

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Third Grade

August 30, 2012

Sheila Wolfe & Kristina Baxter

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Reading, Writing and Communicating

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, And Tools	Measuring Methods And Tools
		<i>Italics indicate Montessori Materials and Lessons</i>	
STANDARD ONE: ORAL EXPRESSION AND LISTENING	<p>1. Oral communication is used both informally and formally</p> <p><i>a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking</i></p>	<p>Presentations, Book reports, Show & Tell, Performances, graphic organizers, Thesaurus research, Reader's Theater, <i>Grammar</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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	<p><i>clearly at an understandable pace</i></p> <p><i>b. Distinguish different levels of formality</i></p> <p><i>c. Speak clearly, using appropriate volume and pitch for the purpose and audience</i></p> <p><i>d. Select and organize ideas sequentially or around major points of information that relate to the formality of the audience</i></p> <p><i>e. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details</i></p> <p><i>f. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p> <p><i>g. Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details</i></p>	<p><i>Boxes, Study of Words,</i></p>	
	<p>2. Successful group activities need the cooperation of everyone</p> <p><i>a. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <ul style="list-style-type: none"> • <i>Come to discussions prepared having read or studied required material;</i> 	<p><i>Reader's Theater, Graphic organizers, Conflict Resolution, Active Listening,</i></p>	<p><i>SRA (main idea,</i></p>

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	<p><i>explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i></p> <ul style="list-style-type: none"> • <i>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i> • <i>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i> • <i>Explain their own ideas and understanding in light of the discussion.</i> • <i>Use eye contact, volume, and tone appropriate to audience and purpose</i> • <i>Use different types of complete sentences to share information, give directions, or request information</i> <p><i>b. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</i></p> <p><i>c. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</i></p>		
<p>STANDARD TWO: READING FOR ALL</p>	<p>1. Strategies are needed to make meaning of various types of literary genres.</p>	<p><i>Phonograms, sight words, Read Aloud,</i></p>	<p>Developmental Reading</p>

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<p>PURPOSES</p>	<p>a. <i>Use Key Ideas and Details to:</i></p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding • Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting) • Recount stories, including fables, folktales, and myths from diverse cultures; determine and explain the central message Describe and draw inferences about plot, character, and setting in literary pieces, poems, & plays • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <p>b. <i>Use Craft and Structure to:</i></p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. • Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, 	<p>partner reading, making predictions, inferences, summarizing, sequencing, main idea, story elements, graphic organizers, Read and Understand, literature circles,</p>	<p>Assessment (DRA), DRA 2, Student Reading Assessment (SRA), Accelerated Reader (AR) Measures of Academic Progress (MAP) Transitional Colorado Assessment Program (TCAP)</p>
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	<p>and stanza; describe how each successive part builds on earlier sections.</p> <ul style="list-style-type: none"> • Distinguish their own point of view from that of the narrator or those of the characters. <p>c. Use <i>Integration of Knowledge and Ideas</i> to:</p> <ul style="list-style-type: none"> • Explain how a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). • Summarize central ideas and important details • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters <p>d. Use <i>Range of Reading and Complexity of Text</i> to:</p> <ul style="list-style-type: none"> • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <p>e. <i>Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.</i></p>		
	<p>2. Comprehension strategies are necessary when reading informational or persuasive</p>	<p><i>Phonograms, Classified Nomenclature,</i></p>	<p>SRA, DRA2 , AR,</p>

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	<p>text.</p> <p><i>a. Use Key Ideas and Details to:</i></p> <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding, referring explicitly to the text as the basis for the answers. • Determine the main idea of a text; recount the key details and explain how they support the main idea. • 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. <p><i>b. Use Craft and Structure to:</i></p> <ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>. • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. • Distinguish their own point of view from that of the author of a text. • Use semantic cues and signal words (because, although) to identify 	<p>sight words, KWL, graphic organizers, Read Aloud, partner reading, Read and Understand, literature circles, introduction to non-fiction book features, predictions, support opinions, cause and effect, compare and contrast, synonyms/antonyms/homonyms</p>	<p>MAP, TCAP</p>
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	<p>cause/effect and compare/contrast relationships</p> <p>c. Use <i>Integration of Knowledge and Ideas</i> to:</p> <ul style="list-style-type: none"> • 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). • Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). • Compare and contrast the most important points and key details presented in two texts on the same topic. <p>d. Use <i>Range of Reading and Complexity of Text</i> to:</p> <ul style="list-style-type: none"> • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. • Adjust reading rate according to type of text and purpose for reading. 		
	<p>3. Increasing word understanding, word use, and word relationships increases</p>	<p><i>Study of Words/Sky Scrapers, Grammar</i></p>	<p>Spelling Tests, SRA, DRA2 , AR, MAP,</p>

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	<p>vocabulary.</p> <p><i>a. Know and apply grade-level phonics and word analysis skills in decoding words.</i></p> <ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes. • Decode words with common Latin suffixes. • Decode multi-syllable words. • Read grade-appropriate irregularly spelled words. <p><i>b. Read with sufficient accuracy and fluency to support comprehension.</i></p> <ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p><i>c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</i></p> <ul style="list-style-type: none"> • Use sentence-level context as a clue to the meaning of a word or phrase. • Determine the meaning of the new word formed when a known affix is added 	<p>Boxes, graphic organizers, dictionaries, thesaurus, atlas, encyclopedia, research, , multisyllabic words, content specific words, root or base words, prefix, suffix,</p>	<p>TCAP</p>
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	<ul style="list-style-type: none">• Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.• Use a known root word as a clue to the meaning of an unknown word with the same root• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the meaning of key words and phrases. <p><i>d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</i></p> <ul style="list-style-type: none">• Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).• Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).• Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, and wondered</i>). <p><i>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</i></p>		
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<p>STANDARD THREE: WRITING AND COMPOSITION</p>	<p>1. A writing process is used to plan, draft, and write a variety of literary genres</p> <p><i>a. Write opinion pieces on topics or texts, supporting a point of view with reasons.</i></p> <ul style="list-style-type: none"> • <i>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</i> • <i>Provide reasons that support the opinion.</i> • <i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> • <i>Provide a concluding statement or section.</i> • <i>Brainstorm ideas for writing</i> <p><i>b. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</i></p> <ul style="list-style-type: none"> • <i>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</i> • <i>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</i> • <i>Use temporal words and phrases to signal event order.</i> 	<p>Practice reading and writing Non-fiction, biography, autobiography, historical fiction, fantasy, science fiction, mystery, myths & legends, folk & fairy tales, fables, poetry, short stories, drama, & journalism.</p> <p>Writing lessons: Picture books that exemplify the "6 + 1 Traits", writing process, original art work, graphic organizers, brainstorming, class discussions, story starters, writing prompts, thesaurus, & book reports.</p>	<p>Writing Anchors, TCAP, MAP</p>
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	<ul style="list-style-type: none"> • <i>Provide a sense of closure.</i> • <i>Write descriptive poems using figurative language</i> 		
	<p>2. A writing process is used to plan, draft, and write a variety of informational texts</p> <p><i>a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p> <ul style="list-style-type: none"> • <i>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</i> • <i>State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)</i> • <i>Develop the topic with facts, definitions, and details.</i> • <i>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i> • <i>Provide a concluding statement or section.</i> 	<p>Writing examples include: narrative, expository, descriptive, persuasive, & explanation.</p> <p>Writing lessons: graphic organizers, brainstorming, class discussions, research, inquisition, K-W-L charts, writing prompts, writing process, editing, introduction to the elements of a non-fiction book, research reports, transitional words, & create supporting visual models (charts, maps, illustrations, diorama, mobile, etc.)</p>	<p>Writing Anchors, TCAP, MAP</p>

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	<p>3. Correct grammar, capitalization, punctuation, and spelling are used when writing</p> <p><i>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</i></p> <p><i>b. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</i></p> <p><i>c. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</i></p> <p><i>d. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</i></p> <ul style="list-style-type: none"> • <i>Choose words and phrases for effect.</i> • <i>Recognize and observe differences between the conventions of spoken and written standard English.</i> <p><i>e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <ul style="list-style-type: none"> • <i>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i> 	<p><i>Grammar Boxes with Symbols, Study of Words/Skyscrapers, Graphemes (18 Spelling Baskets), Sentence Analysis, 3rd Grade Mentors, writing process, editing with editing marks, apostrophes, indentation, commas, 6 Traits, journaling, Daily Oral Language, Dictionary, & Spelling curriculum</i></p>	<p><i>Writing Anchors, Spelling Assessments, Applied Spelling, TCAP, & MAP</i></p>

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	<ul style="list-style-type: none">• <i>Form and use regular and irregular plural nouns.</i>• <i>Use abstract nouns (e.g., childhood).</i>• <i>Form and use regular and irregular verbs.</i>• <i>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</i>• <i>Ensure subject-verb and pronoun-antecedent agreement.</i>• <i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</i>• <i>Use coordinating and subordinating conjunctions.</i>• <i>Produce simple, compound, and complex sentences.</i>• <i>Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts</i> <p><i>f. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <ul style="list-style-type: none">• <i>Capitalize appropriate words in titles</i>• <i>Use commas in addresses.</i>• <i>Use commas and quotation marks in dialogue.</i>• <i>Form and use possessives.</i>• <i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,</i>		
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	<p><i>sitting, smiled, cries, happiness).</i></p> <ul style="list-style-type: none"> • <i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i> <p><i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i></p>		
STANDARD FOUR: RESEARCH AND REASONING	<p>1. Researching a topic and sharing findings are often done with others</p> <p><i>a. Conduct short research projects that build knowledge about a topic.</i></p> <p><i>b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</i></p> <p><i>c. Interpret and communicate the information learned by developing a brief summary with supporting details</i></p> <p><i>d. Develop supporting visual information (charts, maps, illustrations, models)</i></p> <p><i>e. Present a brief report of the research findings to an audience</i></p>	<p><i>Oral presentations, Small group research, Time Lines, Main idea, Summary, Pen Pals, Surveys, Interviews, Creating graphs</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
	<p>2. Inferences and points of view exist</p> <p><i>a. Recognize that different sources may have different points of view</i></p>	<p><i>Conflict Resolution, Community Building, Character</i></p>	<p>K-W-L Charts, SRA (inference skills)</p>

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	<p><i>b. Assess points of view using fairness, relevance, and breadth</i></p> <p><i>c. Determine the clarity, relevance, and accuracy of information</i></p> <p><i>d. Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations</i></p> <p><i>e. Assess inferences for accuracy and fairness</i></p> <p><i>f. Recognize what they know and don't know (intellectual humility)</i></p>	<p>Development, Junior Great Books, Biographies, Autobiographies, Venn Diagrams</p>	
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Math

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, And Tools <i>Italics indicate Montessori Materials and Lessons</i>	Measuring Methods And Tools
Standard 1: Number Sense, Properties, and Operations	<p>1. The whole number system describes place value relationships and forms the foundation for efficient algorithms.</p> <p><i>a. Use place value and properties of operations to perform multi-digit arithmetic.</i></p> <ul style="list-style-type: none"> • <i>Use place value to round whole numbers to the nearest 10 or 100.</i> • <i>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</i> • <i>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.</i> 	<p><i>Snake Games, Large Bead Frame, Checker Board, Division Test Tubes, Bank Game, Number Cards, number lines, expanded notation, estimation, story problems</i></p>	<p>MAP TCAP</p>
	<p>2. Parts of a whole can be modeled and represented in different ways.</p> <p><i>a. Develop understanding of fractions as numbers</i></p> <ul style="list-style-type: none"> • <i>Describe a fraction $1/b$ as the quantity formed</i> 	<p><i>Fraction Insets, Fractions Circles, Fractions Skittles, equivalent fractions, number line</i> beginning decimals including</p>	<p>MAP TCAP</p>

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	<p><i>by 1 part when a whole is partitioned into b equal parts; describe a fraction a/b as the quantity formed by a parts of size 1/b.</i></p> <ul style="list-style-type: none"> • <i>Describe a fraction as a number on the number line; represent fractions on a number line diagram.</i> • <i>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</i> <p><i>1. Identify two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</i></p> <p><i>2. Identify and generate simple equivalent fractions. Explain why the fractions are equivalent.</i></p> <p><i>3. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</i></p> <p><i>4. Compare two fractions with the same numerator or the same denominator by reasoning about their size.</i></p> <p><i>5. Explain why comparisons are valid only when the two fractions refer to the same whole.</i></p> <p><i>6. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.</i></p>	<p><i>money, Decimal Checker Board, Decimal Fraction Exercise</i></p>	
	<p>3. Multiplication and division are inverse operations and can be modeled in a variety of ways.</p> <p><i>a. Represent and solve problems involving multiplication and division.</i></p>	<p><i>Multiplication/Division Bead Boards, Large Bead Frame, Checker Board, Division Test Tubes ,Flat Bead Frame, Snake Games, History of</i></p>	<p>MAP TCAP Math Facts</p>

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	<ul style="list-style-type: none"> • <i>Interpret products of whole numbers.</i> • <i>Interpret whole-number quotients of whole numbers.</i> • <i>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.</i> • <i>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</i> • <i>Model strategies to achieve a personal financial goal using arithmetic operations (PFL)</i> <p><i>b. Apply properties of multiplication and the relationship between multiplication and division.</i></p> <ul style="list-style-type: none"> • <i>Apply properties of operations as strategies to multiply and divide.</i> • <i>Interpret division as an unknown-factor problem.</i> <p><i>c. Multiply and divide within 100.</i></p> <ul style="list-style-type: none"> • <i>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division¹³ or properties of operations.</i> • <i>Recall from memory all products of two one-digit numbers.</i> <p><i>d. Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i></p> <ul style="list-style-type: none"> • <i>Solve two-step word problems using the four operations.</i> • <i>Represent two-step word problems using</i> 	<p><i>Math, Long Chains(skip counting), Strip Board, Equation Boxes, Finger Charts, Pythagoras Board, Multiplication Bead Board, product, quotient, Snake Games, number lines, timed tests, flash cards, story problems</i></p>	
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	<p><i>equations with a letter standing for the unknown quantity.</i></p> <ul style="list-style-type: none"> • <i>Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</i> <p><i>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</i></p>		
Standard 2: Patterns, Functions, and Algebraic Structures	Expectations for this standard are integrated into other standards at preschool through third grade.		
Standard 3: Data Analysis, Statistics, and Probability	<p>Visual displays are used to describe data.</p> <p><i>a. Represent and interpret data</i></p> <ul style="list-style-type: none"> • <i>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.</i> • <i>Solve one- and two-step —how many more and —how many less problems using information presented in scaled bar graphs.</i> <p><i>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the</i></p>	Graphing activities(bar graph, circle graph, line graph, tallies, etc) generate questions, collect organize data (surveys), Roman numerals	MAP TCAP

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	<i>horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</i>		
Standard 4: Shape, Dimension, and Geometric Relationships	<p>1. Geometric figures are described by their attributes.</p> <p><i>a. Reason with shapes and their attributes.</i></p> <ul style="list-style-type: none"> • <i>Explain that shapes in different categories may share attributes and that the shared attributes can define a larger category.</i> <p><i>1. Identify rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</i></p>	<p>Reason with shapes and their attributes</p> <p><i>Geometry Classified Nomenclature, Constructive Triangles, Geometric Sticks, Detective Triangles</i></p>	MAP TCAP
	<p>2. Linear and area measurement are fundamentally different and require different units of measure.</p> <p><i>a. Use concepts of area and relate area to multiplication and to addition.</i></p> <ul style="list-style-type: none"> • <i>Recognize area as an attribute of plane figures and apply concepts of area measurement.</i> • <i>Find area of rectangles with whole number side lengths using a variety of methods</i> • <i>Relate area to the operations of multiplication and addition and recognize area as additive.</i> 	Tape measure, yard stick	MAP TCAP

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	<p><i>b. Describe perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p> <p><i>c. Solve real world and mathematical problems involving perimeters of polygons.</i></p> <ul style="list-style-type: none"> • <i>Find the perimeter given the side lengths.</i> • <i>Find an unknown side length given the perimeter.</i> • <i>Find rectangles with the same perimeter and different areas or with the same area and different perimeters.</i> 		
	<p>3. Time and attributes of objects can be measured with appropriate tools.</p> <p><i>a. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i></p> <ul style="list-style-type: none"> • <i>Tell and write time to the nearest minute.</i> • <i>Measure time intervals in minutes.</i> • <i>Solve word problems involving addition and subtraction of time intervals in minutes⁸ using a number line diagram</i> • <i>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters</i> • <i>Use models to add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</i> 	<p>Clock, calendar, rulers, yard sticks, measuring cups, scales, thermometers, money, tape measure activities, number lines, Cuisenaire Rods, nonstandard measurement, timelines</p>	<p>MAP TCAP</p>

**ALIGNMENT OF MONTESSORI MATERIALS AND LESSONS
WITH COLORADO ACADEMIC STANDARDS**

Third Grade

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Social Studies

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, and Tools <i>Italics Indicate Montessori Materials and Lessons</i>	Measuring Methods and Tools
Standard: History	<p>1. Use a variety of sources to distinguish historical fact from fiction</p> <p><i>a. Compare factual historical sources with works of fiction about the same topic</i></p> <p><i>b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence</i></p> <p><i>c. Compare information from multiple sources recounting the same event</i></p>	<p>Historical fiction books v non-fiction, <i>Five Great Lessons, time lines, artifacts, fossils, current events, research, reports, Time of the Development of Life, The Clock of Eras, Time Line of Humans, field trips</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>
	<p>2. People in the past influence the development and interaction of different communities or regions</p> <p><i>a. Compare past and present situations and events</i></p> <p><i>b. Chronologically sequence important events in a community or region</i></p> <p><i>c. Give examples of people and events, and developments that brought important changes to a community or region</i></p>	<p><i>Time lines, Time Line of Humans, Fundamental, Needs of People, Cultural Boxes, research, reports, questioning skills (who, what, when, where, why), graphic</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>

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	<i>d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region</i>	organizers, maps(populations, economy, natural resources, vegetation, topographical) <i>Study of Biomes,</i>	
Standard: Geography	1. Use various types of geographic tools to develop spatial thinking <i>a. Read and interpret information from geographic tools and formulate geographic questions</i> <i>b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Colorado, and neighboring states on maps</i> <i>c. Locate the community on a map and describe its natural and human features</i> <i>d. Identify geography-based problems and examine the ways that people have tried to solve them</i>	<i>Puzzle Maps, Pin Maps, Creating maps, Classified Nomenclature, Maps, Globes, Compass Rose, Map legends, Map keys, Class discussions (analysis, problem solving, regarding geographical locations),</i>	Formative Assessments, Summative Assessments, Observations, and Documentation
	2. The concept of regions is developed through an understanding of similarities and differences in places <i>a. Observe and describe the physical characteristics and the cultural and human features of a region</i> <i>b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms</i> <i>c. Give examples of places that are similar and different from a local region</i> <i>d. Characterize regions using different types of features such as physical, political, cultural, urban and rural</i>	<i>Study of Biomes, Pin Maps, Fundamental Needs of People, Land and Water Forms, Classified Nomenclature, satellite images, research, reports, non-fiction books, maps(populations, economy, natural resources,</i>	Formative Assessments, Summative Assessments, Observations, and Documentation

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		vegetation, topographical), graphing data	
Standard: Economics	<p>1. Describe producers and consumers and how goods and services are exchanged</p> <p><i>a. Describe the difference between producers and consumers and explain how they need each other</i></p> <p><i>b. Describe and give examples of forms of exchange topics to include but not limited to trade and barter</i></p> <p><i>c. Describe how the exchange of goods and services between businesses and consumers affects all parties</i></p> <p><i>d. Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value</i></p> <p><i>e. Give examples of how trade benefits individuals and communities and increases interdependency</i></p>	Class discussions, <i>History of money, Research & Reports</i> , supply and demand, manufacturing and production, websites (science.discovery.com/tv/how-its-made), non-fiction books	Formative Assessments, Summative Assessments, Observations, and Documentation
	<p>2. Describe how to meet short term financial goals (PFL: Personal Financial Literacy)</p> <p><i>a. Identify sources of income including gifts, allowances, and earnings</i></p>	Class discussions on needs and wants, Borrowing and interest, Write about steps to achieve short term goals,	Formative Assessments, Summative Assessments, Observations,

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	<p><i>b. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal</i></p> <p><i>c. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals</i></p> <p><i>d. Create a plan for a short-term financial goal</i></p> <p><i>e. Describe the steps necessary to reach short-term financial goals</i></p>	Philanthropy, Donations to charities	and Documentation
Standard: Civics	<p>1. Respecting the views and rights of others is a key component of a democratic society</p> <p><i>a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner</i></p> <p><i>b. Identify important economic and personal rights and how they relate to others</i></p> <p><i>c. Give examples of the relationship between rights and responsibilities</i></p>	<p>Introduction to the U.S. Constitution, public speaking, classroom jobs, rights and responsibilities, peace education, conflict resolution,</p> <p>world, national, and community leaders, cultural awareness, current events</p>	Formative Assessments, Summative Assessments, Observations, and Documentation
	<p>2. The origins, structure, and functions of local government</p> <p><i>a. Identify the origins, structure, and functions of local government</i></p> <p><i>b. Identify and explain the services local governments provide and how those services are funded</i></p>	Research, reports, current events, roles, democratic process (classroom elections and voting), responsible	Formative Assessments, Summative Assessments, Observations,

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	<i>c. Identify and explain a variety of roles leaders, citizens, and others play in local government</i>	community members	and Documentation
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Science

	Standards and Evidence Outcomes	Montessori Materials, Instructional Methods, and Tools <i>Italics Indicate Montessori Materials and Lessons</i>	Measuring Methods and Tools
Standard: Physical Science	<p>1. Matter exists in different states such as solids, liquids, and gases and can change from one state to another by heating and cooling</p> <p><i>a. Analyze and interpret observations about matter as it freezes and melts, and boils and condenses</i> <i>b. Use evidence to develop a scientific explanation around how heating and cooling affects states of matter</i> <i>c. Identify the state of any sample of matter</i></p>	<i>Three States of Matter, Hands-on Physical Science Kits, water cycle, weather, Introduction to the Periodic Table of the Elements, Scientific Process</i>	Formative Assessments, Summative Assessments, Observations, and Documentation
Standard:	1. The duration and timing of life cycle events such	<i>Classified Nomenclature,</i>	Formative

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<p>Life Science</p>	<p>as reproduction and longevity vary across organisms and species.</p> <p><i>a. Use evidence to develop a scientific explanation regarding the stages of how organisms develop and change over time</i></p> <p><i>b. Analyze and interpret data to generate evidence that different organisms develop differently over time</i></p> <p><i>c. Use a variety of media to collect and analyze data regarding how organisms develop</i></p>	<p>life cycles, Scientific Process, research, reports, non-fiction books, graphic organizers, <i>Internal Functions of Vertebrates, Study of the Animal Kingdom</i></p>	<p>Assessments, Summative Assessments, Observations, and Documentation</p>
<p>Standard: Earth Science</p>	<p>1. Earth's materials can be broken down and/or combined into different materials such as rocks, minerals, rock cycle, formation of soil, and sand – some of which are usable resources for human activity</p> <p><i>a. Investigate and identify two or more ways that Earth's materials can be broken down and/or combined in different ways such as minerals into rocks, rock cycle, formation of soil, and sand</i></p> <p><i>b. Use evidence to develop a scientific explanation about one or more processes that break down and/or combine Earth materials</i></p> <p><i>c. Utilize a variety of media sources to collect and analyze data around Earth's materials and the processes by which they are formed</i></p>	<p><i>Study of the Lithosphere, Volcanoes, Tectonic Plates, Classified Nomenclature, Classification of Rocks, Sedimentary Tube, Scientific Process, Rock and Mineral Test Kit, Non-fiction books, satellite images, research, reports, current events, fossil fuels as an energy resource, crystals, geodes</i></p>	<p>Formative Assessments, Summative Assessments, Observations, and Documentation</p>