

### Updates for the Week of 3/18/24

#### **Homework:** March Choice Board & READ

Mon 3/18	Tues 3/19	Wed 3/20	Thu 3/21	Fri 3/22
Day 4 - Music	Day 5 - Art	Day 6 - PE <i>wear sneakers</i>	Day 1 - Music	Day 2 - Art and Library  <i>Library books due</i>  <i>SPRING PARTY</i>

#### Updates:

- **Spring Break** is Saturday 3/23 - Monday 4/1. **We come back to school on Tuesday 4/2.**
- If you volunteered to be a **chaperone** for our upcoming field trip, you will receive a letter on **Friday 3/22**, letting you know if you were randomly selected or not.
- Please continue to fill out the **March PARP** sheet when reading every night. It is **due 4/5**. 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 reading and spelling multisyllabic words
- 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
  - Story Mountain (*see image on back*)
- Writing
  - Planning (and adding details) for a realistic fiction story for our main character

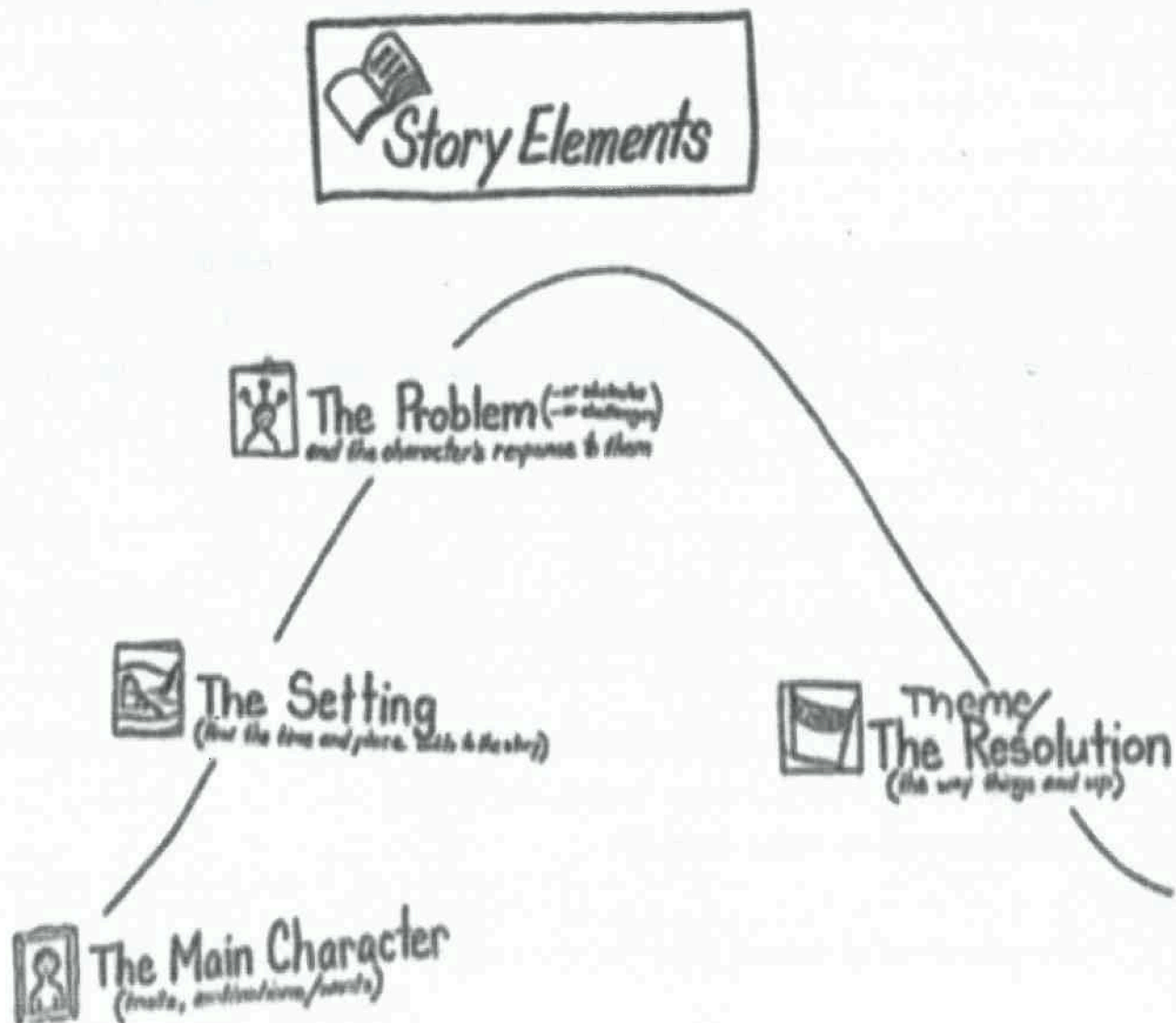
*Please see back →*

- Math (optional worksheets for practice are attached - Last week, I accidentally stated that the practice was the same as the week prior. They were different last week but they will be the same as this week. I apologize for any confusion.
  - Continuing to use different strategies for triple-digit subtraction (see attached letter)
- Social Studies: How Do We Shape Our Environment?
  - Throughout this inquiry we will consider a few 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: Perspective

Have a great spring break, Partners!

Best,

Miss Alexander



# Subtract Three-Digit Numbers



## Math Tools



Base-Ten  
Blocks



Number Line

Dear Family,

This week your child is learning to subtract three-digit numbers using place value.

For example, your child might be asked to find  $352 - 139$ .

The number 352 can be represented by a quick drawing of hundreds, tens, and ones.

There are not enough ones to subtract the 9 ones in 139. Regroup a ten in 352 to get more ones.



Now, subtract 139 by crossing out 1 hundred, 3 tens, and 9 ones.

Count the number of hundreds, tens, and ones remaining:  
2 hundreds + 1 ten + 3 ones = 213.



$$352 - 139 = 213$$

As another example, your child might be asked to find  $647 - 481$ .

Compare the digits in each place.

$$647 = 6 \text{ hundreds} + 4 \text{ tens} + 7 \text{ ones}$$

$$481 = 4 \text{ hundreds} + 8 \text{ tens} + 1 \text{ one}$$

$$6 > 4 \quad 4 < 8 \quad 7 > 1$$

There are not enough tens to subtract the 8 tens in 481. Regroup a hundred to get more tens.

$$\begin{array}{r} 500 \quad 140 \\ \cancel{600} + \cancel{40} + 7 \\ - 400 + 80 + 1 \\ \hline 100 + 60 + 6 \end{array}$$

$$647 - 481 = 166$$

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



## ACTIVITY SUBTRACTING THREE-DIGIT NUMBERS

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

- Talk with your child about a purchase you made where you compared prices of similar items or services. Examples include clothing or sports equipment, or appliance or car repairs.
- Compare items and prices shown on the catalog pages below, noting the pages show two stores that sell the same appliances, but not for the same prices.
- Have your child choose an item from one of the catalog pages and compare its cost with the same item from the other catalog page.
- Ask your child at which store the item costs less. Help your child use subtraction to compare the two prices and find out how much less the item costs at one store compared to another.
- Take turns, so that you and your child each compare prices for several appliances.

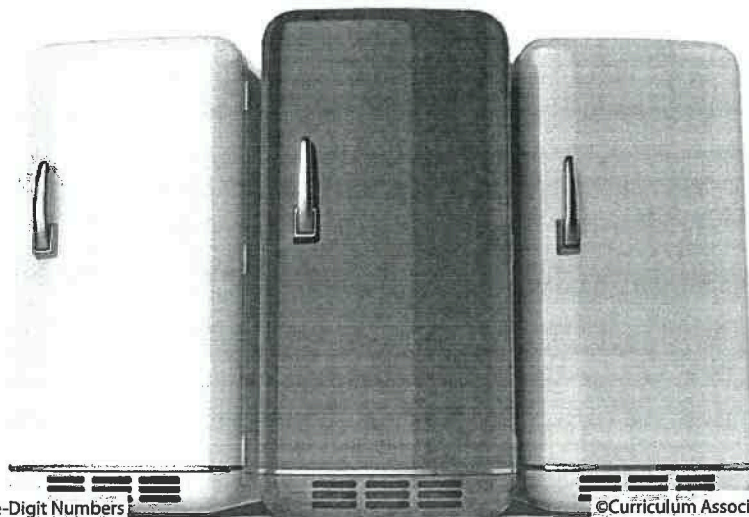
**Sale ANDY'S APPLIANCES**

Washing machine...	\$699
Dryer.....	\$597
Refrigerator.....	\$548
Oven .....	\$471
Microwave.....	\$209

**Main Street Home Store**

**Sale**

Washing machine...	\$659
Dryer.....	\$564
Refrigerator.....	\$589
Oven .....	\$482
Microwave.....	\$205





## LESSON 17

## Regrouping Tens to Ones

$$\begin{array}{r} 1 \quad 875 \\ - 646 \\ \hline 229 \end{array}$$

$$\begin{array}{r} 2 \quad 478 \\ - 226 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 692 \\ - 437 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 345 \\ - 224 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 761 \\ - 338 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 514 \\ - 402 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 953 \\ - 821 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 474 \\ - 156 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 320 \\ - 210 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 663 \\ - 425 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 619 \\ - 308 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 847 \\ - 628 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 736 \\ - 517 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 563 \\ - 249 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 375 \\ - 163 \\ \hline \end{array}$$

**16** How can you tell by looking at the problem if you need to regroup a ten to subtract the ones?

Name:

No Regrouping

**Subtraction**  
Standard Algorithm

**TANGMATH**

A.

$$\begin{array}{r} 46 \\ - 16 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 44 \\ - 33 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 74 \\ - 72 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 69 \\ - 46 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 83 \\ - 12 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 78 \\ - 36 \\ \hline \end{array}$$

Name:

Regrouping

**Subtraction**  
Standard Algorithm

**TANGMATH**

A.

$$\begin{array}{r} 83 \\ - 46 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 51 \\ - 48 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 46 \\ - 37 \\ \hline \end{array}$$

D.

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

E.

$$\begin{array}{r} 96 \\ - 88 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 81 \\ - 29 \\ \hline \end{array}$$

Name:

NO Regrouping

Addition  
Standard Algorithm

**TANG MATH**

A.

$$\begin{array}{r} 602 \\ + 170 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 565 \\ + 214 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 300 \\ + 309 \\ \hline \end{array}$$

D.

$$\begin{array}{r} 513 \\ + 153 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 278 \\ + 210 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 847 \\ + 102 \\ \hline \end{array}$$



Name:

Regrouping

Addition  
Standard Algorithm

TANGIMATH

A.

$$\begin{array}{r} 741 \\ + 569 \\ \hline \end{array}$$

B.

$$\begin{array}{r} 388 \\ + 792 \\ \hline \end{array}$$

C.

$$\begin{array}{r} 822 \\ + 498 \\ \hline \end{array}$$

D.

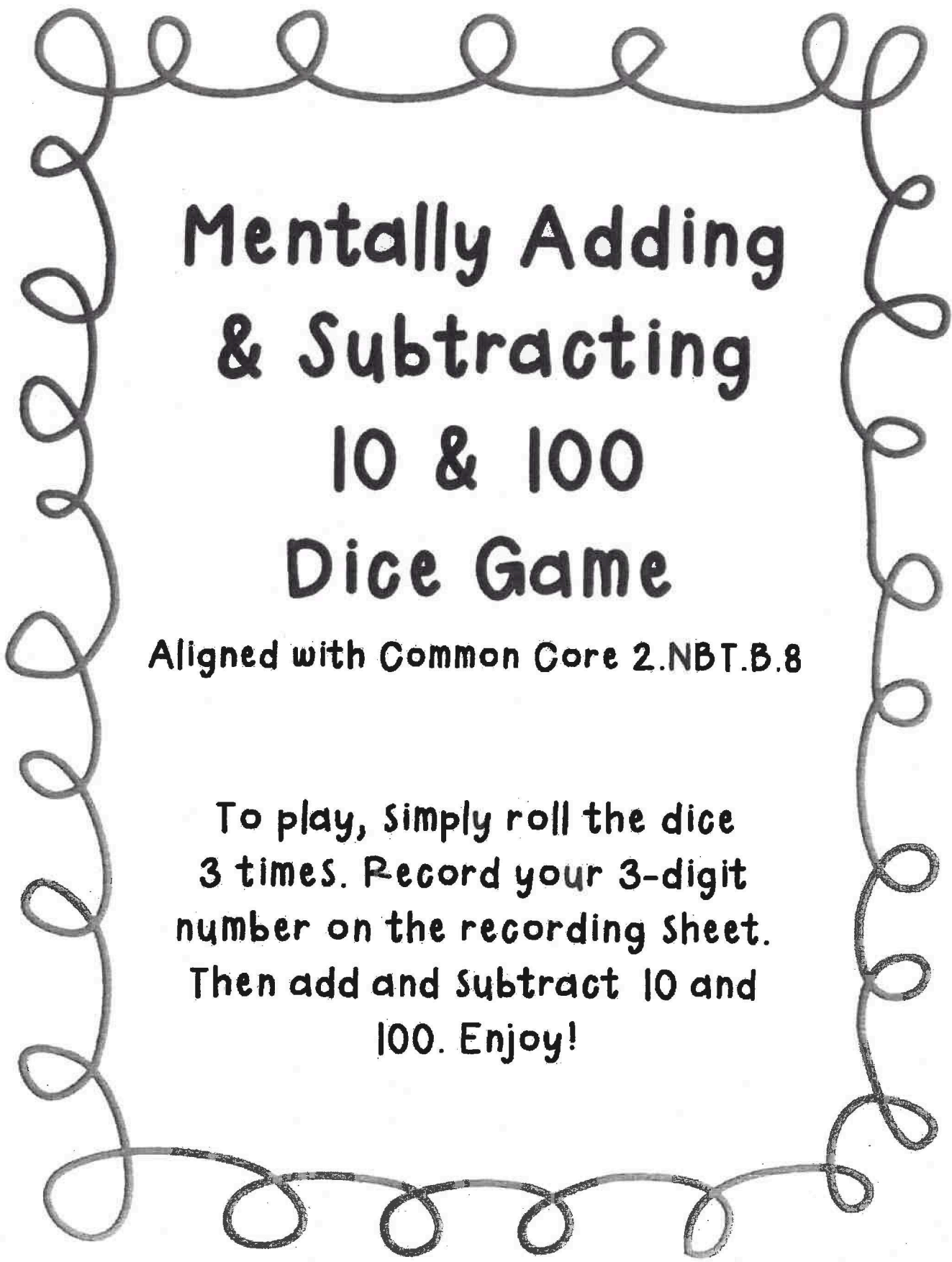
$$\begin{array}{r} 139 \\ + 976 \\ \hline \end{array}$$

E.

$$\begin{array}{r} 742 \\ + 979 \\ \hline \end{array}$$

F.

$$\begin{array}{r} 726 \\ + 396 \\ \hline \end{array}$$



# **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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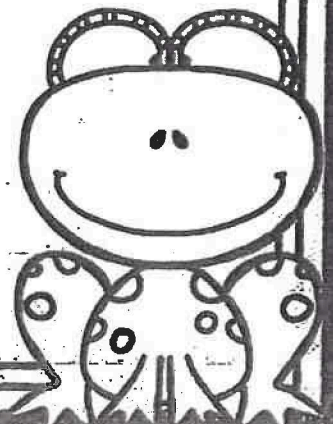
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Name: \_\_\_\_\_

# 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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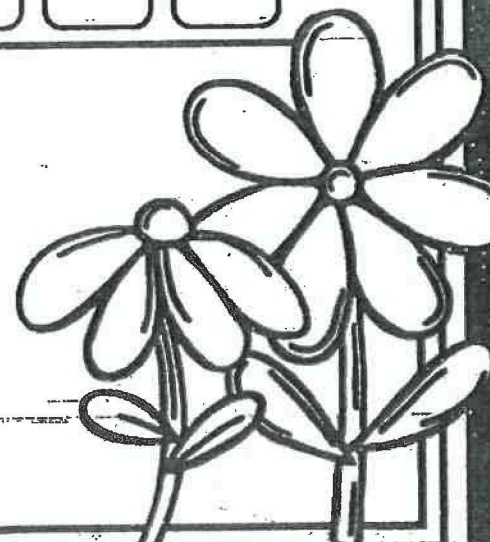
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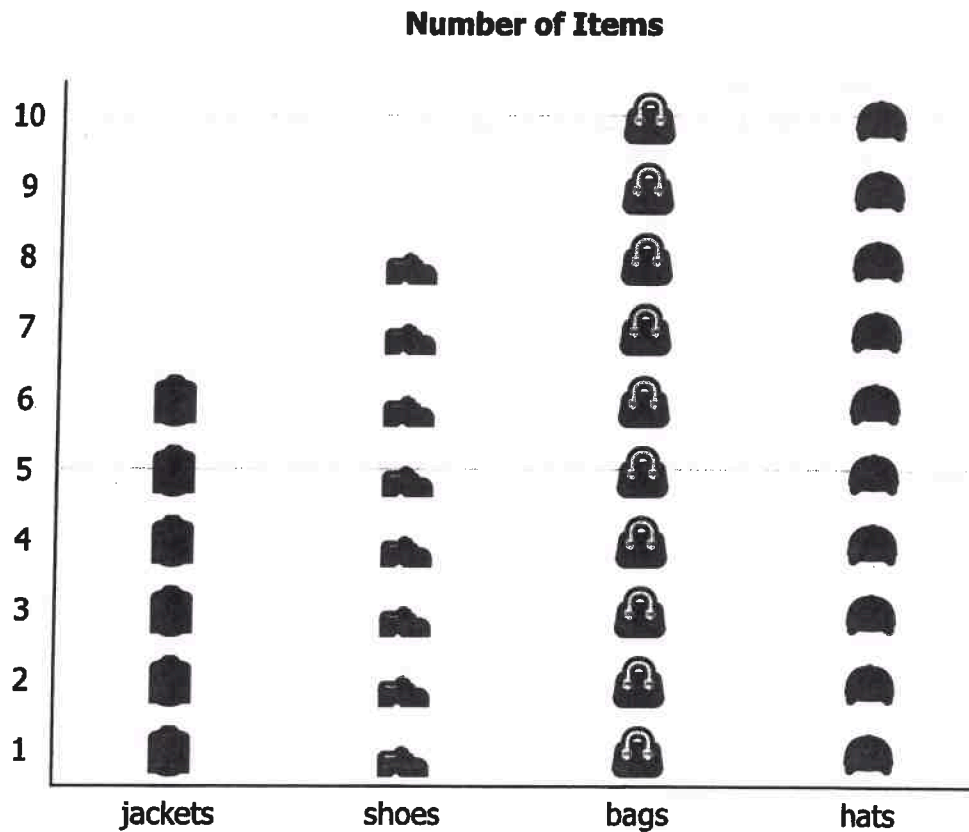
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Name: \_\_\_\_\_

A.



Most:

Fewest:

More:

Fewer:

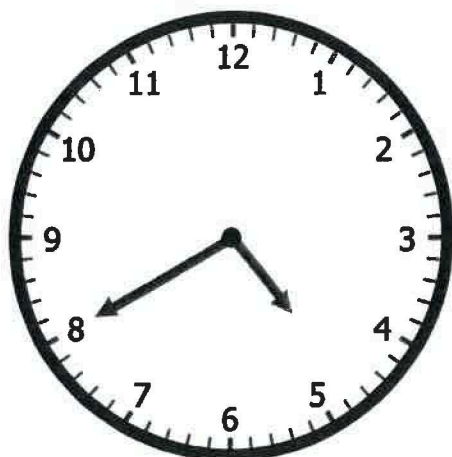
jackets + shoes + bags + hats: \_\_\_\_\_



Name: \_\_\_\_\_

Time (P) \_\_\_\_\_

A.



What time is it? \_\_\_\_:\_\_\_\_

B.



What time is it? \_\_\_\_:\_\_\_\_

C.



What time is it? \_\_\_\_:\_\_\_\_

D.



What time is it? \_\_\_\_:\_\_\_\_