

OSSEO AREA SCHOOLS

ISD  279



2024-25

# 3RD GRADE FAMILY CURRICULUM GUIDE

This curriculum guide gives families information about what students are expected to learn in third grade.



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HOW TO USE THIS GUIDE:

- This curriculum guide gives families information about what students are expected to learn in third grade.
- The first section lists important Lifelong Learning Skills, skill level expectations for third grade and tips about how families can help build these skills.
  - The next section is organized by subject area: mathematics, reading, communication, health, science, social studies, art, physical education, music.

Each subject includes a list of academic standards that teachers focus on with their students, most of which are determined by the state of Minnesota. Academic standards are statements that describe what students should learn and be able to do at each grade level. The bold statements are reporting standards used on student report cards, followed by bulleted statements giving examples of what students will be learning. At the end of each subject are some tips about what families can do at home to support their students' learning.

Thank you for being an active partner  
in your child's learning!



# LIFE AND WORK SKILLS

## Problem Solver

- solves problems creatively
- identifies problems and determines multiple solutions
- decides and acts on the best solutions
- reflects and revises when challenges occur

## Resourceful

- uses a variety of resources to help with learning
- evaluates and selects the best resources
- collaborates productively
- is inquisitive

## Responsible

- prepares for and engages in learning
- resists negative influences

- accepts the consequences of his or her behavior
- leads, follows and gives back to others

## Self-Directed

- persists and thinks “I can” rather than “I can’t”
- sets goals and works to achieve them
- works independently and asks for help when needed
- reflects on his or her work and makes improvements

## Skilled Communicator

- communicates ideas clearly through speaking, writing, and visual images
- asks questions and exchanges ideas with others
- listens actively to understand meaning, values, attitudes, and intentions
- recognizes the importance of diverse perspectives

## WHAT CAN YOU DO AT HOME TO SUPPORT LIFE AND WORK SKILLS?

- ask your child to think of an alternative ways to solve problems
- talk to your child about recycling to conserve resources
- help your child understand the importance of saying ‘no’ to negative influences
- have your child try something on his or her own first, before assisting
- encourage positive self-talk that enables your child to confidently make decisions
- encourage your child to share ideas verbally, visually, and through writing





# SOCIAL EMOTIONAL LEARNING

## Diversity and Inclusion

- discover shared interests, explore how each person is unique and valued, and develop a common classroom identity

## Empathy and Critical Thinking

- have opportunities to learn about thinking patterns, empathy and stereotypes, and to put that knowledge into practice

## Communication

- have opportunities to practice effective and healthy communication strategies, as well as increase their awareness of ineffective communication behaviors

## Problem Solving

- learn different approaches to resolving conflict and practice a step-by-step approach to problem-solving

## Peer Relationships

- identify the qualities important to friendship, practice providing their classmates with support, and implement effective strategies for dealing with bullying

## WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL EMOTIONAL LEARNING?

Your child is engaging in social and emotional learning from Harmony SEL. The ideas below will reinforce what is being done in school—there are activities to play, topics to discuss, and behaviors to role-model. These are all designed to fit into your daily routine and provide opportunities to further connect with your child.

- Explore Home-School Connections from Harmony SEL

» [Grade 3 Home Activities](#)







## MATHEMATICS

### Numbers and Operations

Understands and uses numbers to solve problems

- compares, orders, rounds, and shows numbers up to 100,000 using place value
- adds and subtracts multi-digit numbers
- shows multiplication and division in different ways
- understands and uses fractions

### Algebra

Uses algebra strategies to solve problems

- uses input-output rules
- uses equations with unknowns to represent and solve real-world math problems
- shows multiplication and division in different ways
- recognizes how addition, subtraction, multiplication and division are related

### Geometry

Uses geometry skills to solve problems

- names, describes, and creates shapes using attributes such as parallel, perpendicular, angles, vertices, and sides
- measures distance and finds perimeter

### Measurement & Data

Uses measurement and data skills to solve problems

- uses thermometer to determine temperature
- collects, organizes, displays, and interprets data using a variety of tables and graphs
- uses titles, labels, and units correctly on tables and graphs
- tells time to the minute
- uses elapsed time
- knows relationships between minutes, hours, days, months, years
- makes change in different ways

## WHAT CAN YOU DO AT HOME TO SUPPORT MATHEMATICS?

- explore family resources at The Math Learning Center  
» [mathlearningcenter.org](http://mathlearningcenter.org)
- ask your child explain his or her thought process while working through math homework
- have your child add up your change when paying at the store
- have your child practice estimating how much money you would spend on specific items
- help your child practice addition, subtraction and multiplication facts
- have your child practice reading an analog clock and telling how much time has passed for different activities
- point to various objects and have your child practice naming the geometric shape that matches that object (right triangles, rectangles, parallelograms, trapezoids, pentagons, hexagons, octagons)
- find everyday graphs and tables and have your child explain what the graph is representing



## READING

Reads grade level materials independently

- reads a variety of grade level materials, both fiction and non-fiction
- accurately reads grade level materials with expression and appropriate pacing

### Comprehension/literature

Uses comprehension strategies to understand fiction materials

- asks and answers questions
- refers explicitly to materials for answers
- compares and contrasts themes, settings, and plots
- distinguishes own point of view from the narrator's or character's point of view
- explains how a reading's illustrations contribute to what the words say

Uses comprehension strategies to understand non-fiction materials

- determines main idea
- uses the reading's features and search tools to find information quickly
- uses illustrations/visuals to demonstrate understanding
- describes the logical connection between sentences and paragraphs

### Vocabulary/Word Analysis

Uses vocabulary strategies to make sense of readings

- tells the meaning of phrases as used in a reading (e.g. similes, metaphors, etc.)
- uses context to figure out words with multiple meanings
- determines word meaning when an affix is added (e.g. happy-unhappy)
- uses glossaries or dictionaries

Uses word analysis skills to read and write new words

- identifies and knows meaning of common prefixes, and suffixes
- reads words with multiple syllables
- reads grade-appropriate irregularly

spelled words, including high-frequency words

- uses context to confirm or self-correct unknown words, rereading as necessary

## WHAT CAN YOU DO AT HOME TO SUPPORT READING?

- visit the local library and the website: [www.hclib.org](http://www.hclib.org)
- share your love of reading with your child
- read with your child each day
- have your child read aloud each day (to you, a sibling, a stuffed animal, etc.)
- discuss new words and how to figure out their meaning
- after reading a book, have your child talk about the characters' personalities and relate them to his or her family life
- ask questions about what your child is reading (Can you summarize what you just read? Why would the character do that?)





# COMMUNICATION

## Writing

Writes effectively for a variety of purposes

- uses the writing process (pre-write, draft, revise, edit, publish)
- writes opinion pieces that include a point of view with reasons to support it and an organizational structure that lists the rationale
- writes informative texts using illustrations, facts, definitions, and details
- writes narratives and other creative materials to develop real or imagined experiences using descriptive details and clear event sequences

Uses punctuation, grammar, and spelling correctly when writing

- uses punctuation correctly in dialogue
- spells high frequency words correctly
- uses spelling patterns when writing words
- uses reference materials when checking spelling

## Speaking, viewing, listening, media, and technology

Communicates knowledge and ideas about a range of subject areas to an audience in a variety of ways

- participates in collaborative conversations with a variety of partners about grade level topics and materials
- distinguishes among, understands, and uses different types of print, digital, and multimodal media formats

- communicates using a variety of formats (spoken, written, digital, multimedia)
- uses various technology tools to communicate learning

## WHAT CAN YOU DO AT HOME TO SUPPORT COMMUNICATION?

- have your child keep a journal to record events
- have your child write thank you notes (sleepover, gifts, etc.)
- look at photos of family activities and discuss memories with your child
- have your child practice writing an email with appropriate capitalization, spelling, punctuation, etc.
- have your child practice basic keyboard skills



# HEALTH

Understands and demonstrates health skills and concepts to make healthy choices

- understands basics of healthy living
- uses reliable information to make healthy life choices

## WHAT CAN YOU DO AT HOME TO SUPPORT HEALTH?

- have your child practice planning/ making a balanced meal
- encourage your child to participate in daily exercise/activities
- discuss the importance of taking care of your body and proper personal hygiene with your child



# SCIENCE

Understands and demonstrates science skills and concepts

## Balance Forces

- plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion
- ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other
- define a simple design problem that can be solved by applying scientific ideas about magnets

## Weather and Climate

- represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
- obtain and combine information to describe climates in different regions of the world
- make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard

## Inheritance and Traits

- develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death

- construct an argument that some animals form groups that help members survive
- analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- use evidence to support the explanation that traits can be influenced by the environment

## Environments and Survival

- analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago
- use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing
- construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost
- generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem

## WHAT CAN YOU DO AT HOME TO SUPPORT SCIENCE?

- visit [Amplify Home Investigations](#) for ideas
- visit the Minnesota Zoo or Como Zoo
- go to a local park observe plant and animal life
- go to the Children's/Science Museum
- explore forces that are acting on and around them every day
- support students in analyzing weather data and identifying weather patterns
- explore similarities and variation in the traits of many different organisms (plants and animals, living things)
- identify how the role of environment and specific traits influence animal survival

## SOCIAL STUDIES

Understands and demonstrates social studies skills and concepts

### Citizenship and Government

- identifies ways to be a good citizen
- identifies the three branches of government

### Economics

- understands the short and long term consequences of economic choices
- understands the roles that goods, services, and resources play in an economy

### Geography

- creates and interprets simple maps
- identifies landforms and patterns in population and how this affects various regions of the world

### History

- compares and contrasts a variety of historical events, people, and inventions
- identifies examples of individuals or groups who have had an impact on world history; explains how their actions helped shape the world around them
- understands how the environment influenced the settlement of ancient people and the methods of communication

## WHAT CAN YOU DO AT HOME TO SUPPORT SOCIAL STUDIES?

- include your child in the election and voting process
- have discussions with your child around a person's responsibilities within a community (including speaking, listening, voting, and respecting diverse viewpoints)
- talk about the pros and cons of various decisions with your child
- create and discuss various features on a map with your child
- locate your child's birth certificate and discuss the origins of your families



## ART

Understands and demonstrates art skills and concepts

- creates and revises 2- and 3-dimensional artwork
- identifies, compares, and contrasts artwork from a variety of cultures, including MN American Indian

## WHAT CAN YOU DO AT HOME TO SUPPORT ART?

- visit a local art museum with your child and discuss the various art elements (line, space, color, shape, and texture)
- encourage art experiences at home so your child can experience using various art tools





## PHYSICAL EDUCATION

Demonstrates competency in motor skills

- performs skills in the areas of body control, propelling, receiving, striking and fitness
  - demonstrates different body control skills through tumbling, jumping rope, rhythms
  - demonstrates a variety of ball skills
    - » underhand and overhand throw
    - » dribbling with hands and feet
    - » striking with hands and feet
    - » receiving a variety of objects while stationary and moving
    - » using a variety of objects to strike, receive and propel other objects
- demonstrates safe behaviors while engaged in physical activities

Demonstrates understanding of cognitive concepts

- understands Newton's First Law including force, friction, and gravity
- identifies safe behaviors in physical activities
- identifies appropriate rules and etiquette related to physical activities
- identifies appropriate player positions, player responsibilities, and activity strategies related to physical activity

Achieves a healthy level of physical fitness

- demonstrates a variety of fitness skills including push ups, curl ups, sit and reach, and cardio-respiratory endurance (continuous movement, pacer, mile run)
- identifies the muscle group involved with specific exercises

## WHAT CAN YOU DO AT HOME TO SUPPORT PHYSICAL EDUCATION?

- ask your child questions about what he or she learned in physical education
- encourage your child to be active
- encourage your child to limit electronic time or find electronics that keep him or her physically active
- do family activities together and play together
- encourage healthy snacks for at school and home
- encourage your child to try new fruits and vegetables
- encourage your child to try new activities



## MUSIC

Demonstrates knowledge of the foundations of music

- understands music notation including pitch, rhythm, terms and symbols

Demonstrates knowledge and use of music skills

- sings with accurate pitch
  - » consistently participates in singing
  - » demonstrates using the voice for speaking and singing
  - » sings songs from various cultures

» reflects on performance

- performs accompaniment to a song using a steady beat and reflect on performance
- reads and performs rhythm patterns including quarter note/rest, eighth notes, half note/rest, whole note/rest, dotted half note, tie, groups beats in 2s and 3s, counts in numbers, claps rhythm patterns and draws notes

## WHAT CAN YOU DO AT HOME TO SUPPORT MUSIC LEARNING?

- encourage your child to listen to music from a variety of cultures and genres including pop, classical and folk
- talk with your child about the lyrics of the music
- encourage your child to participate in opportunities for singing or playing instruments in school or the community
- attend music performances of family and friends, concerts in the community, and concerts by the Minnesota Orchestra with your child
- talk with your child about the unique ways to use music to express yourself







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If you have any questions about this curriculum guide, contact your child's teacher.

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