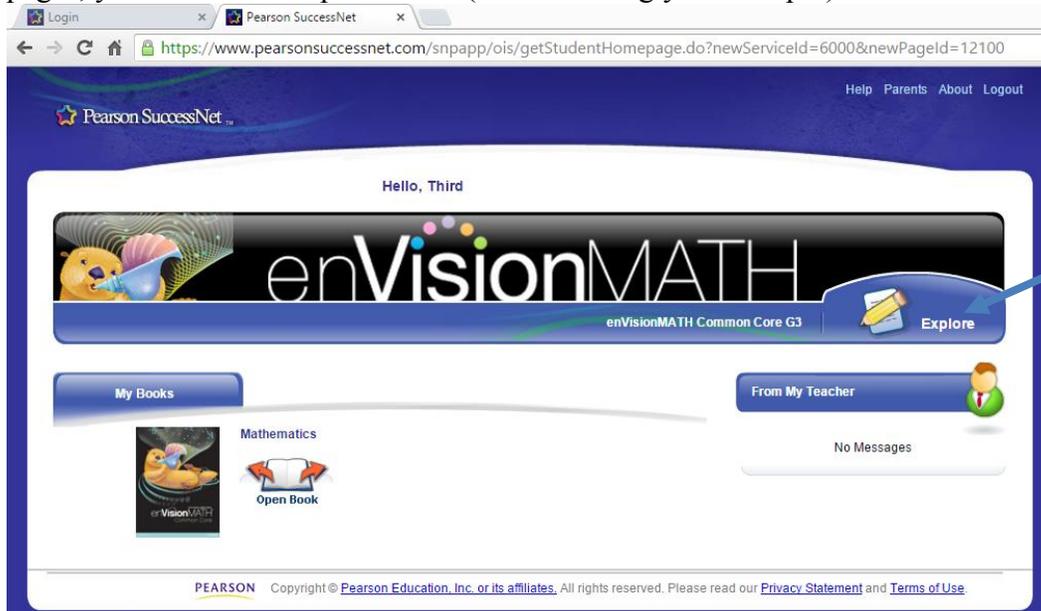


Dear Parents and Guardians:

Below is a list of steps for you to access the enVision materials online. Your login information is specific within your building, so if you have any questions please reach out to your child's classroom teacher or your building's math specialist.

1. Go to <https://www.pearsonsuccessnet.com>, click "Log in" and enter your information.
2. For videos, click "Explore" in the top right corner. If you would like to skip to the book pages, you can select "Open Book" (this will bring you to step 6).



3. Select the topic your child is in.



4. On the left side, double-click the overview video (-00) that relates to the topic or the specific lesson and then “View”. Click next (→) to advance the slides/video.

The screenshot shows the enVisionMATH digital path interface. On the left, a "Table of Contents" lists lessons under "Topic 3 > Lesson". Lesson 03-01 "Adding with an Expanded Algorithm" is highlighted. A blue arrow points to this lesson. The main content area displays a video player titled "Adding with an Expanded Algorithm". The video content shows a grid of 200 units (20 tens rods) and 100 units (10 tens rods) being added to a grid of 40 units (4 tens rods) and 70 units (7 tens rods) to find a total. Below the grid, the following addition problems are shown:

$$\begin{array}{r} 200 \\ + 100 \\ \hline 300 \end{array}$$
$$\begin{array}{r} 40 \\ + 70 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$$

The video player includes a progress bar and navigation controls. A blue arrow points to the "Next" button. Below the video player, a "Understand It!" section states: "Solve 3-digit addition problems using an expanded algorithm."

5. When you are done, you can select “Guided and Independent Practice” on the left side. This will open up the eText. Please note, when it opens eText it is the same as “Open Book” on the home screen.

The screenshot shows the enVisionMATH digital path interface. On the left, a "Table of Contents" lists lessons under "Topic 3 > Lesson". Lesson 03-03 "Adding 3-Digit Numbers" is highlighted. A blue arrow points to this lesson. The main content area displays the eText for lesson 03-03. The eText features a large illustration of a bear playing a trumpet, with musical notes floating around it. Below the illustration, a button labeled "View your Link" is visible. The enVisionMATH logo and "Scott Foresman·Addison Wesley digital" are also present. At the bottom, a "Understand It!" section states: "Add 3-digit numbers using paper-and-pencil methods and use addition to solve problems."

6. This will provide you with the electronic copy of the Guided and Independent Practice from the book.

Lesson 3-3
Common Core

Adding 3-Digit Numbers

How can you use addition to solve problems?

Jason's family drove from Niagara Falls to Albany. How far did they drive in all?

Find $119 + 187$.

Estimate by rounding. $100 + 200 = 300$
So, $119 + 187$ is about 300.

Map labels: Niagara Falls, Albany, NEW YORK, 119 miles, 187 miles.

7. If you would like additional practice, you can select the specific lesson under “Student Resources” and it will open up a PDF.

PEARSON

Table of Contents

View By

Student Resources

- Topic 1: Numeration
- Topic 2: Number Sense: Addition and Subtraction
- Topic 3: Solving Problems with Addition & Subtraction Place Value
 - 3-1 Adding with an Expanded Algorithm
 - 3-2 Models for Adding 3-Digit Numbers
 - 3-3 Adding 3-Digit Numbers
 - Topic 3 Lesson 3 - Practice**
 - Tools 4 Math Workshop: Adding Three-Digit Numbers
 - 3-4 Adding 3 or More Numbers

Glossary

Practice 3-3

Name _____

Adding 3-Digit Numbers

Estimate. Then find each sum.

1. $\begin{array}{r} 329 \\ + 468 \\ \hline \end{array}$ 2. $\begin{array}{r} 148 \\ + 231 \\ \hline \end{array}$ 3. $\begin{array}{r} 555 \\ + 222 \\ \hline \end{array}$ 4. $\begin{array}{r} 472 \\ + 515 \\ \hline \end{array}$ 5. $\begin{array}{r} 396 \\ + 428 \\ \hline \end{array}$

6. $\begin{array}{r} 645 \\ + 79 \\ \hline \end{array}$ 7. $\begin{array}{r} 536 \\ + 399 \\ \hline \end{array}$ 8. $\begin{array}{r} 268 \\ + 422 \\ \hline \end{array}$ 9. $\begin{array}{r} 633 \\ + 210 \\ \hline \end{array}$

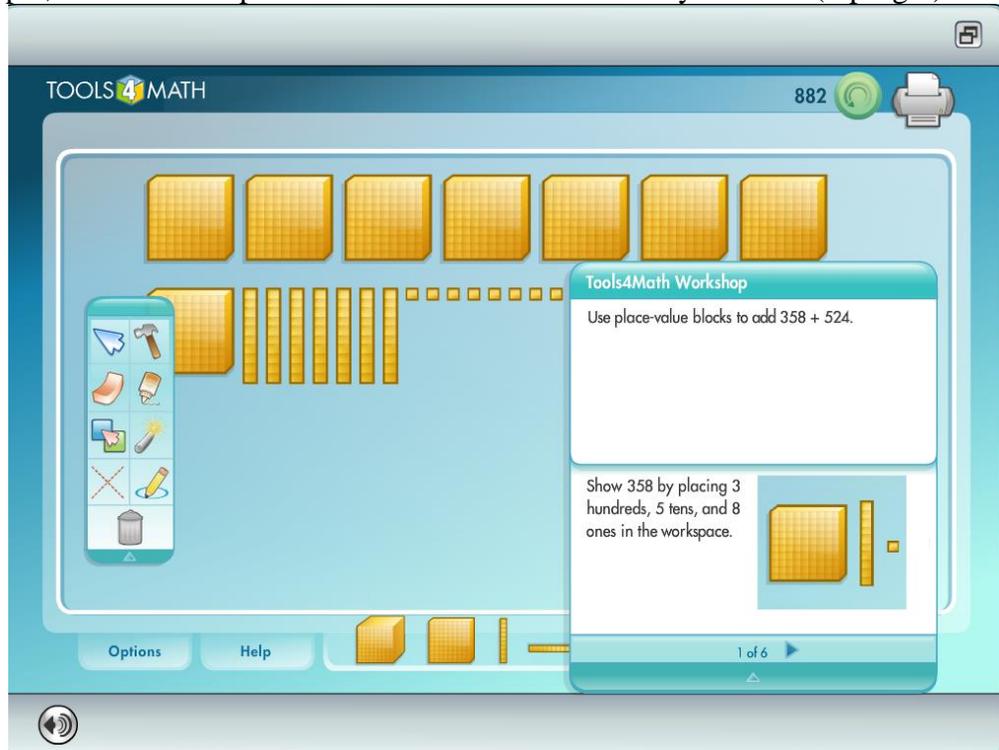
10. **Critical Thinking** Follow the steps below to find how many combined points were scored by Howie and Theo.

a. Write a number sentence to show how to solve the problem.

b. Estimate the total points scored by Howie and Theo.

Points Scored	
Player	Points
Howie	272
Theo	325
Isabel	288

8. If you select Math Tools (tab below) it will provide you with an interactive program. For example, see below for place value. Be sure to maximize your view (top right).



9. If you select “View By” on the left side, you will have the option of selecting various resources, including Reteaching, as shown below.

PEARSON

Browse My Searches Search...

erVisionMATH

Table of Contents

View By

- Problem-Solving Handbook
- Problem-Solving Lessons
- Algebra Connections
- Enrichment
- Going Digital
- Mixed Problem Solving
- Stop and Practice
- Reteaching**
 - Topic 1: Numeration
 - Topic 2: Number Sense: Addition and Subtraction
 - Topic 3: Using Place Value to Add and Subtract**
 - Topic 4: Meanings of Multiplication
 - Topic 5: Multiplication Facts: Use Patterns
 - Topic 6: Multiplication Facts: Use Known Facts
 - Topic 7: Meanings of Division
- Student Resources
- Glossary
- Notes
- Bookmarks

Topic 3: Reteaching

Set A, pages 66-67, 78-79

Follow the steps to find $674 + 215$.

Step 1: Break 674 and 215 into easier problems.

Hundreds	Tens	Ones
600	70	4
+ 200	+ 10	+ 5
800	80	9

Step 2: Add all the sums.

800
+ 80
+ 9
Total → 889

To subtract, you can follow similar steps. Break the large subtraction problem into smaller ones.

Remember to think about the place values of each number.

Follow the steps to find $421 + 390$.

1. Hundreds	Tens	Ones
400	20	1
+ 300	+ 90	+ 0
Total		

Find the sum or difference.

1. $274 + 326$ 3. $563 + 156$

4. $527 - 414$ 5. $732 - 351$

6. $376 - 265$ 7. $947 - 655$

Set B, pages 68-70, 72-73, 74-75

Find $125 + 168$.

Show 125 and 168 with place-value blocks.

5 ones + 8 ones = 13 ones
Regroup: 13 ones = 1 ten 3 ones

1 ten + 2 tens + 6 tens = 9 tens

1 hundred + 1 hundred = 2 hundreds

So, $125 + 168 = 293$.

Find $43 + 187 + 238$.

Estimate: $40 + 190 + 240 = 470$

1	1	Line up ones, tens, and hundreds.
4	3	Then add each column. Regroup as needed.
1	0	
2	3	
4	6	

The answer 668 is close to 470, so 668 is reasonable.

Remember to add ones, then tens, then hundreds.

Find each sum. Use place-value blocks or draw a picture to help.

1. $265 + 116$

2. 718 3. 139

+ 156	+ 209
	+ 55

Find each sum.

Set C, pages 80-81

Find $236 - 127$.

2	10	6
2	0	6
- 1	2	7
1	0	9

Remember to subtract ones, then tens, and then hundreds.

Use place-value blocks or draw pictures to subtract.

1. 435 2. 255

 - 217 - 161

Set D, pages 82-84, 86-87

Find $306 - 129$.

Estimate: $300 - 100 = 200$

2	10	6
2	0	6
- 1	2	9
	7	7

There are no tens. Regroup: 1 ten 9 tens.

Remember that when you need to regroup tens, but have 0 tens, regroup hundreds first.

Find each difference.

1. 308 2. 397

 - 125 - 138

177 is close to 200, so the answer is reasonable.

3. $200 - 136$ 4. $854 - 296$

Set E, pages 76-77, 88-90

At the school picnic, 234 students took part in the events. Of those students, 136 students were in the potato sack races. The other students were in the 3-legged races. How many students were in the 3-legged races?

234 students in all	
136	?

You know the total and one part, so you can subtract to find the other part: $234 - 136 = ?$.

$234 - 136 = 98$

98 students were in the 3-legged races.

Remember that drawing a picture of the problem can help you write a number sentence.

Draw a picture. Write a number sentence and solve.

1. A total of 293 people entered a running race. So far, 127 people have finished the race. How many people are still racing?

2. Jason had 35 trading cards. Then he bought 27 more. How many in all does he have now?

92

10. Lastly, if you would like a Glossary, you can select that which includes an audio function.

The screenshot displays the Pearson Math software interface. On the left, a navigation pane includes 'Table of Contents', 'View By', 'Student Resources', and 'Glossary'. The 'Glossary' section is expanded to show 'number line', which is highlighted with a blue arrow. The main content area shows the definition of 'number line': 'A line that shows numbers in order using a scale.' Below the definition is a diagram of a number line with arrows at both ends and numbers from 20 to 30. To the right of the definition is a search bar and a list of other math terms including 'numerator', 'obtuse angle', 'oblique triangle', 'octagon', 'odd number', 'order', 'ounce (oz)', 'parallel lines', 'parallelogram', 'partial products', 'pentagon', 'perimeter', and 'period'. The interface also shows various math problems and exercises, such as 'Set A, pages 66-67, 78-79' and 'Set C, pages 80-81', with instructions and examples for solving them.

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