Updates for the Week of 2/12/24

Homework: February Choice Board & READ

Start with Hello

Mon 2/12	Tues 2/13	Wed 2/14	Thu 2/15	Fri 2/16
Day 2 - Library and Art ***wear blue*** ***Library books due***	Day 3 - PE ***wear green*** ***wear sneakers***	Day 4 - Music **♥Valentine's Day♥**	Day 5 - Art ***wear a shirt with something important to you*** **100th Day of School Celebration/ Activities**	**No School -** **Superintendent's Conference Day**

Updates:

- For **Valentine's Day**, please see the attached Valentine's Day letter **(we have 25 students now)**
- **Please see the Start with Hello letter**
- For **birthday treats** that are dropped off in the main lobby, please ensure that the treats are labeled with my name and room number **(Alexander 201)** so that it gets delivered to the correct room.
- Last week, we conducted a wind and water weathering/erosion **experiment** on a sandcastle. This week, we will be conducting an experiment to control wind or water weathering/erosion.
- Last Friday, we **celebrated** all of our second graders' hard work from Quarter 2 by watching a movie (G rated).
- This week, we will be doing Valentine's Day themed **activities** on Valentine's Day and 100th Day of School **activities** as well.
- There is **no school** Monday 2/19 - Wednesday 2/21 for President's Day. We **return** back to school on Thursday 2/22.
- 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.

Please see back →

Concepts For This Week:

- Phonics
  - Reading and spelling multisyllabic words with closed and open syllables
  - Reading and spelling words with consonant + le (Ex: paddle, candle, puzzle, table)
- Reading
  - Previewing and reading with story structure in mind
  - Asking and answer why questions
  - Monitoring comprehension when reading longer books
- Writing
  - Using a checklist to help us revise and edit
  - Making sure our reasons and examples match/support our opinion (using sentence starters)
- Math (optional worksheets for practice are attached - they are the same from last week for additional practice)
  - Continuing mental addition and subtraction (including skip counting)
  - Reviewing place value, comparing numbers, and regrouping
- Science:
  - Quick (can observe in your lifetime) and Slow (takes longer than a lifetime) Earth changes
  - Weathering and erosion
- Positivity Project Trait: Love

Have a great week, Partners!

Best,

Miss Alexander

2/5/24

Dear Partners,

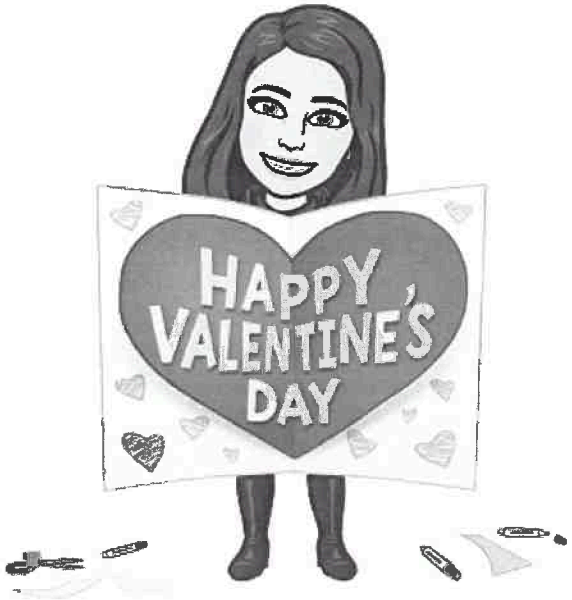
If your child would like to bring in Valentine's Day cards for a Valentine's Exchange on Wednesday, February 14th, there must be one for each student. We have a total of **25 students** in our class so your child will need **24 cards**.

The cards can be homemade or store bought. Please have your child sign **their name** on the card so students know who it is from. Please **do not** put classmate's names on individual cards (leave the "To" part blank on the card).

If your child decides to bring in goodie bags along with their cards, please make sure the goodie bags do not include toys or candy. Goodie bags can include items like pencils, stickers, etc.

Cards may be sent in **early**. Please put the cards in a ziplock baggie with your child's name on them.

Happy Valentine's Day, Partners!



Best,

Miss Alexander

Start with HELLO

As Part of our Start with Hello Initiative, Myers will be hosting a week of activities that encourage positive relationships, and help empower our students to end social isolation.

February 12th-16th

See Something! Say Something! Start with Hello!

Monday

12th- "Be the rainbow in someone else's cloud"- Maya Angelou
Each grade will wear a different color today. Let's make a Myers Rainbow!
K-White, 1st-Purple, 2nd-Blue, 3rd-Green, 4th-Yellow, 5th-Orange, 6th-Red

Tuesday

13th- Wear Green as a symbol of unity and solidarity with Sandy Hook.

Wednesday

14th- Valentine's Day- Fill other's hearts with Kindness- Bring cards for classmates or make some in lunch today.

Thursday

15th- Share your Smile- Write 100 ways to make someone smile on the chalkboard in the lobby.
-Wear a shirt that displays something important to you. Share with others and Smile.

Friday

16th- No School-We challenge you to perform random acts of kindness this weekend. Do Something nice for a family member or friend.

Sandy Hook

Myers Corners Elementary School

START with Hello

Mental Addition and Subtraction

LESSON 15

Dear Family,

This week your child is learning to count by fives, tens, and hundreds. They are also learning to add and subtract 10 or 100 mentally.

Your child will count forward and backward by fives and tens. For example:

Count forward by fives:	105, 110, 115, 120, 125, 130
Count backward by fives:	180, 175, 170, 165, 160, 155
Count forward by tens:	270, 280, 290, 300, 310, 320
Count forward by hundreds:	135, 235, 335, 435, 535, 635

Your child also will add 10 and 100 to a three-digit number and subtract 10 and 100 from a three-digit number. For example:

$534 - 100 = ?$ $819 + 100 = ?$ $682 - 10 = ?$ $265 + 10 = ?$

As your child solves these different types of problems, they will identify number patterns. For example, they will see that the hundreds digit, or first digit of a three-digit number, will go up or down by 1 when 100 is added or subtracted.

$534 - \mathbf{100} = 434$ $819 + \mathbf{100} = 919$

Your child will see that the tens digit, or middle digit of a three-digit number, will go up or down by 1 when 10 is added or subtracted.

$682 - \mathbf{10} = 672$ $265 + \mathbf{10} = 275$

Invite your child to share what they know about adding and subtracting 10 and 100 by doing the following activity together.

Learning Games

Hungry Fish

Math Tools

Base-Ten Blocks

Number Line

ACTIVITY ADDING AND SUBTRACTING 10 AND 100

Do this activity with your child to practice mental addition and subtraction.

Materials pencil and paper, scissors (optional), index cards (optional)

- Help your child to make word problem cards, by cutting out the prompts below or writing the prompts on index cards.
- Ask your child to write a three-digit number between 100 and 900 and choose one category card and one addition or subtraction card.
- Then help your child to write a word problem using the number, the category card, and the addition or subtraction card. For example, if your child chooses *Flowers* and *Subtract 10*, they might say: *382 flowers are growing in the garden. I picked 10 of them. How many flowers are in the garden now?*
- Ask your child to solve the word problem.
- With your child, write and solve word problems with the remaining cards. They should write a different three-digit number for each word problem.
- Ask your child: *What patterns do you notice when you add and subtract 10? When you add and subtract 100?*

Animals	Add 10
Fruits	Subtract 10
Toys	Add 100
Flowers	Subtract 100

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.

Adding and Subtracting 10 and 100

Solve.

1. 80 + 10 = 90
2. 90 + 10 = _____
3. 95 + 10 = _____
4. 100 + 10 = _____
5. 180 + 10 = _____
6. 190 + 10 = _____
7. 195 + 10 = _____
8. 195 − 10 = _____
9. 30 + 10 = _____
10. 31 + 10 = _____
11. 67 − 10 = _____
12. 65 − 10 = _____
13. 100 − 10 = _____
14. 109 − 10 = _____
15. 200 − 10 = _____
16. 209 − 10 = _____
17. 697 + 10 = _____
18. 697 + 100 = _____
19. 697 − 10 = _____
20. 697 − 100 = _____
21. 493 + 10 = _____
22. 493 + 100 = _____
23. 493 − 10 = _____
24. 493 − 100 = _____

25. Looking at problems 2, 3, and 4, what stays the same? What changes? How does it change?

Ways to Compare Three-Digit Numbers

Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
_____ > _____

2 Compare 170 and 180.

_____ < _____ and
_____ > _____

3 Compare 346 and 325.

_____ < _____ and
_____ > _____

4 Compare 235 and 261.

_____ < _____ and
_____ > _____

5 Compare 424 and 453.

_____ < _____ and
_____ > _____

6 Compare 833 and 824.

_____ < _____ and
_____ > _____

7 Compare 637 and 682.

_____ < _____ and
_____ > _____

8 Compare 362 and 326.

_____ < _____ and
_____ > _____

9 Compare 531 and 513.

_____ < _____ and
_____ > _____

10 Compare 714 and 741.

_____ < _____ and
_____ > _____

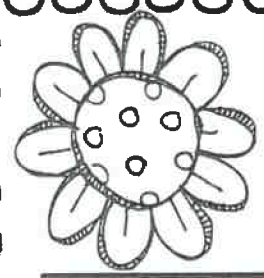
11 Compare 468 and 486.

_____ < _____ and
_____ > _____

12 Compare 967 and 959.

_____ < _____ and
_____ > _____

13 What strategies did you use to compare the numbers?



Name:_____

roll it! make it! expand it!

Roll three dice. Write down each number. Draw the hundreds, tens and ones. Write the expanded notation equation.

Roll It			Make It	Expand It
H	T	O		300 + 50 + 9 = 359
3	5	9		
H	T	O		____ + ____ + ____ = _____
H	T	O		____ + ____ + ____ = _____
H	T	O		____ + ____ + ____ = _____
H	T	O		____ + ____ + ____ = _____

Name: TANG MATH Compare within 100 & 1,000 (A)

A. $628 \boxed{>} 428$

B. $626 \boxed{} 926$

C. $423 \boxed{} 523$

D. $542 \boxed{} 142$

E. $398 \boxed{} 198$

F. $687 \boxed{} 387$

Name: TANG MATH Compare within 100 & 1,000 (A)

A. 686 ☐ 386

B. 183 ☐ 283

C. 452 ☐ 152

D. 576 ☐ 676

E. 264 ☐ 464

F. 554 ☐ 354

Name: NO Regrouping

Addition
Standard Algorithm

TANG MATH

A.

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

B.

$$\begin{array}{r} 31 \\ +\ 21 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 10 \\ +\ 78 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 12 \\ +\ 86 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 52 \\ +\ 46 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 11 \\ +\ 88 \\ \hline \end{array}$$

Name: Regrouping

Addition
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 83 \\ +\ 28 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 59 \\ +\ 91 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 89 \\ +\ 39 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 68 \\ +\ 65 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 74 \\ +\ 67 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 19 \\ +\ 91 \\ \hline \end{array}$$

Name: NO Regrouping

Subtraction
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 98 \\ -\ 16 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 96 \\ -\ 12 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 49 \\ -\ 25 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 45 \\ -\ 35 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 47 \\ -\ 34 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 76 \\ -\ 25 \\ \hline \end{array}$$

Name: Regrouping

Subtraction
Standard Algorithm

TANG MATH

A.

$$\begin{array}{r} 91 \\ -\ 75 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 52 \\ -\ 18 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 58 \\ -\ 39 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 31 \\ -\ 15 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 92 \\ -\ 66 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 51 \\ -\ 18 \\ \hline \end{array}$$

Name: TANG MATH Time (P)

A.

What time is it? ____ : ____

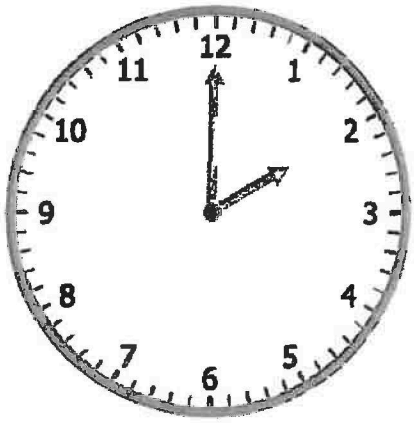
B.

What time is it? ____ : ____

C.

What time is it? ____ : ____

D.



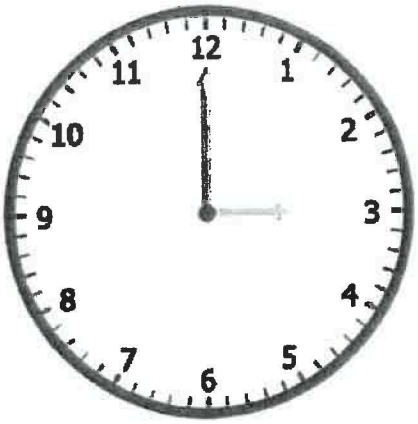
What time is it? ____ : ____

Name:

TANG MATH

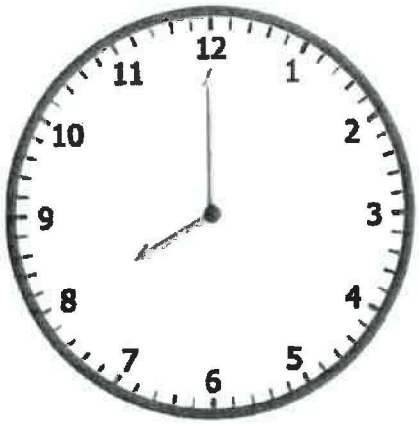
Time (P)

A.



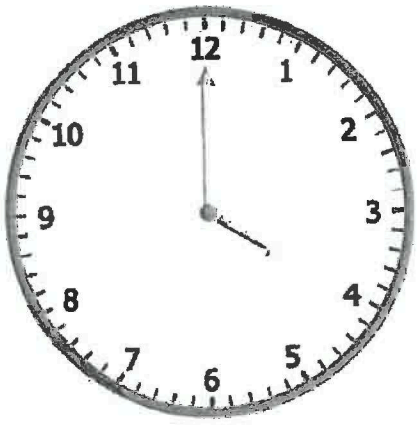
What time is it? ____ : ____

B.



What time is it? ____ : ____

C.



What time is it? ____ : ____

D.

What time is it? ____ : ____

Name: TANG MATH Time (P)

A.

What time is it? ____ : ____

B.

What time is it? ____ : ____

C.

What time is it? ____ : ____

D.

What time is it? ____ : ____

Name: TANG MATH Time (P)

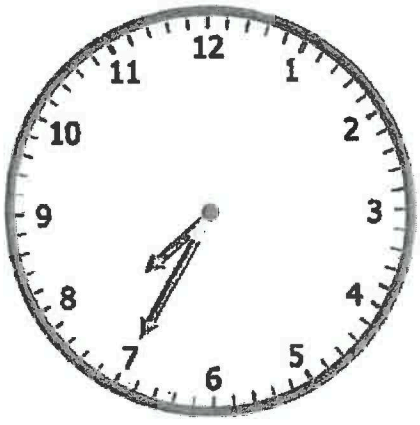
A.

What time is it? ____ : ____

B.

What time is it? ____ : ____

C.



What time is it? ____ : ____

D.

What time is it? ____ : ____