



## **Third Grade Core Curriculum**

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## **BIBLE CURRICULUM**

### ❖ **Instructional Goals**

The main purpose of our Bible curriculum is to present the concept of faith and obedience as displayed in the lives and choices of men and women. We focus on the sharp contrast between Saul, a man who trusted in his own abilities and King David, who was anointed King because he was a man after God's own heart. We also focus on the last week of Jesus' ministry and on the beginning of the Christian Church as recorded in the book of Acts. We also look at some more modern day individuals conflict resolution principles as examples of faith and obedience students learn about making daily choices.

### ❖ **Instructional Objectives**

The students will:

- ◆ Be led to realize that God is more concerned with our availability than He is with our ability
- ◆ Come closer to the great act of God on our behalf, the atoning death of Jesus Christ
- ◆ Be given an opportunity to respond to Jesus' amazing sacrifice
- ◆ Be given the choice to carry out Jesus' Great Commission, at all costs
- ◆ Understand conflict, consequences, and conflict resolution

### ❖ **Units Studied**

- ◆ Important People Make Important Choices
- ◆ Kingly Choices in the New Land
- ◆ Choosing Jesus Sets Us Free
- ◆ The Young Church Tells the Good News
- ◆ Understanding Conflict

### ❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Devotions and prayer
- ◆ Workbook activities
- ◆ Chapel
- ◆ 120 minutes per week

### ❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Memory verse tests
- ◆ Special projects



❖ **Text/Resources**

- ◆ Young Peacemakers, Ch. 1-4, Shepherd Press, 1997
- ◆ The Holy Bible, NIV, International Bible Society, 1984
- ◆ Devotionals
- ◆ Amy Carmichael biography I Dare, CEF Press
- ◆ Chapel each week
- ◆ Biblical Choices for a New Generation, Standard Publishing, 1997

## **WRITING COMPOSITION CURRICULUM**

❖ **Instructional Goals**

Students will learn to write in complete sentences, paragraphs, and compositions to communicate clearly to selected audiences for a variety of purposes. They will also give oral presentations of their writings. Students will learn to effectively communicate in writing and realize that it can have life changing affects in their own and in others' lives.

❖ **Instructional Objectives**

The students will:

- ◆ Develop good sentences
- ◆ Practice writing paragraphs with a topic sentence and supporting details
- ◆ Practice narrative writing
- ◆ Practice friendly letters
- ◆ Learning story elements: Beginning, middle, end, setting, characters, plot (problem), dialogue, resolution (conclusion)
- ◆ Write descriptive and imaginative writing
- ◆ Practice short reports
- ◆ Practice the writing process: prewriting, rough draft, revising and editing, and final draft
- ◆ Give oral presentations of writing to classmates and other audiences
- ◆ Introduced to and will write some various poetry forms

❖ **Units Studied**

- ◆ 6 Traits: Ideas, sentence fluency, organization, word choice, voice, conventions, presentations
- ◆ Topic sentences
- ◆ Supporting details
- ◆ Paragraphs
- ◆ Writing rough drafts, revising and editing, writing a final copy
- ◆ Summary
- ◆ Narrative writing
- ◆ Friendly letters



- ◆ Better words
- ◆ Story Elements: Young Authors' publishing a book (Jannice only)
- ◆ Descriptive and imaginative writing
- ◆ Collecting and organizing data
- ◆ Poetry (haiku, limerick, couplet) (Jannice only)

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Brainstorming and discussion
- ◆ 60 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Poems
- ◆ Young Authors' published book and other special projects Jannice only
- ◆ Friendly letter to a specific person Jannice only

❖ **Text/Resources**

- ◆ The Trait Crate
- ◆ Teacher Resources

## **GRAMMAR CURRICULUM**

❖ **Instructional Goals**

Students will develop knowledge of parts of speech and proper usage. They will apply their knowledge of grammatical structure to their own thoughts and words and use their writing to glorify the Lord.

❖ **Instructional Objectives**

The students will:

- ◆ Identify and apply parts of speech such as: nouns, pronouns, verbs, adjectives, contractions, verb tenses, prepositions, articles and adverbs
- ◆ Know the rules for subjects and predicates verbs and be able to identify simple or compound subjects
- ◆ Practice changing sentence fragments into sentences
- ◆ Identify types of sentences: declarative, interrogative, imperative and exclamatory
- ◆ Use a period, comma and exclamation point in the in proper places
- ◆ Be familiar with proper mechanics for: commas in a series and in a dialogue and quotation marks in dialogue
- ◆ Be familiar and use proper capitalization for proper nouns
- ◆ Learn about subject/verb agreement



- ◆ Learn and apply when to use colons, apostrophes and hyphens

❖ **Units Studied**

- ◆ Parts of speech (noun, pronoun, verb, adverb, adjective, contraction, preposition, & articles)
- ◆ Subjects and predicates
- ◆ Simple and compound subjects
- ◆ Declarative, interrogative, imperative and exclamatory sentences
- ◆ Commas, quotation marks, colons, apostrophes and hyphens
- ◆ Capitalization

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Journal writing
- ◆ Creative and report writing
- ◆ Workbook practice and review
- ◆ 110 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Tests and quizzes
- ◆ Special projects

❖ **Text/Resources**

- ◆ Easy Grammar: Grade 3, Wanda Phillips, 1996
- ◆ Daily Oral Language, McDougal, Littell

## **MATHEMATICS CURRICULUM**

❖ **Instructional Goals**

The main purpose of the math program is to provide a balanced approach in developing proficiency in basic math skills, including number sense, estimation, mental math, computation, and problem solving. The students need to be aware of the usefulness of math and how it relates to their daily lives. We serve a very orderly God. He created this world in an orderly fashion and He wants us to live our lives according to His orderly principles.

❖ **Instructional Objectives**

The student will cover the following concepts:



- ◆ Reinforce simple addition and subtraction facts
- ◆ Introduce and practice reading and making graphs
- ◆ Practice comparing, ordering, rounding, estimating, adding, and subtracting whole numbers to the 100,000 place
- ◆ Practice telling time to the minute and elapsed time, calendars, guess and check problems
- ◆ Practice adding and subtracting money, introduce making change
- ◆ Introduce and practice multiplication and division of whole numbers
- ◆ Practice simple fractions, geometry, linear measurement to  $\frac{1}{4}$  inch, temperature, introduce perimeter and area
- ◆ Practice problem solving and application
- ◆ Introduce metric system

❖ **Units studied**

- ◆ Data, Graphs, and Facts Review
- ◆ Place Value and Time
- ◆ Adding Whole Numbers and Money
- ◆ Subtracting Whole Numbers
- ◆ Multiplication Concepts and Facts
- ◆ Division Concepts and Facts
- ◆ Using Geometry
- ◆ Fractions and Linear Measurement
- ◆ Decimals and Metric Linear Measurement (introduced)

❖ **Instructional Methods**

- ◆ Counting, sorting, computations, using math manipulatives
- ◆ Daily oral drills
- ◆ Speed drills
- ◆ Participating in individual, small and total group activities and games
- ◆ Workbook activities
- ◆ 200 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Oral or written tests
- ◆ Active participation
- ◆ Diagnostic quizzes and tests

❖ **Texts/Resources**

- ◆ Scott Foresman-Addison Wesley, 2001
- ◆ Daily Cumulative Review Workbook
- ◆ Straight Forward Math series, Multiplication, and Division review and test sheets, Garlic Press, 1986
- ◆ Teacher Resource Books



## PENMANSHIP CURRICULUM

### ❖ Instructional Goals

God has given us the written language as a major form of communication. penmanship will be taught as an important tool for communication. The students will review and develop cursive handwriting by practicing the formation of the upper and lower case letters learned in 2<sup>nd</sup> grade.

### ❖ Instructional Objectives

The students will:

- ◆ Write all letters properly and neatly.

### ❖ Units Studied

- ◆ Cursive Strokes: undercurve, downcurve, overcurve, and slant lines
- ◆ Cursive lower case letters
- ◆ Cursive upper case letters

### ❖ Instructional Methods

- ◆ Direct instruction
- ◆ 40 minutes per week 1<sup>st</sup> and 2<sup>nd</sup> trimester

### ❖ Evaluation Techniques

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Special projects

### ❖ Text/Resources

- ◆ Basics First Handwriting Contemporary Cursive, Frank Schaffer Publishing

## READING CURRICULUM

### ❖ Instructional Goals

Students will develop phonemic awareness and decoding skills, comprehension skills, and build their vocabulary while appreciating a diverse array of literature and writing styles. They will become motivated readers who learn more about God's world through literature and story.

### ❖ Instructional Objectives

The students will:

- ◆ Decode age appropriate words by direct phonics instruction



- ◆ Develop fluency reading grade level appropriate literature
- ◆ Develop and build vocabulary
- ◆ Ask and answer oral and written reading comprehension questions relevant to the material read
- ◆ Identify different types of literature
- ◆ Write four book reports on different book genres
- ◆ Develop skill using content and context clues for vocabulary
- ◆ Keep a log of independent reading of 1,000-1,500 minutes per trimester

❖ **Units Studied**

- ◆ Friendship
- ◆ City Wildlife
- ◆ Imagination
- ◆ Money
- ◆ Storytelling
- ◆ Country Life

❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Oral student reading
- ◆ Homework reading
- ◆ Discussion
- ◆ 115 minutes per week

❖ **Evaluation Techniques**

- ◆ Daily Work
- ◆ Attentiveness and participation in class
- ◆ Tests
- ◆ Book report projects
- ◆ Book Logs

❖ **Text/Resources**

- ◆ Secret in the Maple Tree and Number the Stars novels
- ◆ Open Court Reading, SRA McGraw-Hill Co., 2002



## SCIENCE/HEALTH CURRICULUM

### ❖ **Instructional Goals**

Students will develop knowledge of God's wisdom, omnipotence, sovereignty, and love through studying His world. They will develop scientific knowledge to equip them in solving science related problems and begin to evaluate scientific information.

### ❖ **Instructional Objectives**

The students will learn:

- ◆ Critical thinking skills: analyzing, synthesizing, evaluating, applying, generating ideas, expressing ideas, and solving problems
- ◆ Scientific process skills: observing, classifying, measuring/using numbers, communicating, predicting, collecting, recording, and interpreting data, identifying and controlling variables, defining operationally, making hypotheses, experimenting, making and using a model

### ◆ **Lab Objectives**

- Learn to work with equipment and handle materials safely and carefully
- Integrate math and science skills in the lab
- Apply text information to actual experiments and projects
- Develop thinking skills rather than "fill in the blank" skills

### ❖ **Units Studied**

- ◆ **Life Science:** Life cycles of animals and plants, roles of living things-how living things adapt to their environments, change them and respond to them
- ◆ **Earth Science:** Sun, Moon and Earth-physical features, rotation and revolution, Earth's seasonal changes, and eclipses. Earth's water- characteristics, fresh water sources, water cycle, pollution and conservation
- ◆ **Physical Science:** Forms of energy-The effect on matter, how heat energy moves, changes in matter and how it is measured
- ◆ **Human Body:** What's for Lunch-nutrients, types and amounts of food in a healthful diet, digestion

### ❖ **Instructional Methods**

- ◆ Direct instruction
- ◆ Lab: 40 minutes per week
- ◆ Classroom: 30 minutes per week

### ❖ **Evaluation Techniques**

- ◆ Attentiveness and participation in class
- ◆ Discovery Works workbook, Unit and Lab tests



- ◆ Lab work sheets
- ◆ Observation of group
- ◆ Cooperation and participation during labs

❖ **Text/Resources**

- ◆ Discovery Works, Silver Burdett Ginn, 1999
- ◆ Hands-on Science Specialist (See Science Appendix)

## **SOCIAL STUDIES CURRICULUM**

❖ **Instructional Goals**

Third graders are introduced to the Age of Exploration and study specific Explorers and their reasons for embarking on their explorations. A survey of American history through the biographies of great Americans and facts of U.S. history will be presented from a Christian perspective recognizing God's control. Patriotism is defined and developed in students when learning of the sacrificial contributions of Americans throughout our history.

❖ **Instructional Objectives**

The students will cover the following concepts:

- ◆ Use timelines to learn historical sequence and major historical events
- ◆ Read for facts to train students in reading comprehension skills
- ◆ Develop interest in reading about people, places, and events in history
- ◆ Learn character-building qualities worth emulating through the examples of famous Americans
- ◆ Recognize the seven continents and four oceans and practice becoming familiar with the names and placement of our fifty states
- ◆ Use simple maps and the Atlas to read keys, to find direction, specific places, longitude, latitude, geographical topography, and distance

❖ **Units Studied**

- ◆ Age of Exploration including these explorers:
  - Vikings
  - Christopher Columbus
  - John Cabot
  - Amerigo Vespucci
  - Vasco Da Gama
  - Balboa
  - Ponce de Leon
- ◆ Famous Americans including:
  - John Smith
  - Pocahontas
  - Miles Standish



- Squanto
- William Penn
- Benjamin Franklin
- George Washington
- Thomas Jefferson
- Daniel Boone
- Noah Webster
- John Greenleaf Whittier
- Robert E. Lee
- Abraham Lincoln
- Clara Barton
- Ulysses S. Grant
- Louisa May Alcott
- Booker T. Washington
- George Washington Carver
- Laura Ingalls Wilder
- Billy Sunday
- ◆ Geography study and map skills of:
  - Continents
  - Oceans
  - Map key
  - Directions
  - Compass rose
  - Grid
  - Distance scale
  - 50 states
  - Geographical topography
- ◆ Patriotic Program and Wax Museum:
  - Patriotic songs
  - Preamble of Constitution
  - Beginning of the Declaration of Independence
  - Knowledge of U.S. flag
  - Research and speech of patriotic American
  
- ❖ **Instructional Methods**
  - ◆ Direct instruction
  - ◆ Oral Reading
  - ◆ Worksheets, quizzes, and tests (open book)
  - ◆ Research paper and wax museum speech
  - ◆ 90 minutes per week
  
- ❖ **Evaluation Techniques**
  - ◆ Daily Work



- ◆ Attentiveness and participation in class
- ◆ Tests and quizzes
- ◆ Special projects, such as, famous American report and speech and program participation

❖ **Text/Resources**

- ◆ Fourth Grade text for Explorers, Unit One- The Years of Discovery (1400-1550)
- ◆ Our American Heritage, text and quizzes and tests, A Beka Book Publications
- ◆ Map Skills, Instructional Fair, TS Denison, Grand Rapids

## **SPELLING CURRICULUM**

❖ **Instructional Goals**

Third grade students learn to spell to achieve success in writing and to be able to express their thoughts and ideas creatively. Learning to decode and encode allows students to grow in their word attack skills. A strong phonetic program builds strong spellers, readers and writers.

❖ **Instructional Objectives**

The students cover the following concepts:

- ◆ Words most frequently used and misspelled in writing
- ◆ Words from the high frequency list, from units studied and of higher challenge
- ◆ Basic phonics principles and spelling generalizations
- ◆ Apply phonetic and structural analysis to the spoken and written words
- ◆ Develop skill in using content and context clues for vocabulary
- ◆ Create sentences using correct spelling

❖ **Concepts and Strategies Studied**

- ◆ Building visual skills with Word Preview
- ◆ Short and long vowel sounds
- ◆ Frequent spelling patterns
- ◆ Antonyms, synonyms, and homophones
- ◆ Spelling word patterns, predicting spelling, and rhyming awareness
- ◆ Word analysis and sorting words
- ◆ Writing sentences in dictation and creating better sentences
- ◆ Compound words, suffix and prefix practice, comparisons, and contractions
- ◆ Proofreading and rewriting
- ◆ Similies and idiomatic usage
- ◆ Vocabulary development
- ◆ Correct spelling in daily work of high frequency words.
- ◆ Have individualized spelling practice and assessments on high frequency words



❖ **Instructional Methods**

- ◆ Word Preview
- ◆ Direct instruction on skill building activities from text
- ◆ Cloze Word Test
- ◆ Weekly homework with parent participation
- ◆ 80 minutes per week

❖ **Evaluation Techniques**

- ◆ Cloze Story Word and Skill Test
- ◆ Sentence dictation test
- ◆ Attentiveness and participation in class
- ◆ Take-Home Task Homework

❖ **Text/Resources**

- ◆ Rebecca Sitton's Spelling Sourcebook for Third Grade Teachers, Egger Publishing, Inc., 2002