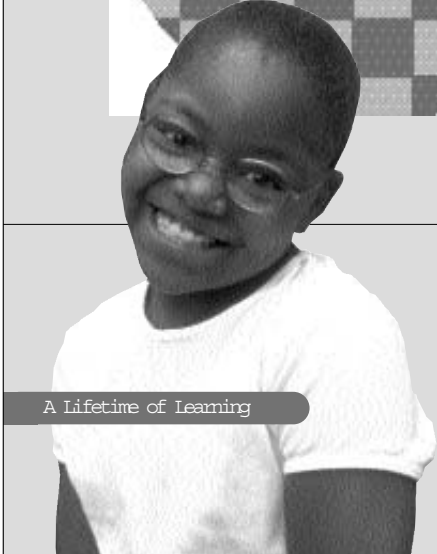
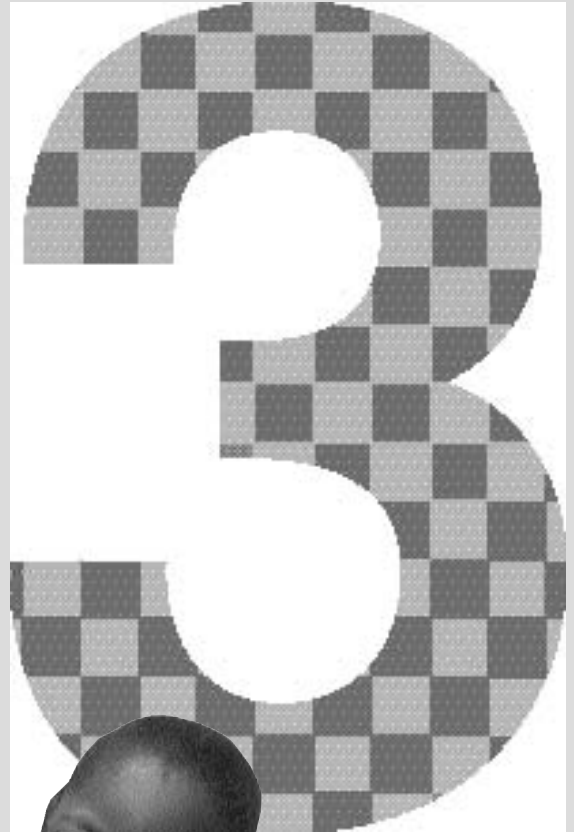



PO Box 9310
Stamford, CT 06904
203.977.4105
stamfordpublicschools.org

STAMFORD PUBLIC SCHOOLS

The 3rd Grade Curriculum

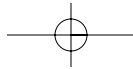
A P A R E N T S G U I D E

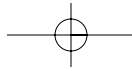


A Lifetime of Learning

INSIDE

- > What your child will learn this school year.
- > Curriculum information.
- > Ways to support your child's learning.





CONTENTS

Reading 3

Writing 5

Oral Language 6

Math 8

Science 13

Social Studies 15

Visual Arts 16

Music 18

Physical Education 19

STAMFORD PUBLIC SCHOOLS

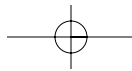
Dear Parents,

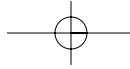
What will my child learn in third grade? It is a question you've no doubt asked, out of plain curiosity and the genuine desire to support your child through countless homework assignments and projects. Knowing what units of study are coming up can give you the big picture you're looking for, as well as the opportunity for enriching family conversations and experiences.

The Stamford Public Schools has prepared this Parent Curriculum Guide as a helpful resource for you. Our curriculum meets state and national standards in every subject and at every grade level, while also encouraging creativity and flexibility. Our teachers look forward to being your partners in developing your child's strengths and in responding to his or her specific needs and interests. That cooperative approach helps students truly enjoy school and lights the spark for a life-



Dr. Anthony L. Mazzullo
Superintendent of Schools





How to Hints

Help Your Child Build Reading Skills

- Create a print-rich home with books, magazines, and newspapers and read and discuss them with your child.
- Help your child create a comfortable, quiet reading spot with good lighting.
- Develop family routines that encourage reading.
- Read and discuss the newspaper.
- Visit the library as a family every week. Invite your child to bring a friend along.
- Listen together to books on tape.
- Show your child household reading: contracts, bills, and directions.
- Discuss the usefulness of reading in daily life.
- Have a daily reading time with your child. Make reading a special time.
- Read aloud to your child and with your child. Stop to ask simple and thought-provoking questions.
- Visit book stores together. Let your child select a book s/he likes.
- Find out your child's reading interests. Share yours. Suggest new books by a favorite author.
- Read a book that is coming out as a movie. See the movie together and compare it with the book.
- If something interests your child, help him/her research it on the Internet at home or at the library.
- When you see your child reading, pick up a book or magazine and join him/her.
- Give books as gifts.
- Bring a book to read aloud to the class for your child's birthday.
- Let your child see you read. Talk about what you read.
- Let your child see you look up new words in a dictionary and interesting topics on the Internet.
- Reading and writing go hand-in-hand. Encourage your child to write: e-mails, letters, journals, stories, and poems.

READING

The Grade Three reading curriculum emphasizes the ability to understand, interpret, and make judgments about written stories, magazine articles, and textbooks.

Comprehension, Part 1

Initial Understanding:

- Understand fiction and nonfiction
- Determine main idea in informational writing by telling in one sentence its chief point
- Determine theme in stories by telling in one sentence the author's message about life or people
- Identify story elements by explaining who the characters are and how they change, what the setting is and why it is important, and what the conflict is and how the problem is solved

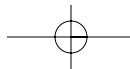
Comprehension, Part 2

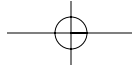
Developing an Interpretation:

- Make connections between text and experiences
- Understand the organizational pattern of a story (for example, beginning, middle, and ending)
- Follow the organizational pattern of a factual book (for example, an event and its causes in a history textbook or the sequences of steps to follow in a science textbook)
- Suggest the author's purpose for including or omitting facts in a factual book



By the end of third grade, children should understand the organizational pattern in a story or factual book.





Imagine other possible incidents or facts the author might have included and suggest reasons why the author might have left those incidents or facts out
 Provide evidence from the text to support conclusions
 Point out the parts of an informational text that led one to

Comprehension, Part 3

Taking a Critical Stance:

Use information from the text to make predictions
 Make a judgment about the quality of a story
 Understand the implications of an informational piece of writing

Understand the literary devices an author uses (such as the kind of conflict, the symbols and themes in a story or a figure of speech, and rhythm, rhyme, or word patterns in a poem)

Evaluate the importance of information in a text
 Know when to stop and pay attention to a fact and when to skim over

Reading Strategies

Identify the customs of a culture that differ from one's own
 Decide what reading strategies to apply (monitoring, visualizing, inferring, synthesizing) in order to be able to understand a story or informational writing
 Know when and how to use diagrams and charts to keep track of information in a story or in informational writing
 Interpret pictures, illustrations, small maps, charts, tables, and graphs when reading nonfiction texts
 Use context clues to determine meaning
 Use graphic organizers to improve understanding

Word Identification

Recognize many sight words automatically
 Recognize individual words and their meanings by using comparisons to known words
 Apply decoding skills while reading in context
 Use context clues to determine meaning
 Recognize high frequency words when reading

WRITING

The Grade Three writing curriculum emphasizes the composing of stories, poems, and informational writing to tell a tale, present a message, express an emotion, explain an idea, or offer an opinion.

Expressing Ideas

Write stories that are sequenced and include a problem and a solution

Write poems that convey an emotion and have a message

Using A Writing Process

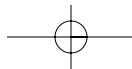
Use a writing process to express ideas:
 Plan for writing (gather ideas and decide on a genre of writing)
 Compose the writing (put ideas on paper)
 Shape the writing (add, expand on, delete, and organize ideas)
 Make final choices (editing conventions, words, publishing)

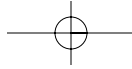
Writing in Many Different Genres (Types of Writing)

- reflecting on learning
- Letter writing
- Narrative stories
- Poetry (including songs)
- Book reviews
- Informative writing



Students formulate their own ideas and express them through writing in third grade.





Editing

- Apply editing conventions of grammar and usage rules to one's own writing
- Use complete sentences
- Use capitalization for the pronoun I, names, holidays, groups, months, days, and letter opening and closing
- Spell grade level words correctly in final drafts
- Use punctuation, including periods, question marks, exclamation marks, and commas (after the close of a let-

ORAL LANGUAGE

The Grade Three oral language curriculum emphasizes communicating clearly, working cooperatively, and listening attentively to learn.

Communicating

- Relate experiences and interests
- Communicate simple messages orally
- Speak clearly
- Engage in conversation with classmates and adults
- Focus on speaker
- Listen without distraction
- Participate in learning groups

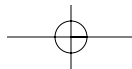
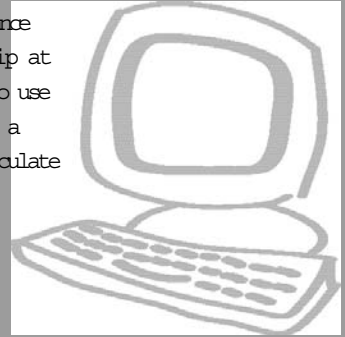


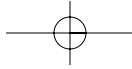
Third graders listen to and respond to the ideas of grown-ups and children.

How to Hints

Help Your Child Build Math Skills

- Make math important. Regardless of your own experience with math, encourage your child to develop a love of math by discussing his or her homework each day and helping with school projects
- Make math fun. Play simple board games and puzzles with your child they encourage positive attitudes and strong math skills.
- Mix in math. The kitchen is a great place to teach fractions like doubling and dividing cookie recipes.
- Use real world examples to teach math. Point out ways that people use math to pay bills, balance checkbooks, make change, and tip at restaurants. Ask older children to use math to figure out how to lay out a garden, build a bookshelf, or calculate gas mileage.
- Tune into technology. Encourage your child to use computers and the Internet for tasks like developing charts, graphs, maps, and spreadsheets
- Stay informed. Familiarize yourself with specific academic standards that children are required to meet at each grade level.
- Be a champion for challenge. Support a challenging math curriculum and seek out math enrichment activities like Family Math and Science Nights
- Encourage advanced courses. By mastering geometry and algebra by ninth grade, your child will be able to take higher levels of math necessary for admission to college and for an increasing number of jobs.
- Prepare your child for a profession. Have your child meet people in a variety of vocations that require a sound base in math, such as carpentry, landscaping, medicine, pharmacy, aeronautics, and meteorology, to name a few.
- Encourage your child to solve problems. Provide assistance,





MATH

The Stamford Public Schools mathematics curriculum reflects state and national standards of what students need to know and be able to do. It also is designed to help students understand that math is an important part of daily life and is the basis of many varied pro-

Number Sense

- Identify the value of digits in numbers through 999,999
- Identify position of numbers on a number line and coordinates on a grid
- Relate pictorial representations using base ten materials to whole numbers 0-9,999 and vice versa
- Read, order, and compare numbers 0-9,999
- Use concrete materials to classify numbers as odd or even
- Use numbers to count, compare, locate, measure, and label
- Use symbols $<$, $>$ and $=$ to compare and order whole numbers up to four digits
- Identify alternative forms of expressing whole numbers using regrouping
- Identify alternative forms of expressing whole numbers using expanded notation
- Demonstrate understanding of the first four places in the decimal number system (ones, tens, hundreds, thousands)
- Use estimated strategies to determine and justify the reasonableness of an answer
- Use concrete materials to classify numbers as odd or even
- Round 2-digit and 3-digit numbers to nearest ten, hundred, and \$1.00
- Compare and order common fractions ($1/2$, $1/3$, $1/4$, $1/6$, $1/8$)

- Identify numerator and denominator and their functions
- Identify or shade fractional parts of regions and sets using

Compare, order, and estimate fractions and decimals using models and pictures
 Use concrete models and pictorial representations to develop an understanding of proportions (e.g., if 3 candies cost 5 cents, how many candies can you buy for 10 cents, 20 cents, etc.?)

Patterns/Relationships for dollars and cents (\$, ¢)

Make change from money amounts less than \$10.00
 Use a variety of materials to construct, reproduce, describe, and extend numeric and geometric linear patterns and explain the patterns in writing

Extend number patterns involving odd and even numbers

Extend or complete patterns involving whole numbers and attributes

Identify or state rules for given patterns

Discover patterns and formulate rules to

multiply/divide multiples of 10, 100, and 1000

Explore patterns and sequences

using tables, graphs, and charts such as function tables and hundreds charts

Recognize and describe patterns that exist in a variety of contexts, such as poetry, art, music, body movement, shape, and color

Explore function activities and establish rules for functions

Engage in activities involving operations using concrete, pictorial, and symbolic models

Add and subtract facts up to 20

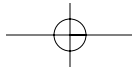
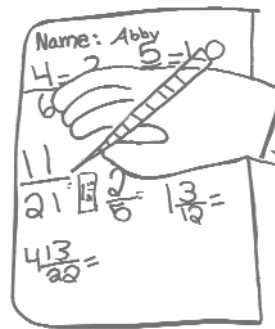
Add and subtract 1-, 2- and 3-digit numbers with/without regrouping

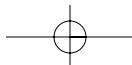
Demonstrate understanding of the inverse relationship between addition and subtraction

Use the concepts of equality and inequality of numbers and number

sentences

Use mathematical language and symbols related to operations





Write number sentences to match pictures and vice versa
Solve simple story problems involving addition or subtraction with

extraneous information

Estimate a reasonable answer to a problem

Solve problems involving rounding two-digit whole numbers

Solve problems involving estimates of sums and differences, including money amounts

Solve problems involving order and magnitude of whole numbers

Write story problems from number sentences

Write one- and two-step problems using addition and subtraction

Identify needed information in problem situations

Use concrete materials and arrays to model multiplication and division

Use arrays to investigate patterns for multiplication

Apply the commutative properties of addition and subtraction

Introduce the associative property of addition
 $2 + (3 + 4)$

Multiply and divide by 2, 5, and 10

Multiply and divide where both factors are 0-10

Demonstrate understanding of the relationship between addition, subtraction, multiplication, and division

Use multiplication and division symbols that relate to factor/product relationships

Solve word problems involving time notation

Explore addition and subtraction of fractions with like-denominators

Use four function calculators to solve problems

Use calculator to investigate skip counting by 2, 5, 10, 20, and 50

Identify the appropriate operation (multiplication or division) to solve simple story problems

Investigate the order property, the zero property, and the property of one for multiplication

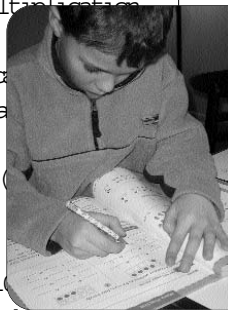
Use the following strategies to solve problems: Act It Out, Draw a Picture, Guess and Check,

Look for a Pattern, Make a Table, Make a List,

Work a Simpler Problem, and Work Backward

Solve extended numerical problems

Estimate sums and differences



Measurement

Relate inch to foot, foot to yard, yard to meter and meter to centimeter

Identify appropriate customary or metric measures for a given situation

Estimate, measure, and draw length to nearest $\frac{1}{2}$ inch and inch

Estimate, measure, and draw length using centimeters and meters

Estimate length and areas

Measure the perimeter of a rectangle, square and triangle using standard and non-standard measures

Introduce weight using ounces, pounds, grams, and kilograms

Investigate and estimate capacity using ounces, cups, pints, quarts,

gallons, and liters

Draw rectangles and squares to match concrete displays of rectangles and squares

Use concrete square materials to determine the area of a polygon

Estimate area using representations of customary and metric

square units

Solve real life problems involving volume

Understand terms - before and after and the hour

Distinguish between a.m. and p.m.

Relate time to fractions for half past and quarter past the hour

Read and interpret time tables

Tell time to the nearest hour, half hour, and quarter hour using analog and digital clocks

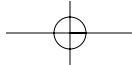
Explore relationships between seconds, minutes, and hours

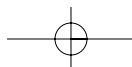
Use real life problems to calculate elapsed time (e.g., the time it takes from the start of recess to its end)

Write, solve, and discuss story problems involving time, elapsed time, and calendars

Read temperature amounts on Fahrenheit and Celsius thermometers

Locate places on a map using grid coordinates





Identify right angles
 Identify and draw lines of symmetry
 Identify and draw similar, congruent, and symmetrical figures using
 concrete and pictorial models
 Identify and classify angles, lines, and line segments
 Identify and classify geometric solids including prisms and pyramids
 Describe and compare the properties of plane and solid shapes, using concrete and pictorial models
 Construct models of plane and solid shapes

Statistics/Probability

and diameter of a circle

Sort and classify objects into groups by common attributes and explain the rule for each sort
 Identify objects or numbers that are the same or different by one attribute, or that do/do not belong in a matrix or an array
 Collect, sort, classify, and record data
 Explore a variety of ways for systematically recording, organizing, and analyzing data
 Construct graphs using data collected and interpret them
 Interpret information presented in a bar graph, pictograph, line graph, table, and chart
 Create horizontal and vertical bar graphs and pictographs from data in tables and charts
 Draw reasonable conclusions from graphs, tables, and charts
 Identify correct information from graphs, tables, and charts
 Discuss the likelihood that various events will occur
 Investigate the probability of a single event
 Solve problems involving elementary notions of probability
 Predict, record, and verify data to show the results of probability experiments using more involved events

SCIENCE

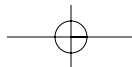
The Science curriculum was developed to meet the goals and content objectives of the National Science Education Standards. The curriculum is divided into three standards-based strands: Life Science, Earth and Space Science, and Physical Science.

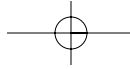


Life Science

What are ecosystems? Observe and describe the habitats of organisms within an ecosystem; recognize that organisms with similar needs compete with each other for resources
 What are forest ecosystems? Identify some living things that make their homes in forest ecosystems; recognize that living things have characteristics for surviving in different forest environments
 What are desert ecosystems? Identify some living things that make their homes in desert ecosystems; recognize that living things have characteristics for surviving in deserts
 What are grassland ecosystems? Identify some living things that make their homes in grassland ecosystems; recognize how living things are adapted for surviving in grasslands
 What are water ecosystems? Identify the two main types of water ecosystems; give examples of living things that live in each type of water ecosystem and conclude that living things in water ecosystems meet their needs in different ways
 How do animals get food? Recognize that the energy most living things get from food originated with the sun; conclude that all living things get energy from food

What are food chains and food webs? Recognize that animals depend on plants and other animals for ener-





Earth and Space

What are rocks & minerals? Describe what minerals and rocks are; give examples of the uses of minerals and rocks and identify the solid and liquid partitions of the earth's structure

How do rocks form? Identify the three types of rocks and how they form; describe the way people use rocks and describe the sequence of events in the rock cycle that can change one type of rock into another

What are fossils? Describe how fossils form; give examples of the different types of fossils; recognize where most fossils are found; describe how fossils show that life has changed

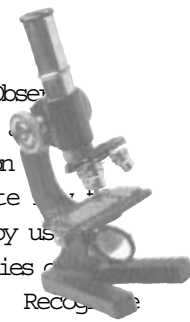
What are landforms, slow landform changes and rapid landform changes? Identify some of the forces that change the earth's surface; describe the ways different landforms look; recognize why landforms constantly change, describe how wind, water, and ice shape the earth's surface; identify earthquakes, volcanoes, and floods; describe how earthquakes, volcanoes, and floods change the surface of the earth

How do soils form, differ, and how can people conserve soil? Identify where soil comes from and how it

Physical Science

What are physical properties of matter? Observe physical properties of matter; identify matter solids, liquids or gases; describe evaporation How can matter be measured? Demonstrate gather information about mass and volume by using appropriate tools to identify physical properties of matter What are physical and chemical changes? Recognize that

matter has multiple forms and can be changed from one form to another; describe a chemical change and recognize that when two or more substances combine, a new



What are heat, thermal energy and temperature? Relate heat and thermal energy; explain how thermal energy affects matter; describe three ways in which thermal energy moves from place to place; compare tools for measuring temperature; explore ways to control thermal energy Describe three ways in which thermal energy moves from place to place; compare tools for measuring temperature and explore ways to control thermal

SOCIAL STUDIES

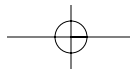
Students in Grade Three are involved in a multicultural mosaic of the influence a variety of cultures have had on the history of the American continent and on American cities, e.g., New York City, or Stamford. They also focus and learn about the contributions of Native Americans.

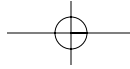
American Cities

- Immigration
- Environment
- Recreation, art, literature, music, religion, and education language
- Dress and customs of a specific immigrant population

Major Native American Tribes

- Crafts and art
- Dress
- Customs, celebrations
- Various modes of communications (folk tales, oral history, legends)





VISUAL ARTS

The basic elements and principles of design (drawing, painting, printmaking, sculpture, and crafts) form the basis of the units studied in the elementary grades. Students achieve a level of understanding and skill that will prepare them for lifelong enjoyment and involvement in the visual arts

Media, Techniques, and Processes

Differentiate between a variety of media, techniques, and processes

Describe how different media, techniques, and processes cause

different effects and personal responses

Use different media, techniques, and processes to communicate ideas, feelings, experiences, and

Elements and Organizational Principles of Art

Use art media and tools in a safe and responsible manner
Identify the many ways visual characteristics are used to convey ideas

Describe how different expressive features and ways of organizing them, cause different responses

Use the elements of art and principles of design to commu-

Subject Matter, Symbols, and Ideas

Discuss a variety of sources for art content

Select and use subject matter, symbols, and ideas to communicate meaning

The Visual Arts in Relation to History and Cultures

Recognize that the visual arts have a history and variety of cultural

purposes and meanings

Identify specific works of art as belonging to particular styles, cultures, times, and places

Create art work that demonstrates understanding of how history or

culture can influence visual art

Interpreting and Evaluating Art Work

Identify various purposes for creating works of art

Describe visual characteristics of works of art using visual arts terminology

Recognize that there are different responses to specific works of art

Describe personal responses to specific works of art using

visual arts terminology

The Visual Arts in Connection to Other Disciplines and Daily Life

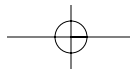
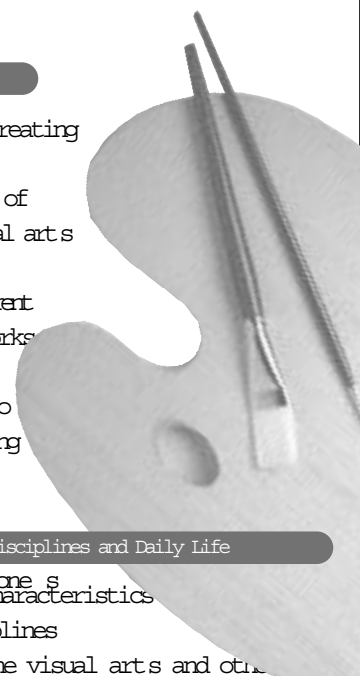
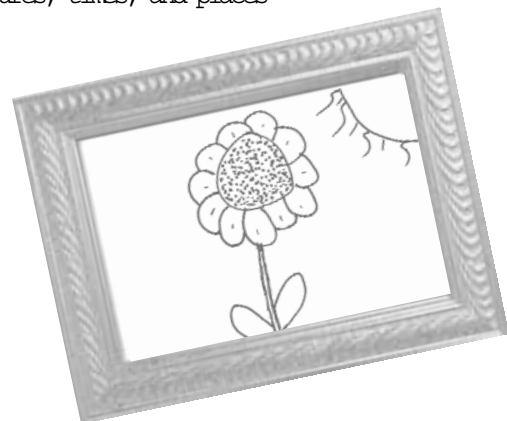
Identify the process of creating one's connections between characteristics of the visual arts and other disciplines

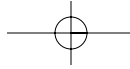
Identify connections between the visual arts and other disciplines in the curriculum

Describe how the visual arts are combined with other arts in multimedia work

Demonstrate understanding of how the visual arts are used in the world around us

Recognize that works of visual art are produced by artisans and artists working in different cultures, times, and places





MUSIC

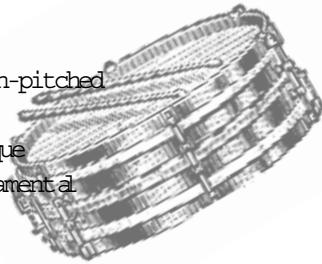
The Stamford Public Schools music curriculum provides opportunities for students to develop their abilities in keeping with state and national content standards. Areas of study include vocal performance, music reading and notation, listening, creating, movement, and history and culture.

Singing

Sing alone and with others a variety of songs in unison and parts, developing vocal technique

Playing An Instrument

Play appropriate pitched and non-pitched instruments in unison and parts developing instrumental technique
 Play recorder, developing fundamental woodwind techniques



Creating Music

Improvise and arrange music within specified guidelines

Responding To Music

Respond to music through more advanced movement, games, and dances
 Explore and experience music in relation to history and culture

PHYSICAL EDUCATION

Students will become competent in a variety of physical activities. They will understand and apply principles of human movement to the learning and development of motor skills. Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression, and

Physical Activity

Change directions and pathways while moving through space in order

to not collide with others

Travel and smoothly change directions or movements to music with

sets (measures) of three or four beats

Throw balls of various sizes and weights to an appropriate target or

partner using a smooth overhand motion

Dribble (hands/feet) in a group in a bounded area without losing

Human Movement

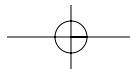
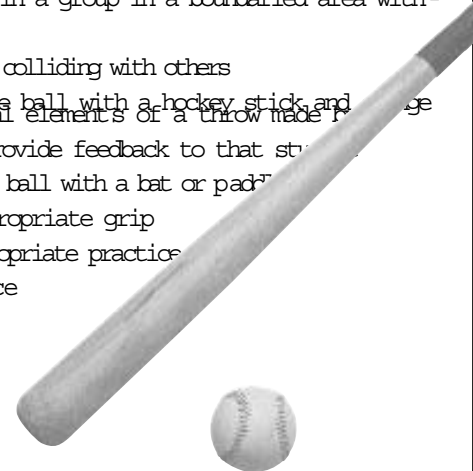
or colliding with others
 Dribble a whiffle-type ball with a hockey stick and recognize the critical elements of a throw made by

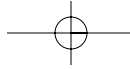
fellow student and provide feedback to that student

Strike a softly thrown ball with a bat or pad

demonstrating an appropriate grip

Understand that appropriate practice improves performance





Fitness

Engage in moderate to vigorous physical activity outside of gym class

Participate in a wide variety of activities that involve locomotor, nonlocomotor, and manipulation of objects outside of physical education class

Sustain vigorous activity for more than ten minutes

Responsible Behavior Activities that are vigorous

Practice specific skills as assigned until the teacher signals the end of practice

Honestly report the results of work

Assist a partner by sharing observations about skill performance

Respect for Differences

Display consideration of others in physical activity settings
Demonstrate the elements of socially acceptable conflict resolution

Benefits of Physical Activity

Use physical activity as a means of self-expression

Enjoy feelings resulting from involvement in physical activity

Celebrate personal successes and achievements and those of others

Try new activities willingly

For more information about the 3rd grade curriculum, call:
Mr. Sidney Abramowitz 203.977.4906 or
Dr. Margaret Queenan 203.977.5106

Credits

Photography: Kevin McDevitt

Illustration: Aleks Taylor, Toquam School; Christine Geils and Kelly Nieson, Springdale School

Design: Taylor Design, www.taylor-design.com

