



Third Grade **MARCH** Newsletter



Important Dates

- **Heritage Night** is on 3/11 and **Wellness Night** is on 3/18. See Mrs. Fortune's email blasts for more details on those events.
- **3rd Grade Animal Diorama Projects** - the week of March 17th (see details below - **donations needed!**)
- **Fractions Pizza Party** - Friday, March 21st (see details below)
- **Fun Run:** Friday, March 28th (more details coming)
- **NO SCHOOL** - Monday, March 31st (end of MP3)
- **Ramadan:** [HERE is the Google Form](#) for families to fill out if you would like your child to have alternate lunchroom arrangements during Ramadan.

Fractions Pizza Party

- We would love for you to join us on Friday, **March 21st from 9:30-10:30am** for our [Fractions Pizza Party](#) "Open-House" event. Come get involved in hands-on learning about fractions as you build a paper pizza with your child and answer challenging problems to culminate our fractions learning. We hope to see you there!

Requested Donations: Animal Diorama Projects

- Third Grade will be building a **shoebox diorama as a STEM project during the week of March 17th**. Here is our [Sign Up Genius for the Animal Diorama Project](#). Thank you so much!

Diorama Schedule

Sefcik's Class: 3/17- 12:30- 1:20pm

Jones' Class: 3/18- 12:30- 1:20pm

Thompson's Class: 3/19- 12:30- 1:20pm

Khazai's Class: 3/19- 2:30- 3:15pm

Kirk's Class: 3/21- 12:30- 1:20pm

Curriculum Highlights

Math:

Module 5: Fractions as Numbers on the Number Line

By the end of March, our third-grade students will complete **Module 5: Fractions as Numbers on the Number Line**. In the second half of this module, students dive deep into equivalent fractions, learning to recognize and create them using visual models and number lines. They'll also master comparing fractions with different numerators and denominators, using various strategies to justify their answers. Finally, they apply their expanded fraction knowledge to solve complex measurement word problems, solidifying their understanding of fractions as numbers

The module is divided into six topics: **Topic A:** Partitioning a Whole into Equal Parts, **Topic B:** Unit Fractions and their Relation to the Whole, **Topic C:** Comparing Unit Fractions and Specifying the Whole, **Topic D:** Fractions on the Number Line, **Topic E:** Equivalent Fractions, **Topic F:** Comparison, Order, and Size of Fractions.

- [Module 5 Family Tip Sheets](#)

In the last week of March, students will take a comprehensive assessment to end the module and show what they have learned. Grades will not be collected from the End of Module 5 Assessment, unless re-assessment opportunities are needed.

During the last week of March, students will begin instruction on Module 6: Collecting and Displaying Data. This brief, 10-lesson module focuses on students learning to generate and analyze categorical and measurement data, and to represent that data using various types of graphs, including picture graphs, bar graphs, and line plots. Topic A teaches students how to gather and organize data using tallies and tables, while Topic B focuses on visually representing that data through picture and bar graphs. Students learn to create and interpret these graphs to understand data patterns.

- [Module 6 Family Tip Sheets](#)

SEL Harmony: In March, students will continue working on lessons from Harmony, **Unit 3**. In this unit, your child has been learning about problem-solving and conflict resolution, focusing on respectful communication and finding win-win solutions. They've practiced strategies for managing disagreements and understanding different perspectives. By applying these skills, your child is building a foundation for healthy relationships and effective collaboration. Your child practiced resolving conflicts peacefully by taking different perspectives, using 'I' messages, actively listening, and working towards 'win-win' solutions.

Science: In March, students will finish Social Studies instruction and resume science instruction for the remainder of Marking Period 3. Students will explore how animal groups and adaptations affect survival, investigating predator-prey relationships and trait variations. They will research animals, mimic adaptations through activities, and connect climate to survival. Finally, they will design a new species adapted to a different biome, demonstrating their understanding of survival factors. They will participate in a STEM activity where they build an animal and create a habitat to support the animal's survival.

Curriculum Highlights

Reading

In March, we continue our CKLA **Unit 8: Native American Stories Unit**. Students are continuing to read selections describing the historical events and culture of Native Americans. These selections are realistic fictional accounts with the purpose of conveying nonfiction information about several Native American cultures. Students will read how Native Americans spread through the continents, changing their ways of life as they did so. They will read about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic.

By the end of March, we will also begin **Unit 9: Early Explorations of North America**. In this unit, students will learn more in-depth information about the motivations behind the European exploration. Students will learn about how those motivations changed over time and how the European explorers and settlers interacted with the Native Americans who were already inhabiting the continent. Students will learn details about the voyages of Christopher Columbus, the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado, and the explorers John Cabot, Henry Hudson, and Samuel de Champlain.

Grammar

In Unit 8, students will be introduced to possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and will review singular and plural possessive nouns. Students will also learn the difference between the possessive pronoun its and the contraction it's.

In Unit 9, students will be introduced to and practice the linking words for example, in the same way, and in contrast. Students will also be introduced to comparative and superlative adjectives using the suffixes -er and -est as well as more and most. Students will also be introduced to irregular comparative and superlative adjectives.

Morphology

In Unit 8, students will study word parts, such as prefixes, suffixes, and root words during the morphology portion of the lessons. In this unit, students will learn the suffixes -ish, -ness, -able, and -ible.

In Unit 9, students will learn the prefixes pro- and anti- as well as review these prefixes and the suffixes -ish, -ness, -able, and -ible. Students will continue to apply knowledge of how prefixes and suffixes change the meaning of root words and how adding affixes can change the part of speech of words.

Writing

At the start of Unit 8, students will complete quick-writes including in response to describing cultural identity of present-day communities and writing a summary about Mountain Builders in order to share key points about a mound that exists today.

In Unit 9, The formal writing piece for Early Explorations of North America unit is opinion writing. The writing will develop over the course of the unit, starting with short, opinion writing selections and end with a formal writing selection. Additionally, the content of the unit is reinforced through a series of expedition logs throughout the unit.

Unit 8 Spelling

- Students will review words with /ə/ spelled 'a' and 'e' and those words with /ə/ spelled 'al,' 'le,' and 'el,' and /sh/ + /ə/ + /n/ spelled 'tion.'
- **Unit 8, List 1 Words**

'a' > /ə/	'e' > /ə/
again	dozen
Shaman	enemy
ability	deposit
distance	problem
about	debate
elegant	sentence
area	secure
probably	taken
company	bulletin
American	independent
	glistening

- **Unit 8, List 2 Words**

'al' > /ə/ + /l/	'le' > /ə/ + /l/	'el' > /ə/ + /l/	'tion' > /sh/ + /ə/ + /n/
autumnal	channel	scuttle	generation
festival	funnel	wobble	nation
hospital	vowel	trickle	addition
trial	travel	freckle	subtraction
ceremonial		rustle	celebration

Unit 9 Spelling

- Students will review words with spelling patterns of /ue/ spelled 'u', 'u_e', and 'ue' and spelling patterns of /oo/ spelled 'oo', 'ew', 'o', and 'o_e'. Students will also review the spellings patterns of /f/ spelled 'f', 'ff', 'ph', and 'gh'.
- Unit 9, List 1 Words**

'u' > /ue/	'u_e' > /ue/	'ue' > /ue/
cubical	perfume	hue
unify	useful	continue
utensils	amusement	argue
bugle	accuse	rescue
occupy	mute	issue
uniform	confuse	
fuming		

- Unit 9, List 2 Words**

'oo' > /oo/	'ew' > /oo/	'o' > /oo/	'o_e' > /oo/
groove	dewdrop	whoever	remove
booth	strewn	undo	disapprove
kangaroo	shrewd		lose
balloon	newborn		movement
toothache	chewing		improve
	threw		



HAPPY BIRTHDAY



Jones's Class

Colin - 3/23

Ian - 3/24

Kirk's Class

Ethan- 13th

Vishanth -15th

Khazai's Class

Trisha - 3/10

Aliyah - 3/12

Anav - 3/18

Kalani - 3/25

Sefcik's Class

Thompson's Class

Carli- March 10

Reyansh- March 23