

Third Grade **JANUARY** Newsletter



Important Dates

- **Friday, December 23rd - Friday January 2:** No School, Winter Break
- **Tuesday, January 3:** Back to school
- **Monday, January 16th:** Dr. Martin Luther King Jr. Day; No school for staff and Students
- **Friday, January 27th:** Professional Day for teachers, end of quarter planning; No School for Students

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.
- Students should have agendas signed each night
- Students should bring chromebooks to school each day in the carrying case. **These should be charged nightly.**
- Students should leave all toys at home.

Third Grade Teachers Email Addresses:

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Curriculum Highlights

Math: We will continue our exploration of multiplication and division in Module 3.

Topic C: Students will use the associative and distributive properties as a strategy to multiply and divide. Students will understand the function of parentheses and use it to solve problems.

Topic D: students will use arithmetic patterns to multiply and interpret unknown numbers in multiplication and division problems.

Topic E: Students will solve two step word problems involving all four operations and assess the reasonableness of solutions.

Topic F: Students will use place value strategies and the associative property to multiply multiples of 10.

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

SEL: As we finish up Habit 3: **Put First Things First**, we will begin our journey with Habit 4: **Think Win-Win**

1. Abundance mentality.
2. Win-win solutions.
3. Emotional bank accounts.
4. Mutual respect.

Science: In January, we will continue our unit of study on weather and climate. Students will explore how scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. Students extend their understanding of weather to explore climate zones and describe differences among areas; they also combine information to describe climates in different regions of the country. Students explore climate zones of the world by interpreting graphs, and identifying climate zones described in post cards. Students extend their understanding of weather to explore four examples of severe weather (blizzard, thunderstorm, tornado, and hurricane). As a culminating activity, students apply their understanding of severe weather events to design a house with a roof that will keep the interior dry during an extreme weather event. Finally, students construct their design solution.

Health: Students will be able to Describe and demonstrate the differences between telling and tattling through incident evaluations.

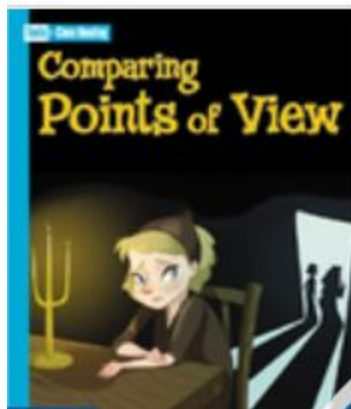
Unit 4: Comparing Points of View

Welcome to our next unit of study, “Comparing Points of View.” In this unit, we’ll be reading plays, humor, and science fiction as well as a diary and folktales.

To compare points of view, we’ll study familiar stories that have been given fresh 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, and 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, as well, that our students will also gain insights into their own lives. And since so many of our reading selections are silly and humorous, I think we’ll have a lot of fun, too.



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

Sefcik/McAdam

Thompson

Jones

Aadase G - 5th
Saffat K - 29th

Sligh

Lillian P - 8th

Glickman

Lukas 12th
Cameron 21st

