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Dear Family,

Our class is starting a new mathematics unit about addition and subtraction called *How Many Hundreds? How Many Miles?* During this unit, students build on the work from the unit *Collections and Travel Stories* as they practice and refine addition and subtraction strategies working with 3-digit numbers.

Throughout the unit, students work toward these goals:

BENCHMARK/GOAL	EXAMPLES	
Add multiples of 10 and 100 (up to 1,000) to and subtract them from any 3-digit number.	What number is 50 less than 643? What number is 200 more than 643?	
Solve 3-digit addition problems using at least one strategy efficiently.	Solve: $438 + 257$	$\begin{array}{r} 438 \\ + 257 \\ \hline 600 \\ 80 \\ + 15 \\ \hline 695 \end{array}$ $\begin{array}{r} 438 \\ + 200 \\ \hline 638 \\ + 50 \\ \hline 688 \\ + 7 \\ \hline 695 \end{array}$
Demonstrate fluency with subtraction problems related to the addition combinations to $10 + 10$ (the subtraction facts).	$8 - 5 = \underline{\quad}$ $8 - \underline{\quad} = 5$ clue: $5 + 3 = 8$	$13 - 9 = \underline{\quad}$ $13 - \underline{\quad} = 9$ clue: $9 + 4 = 13$



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BENCHMARK/GOAL	EXAMPLES	
Solve subtraction problems with 3-digit numbers using strategies that involve either subtracting a number in parts, adding up, or subtracting back.	Solve: $\begin{array}{r} 539 \\ -381 \\ \hline \end{array}$	$381 + 19 = 400$ $400 + 139 = 539$ $139 + 19 = 158$
Demonstrate fluency with multiplication combinations with products up to 50 (final review).		$4 \times 8 = (4 \times 5) + (4 \times 3)$ $4 \times 8 = 20 + 12$ $4 \times 8 = 32$

In our math class students spend time discussing problems in depth and are asked to share their reasoning and solutions. It is important that children accurately and efficiently solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you.

Please look for more information and activities related to *How Many Hundreds? How Many Miles?* that will be sent home in the coming weeks.