

THIRD GRADE NEWS

Dear Parents,

Our third graders have settled back into their routines. It's hard to believe that January is more than half over.

Our Native American murals are nearing completion. After much research, planning, and discussion, each group worked to create a Native American mural. Each mural includes QR codes that students created using the Seesaw app. Each group has worked very hard on this project and they have learned a lot about the different tribes that were located in the different regions of the United States. If you plan to be in the building in the next few weeks, please check out their hard work in the hallways.

Last week we wrapped up Unit 3, which covered place value, addition, and subtraction. Unit 3 also touched on telling time. This skill was a review from second grade, however, some students still struggle with telling time. Although we live in a digital world being able to read an analog clock is helpful when solving elapsed time problems in the future. I will review the progress each student has made at our February conferences. We are now focusing on perimeter and area. We have been furthering our understanding of these two topics by doing activities that use standard units of measurement, and on classifying 2-D figures. We continue to practice our multiplication facts. At-home practice of the basic multiplication math facts is essential to build retrieval speed and accuracy.

In writing, we have continued to work on informational writing. Students are proving to be experts in many different areas! We have spent much of our time balancing facts and ideas, researching facts, studying mentor texts, and writing introductions and conclusions. Each student has been very involved in the writing process, learning to revise and edit as they write interesting and informative books. Next week, students will add text features to their writing, which makes it easier for readers to learn. They will also begin moving towards publication and then writing a book about their Native American tribe.

In reading, we have continued our focus on nonfiction. However, we moved from expository texts to narrative nonfiction. Students have learned that people

read nonfiction differently when it is structured as a narrative text rather than an expository text. When students can identify a narrative nonfiction text they are able to bring a story frame to their work, which can lead them to synthesize as they read in ways that make a big difference. Students have learned to identify the main character who has traits and motivations and who encounters and resolves problems. This helps students determine the importance (and unimportance), which is especially helpful in nonfiction texts since typically there is an abundance of information. Students are flying through different biographies. They all have been enjoying reading about scientists, sports players, presidents, dancers, artists, musicians, and many others that have had a big impact on the world. Along with our ongoing read aloud entitled The Front Desk, students are also enjoying a biography about the great Louis Braille, entitled Six Dots.

Excellent work to our Teacher of the Week, Abbie. She taught her classmates about bees. Students enjoyed reviewing parts of a bee as well as the bee's life cycle.

Winter Oral Presentations

Last week in the Friday Folder you should have received the project descriptor for the biography book presentation. This presentation will be given the week of February 10th. Students will read a biography, then become that character for their speech. They can dress like him/her, with appropriate props, and speak as if they are the subject of their biography. We have many biography books in our classroom. The school library and the RF Public Library has them too. To help them gather facts, they will create a Bio-Cube which will be turned in the day of the presentation. You can find the biography cube creator on readwritethink.org. They will be assessed on:

—content of completed BioCube

—oral presentation (eye contact, clear speech and volume, practice is evident)

—content of speech (early life, family, education, role models, challenges, accomplishments)

—visual aid (costume/props)

Conferences/Check In Emails

Conference Sign-Up will come out on Tuesday, January 28. Please note available times. Conferences are scheduled for Thursday, February 27 and

Friday, February 28. I will send each family a “check-in” meal prior to conferences.

Doodle for Google

During our Tech Integration period this week, Ms. Clasky introduced the students to the contest, “Doodle for Google.” Students brought home an info sheet regarding the contest on Tuesday. This is completely optional. Please review the contents and check to see if your student is interested in participating. The deadline is March 13, and the theme is “I show kindness by...”

Valentine’s Day

Students are welcome to bring in Valentine’s Day cards for their classmates. We will pass these out on 2/14. If students choose to bring in Valentines, there should be one for each of their classmates. To make it easier and more efficient, we ask that your student labels, To: Friend, rather than a specific name. This is not necessary, but highly encouraged!

Important Dates

January 20th - Martin Luther King Jr’s Birthday - No School

February 14th - Valentine’s Day Party

Have a great, long weekend!

Mrs. Ponzio