

Third Grade Curriculum Framework 2008-2009

Reading Workshop

Third grade is a transitional time for young readers. Most children switch from learning to read to reading to learn. Third graders enjoy chapter books and series books, and are intrigued by non-fiction science and social studies books. In addition, third graders still love well-written picture books - especially those with vivid illustrations.

Reading is a developmental process by which students are able to go beyond decoding. They develop skills that help deepen their understanding and appreciation of texts in a variety of ways. The goal in third grade is to help students become highly competent readers who love to read, choose to read, and become lifelong readers.

Third graders engage in independent reading in school and at home. They are encouraged to informally discuss books at home to deepen their understanding of what they have read.

Writing in notebooks and participating in discussions are two ways children will respond to literature. Reading notebooks are used to develop the reading-writing connection.

We expect third grade children to:

- Read a minimum of 25 books independently from a variety of genres and authors.
- Participate in accountable talk during book discussions to deepen comprehension.
- Read multiple chapter books within a series.
- Read multiple books by the same author.

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- Interpret non-fiction writing such as brochures, advertisements, directions, and labels.
- Build stamina as readers.
- Read fluently and with expression.
- Read to expand knowledge in content areas such as math, science, and social studies.

Units of Study (Tentative Schedule):

Launching Reading Workshop (September)

- Introducing Routines
- Getting to know the Classroom Library
- Using Reading Logs

Character Study (October)

- Developing an understanding of character and how they change over time
- Identifying and providing evidence of character traits
- Understanding motivation, empathy and connections among characters in a text

Fiction (November)

- Understanding and identifying essential story elements (Plot, Problem / Solution, Setting, Character)

Developing Critical Reading Skills (December)

- Examining the features of short texts
- Developing strategies to understand and answer questions about short texts

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Non-Fiction (January)

- Examining the features of non-fiction texts
- Identifying author's purpose

Responding to Literature (February/March)

- Expanding written responses through greater detail
- Developing responses that include their individual thinking

Poetry (March/April)

- Reading poetry
- Analyzing the features and language of poetry

Book Clubs (May / June)

- Introduction to book club routines and responsibilities
- Understanding how to participate and actively engage in small group literature circles

The following comprehension strategies will be taught throughout the year:

- Visualizing
- Summarizing
- Questioning
- Inferring
- Predicting

The third grade Balanced Literacy Program contains the following components:

Read Aloud

Every day third grade teachers read aloud. Listening and responding to stories and books support students' understanding of good literature. During Read Aloud time, children are exposed to books beyond their current reading level. This allows the teacher to model reading strategies, fluency and expression. All third grade children will be exposed to the following read aloud books:

Pedro's Journal

Shiloh

Matilda

Frindle

The Last of the Really Great Whangdoodles

How to Eat Fried Worms

Wilfred Gordon McDonald Partridge

Encounter

Owl Moon

The War with Grandpa

Honey I Love

See Theme Study for additional books

Shared Reading

A teacher uses an enlarged text or individual copies of a text to demonstrate and teach particular reading strategies and skills. These texts may include poems, songs, pages from a book, or non-fiction materials.

Guided Reading/Small Group Instruction

The teacher instructs a small group of children with similar needs or interests as they read a common text. Specific reading strategies are demonstrated and taught. These groups are flexible and change throughout the year.

Independent Reading

During this time, children choose interesting and appropriate books to read silently for 30-40 minutes. The teacher confers with children during this time, or meets with a small guided reading group. Some 3rd grade appropriate authors and series are:

Authors:

| | |
|----------------------|-------------------------|
| Patricia McLaughlin | Judy Blume |
| Roald Dahl | Cynthia Rylant |
| Beverly Cleary | Phyllis Reynolds Naylor |
| Matt Christopher | Vera B. Williams |
| Patricia Polacco | Robert Kimmell Smith |
| Jane Yolen | Jerry Spinelli |
| Patricia Reilly Giff | Johanna Hurwitz |

Series:

| | |
|----------------------------|---------------------|
| Cam Jansen | Boxcar Children |
| Magic Treehouse | Magic Schoolbus |
| Judy Moody | National Geographic |
| Zack Files | Amber Brown |
| Bailey School Kids | Dear America |
| Pee Wee Scouts | Famous Explorers |
| Amazing Days of Abby Hayes | If You Lived... |
| Eyewitness | Who Was... |
| Spiderwick | Secrets of Droon |
| Time Warp Trio | Sammy Keyes |
| Encyclopedia Brown | Goosebumps |

Spelling/Word Study

Children study the patterns and rules that comprise the English language. They use their knowledge of how words work to learn unfamiliar words, which will help them to increase their vocabulary and recognize sight words.

| | |
|--|---|
| <u>Contractions:</u> | not, are, is, have, will, and would |
| <u>Compound Words:</u> | grandmother, everything, newspaper |
| <u>Comparatives:</u> | fast, faster, fastest |
| <u>Synonyms and</u> | beautiful/gorgeous |
| <u>Antonyms:</u> | rough/smooth |
| <u>Homonyms:</u> | tie and tie; lie and lie |
| <u>Homophones:</u> | there, their and they're |
| <u>Spelling rules:</u> | when to double the consonant, "i before e except after c," "silent e" |
| <u>Possessive vs. Plural:</u> | placement of the apostrophe |
| <u>Grammar Concepts:</u> | nouns, verbs and adjectives |
| <u>Spelling Conventions:</u> | final and initial blends consonant-controlled vowel |
| final <i>e</i> marker (long vowel) | - <i>ed</i> or - <i>ing</i> inflection |
| final long-vowel spelling | final <i>y</i> =/ <i>ee</i> / |
| diagraphs | syllabic - <i>le</i> and - <i>er</i> |
| <i>wa</i> =/ <i>wo</i> / | final and double consonants |
| change <i>y</i> to <i>i</i> , add the following suffix: | |
| - <i>ic</i> , - <i>able</i> , - <i>ture</i> , - <i>age</i> , - <i>tion</i> , - <i>dge</i> , - <i>ous</i> , - <i>ious</i> endings | |

Throughout the year, students will learn the high frequency words that are appropriate for 3rd grade.

Writing Workshop

All third grade children will write for a specific purpose with audience awareness. Literature will be used as a model to gain a sense of story structure and voice. Children will draft, revise, edit, and publish to produce a quality piece of writing.

Units of Study (Tentative Schedule):

- Launch of Writer's Notebooks (September)- launch notebooks as a tool to collect ideas throughout the writing process
- Personal narrative (October-November)-share a personal experience or event with an audience
- Fiction (December-January)-create realistic fictional stories which will contain setting, plot, character, problem and solution
- Persuasive essay (February-March)-state an opinion that is supported by reasons and explanations
- Poetry (April-May)-a genre for creative expression without traditional conventions
- Non-fiction writing project (May-June)-research and present information about a significant European explorer

Children will apply the following skills to their writing:

- proper grammar
- punctuation
- capitalization
- complete sentences
- paragraphs
- correct spelling

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Handwriting

Children are introduced to cursive handwriting using a program entitled *Handwriting without Tears*. The emphasis is on correct habits for forming and connecting letters.

Speaking and Listening

Students listen and speak appropriately for a variety of purposes. They gain information, clarify their thinking, contribute their opinions, respond to others, and share their insights (Accountable Talk). All third graders will:

- Gather and share information
- Ask appropriate questions
- Listen respectfully to others' points of view
- Use language that is appropriate for communicating
- Be able to support opinions with facts
- Build upon what others say to increase vocabulary
- Be able to follow multi-step directions
- Use proper grammar while speaking

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Integrated Theme Studies

All third grade children will gain an in-depth understanding of the topic through an integrated study approach.

Topic One: Communities Around the World - China

Essential Question: Why is it important for us to study other cultures (with an emphasis on China)?

Understandings:

- People's way of life depends on environmental and geographical conditions.
- People hold belief systems that help them understand the world.
- People in other cultures meet their daily needs in different ways.
- Inventions and goods from one culture have an impact on other cultures.

Information:

- China is a country in Asia.
- China is one of the oldest civilizations in the world.
- Differences exist between urban and rural China.
- Chinese people have made many contributions to world culture.
- Chinese festivals are celebrated throughout the year.
- China is famous for its many inventions such as silk, paper and the compass.
- The Great Wall of China is one of the Seven Wonders of the World.

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- China has the largest population in the world.
- There is evidence of other cultures in New York (i.e. Chinatown).
- China is an important world power.

Skills

- Deepening an understanding of geography using maps.
- Building social studies vocabulary in discussions and writings in the areas of history and geography
- Reading, creating and interpreting a map
- Locating the earth's continents and oceans on a map
- Differentiating between fiction and non-fiction texts
- Categorizing and classifying information from charts, maps, artifacts, trips
- Interpreting legends/tales

The arts will be integrated throughout the study.

Attitudes:

- Fostering curiosity and respect for different cultures
- Understanding and appreciating a civilization
- Understanding that certain commonalities exist among all cultures
- Understanding that there are aspects to all cultures that make them unique

Books Which Support Integrated Theme Studies:

The Seven Chinese Brothers by Margaret Mahy
The Seven Chinese Sisters by Kathy Tucker
The Emperor and the Kite by Jane Yolen

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The Paper Dragon by Marguerite W. Debol
Exploration into China by Wang Tao
China (True Book) by Ann Heinrichs
Look What Came from China by Miles Harvey
A Primary Source Guide to China by Greg Roza
Tye May and the Magic Brush by Molly Garrett Bang
Postcards from China by Zoe Dawson
Civilizations Past to Present China by Kevin Supples
Chinatown by Cam Mak

Topic Two: Explorers and their impact on the New World

Essential Question: Why do people explore?

Understandings:

- Nations explore to gain land, wealth and power.
- Exploration has an impact on indigenous people.
- When interacting, the explorers and indigenous people had different perspectives about the issues and events that occurred.

Information:

- European exploration began as a result of discovery of riches in the Far East.
- The Silk Road was one of the most important trade routes in the world that connected Europe and Asia.
- Explorers came from various countries in Europe.
- The explorers came to seek fame, adventure and new trade routes.
- There are differences between explorers and conquistadors.

- Travel was challenging during that time period. The geographic features of the continents and oceans played a major role in those challenges.
- The European countries wanted more land and resources.
- Many problems ensued when explorers encountered indigenous peoples.
- Exploration opened the door to colonies of the New World.

Skills

- Read and analyze non-fiction and historical fiction
- Categorize and classify information from charts, maps, artifacts, trips
- Develop and understand timelines
- Gather information through the use of the internet
- Participate in group planning and decision making while being responsible for individual and group tasks
- Follow steps to complete a research project

Attitudes

- Appreciation of the hardships and courage of explorers and indigenous people

Books Which Support Integrated Theme Studies:

Famous Explorers:

Sir Walter Raleigh John Cabot
Samuel de Champlain Henry Hudson
Christopher Columbus Amerigo Vespucci
Juan Ponce de Leon Jacques Cartier
Hernando de Soto

Land Ho!

Encounter

The Discovery of the Americas

Three Ships for Columbus

Pedro's Journal

Explorers Who Got Lost

Two Cultures Meet

Family Mornings

Families will be invited into the classrooms. These mornings will give families the opportunity to actively engage in reading, writing, theme and math activities.

Third Grade Mathematics

"Knowing mathematics means being able to use it in purposeful ways. To learn mathematics, students must be engaged in exploring conjecture and thinking, rather than only rote learning of rules and procedures. Mathematics learning is not a spectator sport. When students construct personal knowledge derived from meaningful experiences,

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they are much more likely to retain and use what they have learned. This fact underlies teachers' new roles."

Curriculum and Evaluation Standard for School Mathematics: Executive Summary
National Council of Teachers of Mathematics
March 1989, p. 5

Arithmetic and Number Concepts

Children develop an understanding of numbers and their relationship to one another by engaging in mathematical investigations. Children produce evidence of their understanding through numbers, pictures, words, diagrams and/or graphs. By the end of third grade children should:

- Understand the relationship between 1, 10, 100 and 1000
- Understand place value
- Know basic multiplication facts for 2's through 12's
- Understand the connection between the four operations (addition, subtraction, multiplication and division)
- Demonstrate an understanding of fractions as part of a whole and of a set of objects
- Add simple fractions and recognize simple equivalencies
- Add decimals, using money

Geometry and Measurement Concepts

By the end of third grade, children should:

- Identify properties of 2-D objects
- Be able to measure using a ruler (in standard and metric)
- Be able to tell time in 1 minute intervals

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Statistics and Probability Concepts

By the end of third grade, children should:

- Collect, organize and create data on a graph and/or chart
- Read data on graphs, tables, and charts
- Predict results based on data collected and/or given

Mathematical Process

By the end of third grade, children should:

- Understand word problems and choose the appropriate operation to solve a problem
- Explain solutions to problems and support explanations in verbal and written forms
- Use previously learned strategies, skills, and knowledge to make decisions when problem solving
- Explain reasonability of answers

Function and Algebra Concepts

By the end of third grade, children should:

- Recognize, describe, extend and create numeric patterns with geometric shapes
- Find missing numbers in open sentences
e.g. $2 \times \underline{\quad} = 6$
- Understand the commutative properties of addition and multiplication e.g. $2 + 3 = 3 + 2$ and $4 \times 5 = 5 \times 4$

Third Grade Science

The study of science affords the opportunities for children to develop the use of scientific inquiry and mathematical

analysis for real world problem solving and experimentation. Children also explore how science contributes to understanding the natural world, and the historical development of ideas that lead to these discoveries.

All third grade children will have the opportunity to use inquiry and analysis to explore the following:

Topic: Magnetism and Electricity

Study: Electricity in Everyday Life

e.g., heat, sound, motion, conductors, and circuits

Topic: Earth in Space

Study: Earth and Sun

e.g., rotation/revolution, time and seasons

Topic: Living Things

Study: Animal and Plant Needs

e.g., physiology and adaptation

Topic: Sound and Light in Communication

Study: How Sounds Are Made

e.g., vibrations, tone, and instruments

Topic: Weather

Study: Observing and Measuring Weather Changes

e.g., thermometer, wind/water currents, and water cycle

Topic: Motion and Force in Transportation

Study: Friction, Gravity and Motion

e.g., wheels, axles, pulleys, gears, ramps, and balances

Topic: Earth and its Resources

Study: Rocks and How We Use Them

e.g. igneous, sedimentary, metamorphic, and building materials