

Third Grade **FEBRUARY** Newsletter



Important Dates

- **February 1st:** African American History Month begins
- **February 12th - 16th:** Heart Healthy Activities in P.E.
- **February 19th:** President's Day - Schools closed
- **February 22nd & 23rd:** 3rd Grade In-House Field Trip Mad Science

Reminders:

- Students should complete homework each night. Their assignments are written in their agendas each morning. Typically this consists of reading for 20 minutes and a math lesson.
- Please check agendas for homework each night.
- Students should leave all toys at home.
- Please check with your child to make sure they have the proper materials for school. Please update any school supplies. (Glue sticks, crayons, and/or pencils are the main supplies needed)
- We will gladly accept all of the following classroom supplies - tissues, clorox wipes, sanitizers, and various sizes of ziploc bags.

Third Grade Teachers Email Addresses:

Ms. Glickman Kelly_A_Glickman@mcpsmd.org

Ms. McAdam Naja_S_McAdami@mcpsmd.org

Ms. Jones Kristin_Jones@mcpsmd.org

Ms. Thompson Latoya_R_Thompson@mcpsmd.org

Mrs. Sligh Zohnette_C_Slighl@mcpsmd.org

Mr. Sefcik Nicholas_D_Sefcik@mcpsmd.org

Curriculum Highlights

Math: We will explore concepts with multiplication and area in Module 4.

Topic A: Students begin to conceptualize area as the amount of two-dimensional surface that is contained within a plane figure. Topic A provides students' first experience with tiling from which they learn to distinguish between length and area by placing a ruler with the same size units next to a tiled array.

Topic B: Students Progress to drawing their own models.

Topic C: Students will apply tiling and multiplication skills to determine all whole number possibilities for the side lengths of rectangles given their areas.

Topic D: Students will be given opportunities to solve problems involving area.

End of Module Assessment: Students will take a comprehensive assessment to show what they learned.

We will also begin Module 5 exploring concepts involving fractions. This Module will be the focal point of instruction for Marking Period 3.

SEL: We will begin our journey with Habit 4: **Think Win-Win**

1. High Trust Behaviors
2. Building and Emotional Bank Account
3. Restoring Trust

Social Studies: Students will understand and construct maps and learn Physical features in North America. This module is also an opportunity to celebrate different cultures in Montgomery County. It is also an opportunity to model respect for differences and curiosity about other countries and cultures.

Science: Through this unit of study, students investigate the phenomena of animal groups and animal adaptations. Throughout the unit, students will work towards an understanding to be able to answer the question, "What affects an organism's survival?". Students will investigate how animal groups help its members survive and the role of predators and prey. Students will also build the understanding that variations in traits (adaptations) among individuals of the same species can provide advantages in survival. Students begin by researching an animal and presenting their findings to the class. Students will then be able to mimic animal adaptations through an investigation of bird beaks and a frog's tongue. The unit then progresses by having students integrating their previously learned knowledge of climate to how the climate affects an organism's survival and the adaptations needed to survive in a particular biome. The unit's culminating activity applies students knowledge by having them create a new species of animal that has been "discovered" in the Temperate Deciduous Forest that is not surviving well in the current location. They will have to decide which biome would better suit the newly discovered animal and why.

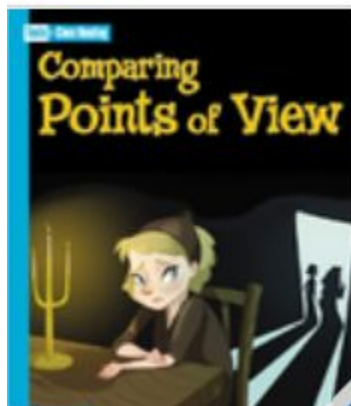
Unit 4: Comparing Points of View

We are continuing next to explore in our unit on “Comparing Points of View.” In this unit, we are reading plays, humor, and science fiction, diaries, and folktales.

To compare points of view, we’ll study familiar stories that have been given new twists. For example, we’ll read an entry in Cinderella’s diary and then a play that dramatizes how her stepmother and stepsisters feel about her.

Likewise we’ll hear how the giant and giantess feel betrayed by Jack, as we read “Jack and the Beanstalk.” Then, we’ll even learn what the cow Jack sells thinks of him, too.

By looking at differing points of view, your child should gain a better understanding of story elements and literature. It’s our hope that students will also gain insights into their lives and how points of view change according to perspective. Since so many of our reading selections are silly and humorous, we think we’ll have a lot of fun.



Reading/Writing: UNIT 4: Comparing Points of View

	Week 1	Week 2	Week 3
Metacognitive	Make Inferences/Predictions	Make Inferences/Predictions	Make Inferences/Predictions
Reading	Recount key details in a drama	Recount key details in a drama	Recount key details in a drama
	Distinguish reader's point of view from that of the narrator	Distinguish reader's point of view from that of the narrator and character then compare points of view	Distinguish reader's point of view from that of the narrator and character then compare points of view
			Explain how illustrations affect mood and reader's point of view
			Develop Fluency: Read with characterization and feeling
	Describe how each part of a drama builds on previous parts		
	Compare and contrast plots by the same author about the same characters	Compare and contrast plots by the same author about the same characters	Compare and contrast plots by the same author about the same characters
Word Study & Vocabulary	Distinguish literal from nonliteral language: Hyperbole	Distinguish literal from nonliteral language: Hyperbole	Distinguish literal from nonliteral language
	Distinguish literal from nonliteral language: Idioms	Distinguish literal from nonliteral language: Idioms	Distinguish literal from nonliteral language
	Open syllable pattern	Consonant -le syllable pattern	Vowel team syllable pattern
Writing	Writing to sources: Opinion Essay	Writing to sources: Opinion Essay	Writing to sources: Opinion Essay
Conventions of English	Form and Use comparative and superlative adjectives	Use reference materials to check spelling	
Fluency	Read with inflection/intonation-Stress	Read with short pauses	Read with inflection/intonation-Stress and short pauses
Speaking and Listening	Engage Effectively in a Range of Collaborative Discussions Determine Main Ideas and Supporting Details Ask and Answer Questions About Information From a Speaker		

HAPPY BIRTHDAY

Mrs. Glickman's Class

February

Amiyah 4
Henry 11
RJ -21
Mihika-21

Ms. Thompson's Class

February

Kareem 27
Lilly 21

Mr. Sefcik & Mc Adam's Class

February

Amaara-3
Makayla - 24
Abhiram -24



Mrs. Sligh's Class

February

Emmitt S. - 27

Ms. Jones's Class

February

Karsyn - 22