Third Grade Weekly Newsletter

LEARNING GOALS

HUMANITIES: The students will be able to explain the difference between an autobiography and a biography?

Math: Students will use the commutative, distributive, and associative properties to help them multiply and divide.

Accelerated Math: The students will multiply one-digit numbers by multiples of 10 or 100, instruction focuses on methods that are based on place value. They will be able to multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.

Science: The students will be able to identify different types of energy (heat, light, sound, electrical and mechanical), and recognize that energy has the ability to cause motion or create change.

Social Studies: The students will be thinking about people who have made a huge contribution to our society or the world.

UPCOMING EVENTS

- 1/20 MLK Jr. Day -No school
- 1/21 Soccer Practice *and* Lego Club @ 3:30 pm
- 1/22 Module 3 Test for both math classes
- 1/23 BLAST Club @ 3:30 pm
- 1/24 All Pro Dad's Breakfast @ 8 am
- 2/5 Zoo permission slip and money due
- 2/11 Someone Special Dance (PTA Sponsored) @ 3:30 pm Cafeteria
- 2/14 No School
- 2/17 President's Day- No School
- 2/25 Field trip to the Zoo

Weekly Homework

READING:

Reading homework for this week is coming home today,and it is due on *January 27, 2025*
Students should be reading for 30 minutes at home. Start recording your minutes on Beanstack.

Third Grade Math:

Jan.10 Monday- No School

Jan.21 Tuesday- M3 Review

Jan.22 Wednesday- M3 Test

Jan.23 Thursday-M4 L1

Jan.24 Friday- M4 L2

Accelerated Math:

Jan.20 Monday-No School

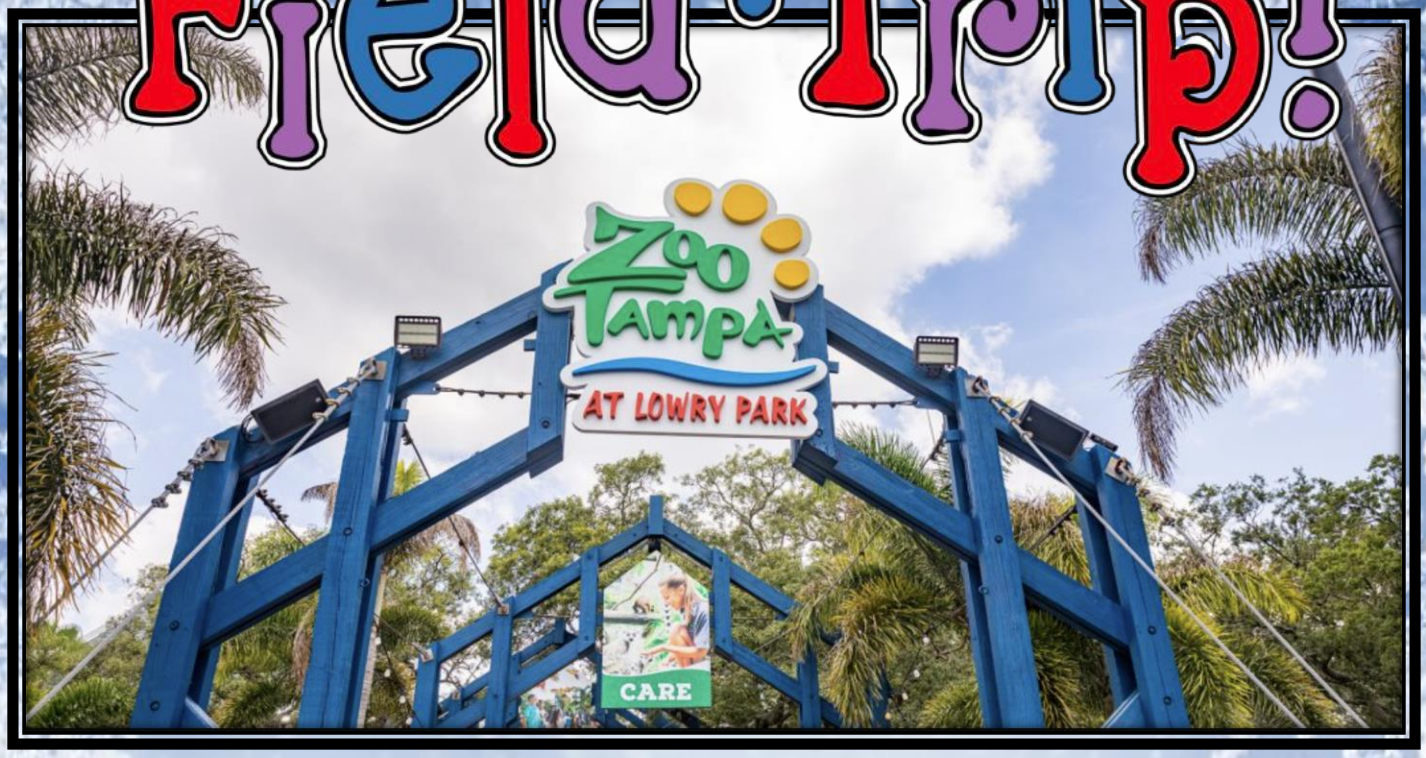
Jan.21 Tuesday- Review

Jan.22 Wednesday- M3 Test

Jan.23 Thursday – G3 M4 L2 & 3

Jan.24 Friday – G3 M4 L4

Field Trip!



What: *Zoo Tampa at Lowry Park*

When: *February 25th*

Who: *All third-grade students*

Price: *$45.00 pay online "Rycor"*

Chaperones: *Parents with an **approved volunteer** status with Pasco County*

Permission forms are due on February 5th

ELA Parent Information

Module 6
Animal Behaviors

HELLO, FAMILY!

Over the next three weeks, our class will build their knowledge about animal behavior, with a focus on the nonfiction genre. We will read texts about the behaviors and characteristics that animals use to survive. Children will also write a science article for an imaginary magazine.

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 animal behavior.
- Have unique formats and visuals that take readers into an animal's world.

Build Vocabulary

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

The Big Idea Reinforce the topic words *hatch*, *universal*, *span*, and *growth* in everyday conversations with your child. Use prompts like these: What is the **span** of time you need to...? Give an example of **growth**.

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 prefixes *uni–*, *bi–*, *tri–*, and *un–*, and the suffix *–ly* in books, magazines, online texts, and environmental print.

MATH Parent Information

Module 3
Topic E

FAMILY MATH

Multiplication with Multiples of 10 and 100

Dear Family,

Your student is learning how to multiply by multiples of 10 and 100. They use what they know about place value and other strategies to break apart a multiple of 10 into two factors. Then they apply the distributive property to multiply. They continue this multiplication work with multiples of 100 by using place value disks and arrays on the place value chart and then by decomposing and grouping factors. They apply their multiplication skills to solve two-step word problems and to count more complex groups of objects. The strategies your student is learning now will support their understanding of multiplying with larger numbers.

4×2 ones $= 8$ ones

$4 \times 2 = 8$

4×2 tens $= 8$ tens

$4 \times 20 = 80$

Writing multiples of ten in unit form shows the connection between multiplying by ones and multiplying by tens.

$4 \times 20 = 4 \times (2 \times 10)$

$= (4 \times 2) \times 10$

$= 8 \times 10$

$= 80$

Breaking apart a multiple of 10 into a number times 10 allows for multiplying smaller, known facts first.

8×6 ones $= 48$ ones

$8 \times 6 = 48$

8×6 hundreds $= 48$ hundreds

$8 \times 600 = 4{,}800$

Writing multiples of hundreds in unit form shows the connection between multiplying by ones and multiplying by hundreds.

At-Home Activities

Multiplying by Tens

Look for items that come packaged in multiples of 10. Encourage your student to use the items to practice multiplying by multiples of 10.

- "One package of pencils comes with 40 pencils. How many pencils would be in 7 packages?"
- "There are 8 bags of oranges on that shelf. Each bag holds about 20 oranges. About how many oranges are on the shelf?"
- "This shoe rack holds 30 shoes. How many shoes will 3 shoe racks hold?"

Tens of Cents

Help your student count a collection of coins. Provide an assortment of nickels, dimes, and quarters, or write 5¢, 10¢, and 25¢ on small pieces of paper to represent coins. Have your student put the coins into groups that have the same value. For example, if the value is 30¢, groups could be made from 3 dimes, 6 nickels, or 1 quarter and 1 nickel. Then ask your student to skip-count or multiply to find the total value of all the coins. Their count may sound like, "3 tens, 6 tens, 9 tens, 12 tens" or "30 cents, 60 cents, 90 cents, 120 cents."

As a challenge, suggest they break the coins into two types of groups, each with a different value. For example, they could organize all the dimes into groups of 20¢ and all the nickels and quarters in groups of 30¢. Then have them find the value of the coins in each type of group and add to find the total value of all the coins.

Accelerated MATH Parent Information

FAMILY MATH

Module 3
Topic D

Multiplication of Two-Digit and Three-Digit Numbers by Two-Digit Numbers

Dear Family,

Your student is learning to multiply two-digit numbers and three-digit numbers by two-digit numbers. Their previous work with multiplication was limited to multiplying a multi-digit number by a single-digit number. They draw area models and use place value understanding to break apart each factor. Students begin by breaking apart both factors into tens and ones before multiplying. They multiply each part to find partial products, record the 4 partial products in vertical form, and find the sum of the partial products. Recording the vertical form next to the area model helps students see that each part of one factor is multiplied by each part of the other factor. Students transition to breaking apart only one factor, resulting in 2 partial products. The order in which the partial products are recorded in vertical form prepares your student for using the multiplication standard algorithm with procedural fluency.

	30	2
6	$6 \times 30 = 180$	$6 \times 2 = 12$
10	$10 \times 30 = 300$	$10 \times 2 = 20$

$$\begin{array}{r} 32 \\ \times\ 16 \\ \hline 12 \\ 180 \\ 20 \\ +\ 300 \\ \hline 512 \end{array}$$

Using the area model, both factors, 32 and 16, are broken into tens and ones before multiplying. The four partial products are recorded in vertical form and added to find the total.

$$\begin{array}{r} 74 \\ \times\ 41 \\ \hline 74 \\ +2960 \\ \hline 3,034 \end{array} \qquad \begin{array}{r} 74 \\ \times\ 1 \\ \hline 74 \end{array} \qquad \begin{array}{r} 74 \\ \times\ 40 \\ \hline 2860 \\ \hline 2,960 \end{array}$$

Using vertical form, only one factor, 41, is broken into tens and ones before multiplying. Two partial products are added to find the total.

At-Home Activity

What's Your Number?

Ask your student to write down the year they were born and break the year into two numbers. Use the first two digits of the year to make one number and the last two digits to make another number. Write the two numbers as a multiplication problem. For example, if your student was born in 2011, they would write 20×11. Ask your student to use a strategy from class to help them multiply the numbers together to find the product. Repeat the process with the birth years of other family members and consider asking the following questions.

- "Who had the largest product? Why?"
- "Who had the smallest product? Why?"
- "Will an older person always have the largest product? Why?"

Below is the F.A.S.T. website for you to practice with your child at home.

https://login4.cambiumtds.com/student_core/V129/Pages/LoginShell.aspx?c=Florida_PT&a=Student

Sunshine State
Grades 3-5
2024-2025

Gallop into Reading

ALL SUNSHINE STATE QUIZZES FOR THE YEAR OPEN THE FIRST DAY OF SCHOOL! STUDENTS GET 3 CHANCES TO PASS EACH QUIZ WITH A 70% OR HIGHER.

4 Books by Oct. 11th

READ 4 BOOKS BY OUR OCT. 11TH AND YOU WILL BE INVITED TO AN ICE CREAM PARTY WHICH WILL BE HELD ON OCT. 18TH

8 Books by Dec. 11th

READ AND PASS 8 BOOKS BY DEC 11TH AND JOIN US FOR A PIZZA AND MOVIE PARTY ON DEC 16TH!

12 Books by Feb.7th

READ AND PASS 12 BOOKS AND GET SOAPED UP IN AN EPIC FOAM PARTY ON FEBRUARY 14TH!

ALL BOOKS BY APR. 21st

READ AND PASS ALL 15 BOOKS BY APRIL 21ST AND YOU UNDERSTOOD THE ASSIGNMENT! YOU WILL BE INVITED TO AN EXCLUSIVE SUNSHINE STATE EXTRAVAGANZA. MORE DEETS TO COME BUT IT WILL BE HELD ON APRIL 25TH!

SAUNDERS MEMORIAL STALLIONS

Beanstack

SSYRA is up and waiting for you to take the quizzes.
All quizzes are on Beanstack.

If you have any questions, please reach out to
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