

BNS Green Room Curriculum 3rd Grade; Carla Liversedge

The Green Room curriculum, created from various sources with attention to the interests and needs of the students, allows for problem solving, cooperative learning, discovery and exploration, communication, and application of knowledge.

Literacy and Language Arts Instruction

Green Roomers will receive instruction in word study, reading, writing, grammar, mechanics, and handwriting. Literacy goals for Green Room students include deeper development and comfort in understanding and communicating written and spoken language. The specific individual requirements and expectations for literacy are based upon individual literacy needs in the areas of reading, writing, and oral communication; state standards for individual grade level; and BNS grade-level goals. Literacy assessments including teacher observations drive instruction in the Green Room.

Writing instruction is comprised of direct instruction, modeling, independent writing, learning activities, conferencing, and peer sharing of writing. Invented spelling is allowed and encouraged during rough draft writing as this reinforces students' use of alphabetic representation for sounds and word patterns. In the Green Room, students are encouraged to try to spell words with a strategy called "Sticky Note Spelling". Students are taught the correct spelling after they have tried the word two times. Conventional spelling is stressed during word study, editing and writing final drafts, and with frequently used words. During the rough draft stage of writing, however, it is the message and meaning that is given the focus.

Reading instruction includes reading, reflecting on reading, and learning comprehension strategies, skills, and literary elements. Accuracy, fluency, and comprehension are all stressed with different activities and formats throughout the year. Reading instruction includes time for independent reading, shared reading, listening, oral communication, direct instruction, and reacting and reflecting. The *Qualitative Reading Inventory* is used to assess students' reading levels at least twice a year. This inventory assesses word recognition, as well as comprehension, and is administered to each student individually. Further observations are made to determine each student's ongoing needs. This allows students to read at their developmental reading level, regardless of their grade level. Comprehension is a major focus in the third grade literacy curriculum at BNS.

Word Study (Spelling Instruction)

The purpose of word study is to increase word knowledge. At the beginning of the year, each student is assessed to determine where to begin their word study. The students are organized into groups based on their needs as determined by the assessment and teacher observation. Groups meet with the teacher for direct instruction and discussion followed by reinforcement through a word study contract or fluency practice to be completed for homework. Assessment is given to determine the gains and ongoing needs of each student, and groups are re-formed when necessary. Weekly spelling tries assess word knowledge of list words, review words, and application of word patterns. Students that are using the *Words Their Way* curriculum are expected to study and practice the words at home from the sorts completed in class. For students using the *S.P.I.R.E. (Special Program Individualizing Reading Excellence)* curriculum, a weekly dictation activity assesses sound and spelling acquisition. When appropriate students use curriculum that focuses on high-frequency writing words on an upper-elementary level and/ or vocabulary development as appropriate.

Key Literacy Concepts for 3rd grade

- listen attentively to books, articles, poetry
- show attentiveness to peers by making eye contact
- speak clearly and with appropriate volume
- discuss a favorite scene from a story during literature circle meetings
- thoughtfully respond to teacher and peers in small and large group settings for all subjects
- transfer grammar concepts to speech
- effectively lead at least one literature circle group by obtaining attention of peers, guiding the discussion, suggesting ideas, and discussing thoughts
- discuss connections to a novel during literature circle meetings
- present projects completed at home including posters, reports, science fair displays
- read aloud original fiction and non-fiction writing to audiences of different ages
- use knowledge of vowel patterns to sound out multi-syllabic words
- read fiction and non-fiction accurately and with fluency on grade level
- apply knowledge of spelling patterns learned through a developmental spelling program (word study)
- reread and self-correct when necessary
- use context to clarify meaning of unfamiliar words
- read with expression, paying attention to punctuation and other visual cues that would change expression
- read aloud in small groups, with a partner, to an adult, chorally for a variety of purposes
- sustain silent reading for 30 minutes
- use reading strategies to monitor own understanding
- identify problem and solution
- draw conclusions about character and plot
- identify the author's purpose
- preview text to aid in comprehension
- make and check predictions while reading
- summarize major events found in fiction materials
- summarize and respond to major events found in nonfiction materials
- make mental images while reading independently and while being read to
- make connections between previous experiences and reading selections
- make connections from reading selection to other texts
- use context clues to understand the meaning of unfamiliar words
- identify the main idea of articles and passages
- read and answer questions about charts, graphs, and tables
- ask and respond to questions from teachers and other group members
- compare and contrast texts
- make inferences about literature read aloud and independently
- distinguish between fact and opinion
- read biographies and summarize important facts and dates in written format
- use a variety of reference materials to gain knowledge in various subject areas and to create projects
- write legibly in cursive and manuscript
- start cursive letters at the correct line
- form letters correctly when writing in cursive
- use correct spacing when writing in cursive
- use knowledge of vowel patterns to spell unfamiliar words
- use correct spelling for high-frequency sight words, including irregular plurals
- use end marks correctly
- write in complete and varied sentences
- use grammatically correct language to communicate ideas
- use singular possessives correctly
- use apostrophes in contractions with pronouns
- use reference materials and the Sticky Note Spelling method to improve conventional spelling while writing
- engage in editing conferences with teacher
- identify and generate parts of speech (linking and action verbs, past and present tense verbs; adj; adv; singular, plural, common, and proper nouns; pronouns; prepositions; conjunctions)
- identify sentence components (subjects, predicates, types of sentences)
- begin using homophones, comparatives, irregular words, and articles correctly
- use pronouns and negatives correctly
- use correct verb tense
- use simple abbreviations
- write stories, letters, and short reports

- write a longer narrative story for Authors' Tea using a narrative writing model
- organize ideas sequentially or around major points of information
- use specific vocabulary to communicate ideas
- use reference materials including a thesaurus to choose specific vocabulary
- write simple paragraphs using the sandwich/ burger model
- organize information and events logically
- write descriptive paragraphs
- use reference materials
- include supporting and specific details in writing
- avoid plagiarism

Mathematics Instruction

Math takes place in various forms in the Green Room: small math groups; whole group instruction and discussions; small group problem solving; individual practice; gameplay; and hands-on activities with manipulatives.

The Green Room uses the *Everyday Mathematics* program supplemented with teacher-created materials and other curricula in a Math Workshop format to teach math and provide differentiation. Students are challenged or given extra practice as needed within the Math Workshop framework. Math Workshop provides a chance for Green Roomers to access tasks, receive small-group instruction, make choices, share strategies, solve open-ended problems, and realize their math abilities. The curriculum is a spiraling curriculum with enrichment opportunities. The math program in the Green Room is supplemented from various sources to ensure students receive enough practice with math facts and basic algorithms. Math assessments are given at the end of each unit. As we begin each new unit family letters are provided that describe the upcoming concepts. In these letters are games and activities that families can do together to help build knowledge and confidence in math.

Key Math Concepts for 3rd grade

- read & write whole numbers up to 1,000,000
- read, write & create models of decimals through hundredths
- read, write & create concrete representations of fractions
- solve problems involving fractional parts
- describe problem-solving strategies
- find multiples of 2, 5, 10
- use numerical expressions involving one or more of the basic four arithmetic operations to give equivalent names for numbers
- use manipulatives & drawings to find and represent equivalent names for fractions
- use manipulatives to generate equivalent fractions
- compare and order whole numbers up to 1,000,000
- use area models and benchmark fractions to compare and order fractions
- demonstrate automaticity with all addition and subtraction facts through $10 + 10$
- use basic facts to compute fact extensions (all operations)
- solve problems involving money
- demonstrate automaticity with multiplication facts through 12×12
- solve problems involving the multiplication of 2- and 3-digit whole numbers by 1-digit whole numbers
- make reasonable estimates for whole number operations
- round to the nearest 10
- round to the nearest 100
- collect and organize data to create charts, tables, graphs, and line plots
- use graphs to answer simple questions and draw conclusions
- describe events using probability language
- predict the outcomes of simple experiments
- estimate length and width without tools
- measure to the nearest $\frac{1}{2}$ inch and $\frac{1}{2}$ centimeter
- measure the perimeter of polygons
- find the area of rectangles
- tell and show time to the minute on an analog clock
- identify plane and solid figures

- complete 2-D symmetrical shapes
- extend, describe, and complete numeric patterns
- read, write, and explain equations
- recognize that numeric expressions can have different values depending on the order in which operations are carried out
- use properties of multiplication and addition to solve numerical expressions

Science & Social Studies Instruction: Theme Work and Projects

Overall goals in our theme studies include investigating questions, researching topics of interest, presenting information in various project formats, and learning note-taking skills. Students will be expected to complete projects based on these themes in class and at home. As students' interests and needs are evaluated on an on-going basis this schedule is subject to change.

August: Working and Learning Together and Geography

September: Geography and Natural Cycles

October: Natural Cycles

November and December: Ancient Greece & Rome

January: Energy Resources

February: Matter Investigations

March: Empire of Mali (including corresponding Economic ideas)

April and May: Our Living Environment (Animal Adaptations, Land and Water Environments, Human Influences)

Key Science & Social Studies Concepts for 3rd Grade

Scientific Investigation, Reasoning, and Logic

- choose and research a topic of interest in preparation for an investigation
- create a question of inquiry
- make hypotheses and predictions
- gather, record, analyze, and display data
- share results
- draw conclusions about experiments
- ask further questions after experimenting
- answer questions about a group of data
- graph data
- measure in U.S. Customary units and Metric units
- design and create 3-dimensional and/or 2-dimensional representations

Matter

- recall five states of matter (Bose-Einstein condensation, solids, liquids, gases, plasmas)
- describe the relationships among the states of matter
- describe how molecules move within different states of matter
- investigate densities of liquids
- define *crystal*; observe crystal growth

Life Processes and Living Systems

- understand how adaptations allow for survival
- identify specific animal adaptations
- create an animal with specific adaptations to live in a specific environment
- research and write a report on a specific animal, its environment and adaptations
- identify relationships among organisms in water and land environments
- understand related vocabulary and concepts including producer, consumer, decomposer, herbivore, carnivore, omnivore, predator, prey, aquatic ecosystems, terrestrial ecosystems, populations, communities
- learn about animals with specific adaptations like cephalopods and/or crocodilians
- investigate how human behavior affects a species and its environment
- describe interdependence between animals and plants

Earth Patterns, Cycles, and Change

- understand the basic patterns and cycles that affect our lives on earth
 - day and night
 - seasons
 - moon phases
 - tides

Earth Resources

- understand that all energy comes from the sun
- describe nonrenewable & renewable energy sources
- describe conservation efforts of energy resources
- understand the origin of soil
- describe the layers of soil
- investigate how the components of soil (sand, silt, clay) react to water drainage

Geography

- locate and label five oceans and seven continents
- read and interpret maps and charts in articles and text
- locate and label the four hemispheres, prime meridian, and equator
- use map insets to locate places in reference to current events
- read and understand information from maps, charts, graphs, and pictures in reference to current events and classroom learning
- create a map and include a compass rose, map title, map key or legend
- create symbols for landforms
- know where VA is on the US map and where US is on a North America map
- locate Greece, Rome, and West Africa
- describe the physical and human characteristics of Greece, Rome and West Africa

History

- define *contribution* and describe some contributions of ancient cultures
- explain the important elements of architecture and forms of art in Ancient Rome and Greece
- explain the origins of the Olympic Games
- explain the roles of men and women in Ancient Greece and Rome
- explain the differences between the city-states of Athens and Sparta
- explain that West Africa was the home to several great empires
- describe oral tradition in Mali
- describe the government in Mali
- identify reasons for exploring and results of the travels
- identify the contributions of various Americans and recognize Americans are a people of diverse ethnic origins, customs, and traditions

Economics

- explain why and how people trade (specialization produces trade)
- understand the following terms: natural resources, human resources, capital resources, producers, goods, services
- explain how resources are used to produce goods and services, e.g., using earth for buildings in the Empire of Mali
- identify examples of making an economic choice
- identify goods and services produced in Ancient Greece and Rome and the empire of Mali

Civic/Historical Geographical Analysis

- explain contributions from the civilizations of Ancient Greece, Rome, and the Early African Empire of Mali
- explain how the people of Greece, Rome, and West Africa adapted to live in their environments
- compare and contrast the physical and human characteristics of Greece, Rome and West Africa
- compare and contrast the governments of Ancient Greece and Ancient Rome
- describe the role of trade in the Empire of Mali
- describe the impact that powerful kings had on the Malian people
- conduct research and integrate knowledge to create a final project
- explain how the resources in Ancient Greece and Rome and the empire of Mali were used for goods and services

- describe the basic principles that form the foundation of a representative democracy as it relates to Ancient Greece and Rome
- describe the challenges historical figures like Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., Cesar Chavez, Ruby Bridges had to overcome because of inequality and racism
- understand how people can serve the community by learning about and participating in a yearly service project

Community Issues

The Green Room's class rules hang on the wall in our room. Students participate in life skills lessons and class discussions as needs arise. Life skills lessons can include topics such as recognizing and responding to bullying, being a kind community member, and facing fears.

Forms of Assessment

Ongoing assessment is completed through regular teacher observations. Additionally, student reflection in various forms (projects, writing, discussion), work samples, Spelling Inventories, weekly spelling tries or dictation, evaluation using the *Qualitative Reading Analysis* tool, unit assessments, and timed math drills are used as evaluation tools throughout the year.

Homework

A Green Room Folder with a student planner will be taken home each day. Math homework is given as needed and is based on class lessons. Math homework is usually in the form of studying for multiplication drills and a once a week written practice. (Students may use the provided flashcards to study facts. Multiplication drills are given regularly and students move through the times tables at their own pace. Students need to study regularly for these.) Students are expected to read each night for pleasure. Additional homework is given as needed, and special projects related to themes are assigned throughout the year.

When students do not meet the class work goals, they are expected to finish or correct work by the date requested. Correcting mistakes for homework or after school is an important learning opportunity for students in the Green Room.

Parent-Teacher Conferences

Parent-teacher conferences are held three times during the school year with progress reports to review the students' progress and to discuss continuing goals. Additionally, in December, parents receive a written progress update.