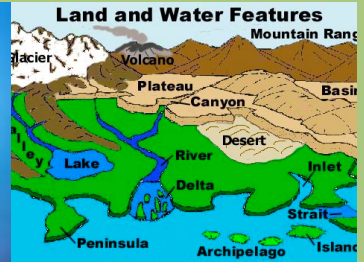


Third Grade Circular



September 13, 2013

Reading

We are working to help students build their reading life. Students have learned strategies for finding Just Right books that they will use in our classroom libraries as well as the school library. Research shows that one of the most valuable things that we can do for readers is to provide them with books that they can read and that they enjoy. In addition to this work students are working to use comprehension strategies through our read aloud time. **Tip: When you go to the public library encourage your child to find books that are just right by reading a page of the text before checking out.**

Writing

We just finished up our Fall Writing Assessment. This will give us a chance to evaluate each student's writing and see growth throughout the year. We have started the year developing our writing community and procedures in writing. Now, we are excited to begin the process of going through the writing process to create a personal narrative. **Tip: We encourage our students to be story tellers and not just summary tellers. At home you can encourage your students to tell rich stories. If they begin to summarize, ask them questions that encourage them to go deeper into story mode.**

Math

Third graders are learning how to use number bonds to help them with mental math computation. Number bonds are similar to "fact families". This can be a tricky concept at first but with extra practice they will get the hang of it. It will be an important strategy as they progress to more difficult computation work. **Tip: You can help by practicing mental computation with your child whenever you have some free time. (Ex. $37 + 22$) Have your child add $37 + 20$ first, then add 2 on to the total)**

Science

Third graders in Mr. Chaney's class have been studying the 'Structures of Life' in the science lab. They began by closely observing different seeds with different properties that can be found in various types of fruits. They soaked and broke open lima bean seeds to identify the main structures of a seed: the seed coat, embryo, and cotyledon. The students were also able to see the seeds germinate and were able to observe the life cycle of the *Brassica* plant. Students were able to design a way to have a seed disperse from its parent plant. Crayfish were then used to allow students the opportunity to closely observe the structures and behaviors of an invertebrate. This led into a study of how animals adapt both structurally and behaviorally to their habitats.

Social Studies

Mrs. McKenna and Mrs. Johnson's classes have been working on the first unit in social studies, Geography. Students have been learning about the location and landforms. Next week Mrs. McKenna's class will head down to the science lab for the Structures of Life Unit, while Mrs. Johnson's class will finish the Geography units and research. **Tip: On car rides point out different landforms or use your GPS to find the latitude and longitude of your location.**

Spelling

If students received 9 or 10 out of 10 on their pre-test they should be working on finding discovery words in their reading. **Tip for Home: Remember invented spelling is the first step in learning to spell.**

Important Dates

9/20 Movie Night 7:00