

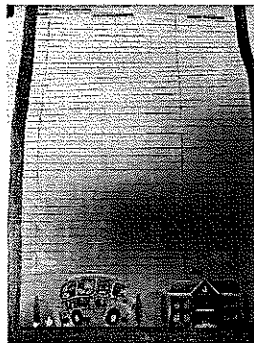
Temperance Elementary School
Third Grade
Mrs. Carla Stinnett
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946-2811
August 16, 2023

Welcome to 3rd Grade!

Dear Parents,

Welcome back! I hope everyone had a wonderful summer and you're ready for a great school year. I look forward to working with you and your child this year. It's hard to believe that the summer is over but it's always exciting to begin a new school year!

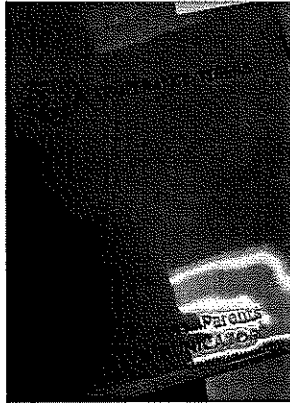
There will be a newsletter in your child's "Monday Folder" every Monday. The "Monday Folder" will also contain graded work, information from the office, menus, etc. Please sign and return the folder on the next day so that we know you received your child's work and other information. The Monday folder is a long white envelope with a blue edge and a school bus on the bottom. It looks like this:



Students will also receive an agenda. Please have them keep their agenda in their binder. Students will use their agendas to write down homework and record their 20 minutes of required reading each night. Most of the time they will have assigned reading from their reading group to complete. This can count towards their 20 minutes of required reading homework. If you have any questions, concerns, or notes, please write them in your child's agenda. I will see them first thing in the morning and be able to respond. I will also write notes in the agenda if needed. You will need to help them write down the name of the book they read and then sign the agenda each night. This helps me know that you were able to see their homework assignments and any notes from me as well. The agenda looks like this:



Another form of communication this year will be the orange communication folder. Please have your child keep this in the binder. Students can use this as a "homework" pocket for work or any letters that need to go home on a day other than Monday. It looks like this:



Please keep in mind that if your child is absent, you will need to send in a written note when they return. Make up work will be available on the day they are absent at 4:00 pm from the office.

Your child will receive a "100 point sheet" on Monday that is due each Friday morning. This will go along with their weekly word study words. Their "100 point sheet" will show the activities to complete in order to reach their 100 point goal each week. Some examples are: write your words in abc order, sort your words, create a word search, etc. We are using practice words the first week to get the students familiarized with our weekly word study routine here in the classroom. They do not have a 100 point sheet this first week of school. I will administer a spelling assessment the first week to determine the needs of each student. New words and the first "100 point" sheet will go home next Monday. Students will practice our weekly word study routines using practice words.

Students will also be given a set of 10 sight words to work on each week. These words go along with a writing program that we are using (Writing from the Beginning and Beyond) and are research based words that 3rd graders need to have memorized. They will complete various activities using them during the week and will have a test on Friday. The first set of words will come home on Monday along with their word study words.

We will use the IXL Math and Reflex Math computer programs to support our math curriculum this year. The IXL math program is a computer based program meant to complement our math curriculum. Students can work on a variety of math skills. It can be used for practice, remediation, and extension. The Reflex Math program is also a computer based program that allows students to work on their math fact fluency. Students will begin with addition and subtraction facts and then move to multiplication and division.

We will continue to have the accelerated reader program as well! Students are allowed to take a quiz on books they read and earn AR points. The points can then be spent at our AR Store.

This will be the first year that students will be tested using the SOL tests. I am attaching the SOLS for English/Reading, math, science and social studies. More information can be found on the VDOE website. <https://www.doe.virginia.gov/>

I would like to maintain open communication throughout the year. Please feel free to write a note in the agenda, email, or call me with any questions you have! My cell number is **434-907-0777** if you have after school hours questions. I love to text pictures home of your child and your child's work so be on the lookout for them!

Thanks for all you do,

Carla Fitzgerald Stinnett

Grade Three

The third-grade standards place emphasis on developing an understanding of, and solving problems that involve multiplication and division through 10×10 . Students will apply knowledge of place value and the properties of addition and multiplication as strategies for solving problems. Concrete models and pictorial representations will be used to introduce addition and subtraction with fractions and the concept of probability as the measurement of chance. Students will use standard units (U.S. Customary and metric) to measure temperature, length, and liquid volume. Properties of shapes, points, line segments, rays, angles, vertices, and lines will be explored and students will identify polygons with 10 or fewer sides, combine and subdivide polygons, and name the resulting polygon(s).

The use of appropriate technology and the interpretation of the results from applying technology tools must be an integral part of teaching, learning, and assessment. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies to facilitate problem solving. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative and algebraic concepts or for proficiency in basic computations.

The acquisition of specialized mathematical vocabulary and language is crucial to a student's understanding and appreciation of the subject and fosters confidence in mathematics communication and problem solving.

Problem solving is integrated throughout the content strands. The development of problem-solving skills is a major goal of the mathematics program at every grade level. The development of skills and problem-solving strategies must be integrated early and continuously into each student's mathematics education.

Number and Number Sense

- 3.1 The student will
- read, write, and identify the place and value of each digit in a six-digit whole number, with and without models;
 - round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
 - compare and order whole numbers, each 9,999 or less.
- 3.2 The student will
- name and write fractions and mixed numbers represented by a model;
 - represent fractions and mixed numbers with models and symbols; and
 - compare fractions having like and unlike denominators, using words and symbols ($>$, $<$, $=$, or \neq), with models.

Computation and Estimation

- 3.3 The student will
- estimate and determine the sum or difference of two whole numbers; and
 - create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.
- 3.4 The student will
- represent multiplication and division through 10×10 , using a variety of approaches and models;
 - create and solve single-step practical problems that involve multiplication and division through 10×10 ; and
 - demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and

- d) solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.

3.5 The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.

Measurement and Geometry

3.6 The student will

- a) determine the value of a collection of bills and coins whose total value is \$5.00 or less;
- b) compare the value of two sets of coins or two sets of coins and bills; and
- c) make change from \$5.00 or less.

3.7 The student will estimate and use U.S. Customary and metric units to measure

- a) length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and
- b) liquid volume in cups, pints, quarts, gallons, and liters.

3.8 The student will estimate and

- a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and
- b) count the number of square units needed to cover a given surface in order to determine its area.

3.9 The student will

- a) tell time to the nearest minute, using analog and digital clocks;
- b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and
- c) identify equivalent periods of time and solve practical problems related to equivalent periods of time.

3.10 The student will read temperature to the nearest degree.

3.11 The student will identify and draw representations of points, lines, line segments, rays, and angles.

3.12 The student will

- a) define polygon;
- b) identify and name polygons with 10 or fewer sides; and
- c) combine and subdivide polygons with three or four sides and name the resulting polygon(s).

3.13 The student will identify and describe congruent and noncongruent figures.

Probability and Statistics

3.14 The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event.

- 3.15 The student will
- a) collect, organize, and represent data in pictographs or bar graphs; and
 - b) read and interpret data represented in pictographs and bar graphs.

Patterns, Functions, and Algebra

- 3.16 The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.
- 3.17 The student will create equations to represent equivalent mathematical relationships.

Grade Three

Developing literacy skills continues to be a priority in the third grade. Students will expand their vocabularies while reading by using word analysis skills. Emphasis is on reading texts with fluency, accuracy, and meaningful expression. The student will read a variety of fiction and nonfiction texts, which relate to all content areas and personal interests. The student will use effective communication skills to participate in collaborative activities and will give oral presentations. Students will continue to use comprehension strategies to compare and contrast story elements and differentiate between fiction and nonfiction. The student will use the writing process to plan, draft, revise, and edit writing in a variety of forms. The student also will write legibly in cursive. Students will continue to identify and use appropriate resources to complete a research product. Students will understand plagiarism and will report information using their own words.

Communication and Multimodal Literacies

- 3.1 The student will use effective communication skills in a variety of settings.
- Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.
 - Present accurate directions to individuals and small groups.
 - Ask and respond to questions from teachers and other group members.
 - Orally summarize information expressing ideas clearly.
 - Use language appropriate for context and audience.
 - Increase listening and speaking vocabularies.
 - Participate in collaborative discussions.
 - Work respectfully with others in pairs, diverse groups, and whole class settings.
- 3.2 The student will give oral presentations.
- Speak clearly using appropriate volume.
 - Speak at an understandable rate.
 - Make eye contact with the audience.
 - Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
 - Use contextually appropriate language and specific vocabulary to communicate ideas.
 - Use multimodal tools to create presentations and enhance communication.

Reading

- 3.3 The student will apply word-analysis skills when reading.
- Use knowledge of regular and irregular vowel patterns.
 - Decode regular multisyllabic words.
- 3.4 The student will expand vocabulary when reading.
- Use knowledge of homophones.
 - Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
 - Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
 - Use context to clarify meaning of unfamiliar words.
 - Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
 - Use vocabulary from other content areas.
 - Use word-reference resources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- a) Set a purpose for reading.
- b) Make connections between reading selections.
- c) Make, confirm, and revise predictions.
- d) Compare and contrast settings, characters, and plot events.
- e) Summarize plot events.
- f) Identify the narrator of a story.
- g) Ask and answer questions about what is read.
- h) Draw conclusions using the text for support.
- i) Identify the conflict and resolution.
- j) Identify the theme.
- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency, accuracy, and meaningful expression.

3.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
- d) Ask and answer questions about what is read using the text for support.
- e) Draw conclusions using the text for support.
- f) Summarize information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Use reading strategies to monitor comprehension throughout the reading process.
- j) Read with fluency, accuracy, and meaningful expression.

Writing

3.7 The student will write legibly in cursive.

- a) Write capital and lowercase letters of the alphabet.
- b) Sign his/her first and last names.

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b) Identify audience and purpose.
- c) Use a variety of prewriting strategies.
- d) Use organizational strategies to structure writing according to type.
- e) Write a clear topic sentence focusing on main idea.
- f) Elaborate writing by including supporting details.
- g) Use transition words to vary sentence structure.
- h) Express an opinion about a topic and provide fact-based reasons for support.
- i) Write a well-developed paragraph focusing on the main idea.
- j) Revise writing for clarity of content using specific vocabulary and information.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.

- a) Use complete sentences.
- b) Use the word I in compound subjects.
- c) Use past and present verb tense.
- d) Use adjectives correctly.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- i) Use the articles a, an, and the correctly.
- j) Use correct spelling including irregular plurals.
- k) Indicate paragraphing by indenting or skipping a line.

Research

3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.

- a) Construct questions about the topic.
- b) Access appropriate resources.
- c) Collect and organize information about the topic.
- d) Evaluate the relevance of the information.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

Grade Three

Interactions in our world

The focus of science in third grade is interactions in our world. Students continue to study forces and matter by learning about simple machines and by examining the interactions of materials in water. They also look at how plants and animals, including humans, are constantly interacting with the living and nonliving aspects of the environment. This includes examining how adaptations satisfy life needs of plants and the importance of water, soil, and the sun in the survival of plants and animals. Throughout the elementary years, students will develop scientific skills, supported by mathematics and computational thinking, as they learn science content. In third grade, students will develop more sophisticated skills in posing questions and predicting outcomes, planning and conducting simple investigations, collecting and analyzing data, constructing explanations, and communicating information about the natural world. Students begin to use the engineering design process to apply their scientific knowledge to solve problems.

Scientific and Engineering Practices

- 3.1 The student will demonstrate an understanding of scientific and engineering practices by
- a) asking questions and defining problems
 - ask questions that can be investigated and predict reasonable outcomes
 - ask questions about what would happen if a variable is changed
 - define a simple design problem that can be solved through the development of an object, tool, process, or system
 - b) planning and carrying out investigations
 - with guidance, plan and conduct investigations
 - use appropriate methods and/or tools for collecting data
 - estimate length, mass, volume, and temperature
 - measure length, mass, volume, and temperature in metric and U.S. Customary units using proper tools
 - measure elapsed time
 - use tools and/or materials to design and/or build a device that solves a specific problem
 - c) interpreting, analyzing, and evaluating data
 - organize and represent data in pictographs or bar graphs
 - read, interpret, and analyze data represented in pictographs and bar graphs
 - analyze data from tests of an object or tool to determine if it works as intended
 - d) constructing and critiquing conclusions and explanations
 - use evidence (measurements, observations, patterns) to construct or support an explanation
 - generate and/or compare multiple solutions to a problem
 - describe how scientific ideas apply to design solutions
 - e) developing and using models

- use models to demonstrate simple phenomena and natural processes
 - develop a model (e.g., diagram or simple physical prototype) to illustrate a proposed object, tool, or process
- f) obtaining, evaluating, and communicating information
- read and comprehend reading-level appropriate texts and/or other reliable media
 - communicate scientific information, design ideas, and/or solutions with others

Force, Motion, and Energy

- 3.2 The student will investigate and understand that the direction and size of force affects the motion of an object. Key ideas include
- a) multiple forces may act on an object;
 - b) the net force on an object determines how an object moves;
 - c) simple machines increase or change the direction of a force; and
 - d) simple and compound machines have many applications.

Matter

- 3.3 The student will investigate and understand how materials interact with water. Key ideas include
- a) solids and liquids mix with water in different ways; and
 - b) many solids dissolve more easily in hot water than in cold water.

Living Systems and Processes

- 3.4 The student will investigate and understand that adaptations allow organisms to satisfy life needs and respond to the environment. Key ideas include
- a) populations may adapt over time;
 - b) adaptations may be behavioral or physical; and
 - c) fossils provide evidence about the types of organisms that lived long ago as well as the nature of their environments.
- 3.5 The student will investigate and understand that aquatic and terrestrial ecosystems support a diversity of organisms. Key ideas include
- a) ecosystems are made of living and nonliving components of the environment; and
 - b) relationships exist among organisms in an ecosystem.

Earth and Space Systems

- 3.6 The student will investigate and understand that soil is important in ecosystems. Key ideas include
- a) soil, with its different components, is important to organisms; and
 - b) soil provides support and nutrients necessary for plant growth.

- 3.7 The student will investigate and understand that there is a water cycle and water is important to life on Earth. Key ideas include
- a) there are many reservoirs of water on Earth;
 - b) the energy from the sun drives the water cycle; and
 - c) the water cycle involves specific processes.

Earth Resources

- 3.8 The student will investigate and understand that natural events and humans influence ecosystems. Key ideas include
- a) human activity affects the quality of air, water, and habitats;
 - b) water is limited and needs to be conserved;
 - c) fire, flood, disease, and erosion affect ecosystems; and
 - d) soil is a natural resource and should be conserved.

Grade Three: The World

The standards for third-grade students include an introduction to the heritage and contributions of the peoples of ancient China, Egypt, Greece, Rome, and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic and civics concepts. Students will examine the social, cultural, and political characteristics of major ancient world cultures. Students will recognize that many aspects of ancient cultures served as the foundation for modern governments, technologies, customs, traditions, and perspectives.

Skills

- Skills 3 The student will apply history and social science skills to the content by
- a. analyzing and interpreting information sources, including but not limited to artifacts, primary/secondary sources, charts, graphs, and diagrams;
 - b. applying geographic skills to identify and understand geographic features and connections;
 - c. developing questions, demonstrating curiosity, and engaging in critical thinking and analysis;
 - d. using evidence to construct timelines, classify events, and to distinguish fact and opinion;
 - e. comparing and contrasting people, places, or events;
 - f. identifying cause-and-effect relationships to clarify and explain content within this course;
 - g. using economic decision-making models to make informed economic decisions;
 - h. practicing civility, respect, hard work, honesty, trustworthiness, and responsible citizenship skills; and
 - i. using content vocabulary to demonstrate learning through oral and written products.

Civics

- 3.1 The student will apply history and social science skills to define citizenship and explain the rights and responsibilities of United States citizenship by
- a. recognizing that Americans are people of diverse ethnic origins, customs and traditions that are united by the basic principles of a republican form of government and respect for individual rights and freedoms;
 - b. describing the rights guaranteed to citizens in the First Amendment;
 - c. understanding the importance of supporting and defending the Constitution and the Bill of Rights;
 - d. respecting and following local, state, and federal laws;
 - e. taking part in the voting process when making classroom decisions;
 - f. running for elected office;
 - g. serving on a jury;
 - h. paying local, state, and federal taxes;
 - i. describing the purpose of rules; and
 - j. understanding responsible digital citizenship.

Geography

- 3.2 The student will apply history and social science skills to locate and describe major geographic features of the seven continents Africa, Antarctica, Asia, Australia, Europe, North America, and South America by
- a. locating and describing the seven continents and the five oceans; and
 - b. locating and describing the equator, the Prime Meridian, and the four hemispheres.

- 3.3 The student will apply history and social science skills to describe major geographic features of ancient societies on a world map by
- identifying and locating major bodies of water;
 - identifying and locating major mountain ranges;
 - describing how geographic features impacted the lives of individuals; and
 - connecting the geography to major historical events.

History

- 3.4 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Egypt by
- locating ancient Egypt on a map of the world;
 - connecting the geography of ancient Egypt and its economy;
 - identifying and explaining the government;
 - describing the arts and innovations; and
 - identifying and explaining the architecture and its influence in the world today.
- 3.5 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient China by
- locating ancient China on a map of the world;
 - connecting the geography of ancient China and its economy;
 - identifying and explaining the government;
 - describing the arts and innovations; and
 - identifying and explaining the architecture and its influence in the world today.
- 3.6 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Greece by
- locating ancient Greece on a map of the world;
 - describing the unique geography of ancient Greece;
 - identifying and explaining direct democracy;
 - describing the arts and innovations; and
 - identifying and explaining the architecture and its influence in the world today.
- 3.7 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient Rome by
- locating ancient Rome on a map of the world;
 - connecting the geography of ancient Rome and its economy;
 - identifying and explaining representative democracy;
 - describing the arts and innovations; and
 - identifying and explaining the architecture and its influence in the world today.
- 3.8 The student will apply history and social science skills to describe the geographic, political, economic, social structures, and innovations of ancient empire of Mali by
- locating ancient empire of Mali on a map of the world;
 - connecting the geography of ancient empire of Mali and its economy;
 - identifying and explaining the government;
 - describing the arts and innovations; and
 - identifying and explaining the architecture and its influence in the world.

- 3.9 The student will apply history and social science skills to explain the basic structure of the United States government by
- a. explaining the purpose of governments and understanding that countries have different types of government similar to and different from the United States;
 - b. explaining how the Constitution supports the structure of the United States government;
 - c. identifying and describing the three branches of government;
 - d. explaining what governments do at the national, state, and local level; and
 - e. explaining how local, state and national governments are organized.

Economics

- 3.10 The student will apply history and social science skills to explain the basic economic principles of
- a. defining production, distribution, and consumption of goods and services;
 - b. understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services;
 - c. recognizing that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest; and
 - d. identifying examples of making an economic choice and explaining the idea of opportunity cost.

