Third Grade Anticipated Areas of Study

Third Trimester

2013-2014

Mathematics

* *Arithmetic*- students will: continue frequent practice of math facts (all operations) through “Mad Minute” and Timez-Attack to obtain automatic recall of addition, subtraction facts within 20, and multiplication within 100. Division facts will be addressed as mastery of the above has been obtained
* *Graphing*- students will: make interpretations of a variety of graphs; collect data from nature to create a line plot, bar or line graph to relate this information
* *Number Sense-* students will: continue practicing breaking numbers into chunks (using landmark (friendly) numbers) to solve addition and subtraction numbers to 999.
* *Fractions* – students will: identify fractions – both parts of a whole, and parts of a group; compare fractions –determine if one is greater, less than, or equivalent to another ; label fractions on a number line
* *Multiplication* – students will: show understanding of multiplication by thinking about groups of objects; solve multiplication word problems; discover and use the Commutative (i.e. 6 x 4 = 4 x 6), Associative (i.e. 3 x (5 x 2) = (3 x 5) x 2 ) and Distributive properties of multiplication (i.e. 7 x 9 = (2 x 9) + (5 x 9) )
* *Time* – students will: Tell and write time to the nearest minute; solve time word problems by adding and subtracting minutes using a number line
* *Measurement* – students will: measure liquids and solids with liters, grams and kilograms.
* *Problem Solving –* students will: continue to develop skills to *show their thinking* by using a number line, drawing pictures, creating data tables, writing equations, and writing words and numbers, in order to show their thinking; practice solving multistep problems both on paper and online (i.e. Smarter Balanced practice assessment)

## **Science and Social Studies**

* *Rocks and Minerals* – students will: carefully observe the physical properties of a variety of rocks and minerals; compare and contrast the properties of rocks that we observe, explore the rock cycle and compare to other cycles we know (ex. life cycle, water cycle, plant cycle)
* *Research Project* – students will: work with a small group of peers to create a power point presentation on a forest animal, work independently to research and document learning about a self-selected animal in a short Power Point.
* *National Geographic “Explorer” and “Time for Kids” magazines –*students will:read about, discuss, and respond to science and social studies topics explored in these periodicals
* *History* –students will: consider what it was like to live in our local communities “way back when”, explore local historical and natural history museums.
* *National Geographic “Explorer” and Time For Kids magazines –* students will:read about, discuss, and respond to social studies topics explored in this periodical
* *Field Trips –* students will participate in the trips to the following locations: The Flume/Basin, Copper Cannon Camp, Franconia Heritage Museum, Fairbanks Museum (April 10)

# Language Arts

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

* *Spelling-* students will: continue developing mastery of high frequency words and content area words*;* sort and analyze words with common phonetic components
* *Dictionary Skills* – students will: practice locating words in a dictionary; increase understanding and usage of such things as guide words, definitions (including more than one meaning), parts of speech, phonetic spelling, and syllabic pronunciation
* *Oral Language Skills –*students will practice by: presenting their thoughts on class discussion topics (from prompts or to solve classroom behavior challenges); sharing personal responses to literature in a small group setting; presenting research and other writing to the larger group
* *Listening Skills* – students will have opportunities to: listen respectfully and respond to peers’ personal stories, ideas, written works, problem solving explanations, class debates and presentations
* *Guided Writing-* students will: strengthen understanding of the important elements of a story – Introduction, characters, setting, problem, solution and ending; build strategies for revision by examining what makes a good lead and ending; employ transitional words to build fluency, edit for increasingly challenging grammatical errors
* *Writing Workshop –* students will: utilize the writing process to draft, revise, edit and publish a student fiction story, poems and blog articles; continue to examine aspects of the six traits of writing –Ideas, Organization, Word Choice, Sentence Fluency, Voice, and Conventions
* *Guided Reading –* students will:document thinking while reading by using post-its; share written summaries and “images” from various readings, continue to use text features to enhance comprehension of nonfiction text
* *Reading Aloud –* students will: read self-selected books, poems and personal writing aloud with emphasis on accuracy, pace, and expression. Note: The fluency ( word-per-minute) goal for the end of third grade (with expression too!) is approximately 128 words-per-minute
* *Author Studies –* Patricia Polacco, Roald Dahl
* *Read Aloud Books* –Thundercake, Pink and Say, The Witches, Wonderstruck