Third Grade Anticipated Areas of Study

Second Trimester

2013-2014

Mathematics:

Students will:

* maintain retention of their math facts (to a sum of 20) in both addition and subtraction.
* master multiplication facts up to the 1-5s tables.
* begin work on building fluency with the remaining multiplication facts up to the 10s table.
* work with multiplication to discover such properties as the Commutative, Associative and Distributive properties using arrays and other tools.
* demonstrate understanding of the meaning of addition, subtraction, and multiplication using pictures, models, number lines, manipulatives, 100 charts, arrays etc.
* show fluency with number sense by breaking three digit numbers apart and putting them back together again in a variety of ways (ex. 384 = 3 hundreds + 8 tens + 4 ones; 384 = 350 + 34; 384 = 38 tens + 4 ones).
* use mathematics to learn more about the people around us by: devising questions 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 participate in activities such as:

* *“National Geographic Explorer”–* read about, and discuss a wide variety of science topics explored in this periodical
* *Space – Understand how the revolutions that the earth make impact our 24 hour day and seasons.*
* *Energy – Explore energy as it relates to Light, Sound, Health and Conservation.*
* *Field Trips –* Travel to the Fairbanks Museum.

# 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 events relative to the struggle for civil rights.
* *Fieldtrip* – Travel to the Fairbanks Museum.

# 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 based on these phonetic concepts; …understanding the relationship between syllables (open/closed) and the vowels within them (ex. apron (open first syllable) and after (closed first syllable)
* *(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; …explaining mathematical thought processes when problem solving;
* *(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 benchmark papers;
* *(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**eading **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, or, the thinking voice) and their “reciting voice” (the voice that decodes and recites the words); …selecting just-right independent reading books(books that they can read easily and finish in an appropriate amount of time); and (with guidance from Mrs. Kelley) …monitoring personal reading progress and setting goals for achievement by reviewing results of Accelerated Reader quiz work on a monthly basis;.
* *(Reading Aloud) - …*building fluency bypracticing reading both teacher chosen and self-selected books and poems aloud, with emphasis on accuracy, pace, attention to punctuation, 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 Wonderstruck, and a selection of non-fiction, realistic fiction and animal fiction books as they relate to our genre study.