

3RD

A FAMILY GUIDE FOR STUDENT SUCCESS

THIRD GRADE
Concepts of Literacy and Mathematics



Maryland
STATE DEPARTMENT OF EDUCATION

The Maryland State Department of Education would like to thank the Mississippi Department of Education for allowing the adaptation and incorporation of this guide to support Maryland families and children.

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Deaf and Hard of Hearing Use Relay

Dear Families,

Parents and guardians are their child's first teachers, and your insight is essential to helping your child succeed. When families and educators work closely together, students benefit.

The Family Guide for Student Success outlines the key literacy and math skills your child will learn from pre-kindergarten through eighth grade. These guides show what students should know by the end of each grade and support your child in meeting Maryland's learning expectations.

Your partnership with your child's teacher makes the biggest difference. Stay in communication, ask questions, and reach out for ideas or activities to support learning at home. If you have questions about curriculum or school programs, please contact your child's school.

This guide is here to help us set clear expectations, strengthen skills, and support every child's growth, together.



Carey M. Wright, Ed.D.,
State Superintendent of Schools

HOW TO USE THE FAMILY GUIDES

In the guide that follows, you will notice that some tips have special symbols next to them. These symbols show which children might find that tip most helpful, since every child learns differently.

Use the key below to help you choose the tips that are most helpful for your child:



CIRCLE: For Children Learning English

Look for this symbol if your child is learning English as another language. These tips are great for building language skills while working on building reading and math skills. All of the activities can be completed in your child's home language as well as English.



SQUARE: For Children Who Need a Little Extra Help

This symbol means the tip might be especially helpful for children who need more time or practice to really understand a skill. These ideas can help make learning feel easier and less frustrating.



TRIANGLE: For Children Who Are Ready for a Challenge

If your child already understands a skill and is ready for something more, look for this symbol. These tips offer fun ways to go deeper and keep learning exciting.

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LITERACY

In third grade, your child will continue to build reading, writing, speaking, and listening skills. They will be exposed to a wide range of texts used for different purposes. Your child will be introduced to, and begin to use, more complex vocabulary. When reading, your child will encounter longer, multisyllabic words to be decoded. Third grade students are also developing academic language skills by learning how to explain ideas, discuss texts, ask questions, and use new vocabulary during speaking, listening, reading, and writing activities. Activities in these areas will include:

PHONICS AND WORD RECOGNITION

- Reading (decoding) and writing (encoding) words using phonics and word analysis skills.

FLUENCY

- Developing an understanding of fluent reading.
- Reading (decoding) words and/or text with accuracy, appropriate rate, and expression (prosody).

LANGUAGE

- Using mostly correct capitalization, punctuation, and spelling when writing.
- Determining the meaning of words or phrases in stories or informational texts.

COMPREHENSION

- Asking and answering questions about a text, referring to the text to support answers.



COMPREHENSION (CONTINUED)

- Recounting stories, including fables, folktales, and myths and identify the central message or lesson.
- Reading history, social studies, and science and identifying the main idea.
- Answering questions about characters in a story (their feelings, personality, or motivations) and explaining how their actions support the sequence of events.
- Using illustrations, maps, and photographs to gain understanding.

SPEAKING AND LISTENING

- Expanding discussion skills, explaining ideas clearly, building on others' ideas, and using details from texts or topics during discussions.

WRITING

- Expressing their opinion or sharing information with supporting reasons and evidence using a clear introduction, body, and conclusion.
- Writing stories (narratives) that include characters, settings and plots.

Your child can decode words with common prefixes and suffixes.

- Identify and know the meaning of the most common prefixes and suffixes.
- Understand affixes are added to help add to a word's meaning.
- Identify a base word and then use the affix to help determine the meaning of the word.

HELP AT HOME

- ▶  Provide your child with a magazine and have them look for and highlight words with prefixes and suffixes. They can read the words to you and check for meaning of the words.
- ▶ Write prefixes (e.g., un-, re-, dis-) and suffixes (e.g., -ing, -ed, -ful) on cards. Write base words (e.g., play, read, happy) on separate cards. Have your child match the prefix or suffix with the base word (e.g., un- + happy = unhappy). Encourage them to say the word aloud and talk about how its meaning has changed by adding the prefix or suffix.

COMMON AFFIXES

AFFIXES are added to the beginning or ending of a word to create a new word with a new meaning.

PREFIXES are added to the beginning of the word.

SUFFIXES are added to the end of the word.

PREFIXES
Un - not
Re - again
Pre - before
Dis - not
Non - not

SUFFIXES
-ful - full of
-less - without
-ly - to do something
-er - more
-able - having power to do
-ish - somewhat



Your child can decode multi-syllable words.

- Understand every syllable must have a vowel.
- Use strategies to determine the known syllables or syllable types in a word
- State the syllables and blend the syllables together to form the word.

HELP AT HOME

- ▶ Have your child circle the vowels in each syllable. This will also help with understanding of spelling.
- ▶ Make a word list and have your child draw a line to separate the syllables (e.g., helicopter = hel / i / cop / ter).

RESOURCES

VOWEL TEAMS			
 ee	 ay	 oa	 ie
 igh	 ea	 ai	 ow
 y	 y	 ar	 er
 ur	 or	 ir	 oy
 ou	 ew	 oo	 ow
 ue	 aw	 oi	 oo

VOWEL TEAMS

- They come as a team.
- Two vowels next to each other.
- Two letters that come to together to make one sound.
- Some vowel teams can be spelled more than one way (e.g., ai-rain; ay-hay).

Image from <http://chaplinschool.org/academics/classrooms/grade-2-mrs-rossi/2nd-grade-resources-reading-foundational-skills/>

Your child can read grade level text with purpose and understanding.

- Engage in reading texts in a variety of ways to refine understanding of fluency (independent reading, partner reading, listening to read alouds, choral reading, echo reading).
- Read grade level texts with accuracy, automaticity, and expression.
- Engage in repeated readings of familiar texts.
- Check for understanding of comprehension before, during, and after reading.



HELP AT HOME

- ▶ Try “Echo Reading.” Read a sentence or short passage aloud with good expression. Have your child repeat after you, copying your tone and pace.
- ▶ ● Read aloud a variety of texts in both English and your child’s home language. Encourage your child to talk about the text in both English and your child’s home language.
- ▶ As you read, point out how punctuation helps you know where to pause or stop (period=stop; comma=pause).
- ▶ Have your child read a familiar poem or nursery rhyme to you. Encourage them to read it fluently and with expression. You can model fluency and good expression for your child.

VOCABULARY

FLUENCY is the ability to read words in the text effortlessly and accurately with meaningful expression.



Your child can use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.

- Use context clues to know if what they are reading makes sense.
- Use context clues to know if they are reading words correctly by rereading and self-correcting when needed.

HELP AT HOME

► Pre-read the passage or story. Point out any unknown words beforehand. If your child gets stuck on a word, ask them to reread to check their understanding. If needed, explain the meaning of the word.

VOCABULARY

CONTEXT CLUES are clues an author provides within a sentence, paragraph, or passage.

Use standard English capitalization punctuation, and spelling when writing.

- Capitalize the first word in each sentence.
- Identify which words to capitalize in a title.
- Use commas and quotation marks when writing dialogue.
- Use spelling patterns when writing words.

HELP AT HOME

- ▶ Have your child orally tell you a short story with a title. Then, have them write their story starting with the title, then a few sentences. Discuss the capitalization and punctuation used. If helpful, write the same story and model how to use correct capitalization and punctuation.
- ▶ ▲ After having a brief conversation, have your child write out the dialogue of your conversation using quotation marks and commas. If helpful, read dialogue in familiar texts to see how the author used commas and quotation marks.



When writing, choose words or phrases for effect.

- Recognize and use figurative language (similes, metaphors, and personification).
- Choose words that convey feelings or mood in writing.

HELP AT HOME

- ▶ Read a wide variety of books with your child. Point out figurative language or words that convey feelings. Write the words on index cards and use them in conversation, then write them in sentences.
- ▶ ● Look for words that convey feelings that are similar in both English and your child's home language.

VOCABULARY

SIMILE Compares two different things using words such as “like” or “as.” For example, “Her smile was as bright as the sun.”

METAPHOR Compares two different things by saying one thing is another. For example, “My dad is a rock.” or “You are my sunshine.”

PERSONIFICATION Giving human qualities to non-human things such as animals, objects, or nature. For example, “The sun smiled down on us.”; “The flowers danced in the breeze.”

Your child can recount stories, including fables and folktales from diverse cultures, and can determine the central message, lesson, or moral and explain how the author conveyed this in the text.

- Identify the main characters, setting, problem, and solution in retelling a story.
- Make connections to the story based on prior knowledge.
- Locate key details in the text that the author used to support the lesson or moral of the story.

RESOURCES

SAMPLE STORY MAP

Using a sheet of notebook paper or construction paper, make a simple story map for your child to complete as they read a story.

BOOK TITLE: _____

AUTHOR: _____

CHARACTERS

SETTING

PROBLEM

SOLUTION

HELP AT HOME

- ▶ Use a story map to identify character, setting, problem, and solution.
- ▶ Use the “Five Ws and an H” Strategy (Who, What, When, Where, Why, How). While reading, pause and ask: Who is this story about? What happened first? Where does the story take place?
- ▶ Draw it out. Draw a picture of the part of the story that shows the message or moral. For example, draw a picture of the tortoise winning the race in *The Tortoise and The Hare*.
- ▶ ● Read familiar stories in English and in your child’s home language. Ask your child to retell the main characters, setting, problem, and solution in their home language.

Your child can describe characters in a story and explain how their actions contributed to the sequence of events in the story.

- Identify the characters in a story.
- Describe a character orally.
- Identify basic story elements as well as major events or challenges within a story.
- Use prior knowledge to predict what is coming next in the text.
- Monitor thinking so that your child understands when meaning is lost.

HELP AT HOME

- ▶ Choose a character from a favorite book or movie and have your child describe their hair color, eye color, face shape, body shape, etc.
- ▶ Ask your child to explain how the character's decisions or choices changed how things happened in the story.
- ▶ Show the front and back of a book and the table of contents. Ask your child to list several possible outcomes for the story.
- ▶ Visit your local public library to check out bilingual books and audiobooks.



Your child can determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.

- Understand the difference between the literal meaning or the figurative meaning of a word or phrase.
- Identify the correct meaning of a word or phrase.

HELP AT HOME

- ▶ Choose a book of nursery rhymes or poems to read with your child. Go through the different lines and have your child determine if the author really means what he says (literal language) or if the author actually means something different (figurative language).
- ▶ Expose your child to several non-literal phrases and have them determine what they mean (e.g., “It’s raining cats and dogs” or “I’m as hungry as a horse”).
- ▶ ■ Use drawings to show the difference between real and figurative language. For example: “the cat’s eyes sparkled like diamonds.” Draw a picture of shiny cat’s eyes and a shiny diamond.

VOCABULARY

LITERAL LANGUAGE means exactly what it says, while **FIGURATIVE LANGUAGE** is a word or phrase that does not have its normal everyday, literal meaning. Figurative language is used by the writer for the sake of comparison or dramatic effect.



Your child can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. Your child can describe how each successive part builds on earlier sections.

- Use the terms chapter, scene, and stanza when writing or speaking about a text.
- Describe how events in stories, dramas, and poems build upon each other.



HELP AT HOME

- Provide your child with a book of poems or nursery rhymes. Read the poems together and have your child read them aloud.
- Use a story map to identify the different parts of a story, drama, or poem. Map out the chapters, scenes, or stanzas.

VOCABULARY

A **STANZA** is a group of lines in a poem separated by space from other stanzas, much like a paragraph.

Your child can distinguish their own point of view from that of the narrator or those of the characters.

- State their point of view.
- Describe how their point of view might differ from the narrator or character's point of view.

VOCABULARY

POINT OF VIEW is the way in which the author allows you to “see” and “hear” the text.

The most common points of view are:

FIRST PERSON - A character tells the story.

THIRD PERSON - A narrator, or outsider tells the story.

HELP AT HOME

- ▶ Read a familiar text with your child and play the role of different characters using different voices and emotions.
- ▶ Discuss the point of view of the characters you are playing and then have your child tell how the character's point of view may or may not be different from their own.

Your child can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

- Explain how the illustrations show aspects of a character or setting.
- Explain how the illustrations in a story help create the mood of the story.



HELP AT HOME

- ▶ After reading a book with your child, have them orally describe a character's personality or mood, then ask your child to choose an illustration that best shows the personality or mood of the character.
- ▶ After reading a text with your child, have them find an illustration that accurately shows the setting(s) of the story.



Your child can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

HELP AT HOME

▶ Have your child read two different books by the same author (e.g., *The BFG* and *Charlie and the Chocolate Factory* both written by Roald Dahl) and then discuss the similarities and differences between the two books.

VOCABULARY

The **THEME** is the message or lesson that the author wants you to take away from the story. Common themes include, but are not limited to: courage, honesty, love, friendship, hope, and forgiveness.

By the end of the year, your child can read and comprehend literature, including stories, dramas, and poetry, on grade level, independently and proficiently.

HELP AT HOME

▶ It is important to read to your child from a variety of different genres. Choose from a variety of books, on grade level and beyond, when you are looking for something to read aloud. Your school library media specialist or public librarian is a great resource for books.

GENRES

Different genres include, but are not limited to:

- | | | |
|--------------------------|----------------------|-----------------|
| • fantasy | • historical fiction | |
| • realistic fiction | • science fiction | |
| • mystery | • informational | • autobiography |
| • traditional literature | • biography | • poetry |

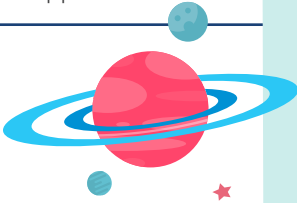
Your child can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

- Explain how historical events and scientific ideas fit together using words that describe time, sequence, and cause/effect.

VOCABULARY

CAUSE is the reason why something happened.

EFFECT is the result of what happened.



HELP AT HOME

- ▶ Have your child read nonfiction kids’ magazine articles or grade level informational texts. Spend time listing cause/effect relationships and/ or the sequence of events of the passage.
- ▶ Ask questions while reading historical or scientific texts about how the author shows how the different ideas in the passage work together. Does time affect the ideas? Is the text in a particular sequence? Is the author trying to explain a cause and effect relationship?

Your child can determine the meaning of words or phrases in informational text about a specific topic.

- Understand vocabulary pertaining to science topics.
- Understand vocabulary pertaining to social studies topics.

VOCABULARY

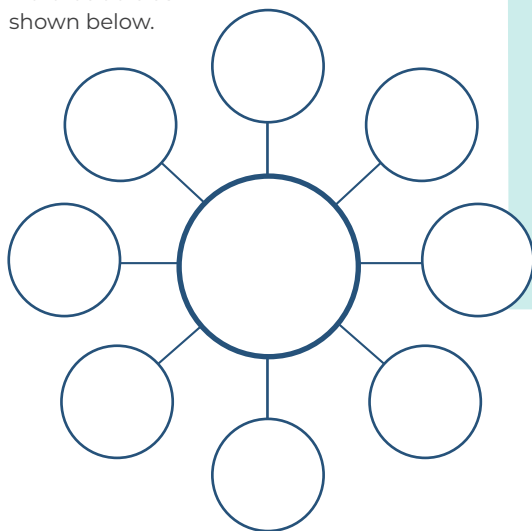
INFORMATIONAL TEXT

is nonfiction text that provides information. It can include text features such as photographs, captions, table of contents, headings, glossary, etc.

RESOURCES

SAMPLE WORD BUBBLE

Using a sheet of notebook paper or construction paper, make a simple word bubble as shown below.



HELP AT HOME

- ▶ Have your child bring home their science or social studies textbook. Based on the topic they are studying, go through and pick out unfamiliar words and phrases, then discuss the word's meanings.
- ▶ Create word maps such as a bubble map. Write a new word in the middle of a page and circle it. Draw lines from the circle and write other words that lead to its meaning (synonyms, a picture of what the word means, other clues about the word).
- ▶ Provide books on science or social studies topics that your child is interested in.
- ▶ ● Point out words that look or sound similar across languages (cognates), such as "animal" in English and "animal" in Spanish.

Your child can use text features and search tools to efficiently locate information relevant to a given topic.

- Locate and identify text features (e.g., headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, key words, sidebars, hyperlinks).

TEXT FEATURES

Common text features include:

- Photographs
- Captions
- Labels
- Illustrations
- Maps
- Indexes
- Glossary
- Diagrams
- Table of Contents
- Charts and graphs
- Icons



HELP AT HOME

- ▶ Set up a scavenger hunt where your child has to find answers using the book's text features. Example: *"Find a fact about dolphins using the table of contents."*
- ▶ Send your child on a text feature scavenger hunt. Provide your child with a list of text features they has to locate. Provide them with informational texts on a topic. Have your child hunt for the text features in magazines and newspapers, cut them out, and label them properly.

Your child can use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

- Use graphics in informational texts to increase understanding.
- Read and understand diagrams, graphs, maps, charts, tables, timelines, pictures, and drawings.

HELP AT HOME

- ▶ Using your child's science or social studies textbook, explore the different illustrations and text features. Discuss with your child how to read the different maps and graphs. Discuss the information found in all the text features.



Your child can compare and contrast the most important points and key details presented in two texts on the same topic.

- Examine two different articles on the same subject.
- Create a Venn diagram to compare and contrast the articles.

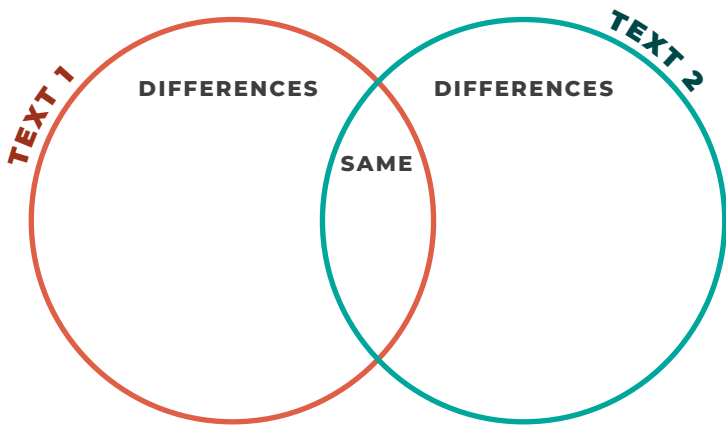
HELP AT HOME

- ▶ Provide your child with two texts on the same subject. Have your child read the texts and list the similarities and differences between the two articles.
- ▶ Have your child create a Venn diagram or t-chart to organize the differences in the texts. Label each side for text 1 and text 2. Write details from each text under the correct label. You could also pre-write the details on index cards and let your child sort them.

RESOURCES

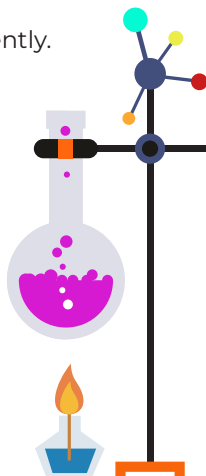
SAMPLE VENN DIAGRAM

Using a sheet of notebook paper or construction paper, make a simple Venn diagram for your child to complete after they reads two texts.



By the end of the year, your child can read and comprehend informational texts, including history/social studies, science, and technical texts, on grade level 3, independently and proficiently.

- Read informational text on third grade level.
- Read informational text independently and proficiently.



HELP AT HOME

- ▶ Choose nonfiction books to read aloud with your child (e.g., biographies, autobiographies, books on specific events in history, science experiments, and technical texts). Explore unfamiliar words and phrases together. Write down questions your child has about the topics and research the answers together.

Your child can express their ideas clearly and build on the ideas of others.

- Follow agreed-upon rules for discussions (taking turns respectfully, listening to others with care).
- Ask questions to check understanding about a topic or text.
- Listen to identify a topic and key ideas of speakers.

HELP AT HOME

- ▶ Create a brief set of rules for conversations (taking turns, listening respectfully) and follow those agreed-upon ideas when having a conversation with your child.
- ▶ Provide opportunities for your child to ask questions about books or topics using the 5 Ws and an H: Who? What? When? Where? Why? How?
- ▶ Ask your child to describe their understanding of what another person said.
- ▶  Have conversations with adults, siblings, and peers in any language. This will help your child strengthen their speaking, listening, and thinking skills.

5 W'S AND AN H QUESTIONING

WHO	Who was there?
WHAT	What happened?
WHEN	When did it happen?
WHERE	Where did it happen?
WHY	Why did it happen?
HOW	How did it happen?

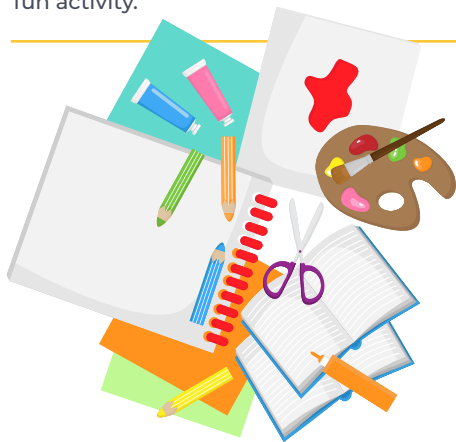


Your child can write opinion, narratives, and information about a topic using text structures for each type of writing.

- Write opinion pieces on topics or texts, supporting their point of view with reasons.
- Write informational texts to examine a topic and share ideas and information clearly.
- Write narratives (stories) to develop real or imagined experiences or events using descriptive details and clear event sequences.

ADDITIONAL HELP AT HOME

Set up a dedicated writing area with paper, pencils, and colored pencils or markers to encourage writing as a fun activity.



HELP AT HOME

- ▶ Have students use a story map or “beginning, middle, and end” charts to help them sequence events in their plot. If helpful, have your child act out their story before writing.
- ▶ Use conversations to share opinions on various topics with supporting reasons (what to have for dinner, what shows to watch, bedtime, etc.)
- ▶ Have your child orally share information about a topic they are studying at school or are interested in. Ask them how they could introduce the topic, share some information, and provide a concluding sentence that tells why this topic is important.
- ▶ ■ Let your child dictate their first draft of an opinion, narrative, or informational text to you as you write it down.
- ▶ ● Ask your child to share their ideas for writing in their home language, then in English.



MATHEMATICS

In third grade, your child will develop an understanding of multiplication and division. Your child will expand knowledge of place value and use this understanding to solve addition and subtraction problems. An understanding of fractions will be developed. Your child will use arrays to solve problems and calculate area. Your child will also learn more about two-dimensional shapes. Some activities will include:

NUMBER AND OPERATION SENSE

- Apply and extend place value understanding.
- Add and subtract within 1,000.
- Represent and interpret multiplication and division.
- Use a variety of strategies to solve multiplication and division problems.
- Recall or quickly derive multiplication and division facts within 100.
- Recognize and explain the meaning of fractions.
- Explain equivalent fractions and compare fraction.

ALGEBRAIC THINKING

- Use multiplication and division with 100 to solve one-step problems in context.
- Use addition, subtraction, multiplication, and division to solve two-step problems in context.
- Identify and explain patterns in addition and multiplication.



GEOMETRIC REASONING & MEASUREMENT

- Solve problems by estimating and measuring.
- Use attributes to sort shapes.
- Solve problems involving area and perimeter.

REASONING WITH DATA, STATISTICS, AND PROBABILITY

- Collect, represent, and summarize data.

Your child can read, write, compose, decompose, and compare numbers through 10,000.

- Understand place value of the ones, tens, hundreds, thousands, and ten thousands.
- Recognize the value of a digit.
- Numbers can be composed and decomposed in a variety of ways.
- Place value can be used to compare and order numbers.
- Understand the symbols for comparison greater than ($>$), less than ($<$), and equal to ($=$).

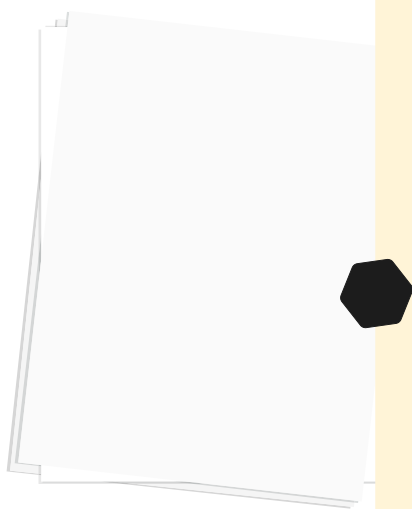
HELP AT HOME

- ▶ Have your child write the given number in expanded form (e.g., $5,423 = 5,000 + 400 + 20 + 3$), then write the same number in words (e.g., five thousand, four hundred twenty-three).
- ▶ Given a 4-digit number, ask your child to identify the value of the digits in the number (e.g., the 4 in 5,423 represents 4 hundreds or 400).
- ▶ Given a 4-digit number, ask your child to find multiple ways to decompose the number.
- ▶ Write down two 3-digit or 4-digit numbers. Ask your child to use benchmark numbers or a number line to compare. You may ask your child “which is closer to 0?” or “Which is closer to a benchmark number like 500 or 1,000?”



Your child can fluently add and subtract within 1000 using different strategies and is able to explain how the answer is reasonable.

- Know that the relationship between addition and subtraction is an inverse relationship.
- Use properties of operations (associative, commutative, and distributive properties) to solve addition and subtraction problems.
- Think about multi-digit numbers as groups of hundreds, tens, and ones.
- Estimation is a way to quickly find an answer that is close to the exact amount, helping students check if their answers make sense in everyday situations. Students may use benchmark numbers or rounding when they estimate.



HELP AT HOME

- ▶ Give your child a 2-digit by 2-digit addition problem. Have them represent and solve the problem using place value models. As your child becomes more confident, give subtraction problems and problems with 3-digits.
- ▶ Give your child an addition or subtraction problem (that includes 2- or 3-digit numbers) and ask them to estimate the sum or difference. For example, given the problem $424 - 16$, your child may estimate that the difference is about 300 because $420 - 20 = 300$.
- ▶ Play a number cube game! Provide a pair of number cubes (dice). You take one and give your child the other. Have a paper and pencil handy. Roll a number cube two times to create a 2-digit number. Then have your child do the same. After creating two 2-digit numbers, ask your child to add or subtract the numbers. As your child becomes more confident, you can work with 3-digit numbers.

Your child can represent and interpret multiplication of two factors (0-10) as equal groups.

- Equal groups are composed units that can be repeated/iterated.
- Understand the relationship between the factors and products (e.g., Factors are the numbers we multiply together to get a product. For example, in $4 \times 3 = 12$, the numbers 4 and 3 are the factors, and 12 is the product, factor $\times$ factor = product).

RESOURCES

SAMPLE ARRAY

Using a sheet of notebook paper or construction paper, make a simple chart your child can use to create arrays for different multiplication facts.

	1	2	3	4	5	6	7
1							
2							
3							
4							
5							

HELP AT HOME

- ▶  Arrange objects into equal groups and ask your child to write a multiplication equation to represent the groups. You can use plates to represent the groups and place equal number of objects on each plate.
- ▶ Have your child arrange objects in an array. Ask your child to identify the number of groups, how many in each group, and to write a multiplication equation to represent the array. For example, your child arranges 4 rows with 3 counters in each row. Your child identifies that there are 4 groups of 3 and write the equation, $4 \times 3 = 12$.

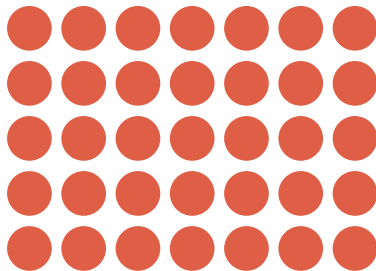
Your child can recall or quickly determine multiplication and division facts within 100.

- Multiplication facts include those with factors less than or equal to 10. Division facts include those with quotients less than or equal to 10.
- Flexibly use strategies for multiplying and dividing to efficiently determine an unknown fact.

$$2 \times 7 = 14$$



$$5 \times 7 = 35$$



$$7 \times 7 = 49$$

HELP AT HOME

- ▶ Practice skip counting.
- ▶ Practice multiplication and division facts in small, related groups. For example, focus on all the 2s and 4s facts. This will help your child notice patterns and build confidence without feeling overwhelmed.
- ▶ Encourage your child to use known facts to determine unknown facts. For example, if your child knows 2×7 and 5×7 , your child can solve 7×7 .

Your child can recognize and explain that a fraction represents a part of a whole.

- Fractions must have equal parts.
- Fractions show equal parts of a whole or equal parts of a set.
- When a whole is cut into equal parts the denominator represents the number of equal parts.
- The numerator of a fraction is the count of the number of equal parts that are shaded or that are different from the other parts.
- Third graders work with halves, thirds, fourths, sixths, and eighths.

$$\frac{1}{2}$$

numerator

denominator

HELP AT HOME

- ▶ Cut several rectangles out of paper. Have your child fold each one into equal parts. Label each piece (e.g., if folding a rectangle in fourths, label each piece as $\frac{1}{4}$). Repeat this activity with other shapes.
- ▶ Draw a shape and ask your child to partition it into a given fractional amount. For example, draw a circle and ask your child to partition the circle into eighths. Ask you child to explain how they know they are correct.
- ▶ When cutting food items into equal shares, talk about what fraction of the whole your child will eat. Discuss what fraction of the whole remains.

Your child can explain equivalence of fractions and compare fractions by reasoning about their size.

- Comparisons are valid only when the two fractions refer to the same whole.
- Compare fractions by reasoning about the size of the parts and the number of the parts (e.g., $\frac{1}{8}$ is smaller than $\frac{1}{3}$ because when one whole is cut into 8 pieces, the pieces are much smaller than when one whole is cut into 3 pieces).

HELP AT HOME

- ▶ Draw visual representations of fractions on index cards and then draw a matching equivalent fraction on another index card. Scatter the index cards on the floor in front of your child and have them sort the cards, matching up the equivalent fractions (e.g., $\frac{1}{2}$ would match up with $\frac{2}{4}$).
- ▶ Use the same fraction cards, ask your child to select 2 fractions and compare. Your child may draw a picture to help.

VOCABULARY

EQUIVALENT FRACTIONS are fractions which have the same value, even though they may look different (e.g., $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent, because they are both “half”).

Your child can use multiplication and division within 100 to solve one-step problems in context involving equal groups, arrays, and area by using a variety of representations.

- A variety of representations (e.g., concrete materials, drawings, and/or equations) can be used to model and solve one-step problems.
- The product represents the total or answer to a multiplication problem.
- The quotient represents either the number of groups or the number in each group and is the answer to a division problem.



HELP AT HOME

- ▶ ● Use everyday situations to create math problems for your child. For example, while buying groceries, ask your child to determine how much will multiple boxes of pasta cost if each box costs the same amount. While at a restaurant, have your child decide how many chairs are in the room, if each table as the same number of chairs. Practice these types of one-step problems often.
- ▶ ■ Ask your child to use concrete materials or draw pictures to represent and solve the problem.
- ▶ ▲ Given a one-step word problem, ask your child to write an equation to represent the situation using a symbol to represent the unknown.

Your child can use addition, subtraction, multiplication, and division to solve two-step problems in context. Your child can assess the reasonable of answers.

- A symbol or letter can be used to represent an unknown number in an equation.
- A variety of representations (e.g., concrete materials, drawings, and/or equations) can be used to model and solve problems.
- Estimation is a way to quickly find an answer that is close to the exact amount, helping students make check if their answers make sense in everyday situations.

HELP AT HOME

- ▶ After reading a problem, have your child mentally estimate what the answer should be. Have them write the estimate down. After solving the problem, look back at the estimation and discuss if the estimate was close to the answer or determine why the estimate was wrong.
- ▶ ● Use everyday situations to create two-step problems for your child. Talk about the importance of reading the question carefully and identifying important information. Ask questions such as, “What is the problem really asking?” and “What do I already know before I start working?”

Your child can identify patterns in addition and multiplication and explain them.

- Identify patterns in addition by using an addition table. For example, your child may observe that when beginning with 2 and adding 2 each time, the sums are also ways even and can explain why.
- Identify patterns in multiplication using a multiplication table. For example, your child may observe the pattern that 4 times a number is always even and explain why.

RESOURCES

HUNDRED CHART

Print a hundred chart or create your own on a sheet of notebook paper or construction paper.

HELP AT HOME

- ▶  Practice skip-counting.
- ▶ Look for patterns in everyday situations. Encourage your child to describe the pattern using numbers (e.g., if 1 car has 4 wheels, then 2 cars have 8 wheels, 3 have 12, and so on).
- ▶  Provide your child with a 100 chart. Take a highlighter and highlight a pattern of numbers. Have your child practice identifying the pattern. For example, each highlighted number is increasing by 5.

HUNDRED CHART									
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Your child can solve problems by estimating and measuring liquid volume and masses of objects.

- Measure objects using grams, kilograms, and liters.
- Solve word problems about mass and volume.

HELP AT HOME

- ▶ Provide your child with different sized containers (e.g., 2 liter bottles, milk jugs, glasses). Have your child fill the containers with water and compare the amount the different containers hold.
- ▶ Have your child look at containers of unknown capacity and estimate how much liquid they will hold. Have your child fill the containers and then empty them into a measuring cup to calculate the container's capacity.



Your child can use attributes to sort shapes and explain why the shape belongs in a category or more than one category.

- A quadrilateral is a closed shape with four sides (e.g., square, rectangle, trapezoid, parallelogram, rhombus).
- A parallelogram is a quadrilateral with 2 pairs of parallel sides (e.g., square, rectangle, rhombus).

NOTE: A trapezoid is a quadrilateral with at least one pair of parallel sides.

VOCABULARY

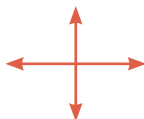
PARALLEL LINES

are lines that run side by side but never touch.



PERPENDICULAR LINES

are lines that intersect to form four right angles.

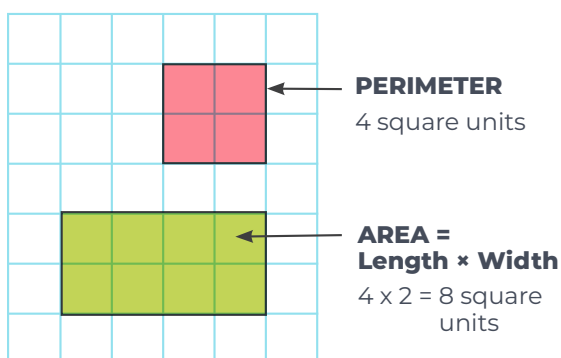


HELP AT HOME

- ▶  Make a paper copy of each quadrilateral. Hold up each shape and have your child describe all of the attributes of the shape. Ask your child questions such as: How many sides does the shape have? Does the shape have any parallel lines or perpendicular lines? Are the sides of the shape the same length or different?
- ▶ Give your child cut outs of different shapes. Have your child sort the shapes into categories and explain what attributes helped them sort. For example, ask your child to sort the shapes to show examples and non-examples of parallelograms.
- ▶  To support multilingual third graders, use home language to discuss vocabulary (e.g., parallel, quadrilateral, etc.) first then in English to help your child make connections.

Your child can solve problems involving area and perimeter.

- Area is the measure of space inside a figure or region and is measured in square units.
- Area can be found by counting square units.
- Area of a rectangle can be found using multiplication, multiplying the length by the width.
- Perimeter is the measure around a figure or region and is measured in units.
- Perimeter can be found by counting units.
- Perimeter can also be found using addition to add the lengths of each side of the figure.



HELP AT HOME

- ▶ Trace different shapes onto graph paper for your child. Discuss with your child that each small square on the graph paper represents one square unit. Then, have your child count and then calculate by using the formula $\text{Length} \times \text{Width}$ to find the square units for each shape on the page.
- ▶ Using grid paper, have your child draw different squares or rectangles on the grid paper and label the length of each side. Then, ask your child to calculate the perimeter.
- ▶ ▲ Give your child a target area and ask them to find all the possible rectangles that would have the target area. For example, if the target area is 8 square units, your child may identify a 1×8 rectangle and a 2×4 rectangle. You can also do this with perimeter.
- ▶ ● To support multilingual third graders, use home language to discuss vocabulary (e.g., area, square units, perimeter, units, etc.) first then in English to help your child make connections.

Your child can collect and represent data using picture graphs, bar graphs, and line plots. Your child can summarize data and identify patterns in the graphs.

- Data can be collected through survey, observation, or measurement.
- Categorical data refers to data that can be sorted into groups or categories (e.g., transportation to school or favorite recess activity). Categorical data can be displayed using picture graphs and bar graphs.
- Numerical data refers to data that can be counted or measured (e.g., height of plants, temperature). Numerical data can be displayed using line plots.
- Graphs are used to display data and make interpretation easier.
- It is important to consider the context of the data when summarizing or identifying patterns.

HELP AT HOME

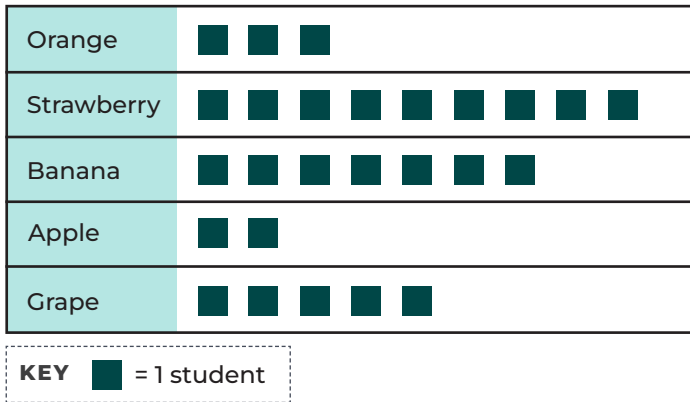
- ▶  Ask your child to collect data to answer a question they are interested in or to help the family make a decision. For example, if you are planning a meal for a family gathering, your child may survey family members to identify their favorite meal or dish.
- ▶ Create real-world situations for your child to graph (e.g., favorite movie genre, daily temperatures, amount of minutes spent reading, etc.).
- ▶  Measure different objects (e.g., heights of family members, height of plants) around the house and plot their lengths using a line plot.
- ▶ After creating graphs or line plots, ask your child questions about the data. For example, you may ask “How would you summarize the data?” or “Would the pattern you identify apply to different contexts or situations?”



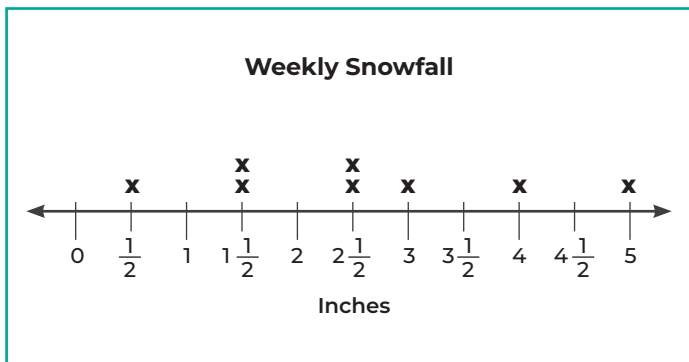
RESOURCES

SAMPLE PICTURE GRAPH

Our Favorite Fruit



SAMPLE LINE PLOT





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