

Updates for the Week of 2/26/24

Homework: February Choice Board & READ

Mon 2/26	Tues 2/27	Wed 2/28	Thu 2/29	Fri 3/1
Day 1 - Music	Day 2 - Art and Library <i>Library books due</i>	Day 3 - PE <i>wear sneakers</i>	Day 4 - Music <i>February HW Choice Board Signature Due</i>	Day 5 - Art <i>PARP sheet due</i>

Updates:

- Please continue to fill out the **February PARP** sheet when reading every night. It is **due 3/1**. Students receive prizes when they are handed in and if most/all of the class hands it in, then our class will be recognized on the announcements, get a ribbon on our classroom door, and everyone will receive a prize. Please encourage your child to fill it in every night when they read. Thank you!!
- The **February HW Choice Board** signature is **due on Thursday 2/29**
- **Book Fair** is next week. Once our class's date/time is finalized, I will reach out and let you know via your child's home folder or Class Dojo.
- **March 7th is Open House:**
 - Grades K-3 from 5:45-6:30 pm
 - Grades 4-6 from 6:45-7:30 pm
- As the temperatures increase, please continue to have your child **dress in layers** so if they are cold they can layer up and if they're hot, they can take the layers off. If your child does not have a coat during cold temperatures, they will need to sit inside for recess. Thank you for your support with this.

Concepts For This Week:

- **Phonics**
 - Reading and spelling multisyllabic words with closed and open syllables
 - Reading and spelling words with CVCE: In a vowel-consonant-e syllable, there is a single vowel and a consonant followed by a silent e. The silent e lets us know that the vowel is making its long sound.
- **Reading**
 - Monitoring comprehension when reading longer books → retelling, stopping and jotting, paying attention to the problem(s) and character(s)
 - Learning lessons from fiction books

Please see back →

- Writing
 - Wrapping up our opinion pieces by revising and editing
 - Planning for our opinion writing assessment
- Math (optional worksheets for practice are attached - some are the same from last week for additional practice)
 - Introducing triple-digit addition (see attached letter)
 - Reviewing regrouping
- Science:
 - Quick (can observe in your lifetime) and Slow (takes longer than a lifetime) Earth changes
 - Landforms and Bodies of Water
 - Please be sure to read the science book that is for HW - it is attached to the HW Choice Board
- Positivity Project Trait: Love of Learning

Have a great week, Partners!

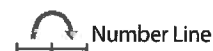
Best,
Miss Alexander



Add Three-Digit Numbers



Math Tools



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.

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

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

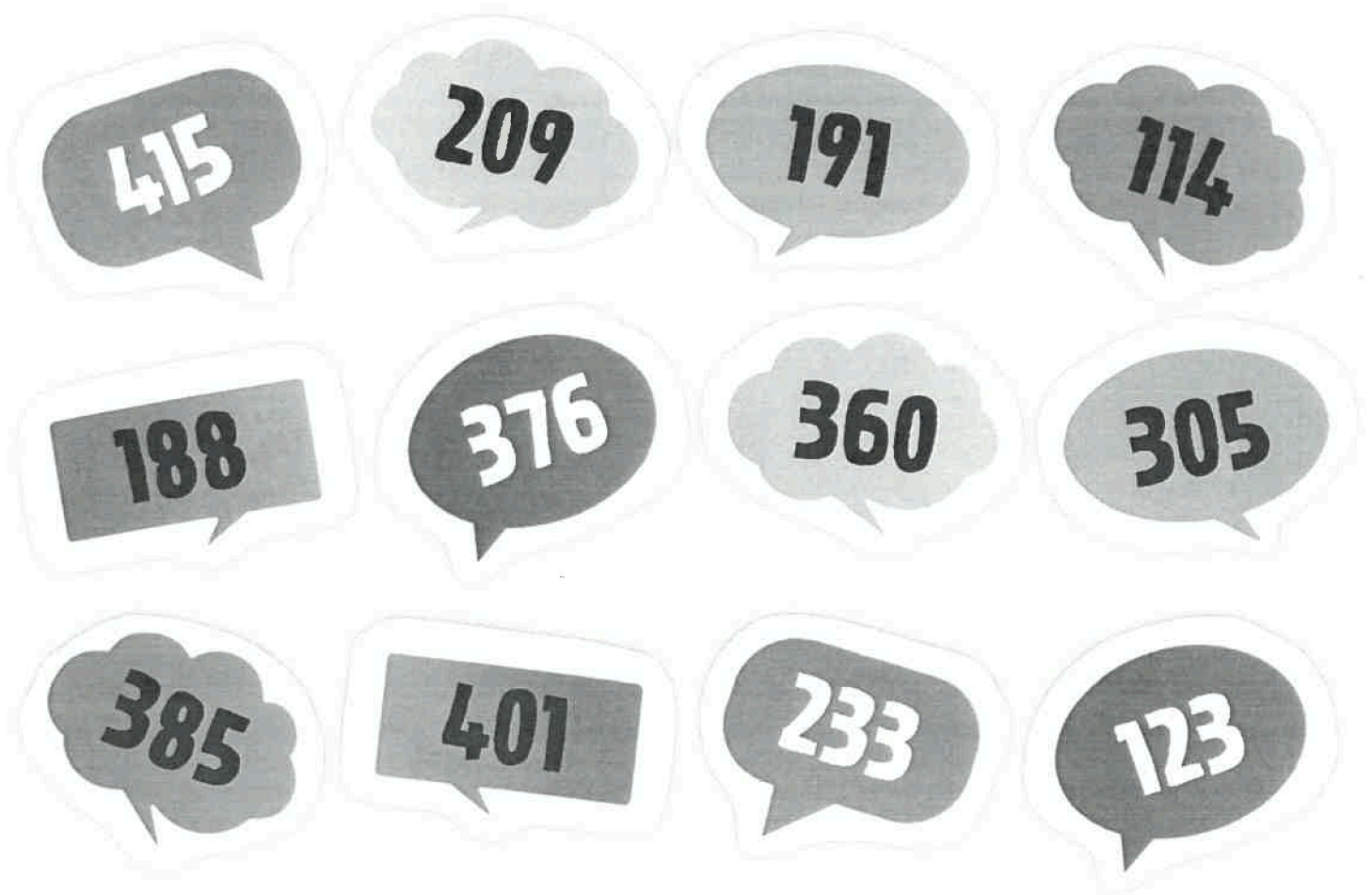
$$237 + 345 = 582$$

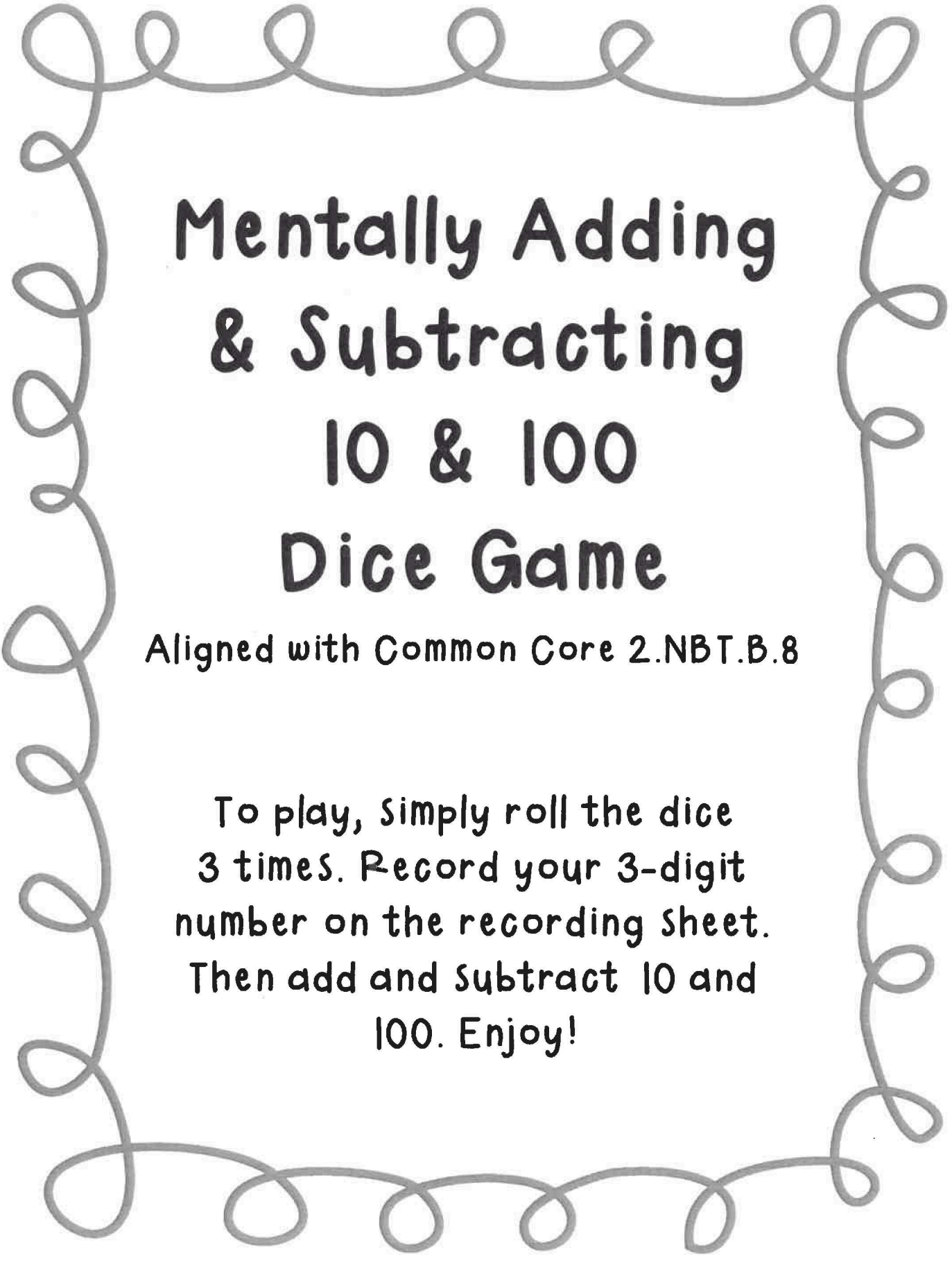
Invite your child to share what they know about adding three-digit numbers by doing the following activity together.

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.





Mentally Adding & Subtracting 10 & 100 Dice Game

Aligned with Common Core 2.NBT.B.8

**To play, simply roll the dice
3 times. Record your 3-digit
number on the recording sheet.
Then add and subtract 10 and
100. Enjoy!**

Name: _____

Mentally Adding and Subtracting 10 and 100

Directions:

Roll the dice 3 times.

Record your 3-digit number.

Subtract 10 and 100 on the left.

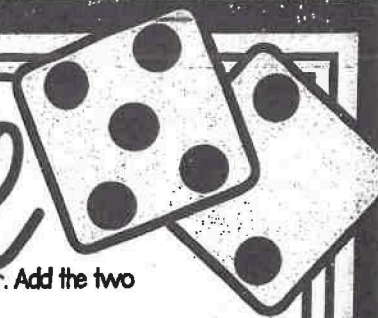
Add 10 and 100 on the right.

[illegible]

Name: _____

Double-Digit Roll

Directions: Roll 2 dice to create a 2-digit number. Then, roll again to create a second 2-digit number. Add the two numbers you created. (2.NBT.A.5)



+	

+	

+	

+	

+	

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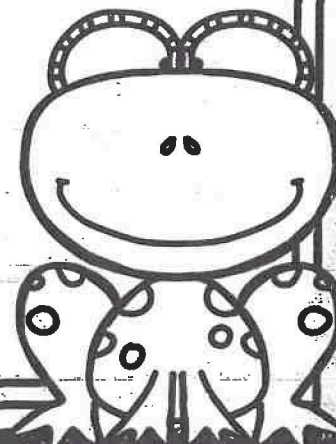
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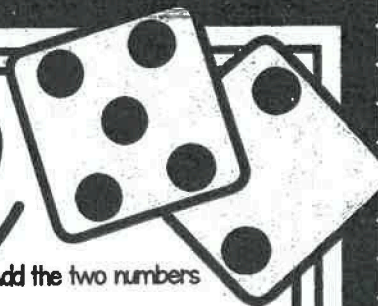
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Name: _____

Triple-Digit Roll

Directions: Roll 3 dice to create a 3-digit number. Roll again to create a second 3-digit number. Add the two numbers you created. (2NBT.A.7)



+		

+		

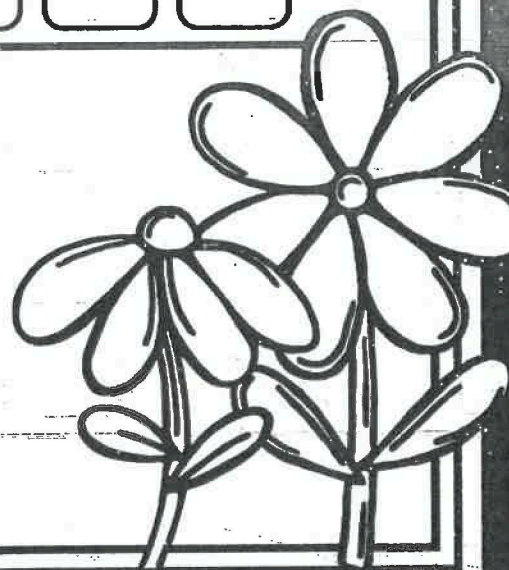
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LESSON 16

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

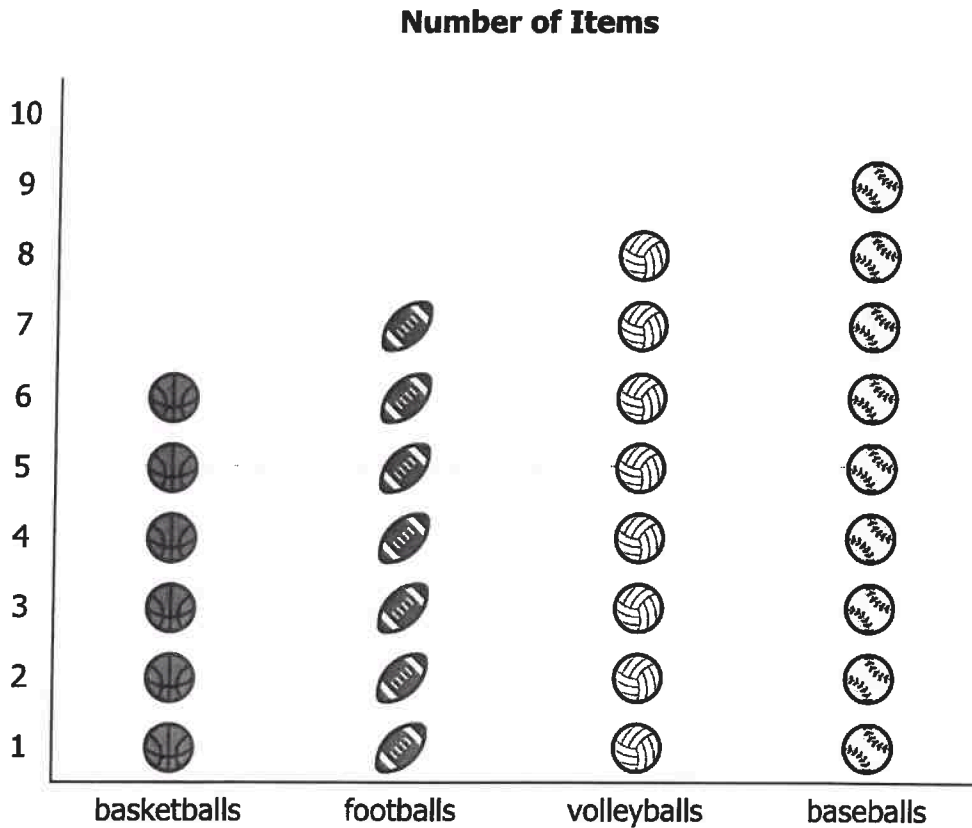
14
$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

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?

Name: _____

A.



Most:

Fewest:

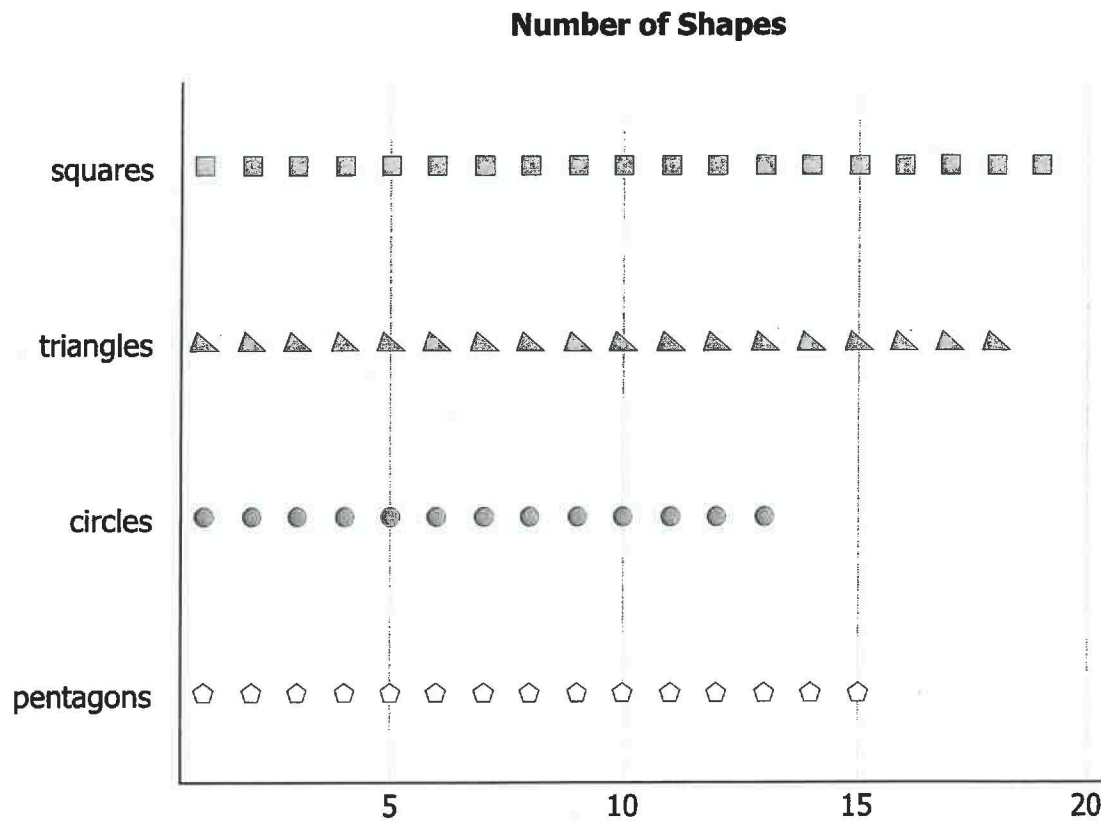
More:

Fewer:

basketballs + footballs + volleyballs + baseballs: _____

Name: _____

A.



Most:

Fewest:

More:

Fewer:

squares + triangles + circles + pentagons: _____

Name:

NO Regrouping

Addition
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 20 \\ + 58 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 57 \\ + 21 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 11 \\ + 85 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 15 \\ + 52 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 27 \\ + 30 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 10 \\ + 39 \\ \hline \end{array}$$

Name: Regrouping

Addition
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 31 \\ + 79 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 69 \\ + 91 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 84 \\ + 88 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 89 \\ + 62 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 34 \\ + 96 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 73 \\ + 49 \\ \hline \end{array}$$

Name:

No Regrouping

Subtraction
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 84 \\ - 23 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 98 \\ - 92 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 38 \\ - 15 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 99 \\ - 42 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 64 \\ - 23 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 49 \\ - 18 \\ \hline \end{array}$$

Name:

Regrouping

Subtraction
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 54 \\ - 48 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 42 \\ - 13 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 62 \\ - 23 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 92 \\ - 36 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 91 \\ - 77 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 53 \\ - 48 \\ \hline \end{array}$$