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| **Third Grade Parents…YOU CAN HELP REINFORCE LEARNING AT HOME. (1st QTR)**  **Please keep this information close by. Below you will find the curriculum for the first nine weeks. These are the things your child will be learning during the 1st 9 week period. Have meaningful conversations with your child everyday about what they are learning. Review homework and classwork. Encourage a love of learning! If you have any questions, please contact your child’s teacher.**  **Visit Mrs. Nestor’s Classroom Website for additional Resources:** [**http://www.nestor3.weebly.com**](http://www.nestor3.weebly.com)  **Casey\_Nestor@Gwinnett.K12.GA.US , Carrie\_Rice@Gwinnett.K12.GA.US, Marlene\_Botts@Gwinnett.K12.GA.US, Cheryl\_Walters@Gwinnett.K12.GA.US, Lindsay\_Gerry@Gwinnett.K12.GA.US** | | |
| **Subject** | **Gwinnett County AKS** | **What to do with your child** |
| **Science**  Georgia Habitats  Pollution and Conservation | **Georgia Habitats**   * investigate the habitats of different organisms and the dependence of organisms on their habitat * differentiate among the habitats of Georgia (mountains, marsh/swamp, coast, piedmont, Atlantic Ocean) and the organisms that live there (GPS) * identify features of green plants that allow them to live and thrive in different regions of Georgia (GPS) * identify features of animals that allow them to live and thrive in different regions of Georgia (GPS) * explain what will happen to an organism if the habitat is manipulated/changed (GPS)   **Pollution/ Conservation**   * explain the effects of pollution and humans on the environment * explain the effects of pollution (littering) to the habitats of plants and animals (GPS) * identify ways to protect the environment such as conservation of resources and recycling of materials (GPS) * identify various substances that contribute to the pollution of water and air and to the contamination of our environment * explain how technology has altered the environment | Help your student identify rocks, minerals, and different types of soils that they can find outside  Talk about places you have been in Georgia and what types of plants and animals you have seen there.  Discuss ways that plants and animals adapt to live in their environment  Go to Mrs. Nestor’s website and watch some of the songs and sing them with your child. Play some of the games and talk about what they learned.  Point out pollution you see and the effects to the plants and animals  Talk about ways you and your family can help conserve our natural resources |
| **Social Studies**  Frederick Douglass  Paul Revere | **Roots of our Democracy**   * explain the political roots of our modern democracy in the United States of America * identify the influence of Greek architecture such as columns on the Parthenon and the U.S. Supreme Court Building; law; and the Olympic Games on the present * explain the ancient Athenians' idea that a community should choose its own leaders * compare and contrast Athens as a direct democracy and the United States as a representative democracy * locate major topographical features on a map * locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe and world map * locate Greece on a world map * identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson * identify major mountain ranges of the United States of America: Appalachian, Rocky * explain the importance of the basic principles that provide the foundation of a republican form of government * explain why there is a separation of power between branches of government and levels of government in the United States * name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial) including the names of the legislative branch (Congress, General Assembly, county commission or city council) * state an example of the responsibilities of each level and branch of government   **Paul Revere**   * discuss the life of Paul Revere and his efforts to expand people's rights and freedoms in a democracy * discuss Paul Revere and his efforts to expand our rights through independence * explain social barriers, restrictions, and obstacles that Paul Revere had to overcome and how he was able to succeed * describe the cultural and geographic systems associated with Paul Revere * identify specific locations on a political map significant to the life and times of Paul Revere * describe how place (physical and cultural) impacted the life of Paul Revere * describe how Paul Revere adapted to and was influenced by his environment * trace examples of travel and movement of Paul Revere and the movement of his ideas across time * describe how the region in which Paul Revere lived affected his life and impacted his cultural identification * describe how Paul Revere displayed positive character traits * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Paul Revere | Encourage your child to discuss fictional stories that he or she has read or seen about Paul Revere. Talk about how the people and events in these fictional stories are like and unlike the people and events your child is learning about.  Imagine with your child what it was like to live during these historical times.  Ideas to Discuss:   * Democracy: Discuss how our system of government came to be and how a representative government is beneficial for us. Talk about the three branches of government and the responsibilities of each. Point out duties of the national, state, and local governments. * Paul Revere: Discuss why Paul Revere and some of the patriots would have wanted independence from Great Britain. Talk about obstacles that he had to overcome and how his actions still affect us today. |
| **Reading and Language Arts**  ***(skills repeat throughout the year)*** | * Main Idea/Supporting Details/Summarizing * Inference Skills/Drawing Conclusions * Context Clues/Multi- Meaning Words (homophones, homographs, synonyms, antonyms * Elements of Nonfiction text: setting, plot, character traits, conflict, etc. * Define the characteristics/ theme of: poetry, drama, prose, fairytales, and fables * Primary & Secondary Sources * Reference Materials (dictionary, almanac, thesaurus, internet, newspapers, atlas etc.) * Character Traits * Point of View * Different Genres: Fiction, Nonfiction, Poetry, Historical Fiction, Science Fiction, Realistic Fiction, Fairytales, Fables, Tall Tales, Legends, Myths, Informational, Autobiography, Biography * Elements of a story: Plot, Setting, Problem, Solution, Characters | Read daily as a family. Share your own favorite childhood books with your child. Talk about and read  different types of books with your child.  Give books as special gifts and help your child build a personal library.  Ask your child to infer, predict, and summarize as they read. Use questions such as:   * Why do you think…? * What will happen next…? * What happened on this page/paragraph/chapter?   Read charts and graphs together. These can be found on cereal boxes, magazines, flyers, toy boxes, etc.  Call attention to frequently confused words in text, such as to, too, two; there, their, they’re. |
| **Word Study**  Greek & Latin Roots Vocabulary  Handwriting | * Divide & Conquer = how to break words apart ( base/root, prefix, and suffix) * un (not) * re (again) * pre (befote) * compound words * Write legibly in cursive: All Letters Review & Practice | Point out words with prefixes and suffixes as you are reading with your child. Ask them to divide and conquer the word to figure out the meaning.  Encourage cursive handwriting at all times. |
| **Math**  Numbers and Operations in Base Ten | * Place Value through the thousands place * Adding and Subtracting Fluently * Bar Graphs, Pictographs, Line Plots * Explaining Multiplication Situations * Multiplying Single-Digit Numbers * Explaining Division Situations * Dividing Single Digit Divisors * Explaining Multiplication as Comparison * Solving Multiplication and Division Problems * Solving Multi-Step Word Problems | Sing the Rounding Rap with your child:  *Find that place value and circle that digit. Move to the right and underline it.*  *0 – 4 circle stays the same*  *5 – 9 add one is the game.*  *Now flex your muscles like a hero.*  *Numbers to the right change to zeros. All other numbers stay the same.*  *Yo! You’re a winner in the rounding game.*  Visit Mrs. Nestor’s class website for other math songs, games, and videos  Talk with your child whenever you find yourself multiplying or dividing in your everyday life  When writing a check, show your child that you are writing numbers in word form and standard form.  Encourage your child to tell you why and how they solved a math problem.  Practice multiplication and division facts daily. Use flash cards or drill your child in the car. |