



A Year in the Life of a PS11 Third Grader*

*The staff of PS11 has carefully planned for this coming school year. However, all great educators understand that even the best made plans need to be reflected upon, and edited depending on the needs of the students at any given time. While we do not imagine the scope of this year to be drastically different than we have planned, this guide should be considered a framework, rather than a specific and exact plan. We try to keep these pages as up to date as possible, but typos are inevitable. If you see an error, please send an email to ps11slt@gmail.com. Thank you!

2013.1

A TYPICAL DAY IN THIRD GRADE AT PS11

Welcome to Third Grade! This is an exciting year, as well as a significant academic and social transition from second grade. Independence and personal responsibility are emphasized throughout the year. In addition, third grade students take the NY State English Language Arts and Mathematics Examinations in May, for the first time in their academic life.

School begins each day at 8:50am promptly. Students who wish to eat school breakfast will be allowed to enter the cafeteria at 8:30am. Third grade parents and guardians will NOT be permitted to accompany their children to the cafeteria. All other third graders will enter through the playground starting at 8:30am, and will be sent up to their classrooms at 8:45am.

A sample day in third grade is provided below. Each class's daily schedule will differ due to scheduling, but all periods run the same length of time. Depending on unit foci, outside programs and classroom goals, studies may change. Students will have math, reading and writing every day.

Sample Daily Schedule for Third Grade

8:45	Arrival (students go to classrooms from playground)
8:50-9:27	Morning Meeting/Word Study/Shared Reading
9:27-10:30	Reading Workshop
10:30-11:22	Writing Workshop
11:22-12:22	Math Workshop
12:22-1:24	Recess/Lunch
1:24-2:16	Social Studies/Science/Read Aloud
2:16-3:08	Special Class (<i>Music, Gym, Theatre, etc.</i>)
3:10	Dismissal (pick up students from playground)

Lunch and Recess: Third grade students have recess outside prior to eating lunch. During recess, multiple teachers and school aides monitor students. The ratio of adult to students is 1:20, the same or greater than in the classroom. Both organized activities and free play options are offered. If the weather is cold, be sure to dress your child appropriately.

Dismissal: Third grade students are dismissed from the playground. Families must wait on the sidewalk outside of the fence. Standing in the same spot each day will make it easier for your child to find you.

After School Program: *Students registered for the PS11 After School Program* will be escorted to the cafeteria at 3:10pm by their classroom teacher. Students registered at other after school programs will be picked up by program employees in designated areas.

Late Arrival: All students arriving late for school (AFTER 8:45am) will enter through the main entrance (eastern set of doors) on 21st Street and must wait in line in the cafeteria to obtain a late pass before going upstairs to their classroom. Late students will not be permitted to enter a classroom without a late pass. Family members are not permitted to escort students to classrooms.

Late Pickup: Parents or guardians who arrive late for dismissal (AFTER 3:10pm) will find their child in Room 101 directly inside the main entrance. As there will not be staff members available to supervise children, if the Main Office is unable to contact you, your child may be taken to the NYPD 10th Precinct on West 20th Street.

LITERACY CURRICULA

PS11 employs a research-based reading and writing curriculum developed by Teachers College Reading and Writing Project at Columbia University. The teacher-educators from this research and staff development organization are involved in long-lasting collaborations with teachers across the world. The Project has a deep and enduring affiliation with six hundred schools, and develops ideas that are foundational to literacy instruction. PS11 staff members attend Teachers College a few days each year for specific professional development seminars. In addition, PS11 has a dedicated staff developer who visits throughout the year to further the school's professional practice. *For more information on TCRWP, please visit their website: <http://tc.readingandwritingproject.com>*

Literacy Assessments

We use a multitude of assessments to make sure we are constantly aware of where your child is performing and how we can best serve him/her.

Formal Running Records: Using the Teachers College method, students periodically read a leveled book one-on-one with their teacher, retelling the story, and answering both literal and inferential questions about the text. The teacher then records their reading accuracy, reading rate (words per minute) and comprehension in the student's *Formal Running Record*. At this time, their current reading level is determined.

Conferences/Informal Running Records: Teachers hold individual conferences with students as often as possible. Conferences are specific to each child and focus on the individual skills and strategies that the child may be working on. During conferences it is common that a teacher will keep an informal running record. This is to ensure that students are constantly being challenged.

Spelling Inventory: This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their word study time.

Unit Based Assessments: These assessments are administered at the beginning and end of each unit. They assess students' understanding and application of reading comprehension skills that are addressed in each unit and determine a course of teaching during the unit.

In-Book Assessments: These assessments are administered as children move from one reading band to another. A child will read a leveled text and answer a variety of questions. The questions are then scored on a rubric. These assessments provide information about how children apply reading skills necessary to read at that particular level. They are used to inform individual teaching and reading work for a child.

READING CURRICULUM

In lower elementary grades, students learn to read. In third grade, students learn how to *read to learn*, as well as to read for pleasure. The goal is for students to become enthusiastic, independent readers who use their literacy skills to learn new material across a range of content areas. At the end of the year, students will be able to:

- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Determine what the text explicitly says and to make logical inferences from it; cite specific textual evidence when writing or speaking, to recount stories such as fables, folktales, and myths from diverse cultures and determine the central message, lesson, or moral while citing examples from the text.
- Demonstrate comprehension of text by asking and answering questions and using examples from the text.

Units of Study in Reading *(subject to change)*

<i>Unit 1</i>	Building a Reading Life
<i>Unit 2</i>	Mystery
<i>Unit 3</i>	Reading to Learn – High Interest Topics
<i>Unit 4</i>	Character Studies
<i>Unit 5</i>	Test Sophistication
<i>Unit 6</i>	Research Clubs: Countries Around the World
<i>Unit 7</i>	Social Issue Books

You will receive more in-depth information about what each unit entails during the beginning of year grade breakfast, and through monthly Classroom Newsletters.

Reading Units of Study

Unit 1: Building a reading Life: Unit 1 reacquaints children with the routines of Reading Workshop and strategies and habits that all readers use. Children learn comprehension skills that support the work they do as they read longer chapter books, such as envisioning, predicting, synthesis and determining the meaning of challenging words and phrases. Students will also begin to use our Reader’s notebook in sophisticated ways. In this unit, we are building our reading life as 3rd graders!

Goals of the Unit:

- I can figure out the meaning of tricky words and phrases.
- I can develop and use good reading habits.
- I can put the parts of my book together to understand the whole story.

Unit 2: Mystery: In this unit, children will further develop reading comprehension skills through mystery books. Students will step into the detective’s shoes, track clues, and look for red herrings in order understand and solve their mysteries. Students will work on inferring and using clues to grow their thinking. They will think about their characters, what kind of people they are, and lessons they learn from the characters. Toward the end of the unit, children will begin to think across books to compare and contrast.

Goals of the Unit:

- I can infer about characters.
- I can analyze parts of the book to the whole
- I can think, compare, and contrast across books.

Unit 3: Reading to Learn: This unit is focused on reading informational texts. Children develop a rich life of non-fiction reading along with the skills to do that well. Children will work on reading non-fiction texts with fluency, and to do so in ways that allow them to determine importance and to ascertain the main ideas. In order to do this, they look at the structure of the texts and identify main ideas and supporting details. Children will read expository and narrative non-fiction and navigate their way through these texts, reading for higher-level comprehension in order to participate in conversations to help grow ideas.

Goals of the Unit:

- I can determine main idea and summarize nonfiction texts.
- I can grow ideas about information I learn in nonfiction texts.
- I think, compare and contrast across texts.

Unit 4: Character Studies: In this unit, children will form book clubs and read across books in a series. Children will learn more sophisticated ways to infer about characters’ personalities, seeing them as more complex individuals and developing theories about them. To do this work, children will study characters’ actions, reactions, relationships, conflicts and how they are resolved. Children will then begin to look across books to compare and contrast characters in different books.

Goals of the Unit:

- I can grow ideas about characters.
- I can determine themes in my books.
- I can analyze parts in relation to the whole.
- I can compare and contrast story elements and themes.

Unit 5: Test Sophistication: This unit will focus on preparation for the upcoming English Language Arts State Exam. Children will set goals for themselves each week to build their skills in test-taking. Each week children will participate in a whole class shared experience, partner time, and individual work time to build independence and stamina. In addition to reviewing literary, informational and argumentative genres and the skill needed to read them, children will also learn test-taking strategies to help them transfer what they have already learned this year to a testing context.

Unit 6: Research Clubs: Elephants, Penguins, and Frogs, Oh My! In this unit, children will read in clubs using their nonfiction reading skills to research an animal. In research clubs, children will work on asking and answering questions, using expert words, finding main idea, and using text features. Children will transfer their non-fiction research skills when they study a second animal. As the unit draws to a close, children will compare and contrast aspects of the two animals they researched to draw conclusions and apply their knowledge to solve real world problems.

Goals of the Unit:

- I can synthesize information about a topic across texts.
- I can analyze part of the text in relation to the whole.
- I can grow ideas about a topic.
- I can compare and contrast information within and across texts.

Unit 7: Social Issue Book Clubs: Stories remind us that we care very much about justice and injustice. “Social issues” refers to issues that affect a lot of people, not just one person or one character, such as fitting-in or poverty. This unit is aimed to teach children how to read books with a lens and teach them how to live meaningful lives. The unit begins with children reading and considering what they teach us about how to make the classroom, the community and the world better. They will look for life lessons the books teach and will choose one to think about how they can use that lesson in their own lives. Next, children will be grouped into clubs studying the same issue. They will read a variety of genres on the issue, thinking about what each book shows about it. This will support them to develop new and better ideas about the issue and about how to live their lives differently. Finally, children will take on a new issue to study. They will finish the unit with social action around one of the issues they have studied.

Goals of the Unit:

- I can determine themes in my books.
- I can compare and contrast story elements and themes.
- I can read critically to grow ideas about my books.
- I can question the text.

Shared Reading: Shared reading is when the teacher uses an enlarged text to teach skills and strategies. Skills and strategies are based around self-monitoring for meaning while reading, accumulating information, developing thoughts around the big ideas and making connections to what we already know about the world and ourselves. Each day of the week is dedicated to one of five Reading Strategies: previewing & preparing, monitoring for meaning, envisioning, interpreting, and synthesizing. Texts may include articles, passages, letters, short stories, poems, newspaper articles, songs, or non-fiction materials (i.e. functional documents, interviews)

Read Aloud: Reading aloud exposes students to books on and beyond their current reading level. This enables students to enjoy and appreciate the world of literature, while giving them a glimpse into their future reading lives. It is a way to expose students to cultural and social issues that they are faced with daily. This exposure leads to rich conversation and reflection about both the literature and important worldly topics. Reading aloud is typically done in a whole class setting with time set aside for partnership discussion.

Partnerships: Students need a chance to talk about the books that they read. Discussing books is an integral part of developing strong comprehension skills. Students are paired with a reading partner and over the course of the school year. These partnerships develop into meaningful, fruitful, and trusting academic relationships. Reading partnerships build reading stamina, provide time to talk about books in authentic ways, increase accountability during reading workshop, teach students to problem-solve independently, improve listening skills, strengthen expressive language skills, provide opportunities for rereading and rethinking, and provide a cheerleader, coach, and helper when the teacher is working with other readers.

Book Clubs: While reading the same book, students participate in conversations, using “accountable talk” to deepen their understanding of the text while also making them stronger thinkers and readers. Book clubs meet during three genre-based units of study: realistic fiction, social issues, and mystery. Reading workshop will still include a mini-lesson, and independent reading, however book clubs give students an additional opportunity to interact with their classmates in a meaningful, academic way.

Strategy Group Instruction: During a strategy group, teachers work with a small group of students with the same needs. These students may not be on the same reading level but may need the same work with a specific reading skill or strategy. Students are taught strategies to practice right then and there. They work within their own books so the work is authentic. Discussions ensue about the usefulness of the strategy and how it can be incorporated into further learning. Often students set goals during this time for how they will practice this strategy in their future reading. Based on need, strategy groups are commonly held 2-3 times on the same strategy so that it becomes a natural tool for the student to use while reading.

Independent Reading: During independent reading, students are reading books on their **appropriate reading level**. It is crucial students spend this time (in school and at home) in their ‘just right’ books because this is when they practice their skills and comprehension. Students are expected to build up stamina until they are reading for at least 30 minutes at a time. Students create reading plans to set goals and keep them on task throughout the week. Reading plans are to be filled out at the beginning and end of each reading session (both in school and at home).

Reading Plans: Each individual student creates a reading plan each week. This plan is specific to each child and the layout varies depending the types of books students are reading. One day each week, students book shop for new books. At this time they plan out how many books/pages they will be reading each day, both in school and at home. This is a way for students to create reading goals for themselves and helps to increase stamina, responsibility and accountability. By the end of the week, each child is responsible to complete his/her reading as planned. If they are unable to finish their reading during a designated time, it is up to them to find the time to make it up. This process can be difficult in the beginning of the year and while they may need some support with this in September, they will ultimately become independent with the process.

Word Study: Third graders use a program called *Words Their Way*. It is a word study program that teaches students letter sounds with an emphasis on vowel sounds and patterns, diagraphs and blends, complex consonants and prefixes and suffixes.

Students are given a spelling inventory 3 times a year to assess their initial placement in the program and their progress throughout the year. Each week students are given a set of words. These words are based around a spelling pattern/rule, i.e. long vowel sound ‘e’ can be ‘ea’ ‘ee’ or a word that ends in ‘e’ (CVC-e; here). Students may participate in activities such as discussing patterns they see in the sort, reading and sorting words into categories, using the words in sentences, paragraphs, or stories. Some teachers test students on their Word Work words while others will review them at a later time by returning to the section.

WRITING CURRICULUM

In lower grades, students learn the mechanics of writing. In third grade, students learn to write to express themselves, revise and edit their own writing in a variety of genres.

Writing Assessments

Several assessments are used to track where students are performing in writing. This helps the teacher determine how best to support a student's progress.

On-Demand Writing Pieces: At the beginning and end of each unit, students write an on-demand piece of writing. They are given 45 minutes to draft a piece of writing in the genre of study, and as the year progresses, another 45 minutes to revise and edit this piece of writing. This gives teachers both a baseline and final assessment of student writing and learning. On-demand pieces are evaluated using the Teachers College Narrative Continuum. This is a continuum of writing techniques used to measure where students are performing, how students are progressing, and what teachers should focus on to push students to the next level.

Conferences: Teachers hold individual conferences with students as often as possible. Conferences are specific to each child and focus on their need of skills and strategies.

Spelling Inventory: This assessment is administered three times a year: September, January and May. It is a list of spelling words that test students' knowledge of spelling patterns. This spelling inventory determines where a student starts, and continues working, during their Word Study time.

Units of Study in Writing *(subject to change)*

Unit 1	Crafting True Stories
Unit 2	Changing the World: Persuasive Speeches, Petitions, and Editorials
Unit 3	The Art of Information Writing
Unit 4	Baby Literary Essay
Unit 5	Test Sophistication
Unit 6	Writing About Research
Unit 7	Once Upon a Time: Adapting and Writing Fairy Tales

Year Long "I Can" Statements in Writing:

The students will be studying the following I Can statements over the course of the year. The strategies children will learn that correlate with each I Can statement will change depending on the genre the students are studying. By having the same I Can statements all year, the children are going to be able to see clear connections between each unit.

- I can organize and structure my piece in a meaningful way.
- I can elaborate and use author's craft in a meaningful way.
- I can use grade level mechanics as I write.
- I can develop and use the habits of a writer.

Unit 1: Crafting True Stories

In this unit, children will learn the ways in which we can use a writer's notebook throughout the writing process while writing true stories from their lives. They will begin by collecting and developing ideas in the notebook. They will move outside of the notebook to begin drafting and revising a chosen piece. They will rely on storytelling and studying a published author to further develop their story writing skills. Finally, children will choose a piece of writing to edit and publish.

Unit 2: Changing the World: Persuasive Speeches, Petitions and Editorials

This unit will begin by having children gather opinions and write persuasive speeches. They will consider the world around them and imagine how it could be better. They will use this to write opinions and speeches in an effort to make change. They will gather facts and details to support these opinions and persuade others to work to make change. Children will then apply their persuasive writing skills to other types of persuasive writing such as editorials, persuasive letters and petitions. The unit will end with children working in "cause groups" to create projects to get others to take action in support of their cause.

Unit 3: The Art of Information Writing

In this unit, children will write to teach others about an area of personal expertise. They will learn to structure a piece of informational writing with sections and subsections that teach about various aspects of their topic. Additionally, they will learn revision strategies that help them to elaborate, or teach more about their topic. Finally, they will edit and publish their piece, paying close attention to their audience.

Unit 4: Baby Literary Essay

In this unit, children will reread several familiar texts and write to develop and grow ideas about their reading. They will then develop a claim (thesis statement) about one of these stories. They will reread more to gather evidence to support their claim, craft introductions and conclusions to further develop an essay-like structure. During this unit, children will write 2-3 literary essays and take them through the writing process.

Unit 5: Test Sophistication

In this unit, children will transfer the reading and writing skills they have learned during the year in order to write to test like prompts and questions. They will work on reading and interpreting test questions to provide the best answer. They will mine the text for relevant and sufficient details to support their answers. They will refer to rubrics to self reflect and improve their skills at writing to a prompt.

Unit 6: Writing About Research

In this unit, children will read about and research an animal in reading workshop. In writing workshop, they will learn ways to record information and write to grow ideas about the animal they study. They will then begin to draft a text to teach about their chosen animal. They will try out different text structures such

as compare and contrast and boxes and bullets as they write their chapters. They will then revise their by studying published authors and emulating the craft choices those authors make in their own writing. Finally, children will edit and publish making sure that they have structured their text in a way that shows and develops the main idea they have chosen for their piece.

Unit 7: Once Upon a Time: Adapting and Writing Fairy Tales

In this unit, children will write adaptations of fairy tales such as Cinderella or Little Red Riding Hood, among others. They will begin by studying published variations of fairy tales. They will plan, draft and revise their very own adaptation to a fairytale. Once they have completed one fairy tale adaptation they will write a second all the while focusing on well structured narratives using their storytelling voice.. They will learn to use precise language to capture a moment, image or feeling as they write. They will end the unit by applying all they have learned to write their own original fairy tale.

Writing Workshop/Independent Writing: Each writing period will start with a mini-lesson from the teacher. During this time the teacher will instruct the whole class on a writing technique that is not just appropriate to that unit of study, but to their life as a writer. Students will have the opportunity to engage this skill while still in a whole group; this is an opportunity for them to try it out before working independently.

Independent writing is the time when students are working on their own writing. Students work within specific genres, but each individual student generates his/her own ideas. In third grade, students work in their own *Writers Notebook*, collecting artifacts, ideas, and storylines for their future writing. The writing process is a major focus in third grade, as well. Students are taught to brainstorm ideas, draft a story, revise and edit that story and publish their writing into a final piece. Revision and editing are two areas of the writing process that are emphasized in each unit

Shared Writing: Shared writing is when the teacher and students create a writing piece together. During this time, the students generate the ideas and sentences, while the teacher does the physical writing. It is a time for students to practice writing skills as a whole class with teacher support. Shared writing emphasizes both skills recently learned and those skills that should be used consistently in their life as a writer. The shared writing piece can be referenced as an example during their independent writing time.

MATHEMATICS CURRICULUM

The PS11 math curriculum is based on a combination of the *TERC Investigations* program, Singapore Math, and Contexts of Learning, all of which are designed to create critical thinkers and problem solvers through a deep understanding of mathematics.

The *Investigations* curriculum is designed to:

- Support students to **MAKE SENSE OF MATHEMATICS** and become mathematical thinkers
- Focus on **COMPUTATIONAL FLUENCY** with whole numbers
- Provide substantive work in areas of rational numbers, geometry, measurement, data and early algebra —
- **AND THE CONNECTIONS AMONG THEM**

- Emphasize **REASONING** about mathematical ideas
- **COMMUNICATE** mathematics content
- Engage the range of learners in **UNDERSTANDING MATHEMATICS**

Our curricular resources are compiled from many different, research-based math programs to ensure that we are addressing all the common core standards and the diversity of student learning in the richest way possible. We draw our resources from TERC Investigations, Houghton Mifflin’s Math in Focus, Singapore Math and Contexts from Learning. We also reference units of study written by New York and Georgia. The *Common Core State Standards* can be found online at <http://www.corestandards.org/the-standards>

Small Group Instruction

Teachers work with small groups of students based on their needs as mathematicians. Instruction may be focused on revisiting concepts or strategies, reviewing the day’s lesson, or an extension of the current unit’s work.

Math Journal Tasks

Journal tasks provide students with opportunity to organize, clarify and reflect on their thinking while also developing key mathematical skills, concepts and understandings through problem solving.

They also address the 8 Common Core State Standards For Mathematical Practice.

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Mathematics Assessments

In third grade, several comprehensive assessments are used to track where students are performing in math.

Pre- and post-assessments: Assessments addressing all expectations of a unit are created by the teachers and given to students before the start of the unit. This enables the teacher to gauge each student’s prior knowledge of that unit, shape the curriculum and plan for small group and individual instructional time. *(Note that students are not expected to know what they are being tested on at the beginning of a unit).*

At the end of the unit, the assessment is administered again and students should be able to master all skills. If the assessment shows certain skills are still not mastered, teachers will work with students during small group and individual conference time.

Addition/Subtraction Assessment: Students are given timed addition and subtraction sheets. This is a way to assess how *fluent* students are in Addition/Subtraction facts- essentially, to assess what students have *memorized* (i.e., students should not be using manipulatives, fingers, number lines, or mental math strategies).

Multiplication/Division Assessment: Students are given timed multiplication and division sheets. This is a way to assess how *fluent* students are in Multiplication/Division facts- essentially, to assess what students have *memorized* (i.e., students should not be using manipulatives, fingers, number lines, or mental math strategies).

Units of Study in Mathematics

Unit 1 : Multiplication & Division 1: Understanding Equal Groups

This unit develops students' ideas about counting and quantity, place value and the structure of the base-ten number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. This unit focuses on understanding the meaning of multiplication, modeling multiplication using arrays, and understanding the inverse relationship between multiplication and division.

Unit Outcomes:

- I can understand multiplication by thinking about groups of object.
- I can use what I know about multiplication and division to solve word problems.
- I can understand division by thinking about how one group can be divided into smaller groups.
- I can find the missing number in a multiplication or division equation.
- I can find the answer to a division problem by thinking of a missing factor in a multiplication problem (I can figure out $32 / 8 = \underline{\quad}$ because I know that $8 \times 4 = 32$).
- I can understand division by thinking about how one group can be divided into smaller groups.
- I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.
- I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.

Unit 2: Graphs and Line Plots

Graphs and Line Plots is the second of eight units in the Grade 3 sequence, and is the Grade 3 unit in the data strand of Investigations. This strand develops student's ideas about collecting, representing, describing, and interpreting data.

This unit focuses on using bar graphs, pictographs, and line plots to represent, describe, and compare categorical and numerical data. Students also generate measurement data in inches, half inches, feet, and yards.

Unit Outcomes:

- I can create a picture or bar graph to show a data set with several categories.
- I can solve one and two step "how many more" and "how many less" problems using data represented in a bar graph.
- I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.
- I can measure lengths using rulers marked with halves and fourths of an inch.

Unit 3: Travel Stories and Collections

Travel Stories and Collections is the third of eight units in the sequence. This unit develops students' ideas about counting and quantity, place value and the structure of the base-10 number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.

This unit focuses on understanding and extending knowledge of place value and the number system to 1,000, and adding and subtracting accurately and efficiently.

Unit outcomes

- I can quickly and easily, add and subtract numbers within 1000.
- I can solve two step word problems using the four operations and represent the problems using equations with a letter for the unknown.
- I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
- I can use place value to help me round numbers to the nearest 10 or 100.
- I can solve telling time word problems by adding and subtracting minutes.
- I can measure time in minutes.

This unit also covers time.

Unit 4 : Perimeter, Area & Polygons

This unit develops students' ideas about the attributes of two-dimensional (2-D) and three-dimensional (3-D) shapes and how these attributes determine their classification. The Measurement strand develops students' ideas about measureable attributes and the techniques, tools, and units used to measure each of them. In this unit, these ideas are developed through activities that focus on understanding and finding perimeter.

Unit Outcomes:

- I can solve real world math problems using what I know about how to find the perimeter of shapes.
- I can solve two step word problems that involve the four operations and represent the problem using equations with a letter for the unknown.
- I can understand that a unit square is a square with the side lengths of 1 unit and it is used to measure the area of plane shapes.
- I can cover a plane shape with square units to measure its area.
- I can measure areas by counting square units (square centimeters, square meters, square inches, square feet)
- I can find the area of a rectangle by multiplying the two side lengths.
- I can find the area of a shape by breaking it down into smaller shapes and then adding those areas to find the total area.

- I can recognize, name and draw quadrilaterals based on their attributes.

Unit 5: Cube Patterns, Arrays, and Multiples of 10

Cube patterns, arrays, and Multiples of 10 is the fifth of eight units in the Grade 3 sequence, and it is the third of five units in the Grade 3 Number and Operations strand of Investigations. This strand develops students' ideas about counting and quantity, place value and structure of base ten number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations.

This unit focuses on the meaning and structure of multiplication and division problems, multiplying by multiples of 10, and learning the remaining multiplication facts to 10×10 .

Unit Outcomes:

- I can understand multiplication by thinking about groups of object.
- I can understand division by thinking about how one group can be divided into smaller groups.
- I can use what I know about multiplication and division to solve word problems.
- I can find the missing number in a multiplication or division equation.
- I can use the appropriate property (associative, commutative, and distributive) for multiplication.
- I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out $32/8$ because I know that $8 \times 4 = 32$)
- I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.
- I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
- I can multiply any one digit whole number by a multiple of 10 (6×90 , 4×30)

Unit 6: Fair Shares and Fractions on Number Lines

Fair Shares on Number Lines develops students' ideas about understanding, representing, and computing with fractions and decimal fractions. This unit focuses on understanding the meaning of fractions as numbers and as equal parts of a whole; reasoning about equivalent fractions; comparing fractions; and using notation to model fractions and fractions relationships.

Unit Outcomes:

I can understand that a fraction is made up of a whole broken into equal parts (can recognize that the denominator is the whole and the numerator is a part).

I can understand and show a fraction as a number on the number line by partitioning a whole.

I can understand how different fractions can be equivalent (using words or models).

I can show whole numbers as a fraction ($3 = \frac{3}{1}$).

I can recognize fractions that are equal to one whole ($1 = \frac{4}{4}$).

I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size.

I can understand that comparing two fractions is only reasonable if they refer to the same whole.

I can compare fractions with the symbols $>$, $=$, $<$, and prove my comparison by using models.

I can divide shapes into parts with equal areas and show those areas as fractions.

Unit 7: How Many Miles

This unit develops students' ideas about counting and quantity, place value and the structure of the base ten system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. These ideas are developed through activities that focus on understanding the operations of addition, subtraction, and adding and subtracting fluently.

In this unit students are introduced to the measurement of liquid volume and mass. They measure the amount of water different containers hold using metric standard units. They use a graduated cylinder and a liter bottle to make measurements. They measure the mass of objects with pan balances using metric standard units. After measuring liquid volume and mass, students solve addition and subtraction problems involving volume and mass.

Unit Outcomes:

I can quickly and easily add and subtract numbers within 1000.

I can measure liquids and solids with grams (g), Kilograms (Kg), and Liters (l).

I can solve two-step problems using the four operations and represent the problem using equations with a letter for the unknown.

I can tell and write time to the nearest minute.

Unit 8: Larger Numbers and Multi-Step Problems

This unit develops students' ideas about counting and quantity, place value and the structure of the base-ten number system, the meaning of operations with whole numbers, the development of computational fluency, and generalizations about numbers and operations. In this unit, these ideas are developed through activities that focus on solving multiplication and division problems (2-digit and 1-digit), learning the division facts, identifying arithmetic patterns, and solving multi-step problems.

Unit Outcomes:

I can understand division by thinking about how one group can be divided into smaller groups.

I can use what I know about multiplication and division to solve word problems.

I can find the missing number in a multiplication or division equation.

I can find the answer to a division problem by thinking of the missing factor in a multiplication problem.

I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.
I can solve two-step word problems using the 4 operations and represent the problem using equations work.

SOCIAL STUDIES

The third grade social studies curriculum focuses on communities around the world. Students learn about countries that reflect the diversity of the world's people and cultures by learning about the social, political, geographic, economic, and historic characteristics of different countries. They study Western and Non-Western countries across the continents. Students begin to learn about historic chronology by placing important events on timelines and also learn how different communities meet their basic needs and wants.

Students begin the year by studying different types of maps and map features, such as the key, compass rose, latitude and longitude.

Another way students will learn about other countries will be through folktales. Students will have the opportunity to gain knowledge of other countries' history, culture, and geography by dissecting their stories. The students will also engage in "Country Studies." Students begin each "*Country Study*" by thinking about what they already know about the selected country, and then researching it further. Students learn to challenge their own preconceived notions about a particular country, and learn that "facts" they believed they knew about a country may be misconceptions or assumptions. Students also study the geography, climate, food, home, clothing and celebrations of the country. They are exposed to aspects of its history and government, as well.

Students finish the school year by conducting an independent study on a country of their choice, using the research skills and social studies' standards they have learned.

SCIENCE

In the science lab, students learn through reading texts, participating in hands-on experiments, and watching films. Students will study the following topics:

- Matter: What are some of the properties of matter?
- Energy: What are some ways that energy can be changed from one form to another?
- Water Cycle, and Sun, Earth and Moon Systems: What makes the weather and the seasons change?
- Plant and Animal Adaptations: How are plants and animals well-suited to live in their environments?

SPEAKING AND LISTENING

Classroom participation is a major factor in student learning. Students gather information, clarify their thinking, question new ideas, contribute their thoughts and opinions, and respond to others.

Through strong accountable talk, all third grade students will:

- Practice active listening
- Use precise language
- Take turns speaking

- Ask relevant questions for more information or clarity
- Share information, thoughts and opinions
- Support their ideas with personal experiences or literary text

TESTING

All 3rd, 4th and 5th grade students are mandated to take NY State English Language Arts (ELA) and Mathematics Examinations. These exams are each given over a three day period in late spring. Students who do not pass either the math or ELA exam may be mandated to attend summer school and may not be promoted to the next grade. Information on these exams can be found on the NY State Department of Education website: <http://www.p12.nysed.gov/apda/>

SPECIALTY CLASSES

Each school day, third graders participate in a different specialty class or "Special", taught by certified staff members.

Music and Theater (fall): Third grade students work with the music and theatre teachers to learn the songs, the music, and the choreography for the third grade Thanksgiving/Winter play.

Music: Following the show, they each receive a recorder, harmonica and harmonica book. They will review notes and rhythms from the previous year and begin B, A, G songs on the recorder. They will learn to play classic songs, songs they are familiar with from the radio, as well as "rock" songs for motivation.

Theatre: After the performance, third graders will delve into the world of physical theater, and will create their own piece of physical theater. They will also work on training their voices in projection and articulation.

Gym: Third Graders will be playing soccer on the roof to start the year. In November, they will continue receiving group-differentiated swim instruction in PS11's pool. Students will be assessed at the beginning of the year, and based on their abilities put in levels from 1 to 8. Each week, students practice specific skills to improve their swimming technique. In third grade, there is a strong emphasis on improving students' front crawl technique. Periodically, games are played that reinforce the skills they learn each week. In the spring they will participate in a Track and Field unit. This is the first year that they are eligible to participate in the DOE Citywide Track and Field Series. Those students who sign up will participate in two track meets, with the opportunity to qualify for the *District Two, Manhattan Borough, and New York City Championship*.

Computer: Third Grade students are offered Computer Science one semester. They will learn how to use the Internet as a research tool. Using *Microsoft Office* and *Apple iWork* software they will create presentations to augment their literacy and social studies classroom work. We will also do the computer component of the TERC math curriculum using *MicroWorlds EX* and *Investigation* software.

Art: The Art curriculum immerses students in a variety of artistic styles and techniques, including drawing, painting, oils, ceramics, mosaics and collage. Students learn the importance of expressing themselves through various forms of art.

Dance: Third Graders will progress from partnering explorations to experiencing a sampling of world and social dances. Their focus will remain on how people have historically used dance to communicate. Students will also explore architecture, designing and creating different structures with their bodies.

Science: Third graders are taught science twice a week. Please see the *Science* section for more information.

OUTSIDE PARTNERSHIPS

African Dance Program: The teaching artist works directly with third grade teachers to expand their knowledge of African culture and dance by incorporating hands-on learning, communication, and teamwork. The eight-week program culminates in an African Dance performance.

Circle in the Square: Master Teacher Daniel Sklar and a group of professional actors teach a 15-session course about play writing. During the residency, each student crafts a play by working in a small group with a professional actor. Students create two imaginary characters with wishes, fears, habits, and character traits and then write an imaginary play in which the characters have a conflict as a result of their personalities. Then, students transform their imaginary characters into realistic characters, and draft a new play, in the realistic fiction genre. Finally, the students' original plays are performed by the professional actors at *Circle in the Square* theater. Families are encouraged to attend!

Chess-in-the-Schools: A trained *Chess-in-the-Schools* instructor teaches chess in PS11's third grade classrooms once a week for 16 consecutive weeks. This program has been in existence for more than twenty years during which Chess-in-the-Schools has taught more than 400,000 students to play chess. Students who love the game are encouraged to join PS11's Chess Team.

FIELD TRIPS AND SPECIAL ACTIVITIES

PS 11 Farmers Market: Third grade students "run" the PS 11 Farmers Market each Wednesday from September through Thanksgiving and again in June. Each Tuesday afternoon, a different third grade class learns about the weekly produce delivered by Stoneledge Farm, an organic farm in South Cairo, NY. On Wednesday mornings, students "run" the market by talking to customers about the produce, taking their orders, totaling the price of their purchase and making change.

Fall Musical Performance: Third grade students work during their fall music and theater periods to put on a musical performance the Wednesday afternoon before Thanksgiving. It has become an annual tradition for them to perform this play at the *Hudson Guild Senior Center* as well.

Track and Field Meets: Third graders have the opportunity to participate in the Department of Education *Citywide Track and Field Series*, along with fourth and fifth graders. All students are invited to attend two all-day track meets, typically held in April or May. The meets take place at *Verizon Track and Field* on the Lower East Side. It is a great opportunity to introduce students to competition and the training required to perform at their maximum level. Track practice is offered during the month of April on Mondays at 8am. After the first two meets, select students will be invited to compete in the *Manhattan South Championship, Manhattan Championship, and NYC Championship*.

Field Day: Each June all first, second, third, fourth and fifth grade students participate in a full day of Field Day activities. Students are divided into cross-grade and cross-classroom teams. Field day takes place outside in the big yard and on 21st street.

Enrichment Cycle: Third graders participate in two 10-week enrichment cycles, during which they participate in an activity of their choice along with a mixed group of 3-5 students for one period a week. Enrichment activities change each year with our teachers' interests. Previous offerings include Comic Book Making, Trash with Panache, Kids Care Club, Basketball, T-Shirt Design, Anthropology, Gallery Visits and Tap Dancing.

Field Trips: Field trips in third grade are closely tied with the science and social studies curricula. While the trips vary from year to year, here are examples of trips that third graders may participate in.

Theatrical Production at Circle in the Square Theater: Students study the script from a musical, and then see the show at the theater. This trip is an introduction to the work they will do during their own playwriting experience.

Metropolitan Museum of Art: Led by Linda Incantalupo, a PS11 parent, students explore the Hall of Asian Art, specifically focusing on Chinese artifacts and art. The experience includes looking at and sketching a number of artifacts.

Walking tour of Chinatown through MOCA: Through the Museum of the Chinese American, students are guided on a walking tour of Chinatown. Students learn about how this community prepares for and celebrates the Chinese New Year, in America. Following the tour, students dine at an authentic Chinese restaurant.

Other trips including *Central Park*, *The Highline*, and select performances at the *Town Hall Theater* are often part of the third grade experience as well.

SCHOOL COMMUNITY

Grit: We believe in respecting ourselves and others as we take risks, reflect on our learning process, celebrate our triumphs and struggles and persevere to reach our goals.

After a year of research and collaboration between faculty and families we are excited to continue to improve practices that will inspire and promote grit in every student. This is a work in progress but through this joint effort we decided the following principles are the first examples of what you will be seeing in the classroom.

Our GRITTY school will LOOK like:

- Gritty language will be on charts.
- Evidence of student reflections about work will be evident.
- Students will be solving their own academic and social emotional issues (with support from adults).
- Families will learn how to use language to support student independence.
- Teachers will present at monthly PTA meetings to talk about the “work.”

Our GRITTY school will sound like:

Students will say things like:

- I had a hard time with...
- Next time I will try...
- I tried...but...
- I can use (Strategy) to help me with...
- When I am confident...
- I can offer help with...
- After struggling with...I learned...
- I am proud of the way I...
- Let me show you how I...
- I felt frustrated, but then I...

Adults will say things like:

- Can you show me where it got hard?
- Let me show you how I worked through...
- I struggled with...
- Next time I might...
- You worked so hard at...
- What's your plan?
- How can you solve this using the tools that you have?
- What would you do differently next time?

Our GRITTY school will feel like:

- Students are celebrated for their resiliency when solving academic, social and emotional problems.
- Process will be celebrated as equally as product.
- We will learn from our efforts.
- We will all work hard and solve issues without giving up.
- We will all understand that even though we may try our best, the outcome may not be what we desired. We will be resilient in our disappointment and try again!

Kind & Gentle: The PS11 community revolves around a philosophy called "Kind & Gentle". More than just words, "K&G" means all the actions and language of "doing unto others what you would have them do unto you." Throughout the school, there are clear expectations for students to behave in a kind and gentle way towards others within our community and beyond. Students are encouraged to maintain this attitude towards others throughout their years at PS11. Some examples of ways teachers foster K&G in the classroom include: using kind words, complimenting one another, and picking a secret K&G and being extra kind to that person all day or all week.

Family Friday: One Friday morning each month is designated as "Family Friday". All families are invited to come into the classroom and take part in activities that reflect an element of the school day. This is a great opportunity for families to see all the amazing work that is going on in the classroom. Activities in the past have featured reading workshop, art projects, Family CookShop, publishing celebrations and poetry centers.

PS11 Garden: Students will have the opportunity to work and learn in our amazing vegetable and flower gardens all year. Throughout the year, food from our garden will be harvested and served in our lunchroom.

SLT and PTA Events: Throughout the year, PS11's School Leadership Team (SLT) and PTA sponsor community-building events, as well as family workshops that support parents as partners in their children's education. You will find information about these events on the PS11 website, in the monthly Classroom Newsletter, and in flyers coming home in your child's home folder.

COMMUNITY SERVICE AND CITIZENSHIP

We believe very strongly in community service at PS11. Throughout the year students will be engaged in activities that will benefit our local, national and global communities.