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Board of Education of Frederick County
A listing of the Board of Education members is available at www.fcps.org
Welcome to Third Grade in the Frederick County Public Schools!

This will be an exciting year for you and your child. This guide includes child development stages, samples of curricula and activities to reinforce learning at home. Please use this guide throughout the year as a resource to help you gain a better understanding of your child’s school experience. A strong home-school connection will assist your child in reaching his/her fullest academic potential while enjoying a positive and successful school year.
Working Together To Build Lifelong Learners

Children become lifelong learners through daily exposure to opportunities that encourage curiosity, self-direction, creativity and critical thinking. Included are strategies that will help your child throughout elementary school, as well as in life:

• **Reading**
  Reading is one of the most valuable experiences you can provide for your child. Reading to your child, having your child read to you and having your child see you read, will enhance the importance of literacy.

• **Problem Solving**
  Assist your child in choosing the most appropriate or most reasonable solution to a problem. Encourage your child to explain why a certain solution or answer was chosen.

• **Communicating**
  Create daily opportunities for conversation with your child. Take turns talking and listening to daily events or stories.

• **Cooperating**
  Provide opportunities for your child to interact with others in a positive manner (play games, take turns, share).

• **Valuing Learning**
  Show your child that education is important by participating in his/her education. Show your interest by asking questions, praising your child's efforts and reviewing daily events.

• **Modeling Good Citizenship**
  Assist your child in becoming a responsible member of the community. Model the Character Counts pillars: Caring, Trustworthiness, Responsibility, Citizenship, Fairness, Respect.
Developmental Stages
Each child grows and develops in a unique way. This section of the guide is designed to give you general information concerning the development of children. Because child development is an ongoing process, this section includes a three-year look at how children in this age group change and grow. A typical 8 year old child will be in a variety of places in this three year look.

Samples of Curricula
This section of the guide is written to introduce you to samples of the curricula that your child will experience this year. Within this section, you will find a list of areas (language arts, mathematics, science, social studies, art, music, physical education, health education) that will be studied, samples of curricula that will be taught and family activities to reinforce learning at home. Please remember that the left hand column displays the curriculum the teachers use. The right hand column is most important for you. It offers a variety of activities and games you can easily do at home to reinforce your child’s learning. While we have tried to explain all confusing terms, you may still have questions. For answers, go to www.FCPS.org, ask your child’s teacher, or ask the school administrators to point you in the right direction to find the information you want.
<table>
<thead>
<tr>
<th>AGE</th>
<th>PHYSICAL</th>
<th>PERSONAL</th>
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</table>
| 7 years of age | • Tires easily due to own pressures  
• Sits still for longer time periods  
• Improves coordination  
• Enjoys table games  
• Begins to get permanent teeth | • Tends to be more independent  
• Begins to define personal identity and roles at school and home  
• Tends to be easily frustrated and disappointed  
• Needs clear, consistent rules  
• Wants to work things out for self |
| 8 years of age | • Exhibits more coordination  
• Likes rough-and-tumble, loud games  
• Likes table games  
• Likes to draw  
• Tries to write neatly | • Feels badly about own mistakes  
• Shows some responsibility without reminders  
• Makes own choices  
• Recognizes own success or failure  
• Relieves anxiety through humming, scowling, muttering, leg-jiggling  
• Likes to be challenged  
• Likes to have more control |
| 9 years of age | • Body changes may occur  
• Overdoes things he/she likes to do | • Complains (task is too hard)  
• Wants independence and separateness respected  
• Returns to babyish behavior  
• Tends to worry  
• Seeks parental approval |
<table>
<thead>
<tr>
<th>SOCIAL</th>
<th>INTELLECTUAL</th>
<th>LISTENING AND LANGUAGE DEVELOPMENT</th>
</tr>
</thead>
</table>
| • Becomes willing to listen to other's side of story  
• Withdraws from unpleasant situations  
• Sometimes likes to play alone  
• Becomes less selfish  
• Becomes aware of peer pressure | • Wants to do things right  
• Enjoys collecting many things  
• Likes to read, be read to  
• Exhibits difficulty performing a task within given time frame (deadlines) | • Uses language for social interaction  
• Increases precision in language itself  
• Uses more detailed language  
• Uses language for self-expression  
• Demonstrates attentiveness as a listener  
• Retells what is heard |
| | • Uses language for social interaction  
• Increases precision in language itself  
• Uses more detailed language  
• Uses language for self-expression  
• Demonstrates attentiveness as a listener  
• Retells what is heard | • Uses language fluidly and expansively  
• Uses slang and possibly some profanity  
• Listens attentively without interrupting  
• Listens for pleasure and enjoyment  
• Asks specific questions  
• Begins using multi-step directions |
| • Becomes concerned about own appearance  
• Lies, boasts, exaggerates  
• Begins to take risks  
• Shows sensitivity to criticism from others  
• Identifies strongly with own gender  
• Exhibits a more competitive style | • Collects and sorts things  
• Becomes aware of time/punctuality  
• Overestimates own ability | • Uses language fluidly and expansively  
• Uses slang and possibly some profanity  
• Listens attentively without interrupting  
• Listens for pleasure and enjoyment  
• Asks specific questions  
• Begins using multi-step directions |
| • Loyal and devoted friend  
• Affected by what others say  
• Enjoys running errands  
• Stands up for others when needed  
• Boy-girl attraction, but not much playing together  
• Loves to talk about him/herself  
• Forms temporary clubs | • Needs to help make decisions about rules/limits  
• Likes fairness  
• Exhibits a self-motivated work ethic  
• Uses verbal skills to solve conflicts and communicate  
• Prefers a “fair” appraisal of work  
• Makes lists  
• Realist | • Listens in a focused manner for extended period of time  
• Begins to evaluate what is heard  
• Follows multi-step directions  
• Begins paraphrasing  
• Concentrates well in small group discussion  
• Uses complete sentences |
In language arts, students read to comprehend informational and literary text. Students communicate orally and in writing to inform, persuade and express personal ideas. During the course of the year, children will be offered a wide variety of opportunities to learn and develop these skills.

## Reading Literature

Students will read and understand stories, poems and plays.

### Samples of Curricula

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal.

### Family Activities

- Use familiar stories to talk with your child about the characters' feelings and traits in the text and ask your child what events in the text might shape his/her behavior(s).
- Talk and list with your child the key events that occur in stories such as fables, folktales and myths, and discuss how these events connect to a central message, lesson or moral.
- As events occur within a text, ask your child questions such as “How do you feel about the choice(s) the character made?” or “How might you have handled that situation?” or “How can you relate to the character?”
- Suggest rewriting (or typing) the story from the child's point of view and talk about the differences.
- Determine the meaning of words and phrases and the differences between literal and non-literal. For fun, have your child illustrate examples of both. For example, “couch potato”:

  ![Literal Example](image1)
  ![Non-Literal Example](image2)
# Reading Informational

Students will read and understand factual articles, non-fiction books, and other factual materials.

<table>
<thead>
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<th>Samples of Curricula</th>
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<tr>
<td>• Determine the main idea of a text; recount the key details and explain how they support the main idea</td>
<td>• Play &quot;Add Up the Facts&quot;. As your child reads each section of text, have him/her identify the most important information. At the end of the text, recall each fact he/she identified.</td>
</tr>
<tr>
<td>• Use information gained from illustrations (maps, photographs, etc.) and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occur)</td>
<td>• Use a newspaper or magazine to help your child understand the importance of maps, photographs, etc. by covering them up as your child reads an article and discusses what was read. Next, uncover the maps/photographs. Ask your child how these features help him/her understand the text more deeply.</td>
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<tr>
<td>• Determine the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect</td>
<td>• Have your child read an informational text article that contains only words, and then create illustrations that would add support and meaning to it.</td>
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<tr>
<td>• Read prose and poetry orally with accuracy, appropriate rate and expression on successive readings</td>
<td>• Make a timeline of important events of a family member or self in chronological order.</td>
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<td>• Write a simple sentence several times. For each sentence, underline a different word. Have your child read each sentence, placing emphasis on the underlined words. Talk about how the meaning of each sentence changes simply by placing emphasis on one word.</td>
<td>• Cut up each step of a recipe or &quot;how to&quot; document, mix them up, then have your child sequence directions correctly, and discuss the importance of sequential order. Discuss what might happen if a step is incorrect or not included.</td>
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<tr>
<td>• Example:</td>
<td>• Give your child a simple situation, or cause, and ask your child what the outcome, effect, might be.</td>
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<tr>
<td>I didn't take the blue pencil.</td>
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Writing

Students will continue to develop the ability to express ideas in a variety of written forms.

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<tr>
<td>• Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences</td>
<td>• “Explode a moment”- Have your child recall one simple event from the day and elaborate to create a detailed story. <strong>Example of simple event:</strong> “I lost my pencil.” <strong>Examples of questions to promote narrative development:</strong> “Where did it land?” “Did anyone see?” “What was your reaction?” “Did you get it back?” “Was your teacher angry?” “Who helped you find it?” “How long did it take?”</td>
</tr>
<tr>
<td>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly</td>
<td>• Take advantage of real life situations to gather information, such as your child wanting a pet. Some ideas for research: breeds that are child-friendly, the cost of shots and health care, cost of food, training, etc. Make a list of positives and negatives, so that he/she can build knowledge about the animal and help you make informed decisions.</td>
</tr>
<tr>
<td>• Conduct short research projects that build knowledge about a topic</td>
<td>• When your child really wants something, have him/her think logically about reasons that would support getting it. Have your child organize those reasons in order of importance, and then write you a letter expressing his/her point of view.</td>
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<tr>
<td>• Write opinion pieces on topics or texts, supporting a point of view with reasons</td>
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## Language

Students will use correct grammar, spelling, and word choice in writing.

### Samples of Curricula

- Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences
- Capitalize appropriate words in titles
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases

### Family Activities

- Play Mad Libs with your child. Write a simple paragraph about an event or person, leaving out various parts of speech. Ask your child to fill in the blanks by providing the correct part of speech (without looking at the paragraph). Afterward, read aloud together.
- Using magazines or newspapers, have your child identify words that are capitalized in different contexts and discuss why.
- Discuss with your child how words can have a variety of meanings based on specific situations. Example: The word *table* has several meanings:
  - It can be a noun...“Let's sit down at the table and eat dinner.”
  - In math, a table is a chart.
  - As a verb, “to table” means to set something aside for the time being. “We cannot agree right now, so let’s table the matter until we find other solutions.”

## Speaking and Listening

Students will continue to develop effective speaking skills in a variety of situations. Students will continue to develop listening skills to learn, process, and analyze information.

### Samples of Curricula

- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others
- Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace

### Family Activities

- Instead of accepting yes, no, or other one-word responses, have your child articulate complete thoughts and reasons. Parent example: “Would you like to go to the park today?” “Why?”
- After watching a television show or movie together, ask your child specific questions about events. Express your thoughts, then ask for your child's point of view.
- When your child recalls an event, ask specific questions to guide him/her to elaborate and describe each part of the event.
Mathematics is a way of thinking and communicating. Students must practice mathematical reasoning and skills with accuracy, efficiency and flexibility in order to create and communicate strategies for solving a problem, choose appropriate tools to solve problems, discuss, listen, observe and ask questions to obtain mathematical information, and explore mathematical concepts as they apply to personal experiences. The goal is for students to demonstrate positive attitudes toward mathematics in school, culture, and society.

Operations and Algebraic Thinking

Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships.

### Samples of Curricula

- Use number sentences to represent and solve story problems (addition, subtraction, multiplication and division)

### Family Activities

- Relate math to simple, everyday items that are easily available, such as toothpicks, markers, q tips, beans, etc. and frame story problems around them. Have your child use these items to solve problems by breaking the whole into parts, or combining the parts into a whole, based on how he/she needs to solve the problem.

**Example:** "Larry has 42 crayons to put into 7 boxes. How many crayons go in each box?"

**Step One** - Divide crayons into 7 equal sets.

**Step Two** - Write a number sentence (equation) to represent this story and solve.

\[ 42 ÷ 7 = 6 \]
### Samples of Curricula

- Solve two-step word problems using addition, subtraction, multiplication and division using a letter (other than \( x \) or \( a \)) that stands for the unknown.

### Family Activities

Let's look closely at the problem and understand what it is asking:

“Larry has 42 crayons to put into 7 boxes. How many crayons go in each box? If he gives one box away to Zara, how many crayons does Larry have left?” This is a two-step problem that requires division first followed by subtraction.

**Step One** - Set up the equation and solve to find out how many crayons go into each box:

- \( 42 \div 7 = c \) ("\( c \)" equals the number of crayons in each box that must be found to solve the problem)
- \( 42 \div 7 = 6 \) crayons in each box

**Step Two** - Set up the equation and solve to find out how many crayons Larry has left after sharing with Zara.

- \( 42 - 6 = 36 \) crayons left

### Math

- Multiply and divide within 100

### Family Activities

- Work on building fluency (that means quick, accurate recall and understanding) of multiplication and division facts. Use the following resources:
  - Flashcards
  - [www.multiplication.com](http://www.multiplication.com)
  - [www.mathplayground.com](http://www.mathplayground.com)
  - [aaamath.com](http://aaamath.com)

- Utilize real life items such as license plates, road signs, billboards, sales advertisements, price tags, food and snacks, etc. to create simple multiplication and division problems.

- Play "Circles and Stars" with your child. Take turns rolling a die. The first number you roll is the number of circles you draw; the second number you roll is the number of stars you draw in each circle. Discuss how many you have in all.
# Numbers and Operations in Base Ten

*Students will describe, represent, or apply numbers or their relationships and will estimate and compute using mental strategies, paper/pencil or technology.*

## Samples of Curricula

- Use place value understanding to round whole numbers to the nearest ten or hundred

## Family Activities

- While at the grocery store, talk with your child about costs. For example: The price of an item is $2.93. Is that closer to $2.00 or closer to $3.00? Is it closer to $2.50 or $3.00? How do you know?
- While at the grocery store, ask your child about how much a pack of gum and a candy bar would be to the nearest dollar. **Example:** Gum costs 55¢ and a candy bar costs 70¢. Would that cost more or less than a dollar?
- Ask your child to help you add up the money in your wallet, both bills and coins, and round to the nearest dollar.

## Numbers and Operations - Fractions

*Students will describe, represent, or model fractions and their relationships to other fractions and/or a whole using visual models.*

## Samples of Curricula

- Develop understanding of fractions as numbers

## Family Activities

- When walking, traveling, etc. from one distance to another, relate the distance you've traveled to how far you have to go to fractional parts. **Example:** “We're at home and McDonald's is one mile away. The bank is half way between home and McDonald's. What fraction represents the distance between the bank and McDonald’s?”

## Samples of Curricula

- Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent

## Family Activities

- When cooking or baking, use measuring spoons/cups to relate parts to a whole. **Example:** “The recipe calls for 1 cup of flour, but we only have a $\frac{1}{3}$ cup measuring tool. How will we use the $\frac{1}{3}$ cup measuring tool to equal 1 cup?”
**Measurement and Data Analysis**

Students will identify attributes, units, or systems of measurement to apply a variety of techniques, formulas, tools, or technology for determining measurement.

Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

**Samples of Curricula**

- Solve problems involving intervals of time, liquid volumes and masses objects

**Family Activities**

- Take advantage of busy schedules to reinforce the distance of time between two events.
  
  **Example:** “It’s 3:30 p.m. now and we need to leave at 4:10 p.m. to make it to soccer practice by 4:30 p.m. How much time do we have until we need to leave?”

- Use containers found in the kitchen to explore varied liquid volumes and connect smaller units with larger ones.
  
  **Example:** Explore how many cups will fill a gallon sized container? A quart sized container?

- Use everyday objects to explore and compare mass.
  
  **Example:** “We have a 5 pound bag of sugar and a five pound bag of potatoes. Which weighs more? Promote a discussion that conveys that the sizes of objects do not matter when comparing two unlike objects.

- Understand concepts of area and relate to multiplication and addition

  - Draw a square on a sheet of paper. Ask your child to predict how many smaller squares will fill the space. Have your child use small, equally sized, square-shaped objects, such as legos, crackers, or dice to fill in the inside of the square without overlapping or leaving spaces. Have your child count the number of objects in each row and multiply by the number of rows to determine the area (ie: 4 x 4 = 16).
  
  - Give your child 20 small, equally sized, square objects such as legos, crackers or dice. Ask your child to create a rectangle that uses all of the objects. Have your child count the number of objects in each row and add the total of each row to determine the area is 20 (ie: 5 + 5 + 5 + 5 = 20).
Geometry

Students will apply the properties of one-, two-, or three-dimensional geometric figures to describe, reason, or solve problems about shape, size, position, or motion of objects.

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<tbody>
<tr>
<td>• Reason with shapes and their attributes</td>
<td>• Draw a variety of different shapes on a piece of paper. Cut out. Have your child sort shapes (in a way that is meaningful to him or her) and have your child discuss his/her thinking using math vocabulary, such as quadrilaterals, rhombuses, squares, triangles, rectangles, hexagons, pentagons, polygons, octagons, etc.</td>
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<tr>
<td></td>
<td>• Build shapes using toothpicks, straws, cotton swabs, etc. and identify their names and attributes, as well as similarities and differences to each other using math vocabulary, such as: sides, lines, angles, vertices, two dimensional, parallel, closed.</td>
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</table>
Social Studies

Students will demonstrate commitment to human dignity, justice and the democratic process, work cooperatively and accept group decisions while respecting individual rights and developing a common culture.

Political Science

Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

Samples of Curricula

<table>
<thead>
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<tbody>
<tr>
<td>Explain the roles and responsibilities of effective citizens in a political process and how their actions contribute to the common good.</td>
<td>Talk to your child about how Americans fulfill their duties as American citizens (voting, supporting the President and the country, following laws, etc.).</td>
</tr>
<tr>
<td>Describe the democratic values and events associated with national holidays such as Flag Day, Independence Day, Memorial Day, Veterans’ Day, and Constitution Day.</td>
<td>Discuss and participate in events held on given holidays. Explain why these celebrations occur.</td>
</tr>
<tr>
<td>Discuss the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering.</td>
<td>Visit historical places in the Frederick Area and discuss the events that occurred at these places (Antietam Battlefield, Monocacy Park, etc.).</td>
</tr>
<tr>
<td>Volunteer with your child for an event, at a food bank, soup kitchen, etc. Discuss how it is important to give to the community.</td>
<td>Discuss with your child ways of being informed: reading a newspaper, watching news programs on TV, reading community news, reading magazines, reading online resources. Explain that being informed is an important part of being a citizen.</td>
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### People of the Nation and World

Students will understand how people in Maryland, the United States, and around the world are alike and different.

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<thead>
<tr>
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<tbody>
<tr>
<td>Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand different perspectives about cultures.</td>
<td>Watch television shows about different cultures on programs such as the Discovery Channel or Discovery.com. Talk about how people in the cultures are the same/different as people in the United States.</td>
</tr>
<tr>
<td>Identify and describe how individuals and groups share and borrow from other cultures.</td>
<td>Read about different cultures.</td>
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<tr>
<td>Describe how different points of view may result in cooperation or conflict.</td>
<td>Numerous resources such as World Book for Kids, Scholastic National Geography are available free of charge at <a href="http://acad.fcps.org/portals/es.htm">http://acad.fcps.org/portals/es.htm</a>. The media specialist at your child’s school will give you a password.</td>
</tr>
<tr>
<td>Identify reasons that people from one region move to another.</td>
<td>When having foods that originate from other cultures, discuss the food and how it became a part of our diet.</td>
</tr>
<tr>
<td>Explain how people modify, protect, and adapt to their environment.</td>
<td>Talk about where different games originated (i.e., Inuit Indians, Cat’s Cradle; many board games originated in Egypt, Chess; India, Mah Jong; China, hopscotch; Britain, jump-rope; medieval Europe, Ring Around the Rosie) and play them with your child.</td>
</tr>
<tr>
<td>Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand different perspectives about cultures.</td>
<td>Ask your child about his/her opinion and discuss how similar or different opinions may result in cooperation or conflict.</td>
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### Geography

Students will use geographic concepts and processes to understand location and its relationship to human activities.

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<tr>
<td>Use geographic tools (varieties of maps, globes, and atlases), map components (title, compass rose, simple grid system, scale, legend/ key, date and author) and land features (natural, physical, and human) to describe and compare places and regions within Maryland and the United States.</td>
<td>Plan an imaginary train trip or a Winnebago trip with your child using a U.S. map to plot the journey.</td>
</tr>
<tr>
<td>Identify reasons that people from one region move to another.</td>
<td>Read about early explorers with your child. Use a map to plot out the explorer’s route.</td>
</tr>
<tr>
<td>Explain how people modify, protect, and adapt to their environment.</td>
<td>Talk with your child about new students in his or her class and discuss possible reasons why the new student has come to the school.</td>
</tr>
<tr>
<td>Explain how and why media such as the internet, television, radio, and newspaper provide an opportunity to understand different perspectives about cultures.</td>
<td>Imagine moving away from Frederick. Discuss where your child would move and why.</td>
</tr>
<tr>
<td>Explain how people modify, protect, and adapt to their environment.</td>
<td>Work with your child to identify ways your family could work to protect the environment. Put these ways into practice and track your family’s progress over time.</td>
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### Economics
Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

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<tr>
<td>- Identify the natural, capital, and human resources used in the production of goods and services and the cost associated with each in the community and in countries around the world.</td>
<td>- For a week keep a goods and services used chart. On a large sheet of paper divided into two columns (Goods, Services) list each good and service purchased. Review the list at the end of the week.</td>
</tr>
<tr>
<td>- Discuss how price affects personal spending choices.</td>
<td>- Compare two or more similar products. Discuss quality and cost.</td>
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<tr>
<td>- Develop a budget indicating income and expenses.</td>
<td>- Provide your child with real or fake money. Review sale flyers or catalogs and discuss what your child would purchase. Discuss quality of the goods and merchandise based on what the child could spend.</td>
</tr>
<tr>
<td>- Develop a budget indicating income and expenses.</td>
<td>- Discuss with your child the importance of quality vs. quantity.</td>
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### History
Students will use historical thinking skills to understand how individuals and events have changed society over time.

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<tr>
<td>- Collect and examine information about people, places, and events of the past using pictures, photographs, maps, timelines, documents, audio or visual tapes.</td>
<td>- Watch movies with historical settings. Discuss the accuracy of the setting and events in the movie.</td>
</tr>
<tr>
<td>- Investigate how people lived in the past using a variety of primary and secondary sources.</td>
<td>- Visit local museums or historical places and talk about the people or events featured.</td>
</tr>
<tr>
<td>- Either on your home computer or at the library take a virtual tour of a historical place such as Plimoth Plantation or Williamsburg, VA. <a href="http://www.plimoth.org">http://www.plimoth.org</a> <a href="http://www.history.org">http://www.history.org</a></td>
<td>- Read biographies and fictional stories about people who lived in the past. Discuss how the people in the past lived differently from how we live today.</td>
</tr>
<tr>
<td></td>
<td>- Either on your home computer or at the library take a virtual tour of a historical place such as Plimoth Plantation or Williamsburg, VA. <a href="http://www.plimoth.org">http://www.plimoth.org</a> <a href="http://www.history.org">http://www.history.org</a></td>
</tr>
<tr>
<td>- Look at old photographs and examine them for items that people used in the past and compare the items to what people use today.</td>
<td>- Either on your home computer or at the library take a virtual tour of a historical place such as Plimoth Plantation or Williamsburg, VA. <a href="http://www.plimoth.org">http://www.plimoth.org</a> <a href="http://www.history.org">http://www.history.org</a></td>
</tr>
</tbody>
</table>
Science

Students explore the life, physical and earth/space sciences through a discovery, hands-on approach to learning.

The essential science knowledge for grade 3 is embedded within the Populations, Our Water Planet, and Subsystems and Variables units. During each of these science units, students will develop the thinking and acting that is part of the practice of science by constructing knowledge through scientific investigations, applying evidence and reasoning to support explanations, and communicating findings to inform others.

Life Science

Students will use scientific skills and processes to explain the dynamic nature of living things, their interactions, and the results from the interactions that occur over time.

<table>
<thead>
<tr>
<th>Samples of Curricula</th>
<th>Family Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate an understanding of &quot;population&quot; as it refers to one kind or group of organisms living and reproducing in a particular area.</td>
<td>• Take seasonal walks in your community. Observe the various populations you find and talk about the changes taking place across the seasons.</td>
</tr>
<tr>
<td>• Collect and interpret data that shows certain factors limit the numbers of plants and animals surviving in each generation.</td>
<td>• Plant a small vegetable garden in the spring. Keep a record of seeds used, plants that sprout or germinate, plants that die or are destroyed and vegetables produced. Talk about cause and effect.</td>
</tr>
<tr>
<td>• Observe and diagram the feeding interactions among land and aquatic populations of plants, plant-eaters and animal-eaters. • Observe and describe predator-prey relationship. • Describe examples that show that living organisms have special parts that allow them to perform certain functions.</td>
<td>• Visit the zoo or a local water garden. Look for predator/prey relationships. Identify plant eaters (herbivores), animal eaters (carnivores) and plant/animal eaters (omnivores). • Ask questions about the animals, such as &quot;How does the turtle’s shell help him?” or “Why does the giraffe have such a long neck?”</td>
</tr>
</tbody>
</table>
Earth Science

Students will use scientific skills and processes to explain the chemical and physical interactions (i.e. natural forces and cycles, transfer of energy) of the environment, Earth and the Universe that occur over time.

<table>
<thead>
<tr>
<th>Samples of Curricula</th>
<th>Family Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Explain that the amount of water on the earth continues to stay the same, even though it may change from one form to another (i.e. water cycle).</td>
<td>· Observe changes in daily weather and look for real-life examples of evaporation, condensation, and precipitation, such as puddles evaporating after a rain.</td>
</tr>
<tr>
<td>· Identify and classify a variety of Earth surface features that are landforms.</td>
<td>· While traveling in the car, look for hills, mountains, valleys, rivers, or oceans.</td>
</tr>
<tr>
<td>· Explain that making choices about the environment has consequences of varying degrees.</td>
<td>· Discuss how cutting down trees to build houses affects the environment.</td>
</tr>
</tbody>
</table>

Physical Science

Students will use scientific skills and processes to explain 1) the composition, structure, and interactions of matter in order to support the predictability of structure and energy transformation and 2) the interactions of matter and energy and the energy transformations that occur.

<table>
<thead>
<tr>
<th>Samples of Curricula</th>
<th>Family Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Describe what happens to the observable properties of materials when several materials are combined to make a new material.</td>
<td>· Make a pitcher of Kool-Aid with your child. Discuss what happens to the clear water when the colored powder is added.</td>
</tr>
<tr>
<td>· Classify materials according to states of matter, such as solids, liquids and gases and explain how they change from one form to another.</td>
<td>· Pour Kool-Aid™ into an ice cube tray, freeze it and discuss how it changed from a liquid to a solid.</td>
</tr>
<tr>
<td>· Describe and compare the physical properties of matter.</td>
<td>· Play “I Spy...” with your child. For example, “I spy something that is attracted by a magnet, shiny, and can be bent.” (Answer – a paperclip)</td>
</tr>
</tbody>
</table>
Specials

All students in full day Kindergarten and grades one through five are offered daily opportunities to participate in specials—art, music and physical education. Each special area has a curriculum that integrates classroom learning and strengthens student abilities in physical education and the arts. In addition, there is a health education curriculum for each grade level.

Music

<table>
<thead>
<tr>
<th>Samples of Curricula</th>
<th>Family Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aesthetics</td>
<td>• Have your child play a song on his/her recorder.</td>
</tr>
<tr>
<td></td>
<td>• Have your child sing a scale with you (Ex: do, re, mi, fa, so, la, ti, do).</td>
</tr>
<tr>
<td></td>
<td>• Have your child teach you to sing a round (Ex: “Row, Row, Row Your Boat”, “Are You Sleeping”).</td>
</tr>
<tr>
<td>• Historical/Cultural</td>
<td>• Talk about how music helps us understand events from the past.</td>
</tr>
<tr>
<td></td>
<td>• Talk about how music can change the way you feel.</td>
</tr>
<tr>
<td>• Creative expression, production</td>
<td>• Sing a simple song for your child. Stop before the end and have your child make up his/her own ending.</td>
</tr>
<tr>
<td></td>
<td>• Watch a movie with your child. Help your child think of sounds that could add to the mood (Ex: In a scary movie, what sounds would make it spookier?).</td>
</tr>
<tr>
<td>• Criticism</td>
<td>• Listen to and talk about different types of music when you hear them in different situations. Help your child explain why he/she does or does not like it. Ask your child how he/she could change the music to make it better.</td>
</tr>
</tbody>
</table>
### Art

**Samples of Curricula**

- **Aesthetics**
  - Have your child explain why he/she likes one artwork more than another artwork.
  - When in a public place, notice artwork and ask your child’s opinion of the painting or sculpture.

- **Historical/Cultural**
  - Have your child create art that shows an event in the family.
  - Have your child write a story and then draw a picture of that story.
  - Talk about how art helps us understand events from the past.

- **Production**
  - Continue experimenting with art materials, emphasizing pattern, color, shape, form, line, texture, and space.

- **Critical**
  - Have your child find or draw a picture of a still life, a landscape, a seascape, and a portrait and describe each one.

### Physical Education

**Samples of Curricula**

- **Exercise Physiology**
  - Help your child understand the importance of balancing calories and physical activity.
  - Have your child manually take his/her pulse before and after vigorous activity. Compare the two with your child, and create a family fitness plan together.

- **Physical Activity**
  - Demonstrate safety.
  - Encourage your child to understand the importance of pacing when doing physical activity.

- **Skillfulness**
  - Encourage your child to create a dance and share it with the family.
  - Encourage your child to use scarves or ribbons to create a dance and share with the family.
  - Play throw/catch with your child.

- **Social Psychological Principles**
  - Explain the relationship between effort and skill improvement.
  - Demonstrate pillars of character: Respect, Trustworthiness, Citizenship, Caring, Responsibility and Fairness.
  - Play games with your child that requires moving together.

- **Biomechanical Principles**
  - Use the terms force, gravity, friction, and resistance in everyday conversations.
  - Talk with your child about the importance of building muscle.

- **Motor Learning Principles**
  - Identify that practice leads to improved performance.
  - Encourage your child to use self-assessment to improve skills through journaling, fitness log, etc.
# Health Education

<table>
<thead>
<tr>
<th>Samples of Curricula</th>
<th>Family Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mental and Emotional Health</td>
<td>• Identify appropriate verbal and non-verbal methods of communication.</td>
</tr>
<tr>
<td></td>
<td>• Identify different complex emotions (Ex: anxiety, doubt, elation, etc.).</td>
</tr>
<tr>
<td></td>
<td>• Talk to your child about his/her uniqueness.</td>
</tr>
<tr>
<td>• Alcohol, Tobacco and Other Drugs</td>
<td>• Identify forms of tobacco and the effects of second-hand smoke.</td>
</tr>
<tr>
<td></td>
<td>• Define addiction.</td>
</tr>
<tr>
<td></td>
<td>• Identify caffeine as a drug.</td>
</tr>
<tr>
<td>• Personal and Consumer Health</td>
<td>• Set personal health goals and track progress toward attainment.</td>
</tr>
<tr>
<td>• Safety and Injury Prevention</td>
<td>• Identify basic first aid techniques.</td>
</tr>
<tr>
<td></td>
<td>• Talk to your child about teasing and bullying.</td>
</tr>
<tr>
<td></td>
<td>• Work with your child to understand the difference between telling and tattling.</td>
</tr>
<tr>
<td>• Nutrition and Fitness</td>
<td>• Through positive comments and modeling, help your child develop a positive body image.</td>
</tr>
<tr>
<td></td>
<td>• When shopping with your child, identify the information on Nutrition Facts Labels.</td>
</tr>
<tr>
<td>• Disease Prevention and Control</td>
<td>• Recognize the difference between communicable (Ex: cold, flu) and non-communicable (Ex: asthma, diabetes) diseases.</td>
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<tr>
<td></td>
<td>• Explain the importance of prevention and early treatment of disease.</td>
</tr>
</tbody>
</table>
### FREDERICK COUNTY PUBLIC SCHOOLS

**ELEMENTARY REPORT CARD GRADE 3**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Teacher:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>School Year:</td>
<td>Principal:</td>
</tr>
<tr>
<td>Enrolled Grade: 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Instructional Level
- √ Receives Essential Curriculum
- / Receives Essential Curriculum with Intervention
- + Receives Essential Curriculum with Intervention
- * Receives Alternative Curriculum Based on Individualized Education Plan (IEP)

#### Explanation of Grades
- A = Exemplary performance towards meeting grade level standards
- B = Skilled performance towards meeting grade level standards
- C = Satisfactory performance towards meeting grade level standards
- D = Minimal performance towards meeting grade level standards
- F = Unacceptable performance towards meeting grade level standards
- NE = Not evaluated at this time

#### Effort & Personal and Social Development Coding
- 4 = Consistently
- 3 = Most of the Time
- 2 = Inconsistently
- 1 = Rarely
- 0 = Not Demonstrating

### Curricular Area

#### ENGLISH LANGUAGE ARTS
- Instructional Level
  - Term 1
  - Term 2
  - Term 3
  - Term 4
- Applies Skills and Concepts in Reading
- Applies Skills and Concepts in Writing
- Demonstrates Effort
- Comments

#### ART
- Demonstrates Skills and Concepts
- Demonstrates Effort
- Comments

#### MUSIC
- Demonstrates Skills and Concepts
- Demonstrates Effort
- Comments

#### MATHEMATICS
- Instructional Level
  - Term 1
  - Term 2
  - Term 3
  - Term 4
- Demonstrates Skills and Concepts
- Applies Problem Solving Strategies
- Demonstrates Effort
- Comments

#### SOCIAL STUDIES
- Demonstrates Skills and Concepts
  - Term 1
  - Term 2
  - Term 3
- Demonstrates Effort
  - Term 1
  - Term 2
  - Term 3
- Comments

#### SCIENCE
- Demonstrates Skills and Concepts
  - Term 1
  - Term 2
  - Term 3
- Demonstrates Effort
  - Term 1
  - Term 2
  - Term 3
- Comments

#### PERSONAL AND SOCIAL DEVELOPMENT
- Interacts appropriately with peers
- Shows initiative and self-direction
- Uses classroom materials appropriately
- Follows classroom/school rules and routines
- Engages/maintains attention to learning tasks
- Shows courtesy and consideration for others
- Uses strategies to solve social problems
- Handles changes and transitions
- Exhibits self-control
- Listens attentively to adults/peers
- Follows oral directions
- Follows written directions
- Organizes self and materials
- Comments

<table>
<thead>
<tr>
<th>Services Received</th>
<th>Instructional Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP</td>
<td></td>
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<tr>
<td>ELL</td>
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<tr>
<td>504</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td></td>
</tr>
</tbody>
</table>

### School Absences

<table>
<thead>
<tr>
<th>Term</th>
<th>Lawful</th>
<th>Unlawful</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
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<table>
<thead>
<tr>
<th>Interim issued</th>
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<tbody>
<tr>
<td>Term</td>
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</tbody>
</table>

Cumulative attendance rate 94% is the proficient standard
If you would like additional information, please contact your child’s teacher, the school administrator, or the following central office personnel:

<table>
<thead>
<tr>
<th>Title</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Early Childhood Education and Judy Center</td>
<td>301-696-6864</td>
</tr>
<tr>
<td>Elementary Language Arts Curriculum Specialist</td>
<td>301-644-5328</td>
</tr>
<tr>
<td>Elementary Mathematics Curriculum Specialist</td>
<td>301-644-5057</td>
</tr>
<tr>
<td>Elementary Science Curriculum Specialist</td>
<td>301-644-5057</td>
</tr>
<tr>
<td>Elementary Social Studies Curriculum Specialist</td>
<td>301-644-5328</td>
</tr>
<tr>
<td>Elementary Physical Education Curriculum Specialist</td>
<td>301-644-5161</td>
</tr>
<tr>
<td>Elementary Visual and Performing Arts Curriculum Specialist</td>
<td>301-644-5161</td>
</tr>
</tbody>
</table>

In addition, visit our Frederick County Public Schools website - [www.fcps.org](http://www.fcps.org) for more information about our curricula and school system.