

Reading/Language Arts/Phonics Curriculum Guide

Course Description:

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading texts with fluency and expression, and learning comprehension strategies. The student reads a variety of fiction and nonfiction texts, highlighting the importance of applying reading comprehension strategies in all subject areas of the curriculum. In third grade, we follow the Reading *Wonders* program, which works on building strong literacy foundations, accessing complex texts, writing to sources, and building social emotional learning skills across different areas of the curriculum. It incorporates explicit phonics and decoding instruction and assessments.

Goals/Objectives:

Students will demonstrate understanding of the following state standards in third grade:

- Reading standards for literature (key ideas/details, craft and structure, integration of knowledge and ideas – compare/analyze, range of reading and text complexity – stories, poetry, informational text (social studies), technical text (science))
- Reading standards: foundational skills (K-5: phonics, word recognition, irregularly spelled words, fluency and expression)
- Writing standards (text types – informative, narrative, research-, organize information, use of linking words and phrases)
- Language standards (conventions of standard English – capitalization, punctuation, spelling, knowledge of language and its conventions, vocabulary)
- Speaking and listening standards (comprehension and collaboration, presentation of knowledge and ideas)

Instructional Methods/Strategies:

Students will continue improving reading comprehension and fluency, identifying main ideas, summarizing, and analyzing literature through effective oral and written communication by thinking, talking, and writing about what they read. In collaborative discussions, students will build on the ideas of others by listening and sharing ideas, and asking questions. Students will gather information from books, articles, and online sources to begin to write research or opinion papers. In their writing, they will pay more attention to organizing information, developing and supporting ideas with facts and reasons. All grammar, usage, mechanics, and spelling skills are also introduced, practiced and reviewed. Writing skills are taught through mini-lessons and conferences.

Math Curriculum Guide

Course Description:

Students build on their understanding of place value, start to use rounding as a way to estimate quantities, and solve real-world problems. These skills are developed further and built upon as the year progresses when multiplication and division are added to the types of word problems they estimate and solve. Students understand the difference between area and perimeter, and classify shapes according to their attributes in geometry. Students deepen their understanding of fractions while they are exposed to different fractional units. Measurement includes kilograms, grams, liters, milliliters, and intervals of time in minutes. Course materials include practice and enrichment worksheets, manipulative materials, formal and informal tests, daily mental math puzzles, and critical thinking activities/games. The textbook used is McGraw-Hill *My Math* Volumes 1 and 2, as well as teacher created resources, math-related stories/books, and math applications.

Goals/Objectives:

Students will demonstrate an understanding of the following state standards in third grade:

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations, and identify and explain patterns in arithmetic
- Develop an understanding of fractions as numbers
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represent and interpret data
- Reason with shapes and their attributes
- Use place value understanding and properties of operations to perform multi-digit arithmetic
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

Instructional Methods/Strategies:

Students participate in daily reteach or review, whole group instruction, explicit teacher modeling, individual and/or group projects, and small-group guided math discussions/talks. These discussions should hold them accountable to listen to each other, build their reasoning skills and promote a deeper knowledge of the mathematics concepts at hand. Manipulatives are frequently used and provided to students to build on new concepts or to reinforce skills already learned/mastered. Digital tools such as the interactive white board, iPads, or videos are incorporated as well in our lessons. Cooking and baking are frequently done to provide students with opportunities to measure, compare, and work with numbers while having fun.

Science Curriculum Guide

Course Description:

In third grade, students study three science domains over the course of the year: life science, Earth and space science, and physical science. For life science, students study life cycles, plant and animal traits, how animals' habitats help them to survive, and environmental changes to habitats. We also learn about the structure and functions of living organisms. In Earth and space science, students study landforms, major parts of the solar system, seasonal weather conditions, climates in different regions of the world, and the impact of weather-related hazards. In physical science, students learn how to compare properties and states of matter through the measurement of mass and temperature, and how objects and motion are affected by force. We also study basic forms of energy, how it changes and travels, and how it can be reflected and absorbed. Materials include *Inspire Science* (McGraw-Hill), National Geographic Science program Big Ideas content books, practice and enrichment worksheets, manipulative materials, quizzes, tests, teacher created resources, science applications, Brain Pop Jr video clips, journals, hands-on labs, and enrichment activities (field trips, egg-to-chick classroom incubation, science experts presentations).

Goals/Objectives:

Students will demonstrate understanding of the following state standards in third grade:

- Nature of science: raise questions about the natural world; compare observations made by different groups; keep records of investigations; recognize the importance of communication between scientists; infer based on observation; explain that evidence is used to validate experiments
- Earth and space science: identify the sun as a star that emits energy; recognize that stars can be different; explore the law of gravity
- Physical science: properties of matter; changes in matter; forms of energy; energy transfer and transformations
- Life science: organization and development of living organisms; diversity and evolution of living organisms; interdependence of living organisms

Instructional Methods/Strategies:

This curriculum creates a rich and fun learning environment for whole group lessons and small group guided instruction where students are expected to demonstrate grade-appropriate proficiency by asking questions; developing and using models; planning and carrying out investigations; analyzing and interpreting data; designing solutions; engaging in discussions from evidence; and obtaining, evaluating, and communicating information through charts, records, graphs, or journal entries. Students conduct inquiry-based collaborative investigations through hands-on lab experiences. Cooking and baking are frequently done to provide students with opportunities to compare, observe physical and chemical changes, and work together while having fun. Students are introduced to various STEM careers as the learning occurs.

Social Studies Curriculum Guide

Course Description:

In this class, students evaluate the rights/responsibilities of citizens. They look at their role as citizens, how people can participate in government, and analyze why choosing to participate is important. Students learn ways that responsible citizens can fulfill their civic duty by serving the common good, being law abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military. Students then compare/contrast the citizens in our community with those of another city in the context of their geographic, cultural, political and social characteristics. We learn about North America as a whole, including Mexico, Canada, and the Caribbean. Students learn about languages, customs and foods, how a community impacts its environment over time and, conversely, how the physical environment impacts human activity. Students explore goods and services in their community. They consider how people's wants and needs are met through spending/saving decisions, and the consequences of borrowing and lending. Students use mapping and geography skills as they learn about Florida's geographic features and history. Students continue to improve character education traits by practicing thinking, feeling, and doing, by caring for others and the community, and through self-motivation with the intentional effort of strengthening core values and working on continuous growth through ethical and compassionate decision-making. Course materials include *Impact Social Studies - Our Communities* (McGraw Hill), *Impact Research Companion*, *Impact Inquiry Journal*, *Scholastic News Social Studies Nonfiction Magazines*, practice and enrichment worksheets, manipulative materials, teacher created resources, social studies applications used on Chromebooks, virtual field trips, and Brain Pop Jr video clips.

Goals/Objectives:

Students will demonstrate an understanding of the following state standards in third grade:

- American history: historical inquiry and analysis; analyze primary and secondary sources; utilize technology resources to gather information from primary and secondary sources
- Civic and government: foundations of government, law, and the American political system; structure and functions of government; civic and political participation
- Beginning economics: characteristics of money; recognize that buyers and sellers interact to exchange goods and services; distinguish between currencies used in the United States and Canada
- Geography: places and regions; climate and natural resources in the United States and the Caribbean; compare the cultural characteristics of diverse populations; explain how the environment influences settlement patterns

Instructional Methods/Strategies:

Instruction is delivered through whole group lessons and small group guided instruction with discussions on the topics at hand. Students also work on organizing and producing oral and written history and geography projects appropriate to their level. Also, by analyzing images of the time period and culture being learned, or observing artwork from that era, students make flip

books, pop-up cards, dioramas, postcards, travel brochures, and lap books. Students are encouraged to use technology and a variety of other sources to explore and to come in contact with social studies. Examples of this include comparing customs from a specific era with today's trends, or recreating a detailed experience by re-enacting a meal by implementing methods and ingredients from a particular time/culture. Exposure to different stories and real-life situations teach students to communicate, accept, understand, and solve problems in an open-minded, collaborative manner.