

# Stevenson's 3rd Grade

## August 26-30

### Kindergarten Color Days



The next two weeks are Kindergarten color Days! We always try to support the Kindergarteners in their efforts to learn colors, by wearing the appropriate color for that day (Students who wear a shirt or are dressed in a majority of this color will earn an extra \$2 of mini-economy money each day!)

**There is NO School on Monday, September 2 in observance of Labor Day!**

*Watermelon Day was a lot of fun, please check out our end of the day pictures on our webpage. Thank you to all of the volunteers who sent in watermelons!*

Monday, 8/26 is **Red** Day

Tuesday, 9/3 is **Purple** Day

Tuesday, 8/27 is **Blue** Day

Wednesday, 9/4 is **Brown** Day

Wednesday 8/28 is **Yellow** Day

Thursday, 9/5 is **Black** Day

Thursday, 8/29 is **Green** Day

Friday, 9/6 is **Rainbow/All colors** Day

Friday, 8/30 is **Orange** Day

## Math

Students will need to practice math **multiplication facts** at home for about **10 minutes every day!**

Again, I encourage all parents to acquire/make a set of Flashcards! This week students will be tested over **multiplying by 10**.

**Monday- Topic 2-4 Multiply by 10** (IN Standard 3.AT.2, 3.AT.4)

Page 81 in class \*Homework Pages 83-84 or Online Practice Buddy

**Tuesday- Topic 1-4 The Commutative Property** (IN Standard 3.C.2)

Page 27 in class \*Homework Pages 29-30 or Online Practice Buddy

**Wednesday- Topic 1-5 Division as Sharing** (IN Standard 3.C.3, 3.C.4, 3.AT.4)

Page 33 in class \*Homework Pages 35-36

**Thursday- Topic 1-6 Division as Repeated Subtraction** (IN Standard 3.C.3, 3.C.4)

Page 39 in class \*Homework Pages 41-42

**Friday- Review Multiplication & Intro to Division** (IN Standard 3.AT.4, 3.AT.2, 3.C.2)

**Quick Check QUIZ 1-4 5 Minute Timed Test: Multiplication with 10's**

**Spelling & Phonics Skill:** Inflected Endings/Plurals

Nouns can represent more than one, making it plural by adding an S ending. The list is brought home on Monday and should be studied at home daily. There will be a trial test/pretest

on Wednesday and a **final test on Friday**. If a student gets 100% on the trial test, he/she is excused from taking the final test. If the student gets a 90% or higher, he/she has a choice to retake Friday. I will always use the better of the 2 scores.

A copy of this week's spelling list is linked to **SPELLING List U.1 W.2** on the Parent Information Page

## Reading

We will be using the Indiana Department of Education Comprehensive ELA Curriculum for High Ability along with the Jacob's Ladder Reading Comprehension Program and elements from our Pearson MyView Reading Program. We will be using Bloom's Taxonomy to generate higher level responses to open ended questions.

This week students will focus on reviewing the literary element of characters and character traits [3.RL.2.3](#). Students who needed more practice will retake the Characters Quiz on Wednesday. We will be retelling a story using cause and effect [4.RN.2.3](#), making inferences [3.RL.2.4](#), and identifying the main idea and theme [3.RN.4.1:3.RN.2.2](#).

We'll be reading several Aesop Fables this week and discussing the moral or lesson [3.RL.2.2](#).

**There will be a quiz on Friday over Cause and Effect.**

## English

This week's grammar skill is making complete **declarative and interrogative sentences**. Students will be able to write a complete sentence with correct capitalization and end marks. There will be a **Quiz over these Sentence types on Friday**.

Students will be using their white boards to ask each other questions and answering one another using complete interrogative and declarative sentences.

## Science- Computer Science

Students will continue to explore what it means to be a good and responsible digital citizens. We will also begin learning about using sequence, algorithm, and code.

**PM.3.3** Accurately plan and design a set of instructions that will reach a desired outcome.

(IN Standards: 3-5.IC.1 Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use.3-5.IC.2 Identify the impact of technology (e.g., social networking, cyber bullying, mobile computing and communication, web technologies, cyber security, and virtualization) on personal life and society. 3-5.IC.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources. 3-5.IC.4 Understand ethical issues that relate to computers and networks (e.g., equity of access, security, privacy, copyright, and intellectual property)

## Social Studies

We will continue to explore economics by focusing on our classroom earnings (mini-economy money), spending (fines for late work and job neglect, and spending at the classroom store), and making a budget for future spending (mini-economy movie, popcorn, and drink or saving for more expensive items at the store). We will be discussing the economic laws of supply and demand and students will understand why some items cost much more than others. I use my classroom store to help demonstrate a lot of these concepts. We'll be playing Kahoot games to review notes and classroom discussions.

Vocabulary-limited resources, scarcity, supply, demand, price, money, earn, save, spend, budget, goods, services, opportunity cost, human resources, capital goods, natural resources, human capital, entrepreneur. **There will be a quiz over Economic Concepts using Study Island on Tuesday.**

(IN Standards:3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs\*. , 3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers., 3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each.)