THIRD GRADE HANDBOOK
GREENWOOD LABORATORY SCHOOL

Ms. Rebecca Crowder
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Office Phone: 836-5956
2009-2010
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 in 2006. While working on my Master’s Degree, I supplemented my education with courses in gifted education from Drury 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 17. She will be a senior at Kickapoo High School this year and is very active in her school community. We like to read, travel, and watch movies.

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. This year will serve 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 percentage grades in Science, Math, Social Studies, 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, behavior skills, and study skills.

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.
## THIRD GRADE SCHEDULE 2009-2010

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td>10:30-10:50 READING BUDDIES</td>
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<td>12:30-1:00 Computers</td>
<td>12:30-1:00 Spanish</td>
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<td>12:30-1:00 SCIENCE</td>
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<td>1:00-1:30 SOCIAL STUDIES</td>
<td>1:00-1:30 Vocal Music</td>
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<td>1:00-1:30 SOCIAL STUDIES</td>
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Third Grade
Supply List
2009-2010

- 1-Backpack
- 1-Flash Drive (minimum 512 gb) (label with name or initials)
- 1-Zippered notebook/trapper keeper
- 7-Pocket folders-with holes punched in them—these will be placed in the zippered notebook and labeled as follows
  - Science
  - Writing
  - Math
  - Social Studies
  - Reading/Handwriting
  - Parent Papers
  - Graded Papers
    Make sure you get the folders without the brads in them—they just need pockets and to have three holes so they will fit into the zippered notebook.
  - **Colored Pencils (minimum a box of 12)
  - **Crayons (minimum a box of 24)
  - 3-4 Glue Sticks
  - **1-package pencils
  - 2 Grading pens (can be purple, red, green, etc. No blue or black)
  - Pencil Sharpener
  - 2 pink erasers
  - Ruler that shows centimeters and inches and doesn’t bend
  - **Pencil box—these need to be kept small; colored pencils, crayons, and extra pencils will be kept in these, and the box will be kept in their red tray.
  - Water bottle—must have a lid and may hold ONLY water. No pop, fruit juice, etc. is allowed. (optional)
  - Scissors
o 1 box Kleenex
o Last Name Begins with A-F: Clorox wet wipes
o Last Name Begins with G-P: Germ-X
o Last Name Begins with Q-Z: Quart Size Ziploc Bags

*Please keep things simple—no “cutsey” toys that will distract and/or break. We have limited space and each student’s supplies are expected to fit into their space neatly.

**Except where specified, color, design, and number do not matter to me—let your kids pick what they like.

***You will need to purchase the Math Journals and a daily planner at the MSU bookstore. The Planner will need to be placed in your zippered notebook. The math journals should have your name written clearly—first and last—on the inside front cover.

****You will be purchasing a work book for vocabulary, grammar, and our classroom magazines from Greenwood.
   The Vocabulary Book will be: $14.49
   The Grammar Book will be: $7.93
   National Geographic Explorer Magazine: $3.95
   Time for Kids News/Around the World: $5.42

The cost for these items is approximate at this time. We should have an exact cost in the next few days. These can be taken care of at the Parent Meeting or during the first week of school.
Third Grade Classroom Discipline 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:
- Follow all directions
- No talking while others are talking
- No talking in the hallway
- Keep hands, feet, and all other objects to themselves
- Treat others with respect

Consequences:
- Verbal Warning
- Flip card from yellow to pink
- Flip card from pink to orange, loss of recess time
- Flip card from orange to green, loss of recess time, and letter to parent
- Flip card from green to blue, loss of recess time, and conference with parent

Once a week, a behavior chart will be sent home to inform parents of their child’s behavior and study skills for the week. These reports will be the basis for their grade in these areas and must be signed and returned to school each Monday. Failure to return the behavior form will result in loss of recess time each day it is not returned. (5 minutes on Monday, 10 minutes on Tuesday, and so on)

Severe behavior issues will be dealt with immediately and can result in an immediate blue card and a conference with 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

Student Planner and Homework

We begin each day with the planner. The student planner represents a step in the right direction for organization and responsibility for our third graders. From 8:15-8:30 each day, students are expected to arrive at school, hang up their backpack and coat, turn in homework to the appropriate tray, and then sit down and fill out their planner. The planner will have that day’s classroom and homework listed, and students are expected to check off each assignment as they complete it. If they do not finish the work, it is to go directly into the correct folder in their trapper keeper. It is the student’s responsibility to complete this each day and to have the planner signed by the parent at night. The planner will be checked each day and this will become part of their study skills grade.

Schedule

We begin class promptly at 8:30. It is important for students to arrive a few minutes earlier so they can turn in work, and get ready for class. Since our schedule is packed there will not be time to repeat lessons. This year we begin with Word Study each morning. We will also work on handwriting during this time before moving on to writing, grammar, and reading. This is all during the first two and a half hours of the day.

After spending the morning with communication arts, it is time for a break and it’s off to special classes, lunch, and recess.

The afternoon is spent in Math, Science, and Social Studies. (Science and Social Studies are usually on alternating days, Math is everyday.)
At 3:00 we pack up and at 3:05 we head out to the car line. Third grade sits in the middle section of students. Students are to watch for their parent—they are not to read, work on homework, play a video game, etc.
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 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 appropriate folder within their trapper keeper and are due by 8:30 the following morning. Writing projects are the exception. If a writing project needs to be worked on at home, it will appear in their planner.

There will be homework most nights. Primarily, this will be a math study link, outside reading books, and test preparation. These will be due the morning after they are assigned.

Spelling lists will be posted on spellingcity.com each week. A link will be on the classroom website.

Late papers will automatically lose 10% each day from the original score. After two days, a score of zero will 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 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
absent day to make up work. Work that was to be turned in on the day of absenteeism is to be turned in on 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 return’s to school.

Additional information can be found in the 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 11 fiction and 5 nonfiction books throughout the year. All books need to be read by May 1st in order to qualify for the Reading Circle certificate. Students will be responsible for completing a book report form for each book read, and keeping it in their reading folder in the reading center. Books will only count if they are at least a third grade level book.

**Snacks and drinks**

Since we eat lunch at 11:30 no snacks are needed. Water only may be kept at the desk as long as it is in a bottle with a lid.

**Newsletters**

A newsletter will be posted weekly to the classroom website. Any updates or reminders, will be sent via email to the parent list as well as posted on the website.
Birthdays

Birthdays can be celebrated in third grade, but due to the computer equipment in our room, I ask that you bring the snacks at lunch so they can be consumed in the lunchroom.

Progress Reports

Progress reports will be sent home bi-weekly 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 Social Studies, Science, Math, and Word Study. Percentage grades are as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100% - 90%</td>
<td>Excellent</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>Above Average</td>
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<tr>
<td>79% - 70%</td>
<td>Average</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>Below Average</td>
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<tr>
<td>59% and below</td>
<td>Failing</td>
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All other subjects will be evaluated as follows:

- E: Exceeds Expectations
- M: Meets Expectations (at grade level for this time of year)
- D: Developing (Making progress)
- C: Area of concern (Needs to make 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
2009-2010

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 oral 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, learning 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 the text to understand components of the story, such as main idea. They will develop vocabulary through their reading 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 English conventions throughout their writing. In addition, they will write an 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 resources, and use a variety of note-taking and organizational skills.

Listening and Speaking: Oral presentations are an integral part of the educational experience at Greenwood and third graders will begin to develop effective presentation techniques and active-listening skills.
**Mathematics**
Greenwood utilizes the *Everyday 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 community and the rights and responsibilities of citizens within those communities. They will study how and why laws are made, the functions of the branches of the federal government, how conflicts are resolved, and the purposes of the Constitution and the Declaration of Independence. They will also study the geography and ecosystems of Missouri, the impact of technology, and economic concepts of taxes and different types of resources.

**Science**
Third grade students will be introduced to units of study that center on life cycles, food chains, space, the water cycle, weather, levers and pulleys, and Earth’s resources. They will be expected to describe the basic needs of most plants, the life cycle of a plant, the path nutrients follow in a plant, and compare a mature plant to its offspring. Students should be able to identify the sun as a source of energy, recognize the difference between consumers and producers, and follow the flow of energy through a particular food chain. Students are expected to know the water cycle, the physical properties of water, and be able to describe the
changes in water by the end of third grade. In addition, they should be able to identify various objects as liquid, gas, or solid.

**Policies**

**Absentee Policy:** Attendance is essential to student success but if a student needs to be absent, the parents should notify the office. Upon the student's 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:** A list of textbooks will be available to parents prior to the first day of school and are available for purchase at the MSU Bookstore. A list of supplies will also be made available to parents prior to the start of school.

**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, Science, Word Study, and Social Study according to the following scale:

- 90%–100%  Excellent
- 80%–89%  Above Average
- 70%–79%  Average
- 60%–69%  Below Average
- Below 59%  Failing

All other subjects will use the following system:

- E=Exceeds expectations
- M=Meets Expectations
- D=Developing Concepts
- C= Area of Concern
**Special Projects:** In third grade students will have a variety of projects assigned that will 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.

**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](http://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](http://psychology.missouristate.edu/ldc), which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the [Learning Diagnostic Clinic](http://psychology.missouristate.edu/ldc), (417) 836-4787, [http://psychology.missouristate.edu/ldc](http://psychology.missouristate.edu/ldc).

**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](http://psychology.missouristate.edu/ldc), 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/](http://www.missouristate.edu/equity/).
Greenwood Laboratory School
Curriculum Summary
Third Grade
2009-2010

Communication Arts

Reading

1. Read grade-level instructional text with fluency, accuracy and expression adjusting reading rate to difficulty and type of text
2. Develop vocabulary through text using base words, synonyms and antonyms, context clues, glossary, dictionary, and thesaurus
3. Apply pre-reading strategies to aid comprehension
4. Use strategies to infer, visualize, predict, check, self-question, and correct
5. Apply post-reading skills to identify and explain the relationship between the main idea and supporting details
6. Identify and explain connections between text to text ideas, text to own experiences, and text to world
7. Locate and apply information in title, table of contents, and glossary
8. Explain examples of sensory details and figurative language within context of poetry and prose, similes and metaphors
9. Recognize the text features of fiction, poetry, and drama
10. Use details from text to:
   a. make inferences about setting, character traits, and problem and solution
   b. make predictions, draw conclusions, and compare and contrast
   c. Identify cause and effect, narrator, and author’s purpose
   d. Identify events from beginning, middle, and end
11. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times

Writing

1. Apply a writing process in composing text including pre-writing, generating a draft, rereading and revising work, editing and proofreading text
2. Create legible compositions with correct spacing between words in a sentence and in margins
3. Use conventions in capitalization with months of the year, titles of individuals, greeting and closing of a letter, titles, holidays, names of countries, proper nouns, first word of direct quotation
4. Compose well-developed text using standard English conventions:
   a. Comma usage in greeting and closing of a letter, in between city and state, in compound sentences
   b. Correct ending punctuation in imperative and exclamatory sentences
   c. Apostrophe usage in contractions and singular possessives
   d. Quotation marks in dialogue
   e. Correct usage of parts of speech in written text
   f. Correct spelling of simple compounds, homophones, contractions, and words with affixes
   g. Correct spelling of standard words
   h. Correct usage of dictionary
i. Identify and write declarative, interrogative, imperative, and exclamatory sentences

5. Write a narrative text that includes:
   a. A beginning, middle, and an end
   b. Relevant details to the main idea
   c. A clear controlling idea
   d. Precise and descriptive language
   e. Moves through a logical sequence of events
   f. Includes details to develop the plot, characters, and setting
   g. Chronicles a sequence of events
   h. Focuses on the development of a single event

6. Identify information in written text to complete an organizer

7. Write expository text with a main idea and three or more supporting details

8. Write a summary of a text and identify the main ideas of the text

9. Write informational reports such as diary/journal entries and friendly letters

Information Literacy

1. Locate and use multiple resources to acquire information, answer questions, and support purposes

2. Locate information on keywords to establish a focus and purpose for a project

3. Record relevant information using a variety of note-taking and organizational strategies

4. Give credit for others' ideas, images and information by listing sources used in research

5. Identify intended messages conveyed through oral and visual media

Listening and speaking

1. Listen for enjoyment, for information, for directions, and to distinguish fact from fiction

2. Use active-listening strategies

3. Present ideas in a logical sequence during discussions and presentations

4. Identify and apply appropriate speaking techniques such as volume control, pace, and eye contact

5. Give clear and concise multi-step oral directions to complete a task
Math

Algebraic Relationships
1. Extend geometric and numeric patterns to find the next term
2. Represent and analyze patterns using words, tables, and graphs
3. Represent a mathematical situation as an expression or number sentence
4. Apply the commutative property to addition and multiplication of whole numbers
5. Use mathematical models to represent and understand quantitative relationships
6. Analyze change in various contexts

Data and Probability
1. Design investigations to address a given question
2. Collect data using observations, surveys, and experiments
3. Create and interpret information from line plots and a variety of graphs
4. Describe the shape of data and analyze it for patterns
5. Discuss events related to students’ experiences as likely or unlikely

Geometric and Spatial Relations
1. Compare 2- and 3-dimensional shapes by describing their attributes
2. Predict the results of putting together or taking apart 2- and 3-dimensional shapes
3. Describe location using common language and geometric vocabulary
4. Determine if two objects are congruent through a slide, flip, or turn
5. Identify lines of symmetry in polygons
6. Construct a figure with multiple lines of symmetry and identify the lines of symmetry
7. Identify the shapes of the faces of a prism
8. Draw or use visual models to represent and solve problems

Measurement
1. Identify, justify, and use the appropriate unit of measure
2. Identify and justify the unit of linear measure including perimeter
3. Identify and justify the unit of measure for area
4. Identify and justify an angle as acute, obtuse, straight, or right
5. Tell time to the nearest minute and five minute intervals
6. Solve problems involving elapsed time
7. Solve problems involving addition and subtraction of time
8. Determine change from $5.00 and $10.00
9. Add and subtract money values to $5.00 and $10.00
10. Use a referent for measures to make comparisons and estimates
11. Select and use benchmarks to estimate measurements of angles
12. Use tools to measure angles to the nearest degree
13. Determine the perimeter and area of polygons
14. Convert from one unit to another within a system of measurement

Numbers and Operations
1. Read, write, and compare whole numbers up to 3 digits
2. Read, write, and compare decimals to the hundredths place and whole numbers up to 6 digits
3. Represent commonly used fractions
4. Use models, benchmarks, and equivalent forms to judge size of fractions
5. Recognize equivalent representation for the same number and generate them by decomposing and composing numbers, including expanded notation
6. Classify numbers by their characteristics, including odd and even
7. Represent a given situation involving multiplication
8. Models, including sets and arrays
9. Describe effects of adding and subtracting whole numbers as well as the relationship between the two operations
10. Describe effects of multiplying and dividing whole numbers as well as the relationship between the two operations
11. Apply commutative and identify properties of addition to whole numbers
12. Represent a mental strategy used to compute a given multiplication problem
13. Develop and demonstrate fluency with basic number relationships of multiplication and division
14. Apply and describe the strategy used to compute up to a 3-digit addition or subtraction problem
15. Estimate and justify the results of addition, multiplication, and subtraction of whole numbers
Social Studies

Economic Concepts and Principles
1. Identify and explain public goods and services
2. Distinguish among natural, capital, and human resources
3. Conduct a cost-benefit analysis
4. Identify the existence of taxes and their purpose

Elements of Geographical Study and Analysis
1. Identify and locate the Mississippi and Missouri Rivers
2. Identify states that border Missouri
3. Describe various ecosystems
4. Describe the impact of communication and technology upon people’s lives
5. Identify examples of different regions
6. Read and construct maps

Missouri, United States, and World History
1. Describe the contributions of Martin Luther King

Principles and processes of governance systems
1. Describe how authoritative decisions are made, enforced and interpreted within the federal government
2. Identify and explain the functions of the three branches of the federal government
3. Analyze peaceful resolution of disputes by courts or other authorities, such as parents, teachers, principals, etc.
4. Identify and explain why cities make laws and ordinances
5. Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly
6. State the main purposes of the Declaration of Independence
7. Identify the purpose of the Constitution
8. Explain how the National Anthem symbolizes our nation

Relationships of Individual and Group to institutions and traditions
1. Take part in a constructive process or method for resolving conflicts
2. Compare how people’s needs have been met in different ways in different cultures at various times

Tools of social science inquiry
1. Identify, select, and use a variety of sources and resources
Science

Characteristics and Interactions of Living Organisms
1. Describe the basic needs of most plants
2. Identify and relate the similarities and differences between plants and their offspring
3. Illustrate and trace the path of water and nutrients as they move through the transport system of a plant
4. Recognize, sequence, and describe the stages in the life cycle of a plant

Changes in ecosystems and interactions of organisms with their environments
1. Identify the major organs and their functions in vascular plants
2. Identify sunlight as the primary source of energy
3. Classify populations of organisms as producers or consumers by the role they serve in the ecosystem
4. Sequence the flow of energy through a food chain and possible effects of removing an organism from a food chain

Processes and interactions of the earth’s systems
1. Recognize states of water
2. Recognize the sun as the primary source of light and food energy on Earth

Composition and structure of the universe and the motion of objects
1. Illustrate and describe how the sun and moon appear to move slowly across the sky from east to west during the day
2. Observe changes to the moon’s form, relative to time and date, and the pattern of changes
3. Describe sun as a star and the moon as a reflector of light
4. Recognize the cycle of the sun and moon and the relationship between the position of the sun to length and direction of shadows

Properties and principles of matter and energy
1. Compare physical properties of solids, liquids, and gases
2. Identify everyday objects as solids, liquids, or gases
3. Recognize when water changes states
4. Describe the changes in the physical states of water
5. Predict and investigate the effect of heat energy on objects and material
6. Identify that forms of energy have a source, a means of transfer, and a receiver

Impact of Science, Technology, and Human Activity
1. Recognize materials and/or objects that occur in nature
2. Recognize materials and/or objects that are man made
3. Identify problems and possible solutions
4. Research biographical information about various scientists and inventors and their contribution to society
5. Describe impact of technology upon scientific research and data collection

Scientific Inquiry
1. Develop scientific understanding through use of process skills, scientific knowledge, scientific investigation, reasoning, and critical thinking