

# 3<sup>rd</sup> Grade - Take a Look

## January

Mrs. Petraglia/Mrs. McGoff 3-319, Mrs. Loffredo 3-315

### READING/WRITING

- \* We are continuing to draft and publish our Reports of Information based on the country that we selected.
- \* Throughout this unit, your child will be collecting data and research from a variety of sources.
- \* Within their report, they will be expected to incorporate many text features, such as a glossary, photographs, headings, captions, (etc.).
- \* They will also be able to organize their writing by including an index and/or table of contents.
- \* Your child will be able to distinguish fact from fiction, summarize the most relevant information, identify the main idea and supporting details, and identify non-fiction text features.
- \* We will continue to research and read non-fiction articles throughout the unit.
- \* We will also engage in rich collaborative discussions based upon these texts.
- \* To further support their learning, you can ask them about the articles that we are discussing at home.
- \* Our weekly reading responses will continue to mirror our classroom activities for this unit as well.

### MATH

- \* Upon our return from the break, we will be starting our next math Chapter. This is a combination of chapters 7, 8, and 9.
- \* These chapters revolves around multiplying and dividing numbers within word problems and using bar models as a strategy for problem solving.
- \* Within this chapter, we will be multiplying ones, tens and hundreds, mentally and with and without regrouping.
- \* We will also use related multiplication facts to divide, divide 1 and 2-digit numbers by 1-digit numbers with and without remainders, and identify odd and even numbers.
- \* Finally, we will use bar models to solve one and two step multiplication word problems and one and two step division word problems.
- \* It is important that your child continues to practice his or her multiples on a daily basis to remain fluent.
- \* The more fluent the children are in their multiplication, the easier it will be for them to apply this knowledge to problem solving.

### SCIENCE

- \* Currently, we are in our fourth chapter of the Balancing Forces Unit.
- \* This chapter focuses on student investigation to figure out why a train floats, even when gravity is acting on it.
- \* Within this chapter, students will investigate changes and stability with the train's motion.
- \* They will also discover how balanced forces can make an object's motion stable, by planning and conducting investigations in order to balance gravity and magnetic force on a floating paper clip.
- \* They will obtain information by reading about how an engineer uses an understanding of balanced forces to explain why a bridge is stable and safe.
- \* Finally, they will ask questions about balanced forces and the floating paper clip. Please remember to go over the vocabulary words that were sent home at the beginning of this chapter.

### SOCIAL STUDIES

- \* Currently, we are in our second Social Studies Unit, which is a Case Study of Nigeria.
- \* While we work in this unit, we will be closely studying Nigeria as a model text for our Nonfiction Report of Information to align to our Reading and Writing Curriculum.
- \* By the end of this unit, your child will be able to examine the geography of Nigeria and how it shapes the different communities in the country.
- \* Identify how the geographic features of Nigeria affect its culture, develop an understanding of the people of Nigeria, identify the cultural practices and traditions of Nigeria,
- \* Explain why trade is an important part of Nigeria's history and culture, determine what is important to know about the history of Nigeria, analyze photographs and images to help me learn more about Nigeria's history and culture, determine what resources are important to Nigeria's economy, analyze how Nigeria's system of government changed over time.
- \* Examine how people in Nigeria fought for change in response to important social issues, and determine how life in Nigeria is similar to and different from life in the United States.
- \* Please remember to go over the vocabulary words that were sent home at the beginning of this chapter.