

3rd Grade Times

Class 301 and 302

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READING- UNIT 3: KEY IDEAS AND DETAILS IN INFORMATIONAL TEXTS

In this unit, students will continue to learn how to read informational texts by using a variety of text features.

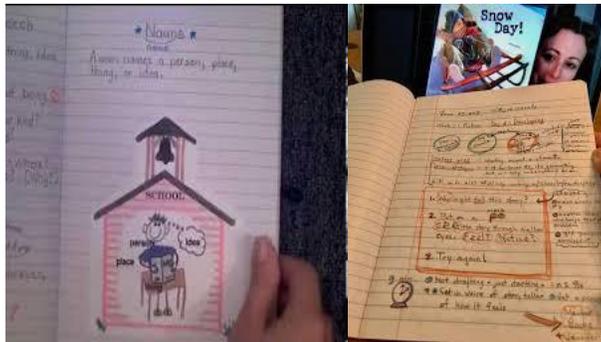
Students will continue to read informational texts to learn about various scientific and historical topics.

Johnny Can Spell

Students have been learning how to increase their reading, writing and spelling skills by reviewing the 72 different and unique phonograms (letter sounds) in the alphabet.

Students will continue to use these skills throughout the year to increase their overall reading level.

Students will also begin to learn parts of speech (nouns, adjectives, verbs) to improve their sentence structure.



WRITING- UNIT 2: INFORMATIONAL WRITING

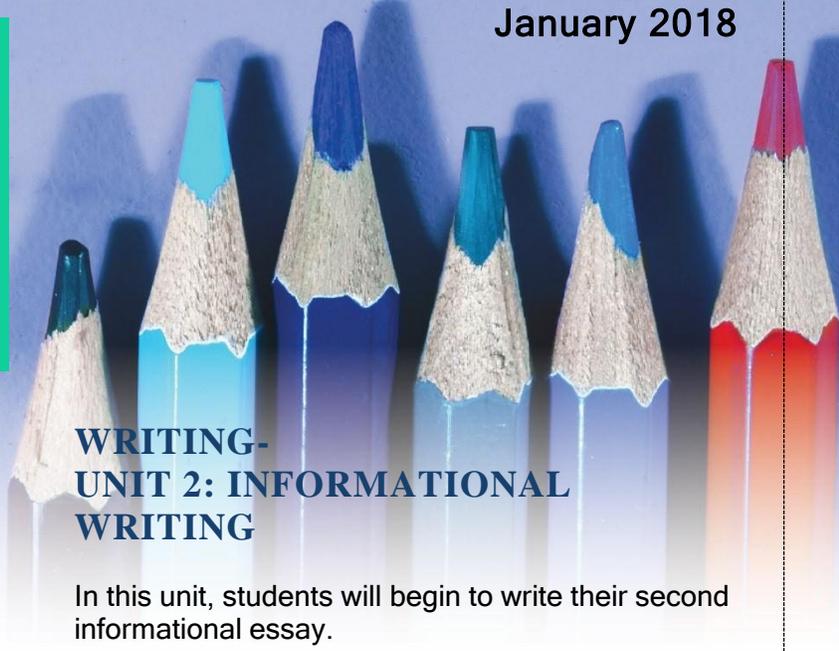
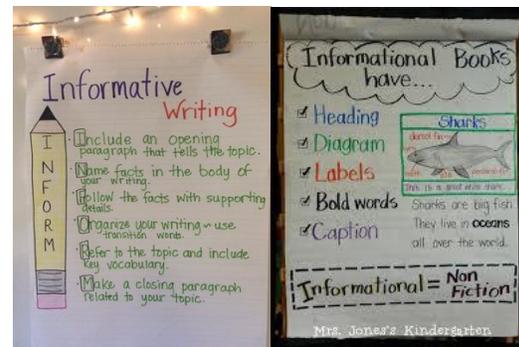
In this unit, students will begin to write their second informational essay.

Students will begin by creating a list of seed ideas for scientific topics of their choice.

From there, students will learn how to create a list of 10 research questions that will assist them in becoming experts on their topic.

Students will use multiple forms of research tools to help them answer their research questions.

Students will end the unit by entering the writing process to draft, edit, revise and publish their final informational essay.



Upcoming Dates and Reminders:

January 2nd- School Resumes

January 9th- CookShop begins!

January 11th- P.S.147 Day- Wear school Gear

January 14th- Picture retake day

January 21st- Martin Luther King Jr. Day- School Closed

January 25th- Sharpen the Saw
- Wear comfy cozy clothes

January 29th- Character Education/
Leader In Me Assembly
- 3rd Grade presents

- United We Stand- Wear colors that represent your heritage

January 30th- Parents in the Classroom @8:15 am
-PTA Meeting @ 9 am

MATH- CHAPTER 4: Understanding Multiplication

Students have been learning concepts of multiplication by using various factors. We have prepared our students by teaching and drilling “skip counting” by 2s, 3s, 4s, and so on. Classes have been learning and practicing different strategies and methods of finding a product in multiplication. These include making equal groups, arrays, using a number line, and more!

Chapter **4** **School-Home Letter**

Vocabulary

Associative Property of Multiplication The property that states that when the grouping of factors is changed, the product remains the same.

Distributive Property The property that states that multiplying a sum by a number is the same as multiplying each addend by the number and then adding the products.

multiple A number that is the product of two counting numbers

Dear Family,

During the next few weeks, our math class will be learning how to multiply with the factors 2, 3, 4, 5, 6, 7, 8, 9, and 10.

You can expect to see homework that provides practice with multiplication facts and strategies.

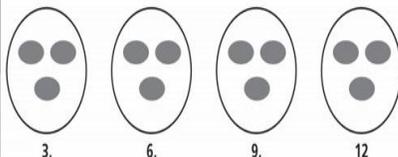
Here is a sample of how your child will be taught to multiply with 3 as a factor:

MODEL Multiply with 3

This is one way we will be multiplying with 3 to solve problems.

Teddy made a face on 1 cookie, using 3 raisins. How many raisins will he need for 4 cookies?

Drawing a picture is a way to solve this problem.



Skip count by 3s to find the number of raisins in all.

3, 6, 9, 12

4 groups of 3 is 12. $4 \times 3 = 12$

So, he will need 12 raisins for 4 cookies.

Tips

Another Way to Solve Multiplication Problems

Making an array is another way to solve the problem. Use tiles to make an array of 4 rows with 3 tiles in each row.



Count all the tiles.

4 groups of 3 is 12.
 $4 \times 3 = 12$

SCIENCE

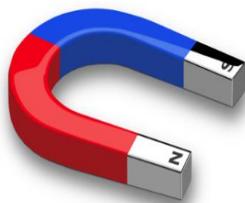
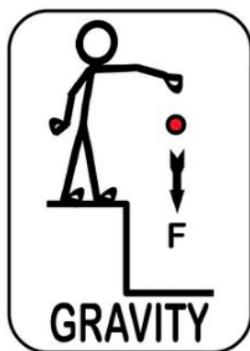
Students will work to answer the question, “Why does the train float, even though gravity is acting on it?”

Students will discover balanced forces as they explore magnetic force and gravity acting on an object at the same time.

Students will explore these forces by conducting investigations and obtaining and evaluating information from various texts.

The concept of balanced forces is that multiple forces can act on an object at the same time and that these forces can be balanced.

Using what students have discovered throughout the chapter, they will model and explain why the train floats despite gravity acting on it.



SOCIAL STUDIES

Students will explore the country of China through Project- Based Learning (PBL).

We will dive into China’s geography, culture, history, folktales and economy through different activities, projects, and field trips.

By the end of the unit, students should have an understanding of how China’s culture, geography, and history has shaped the country.

Students will be able to identify similarities and differences between past and present-day China.



JDLP Program

SOCIAL STUDIES - WORLD STUDY - SCHOOL IN JAPAN

In January, we will continue learning the difference between Elementary Schools in American and Japan. Students will conduct a comparative analysis (compare and contrast) of schools in America and Japan.

SCIENCE- BALANCING FORCES

Students will continue to explore the relationships between forces through hands-on experiments in Japanese. Students will also continue working on the science focus question, “Why does the train float, even though gravity is acting on it?”

The unit will also aim to teach magnetic force and gravity. Students will investigate balance between magnetic forces and gravity.