

Learning Outcomes
Grade Three December

Students will...

Math:

Operations and Algebraic Thinking

3.OA.D.9- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

3. OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities

3.MD.C.5.a- A square with side length 1 unit, called “ a unit square,” is said to have “1 square unit” of area, and can be used to measure area.

3.MD.C.5.b- A plain figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.C.6- Measure areas by count unit squares (square cm., square m., square in., square ft., and improvised units).

3.MD.C.7a- Find the area of a rectangle with whole number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.

3.MD.C.7b- Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.

3.MD.C.7c- Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths a and b plus c is the sum of axb and axc . Use area models to represent the distributive property in mathematical reasoning.

3.MD.C. 7d- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Reading:

3R4: Determine the meaning of words, phrases, figurative language, and academic and content specific words. (RI and RL)

3R2: Determine a theme or central idea and explain how it is supportive by key details; summarize portions of a text.

3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations

Writing:

Persuasive: 3.W.1

Lesson 3: Writing an Opinion: Letter

Write an argument to support claim(s), using clear reasons and relevant evidence.

3W1a: Introduce a claim, supported by details and organize the reasons and evidence logically.

3W1b: Use precise language and content specific vocabulary.

3W1c: Use linking words and phrases to connect ideas within categories of information.

3W1d: 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:

Design, Result, Customs

Social Studies: China

3.4.a The United States government is based on democratic principles, and the fundamental governmental principles of other global communities may be similar to or different from those of the United States.

3.4.b The processes of selecting leaders, solving problems, and making decisions differ across governments in nations and communities around the world.

3.4.c The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries in comparison to others.

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.

Science: MST4.PS4:

Energy exists in many forms and when these forms change energy is conserved.

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

- To begin using the various tools of the art program Kid Pix Deluxe