

# Welcome to Third Grade!

---

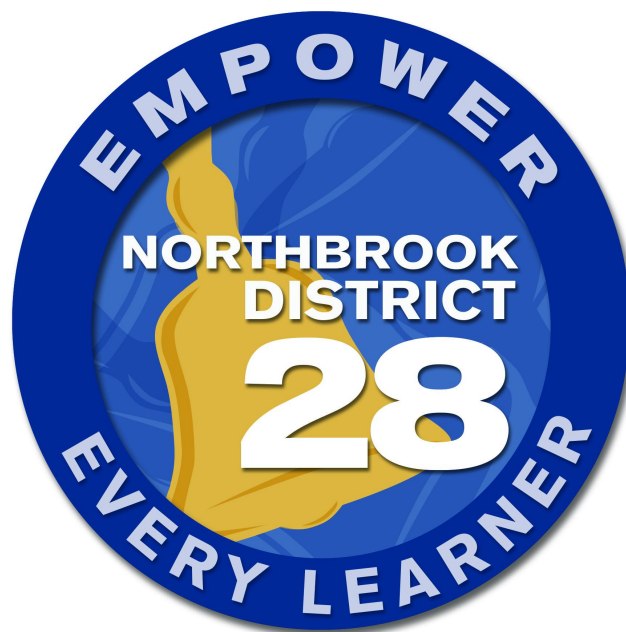
This family curriculum guide provides an overview of what your child will be learning during the school year. Each grade's curriculum reflects the Illinois Learning Standards and provides focused learning experiences for students. Our district holds a commitment to continually improving our curriculum to foster growth in every classroom throughout our district.

We look forward to partnering with you throughout the school year. It is through our partnership that we empower every learner to be an engaged, confident, caring, and inspired citizen.

Please reach out to your child's teacher or principal to discuss specific grade level units and resources. More information about programs and assessments is available on the district website.

Best wishes for a successful school year!

Northbrook School District 28 Faculty, Staff, and Administration



# Literacy

Literacy skills and knowledge are essential for student success in every area of the curriculum. District 28 uses a Literacy Studio model where students are immersed in experiences in reading, writing, speaking, listening and viewing that build agency and independence.

The model includes whole group instruction; small, needs-based groups; individual conferences, and ample time to read, write, speak, listen, and reflect independently and in groups.

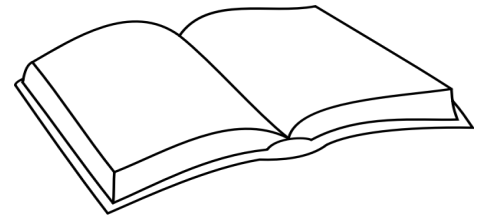
Teachers create a caring, innovative environment where students experience a growth mindset and are able to make choices to navigate their learning.

## By the end of third grade, we expect students to be able to...

### READING

#### Reading: Comprehension Strategies

- make connections using schema.
- visualize and use sensory images to understand text.
- ask questions while reading.
- determine important ideas and themes in text.
- make inferences.
- synthesize.
- self-monitor while reading.
- understand different purposes for reading.



#### Reading: Literary and Informational Texts

- describe how characters' actions contribute to the events.
- compare and contrast stories.
- independently read and understand grade-level literature.
- describe a series of events, ideas, or concepts.
- discuss a point of view and compare it to that of the author.

#### Reading: Foundational Skills

- use grade-level phonics and word analysis skills.
- know the meanings of most common prefixes and suffixes.
- read accurately and with understanding.

# Literacy (cont.)

By the end of third grade, we expect students to be able to...

## WRITING

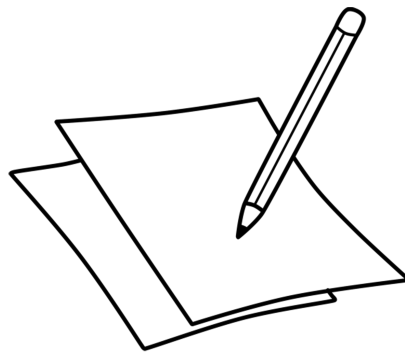
- write opinion pieces that include a chart or graph and list reasons that support the opinion.
- write informative pieces that name the topic, supply facts, and use linking words and phrases.
- write narrative pieces that introduce a narrator and characters, and write about what the characters say, think, and feel.
- produce writing that is developed, focused, organized, and edited.

## SPEAKING AND LISTENING

- follow rules for discussions by building on what others are saying.
- recall ideas and details from something read aloud.
- plan and deliver an informative presentation.
- speak clearly and in complete sentences.

## LANGUAGE

- explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- use correct grammar.
- choose words and phrases for effect.
- use a variety of sentence types.
- use capitalization, commas, and quotations in dialogue.
- correctly add suffixes to base words.



# Library

The library curriculum focuses heavily on literature appreciation and cultivating a lifelong love of reading through exposure to a wide variety of reading materials and constant access to a school library with trained library personnel. In addition, students learn information literacy skills as outlined below.

## By the end of third grade, we expect students to be able to...

- effectively use the library catalog system, Destiny.
- determine importance when researching information.
- understand and utilize the 5 A's of research:
- ask questions to guide/direct research
- access online resources such as World Book and Britannica
- analyze the information as it is gathered into note taking form
- apply Information to create a shared product, and assess the research process.
- create accurate citations.
- use informational text features to locate information.
- choose appropriate materials independently from a wide variety of texts, including award winning titles.
- paraphrase information gathered from a resource.
- evaluate text and web based information (bias, accuracy, purpose, author's intent).
- use primary sources to find information.
- interpret information from graphic aids.



# Digital Citizenship

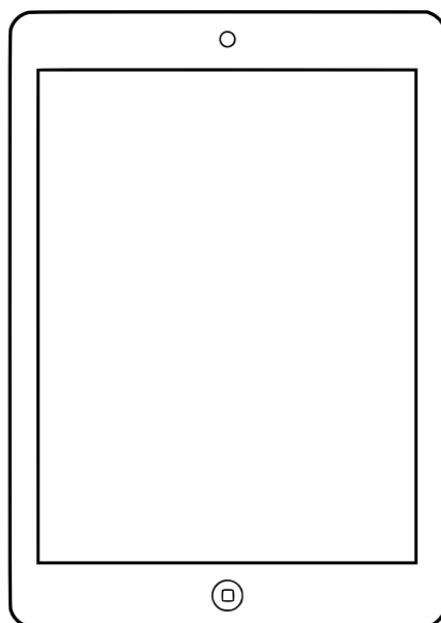
Digital Citizenship is the ability to think critically, behave safely, and participate responsibly through communication, collaboration, and creation in the digital world.

Children interact with technology at a very early age. Just as children learn about the world around them, they need to learn about the digital world: its benefits, how to behave safely, and the consequences of use. Providing instruction and experiences for children to learn about and practice digital citizenship is a proactive way to help them connect their offline and online behaviors.

We believe “it takes a village” to raise a digital citizen. The digital citizenship curriculum includes activities to teach students, resources to engage parents, and information to educate teachers and administrators. Lessons are presented in a timely manner to prepare students for new experiences, reinforce safe behaviors, and integrate with content material.

## The topics covered in grades 2-8 are:

- media balance & well-being
- privacy & security
- digital footprint & identity
- relationships & communication
- cyberbullying, digital drama, & hate speech
- news & media literacy



# Mathematics

District 28's Math curriculum is aligned to the Illinois Learning Standards which provide a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions, and decimals.

These elements support a student's ability to learn and apply more demanding math concepts and procedures. Additionally, the standards reflect application to the real world. Students practice applying mathematical ways of thinking to real-world issues and challenges, preparing students to think and reason mathematically.

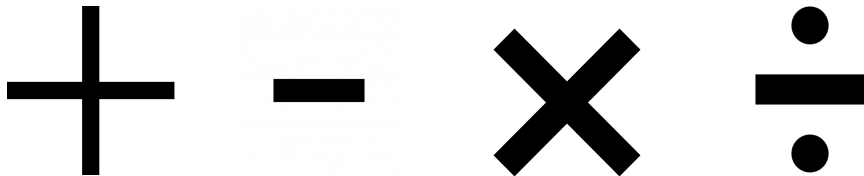
**By the end of third grade, we expect students to be able to...**

## OPERATIONS AND ALGEBRAIC THINKING

- represent and solve problems involving multiplication.
- represent and solve problems involving division (whole number quotients).
- fluently multiply and divide within 100.
- solve two-step word problems using the four operations (+ - x ÷).
- identify and explain arithmetic patterns.
- know from memory the products of two one-digit numbers.

## NUMBERS AND OPERATIONS IN BASE TEN

- (whole numbers)
- round whole numbers to the nearest 10 or 100.
- fluently add and subtract within 1,000.
- multiply a one-digit number by a multiple of 10, using place value strategies.



# Mathematics (cont.)

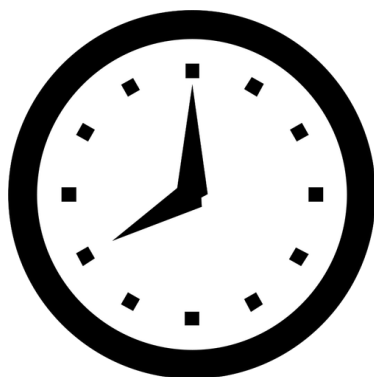
By the end of third grade we expect students to be able to...

## NUMBERS AND OPERATIONS - FRACTIONS

- understand the numerator represents the number of parts indicated.
- understand the denominator represents the number of equal parts in the whole.
- represent fractions on a number line.
- express whole numbers as fractions.
- recognize, explain, and create equivalent fractions.
- compare two fractions with the same numerator or the same denominator.

## MEASUREMENT AND DATA

- measure and estimate liquid volumes and masses using the metric units.
- solve word problems using the four operations (+ -  $\times$   $\div$ ) involving mass and volume in the same units.
- tell and write time to the nearest minute.
- solve word problems involving addition and subtraction of time intervals (elapsed time).
- create a scaled picture graph and a scaled bar graph to represent a data set.
- solve one and two step problems by interpreting the data from the graphs.
- relate area to the operation of multiplication.
- calculate the area of rectangles.
- solve problems involving the perimeter of polygons.
- categorize four-sided shapes by their attributes.
- partition shapes into parts with equal areas.



# Science

The science program in Northbrook 28 incorporates the three-dimensions of the Next Generation Science Standards to empower students to observe and engage with science in school and their daily lives. Through the lenses of earth and space science, life science, physical science, and engineering design, students deepen their understanding of what scientists and engineers do and the ways they think. Students learn through investigation and collaboration, while utilizing evidence and reasoning to derive understanding. Science learning inspires and empowers students to be curious global citizens and see themselves as lifelong learners.

**By the end of third grade, we expect students to be able to...**

## PHYSICAL SCIENCE

- plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- ask questions to determine cause-and-effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- define a simple design problem that can be solved by applying scientific ideas about magnets.
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

## LIFE SCIENCE

- develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- use evidence to support the explanation that traits can be influenced by the environment.
- use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- obtain and combine information to describe climates in different regions of the world.



# Science (cont.)

## EARTH AND SPACE SCIENCE

- represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- obtain and combine information to describe climates in different regions of the world.
- make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

## ENGINEERING DESIGN

- define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of the model or prototype that can be improved.
- construct an argument that some animals form groups that help members survive.
- analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

# Social-Emotional

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

**SELF-AWARENESS:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

**SOCIAL AWARENESS:** Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.

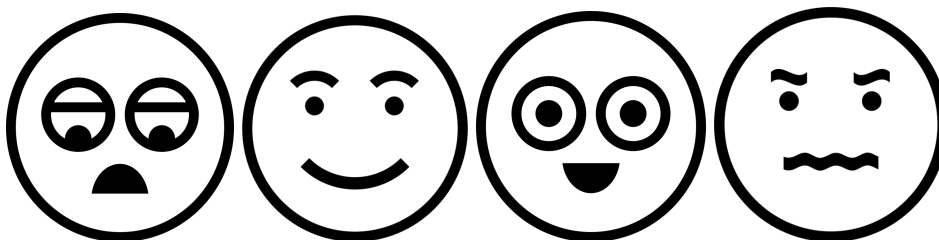
**SELF-MANAGEMENT:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

**RELATIONSHIP SKILLS:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

**RESPONSIBLE DECISION MAKING:** Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions. (Excerpt from Safe & Sound, CASEL)

**By the end of third grade, we expect students to have an understanding of the following skills:**

- listening
- stop and think (consequences, good choice, bad choice)
- knowing feelings, Feeling fingerprints
- joining in
- dealing with/and expressing feelings
- accepting consequences & responsibility
- following directions
- reading others' feelings
- introducing Sportsmanship Heroes
- beginning a conversation
- problem-solving
- asking for help
- ignoring



# Social Studies

The purpose of Social Studies in District 28 is to develop curious global citizens who think deeply about the world, can take multiple perspectives, and are inspired to take action.

Using an inquiry approach, students will study history, economics, geography, and civics at all grade levels.

Social Studies for kindergarten through fifth grade focuses on the home, school, community, City of Chicago, State of Illinois, regions of our nation, and the United States.

**By the end of third grade, we expect students to be able to...**

## INQUIRY SKILLS

- develop essential questions, identify their importance.
- create supporting questions to help answer an essential question.
- identify resources with multiple viewpoints.
- gather important information from multiple sources, understanding the difference between facts and opinions (use to determine credibility of a resource).
- develop claims to answer an essential question.
- create and critique ideas from multiple sources.
- identify local problems and ways people are addressing these problems.
- use different methods to come to conclusions and take action in their classroom and school.

## CIVICS

- describe how interactions between people and groups benefit communities.
- explain how groups of people make rules.
- compare the process for making decisions in the classroom, school, and community.
- describe how people work to improve their community over time.



# Social Studies (cont.)

By the end of third grade, we expect students to be able to...

## GEOGRAPHY

- locate major landforms and bodies of water on a map.
- compare how people change and adapt to the environment or culture.
- describe how consuming products connects people to distant places.

## ECONOMICS & FINANCIAL LITERACY

- compare the goods and services that your community makes with the goods and services made in other communities.
- identify goods and services that are provided by the government.
- describe the role of banks (and other financial businesses) in the economy.
- explain how when people borrow, they receive something of value now and agree to repay the lender over time.

## HISTORY

- create and use a chronological series of events.
- describe how people, events, and/or changes shape a community or region.
- identify historical documents as either primary or secondary sources.



# Spanish

All students in grades one through five will study Spanish for 30 minutes daily. Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the Spanish language.

## By the end of third grade we expect students to be able to...

### LISTENING COMPREHENSION

- understand simple descriptions, stories, and conversations directly related to the curriculum.
- follow simple directions given in the target language.



### SPEAKING

- mimic correct Spanish pronunciations.
- speak about known topics in familiar conversations, as appropriate to grade level.
- use the target language in spontaneous and meaningful ways.

### READING

- recognize the alphabet, sound/letter correspondence and target vocabulary words in Spanish.
- read simple descriptions, stories and conversations directly related to the curriculum, as appropriate to grade level.

### WRITING

- write simple guided sentences and phrases directly related to the curriculum, as appropriate to grade level.

### CULTURE

- recognize common Hispanic holiday traditions and celebrations.
- recognize where Spanish is spoken in the U.S. and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.

# Art

District 28's art classes focus on developing students as artists who communicate ideas visually, express a point of view, and use inspiration from the world around them when creating their artwork.

**By the end of third grade, we expect students to be able to...**

## DRAWING

- with a variety of drawing media.
- use overlapping, changing sizes, repetition and placement.
- demonstrate understanding of basic facial and body proportions.

## PAINTING

- continue to develop painting skills.
- experiment with combining paint and other materials.
- understand warm and cool colors.

## SCULPTURE

- expand on basic techniques to manipulate materials.
- use basic skills to create pieces with more detail and texture.

## DESIGN

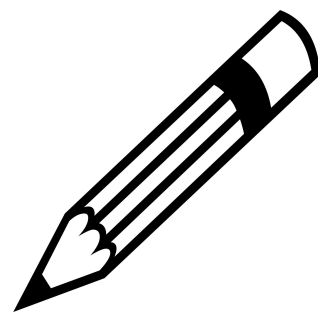
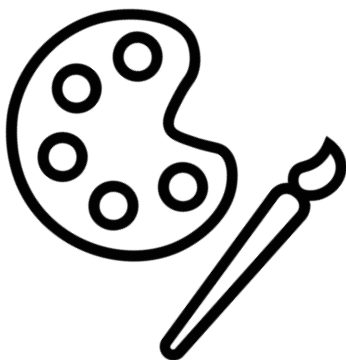
- further develop use of symmetry.
- introduce the concepts of foreground, middle ground, and background.
- continue use of repetition to create patterns.

## GRAPHICS

- create multiple prints by using various materials and techniques.
- use experimental techniques and tools such as brayers and string to make prints and monoprints.

## ART APPRECIATION

- develop an awareness of abstraction, realism and non-objective art.



# Music

The purpose of music education in District 28 is to cultivate thoughtful members of society that are tuneful, beautiful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

**By the end of third grade, we expect students to be able to demonstrate...**

## MELODY

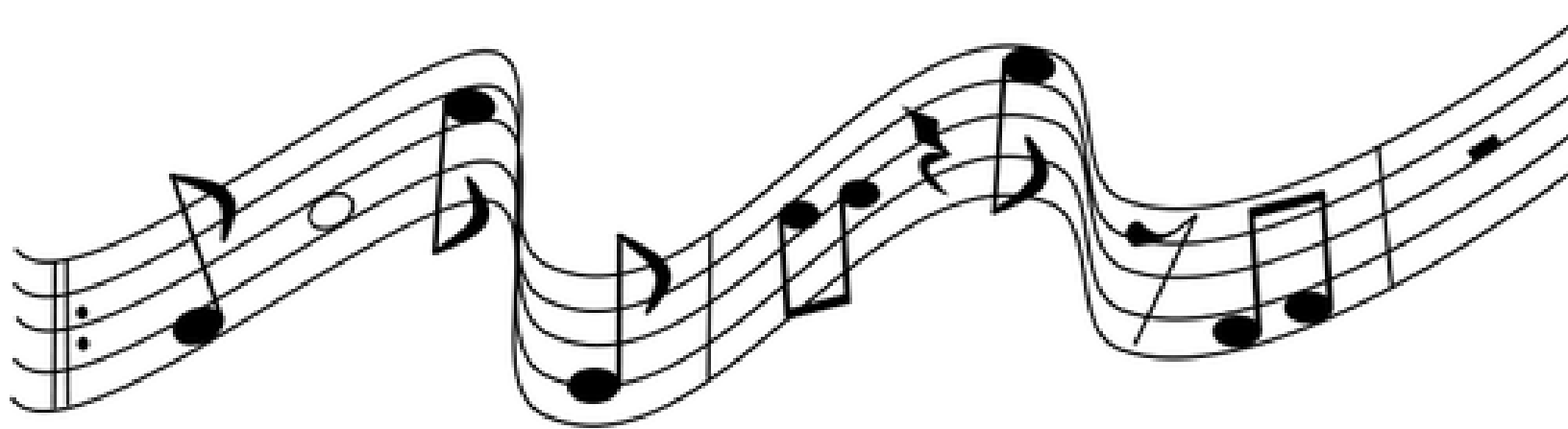
matching pitch on specific melodic patterns, learn recorder.

## RHYTHM

Sixteenth notes and rhythmic layers.

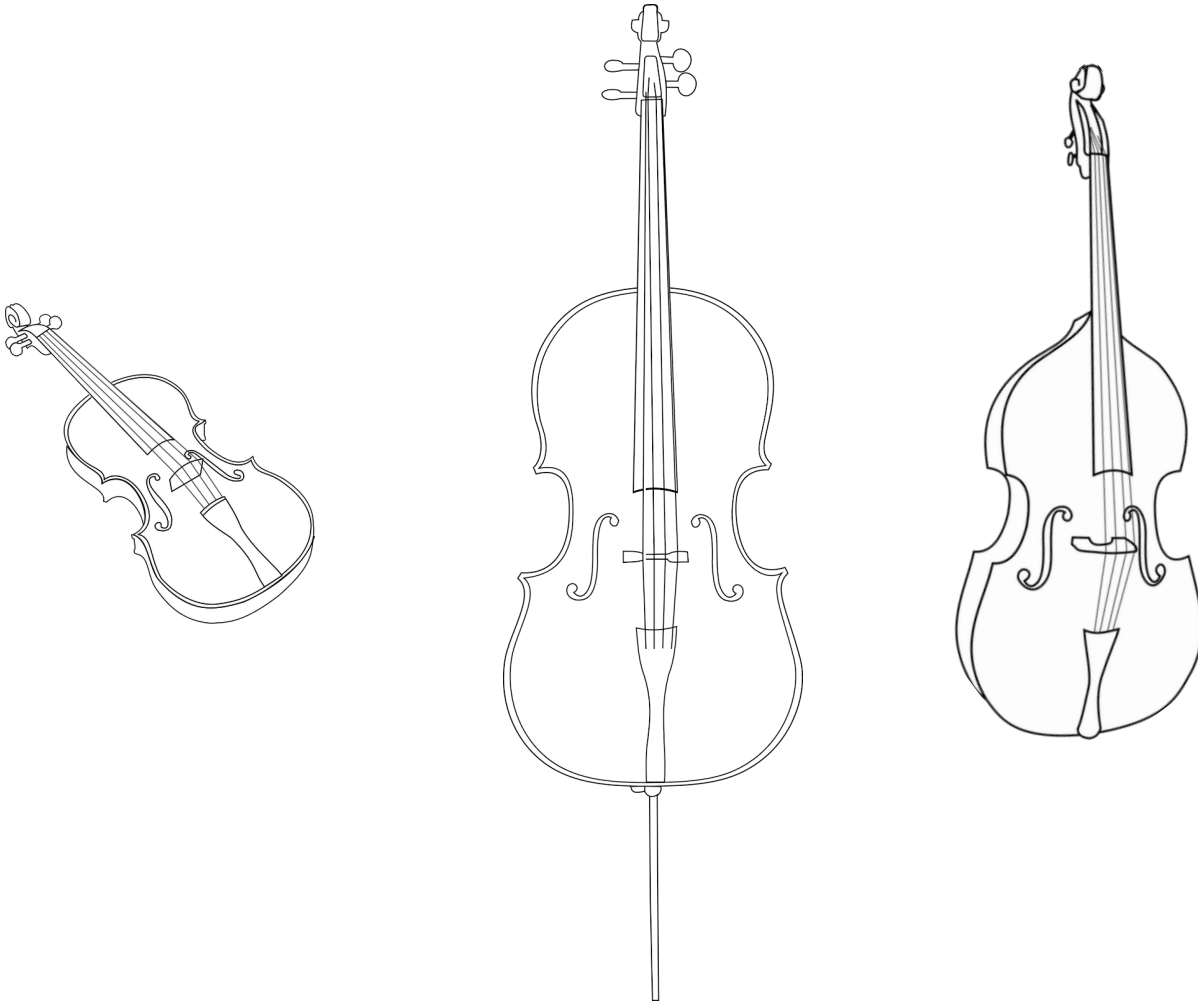
## EXPRESSION

Folk dances, musical phrasing, improvisation.



# Orchestra

Students in the Beginning Orchestra are first-year string players. They start with no experience and play in a level one lesson book. Students concentrate on beginning note-reading and mastering the basics of the playing positions. The Beginning Orchestra members are (primarily) third grade students from all three District 28 elementary schools. The group rehearses as a district ensemble at Greenbriar school two mornings each week. For the 2023-2024 school year, the Beginning Orchestra will have 4 performances, as well as a student recital. The Beginning Orchestra is taught by Jenna Garcia - [jgarcia@northbrook28.net](mailto:jgarcia@northbrook28.net).





# Physical Education

Northbrook School District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthful living. Cooperation and respect for each other help provide a safe environment, both physically and emotionally.

Healthful, active lifestyles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

**In grades 3-5 we expect students to gain knowledge and skills in the following areas...**

## MOVEMENT SKILLS

- locomotor (running, skipping, hopping, galloping, etc.)
- non-locomotor (bending, stretching, twisting, swaying, etc.)
- manipulative (bouncing, catching, tossing, kicking, etc.)



## PHYSICAL FITNESS

- components of physical fitness (cardiovascular endurance, flexibility, muscular endurance, agility and muscular strength)
- heart rate (identifying and recording)
- physical changes to the body during exercise (sweating, increased heart rate, increase breathing rate, etc.)
- body system awareness (muscular and skeletal)

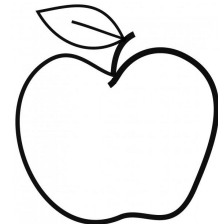


## TEAM BUILDING

- individual responsibility during group activities (name calling, taking turns, making good choices, include everyone, etc.)
- responsibilities as a team member (respect for self and others, leadership opportunities, accepting roles, etc.)

## HEALTH EDUCATION

- nutrition
- human body
- safety



# Administration



Dr. Jason Pearson, Superintendent of Schools  
Dr. Kris Raitzer, Assistant Superintendent  
Dr. Kelly Sculles, Director of Student Services  
Michelle Jackson, Director of Learning

1475 Maple Avenue  
Northbrook IL 60062  
(847) 498-7900  
(847) 498-7970 fax

Greenbriar School  
2195 Cherry Lane  
Northbrook IL 60062  
(847) 498-7950  
Principal: Dr. Ginny Hiltz  
Asst. Dir. of Student Services: Betsy Buckley

Meadowbrook School  
1600 Walters Avenue  
Northbrook IL 60062  
(847) 498-7940  
Principal: Ericka Garza  
Asst. Dir. of Student Services: Betsy Buckley

Westmoor School  
2500 Cherry Lane  
Northbrook IL 60062  
(847) 498-7960  
Principal: Maria Eck  
Asst. Dir. of Student Services: Dr. Jenna Eberhardt

Northbrook Junior High School  
1475 Maple Avenue  
Northbrook, IL 60062  
(847) 498-7920  
Principal: Dr. Scott Meek  
Assistant Principal: Christine Lake  
Asst. Dir. of Student Services: Dr. Heather Schultz