

LANGUAGE ARTS

What should my child be working on in the fourth nine weeks of school?

READING

- Reading and interacting with traditional literature (fables, myths, and legends), persuasive text, and drama
- Determining the roles various characters play in the conflict and resolution of a story's plot and analyzing character interactions to make inferences about them
- Explaining the elements of plot and character as presented through dialogue in scripts
- Identifying a text's topic, author's purpose, and what the author is trying to persuade the reader to think or do
- Drawing conclusions from the information presented by the author and supporting with text evidence
- Making inferences about text and supporting understanding with text evidence
- Summarizing information in text in a logical order and maintaining the meaning
- Making connections between similar fiction and nonfiction texts and providing text evidence

WRITING

- Using and understanding adverbs, pronouns, adjectives, adverbs, apostrophes in contractions and possessives, and commas in series and dates
- Creating stories that build the plot to a climax and contain details about the characters and setting
- Writing a persuasive essay to an audience with an established position and supporting details

MATH

What should my child be working on in the fourth nine weeks of school?

TWO- AND THREE-DIMENSIONAL FIGURES

- Classifying and sorting two- and three-dimensional solids based on attributes
- Recognizing quadrilaterals and drawing examples that do not belong
- Decomposing two congruent two-dimensional figures into parts with equal areas and expressing the area of each part as a unit fraction of the whole

AREA AND PERIMETER

- Determining the area of rectangles
- Decomposing composite figures formed by rectangles to determine area
- Determining the perimeter of a polygon or a missing length

FINANCIAL LITERACY

- Determining the value of a collection of coins and bills
- Explaining the connection between human capital/labor and income
- Describing the relationship between the availability or scarcity of resources and cost
- Identifying the costs and benefits of planned and unplanned spending decisions
- Explaining that credit is used when wants or needs exceed the ability to pay and the borrower is responsible to pay it back, usually with interest
- Listing reasons to save and explaining the benefit of a savings plan
- Identifying decisions involving income, spending, saving, credit, and charitable giving

PROBLEM-SOLVING

- Representing and solving problems involving addition, subtraction, multiplication, and division

NEWS AND RESOURCES ALL YEAR LONG

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PARENT GUIDE TO

3RD GRADE
FOURTH 9 WEEKS

QUESTIONS TO ASK YOUR CHILD'S TEACHER



- How can I help my child be prepared for testing?
- What questions can I ask my child to check for understanding after reading?
- What are ways I can help my child understand author's purpose?
- What reading level is my child on? What level should my child be on by the end of third grade?

BEYOND ACADEMICS SOCIAL & EMOTIONAL BEHAVIOR

Homework is becoming more of a reality as your child gets older, and school meeting commitments are likely to increase as well. Consider these tips:

- Help your child with homework. Do not ever do homework for your child, but do help. Assist your child in setting priorities for schoolwork. For example, you can encourage your child to tackle the difficult assignments first while they have the most energy.
- Take advantage of school meetings. Finding the time to attend school meetings can be a challenge. Many schools offer alternative times and places for parents to ask questions and discuss solutions to common problems. Often these meetings provide child care. Make these kinds of meetings a priority as much as you can.

For more information, use this link to access a Parent Toolkit: MHAHouston.org/parent-toolkit

HOW CAN I HELP MY CHILD LEARN AT HOME?

- Ask your child to identify different shapes and figures while driving and shopping.
- Set up savings account for your child at your local bank.
- Allow your child to develop a "chores chart" that includes the monetary reward that goes with it.
- Have your child write a persuasive essay when they have a desire to do something or ask you to purchase something.

DATES TO REMEMBER



3/30	Spring Holiday
4/14	"When I Grow Up" career fair
4/21	School Choice Fair
5/31	Deadline for Magnet Phase 2
6/1	Last Day of School for Students/Report Card Day
8/10	Deadline for Magnet Phase 3

TOOL FOR SUCCESS

Imagine Math uses live teacher support, unique student motivation, and engaging instruction to help students learn — and love — math. Access the program from home in the Digital Resources tab of the HUB at HoustonISD.org/HUB. For help logging into the HUB, contact your child's school.

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HOUSTON INDEPENDENT SCHOOL DISTRICT