

Grade 3 Level Benchmarks continued

Music

The study of music is a vital part of our total education. Instruction will provide opportunities for children to enjoy themselves while engaging in various musical experiences. All students study the recorder during the year. Music objectives focus on:

- **Singing** (pitch matching, vocal tone, expanding range, rounds, canons, and simple ostinatos)
- **Movement** (dance as it relates to rhythm and meter)
- **Playing Instruments** (various percussion instruments: melody, rhythm, and chords)
- **Listening** (variety of styles and periods from classical to contemporary with emphasis on tempo, dynamics, instruments, rhythmic patterns and form)
- **Reading/Notation** (treble clef low C to high D including F# and Bb)
- **Improvisation** (melodic and rhythmic accompaniments)

Wellness

Our Physical Education and Health program is fully integrated and follows national and state standards. It provides sequential and progressive opportunities for the development of motor skills, physical fitness, team building and responsible decision-making. Students will recognize the benefits and see the value of physical activities and responsible decisions toward a healthful lifestyle.

The following concepts are reviewed and enhanced:

- Benefits of exercise and goal setting
- Chasing, dodging and fleeing
- Community health
- Disease prevention
- Fitness
- Growth and development
 - o Skeletal system
 - o Circulatory system
- Nutrition
- Problem solving and cooperation
- Safety and accident prevention
- Sequencing with travel & balance concepts
- Social Skills
- Striking
- Substance abuse prevention

Art

The children will be introduced to a wide variety of materials, techniques, and equipment. They will also be exposed to the vocabulary of art. We study famous artists, careers, historical significance and aesthetics through the use of books, art reproductions and visual aids.

The following concepts will be covered:

- the elements of art
 - texture, shape, pattern
 - color, space, repetition/nonpattern
 - line, balance
- the subject matter of art
 - landscape, still-life, nonobjective illustration
 - seascape, human figure, abstract, 3 dimensional
 - interior, portrait, animals
- the skills of art
 - drawing, painting, printmaking, sculpting,
 - weaving, stitching, pasting gluing
 - cutting, tearing, handbuilding in clay

Homework

Teachers assign homework for a variety of purposes: to practice and reinforce skills, extend and apply previously learned skills, prepare for a lesson yet to be presented, integrate skills and establish responsibility. Students are expected to spend no less than 30 minutes, three or four times a week on homework, including routinely reading for pleasure and occasionally completing or correcting classwork. In addition, students are expected to complete and return weekly activity logs, working towards our goal for all students to get at least 60 minutes of physical activity daily.

FLES (Foreign Language in the Elementary School)

FLES is the introductory phase of a comprehensive foreign language program that extends from Grade 3 – Grade 12. The FLES Program includes opportunities for students to study the Spanish language as well as cultural elements of the Hispanic world. Students of all abilities receive fifteen-minute daily lessons in thematic and content-based units in order to develop listening and speaking skills, with attention also given to reading and writing skills. The program is designed to include Spanish language instruction that uses grade level math, science, social studies and language arts curriculum where applicable. Monthly newsletters communicate to students and parents the unit and vocabulary focus along with the cultural themes presented. Expectations at this introductory level of second language include:

- pronunciation which is acceptable and accurate
- participation in studied or guided conversations with acceptable and understandable responses
- recollection of vocabulary with visual aides
- participation in guided writing and prompted phrasing
- understanding similarities and differences between the Hispanic and their own culture
- geographic identification of the Spanish-speaking world
- completion of the weekly homework assignment that helps to reinforce the themes, vocabulary and structures.

The major goals of this course are based on the state and national goals: ability to **communicate** in the second language; knowledge of other **cultures**; making **connections** with other areas of study; **comparison** of other languages and cultures to our own; participation in a multilingual **community**.

Thematic & Content-Based Units Grade 3:

Let's Speak Spanish-¡Hablamos Español!

My School Day-Mi Día Escolar

My Family-Mi Familia

Farm Animals-Los Animales de la Granja

Life Cycle of the Monarca Butterfly-El Ciclo de la Vida de la Mariposa Monarca



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Regional School District #10

Grade Level Benchmarks

Experience and Expectations

Grade 3

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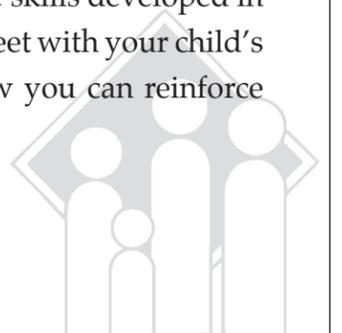
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Dear Parents,

This document provides you with a preview of the skills, knowledge, and concepts that are at the core of learning for this grade level. It also gives you a snapshot of what school life is like in Grade 3. "Benchmark" is a word used to identify target skills we seek to focus on and to develop in a particular year.

Teachers seek an active partnership with parents. Your involvement is critical to your child's success in school. Each teacher combines individual creativity with districtwide goals. Different teaching strategies will be used in the instruction of these skills and concepts.

Please make opportunities to reinforce the skills developed in Grade 3 in your home. We invite you to meet with your child's teachers so that you will understand how you can reinforce what is taught in your child's classroom.



Grade 3 Level Benchmarks

Typical Day

During a routine third grade day, children will spend about two and a half hours on language arts (reading, language, spelling, writing, and speaking), approximately an hour on math, approximately three-quarters of an hour on social studies or science/health with or without integration into the language arts program. During the week students will have a class period of physical education, music (vocal and instrumental, the recorder), library, and art. During the week, time is also set aside for computer use. There is a 25 minute lunch period and a 20 minute recess period daily. Please ask the teacher for the specific routines of the week.



Language Arts Philosophy

Communication is essential to lifelong learning and successful participation in today's world. Since reading, writing, speaking, listening and viewing are keys to thinking and learning, instruction in the language arts is integrated into all disciplines. Lessons build upon prior knowledge and skill development, progressing from mastery of simple concepts of print to understanding the structure and meaning of language.

In addition, students need to be immersed in language throughout their day. Therefore, teachers, as well as administrators, media specialists, and - most importantly - parents, must provide opportunities for children to become literate. As students progress through the grades, these experiences with language help them reach the goal of becoming independent thinkers and learners.

Through extensive experience with language students develop literary appreciation and communication skills. Students are encouraged to reflect, probe, analyze, interpret and evaluate as they engage in the various elements of language arts.

Writing

Expectations for students:

- understand and apply the process approach to writing (pre-writing, planning, drafting, revising, editing, publishing)
- develop topics and writing narratives that are organized, sufficiently elaborate, and fluent
- apply editing skills (spelling, sentence structure, punctuation and capitalization)
- write for a variety of purposes and audiences
- form letters in cursive

Reading

Expectations for students:

- read a variety of text fluently with expression

Understand what is read by:

- using background knowledge to interpret text
- setting a purpose for reading
- making predictions
- monitoring understanding
- self-correcting as they read
- answering comprehension questions both orally and in writing

Respond to text orally or in writing to demonstrate:

- understanding of the parts of a story (elements of plot)
- recognition of main idea, details and sequence
- ability to summarize
- ability to infer
- ability to make connections
- ability to make judgments about facts and opinion

Construct meaning from text by:

- applying phonics skills (letter-sound correlation)
- applying knowledge of language structure (grammar, syntax and vocabulary)
- using context clues to derive meaning (e.g. of words in a sentence)

Develop reference skills

Speaking and Listening

Expectations for students:

- communicate clearly and effectively for a variety of purposes
- construct meaning from information presented orally

Social Studies

In the third grade social studies program, students will learn about different types of maps and the globe. Students will learn about the location of the continents, oceans, major world rivers, and key geographic global symbols. Students will also learn about the five cultural /geographic regions of the United States by focusing on physical geographic features, regional economics, social and cultural regional features, and some historical facts for each region. The units incorporate the strands of the Connecticut Social Studies Standards by having the students examine how historical, geographic, political, and economic skills are an integral part of each U.S. region.

Students will incorporate the following learning expectations:

- Identify the characteristics of various types of maps and the globe/ and the Equator and Prime Meridian
- Indicate how the natural environment has influenced how people live in a specific region
- Identify the characteristics of the 5 regions of the United States
- Compare and contrast different regions of the United States to the Northeast region of The U.S.

Library/Information Technology

Students in grade three will maintain previously learned library skills and develop new skills in accessing materials. Special emphasis will be placed on learning about various reference materials. There is collaboration between classroom teachers and the media specialist.

Expectations for students:

- access materials in the media center collection using OPAC (Online Public Access Catalog) to search by title, author and/or subject.
- locate material by using the call numbers
- use key words to locate information in reference sources
- properly use the various parts of the book including title page, contents page, index and guidewords
- identify and locate basic reference materials: dictionaries, encyclopedias, atlases, almanacs and periodicals
- understand the basic arrangement of fiction and non-fiction materials
- understand there are many types of fiction and non-fiction
- listen to book talks that demonstrate different types of literature
- exposure to the Big 6© Information Literacy Process

Math

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1. Students 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. Students 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. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.
2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $1/2$ of the paint in a small bucket could be less paint than $1/3$ of the paint in a larger bucket, but $1/3$ of a ribbon is longer than $1/5$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Students recognize area as an attribute of two-dimensional regions. They 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, a square with sides of unit length being the standard unit for measuring area. Students 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.
4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole. (Common Core State Standards, pg. 21)

Science

Children are naturally curious and eager to investigate science ideas. They learn best through exploration of familiar materials, phenomena and issues using the tools and skills of science. Students need opportunities to use the scientific method to collect and analyze data from a variety of sources, develop informed opinions and communicate their ideas to others. Students will complete a research project on rocks and minerals using the "Big Six" research model.

Concepts explored:

- Forces & Motion:
 - A force is any push or pull on an object
 - Unbalanced forces cause movement
 - Vehicles can be designed to move efficiently
- Rocks & Minerals:
 - Different rocks have different properties
 - Rocks can be formed in different ways
 - Properties of rocks and minerals determine how they are used
 - Earth materials provide resources for all living things, but these resources are limited and should be conserved.
- Testing the properties of materials using simple tests
 - Properties of solids, liquids and gases
 - Solids, liquids, and gases are all forms of matter
 - Simple tests to determine if materials dissolve, sink or float in water; conduct heat; or attract to magnets
- How organisms can survive in environments
 - External features and behaviors of different animals and different plants
 - Hibernation, dormancy and migration related to survival
 - Plant and animal adaptation