



Third Grade Nest News

March 2020

Mrs. Burmeister, Ms. Martinez,
Mrs. Corprew, Mrs. Hukill, Mrs. McKinley

Important Dates

2-6: Kids' Heart Challenge Fundraiser
5: Interims Distributed
27: Second Cup of Coffee/Principal's Book of the Month; EARLY RELEASE @12:55pm
April 3: Career Day

Important Announcements

- Volunteering in our school: Anyone wishing to volunteer (chaperoning field trips, helping out in the classroom, etc.) must have completed the Child Abuse and Neglect online training. Once completed, the training is recorded for three years. If you have already completed the training (online), please let one of the teachers or Mrs. Willis know so that we can check our records. The training can be accessed here:

<https://docs.google.com/document/d/1URJRNYdUyyL0ghVzZ32xLqPmkE7lwUvcRF2qid89ojA/preview>

ELA Standards

This week we will begin Unit 6, "Making Decisions". In this unit, students will read and compare folktales from around the world to analyze how characters solve problems. The essential question that we will focus on is "What helps us solve problems?" In writing, we will focus on writing a narrative journal entry in unit 6.

Here's a link if you'd like to find out more about the new curriculum:

<http://benchmarkadvance.com/#collapseExample7>

This letter also contains a helpful overview of the new curriculum.

English version:

<https://docs.google.com/document/d/1De2sq5bL1sOtgQ5DOO2exJVxtK6W3gK1BOySGPNILrA/edit>

Spanish version:

<https://drive.google.com/file/d/0BzMgDIZbaR2vSDRLVFdGRjBrQ0U3c202d2laUV9pNWRDa1Uw/view>

Math Standards

3.NF.A.3 Over the next few weeks in math we will continue our work with fractions, moving from identifying and generating equivalent fractions as well as comparing fractions.

Social Studies

Over the next few weeks we will be covering social studies standards, as we have covered all of our science standards for the third marking period. Our social studies standards for this marking period focus on culture and geography. We will study other cultures, paying attention to how people adapt and modify their environment, how transportation and communication networks link people and places, and how elements from various cultures are found and carried through in other cultures. We will then move onto map skills.

The marking period will conclude with health lessons.



Glen Haven Elementary School Unified Club Newsletter

March 2020

Hello Glen Haven Families!

This month the fourth graders got to join the SCB classes in P.E.. When I got to the classroom to pick them up I have never seen a group of 9-year-olds move so quickly. The kids worked on both fine and gross motor skills. They jumped over hurdles, played basketball, used a parachute, and played catch. Some of the SCB students were so excited to see their "big kid" friends that they tried to leave with us at the end of the session. We hope you enjoy seeing these budding friendships develop as much as we do!

Sarah McKinley, Brittany Petty, Blake Keats, Liz Bowen, & MaryJo Stotte



I hope Carlos can share his love with everyone around because we feel a lot of love from him

- Jonathan

I wish that we could spend more time together, one time a month is not enough

- Jose





I hope that the kids in there feel appreciated for who they are because they are very nice

- Faith

They are starting to talk more and repeat us so it feels really good that we are helping them learn.

- Darian





I wasn't having a really good day until I got to go to the Unified club, they made my whole day better and I love them.

- Akina

I wish that we could help them more but I feel really good about how I help now.

- Camryn



Counselor's Corner March 2020

Principal's Advisory Board: We would like to congratulate all of the students who earned the privilege of being a member of the Principal's Advisory Board. All of the below students were selected because they were ORGANIZED during Quarter 2. Congratulations to:

- Kindergarten: Genesis Bonilla Aviles, Emily Amaya Lemus, Dylan Miranda Martinez, Emmeline Mendoza, Juan Carlos Rodriguez Suriano
- 1st Grade: Anna Sheferaw, Jeyson Bonilla, Dayana Perez Ramos, Adrian Nangle
- 2nd Grade: Dylan Cabrera, Gavin Beaudette, Teresa Hernandez, Camille Earl, Brian Alvarado
- 3rd Grade: Giselle Amaya, Luke MacRae, Huan Hua Chen Wang
- 4th Grade: Geovanna Urrutia, Ifra Mustery, Elisa Rowe-Grobecker
- 5th Grade: Alem Bekele, Annelise Stapert, Alexandra Galvan

Monthly Parent Connection:

Remember that discipline is not punishment. Enforcing limits is really about teaching kids how to behave in the world and helping them to become competent, caring, and in control. (*"Parents": 50 Easy Ways to be a Fantastic Parent*)

Upcoming Events:

- Friday, April 3, 2020- Career/STEAM Day- If you are interested in being a Career Day speaker, please click on the [GHES Career Day 2020 Form](#) or contact Rebecca Willis at Rebecca.H.Willis@mcpsmd.net.

Have a magnificent March!

~Rebecca Willis

School Counselor



Name: _____

Unit 5: Advancements in Technology

Daily Take-Home Activity Calendar

Check off each activity as you complete it.



	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>Alexander Graham Bell: "It Talks!" pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Draw pictures to illustrate Emperor Pedro II's reaction to the telephone at the World's Fair. 	<p>Alexander Graham Bell: "It Talks!" pp. 4–5 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Examine the pages from Bell's journal. • Ask your child to explain what we can learn from looking at historical documents like this. 	<p>From Telephone to FaceTime pp. 6–7 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to explain why people were reluctant to use the phone at first. 	<p>From Telephone to FaceTime pp. 8–9 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together, alternating paragraphs. • Ask your child to use the time line to explain the history of the telephone. 	<p>The Longest Wire p. 10 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Get scrap paper and pencils. Set a timer for sixty seconds. • See who can find and list the most words with a long VCe vowel pattern on the page.
Week 2	<p>Thomas Edison: "It Sings!" pp. 12–13 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the first two pages of the selection together, alternating paragraphs. • Ask your child to explain why curiosity is a helpful trait for an inventor. 	<p>Thomas Edison: "It Sings!" pp. 14–15 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages together, alternating paragraphs. • Then practice tapping out each other's names using the Morse Code on page 14. 	<p>Thomas Edison: "It Sings!" pp. 16–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to complete the selection. • Ask your child to explain how recording voices and music with a phonograph changed people's daily lives. 	<p>Thomas Edison: "It Sings!" pp. 12–19 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Look at the chart on page 19 and then ask your child to draw his or her favorite invention. 	<p>George Eastman and the Kodak Camera p. 20 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. Then look through a print or digital photo album together. • Discuss why photographs are an important medium.
Week 3	<p>From Phonograph to Playlist pp. 22–23 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the beginning of the selection together, alternating paragraphs. Point to the word phonograph in paragraph 4. • Ask your child to find clues that tell what the word means. 	<p>From Phonograph to Playlist pp. 24–25 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Ask your child to explain how the need for improving ideas can lead to new technology and products. 	<p>From Phonograph to Playlist pp. 26–27 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Read aloud the next two pages of the selection together, alternating paragraphs. • Ask your child to explain what cylinders, cassettes, and discs all have in common. 	<p>From Phonograph to Playlist pp. 28–29 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Finish reading aloud the selection together, alternating paragraphs. • Ask your child to explain how time lines and primary source photographs help him or her understand the text. 	<p>From Snapshots to Selfies p. 30 <input type="checkbox"/></p> <ul style="list-style-type: none"> • Invite your child to read aloud the selection. • Work together to make a time line of your child's favorite type of technology.

Nombre: _____



Unidad 5: Advancements in Technology

Calendario de actividades diarias para la casa

Marque cada actividad a medida que la complete.

	Lunes	Martes	Miércoles	Jueves	Viernes
Semana 1	Alexander Graham Bell: "It Talks!" págs. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite a su niño/a a que lea en voz alta el texto. • Hagan dibujos para ilustrar la reacción del Emperador Pedro II al teléfono en la World's Fair (Exposición Universal). 	Alexander Graham Bell: "It Talks!" págs. 4–5 <input type="checkbox"/> <ul style="list-style-type: none"> • Examine las páginas del diario de Bell. • Pida a su niño/a que explique qué podemos aprender de documentos históricos como este. 	From Telephone to FaceTime págs. 6–7 <input type="checkbox"/> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las primeras dos páginas del texto, alternando los párrafos. • Pida a su niño/a que explique por qué al principio la gente era reacia a usar el teléfono. 	From Telephone to FaceTime págs. 8–9 <input type="checkbox"/> <ul style="list-style-type: none"> • Terminen de leer el texto juntos (o invite a su niño/a a leerlo) en voz alta, alternando los párrafos. • Pida a su niño/a que use la línea de tiempo para explicar la historia del teléfono. 	The Longest Wire pág. 10 <input type="checkbox"/> <ul style="list-style-type: none"> • Busque papel y lápices. Ponga sesenta segundos en un cronómetro. • Vean quién puede encontrar y hacer una lista de más palabras con un patrón ortográfico de vocal larga VCE en la página.
Semana 2	Thomas Edison: "It Sings!" págs. 12–13 <input type="checkbox"/> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las primeras dos páginas del texto, alternando los párrafos. • Pida a su niño/a que explique por qué la curiosidad es un rasgo útil para un inventor. 	Thomas Edison: "It Sings!" págs. 14–15 <input type="checkbox"/> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las siguientes dos páginas, alternando los párrafos. • Luego practiquen el Morse Code (Código Morse, página 14) escribiendo cada uno el nombre del otro con golpecitos en la mesa. 	Thomas Edison: "It Sings!" págs. 16–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite a su niño/a a que termine de leer el texto. • Pida a su niño/a que explique cómo grabar voces y música con un fonógrafo cambió la vida cotidiana de la gente. 	Thomas Edison: "It Sings!" págs. 12–19 <input type="checkbox"/> <ul style="list-style-type: none"> • Observe la tabla de la página 19 y luego pida a su niño/a que dibuje su invento favorito. 	George Eastman and the Kodak Camera pág. 20 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite a su niño/a a que lea en voz alta el texto. Luego miren juntos un álbum de fotos impreso o digital. • Comenten por qué las fotografías son un medio importante.
Semana 3	From Phonograph to Playlist págs. 22–23 <input type="checkbox"/> <ul style="list-style-type: none"> • Lean juntos en voz alta el comienzo del texto, alternando los párrafos. Señale la palabra phonograph (fonógrafo) en el párrafo 4. • Pida a su niño/a que busque pistas que digan qué significa la palabra. 	From Phonograph to Playlist págs. 24–25 <input type="checkbox"/> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las siguientes dos páginas del texto, alternando los párrafos. • Pida a su niño/a que explique cómo la necesidad de mejorar las ideas puede conducir a nuevas tecnologías y productos. 	From Phonograph to Playlist págs. 26–27 <input type="checkbox"/> <ul style="list-style-type: none"> • Lean juntos (o invite a su niño/a a leer) en voz alta las siguientes dos páginas del texto, alternando los párrafos. • Pida a su niño/a que explique que tienen en común cilindros, casetes y discos. 	From Phonograph to Playlist págs. 28–29 <input type="checkbox"/> <ul style="list-style-type: none"> • Terminen juntos de leer el texto (o invite a su niño/a a leerlo) en voz alta, alternando los párrafos. • Pida a su niño/a que explique cómo las líneas de tiempo y fotografías de fuentes primarias lo ayudan a entender el texto. 	From Snapshots to Selfies pág. 30 <input type="checkbox"/> <ul style="list-style-type: none"> • Invite a su niño/a a que lea en voz alta el texto. • Trabajen juntos para hacer una línea de tiempo de los tipos de tecnología favoritos de su niño/a.

Dear Family Member,

Welcome to our next unit of study, “Making Decisions.”

In “Making Decisions,” we’ll be meeting a variety of characters from fables and folktales. As we study character traits, we’ll be drawing conclusions about the lessons characters learn and the themes we can infer. For example, in “The Kid and the Wolf,” a foolish young goat thinks he’s so strong he doesn’t have to worry about predators. However, a hungry wolf comes along and threatens to eat him, and the kid learns how to outwit an enemy to save his skin. Your child will also be meeting other characters like Doctor Knowall, who manages to become rich and famous without really knowing much at all. Although we’ll be talking a lot about themes and morals, we’ll also be laughing, I’m sure, at some of the humorous characters and plot twists.

I hope you’ve been enjoying our reading program. As always, should you have any questions about our reading program or about your child’s progress, please don’t hesitate to contact me.

Making Decisions

In this unit, we meet many characters from fables and folktales, and we think in depth about the question “What helps us solve problems?” Here are some activities designed to continue the conversation about themes and to build on the skills your child has learned in school. Hopefully you’ll even have some fun, too, as you work together!

Topic Connection

What Now?

As I’m sure you know, finding a creative solution to a problem is not something that just happens in fables and folktales. The next time you or your child is presented with a problem, take time to discuss it. Ask your child: Which of your own character traits can help you solve this? What can this situation teach you?

Vocabulary Connection

Colorful Words

As we read this unit, students learned many new words, including: **advice, anticipation, bellowed, commence, devoured, eldest, grimaced, magnificent, measly, and nudged.**

To support your child’s work knowledge, consider the following activity. Make a small booklet of 10–12 pages. On each page, write one of the vocabulary words. Brainstorm together about how to represent each word. Then draw pictures—or cut them out of magazines or print them from the Internet.

Comprehension Connection

Therefore I think . . .

An important reading skill is the ability to draw conclusions, using information from a text. To help your child with this skill, consider the following activity the next time you’re reading a story together or watching a movie or TV program. Point out different actions the main character takes. Then ask your child questions like, “What is he or she really like?” or “What if anything do you think the character has learned?”

Word Study Connections

Of Men, Mice, and Deer

In our word study instruction, students are learning to recognize nouns that have unusual or irregular plurals. Some common words are listed below. To help your child become more familiar with these nouns, pick one of the words and try to come up with a tongue twister. Feel free to make it silly! For example: Monday, a man met many men and then made meatballs.

man	mouse	tooth	child	woman
men	mice	teeth	children	women
person	sheep	deer	goose	wolf
people	sheep	deer	geese	wolves

Estimado padre de familia,

Bienvenido a nuestra próxima unidad de estudio, “Tomar decisiones”.

En “Tomar decisiones”, conoceremos una variedad de personajes de fábulas y cuentos populares. Al estudiar los rasgos de carácter, sacaremos conclusiones acerca de las lecciones que los personajes aprenden y los temas que podemos inferir. Por ejemplo, en “El cabrito y el lobo,” un cabrito necio piensa que es tan fuerte que no tiene que preocuparse por los depredadores. Sin embargo, un lobo hambriento llega, amenaza con devorarlo, y el cabrito aprende a burlar al enemigo para salvarse el pellejo. Su hijo también conocerá otros personajes como el Doctor Sabelotodo, que logra hacerse rico y famoso sin saber realmente mucho de nada. Aunque vamos a estar hablando mucho acerca de los temas y la moral, también vamos a reírnos, de seguro, del humor de algunos de los personajes y de los giros de la trama.

Espero que haya podido disfrutar de nuestro programa de lectura. Como siempre, si usted tiene alguna pregunta acerca de nuestro programa de lectura o sobre el progreso de su hijo, por favor no dude en contactarme.

Tomar decisiones

En esta unidad, nos encontramos con muchos personajes de fábulas y cuentos populares, y pensamos a fondo acerca de la pregunta: “¿Qué nos ayuda a resolver problemas?”. Estas son algunas de las actividades destinadas a continuar la conversación sobre temas y desarrollar las habilidades que su hijo ha aprendido en la escuela. Con suerte, usted incluso se divertirá un poco, a medida que estudia con su hijo.

Conexiones de Tema

¿Ahora qué?

Estoy seguro de que usted sabe que encontrar una solución creativa a un problema no es algo que sólo pasa en fábulas y cuentos populares. La próxima vez que a usted o a su hijo se les presente un problema, tome tiempo para discutirlo. Pregúntele a su hijo: ¿Cuál de tus rasgos de carácter pueden ayudarte a resolver este problema? ¿Qué puedes aprender de esta situación?

Conexiones de Vocabulario

Palabras coloridas

Al leer esta unidad, los estudiantes aprendieron muchas palabras nuevas, incluyendo: asesoramiento, anticipación, bramó, comienzo, devorado, mayor, gesticular, magnífico, miserable y codeado.

Para apoyar el trabajo de aprendizaje de su hijo, considere la siguiente actividad. Hacer un pequeño folleto de 10 a 12 páginas. En cada página, escriba una de las palabras del vocabulario. Hagan una lluvia de ideas juntos sobre cómo representar cada palabra. Luego dibuje imágenes - o recórtelas de revistas o imprímanlas de internet.

Conexiones de Comprensión

Por lo tanto, pienso que...

Una habilidad de lectura importante es la capacidad de sacar conclusiones utilizando información de un texto. Para ayudar a su hijo con esta habilidad, considere la siguiente actividad la próxima vez que estén leyendo una historia juntos o viendo una película o programa de televisión. Señale las diferentes acciones que el personaje principal ejecute. Entonces hágale preguntas como: “¿Cómo es él o ella en realidad?” “¿qué crees que el personaje ha aprendido?”

Conexiones de Fonética

De hombres, ratones y venados

En nuestro estudio de la palabras, los estudiantes están aprendiendo a reconocer palabras homógrafas. Para ayudar a su hijo a familiarizarse más con estas palabras, escoja una de las palabras y traten de crear un trabalenguas. ¡Siéntase libre de hacer una tontería! Por ejemplo: -¿Cómo como?, -Como como como. Algunas palabras comunes se definen a continuación.

amo: dueño de algo amo: conjugación de amar

alma: vida humana alma: parte principal de algo

bala: proyectil de metal bala: del verbo balar

bota: Arrojar o tirar algo bota: un tipo de calzado