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| **Third Grade Parents…YOU CAN HELP REINFORCE LEARNING AT HOME. (2nd QTR)**  **Please keep this information close by. Below you will find the curriculum for the second nine weeks. These are the things your child will be learning during the 2nd 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 or our parent liaison, Jackie Dodd.**  **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 , Katherine\_E\_Davis@Gwinnett.K12.GA.US, Marlene\_Botts@Gwinnett.K12.GA.US, Cheryl\_Walters@Gwinnett.K12.GA.US, Lindsay\_Gerry@Gwinnett.K12.GA.US, Jackie\_Dodd@Gwinnett.K12.GA.US** | | |
| **Subject** | **Gwinnett County AKS** | **What to do with your child** |
| **Science**  Rocks, Minerals, and Soil | **Rocks, Minerals, and**   * investigate the physical attributes of rocks and soils * compare and contrast rocks and minerals * determine the physical attributes of rocks and minerals using observations (shape, color, and texture), measurements, and simple tests (hardness) * compare and contrast the texture, particle size and color in top soils (clay, loam, potting soil, sand) using observational skills * classify rocks according to the manner in which they formed (igneous, sedimentary, metamorphic) * determine how water and wind can change rocks and soil over time using observation and research | Help your student identify rocks, minerals, and different types of soils that they can find outside  Talk about the attributes and characteristics of different rocks and soil types (texture, particle size, hardness)  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 erosion and weathering caused by wind, water, or other natural causes. |
| **Social Studies**  Frederick Douglass  Susan B. Anthony  Mary McCleod Bethune | **Frederick Douglass**   * discuss Frederick Douglass and his efforts to expand our rights through civil rights * explain social barriers, restrictions, and obstacles that Frederick Douglass had to overcome and how he was able to succeed * identify specific locations on a map significant to the life and times of Frederick Douglass * describe how place (physical and cultural) impacted the life of Frederick Douglass * describe how Frederick Douglass adapted to and was influenced by his environment * trace examples of travels of Frederick Douglass and the movement of his ideas across time * describe how the region in which Frederick Douglass lived affected his life and impacted his cultural identification * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Frederick Douglass   **Susan B. Anthony**   * discuss Susan B. Anthony and her efforts to expand our rights through civil rights * explain social barriers, restrictions, and obstacles that Susan B. Anthony had to overcome and how she was able to succeed * identify specific locations on a map significant to the life and times of Susan B. Anthony * describe how place (physical and cultural) impacted the life of Susan B. Anthony * describe how Susan B. Anthony adapted to and was influenced by her environment * trace examples of travels of Susan B. Anthony and the movement of her ideas across time * describe how the region in which Susan B. Anthony lived affected her life and impacted her cultural identification * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Susan B. Anthony   **Mary McCleod Bethune**   * discuss Mary McLeod Bethune and her efforts to expand our rights through education * explain social barriers, restrictions, and obstacles that Mary McLeod Bethune had to overcome and how she was able to succeed * identify specific locations on a map significant to the life and times of Mary McLeod Bethune * describe how place (physical and cultural) impacted the life of Mary McLeod Bethune * describe how Mary McLeod Bethune adapted to and was influenced by her environment * trace examples of travels of Mary McLeod Bethune and the movement of her ideas across time * describe how the region in which Mary McLeod Bethune lived affected her life and impacted her cultural identification * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Mary McLeod Bethune | Encourage your child to discuss fictional stories that he or she has read or seen about Frederick Douglass, Susan B. Anthony, and Mary McCleod Bethune. 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:   * Frederick Douglass: discuss the hardships of slavery and how Frederick Douglass fought for freedom and equality for all people. Discuss what character traits he needed (bravery, intelligence, persistence) * Susan B. Anthony- Discuss the fight for equality that women faced. Talk about the importance for everyone to be able to have a say in government. * Mary McCleod Bethune- Talk about the social barriers that she had to overcome in order to build a school for girls and what character traits she had to display in order to reach these goals. |
| **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 * Graphic Aides: charts, graphs, diagrams, tables, pictures, captions, etc. * Elements of Nonfiction text: setting, plot, character traits, conflict, etc. * Organizational Patterns: chronological order, cause/effect, problem/solution, compare/contrast, sequence * Define the characteristics/ theme of: poetry, drama, prose, fairytales, and fables * Figurative Language: metaphors, similes, idioms, adages, proverbs * 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 | 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) * Sub (under, below) * -er (more) * -est (most) * graph (write, draw) * 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 | CONTINUE to REVIEW:   * 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   New Common Core/AKS for 2nd 9 Weeks: (multiplication and division properties and patterns)   * Applying Properties * Understanding Division as Unknown-Factor Problem * Multiplying and Dividing Fluently * Solving Word Problems * Assessing Answer Reasonableness * Extending and Explaining Patterns * Understanding and Measuring Area * Demonstrating Area Concepts * Understanding Multiplication through Area Models * Recognize Area as Additive * Drawing Scaled Graphs to Solve Problems * Generating Measurement Data * Creating Line Plots from Measurement Data | 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. |