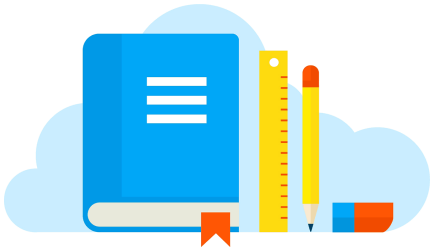

Third Grade Newsletter

April 2022

Important Dates

Monday, April 4th - Two hour 45 minute early dismissal

Tuesday, April 5th - Spring Picture Day

Tuesday and Wednesday, April 5th and 6th - Grade 3 CBA test

April 11th, 12th, 21st, and 22nd - Math MCAP test (see additional information below)

Monday, April 11th - report cards are distributed

Friday, April 15th and Monday, April 18th - Spring Break

Daily Schedule

8:05 - 8:35 Homeroom
8:35 - 10:35 Mod 1
10:35 - 11:35 Fine Arts and Fitness
11:35 - 11:45 Mod 1
11:45 - 12:30 Mod 2
12:30 - 1:00 Lunch
1:00 - 1:30 Recess
1:30 - 3:00 Mod 2
3:05 Dismissal

Reminders

Please make sure your child brings a jacket or sweatshirt to school. Students will be outside for recess on most days.

Please continue to monitor your child's pencil pouch for any needed supplies.

Spring is here and so are spring allergies! We would appreciate donations of tissues!

MARYLAND COMPREHENSIVE ASSESSMENT PROGRAM

Over the next two months, students in grades three, four and five will participate in MCAP (Maryland Comprehensive Assessment Program) for state-wide testing in math and reading. This computer based, standardized assessment is administered to all 3rd-5th graders in Maryland. The MCAP assessments in ELA and Math focus on the content outlined in the Maryland College and Career Ready Standards for each grade level. The Math assessment consists of four sessions each approximately 40 minutes in length. The ELA assessment consists of four sessions each approximately 70 minutes in length. More information regarding MCAP assessments in math and ELA can be found: Division of Assessment, Accountability, and Performance Reporting (marylandpublicschools.org).

There is nothing your child can study to prepare for this assessment other than get a good night's sleep, eat a good breakfast and do his/her best. Students will complete one session each day on their assigned testing date (schedule below). If a student is absent, we will work with teachers to make up the missed sessions.

What are we learning?

Math

This month in math we will be wrapping up our final Multiplication, Division and Area Unit. Our next unit is Geometry and Measurement where we will be mostly focusing on quadrilaterals. See attached parent letter and Math Memo for more information.

Science

In Science, we will continue to explore force and motion, including patterns in motion, predicting motion, and experiments with static electricity and magnetism.

Humanities

In Humanities, we will be working on Economics. We will learn about Economics and begin preparing for ECON FAIR! We have been unable to have our Econ Fair for two years so are very excited to be able to produce and sell products. We will need many volunteers for production days and the actual fair day. If you are not Volunteer Trained, now is the time to get that done so you are ready! All proceeds from the Econ Fair are donated to local charities. We have in past years also purchased a “Buddy Bench” for the playground. Information about the Econ Fair will go home April 7. Prototypes are due April 20. ONLY ONE PROTOTYPE NEEDS TO BE MADE

Stay in Touch!

Please reach out to your child’s teacher with any questions or concerns!

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Brandon Koontz brkoon2@carrollk12.org

Shannon Spencer smspenc@carrollk12.org

THIRD GRADE MATHEMATICS – Unit 7

Dear Parents,

During this unit, students will be describing, analyzing, and comparing quadrilaterals. They will classify the quadrilaterals by their sides and angles, and connect these attributes with definitions of them. Students will also recognize area and perimeter as an attribute of two dimensional regions and apply prior work with these concepts to solve problems.

SHAPES AND MEASUREMENT

Students need to:

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

KEY VOCABULARY

***area*:** the number of square units needed to cover its surface

***congruent*:** equal in size (length, angle, etc.)

parallel sides: two sides that when measured are equally distant

***perimeter*:** the total length of a shapes boundary

quadrilateral: a polygon with four sides

WAYS PARENTS CAN HELP

- Find examples of quadrilaterals around your home. Have your child describe the attributes of the quadrilaterals found. Challenge your child to use the terms congruent, parallel sides, and square corners in his/her description.
- Find the perimeter of a room, table, or countertop in your home by: 1. Sketching the object(s). 2. Measuring the sides to the nearest inch. 3. Recording the measurements. 4. Finding the sum of the measurements.
- Find three different sized books. Measure and record the length and width of each book. Record the measurements and use multiplication to calculate the area.
- Play "20 Questions" with quadrilaterals. Sit back-to-back with your child. Have your child draw a quadrilateral on a piece of paper. You ask questions regarding the shape while your child answers "yes" or "no" until you are able to name the shape. (Ex. Does the shape have 4 square corners? Does the shape have 1 set of parallel sides?). You can then switch roles and have your child ask questions about a shape you draw.
- Have your child use Legos, blocks, post-its, etc. to build a floor plan for a house. Measure the length and width of each room. How much carpet would be needed for each room? How much trim would be needed for each room?

Online Activities:

Illuminations Shape Sorter
http://illuminations.nctm.org/ActivityDetail.aspx?ID=34

Quadrilaterals
http://www.xpmath.com/forums/arcade.php?do=play&gameid=84

Students can explore the relationship between area and perimeter at the websites below:
http://www.shodor.org/interactivate/activities/AreaExplorer/
http://www.mathplayground.com/area_perimeter.html

Math

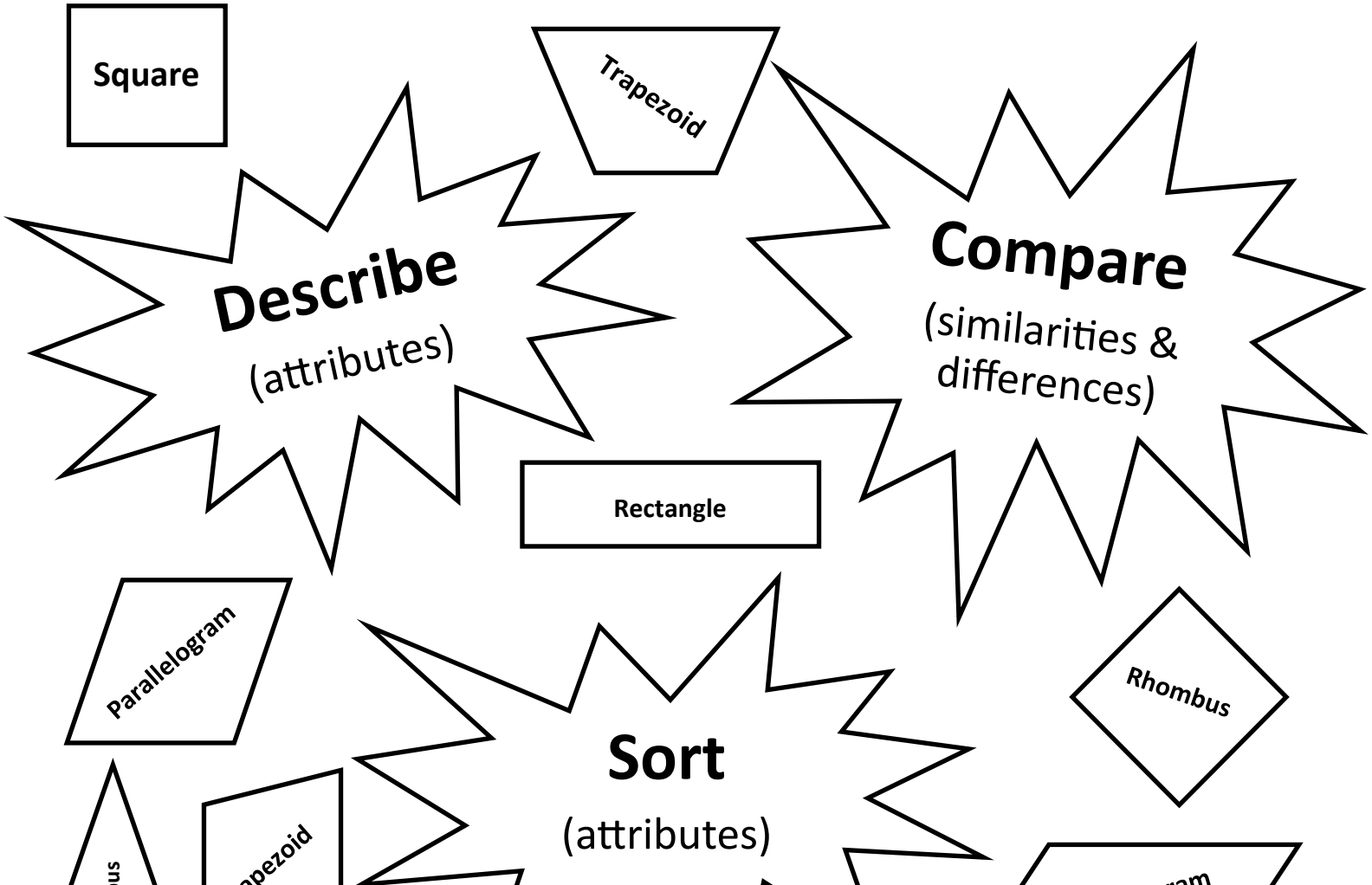
Math Memo

Unit 3.7

Geometry

Maryland College and Career Readiness Standards

3.G.1 Understand that shapes in different categories may share attributes AND shared attributes can define a larger category.



gram, trapezoid)

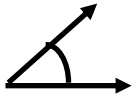
Attribute - A **characteristic** of an object

1. Number of sides - A *line segment* forming part of a polygon

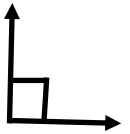
* Congruent - Figures that have the *same size and shape*

2. Angles - Amount of space between two intersecting lines, line segments, or rays.

* *Acute Angle*: Less than 90^{o}

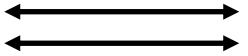


* *Right Angle*: Forms a 90^{o} angle (ie. Square Corner)



* *Obtuse Angle*: An angle that measures 91^{o}-179^{o}

3. Parallel lines - Lines that never intersect (cross)



Polygon - A two-dimensional closed figure made up of straight line segments

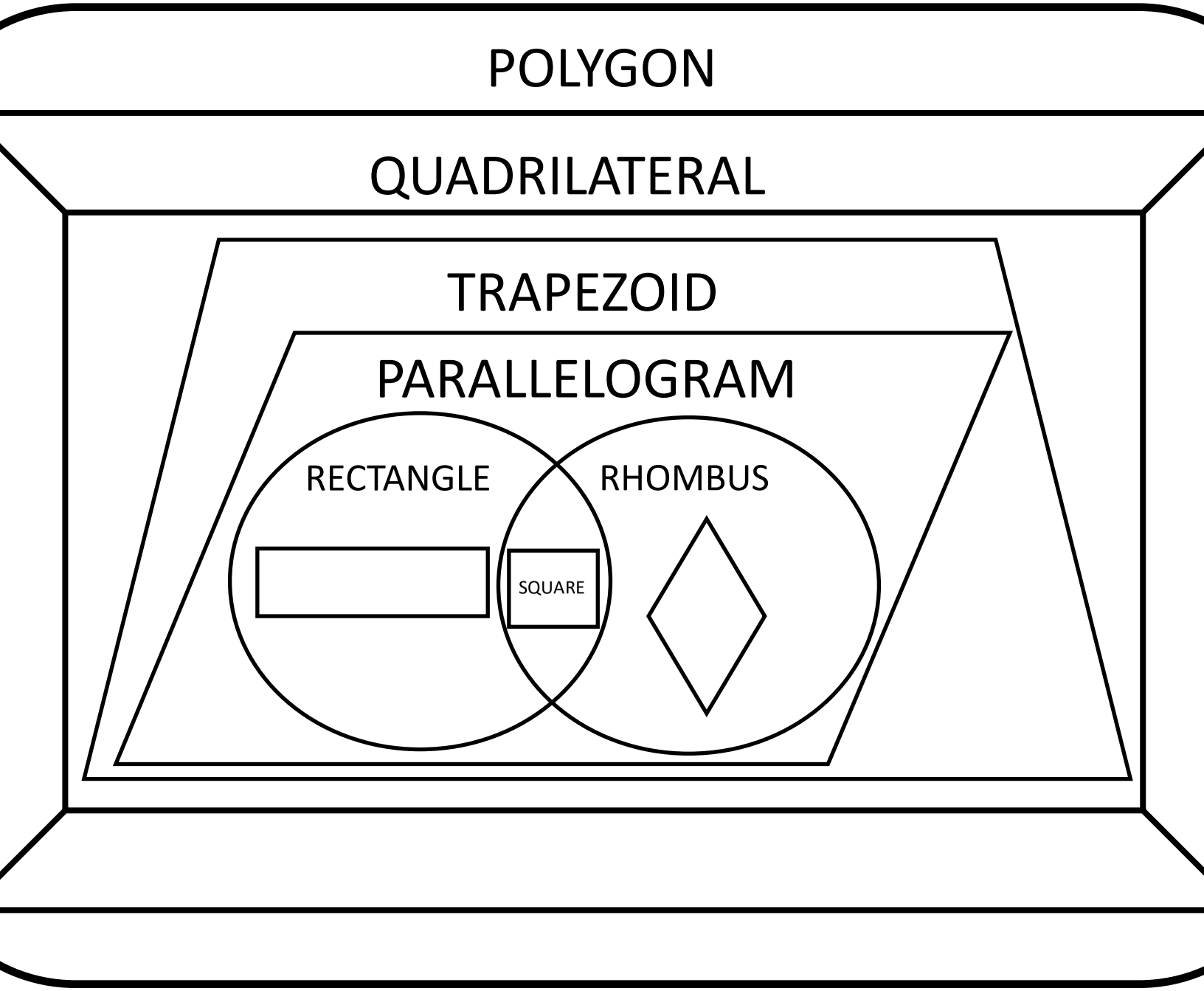
Quadrilateral - A polygon with 4 sides

Square - 4 congruent sides, 4 right angles, 2 sets of parallel lines

Rectangle - Opposite sides are congruent, 4 right angles, 2 sets of parallel lines (INCLUDES: Square)

Parallelogram - Opposite sides are congruent, Opposite angles are congruent, Opposite sides are parallel (INCLUDES: Square, Rectangle)

Rhombus - 4 congruent sides, Opposite angles are congruent and opposite sides are parallel (INCLUDES: Square)


POLYGON
QUADRILATERAL
TRAPEZOID
PARALLELOGRAM
RECTANGLE
RHOMBUS
SQUARE

3rd Grade Math

Math Memo

Unit 3.7

Measurement

Maryland College & Career Readiness Standards

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area and measurement.

3.MD.6 Measure area by counting unit squares (sq. cm., sq. in., sq. m., sq. ft. etc.)

3.MD.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths and finding an unknown side length.

What is **Area**?

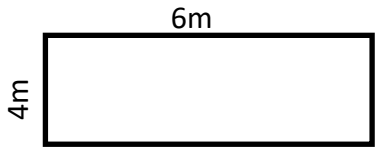
The number of square units needed to cover a region.

What is **Perimeter?**

The distance around the OUTSIDE of a shape or region.

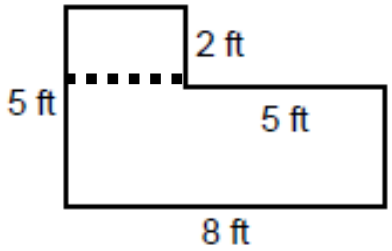
Example #1:

A gardener digs a flower bed that is 6 meters long and three meters wide.



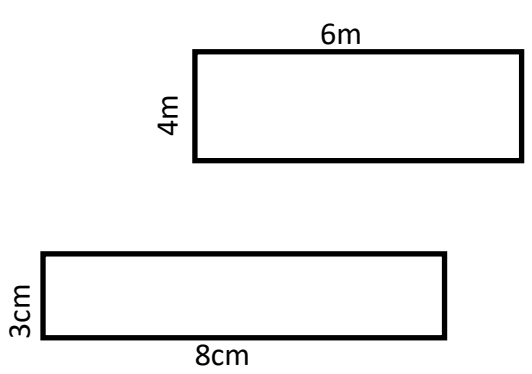
Area: 4 x 6 = 24 square meters

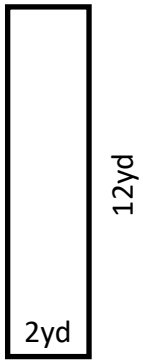
Example #2:

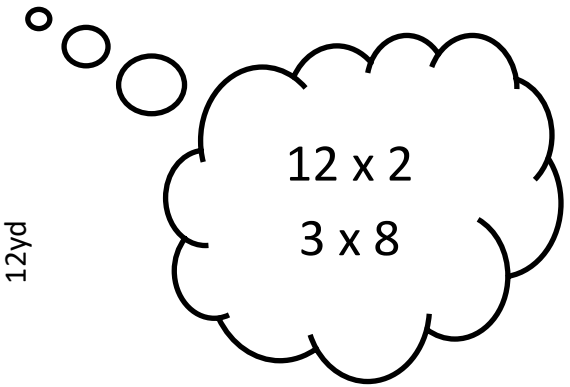


Area: (3x2) + (8x3) = 6+24 = 30 sq.ft.

THINK: ___ x ___ = 24







PERIMETER stays the same:

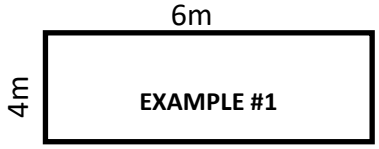
Create a variety of rectangles with a perimeter of 20 units.

1. (6 + 6) + (4 + 4) = 12 + 8 = 20

2. (7 + 7) + (3 + 3) = 14 + 6 = 20

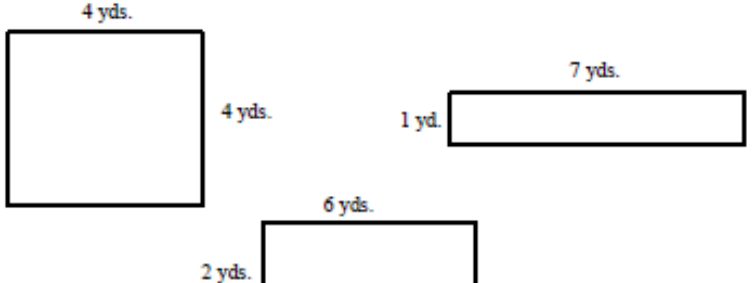
3. (8 + 8) + (2 + 2) = 16 + 4 = 20

4. (9 + 9) + (1 + 1) = 18 + 2 = 20



** ALL side lengths, combined, must total ___*

If these rectangles all have the same perimeter, do they have to have the same area?



NO…

When you multiply the length by the width, the product will not be the same as when you combine all the side lengths.