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**THIRD GRADE
SYLLABI
SAMPLE**

LANGUAGE ARTS – Sam Conkling

Course Format

Language Arts class is held two periods daily on most days of the week, often integrated with science and social studies. Time is divided between spelling, creative writing, oral and silent reading, reading skills, grammar, vocabulary study, and discussion of literature. Work in class is supplemented with at least 15 minutes of at-home reading in a book of an appropriate level.

Course Content

Reading practice and reading skills lessons are drawn from our reading book, *On The Horizon*, published by Silver Burdett & Ginn. During the second half of the year children read from and discuss literature from the *Junior Great Books* series. Stories in the books have been selected for their interest to children, the messages that they carry, variety, and reading level. Literature is drawn from a variety of cultural backgrounds. Much of the literature is award winning.

Study Skills are given regular attention in third grade. Student assignment books help students learn to record assignments by themselves and get work to and from school daily. Assignment books allow a student to monitor daily tasks and keep an overview of each week's activities. These books facilitate teacher/parent/student communication on a daily basis.

Homework is generally given at the beginning of each week and is due on Fridays. Parents should contact the teacher if homework takes over an hour each night. Adjustments can be made on an individual basis. Rarely is there weekend homework in third grade.

Spelling lessons are based upon Rebecca Sitton's research-based spelling publication *Spelling Sourcebook I*. This book contains practical spelling advice for students, lessons, word lists, games, and blank forms. Weekly spelling activities in the student workbook, *Instant Spelling Words for Writing*, by Robert Forest and Rebecca Sitton are completed for homework. In this program, students are expected to correctly spell the most commonly used words whenever they write; the words that students are held responsible for are referred to as the PRIORITY WORDS. By year's end third grade students will be responsible for mastering about 150 of the most commonly used words. Challenge words may be offered to students each week in addition to their regular 9 to 11 word list. We will also be using the *Words Their Way* spelling program this year in class. Each student is given his/her own personal spelling dictionary, *Quick-Word Handbook for Everyday Writers*, published by Curriculum Associates Inc. This small dictionary contains the words most commonly used in writing; there is room on each page for the student to record his/her own list of frequently used "challenge" words.

Vocabulary and dictionary skills are practiced regularly, with once-weekly "reading" vocabulary exercises. Students learn to find the definition, and then work with the word in context to see the word working with other words. Finally, we work with concept associations, helping the children associate the vocabulary word with other words they already know. By the end of third grade the students are comfortable using a primary dictionary.

Grammar and phonics skills are presented to students with weekly spelling lessons and with reading lessons from *On the Horizon* and *Junior Great Books*. Students also learn grammar skills during writing lessons and activities. The structure of a good sentence will be the main topic when we analyze writing by lifting sentences from student work. Twice weekly we correct two sentences out of *Daily Oral Language (level 3)*, by McDougal, Littel. These short (5 minute) chalkboard exercises give lessons on punctuation, capitalization, quotation marks, and basic grammar.

Composition work is done almost every day. Writing is the best area for students to demonstrate learned skills and work with others in the class to improve skills. All areas of the language arts curriculum come into play in writing. Third graders spend time almost every day working on creative writing. There will be time for students to write anything they please, as well as a time to work on a specific topic. Not all work must reach a final published state. The steps followed in the writing process are: prewriting exercises (becoming familiar with the topic), creating an outline or story web, writing, revising, proofreading, and publishing. There are opportunities for each student to publish a book that others in the class can read. In the spring each student chooses his or her best book to present in the Writers' Festival, which is held each year at Sant Bani School.

Technology is a component of the third grade language curriculum. Students learn the basic use of a word processor program, going through the basics of turning a computer on and off, opening a blank page, typing, and basic editing. During the second half of the year, students work with the AlphaSmart word processor, learning to use that simple laptop for typing and transferring work to a word processor document. Typing skills are practiced throughout the year as homework by use of the program, *Type to Learn* by Sunburst, Inc. Families will receive information about the purchase of the typing program.

Outside reading will be required of each student. Many books are available in the classroom library. Each day begins with a 15 to 20 minute period of silent reading. Fun and creative ideas are encouraged in book reports, including making posters, role playing, and making a play.

Written **evaluation** will be given four times a year to keep parents informed of student progress in the above-listed areas. Social adjustment will be a factor in evaluation. If there are minor and specific areas of need, the teacher will send a note home in the student assignment book.

MATH – Sam Conkling

Third grade students use the Technical Education Research Center's *INVESTIGATIONS in Number, Data, and Space* program, with each student receiving consumable workbooks for each unit. These books will be used in conjunction with class lessons, group work, projects, games and manipulatives. We will also supplement this program with class projects designed by Marilyn Burns in her math literature and *Problem Solving Strategies* by Creative Publications.

Course Content - The third grade math program is organized around the following areas:

- Operations (addition and subtraction facts, division and multiplication)
- Problem solving and mental arithmetic (much work without paper)
- Data collection and analysis (using graphs, charts and careful observations)
- Geometry (pattern blocks, tangrams, 3D shapes, angles)
- Measurement (Metric and standard)
- Rules, patterns, functions
- The beginnings of algebra (substitute a letter for an unknown number)

Particular attention is placed on estimation, comparing, use of the calculator, reversibility (put in, take out, multiples, equal sharing, shrinking), and counting with multiples of 10's, 100's, and 1000's. By the end of this school year, all students will have mastered many multiplication and division facts ones through tens.

Structure

Classes will begin with whole group lessons and then divide into smaller groups and individual work. Students will be expected to work in cooperative groups, with partners, and individually. Projects, games, and use of manipulatives will be part of the everyday classes.

Assessment

Students' understanding of concepts will be assessed daily and at the end of each unit. Those students needing extra work will receive it in class or with a tutor or classroom helper at school. The individual quarterly reports will focus on student participation, attitude, effort, understanding of concepts, the ability to relate one concept to another, and completion of homework.

SCIENCE – Sam Conkling

Third grade science is an exploratory class that is presented two or three periods per week throughout the school year. Our focus areas are: forests, air, water, soil, plants, animals, weather, the solar system, seasons, maps, and how all of the above are connected. We will dedicate much time to the in-depth study of forests, watersheds, wetlands and the

water bodies located in central NH. Integrated science activities from *Project Learning Tree's Environmental Education Guide*, the science supplement *Kids Discover* magazine, field trips, and many outside activities provide the focus of our lessons, projects and discussions. The Silver Burdett & Ginn reading series used in the third grade also contains a good amount of science related material. Outdoor activities are planned as much as possible during the fall and spring, exploring the fields, forest, and water bodies close to school. Activities will involve observation, recording and collecting non-living items, mapping and drawing, and many discussions. Sorting and classifying natural items in the classroom helps students draw conclusions from outdoor activities. Science related field trips will include many of the following: Odiorne Point State Park, Squam Lake Natural Science Center, Hubbard Brook Experimental Forest, Ayers Island Dam and the Pemigewasset River, Montshire Museum, New England Aquarium, Boston Museum of Science or Stonyfield Farms Yogurt Works.

Third grade students are involved with measurement in math; these activities extend to science. Many projects involve the use of numbers, using math facts in a scientific way. Metric rulers as well as the standard system will be used. By third grade the students should be as familiar with a centimeter as they are with an inch. Using maps, charts and graphs, students learn to communicate information to others, and make simple predictions from the observations that he or she has made.

At least one report will be assigned in science, most likely in the area of environmental science or the solar system. There will be many experiments to keep science interesting for the students, and many projects will be completed as partnerships or groups.

Factors considered in quarterly written evaluations are: quality of work turned in, participation in group discussion, ability to work with ideas covered in class, and the ability to work with others on group projects.

SOCIAL STUDIES - Craig Jaster

Students will explore the physical and social geography and cultures of the larger world around them. One goal will be to deepen students' understanding of their own culture and experience through contrast and comparison with others. Another goal will be to develop research, writing, problem solving, and presentation skills, and a third will be to develop skills in using and understanding maps.

After examining where we are in the world and where we come from historically, we will loosely follow the concept of taking "a trip around the world," using books, maps, encyclopedias, slide shows, films and videos, class trips, visiting experts, and other resources. Much of the curriculum will involve choice on the part of the students. Projects may involve written or oral presentations, creating puzzles and games, using drama and art, etc. Discussion, projects, reading, and written work will revolve around subjects including food, shelter, transportation, work, religion, government, and family life.

HANDWRITING - Susan Dymont

Using the Peterson method we will complete the whole upper-case and lower-case alphabet. With each new letter taught, students will compose original sentences containing these letters. Their sentences will then be copied in a model script to serve as worksheets for their practice. We will also do dictation of both single words and whole sentences. As the year progresses, students will be encouraged to regularly use cursive in all their handwriting. This class meets twice a week.

THIRD AND FOURTH GRADE WORKTIME: Jon Engle, Beth Robinson, Lorraine Jones, Hillary Pincoske, Peter Diminico

Centers Include: Science, Math, Woodworking, Sewing, Games, Art, Music, Drama, Writing, Computers, Service, Cooking, Reading.

Worktime is an academic period twice a week that gives children time to develop and follow through with their own interests and learning. Students make choices and learn from their decisions, practice social skills, and develop academic skills. The different work areas are designed to teach skills in a natural and meaningful way that encourages individual creativity, mastery, and joy of learning.

3RD MUSIC, DRAMA, AND MOVEMENT - Craig Jaster

The aim of this class will be to develop skills and self-confidence in and appreciation and enjoyment of music, drama, and movement.

Music: Students will learn songs in different styles, working on pitch and ear training. We will introduce harmony through rounds. We will also use rhythm instruments and movement to explore pulse, meter, counting, note values, texture and dynamics, and composition. Students may be introduced to other instruments as well.

Standard musical notation will be introduced (whole, half, and quarter notes), and students will also be encouraged to use inventive musical notation. Some listening to and discussion of music will also take place.

Drama: Through exercises and games we will work to develop awareness of the techniques of acting while retaining the natural creativity and unselfconsciousness of children at play. Students will work on voice, gesture, physicality, and focus. Some use of text will also be included. Plays from children's literature and other sources may be developed through improvisation, discussion, and critiquing.

Movement: Moving to music across the floor in rhythmic combinations of locomotor and other movements, students will work on counting, rhythm, coordination, spatial awareness, and isolating body parts. Students will also create movement phrases for themselves and each other, exploring qualities and emotions and studying composition and narrative structure using space, time, and their bodies.

There will be at least one performance, usually third through sixth grades combined, for larger audiences during the year. From four to six weeks before a performance, classes assume the format of a rehearsal. Rehearsal and performance etiquette will be taught and practiced. Students will also have the option of performing music at the Recess Concerts, which take place several times each year.

ART - Dana Mark

In earlier years we emphasized color, flowing forms, and fairy tale motifs. Now, we will sharpen our artistic observations, balancing what we imagine with what we see.

Creation stories (Old Testament, Native American, and African) allow us to explore a multitude of mineral, plant, animal, and human forms, but still suffused with the magic of the dreamtime, as Australian aboriginal people say.

At the specific request of the Social Studies Department, Old and New Testament stories will form the main thread of our artistic themes this year, as we encourage the children to a deeper understanding of our cultural roots.

PHYSICAL EDUCATION - Maya Hardcastle

The goal of the Physical Education Program at Sant Bani School is to explore as many different sorts of games and physical activities as possible, starting with non-competitive activities in the early grades and working up to more organized and competitive games in the upper grades.

To create an environment where, through cooperation and effort, children will be at ease while learning new physical skills and trying their best to improve those skills and want to be active.

HEALTH EDUCATION - Deb Stanton

The goals of the Health Education program are twofold: to encourage students to make choices that promote physical wellness, personal safety and positive self-esteem and to foster the development of a caring community.

More specifically, the third graders will continue to build on conflict resolution skills introduced in earlier grades through a variety of outdoor games and group challenges. Students will also learn more about choosing nutritious foods for snacks and meals and the importance of starting the day with breakfast. This year the third graders will learn about the respiratory system and the effects of tobacco use. The class will continue with the *Kids & Co.: Together for Safety* child abuse prevention curriculum. Computer use and online safety will also be addressed this year. Health Education classes and class meetings will both occur on a weekly basis. Homework will be assigned on an occasional basis.

Resources may include: *Creative Conflict Resolution* - more than 200 activities for keeping peace in the classroom by Bill Kriedler; *Thinking, Feeling, Behaving* by Ann Vernon; *RCCP* (Resolving Conflicts Creatively Program) by Linda Lantieri; *You & Me: Tobacco Free* by ETR Assoc. Inc.; *Kids & Co.: Together for Safety*; *Eating With Your Heart In Mind* by The National Institute of Health; Web Wise Kids; NetSmartz.