



## General Announcements

Awards Assembly - Wednesday, Jan. 18 @ 10:30

Conferences - Thursday, Jan. 12 4:00-7:30

Family Night - My Father's Dragon Book - Wednesday, Jan. 25 5:00-7:00 PM

## Language Arts

We have successfully finished the 2nd Quarter of 3rd Grade!! Our classes will be moving into a unit of study on the Civil Rights Movement. Throughout this unit we will be continuing to practice what good readers do. We will be reviewing how and why good readers ask and answer questions about what they are reading. We will revisit our work on identifying the main idea and supporting details in a text, as well as sequencing. We will also begin to take this learning a little deeper by understanding and describing logical connections throughout the story or chapter (comparison, cause/ effect).

### Content Statements

- \* I can ask and answer questions to demonstrate my understanding of a text, by referring to the text as the basis for the answers.
- \* I can determine the main idea of a text and recount the key details.
- \* I can explain how the key details support the main idea.
- \* I can describe the logical connection in a book or article that I am reading by identifying key words that authors use.
- \* I can compare sentences and paragraphs in a text to find a connection between two sentences.

### Vocabulary

setting (time period)  
theme/ lesson/ moral  
plot

## Math

During Math, we are learning about fractions. We are finding fractions on a number line and dividing shapes.

### Content Statements

- I can show and understand that fractions are equal parts of a whole.
- I can explain that the number above the fraction bar (numerator) represents the number of parts and the number below the fraction bar (denominator) represents the total number of equal parts in the whole.
- I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole.
- I can show whole numbers as fractions. ( $3 = 3 / 1$ )
- I can show and understand that fractions are equal parts of a whole.
- I can explain that the number above the fraction bar (numerator) represents the number of parts and the number below the fraction bar (denominator) represents the total number of equal parts in the whole.

### Math Vocabulary:

numerator - the number that names the number of parts in a ~~fraction~~ numerator (up)

denominator - the total number of equal parts in the whole ~~denominator~~ denominator (down)

fraction - equal parts of a whole that has a numerator and denominator



## **Science/Social Studies**

We will be studying about local history in our next unit. We will be studying about different cultural groups of people, specific history as it relates to Clinton County, the difference between primary and secondary sources, how to make timelines and modes of transportation. The study guide for the assessment will be sent home that should be signed by a parent and turned in the day of the test.

### Content Statements

- Events in local history can be shown on timelines organized by years, decades and centuries.
- Primary sources such as artifacts, maps and photographs can be used to show change over time.
- Evidence of human modification of the environment can be observed in the local community
- Systems of transportation and communication move people, products and ideas from place to place.
- Communities may include diverse cultural groups.
- Daily life is influenced by the agricultural, industry and natural resources in different communities.
- Local communities change over time.

### Vocabulary

Timeline

Decade

Century

## **FYI :**

- **Harvest of Gold Reading starts up again on Wednesday, Jan. 11.**