

DEAR PARENTS AND CAREGIVERS:

We recognize that you are your child's first and most important teacher and that it is our responsibility to build on your efforts by providing the rich set of learning experiences outlined in this curriculum digest.

Our curriculum follows the hundreds of pages of the Massachusetts Department of Education Curriculum Frameworks. This curriculum digest, therefore, is only a summary, but we believe the summary paints a vivid picture of the abilities and skills your child will develop this year. If you would like additional details about our curriculum expectations, please ask your child's teacher or download copies of the Massachusetts Frameworks from the Department of Education website at: <http://www.doe.mass.edu>.

As we deliver this curriculum we strive to provide all students with the skills and knowledge that they need to be successful in a complex world. We do this by providing an educational environment that is supportive of individual differences and where all people are valued and respected. Finally, we recognize how critical the parents and community members are to achieving this mission.

We look forward to communicating with you while we help your child to have a productive and rewarding year.



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Assistant Superintendent of Curriculum,
Assessment, and Instruction

ENGLISH LANGUAGE ARTS

Language *Students will:*

- Prepare oral presentations with an awareness of audience and purpose.
- Understand and acquire new vocabulary, and use it correctly in reading, writing, and speaking.
- Practice Standard English grammar and usage.

Reading and Literature *Students will:*

- Decode complex works automatically in context, using a variety of decoding strategies.
- Read, comprehend and respond to fiction, nonfiction, and poetry through retelling, summarizing, extending, and making inferences.
- Identify main idea with supporting details, cause and effect, problem/solution, descriptions, and compare/contrast across texts.
- Recognize poetic elements of simile, metaphor, and personification.

Composition *Students will:*

- Use the writing process model of planning, drafting, improving, editing, and publishing written works.
- Use knowledge of Standard English conventions in writing, revising, and editing written work.
- Write a paragraph with a clear focus, coherent organization, and sufficient detail.
- Demonstrate improvement of idea development, organization, word choice, and level of detail in their compositions after proofreading and revising.
- Begin learning how to write in cursive.

Media *Students will:*

- Compare stories in print with their filmed adaptations, describing similarities and differences of character, plot, and setting.

Major Projects/Events

- Morning Meeting
- Biography—research, summaries, and timelines
- Reading Logs/Book Reports

Major Resources Used

- Scott Foresman Reading
- Write Source
- Collins Writing

MATHEMATICS

Number Sense and Operations *Students will:*

- Read, model, write, compare, and order numbers to 9,999.
- Identify Place value up to 9,999.
- Know basic addition and subtraction facts 0-20.
- Recognize odds, evens, and multiples.
- Relate multiplication facts to corresponding division facts.
- Use Commutative and Associative properties of addition and multiplication.
- Select and use appropriate operations (add, subtract, multiply, divide).
- Recognize the use of and model various forms of multiplication through 12×12 .
- Know multiplication facts 0-5; work with multiplication facts 0-12.
- Add and subtract, with regrouping, up to 4 digits.
- Round whole numbers through 1,000 to the nearest 10, 100, & 1,000.
- Estimate quantities, measurements and computations (+, -, x) up to 2 digits; estimate amounts of money up to \$100, and estimate to judge REASONABLEness of answers to problems.
- Identify and represent fractions with denominators of 2-10 and mixed numbers with halves, thirds, and quarters.
- Locate fractions on a number line (think "rulers").
- Use objects and models to add and subtract common fractions with common denominators (halves, thirds, fourths, sixths, and eighths).

Patterns, Relations, and Algebra *Students will:*

- Use pictures, models, tables, charts, graphs, and number sentences to interpret math relationships.
- Solve number sentences with missing elements.
- Use symbol and letter variables to represent unknowns in equations and inequalities.
- Predict possible outcomes and combinations in a variety of mathematical situations.

Geometry *Students will:*

- Identify number of sides, faces, corners, angles, and lines of symmetry in 2D and 3D figures.
- Describe and classify 2D and 3D shapes: circles, quadrilaterals, triangles, cones, spheres, pyramid, cylinder, cubes and rectangular prisms.
- Predict and explain results of taking apart/combining 2-dimensional shapes.
- Identify right, acute, and obtuse angles.
- Recognize similar figures.
- Describe and draw intersecting, parallel, and perpendicular lines.
- Introduce ordered pairs to locate points on a graph.
- Identify reflections, rotations, and translations.

Measurement *Students will:*

- Demonstrate an understanding of such attributes as length, area, weight, and volume and select the appropriate type of unit for measuring.
- Convert within a system of measurement.
- Tell time to the nearest minute on a digital or analog clock and compute time using a clock and a calendar.
- Use the appropriate units and tools to estimate, measure, and solve problems involving length, area, weight, time, and temperature.
- Convert measurements (minutes to hours, inches to feet and yards, cents to dollars).
- Use diagrams, grids, and measurement to find area and perimeter of rectangles.

Data Analysis, Statistics, and Probability *Students will:*

- Collect, organize, and represent data on lists, tables, charts, and graphs.
- Classify outcomes as likely, unlikely, or impossible.
- List and count combinations from 3 sets/variables.
- Represent possible outcomes for a simple probability situation.
- Identifies patterns and variables to complete input/output charts.

Major Projects

- MCAS Information Night/Curriculum Night
- Geometry/Creative Art Project

Resources

- Scott Foresman Mathematics
- Department of Education Curriculum Standards

SCIENCE

Inquiry *Students will:*

- Ask questions.
- Make predictions and develop a hypothesis.
- Identify appropriate scientific instrument/tools.
- Conduct simple experiments and tests.
- Record data using graphs, charts, models, or reports.
- Compare results with predictions to form a conclusion.

Life Science *Students will:*

- Describe ways in which living things adapt to their environment.
- Differentiate between inherited characteristics of plants and animals and those affected by environment/climate.

Physical Science *Students will:*

- Identify properties of objects (size, shape, weight) and properties of materials (color, texture, hardness).
- Identify characteristics of solids, liquids, and gases based on their properties.
- Differentiate physical and chemical change.
- Sound energy.

Earth Science *Students will:*

- Explain how soil is formed (water and wind erosion, plant/animal decomposition).
- Recognize and identify properties of soil (color, texture, ability to retain water and support plant growth).

Technology and Engineering *Students will:*

- Identify appropriate materials, tools, and machines to extend our ability to solve problems and invent.
- Describe how engineering design requires creative thinking and strategies to solve practical problems generated by needs and wants.

Major Projects/Events

- Anole/cricket habitat and food chain study
- Sound Engineer at Fowler Lab

Resources

- Bill Nye videos
- Discovery Works Science- www.eduplace.com
- Green Meadow Science Resource Center
- Dana keyboards
- Food Pyramid

HISTORY/SOCIAL STUDIES

Theme: Massachusetts and Its Cities, Towns and History

Topic(s) Outline:

- Early Settlers and Their Encounters with Massachusetts Indians
- Our Struggle for Independence, Liberty, and Justice
- Our Town, Our State

History and Geography *Students will:*

- Identify important Indians at the time of the Pilgrims: Samoset, Squanto, Chief Massasoit.
- Identify who the Pilgrims were and describe: why they left Europe, challenges of settling in America, and events leading to the First Thanksgiving.
- Identify important developments leading up to and during the American Revolution: the Boston Tea Party, Lexington and Concord, leaders—Paul Revere, John Hancock, Sam Adams and John Adams.
- Locate the New England States and the Atlantic Ocean on a map.
- Use Map legends, titles, and cardinal directions to locate Maynard, Boston, and local geographic features on contemporary maps of Massachusetts.
- Farm to Factory, Lowell Mills.

Civics and Government *Students will:*

- Develop a class constitution of agreed upon rules.
- Experience democratic process and understand how people can influence local governments by taking part in class decision making.
- Identify how governments provide order and protect rights.

Economics *Students will:*

- Give examples of goods and services provided by local businesses and industries.
- Understand what a tax is and its purpose.
- Understand specialization in jobs and businesses.
- Understand wants vs. needs.

Major Projects

- Savings Makes Cents.

WELLNESS

Physical Education *Students will:*

- Perform all locomotive skills at mature levels of development.
- Catch objects thrown to either side of the body.
- Manipulate objects with hand and feet, keeping control while moving.
- Travel with stability in a variety of ways at different levels and on different equipment.
- Identify how various body parts are used to perform movement sequences.
- Use concepts of spatial awareness to understand passing and receiving in activities.
- Use equipment and space appropriately and safely.
- Identify and verbalize examples of cooperation and sharing in activities.

Health *Students will:*

- Identify appropriate health-related activities for each fitness component, e.g., flexibility, cardiovascular, muscular strength and endurance, and body composition.
- Identify the major behaviors that contribute to wellness (e.g., exercise, nutrition, hygiene, refraining from smoking, etc.).
- Identify food groups within the food pyramid and their contribution to

MUSIC

Students will:

- Produce a steady beat with drums.
- Demonstrate rhythm chanting, patterns, exercises with singing, and rhythm instruments.
- Show more advanced understanding of note values and rests.
- Engage in solo, small group, and whole group singing.
- Identify band and orchestral instruments through listening.
- Identify ethnic instruments through listening.
- Practice movement and folk dancing.
- Build repertoire of songs of varied styles.
- Practice recorder embouchure, tone, posture, hand position, C and D Scale, and recorder repertoire.
- Read treble clef.
- Explore set up of keyboard-pentatonic, C,G, and D scale.
- Learn music of America including spiritual, gospel, and songs and stories of the Underground Railroad. Learn about traditional American instruments. Choral and recorder groups with concert performances. Changing subjects depending on themes; cultural programs, composer unit; performances at morning meetings.

ART

Students will:

- Learn and use vocabulary related to materials and techniques.
- Practice proper use of art materials and tools.
- Learn Art History—individual artists and historical/cultural styles.
- Identify black, white, and gray.
- Use texture in drawings.
- Use coil construction in clay.
- Identify and use foreground, middle ground, and background as ways to achieve perspective (overlap, color, and size differences).
- Create an observational drawing portfolio.
- Select work for display.
- Keep a sketchbook.

LIBRARY/MEDIA

Students will learn:

- Areas of the library.
- Book selection using blurb and five finger test.
- OPAC (online public access catalog) to search for books.
- Title, author, keyword, and Boolean searching techniques.
- Introduction to Dewey Decimal System for locating nonfiction.
- Visual and auditory skills re: storytelling.
- Verbal response to and retelling of stories.
- Booktalking.
- Concepts of blurb, glossary, bibliography, and index.
- Concepts of character: major and minor, plot, and setting.
- Literature genres
- Use of print and online reference materials.

Major Projects/Events

- Author/illustrator/storyteller visit
- Reading Counts supplemental reading program

HOME/SCHOOL CONNECTION

Learning is a continuous process that involves the home as well as the school. Children need to see a relationship between the classroom learning experience and their lives out of school.

It is important for students to develop sound study habits at an early age. Children benefit greatly from the knowledge that parents are interested in and supportive of their education. The following are general guidelines for parental involvement in children’s education:

Keep informed of your child’s progress by:

- Taking time each day to talk with your child about school.
- Communicating with teachers regularly.
- Scheduling classroom visits.
- Volunteering time in the classroom at or at home.
- Attending parent conferences, Open House, and other school activities.

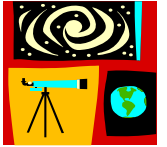
Help your child develop good study habits by:

- Establishing a regular routine for completion of homework.
- Providing a quiet time and place for study.
- Assisting your child with the completion and correction of homework, while ensuring the final product is reflective of the child’s understanding of the assignment.
- Maintaining a positive manner about your child’s school.

Develop attitudes that encourage learning by:

- Developing good nutritional, rest, and safety habits.
- Taking educational trips to pursue individual interests.
- Providing books, newspapers, and magazines.
- Encouraging your child to pursue reading and writing for pleasure.
- Using television and computers in educationally appropriate ways.
- Visiting and utilizing the public library.

Maynard Public Schools



A CURRICULUM OVERVIEW YOUR CHILD’S YEAR IN THIRD GRADE



Dr. Mark R. Masterson, Superintendent
Dr. Daniel Mayer, Assistant Superintendent
Bernadette McLaughlin, Principal, Green Meadow School

