



News from the Third Grade



Social Studies

Our unit of the Wampanoags and Pilgrims has begun. Students are exploring the first people in America, Native Americans, focusing on the Wampanoag (womp u NUCK) tribe. Wampanoag means "people of the first light." Students will explore how the Wampanoag lived, their beliefs, and the survival skills they possessed to endure our hot summers and harsh winters.

Following the Wampanoags, students will identify why the Pilgrims set sail for the New World. They will study events preceding this decision, the difficult journey they had across the Atlantic, The Mayflower Compact, and the devastating effects of the first winter in Massachusetts.

Succeeding these lessons, students discover the relationship between the Pilgrims and Wampanoags, what the Wampanoags taught the Pilgrims, and the events leading up to the first Thanksgiving.

We will be heading to Plimoth Plantation this Fall and then to Moose Hill later in the year and students will have an opportunity to see real life examples of what life was like during the 1600s.

Simultaneously students continue to explore the geography of Massachusetts, practice locating the six New England states and apply their developing map skills.

Science



Life Cycles

For this unit we are observing the life cycles of many plants and animals. Through first hand observations as well as through text the students are recording the anatomical and behavioral characteristics as well as the moments of development of these living organisms. They are learning to select information that deserves recording and chose the most adequate ways of capturing such data.

We have been discussing how to care for animals and plants during their development and have determined that living organisms need special conditions to ensure survival. We were lucky enough to watch firsthand the life cycle of the butterfly. We have also planted our own bulbs so we can observe the life cycle of a plant.

As we progress through the unit we will study the life cycles of a chicken, a frog and fish. As we examine their life cycles, we will be able to compare and contrast many different species.

At home try:

- **Reading topic specific books to help build background knowledge: Nonfiction books about Plant and Animal Life Cycles.**

Readers Workshop

During the month of October students will be taking a closer look at Conventions of Nonfiction text. In small guided reading groups students will be able to identify and understand these features. These small group lessons will help students read through various content rich sources such as National Geographic for Kids, Massachusetts Our Home textbook, and Sangari science materials. It is important for students to know how to navigate through a nonfiction page, since there can be so much information. For example, students will overlook something important just because they forgot to read the caption describing a picture.

Students will also be recording their thinking on sticky notes and keeping track of the new things they have learned, and then determining the importance of their new facts. They will learn how to weed out the facts that are interesting vs. the facts that are important.

Features of Nonfiction text

- Photographs
- Illustrations
- Bullets
- **Bolded** and *Italic* words
- Table of Contents
- Index
- Labels
- Captions
- Glossary
- Diagram
- Heading
- Maps
- Graphs and charts
- Cutaways
- Timelines



At home try:

- Reading more nonfiction text: look for magazines like Sports Illustrated for Kids, National Geographic for Kids, Ranger Rick, etc. at the library
- Asking your child to identify and explain features of nonfiction as they read to you.
- 3-2-1 Asking your child to tell you: 3 facts they learned 2 facts they still want to learn more about and 1 fact they already knew

Writers Workshop

Students have begun working on personal narratives and writing a “small moment” piece. The main goals for third graders in this small moment/personal narrative unit of study are:

- Generating a true story from one’s life
- To value a tiny moment from one’s life
- Stretching a moment across the pages
- Showing through feelings and actions rather than telling
- Dialogue
- Playing your story like a movie in your mind

Some texts we have read aloud to show excellent examples of “small moments” are:

- Owl Moon by Jane Yolen
- Fireflies by Julie Brinckloe
- Roller Coaster by Marla Frazee
- When Lightning Comes in a Jar by Patricia Polacco
- The Stories Julian Tells by Ann Cameron
- Come On, Rain by Karen Hesse



At the end of our unit of study students will have a “celebration day” and share their personal narrative writing with their 3rd grade peers.

At home try.

- Record small moments at the end of each week. The children can add these moments to their writing journal ideas page when they come to school at the beginning of the week.

Word Wall Words

October's words are: city, community, countries, exciting, getting, pretty, prettier, prettiest, laughed, schools, to, two, too, and was.



Cursive

This month students will be learning cursive e, l, b, h, k and r. Please see the attached sheets that show proper letter formation. Students are encouraged to practice the letters taught in school at home.



Caring School Community

The idea of Bucket Fillers is based on the book "Have You Filled Filled A Bucket Today? (A Guide to Daily Happiness For Kids)" by Carol McCloud.



The premise of the book is this... We all carry an invisible bucket that contains our feelings. When our bucket is full, we feel great. When our bucket is empty, we feel sad. A bucket filler is someone who says or does nice things for other people. By doing this, they are filling other people's buckets and filling their own bucket at the same time.

On the other hand, a bucket dipper says or does things to cause other people to feel bad. A bucket dipper empties their bucket when they say and do mean things.

Everyone is encouraged to fill the buckets by writing kind words and compliments to each other. I hope your child enjoys the journey towards becoming a lifelong bucket filler.

At home try:

- Read other books about this topic. There are many to choose from.

Math

Math Chapter Instruction

During the month of October, students will be working on developing a greater understanding of place value. Through our study of place value we will be exploring expanded notation, rounding and estimation, comparisons of numbers ($<$, $=$, $>$), and decomposing numbers. As we continue through chapter 4, 5, and 14, the students will be working with numbers up to the thousands place. We will continue to focus on problem solving and creating real life experiences when learning the chapter topics. Please see the attached sheets for more information.

For a quick introduction on decomposing numbers for parents please see the following website:

<https://learnzillion.com/lessons/2465-add-by-decomposing-numbers>

Box of Facts

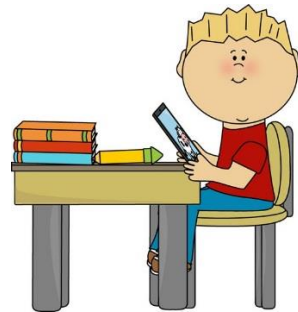
We have now added to our continued growth on learning our multiplication facts. We have mastered our zero and ones tables. In October, we will work on our mastery of our fives and tens. Two resources to help you as parents are: the resource sheets attached to this packet and the following links.

Introduction video (These sites can be found on the Taylor website on the Math Specialist Page)

<http://www.youtube.com/watch?v=biul1HGIZHA&feature=youtu.be>

Tens Strategy

<http://www.youtube.com/watch?v=fcu8RSrV6Tk&feature=youtu.be>



Technology

We will be using many websites and apps this year to further our growth in the areas of reading, writing and math. You will be able to find suggestions in your child's resource binder. Your child currently has a log-in for xtramath.org, prodigygame.com, and frontrowed.com. We will be using these applications in class and during computer time.

Growth Mindset

The belief that we can work hard and improve. In our classrooms you can expect that we are fostering a love of learning and a flexibility that is essential for great accomplishment. Teaching a growth mindset creates motivation, productivity and enhances relationships.

10 Growth Mindset Statements



What can I say to myself?



INSTEAD OF:

TRY THINKING:

- | | |
|---|--|
| I'm not good at this. | 1 What am I missing? |
| I'm awesome at this. | 2 I'm on the right track. |
| I give up. | 3 I'll use some of the strategies we've learned. |
| This is too hard. | 4 This may take some time and effort. |
| I can't make this any better. | 5 I can always improve so I'll keep trying. |
| I just can't do Math. | 6 I'm going to train my brain in Math. |
| I made a mistake. | 7 Mistakes help me to learn better. |
| She's so smart. I will never be that smart. | 8 I'm going to figure out how she does it. |
| It's good enough. | 9 Is it really my best work? |
| Plan "A" didn't work. | 10 Good thing the alphabet has 25 more letters! |

(Original source unknown)

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Reminders

- Please remember that in order to volunteer in the classroom or on a field trip you **MUST** have a current CORI on file with the office. Please see Mrs. Bayuk if you have any questions.
- Each week your children will be bringing home a reading log. It is important for your child to start good study skills habits and find time to read 20 minutes each day. This could be in the morning, after school or before bedtime. If your child is unable to read one night please help him or her find a time to make it up a different night.
- It is very helpful if every child has their own set of headphones for using the playaways, computers and laptops in classroom.





- Please bring in a 1 1/2 inch binder for your math journal.
- Your child also needs to find 10 – 15 minutes a night to practice their fact fluency. This practice is for basic facts such as addition facts, subtractions, or multiplication facts. This can be done using apps, websites, flash cards, or by using the binder games.

Important Dates

- The students will be taking the MCAS in the Spring. We will be giving you greater detail about the MCAS as we get closer to the testing days. Please try to avoid making appointment or vacations during the testing days. The children feel more comfortable taking the test in a familiar setting with a familiar teacher.

MCAS ELA Test Dates
Grade 3: April 10, 11 & 12



MCAS Math Test Dates
Grade 3: May 16 & 17



- Wacky Wednesday: October 12th CRAZY HAIR DAY
- K-4 Family STEM Night: October 27th
This is a fun filled night. Please reserve your spot early.
Space is limited.

