

This Week in Third Grade...



Math: This week students will be reviewing multi-step word problems on Monday and Tuesday as well as reviewing solving complex problems when multiplying by powers of 10. On Wednesday, students will complete a study guide reviewing all the concepts learned throughout Module 3 Multiplication and Division and Thursday will be the test! On Friday, we will begin with Module 4 Lesson 1 and 2 combined which focuses on the preliminary understanding of area as well decomposing and recomposing shapes accordingly to explore area further!

Reading: This week, students will be reading most of the novel entitled "Ramona Quimby Age 8. Our Journey's book provides students with Chapter 5 of the novel. However, in order to truly understand characterization appropriately, reading the majority of the novel lends itself to more complex analysis! We will be exploring character, as well as continuing to discuss stereotypes in literature as well as characters who seem to "pop" stereotypes usually seen within literature. In addition, students will be reading a nonfiction article on Thursday and Friday that discusses a strong Sushi Chef's story of overcoming gender inequality in Japan. We will continue to study complex vocabulary throughout the week as well as practice and review writing analysis questions as we focus on the "analysis" part of the writing with greater intensity this second half of the year!

Grammar: Last week, we continued to review parts of speech and all grammar concepts learned throughout this point. Our target for this week will be to continue to discuss figurative language and how it appears and lends itself inside fiction as well as poetry. We discussed similes and metaphors last week and students will continue their "New Year"s extended metaphor poem as students analyze their object of choice and begin thinking about how the elements of that particular object represent elements within the New Year. On the side, students will be hunting for and categorizing a variety of parts of speech through writing, poetry reading and more.

*We will continue reading our novel entitled "Wish" more consistently this week as students complete a variety of theme and character projects related to the particular chapters read in this book. Our goal is to try to read this book more consistently this week.

Writing/ Handwriting: Students will begin capital letters this upcoming week as we continue to review cursive lowercase letters but also begin our quest to conquer capital letters successfully as well. Our current writing project takes a brief break from academic writing. Before we move into Problem and Solution writing specifically, students are currently working on a creative writing project based off of the book "Snowy Day" as well as the complex poetry book analyzed last week entitled "A Poem for Peter." We have discussed the Civil Rights movement in the 1960's as well as the significance of the character "Peter" in this particular story. In addition, we spent much time last week talking about biases and stereotypes within children's literature. Students are currently recreating their own "Snowy Day" story by developing a character that is not usually seen within children's literature. After analyzing all of the stereotypes that usually go along with this "particular" character, students will work on rewriting their snowy day story in a way that shatters these common stereotypes. Character development will occur this week as will the plot of the story and the significant moments in which stereotypes will be challenged.

Social Studies: We will conclude our Ellis Island adventure Monday and Tuesday of this week where students have been role-playing an actual immigrant that came over from Ellis Island. Students were separated on the boat and read about primary accounts of what it was like to ride in steerage. In addition, they traveled through the medical examination prices where they learned the symbols/markings and what each particular symbol stood for. Finally, students headed into Legal Inspection where they were asked to answer nine questions about themselves and their journey. On Monday, students will read about and analyze photographs regarding what it was like to live in Tenements in New York City. Students will also analyze Human Rights as well as the rights that were not fairly given to immigrants during this time. Finally, On Wednesday, Thursday and Friday of this week, we will be exploring the difference between immigrants and refugees. Through a series of books as well as digital storytelling, actual pictures and more, students will learn about some of the hardships refugee children must face in a child-friendly way. We will think about our own river of identity and how this river of identity changes. We will also be summarizing and documentation experiences of refugee stories through analyzing BBC's digital storytelling component for children to access global issues.



Dear Families,

It was a lovely two days back to readjust and acclimate ourselves again to the classroom! A very Happy 2020 to you and your family! We look forward to diving into another busy but fulfilling week within the third grade classroom! Just a reminder that you may find all newsletters posted on my site ms.amoscato.com. You can access the newsletter this week by clicking on the Third Grade tab on the top of my website. Then, hovering over with your cursor and clicking on "newsletters."

In addition, spelling words for this week I have posted on spelling city: The spelling words we are learning are the following: <https://www.spellingcity.com/view-spelling-list.html?listId=59105326>

Have a wonderful week spreading love and joy wherever you go!

Warmly,

Mrs. Amoscato

Upcoming Tests

Reading: Tests Thursday

Spelling- Test Friday

Math- Test Thursday Module 3

once a snowflake fell
on my brow and I loved
it so much and I kissed
it and it was happy and called its cousins
and brothers and a web
of snow engulfed me then
I reached to love them all
and I squeezed them and they became
a spring rain and I stood perfectly
still and was a flower
-Nikki Giovanni