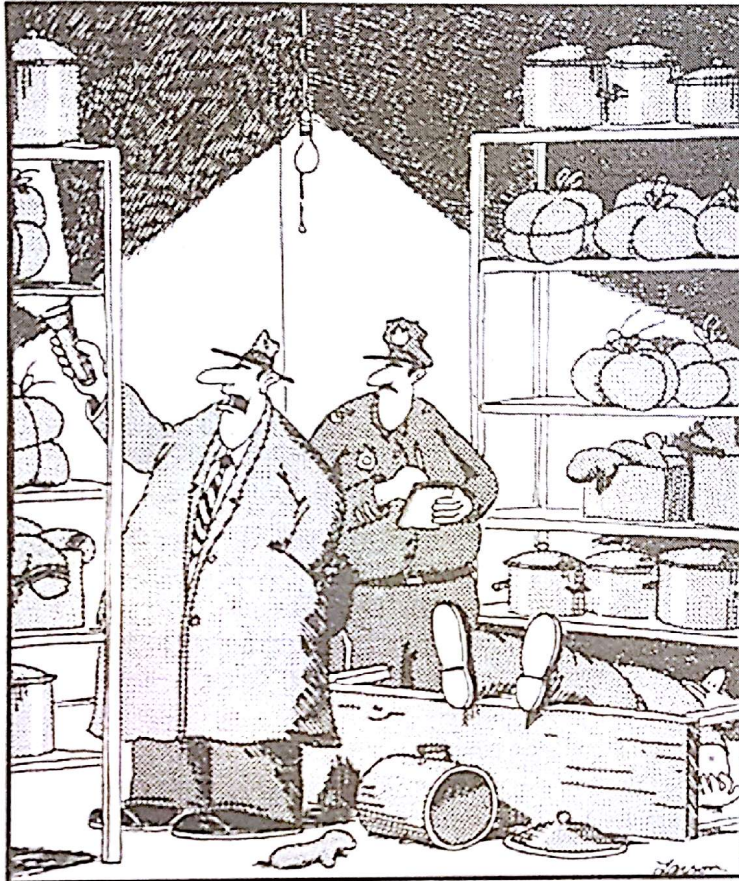


NEWSLETTER



“Look here, McGinnis — hundreds of bright copper kettles, warm woolen mittens, brown paper packages tied up with string. . . . Someone was after a few of this guy’s favorite things.”

Third Grade Teachers and Emails

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If you have any questions or concerns, please do not hesitate to email us!

Notes

We hope that everyone had a happy and restful holiday break with your families. We are excited to be back!

Third Grade Website

<http://watersschoolthirdgrade.weebly.com>

Social Studies

In our new social studies unit 3, "Many Cultures, One Country," students will learn that immigrants come to the United States from many countries to find a better life. They bring their heritage and culture with them and share their customs with their new American friends. That's why the American culture has so many different customs. Different ethnic groups bring their customs with them when they immigrate. Painting, architecture, music, dance, and sports are some of the different customs brought to the United States even today. Cultures are also shared by the telling of stories, or myths and fables. Communities celebrate for many reasons in many ways. Communities all over the world celebrate their nation's independence. Holidays are celebrated to honor important heroes and special events. Americans celebrate many different holidays. Cultural celebrations include food, dance, and games. In Lesson 1, students will learn and understand that immigrants have come from many countries, recognize that immigrant bring customs to America, understand that immigrants often face challenges, identify how immigrants' customs become part of a culture, and lastly assess students' understanding of what happens when immigrants come to the United States. **Test will be on Friday, January 13th.** Students are allowed to take their books home and study for the assigned test. **It is an OPEN book test!!!**

Science

This week, we are finishing our designs for our musical instruments, and building them! I am really excited by the designs the students have come up with, and I can't wait to see their designs become reality as they start to make them. I will act as a facilitator to help them build their instruments, but I am not going to try to steer them away from any given design. If it doesn't work, that's just a part of the design process, and there will be time given to evolve their instruments to address things in the design that don't work.

Language Arts

This week most students will continue Lesson 11 of our *Storytown* curriculum.

The robust vocabulary words that students are continuing to practice in Lesson 11 are *swooned, astonished, encouraging, brief, chuckling, soothing, sobbed, praised, envious, rivalry*. The story we are reading for this lesson is

Loved Best, an example of realistic fiction. The lesson test will be Friday, January 20th. The Language Arts homework this week is the reading log (20 minutes a night) and spelling sorts.

Students will receive new spelling sorts this Monday, and we will have a spelling quiz on Friday.

Math

This week we are starting a new unit on finding the area of shapes (both regular and irregular). We will also work on our ability to estimate area, and we will be touching on the concept of perimeter, as well.

Writing

This week in Writing Workshop students will continue working on Information Writing. Students are finalizing their drafts and will begin publishing their information books. Their books will contain many text features that we have been studying, including pictures and captions. Students may draw illustrations, or may bring in photographs to include in their books.

Language Arts Homework Week of 1/9/17

For their language arts homework this week, students are to read a MINIMUM of 20 minutes a night in a best-fit book of their choice. Please initial or sign to show that students have read the requisite amount of minutes.

Day	Name of Book(s)	Student Initials	Parent Signature
Monday			
Tuesday			
Wednesday			
Thursday			

Words Their Way (W.T.W.) Spelling Activities Menu
Week of 1/9/16

Students will be given their sorts on Monday. They are to cut out their words and put them in a plastic bag so they can do their sorting activities throughout the week at home.

Monday Night

Speed Sorts: Sort your words according to the categories on the top of the Word Sort sheet and time yourself sorting them (using a clock, a stopwatch, or a stopwatch app on a phone). Try at least three different times, and make sure to mix them up before each try. Write down your best time below!

BEST SORTING TIME: _____

Tuesday Night

Open Sort: Sort your words in a new and different way than the categories that were given on the sheet. Here are some example categories you may use: Number of syllables, plural and singular, ending letter, double letters, parts of speech, compound or singular words, number of letters, alphabetical order, ending (ing, ed, es...), prefixes/suffixes, etc. Or, try to make up and find your own categories! Make up at least three categories to sort your words by, and write them down below.

Your categories: _____

Wednesday Night

Blind Sort

For this activity, you need to work with a partner (a parent, grandparent, brother, sister, Aunt, Uncle, etc). You will write your pre-made categories at the top of the paper that follows, and your partner will call out a random word from your sort (have them call 10 random words). Without looking at the word, write it in the correct category. Try to visualize the word and how it is spelled according to its pattern.

Thursday Night

Write Sentences Choose ten words from your sort and write a sentence for each word. Your sentences should prove that you understand what the word means! Write the sentences on the next page.

Words Their Way (W.T.W.) Spelling Activities Menu
Week of 1/9/16

CATEGORY	CATEGORY	Blind Sort CATEGORY	CATEGORY	CATEGORY
_____	_____	_____	_____	_____

Spelling Sentences

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

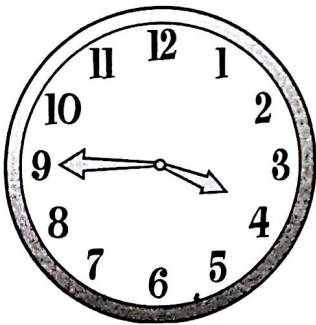
Time for a Riddle

Read the riddle. To find the answer, find the clockface that matches the time written under each blank line. Then write the letter under the clockface on the blank line.

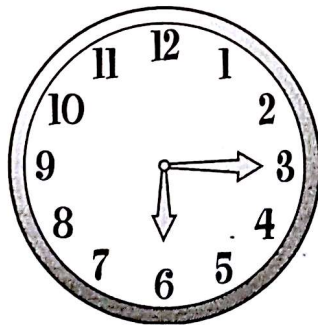
Riddle: What did the little hand on the clock say to the big hand?

Answer: “

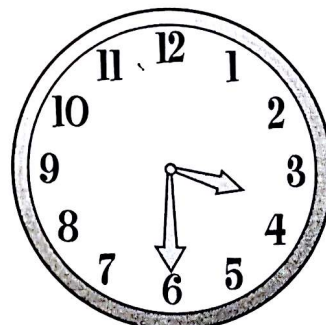
_____ _____ _____ _____ _____ _____ _____
 10:00 3:30 3:30 6:05 2:25 3:45 6:15
 _____ _____ _____ _____ _____ _____ _____
 4:45 6:05 2:55 3:45 3:45 2:55 !”



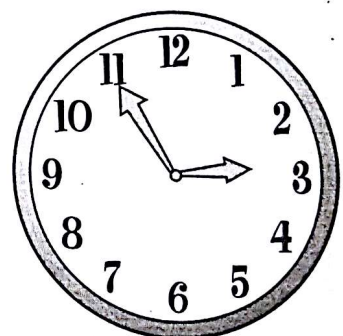
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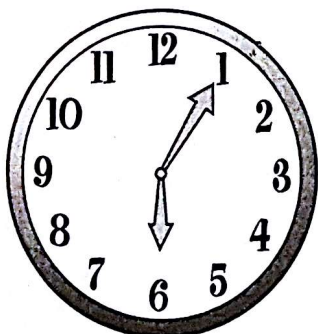
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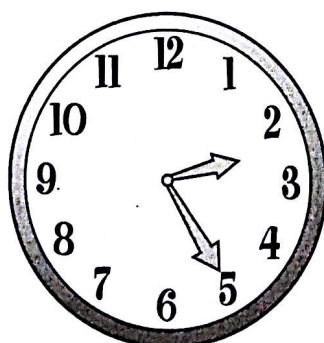
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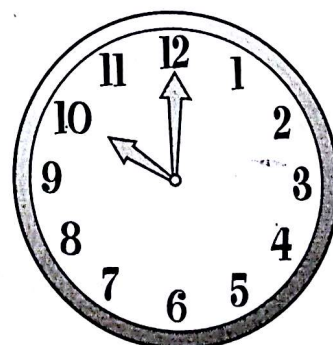
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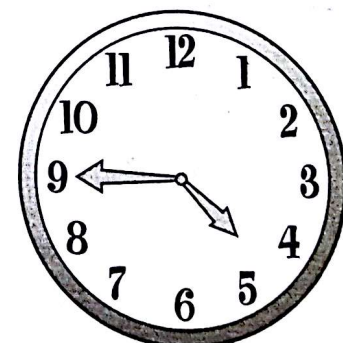
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Y



M



A