Reading Corner

Our nonfiction unit is underway, and students have been learning how to skim texts to help them better prepare for what they are reading about, as well as identify common nonfiction text features. Over the next two weeks, we will look at text structures as we summarize sections of non-fiction texts, identify the main idea and support details, and connect ideas that relate to one another by looking for repeated ideas, thinking about how one idea is similar to another idea, and thinking about how one idea supports another idea. Our non-fiction readers will become experts on various topics and teach others like experts.

To support your child at home:

*How can you tell the difference between Nonfiction and Fiction?
*How can text features teach you?
*What is the main idea of this section? Chapter? How do you know?
*What is the author’s purpose for writing this book?
*How are various ideas connected to one another?

Writer’s Workshop

We will continue to draft persuasive speeches, petitions, and editorials, 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 have been writing about issues that matter to them, as well as noteworthy people who they believe deserve special attention. Students selected their first opinion topic to develop, write long and strong about, and eventually publish. They are spending 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).
Science and Social Studies

In Social Studies, students will continue to learn all about Washington, DC. We will begin our study of various DC neighborhoods and the quadrants of DC. Students will learn about the history, landmarks, and significance of various neighborhoods, as well as their corresponding quadrants.

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.

Eureka Math

We have been rounding two- and three-digit numbers to the nearest ten and hundred. Over the next two weeks, students will apply rounding skills to help them estimate sums and differences, as well as to help them solve mixed measurement word problems. Students will add and subtract two- and three-digit measurements using the standard algorithm.

To support your child at home:
* 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?”)
* Counting to use estimation when cooking, at the grocery store, and in other real-life applicable situations.

Must Know Spelling Words:

11/11: history, country, category, library, mystery, poetry
11/18: everybody, cannot, brainstorm, fourteen, however, understood

Weekly Grammar Skill:

11/11: 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.

11/18: Possessive Nouns: tells who or what owns something:
examples: Mrs. Hill’s books
the peaches’ fuzz

*Follow us on Instagram for photos: brenthirdgraders