

## Third Grade - 1st Quarter Outline

### Social Studies

Instruction will be guided from the Meet Michigan book. At the end of the chapter, students will have a review day before the chapter test.

#### **Chapter 1: Meet Michigan**

- Lesson 1- Meet Michigan p. 1-7
- Lesson 2- Our State Symbols p. 8-16
- Lesson 3- The Water Around Us p. 17-26
- Lesson 4- Be Michigan Map Smart p. 27-39
- \* Review Day
- \* Chapter 1 Test

#### *Students will:*

- know what a state is and the role of government within the state.
- know what service a government provides to citizens in the state and local community.
- be able to trace the borders of Michigan.
- use thematic maps to give relative location of their city on a map of Michigan.
- Use cardinals directions to describe relative location.
- describe the natural characteristics of Michigan by listing the state symbols.
- explain what being a responsible citizen of Michigan takes.
- describe the natural resources and how they are used in our state.
- explore Michigan's state flag and other states in our country.
- Identify public issue laws such as bottle returns that differ from state to state.
- Use thematic maps to identify and describe the physical and human characteristics of Michigan.  
3G1.0.2
- Identify goods and services provided by the state government and describe how they are funded.  
3C3.0.2
- Use a variety of visual materials to describe ways in which Michigan can be divided into regions.  
3G2.0.1
- Describe interactions between American Indians & the first European explorers and settlers in Michigan.  
3H3.0.6
- Locate natural resources in Michigan and explain the consequence of their use.  
3G5.0.1
- Identify public issues in Michigan that influence the daily lives of its citizens.  
3P3.1.1
- Use cardinals directions to describe relative location.  
3G1.0.1
- Give an example if how Michigan state government fulfills one of the purposes of government.  
3C1.0.1
- Identify rights and responsibilities of citizenship.  
3C5.0.1
- Compose a paragraph expressing a position on a public policy issue in Michigan.  
3P3.3.1
- Describe different regions to which Michigan belongs.  
3G2.0.2
- Develop and implement an action plan and know how, when, and where to address others.  
3P4.2.1
- Participate in projects to help inform others.  
3P4.2.2

## Third Grade - 1st Quarter Outline

### Social Studies

#### **Chapter 2: Michigan's First People**

Lesson 1- Interesting People From Long Ago p. 40-45

Lesson 2- Michigan Tribes p. 46-58

Lesson 3- Who Were the Three Fire Tribes? p. 59-67

Lesson 4- Gifts from the Tribes p. 68-77

\* Review Day

\* Chapter 2 Test

#### *Students will:*

- Identify questions historians ask in examining the past in Michigan.  
3H3.0.1
- Explain how historians use primary and secondary sources to answer questions about the past.  
3H3.0.2
- Compare how American Indians and settlers adapted to, used, and modified their environment.  
3H3.0.5
- Create a timeline to sequence early Michigan History.  
3H3.0.10
- Describe diverse groups that have come into a region of Michigan and reasons why they came.  
3G4.0.2
- Describe how people adapt to, use, and modify the natural resources of Michigan.  
3G5.0.2
- Analyze how Michigan's location and natural resources influenced its economic development.  
3E1.0.3
- Compose a paragraph expressing a position on a public policy issue in Michigan.  
3P3.3.1
- Construct a historical narrative about daily life in the early settlements of Michigan.  
3H3.0.7
- Draw upon traditional stories of American Indians who lived in Michigan.  
3H3.0.4
- Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.  
3E1.0.1
- Use stories to describe how ideas or actions of certain individuals affected the history of Michigan.  
3H3.0.8

## Third Grade - 1st Quarter Outline

### Reading

Instruction will be guided from the first book in our series, Imagine That!. I will cover units 1, and the first 3 stories from Unit 2. We will be covering one story per week and working with the accompanying workbook pages for each story. Students will take a short comprehension quiz on Friday's. While completing these unit's the following materials will be used: Basic Reader, Workbook, Teaching Charts, and Audio CD's.

#### **UNIT 1: Finding My Place**

- Story 1- How I Spent My Summer Vacation
- Story 2- Goldilocks and the Three Bears
- Story 3- Anthony Reynoso: Born to Rope
- Story 4- Herbie and Annabelle
- Story 5- Allie's Basketball Dream

#### **UNIT 2: The Whole Wide World**

- Story 1- Fly Traps! Plants That Bite Back
- Story 2- Guys from Space
- Story 3- Tornado Alert!

*Students will practice the following strategies:*

- Comprehension skills: sequence, draw conclusions, authors purpose, cause and effect, character, context clues, predicting.
- Word Study/Phonics: short vowels, double consonants, long e, long/short a & o, long/short i & u

*Students will:*

- Discuss why speaking and listening is important
- Apply a listening strategy: focus on the listening task
- Increase vocabulary
- Deliver an oral report
- Develop listening skills

## Third Grade - 1st Quarter Outline

### Spelling

Instructions will be guided from the 3rd grade Every Day Spelling book. Every week, students will have a list of words to work with. Students will be assigned different tasks (sorting, proofreading, using words in context, etc.) to help practice and understand the words. At the end of each week, students will take a spelling test to assess their knowledge of the list words.

#### **Unit 1: Steps for Spelling New Words**

- Week 1: words with dr, sc, ft, nk
- Week 2: words with ch, sh, th, ng
- Week 3: consonant sounds /i/ and /s/
- Week 4: adding -s and -es
- Week 5: adding -ed and -ing
- Week 6: Unit Review

#### **Unit 2: Rhyming Helpers**

- Week 7: short e
- Week 8: long e

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### Religion

Instruction will be from the Blest Are We text workbook. A formal religion class will be taught four days a week, (Monday, Wednesday through Friday). On Tuesdays we will attend mass. First quarter will cover Unit 1 “The Church is One” and Unit 2 “The Church is Holy”.

#### **Unit 1: The Church Is One**

- Chapter 1: The Holy Spirit Guides Us to Live as Christians
- Chapter 2: We Receive the Sacraments of Christian Initiation
- Chapter 3: We Show Our Love for One Another
- Chapter 4: Jesus Teaches Us to Pray

#### **Unit 2: The Church Is Holy**

- Chapter 5: Jesus
- Chapter 6: We Celebrate Reconciliation and Healing
- Chapter 7: Jesus Teaches Us How to Love
- Chapter 8: We Pray to the Holy Spirit

In Unit 1 *students will learn* that our faith in the Lord Jesus Christ brings us together. As Catholics we are also brought together by the sacraments, which make our faith strong.

In Unit 2 *students will learn* that we meet the Lord Jesus in his work that we read about in the Gospels. We learn to be the likeness of God Our Father. We do this through the love we receive from his divine Son.

## Third Grade - 1st Quarter Outline

### Phonics

Instruction will be guided from the ~~Modern Curriculum Press~~: Level C book. A formal phonics lesson will be taught three days a week. The students will be encouraged to use their phonics rules during the reading lesson to decode words. Each unit has a take home booklet to review the unit lessons, and the final lesson as a Review/ Unit Checkup.

#### Unit 1: Lessons 1 ~ 8

We will review Initial, Medial, and Final Consonant sounds, and Hard/Soft C and G within the context of the theme “Celebrations”. As children begin to understand and learn to apply the concept that consonant sounds can be used to help read words, they will be able to:

- identify initial consonants from auditory and visual clues.
- identify words with particular initial consonants in context.
- identify medial consonants from auditory and visual clues.
- identify and write words with medial consonants to complete sentences.
- identify final consonants from auditory and visual clues.
- identify and write words with final consonants to complete sentences.
- distinguish between the hard and soft c and g sounds.
- sort words with hard or soft c or g.

#### Unit 2: Lessons 9 ~ 22

We will review short and long vowel sound associations for a,e,i,o,u within the context of the theme “Friends and Family.” As children begin to understand and learn to apply the concept that consonant and vowel sounds can be blended together to form words, they will be able to:

- Identify the short a,e,i,o,u vowel sounds in words and picture names.
- Discriminate among short vowel sounds in words.
- Recognize and pronounce the long vowel sounds of a,e,i,o,u.
- Distinguish between short and long vowels.
- Identify spellings for long vowel sounds.

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### Handwriting

Handwriting instruction will be guided from the D'Nealian workbook. Handwriting lessons will be taught four days a week. During instruction, students will also work on eye hand coordination, fine motor coronation, left to right progression, and letter discrimination. Students will use handwriting paper, workbooks, and dry erase boards to practice handwriting.

#### **Unit 1: Getting Ready to Write**

- Positions for writing
- Letter size, form, slant, spacing
- Cursive is coming

#### **Unit 2: Reviewing Manuscript Letters**

- Using numbers in a list
- Writing lower-case and Capital Letters
- Practice, Review, Evaluation
- Making a schedule
- Here's Cursive
- Strokes that make cursive letters

#### *Students will:*

- Recognize proper position of body, paper, and pencil for good handwriting.
- Evaluate letter form in own handwriting.
- Recognizes consistent letter slant.
- Recognizes and uses proper spacing of letters and words in a sentence.
- Compare manuscript and cursive handwriting.
- Write a daily schedule in manuscript handwriting.
- Write straight across with no writing lines
- Adjusts handwriting size to fit a given space.
- Identify and write joined cursive letters.
- Perform uphill and downhill strokes.

## Third Grade - 1st Quarter Outline

### English

Instruction will be guided from Harcourt Language book. In third grade we hope to achieve the ability to recognize and use complete sentences and to learn about the following parts of speech:

- Nouns
- Pronouns
- Possessive Nouns
- Verbs
- Past tense, future tense, and irregular
- Adjectives
- Adverbs

#### **Unit 1: Grammar: Sentence Writing: Expressive**

- Chapter 1: Sentences
- Chapter 2: Subjects/ Nouns
- Chapter 3: Writers Craft: Personal Choice
- Chapter 4: Predicates/ Verbs
- Chapter 5: Simple and Compound Sentences
- Chapter 6: Writing Workshop: Personal Narrative

#### **Unit 2: Grammar: More Nouns and Verbs Writing: Expository/ Informative (How-to)**

- Chapter 7: Common and Proper Nouns, Abbreviations, Titles
- Chapter 8: Singular and Plural Nouns
- Chapter 9: Paragraphing

#### *Students will:*

- Understand and identify complete sentences.
- Create a greeting card and write sentences.
- Correct and punctuate sentences
- Identify sentence types and recognize correct capitalization and punctuation.
- Understand and identify complete and simple subjects, nouns in subjects, and compound subjects.
- To improve and practice listening and speaking skills.
- Analyze descriptive and comparative writing skills.
- Use colorful/ descriptive words in writing to describe objects.
- Identify and use verbs, simple, complete, and compound predicates.
- Identify and use complete, simple and compound sentences.
- Learn strategies for drafting, revising, proofreading, and publishing a personal narrative.
- Identify and create sentences using Common/ Proper nouns, Abbreviations, Titles, Singular/ Plural nouns with -es and -ies.



## Third Grade - 1st Quarter Outline

### Math

Instruction will be guided by Scott Foresman enVisionMATH textbook. We will cover topics 1 through 4 during the first quarter. Along with covering the topics using the textbook, students will participate in math drills, timed tests, use whiteboards, and play math games.

#### **TOPIC 1: Numeration**

- 1.1: Represent Numbers
- 1.2: Ways to Name Numbers
- 1.3: Greater Numbers
- 1.4: Understanding Number Lines
- 1.5: Counting on the Number Line
- 1.6: Comparing Numbers
- 1.7: Ordering Numbers

#### **TOPIC 3: Using Place Value to Add/ Subtract**

- 3.1: Adding with an Expanded Algorithm
- 3.2: Models for Adding 3-Digit Numbers
- 3.3: Adding 3-Digit Numbers
- 3.4: Adding 3 or more numbers
- 3.6: Subtracting with an Expanded Algorithm
- 3.7: Models for subtracting 3-digit numbers
- 3.8: Subtracting 3-digit numbers
- 3.9: Subtracting across Zero

#### **TOPIC 2: Number Sense: Addition/ Subtraction**

- 2.1: Addition Meaning and Properties
- 2.2: Subtraction Meanings
- 2.3: Using Mental Math to Add
- 2.4: Using Mental Math to Subtract
- 2.5: Rounding
- 2.6: Estimating Sums
- 2.7: Estimating Differences
- 2.8: Making Sense of Addition and Subtraction Equations

#### **TOPIC 4: Meanings of Multiplication**

- 4.1: Multiplication as Repeated Addition
- 4.2: Arrays and Multiplication
- 4.3: The Commutative Property
- 4.4: Writing Multiplication stories
- 4.5: Writing to Explain

#### *Students will:*

- Use place value understanding to round whole numbers to the nearest 10 - 100.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

## Third Grade - 1st Quarter Outline

### Science

Instruction will be guided by **Scott Foresman: Science** textbooks. Each chapter will consist of reading the textbook, discussing the chapter together, classroom experiments, small group projects, and tests.

#### **Unit A: Life Science**

- Chapter 1: Plants and how they grow
- Chapter 2: How different animals live, grow, and change
- Chapter 3: Ecosystems
- Chapter 4: Plants and animals living together

#### *Students will:*

- Develop knowledge that plants and animals are different, but also share common characteristics.
- Develop knowledge of the behavioral and structural adaptations that allow plants and animals to survive in an environment.
- Understand similarities and differences among plants.
- Describe the life cycle of plants.
- Recognize fossils provide evidence about the plants that lived long ago.
- Recognize that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
- Understand measurement of time including using a.m. and p.m. clocks, and calendars.
- Explore connections between science technology, society, and career opportunities.
- Use sketches, diagrams, and models to understand scientific ideas.
- Identify needs of animals and the characteristics of the different animal groups.
- Recognize that animals go through predictable stages within their life cycles of birth, growth, development, reproduction and death.
- Recognize that changes in the habitat of an organism can be beneficial or harmful.
- Interpret and compare information from picto- and bar graphs including graphs from content area materials and periodicals.
- Distinguish between kinds of ecosystems.
- Recognize that the Sun provides energy for the Earth in the form of Heat and Light, and this is necessary for organisms to stay alive.
- Recognize and discuss how the size of a population is dependent upon the available resources within its community.