

Updates for the Week of 3/17/25

Homework: March HW Packet (Due Monday 3/31); **PARP** (Due Tuesday 4/1)

Mon 3/17	Tues 3/18	Wed 3/19	Thu 3/20	Fri 3/21
Day 4 - Music <i>St. Patrick's Day</i>	Day 5 - Art	Day 6 - PE <i>Wear sneakers</i>	Day 1 - Music	Day 2 - Art

UPDATES:

- Now that the weather is getting warmer:
 - Students still need to bring a coat but may take it off if they get too hot outside.
 - Please have your child keep a spare change of clothes in a ziplock bag in their backpack so if they get muddy at recess, they can change.
- Please make sure your child has a **water bottle** at school every day.

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.
 - If the whole class (or almost the whole class) turns in their PARP, our class can be recognized on the announcements and we receive a class reward and ribbon.
 - Your child should be reading every day for HW so while they read, they can color in one of the items on the PARP sheet.
 - You can have your child keep the PARP sheet in their Home Folder so it does not get lost, or where they read at home, or even on the fridge.
 - 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
 - prefixes change the meaning of a word (un-, dis-, pre-, re-)
- Reading
 - Stepping into the world of story by bringing our characters to life in our mind
 - Picturing the place, reacting to stories, understanding the story mountain

Please see back →

- Writing
 - Finishing shared writing for realistic fiction
 - Creating a cover for our realistic fiction books
 - Sketching across the pages to plan our story
 - Writing an introduction (including the main character(s), setting, and an action/talk/feeling/thought
- Math
 - **ATTACHED GAME:** *The two-digit and three-digit addition and subtraction blank worksheets can be used by rolling a die to make problems. The worksheets can be put into plastic paper sleeves for your child to use at home over time with a dry-erase marker.*
 - Wrapping up subtracting three-digit numbers
 - Using addition and subtraction strategies with three-digit numbers
- Social Studies
 - Reviewing different types of land from last week:
 - Residential (land for homes/living); Commercial (land for businesses, shops, restaurants); Industrial (land for factories and warehouses); Recreational (land for play/fun)
 - Can changes to the environment improve, and/or harm our community?
- Positivity Project Trait: OPM - Identifying and appreciating the good in others

Have a great week, Partners!

Best,

Miss Alexander



2 digit addition

1

+

2

+

3

+

4

+



NAME

2 digit Subtraction

1

2

3

4



NAME

3 digit addition

1

+

2

+

3

+

4

+



NAME

3 digit Subtraction

1

2

3

4



NAME

Use Addition and Subtraction Strategies with Three-Digit Numbers



Math Tools



Base-Ten
Blocks



Number Line

Dear Family,

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

Previously, your child learned to use place value to add and subtract three-digit numbers. In this lesson, your child will use both addition and subtraction strategies to solve many different types of problems.

Here are some ways that your child might find $600 - 238$.

- Subtract hundreds, tens, and ones.

$$238 = 200 + 30 + 8$$

First, subtract **200**.

Then subtract **30**.

Last, subtract **8**.

$$\begin{array}{r} 600 \\ - 200 \\ \hline 400 \\ - 30 \\ \hline 370 \\ - 8 \\ \hline 362 \end{array}$$

- Use an open number line.

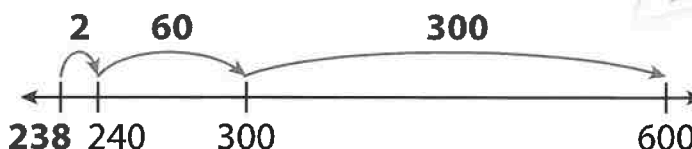
You can change the subtraction problem into a missing addend addition problem. To find $600 - 238$, you can find $238 + ? = 600$.

Start at **238**.

Add **2** to reach 240.

Then add **60** to reach 300.

Then add **300** to reach 600.



You added on $2 + 60 + 300$, or **362**.

$600 - 238$ is 362 using either strategy.

Invite your child to share what they know about adding and subtracting three-digit numbers by doing the following activity together.



ACTIVITY USING ADDITION AND SUBTRACTION STRATEGIES WITH THREE-DIGIT NUMBERS

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

- Ask your child to choose and write a three-digit number from below.
- Add the number on the matching shape and color as your child's number. Have your child check the sum.
- Ask your child to use those same two numbers and subtract the lesser number from the greater number. Have your child explain the strategy they used to find the answer.
- Switch roles and repeat so that you and your child take turns doing either the addition or the subtraction of the two numbers with matching colors.
- Ask your child what their favorite strategy is for adding three-digit numbers. Ask what their favorite strategy is for subtracting three-digit numbers.





LESSON 18

Using Subtraction Strategies with Three-Digit Numbers

Subtract.

1 $300 - 200 = \underline{100}$

$300 - 195 = \underline{\hspace{2cm}}$

$300 - 165 = \underline{\hspace{2cm}}$

2 $800 - 300 = \underline{\hspace{2cm}}$

$800 - 285 = \underline{\hspace{2cm}}$

$800 - 290 = \underline{\hspace{2cm}}$

3 $600 - 400 = \underline{\hspace{2cm}}$

$600 - 490 = \underline{\hspace{2cm}}$

$600 - 485 = \underline{\hspace{2cm}}$

4 $400 - 300 = \underline{\hspace{2cm}}$

$400 - 280 = \underline{\hspace{2cm}}$

$400 - 265 = \underline{\hspace{2cm}}$

5 $700 - 400 = \underline{\hspace{2cm}}$

$700 - 415 = \underline{\hspace{2cm}}$

$700 - 435 = \underline{\hspace{2cm}}$

6 $900 - 500 = \underline{\hspace{2cm}}$

$900 - 505 = \underline{\hspace{2cm}}$

$900 - 545 = \underline{\hspace{2cm}}$

7 $500 - 200 = \underline{\hspace{2cm}}$

$500 - 225 = \underline{\hspace{2cm}}$

$500 - 265 = \underline{\hspace{2cm}}$

8 $800 - 300 = \underline{\hspace{2cm}}$

$800 - 115 = \underline{\hspace{2cm}}$

$800 - 155 = \underline{\hspace{2cm}}$



LESSON 18

Using Addition Strategies with Three-Digit Numbers

Complete each addition equation.

1 $543 + 268 = \underline{\quad 811 \quad}$

2 $415 + 385 = \underline{\quad \quad}$

3 $794 + 136 = \underline{\quad \quad}$

4 $675 + 225 = \underline{\quad \quad}$

5 $431 + 279 = \underline{\quad \quad}$

6 $215 + 166 = \underline{\quad \quad}$

7 $189 + \underline{\quad \quad} = 230$

8 $\underline{\quad \quad} + 27 = 604$

9 $\underline{\quad \quad} + 35 = 813$

10 $653 + \underline{\quad \quad} = 711$

11 Explain the strategy you used to solve problem 10.

12 Show one way to complete the equation $\underline{\quad \quad} + \underline{\quad \quad} = 754$.

Name: _____ Date: _____

2-Digit Addition

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

No Regrouping - Green
Regrouping - Red

1.

$$\begin{array}{r} 48 \\ + 15 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 36 \\ + 32 \\ \hline \end{array}$$

3.

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

4.

$$\begin{array}{r} 75 \\ + 15 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 68 \\ + 15 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 54 \\ + 24 \\ \hline \end{array}$$

7.

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

8.

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

9.

$$\begin{array}{r} 43 \\ + 14 \\ \hline \end{array}$$

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.

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

Name: _____

Date: _____

Subtraction without Regrouping

(mixed)

1

	8	2
-	1	1

2

	3	6
-	3	2

3

	5	4
-	4	3

4

	7	9
-	2	0

5

	9	4
-	5	4

6

	4	5
-	2	1

7

	6	7
-	1	1

8

	3	2
-	3	1

9

	6	5
-	3	0

10

	5	4
-	2	1

11

	2	8
-	1	0

12

	7	8
-	5	1

13

	7	6
-	4	3

14

	5	4
-	3	3

15

	8	9
-	1	8

16

	4	6
-	2	2

17

	4	7
-	3	2

18

	7	8
-	2	2

19

	3	5
-	1	4

20

	6	9
-	2	5

Name: _____

Date: _____

Subtraction with Regrouping

(mixed)

1

	5	11
	6	1
-	1	9
	4	2

2

	2	0
-	1	8

3

	8	1
-	1	3

4

	5	3
-	3	5

5

	5	0
-	1	1

6

	3	4
-	2	7

7

	7	2
-	1	4

8

	4	1
-	2	2

9

	6	2
-	2	7

10

	4	1
-	3	8

11

	2	4
-	1	5

12

	3	4
-	2	6

13

	8	1
-	1	6

14

	5	0
-	3	9

15

	6	2
-	1	7

16

	7	0
-	2	1

17

	7	2
-	5	5

18

	6	7
-	3	9

19

	5	1
-	3	4

20

	9	5
-	5	8



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.

	<p>¢</p>
	<p>¢</p>
	<p>¢</p>
	<p>¢</p>
	<p>¢</p>
	<p>¢</p>

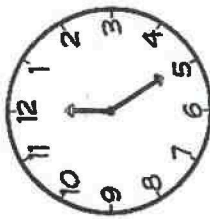
TELLING TIME TO THE NEAREST 5 MINUTES

NAME: _____

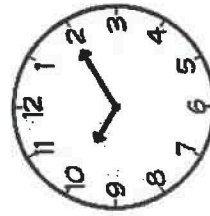
DATE: _____

DIRECTIONS: WRITE THE TIME IN DIGITAL FORM UNDERNEATH EACH CLOCK

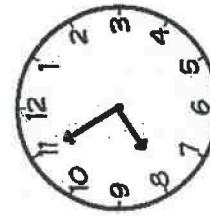
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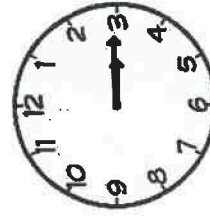
2.


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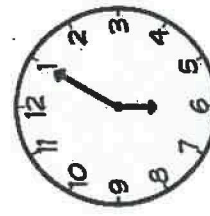
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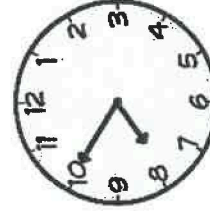
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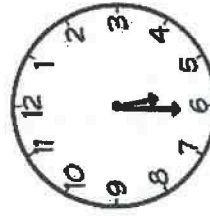
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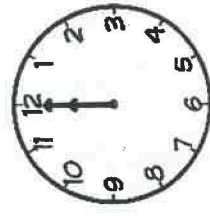
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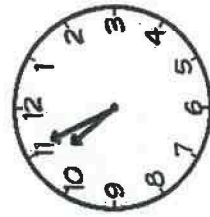
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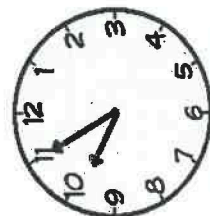
8.


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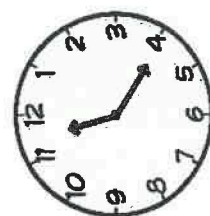
9.


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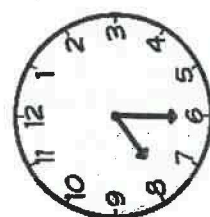
10.


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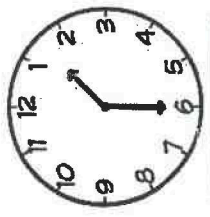
11.


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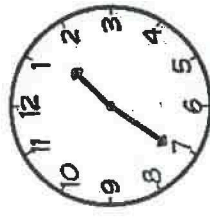
12.


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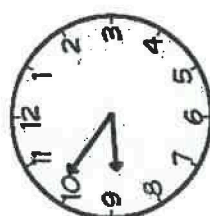
13.


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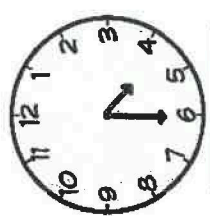
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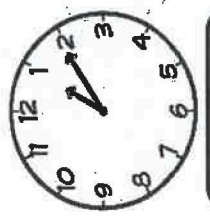
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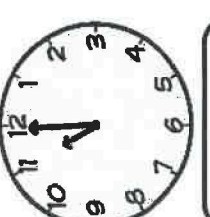
16.


 :

17.


 :

18.


 :

Name _____

Date _____

Time to the Nearest 5 Minutes

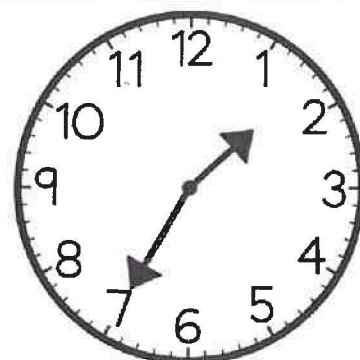
Directions: **Write** the time under each clock. 



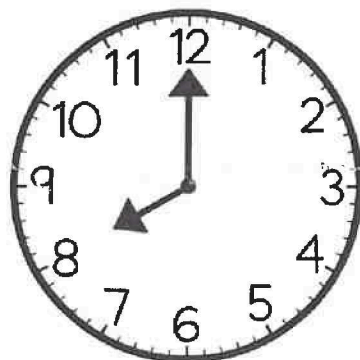
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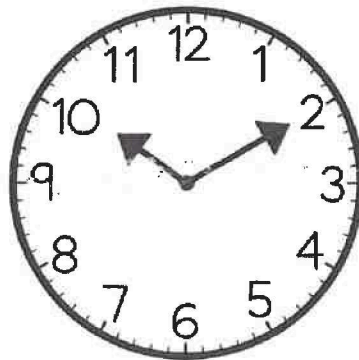
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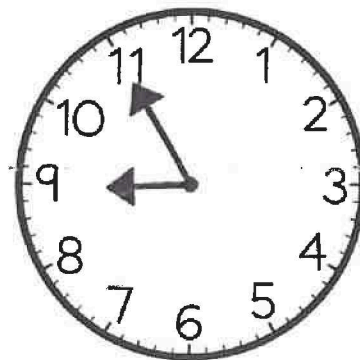
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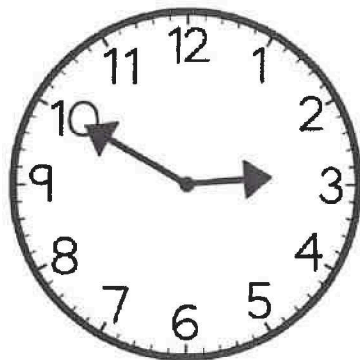
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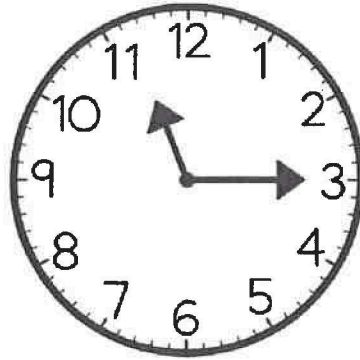
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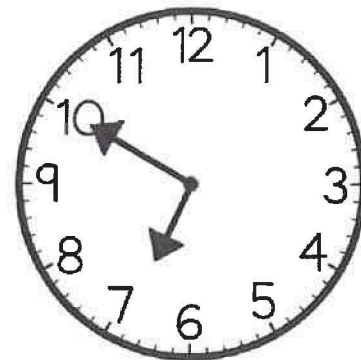
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