

Third Grade - **Social Studies** - 3rd Quarter Outline

In the Third quarter, we cover chapters four and six. *Chapter 5 is covered in Fourth Grade.*

- 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 4: Visitors from Far Away

Lesson 1- The U.S. Becomes a Nation
 Lesson 2- War of 1812- Control of the Great Lakes
 Lesson 3- The Fur Trade Goes On
 Lesson 4- Settlers of the Way
 Lesson 5- Becoming a State

- * Review Day
- * Chapter Test

Chapter 6: Michigan Today and Tomorrow

Lesson 1- Michigan's People- Who Are We?
 Lesson 2- More People Move to Michigan
 Lesson 3- Neat Stuff We Made Here
 Lesson 4- Good Things to Eat from Michigan
 Lesson 5- Tourists Are Big Business
 Lesson 6- Tomorrow's Jobs- What Will You Do?

- * Review Day
- * Chapter Test

Students will:

- 3C1.0.1 know what a state is and the role of government within the state.
- 3C1.0.2 know what service a government provides to citizens in the state and local community.
- 3C3.0.2 Identify goods and services provided by the state government; describe how they are funded.
- 3G2.0.1 Use a variety of visual materials to describe ways in which Michigan can be divided into regions.
- 3H3.0.6 Describe interactions between American Indians & European explorers and settlers in Michigan.
- 3G5.0.1 Locate natural resources in Michigan and explain the consequence of their use.
- 3P3.1.1 Identify public issues in Michigan that influence the daily lives of its citizens.
- 3C1.0.1 Give an example if how Michigan state government fulfills one of the purposes of government.
- 3C5.0.1 Identify rights and responsibilities of citizenship.
- 3P4.2.1 Develop and implement an action plan and know how, when, and where to address others.
- 3P4.2.2 Participate in projects to help inform others.
- 3H3.0.5 Compare how American Indians and settlers adapted to, used, and modified their environment.
- 3H3.0.10 Create a timeline to sequence early Michigan History.
- 3G4.0.2 Describe diverse groups that have come into a region of Michigan and reasons why they came.
- 3G5.0.2 Describe how people adapt to, use, and modify the natural resources of Michigan.
- 3E1.0.3 Analyze how Michigan's location and natural resources influenced its economic development.
- 3P3.3.1 Compose a paragraph expressing a position on a public policy issue in Michigan.
- 3H3.0.7 Construct a historical narrative about daily life in the early settlements of Michigan.
- 3H3.0.4 Draw upon traditional stories of American Indians who lived in Michigan.
- 3E1.0.1 Explain how scarcity, opportunity cost, & choice affect what is produced & consumed Michigan
- 3H3.0.8 Use stories to describe how actions of certain individuals affected the history of Michigan.

Third Grade - **Reading & Word Study** - 3rd Quarter

In the first quarter will cover last three stories of Unit 4. Weekly story selection is taken from our Picture This! textbook, the second 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 4: From Past to Present

- **Story 1 - Ananse's Feast** f./The Fox and the Stork
 - Skill: Theme
 - Genre: Fables
 - Word Study: prefix re- and un-

- **Story 2 - Sam and the Lucky Monkey** f./What to Do With Money
 - Skill: Setting
 - Genre: literary device- Idioms
 - Word Study: prefixes

- **Story 3 - Thunder Cake** f./Firetalking
 - Skill: Cause and Effect
 - Genre: Realistic Fiction
 - Word Study: oy, oi & oo like moon

- **Story 4 - One Grain of Rice** f./One of the Greatest Inventions
 - Skill: Compare and Contrast
 - Genre: Narration
 - Word Study: Contractions

- **Story 5 - The Woman Who Outshone the Sun** f./Iguana
 - Skill: Predicting
 - Genre: literary device- Symbolism
 - Word Study: r-controlled vowels

Students will develop the following:

- Develop fluent reading
- Listen for details
- Identify multiple meaning words
- Dictionary and Thesaurus skills
- Preview and Predict
- Introduced to the Genre: Folk Tales and Fables
- Identify the Theme and Genre in given story

Third Grade - **Religion** - 3rd Quarter Outline

Instruction will be from the Blest Are We text workbook. A formal religion class will be taught four days a week, (Monday, Wednesday, Thursday, and Friday). On Tuesdays we will attend mass.

- Third quarter will cover Unit 4 “The Church is Apostolic” Chapter 13, 14, 15, 16.
- Also during the Third Quarter we will study from the “Feasts and Seasons” Unit which includes Lent, Holy Week, and Easter.
- In addition to our core chapters we will discuss Catholic Schools Week from “Our Catholic Heritage” Unit during the last week of January.
- Prayers learned this Quarter: Apostles’ Creed and the Nicene Creed

Unit 4: The Church is Apostolic

Chapter 13: The Church Continues the Mission of the Apostles

Chapter 14: We Are Committed Through the Sacraments

Chapter 15: We Are Faithful to Our Commitments

Chapter 16: We Pray For Faith

Feasts and Seasons

- Lent *p.332*
- Holy Week *p.342*
- Easter *p.348*

Our Catholic Heritage

- Catholic Schools Week *p.411*

In Unit 4 students will ...

- Learn that for the past two thousand years, the Church has spread throughout the world.
- It is faithful to the teachings of the Apostles, who were taught by Jesus.

In the study of Lent students will ...

- Learn that Lent is a season when our Christian life is renewed.
- Learn that Lent is a time of preparation before the celebration of Easter.
- Discover that Jesus is the perfect example of Holiness.
- Think about ways we can do kind acts for others.

In the study of Holy Week and Easter students will ...

- Appreciate that doing good for someone may require us to give up things we would rather do.
- Understand that Jesus loved us, and gave his life for us.
- Learn that through Jesus’ Death, God gives us everlasting life.
- Understand that Easter is a time to praise and thank God for his many blessings

Third Grade - **Handwriting** - 3rd Quarter

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 4: Writing Capital Cursive Letters

- Writing lower-case and Capital Letters
- Practice, Review, Evaluation of lowercase letters
- Strokes that make cursive letters
- Positions for writing
- Letter size, form, slant, spacing
- Writing a Thank you note
- Addressing an Envelope

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** - 3rd Quarter Outline

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 3: Grammar: More about Verbs Writing: Persuasive

- Chapter 13: Main Verbs and Helping Verbs
- Chapter 14: Present Tense Verbs
- Chapter 15: Writers Craft: Word Choice
- Chapter 16: Past Tense/ Future Tense Verbs
- Chapter 17: Irregular Verbs
- Chapter 18: Writing Workshop: Persuasive Paragraph

Unit 4: Grammar: Pronouns and Adjectives Writing: Informative (How-to) & Effective Sentences

- Chapter 19: Pronouns
- Chapter 20: Subject and Object Pronouns
- Chapter 21: Writers Craft: Effective Sentences
- Chapter 22: More about Pronouns
- Chapter 23: Adjectives

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 - **Math** - 3rd Quarter Outline

We will cover topics 6 through 9 during the Third 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 6: 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 7: Number Sense: Addition/ Subtraction

- 7.1 Division as Sharing
- 7.2 Division as Repeated Subtraction
- 7.3 Finding missing number in multiplication table
- 7.5 Writing Division Stories

TOPIC 8: 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 9: 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 - **Science** - 3rd Quarter 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.
- Interactive science videos streamed through Discovery Education; United Streaming website.

Unit B: Life Science

- Chapter 7: Rocks and Soil
- Chapter 8: Changes on Earth
- Chapter 9: Natural Resources

Unit C: Physical Science

- Chapter 10: Matter and It's Properties
- Chapter 11: Changes in Matter
- Chapter 12: Forces and Motion

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.