

Third Grade Anticipated Areas of Study
First Trimester
2013-2014

Mathematics:

Students will:

- review and practice of math facts (to a sum of 20) in both addition and subtraction for mastery. Focusing on such concepts as: facts that equal ten, doubles, doubles plus one, fast tens and fast nines.
- review the concept of multiplication as "groups of" a certain number.
- demonstrate understanding of the meaning of addition, subtraction, using pictures, models, number lines, manipulatives, 100 charts, etc.
- show fluency with number sense by breaking two digit numbers apart and putting them back together again in a variety of ways (ex. $86 = 8 \text{ tens} + 6 \text{ ones}$, or, $6 \text{ tens and } 26 \text{ ones}$)
- use mathematics to learn more about the people around us by: devising a question to survey classmates; compiling data and creating graphs; and ultimately, interpreting and sharing results.
- work with the concept of money by: reviewing various coin combinations using PNDQH to \$1.00; using money as a model for understanding our *base 10* number system (penny, dime, dollar); practicing adding combinations of money up to \$10.00; finding the correct change from a dollar.
- work with the concept of time by: telling time to the minute; determining elapsed time to the five minute mark – ex. From 1:15 to 1:50 or 3:40 to 4:25.
- "show their thinking" by drawing pictures, creating data tables, composing equations, writing words and numbers, and/or using a number line for the purpose of sharing and discussing individual strategies for solving problems.
- identify basic fractions of both parts of a whole and parts of a group or set of objects.
- practice problem solving with probability and algebra.

Science:

Students will:

- *Trees and Forests* – carefully observe the physical properties of a variety of trees; explore what trees and forests need to survive and factors that threaten their survival; work collaboratively on a project to determine the value of trees from different perspectives (ex. animal, human, global).
- Conduct scientific inquiry: explore a local forest habitat and research answers to questions drawn from this observation.
- *Weather* – observe weather patterns in Franconia and begin a long term study of seasonal changes in temperature
- "*National Geographic Explorer*" – read about, and discuss a wide variety of science topics explored in this periodical
- *Field Trips* – Forest exploration hike at Copper Cannon Camp.

Social Studies:

Students will:

- *Geography* - practice map reading skills; identify states, countries, hemispheres and continents; practice locating capital cities and major rivers.
- "*Time for Kids*" - read about and discuss social studies topics in this periodical
- "*National Geographic Explorer*" – read about and discuss social studies topics explored in this periodical
- *History* – read about the Pilgrims and the Wampanoag Native Americans and imagine what it was like to live in (and travel to) New England at that time.

Language Arts

In an effort to maintain a balanced Language Arts Program, emphasis is put on all four aspects of language arts: *reading, writing, speaking, and listening*. The following skills and activities provide opportunities to practice each of these components.

Students will work on...

- (*Spelling*) ...sorting and analyzing words with common phonetic components; ...preparing for weekly assessments of individual student word lists; ...working toward mastery of the top 100 frequently used words in the English language.
- (*Dictionary Skills*) ...practicing putting words into ABC order (to the third letter in a word), ...locating words in a dictionary, ...utilizing dictionary entries to determine definitions and parts of speech.
- (*Oral Language Skills*) ...presenting a share item, or telling a story (about a personal experience) and fielding questions during our daily Class Meeting; ...sharing personal responses to literature in a small group setting; ...sharing personal opinions in response to our periodic debate questions; ...explaining mathematical thought processes when problem solving; ...justifying answers after examining analogies such as, glass : break :: paper : _____ or, lake : water :: _____ : trees
- (*Listening Skills*) ...listening actively (thinking about what is being said) and respectfully to all classroom participants (teachers, guests and peers); asking questions when they do not follow or need more information; ...responding appropriately to their peers' personal stories, ideas, rationales, and presentations,
- (*Writing Workshop*) ...utilizing the writing process to draft, revise, edit and publish a variety of student written work; ...examining aspects of the Six Plus One Traits of Writing –Ideas, Organization, Word Choice, Sentence Fluency, Voice, and Conventions.
- (*Guided Writing*) ...strengthening their understanding of the important elements of quality writing (6 + 1 traits) as demonstrated in teacher-shared read-alouds and modeled during collaboratively composed poems, summaries or reports; ...discussing and analyzing the strengths and weaknesses in a variety of student pieces found on the Internet;
- (*Guided Reading*) ...conferencing with classmates in response to self-selected literature; ...sharing their personal understanding of stories and poems with peers in "Literature Circles"; ...building comprehension skills through practice and small group discussion of C.A.R.S. (**C**omprehensive **A**ssessment of **R**eadin**S**trategies) reading passages.
- (*Independent Reading*)– reading for an ever increasing amount of time (build reading stamina); ...knowing the difference between their "**conversation voice**" (the voice that engages in the meaning of the text, also called the "thinking voice") and their "**reciting voice**" (the voice that decodes and recites the words); ...choosing to consciously activate their "conversation voice" with both non-fiction and fiction text; ...selecting independent reading books within their independent reading range; and (with guidance from Mrs. Kelley) ...monitoring personal reading progress and setting goals for achievement by reviewing reading comprehension data on a regular basis;
- (*Reading Aloud*) - ...building fluency by practicing reading both teacher chosen and self-selected books and poems aloud, with emphasis on accuracy, pace, and expression.
- (*Word Study/Vocabulary*) - ...building vocabulary by discussing unknown words as they are encountered in small group reading or spelling lessons; ...participating in full group discussions during read alouds and content area studies.
- (*Author Study*) ...learning about a variety of authors or poets and their individual writing styles ex. Patricia Pollaco.
- (*Read Aloud Books*) ...shared listening of Pippi Longstocking, and a wide variety of fiction and non-fiction picture books.