



SCHOOL GROUP: THIRD GRADE

SCHOOL YEAR: 2011-2012

Exhibit Correlation with Texas Essential Knowledge and Skills (TEKS) Objectives

DR. BONES HEALTH CLINIC/DR. ENCIA, D.D.S.

(Exhibit sponsored by Valley Baptist Health System)

LA (3.2.A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;

LA (3.13.D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

LA (3.15.B) locate and use specific information in graphic features of text.

MA (3.3.A) model additions and subtraction using pictures, words, and numbers

MA (3.9.A.C) identify congruent two-dimensional figures; (C) identify line of symmetry in two-dimensional geometric figures

MA (3.11.A.B.C.D) use linear measurement tools to estimate and measure lengths using standard units; (B) use standard units to find the perimeter of a shape; (C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces; (D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;

SC (3.2.F) communicate valid conclusions supported by data in writing , by drawing pictures, and through verbal discussion

HE (3.1.A.B.D.F) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness; (D) describe food combinations in a balanced diet such as food pyramid; (F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.

HE (3.4.B,C) name and locate major components of the body systems; and (C) explain the interrelationships of the body systems.

PE (3.3.A) describe and select physical activities that provide for enjoyment and challenge;

PE (3.4.A.C.D) describe the long term effects of physical activity on the heart; (C) identify foods that increase or reduce bodily functions; and (D) identify principles of good posture and its impact on physical activity.

AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

TH (3.1.B) create playing space, using expressive and rhythmic movement

TH (3.3.D) cooperate and interact with others in dramatic play

ALL WORLD'S CAFÉ

LA (3.15.A.B) follow and explain a set of written multi-step directions; and (B) locate and use specific information in graphic features of text.

MA (3.1.C) determine the value of a collection of coins and bills

MA (3.3.A) model additions and subtraction using pictures, words, and numbers

SS (3.6.A) identify ways of earning , spending, and saving money

SS (3.8.A) give examples of how a simple business operates

HE (3.1.D) describe food combinations in a balanced diet such as food pyramid

PE (3.4.C) identify foods that increase or reduce bodily functions

AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

TH (3.1.B) create playing space, using expressive and rhythmic movement

TH (3.3.D) cooperate and interact with others in dramatic play

UNDER THE SEA

MA (3.9.A.C) identify congruent two-dimensional figures; (C) identify line of symmetry in two-dimensional geometric figures.

SC (3.9.A.B.C) observe and describe the physical characteristics of environments and how they support populations of communities with an ecosystem; (B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.

PE (3.3.A) describe and select physical activities that provide for enjoyment and challenge;

AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

TH (3.1.B) create playing space, using expressive and rhythmic movement

TH (3.3.D) cooperate and interact with others in dramatic play

TEXAS FARM HOUSE

MA (3.9.A.C) identify congruent two-dimensional figures; (C) identify line of symmetry in two-dimensional geometric figures.

MA (3.12.B) tell and write time shown on analog and digital clocks

SC (3.9.A.B.C) observe and describe the physical characteristics of environments and how they support populations of communities with an ecosystem; (B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.

SS (3.8.D) identify historic figures, such as Henry Ford, and ordinary people in the community who have started new businesses.

PE (3.3.A) describe and select physical activities that provide for enjoyment and challenge;
AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.
TH (3.1.B) create playing space, using expressive and rhythmic movement
TH (3.3.D) cooperate and interact with others in dramatic play

H-E-BUDDY MARKET

LA (3.13.D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.

LA (3.15.A.B) follow and explain a set of written multi-step directions; and (B) locate and use specific information in graphic features of text.

MA (3.1.C) determine the value of a collection of coins and bills

MA (3.3.A) model additions and subtraction using pictures, words, and numbers

MA (3.9.A.C) identify congruent two-dimensional figures; (C) identify line of symmetry in two-dimensional geometric figures

SC (3.3.B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food

SS (3.6.A) identify ways of earning, spending, and saving money

SS (3.8.A) give examples of how a simple business operates

HE (3.1.D) describe food combinations in a balanced diet such as food pyramid

PE (3.4.C) identify foods that increase or reduce bodily functions

AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

TH (3.1.B) create playing space, using expressive and rhythmic movement

TH (3.3.D) cooperate and interact with others in dramatic play

KRGV CHANNEL 5 FIRST WARN WEATHER STATION

(Exhibit sponsored by KRGV News Channel 5)

LA (3.15.B) locate and use specific information in graphic features of text

LA (3.22.A(i)) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future);

LA (3.26.A(iii)) follow the research plan to collect information from multiple sources of information, both oral and written, including: (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate.

MA (3.3.A) model addition and subtraction using pictures, words, and numbers;

MA (3.13.A,B,C) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data; (B) interpret information from pictographs and bar graphs; and (C) use data to describe events as more likely than, less likely than, or equally likely as.

SC (3.7.B.C.) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides; (C) identify and compare different landforms, including mountains, hills, valleys, and plains

SC (3.8.A) observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation

SC (3.9.C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations

SS (3.4.A) describe and explain variations in the physical environment including climate, landforms, natural resources and natural hazards

SS (3.5.A.B.C) use cardinal and intermediate directions to locate places such as the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes (B) use a scale to determine the distance between places on maps and globes; (C) identify and use the compass rose, grid, and symbols to locate places on maps and globes

SS (3.16.A, E,F) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources, (E) interpret and create visuals including graphs , charts, tables, timelines, illustrations, and maps; and (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.

AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

TH (3.1.B) create playing space, using expressive and rhythmic movement

TH (3.3.D) cooperate and interact with others in dramatic play

CONSTRUCTION ZONE

LA (3.15.A.B) follow and explain a set of written multi-step directions; and (B) locate and use specific information in graphic features of text.

MA (3.3.A) model addition and subtraction using pictures, words, and numbers;

MA (3.9.A.C) identify congruent two-dimensional figures; (C) identify line of symmetry in two-dimensional geometric figures.

MA (3.11.A.B.C.D) use linear measurement tools to estimate and measure lengths using standard units; (B) use standard units to find the perimeter of a shape; (C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces; (D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;

SC (3.4.B) use safety equipment as appropriate, including safety goggles and gloves.

PE (3.3.A) describe and select physical activities that provide for enjoyment and challenge;

PE (3.5.A.B) use equipment safely and properly; (B) select and use proper attire that promotes participation and prevents injury

AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

AR (3.2.B) develop a variety of effective compositions, using design skills

TH (3.1.B) create playing space, using expressive and rhythmic movement

TH (3.3.D) cooperate and interact with others in dramatic play

DANCE WITH ME

SS (3.14.A.B) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world; (B) explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.

HE (3.9.A) demonstrate effective verbal and nonverbal communication

HE (3.10.A) demonstrate respectful communication with family members, peers, teachers, and other

PE (3.1) The student demonstrates competency in fundamental movement patterns in a few specialized movement forms.

PE (3.3.A) describe and select physical activities that provide for enjoyment and challenge;

MU (3.2.A.B) sing or play a classroom instrument independently or in groups; and (B) sing songs from diverse cultures and styles or play such songs on a musical instrument

MU (3.5.B) perform songs and musical games from diverse cultures

TH (3.1.B) create playing space, using expressive and rhythmic movement

TH (3.3.D) cooperate and interact with others in dramatic play

FUTURE ARTISTS OF AMERICA GALLERY

MA (3.9.A.C) identify congruent two-dimensional figures; (C) identify line of symmetry in two-dimensional geometric figures.

SS (3.14.A.B) identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world

AR (3.1.A.B) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events; and (B) identify art elements such as color, texture, form, line, space, and value, and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

AR (3.3.B) compare selected artworks from different cultures

FROM HERE TO THERE

(Traveling Exhibit)

LA (3.15.A.B) follow and explain a set of written multi-step directions; and (B) locate and use specific information in graphic features of text.

MA (3.11.A.B.C.D) use linear measurement tools to estimate and measure lengths using standard units; (B) use standard units to find the perimeter of a shape; (C) use concrete and pictorial models of square units to determine the area of two-dimensional surfaces; (D) identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass;

SC (3.5.A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float;

SC (3.6.A.B.C) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life; (B) demonstrate and observe how position and motion can be change by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons; and (C) observe forces such as magnetism and gravity acting on objects. **PE**

(3.5.A.B) use equipment safely and properly; (B) select and use proper attire that promotes participation and prevents injury

AR (3.1.B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

TH (3.1.B) create playing space, using expressive and rhythmic movement