

**Learning Outcomes**  
**Grade Three February**

**Students will...**

**Math**

**3.NF.A.1-** Understand a fractions  $1/b$  as the quantity formed by one part when a whole is partitioned into  $b$  equal parts; understand the fraction  $a/b$  as the quantities formed by  $a$  parts of size  $1/b$ .

**3.NF.A.3c-** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: express 3 in the form 3 is equal to  $3/1$ ; recognize that  $6/1$  equals 6; locate  $4/4$  and 1 at the same point of a number line diagram.

**3.NF.A.2a-** Represent a fractions  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the end point of the part based as 0 locates the number  $1/b$  on the number line.

**3.NF.A.2.b-** Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its end point locates the number  $a/b$  on the number line.

**3.NF.A.3d-** Compare 2 fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $<$ ,  $>$ , or  $=$  and justify the conclusions, e.g. by using a visual fraction model.

**Reading:**

**3R7:** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (eg, create mood, emphasize character or setting or determine where, when, why, and how key events occur).

**Writing in Response to Literature Essay.**

**Lesson 2: Writing in Response to Literature Essay**

**3W2 Write** informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. .

**3W2a:** Introduce a topic and organize related information together.

**3W2b:** Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.

**3W2c:** Use precise language and content specific vocabulary.

**3W2d:** use linking words and phrases to connect ideas within categories of information.

**3W2e:** provide a concluding statement or section.

**3W4:** Create a response to a text, author, theme, or personal experience. (eg. Poem, play, story, art work or other)

**3W6:** Conduct research to answer questions, including self-generated questions and to build knowledge.

**3W7:** Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

### **Vocabulary Words:**

Reasonable, Describe, Data

### **Social Studies: Greece**

**3.2.a** American culture, based on specific traditions and values, has been influenced by the beliefs and behaviors of different cultural groups living in the United States.

**3.2.b** All peoples have rich cultural heritages and traditions.

**3.2.c** Prejudice and discrimination can be obstacles to understanding other cultures.

**3.3.a** The culture of a group or individual changes and evolves in response to interactions with other cultures or in response to needs.

**3.3.b** A community can embrace values, traditions, and beliefs that reflect more than one culture.

**3.3.c** Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods.

**3.5.a** Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.

**3.5.b** Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.

**3.5.c** When faced with prejudice and discrimination, citizens can take many steps to support social action and change.

**3.6.a** The world is interconnected, and it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

**3.6.b** Local, state, national, and international leaders, businesses, and organizations provide aid to individuals and nations in need.

**3.6.c** International organizations and laws exist to protect and expand human rights and to promote cultural understanding.

**3.11.a** People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

**3.11.b** People in world communities celebrate various holidays and festivals and have built monuments and memorials that serve as symbols of their communities and/or their nations.

**3.11.c** The influence of specific world cultures can be seen in local communities within the United States by examining their arts, music, dance, literature, and other cultural traits.

### **Science:**

#### **MST4.PS5:**

Energy and matter interact through forces that can result in changes in motions.

#### **MUSIC:**

- tempo- ¼ and 1/8 notes played at different tempi
- show form and how it is used to practice and write down longer songs

#### **PHYSICAL EDUCATION:**

- to dribble a soccer ball correctly
- to pass accurately to a target

- to shoot the ball at the goal
- demonstrate teamwork and sportsmanship
- participate in a full court soccer match

**ESL:**

- listen for details in a narrated story to answer a question
- increase vocabulary to discuss story elements

**Corrective Reading:**

- Reads fluently with expression
- Shows an understanding of what was read
- Applies skills/strategies to enhance comprehension
- Responds appropriately while listening to others
- Exhibits respect for everyone's ideas at all times
- Able to read independently and respond to what was read

**Technology with Miss Rappo**

**Internet Research**

- To continue brainstorming questions related to a research topic
- To begin locating information using the various search engines