

# Curriculum Guide for Third Grade

NORTHBROOK  
**DISTRICT**



---

Teaching Learning Caring

Northbrook School District 28  
2016-2017

Larry A. Hewitt, Ed.D. Superintendent of Schools  
Kathy Horvath, Ed.D. Assistant Superintendent  
Stephanie L. Smith, M.A.L.S. Director of Learning  
Rosanne Dwyer, Ed.D. Director of Student Services  
1475 Maple Avenue  
Northbrook IL 60062  
(847) 498-7900 (847) 498-7970 fax

Greenbriar School  
1225 Greenbriar Lane  
Northbrook IL 60062  
(847) 498-7950  
Principal: Ginny Hiltz

Meadowbrook School  
1600 Walters Avenue  
Northbrook IL 60062  
(847) 498-7940  
Principal: Pat Thome

Westmoor School  
2500 Cherry Lane  
Northbrook IL 60062  
(847) 498-7960  
Principal: Mary Sturgill

Northbrook Junior High School  
1475 Maple Avenue  
Northbrook, IL 60062  
(847) 498-7920  
Principal: Scott Meek, Ed.D.

NORTHBROOK  
DISTRICT 28

Teaching Learning Caring



Dear Parents,

We hope you find this Curriculum Guide helpful! Over the past few years, members of the Northbrook District 28 Curriculum Council have designed these guides for you. The guides will give you an overview of what your child will be learning at a grade level. Hopefully, this overview will assist you when you have conversations about classroom work with your child's teacher and as you reinforce learning concepts at home with your child(ren).

We welcome your feedback as you use these Parent Curriculum Guides throughout this year. Your feedback helps us improve our design. The Northbrook District 28 faculty, assistants, and administrators appreciate your working with us as we work on behalf of all children in this district. We thank you.

Best wishes for a successful school year.

Yours truly,

Northbrook School District 28 Faculty, Staff and Administrators

District 28 Curriculum Guides are available on the district website:  
**[www.northbrook28.net](http://www.northbrook28.net)**

# LITERACY

The skills and knowledge of the language arts are essential for student success in virtually every area of the curriculum. They are also essential for the development of clear expression and critical thinking. District 28 has adopted a comprehensive language arts philosophy which integrates language, reading, writing, speaking and listening.

**By the end of Third Grade we expect students to be able to...**

## READING

### Reading Comprehension

- make connections using schema.
- visualize and use sensory images to understand text.
- ask questions while reading.
- determine important ideas and themes in text.
- make inferences.
- synthesize.
- Self-monitor while reading.
- understand different purposes for reading.
- identify literary elements: setting, plot, characters, problem/solution and conclusion of a passage.
- identify topic, main idea and details.
- recognize cause/effect relationships.
- sequence story events.
- read fluently.
- recognize literary genres.
- recognize base words, prefixes, suffixes and compound words and contractions.
- understand and utilize vocabulary.



## STUDY AND REFERENCE SKILLS

- use an index, table of contents, title page and glossary.
- select appropriate reference sources (encyclopedia, dictionary, atlas, internet) to locate information.

## WRITING

- recognize parts of speech.
- use correct verb and noun forms.
- identify subject and predicate.
- demonstrate correct use of punctuation and capitalization.
- recognize spelling patterns and correctly spell commonly used words.
- develop a writing passage with focus, support, elaboration, conventions and integration.
- understand and practice many forms of writing including narrative, expository and persuasive.
- edit for capitalization, punctuation, spelling, usage word omissions, paragraphing, sentence structure, focus, support, integration and elaboration.



## SPEAKING AND LISTENING

- give directions clearly.
- use courteous social amenities when speaking.
- be able to effectively communicate their needs and wants.
- present brief oral reports.
- repeat the contents of a brief message.
- state the main idea.
- distinguish between relevant and irrelevant information.
- demonstrate attentive listening behavior.
- follow oral directions.
- identify point of view of source.



# MATHEMATICS

The purpose of mathematics is to provide essential problem-solving tools applicable to a range of scientific disciplines, business practices, and everyday situations. The District 28 mathematics curriculum promotes opportunities for students to develop and apply basic mathematical skills and solve problems confidently using a wide variety of strategies. The program encourages students to become independent thinkers, share responsibility for their own learning, and appreciate the value of working together to solve difficult problems. Instruction fosters skillful reasoning in diverse situations and effective communication of both solutions and methods.

## **By the end of Third Grade, we expect students to be able to...**

### **NUMERICAL CONCEPTS AND OPERATIONS**

- understand place value through thousands.
- solve addition and subtraction problems using a variety of strategies.
- use computation to solve problems with money, length, time, area, mass, and volume.
- count money and make change.
- develop understanding of place value and large numbers to solve problems.
- gain facility with multiplication concepts and its patterns.
- develop strategies and use estimation for computation.
- estimate using rounding, benchmarks, and convenient number.
- check estimations for reasonableness.
- represent fractions concretely, pictorially, and symbolically.
- divide a whole into equal parts.
- use manipulatives to compare, find equivalents, and add fractions.
- add/subtract like fractions.
- identify the unit whole and the fractional part of the whole.
- identify and compare different visual representations of same fraction.
- compare fractions using benchmarks.

## ALGEBRA

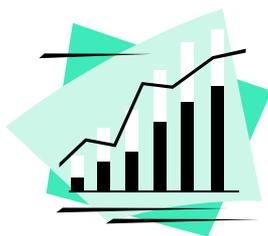
- use patterns to solve problems.
- identify patterns of even and odd numbers.
- identify patterns of multiples among the multiplication facts.

## GEOMETRY

- identify congruent parts of shapes.
- represent shapes in a variety of ways.
- analyze and classify shapes.
- describe, represent, and name the parts of three dimensional objects.
- explore line and turn symmetry using slides, flips, and turns.

## MEASUREMENT

- measure length and perimeter.
- tell time to the nearest five minutes.
- explore the area of regular and irregular shapes.
- estimate and determine mass and volume.
- compare predictions against actual measurements.
- determine elapsed time.



## DATA ANALYSIS

- collect, organize, graph and analyze data.
- interpret data, draw conclusions and make predictions.

## 8 MATHEMATICAL PRACTICES

- make sense of problems and persevere in solving them.
- reason abstractly and quantitatively.
- construct viable arguments and critique the reasoning of others.
- model with mathematics.
- use appropriate tools strategically.
- attend to precision.
- look for and make use of structure.
- look for and express regularity in repeated reasoning.

# SCIENCE

The biological, physical and earth sciences are studied in kindergarten through fifth grade. The opportunity to use the scientific method of questioning, experimentation and drawing conclusions is provided throughout the grade levels. A science teacher/consultant provides student instruction on a regular basis in our well-equipped science labs.

**By the end of Third Grade, we expect students to be able to...**

## SCIENTIFIC PROCESS

- learn the basic concepts in the scientific method (hypothesize, experiment, observe, collect, record, interpret data and draw conclusions).
- demonstrate proper lab procedures, use of equipment and basic safety in the lab.

## ANIMAL GROUPS

- identify how plants, animals & environments of the past are similar or different from current plants, animals, & environments.
- identify how organisms adapt in order to survive when their environment changes.

## FORCES AND INTERACTIONS

- use observations and measurement of an object's motion to predict future motion.
- ask questions to determine cause and effect relationships of electric and magnetic interactions between objects.

## WEATHER AND CLIMATE

- describe typical weather conditions during a particular season.
- obtain information to describe climates in different regions of the world.



# SOCIAL STUDIES

Social Studies for kindergarten through fifth grade focuses on home, school, community, Chicago, Illinois, regions of our nation, and the United States. Students learn map skills, geography, and cultural awareness.

**By the end of Third Grade, we expect students to be able to...**

## GEOGRAPHY

- apply map and globe skills including: map keys, hemispheres, borders and boundaries, land forms, continents, oceans, compass rose and different types of maps.

## EXPLORATION

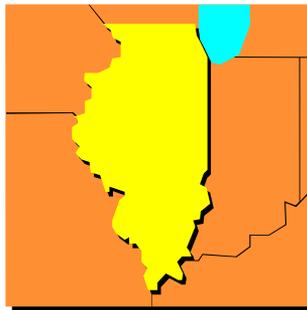
- understand and explain the reason for exploration.
- study the development of the Americas through exploration.

## ILLINOIS

- demonstrate a knowledge of Illinois, past and present including: geography, important people, historical events, Native American history and culture, landmarks, government, state symbols, state capital and economics.

## CHICAGO

- demonstrate a knowledge of Chicago's past and present including: important people, historical events, landmarks, transportation, ethnic diversity, government, city flags, economics, current events and cultural arts.



# SPANISH

All students in grades one through five will study Spanish for 30 minutes daily. Students focus on basic language acquisition and cultural awareness in a learning environment in which students are immersed in the target language.

## By the end of Third Grade, we expect students to be able to...

### LISTENING COMPREHENSION

- understand simple descriptions, stories, and conversations directly related to the curriculum.
- follow simple directions given in the target language.



### SPEAKING

- mimic correct Spanish pronunciations.
- speak about known topics in familiar conversations, as appropriate to grade level.
- use the target language in spontaneous and meaningful ways.

### READING

- recognize the alphabet, sound/letter correspondence and target vocabulary words in Spanish.
- read simple descriptions, stories and conversations directly related to the curriculum, as appropriate to grade level.

### WRITING

- write simple guided sentences and phrases directly related to the curriculum, as appropriate to grade level.

### CULTURE

- recognize common Hispanic holiday traditions and celebrations.
- recognize where Spanish is spoken in the US and worldwide.
- participate in children's songs and games from Spanish-speaking cultures.

### THEMATIC UNITS



- provide students with real-life connections and applications to their own lives as well as the Spanish-speaking world.

## **SOCIAL EMOTIONAL LEARNING**

Effective SEL programs begin at an early age and continue through high school. They work to develop students' key SEL skills. These include five core social and emotional competencies:

- **SELF-AWARENESS:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- **SOCIAL AWARENESS:** Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- **SELF-MANAGEMENT:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
- **RELATIONSHIP SKILLS:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.
- **RESPONSIBLE DECISION MAKING:** Accurately assessing risks, making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions, respecting others, and taking personal responsibility for one's decisions. (Excerpt from Safe & Sound, CASEL)

### **By the end of Third Grade we expect students to have an understanding of the following skills:**

Listening

Stop and Think (consequences, good choice, bad choice)

Knowing feelings, Feeling fingerprints

Joining in

Reading others

Dealing with/and expressing feelings

Ignoring

Asking for help

Following directions

Accepting consequences & responsibility

Reading others' feelings

Introducing

Sportsmanship

Heroes

Beginning a conversation

Problem solving

# INTERNET SAFETY

The District 28 Internet safety curriculum teaches students not only how to navigate the Internet safely but also how to be good citizens while online. This curriculum meets the Illinois General Assembly requirement that schools provide Internet safety instruction for students in grades three through eight.

## **By the end of Third Grade, we expect students to be able to...**

- define harassment.
- define cyber-bullying.
- demonstrate respectful peer-to-peer interactions online.
- stop online inappropriate conversations.
- define copyright law.
- understand and cite sources.
- understand the role of advertisements on the Internet.
- understand that personal information identifies people in specific ways.
- understand that sharing personal information online shares it with strangers.
- understand that information placed on the Internet is there forever.
- tell an adult if they receive a message that gives them a “strange” feeling.
- inform their parents when they communicate with others on the Internet.
- use polite words when communicating on the Internet.
- understand that communication comes from people, not programs.



# LIBRARY

The library curriculum focuses heavily on literature appreciation and cultivating a lifelong love of reading through exposure to a wide variety of reading materials and constant access to a school library with trained library personnel. In addition, students learn information literacy skills as outlined below.

## **By the end of Third Grade we expect students to be able to.....**

- effectively use the library catalog system, Destiny.
- determine importance when researching information.
- understand and utilize the 5 A's of research:
  - Ask questions to guide/direct research
  - Access online resources such as World Book and Britannica
  - Analyze the information as it is gathered into note taking form
  - Apply Information to create a shared product
  - Assess the research process.
- create accurate citations.
- use informational text features to locate information.
- choose appropriate materials independently from wide variety of texts, including award winning titles.
- paraphrase information gathered from a resource.
- evaluate text and web based information (bias, accuracy, purpose, author's intent).
- use primary sources to find information.
- interpret information from graphic aids.

# PHYSICAL EDUCATION

Northbrook School District 28 recognizes daily, elementary physical education as an integral part of every student's educational program. Growth in social, emotional, cognitive and motor skills is fostered through physical activity. In addition to the development of physical skills, we emphasize good sportsmanship and encourage healthful living. Cooperation and respect for each other helps provide a safe environment, both physically and emotionally.

Healthful, active life-styles are taught through developmentally appropriate physical activity. The goal of elementary physical education is to achieve and maintain a healthy level of physical fitness that begins at the earliest possible age and progresses sequentially.

**In grades 1-3 we expect students to gain knowledge and skills in the three following areas....**

## MOVEMENT SKILLS

- locomotor (running, skipping, hopping, galloping, etc.)
- non-locomotor (bending, stretching, twisting, swaying, etc.)
- manipulative (bouncing, catching, tossing, kicking, etc.)

## PHYSICAL FITNESS

- components of physical fitness (cardiovascular endurance, flexibility, muscular endurance, agility and muscular strength.)
- heart rate (identifying and recording)
- physical changes to the body during exercise (sweating, increased heart rate, increase breathing rate, etc.)
- body system awareness (muscular and skeletal)

## TEAM BUILDING

- individual responsibility during group activities (name calling, taking turns, making good choices, include everyone, etc.)
- responsibilities as a team member (respect for self and others, leadership opportunities, accepting roles, etc.)



# ART

**By the end of Third Grade we expect students to be able to...**

## **DRAWING**

- demonstrate increased dexterity with a variety of drawing media.
- use overlapping, changing sizes, repetition and placement.
- demonstrate understanding of basic facial and body proportions.

## **PAINTING**

- continue to develop painting skills.
- experiment with combining paint and other materials i.e. resist, collage.
- understand warm and cool colors.

## **DESIGN**

- further develop use of symmetry.
- introduce the concepts of foreground, middle ground, and background.
- continue use of repetition to create patterns.

## **SCULPTURE**

- expand on basic techniques to manipulate materials.
- use basic skills to create pieces with more detail and texture.

## **GRAPHICS**

- create multiple prints by using various materials and techniques.
- use experimental techniques and tools such as brayers and string to make prints and monoprints.

## **ART APPRECIATION**

- develop an awareness of abstraction, realism and non-objective art.

# MUSIC

Music education seeks to cultivate thoughtful members of society that are tuneful, beatful, and artful. This is achieved by incorporating folk songs, multicultural music, and historical musical selections into the curriculum. A balanced mix of learning experiences utilizing creative movement, instruments, and singing are extended and further developed each year.

**By the end of Third Grade, we expect students to be able to demonstrate...**

## **MELODY**

- match pitch on 5 or more notes, play recorder, treble clef notation, part range.

## **RHYTHM**

- whole notes and rests, syncopation.

## **EXPRESSION**

- folk dances, articulation (legato/staccato), improvisation on instruments, singing, and movement.

NORTHBROOK  
**DISTRICT 28**

---

Teaching Learning Caring



**WE WELCOME YOUR COMMENTS**