Updates for the Week of 2/5/24

Homework: February Choice Board & READ

Mon 2/5	Tues 2/6	Wed 2/7	Thu 2/8	Fri 2/9
Day 3 - PE ***wear sneakers***	Day 4 - Music	Day 5 - Art	Day 6 - PE ***wear sneakers***	Day 1 - Music

Updates:

- Please dress your child in layers **and a heavy jacket** so that they stay warm during outdoor recess. Thank you! If your child does not have a coat during cold temperatures, they will need to sit inside.
- For Valentine's Day, please see the attached Valentine's Day letter
- February HW Choice Board came home on Monday 2/5
- February PARP form cam home on Monday 2/5

Concepts For This Week:

- Phonics
  - Reading and spelling multisyllabic words with closed and open syllables
- Reading
  - Reviewing how to tackle longer and harder words
  - Try the vowel sound three ways: short, long, schwa
- Writing
  - Keeping our audience in mind (don't spoil the ending of the book that you're writing about)
  - Setting goals for our writing
  - Adding *more* reasons and examples to support our opinions
  - Using sentence frames to support our opinions
- Math (optional worksheets for practice are attached)
  - Mental addition and subtraction (see attached letter)
  - Reviewing place value and regrouping
- Science:
  - Quick (can observe in your lifetime) and Slow (takes longer than a lifetime) Earth changes
- Positivity Project Trait: Other People Mindset: Cheering Others' Success

Have a great week, Partners!

Best,

Miss Alexander

2/5/24

Dear Partners,

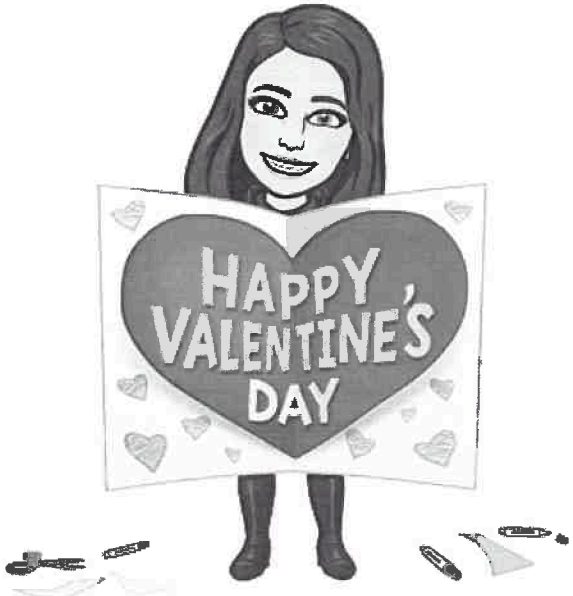
If your child would like to bring in Valentine's Day cards for a Valentine's Exchange on Wednesday, February 14th, there must be one for each student. We have a total of 24 students in our class so your child will need **23 cards**.

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

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

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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

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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.

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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?

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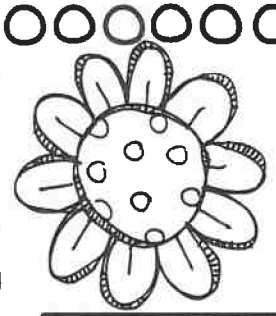

Name:_____

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		_____ + ____ + ____ = _____

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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?

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A.

628 > 428

B.

626 ☐ 926

C.

423 ☐ 523

D.

542 ☐ 142

E.

398 ☐ 198

F.

687 ☐ 387

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A. 686 ☐ 386

B. 183 ☐ 283

C. 452 ☐ 152

D. 576 ☐ 676

E. 264 ☐ 464

F. 554 ☐ 354

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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.

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

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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.

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

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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.

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

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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.

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

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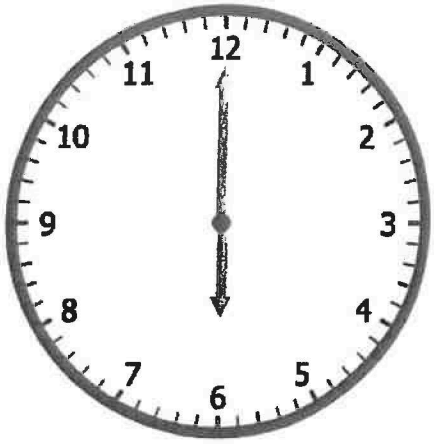
Name: **TANG MATH** Time (P)

A.

What time is it? ____ : ____

B.

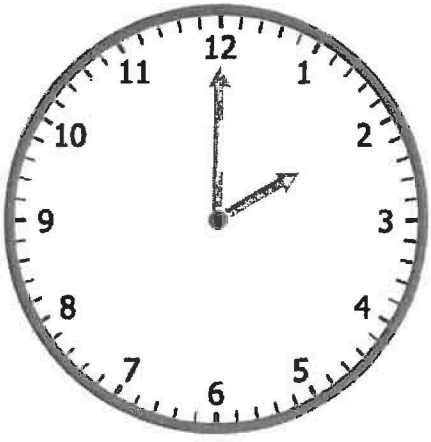


What time is it? ____ : ____

C.

What time is it? ____ : ____

D.



What time is it? ____ : ____

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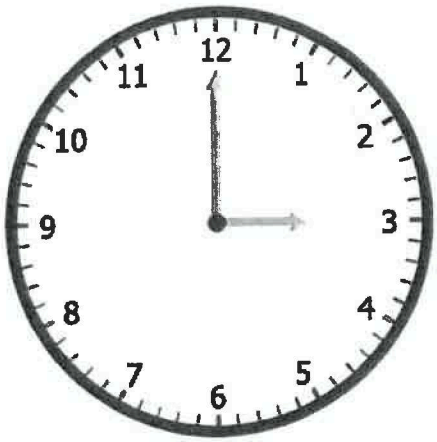
Name: TANG MATH Time (P)

A.

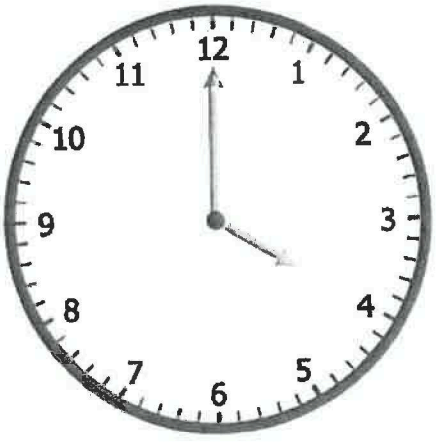


What time is it? ____ : ____

B.

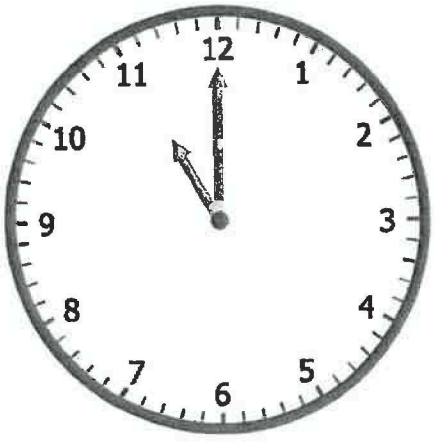
What time is it? ____ : ____

C.



What time is it? ____ : ____

D.



What time is it? ____ : ____

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Name: **TANG MATH** Time (P)

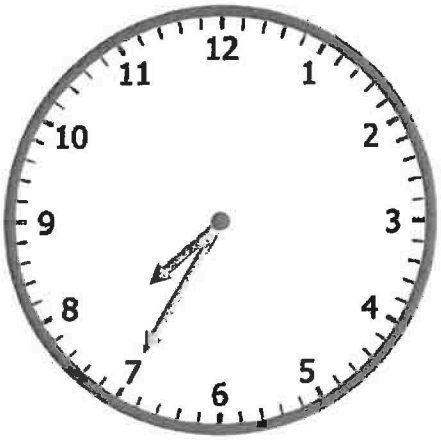
A.

What time is it? _____ : _____

B.

What time is it? _____ : _____

C.



What time is it? _____ : _____

D.

What time is it? _____ : _____

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Name: TANG MATH Time (P)

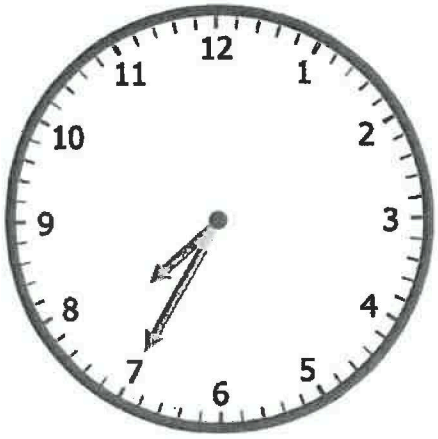
A.

What time is it? _____ : _____

B.

What time is it? _____ : _____

C.



What time is it? _____ : _____

D.

What time is it? _____ : _____

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