



VALLEY STREAM 13 SCHOOL DISTRICT

Family Guide to 3rd Grade

October 2022

ENGLISH LANGUAGE ARTS: WONDERS

Our English Language Arts curriculum emphasizes the connection between reading, writing, listening and speaking.

Reading Readiness

In 3rd Grade, students will develop the following skills:

- Determine a theme or central idea and how it is supported by key details
- Summarize portions of a text
- Describe a relationship between a series of events
- Identify and use text features to build comprehension
- Describe readers' point of view
- Explain how claims in a text are supported by relevant reasons and evidence
- Recognize genres and make connections to other texts, ideas and cultural perspectives
- Decode multisyllabic words
- Read texts with sufficient accuracy and fluency to support comprehension

Writing Readiness

In 3rd Grade, students will develop the following skills:

- Write an argument to support a claim, using clear reasons and relevant evidence

- Write an informational text to explore a topic and convey ideas and information relevant to the subject
 - Introduce and develop a topic
 - Use content-specific vocabulary
 - Use linking words and phrases
 - Provide a concluding statement
- Write narratives to develop real or imagined experiences
 - Use descriptions of actions, thoughts and feelings to develop experiences
 - Use temporal words and phrases to signal event order
 - Provide a conclusion
- Create a response to a text, theme or personal experience
- Conduct research to answer questions

Speaking and Listening Readiness

In 3rd Grade, students will develop the following skills:

- Participate in a range of collaborative discussions
- Ask and answer questions in order to evaluate a speaker's point of view
- Report on a topic or text
- Include digital media in presentations

Mathematics: Math in Focus

In Grade 3, students focus on four key areas: (1) develop an understanding of multiplication and division and strategies for multiplication and division within 100; (2) develop and understanding of fractions, especially unit fractions (fractions with numerator 1); (3) develop an understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing polygons based on the number of sides and vertices.

Operations and Algebraic Thinking Strand

- Develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving

equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size.

- Use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors.
- Compare a variety of solution strategies to learn the relationship between multiplication and division.

Number Sense and Operations—Fractions Strand

- Develop an understanding of fractions, beginning with unit fractions.
- View fractions in general as being built out of unit fractions, and use fractions along with visual fraction models to represent parts of a whole.
- Understand that the size of a fractional part is relative to the size of the whole.
- Use fractions to represent numbers equal to, less than, and greater than one.
- Solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

Measurement and Data Strand

- Recognize area as an attribute of two-dimensional regions.
- Measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps.
- Understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

Geometry Strand

- Classify polygons by examining their sides and vertices.
- Relate fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Required Fluencies in Grade 3

- Single-digit products and quotients (products from memory by end of Grade 3)
- Add and subtract within 1,000

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Science: Inspire Science

Inspire Science allows students to investigate, problem solve, and discuss scientific practices. It is designed using the 5E Instructional Framework, which includes engage, explore, explain, elaborate and evaluate.

Topics of exploration in Third Grade include:

Weather and Climate

- How does the weather change?

Motion and Forces

- How do simple machines make work easier?

Electric Magnetic Forces

- How does electric force affect objects?
- How can you use a magnet?

Survival

- How does being part of a group help animals survive?
- How do adaptations help plants and animals survive?

Parents and Offspring

- How are the life cycles of animals similar?

Social Studies: PNW Boces

In Grade 3, students study “Communities around the World” to learn about communities around the globe and about global citizenship. These units are interdisciplinary and include English Language Arts and Literacy skills.

Students bring with them knowledge about their communities. They make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action.

Third Grade Enduring Understandings Include:

- Geographic regions have unifying characteristics and can be studied using a variety of tools.
- The location of world communities can be described using geographic tools and vocabulary.
- Life in the United States is impacted by geography.
- Studying the geographic landscape, culture elements and government of the U.S.A, Brazil, China and Kenya.
- Human Rights are rights that each of us has been born with.
- The United Nations Declaration of Human Rights lists our specific human rights.
- Many individuals, nations, and organizations work to protect our human rights.
- We have a responsibility to protect the rights of ourselves and others.

Health: The Great Body Shop

This health education curriculum is aligned to the National Health Education Standards. Every month students receive Student Issues which look like a health magazine.

3rd Grade Curriculum:

Injury Prevention & Personal Safety

- Safe at home and away
- Responsible safety strategies
- Safe environments
- Turning unsafe into safe

- Identifying emergencies
- Understanding the concept of risk
- Setting safety personal goals
- Safe, unsafe, and confusing touches
- Practicing personal safety
- Using refusal skills
- Communication skills for emergencies
- How to get help

Nutrition

- Nutrition and digestion
- Reading food labels
- Responsible food choices
- Nutritional guidelines
- Food handling and labeling laws
- Influences on eating habits
- Ranking foods for energy and nutrients
- Testing recipes
- Food groups
- Setting nutritional goals

Functions of the Body

- Parts and functions of the eye
- Practicing seeing new things
- Eye problems & protection
- Eye care standards
- Digestive and immune systems
- Cells
- Physical impairments
- Responsible self care
- Genes and heredity
- Skeletal system

Growth and Development/Cycle of Family Life

- Defining the word 'family'
- Different types of families
- Respecting the importance of the family

- Different family responsibilities and traditions
- Understanding the role of genes
- Pride in culture
- Preventing discrimination
- Appreciating uniqueness in one's self and others
- Developing self worth

Disease & Illness Prevention

- Identifying a virus
- Bacteria
- Fungi
- Hygiene routines
- Illness prevention
- Immune system and HIV
- Decision-making for healthy behavior
- Unhealthy risks
- Transmission of germs
- Disease and the community
- Hepatitis, HIV, and other illnesses

Substance Abuse Prevention

- Defining a drug-free and safe community
- Rules and laws for medicines and drugs
- Personal strategies for drug safety
- Drug addiction (nicotine, alcohol, street drugs, medicines)
- How values help prevent drug abuse
- Predicting the consequences of becoming addicted to drugs
- Practicing refusal skills
- Set goals for drug-free living

Community Health and Safety (Violence Prevention)

- Naming local community helpers
- Studying community health
- Rules and laws for community health
- Predicting the effect of no laws
- Drugs, violence, and gangs in the community

- Effects of positive and negative group attitudes
- Communication skills
- Negotiation and conflict resolution
- Harassment and bully prevention
- Community service

Self Worth, Mental and Emotional Health

- Uniqueness of self and others
- Positive character traits
- Values and goals
- Respecting self and having pride in heritage
- Grief and loss
- Respecting different points of view
- Communication and refusal skills
- Setting goals for healthy friendships
- Personal responsibility for health and safety
- Discrimination and prejudice
- Self awareness and self management

Environmental and Consumer Health

- Pollution problems
- Clean environments
- Environmental protection rules
- Food labels
- Food handling
- Second-hand smoke
- Advocating for healthy communities
- Accessing health services and products

Physical Fitness

- Bones, joints, and exercise
- Benefits and enjoyment of exercise
- Safety rules and Injury Prevention & Personal Safety prevention in organized sports
- Exercise and play
- Making goals for fitness

- Practicing various types of exercises
- Types of physical activities
- Fitness pyramid

Social, Emotional, Learning:

RULER Program and Responsive Classroom

Valley Stream UFSD 13 has adopted the RULER philosophy, which is an evidence-based approach for social emotional learning. RULER—which is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions—helps students to identify their feelings using a mood meter and work together to build a positive culture and climate in classrooms. RULER provides students with tools that help them deal with challenging feelings by reacting in less impulsive ways. Teachers incorporate aspects of RULER into their daily lessons to help support students’ abilities to integrate thinking, feeling, and behaving in a fashion that promotes healthy outcomes.

In addition, Valley Stream UFSD 13 has implemented Responsive Classroom. The Responsive Classroom approach to teaching and learning fosters safe, challenging, and joyful learning environments. This approach consists of practical strategies that bring together academic and social-emotional learning throughout the day. It allows children to reach their full potential by involving them in decisions about curriculum, classroom organization, classroom management, and discipline.

SPECIALS

In third grade, students will attend Art, Music and Library once a week and Physical Education twice a week.

Music:

Melody G, A, and B recorder pitch patterns, Steps vs. Skips **Form:** Repeat sign, Bar lines, Measures, Time signature, Treble clef **Dynamics:** *Forte* vs. *Piano* shown within musical notation **Other:** Identification of pitches found on the treble staff, Recorder tonguing technique, Articulation (*staccato* vs. *legato*)

Physical Education:

- Locomotor skills and assessment (running, skipping, jumping, hopping, galloping and leaping)
- Spatial awareness and safety
- Fitness
- Visual motor coordination/bilateral integration
- Gross motor skills
- Developmental sports skills
- Cooperative partner and small group activities
- Health concepts

LIBRARY:

Students will be introduced to a variety of authors, illustrators, and genres, Caldecott winners. Students will examine various poetic formats and poets. Students will be introduced to magazines in the library. Students will identify the distinguishing features of nonfiction books: captions, diagrams, table of contents, index, glossary, bibliography, timelines. Students will investigate folklore and fables (398.2) comparing and contrasting like stories, exploring other diverse world cultures through literature. Students will compare and contrast books with similar themes. Students will learn about reference materials: dictionary, thesaurus, and databases (online). Students will identify story elements: character, setting, plot, theme, problem, resolution. Parts of a book - author, illustrator, title, cover, spine, spine label, title page, publisher, copyright, dedication, table of contents, index, glossary etc. will be reviewed and reinforced as needed. Students will recognize the importance of the Dewey Decimal System to group nonfiction subjects together. Students will understand the purpose and arrangement of the library organizational scheme (sections). Students will use prior background knowledge of author, title, and subject to begin to form questions and queries in searching the OPAC, and locate books in the library. Students will select books that are appropriate for age and reading-level, interest; books that make connections to self, world, and previous texts. Students will conduct simple research to answer questions, use appropriate resources, and locate information and gather meaning. Students will practice safe and ethical digital literacy skills. Students will demonstrate respect in collaboration with others to broaden and deepen understanding. Students use devices and approved applications as intended with supervision, and understanding responsibility and respect for library materials and equipment.

Art:

Third graders will build on their knowledge of color theory to identify color families. Students will demonstrate their ability to establish foreground, middle ground and background within a picture plane. Students will use greater detail in their work, and use art vocabulary to describe their work. Students will scaffold upon their knowledge of 2-D shape to 3-D form.

Students will develop the following skills:

- Identify innovative solutions used by artists to solve visual problems.
- Use various processes and techniques to produce works of art that demonstrate craftsmanship.
- Apply knowledge of art ideas from various resources, tools and technologies
- Expand previous knowledge of: Color Theory Elements and Principles of Art and Design.
- Create the illusion of depth using overlapping, size variation, placement, foreground, middle ground, and background.
- Use architectural forms (cube, cylinder, sphere, pyramid, cone).
- Elaborate by adding details that communicate feelings and emerging meaning.
- Elaborate upon 2-D and 3-D motor skills: paint, paste, glue, fold, cut, rub, print, stamp, pinch, pull, squeeze, twist, pound, roll, tear, curl, assemble,

Innovation Lab:

Each building boasts an Innovation Lab with a district-developed curriculum as well as supplemental activities for single-day visits to the lab. The district-developed curriculum allows students to spend four days in the lab, allowing them to discover, design, create, and build. Our K-1 students follow hands-on STEAM learning that align to their science curriculum, such as making instruments, while our 2nd-6th grade students investigate, build and code using LEGO WeDo. Activities for single day visits include using KEVA planks, Bee Bots for coding, 3D doodler pens, and LEGO train.