

First Quarter Curriculum Map – Third Grade 2009 - 2010

<p style="text-align: center;">Content Area</p>	<p style="text-align: center;">Key Concepts</p> <p style="text-align: center;">(indicators from curriculum guides)</p>	<p style="text-align: center;">Opportunities for Integration</p> <p style="text-align: center;">(common concepts, skills, processes)</p>	<p style="text-align: center;">Assessment/ Reflection</p> <p style="text-align: center;">(to be completed at the end of the month)</p>
<p>Mathematics</p>	<p>4.3.1.1 Gather and organize data from a variety of sources</p> <p>1.3.1.1 identify, describe, extend, and create a variety of non-numeric patterns</p> <p>1.3.1.2 identify, describe, extend and create a variety of numeric patterns</p> <p>6.3.5.2 subtract two- and three-digit num. with regroup</p> <p>6.3.1.3 express numbers in three forms</p>	<p>Matisse style – paper cut outs to represent place value</p> <p>Correlate value of notes (whole, half, quarter, eighth) to value of place (thousand, hundred, ten, one)</p> <p>Create non-numeric patterned borders for acrostic poems.</p> <p>Artful Thinking Routines: Look for patterns in realistic and abstract art; Interpret prints to find round shapes to introduce rounding</p> <p>Cooperation challenge using addition and subtraction problems.</p>	

Reading

1.3.8.1 Self-select a book for independent reading
2.3.2.2 Identify and understand the elements of plot, character, setting, problem, solution ...
2.3.2.6 Explain the connections between illustrations and text and show how they help the reader make meaning.
1.3.5.3 Relate prior knowledge and experience to text
1.3.4.3 Use prior word knowledge and context clues to determine the meaning of unknown words

Express “just right”, “too easy”, and “too hard” books through facial expression and gesture for independent reading. (drama)
Visualize a scene/setting from descriptive text – illustrate.
Create soundscape to represent setting.
Walk in different environments to represent setting.
Listening to 3 pieces of music to enhance descriptive vocabulary about setting (start w/ Artful Thinking – Listening 10 times 2).
Juicy words/Tableau for previewing vocabulary.
Role play character’s feelings/traits – Mask Game to change character’s feelings.
Tableau to show beginning, middle, and end of Crow Boy; comprehension before, during and after read aloud.
Explore **Line** and **Value** through black and white nature drawings to make connections with Crow Boy.

		<p>See, Think, Wonder routine for setting.</p> <p>Beginning, Middle, End routine for plot.</p> <p>Character Interviews to make inferences.</p>	
Writing	<p>3.3.1.3 personal experiences, observations, and research based information to make a topic or message clear to the reader.</p> <p>3.3.3.1 Improve the clarity and focus by revising writing</p> <p>4.3.2.1 Identify and use standard English language conventions</p> <p>Spelling exploration 3.3.3.3 Begin cursive</p>	<p>Use relevant descriptions, including sensory details, Acrostic poem to describe self, patterns decorated with non numeric border.</p> <p>Dramatize a written narrative about a memory. (One-minute challenge –tableau)</p> <p>Use storytelling techniques (voice, repetition, sound effects, facial expressions, gestures) to tell personal narrative story</p> <p>Create an abstract painting to match a written narrative to a feeling, tone, mood, value, hue etc. (Focus on color)</p> <p>Praise poems with self portrait/personal narrative</p> <p>Create non-numeric patterned border for poem or self-portrait</p>	
	<p>3.3.8 explain that animals need air, water, and food and that plants need air...</p> <p>6.3.2 explain that organisms can survive only in environment in</p>	<p>Draw and label parts of a seed</p> <p>Movements (dance) depicting the life cycle of a plant.</p>	

<p>Science</p>	<p>which their needs are met 3.3.2 describe examples that show that living organisms have special parts</p>	<p>Create 3-D paper sculpture models of Brassica flower. Make a model of bee. Bee dance. Georgia O’Keefe – students create own “fantasy” flower which includes all parts</p>	
<p>Social Studies</p>	<p>MLO 3.1 construct and interpret maps to locate and describe places using relative distance, map elements MLO 3.2 Describe and classify physical and human-made features of places and regions MLO 3.4 Identify a region as an area with one or more common geographic characteristics MLO 1.2 Find, interpret, and apply information specific to social studies by reading, asking questions and observing</p>	<p>Create treasure maps with horizontal and vertical grid lines Tableau vocabulary. Design symbols for maps (stamps/sponges) Choreograph dance for compass rose directions and grids. Create chants to learn 7 continents, 5 oceans Create chant or song to demonstrate purpose of elements of a map. Collage for cardinal directions. Mandalas to introduce compass rose. Interpret landscapes to identify landforms/physical features of the earth. (Artful Thinking routines) Interpret cityscapes to identify human-made features of the earth.(Artful thinking routines)</p>	

<p style="text-align: center;">Art</p>	<p>Students will continue to expand their understanding of the elements and principles of art. In doing this students will use a variety of technique including drawing, painting, and collage to create a self portrait. Students will also use drawing and painting techniques to create a grid map to coincide with the third grade social studies unit on map making. Outcomes and indicators include: I.1.3.a., I.3.3.a., II.1.3.b., III.1.3.a., III.1.3.b., IV.1.3.b.</p>	<p><u>Social Studies</u>; maps <u>Math</u>: measurement <u>Language Arts</u>: writing</p>	
<p style="text-align: center;">Music</p>	<p>I.1.3.b Identify musical forms containing contrast and repetition i.e. verse/refrain and cumulative. 1.3.a Categorize by sight and sound a variety of instruments according to methods of sound production and families of instruments. I.4.3.a Read simple melodies and interpret music symbols to perform a song</p>	<p><u>Language Arts</u> - Develop music word wall and use vocabulary in classroom – cumulative, verse, refrain. Create scenes and moods to demonstrate with instruments and body sounds.</p>	
<p style="text-align: center;">PE</p>	<p>3.3.2 Work together, rules , respect, directions 3.3.5 Pace physical activity for a specific time or distance 3.3.2 Combine elements and choreographic forms 6.3.3 Show proficiency in a variety of manipulative skills-throwing and catching</p>	<p><u>Social Studies</u>: Map skills <u>Dance</u>: 1.3.1-Elements of dance and movement sequences-body, space, energy, time</p>	