



GRADE THREE 2009-2010

Positive interdependence is a key goal of third grade. Integrating reading, writing, and mathematical skills in order to become more independent problem solvers is an important part of the third grade experience. In order to facilitate students becoming competent learners valued by their peers, each third grader continues to develop social skills that contribute to a learning environment marked by respectful interactions and constructive collaboration.

LANGUAGE ARTS: By exploring and analyzing the basic literary elements (character, setting, plot) that go into all good stories, third graders will develop critical reading and writing skills (e.g. “What is a hero?” “Who does the main character remind you of?” “How did the author make you feel the emotions of the events?”). Some of the class literature selections are *Charlotte’s Web* (White), *Farmer Boy* (Ingalls Wilder), *Midnight Fox* (Byars), *Stone Fox* (Gardiner), *The Canada Geese Quilt* (Kinsey-Warnock), *The Castle in the Attic* (Winthrop), and *The Trumpet of the Swan* (White). Students are given many opportunities to deepen their connection with varied genres. There is a daily library period devoted to silent reading of material selected by the student. At least once during each day the teacher reads aloud to the children, and they are expected to read each night for 30 minutes. The Junior Great Books Curriculum, a selection of multi-cultural folk tales and activities emphasizing skills in critical thinking, is another component to the language arts program in third grade. Reading and writing across genres are often done concurrently. A key component is probing elements of a story or writing project through discussions. Students cultivate skills in presenting their ideas with clarity and relevant supporting details. The reading and writing of fiction and personal narratives are emphasized. Attention is given to literary tools (metaphors, descriptive details, dialogue, etc.), plot development and sequencing, characterization, and setting descriptions. Children regularly experience many kinds of poetry as both readers and composers. Reading for information is an integral part of science and social studies. Third graders complete a range of written research activities during the school year. Skills in using the conventions of written language (i.e. spelling, sentence and paragraph structure, capitalization, punctuation) are developed in the editing/proofreading stages of the writing process as well as during daily structured exercises and regular word study sessions.

MATHEMATICS: A key goal of the third grade math curriculum is to develop skills to demonstrate targeted math concepts utilizing more than one approach or strategy. Students gain fluency and flexibility in manipulating mathematical processes within a range of problem-solving situations. The third grade curriculum for mathematics reinforces skills through individual and group investigations, and through the manipulation and practice of math concepts. The University of Chicago School Mathematics Project, *Everyday Mathematics*, is the core of the mathematics curriculum. Supplemental enrichment materials are vital parts of the third grade math program. Some of the major strands of the math curriculum include: numeration (place value, fractions, decimals); operations (division and multiplication, multi-digit procedures with addition, subtraction, and multiplication); problem solving (estimation, mental and written arithmetic); data collection (using tables, charts, and graphs); geometry; measurement; and patterns. Each child has an opportunity to interact with each concept in a variety of ways. To this end, some of the materials used include base-ten blocks, Cuisenaire rods, pentominoes, tangram puzzles, calculators, and various measuring tools. Small-group



problem solving and discussion of strategies are daily components of the third grade math class.

SCIENCE: *“Intelligence is not so much the capacity to learn as the capacity to wonder.”* Oliver Wendell Holmes

Broad goals of the third grade science units are to heighten children’s perception when studying natural and manmade objects as well as to strengthen their skills in generating both questions and approaches to seeking their respective answers. Each unit of the third grade science curriculum involves hands-on experiences in combination with expository reading and writing, sketching, and reflection. Field trips and guest speakers are also valuable contributions to the learning process. Students are given opportunities to apply scientific investigation to specific areas of interest during each broad area of study. The year will start with a study of spiders and natural habitats found on TGS grounds. Encouragement throughout the year of third graders’ curiosity and concern about their natural world will facilitate a greater sense of the complexities and richness of the outdoors. In the late fall and early winter, science activities will center on the exploration of simple machines. Taking apart and putting together mechanical gadgets will allow students opportunities to develop skills fundamental to the investigative scientific thinking process. Open-ended projects such as the multifaceted task of creating and constructing a gear “folk toy” or the building of art straw structures will provide students additional direct inquiry and problem-solving investigations. During the spring term students will complete a series of pond-life studies. Again, investigations, readings, and field trips will contribute to the development of key concepts relevant to this important environmental topic.

SOCIAL STUDIES: *“All life is interrelated.”* Martin Luther King, Jr.

In third grade students investigate other cultures to develop an appreciation of the daily life of people from the past and/or from another region of the world, to better understand how climate, geography, and available natural resources affect key elements of any culture, and to learn the many ways the people of these cultures experience(d) successful interdependence. In the fall, we will study New England history through a unit on families and farms of the 19th century. During the latter part of the winter term and early spring, we will focus, with the fourth graders, on the civilization of Ancient Egypt. Art, drama, and writing projects, along with field trips and visiting experts, are important tools for third graders to build and express their understanding of another culture. Historical fiction, biographical selections, folk tales, the study of artifacts, map activities, and critical thinking exercises will provide students with a range of experiences to increase their ability to understand a culture in greater depth. During our science unit on simple machines, students gain a historical perspective through hands-on exploration of “gadgets from the past” and relate their observations to present and future technology. In both social studies and science, third graders investigate how people use the form and structure of the natural world as well as the interaction with each other to create solutions to problems.

ART: The major goals of classroom art activities are for third graders to explore with different media and techniques and to sharpen their observation skills and appreciation of different art forms. Students will closely study masterpieces and learn basic styles and backgrounds of great artists (e.g. Van Gogh, Delaunay, Chagall, Matisse, Monet, Tao Chi, Winslow Homer). Visual thinking strategies emphasize reflection of the multiple meanings contained in art, particularly as it relates to our specific units of study. For example, the attention to detail in the sketches of naturalist, Jim Arnosky, provides a



model of observing and representing the outdoors when students are making entries in nature journals; and the subject of Winslow Homer's paintings provide an additional view into New England life in the late 19th century. Art projects provide third graders continued opportunities to develop elements and principles of compositional design as well as enjoyment creating art. Another important goal in art for third grade students is that they learn concepts and vocabulary related to elements and principles of design in order to enrich group discussions of both famous art pieces and their own original work.

STUDIO ART: In grade three art continues to be integrated in the classroom as part of the everyday learning experience. In addition, the class has art in the art room once per week for a longer time than previous years. Students continue to gain from exposure to new materials and begin to create more complex pieces that include more steps and often combine media. They are interested in process and product and can begin to make art that ties directly to their own learning and place in the world. The Mexican muralists and Impressionism and several great masters are studied in these grades.

FRENCH: We will continue to work in *Grenadine*, with the CD and writing workbook. The book is structured to work on units that incorporate a song, phonetic activities, games, and reading and writing, all built around a body of vocabulary. Topics reviewed and covered will be greetings, possessions, colors, the alphabet, activities, food, days of the week, clothing, months, homes, telling time, and families. Additionally, the new language series, *Qtalk*, which employs pictures as a mechanism to promote oral proficiency, will be used to get students speaking more in class. The second and third grades will combine to meet in two multi-age groups, each group meeting two times a week for forty-five minutes, in the French room.

MUSIC AND TECHNOLOGY: The music program is an integral part of the TGS curriculum with all students in K-8 having three music classes per week. The primary goals are: developing an appreciation for music; singing on-pitch; reading music and playing an instrument; dancing cooperatively; taking direction and performing on stage. Basic computer skills and an introduction to music technology are also important components of the program. Students work in groups, individually, and with several faculty members throughout the year in different learning situations.

TECHNOLOGY: Students in third grade will apply word-processing programs during creative and expository writing time. Each third grader will develop confidence employing cut, paste, copy, and save commands as they learn independent file management when composing and revising on the computer. Keyboarding skills will be practiced through the Ultrakey and other programs designed to teach touch typing. As part of their science and social studies work, students will utilize Internet sources for research purposes.

STUDY SKILLS: Homework is a valuable connection between parents and school. Assignments can be expected to reflect and support the range of activities and academic objectives in the classroom. The teacher's home notes may be useful to encourage family conversations utilizing concepts from a third grader's current school experiences. Study skills of time management and organization of materials and workspace are important goals for third graders to develop at both school and home. Approximately 30 minutes of homework is expected to be done during the school week, which includes nightly review of targeted math facts. In addition, there is a 30 minute nightly reading commitment. A book or story read with adult supervision is preferable.



SOCIAL CURRICULUM: Specific lessons as well as events of third graders' daily school experience provide children ongoing opportunities to continue to develop both an understanding of and an ability to effectively cope with feelings and shared responsibilities in a group setting. We define a healthy school community as a place where people have a sense of belonging, where adults and students extend and receive respect in their relationships with each other, and where people feel both a sense of support and personal challenge to help them learn and grow as human beings. Through the social curriculum in third grade, children will also learn to identify positive health habits and to participate in organized community service (e.g. food collections, fundraising for an international cause, monthly visits to Thompson House).

LIBRARY: The third grade meets in the library two periods a week to choose books and to do various activities designed to give them practice in using the library. They look at different types of literature, become familiar with the online library and the reference section, and practice finding books shelved by literature type, alphabetically, and by the Dewey decimal system. As part of the Red Clover Award program, they will learn to evaluate literary material by text, illustration, and information. Activities include listening to literature read aloud, some games, map making, treasure hunt, report research, and discussion. Bookmarked Internet sites will be used as part of the Red Clover Award program and for research purposes.

PHYSICAL SKILLS DEVELOPMENT: PSD classes for third graders include many varied activities in order to sharpen gross motor skills, develop rhythm, tone muscles, and strengthen the cardiovascular system. Throughout the PSD program, the hope is to have each child see development and growth within him or herself. There is emphasis on social skills, working together, choosing fair rules, and playing for fun. Each PSD class incorporates skill development exercises and small group games. The third and fourth graders also play large group sports, such as soccer and softball, to develop teamwork and an understanding of rules as well as endurance, speed, and ball handling. Cross-country skiing is the major PSD winter activity, during which students master basic techniques as well as experience the joy of touring wooded trails on the school grounds. Third graders are encouraged to implement skills and activities of PSD in other active parts of their day (e.g. organizing recess games).