

Third Grade Curriculum Handbook



Midland Public Schools
Inspiring Excellence



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Mission Statement

The Midland Public Schools, in partnership with our community, prepares students as knowledgeable, self-reliant, cooperative and ethical learners who are contributing citizens.

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses and higher education, collaborating with diverse organizations to promote student success.

Welcome to Midland Public Schools

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public School's (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards. Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall and the spring to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public School's elementary assessment policy can be found at: <http://midps.org/pyp-policies>

The International Baccalaureate (IB) - Primary Years Programme (PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum. This research-based program allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Knowledge** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Skills** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom
- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from <http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The program uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

Learner Profile Indicators

The learner profile attributes are expected from all students. They emphasize respect and responsibility to maintain and foster a safe and caring learning environment. These attributes are necessary for successfully developing globally-minded citizens.

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Inconsistently and/or with reminders progressing toward expectation
Not Yet (NY)	Does not yet exhibit the expected behavior

Academic Indicators on the Progress Report

The progress report is issued in November, January, April, and June and is based on rubrics and expectations which were created using district, state, and national standards. Students will be assessed with the following rubric scores:

Extending (EXT)	Learner demonstrates exemplary performance and understanding; takes action
Achieving (ACH)	Learner demonstrates solid performance and understanding that meets third grade standards
Developing (DEV)	Learner is in process of building knowledge and skills
Not Yet (NY)	Learner is showing little or no improvement
Not Assessed (NA)	Not assessed this marking period

This progress report is intended to show the developmental stage your child has currently attained. Since children develop at different rates and individual children develop more quickly in some areas than in others, this method of reporting your child's development is a more accurate and detailed representation than the traditional report cards.

Therefore, the following stages should NOT be misinterpreted as traditional grades.

Please remember, a mark of **achieving** on the progress report demonstrates solid third grade performance, while a mark of *extending* demonstrates exemplary performance. All third grade students should be working toward the **achieving** stage. The following pages detail the criteria for achievement and are key to discerning your child's progress report card.

LANGUAGE ARTS

The third grade Language Arts program consists of listening, speaking, writing, and reading. These strands are interwoven and mutually reinforced across the curriculum.

Reading

Reading is the process of constructing meaning from written language. Children will become interactive participants with print while reading. The use of reading strategies will be stressed using both narrative and informational text.

Students will be assessed in the following areas:

1. Constructs meaning from literature

- Demonstrates understanding of key elements and details (characters, setting, theme, plot, mood, point of view)
- Summarizes and recounts literature
- Uses a variety of reading strategies to unlock meaning
- Uses text structure and features to enhance comprehension
- Reads and comprehends a variety of grade level literary genres

2. Constructs meaning from informational text

- Determines and supports main idea through key details
- Compares and contrasts multiple texts on the same topic
- Uses a variety of reading strategies to unlock meaning
- Uses text structure and features to enhance comprehension
- Reads and comprehends a variety of grade level informational texts

3. Demonstrates foundational skills

- Knows and applies grade level phonics
- Decodes multi-syllable words
- Reads with grade level accuracy and fluency

Writing

Writing is an essential form of communication. It is used across the curriculum. One way to foster development in writing is through the Writing Process. The Writing Process consists of prewriting, writing, revising, and editing. Children will be encouraged to write in a variety of genres using the six traits (ideas, organization, word choice, sentence fluency, voice, and conventions).

Students will be assessed in the following areas:

1. Demonstrates knowledge and skills in narrative writing

- Uses grade level six traits writing skills
- Conveys a message in a variety of narrative genres (personal narrative, fiction)
- Uses appropriate story structures
- Develops characters and/or narrator
- Uses a variety of literary devices and figurative language

2. Demonstrates knowledge and skills in informational writing
 - Uses grade level six traits writing skills
 - Introduces and develops a topic
 - Provides a conclusion
3. Demonstrates knowledge and skills in research
 - Uses grade level six traits writing skills
 - Conducts short research projects that build knowledge
 - Gathers information from a variety of sources (print and digital)
 - Takes notes on research
 - Organizes research and creates presentations appropriate for audience
4. Demonstrates knowledge and skills in opinion writing
 - Uses grade level six traits writing skills
 - States and supports a clear opinion
 - Provides a conclusion
5. Uses writing process and collaboration
 - Chooses a topic
 - Organizes ideas in a logical sequence
 - Uses linking words and phrases to make transitions in writing
 - Includes details to enhance meaning
 - Revises for content
 - Edits for grammar, punctuation, and spelling
 - Considers audience when writing
 - Collaborates with teacher and peers during the writing process

Fine Motor Skills

- Demonstrates fine motor skills
- Demonstrates fluency while writing cursive
- Accurately forms letters of the cursive alphabet

MATHEMATICS

During the third grade year students will continue to reinforce and build upon their prior knowledge of math concepts. They will move from concrete to abstract mathematical concepts. While it is appropriate for third grade students to use manipulatives to gain understanding, it is also appropriate to practice some skills for fluency (memory and speed). Being fluent with basic facts enables students to apply them more efficiently to solve problems. Students will be assessed in the following areas:

1. Uses place value understanding to round and estimate
 - Uses place value understanding to round whole numbers to the nearest 10 or 100
2. Uses place value understanding to add and subtract with regrouping
 - Uses place value understanding to add and subtract within 1000
 - Adds and subtracts using decimals to the nearest hundredth

3. Solves problems and explains patterns in arithmetic
 - Solves multiple step word problems using the addition, subtraction, multiplication, and division
 - Represents problems using equations
 - Assesses the reasonableness of answers
4. Understands properties of multiplication and relationship between multiplication and division
 - Understands the relationship between multiplication and division
 - Applies knowledge of fact families to solve problems
5. Knows products and related quotients through 100
 - Fluently recalls all products up to 10×10
 - Fluently recalls all related quotients up to 10×10
6. Reasons with shapes and their attributes
 - Recognizes basic elements of geometric objects (line segment, point, vertex, perpendicular, parallel lines)
 - Names and explores geometric shapes and their component parts (angles, sides, vertices, line segments)
 - Categorizes geometric shapes based on their attributes
7. Understands and measures area and perimeter
 - Accurately finds the perimeter of a variety of shapes
 - Measures area by counting square units
 - Calculates area using addition and multiplication strategies
8. Solves problems involving measurement and estimation of time, liquid volume, mass, and length/distance.
 - Measures using standard and metric measurements
 - Using standard measurement, measures to the nearest quarter inch
 - Tells and writes time to the nearest minute
 - Solves problems to the nearest minute
9. Demonstrates understanding of fractions
 - Understands that fractions are parts of a whole
 - Represents fractions on a number line
 - Compares fractions
 - Recognizes and generates equivalent fractions
10. Represents and interprets data
 - Creates scaled pictographs and bar graphs
 - Interprets data from pictographs and bar graphs

SCIENCE

In third grade, students will be actively involved in scientific experiences. Through these activities, they will be working to attain the knowledge and process skills they need to make sense of the world around them. Students will study life, earth and physical science through the following units: Organization of Plants and Animals, Looking at Light and Sound, Footprints on Our Earth, and Motion Changes.

Students will be assessed in the following areas:

Science Processes

- Makes observations, asks questions, makes predictions to further understanding
- Collects and uses data as evidence to make predictions and draw conclusions

Life Science

- Recognizes that organisms have different structures that serve different functions
- Classifies organisms on the basis of observable characteristics
- Identify adaptations that help organisms survive

Earth Science

- Understands that the supply of many natural resources is limited
- Explains how humans protect, extend, and restore resources (recycle, reduce, reuse, renew)
- Identifies how humans are dependent on the natural environment
- Describes helpful and harmful effects of humans on the environment
- Recognizes and describes different types of Earth materials (minerals, rock, sand, soil, water, and air)
- Identifies and describes natural causes of change in Earth's surface (erosion, glaciers, volcanoes, landslides, and earthquakes)
- Identifies Earth materials used to construct some common objects
- Describes how materials taken from Earth can be used as fuels

Physical Science

- Understands and explains the force of gravity
- Understands that a force is a push or a pull
- Relates a change in motion to the force that caused it
- Demonstrates how the change in force is related to the strength of the force and the mass of the object
- Describes the motion of objects in terms of speed and direction
- Identifies light and sound as forms of energy
- Demonstrates that light travels in a straight line
- Understands that shadows are produced when an object is placed in a path of light
- Explains what happens to light when it travels from one substance to another
- Describes how some materials are heated more than others by light
- Explains how we need light to see objects
- Relates sounds to their sources of vibration
- Distinguishes the effect of fast and slow vibrations as pitch

SOCIAL STUDIES

The Midland Public Schools' social studies curriculum for third grade focuses on the disciplines of history, geography, civics and economics through the context of **Regions of the United States**. Building on prior knowledge and applying new concepts using tools such as maps, diagrams and charts prepares students for more complex studies of their country and world.

Students will be assessed in the following areas:

1. Understands the relationship between people and the environment
2. Understands the connection between causes and consequences
3. Understands how societies construct organizations and systems
4. Understands how geography and human experiences give a place its identity
5. Understands the role of public discourse, decision making, and citizen involvement

ART

Art instruction provides children with opportunities to focus on their natural ability to express their perceptions and create and appreciate the visual arts. Lessons and activities are designed to encourage the third grade child's creativity and self-expression. The art specialist and the classroom teacher work cooperatively to teach art skills which often enrich instruction in other curricular areas.

Students will be responsible for:

- showing originality
- respecting the work of others
- developing an appreciation for visual arts
- using supplies appropriately
- understanding purpose and use of materials and tools
- finishing projects independently
- creating art that has personal meaning
- acquiring a vocabulary to describe works of art
- applying introduced skills and techniques
- participating cooperatively as an individual
- participating cooperatively as a group member
- following directions

1. Shows cooperative behavior

Ext Encourages others to follow directions, uses supplies appropriately and respects the work of others

Ach Follows directions, uses supplies appropriately, respects the work of others

Dev Follows directions, uses supplies appropriately, respects the work of others, with reminder

NY Has difficulty following directions, respecting the work of others or using supplies appropriately

2. Acquiring skills in art techniques and concepts

- Ext Demonstrates self-motivation to expand concepts and techniques taught
Ach Consistently demonstrates an understanding of concepts and techniques taught
Dev Generally demonstrates an understanding of concepts and techniques taught
NY Rarely demonstrates an understanding of concepts and techniques taught

GENERAL MUSIC

Music provides children opportunities for aesthetic expression and appreciation. The curriculum provides experience with listening, singing, movement and musical instruments.

The curriculum is designed to provide an awareness and knowledge of musical elements. The music specialist and the classroom teacher work cooperatively to complement other curricular areas and to develop a level of competence.

Students will be responsible for:

- matching pitch
- keeping a steady beat
- distinguishing between high – low
- distinguishing between loud – soft
- distinguishing between fast – slow
- handling instruments with care and concern
- participating cooperatively in a group and individually
- demonstrating an echoed rhythmic pattern

1. Shows cooperative behavior

- Ext Demonstrates to other students the proper techniques for the use of instruments, consistently serves as a positive role model for other students, encourages other students to follow directions and value vocal music, participates with an enthusiasm and maturity beyond his/her age
Ach Shows care and concern for proper handling of instruments, works well with others, consistently follows directions, participates with enthusiasm
Dev Demonstrates an understanding of the use of instruments, but does not always use good judgment, learning to work with other students, generally follows directions, participates
NY Misuses instruments, mistreats other students, does not follow directions, does not participate

2. Acquiring pitch skills

- Ext Is able to exceed the grade level standard for pitch matching and can make proper adjustments to intonation errors
Ach Is able to achieve the grade level standard for pitch matching
Dev Shows an understanding of the challenges in pitch matching and is working toward achieving the grade level standard
NY Is not yet able to match pitch and struggles in making progress toward this goal

3. Acquiring rhythm skills

- Ext Is able to exceed the grade level standard for keeping a steady beat, and can make proper adjustments to tempo/pulse errors. May also indicate comfort with compound rhythmic figures and subdivisions beyond grade level standard
- Ach Is able to achieve the grade level standard for keep a steady beat and rhythmic subdivision**
- Dev Shows an understanding of the challenges in keeping a steady beat and is working toward achieving the grade level standard
- NY Is not yet able to keep a steady beat and struggles in making progress toward this goal

PHYSICAL EDUCATION

Although gross motor skills are developed throughout the third grade program, they are a specific focus of the physical education program. The physical education teacher provides lessons and activities in which students participate in group games and individual activities designed to further develop large and small muscle groups. Children are expected to follow the rules of the games, put forth effort, display good sportsmanship and work well with teammates. The physical education teacher will assess students based on skills such as:

- skipping
- galloping
- hopping
- jumping
- kicking
- throwing
- catching
- acquiring and maintaining physical fitness
- sustaining physical activity
- showing cooperative behavior
- following directions of the game/activity/instructor
- displaying good sportsmanship
- using equipment appropriately
- participating in physical activities
- fighting germs that prevent colds and flu
- building on previous knowledge concerning the negative effects of alcohol and inappropriate drugs
- learning the 5 food groups and the importance of a balanced diet

1. Acquiring gross motor skills

- Ext Demonstrates ability to use acquired gross motor skills while participating in games/team sports
- Ach Consistently demonstrates the ability to skip, gallop, hop, jump rope, kick and throw and catch correctly**
- Dev Inconsistently demonstrates one or more of the following skills: skipping, galloping, hopping, jumping, throwing, catching, kicking
- NY Has not demonstrated one or more of the following skills: skipping, galloping, hopping, jumping, throwing, catching

2. Demonstrates body control

Ext	Exceeds expectations in both effort and sustained gross motor skills
Ach	Consistently completes sustained gross motor skills
Dev	Inconsistently completes sustained gross motor skills
NY	Tires easily during sustained gross motor skills

3. Shows cooperative behavior

Ext	Exceeds expectations in following directions, displays good sportsmanship and uses equipment appropriately
Ach	Follows directions, displays good sportsmanship and uses equipment appropriately
Dev	Inconsistent in following directions, displaying good sportsmanship and/or using equipment appropriately
NY	Has difficulty following directions, displays poor sportsmanship or misuses equipment

4. Participates

Ext	Participates with enthusiasm and exceeds expectations in efforts
Ach	Consistently involved in appropriate activities and displays appropriate effort
Dev	Inconsistently involved in appropriate activities and effort
NY	Refuses to join in physical activities or shows little or no effort

SPANISH

Children today learn a world language through an approach different from when their parents were in school. All world language instruction is presented in Spanish. Language acquisition and learning about a different culture is much improved when students are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when pronunciation and flexibility in thinking skills (such as concept learning, problem solving, and critical and divergent thinking) can be developed over time.

The third grade Spanish program reinforces basic skill areas by offering children a range of experiences connecting with mathematics, global awareness, language arts, music, physical activities, technology, art and science.

Developing listening comprehension in third grade is a very important part of the communication process. Listening comprehension, speaking, storytelling and functional messages build the language base necessary for reading and writing. At this level, reading and writing continue through the whole language approach as well as through exposure to phonics and sight words. Listening, speaking, reading and writing are woven into instruction time throughout the year with one skill receiving more attention than others at various times.

Students will be responsible for:

- Using the Spanish alphabet and vowels for sound recognition
- Developing a Spanish dictionary
- Using charts, graphs and webs to help the learning process
- Naming, labeling, classifying, sorting, comparing, and describing pictures and objects
- Identifying days of the week, dates, months and seasons using a Hispanic culture calendar
- Enjoying literature, cultural activities and Hispanic music
- Using gestures and reciting traditional rhymes from the Hispanic culture
- Recognizing cognates

1. Demonstrates listening comprehension (follows directions, repeats and responds)

- Ext Applies prior learning in new situation; follows verbal directions, repeats or responds consistently; responds accurately to verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in limited unfamiliar contexts
- Ach Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in familiar contexts**
- Dev Is able to follow, repeat, and respond occasionally to verbal directions; sometimes responds to simple verbal, physical response, or concrete clues; beginning to infer meaning by recognition of cognates, key words or phrases in familiar contexts
- NY Is not able to follow, repeat or respond to verbal directions; is unable to respond to simple verbal, total physical response or concrete clues; is unable to infer meaning by recognition of cognates, key words or phrases in familiar contexts

2. Uses content through speaking, reading, writing

- Ext Produces words that correspond to objects, visuals, gestures and illustrations spontaneously; uses words and phrases independently; begins to apply learned structures to new situations in speaking or reading; writes with accuracy when copying written language and begins to use own spelling when writing on their own
- Ach Produces words on familiar topics that correspond to objects, visuals, gestures and illustrations; imitates modeled words and phrases and uses them independently in speaking or reading; writes consistently with accuracy when copying written language**
- Dev Produces some words that correspond to objects, visuals, gestures or illustrations in speaking; imitates some modeled words and phrases in speaking or reading; writes with accuracy inconsistently when copying written language
- NY Is not able to produce words that correspond to objects, visuals, gestures or illustrations; is unable to imitate modeled words and phrases in speaking or reading; is unable to write with accuracy when copying written language

3. Demonstrates Hispanic cultural awareness

- Ext Demonstrates a solid understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); shows exemplary awareness of differences and similarities between the Hispanic and home cultures; independently applies cultural awareness
- Ach Demonstrates a clear understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the Hispanic and home cultures**
- Dev Hesitant, but occasionally demonstrates an understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the Hispanic and home cultures
- NY Does not demonstrate an understanding of Hispanic culture through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); cannot discriminate differences and similarities between the Hispanic and home cultures

4. Is a cooperative learner

- Ext Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, shows consistent enthusiasm in classroom activities
- Ach** **Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately in learning activities**
- Dev Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting
- NY Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, demonstrates uncooperative behaviors with teacher and classmates