



Parent Guide to the Curriculum

at the **BROADALBIN-PERTH** Central School District

Third Grade

HOW CAN YOU HELP YOUR CHILD SUCCEED?

You play a very important role in your child's academic performance. Here are some things you can do to support your child's learning:

- ▶ Encourage your child to read.
- ▶ Help your child practice math facts.
- ▶ Know what your child is expected to learn in third grade.
- ▶ Help your child set high short-term and long-term academic goals.
- ▶ Designate a time and location to complete homework.
- ▶ Talk to your child about what is happening in school and constantly monitor progress.
- ▶ Advocate for your child.
- ▶ Share your child's strengths with your child and your child's teacher.

Broadalbin-Perth Elementary School is the first stop along our students' journey to graduation and college and career readiness. While each grade brings with it an increase in rigor and student accountability, we are dedicated to preparing our students academically, socially, and emotionally for the many exciting challenges that lie ahead.

At BPES, we work to foster in our students independence, a strong work ethic, and a sense of pride in self, school, and community. Our teachers collaborate with each other and with families, and we expect similar collaboration among students as they develop the tools necessary to build the future they want.

This guide is designed to provide you with an overview of what your child is learning. While we hope this will be a useful resource, we encourage you to partner with us, communicate with us, and celebrate with us as we work together to provide an outstanding experience for our students.

Questions to Ask Your Child's Teacher

When speaking with your child's teacher about academic progress, here are a few questions you may want to consider asking:

- ▶ What are the learning goals? Can you show me examples of student work that meets the learning goals?
- ▶ May I see an example of my child's work? How does it or doesn't it meet these learning goals?
- ▶ Is my child at or above grade level? What extra support is available? What can I do at home?
- ▶ What classroom routines do you have that should also be used at home?
- ▶ What kinds of questions could I ask my child on a daily basis about your class?

Talking to Your Child

Good conversations help our children see that we are interested in their lives. Here are a few conversation starters you may want to consider using:

- ▶ Tell me about the best part of your day.
- ▶ What was the nicest thing you did for someone today?
- ▶ What was the hardest thing you had to do today?
- ▶ Can you show me something you learned today?
- ▶ What's the biggest difference between this year and last year?
- ▶ What rules are different at school than our rules at home? Do you think they're fair?

ONLINE RESOURCES

- ▶ Find books at your child's reading level at scholastic.com/bookwizard
- ▶ Practice math facts at multiplication.com
- ▶ Learn about the New York state curriculum at engageny.org



Language & Literacy

We use the CKLA (Core Knowledge Language Arts) curriculum, which includes units on Classifying Animals, the Human Body, Light and Sound, and Native Americans. The student reader includes texts that we explore as a whole class, discussing vocabulary using context clues, comprehension skills (like main idea and details, compare/contrast, making inferences, story elements, and character analysis), text features and information learned from the text. Students read in smaller groups to help with comprehension, fluency, word attack skills, etc. Smaller groups are where we differentiate our instruction to help the students improve where they most need it.

While the teacher meets with a small guided reading group, other students in the class are actively engaged in learning in a variety of ways:

- ▶ The students will be working on their guided reading group assignment, which includes reading the selected text, answering questions based on the text, and responding to the text in other ways (making connections, finding figurative language, looking for interesting vocabulary, etc.). Students reading in the same group may partner read, which helps the students practice fluency, check for understanding, and deepen their comprehension through peer discussions.
- ▶ The students will have an independent reading book, which they select based on their interests and reading level, and to which they respond when they are finished with the book.
- ▶ The students will do word work with their vocabulary words. This will include using their vocabulary words in their own sentences to make meaning of the words. Making connections within text between sentences and/or paragraphs.

Writing

For third graders, the focus on writing is clear expression by composing complete sentences and writing information in their own words. Students answer text-based questions by turning the question around and using details from the text to support and explain their answer. Third graders also write paragraphs that begin with a topic sentence, at least three detail sentences, and a concluding sentence. Teachers motivate and encourage students to write about topics they may be interested in: opinion writing, seasonal writing, story writing, and informational writing.

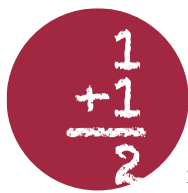
With these formal writing skills, an end of year goal in third grade is to write more than one paragraph for an assignment. Another end of year goal is for the students to reread what they have written to make sure it sounds right (correct grammar) and looks right (correct spelling, punctuation, capitalization). Evaluating one's own writing is a challenging goal for students at this grade level.

CHARACTERISTICS OF BOOKS FOR PROFICIENT THIRD-GRADE READERS

- ▶ Informational texts, simple fantasy, realistic fiction, traditional literature, biographies, simple mysteries, genre combinations
- ▶ Beginning chapter books with illustrations; series books; graphic texts
- ▶ Variety of underlying structures (description, comparison/contrast, sequence, problem/solution, cause/effect) and formats (question/answer, paragraphs, boxes, legends)
- ▶ Narratives with complex plots and multiple characters to understand
- ▶ Topics go well beyond readers' personal experiences and content knowledge
- ▶ Content requiring reader to take on diverse perspectives, understand cultural diversity
- ▶ Some texts with abstract themes requiring inferential thinking to derive
- ▶ Use of descriptive and figurative language important to understanding plot

CHARACTERISTICS OF PROFICIENT THIRD-GRADE READERS

- ▶ Identify the characteristics of a full range of genres
- ▶ Read both chapter books and shorter information texts, mysteries, series books, books with sequels, short stories
- ▶ Can understand more elaborate plots with multiple characters who develop and change over time
- ▶ Can understand abstract and mature themes and take on diverse perspectives and issues
- ▶ Can identify and use underlying structures (description, compare/contrast, sequence, problem/solution, cause/effect)
- ▶ Can process more complex sentences
- ▶ Word solving is smooth and automatic in both silent and oral reading
- ▶ Can read and understand descriptive words, some complex content-specific words, and some technical words



Mathematics

Highlights of what your child will learn in third grade include:

- ▶ Multiplying and dividing using facts up to 12.
- ▶ Mastering multiplication facts.
- ▶ Solving word problems using addition, subtraction, multiplication and/or division.
- ▶ Multiply a 2-digit number by a 1-digit number.
- ▶ Measuring weight and liquid volume within word problems.
- ▶ Reasoning about shapes by using their knowledge of attributes.
- ▶ Understanding fractions as part of a whole.
- ▶ Solving for area and perimeter of a given shape or figure.
- ▶ Telling time to the nearest minute, elapsed time forward and back.
- ▶ Rounding numbers to the nearest place value up to hundred thousands place.
- ▶ Reading, analyzing, and creating graphs to display & interpret data.



Science

In third grade, students are introduced to Science, Technology, Engineering, Art and Mathematics through Project Lead The Way. PLTW empowers students with skills that are relevant to any career or role they take on in life. In third grade, the PLTW modules are Science of Flight, Variation of Traits, Forces and Interactions, and Programming Patterns.

SCIENCE TOPICS

- ▶ Animals
- ▶ Inheritance of Variation of Traits
- ▶ Weather and Climate
- ▶ Plant Life Cycles
- ▶ Forces and Interactions



Social Studies

Social studies in third grade covers communities and places around the world to compare similarities and differences between the US and other cultures. We focus of geography and how climate impacts communities as well as how decisions impact the people who live in those communities as well as the world around them.

Questions to ask your child's teacher:

Parent Tip



- ▶ How can I help my child improve or excel?
- ▶ What are some specific strategies that my child uses in school that we can practice at home?
- ▶ What are some resources that I can use to help my child learn outside the classroom setting?
- ▶ What are the steps my child needs to follow in order to solve a math word problem?

LIBRARY/MEDIA PROGRAM

The media center supports the grade-level skills in the Empire State Information Fluency Continuum (slsa-nys.libguides.com/ifc). Media center staff teach these skills in collaboration with classroom teachers on a variety of projects, particularly in the subject areas of social studies, English Language Arts and science.

In third grade, children learn to:

- ▶ Search the online catalog (author, title and subject) with assistance to locate materials.
- ▶ Use bookmarked websites to find appropriate information.
- ▶ Use at least two sources for research projects.
- ▶ Use simple note-taking strategies (e.g., graphic organizers).
- ▶ Identify and use the organizational structure of a non-fiction book (table of contents, index and glossary) to locate information.
- ▶ State the main idea.
- ▶ Present information clearly so that main points are evident.
- ▶ Identify and evaluate the important features for a good product.
- ▶ Assess and revise their own work with guidance.

Outside the Core

Response to Intervention

Response to Intervention (RTI) services are offered in reading and math for students who need extra instruction and support. Academic Intervention Services (AIS) falls within the tiered RTI model of increasingly strategic and intensive interventions that respond to student-specific needs (a continuum of instructional support provided to a student). Every September, the Literacy and Math Specialist administer a Universal Screening to every student in grades K-5. Students who are eligible for services score below benchmarks according to multiple assessment tools, including DIBELS 8 and DIBELS Math (Universal Screening) and iReady assessments.

Based on the level of need, students may receive intervention services during the school's Sunrise program; "pull-out" support, in which the student leaves the classroom during the day to work one-on-one or in groups with a specialist; or "push-in" support, in which a specialist goes into the student's classroom to work with them.

Reading intervention focuses on improving student skills in decoding, comprehension and fluency. Possible interventions include:

- ▶ Small-group reading instruction that focuses on comprehension;
- ▶ Small-group reading instruction that focuses on phonics; and
- ▶ Individualized reading instruction that focuses on phonics.

Math intervention focuses on improving student skills in computation (addition, subtraction, multiplication, and division), as well as solving word problems.

Art

Students attend one 30-minute session of art per week. During this time, students are challenged to explore the elements and principles of art as they create using a wide range of materials (traditional and technological). The art room is a place where interdisciplinary standards converge as math and ELA concepts are infused throughout different projects.

Computers

In third grade, students learn basic computer foundation skills. Third-graders learn keyboarding, starting with the home row and sitting in an ergonomically correct position. They also discuss digital citizenship topics, such as being safe online and how to create a positive digital footprint. Students also learn how to use Google Docs and how to effectively search the Internet.

Physical Education

During two 30-minute PE sessions each week, third-graders engage in a variety of activities. These activities are designed to not only to improve their gross and fine motor skills, but to help them learn to appreciate and value the importance of an active and healthy lifestyle. By the time they leave the elementary school, students will be able to:

- ▶ Demonstrate manipulative (throwing, catching, striking, etc.), non-manipulative (stretching, twisting, bending, extending, etc.), and locomotor skills (skipping, galloping, etc.).
- ▶ Demonstrate spatial awareness (self-space vs. general space) during activity through various pathways (curved, zig-zag, straight).
- ▶ Demonstrate responsible personal and social behavior while engaged in physical activity.
- ▶ Identify opportunities for extracurricular activities through local organizations, such as the YMCA and the Broadalbin and Perth youth commissions.

Music

In third grade, all students learn to play the recorder (a wind instrument). The curriculum emphasizes American, Native American, and multicultural folk songs with connections to history and classroom curriculum. Students have opportunities for creating and composing, while developing an understanding of and appreciation for many genres of music. Students will prepare for and perform in one concert.