

BNS Green Room Curriculum
3rd Grade; Carla Liversedge

Sources of Curriculum

The Green Room curriculum is derived from several sources: the interests of the students, families, and teachers; the interests and issues of our school, local community, country, and world; and the Virginia Standards of Learning, the Common Core, and Next Generation Science Standards. Some of our goals in the Green Room include problem solving, cooperative learning, discovery and exploration, communication, gaining independence, application of knowledge, skill building, making appropriate choices, and respecting each other and the community.

Literacy Curriculum

Literacy will be emphasized throughout the day, and also during the daily language arts block(s), which include word work, spelling, phonemic awareness (oral and auditory), phonics (visual and auditory), reading, listening, speaking, writing, handwriting. Literacy goals for Green Room students include deeper development and comfort in understanding and communicating written and spoken language. This year, many students will make the shift from learning how to read to reading to learn as well as reading for enjoyment. Comprehension skills, word work, and reading to learn new material are emphasized in the Green Room.

The specific individual requirements and expectations for literacy are based upon literacy needs in the areas of reading, spelling, writing, and oral communication; state standards for individual grade level; and BNS goals.

Literacy assessments and observations drive instruction and curriculum in the Green Room. Students will be able to complete in-depth literacy assessment three times during the school year in addition to observations and sound/ spelling inventories and ongoing assessments. This will be important data to drive instruction and planning. Assessments/ inventories used in the classroom include *DORA* from *Let's Go Learn*, a spelling inventory from *Words Their Way*, spelling and reading check-ins from *SPIRE*, spelling check-ins from *Phonics Boost*.

Writing: Writing and journaling consists of direct instruction, modeling, practice, revising and editing. Structured writing assignments and quick and fun writing exercises are

given. Emphasis is placed on learning goals, e.g., sentence structure, paragraph form, sharing.

- Direct instruction is based on the writing and needs of the children and includes standards of the written language, formats, and purposes for writing.
- Modeling and writing invitation is an opportunity for students to see the writing process in action. Not all assignments are modeled.
- A note on spelling: 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 use a strategy whereby they are encouraged to listen for the sounds and try a spelling with immediate feedback from the teacher. They are also taught to try and continue on when the teacher is engaged and to use the *Secret Stories*, words, and spelling helpers posted in the classroom and in their binders. Conventional spelling is stressed during word work, 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. As third graders, students will work toward correct/ conventional spelling when writing.
- Editing: Self, Peer, and Teacher editing are conducted for specific assignments during writing blocks.
- Conferring takes place when students and the teacher meet or when students meet with each other. At this time, aspects of students' writing and include standards of the written language are discussed. These are often brief encounters that focus on correcting one kind of mistake or revision scaffolded with a checklist. The teacher confers with the students as needed and observes during the writing time. Written feedback is also given on formal writing projects and rough drafts as appropriate.
- Share Time allows students to read their writing to their classmates. There is a formal share-time in the spring in which students celebrate their hard work. For several years, this has been accomplished by reading an original three-paragraph essay during our Great Essay Share event.

Reading: Our Language Arts Block includes time for the students to be reading, reflecting on reading, and learning 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 on reading. Further observations are made to determine current needs. Direct instruction is

based on the needs of the students and the standards of literacy. Comprehension is a major focus in the third-grade literacy curriculum at BNS. Students are taught comprehension strategies and are assigned reading and complete activities that help build background knowledge (a very important component of boosting reading comprehension).

Word Work and Phonics: The purpose of word work is to increase word knowledge. The students are given practice and instruction based on their needs as determined by the assessment and teacher observation. Dictation is given at the end of lessons/ units. Dictation is not something students will study at home for, but rather, a tool the teacher uses to gauge understanding through regular practice. Assessment is given to determine the gains and needs of each student several times a year. Major curricula used to inform word work instruction include *The Secret Stories*® and *S.P.I.R.E.* (*Special Program Individualizing Reading Excellence*). Specific phonics instruction is also included using *Phonics Boost* from Really Great Reading® as well as teacher-created materials and lessons.

Secret Stories® is a brain based approach to traditional phonics instruction that accelerates learner access to the reading and writing code. Secret Stories® provides the logical explanations for letter sound behavior that learners' brains crave. These logical explanations are shared in the form of "secret" stories, which are the secret reasons WHY letters make all of the crazy sounds that they do when they get together in words. The "Secrets" work seamlessly with any reading series or phonics program, fitting snugly between the teaching of reading and writing.

From Secret Stories Website

SPIRE is a multisensory reading intervention program, based on the Orton-Gillingham approach and is designed to be easy to implement. It spans Pre-Level 1 (Sounds Sensible) through Level 8, covering phonological awareness, phonics, spelling, fluency, vocabulary, comprehension, and writing in every lesson.

From S.P.I.R.E.'s Website

The primary focus of the lessons is phonemic awareness, phonics concepts, and essential word-attack skills and the net effect of these lessons is faster and more

accurate reading of complex text. Students' accuracy, fluency, and comprehension improve when they learn with Phonics Boost.

From Really Great Reading Website

Literacy Objectives for 3rd grade

Strand: Oral Communication

Program Goal: Listening

- listen attentively to books, articles, poetry
- show attentiveness to peers by making eye contact

Program Goal: Speaking/ Responding

- practice greeting peers and teachers
- speak clearly and with appropriate volume
- thoughtfully respond to teacher and peers in small and large group settings for all subjects
- discuss stories and books in small and large groups
- present projects completed at home including posters, reports, science fair displays
- read aloud original fiction and non-fiction writing to audiences of different ages

Strand: Reading

Program Goal: Decoding

- review the *Secret Stories*® and implement while reading and writing
- learn the six syllable types
- use knowledge of vowel patterns to sound out multisyllabic words using a tap a say approach
- read a variety of texts (fiction and nonfiction)
- use choice-based reading approach in addition to large-group assigned texts
- apply knowledge of spelling patterns learned through a developmental spelling/ word study program (*Words Their Way* and *S.P.I.R.E.*)
- reread and self-correct when necessary

Program Goal: Fluency

- practice reading aloud in small groups when comfortable
- practice echo reading to develop fluency
- read with expression and with 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 a minimum of 30 minutes

Program Goal: Comprehension

- use reading strategies, e.g., predicting, visualizing, inferring, questioning to monitor own understanding
- explore literature genres while listening and reading
- draw conclusions about character and plot
- consider the author's purpose in texts
- preview text formats
- summarize major events found in fiction materials
- make connections while reading
- use context clues to understand the meaning of unfamiliar words
- attend to words and new vocabulary while reading
- identify the main idea of articles and passages
- read and answer questions about charts, graphs, and tables
- distinguish between fact and opinion
- use a variety of reference materials to gain knowledge in various subject areas and create reports and other projects based on that information
- grow vocabulary and background knowledge through reading and discussion of nonfiction texts

Strand: Writing

Program Goal: Language Structure and Conventions of Print

- practice writing cursive letters correctly
- use knowledge of *Secret Stories*® (letter teams, vowel teams, blends, digraphs, stories, and rules) to spell unfamiliar words
- use knowledge of six syllable types to help spell words correctly
- use tools to correctly spell "Heart" words practice
- use rules of punctuation for end marks and simple use of commas
- write in complete sentences
- use grammatically correct language to communicate ideas
- edit writing (with supports) for correct grammar, capitalization, punctuation, and spelling
- practice using apostrophes correctly
- use pronouns and negatives correctly
- use correct verb tense
- use simple abbreviations when appropriate

Program Goal: Strategies, Purposes, Elements

- learn to write in various formats
- organize ideas sequentially or around major points of information
- use specific vocabulary to communicate ideas
- use reference materials to choose specific vocabulary
- write simple explanations and descriptions in paragraph form using the sandwich model

- organize information and events logically
- use prewriting strategies, e.g., webbing, graphic organizers
- use reference materials and document sources with title, author, and publication dates for short reports
- include supporting and specific details in explanations and descriptive paragraphs
- understand plagiarism, i.e., after modeling, change information from text into student's own words

In addition to *SPIRE* reading and spelling instruction all Green Room Students will receive phonics instruction that includes:

- Suffixes
- Syllable Types
- Word ends in -nk or -ng
- Multi-syllable Words
- Schwa Words
- 1-1-1 rule (1 syllable, 1 vowel, 1 consonant at the end → double it before adding suffix)
- Sounds of -ed
- R-influenced vowels
- -le words
- Y as a vowel

Developing Text-Based understanding will help support reading and writing in the Green Room. Students will be introduced to and participate in topics that support these goals including:

- Syntactic Awareness (an awareness of academic syntax)
- Genre Exploration including Autobiography and Biography Shared Reading
- Text Structure Identification

Math Curriculum

The basic math skills for each grade level are learned daily throughout the year. Additionally, there are opportunities for integration of other subject areas into math. Daily math instruction includes math talks, concept development through hands-on instruction, written practice, and fluency practice. All students have daily work they must complete or take home to finish. Challenge and extension (can do choices) are given to students as a choice. Students will have homework assignments in fluency and curriculum practice. Students are expected to correct and return work when applicable. Grades K-5 at BNS use *Eureka Math*, *TangMath*, and *Reflex* math programs.

Thoughtfully constructed and designed like a story, Eureka Math is meticulously coherent, with an intense focus on key concepts that layer over time, creating enduring knowledge. Students gain a complete body of math knowledge, not just a discrete set of skills. They use the same models and problem-solving methods from grade to grade, so math concepts stay with them, year after year.

From Eureka Math Website

3rd grade Math Key Concepts

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic. Number and Operations in Base Ten
- Use place value understanding and properties of operations to perform multi-digit arithmetic. Number and Operations—Fractions
- Develop understanding of fractions as numbers. Measurement and Data
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Reason with shapes and their attributes.
- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.
- Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal

shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \heartsuit \div 3$, $6 \times 6 = ?$. Understand properties of multiplication and the relationship between multiplication and division.
- Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
- Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. Multiply and divide within 100.
- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends

Theme work: Science, Social Studies, and other Projects

Overall goals in our theme studies include investigating questions, creating their own questions about big ideas, researching topics of interest, presenting information in various project formats, and learning basic note-taking skills. Students will be expected to complete projects based on some themes in class and at home. As students'

interests and needs are evaluated on an on-going basis this schedule is subject to change.

Theme studies (science and social studies) are supported and extended with the use of classroom periodicals.

Science Objectives

Scientific Investigation, Reasoning, and Logic

- choose and research a topic of interest in preparation for an investigation, invention, collection, or portfolio
- make hypotheses and predictions
- gather, record, analyze, and display data
- describe results
- make conclusions
- ask further questions
- make measurements in U.S. Customary units and Metric units
- design and create representations
- present a Science Expo project to peers

Force, Motion, and Energy

- investigate balanced forces, unbalanced forces, and engineering
 - recognize the cause and effect relationship between the forces acting on an object and the direction of its motion.
 - explore the relationship between the structure and function of different bridge designs.
 - consider the cause and effect relationship between a material's surface and the amount of friction it has.
- investigate magnets, forces, and engineering
 - ask questions about magnets and develop and carry out investigations to observe the different properties of them
 - design a solution for a magnetic lock by developing a model
- recognize how the direction and size of force affects the motion of an object.

Life Processes and Living Systems

- observe that organisms have traits (structures) that help them survive (function) in a particular environment. Students also consider the stability and change of an environment over time based on the different types of fossils found in one particular area.
- consider that fossilized evidence (structure) can determine function and the type of environment they inhabited.

- examine patterns of dinosaur leg lengths and footprints. They find that when footprints are farther apart, this indicates that an organism is moving at a faster speed. They also observe that dinosaurs were able to run much faster than humans.
- recognize patterns in traits between parents and offspring.
- recognize the cause and effect relationship between a change in the environment and the survival of organisms that inhabit it. They recognize environments as a system, made up of interdependent parts that function as a whole. They can be stable and change over time at different rates of speed.
- recognize the cause and effect relationship between animals living in a group and the members of that group surviving.
- recognize the cause and effect relationship between a change in the environment and the survival of organisms that live there. They recognize environments as a system, made up of interdependent parts that function as a whole.
- recognize the cause and effect relationship between the environment and its influence on physical traits (physical characteristics).
- recognize that aquatic and terrestrial ecosystems support a diversity of organisms.

Interrelationships in Earth/ Space Systems

- understand the origin of soil
- describe the layers of soil
- investigate how the components of soil (sand, silt, clay) react to water drainage
- understand related vocabulary including soil, natural resource, sand, silt, clay, rock, humus

Earth Patterns, Cycles, and Change

- identify patterns about where rivers start and end on earth's surface.
- reason about the cause and effect of rocks tumbling in a river (cause) and turning into sand (effect).
- begin to explore that changes to the earth's surface can happen slowly through the process of erosion.
- identify patterns of the types of land that are associated with the locations of where flash floods occur.
- consider the cause and effect of how heavy rains (cause) create canyons on earth's surface (effect).
- explore that changes to the earth's surface can happen slowly through the process of erosion.
- apply the concept that changes to earth's surface can happen rapidly during a landslide.

Social Studies Objectives

Geography

- read and interpret maps and charts in articles and text
- read and understand information from maps, charts, graphs, and pictures in reference to current events and classroom learning
- create maps
- create symbols for landforms
- locate China, Egypt, Greece, Rome, and West Africa
- Label important places, rivers, mountains, and other geographical features in ancient China, Egypt, Greece, and Rome and Medieval Mali (Empire of Mali)

History

- know what a contribution is
- explore the ancient culture of China & its contributions
- explore the ancient culture of Egypt & its contributions
- explore the ancient culture of Greece & its contributions
- explore the ancient culture of Rome & its contributions
- explore the Early African Empire of Mali & its contributions

Economics

- understand trade in relation to the ancient and medieval civilizations studied
- understand the terms natural resources, human resources, capital resources in relationship to ancient cultures studied
- explain how resources are used to produce goods and services
- understand how goods and services were exchanged in ancient and medieval civilizations studied
- recognize specialization in relationship to civilizations studied

Civics

- investigate the structures of power and government that existed in ancient China, ancient Egypt, ancient Greece, ancient Rome, and medieval Mali
- understand that West Africa was the home to several great empires
- learn about, read about, and reflect upon the contributions and importance of historical figures such as Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., Cesar Chavez, Ruth Bader Ginsburg, Sonia Sotomayor
- learn about aspects of civics/ community through listening and reflection on topics such as becoming a citizen, racism, taking a stand and speaking out through peaceful means

- read about/ discuss/ and reflect upon real-world issues such as diversity, identify, race, bias, and stereotypes

Civic/Historical/ Geographical Analysis

- explain how the people of China, Egypt, Greece, Rome, and West Africa adapted to live in their environments
- compare and contrast the physical and human characteristics of ancient cultures and West Africa
- describe the role of trade in the empire of Mali
- describe the challenges historical figures had to overcome
- understand how people can serve the community by learning about and participating in a yearly service project

Forms of Assessment

- Writing: self-editing, self-reflection, writing samples, observation records, feedback from teacher
- Word Work and Phonics: Spelling/ Sound Inventories as appropriate, observations, demonstration of skills in writing and reading, weekly dictation, *DORA*
- Reading Workshop: observations, *DORA*,-projects and independent work related to readings
- Math: assessments from teacher/publisher created materials, daily practice, application of skills during concept building, *Reflex* reports
- Science/Social Studies/projects: observations, projects, teacher evaluation, self-evaluation

Documentation of children's learning will be displayed in the school, kept on file, and sent home.

Coyote Connections

(This experience is led by Courtney Grohs. The following curricular information written by Courtney Grohs.)

Coyote Connections is a nature-based education program that provides students the time and space to *See*, *Think*, and *Wonder* about the natural world by nurturing their ability to:

- Be still and quiet
- Pay attention using all their senses
- Question
- Follow their own curiosities

- Make connections and build relationships
- Manage unstructured time
- Practice gratitude

While the scaffolding for Coyote Connections has been thoughtfully crafted from the mentor's personal nature expertise with support from the text, Coyote's Guide to Connecting with Nature, this is a student-focused, student-driven program. Student observations and curiosities about the natural world will help guide where we go throughout the academic year as we experience the changes of the seasons together.

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 needed. The Life Skills curriculum is *Made to Be Me* which includes lessons about

- Relationship Skills
- Social Awareness
- Self-Management
- Responsible Decision Making

Other topics, lessons, and activities from different sources used as needed.

Green Room Rules:

1. We respect each other.
2. We celebrate each other.
3. We try our best.
4. We learn from our mistakes.
5. We are a team.

Using our rules, brainstormed goals and hopes, students also create a Class Contract.

Homework

A Green Room Pocket with a Planning Page will be taken home each day. Students are responsible (with scaffolding) for writing down their assignments at the end of the day. Please ask to see this each day. I recommend students take a backpack to and from school each day. I also ask that they keep the planbook and pocket in their backpacks. These are their trusted places where they can always find what they need. Homework is given as needed and is based on class lessons. When students do not meet the class work goals, they are expected to finish work by the date requested. When possible, time is given to complete this work in class. If this is not possible, students are expected to

complete it for homework. Correcting mistakes for homework is an important learning opportunity for students in the Green Room.