

## Updates for the Week of 3/31/25

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

Mon 3/31	Tues 4/1	Wed 4/2	Thu 4/3	Fri 4/4
Day 2 - Art  <i>March HW Packet Signature due today!</i>  <i>PARP sheet is due tomorrow!</i>	Day 3 - Library and PE <i>Library book due</i> <i>Wear sneakers</i>  <i>PARP sheet due!!!</i>  <i>Happy April Fool's Day!!!</i>	Day 4 - Music	Day 5 - Art	Day 6 - PE <i>Wear sneakers</i>

### UPDATES:

- We are running very low on dry-erase markers and crayons where we won't have enough to make it through the school year. We use our dry-erase markers every day during morning work, math, and phonics. They are such an important tool for learning in our classroom. Any classroom donations would be greatly appreciated!! Thank you to those of you who have already donated!! 😊
- 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

*Please see back →*

## Concepts For This Week:

- Phonics
  - suffixes change the meaning of a word (-er, -est, -less, -ful, -ly)
- Reading
  - Characters can have more than one feeling, what causes those feelings, and how do characters' emotions affect their actions
- Writing
  - Writing will include: introduction, the problem, the problem gets worse, the problem gets solved, happy ending
  - Making our characters move, talk, think, and feel
  - Using time words such as: all of the sudden, a little later, after that, meanwhile, then, next, so
  - Revising / Editing
- Math
  - Measurement with inches and centimeters
  - **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.*
- Science
  - Beginning our unit, *Interdependent Relationships in Ecosystems*
  - What do plants need to live/survive?
- Positivity Project Trait: Humor

Have a great week, Partners!



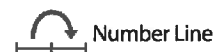
Best,

Miss Alexander

# Measure in Inches and Centimeters



Math Tools



Dear Family,

This week your child is learning about measuring in inches and centimeters.

Your child will encounter measurements throughout their life, and it is important that they understand standard units of measurement.

Standard units are used to make sure that a measurement unit is always the same size and so that all measurements are consistent. Inches and centimeters are two examples of standard units.

A quarter is about **1 inch** across.



about 1 inch

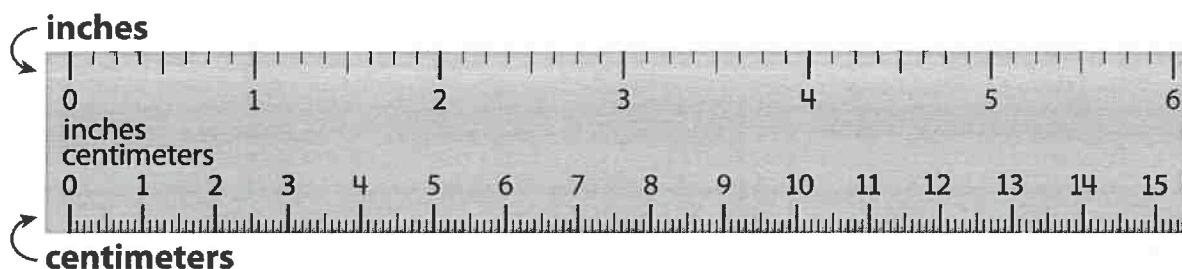
A stack of 6 quarters is about **1 centimeter** (cm) tall.



about 1  
centimeter

You can use a **ruler** to **measure lengths**. A ruler is a tool that measures using standard units. It is divided into equal parts, such as inches or centimeters.

This ruler shows inches on the top and centimeters on the bottom.



Invite your child to share what they know about measuring length by doing the following activity together.

## ACTIVITY EXPLORING LENGTH MEASUREMENT

Do this activity with your child to measure in nonstandard units.

Remind your child length can be measured by placing same-size nonstandard units alongside an object.

**Materials** paper clips, small sticky notes, or other small objects of the same length

- Review how to align the first measuring unit with the end of the object being measured.
- Measure several objects by lining up the nonstandard measuring units end to end with no gaps or overlaps from one end to the other end of the object being measured.
- Once your child understands how to use same-sized units to measure lengths of objects, go on a scavenger hunt for objects that are specific lengths: 1 paper clip, 1 sticky note, 3 paper clips, 3 sticky notes, 6 paper clips, and 6 sticky notes. Record the objects in the table.

Length	Object
1 paper clip	
1 sticky note	
3 paper clips	
3 sticky notes	
6 paper clips	
6 sticky notes	



## Measuring in Inches and Centimeters

- 1 Use a ruler to measure the length of the piece of tape in inches.



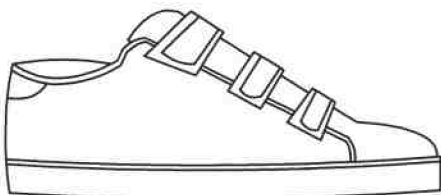
What is the length of the tape? \_\_\_\_\_ inches

- 2 Use a ruler to measure the length of the pencil in inches.



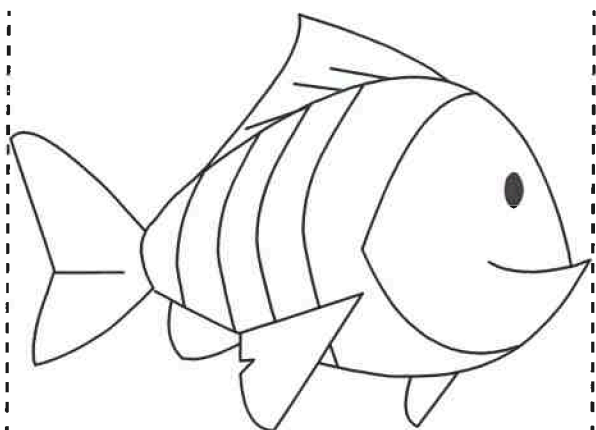
What is the length of the pencil? \_\_\_\_\_ inches

- 3 Use a ruler to measure the length of the shoe in centimeters.



What is the length of the shoe? \_\_\_\_\_ centimeters

- 4 Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? \_\_\_\_\_ centimeters



## Measuring in Inches and Centimeters *continued*

- 5** Use a ruler to measure the length of the string to the nearest inch and the nearest centimeter.

What is the length of the string to the nearest inch?

\_\_\_\_\_ inches

What is the length of the string to the nearest centimeter?

\_\_\_\_\_ centimeters

- 6** Use a ruler to measure the length of the rectangle in to the nearest inch and the nearest centimeter.



What is the length of the rectangle to the nearest inch?

\_\_\_\_\_ inches

What is the length of the rectangle to the nearest centimeter?

\_\_\_\_\_ centimeters

- 7** For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.



## LESSON 19

## Adding Four Two-Digit Numbers

Find the sum. Show your work.

1  $29 + 34 + 21 + 36$

$50 + 70$

\_\_\_\_\_

2  $45 + 38 + 62 + 15$

\_\_\_\_\_

3  $17 + 36 + 43 + 74$

\_\_\_\_\_

4  $55 + 49 + 71 + 15$

\_\_\_\_\_

5  $32 + 24 + 68 + 46$

\_\_\_\_\_

6  $27 + 19 + 33 + 81$

\_\_\_\_\_

7  $32 + 13 + 29 + 35$

\_\_\_\_\_

8  $53 + 74 + 13 + 44$

\_\_\_\_\_

9  $24 + 12 + 74 + 68$

\_\_\_\_\_

10  $92 + 37 + 71 + 14$

\_\_\_\_\_







11 Explain how you found the answer to problem 8.



# Counting Coins

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Write the total value of the coins.

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



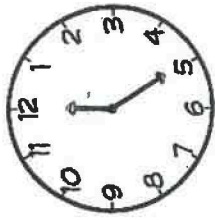
# TELLING TIME TO THE NEAREST 5 MINUTES

NAME: \_\_\_\_\_

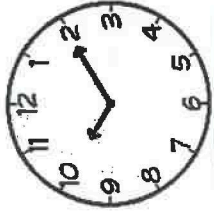
DATE: \_\_\_\_\_

DIRECTIONS: WRITE THE TIME IN DIGITAL FORM UNDERNEATH EACH CLOCK

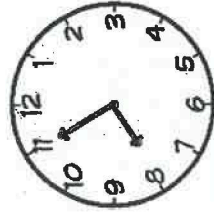
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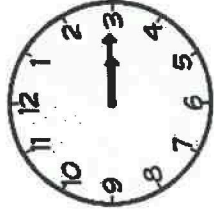
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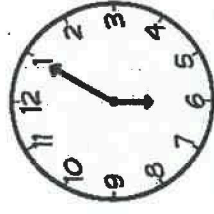
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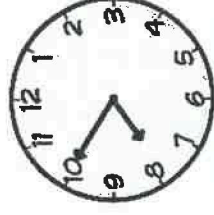
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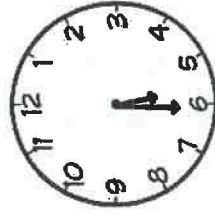
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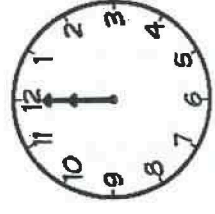
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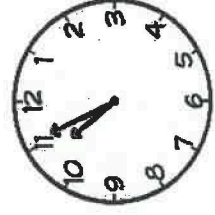
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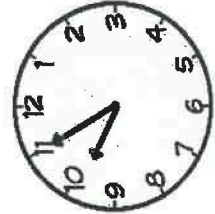
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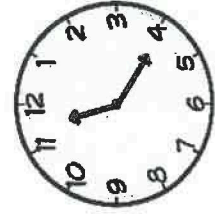
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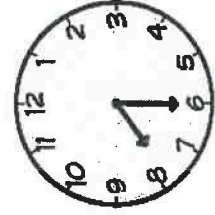
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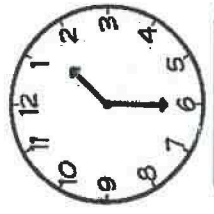
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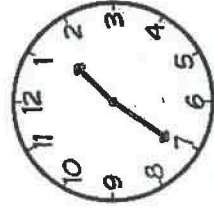
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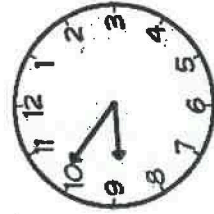
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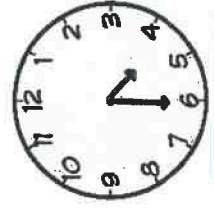
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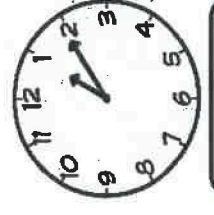
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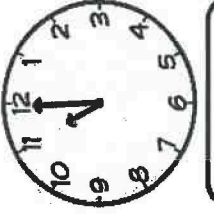
16.


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17.


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18.


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Name \_\_\_\_\_

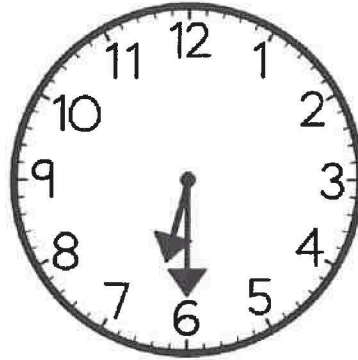
Date \_\_\_\_\_

# Time to the Nearest 5 Minutes

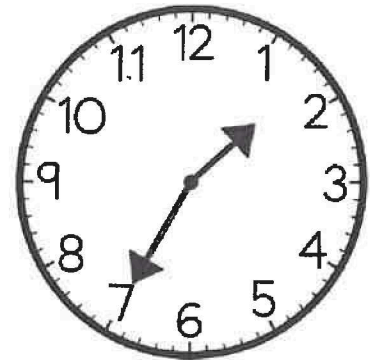
Directions: **Write** the time under each clock. 



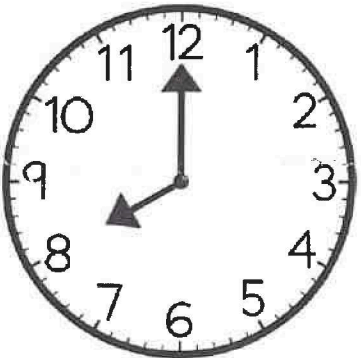
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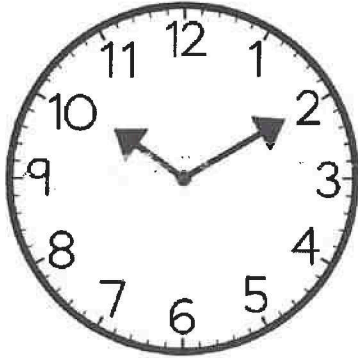
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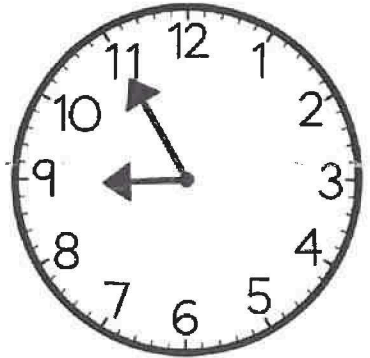
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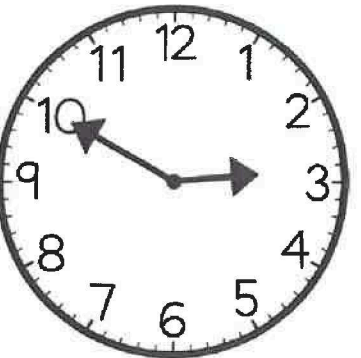
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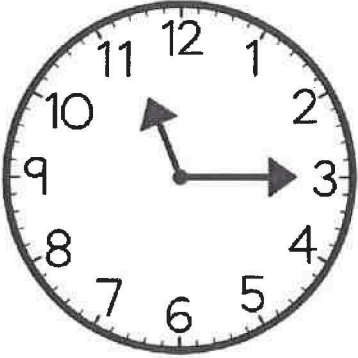
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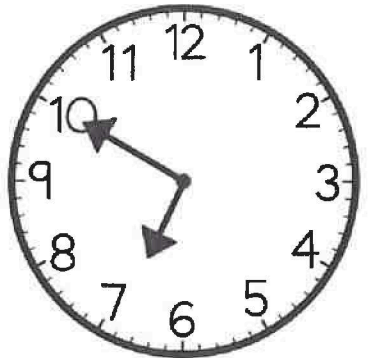
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# 2 digit addition

1


2


3


4




NAME

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# 2 digit Subtraction

1


2


3


4




NAME

---

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# 3 digit addition

1


2


3


4




NAME

---

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# 3 digit Subtraction

1


2


3


4




NAME

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