

## ENGLISH LANGUAGE ARTS

### Listening

- Listen respectfully to peers and adults
- Listen to teacher read-aloud daily – discuss plot, setting, vocabulary, etc.
- Listen to and participate in class discussions
- Follow directions

### Speaking

- Share creative writing with class
- Present oral reports
- Retell stories
- Ask questions and seek information

### Writing

#### Writing Process:

- Pre-write, organize, write, confer, revise, share
- Introduce paragraphs
- Introduce writing techniques

#### Genres:

- Poetry, narrative, report, letter writing, procedural writing, personal reflection, literature response

#### Grammar, Usage, and Mechanics:

- Begin study of parts of speech: verb, noun, adjective
- Use appropriate ending punctuation
- Use commas in series, addresses, and in letters
- Capitalize proper nouns, titles, and “I”

#### Spelling:

- Learn the 100 most frequently used words
- Use syllable rules to help spell correctly
- Review days, months, numbers, colors
- Learn common prefixes and suffixes
- Review digraphs, blends, diphthongs, and ending patterns

#### Handwriting:

- Introduce upper and lower case cursive
- Introduce reading of cursive

## Reading

### Reading Skills:

- Continue to develop word analysis skills (syllables, phonics, prefixes & suffixes)
- Increase word recognition (300 most frequently used words, content area vocabulary)
- Improve fluency (punctuation, reading aloud, reading for an audience)

### Reading Comprehension:

- Read and respond to various forms of literature
- Distinguish between fiction and nonfiction
- Use context to expand vocabulary
- Identify main idea, supporting details, and sequence of events
- Summarize text

## Core Literature Studies

### Teacher Read-Aloud Books:

Dominic; The Real Thief; Queen of Sheba; Half Magic; The Half-a-Moon Inn; Island of the Blue Dolphins; Sing Down the Moon; Streams to the River, Rivers to the Sea; Enemy at the Fort, Sign of the Beaver

### Author Studies:

William Steig, Laura Ingalls Wilder, Beverly Cleary or Roald Dahl

### Genre studies:

Imaginary animal stories, informational books, European folklore, Native American mythology, mock Caldecott picture books, poetry

## MATHEMATICS

### Numbers and Numeration

- Recall addition, subtraction, and multiplication facts
- Read and write ordinal numbers, whole numbers, decimals for money, and simple fractions
- Use  $<$ ,  $>$ ,  $=$ ,  $+$ ,  $-$ ,  $\times$ ,  $/$
- Identify place value to 10,000
- Estimate answers
- Round to nearest 10 and 100
- Use expanded notation under 1,000
- Recognize odd and even numbers
- Recognize value of one or more coins up to \$1.00
- Make change up to five dollars
- Understand commutative and associative properties with addition

### Computation and Estimation

- Add and subtract up to 3-digit numbers with regrouping
- Subtract two 3-digit numbers with zeros
- Multiply a 2-digit number by a 1-digit number with regrouping
- Estimate, then divide a 2-digit number by a 1-digit number
- Solve missing addend problems
- Add money using decimal notation
- Add and subtract fractions with common denominators

### Measurement

- Use a calendar
- Know months, weeks, and days
- Begin to understand volume
- Estimate and measure length, perimeter, area, volume, and weight
- Read, write and tell time to the hour, half-hour, quarter-hour, and minute
- Use a thermometer ( $C^{\circ}$  and  $F^{\circ}$ )
- Calculate elapsed time

### Geometry

- Classify angles
- Identify, name and draw polygons
- Recognize congruent and similar shapes and symmetry
- Identify intersecting, parallel, and perpendicular lines
- Identify characteristics of polyhedra

### Data Analysis, Statistics, and Probability

- Collect, organize, represent, and interpret data from surveys and experiments using lists, tables, and graphs
- Explore and predict outcomes for simple probability activities

### Problem Solving

- Create and use a variety of strategies and approaches to solve problems
- Make sensible and reasonable estimates

### Patterns, Functions and Algebra

- Identify, describe and extend a pattern
- Determine a location on a grid using ordered pairs
- Classify, sort and order objects
- Distinguish between the intersection and the union of two sets

## SCIENCE

### Process Skills

- Reinforce all of the K–2 skills plus:
- Investigate, classify (time, space, patterns, common characteristics), collect and organize (information and materials), recognize patterns, predict, formulate questions

### Content

#### Physical Science: Motion

- Explore and observe characteristics of sound or motion (gravity, inertia, momentum)

#### Life Science: Woodland Habitat

- Understand concepts of habitat and interdependence
- Observe and understand concepts of diversity and adaptations of woodland species
- Understand the concept of the forest as a system with ecological cycles
- Learn about stewardship and how we can care for the forest environment

#### Earth Science: Soils

- Learn the differences in soil types and attributes
- Understand that soils have inorganic and organic layers
- Understand the need for decomposition in new soil production

#### Health: Skeleton/Ear and Sound

- Learn the basic components of the skeletal system
- Learn about the function of the skeletal system
- Compare bones of humans and various animal
- Learn about adaptation of bones
- Learn the anatomy of the ear
- Learn that sound travels in waves

## SOCIAL STUDIES

### Norwich

- Pre–history and settlement
- Maps of the town

### U.S. History

- Westward movement
  - trails west
  - geography
  - the pioneer experience

### U.S.Cultural Study

- Native Americans of North America
- A comparative study of indigenous people by geographic region including survival skills and world view

### Geography

- Globe and atlas study
- Geographic place names in the world (lakes, deserts, mountain ranges, rivers)
- Geography of North America

## SOCIAL SKILLS

### **Civic and Social Responsibility**

- Think before acting
- Take responsibility for actions

### **Communication**

- Listen to others
- Observe social cues
- Express appreciation of others

### **Personal Development**

- Cope positively when in uncomfortable situations
- Know and follow class routines
- Recognize own feelings and those of others

## INFORMATION TECHNOLOGY

### **Basic Operations and Concepts**

- Login/logout, open, save, quit and print
- Use menus, keyboard and keyboard shortcuts
- Save files to a network folder and retrieve them
- Cut, copy and paste between documents

### **Social, Ethical and Human Issues**

- Respect the work of others
- Follow age-appropriate guidelines for safe use of technology and the internet
- Respect the privacy of others

### **Technology Productivity Tools**

- Choose appropriate technology tools
- Use software to write, edit and publish
- Use database of books in the school library
- Use data to construct graphs
- Create a multimedia project
- Create original graphics
- Use programming tools to create simple animations

### **Communication Tools**

- Introduce multimedia presentation skills
- Contribute to a class project with text and graphics

### **Technology Research**

- Use online and digital resources

## LIBRARY SKILLS

### **Organization and Location of Library Materials**

- Know how books in the fiction and non-fiction collections are shelved (alphabetically or by Dewey decimal system)
- Locate the poetry and sports collections.

### **Use of the Library Browser On-Line Catalog**

- Know how to access and use the on-line catalog

### **Use of the Dewey Decimal System**

- Begin to understand the Dewey Decimal System
- Understand call numbers and their use

### **Use of the Reference Collection**

- Locate the reference collection and understand its use
- Use the alphabetical arrangement of an encyclopedia to locate a subject with help

### **Recognition of Parts of a Book**

- Identify and find table of contents and index

### **Research and Reporting Techniques**

- Find non-fiction books on a specific topic
- Take notes and compile them into a report with some assistance

### **Recognition of Fiction and Non-Fiction**

- Define the difference between fiction and non-fiction
- Distinguish between non-fiction books about animals and fictional animal stories
- Recognize realistic fiction

### **Selection and Evaluation Techniques**

- Select materials she/he is able to read
- Apply criteria for excellent picture books to new books
- Extend reading by selecting books by favorite authors

### **Literature Appreciation**

- Recognize characters and authors of favorite books
- Analyze types, motifs, character and structure of folktales and begin to retell simple folktales

### Grade 3 Art

The aim of the art program at the Marion Cross School is to provide children with specific skills and varied media to enable them to express their unique responses, ideas and reactions within a basic artistic framework. Throughout the year we do work in the art program that relates to the third grade curriculum. All students begin the year by contributing a piece to the all-school collaborative art project that celebrates our coming together to become a school community. They then go on to create a variety of works including flower paintings, ceramic pieces, Halloween worms, decorated wood letters, monoprints, Inkle looms weavings, paper mache globes, water colors, self-portraits with mirrors, Native American studies (terra cotta coil vessels, leather pouches, paper mache rain sticks or rattles, sand paintings), ArtStart, and LEEP art books (forests).

### Grade 3 Music

The music program at the Marion Cross School is designed to help students develop the skills needed to realize a rewarding and joyful lifetime musical experience and to realize their own and other's innate ability and need to create.

In third grade, students do a wide variety of activities with an emphasis on learning through singing games, movement and dance. The skills developed in singing focus on pitch, ensemble singing as in rounds and some solo opportunities. All third grade students participate in our 3/4 chorus. The students also gain knowledge of rhythmic elements through improvisation, movement and the study of ostinato. Listening to musical styles of Western Music is a component of this year. Students start learning the recorder and through this medium as well as music technology, begin the process of learning music notation. Students perform in their chorus concert, Holiday and May Festival programs and in "rep".

### Grade 3 Physical Education

The main objective of the physical education program for grade three is to encourage all children to enjoy and participate in physical activities. Third graders begin more work on game related skills and rules of basketball, soccer, kickball, volleyball, tennis, baseball/softball, badminton, frisbee, lacrosse and track and field activities. They continue to work on social skills and on knowing and following safety rules. Wellness and fitness information and activities promote and teach healthy lifestyles. Snowshoeing and orienteering are introduced in conjunction with classroom work involving the LEEP program. Games using locomotor and non-locomotor skills and manipulatives also make up a good part of the third grade curriculum.

### Grade 3 Guidance

The guidance program is designed to help students learn about themselves and others as well as to help them learn about getting along with others. Third graders use class discussions, stories, role-playing, puppets and writing to express themselves. They focus on conflict resolution, friendship, bullying, and self-esteem.