

Grade 3

Holden
Elementary
School

Holden School



Our Mission: RSU 63 is a community of learners dedicated to providing a safe, supportive, and challenging academic environment. Our students are respectful citizens and responsible stewards of our world. They are well prepared for high school with skills and a work ethic that enables them to succeed.

* NOTE: This brochure is an overview of the different areas of study in each grade. It in no way represents EVERYTHING students are learning in each area throughout the school year. *

Grade Level Expectations



Run to the fun in 3rd Grade! We are independent, creative, and thoughtful learners. This is where math is #1, writing rules, reading rocks and science is savvy. We learn through hands-on experiences with the whole class, small group and individualized instruction.

Core Values

Respect

Compassion

Honesty

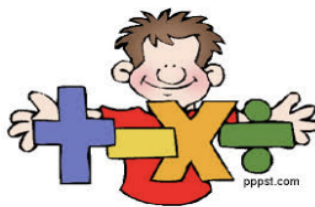
Courage

Responsibility

Kindness

Support from Home

“Homework” gives students extra practice with topics we are learning in school. Please help your child make daily homework time a priority. Establishing routines and taking responsibility are important life-long skills.



Students achieve automaticity with math facts when they can directly retrieve the correct answer. This development of automaticity is critical so students can concentrate on higher order thinking skills. Students who are automatic with math facts answer verbally in one second or less. (National Council for Teaching Mathematics, 2003)

Building this foundation in third grade with addition, subtraction and multiplication facts is crucial to students’ math skill development in higher grades.

We greatly appreciate your help!

Language Arts

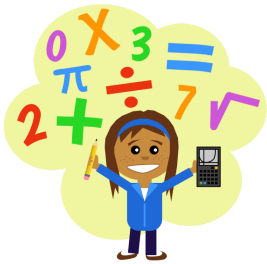


“Grade 3 students will be learning reading and writing using ‘Into Reading’ as the main resource. They will become competent readers of a wide variety of texts in diverse forms so that they can achieve independence, find meaning and use literacy for lifelong learning, empowerment and enjoyment. Content is integrated and built around evidence-based practices. Writing instruction will focus on three types of writing: narrative, informational and opinion”

Students in Grade 3 will...

- Read and comprehend stories and informational texts at grade appropriate benchmark levels.
- (RF.3.12, RK.3.4-5)
- Ask and answer questions to demonstrate understanding; referring explicitly to the text as the basis for their answers (RK.3.4)
- Understand the main idea of a text and recount the key details and explain how they support the main idea. (RK.3.6)
- Analyze the structure of two or more texts to compare and contrast events, ideas and concepts.(RK.3.7)
- Use research to investigate a topic, use relevant information from a variety of resources and build upon their knowledge of a topic and use a variety of increasingly complex writing skills to show their understanding. (WI.3.1)
- Plan, revise and edit their writing with support from peers to develop collaborative writing skills (WP.3.2)
- Write complete sentences with appropriate punctuation and spelling (RL.3.2)
- Use a combination of illustrations and writing to create pieces with grade level appropriate language and topic related vocabulary (WC.3.3)

Math



“Grade 3 students will be learning math concepts using ‘iReady’ as the main resource. Lessons engage and reinforce students’ mathematical thinking with a variety of rich practice opportunities that reflect the rigor of the standards. The practice in iReady Classroom Mathematics solidifies students’ conceptual understanding, allows them to develop fluency, and provides opportunities to apply their learning to novel situations. “

Students in Grade 3 will...

- Fluently add, subtract and multiply through the 10’s (3.OA.A)
- Accurately adds and subtracts numbers up to 1,000 (3.NBT.A.2)
- Use multiplication and division up to 100 to solve word problems (3.NBT.A.3)
- Compare fractions- ex. $\frac{1}{8}$ is smaller than $\frac{1}{2}$ and $\frac{3}{4}$ is larger than $\frac{1}{2}$ (3.NF.A)
- Measure area and understand how area is related to multiplication and addition- ex. $3 \times 4 = 12$ sq. cm. (3.MD.A.2)
- Understand that shapes have similarities such as the same number of sides on squares, rectangles and parallelograms (3.G.A)

Science



“Students at the Grade 3 level are expected to demonstrate grade-appropriate proficiency in asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, designing solutions, engaging in argument from evidence and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of core ideas”

Students in Grade 3 will...

- Obtain and combine information from different sources to describe climates in different regions of the world- Earth Science: Climate (3-ESS2-1&2, 3-ESS3-1)
- Construct and argument with evidence that in a particular habitat, some organisms can survive well, some survive less well, and some cannot survive at all- Life Science: Ecosystems (3-LS2-1, 3-LS3-1, 3-LS4-3&4)
- Make observations and measurements to describe the patterns of magnetic attraction for different kinds of objects at different distances- Physical Science: Motion and Stability (3-PS2-4)

Social Studies



“Students at the Grade 3 level will demonstrate grade-appropriate proficiency in drawing on concepts from civics and government to understand their community. They will understand the basic ideas of geography and connect it to their own surroundings. Students will understand history as events that have already happened, including Native American history.”

Students in Grade 3 will ...

- Identify Maine landmarks/landforms, the difference between continents, countries, states and Earth’s physical features including climate and habitats- Geography: US Geography with Maine Focus (SS-G-3)
- Be able to understand major eras in the history of Maine- History: Maine History (SS-H-3.1)
- Understand the economics of the United States with a focus on Maine- US Economics: Maine Economics (SS-E-3)
- Explore Maine Native American artifacts to learn about Native American history and way of life pre-colonization- Native American Studies: Artifact Study (SS-H-3.2&3)

Art



“Students at the Grade 3 level engage in various art-making processes and procedures, building skills that enable them to problem-solve and think critically both inside and outside the art classroom. Our curriculum aligns with the Maine Learning Results, which closely mirror the National Arts Standards, focusing on Creating, Presenting, Responding, and Connecting. Students explore a diverse range of artists, both contemporary and historical, including Wabanaki artists from communities in Maine.”

Students in Third Grade will...

- Develop their fine motor skills while using clay to create more complex designs. (D.A2.3.a)
- Explore the process of using kiln fired clay and understand why clay pieces sometimes break in the kiln and how we can take steps to avoid clay pieces breaking (D.A2.3)
- Analyze artworks from contemporary Wabanaki Artists and learn how traditions are passed down through generations. (D.B3.3)
- Develop more advanced techniques in drawing and painting, focusing on composition and color theory. (D.A1.3)
- Present their artwork to classmates, explaining their creative process and the decisions made throughout. (D.D2.3)

Music



“Music offers all students an opportunity to express themselves. Students are actively engaged in activities that represent a wide range of musical processes including: rhythm, melody, movement, singing, listening and playing instruments.”

Students in Grade 3 will...

- Participate in music activities that reflect our schools’ core values by helping everyone to grow and always do our best. (B.F1.3)
- Comprehend strong and weak beats, simple meters and melodic rhythms. (B.D2.3)
- Explore melodic patterns and phrases. (B.A1.3, B.E2.3)
- Perform circle, folk, and “pop” dance movements. (B.A2.3)
- Sing using good vocal technique and expression. (B.C1.3.a)
- Hear and recognize music and instruments of diverse cultures and styles. (B.A1.3, B.B3.3)
- Perform several pieces on the flutophone, using standard notation (quarter, half, whole, eighth notes and quarter rest. (B.C1.3.b, B.D2.3.a)

“In the arts our children experience much that we would like to see in all education:

They are active and involved

They have a sense of accomplishment and exhilaration

They work with purpose and energy.

They are not ‘taking subjects’ rather they are absorbed in- exploring, discovering, creating, learning”

- *The Arts Education Partnership Working Group*

Physical Education

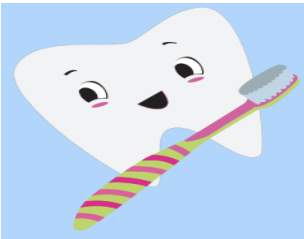


“Our physical education program provides students opportunities to develop their motor, cognitive, and social skills through recreational activities, games, and sports. Students develop self-confidence through skill acquisition, leadership opportunities, cooperation, and good sportsmanship. They learn the importance of an active and healthy lifestyle while becoming lifelong”

Students in Grade 3 will...

- Name and define the two types of endurances (cardio-vascular & muscular) (3.PE.3.1)
- Combine a loco-motor with an object-control skill (run and catch). (3.PE.2, 3.PE.1)
- Demonstrate 4 basic gymnastic positions (tuck, straddle, pike & lay-out) (3.PE.3.2)
- Participate in a health-related fitness assessment. (3.PE.3)

Health



“Each year, students receive education in health skills and content. Students will use skills such as decision-making and goal setting to enhance their health. They will learn how to access valid health information, products, and services. They will understand influences that affect the health of themselves and others. They will advocate for personal, family and community health. ”

Students in Grade 3 will...

- Students will identify responsible personal health behaviors and demonstrate skills that help maintain good health as well as practices that allow them to improve their personal health. Similarly, they will be able to recognize behaviors that negatively impact health and how to avoid those habits. These skills will be primarily focused on the content of nutrition. (3.HE.1.1, 3.HE.3)
- Students will set a goal for their own personal health and will track progress towards achieving that goal. They will also identify potential resources to help them achieve their personal health goal. These skills will be primarily focused on the functions of the body. (3.HE.6.2, 3.HE.2, 3.HE.3)
- Students will begin to acquire the ability to advocate for personal, family, and community health. They will express opinions and give correct information about health issues. They will also encourage others to make positive health choices. These skills will be primarily focused on the content of disease and illness prevention. (3.HE.3, 3.HE.4)
- Students will interact with information about good personal and community hygiene and germs and how to fight them. (3.HE.1.3, 3.HE.4)

School Counseling Program



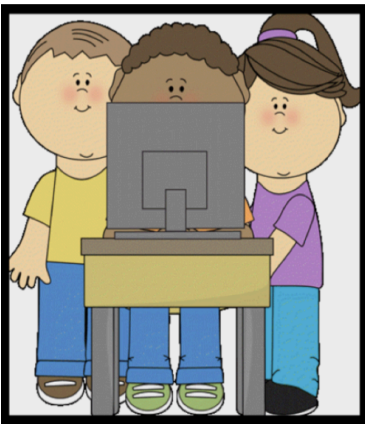
“Our comprehensive school counseling program offers students education, prevention, and intervention services which are integrated into all aspects of children’s lives. Early identification and intervention of children’s academic and personal/social needs is essential in removing barriers to learning and in promoting academic achievement. The knowledge, attitudes, and skills that students acquire in the areas of academic, career, and personal/social development during these elementary classroom lessons serve as the foundation for future success. Concepts taught to all students at developmentally appropriate levels include: Bullying Behavior, National Red

Ribbon Week as it pertains”

Grade 3 students will:

- Review and use skills for solving conflicts
- Recite “I messages” as a way to express feelings with honesty and self control
- Describe and practice communication clues: facial expression, body language and voice tone
- Discuss the importance of understanding other points of view in conflict resolution
- Learn and practice the skills of brainstorming

Technology



“RSU 63 Technology Vision: RSU 63 uses technology to enhance high quality academic programs, instruction, and learning in a safe and supportive environment so students succeed in school and reach their fullest potential in life. The students’ use of technology will be safe, legal, and ethical. Students will be empowered by giving them choices and the ability to work at their own pace which will be done by meeting learners where they are and providing a rigorous learning path for all. Providing choices will help our students be connected learners who know that learning does not only happen in the classroom. Students will learn to communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students will actively explore real world problems, developing ideas and employing strategies for solving problems in ways that leverage technology.”

Students in Grade 3 will...

- use Digital citizenship by practicing and encouraging others in safe, legal, and ethical behavior when using technology.
- be Creative Communicators by working together to communicate ideas visually and graphically
- be Empowered Learners by, with help from an educator, seeking feedback from both people and embedded digital tools and use age-appropriate technology to share learning
- Construct Knowledge by, with guidance from an educator, identifying credible sources

