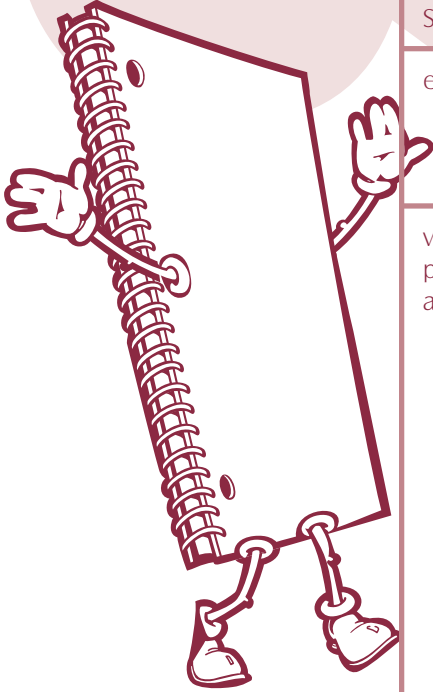


# Curriculum for: **Third Grade**

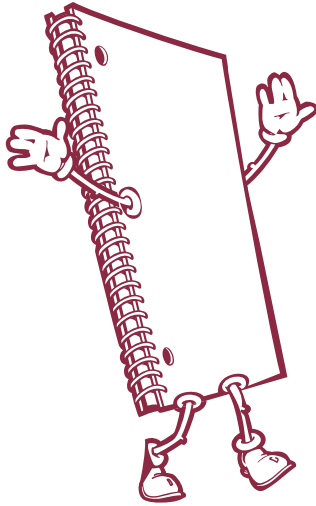


## LANGUAGE ARTS

### READERS/LISTENERS

| Language Arts Goals<br>Students will...   | Grade Level Indicators<br>Students will...   |
|---|--|
| exhibit a positive attitude   | <ul style="list-style-type: none"> <li>✱ be enthusiastic and take risks</li> <li>✱ participate in reading activities</li> <li>✱ focus attention on readers and speakers</li> <li>✱ respect what others have to say</li> </ul>  |
| view reading as an active process using experiences and strategies to construct | <ul style="list-style-type: none"> <li>✱ read for meaning</li> <li>✱ reread when text does not make sense</li> <li>✱ self-correct errors</li> <li>✱ use context</li> <li>✱ demonstrate understanding of characters, events and facts</li> <li>✱ make and confirm predictions about text</li> <li>✱ compare/contrast, draw conclusions, and verify information from text</li> <li>✱ identify and summarize main ideas and facts from text</li> <li>✱ understand use of figurative language</li> <li>✱ relate experiences to reading</li> <li>✱ respond critically to literature</li> <li>✱ increase fluency</li> <li>✱ develop and expand vocabulary</li> </ul> |
| be able to recognize a variety of genre   | <ul style="list-style-type: none"> <li>✱ listen/read — poetry, tall/folk tales, historical/realistic fiction, biography, autobiography, non-fiction, magazines, multi-media, content area texts, etc.</li> <li>✱ recognize that authors/illustrators have characteristics</li> <li>✱ identify the work of authors/illustrators</li> </ul>  |
| gather information from more than one source                                    | <ul style="list-style-type: none"> <li>✱ use books, computers, library, videos, maps, diagrams, charts, graphs, dictionaries, encyclopedias, timelines, glossaries, etc.</li> </ul>  |
| WRITERS/SPEAKERS  |  |
| exhibit a positive attitude   | <ul style="list-style-type: none"> <li>✱ be enthusiastic and take risks</li> <li>✱ share drawings, writing, ideas and experiences</li> <li>✱ participate in writing activities and group discussions</li> <li>✱ enjoy talking about books, authors and illustrators</li> </ul>   |
| be able to use process writing to communicate a message                         | <ul style="list-style-type: none"> <li>✱ use prewriting, drafting, conferencing, revising and editing with teacher guidance</li> <li>✱ revise for meaning/clarity</li> <li>✱ organize ideas in logical sequence</li> <li>✱ write pieces with beginning, middle, end</li> <li>✱ begin to write compound and complex sentences</li> <li>✱ replicate various styles of writing</li> <li>✱ edit using conventional form (punctuation, capitalization, grammar, paragraphing, spelling and letter formation)</li> <li>✱ use a variety of spelling strategies to correctly spell words frequently used in reading and writing</li> </ul>                             |

*Third Grade, continued*



| WRITERS/SPEAKERS, CONTINUED                                     |   |
|---|---|
| convey ideas in clear, understandable, and appropriate language | <ul style="list-style-type: none"> <li>* retell ideas and events from read-alouds and independent readings</li> <li>* relate personal experiences to reading and other learning situations</li> <li>* write a story using descriptions and details</li> <li>* write complete paragraphs with essential ideas and details</li> </ul> |
| write and speak for a variety of purposes and audiences         | <ul style="list-style-type: none"> <li>* use letter writing, journals, expository and narrative writing, etc.</li> <li>* respond critically to literature and support ideas</li> <li>* begin note-taking</li> <li>* answer essay questions with teacher guidance</li> </ul>   |

**MATHEMATICS**

*Number and numeration*

- \* cardinal numbers through 10,000
- \* ordinal numbers through 500
- \* counting—skip count to 100
- \* rounding
- \* even, odd
- \* positive and negative numbers
- \* estimation
- \* place value to 10,000
- \* decimals using money activities
- \* fraction notation, including mixed numbers

*Operations with whole numbers*

- \* addition, subtraction facts to 25
- \* place value, 2 and 3 digits, less than 10,000
- \* regrouping—exchanging
- \* expanded notation
- \* multiplication tables
- \* division
  - 2 and 3 digits
  - symbols
- \* properties of numbers
- \* story problems
  - addition, subtraction
  - multiplication by 1-digit
  - division by 1-digit

*Operations with fractions*

- \* practical uses
- \* order, inequality
- \* equivalence
- \* equal parts of a whole
- \* estimation

*Operations with fractions, continued*

- \* ratio
- \* relation to division
- \* addition, subtraction with like denominators
- \* story problems
- \* decimals—addition and subtraction to tenths

*Probability and statistics*

- \* data gathering and recording
- \* chance events
- \* estimation of outcomes
- \* tree diagrams
- \* list arrangements

*Geometry and measurement*

- \* measurement
  - tools
  - equivalence
  - time—1 and 5-minute intervals
  - money—solve problems using flyers and catalogs
  - volume—explore
  - perimeter of polygons
- \* shape
  - construction
  - plane
  - compass and protractor
- \* solids
- \* lines of symmetry
- \* coordinate geometry

*Third Grade, continued*

**SOCIAL STUDIES**

Grade three students study about communities throughout the world. Students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world’s peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

**Topics include:**

- \* Cultures and civilizations
- \* Communities around the world
- \* Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place
- \* The location of world communities
- \* Physical, human, and cultural characteristics of world communities
- \* People depend on and modify their physical environments
- \* Challenge of meeting needs and wants in world communities
- \* Economic decision making in world communities
- \* Symbols of citizenship in world communities
- \* Making and changing rules and laws
- \* Governments around the world

**SCIENCE**

The science curriculum at the third grade level includes:

- \* Life Science
  - seeds
  - uses of plants
  - uses of animals
- \* Physical Science
  - changes in matter
  - measurement of matter
  - force
  - work energy
  - machines
- \* Earth Science
  - the changing Earth
  - resources
  - description of the sun, Earth, the planets
  - water cycle
  - atmospheric energy and the water cycle
- \* Additional activities
  - life science activities
  - technology activities

**HEALTH EDUCATION**

The third grade curriculum in health education includes the following subjects:

- \* Relationship between feelings and experiences
- \* Dealing with stress, fear, anger and hurt feelings
- \* Getting along with others
- \* Organization of the body
- \* Four major organs: brain, heart, stomach and lungs
- \* Viruses and bacteria
- \* HIV/AIDS education
- \* Function of the immune system
- \* Chain of infection
- \* Medicine use and abuse
- \* Classification of drugs: stimulants and depressants
- \* Decision making
- \* Relationship between food and health
- \* Food guide pyramid
- \* How the food groups help the body
- \* Responsibility and safety
- \* Stranger safety
- \* Sexual abuse awareness (good touch vs. bad touch)

**PHYSICAL EDUCATION**

Students at the third grade level will:

- \* apply the principles learned in previous manipulative skills to develop new skills (i.e., catching objects while moving);
- \* adjust performance of a skill as a result of assessing previous performance (i.e., moving closer to a target);
- \* understand the effects of exercise on pulse rate and target heart rate; and
- \* continue to learn sportsmanship, fair play and respect for others of like or different skill levels.

**ART**

Using the New York State Learning Standard for the Arts, third grade students will:

- \* continue to develop their ideas and images through the exploration and creation of artwork based on themes, symbols and events;
- \* further develop art room responsibility with materials and tools;
- \* become acquainted with artists and the characteristics which define their work; and
- \* continue to develop and use an appropriate art vocabulary.

Projects might include printmaking or lessons using primary/secondary colors.