Dear Families,

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Thank you for your support during this time! 😊

Sincerely,
Ms. Palumbo
Directions: Tap out the words to read each sentence. Circle the trick word that fits best in the blank.

A big moth got _______ the pot.  
and  
into  

Did Tom nab _______ fish?  
is  
the  
to  
of  

Did Jack rush _______ the bus?  
and  
has  

Beth _______ to get the pup.  

Choose one sentence from above to illustrate.
Directions: Mark the digraph in each word below. Sort and write each word under SH or TH.

shop   path
moth   math
ship   fish
wish   with

TEACHER Tip: Underline first! Then cross out each word as you sort it into the correct side. Have fun!

Ms. Palumbo
Directions: Mark the digraph in each word below.
Sort and write each word under CH or CK.

chat  luck
sick  such
rack  chin
chop  shock

TEACHER TIP
Underline first! Then cross out each word as you sort it into the correct side. Have fun!

Ms. Palmisano
Tap out the word in boxes. Write the word on the line. Read the sentence.

1. Rob had a ________.
   \[\text{ra sh}\]

2. Matt had a lot of ________.
   \[\text{fish}\]

3. Sid is on the ________.
   \[\text{ship}\]

4. It is a ________.
   \[\text{fib}\]

5. The map is in the ________.
   \[\text{shop}\]
Add the letter at the top of the box to each word. Read the words.

<p>| | | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>o</td>
<td>a</td>
<td></td>
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<td></td>
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<td>r_t</td>
<td>l_p</td>
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<tr>
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<td>m_p</td>
<td>r_g</td>
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<td>f_g</td>
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<td>l_d</td>
<td>s_n</td>
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<td>s_t</td>
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<td>u</td>
<td>u</td>
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<tr>
<td></td>
<td></td>
<td>m_g</td>
<td>r_g</td>
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<tr>
<td></td>
<td></td>
<td>r_sh</td>
<td>r_t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l_g</td>
<td>r_b</td>
</tr>
</tbody>
</table>
Tap out sounds, blend into a word and write the word on the line.

| j | o | b |
| h | a | t |
| h | i | d |
| h | i | t |
| h | o | t |
| j | o | g |
| h | u | s | h |
| h | i | p |

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Write the vowels in the box on the blank spaces to form words. Read the words.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a, i</td>
<td>f_t</td>
<td>f_t</td>
</tr>
<tr>
<td>a, e, i</td>
<td>s_t</td>
<td>s_t</td>
</tr>
<tr>
<td>i, o</td>
<td>sh_p</td>
<td>sh_p</td>
</tr>
<tr>
<td>a, e, i</td>
<td>b_d</td>
<td>b_d</td>
</tr>
<tr>
<td>i, o, u</td>
<td>d_g</td>
<td>d_g</td>
</tr>
<tr>
<td>a, e, i, o</td>
<td>p_t</td>
<td>p_t</td>
</tr>
<tr>
<td>a, i</td>
<td>d_sh</td>
<td>d_sh</td>
</tr>
<tr>
<td>e, i, u</td>
<td>h_m</td>
<td>h_m</td>
</tr>
<tr>
<td>e, o, u</td>
<td>n_t</td>
<td>n_t</td>
</tr>
<tr>
<td>a, i, o</td>
<td>t_p</td>
<td>t_p</td>
</tr>
</tbody>
</table>

SUBSTEP 1.2A
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Sincerely,

Ms. Palumbo
Understand Three-Digit Numbers

Circle tens to make 1 hundred. Write the number three ways.

1

10 tens

11 tens

1 hundred 1 ten

110

10 tens

13 tens

1 hundred 3 tens

130

16 tens

1 hundred ______ tens

2

16 tens

1 hundred ______ tens

3

_________ tens

________ hundred _______ tens
Understand Three-Digit Numbers

1 Math on the Spot Kendra has 120 stickers. 10 stickers fill a page. How many pages can she fill?

Kendra can fill ______ pages.

2 Plants need space for their roots to grow. A farmer plants 10 tomato plants in each row. She plants 13 rows. How many tomato plants does the farmer plant in all?

The farmer plants ________ tomato plants in all.

3 Reason Rachel and Jack collect marbles. The marbles come in boxes of 10. Rachel has 10 boxes and Jack has 8 boxes. How many marbles do Rachel and Jack have?

Rachel and Jack have _______ marbles.

4 Use Repeated Reasoning Circle tens to make 1 hundred. Write the number three ways.

_______ tens

_______ hundred _______ tens
Test Prep

5 Write the number three ways.

_______ tens

_______ hundred _________ tens

6 There are 13 boxes of apples. There are 10 apples in each box. How many apples are there in all?

_______ apples

Spiral Review

7 There are 80 tens. Write how many hundreds. Write the number.

_______ hundreds

8 Mrs. Vazquez buys 14 boxes of pencils. Each box has 10 pencils. How many pencils does Mrs. Vazquez buy?

_______ pencils
Represent Three-Digit Numbers

147

Hundreds  Tens  Ones
1  4  7

215

Hundreds  Tens  Ones
2  1  5

Draw a quick picture. Write how many hundreds, tens, and ones.

1  483

Hundredths  Tens  Ones
4  8  __

2  306

Hundredths  Tens  Ones
__  __  __

40  forty
Represent Three-Digit Numbers

MP Use Structure Draw a quick picture. Write how many hundreds, tens, and ones. Solve.

1 Alisa needs 123 beads to design a shirt. A large bag holds 100 beads. A medium bag holds 10 beads. A small bag holds 1 bead. How many of each size bag of beads does Alisa need?

_____ hundred _____ tens _____ ones

Alisa needs _____ large bag, _____ medium bags, and _____ small bags.

2 Math on the Spot How are the numbers 254 and 245 alike? How are they different?

_________________________

_________________________

_________________________

Write how many hundreds, tens, and ones.

3 989

_____ hundreds _____ tens _____ ones

4 607

_____ hundreds _____ tens _____ ones
Test Prep

5 Write how many hundreds, tens, and ones.

846

____ hundreds ____ tens ____ ones

6 Fill in the bubble next to the correct answer.
A quick picture shows 3 hundreds, 2 tens, and 8 ones. Which number does the quick picture show?

○ 238

○ 328

○ 832

Spiral Review

7 There are 16 boxes of pencils. There are 10 pencils in each box. How many pencils are there in all?

_______ pencils

8 Circle tens to make 1 hundred. Write the number three ways.

_______ tens

_______ hundred _________ tens

P40 forty
Represent Numbers with Hundreds, Tens, and Ones

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

237

200 + 30 + 7

Look at the blocks. Write how many hundreds, tens, and ones. Write the number two ways.

1

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

100 + + +

2

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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</tbody>
</table>

+ + +
Represent Numbers with Hundreds, Tens, and Ones

1. **Use Structure** Look at the blocks. Write how many hundreds, tens, and ones. Write the number two ways.

   ![Grid of blocks](image)

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

   + + +

2. **Math on the Spot** A concrete model for my number has 9 ones blocks, 7 tens blocks, and 4 hundreds blocks. What number am I?

   Write how many hundreds, tens, and ones.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Write the number as hundreds, tens, and ones.

   + + +

   Write the number.
Test Prep

3 Fill in the bubble next to the correct answer. Which number is shown by the blocks?

[Grid and blocks image]

- 245
- 254
- 452

4 Write the number 407 in another way.

________ + ________ + ________

Spiral Review

5 Write the number that has the same value as 14 tens.

________

Circle even or odd to describe the number.

6 12 even odd

7 15 even odd

Find the sum.

8 8 + 2 = ______

9 5 + 0 = ______

10 ______ = 7 + 7

11 ______ = 3 + 9
# Place Value to 1,000

The place of each digit in 724 tells its value.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

7 is in the **hundreds** place, so its value is **700**.

2 is in the **tens** place, so its value is **20**.

4 is in the **ones** place, so its value is **4**.

Look at the underlined digit. Circle its value.

1. 593
   - 9 ones
   - 9 tens
   - 9 hundreds

2. 736
   - 7
   - 70
   - 700

3. 472
   - 2 ones
   - 2 tens
   - 2 hundreds

4. 316
   - 1
   - 10
   - 100

5. 584
   - 5 ones
   - 5 tens
   - 5 hundreds
Place Value to 1,000

1. **Math on the Spot** Ty is making a Venn diagram. Where in the diagram should he write the other numbers?

   Numbers with a 5 in the Tens Place
   Numbers with a 2 in the Hundreds Place

   ![Venn Diagram]

   - 152
   - 215
   - 454
   - 257
   - 352
   - 205
   - 250

2. Look at the underlined digit. Circle the value.

<table>
<thead>
<tr>
<th>564</th>
<th>4 ones</th>
<th>4 tens</th>
<th>4 hundreds</th>
</tr>
</thead>
<tbody>
<tr>
<td>372</td>
<td>7</td>
<td>70</td>
<td>700</td>
</tr>
<tr>
<td>835</td>
<td>8 ones</td>
<td>8 tens</td>
<td>8 hundreds</td>
</tr>
<tr>
<td>1,000</td>
<td>10</td>
<td>100</td>
<td>1,000</td>
</tr>
</tbody>
</table>

3. **Reason** Write the three-digit number that answers Sam’s riddle.

   - My hundreds digit and ones digit are the same.
   - The value of my tens digit is 50.
   - The value of my ones digit is 3.
Test Prep
4 Write how many tens are in the number 179.

_____ tens

5 Fill in the bubble next to the correct answer. Which tells the value of the underlined digit?

\[245\]

- 2,000  - 200  - 20

Spiral Review
Use the picture graph to solve the problems.

6 How many more children chose purple than blue?

_____ more children

7 How many children chose blue or green?

_____ children

8 Which two colors were chosen by a total of 9 children?

---

9 Circle all of the numbers that are even.

12  7  5  10