
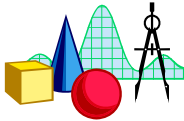






THIRD GRADE CURRICULUM

TOPIC	TRIMESTER 1	TRIMESTER 2	TRIMESTER 3
LITERACY Philosophy			
Reading	<i>How does literacy help me understand my world?</i>		
<ul style="list-style-type: none"> • Settings Defined • Minimum Expectations <p>Glossary of Literacy Settings</p>  <p>Pat, the proficient reader</p>	Read Aloud with think aloud – 5 times per week Mini-lessons or shared reading / think aloud by teacher-5 times per week Guided reading- 2 times per week Read and relax- 5 times per week Authentic Practice- 3 times per week		
Strategies	<i>Connect Known to New</i> <i>Ask Questions</i>	<i>Determine Importance</i> <i>Infer Meaning</i>	<i>Form sensory images</i> <i>Synthesize Ideas</i>
3-5 Parent Pamphlets	Connect Known to New Ask Questions	Determine Importance Infer Meaning	Form sensory images Synthesize Ideas
Writing - -Writing Workshop	<i>How does writing help me communicate my understanding of the world?</i>		
	There are three essential components in a writing workshop: a mini-lesson, independent writing time, and time for a structured response. The teacher provides formal writing instruction through focus lessons that emphasize quality, content and form. The writing process emphasizes pre-writing, drafting, feedback/questioning, revising, editing and publishing/sharing.		
	The time students spend on "assigned writing -prompts" is balanced with time students spend on "self-selected" writing. The ultimate goal of writing workshop is to develop lifelong writers with effective communication skills.		
6 Traits of Writing	Sentence fluency Ideas Organization	Voice Organization Fluency	Word choice Conventions

	Conventions	Conventions	
Genre	Expository	Persuasive	Narrative
Word Study	<p><i>Mastery of the following spelling patterns:</i></p> <ul style="list-style-type: none"> • Plurals in word like legs, bushes, cages, porches. • Consonant blends in words like scratch, scream, stretch, thread. • Short vowels in words like camp, clock, shock, kept, west. • Long vowels in words like paint, pony, own, bright, grew, rule. • Combinations such as –an, -al, -oi-, in words like taught, walking, oil. • R-Controlled vowels in words like hair, pear, cheer, fare. • Contractions and compound words such as didn't, weren't, football, grandmother. • Prefixes in words like unhappy, preheat, unable, repaint. • Special spelling of sounds in words like circle, pass, giant, join. 		
Speaking & Listening	<p><i>Students will be able to. . .</i></p> <ul style="list-style-type: none"> • Use appropriate listening strategies to construct meaning • Interpret verbal and nonverbal messages to construct appropriate responses • Use contextual cues to select verbal and nonverbal strategies in formal speaking situations • Use contextual cues to select verbal and nonverbal strategies in informal speaking situations • Monitor and to correct listening and speaking strategies in formal and informal situations. 		
Literature	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Identify literary elements and understand their influence on a text's meaning • Identify literary technique and understand their influence on text's meaning • Interpret both fiction and nonfiction • Relate literature to their own experiences • Read and interpret literature representing both unique and universal human experiences 		
Accessing & Acquiring Information	<p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Establish a purpose for inquiry • Locate, evaluate and select sources of information • Organize information effectively for the purpose • Match formats of presentation to audience • Present the information 		
Handwriting Keyboarding	<p><i>D'Nealian Cursive writing:</i> Reviewing/instructing on the letter formations both lower and upper case and providing</p>		

	<p>time for practice during independent work time. If the teacher feels that additional practice is needed, more instruction is provided and practice pages are sent home. Students in third grade are asked to write their name and specific assignments in cursive later in the school year. Students also continue to have opportunities to use cursive writing in fourth and fifth grade on specific assignments.</p> <p>Introduction to keyboarding. Type to learn 20 minutes, 16 days, 4x week</p> <p>Focus:</p> <ul style="list-style-type: none"> • Identify right and left hand zones • Use home row fingering • Use correct fingering to reach for letters • Use control keys: shift, enter, spacebar, delete, caps lock, backspace and arrows • Emphasis on accuracy over speed 		
<p>MATH <u>Philosophy</u></p>			
<p>Focus Areas</p> 	<p>Number and Operation</p>	<p>Geometry Number and Operation</p> <ul style="list-style-type: none"> • Multiplication <p>Measurement</p> <ul style="list-style-type: none"> • Linear • Area and Perimeter 	<p>Measurement:</p> <ul style="list-style-type: none"> • Volume • Capacity, weight • Temperature and time <p>Number and Operation</p> <ul style="list-style-type: none"> • Division • Fractions • Multiplication <p>Statistics</p> <ul style="list-style-type: none"> • Graphing • Probability
<p>Problem Solving</p>	<p>Working backward Organized list Logic Guess and check</p>	<p>Strategies reviewed as needed</p>	<p>Guess and check Draw a picture Make an organized list</p>
<p>Objectives Assessed</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate a mastery of multi-digit addition • Demonstrate a mastery of multi-digit subtraction 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Compare 2 and 3 dimensional shapes using geometry vocabulary • Given a shape, 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate an understanding of the concept of multiplication using repeated addition and

	<ul style="list-style-type: none"> • Use front-end estimation • Demonstrate an understanding of relative magnitude and position of numbers from 0 - 100,000 	<ul style="list-style-type: none"> • determine the perimeter • Given a shape, determine the area • Demonstrate an understanding of the concept of multiplication using repeated addition and arrays 	<ul style="list-style-type: none"> • arrays • Demonstrate an understanding of the concept of division using repeated subtraction and arrays • Demonstrate fluency with multiplication and division facts of 0, 1, 2, 5, 9, and 10 • Understand relationship between pints, quarts, gallons; ounces and pounds • Capacity of containers: liters and milliliters • Select appropriate operation to solve problem
3 – 5 Parent Pamphlets	Trimester 1	Trimester 2	Trimester 3
SCIENCE <i>Philosophy</i>	K-5 Overview		
Inquiry 	Life Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Physical Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You	Earth Science Investigations Networking Questioning Understanding Involvement Responsible Citizens You
Content/Hands-On Learning	People and Animals Ideas & Inventions or Matter Sound Kids Design Engineering		

<u>THINKING ACROSS THE CURRICULUM</u>			
<u>HEALTH</u>			
Focus	Human Body – Digestive system and nutrition enhanced through technology		
<u>SOCIAL SCIENCE <i>Philosophy</i></u>			
Umbrella Questions – Big Ideas	<i>How do community systems work?</i>	<i>How do systems change?</i>	<i>How do systems change?</i>
Themes	Community Systems	Change	Change
Case Studies	Medieval Europe	Chicago (Then and Now)	Japan (Then and Now)
Inquiry	 <p><i>Needs and Wants</i> How do communities organize to meet their needs and wants?</p> <p><i>Culture</i> How do beliefs, values, and traditions influence community systems?</p> <p><i>Government</i> What is the relationship between people and government?</p> <p><i>Physical Environment</i> How do physical environments affect systems?</p>	<p><i>Adaptation</i> How do people respond to change?</p> <p><i>Development</i> What patterns are evident when communities change?</p> <p><i>Cooperation</i> How do people work together to solve problems in this community?</p>	<p><i>Adaptation</i> How do people respond to change?</p> <p><i>Development</i> What patterns are evident when communities change?</p> <p><i>Cooperation</i> How do people work together to solve problems in this community?</p>
<u>Civic Virtues</u>	Diversity Common Good	Diversity Common Good Equality of opportunity	Truth
<u>ACADEMICALLY TALENTED</u>			
Honors Math			
Parent Pamphlets	N/A	<u>Trimester 2</u>	<u>Trimester 3</u>

SOCIAL EMOTIONAL GOALS	
TEXTBOOKS	