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| **Third Grade Parents…YOU CAN HELP REINFORCE LEARNING AT HOME. (3rd QTR)**  Please keep this information close by. Below you will find the curriculum for the third nine weeks. These are the things your child will be learning during the 3rd 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**  Fossils  Heat | **Fossils**   * investigate fossils as evidence of organisms that lived long ago * investigate fossils by observing authentic fossils or models/replicas * explain how fossils are formed and uncovered * construct fossil models * identify examples of extinct species and how scientists study them   **Heat**   * explain how heat is produced and the effects of heating and cooling * understand that a change in temperature indicates a change in heat * categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another * investigate how insulation affects heating and cooling * investigate the transfer of heat energy from the sun to various materials * use thermometers to measure the changes in temperature (hot, warm, cold) of water samples over time | Talk about how fossils can be evidence of a once living animal or plant  Talk about the attributes and characteristics of fossils and how they are formed  Talk about how heat is formed and how temperature change can show a change in heat (when you are cooking for example) and have your child practice using a thermometer.  Discuss ways to produce heat and show examples  Point out insulation in your home (in the attic or an oven mitt)  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. |
| **Social Studies**  Franklin D. Roosevelt  Eleanor Roosevelt  Thurgood Marshall  Lyndon B. Johnson | **Franklin Delano Roosevelt**   * discuss the life of Franklin Roosevelt and his efforts to expand people's rights and freedoms in a democracy * discuss Franklin Roosevelt and his efforts to expand our rights through the programs of the New Deal and fighting World War II * explain social barriers, restrictions, and obstacles that Franklin Roosevelt had to overcome and how he was able to succeed * identify specific locations on a map significant to the life and times of Franklin Roosevelt * describe how place (physical and cultural) impacted the life of Franklin Roosevelt * describe how Franklin Roosevelt adapted to and was influenced by his environment * trace examples of travels of Franklin Roosevelt and the movement of his ideas describe how the region in which Franklin Roosevelt lived affected his life and impacted his cultural identification * describe how Franklin Roosevelt displayed positive character traits * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Franklin Roosevelt   **Eleanor Roosevelt**   * discuss the life of Eleanor Roosevelt and his efforts to expand people's rights and freedoms in a democracy * discuss Eleanor Roosevelt and her efforts to expand our rights through the United Nations and the advancement of human rights * explain social barriers, restrictions, and obstacles that Eleanor Roosevelt had to overcome and how she was able to succeed * identify specific locations on a map significant to the life and times of Eleanor Roosevelt * describe how place (physical and cultural) impacted the life of Eleanor Roosevelt * describe how Eleanor Roosevelt adapted to and was influenced by her environment * trace examples of travels of Eleanor Roosevelt and the movement of her ideas * describe how the region in which Eleanor Roosevelt lived affected her life and impacted her cultural identification * describe how Eleanor Roosevelt displayed positive character traits * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Eleanor Roosevelt   **Thurgood Marshall**   * discuss the life of Thurgood Marshall and his efforts to expand people's rights and freedoms in a democracy * discuss Thurgood Marshall and his efforts to expand our rights through civil rights and the Supreme Court of the United States * explain social barriers, restrictions, and obstacles that Thurgood Marshall had to overcome and how he was able to succeed * identify specific locations on a map significant to the life and times of Thurgood Marshall * describe how place (physical and cultural) impacted the life of Thurgood Marshall * describe how Thurgood Marshall adapted to and was influenced by his environment * trace examples of travels of Thurgood Marshall and the movement of his ideas * describe how the region in which Thurgood Marshall lived affected his life and impacted his cultural identification * describe how Thurgood Marshall displayed positive character traits * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Thurgood Marshall   **Lyndon B. Johnson**   * discuss the life of Lyndon B. Johnson and his efforts to expand people's rights and freedoms in a democracy * discuss Lyndon B. Johnson and his efforts to expand our rights through the Great Society and expanding voting rights * explain social barriers, restrictions, and obstacles that Lyndon B. Johnson had to overcome and how he was able to succeed * identify specific locations on a map significant to the life and times of Lyndon B. Johnson * describe how place (physical and cultural) impacted the life of Lyndon B. Johnson * describe how Lyndon B. Johnson adapted to and was influenced by his environment * trace examples of travels of Lyndon B. Johnson and the movement of his ideas * describe how the region in which Lyndon B. Johnson lived affected his life and impacted his cultural identification * describe how Lyndon B. Johnson displayed positive character traits * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Lyndon B. Johnson | Encourage your child to discuss fictional stories that he or she has read or seen about Franklin Roosevelt, Eleanor Roosevelt, Thurgood Marshall, and Lyndon B. Johnson. 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:   * Franklin D. Roosevelt: discuss the hardships of the great depression and how Franklin Roosevelt worked to make out country a better place and his New Deal initiative. Discuss what character traits he needed (bravery, intelligence, persistence, diligence) * Eleanor Roosevelt- Discuss the fight for equality that women faced. Talk about the importance for everyone to be able to have a say in government. * Thurgood Marshall- Discuss the work that he did in the Supreme Court. Talk about the social and cultural barriers that people had to face at that time. Look at a map and identify key places relating to Thurgood Marshall. * Lyndon B. Johnson- Talk about the social barriers that he had to overcome and what character traits he 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) * mil (one thousandth) * vid, vis (to see) * Fin, finit (having limits) * Mov, mot (move) * Port (to carry or to move) * 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 * Applying Properties (identity, commutative, associative, distributive, zero) * 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   New Common Core/AKS for 2nd 9 Weeks: (multiplication and division properties and patterns)   * Identifying, Drawing, examining, classifying quadrilaterals (four sided figures) * Comparing and contrasting attributes of quadrilaterals * Partitioning shapes and expressing areas of each part * Modeling and explaining fraction representations * Representing fractions on number lines * Explain equivalence of fractions * Expressing whole numbers as fractions * Comparing fractions * Drawing scaled graphs to solve problems * Generating Measurement Data * Creating Line Plots from Measurement Data | Practice their multiplication and division facts daily. Use flash cards or drill your child in the car.  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  Point our fractional amounts and decimals whenever you see them in the grocery store or at your house.  Look at fractional amounts when cooking and talk about equivalent fractions and substitutions.  Discuss with your child different geometric figures you see 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. |