

Windsor Public Schools' Elementary Directory

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CURRICULUM AT A GLANCE



GRADE 3

Windsor Public Schools
2009

CURRICULUM AT A GLANCE

GRADE 3

August 2009

Dear Families,

We are pleased to provide this updated *Curriculum at a Glance* for Grade 3. This booklet provides a quick view of the curriculum and expected student performances for Grade 3. Expected performances identify the specific knowledge and abilities from the broader curriculum that will be assessed. It is our expectation that every child will master each outcome. We believe that every child can and should learn at high levels. This belief recognizes that children have diverse needs, learn in different ways and rates, and have varied interests and experiences. We value and respect these differences. Working as a collaborative team of educational specialists, we will facilitate high-quality instruction for every child.

We recognize that to maximize each child's potential, Windsor families and staff must work as partners to create a respectful climate in which academic success is expected and the goal of lifelong learning is established. We look forward to working together so your child(ren) achieve(s) at high levels.

Sincerely,

Elementary Staff of the Windsor Public Schools

READING AND APPRECIATING LITERATURE

- Recognize multiple types of literature (e.g., poetry, biography, fables).
- Continue to select, read and respond to books on a regular basis.
- Continue to check out and return library materials.

USING OTHER TECHNOLOGY SKILLS

- Use basic operations of a computer.
- Use network accounts to access resources and save files.
- Compose writing using a computer program.
- Create other computer products that combine writing and graphics.
- Use specific computer programs to develop knowledge or skills.
- Begin to demonstrate understanding of regulations for acceptable and safe use of the Internet.



RESPECT FOR DIFFERENCES

- Cooperate with peers with disabilities and those of different gender or ethnicity in a physically active setting.
- Work cooperatively with both more and less skilled peers during activities.

OPPORTUNITIES PROVIDED THROUGH PHYSICAL ACTIVITIES

- Enjoy the practice of activities to increase skill competence.
- Use physical activities as a means of self-expression.

LIBRARY MEDIA AND TECHNOLOGY

FINDING AND USING RESOURCES

- Alphabetize to the second letter.
- Use all sections of the library to find materials and begins to use classification numbers.
- Begin to find and use words from a dictionary.
- Begin to do basic searches using the library catalog.
- Begin to use print and online reference tools.
- Begin to locate relevant information within a resource using features such as table of contents and index..
- Begin to learn how to take notes using an organizer.
- Begin to use information to answer questions, draw conclusions or summarize in their own words.
- View and listen to media in order to learn specific information and ideas.

LANGUAGE ARTS

WORD RECOGNITION

- Use letter sounds, word structure and syllables to decode multi-syllable words.
- Infer word meanings from roots, prefixes, and suffixes.
- Explain common homophones.
- Explain pronoun referents.
- Recognize and explain common regular and irregular words.
- Read third grade vocabulary.
- Learn new words.

COMPREHENSION

- Use before, during and after reading strategies.
- Read fiction and nonfiction books.
- Summarize major events/actions that define the plot.
- Describe character traits.
- Express opinions and draw conclusions about text.
- Make a variety of connections to text.
- Examine and discuss poetry.
- State main ideas and supporting details.
- Identify and explain text structures.
- Interpret text based on charts, graphs, maps, photos, and illustrations.
- Discuss culture, traditions, values, ethics, and beliefs included in the text.
- Select and synthesize information to include in an extension of the text.
- Examine literary devices.

WRITING

- Write using description.
- Compose writing pieces using narrative story structure.
- Write in a variety of genres.
- Use process writing: brainstorming, drafting, revising, editing, publishing.
- Use appropriate capitalization and punctuation.
- Spell words correctly in daily writing.

MATHEMATICS

MATHEMATICAL THINKING AND TOOLS

- Learn and use problem-solving strategies to organize, explain, write and solve problems.
- Identify needed and extraneous information in story problems.

- Demonstrate calculator skills in computing numbers.
- Use estimation strategies to determine and justify the reasonableness of an answer.

NUMBER SENSE AND OPERATIONS

- Solve problems involving 1 and 10 more or less using 2-digit numbers.
- Identify alternative ways of expressing 2- and/or 3-digit whole numbers using expanded notation and regrouping.
- Use place value concepts to identify, compare and order whole numbers to 1000 including multiples of 10 and 100.
- Write story problems from addition and subtraction number sentences.
- Relate multiplication and division facts to rectangular arrays and pictures.
- Maintain fluency with basic subtraction facts to 18.
- Demonstrate mastery of basic multiplication facts 0-9.
- Develop strategies for division facts 1-9.
- Add and subtract 1- and 2-digit numbers with and without regrouping.
- Identify a reasonable estimate to solve a problem.
- Solve problems involving rounding 2- and 3-digit numbers to the nearest ten and hundred.

FRACTIONS AND DECIMALS

- Label, identify and or shade fractional parts of regions and sets.
- Use models and familiar objects to compare and order fractions.
- Read and write decimals to tenths.

MEASUREMENT, TIME AND MONEY

- Understand the relationship between customary and metric units of measurement.
- Measure lengths and draw lines to the nearest inch or centimeter.
- Solve problems involving time, elapsed time (15 minute increments) and calendar.
- Determine the value of a set of coins up to \$1.00 and make change up to \$1.00.
- Estimate lengths and areas by comparing.
- Tell time to the nearest hour, half-hour and quarter-hour using analog and digital clocks.

GEOMETRY

- Identify, describe and draw 2- dimensional geometric shapes.
- Draw and identify shapes that have one or more lines of symmetry.

GRAPHING, PROBABILITY AND STATISTICS

- Create bar graphs and pictographs from given data.
- Identify and interpret information from graphs, tables and charts.
- Solve problems involving probability.

UNDERSTANDING CULTURE/HISTORY

- Make connections between music and other disciplines.
- Identify similarities and differences in the meanings of common terms used in the various arts.
- Demonstrate appropriate audience behavior.
- Identify and describe roles of musicians in various settings and cultures (e.g., work songs).

PHYSICAL EDUCATION

MOVEMENT FORMS

- Acquire skill of a few specialized movement forms (e.g., completing a bounce pass to a moving target).
- Combine these skills in applied settings (e.g., completing a bounce pass during a small group activity).

APPLYING MOVEMENT CONCEPTS

- Recognize general characteristics of a movement that can be applied to a specific setting (sliding and playing defense in basketball).
- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills.

EXHIBITING A PHYSICALLY ACTIVE LIFESTYLE

- Choose and participate regularly in physical activities for the purpose of improving health and skill.
- Identify the benefits of regular physical activity.

ACHIEVING A HEALTHY LEVEL OF FITNESS

- Engage in sustained physical activity increasing the heart rate and breath intake.
- Recognize physiological indicators that accompany moderate to vigorous physical activity (muscle fatigue, muscle soreness).

RESPONSIBLE BEHAVIOR DURING PHYSICAL ACTIVITY

- Work cooperatively and productively with a partner or group as well as independently by staying on-task for short periods of time.
- Utilize safety principles in activity situations.

REFLECTING AND RESPONDING TO ART

- Describe, analyze, interpret, and evaluate their art and art of others using grade level visual art terminology.

CONNECTIONS TO OTHER SUBJECT MATTER AND EVERYDAY LIFE

- Make connections between visual arts and other subject matter and daily life including math (geometric shapes, proportion), language arts (writing-descriptive, narrative), science (animals/habitats), social studies (cultures), music (pattern/rhythm), and physical education (body movement, form/function).

MUSIC

SINGING

- Sing songs independently, in tune (matching pitch), including rounds and partner songs.

PERFORMING/IMPROVISING

- Play simple melody on a xylophone while singing a song.
- Improvise simple rhythmic and melodic patterns.

COMPOSING

- Create short compositions through question and answer phrases using specific guidelines.

READING/NOTATING

- Notate melodic movement of step, skip, and repeated notes.
- Identify and notate mi, re, do tonal patterns.
- Identify and notate rhythmic patterns with quarter notes, eighth notes, and half notes.

LISTENING/EVALUATING

- Identify step, skip, and repeated notes.
- Recognize aurally (by hearing) major and minor.
- Demonstrate understanding of long / short, even / uneven, duple, and triple, through movement.
- Describe contrasting and same measures, phrases, and sections.
- Apply criteria for evaluating performances and explain personal preference using appropriate music terminology.

- Solve open-ended, multi-step problems.

PATTERNS

- Extend or complete patterns involving whole numbers and attributes and state rules for given patterns.

SOCIAL STUDIES

GOVERNMENT/CIVICS

- Develop and understand decision-making and problem-solving skills.
- Explain the purpose of laws.
- Explain that individuals have a responsibility to follow the law.
- Develop an awareness of current events.
- Explain the meaning and characteristics of good citizenship in the U.S.
- Recognize the Constitution, including the Bill of Rights, as an important document that guides our country.

GEOGRAPHY

- Explain the characteristics and purposes of maps, globes, and other geographic tools.
- Identify and interpret information using maps and globes.
- Draw a simple map that includes a map key, symbols and cardinal directions.
- Locate major physical and environmental features on a state map of Connecticut.
- Locate places within their own and nearby communities in Connecticut.
- Label a world map that includes the seven continents and four oceans.
- Locate the equator and the Northern and Southern Hemispheres on a globe.

HISTORY

- Study issues and trends in Connecticut history.
- Gather historical data from multiple sources (text, computers, non-fiction books, magazine/newspaper articles).
- Develop historical thinking skills, including chronological thinking and recognize change over time.
- Describe ways in which communities and nations influence each other over time.
- Create timelines that sequence significant events and historical periods.
- Examine historical themes such as beliefs, institutions, conflict and conflict resolution.

ECONOMICS

- Identify goods and services and give examples of each.
- Explain that a market exists whenever buyers and sellers exchange goods and services.
- Define consumer and producer and their roles in a market system.

SCIENCE

PROPERTIES OF MATTER

- Compare and contrast the properties of solids, liquids and gases.
- Demonstrate that solids, liquids and gases are all forms of matter that take up space and have weight.
- Classify materials based on their observable properties, including state of matter.
- Explain the role of heating and cooling in changing matter from one state to another during freezing, melting, evaporation and condensation.

ROCKS AND MINERALS

- Differentiate between rocks and minerals.
- Use the senses and simple measuring tools to gather data about various rocks and classify them based on observable properties (e.g., shape, size, color, weight, visible markings).
- Conduct simple tests to determine properties of different minerals (e.g., color, streak, luster, hardness, magnetism), and use the data and other resources to identify unknown mineral specimens.
- Summarize nonfiction text to compare and contrast the conditions under which igneous, metamorphic and sedimentary rocks are formed.
- Observe and analyze rock properties (e.g., crystal size or layers) to infer the conditions under which the rock was formed.

HABITATS

- Compare and contrast the external features and behaviors that enable different animals and plants to get food, water and sunlight, find mates, and be protected in specific land and water habitats.
- Give examples of ways animals benefit from camouflage.
- Evaluate whether an adaptation gives a plant or animal a survival advantage in a given environment.

- Give examples of ways that living and nonliving things are interdependent within an ecosystem.
- Analyze food chains and webs to describe how energy is transferred from plants to various animals in an ecosystem.

CONSERVATION

- Distinguish among reducing, reusing, and recycling as conservation techniques.

PERSONAL HEALTH

PERSONAL DEVELOPMENT AND SAFETY

- Reflect on desirable character traits and how to demonstrate them.
- Practice appropriate ways of expressing positive and negative feelings.
- Understand the effects of drugs on the body.
- Practice refusal and decision making skills.
- Demonstrate responsibility for personal safety.

ART

MEDIA, TECHNIQUES, AND PROCESSES

- Understand, select and apply a variety of media, techniques and processes including: ceramics (coil), drawing (contour, constructive), fiber arts (stitchery), painting (applications), and sculpture (additive).

ELEMENTS AND PRINCIPLES OF ART

- Understand and apply the elements of art: color, line, space, shape/form, and texture and some of the principles of art: balance, repetition, variety, and proportion.

CONTENT

- Consider, select and apply a range of different subject matter, symbols and ideas when studying and creating art to communicate ideas.

ART HISTORY AND CULTURES

- Begin to understand visual art in history and in different cultures that includes representational and abstract art.