

# Southfield Public Schools



**Southfield  
Public Schools**

Scholars Positioned *for* Success

## THIRD GRADE

Curriculum Handbook

## Using the Curriculum Guide

This guide is intended to address the continuum of learning as it develops across the grade levels. As children enter third grade, students will continue to build important reading, writing, speaking, and listening skills. Students will build on foundational reading skills, strengthening their ability to read fluently and decode more complex text. They will think, talk, and write about what they read in a variety of texts, such as stories, books, articles, and other sources of information including the Internet. In collaborative discussions, students will learn how to build on what others are saying. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will learn how to develop a topic and strengthen their skills by editing and revising. Although there are benchmarks for each grade level, it must be remembered that children progress at paces specific to their abilities and interests.

Therefore, this guide is an overview of the various curriculums and methodologies used to meet the Common Core and Michigan State Learning Standards for each grade level and content area.

# CURRICULUM

## English Language Arts Program

Southfield Public Schools District has adopted a balanced literacy approach in conjunction with Teachers' College Reading and Writing Workshop. In Third Grade, students will build important reading, writing, speaking, and listening skills. Students will continue to learn the letters and sounds that make up words. They will read and listen to stories, articles, and other sources of information. They will practice asking and answering questions about what is read. Students will participate in class discussions by listening and responding to what others are saying. They will think, talk, and write about what they learn. They will write to describe an event, provide information on a topic, or share an opinion. In their writing, students will work on putting together clear sentences on a range of topics using a growing vocabulary. Students learn literacy skills during authentic reading and writing experiences.

### **The instructional framework includes the following components:**

- ★ Reading aloud to children to model appropriate strategies and thinking about books and to expose children to a wide range of literature.
- ★ Shared reading which demonstrates the process of reading, which provides the opportunity to participate and behave like a reader while building a sense of story and ability to predict.
- ★ Guided reading provides the opportunities to problem solve while reading for meaning, to use strategies on extended texts, and for teacher guidance, demonstration, and explanation.
- ★ Independent reading allows time for practicing what is taught during mini-lessons, read-alouds, shared reading and guided reading.
- ★ Shared writing demonstrates how writing works to enable children to compose messages and stories.
- ★ Interactive writing allows children to "share the pen" with the teacher to construct texts. The teacher demonstrates the concepts of print, early writing strategies and how words work and allows children to hear sounds in words and connect with letters.
- ★ Independent writing allows time for practicing what is taught during the mini-lessons and encourages students to write about a topic that interests them, within a specific genre, using mentor texts and models as a guide.

**The Common Core Learning Standards in the English Language Arts state that children will read, write, listen, and speak for:**

- ★ Information and understanding
- ★ Literary response and expression
- ★ Critical analysis and understanding
- ★ Social interaction

The expectation is that students will “read a minimum of 25 books or the equivalent per year across all content areas and standards” and will “write on a daily basis across all content areas and standards.”

### **Reading**

To support children in the meeting of these standards, third grade students will build important reading, writing, speaking, and listening skills. They will think, talk, and write about what they read in a variety of articles, books, and other texts including history, social studies, and science. In collaborative discussions, students will build on the ideas of others by listening, asking questions, and sharing ideas. Students will gather information from books, articles, and online sources to build understanding of a topic. They will begin to write research or opinion papers over extended periods of time. In their writing, students will pay more attention to organizing information, developing ideas, and supporting these ideas with facts, details, and reasons. Using these informational texts, children will move along the continuum of developing skills:

- ★ Monitor own reading by applying strategies such as sounding out letters, using context, grammar, picture clues and rereading to determine meaning
- ★ Read aloud with expression and fluency
- ★ Use computer software to support early reading development
- ★ Identify purpose for reading
- ★ Reading a wide range of stories and describing how a story teaches a lesson
- ★ Describing characters in a story and how their actions contributed to events
- ★ Reading texts about history, social studies, or science and answering questions about what they learned
- ★ Referring to information from illustrations such as maps or pictures as well as the words in a text to support their answers
- ★ Learning the rules of spoken and written English

- ★ Learning and using new words, including words related to specific subjects (such as science words)
- ★ Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others
- ★ Give a class presentation on a topic or telling a story using relevant facts and details and speaking clearly
- ★ Apply corrective strategies, using classroom resources such as teacher, peers, and reference tools
- ★ Read with attention to sentence structure and punctuation to assist in comprehension
- ★ Engage in independent silent reading
- ★ Determine the meaning of unfamiliar words by using context clues and other resources
- ★ Read with increasing fluency and confidence from a variety of texts

### The Big 5: Key Concepts for Learning to Read

Concept	Definition	Classroom/Home Activities
<p><b>Phonemic Awareness</b></p>	<p>Means knowing that spoken words are made up of smaller parts called phonemes. Teaching phonemic awareness gives students a basic foundation that helps them learn to read and spell.</p>	<ul style="list-style-type: none"> <li>● Recognizing which words in a set of words begin with the same sound ("Bell, bike, and boy all have /b/ at the beginning.")</li> <li>● Breaking, or segmenting a word into its separate sounds ("up - /u/, /p/.")</li> </ul>
<p><b>Phonics</b></p>	<p>Phonics teaches students about the relationship between phonemes and printed letters and explains how to use this knowledge to read and spell.</p>	<ul style="list-style-type: none"> <li>● Teach students to match the letters in their names with the sounds in their names.</li> <li>● Write letters on pieces of paper and put them in a paper bag. Let your children reach into the bag and take out letters. Have them say the sounds that match the letters</li> </ul>

<p><b>Fluency</b></p>	<p>Fluency means being able to read quickly, knowing what the words are and what they mean, and properly expressing certain words - putting the right feeling, emotion, or emphasis on the right word or phrase.</p>	<ul style="list-style-type: none"> <li>• Reread favorite books</li> <li>• Repeat, repeat, repeat. Read stories over, and over, and over again.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Teaches students how to recognize words and understand them.</p>	<ul style="list-style-type: none"> <li>• Using the dictionary to teach word meanings and asking students to use those words in sentences during class participation.</li> <li>• Offer a simple, kid-friendly example that makes sense within their daily life: Remember that really big watermelon we got at the grocery store? That was an <i>enormous</i> watermelon!</li> </ul>
<p><b>Comprehension</b></p>	<p>Teaches specific strategies students can use to help them understand what they are reading.</p>	<ul style="list-style-type: none"> <li>• <b>"Right There"</b> Questions found right in the text that ask students to find the one right answer located in one place as a word or a sentence in the passage.</li> <li>• <b>"Think and Search"</b>  Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to "think" and "search" through the passage to find the answer.</li> </ul>

## Writing

The competencies that third grade students are expected to develop as they learn to write include to:

- ★ Writing stories with dialogue and descriptions of character's actions, thoughts, and feelings
- ★ Gathering information from books, articles, and online sources to build understanding of a topic
- ★ Writing research, narrative, and opinion papers over extended periods of time

In grade three students will read stories, plays, and poems. Additionally, they will read to learn information about history, the world, science, and other areas.

Writing tasks in Grade Three may include stories, essays, reports, and opinion papers. Please review the chart below to see a few examples of how your child will develop important writing skills across grade levels.

Grade Two Writing	Grade Three Writing	Grade Four Writing
<ul style="list-style-type: none"><li>• Students introduce a topic and use facts and definitions to develop their points.</li><li>• Students provide a concluding statement or section.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic and use facts, definitions, and details to develop points.</li><li>• Students provide a concluding statement or section.</li><li>• Students group related information together.</li><li>• Students use linking words and phrases to connect ideas, such as <i>also</i>, <i>another</i>, and <i>but</i>.</li></ul>	<ul style="list-style-type: none"><li>• Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information.</li><li>• Students provide a concluding statement or section related to the information or explanation presented.</li><li>• Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful.</li><li>• Students link ideas within categories of information using words and phrases such as <i>another</i>, <i>for example</i>, <i>also</i>, and <i>because</i>.</li><li>• Students use precise language and subject-specific vocabulary.</li></ul>

This overview for English Language Arts, provided by the [Council of the Great City Schools](#), reflects how the [Common Core State Standards](#) have guided our development of a rich and comprehensive curriculum for our students.

#### **K-5 District Literacy Resources:**

- Fountas and Pinnell Classroom
- Heggerty Phonological & Phonemic Awareness by Literary Resources
- [i-Ready Central Resources | Family Center - Home](#)
- Learning Ally

## **CURRICULUM**

### **Social Studies Program**

The aim of Social Studies is the promotion of civic competence - the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Civic ideals and practices enable students to learn about the rights and responsibilities of citizens of a democracy, and to appreciate the importance of active citizenship.

The revision of the Social Studies curriculum which currently reflects the *Michigan State Social Studies Standards*. The revision process is being guided by the newly issued College, Career, and Civic Life (C3) Framework, and is supported by the Michigan State Board of Education. To view the entire document that explains the C3 Framework, please visit: <http://www.socialstudies.org/c3>

### ***Grade Three Focus of Study- Discovering Michigan***

In Grade Three, students learn about their local communities. As historians, they research the history of their school and the local community and sequence important historical events on a timeline. Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.

**HISTORY:** Individually and collaboratively, students will engage in planned inquiries to investigate early Michigan history (through statehood).



**GEOGRAPHY:** Individually and collaboratively, students will engage in planned inquiries to investigate ways people have interacted with the environment of Michigan now and in the past, and consequences of those interactions.

**CIVICS AND GOVERNMENT:** Individually and collaboratively, students will engage in planned inquiries to investigate the structure and functions of Michigan's government and rights and responsibilities of citizenship.

**ECONOMICS:** Individually and collaboratively, students will engage in planned inquiries to investigate the economy of Michigan.

**PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION:** Individually and collaboratively, students will investigate a public issue in Michigan, communicate a position on the issue, and develop and implement an action plan to address or inform others of the issue.

### **K-5 District Social Studies Resources:**

- SAVVAS MyWorld Interactive
- BrainPOP and BrainPOP Jr.
- Newsela (for Grades 3-5)



# CURRICULUM

## District Math

### **Third Grade Overview**

In third grade, students build upon work from previous grades as they use place value understanding and properties of operations to perform multi-digit arithmetic and gain fluency adding and subtracting within 1000. A key focus of this grade is developing an understanding of the meaning of multiplication and division. Beginning with equal-sized groups and arrays, students explore problems involving single-digit multiplication and division within 100. Later, they apply properties of operations as strategies to multiply and divide including multiplying one and two-digit whole numbers by multiples of ten. They apply concepts of multiplication, addition, and linear measurement to create new understandings of area and perimeter. In addition to generating measurement data with fractional lengths and partitioning shapes into parts with equal areas, students spend a considerable amount of time developing an understanding of fractions as numbers. They continue to develop more sophisticated skills in reasoning with shapes and their attributes. With opportunities to explore shapes in different categories, students learn that shared attributes define larger categories. They use skills from throughout this grade to solve problems involving data and measurement including the contexts of time, liquid volume, mass, and scaled graphs.

### **District Math Resources**

- Curriculum Resource: [enVision Mathematics K-5](#)
- Supplemental Resource: [BrainPOP](#)

	<b>Months</b>	<b>Topic</b>
<b>Quarter 1</b>	September - October	<b>1.</b> Understand Multiplication and Division of Whole Numbers <b>2.</b> Multiplication Facts: Using Patterns <b>3.</b> Apply Properties: Multiplication Facts 3,4, 6,7,8 <b>4.</b> Use Multiplication to Divide: Division Facts
<b>Quarter 2</b>	November -January	<b>5.</b> Strategies to solve multiplication and division facts within 100 <b>6.</b> Connect Area to Multiplication and Addition <b>7.</b> Represent, Analyze and Interpret Data <b>8.</b> Use Strategies and Properties to Add and Subtract

<b>Quarter 3</b>	January -March	<b>9.</b> Fluently Add and Subtract within 1000 <b>10.</b> Strategies for Multiplying by Multiples of 10 <b>11.</b> Operations with Whole Numbers to Solve 2-step problems <b>12.</b> Understanding Different Interpretations of a Fraction: Fractions as Numbers
<b>Quarter 4</b>	April - June	<b>13.</b> Fraction Equivalence and Comparison <b>14.</b> Solve Time, Capacity, and Mass Problems <b>15.</b> Attributes of Two-Dimensional Shapes: Describe, Analyze, and Classify <b>16.</b> Solve Perimeter Problems

## **CURRICULUM**

### **Science**

The SPS Science program includes unit lessons aligned with the Next Generation Science Standards (NGSS) which include learning in Life Science, Earth and Space Science, and Physical Science. It is well known that we learn by doing, and with the adoption of 3 Dimensional learning, Science learners engage in lessons that are rich in content and practice. The Science Department creates, promotes, and supports a rigorous, engaging, and hands-on curriculum that sparks student curiosity, allows students to be active participants in their own learning. Our goal is that all students:

- Are curious, and have an appreciation for discovery and science
- Feel actively involved in the classroom learning community
- Deeply understand key scientific concepts that will have real world connections
- Can think critically and communicate effectively about science

K-5 District Science Resource [Mystery Science](#)

Supplemental Science Resource [Brainpop](#)

### **Fossils and Changing Environments**

• 3-LS4-1

In this unit, students develop an understanding of how animals and their environments have changed through time. Fossils provide a window into the animals and habitats of the past. Analyzing the traits of animals that are alive today and comparing them to fossils, provides evidence of how these ancient organisms and environments of the past may have appeared.

### **Life Cycles**

• 3-LS1-1 • 3-LS4-4 • 3-5-ETS1-2

In this unit, students compare and contrast the life cycles of both animals and plants. Students create models to build an understanding that all organisms share certain stages in their life cycles: birth, growth, reproduction, and death. Students also explore how an understanding of life cycles can aid in solving problems that occur when there are too many or too few organisms in a particular environment.

### **Heredity Survival and Selection**

• 3-LS2-1 • 3-LS3-1 • 3-LS3-2 • 3-LS4-2 • 3-LS4-3

In this unit, students compare the structures and functions of traits that enable organisms to survive in a specific environment. Analyzing the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time through selection. Students also examine how the environment can affect inherited traits and determine which animals will survive in a particular environment.

### **Weather and Climate**

• 3-ESS2-1 • 3-ESS2-2 • 3-ESS3-1 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3

In this unit, students investigate and make predictions about the weather through careful observation of the clouds and wind. Students also learn to differentiate between weather and climate and use models to reveal global climate patterns.

### **Forces, Motion and Magnets**

• 3-PS2-1 • 3-PS2-2 • 3-PS2-3 • 3-PS2-4 • 3-5-ETS1-1 • 3-5-ETS1-2 • 3-5-ETS1-3

In this unit, students explore the forces all around them. They investigate the effects of balanced and unbalanced forces, the pushes and pulls of bridge structures, and the effects of friction on the motion of objects. Students also explore the power of magnetic forces and investigate firsthand how these forces can be used to help us in our everyday lives.

