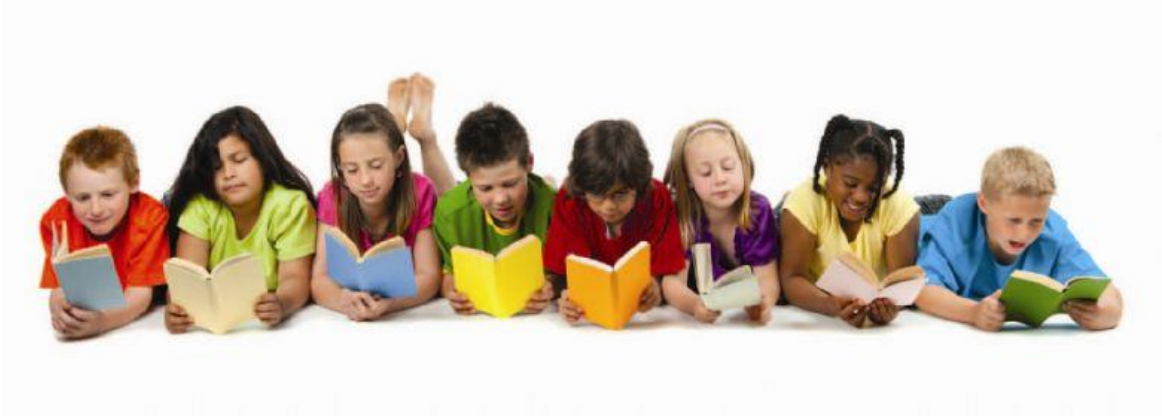
Lake Orion Community Schools

Third Grade…
At A Glance



Empowering the Dragon community to achieve excellence.

District Mission

Empowering the Dragon community to achieve excellence.

District Vision

Empowered Dragons experience joy and success.

Belief Statements

We believe that:

- *Preparing Dragons is a collaboration of students, staff, families, and community.*
- *We have a responsibility to provide a safe, welcoming, equitable learning environment where all individuals are respected and valued.*
- *In fostering an environment that cultivates each individual's maximum potential.*
- *Character development is an integral part of education.*
- *In a dynamic innovative approach to educating Dragons.*

This brochure contains the expectations for language arts, math, science, social studies, art, physical education, music and media for each child in third grade. Separate brochures outline the expectation for other grades. The expectations are designed to ensure students receive sequenced instruction from grade to grade. These expectations are aligned with state and/or national standards.

The purpose of this brochure is to familiarize you with the concepts your child will be presented with throughout this school year. This information will allow you to work with your child's teacher to help provide the highest level of achievement. Use it when you talk with your child's teacher(s). Ask what you can do at home to support learning in the classroom and reinforce learning at home.

Lake Orion Community School teachers, administrators and support staff are committed to helping your child achieve their potential.

Lake Orion Community Schools does not discriminate on the basis or race, color, religion, sex, national origin, disability, marital status, height, weight or age. Board of Education policy forbids acts of illegal discrimination in all matters.

Love of learning is the hallmark of **third grade**, a year of incredible growth!

The third grade English Language Arts program challenges students to continually develop their skills in reading, writing, speaking, and listening. Students demonstrate their ability to recognize and understand words. The children use various strategies to increase their understanding of texts. They grow in their ability to write appropriately for different purposes and to express their own style or individuality when writing. They gain a true appreciation for various genres of literature.

Third grade mathematicians utilize manipulatives to explore numbers, including fractions, and model problem solving situations. They learn simple algebraic concepts, know and use common units of measurement, and demonstrate an understanding of time and money. Third graders also explore data and probability; read and interpret a variety of graphs; and explore geometric concepts.

In science, our focus is always on student discovery. In each lesson, students act as scientists and/or engineers to make sense of their world and how it works. In third grade, they will explore weather, forces, and the variation of traits for animal survival.
In social studies, third grade students study early periods of Michigan history from exploration to statehood. They will develop an understanding of the purpose of the state constitution and the structure of our government. They also learn about our state's natural resources, economic activities and the geography of Michigan.

English Language Arts

Literacy in Third Grade

Third grade is a pivotal year for your child. Reading with fluency and comprehension across genres will serve as the foundation for the reading demands of later grades. Learning to make sense of multisyllabic words and monitor his/her own strategy use will be a priority. He/she will come to appreciate that words have meanings that are not always literal (e.g. a piece of cake) and have relationships to other words (e.g. company and companion).

Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her. By the end of the year, your child also will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

Read Aloud with Discussion

Students are read aloud to daily. During this valuable time, teachers verbally interact with the class. The process includes pre-reading, during reading, and post-reading conversations to enhance understanding and making connections with the story. The read aloud selections are often from a variety of genres – fiction, nonfiction, picture books or poetry.

During this critical time of instruction, students will see and hear what readers do so that they may apply this same process in their own reading.

Reading Workshop

Reading Workshop follows a predictable structure, fostering powerful learning. Each day, the teacher begins with a short lesson focusing on a skill or strategy that will benefit all students. Students self-select and read books that are at their independent reading levels. At this level, students can read almost all the words accurately, read with appropriate speed and expression and above all, understand the text. While students are reading, the teacher may meet with small groups or with individual students in order to meet their academic needs. Creating readers who love reading is the heart of Readers Workshop.

Writing Workshop

The structures of Writing Workshop are similar to that of Reading Workshop. Fostering a love for writing, daily opportunities for practice and maximum student choice are foundational in Writing Workshop classrooms. Your child will write narrative, informational, and persuasive pieces reflective of his/her developmental interests and stage of writing development. Through individual meetings with the teacher, small group work, and assessment-based instruction, your child will be guided toward advancement of his/her writing skills. Students will publish and celebrate their many accomplishments throughout the year.

Word Study

Word study teaches students to examine words. They will discover the regularities, patterns, and conventions of the English language in order to read, write, and spell. Students pass through developmental stages and participate in word or picture sorts and additional learning activities to meet their individual and small group needs.

What Your Child Will be Working on in Third Grade

Reading Standards for Literature and Informational Text

- Using the text as the basis for asking and finding answers to questions.
- Recounting stories including those from other cultures, determining the theme or moral and explaining how it is conveyed.
- Describing character motivations, feelings and traits and how they influence the characters' actions.
- Distinguishing point of view.
- Comparing and contrasting texts written by the same author or texts with similar characters (e.g., books in a series).
- Explaining how the illustrations support a text.
- Reading closely to find main ideas and supporting details in a story.

- Using text features in a text (e.g. maps, charts, photographs) to support understanding and to find information efficiently.
- Describing the logical connection between particular sentences and paragraphs.
- Comparing important points and key details in texts on the same topic.
- Independently reading a fiction Level 40 text independently with fluency, accuracy and comprehension.
- Independently reading a non-fiction Level 40 text with fluency, accuracy and comprehension.

English Language Arts

Language and Foundational Reading and Skills

- Using strategies to problem solve unfamiliar words.
- Using phonics (i.e., prefixes, suffixes, Latin root words) and word analysis to figure out unfamiliar words.
- Forming proper cursive letters.
- Using nouns, verbs, adjectives, adverbs, and conjunctions correctly when speaking and writing.
- Producing simple, compound, and complex sentences when writing or speaking.
- Demonstrating a command of capitalization when writing (i.e., titles).
- Gaining a command of punctuation when writing (i.e., commas in addresses and dialogue, possessives).
- Spelling high frequency words conventionally.
- Applying spelling patterns and spelling rules when writing words.
- Using resources (e.g., personal word walls, picture dictionaries) to correct improper spellings.
- Determining the meaning of unknown words using a variety of strategies (i.e., known word parts, Latin root words, glossaries, electronic dictionaries etc.).
- Demonstrating understanding of word relationships and nuances in word meanings.

Writing Standards

- Writing opinion pieces that begin with an introduction, group related information together, develop topics with facts and details, use linking words to connect ideas and end with a conclusion.
- Writing information/explanatory texts that begin with an introduction, group related information together, develop topics with facts, details and/or illustrations, use linking words to connect ideas and end with a conclusion.
- Writing narrative stories that establish a situation include details and a clear sequence of events, thoughts and feelings of characters, words and phrases to connect events and have a sense of closure
- Conducting short independent research projects that build knowledge about various topics.

- Using the writing process (prewriting or rehearsing, drafting, writing, revising, editing and publishing) to produce multiple finished products.
- Gathering information from print and digital sources, learning to take notes and sorting information into categories.

Speaking and Listening Standards

- Asking and answering questions about information he or she hears from a speaker while participating in classroom discussions, offering appropriate elaboration and detail that builds on what others have said.
- Following rules for respectful discussion.
- Determining main ideas and supporting details from diverse media formats.
- Orally reporting on a topic or experience.
- Creating engaging recordings that include the use of visual aids.

Mathematics

Your student will explore, problem solve and build their thinking of mathematics using manipulatives, drawing representations, and solving abstract number problems. They will work cooperatively to discuss, and problem solve while showing evidence of their thinking.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Operations and Algebraic Thinking

- Understand multiplication as a whole number determined by the total number of objects in a certain number of groups.
- Interpret quotients as a whole number that describes an equal share or number of groups.
- Determine the unknown number in a multiplication or division equation relating three whole numbers.
- Apply properties of operations as a strategy to multiply and divide (Commutative, Associative, and Distributive properties).
- Understand the relationship between multiplication and division (Inverse Operations)
- Multiply and divide numbers fluently within 100.
- Solve two-step word problems using all operations.

Number and Operations in Base Ten

- Round whole numbers to the nearest 10 or 100 using place value understanding.
- Fluently add and subtract within 1000.
- Multiply one-digit numbers by multiples of 10.

Number and Operations - Fractions

- Understand fractions as parts of a whole.
- Understand and identify a fraction as a number on a number line.
- Compare the size of two fractions.
- Express whole numbers as fractions and identify fractions that are equal to whole numbers.
- Recognize and generate simple equivalent fractions.

Measurement and Data

- Tell and write time to the nearest minute.
- Measure and estimate time, volume, and mass.
- Represent and interpret data in a picture/bar graph with several categories.
- Measure lengths using a ruler to halves and fourths of an inch.
- Understand the concept of area.
- Relate the measurement of area to multiplication and division.
- Recognize perimeter as a linear measurement and solve real world problems.

Geometry

- Reason with shapes and their attributes.
- Partition shapes into parts with equal areas.

Science

3RD GRADE

All science units are aligned with the Michigan Science Standards. The Michigan Science Standards are really a set of student performance expectations. These performance expectations incorporate three main elements:

- **Disciplinary Core Ideas** *(science specific concepts in the life, earth and space, and physical sciences).*
- **Science and Engineering Practices** (*asking questions and defining problems*, *developing, and using models*, *planning and carrying out investigations*, *analyzing and interpreting data*, *using mathematics and computational thinking*, *constructing explanations and designing solutions, engaging in argument from evidence*, and *obtaining, evaluating, and communicating information).*
- **Crosscutting Concepts** (*Patterns, Cause and Effect, Scale, Proportion, and Quantity, Systems and System Models, Energy and Matter in Systems, Structure and Function,* and *Stability and Change of Systems*).

Earth and Space Science

Students will be able to:

- Students will be able to explain through written and oral communication and create models of human decisions based on a region's climate and weather.
- Students will be able to relate regional impacts through discussion and presentation of data to generate conclusions.
- Students will be able to evaluate reasonable evidence of a human interaction based on a region's climate and weather patterns.

Physical Science

Students will be able to:

- Construct an explanation of how a real-world activity uses motion and force.
- Relate the data gathered from previous investigations of motion to predict the motion of two objects that are not touching.
- Argue and ask questions about the strength of a magnet and how to manipulate its strength.
- Design a model to compare the patterns of magnetic behavior with various materials.
- Apply understanding of magnetism forces to solve a simple problem.

Life Science

Students will be able to:

- Construct explanations for why the environment affects the traits of some organisms (Cause and effect).
- Construct arguments from evidence that some organisms in particular environments either survive well, less well or not at all.
- Argue from evidence why some animals live in groups and explain how animals benefit from living in groups.
- Explain that organisms live in many different habitats and that organisms are affected by changes in their habitats.
- Ask questions and construct explanations regarding how changes within an environment cause organism to respond in different ways (stay, move out, move in, or die).
    - Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.

Social Studies

History

- Sequence early periods of Michigan history from exploration to attaining statehood.
- Examine how historians use primary and secondary sources to answer questions about the past.
- Use traditional stories of American Indians who lived in Michigan to make generalizations about their beliefs.
- Understand how Native Americans and early settlers adapted and modified their environment.
- Create a timeline sequence of early Michigan history.
- Describe how Michigan attained statehood.
- Explain how migration and immigration affected and continues to affect the growth of Michigan.

Geography

- Use cardinal directions to determine locations in the immediate environment.
- Understand how regions are created from common physical characteristics and describe different regions to which Michigan belongs.
- Locate natural resources in Michigan and describe how people adapt to and use those resources.

Civics and Government

- Explore why people create governments and how Michigan's government fulfills that purpose.

- Describe the structure of government in the United States and how it functions to serve citizens.
- Describe the purpose of the Michigan Constitution.
- Distinguish between the roles of state and local government.

Economics

- Explore products produced and consumer in Michigan.
- Identify how location and natural resources influenced Michigan's economic development, and the role those significant entrepreneurs played in Michigan's economic growth.
- Understand the role that Michigan plays in the national and international economy.

Public Discourse, Decision Making and Citizen Involvement

- Identify and write about a public policy issue in Michigan that influences the daily lives of citizens and evaluate possible resolutions.

Visual Arts

The visual arts curriculum is based on the National, Michigan, and Lake Orion standards and builds a foundation for creative thinking, problem solving, and lifelong learning in the arts and other disciplines. In art class, children learn to convey ideas, feelings, and emotions by creating their own images. They explore the historical and cultural messages wrapped up in works of art. They also reflect on the meaning of what they see in art. Students learn to express their opinions and show respect for their own ideas and creations and for those of others. They explore a variety of media, techniques, and processes in the broad categories of painting, drawing, mixed media, and sculpture.

They also learn the safe use and care of art materials and tools. Looking at, thinking about, and making art are presented as enjoyable and integral parts of learning about art. Students develop a better understanding of beliefs and ideas that are different from their own.

At the Third grade level, students are introduced to the principals of design, such as emphasis, balance, proportion, and pattern.

Students continue to create art based on observation, memory, and imagination. They learn to observe and describe subtleties of visual element. Students plan their use of visual qualities to express an idea, feeling or mood.

Media

The media curriculum, which is based on national standards, builds a foundation for future library and media center use, nurtures an interest in reading, and develops the skills for students to become life-long learners.

In order for the media program to be effective, information skills are taught in conjunction with subject area benchmarks. This requires cooperative planning between classroom teachers and media specialists and includes the following. Students visit the media center weekly as a class group.

Additionally, they may visit independently or in small groups. A media specialist is available to instruct and assist students during their visits to the media center.

At the third-grade level, students:

- Access media materials using an on-line catalog system.
- Learn about biographies and autobiographies.
- Recognize the Dewey Decimal System as the way nonfiction books are organized.
- Access information from reference materials such as dictionaries, encyclopedias, and selected Internet sites.
- Share the information they gain through the research process.
- Third graders also select books from a variety of genres for their personal enjoyment and to further their love of reading.

Third graders are encouraged to enjoy, value, and embrace books and reading.

Technology

The Lake Orion Elementary Technology Curriculum is based on the Michigan Educational Technology Standards for Students (METS). These standards are embedded in the Lake Orion curriculum and are introduced, reinforced, or mastered by students throughout their elementary educational experience. Lake Orion educators use the technology standards as guidelines when integrating technology into the curriculum. To be effective, technology skills are taught in conjunction with subject area benchmarks in every discipline across the curriculum and result in a technologically literate individual.

Media Specialists and classroom teachers work cooperatively to structure the learning environment and educate student in the tools of their time.

Music

The music curriculum is based on the National and Michigan standards and builds a foundation for creative thinking, problem solving, and lifelong learning in music and other disciplines. Music is a unique way of knowing the world. It is a vehicle for personal expression, common to all cultures, and a doorway into understanding cultural diversity.

The nature of musical learning is such that musical understanding is developed and assessed through listening, creating, and performing. Musical thinking supports and connects to other ways of thinking. It is fundamental to developing the whole learner. Musical learning provides students with the opportunity to experience the aesthetic value of music. Everyone has the ability, and therefore, the right to learn and understand music.

Participation in music education foster's ability, positive self-image, personal and group interaction, cooperative learning, personal growth and development, and a sense of accomplishment.

At the third-grade students are introduced to the musical elements of harmony, articulation, form, and texture. Students demonstrate their understanding through singing, playing instruments, verbal description, and composing.

Physical Education

The Physical Education program in Lake Orion is designed in accordance with the Michigan Benchmarks and Standards. Our curriculum provides students with the knowledge, skills, fitness, and attitudes necessary to lead a healthy lifestyle. Below you will find a brief overview of what your child will be exposed to during their K-5 career.

- Demonstrate appropriate form of walking, running, horizontal jumping, vertical jumping, skipping, hopping, galloping, sliding, and leaping.
- Demonstrate appropriate form of underhand throwing, overhand throwing, catching, hand dribbling, foot dribbling, kicking, and striking (batting).
- Demonstrate the ability to bend, stretch, rock, roll, curl, twist, turn, push, pull, swing, sway, and land.
- Demonstrate selected fundamental rhythmical skills i.e., clapping while walking.
- Demonstrate selected combinations of locomotor, object control non locomotor and body control, and rhythmical skills.
- Participate successfully in selected health-enhancing, lifelong physical activities and develop working knowledge of the effects of physical activity on the body.
- Develop and maintain healthy levels of cardiorespiratory endurance.

- Develop and maintain healthy levels of muscular strength and endurance.
- Develop and maintain healthy levels of flexibility of selected joints of the body.
- Develop and maintain healthy levels of body compositions.
- Apply the concepts of body awareness, time, space, direction, and force to movement.
- Explain and apply the essential steps in learning motor skills.
- Apply appropriate rules and strategies when participating in physical activities.
- Describe the effects of activity and inactivity and formulate examples of lifestyle choices that result in the development and maintenance of health-related fitness.
- Demonstrate appropriate behavior related to selected personal/social character traits that commonly emerge in a physical activity context.
- Value physical activity and its contribution to lifelong health and wellbeing.

Social Emotional Learning (SEL)

The social emotional learning is based on the CASEL framework. Social and emotional learning is an integral part of education and human development. Students are exposed to CASEL's core competence areas:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making