

# 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 standards of learning. 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.

### Literacy Curriculum

Literacy will be stressed throughout the day, and also during literacy workshops, which include word study, reading, and writing; handwriting; and other subject areas. Oral and written communication is stressed in the Green Room. Practicing these things at home is important for literacy development. 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.

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 standards and goals.

Formal and informal literacy assessments drive instruction in the Green Room. In addition to being provided written assessments, students are informally assessed as they work in small groups, large group, and independently.

### Literacy Workshop with a focus on writing

Writing workshop is comprised of direct instruction, modeling, and practice in the forms of mini-lessons, read-aloud, writing invitations, independent writing, and conferring about writing.

- **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** – Often, the teacher models and thinks aloud during this time. The teacher confers with the students as needed and observes during the writing 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 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. Locating words in the dictionary is allowed as well when appropriate. 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, we discuss aspects of students' writing and include standards of the written language. These are often brief

encounters that focus on correcting one kind of mistake or revision scaffolded with a checklist. Written feedback is also given on formal writing projects and rough drafts as appropriate.

- **Share Time** allows students to show their classmates their writing. 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.

### Literacy Workshop with a focus on reading

Reading workshop is a 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 Workshop is student-centered and interactive. Reading instruction includes time for independent reading, shared reading, listening, oral communication, direct instruction, and reacting and reflecting on reading. These occur in the formats of free choice reading, literature circles, assigned independent reading, listening, partner reading, and reading response. I guide the students' choices for literature using formal and informal reading assessments. I use **Qualitative Reading Inventory** 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 current needs. This allows students to read at their reading level, regardless of their grade level. A third-grader, for example, could be reading fifth grade level books if it is appropriate for that student. 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 in preparation for literature circles in the spring and in older grades as well as building life-long comprehension habits.

### Word Study is Spelling

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 her/his 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 needs of each student, and groups are re-formed when necessary. For students that are using the *Words Their Way* curriculum, Students are expected to study the words at home from the sorts completed in class. Some of the words in the sorts are on the spelling test as well as some application words. Each group has their own spelling test. For students using the *S.P.I.R.E. (Special Program Individualizing Reading Excellence)* curriculum, a spelling test is not given but sounds are assessed through a weekly dictation activity. This is another way we differentiate based on students' developmental levels; students read on their appropriate instructional level, and we also want to encourage spelling growth on the appropriate level.

### 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

- 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

### **Strand: Reading**

#### Program Goal: Decoding

- use knowledge of vowel patterns to sound out multi-syllabic 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
- 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 biographies and autobiographies
- 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 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, including irregular plurals
- use 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 correctly spell words

- edit writing (with help) for correct grammar, capitalization, punctuation, and spelling
- 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, 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 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 model
- organize information and events logically
- write descriptive paragraphs using a seven-sentence paragraph model and webbing
- use reference materials and document sources with title, author, and publication dates for short reports
- 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. Math takes place in various forms in the Green Room: differentiated math groups, whole group instruction and discussions, small group problem solving, individual practice, and games and manipulatives. Math journals give the children a chance for individual practice. All students have daily work they must complete.

We use the *Everyday Mathematics* program and provide differentiation. Students are challenged or given extra practice as needed. This 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. Formal math assessments are given at the end of each unit. Teacher comments are included with the assessment and given to the families. As we begin each new unit family letters are sent home that describe the upcoming concepts. In these letters are answers to the homework, as well as games and activities that families can do together to help build knowledge and confidence in math.

#### 3<sup>rd</sup> grade Math Key Concepts

- explain multiplication in terms of equal groups
- solve equal shares and equal groups division problems
- solve “What’s My Rule?” problems by solving for unknown and applying rules
- solve 2-step number stories
- estimate to check work
- round to the nearest 10
- round to the nearest 100
- tell and write time
- tile a rectangle and measure area by counting tiles
- identify rectangles
- create a picture graph
- solve problems using information from graph
- measure lengths to the nearest  $\frac{1}{2}$  inch,  $\frac{1}{4}$  inch, or whole centimeter
- identify and represent fractions
- determine the unknown in multiplication and division equations

- divide within 100
- use order of operations to complete problems correctly
- multiply within 100
- solve problems with fractions of collections
- recognize and generate equivalent fractions using fraction tools
- compare fractions using fraction tools
- add within 1000
- use a number line to represent fractions
- model 2-step number stories with equations, using a letter or symbol for unknown
- solve number stories involving time intervals by adding or subtracting
- solve extended multiplication facts
- solve problems involving perimeters of polygons
- recognize quadrilaterals
- subtract within 1000
- create a line plot

### Theme work: Science, Social Studies, and other 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

September: Basic American Principles and Geography

October: Natural Cycles

November and December: Energy Resources

January: Ancient Greece & Rome (Foundations of Our Government, Contributions)

February: Matter Investigations

March: Empire of Mali & Economics

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

Current events are studied throughout the year with the use of classroom periodicals.

### Science Objectives

Scientific Investigation, Reasoning, and Logic

- choose a 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
- describe results in prose
- make conclusions about experiments
- ask further questions after experimenting
- answer questions about a group of data
- graph data
- make measurements in U.S. Customary units and Metric units
- design and create models, dioramas, and 2-dimensional representations

Matter

- recall five states of matter (Bose-Einstein condensation, solids, liquids, gases, plasmas)
- describe the relationship between the states of matter
- describe what physical changes are occurring and how it affects the material
- describe how molecules move within different states of matter
- investigate densities of liquids
- define crystal; observe crystal growth

- explore and experiment how acids and bases make carbon dioxide
- understand all energy comes from the sun

#### Life Processes and Living Systems

- understand how adaptations allow for survival
- identify specific 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 environment
- describe interdependence between animals and plants
- understand the effects of fire, flood, disease, erosion on 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 the concepts of soil, natural resource, sand, silt, clay, rock, humus,

#### Earth Patterns, Cycles, and Change

- understand the basic patterns and cycles that affect our lives on earth (day and night, seasons, moon phases, tides, basic life cycles of animals and plants)
- describe the water cycle including
  - energy from the sun drives the water cycle
  - evaporation, condensation, precipitation, transpiration, accumulation
  - living things need water
  - conservation of water

#### Earth Resources

- understand that all energy comes from the sun
- describe nonrenewable energy sources: their origin, pros and cons of using them
- describe renewable energy sources: process to collect them, pros and cons of using them
- describe conservation efforts of energy resources

### Social Studies Objectives

#### 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 basic landforms and how they formed
- 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
- create a map of the empire of Mali and Africa including gold and salt mines

#### History

- know what a contribution is
- explain what a direct democracy is and what a representative democracy is
- explain the important elements of architecture and forms of art in Ancient Rome and Greece
- explain the origins of the Olympic Games today

- 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 including, but not limited to George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., Cesar Chavez, Ruby Bridges, Ruth Bader Ginsberg, and Sonia Sotomayor 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
- 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

- create a geography book defining and illustrating key geographical concepts
- 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 government 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 acquired in class 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
- explain the purpose of rules and laws
- explain the basic purposes of government
- explain the government protects rights and properties of people
- explain the importance of the basic principles that form the foundation of a republican form of government
- describe the challenges Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., Cesar Chavez, Ruby Bridges, Wilma Rudolph had to overcome because of inequality and racism
- describe how people can serve the community by learning about and participating in a yearly service project
- research a famous individual and their contributions. Complete a project including a report, a timeline, and a portrait to present at History Night.

#### Forms of Assessment

- Writing: self and peer-editing, self-reflection, writing samples, observation records, evaluation by teacher
- Word Study and Spelling: Spelling Inventory, observations, demonstration of skills in writing and reading, weekly tests or dictation, collected data from journal writing
- Reading Workshop: observations, *Qualitative Reading Analysis*, projects and independent work related to readings
- Math: assessments from teacher/publisher created materials, daily practice, application of skills into large-group lessons and small-group problem solving
- Science/Social Studies/projects: observations, written assessments, projects, rubric evaluation, self-evaluation

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

### 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 homework folder with an assignment notebook (planner) will be taken home each day. Students are responsible for writing down their assignments at the end of the day, and must get my initials on it before they leave. Please ask to see and sign this each day. I recommend students take a backpack to and from school each day. I also ask that they keep the planner and homework folder in their backpacks (or paper trays). These are their trusted places where they can always find what they need. Math homework is given as needed and is based on class lessons. Multiplication drills are given regularly and students move through the times tables. Students need to study each day for these. Students are expected to read each night. Additional homework is given as needed, and special projects related to themes are assigned throughout the year.

When students do not complete class work they are expected to finish it before the next school day. When possible, time is given to complete this work in class. If this is not possible, students are expected to complete it for homework or during playtime.

### Parent-Teacher Conferences

Parent-teacher conferences are held three times during the school year to review students' progress and to discuss continuing goals.