March

3rd Grade Happenings

Inquiry Into Writing/ELA/Reading – The 3rd graders will be working throughout the month of March on the Test Prep Unit for Reading, Writing and ELA in order to fully prepare them for the Georgia Milestones next month. All 3rd grade standards will be covered during this time. Each child has a test prep folder and is working diligently to practice the skills needed for successful completion of the Milestones.

Inquiry Into Math– 3.2 The students have been studying fractions, parts of a fraction, fractions represented on a number line, graphs, line plots and multi-step word problems in Unit 5. After testing our focus will shift to time and elapsed time, volume and mass, picture and bar graphs, and line plots. We will then begin intense review to prep for the Milestones.

MGSE3.NF.1 Understand a fraction 1 ⬜ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction ⬜ ⬜ as the quantity formed by a parts of size 1 ⬜ . For example, 3 4 means there are three 1 4 parts, so 3 4 = 1 4 + 1 4 + 1 4 . MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1 ⬜ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1 ⬜ . Recognize that a unit fraction 1 ⬜ is located 1 ⬜ whole unit from 0 on the number line. b. Represent a non-unit fraction ⬜ ⬜ on a number line diagram by marking off a lengths of 1 ⬜ (unit fractions) from 0. Recognize that the resulting interval has size ⬜ ⬜ and that its endpoint locates the non-unit fraction ⬜ ⬜ on the number line. MGSE3.NF.3 Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1 2 = 2 4 , 4 6 = 2 3 . Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 6 2 (3 wholes is equal to six halves); recognize that 3 1 = 3; locate 4 4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or MGSE3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. MGSE3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot.

4.1 The students have been working on multiplication and division by exploring multiples, factors, solving for "x", creating area models and using the distributive property to solve 2-digit by 2-digit multiplication problems. They have also be identifying prime and composite numbers. They will be moving into division and properties of operations after the Unit 5 Test.

MGSE4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. MGSE4.NBT.6 Find whole -number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

MGSE4.OA.3 Solve multistep word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

The learner profile for March is Risk-taker.

Wonderful Websites/ Resources on LaunchPad

*www.gadoe.org
*www.readworks.com
*www.newsela.com
*www.khanacademy.org
*www.xtramath.com
Typing.com

These are for parents to pull resources in order to assist their child at home.

Important Dates:
NO SCHOOL– March 11th
Advanced Math Unit 5 Test March 14th and 15th
Hands On Heards Ferry March 16th
Class and Spring Picture Day March 20th
Report Cards Go Home March 21st
On Math Unit 2 Test March 21st and 22nd
 Parent Party March 23rd
Storyteller March 25th

IB Inquiry

S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured. a. Ask questions to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.) b. Plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.) c. Use tools and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials. S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment. a. Ask questions to collect information and create records of sources and effects of pollution on the plants and animals. b. Explore, research, and communicate solutions, such as conservation of resources and recycling of materials, to protect plants and animals. SS3E4 Explain the concept of opportunity cost as it relates to making a saving or spending choice SS3E1 Define and give examples of the four types of productive resources. a. Natural (land) b. Human (labor) c. Capital (capital goods) d. Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit) SS3E2 Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes. **The Central Idea is *Energy Can Transform the World Around Us*. The students will inquire into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.**