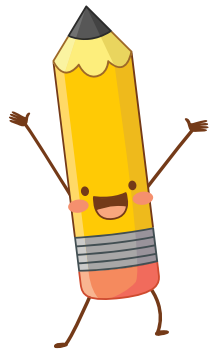
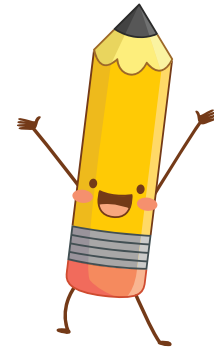


3rd Grade



Weekly Newsletter

March 4, 2024



Week 27

HELLO

March



Announcements

Mon. 3/4:

Tues. 3/5: Math Topic B quiz

Weds. 3/6:

Thurs. 3/7: Blast Topic C for accelerated math students

Fri. 3/8: Teacher Planning Day- No school for students

Looking ahead

3/7 Reading homework due for Marzullo, Ruppe, Brown,
and Miles

3/11 Homework due for Arguelles and Tidwell's students

3/13 Early Release Day

3/15 All Pro Dad's Breakfast

3/15 Field Day

3/18-3/22 Book Fair

3/25- 3/29 Spring Break



District Science Fair Winners

- ☐ Siena Stoeck- Third Place
- ☐ Vivienne Lammers- Third Place

Reflection Winners

- ☐ Siena Stoeck
- ☐ Brinley Longmuir



HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about inventors and inventions, with a focus on the nonfiction genre.

We will read texts about what it takes to make a successful invention. Children will also write an opinion essay about an inventor's key qualities.

BRING IT HOME! Learning fun for the whole family!

Discuss the Topic

Set aside time daily for your child to share with you what he or she is learning. Use these ideas to help build your child's knowledge about the topic:

- Talk about the ideas your child has added to the Knowledge Map each week.
- Ask about the texts your child is reading, and what he or she has learned from them.
- Share with your child your own questions about the topic, and work together to find the answers.

Explore the Genre

The genre focus in this module is nonfiction. Discuss with your child the characteristics of this genre.

Ask your child to read to you each day and make time to read together.

Look for texts that:

- Spark your child's curiosity.
- Tie to the module topic.
- Provide interesting facts and details about inventors and inventions.
- Reveal the true successes—and failures—behind an invention.

Build Vocabulary

Use these ideas to help your child build a rich vocabulary.

The Big Idea Reinforce the topic words *invention*, *brilliant*, *productive*, and *original* in everyday conversations with your child. Use prompts like these: When are you most **productive**, and why? Describe a **brilliant** idea.

What Does It Mean? Have your child keep a growing list of the Critical Vocabulary words. Quiz each other on their meanings.

Word Hunt Look for words with the roots *graph*, *vis*, and *mem*, the suffix *-logy* and the prefix *ex-* in books, magazines, online texts, and environmental print.

Learning Goals

Reading: In this module, students will listen to, read, and view a variety of texts and media that provide information about inventors and inventions.

A genre focus on nonfiction provides students with opportunities to identify author's purpose and central idea in order to better understand unfamiliar texts. Students will also encounter narrative poetry and opinion text to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way an idea, determination, support, and hard work can create an environment where anything is possible.

Math: In module 5, students will develop an understanding of fractions as numbers.

Science: The students will be able to describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Writing: The students will write a fantasy story about animals.

Reading Homework

READERS
→ ARE ←
LEADERS

A reading passage is coming home this week. Your student will have a week to complete the reading passage. **Be sure to check your child's folder for important information such as graded work and/or a slip of paper for grades for online assessments.**

Students should be reading a book of their choice for **30** minutes each night.



FAMILY MATH

Unit Fractions and Their Relationship to the Whole

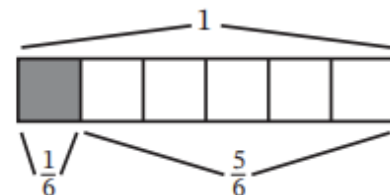
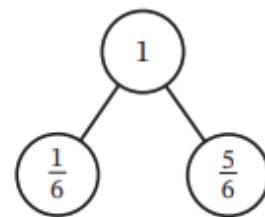
Dear Family,

Your student is learning that fractions can represent amounts and quantities. They build and name non-unit fractions by making copies of a unit fraction. They recognize that a whole can be composed of a unit fraction and a non-unit fraction. Students name the total as 1 or as a fraction such as $\frac{6}{6}$. They use fraction strips and drawings to compare the size of the fractional units and determine which is larger. The models and drawings prepare your student for representing fractions on a number line in future grade 3 work.



Every fraction is made of unit fractions. When unit fractions of the same size are copied, a different fraction is composed.

$\frac{1}{4}$ is a unit fraction. 3 copies of $\frac{1}{4}$ make a different fraction, $\frac{3}{4}$.



Students represent a whole as a combination of a unit fraction and a non-unit fraction.

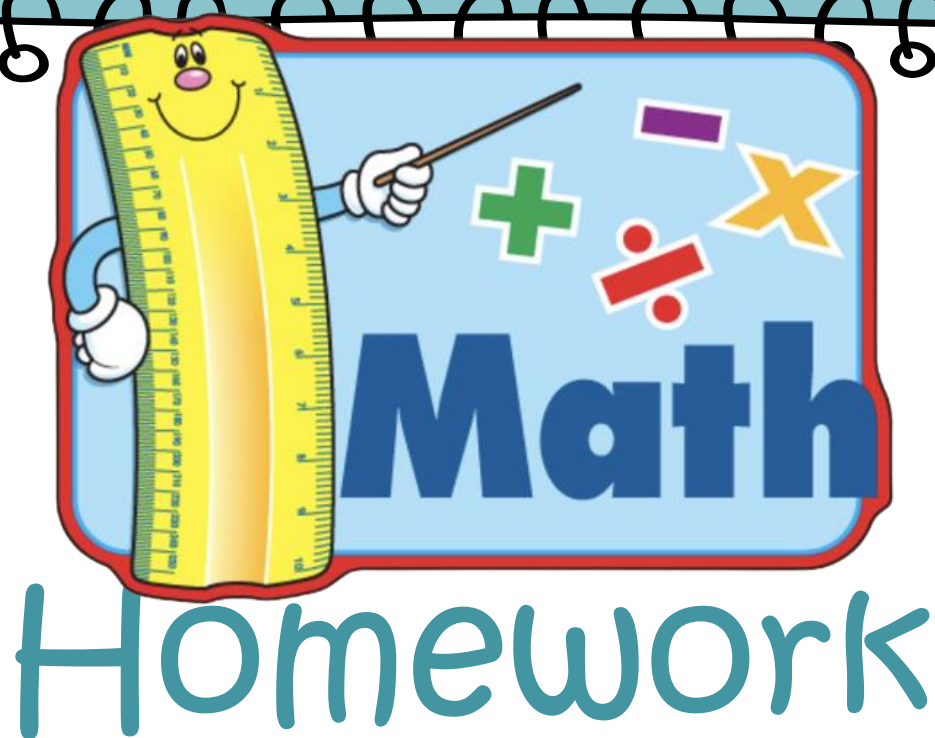
The unit fraction is $\frac{1}{6}$. To complete the whole, 5 sixths are needed.

$\frac{1}{8}$ is less than $\frac{1}{4}$.



Students reason about the size of the parts when the wholes are the same.

Fourths are a larger unit than eighths, so 1 eighth is less than 1 fourth.



Math Homework

Monday: Module 5 Lesson 11

Tuesday: Module 5 Lesson 12 & Topic B quiz

Wednesday: Module 5 Lesson 13

Thursday: Module 5 Lesson 14

Friday: No School

FAMILY MATH

Fractions on the Number Line

Dear Family,

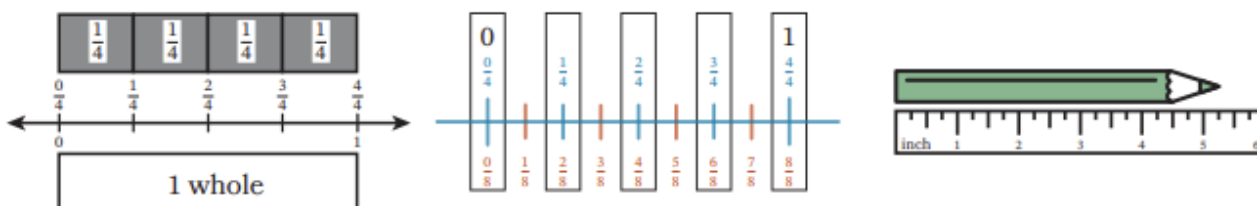
Your student is learning to represent fractions between 0 and 1 on a number line. This helps them see fractions as numbers. They learn that a fraction's distance from 0 is also its value. They learn that fractions and whole numbers with the same location on the number line have the same value and are equivalent. Your student uses their newly learned fraction concepts to measure objects to the nearest half inch and quarter inch. They use measuring cups to measure precise liquid volumes and estimate liquid volumes by measuring to the nearest half or quarter cup.

Key Terms

cup

equivalent

equivalent fractions



Students use fraction tiles to label fractions on a number line.

Students plot related fractional units, such as fourths and eighths, on the same number line.

$\frac{3}{4}$ and $\frac{6}{8}$ have the same value and are equivalent fractions.

1 , $\frac{4}{4}$, and $\frac{8}{8}$ have the same value and are equivalent.

Students measure objects with a ruler and see that there are fractions between all whole numbers, not just between 0 and 1.

At-Home Activity

Walk the Line

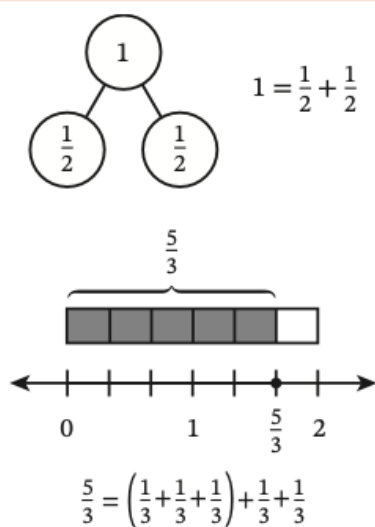
Make a large number line by using chalk or masking tape. Practice naming fractions based on their location.

- Mark and label the beginning and end of the line as 0 and 1.
- Add a tick mark dividing the number line into halves.
- Have your student start at 0, walk to the tick mark, and name the fraction that represents the distance from 0 they walked ($\frac{1}{2}$). Next, have your student continue walking to 1 and name a fraction to represent the distance from 0 they walked ($\frac{2}{2}$).

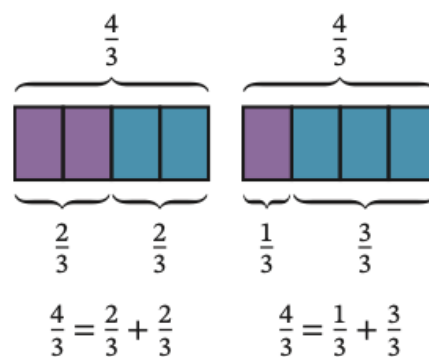
Fraction Decomposition and Equivalence

Dear Family,

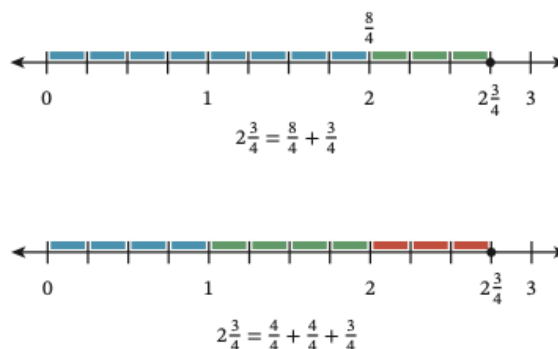
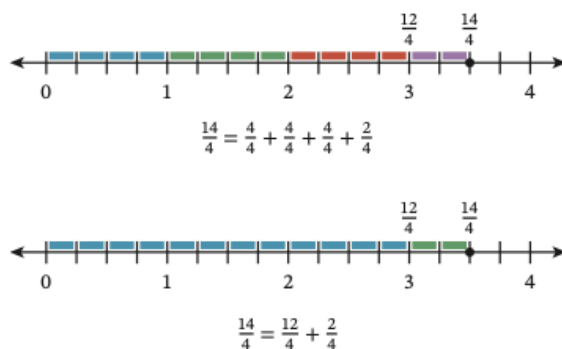
Your student is learning that fractions, like whole numbers, can be decomposed into sums of parts. For example, the whole number 4 is the sum of 1 + 3 and the fraction $\frac{4}{5}$ is the sum of $\frac{1}{5} + \frac{3}{5}$. They break apart fractions and write addition equations with the parts. They use models to break apart whole numbers and fractions and see that fractions can be broken apart in many ways. They combine whole numbers with fractions less than 1 to write mixed numbers. Your student also learns to rename a mixed number as a fraction. Renaming fractions with models and equations prepares your student for adding and subtracting fractions in future lessons.



Students use familiar models, such as number bonds and tape diagrams, to break apart numbers into the sums of fractions.



Students use tape diagrams to see how fractions can be broken apart in different ways.



Students use number lines and equations to decompose fractions greater than 1 and mixed numbers in multiple ways.

Accelerated Math Homework



Monday: Module 5 L20

Tuesday: Module 5 L 21 & 22

Wednesday: Module 5 L 23 & 24

Thursday: **G4** Module 4 L 11

Friday: **No School**

Exit Ticket Grading Scale

Exit tickets might not go home the same day we teach a lesson. If your child struggles with math and reading, we strongly encourage him/her to complete math homework daily. Students may go back and complete any homework from previous lessons. They can also work ahead. By working ahead, students can preview upcoming lessons, allowing them to ask clarifying questions when the lesson is taught in class.



If your child received a check plus, math homework is optional.



If your child received a check mark, math homework is **STRONGLY** encouraged.



If your child received a check minus, math homework is **MANDATORY**.



Clubs

Dear Families,

Students will have the opportunity to participate in STEAM Clubs every Friday. Each teacher will provide a fun and engaging activity that represents one of the components of STEAM.

Students that follow the Stallion Rules (Be Responsible, Be Respectful, Be Safe) will participate in clubs. Children that need extra support with behavior will attend a social skills session with one of our third-grade teachers.

Students that have incomplete work from the week will go to the social skills/study hall classroom to complete their work. This includes Lexia and Zearn lessons for the week that have not been completed.

We are hoping clubs will motivate students to work hard at being responsible, respectful, and safe.

Sincerely,
The Third Grade Teachers



3rd Grade

OPEN HOUSE

click
here

POWERPOINT

