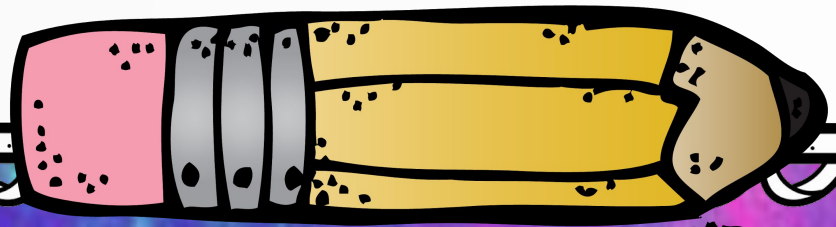
WELCOME TO CURRICULUM NIGHT

Please find the **bag** with your child's name!

While you wait...

- You can sign up to be a volunteer on the Chromebooks
- Write your child a note and leave it at their desk for tomorrow (blank notes in bag)
- Grab some water from the back table!
- Sign up to be a room parent if you are interested!

First Session- *6:25 - 7:10* ***Second Session-*** *7:15 - 8:00*



MATH

Quarter 1

Unit 1: Building a Mathematical Community & Understanding Equal Groups

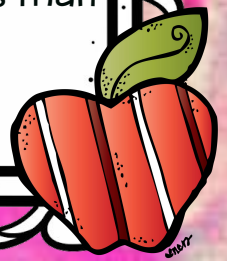
- Objects can be counted in equal groups instead of individual units (NC.3.OA.1).
- Products of a whole number can be interpreted as the total number of objects, given the number of groups and the amount in each group (NC.3.OA.1).
- Multiplication can be used when solving story problems that involve equal groups (a number of groups with an equal number of items in each group) (NC.3.OA.3).
- Division can be used when solving story problems that involve an unknown number of groups or an unknown size of groups (NC.3.OA.3).
- The Commutative Property can be applied to numbers to make sense of patterns in multiplication (NC.3.OA.9).

Unit 2: Using Data to Solve Problems

- Data can be collected using a frequency table. (NC.3.MD.3)
- Data can be organized by creating scaled bar graphs and scaled picture graphs. (NC.3.MD.3)
- Data in graphs can be used to answer questions and compare categories. NC.3.MD.3)

Unit 3: Stories With Addition & Subtraction

- Place value strategies can be used to solve addition and subtraction problems less than or equal to 1,000. (NC.3.NBT.2)
- Reasonableness of answers can be assessed by using estimation strategies. (NC.3.NBT.2)



MATH

Quarter 2

Unit 3: Stories With Addition & Subtraction

- Place value strategies can be used to solve addition and subtraction problems less than or equal to 1,000. (NC.3.NBT.2)
- Reasonableness of answers can be assessed by using estimation strategies. (NC.3.NBT.2)

Unit 4: Making Sense of Multiplication & Division

- Multiplication is the process used to find the total when given the number of groups and the amount in each group. (NC.3.OA.1)
- Properties of operations (commutative, associative, distributive) can be applied as strategies to multiply and divide. (NC.3.OA.1)
- Division means solving for the number of equal groups OR the number of objects in each equal group when the total is known. (NC.3.OA.2)
- One-step problem situations involving equal groups can be represented by multiplication and/or division. (NC.3.OA.3)
- Division can be represented as an unknown factor multiplication problem. (NC.3.OA.6)
- Multiplication and division are related operations. (NC.3.OA.7)
- Patterns in multiplication can be uncovered when looking at 100 charts and multiplication tables. (NC.3.OA.9)

Unit 5: Reasoning with Shapes & their Attributes

- The defining attributes of quadrilaterals including rhombuses, rectangles, squares, and parallelograms. (NC.3.G.1)
- There are several different types of quadrilaterals. (NC.3.G.1)
- Math Language: Non-example Quadrilateral Rhombus Rectangle Square Parallelogram Trapezoid

MULTIPLICATION

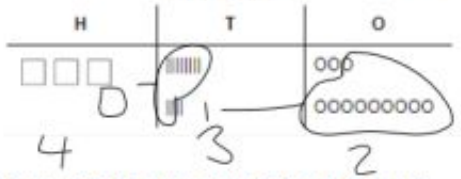
By the end of third grade, students should be able to fluently multiply 0-9.

ADDITION

Addition Strategies

HTO Chart (Hundreds, Tens, Ones)

283+ 149 =



1. Draw out the biggest number with boxes, lines, and circles.

2 boxes in the hundreds
8 lines in the tens
3 circles in the ones

2. Look at your second number, add the ones to the O column, add the tens to the T column, add the hundreds to the H column.

Add 1 box in the hundreds
Add 4 lines in the tens
Add 9 circles in the ones

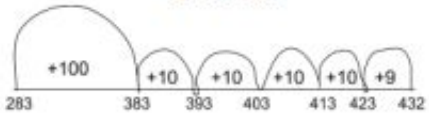
3. Look at the ones, can you regroup any? Count to see if there are ten ones. If there are, circle 10 ones and cross it off. Add a ten to the T column. Repeat these steps with tens and hundreds.

You have 12 ones, regroup 10 of them.
You have 12 tens, regroup 10 of them.
You do not need to regroup your hundreds.

4. Count your final numbers on your HTO chart.

Number Line

283+ 149 =



1. Start adding on the number line with the larger addend. So for the equation 283+149=?, that would be 283. It does not matter the order of addends in which we start adding first, it will result in the same sum.

2. Next draw a horizontal line and put the number 283 at the beginning of it. Students should know since they will be adding on the number line they will be moving to the right. 149

3. Next, look at the other addend which for this problem is 149 and break it apart based on place value to add in groups on the number line. The number 149 is composed of 1 hundred, 4 tens, 9 ones.

4. On the number line, start at 149 and show a jump forward of 100 then four jumps forward of 10 and finally nine jumps forward of 1. The resulting number stopped on is 432 which is the sum of 283+149.

Expanded Method

283+ 149 =

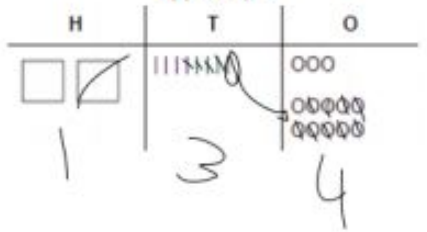
283 = 200 + 80 + 3
\+ 149 = 100 + 40 + 9
---
300 + 120 + 12 = 432

1. Decompose each number into its expanded form
2. Add the ones together
3. Add the tens together
4. Add the hundreds together
5. Add all of your numbers together

SUBTRACTION

Subtraction Strategies

HTO Chart (Hundreds, Tens, Ones)
283 - 149 =

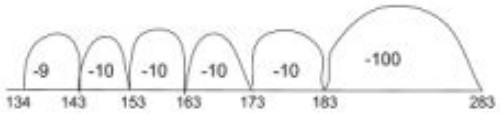


1. Draw out the biggest number with boxes, lines, and circles.
- 2 boxes in the hundreds
- 8 lines in the tens
- 3 circles in the ones

2. Look at your second number, subtract the ones to the O column, subtract the tens to the T column, subtract the hundreds to the H column.
- -Subtract 9 ones. If you do not have enough, take away a ten and add 10 ones.
- - Subtract 4 tens.
- - Subtract 4 hundreds.

3. Count your final numbers on your HTO chart.

Number Line
283 - 149 =



1. Start subtracting on the number line with the larger number. So for the equation 283 -149=?, that would be 283.
2. Next draw a horizontal line and put the number 283 at the end of it. Students will be moving towards the left.
3. Next, look at the other number which for this problem is 149 and break it apart based on place value to subtract in groups on the number line. The number 149 is composed of 1 hundred, 4 tens, 9 ones.
4. On the number line, jump back of 100 then four jumps back of 10 and finally nine jumps back of 1. The resulting number stopped on is 134.

Expanded Method
283 - 149 =

283 = 200 + 80 + 3
- 149 = 100 + 40 + 9
---
100 + 30 + 4 = 134

1. Decompose each number into its expanded form
2. Subtract the ones. If you cannot subtract them, you must regroup. You will borrow 10 from the tens column. Cross off the tens and take away ten.
3. Subtract the tens.
4. Subtract the hundreds.
5. Add all of your numbers together.

MATH

3rd Grade Math at a Glance for Parents 2018-2019

	First Quarter			Second Quarter			
Unit	Building Mathematical Community & Understanding Equal Groups	Using Data to Solve Problems	Stories with Addition & Subtraction	Stories with Addition & Subtraction (cont'd)	Making Sense of Multiplication & Division		Reasoning with Shapes and their Attributes
Standards Assessed	NC.3.OA.1 NC.3.OA.3 NC.3.OA.9	NC.3.MD.3		NC.3.OA.8 NC.3.NBT.2	NC.3.OA.1 NC.3.OA.2 NC.3.OA.3 NC.3.OA.6	NC.3.OA.7 NC.3.OA.8 NC.3.OA.9 NC.3.NBT.3	NC.3.G.1
Big Ideas on the Elementary Report Card	• Represent and solve problems involving multiplication and d • Multiply and divide within 100. • Represent and interpret data. • Use place value understanding and properties of operations ti-digit arithmetic.			• Use place value understanding and properties of operations to perform multi-digit arithmetic. • Solve problems involving the four operations, and identify and explain patterns in arithmetic. • Understand properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Reason with shapes and their attributes.			

	Third Quarter		Fourth Quarter	
Unit	Applying the Operations to Area & Perimeter	Understanding Fr of a Whole	Using Tools to Measure Length, Weight, and Capacity	Understanding Time
Standards Assessed	NC.3.MD.5 NC.3.MD.7 NC.3.MD.8	NC.3.NF.1 NC.3.NF.2 NC.3.NF.3 NC.3.NF.4	NC.3.MD.2	NC.3.MD.1
Big Ideas on the Elementary Report Card	• Geometric measurement: understand concepts of area and relate area to multiplication and to addition. • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. • Develop understanding of fractions as numbers.		• Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Solve problems involving the four operations, and identify and explain patterns in arithmetic.	

tinyurl.com/y6wnekgs

Dear Parents,
We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your ongoing support.

Sincerely,
Your Child's Teacher

Unit Name: Stories with Addition and Subtraction

North Carolina Content State Standards:

NC.3.NBT.2
Add and subtract whole numbers up to and including 1,000.
- Use estimation strategies to assess reasonableness of answers.
- Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.
- Use expanded form to decompose numbers and then find sums and differences.

NC.3.OA.8
Solve two-step word problems involving addition, subtraction, ~~and multiplication~~, representing problems using equations with a symbol for the unknown number.

Math Language:

- Addition
- Place Value
- Expression
- Difference
- Decompose
- Number Line
- Value
- Estimation
- Actual
- Operation
- Lesser
- Addend
- Equation
- Rate of Ten
- Ungroup
- Subtotals
- Precision
- Rounding
- Exact
- Symbol
- Compare
- Situation
- Sum
- Unknown
- Subtraction
- More
- Expanded Form
- Partition
- Inverse Operation
- About
- Comparison
- Relationship
- Add to/Take from
- Regroup
- Place Value Drawing
- Missing Addend
- Fewer
- Expanded Method
- Greater
- Nearest Multiple
- Reasonable
- Put Together/Take Apart
- Compensate and Combine Strategies

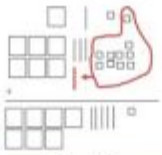
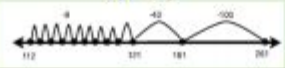
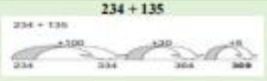
Unit Overview:

The focus of this unit is on addition and subtraction within 1000. Students focus on understanding and applying strategies, such as place value blocks, place value drawings, expanded form/method, and numbers lines to add and subtract numbers up to and including 1,000. Students will simultaneously review concepts about place value, regrouping, and ungrouping. Throughout the unit, students will use these operations within the context of one and two step story problems. They will also develop an understanding of how place value can then be used to round numbers. The primary strategy used for rounding in this unit is the number line. Students will use the number line to round numbers to the nearest ten and hundred. Rounding and other estimating strategies, such as benchmarking, will help students have a better understanding of the reasonableness of their final answers when finding a solution to a math problem. Students will also be asked to explain their math thinking, make sense of the strategies they used, and assess the reasonableness of their answers.

Skills/Strategies:

Students will be able to:
- Use expanded form to decompose numbers to solve addition and subtraction problems
- Apply the relationship between addition and subtraction to solve problems
- Solve two-step word problems using addition and subtraction

Strategies students will learn:

Strategy Name	Example of strategy:	Example of strategy:
Expanded Form/ Method: Decomposing or separating numbers to add or subtract	756 + 279 (700+50+6) + (200+70+9) 700 + 200 = 900 50 + 70 = 120 6 + 9 = 15 900 + 120 + 15 =1070	321 – 117 321 – (100 + 10 + 7) 321 – 100 = 221 221 – 10 = 211 211 – 7 or (6 + 1) 211 – 1 = 210 210 – 6 = 204
Creating new problems	721 + 279 721 (-21) + 279 (+21) 700 + 300 = 1000	547 – 297 547 (+3) – 297 (+3) 550 – 300 = 250 (500 – 300 is 200 SO 550 – 300 is 250)
Changing a number when adding or subtracting and adjusting the answer to account for the change	721 + 279 721 + 280 (adding 1 too many) 721 + 280 = 1001 1001 – 1(the 1 extra we added) = 1000	547 – 297 547 – 297 (+3) 547 – 300 (removing 3 too many) = 247 247 + 3 = 250 (add back the extra 3 we took off)
Place Value Drawing	112 + 639 = ___ 	
Number Line (Addition & Subtraction)	261 - 149 	234 + 135 

Video Support:

Video support can be found on The WCPSS Academics YouTube Channel.
- http://tinyurl.com/WCPSSAcademicsYouTube
- ES 3 Math Whole Number Place Value Addition without Regrouping (three digit numbers)
- ES 3 Math Whole Number Place Value Addition with Regrouping (two digit numbers)
- ES 3 Math Whole Number Place Value Addition with Regrouping (three digit numbers)
- ES 3 Math Whole Number Show All Totals Addition
- ES 3 Math Whole Number Addition on the Number Line
- ES 3 Math Whole Number Place Value Subtraction without Ungrouping
- ES 3 Math Whole Number Place Value Subtraction with Ungrouping
- ES 3 Math Whole Number Expanded Form Subtraction
- ES 3 Math Whole Number Subtraction on the Number Line

Subtraction Using a Number Line
- https://learnzillion.com/lessons/1583-solve-subtraction-problems-using-a-number-line

Wake County Public Schools, Mathematics Unit Overview for Parents
This document should not replace on-going communication between teachers & parents.

MATH RESOURCES

Dreambox:

School URL:

https://play.dreambox.com/login/zhfd/4bjk

School Code: zhfd/4bjk

Classroom Code: 59728

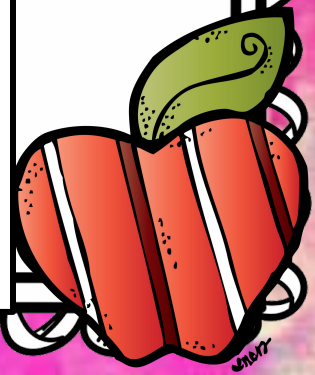
Why dreambox?

Paper Frenzy

MATH RESOURCES

LITERACY

Grade 3	Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Topic	**3M1: Overcoming Learning Challenges Near and Far**	**3M2: Adaptations and the Wide World of Frogs**	**3M3: Exploring Literary Classics**	**3M4: Water Conservation**
Writing Tasks*	• Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10) • Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5)	• Narrative Writing: A Pourquoi Tale (W.3,3, W.3.4 W.3.10) • Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6)	• Presenting a Revised Scene from *Peter Pan* (RF.3.4b, SL.3.4, and SL.3.6) • Narrative Writing: Revising a Scene from *Peter Pan* (W3.3, W.3.4, W.3.6, W.3.10)	• Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b) • Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)
Required Trade Books**	RL - *More Than Anything Else*, Marie Bradby RL - *Waiting for the Biblioburro*, Monica Brown RL - *Thank You, Mr. Falker*, Patricia Polacco RL - *Rain School*, James Rumford RL - *Nasreen's Secret School*, Jeanette Winter RI - *My Librarian Is a Camel*, Margriet Ruurs	RL - *Bullfrog at Magnolia Circle*, Deborah Dennard RL - *Lizards, Frogs, and Polliwogs*, Douglas Florian RI - *Everything You Need to Know about Frogs and Other Slippery Creatures*, DK Publishing	RL - *Peter Pan*, J.M.Barrie	RI - *One Well: The Story of Water on Earth*, Rochelle Strauss RL - *Water Dance*, Thomas Locker RL - *The Boy Who Harnessed the Wind*, William Kamkwamba



LITERACY

Module 1 Learning Challenges Around the World: Unit 1

Students read literary texts about children who face challenges with access to education. Throughout the course of the unit, students read three literary texts: Waiting for the Biblioburro by Monica Brown, Rain School by James Rumford, and Nasreen's Secret School by Jeanette Winter. They read each text for gist, recount the text, determine its central message or lesson, and then closely read and answer text-dependent questions designed to help them explain how that central message or lesson is conveyed through details in the text. Students also identify the challenges faced by the characters and how they are able to overcome them. For the mid-unit assessment, students discuss what they like about their independent reading books and the things that they have found challenging. In the second half of the unit, after learning how to write short constructed responses, students read a new literary text, answer selected response questions, and write short constructed responses about questions having to do with the text.

LITERACY

Module 1 Learning Challenges Around the World: Unit 2

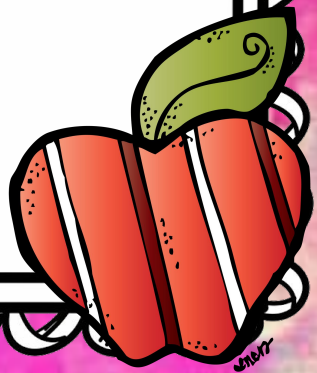
In Unit 2, students move from analyzing challenges others face in accessing schools to more specifically analyzing challenges others face in accessing books. Students closely read excerpts from My Librarian Is a Camel by Margriet Ruurs, which describes ways people living in different countries around the world access books. For a mid-unit assessment, students demonstrate their reading skills by reading a new excerpt from this book and determining its main idea.

In the second half of the unit, students switch gears to begin writing informative texts. Using what they have learned about reading informational texts in the first half of the unit, they plan, write, revise, and edit an informative paragraph describing how people in a particular country overcome the challenge of access to books. For the End of Unit 2 Assessment, students write a new informative paragraph describing the challenge and how it was overcome, using evidence from the excerpt from My Librarian Is a Camel read for the mid-unit assessment.

LITERACY

Module 1 Learning Challenges Around the World: Unit 3

In Unit 3, students move from analyzing challenges faced by others, to learning challenges that they face, specifically with reading. This is framed with the book More Than Anything Else by Marie Bradby, which describes the reading challenges Booker T. Washington faced. Students hear the whole text read aloud and analyze in detail an excerpt of text that is rich in figurative language and describes the challenges Booker faced in detail. For a mid-unit assessment, students demonstrate their writing skills by writing an informative paragraph recounting Booker's story from More Than Anything Else and the lesson they learned through the challenges faced and how those challenges were overcome.



LITERACY

Unit 3- Continued

In the second half of the unit, students determine their own reading challenges and some strategies to overcome those challenges. They write a reading contract outlining two of their most significant reading challenges and two strategies to overcome each challenge. Students also practice reading excerpts of Nasreen's Secret School and Rain School for fluency practice throughout the second half of the unit. For Part I of the End of Unit 3 Assessment, students read an excerpt of Nasreen's Secret School or Rain School in a group to record an audiobook. In Part II, students revise their reading contracts based on teacher and peer feedback. For the performance task, students create a reading strategies bookmark to quickly reference the reading strategies they have outlined in their reading contract.

LITERACY

Module 2: Adaptations and the Wide World of Frogs

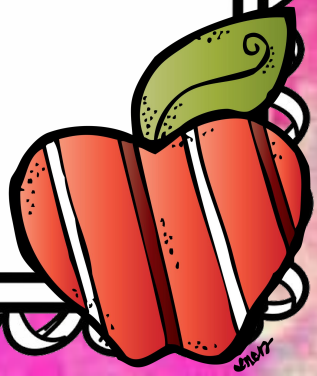
Unit 1: Reading and Writing Narratives: Poems and Pourquoi Tales about Frogs

In this unit, students read and write narrative texts about frogs. They closely read poems about frogs and develop 'why' questions about frogs. They read and write narrative pourquoi tales that answer these 'why' questions. Students learn that narrative texts have a clear sequence of events that makes sense and is easy to understand. The beginning establishes the situation and introduces characters. The middle describes the central problem and explains how the characters respond to the problem. The ending tells the solution/resolution to 'wrap up' the story. Students also learn to form and use comparative and superlative adjectives and adverbs.

LITERACY

Module 2: Adaptations and the Wide World of Frogs

Unit 2: Building Background Knowledge: Researching Frogs
In this unit, students build background knowledge about frogs. They closely read excerpts of a complex text to answer several research questions. They write informational paragraphs answering these questions. When reading, students use text features to find information about a topic, look a connections between sentences and paragraphs in an excerpt of text, and analyze illustrations to further their understanding of a text. The language study standard requires students to form and use regular and irregular verbs in the present tense.



LITERACY

Module 2: Adaptations and the Wide World of Frogs

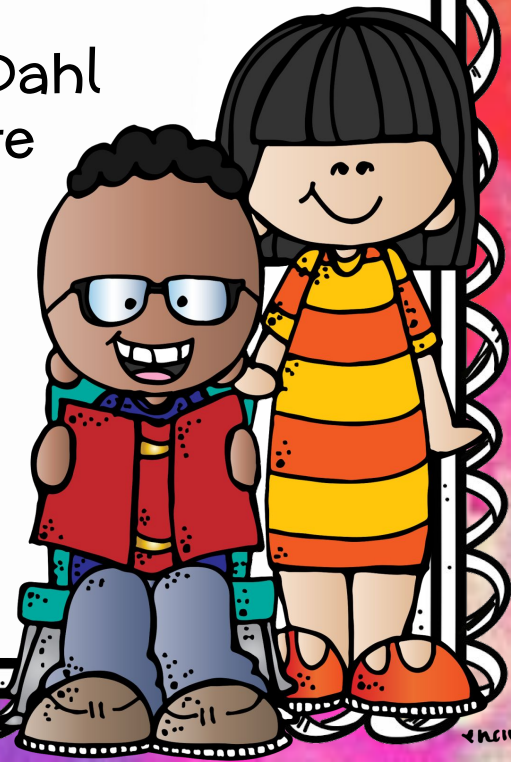
Unit 3: Using Writing to Inform

In this unit, students complete their Freaky Frog book by writing an informative 4- paragraph essay about a chosen 'freaky' frog and creating a trading card of their chosen frog. Students choose one frog from the options given. After analyzing the model about the poison dart frog students write their own essay giving the background information, two proof paragraphs about physical and behavioral adaptations, and a concluding paragraph. Through mini lessons and peer critique, students revise their writing. The language standards that students will focus on are using regular and irregular verbs, and writing simple, compound and complex sentences.

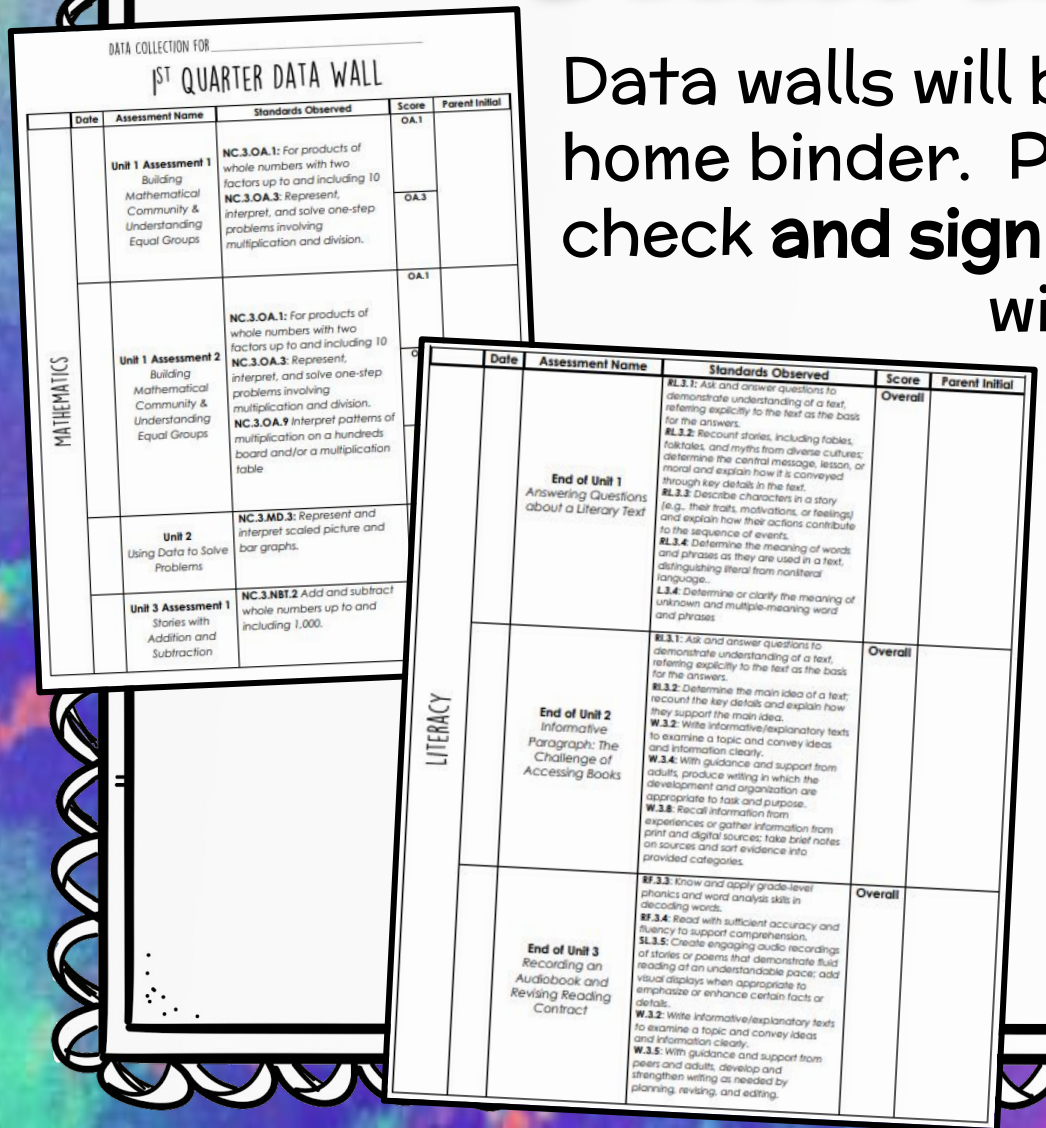
For the performance task, each student will create a trading card and compile the writing from the module into a book with a front cover and table of contents.

RECOMMENDED BOOKS

Stuart Little by E.B. White
Charlotte's Webb by E.B. White
Mr. Popper's Penguins by Richard Atwater
Freckle Juice by Judy Blume
James and the Giant Peach by Roald Dahl
The BFG by Roald Dahl
Charlie and the Chocolate Factory by Roald Dahl
The One and Only Ivan by Katherine Applegate
A Boy Called Bat by Elana K. Arnold
Diary of a Wimpy Kid Series by Jeff Kinney
Big Nate Series by Lincoln Peirce
Because of Winn-Dixie by Kate DiCamillo
The Tale of Despereaux by Kate DiCamillo
Bunnicula by James Howe
How to Eat Fried Worms by Thomas Rockwell



DATA WALL



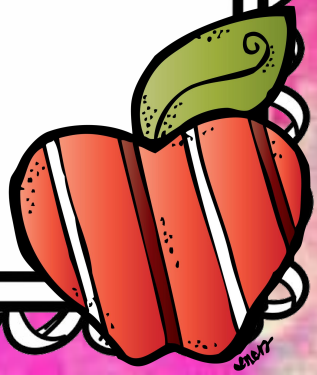
DATA COLLECTION FOR _____

1ST QUARTER DATA WALL

	Date	Assessment Name	Standards Observed	Score	Parent Initial
MATHEMATICS		**Unit 1 Assessment 1** *Building Mathematical Community & Understanding Equal Groups*	**NC.3.OA.1:** For products of whole numbers with two factors up to and including 10 **NC.3.OA.3**: Represent, interpret, and solve one-step problems involving multiplication and division.	OA.1 OA.3	
		Unit 1 Assessment 2 *Building Mathematical Community & Understanding Equal Groups*	**NC.3.OA.1:** For products of whole numbers with two factors up to and including 10 **NC.3.OA.3**: Represent, interpret, and solve one-step problems involving multiplication and division. **NC.3.OA.9** Interpret patterns of multiplication on a hundreds board and/or a multiplication table	OA.1	
		Unit 2 *Using Data to Solve Problems*	**NC.3.MD.3:** Represent and interpret scaled picture and bar graphs.		
		Unit 3 Assessment 1 *Stories with Addition and Subtraction*	**NC.3.NBT.2** Add and subtract whole numbers up to and including 1,000.		

	Date	Assessment Name	Standards Observed	Score	Parent Initial
LITERACY		**End of Unit 1** *Answering Questions about a Literary Text*	**RL.3.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.2**: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **RL.3.3**: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **RL.3.4**: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **L.3.4**: Determine or clarify the meaning of unknown and multiple-meaning word and phrases	Overall	
		End of Unit 2 *Informative Paragraph: The Challenge of Accessing Books*	**RI.3.1**: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.2**: Determine the main idea of a text; recount the key details and explain how they support the main idea. **W.3.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.3.4**: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. **W.3.8**: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Overall	
		End of Unit 3 *Recording an Audiobook and Revising Reading Contract*	**RF.3.3**: Know and apply grade-level phonics and word analysis skills in decoding words. **RF.3.4**: Read with sufficient accuracy and fluency to support comprehension. **SL.3.5**: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **W.3.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.3.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Overall	

Data walls will be in your child's take home binder. Please make sure to check **and sign** this weekly! This will keep you up to date on your child's progress in third grade!



SCIENCE

Quarter 1 - The Human Body

3.L.1 - Understand human body systems and how they are essential for life: protection, movement, and support.

3.L.1.1 - Compare the different functions of the skeletal and muscular systems.

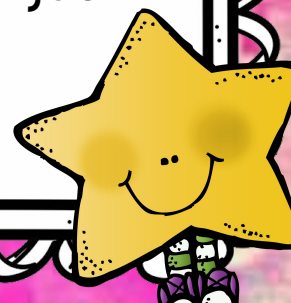
3.L.1.2 - Explain why skin is necessary for protection and for the body to remain healthy.

Quarter 2 - Matter, Force & Motion

3.P.1 - Understand motion and factors that affect motion.

3.P.2 - Understand the structure and properties of matter before and after they undergo a change.

3.P.3 - Recognize how energy can be transferred from one object to another.



SCIENCE

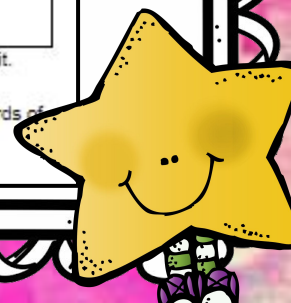
WAKE COUNTY PUBLIC SCHOOL SYSTEM

WCPSS 3rd Grade Science Curriculum Map

WCPSS Science units are designed using the Understanding by Design framework. Stage 1 identifies and unpacks what students should know and be able to do according to the North Carolina Essential Standards for Science. Stage 2 provides assessment examples to show if students have mastered standards. Stage 3 is a collection of standards aligned learning experiences and resources to be used for instructional purposes.

Strand	Structures and Functions of Living Organisms	Matter: Properties and Change	Force and Motion	Earth in the Universe	Earth System, Structures, and Processes	Ecosystems	Energy Conservation and Transfer
Unit Title	Bones, Muscles, and Skin	Matter: Structure, Properties, and Change	Force and Motion: Speed and Direction	Earth in the Solar System	Earth's Land and Water Features	Plants on Earth	Integrated in Matter *and* Force and Motion Units
Sample Timeframe	5-5.5 weeks	4-4.5 weeks	5 -5.5 weeks	4-5 weeks	4-5 weeks	5-5.5 weeks	*integrated
Suggested Report Qtr.	1st Quarter	1st/2nd Quarter	2nd Quarter	2nd/3rd Quarter	3rd Quarter	4th Quarter	1st/2nd Quarter
NC Essential Standards and Clarifying Objectives *(*integrated standard)*	**3.L.1** 3 L. 1.1 3 L. 1.2	**3.P.2** 3 P 2.1 3 P 2.2 3 P 2.3 **3.P.3*** 3 P 3.2*	**3.P.1** 3 P 1.1 3 P 1.2 3 P 1.3 **3.P.3*** 3 P 3.1*	**3.E.1** 3 E 1.1 3 E 1.2	**3.E.2** 3 E 2.1 3 E 2.2	**3.L.2** 3 L 2.1 3 L 2.2 3 L. 2.3 3 L. 2.4	**3.P.3** 3 P 3.1 3 P 3.2

- **NC Essential Standards for Science**: Assessed standards stating what students should know, understand, and be able to do by the end of the unit.
- **Integrated Standards**: NC Essential Standards that are integrated into another unit
- **Sample Time Frame:** Due to units overlapping the end of nine weeks, teachers may adjust reporting quarter as needed or report on taught standards of a unit for two consecutive quarters.



SOCIAL STUDIES

Quarter 1 - Civics and Government

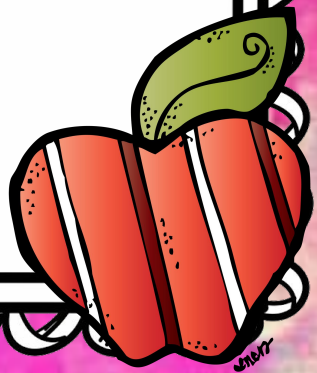
3.C&G.1 - Understand the development, structure, & function of local government.

3.C&G.2 - Understand how citizens participate in their communities

Quarter 2 - Geography

3.C.1 - Understand how diverse cultures are visible in local & regional communities

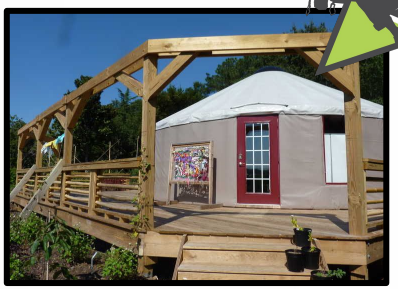
3.G.1 - Understand the earth's patterns by using the 5 themes of geography: location, place, human-environment interaction, movement, and regions.



FIELD TRIPS

Third graders go on 3 field trips this year.

1. Morehead Planetarium and Science Center (TBD)
2. Triangle Rock Club (January 24)
3. JCR Arboretum (April 9)



We will need chaperones for each of these trips. You must be registered as a volunteer with WCPSS each year to be a chaperone.

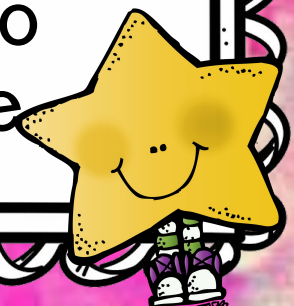
BEHAVIOR

Classroom: Class Dojo

- We will use Class Dojo as part of our classroom economy. Students will be able to earn rewards every 50/100 points. Parents will not be connected to Dojo unless there is a behavior issue.

School Wide: Apples & MES expectations

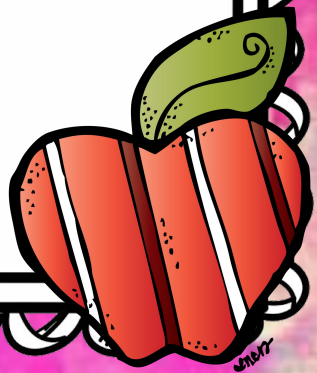
- Students will earn apples around the school (cafeteria, specials, hallway) to earn a class reward that they choose.



PASSPORT BINDER

These binders should go home every night! In this binder you will find: an agenda, homework, homework calendar, data wall, and assessments.

- Your child is responsible for writing down their homework <u>every night</u>
- You should check child's data wall <u>weekly</u> and sign any assessments
- You can check to make sure your child is turning in their homework by checking their homework calendar
  - This will reflect your child's work habits grade



HOMEWORK

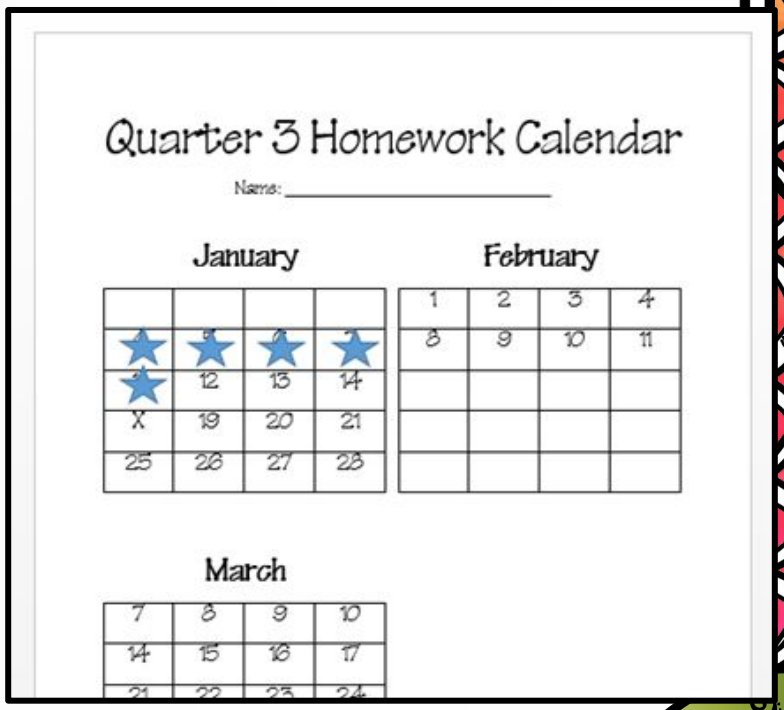
Nightly Expectations:
Monday - Thursday

Reading Read for 20 minutes
Reading sheet aligned to lesson

Math Complete the math worksheet
Practice math facts

Any other nightly assigned HW should be written in **agendas** each day

Students should have their **multiplication facts** memorized by the end of third grade. PLEASE make sure to practice these at home!!!


Quarter 3 Homework Calendar

Name: _____

January

	12	13	14
X	19	20	21
25	26	27	28

February

1	2	3	4
8	9	10	11

March

7	8	9	10
14	15	16	17
21	22	23	24

MAKE UP WORK

If your child is absent, they will get this form sent home. Please make sure they complete their make up work and return this form with your initials.

MAKE-UP ASSIGNMENTS

Name: _____

Date of Absence(s): _____

Sorry you were out...
we missed you!

ASSIGNMENT DESCRIPTIONS	DUE DATE	COMPLETED?
Literacy:		
Math:		

REMINDERS

- Feel free to join your child for lunch (12:15-12:45)
- We will have snack time every day. Please send in a healthy snack for your child to eat (no candy)
- Birthday celebrations will take place at recess (12:45 - 1:15)

- **Interims** get send home on week 5/week 6
  - Week of August 5, Week of October 18, Week of February 3, Week of May 4
- **Report cards** go home a week after the quarter ends
  - October 4, January 10, April 9, June 30
- **Conferences** take place after first and third quarter
- Sign up to volunteer on a school computer

Room parent volunteer


THANK
YOU!