

3rd Grade -Take a Look March

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

READING

Opinion/Persuasive Genre

- ✿ Asking questions to show understanding of a text, referring to the text explicitly as the basis for our answers. This will be done by reading Opinion articles and discussing them in Socratic Seminars.
- ✿ We will continue to work on identifying the main idea of a text as well as locating the supporting details.
- ✿ We will distinguish our own point of view from that of the author of the text.
- ✿ We will provide reasons or evidence from the text to support the author's opinion as well as our own opinion.
- ✿ We will identify social issues and how they pertain to real-life situations.
- ✿ We will examine Public Service Announcements (PSAs) in order to create our own based on the topic that we chose.
- ✿ We will compare and differentiate fact from opinion.
- ✿ We will explain a thesis statements and critique the evidence that supports a particular thesis.

MATH

Fractions Unit - Chapter 14

- ✿ Understand that fractions are composed of unit fractions.
- ✿ Understand how to locate and place fractions on a number line.
- ✿ Read, write, identify and represent fractions.
- ✿ Understand equivalent fractions.
- ✿ Locate equivalent fractions on a number line.
- ✿ Partition shapes into equal parts.
- ✿ Compare fractions with the same numerator or denominator.
- ✿ Use reasoning to compare fractions.
- ✿ Understand that we can only compare fractions in relation to the same whole.
- ✿ Use $<$, $>$, or $=$ to compare and order fractions.
- ✿ Justify our thinking.
- ✿ Find the fraction of a set.

*Continue to practice Multiplication Tables nightly.

WRITING

Opinion/Persuasive Genre

- ✿ Creating a clear thesis statement that introduces the topic we are writing about, states an opinion, and creates an organizational structure that lists the reasons that will follow in our body paragraphs.
- ✿ Provide evidence-based reasons that support our opinions
- ✿ Write arguments to support claims in an analysis of topics or texts using valid reasoning and relevant and sufficient evidence.
- ✿ Produce clear, coherent writing, in which the development, organization, and style are appropriate to the task, purpose, and audience.
- ✿ We will develop our own PSA
- ✿ We will generate a conclusion that includes a call to action to the reader.
- ✿ We will use factual evidence, such as statistics to support our opinion.

*During this time, we will also continue to solidify our skills on writing Short and Extended Responses.

SOCIAL STUDIES

Study of Peru

- ✿ The students will explore how the geography and history impact the culture of Peru. Your child will be able to:
- ✿ Explore how the human and physical geography of Peru has shaped its culture, economy, and government.
- ✿ Examine how Peruvian legends, folktales and history tell us about culture.
- ✿ Discover how the aspects of the traditional culture of Peru have evolved over time.
- ✿ Explore how key events and people shaped Peru's culture, economy, and government.
- ✿ Discover how Peru's economy meets the needs and wants of its people.
- ✿ Explain how Peru's government has evolved to meet the needs of its people.
- ✿ Define human rights and explain how people in Peru advocate for them.

SCIENCE

How is it Possible for a Train to Float?

- ✿ Find patterns in data about balanced and unbalanced forces.
- ✿ Engage in oral argumentation about balanced and unbalanced forces based on evidence collected during reading, experimenting, and observations.
- ✿ Learn about electromagnets by obtaining information from observations and reference books.
- ✿ Create physical models and diagrams to show why the train rises, floats and falls.
- ✿ Please remember to go over the vocabulary words sent home with your child on a regular basis, as they encompass a large portion of the assessment grade.