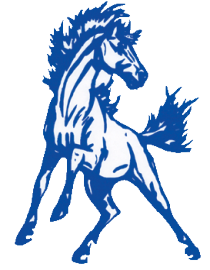


STALLION NEWS



Third Grade Newsletter

September 27, 2019

September is winding down, and we're looking ahead to a nice, long 3 day weekend.

We have begun our Unit 1 in Benchmark Advance, in which the students are currently learning about government. We focus primarily on how people contribute to their community. We have discussed how people volunteer or participate in their local communities to help one another. We have also continued our learning with multiplication as we are learning about the commutative, associative, and distributive properties of multiplication.

We have also continued our unit of forces, and made ramps and explored roller coasters to better understand how we can use different forces to make things move.

Math

In math, we continued to learn about multiplication. The students learned about the [commutative property of multiplication](#). (If I flip my factors, my product will stay the same.) We also learned how to use this as strategy to make multiplying more than 2 factors easier.

Science

In Science this week, we continued learning about different forces. We conducted an experiment to determine how the height of the ramp affects the time and distance a ball travels. We then connected how force, potential and kinetic energy are related.

Reading/Writing

In Benchmark Advance we have been begun our unit in Government and Citizenship. Students asked and answered questions, made predictions, annotated texts, and identified cause and effect relationships within texts. We have learned about different spelling patterns with the -ing and -ed endings. In Writing, we learned about how to write personal letters and how to use factual details to create a narrative.

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Dates to Remember:

- September 20: PTA Gift Wrapping Fundraiser begins
- September 30: No School (Rosh Hossanna)
- October 1: PTA Meeting 7pm
- October 4: Early Dismissal (Half Day)
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Strategies to Try at Home

Math

- Basic Addition and Multiplication Facts Practice (XTRAMATH.COM)
- When counting a large group of items, have them sort them into groups of 3, 4, 5, or 10 and have the students skip count those equal groups.
- Using multiple objects, create different arrays and practice flipping the factors to find the total.
- Using household objects or crafting, create different groupings, and see how many factors you can find in one number.
- When you're at the grocery store or preparing a meal at home, turn the situation into a word problem (e.g.- if our family has 5 people, and we are inviting another family of 4, how many people do we have to prepare for? How can we solve this problem?)
- Use the CUBES strategy to solve addition and subtraction word problems you may have created together.
- I-Ready

Reading/Writing

- While reading, encourage the student to ask who, what, where, when, why, how questions to pull out details from the story.
- Find books about how people support their community (Last Stop on Market Street, Enough! 20 Protestors Who Changed America, Separate is Never Equal, Green Green: A Community Gardening Story, The Lemon Tree)
- As you read stories, make connections, either with a series you have read in the past or with your own personal life. Also make connections with how these people helped others in their community.
- Find words that they do not already know. How can we figure out what this means? Can we use the glossary or a dictionary? Is it a compound word? Can we break it up?
- Have conversations with your child about the book. What happened in the story? What do you think is the author's purpose in the text?
- When students are writing, have them read out loud what they read, and see if they can hear any mistakes that might need to be fixed.



Resources:

- Britannica Online
- [Sheppard Software](#)
- YOUR LOCAL LIBRARY!!!
- KenKen Puzzles
- Google Classroom
- Khan Academy
- Prodigy
- Tumblebooks

Annotation Strategy

Annotations Chart

Symbol	Purpose
<u>underline</u>	Identify a key detail.
★	Star an important idea in the margin.
① ② ③	Mark a sequence of events.
Ⓜagma	Circle a key word or phrase.
?	Mark a question you have about information in the text. Write your question in the margin.
!	Indicate an idea in the text you find interesting. Comment on this idea in the margin.