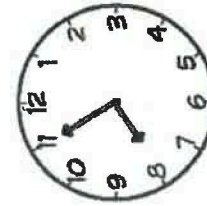
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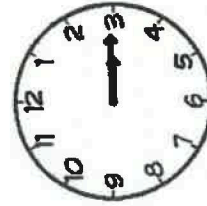
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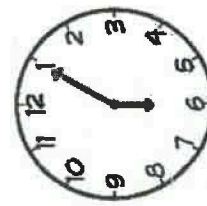
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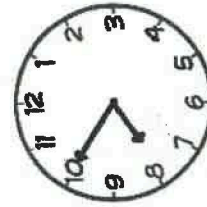
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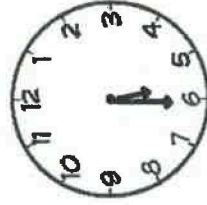
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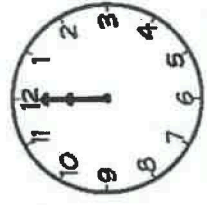
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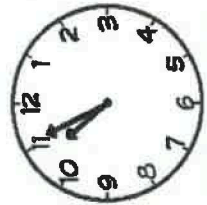
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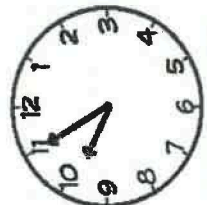
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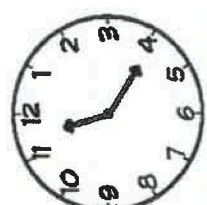
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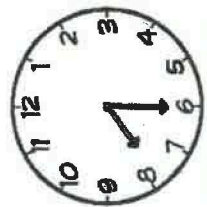
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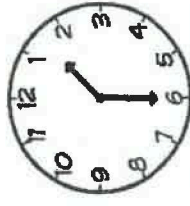
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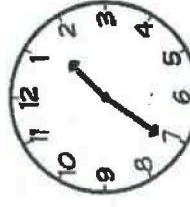
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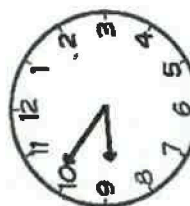
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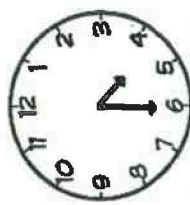
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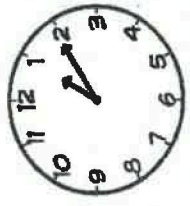
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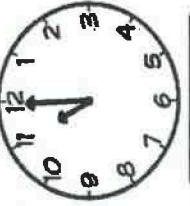
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