

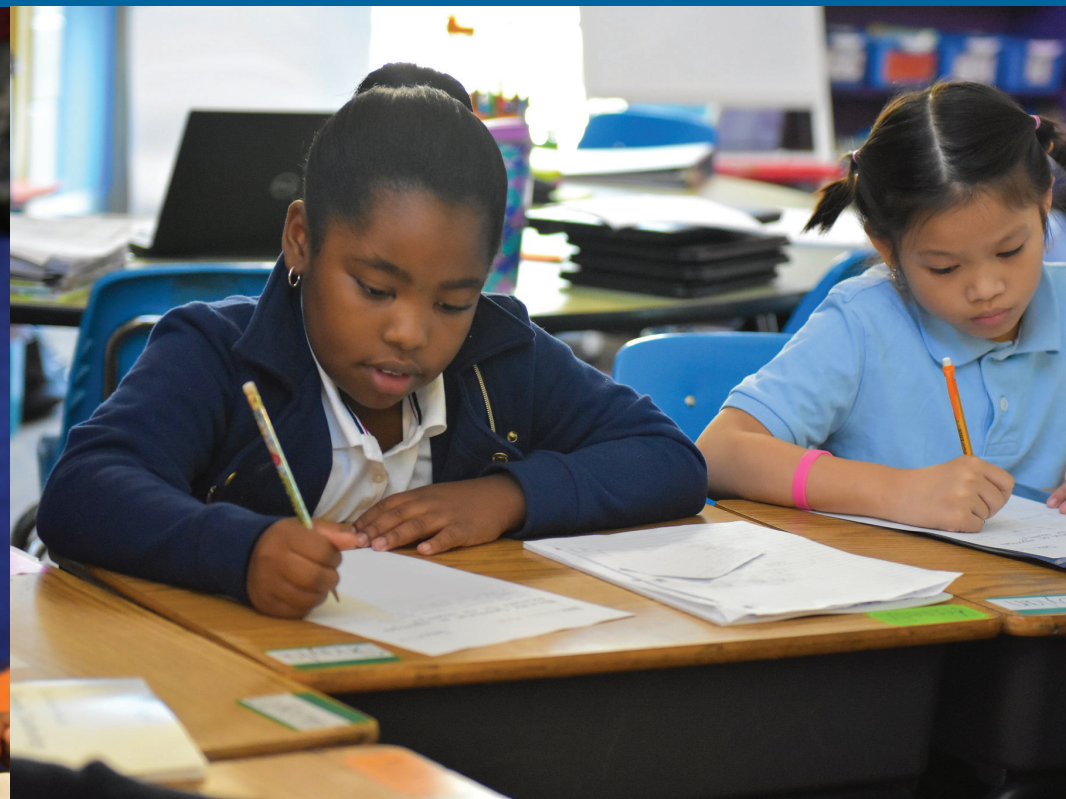


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## PARENT CURRICULUM GUIDE



[www.dcps.dc.gov](http://www.dcps.dc.gov)

Have a question? Contact us at  
(202) 719-6613 or [ofpe.info@dc.gov](mailto:ofpe.info@dc.gov).

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GRADE **3**



## How to Use the Parent Curriculum Guide:

This guide gives you the tools you need to support your child at home. In this booklet, you'll find strategies based on the DCPS curriculum to help your child meet his or her learning goals. You'll have a better understanding of what your child is learning in school and how you can further learning at home.

## What You Can Do:

You play a very important role in your child's academic performance. Here are some things you can do to support learning at home:

- ▶ Let your child know that education is the foundation for success.
- ▶ Know what your child is expected to learn in the 3rd grade.
- ▶ Help your child set high short-term and long-term academic goals.
- ▶ Provide a designated time and location to complete homework.
- ▶ Talk to your child about what is happening in school and constantly monitor progress.
- ▶ Advocate for your child.
- ▶ Share your child's strengths with your child's teacher.

## Questions to Ask Your Child's Teacher:

When speaking with your child's teacher about academic progress, here are a few questions you may want to consider asking:

- ▶ What are the learning goals? Can you show me examples of student work that meets the learning goals?
- ▶ May I see an example of my child's work? How does it or doesn't it meet these learning goals?
- ▶ Is my child at or above grade level, what extra support is available? What can I do at home?
- ▶ What classroom routines do you have that should also be used at home?
- ▶ What kinds of questions could I ask my child on a daily basis about your class?





















## Talking to Your Child:

Good conversations help our children see that we are interested in their lives. Here are a few conversation starters you may want to consider asking:

- ▶ Tell me about the best part of your day.
- ▶ What was the hardest thing you had to do today?
- ▶ Can you show me something you learned today?
- ▶ What books are you reading in school? Describe your favorite character? Why do you like that character?
- ▶ What do you think you should do more of at school? What do you think you should do less of? Why?



# WHAT MY THIRD GRADER IS LEARNING

	<b>ENGLISH LANGUAGE ARTS</b> 	<b>MATH</b> 	<b>SCIENCE</b> 	<b>SOCIAL STUDIES</b> 
<b>FALL</b> 	<p>Students learn about democracy and how it influences the three branches of government, about the election process and its importance, and some of the significant people that have had an impact on America's history. They see how America's laws impact people's lives and discuss how people can be active members of a democracy.</p> <p>...</p> <p>Students learn about how an individual's motivations, feelings, and actions can alter the course of events. They read stories, dramas, and poems to analyze characters and how a character's motivations, feelings, and actions impact a story.</p> 	<p>Students will understand and solve multiplication and division problems with units of 2-5 and 10.</p> <p>...</p> <p>Students will use place value to round numbers to the nearest 10 or 100. Students will tell time to the nearest minute and measure and solve addition and subtraction problems involving volume and mass.</p> 	<p>Students will explore plant and animal life cycles and animal social group behavior.</p> <p>...</p> <p>Students will explore a specific animal's inherited traits, behavior, and habitat as well as ways the animal's environment can change.</p> 	<p>Who has power in DC? Students build an understanding of how DC's government works and how it affects their lives by exploring the branches of government, citizen involvement in the political process, and DC's own local leaders.</p> <p>...</p> <p>Why does money matter? Students learn what an economy is and how it helps different groups to meet their wants and needs by exploring how money flows between people, government, and businesses in the form of goods, services, taxes, and jobs.</p> 
<b>WINTER</b> 	<p>Students learn about life in various habitats, such as rain forests, oceans, deserts, and the arctic tundra.</p> <p>...</p> <p>Students learn about forces in physical science through the study and research of magnetism and electricity. Students understand how comics can be used to tell a story.</p> 	<p>Students will understand and solve multiplication and division problems with units of 0, 1, 6-9 and multiples of 10 and explore area of rectangles and other shapes made of multiple rectangles.</p> <p>...</p> <p>Students will understand fractions as numbers. Students will compare fractions by reasoning about their size.</p> 	<p>Students will explore what fossils can tell us about how and where organisms lived, what traits they had to help them survive, and how they might have died.</p> <p>...</p> <p>Students will explore weather, climate, and natural hazards in and around our area.</p> 	<p>Who changes DC? Students discover how the creation of Washington, DC sets it apart from other cities and how its seat as "The Nation's Capital" makes it an important place in for the discussion of our country's civic and moral values.</p> 
<b>SPRING</b> 	<p>Students learn about various monuments, historical and cultural landmarks, and neighborhoods in Washington, D.C. They deepen their understanding of D.C.'s famous cultural and historical landmarks.</p> 	<p>Students will collect and display data and solve problems involving perimeter of shapes.</p> 	<p>Students will learn how balanced, unbalanced, and magnetic forces can affect an object.</p> 	<p>What is the best place in D.C.? Students discover the natural resources that existed at the beginning of DC's history and how different areas of D.C. have developed over time.</p> 

# ACTIVITIES TO PRACTICE WITH MY THIRD GRADER



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Read together everyday for 20 minutes.

FALL



What would it be like to be President for a day? What challenges might you face and what decisions might you make? Write a short story about a day in the life of the President.

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Write a poem or song lyrics that tell about a time you made a bad choice and what you learned. Share your new creation (and lesson) with friends or family.



Roll two dice. Practice multiplying the numbers using pictures or other strategies.

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Visit [bit.ly/DCPSTellTime](http://bit.ly/DCPSTellTime) to practice telling time on an analog clock.



Watch a wildlife show on TV with your child (Animal Planet, NatGeo, Discovery Channel) and discuss the animals you see and the environment they live in.

...

Ask your child what he/she has learned about how traits are inherited from parents to their children. Discuss what traits you have in common and what traits seem radically different.



Look up your city council member on the internet, and read their website with your child. Discuss how that person represents them, and compare the city council to the Mayor.

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Discuss different jobs of people your child knows, and discuss why people have jobs and how they get them.



Visit the National Zoo! Record observations (like color, shape, and size) of your five favorite animals. Keep your observations as objective as possible. For example, "The lion is tan and strong."



WINTER



Select a very different habitat than the one you live in. Some examples include a desert, rainforest, ocean, or arctic tundra. Go to the library and select 2-3 books. Use the books to help you recreate the habitat and label some important plants and animals you may find in the habitat. [bit.ly/findmylibrary](http://bit.ly/findmylibrary)



Practice multiplying using a deck of cards. Flip two cards over and multiply them. All face cards can be a ten.

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Look for and identify fractions in the real world. Let your child explore measuring spoons and measuring cups and make observations and comparisons about the sizes of various fractions.



Visit the Smithsonian National Museum of Natural History's many fossil exhibits with your child.

...

Work with your child to identify potential high-risk weather that could affect the community where you live. Discuss what can you do to protect yourselves from high-risk weather.



Go with your child to a local ANC meeting or read together about candidates for an upcoming local election. Discuss how change is made in DC.



Speed up your typing skills with the fun games and activities at [bit.ly/TypingFun](http://bit.ly/TypingFun). Can you win all of the games?

...

Visit the Kenilworth Park and Aquatic Gardens. Look for frogs on a pond tour, every weekend at 10 a.m. Visit [bit.ly/DCPSKen](http://bit.ly/DCPSKen) for more information.



SPRING



Can you find a magnet? Use it! Take a walk around the neighborhood. What does the magnet stick to? Why? Keep a journal of your discoveries.

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Write a letter to someone from out of town inviting them to DC. Convince them to visit by writing about the fun things and historical sites they could experience on their visit.



Collect data about interesting questions and create bar graphs or other ways to display your information. For example, collect information on the color shirts people are wearing at the park.



Do an internet search for "Rube Goldberg Machines". Try to make a simple version of a Rube Goldberg Machine with items around the house.



Drive through or take a walk along the mall, pointing out the different monuments to your child. Visit a smaller monument in your community and ask your child to generate questions about the person or event that the monument represents.



Visit the Kenilworth Park and Aquatic Gardens. Look for frogs on a pond tour, every weekend at 10 a.m. Visit [bit.ly/DCPSKen](http://bit.ly/DCPSKen) for more information.

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What are your summer plans? Brainstorm five activities you can do together to keep learning over the summer.



English Language Arts



Math



Science



Social Studies



Enrichment Activity