



January 2020 The Word in Third



Monday, January 6, 2020

Creek View Elementary

New Semester—New Expectations

Dear Parents,

With the start of the second semester the third grade teachers will be working toward preparing your child for the upcoming fourth grade year. There are several different ways that we will be getting your child ready for the next school year.

1. We will make students more responsible for completing and turning in their assignments.
2. We will have them take more detailed notes during our lessons.
3. We will have them work on summarizing and paraphrasing.
4. We will be assessing high level thinking skills in social studies and science.

Math

On-level: Students are beginning Unit 4– Geometry. In this unit, students will reason with geometric shapes, their attributes, and begin to partition these shapes into equal parts. For more information on this unit, please visit the [GA Dept. of Education parent letter](#).

Standards: MGSE3.G.1, MGSE3.G.2, MGSE3.MD.3, MGSE3.MD.7, MGSE3.MD.8

Advanced: Students in advanced math will begin the first unit for fourth grade. Students will generalize place value understanding for multi-digit whole numbers (recognize that in a multi-digit number, a digit in any place represents ten times what it represents in the place to its right), compare multi-digit numbers, and round multi-digit numbers to any place. Students will also use the four operations to solve multi-step word problems and fluently add and subtract multi-digit whole numbers using the standard algorithm. For more information on this unit, please visit the [GA Dept. of Education parent letter](#).

Standards: MGSE4.NBT.1, MGSE4.NBT.2, MGSE4.NBT.3, MGSE4.NBT.4, MGSE4.OA.3, MGSE4.MD.2

Accelerated Level: Students will start on unit five on fractions and decimals. Students will express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100, use decimal notation for fractions with denominators 10 or 100, compare two decimals to hundredths by reasoning about their size, recognize that comparisons are valid only when the two decimals refer to the same whole, and use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.

Standards: MGSE4.NF.5, MGSE4.NF.6, MGSE4.NF.7, MGSE4.MD.2

For more information on this unit, please visit the [Georgia Dept of Education Parent Letter](#).

Science



The students will be learning about fossils. The purpose of this unit is for students to investigate fossils as evidence of organisms that lived long ago. They learn how to obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.

Standards: S3E2

Upcoming

Events



- January 6 - First day of 2nd Semester
- January 13 - 1st Semester Report Cards home
- January 20 - Martin Luther King, Jr. holiday (no school)
- January 21 - Katie Reeves' Community meeting - 9:30 am at Creek View ES
- January 22 - SGC meeting - 3:00 pm in CVES media

Remediation on Tests

Students that fail a test have one opportunity to correct their missed answers. On their second attempt the highest score that the student is able to make is a 70%. Students do not have a chance for recovery on their weekly quizzes.

Reading and Language Arts

Character Studies:

Students will begin the next Lucy Calkins Reading Units of Study: *Character Studies*. In this unit students will get to know characters in books, follow a character’s journey, and compare and contrast characters in different books.

Standards: ELAGSE3RL1 , ELAGSE3RL3 , ELAGSE3RL9

Baby Literary Essay:

Students will begin the next Lucy Calkins Writing Units of Study: *Baby Literary Essays*. Students will write a claim about a character based on text evidence from the book.

Standards: ELAGSE3W1, ELAGSE3W2, ELAGSE3W3

“Myth in a Bag” Project

Students will read a myth of their choice and complete a “Myth in a Bag” book report at home. **Please remember that book reports are meant to be completed by the students and will count as a Quiz/Project grade.** This project will be assigned 1/24 and due 2/25.

Social Studies
Our next Social Studies Unit is Colonial America, and will begin January 6th. Throughout the unit, students will identify key reasons why the colonies were founded while comparing and contrasting colonial life in the New England, Mid-Atlantic, and Southern colonies. Students will describe colonial life in America from the perspectives of various people (landowners, farmers, artisans, women, indentured servants, etc.) and understand how geography affected the way societies develop.
Standards: SS3H3

News You Need – Special Areas Newsletter

How can you help your child meet the 100 by 100 challenge? Where can your child continue practicing the coding they are learning in STEM lab? How can dancing as a family support learning targets in music? How can you get keepsakes of your child’s special art work? Why are students asked to read 20 minutes every night? **The answers to all of these questions along with a way for your child to earn a special brag tag can be found in this month’s Special Areas Newsletter found here: <https://www.smore.com/h8zdk-special-area-newsletter>**

Digital Learning Days:

In the event that school is canceled due to severe weather or another emergency, teachers will provided a list of activities for students to complete at home that include digital and non-digital choices.

Technology Tips



Using the Fulton County online resources can be a great way to build learning at home. Below is a list of these resources. Most of these resources can be accessed through [Launchpad](#). Please encourage students to use these at home.

- I-Ready Reading
- I-Ready Math
- Learning.com
- Office 365
- [Epic Books](#)

Growth Mindset

The start of a new calendar year allows us to reflect on the achievements of the previous year and consider goals for the year ahead. For the next several weeks, our CVES community is encouraged to set goals and learn more about having a growth mindset. We’d like to share with you what we are talking about at school so that you can have follow up conversations at home to reinforce your own child’s development of a growth mindset.

Children’s beliefs about themselves shapes learning in significant ways impacting motivation, academic behaviors, responses to challenges or setbacks and overall achievement. We want to support students in recognizing that intelligence isn’t fixed and that through effort we grow. We will do this at school by having open discussions about individual goal setting and challenging our mindsets when they are fixed in a specific area. We ask you to remind your child that there will be times when they are faced with difficult challenges but they can persevere. Remind them that when things are difficult, their brain grows if they persist through the challenge. Each time they learn something new, their brain is making new connections. Your child needs to know this is possible. Some questions you might ask your child while in the car, over a meal or before bed to help reinforce a growth mindset:

- What are some things that you can’t do **yet** but hope to be able to do this semester?
- Did you make a mistake today? What did you learn from that mistake?
- What did you do that was difficult today? Do you think practice might make that easier?

Reminders:
Please send students to school with clothing appropriate for cold weather and a **healthy snack!** If your student is absent please send in an excuse.

