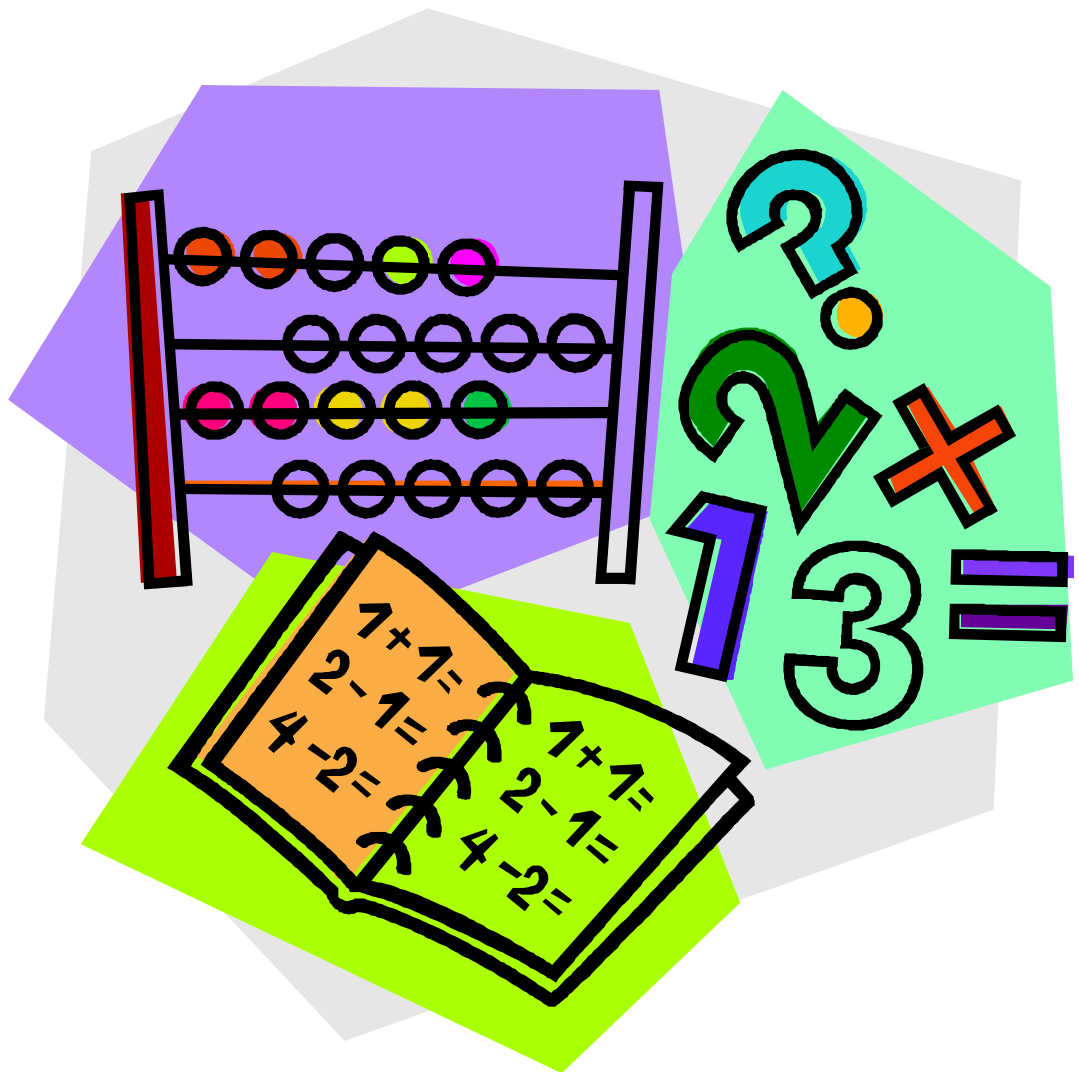


# THIRD GRADE 2009



# Religion

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Chapt. 1 Who is God?</li> <li>• We are all made in His image and we are all unique.</li> <li>• 3 Persons in One God – God the Creator, the Savior, and the Holy Spirit</li> <li>• Review and discuss the “Our Father” prayer</li> <li>• Chapt. 2 God Created the World</li> <li>• Free will – choice/ sin</li> <li>• Chapt. 4 Promise of a Savior</li> <li>• Adam &amp; Eve – free choice/ original sin</li> <li>• angels – battle in Heaven between good / evil</li> <li>• Review and discuss the “Guardian Angel” prayer</li> <li>• vocabulary words for all chapters</li> <li>• Saints – in particular, St. Patrick, St. Michael the Archangel, Gabriel, Raphael, St. Francis of Assisi</li> </ul>	<p>Chapter 29 Mary, Our Mother and Queen</p> <ul style="list-style-type: none"> <li>• Immaculate Conception – free from original sin</li> <li>• Review and discuss the “Hail Mary” prayer</li> <li>• Her role in Heaven and on Earth</li> <li>• Chapt. 13 &amp; 14 God's Tender Mercy, Meeting Jesus in Confession</li> <li>• Review sacrament of Reconciliation / Reconciliation Service</li> <li>• Review and discuss “Act of Contrition” prayer</li> <li>• Saints' Presentations, Reports, Acrostics/ All Saints' Day Mass</li> <li>• Advent Calendars – daily discussions of Mary and Joseph on the way to Bethlehem</li> <li>• Chapt. 15 The Christ Child is Born</li> <li>• Mary's choice to say “Yes” - connection to our free will</li> <li>• vocab words for all chapters</li> <li>• Saints – in particular, St. Nicholas, Blessed Kateri</li> <li>• Mary, Queen of Angels Assisted Living – Christmas caroling</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do students value their own and each others' unique individualities?</li> <li>• Can they explain the 3 persons in 1 God?</li> <li>• Can they tell the story of Adam and Eve and how original sin came to be?</li> <li>• Do students understand that we all have free will and choice for our own actions?</li> <li>• Do they understand what sin is and that it may be the consequence of a poor choice?</li> <li>• How are the lives of the saints relevant to our lives and how can we be like them?</li> </ul>	<ul style="list-style-type: none"> <li>• Do students understand about Mary, free from sin?</li> <li>• Do they understand the concept of forgiveness?</li> <li>• Can they see the need for forgiveness and reconciliation with Christ in their own lives?</li> <li>• Do they understand the importance of Mary's choice to say “Yes” to God, and how they have the choice to reject sin daily?</li> <li>• Can they explain the reason for the season of Advent as a time of waiting?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Written Assignments and Artwork to illustrate concepts. For example: 3 Persons in 1 God</li> <li>• Nature Walk – beauty of God's creation – write and illustrate</li> <li>• workbook pages</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Saints' Presentations</li> <li>• Written Assignments and Artwork – Ex: Mary, Queen of Angels trip</li> <li>• workbook pages</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Saint Cards Box, books about saints</li> <li>• creation stories</li> <li>• songs and stories about angels alive among us and in Heaven</li> <li>• literature</li> </ul>	<ul style="list-style-type: none"> <li>• Saint Cards Box, books about saints</li> <li>• literature about Advent and Christmas – Ex: Legend of the Poinsettia</li> <li>• Christmas carols</li> <li>• Advent calendars</li> <li>• videos – St. Nicholas, Saints and Heroes</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Chapt. 16 Jesus Grows in Age and Wisdom</li> <li>• Jesus in the Temple</li> <li>• the Holy Family</li> <li>• sacrament of Baptism – John the Baptist</li> <li>• Chapt. 17 Signs and Wonders</li> <li>• miracles, parables</li> <li>• Ash Wednesday/ Lenten daily discussions and activities</li> <li>• Stations of the Cross – discussions and sequencing through the use of symbols</li> <li>• Chapt. 18 The Last Supper, Our First Mass</li> <li>• sacrament of the Eucharist</li> <li>• Chapt. 19 Jesus Gives His Life For Us</li> <li>• Notes on the Passion and Death of Jesus Christ as they connect to the Stations of the Cross</li> <li>• vocab for all chapters</li> <li>• Saints – in particular, St. Damien, St. Thomas Aquinas, St. Valentine, St. Veronica</li> </ul>	<ul style="list-style-type: none"> <li>• Chapt. 25 Jesus Rises in Splendor</li> <li>• Discuss term – resurrection</li> <li>• Mission of the apostles</li> <li>• Promise of the Holy Spirit</li> <li>• Chapt. 26 Coming of the Holy Spirit</li> <li>• Pentecost - Mary &amp; the Apostles / Holy Spirit</li> <li>• Holy Spirit – gives us courage and guidance</li> <li>• sacrament of Confirmation</li> <li>• Chapt. 21 The Holy Mass</li> <li>• Review of Mass parts</li> <li>• Discussion and memorization of the “Apostles' Creed”</li> <li>• Vocab words for all chapters</li> <li>• Saints – in particular, St. Peter, St. Dismas, St. Joan of Arc, St. Bernadette</li> <li>•</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do they understand the role of John the Baptist?</li> <li>• Do they understand the sacrament of Baptism?</li> <li>• Can they understand the season of Lent as a time for sacrifice and kind actions of service to others?</li> <li>• Can they tell the story of Christ's passion and death and the reason for it as it connects to our lives?</li> <li>• Do they see faces of compassion during Christ's Good Friday?</li> <li>• Can they see signs of good vs. poor choices made by people during Holy Thursday and Good Friday?</li> <li>• Can they connect free will – sin – sacrifice – resurrection - salvation to our lives?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they understand the reason for Christ's sacrifice and resurrection in connection to their lives?</li> <li>• Do they understand the gift of the Holy Spirit for the apostles and us?</li> <li>• Can they understand the mission of the apostles to spread the Good News and how we are to do the same?</li> <li>• Can they tell the story of Pentecost?</li> <li>• Can they explain the purpose of the sacrament of Confirmation?</li> <li>•</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Test on notes taken on Christ's Passion and Death</li> <li>• Written assignments and Artwork – Ex: miracles</li> <li>• workbook pages</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• “Apostles' Creed” Test</li> <li>• Written assignments and Artwork – Ex: Resurrection</li> <li>• workbook pages</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Saint Cards Box, books about saints</li> <li>• literature</li> <li>• songs</li> <li>• Stations of the Cross – egg symbols</li> <li>• Lenten calendars</li> </ul>	<ul style="list-style-type: none"> <li>• Saint Cards Box, books about saints</li> <li>• literature</li> <li>• songs</li> <li>• video – Easter Story</li> </ul>

# READING

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>The first 9 weeks in Reading class is all about procedure and modeling. We discuss appropriate ways to listen and respond to stories at the rocking chair and on the rug since that is where Reading class will be conducted every day. The guidelines for appropriate listening, reading, discussion, etc., must be in place before we can begin our novel studies.</li> <li>The stories we read and discuss during this period are: <ul style="list-style-type: none"> <li>The Giving Tree</li> <li>Miss Nelson is Missing</li> <li>Miss Nelson Has a Field Day</li> <li>Johnny Appleseed/ Tall Tales</li> </ul> </li> <li>Our yearly theme in Reading involves: survival – heroes along the way – our connections to this in our daily lives.</li> <li>Concepts covered are: comprehension skills – prediction, main idea, moral, summarization</li> <li>Vocabulary connected with all stories</li> <li>Story Structure/ story maps – characters, plot, setting, theme</li> <li>Venn Diagrams – comparison/ contrast</li> <li>Fact/Opinion</li> <li>DEARTIME – 2 20 minute periods per day are given to students to read independently within their own levels. Books are aligned with their STAR Reading levels.</li> <li>Weekly Readers are used to supplement themes mainly in the areas of Science and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Due to the first 9 weeks of reading and responding to various literature at the rug/ rocking chair, we are now ready to begin our 1<sup>st</sup> novel, <u>The Courage of Sarah Noble</u>. The genre is historical fiction. Each child has their own copy to read and follow along. During this quarter we will read the complete novel, chapters 1-9.</li> <li>The same concepts are covered and applied to this novel as in Quarter 1, along with more in-depth characterization/ character webs, setting, details, theme.</li> <li>Sequencing</li> <li>Fantasy/ Reality</li> <li>Cause and Effect</li> <li>Continue concept maps and Venn diagrams to demonstrate knowledge learned</li> <li>Vocabulary for the novel</li> <li>Other literature pertaining to Thanksgiving and Christmas, such as; <u>How Many Days 'til Thanksgiving</u> and <u>The Polar Express</u>. Comprehension and activities connected with this literature.</li> <li>Continue independent reading at own levels during DEARTIME.</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>Have they learned and do they understand the appropriate guidelines and rules for engagement and discussion during Reading class?</li> <li>Are we working together on “community building” so that they will feel safe and able to participate</li> <li>Can they connect the morals of the stories to their own lives?</li> <li>Do they understand that DEARTIME is for pleasure reading and that there are rules and guidelines for this period?</li> <li>Do they understand the procedures and</li> </ul>	<ul style="list-style-type: none"> <li>Did they comprehend story structure, theme, and moral of this novel studied?</li> <li>Were they able to demonstrate comprehension of the novel study through various activities?</li> <li>Could they see connections with the novel and other literature read this quarter with their own lives?</li> <li>Can they sequence and retell literature that they have read?</li> <li>Are they becoming more independent in choosing literature in their level, on their own?</li> </ul>

	<p>purpose for Accelerated Reading and Star Reading Programs?</p> <ul style="list-style-type: none"> <li>• Can they read, discuss, and then answer questions in a Weekly Reader?</li> </ul>	
Assessments	<ul style="list-style-type: none"> <li>• Accelerated Reader Tests</li> <li>• STAR Tests are given and reassessed in Aug., Jan., and May.</li> <li>• Comprehension Question sheets and quizzes on all literature</li> <li>• Vocab Quizzes</li> <li>• Weekly Readers – graphs, charts, and comprehension questions</li> <li>• Weekly Reader Assessment Tests are given weekly</li> <li>• Book Reports – fiction and nonfiction</li> <li>• Group Work Activities pertaining to literature</li> <li>• Center – Literature Circles/ Discussions on books being read independently</li> <li>• Written Assignments &amp; Artwork – Ex: Johnny Appleseed</li> <li>• Yearly Progress Pro Program</li> </ul>	<ul style="list-style-type: none"> <li>• AR Tests</li> <li>• STAR Tests for Reading level assessments</li> <li>• Yearly Progress Pro Program</li> <li>• Comprehension Questions with the novel and other literature as pertain to season and theme</li> <li>• Vocab Quizzes</li> <li>• Weekly Readers - Ex: Native Americans</li> <li>• Weekly Reader Assessment Tests</li> <li>• Book Reports</li> <li>• Group Work Activities pertaining to novel</li> <li>• Center – Literature Circles</li> <li>• Written Assignments &amp; Artwork – Ex: Designing Sarah's Quilt</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• STAR Reader</li> <li>• literature – Tall Tales</li> <li>• Weekly Readers</li> <li>• videos – Johnny Appleseed, Tall Tales</li> <li>• Internet websites pertaining to units – Ex: Grand Canyon webquest</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• STAR Reader</li> <li>• literature</li> <li>• Weekly Readers</li> <li>• videos - “How the Grinch Stole Christmas,” Plimoth Plantation</li> <li>• Internet websites – Ex: pilgrims.net/plymouth</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Read the complete novel, <u>Sarah, Plain and Tall</u>, chapters 1-9. Each child has their own copy to read and follow along.</li> <li>• Apply all comprehension strategies to this novel learned in the 1<sup>st</sup> Quarter.</li> <li>• Continue to use concept maps, charts, and Venn diagrams to demonstrate knowledge</li> <li>• Vocabulary for the novel</li> <li>• Other literature pertaining to the time, such as; Martin Luther King and Presidents' Day – comprehension activities connected to this literature</li> <li>• Continue independent reading at their own level at DEARTIME</li> <li>• “Read Around the Planet” - videoconference/ prepare presentations to use to interact with another 3<sup>rd</sup> grade class</li> </ul>	<ul style="list-style-type: none"> <li>• Read through Chapter 10 of <u>Little House in the Big Woods</u>. Each has their own copy to read and follow along.</li> <li>• Apply all comprehension strategies learned to this novel.</li> <li>• Continue usage of Reading maps and webs to demonstrate knowledge learned.</li> <li>• Vocabulary for the novel</li> <li>• Other literature pertaining to the time and theme, such as; Titanic and “If You Traveled West in a Covered Wagon” - comprehension activities connected to this literature.</li> <li>• Continue independent reading at their own level at DEARTIME</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Did they comprehend the novel and literature read this quarter?</li> <li>• Can they demonstrate knowledge learned through various activities?</li> <li>• Are they progressing with their reading at their own level?</li> <li>• Can they apply comprehension strategies learned to their own independent reading?</li> <li>• Can they make connections with the literature to their own lives?</li> <li>• Can they work together as a class or group to prepare information to share with another 3<sup>rd</sup> grade class via the videoconference?</li> <li>• Can they create questions to ask other 3<sup>rd</sup> graders about themselves at the videoconference?</li> </ul>	<ul style="list-style-type: none"> <li>• Did they comprehend the novel and literature read at this quarter?</li> <li>• Can they demonstrate knowledge learned through various activities?</li> <li>• Have they progressed within their Reading level?</li> <li>• Can they make connections through literature?</li> <li>• Can they demonstrate usage of Reading comprehension strategies verbally and written?</li> <li>• Do they enjoy reading?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Accelerated Reader Tests</li> <li>• STAR Reading Program</li> <li>• Yearly Progress Pro</li> <li>• Comprehension Questions with novel and other literature</li> <li>• Weekly Readers – Ex: Martin Luther King</li> <li>• Weekly Reader Assessment Tests</li> <li>• Vocabulary Quizzes</li> <li>• Book Reports</li> <li>• Group Work Activities pertaining to novel</li> <li>• Center – Literature Circles</li> <li>• Written Assignments &amp; Artwork – Ex: Comparison Chart to illustrate novel's setting to student's.</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Reader Tests</li> <li>• STAR Reading Program</li> <li>• Yearly Progress Pro</li> <li>• Comprehension Questions with the novel and other literature</li> <li>• Weekly Readers – Ex: Earth Day</li> <li>• Weekly Reader Assessment Tests</li> <li>• Vocabulary Quizzes</li> <li>• Book Reports</li> <li>• Group Work pertaining to novel</li> <li>• Center – Literature Circles</li> <li>• Written Assignments &amp; Artwork – Ex: Illustrate favorite scene from novel depicting pioneer life.</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• STAR Reader</li> <li>• literature</li> <li>• Weekly Readers</li> </ul>	<ul style="list-style-type: none"> <li>• Accelerated Reader</li> <li>• STAR Reader</li> <li>• literature</li> <li>• Weekly Readers</li> </ul>

	<ul style="list-style-type: none"><li>• Video – <u>Sarah, Plain and Tall</u></li><li>• Internet websites pertaining to units – Ex: Presidents' Day and Dr. Seuss webquests</li></ul>	<ul style="list-style-type: none"><li>• Videos – Excerpts from the TV series, “Little House on the Prairie.”</li><li>• Internet websites pertaining to units – Ex: <a href="http://timeforkids.com/earthday">timeforkids.com/earthday</a></li></ul>
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# LANGUAGE ARTS

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>Part of their Morning Work is a Daily Language Review. The skills practiced are: editing, punctuation, capitalization, grammar, and spelling.</li> <li>Weekly usage of <u>Take 5 Minutes</u> book – calendar related editing activities for grammar.</li> <li>State parts of speech – noun, verb, adjective, weekly for Spelling and Vocabulary words.</li> <li>Alphabetical Order and Dictionary Skills – application with usage of the dictionary and text glossaries. Each student has their own dictionary at their desk.</li> <li>Punctuation and Capitalization Skills</li> <li>Synonyms and Antonyms</li> <li>Sentence Structure – Types of Sentences</li> <li>Grammar Tales – mini book activities/ Sentence Structure, Capitalization</li> <li>Vocabulary Word Wall connected with theme, novel.</li> <li>Create and explain Writing folders – writing will be kept in these folders until completed</li> <li>Discuss 5 Steps of the Writing Process with them – Prewriting, Drafting, Revising, Proofreading, Publishing. Give Handout to be kept in Writing folders along with a Writing/ Grammar Checklist.</li> <li>The 1<sup>st</sup> 2 Traits of Writing with 6 Traits will be focused upon this quarter – Ideas and Organization.</li> <li>Create “All About Me” booklets</li> <li>Answer in complete sentences and apply the usage of learned Grammar skills to all assignments.</li> <li>Written Assignments in particular are: Poems, Tall Tales, Fire Station Reports, Johnny Appleseed.</li> <li>Independent Free Choice Writing is available all year through the use of 2 Story Starter Boxes</li> <li>Writing is shared at Author's Chair - rocker</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a letter, addressing an envelope – charts</li> <li>Continued usage of dictionary skills</li> <li>Compound Words</li> <li>Multiple Meaning Words</li> <li>Homophones</li> <li>Common and Proper Nouns</li> <li>Verbs</li> <li>Subjects and Predicates</li> <li>Grammar Tales – mini book activities/ Nouns, Verbs, Proofreading</li> <li>Vocabulary Word Walls – connected with theme, novel</li> <li>The 4 Writing traits we will focus upon in this quarter are: Sentence Fluency, Word Choice, Conventions, Presentation</li> <li>Answer in complete sentences and apply learned Grammar skills to all assignments.</li> <li>Try to use more details and lengthen sentences.</li> <li>Written assignments in particular are: Saint Reports, Letters to Grandpals, Post Office Reports, Mary, Queen of Angels Reports</li> <li>Write and illustrate your own Christmas books</li> <li>Free choice writing</li> <li>Teach how to write a simple Bibliography for “Christmas Around the World” Projects.</li> </ul>
Essential	<ul style="list-style-type: none"> <li>Are they applying the Grammar skills they are learning daily during Morning Work to</li> </ul>	<ul style="list-style-type: none"> <li>Are they writing longer sentences with more details?</li> </ul>

<p>Questions</p>	<p>their own writing?</p> <ul style="list-style-type: none"> <li>• Do they know the meaning of noun, verb, adjective?</li> <li>• Are they willing to try to take the time to work through the steps of the Writing Process?</li> <li>• Are they using the dictionary correctly?</li> </ul>	<ul style="list-style-type: none"> <li>• Are they answering in complete sentences when they write?</li> <li>• Are they following through and finishing a Writing assignment ?</li> <li>• Can they independently look words up in the dictionary?</li> </ul>
<p>Assessments</p>	<ul style="list-style-type: none"> <li>• Grammar Tests/ Quizzes</li> <li>• Morning Work, Classwork, Homework</li> <li>• Grammar Assignments connected to the novel, theme, season</li> <li>• Writing Assignments connected to theme, novel, season</li> <li>• Peer/ Teacher Writing Conferences</li> <li>• Partner and Group Work Activities</li> <li>• Yearly Progress Pro Program</li> <li>• Center – Grammar Reinforcement Games and Activities</li> <li>• Center – Writing Prompt Cards available for novels,theme, seasons</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar Tests/ Quizzes</li> <li>• Morning Work, Classwork, Homework</li> <li>• Grammar Assignments connected to novel, theme, season</li> <li>• Writing Assignments connected to theme, novel, season</li> <li>• Partner and Group Work Activities</li> <li>• Peer/ Teacher Writing Conferences</li> <li>• Yearly Progress Pro</li> <li>• Center- Grammar Games and Activities</li> <li>• Center – Writing Prompt cards available for novels, theme, season</li> </ul>
<p>Materials and Resources</p>	<ul style="list-style-type: none"> <li>• Word Walls for Vocabulary and Phonics</li> <li>• The Trait Crate – teaching kit for the 6 Traits</li> <li>• Grammar Tales Activities</li> <li>• Story Starters and Writing Prompts – theme and novel-based</li> <li>• Grammar Games</li> <li>• Various teacher resources – magazines and books</li> <li>• Internet websites – Ex: funbrain.com</li> </ul>	<ul style="list-style-type: none"> <li>• Word Walls</li> <li>• The Trait Crate</li> <li>• Grammar Tales Activities</li> <li>• Story Starters and Writing Prompts</li> <li>• Grammar Games</li> <li>• Teacher resources – magazines and books</li> <li>• Internet websites – Ex: <a href="http://www.amazon.com">www.amazon.com</a> (write a review for novels)</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Usage of dictionary</li> <li>• Singular, Plural Nouns</li> <li>• Verbs – Present and Past Tense</li> <li>• Adjectives</li> <li>• Grammar Tales – mini book activities / Commas, Adjectives, Proofreading</li> <li>• Vocabulary Word Walls – connected with theme, novel</li> <li>• The 3 Traits we will focus upon in this quarter are: Voice, Conventions, Presentation</li> <li>• Answer in complete sentences and apply learned Grammar skills to all assignments</li> <li>• Written Assignments in particular are: Peace Poems, “If I Had 100,” “I Have a Dream,” “If I Were President.”</li> <li>• Free Choice Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Usage of dictionary</li> <li>• Base Words – Prefixes and Suffixes</li> <li>• Contractions</li> <li>• Pronouns</li> <li>• Adverbs</li> <li>• Grammar Tales – mini book activities / Pronouns, Adverbs, Proofreading</li> <li>• Vocabulary Word Walls – connected with theme, novel</li> <li>• The 3 traits we will focus upon this quarter are: Voice, Conventions, Presentation</li> <li>• Answer in complete sentences and apply learned Grammar skills to all assignments</li> <li>• Written Assignments in particular are: Favorite Saint, Letters to incoming 3<sup>rd</sup> Graders, Animal's Point of View – <u>The Great Kapok Tree</u></li> <li>• Free Choice Writing</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do they seem to enjoy writing?</li> <li>• Are they keeping track of their writing assignments?</li> <li>• Are they using their Grammar checklist during the Writing Process?</li> <li>• Are they listening at Writing Conferences and making corrections accordingly?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they write in complete sentences using Grammar skills correctly?</li> <li>• Can they use parts of speech correctly when they write?</li> <li>• Can they be good peer tutors for each other utilizing constructive criticism?</li> <li>• Are they able to listen respectfully to others at Author's Chair?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Grammar Tests/ Quizzes</li> <li>• Morning Work, Classwork, Homework</li> <li>• Grammar Assignments connected to novel, theme, season</li> <li>• Written Assignments connected to theme, novel, season</li> <li>• Partner and Group Work Activities</li> <li>• Peer/ Teacher Writing Conferences</li> <li>• Yearly Progress Pro</li> <li>• Center – Grammar Games and Activities</li> <li>• Center – Writing Prompt Cards available for novels, themes, season</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar Tests/ Quizzes</li> <li>• Morning Work, Classwork, Homework</li> <li>• Grammar Assignments connected to novel, theme, season</li> <li>• Written Assignments connected to theme, novel, season</li> <li>• Partner and Group Work Activities</li> <li>• Peer/ Teacher Writing Conferences</li> <li>• Yearly Progress Pro</li> <li>• Center – Grammar Games and Activities</li> <li>• Center – Writing Prompt Cards available for novels, season, themes</li> <li>•</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Word Walls</li> <li>• The Trait Crate</li> <li>• Grammar Tales Activities</li> <li>• Story Starters and Writing Prompts</li> <li>• Grammar games</li> <li>• Teacher Resources – books and magazines</li> <li>• Internet websites – <a href="http://www.keepthestorygoing.com">www.keepthestorygoing.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• Word Walls</li> <li>• The Trait Crate</li> <li>• Grammar Tales Activities</li> <li>• Story Starters and Writing Prompts</li> <li>• Grammar Games</li> <li>• Teacher Resources – books and magazines</li> <li>• Internet websites – <a href="http://www.readwritethink.org">www.readwritethink.org</a></li> </ul>

# SPELLING and CURSIVE

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>The Spelling words covered for each quarter are taken from the novels that we are reading at that time. The patterns studied are from standard 3<sup>rd</sup> grade curriculum.</li> <li>Vowel – consonant –e</li> <li>Long e patterns</li> <li>ay pattern</li> <li>long i patterns</li> <li>short vowel patterns with a, e, i</li> <li>Multiple Meaning Words</li> <li>All patterns have to be applied to their writing. Also they need to be able to use the learned patterns to spell words not being studied.</li> <li>For Cursive Handwriting we use the workbook by Zaner-Bloser. 3<sup>rd</sup> grade is a year for practice and review. By March – May they should be able to do almost all of their writing in cursive.</li> <li>Letters practiced during this quarter are: Lower case – i, t, u, w, r, s, p, j, a, c, d, q, g, o.</li> </ul>	<ul style="list-style-type: none"> <li><b>Spelling patterns covered during this quarter are: adding ed and ing to the end of a word – doubling the consonant</b></li> <li><b>Short vowel patterns with o and u</b></li> <li><b>Long vowel patterns with o and u</b></li> <li><b>Homophones</b></li> <li><b>Compound Words</b></li> <li><b>Multiple Meaning Words</b></li> <li><b>All patterns are to be applied to their writing. Also be able to apply the learned patterns to words not studied.</b></li> <li><b>For Cursive Handwriting, letters practiced during this quarter are : Lower case – m, n, x, y, z, v.</b></li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>Do they understand the patterns being studied?</li> <li>Can they apply the patterns being learned to their writing?</li> <li>Do they understand how to use the Spelling Resources available in the classroom?</li> <li>When writing in cursive, are they trying to stay within the lines and is it legible?</li> </ul>	<ul style="list-style-type: none"> <li>Are they applying the Spelling patterns to their writing?</li> <li>Can they ask a peer tutor for help if needed?</li> <li>Can they independently use a Spelling Resource book for help as needed?</li> <li>Are they forming the letters correctly and taking time with their work?</li> <li>Are they applying their cursive skills to their own writing?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Classwork and Homework</li> <li>Workbook pages</li> <li>Writing Assignments</li> <li>Spelling and Phonics Games and Centers</li> </ul>	<ul style="list-style-type: none"> <li>Classwork and Homework</li> <li>Workbook pages</li> <li>Writing Assignments</li> <li>Spelling and Phonics Games and Centers</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>Chant and Sort Word Wall Kit – Lakeshore Learning Materials</li> <li>The Scholastic Dictionary of Spelling – handbook</li> <li>How To Spell It – reference source</li> <li>Zaner – Bloser Cursive Workbooks</li> <li>Houghton Mifflin Teacher’s Edition - Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Chant and Sort Word Wall</li> <li>Spelling Reference books available in the classwork</li> <li>Cursive Workbooks</li> <li>Houghton Mifflin Teacher’s Edition - Spelling</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Spelling Patterns covered during this quarter are: ar, ir, or, ur, er, air.</li> <li>• ou and ow patterns</li> <li>• oi and oy patterns</li> <li>• Plurals – changing y to i</li> <li>• Review adding ed and ing</li> <li>• In Cursive Handwriting we are beginning our Upper Case letters. The letters practiced are: A, C, E, O, M, N, K, H, U, Y, Z, V, W.</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Patterns covered during this quarter are: au, aw, all patterns</li> <li>• oo pattern</li> <li>• consonant blends</li> <li>• g and j patterns</li> <li>• c and s patterns</li> <li>• silent consonants such as, kn and gn</li> <li>• In Cursive Handwriting we will finish the remaining Upper Case letters: X, F, T, B, D, G, I, J, L, P, Q, R, S.</li> </ul>
Essential Questions	<p>Are they applying the Spelling patterns they are learning to their daily writing?</p> <p>Do they know how to find how to spell a word on their own?</p> <p>Are they taking time with their Cursive and do they understand why it is important for it to be legible?</p>	<ul style="list-style-type: none"> <li>• Are they able to try to spell out words on their own by applying patterns and rules learned during the year.</li> <li>• Do they understand that they should be able to find how to spell a word on their own through use of Spelling reference books, peer tutors, word walls, and the dictionary?</li> <li>• Are they able to do all of their writing in cursive?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Classwork and Homework</li> <li>• Workbook pages</li> <li>• Writing Assignments</li> <li>• Spelling and Phonics Games and Centers</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork and Homework</li> <li>• Workbook pages</li> <li>• Writing Assignments</li> <li>• Spelling and Phonics Games and Centers</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Chant and Sort Word Wall</li> <li>• Spelling Reference books in the classroom</li> <li>• Cursive Workbooks</li> <li>• Houghton Mifflin Teacher's Edition - Spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Chart and Sort Word Wall</li> <li>• Spelling Reference books in the classroom</li> <li>• Cursive Workbooks</li> <li>• Houghton Mifflin Teacher's Edition - Spelling</li> </ul>

# MATH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Chapt. 1 Place Value:</li> <li>• Ordering and Comparing Numbers</li> <li>• Place and Value from Hundreds to the Hundred Thousands</li> <li>• Skip Counting Patterns</li> <li>• Chapt. 2 Addition:</li> <li>• 2-3 Digit Addition with and without Regrouping</li> <li>• Chapt. 6 Graphing</li> <li>• Collecting Data – Tally Charts</li> <li>• Pictographs, Bar Graphs</li> <li>• Problem-Solving</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chapt. 3 Subtraction:</b></li> <li>• <b>2-3 Digit Subtraction with and without Regrouping</b></li> <li>• <b>Chapt. 7 Measurement and Time:</b></li> <li>• <b>Measuring to inch, half inch, and quarter inch</b></li> <li>• <b>Measurement sense of foot, yard, and mile</b></li> <li>• <b>Customary units of capacity – gallon, half gallon, quart, pint, ounce, and pound</b></li> <li>• <b>Time to the hour, half hour, quarter hour, minute</b></li> <li>• <b>Elapsed Time</b></li> <li>• <b>Calendar</b></li> <li>• <b>Chapt. 9 Geometry</b></li> <li>• <b>Congruent Figures, Symmetry, Perimeter</b></li> <li>• <b>Problem Solving</b></li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do students understand the difference between place and value?</li> <li>• Do they understand the Greater and Less Than Signs</li> <li>• Do they understand Standard and Expanded Form of a Number?</li> <li>• Can they line up numbers correctly for vertical addition?</li> <li>• Do they understand the reason for and the concept of Regrouping?</li> <li>• Can they create and use graphs as a tool for a survey?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students line up numbers correctly for vertical subtraction?</li> <li>• Do they understand the reason for and the concept Regrouping?</li> <li>• Can they use a ruler correctly to measure things in their surroundings?</li> <li>• Can they understand and apply measuring liquids and solids for real value in their world?</li> <li>• Can they tell time on the classroom clock daily and also tell elapsed time during the day as it applies to them and their activities?</li> <li>• Can they understand the use of a calendar for weeks, months, seasons?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Basic Addition Facts Drills – 3 times weekly</li> <li>• 2-3 Digit Addition Quizzes</li> <li>• Classwork, Homework, Morning Work – which is always a Spiral Review</li> <li>• Partner and Group Games</li> <li>• Math Center Reinforcement Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Basic Subtraction Facts Drills – 3 times weekly</li> <li>• 2-3 Digit Subtraction Quizzes</li> <li>• Classwork, Homework, Morning Work – Spiral Review</li> <li>• Partner and Group Games</li> <li>• Math Center Reinforcement Activities</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Manipulatives such as; Base Ten Blocks, Unifix Cubes,</li> <li>• Wipe-Off Boards, Games, Flash Cards</li> <li>• Internet Games for Reinforcement such as; mathplus.com, aaamath, and funbrain.com</li> <li>• Math Literature</li> <li>• Graphing Charts and Materials</li> <li>• Progress in Mathematics – Sadlier-Oxford</li> <li>• Progress in Mathematics Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives such as; Judy Large Clock and Individual Judy Clocks, Wipe-Off Boards, Rulers, Games, Flash Cards, Geometric Figures and Shapes</li> <li>• Daily Usage of the Class Clock and Calendar</li> <li>• Internet Games for Reinforcement</li> <li>• Math Literature, Poetry – “30 Days ‘Hath September”</li> <li>• Quilting Patterns</li> <li>• Progress in Mathematics – Sadlier-Oxford</li> <li>• Progress in Mathematics Workbooks</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Chapt. 4 Multiplication Concepts and Facts</li> <li>• Understanding Multiplication</li> <li>• Multiplication Facts: Zero – 5s</li> <li>• Chapt. 10 Multiplying a 2 Digit Number by a 1 Digit Number with and without Regrouping</li> <li>• Multiplying a 3 Digit Number by a 1 Digit Number with and without Regrouping</li> <li>• Chapt. 5 Division Concepts and Facts</li> <li>• Understanding Division</li> <li>• Relating Multiplication and Division</li> <li>• Dividing by Zero – 5</li> <li>• Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Chapt. 8 Multiplying 6s – 9s</li> <li>• Dividing by 6 – 9s</li> <li>• Fact Families</li> <li>• Chapt. 11 Dividing 2 digit dividends by 1 digit divisors with and without remainders</li> <li>• Problem Solving</li> <li>• Chapt. 12 Fractions</li> <li>• Identify fractions as whole or parts of a set</li> <li>• Find a fractional part of a number or set</li> <li>• Circle and Line Graphs</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do they understand the concepts of multiplication and division?</li> <li>• Are they memorizing their multiplication facts for quick recall?</li> <li>• Can they see the connection between multiplication and division?</li> <li>• Do they understand how to regroup for these operations?</li> </ul>	<ul style="list-style-type: none"> <li>• Can students understand parts of a set in regards to fractions?</li> <li>• Can they connect time and fractions?</li> <li>• Can they connect fractions to usage in their real world?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Multiplication and Division Quizzes for Basic Facts</li> <li>• Basic Facts Drills 3 times weekly</li> <li>• Classwork, Homework, Morning Work – Spiral Review</li> <li>• Partner and Group Games</li> <li>• Math Center Reinforcement Activities</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Quizzes Division of Basic Facts</li> <li>• Basic Fact Drills 3 times weekly</li> <li>• Classwork, Homework, Morning Work – Spiral Review</li> <li>• Partner and Group Games</li> <li>• Math Center Reinforcement Activities</li> <li>•</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Manipulatives such as; Wipe-off Boards, Flash Cards, Games</li> <li>• Internet Games for Reinforcement</li> <li>• Math Literature – Rhyming Activities and Songs for Basic Facts</li> <li>• Multiplication Rock Video</li> <li>• Multiplication Rap tape</li> <li>• Progress in Mathematics</li> <li>• Progress in Mathematics Workbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives such as; Wipe-off Boards, Flash Cards, Games, Fraction Parts and Sets – Geometric Shapes</li> <li>• Internet Games for Reinforcement</li> <li>• Math Literature</li> <li>• Progress in Mathematics</li> <li>• Progress in Mathematics Workbooks</li> </ul>

# SOCIAL STUDIES

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• During the 1<sup>st</sup> week of school, each student will receive a 2-sided Interactive Deskmap that shows our country on one side and the continents on the other. This resource will be used throughout the year with various lessons. The focus for six weeks of this quarter will be on Geography and Map Skills.</li> <li>• As a component of our Daily Morning Work, each student will receive a different weekly map that corresponds to the daily Geography questions. Geography and Map Skills are taught and reinforced daily through Morning Work.</li> <li>• Weekly usage of <u>Take 5 Minutes</u> book – calendar related editing activities that combine grammar with history.</li> <li>• Various activities used with Mapping Resource Box by Lakeshore Learning Materials.</li> <li>• Learn and discuss the vocab and meaning of the song, “My Country 'tis of Thee.”</li> <li>• Map Skills and survival/hero theme connected with Johnny Appleseed.</li> <li>• Chapt. 1-3 Our Community – Social Studies Alive! Text</li> <li>• Chapt. 4-5 Immigration/ diversity – text</li> <li>• Vocabulary connected with all chapters and units</li> <li>• Through the use of centers and group/ partner work, we work on social skills of sharing and cooperation.</li> <li>• Independent Research Center available throughout the year for states, countries, presidents, and first ladies.</li> </ul>	<p>Central theme involves survival/ early pioneers – connected to the novel, <u>The Courage of Sarah Noble</u>.</p> <p>Heroes – Tall John, Squanto</p> <ul style="list-style-type: none"> <li>• Activities connected with novel</li> <li>• Activities connected to Eastern Woodlands</li> </ul> <p>Indians – novel</p> <ul style="list-style-type: none"> <li>• Chapt. 7 – How Are We Alike Around the World? - text</li> <li>• Chapt. 8-9 – Economy/ Global Trade – text</li> <li>• Vocab with all chapters and units</li> <li>• Field Trip to the Post Office</li> <li>• GeoTrek Magazines – various countries</li> <li>• “Children Around the World” - interactive program presented by Charlene Hosey, Museum Educator</li> <li>• Christmas Around the World Presentations, Reports, Flags, Figures to be done at home, but may use materials - “Christmas Around the World” book series and websites at Center time.</li> <li>• Graph our ancestors</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can they demonstrate how to use the globe and all maps in the room that are on the walls, at their desks, in their planners, etc.?</li> <li>• Do they understand the purpose for a map?</li> <li>• Can they independently use their maps during Morning Work to answer their Geography questions?</li> <li>• Can they see how Johnny Appleseed was considered a hero by the early pioneers?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they compare our lives with the lives of the early pioneers through Venn Diagrams and webs?</li> <li>• Do they understand how survival was based upon the usage of natural resources for the pioneers and the Native Americans?</li> <li>• Do they understand the difference between wants/needs?</li> <li>• Can they see how culture and diversity makes us all unique?</li> <li>• Did they learn about their ancestors and other countries through the “Christmas Around the World” Projects?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Chapter Tests/ Quizzes</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Tests/ Quizzes</li> </ul>

	<ul style="list-style-type: none"> <li>• Social Studies Alive! Interactive Student Workbook pages</li> <li>• Morning Work, Classwork, Homework</li> <li>• Weekly Readers to correspond with units – Ex: We Are the Melting Pot!</li> <li>• GeoTrek Magazine – Weekly Reader supplement</li> <li>• Partner/ Group Work</li> <li>• Center – Theme-based/ Map Skills</li> <li>• Written Assignments &amp; Artwork – Ex: Design a Travel Brochure</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Morning Work, Classwork, Homework</li> <li>• Weekly Readers – Ex: Native Americans' Homes</li> <li>• GeoTrek Magazines</li> <li>• Partner/ Group Work</li> <li>• Center – Countries</li> <li>• Written Assignments &amp; Artwork – Ex: Report and Art on the Post Office Field Trip</li> <li>• Rubric for “Christmas Around the World” Presentations</li> </ul>
<p>Materials and Resources</p>	<ul style="list-style-type: none"> <li>• Literature pertaining to units</li> <li>• Weekly Readers/ GeoTrek – charts and graphs</li> <li>• Various teacher resources – magazines and books</li> <li>• Student desk maps</li> <li>• Games, Flash Cards, Puzzles</li> <li>• Many books and reference materials pertaining to Presidents, 1<sup>st</sup> Ladies, and States</li> <li>• Mapping Resource Box – Lakeshore Learning Materials</li> <li>• Video – Johnny Appleseed</li> <li>• Internet websites – Ex: maps.com</li> </ul>	<ul style="list-style-type: none"> <li>• Literature</li> <li>• Weekly Readers/ GeoTrek</li> <li>• Teacher Resources – magazines and books</li> <li>• Maps, Games, Flash Cards, Puzzles</li> <li>• People Long Ago Resource Box – Lakeshore Learning Materials</li> <li>• Video – Plimoth Plantation</li> <li>• Music: Christmas carols from other countries</li> <li>• Internet websites – Ex: worldbook.com/holidays</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>Continue to connect the theme of survival/ pioneers to the novel, Sarah, Plain and Tall</li> <li>Activities connected to the novel</li> <li>Various literature and activities pertaining to Rosa Parks, Martin Luther King, - Civil Rights</li> <li>Activities and literature connected to Presidents' Day and Patriotic Symbols</li> <li>Learn and discuss the meaning of "The Star-Spangled Banner"</li> <li>Andrew Jackson/ Hermitage activities</li> <li>Field Trip to the Hermitage</li> <li>Chapt. 6 People Who Make a Difference – text</li> <li>Chapt. 10 Public Services – connection with field trips in our community</li> <li>Chapt. 11 City Hall/ Government</li> <li>Vocab with all chapters and units</li> </ul>	<ul style="list-style-type: none"> <li>Connect theme of survival/ pioneers to novel, <u>Little House in the Big Woods</u></li> <li>Activities connected to novel – map of Wisconsin with questions</li> <li>Literature and activities pertaining to the Titanic disaster</li> <li>Earth Day activities – social responsibility/ citizenship</li> <li>Chapt. 12 Voice in Our Community – text</li> <li>Chapt. 13 – 14 Whose Planet is it, Anyway? - text</li> <li>Vocab for all chapters and units</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>Can they understand the connection to hard work and survival?</li> <li>Do they understand the term - prejudice and various ways to show it?</li> <li>Do they understand the importance of Civil Rights?</li> <li>Do they see why Rosa Parks and Martin Luther King are Civil Rights leaders?</li> <li>Can they recognize patriotic symbols and do they understand the term patriotism?</li> <li>Can they explain what they learned at the Hermitage?</li> </ul>	<ul style="list-style-type: none"> <li>Can they understand the word responsibility and how they should connect it to their lives?</li> <li>Can they connect hard work with goals – accomplishment – personal pride?</li> <li>Do they understand what a good citizen tries to do?</li> <li>Can they tell ways in which we can all try to make a difference daily?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>Chapter Tests/ Quizzes</li> <li>Morning Work, Classwork, Homework</li> <li>Workbook pages</li> <li>Weekly Readers – Ex: Honoring Dr. King</li> <li>GeoTrek Magazines</li> <li>Center – Peace Activities</li> <li>Group Murals illustrating what they learned from the Hermitage Field Trip</li> <li>Written Assignments &amp; Artwork – Ex: Peace Poems</li> </ul>	<ul style="list-style-type: none"> <li>Chapter Tests/ Quizzes</li> <li>Morning Work, Classwork, Homework</li> <li>Workbook pages</li> <li>Weekly Readers – Ex: Green School Zone</li> <li>GeoTrek Magazines</li> <li>Center – Citizenship</li> <li>Written Assignments &amp; Artwork – Ex: Titanic Show and Tell</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>Literature</li> <li>Weekly Readers/ GeoTrek Magazines</li> <li>Teacher Resources – Magazines and Books</li> <li>Maps, Games, Flash Cards, Puzzles</li> <li>Patriotic Symbols Resource Box – Lakeshore Learning Materials</li> <li>Video – Andrew Jackson/ Hermitage, Sarah, Plain and Tall</li> <li>Internet websites – Ex: Presidents' Day Web quest</li> </ul>	<ul style="list-style-type: none"> <li>Literature</li> <li>Weekly Readers/ GeoTrek Magazines</li> <li>Teacher Resources – Magazines and Books</li> <li>Maps, Games, Flash Cards, Puzzles</li> <li>Video – excerpts from <u>Little House on the Prairie</u></li> <li>Internet websites – Ex: <a href="http://theteachersguide.com/Titanic">theteachersguide.com/Titanic</a></li> </ul>

# SCIENCE

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Begin with a discussion over “What is Science?” It is based on discovery of the work around us through the use of our brain and our five senses.</li> <li>• Discuss properties of objects – shape, size, texture, color</li> <li>• Observation form for various objects – Sorting out and classifying by property</li> <li>• Learn the 5 steps to the Scientific Process – Purpose, Hypothesis, Experiment, Record Data, Conclusion</li> <li>• Explain how to use “My Science Journal” sheet to record the 5 steps every time we do an experiment</li> <li>• Review the five senses – use charts to describe with details ways and when we use our senses</li> <li>• Read: <u>The Magic School Bus Explores the Senses</u></li> <li>• Weekly Reader – Science Spin Magazine/ Hearing Experiment</li> <li>• Science Spin – Who Am I? Experiment – special traits</li> <li>• Fire Safety – graphs, charts, activities</li> <li>• Field Trip to the Fire Station</li> <li>• vocabulary with units</li> </ul>	<p>Begin Unit A (text) – Life Cycles of Animals, Chapt. 1</p> <ul style="list-style-type: none"> <li>• Terms – cycles, species, habitat, predator, prey</li> <li>• Study life cycles of humans, frogs, and butterflies, in particular</li> <li>• Venn Diagram comparing frogs and toads</li> <li>• Chapt. 2 Life Cycles of Trees and Plants</li> <li>• Nature Walk – observe a tree</li> <li>• Experiment w/ Science Journal Write-up – Sizing up tree growth</li> <li>• Experiment/ Science Journal – Lima Bean Seed Growth</li> <li>• Tree Booklet/ trees that were important natural resources to Sarah Noble and her family – connection to novel</li> <li>• Native Americans use for corn – connection to the novel, Thanksgiving, and the Community Garden</li> <li>• Read: <u>The Magic School Bus Plants Seeds and The Gift of a Tree</u></li> <li>• Begin Unit E (text) – Roles of Living Things – Ch. 1-3</li> <li>• Discuss food chains, webs – activities</li> <li>• Vocabulary over all units</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Can they recognize properties of an object?</li> <li>• Do they understand the purpose for the 5 steps of the Scientific Process and can they apply them to an experiment?</li> <li>• Do they understand how we use our brains and senses for discovery?</li> <li>• Do they understand the importance of fire safety rules and how they apply to them?</li> <li>• Do they understand the purpose for our emergency/ fire drills?</li> <li>• Can they develop and/or discuss a fire safety plan with their parents for their own homes?</li> <li>• Do they connect firefighters as heroes in our daily lives?</li> </ul>	<p>Can they explain their own life cycle?</p> <ul style="list-style-type: none"> <li>• Can they tell about the life cycles of animals?</li> <li>• Do they understand how plants and animals are natural resources important to our survival?</li> <li>• Can they demonstrate how food chains are important to survival?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Test over the 5 steps to the Scientific Process and our 5 senses</li> <li>• Science Notebook – workbook pages</li> <li>• Investigation Reviews / text</li> <li>• Weekly Readers to correspond with units – Ex: Firefighters Work Hard</li> <li>• Experiments – Science Journal write-ups</li> <li>• Science Spin Magazine</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter Tests over Units A &amp; E</li> <li>• Science Notebook – workbook pages</li> <li>• Investigation Reviews / text</li> <li>• Weekly Readers – Ex: Making of a Giant – Redwood</li> <li>• Experiments – Science Journal write-ups</li> <li>• Science Spin Magazines</li> <li>• Center – Trees</li> </ul>

	<ul style="list-style-type: none"> <li>• Center – Theme-based/ Senses</li> <li>• Written Assignments &amp; Artwork – Ex: Written Report and Art on the Fire Station Field Trip</li> <li>• Nature Observations and Reports on the Community Garden</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Research Center on an animal of their choice/ Reports and Drawings</li> <li>• Group Murals depicting animals in their natural habitats</li> <li>• Written Assignments &amp; Artwork – Ex: Nature Walk</li> <li>• Nature Observations and Reports on the Community Garden/ Plants &amp; Animals</li> </ul>
<p>Materials and Resources</p>	<ul style="list-style-type: none"> <li>• Literature</li> <li>• Weekly Readers/ Science Spin Magazines</li> <li>• Various teacher resources, such as ; Mailbox and Scholastic</li> <li>• Videos – Magic School Bus 5 Senses</li> <li>• Internet websites pertaining to units – Ex: fireprevention.org</li> </ul>	<ul style="list-style-type: none"> <li>• Literature</li> <li>• Weekly Readers/ Science Spin Magazines</li> <li>• Teacher Resource magazines and books</li> <li>• Videos – Animals, Magic School Bus From Plant to Seed</li> <li>• Internet websites – Ex: fossweb.com/Structures of Life</li> <li>• Science Activity Kit – Animals/ Lakeshore Resources</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Begin Unit D (text) Earth's Water – Chaps. 1-3</li> <li>• Water covers <math>\frac{3}{4}</math> of the Earth's surface – create pie graphs</li> <li>• Experiment/ Sink or Float – Science Journal</li> <li>• Uses for water as a natural resource – charts. Connect with Community Garden, novels, daily lives.</li> <li>• How much water do we use weekly? - graphs, charts</li> <li>• 3 phases of water as a solid, liquid, gas</li> <li>• Evaporation and Condensation Experiments – Science Journal</li> <li>• Science Spin – “How to Harvest an Iceberg”</li> <li>• Read: Magic School Bus at the Waterworks</li> <li>• Water Cycle Charts</li> <li>• Water Cycle Experiment - Science Journal</li> <li>• Venn Diagram comparing the 2 different settings in the novel, Sarah, Plain and Tall, according to region, climate, and physical features</li> <li>• Effects of weather and climate on survival – connect to novel (drought, windstorm)</li> <li>• Connection of water with Baptism</li> <li>• vocabulary with unit</li> </ul>	<ul style="list-style-type: none"> <li>• Begin the MADD Program. The main content of this program involves:</li> <li>• Communication – sending distorted messages</li> <li>• Our Brain at Work – be able to label and understand how different parts of our brain control and operate parts of our bodies.</li> <li>• Growing and Changing – Growth Chart to illustrate their life cycle as a toddler, present age, future adult</li> <li>• Dealing with Feelings – sort our emotions</li> <li>• Showing Respect – create class respect posters</li> <li>• Choices and consequences for our actions</li> <li>• Begin Earth Day activities</li> <li>• Read: <u>The Great Kapok Tree and Thidwick, the Big-Hearted Moose</u></li> <li>• Discuss air and water pollution – webs</li> <li>• Solutions for healthy habitats</li> <li>• Taking care of Earth – charts and graphs</li> <li>• Reduce – Reuse – Recycle / categorize objects and find new uses for them</li> <li>• Vocabulary for units</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do they understand water as a natural resource that we are dependent upon for survival?</li> <li>• Can they explain the phases of water?</li> <li>• Do they understand when and why evaporation and condensation happen?</li> <li>• Can they explain the water cycle?</li> <li>• Can they see the connection of water with the sacraments?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain the areas and functions of our brains?</li> <li>• Do they understand that at their age they capable of understanding the difference between right and wrong, and that we use our brains to make good/poor choices</li> <li>• Do they understand that for every action – choice, there is a positive/negative reaction – consequence</li> <li>• Can they explain that on Earth Day we focus on healthy actions for our environment, but actually, we should do this daily?</li> <li>• Can they explain the need for us all to care for and protect our world?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Chapter Test over Unit D</li> <li>• Science Notebook – workbook pages</li> <li>• Investigation Reviews</li> <li>• Quizzes</li> <li>• Weekly Readers – Ex: Arctic Meltdown</li> <li>• Experiments/ Science Journal write-ups</li> <li>• Science Spin Magazines</li> <li>• Center – Water Activities</li> <li>• Written Assignments &amp; Artwork – Ex: Water as a Gift from God</li> <li>• Nature Observations and Reports on the Community Garden/ Creek</li> </ul>	<ul style="list-style-type: none"> <li>• Test over Recycling/ Earth Day</li> <li>• Science Notebook – workbook pages</li> <li>• Investigation Reviews</li> <li>• Weekly Readers – Ex: Saving the Earth</li> <li>• Center – Earth Day activities</li> <li>• Written Assignments &amp; Artwork – write and illustrate an animal's point of view from, <u>The Great Kapok Tree</u>.</li> <li>• Nature Observations and Reports on the Community Garden/ pollution</li> </ul>
Materials and	<ul style="list-style-type: none"> <li>• Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Literature</li> </ul>

Resources	<ul style="list-style-type: none"><li>• Weekly Readers/ Science Spin Magazines</li><li>• Teacher Resources – Magazines and Books</li><li>• Videos– Water and Weather, Magic School Bus</li><li>• Internet websites – Ex: <a href="http://fossweb.com/Water">fossweb.com/Water</a></li></ul>	<ul style="list-style-type: none"><li>• Weekly Readers/ Science Spin Magazines</li><li>• Teacher Resources – Magazines and Books</li><li>• Videos – Magic School Bus</li><li>• Internet websites – Ex: <a href="http://buildgreenschools.org">buildgreenschools.org</a></li></ul>
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# SPANISH

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>• Ask someone's name</li> <li>• Give their names</li> <li>• Ask someone for a third party's name</li> <li>• Tell a third party's name</li> <li>• Say hello and goodbye</li> <li>• Ask how someone feels</li> <li>• Tell how they feel</li> <li>• Ask about classroom objects</li> <li>• Identify classroom objects</li> <li>• Inquire about someone</li> <li>• Identify someone</li> <li>• Identify numbers 1-29</li> <li>• Use numbers in everyday situations</li> <li>• Express basic needs and courtesies</li> <li>• Discuss Maya creation story</li> </ul>	<ul style="list-style-type: none"> <li>• Identify school supplies</li> <li>• Identify objects in the classroom</li> <li>• Talk about people or things</li> <li>• Ask what people have</li> <li>• Ask/tell the color of something</li> <li>• Ask what something is</li> <li>• Identify shapes</li> <li>• Ask someone to identify an animal</li> <li>• Identify animals</li> <li>• Ask the color/size of something</li> <li>• Introduce gender and articles</li> <li>• Discuss significance of Day of the Dead</li> <li>• Express importance of Our Lady of Guadalupe</li> <li>• Locate Spain on a map</li> <li>• Identify important components of Spanish life and culture</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Do you remember how to greet people and ask their names?</li> <li>• How do you and your friends feel?</li> <li>• Can you walk around the room and identify objects and ask others what they are?</li> <li>• Do you know who and how many are in your class?</li> <li>• Where did the classical Maya believe they came from?</li> <li>• What kinds of problems did the gods run into creating man?</li> </ul>	<ul style="list-style-type: none"> <li>• What supplies do you need for 3<sup>rd</sup> grade?</li> <li>• Are you able to state the color and shape of items in the room?</li> <li>• What color are certain animals?</li> <li>• What does gender mean in Spanish grammar?</li> <li>• How do we use gender with nouns and articles?</li> <li>• Why are the Day of the Dead and Our Lady of Guadalupe important days of celebration?</li> <li>• Where is Spain?</li> <li>• Why is Spain important to us?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Lesson tests and quizzes</li> <li>• Class work and homework</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson tests and quizzes</li> <li>• Class work and homework</li> <li>• Drawing of Our Lady of Guadalupe</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• ¡Viva el español! series ¡Hola! text</li> <li>• ¡Hola! workbook</li> <li>• ¡Hola! assessment manual and resource book</li> <li>• Internet resources</li> <li>• DVD and video resources</li> <li>• Songs</li> <li>• Story books</li> </ul>	<ul style="list-style-type: none"> <li>• ¡Viva el español! series ¡Hola! text</li> <li>• ¡Hola! workbook</li> <li>• ¡Hola! assessment manual and resource book</li> <li>• Internet resources</li> <li>• DVD and video resources</li> <li>• Map/globe</li> <li>• Songs</li> <li>• Story books</li> </ul>

# TECHNOLOGY

	Quarter 1	Quarter 2
Content	<ul style="list-style-type: none"> <li>Review over opening and shutting down the laptops in the classroom.</li> <li>Review over how to use the Accelerated Reading Program and the STAR Reading Program.</li> <li>Review over the Yearly Progress Pro Program.</li> <li>The 1<sup>st</sup> Quarter is spent working in the “Type to Learn” Program for practice with keyboarding skills.</li> <li>This coming year we will be starting to use Web Books in the classroom .</li> <li>Internet websites are integrated into every subject according to use with our novel study, units, and seasonal holidays. Refer to individual subjects for examples of websites used.</li> <li>Videos and DVDs are shown when they support a unit that is being taught.</li> <li>Tapes and DVDs for Music are used to integrate with various themes.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to open and correctly shut down laptops by this Quarter.</li> <li>Students should be able to easily get into the AR and STAR Programs by this Quarter.</li> <li>They should be able to look up the Reading Level and point value of a book on their own in the AR Program.</li> <li>They should be able to independently use the Yearly Progress Pro Program.</li> <li>They will learn how to create and save to a folder.</li> <li>They will continue to apply their keyboarding skills to all typing assignments.</li> <li>During this Quarter we will be using MicroSoft Word and they will be learning how to format a document by selecting font, style, size, color. They will also be learning how to apply a border around the document.</li> <li>They will be going into specific websites with the Web Books starting in November to gain information for their “Christmas Around the World” Projects.</li> <li>DVDs and videos will be shown as they support the curriculum.</li> <li>Music – tapes and DVDs used to integrate with the curriculum.</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>Can the students independently open and shut down a computer.</li> <li>Do they know how to independently take an AR and STAR test?</li> <li>Can they independently work in the Yearly Progress Pro Program?</li> <li>Do they understand that computers offer a way to communicate, inform, and assess?</li> <li>Can they get into the “Type to Learn” Program and work within it comfortably?</li> </ul>	<ul style="list-style-type: none"> <li>Do they view a computer as a tool for learning and not as a toy?</li> <li>Do they enjoy learning with a computer?</li> <li>Are they trying to consciously use their keyboarding skills?</li> <li>Do they understand how to get into MicroSoft Word and then format something they wrote?</li> <li>Can they do this at home on their own computer for enjoyment and as a source of accomplishment?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>AR Tests</li> <li>STAR Reading Tests</li> <li>Yearly Progress Pro Assessments</li> <li>Type to Learn Assessments</li> <li>Writing Assignments based upon what they learned from Videos, DVDs, and websites.</li> <li>Center – used for independent work and/or finish assignments.</li> </ul>	<ul style="list-style-type: none"> <li>AR Tests</li> <li>STAR Reading Tests</li> <li>Yearly Progress Pro Assessments</li> <li>Type to Learn Assessments</li> <li>Writing Assignments about Video, DVDs, and websites.</li> <li>Center – independent research or finish assignments</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>Laptops in classroom, Computer Lab, and Web Books</li> <li>Accelerated Reading Program</li> <li>STAR Reading Program</li> <li>Yearly Progress Pro Program</li> <li>Type to Learn Program</li> <li>Internet websites</li> <li>Videos and DVDs – movies &amp; music</li> </ul>	<ul style="list-style-type: none"> <li>Laptops in classroom, Computer Lab, Web Books</li> <li>AR Program</li> <li>STAR Program</li> <li>Yearly Progress Pro Program</li> <li>Type to Learn Program</li> <li>MicroSoft Word</li> <li>Internet websites</li> <li>Videos and DVDs – movies &amp; music</li> </ul>

	Quarter 3	Quarter 4
Content	<ul style="list-style-type: none"> <li>• Use computers for AR and STAR Tests</li> <li>• Use the Yearly Progress Pro Program for reinforcement of curriculum skills.</li> <li>• Apply keyboarding skills to all typing assignments</li> <li>• Usage of application for Microsoft Word – font/ format, to type and format Peace Poems and Friends Paragraphs.</li> <li>• Videoconference with another 3<sup>rd</sup> grade class for “Read Around the Planet.”</li> <li>• Use the Web Books to go into various websites as they support the curriculum.</li> <li>• Use Music, tapes, and videos to support the curriculum.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use computers for AR and STAR Tests</li> <li>• Use the Yearly Progress Pro Program for reinforcement of curriculum skills.</li> <li>• Apply keyboarding skills to all typing assignments</li> <li>• Use the Web Books to go to various websites as they support the curriculum.</li> <li>• Use Music, tapes, and videos to support the curriculum.</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Are they comfortable with testing on a computer?</li> <li>• Do they understand the importance of listening and following directions when using a computer?</li> <li>• Do they connect that a videoconference is a way of communication?</li> <li>• Do they understand that it is important to utilize time correctly when using a computer?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they feel comfortable and proud when using a computer?</li> <li>• Are they able to listen and follow directions when using any form of technology?</li> <li>• Do they understand that they can gain information on their own from a website on a computer?</li> <li>• Can they apply what they have learned ?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• AR Tests</li> <li>• STAR Tests</li> <li>• Yearly Progress Pro Program</li> <li>• Writing Assignments based upon knowledge gained from videos, DVDs, or websites.</li> <li>• Work required from videoconference</li> <li>• Center – independent research and/or finish assignments</li> </ul>	<ul style="list-style-type: none"> <li>• AR Tests</li> <li>• STAR Tests</li> <li>• Yearly Progress Pro Program</li> <li>• Writing Assignments based upon knowledge gained from videos, DVDs, or websites.</li> <li>• Center – independent research and/or finish assignments</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Laptops in classroom, Computer Lab, and Web Books</li> <li>• AR Program</li> <li>• STAR Program</li> <li>• Yearly Progress Pro Program</li> <li>• MicroSoft Word</li> <li>• Videoconference - “Read Around the Planet”</li> <li>• Internet websites</li> <li>• Videos and DVDs – movies</li> <li>• Tapes and DVDs - Music</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops in classroom, Computer Lab, and Web Books</li> <li>• AR Program</li> <li>• STAR Program</li> <li>• Yearly Progress Pro Program</li> <li>• Internet websites</li> <li>• Videos and DVDs – movies</li> <li>• Tapes and DVDs - Music</li> </ul>

# HEALTH AND FITNESS

Every new academic year, when the tennis shoes are still squeaky clean and students are eager to please, I have to remind them that Health & Fitness class is not about sports. Yes, we spend some time on certain skills (dribbling, batting, tagging, jumping, etc.) in respect to lead-up games, but Health & Fitness class is about movement and healthy life choices. With a greater amount of our population becoming obese, especially children, it is more important than ever students find some kind of movement and aerobic activity they enjoy and will continue doing in later years.

I meet twice weekly with Grade K-4 and once a week with Grade 5-8. Each session lasts 40 minutes and begins with a quick prayer on the “prayer circle.” Students then respond to two whistle blows by hustling to their stretching and exercise spots where we usually spend 4-6 minutes warming up. At this point, some fitness activity is in order---jogging, sprinting, dancing, etc. Students are more than ready to move around after a morning or afternoon of classes! The remaining time is dedicated to instruction and a game activity. And do we cover the gamut---relay races, parachute activities, soccer skills, whistle drills, kicking, dribbling, dodging, shooting, basketball, flag football, balancing activities, cooperative games with partners, floor hockey, kickball, batting, strength exercises, and bean bag activities to name a few. Of course there’s tennis, jax, tumbling, noodle fun, bucket stilts, rhythm activities, jump rope, hula hoops, croquet, and volleyball. We can’t forget badminton, Billy Ball, Threeball, four square challenges, hurdles, and balloon play. Did I mention scooters, Alaskan football, Gertie ball, Skip It, and wiffle ball? Whew! We *do* like to keep moving, learn new skills, and fine-tune old ones.

We talk about healthy eating choices, the food pyramid, serving sizes, and calories. Other health issues are covered like tobacco /alcohol use, sleep requirements, and hygiene issues. Personal safety precautions like wearing helmets for biking and other mobile activities are topics for discussion during class. My belief is the more children hear and, better yet, see a role model being health conscious, the more likely they will incorporate these behaviors into their daily lives. It begins at home, of course, but it is certainly reinforced at St. Ann.

There are four areas in which students are graded: Readiness (25%), Participation (25%), Effort (25%), and Conduct (25%). **Readiness** simply entails wearing tennis shoes to class and being ready for the prayer circle, warm up, and instruction; **Participation** requires students to be *actively involved* throughout the period; **Effort** is trying---even if you can’t always master a skill or activity; and **Conduct**, of course, involves *listening to* and *cooperating with* me and classmates.

# THEATRE ARTS

Content	<ul style="list-style-type: none"> <li>• All of K-2</li> <li>• Personification</li> <li>• Recall/use past experience to create</li> <li>• Storytelling skills/narration</li> <li>• Support tools (costumes, set, props, lights, sound, makeup)</li> <li>• Roles: director and actor</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• Review of K-2 questions</li> <li>• How do our past experiences help us in drama?</li> <li>• How can we draw emotion from our own experiences to add to our drama?</li> <li>• What is storytelling?</li> <li>• How can we tell stories without the book?</li> <li>• What are some elements of theatre production and how are they used?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Performance</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• Getting Started With Drama – Karen I. Erickson</li> <li>• Various theatre resources</li> <li>• Internet</li> </ul>

# MUSICAL ARTS

Content	<ul style="list-style-type: none"> <li>• Recorders can make music</li> <li>• Staff, bar lines, measures</li> <li>• Whole, half, quarter, eighth notes and rests</li> <li>• Treble clef, double bar lines</li> <li>• notes B, C, A, G, D.E on the recorder</li> <li>• Instrument Families</li> <li>• Composer (Mussorgsky and Tchaikovsky)</li> <li>• dynamics and accents</li> <li>• Harmony</li> <li>• Time signatures</li> <li>• Key Signatures</li> <li>• Tie and Slur</li> <li>• Repeat dots, D.C., D.S.</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• How is music written?</li> <li>• How do I play music on an instrument?</li> <li>• What are the different families of instruments?</li> <li>• How do we show loud and soft?</li> <li>• What is harmony and how is it created?</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Workbook</li> <li>• Quizzes/Tests</li> <li>• Observation</li> <li>• Performance</li> </ul>
Materials and Resources	<ul style="list-style-type: none"> <li>• God Made Music 3 Workbook</li> <li>• Recorder Routes</li> <li>• Recorder Karate</li> <li>• Songbooks</li> <li>• CD's</li> <li>• Internet</li> </ul>

# VISUAL ARTS

**Note:** Students spend 2 six-week sessions in Visual Arts throughout the year. During those weeks, the lower school grades attend art classes three times per week for 40-minute classes, while upper school grades come to the art room for two 50-minute sessions per week. The block scheduling is as follows: White Cycle---Grades 8, 5, and 2; Navy Cycle---Grades 7, 4, and 1; Red Cycle---Grades 6, 3, and Kindergarten.

The table below describes in general terms the content covered in each grade. What *isn't* described here are the specific projects spring-boarding from the content---and for good reason. Most projects span 3-4 classes, from “blueprint” to final product stage. Video, picture storybooks, prints, and class-friendly artist biographies supplement instruction, but the bulk of time is dedicated to hands-on art work. Though we follow the diocesan art curriculum in respect to basic skills, a wide range of sources are used for project inspiration, including instruction books, trade periodicals, the internet (sites like *Artsonia*), local community art offerings from The Frist, Cheekwood, etc., and happenstance. (I’ve been known to wander the halls of other schools when visiting for basketball games and jotting down ideas that I see and like!) One of the most successful recent projects completed was a look at Cajun artist George Rodrigue’s *Blue Dog* series, an idea garnered from a trip to New Orleans.

In class we use a variety of medium when creating projects---oil pastels, paints, markers, colored pencils, watercolors, crayons, chalk pastels, charcoal pencils, and more. We look at master work and often delve into the unusual personalities of artists. Students are graded according to four areas: effort, participation, conduct, and, most importantly, completeness, which refers to a student’s ability to follow through with a project to its final stage in a timely manner. Parents and other visitors will often see the fruits of *art* labor in our Eagle art displays which line the upper and lower level hallways through the year.

Grade	Content
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Lines, colors, shapes, textures, patterns, movement that can be seen in artwork</li> <li>• Lines express feeling</li> <li>• Color and Mood</li> <li>• Portraits---self and family (over-lapping)</li> <li>• Landscapes---horizon line, depth, and overlapping</li> <li>• Abstract design---interpreting meanings and feelings in artwork</li> <li>• Watercolor</li> <li>• Multi-media Collage</li> <li>• Clay Play</li> <li>• Saint Crowns---shapes and symbols</li> <li>• Community Art---bringing pieces together to make a whole</li> </ul>