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## SOCIAL STUDIES

Students will . . .

- Use cardinal directions
- Use thematic maps to identify physical and human characteristics
- Use visual materials to describe how Michigan can be divided into regions
- Identify questions historians ask in examining the past
- Explain how historians use primary and secondary sources
- Use stories to describe how individuals affected the history of Michigan
- Draw upon stories of American Indians to make generalization about their beliefs
- Use text to compare how American Indians and settlers used their environment
- Use sources to describe interactions between American Indians, explorers, and settlers
- Describe the causal relationship between three events in Michigan
- Use primary and secondary sources to create a narrative about daily life
- Describe how Michigan gained statehood
- Describe major kinds of economic activity in Michigan
- Describe some of the current movements of goods, people, jobs or information
- Use data to describe aspects of American Indian life

*(A complete listing of content expectations are found on the Michigan Department of Education website)*

## ADDITIONAL CURRICULUM

### Art

Third grade students meet with the art teacher twice for 40 minutes every 15 days.

### Physical Education/Music

Third grade students meet for physical or music education every day for 30 minutes.

### Shared and Interactive Literacy Experience (SAIL)

All 1<sup>st</sup> through 5<sup>th</sup> grade students will engage in common literacy experiences every day for 25 minutes.

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## ASSESSMENT

Teachers use a variety of methods when assessing students. They may include:

- Portfolio Collection
- Observations
- Demonstrations
- Rubrics
- Conferences
- Quizzes and written tests
- Surveys
- Checklists
- State of Michigan Assessment
- Common District Assessment
- STAR Reading and STAR Math
- Developmental Reading Assessment (DRA)
- Self Evaluations

## PARENT COMMUNICATION

Parents are encouraged to talk with their child's teacher at any time during the school year. Following is a list of ways that you may communicate with and/or review your child's progress:

- Synergy
- Teacher's web site/e-mail/voice mail
- Regular parent-teacher conferences



## Ways You Can Help Your Child At Home

- ✓ Help your child establish a routine to read independently
  - ✓ Be a reader yourself
  - ✓ Read to your child (fiction & non-fiction)
  - ✓ Encourage them to predict and ask questions as they read
  - ✓ Give books, dictionaries, thesauri, spell checkers, academic software, etc. to your children as gifts
  - ✓ Make the above resources available in your home
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Grand Blanc Community Schools

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# Third Grade Curriculum

Guide for Parents

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## MISSION STATEMENT

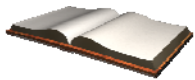
The mission of Grand Blanc Community Schools, the hallmark of academic and personal excellence, is to ensure students actualize their own unique genius, freely and without fear, through a system distinguished by

- Dedication to the discovery of profound learning
  - Exemplary models of character and judgment
  - Global experiences in life and living
  - Emphasis on individual autonomy and self direction
  - Unremitting pursuit of the highest human ideals.
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## READING/LANGUAGE ARTS

### Students will . . .

- Stay on topic and contribute appropriately in group discussion
- Speak clearly with appropriate volume, inflection, and rhythm
- Write legibly using both manuscript and cursive handwriting
- Write for a variety of purposes and audiences. Writing will focus on:
  - descriptive—writing that uses many descriptive words and includes all the senses
  - personal narrative—a personal story written in a sequential order
  - friendly letter—focusing on the format (greeting, body, salutation)
  - summary—retelling the main idea with supporting details
- Use the writing process (pre writing, drafting, revising, editing, publishing)
- Write using descriptive words and sentence variety
- Use correct spelling, end punctuation, apostrophes, quotation marks, commas, and capital letters in their published writing
- Compare two texts and show how they are alike
- Identify the theme of the story (author's message) and support with details both orally and in writing
- Identify and read a variety of literature including fantasy, adventure, poetry, historical fiction, biography, and non-fiction
- Use a variety of strategies to decode text and construct meaning (*i.e.*, *A student might underline text, take notes, or use a graphic organizer to help remember what they've read.*)
- Read with fluency a variety of text (*smooth and with expression*)
- Use a variety of strategies while reading (reread, infer, question) to construct meaning



## MATH

### Students will . . .

- Represent and solve problems involving multiplication and division by describing contexts, using drawings, and determining an unknown within a simple equation (i.e.  $8 \times ? = 56$ )
- Understand properties of multiplication (Commutative, Associative, and Distributive) and the relationship between multiplication and division.
- Multiply and divide fluently within 100.
- Solve word problems involving the four operations and assess the reasonableness of answers using mental computation and estimation.
- Identify and explain patterns (i.e. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.)
- Use place value understanding (including rounding) and properties of operations to perform multi-digit arithmetic.
- Develop an understanding of fractions as numbers including representation on a number line and equivalence of simple fractions using visuals.
- Solve problems involving measurements and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Understand concepts of area and relate area to multiplication and to addition.
- Recognize perimeter as an attribute of plan figures and distinguish between linear and area measures.
- Reason with shapes and their attributes by categorizing and partitioning into fractional parts.



## SCIENCE

### Students will . . .

- Make purposeful observations and generate questions using appropriate senses
- Manipulate simple tools that aid observation and data collection and make accurate measurements with appropriate units for the measuring tool
- Construct simple charts & graphs from data/observations and summarize to answer scientific questions using data/samples as evidence to separate fact from opinion
- Share ideas about science through purposeful conversation in collaborative groups and use evidence when communicating
- Develop research strategies and skills for information gathering and problem solving
- Compare and contrast sets of data from multiple trials to explain reasons for differences
- Describe the effect humans and organisms have on the balance of the natural world
- Describe how a push or a pull is a force and identify the force that pulls objects toward the Earth
- Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object
- Identify changes in motion (change direction, speeding up, slowing down)
- Identify light and sound as forms of energy
- Demonstrate that light travels in a straight line and that shadows are made by placing an object in a path of light
- Relate sounds to their sources of vibrations
- Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (i.e., fur, wings, teeth, claws)
- Describe the function of the following plant parts: flower, stem, root and leaf and classify plants and animals
- Relate characteristics of plant that allow them to live in their environment (i.e., leaf shape, thorns, odor, color)
- Identify and classify renewable (fresh water, farmland, forests) and non-renewable (fuels, metals) resources
- Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal) and describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry)
- Recognize and describe different types of earth materials (mineral, rock, clay, boulder, gravel, sand, soil) and that rocks are made up of minerals