

Grade Level Expectations

Grade 3

THIRD GRADE STUDENTS WILL LEARN TO . . .

ENGLISH LANGUAGE ARTS

In grade three, students will build important reading, writing, speaking, and listening skills. Activities in these areas will include:

- Reading a wide range of stories and describing how a story teaches a lesson.
- Describing characters in a story and how their actions contributed to events.
- Reading texts about history, social studies, or science and answering questions about what they learned.
- Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers.
- Learning the rules of spoken and written English.
- Learning and using new words, including words related to specific subjects (such as science words).
- Participating in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others.
- Giving a class presentation on a topic or telling a story using relevant facts and details and speaking clearly.
- Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings.
- Gathering information from books, articles, and online sources to build understanding of a topic.
- Writing research or opinion papers over extended periods of time.

TECHNOLOGY

- Develop keyboarding skills.
- Be introduced to research skills.
- Learn basic word processing skills.
- Explore a variety of supplemental software to enrich curriculum.

SCIENCE

- Physical Science: energy, matter, and light.
- Life Science: adaptation, competition for resources, and extinction.
- Earth Science: Earth and the movements of the Sun, moon and stars.
- Investigation and Experimentation: precision in measurements and verifying predictions with experiments.

SOCIAL SCIENCE

- Complete units of study on geographical features of the local region, local Native Americans, and local history of San Luis Obispo County and Atascadero.

MATHEMATICS

In grade three, students will continue to build their concept of numbers, developing an understanding of fractions as numbers. They will learn the concepts behind multiplication and division and apply problem-solving skills and strategies for multiplying and dividing numbers up through 100 to solve word problems. Students will also make connections between the concept of the area of a rectangle and multiplication and addition of whole numbers. Activities in these areas will include:

- Understanding and explaining what it means to multiply or divide numbers.
- Multiplying all one-digit numbers from memory (knowing their times table).
- Multiplying one-digit numbers by multiples of 10 (such as 20, 30, 40).
- Solving two-step word problems using addition, subtraction, multiplication, and division.
- Understanding the concept of area.
- Relating the measurement of area to multiplication and division.
- Understanding fractions as numbers.
- Understanding and identifying a fraction as a number on a number line.
- Comparing the size of two fractions.
- Expressing whole numbers as fractions and identifying fractions that are equal to whole numbers (for example, recognizing that $\frac{3}{1}$ and 3 are the same number).
- Measuring weights and volumes and solving word problems involving these measurements.
- Representing and interpreting data.

Students use their understanding of place value as a strategy for multiplying one-digit numbers by multiples of ten. This will prepare them to multiply two multi-digit numbers in grade four.

Students understand that 15 tens = 5 tens + 10 tens (or 1 hundred).

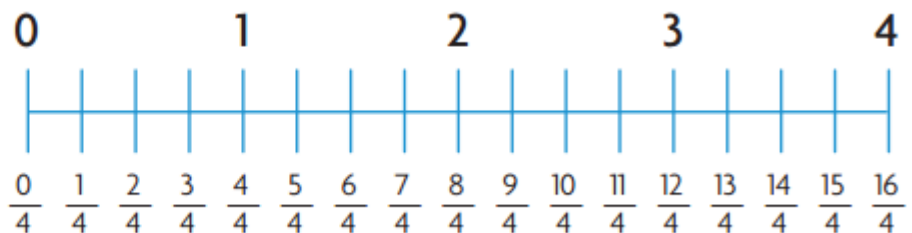
$$\boxed{5} \times \boxed{30} = 5 \text{ groups of } 3 \text{ tens} = 15 \text{ tens}$$

$$\boxed{15} = \boxed{1} \boxed{5} \boxed{0}$$

tens hundreds tens ones

Students begin to understand that fractions are sometimes the same quantity as a whole number ($\frac{8}{4} = 2$) and whole numbers can be expressed as fractions ($3 = \frac{12}{4}$).

Using a number line helps students think of a fraction as a number.



HELPING YOUR CHILD LEARN OUTSIDE OF SCHOOL

- Provide time and space for your child to read independently. This time should be free from distractions such as television.
- Ask your child what topics, events, or activities he or she likes. Then look for books, magazines, or other materials about those topics that would motivate your child to read.
- Use technology to help build your child's interest in reading. There are several websites where students can read books or articles online. The computer will help with words the student cannot read independently. Libraries also have computers students can use to access those sites. Feel free to ask a librarian or teacher for suggestions.
- Play math games with your child. For example, "I'm thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would satisfy this problem?" Have your child explain the solutions. How does he or she know that all the number pairs have been identified?
- Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1450? $1450 = 1$ thousand, 4 hundreds, 5 tens, and 0 ones, or $1000 + 450$, 14 hundreds and 50 ones, 13 hundreds + 15 tens, etc.
- Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have students demonstrate how many $\frac{1}{3}$ s are in a whole, how many $\frac{1}{4}$ cups you need to make $1\frac{1}{4}$ cups, and how many times you have to refill a $\frac{1}{2}$ cup measure to make $1\frac{1}{2}$ cups.
- Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn.

PARTNERING WITH YOUR CHILD'S TEACHER

Don't be afraid to reach out to your child's teachers – you are an important part of your child's education. Ask the teacher questions like:

- Is my child at the level where he/she should be at this point of the school year?
- What are my child's strengths and weaknesses? How can I help my child improve in areas of weakness?
- What can I do at home to make sure my child is successful?