

Third Grade Reading Newsletter

Marking Period 2, Part 1

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .									
Literature	<ul style="list-style-type: none"> refer to parts of stories, plays, or poems using key terms. describe how parts of a play or poem work together to express a story or idea. identify and compare themes, settings, and plots of plays and poems using key details. 	<table border="1"> <thead> <tr> <th data-bbox="979 338 1166 369"><u>Plays</u></th> <th data-bbox="1166 338 1352 369"><u>Poetry</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="979 369 1166 401">scene</td> <td data-bbox="1166 369 1352 401">stanza</td> </tr> <tr> <td data-bbox="979 401 1166 432">act</td> <td data-bbox="1166 401 1352 432">repetition</td> </tr> <tr> <td data-bbox="979 432 1166 464">stage direction</td> <td data-bbox="1166 432 1352 464">lines</td> </tr> </tbody> </table>	<u>Plays</u>	<u>Poetry</u>	scene	stanza	act	repetition	stage direction	lines
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act	repetition									
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Language: Vocabulary	<ul style="list-style-type: none"> participate in collaborative discussions. identify how the meaning of a prefix or suffix changes the meaning of an unknown word. identify and create examples of similes (comparisons using <i>like</i> or <i>as</i>) and metaphors (comparisons without using <i>like</i> or <i>as</i>). 									

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In reading, students will . . .</u>
Evaluation	weighing evidence, examining claims, and questioning facts to make judgments based upon criteria.	<ul style="list-style-type: none"> distinguish between narrative poems, stories, and plays. use criteria to identify parts of poems, such as lines and stanzas. justify choice of theme using evidence from the text. develop and justify criteria in order to select words and phrases used to develop theme.
Metacognition	knowing and being aware of one's own thinking and having the ability to monitor and evaluate one's own thinking.	<ul style="list-style-type: none"> explain thinking process when determining the theme of a poem or play. self-monitor their thinking process by stopping and asking questions during reading. consider strategies writers use to engage readers; reflect on ways to incorporate these strategies in personal writing. monitor reading to identify characteristics of poems and plays.

Third Grade Reading Newsletter

Marking Period 2, Part 1

Learning Experiences by Measurement Topic (MT)																			
MT	 <u>In school, your child will . . .</u>	 <u>At home, your child can . . .</u>																	
Literature	<ul style="list-style-type: none"> create criteria to distinguish narrative stories from poems. read poems and record words or phrases used to develop the theme. explain how to decide which information is useful when inferring a theme. ask and answer questions about poems and plays using appropriate terms. compare themes, settings, and plots of plays. read plays and describe how characters' actions contribute to the sequence of events. 	<ul style="list-style-type: none"> read every night. Try to read a variety of texts, including poems and plays, with expression. listen to favorite songs and discuss the theme. see a play in a professional or local theater. Following the performance, discuss the play. <p><u>Possible questions:</u> "What is the theme? How do I know?" "What was I thinking as I watched?" "What are some questions I have for the playwright?"</p> <p><u>Theater suggestions:</u> Local high school; Imagination Stage in Bethesda; Olney Theater for the Arts in Olney; The Puppet Company in Glen Echo, etc.</p>																	
	<ul style="list-style-type: none"> work with classmates to ask and answer questions related to plays and poems. brainstorm ideas to create metaphors and similes. use clues within sentences to define meaning of unknown words. identify the meanings of prefixes and suffixes in context. <table border="1" data-bbox="844 906 1012 1140"> <thead> <tr> <th>Prefix</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>pre-</td> <td>before</td> </tr> <tr> <td>trans-</td> <td>across</td> </tr> <tr> <th>Suffix</th> <th>Meaning</th> </tr> <tr> <td>-ful</td> <td>full of</td> </tr> <tr> <td>-less</td> <td>without</td> </tr> </tbody> </table>	Prefix	Meaning	pre-	before	trans-	across	Suffix	Meaning	-ful	full of	-less	without	<ul style="list-style-type: none"> locate unknown words in newspapers or magazines. Use both print and digital dictionaries to find the meanings of unknown words. Website to support learning: http://unabridged.merriam-webster.com illustrate pictures and write matching sentences that show a root word with a prefix or a suffix added. <table border="1" data-bbox="1465 1036 1969 1247"> <thead> <tr> <th>Word</th> <th>Picture</th> <th>Sentence</th> </tr> </thead> <tbody> <tr> <td>pre + heat = preheat</td> <td></td> <td>Yvonne will <u>preheat</u> the oven <u>before</u> baking.</td> </tr> </tbody> </table>	Word	Picture	Sentence	pre + heat = preheat	
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Glossary	criteria: a standard on which a decision or judgment may be based	infer: to draw conclusions based on background knowledge and textual evidence	key details: details that support the message or topic in the text	plot: organized pattern or sequence of events, problems, and solutions that make up a story	theme: central or underlying message of the text
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