

# NEWS FROM 3SZ

## Curriculum News

**Reading** Students continue to work on comprehension, predictions and retelling . This week we completed our Fountas and Pinnell evaluation of the students' fluency and comprehension skills. Through this individualized assessment we are able to hone in on a range of appropriate reading levels for your child. Using this information we will be able to guide students in making the best choice when checking out books, so that the students will be suitably challenged by their reading.

**Writing** We are deep inside the editing and revising process. Through the first few weeks of school the students have been experiencing the writing process as they brainstormed ideas, wrote flash drafts, revised and edited their personal narrative stories. They are also learning how to be their own job captain as they use checklists to ensure that they have included all the elements of an

interesting story. The next step is to learn how to write an entertaining end to their story on their way to publishing.

**Math** This week we began to look at the inverse relationship between multiplication and division. By solving word problems students start to recognize the differences between multiplication and division situations.

Students first identify the number of groups, the number in each group and the total number in each word problem and then decide which one is the unknown. If the unknown is the total then the problem is multiplication. If the number of groups or the number in each group is the unknown then the students know that the problem can be best represented by division.

### Science/Social Studies

We wrapped up our study of the plant cycle and pollination process

with a great field trip to the Chicago Botanic Gardens. In addition to a walking tour of the different areas, such as the Japanese Gardens and the Vegetable and Fruit Gardens, the students had the opportunity to participate in lab activities. The students dissected flowers learning more about the purpose of each of the individual parts, as they participate in the production of more flowers.

In third grade we alternate between Science and Social Studies. Next week we will begin our study of communities, with the goal of understanding the similarities, differences and interactions between rural, suburban and urban areas.



# Announcements and Dates

\*There is **no school** Monday, October 8th.

\*Sign-up for Parent-Teacher conferences began this week. Conferences will be held on November 7th and 8th. As you might recall from Open House, the third grade team is piloting the *Student-Led Conference Model*, which means that students will be joining us at the conference time. Students are actively engaged in creating portfolios and reflecting on their daily progress. They are excited to share their learning with you. Please visit the following website to sign-up for a convenient time for you and your child: [http://](http://www.virtualparagon.com/d90k4/conference/)

[www.virtualparagon.com/d90k4/conference/](http://www.virtualparagon.com/d90k4/conference/)

\*Many thanks to Jamie Madden, Jade Hanna, David Hoyt, and Jenn Gerbrecht for chaperoning our field trip this week. We had a terrific time!

\*Wednesday, October 31 is the Willard Halloween parade and classroom party.

\*There is **no school** Friday, November 9th.

---

"AUTUMN IS A SECOND SPRING WHEN EVERY LEAVE IS A FLOWER." ALBERT CAMUS

---



## QUICK TIP

When reading with your child at home, if they miscue but it doesn't affect the meaning of the sentence or passage, you don't have to correct them. As your child reads more and becomes more fluent, the smaller, less important words will also become more fluent. In order to encourage fluency, though, interrupting for every mistake is unnecessary.

If your child miscues while reading and doesn't correct him/herself and it DOES affect the meaning, try these cues from Sharon Taberski, author of *On Solid Ground*:

You said (child's attempt). Does that make sense?

If someone said (child's attempt), would you know what he meant?

You said (child's attempt) does that match the letters?

If it were (child's attempt), what would it start/end with?