



# 3RD GRADE HANDBOOK



Welcome to Third Grade! We are looking forward to working in partnership with you and your child in order to help reach your child's full potential. Throughout this school year, we will be building on your child's previous experiences across the school curriculum to develop academic and social skills. Students will collaborate effectively, work independently and develop organizational skills to ensure success in third grade. As your child is growing up in an information-rich world, we believe it is imperative that they are equipped with the necessary skills. The "Approaches to Learning" within the Primary Years Programme are the guiding skills to support learning successes.

# 3RD GRADE

## HOME – SCHOOL CONNECTION

### Home Learning

The third grade team does not have a preplanned homework schedule. Rather, our goal is to have every child spend at least 20 minutes reading independently and then share their understanding with a parent/guardian when they're finished. In addition, students may receive extra practice activities sent home if teachers feel they need more time to practice applying a previously learned skill. Projects may also be brought home to complete.

Students should take responsibility for setting up a time and place to complete their reading each day. When needed, students may ask parents for clarification on an assignment or activity they're working on at home. We ask that parents promote a positive attitude towards independent reading and the completion of any classwork sent home from your child's teacher. Reinforce our expectations of quality work.

### Home – School Communication

#### •Class Dojo

Please check your child's homeroom "class story" and messages in Class Dojo everyday as we will use these to keep parents and families informed throughout the year.

#### •Take-Home Folders

Students will be given a Take-Home Folder to serve as another method for family/school connections. These folders will be utilized to send home students completed work, work that needs to be finished, and to record any behavior struggles we might have had at school that day.

#### •Email

Teachers will be sending out emails to parents in our class family to communicate academic standards and our IB Units of Study. Emails are usually sent to families every other week, but families are always welcome to reach out to us via email, Class Dojo, or by writing a note in their agenda at any time.





# LEARNING OBJECTIVES ENGLISH LANGUAGE ARTS (ELA)

Throughout the intermediate grades, the focus of language arts instruction transitions from “learning to read” to “reading to learn”. Language Arts (ELA) is fundamental to learning, thinking and communicating. As such, it is directly and indirectly taught throughout the school day in all content areas (science, social studies, etc.) as well as during the designated language arts block.

## Foundational Skills

Use knowledge of grade-level phonics and word-analysis skills to decode words.

Read grade-level texts with accuracy, automaticity, and appropriate expression.

## Reading

Explain how characters and theme develop throughout the plot in a literary text.

Identify the central idea. Explain how relevant details and text features support that idea in a text.

Identify and explain metaphors, personification, and hyperbole in text(s).

Compare and contrast how two authors present information on the same topic or theme.

Explain different characters perspectives in a literary text.

Identify types of poems: free verse, rhymed verse, haiku, and limerick.

Explain the development of an author's purpose in an informational text.

## Communication

Conduct research to answer a question, organizing information about the topic from multiple sources.

Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

Write in cursive all upper- and lowercase letters.

Use digital writing tools and multimedia elements individually or collaboratively to plan, draft, and revise writing.

## Vocabulary

Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

# LEARNING OBJECTIVES MATHEMATICS

In Third Grade, mathematics is taught in relevant, realistic context through the use of manipulatives, problem solving and hands on and enrichment activities. Students grapple with grade level math in order to develop an intrinsic awareness of math and real world application. Assessment is ongoing through the use of anecdotal records, formative and summative assessments to monitor each child's growth in mathematics.

## Number Sense Operations

Understand the place value of four-digit numbers.

Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.

## Algebraic Reasoning

Solve multiplication and division problems.

Develop an understanding of equality and multiplication and division.

Identify numerical patterns, including multiplicative patterns.

## Measurement

Measure attributes of objects and solve problems involving measurement.

Tell and write time and solve problems involving time.

## Fractions

Understand fractions as numbers and represent fractions.

Order and compare fractions and identify equivalent fractions.

## Geometric Reasoning

Describe and identify relationships between lines and classify quadrilaterals.

Solve problems involving the perimeter and area of rectangles

## Data Analysis and Probability

Collect, represent and interpret numerical and categorical data.



# LEARNING OBJECTIVES SCIENCE

In 3rd Grade, science students actively engage in hands on exploration, long-term investigations, design-challenges, experimentation and research. Students participate in an individual or small group STEM Fair project, based on personal interest. Reflection on scientific knowledge helps students develop a sense of responsibility regarding the impact of their actions on others and the world.

## Life Science

Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

Investigate and describe how plants respond to stimuli (heat, light, gravity, seasons), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates) according to their physical characteristics and behaviors.

Recognize that plants use energy from the Sun, air, and water to make their own food.

Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

## Physical Science

Recognize that energy has the ability to cause motion or create change.

Describe the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

Identify and explore properties of some basic forms of energy such as light, heat, sound, electrical, and mechanical.

Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.

Identify and explore properties of some basic forms of energy such as light, heat, sound, electrical, and mechanical.

Investigate, observe, and explain that things that give off light often also give off heat.

## Earth and Space Science

Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.

Identify the Sun as a star that emits energy; some of it in the form of light. Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

Explain that stars can be different; some are smaller, some are larger, and some appear brighter than others; all except the Sun are so far away that they look like points of light.

## Nature of Science

Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

Recognize that scientists question, discuss, and check each other's evidence and explanations. Infer based on observation.

# LEARNING OBJECTIVES

## SOCIAL STUDIES

Social studies guides students towards a deeper understanding of themselves and others, and their place in an increasingly global society. It provides students the opportunity to think realistically, objectively and with sensitivity.

### American History

Utilize technology resources to gather information from primary and secondary sources.

Analyze primary and secondary sources.

### Geography

Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

Label the continents and oceans on a world map.

Describe the physical features, landmarks, climate, vegetation, and natural resources of the US, Canada, Mexico, and the Caribbean.

Label the states in each of the five regions of the United States.

Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

Investigate how people perceive places and regions differently.

### Economics

Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money to address scarcity.

### Civics

Recognize symbols, individuals, documents and events that represent the United States and the state of Florida.

Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues.

Recognize that government has local, state and national levels.

Describe how the U.S. government gains its power from the people.

Describe how the U.S. government gains its power from the people.

Explain how the U.S. Constitution establishes the structure, function, powers and limits of government.

### African American History

Identify African Americans who demonstrated heroism and patriotism (e.g., Booker T. Washington, Jesse Owens, Tuskegee Airmen, Martin Luther King Jr., Rosa Parks, President Barack Obama, 1st Lt. Vernon Baker, Sgt. 1st Class Melvin Morris).

# VISUAL ARTS

The arts engage students in creative processes through which they explore and develop skills in a continual cycle of action and reflection. Exposure to and experience with arts opens doors to questions about life and learning.

## 3rd Grade Learning Objectives in Art

- Develop good craftsmanship skills, collaborate with peers to complete an art task.
- Seek inspiration from art periods or other cultures for self-expression.
- Compare techniques used by peers and established artists, as well as constructive criticism, to improve one's artwork.
- Describe, interpret and analyze visual imagery. Describe (I see...), Interpret (I think...) and Analyze (The artist used...)
- Distinguish between the Elements and Principles of Art including Color (primary/secondary, warm/cool, Shape (geometric and organic), geometric forms, Emphasis, Movement; printmaking and landscapes.
- Compare artworks with utilitarian objects
- Identify where artists or designers have community impact.





# GENERAL MUSIC

Music students explore, develop, and refine their musicianship through listening, singing, expressive movement, playing instruments, creating, and performance while making relevant connections to PYP Units of Inquiry. Students are exposed to music from a variety of cultures, are encouraged to ask questions, and create their own developmentally appropriate performances and compositions. Much of our assessment techniques in music class are performance-based with teacher and/or student observation. Students are encouraged to self-assess their progress and develop reflections based upon their learning. Cooperative learning strategies are frequently used during music instruction.

## 3rd Grade Learning Objectives in Music

- Sing rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch
- Notate simple rhythmic and melodic patterns using traditional notation
- Identify families of orchestral and band instruments (ex: woodwind, brass, strings)
- Compare indigenous instruments of specified cultures
- Identify specific information about specified composers and their musical works
- Collaborate with others to create a music presentation and acknowledge individual contributions and acknowledge individual contributions
- Respond to a musical work in a variety of ways, compare individual interpretations
- Play melodies and layered ostinati, using proper instrumental technique
- Create an alternate ending to a familiar song
- Rearrange melodic or rhythmic patterns to generate new phrases
- Describe how tempo and dynamics can change the mood of a piece of music
- Evaluate performances of familiar music using teacher-established criteria
- Identify, using correct music vocabulary, the elements in a musical work





# STRINGS PROGRAM

3rd Grade violin students review previous knowledge from Kindergarten, 1st grade and 2nd grades. They refine their positions and continue to learn additional songs in the Suzuki Repertory, which is the mainstay of our program. Each student progresses from one piece to the next without skipping songs. Listening to the Suzuki Book 1 CD is the best foundation parents can provide at home. Students who listen on a regular basis assimilate each new piece more easily because the brain has pre-loaded the sound patterns in the piece. It is similar to children hearing their language before they can speak, read, or write it. Students in 3rd grade violin learn many additional music symbols and vocabulary, notes, and more challenging rhythmic patterns.

## 3rd Grade Learning Objectives in Strings

- Demonstrate an understanding of how to properly care for the instrument and the bow
  - o Carry without damaging the instrument (ex: safely by your side)
  - o Leave pegs & fine tuners alone
  - o Loosen bow hair when finished
  - o Wipe instrument with soft cloth
- Identify the parts of the instrument and bow
  - o Instrument – neck, body, bridge, chin rest, button, fingerboard, pegs
  - o Bow – frog, bow stick, horse hair
- Demonstrate an understanding of correct posture in rest and playing position
- Demonstrate an understanding of how to correctly apply rosin to the instrument bow
  - o Apply rosin to bow hair back and forth from frog to tip
- Be able to play on the open D, A, and E strings with good tone
- Be able to echo the teacher on simple rhythmic patterns on the open D, A and E strings
- Be able to play step-wise motion on the D, A and E strings, using fingers 1, 2, and 3
- Be able to play skip-wise motion on the D, A and E strings, using fingers 1, 2, and 3
- Identify and define simple dynamics—forte and piano
- Identify and define basic tempo markings—Largo and Allegro—and play appropriately
- Identify and define basic forms in music—AB, ABA, Theme and Variations
- Identify and define basic forms of notation—quarter note, quarter rest, pair of eighth notes, half note, half rest, music staff, measure, bar line, final bar line, repeat sign, treble clef



# WORLD LANGUAGE

All students at Macfarlane Park participate in our Spanish Language and Culture Program. Students learn to interpret and present information, concepts, and ideas orally from a variety of authentic sources on a variety of topics in Spanish. Students will also learn to engage in conversations and exchange information in writing in Spanish. Finally, students will practice using the Spanish language to gain knowledge and demonstrate understanding of key components of Hispanic cultures.

## 3rd Grade Learning Objectives in Spanish

- Use a variety of greetings/farewells/ introductions
- Use a variety of ways to give name and age
- Ask and give dates and say your birthday
- Give and follow a variety of commands
- Identify school supplies and classroom objects
- Special letters: h, j, ñ, ll, rr hard and soft sounds c & g
- Use beginning/ending ¿ ? , ¡ ! in sentences
- Use appropriate gender rules: feminine, masculine
- Introduce singular/plural Numbers 0-50 count 10's
- Use correct vocabulary to add and subtract 2-digit numbers
- Introduce multiplication terms
- Ask and tell time in hours, ½ hour and minutes
- Ask, tell and describe by color (light & dark), shape, texture, & size of something
- Describe family members
- Express where you are from and your nationality
- Express favorites, likes and dislikes
- Identify the 21 Spanish speaking countries, their location, and capital
- Become familiar with Latin American flags
- Convert dollar to different currency units
- Identify parts of a plant and give simple directions on how to draw one
- Culture overview- Celebrations and traditions of Latin American countries, Influential Hispanic Leaders





# (PSPE) PERSONAL, SOCIAL, PHYSICAL EDUCATION

Physical Education is an integral part of the holistic development to each student here at Macfarlane Park IB School. From social interactions to gross and fine motor skill development, each student has a responsibility to be an active participant in all physical education activities.

## 3rd Grade Learning Objectives in PSPE

### *Social and Character Development*

- Exhibits responsible social behavior that respects oneself and others.
- Values physical activity for health, enjoyment, self-expression, and social interactions.
- Academic Language: movement, body shapes, levels, expression, rhythm

### *Educational Gymnastics*

- Demonstrate a knowledge and competency in a variety of movement forms related to educational gymnastics.
- Create a sequence of balance, roll, balance in variety of applications.
- Academic Language: Sequence, balanced pose, tempo, mirroring, matching

### *Safety*

- General safety, aquatics, bike and pedestrian safety

### *Nutrition*

- Differentiate between healthy and unhealthy food choices.
- Plan a well-balanced meal based upon knowledge of healthy food choices.

### *Wellness*

- Understands the benefits of leading a healthy lifestyle
- Identify opportunities in the school and community to participate in physical activity.

**RECESS** – IB students will participate in 20 minutes of supervised and unstructured free-play per day. Unstructured free-play is recognized as an essential component of the total educational experience.





● Macfarlane  
Park  
Elementary

# MACFARLANE PARK SCHOOL



# WELCOME!

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