

Learning in Grade Three



Valley Stream District 13 Curriculum Overview

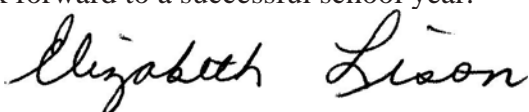
A Message from the Superintendent

Dear Parents,

Welcome to a new school year! This guide was developed by the professional staff of Valley Stream District Thirteen in order to provide you with important information about your child's educational program. It is offered to support parents and guardians in achieving the home-school collaboration necessary to afford our students the opportunity to reach their maximum potential. It is our hope that this document will serve to help you understand the learning goals for your child, as well as facilitate communication with your child's teachers.

District Thirteen supports a cohesive, developmentally appropriate, New York State Standards-based curriculum. A full listing and description of the New York State Learning Standards can be found at [http:// www.emsc.nysed.gov/top/learning.html](http://www.emsc.nysed.gov/top/learning.html). We offer a varied and challenging instructional program, in a nurturing environment that is conducive to teaching and learning. By working together we can provide our children with the richest educational experience possible. If you have any questions or comments, please feel free to contact your child's teacher, your principal, or me.

I look forward to a successful school year.



Sincerely,

Elizabeth Lison, Ed. D
Superintendent of Schools

Valley Stream UFSD Thirteen Goals

1. To foster positive dispositions and improve student performance in English Language Arts (reading, writing, speaking, listening).
2. To improve students' ability to think, reason, problem solve, and compute mathematically.
3. To differentiate instruction in order to meet the diverse learning needs of our students.
4. To teach students to respect and appreciate differences between and among people and cultures around the world.
5. To foster a sense of responsible citizenship in a caring and respectful community of learners.
6. To teach students positive strategies for conflict resolution.
7. To challenge students to construct a deeper understanding of the world around them through an inquiry based approach to science and social studies.
8. To infuse technology applications into all areas of the curriculum.
9. To develop abilities, talents, and creativity in music, art, and physical education.

INTEGRATED LANGUAGE ARTS

It is our goal to continue to foster our students' development of lifelong literacy habits—reading and writing for enjoyment and to learn more about the world in which they live. Instructional practices will continue to reinforce and strengthen listening, speaking, reading and writing skills and strategies. Through exposure to a variety of literary genres (e.g. fiction, non-fiction, and poetry), third grade students will have opportunities to:

Oral Communication

- Listen for appreciation and information
- Begin to listen critically
- Listen respectfully—avoid interrupting and give the speaker undivided attention
- Add to and build on the ideas of others in conversation
- Follow oral sequential directions appropriately
- Know how to ask appropriate questions for clarification
- Share information, ideas and opinions with others
- Express thoughts clearly—including relevant and accurate information

Reading

- Continue to practice the habits of lifelong readers—reading independently for sustained periods of time · Read for a variety of purposes—to seek, confirm or clarify information, or for entertainment or aesthetic response
- Make and support predictions about texts
- Read aloud with appropriate fluency, phrasing and accuracy—using phonics and context cues to
 - determine pronunciation and meaning · Read purposefully—asking questions before, during and after reading · Monitor own reading for meaning—identifying confusing words, sentences and/or text passages · Reread to self-correct, clarify or for additional information · Use and interpret figurative language, points of view, mood and tone · Identify the elements of a story or narrative text—characters, setting, problem, plot, events, solution · Demonstrate understanding by retelling and/or summarizing text · Refer to text and other visual information (e.g. illustrations, charts and graphs) when interpreting or explaining · Begin to distinguish between fact and opinion · Identify themes and important ideas in poetry, fiction and non-fiction texts (e.g. magazine and newspaper feature articles, and primary source documents) · Identify the author's purpose and/or style of writing · Utilize a dictionary, glossary, thesaurus and other resources (e.g. Internet) · Respond to literature both verbally (e.g. literature study circles) and in written form (e.g. reading response, journal entries, post-it notes, charts, etc.) · Use appropriate technology to foster the development of the above listed skills, strategies and dispositions

Writing

- Write for a variety of audiences and purposes—responses to literature, to tell a story, to inform others and

functional writing (e.g. how-to manuals)

- Write independently for extended periods of time
- Use a variety of types of sentences (e.g. statements, questions and exclamations)
- Develop a paragraph with supporting details related to a main theme or idea
- Use rich and varied vocabulary related to specific topics, themes or settings
- Create pieces of writing with a clear organization and structure
- Learn to revise, edit and evaluate their own work using appropriate spelling strategies, punctuation and grammar rules
- Begin to use cursive handwriting
- Use desktop publishing software to foster the development of the above listed skills

1

MATHEMATICS, SCIENCE, AND TECHNOLOGY (MSTe)

“Education begins with the curiosity of the learner.” -John Dewey

The most effective way for elementary students to construct a foundation in Mathematics, Science, and Technology is through hands-on experiences. The Valley Stream District Thirteen Mathematics, Science, and Technology Curricula are based upon both the National and Statewide Standards. Students are guided in active and extended inquiry, using mathematical analysis, inquiry based approaches, and engineering design, as appropriate, to pose questions, and seek answers. The focus is thus on student understanding of content information and inquiry process skills. Students are motivated to make and discuss with their peers their own discoveries, while drawing conclusions, which reflect a multitude of ways to reach a solution. This empowers the students to become independent thinkers who are enthusiastic about mathematics, science, and technology education.

MATHEMATICS

The third grade Mathematics Curriculum focuses on five process strands: problem solving, reasoning and proof, mathematical communication, connections, and representations. Interweaved into these process strands are five content strands: number sense and operations, algebra, geometry, measurement, and statistics and probability. The entwining of these content strands and process strands will allow our children to become mathematically proficient in conceptual understanding, procedural fluency and problem solving. Our district’s Mathematics Curriculum has been aligned with the revised New York State Standards for Mathematics. <http://www.emsc.nysed.gov>

MATHEMATICS CONTENT STRANDS

Number Sense and Operations

- Demonstrate knowledge of basic facts of addition and subtraction up to and including 3 digit numbers
- Read, write, compare and order numbers up to 1,000; identify place value up to 1,000
- Understand the concept of operations of division and multiplication and their relationships
- Develop an understanding of fractions
- Use critical thinking skills and logical reasoning to solve problems using a variety of strategies
- Compose and decompose 3 digit numbers
- Understand communicative property of addition and multiplication
- Understand associative property of addition
- Identify odd and even numbers and their properties
- Estimate numbers up to 500
- Use estimation to check validity of answer

Algebra

- Use symbols $<$, $>$, $=$ (with and without number line) to compare whole numbers and unit fractions
- Describe and extend numeric (+, -) and geometric patterns

Geometry

- Understand the attributes of length, capacity, weight, time and temperature
- Identify and classify geometric figures and geometric operations
- Identify 2 dimensional and 3 dimensional shapes
- Identify the faces on a 3 dimensional shape as 2 dimensional shapes
- Explore lines of symmetry

Measurement

- Tell time to the minute, as well as elapsed time
- Relate unit fractions to the face of a clock
- Estimate and measure using standard and non-standard units for measuring area, perimeter and volume
- Count and represent combined coins and dollars, using currency symbols (\$0.00)
- Compare capacities using terms such as more, less
- Measure capacity using cups, pints, quarts, and gallons
- Probability and Statistics
- Interpret graphs and charts
- Make predictions and draw conclusions from data
- Collect and record data using observations and surveys
- Display data in pictographs and bar graphs
- Read, interpret, make predictions and formulate conclusions using data in pictographs and bar graphs

SCIENCE

The third grade science program is aligned with the key content and process ideas of the New York State Standards for Math, Science and Technology. Our district is utilizing the *Science 21: Science in the 21st Century* comprehensive curriculum, designed to provide students with a hands-on, inquiry based learning experience. The program's content is relevant to students' everyday lives and promotes students' development of appropriate problem-solving skills. At all grade levels *Science 21* begins with a unit on science processes and investigation tools. This is followed by a balance of physical, earth and life science units.

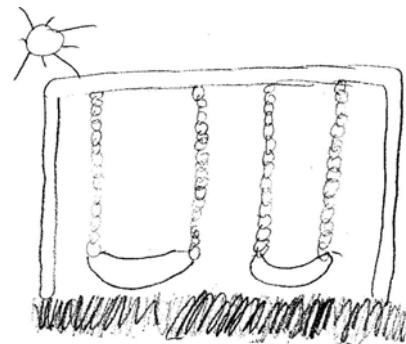
The units listed below will engage students in exploring cycles in the natural world:

- Investigating Plant Cycles
- Investigating Electricity
- Investigating the Water Cycle
- Investigating the Animal Cycle (Butterflies)

HEALTH

The health curriculum is designed to foster better health by meeting four specific performance objectives: knowledge; values; life skills and critical thinking. Students in third grade will:

- Develop an awareness of safety in the home
- Develop an understanding of the functions of the eye
- Appreciate the importance of proper nutrition
- Develop an awareness of the digestive process
- Understand what makes up a healthy community
- Build self-esteem and develop positive attitudes and values
- Recognize the similarities and differences of families
- Know the dangers of substance abuse
- Identify viruses and bacteria and how they are spread
- Develop an awareness of an sensitivity to the physically impaired
- Discover the functions of the skeletal system
- Develop strategies to avoid abduction



SOCIAL STUDIES

The third grade social studies program allows students to explore communities around the world. This helps promote respect and a greater understanding of cultural and geographical diversity. These communities are studied using five perspectives: geographical; economic; social/cultural; political and historic. Current events are discussed throughout the school year.

Students in third grade will:

Geographic

- Explore the location of places on maps and globes including CDROM reference software
- Understand and use correct map symbols and terms
- Comprehend differences in physical features (land forms and topography)
- Develop an appreciation for environmental and geographic factors that impact development and lifestyle of a community
- Understand the ways in which people adapt to and/or change their environment

Economic

- Appreciate the importance of human and natural resources in a community
- Develop an understanding that communities consist of producers and consumers of goods and services
- Comprehend the importance of industry in providing jobs, goods and services
- Generalize the fact that families in all communities around the world have needs and wants

Social/Cultural

- Compare world communities for cross cultural differences and similarities
- Examine how technology impacts communities
- Understand and respect cultural diversity

Political

- Understand that students have rights, rules and responsibilities in school
- Recognize the need to develop rules and laws to govern and protect community members
- Build an understanding that people in communities can plan, organize and make decisions for the common good
- Appreciate the differences of opinion between community members in issues involving the common good
- Develop the awareness of the symbols of a nation as well as the patriotic celebrations

Historical

- Develop an understanding that communities change over time
- Consider the ways communities of the future may be different



LIBRARY

The mission of the Library Media Program is to create lifelong readers and seekers of information.

Our aim is to have our students feel comfortable and at home in any library within the United States and to be able to locate and retrieve any information sought. Our students must be able to access, evaluate and use information from various sources and formats. Using this newfound knowledge, our students will be able to think critically, construct meaning, and solve problems.

Our program is designed to provide our students with a spiral approach to developing literacy and research skills. This approach is defined by the New York State Standards and the American Association of School Libraries' Information Standards for Student Learning. The Library Program is an integral part of the school community. The third grade Library Program includes:

Information Literacy

- Introduction to a variety of authors, illustrators and genres, as well as Caldecott winners
- Identifying the distinguishing features of nonfiction books: captions, diagrams, table of contents, index, glossary, bibliography, timelines, and suggested web sites
- Investigation of folktales and fables (398.2) comparing and contrasting like stories, and exposure to other countries and cultures through folktales
- Comparing and contrasting two books with a similar theme
- Introduction to reference materials: dictionary, encyclopedia, thesaurus, and atlas

Independent Learning

- Library arrangement: introduction to location and arrangement of easy fiction, fiction, nonfiction, biography and reference
- Introduction to the OPAC: searching for information in three ways – title, author, subject
- Comprehension skills: analysis of plot, setting, characters, point of view, and style

Social Responsibility

- Participation in book discussions
- Introduction to the concept of copyright or ownership of ideas

ENRICHMENT

The purpose of the enrichment program is to provide all students the strategies for higher order thinking skills across all curriculum areas. The Talents Unlimited Program is designed to help teachers recognize and nurture the cognitive abilities and talents in all children. This multiple talent approach develops critical creative thinking skills and enhances self-image. This program will:

- Develop five talent areas
 - productive thinking, communication, forecasting, planning and decision making
- Recognize that all children have abilities and talents in a variety of areas
- Provide the opportunities for problem solving and critical and creative thinking throughout the curriculum

ART

Our visual arts curriculum is derived from the New York State Standards for the Arts at the Elementary Level. In a program of sequential learning and discovery, students explore a wide range of media and techniques in their art work. Encouraging creativity, using problem-solving techniques, developing visual literacy and analysis, and learning about cultures and their artistic contributions are important aspects of our program.

Art teachers in each building maintain a portfolio of examples of students' work from kindergarten through grade six.

In **THIRD GRADE** children...

- reflect on and analyze works of art in various media
- learn to use drawing and painting software programs
- create more complex works of art based on observation, recall and imagination
- continue to develop technical skills in various media.

MUSIC

The general music curriculum begins in kindergarten and is broadened, developed and practiced from grades one through six. The material which is covered can be organized into fundamental areas of music knowledge and expression. The four main areas which comprise the music curriculum throughout the elementary school years are: the singing voice; rhythm; melody and other musical elements. Various units of musical study are developed from the following curriculum criteria for grade three, as students:

- Establish melodic direction (ascending, descending or same pitch) with a variety of exercises

- Begin learning the recorder
- Create their own simple tunes using assigned pitches
- Play their tunes on simple keyboard/mallet percussion instruments
- Identify known songs from hearing the melody played
- Work on music articulation such as dab, punch, glide, float and flick
- Work on improvisation using vocals and body percussion



PHYSICAL EDUCATION

The overall aim of elementary physical education is to provide for the optimal physical, social, emotional and intellectual growth of children in light of their needs and interests.

Students will have the necessary knowledge and skills to establish and maintain physical fitness. Participate in physical activity and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will understand and be able to manage their personal and community resources.

In Third Grade children...

- Develop physical fitness skills through regular practice, effort, and perseverance.
- Apply the concepts and principles of human movement to the development of new skills (catching objects while moving, striking moving objects).
- Understand the effects of activity on the body and the risks associated with inactivity.
- Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication.
- Contribute to a safe and healthy environment by observing safe conditions for games and activities.
- Will be introduced to, and participate in, skill and group games.
- Will be made aware of opportunities in their community to engage in physical activity.

SPECIAL EDUCATION

District Thirteen offers students with disabilities an appropriate educational program designed with specific goals and objectives that meet individual needs. The district is committed to the attainment of goals that emphasize excellence in all students regardless of disabilities.

The Committee on Preschool Special Education (CPSE) is responsible for recommending appropriate services for the preschool population, based on evaluation results. Similarly, the committee on special Education (CSE) recommends appropriate services for our school-aged youngsters.

Programs and services are based on students' current evaluations, assessments of abilities and needs and development of goals and objectives that are included in a child's Individualized Education Plan (IEP).

A wide spectrum of special education related services and programs such as resource room, speech, counseling, occupational and physical therapies, participation in a collaborative inclusive classroom, and placement in self-contained classes are available with District Thirteen to support the needs of students with disabilities within the general educational setting.

Valley Stream District Thirteen prides itself on building close working relationships between the CPSE, CSE, school staff, school district administrators, parents and community to ensure that all students have the opportunity to succeed.

ADDITIONAL SERVICES

PROGRAM FOR GIFTED STUDENTS Grades 3-6

The pull-out portion of the Enrichment Program is designed to meet the needs of identified highly gifted students who have been screened and evaluated. Each student will be encouraged to achieve their maximum potential. The program will be structured around creativity; problem solving and research; scholarship and interpersonal relationships.

The program will enhance the student's ability to:

- Demonstrate higher level thinking skills – critically examine and judge information and ideas; generate unique, creative concepts; define, investigate and solve real problem situations
- Acquire and produce original knowledge – process information to yield “new” knowledge; express ideas or knowledge in a project form; share that product with an appropriate audience
- Relate what is learned to personal growth – understand the implication of ideas and issues; develop confidence in self to accomplish intended goals

SUPPLEMENTAL READING, WRITING AND MATHEMATICS

District Thirteen provides small group instruction for children in grades one through six who require remedial assistance in reading, writing and mathematics. This instruction is provided by specialists who work closely with the classroom teacher. The district provides supplemental instruction designed to support students by developing and enhancing skills and concept development necessary for success.

ENGLISH AS A SECOND LANGUAGE

Approximately twenty foreign languages are spoken by youngsters in District Thirteen. The ESL program, currently a small group pull-out program, contains four basic components: listening, speaking, reading and writing.

The overall goals of the ESL Program are to:

- Enable the learner to achieve communicative and linguistic competence in English, including learning in the content areas.
- Facilitate the socialization and acculturation process by integrating limited English proficient students and their English-speaking peers into extracurricular activities.
- Develop the learning strategies and classroom behaviors that are necessary for academic success

UNITY

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind,
And they fashioned it with care.

One was a teacher; the tools he used
Were books and music and art;
One, a parent with a guiding hand
And a gentle, loving heart.

Day after day the teacher toiled,
With a touch that was deft and sure,
While the parent labored by his side
And polished and smoother it o'er.

And when at last their task was done
They were proud of that they had wrought,
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed he would have failed
If he had worked alone.
For behind the parent stood the school,
And behind the teacher the home.

Anonymous

Contributors to Revision of Curriculum Overviews

Eileen Hodrinsky, Assistant Superintendent for Curriculum & Instruction Lisa Sells-Asch, Director of Special Services Teresa Bolz Edmund Chiarello Denise DeMeo Pam Gordon Julia Healy Iris Kohn Roxanne MacDonald Renee McShane Kevin Olsen Nada Tannen Carole Anne Weik

Design & Preparation by Julia Healy Valley Stream District 13 Layout and Printing by the
Instructional Services Center,
Valley Stream Central High School District



VALLEY STREAM DISTRICT 13
Board of Trustees

Cathy Subbiondo
President

Jeanne Greco Jacobs
Vice President

Frank Chiachiere, Ph.D.
Debra Evans
Bonnie Gorham
Michael Mastrocinque
William P. Stris

Administration

Elizabeth Lison, Ed.D.
Superintendent of Schools

Meredith Brosnan
Assistant Superintendent for Business

Eileen Hodrinsky
Assistant Superintendent for Curriculum and Instruction

Lisa Sells-Asch
Director of Special Services

Principals

Darren Gruen
James A. Dever School

Frank Huplosky
Howell Road School

Christine Zerillo
Wheeler Avenue School

Stephanie Capozzoli
Willow Road School