

WHITEFISH BAY SCHOOL DISTRICT

# *Parent Curriculum Overview*

## *Grade 3*



SCHOOL DISTRICT OF WHITEFISH BAY  
1200 E. FAIRMOUNT AVE  
WHITEFISH BAY, WISCONSIN  
[www.wfbschools.com](http://www.wfbschools.com)

For additional information see [www.wfbschools.com](http://www.wfbschools.com) click on the district office link and then select director of instruction

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a general overview of the core instructional program at each grade level.



Curriculum in the elementary level is designed to provide students with a strong foundation in basic knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six years through the district curriculum cycle. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

These standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. This balance between content (information and knowledge) and process (problem solving and real-world application) may be a shift in approach to the education you received when you were in primary school, yet should set the foundation for future learning in the 21<sup>st</sup> century.

The methods and instructional strategies in our classrooms bring the curriculum to life. First, we embrace Flippen's saying, "Once you capture a child's heart, you have his mind." Teachers develop trusting relationships with students, and amongst the students in the classrooms, in order to maintain a nurturing climate wherein learning will flourish. Reading and mathematics instruction are offered in flexible, large and small group settings. Hands-on learning activities develop conceptual understanding of mathematics, science and social studies. Students in grades first through fourth will have an hour of foreign language instruction each week. Strong programs for art, music, physical education and guidance, along with the integration of technology as a learning tool, are other important components that contribute to the vitality of the elementary-level program.

While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, *Beyond* programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

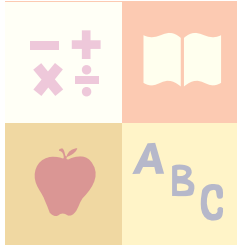
If you would like more information about the district curriculum, log on to [www.wfbschools.com](http://www.wfbschools.com) and select the district office link and then select director of instruction. On this website you will find links to curriculum overview documents, learning standards, and resources for parents. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the Instruction Office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity, willingness to confront the unknown, and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Laura Myrah  
Director of Instruction  
School District of Whitefish Bay

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## Grade 3 Mathematics

The purpose of mathematics education is to build the high levels of mathematical skills, processes, thinking, and problem solving necessary to meet the challenge of a changing technological society.

The third grade study of mathematics is designed to develop understandings of mathematical processes, and includes problem-solving, comparison, and estimation, as well as basic skills and computation.

Learning with *Everyday Math*, by the University of Chicago, students will explore exciting mathematical concepts throughout the school year. Students record their work in the consumable student Journal. This will involve teacher-led study, group work with teacher guidance, and hands-on learning activities done in pairs or individually. Materials include the textbook, an array of mathematical tools and manipulatives, as well as games.

For resources to support your child's learning of mathematics using the *Everyday Mathematics* curriculum, see the *Everyday Mathematics* parent handbook that was distributed to your family when your child was in first grade. Additionally, all 3-5<sup>th</sup> grade students are provided with a *Student Reference Book* with information on key skills and strategies that are used throughout the curriculum.

Starting with the 2006-07 school year, the *Everyday Mathematics* curriculum is augmented with resources from *Problem Solvers* and *Thinking with Numbers*. These programs are designed to assist students in their efforts to understand and use basic facts and apply their mathematical understanding to solve complex word problems.

In third grade, students will know and understand at a grade appropriate level:

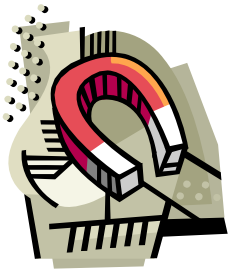
- counting patterns, place value, fractions, sequences, decimals, integers and whole numbers through 1,000,000.
- operations with fractions and money.
- beginning multiplication and division facts.
- number models and estimation.
- how to collect, order and display data in tables, charts and graphs.
- two and three dimensional shapes and other geometric concepts.
- the measures of length, area, capacity, weight and elapsed time.
- clocks, calendars, time lines, thermometers, and ordinal numbers.
- addition and subtraction of simple fractions.
- informal work with properties.
- the use of a variety of strategies to understand problem situations.
- the use of trial and error, the process of elimination, logical reasoning, diagrams, tables, drawings, and models to solve problems.
- the basic meaning of place value.
- the basic difference between odd and even numbers.
- how to perform basic mental computations.
- how to solve real-world problems involving numbers operations.
- to read and interpret simple bar graphs, pie charts, and line graphs.
- the basic concept of an equity relationship.
- to explain verbally the strategies used in solving a problem.
- to explain solutions to problems clearly in written form and to support with evidence.



## Grade 3 Social Studies Overview of Content, Skills, and Projects

**Students will acquire the knowledge and skills necessary to become informed, decision-making citizens of local, national, and global societies.**

Where in the World Is Our Community?	Learn geographic features of the earth, like equator, hemispheres, and continents. They use that knowledge to steer their space shuttle back to its landing site on earth.
Where in the United States Is Our Community?	Work with a partner and use a compass and ruler to find the distance and direction from their community to various landmarks around the United States.
What Is the Geography of Our Community?	Learn about physical geography, natural resources, and climate and use that information to create a travel brochure about a community in the United States.
How Do People Become Part of Our Country?	Become “immigrants” and experience key aspects of the immigrant experience, like why people leave their countries and challenges immigrants face to get to America.
What Makes Our Community Diverse?	Work in groups to brainstorm examples of things that make their own community diverse.
How Do People Improve Their Communities?	Work in groups to learn about individuals who helped to improve their own communities. Students then create a human statue to commemorate one of these people.
How Are We Alike Around the World?	Students learn about children from communities in other parts of the world. Then they write a letter to one of them, describing similarities and differences in their lives.
How Does Our Economy Work?	Become “buyers” and “sellers” at a fresh fruit market in order to learn about the concepts of supply and demand.
How Does Global Trade Affect Our Community?	Sit in a large circle and trade goods with one another, in the process creating a literal web of global trade.
What Are the Public Services in Our Community?	Analyze artifacts and match them to different public services that are provided in communities.
Who Works at City Hall?	Deliver letters to different offices or departments at City Hall and in the process learn about the responsibilities of the people in these offices and departments.
How Do We Have a Voice in Our Community?	Analyze and “step into” visual images to learn four different ways that people have a voice in the decisions of their community.
Whose Planet Is It Anyway?	Investigate case studies of communities facing an environmental problem. Groups discuss how they would address each problem before learning what the communities did.
How Can We Help the Global Community?	Work in groups to design proposals for class projects to help the global community. The class then reviews all the proposals and selects one to implement.



## Grade 3 Science

**Students will develop the scientific knowledge, skills, and attitudes that enable them to make informed use of science in their lives.**

**In third grade, students engage in a variety of investigations to develop important skills and understandings:**

Students will:

- learn the need for standard units of linear measurement. Students measure objects with nonstandard units, straws, and then use a meter tape to measure objects in meters and centimeters.
- learn the need for standard units for measuring weight (mass) and use the FOSS balance and plastic gram pieces to weight objects. The students weigh bags of gravel and cooperate to make a kilogram weight. They discover that a sponge can soak up many times its own weight in water.
- Be introduced to the concept of earth materials and the tools and techniques of the geologist by investigating the properties of a homemade mock rock. Students separate it into different ingredients by means such as dissolving in water and evaporation.
- be introduced to minerals as the basic earth materials that make up rocks. They observe, describe and record properties of four minerals and use the scratch test to determine the relative hardness.
- observe the characteristic property of the mineral calcite – the mineral bubbles when placed in an acid such as vinegar. Using this test, students go on a quest to find calcite in four common rocks.
- study the rock granite. The students are challenged to use the properties of five minerals to find out which of the minerals are found in granite.
- investigate the human skeleton with direct observation, photographs, diagrams and models.
- discover how different tissues (bone, muscle, ligament, tendon) work together to provide movement, protection, and structure.
- conduct a systematic investigation to find out how different parts of the body work together to coordinate responses to tactile and visual stimuli.
- learn the need for standard units of volume. Syringes and graduated cylinders
- compare the temperatures of three cups of water using their fingers, which leads to the need for a measurement tool and a standard unit. Students use alcohol thermometers and measure in degrees Celsius.
- understand that scientific investigations involve asking and answering a question and comparing the answer to what scientists already know about the world.
- that scientists use different kinds of investigations.
- identify the names of the planets and their location in the Solar System.
- create model and drawings that represent the Solar System.
- further their understanding of the nature of scientific inquiry.



## Grade 3 Language Arts

Through the Reading/Language Arts Program, all students will read, write, speak and listen to acquire, clarify, apply and communicate knowledge and ideas as life-long learners.

In third grade, students will know and understand at a grade-appropriate level:

### Phonics/Word Study/Vocabulary:

- Uses sounds, including vowels, consonants, blends, consonant and vowel patterns, blending and inflectional endings for decoding words
- Relates words and concepts to aid in spelling and word knowledge by using:
  - Synonyms/antonyms
  - Multiple meaning words
  - Homophones/homographs
  - Figurative language
  - Specialized vocabulary
  - Prefixes/Suffixes
- Determines the meaning of words using a glossary, dictionary and thesaurus

### Spelling:

- Employs useful spelling strategies
- Transfers spelling strategies to written work
- Correctly spells frequently used words
- Uses reliable English spelling patterns

### Reading/Comprehension:

- Selects reading material based on his/her personal criteria and interests
- Uses text and graphic organizers to increase comprehension
- Adjusts speed of reading to suit purpose and difficulty of the text
- Applies strategies to monitor comprehension such as:
  - Makes connections to activate schema
  - Visualizes
  - Asks questions
  - Makes/revises predictions
  - Infers
  - Synthesizes
  - Uses fix it strategies
  - Determines important ideas/main idea
- Retells a story including characters, setting and main events
- Shows awareness of different types of fiction/nonfiction
- Identifies and uses various parts of a book
- Differentiates between fact and opinion in nonfiction text

### Writing/Handwriting:

- Learns to write in cursive
- Uses nouns, pronouns, verbs, adjectives and adverbs in writing
- Uses correct punctuation and capitalization
- Writes for a variety of purposes
- Writes a simple paragraph with topic sentence and supporting details
- Uses descriptive language and a variety of sentence structures
- Reflects and evaluates his/her own writing
- Uses steps in the writing process: prewriting, drafting, revising, editing and publishing
- Evaluates, creates, and edits different types of multimedia
- Uses computer to acquire, organize, analyze and edit written material

### Speaking/Listening:

- Communicates and expands ideas through speaking and listening
- Follows rules of conversation and makes contributions to discussions
- Listens to classmates and responds to a variety of media
- Makes oral presentations that are clear and concise

## Grade 3 World Language



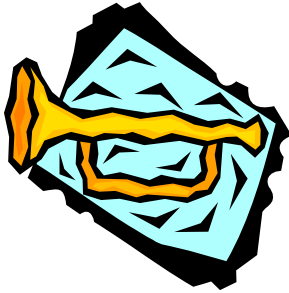
The purpose of the world language program in Whitefish Bay schools is to give students the opportunity to listen to, interact with, and begin to speak another language. Students receive an hour of instruction each week. At Richards, students are taught French. At Cumberland, students are taught Spanish.

### The third grade World Language student will begin to learn to:

- Use salutations
- Count from 1 to 100, by 10's – 1000, and practice math problems
- Recite the alphabet and vowels
- Identify group vocabulary
  - Colors and shapes
  - Calendar (days, months, date, seasons and weather)
  - Telling time to nearest five minutes
  - Clothing
  - Body parts
  - Family
  - Animals
  - Classroom objects
  - Directional words and prepositions
  - Sports
- Demonstrate understanding of simple commands
- Understand various aspects of culture
  - Food
  - Music
  - Holidays
  - Dances

# Elementary Specials Overview

## General Music



The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

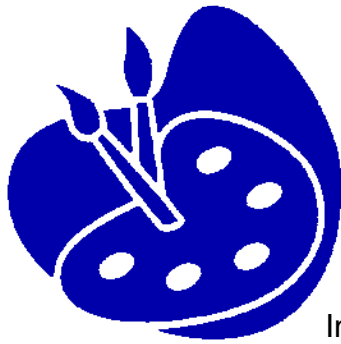
Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program. All fifth grade students are included in the fifth grade choir program.

### **General Music Time Allotments:**

4-year-old kindergarten:	15 minute class once a week
half day 5-year-old kindergarten:	20 minute class twice a week
full day 5-year-old kindergarten:	20 minute class twice a week
first grade through fourth grade:	25 minute class 3 times per week
fifth grade:	50 minutes per week (either two 25 minute classes or one 50 minute class)
	PLUS
	One 40 minute choir period



## Art

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- Demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- Manipulate various media, materials and/or images to be expressive.
- Develop and relate his or her knowledge of art to themselves and others.
- Understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

### Learning experiences center around:

#### The Elements of Art

color  
value  
line  
texture  
shape  
form  
space

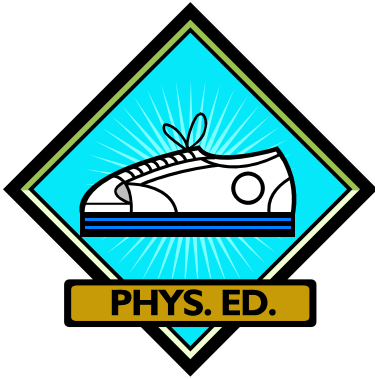
#### The Principals of Design

Balance  
Emphasis  
Harmony  
Variety  
Graduation  
Rhythm  
Proportion

### Art Time Allotments:

Kindergarten: 30 minute class once a week  
Grades 1-5 60 minute class once a week

## Physical Education



Physical Education will enable each student to acquire the knowledge and skills to pursue and enjoy a lifetime of healthful activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of “children learning to move and moving to learn” guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

### Physical Education Time Allotments:

4-year-old kindergarten:	30 minute class once a week
half day 5-year-old kindergarten:	30 minute class once a week
full day 5-year-old kindergarten:	30 minute class twice a week
first grade through fourth grade:	25 minute class 3 times per week
fifth grade:	40 minute class 3 times per week



## Technology

Students in Whitefish Bay utilize technology to enhance and extend their learning throughout the curriculum. Technology available includes classroom computers and computer labs with server and Internet access, classroom monitor/tv/vcr units, portable word processors, and a variety of peripheral equipment. Teachers design and implement technology experiences which allow students to access technology at developmentally appropriate stages. Technology application integrated with district standards enable students to:

- Use a variety of technology tools in order to facilitate and demonstrate learning across the curriculum.
- Use technology to communicate in various ways.
- Understand and operate computer systems and other technologies.
- Understand, respect and apply rules of ethics to be responsible users of technology.

Technology applications are integrated as appropriate throughout the elementary curriculum. Integrated word processing instruction is introduced in first grade, with new elements added each year through grade five. Word processing is integrated with other curricular areas such as reading, language arts, science, and social studies. Formal keyboarding instruction begins in third grade and builds through grade five. Efficient, safe, and ethical use of varied technologies is taught at all grade levels.