

# Third Grade

## The Saul Mirowitz Jewish Community School

Curriculum Night  
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# Third Grade Mathematics

## Math in Focus: a Singapore Math program

### Goal:

- Teaching students to be effective thinkers and mathematical communicators

### Defining Characteristics:

- Math in Focus emphasizes the development of strong number sense (using the base-10 system), excellent mental-math skills, and a deep understanding of place value.
- The curriculum is based on a progression from concrete experience—using manipulatives—to a pictorial stage and finally to the abstract level or algorithm. This sequence gives students a solid understanding of basic mathematical concepts and relationships before they start working at the abstract level.
- Singapore Math includes a strong emphasis on model drawing, a visual approach to solving word problems that helps students organize information and solve problems in a step-by-step manner.
- Concepts are taught to mastery, then later revisited but not re-taught.
- The Singapore Math approach focuses on developing students who are problem solvers.
- Lessons are interactive and incorporate technology (SmartBoard), manipulatives, and gross motor in addition to paper and pencil tasks.

### Third Grade Focus

- Building problem-solving skills and strategies
- Using models to solve real-world problems involving the four operations (addition, subtraction, multiplication & division)
- Making and interpreting data from bar graphs
- Identifying fractions of a set

- Finding angles and identifying lines
- Understanding area and perimeter of figures

### Mathematical Concepts

- **Numbers to 10,000**
  - \* place value
  - \* number patterns
  - \* rounding
- Mental Math and Estimation
- Addition up to 10,000
- Subtraction up to 10,000
- Using Bar Models: Addition and Subtraction
- Multiplication
- Division
- Using Bar Models: Multiplication and Division
- Money
- Metric Length, Mass, and Volume
- Real-World Problems: Measurement
- Bar Graphs and Line Plots
- Fractions
- Time and Temperature
- Angles and Lines
- Two-Dimensional Shapes
- Area and Perimeter

#### **Assessment:**

- Pre- and post-tests (prior to and following completion of unit)
- Ongoing math fact assessments in all four operations so that students can set personal goals

#### **Math Facts**

We define automaticity as knowing the answer to a fact in three seconds or less.

Rather than treating each fact as an isolated piece of knowledge, a strategic approach is applied to math facts. It is important for students to see how basic facts generalize. That is, it is critical that

students see the link between  $3+2$ ,  $30+20$ , and  $300+200$ . The purpose of these exercises is to develop a wider sense of numbers. This knowledge is also crucial to mental computation and approximation skills. In addition to generalizations, students practice facts from particular families using manipulatives, games, and flashcards. For example, if a child is practicing multiplication and division for twos, you might see a student creating a string of beads, playing games or sorting flashcards that correspond to that particular set.

If your child is struggling with math homework, please let me know so that I can follow up with some reteaching at school!

## Third Grade Literacy

The goal of our literacy instruction is for our students to become avid readers, writers, and thinkers. The children will read and write across multiple genres and will be coached to think deeply and study the work of mentor authors. The third grade literacy program is divided into four components:

### Writing Workshop

During Writing Workshop, students are invited to live, work and learn as writers. Our writing workshop series provides a systematic and sequential program and reflects the latest research on data-based, responsive instruction. Written by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, the units of study include Narrative, Information, Opinion, Poetry, and Fairy Tales. These units give students repeated opportunities to experience each kind of writing and to receive explicit assessment-informed feedback at frequent intervals.

The architecture and language of the Units of Study series bring continuity to daily instruction.

1. Brief mini-lessons inspire and rally students to apply the strategy or concept to be learned.
2. Conferencing and small-group work provide tips and ideas for making the most of one-to-one conferences and small-group strategies.
3. During writing time, mid-workshop teaching either extends what children are working on or corrects the course of their work.
4. During sharing time, children come back together for a closing point and offer an observation or celebration of some great work.

### Third Grade Writing Units of Study:

- \*Crafting True Stories (personal narratives)
- \*The Art of Information Writing
- \*Changing the World: Persuasive Speeches, Petitions, and Editorials
- \*Poetry
- \*Once Upon a Time: Adapting and Writing Fairy Tales

### Grammar

A variety of grammar activities will be used in third grade. We will guide students to become powerful, motivated writers by building strong grammar usage and mechanics skills through real world applications. Students develop writing skills with an emphasis on parts of speech, punctuation and capitalization. Daily homework will focus on grammar and language conventions.

### Reading Workshop

The primary goal in Reading Workshop is to teach students to become passionate, resilient readers who read for both pleasure and academic purpose. Mini lessons will include: visualizing, predicting, questioning, plot structure, inferring and determining

importance. Explicit instruction will be provided in book selection, fluency, text features, decoding, literal and inferential comprehension, and reading across different genres.

Some of the literature units and readalouds will be linked to our social studies and Judaics curricula. In those instances, students will gain a greater understanding of the historical and cultural aspects of the story through a cross-curricular approach.

### **Third Grade Reading Units of Study**

- \*Building a Reading Life

- \*Making Meaning

- \*Character Studies

- \*Book Clubs: student selected titles and student led discussions meant to command one's ownership of their reading identity

In addition to Reading Workshop, we read to the children at least once a day and expect them to read independently at home each night for 20 minutes. Research suggests that the amount of independent reading time relates to gains in reading achievement. Independent reading is also a major source of vocabulary and reading fluency.

### **Spelling and Word Study**

The spelling program in third grade is highly differentiated according to where the students fall on a developmental spelling continuum. Instruction provides multiple opportunities for students to investigate and understand the patterns in words. In this manner, students are actively constructing their own knowledge of spelling patterns. Students learn features by completing activities such as word sorting, word hunts, games, and drawing and labeling. Students work individually, with partners, and in small groups to encourage cooperative learning and individual responsibility.

# Handwriting and Keyboarding

## Handwriting

The fine motor skills involved in penmanship are inherent in each child's own development. Age, maturity, and general development are all contributors to the acquisition of handwriting skills. The *Handwriting Without Tears* curriculum is used with emphasis on posture, spacing within and between words, sizing and legibility.

## Keyboarding

The third-grade keyboarding program at Mirowitz is *typing.com*. The goal of the program is for students to learn proper keyboarding technique and correct keystrokes. Through personalized exercises, games, and instant feedback, *typing.com* provides effective, one-on-one instruction to improve each student's typing proficiency. Students will access the keyboarding program through an online server so that they may practice their keyboarding from any computer.

## Social Studies

Because of the increasing complexity of our society, it is vital that our country has an informed, responsible, and contributing citizenry. Social studies is the part of the curriculum which uses the facts, concepts, generalizations, and skills of history and the social sciences to promote responsible citizenship.

Social studies education provides students the opportunities to gain and apply historical knowledge and to perform the skills as indicated below.

The students will:

- Develop critical-thinking skills--responsible decision-making, competency in problem solving, interpreting data, and differentiating between fact and opinion.

- Prepare to participate competently and productively as concerned citizens in society.
- Become aware of their roles as citizens in society and prepare to participate actively, competently, and productively.

### Map Skills

#### Objectives:

- A vital part of the social studies curriculum is teaching students a basic understanding of maps and globes. The variety of skills include directional mastery, understanding the difference between a map and a globe, latitude, longitude, map symbols, kinds of maps and map scale.

### Civil Rights

#### Objectives:

- The unit is designed to give students knowledge of the Civil Rights Movement during the 1950s and '60s. The goal is to have students come away with an understanding of the feelings and pressures that were faced by the leaders of the movement as well as the common people who lived through this difficult time period.

## Science

Science is an active enterprise connected to the student's capacity to inquire. The students learn when they observe, consider prior knowledge, and test their hypotheses. They will generate explanations and develop the ability to think critically; to construct ideas through their own inquiries and investigations. Our third graders will continue to build upon previously acquired knowledge of the scientific process. They will continue to make observations using the five senses and foundational knowledge. They will record observations through journaling - including sketching, labeling, describing and creating charts. Students will ask questions and make predictions. We will work with students to recognize and record the steps of the scientific method through active participation in experiments. Students will then form

conclusions that make sense based upon the experiment or project, as well as new knowledge.

## **Ecosystems and Biomes**

Students will analyze the interactions and interdependence between living and nonliving things and their environments.

Students will:

- Understand that all organisms interact with each other and their environment in order to live and grow.
- Know that in order for animals to survive within an ecosystem, they must adapt to the conditions of the environment.
- Understand that there are land and water biomes that support different organisms.
- Have a firsthand experience with the prairies at Mirowitz, Litzsinger Road Ecology Center (LREC) and Shaw Nature Reserve in September.
- Learn about the grasslands/prairie as an example of a biome in order to research his/her own biome for their “Biome in a Box” project.
- Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, organizing, and relating.

## **Magnets and Electricity**

We use a FOSS curriculum that includes the following objectives:

- Observe the interaction of permanent magnets with a variety of common materials.
- Discover that magnets display forces of attraction and repulsion.
- Measure the change in force between two magnets as the distance between them changes.
- Identify materials that are conductors and insulators.
- Understand and construct simple open, closed, parallel, and series circuits.
- Learn how to make an electromagnet.

- Acquire vocabulary associated with magnetism and electricity.
- Exercise language, math, and social studies skills in the context of magnetism and electricity investigations.
- Use scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.

## *Ivrit - Hebrew (Kitah Gimel)*

### What does it look like?

Students in Hebrew class participate in activities that engage the language modalities of reading, writing, speaking and listening. Class placements are flexible and can be adjusted during the year as needed. The materials used in class are vivid and attractive representations of Israeli culture, including books, stories, skits, songs, videos, projects, presentations and the Hebrew environment. Some of those materials are produced specifically for Hebrew learners and some for native Hebrew speakers. Students progressively increase their vocabulary, grammatical and communication skills while also developing thinking, learning and life skills.

### What are students learning?

Kitah Gimel students continue to strengthen their abilities to connect with classmates and other Hebrew speakers and learners. Topics of study include mostly the immediate surroundings and activities of a third grade student, and expand to include what happens at home. It is our goal that by the end of the year most students reach the “Novice-Mid” to “Novice-High” levels of proficiency in reading, writing, listening and speaking on the language proficiency scale established by the American Council on the Teaching of Foreign Languages. At these levels

students can understand, and write or say, words and phrases learned in the topics listed above. They may be starting to create original expressions that combine and manipulate those words and phrases. They may also be starting to learn basic grammatical rules but do not yet apply them consistently.

Look for more specific information about your child's class soon in an email from your child's Hebrew teacher.

## **3rd Grade Judaics 2018-2019**

### **What can my child look forward to this year in Judaics?:**

In third grade Judaics your child will have the exciting opportunity to learn how to navigate the Tanach. Students will build confidence in progressively deepening their skills with reading the Hebrew text, exploring the steps of creation, then tracing the narratives of the first Jewish family in *Bereshit* (Genesis)! Our class will participate in deep discussions and understand that there are many ways to make meaning of Torah lessons and stories. We will practice making Torah our guide for ethical living, and a means for understanding our own roles as links in an ongoing chain of Jewish living.

### **Torah Study: Bereishit (Genesis) - B'reshit, Noach, Lech L'cha, Vayera, Chayei Sarah:**

The third grade Judaics curriculum will focus on *Bereishit*, (Genesis) chapters 1-24. Torah study will include: identifying and defining repeating Hebrew words and phrases, reading and analyzing commentary, and developing personal interpretations. First semester we will examine the days of Creation, Noah, the Tower of Babel, and God's *brit* (covenant) with Avraham and the Jewish people in Lech L'cha. During the second semester we will focus on Avraham's unique character as the first Jew, exemplifying incredible acts of *chesed* by doing *hachnasat orchim* - welcoming guests, and fighting for social justice - the story of *Sdom* in *Vayera*. We will learn about the expanding family tree and

about Avraham's major test - *Akeidat Yitzchak* - the binding of Isaac.

Lastly we will explore *Chayei Sarah*, which includes the process of burying Sarah respectfully and the ongoing development of the Jewish family tree in the journey to find a wife for Yitzchak.

### **Holidays:**

Third grade students celebrate the meaning and history of our Jewish holidays during the school year. We will delve into the Hebrew text for the holidays mentioned in the TaNaKH. We will learn, through hands-on experiences, about the history of the holidays as well as the meanings of their customs, blessings and traditions of celebrations.

### **T'fillah:**

In *Tefillah* we will be looking more closely at *Shema* and its surrounding blessings (*Yotzer Or, Ahavah Rabbah, Shema, and Mi Chamocha*). We will explore the meaning behind these prayers, and learn to read them correctly and with feeling.

### **Leading T'fillah:**

During second semester third graders will write personal interpretations of the blessings and prayers, as they lead the school in *tefillot* (prayer services). We would love to have you join us on the following dates:

### **Torah Reading:**

The third grade students will work in teams with Reb Scott to develop their skills in using Torah Trope to chant Torah this Spring. Students will meet with him to practice the Hebrew and cantillation and to gain a deeper understanding of the text. We would love to have you join us on the following dates to hear your child read Torah:

## **Homework Policy**

Students will have homework many school nights and you can help establish a routine that includes a time and place for homework. Homework is intended to provide additional,

independent practice for concepts introduced at school. Students have nightly assignments to support their continued development of time management, organization, and personal responsibility.

With this in mind, students in third grade are expected to complete 30-35 minutes of homework each night, including reading and Hebrew. Students are responsible for returning the completed work the following day. There are times when the assigned homework will be completed online (i.e. keyboarding and math facts). Please let us know if your child does not have access to a computer at home. In addition, we will be checking to ensure that reading and Hebrew homework has also been completed. Students may have additional weekly Hebrew assignments that should be worked on throughout the week.

It is not a parent's responsibility to check for accuracy and mark errors; however, it is important that teachers are informed of homework struggles at home. An email or a note from you on the homework assignment explaining difficulties can go a long way in helping to individualize instruction for each student. Students are responsible for handing in their completed homework. Also, please check your child's Everything Binder for flyers and other information that we send home.

## Odds and Ends

### Attendance

**Your child must arrive at school by 8:20**. Students will start their day by turning in homework, sharpening pencils, saying hello to friends and other activities that help them get ready for learning at 8:20. Class work begins promptly at 8:30. Arriving on time sets the tone for the day and for a successful transition from home to school.

### Movement

Based upon research, movement is key for academic success in the classroom. We will be incorporating movement breaks or

active learning techniques during the day to help students stay focused.

### Snacks

Due to students with very severe allergies, **we are a peanut-free and tree nut-free environment.** The safety of all our students is critical, and we appreciate your willingness to adjust your snacks and lunches accordingly.

Students are encouraged to bring a small, healthy snack and water bottle each day—we will be eating snack between 9:30 and 10:45. Suggested snacks include: **Nut Free** granola bars, raisins, apples, veggies, **Nut Free** trail mix, grapes, baked chips or crackers. Please be aware that high sugar content snacks will raise their glycemic index (i.e. sugar buzz) and provide minimal nutritional value.

### Ritual Wear

Saul Mirowitz Jewish Community School is a modern, pluralistic, diverse, egalitarian Jewish community school, striving to insure that each family's customs and rituals are honored and respected and that the diversity of our students is celebrated. We honor family choice regarding the wearing of kippot and other ritual wear. Please let us know how we can help promote your family's choice.

## Field Trips

### **Mirowitz Field Trip Guidelines**

1. All students must be in appropriate seats based upon Missouri law.
  - *Children ages 4 through 7 who weigh at least 40 pounds must be in an appropriate child safety seat or booster seat unless they are 80 pounds or 4'9" tall.*
  - *Children 8 and over or weighing at least 80 pounds or at least 4'9" tall are required to be secured by a safety belt or buckled into an appropriate booster seat.*
2. Elementary school children may not ride in the front seat of a car, unless it is your child.

3. Drivers must abide by all traffic laws, including speed limits.
4. Due to students' allergies, **you may not serve food in your car.**
5. While driving students, **you may not talk on your cell phone.**
6. You may not make any unauthorized stops while driving Mirowitz students.
7. Please use discretion when selecting music or radio stations. No movies may be shown while driving.
8. The number of children permitted in the car shall not exceed the number of shoulder-strap seat belts in the vehicle.
9. If there is ever a cause to be concerned about the safety of the car or the people in the car, the driver is encouraged to pull off the road, remind the children of the rules for appropriate field trip and carpool behavior, rearrange the children in the car and/or, if necessary, call for help.
10. Each student must have a signed Field Trip Permission Form on file in the office.
11. Drivers must provide a copy of their driver's license and current insurance card prior to each field trip.

### Operation Cooperation

This year, we will meet other 3<sup>rd</sup> grade students from Al Salam Day School, Kirk Christian Day School and St. Monica's Catholic School through a program called Operation Cooperation. Operation Cooperation offers children, their parents, and their teachers the chance to broaden their awareness of other faith groups, break down barriers, and increase skills in working together productively through games that foster and measure cooperation.

The dates of these field trips are as follows:

<b>October 16</b>	<b>Al Salam</b>
<b>November 13</b>	<b>St. Monica</b>
<b>February 5 and February 19 (backup date for weather)</b>	<b>Mirowitz</b>
<b>April 1</b>	<b>Kirk</b>

### Third Grade Overnight Trip

The third graders will be studying native Missouri prairies throughout the year. Our goal is to give the students a truly immersive experience in learning about this endangered ecosystem. In addition to managing their own pocket of prairie in the school yard, they visit LREC (Litzsinger Road Ecology Center). LREC is a partner of the Missouri Botanical Gardens (MOBOT), dedicated to native plant and prairie education. They also spend two days and one night at Shaw Nature Reserve, another MOBOT partner. The overnight allows the students to see large scale native prairies, take classes from Shaw Naturalist Staff and participate in hands-on, historically accurate, prairie homestead activities. This year, the overnight will take place on **Monday and Tuesday September 16th-17th**. You will receive much more information as the date gets closer.

### Technology and Social Media

We respect the fact that everyone's family has a different policy regarding technology and social media. We hope that you will monitor your child's use of his/her email accounts and encourage them to keep their passwords private.

### Year at a Glance

#### Shaw Nature Reserve Overnight:

Monday September 16th - Tuesday September 17th

#### Operation Cooperation:

*Drivers and parents' help is needed for these events. Drivers also participate in the event as group leaders. The event at Mirowitz also needs your help as a group leader.*

- Wednesday, October 16, 2019- 9:30 am to about 11:30am - hosted by Al Manara and Al Salam, at Al Salam 519 Weidman Rd, Ballwin, MO 63011
- Wednesday, November 13, 2019- 9:30 am to about 11:30am - St. Monica, 12132 Olive Blvd, Creve Coeur, MO 63141
- Wednesday, February 5 and 19, 2020 (backup snow day) - 9:30 to about 11:30am am - Mirowitz
- Wednesday, April 1, 2020 - 9:30am to about 11:15am: Kirk Christian Day School: 12928 Ladue Road, St. Louis, MO 63141

3rd Graders Leading T'fillah:

**January 21:** Eli Bialecki, Masa Hammerman, Anna Kourbatova, Lucy Rohlman, Gabriel Wax

**January 28:** Sammy Genin, Seth Iken, Michaella Moll, Ariel Rosenberg

**February 4:** Daliya Gerson, Sully Kessler, Seraphina Gabris, Evan Woolf

**February 12:** Jonah Bialecki, Atticus Turner, Omer Hazan, Dan Neiss

**February 18:** Gavi Bogard, Samantha Goldenber, Miriam Kaufman, Maya Newman

**February 25:** Snir Ben Abraham, Yehuda Dean, Jonah Gould, Charles Levine, Orli Roth