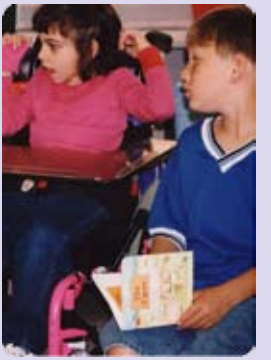
Parents Guide To

THIRD GRADE

Instruction



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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

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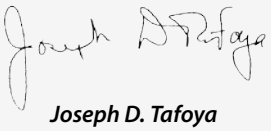
Message from the Director

Dear Parents:

The Department of Defense Education Activity ***(DoDEA)*** is committed to providing the highest quality of education to its students. One way to provide a quality education is with an effective curriculum that reflects high standards and expectations. Thus, DoDEA has developed rigorous content standards aligned with national guidelines and standards. But even the most rigorous standards cannot make schools and students successful without the support of parents.

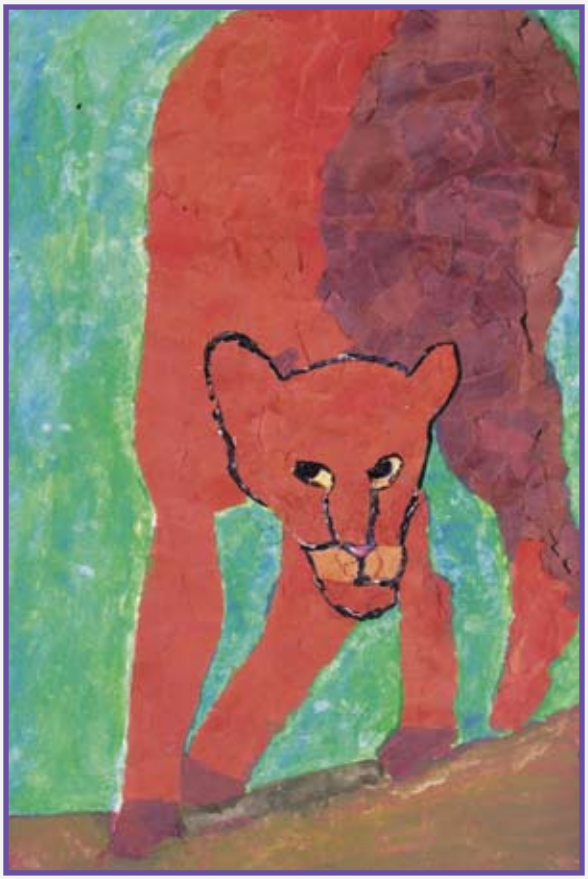
This booklet is designed to inform you, our parents, of DoDEA's expectations for students in the four major curriculum areas-reading/language arts, mathematics, science, and social studies-at the third grade level. These expectations are aligned with the third grade curriculum that is used by the classroom teacher for daily instruction. The booklet also provides examples of what your child is learning in the classroom, and what he or she should know and be able to accomplish upon exiting third grade. In addition, it provides suggestions and tips on how you can help him or her at home.

I hope this publication is informative and assists you with understanding DoDEA's educational goals for your child in third grade. Working together, we can ensure his or her success and start him or her down the path to life-long learning.



Joseph D. Tafoya
Director
Department of Defense Education Activity

Welcome to Third Grade



Jonathan Chang
Mixed Media, "The Lioness"

Help Your Child Find Success

The Department of Defense Education Activity ***(DoDEA)*** has used research about the development of children and national guidelines to develop expectations, or standards, to guide the education of your child. In laymen's terms, the standards describe what students should know by the end of the third grade. If your child meets these standards, he or she will be on target to meet grade level expectations in other states and school districts. This booklet reflects only some of DoDEA's content standards in the core academic areas. To view the complete standards, please log onto the DoDEA Web page: ***www.dodea.edu.***

Children at this age enjoy working on hands-on projects that demonstrate their abilities. They easily share their knowledge with others and work well in groups. Your third grader will be more sophisticated in the way he or she communicates with others, carrying on longer conversations with more sentences and details. Your child may read silently, but still need to sound out new words. Third grade books have more words and more chapters, as well as more complicated plots and subplots. The math and writing assignments become progressively more complex, requiring more time at home spent on school work. Understanding what is expected of a child this age will assist you in working with your child at home. The more success your child experiences, the more confidence he or she will have when completing independent and more complicated tasks. The following tips may be helpful with the overall development of your child.

Stay Involved

It is most important that you stay involved and do things with your child. Your third grader will be more social and will start to value friendships with other children. Establish a weekly time for a parent/child day out. Your child will cherish the quality memories of sporting and school events where you were included. You can and will have a direct and positive impact on his or her academic success if you stay involved.:

Talk with Your Child

In third grade, children define themselves based on the feedback they get from others. Your child will have interests and talents which he or she will want to share with you. If your child feels successful, then he or she will be more apt to try more challenging tasks. Talk with your child to encourage his or her confidence in learning. He or she needs to feel recognized for small as well as big successes.

Create a Learning Environment at Home

Your third grader will usually bring schoolwork home to complete on a regular basis. When he or she first arrives home from school, he or she may feel tired and want a break. Playing outside or having a snack before sitting down to complete his or her homework is a good idea. Creating the right climate for learning is important. Set aside a quite time and location for your child to complete his or her homework assignments. Help your child be prepared to work by having the materials needed ***(e.g., pencils, paper, and books)*** in a central location. Use a kitchen timer to help your child know when to take a break. Commend your child when he or she shows responsibility in completing the work or going to the study area independently.

Review Homework

Ask your child to share what homework has been completed. Check for accuracy, and work with your child if you notice that he or she has difficulties understanding a concept. A good process to follow is to walk your child through the directions or steps needed, and then have him or her repeat the directions or steps. Your child will be more motivated if the two of you work through problems together. Too many parents get into a struggle with their children over homework. Instead of you taking on the task, let your child assume responsibility for his or her homework. If you notice that your child is having significant difficulties, talk with his or her classroom teacher.

Developing Responsibility and Organizational Skills

Schoolwork and homework are your child's responsibility. While it is natural for you to want to rescue your child from feeling stressed or embarrassed by completing his or her work, or "fixing" a poor job, or delivering forgotten work to school, your help may prevent your child from learning to accept responsibility for his or her own actions. Instead, structure a home climate that is both educationally stimulating and supportive of schoolwork and homework.

Help your child set up a daily routine when he or she gets home from school. Such a daily routine should include a time for himself or herself, a time for family, and a time for homework. Structure the time so that it has few distractions. Help your child organize his or her work materials and work on one task at a time. ***(Organizers and folders can help keep things in order.)*** When he or she finishes assignments, teach your child to put his or her things together or away, and then place his or her completed homework by the front door for the next day.

Use Television Wisely

Research indicates that academic achievement drops sharply for children who watch more than 10 hours of television a week, or an average of more than two hours a day. Limit the amount of television your child watches, and help him or her select programs that are educational and entertaining for children. You can help make television an educational experience by discussing the programs with your child. Help him or her understand how the plot was developed, how the information applies to what he or she is learning at school, and how the story/plot could be useful in real life.

Physical Activity, Nutrition, and Safety Tips

As a parent, you have an important role in shaping your children's physical activity, nutrition, and safety attitudes and behaviors. Help keep them safe, healthy, and ready to learn. Here are some things you can do.

Make physical activity fun. Fun activities can be anything the children enjoy, either structured or nonstructured. Activities may include team sports, individual sports, and recreational activities such as walking, running, skating, bicycling, swimming, playground activities, and free-time play. It is recommended that children participate in at least 60 minutes of moderate-intensity physical activity most days of the week.

Plan your children's snack choices. Check the nutrition labels on foods. Food products marketed as low-fat can still be high in calories from sugar.

Create a safe home and community environment. Teach your children water-safety rules. Even if they know how to swim, never let your children swim without supervision.

Reading and Writing

Reading

Students' ability to read unknown words when reading across subject areas should become automatic in third grade.

Students will learn strategies-roots, inflections, suffixes, prefixes, homophones, and word families-to decode and read unknown words.

You can help by having your child:

- Focus on familiar parts or "chunks" of words when he or she reads ***(e.g., have your child sound out a new word by finding the different parts of the word such as the root word; suffixes-ful, -ly, -er, -ed; homo-phones-doe/dough, no/know; prefixes-re-, un-, dis-; or word families-ack: hack, tack, back).***
- Write down words that contain similar parts and practice reading them ***(e.g., play Junior Scrabble or Boggle to practice using word chunks).***

Students read passages, chapters, and books for meaning.

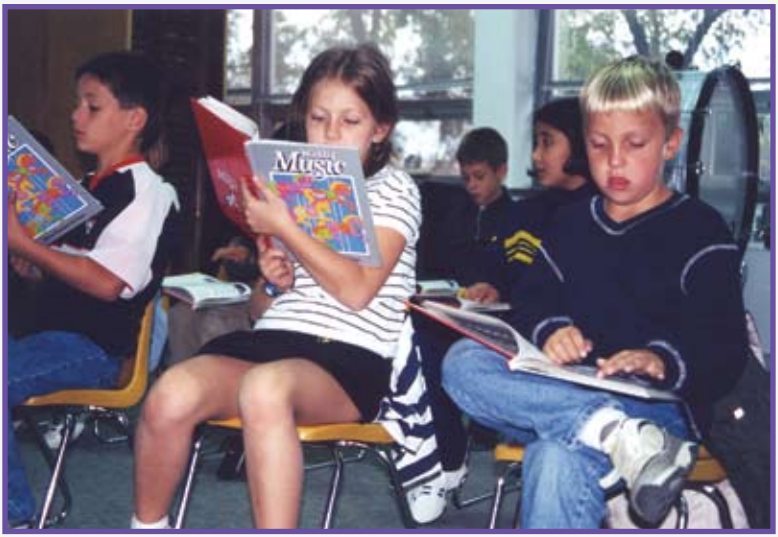
Students will explore in more depth the concepts, ideas, settings, and characters in stories.

You can help by having your child:

- Read unfamiliar stories from his or her reader or library books. ***(E.g., tape-record a book for your child. Listening to stories strengthens reading comprehension and builds word fluency.)***
- Read aloud using punctuation, pauses, and emphasis so that his or her listeners can understand the meaning of the text ***(e.g., have your child act out a story he or she has read in a puppet show for friends or siblings.).***
- Read words with irregularly spelled suffixes. ***(E.g., help your child make a list of words that use the suffixes -ous, -ion, and -ive.)***
- Self-correct his or her own reading with regards to punctuation, word recognition, and comprehension ***(e.g., tape your child reading a familiar story. Then have him or her listen to the recording and decide whether or not he or she pauses for punctuation and reads fluently.).***
- Recall important details from a book ***(e.g., after reading a bedtime story or chapter in a book, ask your child to retell the story or chapter to you in his or her own words).***

Reading and Writing

- Compare stories and text that he or she has read or heard.
- Tell how a story relates to something in real-life ***(e.g., when reading, help your child relate the story to personal feelings and experiences. Ask your child, "Has anything like this ever happened to you or our family? If so, how did you feel? How did other family members feel?").***
- Discuss the plot and setting of a book ***(e.g., ask your child questions like, "Where does the story take place?" "What are some of the main events of the story?" and "How did these events happen?").***
- Discuss the relationships in a story ***(e.g., Why did Charlotte the spider want to help Wilbur the pig in the story, Charlotte's Web?).***
- Analyze the causes, sequences, and results of events in a story ***(e.g., when reading with your child, ask questions like "What do you think will happen next?" "Why?" Help your child look for clues in the story that give hints about what might happen next.).***
- Describe new information gained from a nonfiction text ***(i.e., a true story)*** in his or her own words ***(e.g., have your child talk about how the story reminds him or her of people and events in his or her own life).***
- Follow more complex written instructions ***(e.g., have your child read the instructions from a game such as Uno or Scrabble).***



Reading and Writing

Students develop habits that support reading independently.

Students will read independently across the subject areas in third grade. They will read to gain practical or instructional information, to participate in discussions, and for personal interest.

You can help by having your child:

- Read books from a third grade reading list. ***(E.g., request a list from his or her classroom teacher. Take your child to the library to find those and other interesting books to read, including adventures, mysteries, fantasies, biographies, and science books.)***
- Read books by the same author, and identify similarities and differences in the stories.
- Reread some favorite books, thus gaining a deeper understanding and knowledge of the author's style.
- Read his or her own writing and the writing of others.
- Read instructional messages seen in the environment ***(e.g., labels, announcements, instructions, menus, invitations).***
- Read "worthwhile" literature. ***(e.g. read a variety of children's stories and books appropriate for 3rd graders-request a list from his teacher).***
- Learn a variety of strategies to figure out a word that your child does not understand ***(e.g., have your child ask others-perhaps an older brother or sister-for the meaning; have your child look at the word in context-the way it is used within the reading material; have him or her find the word in another story or book; and/or help him or her look for clues to the meaning by breaking the word into parts, such as a base word with a suffix or prefix).***
- Discuss underlying themes or reoccurring themes or messages.
- Examine the reason for a character's actions ***(e.g., have your child tell you about the character's feelings and reactions as they relate to what happens in the story).***
- Use comparisons to explain ideas.
- Ask questions that would require supporting arguments about the reading ***(e.g., have your child visualize in his or her mind what happened in the story, and then check to see if it was confirmed by what he or she read.)***
- Learn new vocabulary words from the reading text ***(e.g., as your child reads independently, have him or her write new words on index cards. Have your child look up the words, talk about their meanings, and use the words in conversations.).***
- Know the meanings of roots, prefixes, and suffixes ***(e.g., retelling: root word = tell, prefix = re-, suffix = -ing.)***

Reading and Writing

- Know and talk about nouns ***(i.e., a person, place, or thing)*** and verbs ***(i.e., action words)*** and their functions in a sentence.

Writing

Students develop writing habits and processes that allow them to write for a variety of reasons and for a variety of audiences.

Students will write daily. They will understand the audience for whom they are writing and will learn how to share with that audience. They will make corrections to their writing as needed to make it more understandable to the reader.

You can help by having your child:

- Write on a daily basis ***(e.g., write a list, a letter to grandparents or friends, a summary of the day in a journal, or a creative story).***
- Write on topics of interest, and edit the writing as needed. ***(E.g., he or she will enjoy using a computer to write down his or her thoughts and draw pictures to illustrate stories.)***
- Write letters, thank-you notes, invitations, and birthday cards.

Reading and Writing

Students decide what to write about and how to learn more about the topics they selected.

Students will write longer, more complex, and more varied pieces. They will show a deeper understanding of the different purposes of writing and how to control written language and its rules. They will explore the use of language to create anticipation or suspense that keeps the reader interested.

You can help by having your child:

- Engage the reader with his or her writing by setting the tone and location of the story, introducing the characters, and developing the story line ***(e.g., have your child imagine that he or she is a frog and write a story from the frog's point of view. Set the tone by describing the frog's habitat and surroundings.).***
- Create a sequence of events that unfolds naturally ***(e.g., develop a news report of something that is happening in school. Before writing the news report, ask your child to think about which facts are important and how to tell the event so that others will have a clear picture in their mind of what happened. Let your child report the story to you, making sure that you understand the event.).***
- Develop characters, providing motivation for their actions ***(e.g., have your child write a description that brings a character to life, describing how the character moves, his/her gestures, his/her facial expressions, and how he/she reacts in certain situations. Have your child illustrate the character and then compare it to his or her written description.).***
- Tell about an event by describing actions and emotions of the main characters, including descriptive details and conversation.
- Use quotations, statistics, information, diagrams, charts, or illustrations in written text ***(e.g., have your child use data, numbers, diagrams, and illustrations to write about important parts of his or her own life).***
- Use writing to show considerable detail on how to follow the steps in an action ***(e.g., have your child write directions on how to assemble a toy or walk to a familiar place. Let him or her give the directions to a friend or sibling to check for understanding.).***

Reading and Writing

Language Use and Conventions

Students learn to support their writing with appropriate language use and conventions.

Students will use direct quotations when writing a conversation and will use engaging leads to "hook" their readers. They will bring conflicting opinions and contrasting views to life in their writing. At this level, students will use increasingly more complex vocabulary.

You can help by having your child:

- Use phrases in writing to make it lively and graphic ***(e.g., have your child use action words such as clutched and descriptive words such as squeamish to help the reader imagine the actions and feelings of a character).***
- Use varying sentence patterns and lengths to slow reading down, speed it up, or create a mood.
- Use words from his or her speaking vocabulary in his writing.
- Use a variety of words to place more emphasis in writing or to give a clear and vivid picture ***(e.g., have him use a thesaurus-a book or on the computer-when he or she is writing).***
- Extend his or her writing vocabulary by using words that are specific to the topic or setting ***(e.g., if the setting is a pond, have him or her find and use words that are specific to that environment).***
- Use strategies to correct spelling mistakes ***(e.g., a word list, a dictionary, a computer spell-check).***
- Correctly spell all familiar sight words; words with short vowels and common endings; plurals and verb tenses; spelling patterns and rules such as consonant doubling, and dropping e and changing y to i; and endings such as -tion, -ment, and -ly.
- Use capital letters at the beginning of sentences.
- Use correct punctuation.
- Use contractions ***(e.g., do not = don't; I am = I'm).***
- Proof his or her written work. ***(Have your child read through the draft to check it. Help him or her correct any spelling or grammar errors. Does the story/writing make sense? If not, have your child add any necessary details and/or delete any confusing sections.)***

Mint Chaisomboon
Mixed Media, "Untitled"

Mathematics

Numbers and Operations

Students select, explain the meaning of, and use a variety of models to demonstrate multiplication and division of whole numbers.

Students explain and represent with models that fractions are parts of a whole or parts of a set.

You can help by having your child:

- Learn a mathematics fact of the day ***(for example, 3 x 6 = 18, 3 x 7 = 21, 3 x 8 = 24)***. During the day, sing it, say it in a raspy or a squeaky voice, or say it as a fish would say it. Do different things to "play" with that math fact during the day.
- Memorize basic addition, subtraction, and multiplication facts using games and flash cards.
- Mentally compute a problem with addition and subtraction. For example, "Start with the number 5, add 6, subtract 2. What number do you have?" Start by pausing after each step. This is a great activity to do in the car or on a walk.
- Divide a whole pizza into four equal parts. Remove two slices. Ask "What fraction would represent the pieces removed?" ***(1/2 or 2/4)***. "What fraction represents the pieces left?" ***(1/2 or 2/4)***.
- Understand that different coins represent the same amount of money. On a shopping trip, let your child pay for one item such as a candy bar. Look at the price of the item. Discuss what coins might be received in change if the item costs $.55 and you give the cashier $1.00. Ask your child to check the change received.

Algebra

Students describe, extend, and make generalizations about patterns involving multiplicative and growing patterns.

Students use algebraic properties to identify numeric relationships.

You can help by having your child:

- Look for patterns in real life. Discuss a wallpaper pattern such as one that has one white flower, one pink flower, two yellow flowers, and one blue flower.

Mathematics

- Use patterns to solve problems. If you get five baseball trading cards the first week, six the second week, seven the third week, and eight the fourth week, following the same pattern of collecting cards, how many cards will you have at the end of eight weeks?

Geometry

Students identify and compare the structure of two-and three-dimensional shapes.

Students relate squares to cubes, circles to spheres, etc.

You can help by having your child:

- Locate and identify two-dimensional ***(triangle, square, rectangle)*** and three-dimensional ***(cube, cylinder, pyramid)*** geometric shapes around the house. While driving in the car, look at buildings to see what shapes are used.
- Play a location game like "Battleship," which requires identification of points on a grid.

Measurement

Students estimate and find area and perimeter using diagrams, models, and grids, or by standard-unit measuring.

Students apply measurement skills to the world around them.

You can help by having your child:

- Measure items at home such as the length of a bed, the area of a room, his or her weight, and ingredients in a recipe.
- Tell time to the minute on a clock with hands for hours and minutes.
- Perform simple conversions ***(such as minutes to hours, inches to feet, and centimeters to meters).***
- Place a thermometer in various locations both inside a building and outside a building. Read and record the temperature over several days or weeks. Discuss the effects that account for the changes in temperatures of the various readings.

Mathematics

Data Analysis and Probability

Students translate one form of data representation to another and evaluate the different aspects of information offered by each form.

Students practice gathering and processing formal information.

You can help by having your child:

- Ask your child to conduct a survey on how many of the family shoes are big, are black and have rubber soles, are more than one color, have low heels, and so on. Show the results of the survey by making a bar graph with the information collected.

Science

Inquiry Skills

Students conduct investigations using inquiry skills.

*Students will learn to develop questions, form simple hypotheses **(unproved theories)**, make predictions, and gather data. Students will use this data to make deductions and develop conclusions.*

You can help by having your child:

- Use information from a variety of reliable sources ***(e.g., library books, educational web sites, and textbooks).***
- Design and conduct experiments to test scientific hypotheses ***(e.g., test the hypothesis "plants need light to grow" by having your child grow one bean plant on a windowsill and one in a dark closet).***
- Select appropriate tools to collect and record data ***(e.g., to chart daily temperature, use a thermometer).***
- Ask questions, make predictions, and develop explanations about data ***(e.g., encourage your child to explore the natural world through observations. Talk with your child about his or her discoveries and have him or her make predictions or give explanations based on what was observed.)***
- Use scientific words.
- Organize and analyze information collected and report on it through graphs, orally, or in writing ***(e.g., chart the growth of bean plants grown on a windowsill and in a dark closet using a bar chart or pictorial graph to note the similarities and differences).***
- Summarize and state a conclusion regarding the investigation.

Adrian Bermudez
Mixed Media, "Hummingbirds"

Science

Physical Science

Students identify the properties of objects and materials.

Students will explore how energy and force interact with matter. They will learn about the basic properties of light and how different materials transmit or alter light rays.

You can help by having your child:

- Investigate ways to change the motion of objects ***(e.g., on a nature walk, ask your child to observe how the wind moves objects such as tree branches, coke cans, feathers, and paper).***
- Arrive at the conclusion that objects moving faster will travel further in a given time ***(e.g., have your child observe a running student and a walking student to decide which one will gain more distance in a shorter amount of time).***
- Investigate how changes in force cause changes in motion ***(e.g., ask your child what happens when a person with more weight and force-such as an adult-kicks a soccer ball or throws a softball).***
- Investigate and describe the properties of light ***(e.g., have your child give you examples of the different properties of light, i.e., reflection, refraction, absorption, and color).***
- Explore how different materials transmit, partially transmit, or block light.

Life Science

Students identify characteristics that determine groups of living organisms (living things).

Students will learn about the characteristics and life cycles of organisms and how they adapt in different environments.

You can help by having your child:

- Appreciate the diversity among living organisms. ***(Play a guessing game on animal structures, behaviors, and relationships. Ask questions such as, "Why do you think a seal has flippers?" "Why do animals change colors?")***
- Compare behaviors of animals ***(e.g., discuss how animals protect their young, how animals live in groups, how some animals are domesticated and some are wild, and the different ways animals adapt to their environments).***
- Use classification systems ***(e.g., animals: mammals, reptiles, amphibians).***

Science

- Compare specific features of different animals that enable them to survive ***(e.g., repellent body part-porcupine; defensive behaviors-skunk; camouflage-snake or lizard).***
- Investigate how living organisms that share the same environment are interdependent on each other.
- Give examples of relationships that interact in food chains and food webs. ***[Have your child write the following names on index cards, one per card: berries, nuts, water plants, sunflower seeds, mouse, chipmunk, sparrow, small fish, snake, big fish, hawk, bear. Help your chile connect some of the cards, using yarn, to form food chains (e.g., water plants-small fish-big fish-bear, sunflower seeds-mouse -hawk). Have your child find a living thing in one food chain that can be eaten by something in another food chain, and connect these two cards using different colored yarn to form a food web.]***
- Compare environments that support a variety of plants and animals ***(e.g., rain forest, desert, and ocean).***

Earth and Space Science

Students compare properties of the earth's materials.

Students will explore the physical world around them and describe the changes over time. They will identify and classify natural resources and describe how humans use these materials.

You can help by having your child:

- Investigate methods that scientists use to classify rocks, minerals, and soils ***(e.g., appearance, texture, and hardness).***
- Experiment with different soils to determine their capacity to support life ***(e.g., have your child observe how water moves faster through some soils).***
- Identify types of resources found in the earth ***(e.g., minerals, fossil fuels such as coal)*** and how people use these materials.
- Distinguish between a renewable resource ***(one that can be replaced within a person's lifetime)*** and a nonrenewable resource ***(one that cannot be replaced within a person's lifetime).***
- Explain how fossils show signs of the earth's history.
- Investigate and describe the properties of the sun, moon, and stars ***(e.g., have your child read books on astronomy or take a family visit to a planetarium).***
- Observe and describe prominent constellations ***(e.g., the Big Dipper, the Little Dipper, and Cassiopeia).***

Science

- Explain how the path of the sun across the sky changes during the year.
- Demonstrate that the moon's cycle is 28 days ***(e.g., help your child make a chart and mark the different phases of the moon during a month).***

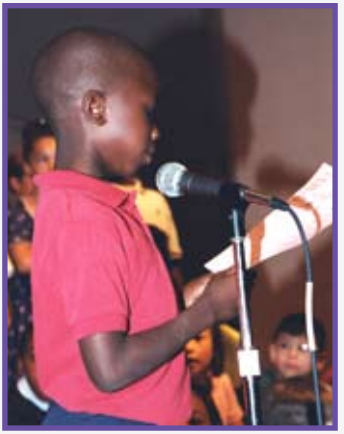
Science and Technology

Students investigate different technologies.

Students will identify technological tools and their purpose. Using the information on how technology supports people, students will identify a problem in the immediate environment and propose, implement, and evaluate a possible solution.

You can help by having your child:

- Examine unfamiliar tools and guess how they are used.
- Identify the materials used in creating a variety of objects.
- Identify a problem in the immediate environment and propose possible solutions ***(e.g., have your child identify a location in his or her community where recycling is an issue. Have your child think of ways the community could correct the situation. Have him or her also think of ways that he or she could effect change on recycling in the school environment.).***
- Implement proposed solutions and evaluate the results ***(e.g., obtain data, record it on paper, and then analyze the information collected).***
- Communicate methods and solutions orally, in writing, and through pictures and graphs. ***(Explore the use of a computer to draw and write solutions.)***
- Classify materials and objects as either natural or made by people.



Science

Science in Personal and Social Perspectives

Students practice safety in science activities, practice conservation of resources, and understand how humans interact with the environment.

Students will practice safety when conducting scientific investigations, understand characteristics and changes in populations, know the importance of resources, and describe changes within the environments.

You can help by having your child:

- Demonstrate personal and group safety when participating in science activities at home ***(e.g., help your child develop a respect for safety by understanding what is safe and unsafe behavior when conducting science investigations, whether at home or school).***
- Investigate changes that are presently occurring in populations of organisms in the local environment ***(e.g., many rivers and lakes are unsafe for swimming because of pollution).***
- Compare the availability of important resources ***(e.g., compare the availability of water for people, animals, and plants during a "normal" season and during a drought).***
- Find ways within the local environment to reduce dependence upon limited natural resources ***(e.g., turning off the lights when leaving a room; not watering your lawn daily or washing your car in times of a drought).***
- Investigate and describe environmental factors that affect organisms, including the quality of life for people ***(e.g., have your child explore air pollution that is caused by natural events such as volcano eruptions, or by people's activities such as exhaust from automobiles, and how it impacts the health of people, animals, and plants).***
- Evaluate the effects of natural changes that occur in the environment ***(e.g., earthquakes, volcanoes, and floods).***

Science

History and Nature of Science

Students learn that science is a human effort.

Students will recognize the contributions of discoveries and inventions in peoples' lives. They will recognize they can use science process skills in the classroom setting.

You can help by having your child:

- Recognize that science is an activity that can be done in the classroom and at home. ***(Encourage use of the scientific process skills in everyday life activities. Scientific process skills include using your senses to gather information about the environment, looking for commonalties and differences in grouping objects or events, using measurement to make estimates or record data, basing conclusions on facts and observations, and predicting what will happen next in an investigation.)***
- Identify men and women from different cultures who have contributed to science and technology.

Social Studies

Citizenship

Students study the ideals, principles, and practices of citizenship in a democratic republic.

Students will develop a broader understanding of the larger community and are introduced to the concepts of government and elections. Students will identify the roles of local, state, and national officials.

You can help by having your child:

- Identify, describe, and display examples of citizens' rights and responsibilities ***(e.g., picking up litter off the streets, helping an older person cross a street, and delivering food to people in need).***
- Identify key ideals of the United States government ***(e.g., freedom, all people are created equal).***
- Explain actions citizens can take to influence public policy ***(e.g., write letters to a local or state government to support cleaning up a polluted body of water, such as a pond, river, or lake).***

Culture

Students study culture, and cultural diversity.

Students will learn how people from all over the world have come to settle in the United States. They will explore how the contributions of immigrants have made our country diverse and special.

You can help by having your child:

- Compare cultures in terms of contributions, attitudes, and ideas ***(e.g., discuss the contributions various immigrant groups have made to the United States).***
- Explain why people choose to live in certain communities ***(e.g., have your child explain why an immigrant from a port city in Mexico might choose to live in an American city such as San Diego: (1) similarity in climate, (2) a large population of immigrants from Mexico, Central, and South America with the same language and culture, and (3) familiar job opportunities).***

Social Studies

Continuity and Change

Students study the way human beings view themselves in and over time.

Students will describe the effects of the past on a community's development.

You can help by having your child:

- Name various resources for understanding the past ***(e.g., documents, letters, diaries, maps).***
- Trace contributions of different ethnic groups to a community's historical development ***(e.g., Spanish place names in San Diego, California).***
- Identify historically significant places and individuals ***(e.g., have your child pick a particular city and do research-at the library or on the internet-on its history and people).***
- Place significant dates and events in a chronological order ***(e.g., 1840, people began to move west on the Oregon Trail; 1860, the Civil War begins; 1880, many immigrants begin arriving in the United States; 1900, the Great Migration begins).***

Space and Place

Students study their world and where they fit geographically.

Students will use geographic tools to locate familiar places, to identify geographic features, and to explain movement from place to place. Students will learn vocabulary pertaining to geography.

You can help by having your child:

- Use a variety of geographic tools ***(e.g., maps, globes, charts, graphs, technology, map keys, and symbols)*** to gather and interpret data and draw conclusions about physical patterns.
- Describe how the physical environment of a community affects the people who live there ***(e.g., in a beach area, houses may be built on pilings).***
- Explain how historical events have been influenced by geographic factors.
- Use correct terminology to describe landforms and bodies of water ***(e.g., mountains, plateaus, hills, plains, oceans, rivers, and lakes).***

Social Studies

Individual Development and Identity

Students learn about individual development and identity.

Students will describe how family and cultural influences have an effect on one's identity.

You can help by having your child:

- Describe influences and contributions of family members on one's identity.
- Explain how culture influences the development of behavior, attitudes, values, and opinions ***(e.g., have your child talk with his or her grandparents or elderly members in his community about how their own culture has influenced their beliefs, values, and actions. Then have him or her share how he or she feels his or her own attitudes and opinions have been affected by his or her family culture.).***

Lakeyia Brown
Sculpture, "Mysterious Wonder Lion"

Social Studies

Individuals, Groups, and Institutions

Students learn about the interaction among individuals, groups, and institutions.

Students will develop an understanding of the larger community. They will define institutions that make up an economic system and will explore how individuals and groups contribute to a community.

You can help by having your child:

- Describe how he or she contributes to a group.
- Identify and describe examples of why tensions exist between individuals and groups ***(e.g., as communities grow, problems arise-a new shopping center paves over a soccer field for needed parking).***
- Explain how groups and institutions meet individual needs and promote the common good. ***(e.g., families, labor unions, banks, libraries).***

Production, Distribution and Consumption

Students learn how people organize for the production, distribution, and consumption of goods and services.

Students will learn that the goods people produce are made from natural resources. Students will track the production and distribution of products, developing an understanding that countries around the world are linked through trade.

You can help by having your child:

- Give examples of how goods are made, distributed, bought, sold, and used in an economic system ***(e.g., wheat is made into bread which is trucked to market, sold in the grocery store, bought by a mother, and eaten by a child in a sandwich for lunch).***
- Differentiate between goods ***(the things for sale that people make or grow)*** and services ***(work that helps others by providing something they need or want)***, and give some examples.
- Explain the need for the development of a budget within the family and community setting.

Social Studies

Power, Authority, and Governance

Students study the structure of power and authority.

Students will learn that communities and states have governments. Students will learn that laws help people live safely and fairly.

You can help by having your child:

- Explain why government is necessary in the classroom, school, community, state, and nation.
- Identify and describe the basic features of local and state political systems to include officials and their roles ***(e.g., local government-mayor and a city council; state government-governor and state legislature).***

Social Studies

Science, Technology, and Society

Students learn about the relationships among science, technology, and society.

Students will develop an understanding that technology has changed the way people travel and communicate. Students will explore how technology is not only part of our history, but also part of our lives today.

You can help by having your child:

- List examples in which science and technology have led to changes in the physical environment ***(e.g., more buildings and less "open" land).***
- Explain how technology affects society ***(e.g., have your child explore how technology such as fast-moving transportation systems, communication systems, and delivery of mail affect his life and his community).***

Global Connections

Students learn how they connect and depend upon others in a global society.

Students will learn about people in different communities and how they are interdependent. They will explore how communities around the world share resources, skills, and products through trade.

You can help by having your child:

- Explain the needs of a particular community and then explain how other communities can meet these needs ***(e.g., Washington, D.C. needs fresh vegetables such as corn-on-the-cob and tomatoes; farming communities in Maryland provide them).***
- Identify the unique resources of communities around the world ***(e.g., discuss how a community in Kansas might use products such as wood and aluminum from a Canadian community).***
- Identify basic needs common to all individuals ***(e.g., food, water, air).***
- Describe ways your community is connected to the world ***(e.g., discuss with your child how products and services from different states and different countries affect the lives of those within his community-ethnic restaurants, architectural design, fresh fruits and vegetables).***

Notes

Appendix

Resources for Children

Recommended Reading Books

Fiction

- Hest, Amy. *Mr. George Baker.* Cambridge, MA: Candlewick Press, 2004.
- Jenkins, Steve. *Actual Size.* Boston: Houghton Mifflin Co., 2004.
- Jinkins, Jim. *Pinky Dinky Doo: Where Are My Shoes?* New York: Random House, 2004.
- Kasza, Keiko. *My Lucky Day.* New York: Penguin Group, 2003.
- Kaufman-Orloff, Karen. *I Wanna Iguana.* New York: Penguin Group, 2004.
- Lin, Grace. *Fortune Cookie Fortunes.* New York: Random House, 2004.
- Look, Lenore. *Ruby Lu, Brave and True.* New York: Simon & Schuster, 2004.
- Lucas, David. *Halibut Jackson.* New York: Random House, 2004.
- Manzano, Sonia. *No Dogs Allowed!* New York: Simon & Schuster, 2004.
- Pow, Tom. *Tell Me One Thing, Dad.* Cambridge, MA: Candlewick Press, 2004.
- Prelutsky, Jack. *It's Raining Pigs & Noodles.* London: Puffin Books, 2000.
- Smith, Janice Lee. *Jess and the Stinky Cowboys.* New York: Penguin Group, 2004.
- Stanley, Diane, *The Giant and the Beanstalk.* New York: HarperCollins, 2004.
- Weeks, Sarah. *If I Were a Lion.* New York: Simon & Schuster, 2004.

Nonfiction

- Brown, Don. *Kid Blink Beats the World.* Minneapolis, MN: Lerner Classroom, 2004.
- Ghigna, Charles. *Animal Tracks: Wild Poems to Read Aloud.* New York: Harry N. Abrams, 2004.
- Moss, Marissa. *Mighty Jackie, the Strike Out Queen.* New York: Simon & Schuster, 2004.
- Sobol, Richard. *An Elephant in the Backyard.* New York: Penguin Group, 2004.

Resources for Children

- Turner, Pamela S. Hachiko: *The True Story of a Loyal Dog.* Boston: Houghton Mifflin Co., 2004.

Recommended Reading Websites

- Billy Bear's Alphabet Game — *http://www.billybear4kids.com/games/online/alphabet/abc.htm* — Alphabet games.
- Book It, Families — *http://www.bookitprogram.com/parents/* — Family tips and ideas designed to motivate children to read more.
- Buddy's Bearded Collie Literacy Notebook — *http://www.skylinc.net/~scarfone/buddy.htm* — Reading and writing activities.
- Child Fun — *http://www.childfun.com/themes/letters.shtml* — Alphabet games and activities.
- Consumer Report ***(Helping Your Child Learn to Read)*** — *http://www.ifginc.com/Consumer_Reports/LearnToRead.html*
- Magic School Bus — *http://www.scholastic.com/magicschoolbus/home.htm* — Activities for children.
- PapaJan — *http://abc-read.com/write.html* — ABCs of reading.
- Talespin — *http://www.pitara.com/talespin/folktales.asp* — Children's folktales and stories.
- United States Department of Education — *http://www.ed.gov/pubs/CompactforReading/index.html* — Materials for families to ensure children have good reading skills; includes 400 activities for K–3 students.
- United States Department of Education — *http://www.udel.edu/ETL/RWN/Encourage.html* — Reading and writing activities.
- University of Florida — *http://web.uflib.ufl.edu/cm/africana/children.htm* — African children's literature.

Recommended Mathematics Books

- Axelrod, Amy. *Pigs At Odds: Fun With Math And Games.* New York: Simon & Shuster, 2003.
- Bauer Stamper, Judith. *Breakfast At Danny's Diner: A Book About Multiplication.* New York: Scholastic, 2003.
- Danziger, Paula. *It's Justin Time, Amber Brown.* New York: Penguin Group, 2001.
- Leedy, Loreen. *Mapping Penny's World.* New York: Holiday House, 2003.

Resources for Children

- Lopresti, Angeline Spara. *Place For Zero: A Math Adventure.* Watertown, MA: Charlesbridge Publishing, 2003.
- Murphy, Frank. *Ben Franklin And The Magic Squares.* New York: Random House, 2001.
- Murphy, Stuart J. *Shark Swimathon.* New York: HarperTrophy, 2001.
- Murphy, Stuart J. *Grizzly Gazette.* New York: HarperTrophy, 2003.
- Murphy, Stuart J. *Less Than Zero.* New York: HarperTrophy, 2003.
- Pallotta, Jerry. *Underwater Counting: Even Numbers* Watertown, MA: Charlesbridge Publishing, 2001.
- Pinczes, Elinor J. *Inchworm And A Half.* Boston: Houghton Mifflin Co., 2001.
- Sweeney, Joan. *Me And The Measure Of Things.* New York: Random House, 2002.
- Tang, Greg. *Math Appeal: Mind-Stretching Math Riddles.* New York: Scholastic, 2003.
- Tang, Greg. *Grapes Of Math: Mind-Stretching Math Riddles.* New York: Scholastic, 2004.
- Thompson, Lauren. *One Riddle, One Answer.* New York: Scholastic, 2001.
- Toft, Kim Michelle. *One Less Fish.* Watertown, MA: Charlesbridge Publishing, 1995.
- Vaughan, Marcia. *Secret To Freedom.* New York: Lee & Low Books, 2001.

Recommended Mathematics Websites

- Education by Design Kids Activities — ***http://www.edbydesign.com/kidsact.html*** — Online activities for kids, including a Pokemon scrambler, math games, and a place to publish stories, jokes, and poems.
- Eisenhower National Clearinghouse — ***http://www.enc.org/professional/timesavers/lessonplans/math/0,1544.1%2DCounting.00shtm*** — Math activities.
- Everyday Mathematics — ***http://www.everydaymath.com*** — Games and activities to build math knowledge.
- Kids Math Syvum Book — ***http://www.syvum.com/math/arithmetic/level1.html*** — Arithmetic problems and math exercises for kids.

Resources for Children

- Math Cats Magic Chalkboard — *http://www.mathcats.com/* — Math art gallery and lots of interactive math activities, including magic squares, conversions, seasonal surveys, symmetry, geometric designs, and games.
- Math Is Fun — *http://www.mathisfun.com/* — Math games and activities you can play with your child to help in understanding numbers and math concepts.
- Quia Mathematics Activities — *http://quia.com/dir/math* — Activities to practice addition, subtraction, multiplication, division, and rounding.
- Teach R Kids Math — *http://www.teachrkids.com/* — Math for elementary school kids.
- United States Department of Education — *http://www.ed.gov/parents/academic/help/math/index.html* — Fun activities to strengthen math skills and build a positive attitude toward math.

Recommended Science Books

- Alphin, Elaine Marie. *Dinosaur Hunter.* New York: HarperTrophy, 2003.
- Bradley, Kimberly Brubak. *Energy Makes Things Happen.* New York: HarperTrophy, 2003.
- Branzei, Sylvia. *Animal Grossology.* New York: Penguin Group, 2004.
- Brotak, Ed. *Wild About Weather: 50 Wet, Windy & Wonderful Activities.* Asheville, NC: Lark Books, 2005
- Dixon, Norma. *Lowdown on Earthworms.* N.p.: Stoddart Publishers, 2003.
- Figley, Marty Rhodes. *Schoolchildren's Blizzard.* Minneapolis, MN: Lerner Classroom, 2004.
- Fraser, Mary Ann. *How Animal Babies Stay Safe.* New York: HarperTrophy, 2002.
- Holub, Joan. *Why Do Rabbits Hop? And Other Questions About Rabbits, Guinea Pigs, Hamsters, and Gerbils.* New York: Penguin Group, 2003.
- Johnson, Rebecca L. *Journey into a Lake.* Minneapolis, MN: Lerner Classroom, 2004.
- Kline, Suzy. *Horrible Harry and the Mud Gremlin.* New York: Penguin Group, 2004.
- Levenson, George. *Pumpkin Circle: The Story of a Garden.* Berkeley, CA: Tricycle Press, 2002.

Resources for Children

- Locker, Thomas. *Cloud Dance.* N.p.: Voyager Books, 2003.
- Long, Lynette. *Measurement Mania: Games and Activities That Make Math Easy and Fun.* Indianapolis, IN: John Wiley & Sons, 2001.
- Maloney, Peter. *Belly Button Boy.* New York: Penguin Group, 2003.
- Pallotta, Jerry. *Dory Story.* Watertown, MA: Charlesbridge Publishing, 2004.
- Peters, Stephanie. *Wild Ride.* New York: Little, Brown, 2005.
- Pinczes, Elinor J. *Inchworm and a Half.* Boston: Houghton Mifflin Co., 2001.
- Raff, Courtney Granet. *Giant of the Sea: A Story of a Sperm Whale.* N.p.: Soundprints, 2002.
- Root, Phyllis. *Grandmother Winter.* Boston: Houghton Mifflin Co., 2004.
- Royston, Angela. *Magnetic and Nonmagnetic.* Chicago: Heinemann-Raintree, 2005
- Scrace, Carolyn. *Egg to Bird.* New York: Scholastic, 2002.
- Spilsbury, Louise. *Plant Habitats.* Chicago: Heinemann-Raintree, 2005.
- Sweeney, Joan. *Me and the Measure of Things.* New York: Random House, 2002.
- Tatham, Betty. *Penguin Chick.* New York: HarperTrophy, 2002.
- Torrey, Michele. *Case of the Gasping Garbage.* New York: Penguin Group, 2002.
- Trumbauer, Lisa. *What Is Electricity?* New York: Scholastic, 2002.
- Wright, Betty Ren. *The Blizzard.* New York: Holiday House, 2005.

Recommended Science Websites

- About.com The Human Internet - ***http://kidscience.miningco.com/msub15.htm*** - science/nature for kids.
- Canadian Broadcasting Corporation (CBC) - ***http://www.cbc4kids.ca/general/time/default.html*** - time-related links, including cultural calendars, what happened today in history, information on the millennium, and TV and radio timelines.
- Discovery Channel - ***http://school.discovery.com/sciencefaircentral/*** - many activities and games on science concepts.
- Disney Family Page - ***http://family.go.com*** - activities, learning opportunities, parenting techniques, and more.

Resources for Children

- Early Childhood Math and Science Activities - *http://members.tripod.com/~Patricia_F/mathscience.html* - science and math activities for children ages 3 to 10.
- The Franklin Institute Online - *http://www.fi.edu/tfi/activity/* - science activities for children 5-12 years of age.
- NASA's Space Science Activities for Students *http://www.nasa.gov* - space science activities for elementary students.
- National Geographic.com - *http://www.nationalgeographic.com/kids/index.html* - games, activities, and articles for children.
- Science Nature for Kids - *http://kidscience.about.com/cs/theenvironment/* - ask experts tough questions, and have fun and learn about science at the same time with experiments, projects, and games.
- The Science Spiders - *http://www.sciencespiders.com/TheScienceSpiders/default.htm* - science books and activities for children ages 3 to 10.
- United States Department of Education - *http://www.ed.gov:80/pubs/parents/Science/index.html* - Helping Your Child Learn Science.
- United States Department of Education - *http://www.ed.gov/pubs/parents/Science/Introduction.html* - ways to help children learn science.
- Yahoo - *http://www.yahooligans.com/Science_and_Nature/* - links to science Websites for kids.
- 2think.org - *http://www.2think.org/hycls.shtml* - Helping your Child Learn Science.

Recommended Social Studies Books

- Asbjornsen, P.C., & Moe, J. E. *The Man Who Kept House.* New York: Margaret K. McElderry Books, 1992.
- Ashabranner, Brent. *Still a Nation of Immigrants.* New York: Dutton Children's Books, 1993.
- Baylor, Byrd. *And It Is Still That Way: Legends Told by Arizona Indian Children.* Santa Fe, NM: Trails West Press, 1976.
- Brenner, Barbara. *Abe Lincoln's Hat.* New York: Random House, 1994.
- Brisson, Pat. *Kate on the Coast.* New York: Bradbury Press, 1992.
- Cohn, Amy. *From Sea to Shining Sea: A Treasury of American Folklore and Folk*

Resources for Children

Songs. New York: Scholastic, Inc., 1993.

- Maestro, Betsy, & Maestro, Giulio. *A More Perfect Union: The Story of Our Constitution.* New York: Lothrop, Lee, & Shepard, 1987.
- Marzollo, Jean. *My First Book of Biographies: Great Men and Women Every Child Should Know.* New York: Scholastic, Inc., 1994.
- Morris, Ann. *How Teddy Bears Are Made: A Visit to the Vermont Teddy Bear Factory.* New York: Scholastic, Inc., 1994.
- Parks, Rosa. *I Am Rosa Parks.* New York: Dial Press, 1997.
- Perl, Lila. *It Happened in America: True Stories from the Fifty States.* New York: Henry Holt and Co., 1992.
- Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* New York: Hyperion Books for Children, 2001.
- Schwartz, David. *If You Made a Million.* New York: Scholastic, Inc., 1989.
- Van Laan, Nancy. *In a Circle Long Ago: A Treasury of Native Lore from North America.* New York: Alfred A. Knopf, 1995.
- Wroble, Lisa A. *Kids During the Great Depression.* New York: Power Kids Press, 1999.

Recommended Social Studies Websites

- Early Childhood Social Studies — ***http://patricia_f.tripod.com/ssmotor.html*** — Large collection of activities to help young children learn about themselves and the world in which they live.
- Explorations 4 Kids —***http://www.gomilpitas.com/homeschooling/explore/activism.htm*** — A directory of Web sites for learning.
- Fun Social Studies — ***http://www.funsocialstudies.com/*** — A child-friendly environment for learning social studies, with articles and links primarily aimed at children from 7 to 12.
- National Geographic — ***http://www.nationalgeographic.com/kids/*** — Games, contests, articles, and activities.
- National Geographic Xpedition — ***http://www.nationalgeographic.com/xpeditions/hall/index.html*** — An interactive "museum" that takes children on geography journeys.
- National History Museum: London — ***http://www.nhm.ac.uk/interactive/index.html*** — Exhibits and activities, as well as research projects, features, and related sites.

Resources for Children

- United States Department of Education — *http://www.kidsource.com/kidsource/content/history.html* — Activities to help children from 4 to 11 learn history.
- The Wagon Train — *http://www.siec.k12.in.us/~west/proj/lincoln/* — A picture gallery, an Internet treasure hunt, and class activities.
- Yahooligans — *http://www.yahooligans.com/School_Bell/Social_Studies/Mythology_and_Folklore* — A mythology and folklore site.

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Publications

- *Bridges to Home.* Creative Publications, 1997.
- *Communities.* McGraw-Hill School Division, 2001.
- *Department of Defense Education Activity (DoDEA) Content Standards for English/Reading/Language Arts, draft for K-12th,* December 2001.
- *Department of Defense Education Activity (DoDEA) Content Standards for Mathematics,* January 2000.
- *Department of Defense Education Activity (DoDEA) Content Standards for Science,* 1997.
- *Department of Defense Education Activity (DoDEA) Content Standards for Social Studies,* draft as of March 2000.
- *Discovery Works.* Houghton Mifflin Science, 2000.
- *Helping Your Child Learn Science.* Nancy Paulu and Margery Martin. U.S. Department of Education, June 1991.
- *Mathematics, The Path to Math Success - Grade Three.* Silver Burdett Ginn, 1999.
- *Mega Skills, How Families Can Help Children Succeed in School and Beyond.* Dorothy Rich. Houghton Mifflin Company, 1988.
- *Parents On Your Side.* Lee Canter and Marlene Canter. Lee Carter and Associates, 1991.
- *People Together.* McGraw-Hill School Division, 2001.
- *Performance Standards, Volume I, Elementary School.* Learning Research and Development Center of the University of Pittsburgh and the National Center on Education and the Economy, 1998.
- *Promoting Your School.* Carolyn Warner. Corwin Press, 1994.
- *Reading and Writing Grade by Grade.* New Standards Primary Literacy Committee. National Center on Education and the Economy and the University of Pittsburgh, 1999.
- *Science at Home.* Curriculum Associates, Inc., 1997.
- *Speaking and Listening for Preschool Through Third Grade.* New Standards Speaking and Listening Committee. National Center on Education and the Economy and the University of Pittsburgh, 2001.
- *Spotlight on Standards in the Classroom.* Red Clay Consolidated School District. Office of Standards and Curriculum, 1999.
- *The Read-Aloud Handbook.* Jim Trelease, Penguin Books, 2001.

Resources Bibliography

- *What Parents Need to Know About Reading and Writing.* National Center on Education and the Economy and the University of Pittsburgh, 2000.
- *Working Parents Can Raise Smart Kids.* John E. Beaulieu and Alex Granzin. Parkland Press, 1999.
- *Yardsticks, Children in the Classroom Ages 4-12.* Chip Wood. Northeast Foundation for Children, 1996.

Websites

- "Continuing on Track... As Your Child Grows and Learns." Child Trends. ***http://www.childtrends.org***, accessed 10 August 2001.
- "Curiosity, Creativity, and Technology in Education." Bob Avant. ***http://www.esc13.net-avant/curiosity.html***, accessed 15 August 2001.
- "Developing Reading Skills in Young Children." Dr. Lyon Reid. Kid Source Online. ***http://www.kidsource.com/schwab/developing.reading.skills.html***, accessed April 2000.
- "Early Literacy Handbook." LBJ School of Public Affairs. Just for the Kids. ***http://www.just4kids.org/***, accessed 10 September 2001.
- "Helping Your Child Learn Science - Activities at Home." 2think.org. ***http://www.2think.org/home.html***, accessed 8 August 2001.
- "Helping Your Child Succeed in School." Dorothy Rich. Kid Source Online. ***http://www.kidsource.com/kidsource/pages/Education.html***, accessed 8 August 2001.
- "How Parents and Families Can Help Their Children Do Better in School." Kid Source Online. ***http://www.kidsource.com***, accessed 8 August 2001.
- "How to Get Ready for a New School Year." Jeanne Allen. Center For Education Reform ***http://www.edreform.com/pubs/parent.htm***, accessed 6 Aug. 2001.
- "School Readiness: Helping Communities Get Children Ready for School and Schools Ready for Children." Child Trends. ***http://www.childtrends.org***, accessed 10 August 2001.

Amanda Skinner
Watercolor, "Untitled"