

**DECEMBER/JANUARY**



**Let's R.A.P. Coupon  
(Let's Read As Partners)**

Student's Name: \_\_\_\_\_ Literary form: **Science/Reference**

Book Title: \_\_\_\_\_ Author: \_\_\_\_\_

Grade: 3 Room No.: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Parent/partner: Indicate coupon activity by circling item on back page or by listing it here.**

**Parent's/Partner's Signature:** \_\_\_\_\_

**ALL R.A.P. COUPONS MUST HAVE A WRITTEN STATEMENT INCLUDED. PLEASE REFER TO THE REVERSE SIDE FOR INSTRUCTIONS.**

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# Let's Read As Partners

## Science/Reference (Grade 3 and 4)



### Hawaii Content and Performance Standards (HCPS III)

#### General Learner Outcomes (Encompassing goals for all grade levels and content as):

1. The ability to be responsible for one's own learning.
2. The understanding that it is essential for human beings to work together.
3. The ability to be involved in complex thinking and problem solving.
4. The ability to recognize and produce quality performance and quality products.
5. The ability to use a variety of communication skills to function effectively in society.
6. The ability to use a variety of technologies effectively and ethically.

#### Language Arts Standards for Reading and Literature – GradeK-12

Standard 1 – Conventions and skills: Use knowledge of the conventions of language and construct meaning for a range of literary and informational texts for a variety of purposes.

Standard 2 – Reading Comprehension – Using reading strategies to construct meaning from a variety of texts

Standard 3 - Literary response and analysis: Respond to literary texts from a range of stances: personal, interpretive, critical

#### **Science Standard**

SCIENTIFIC INQUIRY: Students demonstrate the skills necessary to engage in scientific inquiry.

#### **Science/Reference**

Evaluating information books:

1. All facts should be accurate  
Written by qualified author(s)  
Distinguishes fact from theory  
Includes significant facts  
Presents differing views on controversies  
Presents information without anthropomorphism (animals & objects acting like human beings).
2. Stereotypes, racism and sexism are not evident
3. Illustrations, diagrams and/or photos, clarify the text
4. Analytical thinking is encouraged  
Information may relate local problem solving and decision making  
Using information, readers are encouraged to draw conclusions, and make generalizations
5. Organization should aid understanding  
Use of subtitles, bold print, italics, and relevant captions support your text references are included
6. Style should stimulate interest  
Lively, not too difficult  
Age-appropriate language is used  
Uses examples in relation to reader's own daily life  
Encourages ideas for future decision making

#### **Dewey Decimal Classification System**

000 - 199 Encyclopedias, books about libraries

500 - 599 Science, math, astronomy, chemistry, weather, dinosaurs, plants and animals

600 - 699 The human body, cars, planes, space ships, computers

#### List of Optional Activities

1. Write three or more sentences to share what you learned from this book. Include a citation for one book that you read.
2. Draw a picture about something you learned from this book and write a caption describing what you've drawn. You may include a citation for the book you read.
3. Describe a problem you became aware of by reading this book. Use a graphic organizer or picture to show how the problem could be solved.
4. Choose a point of view on an issue presented in this book. Write your opinion about the issue. Be sure to give your reasons why you are taking this point of view.
5. Show what you've learned by creating something – you may make a model, diorama, bookmark, etc. include a written description of your project. Label with name & rm.