Your Child in Third Grade

A Parent Manual Prepared by the Hicksville School District

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A Message from the Superintendent

You and your child are an important part of our school community. It is our goal to maintain and strengthen strong partnerships between home and school and work together to support the academic, social and emotional development of the children we share.

This handbook is designed to provide you with an overview of the topics that your child will be taught and expected to master by the end of the school year. You will find descriptions for the areas of English Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, and English as a Second Language. The descriptions are based upon curricula written by the teachers and administrators of Hicksville Public Schools and are aligned to the New York State Education Department Syllabi and the Common Core State Standards.

We realize how important it is to work closely with our parents in order to provide our students with the highest quality education experience. For each content area, you will find home activities designed to reinforce what is learned in school. These activities also include suggested learning experiences to help build background knowledge, thus making it easier for children to learn as they make connections between new concepts and what is already known. Should you have any questions regarding the information presented in this handbook, please do not hesitate to contact the classroom teacher, the school principal or central administration.

Our entire faculty and staff look forward to working with you as partners in making this a successful school year for all of our students.

Sincerely yours,

Dr. Carl Bonuso
Superintendent of Schools

Learning Standards

Students will demonstrate the knowledge and skills necessary to meet the following objectives:

Growth in reading comprehension and the ability to make connections between and among ideas from increasingly complex texts over time
Plan, revise, edit, and publish written pieces using evidence from literary and informational texts through argumentative, narrative, and informational/explanatory forms
Develop a range of useful oral communication and interpersonal skills to integrate information from various sources, listen carefully to ideas, and evaluate what is heard
Use media and visual displays strategically to present information; adapt speech to context and task.
Utilize the essential rules of standard written and spoken English to approach language as a matter of craft and informed choices among alternatives

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Engaging in mathematical analysis, scientific inquiry and technological design
Managing information systems
Understanding mathematical concepts and principles
Understanding scientific concepts and principles
Understanding the concepts and principles of technology
Understanding common themes across mathematics, science and technology
Interdisciplinary problem-solving

Understanding the history of the United States and New York State
Understanding world history
Understanding the geography of the world
Understanding economic systems
Understanding governmental systems and the United States Constitution
Understanding governmental civic values and responsibilities

Creating, performing and participating in the Arts
Knowing and using arts materials and resources
Responding to and analyzing works of art
Understanding cultural dimensions and contributions of the Arts

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Maintain personal health and fitness
Maintain a safe and healthy environment
Manage personal and community resources

Communicating in a language other than English
Attaining cross-cultural understanding

Planning a career
Apply academic learning in real world situations
Pursuing career options

English Language Arts - Grade 3

OVERVIEW

The New York State Education Department has established learning standards that are summarized in a series of documents that make up the *Common Core Learning Standards for English Language Arts and Literacy*. The full text of the Common Core learning standards and accompanying appendices for English Language Arts and Literacy can be found at: http://www.p12.nysed.gov/ciai/common_core_standards/. *Common Core Learning Standards for English Language Arts and Literacy* is also available through the English department page on the district's website.

These standards are a framework to assist school districts in developing, from the earliest levels, a philosophy and set of goals for curriculum and instruction so that students will be to demonstrate the following capabilities upon graduation and be ready for college and careers:

- independence in reading with complex texts across a range of types and disciplines to build strong content knowledge;
- value evidence in reasoning and be able to critique as well as comprehend when both when speaking and writing;
- respond to the varying demands of audience, task, purpose, and discipline and understand varied perspectives and cultures when both speaking and writing;
- conduct research, interpret information, and present conclusions and perspectives clearly and effectively, both individually and as part of a collaborative team.

The purpose of reading and related English Language Arts and Literacy instruction is to develop independent and confident lifelong readers and writers. A high priority, which begins at the earliest level, is the focus on speaking and listening as well as meaning and thinking. Carefully planned teacher modeling, demonstration, and discussion assist students in understanding selections and with the development of their critical thinking, auditory and visual discrimination, language concepts, and comprehension strategies. Ultimately, it is our goal to inspire students to read for information, knowledge and enjoyment in order to satisfy their curiosity about the world in which they live and to be able to effectively compete in and contribute to a global society.

GRADE-SPECIFIC OBJECTIVES

Children in third grade take part in activities such as the following, which align with the new standards and assessments set by the state and will be reflected in their Elementary Report Card.

Reading Standards for Literature

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Describe characters in a story (*e.g.*, their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
4. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.

Reading Standards for Informational Text

1. Determine the main idea of a text; recount the key details and explain how they support the main idea.
2. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
3. Use text features and search tools (*e.g.*, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
4. Distinguish their own point of view from that of the author of a text.
5. Describe the logical connection between particular sentences and paragraphs in a text (*e.g.*, comparison, cause/effect, first/second /third in a sequence).

Writing Standards

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
4. Conduct short research projects that build knowledge about a topic.
5. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.

IMPORTANT VOCABULARY

The following is a list of words most commonly used in third-grade readers:

about	eight	hurt	myself	six
better	fall	if	never	small
bring	far	keep	only	start
carry	full	kind	own	ten
clean	got	laugh	pick	today
cut	grow	light	seven	together
done	hold	long	shall	try
draw	hot	much	show	warm
drink	help	make	seem	well

Put these words on cards and review several of them each day with your child. She or he should be able to recognize them on sight without having to sound them out. Put pictures with the word, where possible. Also, help your child to construct sentences and short paragraphs using these words.

HOME ACTIVITIES TO SUPPORT LEARNING

By following your child's progress through work brought home, you will be able to reinforce skills and knowledge learned in the classroom. Here are some activities you can do with your third-grader:

1. Read the local newspaper or watch the news with your child. Have your child describe the relationships between and among events in the news and explain technical aspects of the report. If reading a newspaper or magazine, have your child identify specific information from sidebars or charts and explain how these related to the topic.

2. Have him or her state an opinion on a topic and write down their reasons for feeling that way.

3. Continue to involve your child in activities at the public library (http://www.nassaulibrary.org/hicksv/). If your child does not already have a library card, getting one for him or her should be a priority.

4. When reading together, have your child look at the author's word choices and phrasing and distinguish literal meaning from figurative language.

5. Have your child summarize the author's point-of-view and tell whether he or she agrees with the author using specific reasons and evidence from the text to support his or her point-of-view.

6. Encourage your child to write at home based on personal observations, experiences, and discussions with you. When you write to friends or relatives, read what you have written aloud to your child and ask your child's opinion of what you have written.

7. Give gifts of books, writing implements, and stationery for special occasions. A diary with a lock and key makes a good gift for your child and encourages writing.

8. Take note of the subjects and types of book in which you child shows interest. Encourage this interest with positive feedback.

SELECTING BOOKS FOR YOUR CHILD

One of the tools available to you to help you select books appropriate for your child's reading level is Lexiles. Lexiles are indicators of readability, of how easy or difficult it is to read a particular text, and are based on two factors: word frequency and sentence length. Lexiles increase with the level of reading skills required to comprehend a given text; the higher the Lexile measure, the more difficult the text.

Lexile measures are calculated from a reading test or program. The Lexile measures shown in the chart at the end of this section correspond to the RIT scores that your child received on the Reading section of the MAP for Primary Grades test that your child took during the past school year.

You will note that the Lexile Measures are shown in ranges. The bottom of each range represents approximately 100 points below your child's actual Lexile measure; the upper part of the range is set at approximately 50 points above that measure. Books at the lower end of the range should be readily accessible to you child, while those at the top of the range will be more challenging and will allow your child to stretch his or her skills.

You can find additional Lexile ratings for other books for your child using the book locator that can be found at http://lexile.com. The book locator will allow you to specify authors, areas of interest, and Lexile ranges to develop a list of books that are both interesting and accessible to your child. **Please, note: lexile.com does not screen for content or age-appropriateness of material; it only provides measures of readability. You should, as always, assist your child in making appropriate choices for their reading material.**

Also, parents should understand that while Lexiles are a helpful tool for helping children succeed at reading and improve their skills, they are just that – a tool. They are not a substitute for interest or enthusiasm, and children of all ages should be encouraged at times to just pick up a book that looks interesting, open the cover…and read.

INTERNET RESOURCES

Hicksville Public Library:
http://www.nassaulibrary.org/hicksv/

Scholastic News Online:
http://magazines.scholastic.com/

Student News: Kid Press Corps:
http://teacher.scholastic.com/scholasticnews/press_corps/

"Time for Kids" Online News:
http://www.timeforkids.com/TFK/

RIT to Lexile Conversions							
Grade 2				Grade 3			
RIT	Lexile Range	RIT	Lexile Range	RIT	Lexile Range	RIT	Lexile Range
117	BR	187	271-421	168	BR-71	200	502-652
149	BR	189	296-446	169	BR-90	201	517-667
153	BR	190	320-470	170	BR-117	202	537-687
162	BR	191	333-483	171	BR-135	203	553-703
163	BR	192	354-504	173	19-169	204	576-726
165	BR	193	375-525	175	50-200	205	591-741
166	BR	194	389-539	177	82-232	207	633-783
167	BR-50	196	421-571	178	113-263	208	637-787
168	BR-75	197	454-604	179	123-273	209	658-808
171	BR-121	198	461-611	181	162-312	210	675-825
172	0-150	199	487-637	183	197-347	211	699-849
173	17-167	201	521-671	185	240-390	212	711-861
174	35-185	202	543-693	187	275-425	213	732-882
175	45-195	204	571-721	189	308-458	214	748-898
176	76-226	205	590-740	193	373-523	215	769-919
177	87-237	206	604-754	194	398-548	216	784-934
181	165-315	207	635-785	195	411-561	218	820-970
182	173-323	210	674-824	196	436-586	221	871-1021
183	201-351	213	729-879	197	448-598	224	924-1074
184	214-364	214	746-896	198	471-621	231	1061-1211
185	240-390			199	476-626		

Mathematics - Grade 3

OVERVIEW

The New York State Education Department has adopted a new set of learning standards that are summarized in a series of documents that make up the Common Core Learning Standards for Mathematics. The full text of the Common Core learning standards and accompanying appendices for Mathematics can be found at: http://www.p12.nysed.gov/ciai/common_core)standards/. The concepts along with the standards associated with them are posted on the school district website on the following link: http://www.hicksvillepublicschools.org/Page/5164. These standards define what students should understand and be able to do in their study of mathematics. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. They include:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning.

The mathematics program in the Hicksville School is designed to provide students with the knowledge and understanding of mathematics necessary to function in a world that depends on the application of mathematics. Students will understand the concepts of and become proficient with the skills of mathematics. They will be able to communicate and reason mathematically and finally, become problem solvers by using appropriate tools and strategies through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

Based on the Common Core State Standards, the following concepts will be taught in the third grade:

1. Area
2. Basic Facts
3. Data - Collecting & Gathering
4. Data - Describe, Interpret & Comparisons
5. Data - Graphing
6. Equations & Expressions - Writing & Solving
7. Fractions - Comparing & Ordering
8. Fractions - Equivalences
9. Fractions - Meaning of
10. Mass
11. Measurement - Measuring Length
12. Odd / Even
13. Order of Operations

14. Patterns
15. Perimeter
16. Properties of Operations
17. Shapes (2-D) - Name & Classify by their Properties
18. Time
19. Volume / Capacity
20. Whole Numbers - Addition & Subtraction
21. Whole Numbers - Multiplication & Division
22. Whole Numbers - Multiplying & Dividing with 10s
23. Whole Numbers - Rounding & Estimation

The standards associated with the concepts listed above can be found in detail on the school district website link: http://www.hicksvillepublicschools.org/Page/5182

GRADE SPECIFIC OBJECTIVES

1. Skip count by 25's, 50's, 100's and 1000
2. Read and write whole numbers to 1000
3. Understand the place value structure:
   10 ones = 1 ten
   10 tens = 1 hundred
   10 hundreds = 1 thousand
4. Develop an understanding of fractions as part of a whole unit and as part of a collection
5. Explore equivalent fractions
6. Identify even and odd numbers
7. Develop fluency with single-digit multiplication facts
8. Demonstrate fluency and apply single-digit division facts
9. Develop and use estimation skills to check the reasonableness of an answer
10. Use correct terminology to describe various geometric shapes
11. Identify congruent and similar figures
12. Use a ruler and a yardstick to measure in standard units of length, weight and capacity
13. Tell time to the minute
14. Construct a frequency table based on a collection of data
15. Display data in pictographs and bar graphs
16. Read and interpret pictographs and bar graphs

MATHEMATICS GLOSSARY - GRADE THREE

PROBLEM SOLVING

analyze - To examine something to find out what it is or what makes it work

approach - A way or means of examining a problem or situation

collaborate - To work together, especially in small groups

concrete representations -

discuss - To examine or consider in speech or writing

examine - To observe carefully or critically

explore - To look for patterns or relationships between elements within a given setting

graphical representations - A graphic representation is used to show a numerical relationship; a representation of a collection of data or a survey in graphic form (i.e. bar graph, pictograph)

identify - To establish the identity of; to designate or specify

interpret - To explain the meaning of; to understand according to one's own belief or judgment

irrelevant information - Extraneous information that has no bearing on the problem and cannot be used in its solution

> **Example:** A DVD player costs $339.50. Bria has $550 in her savings account. If she pays $35 down and one monthly payment of $22.50, how much more must she pay?
>
> | | |
> |---|---|
> | Relevant information: | Cost: $339.50 |
> | | Down payment: $35 |
> | | Additional payment: $22.50 |
> | Irrelevant information: | Savings account balance: $550 |

oral representations - A representation or explanation of a mathematical situation in verbal form

pictorial representations - A representation or explanation of a mathematical situation in picture (i.e. pictograph, drawing) form

problem solving strategies - Various methods used to solve word problems; strategies may include, but are not limited to: acting it out, drawing a picture or graph, using logical reasoning, looking for a pattern, using a process of elimination, creating an organized chart or list, solving a simpler but related problem, using trial and error (guess and check), working backwards, writing an equation

- **act it out** - To perform in or as if in a play; represent dramatically: to realize in action

- **draw a graph** - Create a graphic representation used to show a numerical relationship using pens, pencils, markers, etc.

- **draw a picture** - Create an image of something formed on a surface using pens, pencils, markers, etc.

- **logical reasoning** - The process of using a rational, systematic series of steps based on sound mathematical procedures to arrive at a conclusion; the drawing of conclusions from given facts and mathematical principles; often used as a problem solving strategy

- **look for a pattern** - To attempt to observe a design (geometric) or sequence (numeric or algebraic) that is predictable because some aspect of it repeats

- **make an organized chart** - Create a diagram that illustrates information in the form of a table, graph, or picture in an organized form

- **make an organized list** - Create a record or catalog in an organized form

- **process of elimination** - The procedure of getting rid of unwanted or needed material

- **solve a simpler problem** - Solve an easier or less complicated problem

- **trial and error (guess and check)** - A problem solving strategy whereby a reasonable estimate for an answer is made and checked in the problem. If the solution is not reached, the estimate is adjusted and checked again in the problem. This process continues until the correct answer is found

- **work backwards** - To solve a problem starting from the solution and working back to the beginning

- **write an equation** - Create a mathematical sentence stating that two expressions are equal using pens, pencil crayon, marker, etc.

real world situation - A mathematical problem that can be present in a real life circumstance, for example, measuring a room for carpeting or going shopping using money

recognize - To know or identify something based on prior knowledge

relevant information - Information applicable to the problem; information necessary for the solution of a problem; data that is pertinent, applicable, and essential in the solution of a problem

understand - To perceive or comprehend a mathematical problem, situation or representation

verify results - To ascertain or confirm that a mathematical property, concept, or statement is true

written representations - A representation or explanation of a mathematical situation in written form

REASONING AND PROOF

argument - The communication, in verbal or written form, of the reasoning process that leads to a valid conclusion; a valid argument is the result of the conjecture/reasoning process

explain - (see justify below)

investigate - To look for patterns or relationships between elements within a given setting

justify - To provide an argument for a mathematical conjecture; it may be an intuitive argument or a set of examples that support the conjecture; the argument may include, but is not limited to, a written paragraph, measurement using appropriate tools, the use of dynamic software, or a written proof

make conjectures - To make a prediction or a statement, based upon guesswork and thought to be true

mathematical statements - A mathematical sentence whose truth value can be determined to be either true or false

reasonableness of a solution - The justification that a particular solution to a problem is within logical estimates

true/false - To determine whether a mathematical statement is correct or incorrect

COMMUNICATION

answer - A solution to a problem

clarify - To make clear or easier to understand

explain - To provide an argument for a mathematical conjecture; it may be an intuitive argument or a set of examples that support the conjecture; the argument may include, but is not limited to, a written paragraph, measurement using appropriate tools, the use of dynamic software, or a written proof

verbal form of reasoning - A mathematical expression or relationship using words rather than symbols

written form of reasoning - A mathematical expression or relationship using words or symbols in a written form

CONNECTIONS

apply - To use a theorem or concept to solve an algebraic, numeric, or geometric problem

compare - To state the similarities or differences between two or more numbers, objects, or figures by considering size, shape, odd, even, or other attributes

connect - To associate or consider one mathematical situation to another

contrast - To show differences between two things

recognize - To know and remember upon seeing

understand - To get the meaning of; comprehend

REPRESENTATION

construct - To draw a geometric figure that meets specific requirements

differences – The amount by which one quantity is greater or less than another; the amount that remains after one quantity is subtracted from another; specific points or elements that distinguish one thing from another

similarities – The quality or condition of being similar; specific points or elements in which two things are alike

types of representations -

Examples:

charts - A diagram that illustrates information in the form of a table, graph, or picture

equation - A mathematical sentence stating that two expressions are equal

graph - A graphic representation used to show a numerical relationship

physical model - A representation of something using objects

symbol - A notation used to represent an operation or abstract idea (e.g., +, -, >, ∞, π)

table - A systematic or orderly list of values, usually in rows and columns

verbal language - Using oral language to explain or discuss a mathematical situation with others

written language - Using written language to explain or discuss a mathematical situation with others

NUMBER SENSE AND OPERATIONS

array - A set of objects or numbers arranged in an order, usually into rows and/or columns

associative property - A property of real numbers that states that the sum or product of a set of numbers is the same, regardless of how the numbers are grouped

Examples: Addition: $2 + (3.5 + 1.3) = (2 + 3.5) + 1.3$
Multiplication: $6 \times (18 \times 7) = (6 \times 18) \times 7$

commutative property of addition - A property of real numbers that states that the sum of two terms is unaffected by the order in which the terms are added; i.e., the sum remains the same (e.g. 2+3 =5 and 3+2 = 5)

commutative property of multiplication - A property of real numbers that states that the product of two factors is unaffected by the order in which they are multiplied (e.g., $3 \times 5 = 5 \times 3$ and $5 \bullet x = x \bullet 5$)

compare - To state the similarities or differences between two or more numbers, objects, or figures by considering size, shape, odd, even, or other attributes

decimal number - A fractional number written using base ten notation; a mixed decimal number has a whole number part as well (e.g., 0.32 is a decimal number and 3.5 is a mixed decimal number)

denominator - The quantity below the line in a fraction. It represents the number of equal parts into which the whole is divided

difference - The amount remaining after one quantity is subtracted from another

digits - Any one of the ten numerical symbols: 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9

divide - To separate into groups of predetermined size

division - A mathematical operation involving two numbers that tells how many groups there are or how many are in each group

dividend - A number to be divided by another number (divisor)

divisor - The number by which the dividend is divided

doubling - Making twice as great or as many; increasing by adding an equal amount; amounting to twice the number

equivalent - Equal in value

Examples: $3 + 3$ is equivalent to 2×3 (equivalent numerical expressions)

2.9 is equivalent to 2.90 (equivalent decimals)

1 yard is equivalent to 3 feet (equivalent lengths)

$\frac{2}{3}$ is equivalent to $\frac{8}{12}$ (equivalent fractions)

equivalent fractions - Two or more fractions that have the same quotient or that name the same region, part of a set, or part of a segment (e.g., $\frac{1}{3} = \frac{3}{9}$)

estimate - An answer that is an approximation

even number - A whole number that is a multiple of 2

expanded form - A way to write a number that shows the value of each digit (e.g., 4556 = 4000 + 500 + 50 + 6)

factor - A number or expression that is multiplied by another to yield a product (e.g., a factor of 32 is 8 because $8 \times 4 = 32$ and a factor of $5x^3$ is $5x$ because $5x(x^2) = 5x^3$)

fraction - A number that represents part of a whole, part of a set, or a quotient in the form $\frac{a}{b}$ which can be read as *a* divided by *b*

halving - Dividing or separating into two equal parts; reducing to one half

hundred chart - A 10×10 grid representing the numbers from 1 to 100 in rows and columns of ten.

hundreds place - The place value located three places to the left of the decimal point in a number; the third digit to the left of the decimal point

identity element of multiplication - The number in a set which when any number *n* in the set is multiplied by, yields the given number; the identity element for multiplication is one because $a \times 1 = 1 \times a = a$

mental math - Computations done by students "in their head" either in whole or in part

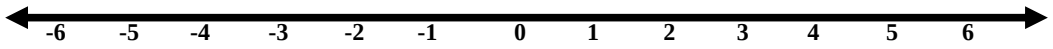
multiple - The product of a given whole number and any other whole number

multiplication - A mathematical operation of combining groups of equal amounts; repeated addition; the inverse of division

multiply - (see multiplication)

number line - A line on which each point represents a real number

Example:



number sentence - A mathematical statement that has numbers, at least one operation sign, and an equal or inequality sign

numerator - The top number in a fraction; it tells the number of equal parts (numerator) out of the total number of parts (denominator) being described by the fraction

numeric expression - Any combination of words, variables, constants, and/or operators that result in a number; also known as an arithmetic expression

odd number - An integer that when divided by 2 has a remainder of ±1; an integer that has 1, 3, 5, 7, or 9 in the ones place

ones place - The first digit to the left of the decimal point; it shows how many ones are in a number

operational method/operation - Procedures used to combine numbers, expressions, or polynomials into a single result (e.g., addition, subtraction, multiplication, division, exponents)

order - To place numbers or objects in a sequential arrangement (e.g., least to greatest or heaviest to lightest)

place value - The value of a digit in a number based on its position (e.g., in the number 28, the 2 is in the tens place and the 8 is in the ones place)

product - The number that is obtained when two or more factors are multiplied

property - A characteristic of a shape or object (e.g., size, shape, number of faces, or ability to be stacked or rolled)

quotient - The answer to the division of two numbers

reasonableness - The justification that a particular solution to a problem is within logical estimates

regroup (regrouping) - A process used when subtracting numbers that contain two or more digits and where one of the digits in the subtrahend is greater than the corresponding digit in the minuend; a "trading process" that utilizes the equivalents of 1 hundred for 10 tens or 1 ten for 10 ones, etc.

related facts - A set of facts, each of which relates the same three numbers through addition or subtraction (e.g., 3 + 4 = 7, 4 + 3 = 7, 7 – 4 = 3, 7 – 3 = 4)

round (rounding) - To approximate the value of a whole number or decimal to a specific place value

Example: rounded to the nearest ten:
125 rounds to 130 122 rounds to 120

set of objects - A well-defined collection of items

skip count - To count by a given number (e.g., skip count by 2's: 2, 4, 6, 8, …)

subtract - (see subtraction)

subtraction - A mathematical operation that finds the difference between two quantities or how much more one quantity is than a second quantity

sum - The result when two or more quantities are added

tens place - A place value position between the ones and hundreds; a digit in the tens place has a value of 10 times the value of the digit

three-digit number - A whole number greater than 99 and less than 1000

unit fraction - A fraction with a numerator of 1

value - How much a digit is worth according to its place in a number

whole numbers - The set of counting numbers plus zero; {0, 1, 2, 3, …}

zero property of multiplication - The property that states that the product of any number and zero is always zero (i.e., $a \times 0 = 0$ for all a)

ALGEBRA

compare - To state the similarities or differences between two or more numbers, objects, or figures by considering size, shape, odd, even, or other attributes

equal to (=) - A symbol that means two things have the same amount, size, number, or value

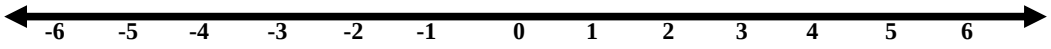
geometric pattern - An arrangement of geometric figures that repeats

greater than (>) - A relationship showing that the first term or expression has a value larger than the second term or expression (e.g., 5 + 3 > 5 – 2 and 21 > 18)

less than (<) - A relationship showing that the first term or expression has a value smaller than the second term or expression (e.g., 2 < 3 or 8–5 < 10–1)

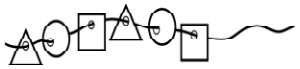
number line - A line on which each point represents a real number

Example:



numeric pattern - Arrangement of numbers that repeat or that follow a specified rule

pattern - A design (geometric) or sequence (numeric or algebraic) that is predictable because some aspect of it repeats

Examples: Geometric pattern: 

Numeric pattern: 4, 7, 10, 13, …

Algebraic pattern: $x, x^2, x^3, \ldots$

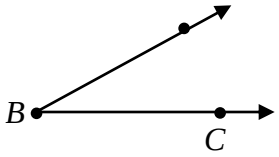
unit fraction - A fraction with a numerator of 1

whole numbers - The set of counting numbers plus zero; {0, 1, 2, 3,}

GEOMETRY

angle - A geometric figure formed by two non-collinear rays that have a common endpoint

Example:



$\angle ABC$ has its vertex at point B

attribute - A characteristic that identifies an object or person as part of a group

circle - A plane closed curve consisting of all points a fixed distance from a fixed point called its center

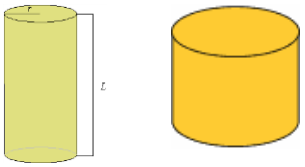
closed figure - A figure that starts and ends at the same point

congruent - Two or more figures having exactly the same shape and size; coinciding when superimposed

cube - A solid rectangular figure (prism) with 6 square faces

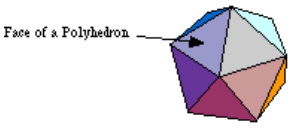
cylinder - A solid bounded by two parallel congruent closed curves (usually circles), called its bases, in a plane and the surface formed by straight line segments that join points on the each of the closed curves

Examples:



edge - A line segment where two faces of a three-dimensional figure intersect

face - Polygons which bound the surface of a geometric solid



geometric figure - Any combination of points, lines, planes, or curves in two or three dimensions

hexagon - A polygon with six sides and six angles

Examples:

length - The distance from one end of an object to the other end

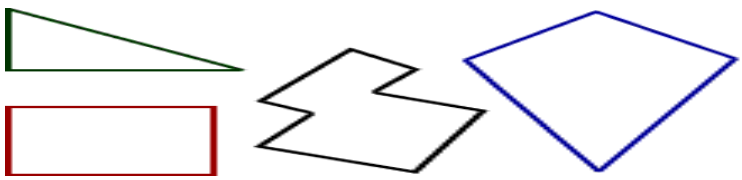
line of symmetry - A line that divides a figure into two congruent halves that are mirror images of each other; a simple test to determine if a figure has line symmetry is to fold the figure along the supposed line of symmetry and see if the two halves of the figure coincide

open figure - A figure that is not closed; i.e., it does not start and end at the same point

plane figure - A figure that lies on a flat surface; it has length, width, perimeter, and area

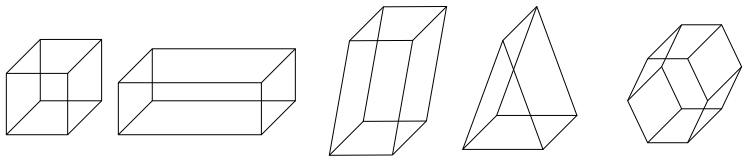
polygon - A closed plane figure formed by three or more line segments

Examples:



prism - A three-dimensional figure (solid) that has two congruent and parallel faces that are polygons; these are the bases; the remaining faces are parallelograms.

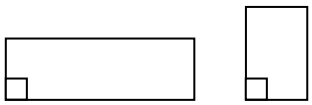
Examples:



ray - Part of a line that has one endpoint and extends infinitely in one direction

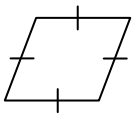
rectangle - A quadrilateral with four right angles

Examples:



rhombus - A parallelogram with two adjacent sides congruent (all four sides are congruent)

Example:

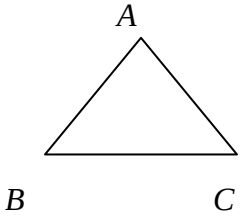


shape - Any regular or irregular polygon, circle, or combination of geometric figures

Examples:

side - A line segment joining two adjacent vertices of a polygon

Example: $\overline{AB}$ is a side of ΔABC.



similar figure - Figures that have the same shape but not necessarily the same size

solid figure - A three-dimensional geometric figure that has length, width, and height

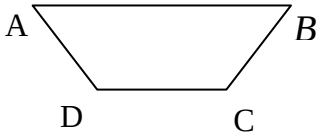
sphere - A three-dimensional figure with a set of points in space that are equidistant from a fixed point called the center

square - A rectangle with two adjacent sides congruent (all four sides will be congruent)

three-dimensional figure - An object that has length, width, and height; also called a solid figure (e.g., prism, pyramid, cylinder, cone)

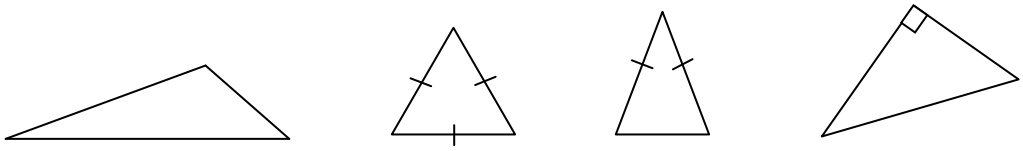
trapezoid - A quadrilateral with exactly one pair of parallel sides.

Example: In the trapezoid below, $\overline{AB} \parallel \overline{CD}$.



triangle - A polygon with three sides and three angles

Examples:



two-dimensional figure - A figure that has length and width but no height (e.g., circle, square, triangle)

MEASUREMENT

analog clock - A clock with a minute hand and an hour hand

ante meridian (a.m.) - Before noon; the time between 12 midnight and 12 noon; 12 midnight is 12 a.m.

calendar - A tabular arrangement of the days, weeks, and months of the year

capacity - The maximum amount a container can hold

coin - A flat piece of metal issued by governmental authority as money (e.g., pennies, nickels, dimes, quarters)

cup (c) - A customary unit used to measure capacity; 1 cup = 8 ounces

currency - The money of a country that circulates as a medium of exchange (e.g., coins, dollar bills, euros)

customary measurement system - The system of measurement used mainly in the United States to measure length (e.g., inch, foot, yard, mile), mass (e.g., ounce, pound, ton), and capacity (fluid ounce, cup, pint, quart, gallon)

day - A unit used to measure time; 1 day = 24 hours

digital clock - A clock on which the time is displayed numerically (e.g., The time is displayed as 12:22)

dollar ($) - Currency that is worth 100 cents

foot (ft) - A customary unit used to measure length; 1 foot = 12 inches

gallon (gal) - A customary unit used to measure capacity; 1 gallon = 4 quarts

half hour - A period of time lasting 30 minutes

hour - A unit used to measure time, $\frac{1}{24}$ of a day; 1 hour = 60 minutes

inch (in) - A customary unit for measuring length or distance; 12 inches = 1 foot; roughly equivalent to the distance from the end of one's thumb to the first joint

mass - The amount of matter or substance in an object; commonly taken as a measure of the amount of material it contains and causes it to have weight in a gravitational field ([This should not be confused with weight, which is a measure of the force of gravity on an object. An apple weighs more on Jupiter than it does on Earth because Jupiter's gravity is stronger. However, the apple always has the same mass, no matter where it is)

minute - A unit used to measure time; 1 minute = $\frac{1}{60}$ of an hour

nonstandard measure - The use of items as measurement tools that are not uniform in size (e.g., using fingers to measure something; one person's fingers are not necessarily the same size as another person's fingers)

ounce (oz) - A customary unit used to measure mass; 1 ounce = $\frac{1}{16}$ pound; 16 ounces = 1 pound

pint (pt) - A customary unit used to measure capacity; 2 cups = 1 pint; 2 pints = 1 quart

post meridian (p.m.) - Afternoon; the times from 12 noon until 12 midnight; 12 noon is 12 p.m.

pound (lb) - A customary unit used to measure mass; 1 pound = 16 ounces

quart (qt) - A customary unit to measure capacity; 1 quart = 2 pints

scale to measure mass -

second - A unit to measure time; 1 second = $\frac{1}{60}$ of a minute

standard measure - A measurement taken in the standard or English system; measurements using inches and feet

time - A system of measuring duration or a specific portion of duration (e.g., year, season, day, hour, minute, second)

week - A unit used to measure time; 1 week = 7 days

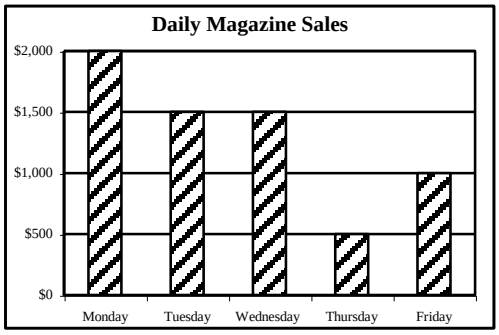
whole unit - A whole standard quantity or amount (e.g., inch)

yard (yd) - A customary unit used to measure length; 1 yard = 3 feet

STATISTICS AND PROBABILITY

bar graph - A graph that uses horizontal or vertical bars to display data

Example:



conclusion - An answer or solution arrived at through logical or mathematical reasoning

data - Information collected and used to analyze a particular concept or situation

frequency table - A table that shows how often each item, number, or range of numbers occurs in a set of data

key to graph - A table for decoding or interpreting; a notation that explains something such as the value of each symbol or picture on a pictograph

pictograph - A graph that uses pictures or symbols to represent data; an accompanying key indicates the value associated with each picture or symbol

Example: Number of Cars Mr. Betz Sold During One Week

Mon	
Tues	
Wed	
Thur	
Fri	
Key	= 5 cars

prediction - An educated guess about an outcome

probability - The chance of an event occurring; the ratio of the number of favorable outcomes to the total number of possible outcomes; the probability of an event must be greater than or equal to 0 and less than or equal to 1

Example: $P(\text{rolling a 3}) = \dfrac{\text{the number of 3's on the faces}}{\text{the total number of faces}} = \dfrac{1}{6}$

survey - To ask either written or verbal questions for the purpose of acquiring information/data

table - A systematic or orderly list of values, usually in rows and columns

HOME ACTIVITIES TO SUPPORT LEARNING

1. When preparing meals requiring recipes, help your child read and follow the recipe. This will give practical application of fractions (1/4 stick of butter, ½ cup of sugar, etc.).

2. Get a map of the local community. Before going somewhere, examine the map for the best route or alternate routes. Take several routes and measure the distance using a watch, an odometer, or an aesthetic or emotional measure – how interesting/boring, beautiful/dull – the trip is. This is easily done on trips that are made frequently, such as to the market or to school.

3. Make a collection of objects, such as marbles, baseball cards, etc. Help your child divide them equally among a given number of people.

4. Develop and solve problems with your child from such things as menus, supermarket flyers, and mail order catalogs. Some such problems might be:

5. We have $10.00 to spend for dinner. What items shall we buy? How much change will we receive?
6. We must buy three presents, and we have $18.00 to spend. We also want to spend the same or almost the same amount for each present. What will we buy?
7. Which of two items is less expensive or more expensive if one is 2 for $.39 and another is 3 for $.59?
8. While doing grocery shopping, help your child to estimate the cost of the total purchases as you go along. Check later for how close the running tally is to the real bill.
9. Read the local newspaper or watch the news with your child. Discuss a local or national problem with your child, pointing out the various possible solutions and the points of view of the people involved.

10. When planning a family trip, help your child use a map to plan the route.

11. Get a map of the local community. Before going somewhere, examine the map for the best route or alternate routes. Take several routes and measure the distance using a watch, an odometer, or an aesthetic or emotional measure – how interesting/boring, beautiful/dull – the trip is. This is easily done on trips that are made frequently, such as to the market or to school.

INTERNET RESOURCES

www.aaamath.com
www.aplusmath.com
www.factmonster.com
www.brainpop.com
www.coolmath4kids.com
www.funbrain.com
www.funschool.com
www.multiplication.com
www.primarygames.com
www.helpingwithmath.com
www.engageny.org
www-k6.thinkcentral.com

Science – Grade 3

OVERVIEW

In accordance with the Common Core and New York State Science Learning Standards, the science program at each grade level promotes the processes of scientific inquiry to prepare students to participate fully in an ever-changing world. Students are given the opportunity to exercise their curiosity and questioning spirit. Inquiry is a critical component of the science program at all levels and in every domain of science. Scientific inquiry involves a variety of skills and information gathering and analysis. Using processing skills for science inquiry allow our students to demonstrate safety in science, investigate and experiment using the scientific method, communicate concepts learned through written, verbal, and constructed models, use appropriate scientific vocabulary and measure and manipulate materials with an understanding of metric measurement.

The science program nurtures problem exploration through a hands-on approach, and emphasizes the use and manipulation of materials and equipment in investigations. Students will develop a greater appreciation of the scientific process, a more sophisticated understanding of the value of technology, and a deeper commitment to the protection of the natural world. Third grade classes investigate units on life sciences, physical science, earth science, and the human body. These four units spiral through the curriculum each year helping students build upon prior knowledge while expanding their understanding and application of scientific concepts, principles, and theories related to the physical setting and the living environment. The objectives taught as part of the Third Grade curriculum are listed below.

GRADE SPECIFIC OBJECTIVES

1. Understanding how plants live and grow
2. Inquiring about how animals grow and change
3. Describing how living things interact with their environment
4. Examining different ecosystems and how they can be affected by environmental changes
5. Identifying measures that can be taken to protect the environment
6. Exploring the properties of matter
7. Investigating changes in the states of matter
8. Inquiring about forces, machines, and work
9. Investigating magnetic forces
10. Describing energy and exploring different forms of energy
11. Understanding that sound is a form of energy and investigating how it travels
12. Investigating changes in the Earth's surface
13. Exploring properties of rocks
14. Exploring ways of protecting our natural resources
15. Inquiring about the sun, planets, and moon
16. Exploring how clouds form and what causes storms
17. Investigating how bones, muscle, and the nervous system work
18. Inquiring about staying healthy

IMPORTANT VOCABULARY

adaptation
alcohol
amphibian
astronaut
atmosphere
atom
axis
bacteria
bar graph
blizzard
caption
carbon dioxide
cartilage
cause
cell
chemical change
circuit
clay soil
cloud
community
compare
conclusion
condense
conductor
conifer
conserve
consumer
control
core
crater
crust
data
decay
decomposer
disease
drought
eardrum
earthquake
echo
effect
electric charges
electric circuit
electric current
electromagnet
embryo
endangered organism
energy
energy of motion
environment
erosion
erupt
evaporates
extinct organism
food chain
force
fossil
friction
fuel
fulcrum
fungus
gas
gear
germ
germinate
gills
glacier
graphic sources
gravity
habitat
humus
hurricane
illegal drug
inclined plane
instinct
insulator
involuntary muscle
joint
landfill
landform
larva
lava
lens
lever
life cycle
ligament
liquid
liter
loam
magma
magnet
magnetism
mammal
mass
matter
milliliter
mineral mixture
muscle
natural resource
nerve
nicotine
nutrient
nymph
orbit
ore
organ
organism
over-the-counter
medicine
oxygen
petal
phase
physical change
pictograph
pitch
plain
planet
plateau
pole
pollen
pollinate
pollution
population
precipitation
predator
prediction
prescription medicine
prey
producer
property
pulley
pupa
ray
recycle
reflect
revolution
rotate
sandy soil
satellite
scale
screw
seed coat
seed leaf
seedling
sequence
simple machine
solar system
solid
star
states of matter
stored energy
system
tadpole
telescope
temperature
tendon
tide
tissue
tornado
vaccine
vibrate
vocal cords
volcano volume
voluntary muscle
water cycle
water vapor
weathering
wedge
wheel and axle
work

HOME ACTIVITIES TO SUPPORT LEARNING

The following activities will allow you to promote your child's success in various science courses throughout their academic career:

- Review their completed homework assignments
- Aid your child in any science project assigned by the classroom teacher
- Visit various museums and zoos in the metropolitan area
- Encourage the viewing of science programs on the television
- Encourage your child to visit the recommended web sites
- Make regular contact with their classroom teacher

INTERNET RESOURCES

www.sfscience.com – textbook
www.kz.com - textbook
http://www.nysl.nysed.gov/reference/educref.htm#sci - access to multiple websites
www.nysed.gov
www.schoolisland.com
www.science.nasa.gov
www.discovery.com
www.sciencereviewgames.com

Social Studies - Grade 3

OVERVIEW

In "Communities around the World," students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action. Students study at least three communities that may reflect the diversity of their local community for extensive study. These communities represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures.

The students will study the communities by exploring the major themes of social studies.

Geography, Humans, and the Environment

- Students will identify the continents and oceans, by using globes and maps.
- Students will locate the selected world communities in relation to oceans and continents.

Time, Continuity, and Change

- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- Students will examine symbols of each selected world community

Development, Movement, and Interaction of Cultures

- Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community

Civic Ideals and Practices

- Students will examine the type of government is found in each selected world community and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities.
-

Creation, Expansion, and Interaction of Economic Systems

- Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.

IMPORTANT VOCABULARY

alike/different
artifacts
authority
autobiography
basic needs
beliefs
calendar time
capital resources
celebrations
change
change over time
choices
citizenship
common good
community
compare/contrast
consumers
consumption
contributions
costs
cultural characteristics
cultural groups
cultural similarities/differences
customs
decision making
democracy
development
diagrams
direction
distance
diverse
economic decision making
economic
similarities/differences
environment (physical)
exchanges of goods/services
facilities and services
family
geographic factors
goods and services
human migration
human resources human
settlements
latitude
laws
legends
local
loyalty
meridians
national
physical features
political similarities/differences
problem solving
religious
rural/urban/suburban
scarcity
social similarities/differences
spatial relationships
suburban
wants and needs (unlimited)
world communities

HOME ACTIVITIES TO SUPPORT LEARNING

Reading historical fiction and non-fiction will support social studies learning. In addition, providing students with a world atlas will help students gain a deeper world perspective.

INTERNET RESOURCES

https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework
Social Studies Curriculum Information

Fine Arts – Grade 3

ART OVERVIEW

The elementary art program provides children with experiences to develop creativity and to learn to admire and appreciate beauty. In keeping with the N.Y. Learning Standards for the Arts, the goals of this "hands-on" program are to have the children participate in the creation and production of a variety of visual art works, to know and use art materials and resources and to appreciate, respond to, and analyze art that they see. Children will develop an understanding of their own historical and cultural heritage and those of others within their communities and beyond.

These learning experiences for grades 3-5 are presented repeatedly in a variety of ways to reinforce and further develop understandings of line, color, value, texture, shape and form.

Gradually children also become familiar with and able to apply concepts of rhythm, balance, unity variety, emphasis, contrast and proportion. Between third and fifth grade students participate in experiences listed below.

GRADE SPECIFIC ART OBJECTIVES

1. Developing drawing and painting techniques to organize and depict ideas, feelings, and moods.
2. Applying and manipulating elements of art through shapes, variations in lines, colors, sizes and textures to express balance, dominance, repetition, and other principles of design.
3. Learning to create three dimensional qualities.
4. Creating in print, crafts, and graphic art media.
5. Gaining a deeper appreciation of one's own aesthetic values and those of other people and cultures through further study of arts heritage in historical and cultural contexts.
6. Expanding aesthetic perceptions by examining artwork to recognize and discriminate among visual and tactile characteristics.
7. Learning to talk about works of art by using objective criteria for analysis, interpretation, and judgment.

IMPORTANT VOCABULARY

abstract	complementary colors	eye level	monogram
adhesive	compose	film	mosaic
adobe	composition	flat color	motif
animation	concept	flip board	neutral colors
area	contemporary art	foil	pop art
asymmetrical	contour drawing	formal	reflect
balance	contrast	gouge	represent
banner	credits	grain	representation
blending	criticism	highlight	reproduce
block print	deadline	incising	reproduction

canvas	digital	india ink	scroll
carve	director	intensity	shade
carving	edit	italic	shading
circumference	edition	lens	shadow
classic	editor	logo	stain
classical	emphasis	mat	stoneware
column	engrave	mirror image	storyboard
commercial art	engraving	mold	viewfinder
compass	exaggerate	monochromatic	volume

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in art class each week
- Take your child to museums where art is displayed
- Encourage your child to create illustrations of events or ideas from the books they are reading
- Share with your child the art of your own cultural heritage
- Discuss how various works of art make your child feel
- Encourage your child to observe and find various shapes, textures, or types of lines in familiar objects, nature, photographs or works of art
- Encourage your child to create at home by drawing, coloring with crayons or use of watercolor paints
- Compliment your child's creativity
- Watch educational television programs with your child that use art as a primary medium for learning and expression
- Ask your local library for books on art appropriate for third graders

INTERNET RESOURCES

http://www.metmuseum.org/
http://www.nga.gov/education/classroom/
http://nysata.org/
http://www.arteducators.org/olc/pub/NAEA/home/
http://www.vsaarts.org/
http://www.vsartsnys.org/
http://naea-reston.org/olc/pub/NAEA/home/

MUSIC OVERVIEW

The elementary music program provides balanced, comprehensive, and sequential experiences for children to perform, create, and respond to music. Through singing, playing instruments, moving to music, and creating music, children acquire musical skills and knowledge by doing. In keeping with the N.Y. State Learning Standards for the Arts, the goals of this "hands-on" program are to have children create, perform, and participate in music-making, know and use musical materials and resources and appreciate, respond to, and analyze music they hear. Furthermore, through experiential learning, students will understand their own historical and cultural heritage and those of others within their communities and beyond. The specific learning objectives taught in third grade are listed below.

GRADE SPECIFIC MUSIC OBJECTIVES

1. Sing, alone and with others, a varied repertoire of songs.
2. Perform on instruments, alone and with others, a variety of music.
3. Improvise and create melodies, variations, and accompaniments.
4. Read and notate music.
5. Listen to, analyze, and describe music.
6. Understand relationships between music, the other arts, and other disciplines.
7. Understand music in relation to history and culture.
8. Further expand song repertory, including singing games, rounds, 2 part songs, and partner songs.
9. Expand musical reading and notational skills through sol-fa to encompass Sol, Mi, La, Re, Do, low La , low Sol, and high Do.
10. Expand rhythmic skills appropriate for this grade level to include sixteenth notes (ti-ri ti-ri), dotted half notes (ta-ah-ah), whole notes (ta-ah-ah-ah), and whole rests.
11. Introduce treble clef and absolute (letter) names of pitches.
12. Learn the concepts of 1st and 2nd endings and dynamic markings.
13. Expand listening skills to include identifying the instruments of the band and orchestra.
14. Develop and apply musical skills through the use of the recorder.
15. Provide the opportunity to begin a string instrument and join chorus.

IMPORTANT VOCABULARY

scale	quarter note	half note
whole note	eighth note	sixteenth note
tiri-tiri	dotted half-note	repeat sign
double bar line	clef	treble clef
harmony	accompaniment	recorder
chorus	orchestra	violin
viola	cello	string bass

HOME ACTIVITIES TO SUPPORT LEARNING

- Talk to your child about what they did in music class each week
- Take your child to live music concerts
- Listen to music of various styles, from various cultures and historical eras
- Share with your child the music of your own cultural heritage
- Discuss with your child how various songs or pieces of music make them feel
- Sing various children's songs to them and with them
- Watch educational television programs with your child that use music as a primary medium for learning and expression
- Visit the local library for CDs of music to listen to
- If your child studies an instrument, encourage them to practice on a regular basis

INTERNET RESOURCES

http://www.menc.org/
http://www.nmea.us/
http://nyssma.org/
http://www.amc-music.org/
http://nyphil.org/
http://www.liphilharmonic.com/

Physical Education & Health – Grade 3

PHYSICAL EDUCATION OVERVIEW

The Physical Education Program is an important part of your child's education. It is an integral part of the total educational growth and development process of each child. This program significantly contributes to the acquisition of personal living skills such as cardiovascular fitness, muscular skeletal fitness, cooperation, risk taking, safety, trust and respect.

The sequential learning experiences in Physical Education are designed to fulfill the child's physical development and translate into a meaningful and successful program that meets the needs of all children.

Activities will include physical fitness, locomotor and non-locomotor skills, movement exploration, perceptual motor skills and object manipulation in the lower grades (K-2). In grades 3-5 the activities will include rhythms, ball handling, team and individual sports and physical fitness. These activities and experiences will help prepare the youngster for middle school physical education and after school athletics.

HEALTH OVERVIEW

THE GREAT BODY SHOP is a comprehensive health, substance abuse and violence prevention program in which your child will be participating this year. This program will help your child learn more about his or her body and how to take care of it. The program is a team effort involving you, your child, the teacher and members of the community. Each month, your child will receive a student issue of THE GREAT BODY SHOP which will present an appropriate level of knowledge about topics such as nutrition, safety, preventing illness and drug and alcohol prevention. Games, quizzes and other material will help develop values, build critical thinking skills and promote behaviors that relate to health goals. Your child's teacher will discuss the units of THE GREAT BODY SHOP in depth with the students. Student monthly issues will be sent home to share with the family and we ask that you talk about the lessons learned with your child.

English as a Second Language –Third Grade

OVERVIEW

English Language Learners are given daily instruction in English as a Second Language to support work done in their primary classroom and to help them become confident in all English-language skills. The amount of English as a Second Language instruction is determined by the student's scores on either the NYSITELL (NY State Identification Test for English Language Learners) test or the NY State English As A Second Language Achievement Test (NYSESLAT).

We encourage parents to be partners in their children's education. In the Fall, parents of English Language Learners are invited to meet with the ESL teacher during Back-To-School night. We host ESL Family Game Nights and Math Activities Nights that you can attend with your child and his/her ESL teacher. Your child's ESL teacher holds morning meetings a few weeks before the NYSESLAT so that you can learn more about this important test and help your child meet with success.

Should you have any questions or concerns during the school year, please contact your child's ESL teacher.

GRADE SPECIFIC OBJECTIVES

1. Listen for a specific purpose
2. Use compound words, contractions, suffixes and prefixes
3. Write paragraphs of at least five sentences using classification
4. Respond to literature verbally and in written form
5. Predict outcomes, compare, summarize and make inferences
6. Make generalizations and summaries
7. Identify and utilize capitalization, punctuation, nouns, pronouns, adjectives, adverbs and articles
8. Use complete sentences and appropriate spelling
9. Listen for appreciation and information and also listen critically
10. Use rhyming words, rhythm patterns, and poetic forms
11. Use a dictionary, glossary and thesaurus
12. Write a friendly letter of at least six sentences
13. Write a paragraph of at least five sentences in sequential order
14. Write a paragraph of at least five sentences related to a main idea

IMPORTANT VOCABULARY

about	eight	hurt	myself	six
better	fall	if	never	small
bring	far	keep	only	start
carry	full	kind	own	ten
clean	got	laugh	pick	today
cut	grow	light	seven	together
done	hold	long	shall	try
draw	hot	much	show	warm

drink help make seem well

HOME ACTIVITIES TO SUPPORT LEARNING

1. Ask your child what they are doing in school.
2. Review your child's homework assignment or ask your child to explain it to you.
3. Make regular visits to the Hicksville Public Library and get a library card for your child.
4. Read to your child in English or in your native language and ask your child to tell you about the reading.
5. Read the local newspaper or watch the news with your child. Discuss a local or national problem with your child and point out the various possible solutions and l points of view of the people involved.
6. Take note of the subjects and types of books in which your child shows interest and encourage this interest.

INTERNET RESOURCES

You can request the following publications in English and Spanish from the U.S. Department of Education. All are provided at no cost. They can be ordered on-line at www.edpubs.org

Helping Your Child Learn Mathematics
Como Ayudar a Su Hijo a Aprender Ciencias
La Lectura Es Lo Primero: Como Ayudar a Aprender a Leer
Como Ayudar a Su Hijo a Ser Un Buen Lector
(English/Spanish)Guide for Parents:
How Do I Know a Good Early Reading Program When I See One

Hicksville Public Library:
http://www.hicksvillelibrary.org

Scholastic News Online:
http://www2scholastic.com

"Time for Kids" Online News:
http://www.timeforkids.com/TFK/

District Website:
Go Math eGlossary (K-6) - Click on a Grade level