3rd GRADE

Curriculum Overview

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"Our curriculum is fully aligned with the Michigan Merit Curriculum (MMC) guidelines and state content standards. Additionally, our early literacy instruction aligns with MDE Section 1280f evidence-based curriculum requirements and structured literacy standards."

Reading

Reading is a process of constructing meaning from written language. Learning to read is an active process involving interactions between the child and the print, enabling the reader to build meaning. Children learn to use a variety of strategies to derive meaning from print and to view reading as enjoyable.

Students will work toward:

- continuing to use a variety of strategies to unlock meaning (e.g picture clues, context, phonics, recognizing sight words).
- becoming fluent readers at their instructional level (e.g reading at an appropriate rate, reading smoothly, reading with expression and attending to punctuation).
- recalling story details by retelling a story in sequence.
- applying knowledge of characters, setting, events, problems, and solutions in a story.
- understanding implied meaning and drawing conclusions.
- using prior knowledge to develop new meaning.
- constructing meaning from fiction/nonfiction text.
- choosing various types of reading material at their independent reading level.
- making personal and real world connections to the text and between two different texts.
- reading for pleasure.

Writing

Students will experience the process of writing in the genres of Narrative, Informational, and Opinion writing as aligned in the Common Core State Standards. The philosophy and principles of writer's workshop create a learning environment that provides students with the following ideas.

Students will work toward:

- gaining independence.
- having a high degree of choice within a framework.
- forming complete sentences using a subject and predicate.
- telling a story bit by bit.
- beginning their writing with an effective lead.
- using transition words.
- using description and detail.
- organizing their writing with paragraphs.
- showing and not telling.
- writing a solid ending to their writing piece.

Social Studies

Michigan Studies: Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the third grade content expectations help prepare students for more sophisticated studies of their country and world in later grades.

Students will work toward:

- **History**: using informational text and visual data to compare how early people interacted with their environments.
- **Geography**: using a world map, describing the relative location of North America in relation to the equator, describing the relative location of North America in relation to other continents and oceans, and describing the relative location of Michigan within North America.
- **Civics & Government**: explaining the rights and responsibilities of citizenship and applying it to their lives.
- **Economics**: creating a successful city with all necessary components.

Math

Mathematics instruction is facilitated by a comprehensive curriculum that maintains a balance between the development of math concepts and basic skills. Students apply basic math skills while working on meaningful and challenging tasks. Students study traditional math curriculum as well as estimation, geometry, measurement, patterns and relationships, algebra concepts, and statistics and probability at an appropriate level.

Students will work toward:

- developing an understanding of multiplication and division of whole numbers.
- solving multiplication facts using patterns.
- applying properties of multiplication facts 3,4,6,7,8.
- using multiplication to divide division facts.
- fluently multiplying and dividing within 100.
- connecting area to multiplication and division.
- representing and interpreting data.
- using strategies and properties to add and subtract.
- fluently adding and subtracting within 1,000.
- multiplying by multiples of 10.
- using operations with whole numbers to solve problems.
- understanding fractions as numbers.
- comparing fraction equivalence.
- solving time, capacity, and mass word problems
- developing and understanding attributes of two-dimensional shapes.
- solving perimeter problems.

Science

Students will be actively involved in science experiences. They will be working to attain the knowledge and process skills they will need to understand the world around them. Our science curriculum utilizes the Mystery Science units below, which are aligned with Next Generation Science Standards.

Students will work toward:

Circle of Life (Life Science)

- comparing and contrasting the life cycles of both animals and plants.
- creating models to build an understanding that all organisms share certain stages in their life cycles: birth, growth, reproduction, and death.
- exploring how an understanding of life cycles can aid in solving problems that occur when there are too many or too few organisms in a particular environment.

Fates of Traits (Life Science)

- comparing the structures and functions of traits that enable organisms to survive in a specific environment .
- analyzing the traits of animals and providing evidence for how those traits vary, how they are inherited, and how they have changed over time through selection.
- examining how the environment can affect inherited traits and determine which animals will survive in a particular environment.

Animals Through Time (Life Science)

- developing an understanding of how animals and their environments have changed through time.
- analyzing the traits of animals that are alive today and comparing them to fossils, provides evidence of how these ancient organisms and environments of the past may have appeared.

Weather and Climate (Earth Science)

- investigating and making predictions about the weather through careful observation of the clouds and wind.
- learn to differentiate between weather and climate and use models to reveal global climate patterns.

Forces, Motion, and Magnets: Invisible Forces (Physical Science)

- exploring the forces all around them.
- investigating the effects of balanced and unbalanced forces, the pushes and pulls of bridge structures, and the

Technology

Program includes:

- COMMUNITY: developing a community of tech users that think of others before themselves
- CODING: Introduced to basic vocabulary and strategies
- COMMUNICATION: improved communication through typing

Art

Program includes:

- ELEMENTS of ART: shape, color, value, texture, line, form, space
- DRAWING: contour, portrait, still life
- VALUE TECHNIQUES: blending, hatching, cross-hatching
- COLOR THEORY: color mixing, tint, shade, color schemes
- CERAMICS INTRODUCTION: pinch pots
- MATERIALS CARE: use, cleaning, storage

Music

Program includes:

- RHYTHM READING: with percussion instruments
- NOTE + RHYTHM READING: with boomwhackers, bells, xylophones
- SINGING: songs in major and minor keys
- DEVELOPMENT OF INDEPENDENT MUSICIANSHIP: especially with pianos
- CONNECTING: Connecting music to cultures, societies, events etc.

	effects of gravity and friction on the motion of objects. • exploring the power of magnetic forces and designing solutions to everyday problems using their knowledge of these forces.	
Fit For Life **Program includes:** • Heart Adventure Course • Heart, lungs and pulse • STRENGTH: station work including jump rope, push-ups, and other strength exercises • Football Skills: throwing, catching, game activities • Soccer: juggling, dribbling, passing, trapping, and game activities • NUTRITION: basic nutrition and water consumption • Above the Line behavior • EFFORT: best effort and positive attitude towards activities and other students	**Media Center** **Program includes:** • BOOK CARE: responsible book care • LIBRARY ORGANIZATION: areas of the library, using signs, visual helpers • LIBRARY SKILLS & BOOK SELECTION: fiction vs nonfiction, understanding call numbers, book location, Dewey Decimal System overview, Destiny basics, Intro to Sora, “just right for me” personal & school book selection strategies • LIFELONG READING & LITERATURE APPRECIATION: children’s book awards, read alouds; listening to and enjoying books, genre (folklore, biography, informational nonfiction) • RESEARCH: SOURCES & ETHICAL USE: reliable sources, Mel.org intro, World Book Kids, Britannica Encyclopedia intro, copyright	**Community Time** During this 20 minute daily meeting our students will: • Have conversations about life skills • Build social emotional capacity • Problem-solve classroom problems • Learn to problem-solve and compromise • Practice communication skills • Build resilience • Practice Zones of Regulation