

# Stevenson's 3rd Grade

## September 2-6



I hope everyone enjoyed their long Labor Day weekend!

The Lion's Club will be doing **vision screening** for our 3rd graders on Wednesday. This is a free service they provide for us every year. Once we get the results back, you will be notified if your child requires corrective eyewear.

### Kindergarten Color Days

We always try to support the Kindergarteners in their efforts to learn colors, by wearing the appropriate

color for that day. The schedule is below: (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!)

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

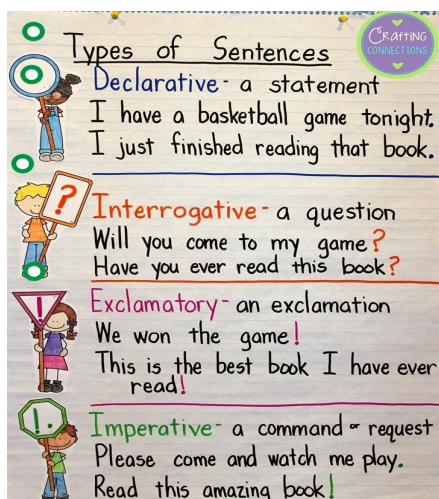
**Thursday, 9/5 is Black Day**

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

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

## 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.



## English

This week's grammar skill is making complete **imperative and exclamatory sentences**. Students will be able to write a complete sentence with correct capitalization and end marks.

I've decided to use last week's Quiz over declarative and interrogative sentences as a regular class work grade. We will play a game on Kahoot to review declarative and interrogative sentences and practice identifying exclamatory and imperative sentences.

There will be a **Quiz over all 4 of these Sentence types on Friday**.

## Spelling & Phonics Skill: Base Words and Endings

Spelling List 3 is over adding an ending to a base word to change the meaning. The list was brought home on Friday 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.3** on the Parent Information Page.

## 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 2**.

**Monday-** NO SCHOOL

**Tuesday-** Topic 1-7 Problem Solving: Use Appropriate Tools

(IN Standard PS.1, PS.2, PS.3, PS.4, PS.5, PS.7, 3.AT.2)

Pages 45-46 in class

*\*Homework Pages 47-48*

**Wednesday-** Topic 1 Review

Reteaching Pages 51-52 *\*Homework Multiply by 2 Practice Page & Study Pages 51-52*

**Thursday-** Topic 1: Understanding Multiplication & Division of Whole Numbers

*End of Topic 1 Assessment- Pearson enVision Math Online Test*

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

*5 Minute Timed Test: Multiplication with 2's*

*Multiplication BINGO!*

## 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.)