Reading Corner

We are wrapping up our Character unit in reading. Students are spending the last few days practicing how to identify character traits and to support the traits that they identified with evidence from the text. We will end our study with a learning celebration. Our upcoming unit in reading will be non-fiction. In preparation for this unit, start to encourage your child to branch out into informational texts if they tend to be a reader of fiction books.

To support your child at home:

*Ask, “how can you tell the difference between Nonfiction and Fiction texts?”

*When reading, check in by asking, “What is the main idea of this section? Chapter? How do you know?”

Writer’s Workshop

We have launched a new unit in writing! Third graders have begun to draft persuasive speeches where writers will write bold claims supported by reasons and evidence. Students will continue to learn the basic structure of opinion writing and how to adequately support their opinions. Students are brainstorming ideas about issues that matter to them, as well as noteworthy people who they believe deserve special attention. Students will select their first opinion topic to develop, write long and strong about, and eventually publish. They will then spend time gathering evidence that will support and prove their theses/claims.

To support your child at home:

*Encourage your child to support their requests with reasons and evidence. (I think we should go to the park (claim) because then we can all get some movement (reason). For example, the kids can play tag while the parents run (evidence).

Upcoming Dates

**Friday, October 25th**: Multicultural Night at Brent 6 pm

**Thursday, October 31st**: Field trip to DC monuments 9 am-1:30 pm

Click [here](#) to sign the permission slip and contact your child’s classroom teacher if you would like to chaperone.

**Friday, November 1st** – Health and Fitness Day – Uniform Free Day

**Monday, November 4th and Tuesday, November 5th** – Professional Development, NO SCHOOL FOR STUDENTS

Announcements/Reminders:

* Don’t forget to practice weekly spelling lists with your child for spelling quizzes on Mondays.

*Encourage your child to use the online math programs Xtra Math and Zearn to practice and reinforce math fluency and problem-solving skills.

*Encourage your child to work on the corresponding Eureka math lesson worksheets in his/her homework packet.
**Eureka Math**

We are coming to the end of Module 2 where we have focused on measurement including elapsed time, weight, and liquid volume. We began to think about multistep word problems involving addition and subtraction as well. In the upcoming module, we will return to multiplication and division with units of 0, 1, 6-9 and multiples of 10.

To support your child at home:
*Continue to practice skip counting by multiples of 3, 4, 5, 6, 7, 8, 9, 10.*

*Find any opportunity to point out analog clocks and ask your child to tell the time to the nearest minute.*

*Look out for metric measurement examples in real life (home, grocery store, etc.) and ask your child to help convert or compare them to a smaller/larger unit. (Ex. If you have a 700mL bottle of fruit juice, ask, “Is that more than or less than a liter?”)*

**Must Know Spelling Words:**
10/28: rhyme, rhythm, schedule, twelfth, swung, wrong
11/4: history, country, category, library, mystery, poetry

**Weekly Grammar Skill:**
10/28: Pronouns- A pronoun is a word that takes the place of one or more nouns.

in a subject: I, you, he, she, it, we, they
in a predicate: me, you, him, her, it, us, them

11/4: Naming yourself last when talking about yourself and another person:
examples: Jim and I play soccer.
Billy sits at the same table as Tanya and me.

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**Science and Social Studies**

In Social Studies, students will continue to deepen their understanding of the history, location, and meaning of various monuments with a visit from a National Park Ranger on Monday, October 28th and a visit to the National Mall on the 31st. They will translate their knowledge into a brochure about the monuments of DC. After that, we will begin our study of DC neighborhoods and the quadrants of DC.

To support your child at home:
*Continue to talk about, read about, and visit monuments, memorials, and landmarks in and around Washington, D.C.*

*Continue to look at maps of DC (and any other maps your child is interested in) and make observations about what you see.*

*Talk about D.C.’s four quadrants and their neighborhoods, and any experiences that you and your family have had there.*

*Follow us on Instagram for photos: brenthirdgraders*