

GIPS FAMILY LEARNING GUIDE: A Parent's Guide to Third Grade

By the end of the school year, we expect that a third grade student can:

Learning activities you can do at home and in the community:

ELA

- **Read** and answer questions over grade-level texts.
- **Describe** characters, their actions, and how/if they change throughout the story.
- **Use** key details to explain the themes in the texts.
- **Identify** main/central ideas and key details in texts.
- **Use** grade-level vocabulary and new words effectively in different situations.
- **Read** accurately and at a rate that supports comprehension.
- **Decode** and understand multisyllabic words.
- **Learn** and use rich vocabulary.
- **Write** for a variety of purposes (*opinion and informative*).
- **Write** a grade-level paragraph with a variety of sentence types.
- **Write** grammatically correct sentences.

- **Read** with your child each day, even in your native language.
- **Stop** and ask “*who, what, where, when, why, and how*” when reading.
- **Talk** about books that your child is reading.
- **Read** from a variety of texts (*different genres, recipes, TV subtitles, magazines, signs, etc.*).
- **Take** books and writing materials with you wherever you go.
- **Discuss** your child’s favorite stories often.
- **Encourage** your child to write every day using rich vocabulary (*imagined stories or in response to reading*).
- **Review** and practice spelling and vocabulary words.
- **Discuss** new words to help build your child’s vocabulary.
- **Visit** the Grand Island Public Library to check out books.

MATH

- **Solve** problems involving addition, subtraction, multiplication and division using a strategy of their choice.
- **Efficiently** and accurately be able to multiply single digit numbers.
- **Solve** two-step word problems.
- **Represent** fractions in multiple ways.
- **Order**, compare, and find equivalent fractions.
- **Tell** and write time to the nearest minute.
- **Solve** problems involving elapsed time.
- **Determine** area and perimeter of a rectangle.
- **Read** and analyze picture graphs, bar graphs and line plots.

- **Practice** one digit multiplication problems.
- **Have** your child set out groups of small objects in an array and write the multiplication equation that would match.
- **Practice** telling time to the minute.
- **Use** student and family activities to discuss elapsed time.
- **Utilize** student websites (*ex. Boddle, Dreambox, etc.*).
- **Discuss** fractions while cooking and baking.
- **Discuss** games using mental math strategies (*Yahtzee, Uno, Farkle, etc.*).

SCIENCE

- **Explore** how balanced and unbalanced forces affect motion.
- **Apply** scientific ideas about magnets.
- **Explain** how traits can be influenced by the environment.
- **Study** organisms’ needs for survival in a changing environment.
- **Study** weather patterns (*i.e. temperature and precipitation*) over time in a specific location.

- **Play** with magnets! Use them to solve problems around the home.
- **Plant** some seeds either indoors or outside and discuss plant needs for survival as the environment changes.
- **Visit** flower nurseries to discuss plant environments and survival needs.
- **Observe** animals you see around your home, or as you go places. Discuss how animals’ traits might change because of where they live.
- **Watch**/Research local weather reports to determine future temperatures/precipitation in your area.
- **Compare** local weather to weather in a different location. Discuss similarities and differences.
- **Use** a thermometer to collect data about local temperature, or use a rain gauge to collect data about local precipitation.

SOCIAL STUDIES

- **Study** the reasons why people move to new places.
- **Learn** what people experienced during their move to a new place.
- **Explain** the function of the local government.
- **Compare** local government/cultures to those of the past.
- **Explain** goods and services in local communities and those of the past.
- **Explain** how people save, spend, earn and donate money/goods.
- **Understand** that a society is a complex and changing place shaped by laws and civic virtues of the citizens who live there.
- **Identify** and apply map skills and elements.
- **Apply** research skills.

- **Explore** maps of the world; discuss why people would want to move to or from different locations.
- **Talk** about people in your family (*current and past*) that have moved and their reasons for moving and their experiences they had.
- **Discuss** signs in the community.
- **Have** conversations around money and budgets.
- **When** purchasing goods, have your child estimate total spending.
- **Use** the GPS to have your child navigate during car rides.
- **Point** out community members or organizations who help solve problems.
- **Take** your student to a city council meeting to see how different departments work together for the community, or attend a school board meeting.

THIRD GRADERS experience a broad range of instruction that supports and enriches academic learning and understanding.

Common Expectations: Be Safe, Be Respectful, Be Responsible.

YEAR END EXPECTATIONS

Media Skills:

- Practice age appropriate responsible digital citizenship skills.
- Use home row to type 10 words per minute with 93% accuracy.
- Use internet browsers, search engines and online directories for research.
- Select, copy, and paste text.

Speaking and Listening:

- Speak clearly.
- Participate in class discussions by listening and taking turns.
- Express thoughts, feelings, and ideas in complete sentences.
- Use an adequate volume.
- Maintain an appropriate pace.
- Stand confidently.
- Face the audience.
- Use eye contact.
- Handle presentation aids appropriately.

Arts Education:

- Practice elements of art including line, shape, form, color, texture, pattern, and space through the tasks of drawing, painting, sculpture, and assembly.
- Explore and discuss various works of art.
- Share artwork publicly.

Music Education:

- Singing skills and concert performance skills.
- Perform partner songs.
- Listen, move, and respond to a variety of music.
- Read, perform, notate, and create ta-ah-ah, ta-ah-ah-ah, whole rest, ti-tika, and tika-ti rhythm patterns.
- Read, sing, sign, notate, and create High Do and Low La melodic solfege patterns.

Health/Physical Education:

- Continue to build on the locomotor concepts.
- Develop sports skills such as dribbling with hands or feet, throwing, and catching.
- Introduce sports skills into small and large groups in game-like situations.
- Learn fitness concepts and participate in fitness activities/assessment.
- Practice social skills and communication skills through participation in small and large group activities with an emphasis on good sportsmanship.
- Get involved in the high school's local camps throughout the year and summer
- Find ways to visit parks or playgrounds for family fun and exercise. Join the YMCA, as they have multiple ways to encourage fitness.



SOCIAL EMOTIONAL LEARNING COMPONENTS

Self-Awareness:

- Understand personal assets, areas for growth and goal setting.
- Identify ways to get help when needed.
- Solve problems and recover from mistakes.
- Cultivate empathy and kindness.

Self-Management:

- Set goals.
- Manage stress.
- Build resilience.
- Build organizational skills.
- Advocate for oneself.

Social Awareness:

- Understand others' perspectives.
- Appreciate one another's uniqueness.
- Practice civic engagement.
- Solve problems.

Relationship Skills:

- Practice communication skills.
- Engage with peers in different situations.
- Practice working together.
- Craft apologies when needed.

Responsible Decision-Making:

- Evaluate situations and respond appropriately.
- Develop ownership and self-reflection.