

Updates for the Week of 3/3/25
Homework: March HW Packet (Due Monday 3/31)

Mon 3/3	Tues 3/4	Wed 3/5	Thu 3/6	Fri 3/7
Day 6 - PE <i>Wear sneakers</i>	Day 1 - Music	Day 2 - Art <i>Scholastic Book Fair !!!</i>	Day 3 - Library & PE <i>Wear sneakers</i> <i>Library book due</i> <i>OPEN HOUSE !!!</i>	Day 4 - Music <i>Half Day - Professional Development Day</i>

UPDATES:

- If you did not turn in your child's **February HW Checklist with a signature**, please do so. It was due Friday 2/28. Even if your child did not complete some items on the HW checklist, it still must be signed and turned in on the due date. Thank you!
- **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.
- Our class will be going to the **Scholastic Book Fair** on Wednesday 3/5. If you would like your child to purchase books, please send in money by the morning of 3/5 at the latest. Thank you!
- **Open House is on Thursday March 6th: Grades K-3: 5:45-6:30 PM & Grades 4-6: 6:45-7:30 PM**

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
 - Multisyllabic words with vowel teams
- Reading
 - Using context clues to identify the meaning of unfamiliar words
- Writing
 - Introduction to realistic fiction
 - Creating a realistic fiction character for our next writing unit
 - Creating realistic problems and solutions
- Math
 - Adding three-digit numbers
- Science
 - Reviewing the conditions on Earth for liquid or solid bodies of water
 - Reviewing the unit and unit assessment
- Positivity Project Trait: Love of learning

Have a great week, Partners!



Best,

Miss Alexander

Add Three-Digit Numbers



Math Tools



Base-Ten
Blocks



Number Line

Dear Family,

This week your child is learning different strategies to add three-digit numbers.

Here are some ways they might find the sum $237 + 345$.

- Add hundreds, tens, and ones using expanded form.

$$\begin{array}{rcl} 237 & \longrightarrow & 200 + 30 + 7 \\ + 345 & \longrightarrow & 300 + 40 + 5 \\ \hline & & 500 + 70 + 12 = 582 \end{array}$$

- Break numbers into hundreds, tens, and ones.

$$\begin{array}{rcl} 237 & \longrightarrow & 2 \text{ hundreds} + 3 \text{ tens} + 7 \text{ ones} \\ + 345 & \longrightarrow & 3 \text{ hundreds} + 4 \text{ tens} + 5 \text{ ones} \\ \hline & & 5 \text{ hundreds} + 7 \text{ tens} + 12 \text{ ones} = 582 \end{array}$$

- Add ones, then tens, then hundreds. Combine the sums.

$$\begin{array}{rcl} 237 & & \\ + 345 & & \\ \hline 12 & \longleftarrow & 7 + 5 \\ 70 & \longleftarrow & 30 + 40 \\ + 500 & \longleftarrow & 200 + 300 \\ \hline 582 & & \end{array}$$

500 + 70 + 12, 5 hundreds + 7 tens + 12 ones, and 582 are all ways to express the same value.

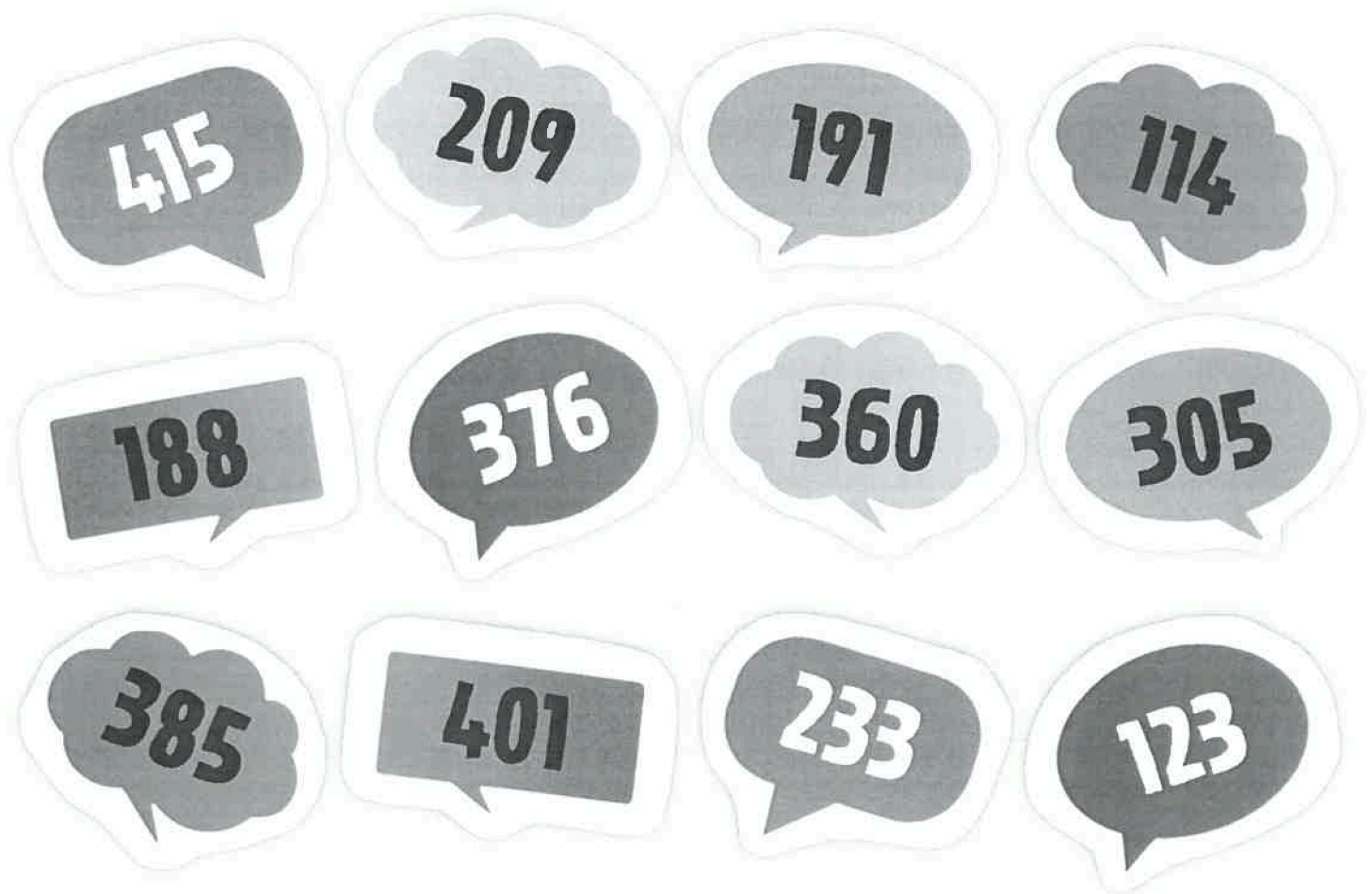
$$237 + 345 = 582$$

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

ACTIVITY ADDING THREE-DIGIT NUMBERS

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

- Have your child choose and write a three-digit number from the numbers below.
(Example: Your child picks 385.)
- Write the other number with the matching shape and color below your child's number. Write a plus sign to show addition. (Example: You write "+ 114.")
- Ask your child if they think the sum of the two numbers will be greater than or less than 500. (Example: Your child says it will be less than 500.)
- Have your child add the two numbers to check their answer.
(Example: $385 + 114 = 499$.) Ask your child whether their prediction about being greater or less than 500 was correct.
- Repeat the process with other numbers.





LESSON 16

Adding and Regrouping Ones

The answers are mixed up at the bottom of the page.

Cross out the answers as you complete the problems.

$$\begin{array}{r} 1 \quad 635 \\ + 321 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 439 \\ + 154 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 336 \\ + 123 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 825 \\ + 166 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 512 \\ + 336 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 246 \\ + 348 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 772 \\ + 109 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 347 \\ + 314 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 483 \\ + 208 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 225 \\ + 224 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 548 \\ + 406 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 475 \\ + 515 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 273 \\ + 211 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 728 \\ + 253 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 627 \\ + 263 \\ \hline \end{array}$$

Answers:

449

594

881

956

691

484

661

890

991

593

954

848

990

459

981



LESSON 16

Adding and Regrouping Tens

Look at the hundreds digits in each problem. Circle the problems that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

1

$$\begin{array}{r} 435 \\ + 283 \\ \hline 718 \end{array}$$

2

$$\begin{array}{r} 205 \\ + 113 \\ \hline \end{array}$$

3

$$\begin{array}{r} 586 \\ + 130 \\ \hline \end{array}$$

4

$$\begin{array}{r} 378 \\ + 343 \\ \hline \end{array}$$

5

$$\begin{array}{r} 186 \\ + 175 \\ \hline \end{array}$$

6

$$\begin{array}{r} 476 \\ + 234 \\ \hline \end{array}$$

7

$$\begin{array}{r} 152 \\ + 169 \\ \hline \end{array}$$

8

$$\begin{array}{r} 362 \\ + 556 \\ \hline \end{array}$$

9

$$\begin{array}{r} 214 \\ + 225 \\ \hline \end{array}$$

10

$$\begin{array}{r} 481 \\ + 262 \\ \hline \end{array}$$

11

$$\begin{array}{r} 145 \\ + 239 \\ \hline \end{array}$$

12

$$\begin{array}{r} 347 \\ + 133 \\ \hline \end{array}$$

13

$$\begin{array}{r} 286 \\ + 644 \\ \hline \end{array}$$

14

$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

15







$$\begin{array}{r} 383 \\ + 319 \\ \hline \end{array}$$

- 16 How do you know that $361 + 283$ is greater than 500 without finding the sum?

Counting Coins

Name: _____ Date: _____

Directions: Write the total value of the coins.

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

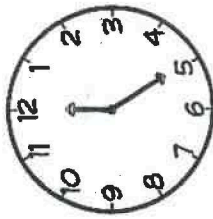
TELLING TIME TO THE NEAREST 5 MINUTES

NAME: _____

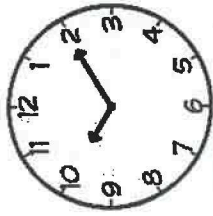
DATE: _____

DIRECTIONS: WRITE THE TIME IN DIGITAL FORM UNDERNEATH EACH CLOCK

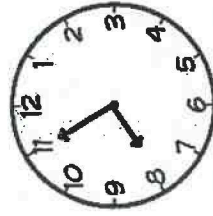
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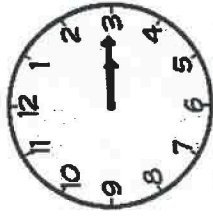
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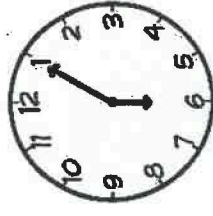
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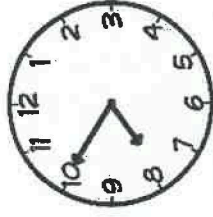
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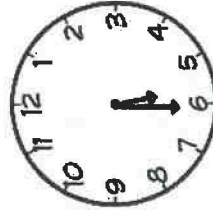
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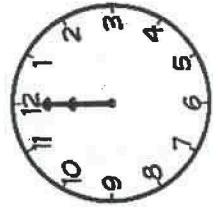
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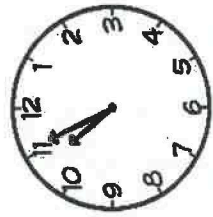
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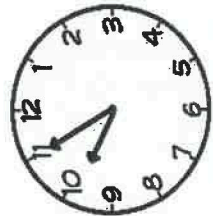
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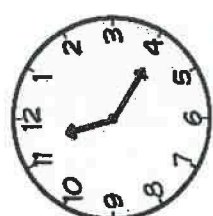
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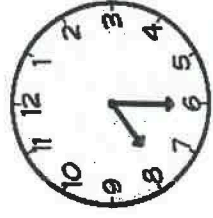
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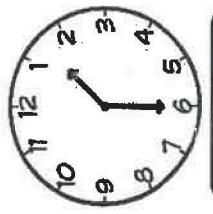
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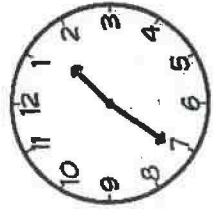
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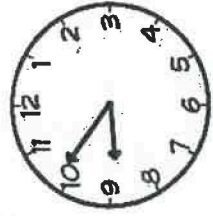
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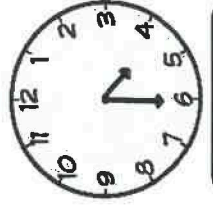
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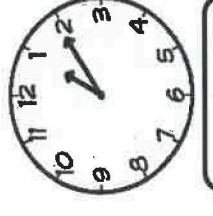
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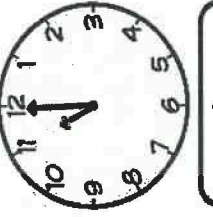
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 :

17.


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18.


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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?