Mathematics

Third grade students will learn to:

Numbers and Operations in Base Ten

- ☆ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- ☆ Use place value understanding to round whole numbers to the nearest 10 or 100.
- ☆ Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Numbers and Operations – Fractions

- ☆ Develop understanding of fractions as numbers.
- ☆ Explain equivalence of fractions through reasoning with visual fraction models.
- ☆ Compare fractions by reasoning about their size.
- ☆ Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- ☆ Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8.
- ☆ Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- ☆ Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- ☆ Compare two 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

Measurement and Data

- ☆ Represent and interpret data.
- ☆ Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.
- ☆ Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
- ☆ Understand concepts of area and relate area to multiplication and to addition.
- ☆ Relate area to the operations of multiplication and addition.
- ☆ 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
- ☆ Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$.
- ☆ Use area models to represent the distributive property in mathematical reasoning.
- ☆ Recognizing area as additive.
- ☆ Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the no-overlapping parts, applying this technique to solve real world problems.

Operations and Algebraic Thinking

- ☆ Represent and solve problems involving multiplication and division.
- ☆ Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division.
- ☆ Understand properties of multiplication and the relationship between multiplication and division.
- ☆ Apply properties of operations as strategies to multiply and divide.
- ☆ Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- ☆ Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity.
- ☆ Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- ☆ Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Karate Math

- ☆ Each nine weeks, students will be required to earn ***at least one*** Karate Math belt. This nine weeks students must earn a blue belt (6-7). Please help your child practice at home.

Art

Third grade students will:

- ☆ Express ideas by creating works of art.
- ☆ Promote creativity, self-expression and understand that their work is one of a kind and has importance.
- ☆ Learn and apply proper safety procedures.
- ☆ Maintain a clean work space and be considerate of others and school property.
- ☆ Identify and use foreground, middle ground, and back-ground in a drawing.
- ☆ Demonstrate an understanding of proportion and facial details in a self-portrait.
- ☆ Create a watercolor painting.
- ☆ Make art work based on a specific school interest, season, or holiday.

Music

Third grade students will:

- ☆ Read and perform simple rhythms.
  Identify the names of the notes in the Treble staff.
- ☆ Find any note on a musical keyboard.
- ☆ Learn songs from different musical styles.

Technology

Third grade students will:

- ☆ Follow established rules for the care and use of technology tools.
- ☆ Operate basic technology tools and applications.
- ☆ Identify basic technology tools.
- ☆ Use the computer lab appropriately.
- ☆ Work with a variety of computer software including: writing, reading, and creativity.

Dr. Sharon Tullis, Principal
Dr. Milton Reese, Assistant Principal
Ms. Chandra Harden, Counselor

stullis@sumterschools.org
http://www.sces.sumterschools.org

Sumter County Elementary School

Sumter County Elementary School
438 Bumphead Road
Americus, GA 31719
229 924-7835 FAX 229-924-8831

3rd Grade

Expectations for Learning

Third Nine Weeks
2019-2020

Parents,

This brochure lists the areas of focus for our third grade students at Sumter County Elementary School during the third nine weeks. Our goal is for each student to learn at high levels. You will see evidence of this learning in the work your child brings home.

You can help your child by communicating regularly with us, reading with your child each night, completing homework, and reminding your child to remain focused each day and follow school rules.

We hope that the third nine weeks will be happy and productive for your child. Please contact us if you have any questions, concerns or if you would like to visit the classroom, schedule a conference, or volunteer to help out.

Sincerely,
Third Grade Teachers

Physical Education

Third grade students will:

Motor Skills and Movement Patterns

- ☆ Demonstrates fleeing, dodging, and chasing skills during game play.
- ☆ Travels differentiating between speeds. (jogging, sprinting, and running)
- ☆ Transfers weight while traveling in a variety of directions, levels, and pathways.
- ☆ Throws underhand to partner/target with a mature form (facing target, stepping with opposition, transferring weight, and following through).
- ☆ Throws overhand for distance and/or force using critical cues (stepping with opposition and side to target, transferring weight, and following through).
- ☆ Catches an object tossed from a partner.
- ☆ Dribbles with dominate/non-dominate hand while traveling at various speeds and while keeping the ball under control.

Movement Concepts and Principles

- ☆ Applies simple strategies and/or tactics in chasing, fleeing, and dodging activities.

Personal and Social Behavior, Rules, Safety, and Etiquette

- ☆ Demonstrates the ability to work successfully with a partner or with a small group.
- ☆ Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- ☆ Accepts and respects differences and similarities in physical abilities in self and others.
- ☆ Identifies equipment-specific safety rules and follows them.
- ☆ Explains the relationship between physical activity and good health.
- ☆ Describes the challenge that comes from learning a new physical activity.
- ☆ Recognizes the connection between enjoyment and participation of physical activity.
- ☆ Recognizes that physical activity provides opportunity for social interaction.

Reading / ELA

Third grade students will:

Fluency

- ☆ use reading strategies to read text smoothly, accurately and with expression
- ☆ correct their own mistakes as they read
- ☆ practice reading dialogue

Vocabulary

- ☆ find the meaning of a word using the text
- ☆ learn new words
- ☆ understand and use synonyms
- ☆ explore and understand idioms

Comprehension

- ☆ distinguish and evaluate fact and opinion
- ☆ make inferences
- ☆ make predictions
- ☆ determine text importance
- ☆ use clues from the text to answer questions
- ☆ ask questions/self monitor to help comprehend a text
- ☆ compare and contrast (persuasive letters, fairy tales)
- ☆ summarize and synthesize information
- ☆ make connections
- ☆ explore fairy tales, tall tales,
- ☆ analyze author's purpose

Conventions

- ☆ identify and use strong verbs
- ☆ Correctly use subject/verb agreement
- ☆ learn patterns for reading and spelling words
- ☆ use correct capitalization and punctuation
- ☆ write complete, simple and complex sentences

Writing

- ☆ construct written responses to questions
- ☆ use the writing process to develop informative, opinion, and narrative writing (prewriting, drafting, revising, editing and publishing)
- ☆ write a response to literature

Accelerated Reader (AR)

- ☆ Students are expected read each night. Based on performance on the Star Reading test, each student is assigned a reading range and a point goal for each nine weeks. Every student is also expected to maintain an 85% average test score.

Social Studies

Third grade students will:

Historical Understandings

- ☆ Describe European exploration in North America.
- ☆ Describe the reasons for and obstacles to the exploration of North America.
- ☆ Describe the accomplishments of: John Cabot (England), Vasco Núñez de Balboa (Spain), Hernando de Soto (Spain), Christopher Columbus (Spain), Henry Hudson (The Netherlands), and Jacques Cartier (France).
- ☆ Describe examples of cooperation and conflict between European explorers and American Indians.
- ☆ Explain the factors that shaped British Colonial America.
- ☆ Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded.
- ☆ Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies.
- ☆ Describe colonial life in America from the perspectives of various people: large landowners, farmers, artisans, women, children, indentured servants, slaves, and American Indians.

Geographic Understandings

- ☆ Describe how physical systems affect human systems.
- ☆ Describe how the early explorers adapted, or failed to adapt, to the various physical environments in which they traveled.
- ☆ Explain how the physical geography of the New England, Mid-Atlantic, and Southern colonies helped determine economic activities.

Government/Civic Understandings

- ☆ Describe the elements of representative democracy/republic in the United States.
- ☆ Describe the three branches of national government: executive (president), legislative (Congress), and judicial (Supreme Court of the United States).
- ☆ Describe the three branches of state government: executive (governor), legislative (Georgia General Assembly), and judicial (Supreme Court of Georgia).
- ☆ State the main responsibility of each branch: executive (enforcing laws), legislative (making laws), judicial (determining if laws are fair).
- ☆ Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.
- ☆ Explain the necessity of respecting the rights of others and promoting the common good.
- ☆ Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, and communicating with public officials).

Economic Understandings

- ☆ Define and give examples of the four types of productive resources. Natural (land), Human (labor), Capital (capital goods), and Entrepreneurship (risk-taking and combining natural, human, and capital resources in an attempt to make a profit)
- ☆ Explain that governments provide certain types of goods and services in a market economy (schools, libraries, roads, police/fire protection, and military) and pay for these through taxes.
- ☆ Give examples of interdependence and trade and explain the benefits of voluntary exchange.
- ☆ Describe the interdependence of consumers and producers.
- ☆ Describe how goods and services are allocated by price in the marketplace.
- ☆ Explain that some goods are made locally, some elsewhere in the country, and some in other countries.
- ☆ Explain that most countries create their own currency for use as money.
- ☆ Explain the concept of opportunity cost as it relates to making a saving or spending choice.

Science

Science will not be taught during the third nine weeks.