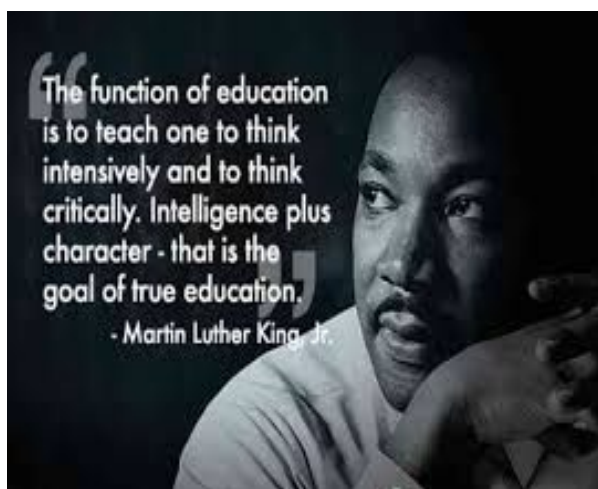


Stevenson's 3rd Grade

January 20-24



Monday, January 20 is our first E-Learning/Home-based Learning day. You should find everything students need to complete in the red folder that was sent home Friday. Tuesday the Student Council will begin selling tickets for students to get a chance to win a place on the students' team for the annual Dodgeball Tournament: Students vs. Teachers! Tickets will be drawn to form grade level teams next Thursday. Tickets cost 25 cents each or 5 for \$1. The dodgeball game will be toward the end of the day on Friday, January 31.

Math This week students will be tested over dividing by 5.

Monday- E-Learning/Home day: IN Lesson 6: Temperature (IN Standard 3.M.2)

**Homework Pages IN 41-IN 42 or Online Practice Buddy IN Lesson 6*

Tuesday- Topic 12-1 Divide Regions into Equal Parts (IN Standard 3.G.4)

Pages 611 in class **Homework Pages 613-614 or Online Practice Buddy Topic 12-1 Divide by 5 Practice Page*

Wednesday- Topic 12-2 Fractions and Regions (IN Standard 3.NS.3)

Pages 617 in class **Homework Pages 619-620 or Online Practice Buddy Topic 12-2*

Thursday- Topic 12-4 Number Line Fractions Less than 1 (IN Standard 3.NS.4)

Pages 629 in class **Homework Pages 631-632 or Online Practice Buddy Topic 12-4*

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

This Week's High Ability Enrichment Activities: Dividing Larger Numbers

ENGLISH PRONOUNS



	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd thing	it	it	its	(not used)	itself
1st person (Plural)	we	us	our	ours	ourselves
2nd person (Plural)	you	you	your	yours	yourselves
3rd person and thing (Plural)	they	them	their	theirs	themselves

English- Pronouns (3.W.6.1a)

This week students will focus on pronouns. We will be using Kahoot games and practice pages to improve their skills. There will be a **Quiz over Pronouns on Friday.**

Writing-Informative Essay

Students will be gathering information from 2 or more sources and combining those facts to inform their readers about an American President. Students will practice citing the sources of their information.

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 book. We are continuing our study of figurative language, the author’s point of view, fact and opinion, and character traits. There will be quizzes in Study Island over these skills.

Spelling & Phonics Skill: Week 16 “R” Controlled Words (IN Standards 3.W.6.2, 3.RF.4.6)

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.4 W.16*** on the Parent Information Page.

Science- Earth and Space Science: Severe Weather Hazards

There are different types of severe weather, and they take place under different conditions. Some of the main types of severe weather include thunderstorms, hurricanes, tornadoes, and floods. People cannot keep these events from happening, but they can use design solutions to stay safe in severe weather.

We will be using Study Island, Generation Genius, Pearson Science, and other resources to learn about severe weather and what measures people can take to deal with the effects and be safe.

(Indiana Standards-3.ESS.2 Develop solutions that could be implemented to reduce the impact of weather related hazards.)



Social Studies- Early Indiana

Indiana Native Americans: Before Europeans came to Indiana, many Native Americans lived in the area. Some of the tribes in Indiana included the Miami, the Delaware, the Shawnee, the Kickapoo, and the Potawatomi. In the 1600s, Europeans started to explore the area. They were mostly French and developed good relationships with the Native Americans.

Early Indiana: Many people and events have helped to create the state of Indiana. Long ago, people from Europe explored and settled in Indiana. Towns and cities

were built. Different forms of transportation helped the state to grow.

(Indiana Standards-3.1.1 (2014) Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived..1.2 (2014) Explain why and how the local community was established and identify its founders and early settlers. 3.1.3 (2014) Describe the role of the local community and other communities in the development of the state’s regions .3.1.4 (2014) Give examples of people, events and developments that brought important changes to your community and the region where your community is located.)