

**Linden Waldorf School  
THIRD GRADE CURRICULUM**

2014-2015

**OVERVIEW**

Main Lesson Block/Content

- Old Testament Stories
- Native Tales
- Nature Studies
- Reading
- Grammar
- Shelters
- Gardening
- Poetry
- Speech
- 4 operations
- Long division
- Time
- Measurement
- Prime numbers
- Carrying and borrowing
- Cursive

Music

- Singing
- C-flute
- Reading music begins in pictorial form
- Stringed Instrument – cello, viola, or violin

Practical and Fine Arts

- Form drawing
- Beeswax modeling
- Watercolor painting
- Drama
- Embroidery
- Weaving
- Spinning

Movement/Spacial Dynamics™

- Developing hand-eye coordination
- Strengthening fine motor skills
- Folk Dancing
- Eurythmy

Foreign Language

- Spanish: introduction to simple vocabulary

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- Mandarin
- Exposure to Hebrew

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**LANGUAGE ARTS SCOPE AND SEQUENCE**

Third Grade is a continuum of Second Grade skills. Many areas introduced in Second will solidify and develop in Third.

**Develop Speaking, Memory, and Listening Skills**

- Students will recall details and main sequences from stories derived from main lesson and will actively participate in class discussions concerning the content.
- Students will create more detailed drawings and/or paintings depicting scenes from the morning lesson stories.
- Students will develop auditory discrimination, depth, and sequencing through activities and games.
- Given oral practice and stage directions, students will perform plays in classroom and before an audience.
- Students will develop proper speech skills through tongue twisters, poems, limericks, and sequencing exercises designed to promote clear pronunciation of specific sounds. Students will also experience movements and gestures to support elements of these exercises.
- Students will chorally recite selected verses, songs, and psalms with diction, meter, gesture, and expression.

**Writing/Spelling Skills**

- Students will help compose a written synopsis of a story presented by the teacher. The teacher will then print the synopsis on the board, and the students will copy and create illustrations in their own books. (M) Students will demonstrate ability to write original sentences and paragraphs from presented material (I).
- Students will decrease their writing size over the year, as well as increase their accuracy and neatness. Cursive will be learned by the end of third grade.
- Given examples written on the board, students will properly include initial capitalization, capitalization of proper nouns, periods, commas, semi-colon and colon, hyphens, quotation marks, and question marks. (I)
- Students will use capitalization and periods in their original writing. (I)
- The children will recognize nouns and verbs, and begin to learn other parts (i.e. adjectives and adverbs.) (I)
- Given oral and written statements and questions, students will discriminate between statements, commands, and questions.
- Students will learn to recognize and use spelling conventions, such as silent e, and vowel consonant patterns, as well as common sight words, such as "said".
- Students will demonstrate mastery of basic sight words and basic spelling rules.

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**Reading Skills**

- Given list of word families, students will develop a book or folder in which they spell the more challenging words given to them orally by the teacher. ( I )
- Students will learn to categorize words according to word families and spelling rules. ( I )
- Given common sight words, basic reading vocabulary words, practice and review, students will print dictated sentences with accurate spelling and punctuation. Spelling tests may be given.
- Students will develop receptive language skills by listening to stories either read or told to them at least three times a week.
- Given teacher and student created storybooks and curriculum appropriate readers, students will develop basic skills in word recognition, comprehension, fluency, intonation, and expression as well as work in level appropriate groups.
- Students will identify sounds for letter combinations and develop word attack skills in “sounding out” words through the use of phonetic principles, practice, games, and review.

## **MATH SCOPE AND SEQUENCE**

### **Concepts**

Students will review and deepen previously introduced concepts and be able to express orally and in writing the following:

- Four basic processes with respect to whole numbers
- Place Value
- Four processes, introduction to working vertically (if not introduced before)
- Division with remainder

Using teacher presentations of the history of measurement and practical, hands-on methods (e.g. gardening, cooking, house building), the following concepts will be introduced:

- Measurement of time, distance, weight and volume
- Estimation
- Currency and making change

### **Skills**

Given oral presentation, movement, mental math exercises, practical life word problems, teacher-designed materials, puzzles, riddles, worksheets and/or practice book, presentations and revision, students will review and deepen the following skills:

- Understanding counting forward and backward up to 1,000 and continued practice with number dictations
- Numerical literacy deepened to 1,000,000
- Addition and math facts reviewed and fluent up to 24
- Mental math addition and subtraction problems working up to two 2-digit numbers (e.g.  $28+31$  and  $75-68$ )
- Vertical addition and subtraction practice using regrouping (carrying and borrowing) slowly working up to two 4-digit numbers.
- Multiplication and division facts (to 12) should be practiced and learned out of order and flexibly (sometimes determining product, other times multiplier or dividend, etc...).
- Vertical multiplication working up to three places in the multiplicand (one digit multipliers only)
- Horizontal division statements with remainders
- Long division with a single-digit divisor and up to 4-digit dividends, with and without remainders (optional)
- Review and practice reading clocks

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- U.S. Measurement introduction with hands-on measurement of their height and weight, as well as linear measurement of distances and objects (Metric optional)
- Volume and liquid measure demonstrating the number of cups in a gallon etc...
- Simple conversions, such as inches to feet, pints to quarts
- Estimation in the context of measurement (e.g. height, distance, weight), and comparing with actual measurement
- Introduction to currency and making change through hands-on activities

### **MUSIC SCOPE AND SEQUENCE**

Overview: As the students begin the 9-year-change, music meets them in a new way. The children are ready to "stand on the earth" and feel the major and minor scales. They are making the transition from 'the music sings me' to 'I sing the music.' Melodic notation begins in 3rd grade through pictures and imagery. The third grade class has two music classes and two strings classes per week.

#### Objectives:

- Singing is mostly still in unison. Pentatonic songs move to medieval modes and diatonic scale
  
- The following steps to harmony are begun in 3rd and continue to 4th
  - Echo singing
  - 1. Musical conversation; improvisation with another child on flute or voice
  - 2. Antiphon, also known as call and response (this helps the child sing inwardly to know when to sing)
  - 3. Ostinato is great in 3rd
  - 4. Quodlibet, partner songs
  - 5. Parallel 3rds and drones
  - 6. Rounds are the last thing brought
  
- Singing the major scale and songs about the curriculum
  
- C-flutes introduced mid-year and c-scale
  
- Beat is introduced. Simple percussion is best for beat and rhythm
  
- Melodic notation is brought in pictorial form and moves to musical notation. Staff, treble clef brought through imagery
  
- Orff can be used for ostinato and melodic improvisation
  
- Music notebooks are used to draw notation, symbols and terms. They can also practice notating simple melodies they have sung
  
- Name the polarities learned in 2nd grade and begin using musical terminology
  
- Strings classes begin

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**STRINGS SCOPE AND SEQUENCES**

Objectives

- Learn about their instrument and instrument parts – drawing of their instrument
- Learning proper form
- Learning bowing patterns , articulations
- Bow distribution, playing dynamics, playing in sync with the group.
- Ear Training: matching and identifying pitch & rhythm

Repertoire

- Folk songs in unison
- Playing in Rounds (include Hebrew rounds, Hine MaTov, Shalom Chaverin)
- Three-Parts: Melody, Harmony and Bass line
- Seasonal and Festival songs
- May include songs from the third grade play. (Keys of D Major, G Major & d minor)

Performances may include:

- Fall semester assembly
- Spring Concert
- Grandparents & Special Friends Day
- Music sharing to early childhood classes and rising Third graders.



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**HANDWORK SCOPE AND SEQUENCE**

Crocheting is the major activity for handwork. The students start with simple embroidery on wool felt. In the fiber block in the spring, the students are introduced to spinning, weaving, and dyeing with plants.

Projects include: embroidered placemat and book mark, crocheted hat, hand puppets, finger puppets and shoulder bags. Seasonal projects may include wet felting.

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**SPANISH SCOPE AND SEQUENCE**

Overview: In third grade the lessons continue to be taught orally, the children however are capable to learn a lot more now. Vocabulary pertaining to farming and farm animals is introduced through songs and games.

***Topics and Content***

- Courtesy, phrases, greetings, goodbye
- Numbers: 1-1000
- Human body
- Colors
- Clothing
- Musical Instruments
- Animals
- Food (fruits)
- School (beginning with classroom objects)
- The home and its parts
- The farm
- The garden
- The family
- The seasons
- Months, weeks, days
- The clock
- Personal information
- Nature and the environment

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***Celebrations***

- Christmas
- Epiphany
- Halloween (Noche de Brujas)
- Thanksgiving
- Columbus Day

***Biographies***

- Saints

***Descriptions***

- Climate, the weather

***Personal Relations***

- Actions

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***Methods***

***Little Emphasis (1)***

***Emphasis (2)***

***Great Emphasis (3)***

Poetry and recitations ( 3 )

Songs ( 3 )

Clapping games ( 3 )

Finger games ( 3 )

Rhythmical gestures ( 3 )

Clapping and stamping ( 3 )

Commands and orders ( 3 )

Games with dialogues ( 3 )

Games movements ( 3 )

Hand painted illustrations ( 3 )

Descriptions ( 3 )

Scenes from nature ( 3 )

Recapitulation of stories (oral) ( 3 )

Children's stories (oral) ( 3 )

Conversations and dialogues ( 3 )