

3rd Grade Home School Connection Libby Elementary

**Week 1 of 6th Six Weeks
April 19-23, 2021**

READING:

3.6 (F) - make inferences and use evidence to support understanding

3.6 (A) - establish purpose for reading assigned and self-selected texts

What's going on...

April 19 - Beginning of 6th Six Weeks

April 20 - East Texas Oil Museum Field Trip for Ms. Brady, Ms. Rougely, Ms. Brewster, Ms. McDaniel, and Ms. Rittenberry!

April 21 - Administrative Assistant's Day! We LOVE Ms. Baysinger!

April 23 - Report Cards Go Home!

Next Week

April 28 - A Day of Drumming

Spelling Word List:

1. ate
2. eight
3. dear
4. deer
5. dual
6. duel
7. paws
8. pause
9. cell
10. sell

Test Date: _____

Target Vocabulary:

1. **illustration** - a picture or drawing used to show or explain something
2. **summarize** - to briefly tell the important parts of a text, usually includes the beginning, middle, and end (BME)
3. **caption** - a sentence or group of words that is written on or next to a picture to explain what is being shown
4. **text features** - features found in expository text that help you find information and understand what you're reading
5. **expository text** - text that gives real information (non-fiction)
6. **prefix** - letters placed before a base word that changes the meaning of the word (example: preschool)
7. **suffix** - letters placed after a base word that changes the meaning of the word (example: careless)
8. **section** - a part of something
9. **main idea** - the "big idea of a piece of text: what the whole thing is about
10. **infer** - to reach a conclusion based on clues; what can you tell?
11. **bold print** - heavy, dark print used to draw attention to certain words
12. **diagram** - a picture that is meant to show the parts of something using labels
13. **heading** - a word or group of words found at the beginning of a section of writing
14. **genre** - the type of story
15. **author** - the person who writes a story
16. **visualize** - to get a picture in your head

Test Date: _____

SPELLING:

3.2 (B) demonstrate and apply spelling knowledge by: (ii) spelling homophones

Bulldogs do
their best!



GRAMMAR/WRITING:

3.11 (D) edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words

MATH:

3.2A- Compose and decompose numbers to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notations as appropriate.

3.2B- Describe the mathematical relationships found in the base-10 place value system through the hundred thousand place.

3.2D- Compare and order whole numbers up to 100,000 and represent comparison using the symbols $>$, $<$, or $=$.

3.3A- Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.

3.3F- Represent equivalent fractions with denominators of 2,3,4,6, and 8 using a variety of objects and pictorial models, including number lines.

3.3G- Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.

3.4A- Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.

3.4C- Determine the value of a collection of coins and bills.

3.4H- Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects.

3.5A- Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines and equations.

3.5E- Represent real-world relationships using number pairs in a table and verbal descriptions.

3.6A- Classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.

3.6B- Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.7A- Represent fractions of halves, fourths, and eighths as distances from zero on a number line.

3.7B- Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.

3.7C- Determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals to 45 minutes.

3.7D- Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.

3.7E- Determine liquid volume (capacity) or weight using appropriate units and tools.

3.8A- Summarize a data set with multiple categories using a frequency table, verbal descriptions.

3.8B- Solve one –and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.

FACT FLUENCY:

0-10's

All facts will be tested this six weeks. **Please continue to study** all of the multiplication math facts.

Flash cards have been provided.

Informally assessed weekly.

Formal assessment at the end of the six weeks. *Students have to know them. **It is a prerequisite for 4th grade!**

Science Focus:

Food Chains

Social Studies Focus:

Working in our Communities

6 WEEKS VOCABULARY REVIEW:

Denominator	Numerator	Equivalent	Fractional Part
Less than	Greatest ($>$)	Least ($<$)	Symbol
Model	Represent	Equal Parts	Order
Compare	Dot plot	Pictograph	Bar Graphs
Frequency Table	Scaled intervals	Each	Units
Measure	Estimate	Approximate	Capacity
Equivalent Fractions	Groups	Liquid	Operation
Greatest Division	Divide	Inverse	Quotient
Models	Arrangement	Number Sentence	Metric
Equal Groups	Customary	Standard	Non-Standard
Greater Than (more than)			

