

Third Grade Curriculum Guide

Bennington Elementary



Bennington Elementary
11620 N. 156th Street
Bennington, NE 6800

Mission

The mission of the Bennington Public Schools is to provide educational opportunities in a safe, caring environment that will prepare all students to meet the challenges of the future.

Reading

Reading Wonders is designed specifically for the State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction.

The program provides support for

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Using a rich range of diverse print and digital media, *Wonders* provides the instructional support and materials that were created to teach the rigor, intent, and depth of the new State Standards.

Literature Circles- As part of our preparation for 4th grade, 3rd graders will take part in literature circle novel studies. Students will read novels, actively participate in a discussion, and be responsible for carrying out a specific job related to the reading. This will take place sometime in the second semester.

MATH

Bennington Public Schools uses the Bridges in Mathematics curriculum that equips teachers to fully implement the standards for mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners. The curriculum focuses on developing students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex problems. Students in third grade will focus on multi digit addition & subtraction, multiplication & division, fractions, measurement, geometry and data.

Science

The science curriculum is based upon state and locally approved standards for student learning, as with all subject areas. Our curriculum will be taken from the Houghton Mifflin Harcourt Science Fusion series, along with additional teacher supplemented learning experiences. We will be covering life science, physical science, and earth science.

Social Studies

The social studies curriculum is based upon state and locally approved standards for student learning, as with all subject areas. Our curriculum will be taken from McGraw Hill Education-The United States Communities and Neighbors. We will be covering the geography of North America and the Caribbean, culture, economics, and government and civics.

Spelling/Grammar

Bennington Public Schools has adopted the spelling & grammar curriculum from Wonders. For spelling, the students' instruction will focus on spelling patterns, writing application, and word analysis. There is a weekly spelling list that students will be test over at the end of the week. For grammar, the curriculum supports the students' acquisition of grammar, usage, and mechanics skills. There is a weekly skill that will include daily practice followed by an assessment

Writing

At Bennington Public Schools, 3rd graders will use Being a Writer from the Center for the Collaborative Classroom. The students learn and apply elements of the following genres: narrative writing, expository nonfiction, opinion writing, functional writing, and poetry. The writing program encompasses the 6 + 1 trait writing model. The writing block is set up as a workshop model. Writing every day and conferencing with peers and the teacher weekly.

Handwriting/Typing

Zaner-Bloser is our handwriting curriculum. A review of manuscript writing will take place first followed by introducing cursive writing. Keyboard without Tears will be implemented as the keyboarding Curriculum. Keyboarding instruction will be introduced in Media and additional practice will be provided in the classroom.

Music

General/Vocal Music

Kindergarten – Grade 3

Content Standards

Music lessons teach the following sequentially from Kindergarten through third grade, throughout the year and the sequence of grades.

- ❖ Singing, alone and with others, a varied repertoire of music.

- High, medium, low ranges

- Sing a pentatonic song with pitch accuracy

- Sing from a varied repertoire of songs

- Sing songs from different cultures and different eras

- ❖ Reading and Notation of Melody and rhythm

- Steady beat, no beat, fast, slow

- Short and long sounds, silence and sound

Quarter notes, half notes, eighth notes, whole notes and corresponding rests, 2/4, 3/4, & 4/4 meters

Space notes, line notes, melodic contour, upward, downward, pitch names

Bar line, measure, double bar line, repeat sign, ties, phrases,

Accent, staccato, marcato, legato, syncopation

Loud, soft, pp through ff dynamic markings, cresc., decresc.

Pentatonic scale, major scale

Learn and use notes as pitches and rhythm on the music staff

Recognize when melodies move by step, skip or repeated notes

Learn pitch names

Sharps, flats, naturals, treble clef, ledger lines,

❖ Perform on unpitched instruments, recognize instruments by sight and sound

Play a steady beat on instrument

Play a rhythm to a known song

Use instruments properly

Play rhythm notation

Recognize instrument families of the orchestra and band

Introduce instruments from different cultures

❖ Introducing the structural components of form and harmony.

Same/ different, using pictures, icons, letter, patterns,

Call and response, question and answer, Introduction, Interlude

Sectional forms: AB, ABA, Rondo, Theme and Variations

Ostinato, round, countermelody, partner songs, harmony in 3rds & 6ths

❖ Composing, arranging and improvising melodies, rhythms, variations and accompaniments within specified guidelines as a class.

Listening to, analyzing, evaluating and describing music and music performances and styles

Listening to many different genres of musical style

Listening to or performing music of various cultures

❖ Understanding music in relation to history and culture.

Physical Education

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.

Guidance/Counseling

Guidance classes as well as small group lessons and individual guidance assistance are an integral part of the school curriculum. Guidance lessons are designed to promote student growth in three areas: social/emotional domain, academic/educational domain, and career/occupational domain.

The school counselor works with staff and parents in various ways to support a positive school experience for all students.

Art

The elementary art curriculum encompasses the Art Elements and Design Principles in a comprehensive art education model and uses the Nebraska K-12 Fine Arts Standards.

- **Line:** expressive line
- **Shape:** complex geometric shapes
- **Color:** color wheel, color mixing, intermediates, complimentary
- **Value:** gradual value scale, shading
- **Space:** positive and negative, foreground, middleground, background, horizon line, overlapping, depth
- **Form:** sculpture, drawing forms with value (cube, cylinder, cone, & sphere)
- **Texture:** actual, visual
- **Pattern:** alternating pattern
- **Balance:** symmetrical, asymmetrical
- **Movement:** movement

Technology

Kindergarten – Grade 6

Content Standards

Technology is taught sequentially from Kindergarten through sixth grade. New skills are introduced at each grade level. Mastery of age appropriate skills begins in second grade and continues on. Performance indicators have been determined for each grade and checklists have been developed to track the growth of skills for each student. Skills have been divided into 5 general areas with specific skills in each area.

Skills **Mastered** at Third Grade

- Proper way to exit a program
- Proper way to turn computer on and off
- Use proper body position for keyboarding
- Use of number and letter keys, shift key, and use of basic punctuation keys
- Use mouse to double click and drag
- Enter and delete text
- Understand wrap around text
- Use simple graphic software
- Access Teacher web sites
- Maneuver within web-based resources

Spanish

Spanish will meet once a week, in the classroom, for twenty-five minutes. The students will review past concepts learned in second grade, and then progress forward in the language. Students will learn the alphabet, numbers 1-100 and school supplies.

Report Cards

Each quarter students will receive a report card. In third grade, students will have a percentage grade, which corresponds with a letter for the core subject areas of Reading, Grammar, Spelling, Science, Social Studies and Math. The grade scale is as follows:

A+=99-100%

B+=91-92%

C+=84-85%

D+=75-76%

A=98-95%

B= 88-90%

C=79-83%

D=73-74%

A-=93-94%

B-=86-87%

C-=77-78%

D-=70-72%

F=69% and below

Assessment of Learning

Third grade students will be assessed throughout the year using NWEA Map Benchmarking Assessments. They follow student's progress from the fall, winter, and springtime. Students will also be benchmarked and given a guided reading level using the Fountas & Pinnell system. A comprehensive third grade standard based assessment (also known as the NSCAS) will be administered in the spring.

Homework Policy

Students will be given a weekly skills sheet that includes spelling, vocabulary, and reading skills to practice for their weekly assessments. This is not something they physically turn in.

Discipline Policy

Our discipline policy focuses on prevention focusing on the Disciple with Purpose (DWP) skills. By creating a positive environment with clear expectations, we hope to eliminate potential conflicts. Students are part of the establishment of their own classroom rules, and expectations are clearly defined by each teacher. Caught being good tickets are handed out daily to students to promote a positive classroom environment.