

Third Grade **MARCH** Newsletter



Important Dates

- **March 1, 2024** - Early-Release Day
- Read Across America Week - March 4-8
 - **Monday, March 4:** Reading is ACTIVE! Dress in your favorite workout or athletic gear!
 - **Tuesday, March 5:** We are WILD about reading! Wear animal print!
 - **Wednesday, March 6:** Hats off to reading! Wear a favorite hat today!
 - **Thursday, March 7:** Reading Gives You Superpowers Day! Dress up as a favorite superhero to represent the superpowers you get from expanding your mind through reading!
 - **Friday, March 8:** Stallion School Colors Day!
- **March 25, 2024 - April 1, 2024 - Spring Break (NO SCHOOL)**

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 and unnecessary items 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:

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Mrs. Sligh Zohnette_C_Sligh@mcpsmd.org

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Curriculum Highlights

Reading/Writing: We will wrap up Unit 5 the first week of March and reflect on the essential question is: What is the value of innovation? We will then begin our next unit of study, **Unit 6: "Making Decisions."** In Unit 6, 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. 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.

Math: In March, student will cover topics C-F in their module 5 books.

In **Topic B**, Students must associate one of the fractional units with a number called the unit fraction ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, etc.). This will prepare them for **Topic C** where they will begin comparing unit fractions. In **Topic D**, students will work with placing fractions on a numberline. Number bonds and fraction strips serve as bridges to this work. Students will see intervals on the number lines as wholes. As students compare, they reason about the size of fractions and contextualize their learning within real-world applications. In **Topic E**, students will identify equivalent fractions before ending the module in **Topic F** where students will compare fractions using $<$, $>$, and $=$ symbols. Students will complete the End of Module 5 Assessment, before Spring Break begins.

SEL: We will continue to develop habits that will help us Lead Others, such as; Think Win-Win, Seek First to Understand, Then to Be Understood, Synergize, and Sharpen the Saw.

Science: Students will 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.

Social Studies: We have already concluded our social studies unit for marking period 3.

Health: Students will be able to understand ways to have quality nutrition and fitness. We will also identify what makes a healthy family, recognize different relationships within a family, and discuss ways that families can resolve conflicts.

Curriculum Highlights Continued...

Reading/Writing: Unit 6: Making Decisions

	Week 1	Week 2	Week 3
Metacognitive	Making Connections	Making Connections	Making Connections
Reading	Recount key story events	Recount key story events	Recount key story events
	Explain How Characters' Actions Influence Story Events	Analyze How a Character's Actions Influence Story Events Explain How a Character's Actions Influence Story Events	Explain How Characters' Actions Contribute to Events
	Determine the Central Message or Lesson in a Story	Determine the Central Message or Lesson in a Story	Determine the Central Message or Lesson in a Story
	Compare and Contrast Themes in Stories by the Same Author	Compare and Contrast Themes in Stories by the Same Author	Compare and Contrast Themes in Stories by the Same Author
		Distinguish Reader's Point of View from That of a Character	
Word Study & Vocabulary	Determine or Clarify the Meaning of Unknown Words and Phrases	Determine or Clarify the Meaning of Unknown Words and Phrases	Determine or Clarify the Meaning of Unknown Words and Phrases
	Irregular Plurals	Long oo and Short oo	/ou/ as in How and Out
Writing	Writing to Sources: Narrative Journal Entry	Writing to Sources: Narrative Journal Entry	Writing to Sources: Narrative Journal Entry
Conventions of English	Form and Use Irregular Verbs	Form and Use Comparative and Superlative Adverbs	Edit Irregular Verbs and Nouns
Fluency	Fluency Routine: Speed/Pacing–Fast	Fluency Routine: Read with Expression–Characterization/Feelings	Speed/Pacing–Fast* Expression–Characterization/Feelings*
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

March

Keya 12
Wyatt-15

Ms. Thompson's Class

March

Ms. T.
Max 20

Mr. Sefcik & Mc Adam's Class

March

Braylon -18
Henry - 25
Avash - 30
Harrison - 31



Mrs. Sligh's Class

March

Gunav - 18

Ms. Jones's Class

March

Srihaan M - 8
Kayla B- 9
Schuyler Y - 30