

**THIRD GRADE  
CONTENT STANDARDS**

Parent Handbook

**Sacramento Diocese  
of  
Catholic Schools**

# Content Standards for

# THIRD GRADE

## **Why Content Standards?**

With the adoption of content standards, California is stating—explicitly—the content that students need to acquire at each grade level from Kindergarten through grade twelve. With student mastery of this content, schools will be equal to those in the best educational systems in other states and nations.

## **How to Improve Student Performance?**

Strong performance on standardized tests is an increasingly important part of life for all students. Access to higher education, most specialized employment licenses, and many public and private occupational opportunities depend on acceptable performance of one form or another on standardized tests.

The goal is to focus instruction on Standards, coordinate instruction between classrooms, and use common student assessments. These must emphasize both the content and assessment format students may face in the future in order to significantly increase student learning and student achievement on formal and informal assessments.

## **Goals for your Child's Education**

Research has proven that student learning and overall productivity increases with the implementation of a Standards-based educational system. Standards define the curriculum for each grade level, a curriculum that is coordinated from grade level to grade level and one that identifies the level of instruction appropriate for each grade. As teachers and parents understand the curriculum expectations at a specific grade level, they can provide the type of learning experiences that will allow the student successful achievement in all Standards.

## **How to Use this Parent Handbook**

Use this handbook as a guide to your child's education in Third Grade by:

- Reading the Standards your child should learn during the year.
- Helping your child learn the different Standards by doing the suggested Home Activities and providing instruction when your child is having trouble with his/her homework.
- Tracking your child's progress during the year using the "Student Progress Chart" found in this document.
- Taking this Handbook to your child's parent/teacher conference. At this time, compare the teacher's Student Progress Chart with your own chart, and discuss the Standards that the child needs to master.

## **Parent Handbook Components**

This document contains:

- Third Grade Standards for Religion, Language Arts, Mathematics, History–Social Science and Science
- Home Atmosphere Suggestions for improved student performance
- Home Activities for Language Arts, Mathematics, History–Social Science and Science
- Student Tracking Forms to show student progress throughout the year

# RELIGION STANDARDS

## Grade Three

### **THEME:**

**Understanding that part of God's Kingdom is our membership in the Church.**

### **OBJECTIVES:**

- A. God's Kingdom is God's loving power at work in the world.
- B. The Holy Spirit has helped the Church grow in the Kingdom.
- C. God's Kingdom grows in all of us through the Sacraments.
- D. People are all called to further the Kingdom by developing our own gifts and talents.

### **1.0 MESSAGE: The Kingdom of God on earth is experienced through participation in the life of the Church.**

#### **1.1 God**

- 1.1.1 To understand that Jesus is the Messiah.
- 1.1.2 To understand that Jesus' life on earth was as a teacher to us.
- 1.1.3 To understand that Jesus accepted His cross.
- 1.1.4 To develop a closer relationship with Jesus and His mother Mary.
- 1.1.5 To introduce the role of the Holy Spirit in the Church today.

#### **1.2 Scripture**

- 1.2.1 To learn through parables, Jesus' vision of the Kingdom.
- 1.2.2 To understand Jesus' teachings through miracles, gestures, prayers, and love.
- 1.2.3 To introduce thanksgiving and praise Psalms as a way of praising God.
- 1.2.4 To guide children into understanding how to spread the Good News.
- 1.2.5 To learn the Word of God is spread through the help of the Holy Spirit.

#### **1.3 Doctrine**

- 1.3.1 To learn that Jesus offers us life forever.
- 1.3.2 To learn the Church is One, Holy, Catholic and Apostolic Church.
- 1.3.3 To understand that the Pope is the successor of St. Peter, and the Bishops/Priests are successors of the apostles.

### **2.0 WORSHIP: We experience God's love through signs and symbols.**

#### **2.1 Sacraments**

- 2.1.1 To learn the names and symbols of the seven sacraments.
- 2.1.2 To understand that sacraments bring people closer to God and nourish their membership in the Kingdom.
- 2.1.3 To learn how the sacraments express and enrich our faith.
- 2.1.4 To learn that the sacraments are rooted in ancient rituals.
- 2.1.5 To learn that Jesus shares His life through the sacraments.

#### **2.2 Prayers**

- 2.2.1 To know the following prayers: (1) Sign of the Cross; (2) Doxology (Glory to the Father...); (3) Lord's Prayer: (4) Grace before and after meals; (5) Hail Mary
- 2.2.2 To learn the Creed.

2.2.3 To develop the ability to compose simple prayers.

2.2.4 To have the opportunity to participate in a variety of prayer forms such as recitation, spontaneous prayer, guided meditation, gestures, song, and dance.

### **2.3 Liturgy**

2.3.1 To reinforce the prayers of the Eucharistic liturgy.

2.3.2 To participate in planning liturgies.

2.3.3 To reinforce that there are two parts of the Mass.

## **2.4 Liturgical Year**

2.4.1 To celebrate the seasons and solemnities of the Church Year:

Advent	Ash Wednesday
Easter	Ordinary Time
Christmas	Lent
Ascension Thursday	Epiphany
Holy Week	Pentecost

## **2.5 Feast Days**

2.5.1 To celebrate feast days of the saints.

2.5.2 To understand the celebrations associated with Holy Days.

## **2.6 Traditions**

2.6.1 To understand the rituals of Advent such as Advent wreath, Jesse Tree.

2.6.2 To understand the rituals of Lent such as Ashes, Stations of the Cross, Washing of the Feet, fasting and almsgiving.

2.6.3 To further understand rituals and traditions of the Catholic Church associated with the Holy Days.

## **3.0 MORALITY: Individual decisions affect others as well as ourselves.**

3.1 To reinforce that our decisions involve choices.

3.2 To recognize responsibility for personal choices.

3.3 To continue to experience reconciliation as a part of forgiveness.

3.4 To learn that it is not fair to be unkind to others because of their race, sex, religion or handicap.

## **4.0 CATHOLIC SOCIAL TEACHING: We live the Christian message in service to others.**

### **4.1 Justice**

4.1.1 To continue to learn to practice fairness.

4.1.2 To treat others as we want to be treated.

4.1.3 To learn about the Corporal and Spiritual Works of Mercy and have the opportunity to practice them.

### **4.2 Peace**

4.2.1 To learn that we belong to a world-wide circle of people who are building the Kingdom of God.

4.2.2 To use conflict resolution skills.

### **4.3 Local Needs**

4.3.1 To continue to participate in local outreach programs.

4.3.2 To continue to participate in the needs of the parish.

## **5.0 COMMUNITY: The Church community is related to our own lives.**

### **5.1 Models of Church**

5.1.1 To learn that the Holy Spirit has worked within the Church throughout all time.

5.1.2 To learn that we are Catholic Christians.

5.1.3 To understand that People of God make up a parish community.

5.1.4 To understand that we are all disciples of God.

5.1.5 To learn about the role of the laity, priests, religious, bishops, cardinals, and the pope.

5.1.6 To recognize that the Church has many functions: Institution, Herald, Sacrament, and Servant.

## **5.2 Church History**

5.2.1 To learn that Jesus sent the Holy Spirit to help the Church carry on the work of the Kingdom.

5.2.2 To learn how the early Christians worked for the Kingdom.

## **5.3 Mary/Saints**

5.3.1 To learn about Mary in the following roles:

Mother of Jesus          Mother of the Church

Friend of the apostles    Our Mother

Queen of Saints

5.3.2 To learn about the work of the saints as they spread the Good News.

5.3.3 To continue to learn about patron saints.

**6.0 FAMILY LIFE: Life is begun and nurtured in a loving family.**

**6.1 Human Dignity**

- 6.1.1 To understand that all people are gifts of God.
- 6.1.2 To understand and learn about human families.
- 6.1.3 To learn the importance of developing a positive self worth.
- 6.1.4 To study the reproductive cycles of living.
- 6.1.5 To understand feelings in communicating with others.
- 6.1.6 To reinforce a sense of respect and reverence for all life.

**7.0 TERMINOLOGY:**

Ascension	Kingdom of God	religious community	blessings	repents
Liturgy of the Word		cardinal	loyalty	respect
Christian	martyr	reverence		
church	Messiah	Sabbath		
miracles	saint	Communion of Saints		
community	mission	scripture		
disciples	missionary	shepherd		
faith	new life	stewardship	ordained	
vocation	Gifts of the Holy Spirit	grace	Passover	vow
heaven	parable	witnesses		
holy	preaching	Word of God		
initiation	proclaim			

**8.0 SCRIPTURE REFERENCES to be used to develop the themes of the religion standards.**

Genesis 1	God as Creator
Genesis 12	God gathers His people
Isaiah 7: 10-14	Emmanuel, God with us, foreshadows Jesus
Isaiah 9, 11: 1-9	Rule of Emmanuel; promise of the Kingdom fulfilled in Jesus
Psalms 104: 30	God's spirit sent over the earth
John 14: 9-26, 26	Jesus reveals the Father, Son, and Holy Spirit
John 3: 16	Jesus is sent by God
Matthew 28: 18-20	Commissioning of the apostles
Matthew 13: 44-46	Parables of the Kingdom
Acts 2: 1-13	Pentecost
Luke 6: 12-16	Call of the apostles
Luke 16: 18-20	Peter as leader
John 19: 26-27	Mary as our Mother
Luke 18: 35-43	Cure of the blind man
Mark 7: 31-37	Cure of the deaf man

**LANGUAGE ARTS STANDARDS**



## Grade Three

### Reading

#### **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

By the end of third grade, your child will:

- 1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- 1.2 Decode regular multi-syllabic words.
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.

- 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).
- 1.6 Use sentence and word context to find the meaning of unknown words.
- 1.7 Use a dictionary to learn the meaning and other features of unknown words.
- 1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

## **2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material, including grade-level Bibles. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

By the end of third grade, your child will:

- 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.
- 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.4 Recall major points in the text and make and modify predictions about forthcoming information.
- 2.5 Distinguish the main idea and supporting details in expository text.
- 2.6 Extract appropriate and significant information from the text, including problems and solutions.
- 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

## **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature and the Bible. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

By the end of third grade, your child will:

- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).
- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- 3.4 Determine the underlying theme or author's message in fiction and nonfiction.

text.

- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
- 3.6 Identify the speaker or narrator in a selection.

## **Writing**

### **1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purposes. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

By the end of third grade, your child will:

- 1.1 Create a single paragraph:
  - a. Develop a topic sentence.
  - b. Include simple supporting facts and details.
- 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.
- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia, internet).
- 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and Christian experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

- 2.1 Write narratives:
  - a. Provide a context within which an action takes place.
  - b. Include well-chosen details to develop the plot.
  - c. Provide insight into why the selected incident is memorable.
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, and experiences.
- 2.3 Write personal and formal letters, thank-you notes, and invitations:
  - a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
  - b. Include the date, proper salutation, body, closing, and signature.
- 2.4 Write a Church petition.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Students write and speak with a command of standard English conventions appropriate to this grade level.

By the end of third grade, your child will:

- 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.
- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.
- 1.5 Punctuate dates, city and state, and titles of books correctly.

- 1.6 Use commas in dates, locations, and addresses and for items in a series.
- 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.
- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from –y to –ies when forming the plural), and common homophones (e.g., hair-hare).
- 1.9 Arrange words in alphabetic order.

# Listening and Speaking

## 1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

By the end of third grade, your child will:

- 1.1 Retell, paraphrase, and explain what has been said by a speaker.
- 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
- 1.3 Respond to questions with appropriate elaboration.
- 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).
- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.
- 1.10 Compare ideas and points of view expressed in broadcast and print media.
- 1.11 Distinguish between the speaker's opinions and verifiable facts.

## 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation.
  - b. Provide insight into why the selected incident is memorable.
  - c. Include well-chosen details to develop character, setting, and plot.
- 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.
- 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
- 2.4 Read in Mass or present a Mass reading in class.

# MATHEMATICS STANDARDS

## Grade Three

### Number Sense

#### 1.0 Place Value

By the end of Third Grade, your child will:

- 1.1 Count, read, and write whole numbers to 10,000.
- 1.2 Compare and order whole numbers to 10,000.
- 1.3 Identify the place value for each digit in numbers to 10,000.
- 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.
- 1.5 Use expanded notation to represent numbers  
(e.g.,  $3,206 = 3,000 + 200 + 6$ ).

#### 2.0 Computation

By the end of Third Grade, your child will:

- 2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
- 2.2 Memorize multiplication tables from 1 to 10.
- 2.3 Use the inverse relationship of multiplication and division to compute and check results.
- 2.4 Solve multiplication problems when multiplying by one-digit numbers.
- 2.5 Solve division problems when dividing by a one-digit number with no remainder.
- 2.6 Understand the special properties of 0 and 1 in multiplication and division.
- 2.7 Determine the unit cost when given the total cost and number of units.
- 2.8 Solve problems that require two or more of the skills mentioned above.

#### 3.0 Fractions and Decimals

By the end of Third Grade, your child will:

- 3.1 Compare equivalent fractions using drawings or concrete materials.
- 3.2 Add and subtract simple fractions.
- 3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts..
- 3.4 Understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is  $\frac{1}{2}$  of a dollar).

### Algebra and Functions

#### 1.0 Number Sentences

By the end of Third Grade, your child will:

- 1.1 Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
- 1.2 Solve problems involving numeric equations or inequalities.
- 1.3 Select the appropriate operation to make an expression true (e.g.,  $4 \times \quad 3 = 12$ ).

- 1.4 Express simple unit conversions in symbolic form (e.g., in. = \_\_\_ feet x 12).
- 1.5 Recognize and use the commutative and associative properties of multiplication (e.g., if  $5 \times 7 \times 3 = 105$ , then what is  $7 \times 3 \times 5$ ?).

## **2.0 Functional Relationships**

By the end of Third Grade, your child will:

- 2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
- 2.2 Extend and recognize a linear pattern.

## **Measurement and Geometry**

### **1.0 Measurement**

By the end of Third Grade, your child will:

- 1.1 Choose the appropriate tools and units (metric and U.S.) and estimating and measuring the length, liquid volume, and weight/mass of given objects.



- 1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
- 1.3 Find the perimeter of a polygon with integer sides.
- 1.4 Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).

## **2.0 Geometry**

By the end of Third Grade, your child will:

- 2.1 Identify, describe, and classify polygons.
- 2.2 Identify attributes of triangles (e.g., two equal sides for the isosceles triangle).
- 2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle).
- 2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
- 2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).
- 2.6 Identify common solid objects that are the components needed to make a more complex solid object.

## **Statistics, Data Analysis, and Probability**

### **1.0 Data**

By the end of Third Grade, your child will:

- 1.1 Identify whether common events are certain, likely, unlikely, or improbable.
- 1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keeping track of the outcomes when the event is repeated many times.
- 1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., using a bar graph).
- 1.4 Use the results of probability experiments to predict future events.

## **Mathematical Reasoning**

### **1.0 Make Decisions about a Problem**

By the end of Third Grade, your child will:

- 1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
- 1.2 Determine when and how to break a problem into simpler parts.

### **2.0 Solve Problems, Justify Reasoning**

By the end of Third Grade, your child will:

- 2.1 Use estimation to verify the reasonableness of calculated results.
- 2.2 Apply strategies and results from simpler problems to more complex problems.
- 2.3 Use a variety of methods (e.g., words, numbers, symbols) to explain mathematical reasoning.
- 2.4 Express the solution clearly and logically.

- 2.5 Indicate the relative advantages of exact and approximate solutions to problems.
- 2.6 Make precise calculations and check the validity of the results.

### **3.0 Make Connections**

By the end of Third Grade, your child will:

- 3.1 Evaluate the reasonableness of the solution.
- 3.2 Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.
- 3.3 Develop generalizations of the results obtained and apply them in other circumstances.

# HISTORY/SOCIAL SCIENCE STANDARDS

## Grade Three

### Continuity and Change

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks of current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

**3.1 Students describe the physical and human characteristics of place and use contemporary maps, tables, graphs, photos, and charts to organize information about people, places and environments in a spatial context by:**

1. Identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

**3.2 Students describe the American Indian nations in their local region long ago in the recent past, in terms of:**

1. The national identities, religious beliefs, customs, and various folklore traditions.
2. How physical geography including climate influenced the way that local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools).
3. The economy and systems of government, particularly those with tribal constitutions.
4. The interaction of new settlers with the already established Indians of the region.

**3.3 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:**

1. The explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including the cultural and religious traditions of the different groups.
2. The economies established by settlers and their influence on the present day economy, with emphasis on the importance of private property and entrepreneurship.
3. Why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers).

**3.4 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:**

1. Why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws.
2. The important of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life.
3. The stories behind important local and national landmarks, and the essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
4. The three branches of government (with an emphasis on local government).
5. How California, the other states, and sovereign tribes combine to make the nation and participate in the federal system.

6. The lives of American heroes who took risks to secure freedoms (e.g., biographies of Martin Luther King Jr., Thomas Jefferson, Benjamin Franklin, Frederick Douglass, Abraham Lincoln, Harriet Tubman).

**3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region. In terms of:**

1. How local producers have used natural resources, human resources and capital resources to produce goods and services in the past and present.
2. How some things are made locally, some elsewhere in the U.S., and some abroad.
3. How individual economic choices involve tradeoffs and the evaluation of benefits and costs.

## **SCIENCE STANDARDS**

### **Third Grade**

#### **Physical Science**

**1.0 God created energy and matter in their multiple forms. They can be changed from one form to another. As a basis for understanding this concept, students know:**

- 1.1 energy comes from the sun to the earth in the form of light.
- 1.2 sources of stored energy take many forms: such as food, fuel and batteries.
- 1.3 machines and living things convert stored energy to motion and heat.
- 1.4 energy can be carried from one place to another by waves, such as water waves and sound, by electric current and by moving objects.
- 1.5 matter has three forms: solid, liquid, and gas.
- 1.6 evaporation and melting are changes that occur when the objects are heated.
  
- 1.7 when two or more substances are combined a new substance may be formed that can have properties that are different from those of the original materials.
- 1.8 all matter is made of small particles called atoms, too small to see with our eyes.
- 1.9 people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are over 100 atoms, which are displayed on the Periodic Table of the Elements.

**2.0 Jesus is the light of the world. Light has a source and travels in a direction. As a basis for understanding this concept, students know:**

- 2.1 sunlight can be blocked to create shadows.
- 2.2 light is reflected from mirrors and other surfaces.
- 2.3 the color of light striking an object affects how our eyes see it.

2.4 we see objects when light traveling from an object enters our eye.

### **Life Sciences**

**1.0 God created plants and animals to have adaptations in their physical structure or behavior to improve an organism's chance for survival. As a basis for this under-**

**standing this concept, students know:**

- 1.1 plants and animals have structures that serve different functions in growth, survival, and reproduction.
- 1.2 plants are either seed or non-seed.
- 1.3 plants make their own food.
- 1.4 examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.

- 1.5 living things cause changes in the environment where they live; some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.
- 1.6 when the environment changes, some plants and animals survive and reproduce, and others die or move to new locations
- 1.7 some kinds of organisms that once lived on Earth have completely disappeared, although they resembled others that are alive today.

## **Earth Sciences**

### **1.0 God created our universe with objects in the sky that move in regular and predictable patterns. As a basis for understanding this concept, students know:**

- 1.1 the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen at different seasons.
- 1.2 how the moon's appearance changes during the four-week lunar cycle.
- 1.3 telescopes magnify the appearance of some distant objects in the sky, including the moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than can be seen by the unaided eye.
- 1.4 the Earth is one of several planets that orbit the sun, and the moon orbits the Earth.
- 1.5 the position of the sun in the sky changes during the course of the day and from season to season.

## **Investigation And Experimentation**

### **1.0 Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content the other three strands, students should develop their own questions and perform investigations. Students will:**

- 1.1 repeat observations to improve accuracy, and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation.
- 1.2 differentiate evidence from opinion, and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- 1.3 use numerical data in describing and comparing objects, events and measurements.
- 1.4 predict the outcome of a simple investigation, and compare the result to the prediction.
- 1.5 collect data in an investigation and analyze them to develop a logical conclusion.

# **ATMOSPHERE AT HOME**

**We encourage all parents to consider the following ideas when setting up a home environment for increasing student learning:**

- 1. Provide an appropriate work space that is:**
  - Quiet with appropriate lighting.
  - Contains supplies such as paper, pencils, resources, etc.
- 2. Set up an atmosphere for studying by:**
  - Scheduling a regular, daily study time where all family members are studying.
  - Making sure the house is quiet during study time.
  - Working on establishing trust and accountability..
- 3. Be involved in your child's education by:**
  - Being a role model, setting values, and modeling good Christian values.
  - Demonstrating a positive attitude.
  - Providing help, resources, and encouragement.
  - Showing interest and supporting your child's work.
  - Upholding the school's expectations.
  - Supporting and participating in school service opportunities.
- 4. Strive to establish a Christian family atmosphere by:**
  - Encouraging your child to follow the teachings of Jesus in his/her dealing with others.
  - Encouraging regular family prayer and the celebration of religious experiences.
  - Modeling Christian values.
  - Acknowledging and supporting your child's efforts.
  - Reinforcing Christian behavior.
  - Providing opportunities for service to others.
- 5. Strengthen communication with your child by:**
  - Spending quality time with your child often.
  - Sharing resources from your community.
  - Establishing/enforcing reasonable consequences for behavior.

## **HOME ACTIVITIES FOR LANGUAGE ARTS**

### **Reading**

- Have your child read aloud each night, reading periodicals, recipes, storybooks, etc.
- Take your child to the library/book store.
- Read to your child.
- Read in front of your child, modeling the importance of reading.
- Have your child read aloud every night.

### **Reading Comprehension**

- Have family discussions about things read, including book reviews, discussions about various characters in a story, etc.
- Have your child follow a set of directions such as a recipe, assembling something, building a model, scavenger hunt, etc.



- After reading a story, have your child; (1) tell the story in order, (2) tell you a different ending to the story and tell why this ending is possible, and (3) read only half of another story and have your child make up the ending. Then read the rest of the story and compare endings.

### **Writing**

- In a journal, have your child write a minimum of two sentences about important or daily events.
- Have your child write thank you notes for presents received, good deeds, etc.
- Have your child write letters to a pen pal.
- Have your child write down phone messages.
- Have your child write and answer E-Mail messages.

### **Written and Oral English Language Conventions**

- Play word games such as Scrabble, Probe, Scatergories, Pictionary, with your child.
- Look at a newspaper together and highlight nouns and verbs.
- Have your child make up a story and tell it to the rest of the family.
- Model proper English usage.

### **Listening and Speaking**

- Have your child give oral directions to another member of the family.
- Have your child recite a poem or prayer.
- Encourage your child to discuss the days events at school.
- Sing a song with your child and/or sing along with a tape/CD.

## **HOME ACTIVITIES FOR MATHEMATICS**

### **Number Sense**

- Play card games and/or computer games with your child that involve numbers.
- Work with your child on addition, subtraction, and multiplication facts using flash cards.
- When shopping, have your child estimate the price of the grocery items by rounding off each price and adding.
- Have your child make a budget for his/her allowance.
- Give your child opportunities to make change for more than \$1.00.

### **Algebra and Functions**

- Ask your child questions such as, "I have 3 coins in my hand. How many more coins do I need to have 12 coins?"
- With your child, play "Fill in the Blank" game saying, "3 plus what number is 9" *or* "7 take away what number is 2?"

### **Measurement and Geometry**

- Have your child help bake from a recipe. Talk about the different ways to measure ingredients and how to double a recipe.
- Create a growth chart of your child's height and weight for one year. Have your child read the different entries on the chart.
- Have your child identify different shapes in nature, in the community, and in the

kitchen.

- When grocery shopping, talk to your child about measures by reading the weight on cans, cereal boxes, etc.
- Have your child practice telling time to the nearest minute using both a digital and analog clock.

#### **Statistics, Data Analysis, and Probability**

- Have your child record the statistics (e.g., win/loss record, points scored) of his/her favorite team or player on a chart and draw conclusions from the information.
- Have your child keep track of the weather (e.g., high and low temperatures, wind speed) for one week and record the information on a table. Have the child interpret the table to another member of the family.
- Play dice games such as “Yahtzee” with your child and discuss the probability of winning.

#### **Mathematical Reasoning**

- Have your child plan a party, including the guest list, order of activities, and cost for refreshments.
- Play games such as “Connect Four” and “Battleship” with your child.
- Plan a garden with your child, making a drawing of the location of each plant.
- Work jigsaw puzzles with your child and the rest of the family.

## **HOME ACTIVITIES FOR HISTORY/SOCIAL SCIENCE**

#### **Physical and Human Geography**

- Take a family trip, crossing county lines, and discuss the topographical and environmental differences including the differences when in the mountains, the foothills, along the valley floor, and by a river.
- When traveling, point out how humans have modified the land for their benefit (e.g., building a dam for water storage and generating power).

#### **American Indian Nations in the Local Region**

- Read a story, with your child, about the American Indians who lived in your county, learning how the Indians built their homes, raised their food, etc.
- Using the information learned, help your child build a model of an Indian home or other structure.

#### **Local Historical Events and How a Settlement left its Mark on the Land**

- Have your child discuss with friends and family how life has changed in the county during their life span.
- As a family, visit different historical sites in the county. Learn about each site then have your child make a poster encouraging others to visit that historical site.

#### **Rules and Laws and the Basic Structure of the U.S. Government**

- With your child, make a flow chart showing how an idea is developed, revised, and then moved through the governmental structure before becoming a law.
- Look on the Internet and find the variety of bills that are voted on by Congress in one day, one week, one month.

- With your child, watch CSPAN, observing the Senators in action as they vote on a bill. Discuss observations with your child..

### **Economic Reasoning and the Economy of the Local Region**

- Help your child learn how to count the correct amount of change when purchasing an object.
- To practice making change, give your child some money to purchase an item from the store. At home, have your child tell you the total price, the amount given to the store clerk, then have your child count the correct change.
- Have your child earn money by doing chores around the house. Help them learn that working on a job results in a paycheck.
- Look at an old local newspaper and notice the prices of different items 20 years ago, 50 years ago, 75 years ago. Talk with your child about why prices have increased.

## **HOME ACTIVITIES FOR SCIENCE**

### **Physical Sciences**

#### **Energy and Matter have Multiple Forms**

- Have your child place a thermometer in the sun and one in the shade. After an hour, have your child read the different temperatures. Talk about the sun's heat as a source of energy.
- Have your child grow two plants. After the plants have leaves, place one plant in a closet, out of the sun, and the other in the sun. Observe the differences. Talk about the sun's effect on plants.
- Talk with your child about atoms and that all matter is made up of atoms. Get a book from the library and read with your child information about atoms.

#### **Light has a Source and Travels in a Direction**

- As a family, use a flashlight and have each member of the family make different "shadow creatures" on the wall. Name the item made.
- We know that light travels in a straight line. Therefore, see if your child can reflect light around corners using mirrors.

### **Life Sciences**

#### **Adaptations may Improve an Organism's Chance for Survival**

- Have your child care for some plants, learning that a plant needs food, the proper amount of water, and sun light.
- Have your child raise a small animal in a cage (e.g., rat, hamster). After a few weeks or months, have your child change the animal's habitat and watch the animal's reaction. Talk about the new habitat and how the animal adjusted.
- With your child, look in books to discover some of the diverse forms of life in the oceans, deserts, tundra, forests, grasslands, and wetlands.

## **Earth Sciences**

### **Objects in the Sky Move in Regular and Predictable Patterns**

- With your child, look at the night sky, looking for different star patterns. Then have your child look for these same star patterns one week later to see if they are in the same place or have moved. Discuss with your child what he/she observed.
- Place a stick in the ground to measure the sun's shadow. Record the distance of the shadow each month for one year. Discuss why the shadow gets longer or shorter.
- Use a telescope or binoculars to look at the night sky, noting the number of stars that can be seen using these devices.
- Talk with your child about the three forms of matter, solid, liquid, gas.

## **Investigation and Experimentation**

### **Scientific Progress is Made by Asking Meaningful Questions and Conducting Investigations**

- Help your child use a:
  1. Thermometer to measure the temperature of air and water.
  2. Yard stick to measure the size of two rooms in the house.
  3. Clock to measure the time it takes to complete something.
  4. Tape measure to measure wood for a project.
  5. Measuring cup to measure ingredients for baking.
- Using the clock, help your child record the time it takes to complete different things (e.g., brushing your teeth, washing dishes, making the bed, running one block, riding the bike around the block, etc.). Next, help your child record this data in an organized manner.

## **STUDENT'S RECORDS**

**How is your child's progress in school? Is he/she learning the required skills for their grade level?** Are these questions that you have been asking? The **Student Records** on the following pages will allow you to identify the Standards your child has learned this year.

### **How to use the Student Records**

As you see that your child has mastered one of the skills on the **Student Record**, write a date in the appropriate box. You could find out that your child knows the skill by: (1) giving them a test; (2) looking at your child's school papers; (3) observing your child perform the skill in his/her everyday life experiences, etc. Whatever the case, this **Student Record** is available for you to chart your child's progress throughout the school year.

### **Using the Student Record During a Teacher Conference**

While talking to the teacher take out the **Student Record** and discuss your findings with the teacher. In this way, you are discussing real data about your child's knowledge of skills. During the discussion, the teacher may suggest changes to the **Student Record** because of classroom assessments or observations.

### **Keys to Success**

Remember the following keys:

1. Always take this handbook to your teacher/parent conference so you can track your child's educational progress.
2. As your child demonstrates their knowledge of a specific skill, always write the date in the space provided.
3. Plan home activities that will help your child master one or more of the skills listed, then record his/her progress.
4. Discuss, with your child, his/her progress and set goals.





















