

## Grade 3 Pedagogical Overview

Grade Three is marked by the physiological, psychological, and cognitive changes taking place during the ninth year. The child's walk is firmer and more balanced, and the constitution is substantially stronger. Growth begins to focus more on the limbs and metabolism, and there is an increase in the breadth of the trunk. At the same time, a significant step in self-awareness occurs during this year. The children are developing a strong sense of being separate from their surroundings, perhaps for the first time. A feeling of being alone can contrast with a sense of wonder at seeing the world in a new way. These mixed feelings can lead to confusion and insecurity as questions of purpose and identity begin to emerge. There is a longing for increased independence and autonomy as the child moves into this new phase of childhood. They may have a tendency to criticize and question authority as they seek to define themselves as individuals.

The images from Hebrew stories, with their strong laws and guidance, foster inner security during this unsettled period. Practical activities such as farming and house building help ground the children in the physical world. When the whole group works together on these activities, feelings of separateness can be transformed into feelings of responsibility for the whole. With their new interest in the practical, material world, the children can now apply the skills learned in the first two grades to a wide range of everyday situations like measuring, weighing, and cooking.

The third-grade language arts curriculum is supported through reading groups, phonics instruction, weekly spelling lists, and regular free reading. Printing is reinforced, and cursive writing is introduced as an extension of form drawing lessons. The length and complexity of writing increases, as grammar and punctuation rules are introduced. Although the teacher continues to guide most of the writing in Main Lesson books, independent writing is also encouraged, as the children are guided to develop confidence and creativity in composition.

Math lessons continue to emphasize the rhythmical memory of times tables and mental math facts. Students work with addition and subtraction of triple-digit numbers, double-digit multiplication, and long division. Measurement of time, weight, length, and money are introduced and worked with on a practical basis. Patterns and geometric forms are explored in the arts and games.

The Science Curriculum continues to focus on the cycles and rhythms of nature. Gardening, farming and building homes from natural materials affords many opportunities to have direct contact with the physical world. The study of life on the farm provides a basis for studying animals and plants.

### Language Arts:

- Hebrew stories
- Cursive writing
- Grammar
- Spelling words
- Reading groups
- Singing in rounds

- Counting to 10,000
- Regrouping in subtraction and addition
- Long division
- Measurement
- Money
- Time
- Multiplication tables

### Mathematics:

**Science/Social Studies:**

- Farming
- Gardening
- Habitats and house building
- Cooking
- Fibers

**Artistic Work:**

- Form Drawing
- Watercolor painting
- Beeswax and clay modeling

- Drawing

**Specialty Subjects:**

- Eurythmy
- Games
- Handwork
- Music
- Spanish
- Strings

## English and Language Arts

Stories from the Old Testament make up the bulk of the content for Language Arts lessons. The students listen to stories and are asked to recall them the next day. Colorful illustrations accompany written pages in their Main Lesson books. Copying, taking simple dictation, and composing are alternated as teaching methods for writing. Students continue to develop an understanding of sentence structure and punctuation and are introduced to basic parts of speech through characterization. Speech work throughout the year includes the recitation of poems, tongue twisters, and alliterative verses related to topics in the Main Lesson. New vocabulary is introduced throughout the year, and spelling words may be assigned with weekly quizzes. Reading groups are organized for the students to read out loud. The class performs a play derived from stories from the Old Testament.

### Writing

Students learn cursive lettering through a variety of form drawing and movement exercises. While they continue to create many texts as a class, they are also expected to create some original texts for their main lesson books. Students are introduced to basic sentence structure, punctuation, and beginning grammar.

At the completion of Grade Three, students should be able to:

- Organize ideas for writing
- Include appropriate facts and details
- Remain on topic
- Use descriptive words
- Spell with phonetic awareness
- Spell high frequency and common sight words accurately
- Write complete sentences
- Capitalize proper nouns and words at the beginning of a sentence
- Use correct punctuation at the end of a sentence
- Identify and use nouns, adjectives, and verbs

### Reading

Students continue to read from their own books, which they make from content given orally by the teacher. In addition, they participate in reading groups where they receive more individualized reading instruction and practice reading aloud to others. Students who are still working towards fluency may read in unison with another student until they become more comfortable working on their own.

At the completion of Grade Three, students should be able to:

- Read and respond to texts with familiar subject matter
- Recall specific information about settings, characters, and events
- Ask and answer questions about content
- Restate and summarize information
- Read aloud with intonation, rhythm, and pace that sounds like natural speech
- Use a variety of strategies to understand written text
- Use conventions of print to facilitate oral reading

### Speaking and Listening

Students develop and expand their speaking skills through choral and individual speaking. They learn numerous songs and verses and are given increased opportunity for lengthy dramatization and class discussion. All students are expected to participate fully in class activities.

At the completion of Grade Three, students should be able to:

- Speak clearly and audibly
- Use descriptive oral vocabulary
- Use appropriate grammar and word choice when speaking
- Ask questions in relation to context
- Respond to the questions of others
- Summarize information shared orally by others
- Contribute to group conversations
- Listen responsively and respectfully
- Follow oral directions with three or four steps

## **Mathematics**

As in the previous two grades, movement, drama, music, art, and storytelling continue to be incorporated throughout the math program. A multi-sensory approach enlivens the subject and instills in the students a joyful approach to basic arithmetic.

### Number Sense and Computation

In the third-grade year, all forms of counting are firmly established. Basic additive/subtractive number facts are memorized as well as the times tables. By the year's end, students should have a strong grasp of place value and should be comfortable with regrouping in addition and subtraction problems.

All processes of arithmetic are practiced through daily drills. Times tables are practiced through rhythmical exercises and games. Long division is introduced as well as multiplication with two-

digit multiplicands. Mathematics associated with measurement is incorporated and used in story problems.

Form drawing patterns continue to increase in difficulty, and metamorphosis of form may be introduced for the first time. During this year, students begin to compare objects of various size, shape, and color to one another.

At the completion of Grade Three, students should be able to:

- Read, write, and order numbers to 10,000
- Compare numbers to show greater than, less than, or equal to
- Determine place value of numbers up to 10,000
- Break down 4-digit numbers into ones, tens, hundreds, and thousands
- Recite and memorize the 2,3,4,5,6,9,10, and 11 times tables to the 12<sup>th</sup> multiple, forwards and backwards
- Solve:
  - \* 3-digit addition and subtraction
  - \* 3-digit multiplication with 1-digit multiplier
  - \* simple long division with a remainder
- Mentally solve 2-digit addition and subtraction problems
- Work with multiplication and division facts through the first 6 tables

### Measurement

During this year, students are introduced to various units of measurement, beginning with how the standards were derived from the human form. Length, liquid weight, and money are taught using concrete experiences and measuring tools. Students are also introduced to their first formal study of time. Interactive games and activities strengthen their understanding in these areas.

At the completion of Grade Three, students should be able to:

- Use non-standard and standard (U.S.) units to estimate, measure, and compare objects
- Convert liquid measurements (cups, pints, and gallons) with manipulatives
- Define units of weight measure
- Select and use appropriate units of measurement for problem-solving
- Read and write time to the nearest minute
- Count minutes by 1s, 5s, and 10s
- Know terms before and after the hour
- Read a calendar
- Read and write money notation to \$10,000
- Describe equivalence and make change up to \$10 (Example: 4 quarters=\$1.00)

### Form Drawing, Patterns, and Spatial Orientation

Form drawing patterns continue to increase in difficulty, and metamorphosis of form may be introduced for the first time. During this year, students begin to compare objects of various size, shape, and color to one another.

At the completion of Grade Three, students should be able to:

- Sort and classify objects

- Order objects by volume and size
- Indicate greater than, less than, or equal to
- Find a missing number in an equation involving any of the four processes
- (Example:  $41 + \underline{\quad} = 64$ )
- Work with concepts of perimeter and area when solving story problems
- Draw complex patterns of straight and curved lines
- Draw mirrored forms rotating around a central point
- Draw the metamorphosis of geometric forms

## **Social Studies and Science**

In the early grades, the social studies and science curriculum lays a rich foundation for the more explicit history and science instruction provided in the middle and upper grades. In Third Grade, main lesson blocks focus around homes and shelters around the world as well as farming and gardening. These curricular themes build awareness of different lifestyles and cultures and cultivate a strong sense of stewardship for the earth.

### Social Studies, Dwellings, and, Geography

During their third-grade year, the students begin to change their perception of the world around them. Their awareness becomes more refined, and they crave more factual knowledge of the world. The stories of the Old Testament provide a backdrop for other important aspects of the curriculum including house building, farming, and fiber studies. Through these stories, the students develop an appreciation for the many cultures, climates, and landscapes of our planet.

During their house building blocks, students encounter a wide variety of shelters, from primitive to modern. They learn how people throughout history and around the globe have constructed dwellings based on their climate and available natural resources. They also meet skilled tradespeople, such as carpenters, bricklayers and roofers. From this, the children gain direct hands-on experience of these activities.

In third grade, the students also participate in a Social Inclusion program that provides weekly opportunities for discussion and reflection on topics such as inclusivity, kindness, flexibility, and respect for others.

### Farming, Gardening, and Fiber Arts

The third-grade curriculum involves a yearlong, direct engagement with the natural world. The children get to know and feel connected with their surroundings, and with the work that human beings do to provide their food, shelter, and clothing. The Farming lessons this year focus on developing an appreciation for the art of raising crops in various settings and cultures the world over. Some common themes discussed include climate, geography, planning, crops, animals, tools, cycle of the day, the season and the year. Mathematics is a common theme throughout the work as well, of course, and the farming material allows us plenty of source material for practical application. The farm trip at the end of the year serves as a culmination of all these ideas and helps the children live into the idea of what life on the farm might entail.

The school's garden provides a hands-on opportunity to practice a variety of practical ideas learned in the classroom. The children learn to prepare the garden beds, plant seedlings, water, weed and eventually harvest. Again, mathematics plays an integral part of the gardening process.

Finally, the children learn of the various fibers that make their clothing, tracing them back to their origins. Stories and literature of pioneer life enhance the third graders' appreciation, both for the natural world and for the people who transform it. During a weeklong fiber Main Lesson with the Handwork teacher, the children explore four different types of fiber in detail: wool, an animal fiber, cotton and linen, representing plant fibers, and silk, which is a protein fiber. They learn to process wool, cleaning, carding, work with a drop spindle to make rudimentary yarn in addition to having the opportunity to work with a spinning wheel. The Third Grade makes fiber cards, including a variety of less common fibers, such as hemp, soy, bamboo, cashmere, mohair, alpaca and llama. They compare and contrast different fibers and identify qualities such as crimp, staple length and luster. The intention of the week is to allow the children to understand how the variety of fibers found in the natural world provide human beings with the resources to create clothing which protects them in climates found all over the world.

At the completion of Grade Three, students should be able to:

- Describe farming activity through the seasons
- Draw the steps involved that result in bread, from sowing the seed to grinding the grain.
- Describe different types of soil.
- Identify the major grains around the world.
- Show an awareness of how the elements of weather affect the farmer.
- Use and care for tools (shovel, rake, wheelbarrow, and so on).
- Work cooperatively in small-group and whole-group projects.
- Cite many examples of shelters
- Make a model of a shelter.
- Explain where the sources of heat, water, and electricity are found in his or her house and demonstrate a basic understanding of the tenets of modern building construction.
- Write a paragraph describing the plant and animal life in different seasons.
- Demonstrate a basic understanding of crop cultivation.
- Give examples of fibers and their origins.
- Describe the work involved in sheep shearing, felting, spinning, dying and other such activities.
- Express an understanding of the origin of a piece of clothing (from fiber cultivation, through to simple construction).