

Third Grade - **Social Studies** - Quarter 2 Outline

During the Second quarter we will cover the third chapter. Students will participate in whole class reading, defining vocabulary, answering lesson checkpoint questions, working on map skills, projects and peer discussions. Curriculum developed from Hillsdale Meet Michigan textbook.

Chapter 3: Visitors from Far Away

Lesson 1- Fur Trade p.78

Lesson 2- The French Came p.88

Lesson 3- Father Marquette p.97

Lesson 4- The Start of Detroit p. 105

Lesson 5- Tug-of-War over State p.114

* Review Day

* Chapter 3 Test

Chapter 3 skills:

- 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.
- Use stories to describe how actions of individuals affected the history of Michigan. H3.0.8
- 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. 3H3.0.6
- Locate natural resources in Michigan and explain the consequence of their use. 3G5.0.1
- 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, choices affect what is produced and consumed in Michigan. E1.0.1

Third Grade - **Reading** - Quarter 2 Outline

In the first quarter will cover last three stories of Unit 2, and Unit 3. Weekly story selection is taken from our Imagine That! textbook, the first of two in our Scott Foresman series.

Students will participate in interactive instructions, whole class discussion, and cooperative learning groups. They will also be assigned workbook pages that accompany each story, and will take a short comprehension quiz on Friday's.

While completing these units the following materials will be used:

Basic Reader, Workbook, Teaching Charts, and Audio CD's.

UNIT 2: The Whole Wide World

- **Story 3 - Tornado Alert!**
skill: Context clues
word study: homophones
- **Story 4 - Danger- Icebergs!**
skill: Fact and opinion
word study: consonant /j/ and /s/
- **Story 5- Nights of the Pufflings**
skill: Main idea & Supporting details
word study: Long O; Short O

UNIT 3: Getting the Job Done

- **Story 1- What Do Author's Do?**
skill: Steps in a process
word study: kn, wr, st, mb
- **Story 2- Tops and Bottoms**
skill: Summarizing
word study: vowel sounds -air -ery -ear -eer
- **Story 3- Mom's Best Friend**
skill: Text Structure
word study: suffixes -er -or -ist
- **Story 4- Brave As a Mountain Lion**
skill: Visualizing
word study: suffixes -ful -ly -tion -sion

Students will develop the following:

- Develop fluent reading
- Listen for details
- Identify how Art (illustrations) compliments a Text
- Identify parts of a Paragraph
- Dictionary and Thesaurus skills
- Descriptive paragraph writing
- Retell a Story
- Introduced to the Genre: Folk Tales

Third Grade - Spelling - 2nd Quarter Outline

Students will be assigned a weekly list of words to study. Students will complete different tasks (sorting, proofreading, using words in context, etc.) to help practice and understand spelling patterns. At the end of each week, a spelling test will be given to assess their knowledge of list words. The textbook resource used is Every Day Spelling.

Quarter 2: Short and Long Vowels / Consonant Blends

- List 9: short a; long a: -ai -ay
- List 10: short o; long o: -oa -ow
- List 11: short i; long i: -igh -y
- List 12: Review
- List 13: words with w and wh
- List 14: consonant sounds s and k
- List 15: words with kn, wr, and st
- List 16: homophones
- List 17: double consonant words

Third Grade - **Religion** - Quarter 2 Outline

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.

Second quarter will cover Unit 3 “The Church Is Catholic” and Unit 4 “The Church is Holy”.

Unit 3: The Church Is Catholic

Seasons: Advent and Christmas

Chapter 9: Catholics are Open To All

Chapter 10: We Gather For Mass

Chapter 11: We Serve Others

Chapter 12: We Pray for All People

Unit 3 Review and Unit Assessment

Unit 3 *students will learn:*

- Being open to the Holy Spirit as well as to all people
- As Catholics they respect and accept others, share the Good News with everyone
- Acting as a sign of God's kingdom in this world
- Around the world Catholics celebrate their shared faith at Sunday Mass.

Third Grade - Phonics - Quarter 2 Outline

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. Students will use the Reading Series textbook.

Lessons 9 ~ 17

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.

Third Grade - **Handwriting** - Quarter 2 Outline

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. Handwriting instruction is from the D'Nealian workbook.

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 - English - Quarter 2 Outline

Mrs. Wallen 2015-16

A crucial goal for English language arts instruction is that all students leave third grade able to read fluently, effortlessly, independently, and enthusiastically. Reading and the development of student literacy are key components of academic success.

The ability to read, write, and use language effectively is the essential foundation for each student's future. Students need to be competent in reading and English language arts to be able to obtain information in all content areas and communicate to others what they have learned. Students will use the Harcourt Language book series.

In the third grade students will strengthen 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 2: Grammar: More Nouns & Verbs

- Chapter 9: Paragraphing
- Chapter 10: Possessive Nouns
- Chapter 11: Action verbs and the Verb "Be"
- Chapter 12: Writing: Informative (How-to)

Unit 3: Grammar: More about Verbs

- Chapter 13: Main Verbs and Helping Verbs
- Chapter 14: Present-Tense Verbs
- Chapter 15: Writer's Craft; Word Choice
- Chapter 16: Past-Tense & Future-Tense Verbs
- Chapter 17: Irregular Verbs

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.
- 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.
- Create sentences using Common/ Proper nouns, Abbreviations, Titles,
- Singular/ Plural nouns with -es and -ies.
- Recognize and use have, do and forms of be as helping verbs
- Identify Helping Verbs, Main Verbs, and Contractions

Third Grade - **Math** - Quarter 2 Outline

We will cover topics 4 through 7 during the second quarter. Along with covering the topics using the textbook, students will participate in math drills, timed tests, use whiteboards, and play math games. Instructional materials used are Scott Foresman enVisionMATH textbook.

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

TOPIC 5: Multiplication Facts: Use Patterns

- 5.1: 2 and 5 as Factors
- 5.2: 9 as a Factor
- 5.3: Multiply with 0 and 1
- 5.4: Patterns for the Facts
- 5.5: 10 as a Factor
- 5.6: Multiplying by Multiples of 10

TOPIC 6: Multiplication Facts: Use Known Facts

- 6.1: Distributive Property
- 6.2: 3 as a Factor
- 6.3: 4 as a Factor
- 6.4: Factors 6 and 7
- 6.5: 8 as a Factor
- 6.6: Multiplying with 3 Factors
- 6.7 Multiplying to find combinations

TOPIC 7: Meanings of Division

- 7.1: Division as Sharing
- 7.2: Division as repeated subtraction
- 7.3: Finding missing numbers
- 7.4: Chose appropriate equations
- 7.5: Writing division Stories

Students will:

- Developing understanding and strategies for multiplication and division within 100.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Represent and solve problems involving multiplication and division.
- Use properties of multiplication and the relationship between multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Multiply and Divide within 100.
- Understand multiplication as repeated addition.
- Understand division as repeated subtraction.

Third Grade - **Science** - Quarter 2 Outline

Each chapter will consist of reading the textbook, discussing the chapter together, classroom experiments, small group projects, and tests. Instruction materials by **Scott Foresman: Science** textbooks and student workbook pages. Also interactive science videos are streamed through Discovery Education; United Streaming website.

Unit A: Life Science

- 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.