

Third Grade **NOVEMBER** Newsletter



Important Dates

- November 3 - No school
- November 24 and 25 - Early Release
- November 26, 27, 28 - No school

Classroom Request

- Sefcik: Disinfecting wipes, Tissues, Hand Sanitizer
- Walters: Paper Towels
- Wolf: Paper Towels
- Pineau: Tissue, disinfectant wipes

Conferences

- Parent-teacher conferences will begin in November! If you have not signed up for a conference day and time, please do so on the teacher sign up genius or contact your child's teacher. We can't wait to share all of the wonderful things your child has been working on this year!

Happy Birthday!

Wolf

Samantha 11/30

Troy 11/2

Sefcik

Yaseen 11/6

Pineau

Zak-10

Vibha-10

Walters

Cecily 11/9

Austin 11/18

Varnika 11/22

Ethan 11/22

Aarush 11/23

Curriculum Highlights

CKLA Knowledge: The nonfiction Reader for Unit 4, *Stories of Ancient Rome*, consists of selections describing the historical events and culture of the ancient Roman civilization. Students will read the legend of Romulus and Remus about the founding of Rome, as well as several myths about Roman gods and goddesses. They will study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus.

Spelling: During this unit's spelling exercises, students will review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. In Lessons 1–5, students will review r-controlled vowels spelled 'ar,' 'or,' 'er,' 'ir,' and 'ur.' The spelling 'or' will be pronounced /or/ and /er/. In Lessons 6–10, students will review the sound of /ee/ spelled 'ee' and 'e.' In Lessons 11–15, students will review the sound of /ee/ spelled 'ea,' 'ie,' and 'i.'

Grammar: Grammar continues with a review and expansion of skills introduced in second grade. Students will review verb tenses and the verbs *to be* and *to have* as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. Students will have large blocks of grammar instruction each week and instructional time for review in Lesson 9.

Social Studies: Unit 2: Students will learn about the foundational beliefs and structure of democratic government. They will also learn about the importance of civic engagement and the impact of taking informed action on personal and/or community issues.

Science: Students will investigate the phenomena of weather and climate. Students will define weather, analyze data to look for weather patterns, and develop the driving question board. They will analyze seasonal weather patterns. Students will be introduced to the difference between weather and climate and what the climate zones are around the United States and the world.

Math:

Module 2 Continued: Students measure and round to solve problems in Topics D and E (**3.NBT.A.1**, **3.MD.A.1**, **3.MD.A.2**). In these topics, they use estimations to test the reasonableness of sums and differences precisely calculated using standard algorithms. From their work with metric measurement, students have a deeper understanding of the composition and decomposition of units. They demonstrate this understanding in every step of the addition and subtraction algorithms with two- and three-digit numbers, as 10 units are changed for 1 larger unit or 1 larger unit is changed for 10 smaller units (**3.NBT.A.2**). Both topics end in problem solving involving metric units or intervals of time. Students round to estimate and then calculate precisely using the standard algorithm to add or subtract two- and three-digit measurements given in the same units (**3.NBT.A.1**, **3.NBT.A.2**, **3.MD.A.1**, **3.MD.A.2**).

Module 3: This 25-day module builds directly on students' work with multiplication and division in Module 1. At this point, Module 1 instruction coupled with fluency practice in Module 2 has students well on their way to meeting the Grade 3 fluency expectation for multiplying and dividing within 100 (3.OA.C.7). Module 3 extends the study of factors from 2, 3, 4, 5, and 10 to include all units from 0 to 10, as well as multiples of 10 within 100. Similar to the organization of Module 1, the introduction of new factors in Module 3 spreads across topics. This allows students to build fluency with facts involving a particular unit before moving on. The factors are sequenced to facilitate systematic instruction with increasingly sophisticated strategies and patterns. Students will solve word problems using the distributive, commutative, and associative property.