Grade Three
Curriculum Narrative

Writing Units

Unit 1: Launching the Writing Workshop

Students will learn a number of strategies for generating personal narrative entries. They will learn that writers focus their stories and tell stories in scenes rather than summaries. Students will also learn that writers deliberately craft the leads and ending of their stories by studying published writing.

Unit 2: Narrative Writing

Students will continue to be introduced to a number of strategies for generating personal narrative entries and will learn to write from the narrator's point of view. They will learn to incorporate external actions and internal responses while also incorporating scenes from the past or future. Students will learn that writers don't just end stories, they resolve problems, learn lessons, and make changes to end them effectively.

Unit 3: Essays

Students will be introduced to the genre of essays by contrasting essay structures with the structure of narratives. Students will learn that writers need a sense of what they are aiming for in order to collect, elaborate on and structure their writing. In this unit, each student will write a personal essay in which he/she advances a theme of personal significance, arguing, for example, "It's hard being an only child," or claiming, "My dog is my best friend."

Unit 4: Realistic Fiction

Students will learn that fiction writers need to choose a seed idea and begin to develop characters by creating their external and internal traits. They will also learn that writers develop characters not only by telling about their motivations and struggles, but also by creating scenes that show these things. Students will learn to listen to their writing carefully, and then choose words, structures and punctuation that help them to convey the content, mood, tone, and feelings of the piece.

Unit 5: Poetry

Students will read and write poems in individual, critical and evaluative ways to explore the observations, feelings and ideas of other poets. Students will learn to express their own observations, feelings and ideas about their own lives and the world.

Unit 6: Literary Essays

Students will begin to understand that literary essayists ask, "What's this story really about?" and then analyze the ways the author deliberately crafts the story to convey this meaning. Students will learn that literary essayists draw on their life experience to understand and develop ideas about texts. They will also learn ways to question and revise their theses as writers do, making sure each is supported by the whole text.

Reading Units

Unit 1: Launching Reader's Workshop

In this unit the reading workshop is launched. Teachers help students develop a love of reading, while introducing the routines, structures and habits of a rich reading workshop. Skills taught during this unit include, but aren't limited to, reading with fluency and stamina, monitoring for sense and retelling.

Unit 2: Character Study

During this unit students will learn how to walk in the characters' shoes, see the story through the characters' eyes, and glean facts about the character. Students will use these skills to develop theories about the characters and then learn to talk about those theories with others. Skills taught during this unit include, but aren't limited to, empathizing, envisioning, predicting, inferring and synthesizing.

Unit 3: Mystery

This unit is a favorite for third graders! It teaches students cause-and-effect relationships, how to predict outcomes and reading closely. Students continuously try to solve the mystery before the crime-solver does. Skills taught in this unit include, but aren't limited to, predicting, critical reading, and synthesizing.

Unit 4: Nonfiction

This unit teaches readers to focus on text structure. Students learn that most expository nonfiction has a central idea and supporting evidence. In addition, students learn that narrative nonfiction focuses on the goals and struggles of a central character. During the final stages of the unit, students will use what they have learned to research a topic of their choice. Skills taught during this unit include, but aren't limited to, predicting, determining importance, using context clues, finding the main idea, building fluency, research skills and synthesizing.

Unit 5: Humor

The main goal of this unit is to help readers laugh at the funny parts in books. This means that students have to be able to "get the joke." In this unit students will learn to notice patterns in humorous texts, see the signals authors give when something is supposed to be funny, and overall, enjoy humorous texts. Skills taught in this unit include, but aren't limited to, critical reading, questioning, inferring and interpreting.

Unit 6: Fantasy:

The obvious purpose of this unit is to get kids excited about fantasy. Fantasy books are mostly about the struggle between good and evil. However, the fantasy genre is extremely complex. Therefore, the underlying purpose of this unit is to help students become more powerful readers of complex texts. Skills taught in this unit include, but aren't limited to, setting, metaphors, theme, and critical reading.

Math Units

Unit 1: Routines and Review

Students will:

- establish routines that will be used throughout the entire school year
- explore patterns on number grids
- review telling time, measuring lengths and using calculator
- reviewing data concepts and finding equivalent names for numbers

Unit 2: Adding and Subtracting Whole Numbers

Students will:

- Add and Subtract Whole numbers fluently
- review fact families
- solve "What's My Rule?" problems using diagrams to solve number stories
- review algorithms for adding and subtracting

Unit 3: Linear Measures and Area

Students will:

- Explore standard units of measure
- Measure objects using U.S. customary and metric units
- Develop deeper understanding of area and perimeter concepts
- Begin to investigate the relationship between diameter and circumference

Unit 4: Multiplication and Division

Students will:

- model and solve multiplication numbers stories
- practice multiplication facts
- model and solve division number stories
- practice division facts
- explore the relationship between multiplication and division

Unit 5: Place Value in Whole Numbers and Decimals

Students will:

- Develop a good understanding of our numeration system
- extend previous lessons on the base-ten place-value system to whole numbers through millions and to decimals through thousandths
- apply these concepts to reading, writing, comparing, and ordering whole numbers and decimals
- use whole numbers and decimals in real-life contexts.
- practice their estimation and computation skills

Unit 6: Geometry

Students will:

- explore basic of geometry concepts
- investigate line segments, rays and lines
- develop a good understanding of polygons, triangles and quadrangles
- explore the relations among segments, rays and lines as well as the geometric figures that can be built from them
- draw and measure angles

Unit 7: Multiplication and Division

Students will:

- Develop a deeper understanding of multiplication and division concepts
- review multiplication and division patterns
- extend basic multiplication facts
- practice making estimates of costs
- explore ratios and geometric figures

Unit 8: Fractions

Students will:

- Review the uses of fractions and place on the number line
- explore fractional and spatial relationships
- be introduced to the number line for fractions
- understand and find equivalent fractions
- compare fractions
- name quantities greater than 1 with fractions
- solve number stories involving fractions

Unit 9: Multiplication and Division

Students will:

- Focus on deepening their understanding of multiplication and division
- Use the partial product algorithm to solve multiplication problems
- review remainders in division problems and positive and negative numbers.
- multiply and divide with multiples of 10, 100, and 1,000
- use mental math to multiply, share money and find products of 2-digit numbers

Unit 10: Measurement and Data

Students will:

- Extend their work with measures of length, weight and capacity
- work on median and mode for a set of data
- review units, tools, and measures of weight, length, and capacity
- be introduced to the mean of a set of data
- begin to plot points on a coordinate grid

Unit 11: Probability

Students will:

- Use spinners, predictions and random draw problems to explore chance and probability
- graph and interpret data to represent the likelihood of outcomes and predict outcomes
- estimate the make-up of a population using survey data and objects

Social Studies

Unit 1: The Geography of Michigan

In this unit students use a geographic lens to explore the state of Michigan. The unit focuses around the five major themes of geography: movement, region, human/environment interaction, location and place. Students explore the concept of "state" using a map of the United States. The two focus questions for this unit are (1) How can the five themes of geography be used to describe Michigan? and (2) How have people used, adapted to and modified the environment of Michigan?

Unit 2: The Economy of Michigan

In this unit students explore the principles and concepts of economics through the lens of Michigan today. Students use what they have learned about Michigan's natural resources to explore how natural, human, and capital resources combine to influence the types of businesses in our state today. Students focus on the economic principles of scarcity, choice and opportunity costs. Students explore the role of

government with respect to goods, services and incentives. The three focus questions for this unit are (1) What do people consider in deciding what to produce and consume in Michigan? (2) How do scarcity and choice affect what is produced and consumed in Michigan and (3) How is Michigan part of the national and global economies?

Unit 3: The Early History of Michigan

In this unit students explore the early history of Michigan. They begin by examining the work of historians. Then, they apply historical thinking skills to a study of American Indians in Michigan, exploration, and early settlement. Civics is integrated as students explore how Michigan became a state. The two focus questions for this unit are (1) How do historians learn about the past? and (2) How did people and events influence the early history of Michigan.

Unit 4: The Growth of Michigan

In this unit students combine what they have previously learned about geography, economics, and the early history of Michigan to explore the growth of Michigan after statehood. Students explore how natural resources such as fertile soil, trees, and minerals influenced certain businesses to take root in Michigan. They also explore how economic activities led to the growth of towns and cities. Finally, students explore push and pull factors of migration that led to population growth in Michigan and how different cultural groups have created unique regions within the state. The two focus questions for this unit are (1) How has Michigan changed over time? and (2) How have Michigan's resources impacted the economy and growth of the state?

Unit 5: The Government of Michigan

In this unit students begin with an examination of the purposes of government and ways in which the government of Michigan works to fulfill those purposes. By exploring the concept of representative government, students learn how the power of government resides with the people. Students build upon their knowledge of local government and community and explore why state governments are needed. By learning about the Michigan Constitution, students are introduced to the concept of limited government. Finally, students consider important rights and responsibilities of citizenship. The three focus questions for this unit are (1) Why do the people in the state of Michigan need a government? (2) How is our state government organized? and (3) What are some important rights and responsibilities of Michigan citizens?

Unit 6: Public Issues Facing Michigan Citizens

In this unit students examine public issues relating to Michigan. The unit begins with a review of some responsibilities of citizenship. Students explore the difference between private or family issues and public issues in the local community or state. After learning the differences between renewable and non-renewable resources (a science integration), students examine the public issue of wind farms in the Great Lakes. Students identify various points of view and applying core democratic values to support several positions on the issue. The three focus questions for this unit are (1) How do responsible citizens

resolve statewide problems? (2) How do people learn about public issue in our state? and (3) Why do people disagree about the ways to solve problems facing people in Michigan?

Science

Living Things: Their Characteristics & Adaptations Unit
Students will:

- Explain that plants and animals require certain needs in order to survive.
- Understand the transfer of energy through a food chain begins with the Sun
- Understand that plants and animals are part of an ever changing food web or food chain.
- Know the differences between predators and prey and their role in a balanced ecosystem
- Explain the differences between consumer, producers, and decomposers.
- Understand how living things adapt for survival.
- Review visible parts of plants and describe their function.
- Describe and classify animals based on physical characteristics.
- Develop ideas regarding the dependence of living things on various aspects of behavior within their environment.

Light and Sound Unit
Students will:

- Know that light and sound are forms of energy
- Explain and demonstrate how shadows are made
- Understand how light travels
- Explain the differences between reflection, absorption and refraction
- Explore the behavior of light through water
- Demonstrate how sound travels through air and objects
- Understand the different vibrations cause different sounds
- Explain the reasons some sounds are loud or soft, high or low

Sun, Moon, Earth Unit

Students will:

- Compare and contrast the Sun and Moon with the Earth
- Identify the location of the Sun, Earth and Moon in our solar system
- Understand how the movement and tilt of the Earth on its axis results in seasons
- Explain that the spin of the Earth creates day and night.
- Describes the visible appearance of the moon and it's phases in a month's time