


Holmes Elementary School
Third Grade Newsletter
September 2016



General Announcements

- *Interim Reports go home Fri., Sept. 23 *Picture Day Wed., Sept. 28 😊 *No school - Mon., Sept. 26
*  Book Fair Sept. 19-23 *3rd grade VIP Lunch Wed., Sept. 21

Language Arts

In Language Arts we have been working hard. We have been learning to use the Habits of Discussion to have meaningful conversations and collaborate with peers. The classes are getting very good with this skill. Classes are also working hard to ask questions about a text before reading, while reading and after reading. We are learning these skills through informational passages and videos on life in the 1800's. This will lead us into our next unit of study which is centered around the book *Sarah Plain and Tall*. We will soon be working on determining the main idea of text.

Our classes have been working hard during writer's workshop to generate ideas for writing and to write for an extended period of time. The students have been learning a lot of prewriting skills to help them think of ideas to write about. We will be spending some time reviewing capitalization and punctuation before moving into our first unit, which will be opinion writing. Students will learn to write an opinion piece that uses reasons and details for support.

Content Statements

- I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- I can determine the main idea of a text. I can retell the key details and explain how they support the main idea.
- I can write routinely over extended time frames for a range of tasks, purposes and audiences.
- I can engage effectively in a range of collaborative discussions with diverse partners on grade 3 texts, building on others' ideas and expressing my own clearly.

Vocabulary: Genre
 Main Idea

Math

During Math, we are working on addition with regrouping and subtraction with borrowing. We are also rounding numbers and estimating the sum (addition answer) or difference (subtraction answer). After we find our answer to an addition or subtraction problem we are estimating to see if our answer is reasonable (makes sense). The Chapter 1 Math test will be on Wednesday, September 14. We will then begin our unit on bar graphs, picture graphs and line plots on September 15.

Content Statements

- I can find patterns in addition tables and explain them using what I know about how numbers work.
- I can round numbers to the nearest 10 or 100.
- I can add and subtract numbers within 1000 using place value strategies.
- I can use addition and subtraction to solve all kinds of word problems and then use mental math to decide if my answers are reasonable.

Math Vocabulary:

ADDEND + ADDEND = SUM (the answer to an addition sentence)

DIFFERENCE (the answer to a subtraction sentence)

ROUNDING (making a number simpler by rounding to the nearest ten $75 \Rightarrow 80$ OR the nearest hundred $755 \Rightarrow 800$)

ESTIMATING (close guess of the actual value, usually with some thought or calculation involved)

Science/Social Studies



Mayor
enforces laws



City Council
makes laws



Municipal Court
interprets laws

We are studying about our local government. The students have been learning about the mayor, city council and municipal court. They have also learned about rules and laws and who has the power and authority to carry out the laws. They have also learned what it means to be a good citizen and how to problem solve. The quarterly unit assessment will be Friday, September 9. Look for a study guide to come home that can be turned in only on the day of the test, signed by a parent, for extra credit.

Content Statements

11. Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.

I can discuss the benefits (good things) of having rules (laws) and consequences for not following them. I can construct classroom rules and consequences for not obeying the rules. I can compare classroom rules to laws in the community.

10. Individuals make the community a better place by solving problems in a way that promotes the common good.

I can create a list of ways that community members help solve problems in order to make the community a better place for everyone. I can create a list of citizenship traits and examples of each. I can research a problem or issue in the school. I can design possible solutions to the problem and choose the best one to implement.

9. Members of local communities have social and political responsibilities.

I can define responsibility. I can explain the social and political responsibilities of local community members. I can name the positions of the people in Wilmington (and all local cities) that have political responsibilities. I can compare and contrast social and political responsibilities.

12. Governments have authority to make and enforce laws.

I can define authority. I can explain why governments have authority to make and enforce laws.

I can develop relevant questions to present to local elected officials/leaders and law enforcement officers about the process of making and enforcing laws.

13. The structure of local governments may differ from one community to another.

I can explain the structure of Wilmington's local government and compare it to other types of local governments in Ohio.

Vocabulary

rules, laws, **responsibility**, citizenship, **authority**

*****We will begin our Science Unit about Earth Science and renewable and nonrenewable energy resources after the Government Test.**