Welcome to Third Grade

Vision: To ensure that every student excels academically, builds character, and is a productive member of our community.

ACADEMICS

Physical Education & Health

English Language Arts

Information Literacy and Technology

English Language Development

History/ Social Studies

Mathematics

Arts

Science

Merced City School District

3rd English Language Arts

Reading, Writing, Speaking, Listening, and Research

- **Actively listens**, responds, and communicates clearly to take notes during presentations
- **Comprehends** literary and informational texts to analyze characters, identify main idea, key details, and theme of a story
- **Conducts** short research projects
- **Demonstrates** grade level technology and information literacy skills
- **Knows and applies** grade level phonics to decode words both in isolation and in text
- **Reads** grade level text fluently
- **Refers** to text when asking and answering questions about key details in the text
- **Reports** on a topic or text
- **Retells** stories, including key details, determines the theme and how it is conveyed
- **Uses** grade level appropriate vocabulary in writing
- **Uses** knowledge of conventions of standard English in writing (capitalization, punctuation, & grammar)
- **Uses** text features to find information in a text (titles, headings, bold text, images & charts)
- **Writes** legibly in cursive or joined italics and spells appropriate grade level words
- **Writes** narrative, informative, and opinion pieces

Students should master these skills

ELA is about:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

3-5 ELA Standards

3rd English Language Development

(English Language Learners ONLY)

Listening and Speaking

- Listen actively and ask and answer questions
- Contribute to class discussions by asking questions, responding appropriately, and providing feedback

Reading

- Read and interpret a variety of texts
- Understand how content is organized in different types of texts
- Read closely and explain ideas

Writing

- Compose literary and informational texts
- Use a variety of words and phrases to convey ideas
- Combine clauses to create precise and complex sentences

ELD Standards

3rd Mathematics

- **Compares** fractions by reasoning about their size
- **Determines** the perimeter in plane figures, linear, and area measures
- **Develops** an understanding of fractions as numbers
- **Demonstrates** an understanding of the relationship between multiplication and division
- **Fluently adds and subtracts** within 1000
- **Identifies and explains** patterns
- **Multiplies and divides** within 100
- **Reasons** with shapes and their attributes
- **Represents and interprets** data
- **Solves** problems using the four operations
- **Solves** problems with measurement, time, liquid volume, and mass
- **Understands** area and relates it to multiplication and addition
- **Uses** place value understanding and properties of operations to perform multi-digit arithmetic

[3-5 Math Standards]

Students should master these skills

In Math, students will:

- **Make sense of problems and persevere in solving them.**
- **Reason abstractly and quantitatively.**
- **Construct viable arguments and critique the reasoning of others.**
- **Model with mathematics.**
- **Use appropriate tools strategically.**
- **Attend to precision.**
- **Look for and make use of structure.**
- **Look for and express regularity in repeated reasoning.**

3rd Science

Next Generation Science Standards

1. Playground Forces

Students investigate the effects of forces on the motion of playground objects like balls and swings. They use pictorial models to describe multiple forces on objects and predict how they will move as those forces change. They ask questions about how electric and magnetic forces can act without touching and then use them to solve a problem in a design challenge.

2. Lifecycles for Survival

Students observe life cycles as well as animals living in groups and then describe how these traits help organisms meet their needs. Students measure different traits to document the differences between offspring, their parents, and other members of their population. Some of these variations make organisms more likely to survive.

3. Surviving in Different Environments

Students develop a model of the relationship between traits, environment, and survival. Students collect evidence that organisms live in environments that best meet their needs and that changes in the environment can affect the traits and survival of organisms.

4. Weather Impacts

Students record patterns in weather over the school year and then analyze their data. They learn about weather patterns around the world and design solutions to reduce the impacts of weather hazards right in their own schoolyard.

Students will learn about

Science focuses on:

- **Phenomena to Performance Tasks**
- **Disciplinary Core Ideas**
- **Cross Cutting Concepts**
- **Science and Engineering Practices**

3-5 Science Standards

3rd History-Social Science

Students will learn about

- American Symbols and Landmarks
- Biographies
- Continuity and Change
- Geography and Economics
- Indians of California
- Settling California Communities
- US and Local Government

HSS Standards

3rd Arts

California Art Standards

Artistic Processes	Anchor Standards: Students will…
Creating Conceiving and developing new artistic ideas and work.	1. **Generate** and conceptualize artistic ideas and work. 2. **Organize** and develop artistic ideas and work. 3. **Refine** and complete artistic work.
Performing (dance, music, theatre) Realizing, interpreting, and presenting artistic ideas and work. **Presenting (visual arts)** Interpreting and sharing artistic work **Producing (media arts)** Realizing and presenting artistic ideas and work	4. **Analyze**, interpret, and select artistic work for presentation. 5. **Develop** and refine artistic work for presentation. 6. **Convey** meaning through the presentation of artistic work.
Responding Understanding and evaluating how the arts convey meaning	7. **Perceive** and analyze artistic work. 8. **Interpret** intent and meaning in artistic work. 9. **Apply** criteria to evaluate artistic work.
Connecting Relating artistic ideas and work with personal meaning and external context.	10. **Synthesize** and relate knowledge and personal experiences to make art. 11. **Relate** artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Art options for students:

- Visual Arts with HSS
- Theater within HSS
- Music
- Dance
- Media Arts- MSCD Tech Scope and Sequence

3rd Information Literacy & Technology

- Create and organize a series of slides to present, research, or convey an idea
- Explain Fair Use Guidelines for using copyrighted materials (e.g., text, images, music, and video in student projects) and credit media creators
- Identify and analyze the purpose of a media message (to inform, persuade, and entertain)
- Keyboarding:
  - Use proper posture and ergonomics
  - Locate and use letter and number keys with proper hand placement.
  - Locate and use the correct finger and hand for the space bar, return/enter, and shift key
  - Gain proficiency and speed in touch typing
- Recognize and describe the potential risks and dangers associated with the various forms of online communications
- Revise writing by moving, inserting, deleting text, and using revision history if available.
- Use age-appropriate tools (e.g., drawing program, presentation software) to locate, collect, communicate, collaborate, and present information for specific purposes (e.g., reports, research papers, presentations, newsletters, websites, podcasts, blogs), citing sources.
- Use an application to write, edit, share, print, and save simple assignments.
- Use icons, windows, and menus to open applications and documents

Students should master these skills

1 - RINGS OF RESPONSIBILITY: What kinds of responsibilities does a good digital citizen have?
2 - PRIVATE AND PERSONAL INFORMATION: How can you protect yourself from online identity theft?
3 - THE POWER OF WORDS: What should you do when someone uses mean or scary language on the Internet?
4 - THE KEY TO KEYWORDS: Which keywords will give you the best search results?
5 - WHOSE IS IT, ANYWAY?: How can you show respect for other people's work?

3rd Physical Education and Health

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform various physical activities.

Standard 2: Students demonstrate knowledge of the movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Students should master these skills

Physical Education and Health:

- 100 minutes per week
- Nutrition and Exercise
- Sports, Games, and Dance
- Teamwork, Sportsmanship, and Individual Goal Setting
- PE Teacher meets students every two weeks

3rd

Wellness Policy

Classroom Celebrations & Snacks

Our schools promote a positive learning environment by providing healthy celebrations that shift the focus from food to the child. Classroom celebrations will strive to have non-food celebrations. When food is included, it must be compliant with all Smart Snack and Competitive Food regulations.

Can parents bring snacks for a child's birthday or classroom celebration?

Yes, as long as the snack:

- Meets state and federal regulations for food served during the school day, such as fresh fruit, 100% fruit juice, and whole grain snacks. Most cupcakes/cakes do not meet these requirements.
- Food items are not homemade. We have many students with sensitive food allergies.
- Non-food items are the safest option to help prevent foodborne illness and allergic reactions.

What else can parents and teachers do to celebrate? MCSD recognizes that student birthdays are special days. Parents/guardians may send a small gift bag (non-food items) for students to share with their class at a time determined by the classroom teacher (arrange with the teacher first).

Examples: pencils, erasers, stickers, playdough.

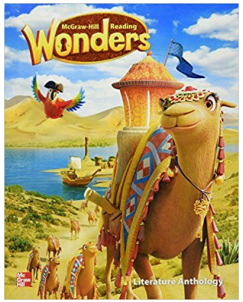
What else can classrooms do to celebrate?

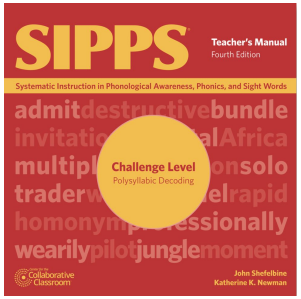
- Games, such as relays
- Hold class outdoors
- "Free choice" time
- Stickers/pencils
- Art supplies/projects
- Read a story
- Movie day

Resources and Important Information

1. Adopted Materials
2. Assessments
3. Academic Excursions
4. Social-Emotional Learning
5. Parent/Home Activities

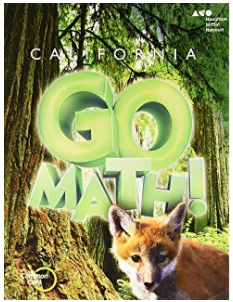
Adopted Materials by Content





English Language Arts

Mathematics



THINK central

connectED
McGraw-Hill Education

Online Learning

Science

twig Science

History-Social Science

Teacher Created Materials
PUBLISHING

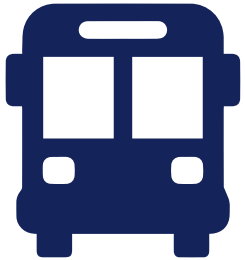
3rd Assessments

State	District	Grade Level
• California Assessment of Student Performance and Progress (CAASPP) One time per year (Spring)	• Diagnostic Performance Assessment (DPA) Two times per year • mCLASS (Reading Risk Screen) Three times per year	• Common Formative Assessments (CFA) using FIABs Four times per year • Writing Performance Task (WPT) Three times per year

Academic Excursions

HSS: Continuity and Change/Merced County
NGSS: Cycles and Adaptations, Forces and Movement

- **Farm 2U**
- Monterey Bay Aquarium (CSU Monterey)
- Madera Fossil Discovery Center
- San Luis Reservoir
- Local Plays and Performances
- Multicultural Arts Center
- UC Merced Exhibits
- Los Banos Wildlife Refuge or other local habitat
- Merced County Library
- Merced/Snelling Courthouse
- UC Merced Children's Opera
- **MCSD STEAM Center**



Third Grade Library Cards

A library card is important because it grants access to a wealth of free resources, including books, movies, magazines, and online learning materials, fostering lifelong learning and personal development.

Third Grade Library Cards

Goals:

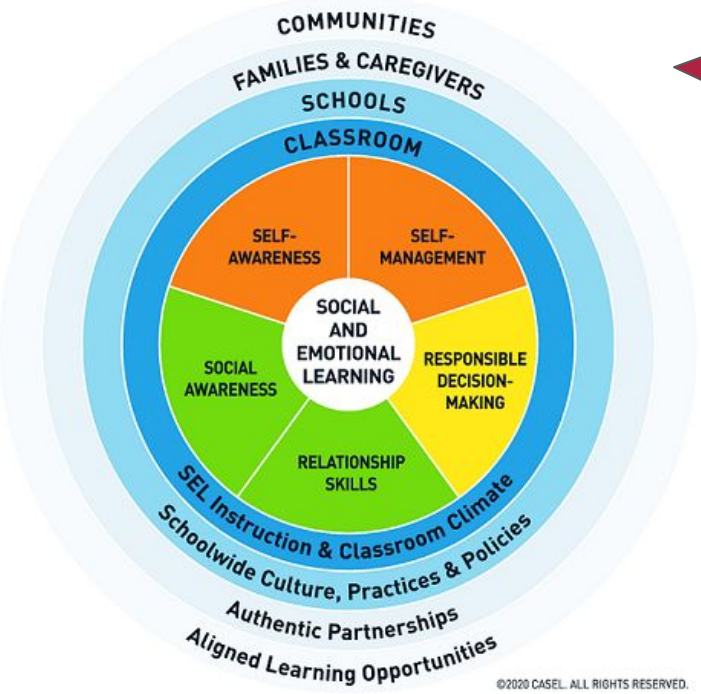
- Every 3rd grader will have their OWN library card to use.
- Replacement cards and fines will be paid for any 3rd grader who needs it, so they may activate and use their library card (courtesy of Friends of MCL).
- Families will attend a “Fall into Reading” Family Night.

Through the partnership between Merced City School District, Merced County Library and Friends of MCL.

“Fall into Reading” Family Nights

Quadrant	CENTRAL	WEST	EAST	SOUTH
Date	October 22	October 29	November 5	November 12
Schools	Givens Muir Stowell Wright	Franklin Rivera ES	Burbank Chenoweth Peterson CDS	Fremont Gracey Reyes Sheehy

Social-Emotional Learning (SEL)



Social-emotional learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life.

1. Set and achieve positive goals (PBIS)
2. Feel and show empathy for others (CD)
3. Establish and maintain positive relationships (CD)
4. Make responsible decisions (CD)
5. Understand and manage emotions (CD)

Positive Behavior (PBIS): Teach and practice expected behavior

Conscious Discipline (CD): Maintain an environment respectful to education

Parent/Home Activities

- Connect to your school via Parent Square
- Count objects and skip count – 2s, 5s, 10s
- Estimate time and distance
- Exercise, hike, run, play, catch
- Find opportunities for teamwork and sportsmanship
- Join school site PTC, SSC
- Obtain a public library card and visit weekly
- Practice hand-eye coordination with pencils, crayons, and tools
- Practice peaceful solutions
- Read to students every night
- Work with coins and clocks
- Write letters and keep a journal

THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS (Epstein's 6 Types of Involvement)

Type 1 – PARENTING
Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Type 2 – COMMUNICATING
Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.

Type 3 – VOLUNTEERING
Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.

Type 4 – LEARNING AT HOME
Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.

Type 5 – DECISION MAKING
Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.

Type 6 – COLLABORATING WITH COMMUNITY
Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

Thank you for your support!

Merced City School District

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