

Third Grade **FEBRUARY** Newsletter



Important Dates

- **Valentine's Day Parties**- Friday, February 14th, 2:15-3:15 pm in classrooms
- **NO SCHOOL**- Monday, February 17th
- **Mad Science In-School Field Trip**- Tuesday, February 21st in classrooms
- **EARLY RELEASE**- Friday, February 28th.

Valentine's Day Parties

- Third Grade will hold our Valentine's Day parties on Friday, February 14th from 2:15-3:15 pm in our classrooms. Volunteer sign ups and wishlists have already been shared with third grade families. Please reach out to your child's third grade teacher if you have any questions about the party or you would like to volunteer during the party. We hope to see many of you there!

Reminders

- Students should complete homework each night. Their assignments are written in their agendas each morning.
- Students should leave all toys at home as to not disrupt our learning.
- Some grades may be collected from assessments that cannot be sent home, such as the CKLA Unit 7 Assessment, and Module 5 Eureka Assessments. Reach out to your child's teacher with any questions.

Curriculum Highlights

Math:

Module 5: Fractions as Numbers on the Number Line

In February, our third-grade students will begin **Module 5: Fractions as Numbers on the Number Line** from the Eureka Math curriculum. Module 5 will take us through the beginning of March. In this 35-day module, students extend and deepen Grade 2 practice with equal shares to understanding fractions as equal partitions of a whole. Their knowledge becomes more formal as they work with area models and the number line. Throughout the module, students have multiple experiences working with the Grade 3 specified fractional units of halves, thirds, fourths, sixths, and eighths. To build flexible thinking about fractions, students are exposed to additional fractional units such as fifths, ninths, and tenths.

The module is divided into six topics: **Topic A:** Partitioning a Whole into Equal Parts, **Topic B:** Unit Fractions and their Relation to the Whole, **Topic C:** Comparing Unit Fractions and Specifying the Whole, **Topic D:** Fractions on the Number Line, **Topic E:** Equivalent Fractions, **Topic F:** Comparison, Order, and Size of Fractions.

- [Module 5, Topic A Family Tip Sheet](#)
- [Module 5, Topic B Family Tip Sheet](#)
- [Module 5, Topic C Family Tip Sheet](#)
- [Module 5, Topic D Family Tip Sheet](#)
- [Module 5, Topic E Family Tip Sheet](#)
- [Module 5, Topic F Family Tip Sheet](#)

Mid- and End-of-Module Assessment: Students will take a comprehensive assessment in the middle and at the end of the module to show what they learned. Grades will be collected.

SEL Harmony: In February we will complete lessons from Unit 3. In **Unit 3** of the Harmony curriculum, students will develop essential communication skills that foster positive interactions and relationships. Through engaging activities and discussions, students will learn how to express themselves clearly, listen actively, and resolve conflicts respectfully. This unit focuses on building empathy and understanding, helping students to navigate social situations effectively. By enhancing their communication abilities, students will strengthen their ability to collaborate with peers and contribute to a harmonious classroom environment.

Science: We will resume Science instruction in March.

Social Studies: In February, students will be studying geography. Students will learn that maps can be used to identify physical and human characteristics, that culture is changed by interaction of diverse people and ideas, and transportation and communication networks connect people, places, and ideas.

Curriculum Highlights

Reading

We are currently studying **Unit 7: Our Solar System**. We're learning about the concept of gravity and its effect on the Earth and other places in space. They will also learn about key people and events involved in the study and exploration of outer space. Students will explore the sun, the inner and outer planets, and the objects existing in our solar system. They will also study why planets stay in orbit. At the end of February, we will begin **Unit 8: Native Americans: Regions and Cultures**. In that unit, students will read selections describing the historical events and culture of Native Americans. These selections are realistic fictional accounts with the purpose of conveying nonfiction information about several Native American cultures. Students will read how Native Americans spread through the continents, changing their ways of life as they did so. They will read about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic.

Unit 7 Spelling

During Unit 7, Lessons 6–10, students will review words with spelling patterns of /n/ spelled 'n', 'nn', 'kn', and 'gn'.

- **Lessons 6-10 Spelling Words:** gnat, skinny, knotted, recently, flannel, knighted, nearby, understand, design, knobby, manned, knowledge, channel, annoy, gnarly, knuckle, campaign, very, vary, enough, astronomer

During Unit 7, Lessons 11–15, students will review words with spelling patterns of /æ/, /k/, /s/, /j/, and /n/.

- **Lessons 11-15 Spelling Words:** yesterday, quickly, jewel, recently, subject, awaited, fascinate, annoy, knowledge, refrigerate, gymnasium, design, digest, kindness, character, budget, accomplish, different, thought, atmosphere

Unit 8 Spelling

During this unit's spelling exercises, students will review words with /ə/ spelled 'a' and 'e' and those words with /ə/ spelled 'al,' 'le,' and 'el,' and /sh/ + /ə/ + /n/ spelled 'tion.' Challenge Words and Content Words continue.

For Lessons 1-4, students will review the words with the sound of / / spelled 'a' and 'e.'

- **Lessons 1-4 Spelling Words:** dozen, again, enemy, Shaman, deposit, ability, problem, distance, about, elegant, debate, sentence, area, secure, taken, probably, bulletin, company.

Curriculum Highlights

Grammar

In Unit 7, students will review the conjunctions *and* and *because* and be introduced to the conjunctions *so* and *or*. Students will continue their study of cause and effect, understanding that the conjunction *because* announces the cause and the conjunction *so* announces the effect. Students will also recognize that the conjunctions *and* and *or* are opposites, as the conjunction *and* includes topics, ideas, or things in sentences, whereas the conjunction *or* excludes topics, ideas, or things in sentences. They will be introduced to the correct punctuation needed for presenting items in a series in a sentence and will review the use of quotation marks in dialogue. Students will be introduced to singular and plural possessive nouns.

In Unit 8, students will be introduced to possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and will review singular and plural possessive nouns. Students will also learn the difference between the possessive pronoun *its* and the contraction *it's*.

Morphology

In Unit 7, students will study the common suffixes *-ful* and *-less*. Students will also review the suffixes *-ous*, *-ive*, and *-ly*. Students will continue to practice using their knowledge of how these suffixes change the meaning and part of speech of these words. Students have done sufficient word work to be able to apply what they have learned as they encounter unfamiliar words in text and content.

In Unit 8, students will learn the suffixes *-ish*, *-ness*, *-able*, and *-ible*.

Writing

As we continue lessons through Unit 7, students will continue to write daily quick-writes including writing an opinion about the future of space travel (lesson 9), will respond to text about space exploration in a variety of ways and for different purposes (lesson 10), and will write a summary of their experiences during a gravity experiment (lesson 11). In lesson 12, students will write a reflection about what they've learned about gravity, and in lesson 13, students will write a collaborative script about the life of Nicolaus Copernicus. In lesson 16, students will write an opinion piece about a famous quote by Mae Jemison. Lastly in lessons 17-20, students will write an informational writing piece about the day in the life of an astronaut aboard the International Space Station.

At the start of Unit 8, students will complete quick-writes including in response to describing cultural identity of present-day communities and writing a summary about Mountain Builders in order to share key points about a mound that exists today.



HAPPY BIRTHDAY



Jones's Class

Jireh H.- February 26

Kirk's Class

Vishnu - February 16th

Khazai's Class

Mia- February 10th

Sefcik's Class

Riddha- February 11th
Seyram- February 23rd

Thompson's Class

none