Homework: April Choice Board & READ

Mon 4/8	Tues 4/9	Wed 4/10	Thu 4/11	Fri 4/12
Day 1 - Music Solar Eclipse: Early Dismissal at 1:25 pm	Day 2 - Library and Art Library books due	Day 3 - PE wear sneakers	Day 4 - Music	Day 5 - Art

Updates:

- Please fill out the **April PARP** sheet when reading every night. 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!!

- 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
  - Reviewing prefixes (what they are and how they change the meaning of a word): un-, dis-, pre-, re-
- Reading
  - Making our books come to life by imagining the setting (the world of that story) and what the characters are doing, saying, feeling, and thinking
  - Collecting information about characters: character traits inside and outside; emotions
  - Characters can have more than one emotion and their feelings can change
- Writing
  - Adding details: Making our characters move, talk, think, and feel as well as adding the five senses to help the reader picture it in their mind like a movie
  - Using transitions (transitioning through time)
- Math (optional worksheets for practice are attached)
  - Using different strategies for triple-digit addition and subtraction

Please see back →

- Social Studies: How Do We Shape Our Environment?
    - Throughout this inquiry we will consider the following questions:
        - How do people modify/change our environment over time?
        - How do people use land in different ways to shape our communities?
        - Can these changes improve and/or harm our community?
- Positivity Project Trait: Spiral Review

Have a great week, Partners!

Best,
Miss Alexander

Use Addition and Subtraction Strategies with Three-Digit Numbers

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.

Math Tools

Base-Ten Blocks

Number Line

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**.

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

200

30

8

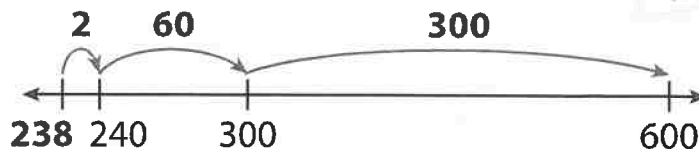- Use an open number line.
  You can change the subtraction problem into a missing addend addition problem. To find 600 − 238, you can find 238 + ? = 600.

Start at **238**.
Add **2** to reach 240.
Then add **60** to reach 300.
Then add **300** to reach 600.

2 **60** **300**

238 240 300 600

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

600 − 238 is 362 using either strategy.
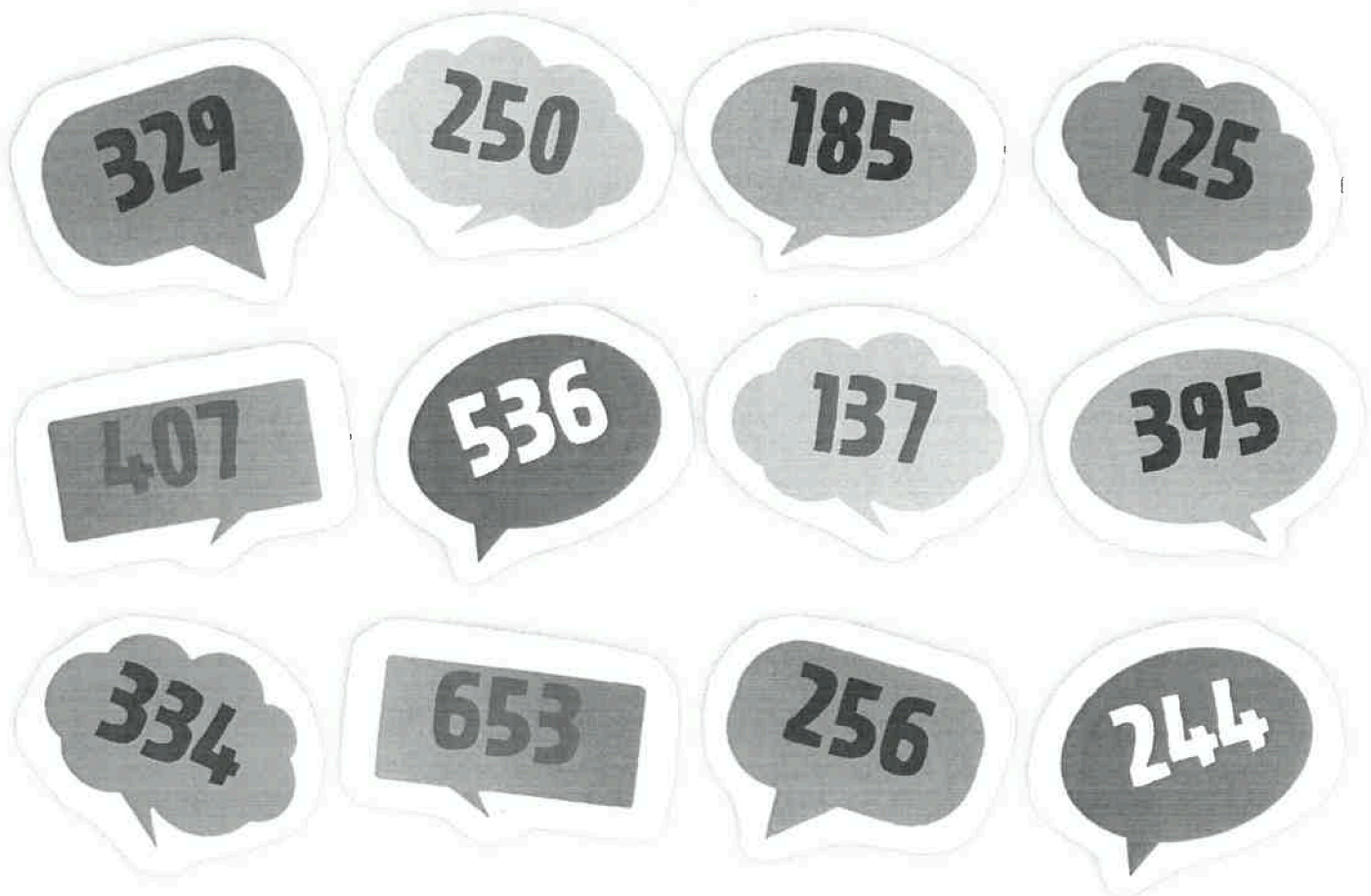
Invite your child to share what they know about adding and subtracting three-digit numbers by doing the following activity together.

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.

329   250   185   125

407   536   137   395

334   653   256   244

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Using Subtraction Strategies with Three-Digit Numbers

Subtract.

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

$300 - 195 = \underline{\qquad}$

$300 - 165 = \underline{\qquad}$

2 $800 - 300 = \underline{\qquad}$

$800 - 285 = \underline{\qquad}$

$800 - 290 = \underline{\qquad}$

3 $600 - 400 = \underline{\qquad}$

$600 - 490 = \underline{\qquad}$

$600 - 485 = \underline{\qquad}$

4 $400 - 300 = \underline{\qquad}$

$400 - 280 = \underline{\qquad}$

$400 - 265 = \underline{\qquad}$

5 $700 - 400 = \underline{\qquad}$

$700 - 415 = \underline{\qquad}$

$700 - 435 = \underline{\qquad}$

6 $900 - 500 = \underline{\qquad}$

$900 - 505 = \underline{\qquad}$

$900 - 545 = \underline{\qquad}$

7 $500 - 200 = \underline{\qquad}$

$500 - 225 = \underline{\qquad}$

$500 - 265 = \underline{\qquad}$

8 $800 - 300 = \underline{\qquad}$

$800 - 115 = \underline{\qquad}$

$800 - 155 = \underline{\qquad}$

Using Subtraction Strategies with
Three-Digit Numbers *continued*

9 300 − 200 = _____

    300 − 220 = _____

    300 − 280 = _____

10 500 − 192 = _____

11 800 − 679 = _____

12 700 − 347 = _____

13 In problem 2, how can knowing the answer to the first part help you answer the other two parts?

Using Addition Strategies with Three-Digit Numbers

Complete each addition equation.

1 $543 + 268 =$ ___811___

2 $415 + 385 =$ _____

3 $794 + 136 =$ _____

4 $675 + 225 =$ _____

5 $431 + 279 =$ _____

6 $215 + 166 =$ _____

7 $189 +$ _____ $= 230$

8 _____ $+ 27 = 604$

9 _____ $+ 35 = 813$

10 $653 +$ _____ $= 711$

11 Explain the strategy you used to solve problem 10.

12 Show one way to complete the equation _____ $+$ _____ $= 754$.
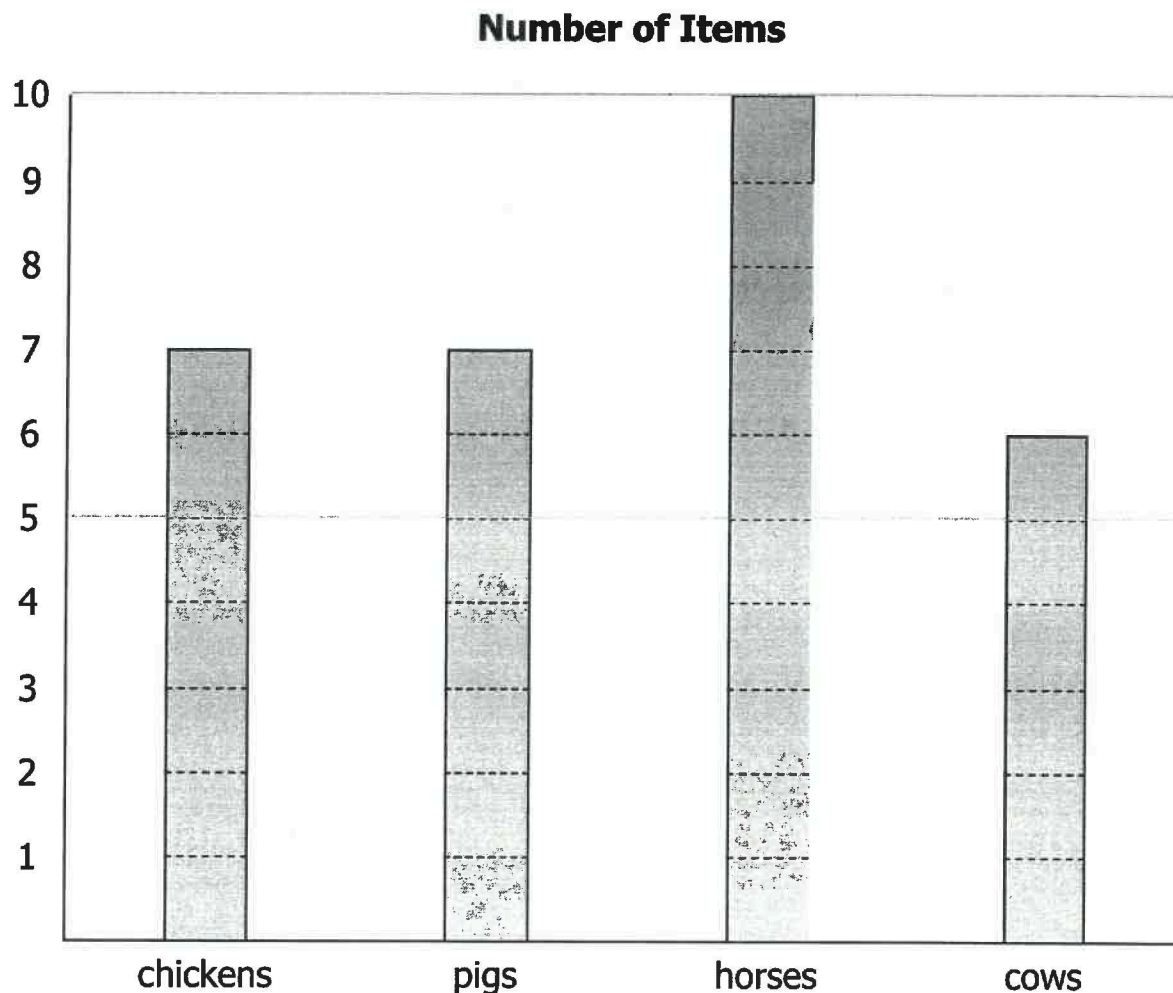
TANG MATH

A.

Number of Items

Most: chickens pigs **horses** cows

Fewest: chickens pigs horses **cows**

More: chickens & pigs **horses & cows**

Fewer: chickens & horses pigs & cows

chickens + pigs + horses + cows: _____

1

Addition
Standard Algorithm

A.

```
    2 7 2
+   5 0 7
---------
    7 7 9
```

B.

```
    2 2 5
+   3 5 2
---------
```

C.

```
    2 5 2
+   6 0 3
---------
```

D.

```
    3 7 3
+   2 2 2
---------
```

E.

```
    8 0 4
+   1 2 1
---------
```

F.

```
    1 5 7
+   8 3 1
---------
```

Name: Regrouping

TANG MATH

A.

$$
\begin{array}{r}
\overset{①}{8}\,\overset{①}{9}\,9 \\
+\ 9\ 3\ 1 \\
\hline
1{,}8\ 3\ 0
\end{array}
$$

B.

$$
\begin{array}{r}
9\ 3\ 9 \\
+\ 6\ 8\ 1 \\
\hline
\end{array}
$$

C.

$$
\begin{array}{r}
8\ 9\ 8 \\
+\ 9\ 4\ 5 \\
\hline
\end{array}
$$

D.

$$
\begin{array}{r}
7\ 9\ 4 \\
+\ 7\ 9\ 6 \\
\hline
\end{array}
$$

E.

$$
\begin{array}{r}
9\ 9\ 7 \\
+\ 7\ 4\ 3 \\
\hline
\end{array}
$$

F.

$$
\begin{array}{r}
3\ 9\ 4 \\
+\ 9\ 4\ 7 \\
\hline
\end{array}
$$

Subtraction
Standard Algorithm

TANG MATH

A.

$$
\begin{array}{r}
8\ 5\ 6 \\
-\ 5\ 5\ 5 \\
\hline
3\ 0\ 1
\end{array}
$$

B.

$$
\begin{array}{r}
8\ 4\ 1 \\
-\ 5\ 3\ 1 \\
\hline
\end{array}
$$

C.

$$
\begin{array}{r}
7\ 6\ 9 \\
-\ 3\ 1\ 2 \\
\hline
\end{array}
$$

D.

$$
\begin{array}{r}
7\ 6\ 4 \\
-\ 7\ 5\ 2 \\
\hline
\end{array}
$$

E.

$$
\begin{array}{r}
3\ 3\ 2 \\
-\ 1\ 3\ 1 \\
\hline
\end{array}
$$

F.

$$
\begin{array}{r}
9\ 9\ 7 \\
-\ 7\ 5\ 6 \\
\hline
\end{array}
$$

Name: Regrouping

A.

$$
\begin{array}{r}
{\scriptstyle 12} \\
{\scriptstyle 4\ \not{2}\ 17} \\
\not{5}\ \not{3}\ \not{7} \\
-\ 2\ 4\ 9 \\
\hline
2\ 8\ 8
\end{array}
$$

B.

$$
\begin{array}{r}
9\ 4\ 4 \\
-\ 3\ 5\ 6 \\
\hline
\end{array}
$$

C.

$$
\begin{array}{r}
7\ 6\ 5 \\
-\ 3\ 9\ 9 \\
\hline
\end{array}
$$

D.

$$
\begin{array}{r}
2\ 6\ 5 \\
-\ 1\ 9\ 9 \\
\hline
\end{array}
$$

E.

$$
\begin{array}{r}
5\ 5\ 2 \\
-\ 3\ 8\ 5 \\
\hline
\end{array}
$$

F.

$$
\begin{array}{r}
4\ 4\ 6 \\
-\ 3\ 8\ 9 \\
\hline
\end{array}
$$

A.

Draw lines to connect each match.

Band Practice	**6:00** morning
Eat Breakfast	**3:00** afternoon
Spaghetti Dinner	**7:00** night

B.

Draw lines to connect each match.

Eat Breakfast	**8:00** night
Violin Lesson	**6:00** morning
Go to Sleep	**2:00** afternoon

C.

Draw lines to connect each match.

Band Practice	**7:00** morning
Bridge with Stars	**3:00** afternoon
	9:00 night
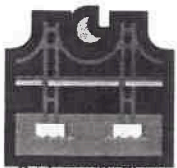
D.

Draw lines to connect each match.

Eat Dinner	**7:00** night
Eat Breakfast	**4:00** afternoon
	6:00 morning
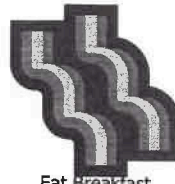
A.

What time is it? _____ : _____

B.

What time is it? _____ : _____

C.
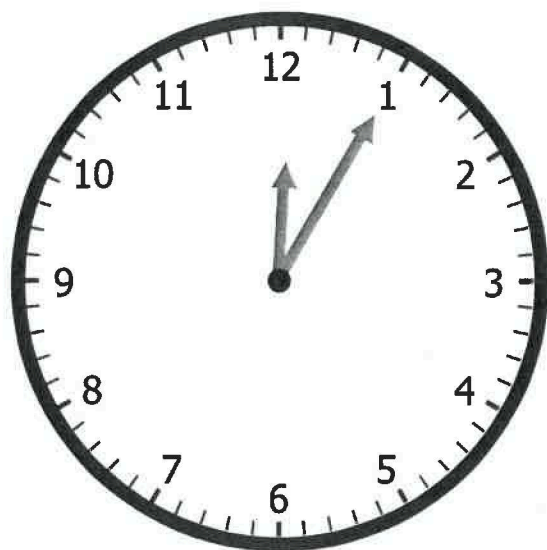
What time is it? _____ : _____

D.

What time is it? _____ : _____