

# Stevenson's 3rd Grade

## January 27-31



Student Council will be 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 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 3.

**Monday-** Topic 12-5 Number Line Fractions Greater than 1 (IN Standard 3.NS.5)

Page 635 in class \*Homework Pages 637-638 or Online Practice Buddy Topic 12-5

**Tuesday-** Topic IN-4 Length (IN Standard 3.M.2)

Practice Activity in class \*Homework Pages IN29-IN30 or Online Practice Buddy Topic IN-4

**Wednesday-** Topic 12-6 Line Plots and Length (IN Standard 3.DA.2)

Practice Activity in class \*Homework Pages 643-644 or Online Practice Buddy Topic 12-6

**Thursday-** Represent Fractions (IN Standard 3.NS.3)

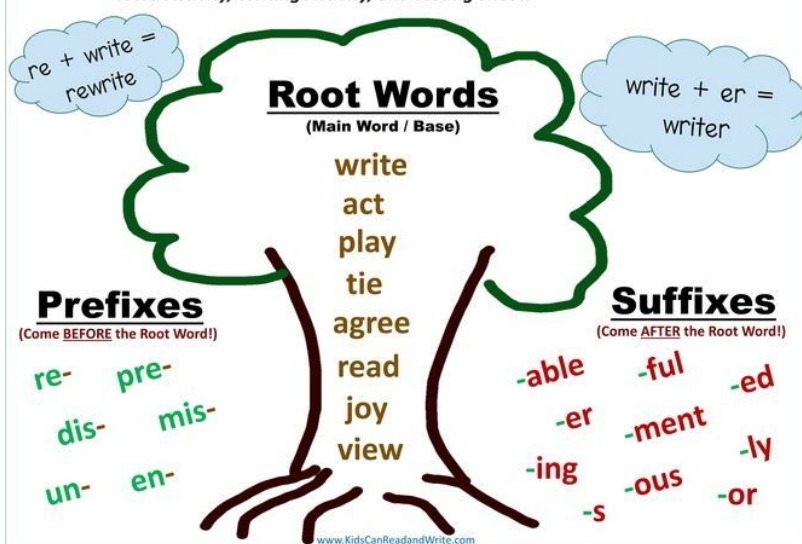
Practice Activity in class \*Homework Divide by 3 Practice Page

**Friday-** 5 Minute Timed Test: Divide by 3 Division Dragon 1 minute tests

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

### Prefixes, Root Words, and Suffixes Challenge!

Word Activity, Writing Activity, and Testing Sheet!



### English- Root Words & Affixes

(3.RF.4.6, 3.RV.2.4)

This week students will focus on root words, suffixes, and prefixes. Adding a prefix to the beginning of a word or adding a suffix to the end of a word, can change the meaning of the root word. We will be using Kahoot games and practice pages to improve their skills. There will be a **Quiz over Root Words & Affixes on Friday.**

### Writing-Informative Essay

Students will be gathering information from 2 or more sources and combining

that information to inform their readers about severe weather conditions and the ways in which people can deal with those conditions. 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. We will be finishing these books and present slide show reports this week!

## Spelling & Phonics Skill: Week 17 Math 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.17*** 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. There will be a **Quiz in Study Island over this topic on Wednesday**.

(Indiana Standards-3.ESS.1 Obtain and combine information to determine seasonal weather patterns across the different regions of the United States. 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. Students will complete a webquest this week and learn facts about the Native Americans of early Indiana. There will be a **Quiz in Study Island over this topic on Thursday**.



(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.)