

Grade Three Writing Process

“Wilbur never forgot Charlotte... She was in a class by herself. It isn't often that someone comes along who is a true friend and a good writer. Charlotte was both.”

-E.B. White
*Salutations! Wit
and Wisdom from
Charlotte's Web*

The student will begin to write for a reason.

How can I help my child write stories, letters, and simple explanations?

Together we:

- Label family photographs and write an explanation of what was happening.
- Write to family and friends in the lower 48 or our home country to find out about our extended family.
- Write and mail a letter to a favorite author.
- Start a journal to express thought and feelings.
- Write a postcard from Alaska and send it to someone.

How can I help my child identify the qualities of good writing?

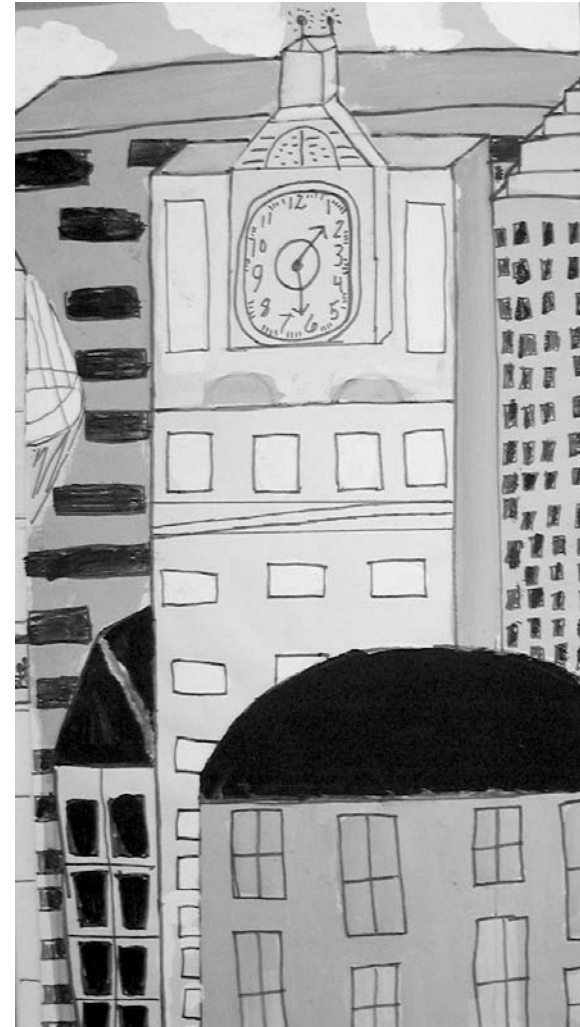
Together we:

- Read books and find words and phrases that we really like.
- Listen to stories and try to make pictures in our minds.
- We write back and forth about what happened during the day. (You might want to leave this on the kitchen counter.)
- Read the funny/sad parts of a story aloud.

How can I help my child use the basic rules of spelling, punctuation, grammar and sentence structure in final works?

Together we:

- Ask the teacher to send home an editing guide for us to use. Editing is very important for final work.
- Use the dictionary.
- Learn to use spell check on the computer.
- Learn to use the thesaurus.



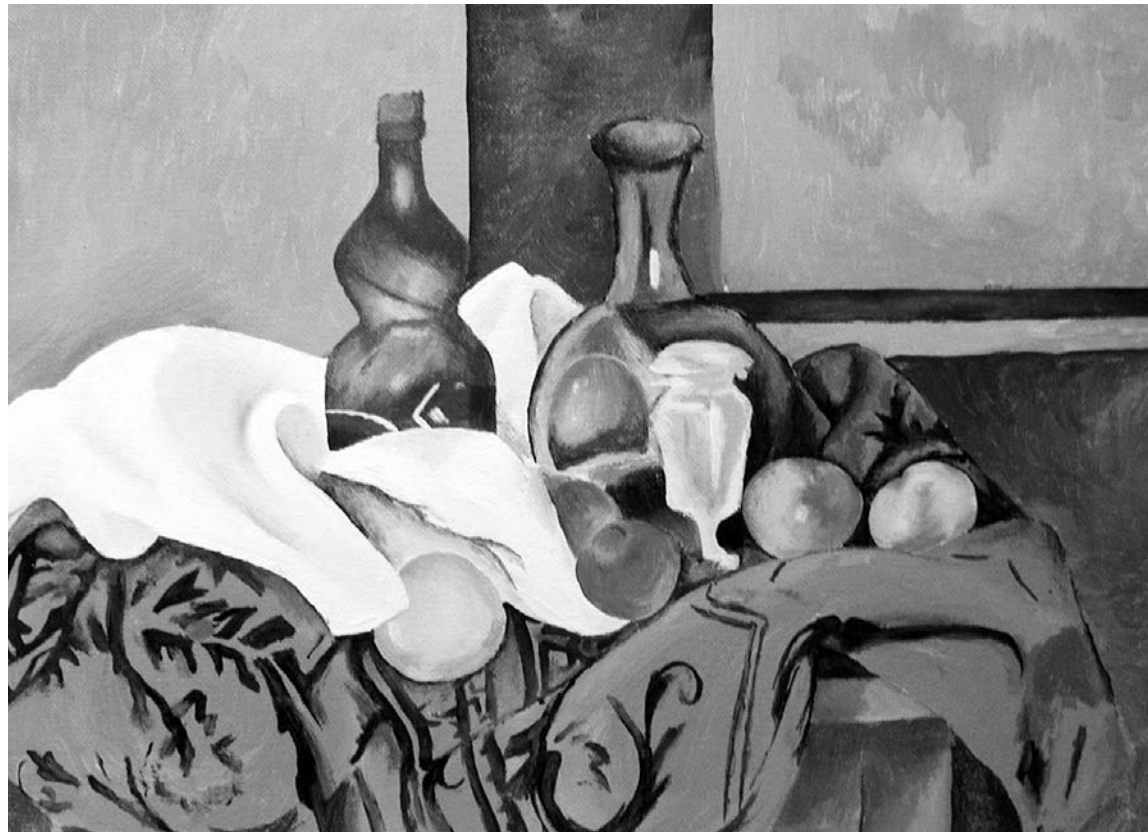
Favorite Books:

- My Grandma,
My Pen Pal by
Jan Dale
Koutsky
 - Charlotte's
Web by E.B.
White
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How can I help my child share work with others for revision and editing?

Together we:

- Talk about different types of writing and what makes it enjoyable (funny characters, clues to a mystery, etc.)
- Talk about something my child has written. What do we like best? Where could we make it better?



Grade Three Oral Language

“The more that you read, the more things you will know. The more that you learn, the more places you will go.”

-Dr. Seuss

The student will expand listening and speaking skills.

How can I help my child participate in group discussions?

Together we:

- Look at newspaper headlines and discuss what the article might be about. What details could the article include?
- Find a hobby that my child enjoys. Some examples are collecting cards or building models. My child can explain new additions or creations.
- Talk and listen during dinner.

How can I help my child understand and follow directions?

Together we:

- Read the directions and play board games like *Monopoly*, *Chess*, *Scrabble*, *Yahtzee*, or put together puzzles.
- Play a lines and dot game. Begin by making a grid of dots on a sheet of paper. Take turns drawing a line between the dots and once you make a complete square, write your initial in the middle of the square. The player with the most squares after all the dots are connected wins the game.
- Follow a recipe or tell how to make a favorite snack.
- Follow the directions to put together a Lego project, or model.



“Reading is to the mind as exercise is to the body.”

-Richard Steele

How can I help my child speak to describe, explain, and inform?

Together we:

- Cut pictures out of a magazine. My child chooses a picture and tells me about it. I ask questions to get more detail.
- Think of someone or some place we know and take turns describing the person or place until the other person guesses who or where it is.
- Talk about relationships between words. For example, bicycle, unicycle and tricycle are all linked by the word “cycle”.

How can I help my child ask important questions?

Together we:

- Think of questions to ask a grandparent. We record their responses to begin an oral history.
- Play commercial board games involving questioning strategies such as *Guess Who?*
- Play a discover game. One person hides an object under a cloth. The guesser can only ask questions answered by “yes” or “no.” Example: Is it round? Can I eat it? Is it blue?
- Look at newspaper articles and try to tell who, what, when, where, how, and why?
- Practice finding out important details by asking questions, “What time is the party?” “Did my teacher say to write in cursive?”



How can I help my child speak clearly, at proper volume and at reasonable rate?

Together we:

- Converse on the telephone.
- Talk in voices appropriate to our surroundings. For example, talking in a library or church is in a quiet voice and talking to one another in a park is in a louder voice.

Grade Three Reading

Fun Books to Read:

- The Great Kapok Tree by Lynne Cherry
- The Whingdingdilly by Bill Peet
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst

Reading Comprehension: The student will understand what is read with increasing proficiency and confidence.

How can I help my child relate personal experiences to text?

Together we:

- Stop while reading and say, “This reminds me...”, then we each take turns saying what the reading makes us remember.
- Talk about how the setting, location or time in a book we’re reading is like a particular place or time we know.

How can I help my child read for a purpose; tell fact from opinion, compare different texts, recognize cause and effect and recognize point of view.

Together we:

- Read from many different sources (magazines, books, websites, newspapers or etc.) on a topic that interests us.
- Stop during reading to think and talk about how different characters might feel about what is happening in the story. For example, if we’re reading Cinderella, we might talk about how the stepsisters felt when Cinderella came to live with them.
- Read for many different reasons. We may want to be silly and have fun with language, so we’ll read poetry, joke or riddle books. If we need to find specific information we may use the telephone book, computer, dictionary, table of contents or glossary, etc.

How can I help my child read fluently with expression?

Together we:

- Read aloud with expressive voices to match the mood and attitude of the characters.
 - Pay special attention to ending punctuation. We stop at the period (.); show excitement when there is an exclamation mark (!); and raise the pitch of our voices when there is a question mark (?).
 - Read and act out parts in plays or skits we’ve read or written.
 - Have fun trying out different voices for the character parts we read aloud.

Helpful Hints

Encourage your child to be active. Do physical activities together.

Books in a Series:

- Box Car Children by Gertrude Chandler Warner
 - Ramona by Beverly Cleary
 - Cam Jansen by David Adler
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How can I help my child begin to summarize.

Together we:

- Retell what happened after reading, and talk more about it.
- Practice what to say to others when they ask about a book we recently read (but we don't give away the ending!).
- Tell our favorite part and explain why we liked it.
- Tell in simple terms the who, what, when, where, how, and why in a story.

How can I help my child expand vocabulary?

Together we:

- Read often and talk about what we read. We talk about words we think are beautiful, silly, interesting, or weird. Ask questions about words or concepts not known.
- Look over the work my child brings home from school. I listen to my child explain a paper in another subject area, like science, health or social studies. I ask questions that allow my child to tell me about new words and ideas learned.
- Play Category Addition. I ask my child to add his/her own words that fit into a category I have started. For example: I say or write car, boat and bike. My child may say or write in response, bus and train – and correctly name the category, transportation.
- Draw pictures to show understanding of new words, and talk about them.
- Read and talk about headlines in the newspaper.



Grade Three Reading

“You know you’ve read a good book when you turn the last page and feel a little as if you have lost a friend.”
-Paul Sweeney

Reading Decoding/Word Structure: The student will continue to use a variety of strategies to read unknown words.

How can I help my child recognize possessives (’s), comparatives (er, est), and compound words as aides to decode new words?

Together we:

- Label things my child owns in his/her room using an apostrophe (’s) to show it belongs to him or her. For example, Amanda’s drawer, David’s backpack, or boy’s shoes.
- We line up three objects and label them tall, taller, tallest.

How can I help my child use syllable patterns to help decode words?

Together we:

- Look for parts of words we know how to sound out when we are stuck trying to decode a word. For example, we know a-t-e is “ate.” This helps us decode words like donate, radiate, and concentrate. Other syllable patterns we may know include: ain ack ake ale ame an ank ap ash at aw ay eat ell est ice ick ide ight ill in line ing ink ip ir ock oke ope or ore ot uck ug ump unk tion
- Use the spelling pattern rules we are learning at school to help us decode words.

How can I help my child use context and phonics to decode new words?

Together we:

- Read aloud to each other when a mistake is made. I ask my child if the sentence makes sense.
- Try to figure out difficult words. I ask my child, “Does that sound right?”
- Look at the picture on the page for clues.
- Look at the first letter of the word we are stuck on.
- Substitute a word that makes sense for the word on which we are stuck. If it makes sense and sounds right, we read on.



Book Choices:

- Anno's Mysterious Multiplying Jar by Masaichiro Anno
- One Hundred Hungry Ants by Elinor J. Pinczes
- If You Made a Million by David M. Schwartz

The student will know essential mathematics.**How can I help my child estimate to the nearest 10, 100, and 1,000?***Together we:*

- Use estimation to make predictions about how much or how many you need.
- Practice estimating by asking questions like: Is 35 closer to 30 or 40? (40); Is 429 closer to 400 or 500? (400); Is 3642 closer to 3000 or 4000? (4000)
- Estimate how much money we need to buy a doughnut for 41 cents and a juice box for 87 cents. (Round 41 to 40 and 87 to 90, so the estimate would be 130 cents).
- Estimate how many pages we can read in 30 minutes then time actual reading.

How can I help my child add and subtract with regrouping to a sum of 1,000?*Together we:*

- Add and subtract often.
- Practice regrouping (also called borrowing & carrying) while adding 2 and 3 digit numbers (Example: $67 + 129 = 196$).
- Practice addition and subtraction fact extensions (i.e., $26 + 17 = 43$; $260 + 170 = 430$; $2600 + 1700 = 4300$).

How can I help my child learn the process of multiplication and division?*Together we:*

- Work on the memorization of multiplication tables. Make or buy flashcards to use.
- Take turns skip counting using 2's through 9's. Example: by 2's = 2, 4, 6, 8...; by 3's = 3, 6, 9, 12... etc.; by 7's = 7, 14, 21, 28, 35...
- Practice adding multiples (the same number over and over) to show multiplying is a fast way to add (i.e., $2 + 2 + 2 + 2 = 8$ which is the same as $4 \times 2 = 8$).
- Make up questions that involve equal sharing (7 children share 49 pretzels. How many pretzels does each child get?).
- Provide each other with problems that have missing factors for multiplication practice (7 times what number equals 21?).
- Ask questions that involve equal groups (Crayons are packaged in boxes of 8. There are 3 boxes. How many crayons are there?).

Grade Three Math

Book Choices:

- [How the Second Grade Got \\$8,205.50 to Visit the Statue of Liberty](#) by Nathan Zimelman
 - [Grandfather Tang's Story](#) by Ann Tompert
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How can I help my child show fractions and decimals using real world examples?

Together we:

- Cut pie, pizza, etc. into equal shares for family members.
- Use dollar bills and coins to help understand the concept of decimals. Practice writing the amounts of money after counting, making sure the decimal is in the correct place to show “cents.”
- Challenge ourselves - cut up regular shapes into equal parts, then practice putting the parts together to discover equalities (i.e., $\frac{4}{8} = \frac{1}{2}$, etc).
- Look at a recipe and find the measuring units needed like $\frac{1}{2}$ cup, $\frac{1}{4}$ tsp. etc.

How can I help my child explain the addition and subtraction of fractions with common denominators and decimals that represent money?

Together we:

- Practice making change. If I have \$10.00 and the movie costs \$5.50, how much change will I get back?
- Write the following amounts using a dollar sign and decimal point: 3 dollar bills, 2 dimes, and 3 pennies; 3 dimes and 7 pennies; 4 dollar bills and 7 dimes; 6 pennies. Then we make up some of our own amounts.
- Plan a party and use a budget that we can work out together. Use $\frac{1}{2}$ of the money for food, $\frac{1}{4}$ of the money for party favors, and $\frac{1}{4}$ of the money for decorations.

How can I help my child write number sentences using shapes or letters for missing numbers ($y + 4 = 6$)?

Together we:

- Pretend the shape or letter is a mystery number and rephrase the problem to discover the mystery number. What mystery number added to 4 equals 6; or 2 subtracted from what number equals 5?

How can I help my child use patterns to make predictions and solve problems?

Together we:

- Look for number patterns and discuss them.
- Construct patterns (number patterns, shapes patterns, color patterns) for each other and challenge each other to discover the pattern and continue it. (“What is the rule for my number pattern? 1, 2, 4, 7, 11, 16... What number comes next? 22).

Helpful Hints

Establish a quiet time to work together on projects. This routine can lead to homework time as your child gets older.

How can I help my child identify line segments, mid-point, intersections, parallel, and perpendicular lines?

Together we:

- Look for parallel lines (railroad tracks), intersecting lines (roads that cross).
- Fold a rope or belt in $1/2$ to find the exact middle (mid-point).
- Find examples of line segments (a line segment has a beginning and an end) like licorice, piece of string, spaghetti, pencils, etc.

How can I help my child identify and create examples of line symmetry?

Together we:

- Draw shapes on paper and fold the paper to see if there are lines of symmetry (shows the same pattern on two sides of a center line).

The student will use math knowledge for problem solving.**How can I help my child apply mathematical processes to everyday life?**

Together we:

- Shop for groceries, read the paper for statistical data, and plan a budget based on a weekly allowance.
- Follow a recipe. We decide what we need to buy, we shop and estimate how much money we will spend, then we follow the recipe. We measure the ingredients carefully and enjoy our treats when done!
- Find the daily temperatures in the newspaper. Compare our temperature to places where relatives live.
- Add up the minutes we read each day. How many minutes do we read in a week? How many hours is this?
- Practice writing numbers from dictation.

How can I help my child draw logical conclusions about mathematical situations?

Together we:

- Talk about math in our every day life. How much do we weigh? How far is it to school? Where are the warmest temperatures in the country? How much of my allowance should be spent and/or saved?

Unity

I dreamed I stood in a studio
And watched two sculptors there
The clay they used was a young child's mind
And they fashioned it with care
One a parent with a guiding hand
And a gentle heart
One a teacher - the tools he used were
Books and Music and Art
Day after day the teacher toiled
With a touch that was deft and sure
While the parent labored by his side
And polished and smoothed it o'er
And when at last their task was done
They were proud of what they had wrought
For the things they had molded into the child
Could neither be sold or bought
And each agreed he would have failed
If he had worked alone
For behind the parent stood the school
And behind the teacher the home.

-Author Unknown

Notes



Notes

