

Third Grade

Grade Level Objectives



Milne Grove Elementary School

Education is our connection to the future.

Mrs. Donna Gray, Superintendent

Mrs. Tracy Carlson, Principal

Lockport Elementary School District 91

808 Adams Street

Lockport, Illinois 60441

Phone (815) 838-0737 Fax (815) 834-4339

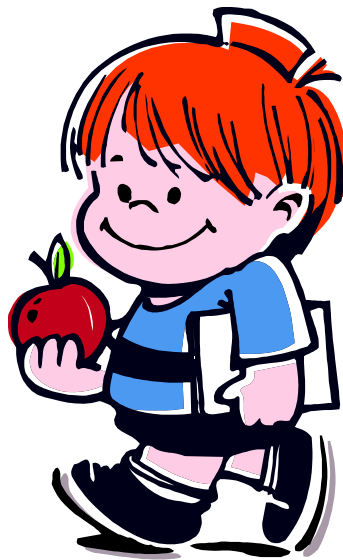
The grade level objectives listed in this brochure represent the course of study for this grade and provide a general focus for the instructional program in your child's grade. The purpose of this grade level brochure is to provide parents with an overview of the content objectives that represent the district's core curricular programs for each grade level. Most students are expected to demonstrate proficiency of these objectives by the end of the school year. We believe that when the school and home form a partnership, our children will have the best opportunity to learn and succeed in school. We encourage parents to familiarize themselves with these objectives. If you have questions about your child's program, please contact your child's teacher or principal for more information.



Mission Statement

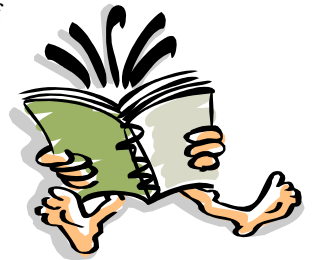
We believe that ALL students can be successful in school. It is the mission of Milne-Kelvin Grove School District 91 to provide a supportive environment for learning in which students acquire knowledge and skills, develop a healthy self-image, demonstrate positive social behaviors, as well as acknowledge and respect ethnic and cultural diversity. We expect students to become life-long learners and productive citizens.

- Identify or use basic drawing and painting tools.
- Demonstrate how to work with a variety of art tools.
- Identify and demonstrate simple weaving processes.
- Know or demonstrate how a simple camera works.
- Use balance in two- and three- dimensional visual images.
- Use colors to express specific emotions.
- Create a composition that expresses an idea with shapes.
- Create a monochromatic drawing with a single medium.
- Construct a three dimensional form with three dimensional material.
- Create a clay form.
- Construct a work from various found objects.
- Identify works of art in their everyday world.
- Recognize universal emotions and experiences expressed in given visual images.
- Identify given significant visual images.
- Verbally create a story to tell what the picture is about.
- Recognize what a work of art tells about life in the time that it was created.



Reading/Language Arts

- Identify synonyms and antonyms.
- Identify root words.
- Identify prefixes and suffixes
- Clarify word meaning using context clues and a variety of resources including glossaries and thesauruses.
- Use a dictionary to determine the appropriate meaning for multi-meaning words.
- Use a dictionary to determine the synonyms of a word.
- Use a dictionary to determine the antonyms of a word.
- Use a dictionary to determine the pronunciations of a word..
- Use information to form and refine questions and predictions.
- Make inferences and form interpretations about main themes and topics.
- Understand and apply the concepts of compare and contrast.
- In written form, summarize a selection identifying setting, characters and sequence.
- Understand the concept of generalization.
- Distinguish between fact and opinion.
- Read age-appropriate material aloud with fluency and accuracy.
- Establish purposes for reading, survey materials, ask questions, make predictions, connect, clarify and extend ideas.
- Identify structure (e.g. description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
- Continuously check and clarify for understanding.
- Explain how authors and illustrators use point of view to express their ideas.
- Connect information presented in tables, maps and charts to printed or electronic text.
- Identify literary elements and literary techniques in a variety of literary works.
- Describe how character, setting and plot are used in literature to create meaning.
- Identify the features of a narrative.
- Identify the features of nonfiction.



Art

- Identify the features of biographies.
- Identify the features of autobiographies.
- Respond to literary materials by making inferences, drawing conclusions, and comparing to one's own experience, prior knowledge and other texts.
- Identify and explain themes that have been explored in literature from different societies and eras.
- Relate literary work, character, setting and plot to current and historical events, people and perspectives.
- Identify and use plural nouns.
- Identify and use possessive nouns.
- Identify and use correct verb tense.
- Identify and use subjects and predicates.
- Identify and use interjections.
- Identify and use appropriate punctuation.
- Use commas in an address.
- Use commas in a greeting and closing in a letter.
- Use commas in numerals greater than three digits.
- Generate and organize ideas using a variety of planned strategies.
- Utilize the writing process.
- Establish central idea, organization and unity in relation to purpose and audience.
- Expand ideas by using description, support and elaboration.
- Proofread for spelling, capitalization, punctuation and form.
- Edit and revise using contemporary technology and formats suitable for submission and/or publication.
- Write a narrative.
- Write an expository.
- Write a persuasive.
- Produce and format compositions for specified audiences using available technology.
- Demonstrate an understanding of the listening process by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.
- Ask and respond to questions related to oral presentations and messages in small and large group settings.
- Restate and carry out a variety of oral instructions.
- Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.

Given a select visual image, students will:

- Recognize expressive and physical characteristics of color.
- Identify simple movement and directions of line.
- Recognize expressive characteristics of line.
- Identify geometric, irregular, and natural shapes.
- Recognize the qualities of texture.
- Identify formal, informal and radial balance.
- Identify rhythm.
- Identify similarities and differences in size, shape, color and tone.
- Discriminate between figure and ground.
- Understand how choices of color combine with other elements in an image.
- Understand how choices of materials and media combine with other elements in an image.
- Understand how choices of technique and tools combine with other elements in an image.
- Relate the mood of a picture.
- Identify possible meaning of an image.
- Relate personal preferences for a work of art in terms of sensory, formal and technical qualities.
- Use appropriate vocabulary when discussing techniques, materials and methods of the fine arts.
- Identify or demonstrate simple printing processes.
- Identify or demonstrate paper construction processes such as curling, slotting or folding.
- Identify or demonstrate the process of printing on light sensitive paper.



Music



Understand the sensory elements, organizational principles and expressive qualities of the arts.

- Tone color – distinguish different voices, instruments and other sounds.
- Harmony (e.g., organizational, counter-melody, partner songs and rounds).
- Melody – counter steps, leaps and repeats.
- Form (e.g., AB; ABA; verse/refrain; call/response; solo/chorus, rondo ABACA, theme and variation).
- Rhythm (e.g., even, uneven; identify patterns, same/different, repeated, dotted rhythms).
- Meter – 2,3 (e.g., notation, listening, strong/weak, strong beat using accents indicated by gestures).
- Dynamics – recognize difference in terms and how they affect music.
- Phrase – recognize and define like/unlike and short/long.
- Mode – major/minor.
- Understand how elements and principles combine within an art form to express ideas.

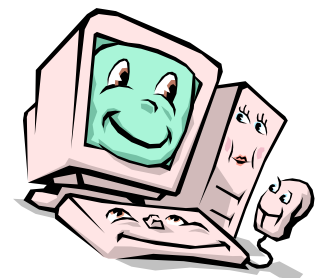
Classify musical sound sources into groups:

- Instrumental families
- Vocal ranges
- Solo/ensembles
- Read and interpret the traditional music notation of note:
- Values
- Letter names – Treble Clef lines E G B D F, spaces F A C E
- Sing or play acoustic or electric instruments demonstrating technical skill.
- Identify and describe the relationship between the arts and various environments (e.g., home, workplace, school, gallery).
- Describe how the arts function in commercial applications (e.g., mass media and product design).
- Identify and describe how the arts communicate the similarities and differences among various people, places and times.

- Use speaking skills and procedures to participate in group discussions.
- Identify methods to manage or overcome communication anxiety and apprehension.
- Identify main verbal and nonverbal communication elements and strategies to maintain communications to resolve conflict.
- Formulate research and construct a basic research plan.
- Organize and integrate information from a variety of sources.
- Use an encyclopedia.
- Use an index.
- Determine the accuracy, currency and reliability of materials from various sources.
- Cite sources used (book).
- Create a variety of print and non-print documents to communicate acquired information for specific audiences and purposes.
- Prepare and deliver oral presentations based on inquiry or research

Technology

- Review skills taught in second grade.
- Word processing with graphics.
- Introduce research skills.
- Keyboarding - beginning skills.
- Develop technology vocabulary.
- Use available software to practice:
 - Reading
 - Phonics
 - Science
 - Social studies
 - Math
 - Problem solving
 - Literature



Math

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- Read, write, compare and order numbers to 999,999.
- Round numbers to the nearest 10, 100, or 1000.
- Identify place value to the thousands.
- Identify ordinal position to twentieth.
- Identify products, multiples, factors, and prime factors.
- Master basic addition facts (0 -18).
- Master basic subtraction facts (0 -18).
- Master multiplication facts of 0,1,2,3,5,7,and10.
- Memorize addition and subtraction facts, 0-20.
- Add and subtract multi-digit and multi-addends and use them in problem solving.
- Division Facts of 0,1,2,3,5,7and 10.
- Read, write and compare fractions through 1/10.
- Use concrete and pictorial models for multiplication.
- Add decimals (money).
- Describe the relationship between two sets of data using ratios and appropriate notations.
- Tell time before and after the hour.
- Compute elapsed time.
- Identify money through \$20.00.
- Make change through \$5.00.
- Compare Metric and U.S. Customary measurement.
- Draw congruent, parallel and perpendicular line segments.
- Recognize the relationship between Customary U.S. units of measurement for length and volume.
- Determine and communicate possible methods of estimating a given measure.
- Construct or draw figures with given perimeters and areas (e.g., perfect squares).
- Identify, describe, extend and create geometric and numeric patterns.
- Interpret and describe numerical relationships using tables, graphs and symbols.
- Use manipulatives and drawings to describe basic arithmetic operations (commutative, associative and zero).
- Find the unknown numbers in whole-number addition and subtraction with and without renaming.

Health

- Describe benefits of early detection and treatment of illness.
- Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease.
- Describe and compare health safety methods that reduce the risks associated with dangerous situations.
- Describe how individuals and groups influence the health of individuals.
- Explain interrelationships between the environment and individual health.
- Benefits of proper nutrition.
- Physical Development and Health
- Identify causes and consequences of conflict among youth.
- Demonstrate positive verbal and nonverbal communication skills.
- Role-play to demonstrate avoidance of dangerous situations.

Physical Education

- Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.
- Identify and apply rules and safe procedures in physical activities.
- Describe the benefits of maintaining a health-enhancing level of fitness.
- Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.
- Accept responsibility for one's actions in group physical activities.
- Use identified procedures and safe practices without reminders during group physical activities.
- Work independently on tasks until completed.
- Work cooperatively with a partner or small group to reach a shared goal during physical activity.



- Formulate questions on a specific science topic and choose the steps needed to answer the question.
- Collect data for investigations using scientific processes and skills including observing, estimating and measuring.
- Construct charts and visualizations to display data.
- Use data to produce reasonable explanations.
- Report and display the results of individual and group investigations.
- Identify a design problem and propose possible solutions.
- Create a plan and procedure to address the problem identifying constraints.
- Build a prototype of the design using available tools and materials.
- Test the prototype using suitable instruments, techniques and quantitative measurements to record data.
- Assess test results and the effectiveness of the design using given criteria and noting possible sources of error.
- Report test design, test process and test results.
- Describe and demonstrate the properties of solids, liquids, and gases.
- Explain constant, variable, and periodic motions.
- Demonstrate and explain ways that forces cause actions and reactions.
- Identify and explain natural cycles of the Earth's land system.
- Identify and classify recyclable materials.
- Demonstrate ways to avoid injury when conducting science activities.
- Explain why similar investigations may not produce similar results.
- Explain why keeping accurate and detailed records is important.
- Explain how technology is used in science for a variety of purposes.
- Describe the effects on society of scientific and technological innovations.
- Identify and explain ways that science and technology influence the lives and careers of people.
- Compare the relative effectiveness of reducing, reusing, and recycling in actual situations.
- Identify and explain ways that technology changes ecosystems.
- Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems.

- Solve linear equations involving whole numbers.
- Identify names, draw and build physical models of shapes and solids.
- Identify and describe how geometric figures are used in practical settings (e.g., construction, art and advertising).
- Understand the concepts of symmetry, congruency, area, perimeter and volume.
- Compare geometric figures and their properties.
- Create patterns with concrete materials (manipulatives).
- Create patterns without concrete materials (manipulatives).
- Organize, display and interpret data using pictures, tallies, tables, charts, pie and line graphs.
- Organize and compare data.
- Determine appropriate methods of data collection.
- Calculate the probability of a simple event.

Science



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Social Studies

- Describe and evaluate why rights and responsibilities are important to the individual, family, community, workplace, state and nation.
- Explain ways that individuals and groups influence and shape public policy.
- Explain how economic systems influence what goods and services are produced.
- Explain how goods and services are produced.
- Explain who consumes goods and services produced.
- Describe how incomes reflect choices made about education and careers.
- Describe unemployment.
- Identify factors that affect how consumers make their choices.
- Describe the relationship between price and quantity of a good or service.
- Formulate questions on a specific science topic and choose the steps needed to answer the question.
- Collect data for investigations using scientific processes and skills including observing, estimating and measuring.

- Identify and explain examples of competition in the economy.
- Describe how entrepreneurs take risks in order to produce goods or services.
- Explain why people and countries voluntarily exchange goods and services.
- Describe the relationship among specialization, division of labor and the productivity of the workers.
- Explain how and why public goods and services are produced.
- Identify which public goods and services are provided by different levels of government.
- Describe how economic choices made by people in one part of the world affected the choices that were available to other people around the world.
- Describe the economic consequences of the first agricultural revolution.
- Describe the economic systems of the world's great civilizations from 1000 BCE –1400.
- Identify the significant turning points in world economic history from 500-1400.
- Describe how early peoples organized themselves politically.
- Describe the origins of Western political ideas and institutions.
- Describe the major trends in world social history.
- Use maps and other geographic representations and instruments to gather information about people, places and environments.
- Describe how natural events in the physical environment affect human activities.
- Describe the relationship among location of resources, population distribution and economic activities.
- Explain how human activity affects the environment.
- Describe how physical characteristics of places influence people's perceptions and their roles in the world over time.
- Explain ways in which language, stories, folk tales, music, media and artistic creations serve as expressions of culture.
- Describe interactions of individuals, groups and institutions in situations drawn from the local community.
- Describe the ways in which institutions meet the needs of society.