

THIRD GRADE
HANDBOOK
GREENWOOD
LABORATORY
SCHOOL

Ms. Rebecca Crowder
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2018-2019

Welcome to third grade! I am excited about meeting each of you and getting to know your children throughout the coming year.

I would like to take this opportunity to tell you a little about myself.

I spent most of my childhood in St. Joseph, Missouri. When I was 16, my family moved to Springfield, and the following year we moved to Topeka, Kansas. I graduated from Topeka West High School. Following graduation I left for Tucson and the University of Arizona to study Musical Theater, but homesickness got the best of me and I returned home after my freshman year.

Within a couple of years I returned to Springfield and have remained in the area since that time. I graduated from Missouri State University in 1989 with a Bachelor's Degree in Education. I also attained my Master's Degree in Elementary Education from Missouri State University. While working on my Master's Degree, I supplemented my education with courses in gifted education from Drury University and the University of Missouri. I am currently a doctoral candidate in Curriculum and Instruction at Texas Tech University. I worked with gifted students for nine years before coming to Greenwood as third grade instructor during the 2008-2009 school year.

I have one daughter—Jessica—who is 26. She is currently attending MSU. Among our many interests, we enjoy reading, traveling, watching movies, and working on crafts.

I am looking forward to another great year at Greenwood.

Rebecca Crowder

This Year in Third Grade

Third grade will be a time of great transition for your child. It serves as a bridge between early childhood education and upper elementary requirements. There will be great times and times of great frustration, but we will grow and survive!

This year, your child will begin to develop independent learning skills. In other words, the teacher will begin to play less of a role as we encourage the children to develop responsibility for their own education. I encourage you to allow your child to complete their assignments on their own as much as possible. In this way, they will learn to think through what they are doing instead of relying on immediate help from you or me. Problem solving, reading and following instructions, and following through with assignments/projects become an important part of their education and their future.

For the first time, your child will receive traditional (A-B-C) grades in Math and Word Study. Grades will be based upon their daily assignments, tests, projects, and timeliness. It is expected that assignments will be turned in on time and be legible. Points will be deducted for assignments not turned in on time. In addition to percentage grades in the above subjects, students will earn grades in writing, reading, and social studies.

Among other things, they will begin to read informational texts, write 4-5 paragraph papers, read longer and more difficult works of fiction, and multiply and divide.

2018-2019
THIRD GRADE SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:15-8:30 Morning Work	8:15-8:30 Morning Work	8:15-8:30 Morning Work	8:15-8:30 Morning Work	8:15-8:30 Morning Work
8:30-9:00 Word Study	8:30-9:00 Word Study	8:30-9:05 Reading	8:30-9:00 Word Study	8:30-9:00 Word Study
9:00-9:45 Reading	9:00-9:45 Reading	9:05-9:40 Writing	9:00-9:45 Reading	9:00-9:45 Math
9:45-10:30 Writing	9:45-10:30 Writing	9:40-10:15 Math	9:45-10:15 Writing	9:45-10:40 Social Studies
10:30-10:50 Handwriting	10:30-11:20 Art	10:15-10:45 Spanish	10:15-11:00 Math	10:45-11:15 Computers
10:50-11:20 Spanish		10:45-11:15 Computers	11:00-11:20 Handwriting	
11:20-11:50 Lunch	11:20-11:50 Lunch	11:20-11:50 Lunch	11:20-11:50 Lunch	11:20-11:50 Lunch
11:50-12:25 Recess	11:50-12:25 Recess	11:50-12:25 Recess	11:50-12:25 Recess	11:50-12:25 Recess
12:30-1:00 Library	12:30-1:00 Music	12:30-1:00 Music	12:30-1:00 Library	12:30-1:00 PE
1:00-1:45 Science	1:00-1:45 Math	1:00-1:45 Science	1:00-1:45 Science	1:00-1:30 Music
1:45-2:45 Math	1:45-2:15 Social Studies	1:45-2:00 Word Study	1:45-2:45 Social Studies	1:30-2:05 Reading National Geo/TFK
2:45-2:50 Clean up	2:15-2:45 Guidance	2:00-2:30 PE	2:45 Clean up	2:05-2:20 Student of the Week Pack up
2:50-2:55 Pack Up	2:45-2:50 clean up	2:30-2:50 Word Study	2:50 Pack Up	2:20-2:50 Reading buddies
	2:50-2:55 Pack up	2:50 pack up		
2:55-3:00 Dismiss walkups/Jaycare	2:55-3:00 Dismiss walkups/Jaycare	2:55-3:00 Dismiss walkups/Jaycare	2:55-3:00 Dismiss walkups/Jaycare	2:55-3:00 Dismiss walkups/Jaycare

**Third Grade
Supply List
2018-2019**

- 1-Backpack
- 2-Pocket folders: Label one “Homework” and label one “Work in Progress”
 - Make sure you get the folders **without** the brads in them—they just need pockets
- Colored Pencils (**minimum**: a box of 12—students may want more than 12 since this is our primary coloring utensil in third grade)
- Two black markers—thin tipped, for writing and outlining on colored construction paper
- 4 Glue Sticks
- Minimum of 24 -#2 pencils—these will be turned to class supply section—no mechanical pencils
- 1 Grading pen (can be purple, red, green, etc. **No blue or black**)
- erasers
- Pencil box—these need to be kept small; art supplies will be kept in these, and the box will be kept in an art drawer
- Scissors
- Headphones/earbuds to use with the computers (Please label with child’s name)
- 3 boxes of Kleenex
- 1 clear view 1 inch binder
- 25 top load page protectors: put the page protectors in the 1 inch binder
- 2 bottles of wet wipes—for cleaning, not hand wipes
- 2 bottles of germ-x
- 2 rolls of paper towels
- 4 packages of notebook paper—wide ruled
- One box of oil pastel crayons (these are usually by the paint supplies. I am including a link to Walmart.com so that you can see what these are in case you are not sure. You do not have to buy the 36 color size--that is just the one I am including. Label with your child’s name.
 - <http://www.walmart.com/ip/Pentel-Oil-pastel-set-with-carrying-case-assorted-colors-36-pastels-per-set/14878610>)

Additional notes on supplies

1. Please keep things simple—no “cutesy” toys that will distract and/or break. We have limited space and each student’s supplies are expected to fit into their space neatly.
2. Except where specified, color, design, and number do not matter to me—let your child pick what he/she likes.
3. Optional supplies
 - Water bottle—must have a lid and **may hold ONLY water**. No pop, fruit juice, etc. is allowed.

Third Grade Classroom Citizenship Plan

I expect all students to follow our classroom rules, which will ensure a productive learning environment for all students. Should they choose not to follow the expectations, the following consequences will occur:

Rules:

- Be prepared and on time for class
- Be respectful of their classmates and the classroom environment
- Be respectful to the Greenwood community, including faculty, staff, visitors, and the environment

Consequences:

Failure to follow classroom and school expectations will result in a Responsibility Plan. The goal of the “RP” is to help the student learn from their behavior and determine a course of action for altering the behavior. Students will fill out their RP, bring it home to be signed by a parent, and returned the next day. After every five offenses students will be referred to Dr. Snodgrass, which results in lunchtime detention and a discipline report. Please remember that while an offense may seem mild, it becomes a bigger concern when it is repetitive, or when it is multiplied by 30 students.

Severe behavior issues will be dealt with immediately and may be referred to the director or the assistant director. These issues include, **but are not limited to**, screaming, fighting, throwing objects in the classroom, bullying, and swearing.

A Day in the life of a Third Grader

Beginning the day...

At 8:10 each day, students are expected to arrive in the classroom, hang up their backpack and coat, turn in homework, and complete their morning work. **All students should be in their seat working at 8:15.** At 8:30, we will say the pledge and take attendance and then check our daily work.

Schedule

For the most part this year, we will have core subjects during the morning, but there will be a period of afternoon classes as well. Social Studies will be completed during different times during the day depending on the schedule that day. We will partner with 1st grade on Friday's for Reading Buddies.

At 2:50 we pack up and at 2:55 we begin dismissal procedures.

Specials

Students will attend the following classes at various times throughout the week.

- Music: 3 times per week
- Art: 1 time per week
- Library: 2 times per week
- PE: 2 times per week
- Computers: 2 times per week
- Spanish: 2 times per week
- Science: 3 times per week
- Guidance: 1 time per week

Third Grade Classroom Policy and Procedure

Assignments and Homework

Assignments are begun in class and generally will be finished during class time. These are to be turned in as soon as they are finished. Sometimes students do not finish these during class time, or do not make adequate progress during class time, and it becomes necessary for them to take the work home. These papers will be placed in the Homework folder and are due by 8:15 the following morning. Writing projects are the exception. When we are nearing the end of a writing project, the due date will appear in the newsletter. You can help your child at this time by asking to see their writing piece and making sure they are getting ready to turn it in. There will be homework most nights. Primarily, this will be math, outside reading books, and test preparation. Any homework assigned will be due the next morning, unless specifically noted in the newsletter or by email.

Spelling lists will be posted on spellingcity.com and in the newsletter each week. A link is on the classroom website. A general overview of each subject, and specific homework assignments are given in the newsletter.

Late papers will lose points each day from the original score. After two days, a score of zero may be given.

Absentees

It is very important that students be in attendance, since much of what we do is in class. With eMINTS comes cooperative learning—team work—so it is important for each child to be in attendance in order to do their part. If your child must be absent, please call or email and let us know. Work from an excused absence should be completed in a timely manner. The student is responsible for getting work turned in and will be given one day per absence to make up work. Work that was to be turned

in on the day of absenteeism is due the day the student returns to school. If a test was to be taken on the day of absenteeism, the test will be taken the day the child returns to school.

Additional information can be found in the Greenwood student handbook.

Independent Reading

All students are expected to complete outside reading on a weekly basis. Third grade will participate in the Missouri Reading Circle Program, which means students need to read a minimum of 16 books throughout the year—these may be from any genre the student chooses. All books need to be read by April 22nd to qualify for the Reading Circle certificate. Students will be responsible for completing a book report for each book read, and keeping it in their folder in the reading center. Book report forms can be found on the classroom website on the links page. Books will only count if they are at least a third grade level book—if you are looking at the lexile site, the range for third grade is now 500-800.

Snacks and drinks

Water only may be kept at the desk as long as it is in a bottle with a pop-up lid. We do not have snacks in third grade.

Newsletters

A newsletter will be posted weekly to the classroom website. Any changes will be sent via email or posted on the Twitter feed on the classroom homepage. When there is a short week, I may combine the two weeks into one newsletter. Newsletters will generally be posted by Sunday evening.

Birthdays

Birthdays can be celebrated in third grade, but due to the computer equipment in our room and our packed schedule, snacks are to be shared at lunch so they can be consumed in the lunchroom.

Progress Reports

Progress reports will be sent home periodically so that parents are aware of grades throughout the semester. This will also help us identify weak areas early and allow us to get additional help if necessary.

Grades

In 3rd grade students receive a percentage grade in Math and Word Study. Percentage grades are as follows:

100% - 90% : A

89% - 80% : B

79% - 70% : C

69% - 60% : D

59% and below : F

All other subjects and skills will be evaluated as follows:

M – Mastered Expectations

P – Progressing

N – Needs Improvement

Grades in all areas will be based on performance, daily participation in class, test performance, and teacher observation/evaluations.

Greenwood Parent/Student Handbook

Please refer to the Greenwood Handbook for school policies and procedures not addressed in the Third Grade Handbook.

Greenwood Laboratory School
Syllabus
Third Grade
2018-2019

Purpose

Third grade is a time of transition between primary and intermediate grades. At Greenwood this transition time is used to integrate technology into the students' educational process, increase their ability to reason critically, increase their knowledge base for future grades, encourage them to become independent learners, and improve their communication skills.

Curriculum Summary

Communication Arts

Communication arts will include reading, writing, listening, speaking, grammar, handwriting, information literacy and vocabulary. Proficiency in each area will be assessed according to how the student meets the established criteria in each area.

Reading: Students will focus on becoming fluent readers with grade level material. They will learn to develop and apply strategies to comprehend, analyze, and evaluate fiction and nonfiction works. They will learn to read for information and to use details from text to understand components of the story, such as main idea and theme. They will develop vocabulary and make connections between material read and life, the world, and other texts.

Writing: Students will focus on improving writing skills so they can write a narrative that is cohesive with a clear main idea, supporting details, developed characterization, and a logical sequence of events. Third grade students will be expected to utilize correct spelling and grammar using standard conventions throughout their writing. In addition, they will write expository text with a clear main idea and supporting details.

Information Literacy: Third grade students will learn to use keywords to locate information from multiple sources, cite sources when conducting research, and demonstrate note-taking and organizational skills. They will also learn to utilize a variety of multi-media venues to disseminate information.

Listening and Speaking: Oral presentations are an integral part of the educational experience at Greenwood and third graders will continue to build on previous skills to develop effective presentation techniques and active-listening skills.

Mathematics

Greenwood utilizes the *My Math* program to develop students' foundation in mathematical principles. In the area of algebraic relationships students will learn to recognize, analyze, and apply patterns to mathematical situations, apply the commutative property to addition and multiplication problems, and represent mathematical problems in a variety of ways. In data and probability students' will learn to collect data, interpret the data, and present the information within an appropriate graph or table. In geometric and spatial relations students' will work with 2- and 3- dimensional figures, lines of symmetry, congruency, and the use of visual models to help solve problems. In measurement, students will identify the correct unit of measurement to use with a given situation, solve problems with time and money, identify and measure angles, and determine the perimeter and area of polygons. Numbers and Operations will involve reading, writing, and comparing whole numbers and decimals, classifying numbers, recognizing and writing equivalent numbers, and describing the effects of and the relationship between problems involving addition, subtraction, multiplication, and division. It is expected that third grade students will learn multiplication and division, adding and subtracting up to 3-digit numbers, and the use of mental math techniques.

Social Studies

Third grade social studies will focus on learning early American History, including Native Americans who lived in the northeast at the time of settlement, and time periods and events up to 1800. We will also learn about symbols of America, economics, and peoples around the world.

Science

Science will remain a special class this year; it will not be taught in the classroom and therefore the learning standards will not be given here.

Policies

Absentee Policy: Attendance is essential to student success; if a student needs to be absent, the parents should notify the office. Upon the students return he should check with the teacher for make-up work. Make-up work should be completed in a timely fashion so that the student does not fall behind.

Plagiarism and Cheating: Third grade students are expected to complete their own work. The first offense will generate a verbal warning with the student, a second offense will be a conference with the teacher and the student, a third offense will include a conference with the parents. In addition the child may receive a zero for the assignment or may have to redo the assignment.

Textbooks and Supplies: The required list of supplies can be found on the classroom website under the parent page.

Evaluations: Students will be evaluated using a variety of assessments, including, but not limited to, tests, teacher observation, projects, and daily assignments.

Grading Scale: Beginning in third grade students will be assigned a percentage grade for their work in Mathematics, and Word Study according to the following scale:

90%-100% : A

80%-89% : B

70%-79% : C

60%-69% : D

Below 59% : Failing

All other subjects will use the following system:

M – Mastered Expectations

P – Progressing

N – Needs Improvement

School dress: Hats are not to be worn in the building. Refer to the Greenwood Handbook for all other dress requirements.

Special Projects: In third grade students will have a variety of projects assigned that may require some work outside class. At the beginning of each assignment, the students will be given a list of expectations and a scoring guide.

Cell Phone Policy: The use of cell phones is prohibited during class time per MSU policy. Secondary students may use cell phones in-between classes, during the lunch period or before and after school. **Elementary students are not to use a cell phone during the school day.** Third grade students using their cell phone during the school day will have their phone confiscated. The first time it will be returned to them at the end of the school day. Subsequent times will require the parent to pick the phone up.

Disabilities

To request academic accommodations for a disability, contact the Director of Disability Services, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), www.missouristate.edu/disability. Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/lcd>.

Non-Discrimination Policy

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

**Greenwood Laboratory School
Curriculum**

**Missouri Standards for Learning
Third Grade
2018-2019**

<http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards-update>

Missouri Learning Standards for English Language Arts

I. Develop and apply skills to the reading process

- A. Develop and demonstrate reading skills in response to text by:
 - 1. explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
 - 2. draw conclusions and support with textual evidence
 - 3. summarizing a story's beginning, middle, and determining their central message, lesson or moral
 - 4. monitoring comprehension and making corrections and adjustments when understanding breaks down
- B. Develop an understanding of vocabulary by:
 - 1. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
 - 2. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
 - 3. using homographs, and homophones
 - 4. distinguishing the literal and non-literal meanings of words and phrases in context
 - 5. determining the meaning of the new word formed when a known affix is added to a known base word
 - 6. using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words
 - 7. discussing analogies
 - 8. determining the meaning of the author's use of similes and metaphors to produce imagery
 - 9. using conversational, general academic, and domain-specific words and phrases
- C. Explain relevant connections between:
 - 1. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
 - 2. text to world (text ideas regarding experiences in the world)
- D. Read independently for multiple purposes over sustained periods of time by:
 - 1. reading text that is developmentally appropriate
 - 2. producing evidence of reading

II. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.

- A. Read, infer, analyze, and draw conclusions to
 - 1. summarize and sequence the events/plot and explain how past events impact future events
 - 2. describe the personality traits of characters from the thoughts, words, and actions
 - 3. describe the interaction of characters, including relationships and how they change
 - 4. paraphrase the big idea/themes and supporting details of texts
 - 5. compare and contrast key elements in various types of fiction
 - 6. explain cause and effect relationships
 - 7. distinguish their own point of view from that of the narrator or those of the characters
- B. Read, infer and draw conclusions to:
 - 1. examples of alliteration
 - 2. identify basic forms of poetry
- C. Read, infer and draw conclusions to:
 - 1. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed
 - 2. identify language that creates a graphic visual experience and appeals to the senses

- III. **Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.**
- A. Read, infer and draw conclusions to:
- I. explain the author’s purpose
 - II. identify the details or facts that support the main idea
 - III. use text and graphic features to locate information and to make and verify predictions
 - IV. follow and explain a set of written multi-step directions
 - V. describe the relationship between events, ideas, concepts or steps
 - VI. distinguish the difference between a biography and an autobiography
 - VII. distinguish fact from opinion
 - VIII. distinguish point of view from what the author is trying to persuade the reader to think or do
 - IX. explain examples of sound devices, literal and nonliteral meanings, and figurative language
 - X. describe relationships among events, ideas, concepts, and cause and effect in texts
 - XI. explain the relationship between problems and solutions
 - XII. use information gained from illustrations and words to demonstrate understanding of the text
 - XIII. explain the author’s purpose
 - XIV. compare and contrast the most important points and key details presented in texts on the same topic
- IV. **Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.**
- i. Read to develop an understanding of media and its components by:
- a. understanding how communication changes when moving from one genre of media to another
 - b. explaining how various design techniques used in media influence the message
 - c. comparing various written conventions used for digital media
 - d. identifying text structures and graphics features of a web page

Reading Foundations

- I. **Understand how English is written and read (Start of Reading Foundations).**
- ii. Develop phonics in the reading process by:
1. decoding multisyllabic words in context, and independent of context, by applying common spelling patterns
 2. decoding words that double final consonants when adding an ending
 3. using the meaning of common prefixes and suffixes
 4. using the meaning of homophones
 5. decoding known and unknown words by spelling patterns
 6. reading irregularly spelled high frequency words
- iii. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
1. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Missouri Standards for Writing

- I. Apply a writing process to develop a text for audience and purpose.**
- A. Follow a writing process to plan a first draft by:
 - 1. using a simple pre-writing strategy when given the purpose and the intended audience
 - B. Appropriate to genre type, develop a draft from prewriting by:
 - 1. generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
 - 2. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
 - 3. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
 - 4. addressing an appropriate audience
 - C. Reread, revise and edit drafts with assistance from adults/peers, to:
 - 1. develop and strengthen writing by revising
 - main idea
 - sequence (ideas)
 - focus
 - beginning/middle/end
 - details/facts (from sources, when appropriate)
 - word choice (related to the topic)
 - sentence structure
 - transitions
 - audience and purpose
 - voice
 - 2. edit for language conventions
 - D. With assistance from adults/peers:
 - 1. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
- II. Compose well-developed writing texts for audience and purpose.**
- A. Write opinion texts that:
 - 1. introduce a topic or text being studied, using connected sentences
 - 2. state an opinion or establish a position and provide reasons for the opinion/position
 - 3. use specific and accurate words that are related to the topic, audience, and purpose
 - 4. contain information using student's original language, except when using direct quotation from a source
 - 5. reference the name of the author(s) or name of the source used for details or facts included in the text
 - 6. use transitions to connect opinion and reason
 - 7. provide clear evidence of a beginning, middle and a concluding statement or paragraph
 - B. Write informative/ explanatory texts that:
 - 1. introduce a topic or text being studied
 - 2. develop the topic with simple facts, definitions, details, and explanations
 - 3. use specific, and relevant, words that are related to the topic, audience and purpose
 - 4. uses the student's original language, except when quoting from a source
 - 5. use transition words to connect ideas within categories of information
 - 6. create a concluding statement or paragraph
 - C. Write fiction or non-fiction narratives and poems that:
 - 1. establish a setting, situation/topic and introduce a narrator and/or characters
 - 2. use narrative techniques, such as dialogue and descriptions
 - 3. establish an organize an event sequence to establish a beginning/middle/ end
 - 4. use transition words and phrases to signal event order
 - 5. use specific and relevant words that are related to the topic, audience, and purpose

- D. Apply research process to:
1. generate a list of subject appropriate topics
 2. create an individual question about a topic
 3. decide what sources of information might be relevant to answer these questions
 4. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts
 5. determine the accuracy and relevance of the information related to a selected question
 6. take simple notes in own words and sort evidence into provided categories or organizer
 7. use quotation marks to denote direct quotations when recording specific words and sentences from a source
 8. create a resource page from notes
 9. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria

Language

- I. **Communicate using conventions of English language.**
- A. In speech and written form, apply standard English grammar to:
1. use regular and irregular verbs and simple verb tenses
 2. use helping verbs with irregular verbs
 3. use complete subject and complete predicate in a sentence
 4. use comparative and superlative, demonstrative adjectives and adverbs
 5. use subject/verb agreement in sentences
 6. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
 7. use 1st, 2nd, and 3rd person pronouns and their antecedents
- B. In written text:
1. write legibly (print, cursive)
 2. use an apostrophe to form possessives
 3. demonstrate and use commas and quotation marks in dialogue
 4. capitalize dialogue correctly
 5. use commas for greeting and closing of a friendly letter
 6. capitalize names of places
 7. capitalize titles of books, stories, and songs
 8. use spelling patterns and generalizations to spell compound words
 9. spell words that double the consonant
 10. spell plural words that change 'y' to 'ies'
 11. consult reference materials to check and correct spellings
 12. arrange words in alphabetical order, to the third letter

Speaking/Listening

- I. **Listen for a purpose.**
- A. Develop and apply effective listening skills and strategies in formal and informal settings by:
1. following classroom listening rules
 2. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others
 3. following three-step instructions, according to classroom expectations

- II. **Listen for entertainment.**
 - A. Develop and apply effective listening skills and strategies in formal and informal settings by:
 - 1. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations
- III. **Speak effectively in collaborative discussions.**
 - A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
 - 1. coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
 - 2. responding appropriately to discussion in a variety of settings, according to classroom expectations
 - 3. expressing opinions of read-alouds and independent reading topics
- IV. **Speak effectively when presenting.**
 - A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
 - 1. using presentation skills and/or appropriate technology
 - 2. presenting information with clear ideas and details speaking clearly at an understandable pace
 - 3. giving an informal presentation, using a variety of media
 - 4. choosing words and phrases for effect (adjectives, action verbs, figurative language)
 - 5. using academic language and conventions

Missouri Learning Standards for Math

Number Sense and Operations in Base Ten

- I. **Use place value understanding and properties of operations to perform multi-digit arithmetic.**
 - i. Round whole numbers to the nearest 10 or 100.
 - ii. Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.
 - iii. Demonstrate fluency with addition and subtraction within 1000.
 - iv. Multiply whole numbers by multiples of 10 in the range 10-90.
- II. **Develop understanding of fractions as numbers.**
 - i. Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.
 - ii. Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.
 1. Describe the numerator as representing the number of pieces being considered.
 2. Describe the denominator as the number of pieces that make the whole.
 - iii. Represent fractions on a number line.
 1. Understand the whole is the interval from 0 to 1.
 2. Understand the whole is partitioned into equal parts.
 3. Understand a fraction represents the endpoint of the length a given number of partitions from 0.
 - iv. Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.
 - v. Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.
 - vi. Compare two fractions with the same numerator or denominator using the symbols $>$, $=$ or $<$, and justify the solution.
 - vii. Explain why fraction comparisons are only valid when the two fractions refer to the same whole.

Relationships and Algebraic Thinking

- III. **Represent and solve problems involving multiplication and division.**
 - i. Interpret products of whole numbers.
 - ii. Interpret quotients of whole numbers.
 - iii. Describe in words or drawings a problem that illustrates a multiplication or division situation.
 - iv. Use multiplication and division within 100 to solve problems.
 - v. Determine the unknown number in a multiplication or division equation relating three whole numbers.

IV. Understand properties of multiplication and the relationship between multiplication and division.

- i. Apply properties of operations as strategies to multiply and divide.

V. Multiply and divide within 100.

- i. Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.
- ii. Demonstrate fluency with products within 100.

VI. Use the four operations to solve word problems.

- i. Write and solve two-step problems involving variables using any of the four operations.
- ii. Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.

VII. Identify and explain arithmetic patterns.

- i. Identify arithmetic patterns and explain the patterns using properties of operations.

Geometry and Measurement

VIII. Reason with shapes and their attributes.

- i. Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.
- ii. Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.
- iii. Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

IX. Solve problems involving the measurement of time, liquid volumes and weights of objects.

- i. Tell and write time to the nearest minute.
- ii. Estimate time intervals in minutes.
- iii. Solve problems involving addition and subtraction of minutes.
- iv. Measure or estimate length, liquid volume and weight of objects.
- v. Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.

X. Understand concepts of area.

- i. Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.
- ii. Label area measurements with squared units.
- iii. Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.
- iv. Multiply whole-number side lengths to solve problems involving the area of rectangles.
- v. Find rectangular arrangements that can be formed for a given area.

- vi. Decompose a rectangle into smaller rectangles to find the area of the original rectangle.

XI. Understand concepts of perimeter.

- i. Solve problems involving perimeters of polygons.
- ii. Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.

Data and Statistics

XII. Represent and analyze data

- i. Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories
- ii. Solve one- and two-step problems using information presented in bar and/or picture graphs
- iii. Create a line plot to represent data.
- iv. Use data shown in a line plot to answer questions.

Social Studies

Third/Fourth Grade Social Studies at Greenwood will follow Missouri Learning Standards from grades 3-4. It is a mixture of Missouri and American History throughout both grades. In third grade we will be introduced to early American History, economics, and National Symbols and Documents. Much of the social studies curriculum will be completed in school, with some readings assigned as homework in order to maximize our discussion time in school.

I. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

- i. With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.
- ii. Explain the major purposes of the U.S. Constitution.
- iii. Explain the major purpose of the Bill of Rights.
- iv. Identify important principles in the Bill of Rights.
- v. Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
- vi. Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800.
- vii. Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
 1. Explain how the National Anthem symbolizes our nation.

II. Knowledge of principles and processes of governance systems

- i. Explain how the purpose and roles of government were debated c. early settlements to 1800.
- ii. Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.
- iii. Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
- iv. Identify and explain the functions of the three branches of government in the federal government.

III. Knowledge of continuity and change in the history of Missouri and the United States

- i. Describe the migrations of native Americans prior to 1800.
- ii. Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.
- iii. Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
- iv. Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.
- v. Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.
- vi. Explain the factors that contributed to the colonists' success.
- vii. Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.

- viii. Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800
 - ix. Investigate the causes and consequences of westward expansion prior to 1800
- IV. **Economic Concepts and Principals**
- i. Compare and contrast private and public goods and services.
 - ii. Define natural, capital and human resources.
 - iii. Define economy.
 - iv. Explain supply and demand
 - v. Conduct a personal cost-benefit analysis
 - vi. Define taxes and explain how taxes are generated and used.
 - vii. Explain factors, past and present, that influence changes in our state's economy.
- V. **Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment**
- i. Read and construct historical and current maps.
 - ii. Name and locate major cities, rivers, regions, and states which border Missouri.
 - iii. Describe and use absolute location using a grid system.
 - iv. Identify and compare physical characteristics of specific regions within the nation.
 - v. Identify and compare diverse human geographic characteristics of the nation.
 - vi. Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
 - vii. Describe how changes in communication and transportation technologies affect people's lives.
 - viii. Identify different regions in the United States and analyze how their characteristics affect people who live there.
 - ix. Explain how geography affected important events
- VI. **Knowledge of relationships of the individual and groups to institutions and cultural traditions**
- i. Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
 - ii. Take part in a constructive process or method for resolving conflicts.
 - iii. Research stories and songs that reflect the cultural history of the early United States prior to 1800.
 - iv. Describe how people in Missouri preserve their cultural heritage.
 - i. Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.
- VII. **Knowledge of the use of tools of social science inquiry**
- i. Select and analyze primary and secondary social studies' sources to determine importance with guidance and support.
 - ii. Create and use artifacts to share information on social studies' topics.
 - iii. With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
 - iv. Identify facts and opinions in social studies' topics.
 - v. Identify point of view in social studies' topics.
 - vi. Present social studies' research to an audience using appropriate sources.
 - vii. Generate supporting questions about social studies' topics.
 - viii. Use steps in a process to investigate a social studies' question.
 - ix. Use appropriate sources to investigate social studies' questions.
 - x. Investigate an appropriate social studies' question and share results with assistance, if needed.