

Stevenson's 3rd Grade January 6-10



As we begin our second semester and 3rd grading period, I'd like to remind students to continue to practice their math facts daily. You may want to consider alternating between addition, subtraction, multiplication, and division to help keep skills fresh. This is also a great time of year to encourage children to snuggle up with a cup of hot cocoa and a good book!

Math This week students will be tested over dividing by 10.

Monday- Topic 7-1 Read Picture Graphs & Bar Graphs (IN Standard 3.DA.1)

Pages 361-362 in class *Homework Pages 363-364 or online Practice Buddy 7.1

Tuesday- Topic 7-2 Make Picture Graphs (IN Standard 3.DA.1)

Pages 367-368 in class *Homework Pages 369-370 or online Practice Buddy:7-2

Wednesday- Topic 7-3 Make Bar Graphs (IN Standard 3.DA.1)

Pages 373-374 in class *Homework Pages 375-376 or online Practice Buddy:7-3

Thursday- Topic 7-4 Solve Word Problems using Information in Graphs

(IN Standard 3.DA.1)

Pages 379-380 in class *Homework Pages 381-382 or online Practice Buddy:7-4

Friday- 5 Minute Timed Test: Divide by 10 Division Dragon 1 minute tests

This Week's High Ability Enrichment Activities: Order of Operations- PEMDAS

English- Past, Present, and Future Tenses (3.W.6.1)

This week's grammar skill will be determining when and how to show proper verb tenses. To show the Past Tense add an -ed to the end of the verb. To show Future Tense add the word "will" in front of the verb. We'll be using practice pages and kahoot games to work on identifying when and how to use the correct verb tense.

There will be a **Quiz over Verb Tenses on Thursday.**

Past Tense= Super Penguin *flew* to the rescue!

Present= Super Penguin *is flying* to the rescue!

Future= Super Penguin *will fly* to the rescue!

This week students will be writing a narrative essay; the theme will be "Super Penguin to the Rescue!" We will begin by talking about the writing rubric that will be used for grading. Then students will begin their pre-writing using drawing boxes. Each box will contain a specific story element; such as opening, setting, conflict, resolution, conclusion. Next students will write a rough draft and then type a final draft.



Reading

We will be using the Indiana Department of Education Comprehensive ELA Curriculum for High Ability, elements from our Pearson MyView Reading Program, and Junior Great Books.

This week we will be focusing on historical fiction using the “I Survived” book series. Students will select a book of their choice from this series and complete several activities, including research and creating a presentation of the factual historical events from their chosen

book.(Indiana Standards-IN Grade 3, ELA Standard 3.RL.2.2 Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works. 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RL.2.3 Describe characters in a story and explain how their actions contribute to the plot 3.RL.3.2 Distinguish personal point of view from that of the narrator or those of the characters. 3.RL.4.1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.3.RN.4.2 Compare and contrast the most important points and key details presented in two texts on the same topic. 3.RL.4.2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters 3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., *maps, illustrations, charts, font/format*) 3.RV.2.1 Apply context clues (e.g., *word, phrase, and sentence clues*) and text features (e.g., *maps, illustrations, charts*) to determine the meanings of unknown words. 3.RN.4.1 Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text. 3.RV.2.5 Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases 3.W.3.2 Write informative compositions on a variety of topics3.ML.2.1Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.3.W.4 Apply the writing process 3.W.5 Conduct short research on a topic.

Spelling & Phonics Skill: vowel blends (IN Standards 3.W.6.2, 3.RF.4.6)

Spelling List 14 is over vowel teams.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.3 W.15*** on the Parent Information Page.

Science- Earth and Space Science: weather Patterns

Most places on Earth have four different seasons each year: autumn, winter, spring, and summer. Weather patterns for each season in a particular place can be affected by the time of year and the distance of the place from the equator. We'll be interpreting data from graphs, weather maps, and tracking weather patterns.

(Indiana Standards-3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States..)

Social Studies- Indiana Geography

Indiana is a state that is part of different regions of the United States. One of these regions is the Great Lakes region. People can use grid maps to locate Indiana and other states in the region. We can also use information to compare states in a region.

(Indiana Standards- 3.3.2 (2014) Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes. 3.3.3 (2014) Locate Indiana and other Midwestern states on maps using simple grid systems. 3.3.5 (2014) Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region. 3.3.6 (2014) Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.)

