

BNS Green Room Curriculum  
3<sup>rd</sup> 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 and the Common Core. Some of our major goals in the Green Room include problem solving, cooperative learning, discovery and exploration, communication, application of knowledge, making appropriate choices, and respecting each other and the community. [These goals will be strived for in respect to our Covid protocols.]

Literacy Curriculum

Literacy will be emphasized throughout the day, and also during the daily language arts block(s), which include word work, phonics, 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 and reading to learn new material are emphasized in the Green Room.

The specific individual requirements and expectations for literacy are based upon individual 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. This will be important data to drive instruction and planning.

Writing: Writing and journaling consists of direct instruction, modeling, and practice.

- Mini Lessons are based on the writing and needs of the children and include standards of the written language, formats, and purposes for writing.
- Modeling and writing invitation – The teacher can model and think aloud during this time. Not all assignments are modeled.

- A note on spelling: Invented spelling is allowed 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 Word Wall. 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.
- Conferencing 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 by reading an original story during the Green Room's Authors' Tea.

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. This allows students to read at their reading level, regardless of their grade level. 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 during shared reading and expected to implement them throughout the year to build life-long comprehension habits.

Word Work and Phonics: The purpose of word work is to increase word knowledge. Each student will be assessed to determine where to begin their word work. 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. Programs and curricula used to inform word work instruction include *The Secret Stories*, *Words Their Way*, and *S.P.I.R.E. (Special Program Individualizing Reading Excellence)*. All students are exposed to and work with “Green Room Words”, high-frequency writing words.

*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*

*Based on years of research into invented and developmental spelling, the classroom-proven framework of this successful series is keyed to the five stages of spelling and orthographic development. Teachers everywhere have grown to love its no nonsense method for studying words.*

*From Words Their Way 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*

## **Literacy Objectives for 3<sup>rd</sup> 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

- speak clearly and with appropriate volume
- thoughtfully respond to teacher and peers in small and large group settings for all subjects

- transfer grammar concepts to speech
- 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

- use knowledge of vowel patterns to sound out multisyllabic words
- read fiction and non-fiction accurately 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

### Program Goal: Fluency

- read fiction and nonfiction with fluency on grade level
- 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

### Program Goal: Comprehension

- use reading strategies to monitor own understanding
- identify the problem and solution
- draw conclusions about character and plot
- identify the authors' purpose
- preview and use text formats
- 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
- 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
- make inferences about literature read aloud and independently

- 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

### **Strand: Writing**

#### Program Goal: Language Structure and Conventions of Print

- 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 commas in a simple series
- use knowledge of vowel patterns to spell unfamiliar words
- use correct spelling for high-frequency sight words
- use complete and varied sentences
- use grammatically correct language to communicate ideas
- use singular possessives correctly
- use apostrophes in contractions with pronouns
- edit writing (with scaffolding) for correct grammar, capitalization, punctuation, and spelling
- identify and generate parts of speech
- identify sentence components (subjects, predicates, kinds of sentences)
- use some homophones, comparatives, irregular words, problem words, and articles correctly
- use pronouns and negatives correctly
- use correct verb tense
- use simple abbreviations

#### Program Goal: Strategies, Purposes, Elements

- write stories, letters, and short reports
- write a longer narrative story for Authors' Tea using a narrative writing process
- organize ideas sequentially or around major points of information
- write simple paragraphs using the sandwich model
- organize information and events logically
- write descriptive paragraphs using a seven-sentence paragraph model and webbing
- include supporting and specific details in writing
- understand plagiarism

## 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 weekly homework assignments in fluency, either in Reflex math or a written practice packet. 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*

### 3<sup>rd</sup> 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  $5 \times 7$  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  $5 \times 7$ .
- 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  $8 \times ? = 48$ ,  $5 = \diamond \div 3$ ,  $6 \times 6 = ?$ . 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  $8 \times 7$  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
- create a question of inquiry
- make hypotheses and predictions
- gather, record, analyze, and display data
- share results
- make conclusions
- ask questions
- design and create models, dioramas, and 2-dimensional representations

#### Matter

- recall states of matter
- describe the relationship between the states of matter
- describe physical changes
- describe how molecules move within different states of matter
- investigate material interactions

#### Life Processes and Living Systems

- understand how adaptations allow for survival
- identify specific 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

- investigate how human behavior affects a species and environment
- describe interdependence between animals and plants
- understand the effects of fire, flood, disease, erosion on organisms

#### 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 the origin of soil
- describe the layers of soil
- investigate how the components of soil (sand, silt, clay) react to water drainage
- understand the concepts of soil, natural resource

#### 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

##### 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

- explain why and how people trade (specialization produces trade)
- sort information in reference to the civilizations studied and using 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 goods and services produced in ancient civilizations and the empire of Mali

#### 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, evaluation by teacher
- Word Work and Phonics: Spelling Inventory, Sound Inventory, 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.

#### 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. Life skills lessons can include topics such as recognizing and responding to bullying, being a kind community member, and facing fears.

#### Homework

A Green Room poly-pocket with a steno book (planbook) will be taken home each day. Students are responsible 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 poly-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. Students may use written practice or the Reflex math program to improve fluency. Students move through the times tables at their own pace. Written practice (Sprints from *Eureka Math* program should be completed four times a week). *Reflex* math should be completed (green light) two times a week (or more).

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.